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An Analysis of the Structure of Higher Education: An Example of the II. Abdulhamit

Yükseköğretim Yapısının Bir Tahlihi: II. Abdülhamit Örneği

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Abstract

As The Tanzimat Reform Era was a period that laws were made in the field of education, the first schools and educational institutions were opened, followed by the reign of the II. Abdulhamit was a period in which these laws were put into practice, education was tried to be expanded the country wide by opening the new institutions in the center and province, the new steps were taken in the field of teacher training and higher education. Considering the developments in the field of education and the increasing number of educational institutions during the reign of the II. Abdulhamit, the foundations of modern education were laid in this period. From The First Constitutional Monarchy Period to 1923, there were important developments in the field of education, the foundations of The Republic Period education system were laid. In the period from The Second Constitutional Monarchy to The Republic, there have been important developments in terms of innovation in educational institutions and programs. Considering that the majority of educational studies were limited to İstanbul in the reforms years, education missions were extended out of İstanbul and significant progress were made in the transmission of educational studies to the provinces during the reign of the II. Abdulhamit. The positive development seen in terms of quantity in educational studies was not at the same level in terms of quantity during the reign of the II. Abdulhamit. During this period, the number of foreign and minority schools, professional and art schools increased considerably. During the reign of the II. Abdulhamit, new schools in almost every field were opened to prevent the Ottoman people from falling behind in education. In this study, the structure transferred to the Republic will be examined by evaluating the higher education missions and institutions were carried during the reign of the II. Abdülhamit by using document analysis and scanning method.

Keywords: History of education, higher education, constitutional monarchy, the II. Abdulhamit.

Öz

Tanzimat Devri eğitim alanında kanunların yapıldığı, ilk mekteplerin ve eğitim öğretim kurumlarının açıldığı bir dönemken, ardından gelen II. Abdülhamit Devri bu kanunların uygulamaya konduğu, merkez ve taşrada yeni kurumlar açılarak eğitimin ülke geneline yayılmaya çalışıldığı, öğretmen yetiştirme ve yükseköğretim alanında yeni adımların atıldığı bir period olmuştur. II. Abdülhamit Devri boyunca eğitim alanında kaydedilen gelişmeler ve eğitim yapılarının sayılarının artışına bakarak, modern eğitimin temelleri bu dönemde atılmıştır. Birinci Meşrutiyet Dönemi'nde 1923'e kadar geçen sürede eğitim alanında önemli gelişmeler olmuş, Cumhuriyet Dönemi eğitim sisteminin temelleri atılmıştır. II. Meşrutiyet'ten Cumhuriyet'e kadar olan dönemde, eğitim kurumları ve programlarında yenilik yapılması bakımından önemli gelişmeler olmuştur. Tanzimat yıllarında eğitim çalışmalarının büyük çoğunluğunun İstanbul ile sınırlı olduğunu düşünülecek olursa II. Abdülhamit döneminde eğitim hizmetlerinin İstanbul dışına çıktığı ve eğitim hizmetlerinin taşraya da ulaştırılmasında önemli mesafeler kaydedilmiştir. II. Abdülhamit döneminde eğitim hizmetlerinde nicelik açısından görülen olumlu gelişme, nitelik açısından aynı düzeyde olamamıştır. Bu dönem boyunca yabancı ve azınlık okulları, meslek ve sanat okulları sayısı oldukça artmıştır. II. Abdülhamit döneminde Osmanlı halkının eğitimde geri kalmaması için hemen her alanda yeni okullar açılmıştır. Bu çalışmada döküman analizi ve tarama yöntemi kullanılarak II. Abdülhamit döneminde gerçekleştirilen yükseköğrenim faaliyetleri ve kurumları değerlendirilerek, cumhuriyete devredilen yapı irdelenecektir.

Anahtar Kelimeler: Eğitim tarihi, yükseköğrenim, meşrutiyet, II. Abdülhamit.

Introduction

The issue of education has always been an important subject and its role in development and progress of societies has not been ignored. After the education taken over from the Tanzimat reform period, the II. Abdülhamit was a period in which the reforms decisions were applied. (Küçük, 1988) Even if the innovations coming by reforms and changes made did not save the empire after all they provided to occur developments that couldn't be underestimated. Although the period of the II. Abdulhamit was a very active period of political life and intellectual movements in Ottoman history, many new schools were opened and the the old schools were significantly improved in this process. As in Tanzimat reform period, quantity was given much more importance. (Şahin ve Tokdemir, 2011) Even there were opinions and discussions on the quality of education, quantity was emphasized. (Akyüz, 2001: 106). Considering ideas that advocated and discussed, implementations that made during the Constitutional Monarchy period, this period could be seen as a

preparatory phase in which the thoughts about the educational breakthrough performed in the Republic period were tried. (Tekeli, 1985: 473). Steps taken have been the basis for the innovations of the II. Abdülhamit and Constitutional Monarchy periods, in 1869, the education system that was trying to be modernized with Statute on General Education was needed to be regulated and the regulations of education were reawakened with the Constitutional Law in 1876. In 1879, the principals of the central education organization which were arranged according to education levels were determined. (Karatepe, 2017:423-434)

Before in the period of reforms, there were no higher schools except for medicine that gave education as at university level today. In 1846, Temporal Education Council stated that a western style university needed to be founded apart from madrasahs outside religious beliefs. The first university which could be opened partially in 1863 could not be active as a result of the opposition of madrasahs and this attempt was forgotten for a while when the building was destroyed by a fire in 1865. (Şanal, 2011:437) With the reign of the II. Abdülhamit, various activities were attempted also in higher education institutions and new higher education schools were opened.

1. An Overview of the Structure of Higher Education in the First Constitutional Monarchy Period

The attempts to found a new higher education institution began to in the middle of 19th century in Turkey. Since the beginning of this century, tending from the East to the West in which seen in the Ottomans and the changes that occurred on the understanding of education conduced to emerge attempts on the way to the foundation of a new higher education apart from madrasah in The Tanzimat Reform Era. (İhsanoğlu, 1993) The name of the “university” was given this institution that means “sciences home” was born of the idea of revealing conspicuously that it was a separate institution from the madrasah under the conditions of that day. (İhsanoğlu, 1993) With the 1869 regulations, the idea of the foundation of the university emerged for the second time. According to the regulations, the University of Ottoman which was to be opened, had the scientific and administrative autonomy, an administrator would open to everyone who would teach Turkish and would carry a Western style academic character. However, this attempt did not last long and it was closed in 1871 due to the fact that the lessons given were contrary to religious beliefs. (Alkan, 2011) Thus, the second attempt failed.

After the University of Ottoman was closed in 1871, in the 1874-1875 academic year Saffet Pasha opened the university for the third time under the name of Mekteb-i Aliye-i Sultaniye in the building of the Mekteb-i Sultani when he was Minister of Education, but also this attempt became history in 1881. After this time, until 1900 there was no attempt related to the university, before hand the improvement of high and secondary schools was considered and the number of secondary education institutions were increased. (Duran, 2017:62-77)

At last, the II. Abdülhamit decided that the time for the opening of the university in 1900 and commanded it to be opened at the 25th anniversary of his ascent to the throne on 1 September 1900. (Ergin, 1997:1049-1258; DÜİT, 115/31_3,6.) Thus, Darülfünun-ı Şahane in the building of Mekteb-i Mülkiye was opened with a speech by Zühtü Pasha who was Minister of Education. (Arslan, 1995) There was a divinity (ulum-ı diniye) school with four years of education and were literature and science schools (ulum-ı riyaziye ve tabiye) with three years of education in it. Also, Mekteb-i Mülkiye, Mekteb-i Tıbbiye ve Mekteb-i Hukuk were connected to The University. (Koçer, 1991:135-141; Karal, 1996) Darülfünun-ı Şahane continued like that until the end of the period. An instruction entitled Science Organization of the İstanbul University was issued. The law schools founded in Thessaloniki 1907, Konya 1908 and Beirut and the medical school in Damascus were connected to the İstanbul University. (İhsanoğlu, 2011) There were divinity, science and literature branches in The New University. After The Second Council Monarchy, there were also changes in education as several fields and this institution was mentioned as the University of Ottoman.

When the lessons were investigated given in Darülfünun-ı Şahane, it was seen that human and scientific lessons also were in the curriculum beside religious lessons. Darülfünun-ı Şahane which was founded in the II. Abdülhamit period was the first university in the Islamic world founded by Muslims with their own will and means. (İhsanoğlu, 2011) Not only Darülfünun which was the Ottoman university has been the first in the history of the spread of the concept of university outside Europe but also was an important institution of ottoman modernization.

Another type of school belonging to the period has emerged a military colleges. Since innovation efforts firstly began in military field in the Ottoman Empire, the first military schools which was founded to supply necessary trained staff in military were Mühendishane-i Berri-i Hümayun (1793), Mühendishane-i Bahri-i

Hümayun (1771), Tıbhane-i Amire ve Cerrahhane-i Ma'mure (1826), Mekteb-i Ulum-u Harbiye (1834)'dir. The II. Abdülhamit followed the way of the schools opened in this field and the policies pursued, continued the tradition, some changes were requested to be made instead of opening new schools. During the reign years, the number of schools in which modern military training was carried out was increased, these schools were expanded in the provinces, pre-opened ones were modernized and many officers were sent abroad especially to Germany for education. (Alkan, 2011:104)

The university which sustaining its existence after the announcement of Republic gave its place to the İstanbul University by a new regulation made in 1933. According to the sections and lessons taught in the university, we can see that:

Table 1: Darülfünun-ı Şahane Regulations, Lessons to be taught in the university

Branch of Religious Sciences (4 Years)	Branch of Literature (3 Years)	Branch of Natural Sciences (3 Years)
Commentary	Edebiyat-ı Osmaniyeye (Ottoman Literature)	Cebr-i Ala (Algebra)
Hadith	Edebiyat-ı Arabiye (Arabic Literature)	Hendese-i Halliye (Geometry)
Methodology of Hadith	Edebiyat-ı Farişiye (Persian Literature)	Hesab-ı Tamamiye ve Tefazuli (Integral and differential calculus)
Fiqh	Edebiyat-ı Farişiye (Persian Literature)	Hesab-ı İhtimali (Probable Arithmetics)
Islamic Scholastic Theology	Tarih-i Düvel (History of Nations)	İlm-i Ahval-i Cevviye (Meteorology)
History of Islam	Coğrafya-i Umumi ve Umrani (General, Civilizational and Ottoman Geograhpy) İlm-i Asar-ı Atika (Archeology) Usul-ı Terbiye ve Tedris (Pedagogy) Hikmet-i Nazariye (Theoretical sciences)	Kimya-i Uzvi (Organic Chemistry) İlm-i Hayvanat (Zoology) İlm-i Teşrih (Mücmel) (Anatomy)

Military schools opened a subordinate high school to find required students for themselves. These high schools were gathered in the Galatasaray building in 1864. (Koçer, 1991:140) Abdulhamit removed medical high schools to the red barracks, navy high schools to Heybeli Island, artillery high schools to old place in Halıcıoğlu in

1878. The graduates of these high schools were lieutenant, those who graduated from military college were captain, those who completed war college were commander. (Koçer, 1991)

One of the important educational issues of the period was the issue of teacher schools that would train and educate qualified people in these schools as well as educational institutions. The need for teacher training began to be felt after the first secondary schools were opened, but the first teacher school under the name of Darülmualimin was opened on March 16, 1848. Also, a second teacher training institution under the name of Darülmualimin-i Sıbyan was opened in 1868. According to Maarif-i Umumiye regulations, teacher schools were foreseen to be opened. In addition to this, a Darülmualimin, which included only primary, secondary and high school branches in İstanbul got started in 1874. One each Darülmualimin-i Sıbyan got started in Bosnia, Cretan and Konya in 1875. (Koçer, 1991:141)

During the reign of the II. Abdülhamit, new regulations was brought by improving İstanbul Darülmualimini. Darülmualimin-i Aliye branch was added with the innovation made in November 3, 1891. After the reform that would made after this date, the first teacher school continued to exist in three separate sections as rudimentary branch, secondary teacher school secondary school branch and higher teacher school Aliye branch. The higher part of Darülmualimin was separated to science and literature parts. Although two parts were put into one in 1895, they were again divided into two parts in 1901, and the teaching period was reduced from three years to two years. Darülmualimin continued like that until the Second Constitutional Monarchy. Aliye branch became a real teacher's school in 1910. (Şanal, 2011b:435,436) The school was transferred to the Darülfunun and continued like that until the first years of the Republic. During the reign of the II. Abdülhamit in the provinces, these schools ceased to be unique to İstanbul, and opening in all rural areas was tried to spread all over the empire. (Kodaman, 1986:482-483) There were 32 Darülmualimin in the whole empire. It was opened to train the first teacher for girls' schools in 1870.

We can see below the syllabus of Darülmualimin-i Aliye belonged to the year of 1890 in terms of setting an example for the curricula taught in teacher schools:

Table 2: Syllabus of Darülmualimin-i Aliye in 1890 (Altn, 2011)

Lessons	I. Year	II. Year	III. Year
Theology Classes	1	1	2
Ottoman Literature	1	1	1
Formal Composition	-	1	1
Methods of Teaching	-	-	1

Arabic Literature	1	1	1
Persian Literature	1	1	1
French	4	4	3
Calculation	2	0	0
Accounting	1	1	0
Standard and High Standard Algebra	2	1	1
Geometry	1	2	1
Trigonometry	1	1	0
Mathematical Drawings	-	-	2
Cosmography	-	1	1
Machine	-	1	1
Natural Philosophy	2	2	1
The Generated Three	2	1	2
General Geography	1	1	1
General and Ottoman History	1	1	1
Chemistry	2	2	1
Laws	1	1	1
Economics	-	1	1
Total	24	25	24

Another pillar of Abdulhamid's educational movements was the steps taken in the subject of professional and technical education. Not only art schools weren't included in 1869 regulations but also there was a regulation for the art schools prepared by Correctional Industry Committee founded by Mithat Pasha. According to this regulation, art schools were to continue their studies and to open new institutions until 1882, which were Üsküdar, Aksaray, Çağaloğlu Girls Industrial Schools. (İ.M.F, 17/36_4; Duman, 2002:68-69) In addition to this, if we look at vocational and technical schools, some of them are like that:

1. The School of Architectural, the duration of the course is four years, gives daytime training.
2. The School of Finance (1878) opened in Divan-ı Muhasebat building. General Laws, Wealth and Economic courses were taught in the school.
3. The School of Commerce (1882) was founded under the Ministry of Commerce. This institution which was later named Hamidiye School of Commerce was closed in 1888.
4. Specimen Vineyard and Vaccine Surgery School (1887) trained to grow practical vigneron and sapling master.
5. Customs School (1892) was opened to make customs officers specialized only in tariff works by the emirate of duty. (Duman, 2002: 69-70)
6. The Police School (1889) was opened in 1889 to improve the legal affairs of the police. (Koçer, 1991; Küçük, 2003:221)

2. Higher Education Structure in the Second Constitutional Monarchy Period

An important part of the innovations made in the field of education was related to higher education during the Second Constitutional Monarchy. (Şahin ve Tokdemir, 2011) The university which was opened in 1900 existed for eight years until the Second Constitutional Monarchy. It was began to change with the declaration of the Second Constitutional Monarchy. After 1908, there were many students who enrolled in colleges, especially the university. (Tekeli ve İlkin, 2002:95) It was restored in a private building, equipments were enriched in 1909 and Emrullah Efendi made various changes in 1911. According to these changes, departments were religious sciences, law, science and literature. The higher school of pharmacist and dentist was connected to the medicine department and the provincial, medicine and law schools were connected to İstanbul schools. (Koçer, 1991:200)

It was seen that the education period of science branch was three years, that of the Ulum-ı Aliye-i Diniye branch and the teaching in law was four years.(Dilaver, 2002:74-76) Especially after 1912, important developments took place in the field of higher education. The innovations in Ottoman society structure which occurred with the defeat of Balkan wars had an important effect on this. Since many applications were made the university during this period, the preparatory class was opened for those who didn't have adequate education and the application of receiving fees from students was abolished. The programs of university reviewed and courses such as history, literature and philosophy were put into the program. In this period, Darülfünun-u Osmani name was used instead of Darülfünun-u Şahane. (Ergün, 1996: 360). It was during this period that girls started to receive higher education in real terms. İnas Darülfünunu was actually the exalted class of Darülmualimat which was opened in 1914. (Baskın, 2007:118) As a matter of fact, after it was decided to reform Darülmualimat on July 19, 1914 and to make exalted classes permanent which were opened temporarily from September, (Meclis-i Mebusân Zabıt Cerîdesi, 1330:851) from September 1914, Darülmualimat was reorganized and its staffs were formed. (Dölen, 2009:515) Darülmualimat's exalted classes were opened under the name of İnas Darülfünun as three branches of literature, nature and maths science with this new structuring. (Tekeli ve İlkin, 2002:96)

As a matter of fact, the Ministry of Education declared to found the branch of leyli and nehari sınıf-ı aliye İnas University which had three years education period and to admit students in it and the

people who wanted to study in this university needed to apply Darülmualimat management with Tezkire-i Osmaniye testimonies by using media on 15 September, 1914. (Tanin, 1333:3)

There were developments related to teacher organization among the educational movements of the Second Constitutional Monarchy period. During the reign of the II. Abdülhamit, the institutions educated teachers in which were opened in the Tanzimat reform era were developed and new attempts were made. (Akyüz, 2005) During this period, many programs and regulations were prepared for the schools training teachers. As soon as the Second Constitutional Monarchy was declared, for the first time our teachers founded a professional organization called Encümen-i Muallimin in İstanbul. (Akyüz, 2005, Altın, 2011, Şanal, 2011b)

The main institutions of training teachers were (DÜİT, 96/43_3, 6) male teacher schools (Darülmualimin-i Rüşdi, Darülmualimin-i Sıbyan, Darülmualimin-i Aliye), and female teacher schools were Darülmualimat. (Binbaşıoğlu, 1995:135; Duran, 2019:55)

The aim of these institutions were to defend the rights of teachers, to work for the development of the Ottoman education system and to help the ministry of education in this issue. (Akyüz, 2002:15-27) The items of the Temporary Primary Education Law in which legislated in 1913 touch the matter of training teacher were 42nd,43rd,44th,45th,46th,47th,48th,49th, 93rd items. (Öztürk, 1996:26-35) In addition to this, a teacher school was began to open in each province with the Public Administration and Private Administration of Provinces Laws. During the Constitutional Monarchy Period, the number of these schools increased to 65 but these were short-lived as well as had few students. After the Darülmualimin and Darülmualimat regulations which were enacted in 1915, the demand for schools decreased considerably. (ŞD.HU, 231/8_11) Also, the enthusiasm for teaching decreased and teachers began not to be found since the provincial budgets, which had suffered a lot during the war years wasn't be able to take care of Darülmualimin and to pay the salaries of primary school teachers. (Özdilek Mecmuası, 1339:47) The teacher schools whose programs was changed again after 1915 were transferred to the Republic with the mentioned regulation. A license exam was taken in the places that didn't have Darülmualimin graduate for teachers and teacher's assistants. (Altın, 2011:292)

It was seen that the State began to dominate everything during the First World War which could be called the second period of the

Constitutional Monarchy. It promulgated Mekatib-i Private Regulations in 1915 especially to take under the domination of foreign private schools. (Koçer, 1991:206) There were some details of opening private school and processes in this regulations such as the people who would open private school needed to take permit, give cahier for this, state what they there going to write there and a person weren't be able to open more than a school. The observance of the State in minority schools was ensured relatively with this item "It was compulsory to teach the Turkish, the history and geography of Turkey by Turkish teachers in Mekatib-i Hususiye in which gave education with another language except for Turkish." (Alan, 2011:228; Alan, 2011b:196)

Committee of Union and Progress at the helm of the Constitutional Monarchy Era attached importance to education, promoted the opening of private schools and opened new schools if we considered the other actions apart from this important regulation. An association was founded under the name of the Ottoman Committee of Union and Progress in 1909, under the leadership of this party. Osmaniye Teaching Company in 1910, Ottoman Private Schools, Unity Shift Association in 1911 also were founded.

The education system of the Ottoman Empire became very complicated especially in recent years. One of the main important reasons of this that there were many schools with different features. Some of these schools had the higher school quality of both the level of the professional high schools and the university. In this part, these professional schools and higher schools which educated as art-craft would be evaluated. These schools which were related to professional and technical education were connected to private administrations including the expenses with the law enacted in 1913 and thus the art schools were connected to the provinces (Duman, 2002: 68).

The programs and regimes of these higher schools were changed and the interaction between education and political life was ensured in almost every school by founding students associations after the Second Constitutional Monarchy. When we looked at the developments of technical education in the Second Constitutional Monarchy, art schools were connected to an administration and turned into a school with the private administrations law which was enacted in 1913. Another innovation was that high schools in technical education were organized as a branch of trade, agriculture, arts and public information. (Koçer, 1991:212) Thus, it was thought to expand professional and technical schools. Since there weren't course materials, workshops and teachers to apply this new program, this

regulation didn't give a good result. Some of these schools were closed after a life of seven years by activating some of its branches.(Koçer, 1991:213) The following schools were opened to train their own officers by mostly various ministries apart from this general technical education during the Constitutional Monarchy period:

1. Tariff Officers School; trained officers to regulate tariff organization, it was closed in 1917.
2. Police Officers School; trained police officers to ensure internal and external security.
3. Dentist School; It started education in 1909.
4. Finance Officers School; opened to train qualified finance officers after the declaration of the Second Constitutional Monarchy.
5. Conductor School; The aim of the school which started teaching in 1911 was to train assistants to engineer schools.
6. Municipal Officers School; opened in the building of the city hall in 1911 to train municipal sergeant, inspector, clerk.
7. Cadaster Officers School; opened to train cadaster officers in 1911.
8. Foundation Officers School; opened on 10 May, 1911 to train officers for general directorate of foundation.
9. Medical Services School; opened to ease the burden of doctors.
10. Railway Officers School; founded to train officers who would work in this field. (BEO, 4232/317334_3, 4) Apprentice School; opened in 1914. Its aim not to deprive the students of education who were obliged to gain their lives in the industrial and commercial sectors and were yet at the age of education. (BEO, 4232/317334_3, 4)

Conclusion

Educational reforms showed a great improvement during the reign of the II. Abdülhamit. Although the economic situation was poor in this period, these reforms were continued without slowing down. It can be stated that there was a dominant innovative style, when we generally look at the education concept in the period of the II. Abdülhamit. Opening of schools in almost every field of education from primary school to university in this period was very important in terms of showing the right understanding of development and progress of the regime of the II. Abdülhamit.

The different school types which were opened in the period of padishah Abdulhamit maintained their existences during the Second

Constitutional Monarchy Period and also under the various names in the Republican period. The foundations of modern education were laid in this period by looking at the developments in the field of the education and the increasing number of educational structures during the II. Abdulhamit period. Important developments in the field of education took place and the foundations of the education system of the Republican period were laid from the First Constitutional Monarchy period to 1923.

Considering that the majority of educational activities were limited to İstanbul in the Tanzimat Reform Era, significant progress were made in the delivery of education services outside İstanbul and to the provinces during the reign of the II. Abdulhamit. During the reign of the II. Abdulhamit, the positive development seen in terms of quantity in educational services was not at the same level in terms of quality. The number of foreign and minority schools, professional and art schools increased considerably during this period.

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