

HISTORICAL DEVELOPMENT OF OPENING VOCATIONAL AND TECHNICAL EDUCATION INSTITUTIONS UNTIL THE II. CONSTITUTIONAL IN TURKEY IN MILITARY FIELD (1908)

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Abstract

Purpose of the Study: To prove the foundations of Western-style technical education in Turkey started with opened the military technical schools during the 2.constitutionalism. Method: In this study, the scanning method used. Benfited from the Original studies about the subject and our contention is supported by these studies. Results: Modernization efforts started in period of Administrative Reforms in Turkey. In this period the Empire accepted no longer strong, in contrast going towards to the decline and collapse. The state decided to take western tecnic in order to stop this decline and collapse. For this purpose the idea of recovering the collapse with the progress in military technique, Western style military technical schools were opened. Term technology was used and for education teachers were brought from the West in these schools. In this period, military technical schools therewithal were seen as a means of modernization.

Key Words: Turkey, Vocational Education, Technical Education, Military Schools, second constitutionalism

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TÜRKİYE'DE II. MEŞRUTİYETE KADAR (1908), ASKERİ ALANDA AÇILAN MESLEKİ TEKNİK EĞİTİM KURUMLARININ TARİHİ GELİŞİMİ

Öz

Bizim bu çalışmadaki amacımız; Türkiye'de Batı tarzındaki mesleki teknik eğitimin temellerinin 2.Meşrutiyet Döneminde açılan askeri teknik okullarla başladığını belgelerle ortaya koymaktır. Bu çalışmayı ortaya koyarken; tarama yöntemi kullanılmıştır. Konuyla ilgili özgün çalışmalardan yararlanılmış ve kendi tezimiz bu çalışmalarla desteklenmiştir. Türkiye'de modernleşme çalışmaları Tanzimat Dönemi'nde başlamıştır. Bu dönemde devlet artık güçlü olmadığını aksine gerilemeye ve çöküşe doğru gittiğini kabul etmiştir. Devlet, bu gerileme ve çöküşü durdurmak için Batının tekniğini almaya karar vermiştir. Bu amaçla askeri teknikte ilerleme bu çöküşü kurtarma düşüncesiyle Batı tarzında askeri teknik okullar açılmıştır. Bu okullarda dönemin teknolojisi kullanılmış Batıdan eğitim için hocalar getirtilmiştir. Kısaca Batı tarzında ilerleme askeri okullarla başlamış diğer teknik sivil okullarla devam etmiştir. Bu dönemde askeri teknik okullar aynı zamanda modernleşmenin, çağdaşlaşmanın aracı olarak görülmüştür.

Anahtar Kelimeler: Türkiye, Mesleki Eğitim, Teknik Eğitim, Askeri Okullar, 2.Meşrutiyet

INTRODUCTION

The Ottoman Empire opened a number of vocational and technical education schools until the II. constitutional monarchy. The first of these schools had been the military schools. Because the opening goals of the first vocational and technical education schools, first sampling Western army, second to capture the economy of the West. (Koçer, 1987: 211)

Acts of establishing vocational and technical education schools to catch the West army in The Ottoman Empire, moved on until the Midhat Pasha. (1860)

Now we continue our work by examining one of the opened vocational and technical education schools, the military technical schools up to 2. constitutionalism.

Purpose of the Study: To prove the foundations of Western-style technical education in Turkey started with opened the military technical schools during the 2. constitutionalism

Method: In this study, the scanning method used. Benefited from the Original studies about the subject and our contention is supported by these studies

The Mortars Engineer School (1734)

In 1734 to Comte de Bonnoval who became muslim and called Humbaracı Ahmed Pasha was given to establish the Mortars Engineer School By Sultan I.Mahmud.(Duman, 2002, 15: 65)

In 1734 with the Humbaracı Ahmet Pasha's initiative Mortars Engineer School was opened in Üsküdar, Istanbul. As not get the reactions of Janissary, school staff was taken from “bodyguard of the sultan” and “Bosphorus stooge”. Geometry that was needed to Mortars was going to teach them. In the meantime, under the command of Humbaracı Ahmet Pasha's adopted son named Süleyman "battalion of Engineers" was established. (Bilim, 2002: 21)

Although not exactly a school, Mortars Engineer School was the first opened institution for modern education in Turkey. This was the course that give the modern military technical information to trainers. (Bilim, 2002: 20)

According to some sources, as it was a course not school, it was not a technical institution. According to Ergin, this doesn't like the innovations after the 1773. Because, Mortars Engineer School innovation is a primitive change in the field of art and manufacture, although they, innovations before 1773, has been mainly considered to benefit from the Western language and culture (Duman,2002,15:65)

According to some sources, Mortars Engineer School is the first vocational-technical institution in the Western style. Mortars Engineer

School is the core of military and civilian engineer schools and constitutes the first vocational training institution that teaches positive sciences in our country. (Unat, 1964: 14) However, the Janissaries suspected from this school and began making preparations for rebellion. Smart Sultan who sense the blood would lead in the country, distributed the school's student immediately. (Koçer, 1987: 23)

When Humbaracı Ahmed Pahsa came to Istanbul, he and his adopted son Suleyman Aga also wanted to reanimate School, it was closed as a result of the increased reaction in 1750.

Second venture for opening of the school was done by III. Mustafa and His Grand Vizier Rakip Koca Pasha in 1759. In this initiative, Survivor students of engineer school and their children gathered, these students were tried to teach science. . But nothing changed. Because of the same obstacles, could not get an outcome from this initiative. (Bilim, 2002: 22,23) when Engineer School was opened in 1795, this course abolished and students were transferred to the new school. (Duman, 2002, 15: 65)

Naval Army Engineer school (1773)

Naval Army Engineer school was the first military naval school of the Ottoman Empire. (Akyüz,1989:164) School took its name from the "riyaziye"(math) was taught under the name of "hendese"(Geometry). (Akyüz, 1989: 164)

Factors affecting the establishment of marine Engineer school, idea of

modernization that has been going since the Tulip Period, the era Sultan III. Mustafa 's emphasis on science and technique, and the event in Çeşme in 1770. (Bilim,2002:24) However, the main cause in these reasons, in the War between Ottoman-Russian 1768–1774, the Russian Navy burned the Ottoman fleet which took refuge in the port of Çeşme in 1770. With the recommendation of The commander of naval forces Gazi Hasan Paşa and with the approval of the Sultan, the school opened. (Bilim, 2002: 25)

The school's opening dates are different in some sources. But the general opinion of the opening date of the school is in 1773. Cahit Yalcin Bilim, in the footnote section of his mentioned work explains as: "Opening dates of the school are given in various ways in resources. Priest Tonerini visited the school and who wrote a piece in Italian (French translation of a work de la littérature des Turcs, Paris,1789,p.159, etc.), Ergin, in the title of p.315 and p.317 by virtue of Toderini and M.D'ohsson, Tableau general de L. Otoman, II. Paris,1790,p.167, based on the French sources give in 1775, Beydilli Kemal, in the history of Turkish science and printing, Engineer school, print shop and a library of Engineer school in 1776-1806, Istanbul, 1995 p.23 give in 1776. In respect of the issue also look at Feyzi Kurtoglu, the history of maritime schools, Istanbul, 1961, p.2 et. al. Cagatay Uluçay--Enver Kartekin, Senior Engineer School, Istanbul, 1958, p.79. 1773 is written as the foundation date on the school in Heybeliada "(Bilim, 2002: 26)

The school's first teacher, the Algerian Sayyid Hasan. This man knew French, English and Italian other than Arabic and Turkish. He was a very skillful sailor. He was autodetects the important books and tools in Europe. Because of his success Sayyid Hasan Paşa promoted The commander of naval forces. (Ergin, 1977, 1–2: 315. 316)

Ottomans brought French engineers and officers to army who were moments of employment and castle affairs, in order to be strong in the technical field against the Russians. Although these were land army engineer there is no interest in affairs of shipyard, at that time (1784) in İstanbul, as there wasn't any school except Engineer school and there wasn't addressed students, nolens volens the French begun to lecture here. They made fortification Model in the garden of the Aynalıkavak Palace near the school, where they brought into Aytabya, Hidden Paths, the Pathans; Kaponiyers. But the French's relevance to Turk military service and the role the French delegation in İstanbul played, soon pulled Russians eyes over that school. Russians and their allies the Austrians applied to France together. Then in September 27, 1788 (1203) the French delegation in Turkey was forced to return to their homeland. (Ergin, 1977, 1-2: 317). When French teachers gone, new teachers, and technicians were brought from Sweden and London. (Kocer, 1987, 26)

Kasapbaşızade İbrahim Efendi was appointed of the Engineer school, after the French had left. Among Turkish math teachers Gelenbevi İsmail, Sir Palabıyık Mehmet and Sir Bahar respectively were appointed the head master. (Ergin, 1977, 1-2: 317) Earlier, children who did not even read and write were usually taken to school. The school's program was like level of primary and secondary education programs at present; first literate were taught to children second Arabic, Farsi and French, then mathematics and Maritime information was given. (Akyuz, 1989: 164)

Enrollment of students changed significantly as from 1842. In 1842, officer's and sailor's 14-year-old children who could read Koran and write thuluth text. In First and second grade, morality, Arabic, arithmetic, geometry, algebra, painting and French lessons were taught to students. From the third grade education was divided into two as the machinery and construction. To construction part of

students, related to construction of the ships, to machinery parts of students physics plane and spherical geometry (trigonometry), graphics, navigation (ship voyage) and use of the ship was taught as a theoretical and practical courses. Since its opening taught French became elective lesson and English was taken to the program at the school as Britain's shipping program was developed thought. Implementation ship had been taken in school. (Science, 2002: 31, 32)

The Engineer school (1792) was merged with naval Engineer, the land Engineer school (Berri Humayun) (1795), and medicine opened in (1803). Crimean Abdullah Ramiz Efendi was brought to the head of the school.

When The commander of naval forces Little Hüseyin pasha reported, the unification of the two schools were not suitable for opening purposes of schools to the Sultan, he ordered the separation of the schools (1806) (Ergin, 1977, 1-2: 317, 318)

School (1822), was moved to sawing store near Permakkap in shipyard. Later (1830) it was moved to the Heybeli island. Eight years later on November 1838 it was moved Kasım Pasha (shipyard's circumference). The school was a modern state and would used as university. But there wasn't high school it was used as high school. Latest the school was moved to Kasım Paşa in 1846 again.

What date the Naval Preparatory School opened on is uncertain. (Ergin, 1977, 1-2: 318, 323), however, thought that it was opened after 1845. (Ergin, 1977, 1-2: 323) When all high schools come together in Galatasaray, the navy high school was moved Kasım Paşa. However, later (1868), as desisted to merge all high schools and they return previous places, the Naval Preparatory School was moved to the

Heybeli island again. (Bilim, 2002: 32)

As a result, we can say about the school: Naval Engineer school was; the first school opened in Western-style in Turkey, the course first tools and materials used, the students sit on desk not on the mat or rugs, for the first time theoretical and practical courses given by foreign teachers and foreign language are taught, a rich booklet consist of domestic and foreign books.

Nowadays Naval school continuing its education with success as a Naval Academy one part is in Tuzla, the other one is in Heybeli island. (Science, 2002: 33)

Land Army Engineer School (Mühendishane-i Berr-i Hümayun) 1795

The school was emerged as a product of III Selim's reforms called "Nizam-i Cedid". At the period, when the III. Selim ascended the throne, especially Janissary Corps and madrasas that was carrying out the education and training, lagged behind the era. These institutions pushed positive education aside and just entered into the search for death and beyond. Madrasas was retrogressing with debate full of superstition and instigating the anarchy.

III. Selim who was aware of degradation in Military and civilian educational institutions, moved the intellectuals statemen of his era in order to start Western-style innovation. Starting point of movement defined as desiging the military organizations and initiation the Western style of vocational and technical education. (Çınar, 2007: 22)

In this respect the Sultan who wanted modern army of the Empire, made improvements in fortifications and artillery by adding architecture and science courses to make the bridge, bastion, castle and he provided appropriations. In addition, he founded in 1793 "New Layout Army", as an example of the west and in order to compensate the expenses of the army he founded a treasure house named "Income recipients Cedit ". Also he asked for officers and technicians from France and Sweden in order to compensate the officer requirement of the army. Also he opened a new school named "Engineers of Sultan" in his mansion in Bahariye in Istanbul, to here selected, talented youth was given from the palace as a student and lecturers in various disciplines was appointed. (Bilim, 2002: 34)

The school moved and expanded to barracks of Humbaracı in Halicioğlu in 1793. However, this was not enough. To overcome this deficiency, planned further expansion of engineer school. in 1795, in Istanbul, Golden Horn side of quarters Humbaracı in Hasköy where land used as a teaching facility, more spacious and modern Land Army Engineer School was opened. (Bilim 2002:34,35) Land Army Engineer School was an educational institution especially Artillery and Army Engineering school. (Turan, 1996: 57)

In the Regulations of the school organization purposes described as: Spread of geometry and account, wisdom, geography and science from this institution, and to apply training the industry Military Affairs that was much needed by the State of Ottoman. (Akyuz, 1989: 164, 165) opening important military school and collection of significant teachers in era, attracted the attention of the European states and each state donated many books. Even Napoleon (Fr) sent more gift than of all to win more given special consideration by the Sultan. There were variety of Measurement and accountability instruments made of brass about geometry. (Akyuz, 1989:165,166)

Duration of education was 4 years the school curriculum implemented according to the class as follows. (Turan, 1996: 57, 58)

Land Army Engineer School Curriculum.

1st Class: Geometry, algebra, mathematics, astronomy, fortification, military

2nd Class: 2 Geometry, algebra, geography, history of war

3rd Class: Shape science, geography, Arabic, French

4th Class: Pictures, shape science, Arabic, French

The school's program, Wednesdays, Saturdays and Sundays the theoretical lessons, lessons on Mondays and Thursdays were in practice. Tuesdays and Fridays in the vacation. All kinds of school equipment and books were supplied by the Sublime Porte. (Bilim, 2002: 39)

Engineers who graduated from the school would make maps of the places they went and when they came to İstanbul, presented maps was going to put the school library. Like this map of each region would be drawn and a map of the entire country would be made. These engineers who went various regions would be given travel allowance in addition to the salaries. When they arrive to İstanbul, they would go to school. (Bilim, 2002: 39)

Land Army Engineer school's first teachers were follows:

Sir Crimean Great Huseyin, Sir İshak, Sir Abdurrahman, Sir Sakip, Sir John, Sir Omar. These were the most well known professors of the period who knew Western languages and science. The most famous of them was Sir İshak, who was the second headmaster of the school. Beside the various positive science books, he had a 4 tomes book about math and natural sciences named "magazines of math knowledge". This work has been important for the first time Europe's high mathematics partly planted in the Ottoman lands. He defined terms of these sciences in Turkish used that day. (Akyuz, 1989:166)

Two officers and eighteen students was sent to England for education in 1834–1835. The purpose of this study, to benefit from them in various positions when they return to Turkey. For example, to new opened Military school teachers would be supplied with West technical information. Indeed they formed contemporary team with the modern knowledge they have acquired and structures of thought provided great contributions to Turkey's being west country. (Science, 2002: 43, 44)

Land Army Engineer school was changed as the artillery and architects school in 1848. (Ozalp, 1961, 104: 19)

Land Army Engineer school showed an improvement with all the military schools in 1865. On this date, high schools of Medicine, military and the Engineer schools gathered at Galatasaray and was called " Mekteb-i İdadi-i Umumi " "public high school". (Science, 2002, 46)

Engineer school's military academy class which consist of artillery and fortification parts, attended the Military College with the proposal of the era military chief Esat Pahsa and Sultan's adoption in 1871.

Following the unification of Engineer school's military academy class with the Military College, the Senior High School of Engineer school was merged with Senior High School of Military College in Maçka. Reserve classes of military school was moved up to Engineer school and called " professional training Military schools". However, later Macka barracks brought into the armory and high school classes moved to Kuleli on the Bosphorus and continued the training-teaching there. Architecture classes became " Civil Engineering School" (now Istanbul Technical University). (Science, 2002, 47)

Grand medicine and Places of The surgeon (1827) "Tıphane-i Amire ve Cerrahane-i Mamure"

Although Greeks were allowed to establish medical school in İstanbul (Kuruçeşme) in 1805, it is thought it was closed in 1812. (Akyuz, 1989: 166) As Kuruçeşme medicine collage can not be considered formal institution, we can not take its opening date as a starting point to medicine school. (Ergin,1977, 1–2: 336)

In January 1807, By the issued regulation in the last days of reign of III. Selim, a Medical School was founded inside the Istanbul Naval Shipyard. Education was going to made in Italian, would be applied to French leisurely. Trained doctor would go on a campaign with navy. This attempt was extinguished because of the Kabakçı rebellion. (Akyüz,1989:166) The real sense, "the Imperial medicine School" started teaching at head of firefighter's mansion in Şehzadebaşı in 14 march 1827 in order to train new army's, that was founded after the Janissary Corps removed, needs like doctors, vets, infantry and cavalry officers.(Unat, 1964,14). Medicine School was opened by the necessity and the Recital of head physician of II. Mahmud, Sir Mustafa Behçet. (Ergin, 1977,1–2: 336) To Medicine School, head of physician Mustafa Behçet Efendi was appointed as master and teacher and Abdülhak

Molla, Sermüneccim Osman Saip, Doctor İstenafaki, Bogos; Ahmet Hilmi, Vasif and Hüseyin was appointed as teachers. (Ergin, 1977, 1–2: 340)

At Medical School courses, instructions were given in French until the necessary books in Turkish and qualified Turkish teachers were prepared to do the education in that language.

No records were looked for to enter school. Salaries were given to students and lunches were provided by school. The first time subjects was listened by sitting on the floor mats. Plots were taken in order to students learn French on the other way students were classified by level of prior learning Turkish, Arabic and Persian and religion lessons began to be taught. Duration of study was approved by four years. (Unat, 1964. 15)

Medical School's four-year program was briefly as follows;

Arabic, Turkish, French, morphology and analysis of sentences, spelling, Clerk, and Grammar, Arabic and Turkish names of drugs, diseases, plants, in free time religious education, surgery practice, entry of anatomy and medical science, then Talented chosen to make surgery application in the hospital.(Akyuz, 1989:167)Before non-Islamic weren't taken (1839) after the constitutionalism all peoples in Otoman were taken but the Jews did not demand the school until 1859. (Ergin,1977, 1–2: 346)

To pass the class, test not used. Students could pass the upper class with discretion of teachers about according to their growing conditions. Graduated from 4-years training, first accepted as an assistant of doctor. After increasing in popularity of the school,

entrance test started to be made. Although second school where lessons were in Turkish and engaged in practical teaching named “The surgeon places” was established near the gilded door of Topkapı palace, both schools which serves the same purpose was combined as a boarding school in Otlukçu Barracks where was located within the walls of the Topkapi. This converted two-year school train assistant of doctor and surgeon. (Unat, 1964, 15)

Later this wasn't seen enough and decided to the re-establishment of the institution like in Western countries. Teaching was decided to be in French and was attempted to bring in a Director and Teacher from Europe. This boarding school was moved to pre-existing instution where constitute a resource to palace school had been empty in Galatasaray in 1838. In supervision and management of professor Bernard, it was re- organized and in last days of Sultan II. Mahmud, the school was activated with the opening discourse of Sultan. This new school was named “Medicine Science Location of Otoman”. (Unat, 1964, 15)

Separately organized secondary school and opening the high school in other military schools was occurred in Medicine School.(Tekeli, İlkin,1993. 68). After the reorganization of a school in 1869, practice and surgical School was opened in Haydarpasa Military Hospital. (Tekeli, İlkin, 1993, 69) The Civil Medical School was opened in 1870 in order to educate in Turkish within the Medical School. (Ergin, 1977, 1–2: 348)

After the revolution in 1908, The Medical School was moved to Haydarpasa, combined with university departmants and programs were changed. (Ergin, 1977, 1–2: 353)

Military Science Academy 1834 “Mekteb-i Fünun-i Harbiye”

Establishment of the Military Academy was a product of ongoing modernization in the country and the purpose of providing employee who had modern technical and military information to new founded army. After uninstalling the Janissary Corps in 1826, he wanted the new founded army named “victorious warriors of Muhammed” to be modern as appropriate the examples of western. Initially, to ensure officer to the army “School Squadrons” was generated at Selimiye barracks in Itanbul in 1827. Trainees of there was given ranks such as the “corporal, sergeant and lieutenant” and assigned to victorious army. Households training was established in order to provide the soldier need of army and youth began educating in Janissary barracks in Şehzadebaşı in Istabul. (Bilim, 2002, 74) Though these initiatives were useful, stil was not enough to put large armies of Ottoman Empire become more educated. Therefore, by the request of the Sultan, the opening of an important military school were decided. (Akyuz, 1989: 167)

First Military Academy with the two separate schools was opened with the name of Military Science Academy at the place of Technical School which now bound to Istanbul Technical University in 1834. First part of the schools was attribute of training battalion and divided into eight grades and by taking the children who could not read and write bringing them at a level of literacy and gave them required military service information and education. Among the students who graduated from the first circuit, talented ones would go on and superior education was provided at the second part of the school. There students were learning: mathematics, physics and astronomy with military information such as the light and a large fortification, bridging, mapping, illustration, and infantry and cavalry drills such as gun, rifle, swollen and swimming. (Unat, 1964: 15, 16).

Sezerli Yusuf Pashazade District Governor sir Mazhar was appointed as principal to school in 1834. French Saint Cry military academy was modeled by Establishing of the school's teaching staff, consisted of some from the outside, majority of teachers from the Engineering school and some of them especially Moltke the famous Prussian officer, Prussian, French even Spanish. Also at that time to school calls "Special School", "Ecole Millitaire", "Military School" and students of school calls "the Cadet"(Bilim, 2002. 76). To be used in the military service as a teacher, student sent to Paris, Vienna, London(Kocer, 1987: 39).

High school was opened in Science high school in 1845 (Kocer, 1987: 38). Some changes made in buildings allocated to schools Macka and in Pangaltı. The building will be repaired over again. So the Millitary School temporarily located in "tiled pavilion" where is allocated to palace servants, harmonica and halberdier in Dolmabahce palace, during the repairing. The school re-moved to the repaired School building in Pangaltı in 23 July 1847, and the lessons continue there. (Kocer, 1987: 39).

Even though decided to teach at the foundation of the school, but since 1847 these are the lessons could taught;

1. Geometry, catechism and mixing of objects
2. Algebra, French
3. Geometry Applied Algebra, light and heavy trenches
4. Landscapes and building bridge
5. Drawing picture
6. Map Construction
7. Gun and Needle exercise
8. Infantry and cavalry exercise (Akyüz,1989:168)

At school lessons were passing the books. After reading a lesson book, pass the other course textbook. much importance was given to

training infantry and fortification. Students won the mastery in this field by the exercises in cadets redoubt near Şişli. (Bilim, 2002: 79) The military School has become further education institution according to its age. Officers graduated from the school teaching positive science in civil courses was frequently seen. Thus, The Military School was not only train officer, many years shown efficacy as a source of teacher in educational history. (Akyuz, 1989: 169).

Music School of Sultan (1834)

Until the XIX century musical staff did not have any school. Albeit, there were bards who sings folk songs, dealing with classical music, the famous masters and composers in their field. Bards would sing folk songs in weddings, meetings and in a variety of ceremonies. The master of Turkish classical music, would say works of Turkish music in special meetings, at the home of Ottoman elite group, at mansions vizier, the sultan's palace. Music lovers got lessons from the masters. (Bilim, 2002: 70,71)

Until Janissary corps was removed in 1826, there was musical institution named "Military Band" and the musical group named "Janissary Band". At that time, considered as military band this music group in where the main musical instrument was the drum and clarion music team used to play marches in order to inflame the army in battles and to celebrate the events in days of the ceremony like feast, Sitting the sultan in the throne, the sultan and the prince wedding. With respect to Music, there was a "dovey house" at the palace. Playing musical instruments like Ney, dulcimer, drum etc., song singing, authorities of song in Turkish style was taught (Bilim, 2002: 71)

Military Band was removed with the abolition of the Janissary in 1826.

Therefore, new music school, the need of the army was opened with military school in the palace of Besiktas) in 1834. (Akyuz, 1989: 169)

Bilim, stated that the Music school was opened in 1931 in a.g.e.

Ergin, Due to the opening of the school with Military academy (While acknowledging the interested in music in 1931) accepted 1934 was the opening date of school (Ergin, 1977, 1–2: 371)

The purpose of the music school to train people for, both the palace orchestra and band and the troops bands. (Unat, 1964: 16)

It is known that at school both west and east music was taught on the other way the servant would serve to Sultan, outside the masters of Enderun, were required to read and print in a useful way and procedures of service in palace were taught. . Religious and social information and Turkish were taught to yought for this there was no doubt it was essential and indispensable Arabic and Persian were taught. (Ergin, 1977,1–2: 371)

The first teachers of the school were French mangel, Giuseppe, Donizetti (pasha rank was given) and Italian Guatelli. Donizetti composed the first anthem in Turkey to II. Mahmud in the name of Mahmudiya Anthem and to Abdülmecid in the name of Mecidiye Anthem. (Bilim, 2002: 72, 73)

Instead of the old place of Dolmabahçe Palace in 1853 at the time of the current masonry palace a school made for musicians and Imperial Lords of Hademci in Gümüşsuyu. (Ergin, 1977, 1–2: 372) Bringing foreign teachers expert in the field of music to school, Sultan's

personally interest in Western music (Abdülmeçid) is indication of attaching importance to Western music. Thus Music School of Sultan has become the pioneer of the modern music and music school.

Land Army Engineer School (1793), Naval Army Engineer school (1773), Military Medical School, Military Science Academy (1834) and Music School of Sultan (1834) are the first established technical schools. (MEB, 2005: 22)

These military schools was considered a high degree of vocational schools. But primary and secondary level schools in accordance with the western system was not opened before and when it appeared that having difficulty in training the students taken from various sources, general education needed and it was agreed to establish the primary school (1838). In parallel with this activity in order to educate students to high degree schools, primary and secondary level schools was opened like Military Science high school (1847), special military school(1864), Military schools (1875), military secondary school (1875). Later, Officials War College was established on military school. Thus, military vocational schools has become a cohesive whole. (MEB, 2005: 23)

Gülhane Military Exercise School (1898)

Gülhane Military Exercise School was opened in order to doctors who graduate from Military Medical School see an internship.

CONCLUSION

Modernization efforts started in period of Administrative Reforms in Turkey. In this period the Empire accepted no longer strong, in contrast going towards to the decline and collapse. The state decided to take western tecnic in order to stop this decline and collapse.

For this purpose the idea of recovering the collapse with the progress in military technique, Western style military technical schools were opened. Term technology was used and for education teachers were brought from the West in these schools. Briefly, Western-style progress started with Military schools and continued with other civil technical schools. In this period, military technical schools therewithal were seen as a means of modernization.

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SUMMARY

Vocational technical Education in Turkey, since the beginning of Turks in Anatolia, as formal vocational technical education began to spread in Anatolia with Ahi, Gedik and Lonca. Conditions of that period Vocational Technical Education institutions in Anatolia was providing the community needs in the best way. But at the beginning of 1700 the Ottoman Empire entered the period of stagnation, Vocational technical education system couldn't renew itself then distortions began.

In 18 century The Ottoman Empire dropped behind the Western States in military and economic areas. To resolve this negativity, State on the first business tried to take the Western technique as a military. By opening the military schools The State has implemented training programs of western states. In time, Innovation movements in the military field, shown itself in the civilian area like agricultural schools, industrial schools, other schools began to open up in every corner of the country. During this period, major developments provision of vocational technical education and training outside military service area, we can say was the Tanzimat Period.

Until the 2. constitutionalism in Turkey, "the mortars engineer school", the first opened up vocational and technical educational institutions in military field, was a course with military technical information. By the way we can say that this institution was the first vocational and technical institution in Western style. In the field of marine, "Naval Army Engineer school" was the first opened up in Western style, for the first time foreign instructors taught, tools and equipment used and applied in lessons, , foreign language was taught. These schools was followed by Military Medical School (Tıphane-i Amire ve Cerrahane-i Mamüre) (1826), "Military Science Academy" (1834), "Music School of the Sultan" (1834). These schools were the first established technical schools in the Western style in the Ottoman Empire.

These military schools was considered a high degree vocational schools. But, it appeared that ,as there wasn't appropriate primary and secondary level schools in the Western system previously and had difficulty in training the students were taken from various sources, it was agreed to establish the rustic Schools for general education (1838). To educate students for high degree, primary and mid-level military schools was opened in parallel with these activities as the Military Science high school (1847), special military school (1864), Military schools (1875), military secondary school (1875) and later over the military school, Officials War College was established Thus, military

vocational schools has become a cohesive whole. (MEB, 2005, 23)

Purpose of the Study: To prove the foundations of Western-style technical education in Turkey started with opened the military technical schools during the 2.constitutionalism

Method: In this study, the scanning method used. Benfited from the Original studies about the subject and our contention is supported by these studies

Results: Modernization efforts started in period of Administrative Reforms in Turkey. In this period the Empire accepted no longer strong, in contrast going towards to the decline and collapse. The state decided to take western tecnic in order to stop this decline and collapse.

For this purpose the idea of recovering the collapse with the progress in military technique, Western style military technical schools were opened. Term technology was used and for education teachers were brought from the West in these schools. Briefly, Western-style progress started with Military schools and continued with other civil technical schools. In this period, military technical schools therewithal were seen as a means of modernization.