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1869 GENERAL EDUCATION REGULATIONS'
MANAGEMENT ASPECTS

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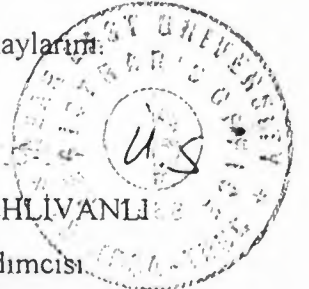
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FOREWORD

1869 General Education Regulations have great importance in both Ottoman education, and so, structuring of Turkish Republic. Our current education organization is based on Education Regulations. These Regulations are provided with reforming acts' experiments before Administrative Reforms in Ottomans.

As a result of natural fact; most of the sources are related to education. These can be categorized into two as Education History and Management Types. Moreover, General History and encyclopedias are used effectively. To simplify the 1869 General Education Regulations' language dictionaries are taken in to operation.

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SUMMARY

In this research, The Dimension of Education Management of "1869 General Education Regulation" will be taken up. The topic is management science and it's brief history, "General view to Education Science," "Before 1869 General Education Regulation, Education in Ottomans" and it's subtitles which are "Education Before Reformation" and "Education During Reformation Period," also afterward "1869 General Regulation of Education" and with this title the simplification of regulation was done and finally "The Topic was Explored Under The Title of "The analyze of articles in regulation. According to this;

In the Ottoman Government time a great importance was given to education as much as other concepts which were a piece of development and rising during the periods of commencement and extension. In late centuries when stopping and shrinking of Ottoman Empire was period started, it was found had under stood that she the need of to improvement in the Education System and it had been started to work on it.

In 1869 General Regulation of Education was written according to the ideal and application researches and works which were done and until to those days theoretically systemized.

This research firstly simplified The Regulation in order to understand in present day's language structure and also in order to deal with Education Management aspect of the text and via utilizing of analyze and experiment, the regulation is assigned with the perspective of Systems of Educational Management. Hence during this development period via management understanding which shaped the states educational policies, a contribution is searched to done to present to days organizational education

I. INTRODUCTION

A. Problem

What are the main understandings in reform process of National Education Policies?

In Ottoman Empire, Education reforms are started by II. Mahmut and continued after him as well. In this period reforms are accelerated because it was one of the reasons of underdevelopment of Ottomans. The country had been in recession for last one hundred fifty years. In all institutions of Ottoman there were ossified rejections against reforms for centuries. Lots of statesmen they gave opinions about this, took it as their personal matters and brave ones tried to made reforms according with their capacities. These individual actions were poor and prevented in the beginning. Reforms which are tried to be started gave some victims such as Vice presidents, Seyluislams-who are in charge of Islamic affairs as Pope in Christianity, and even kings, (Oztuna, 1978: C.IV:404-405).

These individual reforms actions gave courage to some statesmen who are informed and got conscious and their numbers are increased. Of course, because of corruption and recession people needed to search for reforms. Most of the people, although they accept the wrongs and corruption, are against the reforms. If it is a competition between different civilizations, their successes and advances are rejected by jealousy and being an enemy.

The Ottomans were better than Western countries in rivalry and relationships in it are Rising Period and all aspects since State had been founded on strong bases. And because of this fact they kept their power for a long time. But this power and self-confidence brought arrogance and they thought themselves superior so that instead of changing and reforming they kept status. This understanding, in institutional life, made ossified.

Institutions, which don't renew themselves, start to deformed and corrupted. So, Ottoman system, which considered itself enough, closed itself reforms with these feelings and thoughts. When nothing stay stable generalization is thought when the renewing stops, it means going back process started.

In Ottoman's Rising Periods, Western Countries were poor and insufficient when compared to Ottomans. But, this situation didn't discourage them. Social actions and improvements gave activity. Ottoman just watched these problematic changes with arrogance and indifferent. By time, these wars and social changes in western countries provided them first balance and then being superior against Ottoman.

In Rising Period while Ottoman was superior to all western countries, in pause and regression periods Ottoman began to have troubles then collapsed. This situation had seen firstly via wars. Technical improvements showed it with wars and when it is compared with other areas, it is not difficult to guess situation and get the main picture.

Ottomans firstly didn't accept these realities because of the above lined reasons. But, when the gap became deeper and was not in a position of denying, some statesmen noticed this fact and tried to make reforms but they were resulted with failures. This had two reasons, first opposition against reforms. Opposition of course had lots of reasons such as, culture and religion difference. Other important reason was possibility of losing privileges by some statesmen.

Human beings have the nature of being lazy and inactive. Changes and reforms require hard working and activity. Human beings neither want to interrupt their comfort nor takes risks for the situations they don't know. One of the most important second reasons of being unsuccessful was not having good diagnose or using wrong cure methods.

Of course in a failure there are complex and complicated reasons. Especially in a situation about peoples and civilizations it is more complicated.

To find out communities problems and diagnose them, and to put them into practice and see its results need to be waited for a long time. Wrong and mislead diagnoses let people have troubles and peoples lost both monetary and their resistance. And these factors make their problems deeper.

Ottomans lived this process with its all aspects. But, statesmen put diagnose on the table and started to work slowly. Generally, main reason was lack of education. What kind of lack of education? For statesmen answer for this question obvious: when compared with the western countries they were in front of Ottomans in every aspect. So to advance the way they used will be figured out and then will put in to practice via education.

When we search through westerns advances, it is seen these are results of Renaissance and Reforms. In the success of this system, in whole thinking and workings, giving up Scholastic (religious dogmatic) system, instead rational and worldly thinking took place. In further years, this was improved and curiosity, doubt, researches, observation and survey methods were the main parts of this scientific thinking system. So that, when children educated with these instruments, scientific prospect and thinking provided, and institutions have these kinds of people then reform process starts (Ortayli, 1983:164-165).

After education's philosophy and mentality is cleared, this is one more thing which is where to direct the education. Especially for a country which is underdeveloped in turns of physical aspects, priority is development of physically. This can be possible by only improvements in industry and technology. To be able to improve these sectors, education system which will provide industry and technology professions should be prepared.

It had been thought and searched for long years, some experiments are tried. But, all efforts were insufficient for the desired goals. One of the most important experiments was founding Rustiye Schools(s) (Secondary Schools), which were founded accordance with new methods and understanding, these school were neither enough numbered nor well qualified.

Insufficient education in Sibyan Schools (primary schools), which is first basement of secondary school, was prevented secondary school education. Although education planned and programmed in secondary schools, because lack of unordered education, these gaps were tried to backed up in secondary schools but this let them not the get information- catch curriculum, which they are supposed to get in secondary schools(Unat, 1964:92-93).

The reason for the insufficient education in primary schools (Sibyan schools) is because of their teachers' lack of method and insufficient curriculum. These schools were generally giving religious courses instead scientific ones, this let secondary schools unsuccessful because students go to school without basic knowledge and it was not possible to give both primary school and secondary school education in same time period.

One of the main reasons of being underdeveloped was not being able to educate enough professionals for the industry and technology, which was also very important for the improvements in scientific fields. The only thing that patriotic statesmen could do was question the system that they have. This is for sure difficult to do because in time, system and its representatives become regarded as taboos. To touch or change them or offer reforms, mostly resulted with lose of lives and big pains. So there happen thick chains, which are not easy to break, around this rotten system. This is the handicap of all systems and in this point patriotism and self-sacrifice starts here. It is such a sacrifice that at the end of lack of success, it is even equal to being traitor. Even if the brave statesmen have the knowledge and position, it requires the ability of taking risks and determination.

These problems, which can be same in every society, happened in Ottomans in their reforms process as well. Ottoman statesmen, who thought about the situation started change and reform the country for the sake of its improvement and in a time period they made rooted changes in education system of Ottoman Empire.

Every reform has its preparation era. Rooted changes started in Ottomans with the military and engineering schools around 1700s or in 1824 mandatory education started with II. Mahmut. The more certain date is administrative reforms (Hayriye the political reforms made in the Ottoman state in 1839.) for education (Oztuna, 1978:C. VII: 24-25)

Each of these starts have importance for its era and these are the indicators of intense reforms/renewing acts. These are the maturation acts of thoughts and practices. At the end, these stages gave its most matured fruit by "1869 General Education Regulations" (1). (Unat, 1964:140).

Here our priority is to figure out the Regulations on education, which took such a long time and maturation period. Especially, to deal on the policies which are going to be rooted changes in country's educational and management dimensions. To give whole image and understanding to our society and maybe as a first time education and its management is going to be revealed. That's why GER has chosen as a research topic.

"1869 General Education Regulations" (1) will be given with GER abbreviation.

B. Limitations of research

In this research;

I. It is limited with "1869 General Education Regulations"

II. To understand GER, period before the Ottoman Regulations education history is taken and limited.

C. Descriptions

Medresseh teacher, (theological school attached to a mosque) (Akyuz, 1999:412)

Internal, Insight, related to insight, member of inside (Develioglu, 1999:161).

External, External, not belong to inside, related to external (Develioglu, 1999:331).

Primary education, Education from kinder garden to high schools.

Education, 1. Knowledge, science 2. Education and instruction 3. Ministry of Education.

Foundation, Leaving any property for the sake of others, not being a private property anymore (Altan, 1986:4).

D. Research Goals

Ottomans, by introducing GER, started reforms in education on which they have been suffering for a long time. These reforms were the results of whole experiments and researchers till that time. These reforms, at the same time, were locomotives of the further reforms in that era.

GER is the first in among its topic and influenced Turkish Republic which was flourished after Ottoman's ruins, as one of the main source of education in young republic as well.

When Regulations are examined detailed, its affects and extensions can be seen in current education system. To find out what processes have our education system passed through and advancing this process by helping, it is beneficial to see

what effects made GER in that time community. It is also possible to see what kind of mistakes; experiences can be seen to enrich us at further studies in education.

E. Importance of Research

The inherited things from Ottoman society and education, since they are the basis of Turkish Republic's education system, it is necessary to work on it. Because GER is the product of long term efforts and reforms, and as summary of them, it is important since it is trying to take education in a priority to advance, and to see its management system.

This research, by examining on the GER's management dimensions, which can be called as the summary of ex-reform acts, by figuring out its correct, wrong or lacking points, search for the practice availability, past and current management understandings, is important since it may bring possible contributions to future reforms and that's why it is important.

F. Preassumptions of Research

In this research these assumptions are considered.

1. In our current education system, our ancestors' traces and determinations are found.
2. In this effect and determination GER has great place.
3. Researches dealing on past issues enrich to current life.
4. Subject, which is chosen, haven't been researched enough yet.
5. Chosen research methods are suitable to researcher's topic, goals and problem's solutions.

G. Abbreviations

BMM

Higher Education Assembly

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| BMMGH | Higher Education Assembly General Council |
| T.C | Turkish Republic |
| MUN | 1869 General Education Regulations |
| VMM | City Education Assembly |
| VMS | City Education Box |

II. METHOD

This section is divided into two topics as “collecting” and “evaluating data”. In this research “literature scanning” and “text analysis” methods have used.

Information about the research is collected in two ranks. First literature scanning and two sources are used; first of them is, sources about education history. Accordance with that general history and civilization encyclopedias are examined. Second type sources are: Management sciences about Education Management, Educational Physiology and other methods about scientific research techniques.

In order to translate Ottoman Turkish to modern Turkish, dictionaries are used. Later, text scanning and commenting methods are used.

A. COLLECTING DATA

To collect data, these methods are used:

1. Administration period, before and after, are searched to find out GER education system and its history.
2. While GER is provided with literature scanning, in text translation dictionaries are worked on.

B. EVALUATING DATA

Education system and history, before and after, Administration reforms are searched and situation which prepares the Regulations period is tried to be put on the table.

By finding unknown words, in Regulations, it is quite understandable for this century's people. By making Regulations, and with the light of General management and management approaches, past's information is given shortly and these are analyzed.

III. FINDINGS AND COMMENTS

In this part, answers are tried to given which are asked in goals of research. Topics: Management science and its short history, General knowledge about Education Management, 1869 General Education Regulations, Education before Administrator Reforms, and Education in Administration Reforms period are analyzed with the basis of Regulations.

A. Management Science and Short History

Management Science is a practiced social science course currently. With the improvements of other social sciences it has more value now. Through its improvement process, it has been defined many times by scholars. Some of them are Wilson, Goodnow and Willoughby, by giving more importance on politic side of management, they described it as "to put policies in to practice which are determined by Politic Organs". Some others, White, Waldo and Gulick, it is described as "to achieve organization goals, to use human and material sources in coordination". Dimoch, to what will happen question and, management science's subject, how will

done, is to know enough principles and techniques. Simon: "it is an art of making things in order" (Kaya, 1979; 34-35).

Firstly, before full description of management, it is necessary to know general management components. When it is started from descriptions done by scholars, it must be accepted that management passed through some stages, as it follows, decision making, planning and organization, then coordination and practice comes. For sure, to make them feasible and practicable, goals and aims are to set. Shortly, management: to make an aim true, should have decision, planning, coordination and practice processes in an order.

Since, even little communities have relationships; of course these relations have a management connection. When it is considered in this way, it is seen that management is as old as human history. Because it is so old, it is obvious that, in turns of management science, to advance by experience and achieve have meanings. To be able record, invention of writing was waited.

First known written records started with Sumerians, BC 5000. Later, India, China, Egypt and other civilizations followed it. First records about management found in Hamurabi Laws, BC 1800. BC 1100, The Chow law constitution dealt on management organization, planning, tendency and inspections. Again in China, Marcius and Sun Tzu (BC 500) mentioned about system in management, method and professions. Ancient Greek scholars, Socrates, Plato and Aristotle talked about management in their books. Macedonian King Great Iskender used Philip's personnel organization in state and military organizations (Kaya, 1979: 25-26).

In the written books of religious, such as the Torah, the Bible and the Koran, which were divined to Moses, Jesus Christ and Mohammad, written rules are about: management of societies, required fairness and justice principles, social and humane solidarity were even better than current democratic management understanding.

By the Koran, in the great civilization of Islam, there were some works about management. Farabi's *El-Medinetu'l-Fazila* (AD 900), Nizamulk's *Policy Letters* (AD 1090), Gazelle's *Nasihatul Muluk* (AD 1100) And Ibni Haldun's (AD 1300) *Mukaddime*'s were about leadership, environment relationships, inspection, status and leader-group relations of management.

Sir Thomas More, around 1500s, talked about being a specialist and human powers in his book *Utopia*, while Machiavelli mentioned about qualifications of good management in his book *Prince*. In 1715, in Ottoman Empire, Istanbul head of treasury, in his book "Orders and advises to vice presidents talked about: output, speed, selection, right, justice and with the importance of qualification of good management, also noted bribe and favoritism as the weaknesses of managements (Bursalioglu, 1978: 4). In 1767, while Sir James Stuart working on source of authority, Adam Smith, in 1776, in his book *Treasures Nations*, contributed about division of labor, being specialist and inspection.

Although, all the information mentioned so far is a good build up for the management science, even the later improvements about Management Science systematic will fill in the gap. First of them in 17th and 18th centuries, some professors in Germany and Austria, asked university management workers to take some courses and they called this trend as *Kamarelizm* (Kaya, 1979: 9).

In 1789, American Institution Law makers, in their declarations to let people know about the Institution Laws, they described the working area of management (Kaya, 1979: 28). One of ex-American Presidents, Woodrow Wilson's book before being the president "*Management Science*" is considered as the beginning of management science by majority. In this article Wilson, ask for this science improvement, to write history of this science, to compare the results of practiced areas, to determine its borders and relations with other sciences and to use business methods to make it swift and effective. After this start, which is accepted as the basis of this science, there were lots of different theories and systems found.

B. General Overview about Management Science

Although education management is one of the parts of general management, in the main part they don't have differences. When it is searched through the history, it can be seen these terms, principal, education manager, inspector, authority and responsibility which are about education are used in Rome. In Rome, they paid attention on education and to make it effective they gave authority even for outside life to school management. Same samples are found in Israel and India as well (Bursalioglu, 1978: 14).

Although theoretical and institutional aspects are introduced by P. R. North in the beginning of 20th century, 1916, it wasn't successful attempt (Kaya, 1979: 40). Effective scientific entrance of management was by Frederic Taylor's Business Principles in 1911 which was used in civilian authority. This success oriented education perspective and Elton Mayo's "Hawthorne" experiences with human relations concept let education have more social sciences (Bursalioglu, 1979:14).

When American Universities start giving Education Management courses: experts held conferences on these issues by time as in 1948 and 1953; these activities provided improvement in this field. By 1960s, lots of universities had even PhD. Degrees on Education Management. By understanding importance of this management branch, education management, day by day new systems are introduced.

Education Management's description is not so much different than general management. But they have different goals. Shortly; in the system which is to meet the society's needs, to coordinate educators and other sources is the process of education management (Basaran, 1983: 14).

Different styles in General Management Science found their reflections in Education Management. Although adaptation system was slowly, by the improvements in communications devices and more importance given on education,

adaptation became faster and as soon as improvements are introduced on General Management, it is used in Education Management as well. When the reflections of these styles in education are ranged it is mainly as follows: 1) Structural, Traditional and Classic Theories (1887-1945), 2) Behaviorism and Environmental theories (1930-1958), 3) Systematic theories (Kaya, 1979: 43-44).

Recently, quick changed, improved technology and reactions against them occurred, violence, generations conflict, fast urbanization: individuals, society layers, economical and cultural relations among states are as if a war, in this Technology century, it is obvious to look for new aspects for education management with general management

1. Structural, Traditional and Classic Theories

Although Classic and Traditional words remind ancient times, their history starts in 20th century. This also shows that management topic is a new concept and improves itself both in numbers and systems quickly. First of these styles is Frederic Taylor's Scientific Administration Theory. He collected his experiments in his book "Scientific Administration Principles". In this system while inspection is focused mainly, structure and positions weren't neglected, plus work sharing; discipline and man-machine relationships also paid attention.

Besides Taylor's interest on low level, with the management process understanding Henry Fayol started to be interested with upper position levels and grouped management as; planning, organization, ordering, coordination and controlling. By his this approach, Fayol theories adapted to education management describe as; authority, control and process.

With his "Bureaucratic Model" dealt on social aspects instead of organizational. (1864-1920) three kinds of authority is defined as; 1) Traditional authority, which requires certain obeying. 2) Rational authority, logic, democracy and goal-device relationship balances. 3) Charismatic authority, emotional

dependency to the great leaders. With the formulating theory of Management, Fayol's theory carried up by Luther Guick and Lyndall Urwick; planning, staffing, organization, coordination and reporting had been formulated. Urwick also searched on legacy, position, adequacy and personalities, which are basis term, and described the differences between leadership and authority.

Classic Management perspective firstly affected business and municipalities. Especially after scientific management principles used, Traditional management given up, work sharing, swift and faster production based new system is used. Of course educational intuitions were affected from this as well. With the entrance of suitable programs to education, management in education was reflected too. In fact, it is impossible not to affect each other in social life.

These thoughts, especially before First World War, were accepted by majority. This fact let education intuitions make new regulations and provided productivity. Education's first priority suddenly became just about effectiveness and productivity and by this teachers became experts while students were like raw materials in factories. Education considered as an investment. Specially, for the Technical High Schools with revolving funds, it was perfect (Bursalioglu, 1978; 23). This understanding weakened around 1940s with the professionalism at education management. Later on, with the education's economy science born, 1960s, productivity understanding came back.

In developing countries and that's why it is thought that education raised productive people, this concept is still on use. But this thought neglected areas; social and physiological aspects, made Democratic Education Understanding mandatory because of lined reasons; strict rules, bureaucratic model which is against change, ignoring natural groups and definite structural models. Nevertheless, Classic thoughts helped the figure out deficiencies, born of new thoughts, which were invented; fill the gaps in old ones, professionalism in management and improvements in education in turns of methods and techniques.

2. Behaviorist and Environmental Approaches

These trends prove that human physiology and stimulation come from outside affect personalities and its connections.

2.1 Behaviorist Trend

One of the leadings of this trend, Chester says "natural organization is important for the liveliness of organization". He described management as "Communication Device". For the organization's existence it should reach its goals. So, healthy relationships are to be improved with the personnel in business area. Irwing Barnard (1889-1961) divided organization into two as; natural and formal. Formal organization has order and stability, it also take communication as priority and to establish good communications; not economical but physiological aspects are to be considered in first place where leadership shows its affect. He claims that "Effective leadership provide coordination and motivate people for that" (Kaya, 1979; 65-66).

Another behaviorist Mary Parker Follet, in her *Dynamic Management Understanding*; by studying management physiology, she brought dynamism to scientific management concept with the help of democratic and modern psychology understanding. For her; even if the goals are different; each organization has same management principles. By analyzing profession concept, she claimed that it is science based and has service instinct. She also says that there are three ways in solution making; to have authority, negotiation and unification.

Mary Parker Follet takes responsibility in turns of profession as well. She says that instead of last decisions are given by chiefs, it should be experts' opinions in the first place and later, decision should cover both sides (Bursalioglu, 1978; 22-23).

Herbert Simon, who has the theory of Rational Decision Making, he focused on decision making process while he was working on behavior solutions. For him, authority is the power of decision making. Hierarchic authority is result of low-high status relation. In turns of function; authority is an in profession field. While authority charges responsibilities, in decision making experts are charged as well, this let coordination easier. If the upper management, take the decision suitable with the organization's general goals, lower management could think rationally share works among them. So upper management don't deal with the details, lower management are honored by giving them changes to decide on minor things, which also prevent delays in service, better communication is provided and responsibility is shared easily (Kaya, 1979: 69-71).

2.2 Environmentalist Trend

This trend have been spread after Second World War and mainly dealt on the management relation with the environment. Besides the factors effecting management; men and group behaviors, environmental effects are searched. It is considered that these researchers are mostly deal with Society Science, so they took social aspects of society and these approaches are also can be called as sociology approaches. When Second World War brought up these trends were affected, by seeing management as the part of civilization, democratic management, state policies and leadership aspects are studied in turns of environmental effects.

John M. Gaus said that management has the relationships with people, environment, technology, thoughts and individuals, since all the services and efforts are evaluated by environment, reactions as negative or positive for the works, affect the decision of management about served work. For him, new processes such as; technological improvements, disasters- floods and earthquakes, let people find new and changing management styles.

Dwight Waldo claims that organizational improvement of every society is result of environmental improvements. So, such subjects as; personnel, budget, organization, planning, inspection, coordination and to keep records are important. For him environmental approach is extension of Scientific Management.

Philip Selznick, charge Cooptation Concept with; to protect organization from dangers, get rid of possible dangers in advance. For him, the most important need to keep organization alive is; to neutralize possible dangers. In a way organization should be open for the sportive and cultural environmental chances and should have good communications with the environment leaders and its opportunities should be used as much as possible (Kaya, 1979:73).

Amitoi Etzioni uses same concept as; member acceptance and communication. For him there are three kinds of powers; and they are depended on by force, profit and values. There are three kinds of communication; coolness, dependency and economically and organizations takes one or more of them as powers. Ones work by force; concentration camps, prisoner camps, prison and redress houses. Ones depended on profit are commercial and industrial intuitions. Others, which are depended on values are; religious, ideological, political intuitions, some hospitals, universities and volunteer organizations. Some organization takes two or three of them together, such as trade unions, which are depended on profits and values, war divisions, which are depended on force, and private schools, which are depended on profit, values and force (Bursalioglu, 1978:38-39).

Experiments on human behaviors are started with Hawthorne; democratic management and leadership, cooperation, communication, natural organizations, authority acceptance, group and individual working and being part in decision making behaviors brought new and missed perspectives to education. That approach, which is not interested in productivity, preferred by the choice of uneducated educators' influence in education intuitions.

Besides, to find democratic organizational styles, to join management, democratic leadership improvements, they were goals of management, this forced education to figure out inspection understanding. In same way Counsellorship is improved as well. These opinions, which are made easier to understand human behaviors, improvements on relations, to better understand upper management and employees, also provided productivity in organizations. It also helped people to meet their physiological and economical needs and have character improvements (Bursalioglu, 1978:38-36).

In Behaviorist Trend, parents, pressure groups, country's general management structure and working conditions of education were considered (Bursalioglu, 1978:38-51-52). Importance of traditions, on establishing educational organizations are; considerably great. With the changes on these values; education organizations and managements must change as well.

In Education Management; environment ties are followed and evaluated. In democratic countries, Education Ministers come with election, especially by society's and environment's tendency, don't ignore their requests and they are supposed to think about environment's situation with permanent profits. Education management should think society's activeness and improvement and accept change by improvements. As it is in all fields, even if there are some components for change, it is the ability of management how to deal with them.

2.3 Systematic Approaches

System is consisting of small parts, and it is the part of bigger system, is it is the combination of pieces. It has also specialty of being close and open. Open systems, with the interaction environment, have balance of system's inputs and outputs. Balance is either static or dynamic; when it balances is broken and regain it, it is static, if any difference occurs then it is dynamic balance. System's rational working can be provided upper and lower systems coordination with each other; if

any of the lower systems work unordered, to each other and system, they affect. System theories are categorized as:

2.3.1 Part-Whole Relationships

All pieces of system attempt to achieve function decisions taken together. System's goal is to adopt itself to environment. Each adaptation is provided with organization principles. Systems difference is organizational relationship. When the organizational principles of lower systems are changed, system is changed as well.

2.3.2 Cybernetic Approach

System for that; when action is occurred reaction is given, it is the pieces of process and borders relationships. Systems summary is happens with the control of inputs and outputs and their relationships with the environment. Collecting data is inputs. As long as input numbers are increased system forces itself for change (Bursalioglu, 1978: 51-52).

2.3.3 Dialectic Approach

For this approach, anything has inner contradiction is a system. Establishing structure and provide changing process is important in this approach. To understand system it is necessary to see what processes have system parts come through. Changing is permanent. As long as systems have contradiction, they are alive, when it finishes system collapses, or when contradiction change system changes as well and new system come out (Kaya, 1979; 84-85).

Systematic approaches brought new understandings and application to, general management and its lower levels, Education Management. First of all, it helped to seen Educational Management as a social event. While classroom, staff, management, department, status and role are lower levels of education, schools, education managers, inspection organization and central organizations are connected

to upper systems. Except education, any structure around education consisted of it and its surroundings. Hierarchic structures in educational organizations are three as they follow; 1) technical system, teaching in this system, 2) institution system, which inspects schools with their organizations, 3) managerial system, inspects technical system.

Static and Dynamic balance concepts are important for Education Management. Educational institutions get negative and positive reinforcements from environment. If organization fails in getting reactions from environments, they lose their function and be lost or environment force system to be changed. In this manner it can be said that systems are ties each other very deeply. As an organism's living, organizations also obey the environment rules and lives, improve or reshape themselves.

Education Manager too, should be aware of time when reforms are needed, as organization inside or outside, have leadership ability. Daniel E. Griffiths' organizational change opinions are; pressure for the change can come from inside although it mostly comes from outside, that's, from upper systems and change's power in the number of warnings. Change chance of organization is increased when the upper management comes from outside of organization. Organization's complicated structure prevents reforms (Kaya, 1979; 89).

Power groups around education have an important role. These groups affect education via natural communication channels. Difference of them let education system have different strategies. Education management, by using these strategies properly, receives positive reactions. In open system models, organization's relationships with environment let them be lively (Bursalioglu, 1973; 27).

C. EDUCATION IN OTTOMAN EMPIRE BEFORE 1869 GENERAL EDUCATION REGULATION

To understand Ottoman Empire education system before Regulations, reform dates are taken as the beginning of periods, each period is classified in itself.

1869 General Education Regulations is a mile stone in Ottoman Education system in turns of modernity. If is considered that Second Mahmut started first reforms in 1824 by bringing mandatory education for the children before their puberty, it shows that Regulations didn't come out suddenly but have long preparation processes. Till that based is prepared, theoretical and practical experiences have studied and later road map is prepared for the Regulations and for the first time subject considered with science and systems.

Ottoman education system up to Regulations will be divided in two in this study as; period before First Regulations (1839-1869), period from Second period to Regulations (1839-1869). By dividing into groups and subtitles, every period will be studied individually and will be better comprehensively.

1. Education before Regulations

Ottoman period educational institutions will be examined under six titles. A) Children Schools, b) Madrasahs , c) Palace School, d) Military Schools, e) Foreigner Schools, f) Various Schools.

In the beginning of Ottoman's Empire great importance given for the improvements of education through art and science. From Ruler Osman till the end of Standstill Period, is early 1700s, in educational institutions positive sciences and philosophy courses besides religious lessons given. Importances of all sciences were accepted as the state's and society's improvement. In this period to raise in science all sacrifices are done and even scientist and artists from even east and west brought to states for the sake of education. As it is in all areas, in education system as well,

these improvements continued in most of Raising and Standstill periods, and as it is in all fields in regression period it was felt in education system around 1700s as well.

1.1 Children Schools

It may be said that these schools are started even with the spread period of Islam. When it is considered that these schools are aimed to teach how to read and understand Koran it is even easier to get it. First name used for these schools was Mektep (School). This word spring up from Ketebe (writing), which is in Arabic, and used as place to write. Different names were given as well such as; Mektep Hane (School), Muallim Hane (Teacher House), Dar-ul ilim (Science House) and Mahalle Mektebi (Quarter House).

When Ottomans got these institutions from Islamic countries and Seljuk's they called as Mektebler (Schools) (Akyuz, 1999; 72). Later on especially Children Schools name spread among public. Even these schools were founded as Dar-ul Kurra, where hafiz raised- one who has memorized the Koran, later on functioned as primary schools where Koran, religious affair, Turkish Goodness and basic mathematics are thought.

These Children Schools got teachers from Madrassah graduates didn't have any curriculum prepared by any institution. Teachers, besides their duties in mosques, were involved in education as well. Since their ages are younger education was mixed as females and males. If there are separate female Schools then they have female teacher as well. These women were selected from Hafizes, women who have educational knowledge and got all the necessary books and old women. In each school, there were Chief Teacher, Apprentice and maids. Generally children start school at the age of 4-5. To graduate they didn't have any limitations and children kept in school till it is for sure that they got the given education. When they read from beginning to end, learn how to write and read, got values then they could graduate.

These schools were supported by Foundations. The systems for the all schools were same. It is either palace school or village school; they were all supported in same way by donations of people, vice-kings, tradesmen etc... Since foundations were responsible of all needs, they were also deciding about educations prospects and that's why they weren't one system but many. In according to foundations power, education quality increased or lowed. In these foundation schools, which were initiative by Sultans or their supporters, social donations were made for the interested ones. Orphans and poor were educated for free. Besides, their needs such as pocket money, meals, housing and clothing were provided accordance with foundations power.

Although the correct numbers of Children Schools are not known, according to Evliya Celebi's Tavelbook (1611-1681), there were 1938 in Istanbul, 200 in Amasya and 110 in Erzurum. One of the French Traveler reports that, these schools weren't not only in big cities but even in smallest center of population (Aktaran; Inan, 1938).

Despite some school were available on Children School they were not common. One of them was Muallim Hane-I Subyan, which was Ahmet Bey (died in 1563) Foundation's school-he, was also famous for the letter of Ottoman Sultans Munseat-us Selatin-I Osmaniye. Courses in this school were; syntax, grammar, logic, speaking, maths, note taking, Erkam-I Hindiye-Number symbols of Islamic world, poetry, hand-writing styles, Turkish, Arabic and Persian. This school can be accepted as the beginning of primary and secondary schools.

Till 1924 education was not mandatory. But around the end of Standstill Period, although it was not mandatory to go to school it was very common among children. But with the Command of Second Mahmut, children were obliged to go to school before their puberty and to work without education was prohibited (Unat, 1964; 38). With that Command, which was about mandatory education, reforms were started. In these periods, which were preparation era for the Administrative Reforms, second act about in primary education was in 1838 can be seen in the decisions of

Useful Duties Parliament. Summary of these decisions are; a) qualifications of current teachers will be determined and insufficient one will be sacked, b) students will be classes and according these classes they will get courses, c) these schools will be divided in to two and programs will be applied and fines will used for the mandatory education rules. Students will accept to quarter schools at the age of 4, for bigger schools at the age of 5 and they will be called as Rustiye Schools (Primary School). In new structured schools, mathematics, geography and history courses will be given at same importance with others. But because of lack of curriculum and programs, the beginning success was limited. These new applications were the basis of Secular Education. With new applications it aimed to give more importance on Turkish and lessen Arabic influence on education. As it is in Europe, modern perspective tried to be applied (Kodaman, 1991; 51). But these reforms were stopped for a while by Madrassah Scholars since it is accepted as a danger for their existence. So, reforms in primary took long time to be practiced.

1.2 Madrassahs

Its origins go to Seljuk Empire as it is in Children Schools, actually founded by vice-sultan Nizamulkun. At that time this school was considered as the best in applied and religious turns in both western and Islamic worlds. First Madrassah founded by Ottomans was in 1330, in Iznik, where is the starting point of Ottomans, by Ruler Orhan. After Ruler Orhan madrassahs are founded in both Bursa and Manastir. Later Sultans kept founding madrassahs in Bursa. First Murat founded madrassah, which also carries his name, in 1366; Yildirim Beyazid founded his madrassah in 1389 and medicine school in 1400. Celebi Mehmet founded Green Madrassah (1419) and Second Murat opened Muradiye madras in Bursa, where also was the capital of state. They provided first madrassahs of the state (Akyuz, 1999; 55).

Iznik Madrassah, which was founded in the beginning of Ottomans, kept its importance till Bursa assigned as capital city. After Bursa conquered, Sultan

Madraasah and later Edirne conquered Uc Serefli Madrasshas became important ones. Ottoman Rulers and Sultans paid great attention on education and even invited scientists and artists from all over Islamic and Turkish world, for instance, Kayserili Davut (died 1350), Fahrettin Acemi (died 1460), Alaaddin Tusi (died 1482).

When Ottomans became Empire in Fatih Sultan Mehmet, more attention were given to education and as they conquered the Istanbul they converted seven churches to madrassahs(Ergin, 1977). Later on when he noticed that these madrasshas are not enough, he commanded to add around the Fatih Mosque, whci were called as Sahn-iSeman and Tetime Madrassahs between 1463 and 1471. Besides Children School, library, two baths, polyclinic and guesthouse were added. So, Fatih Education Complex came out. Sahn-Seman was composed of eight upper level madrassahs and was better than European equivalents. Each madrassah has 19 rooms; each professor has a room and assistant who were also called as docent. Students called "Denisment" were accepted to fifteen of the rooms. Tetime (supplementary) were composed of eight madrassahs which could be equivalents to current high schools. Madrassahs accepted students who graduated from Children School, who finished Hafiz education, who had private education at home and girls who are at their puberty. Madrasshas were also the schools which were giving primary, secondary and higher education courses at the same time. Education levels and degrees are programmed as it follows; 1) Primary School-Iptida-I Haric, 2) Secondary School-Hareket-I Haric, 3) Iptida-I Dahil, 4) Hareket-I Dahil, 5) Musula Sahn and-6)Musila-I Suleymaniye (High School)(Unat, 1964, 4-5).

Higher them was Higher Education (University); they were Sahn-I Seman (literature, theology, law), Sahn-I Suleymaniye (medicine, medicine on eyes, mathematics and natural sciences) and Darul Hadis- which let students have advanced religious education. These madrassahs accept their students with permission exams- which usually attest that someone has finished a medrese or is a calligrapher of the Arabic script. And students are called 'Mu caz" while teachers are called "Muciz". And diploma was called as "Icazname" (concision, succinctness, brevity). Graduates get "Mulazim" title and get authorization about religion,

education and law issues. In Kanuni Sultan Suleyman period education improved by changes in madrassah system as;

Lower level

1) Iptida- Haric, 2) Hareket-I Haric, 3) Iptida-I Dahil, 4) Hareket-I Dahil, 5) Musila-I Sahn

Mid-level

6) Sahn-I Seman, 7) Iptida-I Altmisli, 8) Hareket-I Altmisli

Upper level

9) Musila-I Suleymaniye, 10) Havamis-I Suleymaniye, 11) Suleymaniye, 12) Darul Hadis-they were called as Kibar-I Muderris).

After 1592 Muderris- which is a person in charge of education, became as a rank and this became the beginning of the corruption. Later on another rank called "Besik Ulemasi" spring up and they gave diplomas to higher ranked officials children and let them have salary from the state and this was one of the other corruptions.

In Fatih and Kanuni's madrassahs applied sciences and philosophy were given but later these lessons abolished and then teachers who can offer these courses could not be found and courses which don't require observation, thinking and experience given, such as religious ones which are called in Aristo's way as scholastic education method.

Statesmen's attempts to renew the gaps in this system were not successful, 3. Selim, from Sultans, and 2 Seyhlislam-a person who is in charge of religious affairs, were fired. Statesmen, who got lessons from these bitter experiences, didn't try to deal with these issues directly; in 1824, 1839 and 1869 regulations, they make reforms and renewing slowly.

1.3 Palace Schools

This school was an organization in palace, which aimed to educate servants according to their skills and abilities and they serve as high officials of state. It can also be accepted as the school which is supported by kingdom family. Even beginning of this school started with 2. Murat, system and organization were founded by Fatih Sultan Mehmed (Akyuz, 1999; 79). This school thought till 1909. Kingdom used the collect children, who are superior in turns of logic and physis, all over country and educate them according to their skills and assign them as high rank officials in both military and administrative works. State was entrusted to the ones who will love and protect the states. This school has an exceptional in world education history, as a school which collects children, either Muslim or non-Muslim, to educate according to their skills. State educated these students as respectful to values- And professional skills, reliable and have good character.

Collected Christians, who are 8 to 20, were settled with Muslim families for 3-5 years and learn Turkish and traditions. After this period they are taken to Apprentice Boy Association and have military and basic education and they were called with that name for a while. Students who are successful at exams were taken to Palace School which is in Topkapi Palace. State never had assimilation policy. Apprentice Boys always knew they origin, families and languages. Their recordings are kept and reminded them.

These guys who are accepted to Palace schools had three kinds of education; 1) Palace Servants, 2) Islamic and applied sciences, 3) Physical education and Art courses.

a) Palace Servants: they had the duty of serving state and high officials in any field. According to laws after 5-7 years of serious education they can gout of palace to serve as high ranged officials of state. Some of course stays in palace to serve though.

b) Islamic and applied sciences: courses in this field are; Turkish, Arabic, Persian, literature, Islamic sciences (Koran, commentary, hadith and mathematics). Courses such as Turkish and history, which are not thought in madrassahs, were thought better with the lively samples. Professors from out of palace come and give courses about the country's current situation, at the same time palace's rich library was an important source for this education.

c) Physical Education and Art Courses; in this fields students are directed according to their interest and skills. In war ability they take; arrow, jeered, riding horse and using war weapons. In art; music, poetry, handwriting, picture and illumination courses were given (Akyuz 1999; 82). This school thought for centuries without corruption till 1909 and had its place in both Turkish and world education life as an exception.

1.4 Military Schools

Most important of these schools are called as Apprentice Boys Association and 8-20 years old boys are collected with "Devsirme Method" physical and intelligent ones are selected and settled with Turkish families for a couple years to learn Turkish culture and tradition later they are accepted to Apprentice Boys Association. Most talented ones are selected to Palace School and rest is sent to "Yeniceri-which is the Janissary". Their locations are; Gelibolu, Edirne Palace, Old Palace, which is in current Istanbul University's place, Topkapi Palace, Ibrahim Pasha and Iskender Celebi Palaces, and Galatasaray Apprentice Boys Association places. In these schools, besides physical education theoretical course were given as well (Unat, 1964; 13).

Other military schools are; "Mehterhane-which is military band", "Cambazhane, which is acrobat house", "Tophane-which is place for canon house", "Humbarhane, which is place for howitzer", "Tufekthane, which is rifle house" and "Kilichane, sword house" (Ergin, 1977:31-62).

Although long ago reforms needed, since the wars lost against western countries, first reforms took place in military education system. First school founded with new method is "Muhendishane-I Bahr-I Humayun-military seamanship school" that is after lost naval war by Abdulhamit. In this school, besides classic courses; French, mathematics and seamanship education were given (Ergin 1977; 315). Infantry Military School, which was founded by third Selim had same education system with Seamanship school and was for four years. Although there were some attempts about military medicine school because of some political reasons these attempts were failed but in second Mahmut period two medicine schools are found by names of "Tiphane-I Amire and Cerrahhane-I Mamure". They had education for four years as well and get Medicine, plants, anatomy, surgery and kinds of other medicine knowledge and courses were thought (Hatemi ve Isil, 1987; 80). In 1826 Janissary Association were abolished by second Mahmut and to provide Officers for military founded "Mekteb-I Funun-I Hayriye, which is military school". Students were sent to Europe from this school and teachers are brought from Western Countries. Mizika-I Humayun School. Military Band School," was founded in same year.

1.5 Minority and Foreigner Schools

First formations of minority schools started with Fatih Sultan Mehmed's conquer of Istanbul. Most important of them is "Fener Rum School, which is belongs to Greeks who has Turkish citizenship". This school founded before Istanbul conquered and kept teaching after by improving itself. They gave courses in advance levels. The courses are; enough philosophy, theology, medicine, physics and hypocrisy. Graduates of this school could be patriarch, voivode, interpreter and teacher. Kuruçesme Greek University, was one of the important ones which were in 1805-20.

First Armenian School was a University around Bitlis which was founded in 1710. Besides, Armenians opened female schools in Istanbul from 1745 to 1828 (Ergin, 1977; 749-765).

First Jews schools were mostly opened in Istanbul by Jews who escaped from Christian cruelty in Spain. Offered courses were; Israel language, grammar, accounting, history, geography and Jews theology.

First of foreigner school is Galata Saint-Benoit Church and School which was asked by Pope via France. In 1629 French bishops opened one more school close to previous one (Akyuz, 1999; 89).

First Protestant missionary American School opened in Beirut in 1824 (Kocabasoglu, 1989; 35). These are majors ones in Ottoman period and later ones were founded with extended privileges and had great role in destroying Ottomans, although Ottomans took lots of precautions to take them under control, they failed.

1.6 Various Schools

Prince School which is primary school for Princes

Meskhane School is the one where servants were trained to entertain (Akyuz, 1999; 82).

2. Education Management before Regulations

From beginning to regulations period, the most important person in education was "Seyhlislam, who is in charge of religious affairs". This was depended on Fatih Written Decree. Seyhlislam is the chief of Ulama. Sultan's teachers are Ulama's chiefs as well. Grand Vizier's sitting upper them is proper. It can be concluded that in Raising Period science were paid attention by the rulers of State. In Sultan Suleyman and Second Selim, till Seyhlislam Ebussuud Efendi, to that range madrassah teachers or most successful velvets were chosen. After Ebussuud Efendi this position was given to Rumelia "Kazaskers, military judge; a high official in the Ottoman judiciary". They assign educators were also biggest range about judgment. Seyhlislam was the the chief of all educational institutions

and teachers who are working in madrassahs, which are supported by families, were inspected by Seyhlislam via muftis in that towns or regions. When Empire lands are considered, it is obvious that the far away place the more difficult to control it from center. Seyhlislams were officially charged of Education Ministry, they assigned officials with the title of "Ders Vekili, which is course representative" (Unat, 1964; 1-2) These representatives were just charged with Seyhlislam's duty, by time they became in charge of all madrassah's education and other duties. For long time educational institutional were organized in this system

In Children Schools, management hierarchy was; Mufti, Kadi and Teachers were in charge of school, foundation schools were run by Trustee Committees.

Palace School's management was done by palace authorities.

In military schools, organization leaders were assigned by Grand-Vizier for the sake of Sultan.

3. Education in Regulations Period

In this period, with European, secular and liberal education, reformist and modern concept tried to be practiced; Ottomans Tried to take control, inspect of education to produce unification education system.

Although written and decided theories were mostly were ideal, to prepare any system which can be practiced by society both in financial and adequate personnel time is needed. In this period, especially France was taken as sample in Europe. Since enough adaptations were not done, to make Ottoman patriotism was not possible expect Muslims since system don't embrace all other ethnical groups as well. This couldn't be digested by the Muslims and there began separatism even among themselves. In conclusion, mentioned deficiencies and mistakes; showed new system an adequate fake imitator.

Major obstacles to use this system-to non-Muslim Communities, were because of being weak and failure in policies against western countries. At the end of these improvements, western countries had privilege to open new schools in the Empire. When private schools are opened, reforms started to provide unity and cooperation, totally broken in to pieces in education.

Changes in Regulations Period started with Second Mahmut, although first sample is met in 1824 Commands, it is nothing more about education than just having surface dealing and any changes or reforms are not mentioned. 1830 can be seen Regulations warm up and preparation periods. In 1838, Useful Things Committee made some planning about education. Report prepared at that time was opening new doors about education except for madrassahs. In this report Children Schools evaluations are; 1) Teachers who are not eligible to children education will be fired. 2) Students will be classed. 3) Dormitory based schools will be opened for the poor children. 4) Schools will be divided in to two and programs will be practiced. 5) Schools will be mandatory. 6) Quarter schools four, big schools starting age will be 5 years old (Berker, 1945. 8-9). Besides education's materialism and westernizes principles are supported. These opinions are as advices; 1) Teachers must be employed by selection. 2) There should be inspection. 3) Quarter schools must leave Koran and alphabet readings.

In commands-5 February 1839,of Useful Things Committee, it is pointed that importance of education is the independence of State and reforms were to be extended and as following to Children Schools another school called Sinif-I Same must be founded. But these schools are called with the Second Mahmut's another name 'Rusti' and adapted as "Rustiye Schools" which is Puberty.

Management of these schools was assigned to closer and related structure "Nafia Nezareti" just to lessen madraashs and scholars influence on these institutions. To take care of these schools one General Secretary called "Mekatih-I Rustiye Schools Nezareti" founded and first changes started with this way. In these commands, teachers are banned to use to teach whatever they want to teach. And

decided tasks will be thought and education progress will be inspected by the inspectors; so the to systematic education will be opened.

First opened school, since Second Mahmut's pseudonym is "Adli", was "Mekteb-i Maarif-i Adliye". Since Sultan died in 1st of July he could not see the opening ceremony of school which was forty days later than his pass away.

When more people interested in these schools, school besides "Sultan Ahmet Mosque" became insufficient and another school besides to mosque called "Mekteb-I Ulu mu Edebiye". These schools were dived in to two parts; first one as functioning Children school and for four years, second one was for upper education and for three years (Akyüz, 1999: 129-130).

In 1845 Temporary Education Committee made new reforms on education. In first memorandum Children Schools were dealt with. In second level of memorandum restructure of "Puberty' Schools" were taken in to consideration. Here sciences were greatly paid attention and they advise them be reformed accordance with needs. In next memorandum university foundation is proposed and for this change higher Education Committee foundation was supported. These advises were evaluated and came true in 27 June 1846 and Higher General Education Committee was founded. By changing General Secretary called "Mekatib-I Rustiye Schools Nezareti", to establish General Schools General Secretary was advised and founded. In 1847 with 20 topics commands, it is declared that Children Schools will be at least for four years and maximum seven years (6-13) and topics of courses were explained. With the commands Turkish reading and writing were encouraged, board and a pen-case with inkwell introduced firstly and nationalism in education started.

By the way, since adequate reforms had not possibly done, more reforms done in "Rustiye Schools, Puberty School", five new schools were opened in Istanbul it 1847 and in 1848 all these schools start education. The courses in these schools were; Arabic, Persian, mathematics, geography, grammar and sciences.

On the other hand, teachers training for these schools were fastened. Reasons for this briefly were; not been able to find teachers that Children School teachers cannot teach such as; Mathematics and sciences. Need for ordering education is Puberty Schools. Need for the teachers know both new education methods and teaching techniques (Öztürk, 1996; 5)

With these improvements first primary school "Darulmuallim" opened in Istanbul Fatih quarter. With the opening of this school, traditional teacher training was left and teacher became a profession where teachers were educated to use modern methods and techniques. Since 1850 school principal was Ahmet Cevdet Efendi, and later he was assigned as Pasha and prepared Teacher Training Regulations in 1851 and stayed as Education Minister for three times. According to Regulations, to train qualified teachers, number of students in each classroom will be limited with 20, they will accepted by exams, and these students will understand Arabic and get the information that can be translated in to Turkish, they will not have misbehavior and school will be for three years. Courses in this school were; lecturing and education methods, Persian, Mathematics, Geography, Field Measuring, Astronomy and Geometry. To encourage students scholarships will be available, unsuccessful ones will be fired and graduates will get salary and stay at the school till they are assigned as teachers and graduates who don't accept job will have to give diploma back and will never be assigned again as teacher.

Number of "Rustiyeh Schools" increased to six in Istanbul. These schools again divided in to two as "Iptidadiye-primary" and "Rustiyeh-Puberty" schools. Rustiyeh Schools first started for four years later increased to six years and in 1863 decreased to five years. In 1850 Arabic and Persian courses are decreased and geography and science courses were increased. In 1853, decisions were taken to found Rustiyeh Schools in other provinces as well, with the command of Sultan II. Abdulmecit in 2 June 1853, 25 new Rustiyeh schools decided but in 1856 these decisions were put into practice.

Reforms that could not be practiced from in are spread all over state. This continued with eight new Rustiye Schools in different regions. While rural Rustiye Schools were opening, new schools were opened in Istanbul as well. In 1863 numbers of these schools were 166 and new methods put into practice. In 1864 "Mekatab-I Sibyan-I Muslime Comission" was found and declared regulations under ten titles, although adding to old curriculum, grammar, useful information, geography, arithmetic were advised, whole practice could not be done (Berker, 1945; 39-42).

In 1851 committee called "Encumen-I Danis" was founded to provide science books context, and in 1857 this committees became ministry which prepares whole curriculum and it was called as; Education ministry. First Education Minister was Abdurrahman Sami Pasha who started in 17 March 1857. He kept his position since 25 December 1862 (Unat, 1964; 121).

With the reforms done in 1856, inspections of reforms by Europeans accepted. With this command, with the help of foreign countries, minorities opened lots of schools which also accelerate Ottoman's collapse. Government founded General Ministry of Education to take under control of this uncontrolled system and females are allowed to be with males only in Children Schools. For further education of females for the first time school named "Cevri Usta" opened around Sultan Ahmet square in Istanbul. However in the beginning first nobody attended the school. It can be understood from Sultan's command; importance of females' education for both in this and second world. After first this Rustiye School, in eleven years seven new were opened. Till the female teachers were trained and graduated till 1870 except embroidery and sewing all courses were given by male teachers.

Some schools which have College specialties were opened as well. They are historically; 1847 Agriculture School, which gave impotence on agriculture technology. In 1859 "Mekteb-I Mulkiye School" which educate students to take positions in bureaucracy, in 1860 Forest School, in Istanbul Yedikule female Industry School as first sewing work shop where clothes are produced. Better

samples of industry schools will be later dealt with the Governorship of Mihac Pasha and schools and Syria, Tuna and Baghdad (Ortayli, a983; 184-85).

Summary of educations matter in Ottomans was in this situation, positive and negative difficulties were not easy part up to here. Sometimes, despite all the difficulties in all fields, State took education issue seriously and prepared programs about what to do and all possibilities were tried to practice reforms on education. State was spending efforts to overcome stronger countries imposes and forces. There were oppositions in opinions because of State's weaknesses, and negative affects were resulted sometimes but indication of sincerity is; to be successful in preparing wide dimensioned curriculum in Education Regulations, when it is considered that this can be only possible with adequate build up, serious and intense working and with team work, it can be seen how difficult situation they had and achieved.

4. Education in Administrative Reforms Period

New organizational structure tried to be established in education. Firstly Higher General Committee was established in 1838. In 1839 Rustiye Schools Supervision was founded with the previously taken decision. This was higher than management level and it was under the Foundation Ministry and was ruled by Seyluislam.

According to the reports declared by Temporary Education Committee in 1845, Great Education Committee was held in 1846. This is institution, which is first and in charge of education, was under the Vice-Vizier. Another organization which is under the control of parliament, "Mekatip-I Umumiye Nazareti" was founded, it was assemble as general management. Pervious organization's responsibilities were charged to this organization. When things to do shared; University establishment issues will be in charge of "Mekatip-I Umumiye Nazareti" and with the all matters of Rustiye and Children Schools Great Education Committee be will charged.

Responsibilities “Encumen-I Danis” were; including University, supplying all kinds of books and their translations, to establish a committee and make academic works. But before finishing its job committee was closed in 1862.

In 15 March 1857 Education Ministry was charged of management of education. This institution is called Education Ministry as well. Moreover “Mekatib-I Umumiye Nezareti” is connected to this establishment. First Education Minister was selected in this period and Abdurrahman Sami Pasha carried this title from 1857-1861.

As it is seen clearly to get rid of education structure before Regulations did not happen at once. It is a process and to finish that will take long period. It is also obvious with the experiences that reforms which are done without maturity of these reforms. It is again clear that some of the reforms did not fill the gaps/needs and were resulted with time and financial losses.

It should not be considered that madrassah which does not want change and stand for old had considerable amount of supporters and they very an important obstacle for the reforms and changes. Normally, despite change should start from primary schools, since Children Schools are under the control of Foundations and Seyhlislam, and madrassah and scholars influence on these institutions, prevented the start of reforms in primary schools and some attempts to change them were failed.

No matter how long does it take, efforts gave fruit and came to some milestones, new educational organization under the name of Education Ministry was founded, Children Schools renamed as “Iptidai, Primary Schools” and with new methods, Rustiye Schools are opened and to train teachers for this school teacher training schools are opened, opening university efforts accelerated, female Rustiye Schools are opened and lastly in 1870 Female Teacher Training Schools are opened.

Each school was under the control of certain departments and they were inspected by inspectors periodically and these works were evaluated by General

Education Committee which was also working on university issues as well. As it is seen before regulations roof was established and education organization was tried to be in a management system.

D. PROTOCOL ABOUT 1869 GENERAL EDUCATION REGULATIONS

It is obvious that world's basement is science and education; because state's development, technological and industrial, is depend on science and education to provide human being's deserved life standards.

Since education is start of work branches and industrialism, work branches and industry are reasons of useful and mandatory inventions for the human beings sake, to get share from this by nations which are members of civilization circle are open to improve and donate with skills are mandatory. When these obvious rules are searched intensely and see the different kinds of skills, in can be understood that society's morals will be increased.

Since this fact to improve different parts of societies; any possible effort was done, for children's education lots of Rustiye schools were opened but they did not meet the needs of all education system and did not provide enough people for the positions for the schools, there were not enough kinds of schools, although education's quality is depended on primary schools' structure and planning; number of children schools were insufficient and education was just teaching religious affairs.

Comprehensive General Education Regulations was discussed by State Parliament to catch centuries information, methods and techniques, because of management of schools were under the control of inadequate qualified teachers, children were deprived of education was seen clearly when Rustiye Schools students have modern courses but it did not work out since primary schools do not give proper education as preparation of students further development. In addition, Rustiye

Schools were trying to teach everything in a short period of time and it was not enough at all since sciences need more time to acquire when students lack of education considered in primary schools and its graduates were not only employed in schools but also in different positions in State and this made process slower since Rustiye Schools were like just hurrying to graduate students. Moreover, commerce benefits were not transferred to industry, State's development had cessation and that's why any inspection institution could not be established which could possibly let people to embrace these schools. Because of all above lined reasons Regulations and administrative reforms are thought and planned by some Statesmen who devoted themselves to their country.

Regulations Text has been taken from Faik Resit Unat's "Turkiyede Egitim Sisteminin Gelismine Genel Bakis" book and simplified to current Turkish.

Mentioned Regulations' priority putting "Mandatory Rule" for information and skills, secondly, all State schools will be separated to different kinds of departments and fields, thirdly, teaching and learning methods correction or improvement, fourthly, increasing the image of education community and to try to improve material and spiritual aspects of them, fifth, reforming central education ministry and found branches in provinces, sixth, to courage and encourage students exams system must be improved and diploma style must be started, seventh, increasing numbers of scientific schools and spreading them, eighth, for the expenses of official schools donations should be asked from people, Children School everywhere, "Rustiye, Secondary Schools" in places where population is higher than 500, and places which has population over 1000 will have "Idari, High School", in province centers Sultan Schools, to Governmental Center Male Teacher Training Schools, and requires and proper streets Female Teacher Training Courses and University, and if possible to found female Rustiye Schools for proper and needed places and all regulations will be in consider of this fact.

To have general improvements in education within the State, is depended on practicing all the items advised, opening all the mentioned schools. This may cause

foundation of Higher Schools and now High schools are needed between Primary and Sultan Schools. It is also cleared that in secondary schools, each minority should give their religious education, however, since it is not possible to found Sultan Schools for each community, multi-cultural institutions should be found and friendship must be provided via mixed education should be given. All these advice should put in to practice as soon as possible to be successful. Because Children Schools are to be reformed, and the number with renewed ones around 35-40 thousands, they will have costs to other educational foundations as well. In the written regulations, it is also mentioned that management expenses of these schools will be left to people as it was, but High School and Rustiye Schools officials' 1/4 expenditures will be met by central government and rest will be provided by people. For First practice year it is also mentioned that expenses will not be over 50-60 thousand gold. It was also mentioned that 1/4 of the money will be given from budget in first year. In reality, how much ever budget is increased for education, it is not enough for the required reforms practice, in addition State Budget was not enough to such a big amount of money, to practice mentioned reforms, statesmen will ask this money from people and it is also advised that people will pay this money not for once but till reforms are done. Even if some provinces can afford this, since so far people were not asked to donate money, this will be tried and people's tendency will be provided by encouraging them.

Deficiencies of other items in these practices should be considered as well. because general education's practice under these rules and structure, first thing is schools, second, translation of science books which are not available for Ottomans so far and third, qualified teachers should be found. Each of them is more important than each other. It is obvious that; neither school without teacher, nor sciences without books. Some sciences mentioned in Regulations, even some of them were told that available in French, it obvious that each nation's development is possible with the education in their native language.

Although all the difficulties in practice, because and people's improvement and happiness, time should not be wasted. By considering the fact that how much

experience is got from works, practice will be easier so much, this means by not wasting State money and efforts as playing games. This is also the way how works will be evaluated without making mistakes. It is also being thought that expenses should be affordable for both State and people. Long process of reforms will also enable Teacher Training system have more time to graduate more teachers, and book translation will gain time, and these facts will give power to reforms, this is the way regulations were put in to practice.

According to this fact, it is quite natural to start this practice from capital city of State. Because; most of the places in capital city there are Children Schools and Rustiye Schools, and Teacher Training Courses are opened and Sultan Schools are founded and later Female Rustiye schools were decided to be opened, and University foundation is nowadays decided, shortly since education vehicles are provided here, by helping to the reforms decided, and by the foundation of Great Education Committee, correction of Children, Secondary, high schools opening, reordering Teacher Training Courses and new Female Teacher Training Courses, and although teachers are preferred from State people, till new teachers are trained teachers will be invited from foreign countries. These experiences gained in central will be applied one by one to all other cities. Expenses of schools under the control of provinces as it was will left to people. According to Regulations corrections will reconsidered and current Rustiye Schools will be handed with new methods and techniques their education deficiencies will be fulfilled, moreover their numbers will be increased and with the opening of Sultan and High Schools to get useful results are aimed.

Non-Muslims can have primary schools and they can have Rustiye Schools as well but they can not be mixed. But, according to this regulation there will be two kinds of mixed and not mixed schools both of their arrangement about sciences will be done by State but religion teaching arrangement will be in charge of schools.

Book and publication translation issue will be solved as; Great Education Committee's Science department will in charge of supplying them from qualified

persons who are good at translation. Instead of letting everyone to translate books careful works chosen, for compilations and to encourage translators two thousand gold will be awarded every year. Mentioned issues according to Regulations corrected, if necessary, was included explained copies-which were five chapters and one hundred ninety eight articles, and presented, proved and since it has been approved by high status officials, to make them true, it is decided to announce them by assigning the Ministry of Finance.

E. 1869 GENERAL EDUCATION REGULATIONS

(GENERAL EDUCATION RULES)

FIRST PART

It is about schools levels and departments.

First Article; all schools in State are divided into two; first one is State Schools, their control, inspection and management are under the control of State. Second one; Private Schools, their just inspection and control under the state, foundation and management are belonging to individuals, communities or institutions.

First Part

State Schools

Second Article; essence of school-education are three; first one Children and Rustiye Schools, second one; High and Sultan Schools, third one; courses belong to higher schools. In this way schools are dived in to five in State; Children, Rustiye, High, Sultan and Higher schools.

First Chapter

Third Article; in each quarter or village according to situation two or in every two village one children school and if village or quarter is mixed with Muslims and non-Muslims, they will have separate Children Schools.

Fourth Article; expenses of Children Schools such as building school, repair of building, teachers salaries and education costs will be met by community of quarter or village.

Fifth Article; teachers for Children Schools will be selected and assigned according to Teacher Regulations.

Sixth Article; duration of education in Children Schools will be four years and below lined courses will be given;

- Elifbe, the Arabic alphabet
- Koran
- Morals
- Reading Koran
- Writing
- Basic mathematics
- Shortened Ottoman History
- Booklets that have useful information

Non-Muslims will have education according to their beliefs. Their religious leaders will form what to teach.

Non-Muslims will get Shortened Ottoman History in their own language.

Seventh Article; changing of any courses will be done by Quarter Education Committee by getting permission and advices Great Education Committee and if it is approved they will apply them.

Eighth Article; in Children Schools except for the special days, Bairams and Sultans throne day for Muslims and Non-Muslims, schools will be open and teachers will be ready and anyone at the age of school will have to go to schools.

Ninth Article; in Children Schools, females till ten, males till eleven have to continue school and it is mandatory.

Tenth Article; in a quarter or village numbers of male and female students, who are eligible for the school, and their families financial situation, names, family and relative names will be recorded on a book and given to teacher by village council.

Eleventh Article; as it is explained in article ten, if any of the recorded children do not come to school, teacher will quarter mukhtar let know and mukhtar will ask child's parents or relatives to send him school and warn them.

Twelfth Article; if three warnings are given and child still is not at the school, excluding reasons in article thirteen, these persons will pay from five to one hundred cent according to their wealth and this money will donated to education box and if child still do not come he will be forced to come.

Thirteenth Article; exceptions from mandatory education are, child's physical or mental sickness, being so poor that they can not afford, child business in planting and threshing periods, school's distance to school more than half an hour, absence of school where child is living, child' education at home and similar reasons are the exceptions which are also needed to be approved by local management. If any of the children who does not go to primary school because of these reasons, his/her family do not pay any fine.

Fourteenth Article; children who graduated from Children School can go to Rustiye School without exam with his/her diploma.

Female Children Schools

Fifteenth Article; if a village, community or quarter has two Children Schools, one of them will be for males while other is for females. If it is not possible, till school build for the females they will study with males but they will not sit mixed in classroom.

Sixteenth Article; if there is a separate female Children School, teachers and sewing experts will be females but up until qualified females teachers trained old and moral valued old teachers will be employed.

Seventeenth Article; female children schools education process, methods, techniques, vacation and everything about education will be same as male schools'.

Rustiye Schools

Eighteenth Article; any town which has more than five hundred houses, if their religion Islam; only Islam, if their belief is Christianity; only Christianity will be thought. If town is mixed each belief group will have their own Rustiye Schools. Minority groups' number of houses should be at least one hundred. Same rule is valid for all non-Muslim groups.

Nineteenth Article; schools construction, teachers and all other expenses will be met by Province Education Box.

Twentieth Article; all Rustiye Schools will be constructed according to given plan by Great Education Committee.

Twenty First Article; each Rustiye School, according to its student number one or two leaders or second observers, will have. Teachers will be selected and assigned according to Teachers Regulations.

Twenty Second Article; in Rustiye School first level teacher will get 800, second level 500, observer 300 and cleaner 50 (person who does cleaning and runs errands in a government office or school) piaster.

Twenty Third Article; education is for four years in Rustiye Schools and these courses are offered;

Introduction to Religious Sciences

Ottoman Language Grammar

Writing Rules and Hand Writing

New Arabic and Persian Grammars

Drawing and Picture Training

Introduction to Geometry

General and Ottoman History

Geography

Physical Education

Most used language at where school is located and students who want to engage with business will be thought French at fourth year.

Courses about religion, community, denomination and sciences will be thought in each communities own language and in female children schools instead of Arabic and Persian their own language will be thought. As it is explained in sixth and twenty third and non-Muslims religious education will be in charge of their religious scholars.

Twenty fourth Article; mentioned sciences courses will be thought under certain time table by day by day. If at the end some experiences if any deficiencies are seen; changing and correction will be realized by Great Education Committee's information and approve.

Twenty fifth Article; in Muslim and Non-Muslim educational institutions general summer vacation time is from first week of August till third week, which is twenty two days. Each Rustiye School will have vacation in the beginning of July for fifteen days and prepare themselves to exams, and last fifteen days they will have exams and leave schools. For Muslims after third week of Ramadan month to first week of next month fifteen days and for Sacrifice day one week and except Friday offs there are no holidays. Non-Muslims will have their holidays in their special days and Bairams and nothing else. All the Rustiyes are off in the Throne Day of Sultan.

Twenty Sixth Article; Students, who graduated from Rustiye schools accordance with school regulations, will be accepted to High Schools without examination. Unsuccessful ones in the exam may stay in school for one more years.

Female Rustiye Schools

Twenty ninth Article; Female Rustiye Schools have four years education and below listed courses are offered.

Introduction to Religious Sciences

Ottoman Language Grammar

Writing Rules and Hand Writing

New Arabic and Persian Grammars

Drawing and Picture Training

General and Ottoman Shortened History

Music, elected

Mathematics and Accounting

House Management

Literature Selection

Embroidery

To cut and reshape of clothes Courses about religion, community, denomination and sciences will be thought in each communities own language and in Non-Muslims female children schools instead of Arabic and Persian their own

language will be thought. As it is explained in sixth and twenty third and non-Muslims religious education will be in charge of their religious scholars.

Thirtieth Article; in female Rustiye Schools there will be teachers from two to four, one for each Music and to cut and reshape courses, observer and Clearer (person who does cleaning and runs errands (in a government office or school). Their cost will be forty thousand piaster and will be met by Education Management Box.

Thirty first Article; students who have Children School diploma will be accepted to Rustiye Schools and ones who do not have will enter exam and if they have good results they will be accepted.

Thirty second Article; these schools' management, holidays and all other conditions are same with the male Rustiye Schools under the same regulations.

Second Chapter

High Schools (Idadiye)

Thirty third Article; Muslim and Non-Muslim students who have graduated from Rustiye schools will have education together.

Thirty fourth Article; it is decided that places which have more than thousand houses will have high schools or according to demands.

Thirty fifth Article; these schools construction, teacher and cleaner expenses will be met by Education Management box.

Thirty sixth Article; each high School will have six teachers for different sciences, and teachers will be assigned by their Teacher Training Diplomas or Education Ministry's approve, plus each school will have observer.

Thirty seventh Article; every high school's teacher and cleaner expenses will be totally six thousand lira, other expenses eight thousand piaster, and so total amount will be eighty thousand piaster.

Thirty eighth Article; High School's education duration will be for three years and below listed courses will be offered.

Advanced Turkish writing

French

Ottoman Laws

Logic

Introduction to international Business

Geography

General History

Natural Sciences

Algebra

Accounting

Geometric and Measuring

Physics

Chemistry

Drawing

Thirty ninth Article; mentioned sciences courses will the thought under certain time table by day by day. If at the end some experiences if any deficiencies are seen; changing and correction will be realized by Great Education Committee's information and approve.

Fortieth Article; high schools vacation times will be arranged as it is in Rustiye Schools, since schools are multi-cultural for both communities holidays will be even.

Forty first Article; students who have finished High schools will get diploma and will have rights which are mentioned in exam regulations. Unsuccessful ones in the exams will be able to stay at the school one more year if they want.

Sultan Schools

Forty Second Article; in every province center Sultan School will be opened, anyone who graduated from High School, without considering his/her religion, will be accepted to school by fee, students graduated from Rustiye Schools will also be accepted as long as they pay but will start from lower level and successful and poor students from High Schools will not be charged certain amounts but what they can, five per cent of the classroom will study for free, ten percent will pay either 1/4 or half of the total fee.

Forty Third Article; Sultan Schools will be built by State and rest of the expenses will be met by the money that students pay, if it is not enough it is going to be met by Education Budget via Education Management.

Forty Second Article; students will stay in dormitories and education will be in daylight and students from outside will be accepted on the condition that they stay just for education. Fees of the schools will be determined by the quarter or province Education managements but students who stay in dormitories will not charge less than twenty and more than thirty liras, moreover daily coming students will pay quarter of this amount.

Forty fifth Article; for each schools sciences, literature and law courses, there will be teachers-eight to ten, they will be selected and assigned according to the Teachers Regulations. Each school will have principal, accountant, door men, observer and cleaner and school management will be under the control of Province Education Directorship.

Forty Sixth Article; offered courses in these schools are divided into two; one lower and upper level. Lower level is offered courses in high school, upper level is divided into two; Literature and Sciences and according to that school is either three or six years including lower level. Upper level courses are as lined;

Literature Classes:

Turkish writing

Arabic and Persian literature arts

Understanding

French

International Business affairs

International law

History

Science Classes;

Designing Geometrics

Perspective

Algebra and its use for Geometrics

Trigonometric

Cosmography

Applying Physics and Chemistry to Agriculture

Nature Science

Topographic

Forty Seventh Article; mentioned sciences courses will the thought under certain time table by day by day. If at the end some experiences if any deficiencies are seen; changing and correction will be realized by Great Education Committee's information and approve.

Forty Eight Article; holidays of these schools will be like Rustiye Schools and decisions about dormitory students going out or staying at school is left to Quarter Education Management.

Forty Ninth Article; students who are at lower level but take upper level exams and be successful will be excused from that year's education.

Fiftieth Article; students who completed education period in Sultan Schools need to take an completing exam and successful ones get the diploma and they get the rights mentioned in exam regulations, other can stay one more year in the school.

Third Chapter

Aliye Schools (Teacher Schools)

Fifty first Article; they are called as "Darulmuallim" which is Male Teacher School, "Darulmuallimat" which is Female Teacher School and "Darulfunun" which is Industrial and Art Schools.

Male Teacher Schools

Fifty Second Articles; to train qualified teacher for the different positions in schools throughout the State, very big school had been built in capital. These schools divided in to three branches-each department separated in to two as literature and sciences; First branch, Rustiye Schools, second branch; High Schools and as third; Sultan Schools.

Fifty Third Article; Rustiye School branch is divided in to as well; first for Muslims while second is for Non-Muslims.

Fifty Forth Article; Rustiye Branch is for three years and lined courses are offered;

Literature Classes:

Turkish writing rules

Basic Arabic and Persian

Each communities own language

General history (it will given according to student's language)

Sciences Classes:

Drawing

Mathematics

Accounting

Geometrics

Measuring

Algebra

Education will be with each communities own language

Fifty Fifth Article; High schools teacher education will be for two years and these courses will be offered.

Sciences Classes:

Nature Science

Geometrics and perspectives

Algebra

Physics

Chemistry

Drawing

Literature Classes:

Translation application of Arabic and Persian

Turkish poetry and writing

French

Ottoman Law

Economics

Fifth sixth Article; teacher candidates for Sultan Schools will have education for three years and will have listed courses

Sciences Classes:

Trigonometric

Geometrics

Application of algebra to geometrics

Cone cuts

Lifting methods

Astronomy

Application of Chemistry on Industry and agriculture

Advanced Nature Science

Geology

Field plan drawing

Drawing

Literature Classes:

Perfect Turkish writing and Poetry

Advanced Arabic and Persian

Semantics

Translation from Turkish to French and from French to Turkish

International Law

Fifty Seventh Article; Teacher School will have one principal, enough teacher and two cleaners.

Fifty Eighth Article; Principal will get five thousand and teachers between two to four thousands liras.

Fifty Ninth Article; students who want to be in Teacher School supposed to either bring their diplomas from Rustiye, High or Sultan Schools or will have exam in front of council and will be accepted to branches according to their skills and interests.

Sixtieth Article; students who study in branch of Rustiye Schools will have scholarship for 80, High School 100 and Sultan Schools 120 piaster. Maximum hundred students will get scholarship and rest will not get. Forth of them to Rustiye Teachers and rest will be for High and Sultan Schools teachers, it is going to be according to seniority.

Sixty First Article; students who completed Rustiye period with exams can be either Rustiye School teacher or can continue High Schools teacher training program. High School teachers, with same way, can be Sultan school teacher student.

Sixty Second Article; students, who graduated from school with completion exams, are have to go where they are assigned as teacher.

Sixty Third Article; Teachers, who are graduated from Teacher Schools, have priority for the State Schools compared to others.

Sixty Forth Article; Teachers, who do not complete five years mandatory duty without any excuse, will have to repay the scholarship they got so far and they will lose their priority.

Sixty Fifth Article; Students, before education period completed, can graduate by passing from his branch exams.

Sixty Sixth Article; Children Teacher School will be one of the branches of the Great Teacher School and be under the responsibility of its principal.

Sixty seventh Article; Teacher School will have proper library museum, physics and chemistry labs and its devices.

Female Teacher Schools

Sixty Eighth Article; it is establish to educate female teachers for Children and Rustiye Schools in Capital. After this school is founded it will have two branches and called Rustiye and Children Schools. Each branch will be divided as Muslim and Non-Muslim and teachers will be trained for them.

Sixty Ninth Article; Children School branch will be for two years and these courses;

Introduction to Religious Sciences

Ottoman Language Grammar and writing rules

Education Methods

Each Communities own language

Morals Book

Mathematics and Accountant

Ottoman History and Geography

Useful Information

Music

Cutting and Reshaping Cloth

Each community's language will be used in teaching. Non-Muslims religious courses will be under the control of their religion leaders.

Seventieth Article; Rustiye Branch will be for three years and offer these courses;

Introduction to Religious Sciences

Ottoman Language Grammar and writing rules

Arabic and Persian

Each Communities own language

Morals Science

House Management

History and Geography

Mathematics and introduction to Physics

Drawing

Music

Sewing Practice

Each community's language will be used in teaching. Non-Muslims religious courses will be under the control of their religion leaders.

Seventy First Article; Female Teacher School will have one manageress, enough female teachers for sciences and physics courses, needlework expert and two cleaners. Up until qualified teachers are trained; old and teachers who have morals can work.

Seventy Second Article; Manageress will have salary fifteen hundred teachers seven hundred and cleaners two hundred fifty piaster.

Seventy Third Article; Children and Rustiye schools graduates will be directly accepted to school without exams, others, who don't have diplomas will have exams under the control of council and will be replaced according to their successes.

Seventy Forth Article; students who completed Children Section can either go as teachers or keep their study in Rustiye Schools section.

Seventy Fifth Article; students, who completed Female Teacher School, have to accept teaching duty.

Seventy Sixth Article; anyone who has Female Teacher Training School diploma will have priority to ones do not have diploma.

Seventy Seventh Article; teachers who graduate Female Teacher Training School will have to serve for five years, otherwise they will have to return scholarship they got and lose their employment priority.

Seventy Eighth Article; Female Teacher School's total student number is fifty, students who are in Children School section will get thirty piaster, secondary school section students will get fifty piaster salaries will be given and if money left then it will be divided among the students according to their levels.

Darulfunun (University)

Seventy Ninth Article; a university with "Ottoman University" will be founded in capital city.

Eightieth Article; University will have three departments as: Literature and Philosophy, Law and thirdly physics and mathematics.

Eighty First Article; in Literature and Philosophy department following courses will be offered; human biology, psychology, logic and understanding knowledge, speaking, morals, human rights law, history, Arabic and Persian, Turkish, French, Latin languages and native language grammar, prosody written according to the rules of classical Ottoman poetry, old arts science, iron money and related courses.

Eighty Second Article; in Laws department; besides Islamic law, Rome Law, French Human rights law and judgment method, ground and sea laws, murdering judgments, property and international laws courses.

Eighty Third Article; in physics and mathematics department; astronomy, physics, chemistry, geology, mine sciences, botanic, zoology, geometrics, trigonometric, perspective, integral counting, theory and practice of carrying heavy staff, physics history, mathematics and land planning and measuring.

Eighty Fourth Article; all courses in universities will be offered in Turkish but if there is lack of Turkish educators then French will be used.

Eighty Fifth Articles; each department's duration for graduates is three and four for the students who wants to get teacher diploma.

Eighty Sixth Article; timetable for courses will be planned by the department teachers and will be practiced by the approval of University Ministry and Education Ministry.

Eighty Seventh Article; courses will told by teachers with understandable tone and students who wants to get private courses will be allowed.

Eighty Ninth Article; students who are accepted to university will have to let management know where he is staying in capital and his relative to contact about him when needed.

Ninetieth Article; students who want to attend university will be examined by the committee which is composed of one teacher from each department and following issues will be examined by teachers; Ottoman language knowledge, General History, Geography, Physics and Logic.

Ninety First Article; after exam committee will give a document which shows candidate's success, besides this document student will give half Ottoman Liras and registered to school.

Ninety Second Articles; if student shows any document shows that entrance exam courses have already given if he will be excluded.

Ninety Third Articles; student will renew his registration by giving quarter gold in every three months first fifteen days.

Ninety Fourth Articles; student will show the documents that he attended to courses in previous three months.

Ninety Fifth Article; students who do not obey the rules will be warned for the first time, but if he keeps doing that conduct three times he will have to re-take three month courses or will be punished to go school for a year.

Ninety Sixth Article; losing student's rights or his dismiss is up to University Committee.

Ninety Seventh Article; all students will attend courses in daily.

Ninety Eighth Article; university teacher assistants will be assigned accordance with Teachers Regulations.

Ninety Ninth Article; university teacher will paid between two and half to five thousand piaster, assistants will get from two and half to one and half thousand piaster.

Hundredth Article; students will sign attendance book everyday and assistants will check at the end of school week who missed the courses.

Hundred First Articles; students who attended the courses will get documents shows that he attended courses.

Hundred Second Articles; students who has four attendance sheet will have exams from the courses he took during the periods and if he does not pass exams he will not get fifth sheet and if he fails in second exam as well he will not able to get ninth sheet and till the end of his education this will continue like this.

Hundred Third Articles; at the end of three years, first last year's courses then from all courses he will have final exams.

Hundred Fourth Articles; students who pass from previous exams will have to submit completion assignment to department manager and if it is accepted, it will be considered by committee and student will get permission sheet.

Hundred Fifth Article; students will asked questions about their assignments by committee and if adequate answers are taken they will get diploma which is sealed by university and signed by department manager, secretary and minister, besides accordance with exam regulations they will get diplomas.

Hundred Sixth Articles: student who wants to be teacher at university after he got diploma will wait for a year and complete all his exams and will get document called "Sahadatname" and be university lecturer.

Hundred Seventh Articles; except diploma fee mentioned in exams regulations, student will pay two small gold for each exam he took.

Hundred Eight Articles; with the advice of University Education Ministry two dean will be in charge of university.

Hundred Ninth Articles; deans will be in charge of practice of regulations, student conduct's inspection, counseling students who misbehaved and letting know to student's relative or even Education Ministry.

Hundred Tenth Articles; at the end of each year University's all actions, situation and practiced reforms will be reported to Ministry by Deans.

Hundred Eleventh Articles; each department's teachers will select one of them as department chairman.

Hundred Twelfth Articles; each department's chairman will gather department teachers when needed to talk about issues.

Hundred Thirteenth Articles; University Committee is composed of Deans and department Chairmen. Course timetables, reforms and other situations happened in university will be discussed.

Hundred Fourteenth Articles; each department will have a secretary selected by department teachers.

Hundred Fifteenth Articles; secretary is in charge of keeping reports and all kinds of correspondence.

Hundred Sixteenth Articles; university dean will get seven and half thousand piaster while chairmen get one thousand over then lecturers.

Hundred Seventeenth Articles; in each class there will be one observer and cleaner as much as needed, while observers get three hundred cleaners will get from one hundred fifty to two hundred fifty.

Hundred Eighteenth Articles; university holidays are; first Friday and Sunday, then each group's bairams and special days, thirdly Ramadan, fourthly one month after exams and Sultan's Throne day also be holiday.

Hundred Nineteenth Articles; University will have a library.

Hundred Twentieth Articles; library manager will be assigned by advice of Dean, Education Ministry's suggestion and government's approval.

Hundred Twenty First Articles; five thousand piaster will be provided for the library expenses each year.

Hundred Twenty Second Articles; library will be open to donations and book changing with other libraries.

Hundred Twenty Third Articles; library will be open for teachers and students everyday and some days for public usage.

Hundred Twenty Forth Articles; University will have a private Box and its management will be assigned by Dean's advice. Education Ministry's suggestion by Government.

Hundred Twenty Fifth Articles; university incomes are; student fees-exams etc..., gifts and foundation incomes and money provided by State. These helps will be reduced as long as other incomes are increased.

Hundred Twenty Sixth Articles; university's expenses are; salaries of Dean, teachers, cleaners, fuels, repair and library.

Hundred Twenty Seventh Articles; this box's incomes and outcomes will be recorded and submitted to Great Education Committee each year.

Hundred Twenty Eighth Articles; after Regulations have released Animal Plant and world improvements subjects are included as courses and for the collection of old arts and protections departments and labs have founded and officials assigned.

Second Part

Private Schools

Hundred Twenty Ninth Articles; private schools are the ones which are run by either communities, domestic or foreigner individuals or charged or free founded schools, and their expenses are met by foundations that they are related to.

To be able to open these schools in State, teachers are supposed to have either local of Education Ministry's diplomas and are supposed to declare their curriculum to Education Ministry in order to show that there is nothing wrong against State welfare and unity. These proposals must be approved by provinces or local authorities. As long as these conditions are not met private school foundation will not be allowed. If they do not keep their promises, these schools will be closed. Private school's teacher diplomas must be approved by Educational Ministry.

Hundred Thirtieth Article; in state and private schools bearing students and insulting them is certainly prohibited, students who do not do their duties will be trained accordance with regulations, if improvements are not done then they will be punished.

SECOND CHAPTER

Education Management General Committee

First part

Great Education Committee

Hundred Thirty First Article; as education management's centre and to keep education management under control Great Education Ministry will be established in Capital and will have two departments as Sciences and Management.

Hundred Thirty Second Article; this committee's leaders will held State meetings with the other officials both from scientific and military once in two years.

First Section

Science Department

Hundred Thirty Third Articles; Science Committee met twice a week under the presidency of department chairman. Its members are from two sides; First one is domestic and from State citizens. Second one is from external members. Domestic members are eight; external member's numbers are not limited. This committee has two secretaries and first one has known perfect French to be able to correspond with European Universities. University's Deans and Chairmen are natural members of committee and have to attend meetings when they are invited.

Hundred Thirty Forth Articles; Science Department's main duty is to provide necessary books and to write, translate or made them translated Turkish Science and arts books, to find qualified translators and to do what is important by founding sub-committees. Information changing with European universities, to help to improvements of Turkish, approving translated books according to their benefits and decide about the rewards of translators, to held graduation exams and giving diplomas. As rewards, for translated books and etc., State will give two thousand pouch gold.

Hundred Thirty Fifth Articles; Science Department's duties are as listed above and they have to show all the things done during the year to the commissions at the end of each year.

Hundred Thirty Sixth Articles; interior members have to know one of the following languages; Arabic, Greek or other European languages and should have enough in an art style. Besides, Turkish writing, compilation and translation qualifications are important.

Hundred Thirty Seventh Articles; interior members will meet with external committee members about scientific issues and show their works and these members will attend the meetings held each three month.

City Education Assembly

Hundred Forth Third articles; in each city there will be Education Assembly as branch of Education Ministry under the control and responsibility of Education Manager and there will be a committee. This committee will be composed of Muslim and Non-Muslim two assistant and in same way two "Muhakkik" which is investigator and from four to twelve Muslim and Non-Muslim members, there will be one secretary and an official in charge of city education box. According to needs there would be one Muslim and Non-Muslim Inspectors but they all have to be Ottoman citizens.

Hundred Forth Fourth articles; all these officials mentioned in previous article are selected and assigned by Education Ministry. Other officials are selected and assigned by Local Management and must be approved by Education Ministry. To sack these officials are bound to Education Ministry.

Hundred Forth Fifth articles; Education Committee's permanent members are; chairman, assistants, inspectors, secretaries, accountant and officials who are in charge of Education Box. Chairman's salary will be around three to five thousand and rest will get between half to one thousand, inspectors who go for inspection will get some extra money in their salaries.

Hundred Forth Sixth articles; City Education Committee's duties are; to practice orders or regulations assigned by Education Ministry, to coordinate budget helps and donations for optimal uses and practicing Regulation articles, to inspect schools, libraries, publishers and related places within the city, to provide improvements in schools by inspection, to give written reports to Education Ministry about City's education situation and what to do next to improve it, giving another copy of this reports to Education Committee in City and separate its budget, shortly; to improve skills and science to accomplish any possible things for education, moreover employing, firing, awarding, punishing, assigning and meeting special needs of teachers in the City and held exams, giving diploma within the City.

Hundred Forth Seventh articles; Chairman and his Assistant's duties are; to coordinate mentioned duties mentioned in previous article, keeping reforms in continuing regulations, to be careful in both practice of Regulations and what ordered from Education Ministry about process' inspection. To inspect schools, Sultan, Rustiye, High School, higher schools and libraries in city centre and keeping budget from unnecessary expenditures and they are number one responsible one about mentioned issues.

Hundred Forth Eighth articles; Inspectors'(Muhakkik) duties are; to inspect all schools, libraries and inspectors within the city as long as possible, to provide school principals obeying to regulations, by completing or contributing their deficiencies or adequacy and give reports to CEC about these inspections and what to do.

Hundred Forth Ninth articles; Inspector's other duties are; to inspect Sanjak high schools once in three months and after completing required regulations once in six months and as long as their authority let them do they will complete deficiencies either by advising or directly involving and let the CEC know if there are other things beyond their authority. They will also report monthly about what has gone in that month.

Hundred Fiftieth articles; Reserve members will have meetings with permanent members and if they are assigned to any duty they will perform that duty.

Hundred Fifty First articles; Muhakkik (see Hundred Forth Eighth articles for their job description) and Inspectors are the only department that teachers can apply about their problems. However, if they are no present Children School teachers to Secondary or High School teachers, Secondary School Teachers to High School teachers and High School teachers will able to apply directly to Muhakkik and Inspectors and according to the subject's importance they can also apply to CEC.

Hundred Fifty Second articles; CEC can apply directly either to Governor or Education Ministry about any issue related to education.

THIRD PART

It is about exams, sahadatnames, diplomas and their privileges.

Hundred Fifty Third articles; official and general schools have three types of exams; first one is, classroom exam which enables students to promote upper class, second one is, school exam, when school education period completed it is held, third one is, diploma exam that its details will be explained later.

Hundred Fifty Forth articles; Children School exams are held in front of Village Council by teachers. For the Rustiye, secondary School exams one first class teacher from Sultan schools or High School teachers come. For High School exam if possible an Inspector comes from education committee. Sultan School exams are held before University lecturers. Students who are successful in these exams are passed to upper levels.

Hundred Fifty Fifth articles; second exams will be held in same way and successful ones will get their diplomas.

Hundred Fifty Sixth articles; all higher education students will have their exams in front of their lecturers and successful one will be awarded with diploma.

Hundred Fifty Seventh Articles; third exams have three levels; first, literature, laws, and internship exam aimed for science departments, second, again literature, laws and graduation exam aimed for sciences departments, third, medicine, literature, laws and graduation exam for science department.

Hundred Fifty Eighth Articles; students who have completed High School courses will have examination before 'GEC' Science Department and University officials, in other Cities students can get in the exams, which are literature, laws and science department's internship, by showing their diplomas to Local Education Committee. Students who are successful get diplomas which is approved and sealed by both Education Ministry and Local Education Committee. As diploma fee each student must pay two Ottoman gold. For internship exams three months are determined in a year.

Hundred Fifty Ninth articles; student who has taken internship exam and failed can get in exam after determined period. If student fails again waits for the next year's exam. If student fails for the third time, can get in forth exam after determined period, if student fails again then student lose Internship Diploma right.

Hundred Sixtieth articles; Internship exam timetable is prepared and announced by GEA' Science Department.

Hundred Sixty First articles; students who have Internship Diploma are accepted to both Higher education institutions and Teacher Training Schools without examination.

Hundred Sixty Second articles; students who do not have Internship Diploma are not eligible for management of private school or opening of these schools.

Hundred Sixty Third articles; students who have Internship Diplomas, can be accepted to higher State or civilian positions according to their branches.

Hundred Sixty Fourth articles; students who have completed Sultan School can get Internship diploma by showing their graduation document and by this way they can also take graduation examination. Students who have succeeded in this exam or students who are in University or Teacher Training Course Sultan Branch school second year students and one who can proof their education level; diplomas are given accordance with the regulations mentioned in Hundred Forty Ninth article diplomas are given by Education Ministry. As diploma fee three Ottoman gold are paid.

Hundred Sixty Fifth articles; graduation exam rules are same with the Internship exam rules. These exams are offered by Science Department as it is in Internship exams.

Hundred Sixty Sixth articles; students who have graduation diplomas will be employed in official duties, committees and security courts.

Hundred Sixty Seventh articles; Students, in Teacher Training Course Sultan Section, who got graduation diploma will be able to start teaching either in High School as first class teacher or second class in Sultan Schools.

Hundred Sixty Eighth articles; Students, in Teacher Training Course Sultan Section, who got graduation diploma will be able to start teaching either in High School as first class teacher or second class in Sultan Schools.

Hundred Sixty Ninth articles; students who have completed their education in Teacher Training Course Sultan Section or other higher schools; can get oral and written exam and then can diploma from GEA. The fee is five Ottoman gold for the diploma.

Hundred Seventieth articles; students who have graduation diploma, as it is mentioned in Hundred Fifty Seventh article, are assigned according to the branch they graduated in those positions; civilian works, Science Department membership,

being first class teacher or principal rights Sultan, Higher Educational Institutions or Teacher Training Courses.

Hundred Seventy first articles; at end of each education year Science Department and Education Committee will be separated into three; first one is; for internship exam officials from Science Department, lecturers of University and one official from City Education Assembly, one inspector and two high school first class teachers will be there, second one is graduation exams; same group will be ready, third one for finishing exam addition to same group students who have graduated will be ready for the exam procedures.

Hundred Seventy Second Articles; in each examination commission there will be a box and to determine examined students levels good will be white, bad red and for zero black will circles will be written.

Hundred Seventy Third Article; any student who gets three circles pass with the highest degree and this degree is registered University and Education Ministry records, it also indicated in student's diploma which enable them to have priority to others. Students who get one white and two red are accepted as they passes classes. Even if internship students pass with three red or one two white and one black, they can not pass from both graduation and finishing exams with these results. Students who have passed from exams are displayed via handwriting signboards both in Education Ministry and Science Departments walls.

Hundred Seventy Forth Article; non-citizens or anyone who are not studying in general schools can take internship, graduation or finishing exams. But they are supposed to obey Regulations and exam rules. Students who have internship diplomas can directly get in graduation exam, students who have graduation diploma can take finishing exam.

Hundred Seventy Fifth Article; although foreigners can take these exams by paying required fees they are not accepted as officials\for governmental duties.

Hundred Seventy Sixth Article; anyone who wants to take exams have to pay in advance and if student fails half of the fee is paid back.

Hundred Seventy Seventh Article; every year before students go to holiday, brilliant students from Sultan and High Schools are classes according to their branches and asked to write an assignment for the subject that will given them. After booklet is written, it is examined by exam commission and awarded according to their levels. This exam commission is composed of these people in Capital City; Education Minister, Great Education Committee Delegation, University lecturers, Higher Education Principals and Higher Officials, in Cities; under the supervision of Governor, Local State Officials, Education Assembly Members and respected persons in people will be ready in a special place. Students will be awarded in front of this committe either by Education Minister or Governor. Students who will be awarded in first level will get two silvers, which are for Sultan Schools Higher degree award, and for High Schools third degree students get iron medal.

FORTH PART

It is about Teachers

Hundred Seventy Eighth Article; teachers who are working for the general school have to be citizen, anyone who do not have Children Teacher Training School diploma or right to get that diploma will not assign as teacher to these schools. Anyone who has that diploma will be preferred.

Hundred Seventy Ninth Article; State Children School Teachers will have "Kura Exam, drawing lots" as in Madrassahs. Successful ones will be exempt from this exam according to forty ninth articles. Teachers who do not obey school rules will be warned according to their flaws by written documents, if teacher keeps doing same kind of mistakes, teacher will be fired.

Hundred Eighty First Articles; "Rustiye (secondary) School" teacher will be assigned among Rustiye Teacher Training School students who also showed good manners. Anyone who have Internship Diploma or document shows that student is eligible to teach will be employed but priority will be at Rustiye Teacher Training School students. Rustiye teachers have to be at least twenty five years old and there should not be any criminal records.

Hundred Eighty Second Articles; if first level teacher of Rustiye School is missing in a school, one of the second level teachers, who served more than others, will be assigned as first level teacher of school. Same thing is offered for the High Schools as well.

Hundred Eighty Third Articles; as long as Rustiye first class teachers are successful at High School Department exams, and High School first class teachers are successful at Sultan School exams and get diplomas will be able to assigned as Second level teachers in Sultan Schools.

Hundred Eighty Forth Articles; High Schools first class teachers and Sultan School second level teachers will be able to assigned, if they have graduation diploma, as Higher Education School teachers.

Hundred Eighty Fifth Articles; Sultan and Higher School first level teachers can be assigned as Inspector and Education Committee members or Sultan and Higher Education Schools managers.

Hundred Eighty Sixth Articles; teacher who do not do their duties without excuses in Sultan, Rustiye, High and Higher Education Schools will have deduction in their salaries and if they do not come to their duty for ten days they will be fired from State jobs.

Hundred Eighty Seventh Articles; teachers who are charged with murder according to current laws, are have to give their diplomas back.

Hundred Eighty Eighth Articles; teachers who are in charge of exams will paid extra.

Hundred Eighty Ninth Articles; Rustiye and High School teacher will able to give private courses.

Hundred Ninetieth Articles; retirements in general State schools will be according to Regulations, which will be decided by State.

Hundred Ninety First Articles; retired teacher, other education workers and passed away officials' salaries to their families will be arranged accordance with General Retirement Regulation.

FIFTH PART

It is about Expenses

Hundred Ninety Second Articles; General Education Management's sources are; State budget, Foundation incomes, kinds of incomes, Sultan and Higher Schools students' fees and fines.

Hundred Ninety Third Articles; in Capital City budget of Rustiye and High Schools will be decided in Education Committee meetings and then will be approved in State meeting and accepted. Donations from people will be collected by municipalities and submitted to Education Box.

Hundred Ninety Forth Articles; Cities Rustiye, High School and Education Committee budgets are prepared by EC and sent to State meeting by approval of Education Ministry. Expenses declared by State, are gathered from communities according to their share and submitted to Education Boxes by General Committee.

Hundred Ninety Fifth Articles; pervious foundation donations and other helps are considered, wherever it is, that community's contribution and they pay less next time.

Hundred Ninety Sixth Articles; contribution done by both State and people are divided in to two as Muslim and Non-Muslim Rustiye Schools. That's; according to number of Christian and Islamic schools money given for the expenses.

Hundred Ninety Seventh Articles; from education budget, each department's share is saved in education box. Required money given by approval of Education Committee via special officials. Other towns or villages budgets will not be neglected and paid monthly.

Hundred Ninety Seventh Articles; since it is decided that Children School teachers will be salaried by communities, each children school's expenses for goods, provisions and cash provided by State will not be over six-nine hundred piaster. This allowance is going to be shared to months or according to community paying calendar and if it is still missing then quarters will asked to support more and their richer people. First September 1869 (Unat, 1964: 92-119).

In education concept determined in these styles in Ottoman life; aimed to improve society's life standards and stop going back. Education perspective which will especially provide material improvement was became evident. That's, individual's, society's and State's needs are related to each other to overcome material difficulties. This will enable education planning and structural changes.

As it is indicated in Regulations' records; to overcome financial regression, improvement of occupational branches with education, to enable these branches to establish industrial factories, and thought that industry' positive effect on society's financial situation, societies and individuals who are supported and get those opportunities considered that they will reach civilized society levels. So in this point education's importance is come before us.

Scholars who have patriotic feelings and spend their time for State's welfare and thinking about the results of being poor, underdeveloped have been trying to reform education system over hundred and fifty years, it is also assumed that gap between Ottomans and Europe is almost two centuries. Reasons for this regression are; practiced methods and styles and they should replace with European thoughts and perspectives. These scholars decided that to fill this gap first thing to change as education. But education is a device; this device can let people's regression stop and reconstruct improvements and developments. To make it clear; it is the positive and materialist education perspective come Europe Reforms that leaped Europe to the zenith of civilization. This should be the philosophy and methods of new education perspective.

Education's materialist perspective has two dimensions; these dimensions are related to each other and first one is; taking basis scientific thought, logical and systematic thinking. Second one is; physics which take science and applied sciences observation and experiment as basis. Besides first dimension applied science's and sciences', by giving part industrial institutions in education, to make a beginning for the media level schools and by giving more courses with lots of practices, for industry more schools that have occupational branches should be opened. It is thought that, by this way, education life which takes west as model will enable State have technological improvements.

Higher Officials who have been thinking on State's improvement for a long time, by benefiting experiments and trials in education, decided to make rooted reforms and renewing by using State and society's sources reasonably. It is also decided that source ways will be determined and indicated and General Education Regulations will be prepared which will meet century's needs with modern knowledge and methods. State Meeting held, where almost all experiment people on education and showed their skills and talents about it, to decide even about little details of Regulations.

F. EVALUATION OF ARTICLES METIONED IN REGULATIONS

1. Situation Evaliation For The Progress

For sure the most important factor at founding civilizations throughout the human is history is education's role. Education is for human beings and that's why we have it, since humans are the parts of societies that they are in, so education is for societies as well. Education, which has singular and plural dimensions, is one of the most important elements at shaping individuals and societies. Of course education has many descriptions.

Educationg according to F.Y. Eppersdorfer (1879-1958); education is an action which enable humans to enhance their instinct powers continuously (Akyüz, H. 1991:14). For E. Spranger (1882-1967); it helps humans shaping for an immortal life. J.H Pestalozzi (1746-1827); besides education's help to improve themseves, it also is an art of ruling life. John Dewey (1859-1952), who is last century educator, while saying education is life itself, also says that life is reforms of lived lives. These scholars either gave importance to individuals or societies or described education. When topic is considered generally; individual and socieety, as part and wholei can not be considered seperately, anything happens is related and influence to each other and can not be evaluated one by one but together.

As Ottomans that period situation; poor and regression societies, in turns of technology, industry and economically and deficiencies are noticed when compared to European countries, serious reforms are required fact is accepted, and for sure to develop and improve society's deficiencies are charged with education. So education has charged with functional understandings which are supported with tecnology, industry and economical differences.

2. Deciding on some kind of Schools and Higher Intuitions as needs.

After the first step of primary education, Children Schools, number of Rustiye Schools which were spread after 1840 all around state were not enough to provide improvement as much as planned. One of the conditions of improving

education life is; to establish a structure which will meet the needs of different interests, skills and talents, which also needed to be used coordinately.

Schools, which will go in deep searches on students, needed take them for further successes via new methods and techniques. Secondary Schools which are divided into departments under certain interest branches, below Higher Schools, will enable students have basic knowledge that will be asked in further education progress.

In current education environment; different and various, especially lack of science and technical schools, directing Rustiye School graduates to military and State works makes over employment in official areas. Need for Higher Education Institutions to improve country in turns of financial situation is getting more and more important day by day.

Absence of these schools prevented commerce and industry working so far. Because there are lack of trained employees in various levels, let this field poor, idle and empty, which also do not let commerce transfer what has gained to industry, it badly effected country's improvement. So, thing that is thought to take country to upper levels, direct people to do useful things and give training to enrich their potential, provide trained employees for the sub-branches via schools considered as vital in education regulations.

State, by noticing deficiencies in society life, besides improvements in society life, and structure should be established to accomplished developments in industry and commerce life. It is also the main thing that under developing countries are still dealing on, Frederick Taylor insist that it will be practiced for a long time in the future as well, in his *Scientific Observation Methods* has similarities with *Scientific Management Techniques Principles* (Bursalioglu, 1978; 16; Kaya, 1979: 48-50, Eren, 2001: 13-14).

Henry Fayol, who is little bit more advanced them, Taylor's principles, mostly tended to industrial management styles, supported their usage in all areas,

though it was long before Regulations have declared, before these scientific education systems deprived, it an avoidable not to effected from what was lived in the past, and important thing is; to use past experiments systematically.

In the Regulations, Fayol's; Planning, organization, ordering, coordination and control management stages, are seen. In Fayol's ordering stage has some differences as; in Fayol's stage; it is shown that ordering, commanding, insistence, authoritarian and unexplained government chains are established, on the other hand, Regulations' ordering system was much more better than Fayol's system since Ottoman Regulations were based on explaining, motivating, persuading and explaining reasons why they are doing things in education. To herd and motivate have been inspired by F. Herzberg's "Double Herd" theory approaches (Eren; 32-33).

According to second article of Regulations, schools are divided into three levels: first level, Children and Rustiye Schools. Second level is, High (Idadiye) and Sultan Schools. Third level is higher educational institutions; University, Medicine Faculty, Engineering Faculties and some Industry Schools. It means there are five different schools range; 1) Children Schools, 1) Rustiye Schools, 3) High Schools, 4) Sultan Schools, 5) Higher Schools.

Meaning of education management; to meet the societies needs to coordinate elements which are gathered to realize education's goals and organizing other sources (Basaran, 1983; 45) one of the other requirements to realize education goals; to determine ages of students to get optimal possible education for their group of age and accepting students according to these steps and rules. In ninth article; first step Children School male and female students developing period was determined well done, for females 6-10, for males 7-11 accepted as starting age and then became mandatory.

Education period for Rustiye Schools, in twenty third articles, is decided as four years. High Schools education period, in thirty eight articles, is decided as three years. Sultan Schools' education period is determined as two levels in forty sixth

articles; first level same as High Schools but as lower and three years. This level is added to complete Sultan Schools' education. Upper level is three years as main Sultan School and divided into two groups as literature and sciences.

Teacher Training Schools are divided into departments which are training teachers for Children, Rustiye, High and Sultan Schools. Education years are; Children School department for two years, Rustiye, after completing Children part, three years, High School, adding to Rustiye, three years, sultan School department three more years adding all of them. Articles about them mentioned in regulations are; for Rustiyes 54th, for High Schools 55th, for Sultan schools 56th. University education period is; for the students who will get graduation diploma, three years, for the students that will get Teacher Training School diploma four years as it is mentioned in article 85.

3. Education Management Structure

Act which is development via education should encourage individuals and societies to take part in education. Education's aim; should be clear to be understood by all parts of society. Any concept or subject known by its each level is more attractive and more claimers are found. Since a structure, which give importance to applied sciences, technology and industry, is asked ; basis which will make them true will be founded, these sort of schools will be opened and increased in numbers, books will written, qualified translations from foreign sources will provided, compilation books will be complied, benefits of these sort of education will be declared to societies and their clear understanding will be provided as well.

While these benefits meet individual's needs and increase his/her status in society, State economy and industry will developed in accordance with that, and State regression for over 150 years will stop; individual, society and State will rise altogether and all these mentioned improvements will be via education is anticipated. Ultimately, there is need to tell peoples about this without being tired and exhausted,

all these methods should be told over and over and peoples should have consciousness about it.

Another way of directing people to education is; asking their help in school construction and meeting education requirements. There is claiming and supporting in human structure for the things they effort and spend time and they go indirect knowledge and consciousness about that. By following these methods, besides providing sources, as important as finding sources, they encouraged and directed society to help education progress.

Considering country's material and spiritual benefits, besides human's social improvement which will provide material development and give skills for future and inspected by state concepts, to make a system and planning works reminds Fayol' planning, organization, ordering, coordination and control management stages (Bursalioglu, 1978;18).

3.1 Centre and Local Organizations

In Education Management organization structure is from centre to local, central system is taken as basis. Organization' centre is Capital City İstanbul. Actually, till 1857, Education Ministry founded and education became under the responsibility of this ministry, education centre structure composed of a few levels but these issues mentioned enough in "Education in Regulations Period". When Regulations declared that institution has already established and by regulations it became more important centre of reforms.

In Hundred and one article of Regulations; centre of Education Organization will be in Capital City and there will be Education Committee, committee will have two departments as Science and Management. In hundred thirty second article; GEC meets twice in a year about education issues with the higher official of those two departments, State Meeting members, judicial institution

members, Scientifics and Military officials under the supervision of Education Ministry.

In hundred and third articles; Science department gathers twice a week under the supervision of its chairman, with integral and external members, according to hundred and thirty forth article; to provide books and printings, to write books and providing translation conditions, to try to improve Turkish Language and changing information with European Universities.

According to hundred and thirty third article Management Department composed of; chairman, two assistants, Inspector, six members and one head secretary. Their duties are; to inspect schools, City Education Assemblies, libraries, museums and print houses in both Capital City and country sides, dealing on teacher employment rights, problems, discipline practices, matters and arranging education budgets and submitting them to General Committee.

According to hundred thirty ninth article; these two departments will meet, under the supervision of one of the departments according to the issue, when necessary. In this way Central Organization, GEC which is under Education Ministry, and two departments, as the centre organizations of all education institutions in country give detailed information.

Country Side Organization, according to article 143 will be GEC branch and practice tool. Every province will have this organization under the manager, one Muslim and Non-Muslim assistants and two inspectors, from 4 to 12 members, clerk, accountant and an official in charge of box, in towns there will be one Muslim and one Non-Muslim inspectors.

This Committee and its members' duties are; practicing orders or instruction, following reforms in provinces, using government funds and donations in proper ways, inspection schools, libraries and print houses in their regions, to give reports to Education Ministry about what have done and what else needed to be done,

arranging their own budget, practicing discipline and exam regulations and duties about practice of reforms mentioned and detailed from 143rd article to 152nd.

3.2 University Management Structure

A University which will be established in Capital City, Istanbul, will be under the responsibility of a Dean assigned by Education Ministry according to 108th article, Dean will give annual reports, current situation and done reforms. University will have three branches, and according to article 111; in each department teachers will select one of them as Department Chairman.

According to article 112, chairmen will be able to hold meetings with department teachers as long as needed. In article 113, University Committee meets under the supervision of Dean and three chairmen. Committee talks about course timetable, security issues, and other actions and by inquiring from Education Ministry or not deals on reforms. Each department's clerks, according to 114th and 115th articles, keeps records and correspondence, University Library Manager, Box Official and various department and lab charged officials' management, according to 121st, 125th and 128th articles, is under the control of University Minister.

Committee which make true University Management stage meets under Minister, department Chairmen and discuss on mentioned issues and decides about them. to think issues of each level of management, taking decision, planning, coordinating processes did these things besides classic and scientific things to do, did management which is later seen in March and Simon's book "Organizations"; which dealt on internal and external approaches of factors, their relationship and interaction, at the end of all these researches they tried to reasons of basis problems in both organizational and management systems. So, it become closer to Prof. Handerson's, who sees classic approaches as thesis and behaviorist and environmental approaches as anti-thesis, synthesis perspective (Kaya, 1979:80).

3.3 Encouraging Participation in Management and Local Management's Determination

One of the important reforms of Regulations is; environmental factors and trying to establish participation concepts which are the conditions of being successful. In 7th article Children Schools' course and program change, when needed to be changed because of local reasons, left to Local Education Management on condition that they will let GEC know, it is the management understanding that authority sharing and participation samples of management.

At the same time this situation, region that they are will be taken into consideration, that region's position and needs will be well evaluated, local management's opinions will be in front of others, that's Unity Management is used, is also give clues of Mary Parker Follet's Dynamic Management approach which decisions given by experts (Bursalioglu, 1979;23).

In 38th and 39th articles arrangements are done for the high schools' duration, it is determined as three years, courses that offered that ages group and their levels, distribution of courses to years and completion generally arranged, after some practices and lived experiments flexibility is not unconsidered about some further changes and arrangements.

These changes must be under the knowledge of Education Ministry and Committee, which is while providing order or management, this let centre see what problems they will encounter while they are practicing theoretical stables. It will enable determine flaws and problems and their improvement or arrangement. This management system takes environment and society in to consideration. Dwight Waldo's, who is one of the important scholars supporting Environmental Approaches, approach organizational improvement and development is possible with the development out of organization (Kaya, 1979:73).

In 44th and 48th articles it is stated that Sultan Schools will charge some fees and students will stay in dormitories, and deciding minimum and maximum fee range is determined by centre and local management let decide about it and students staying in school or going home also left local management which also show flexibility of regulations, as the position who will decide about those mentioned issues are Local Management. Leaving these authority to local management; sharing, unity and Education Management is similar to Follet's Dynamic Model, which is giving importance to responsibility (Bursalioglu, 1978; 22).

Changing University students behavior topic, 108th and 109th articles, taking student as object, when this failed to talk to parents and at the end letting Ministry know; is using effective physiological methods, teachers electing Chairman, according to articles 111,112 and 113, and their right to make reforms either by asking or not asking to GEC, show open and transparent managements planning.

This understanding; give chance to correct deficiencies by other if necessary and let every part of society take part in education. Transparent management's effort to make education interested by majority of society, it carries democratic, participated, behaviorist and unity management samples.

In 89th and 90th articles, students asked to let University know where they will stay during their education and let who their parents to talk when necessary are the effort to be involved with student and his environment, preparing required tools that are needed in education and important in turns of giving more functions to management.

3.4 Administrator and Management's same Language Usage

Administrators, who are ruling societies in every level and field, come from societies and root of them and in a position of representing them. but, there is subject of being good or bad represent and their ability to show societies values dirty, misty or bright and clear is depends on their communication with societies.

Management side, as it is supposed to be, representing society's values in an ideal style and in charge of having mission of developing and improving them. And they required being the ones who are supposed to protect them over all of harms. Sometimes society, by majority, may not aware of their needs and line that they are supposed to reach. Sometimes administration may fail about deciding life standards and improvements.

If first situation, for a society, is a handicap, second situation is worse misfortune. Because, there will be either fruitless try, or taking society from its road that will let them improved and force a long journey to achieve that they can naturally reach. Such a society will have dilemma inside and may not go into its right path for a long time or make its identity.

What really asked is to live both situations. The Most suitable thing for that is; having well-lighted group which will control, warn and show ways to corruptions, mistakes and flaws to rulers. In under developed and developing countries, having an elite level except management, or even if they have to see them continuing is rarely possible. That's why in such societies, that they do not have such elites, upper management charged with bigger responsibilities.

Since society could not catch general development line, management mistakes'; backing or correction will not be possible. Either mistakes will keep going or as family leader's mistake followed by family members' mistakes, two wrong do not make one right. One of them is characterless, embedded whatever you take it goes with you individual or society created. Second one is; rebels against not letting things go on natural current, fighter, rebel, terrorist but donated with no knowledge and values individual or society. Societies that lived this situation, families, as today, was in past and will be in the future.

Representing Management staff which are aware of such understanding; firstly will be familiar with society's structure, values, changing and unchanging

sides, character and individualities, capacity and skills, and later improve himself in sciences, techniques and methods, will follow new information and techniques permanently; at the end with the knowledge of society, secondly by synthesizes of what he gained and will reach to capacity of changing progress.

Theoretical information about these concepts is seen in Regulations, first general situation evaluation done, State's education life is introduced. Deficiencies and needs put on the table and subject enlighten. By informing in this way, common goals are set for the country's development sake. Later, society accept that these goals can be reached only by education and this approach agreed by majority. At the end, in a non-authoring, persuasive and explaining approaches society's is informed that to reach these goals, which are developing as economically and technologically only via education be possible with applied sciences and peculiar education system.

By explaining benefits and logic of reforms common goals and aims are tried to set. They also tried to explaining, besides why, how these reforms will be applied and what burdens and efforts will these reforms cost and general dynamism tried to be established.

In Regulations and general declarations records; to be able to rule society in every aspect, they should be able to feel free to take their rights, independence and all sorts of material and spiritual rights without any force. It is also indicated that to know what society ask for researches and observation should take place and management does nor mean ordering is explained detailed in regulations, and it should be also showed that what is trying to be done is the better life standards of society and this fact should be explained reasonably. It can also extract from the regulations that while practicing reforms society' reactions should be considered and democratic planning and practicing must occur, and when all articles are summarized; it can be seen that administrators explanation, why and reasons and satisfied ways persuade people about reforms.

3.5 Financial Structure

Education's general income is explained in details in articles from 192 to 198, they are shortly; State allowance, society's donations, fees and fines taken from Sultan and High School students and some other incomes, in Capital City; Rustiye, High School and GEC budgets are decided in GEEGC every year and approved in State Meeting and given to Education Box via municipalities.

In provinces Rustiye, High School and CEA budgets are decided CEA and approved by GEC and taken to EM to State Meeting and get acceptance. Donations done by public and share of each community are submitted to CEA box by approval of General Committee. State's allowance also gathered in same box. Foundation and other incomes are count where they come and which community they belong to.

Donations and contributions done for Muslim and Non-Muslim Rustiye Schools, besides State's allowance, will be classified according to levels and will be arranged with High Schools' and Education Management's allowances. Any money gets in the box and each levels share will be kept in the box. To each region, by approval of CEA, special officials will carry money taking checks in response, but towns share will be delivered monthly from Goods Boxes.

Since Children School expenses will be met by their own communities, each of these schools allowance will be at least six hundred piaster. This allowance will be gathered by them in periodically and if still money needed those regions riches or foundations will give the rest of money.

Financial structure was in this way, detailed explanation of 5th chapter, management efficiency in financial structure as well as in all other areas.

3.6 Productivity and Saving Precautions

For Any management, which will bring new understanding and provide development of country, it was inevitable to escape from hard work. While planning productivity from beginning State and society's donations, contributions and helps should be used in a such a way that productivity must be in optimal use and saving be vital key point not waste efforts.

It is seen that Regulations have serious and intimate efforts about this issue. First they, by charging communities to take care of Children Schools expenses, let State make a leap in that conditions. It is clear that there needed 35-40 thousand Children Schools and this was almost impossible to build just with State's funds and it was best idea to ask communities to built their schools.

As it is in Rustiye Schools, standard school planning has done and this let productivity and saving in optimal level. Students, who graduated with exams, are not have to take re-exam, was for both State and Society, time, effort and money saving and an encouraging element for the public to keep schooling.

Uniting schools beginning from High Schools, besides lots of helps previously mentioned, its power, possibilities and productivity increased since better focused on education via these tools.

Taking fees for both Sultan Schools and University students decrease burden from public and it has two benefits; students who study with money worked harder to pay the money-because their families are working and spending their money, and others who study with State scholarships also studied hard in order to pay their dept to State and public which also increased productivity.

In Teacher Training Schools maximum scholarships are given to attract public's interest in these schools and increase applicant number and there will be chance to select good students, it is obvious that these factors will increase

productivity. Students who are graduated from these schools; have to work for State, which is to stop wasting efforts and money of State and by returning of information circulation is provided within the States.

Students who have graduated as teachers has preference rights, increased State's interest on education contributed indirectly and increased productivity.

3.7 Employment Rights and Working Conditions

In some periods for employees, which are about society occasions; holidays, Religious and national days, are arranged, determination of Bairams, giving better conditions to education systems and teaching, are important factors of education and be taken cared carefully.

Management, which arranged resting, entertaining and celebration dates to decrease physiological and physical tiredness of teachers. According to findings of Elton Mayo and his friends Hawthorne, giving better working conditions increase the productivity, is used in planning of teachers' recreation activities (Eren, 2001: 20-21).

Other religious communities religious days and special events will be in considered, respected and democratic management rules will be applied.

These arrangements, for Children Schools, 8th and 17th articles, for Rustiye Schools, 25th and 32nd articles, for High Schools, 40th article, 48th article for Sultan Schools, 118th article for Higher Education Institutions; weekly Friday and Sunday, for Muslims Ramadan and Sacrifice Bairams, and other religious communities their own special events, Sultan's Throne Day and summer holiday, as mentioned in 25th article, is from end of July to August 23rd. These arrangements, including teachers and students, are for all education personnel.

According to 181st article; anyone who will be teachers will not have even minor criminals. According to 186th article; if any teachers do not come school without excuses will have deduction in their salaries and any teacher who do not come ten days will be fired. According to article 187, if teacher's crime is proved that he will be sacked. According to articles 188 and 189; they can give private lessons and will get extra exam fee. According to articles 190 and 191, retirement and paying salaries to their money is all arranged. Regulations in Retirement will be valid for education workers as well.

In these ways, regulations take care of employees rights and give detailed information in various articles.

3.8 Inspection and Guidance

Inspection has progresses; planning, practicing and evaluation, which are very important to determine whether what planned and practiced reached their goals or not. Inspection and control, can beat the end of evaluation of related work, controlling actions at the same time, these evaluations are to save money, effort and time.

In education system with new structure, new methods to bring out a new type of human beings; inspection, management planning is very important.

In each part of inspection planning, practicing and evaluation progresses are have to be repeated again and again. In this planning, made plan should be revised and deficiencies should be completed. And findings should be evaluated and possible coming flaws and mistakes and perfect planning must be provided. Our current education systems seeds came from these Regulations. These regulations brought out reform works before Administration Reforms, thoughts and actions made education Regulations possible as fruit of all efforts.

In 148, 149 and 150th articles; according to provinces situation there will be two, one Muslim and Non-Muslim, Higher Level Inspectors in towns and smaller places there will be two inspectors as well. Their duties are; ; to inspect all schools, libraries and inspectors within the city as long as possible, to provide school principals obeying to regulations, by completing or contributing their deficiencies or adequacy and give reports to CEC about these inspections and what to do. and other duties are; to inspect Sanjak high schools once in three months and after completing required regulations once in six months and as long as their authority let them do they will complete deficiencies either by advising or directly involving and let the CEC know if there are other things beyond their authority. They will also report monthly about what has gone in that month. These approaches remind Abraham Lincoln's Love and herd concepts.

4. Deciding Priorities and Classifying Actions

From Administration Reforms declaration to preparation of Education Regulations, although thirty years passed, starting to think reforms and trying to put them into practice are older. Besides, State's and Public's limitations, lack of information and experiments in previous works, let works about this subject reach the point under expectations.

Although mentioned negatives, nevertheless some works have done; making education mandatory, opening Rustiye Schools and increasing their numbers, using new methods in these schools, opening Teacher Training Schools in Istanbul, efforts to open University, organization efforts in Country Side places, founding permanent GEC' after temporary GEC, after then founding Education Ministry, efforts to establish strong inspection institutions and most important one is providing required information and experiment about general education.

Things to do after these steps; gathering people who have knowledge and experiments about education in State Meetings and planning rooted reforms in these meetings for the sake of better education. Likewise, these people gathered many

times in State meetings and decided priorities in education in General Education Regulations.

These are generally; first mandatory education in Children Schools, secondly schools will be divided into various levels and classes, thirdly, arranging teaching and learning methods according to modern system, fourthly, informing education family about improvements and having effort to increase their material and spiritual positions in society, fifthly, founding central organization and then trying to structure country side organizations, sixthly, encouraging students to study and founding system to inspect and control what education they get to consolidate, seventhly, spreading number of scientific departments and using official and public sources in education budget.

No matter how difficulties are encountered, for State's, societies and individual improvement working nonstop, but not in a hurry way but using information and experiments gained so far. Reforms done with hurry will result with waste of State's, societies and individual's money, effort and time, time should be taken and practices must be put into operation step by step. By the way, supplying books, training teachers, building schools and their needs must be met without delay and any waste.

Regulations democratic decisions, which are rational, realistic and practicable, contributable are taken. Regulations' democratic decisions reflect; planning, organization, herding and control which reminds Wax Weber's bureaucratic Management methods (Bursalioglu, 1978; 20).

4.1 Mandatory Education

In ninth article, besides determining female and male children school starting age, education became mandatory. In villages and towns, Children School students' parents also recorded so that other children's attendance also checked with this way.

It shows that management took the necessary decisions and precautions to keep reforms work, if students fail to come school these rules be applied; teacher will let village council know about the situation and law sanction starts. Village Council warns the students who do not go to school, if still student does not go then they fined and if situation is still same then Local Government forces take student to school by force.

Using force, from soft to hard, to keep mandatory education displayed step by step. By the way, human dimension of situation is not neglected, there are explanation for the excuses ones, disabled students; having physical or psychological sicknesses, being poor, harvest time for farmers, not having school where they are located or longer distance than half an hour to reach to school and understanding that child gets private education and similar situations are referred as excesses as explained in articles; 10, 11, 12 and 13.

4.2 Re-structuring Schools to meet Community Structure's needs

In Ottoman States, there were communities belong to various religious or ethnical groups as citizens, they are sometimes very close to each other or very different. These communities compose a mosaic when their different traditions, bairams and special events are considered. State's Duty; accept all its citizens with all these aspects and embrace all of them without discrimination, and let them help and enrich to live their values in an optimum stage.

In countries that have different religious communities, to keep a good balance, let their religious scholars learn and live their independent education life, and to provide this they need to learn their own religion and values up to certain ages, and in the first steps of education, Children and Rustiye Schools, must be arranged according to each community-to teach their own values; showed that this management methods is giving importance to their independent education life and management art is via love and respect, which is a coherent management style.

To rule such different communities with various backgrounds, chances and rights should be given them to improve and protect their own values, culture, tradition and religion. Moreover, further education must be planned healthy, coherent, strong and democratic education system should be established, to be able to create conscious generation and unity. Management system is which have all mentioned aspects, democratic and behaviorist modern approach.

Although dominant religion was Islam in Ottoman, Non-Muslim Communities were set free to use their own curriculum in the first levels of education, Children and Rustiye Schools, and were allowed to teach their own culture, religion and values and their religious scholars were in charge of their education as well, these were the ideal points of giving rights and freedom. Even if these children did not study Ottoman history in their native language; Ottomans gave them the rights to protect their own language, cultures and identities, and asked to learn the history of State they are living, as part of their identity, and letting feel them as part of State and to provide unity and its continuation. As a State, it is important to show its authority and management with evidences.

While State is opening first level educational institutions, without discrimination, any community over certain population has chance to open their own schools and management is fair to communities, this brought respect and reliability to management, and provide success in accomplishing this duty. Another subject that must be cared in education management, it is very important not to have destroying, limiting freedom and forcing approaches in education. Because, by giving rights and freedom to communities, defeatists can be prevented and give chance communities not to have culture erosion against imperialist powers.

4.3 In II. Level Education, Uniting Schools

One of the topics that Education Management should be careful is; uniting education instead of have various different institution and going on planning by ending male-female and Muslim-Non Muslim discriminations.

To rule communities which have different religion and cultures; they are given rights and freedom to keep and improve their values in Children and Rustiye Schools, the important point is while giving these rights to keep balance and giving impression of uniting all nations to State, and at the end of first parts of education uniting all communities education and giving all of them same rights which are obviously seen in Regulations.

Education's primary subjects; educating methods, education management, education duration, holidays, mandatory education and all related topics such as; differences of male-female and Muslim Non Muslim, and doing all these things without discriminating any of them, by acting in this way, rights, freedom and education quality is benefited in same ration and education's unity is provided by not dividing it into pieces. Unity of education has three benefits; when differences are paid more attention then more effort, money and time will be consumed, this will not valid if united, secondly, by uniting schools general messages can be given to whole country in turn of unity and cooperation, and lastly, it is the optimal solution to save education sources since education management will deal only one piece instead of many.

Including High Schools, which is upper level of Rustiye Schools, uniting all levels of society life is very important. And not mixing all children in the first education period is better since each community will get their own values in the early ages.

After children learned their own culture and values, they will go to social life and will notice other cultures, especially the cultures that they live together, and their common points, defining similarities and differences and education's contribution to recognize each others; are optimal ways of united and cooperated societies. This perspective draws wide ranged management understanding and concept.

4.4 Coordinating Opportunities and Sources

Most important tool of individual and society development is possible via education and management that understood this and explained its reasons, when all parts of society educated it will cause to spring up their skills and by this way; science, industry, society and individual morals will be better. All these aspects have been well foreseen by the Regulations arrangers.

This understanding can be accepted as an important condition for system's working and let have coordination of sources and possibilities. To achieve a goal planning should be realistic, current conditions and sources provided with difficulty must be set, by preparing new sources their formation conditions take part, shortly, expenses and how to meet them should be counted and planned seriously and coordination should take place after all.

These processes in Regulations are similar to Henry FAYOL's; planning, organization, ordering and coordination (Bursalioglu, 1978:18). But Fayol's ordering process is not seen in Regulations so much, motivation and herding topics are used and giving conscious, informing and have people love the progress approaches are emphasized in Regulations.

Besides using source and opportunities coordinately, in education practices, requires devices should be considered as well and a list of needs must be ranged to fill the deficiencies. Place, where education will be given, construction and arrangement must be met in optimal level. And supplying qualified teachers and books, translating or writing, should be considered as well.

Charging Sultan School students is one of the samples and proofs of using sources and opportunities coordinately. Because in every society, although opposite of what should happen, majority of society studies Children and Rustiye Schools. To study further some does not have capacity, chance and, most of them, power. So

state's usage public and State sources mostly to Children and Rustiye Schools and not charging anything for those schools look fair and logical.

Giving chances to poor and brilliant students with scholarships, give opportunity to poor children to show their capacity is let them be useful to society as well.

4.5 Using Public's Sources

In a topic as education, which society interested in, to get better productivity and results; to encourage, reinforce and giving conscious to society are very important. To be able to realize all these mentioned factors; is possible with sharing what is done. It can not be possible with the management styles of authority, ordering and forcing and take society desired points.

In Regulations' records; action style determine by management; is the opposite management style of mentioned styles in previous paragraph. This management style is very close to protective, supportive, cooperative and coordinative management understanding (Basaran, 1983; 51-52).

Especially asking public to be partner in expenses, and using not commanding ways in that and giving conscious, information to them, acting by knowing regions and country's financial situation and extending taxes to time give the conscious, experience and common sensed management understanding.

At the same time, this given rights, leaning to logic and society, are shows in turn of democratic management which is close to Rational Authority understanding (Bursalioglu, 1978; 19).

4.6 Cooperating Society and Public

Education is one of the most important topics of countries which want to improve developed and advanced. If any society want to progress in any field,

material; economic, commercial, industry, technology, spiritual and cultural aspects; arts, literature, culture and social sciences, education must be considered as number one important element. Actually, mostly it is not easy to separate these values from each other.

According to education method that will be used, developing is possible by bringing all values together. The important thing here is; keeping and protecting delicate balance. States that want to develop in all fields by keeping this balance should keep their ties strong with their societies and protect its values. But by doing this, values that will be increased, developed and changed should not be neglected and sensitive, logical politics should be followed.

When working start, to be able to get aimed results, all society parts what involved in this working, all of them should be in peace and cooperation. Because, it will lessen State burden when opposition is rose against reforms and some elements that are possible only with state's efforts will be accomplished.

When we considered costs of reforms, schools, libraries, labs, printing houses, devices, training teachers and other personnel and meeting expenses should asked from public be possible by making societies to love reforms, encouraging them to be teachers, and asking people to direct their children to be teachers in the system they trusted, it also shows the state and public ties' strength.

So, any management understanding that will perform and coordinate such actions' importance became obvious. Any management type that understands society's sensitiveness, values and skills and how to realize them is very important. Moreover, management style that must try to increase the morals, prepare strategies, motivate society, coordinate State education institutions and inspect all practices in reforming period. After all it can be claimed for Regulations that tried to ensure State and society cooperation.

4.7 Preparing Background of education

When education is priority of society, in the levels of thoughts maturation about that topic what kind of education? Is asked and answers searched. By searching, education's main needs also come on the table as well. These Seeking that will start complete fighting against education needs, tries to compose these thoughts in practice field.

Without Background workings that will concrete education practices, turning education to public may not be successful. To realize this, firstly required elements are; schools, libraries, labs, courses devices and books, training teachers and other education personnel, and deciding what things are required, working frame is decided and plans are drawn.

4.7.1 Curriculum Frame Related to Education Goals

To reach education's goals, all related elements should be well planned and arranged according to certain goals, these elements; offered courses for all levels, their range, methods and techniques, lesson plans. System's changing; new arrangements should reflect new and dynamic education understanding. Things to do to accomplish these elements are; a frame that will set goals and aims.

Firstly, which courses are have priorities in reaching goals will be set, later which topics will be given in courses decided; what benefits will give to individual and society will determined, more importance will be given to that topics and methods and techniques that will accelerate will be used. In programming courses, since first level are very important, started from Children Schools.

In sixth article Children Schools' education duration is determined as four years. besides basic religious courses (new techniques will be thought in Koran Teaching), basic mathematics, and Ottoman history, useful and practical information

carrying books, for each community there will have their own religious courses and Ottoman history will be given in their own language. As its is mentioned in seventh article, in practices of courses some conditions should be changed and corrected, Local Education Committee has right to change by getting approval of GEC. According to sixteenth article sewing courses will be offered in Female Children Schools.

As it is decided for four years Rustiye Schools, in third article, besides their courses; drawing and picturing, introduction to geometrics, Ottoman and general history, geography, foreign language according to place where students inhabited, and as it is Children Schools , Local Education Committee has right to change by getting approval of GEC. In Female Rustiye Schools, house management, sewing and music courses will be added.

According to 33rd article education united in High Schools, which were separated as Muslim and Non Muslim. In High Schools, which is determined three years education period in 38th article, these courses will be offered; advance Turkish, writing, French, Ottoman Laws, Logic, Economy, General History, Natural information, algebra, accounting, geometrics and measuring, physics, chemistry and drawing courses, if if any correction and changed needed local education management will follow mentioned methods.

According to 46th article, it is seen that Sultan Schools are divided in to two branches as lower and upper levels. Lower level is for three years and have same course program as it is in High Schools, upper level is three years as well and divided into two departments as Literature and Sciences. In Literature department these courses are offered; Turkish writing, Arabic and Persian, Literature texts, semantics, French, accounting, economy, international laws and history courses, in Sciences Department these courses are offered; draft geometrics, perspectives, algebra and its appliance to geometrics, trigonometric, cosmography, physics and chemistry's practice in industry, natural sciences and topography courses. Local Management is in charge of correction and changing.

According to 54th article, in Teacher Training School's Rustiye part, there are again Sciences and Literature departments, courses offered in Sultan Schools are given more detailed. In 55th article, which tells about Teacher Training Schools' High School department that is for two years, courses in Sciences and Literature departments will be given more detailed as well. In 56th article it is explained that Sultan department's students will have these more detailed than others.

In 69th article, which give information about Female Teacher Training Schools Children School department, in two years education period, introduction to religious sciences, Ottoman Language Grammar and Writing, Education Methods, each communities' own language, Morals Book, Mathematics and accounting, Ottoman History, and geography, Useful information, Music, Sewing and embroidery and each community will have education in their language. According to 70th article Female Rustiye Branch will be for three years, will offer detailed courses than previous ones, as extra Arabic and Persian, House Management, Physics and Drawing courses.

University, as declared in 80th article, will have three departments; *philosophy and Literature, Laws, Physics and Mathematics*. In 81st article *Philosophy and Literature* department courses declared as; Human Biology, Logic and Semantics, Way of Speaking, Morals, Human Rights Laws, History, Advanced Arabic and Persian, Turkish, French, Latin, General Grammar, prosody written according to the rules of classical Ottoman poetry, old arts science, in 82nd article, in *Laws Department*; Practice of Islamic Canon and its methods, Rome Laws, French Laws judgments Methods, Ground and Sea Laws. Punishment Laws, Crime Judgment Methods, Property and International Laws. In 83rd article, courses in *Physics and Mathematics Department* are; astronomy, physics, chemistry, geology, mine sciences, botanic, zoology, geometrics, trigonometric, perspective, integral counting, theory and practice of carrying heavy staff, physics history, mathematics and land planning and measuring. Courses will be given in Turkish as long as

possible and if there is no Turkish teacher to give that course French teachers will teach till Turkish teachers are trained.

In all schools arrangements will be done according to their age groups, distribution of these courses in a year will be prepared, but it is going to be flexible for further coming problems and corrections or arrangements, these corrections or changing will be applied upon approval of Education Ministry and Committee.

Possible flaws in practice will not be uncontrolled, mistakes or problems will be diagnosed by centre and get lessons, this will keep developing and have lots of benefits such as improvement in Education Administration understanding, it will also be possible to realize with human and environment inspiration. These aspects are proper to Dwight Waldo's organizational growth and development, and progress are provided with inspiration of environment theories (Kaya, 1979:73).

4.7.2 Selecting, Training and Assigning of Educators

In an education system, when rooted reform will be done, one of the most important element is teachers. While training and selecting teachers importance should be given to two issues; first is formatting general formation of being teacher at teachers. First of teachers should have these qualities; information, hard-working, skills, honesty and positive approaches in human relations and with general structure which is not changing according to system and time, these are the basic conditions that an educator has to have.

Second one is; he should be the person who realize the education according to place, time and what wanted to be given to students, philosophy, mentality and methods which are changeable values that teachers should have. When it is accepted that teacher training at searched type, one of the first things that have to be considered in education reforms. To actualize this need, Teacher Training School in Istanbul twenty years ago will improve to serve decided goals.

According to 52nd article, Teacher Training School will have departments to train teachers for Children, High and Sultan Schools. As it is explained in 53rd article, Rustiye Branch; to train teachers for Muslim and Non Muslim Rustiye School, will have two departments and three years. High school department, as explained in 55th article, will divided as Sciences and Literature departments and be two years. As it is explained in 56th article, Sultan School department will be for three years and divided into two departments as Sciences and Literature as well.

In 68th article, to train female teachers for Children Schools, Female Teacher Schools will have two departments and each department have two branches to train Muslim and Non Muslim school teachers. And as explained in 69th and 70th articles, Children School branch will be for two years, Rustiye School branch three years, and teachers who will assigned various types of schools, as explained in 5th and related articles, will be selected and assigned according to Teachers Regulations.

From 178 including 191st articles, teachers' assignments to private schools and other status are explained with details. Firstly, teachers who are working for the State schools will be citizens, teachers who are trained in a school and according to 49th article anyone who proves their ability to teach will be preferred. Teachers who will be assigned citizen situation will be evaluated and they were required not to realize and crime.

Teachers who are needed for related schools, teachers who carry proper conditions according to Teachers Regulations, will be assigned but anyone who are not eligible to teach will not selected and rights and fairness will be protected and bribe is certainly stopped. This understanding will be provided and trusty of government will be emphasized. And according to laws and regulations being a teacher is an official duty status. They are selected and assigned under some certain conditions. They get these rights and authorities from regulations. Arrangements that regulations made have similarities to Wax Weber's Bureaucratic Management Model (Eren. 2001:19).

4.7.2.1 Encouraging and Awarding of Upper Education

In 14th article, students who have completed four years education duration in Children Schools are eligible to attend Rustiye Schools without examination is an encouraging upper education practice. In Children Schools, where education is mandatory, expenses are left local communities, although High and Sultan Schools expenses are met by State, nevertheless it is the encouraging practices of Education Management at higher education.

Education Planning; required to be completed when duration finished. Giving diplomas at the end of the process is important since it has symbolic and spiritual importance and individual satisfaction at students. Their classification according to education they gained they encouraged to have an upper education.

Free education at High and Sultan Schools, let people to go these schools voluntarily and encouraged majority of people to take part in education since it is spread around country. It will help people and State's development any every fields.

In the upper level of these schools, Sultan and Higher Schools, were charging because, it was very big burden for both public and state to give all levels of education for free, and when time came to choose one of them as free, primary education institutions are chosen since they are mandatory. It is not realistic to have upper education in the most of the population in a poor country. Nevertheless, establishing scholarship system for poor or interested students can also be accepted as encouraging at higher education.

By increasing education's importance throughout country and by increasing number of qualified teachers, supplying any needs that students will have by scholarship and dormitory systems, and giving salaries to the ones who graduated and assigned as teachers and their preference compared to others are the signs of encourage of higher education as well.

4.7.2.2 Professionalism level at Education

in 45, 46 and 47th articles, it is seen that, in Sultan Schools education, professionalism at education mentioned; by dividing these school departments as Science and Literature each department in their own subjects, in High School courses, professionalism became an branch.

Students, after this level and selecting departments according to their own interest and skills, are taking upper levels of education. This level is proper because it is the period that students can understand what their interests and skills are. In one level below Higher Education, High Schools, professionalism makes transfer to Higher Education Institutions, on the other hand, for the students who will give up schooling, it is going to be a middle level in his country.

This professionalism in Higher Education become obvious and candidate teacher, who takes courses according to schools they will teach, are explained in third part of Regulations at 51st article starting from "Aliye Schools" with details.

University professionalism, in same chapter, divided into three departments, arrangements are explained with details. Some of the schools that professionalism become to realize; Medicine School, Engineering Faculties, Forest Faculty and other industry schools.

In various schools mentioned in Regulations, giving courses that will be offered for each level and schools are explained with details, is because not to let any unordered part. These are the key points of planning, care, being careful and coherency of education management.

4.7.2.3 Mandatory Service in Educational Institutions

In regulations, especially about obtaining job part, specially about Teacher Training Schools 62, 63 and 64th articles; students who have graduated with

completion exams, besides having priority to get job, obliged to work mandatory period are there arrangements that have special features.

By having education in certain conditions and times, besides students own effort, spending State's sources to their education for a long time; of course ask for useful results. State is taking required precautions not waste its efforts and mandatory service article is added to keep them in State works.

According to the articles mentioned above, any student graduated from TTS have to serve at least for five years or except returning the scholarships they got they will lose their rights as teachers. By these arrangements, State get outcomes of its investment on education and stopping waste of taken education for both individuals and societies. In this Point, State is using its deterrence by taking scholarships and losing rights as teachers.

In these articles, we see the what management needs to think and decisions supposed to taken; to realize education's goals, continuation of education and give benefits, students' who are trained as teachers return to education should be provided.

4.7.3 Assurance of Other Personnel

To be able to give education properly, assistants are needed. These assistants, besides performing sub duties, they also help the healthy progress of upper education. According to 21st article in Regulations, there should be observer, doormen, cleaner and guard according to students number and schools situation in each Children, Rustiye, High, Sultan and Higher Education Schools. These jobs are determined in regulations to be able to leave disorder and stop bribe, corruption and patronage in these schools; these precautions are also beneficial for the better educational service.

In 21st article, personnel such as assistant and cleaner'; according to current situation, salaries are determined. As long as schools' levels are increased, teachers

and other personnel increased as well, according to 45th article, in Sultan Schools; there will be accountant, doormen, observer and cleaner and these may be various according to needs.

As it is mentioned before, all personnel will be selected and assigned according to regulations. Personnel, who have great contribution to education service, serve their duties as professionalism and this is related to a system, this is with its all arrangements are proper to Wax Weber's Ideal Bureaucracy Model (Eren, 2001; 18-19).

According to 120th article, in University library manager will be assigned with Government approval and Dean's will and Education Minister's proposal. University Box official, whose duty is to gather university's money in that box and detailed in article 124, assigned in same way with library manager. University, Animals and Plants Science department and Arts and protecting old arts department officials also assigned in same way.

All these personnel selection and assignment are declared in related articles of Regulations in order not to let patronage and corruption. Assigning personnel according to rules, status, needs and works are one of the important aspects of organizational cooperation and its arrangements.

4.7.4 Reconciliation and Translation of Books

In order to realize reforms under order and rules in education, one of the requirements is; to give life to printing life which will open future opportunities in society's science and cultural life and used in schools as course books' reconciliation and translation of books. For new methods and courses, specially for the sciences courses, there are not enough books yet and to provide these books and publishes, works to translate them into Ottoman language and for this, under the control of GEC, Science Department will be founded and this department will have internal and

external members, besides they will have two secretaries and one of them will be able to correspond with European Universities in advance French.

This department's duty; to write, translate or even finding translators abroad if necessary required books, published various printings for State schools in Turkish. To change information with European universities, provide quality publishes by paying for the translations and reconciliations and asking for budget from Government to give these money.

Department members; besides knowing any foreign language, in a level of translating a book, and should have information to give an piece of art in any field of art. This department will meet twice a week and what they will work on details of articles of 133, 134, 135, 136 and 137.

To be able to reach goals in education, culture, art, sciences and social sciences, regulations tried to established background, and it is seen that Education Management does its duties in realizing education's goals.

4.7.5 Construction of Schools

In order to be successful in reforms, schools' construction and where to build what sort of school must be in a system. Spreading schools should start with Children Schools. In third article; these schools that are the first level of education in smallest villages, town and in one of them if they are closer to each other, in places where Muslims and Non Muslims live separate Children Schools construction determined.

In management, in decision taking process, opportunities and what to do should be unified, and things to do urgently should be decided firstly. In fourth article, it is decided that; opening of Children Schools and their expenses are charged inhabitants of the place. It is also decided that if there is two small places that can not have sep-

schools, will have one school and if population is mixed with different religious groups than they will have two Children Schools.

Deciding in these ways are realistic and precautions are taken to overcome coming difficulties; schools' construction, repair, teacher expenses and other education expenses are going to met by that place inhabitants. Here State charge them to have their children have education and sharing by informing and giving conscious about education.

In 18th article, required population for opening Rustiye Schools is having at least five hundred houses in that place, and if population is mixed then minority side should have at least hundred houses. As it is explained in 19th article, opposite to Children Schools, all expenses of these schools will be met by CEA Box. In 20th article schools' building plan is prepared by GEC and they will be constructed according that plans.

There is not any discrimination among the religious communities and any place that have these conditions have their schools opened, management give equal rights to peoples and tries to their best to provide that. In places where these schools are opened, student number should be enough, State and Society' needs and which problems will be encountered will rationally estimated and put into practice.

When it is evaluated that all schools will be constructed under the same plan prepared by GEC, and these plans started with Rustiye Schools, and it will bring a building standard which will also provide unity in education. So when all these factors are considered, it is cleared that these are the vital movements that education management should do.

In 34th article, education's third level High Schools construction with State's and public's helps and providing personnel with education's tools shows that these sorts of plans can be accomplished. In ideal and useful education, enough and determined students number and deciding High School opening in places over

thousand houses also shows that by forcing upper limits these kinds of planning can be reached.

In articles 42 and 43, opening of Sultan Schools decided to be in province centers. These schools accept students with fees. Expenses that can not met by student fees will be met by State. Since schools will have dormitories and daily education, building structure will be planned according to this need. Teacher Schools' every kinds of expenses will be met by State. For time being, one male and female Teacher Training Schools will be opened in Istanbul and but later in other regions.

University buildings will be constructed by State and students will study with some fees. According to 125th article school will have a box and all incomes will gathered in this box, these incomes: registration, typescript, exam fees, gifts, foundation incomes and budget provided by State. As long as other incomes are increased, State help will be decreased. Construction and expenses of all schools are explained in related articles, they are in a systematic way and they will be completed in a time period, which what decided. Since there will not be education without schools, so schools should be provided, planned and arranged in the optimal conditions, so it is seen that management took good care of this issue as well.

4.7.5.1 Private Schools Foundation Principles and Methods

In first article of Regulations, education institutions are divided into two as State and Private, while private schools inspection and control is belong to State, to construct, manage and expenses are belong to individuals or communities.

In first part of Regulations' second chapter, in private schools subject, as it is explained in 129th article; these schools all expenses including construction, opening and other costs are under the responsibility of individuals, institutions or foundation. To open these schools, teachers of these schools have to hold Teacher Training diploma and course topics and programs have to be approved by Education Ministry.

When determined conditions are corrupted; schools are closed. Persons who are going to be assigned as teachers will have to be approved by Education Ministry, and as it is explained in 130th article, as in State Schools, beating and insulting are prohibited and who disobey will be punished.

4.7.5.2 Fee-paying Education in Sultan and Universities

In 42nd article it is declared that students who graduated from High Schools will be accepted to Sultan Schools by fee-paying, hard-working but poor students will study for free but their number will not exceed five percent of each classes and ten percent will pay half or one fourth of the total tuition.

- In 91st article, which is about universities; student who passed entrance exam will pay registration fee, and in 93rd it is stated that student will renew their registration in every three months and pay the fees, and explanation of fee-paying situation is explained. As it is explained in some department productivity and saving precautions are taken to spread higher education facilities all over country for free.

Since upper level people of society study in Sultan and Higher schools, it is not possible to spend State and public's sources to these institutions, at least at the moment, since every level of society will not able to take part, because would not be fair and it is obvious that not a recommended approach. As this issue explained in other chapters, hard-working poor students will able to get this education level either for free or scholarships that will be provided by State.

5. Fulfillment of Education

Education structure, which passed from various stages, after education deciding, planning and coordination processes, practice field's factors, should be separated and their planning should be done as a last thing. In performance of

education, answer given to following question-what kind of education, will determine how kind of practices will take place.

In regulations, as related to the mentioned subjects, new kind of human being, citizen tried to be created who consider world and life in different aspects, by this State's total development is aimed.

Any practice that is determined by these preconditions, includes most of the practice fields from; making education language Turkish, new methods and techniques at teaching, practice differences for the male and female students, using pilot regions to see what problems they may encounter at the future, discipline and exam regulations to most of the fields concerned about education.

5.1 Necessity Turkish Language at Education

In a country, to improve education, culture and arts, which are the common values of society, that country have to give education in their native language, by improving its language and expression richness.

Even today, last point in education, it is stated that countries giving education in their own language enable their people have better communication skills in their language. It also helps to find out the richness of their language and help society to embrace their culture besides improve it.

When Regulations are prepared; sciences, commerce and diplomatic language was French. Ottoman, Turkish used in that period, was improved and adequate in every topic. In past centuries, works are done in Ottoman language and even confused or things difficult to express were understood easily via that language. But, because of regression period over two centuries, as it is all fields, but not much as other fields, Ottoman Language became poor in science methods and techniques' expression.

Books about sciences were mostly in French, although it was possible to give these courses in French, it could be just temporary solution. Education language will be Turkish, this language will be used in every field and Ottoman children will not be deprived of this chance and opportunity. Situation was as mentioned in turns of psychological and cultural aspects, does not mean that it should be same in technical aspects as well. Because dominating from first level to top in each level of education having one language is important to keep its wholeness. The only solution in this case is using country's native language. Even it is assumed dishonor of using foreign language; it is obvious that it will not be enough, and by get ridding of Turkish reading and writing, state's official language will be that foreign language. This is a long period, centuries, change or alteration. This alteration's material and spiritual cost would not be dared by any country.

In any education not performed in society's native language but foreign; improvement in any field will be difficult, uneasy and deficient, at the same time it is obvious that it will not nothing other than imitation and emulating, and education performed in native language, besides reflecting culture and art's individuality, it may cause problems in the beginning about sciences, language and its opportunities will be developed and this will provide all levels of societies take part in education.

It is obvious that any management which is respectful and protective to its society's values, and trying to improve its specialties by using native language in education will help society's development.

5.2 How to Practice Courses

Till the declaration of Regulations in education field, period started before Administration Reforms, was in renewing process. These renewing acts passed through some experiments and stages. Before the idea of opening Rüştiye Schools; who to give courses, which methods and techniques to be used topic discussed, some proposals are developed, although European styles are searched mostly French model is accepted.

Here, Europe's greater development compared to Ottomans have important role. When it is thought that Europe's passing Ottomans in civilization started with renaissance and when this renaissance's logic and philosophy tried to be understood; it is seen that in this development period Scientific Thought Method is a milestone. This understanding, which takes first logic, wisdom and rational thinking, has the techniques and methods which are supported by experiments and surveys.

In this style how courses will be being based upon have been figured out and decided to develop methods and techniques which give importance to art and science, suspicion by thinking systematically asking to related matters why and how, observation and survey based, bias and rational thinking to matters.

To accomplish this, things that are not in Ottoman education system\life but takes Europe, by sciences and practices, to the top of civilization, methods will introduced to education life. Communication bridges will be established with European universities about these issues, more importance will given to sciences in schools and background will be established for the practices. Books will be written or translated about these courses theoretical and practical methods.

In 87th article; university courses will be open students from out of school as well and it is declared that nobody will be banned from taking courses. In this thought, to ask people to accept education, management should be encouraging, ready to change and development and transparent in management and methods.

5.3 Presumptions about Male and Female Students

In 15th article, separation of genders in Children Schools conditions; when its is possible in turns of monetary issues and in case there is a lack of funds, till a school is opened for the females, they will able to study but not mixed and what is meant by not mixed is not determined as either in classes of tables and it is seen that this decision is left to practice. In 27th article; it is stated that in some certain cities Female Children Schools will be opened and they will study separately after that age.

When it is thought that, Ottomans were back hundred and fifty years from civilizations, we will have to accept understanding and differences in values at that time. Women and men are staying at the same room or places were odd. Actually till the starting of these regulations, genders were separated in Children Schools as well. In 15th article flexibility given to this issues and practices determined by conditions and opportunities are foreseen.

When new reforms are applied directly and radically by ignoring society's values, and traditions, it is both impossible to handle politically and society resist against it. Management, which is aware of these factors, should use politics which is flexible, not radical and starting reforms from what needed urgent and keep the balance according to time and place.

This concept's samples are seen in Regulations, related topic, by saying separate education of genders are base, it does not give public negative feelings about regulations, later by emphasizing that education can not be abandoned states that education is main goal, and at the end explains that because of lack of funds male and female students have to study together.

By the way, by not ignoring society's sensitiveness and to make them feel relaxed says that genders will not mixed in schools but lets its uses to practice. What kind of education management should be planned is showed by not ignoring society's expectations and reforms and keeping balance based management.

In 27th article; to open Female Rustiye School in a settlement any religious community should have at least five hundred houses is declared. Here it is seen education is not mixed starting from Rustiye Schools and for the continuation of education there is a cost and there is population rules to open a school.

In 16th article of Regulations, teacher situation is female schools are dealt with. In this article; it is stated that female teachers are preferred in these schools firstly, till the qualified female teachers are trained, male teachers are allowed to

work, by this way guarantee is given to public; old and good moral owner teachers will assigned is stated to relax public.

This situation is; understanding the values, sensitiveness of society and taking necessary precautions and giving guarantee to opponents. By the way, logical explanations of what needed to do and proofs are given to make management clear about their intention and an approach which lifts obstacles with good manners used by management. It is estimated that till the females teachers are educated, existence of males teachers in female schools will be got used by society.

From 68th to 79th article in Regulations, it is stated that Female Teacher Training School will be opened in Capital City to educate teachers for the Children and Rustiye Schools, this school will have two department as Children, two years, and Rustiye, three years, schools and they will divided as Muslim and Non-Muslim schools issues is explained by details.

For the teachers, who are going to trained in Female Teacher School, there are just Children and Rustiye departments, there is no mentioning about Sultan and High Schoos for time being, is an deficiency when considered that there are not females students in these schools. It shows a situation in education management planning which is not ideal; via lotion of equality in education. But when that time period it taken into consideration, there are cultural and political impossibilities of preparing an ideal arrangement. Systems and managements which are trying to do everything suddenly and from top point; creates indigestion and conflicts in societies when looked at our and other countries histories. The Most beautiful samples of management understanding of thinking and planning stages in this issue.

5.4 From Centre to Local; Planning and Inspection via Pilot practices

In a topic that concerned by all levels of societies, when it is believed that reforms are needed and pre-decisions are taken before spreading works to all over country, to see how much new system is coherent, realistic, useful and practicable,

especially for the structural changes that are not proved as optimal or best for the state, has difficulties of putting into operation all over the country, new formation matured slowly and after certain stages gives fruits.

In this point, to mature works, practices a pilot region should be chosen, which would be easily controlled, arranged and changed. By having any kind of communication, transportation and all sort of opportunities, Capital city's capacity as model pilot city was inevitable, another point is: Educational Organization's centre is here as well and this will make inspection, control, development, correcting deficiencies and seeing completion easier and capital's selection is the natural result.

There are already Children and Rustiye Schools in most parts of Istanbul. High and Sultan Schools started to be opened, there is a TTS for Children and Rustiye Schools and some additional will made here and soon FTTS will be opened, opening of female Rustiye Schools are decided, University opening process advanced and most of the opportunities drafted education system materials were present in Istanbul and it is the best option to be pilot region. It is also estimated that reform experiments that practiced in centre could be applied in other regions easier.

To provide education needs and goals in most productivity way, State's opportunities and sources must be used economically, and there should be range from capital city to bigger cities and towns and decision and planning process are practiced in Regulations to make these mentioned staff make true.

5.5 Discipline Understanding

While restructuring education with Regulations, as a natural fact discipline understanding also changed especially education psychology, student training and other related methods. Regulations tried to announce the related topics to society by making itself clear about the discipline concept.

In 95th article; when university students disobey school rules; first they will be warned by teacher, when repeated re-warned and when repeated for the third time, from the registrations that student have to take in a year, losing one or two of them and when needed send away from school from three months to one year; and student have to pay for the registrations that he lost are the main rules. By applying these rules, responsibilities are recalled in education and giving responsibilities understanding became more important.

Again in 129th article; according to University Regulations; University Dean will follow student behaviors and when necessary he will warn the student or tell his family and when needed let Ministry know the situation. In 130th article; it is stated that either in State or Private schools, there will not be beating and insulting because of students wrong behavior. While new discipline rules are set, it is seen that with regulations and Private Command they Regulations try to make the subject clear.

5.6 Examination Regulations

With new education reforms, new exam structure will be prepared and old system will be deserted. From 153rd to 177th articles new exam regulations are explained with its details. Shortly; in all official and private exams there are three kinds of exams; first one is classroom exam and held at the end of each semester to pass to upper classes, second one is; school exam which is held when school is completed, third one is diploma exam.

Each kind of exam, as stated in articles, is held before officials. in first exams students get classroom report card, second exams are held under the same conditions and successful ones get school diploma. They can to any upper school without examination. All Higher Education Institution students take their exams before department teachers and chairman, and graduation documents that they received is approved and GEC gives their diplomas.

Third kinds of exams have levels. These exams are; Internship, Graduation and completing exams. These exams are held before officials as well. Internship exams are oral exams. High School graduates can take this exam. Students who have internship diploma can go to Higher Education Institutions or TTS without exams.

Sultan School graduates who have internship diploma, can either take graduation exam, students who took University third year, TTS Sultan Branch second year courses, graduation diploma is given. This is an oral exam as well.

Students, who have completed TTS' Sultan branch and Higher Schools, after taking written and oral graduation exam, get completion diploma from GEC. These exams are held by Science Department. State citizens who are not studying at official schools can take Internship, graduation and completion exams. There is a book writing competition for the students of Sultan and High Schools, this is the one of the encouraging practice to increase the quality in education.

IV. CONCLUSION

Ottomans gave great importance to education in their foundation and rising periods in all aspects, its management, organization and society's development. State improved education' lower and upper structure for centuries by being aware of development and improvement's only way is via education.

Society, tried to reach its zenith as a result of practice system's adequacy. If there are mistakes and deficiencies, mostly societies can not reach their top. History is full of society, state and civilization typescripts' graves. Systems, like Ottomans have; systematic, based on strong basis and coherent, have chance to reach the top. As a matter of fact; Ottomans became the strongest state and established its civilization in his "Rising Period", and it is one of the most "Systematic" states that is accepted even today.

But as Ibni Haldun, who is accepted as the founder of sociology science and author of "Mukaddime", said "as human being and all alive organisms; states and civilizations too; born, grows, develops, collapses and dies" (Ibni Haldun, 1990, 447). What happened to Ottomans is nothing different than that statement. But, since collapsing and vanishing are as it is in human beings, and can not be guessed when it will come, any life which is assumed as finished may live for years, fighting continues. Ottomans tried to achieve and realize these statements by renewing and reforms.

These works continued in education field with serious decision and desires, reforming process started in 18th century tried to restructure broken system and in the beginning madrassah, ulema, Muslim theologians and scholars, who are were not aware that system collapsed resist to reforms and tried to not to give their control in every level of education. And that is why reforms were limited only in military schools in the beginning, but with the General Administration Reforms, Education Reforms were able to started in 19th century; 1824.

Certain and decisive manner could not be displayed, even in the process when primary education became mandatory in 1824, since fear of maddrassah's reactions. In changing, Rustiye Schools which are opened as the upper level of primary education and by range, as upper level of these schools, High, Sultan and Higher Schools are given importance. So, in primary education institutions, Children Schools, reforms started very lately and slowly.

Even it is seen that mention reason caused delay in reforming and not achieving enough successes, by considering bitter experiments throughout the history, a management mentality and policy tried to be set which is slower and makes less mistakes in reforms, good results tried to be taken.

This type of struggle was quite successful, reforming act in education which passed through various thoughts, practices and stages, and management got results of

their working, when that time and conditions are considered, after serious and effort required works, prepared quite successful Regulations.

Scientific Thinking System which was tried to set and realized has great affect on Regulations preparation and became its first practice field by following elements; wisdom, systematic structure, past experiments, survey and observation that are the reasons of success at Regulations.

As it can be figured out from "Finding and Comments" management understanding that prepared Regulations; setting goals by defining current education's evaluation, later determines the schools and upper educational institutions are needed for the country's development with proofs.

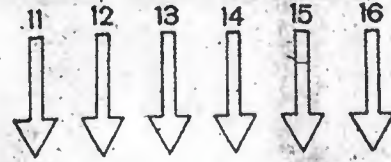
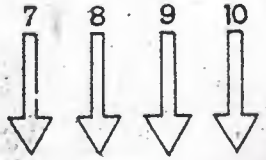
In the educational structure that will be established, lower and upper factors determined and planned to manage education management. After this structure in management, to be able to make reforms priorities are determined and acts, actions will be set.

Finally, by basis practices operated, in new education structure, education map's bases are put onto table in a systematic way and structural changes type tended to practice is decided

TÜRK ÖĞRETİM SİSTEMİNİN YAPISI

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Yaş



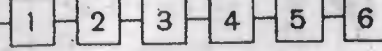
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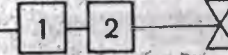
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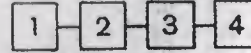
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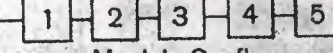
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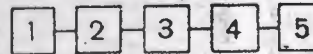


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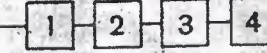


Meslek Sınıfları

İdadiye



Mekteb-i Harbiye



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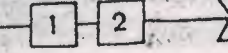
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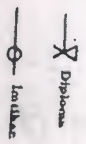


Darülmuallimin-i Rüşdi



K I Z L A R

(1869 MAARIF-İ UMUMIYE NIZAMNAMESİNİN KURMAK İSTEDİĞİ SİSTEM)



or Hollander's.

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