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An Example of Villlage School in the Country of the Late Ottoman Period: Eskisehir Boys Rushdyie School (1884-1905)

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Abstract: As in the whole of the Ottoman Empire, the traditional educational institutions Sıbyân schools and their complements, madrasahs, continued their activities for many years in the center of Arapgir and in the village connected to Eskişehir. With the Tanzimat (Reforms) era, modern educational institutions were opened in addition to the existing educational institutions in Eskişehir, in the town center, and in a village 1.5 hours away from there. Within this context, one of these institutions that started its educational activities and perhaps the most important one in the settlement area where it is located, is Eskişehir Boys Rushdiye School, which started education in its own building in the 1884-1885 academic year. As there are not many examples in the Ottoman geography, after the opening of the school, operating in the village center, the school is of great importance. Teachers were appointed in a short time and education and training started in the school. Books, globes and maps were provided for the school students by the Ministry of Education Library in Istanbul. School staff were paid a certain amount of monthly salary as implemented elsewhere. The number of students attending the school varied from 15 to 75 during the time when the school was active. Over time, the school reached a significant number of graduates. Graduates were mostly employed as civil servants in the town, as in other settlement places. Thus, it was ensured that the public service in Arapgir had a stable, that is, sustainable nature. After 21 years of activity, in the 1905-1906 academic year, the school's allowance was transferred to the expenses to convert the high school to a boarding school in Ma'muratülaziz center, so the school closed.

Keywords: Ottoman Empire, Arapgir, Eskişehir, Rushdiye School, Education, Teacher

Introduction

Ottoman State attached significant importance to education throughout its domain. Sibyan schools (Ottoman Primary school) forming the first stage of formal education and their complementary education institutions, madrasahs continued their activities in the Ottoman State for centuries. When Tanzimant (Reforms) Era started, significant changes and conversions were experienced in Ottoman education taking European education as an example. On the one hand, rehabilitation activities were carried out in old education institutions, on the other hand, modern education institutions were planned in European style, and substantially was established by the central budget of the state in terms of finance. And these education institutions were classified within themselves. According to this, Rushdiyes (Ottoman junior high school) at the level of secondary schools were opened to fill the gap between sibyan schools and military schools and bring up intermediary officers for state institutions. rushdiyes were allowed to be opened during Mahmud II.[1] The first rushdiye, which was opened in 1847, was accepted to be Davut Paşa Mektebi (*Davut Pasha School)* in Istanbul. After this date, not only in Istanbul but also in many places in Anatolia rushdiyes were allowed to be opened.[2] Within this context, the first rushdiyes were opened in 1855, and 8 of them started to activate 7 of which were in Bosnia and 1 of which was in Tekirdağ. And in Anatolia, the first rushdiyes were opened in Izmir, Izmit, Kastamonu, Yozgat and Karahisar-i Şarki in 1859. In time, the number of rushdiyes rapidly increased and reached to 125 in 1869.[3] Until 1889, a total of 378 junior high schools were opened, 25 of which were girls and 341 boys in the provinces and 25 in

[1] Hasan Ali Koçer, *Türkiye'de Modern Eğitimin Doğuşu ve Gelişimi (1773-1923)(The Birth and Development of Modern Education in Turkey(1773-1923))*, NEM Publications, Istanbul 1991, p. 40.
[2] Mustafa Ergün, *İkinci Meşrutiyet Döneminde Eğitim Hareketleri (Educational Movements in the Second Constitutional Period),* Ocak Yayınları *(Ocak Publications),* Ankara 1996, p. 295.
[3] Cahit Yalçın Bilim, *Türkiye'de Çağdaş Eğitim Tarihi (1734-1876)(Contemporary Education History in Turkey (1734-1876)),* Anadolu Üniversitesi Yayınları *(Anatolian University Publications),* No:1067, Eskişehir 1998, p. 158-159, 160.

Istanbul.[4] In the 1894-1895 academic year, the number of rushdiyes reached 413 throughout the country, 29 of which were in Istanbul.[5] In the following years the number of the rushdiyes increased.

In the civilian part, rushdiyes had separate buildings and curricula for boys and girls, and they also had a part for military. Since 1867, non-Muslim children were also admitted to the civil Ottoman rushdiyes, where Muslim children attended, albeit in very limited numbers.[6] With the Statue Law on General Education published in 1869, the educational activities in rushdiyes became more regular. With this law, arrangements were made regarding almost every subject deemed necessary, including the affairs and processes of schools and the appointment and relocation of teachers. Many practices such as taking attendance for students, entering and leaving classes on time, and vaccination of children are the some of the affairs of this regulation.[7] The rushdiye students were divided into three groups, and 400 kurus was taken from the ones with the highest income, 200 kurus from the middle-level students, and 100 kurus from the lowest ones, and no money was taken from those who could not pay.[8] Hence, it is possible to state that the necessary precautions were taken to provide the students with equal opportunity and chance in the education environment

According to Statue Law with the date 1869, it was allowed to open rushdiyes in settlement places that had more than 500 houses. The expenses on construction costs of the schools, and teachers' salaries would be met from education saving bank of the settlement place. The pre-condition to enroll these schools was to be awarded with a diploma after finishing Sibyan school. The children, who completed their age of puberty which was accepted as 10 years of age, would be admitted.[9] In some cosmopolitan settlement places like Arapgir, the house number is limited to 100 houses; and minorities that had these features were also allowed to open rushdiye.[10] As of 1892, since the existence of 800 houses in Eşkişehir was reflected in the records, the threshold of 500 houses sought for rushdiyes was exceeded.[11] After information about opening of rushdiyes and their spreading to countryside is given, it is beneficial to briefly mention about administrative and political history of Arapgir to which Eskişehir is connected.

Arapgir, called as "Arabrakes" by the Byzantines and "Arabgir" by the Turks, has a long history. After the Hittite, Urartu, Med, Persian, Roman, Byzantine and finally Arab domination, it passed under the control of the Seljuks at the end of the 11th century.[12] Arapgir, which was captured by Timur in the 15th century, became Ottoman territory in 1515 during the reign of Yavuz Sultan Selim.[13] It was administered as a sanjak of Diyarbekir province during the reign of Suleiman the Magnificent. A short time later, Arapgir, which was connected to the province of Sivas, maintained this position until 1735. Since this date, it has been included in the Gümüşhane Muka'at.[14] Arapgir, which was included in the Ottoman Imperial Mining Trust and which was established in 1775, continued its connection to Diyarbekir financially and to Sivas province administratively. After the establishment of Harput province in 1846, it was connected here.[15] After the establishment of the Ma'mûretülaziz governorship in 1876, Arapgir, which was connected Harput with the status of a district

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[4] *BOA, MF, IBT (Maârif Nezâreti Tedrisât-ı İbtidâiye Kalemi)(Education Ministry, Primary Education Secretariat)*, 29/123, 29 Z 1309 (25 July 1892).

[5] Mehmet Ö. Alkan, *Tanzimat'tan Cumhuriyet'e Modernleşme Sürecinde Eğitim İstatistikleri (1839-1924)(Education Statistics in the Process of Modernizatio from Tanzimat (Reforms) till Republis)*, B.D.İ.E. Publications, Ankara, s.49.

[6] Bayram Kodaman, *Abdülhamid Devri Eğitim Sistemi (Education System in Abdulhamid Reign)*, TTK *(THI)*, Ankara 1999, p. 150-151.

[7] Bilim Ibid, p. 168

[8] Arzu M. Nurdoğan, *Osmanlı Modernleşme Sürecinde İlköğretim (1869-1922, Marmara UniversitySocial Scienses Institute)*

[9] Yahya Akyüz, *Türk Eğitim Tarihi (M.Ö. !000-M.S.2015) (Turkish Education History (1000 BC-AD 2015))*, Pegem Akademi Yayınları, Ankara 2015, p. 152; Selçuk Akşin Somel, Osmanlı'da Eğitimin Modernleşmesi (1839-1908)*(Modernization of Education in Ottoman(1839-1908)*İslamlaşma, Otokrasi ve Disiplin *(Islamization, Autocracy and Discipline)*(Trans. Osman Yener), İletişim Yayınları, Istanbul 2015, p. 63.

[10] M. Hidayet Vahapoğlu, *Osmanlı'dan Günümüze Azınlık ve Yabancı Okullar (Minority and Foreign Schools from Ottoman till Today)*, Ankara 1990, p. 80-81.

[11] *BOA, ŞD (Şûrâ-yı Devlet),* 1465/31, 1S 1310 (25 August 1892); *BOA., DH., MKT., (Dâhiliye Nezâreti Mektûbî Kalemi) (Interior Ministry Secretariat),* 1998/63, 15 S 1310 (8 September 1892).

[12] Erdal Karakaş, "Arapgir'in Kuruluşu ve Gelişmesi" *(The Establishment and development of Arapgir), Fırat University Social Science Institute Journal,* V. 8, No. 1, Elazığ 1996, p. 175.

[13] Besim Darkot, "Arapgir", Islam Encyclopaedia, V. 1, Istanbul 1998, p. 553.

[14] Orhan Kılıç, *Osmanlı Develt'inin İdari Taksimatı, Eyalet ve Sancak Tevcihatı (Administrative Division of the Ottoman State, Province and Sanjak Consolidation)*, Elazığ, 1997, p. 54.

[15] Ahmet Aksın, *19. Yüzyılda Harput (Harput in XIX Century),* Elazığ, 1998, p. 30.

governorship, continued its connection to the new province with the same status when it was turned into a town of Ma'mûretülaziz in 1878.[16] On 26 August 1890, the attempt to raise Arapgir to a sanjak administered by the governor was unsuccessful due to its population and location.[17] Arapgir, which retained its status as a district governorship until the Republic, became a county of Malatya, which became a province in 1928. The county has developed and reached the present day with this position.[18] Educational institutions in Arapgir – and therefore Eskişehir Boys' Rushdiye – had administrative responsibility for the province of Ma'mûretülaziz from the date of its opening until the last period. After the historical development of Arapgir district, the developments related to the school will be mentioned as far as the resources allow.

The Opening of Eskişehir Boys Rushdiye and Developments about the School

Ottoman State benefitted from the rushdiyes in order to meet the need of intermediate staff for state institutions and to pave way for a quality group of students to high schools. In line with the opportunities of the state, efforts were focused on opening rushdiyes in many places that provided the requirements. Due to the pre-condition of 500 houses, rushdiyes were mostly opened in provinces/sanjaks and town centers. In the settlement places of township/village that met the requirements, opening such schools were considered after more crowded settlement places. At this point, what contributed the opening of these schools in these small settlement places was that they were far away from the city centers that they were connected, and the attempts/aids from settlers in opening of them, which accelerated the process. By 1892, Eskişehir was a settlement place consisting of 10 quarters and 800 houses, which was 1.5 hours far away from Arapgir. According to this finding, the necessary population requirement for the opening of a rushdiye was met here as well.[19] In fact, there was already a secondary school serving since 1870 in Arapgir center. However, since the population is scattered and the neighborhoods are far from each other, Murad Bey, the provincial education director himself, made an effort to open a rushdiye in Eskişehir. With the support of the public, the construction of a new building for the school was started in Eskişehir's densely populated Sekisu Neighborhood and in the place described as Değirmenönü. Finally, the school was opened in 1885 with the participation of the public and the education directors.[20] The school was closed following the 21 year of serve after 1905-1906 education year. After it was closed, the building was preserved to be used as primary school (ibtidaî).[21] The reason for closure was stated in the documents that "*…it was abrogated in return for the conversion of high school in the central province into a boarding school..*"[22] The reason for this was that the high school (idâdî) in the province center of Ma'mûrettülaziz was converted into a boarding school; therefore, in order to meet the emerging expenses it was decided that the allowance shared for the rushdiye in Eskişehir be spent on the boarding school, so the secondary school was decided to be closed. The fact that the aforementioned school was closed due to a financial reasons revealed the economic problems faced by the schools of the period. In the following years, suggestions were proposed such as re-evaluating the school's building as a rushdiye or reopening it as a primary. In the letter sent to the Ministry of Education from the provincial authority on January 13, 1910, it was briefly stated that there was a need for primary schools in Eskişehir and that rushdiye, which was closed in the 1905-1906 academic year after being used for 21 years, was still intact and could be used for primary school if wished.[23] On July 1, 1912, the reopening of a high school in Eskişehir came to the fore, but the Ministry of Interior was informed by the governor of Ma'mûretülaziz that the settlement was close to the center of Arapgir and that it was not necessary, and that it would be more appropriate to open a primary school here if an allocation was provided.[24] After a while, the efforts yielded results and the primary school was opened in the building. Muallem awwal (head

[16] Ahmet Aksın, Erdal Karakaş, "Nüfus İcmal Defterine göre 19. Yüzyılda Arapgir" *(Arapgir in XIX Century according to Population Summary Book), Ankara University OTAM Journal,* No: 13, Ankara, 2002, p. 94. (91-125).

[17] *BOA., Y. PRK., AZJ., (Yıldız Perakende Arzuhal ve Jurnaller)(Yıldız Perakende (Retailer) Petitions and Journals),* 17/80, 10 M 1308 (26 August 1890).

[18] Yusuf Halaçoğlu, "Arapgir", TDV, Islam Encyclopedia, V. 3, Ankara, 1991, p. 328. (328-329)

[19] *BOA., ŞD.,* 1465/31, 1 S 1310 (25 August 1892); *BOA., DH. MKT.,* 1998/63, 15 S 1310 (8 September 1892)

[20] Ma'mûratulaziz Gazette, 3 Ramadan 1302/22 December 1884 (Transferred by Ahmet Nalcı *Osmanlı Modernleşme Döneminde Malatya'da Eğitim (1869-1919)(Education in Malatya During Ottoman Modernization (1869-1919)),* Mersin University Social Sciences Institute (unpublished doctorate thesis), 2020 Mersin, p. 361-362); *SVM (Salnâme-I Vilayet-I Ma'mûretülaziz),* H. 1312 (M. 1294-1295), p. 289-290, 296.

[21] *BOA., MF. İBT.,* 398/68, 10 Dhul-Qadah 1330 (21 October 1912).

[22] *BOA., MF. İBT.,* 398/79, 10 Dhul-Qadah 1330 (21 October 1913).

[23] *BOA., MF. İBT.,* 398/68, 10 Dhul-Qadah 1330 (21 October 1913).

[24] *BOA., DH. İD. (ministry of Interior Administrative),* 26/86, 16 B 1330 (1 July 1912)

teacher) Yusuf Ziyaeddin Efendi was appointed with a salary of 500 kurus for the primary school that was opened in 1913.[25]

Supply of School Equipment and Curriculum Implemented at School

Most of the course materials were procured from Istanbul through the Ministry of Education. Since the globes, maps, books, regulations, instructions and other forms required for the school were all supplied by the ministry, some difficulties were experienced. Because it was not always possible to meet the needs of increasing number of secondary schools and their students. At this stage, support was obtained from some bookstores in Istanbul along with the Ministry of Education Library. The Ministry of Education tried to meet the demands of the rushdiye students as much as it could and, taking into account the number of students, the ministry helped at the rates that would provide the minimum level of sufficiency. After being provided with the appropriate rate of finance for the course equipment, the requested materials were sent.[26] The schools were informed that the books sent by the education ministry should be sold to the students who are in good financial condition by the teachers in the schools, and that a record should be kept for each book which was sold, and one copy of the issued bills should be submitted to the local Education Accounting Office. Thus, it was aimed to prevent the sale above the determined price and to record the process. The schools were informed that the books should be given free of charge to the poor students and that the books used in that year should be collected from the students by the school at the end of the year and would be used by the children in the lower class next year. In addition, it was requested that the maps be recorded in the inventory book.[27] Thus, it was tried to provide a unity of practice in the schools affiliated to the ministry.

The Ottoman State prepared the curriculum for girls and boys schools to be implemented in Istanbul and provincial towns' rushdiyes and sent them to be applied by all schools.[28] The aim in this was to ensure that education should be given under equal conditions in all parts of the state and not to leave the education of children to the initiative of teachers. Thus, the educational dimension of the principle of equality aimed with the Reforms (Tanzimat) was implemented. A similar curriculum was implemented in Eskişehir Boys' Rushdiye as well. Some printed documents to be used in middle schools were also procured from the center. The Ministry of Education tried to meet the demands regarding the "Rushdiye Regulations", which contained information on how the works and transactions in the school should be done and what should be found in each rushdiye. In this regard, the demand made by the province of Ma'mûretülaziz to be distributed to rushdiye in the province was found to be necessary.[29] The "shahadnames" (diplomas), which replaced the diplomas given to those who graduated from the school, were sent to the provinces from the Ministry of Education. Since the diplomas were prepared separately for girls and boys, a demand was created according to this difference. For example, in 1910, 130 diplomas, 100 boys and 30 girls, were sent for boys and girls of rushdiye throughout the province of Ma'mûretulaziz.[30] Another printed document kept in schools was the "Summary Record Tables". It is seen that the extract enrollment charts, in which the status of students and other officials attending the schools were recorded, were regularly sent from the schools four times a year, quarterly, on the occasion of their request from the provinces by the Ministry of Education. Thanks to the aforementioned charts, the records of personnel and student mobility in schools could be monitored.[31] When evaluated from this point of view, today, these charts are one of the main sources of the studies conducted on that period.

Developments about School Staff and Their Personal Rights

In general, muallem awwal (head teacher), muallem thani (second rank teacher), muallem thalis (third rank teacher), calligraphy teacher and janitors were appointed to the rushdiyes in provincial towns in accordance with the students' number. And, since 1880, the provincial rushdiyes were classified in three categories according to their distance from Istanbul. According to this classification, while muallem thani was responsible for the

[25] *BOA., MF. İBT.,* 460/32, 19 Dhul-Qadah 1331 (20 October 1913).

[26] Bahri Ata, Osmanlı İmparatorluğu Döneminde Bir Ders Araç-Gereç Lojistik Merkezi:Maarif Kütüphanesi (1872-1896) *(During Ottoman Empire A Course Materials and Tools Logistic Center: Education Library (1872-1896)), After the History, International and Social Research Journal*, 1, 2009, 27-36.

[27] *BOA., MF. MKT (Education Ministry Corresponding Secretariat),* 37/93, 20 Jumad-al awwal 1293 (13 June 1876).

[28] Nurdoğan, *ibid.*, p. 342-344.

[29] *BOA., MF. İBT.,* 367/87, 25 Ramadan 1330 (13 April 1912).

[30] *BOA., MF. İBT.,* 267/69, 25 Ramadan 1328 (6 April 1910).

[31] *BOA., MF. İBT.,* 52/65, 6 Dhul Hijja 1313 (18 May 1896); *BOA., MF. İBT.,* 177/86, 17 Ramadan 1324 (10 June 1906).

administration of second and third class rushdiyes, muallem awwal was responsible for the administration of first class rushdiyes.[32] In general, rushdiyes in the province and sanjak centers are shaped as the first degree, and those in the district and sub-district centers as the second and third degree. Contrary to the general view, Eskişehir boys' rushdiye, located in the village, was evaluated in the first class and given to the administration of the head teacher because a separate directorate staff was not allocated in the rushdiyes. Muallem awwal (head teacher) also performed the head master's duty. As soon as the school opened, the teachers and janitors needed were appointed. First of all, second rank teacher was appointed to the school due to the ease of assignment conditions and the ability to be appointed locally. In general, the duty was carried out under two different working conditions: those who work continuously at the school and those who are assigned for a certain period of time. At this point, the head teacher, the teachers and the servants, the janitors at the school, were the permanent staff with the responsibility being present at the school; on the other hand, calligraphy (calligraphy/riqa/thuluth) teachers can be defined as those who came to the school only on the day and at time of the lesson and had no other responsibilities regarding the school. According to this, the table prepared for those who worked from 1884, when the school was opened, until 1906, when it was closed, is below.[33]

Table 1.The staff working in Eskişehir boys rushdiye between 1884-1906

Academic Year	Muallem Awwal Head Teacher	Muallem Thani Second Rank Teacher	Calligraphy Teacher (calligraphy/riqa/thuluth)	Janitor
1884-85	--	Ali Niyazi Efendi	--	Rüşdü Efendi
1886-87	Mehmed Vahdi Efendi	Ali Niyazi Efendi	--	Rüşdü Efendi
1887-88	Mehmed Vahdi Efendi	Mehmed Efendi-Ahmed Efendi[34]	--	Rüşdü Efendi
1888-89	Mehmed Vahdi Efendi	Ahmed Efendi	--	Rüşdü Efendi
1889-90	Mehmed Vahdi Efendi	Ahmed Efendi	--	Rüşdü Efendi
1890-91	Mehmed Vahdi Efendi	Ahmed Efendi	--	Haji Rüşdü Efendi
1891-92	Mehmed Vahdi Efendi	Ahmed Efendi-Hasan Hijabi Efendi	Hasan Hicabi Efendi	Haji Rüşdü Efendi
1892-93	Mehmed Vahdi Efendi	Hasan Hijabi Efendi	--	Haji Rüşdü Efendi
1893-94	Mehmed Vahdi Efendi	Hasan Hijabi Efendi	Edib Efendi-İbrahim Hakkı Efendi[35]	Haji Rüşdü Efendi
1894-95	Mehmed Vahdi Efendi	Hasan Hijabi Efendi	İbrahim Hakkı Efendi	Haji Rüşdü Efendi

[32] Nurdoğan, *ibid.*, s. 566.

[33] Resources used for Table: BOA*., ŞD.,* 1054/62, 27 Dhul-Hijjah 1324 (11 February 1907); *BOA., ŞD.,* 917/62, 17 S 1310 (10 September 1892); *BOA., ŞD.,* 1012/60, 21 Dhul-Qadah 1320 (19 February 1903); *BOA., MF. İBT.,* 139/11, 16 Rajab 1321 (8 October 1903); *BOA., MF. İBT.,* 115/119, 24 Dhul-Hijjah 1319 (3 April 1902); *BOA., MF. İBT.,* 31/127, 27 Dhul-Qadah1310 (12 June 1893); *BOA., MF. İBT.,* 50/2, 27 Dhul-Hijjah 1313 (12 March 1896); *BOA., MF. İBT.,* 107/114, 2 Ramadan 1319 (13 December 1901); *BOA., MF. İBT.,* 38/42, 17 Muharram 1312 (21 July 1894); *BOA., MF. İBT.,* 45/55, 29 Z 1312 (23 June 1895), *BOA., MF. İBT.,* 32/6, 7 Dhul-Qadah 1310 (22 June 1893); *BOA., MF. İBT.,* 180/67, 14 Rajab 1324 (3 September 1906); *BOA., MF. İBT.,* 37/77, 19 Dhul-Hijjah 1311 (23 June 1894); *BOA., MF. MKT.,* 650/48, 16 Muharram 1314 (27 June 1896); *BOA., MF. MKT.,* 650/48, 4 Jamada al-awwal 1320 (9 August 1902); *BOA., MF. MKT.,* 671/60, 27 Rajab 1320 (30 October 1902); *SNMU (Almanac of General Education Ministry)*, H. 1316 (A.D.1898-1899), p.1170; H. 1317 (A.D. 1899-1900), p.1369; H. 1318 (A.D.1900-1901), p.1543; H. 1319 (A.D..1901-1902), p.875-876; H. 1321 (A.D.1903-1904), p.651; *SDA (The Almanac of Great State)*, H.1305 (A.D.1887-1888), p.249; *SVM*, H.1302 (A.D.1884-1885), p.80; H.1305 (A.D.1887-1888), p.44; H.1307 (A.D.1889-1890), p.44; H.1308 (A.D.1890-1891), p.45; H.1310 (A.D.1892-1893), p.113; H.1312 (A.D.1894-1895), p.164.

[34] In the official document belonging to this date, although the name Mehmed Efendi was mentioned, in the records of almanac and other records, it is mentioned that Ahmed Efendi started his duty in the school on 15 August 1887. In the official documents after this year, the name Mehmed Efendi was not encountered. Despite this, in the province annual records and other official documents, the name of Ahmed Efendi continued to be mentioned. Therefore, in 1887, both the names of Mehmed Efendi and Ahmed Efendi were given place; however, in the records after this date, the name Ahmed Efendi was preferred.

[35] Since the teacher before Ibrahim Hakkı Efendi died on 30 January 1894, Ibrahim Hakkı Efendi started his duty on 3 February 1894. *BOA., MF., İBT.,* 38/42 17 Muharram 1312 (21 July 1894).

1895-96	Mehmed Vahdi Efendi	Hasan Hijabi Efendi	İbrahim Hakkı Efendi-Hasan Hijabi Efendi[36]	Haji Rüşdü Efendi
1896-97	Mehmed Vahdi Efendi	Hasan Hijabi Efendi	Hasan Hijabi Efendi	Haji Rüşdü Efendi
1897-98	Mehmed Vahdi Efendi	Hasan Hijabi Efendi	Hasan Hijabi Efendi	Haji Rüşdü Efendi
1898-99	Mehmed Vahdi Efendi	Hasan Hijabi Efendi	Hasan Hijabi Efendi	Haji Rüşdü Efendi
1899-00	Mehmed Vahdi Efendi	Hasan Hijabi Efendi	Hasan Hijabi Efendi	Haji Rüşdü Efendi
1900-01	Mehmed Vahdi Efendi	Hasan Hijabi Efendi	Hasan Hijabi Efendi	Haji Rüşdü Efendi
1901-02	Mehmed Vahdi Efendi	Hasan Hijabi Efendi	Hasan Hijabi Efendi	Haji Rüşdü Efendi
1902-03	Mehmed Vahdi Efendi	Hasan Hijabi Efendi-Mehmed Rüşdü Efendi	Hasan Hijabi Efendi-Ahmed Şerif Efendi	Haji Rüşdü Efendi
1903-04	Mehmed Vahdi Efendi	Mehmed Rüşdü Efendi	Ahmed Şerif Efendi	Haji Rüşdü Efendi
1904-05	Mehmed Vahdi Efendi	Mehmed Rüşdü Efendi	--	--
1095-06	Mehmed Vahdi Efendi	Mehmed Rüşdü Efendi	--	--

The head teacher of the school is Ali Niyazi Efendi chosen from the vicinity. It is seen that just after him, Mehmed Efendi carried out this duty. However, the duty of Mehmed Efendi did not continue for very long. Instead of him, Second rank teacher Ahmed Efendi was appointed on 15 August 1887. After performing his duty at this school for 4 years 7 months and 12 days, his duty ended because he died on 26 March 1892.[37] Hasan Hijabi Efendi, appointed as the second rank teacher instead of Mehmed Efendi, started his duty as the head teacher on 1 October 1892 and he performed his duty for 9 years 10 months and 7 days, and ended his duty since he died on 7 August 1902.[38] Hasan Hijabi Efendi gave thuluth and riqa writing styles taught at school at the same time. Upon the death of Hasan Hijabi Efendi, Mehmed Rüşdü Efendi, a graduate of Malatya High School, was appointed instead of him on 1 October 1902. For teaching thuluth and riqa calligraphy lessons that were taught by Hasan Hijabi Efendi, it was decided to appoint Ahmed Şerif Efendi.[39] After Mehmed Rüşdü Efendi worked at Malatya Boys junior High School and Malatya High School for 4 years and 5 months, he was appointed to Eskişehir Boys Junior High School (rushdiye) with a salary of 200 kurus. He carried out his duty there starting in September 1901 till December 1904. After this date, he was retired.[40]

A year after the school was opened, Mehmed Vahdi Efendi was appointed as muallem awwal with 500 kurus salary. Although there are some records about the fact that Kurt Alizade Mehmed Efendi acted as muallem awwal in 1895, it makes us think that he was newly appointed since his diploma and population registry was requested from him. When considered from this perspective, it is possible that Kurt Alizâde Mehmed Efendi either carried out the duty for a short time or he had never started his job although appointed. Because it is understood from the records that Mehmed Vahdi Efendi was on duty from that date until the school was closed.[41] It is recorded that the salary of Mehmed Vahdi Efendi was 600 kurus by 1896.[42] Mehmed Vahdi Efendi had a four month report from Arapgir Municipality doctor that he could not carry out his duty as he came down with brain fever on 2 June 1902. He went to his home town, Eğin, for sick leave in accordance with health report, and he was made to start his duty again when his illness was sure passed away. Until these processes were fulfilled,

[36] Upon the appointment of Ibrahim Hakkı Efendi to the Erguvan Tax Secretariat, Hasan Hijabi Efendi was appointed to the second rank teacher and thuluth/ riqa teacher in return for 100 kurus. The appointment in question was realized in May 1896 and the teacher was asked to give his oath for teaching. *BOA., MF., MKT.,* 650/48, 16 Muharram 1314 (27 June 1896); *BOA., MF.*, 313/8, 14 Dhul-Qadah 1313 (27 April 1896).

[37] *BOA., ŞD.,* 917/62, 17 Safar 1310 (10 September 1892).

[38] *BOA., ŞD.,* 1012/60, 21 Dhul-Qadah 1320 (19 February 1903).

[39] *BOA., MF. MKT.,* 671/60, 27 Rajab 1320 (30 October 1902).

[40] *BOA., ŞD.,* 1054/62, 27 Dhul-Hijah 1324 (11 February 1907).

[41] *BOA., MF. MKT.,* 293/43, 1 Jumad al-Thani 1313 (19 November 1895).

[42] *BOA., MF. İBT.,* 54/91, 2 Ramadan 1314 (10 September 1896).

another muallem awwal was wanted to be found by Ministry of Education.[43] Mehmed Vahdi Efendi went to his hometown, Eğin; and stayed there for three months. The fact that there are some records that the school was directed by muallem thani of the school and local imam makes us consider that the imam was deputized instead of Mehmed Vahdi Efendi. This became the reason why Abdulhalim Efendi, a graduate of Dârü'l-muallemin-Rüşdî (Teacher Training High School), wanted to be appointed as muallem awwal to the before mentioned school. The person in question wrote a petition to the Ministry of Education on 30 October 1902 that the school which had 70-80 students was impossible to be directed in its case, and thus he should be appointed there. The Ministry evaded the petition with a respond that they would investigate the request.[44] When the staff of the school were checked, it is seen that Mehmed Vahdi Efendi continued his duty where he stopped. Mehmed Vahdi Efendi, who was a graduate of Dârü'l-muallemin- Rüşdî (Teacher Training High School), and other staff became unemployed when the school was closed in 1905-1906 academic year. He requested he be appointed any rushdiyes in the province or Sivas as soon as possible with reason that he was in a hard financial situation.[45] In his petition he wrote to Ministry of Education on 15 July 1906, the same person summarized his request as follows: He served for the state for 28 years in total 20 years of which was as the muallem awwal at Eskişehir Boys Rushdiye, and he was unemployed, though he could have been appointed any schools, and he was not paid 12 months of salary along 5 years of which were in 1316 (1900-1901) and 1317 (1901-1902) and 2 months of which were in 1319 (1903-1904), and he wanted to be appointed to Ağın (Kemaliye) Rushdiye the muallem-awwal position of which was vacant, and he requested his unpaid salaries be sent to his hometown Eğin since he was financially in bad condition. His request for salary was not met with the reason that previous years account was closed.[46] Upon this, on 7 August 1907, he said, "*Since I have been victimized and miserable, and for the time being, I'm in need and terrible condition, so I beg your mercy";* and again asked for his remaining 12 month salary and requested he be appointed to a vacant position in school either in Ma'mûretülaziz or Sivas province.[47] Based on his request, muallem awwal Mehmed Vahdi Efendi was appointed to the Kayulhisar Rushdiye in Sivas with the same title at the end of 1907.[48] However, since the remaining salaries could not be met from the education fund, they were transferred to the province to be met from the local union funds.[49] The fact that Mehmed Vahdi Efendi could not receive his salary regularly reveals that there were some difficulties in paying the salaries of the school staff. The fact that the person in question was not paid his salary for 10 months in 1899 and that he made a request for the payment as soon as possible shows that the problems faced by the teachers regarding the payment of salaries were part of the process. As soon as this request was received by the ministry, the province of Ma'mûretülaziz was instructed to remove the victimization of the teacher by asking the reason for this.[50] Despite the fact that Mehmed Vahdi Efendi repeatedly demanded his unpaid salaries after this date, there was no record whether his remaining salaries were paid or not.

Teachers could be promoted based on their educational attainment and tenure. This was also a method that teachers used to increase their income. For this purpose, Hasan Hijabi Efendi, the teacher of the school, conveyed his request to become muallem thani to the ministry in 1896 through the province, based on his tenure at the school. After discussing from the province to the ministry and finally to the relevant commission, this request was rejected, stating that it would be possible to become a muallem awwal, provided that the condition of being a graduate of Dârü'l-muallemîn-i Rüşdî (Teachers Training High School) was met. The fact that the aforementioned person continued his duty with the same title until the end of his duty at the school revealed that there was no development regarding this request.[51]

It is seen that teachers at school could use various permissions. One of them was the permissions given due to the death of a relative. The approval of the permits is indexed to the conditions of appointing a deputy in order not to disrupt the work at the school and meeting the end-of-year exams. Muallem awwal Mehmed Vahdi Efendi left muallem thani as his deputy in 1895, and in May 1895, with the permission he took for three months; meanwhile, he requested permission for the death of his brother in Istanbul and for the determination of his inheritance and received the necessary approval. However, the permission he received was not sufficient due to

[43] *BOA., MF. MKT.,* 650/48, 4 Jumad al-awwal 1320 (9 August 1902).
[44] *BOA., MF. MKT.,* 672/43, 4 Sha'ban 1320 (6 November 1902).
[45] *BOA., MF. MKT.,* 962/35, 21 Ramadan 1324 (8 November 1906).
[46] *BOA., MF. İBT.,* 180/67, 14 Rajab 1324 (3 September 1906).
[47] *BOA., MF. MKT.,* 1025/37, 25 Shawwal 1325 (1 December 1907); *BOA., MF. MKT.,* 955/61, 10 Sha'ban 1324 (29 September 1906).
[48] *BOA., MF. İBT.,* 202/67, 29 Dhul-Hijjah 1325 (2 February 1908); *BOA., MF. İBT.,* 196/52, 29 Rajab 1325 (7 September 1907).
[49] *BOA., MF. MKT.,* 1022/58, 10 Ramadan 1325 (17 October 1907).
[50] *BOA., MF. MKT.,* 446/33, 8 Dhul-Hijjah 1316 (19 April 1899).
[51] *BOA., MF. MKT.,* 327/28, 13 Safar 1314 (24 July 1896).

the prolongation of his work in Istanbul. He applied for an extension of his leave until the end of September, as the permission granted was not sufficient, he was given the permission provided that he should catch up the end-of-year exams to be held in August. His request was seen on the spot and it was extended as long as he deems appropriate.[52] Based on the example given on the subject of permission, the following determination can be made: The permissions given to the teachers could be extended when the necessary procedures were made within the official framework and on time. At this point, the main thing is to fulfil the need for the work of the teacher for permission and to carry out the work in the school without any problems.

It was mentioned above that the salary of muallem awwal, Mehmed Vahdi Efendi was 500 kurus when he first started the job; and later, it was increased to 600 kurus. When duty record about muallem thani Mehmed Ferid Efendi was checked, it is understood that there was no standard about his salary and that the expectation that salary would increase as the rank increased was not valid every time and for everybody. The records when the above mentioned person started his job where he worked and what salary he received are given in table below:[53]

Table 2. Duty place and salaries of Muallem Thani Mehmed Ferid Efendi in 1876-1887

Place of Duty	Duty Start Date	Salary (kurus)
(Diyarbekir) Eğil Boys Rushdiye	13 June 1876	315
(Ma'mûretülaziz) Eğin Boys Rushdiye	17 September 1879	310
(Ma'mûretülaziz) Keban Madeni Boys Rushdiye	23 October 1882	248
(Ma'mûretülaziz) Arapgir Eskişehir Boys Rushdiye	15 August 1887	300

As is understood from the table, the salary of Mehmed Ferid Efendi changed between 248 kurus and 315 kurus; and the salary he received when he first started his duty as 315 kurus decreased continuously; and finally, it increased to only 300 kurus at the ninth year of his profession. Assuming that there is an increase in the number of family members he has to take care of since he started his profession, it can be thought that the civil servant's salary is expected to be included in an increase that can meet this development, but the opposite situation brings about economic difficulties. One of the most important factors affecting the picture here is undoubtedly the allowances allocated to the schools where he worked. The difference in the allowance allocations of the schools must have contributed to such a differentiation in the salary table of the teacher appointed here.

It will be beneficial to look at the legal lawsuits reflected to Arapgir Sharia Court in the years 1892-1895 and the table below of the same period in which the price of the goods in the account record books of foundations and the values of the real estate such as house, vineyard, garden, mill and shops are written to determine purchasing power of school staff in Arapgir county with their salary.

When Table 3 is checked, it is seen that the purchasing power of the salaries of the school staff was not at high level. An evaluation can be made by looking at the current prices of the real estate in the table in question over the sales and rental prices. In order to clarify the issue, it is important to look at the value of 1 kurus in TL. 1 kurus corresponds to 8.12 TL in 1879 and 9.66 TL in 1900.[54] Accordingly, a civil servant who received a salary of 100 kurus between 1879 and1900 received a salary of approximately 800-960 TL. According to the calculation in question, it can be thought that other officials, except for muallem awwal and mallim thani of the Eskişehir Boys' Rushdiye, may have had a serious financial problems. In particular, it is thought that it is difficult for a janitor to live on a monthly salary of 120 kurus. Continuing the profession with the said income brings to mind the possibility of applying to other income sources in addition to the profession.

After the salaries and purchasing power of the school staff are determined, answer to the question how much they receive in case of retirement and death will be searched for. In the Ottoman Empire, the personal rights of officials were tried to be protected within the limits of the state's potential. In the case of appointments or short-term assignments of officials from one place to another, the distance they will travel is calculated in hours and

[52] *BOA., MF. MKT.,* 279/32, 05 Ramadan 1313 (26 August 1895); *BOA., MF. MKT.,* 270/26, 20 Dhul-Hijjah 1312 (19 June 1895).
[53] *BOA., MF. İBT.,* 31/127, 27 Dhul-Qa'dah 1310 (12 June 1893).

[54] Tevfik Güran, *Osmanlı Mali İstatistikleri Bütçeler (1841-1918) (Ottoman Fiscal Statistics, Budgets (1841-1918)),* Prime Ministry State Statistics Institution Publications, Ankara, p.179.

generally 5 kurus per hour is calculated and paid at the places where they go for their new duties.[55] In one aspect of the issue, the expenses during the journey were covered, while, on the other hand, there was a cutoff due to the absence of duty during the journey. This deduction was generally applied as a deduction of half of the salary. The deduction in question was applied to a large extent for every civil servant who took office as customary. In other words, it is not just a deduction for the education staff. However, other deductions were made from the salaries of officials. Because, in accordance with the spirit of the period, there are deductions made by the state in cases of emergency (such as earthquakes and fires), as well as continuous deductions such as the Pension Fund Deduction, which can also be expressed as retirement deductions. The retirement deduction is generally applied as 5%. Apart from this, 1% dismissal deduction was also applied. In order to set an example for the deductions made from salaries, the table regarding the salaries and deductions of the school officials in May 1895 is presented as follows:[56]

Table 3. The Prices and Rents of House, Vineyard, Garden, Mill, Shop and other Goods in Arapgir in 1892-1895[57]

Name of the Real Estate/Goods	Amount/Number	Value/Price (Kurus)
House in Derbeder Quarter	1	13.000
Vegetable Garden in Berenge Quarter	1 Lot	5.250
Shop next to Cami-i Kebire (Great Mosque)	1	5.000
Grove by Berenge Brook	1 Piece	2.000
Field	9	1.000
Garden in Çarşı Quarter	1	500
Vegetable Garden in Meydan Köprüsü	1 Lot	660 (Annual Rent)
Mill	1	150 (Annual Rent)
Garden in Çarşı Quarter	1	50 (Annual Rent)
House in Çarşı Quarter	1	36 (Monthly Rent)
Garden in Çarşı Quarter	1	15 (Annual Rent)
Vineyard in Huruç Village	1 Lot	10 (Annual Rent)
Gasoline	1 Box	40
Manusa Fabric	1 Roll	6
Sweeper for Mosque	1	3

Table 4. 1895 May salaries and deductions made from Eskişehir Boys Rushdiye staff

Position	Name	Salary (Kurus)	Pension Contribution (kurus)	Dismissal Deduction (kurus)	Total Deduction (kurus)
Muallem Awwal	Mehmed Vahdi Efendi	600	30	6	36
Muallem Thani	Hasan Hijabi Efendi	300	15	3	18
Calligraphy (Thuluth) Teacher	Hasan Hijabi Efendi	60	3	0.24	3.24
Calligraphy (Riqa) Teacher	İbrahim Hakkı Efendi	60	3	0.24	3.24
Janitor	Rüşdü Efendi	120	-	-	-

As it is understood from the table, 5% pension contribution was made regularly from other officials other than janitor. On the other hand, it is seen that the same situation is not experienced in the 1% dismissal deduction. Because, the dismissal deduction of 1% from the salary of muallem awwal and thani was applied as 0.4% for the calligraphy teachers. Although the reason is not stated in the records, it is thought that the 2.5 times dismissal deduction from the salaries of the teacher, who is seen as permanent staff, and the lower dismissal deduction for

[55] For examples of calculating and payment of travel expenses see. *BOA., MF. MKT.,* 538/31, 10 Sha'ban 1318 (3 December 1900); *BOA., MF. MKT.,* 693/51, 3 Muharram 1321 (1 April 1903); *BOA., MF. MKT.,* 745/17, 5 Sha'ban 1321 (27 October 1903).

[56] *BOA., MF. İBT.,* 48/114, 26 Rajab 1313 (12 January 1896).

[57] Ahmet Akman, *163 Nolu Arapgir Şer'iye Siciline Göre Arapgir (Arapgir According to Sharia Record with No:163),* Inonu University, Social Sciences Institute (Unpublished Master Thesis), Malatya 2015, p. 50, 105, 114, 118, 120, 129, 138, 169, 228; *BOA., EVd. (Foundation Record Books), 36477,* 17 Dhul-Hijjah 1310 (2 July 1893).

the calligraphy teachers who are temporarily assigned, may be related to the staff situation. Janitor, on the other hand, is exempted from this deduction. Looking at the deductions made, it is understood that the rates are very close to each other but not equal. Despite this, it can be stated that the cuts are aimed at an accumulation for the future. In the event of sudden death or retirement of the incumbent, the deductions made from the salaries of the teachers while they are working are taken into account so that the remaining families can provide subsistence for their own livelihood. However, the number of family members also affected the amount to be paid. There are three examples that can exemplify this situation. The first two died in the line of duty, and the last one ended with a routine retirement. Muallem thani Ahmed Efendi was appointed to Eskişehir Boys' Rushdiye on August 15, 1887, and after carrying out his duty here for 4 years, 7 months and 12 days, he died on March 26, 1892, after a total of 15 years of service. During his tenure, he received a salary of 300 kuruş. His widow wife was given a salary of 33 kurus.[58] Hasan Hicabi Efendi, who was appointed as a muallem thani instead of Ahmed Efendi, started his duty on October 1, 1892 and after carrying out this duty for 9 years, 10 months and 7 days, he died on August 7, 1902, after a total of 13 years, 4 months and 25 days of service, while he was still working. During his tenure, he received a salary of 300 kuruş. His wife and 2 children left behind were paid a total of 90 kuruş, out of 30 kurus each. It was deemed appropriate to pay his son until the age of 20 and his wife and daughter until they got married.[59] Mehmed Rüşdü Efendi was appointed to Eskişehir Boys' Rushdiye in September 1901 with a salary of 200 kuruş and his duty here ended in December 1904. He retired from his last school with a salary of 66 kuruş, based on his 17 years and 6 months of service together with his tenure in other places.[60] When the given information is compared, the following table emerges:

Table 5. Teachers' reasons for leaving and payments during the retirement process

(Muallem Thani) Name	Reason for Termination of His Duty	Total Tenure	Incumbent Salary	Pension
Ahmed Efendi	Death	15 years	300 kurus	33 kurus
Hasan Hijabi Efendi	Death	13 years 4 months 25 days	300 kurus	90 kurus
Mehmed Rüşdü Efendi	Routine Retirement	17 years 4 months	200 kurus	66 kurus

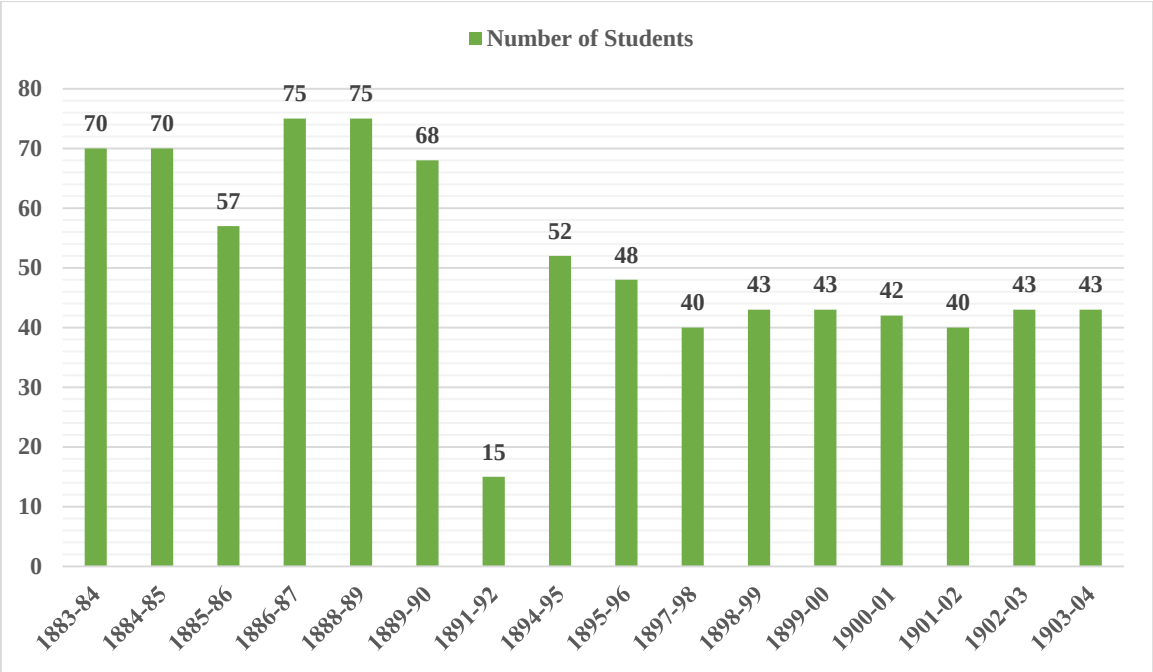
One of the points attracting attention in the examples given in the table is that the family of Mehmed Rüşdü Efendi, who served 17 years and 4 months, were given less salary than the family of Hasan Hijabi Efendi, who served 13 years and 4 months. It is supposed that the number of children is taken into account. While 90 kurus was allocated for a family of 3 together with mother, 66 kurus was allocated for the family of 2 together with mother, which shows that the difference stems from the need on the individual base. The other is the extent to which the salary of teachers while performing their duties is reflected in their pensions. Here, salaries of Ahmed Efendi and Mehmed Rüşdü Efendi are taken as examples. Ahmed Efendi was included in the retirement process with 15 years of service and a salary of 300 kuruş, and Mehmed Rüşdü Efendi 17 years and 4 months of service and a salary of 200 kuruş. Despite this, it can be stated that the main reason underlying the fact that Mehmed Rüşdü Efendi's family received twice as much pension than Ahmed Efendi's family was the number of people to be looked after. In addition, it is understood that payments are made conditionally to family members who receive a pension. It is stated that the determined pension will be paid to the teacher's son until the age of 20, and to his daughter and wife until marriage. Thus, it was ensured that the people who were left behind continued their lives and were supported economically until they reached the age or income to stand on their own feet. After the basic information about the education staff and other officials of the school is given, the details about the students will be mentioned.

The Number of the Students and Their Attendance to School

The children were admitted to the school after they joined in the school entrance exam. The number of the students enrolled to school fluctuated from the date the school was opened until it was closed. When it was considered that majority of the students were of the children of the vicinity families, it can be thought that there were not serious problems in students' attendance to school. However, remembering that there were other factors

[58] *BOA., ŞD.,* 917/62, 17 Safar 1310 (10 September 1892).
[59] *BOA., ŞD.,* 1012/60, 21 Dhul-Qa'dah 1320 (19 February 1903).
[60] *BOA., ŞD.,* 1054/62, 27 Dhul-Hijjah 1324 (11 February 1907).

in terms of attendance and absence of the students, the distribution of the number of the students attending the school within a period is given in graph 1.[61]



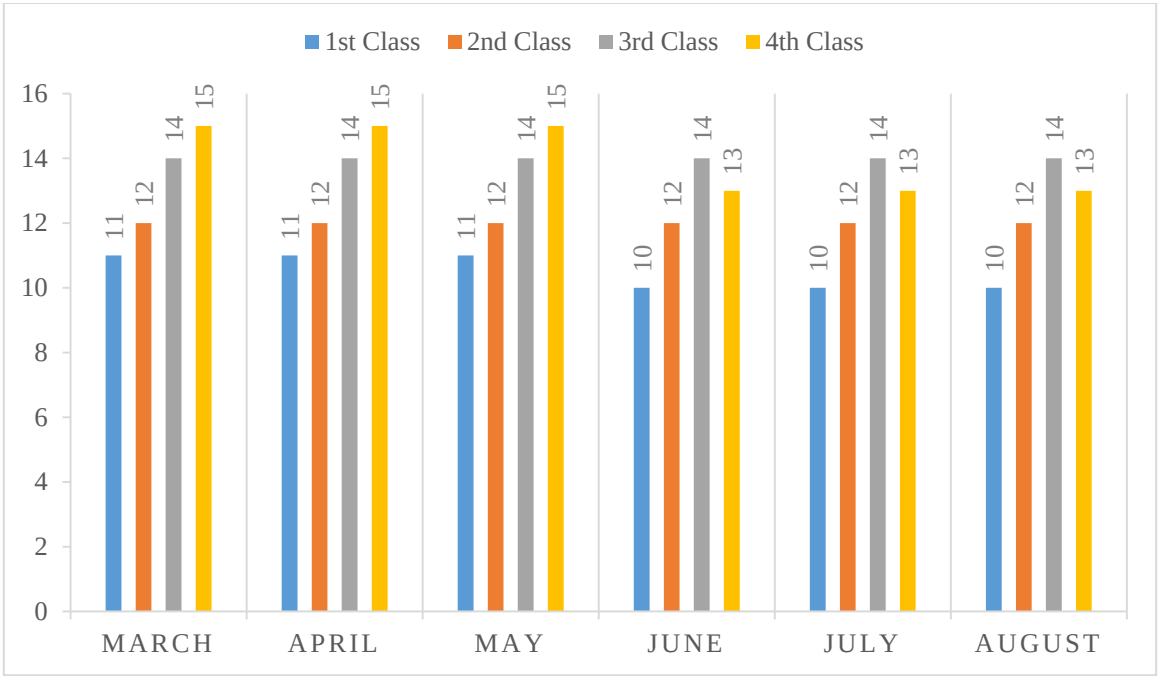
Graph 1. The number students of the school between 1883 and 1904

When the number of the students during the school period is examined, it is seen that quite a different numbers appear. During 21 years when the school was open, the number of the students of 16 years was obtained. When the numbers are checked, and when 15 girls whose attendance was reflected to the records in 1891-1892 academic year is excluded, it is possible to state that the number of the students attending the school never dropped below 40. It is quite interesting that it was recorded that only girls attended the school instead of boys in the mentioned year. When the number of students attending the school is checked, no record of female students attending the school is found in any registry book after this date. There could be two reasons for this: The first reason is that the school did not receive the necessary demand from female students and therefore it was allocated to male students as in its old form. The other reason is that it was incorrectly recorded in the annual record book. It is seen that education continued with the number of students which was 40 and slightly above, especially from the 1897-1898 academic year until the closure of the school. This may have been due to the fact that the school was reduced from four to three classes. Because in these years, the school was reduced from four to three classes. This may have led to an increase in the number of students per class and the inadequacy of existing classes. In other words, it can be mentioned that there is a natural possibility of a narrowing in the capacity of students to be admitted to the school.

It is beneficial to examine the students' distributions at class levels in terms of years. Because it is possible to follow up the attendance of the students both at the class level and on a monthly basis. At this point, the content in the attendance sheets sent from the school quarterly is sufficient. However, the fact that some tables are missing or not kept makes it difficult to follow the integrity between years. For this reason, charts belonging to two different years on the basis of class are shared comparatively. The first chart belongs to the last six months of 1894. In this period, when the school had four classes, it is given together so that the developments on the basis of month and class can be seen in a better way.[62]

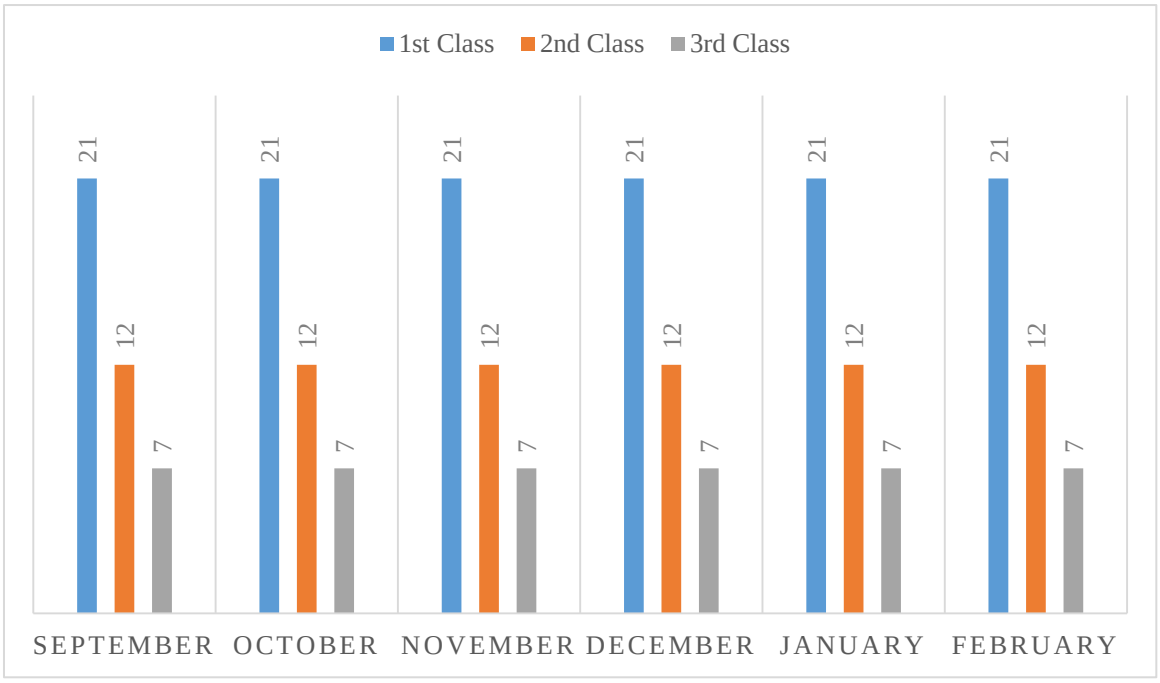
[61] The following resources were used for graphic: *BOA., MF. İBT.,* 159/119, 24 Dhul-Hijjah 1319 (3 April 1902); *BOA., MF. İBT.,* 37/77, 19 Dhul-Hijjah 1311 (23 June 1894); *BOA., MF. İBT.,* 50/2, 27 Ramadan 1313 (12 March 1896); *BOA., MF. İBT.,* 139/11, 16 Rajab 1321 (8 October 1903); *BOA., MF. İBT.,* 107/114, 2 Ramadan 1319 (13 December 1901); *BOA., MF. İBT.,* 45/55, 29 Dhul-Hijjah 1312 (23 June 1895); *SNMU*, H. 1316 (A.D.1898-1899), p.1170; H. 1317 (A.D.1899-1900), p.1369; H. 1318 (A.D.1900-1901), p.1543; H. 1319 (A.D.1901-1902), p.875-876; H. 1321 (A.D.1903-1904), p.651; *SDA*, H.1305 (A.D.1887-1888), p.249; *SVM*, H.1302 (A.D.1884-1885), p.80; H.1305 (A.D.1887-1888), p.44; H.1307 (A.D.1889-1890), p.44; H.1308 (A.D.1890-1891), p.45; H.1310 (A.D.1892-1893), p.113; H.1312 (A.D.1894-1895), p.164.,

[62] *BOA., MF. İBT.,* 37/77, 19 Dhul-Hijjah 1311 (23 June 1894); *BOA., MF. İBT.,* 40/17, 22 Ramadan 1312 (23 September 1894).



Graph 2. Number of students by class and month in 1894-1895 academic year of the school

Although numbers close to each other in students' dispersion especially in class level in the graphic are obvious, it is seen that the number of the students attending the first class is at the lowest level. Another remarkable point at the grade level is that the number of students attending the fourth grade decreased by two margins in the last three months. Apart from this, there was no significant change on the basis of class and month. The six-month attendance schedules of the 1901-1902 academic year were looked through in order to see how the table changed in the new system, since the four-class school system was later changed to a three-class school system, and they are shared below in comparison.[63]



Graph 3. Number of students by class and month in 1901-1902 academic year of the school

[63] *BOA., MF. İBT.,* 107/114, 2 Ramadan 1319 (13 December 1901); *BOA., MF. İBT.,* 115/119, 24 Dhul-Hijjah 1319 (3 April 1902).

As can be understood from the graph, compared to the previous table, there is a significant decrease in the number of students. At this point, it is understood that the most densely populated class is first class. Although the reason for this is not recorded, the transition from the four-class system to the three-class system is likely to have an effect on this. The graph is remarkable from another point of view. It is understood that the number of students attending the school is almost 50% from year to year, and when it comes to the last year, 2/3 of the student loss occurs compared to the first grade. It is seen that there is no difference on a monthly basis in this regard. Since it is determined that there is no correspondence regarding the students' attendance, the question of the reason for the emergence of this table comes to mind. Assuming that the said months do not coincide with a period of much work in a region that mostly lives on agriculture, it can be interpreted that the expectation from school or the awareness of school attendance may not be fully developed.

Assessment exams were given to the students of the school in two ways in the year, namely, private exam and general exam. Private exam meant a midterm exam, and every three months it was applied by the teacher of the course; on the other hand, the general exam was administered by the commission appointed by the rushdiye or the high school administration at the end of each academic year. The commission was usually formed from other school teachers. An announcement was made ten days before the exam. During this time, students would prepare for the exam. The exam was usually conducted orally. Results were passed to lists to be announced. According to this, the grades given are Aliyülâlâ (between 9-10-excellent), Âlâ (8-good), Karib-i âlâ (between 6-7- close to good), Mediocre (5-medium), Karib-i Mediocre (4-close to medium), Weak (3), and Edna (1-2-Very Poor).[64] It was a general practice to hold the general exam at the end of the year at the beginning of July and to suspend the school for one month from July 15 to August 15.[65] So, the students would have a chance to rest. During this period, both the hot weather and the coinciding with the harvesting time of the crops and garden products enabled the students to help their families in an agricultural area like Eskişehir.

Result

Eskişehir Boys' Rushdiye was a modern school opened within the framework the general education policy of the state in places with rather low population unlike rushdiyes opened in province/sanjak/town centers. Compared to many rushdiyes, which had to give education in rented buildings, this school had the opportunity to provide education in better conditions in its own building. With its 21-year history, it became an important part of social life in the place where it was located, like the schools in other places that were performing education during the period. In this context, after its institutionalization over time, it served as an important alternative education institution alongside traditional educational institutions. Since the said educational institution was located at a higher status than the primary school and there was no other educational institution with the same status, it found its place as the highest educational institution in its location. In this context, one of the important factors determining the quality of the education given was the education given in the sub-institution. In other words, it can be stated that the better the readiness level of the students with the education received from a sub-educational institution, the more qualified the education they will receive from the educational institution they come to.

Although the finance of the school was undertaken by the state, when necessary, support from the local people also received in a number of issues. The devotion that the people put forth in the issues to open these kinds of schools and meet their needs is the indicator that modern education reached at a quite good level in the society. When the current number of students is followed from the opening to the closing of the school, it can be stated that there is no problem in finding students. In fact, it is recorded that sometimes, the number of students was higher than that in many district and sanjak centers. The reason why the school was so popular was that its graduates could become civil servants at all departments of the state. The employment of graduates must have indirectly affected the stabilization of the number of students attending the school. While one aspect of the work is the subject of school attendance, the other dimension is the provision of a sustainable public service as a result of the employment of graduates primarily in the state institutions in the district where they are located.

The salaries that the teachers, the most important element of the education, received due to their duty is rather low that the teachers need to make their family's living. The fact that not only the amount of the salaries was

[64] Mehmet Sarıoğlu, *Türk Eğitim Tarihinden Esintiler (Breezes from Turkish Education History)*, Umuttepe publications, Istanbul 2012. p.53-54.
[65] *BOA., MF. MKT.*, 175/59, 03 Muharram 1311 (17 July 1893).

low, but also that there were disorders in their payments negatively affected the teachers economically. Although the teachers working in these schools experienced financial difficulties, their effort to continue their duty reveals that the teachers' priority was their educator identity rather than financial concerns. However, teachers' salary problem was not resolved until the closure of the school. This problem is not a case peculiar to the school in Eskişehir. Because when the affairs carried out for other state schools operating in that period were investigated, it will be seen that there were almost no school experiencing problems in this sense. This picture can be stated as the reflections of economic problems Ottoman State was experiencing on education. As a result, it can be said that like the other schools of the same type, Eskişehir Boys Rushdiye contributed significantly to realize the modern education system and to spread it.

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