

**WAR AND EDUCATION IN THE 1910S: ROBERT COLLEGE OF
CONSTANTINOPLE AND THE AMERICAN COLLEGE FOR GIRLS UNDER
WAR CONDITIONS**

*Assoc. Prof. Dr. Orlin Sabev (Orhan Salih)
Institute of Balkan Studies, Sofia
Hacettepe University Amamürk and Revolution History Institute, (Visiting Scholar)¹*

Robert College was established in 1863 as an American male college in the then Ottoman capital Constantinople by the Americans Christopher Rheinlander Robert (d. 1878), a wealthy New York merchant and philanthropist, and Cyrus Hamlin (d. 1900), a Protestant missionary devoted to education and the first president of the college (1863-1877). Some years later, in 1871, a sister college, named American College for Girls (called later on Constantinople Woman's College), was also founded.²

The present paper draws attention to an aspect, which is almost completely neglected in military history, and namely the impact of wars on the civilian population. In particular, the paper will focus on the three wars, in which the Balkan states and the Ottoman Empire were involved during the second decade of the twentieth century (the 1912-1913 Balkan wars and the 1914-1918 World War I), and the impact they had upon the educational activities of the two American Protestant colleges at Istanbul.

The paper is based on reports and memoirs written by the presidents of the two colleges, Caleb Frank Gates, the third president of Robert College between 1903 and 1932 (dated August 12, 1913), and Mary Mills Patrick, president of the American College for Girls, named also Constantinople College, between 1890 and 1924 (dated January 30, 1915),³ as well as some Ottoman documental evidences.

Both colleges attracted students of different nationalities and religious affiliation such as Armenians, Greeks, Bulgarians, Jews, Turks, and others as well. However, due to a variety of reasons, these nationalities were not present on equal level. In the very beginning the Armenian and the Bulgarian students prevailed, then during the first two decades of the twentieth century the Greek students outnumbered the others, and finally, as of the establishment of the Republic of Turkey in 1923, the Turkish students became

more numerous at the expense of all other nationalities which had previously dominated in terms of number.⁴

Since the Greeks, Armenians, Bulgarians, and the Turks composed the majority of the student body, on the one hand, and the two Balkan wars as well as World War I involved their respective countries, on the other, the presidents of the two colleges worried about eventual conflicts between students from those nationalities. As one can see from their annual reports and memoirs, however, these negative expectations were justified only in part. Some tensions between the students were to be seen even on the eve of the wars. According to Caleb F. Gates's annual report for the 1910-1911 school year the Bulgarian students boycotted the annual Field Day, "owing to national feeling" on the eve of the 1912-1913 Balkan wars.⁵

After the First Balkan War broke out in October 1912 the normal life in Robert College was more or less affected by the unfavorable war conditions. Being male college, some of its students and instructors were called to military service at their countries. In his annual report of August 2, 1913, for the college's fiftieth year, 1912-1913, coinciding with the two Balkan wars, the president Gates points out that amongst the cases of withdrawals and dismissals eight students had been called to military service.⁶ The same report reveals also that the Bulgarian Department had suffered more from war than any other department at the college. Svetoslav Salgandjieff (class of 1895), who was a vernacular teacher at the college, had been called to military service early in the respective school year.⁷ One can come across with documental evidences of this situation in the Catalogue of Students for this year preserved in the archive of today's Robert College (the former Arnavutköy campus).⁸ According to the catalogue six Bulgarians and one Greek student were called for military service, and four Greeks and one Bulgarian student withdrew because of the war.

In his memoir *Not to Me Only* Caleb F. Gates is straightforward enough to write down that "few cities present such difficulties for a foreign school as Constantinople; and few institutions have had to face –through long years– such a succession of perplexing problems as confronted Robert College."⁹ After providing a brief description of the reasons and the outcomes of the two successive Balkan wars in 1912 and 1913, he went on revealing the bad impact the wars had on the college life:

“It can easily be imagined what a severe test was imposed upon the students of Robert College by these events. Their respective nations were at war with one another. Students and teachers were being called for military service, and many were anxious to know the fate of their families. The boys read the papers eagerly and all sort of rumors were circulated.”¹⁰

Caleb F. Gates points out, however, that the students at Robert College, who belonged to the belligerent nations, did their best to keep friendly relationship between themselves. According to his memories,

“While this war was raging, a boy from one Balkan country said to a fellow student from an enemy country: “If I were to meet you in the mountains of Macedonia it would be my duty to shoot you, but here we will live like brothers.” Students frequently told each other that when they graduated they would do their best to prevent such wars. When a boy received tidings of the death of a relative, it was often a boy from an enemy country who was the first to console him.”¹¹

Yet it is worth noting that the then Bulgarian ministerial council led by Ivan Evstratiev Geshov (March 29, 1911 – June 14, 1913), which launched the first Balkan war against the Ottoman Empire, included two ministers who were graduates of Robert College, and namely Alexander Ludskanoff (class of 1875) and Ivan Peev-Plachkoff (class of 1882). Moreover, General Ivan Fitcheff, who was chief of the General Staff of the Bulgarian army and was leading the Bulgarian offensive toward the Chatalja defense line, was also a student at Robert College (1877).

While the Bulgarian army was approaching Constantinople and attacking the Chatalja line of defense, upon the initiative of the American ambassador a few marines were placed in various American institutions in the city, Robert College including, to secure their protection in case the Bulgarian army succeed in breaking through the defense line. The guard of a dozen men stayed at the college for about two weeks and the students “had some good baseball games” with them, as Caleb F. Gates reveals.¹²

As a matter of fact, the Balkan wars coincided with the fiftieth anniversary of Robert College. Therefore there was a plan for celebration of this jubilee by assembling alumni and friends from different countries on Founder’s Day (March 23, Christopher

Robert's birthday), but the war conditions made the college presidency to mark the occasion more modestly than planned by presenting exercises on the campus.¹³

World War I, which Turkey itself entered on November 13, 1914, brought new troubles to foreign institutions in Turkey. Mary Mills Patrick, who was at that time President of Constantinople Woman's College, published in *The New York Evening Post's* issue of January 30, 1915 an article titled *Constantinople College under the Present War Conditions*. Her very first sentence is quite straightforward by reading that "Constantinople College is more accustomed to the surroundings of war than to those of peace, because in the last three and a half years it has witnessed four different wars between Turkey and other countries, until war is beginning to seem an inevitable environment."

According to her, however, "present" war, that is, World War I, was far more serious than either of the former ones since the college had to open the new school year in September 1914 being surrounded by mobilized soldiers. Mary Mills Patrick called the opening "a strange opening" because large part of the faculty was unable to return promptly from America and Europe. Many students had also been unable to overcome the obstacles of war conditions and failed to go back to the college after the summer vacation. The Dardanelles had been closed for many weeks, and other routes to Europe had been cut off. Yet, all foreign schools of the belligerent nations with which Turkey was in condition of war had been closed, and those of the ally countries, that is, Germany, Austria, and Italia, as well as of the neutral ones such as the US, had remained unaffected (US entered the war only in 1917).

Mary Mills Patrick's observations are supported by some archival evidences. Ottoman administrative documentation dating from June 1915 reveals that because of the war the Bulgarian students at Robert College had to go back their homeland prior to the annual exams in June 1914 and that they would be permitted to undergo their exams when returned to the college again during the examination session between June 16 and 24, 1915. The issue evolved when in Bulgaria news about a submarine seen in the Bosphorus was spread out and the parents became worried about the safety of their children studying at Robert College. Upon this uproar the Bulgarian embassy enquired the college presidency if it could guarantee the children's safety. The presidency

answered that it could not do so but promised that the students will be allowed to undergo their exams later in case they go back their homeland.¹⁴ (See the texts given in modern Turkish transliteration attached herewith)

On the other hand, Mary Mills Patrick admits that the Turkish Government had shown itself especially favorable to American schools and had not interfered with their activities. Oddly enough, during the war the college enjoyed for the first time some urban facilities such as telephone system and an electric trolley both of them linking the college with the city. She stresses the fact that although the faculty and student body had always been composed of people belonging to the belligerent nations, their relations remained peaceful and unaffected by the wars.

In his memoir Caleb F. Gates also stresses that during World War I there were expectations that disturbances would break out among the students of Robert College since they were of different nationalities; “all the peoples engaged in the strife were represented among them, but as in previous crises, no demonstrations were made in the College, and I can recall no instance of strife between individual students. There was a different atmosphere in the College, and the boys seemed glad to lay aside national animosities which would have marred the peace of our campus.”¹⁵

Gates narrates also that due to the dire effect of the war upon living conditions many people living in the village of Rumelihisarı, around Robert College, were plunged into “the deepest poverty”. In order to relieve them the Robert College community had founded the Hisar Charitable Society which “gave milk to children and food to families, provided work for widows and medical care for the sick, making no discrimination, of course, between Christians and Moslems.”¹⁶

Gates’s annual report for 1915-1916 provides a description of the difficult conditions under which the college had been operating during the Balkan Wars and the first two years of World War I.¹⁷ As a result of the bad impact of these wars the number of Bulgarian students decreased more than three times from 64 in 1913-1914 to 19 in 1918-1919, while in the following years their number reached and even surpassed the prewar average figures.¹⁸

Oddly enough, the number of Armenian students enrolled at Robert College increased significantly in the school year 1915-1916. Moreover, between 1915 and 1923 their

number was the biggest throughout Robert College's history as far as the Armenian component of its student body is concerned. It seems that during World War I, when the Armenian question in the Ottoman Empire took most extreme form, Robert College was again considered "a safe place" as it was during and in the aftermath of the so-called Hamidian massacres. The Hamidian Massacres of 1894-1896, which affected the Armenian population both in Istanbul and the Anatolian provinces, and the significant emigration¹⁹ that caused drastic decrease (trice or so) in the number of the Armenian members of the American missionary churches, especially in Eastern Anatolia, had no bad effect on the Armenian enrollments at Robert College. George Washburn, the second president of Robert College between 1877 and 1903, admits in his memoir that they had been surprised at the number of Armenian students registered for the year 1896-1897 and "their assurance that the college was a safe place."²⁰ John C. Guckert points out that during the 1896 events the then sultan Abdülhamid II (1876-1908) had sent a company of Turkish soldiers to the grounds of Robert College for its protection. During the four months of their stay there the college was respected as a "sanctuary for Armenians"²¹. The number of Armenian students even increased significantly in the following years. It seems, however, that the 1908 Young Turk Revolution, due to which the Turkish nationalistic organization Committee of Union and Progress came to power, had some negative effect on the figures of Armenian enrollments in Robert College between 1908 and 1911.²² Although the Young Turk movement was anti-Hamidian and supportive to the Armenians, the latter became again subject of persecutions by the Sultan's supporters, the so-called Adana massacre of 1909 including. On the other hand, it seems that this situation must have something to do also with the fact that the Armenians belonging to the Protestant denomination were excluded from the mass Armenian deportation executed by the Ottoman government in 1915²³.

The exigencies of the war, however, had some bad effect on the work of Robert College. On September 10, 1914 the sultan issued a decree abolishing the capitulations and thus the extraterritorial rights granted previously to all foreigners. This act, as Caleb F. Gates reveals, created great worry among the foreign residents. His colleagues had been even discussing whether Robert College should open for the new school year, but its president insisted that it should open in September as always.²⁴ Caleb F. Gates admits in

his memoir that during the academic year 1915-1916, which happened to be the first in which Robert College had opened under war conditions, the college had some troubles with the Ottoman authorities due to the fact that “the Turks became chauvinistic and began to create difficulties for foreigners... The police had visited the college daily on one pretext or another and two lawsuits were instituted against the College to contest the titles of its property.”²⁵

More significant troubles emerged with the college curriculum. In 1915 the Ottoman government issued the so-called “Regulation for Private Schools” (*Mekatib-i Hususiye Talimatnamesi*). It stipulated that in the schools where the language of instruction is not Turkish there must be classes in the Turkish language, Turkish history and Turkish geography taught by Turkish teachers.²⁶ The same regulation ruled also that each foreign school must appoint a co-director of Turkish origin who will control the school correspondence.²⁷ An Ottoman archival document, dated March 27, 1915, reveals that the foreign schools had actually asked the government to delay the implementation of the said regulation for the next year.²⁸

The official answer of the Ottoman government is unknown but it seems that Robert College had no problems at least with the courses in the Turkish language since its education policy put strong emphasis on vernacular training.

In 1917 the Ottoman authorities ruled that religious classes should be gradually taken out of the curriculum.²⁹ However, the foreign schools did not execute fully these stipulations. Caleb F. Gates did not implement the new legislation and during his presidency Robert College preserved its Christian affiliation.³⁰ In his memoir Gates touches upon this sensitive issue by remarking the following:

“When the regulations for private schools were issued in 1915, the government ruled that no student should be required to attend religious services of any denominations other than of his own, and all propaganda in schools was forbidden... At a later date all religion was eliminated from official schools, and it was held that the foreign schools should also be secularized. The administration of Robert College, however, felt that it must be loyal to its charter and believed that the maintenance of a religious atmosphere was essential to the formation of good character.”³¹

As a matter of fact, the government was inefficient to have the 1915 regulations fully applied by the foreign schools since before the republican era they were protected by the capitulations granted to the Great Powers and implemented more or less an independent education policy. After the cancellation of these capitulations according to the stipulations of the Treaty of Lausanne (July 24, 1923) the Turkish authorities had no longer formal obstacles to make efforts to Turkify the curriculum of these schools in order to make them serve not to foreign countries but to the Turkish Republic.³²

In conclusion I would like to dwell in length on an interesting case in which Robert College had been involved and revealing much of the atmosphere after the end of the second Balkan war (July 18/31, 1913) and in the eve of the outbreak of World War I on June 28, 1914. The Ottoman newspaper *Tasvir-i Efkâr* published on January 12, 1914 a letter dated January 10, 1914 and sent by a reader, who had undersigned it simply as a “Muslim”. The reader narrated an interesting story which had taken place on January 8, 1914. The story revealed in the letter reads in English translation as follows:

“Dear Sir, two days ago – [January 8, 1914] – while burying a deceased friend of ours [in the graveyard] at Rumelihisari [fortress] and mourning about his misfortune death and the little children whom he left behind with heads bent down, we heard a saluting whistle coming from a ship (a Greek cargo ship) passing nearby. I and my friends took a look at the ship. It was passing by right us and since there was no other place to be saluted –not paying attention to its flag either– I thought that the captain had been paying last honor to the dead. I wished to answer to the numerous people crowded at captain’s deck who were waving handkerchiefs. However, our attention was drawn by the fact that the ship had saluted with whistle once again and the handkerchiefs had been waved even more excitedly. [Then] I and my friends looked around. The captain had apparently saluting the “flag” oriented towards him from a window at the last floor of Robert College and his Greek brothers who had been crowded there. With great admiration an excited young man was persistently waving from the college window quite sized a Greek flag, next to him another one was waving a flag with the Greek cross in blue and white, while the other students [standing] behind them, who were deprived from having in hand such sacred objects (!), had taken off their coats and had been persistently saluting the ship bearing their [national] flag by waving the coats and shouting out as

loudly as they could. Then all we realize with deep bitterness that we should not mourn about our deceased friend who had evaded this [earthly] life but care about us who are still alive and about our existence which is an object of insulting and humiliation on daily basis and by all means. It appears that the magnificent building [erected] above the fortress, belonging to the age of His Grace [Sultan Mehmed] the Conqueror, is an owl's nest, and more precisely, according to the saying, a crow's nest. I do not want to say [even] a word about this attitude demonstrated towards us by our guests who came here voluntarily. The only thing I would like to know after such an event is if Robert College, where we send and want to send our children with deep trust and cordiality, is an educational institution or a Greek colony?"

Ottoman documentation dating from the next month reveals that because of the plenty of similar complaints related to the same incidence the Ottoman Ministry of Public Education (*Maarif-i Umumiye Nezareti*) had sent an inspector to Robert College, who had asked the president of the college to provide a report on this incidence that "offends the Ottoman feelings".³³ (See the texts given in modern Turkish transliteration attached herewith)

The letter and the administrative measures taken after its publication reveal how sensitive were the Turks towards any act of public exposition of political feelings of nationalities other than Turkish one on Ottoman soil. The newspaper itself did apparently support its reader's indignation not only by publishing his letter just in two days after receiving it but also by heading it "A Reasonable Question by a Reader: Is Robert College an educational institution or a Greek colony?" The absorption of Turkish sensitivity towards the Greeks, in particular, had much to do with the Balkan wars. As a matter of fact, then the Greeks were the leading national group in Robert College's student body in terms of enrollment.³⁴ Given the fact that it was sign by "a Muslim" who was particularly embarrassed by the fact that such unpleasant demonstrations of Greek patriotism (or nationalism ?) happened in a building that was erected right above a fortress dating from the age of Sultan Mehmed II the Conqueror, the said letter provides also a clue about the specific nature of Ottoman patriotism that was a combination of Turkish nationalism and Muslim rigidity.

The language of the cited letter, in fact, is full of symbolic confrontations. The unpleasant situation leads the author to the conclusion that the dead are happier than the alive since the latter are suffering injustice. The silence of mourning has been interrupted by/confronted with the students' shouting. Robert College is seen as an alien Greek institution established right next to a fortress built by a sultan who took over Constantinople from the Greeks. The cosmopolitan spirit is replaced by the spirit of the evolving nationalism since the author of the letter seems to be disappointed that he and his friends had confused that the captain is saluting them regardless their faith and nationality, while in fact he was saluting his Greek compatriots. This proved, in fact, that the post-Balkan Wars and pre-World War I realities differed significantly from what had been assumed to be. Thus, the logic of the wartime national confrontation overshadowed the peaceful spirit of tolerance and humanity.

Appendix:

BOA, MF.MKT Dosya 1195, Gmlek 11

***Tasfir-i Efkar*, no: 964/[1329], sayfa 5:**

Aık Stunlar:

Bir Kari'mizin Muhik Suali

Rober Kolej Mektep Mi Yoksa Bir Yunan Mstemlekesi Mi?

Rober Kolej'in Bir Penceresinden Uzatılan Yunan Bayrađına Bir Yunan Őilebin Selamı

Efendim, vefat eden bir kardeřimizi iki gn evvel – 26 Kanunuevvel [1329] [January 8, 1914] Perřembe – Rumelihisarında mesken ebedisine tevdi ediyorduk. Sevgili arkadařımızın iđtiyab ebedisine, boyunları bkk bıraktıđı mini mini yavrucuklarına ađlıyorduk. O esnada pek yakınıımızdan bir vapurun (bir Yunan Őilebin) ddkle selamlamakta olduđunu iřittik. Arkadařlarım gibi ben de vapura baktım. Vapur tam hizamızdan geiyordu, o civarda selamlanacak bir yer olmadıđından bunu – bayrađından memul olmamakla beraber – kapudanın bir mevtaya son vazife-i ihtiramı ifa eylemekte olduđuna hamlettim. Kapudan kprsne birikmiř birok kimselerin sallamakta oldukları mendillere mukabele etmek istedim. Fakat vapurun selam ddđn tekrar etmesi, mendillerin daha ziyade bir hararetle sallanması daha ziyade nazar-ı dikkati celp etti. Arkadařlarım da, ben de, etrafımıza bakındık. Međer kapudan Rober Kolej'in en st kat penceresinden kendisine tevcih edilen “bayrađı”, orada ırpınmakta olan Rum kardeřlerini selamlıyormuř. Mektebin penceresinden gayet byk bir Yunan bayrađı birok kelimat-ı takdiriye ile hararetle bir gen mtemadiyen sallıyor, onun yanında Yunanistan'ın mavi-beyaz salibini havi bir bayrak bir diđer elinde ırpınıyor, elinde byle bir temsal-i mukaddes (!) bulundurmak Őerefinden mahrum olan birok talebe de arkalarından paltolarını ıkararak onunla bayraklarını hamil vapuru mtemadiyen selamlıyorlar ve avazları ıktıđı kadar da bađrıřıyorlardı. O zaman cmlemiz kemal-i meraretle tekrar anladık ki, bu hayattan kurtulan merhum arkadařımıza deđil, sađ kalan kendimize, her gn bir suretle tahkir ve tezlil edilmek istenilen mevcudiyetimize ađlamak

lazım. Meğer, hazret-i Fatih'in asr-ı dide hisarlarının üzerindeki o muhteşem bina da bir lane-i bum, daha doğrusu bir zarb-ı meselimize göre bir lane-i gurabmış.

Kendi gelen misafirlemizin bize karşı gösterdikleri bu gibi ahval hakkında birşey söylemek istemem. Yalnız bu vaka'dan sonra öğrenmek isterim ki, evlatlarımızı kemal-i i'timat ve samimiyetle tevdi' ettiğimiz, etmek istediğimiz Rober Kolej müessesesi bir mektep mi yoksa bir Yunan müstemlekesi midir?

28 Kanunuevvel [1329] [January 10, 1914]

İmza: bir Müslüman

İstanbul Vilayeti

‘Umumi: 5283, Hususi: 90

Maarif-i ‘Umumiye Nezaret-i Celilesi’ne Hulasa

Melfuf: 2

Devletlü Efendim Hazretleri

Tasfir-i Efkâr gazetesinin leffan takdim kılınan 30 Kanunuevvel sene [1]329 [January 12, 1914] tarihli nüshasının beşinci sahifesinin ikinci sütununda münderic “Rober Kolej Mektep mi Yoksa Bir Yunan Müstemlekesi mi?” serlevhalı fıkra mündericatı i’tibariyle ca-yı nazar ve beyan-ı esef görülmüş ve Maarif müfettişlerinden Hasib Bey tarafından bu hususa re’y verilüb Maarif Müdüriyeti’nden tevdi’ edilen melfuf rapor mündericatına göre iktizasının ifa-yı şart re’y-i ‘alî nezaretpenahileri bulunmuş olmakla ol babda emr ü ferman hazret menü’l-emrindir.

Fi 11 Rebiulevvel sene [1]332 [February 7, 1914]

Fi 25 Kanunusani sene [1]329 [February 7, 1914]

İstanbul vali vekili namına

Mektubçu Hasib

Bu babda müfettiş-i ‘umumi Halid Bey’in raporu var idi

Ana göre cevap:

Daha onca vuku’ bulan şikayet üzerine müfettiş-i ‘umumiden Halid Bey’in gönderildiği ve müdürüne tebligat-ı ifa ettirildiği hakkında cevab-ı kalem kılındı.

BOA, MF.MKT Dosya 1195, Gmlek 11
İstanbul Vilayeti Maarif İdaresi MfettiŐliĐi
Maarif Mdr cenab-ı ‘alisine

Rapor

‘Aded

Hulasa

Merbutan takdim kılınan Tasvir-i Efkar ceridesinin beŐinci sahifesine derc olunan ‘‘Bir Kari’imizin Muhik Bir Suali’’ serlevhalı fıkıada Kanunuevvel’in yırmialtıncı PerŐembe gn Rumelihisarı o gn geen bir Yunan Őilebin Rober Kolej nam ecnebi mekteb hususunu, ddk alarak selam ettiĐi ve mektebin st kat penceresinden Yunan bayrakları uzatılarak Őilebe i’ade-i selam olunduĐu ve ellerinde bayrak bulunmayan birok talebenin de palto sallayarak ve baĐırarak bu selama iŐtirak ettikleri beyan olunur. Hissiyyat-ı ‘Osmaniyeyi rencide edecek bir mahiyeti caiz bulunan bu i’ade-i selam hadisesinin mekteb-i mezkr idaresince bugne kadar tekzib olunmaması bunun herhalde vuku’ geldiĐine delalet etmesine ve mekteb-i mezkrn messesat-ı ecnebiyeden bulunmuŐ hasebiyle tahkikat icrasına imkan bulunamamasına mebni Hariciye Nezareti vasıtasıyla tesisat-ı lazime icrası hususunun makam-ı ‘ali-i vilayete ‘arzı istirham olunur. Ol babda emr  irade efendim hazretlerindir.

Fi 28 Kanunusani sene [1]329 [February 10, 1914]

Maarif MfettiŐlerinden

[Signature]

۸۶
۷۶۶

معارف مدنی جانب عالیه

مجلس
مجمع التعلیم
مجمع التعلیم

مردم

ر. البر

عدد

مدینه تقدیم فلانہ تصویر افکار جدیدہ سنک ششم صنف سے درج اولیادہ « فیما یرک
 محو بر سوالی » سرمدی فقہ وہ قانون اولک بلکہ التعمیر لونی روم ایلی قضاوی
 اولک نہ کچھ بر یونانہ سلبک « رور قولہ » نام اجنبی کنت قضاوی در دوران حالہ
 سلام و یقین و تسلیم اوست قاتلہ نجرہ نضر یونانہ بار اولک و ز اولک حد سلبہ اعادہ
 سلام اولدین و اللہ نہ بار اولک یونانہ بر جومہ طلبک وہ بالیوہ اللہ بر وہ دنا
 عدہ وہ بوسالہ استال ابتد کلک بیانہ انور . حیات عثمانی بی شرح
 بر کتی ہائر یونانہ بواعادہ سلام ہائر سنک کتب نگار دارہ شیخ بولون
 قد تکتیب اولکس بوند کھ جلدہ و کھ طبعک و لالت انجمن کتب نگارک
 مؤسست اجنبہ وہ بولون سلبہ تحقیقات اجنبہ اطمان بولن فاس بی جا
 فقہ فی دلسلہ ثقافت لازمہ اجنبی قضاوی مقام عالی ولایت عربی
 استجمام انور اولک امر دارہ فقہ کلمہ بولون

معارف تقدیر
 کا پورہ
 ۸۶

قلم
 رشید

1195/11

BOA, MF.MKT Dosya 1195, Gömlek 11

Maarif-i ‘Umumiye Nezareti _____ Dairesine Mahsus Müsvedde

Dosya

Müzekkere ve kararname numerosu:

Hususi dosya numerosu: 786

‘Umumi dosya numerosu: 171095

Esas numerosu: 21981

Muharrirat varidenin numerosu: 5283/90

Tarihi: 25 Kanunusani sene [1]329 [February 7, 1914]

Nevi: İstanbul Vilayeti

Hulasa: Rober Kolej’de cereyan eden vaka’ hakkında

Mümeyyiz:

Müsevvid:

Tesvid tarihi: işbu Kanunusani sene [1]329 [January-February 1914]

Temyiz tarihi: sene [1]329 [1913/1914]

İstanbul Vilayeti Nezaret-i ‘Aliyesine

25 Kanunusani sene [1]329 tarih [February 7, 1914] ve 5283/90 numarolu tezkere-i ‘aliyesi cevabıdır:

Rober Kolej’de Yunan vapuruna i’ade-i selam münasebetiyle cereyan eden vaka’ya dair daha onca vuku’ bulan şikayet üzerine nezaret müfettiş-i ‘umumilerinden Halid Bey’in mekteb-i mezbure gönderildiği ve mektep müdürüne bu babda tebligat-ı lazime ifa ettirildiği beyan verilmesiyle te’bid-i ihtiram olunur efendim.

BOA, MF. MKT., Dosya 1209, Gmlek 68

Bab-ı ‘Ali

Dahiliye Nezareti

Emniyet-i ‘Umumiye Mdriyeti

‘Umumi:

Hususi: 2 Muharrem

Maarif Nezaret-i Celilesine

Devletl Efendim hazretleri

Dersa’detde tahsilde iken Bulgaristan’a ‘avdet eden Bulgar talebeleri hakkında Sofya sefaretinden vuku’ bulan istimlama cevaben muharebe sebebiyle vaktinden evvel mektebin ta’til etmesine mebni talebe-i mezkrenin ‘avdete mecbur oldukları hakkında Bulgar matbu’atına resmi tebliğ verildiği ve sebep hakikat-ı muvaffak olub olmadığının İstanbul’ca tahkiki lazım geldiği bildirilmiş olduğundan bu babda tahkikat-ı lazime ifasıyla neticesinin ibnasına msa’ade buyrulması babında emr  ferman hazret men leh’l-emrindir.

Fi 22 Receb sene [1]333 [June 5, 1915]

Fi 23 Mayıs sene [1]331 [June 5, 1915]

Dahiliye Nezareti namına

Msteşar

[Signature]

سابق نظامیہ

خاندانی

مجلس

مجلس

دو شوق اندم عجزی
در سعادته و تقصیر انچه بنام ساد عورت ابره بنام عذری حصه عوید سعادته بوج برود است و بوجنا عمار سید
دقت در اولین تطبیق ایندین کتب در وقت عورت مجبور اولی عذری حصه بنام بوج عا...
مؤلفه اولی بنام استا بوج تقصیر لازم کتب بوج اول بقدره بوج...
سعد بوج سید استا بوج تقصیر لازم کتب بوج اول بقدره بوج...
رخصه بوج ساد

محمود کمالی

۲۵۰
۵۲



1209/68

BOA, MF. MKT., Dosya 1209, Gömlek 68

Maarif-i ‘Umumiye Nezareti _____ Dairesine Mahsus Müsvedde

Dosya

Müzekkere ve kararname numerosu: 280

Hususi dosya numerosu: 279

‘Umumi dosya numerosu: 3515

Esas numerosu:

Muharrirat varidenin numerosu:

Tarihi:

Nevi:

Hulasa:

Mümeyyiz:

Müsevvid:

Tesvid tarihi:

Temyiz tarihi: 25 Receb sene [1]333/26 Mayıs sene [1]331 [June 8, 1915]

Dahiliye Nezaret-i Celilesine

23 Mayıs [1]131 [June 5, 1915] tarihli ve iki hususi numarolu tezkire-i ‘aliye nezaretpenahileri cevabıdır:

Bebek’de kain Robert Kolej’de bulunan Bulgar talebenin kablü’l-ımtihan ‘avdet etmekte oldukları akdemce haber alanarak suret-i hususiyede icra ettirilen tahkikatda dersa’adet-i boğazda düşen tahtelbahrı görünmesi üzerine iğtişaş zuhuru mahlut ettiği Bulgaristan’da şayi’ olub sansür ahvalinin tatbikatından dolayı emr-i muhaberenin de te’ehhur eylemekte olması hasebiyle evliya-yı etfalin duçar etmiş oldukları beyanıyla böyle rical zuhurunda çocukların muhafazası için mektebce teminat verilüb verilemeyeceği Bulgaristan sefareti tarafından mekteb-i mezkür müdiriyetinden istimzac olunacağı ve müdür tarafından ki bu cihet mektebin vazifesi haricinde bulunduğu ve şu kadarki imtihan vermeden kendi talebenin ‘avdetlerinden tekrar imtihana kabul edileceği va’d olunmuş üzerine çocukların buradan gittiği anlaşılmıştır. Nezaret-i ‘Aciziden mekteb-i mezküre mümeyyiz sıfatıyla i’zam olunan mühürleri el-yevm devam etmekte olan imtihanlarda hazır bulunmakda

olmalarına 16 Haziran-ı Efrenci'de [June 16] merasim-i mahsusa icra edileceđi ve imtihanların 24 Haziran-ı Efrenci'ye [June 24] kadar devam edeceđi mekteb mdrnn tezkiresinde bildirilmekte bulunmasına nazaran Bulgaristan matbu'atının mektebin muharebe sebebiyle vaktinden evvel ta'til edilmiř olduđuna dair vuku' bulan tebligatı gayet sahih bulunmuř olmakla

Notes

¹ I would like to express my deep gratitude to TÜBİTAK (The Scientific and Technological Research Council of Turkey) for providing me with a one-year grant for 2012 (within the framework of its supportive program for visiting scholars) in support of my research project *History of Robert College in Light of Ottoman and Turkish Archives*, as well as to thank Atatürk and Revolution History Institute at Hacettepe University, Ankara, and especially Prof. Dr. Fatma Acun, for providing me with research facilities and hospitality.

² For more information about the foundation of Robert College see: May Fincancı, *The Story of Robert College. Old and New 1863–1982*, Istanbul: Redhouse Yayınevi, 1983; John Freely, *A History of Robert College*, Istanbul: Yapı Kredi Yayınları, 2000; Keith Greenwood, *Robert College: the American Founders*, Istanbul: Boğaziçi University Press, 2000.

³ I would like to express my gratitude to New Europe College Center for Advanced Studies, Bucharest, for providing me with financial support to carry out a research trip to Columbia University, New York, as a part of my project entitled *Robert College of Istanbul's Bulgarian Students and Alumni*, conducted within the framework of the Black Sea Link Program for the year 2010-2011.

⁴ See Orlin Sabev, "A Tower of Babel in Constantinople: Robert College's Students and Their Nationality", *Études balkaniques*, V. XLVII, N. 2-3 (2011), pp. 117-159.

⁵ Columbia University, Rare Book and Manuscript Library, Robert College Records MS # 1445, Subseries III.5: folder 33; John Freely, *History*, p. 178.

⁶ Caleb F. Gates, *Report of the President and Faculty of Robert College to the Trustees*, Fiftieth Year, 1912-1913, p. 9.

⁷ Caleb F. Gates, *Report*, p. 59-60.

⁸ I would like to express my gratitude to Prof. Dr. David Cuthell (member of Robert College's Board of Trustees), Mr. John Chandler (former headmaster of Robert College), and Mrs. Zeynep Torkak (archivist at Robert College) for providing me with the facility to explore this archive in the summer of 2012.

⁹ Caleb F. Gates, *Not to Me Only*, Princeton: Princeton University Press, 1940, p. 203.

¹⁰ Caleb F. Gates, *Not to*, p. 203.

¹¹ Caleb F. Gates, *Not to*, p. 204.

¹² Caleb F. Gates, *Not to*, pp. 204-205.

¹³ Caleb F. Gates, *Not to*, pp. 205-206.

¹⁴ Başbakanlık Osmanlı Arşivi (BOA), MF. MKT., Dosya 1209, Gömlek 68.

¹⁵ Caleb F. Gates, *Not to*, pp. 214-215.

¹⁶ Caleb F. Gates, *Not to*, p. 218.

¹⁷ Columbia University, Rare Book and Manuscript Library, Robert College Records MS # 1445, Subseries III.5: folder 34; John Freely, *A History*, p. 216.

¹⁸ See Orlin Sabev, "A Tower of Babel", pp. 150-151 (Table 1).

¹⁹ Adnan Şişman, A. *XX. Yüzyıl Başlarında Osmanlı Devleti'nde Yabancı Devletlerin Kültürel ve Sosyal Müesseseleri*, Ankara: Atatürk Araştırma Merkezi, 2006, pp. 32-33.

²⁰ George Washburn, *Fifty Years in Constantinople and Recollections of Robert College*, Boston: Houghton Mifflin, 1909, p. 250.

²¹ John C. Guckert, *The Adaptation of Robert College to Its Turkish Environment, 1900-1927*, Ann Arbor, Michigan: The Ohio State University, 1968 (unpublished Ph.D. thesis), pp. 59-60.

²² See Orlin Sabev, "A Tower of Babel", pp. 150-151 (Table 1).

²³ Yusuf Halaçoğlu, *Ermeni Tehciri*, İstanbul: Babıali Kültür Yayıncılığı, 2010, p. 82.

²⁴ Yusuf Halaçoğlu, *Ermeni*, p. 208.

²⁵ Caleb F. Gates, *Not to*, p. 221.

²⁶ Ayten Sezer, *Atatürk Döneminde Yabancı Okullar (1923-1938)*, Ankara: Türk Tarih Kurumu Yayınevi, 1999, p. 41.

²⁷ Ayten Sezer, *Atatürk Döneminde*, p. 47.

²⁸ BOA, MF.MKT., Dosya 1207, Gömlek 17.

²⁹ Ayten Sezer, *Atatürk Döneminde*, p. 37.

³⁰ Ayten Sezer, *Atatürk Döneminde*, p. 54 (a 1925 letter by Admiral Mark L. Bristol to Frank B. Kellogg is quoted – footnote 205).

³¹ John Freely, *A History*, p. 173.

³² Ayten Sezer, *Atatürk Döneminde*, p. 44.

³³ BOA, MF. MKT. (Maarif, Mektubi), Dosya 1195, Gömlek 11.

³⁴ See: Orlin Sabev, “A Tower of Babel”, pp. 137-140, 151.

BIBLIOGRAPHY

Fincancı, May, *The Story of Robert College. Old and New 1863–1982*, Istanbul: Redhouse Yayınevi, 1983.

Freely, John, *A History of Robert College*, Istanbul: Yapı Kredi Yayınları, 2000.

Gates, Caleb F., *Not to Me Only*, Princeton: Princeton University Press, 1940.

Greenwood, Keith, *Robert College: the American Founders*, Istanbul: Boğaziçi University Press, 2000.

Guckert, John C., *The Adaptation of Robert College to Its Turkish Environment, 1900-1927*, Ann Arbor, Michigan: The Ohio State University, 1968 (unpublished Ph.D. thesis).

Halaçoğlu, Yusuf, *Ermeni Tehciri*, İstanbul: Babıali Kültür Yayıncılığı, 2010.

Sabev, Orlin, “A Tower of Babel in Constantinople: Robert College’s Students and Their Nationality”, *Études balkaniques*, V. XLVII, N. 2-3 (2011), pp. 117-159.

Sezer, Ayten, *Atatürk Döneminde Yabancı Okullar (1923-1938)*, Ankara: Türk Tarih Kurumu Yayınevi, 1999.

Şişman, Adnan, A. *XX. Yüzyıl Başlarında Osmanlı Devleti’nde Yabancı Devletlerin Kültürel ve Sosyal Müesseseleri*, Ankara: Atatürk Araştırma Merkezi, 2006.

Washburn, George, *Fifty Years in Constantinople and Recollections of Robert College*, Boston: Houghton Mifflin, 1909.