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Antalya Junior High School as the First Example Reflecting the Ottoman Modern Educational Approach in Antalya

AHMET KISA*

Abstract

This study focuses on the Antalya Junior High School as the first example in Antalya reflecting the modernization process that started in education in the Ottoman Empire. This school, which opened in March 1866 and provided education until November 5, 1898, when it was transformed into a high school, was first opened in a building built in the style of the old primary schools on Hükümet Street. Then, in 1880, it moved to the second floor of the two-story school building built in the Tuzcular Neighborhood in the area called Ambarlı. It continued its educational activities there until the date it was converted into a high school (*idâdi*). Providing 32 years of education, Antalya Junior High School played a pivotal role in education in the city. The teachers and students of the school along with, the difficulties encountered in education are discussed in the light of archival sources. This study has revealed that the school formed the basis of Antalya High School with its building and teaching staff. It had an important place in the history of education in Antalya as it was a pioneer in the development of modern education. Although studies on Antalya High School have been included in the research conducted so far, the Antalya Junior High School has not yet been discussed. Our study notes that, the Antalya Junior High School, had an important role in the opening of the Antalya High School. The gap in this field is

Öz

Bu çalışmada, Osmanlı Devleti'nde eğitimde başlayan modernleşme sürecinin Antalya'ya yansımalarının ilk örneği olarak Antalya Rüştîye Mektebi ele alındı. Mart 1866 tarihinde açılan ve idâdiye (liseye) dönüştürüldüğü 5 Kasım 1898 tarihine kadar eğitim veren bu okul, önce Hükümet Caddesi'nde, eski sıbyân mektepleri tarzında inşa edilmiş bir binada açıldı. Ardından 1880 yılında Tuzcular Mahallesi'nde Ambarlı olarak adlandırılan mevkide iki katlı olarak inşa edilen okul binasının ikinci katına taşındı ve eğitim faaliyetlerini idadîye dönüştürüldüğü tarihe kadar burada sürdürdü. 32 yıl eğitim veren Antalya Rüştîye Mektebi'nin Antalya'da eğitimde üstlenmiş olduğu rol, okulun öğrencileri, okulda görev yapan öğretmenler, eğitim-öğretimde karşılaşılan güçlükler, arşiv kaynakları ışığında ele alındı. Çalışmada söz konusu okulun gerek binası gerekse eğitim kadrosuyla Antalya Lisesi'nin temelini oluşturduğu, modern eğitimin gelişmesinde öncü olması dolayısıyla Antalya eğitim tarihinde önemli bir yere sahip olduğu ortaya konuldu. Şimdiye kadar yapılan araştırmalarda Antalya İdadisi ile ilgili çalışmalara yer verilmiş olmasına rağmen Antalya Rüştîye Mektebi ele alınmamıştır. Çalışmamızda, İdadî'nin açılmasında önemli bir yere sahip Antalya Rüştîye Mektebi ele alınarak bu alandaki boşluk doldurulmuş, Antalya'da ortaöğretim kurumlarının tarihi gelişiminde bütünlük sağlanmıştır.

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now filled, and a historical trajectory has been provided for the development of secondary education institutions in Antalya.

Keywords: Antalya, Ottoman period, education, Antalya Junior High School

Anahtar Kelimeler: Antalya, Osmanlı Dönemi, eğitim, Antalya Rüştiye Mektebi

Introduction

Until the emergence of the modern state, administrative, military, judicial, and financial affairs were carried out by senators, cities, churches, and other private individuals or institutions instead of the state.¹ While the main duties of the state before modernization were defense, maintaining public order, and dispensing justice, the emergence of the modern state brought, activities aimed at meeting compulsory and common needs among the duties of the state.² In this context, education became a service area under state control and public investment in parallel with nationalization in the 19th century.³

As in the emergence of the modern state, in the Ottoman Empire until the mid-19th century, activities such as education, public works, and health, today called public services, were not directly carried out by the central government but by non-governmental organizations such as foundations under the supervision of the central government. Modernization in basic education in the Ottoman Empire began in the 19th century as a result of global developments and efforts to influence society.⁴ Junior high schools played a pioneering role in the spread of modern education in Istanbul and in the provinces. The Mekteb-i Maarif-i Adli (School for Learning, 1838) and Mekteb-i Ulûm-ı Edebiye (School of Literary Sciences, 1839), were opened to train both civil servants for government offices and students for higher schools. However, they failed to meet the need for secondary education at the desired level so in 1847 an old primary school (Quran school) in Davut Pasha, Istanbul, was converted into a junior high school. Students were admitted to the school through examinations, and courses such as Arabic, Persian, calculus, and geography were added to the curriculum in addition to religious subjects. Upon the positive results obtained from the sample school, junior high schools became widespread first in Istanbul and then in the provinces from 1855 onwards.⁵

The years between 1838-1869 can be considered the early period in the historical development of junior high schools. In this period, the administrative and financial aspects of the schools and the professional competence of the teachers were not fully ensured. So the reform movements were limited to individual and singular reform efforts, far from being all-encompassing.⁶ During this period, however, important efforts were made in terms both of the organization and the functioning of education. First, the Ministry of Education was opened in 1857 under the name Maarif-i Umumiye Nezareti (the Ministry of Public Education), and then the Regulation of Public Education of 1869 was issued on September 1, 1869.⁷ With the opening

¹ Melton 2001, 15.

² Öztürk 2010, 25.

³ Alkan 2019, 313.

⁴ Khuluq 2005, 50.

⁵ Bilim 1984, 45-46.

⁶ Somel 2015, 77.

⁷ Gündüz 2015, 69-72.

of the Ministry, the aim was to bring modern education under state supervision, and the 1869 Regulation explained how the functioning would be regulated. The 1869 Regulation adopted the French system and adjusted to the needs of the empire.⁸ The 1869 Regulation determined where the junior high schools would be opened, how their expenses would be covered, the salaries of the teachers and officials to be employed in the schools, the curriculum of the schools, and the vacation times.⁹ One of the basic building blocks of having a common central political unity was to ensure that education was under state control. This process started with the 1869 Education Regulations and was implemented more comprehensively during the reign of Abdülhamit II.¹⁰

After the 1869 Maarif Regulation, junior high schools became widespread throughout the Ottoman Empire. Between 1848-1869, 138 junior high schools were opened; this number increased to 287 between 1869-1876 and then to 600 during the reign of Abdülhamit II.¹¹ The Abdülhamit II period has an important place in the modernization process of basic education. The main goal in the Abdülhamit II period was to instill in school children a sense of common identity and to raise generations that were compatible with the modern world and had assimilated the value system of the center. So these Ottoman educational policies, focused on citizenship-building and instilling loyalty.¹² The main motivation behind the reform process initiated by the state in this period was to increase the number of public schools in the face of the proliferation of non-Muslim and missionary schools and to guarantee the political future by ensuring strict state control in education.¹³ As a result of the states loss of its former power, foreign influence, and the proliferation of missionary schools on the one hand, and the states efforts to ensure uniformity among the Muslim population through institutions such as the tribal schools on the other, it increased the desire for learning and schooling rates among Muslims and non-Muslims.¹⁴ Therefore, the centers main goal in the late Ottoman Empire was to create a reliable original population that was raised with the right ideology. The way to do this was primarily through education. This was the main motivation behind the modernization activities widely initiated in education during the reign of Abdülhamit II.¹⁵

The state was interested in increasing schooling, modernizing education, and providing education in line with the new understanding, i.e., *usûl-i cedîd*¹⁶ (new method). However, the inability to provide the most basic level of education in neighborhood schools (Quran schools) had a significant impact on education in the junior high schools, and closing this gap forced the junior high schools to perform the function of primary schools.¹⁷ In 1913, the *Tedrisat-ı İbtidâiye Kanun-ı Muvakkatı* (Temporary Law on Primary Education) was enacted

⁸ Evered 2012, 198.

⁹ Regulations were also made about junior high school for girls in the regulation. See Kayaoğlu 2001, 427-31.

¹⁰ Fortna 2002, 198.

¹¹ Bilim 1984, 51; Kodaman 1991, 164.

¹² Evered 2012, 197.

¹³ Deringil 2007, 141-45.

¹⁴ Karal Akgün, 2014, 111; Deringil 2007, 134.

¹⁵ Deringil 2019, 99.

¹⁶ *Usûl-i Cedîd/Cedîde* means innovation in teaching aids and materials, and teachers abandoning traditional teaching methods and applying new and effective teaching methods; see Akyüz 2020, 207.

¹⁷ Somel 2015, 75. For an important study on educational methods and the general structure of neighborhood schools, see Birinci 2017, 23-40.

in consideration of this situation.¹⁸ With this law, junior high schools were considered to be complementary to *ibtidâî* (primitive) schools; thus, *ibtidâî* (primitive) schools and junior high schools were merged, and these schools providing basic education were called Mekâtib-i İbtidâîye-i Umûmiye.¹⁹

Modern Education in Antalya

The first educational institution that opened in Antalya during the modernization of education was the junior high school in 1866. It was followed by the First İbtidâî School (Hamidiye İbtidâî School) in 1883, and then the Second İbtidâî School (Mecidiye İbtidâî School) in 1890.²⁰ At the end of the century in 1899, Meşrutiyet İbtidâî Mektebi joined these schools. Apart from these, there were also the Greek Junior High School, the Greek İnâs (Girls) Junior High School (1884)²¹ and the Greek İbtidâî School (1894) in Antalya.²²

Modern education in Antalya was taken a step further in 1898 when the junior high school was transformed into an *idâdî* school. In the 20th century, schools providing education with new methods (*usul-i cedîd/cedîde*) became more widespread in the city. In 1901 Feridiye school while in 1911 Reşadiye and İttihat ve Terakki İbtidâî schools were opened.²³ In addition, the İnâs İbtidâî School opened in 1884 for the education of girls;²⁴ the İnâs Junior High School started education in 1907.²⁵ Dârülmualimîn-i İbtidâîye School was opened in 1903 to meet the need for teachers in schools by offering modern education. The school, which provided two years of education and whose graduates were employed in *ibtidâî* schools, was closed in 1913. It was then reopened in 1915 as a boarding school in the Italian Girls' School and operated until 1923. The schools educational span during this period was four years.²⁶

The modernization that began in education yielded positive results in Antalya. In fact, in 1906 there were six schools in the center of Antalya that provided education according to *usul-i cedîd*. These schools had 732 students, 550 boys and 182 girls. The number of schools providing education in *usul-i atik* was seven. A total of 370 students, 190 boys and 180 girls, were studying in these schools.²⁷ This situation clearly shows that the efforts initiated to modernize education in Antalya yielded results in a short time, and significant progress was made.

In a study conducted by taking into account the examination records of the year 1913, we learned that around 2,000 students received education in modern educational institutions in the

¹⁸ For more information on the content of this law, see Uyanık, Kaya, and Elçiçeği 2021, 172-79.

¹⁹ Sakaoğlu 1991, 138-39.

²⁰ BOA., MF. İBT. 60/106.

²¹ The Greek İnâs Junior High School, now Dumlupınar Primary School, was rebuilt in 1905. On the construction of the building, its architectural features, and its current state, see Yirşen 2021, 400.

²² KVS 1332 (1914), 731-32.

²³ On *ibtidâî* schools in Antalya, see Deniz 2015, 52-59; Aydın 2022, 58-70.

²⁴ KVS 1302 (1885), 182.

²⁵ BOA., MF. İBT. 198/37; BOA., MF. İBT. 199/2; BOA., MF. MKT. 1033/54. İnâs Junior High School was incorporated into *idâdî* in early 1916. See BOA., DH. UMVM. 68/54. For more information on girls' education in Antalya, see also Kısa 2022; Özçelik Kanat 2022, 103-15.

²⁶ For more information on Dârülmualimîn-i İbtidâîye, see Güçlü 2018, 285-91; Kısa 2020, 483-84.

²⁷ Beden 2008, 183; KVS 1322 (1906), 150.

center of Antalya. The educational rate according to the population was 5.1%.²⁸ In the districts of Antalya, 4,994 students were studying in 8 junior high schools and 94 primitive schools. There were only 20 students from non-Muslim background in these schools.²⁹ This situation shows that, although it was hoped that non-Muslims would study in public schools, the desired result was not achieved. As a matter of fact, the increase in the number of schools opened by non-Muslim communities and the increasing Islamic quality in primitive and junior high school curricula were effective in the emergence of such a result.³⁰ However, there are two main reasons why the modernization process in education did not yield better results in Antalya. The first of these is that the income of the now extinct Waqfs (*evkâf-ı münderise*), which had lost their former function, was limited and far from meeting the needs of the schools.³¹ The other is that Antalya could not benefit from the commercial prosperity that developed in the 19th century in the Eastern Mediterranean due to the inability to modernize its ports and facilities.³²

Antalya Junior High School (*Rüşdiyye*)

Antalya Junior High School was opened on Hükümet Street in March 1866, at an early stage of the period when such schools were becoming widespread in the provinces. Built-in the style of the old Quran schools, the building consisted of a ward, a room five-six meters wide, and a doorway five meters long and three meters wide for students to put their shoes on. All classes were taught in one classroom, and there was no place for students to eat, rest or pray.³³

It is understood that Antalya Junior High School was first opened as a half junior high school (*nısfu rüşdiyye*). This practice was done to overcome financial difficulties and, meant that the school was first opened under the supervision of a *muîn* (assistant) and a *bev-vâb* (porter). From the third year onwards, when the lessons became more complex, the school was transformed into a full junior high school with the appointment of a head teacher (schoolmaster) from the center.³⁴ Therefore, Antalya Junior High School was first opened as a half junior high school and started education under the supervision of Mehmet Efendi, the secondary teacher. Mehmet Efendi was a former teacher at Istanbul Yenipazar İbtidâîsi (primary school) and was assigned to Antalya Junior High School with a salary of 400 guruh (piasters). Karahisarlı Oğlu Hasan Ağa was appointed as *bev-vâb* (porter) with a salary of 100 guruh (March 6, 1866).³⁵ Shortly after the school opened, the number of students reached 60.

²⁸ According to 1913 data, 5,585 students were studying in modern educational institutions, including high schools, junior high schools, primitive schools, *dârümuallimîn-i ibtidâîye* and schools opened by non-Muslims, in Antalya and its districts. According to 1914 data, the population of Antalya was 249,686, which means that the ratio of modern education to the population in Antalya was 2.2%. See Kısa 2023, 303-4. Regarding the population data of Antalya for the year 1914, see *Tableaux indiquant le nombre de divers éléments de la population dans l'Empire Ottoman au 1er Mars 1330 (14 Mars 1914)*, 11. In the study he conducted for the year 1915, Mehmet Ak gave the total population of Antalya as 241,718 with its districts, see Ak 2014, 342.

²⁹ Kısa 2023, 303-4.

³⁰ Somel 2015, 296.

³¹ Kısa 2023, 308.

³² Dayar 2022, 281.

³³ BOA., MF. MKT. 361/18; BOA., MF. İBT. 60/106.

³⁴ Somel 2015, 99.

³⁵ BOA., İ. MVL. 550/24704. After Hasan Ağa, Hurşid Ağa was appointed as *bev-vâb* at the school, and upon his death in 1876, Mehmet Ağa was appointed in his place on June 13, 1876. See BOA., MF. MKT. 37/100.

This necessitated the appointment of an instructor, and Şahabettin Efendi, a graduate of the *Dâru(mu)allimîn* (Teachers Seminary for Rüşdiyye School), was appointed as the first instructor with a salary of 750 gurush, as was the case in similar *rüşdiyas* (April 2, 1866).³⁶ This shows that Antalya Junior High School was promoted to full junior high school status in a short period. On the other hand, no *rikâ* (calligraphy) teacher was employed when the school opened. Since it was necessary to have an independent *rikâ* teacher in the *rüştiyas*, Süleyman Efendi was appointed as a *rikâ* teacher on September 30, 1868, with a monthly salary of 83 gurush.³⁷ In addition, to meet the book needs of the school, necessary correspondence was made with Istanbul, and the books and pamphlets in the Maarif Library were sent to Antalya. In this context, 40 *Medbâl-i Kavâid*,³⁸ 25 *Dürr-î Yekta*, 40 *Risale-i Hesab*, 40 *Talim-i Fârisî*, 20 *Maksud*, 20 *Emsile* (contains Arabic verb conjugations), 20 *Avâmil*, 30 *Bina*, 30 *Gülîstan*, 30 *Kavâid-i Fârisi* (Persian grammar and writing), and 1 map of Africa were obtained from the said library (November 9, 1872).³⁹

Feyzullah Efendi was appointed to this position after the instructor Mehmet Efendi, and upon his resignation, Süleyman Efendi was appointed as the instructor in his place on October 23, 1879.⁴⁰ On the other hand, the *rika* teacher Hacı Süleyman Efendi died in 1882, and Salih Efendi was appointed as the *rika* teacher on December 28, 1882.⁴¹

The 1880s played an important role in the order and organization of Antalya Junior High School and the increase in student achievements. The building where the Antalya Junior High School was opened was not suitable for education, so the school was moved to the upper floor of the two-story building built for *ibtidâî* students in 1880 in the neighborhood called Ambarlı in the Tuzcular Neighborhood.⁴² Thus, the school finally had better physical conditions for better education and then a good teacher when Ömer Efendi was appointed to the school on September 13, 1883. Ömer Efendi served as the first teacher at Babadağ Junior High School between July 6, 1872, and December 5, 1876; as the first teacher at Haifa Junior High School between December 6, 1876, and May 17, 1880; as the first teacher at Akka Junior High School between May 18, 1880, and August 1883, and then he was appointed to Antalya Junior High School. An experienced and well-educated teacher, Ömer Efendi served at the school as the first teacher until October 1890.⁴³

³⁶ BOA., İ. MVL. 570/25622; BOA., A. MKT. MHM. 379/55.

³⁷ BOA., A. MKT. MHM. 422/62.

³⁸ This is a grammar book prepared for junior high school.

³⁹ On December 3, 1874, 20 *Avâmil*, 35 *Emsile*, 20 *Maksud*, 20 *Dürr-î Yekta*, 20 *Dürr-î Yekta*, 25 *Vezaîf-i Etfal*, 20 *Kavâid-i Fârisî*, 20 *Risale-i Süliüs*, 25 *Talim-ül Hendese*, 20 *Medbâl-i Kavâid*, 20 *Risale-i Hesab*, 20 *Talim-i Fârisî*, 25 *Bina*, 30 *Gülîstan*, and 20 *İzbar* were sent for the school. See BOA., MF. MKT. 22/7. On February 10, 1875, 20 *Dürr-î Yekta* and 30 *Gülîstan* treatises were also sent. See BOA., MF. MKT. 25/40. Ebubekir Hâzım Tepeyran (1864-1947), an important statesman, was an important personality educated at Antalya Junior High School. In his memoir, Tepeyran writes that he stayed in Antalya for three years, even though he was the second in his second-grade class, and that his father, who was a civil servant, left Antalya after his appointment to Niğde. He graduated from Antalya Junior High School at the top of his class at the age of 15. In this case, he must have started his first class at the Antalya Junior High School in 1876. He states that when he started school, there were 45 students in the first class. Tepeyran's memoirs provide remarkable information about the educational system and schools of the period. See İlkan 1998, 14-15; Hayber 1988, 3-4.

⁴⁰ BOA., MF. İBT. 12/150.

⁴¹ BOA., MF. MKT. 79/35.

⁴² BOA., MF. MKT. 361/18; BOA., MF. İBT. 60/106.

⁴³ Ömer Efendi died in 1890. Considering his eighteen years of service, his three sons and his wife were granted a pension of 30 gurush each, totaling 120 gurush. See BOA., ŞD. 906/80.

Student achievements increased as long as Ömer Efendi was in charge. As a matter of fact, in 1884, it was understood that the students were quite intelligent and successful in the examinations conducted on the courses following the schools program. Considering this situation, it was decided that the students were at a level where they could study French and that a teacher should be employed at the school for French lessons with a monthly salary of 200 guruh.⁴⁴ Although this did not happen immediately, Pandalaki Efendi⁴⁵ was appointed on July 2, 1887 as the French instructor at the school.⁴⁶

On the other hand, the Educational Commission stated that Ömer Efendi had merit, that he had been doing his job successfully since his arrival in Antalya, and that he had managed the school well by being interested in the education and training of the students. The commission, asked the Ministry of Education to increase the teachers salary and to reward him (promotion of his *ruûs*). In the application made to the Ministry of Education for this purpose, it noted that Antalya Junior High School had nearly 150 students. It then requested, that Ömer Efendi be paid a salary of 450 guruh, and that the same salary should also be given to the teachers of the district junior high school schools with 30-40 students. Finally, the teachers should be rewarded with a salary increase by providing a provision from the salaries of the teachers of the abolished (vacant) districts to ensure at least some justice (February 5, 1889).⁴⁷ However, despite the fervent requests from the neighborhood, the Ministry of Education would not make any improvement in Ömer Efendis salary, stating that the current financial situation did not allow for an increase (March 26, 1889).⁴⁸ In fact, when Omer Efendi died in October 1890, his salary was 472 guruh.⁴⁹

After Ömer Efendi, Abdülğafur Efendi was appointed as the first teacher at Antalya Junior High School, a position he held until 1898, when the school was transformed into a high school. In addition to Abdülğafur Efendi, Feyzullah Efendi served as the second teacher, Salih Efendi as the *rika* teacher, Kosma Efendi as the French teacher, and Hafız Hasan Efendi as the *bevâb* (porter) (1894).⁵⁰ At this time, the schools students, their ages, and the schools attendance and absenteeism in March-April-May 1894 were as shown in the table below.

⁴⁴ BOA., MF. İBT. 17/134; BOA., MF. MKT. 85/37.

⁴⁵ It is stated in the Konya Vilayet Salnames that the French teacher of the school at this time was Nikola Efendi. This suggests that Pandalaki Efendi was Nikola Pandalaki. See table 4.

⁴⁶ BOA., MF. MKT. 94/44.

⁴⁷ BOA., MF. İBT. 22/14; BOA., MF. İBT. 23/10; BOA., MF. İBT. 19/58; BOA., MF. İBT. 19/81; BOA., MF. MKT. 120/32.

⁴⁸ BOA., MF. MKT. 107/80.

⁴⁹ BOA., ŞD. 906/80. In the same period, Elmalı Junior High School Schoolmaster Halil Efendi received a salary of 400 guruh. See Durgun 2018, 173. İbradı Junior High School Schoolmaster Mehmet Emin Efendi received a salary of 480 guruh. See Kısa 2023, 267. These data show that junior high school head teachers in Antalya received an average salary of 400-500 guruh. According to the 1869 Education Regulations, the salary of schoolmasters should be 800 guruh, but it is understood that only half of this amount can be given to teachers. Considering that the salaries of secondary and calligraphy teachers were even lower, teacher salaries in purchasing power throughout the Empire remained very modest. See Somel 2015, 207.

⁵⁰ BOA., MF. İBT. 37/96.

TABLE 1 Antalya Junior High School, 1894 March-April-May months attendance and absence table.⁵¹

Fourth Class Students											
Row Number	Names	March		Thoughts	April		Thoughts	May		Thoughts	Age
		Attendance	Absence		Attendance	Absence		Attendance	Absence		
1	Mustafa Efendi's Son, Mehmet Efendi	21	-		24	-		27	-		16
2	Mehmet Efendi's Son, İbrahim Efendi	20	1		24	-		24	3	Illness	16
3	Şaban Efendi, Son of Ali Ağa	20	1		24	-		27	-		15
4	Mehmet Efendi, Son of Hüseyin Ağa	18	3	Illness	24	-		27	-		15
5	Ali Efendi, Son of Ali Ağa	21	-		24	-		27	-		16
6	Zülfikar Efendi, Son of Mustafa Ağa	21	-		24	-		27	-		14
7	Tevfik Efendi, Son of Ali Hafız	21	-		24	-		27	-		15
8	Mustafa Efendi's Son, Ali Rıza Efendi	20	1		23	1		27	-		15
9	Ahmet Efendi, Son of Fettah Ağa	20	1		24	-		27	-		14
10	İbrahim Efendi, Son of Abdi Ağa	19	2		23	1		26	1		15
11	Murat Efendi, Son of Hüseyin Ağa	18	3		22	2		27	-		15
12	Emin Efendi's Son, Bahri Efendi	20	1		23	1		27	-		14
13	Şeyh Ali Efendi, Son of Mehmet Hafız	19	2		22	2		27	-		16
14	Mustafa Efendi, Son of Süleyman Ağa	20	1		19	5	Illness	23	4	Illness	16
15	Ahmet Efendi's Son, Halit Efendi	21	-		24	-		26	1		14
16	Hacı Fettah Efendi's Son, Rafik Efendi	19	2		7	17	In Izmir	27	-		14
17	Hacı Sait Efendi's Son, Hakkı Efendi	20	1		23	1		27	-		14
Third Class Students											
Row Number	Names	March		Thoughts	April		Thoughts	May		Thoughts	Age
		Attendance	Absence		Attendance	Absence		Attendance	Absence		
1	Kazım Efendi, Son of Hacı Hasan Ağa	19	2		24	-		27	-		14
2	Yusuf Efendi, Son of Hüseyin Ağa	21	-		24	-		27	-		14
3	Resmi Efendi, Son of Yahya Ağa	20	1		24	-		27	-		14
4	Arif Efendi's Son Hamdi Efendi	19	2		23	1		27	-		15
5	Yusuf Efendi, Son of Ahmet Usta	19	2		23	1		27	-		13
6	Mehmet Corporal's Son, Yusuf Efendi	19	2		19	5	Illness	17	10	Illness	14
7	Ahmet Yaver Efendi's Son, Nafi Efendi	20	1		24	-		27	-		13
8	Sabri Efendi's Son, Niyazi Efendi	20	1		23	1		27	-		11
9	Hüseyin Efendi's Son, Salih Efendi	19	2		13	11	Illness	10	17	Illness	15
10	Ahmet Efendi's Son, Ali Efendi	21	-		24	-		27	-		14
11	Hüseyin Efendi, Son of İbrahim Ağa	18	3		13	11	In Istanbul	27	-		14
12	Azmi Efendi's Son, Fahri Efendi ⁵²	-	-		-	-		16	-		16

⁵¹ BOA., MF. İBT. 37/96.⁵² He came from İdâdi School of Bolu.

Second Class Students											
Row Number	Names	March		Thoughts	April		Thoughts	May		Thoughts	Age
		Attendance	Absence		Attendance	Absence		Attendance	Absence		
1	Mustafa Efendi's Son, Şaban Efendi	21	-		23	1		22	5	Illness	12
2	Hasan Efendi's Son, Ali Behçet Efendi	19	2		24	-		27	-		12
3	Süleyman Efendi's Son, Hasan Efendi	20	1		24	-		27	-		13
4	Necip Efendi's Son, Abidin Efendi	18	3		24	-		26	1		12
5	Ali Efendi, Son of Halil Usta	21	-		22	2		26	1		13
6	Halil Efendi's Son, Süleyman Efendi ⁵³	21	-		-	-		-	-		12
7	Ahmet Efendi, Son of Mustafa Sergeant	21	-		22	2		26	1		12
8	Penayiri Efendi, Son of Tailor Nikola	21	-		23	1		27	-		15
9	Mehmet Efendi's Son Mehmet Efendi	21	-		24	-		27	-		12
10	Hasan Efendi, Son of Hacı Abdullah Ağa	20	1		23	1		25	2	Illness	12
11	Abdülkadir Efendi, Son of Ahmet Ağa	20	1		18	6	Illness	24	3	Illness	12
12	Neşet Efendi's Son, Edhem Efendi	21	-		23	1		27	-		11
13	Şeyh Mehmet Efendi's Son, Mustafa Ef.	20	1		22	2	Illness	27	-		12
14	Mehmet Efendi's Son, Cemil Efendi ⁵⁴	21	-		-	-		-	-		12
15	İbrahim Efendi's Son, Mustafa Efendi	21	-		24	-		26	1		13
16	Mehmet Efendi, Son of Damat Mehmet.	20	1		23	1		27	-		12
17	Hacı Hüseyin Efendi's Son, Tevfik Efendi	21	-		24	-		27	-		12
18	Hasan Efendi, Son of Hacı Ali Ağa	20	1		19	5		24	3	Illness	12
19	Raşit Efendi's Son, Talat Efendi	21	-		24	-		27	-		12
20	Ahmet Efendi's Son, Osman Efendi	21	-		24	-		27	-		12
21	Emin Efendi, Son of İbrahim Ağa	19	2		24	-		27	-		12
22	Âşur Efendi, Son of İbrahim Sergeant	19	2		17	7	Illness	27	-		12
23	Mustafa Efendi's Son, Mehmet Efendi	21	-		19	5	Illness	22	5	Illness	13
24	Mahmut Efendi's Son, Ahmet Efendi	21	-		24	-		27	-		12
25	Mehmet Efendi's Son, Arif Efendi	13	8	Absence	19	8	Illness	24	3		12
26	Veli Efendi's Son, Hakkı Efendi	17	4		-	24	Illness	-	27	Illness	13
27	Ali Efendi, Son of Hasan Usta	21	-		24	-		27	-		13
28	Halil Efendi's Son, Ahmet Emiri Efendi	21	-		24	-		27	-		12
29	Hasan Efendi, Son of Hacı Hasan Ağa	21	-		24	-		27	-		13

⁵³ He went to Edirne School.

⁵⁴ He went to Edirne School.

First Class Students											
Row Number	Names	March		Thoughts	April		Thoughts	May		Thoughts	Age
		Attendance	Absence		Attendance	Absence		Attendance	Absence		
1	İbrahim Bey, Son of Mirliva Hasan Paşa.	21	-		23	1		27	-		12
2	Hacı Mehmet Efendi's Son, Said Efendi	21	-		23	1		21	6 ⁵⁵		11
3	Mehmet Ali Efendi's Son, Süleyman Ef.	21	-		23	1		27	-		13
4	Mustafa Efendi's Son, Abdülğani Efendi	21	-		24	-		27	-		12
5	İbrahim Efendi, Son of Hacı Recep Ağa	21	-		24	-		27	-		11
6	Mehmet Efendi, Son of Ali Ağa	21	-		24	-		25	1	Permitted	14
7	Hacı Ali Efendi's Son, Halil Efendi	21	-		17	7	In the village	27	-		16
8	Hüsnü Efendi, Son of Mazlum Usta	21	-		24	-		27	-		12
9	Mehmet Efendi, Son of İbrahim Ağa	21	-		24	-		26	1		11
10	Hasan Efendi's Son, Selahattin Efendi	21	-		22	2		27	-		13
11	Hüsamettin Efendi, Son of İbrahim Ağa	21	-		18	6	In the village	27	-		14
12	Faik Efendi's Son, Hayri Efendi	21	-		24	-		27	-		12
13	Hüseyin Efendi, Son of Hacı Abdullah	21	-		23	1		25	2	Illness	14
14	Mehmet Efendi, Son of Muhsin Usta	19	2		24	-		27	-		12
15	Hüseyin Efendi, Son of Ahmet Ağa	20	1		24	-		24	3	In the village	13
16	Mehmet Efendi, Son of Abdullah Ağa	21	-		24	-		27	-		14
17	Süleyman Efendi, Son of Salih Ağa	21	-		24	-		27	-		13
18	Osman Efendi, Son of Hasan Usta	21	-		24	-		26	1		12
19	Ahmet Efendi, Son of Hacı Abdullah Ağa	21	-		24	-		25	2	Illness	13
20	Esat Efendi, Son of Arif Efendi	21	-		24	-		27	-		12
21	Hacı Fettah Efendi's Son, Raşit Efendi	21	-		24	-		27	-		12
22	Salih Efendi, Son of Hacı Salih Ağa	21	-		7	17	Illness	22	5	Illness	11
23	Emin Efendi, Son of Ali Ağa	21	-		24	-		27	-		14
24	Mustafa Efendi, Son of Mehmet Ağa	21	-		24	-		26	1		13
25	Mustafa Efendi, Son of Osman Ağa	20	1		23	1		26	1		13
26	Osman Efendi, Son of Hacı Mehmet Ağa	21	-		17	7	Illness	25	2	Illness	14
27	Cemali Efendi, ⁵⁶ Son of Osman Ağa	19	2		18	6	Illness	16	11		15
28	Süleyman Efendi, Son of Hacı Ali Ağa	19	2		20	4	Illness	-	27	Leave ⁵⁷	12
29	Şevki Efendi, Son of İbrahim Sergeant	21	-		24	-		25	2	Illness	14
30	Arif Efendi's Son, Kemal Bey	13	8	Illness	24	-		27	-		11
31	Tahir Efendi, Son of Salih Ağa	3	18	Illness	7	17	Illness	25	2	Illness	16

⁵⁵ From his father's illness.

⁵⁶ He went to another province in May.

⁵⁷ Dropped out of school.

As can be seen from the table, the school had 89 students; however, since three students left the school, 86 students remained in the school (June 27, 1894). The school was attended by students whose ages were between 11 and 16.

At this time, French was also being taught at the school. At first, Nikola Pandalaki Efendi taught this course (see table 4). However, the more regular teaching of French began with the appointment of Kosma Efendi as a French teacher to the school on June 4, 1893.⁵⁸ Kosma Efendi,⁵⁹ a Greek national of the Ottoman Empire, was born on July 10, 1871, in the town of Sille in the Sudirhem District of Konya. His father, Istradi Efendi, was from the central district of Konya and engaged in agriculture in the village of Ladik in the Saideli (Kadınhanı) District of Konya. Kosma Efendi first started his education in Sille at the Primary School of Rum Sıbyân (Primary School of Rum), then continued his education at the junior high school section of the school. After graduating from there, he completed his education at Konya İdâdisi. He then took private French lessons from Madame Caroline. At the age of 18, he started working at the Accounting Office in Antalya. While continuing in this position, he was successful in an examination and was appointed as a French teacher at the Antalya Junior High School, teaching two hours of French per week (June 4, 1893).⁶⁰ Kosma Efendi received a monthly salary of five Mecidiye⁶¹ for his teaching duties, and his salary was paid from the revenues of the primary schools. Kosma Efendi worked as both a civil servant and a teacher, as well as examining foreign documents arriving by sea at the Customs Office and translating foreign books, pamphlets and commercial correspondence. As a reward for these efforts, he was transferred to the Nafia Commission Office (Commission Office of Public Works) on March 3, 1894. Thereupon, he resigned from his teaching position on March 12, 1894.⁶²

Although French was included among the subjects to be taught in high schools, no allocation was made by the Ministry of Education for the teachers salary. Considering Antalyas location on the coast and the taxes levied on foreign merchants, it was considered beneficial to teach French to the students of the school. For this reason, a French course was introduced at the junior high school, the salary of which was covered by local resources.⁶³ However, with the construction of the Dinar railroad, Antalyas trade and therefore its education revenues declined.⁶⁴ Again, the accidental burning of some of the revenues of 1893 made it impossible to

⁵⁸ Kuzma Efendis name is used in different ways in the sources such as Kuzmayadis, Kosti, Kuzma, Kozmas Ekseryadis. Since he stated that his name was Kosma in his translated state sheet, we prefer to use the name Kosma in our study. See *BOA.*, MF. MKT. 244/17, lef 14.

⁵⁹ There is also information about Kosma Efendis physical characteristics in the Devlet-i Osmaniye Tezkiresi (Ottoman Population Card). Accordingly, Kosma Efendi was of medium height, with hazel eyes and a black mustache. See *BOA.*, MF. MKT. 244/17, lef 7.

⁶⁰ Kosma Efendi stated that he could speak and write Turkish, French, and Greek, that he was familiar with English and Armenian, and that he did not have any written works. See *BOA.*, MF. MKT. 244/17, lef 14.

⁶¹ *Mecidiye*: This is the general name of the gold and silver coins issued to commemorate the sixth anniversary of Ottoman Sultan Abdülmeccit's accession to the throne. Five Mecidiye corresponded to 100 gurush. For more information, see *Türkiye Diyanet Vakfı İslam Ansiklopedisi* 28 s.v. "Mecidiye". Kosma Efendis salary was later increased to 10 Mecidiye (200 gurush) per month. *BOA.*, MF. MKT. 244/17, lef 26.

⁶² *BOA.*, MF. MKT. 244/17, lef 14.

⁶³ In the 19th century after the Greek Revolution, the disappearance of the threat of war and piracy in the Mediterranean led to a golden age in the Eastern Mediterranean, and modern ports were built in coastal cities. Due to the lack of modernization of ports and facilities, Antalya could not benefit from the increasing commercial prosperity at the desired level. See Dayar 2022, 280-81. This situation caused the revenues from maritime trade to be limited for educational expenditures and created great difficulty for constructing modern schools and meeting the expenses from local resources.

⁶⁴ The extension of the Izmir-Aydın railway to Dinar negatively affected Antalya trade and revenues. Antalya, although one of Anatolias gateways to the sea during the periods of traditional transportation, lost its advantages to Izmir and Istanbul with the development of the railroads, thus leading to a decrease in revenues. On the Izmir-Aydın railway being brought to Dinar and its subsequent extensions, see Karaca 2021, 27.

pay the French teacher with local resources. Therefore, financial problems played an important role in Kosma Efendis resignation as a French teacher on March 12, 1894. However, the application of the Antalya Educational Commissions to the Ministry of Education stated that *idâdis* had been opened in towns much smaller and less important than Antalya. And large amounts of resources were transferred to these towns from the Ministry of Education. Therefore, because Antalya did not even have an *idâdi*, the request that the city be given an allocation for the French course at the junior high school yielded results (November 4, 1894).⁶⁵ Accordingly, 200 gürush per month for the French teacher were allocated from the provincial section of the finance budget for Antalya Junior High School and added to the 1897 budget.⁶⁶

After the allocation problem was solved, Kosma Efendi participated in the exam for being a French teacher. He was successful in the examination held at the Directorate of Education in Konya and resumed his position on September 24, 1896, with a monthly salary of 200 gürush. Kosma Efendi continued to work as a civil servant and received a salary of 250 gürush, while also working as a French teacher. Kosma Efendi translated Greek, English, and French books and pamphlets into Turkish on an honorary basis, and also translated some articles from French into Turkish and Turkish into French for the education of the students of the Antalya Junior High School.⁶⁷

In 1895, the attendance and absenteeism of the schools students in September-October-November were as shown in the table below.

TABLE 2 Antalya Junior High School, 1895 September-October-November months attendance and absence table.⁶⁸

Fourth Class Students										
Row Number	Names	Sep.		Thoughts	Oct.		Thoughts	Nov.		Thoughts
		Attendance	Absence		Attendance	Absence		Attendance	Absence	
1	Şaban Efendi, Son of Mustafa Ağa	25	-		27	-		26	-	
2	Hasan Efendi's Son, Ali Behçet Efendi	-	25	In Elmalı	27	-		22	4	At his parent's service
3	Hasan Efendi, Son of Süleyman Sergeant	25	-		27	-		26	-	
4	Tevfik Efendi, Son of Hacı Hüseyin Ağa	-	25	In the summer pasture	27	-		22	4	His mother is ill
5	Şeyh Mehmet Efendi's Son, Mustafa Ef.	25	-		26	1		22	4	Illness
6	Ali Efendi, Son of Halil Ağa	25	-		26	1		26	-	
7	Mehmet Efendi's Son, Şükrü Efendi	-	25	In Kaş	22	5		26	-	
8	Necib Efendi's Son, Aydın Efendi	-	25	In the village	22	5		25	1	

⁶⁵ BOA., MF. MKT. 244/17, lef 26.

⁶⁶ BOA., MF. MKT. 244/17, lef 29.

⁶⁷ The fact that there was no record of Kosma Efendis appointment as a French teacher caused problems in the payment of his salary, so he did not receive his salary for a long time. For the correspondence between the local administration and the Ministry of Education, see BOA., MF. MKT. 358/7; BOA., MF. MKT. 373/33; BOA., MF. MKT. 244/17, lef 2.

⁶⁸ BOA., TS. MA. e. 1373/45.

Fourth Class Students										
Row Number	Names	Sep.		Thoughts	Oct.		Thoughts	Nov.		Thoughts
		Attendance	Absence		Attendance	Absence		Attendance	Absence	
9	Mustafa Efendi, Son, of İbrahim Ağa	-	25	In the summer pasture	4	23	In the summer pasture	23	3	At his parent's service
10	Penayiri Efendi, Son of Tailor Nikola	23	2	Religious days ⁶⁹	26	1		25	1	
11	Emin Efendi, Son of İbrahim Ağa	25	-		23	4	At his father's service	24	2	
12	Hüseyin Efendi, Son of Hacı Hasan Ağa	25	-		26	1		26	-	
13	Aşur Efendi, Son of İbrahim Ağa	25	-		25	2		26	-	
14	Ahmet Efendi, Son of Mehmet Ağa	13	12	In Iskenderiye	24	3		26	-	
15	Fahri Efendi, Son of Mustafa Ağa	24	1		25	2		25	1	
16	Mehmet Efendi, Son of Damat Mehmet	9	16	Absence	22	5		9	17	Absence
Third Class Students										
Row Number	Names	Sep.		Thoughts	Oct.		Thoughts	Nov.		Thoughts
		Attendance	Absence		Attendance	Absence		Attendance	Absence	
1	İbrahim Bey, Son of Mirliva Hasan Paşa	25	-		27	-		26	-	
2	Andülgani Efendi, Son of Mustafa Ağa	25	-		27	-		24	2	Illness
3	Mehmet Efendi, Son of Ali Ağa	7	18	In the summer pasture	27	-		26	-	
4	İbrahim Efendi, Son of Hacı Recep Ağa	-	26	In the summer pasture	22	5	At his parent's service	26	-	
5	Hüsni Efendi, ⁷⁰ Son of Mazlum Ağa	25	-		-	-		-	-	
6	Mehmet Efendi, Son of İbrahim Ağa	25	-		27	-		26	-	
7	Süleyman Efendi, Son of Salih Ağa	15	10	In the village	27	-		26	-	
8	Osman Efendi, Son of Hasan Ağa	25	-		27	-		26	-	
9	Faik Efendi's Son Sabri Efendi	25	-		27	-		25	1	
10	Abdülfettah Efendi's Son, Raşit Efendi	25	-		27	-		26	-	
11	Emin Efendi, Son of Ali Ağa	17	8	In the summer pasture	27	-		26	-	
12	Mehmet Efendi, Son of Hasan Ağa	24	1		27	-		25	1	
13	Tahir Efendi, Son of Salih Ağa	-	25	In the village	21	6	In the village	26	-	
14	Arif Efendi's Son Esat Efendi	25	-		15	12	Eye disease	12	14	Eye disease

⁶⁹ "Yevm-i mahsuslarından."

⁷⁰ They moved to Rhodes.

Third Class Students										
Row Number	Names	Sep.		Thoughts	Oct.		Thoughts	Nov.		Thoughts
		Attendance	Absence		Attendance	Absence		Attendance	Absence	
15	Şevki Efendi, Son of İbrahim Sergeant	-	25	In the summer pasture	9	18	In the summer pasture	26	-	
16	Hacı Mehmet Efendi's Son Halil Efendi	25	-		27	-		26	-	
17	Mehmet Efendi's Son Arif Efendi	16	9		17	10	Absence	21	5	
18	Hacı Salih Efendi, Son of Hacı Salih Ağa	21	4		27	-		25	1	
19	Ahmet Efendi, Son of Hacı Abdullah Ağa	-	25	In the summer pasture	25	2		24	2	
20	Mehmet Efendi's Son Mustafa Efendi	-	25	In the summer pasture	10	17	In the summer pasture	22	4	
21	Ahmet Emiri Efendi, Son of Halil Ağa	15	10	Destitute child ⁷¹	24	3		22	4	
22	Salih Efendi's Son, Mustafa Efendi ⁷²	-	-		-	-		8	-	
23	Mehmet Ali Efendi's Son, Süleyman Ef.	-	25	In the summer pasture	-	27	In the summer pasture	-	26	In the summer pasture
24	Mehmet Efendi, Son of Abdullah Ağa	-	25		-	27		-	26	Dropped out of school
25	Hüsameddin Efendi, Son of İbrahim Ağa	-	25	In the summer pasture	10	17	In the summer pasture	26	-	
Second Class Students										
Row Number	Names	Sep.		Thoughts	Oct.		Thoughts	Nov.		Thoughts
		Attendance	Absence		Attendance	Absence		Attendance	Absence	
1	İbrahim Efendi, Son of Bayram Sergeant	25	-		27	-		26	-	Illness
2	Yusuf Efendi, Son of Hacı İbrahim Ağa	21	4	At his parent's service	27	-		26	-	
3	Ali Efendi, Son of Hacı Mehmet Ağa	-	25	In the summer pasture	16	11	In the summer pasture	-	26	In the village
4	Mehmet Efendi, Son of Hafız Hasan Ef.	25	-		27	-		26	-	
5	Osman Efendi, Son of Hacı Mustafa Ağa	16	9	In the summer pasture	27	-		25	1	
6	Fehmi Efendi, Son of Osman Ağa	2	23	In the summer pasture	13	15	Illness	4	22	Illness

⁷¹ "Bî-kes (kimsesiz) bulunduğundan."

⁷² He came from Isparta Rüşdiyye School.

Second Class Students										
Row Number	Names	Sep.		Thoughts	Oct.		Thoughts	Nov.		Thoughts
		Attendance	Absence		Attendance	Absence		Attendance	Absence	
7	Rüştü Efendi's Son, Ali Efendi	25	-		27	-		26	-	
8	Hayri Efendi's Son, Şükrü Efendi	25	-		27	-		26	-	
9	Namık Efendi, Son of Hasan Bey	-	25	In the summer pasture	25	2		26	-	
10	Mustafa Efendi's Son, Emin Efendi	18	7	In the summer pasture	27	-		23	3	Permitted
11	Mustafa Efendi's Son, Hasan Efendi	25	-		27	-		26	-	
12	Azimet Efendi, Son of Mustafa Sergeant	25	-		27	-		17	9	Illness
13	Hafız Ali Efendi's Son, Ahmet Efendi	25	-		27	-		22	4	Illness
14	İsmail Efendi's Son, Sıddık Efendi	1	13	Illness	16	1		26	-	
15	Hasan Efendi, Son of Hacı Mansur Ağa	25	-		27	-		26	-	
16	Hüseyin Efendi, Son of Veli Ağa	25	-		27	-		26	-	
17	İsmail Efendi, Son of Mehmet Ağa	25	-		27	-		26	-	
18	İsmail Efendi, Son of Osman Sergeant	6	19	In the summer pasture	26	1		26	-	
19	Hasan Efendi's Son, Hilmi Efendi	-	25	In the summer pasture	22	5		22	4	At his parent's service
20	Mahmut Efendi, Son of Bilal Ağa	9	19	In the summer pasture	27	-		26	-	
21	Salih Efendi, Son of Ali Ağa	-	25	In Alaiye	-	27	In Alaiye	24	2	
22	Ahmet Efendi, Son of Süleyman Ağa	-	25	In the summer pasture	-	27	In the summer pasture	26	-	
23	Halil Efendi, Son of Hacı Hasan Ağa	-	25	In the summer pasture	16	11	In the summer pasture	24	2	
24	Halil Efendi, Son of Ali Bey	25	-		27	-		3	23	In the village
25	Arif Efendi's Son, Kemal Efendi	25	-		25	2		26	-	
26	Musa Efendi, Son of Yusuf Ağa	25	-		27	-		26	-	
27	İbrahim Efendi, ⁷³ Son of Ali Sergeant	-	-		-	-		-	-	
First Class Students										
Row Number	Names	Sep.		Thoughts	Oct.		Thoughts	Nov.		Thoughts
		Attendance	Absence		Attendance	Absence		Attendance	Absence	
1	Hasan Efendi's Son, Lütfi Efendi	25	-		27	-		26	-	
2	Edhem Efendi, Son of Hacı Mehmet Ağa	24	1		-	27	In Izmir	8	18	In Izmir
3	Nuri Efendi, Son of Hacı Ahmet Ağa	25	-		27	-		26	-	

⁷³ They moved to Izmir.

First Class Students										
Row Number	Names	Sep.		Thoughts	Oct.		Thoughts	Nov.		Thoughts
		Attendance	Absence		Attendance	Absence		Attendance	Absence	
4	Tevfik Efendi, Son of İsmail Sergeant	25	-		27	-		26	-	
5	Ali Şükrü Efendi, Son of Mehmet Ağa	25	-		27	-		26	-	
6	Yahya Efendi, Son of Süleyman Ağa	25	-		27	-		26	-	
7	Edhem Efendi's Son Abidin Efendi	25	-		27	-		26	-	
8	Hasan Efendi's Son, Osman Efendi	25	-		27	-		26	-	
9	Mehmet Efendi's Son, Salih Efendi	24	1		27	-		26	-	
10	Abdülvahhab, Son of Hacı Hüseyin Ağa	25	-		27	-		26	-	
11	Hami Efendi, Son of Hakkı Bey	24	1		27	-		26	-	
12	Mehmet Efendi, Son Of Derviş Ömer	24	1		27	-		26	-	
13	Ali Efendi, Son of Selami Ağa	25	-		27	-		26	-	
14	Mehmet Efendi, Son of Ali Ağa	25	-		27	-		20	6	Being circumcised
15	Latif Efendi, Son of Mustafa Ağa	25	-		27	-		26	-	
16	Salih Efendi, Son of Mehmet Ağa	20	5	Illness	27	-		26	-	
17	Mehmet Efendi, Son of Mehmet Ağa	25	-		27	-		26	-	
18	Muhittin Efendi's Son, Rüştü Efendi	25	-		27	-		26	-	
19	Ali Efendi, Son of Mehmet Ağa	24	1		27	-		26	-	
20	Ahmet Efendi, Son of Ali Ağa	23	-	New sign up	27	-		26	-	
21	Muharrem Efendi, Son of Ali Sergeant	22	-	New sign up	27	-		26	-	
22	Abdi Efendi, Son of Mehmet Sergeant	22	-	New sign up	25	2	Illness	26	-	
23	Nizamettin Efendi's Son, Hilmi Efendi	25	-		27	-		26	-	
24	Ali Efendi, Son of Captain Mehmet	19	-	New sign up	27	-		26	-	
25	Hasan Efendi's Son Enis Efendi	18	-	New sign up	27	-		26	-	
26	Hüseyin Efendi, Son of Hacı Mehmet Ağa	13	-	New sign up	27	-		26	-	
27	Halil Efendi, Son of Bayram Ağa	13	-	New sign up	27	-		2	24	Illness
28	Şeyh Ali Efendi's Son, Mehmet Efendi	7	-	New sign up	27	-		25	1	
29	Hasan Efendi's Son, Ömer Efendi	6	-	New sign up	27	-		25	1	
30	Raşit Efendi's Son, Adil Efendi	6	-	New sign up	27	-		24	2	
31	Ahmet Efendi's Son, Hüseyin Efendi	-	-		27	-	New sign up	16	-	
32	Fehmi Efendi, Son of Hafız Ali	-	-		27	-	New sign up	26	-	
33	Hacı Hasib Efendi's Son, Mehmet Efendi	-	-		27	-	New sign up	26	-	
34	Hüseyin Efendi's Son, Necib Efendi	-	-		27	-	New sign up	25	1	
35	Feyzullah Efendi's Son, Hafız Murat Ef.	10	3	Illness	-	27	New sign up	-	26	Illness
36	Mustafa Efendi, ⁷⁴ Son of İsmail Ağa	-	-		-	-		8	-	

As can be seen from the table, the school had a total of 104 students; 36 in the first grade, 27 in the second grade, 25 in the third grade, and 16 in the fourth grade. However, the number of students was constantly changing due to new enrollments and dropouts. For example, in September, 1 student left the school, 31 students enrolled, and the number of students was 95. In October, 1 student dropped out, 4 students enrolled, and it became 98. In November, 1 student dropped out, 3 students enrolled, and the number reached 100. On the other hand, the

⁷⁴ He came from the Süleymaniye Madrasa in Rhodes.

number of students decreases as they move to the upper grades. The students who were in the second grade in table 1 are fourth-grade students in table 2, and 13 students are not enrolled in the school. Again, the students who were in the first grade in Table 1 are third-grade students in table 2, so it is understood that 6 students did not attend school. On the other hand, attendance and absence records were kept in detail. If students were absent, the reason for this was explained in the thoughts section.

Evaluating the educational situation of the school in the attendance-absenteeism table, Abdülgafur Efendi stated that great efforts were made to provide education and training at a certain level. However, he stated that many people were nomadic so, they stayed in the plateau areas for long periods. The lethargy caused by the water and air of Antalya along with, the high number of diseases caused some students to be absent from education. Abdülgafur Efendi also stated that the school lacked a teacher so while two classes of the four-class school were being taught, the other classes had to hold discussions. Better education could have been provided if a separate teacher was employed for these discussions (December 27, 1895).⁷⁵

At that time, Feyzullah Efendi was the schools second teacher, Kosma Efendi was the French teacher, and Salih Efendi was the *rika* teacher. Salih Efendi arrived from the plateau in mid-October and could not attend classes until then. Therefore, his lifestyle affected the quality of education, not only for the students but also for the teachers. At this time, Mehmet Efendi was working as a *bevvâb* at the school. The courses taught in some classes at the school and the teachers who taught them are as shown in the table below.

TABLE 3 Weekly curriculum of Antalya Junior High School (March-April-May 1895).⁷⁶

Abdülgafur Efendi		Fourth Class	Feyzullah Efendi		Fourth Class	Third Class
Lessons			Lessons			
Religious Sciences (<i>Ulum-ı Diniye</i>)	Islam (<i>Nimet-ül İslam</i>)	2	<i>Kelam</i>	The Quran and its recitation	3	3
	Texts (<i>Dürr-i Yekta</i>)	2	Religious	<i>Dürr-i Yekta</i>		2
Arabic	<i>İzbar</i>	4	Sciences	<i>İlmihal</i> (Catechism)	2	
			Arabic	<i>Maksud/Avamil</i>		3
Persian	<i>Gülistan</i> (Literary Persian texts)	2		<i>Emsile/Bina</i>	3	
	<i>Müntebabatı Gülistan</i>	2	Persian	<i>Nasibat'ül-Hükema ve Kavaid</i>		2
<i>Hesab</i>	<i>Tenasib-e Dair Mesail</i>	2		<i>Talim-ül Farisî</i>	2	
	<i>A'şârîm</i> (Decimal number)	3	<i>Kavaid</i>	<i>Kavaid-i Osmani</i> (Vocabulary of Turkish)		3
Islamic History	<i>Osmanî</i>	2	<i>Hesab</i>	<i>A'mâl-i Erbââ</i> (Four transaction)	2	
	(Until the Ottoman)	2	<i>Kısas-ı Enbiya</i>		2	
Geography	<i>Mücmel Coğrafya</i>	4	Calligraphy (<i>Hafl</i>)	<i>Hatt-ı Sülüs</i>	1	1
Geometry (<i>Hendese</i>)	<i>Zübdetü'l-bendese</i>	2				
<i>Kavâid</i>	Ottoman grammar and writing	2				
Quran and its recitation (<i>Kuran-ı K. Tecvid</i>)		2				

⁷⁵ BOA., TS. MA. e. 1373/45.

⁷⁶ BOA., MF. İBT. 45/71.

In addition to these courses, Salih Efendi taught *rika* for one hour a week to fourth-grade students, while Kosma Efendi taught French for two hours a week to first and second-grade students. In March-April-May 1895, the school had 84 students. After nine students left the school, the number dropped to 75.⁷⁷ When the weekly curriculum of the school is examined, unlike the Tanzimat period during the reign of Abdülhamit II, the excess of religion and morality lessons and lesson hours in every level of school was also in question in Antalya Secondary School. The beginning of political activities and opposition to the sultan in the schools opened during the reign of Abdülhamit II led to the stronger implementation of the religious visibility and social disciplinary policies in education after 1890. The effects of this policy were also seen in Antalya Junior High School.⁷⁸

In 1897, Antalya Junior High School was moved to the building where it first opened, namely Hükümet Street. This building was already being used by the Second İbtidâî School. As mentioned above, the two-story school building in Ambarlı in the Tuzcular Neighborhood in Kaleiçi had a junior high school on the upper floor and the Hamidiye İbtidâî Mektebi (First İbtidâî Mektebi) on the lower floor. The First İbtidâî School had 260 students and the Second İbtidâî School had 200 students, with the number of students in the ibtidâî schools increasing day by day. However, the buildings were insufficient, so education could not be provided at the desired level. The high number of students in the schools created problems in terms of hygiene, thus negatively affecting student health. In response, the Education Commission decided to move Antalya Junior High School and its 100 students to its old building, while Second İbtidâî School, located in the building of Kadim Junior High School, was moved to Ambarlı. With the new arrangement, First and Second İbtidâî Schools were to be on the upper and lower floors of the school building in Ambarlı, respectively. In this way, the teachers working in the two schools would be able to reach their jobs more easily, and education could be provided more regularly by helping each other. However, this request by the Education Commission was not accepted by Abdülgafur Efendi, the headmaster of Antalya Junior High School. In his justification, Abdülgafur Efendi argued that the building of Kâdim Junior High School was in the style of the old *sibyân* school, in which all classes were taught in one classroom. So it was not possible for the French teacher and its 4 teachers to teach in one dormitory. Therefore, he would not comply with the decision taken unless notified by the Ministry of Education. In the end, Abdülgafur Efendi was deemed right, and the relocation of Antalya Junior High School to its old building was abandoned.⁷⁹

Meanwhile, the Antalya Education Commission had been asking to open a high school in Antalya for a long time. A committee headed by the *mutasarrıf* applied to the Governorate of Konya on February 26, 1898. It reported that Antalya, which was an important town due to its location on the coast, was suitable for the opening of a high school in terms of both population and education revenues. Since the current Antalya Junior High School building was strong and large, it was requested that the Antalya Junior High School be converted into an *idâdi* (high school). If an *idâdi* was opened in Antalya, education would improve one more level, and students who wanted to study and did not have the opportunity to go to Konya İdâdi would be provided with an education. However, financial problems posed an important

⁷⁷ BOA., MF. İBT. 45/71.

⁷⁸ Alkan 2000, 8; Somel 2015, 229.

⁷⁹ BOA., MF. MKT. 361/18; BOA., MF. İBT. 60/106.

obstacle in the conduct of educational affairs. The fact that the local administration undertook the costs of the conversion of Antalya Junior High School into an *idâdi* was effective in accelerating the process. As a matter of fact, a budget of 37,140 gurush was needed for the opening of the *İdâdi*. When 12,640 gurush, the allocation for junior high school, was subtracted from this amount, the money required for the opening of the school was 24,500 gurush. Considering the inadequacy of the central education budget, the Antalya Education Commission undertook to cover the necessary allocation from the salaries and expenses section of its education revenues for the time being. This was on the condition that the necessary allocation for the school would be added to the budget later. After the budget problem was resolved in this way, the Ministry of Education authorized the conversion of Antalya Junior High School into an *idâdi* in July 1898. The necessary officers and teachers were appointed for the school. However, due to the teachers inability to immediately return to their duties, the school was suspended during the summer months of 1898, during which time the school building was repaired to become an *idâdi*.⁸⁰ After the necessary preparations were completed, Antalya *İdâdi* was officially opened on November 5, 1898, in Antalya Junior High School in Ambarlı in the Tuzcular neighborhood of Kaleiçi.⁸¹

After Antalya Junior High School was transformed into an *idâdi*, the teachers working at the school were not left unemployed. Except for Abdülğafur Efendi, the headmaster of Antalya Junior High School, all were employed at the *İdâdi*. Abdülğafur Efendi was not given any assignment because his salary was too high and the community, officials, and students were dissatisfied with him.⁸² However, as we have explained above, the main reason for not assigning him a task was that he had opposed the decision of the Education Commission to move Antalya Junior High School in Ambarlı to its old building on Government Street in 1897. Abdülğafur Efendi fought against the Education Commission to protect the rights of the school he headed, and he was successful in this struggle. While he should have been rewarded, he was left out in the cold, and this led to the end of his career in Antalya.⁸³

The teachers and officials working at Antalya Junior High School during the period of its operation are shown in the table below.

⁸⁰ BOA., MF. MKT. 399/19.

⁸¹ Ferit Pasha from Avlonya, the Governor of Konya at the time, played an important role in the rapid transformation of Antalya Junior High School into an *idâdi* school. During his term as Governor of Konya (March 1898-November 1902), Ferit Pasha made important efforts to spread modern education throughout the province. In this context, he made inspection trips and asked local administrators to work harder on education. Ferit Pasha attached great importance to schooling, so shared what he had done and what needed to be done regarding education with the Ministry of Education in the form of a report. On this subject, see Kırmızı 2014, 118-27; Durgun 2022, 138-40.

⁸² BOA., MF. MKT. 445/7; BOA., MF. MKT. 408/20.

⁸³ Abdülğafur Efendi was later appointed to Alaiye Junior High School on December 6, 1898, with his salary. See BOA., MF. MKT. 435/6.

TABLE 4 Teachers working of Antalya Junior High School.⁸⁴

Year	Schoolmaster (Muallim-i Evvel)	Secondary Teacher (Muallim-i Sâni)	Calligraphy (Rikâ) Teacher	French Teacher	Porter (Bevvâb)	Total Students ⁸⁵
1866	Şehabettin Efendi	Mehmet Efendi	-	-	Hasan Ağa	60
1867	Şehabettin Efendi	Mehmet Efendi	-	-	-	-
1868	Şehabettin Efendi	Mehmet Efendi	Süleyman Efendi	-	-	-
1869	Şehabettin Efendi	Mehmet Efendi	Süleyman Efendi	-	-	-
1870	Şehabettin Efendi	Mehmet Efendi	Süleyman Efendi	-	-	-
1871	Şehabettin Efendi	Feyzullah Efendi	Süleyman Efendi	-	-	-
1872	Şehabettin Efendi	Feyzullah Efendi	Süleyman Efendi	-	-	-
1873	Şehabettin Efendi	Feyzullah Efendi	Süleyman Efendi	-	-	42
1874	Şehabettin Efendi	Feyzullah Efendi	Süleyman Efendi	-	-	-
1875	Şehabettin Efendi	Feyzullah Efendi	Süleyman Efendi	-	Hurşit Ağa	-
1876	Şehabettin Efendi	Feyzullah Efendi	Süleyman Efendi	-	Mehmet Ağa	-
1877	Şehabettin Efendi	Feyzullah Efendi	Süleyman Efendi	-	İbrahim Ağa	-
1878	Şehabettin Efendi	Feyzullah Efendi	Süleyman Efendi	-	-	-
1879	Şehabettin Efendi	Feyzullah Efendi	Süleyman Efendi	-	Mehmet Ağa	130
1880	Şehabettin Efendi	Feyzullah Efendi	Süleyman Efendi	-	Mehmet Ağa	-
1881	Şehabettin Efendi	Feyzullah Efendi	Süleyman Efendi	-	Mehmet Ağa	-
1882	Şehabettin Efendi	Feyzullah Efendi	Süleyman Efendi	-	Mehmet Ağa	-
1883	Ömer Vasfi Efendi	Feyzullah Efendi	Salih Efendi	-	Mehmet Ağa	67
1884	Ömer Vasfi Efendi	Feyzullah Efendi	Salih Efendi	Nikola Efendi	Mehmet Ağa	129
1885	Ömer Vasfi Efendi	Feyzullah Efendi	Salih Efendi	Nikola Efendi	Mehmet Ağa	129
1886	Ömer Vasfi Efendi	Feyzullah Efendi	Salih Efendi	Nikola Efendi	Mehmet Ağa	129
1887	Ömer Vasfi Efendi	Feyzullah Efendi	Salih Efendi	Nikola Pandalaki	Mehmet Ağa	-
1888	Ömer Vasfi Efendi	Feyzullah Efendi	Salih Efendi	Nikola Efendi	Mehmet Ağa	-
1889	Ömer Vasfi Efendi	Feyzullah Efendi	Salih Efendi	Nikola Efendi	Mehmet Ağa	140
1890	Ömer Vasfi Efendi	Feyzullah Efendi	Salih Efendi	Nikola Efendi	Mehmet Ağa	-
1891	Abdül gafur Efendi	Feyzullah Efendi	Salih Efendi	Nikola Efendi	Mehmet Ağa	-
1892	Abdül gafur Efendi	Feyzullah Efendi	Salih Efendi	-	Mehmet Ağa	-
1893	Abdül gafur Efendi	Feyzullah Efendi	Salih Efendi	Kosma Efendi	-	-
1894	Abdül gafur Efendi	Feyzullah Efendi	Salih Efendi	Kosma Efendi	Hafız Hasan	86
1895	Abdül gafur Efendi	Feyzullah Efendi	Salih Efendi	Kosma Efendi	Hafız Hasan ⁸⁶	80
1896	Abdül gafur Efendi	Feyzullah Efendi	Salih Efendi	Kosma Efendi	Mehmet Ağa	-

⁸⁴ Sources used in the preparation of the table: Alkan 2000, 42, 67; *BOA.*, İ. MVL. 550/24704; *BOA.*, İ. MVL. 570/25622; *BOA.*, A. MKT. MHM. 422/62; *BOA.*, MF. MKT. 79/35; *BOA.*, MF. MKT. 94/44; *BOA.*, ŞD. 906/80; *BOA.*, MF. MKT. 244/17; *BOA.*, MF. MKT. 402/46; *BOA.*, MF. İBT. 45/71; *BOA.*, MF. İBT. 37/96; *BOA.*, MF. İBT. 44/76; *KVS* 1285 (1868), 87; *KVS* 1286 (1869), 78; *KVS* 1287 (1870), 90; *KVS* 1288 (1871), 80; *KVS* 1289 (1872), 73; *KVS* 1294 (1877), 96; *KVS* 1296 (1879), 152; *KVS* 1299 (1882), 157; *KVS* 1301 (1883-1884), 56; *KVS* 1302 (1885), 182; *KVS* 1303 (1886), 316; *KVS* 1304 (1887), 236-37; *KVS* 1306 (1889), 245; *KVS* 1310 (1892), 177; *KVS* 1314 (1896), 174.

⁸⁵ Student numbers change throughout the year so an average number is given for this.

⁸⁶ As of April 23, 1895, Mehmet Ağa was appointed as a porter (*bevvâb*) to the school instead of Hasan Efendi. See *BOA.*, MF. İBT. 45/71.

Year	Schoolmaster (Muallim-i Evvel)	Secondary Teacher (Muallim-i Sâni)	Calligraphy (Rikâ) Teacher	French Teacher	Porter (Bevvâb)	Total Students
1897	Abdülğafur Efendi	Feyzullah Efendi	Salih Efendi	Kosma Efendi	Mehmet Ağa	100
1898 ⁸⁷	Abdülğafur Efendi	Feyzullah Efendi ⁸⁸	Salih Efendi ⁸⁹	Kosma Efendi	Mehmet Ağa	100

When the table is analyzed, we see that the school, had an average of 100 students with a certain stability in terms of teachers. And these teachers appointed to the school, remained in their positions for a long time.

Thus, Antalya Junior High School, which opened in 1866, was transformed into an *idâdi* on November 5, 1898.⁹⁰ For 32 years, the school occupied an important place in the educational and intellectual life of Antalya. It was the first example of the educational modernization process in Antalya, which started in the 19th century in the Ottoman Empire. For this reason, the school had an important place in the history of education in Antalya.⁹¹

Conclusion

The development of education in a country requires good educational programs, a strong economy capable of implementing these programs, and a qualified educational staff. The modernization efforts that started in education in the Ottoman Empire could not meet the basic requirements needed to provide good education. The financial power of the state was insufficient, and there were no trained teachers to provide modern education. However, Ottoman statesmen, who understood the necessity of modern education, decide to modernize education by making legal arrangements, despite all its shortcomings. The result was an education program that had legal regulations but encountered major problems in its implementation. Therefore, the program was implemented as much as possible, yet not as it should have been.

The problems encountered in the general practices of Ottoman modern education were also in question in Antalya. In the 19th century, the most important result of the efforts to modernize education in Antalya was the opening of junior high school in 1866. In 1898, this institution provided education until it was transformed into an *idâdi* school, thus has an important place in the history of education in Antalya. The foundations of modern education at all levels were laid in junior high school. Our study observed that Antalya Junior High School provided more regular education, especially from the beginning of the 1880s. Moving the school to a new building and increasing the number and quality of teachers was important in the achievement of this result. Therefore, that Antalya Junior High School had better facilities and staff, in

⁸⁷ On February 1, 1898, Istanos Primary School teacher was appointed to Antalya Junior High School as the third teacher. See *BOA.*, MF. MKT. 402/46.

⁸⁸ Feyzullah Efendi continued his duty as an Arabic teacher at the school converted into Antalya High School. See *KVS* 1317 (1899), 187.

⁸⁹ Salih Efendi continued his duty as a calligraphy (*rikâ*) teacher at the school converted into Antalya High School. See *KVS* 1317 (1899), 187.

⁹⁰ For a study of Antalya High School, see Güçlü 2017; Aydemir 2020, 5-7.

⁹¹ Halil İbrahim (Özkaya), Hasan Tahsin (Sürenkök), and Mustafa (Ebrîşimoğlu) Beyler, who served as Antalya deputies in the parliament during the Republican Era, were graduates of Antalya Junior High School. About their lives, see Çoker 1995, 3:113-17; Candeger 2018, 196-201.

terms of both the school building and the number of teachers and students compared to other modern schools in Antalya reflect positively on its educational success.

In this study where in the modernization in education in Antalya has been examined with a special focus on Antalya Junior High School, the following conclusions were reached. The shortcomings of the modernization process initiated by the Ottoman Empire in education negatively affected the education in Antalya Junior High School. The desired level of education was realized with the maximum use of financial means by the local authorities. At this point, the geographical opportunities of Antalya were utilized, and some of the revenues obtained from the port were used for education. While French was not taught in many junior high schools in the Ottoman Empire, Antalya Junior High School had a high level of student achievement so a French teacher was employed from the city's education fund. In the 19th century the school was the most important institution of modern education in Antalya and formed the basis of Antalya İdâdi. Therefore, a study on Antalya İdâdi using archival sources has an important place in documenting all aspects of modern secondary education in Antalya. From this perspective, this study shares the preliminary findings of the modernization of secondary education in Antalya during the Ottoman period.

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KVS (Konya Vilayet Salnamesi/Yearbook of the vilayet Konya)

1285 (1868) 1302 (1885)

1286 (1869) 1303 (1886)

1287 (1870) 1304 (1887)

1288 (1871) 1306 (1889)

1289 (1872) 1310 (1892)

1294 (1877) 1314 (1896)

1296 (1879) 1317 (1899)

1299 (1882) 1322 (1906)

1301 (1884) 1332 (1914)

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