

INTERNATIONAL JOURNAL OF FIELD EDUCATION



Kazım Karabekir's History and Museum Studies

Ahmet VURGUN¹

Marmara University, Atatürk Faculty of Education, Department of History Education

ORCID: 0000-0002-9148-7285

Muhammet AVAROĞULLARI

Muğla Sıtkı Koçman University, Faculty of Education, Department of Social Science Education

ORCID: 0000-0003-3111-8354

ABSTRACT

There are many names in the recent history of Turkey that are remembered, and one of them is Kazım Karabekir. Karabekir was not only active in the transition from the Ottoman Empire to the Turkish Republic with his military achievements and activities, but also made a name for himself with his activities in the field of education in Eastern Anatolia during the Turkish National Struggle. Karabekir also took part in the political arena, serving as the leader of the Republic's first opposition party and as the president of the Grand National Assembly of Turkey. In addition to all these military, educational and political identities, Karabekir has also left his mark in recent times with his identity as a "historian". In fact, his adventure with history, which he discovered in his primary school years and became interested in during his military service, continued after he retired in 1927 by combining it with his pen. As a man of ideas and ideals, Karabekir, who experienced a change of mind after entering civilian life, thought of the principle of maturing and sensitising his logic in his military struggles. Karabekir's historiographical adventure unfolds within the framework of events that he personally experienced and in which he took part in various positions and situations. His works and diaries, in which he tells part of his own life story, also contain direct information about the general political, military and social life and developments of the period. His other works, on the other hand, bear traces of more than a quarter of a century of Turkey's transition from the Ottoman Empire to the Turkish Republic. For this reason, Karabekir's works constitute one of the most important sources of recent Turkish history. In addition to his writings, Karabekir was also active in museology and museum education. This study examines the adventure of Kazım Karabekir, with history, as one of the leading commanders and statesmen of twentieth-century Turkey, from the Balkan Wars to Çanakkale, from Kut'ul Amare to the Turkish National Struggle. The study was prepared in line with historical research, one of the qualitative research methods. The data of the study were obtained through document analysis. In this context, Kazım Karabekir's interest in history, his concept of history, his views on historiography, his works and his activities in the field of museology and museum education have been tried to be revealed and evaluated.

ARTICLE INFO

Received:
18.07.2024

Published online:
30.11.2024

Key Words: History, History Writing, Education, Museum, Kazım Karabekir.

¹ Corresponding author:

Assoc. Prof. Dr.

ahmet.vurgun@marmara.edu.tr

Kazım Karabekir'in Tarih Ve Müze Çalışmaları

Ahmet VURGUN¹

Marmara Üniversitesi, Atatürk Eğitim Fakültesi, Tarih Eğitimi Anabilim Dalı
ORCID: 0000-0002-9148-7285

Muhammet AVAROĞULLARI

Muğla Sıtkı Koçman Üniversitesi, Eğitim Fakültesi, Sosyal Bilgiler Eğitimi Anabilim Dalı
ORCID: 0000-0003-3111-8354

ÖZET

MAKALE BİLGİSİ

Türkiye'nin yakın tarihinde belleklerde yer edinen çok sayıda isim bulunmakta olup bu isimlerden biri de Kazım Karabekir'dir. Karabekir, Osmanlı'dan Cumhuriyet'e geçiş sürecinde askeri başarıları ve faaliyetleriyle etkin bir konumda olduğu gibi, Millî Mücadele'de Doğu Anadolu'da eğitim alanında gerçekleştirdiği faaliyetlerle de adından söz ettirmiştir. Karabekir, Cumhuriyet'in ilk muhalefet partisinin başkanlığı ve TBMM başkanlığı da yaparak siyasi arenada da yer almıştır. Karabekir, tüm bu askeri, eğitimci ve siyasi kimliğinin yanı sıra bir de "tarihçi" kimliğiyle yakın dönemde iz bırakmıştır. Nitekim ilkökul yıllarında tanıştığı ve askerlik hayatında da ilgi duyduğu tarihle olan serüveni, emekli olduğu 1927 yılından sonra kalemiyle birleşerek devam etmiştir. Sivil hayata atıldıktan sonra zihninde bir değişiklik yaşayan Karabekir, bu süreçte askeri mücadelelerindeki mantığını bir fikir ve ideal adamı olarak olgunlaştırmak ve hassas kılmak esasını düşünmüştür. Karabekir'in tarihçilik serüveni, bizzat yaşadığı, içerisinde farklı konum ve durumlarda yer aldığı olaylar çerçevesinde gelişir. Kendi hayat hikayesinin bir kısmını anlattığı eseri ve günlükleri dönemin genel siyasi, askeri, sosyal hayatı ve gelişmeleri hakkında da doğrudan bilgiler içerir. Diğer eserleri ise Osmanlı'dan Cumhuriyet'e geçiş sürecinde, Türkiye'nin çeyrek asırdan fazla bir zaman diliminden izler taşır. Bu nedenle Karabekir'in eserleri, yakın dönem Türkiye tarihinin ana kaynaklarından birini oluşturur. Karabekir, yazdıklarının yanı sıra müzecilik ve müze eğitimi konusunda da faaliyetlerde bulunmuştur. Bu çalışmada, Balkan Savaşları'ndan Çanakkale'ye, Kut'ül Amare'den Millî Mücadele'ye, 20. yüzyıl Türkiye'sinin önde gelen komutan ve devlet adamlarından Kazım Karabekir'in tarihle olan serüveni incelenmiştir. Çalışma nitel araştırma yöntemlerinden tarihsel araştırma doğrultusunda hazırlanmıştır. Çalışmanın verileri doküman incelemesiyle elde edilmiştir. Bu bağlamda, Kazım Karabekir'in tarihe olan ilgisi, tarih düşüncesi, tarih yazımı hakkındaki görüşleri, eserleri ile müzecilik ve müze eğitimi konusundaki faaliyetleri ortaya konulup değerlendirilmeye çalışılmıştır.

Alınma

Tarihi: 18.07.2024

Çevrimiçi yayınlanma

tarihi: 30.11.2024

Anahtar Kelimeler: Tarih, Tarih Yazımı, Eğitim, Müze, Kazım Karabekir.

¹ Sorumlu yazar:

Doç. Dr.

ahmet.vurgun@marmara.edu.tr

Introduction

Kazım Karabekir was not only a commander, a politician and a statesman, but he also took his place in the history of the Republic with his thoughts and his pen (Karabekir, 2017; Kırzioğlu, 1991; Küçük, 2022, p. 150-152; Erat, <https://ataturkansiklopedisi.gov.tr/bilgi/kazim-karabekir-1882-1948>; Taşkiran, 1999). Nejat Göyünç commented on this aspect of Karabekir as follows: “*It is known that Kazım Karabekir Pasha was a commander, a good statesman and a patriot. For some reason, however, it is rarely emphasised how productive his pen was and how accurate his ideas were. His thoughts on history, which led to almost all of his published works, do not seem to have found much resonance. Almost all his works are full of experience, advice and exemplary judgements. His pen is also very powerful* (Göyünç, 2000, p. 7).¹” In fact, as a writer, Karabekir is one of the most prolific politicians in Turkey (Demirel, 2013, p. 38). It would not be an exaggeration to add the term "historian" to Karabekir's writings. Similarly, if one were to collect the writings of Karabekir, who tried to document his life to the extent that he never wasted a day, one would have a corpus. Karabekir began writing about his life when he was still at school, and later tried to record his life day by day. Karabekir, who had a strong sense of history, tried to capture it by writing down what happened that day in his diaries (Karabekir, 2017, p. 19; Erdem, 2012, p. 41).

In this study, Kazım Karabekir's interest in history, his idea of history, his views on historiography and his works on history are explained. Then, Kazım Karabekir's views on museums, museum studies and finally information about the museum opened in his name years after his death were given. Thus, based on the study, Kazım Karabekir's contributions to recent Turkish historical research and historiography as well as his military aspect in history will be evaluated. In this respect, the study provides a different perspective on a name like Kazım Karabekir, who has left important traces in Turkey's recent history. In this respect, it also opens the door to the evaluation of many historical figures from different aspects.

Methodology

The study was prepared in line with historical research, one of the qualitative research methods. Historical research is the systematic collection and evaluation of data in order to identify, explain and thus understand actions or events that occurred in the past (Fraenkel, Wallen and Hyun, 2011, p. 535). The data of the research were obtained by analysing the documents. Then, according to the information obtained, it is presented in subject headings.

¹ Atatürk also expressed Kazım Karabekir's interest in history. Indeed, at the 1936 Language Congress held at Dolmabahçe Palace, Atatürk recalled Kazım Karabekir Pasha and informed Ali Fuat Pasha that Karabekir Pasha was a valued colleague who had demonstrated interest in education, language, and history. Atatürk said: “Please explain why he is not attending this congress. I will send him an invitation, and you can inform him that I have extended the invitation on a personal basis.” Mr. Karabekir Pasha graciously accepted this invitation and attended the congress with Mr. Ali Fuat Pasha. Despite greeting Atatürk from a distance in the hall and observing the proceedings for a period of time, the two pivotal figures in the National Struggle did not have the opportunity to meet in person at this event. For further information, please refer to the following source: Karabekir Yıldırım, 2013, p. 23.

Findings

1. Interest in History

Kazım Karabekir's adventure with history began at the primary school in Mecca where his father was on mission. Here he complained about the extensive use of rote learning in the classroom, and especially in history lessons, where the teacher taught him the dates of birth of the sultans, the length of their reigns to the day, and the dates of their deaths from books (Karabekir, 2017, p. 56). After primary school, history lessons began to catch Karabekir's attention and arouse a sense of curiosity during military junior high school. The following statements closely confirm his interest to history: "The events of Sultan Selim and Sultan Mahmut in *Tarih-i Atâ* and the heroism and fate of Alemdar attracted me more than novels. I took my elder brother's history books. Last year I read with curiosity about the French Revolution in *Tarih-i Cevdet*. I reached puberty in the last year of high school. I often read about the heroes of history, as the study of history coincided with this period" (Karabekir, 2017, p. 97).

Karabekir was interested in history and his success can be seen in his grades. In the system where the highest grade that can be obtained in courses is 45, he got 45 in junior high school, 45 in the first and second years of high school in history courses, and 45 in the third year of high school in both Ottoman history and world history courses (Karabekir, 2017, p. 178). Years later, Karabekir stated that during his education in military schools, literature, mathematics and history were his favorite subjects, and that with the strength these subjects gave him, he was at the top of his class in all his courses, and that especially the mathematics and history courses created a sensitivity in him (Münir, 1939, p. 7).

Karabekir's interest in history continued throughout his years as an officer. Even during the war, when he was in the campaign tents, he had some newly published history books brought to the front by his friends in Istanbul. For example, on November 22, 1916, when he was the commander of the 18th Corps, he sent a coded letter from Kut in Iraq to the Directorate of Intelligence of the Office of the Deputy Commander-in-Chief, asking for the 6-volume work of historian Ahmet Refik, "*Büyük Tarih-i Umumi*", "*Mühimme-Kâtibi*" written by Gazi Ahmet Muhtar Pasha, the commander of the Anatolian Front during the Ottoman-Russian War of 1877-1878, Mehmet Arif Bey's book on the battles of Kars-Ağrı/Bayazıt-Erzurum and five copies of the book entitled "*Things That Happened To Us*" written after the defeat in the Balkan War (Kırzıoğlu, 1991, p. 43, 44).

2. Karabekir's Idea of History

Karabekir's adventure with history continued with his pen after his retirement in 1927. Karabekir, who underwent a change of mind after entering civilian life, thought of perfecting his military logic in his military struggles as a man of ideas and ideals. He explained the process of adapting to this new way of life as follows: "What is the common goal of mankind? What path have the advanced nations taken to reach it? How are they following this path? To answer these questions, I first set out to study the stages of human evolution within the main lines of history. In the course of these studies, I paid special and careful attention to our own national history" (Münir, 1939, p. 8). Thus, for Karabekir, who was entering a new period in his life, history became a discipline that shaped his world of thought. His long years of military and political struggle were replaced in his new life by history. Karabekir, who

retired to his study after breakfast and wrote regularly, explained his purpose in his new life to his children by saying: "Do not stop me from working, you cannot understand now. But I will write these things down and leave them for you. These are documents that will be useful to those who come after you. I served my people as a soldier in my time; now I will write our history and leave it to them" (Mumcu, 1993, p. 154). Likewise, according to Karabekir, everyone's life is a piece of history, a picture book in one's memory. If a person does not write down his memories, his memories will be erased along with him. For this reason, everyone should write their own book and those that are worth reading should be published. History is a book that children can learn from. Depending on the importance of the person, the whole population can benefit from this book as a real guide (Karabekir, 2017, p. 18).

3. Karabekir and Historiography

Stressing the importance of history in an individual's life and the need to write down one's experiences, Karabekir explained how to write a historical work and some of the issues he considers important in writing history, why and how history should be written as follows:

“A historical work can be written in two ways, either by studying and analyzing the documents or by being present at the events. The credibility of the former depends on the quality and quantity of the latter. In advanced countries, people who have undertaken great tasks do not pass away without leaving a trace. They write down what they know, what they have done, and present it. There are many such works and memoirs that have been written over the centuries. These works are the sources and materials of history. The effort to show the events as they were, not only by removing the veils that cover them, but also by wiping away even the finest dust, is considered a high duty by the civilized world and enlightens the field of progress. Moltke, Goltz and Liman, who came to reform the Turkish army, followed this enlightened path and wrote down what they knew and what they did. In this way, each of them completed the work of his predecessor and passed it on to history. They knew that in order to see and do what is right, it is necessary to know what has been done before” (Karabekir, 2011, p. 13).

Karabekir asserted that the history of the nation constitutes a precious monument for future generations. He proceeded to offer a critique of the manner in which the history of Turkey has been written in recent times, emphasizing that history cannot be written solely through memoirs and commentaries. Instead, he argued that the great events of the nation's past should be presented to the Turkish people with all relevant documents and the smallest details. He asserted that those who have the authority to document the historical events they have experienced should not shirk this responsibility. He further stated that his own works were inspired by these ideas (Karabekir, 2017, p. 13, 14).

It is evident that Kazım Karabekir's approach to historiography is particularly oriented towards the history of the Turkish Revolution. He elucidated his reservations about composing a historiographic account of the Turkish Revolution, delineating the methodology of historical writing and underscoring the necessity for veracity in historical documentation:

“The history of our constitutional and republican movement, in a word, the history of our revolution, and the encyclopedic works that should be based on it, cannot be written in today's context, where material scarcity and narrow working frameworks present significant obstacles. The act of writing history is an act of

analysis and composition. The process of analysis entails a critical examination of the sources that inform historical events. This involves a systematic evaluation of the narratives, monuments, and documents that are presented as testimonies, with the objective of assessing their veracity and determining their intrinsic value. The composition or construction phase entails the integration of all the testimonies gathered through analysis, with the objective of establishing a coherent historical narrative. If we fail to pursue this scientific approach, future generations may be unable to rely on our accounts of the revolution and may instead turn to foreign sources for their understanding of this pivotal period in our history. The greatest danger is this: The new generations who will one day assume leadership roles within the nation may lack the fortitude to ensure its continued stability and prosperity. It is therefore evident that national power is nourished and accelerated only by correctly perceived and correctly understood facts” (Karabekir, 2014, p. 12).

4. Kazım Karabekir's Works

Kazım Karabekir produced a substantial corpus of work throughout his lifetime, the majority of which was published prior to and following his demise. These works were disseminated in both the traditional Arabic and the modern Latin alphabets (Kırzioğlu, 1991, p. 46-59; Güler, 2017, p. 64-66; Köstüklü, 2016, p. 14-17). The following is a list of Karabekir's published works:

Serbian-Bulgarian Campaign.

The advance of the Ottoman army after the withdrawal of the Bolshevik army.

Training of the Bulgarian Army.

Italian-Habesh Campaign.

The Ottoman Army's idea of offensive.

Documented information on the atrocities committed against the Islamic people.

335 (1919) Armenian Atrocities Committed Against the Muslims in the Caucasus in the Month of July.

Report submitted to the American delegation headed by General Harbord on the operations and activities of the First Caucasus Corps in 334 (1918).

My Advices.

335 and 336 (1919 and 1920) Armenian Atrocities Committed Against Muslims in the Caucasus..

Kars and its surroundings in history.

Object lesson with a song.

News from the Military Intelligence Department.

Industrial projects.

Our Economic Principles.

Outlines of education and training.

The liberation of Erzincan and Erzurum.

Principles of our War of Independence.

Italy and Abyssinia.

England, Italy and the Abyssinian War.

Why did we enter the World War? How did we enter it? How did we deal with it?

Our dream is a strong Turkey.

Our war of independence.

Our children's cause.

Enver Pasha and the Committee of Union and Progress in our War of Independence.
Why was the Union and Progress Committee (1896-1909) founded? How was it established?
How was it led?
A duel and an assassination.
Duties of the military staff.
Sarıkamış, Kars and beyond.
Germans in Turkey (those who served in our army between 1913-1918).
Myself.
My life.
Memories of Edirne.
Diaries.
Memoirs of the First World War¹

Additionally, Kazım Karabekir's oeuvre comprises works that were prepared for publication but not ultimately published. These works are as follows:

Where did Armenians come from and where are they going?
National Separations from the Ottoman Community.
Freedom movements in Turkey.
A Visit to Plevna.
My Days of Sorrow
Spiritual Analysis of Our Struggle for Freedom and Independence.
National Education and Children's Army.
Memories of the War of Independence.
My Memorandums
Free Spirit (novel).
The Way of the Heart (spirituality).
Civilization Traveler.
Ideal Nation
Controversies
Spies
Revolution Movements.
The book of my children.
Defects and Merits Chart.
A Need
For Children: Good Habits
For Children: Kindness, Health.
For Children: Earnings and Management.
For Children: Bad Customs, Bad Beliefs.
Against Injustice.
History of Kars.
History of Sarıkamış.

5. Kazım Karabekir and the Museum

¹ This work is based on Karabekir's book, "Why did we enter the War of Jihan? How did we enter the War of Jihan? How We Managed the Jihan War, Iraq Front, Liberation of Erzincan and Erzurum, Sarıkamış, Kars and Beyond".

Another aspect of Kazım Karabekir's engagement with historical discourse is his contribution to the development of museums. Karabekir, who underscored the role of museums in social life and education, was a figure who made significant contributions to the field of recent history museology through his ideas and actions on this subject. In his view, museums were an educational institution that enabled the public to develop their ability to reason and compare. In his view, museums present the evolution of all disciplines in their original and final manifestations. This characteristic of museums provides an invaluable insight for schoolchildren and the general public alike, enabling them to gain a comprehensive understanding of their nation's historical trajectory and identify areas for improvement. Consequently, individuals are able to discern their own circumstances and pursue the objectives that are most pertinent to them (Köstüklü, 2016, p. 69-70). In Karabekir's view, museums also serve the function of dispelling the misconceptions held by the general public. He proceeded to elucidate his perspective on this matter with reference to his own observations, as follows: "First-hand observations have revealed that the remarkable museums I have visited in European cities have a profound impact on the public. To illustrate, a comprehensive celestial apparatus is situated at the centre of a spacious hall. The apparatus depicts the sun at its core, surrounded by the Earth, the Moon, and the Earth's orbital motion. Visitors are able to observe solar and lunar eclipses. This allows the public to gain a deeper understanding of the solar system (Köstüklü, 2016, p. 70-71)." In his remarks, Karabekir underscored the importance of museums in public education, advocating for their accessibility to all members of the public (Köstüklü, 2016, p.71).

During his tenure as commander of the 15th Corps and the Eastern Front, Kazım Karabekir assumed responsibility for the welfare of orphans and orphaned children in the region and initiated the establishment of numerous educational institutions in Erzurum, Sarıkamış and Kars. In this regard, he occupies a significant position in the history of Turkish education (Vurgun, 2022, p. 641). One of the institutions Karabekir established during this process was the museum. He deemed it essential to establish a centre of learning and knowledge (üssü'l hareke¹) in Erzurum, with a particular focus on the sciences. He highlighted the importance of the museum as one such institution, which would serve as a repository of knowledge and a hub for scientific research (Karabekir, 2015, p. 25). Karabekir was able to realise his ideas about the museum in Eastern Anatolia and thus ensure the opening of a museum in Sarıkamış (Karabekir, 2015, p. 47):

"I had it prepared for the children. The exhibition encompasses a comprehensive array of subjects, including roads, land, sea and air transport, clothing, headgear, footwear, waterways, fountains, sewers, houses, villages, harbours, cities, tombs, lighting, heating, means of communication and combat. The exhibits are presented in a systematic and chronological manner, showcasing the evolution of these elements from their earliest forms to their final perfection. Furthermore, members of the military would also be present at this location. The museums enabled children to gain an understanding of the degree of progress achieved by any creature, whether seen or heard about. These were of significant interest to even the youngest children or soldiers, who would pose inquiries about them. Furthermore, children were instructed to construct various structures, including roads, railways, villages and fountains, using only sand and cardboard. Through a combination of guided questioning and open-ended discussion, their

¹ Üssü'l Hareke: This is an educational institution that emulates the type of campus that Kazım Karabekir proposed to be established today. In this context, an educational institution with dormitories, canteens, hospitals and social facilities should be established in close proximity to urban areas, but outside of them. In these educational institutions, the underprivileged children of Anatolia, Thrace and Istanbul would be educated and trained (Köstüklü, 2016).

knowledge and reasoning abilities were enhanced in a manner that did not impinge upon their memory. As a result, every being was perceived as alive from beginning to end. Through the processes of identification, comparison and reasoning, the children were able to gain a great deal of knowledge about each entity without becoming fatigued. Furthermore, their cognitive abilities were enhanced.”

Furthermore, a fortification museum was established for the general public in Sarıkamış by the engineer officers, in addition to the museum for children (Karabekir, 2015, p. 47). Karabekir's interest in museums persisted following the conclusion of his military service. In 1930, in a section of the mansion in Erenköy, Istanbul, which he purchased and settled with his family, he established a museum where the personal effects of himself and his family, which he had amassed and retained since his childhood, were displayed (kazimkarabekirvakfi.org.tr)¹ In his account of the visit to Karabekir's mansion in 1938, the writer Sabih Alaçam describes the hall as a museum, noting that the walls were adorned with the general's personal memorabilia (Alaçam, 1938, p. 15-16). He proceeds to enumerate the notable artefacts within this museum:

"One painting depicts the Turkish army entering Kars, while another shows the Armenian army surrendering their weapons. These are accompanied by two swords on the right and left of the painting. One belongs to the Russian Miralay who defended Erzurum castle, while the other belongs to the Armenian General who defended Kars castle. There are also group photographs of the officers of the Movement Army, a set of inkwells in a glass cabinet in which the Treaty of Kars was signed, pictures from his own life and pictures of his old friends Refet Pasha, Ali Fuat Pasha, Rauf Bey and Dr. Adnan Bey, a photograph of Atatürk's gift to Karabekir, inscribed with the words "To my brother Karabekir Pasha", and a photograph of İsmet Pasha, inscribed with the words "To my brother Karabekir Pasha"."

In a conversation with Sabih Alaçam, Karabekir articulated the following thoughts on the subject of these memories and artifacts: “The aforementioned items are not the personal property of myself, but rather constitute part of the historical record." I intend to donate them to the museum (Alaçam, 1938, p. 16).” Thus, Karabekir laid the foundations of a museum in the modern sense with this organization he created in his mansion. It also created a learning environment with the objects and visual resources it exhibited. As a matter of fact, museums have an educational function and have an important place especially in history teaching (Ata, 2002).

Karabekir's thoughts and sensitivity about the museum acquired an official character years later. In 2002, Kazım Karabekir's daughters Hayat Karabekir Feyzioğlu and Timsal Karabekir Yıldırım and his granddaughter Gülden Gazioğlu² established the "Kazım Karabekir Foundation" with the objective of ensuring the continued survival of the memory and name of Kazım Karabekir Pasha. As a consequence of Karabekir's actions several years ago, the concept of creating a museum within the mansion was introduced following the establishment of the foundation. In 2005, a special museum, named the "Kazım Karabekir Pasha Museum", was established on two floors of the mansion under the supervision of the Ministry of Culture and Tourism (kazimkarabekirvakfi.org.tr).³ Subsequently, a living house

¹ kazimkarabekirvakfi.org.tr

² The child of Emel Karabekir Özerengin, one of Karabekir's twin offspring.

³ kazimkarabekirvakfi.org.tr

museum was inaugurated on 1 October 2005, showcasing the personal belongings and documents of Kazım Karabekir and his family. The interior arrangement of the museum was designed with consideration of the original artefacts, reflecting the period during which Karabekir and his family resided in the mansion. The upper floor of the museum contains the bedroom of Karabekir and his wife, a room dedicated to displaying photographs of family members, and a section exhibiting clothing worn by Karabekir and his wife. The lower floor has been reorganised in accordance with the original layout and is now open to the public, comprising the family's living room, Pasha's study room and reception hall (kazimkarabekirvakfi.org.tr).¹

Result and Discussion

The cadres who matured during the concluding phase of the Ottoman Empire, who emerged triumphant in the National Struggle and laid the foundations for the Republic, have secured a place in history not only for their actions but also for their writings. By means of the notes they took, the diaries they wrote, the documents they retained and the museum materials, this generation bequeathed a substantial historical legacy to the subsequent generations. One of the most prominent figures of this generation is Kazım Karabekir. Karabekir was a prominent figure in the military history of the Ottoman Empire, participating in numerous significant events and battles. He fought against committee members in Rumelia, participated in the Balkan War, the Battle of Çanakkale, the Battle of Kut'ul Amare, the Battle of Kars, and the Battle of Tabriz. Additionally, he played a crucial role on the Eastern Front during the Turkish War of Independence. From the date of his withdrawal from active politics and military life, Karabekir began to write history. Consequently, the epithet "Karabekir the Historian" is added to the other two designations, namely "Karabekir the soldier" and "Karabekir the statesman".

Karabekir's historiographical work is situated within the context of events that he has directly experienced and participated in, occupying various roles and positions. His work and diaries, in which he recounts aspects of his own life history, also provide direct information about the general political, military, social, and developmental aspects of the period. In contrast, his other works display clear indications of the more than 25 years of Turkey's transition from the Ottoman Empire to the Republic. It is for this reason that Karabekir's works represent a significant and invaluable source of information on recent Turkish history. In addition to political and military developments, Karabekir's primary focus was on educational matters. Some of his works were specifically designed for the children of the homeland. Another area of interest in Karabekir's work is museology. Karabekir, who had internalised the issue of museums during his tenure, proceeded to implement this knowledge during his retirement years. Following his death, the museum was established, thus enabling the presentation of his accumulations and memories to the public. Consequently, Kazım Karabekir's engagement with history, initiated during his formative years, persists to this day through his oeuvre and the establishment of a museum in his honour.

¹ kazimkarabekirvakfi.org.tr

References

- Alaçam, S. (1938). "An Hour in the House of General Kazım Karabekir", *Modern Türkiye Journal*, no 45, pp. 15-16.
- Ata, B. (2002). Teaching History with Museums and Historical Places: The Views of History Teachers on "museum education". Unpublished PhD Thesis, Ankara: Gazi University Institute of Social Sciences.
- Demirel, A. (2013). "Kazım Karabekir in All Aspects", *Kazım Karabekir Symposium- III* (Ed. Pınar Feyzioğlu Akkoyunlu), İstanbul: Kazım Karabekir Foundation Publications.
- Erdem, H. (2012). "Understanding Kazım Karabekir", *Kazım Karabekir Symposium- II Ed.* Pınar Feyzioğlu Akkoyunlu), İstanbul: Kazım Karabekir Foundation Publications.
- Erat, M. "Kazım Karabekir (1182-1948)", *Atatürk Encyclopaedia*, ataturkansiklopedisi.gov.tr/bilgi/kazim-karabekir-1882-1948, (Access Date: 20.07.2023).
- Fraenkel, Jack R., Wallen, Norman E., Hyun, Helen H. (2011). *How to Design and Evaluate Research in Education*, New York: McGraw-Hill.
- Göyünç, N. (2000). "Kazım Karabekir Pasha", *The Panel of Ideas, Politics and Statesman Kazım Karabekir Pasha*, Ankara: Atatürk Research Centre Publications.
- Güler, A. (2017). *The Hero of the National Struggle Kazım Karabekir I am at your command, Pasha*, İstanbul: Halk Bookstore.
- Karabekir, K. (2011). *Memoirs of the First World War*, İstanbul: Yapı Kredi Publications.
- Karabekir, K. (2014). *The Union and Progress Committee*, İstanbul: Yapı Kredi Publications.
- Karabekir, K. (2015). *Our Case for Children*, İstanbul: Yapı Kredi Publications.
- Karabekir, K. (2017). *My Life*, İstanbul: Yapı Kredi Publications.
- Karabekir Yıldırım, T. (2013). "Opening Speeches", *Kazım Karabekir Symposium- III* (Ed. Haz. Pınar Feyzioğlu Akkoyunlu), İstanbul: Kazım Karabekir Foundation Publications.
- kazimkarabekirvakfi.org.tr
- Kırzioğlu, F. (1991). *Kazım Karabekir*, Ankara: Ministry of Culture Publications.
- Köstüklü, N. (2016). *Kazım Karabekir and Education*, Konya: Çizgi Bookstore.
- Küçük, C. (2022). "Kazım Karabekir", *Turkish Religious Foundation Encyclopedia of Islam*, v. 25, Ankara 2022, pp. 150-152.
- Mumcu, U. (1993). *Kazım Karabekir Narrates*, İstanbul: Tekin Publishing House.
- Münir, H. (1939). "General Kazım Karabekir", *Yedigün Journal*, no 307, v. 12, pp. 7-9.
- Taşkıran, C. (1999). *Kazım Karabekir Pasha in the National Struggle*, Ankara: Atatürk Research Center Publications.
- Vurgun, A. (2022). "The Place of Kazım Karabekir in Turkish Education History", In the Vast Waters of History: A Tribute to Prof. Dr. Vahdettin Engin (Ed. Arif Kolay and Ahmet Vurgun), Yeditepe Publishing House, İstanbul 2022.