



## Education in Kastamonu According to Education Yearbooks and Province Yearbooks (1869-1903)

Tarık Sağlam  saglamtarik12@gmail.com  
Erciyes University 

Erol Çiydem  eciydem@kastamonu.edu.tr  
Kastamonu University 

### **Abstract:**

*Bu çalışmada, 2018-2024 yılları arasında ABD ve Türkiye’de sosyal bilgiler eğitimi Yearbooks, which are first-hand sources, are essential for obtaining information about the Ottoman education system. This study aims to reveal the educational status in Kastamonu province between 1869 and 1903, which aligns with the data in the Kastamonu Province Yearbooks and Education Yearbooks. In this sense, it aimed to understand the educational situation in Kastamonu, a provincial city in the last periods of the Ottoman Empire, from a holistic perspective through statistics. Although some studies address the reflections of the Ottoman educational reforms in the provinces, none of them address the educational situation in Kastamonu from a holistic perspective, at least in the context of statistics. The first publication of the Kastamonu Province Yearbook was in 1869, and the last was in 1903. Education Yearbooks were published between 1899 and 1903. It is known that Kastamonu province yearbooks were not published every year. Although they occur at different intervals, twenty-one Kastamonu province yearbooks and five education yearbooks, excluding the Education Yearbook of 1902, are the primary data sources in the study. Historical research was used as the study method. Data in the study was collected using the document review method and subjected to descriptive analysis. In the years examined, educational institutions understood to exist in Kastamonu province are primary schools, rüşdiye schools, high schools, industrial schools, and schools for non-Muslims. The change in the number of students and teachers in educational institutions over the years is also among the study's significant findings.*

**Keywords:** Kastamonu, education, yearbook.

Sağlam, T., & Çiydem, E. (2024). Education in Kastamonu according to education yearbooks and province yearbooks (1869-1903). *International Journal of New Approaches in Social Studies*, 8(2), 164-184. <https://doi.org/10.38015/sbyy.1533581>

<b>Submission Date:</b>	15.08.2024
<b>Acceptance Date:</b>	12.11.2024
<b>Publication Date:</b>	30.12.2024

## INTRODUCTION

The reform movement in the Ottoman Empire, initiated for several practical reasons and strategically since the eighteenth century, first focused on the educational institutions in the military field. In this process, some new military educational institutions were opened. Among these educational institutions, Mühensihane-i Bahri Hümayun and Mühendishane-i Berri Hümayun are among the ones particularly emphasised in the literature. Changes in this reform programme, which continued for many years, emerged in the 19th century. Especially from the last year of Mahmud II's reign, the scope of educational reforms was extended to the civilian sphere. In the new period that started in 1839 with the Tanzimat Edict proclaimed in 1839, schools at different levels were opened, and steps were taken towards establishing an institutional structure in the field of education. However, one of the critical deficiencies during the Tanzimat period was the failure to extend the educational reforms outside the centre (capital city), except for the rüşdiye schools. After the Tanzimat Period (1839-1876), this deficiency was tried to be overcome during the periods of Abdülhamid II (1876-1909) and Constitutional Monarchy II (1908-1920). Modern civil schools were opened in the provinces and the centres during these periods. Institutionalisation in the field of education was also extended to the provinces.

One of the primary sources through which we can concretely see the transformation in education, both in the centre and the provinces during the last periods of the Ottoman Empire, is yearbooks (salnâme). The word was formed from the Persian words "sâl" (year) and "nâme" (written thing, letter); these works are also called "nev-sâl". The official yearbooks, roughly divided into official and private yearbooks, can be divided into three categories: those belonging to the state, ministry and provinces (Aydın, 2009). The first province yearbook in the Ottoman Empire was the Bosna Yearbook, published in 1866 (h. 1283) (Gerçek, 1963). The last yearbook published in the Ottoman Empire was the Bolu Livası Yearbooks, published in 1921 (Duman, 2000).

Kastamonu Province Yearbooks, which are analysed within the scope of the study, were published for the first time in 1869 (h. 1286). Kastamonu Province Yearbooks were published uninterruptedly between 1869 and 1882. It was not published from 1882 until 1889. In 1890 and 1891, it was understood that Kastamonu Province Yearbooks were not published. In 1892, 1893 and 1894, the yearbook was published. In 1895, Kastamonu Province Yearbooks were not published again. The last printed Kastamonu Province Yearbook was in 1903.

When the literature is examined, it is seen that many studies have been carried out by using the yearbooks published in the last periods of the Ottoman Empire. However, some studies also centred on the data in Kastamonu Province Yearbooks. One of these is the study titled "Girls (Inas) Rüştiye Schools in Kastamonu Province Yearbooks (1875-1903)" by Selman Tunay Kamer. Another study is Ercan Çelebi's article titled "Education in Tosya (1869-1903) According to Kastamonu Province Yearbookeleri". In this study, Çelebi gave numerical data about the sıbyan primary and rüşdiye schools in Tosya District between 1869 and 1903. In addition, in the study conducted by Çevik (2021), the education situation in Kastamonu during the reign of Abdulhamid was to be explained through yearbooks.

No study holistically analyses the educational situation in Kastamonu in the last period of the Ottoman Empire in the context of available statistics. In this sense, this research will contribute

to the field. This study is limited to the years between 1869 and 1903. This limitation is because the first and last years of the publication of the yearbooks in which the study data were collected were considered. The first Kastamonu Province Yearbook was published in 1869 and the last in 1903.

### ***Purpose of the Study***

The primary purpose of this study is to explain the developments in the field of education in Kastamonu province between 1869 and 1903 in line with the data in the provincial and educational yearbooks. In the history of Turkish education, a significant part of the studies focus on periods or institutions. However, most of the studies do not focus much on the reflections of the educational reforms in the provinces. Although some studies deal with the reflections of the Ottoman educational reforms in the provinces, no studies deal with the educational situation in Kastamonu holistically, at least in terms of statistics. In line with the primary purpose of the study, answers to the following questions were sought:

- 1) What were the primary education developments in Kastamonu between 1869-1903?
- 2) What were the developments in secondary education in Kastamonu province between 1869-1903?
- 3) What were vocational education developments in Kastamonu province between 1869-1903?
- 4) What was the situation regarding traditional educational institutions in Kastamonu province between 1869-1903?
- 5) What was the situation regarding minority or foreign schools in Kastamonu province between 1869 and 1903?
- 6) What was the situation regarding other educational institutions in the province of Kastamonu between 1869 and 1903?

## **METHOD**

### ***Research Methodology***

In this study, the historical research method was used. The historical research method analyses the researcher's relevant sources and publications. Each research topic and problem has a history, and the researcher has to analyze this history (Kaptan, 1991). A historical model is used in research to collect and develop data by reconsidering the past (Azar, 2008, p. 39). In this research model, hypotheses are formed after determining the problem situations, and data are collected in light of these hypotheses. Hypotheses are then tested based on these data (Çepni, 2009). A comprehensive literature review is conducted during this type of research. All kinds of written or oral sources constitute the literature. The sources obtained from the literature review are analyzed, and the information is presented in a systematic structure. Then, the researcher's notable findings are compared with the findings in the literature and similarities and differences are determined (Çepni, 2009).

### ***Data Collection***

The data in the study were collected using a document analysis method. The primary data sources in this study are Kastamonu Province Yearbooks published between 1869-1903, and Education Yearbooks published between 1898-1903. The reason for choosing these years is that Kastamonu Province Yearbooks and Education Yearbooks were published in these years. Kastamonu Province Yearbooks were first published in 1869, and 21 were published until 1903.

These yearbooks were accessed through the digital archives of the Kastamonu Manuscript Library and some libraries (National Library, Atatürk Library, ISAM, etc.).

### ***Analysing the Data***

The document analysis technique aims to create relational structures by dividing the sources, called documents, into codes and themes per the researcher's purpose (Fraenkel & Wallen, 2009). It has been stated that if codes and themes are predetermined in research, it will be a descriptive analysis (Bogdan & Biklen, 2007; Yıldırım & Şimşek, 2021). In this study, the data collected using the document analysis method were subjected to descriptive analysis.

### ***Ethics Committee Approval***

Exempt from Ethics Committee Approval.

## **FINDINGS**

The findings of our research are organised under six main headings. These titles are developments in the field of primary education, developments in the field of secondary education, developments in the field of vocational education, schools belonging to non-Muslim subjects, traditional educational institutions, and other educational institutions, which we have created based on the data in Kastamonu Province Yearbooks and education yearbooks. In addition, these main headings were divided into sub-headings due to the data analysis. Under these headings, statistical information on education in Kastamonu province is presented in tables. However, it is seen that the tables do not contain continuous data for all years within the scope of the study. This is because there is information about any school at any level of education in Kastamonu province in certain yearbooks. In other words, if there is no information about an educational institution in the yearbook examined, the yearbook for that year is not reflected in the table.

### ***Developments In the Field of Primary Education***

This central section of our research contains information about the first, secondary and military rüşdiye schools in Kastamonu province. Although the ibtidai schools constituted the first part of the education system in the Ottoman Empire, rüşdiye schools were opened earlier than the ibtidai schools for various reasons (Ahmed Cevdet Paşa, 1991, p. 41). For this reason, the data on the ibtidai schools in the Kastamonu province yearbook are more recent.

***Sıbyan schools:*** The sıbyan schools were traditional in the Ottoman Empire, which were transformed into modern primary schools. The first example of ibtidai schools was the "sample school" opened adjacent to the Nuruosmaniye Mosque in order to provide education in the new method (usul-ı cedit) (Ergin, 1977; Kodaman, 1988). This school, which was opened in the mid-1860s, was followed by new ones. In the following years, the number of ibtidai schools increased rapidly. "Number of ibtidai schools in the 1913-1914 academic year reached 3536" (Çiydem, 2021, p. 9).

The information on the ibtidai schools in Kastamonu Province Yearbooks is from 1889 onwards. The EducationYearbooks has no information about the ibtidai schools in Kastamonu province. There is minimal information about the gender of the students studying in ibtidai schools or whether the school was for girls or boys in Kastamonu Province Yearbooks. Since it was impossible to identify the male and female students in the schools in line with the

information provided, such a distinction was not made. In our research: Kastamonu, İnebolu, Tosya, Taşköprü, Safranbolu, Araç, Daday, Cide, İskilip, Kargı, Bolu, Ereğli, Bartın, Amasra, Gerede, Mudurnu, Düzce, Devrek (Hamidiye), Göynük, Çankırı, Çerkeş, Kalecik, Sinop, Gerze, Boyabat, Ayancık.

**Table 1.** Data on İbtidai Schools in Kastamonu Province According to Kastamonu Province Yearbooks

Year	İbtidai school	Student	Teacher
1889	41	3234	53
1892	36	1785	62
1893	35	1939	54
1894	27	1906	49
1896	41	3184	62
1899	39	3246	65
1903	61	3604	97

Table 1 presents information about the ibtidai schools in the district and towns in Kastamonu province in line with the information in the Province Yearbooks of Kastamonu. The number of schools in Kastamonu province was recorded as 41 in 1889. In 1903, this number increased by 48.78% and reached 61. The lowest number of schools was recorded in 1894. The variability in the number of schools is due to the absence of data on ibtidai schools in some places over the years. According to the province yearbooks, the table in question includes information on the number of students studying in ibtidai schools in all districts and towns in Kastamonu. In 1889, the number of students studying in all ibtidai schools in Kastamonu province was 3234, while this figure increased by 11.44% to 3604 in 1903. In the 1892 province yearbook, it is seen that the number of students decreased by 44.80% compared to the data in the previous year's yearbook. One of the main reasons for this situation is the absence of data on some centres in this yearbook. In addition, in light of the information in the yearbooks, it is observed that there was an increase of 48.78% in the number of schools in the years in question, but the number of students did not increase at the same rate. The same table also includes data on the number of teachers working in ibtidai schools. According to these data, while the number of teachers was 53 in 1889, it increased by 83.0 per cent to 97 in 1903.

**Rüşdiye (Middle) Schools:** Considering Kastamonu province yearbooks, the first information about the rüşdiye school is found in the 1869 Province Yearbook. Information about rüşdiye schools is in all Kastamonu province yearbooks.

**Table 2.** Data on the Rüşdiye Schools in Kastamonu according to Kastamonu Province Yearbooks

Year	Rüşdiye school	Student	Teacher
1869	6	346	13
1870	7	422	15
1871	9	503	18
1872	10	421	24
1873	11	414	25
1874	13	669	27
1875	17	773	39
1876	18	914	46
1877	17	998	48
1878	19	1168	50
1879	21	1218	51
1880	20	1303	55
1881	21	1393	58
1882	21	1337	59

1889	24	1748	65
1892	22	643	56
1893	20	881	46
1894	17	845	42
1896	17	956	48
1899	21	1021	50
1903	21	1030	48

Table 2 provides information on the number of rüşdiye schools in the province of Kastamonu between 1869 and 1903. When Kastamonu Province Yearbooks were examined, the following centers within the province were found to have rüşdiye schools: Kastamonu Centre, Daday, Bolu, Ereğli, Sinop, Çankırı, İnebolu, Boyabat, Safranbolu, Tosya, Çerkeş, Düzce, Göynük, Gerze, Akçaşehir, Taşköprü, Bartın, Devrek, Abana, Çaycuma, Arac, Mudurnu, İskilib, Çarşamba, Cide. It was also found that there were both boys' and girls' rüşdiye schools in the centers of Kastamonu and Sinop. In 1869, there were six rüşdiye schools in Kastamonu Province. By 1903, this number had increased by 250 percent to 21.

Table 2 explains the total number of students in rüşdiye schools in Kastamonu province in terms of years. 1869, when the first yearbook was published, the number of students in the province was 346. The number of students was 643 in 1892 because the number of students in 11 of the 22 rüşdiye schools in the province was not given in that year's yearbook. The highest number of students was recorded in 1889, and the number of students was 1748. In addition, the number of teachers working in the rüşdiye schools in Kastamonu province is shown in table 2 by year. According to this data, while the number of teachers was 13 in 1869, it increased to 48 in 1903, with an increase of 269%.

**Table 3.** Data on Rüşdiye Schools in Kastamonu Province According to Education Yearbooks

Year	Rüşdiye school	Student	Teacher
1898	23	1393	55
1899	22	1337	62
1900	22	1412	63
1901	23	1352	57
1903	23	1308	56

Table 3 shows the number of rüşdiye schools in the province of Kastamonu in 1898, 1899, 1900, 1901, and 1903, according to the data in the education yearbooks. According to the data, while the number of schools was recorded as 23 in 1898, 1901, and 1903, it was shown as 22 in 1899 and 1900. The number of rüşdiye schools in the 1899 Kastamonu Province Yearbook was 21, and 22 in the 1899 Education Yearbook. Although Sinop Male Rüşdiye School is included in the 1903 Education Yearbook, it is not included in the Kastamonu Province Yearbook. In the 1903 Kastamonu Province Yearbook, the number of rüşdiye schools was listed as 21, while it was listed as 23 in the Education Yearbook of the same year. Although Küre Rüşdiye School and Ayancık Rüşdiye School were included in the 1903 Education Yearbook, it is seen that these schools were included in the Kastamonu Province Yearbook of the same year.

As seen in table 3, there was no significant change in the number of students in the rüşdiye schools in Kastamonu province. In the 1899 Kastamonu Province Yearbook, the total number of students in rüşdiye schools was stated as 1021, while in the Education Yearbook of the same year, this number was 1352. Therefore, the difference between the two yearbooks is 331.

Similarly, while the number of rüşdiye school students was 1030 in the 1903 Kastamonu Province Yearbooks, it was 1308 in the Education Yearbook. In this case, the difference in the number of students between the 1903 Education Yearbook and the Kastamonu Province Yearbook is 278.

The table above shows the number of teachers working in the rüşdiye schools in the province of Kastamonu based on data from the education yearbooks of 1898, 1899, 1900, 1901, and 1903. Accordingly, there were 55 teachers in 1898, 62 in 1899, 63 in 1900, 57 in 1901, and 56 in 1903. While the number of teachers was 50 in the 1899 Kastamonu Province Yearbook, the Education Yearbook of the same year stated that there were 62 teachers. In the 1903 Kastamonu Province Yearbook, the number of teachers was recorded as 48, while in the Education Yearbook published in the same year, this number was 56.

**Military Rüşdiye schools:** In the province of Kastamonu, it was observed that there was a military secondary school only in the central district of Kastamonu province. The first information about the military rüşdiye school in Kastamonu Province Yearbooks was included in the 1889 yearbook. It is understood from the yearbook data that the school's education period was four years. The education yearbooks also include information about the Kastamonu military secondary school.

**Table 4.** Data on Military Rüşdiye Schools in the Central District of Kastamonu According to Kastamonu Province Yearbooks

Year	Teacher	Student				
		1st Year	2nd Year	3rd Year	4th Year	Total
1889	10	24	42	34	27	127
1892	11	-	-	-	-	180
1893	11	-	-	-	-	180
1896	11	40	49	45	23	157
1899	11	40	37	35	35	147
1903	12	44	41	16	15	116

Table 4 contains information about the military rüşdiye schools in the central district of Kastamonu according to the Kastamonu Province yearbooks of 1889, 1892, 1893, 1896, 1899, and 1903. Based on this information, the number of teachers working in the rüşdiye schools was 10 in 1889, 11 in 1892, 1896 and 1899, and 12 in 1903. According to the data in the yearbooks, the rüşdiye school education period was four years. In 1889, the number of students studying at this school was as follows: 24 in the first year, 42 in the second year, 34 in the third year, 27 in the fourth year, and 127 in total. In 1892 and 1893, only the number of students in the first year is 180. In 1896, the number of students was as follows: 40 in the first year, 49 in the second year, 45 in the third year, and 23 in the fourth year. In 1899, it is understood that there were 40 students in the first year, 37 in the second year, 35 in the third year, 35 in the fourth year, and 147 in total. In 1903, 44 students in the first year, 41 students in the second year, 16 in the third year, and 15 in the fourth year were enrolled in the military secondary school. As can be seen from the table, the number of students in the school in 1892 and 1893 was not given on a class basis. In those years, 180 students were enrolled in the school.

**Table 5.** Data on Military Rüşdiye schools in the Central District of Kastamonu, according to the Education Yearbooks

Year	Teacher	Student
1898	10	141
1899	11	315
1900	11	315
1901	10	120
1903	10	-

The data in table 5 provide information about the military rüşdiye schools in the Kastamonu district in the 1898, 1899, 1900, 1901, and 1903 education yearbooks. According to this information, the number of teachers was 10 in 1898, 1902, and 1903, and 11 in 1899 and 1900. The number of teachers in the 1899 Kastamonu Province Yearbook and 1899 Education Yearbook is 11. The number of teachers in the 1903 Kastamonu Province Yearbook was 12, while in the Education Yearbook of the same year, it was 10. The number of students was 141 in 1898, 315 in 1899 and 1900, and 120 in 1901. There is no data for the 1903 year. While the number of students in 1899 was 147 in the Kastamonu Province Yearbook, this figure was 310 in the Education Yearbook of the same year.

### ***Developments In the Field of Secondary Education***

Under the heading of developments in secondary education, we examined the idadi school in Kastamonu province, i.e., the institutions accepted at the high school level today (2024). The Kastamonu Province Yearbook and the Education Yearbook included information about the highs.

***High (Idadi) School:*** In light of the information in the yearbooks, it has been determined that there were only four high schools in Kastamonu province. These are the Kastamonu Center, Bolu District, Sinop District, and Çankırı District. The first information about the high school in Kastamonu province yearbooks was in 1889. Although there is information about Kastamonu High School in the same yearbook, it is known from other sources that this school was opened in 1885 (Eski, 2024, p. 30). The first information about Bolu High School is found in the Kastamonu Province Yearbook in 1892, Sinop High School in 1893, and Çankırı High School in 1894. Information about Kastamonu High School, Bolu High School, Sinop High School and Çankırı High School is found in the education yearbooks.

**Table 6.** Data on the High School in the Central District of Kastamonu, according to Kastamonu Province Yearbooks

Year	Teacher	Student
1889	10	98
1892	12	32
1893	11	55
1896	15	137
1899	16	118
1903	16	122

As seen in table 6, the Kastamonu province yearbooks for 1889, 1892, 1893, 1896, 1899, and 1903 contain data on the high school. While there were ten teachers in the school in 1889, this number increased to 16 in 1903. In terms of the number of students, while there were 98 students in the school in 1889, this number increased to 122 in 1903, with an increase of 124.48%. The



year with the lowest number of students was 1892, with 32 students, while the year with the highest was 1896, with 137.

**Table 7.** Data on the High School in Bolu District according to Kastamonu Province Yearbooks

Year	Teacher	Student
1892	10	-
1893	7	66
1894	6	66
1896	6	88
1899	5	88
1903	7	95

In table 7, information about the high school in the province of Bolu is given in the Kastamonu province yearbooks for 1892, 1893, 1894, 1896, 1899, and 1903. According to these data, while the number of teachers was 10 in 1892, it was 7 in 1903. As for the number of students, there is no record in 1892. However, it is understood that 66 students studied at this school in 1893 and 1894, 88 students in 1896 and 1899, and 95 students in 1903.

**Table 8.** Data on the High School in Sinop, according to Kastamonu Province Yearbooks

Year	Teacher	Student
1893	7	67
1894	5	70
1896	6	80
1899	5	80
1903	6	89

Table 8 shows the data on the high school in Sinop in the Kastamonu province yearbooks for the years 1893, 1894, 1896, 1899, and 1903. According to these data, the number of teachers working at the school was 7 in 1893, 5 in 1894 and 1899, and 6 in 1896 and 1903. While the number of students was 67 in 1893, it increased to 89 in 1903, with an increase of 32.83%. In addition, the number of students was recorded as 70 in 1894 and 80 in 1896 and 1899.

**Table 9.** Data on the High School in Çankırı according to Kastamonu Province Yearbooks

Year	Teacher	Student
1894	6	79
1896	4	98
1899	5	89
1903	5	100

In table 9, the data on the high school in Çankırı district are given in line with the data in the Kastamonu Province Yearbooks. According to this information, the number of teachers working at the school is indicated. At the same time, there were six teachers in 1894, 4 in 1896, and 5 in 1899 and 1903. While the number of students was 79 in 1894, it increased to 100 in 1903, with an increase of 26.58%. In addition, the number of students was recorded as 98 in 1896 and 89 in 1899.

**Table 10.** Data on the High Schools in the Central District of Kastamonu according to the Education Yearbooks

Year	Teacher	Student
1898	15	1161
1899	11	146
1900	12	146
1901	11	149
1903	11	119

Table 10 shows information about Kastamonu High School in the education yearbooks from 1898, 1899, 1900, 1901, and 1903. The education circulars above contain information about Kastamonu High School. According to the data, it is understood that there were 15 teachers in the school in 1898, 11 teachers in 1899, 1901 and 1903, and 12 teachers in 1900. The number of students was 116 in 1898, 146 in 1899 and 1900, 149 in 1901 and 119 in 1903. While the number of teachers was 16 in the 1899 Kastamonu Province Yearbook, it is seen as 11 in the Education Yearbooks of the same date. Similarly, while the number of teachers was 16 in the 1903 Kastamonu Province Yearbook, it was given as 11 in the Education Yearbook of the same year. While the number of students was 98 in the 1899 Kastamonu Province Yearbook, it was 146 in the Education Yearbook of the same year. Finally, according to the 1903 Kastamonu Province Yearbook, there were 122 students in the school, while the number of students was 119 in the Education Yearbook of the same year.

**Table 11.** Data on the High School in Bolu, according to the Education Yearbooks

Year	Teacher	Student
1898	-	-
1899	5	110
1900	6	110
1901	6	101
1903	8	90

Table 11 shows information about the high school in Bolu's 1898, 1899, 1900, 1901, and 1903 education yearbooks. In the 1898 yearbook, there is no information about the high school. While the number of teachers was 5 in 1899, this number was 8 in 1903. As for the number of students, it is recorded that there were 110 students in 1899 and 1900, 101 in 1901, and 90 in 1903. However, while the 1899 Kastamonu Province Yearbook lists the number of students studying at Bolu High School as 88, the Education Yearbook states that the number of students studying at this High School was 110. Similarly, in the 1903 Kastamonu Province Yearbook, the number of students studying at Bolu High School was 95, while in the Education Yearbook of the same year, the number of students studying at this high school was 90.

**Table 12.** Data on the High Schools in Sinop according to the Education Yearbooks

Year	Teacher	Student
1898	-	-
1899	5	72
1900	5	72
1901	6	68
1903	6	96

<sup>1</sup> It is understood from the information in the yearbook that 12 of these students were non-Muslims.

Table 12 shows findings about the high school in Sinop in the education yearbooks of 1898, 1899, 1900, 1901, and 1903. According to the findings, there is no information about high school in Sinop in 1898. However, the number of teachers was stated as 5 in 1899 and 1900, and the number of teachers was recorded as 6 in 1901 and 1903. The number of students was 72 in 1899 and 1900, 68 in 1901 and 96 in 1903. According to the Kastamonu Province Yearbook, the number of students was 80 in 1899, while 72 in the Education Yearbook of the same year. Similarly, while the number of students was 89 in the 1903 Kastamonu Province Yearbook, this number was 96 in the Education Yearbook of the same year.

**Table 13.** Data on the High School in Çankırı according to the Education Yearbooks

Year	Teacher	Student
1898	-	-
1899	5	98
1900	5	98
1901	5	85
1903	6	89

As seen in table 13, the education yearbooks for 1898, 1899, 1900, 1901, and 1903 contain data on the high school in Çankırı. The data determined that in 1898, Çankırı High School was included in the Education Yearbook only by name. While the number of teachers in the high school was given as 5 in 1899, 1900, and 1901, it was recorded as 6 in 1903. The number of students was 98 in 1899 and 1900, 85 in 1901 and 89 in 1903. According to the Kastamonu Province Yearbook, the number of teachers at Çankırı was rated 5 in 1899; however, it was shown as 6 in the Education Yearbook of the same year. Regarding the number of students, while it was stated that there were 89 students in the 1899 Kastamonu Province Yearbook, it was given as 98 in the Education Yearbook of the same year. In 1903, the number of students was 100 in the Kastamonu Province Yearbook; however, it was given as 89 in the Education Yearbook of the same year.

### ***Developments In the Field of Vocational Education***

In light of the information in the yearbooks, among the institutions providing vocational education in the province of Kastamonu are Darülmualimin-i Sıbyan (Male et al. School) and Kastamonu Industrial School.

***Teacher Training School:*** The first information about the Darülmualimin-i Sıbyan School in Kastamonu Province Yearbooks was found in the yearbook 1889. In the 1889 yearbook, it was seen that there was one darülmualimin in Kastamonu center and Bolu. In the education yearbooks, there is only information about the darülmualimin in the center of Kastamonu.

**Table 14.** Data on the Darülmualimin-i Sıbyan in the Central District of Kastamonu, according to Kastamonu Province Yearbooks

Year	Teacher	Student
1889	2	-
1896	1	-
1899	1	-
1903	1	-

As can be seen in Table 14, there is information about Darülmualimin-i Sıbyan in Kastamonu province yearbooks for the years 1889, 1896, 1899, and 1903. According to these data, in 1889,

there were two instructors in Kastamonu Darülmualimin, while there was only one instructor in the other years. There is no data on the number of students.

**Table 15.** Data on Darülmualimin-i Sıbyan in Kastamonu Province, according to the Education Yearbooks

Year	Teacher	Student
1898	1	8
1899	1	8
1900	1	8
1901	1	7
1903	1	7

Table 15 gives information about the Darülmualimin-i Sıbyan in the province of Kastamonu in the education yearbooks of 1898, 1899, 1900, 1901, and 1903. As can be seen, the number of teachers is shown as 1 in the education yearbooks of the relevant years. The number of students studying at the school was 8 in 1898, 1899 and 1900, and 7 in 1901 and 1903.

**Table 16.** Data on the Darülmualimin-i Sıbyana in Bolu District, according to Kastamonu Province Yearbooks

Year	Teachers	Students
1889	1	-

As can be seen in table 16, there was a school called Darülmualimin-i Sıbyan in Bolu in 1889. According to this data, it is understood that there was only one teacher in the school. There is no information about the number of students. There is no information on whether there was another school named Darülmualimin in Bolu in the following years.

**Industrial School (Mekteb-i Sanayi).** The first information about the industrial school in Kastamonu province yearbooks was found in the yearbook in 1892.

**Table 17.** Vocational Departments in Kastamonu Mekteb-i Sanayi, according to Kastamonu Province Yearbooks

1892	1893	1896	1899	1903
Carpentry	Carpentry	Carpentry	Carpentry	Carpentry
Shoemaking	Shoemaking	Shoemaking	Shoemaking	Carpet weaving
Ropery	Tailoring	Typesetting	Weaving	Shoemaking
			Typesetting	Weaving
				Typesetting

In line with the data in Kastamonu province yearbooks, information on the vocational programs at the Kastamonu Industrial School between 1892 and 1903 is given in table 17. According to this information, in 1892, Kastamonu Industrial School had carpentry, shoemaking, and ropery programs, while in 1903, it is understood that vocational education was provided in the fields of carpentry, carpet weaving, shoemaking, weaving, and typesetting.

**Table 18.** Number of Students, Teachers and Administrators in Kastamonu Mekteb-i Sanayi according to Kastamonu Province Yearbooks

Year	Number of Students	Number of Teachers
1892	95	11
1893	31	13
1896	47	16
1899	50	162
1903	49	103

Table 18 provides information on the number of students studying at the Kastamonu Industrial School and the number of teachers working there in light of the information in the Kastamonu Province Yearbooks from 1892 to 1903. In 1892, while there were 95 students in the industrial school, this number decreased by 48.42% to 49 in 1903. In the same period, the number of teachers working at the industrial school was as follows: 11 in 1892, 13 in 1893, 16 in 1896 and 1899, and 10 in 1903.

### *Schools For Non-Muslims*

The first information about non-Muslim schools in Kastamonu Province Yearbooks is found in the yearbooks 1889. Both Kastamonu Province Yearbooks and education yearbooks determined that there were schools belonging to the Greek and Armenian nations.

**Table 19.** Number of Non-Muslim Schools in the Province of Kastamonu According to Kastamonu Province Yearbooks

Year	School	
	Armenian	Greek
1889	1	2
1892	1	5
1893	1	3
1894	-	3
1896	1	4
1899	1	4
1903	1	6

As can be seen in Table 19, there is information about non-Muslim schools in the Kastamonu province in the Kastamonu Province Yearbooks for the years 1889, 1892, 1893, 1894, 1896, 1899, and 1903. According to this information, three non-Muslim schools were in the center of Kastamonu in 1889. Two of these schools belonged to the Greek nation and one to the Armenian nation. In 1892, the number of non-Muslim schools doubled. This is due to the inclusion of three non-Muslim schools in the Sinop District in the yearbook.

**Table 20.** Number of Teachers in Non-Muslim Schools in Kastamonu Province According to Kastamonu Province Yearbooks

Year	Armenian	Greek	Total
1889	3	4	7
1892	3	12	15
1893	2	8	10
1894	-	8	8
1896	3	12	15
1899	3	11	14

<sup>2</sup> A total of 6 administrative and teaching positions are indicated as vacant.

<sup>3</sup> In total, 2 administrative and teaching positions are indicated as vacant.

1903	4	17	21
------	---	----	----

Table 20 presents data on the number of teachers teaching in non-Muslim schools in the province of Kastamonu according to the Kastamonu Province Yearbooks for 1889, 1892, 1893, 1894, 1896, 1899, and 1903. According to these data, there were seven teachers in non-Muslim schools in 1889, 15 in 1892, 10 in 1893, eight in 1894, 15 in 1896, 14 in 1899 and 21 in 1903. Considering these dates, by 1903, the number of teachers in non-Muslim schools had increased by more than 200 percent. This increase is in line with the increase in the number of schools.

**Table 21.** Number of Students in Non-Muslim Schools in the Province of Kastamonu According to Kastamonu Province Yearbooks

Year	Armenian <sup>4</sup>		Greek		Total
	Male	Girl	Male	Girl	
1889	45	27	145	70	287
1892	-	-	240	-	240
1893	50	30	112	95	287
1894	-	-	352	160	512
1896	55	27	333	282	697
1899	78	52	387	405	922
1903	1105		554	264	928

As seen in Table 21, according to the Kastamonu Province Yearbooks for the years 1889, 1892, 1893, 1894, 1896, 1899, and 1903, information on the number of students studying in non-Muslim schools in Kastamonu is given. According to this information, there were 287 students in 3 non-Muslim schools in 1889. Of these students, 72 were studying in Armenian schools and 215 in Greek schools. In 1892, although the number of schools increased, the number of students decreased. By 1903, the increase in the number of students in non-Muslim schools was 223.34 percent, considering the data of 1889.

**Table 22.** Names of Non-Muslim Schools in the Province of Kastamonu and the Congregations They Belong to According to the Education Yearbooks<sup>6</sup>

City	County	School	Congregation
Kastamonu	Kastamonu	Rum Male School	Greek
Kastamonu	Kastamonu	Rum Girl School	Greek
Kastamonu	Kastamonu	Vartanas	Armenian
Kastamonu	İnebolu	Petriyos	Greek
Kastamonu	İnebolu	Petriyos	Greek
Kastamonu	İnebolu	Karaca	Greek
Kastamonu	İnebolu	Acı Tavus	Greek
Kastamonu	Safranbolu	Rum School	Greek
Bolu	Ereğli	Rum School	Greek
Sinop	Sinop	Rum School	Greek

Table 22 provides information on the number of non-Muslim schools in the province of Kastamonu and the community to which the school belonged in light of the information in the education yearbooks. In the center of Kastamonu are two schools belonging to Greeks and one

<sup>4</sup> Considering the number of Armenian schools, it is understood that male and female students received coeducation.

<sup>5</sup> The number of male and female students is not given separately.

<sup>6</sup> This table is the same as the 1898, 1900, 1901, and 1903 education yearbooks.

to Armenians. There were also four Greek schools in Inebolu: one Greek school in Safranbolu, one in Ereğli, and one in Sinop.

### **Traditional Educational Institutions**

This research section contains numerical data about our traditional educational institutions, such as sıbyan schools and madrasahs.

**Sıbyan Schools:** Sıbyan schools constitute the first step of our traditional educational institutions in the Ottoman Empire. The first information about sıbyan schools is found in the 1869 Kastamonu Province Yearbooks. In addition, the information about the schools was also found in the asar-ı mamure ruler section of the Kastamonu Province Yearbooks. There is no information about the sıbyan schools in the province of Kastamonu in the education yearbooks.

**Table 23.** The Number of Sıbyan Schools in Kastamonu Province According to Kastamonu Province Yearbooks

	1869	1870	1871	1872	1873	1874	1875	1876	1877
Kastamonu	624	624	574	574	581	598	857	951	891
Sinop	221	221	221	221	221	208	334	299	300
Bolu	834	834	834	834	834	1011	925	975	979
Çankırı	276	276	279	233	233	165	153	153	153

Table 23 shows the data on the sıbyan schools in Kastamonu, Sinop, Bolu, and Çankırı between 1869 and 1877. When we look at these data, while there were 624 sıbyan schools in Kastamonu in 1869, this number was 891 in 1877. While there were 221 sıbyan schools in Sinop in 1869, this number increased to 300 in 1877. While there were 834 sıbyan schools in Bolu in 1869, this number reached 979 in 1877. While there were 276 sıbyan schools in Çankırı in 1869, this number was 153 in 1877.

**Madrasahs:** The first information about madrasahs is found in the 1869 Kastamonu Province Yearbooks. In 1869, there were 95 madrasahs in Kastamonu province. The Education Yearbooks found information about madrasahs in Kastamonu province in 1899, 1900, 1901, and 1903.

**Table 24.** The Number of Madrasahs in Kastamonu Province According to Kastamonu Province Yearbooks

Year	Madrasah	Students
1869	95	2542
1873	14	664
1874	15	821
1875	18	751
1876	19	593
1877	19	593
1878	19	593
1879	19	596

Table 24 provides information on the number of madrasahs in Kastamonu between 1869 and 1879 and the number of students studying in these madrasahs according to Kastamonu Province Yearbooks. In 1869, there were 95 madrasahs in the province. In the same year, 2542 students were studying in madrasahs. In 1869, there were 16 madrasahs in the central district of Kastamonu and 468 students in these madrasahs. The reason for the higher number of madrasahs and students in 1869 compared to other years is that in that year, madrasahs in all sanjaks and kazas in Kastamonu province were given. In the yearbooks for the following years,

only the number of madrasahs in the central district and the number of students in these madrasahs are included. In 1873, there were 14 madrasahs and 664 students in the center of Kastamonu, while in 1874, the number of madrasahs increased to 15, and the number of students was 821. In 1875, the number of madrasahs increased to 18, but the number of students decreased to 751. In 1874, the number of students studying in madrasahs increased compared to the previous year, while in the following years, the number of students decreased.

**Table 25.** Number of Madrasahs, Muderris, and Students in Kastamonu Province according to Education Yearbooks

Year	Madrasah	Muderris	Students
1899	114	116	6342
1900	114	123	6816
1901	125	125	9387
1903	119	117	9552

Table 25 provides information on the number of madrasahs in Kastamonu province, the number of muderris teaching in madrasahs, and the number of students receiving education, which aligns with the information in the education yearbooks. In 1899, the number of madrasahs in Kastamonu province was 114, which increased to 119 in 1903. In the same period, the number of muderris taught in madrasahs was 116 in 1899, and the number of students was 6342. In 1900, the number of muderris was 123, and the number of students increased to 6816. In 1903, the number of muderris decreased to 117, and the number of students increased to 9552. According to these data, there was a 50% increase in students in four years.

## CONCLUSION AND DISCUSSION

This study identified ibtidai schools, rüşdiye schools and high schools, vocational schools, military schools, and traditional educational institutions in Kastamonu province.

Considering the developments in primary education in Kastamonu province in 1889, there were 3234 students in 41 ibtidai schools. When we divide the number of students by the number of schools, we see that there were 78.87 students per school on average. In 1903, 61 ibtidai schools were established in Kastamonu province, and 3604 students studied there. According to these data, the number of students per school in 1903 was 59.08. Based on these data, it is seen that the number of primary schools increased by 48.78% from 1889 to 1903. Considering the number of teachers in ibtidai schools in Kastamonu province, it is understood that there were approximately 1.2 teachers per school in 1889. This ratio increased to 1.59 in 1903. Considering the number of teachers and students in ibtidai schools, there were 61.01 students per teacher in 1889. This ratio decreased to 37.15 in 1903. According to these data, it can be said that there has been an improvement in the number of teachers working in ibtidai schools in recent years. This improvement was realized in parallel with schooling. These years coincide with the reign of Abdülhamid II. This increase is also in line with the education policy pursued during the reign of Abdülhamid II. The literature states that the construction of ibtidai schools and the improvement of general schools were among the steps to be taken in education during the reign of Abdülhamid II (Türk, 2015).

Sıbyan schools, which are among the traditional education institutions in the Ottoman Empire, represent the first stage of education. In the 1860s, the sıbyan schools began to transform into ibtidai schools, which continued until the Second Constitutional Monarchy period. According



to the 1877 Kastamonu Province Yearbook, the total number of sıbyan schools in the province of Kastamonu was 2323. In this year, there were more sıbyan schools than ibtidai schools. In the Ottoman Empire, the transformation of sıbyan schools into ibtidai schools continued from the 1870s onwards. In the same period, there was an increase in the number of ibtidai schools in Kastamonu. This situation shows that the modernization process of Ottoman education did not occur at the desired pace.

The second stage of the primary education section of our research consists of rüşdiye schools. The number of students studying in 6 rüşdiye schools in Kastamonu province in 1869 was 346. In this case, each school had an average of 57.66 students. In 1903, the number of students studying in 21 rüşdiye schools increased to 1030. In this case, there were 49 students per school on average. When we look at the years mentioned above, it is seen that the number of rüşdiye schools, which were modern, and the number of students in these schools increased. In 1869, the number of students per teacher in Kastamonu province was 26.61, while this ratio decreased to 21.45 in 1903. Similarly, while the number of teachers per school was 2.16 in 1869, it increased to 2.28 in 1903. Considering the military schools, while there were ten teachers in 1889, this number increased to 12 in 1903. In the province of Kastamonu, there has been an increase in the number of schools, students, and teachers in the context of rüşdiye schools. Based on this increase, it can be said that schooling and the number of teachers increased positively and parallelly. In the process of Ottoman educational modernization, policies to increase the number of rüşdiye schools were pursued, and the effects of these policies were seen in Kastamonu. The literature stated significant progress in increasing the number of rüşdiye schools, but it was insufficient for the Ottoman Empire (Altınova, 2010). One of the rüşdiye schools in Kastamonu province belonged to girls, which shows that girls' education was important. However, it was determined that the teachers of this girls' rüşdiye school were not graduates of Darülmualimat (Girls' Teacher Training School) (Çevik, 2022).

It is understood that there was only one high school in the provincial center of Kastamonu in the Kastamonu Province Yearbooks of 1889. Later, in the 1892 yearbook, there is data on Bolu High School, in the 1893 yearbook on Sinop High School, and in the 1894 yearbook on Çankırı High School. In the 1903 Kastamonu Province Yearbooks, it is recorded that there were 440 students in total in these four high schools. The number of teachers working in these schools was 34. In the Education Yearbooks of the same year, the number of students was 394, and the number of teachers was 31. It was observed that the first highs in Kastamonu province were opened during the reign of Abdülhamid II. Abdülhamid II's reign was a symbolic period in which highs began to be opened in provincial provinces. "It was stated that the total number of highs reached 109 during the reign of Abdülhamid II" (Kodaman, 1988, p. 167). However, it is also a fact that high faced problems such as a lack of buildings and teachers in this process. In 1892, it is understood that the duration of education in Kastamonu High School was seven years (Sağlam, 2023). This is because, in those years, four-year high schools in large provinces were included in high. "In the Kastamonu Yearbooks of the years when the education period in Kastamonu High School was seven years, there is no information about the central secondary" (Sağlam, 2023, p. 120).

Kastamonu Industrial School had shoemaking, weaving, upholstery, blacksmithing, and tinsmithing departments. In 1905, an ironworks was opened. Pianos were made in the school, which has a wide range of production, and large carpets were woven (Kaya & Öztürk, 2018). The first information about Darülmualimin in the province of Kastamonu was found in the Kastamonu Province Yearbooks of 1889. The opening of Darülmualimat in the center of

Kastamonu took place in 1915 (Arslanoğlu, 1998). Although the name Darümuallimin is mentioned in the Province Yearbooks examined, there is no information about the number of students. According to the data in the education yearbooks, Darümuallimin-i Sıbyan was located in the centers of Kastamonu and Bolu. According to the 1903 Education Yearbooks, the number of students in Kastamonu Darümuallimin-i Sıbyan was 7. Considering the number of sanbyan schools in Kastamonu province, it can be understood that the number of Darümuallimin students was far from meeting the need for teachers in primary schools. “Emrullah Efendi, the minister of education in those years, stated that 70,000 teachers were needed to work in primary schools” (Ergün, 2021, p. 225). This shows us that the need for teachers in primary schools was met from sources other than Darümuallimin.

In 1889, the data in Kastamonu Province Yearbooks provided us with the first information about non-Muslim schools. These schools were determined to belong to the Greek and Armenian communities primarily. In 1889, 287 students were receiving education in three non-Muslim schools. While Greeks opened separate schools for boys and girls, Armenians preferred co-education. In 1903, six non-Muslim schools in Kastamonu province had 21 teachers and 928 students. Considering the number of non-Muslim schools, it is observed that there was a significant increase in the Kastamonu province in 1903 compared to previous years. Documents show that the number of Greek girls attending school was higher than that of Muslim girls (Namal & Şahin, 2023). It has been revealed in some of the studies in the literature that the schooling rates and the number of students among non-Muslims were higher than among Muslims (Birbudak, 2007). This situation is essential in showing the importance of non-Muslim subjects attached to education.

It is understood that the number of madrasahs in Kastamonu has increased over the years. In addition, there was a significant increase in the number of students in madrasahs in 1903. One of the reasons for this significant increase may be that madrasah students were exempted from military service in those years, which increased the demand for madrasahs. It is also stated in the sources that during the reign of Abdulhamid II, madrasahs turned into places where deserters gathered (Yıldız, 2020).

## REFERENCES

- Ahmed Cevdet Paşa. (1991d). *Tezâkir (40-Tetimme)*, (Yayımlayan: Cavid Baysun), Ankara: Türk Tarih Kurumu.
- Akyüz, Y. (1994). İlköğretimin yenileşme tarihinde bir adım: Nisan 1847 tâlimatı. *Osmanlı Tarihi Araştırma ve Uygulama Merkezi Dergisi*, (5), 1-47.
- Akyüz, Y. (2020). *Türk eğitim tarihi m.ö. 1000- m.s. 2020*. Pegem Akademi Yayıncılık.
- Al, U. & Taşkın, Z. (2015). *Prof. dr. İrfan Çakın'a armağan*. Hacettepe Üniversitesi Bilgi ve Belge Yönetimi Bölümü Yayını.
- Altınova, A. (2010). *Osmanlı modernleşmesinde rüşdiye mektepleri*. [Published doctoral dissertation]. Gazi Üniversitesi.
- Arslanoğlu, İ. (1998). *Kastamonu öğretmen okulları (1884-1977)*. Millî Eğitim Bakanlığı Yayınları.
- Azar, A. (2008). Bilim ve araştırma. İçinde O. Kılıç ve M. Cinoğlu (Editörler). *Bilimsel Araştırma Yöntemleri* (ss. 11-50). Lisans yayıncılık.
- Bayraktar, M. (1988). *Kayserili Davud:(Davudu'l-Kayseri)*. Kültür ve Turizm Bakanlığı Yayınları.
- Birbudak, T. S. (2007). Sâlnâmelere göre Sivas vilayeti'nde eğitim-öğretim 1898–1903. *Kastamonu Education Journal*, 15(1), 303-316.

- Bogdan, R.C. & Biklen, S.K. (2007) *Qualitative research for education: An Introduction to theory and methods*. (5th Edition), Allyn & Bacon, Boston.
- Boztepe, M. (2013). Osmanlı Devleti'nin taşra yönetimini şekillendiren "merkeziyetçilik" yaklaşımı ve günümüze etkileri. *Dumlupınar Üniversitesi Sosyal Bilimler Dergisi*, (33), 1-14.
- Çelebi, E. (2017). Kastamonu vilayet salnamelerine göre Tosya'da eğitim (1869-1903). *Tarih ve Gelecek Dergisi*. 3(1), 57-74.
- Çepni, S. (2009). *Araştırma ve proje çalışmalarına giriş*. Ofset yayıncılık.
- Çevik, N. (2021). *II. Abdülhamid dönemi eğitimdeki gelişmeler: Kastamonu örneği*. [Unpublished doctoral dissertation]. Ankara Yıldırım Beyazıt Üniversitesi.
- Çiydem, E. (2021). Policies and practices for the professionalization of the teaching profession in the late Ottoman Empire (1839-1920). *Paedagogica Historica*, DOI: 10.1080/00309230.1983620
- Demirtaş, Z. (2007). Osmanlı'da sıbyan mektepleri ve ilköğretimin örgütlenmesi. *Fırat Üniversitesi Sosyal Bilimler Dergisi*, 17(1), 173-183.
- Doğanay, F. K. (2011). *Tanzimat'tan Cumhuriyet'e rüşdiye mektepleri*. [Unpublished doctoral dissertation]. Atatürk Üniversitesi.
- Duman, H. (2000). *Osmanlı sâlnâme ve nevsâlleri*. (Cilt I). Dokümantasyon Hizmetleri Vakfı.
- Ergin, O. (1977). *Türk Maarif Tarihi (1. ve 2. Cilt)*. Eser Matbaası.
- Ergün, M. (2000). Medreseden mektebe Osmanlı eğitim sistemindeki değişme. *Yeni Türkiye Dergisi*, 6(32), 735-753.
- Ergün, M. (2021). *İkinci Meşrutiyet devrinde eğitim hareketleri (1908-1914)*. Pegem Akademi.
- Eski, M. (2024). Kastamonu abdurrahmanpaşa lisesi tarihi. Servi yayınları.
- Fraenkel, R. J., & Wallen, E. N. (2009). *How to design and evaluate research in education (7th ed.)*. McGraw-Hills.
- Gerçek, S. N. (1963). Vilâyet ve nezaret sâlnâmeleri. *Kitap Belleten*, 1(25), 7-9.
- Güven, İ. (2018). *Türk eğitim tarihi*, Pegem Akademi Yayıncılık
- Işık, H. & Çevik N. (2022). 19. yüzyıl sonlarında Osmanlı Kastamonu'sunda eğitim ve öğretimin izdüşümü. *Eskişehir Osmangazi Üniversitesi Sosyal Bilimler Dergisi*, 23(2), 236-248
- İnci, G. & Özdemir, B. (2021). XIX. yüzyıl sonlarında Osmanlı İmparatorluğu'nda ilköğretimle ilgili gelişmelerin Manisa'ya yansımaları. *Mecmua Uluslararası Sosyal Bilimler Dergisi*, (11), 258-273.
- Kamer, S. T. (2009). Kastamonu vilayet salnamelerinde kız (inas) rüştiye mektepleri (1875-1903). *Sakarya Üniversitesi Eğitim Fakültesi Dergisi*, 17(14), 278-284
- Kaptan, S. (1991). *Bilimsel araştırma ve istatistik teknikleri*. Tekışık Web Ofset.
- Kastamonu Vilâyet Sâlnâmesi. (1286). Kastamonu Vilâyet Matbaası.
- Kastamonu Vilâyet Sâlnâmesi. (1287). Kastamonu Vilâyet Matbaası.
- Kastamonu Vilâyet Sâlnâmesi. (1288). Kastamonu Vilâyet Matbaası.
- Kastamonu Vilâyet Sâlnâmesi. (1289). Kastamonu Vilâyet Matbaası.
- Kastamonu Vilâyet Sâlnâmesi. (1290). Kastamonu Vilâyet Matbaası.
- Kastamonu Vilâyet Sâlnâmesi. (1291). Kastamonu Vilâyet Matbaası.
- Kastamonu Vilâyet Sâlnâmesi. (1292). Kastamonu Vilâyet Matbaası.
- Kastamonu Vilâyet Sâlnâmesi. (1293). Kastamonu Vilâyet Matbaası.
- Kastamonu Vilâyet Sâlnâmesi. (1294). Kastamonu Vilâyet Matbaası.
- Kastamonu Vilâyet Sâlnâmesi. (1295). Kastamonu Vilâyet Matbaası.
- Kastamonu Vilâyet Sâlnâmesi. (1296). Kastamonu Vilâyet Matbaası.

- Kastamonu Vilâyet Sâlnâmesi. (1297). Kastamonu Vilâyet Matbaası.  
Kastamonu Vilâyet Sâlnâmesi. (1298). Kastamonu Vilâyet Matbaası.  
Kastamonu Vilâyet Sâlnâmesi. (1299). Kastamonu Vilâyet Matbaası.  
Kastamonu Vilâyet Sâlnâmesi. (1306). Kastamonu Vilâyet Matbaası.  
Kastamonu Vilâyet Sâlnâmesi. (1310). Kastamonu Vilâyet Matbaası.  
Kastamonu Vilâyet Sâlnâmesi. (1311). Kastamonu Vilâyet Matbaası.  
Kastamonu Vilâyet Sâlnâmesi. (1312). Kastamonu Vilâyet Matbaası.  
Kastamonu Vilâyet Sâlnâmesi. (1314). Kastamonu Vilâyet Matbaası.  
Kastamonu Vilâyet Sâlnâmesi. (1317). Kastamonu Vilâyet Matbaası.  
Kastamonu Vilâyet Sâlnâmesi. (1321). Kastamonu Vilâyet Matbaası.  
Kodaman, B. (1988). *Abdulhamid devri eğitim sistemi*. Türk Tarih Kurumu  
Köçer, M. & K, E. (2020). *Eğitim tarihi*. Pegem Akademi Yayıncılık.  
Namal, Y. & Şahin, M.T., (2023). Kastamonu’da kız çocuklarının eğitimi (1876-1914). *Düşünce Dünyasında Türkiz*, 14(66), 121-159.  
Önsoy, R. (1988). *Tanzimat dönemi Osmanlı sanayi ve sanayileşme politikası*. İş Bankası Yayınları.  
Özcan, A. & Buzpınar, G. T. (1997). Church missionary society İstanbul’da tanzimat, ıslahat ve misyonerlik 1858-1880. *İstanbul Araştırmaları*, (1), 63-67.  
Özkan, S. H. (2017). Osmanlı Devleti’nde eğitim dili ve yabancı dil meselesi. *Eğitim-Öğretim ve Bilim Araştırma Dergisi*, 13(29), s.53-59  
Öztürk, C. (1996). *Atatürk devri öğretmen yetiştirme politikası*. Türk Tarih Kurumu Basımevi.  
Sağlam, T. (2023). Kastamonu vilayet salnamelerine göre kastamonu idadisi ve sanayi mektebi (1889-1903). *Dicle Akademi Dergisi*, 3(1), 98-123.  
Salnâme-i Nezaret-i Maarif-i Umumiye. (1316). Mabaa-i Âmire.  
Salnâme-i Nezaret-i Maarif-i Umumiye. (1317). Mabaa-i Âmire.  
Salnâme-i Nezaret-i Maarif-i Umumiye. (1318). Mabaa-i Âmire.  
Salnâme-i Nezaret-i Maarif-i Umumiye. (1319). Mabaa-i Âmire.  
Salnâme-i Nezaret-i Maarif-i Umumiye. (1321). Mabaa-i Âmire.  
Siddiqi, J. (2014). Mescitten medreseye dönüşümün kurumsal ve düşünsel açıdan incelenmesi. *Karadeniz Teknik Üniversitesi İlahiyat Fakültesi Dergisi*, 1(2), 147-163.  
Şakir, M. H. (1964). Bursa sâlnâmeleri. *Kitap Belleten*, 7(31), 6.  
Türk, İ. C. (2015). Osmanlı memleketlerinde ilkokullar ve umumi mektepler açılarak bu mekteplerin çoğaltılmaları ve ıslah edilmelerine dair II. Abdülhamid’e sunulan bir layiha. *A. Ü. Türkiyat Araştırmaları Enstitüsü Dergisi [TAED]*, (54), 713-726  
Unat, F. R. (1964). *Türkiye eğitim sisteminin gelişmesine tarihi bir bakış*. Milli Eğitim Basımevi.  
Yapıcı, A. (2012). *Türkiye’de tekke ve zaviyelerin kapatılmasının sosyolojik sonuçları*. [Unpublished doctoral dissertation]. Marmara Üniversitesi.  
Yazıcı, A. (2010). *Türkiye’de azınlık, yabancı ve Türk özel okulları (1950-1960)*. [Unpublished doctoral dissertation]. Marmara Üniversitesi  
Yıldız, H. (2020). Osmanlı’da medrese talebelerinin kur’a imtihanlarından muaf tutulmalarının sebep ve sonuçları üzerine bir değerlendirme. *Vakanüvis-Uluslararası Tarih Araştırmaları Dergisi*, 5(2), 1074-1125.



*International Journal of New Approach in Social Studies*

<b>Article Information:</b>	Education in Kastamonu According to Education Yearbooks and Province Yearbooks (1869-1903)
<b>Article Type:</b>	Research Article
<b>Submission Date:</b>	15.08.2024
<b>Acceptance Date:</b>	12.11.2024
<b>Publication Date:</b>	30.12.2024
<b>Corresponding Author:</b>	Erol Çiydem / eciydem@kastamonu.edu.tr
<b>Review:</b>	Double-Blind Peer Review
<b>Ethical Statement:</b>	* This study is based on the master's/doctoral thesis titled "'Education in Kastamonu according to Maarif and Vilayet Yearbooks (1869-1903)" which was completed under the supervision of Erol Çiydem in 2022. * It is declared that scientific and ethical principles were followed during the preparation of this study, and all utilized works are cited in the references.
<b>Similarity Check:</b>	Conducted Turnitin
<b>Ethics Committee Approval:</b>	Exempt from Ethics Committee Approval.
<b>Participant Consent:</b>	Not applicable.
<b>Financial Support:</b>	No financial support was received from any institution or project for this study.
<b>Conflict of Interest:</b>	There is no conflict of interest between individuals and institutions in the study.
<b>Author Contribution:</b>	All authors contributed equally.
<b>Copyright &amp; License:</b>	The journal holds the copyright of the works published in the journal, and the works are published under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License..