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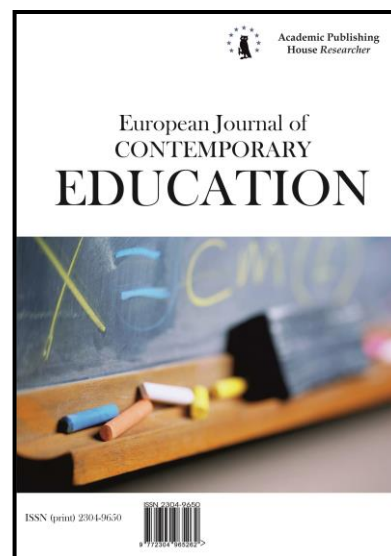
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Sending Scholarship Students Abroad in Ottoman Empire

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Abstract

The implementation of sending scholarship students abroad that started in the 19th century by Sultan Selim III in Ottoman Empire continued during the period of other Sultans became a significant reference point for the abroad scholarship policy of Turkey. The students that were firstly sent abroad especially for military training, were sent to other countries such as France, Germany, Switzerland, Austria, Prussia, England, Belgium and Russia so as to have an education in various areas in the following years. In this paper, the legal arrangements for choosing scholarship student's selection process, rights, and obligation are dealt. Then, national and international factors that triggered sending scholarship students abroad are addressed in order to have a wide understanding of the implementation process of the scholarship program. Finally, the achievements of the Ottoman Empire due to the success of scholarship students are put forth by examining the study areas and countries of the students.

Keywords: Ottoman Empire, Abroad Scholarship, Scholarship Policy Analysis, Public Policy, Public Policy Analysis.

1. Introduction

1789 French Revolution prompted significant changes across the Ottoman Empire as well as most of the countries in the relevant period. In other words, changes and developments in European continent in economic, political and social aspects influenced public policies of the Ottoman Empire in numbers of areas. Novelties and advancements as well as scientific institutions observed by bureaucrats, intellectuals and politicians during their visits to European Countries, were considered as indicators of underdevelopment of the Ottoman Empire (Berkes, 2003: 56), and modernization process gained pace in all aspects of the society (Karpaz, 1996: 20). Westernization movement was first initiated in the military domain and the Guild of Janissaries

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maintained as the backbone of the armed forces of the Ottoman Empire afterwards of the 14th century was abolished and fundamental change in military policy became an official program under modernization movement (Tanpınar, 1997: 64).

Modernization movement spread from military domain to other areas and especially crucial steps were taken in the education area. Education deals with raising individuals for public targets by taking social needs into consideration. As a substantial emphasis was placed on education in the Ottoman Empire in the modernization period, western style educational institutions were founded by abolishing outdated conventional schools incompetent in providing an adequate education. Modern education was initiated by establishing new educational institutions such as “*Mekteb-i Maarif-i Adliye*”, “*Mekteb-i Ulum-u Edebiye*” and “*Rüştiye*” (Özodaşık, 1999: xi-26). Additionally, various other schools were founded such as “*Mühendishane-i Bahri Hümayûn*”, “*Mühendishane-i Berr-i Hümayûn*”, “*Mülkiye*” and “*Tıbbiye*” to launch fundamental changes in education. Nevertheless, due to the lack of faculty members in these institutions, it was not able to provide quality education to students and the target of raising qualified and competent students failed to a large extent (Erdoğan, 2010: 124).

Social needs emerge by various problems so that they could be fulfilled by policy makers. Similarly, in the Ottoman Empire, numbers of problems occurred afterwards of ends of the 18th and beginning of the 19th century. Finally, this situation urged administrators to send students to abroad under scholarship programs. Prominent problems emerged in the concerned period could be listed as follows: the lack of competent professionals who could be employed in the administrative departments of the Ottoman Empire capable of speaking foreign languages (Özodaşık, 1999: 25-26); insufficient number of military officer at the army; need for qualified labor who could be employed in the new industrial facilities along the industrialization process; and need for professional diplomats for developing international relations. These factors were considered as the ones driving the Ottoman State to initiate a policy which includes sending students abroad under scholarship programs (Erdoğan, 2009: 4).

2. Legal regulations

The Sultanate Edict of Reforms promulgated after 17 years from the declaration of Imperial Edict of Gülhane constituted a fundamental ground for the practice of the scholarship program such that it was included in the edict that students would be sent abroad for education purposes under a scholarship program and all expenses will be compensated by the Ottoman Empire. Accordingly, it was mentioned that 11 students for each of the ministries of Foreign Affairs, Internal Affairs and Commerce, and 10 students from each of the educational institutions called “*Mekteb-i Harbiye*” and “*Mühendishane-i Hümayun*” were to be sent (Aslan, 2014: 32-33). Thus, the practice of scholarship for studies in abroad was contained in the Sultanate Edit of Reforms and this laid down the ground for the relevant future legislation. Although this student scholarship program was maintained until 1914 when the Sultanate Ordinance referred as “*Memalik-i Ecnebiyeye Gönderilecek Talebe Hakkında Nizamname*” which regulates the scholarship program, it was not executed as planned; and the eligibility and scholarship terms were not pronounced clearly in detail. However, the explicit expression of the public policies and programs plays a functional role in the success of the implemented policies (Birkland, 2005; Dye, 2008; Matland, 1995; Spillane et al., 2002).

Aforesaid Ordinance ensured the evolution of the Sultanate Scholarship Program into a systematical practice in the pre-Republican period. This Ordinance set objectives of the Program, student selection criterions, administration of the exam, benefits to be offered to students, obligations and liabilities of students and education plans (Aslan, 2014: 32-33). In this context, articles took effect following the legislative process in the form of Sultanate Ordinance. Sultanate abroad education scholarship for students was implemented on the ground of Law referred as “*Memalik-i Ecnebiyeye Gönderilecek Talebe Hakkında Nizamname*” until the proclamation of the Republic of Turkey in 1923 within this framework.

In order to monitor education and learning status of students sent abroad, the Directorship referred as “*Talebe-i Osmaniye*” was founded in 1869. This Directorship especially supervised the status of scholarship students sent to France (Şarman, 2006: 3-6). The Scholarship Program ceased in the period of Sultan Abdülaziz was resumed in the reign of Abdülhamit II. during which 423 students accessed opportunity to have education in abroad by means of the Sultanate

Scholarship Program. While scholarship students were sent to France, Germany, Switzerland, Austria, the Great Britain, Belgium and Russia, they were mostly sent to France and Germany in the period of Abdülhamit II. It was seen that 389 students out of 423 students studied either in France or Germany. On the other hand, the number of scholarship students studied in the Great Britain and in Russia was reported totally as 10 (Gençoğlu, 2014: 33-37). Scholarship students in the period of Abdülhamit II studied in the majors needed by the departments of the country such as military, medicine, agriculture, engineering, law, veterinary, chemistry, political sciences, architecture, fine arts, painting, music, sculpture, dentistry, economics, pharmacology, natural sciences and tile art. Although it seems that there was a wide variety of education majors studied by scholarships, more than half of them studied in military and medicine majors (Gençoğlu, 2014: 40).

The reign of Abdülhamit II is seen to be one of the most effective periods of the Sultanate Scholarship Program in the Ottoman Empire. In this period, students were required to fulfill certain pre-conditions to be eligible for their acceptance to the Program; and students were selected within this framework. These conditions were listed as student's age, health status, criminal records, and language skills in Turkish and French. In this context, candidate students for the Program were expected to be in the age range of 20-26; to have a good health condition to be employed in public institutions; have no criminal record, and have good command in foreign languages especially in France. Students found eligible for the Sultanate Scholarship Program were paid monthly allowance and their travel expenses were compensated. Scholarships who failed in their education programs or who did not accommodate to instructions of the student supervisors from the Directorate were dismissed from the scholarship program and all expenses made the by the Government were collected from guarantors of students. Students who completed their education successfully were entitled to work for various public institutions for minimum 10 years. Graduated scholarships students who reject to work for a public institution or who resigned before the compulsory service period were entitled to paid compensation (Gençoğlu, 2014: 40).

3. Implementation of the Abroad Scholarship Policy

Implementation of the public policies is highly crucial in order to reach the set goals. In this significant stage of the policy, various factors such as social, economic and political have an impact on the success of the implementation (Howlett, Ramesh, 1995: 155). Thus, the policies made the by the public bodies should be implemented effectively and efficiently (Edwards, 1980: 1). On the other hand, the support of the public is overwhelmingly functional for the smooth implementation of the public policies (Anderson, 2014; Gosling, 2004; Peters, 1996; Ringquist, 1993). The first student, *Ishak Bey*, was sent abroad by means of the sultanate scholarship for diplomatic language education in France in the period of the Selim III in the Ottoman Empire (Unat, 1964: 129). Furthermore, some of the students attending the educational institution called "*Harbiye ve Hendesehane-i Amire*" in the Mahmud II period were sent to Europe by sultanate scholarship (Ayas, 1948: 689). In general, students sent to Europe in the Ottoman period were specialized in foreign languages, education planning and military education as well. However, it is also reported that a substantial number of students were sent to France for Carpentry, Tailoring, Iron Smith and Modeling training (Şişman, 2004: 86). In the period of 1839-1876, demographical distribution of student sent abroad on the Sultanate Scholarship Program was that 71% were Muslim, 29% were non-Muslim students such as Armenian, Greek and Bulgarians (Şişman, 2004: 85). Although there were opponents of this scholarship program initiated in the period of Selim III, it was maintained and extended in the periods of Mahmud II and Abdülmecid as well (Şarman, 2006: xx). Nevertheless, as a result of the opponent stance of individuals who were once sent abroad against the administration, the Sultanate Scholarship Program was ceased in the last quarter of the 19th century. Afterwards, students were ensured to have education in Istanbul, the capital city of the Empire (Unat, 1964: 15). Yet, the budget reserved for the Program was steered to establish new schools such as Galatasaray High School, one of the most reputable institutions even today in order to provide quality education to students (Şişman, 2004: 86). With the onset of the Second Constitutionalist Period in 1908, a number of scholarship students elevated once again and students were encouraged to pursue various academic majors along the country needs.

Male students were sent to abroad to supply teacher needs of modern educational institutions such as "*Darülmuallimat*" restructured and transformed in Tanzimat Reform Period in

Ottoman Empire and which undertook to raise modern teachers for the country. Furthermore, women were sent to abroad on scholarship for studying majors of fine arts, painting and sculpture due to lack of institutions for these majors in the country and they served significant duties after their return (Çolak, 2013: 20). Thus, women gained the seat in the modernization process of education in the final decades of the Ottoman Empire. The Education Law numbered 1416 enacted in the Turkish Republican period with the title of “Students to be Sent to Foreign Countries” was considered as the reference point.

In the beginning of the 20th century, even though scholarship programs for sending students abroad are embraced as government policy, various segments of society raised concerns about social dissolution because of this practice. For instance, Mehmet Akif Ersoy, the author of the Turkish National Anthem, remarked his concerns, criticism and considerations about scholarship programs for sending students abroad in his second book with the title of “*Safahat*” written in 1912 (Düzdağ, 1987: 151). He stated that “then our people in prosperity said that ‘Go and get science’ and put some Ruble into the pocket of everyone who requests and sent them to Europe; my countrymen were so generous indeed. The majority of those who were gone really studied their major. But, some hangdogs among them were enough to stain their reputation... How regretful of those who sent those ones!” Opinions and constructive criticism outlined by Mehmet Akif Ersoy in his book called *Safahat* were fundamental for legislation of the Law No. 1416 which took effect in 1929 and considered one of the most rooted laws of the history of the Republic of Turkey.

Results of the Ottoman Empire Scholarship Program for the education of students in abroad emerged in the beginning of the 20th century. For example, İsmayıl Hakkı Baltacıoğlu who was sent abroad through this Program for education in Pedagogy major education contributed to innovation and change in the education system in the country (Aytaç, 1987: 111-115). Thus, it is possible to claim that such contributions of the students sent abroad for education in the Ottoman era to the country in various domains paved the way to bring the Law No. 1416. On the other hand, Satı Bey, one of the prominent senior teachers of the relevant period, mentioned appropriate exam questions that could be utilized for selection of students for the Scholarship Program in his book called “*Layihalarım*” written in 1910. The author criticizes the practice of Scholarship Program for being non-systematic; student selection process is fast, superficial and inadequate to measure the competency of students. Satı Bey also emphasizes that selected students were not able to acknowledge decently the significance and preciousness of this Scholarship allocated to them (Ünal, Birbudak, 2010: 86-87).

4. Achievements

In the pre-Republic period, non-Muslim women were sent to Geneva, Paris, Versailles and St. Petersburg for their education in various fields such as Music, Art Crafts, Painting, Piano, French and Medicine by the Ministry of Education long before Muslim women (Çolak, 2013: 45). After the onset of the scholarship program for non-Muslim female students, the same opportunity was considered for Muslim female students as well and various opinions were drawn. Although there were social segments against sending Muslim female students abroad, the same opportunity was given to Muslim female students as the ones made available to non-Muslim women. However, while some Muslim female students experienced difficulties introduced by the World War I and either dropped off their education programs before graduation or continued in other locations, some others were influenced negatively by conditions of the relevant period and failed in their graduate studies. For instance, Belkıs Bekir who was studying in Paris had to change the host country because of the War circumstances which led her failure in the education program. Then, her subsequent psychological breakdown dragged her into a suicide (Çolak, 2013: 64-66).

The majority of female students participated in the Sultanate Scholarship Program during World War I were preferably sent to Germany, one of the allies of the Ottoman Empire in this period. These students who studied in important cities of Germany gained proficiency in various majors. Some of the students studied in Germany during the period of World War I were introduced below with their respective professions (Çolak, 2013: 78-79); Safiye Ali (Medicine), Efzayış Yusuf (History, Literature, Philosophy), Fazıla Fazlı (German), Belkıs Mustafa (Painting), Bedriye Şükrü Kamil (Medicine), Hatice Suat Derviş (Music), Şaziye Hayri (Philosophy), Nimet Kazım (Dentistry), Safiye Sami (Philosophy), Namiye Neşe (Medicine), Nebahat Nihat (Pedagogy), Mükerrerem Hasan (Music and Tailoring), Rafet Süreyya (Piano), Mediha Rıfat (Piano), Emine Müzeyyen (Tailoring), Zehra

Hakkı (Tailoring), Mediha Süleyman (Music), Sıdıka Sabiha (Language), Havva Feriha (Violin, German), Atiye Murtaza (Language), Semiramis Ekrem (Medicine).

In the pre-Republic period, it was aimed to supply the country's need for competent and skilled labor through the aforesaid Sultanate scholarship policy for studies in abroad. In line with this target, students were sent to various European countries to have education in majors with priority. In spite of the shortage of women doctors in the concerned period, female students were not accepted to "*Darülfünun Faculty of Medicine*" and medicine schools started to enroll female students by 1922. Accordingly, education in abroad was a necessity for Muslim female students whose target was practicing medicine in the late period of the Ottoman Empire and beginning of the Republican period (Atıcı, Erer, 2009: 108-109). Thus, Muslim female students were sent abroad for education in medicine major by the Ministry of Education. Selected students were sent to countries such as Germany, the Great Britain, Switzerland and the US where appropriate medical education was provided. Consequent of successful administration of the scholarship program yielded the first women doctors in the Republic of Turkey and made significant contributions into the medical domain. Additionally, prospect female teachers were accepted into the scholarship program so that they could receive education in necessary teaching majors in abroad. First, selected female students gained the chance to have education in prioritized majors such as French, Piano and Painting determined by the Ministry; then, in the majors of Medicine and Dentistry along the following years within the scope of the scholarship program (Çolak, 2013: 81-83).

Students from various constituent nations of the Ottoman Empire were accessed chance to have education in abroad without incurring any discrimination in the pre-Republic period. In post-Sultanate Edict of the Reform period, the importance attached to the scholarship program increased and more students were sent to abroad for their education in various fields. Students who studied in abroad were assigned to substantially important government positions after their return to the country. For example, well-known names in the Literature, Medicine, Physiology, Plastic Arts and Painting were among the students who were educated in abroad within the scope of the Sultanate Scholarship Program. Furthermore, the first museum director and the first curator of painting exhibition was Osman Hamdi Bey, one of the scholarship students educated in abroad in the Program. Scholarship students also succeed to climb up to the top administrative positions in the Empire after their graduation; they even were assigned as grand vizier, viziers and ambassador. Students who were sent to France on scholarship program in the period of 1839-1876 assigned to the important positions afterwards of their graduation. In the mentioned period, students educated in France served country at highest public executive, legislative, military and administrative positions as well as fine arts, medicine and engineering such as Chair of Higher Legislation Council, Governor, prefect, Minister of Foreign Affairs, Undersecretary, Minister of Navy, Minister of Health, Minister of Commerce, Minister of Finance, professors, engineer, ambassador, Sultanate Doctor, Minister of Education, painter, archeologist, poet, writer, author and controller (Şişman, 2004: 85-156).

5. Conclusion

Similar to a number of other underdeveloped countries, sending students abroad for education under Government Scholarship Programs is one of the essential subjects in the history but it has not been publicly debated adequately. While aforesaid Scholarship Programs were launched during the reign of Selim III in the pre-Republic period, it gained pace during the reign of Abdülhamit II. Later on, these programs were maintained in the Republican period and they were transformed into a formal functional shape upon taking the Law No. 1416 in 1929. These programs yielded an opportunity of a window for development of Turkey. At the beginning, scholarship students who sent abroad were placed at the military major. Although this was a brand new program at this period, an important strategy was developed and the directorship referred as "Talebe-i Osmaniye" was founded to monitor statuses of scholarship students in abroad. Thus, in the economic distress period of the Ottoman Empire, it was aimed to take the resources reserved for the Scholarship Program advantage effectively. Especially, students sent to Germany, France and Prussia under the scholarship program were studied a wide variety of majors ranging from Dentistry to Political Science, Architecture and to Veterinary. That way, the professions necessary for the current period were successfully determined by considering conditions and scholarship students were sent abroad for their respective education.

When the reign of Abdülhamit II is considered with respect to overall the Ottoman Empire period in terms of practice of Sultanate Scholarship Program, it could be seen that the Program was maintained effectively; and significant steps were taken in both selection of scholarship students and determination of code of practices to be applied to students with respect to their success levels. For instance, requirements for students such as age groups, health condition, criminal records, language skills in Turkish, French and some other languages were determined so that most suitable students could be sent abroad for education. Hence, language requirement for applicants was made compulsory, which is even today not included among the requirements stipulated by the Ministry of Education for Scholarship Program made available for the education of students in abroad. On the basis of student supervisors commissioned in abroad for monitoring their academic success, failed students were dismissed from the program and recalled back to the country. All expenses incurred for the failing students were collected from them so that scarce economic resources of the Empire could be utilized efficiently. The students who completed their education programs in abroad successfully and returned to the country were obliged to participate in public service for 10 years regardless of their duration of education. Hence, students who were sent abroad by making great sacrifices by the public resources were tried to be utilized for the country to the greatest possible extent.

In the pre-Republic period, female students were accepted into the scholarship program and sent abroad for study as well as male students. While non-Muslim female students were sent to abroad first under the scope of the scholarship program, then the inclusion of Muslim female students into the program came to the agenda and different opinions from various segments of the society emerged concerning their travel abroad. Muslim female students acquired a chance to have education in abroad on the contrary to the opposition of some leading names of the period. As women doctors were needed in the pre-Republic period, various strategies were considered. The fact that “*Darülfünun Faculty of Medicine*”, the prominent and sole medical school of the period, was not enrolling female students into the faculty was required female students to be sent abroad for their education in Medicine major. Yet, female students sent to Germany, the Great Britain, Switzerland and the US became the first Turkish women doctors who served to the country after their graduation.

Within the framework of the scholarship policy for study abroad in the Ottoman Empire period, successful and qualified students from all segments of the society were accepted into the program and sent abroad without being discriminated. Especially in the post Sultanate Edict of Reform period, more students were accepted to the scholarship program without any religious-based discrimination in parallel with increasing significance of education. Consequently, successful results were gained as a result of the scholarship policy followed; and leading individuals from the areas of Literature, Medicine, Physiology, Plastic Arts and Painting were originated among the scholarship students sent abroad. Additionally, employment of graduated scholarship students at the positions in various ministries in the pre-Republic period evidenced the successful results of the aforesaid scholarship program. In fact, individuals who participated in scholarship program were assigned to top administrative positions of the executive Ministries of Foreign Affairs, Health, Commerce, Finance, Education and Navy. Thus, in spite of disadvantaged economic conditions of the pre-Republic period, scholarship program for education in abroad was maintained efficiently and yielded remarkable consequent success.

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