

Activities of American Schools in Bursa and Izmir during The First World War, with American Archive Documents (1914-1918)

Ozgur Yildiz
Department of Social Studies
Mugla Sitki Kocman University
(Turkey)
ozgur@mu.edu.tr

Zafer Tangulu
Department of Social Studies
Mugla Sitki Kocman University
(Turkey)
zafertangulu@mu.edu.tr

ABSTRACT: The first work of American missionaries in the Ottoman Empire began with their landing in Izmir in 1819 and spread throughout the empire within 100 years. American missionaries, who carried out Protestantization efforts through the American Board Organization, organized the Protestant community within the Ottoman Empire. American Protestant missionaries paid special attention to the field of education. They opened more than 400 schools within the Ottoman Empire. They educated students to become Protestants and expanded their missionary work. Of these schools, Robert College in Istanbul; International College in İzmir; Bursa American College for Girls in Bursa; the Syrian Protestant College in Beirut; and the American College in Tarsus are among the leading ones. This article aims to evaluate the activities of American Protestant missionary schools in the Ottoman Empire during the First World War (1914-1918) by focusing on Bursa American Girls' College and Izmir International College, were tried to be evaluated in general.

EET/TEE KEYWORDS: American Protestant Colleges; History of Education; Missionary Schools, Ottoman Empire; XIX-XX Centuries.

Introduction

On June 28, 1914, Archduke François-Ferdinand, the crown prince of Austria-Hungary, survived an assassination while touring the city of Sarajevo after maneuvering the troops in Bosnia and going to the Rathaus. However, upon his return, another murderer shot and killed him, along with his wife, Duchess Hohenberg. Among those who committed the murder, Çalrinovic, who could not achieve his goal, and Prinçip, who killed the crown prince, were Austrian nationals but of Serbian race. They had planned the assassination in Belgrade. The murder of the Archduke is a critical phase of the conflict of nations that has always caused trouble for the Vienna government and the fight of the Bosnians against Austrian rule. While this incident pitted Austria-Hungary against Serbia, the Austria-Serbian conflict led to a war that affected the whole world¹.

After the assassination incident, Austria-Hungary took immediate action and implemented its Balkan policy. Its aim was to break Russian influence in the Balkans. On July 5-6, 1914, Germany declared that it fully agreed with Austria-Hungary's policy. This decision was, first of all, against Russian interests. As soon as the Tsarist government learned about the intentions of Austria-Hungary and Germany, it immediately protested. On July 30, 1914, Russia declared general mobilization orders not only against Austria-Hungary but also against Germany. On August 1, 1914, Germany declared general mobilization on the same day as France. After all these developments, England did not change the side it had established since 1907. When the war started in Europe on August 4, 1914, the states that took the front seats were as follows: Germany and Austria-Hungary formed a close union. England, France, and Russia stood in opposition to these two¹.

The Ottoman Empire participated in the First World War on behalf of Germany. On October 29, 1914, German Rear Admiral Suschon, appointed to the Ottoman Empire's Naval Command, bombed the ports of Odessa, Kefe, and Novorsisky in the Black Sea for training. On November 11, Russia, France, and England declared war on the Ottoman Empire. On November 14, the Ottoman Empire officially entered the First World War².

World War I was the last war of the Ottoman Empire. During this war, some of the American Protestant missionary schools established within the Ottoman Empire between 1914 and 1918 stopped their activities, while others continued their activities despite the war conditions. American missionaries received tremendous support from both outside and inside, leading to a tremendous increase in the number of schools. According to the data reported by Kocabaşoğlu, by 1910, American missionaries had 23,474 students in a total

¹ P. Renouvin, *World War I 1914-1918*, Golden Publication, 1982, pp. 162-171.

² E.Z. Karal, *Ottoman History, V. 9th.*, TTK Publication, Ankara, 1996, pp. 383-402.

of 430 schools³. As can be understood, by the First World War, the educational activities of American Protestant missionaries within the Ottoman Empire through the American Board Organization reached a high level. This research seeks to explain the situation and impact of American educational institutions within the Ottoman Empire by presenting two examples of American schools that had a significant impact during the First World War (1914-1918).

During World War I, American Protestant missionary activities in the Ottoman Empire slowed down. While the Ottoman Empire fought on many fronts, American missionaries continued their educational activities in a limited way in some of the schools they founded. According to the laws published by the Ottoman Empire for private schools in 1915; foreign communities and communities are prohibited from opening schools directly. To open a school, missionaries must get permission from the government who will approve the establishment of the institution. New measures were taken to ensure the supervision of schools established by foreigners, such as approving school openings if there were enough students and if necessary, separating boarding schools as girls and boys except kindergartens, and ensuring the compulsory teaching of Turkish, Ottoman History and Geography courses in these schools. Following these decisions, one of the important schools that continued their educational activities under war conditions was the Bursa American College for Girls, which was opened in Bursa.

1. *Bursa American College for Girls (1914-1918)*

Bursa American College for Girls was officially established in 1876 with the arrival of the American Protestant missionary, Mrs. Rapleye, to Bursa⁴. They were supported by American Protestant missionaries since their establishment and were especially interested in the education of Armenian and Greek girls in Bursa. The college operated as a girls' school and started education in a three-story building. By 1914, the college had completed its development.

During the First World War, Bursa American Girls' College continued education intermittently. The American missionaries working here continued their work. Between 1914 and 1918, Bursa operated as the outstation of Istanbul. There were no missionaries residing in Bursa in 1917-1918. The board withdrew its employees due to World War I⁵.

³ U. Kocabaşoğlu, *American Schools*, in *Encyclopedia of the Republic of Turkey from the Reformation*, İstanbul, İletişim Publication, 1985, p. 496.

⁴ *Woman's Board of Missions for the Pacific*, «Missionary Herald», vol. CIX, March 3, 1923, p. 135.

⁵ Reports of ABCFM, 1916-1917, p. 161 and Reports of ABCFM, 1914-1915, p.74 and Reports of ABCFM, 1916-1917, p. 61.

On July 3, 1914, at 10 a.m., the Missionaries held an annual meeting where Mrs. Parsons represented Bursa and worked on educational issues. In 1914, new arrangements were made at the school, and the small building was expanded. Ms. Allen and her father continued to work at the day school adjacent to their home, taught at the primary school in the mornings, and went to Kayabaşı in the afternoons. They not only gave prayer lessons to female students at the high school here, but Mrs. Allen also taught mothers once a month at her home. Adults also participated in the missionary work and training.

According to Ms. Allen, Bursa has long been insufficient in terms of missionaries, and general missionary work is weak⁶. In 1914, Ms. Powers and Ms. Holt continued to work at the school alongside Ms. Allen. She provided assistance to Bursa American Girls' College in April 1914 as a WBMP (Women's Board of Missions) member, renovating the school building. The new school building can accommodate 75 boarding students. This school had Armenian, French, and Jewish girls; Iranian and Hungarian girls were considered to be accepted as well. Bursa School remained one of the most crowded in the city⁷. The college has almost reached the international level.

On July 22, 1914, Bursa American Girls' College decided to form an orchestra for the following year. Bursa American Girls' College has made efforts to enhance the enjoyment of studying and education. In October of the same year, Mr. Pett was present at the school's opening. The school only accepts paying students, with a maximum of 26 boarding students. Accepting paying students shows that it has the status of a foreign private school. Miss Jillson (German) and Miss Allen are the teachers working at the college⁸.

In 1915, the Ottoman Empire introduced new conditions for foreign schools in the *Takvim-i Vekayi* (Official Gazette) on September 26. Despite criticizing these conditions, the board organization implemented them. Conditions and supervision at foreign schools have become harsher. The government took precautions, especially since schools were seen to be harmful during the First World War. Bursa American College also complied with these conditions. In order to protect itself from the harmful effects of foreign schools, the Ottoman Empire announced the text of the law regarding foreign schools in the official gazette. The text is extremely important for the legal status of Bursa American College. In the text, the opening rules of foreign schools, the documents that foreign schools must have and the rules they must comply with, the conditions for student registration, and exam-diploma-certificate information are reported in detail. With these decisions, the Ottoman Empire tried to keep foreign schools under control. Bursa American College principal and teachers

⁶ P.A.B.C.F.M. Reel 628, Doc. No: 51 and Reel 630, Doc. No: 32, 33.

⁷ *Expansion in Brousa*, «Missionary Herald», vol. CX., April, 4, 1914, pp. 178, 179.

⁸ P.A.B.C.F.M. Reel 630, Doc. No: 33, 38.

tried to comply with the rules. They were careful not to cause problems with the government⁹.

In 1915, Hariet G. Powers taught children history, reading, and hymn lessons and had them practice speaking French. Despite the war conditions, education continued at Bursa American college¹⁰. In 1915, Ms. Allen and Ms. Jillson were authorized in the correspondence of the Board stations in Bursa. Since there were no missionaries, school teachers during this period also took on the duties of missionaries.

On December 31, 1916, Bursa American College became a sought-after school, and even a foreigner from Çemberlitaş in Istanbul came to enroll his daughter. The Governor of Bursa followed this incident closely and reported it to the Ministry of Security (Security, Gendarmerie). He enrolled his daughter in Bursa American School and returned to Istanbul. Another reason for preference is that the school is a boarding school.

Mrs. Allen served at the school in 1917, during the First World War. She stayed in Bursa with her father and taught 25 boarding students. Ms. Allen herself had a bout of malaria, and when her father also fell ill, she stayed in Istanbul for a while. He asked for financial support from the Protestant community for the school.

Up until 1918, the school served as a prison, housing 70 British prisoners. Missionaries hosted prisoners and took care of them during this period¹¹. The use of American missionary schools as prisons for prisoners was a common practice of the Ottoman Empire during the First World War. Another college that continued its activities within the Ottoman Empire under war conditions was Izmir International College.



Pic. 1. Bursa American College for Girls, Source: Ö. Yıldız, *Organization and Activities of American Protestant Missionaries in Bursa (1834-1928)*, Ankara, TTK Publication, 2016, p. 267.

⁹ P.A.B.C.F.M, Reel 629, Doc. No: 642-659.

¹⁰ P.A.B.C.F.M, Reel 633, Doc. No: 1154 ve Reel 638, Doc. No: 505.

¹¹ Ö. Yıldız, *Organization and Activities of American Protestant Missionaries in Bursa (1834-1928)*, Ankara, TTK Publication, 2016, p. 196.

2. *Izmir International college*

Founded in 1891 as a boys' school, the American School in Izmir began its education with 18 male students. Over time, a preparatory department was added to the school, and it was upgraded to a college degree. The original name of the school was *Boys School* but upon becoming a college, it changed its name to *American High School for Boys*. It was called *Boys*. A few years later, *The American Collegiate Institute* eventually began to appear in archive documents in 1903 under the name *The International College*¹².

In the summer of 1914, when the First World War began, educational activities continued at the new campus of Izmir International College. We completed the construction of the conference hall, which began on May 8, 1912. Necessary arrangements have been made for the reading room and library in the preparatory class building. The number of students at the college has reached 400, and 10 have graduated¹³.

At the college, Pastor Harlow and Missionary Professor Red continue their studies of the Protestant sect. The college has become a centre of social and religious life. Alexander Maclachlan advocates for the appointment of a dean to the school to enhance internal administration¹⁴.

In 1914, for the first time in the school's history, male students were able to fully benefit from the services of a gymnastics instructor. Tennis, football, and athletics teams are performing successful activities at the school. The school also established scout groups¹⁵.

In 1914, the opening ceremonies were one of the most important events for Izmir International College. Aydin Governor General Rahmi Bey opened the campus as a special guest. The opening was attended by the Archbishop of Izmir, the British Consul of Izmir, the American Consul, Dr. Patrick, the President of Istanbul Girls' College, Dr. White, and Western Turkey Mission Pastor Charles Rigs¹⁶.

Information about the campus was prepared for Izmir International College in 1914 due to the opening of the new building. School pictures were also included in these prepared documents. Information regarding the opening is included in this report as follows¹⁷:

Opening Program

1. Opening of the campus: With the participation of Izmir Governor Rahmi Bey

¹² P.A.B.C.F.M. Reel 618, Doc. No: 535, 582 ve., Reel 617, Doc. No: 47.

¹³ P.A.B.C.F.M. Reel 628, Doc. No:730,731.

¹⁴ P.A.B.C.F.M. Reel 628, Doc. No:733.

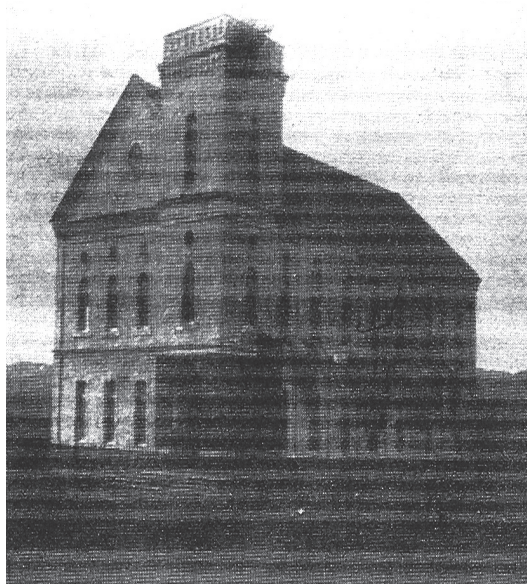
¹⁵ P.A.B.C.F.M. Reel 628, Doc. No:733-734.

¹⁶ P.A.B.C.F.M. Reel 628, Doc. No:735.

¹⁷ P.A.B.C.F.M. Reel 629, Doc. No: 788-797.



Pic. 2. International Izmir American College Gymnasium, March 1914 Source: Ö. Yıldız, *American Missionaries in Anatolia*, İstanbul, Yeditepe Publication, 2016, p. 272.



Pic. 3 International Izmir American College Meeting Hall, March 1914 Source: Yıldız, *Organization and Activities of American Protestant Missionaries in Bursa (1834-1928)*, cit., p. 267.

2. Opening of the main building: by Rahmi Bey
3. Prayer
4. Ceremony in the main building
5. Kennedy founding 'tablet' ceremony
6. Opening of the gym
7. Opening of the meeting room
8. Speeches
9. Reception
10. Concert

This program included ceremonies to officially open the school. Governor Rahmi Bey opened the main building at 13.50, with state officials and prominent members of the Board Organization in attendance. The governor then opened the main building. The Archbishop of Izmir and Greek Metropolitan H. GR. Chrysostom led the prayer ceremony. The Izmir International College building hung Turkish and American flags.

Fontaine gave a speech at the ceremony. Mrs. Kennedy, who has consistently supported the college since its founding, received the unveiling of the tablet. American Consul General Horton then participated in the gym's opening ceremony. The students sang anthems to open the meeting hall. British Consul

General Henry Barnham opened the hall. At the openings, two consuls delivered speeches. During the ceremonies in the hall, Dr. Maclachlan, Dr. Gates, Dr. Patrick, Dr. White, and Mr. Rigg made speeches. A concert concluded the ceremony.

In the same year, the International College hosted a gathering of American colleges. This conference shows that American schools cooperate closely with each other. Conference: Robert College, Anadolu College, Syrian Protestant College, Central Turkey College, Tarsus St. Representatives were sent from the Paul Institute¹⁸.

The delegates made the following decisions at the International College meeting on June 20, 1914¹⁹:

1. To give money to John Constantine to fund the purchase of a telescope,
2. To purchase flags and uniforms for the college,
3. To recommend Albert Selaz to deliver French lessons,
4. To assign Mr. Fowler to teach the natural sciences course,
5. To assign Gulbenkian to teach Armenian and Armenian literature courses,
6. To assign Demetrins Papadopoulos to the Greek department,
7. To assign Basil Meimaris to business classes,
8. To appoint an assistant to the French department,
9. To increase salaries,
10. To re-appoint Lawrence, La Fontaine, and Paterson to the library committee.

Additionally, some departments have been expanded, and the individuals who will work in them have been identified. The report made preparations for the next school term. A future plan has been made for teachers and staff.

On June 20, 1914, Izmir International College increased the salaries of its teachers²⁰. As can be seen, the college tries to provide a modern education. Lessons are given in English, Greek, Armenian, French, and Turkish. Local teachers who know those languages work at the college. They are trying to provide modern education according to age by purchasing a telescope.

In the document dated September 18, 1914, it is understood that the activities of Izmir International College continue. However, World War I causes missionaries to worry. They are concerned about staff and students. In such cases, they immediately involve the American ambassador²¹.

During the First World War, American missionaries continued their educational activities in Izmir and foreign stations. An examination of the Ottoman archive documents reveals that in 1914, there was a private school for boys

¹⁸ P.A.B.C.F.M. Reel 628, Doc. No: 737.

¹⁹ P.A.B.C.F.M. Reel 628, Doc. No: 71, 72, 73, 74.

²⁰ P.A.B.C.F.M. Reel 628, Doc. No: 75.

²¹ P.A.B.C.F.M. Reel 629, Doc. No: 763-765.

and girls, founded on his own land in Karahisar by a missionary named James and the British people. It is also reported that there was an Armenian Protestant school here, that the male and female teachers were from the Ottoman people, and that the school was called the American School²².

On June 19, 1915, Alexander Maclachlan prepared the Izmir International College report, which pointed out the fact that the war conditions affected the school administration. After Turkey joined the war, some of the school buildings began to be used for military purposes. Consequently, the number of students dropped to 180 in the middle of the semester²³.

These delegates made the following decisions at the meeting held for the International College on June 20, 1915²⁴:

1. To appoint Gülbekian to the Armenian Language and Literature department,
2. To appoint Vedova to the Department of English Language and Literature,
3. To submit an annual report regarding the library,
4. Voting on changes in the presidential cabinet,
5. To appoint Saki Bey as a Turkish teacher,
6. To change the salaries of some teachers.

In 1915, a decree was issued for the school, and it was stated that foreign institutions were under imperial guarantee. In addition, it was stated in the edict that the building would be exempt from tax. The American Ambassador, Mr. Morgenthau, took a special interest in the school during the war²⁵.

There was a need to reconsider compulsory Bible and devotional studies at school since German nationalism and the Ottoman Empire's entry into the war with Germany were effective in this consideration. The governor of Izmir warned the principal of Izmir International College about religious issues. School administrators also submitted a 6-item report to the governor about their approach to religion. According to this report²⁶,

1. Our students are free to choose our school.
2. Our advertisements emphasize that chapel and Bible classes are mandatory.
3. All our students voluntarily accept these rules in our records.
4. An education based on religion is essential. In our religious education, the teachings of Jesus and Christianity come to the fore.
5. These principles cannot be excluded in the administration and organization of all the American institutions of this empire.
6. These institutions are under the guarantee of the government and the Impe-

²² B.O.A., DH. EUM. 5. ŞUBE Doc. No: 4/3.

²³ P.A.B.C.F.M. Reel 628, Doc. No: 741.

²⁴ P.A.B.C.F.M. Reel 628, Doc. No: 76, 77.

²⁵ P.A.B.C.F.M. Reel 628, Doc. No: 743.

²⁶ P.A.B.C.F.M. Reel 628, Doc. No: 744.

rial Decree. Therefore, there can be no coercion or judgment on these matters now.

The governor of Izmir wanted to intervene in the work at the missionary school. However, the above six points were put forward during the meeting with the missionaries. The Ottoman Empire had to take a step back due to the concessions it made in the Tanzimat Edict, Reform Edict, and Justice Edict for missionary schools.

Despite the troubles caused by the war and the temporary crises with the government, the school continues to produce graduates. In 1915, for the first time, two students graduated from the Faculty of Literature²⁷.

Due to the war, the number of students decreased, and indirectly, the number of teachers also decreased. The head of the Turkish section was Mr. Birge since the only Turkish teacher, Sabri Bey, was called up for military service. Instead, Şemseddin Efendi and Saki Bey carried out studies in the Turkish department²⁸.

Despite politically difficult conditions, building activities for Izmir International College continued in 1915. Iron was needed for the renovation of the buildings, and efforts were made to supply it. There were financial difficulties for building repairs and equipment. There was a food shortage, and due to the war, the prices of rice, potatoes, and sugar increased by 300% and flour and vegetables by 30% compared to normal times. Therefore, economic difficulties arose among boarding students at the school²⁹.

With Turkey's involvement in the war, it was decided to use the Izmir International College building for hospital purposes. With the governor's agreement on this issue, the school building began to be used for the 4th Army units³⁰.

As the war conditions were felt strongly in Izmir, the students and teachers of the American College Institute moved to the building of the Izmir International College. Many girls started to be admitted to school; thus, mixed education started³¹.

During the war years, basketball became widespread and popular in college, and competitions were organized. There was tight competition between the Turkish History and English Literature departments, and gold and silver medals were presented to the winners. A silver cup was also won in athletics³².

According to the report of June 30, 1916, the work of the International

²⁷ P.A.B.C.F.M. Reel 628, Doc. No: 745.

²⁸ *Ibid.*

²⁹ P.A.B.C.F.M. Reel 628, Doc. No: 746, 747.

³⁰ P.A.B.C.F.M. Reel 628, Doc. No: 747.

³¹ P.A.B.C.F.M. Reel 628, Doc. No: 748.

³² *Ibid.*

College has been continuing uninterruptedly for 25 years. The school has completed its quarter century. There are difficult days due to war conditions. Famine and hunger, which affected the whole world, also had their effects in Izmir. The high cost of living and food scarcity are felt under extremely severe conditions. Students in the boarding section of the school were the ones who faced the most difficulties³³.

School staff continue to work by receiving half of their salaries. Financial distress is at its highest level. According to the missionary, the school is experiencing its most difficult financial situation in its 25 years. The school tries to maintain good relations with the government. They establish friendly relations with the 4th Army Commander Pertev Pasha, the city's Military Administrator Cemal Pasha, and the Governor General Rahmi Bey³⁴. The school administrators, who were American missionaries, wanted to facilitate the Protestant missionary school activities they carried out in a different country by keeping good relations with the administrators of the Ottoman Empire.

Despite the difficult conditions of 1916, they tried not to disrupt educational activities, but for the new term, they needed a physics teacher for science, a physical education teacher, and teachers to work in English and French classes urgently³⁵.

When the school report of June 30, 1916, is examined, it becomes clear that the bad side of the war was felt in every field, as well as in education. Weapons transfers taking place very close to the campus, the sounds of warplanes being heard, and military trains constantly passing by directly affect students and teachers³⁶. Psychologically, teachers and students are in fear and anxiety.

Although educational activities continued during the war, famines and epidemics affected the school. During the war years, economic difficulties made themselves felt at a high level. The use of campus buildings for military purposes disturbed the missionaries³⁷.

The number of students in 1916 was 220. 60 of the students continued their education as boarders. War conditions made their impact felt more this year; famine reached its peak, and boarding students were in a difficult situation due to these conditions. The biggest cause of famine and hunger were price increases. Food prices have increased by 500%³⁸.

In the American Protestant missionary school, religious studies continued at the same pace. YMCA was effective in the mission's work. Dr. Mackenzie Newton provided free examinations for patients, but epidemics increased due to war conditions. Ascetic cholera and epidemic typhus are widespread.

³³ P.A.B.C.F.M. Reel 628, Doc. No: 758.

³⁴ P.A.B.C.F.M. Reel 628, Doc. No: 760.

³⁵ P.A.B.C.F.M. Reel 628, Doc. No: 760.

³⁶ P.A.B.C.F.M. Reel 628, Doc. No: 761.

³⁷ P.A.B.C.F.M. Reel 628, Doc. No: 762.

³⁸ P.A.B.C.F.M. Reel 628, Doc. No: 762, 763.

The majority of Turkish soldiers suffer from this disease³⁹. Infectious diseases caused the wear and tear of armies during the First World War. There are almost as many patients lost to epidemics as soldiers lost at the front.

Students were compulsorily used for military service. The missionary hopes that students will not be used for military service during the next school term. Due to military reasons, the Department of Science could not give graduates. Only 18 students were able to receive a commerce diploma. The spread of cholera caused the early closure of all educational institutions⁴⁰. Many Ottoman high schools could not give graduates during the Çanakkale Wars, in which the Ottoman Empire took part. The Ottoman Empire had to send its young population, even children, to the front. It was a common situation for Turkish students studying in American schools to go to the front to fight, as seen in the document above.

Due to the war, teachers worked voluntarily for half their salaries. There is a shortage of bread in the boarding department, and this is due to the flour shortage in the city. Despite the difficulties, religious studies continue at the school. Voluntary Bible classes were established, and various Christian activities were carried out. Bible studies continued in a chapel. 25 Muslim students continued their education at the school. Most of the students are the children of civilians and high-ranking military officials⁴¹.

School administrators do not interrupt their communication with high-ranking civil servants in Izmir in order to continue their work under good conditions. They met with Pertev Pasha, Cemal Pasha, and Governor Rahmi Bey⁴².

Due to war conditions, there were interruptions in the missionaries' communication with Istanbul. Izmir's difficult times have endangered the school's 28 teachers and their children⁴³.

Missionaries reported their urgent needs to their headquarters in Boston for the opening of the new school. Accordingly, they urgently requested a male teacher for the science department, a physical education teacher, and a male teacher for the French and English departments⁴⁴.

The school continued its activities in 1917⁴⁵. Financial discipline prevails in school expenses. War conditions affected the budget, and the expansion of the school slowed down. Cass Arthur Reed succeeded him as dean in 1917. Gülbenikian, Constantiautine, Vedova, and Michaelides served as lecturers⁴⁶.

Pastor Alexander Maclachan, as the president of Izmir International Col-

³⁹ *Ibid.*

⁴⁰ P.A.B.C.F.M. Reel 628, Doc. No: 764.

⁴¹ P.A.B.C.F.M. Reel 628, Doc. No: 765, 766.

⁴² *Ibid.*

⁴³ P.A.B.C.F.M. Reel 628, Doc. No: 767.

⁴⁴ P.A.B.C.F.M. Reel 628, Doc. No: 768.

⁴⁵ P.A.B.C.F.M. Reel 628, Doc. No: 830.

⁴⁶ P.A.B.C.F.M. Reel 628, Doc. No: 87, 88.

lege, prepared the school's 1917–1918 report on June 29, 1918. He describes the report as the most interesting report from the missionary school. A large part of the campus continued to be used for military purposes. Despite the difficulties, the school opened in October⁴⁷.

Due to war conditions and restrictions, the number of students decreased to 117. The number of boarding students decreased, and only 25 students were admitted. Warm relations with the governor were maintained, and School Dean Red continued his duty at the school. YMCA and Bible classes continued their operations⁴⁸.

The most urgent issue at Izmir International College during the First World War was accessing textbooks. Although school started for students, textbooks were not ready. The use of second-hand books has been recommended to students by former students⁴⁹.

Another problem was lighting. Lighting the places where boarding school students are located is limited due to the high cost. It was decided that the lights would be turned off at 21:30⁵⁰.

The fact that the war did not end caused financial difficulties to continue. Mr. John S. Kennedy continued his aid to the college. He provided equipment support to the school. Student costs have more than doubled⁵¹.

Conclusion

The First World War lasted between 1914 and 1918 and affected the whole world. War conditions have made human life extraordinary. War conditions inevitably affected education, pushing it into the background. Up until the First World War, the Ottoman Empire welcomed more than 400 American missionary schools. During the First World War, the schools discussed in this article, Izmir International College and Bursa American College for Girls, continued their operations.

The Ottoman Empire fought on many fronts. While fighting on these fronts, the issue of education remained in the background due to war conditions. During this period, a significant number of foreign schools within the Ottoman Empire either ceased their educational activities or found alternative uses. This article mentions Bursa American Girls' College, which served as a prison until 1918, housing 70 British prisoners.

⁴⁷ P.A.B.C.F.M. Reel 628, Doc. No: 832.

⁴⁸ P.A.B.C.F.M. Reel 628, Doc. No: 833.

⁴⁹ P.A.B.C.F.M. Reel 628, Doc. No: 834.

⁵⁰ P.A.B.C.F.M. Reel 628, Doc. No: 835.

⁵¹ P.A.B.C.F.M. Reel 628, Doc. No: 836.

Izmir International College was another college that continued its activities within the Ottoman Empire under war conditions. The war took its toll on this school. The number of students has halved, and there is a big problem with accessing textbooks.

In addition, there was a problem with lighting. This is generally caused by economic difficulties. Lighting the places where boarding school students are located is limited due to the high cost. For financial reasons, teachers received half their salaries. Famines and epidemics prevented education.

Military service was a compulsory appointment for students. This situation prevented some departments of the school from producing graduates. In addition, epidemic diseases broke out due to war conditions. The school had to close frequently, especially due to cholera.

The war ended in 1918, in its fourth year. The Ottoman Empire transformed most foreign schools into either 'prisoners' or 'military headquarters', as demonstrated by the examples of Bursa and Izmir.

The extraordinary circumstances compelled the state to adopt such practices. The Ottoman Empire, as a country, fought a life-and-death struggle. With the Armistice of Mudros signed after 1918, the Ottoman Empire effectively came to an end. When the Ottoman Empire collapsed, Mustafa Kemal Atatürk founded the modern Republic of Turkey in Anatolia. Foreign schools continued their existence as long as they could comply with the new conditions of the Republic of Turkey.