

## One of the Educational Journals of the Second Constitutional Era The: “Talebe: Yeni Mektep” Journal and Women's Education

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### Abstract:

This study aims to examine the views on women's education in that era and the contribution of the periodical, Talebe: Yeni Mektep, first published in the early years of the Second Constitutional Era, to the educational life of the period. Talebe: Yeni Mektep Journal is a journal that pursued the purpose of serving education and teaching, but its publication life was brief. The publication frequency of the journal, which was launched in the press world on February 1, 1327 at the İzmir Şemseddin Printing House, was set to every fifteen days. The subscription fee was fifteen cents (kuruş) and the price of one issue was thirty para. The owner and editor-in-chief of the journal was Mehmet Sırrı (SANLI); the responsible director was Faik Şemseddin Efendi. The journal's publication policy aims to make a significant contribution to every stage of student life, with the help of teachers and directors. The journal, which generally provides information about the education policies of the Second Constitutional Era, also includes a comparative analysis of the old and new education systems. This study aimed to examine and evaluate the contribution of the journal Talebe: Yeni Mektep to the educational life of that period and evaluate articles related to women's education.

### Keywords:

Education of History, Women's Education, Education in Second Constitutional Period, National Education

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## INTRODUCTION

After the declaration of the Second Constitution of the Ottoman Empire, printing houses that had been silent for years all over the the Ottoman Empire began operations. The censorship that had been applied to the press for a long time was removed. Additionally, many short-term and long-term publications started to circulate. Journals covering many topics, from politics to economics, philosophy to education, and social life, were published and included articles on various subjects. The subject of this study, Talebe: Yeni Mektep Journal, also began publication in İzmir in February 1327 (1911). However, the journal ended its publication life after the publication of its third issue on March 1, 1328, without publishing any farewell letter. Therefore, our study focused on the three published issues of the journal. Mehmet Sırrı Bey, the chief writer of the journal, is identified as an educator, theater artist, and writer. The journal, which was published aimed to benefit every stage of the student's life with the contributions of managers and teachers, published stories, articles and scientific news on the theme of education and training in each issue. This journal, published during the Balkan War years, is an important publication in terms of showing the importance the intellectuals of the period gave to education and women's education, even during the war. Therefore, this study's contribution is considered important to the literature. In the journals published during this period, topics such as child education and women's education were examined by intellectuals. The articles published in the important journals of the period, such as Terbiye journal, Terbiye ve tedrisat journal, Yeni fikir, and Yeni journal, are the most concrete evidence of this. Research has been conducted on these journals, but no study has explored on the Talebe: Yeni Mektep journal, which is the subject of our study. Therefore, it is important to examine the articles of this original journal on education by translating them into Latin letters and making them available to researchers in the history of education through this research. In this context, the first part of the study describes the founding staff and purpose of the journal, and provides information about its formal features, publication period, and price. In the second part, a brief review of the journal's content and articles is provided, and three issues of the journal are subjected to an index analysis. As a journal dedicated to the field of education, the third section evaluates its articles, with a special emphasis on those related to women's education, focusing on education and women's thought during the Second Constitutional Era.

## METHOD

This study aims to examine the contribution of the journal *Talebe: Yeni Mektep*, which was first published in the early years of the Second Constitutional Era, to the educational life of the period, and its views on women's education. For this purpose, articles and stories published in the journal especially on education and women's education were transcribed. The document analysis method was used in the study. Document analysis is a methodological and systematic examination of electronic or printed documents. It is a preferred method, especially in the examination of historical sources (Bowen, 2009, p.29).

### The Founding Staff and Purpose of the *Talebe: Yeni Mektep* Journal

*Yeni Mektep Journal*, which was first published on February 1, 1327 (1911), by Mehmet Sırrı (Sanlı) Bey, one of the important figures in the history of Izmir press. Mehmet Sırrı Bey is among the important figures of the Izmir press history. Born to a curious, researching and learning loving mother, Sırrı Bey's father Ali Bey was a merchant. It is reported by family members that the family's roots are in Konya and that they migrated to the island of Chios from there. Sırrı Bey was also born on the island of Chios in 1884. After completing his primary and secondary education there, he went to Izmir and completed his high school education at Izmir High School. Therefore, he first came to Izmir during these times and could add his name to the list of the important intellectuals of this city. Mehmet Sırrı, who stands out with his identity as a writer and educator, practiced the profession of teaching in Izmir during the Second Constitutional Era. He aimed to publish a school journal by drawing inspiration from the experiences he had in his professional life. The first journal Mehmet Sırrı published in Izmir was *the Talebe: Yeni Mektep* journal (Aktas, 1991).

The responsible director of the journal was Faik Şemseddin, who would become famous in Izmir with his historical novels in the following years, and his draftsmen were Şefik Şemseddin and Bahaddin Bey. The annual subscription fee for the journal, which was published every fifteen days by its founding staff, was fifteen cents, and a copy was thirty cents. Its office was the Şemseddin Printing House in Izmir (Talebe, 1911).

The journal *Talebe* began its publication with the aim of making a serious contribution to every stage of education during the Second Constitutional Era with the support of school administrators and teachers. The content of the journal consists

of education, exams, competitions for teachers of literature, Turkish, history, geography, health, calculation, algebra, gymnastics, painting, music; in short, all industrial and mathematical sciences (Talebe, 1911). The journal tries to explain scientific issues that are difficult for an ordinary citizen and a student to understand, in a simple, clear, and understandable way. In addition, its aim is to give a friendly and warm face to science and to create a modern society that is aware of scientific developments and reaches every level of education. Additionally, the journal aims to serve the children who are deprived of learning environments and schools, and the village teachers who are deprived of following new scientific developments due to the difficulties of transportation. In addition, it considers it a great duty to inform readers about all kinds of science and the latest stages of industrial discoveries, accompanied by perfect pictures (Talebe, 1911). However, it can be easily inferred by the readers that the main purpose of the authors was to assist students and their families in achieving the students to a level where they can compete with advanced civilizations in terms of ideas and morals. It is understood that the main purpose of the journal is so that readers can communicate the information they will get from the journal to others in oral and written form, to raise the new generation of teachers and writers.

### Content Review and Index of the Journal

#### *Style of the Journal*

The style of the journal targets both academic education and the public. The journal includes clear, understandable, and detailed articles. In addition, there are stories, riddles and educational humor that can be easily understood by anyone who can read and write. In addition, a nationalist style is striking in the journal. The most concrete example of this is that the first issue begins with the *Alsancak* poem under a large Turkish flag on the cover page.

#### *Content Review*

The journal, whose first issue was published in February 327, opened with the poem *Alsancak* (Koyuncu, 1911, p. 1) by poet Akil Koyuncu. This poem, which is themed around love of the flag and national feelings, shows the importance placed on the idea of nationalism by the journal. Following this, the poem titled *Güneşe* (Haşim, 1911, p. 2) by the poet Ahmet Haşim is featured on the second page. The founder of the journal, Mehmet Sırrı Bey, greets his readers with a story titled *Siyah Güller* on the fourth page of this issue. This story criticizes the education system for its reliance on rote learning. The violence suffered by a student who challenges their teacher's explanations with questions is narrated and argued that violence in education does

not provide discipline. The narrative indicates that students who are subjected to violence by their teachers become estranged from education, and as a metaphor, where they are hit, black roses grow. The journal's responsible manager, Faik Şemseddin, meets the readers with an article titled Şöhret Yolunu Buluncaya Kadar Edison (Şemseddin, 1911, p.5). This article tells us that Edison, a famous scientist, was born into a difficult environment and was saved from a miserable life thanks to his intelligence and aptitude for science. It is stated that Edison, who invented the phonograph, found his way to fame after the exhibition held at the Paris Academy of Sciences. The author emphasizes that Edison was still alive when the article was written. In short, an individual who follows the path of science and technology contributes to the development of both their own life, and their country. As a result, a strong society is constructed from strong individuals, and the peace and prosperity of development is enjoyed through overcoming the misery of backwardness.

In the History of the Scientific Committee (Şükrü, 1911, p.9), written by the mathematics teacher Mehmet Şükrü, famous scientists such as Copernicus and Edison, and the works they contributed, are mentioned. In this issue, Mehmet Sırrı Bey, in addition to the Black Roses story, wrote an article titled School and Family (Sırrı, 1911, p.14). On the last page of the first issue, there are wise sayings from famous writers in the column titled Deep Ideas. For example, Tolstoy's words "Those who do not understand life are afraid of death" (Talebe, 1911, p.11) are included. In another column of the last page, there is "Mektebi Latifeler" (Talebe, 1911, p.19). There are humorous articles about education under this title. In the first story under this title, the teacher asks the student, "Son, why don't you study civilized knowledge anymore?" The student replies, "Sir, when I heard that Italy is also among the civilized states, I became estranged not only from the lessons but also from the word civilization." During the time period in question, Italy and the Ottoman Empire were at war. For this reason, Italians were criticized in the journal through this article, and it seems that the authors tried to influence the readers accordingly.

The journal greets its readers with a picture of the poet Ahmet Haşim on the cover page of the second issue published on February 15. The first page of this issue includes a poem by Ahmet Haşim titled My Home. The preface of the second issue includes a letter dedicated to the director of the journal, from the readers. This letter explains that it was unfortunate for the people that no journal had been published for the development of the school until now. However, this sadness become history with the publication of the journal, Talebe, as a result of the efforts of the founders. The first issue of the journal was received with great pleasure. The journal expresses

its gratitude for the great interest shown in it through this letter and responds that it will continue its work as long as the interest continues.

The founding team, which mentioned that competitions would be organized in the first issue, organized a literary competition. It was announced that the winner of this competition was the story titled *Gizli Cerihalar* by Adil Bey, number 337, a first-year student, of the Izmir Mekteb-i Sultanisi. Adil Bey's story tells of a young man who admires a naive and delicate lady who walks home from school every evening. Adil Bey follows the lady home for several days before finally getting the courage to ask her name. Our hero, who learns that the lady's name is Pervin, cannot find a response to his feelings and this situation remains a secret wound (Talebe, 1911, p.25).

In the second issue, Mehmet Şükrü continues his series of articles entitled "History of the Scientific Board". In addition to this, Mehmet Sırrı's articles titled *Our Girls' Education*, *You Are a Girl*, *Your Mind Does Not Comprehend*, which we will discuss in detail later, . On the twenty-seventh page, there is an article by Faik Şemseddin explaining that an electric locomotive has started to be used on the Transylvania lines in America, and this is one of the latest developments in the field of technology (Şemseddin, 1911, p.27). In the article titled *Scientific News*, it is conveyed to the reader that the latest technology products have started to be used on some train lines in America. This article shows that the journal fulfills its duty of informing its readers about the latest developments in the field of science. On the last page of the journal, there are riddles.

The third issue of the journal was published on March 1, 328. In this issue, physician Mustafa Enver Efendi wrote an article titled "School Life," in which he explained the difficulties of school life to students. Mustafa Enver emphasizes that learning science is a difficult and long path that requires patience. He explains that the discipline applied to students in schools is necessary, not because teachers enjoy imposing discipline, but because it is for the benefit of the students. He advises students not to lose interest in school, when they encounter difficulties. It is an article that gives advice to students and explains that they must struggle in order to develop. Apart from this, in the third issue, there are two articles that belong to Mehmet Sırrı titled *Bir Ceriha-i Vatan* (The Wound of The Homeland), *Kızların Eğitim ve Terbiyesi* (Education and Discipline of Girls.) There is also an article by Faik Şemseddin titled *If America's Six Billionaires Had Stayed in Their First Professions*. In his article, Şemseddin explains that if the famous American tycoons, such as Rothschild and Rockefeller, had not improved themselves, they would have

remained as bankers and accountants' apprentices. This article conveys the message to readers that no matter what, they should not give up trying, working, and learning.

### *Index of the Journal*

After the publication of the third issue of the journal Talebe no statement was made by the founding staff and it ceased publication. Therefore, this study focuses on the three issues of the journal. The page numbers and titles of the articles published in these issues are given in the table. The purpose of the index study is to facilitate researchers in conducting future studies related to this journal.

As can be seen in the table, the journal has allocated substantial space to articles, stories, and scientific research news in all the issues it has published. The vast majority of the stories and articles are educational in theme. In addition, there are a small number of poems. In addition, the journal has included humor and riddle sections, to attract readers' attention.

**Table 1**

*Types of Writing and Writers in the Journal of The Talebe: Yeni Mektep*

Page	Title	Writer	Types of Writing
<b>First Issue-1 February 327</b>			
Enterance Page	Alsancak	Akil KOYUNCU	Poem
1	To the sun	Ahmet Haşim	Poem
4	Black Roses	Mehmet Sırrı	Monologue
5	Edison Until He Found His Way to Fame	Faik Şemseddin	Article
9	History of the Scientific Committee	Mehmet Şükrü	Article
14	Education and Training Lessons - School Family	Mehmet Sırrı	Article

15	In the stillness	Baha Esad	Story
16	Deep Thoughts		Humor
<b>Second Issue-15 February 327</b>			
Cover Page	Picture of Poet Ahmet Haşim		Picture
18	My Home	Ahmet Haşim	Poem
19	History of the Scientific Committee	Mehmet Sükrü	Article
23	In the stillness	Baha Esad	Story
23	Monologue- You Are A Girl, You Can not Understand	Mehmet Sırrı	Story
25	The Piece That Won Our Literary Competition Hidden Wounds	337 Izmir School Sultan Student-Adil Bey	Story
27	Electric Locomotive on America's Transylvanian Lines	Faik Şemseddin	Article
29	School Latifes	.....	Paragraph
31	Education and Training Issues - The Issue of Training of Our Girls	Mehmet Sırrı	Article
<b>Third Issue- March 1, 328</b>			
Cover Page	A picture of two children choosing between flowers		Picture
33	A valuable gift from the honorable physician Mustafa Enver Bey to the student! School Life	Mustafa Enver	Article



36	In the stillness	Baha Esad	Story
38	I Had a Star in My Eyes	Mehmet Haşim	Story
39	Car Animal		Story
42	A Wound of the Homeland	Mehmet Sırrı	Monologue
43	What If America's Six Billionaires Had Stayed in Their First Professions?	Faik Şemseddin	Article
46	The issues of Education and Training- For Teachers	Kırkagaç M. Lutfi	Article
47	Education and Discipline of Girls – Mabad	Mehmet Sırrı	Article

### *The Issue of Women's Education, Teaching and Education*

Before the Second Constitutional Era, literature and art made significant contributions to the education of society. The development of the idea of public opinion, especially put forward by Şinasi, one of the Tanzimat intellectuals, significantly served to shed light on the ambiguous place of women in society and social life. Non-Muslim women were prominent in early art and literary texts, especially during the onset of the constitutional monarchy. Women's education through literature, and the moral and psychological collapses experienced, was shown and conveyed in novels. Tanzimat intellectuals such as Ahmed Midhat adopted an instructive and educational manner in their works. However, there is also a prevailing opinion that literature, newspapers, and journals mislead society. For example, Mehmed Celal puts forward an opposing view in his short work, Roman Mütalaası. In the same period, novels and poems were defined as, mufsid-i ahlak, moral corruption for women. In the early 20th century, as a result of the change in mentality, literature was seen as very important for improving the morality and moral cleanliness of women and young girls (Dusgun, p.337-338). This view continued to grow stronger during the Second Constitutional Era and found a

place itself in most of the journals published. Talebe: Yeni Mektep journal also gave ample space to the articles on women's education, in its short publication life.

The aim of publishing the Talebe: Yeni Mektep journal is to contribute positively to education. Although different types of articles have been published, the common theme is to contribute to the educational life of society and women. In addition, the journal's publication policy provides information about the perspectives of the intellectuals on education and teaching, in the relevant period, education and training.

The journal's chief writer Mehmet Sırrı has been interested in education since the first issue. He published his articles in the education, teaching, and monologue columns. In the first issue, his story titled Black Roses (Sırrı, 1911, p.4), the first thing a student hears from his teacher when he arrives at his new school is, "There is no memorization in this school! The student is very surprised by this statement. Because he remembers that in his old school, twenty or thirty-page books were memorized, he approaches studying differently now. According to him, if there is no memorization, there is no school. After this surprising statement, he recounts that he asked his teacher questions at his old school, and when the teacher could not find an answer to a question, the student was beaten with a falaka. The student's grandmother also suggests that he should not disobey his teachers, and says that roses will grow where the teacher hits him. However, when the student comes home after the falaka punishment, he cannot stand the pain of his foot and sees that the sole of it has turned black. Then, he tells his grandmother that black roses have grown where the teacher hit him. With this story, the author expresses his opposition to the rote-based structure of the old education system and the violence used to ensure discipline. The new education system should be more focused on learning than rote-learning. The message to students is to make schools a welcome environment instead of an oppressive environment.

Sırrı Bey, in his article titled School and Family (Sırrı, 1911, p. 14), he draws attention to another aspect of education life. School and family are two elements that need to be reconciled for the advancement of educational life, especially for the advancement of our country and state. However, unfortunately, these two institutions, these two educational and training centers have not yet reached an agreement in our country. The Frenchman Ernst Lewis says in a conference he gives that "education should not continue at home". The author infers from this statement that mothers in France are so concerned with the upbringing of their children that they are criticized. However, there are mothers in our country who bring their

children to the door of the school and give the teacher some inordinate warnings. Naturally, the author does not approve of this situation. Entrusting the upbringing of children to mothers who are unaware of scientific knowledge (child education) is as strange and dangerous as entrusting a patient to a man who does not understand medical science. In order to develop education and training, the best use should be made of schools and families. In order to benefit sufficiently from the family institution, girls and women must be educated. Because children who are deprived of the moral training of the family face the danger of becoming intelligent, skillful and capable thieves or disrespectful selfish people when they leave school.

After emphasizing the importance of women's education for progress in the issue of *School and Family*, the second issue of the journal, published as 'You Are a Girl, You Cannot Understand!' (Sırrı, 1911, p. 14), was released. In this story, the events between a brother and sister are told through the sister's eyes. One day, the brother comes to his sister's room, sees the geography book, and asks her sarcastic questions about the shape of the world. The brother, who receives serious and clear answers to his questions, cannot answer his sister's questions and leaves the room in anger. As he leaves the room, he says, "You are a girl, you cannot understand these things" (Sırrı, 1911, p. 23). The sister does not get angry at all because she thinks that people get angry at things they do not know. In the story, the sister has won a victory over her brother and proven that women can also understand complex subjects. She even illustrates her claim with the example of my mother winning every argument she has had with my father for years. This story once again criticizes the arrogant attitude of men towards women during the period in question. It is conveyed that stereotyped expressions such as "long hair, short mind," "you are a girl, so you cannot understand," which are spread among the public, are major obstacles to the development of society.

The journal, which focused on the education of women, published another article, "Education and Training of Our Girls." This article emphasizes that the education and training of women is crucial for the development of social life and national existence. In addition, it is conveyed that a society that deprives its women of the guidance of science and education, is doomed to never achieve progress. The article mentions the criticisms of French intellectuals who study the reasons for the progress of the British, mentioning that their own society is lagging behind in the education of women. In this context, concerns are expressed that if women's enlightenment through education is not given greater importance, their social welfare will continuously decrease. Mehmet Sırrı Bey, who conveys these messages, begins his article with J. J. Rousseau's words, "The aim of men is to look good to

women, if you want to have virtuous men, teach women what virtue and greatness mean" (Sırrı, 1911, p.31). He ends with the words...

The negative effects of a patriarchal society can be cited as a reason for women unable to participate in education. However, women from the period in question also find some aspects of it to criticize. On this important issue, the editor-in-chief of the journal, Mehmet Sırrı, criticizes the women of the period for not knowing and recognizing their intellectual elders and spirituality, and for thinking that they had nothing to ask of their husbands other than silk sheets and dresses that would ruin their family budgets. He advises that women have a slightly greater responsibility than men regarding women's education, and that they should be more enthusiastic about education. Women should go to a school where they can both learn domestic skills and study science. \* In fact, Ottoman women during the Second Constitutional Era had access to such a school in 1914. However, the important point here is that the writer of the journal, Mehmet Sırrı Bey, expressed this idea in his article titled Education and Discipline of Girls -2 (Sırrı, 1912, p.47), as early as 1911. This situation illustrates how (although the journal's publication life was short-lived) it made quite sensible and logical suggestions on education and training.

He wrote the last article of the journal under the title "Discussions on Education and Discipline" (Lütfi, 1912, p.46) from the teachers' school Kırkağaç M. Lütfi, In his article, in which he addressed all educators, Lütfi Bey was concerned that the dark clouds of ignorance surrounding the country would bring our entire social life to a level where it would be impossible to breathe, both socially and economically. The author believed that the only way to alleviate this concern was through the science and education provided by teachers. The article insisted that the most important way to disperse the clouds of darkness and ignorance that had surrounded the Ottoman State for many years, was through national education. When the periodicals of the period were examined, it was seen that the vast majority of the intellectuals of the Second Constitutional Era were aware of this situation. For this reason, the development of social education and instruction was prioritized in order for the future of the state to be established on solid foundations.

### *Ethical considerations*

This study adheres to the highest ethical standards in academic research. Since the research does not involve human or animal participants, it was not necessary to obtain approval from an ethics committee. No personal or sensitive data were collected, and there was no risk of harm to any individuals.

The study is based on the analysis of historical documents and secondary data sources, ensuring full compliance with ethical research guidelines. All sources used have been properly cited following APA 7 guidelines, and due diligence has been exercised to maintain academic integrity.

## CONCLUSION

The Second Constitutional Era is a period of transition from empire to republic, and preparation for the nation-state structure. In these years, nationalization and westernization are more prominent in the topics addressed by the late Ottoman intellectuals. During this period, everything from the economy to literature, from politics to social life, came under the influence of the nationalist movement. Therefore education also received its share of this movement. In addition, the initiatives for women's participation in social life gained strength during this period.

Talebe: Yeni Mektep Mecmuası is a science and education journal that reflects the characteristics of the period and clearly reveals the intellectual world. Although the journal set out to make serious contributions to every stage of the student's school life, the aim of educating the entire public is felt. The fact that it gives wide coverage to issues related to women's education and participation in social life is concrete evidence of this claim. Apart from this, the fact that the journal includes series of articles consisting of the latest scientific and technological developments in the western world shows that the aim is for the society not to remain indifferent to these developments.

The journal Talebe, which has a clear style, tried to appeal to all segments of society. As emphasized in our study, significant emphasis has been placed on the education of women and girls in particular. It has been suggested that women should not only stay at home, but also participate in social life. Actions have been taken based on the idea that this can only be achieved through education and that education should be provided not only to students but also to all segments of society. The effect of education on social development is emphasized by the idea that children who do not receive discipline and morality in their families, no matter how well they are educated, will face the danger of turning into disrespectful, selfish, and skillful thieves after graduating from school.

The years when the political administration in Turkey underwent significant constitutional changes within the Ottoman Empire are called the Second Constitutional Era (1908-1918). During this period, which served as a bridge in the process of regime change, serious mental transformations were experienced in terms of not only political administration but also socioeconomic, educational, and cultural aspects. The issue of women's place in society, in particular, influenced the thought world of almost every intellectual to the extent that even journals were published on this subject. One of the most important of these is *Kadımlar Dünyası* (Women's World). The writers of this journal, published between 1913–1921, are all women. In general, attention was drawn to women's

rights, education and roles within the family (Gülcü and Tunç, 2012). From this point of view, the importance of Talebe, Yeni Mektep Journal, which is the subject of this study, should be emphasized. The inclusion of these ideas predates *Kadınlar Dünyası* (Women's World) journal, which is historically significant regarding women's adaptation to social life. It draw the attention of society to this issue.

One of the reasons why women's education was given importance in the last years of the Ottoman Empire, was because of a significant decrease in the male population during the long years of war. For this reason, women also had to take responsibility in some professions that were necessary for the continuation of daily life. More women were now entering professions such as bread making, tailoring, and working in health care. Another important reason to emphasize is that educating women significantly contributes to family education. It is expected that the family unit established under the responsibility of an educated mother will make a great contribution to the future of society. Because, a good family means well-educated children, the aim is to secure a good future through them.

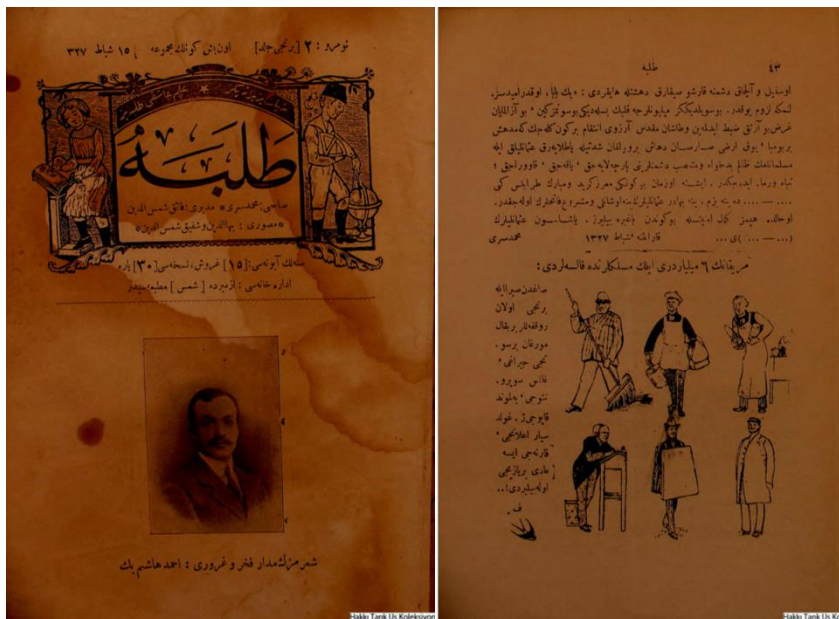
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## APPENDICES

### Examples from the pages of the journal



### Data Availability Declaration

No Primary Data Utilized:

This study is conceptual in nature and does not rely upon primary data collection. As such, there are no datasets directly associated with the presented findings. The discussions and conclusions drawn are based on an extensive review of existing literature and analytical insights put forth by the authors.



## Author Contributions

Dilek Ünveren and Muhammed İn contributed equally to this work. They collaboratively handled the conceptualization, methodology design, data acquisition, and analysis. Each author played a significant role in drafting and revising the manuscript, ensuring its intellectual depth and coherence. All authors have thoroughly reviewed, provided critical feedback, and approved the final version of the manuscript. They jointly take responsibility for the accuracy and integrity of the research.

**Ethics statement:** We hereby declare that research/publication ethics and citing principles have been considered in all the stages of the study. We take full responsibility for the content of the paper in case of dispute.

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