A VIEW OF THE HISTORY OF THE ISTANBUL FACULTY OF MEDICINE
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Prof. Dr. Nuran Yıldırım

The Istanbul Faculty of Medicine, the Department of History of Medicine and Ethics

Attributing the roots of the Istanbul Faculty of Medicine to the Fatih Darüşşifa after a great deal of discussion, the 500th anniversary of medical education in Istanbul was celebrated in 1970. The soundest documents showing that medical education was carried out in the Fatih Dârüşşifa were the appointment papers (rüus) of medical students for the dârüşşifa in the 60 years between 1723 and 1783. These nine rüus, which were recently published, clarify that there were positions for six medical students in the dârüşşifa, and that whenever a vacancy came up, a new medical student would be appointed by the chief physician to undergo systematic medical training.

With the opening of the Süleymaniye Medical Medrese, medical education in Istanbul, which had started with the Fatih Dârüşşifa, became institutionalized. The opening of a medical medrese for the first time in the Ottoman State is accepted as being an important step in our history of medical education. The Süleymaniye Medical Medrese (Süleymaniye Tıp Medresesi) was a medrese for specializing, or a “post-graduate” course, as only students who had completed their classic medrese education could continue. Not only did the physicians who had been trained join the scholarly classes, but at the same time they could be qadi or even rise to the level of sheikh-ul-Islam or grand vizier.

The education in the Süleymaniye Medical Medrese, as with other medreses, is thought to have been based on a succession of courses. After the student had finished a certain level of selected classic works by famous physicians, they would receive a license (icazet) from their professor and then would continue their lessons with another professor who

*Image 1: Archival document concerning Ismail Efendi’s appointment in place of Derviş Mehmet in Fatih Darüşşifa after his death.*
brought them to a higher level. The method used was reading classical works, clinical examination/observation of patients and medication, learning how to treat patients by accompanying the physicians; that is, education was given with patients. Theoretical lessons were given in the medrese. The dârüşşifa next to the medrese was used as a teaching hospital where clinical education was given.

During the reign of Selim III, in the context of a reform program known as the Nizam-ı Cedid, which covered all state institutes, the “Marine Law” (Bahriye Kanunnâmesi) was brought in to reform the shipyards and the navy (February 1805). In accordance with this Law, the ruins of the Aynalıkavak Palace were used to build a hospital, next to today’s Taşkızak. The wooden hospital, the nucleus of the Kasımpaşa Naval Hospital that exists today, was completed quickly. On August 25th, 1805, the staff consisted of a chief physician, a chief surgeon, seven students, and four caretakers. A medical school (tabiphane) was built next to this hospital, which was called the Ispitalya (Hospital). The sultan ordered that the physicians and surgeons who would serve the entire country, not just the navy, should be trained there (1806). It is assumed that the Imperial Arsenal Medical School could not fulfill its functions as a result of the political chaos that occurred with the Janissary revolts against the Nizam-ı Cedid (25 May 1805). The building was destroyed in the 1822 Kasımpaşa fire.

The second medical school during the reign of Selim III was set up for the children of the Rum (Ottoman Greek Orthodox) community (1805). It is claimed that this medical school, known as the Kuruçeşme Medical School (Kuruçeşme Tibbiyesi) or Kuruçeşme Greek Medical School (Kuruçeşme Rum Tibbiyesi), had a hospital and dispensary, with an almshouse, anatomy, physics and chemistry laboratories, as well as a botanical garden. The school is thought to have been closed as a result of Dimitreşko’s betrayal of the state and his subsequent execution in 1812.

The Military School of Medicine (Tıphane-i Âmire), which opened its doors on March 14th, 1827, gradually reformed itself and has always tried to fulfill the need for physicians in Turkey without any interruption in the education provided. It functions today as the Istanbul Faculty of Medicine.

The Military School of Medicine (Tıphane-i Âmire) was also known as the Dârü’te-Tıbb-i Âmire. Education in this school, the first modern medical school in Turkey, began on March 14th, 1827; this date has been celebrated by the medical fraternity since 1919.

In keeping with the proposals of Chief Physician Mustafa Behçet Efendi, this school was established to “look after the members of the Asâkir-i Mansûre-i Muhammediye army and other military class patients, as well as wounded soldiers, according to medical regulations.” Education of the first and second classes began in the Tulumbacıbaşı mansion, near the Tulumbacı Barracks on Acemoğlu Square in Şehzadebaşı. The period of education at the Military School of Medicine, which had been consigned to the supervision of Chief Physician Mustafa Behçet Efendi, was four years.

Some lessons were given in Turkish, while others were taught in French and others still in Italian. The years of study were numbered in descending order: students started from the fourth grade and graduated after completing the first. Müderris Mısır Seyit Ahmet Efendi was appointed as the teacher of the first year (sınıf-i râbi/4th class) together with an assistant (muavin). Forty young and able people who were regarded as having potential were chosen from among the soldiers and from outside the army; everyone was given 20 kuruş, a loaf of bread and 100 dirhem of meat. Müderris Mısır Seyit Ahmet Efendi was given a salary of 150 kuruş as well as four loaves of bread and four okka of meat. During the first year, the students learned the Qur’an, the Birgivi Treatise, catechism, grammar, orthography, composition, medical herbs, and materia medica; the identification of injuries and illnesses were explained in Arabic and Turkish. In the second class (sınıf-i sâlis/3rd class), 20 people were chosen from the first class to be taught in a master-apprentice system. Every student was allocated 36 kuruş a month and was given 100 dirhem of meat and bread. İshak Veled-i Antuvan (300 kuruş salary) taught grammar and syntax of foreign languages (Italian and French), and prepared the students in medical terminology and subjects from translations of medical books in these languages. The third class (sınıf-i sâni/2nd class) of the Military School of Medicine opened in

Image 2. Chief Physician and the first Director of the Military School of Medicine Mustafa Behçet Efendi
1828-29 with 37 students receiving a 50 kuruş stipend. The lessons included Ottoman Turkish, and focused on medical lessons in French and Italian. Muallim Physician İstefanaki Bey (Stephan Caratéodory, 750 kuruş salary), taught the diagnosis of illnesses, their treatments and medication. In the same year, 24 books on physiology, 6 illustrated anatomy books and 24 books about the preparation of medication against illnesses, as well as a medical dictionary were bought, with the Meninski Dictionary being added in November 1830. After a delayed opening, the students in the final class, who had completed three years, were appointed as assistant physicians to military hospitals. At this time, acting upon the suggestion of the chief physician, Mustafa Behçet Efendi, a separate class was opened for surgery students (şakirdân-ı cerrahin). Thus, the army’s need for surgeons could be met after a shorter period of education. Constantin Caratéodory, the nephew of Stephan Caratéodory, a surgeon and obstetrician trained in Pisa, lectured first in physics, then in anatomy and finally in surgery at the Military School of Medicine upon his return to Istanbul in 1830. In a proposal from chief physician, Mustafa Behçet Efendi and Constantine Caratéodory dated August 1st, 1831, the purchase of a chest containing instruments and equipment for surgeons to be used in the surgery lessons was requested.

The final class of the Military School of Medicine (sinif-ı evvel, 1st class) began their training in 1834. Physician Civani was appointed (at 800 kuruş salary) to teach this class; the students, who received stipends of 100 kuruş, were taught applied medicine (tibb-ı ameli), physics (hikmet-ı tabiyye), chemistry (kemika) and botany (ilm-ı nebatat). The physician Civani, a non-Muslim subject of the Ottoman State, had studied philosophy and medicine in France and Italy, and also knew Arabic and Turkish. In 1834 the professor of the second class, Müderris Mehmet Raşit Efendi, who was skilled in Arabic, philosophy and foreign languages, was appointed as head teacher (hace-ı evvel). Professor Osman Saib Efendi (1795-1864) was appointed as second teacher (hace-ı sani) and taught anatomy and physiology. As there was no permission for dissecting cadavers, models were used in anatomy lessons. Aleko, a non-Muslim subject, and the second muallim Mehmet Arif Efendi gave lessons to the third class in grammar and composition in foreign languages. The fourth-year students, which consisted of forty people, studied grammar with Müderris Raşit Efendi and two associates, and penmanship with the calligrapher Vasıf Efendi.

Those who succeeded in the final year (sinif-ı evvel) worked in the hospitals and with battalion physicians for a few years to develop their practical knowledge, that is, they underwent clinical training. After gaining the skills to look after patients by themselves, they were awarded a diploma (sened-ı imtihan) and were appointed to the military hospitals, troops and battalions. Until 1834 of the 63 student assistants, 31 were “assistant physicians” and 32 were surgeons. There were both independent surgeons and assistant surgeons. Having completed their
clinical training, six students who received a diploma were appointed as “independent physicians” to the troops and battalions. The Military School of Medicine only accepted Muslim students. Keçecizâde Fuad Pasha was a graduate from here.

Upon the initiative of Mustafa Behçet Efendi, special medals were prepared for the students and teachers of the Military School of Medicine. When the new academic year began, 19 students were awarded with medals at the ceremony held in the presence of Mahmud II on 6 March 1834. A few days later, in a second ceremony held with the participation of the commander-in-chief and the chief physicians, the remaining physicians and students were awarded with medals, and thus all the professors and students received commendations.

A year or two later the Chief Physician and the Director of the Military School of Medicine Abdülhak Molla stated that it would be better to combine the Military School of Medicine and Military School of Surgery (Cerrahhane), transforming them into a boarding school, so the education of the 139 people working there, consisting of students and bureaucrats, would not be cut short when they had to return home at night; it was suggested that rearrangements be made in the education. The medical and surgical students would have the same lessons in the first two years. They would learn medicine in a foreign language in the first year, and study anatomy second year. The third year would be separated into “medical sciences” and “surgical sciences”. Those who studied medical sciences would be awarded with a physician’s diploma, and those studying “surgical sciences” would receive surgical diplomas (1836). With the implementation of these new regulations in the following year the monthly amount paid to the staff of the Military School of Medicine (students, teachers and bureaucrats), then 231 people, was raised to 24,230 kuruş. When the Tulumbacıbaşı mansion was sold in the same year, the Military School of Medicine was moved to the Otlukçu Barracks in the historical peninsula, though the building was not spacious enough. Chief physician and minister Ahmed Necip Efendi pointed out that a medical school needed classrooms, a library, drawing rooms, anatomy rooms, stores for chemical and physical instruments, a kitchen, and a laundry room. But the construction of a new building to house these facilities would be very expensive; therefore, an edict was promulgated stating that the Enderun School in Galatasaray was a suitable venue, and the necessary sections could be repaired and renovated within four to five months. Works began in October 1837, and on 16 May 1838 the building was completed and inaugurated. In October 1838 the Military School of Medicine was transferred to the new building in Galatasaray. The following year it was combined with the Military School of Surgery and given the name Imperial School of Medicine and physicians started to be trained in this new school.
Military School of Surgery

Chief Physician Mustafa Behçet Efendi submitted a motion stating that although education at the Military School of Medicine, which had been opened to train physicians and surgeons, was continuing. Due to the fact that the training of surgeons was being carried out simultaneously with training in medicine, the completion of the course took a long time. He mentioned that the Imperial Decree of 1827 made it compulsory for one physician and one surgeon to be appointed to every battalion in the army. Due to the urgent need for surgeons, he suggested that surgical training be separated from medical education. Thus, it would be possible to train a surgeon within a shorter period of time. With an edict by Mahmud II a class for surgical students was opened in the same building. Mehmed Necati Efendi, who had demonstrated his in-depth knowledge in science and surgery and who had been trained in European medical schools, was appointed to this class. Some sources mention a Hungarian physician as professor of the surgical course, who may have been Mehmed Necati Efendi. The 20 students who began the year-long surgery course learned how to extract bullets, ligate arteries, cut bones and treat fractures, all methods concerned with field surgery. The students were allocated a salary of 20 kurş a month and provisions, and received practical education. Those who graduated from there were appointed to the units of the army where they were needed at a salary of 75 kurş.

While the education was continuing, the establishment of a separate school to provide education in surgery was decided. The new Military School of Surgery (Cerrahhan-i Mamûre) started teaching in Değirmenkapısı, near Topkapı Palace, outside the city walls, in the annexes known as the Patient’s Room on 9 January 1832, a Sunday (5 Şaban 1247). At that time, at the suggestion of Abdülhak Molla, the chief physician of the Asakir-i Hassa-i Şahane the surgery class at the Military School of Medicine joined this new school (1833).
Principal of the The Military School of Surgery was the French physician and surgeon Sat-Deygalliere, appointed for organization, administration and teaching. He had practiced surgery in the Marseille Civilian and Military Hospital. At this time he was in Istanbul and was a surgeon who was “renowned for displaying the skill and talent of a master in the matter of treating and taking measures in surgical sciences for a number of illnesses and wounds.” His surgical knowledge, skill and ability, the renown he had gained among physicians in Berlin and Petersburg and of course, the surgery he had carried out in the military hospital in Marseille played an important role in the selection of this professor for the Military School of Surgery. In 1824, he had introduced the lithotrite to Russia, an instrument for breaking up bladder stones developed by Jean Civiale; as a result Sat-Deygallière gained great respect among Russian surgeons. On the frontispiece of his Théorie Nouvelle De La Maladie Scrofuleuse (Paris 1830), he was described as “a medical physician and surgeon, a knowledgeable person, an instructor in surgery and birth, the former surgeon at the Marseille Civilian and Military Hospital and a member of the Imperial Medical Society of the same city, a doctor of the Philanthropists Society and the Central Office for Drowning and Other Forms of Asphyxiation, an active and corresponding member of a number of national and international occupational and scientific societies.”

In the French speech that Sat-Deygailliere addressed to the students and guests at the opening ceremony of the Military School of Surgery, in the presence of Chief Physician Abdülhak Molla, he expressed the honor that he felt being appointed as principal and professor; he then went on to say that spreading the science of medicine and surgery on the principle of protecting the health of soldiers was something that he was duty-bound to do; Napoleon Bonaparte was aware that skilled physicians and surgeons increased the heroism of the soldiers, and thus insisted that military surgeons be present on the battlefield. In return for the grace of the sultan of opening this school, Sat-Deygallière recommended that the students work enthusiastically. He himself was to teach general anatomy (teşrîh-i umumi), fixation and related information (rabt-i cerrahi vesair edevat), applied medicine (tibb-i ameli), etiology, symptomatology and materia medica (fenn-i esbab-i alâmât ve ilm-i müfredat-i Tibbiye), military medicine (tibb-i askeri) and surgical chemistry (fenn-i kimya-yi cerrahiye). A book by Sat-Deygallière was translated by Üsküdarlı Mehmet Salim Efendi in 1836 (1252) under the title Sandukatü'l-lifâfe fi fenni'l-ısâbe [Fixation Box and Fixation Methods]. Dr. Constantine Caratheodory from Topkapı Hospital gave material medica and medical sciences (ulûmu-i tibbiye) lessons.

The length of education in the Military School of Surgery was four years. Three years of this time were spent with theoretical education, and the final year consisted of an internship with the troops. Almost all the literature about this institution produced from the time of Rıza Tahsin until today states that the lessons
in the Military School of Surgery were given in Turkish. However, Sat-Deygalliere, who made the opening speech in French, did not know Turkish. Even if we do not have information about the earlier years, we can assert that in 1832 Sat-Deygalliere gave the lessons in French. Üsküdarlı Mehmet Salim, who had translated his book into Turkish, perhaps participated in the lesson as an interpreter. A less likely possibility is that the students were required to know French. The first graduates of the Military School of Surgery were Kâmil Efendi, Ali Efendi, Hüseyin Efendi, Şerif Efendi, Nuri Efendi, Veli Efendi and İsmail Efendi. Of these, İsmail Efendi attained the post of chief physician.

The Military School of Surgery moved to the Enderun Ağaları School, which is located where Galatasaray High School is housed today; it came here with the Military School of Medicine (1838). When education began in these schools, which were reorganized in the following year under the name Mekteb-i Tibbiye-i Adliye-i Şâhane, the Military School of Surgery was abolished. Students who did not want to continue their medical education transferred either to the three-year Pharmacy Class or the three-year Surgery Class.

Imperial School of Medicine

When the number of graduates from the Military School of Medicine and the Military School of Surgery could not meet the demand for physicians, a larger structure was needed. These two schools were combined in October 1838 and moved to the Enderun Ağalar Mektebi in Galatasaray. At this juncture, Mahmud II, whose health was poor, asked two physicians to be sent from Vienna to serve as his personal physicians and to establish a new medical school. After intense search, Dr. Karl Ambros Bernard and Dr. Jacob Anton Neuner together with the Pharmacist Anton Hoffmann were chosen and went to Istanbul. Karl Ambros Bernard was assigned the duty of palace physician, member of the Quarantine Council and head professor, and clinical director (Muallim-i Evvel) at the school in Galatasaray. Dr. Neuner, brought as palace physician, could not adapt to Istanbul and returned to his country in August 1839. Restructured as a modern Western institution, the academic year of the Mekteb-i Tibbiye-i Adliye-i Şâhane der Âsitane-i Aliyye (Ecole Adliyée Imperiale de Médecine)¹ was arranged so that the month of Ramadan would be the holiday; it probably started education in December 1838. In the years following the opening, on the diplomas, which were in Turkish and French, we see the name Mekteb-i Tibbiye-i Adliye-i Şâhane and Ecole Imperiale de Médecine/Faculté de Médecine de Constantinople. Foreigners referred to this school as the Galatasaray Medical School (Ecole de Médecine de Galata-Séraï). Later it was referred to as the Imperial School of Medicine (Mekteb-i Tibbiye-i Şâhane). There was also a two-year Pharmacy Class (Eczacı Sinifi) in

¹ The Word Adliye used here is in reference to Mahmud II’s penname Adlî, which he used in his poems.
part of the school, where pharmacists were trained; there was a three-year Surgeons’ Class (Cerrah Sınıfı) to train surgical aids to the army and a Midwifery Class (Ebe Sınıfı) to train midwives who practiced in Istanbul. A health officials’ class was added in 1846.

The school building was magnificent, consisting of two floors that ran parallel, constructed around an inner courtyard. Along with the botanical gardens, it covered a wide area. There was a magnificent front entrance, covered by a large dome resting on two rows of columns in Ionic and Corinthian styles arranged along the front façade. In May 1839 the entrance to the school was illuminated by 750 candelabras and lanterns to mark the reading of the mawlid on the Qadir Night (Night of Power). At the entrance, in the middle of the main building there was a spacious, round library; the rooms housing the anatomic specimens and natural history collections were to the right and the left of the library. In the middle of one of the wings, a large staircase led up to the sultan’s private apartments. There were rooms set aside for the chief physician and the officials in the same wing, with a clinic located in the other wing. The rear wing looking over the Bosphorus had bedrooms and dining halls to house 300 students, looking on the interior courtyard; a beautiful wide corridor went around the entire building. French and Turkish works written by the teachers and the educational treatises informing the public about epidemics and inoculations were published in the school’s printshop. In the central pharmacy, which was part of the school, students of the pharmacy class practiced their skills, and the medication they produced was sent to military hospitals.

In research concerned with this period it is claimed that Dr. Bernard, inspired by the curriculum that had been implemented from 1822 at the Josephinische medizinisch-chirurgische Akademie, from which he had graduated, organized a similar curriculum for the the Imperial School of Medicine. The Josephinum, established by Joseph II to train military physicians and surgeons, was the most famous military medical academy at that time in Europe. It consisted of two sections, the lower and the upper. Those who finished the two-year medical-surgical lower section were considered to have completed a surgical degree. Those
who finished the five-year upper section degree in obstetrics, ophthalmology, and medical and surgical skills, were awarded with a diploma. When they graduated they had to write a thesis. In 1842-43, when the first students graduated from the school, there were two basic sections resembling those of the Josephinum, one offering “preparatory teaching and induction to the sciences” and the other “medical and clinical training”.

Education took seven years, a three-year preparatory course and four years of medical and surgical training. As the language of instruction was French, the 80 students coming to the Military School of Medicine and Military School of Surgery were subjected to a language exam in their first year; 15 had a level of French that allowed them to study medical and surgical sciences in French. The remaining students were registered in the preparatory section to learn the language.

The polyclinic of the school (muayenehane-i umumi) finally opened in 1841. In the polyclinic, where skilled students acted as assistants, the teachers would look after patients on a rotary basis, except for Saturdays and Sundays.

Poor patients would be given free medication from the Imperial Pharmacy (Eczahane-i Âmire), which was located inside the school. In the academic year of 1842-43, 15,835 patients came to the polyclinic; they were examined by the most qualified and respected teachers of the school. The following year this number rose to 17,410. In 1845-46, the polyclinic started to operate every day of the week, and the number of patients rose to 19,580. In 1847-48, 18,500 patients came during the academic year. Some time later, surgeons, cooks and midwives were appointed to the polyclinic. Examination of women patients was carried out under the supervision of the head-midwife of the Imperial School of Medicine. As there was no clinic for women patients or births, the only place where the students could see female patients was the school’s examination room. As it might have been difficult for the women to reach the examination room in Galatasaray, other examination and treatment units, known as nöbet eczaneleri (duty pharmacies) were opened to give day and night services in selected pharmacies in neighborhoods like Beyazıt, Eyüp, Üsküdar, Salıpazarı and Topkapı.

Mahmud II, who made every sacrifice he could for the school, died shortly after it opened. His successor, Sultan Abdülmecid, observed the final exams at the end of the year, indicating the importance he gave to medical
education. With the permission of the Sultan, officials of foreign states could also participate in these exams. The foreign scientists and statesmen who came to Istanbul visited the school and expressed their admiration for what they saw. In the last week of 1847, Sultan Abdülmecid visited the school with a committee including the Director of the Imperial Artillery Ahmed Fethi Pasha, and wandered around the botanical gardens. The sultan stated that the purpose of this visit was to motivate the teachers and students in the school.

The Imperial School of Medicine, which in Europe was considered to be a symbol of Westernization, originally only accepted students from Muslim families; from 1841 onwards, its student body consisted of 1/3 non-Muslims. The state informed the communities that the number of students to be taken into the school would be in keeping with the ratio between communities and the students who were chosen and sent by the communities were registered. In the academic year 1842-43 there were 341 students in the school. Of these, 303 were Muslims and 38 were Christian. In the clinics, 8,000 patients were being treated; men, women and children. In addition, 823 patients from the military hospitals in Istanbul were distributed among the three clinics and admitted, with 130 operations being carried out by the instructors and the students. Permission for dissection was given the same year under the condition that only bodies of prisoners be used. Accordingly, cadavers from deceased convicts were used in the Imperial Arsenal Hospital in place of wax models. However, the number of cadavers was insufficient and the desired level of practice could not be provided; moreover, no female cadavers were received, so the students would graduate only with the knowledge that they had attained from the models. Instruction at the bedside was given great importance. There was a great success rate in ear, nose, lip, larynx, abdomen, eye, anal prolapse and lipoma surgeries that were carried out by the final year students. In the academic year 1846-47, Jewish students were registered for the first time.

At the end of every academic year there were exams to move up to the next year. In addition, there were three doctorate exams in the final year. The first doctorate exam was held in the winter of the final year; the students were examined in anatomy,

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2 The exams, known as “Doktora”, were the equivalent of the final exams given in Austria, Italy and Greece at this time.
physiology and general pathology. The second was given in the summer months, on materia medica and pharmacology, chemistry and botany. Towards the end of the year, there would be an exam in internal diseases, surgery, hygiene and surgical clinical knowledge. Those who were successful in these exams would then have to defend their theses. The thesis defense exam would be arranged according to the Hijri calendar for the month of Shaban, and there would be a magnificent graduation ceremony in which the sultan, statesmen, and sometimes foreign state representatives would participate. After the opening speech by the chief physician, one student would address the sultan in French, giving a gratitude speech. The clinic director would then present a report to the sultan, containing information about the work that had been carried out over the year. The candidate physicians had to defend three theses that they had prepared on three separate subjects in front of those present. Later they would answer questions that would be drawn randomly from a box containing questions on all surgical and medical subjects. The successful candidates would give an oath on their holy book, and the chief physician would bestow the physicians’ robe on them. The sultan and other guests who were present at the ceremony would also ask questions. Later physical and chemical experiments would be carried out and the most successful students would receive awards. Finally, the school would break for the Ramadan holiday. To complete their clinical training, the graduates had to work under the command of the chief physician in one of the military hospitals in Istanbul for a year to improve their knowledge in the art of medical treatment.

Dr. Sigmund Spitzer (1813-95) was appointed to take the place of Dr. Bernard, who had died suddenly on 2 November 1844, as chief physician. Dr. Spitzer, who had been invited to Istanbul on the recommendation of the famous anatomy professor Dr. Joseph Hyrtl (1810-94), had been serving as palace physician since 1839. He had treated the mother of Sultan Abdülmecid and gained the dynasty’s trust. When Dr. Spitzer pointed out that seven years were not enough for training physicians, Chief Physician İsmail Efendi supported him in 1845-46 to increase the period of training to ten years. Also, the bodies of male and also female slaves who had died in the slave market were to be sent to the school. Some non-Muslim women agreed to donate the bodies of their children to the school and thus it was attempted to have cadavers of all ages and both sexes. However, there were still great difficulties in procuring corpses.

Chloroform had been introduced as an anesthetic in 1847 in Britain. The very same year, it was employed in the medical school in Istanbul for surgery, after tests on animals and humans. In March 1847, ether was also used in operations carried out in the school’s clinics. In the graduation ceremony on 25 July 1848 Yusuf Efendi, a student of the fifth year, explained the history of chloroform in chemistry when answering a question: In recent times Dr. Serviçen (1815-97) has introduced the practice of surgery carried out with chloroform after the effects of
chloroform on the metabolism of animals had been studied. Antoine Calleja, a chemistry and pharmacy instructor, successfully used chloroform on animals and then on the student Yusuf Efendi in the presence of the sultan and leading statesmen. This performance was truly an indication of progress, establishing an education based, to a high level, on experimental research that closely followed developments in the scientific world.

Sultan Abdülmecid was very pleased with the developments shown in the Imperial School of Medicine; in order to test whether its students had reached the same level as those graduated from European medical schools, he wished that one or two new graduates enter the exams at Vienna’s Medical School, which were open to external candidates. As many as four new graduates were sent to Austria for the exam session on 4 January 1848. Their great success increased the respect for the Imperial School of Medicine in Europe, rebutting both the skeptics in Europe who found it difficult to believe in the reforms that were being carried out in Turkey and the fanatic opponents of the new regulations. Now the Imperial School of Medicine resembled a medical faculty and was paraded in the European press as a symbol of Westernization of the Ottoman Empire.

Now that the school was accepted as being on a par with European medical schools, from 1848 onwards graduates from foreign countries who wanted to work in the Ottoman Empire had to take a colloquium exam. The colloquium exam was not only required for foreigners; Ottoman citizens who had received medical diplomas from other countries also had to take this exam. In the polyclinic, all patients would be examined without charge until the evening, with no segregation between Muslims and non-Muslims, men or women; On October 11th, 1848, a fire in Beyoğlu wiped out ten years of efforts that had achieved such a brilliant success. The botanic gardens, the natural history museum, the zoology museum, the bandage museum, the anatomy museum, the pharmacy and the library were all completely destroyed. The sultan ordered that the lessons be carried out in the Humbarağane Barracks under the supervision of Chief Physician Abdülhak Efendi. To avoid further delays, Abdülhak Efendi rapidly set up a clinic and a surgical hospital in the old barracks and furnished them with the necessary equipment. In order to make up for the lost time the weekend
holidays on Fridays were temporarily suspended. In 1849, first Turkish medical journal *Vekayi-i Tibbiye* and the French medical journal, *Gazette Médicale de Constantinople* were launched with the participation of lecturers and students, produced at the school’s printshop. They communicated medical observations, summaries from European publications, health information for the public, and articles on a variety of subjects. Teaching continued in the most remote corner of the city. The number of classes in 1851-52 was raised to six. Geology and mineralogy were added to the first year. The nine-year-old students of the preparatory year took lessons in Turkish-Arabic-French reading, writing and grammar for four years. In the six years between the ages of 13 and 18, they were taught botany, physics, anatomy, physiology, zoology, pathology, hygiene, internal medicine, external medicine and obstetrics. The following three years of education were separated into three parallel courses; the pharmacy class, medical specialization and anatomy and midwifery. The students followed one of these branches and then graduated.

The position of director of the Imperial School of Medicine, which had been under the supervision of the chief physician, was abolished in 1850, as medical matters decided after debate in the Council of Civilian Medical Affairs and the school was administered by implementing their orders. Hence, there was no need for an administration by physicians; subsequently, Ziver Pasha was appointed as the head of the Imperial Arsenal. Hence, there was no need for an administration by physicians; subsequently, Ziver Pasha was appointed as the head of the Imperial Arsenal.

Attempts were made to reassemble the library that had been destroyed in the fire. In an activity report prepared by the medical professors for the academic year 1850-51, they stated that there were many deficiencies in the school and the sultan’s help was hoped for. Of the professors, Serviçen Efendi was of the opinion that medical education had suffered in these years. In reality, there were no museum, botanic gardens or chemical laboratories in the *Humbarahane*, the clinics were limited and the activities that were carried out in rooms were dangerous to health.
The first administrative regulation of the school was implemented in 1857 under the name of "The Law for Administration of the Imperial School of Medicine" (Mekteb-i Tibbiye-i Şahane’nin İdare-i Dahiliyesine Dair Kanunname). With this regulation, the duty to organize lessons and to determine how they were to be taught was assigned to the Council of Civilian Medical Affairs (Meclis-i Tibbiye). The school, which had remained for many years in the Humbarahane Barracks was finally moved to the Gelgelolu (Gergerolu) Mansion in Hasköy due to the cholera epidemic that broke out in Istanbul in 1865. When the epidemic was over it was decided to transfer the Imperial School of Medicine to Taşkısla in Sirkeci. The Hamlaci ağaları, who were staying as guests in the Taşkısla, were asked to vacate this location on 4 April 1866, so the school could move into its new venue, from where it provided service for many years. When no space could be found for an examination room there, the Büyük Ayasofya Foundation, across from the Imperial Gate Barracks (Bâb-i Hümayun Kışlası), was transformed into an examination room and female patients were examined on all days except for Friday and Sunday between 6:00pm and 8:00pm, and men between 8:00pm and 10:00pm.

In 1865 the Imperial School of Medicine building in Galatasaray was repaired and the idadi (high school) classes of the Imperial School of Military, Naval School, Medical School and School of Engineering were separated; students now came to be educated in this building, now known as Galatasaray High School (Galatasaray Sultanisi/Mekteb-i Sultanî). In this period two student groups were being trained at the Imperial School of Medicine, military and civilian. When the military students graduated they were sent to the reserve forces centers. Civilian students would receive their diplomas and then be appointed to places where they were needed to serve the people. Even though there were many enterprises that had been started before this time to reduce the need for both the army and civilians to visit foreign doctors, it was not possible to train enough physicians. In this situation, physicians had to be brought from outside. For this reason the number of students studying medicine at the Imperial School of Medicine was to be increased and they would also study lessons in veterinary science and other disciplines. Thus, the Demirkapi Barracks were not sufficient. As the railroad passed by here and it was not possible to expand the location, it was ordered with an edict dated 30 July 1873 that the location be exchanged for the large Galatasaray High School in Beyoğlu. Moving back to Galatasaray pleased both the professors and the students. Director of the Imperial School of Medicine Marko Pasha prepared a report with thanks to the
sultan. In 1876 the two schools changed places once again and the Imperial School of Medicine returned to Demirkapi.

After a great struggle with the resistance of the foreign professors, education began to be given in Turkish at the Imperial School of Medicine, which was opened in 1867. When this proved successful, in 1870 the lessons for the first year in the Imperial School of Medicine were also given in Turkish. Five years later, when the students who had been educated in French had all graduated, education in French became history.

The Imperial School of Medicine was a directorate attached to the Military Porte until 1893. From this year on it was bound to the Directorate of General Military Schools.

With the foundation of the Council of Civilian Medical Affairs (Meclis-i Tibbiye) in 1840, the Imperial School of Medicine became the administrative center of civilian health matters as well. The Council of Civilian Medical Affairs, of which the president and the members were the minister and the students of the Imperial School of Medicine, was named as the Directorate of Civilian Medical and General Health Affairs (Nezaret-i Umur-i Tibbiye-i Mülkiye ve Suhiye-i Umumiye) on 2 December 1869, and it began to cooperate with the Ministry of the Interior (Dahiliye Nezareti) to take care of all matters connected to general health including forensic medicine and epidemics. It underwent changes over time and became the Ministry of Health.

Following the 1871 smallpox epidemic in Istanbul, the Vaccination Inspectorate (Aşı Enspektörlüğü) was founded to function under the Imperial School of Medicine (1872). Hüseyin Hilmi Bey, zoology professor at the Imperial School of Medicine, took its management and he later contributed to the opening of the Imperial Vaccination Center.
(Telkikhane-i Şahane) (1892). The Imperial Vaccination Center, which functioned in the parasitology laboratory of the Imperial School of Medicine in Demirkapi, produced smallpox vaccines. It then moved to a separate building erected in the garden. Until its closure in 1934, the Imperial Vaccination Center provided critical services in public health, particularly delivering smallpox vaccines to other provinces in war years.

Introduction of a rabies vaccine by Louis Pasteur caused excitement in Istanbul as well as around the world. Abdülhamid II sent a delegation to Paris which was headed by Zoeros Pasha, professor of internal diseases at the Imperial School of Medicine, and included Hüseyin Remzi Bey, zoology professor, and veterinarian Hüsnü Bey. The Rabies Institute and Hospital (Daülkelp Ameliyathanesi) was opened under Zoeros Pasha who returned having learned the technique of rabies vaccination (1887). Zoeros Pasha administered the first vaccination on 3 June 1887. The Rabies Institute and Hospital where the medical students were given a rabies course was the third rabies institute in the world after the Pasteur Institute, and the first in the East.

Dr. André Chantemesse, who was invited from the Pasteur Institute during the 1893 cholera epidemic in Istanbul, noticed that the city lacked a laboratory to conduct bacteriological analyses. He suggested that a bacteriology laboratory should be opened, stating that it was crucial to establish the bacteriological diagnosis of the first case of a cholera epidemic. There were two facilities in the Imperial Institute of Bacteriology (Bakteriyolojihane-i Şahane) in Demirkapi, which was affiliated with the Imperial School of Medicine (Mekteb-i Tıbbiye-i Şahane) and came into operation under Dr. Maurice Nicolle from the Pasteur Institute (December 1894). The medical students,
newly graduated physicians, and veterinarians were provided with a bacteriological education in the Education Facility. The Hygienic Bacteriology Facility was for urban hygiene and human bacteriology, veterinarian bacteriology and the production of vaccination and serum.

**Training in Europe and its Effects**

The transformation of lessons into Turkish created new problems. There were no Turkish textbooks. In order to provide regular medical education, basic French works were selected to be translated and printed in Turkish. However, another important problem was that when the instructors who did not know Turkish left the institute, there were not enough teachers. In order to train teachers, the new graduates from 1869 on – with no differentiation between Muslims and non-Muslims – were selected by exams and sent to Europe to specialize. Between 1869 and 1889, many young physicians were sent to Paris and some to Vienna. From the mid-1880s, when the opposition to the regime and ideas of freedom among the Imperial School of Medicine students had led to the creation of the İttihat ve Terakki Cemiyeti (Committee of Union and Progress) and the gathering of the Young Turks in Paris, this city was no longer attractive for the Ottoman State. In 1889 the German Emperor Wilhelm II established positive relations with the Ottoman State as it offered a great market for German industry, meaning that the German school became effective in every region, including the army. Those who went to Europe to specialize were appointed as instructors when they returned.

Between 1841 and 1923 these young physicians returned having completed their medical training in the laboratories and clinics of world-famous professors in elite medical schools in Europe or from specializing; they were then appointed to the Imperial School of Medicine, Civilian Medical School or Gülhane Clinical Teaching Hospital and School for Medical Practice, and after 1909 they were appointed to the Medical School as instructors. They transferred contemporary medical knowledge and modern methods to the next generation who would go on to implement these practices. Moreover, they established new clinics and laboratories in line with the examples they saw in Europe. At the same time, basic books in
their areas of interest were produced in Turkish. They devoted a part of their lives to medical education. The physicians who were trained at the beginning of the 20\textsuperscript{th} century helped form the people who shaped the health policies and implemented them in the Turkish Republic.

Feyzi Pasha (Feyzullah İzmidı, 1845-1923) is generally regarded as the founder of clinical medicine in Turkey. His fame for his clinical success spread to surrounding countries. Hasan Mahzar Pasha (1845-1920) translated fundamental books for training in anatomy, playing a role in the establishment of Turkish anatomical terms. Şakir Pasha (1849-1909) completed his physiology training alongside the founder of experimental physiology, Claude Bernard. He introduced experimental physiology into Turkey and carried out important research on respiratory physiology. The “\textit{coefficient respiratoire de Chakir Pacha}” introduced his name into physiology literature. Besim Ömer Pasha (Akalın, 1861-1940) abandoned theoretical obstetrics lessons and started to teach on mannequins. In the maternity clinic, he provided the opportunity for medical and nursing students to attain practical experience. Esat Pasha (Işık, 1865-1936) established a modern ophthalmology clinic with the equipment he brought from Paris. The two medical tools he invented, the “\textit{Basit Esat Ophthalmoscope}” and the “\textit{Stéréoscope Essad}” made it into medical literature. Celal Muhtar (Özden, 1865-1947) identified that a condition that affected the skin between the fingers and the toes, “Trichophytie Palmoplantaire” was caused by the fungus Trichophyton, and he developed new methods for treatment of this condition. This discovery was reported in the international medical literature.
Cemil Pasha (Topuzlu, 1866-1958) developed a method of lengthening the Achilles tendon. In addition to his success in surgery, his efforts in modern city planning as mayor of Istanbul were remarkable. Ali Rıza Bey (1867-1904) introduced scientific methods in the field of chemistry and opened the first private analytical laboratory. Salih Bey, who financed his own training in Paris, specialized in pediatric disorders and became the first expert in this field in Turkey. Süleyman Numan (1868-1925), witnessing the combination of laboratory-clinic while training in Berlin, introduced this to Gülhane Clinical Teaching Hospital and School for Medical Practice, establishing the first internal medicine clinic. His clinical studies represent a turning point in internal medicine. Asaf Derviş Pasha (1868-1928) ensured the existence of an independent gynecological clinic including surgery, for which he established the principles of gynecological surgery. Raşit Tahsin (Tuğsavul, 1870-1936) created the first neuro-psychiatric clinic in Turkey in Gülhane. Ziya Nuri (Birgi, 1872-1936) established the first independent ENT clinic in Turkey in Gülhane, introducing endoscopy. Hamdi Suat (Aknar, 1873-1936) carried out original studies in dermatological pathology that entered world literature. The solution that he prepared to protect pathological tissue samples was known as “Hamdi Solution.” Kadri Raşit (Anday, 1875-1949) ensured the establishment of a separate specialization in pediatrics. He established pediatrics as an independent discipline. Tevfik Recep (Örensoy, 1875-1951) started to examine tissues under the microscope. Kemal Cenap (Berksoy, 1876-1949) was a leader in experimental methods concerned with digestive physiology. He determined that the most effective secretion occurred in the deep mucous layer of the duodenum. Reşat Rıza (Kor, 1877-1941) prepared the first preventive immunization to be used at a time when Rickettsia prowazekii had not yet been produced in culture. The immunization that was produced with his method was successfully implemented in the Ottoman army in the World War I. Âkil Muhtar (Özden, 1877-1949) was the founder of pharmacology and experimental treatment and was a pioneer in this area. One of the important discoveries in pharmacology entered medical literature under the name “Muhtar’s Reflex”. Nurettin Ali (Berkol, 1880-1955) developed modern anatomy, which had been started by Mazhar Paşa. Aseptic surgery was established by Orhan Abdi (Kurtaran, 1878-1948). Nihat Reşat (Belger, 1882-1961) established the branch of hydroclimatology. Mazhar
Osman (Uzman, 1884-1951) established serology, neuropathology and experimental psychology laboratories based on modern sciences. The first neuropsychiatrists in Turkey worked in these laboratories. Hasan Reşat (Sığındım, 1884-1971), while still a young physician training in Hamburg, identified monocytic leukemia, a type of leukemia that was unknown at the time, and introduced it to the medical world with V. Schilling. Behçet Sabit (Erđuran, 1886-1980) made contributions to the development of urology as an independent branch. Hulusi Behçet (1889-1948), after whom the Behçet Syndrome is named, entered the world dermatology literature. İhsan Hilmi (Alantar, 1888-1962) established the first nursing infant clinic in Turkey. Osman Cevdet (Çubukçu, 1894-1965) introduced physiotherapy and rehabilitation. İhsan Şükrü (Aksel, 1899-1987) established the Children’s Psychiatric Institute (Çocuk Psikiyatrisi Enstitüsü) and the Istanbul Children’s Psychiatric Clinic (İstanbul Çocuk Psikiyatrisi Kliniği). He was one of 24 honorary members of the World Psychiatric Federation.

**First Experiments with X-rays at the Imperial School of Medicine**

The information we have about the first experiments that were carried out with X-rays at the Imperial School of Medicine are based on the memoirs of the students from those years. Âkil Muhtar (Özden), who worked as a student assistant in the chemistry laboratory, relates how one day one of the student assistant at the physics laboratory, Esat Feyzi (1874-1902), came into the chemistry laboratory with a French medical journal in his hand. He discussed the article he had read about Röntgen’s discovery with professors Vasil Naum and Ali Rıza. Esat Feyzi had learned from this article how to attain X-rays and requested that he be given a Crookes tube, a Rühmkorff bobbin and an electric battery to produce these rays; his suggestion was immediately accepted. Esat Feyzi occupied himself with this for a few days, renewing the battery solution; he also constructed a support that could hold up the Crookes tube. When sparks started to be created by the bobbin, the tube was placed upon a glass table covered in black paper and an X-ray of Âkil Muhtar’s hand was taken. Esat Feyzi also took an X-ray of the hand of Yusuf Kemal (Tengirşek, 1873-1976), which had been injured in
a hunting accident. For this X-ray, Dr. Mehmet Şevki Bey, the physics professor who was teaching the 6th year class, corrected the batteries and reworked the bobbin. Rıfat Osman (Tosyalı, 1874-1933), who was the classroom assistant of the physics professor, Antranik Pasha (Gircikyan), worked with Esat Feyzi. They continued their X-ray experiments with the permission of Antranik Pasha, taking X-rays of a number of money-purses, hands, fingers and arms.

While the medical students were carrying out these experiments at the school, on April 18th, 1897, the Turkish-Greek War began. Wounded soldiers from the battle in Thessaly were transported to Istanbul and admitted to the Yıldız Military Hospital and the Gümüşsuyu Military Hospitals. Some soldiers had bullets or shrapnel in their bodies, while others had had broken or damaged bones. The instructor of the surgical clinic of the Imperial School of Medicine, Cemil Pasha was appointed as head surgeon of the Yıldız Military Hospital. He had heard about the experiments the students had been carrying out. In order to discover where the bullets and shrapnel were in the bodies of the wounded he had Assistant Instructor Salih Bey, Esat Feyzi of the fifth year and Rıfat Osman of the fourth year sent to the Yıldız Military Hospital. The X-ray apparatus that the students had prepared enabled the surgeons to locate and remove the shrapnel and bullets. Thus, the success rate in surgeries increased and the number of dead fell. The members of the Turkish Imperial School of Medicine thus performed a first not only in our country, but in military radiology history with these early examples carried out at the birth of military radiology.

**Duty Neighborhoods/Duty Pharmacists**

In the years that followed the Tanzimat, the majority of the physicians in Istanbul were non-Muslim, with offices in Beyoğlu and Galata, and houses in these areas. For this reason, those who lived in other regions had great difficulty in reaching physicians and surgeons, particularly at night time. To ensure safety in Istanbul, Üsküdar, Eyüp and Galata there was a “password system” in effect. The security forces would not allow those who did not know the password into the streets. On the nights of some festivals the password would be lifted, but at other times, those who were forced to turn to a doctor or midwife could encounter great difficulties. The password method, as it made reaching doctors and midwives difficult, was lifted, with the condition that people did not wander in the streets without lanterns. The examination room of the Mekteb-i Tibbiye-i Şahane, which was opened in the same year, was open until sunset, shutting at nighttime. Even though some temporary physicians were appointed to police stations or other places to look after patients at night, the expected results were not attained.

For this reason it was thought that one physician and one surgeon should remain on duty in a suitable place as a precaution; they would go to the patients’
houses, be they rich or poor, whenever they were called. A room was rented in a pharmacy in Beyazit, the most central location of the city. Seven physicians and two surgeons were appointed to this pharmacy, which was known as the “Duty Neighborhood”, and there was someone on duty day and night (1845). After the outbreak of small pox in the year it was opened, immunizations against small pox were carried out on Fridays and Mondays. This practice, which was seen to be beneficial, was followed by duty neighborhoods in Eyüp and Üsküdar. These three duty neighborhoods had one physician and four tenth-year students of the Mekteb-i Tibbiye-i Şahane as duty officials. The physicians, who stayed in the duty neighborhoods day and night, would go to the homes of serious cases. Those who were examined and treated in the Duty Neighborhoods were given medicine without charge, provided by the sultan. The pharmacist whose pharmacy was being used as a Duty Neighborhood would be paid rent and the cost of the medication.

When those who lived in the surrounding areas of the Duty Neighborhoods were able to get a physician and medication the moment they needed them, the muhtars of the neighborhoods in Fındıklı and Kabataş around Tophane presented a petition, as they were far from the duty neighborhoods and physicians could not be attained immediately when their residents were suddenly taken ill at night; some people could become seriously ill and some would die. Thus they requested a duty neighborhood in Pharmacist Yorgaki’s premises in Salıpaźarı, between Tophane and Fındıklı. Soon after this the “Salıpaźarı Duty Neighborhood” went into service (1865). Later, the muhtars in the neighborhoods around Topkapı and Yenikapı wanted a permanent physician to be located day and night at the Topkapı Pharmacy. Keeping in mind that the residents of the area were poor at this time, a “Topkapı Duty Neighborhood” was opened (1870).

The physicians and surgeons in the Duty Neighborhoods generally dealt with the results of accidents, breaks and fractures, cuts and wounds, removing foreign bodies like broken glass or needles. They also frequently let blood, put on poultices, treated old wounds and took care of boils. Small pox vaccinations would be given. The duty neighborhoods/duty hospitals were a practical and inexpensive solution for bringing doctors and medicine to the patient. Thus, to some extent, there was an attempt to eliminate the problems caused by a lack of hospitals. The Mekteb-i Tibbiye-i Şahane’s duty neighborhoods, which provided health services to the public day and night, could be considered to be a form of implementation like modern emergency services, caring for emergency cases, and the regional health guilds that provide medication for free to the poor under the green card implementations.

The Duty Pharmacies that operated in the years before there was a council, treating walk-in patients day and night, were directed by the Meclis-i Tibbiye which operated within the body of the Mekteb-i Tibbiye-i Şahane. During
the 1893-95 cholera outbreak the pharamacies and physicians who were appointed to the city council offices in Istanbul took on the functions of Duty Neighborhoods and in an edict dated 26 August 1895 it was ordered that poor patients be treated and given medication. The Duty Pharmacies were finally closed down with the justification that they were no longer needed.

Moving to Haydarpaşa and Innovations in Education

Although the Imperial School of Medicine, located in the Taşkışla area of Demirkapı, was enlarged by the addition of pavilions that served as clinics and auxiliary buildings, professors frequently complained about the inadequacies of the building complex. From the middle of the 1880s, opposition to Abdülhamid II’s regime grew among the students of the Imperial School of Medicine and their ideas of freedom led to the formation of the İttihat ve Terakki Cemiyeti (Committee of Union and Progress) Paris became the center for the Young Turks, and it was there that medical students sent for training joined the activities of this movement. In an edict dated May 20th, 1893, Abdülhamid complained that some of the students who had gone to Paris to increase their knowledge and skills had acquired bad morals; from then on, medical trainees should go to Germany or Vienna for further studies. At the same time, a suitable new location for the Imperial School of Medicine was sought. In the minutes of the The Fortifications and Construction Office of the Military Porte (Makam-ı Seraskeri İstihkam ve İnşaat Dairesi), dated July 25th, 1893, the following main points were recorded: “The location of the Imperial School of Medicine is narrow and dilapitated, and no new discoveries can be expected from the clinics, laboratories or museums in which scientific research has to be carried out. The current situation of this medical school does not conform to the glory of the sultan. A new building should be constructed in a suitable place near the Haydarpaşa Military Hospital, considering the good air and the expansive properties available.”

A short time later, in August 1893, Dr. André Chantemesse was invited to discuss the precautions that needed to be taken in the cholera epidemic that had broken out in Istanbul. Dr. Chantemesse was familiar with the school as he had been carrying out bacteriological examinations in the laboratory of the Imperial School of Medicine, and he agreed that the building was insufficient. At the same time as identifying the principles for combating cholera, he also mentioned the
deficiencies in medical education. According to his report, dated November 1893, the two existing clinics (internal medicine and surgery) did not have enough beds. Two separate clinics should be built, and separate laboratories for chemical pathology and bacteriology should be established. In the framework of teaching the new sciences, two instructors should be brought from France, new instructors should be selected from the young physicians and a new curriculum should be established. Following Dr. Chantemesse’s recommendations, the Director of the General Military Schools, Zeki Pasha, in an effort to increase the quality of medical education, granted a generous amount, approximately 100,000 lira, to the clinics of the Haydarpasa Military Hospital and for the reconstruction of the school and laboratories in the gardens; he also pointed out that two clinical buildings could be erected in Demirkapi for 10,000 lira. Finally it was suggested that Dr. Chantemesse should be asked for advice regarding the clinical instructors to be brought from France. The Military Porte approved the choice of property for the new building near the Haydarpasa Military Hospital.

The sultan understood that it was time for reforms in medical education. However, it was a trait of his character that he would never act on the basis of one person’s idea alone, but he would consult a number of people. He asked the French Dr. Margery for a study of the Imperial School of Medicine. As a result of his visit to the school, Dr. Margery explained in a report dated March 6th, 1894, that the practical education was insufficient. The present situation of this school, which had been established to train capable physicians (muktedir etibba), “was no longer in line with the original aim” and the school was in need of reforms. Then an edict was promulgated that the Minister of Education, the Director of the Imperial Military Schools (Mekatib-i Askeriye-i Şahane) and other interested parties established a commission to debate the situation. The Directorate of Imperial School of Medicine and Ministry of Education were requested to nominate members to this commission. Some time later the sultan wanted the Council of Ministers to debate whether sending physicians to Europe for education was more harmful than beneficial, whether instructors should be brought from Europe and if the Ottoman physicians should complete their education in Istanbul. When an answer was not immediately forthcoming, he demanded that this subject be discussed without delay. The Council of Ministers (Meclis-i Mahsus-i Vükela) immediately convened and discussed the matter, supporting the idea of bringing instructors from Europe: not only would thus the morality of the Ottoman physicians be protected, but it would also be beneficial as more physicians would be able to be educated for a lower expense. However, until a suitable hospital and medical school had been set up, the physicians would not benefit sufficiently from the instructors brought from Europe. In order to provide quality education it was decided that the Imperial School of Medicine should be moved to the Haydarpasa Military Hospital after the latter had been expanded and renovated.
Finally, a site near Haydarpaşa Military Hospital was chosen and it was decided that a large central building and two-story clinics, in pavilion style, would be erected. The sultan ordered that expert physicians also see the plans which had been prepared by the architects Alexandre Vallaury (1850-1921) and Raimondo D’Aranco (1857-1932). In addition, the sultan demanded that care be taken about the height of the ceiling in the classroom wing, ensuring that the classrooms would be spacious. Upon this demand the ceilings were raised. Of the Sultan’s yaver (aides) Ferik Şakir Pasha, the commander of the Selimiye Barracks, the Head Physician of the Haydarpaşa Military Hospital and other military personalities attended the ground-breaking ceremony on February 11th, 1895, which coincided with the birthday of Abdülhamid II. Sacrificial animals were slaughtered and prayers were recited. To ensure the training of better physicians by reforming medical education, Professor Dr. Robert Rieder was invited to Istanbul from Germany; when he arrived, he was given responsibility to oversee the construction (1898). In October 1899, the central building was soon to be finished and it was decided that a sum 121,458 lira, the estimated cost for the construction of the clinic pavilions, was to be budgeted, to be paid in annual installments of 25,000 lira. Rieder Pasha suffered a fall while inspecting the clinics in 1902 and remained incapacitated; this caused a hold-up in the work and the construction was not finished. With the spread of liberal ideas that opposed the regime of Abdülhamid II among the military medical students, the Imperial School of Medicine was transferred with a sudden edict to Haydarpaşa in 1903, where it was opened with a ceremony on November 7th, 1903. A large central building and 29 pavilions were planned there. At the time of the inauguration, the central building, two adjacent service buildings, baths and three clinics were completed. One of the service buildings was the food locker, the other consisted of a lower floor with a laundry-room and the dissection room (teşrihhane) on the upper floor; ventilation shafts were placed above. The central building had five stories. The first floor was the mass (teneffüşhane), the second floor was the dining room, the third floor consisted of classrooms and the last two floors were dormitories. Two pavilions were connected to each other by the physicians’ apartments. The third pavilion was behind this tract. The surgery professor, Dr. Cemil Pasha, had prepared this pavilion with funds that he had obtained through his good relationship with the palace. It housed a remarkable surgery clinic, consisting of an operating room, an amphitheater, laboratories, patient rooms, halls and the latest...
X-ray machine and other equipment. In the pavilions, each of which had 40 beds, there were rooms for intensive patients, rest rooms and bathrooms. The examination rooms/polyclinics were in the wing of the physicians’ apartments. On the ground floor of the pavilion, to the right of the physicians’ accommodation, there was an internist clinic, directed by Zoeros Pasha, while on the upper floor there was an ophthalmological clinic directed by Esad Bey. The pavilion on the left of the physicians’ apartments consisted of a dermatology and syphilis clinic on the ground floor, directed by Celaleddin Muhtar Bey, while the upper floor was an obstetrics-gynecology clinic, directed by Besim Ömer Pasha.

The Imperial School of Medicine in Haydarpaşa had an expansive property, modern clinics and laboratories; these could not even be dreamt of in Demirkapı. The hospital had managed to catch up with examples from Europe and it enjoyed a second glorious period after the Galatasaray epoch, if only for a short time. As the Ottoman State now entered difficult years of wars, with the Tripolitan War (1911-12) and the Balkan Wars (1912-13), continuing with the World War I (1914-18) and the War of Independence, the clinics that had been designed were not completed.

The Imperial School of Medicine was a military medical school, but also pharmacists, midwives, and health officers were trained here. Moreover, in addition to the military health services, there were the teachers who were also appointed to the Directorate of Civilian Medicine and General Health Affairs (Umur-ı Tibbiye-i Müşkiye ve Sıhhiye-i Umumiye Nezareti). They carried out civilian medical care, prepared regulations concerning pharmacists, served as coroners, ensured the application of laws and regulations concerned with health and persecuted those who did not adhere to them; in short they functioned as a ministry of health. Military health was removed from the school in 1865 and given to Marko Pasha, the sultan’s personal physician, the inspector of military hospitals and the Council of the Hospitals.

Haydarpaşa Hospital Medical Practice School

The Imperial School of Medicine was first a civilian school that trained doctors for the army. The students were given a rank according to their rank at graduation, but these ranks were not valid in the army. In the academic year 1863-64, the medical students were “girded with the sword” like the graduates of other military schools, with the justification that they were boarding students with stipends. Later, with the “Military Health Affairs Regulation” (Umur-ı Sıhhiye-i Askeriye Nizamnamesi) the ranks that had been given to the students until then were converted to military ranks (1869). At this time, as the Civilian Medical School had started teaching (1867), medical students who had undergone the “girding of the sword” ceremony began to be appointed as officers with the rank of
a captain upon graduation. Thus, the Imperial School of Medicine became a military school. The “Military Health Affairs Regulation” ordered that the graduates establish a school in which to carry out practical lessons for the military. This practical school was established at Haydarpaşa Military Hospital, under the name of Haydarpaşa School for Military Medical Practice (Haydarpaşa Tatbikat-ı Tibbiye-i Askериye Mektebi) (1870). From that year on, the physician-surgeon graduates of the Imperial School of Medicine were awarded the rank of captain, and the pharmacists as first lieutenants; they were sent to Haydarpaşa Hospital where they joined the staff as an “assistant physician” and received two years of practical education, working three months in each clinic. Those who completed the exams successfully were appointed to the battalions and the hospitals. In 1882 those who graduated from the Imperial School of Medicine and studied surgery at the Haydarpaşa Hospital were awarded the title of assistant physician and given the rank of captain.

During the clinical training that continued at Haydarpaşa Hospital, the students had to prepare presentation of cases. It was decided to publish those cases, which were sent to the publication board of the Ceride-i Tibbiye-i Askериye in the original language and subsequently translated into French (1878). The first articles published were those of Assistant Physician Abdurrahman Ishak Efendi of the Haydarpaşa Hospital about cases of pneumonia (zatürrie-i za’fi) and of Assistant Physician Tevfik Ismail Efendi about cases of gonorrhea (harkatü’l-bevl). The publication committee of the journal included Tevfik Vacit Efendi and Hüseyin Şekip Efendi, professors at the Haydarpaşa Hospital School of Surgery and Pharmacology (Haydarpaşa Hastanesi Cerrah ve Eczacı Mektebi). Later articles to be published included one by Halil Efendi, of the assistant physicians, a case study of conjunctivitis (ılltihab-i gişa-yi munzama-i nezlevi), and from the ophthalmology ward Mustafa Hulusi bin İbrahim Efendi’s gonococcal conjunctivitis (remed-i harkat-i bevl) and Hayri Emin Efendi’s bladder stones (hasât-i mesane). In 1888, 20 physicians and 5 pharmacists were working as interns in the hospital.

The lessons in the first year were given by Colonel Volkoviç, Colonel Nafilyan, Kaymakam (head official) Konstantin Globel and Monsieur Mordtmann. The lessons were given after ward rounds and lunch. In 1883, the length of internship was reduced to one year. Over time the quality of the education provided began to deteriorate and the hospital began to take on the form of a waiting room for physicians to be appointed to the army. With the opening of the Gülhane Clinical Teaching Hospital and School for Medical Practice, in order to train better military physicians, the implementation of internship at Haydarpaşa Hospital Medical Practice School (Haydarpaşa Hastanesi Ameliyat Mektebi) came to an end (1898).
In the Ottoman army the duties and promotions for the physicians and pharmacists in the army and the hospitals, as well as other relevant matters, were determined by the “Administrative Regulation on Military Medicine” (İdare-i Tibbiye-i Askeriye Nizamnamesi), but there was no regulation concerning surgeons. However, there was a need for surgeons to dress wounds, carry out minor operations and similar tasks. From 1839 on, while education in the Imperial School of Medicine was carried out in French, the pharmacology and surgical classes were taught in Turkish. Candidates who could not master medical training in French would transfer to the pharmacology and surgical classes. In 1870, when Turkish became the language of instruction in the Imperial School of Medicine the demand for pharmacology and surgical classes declined. In fact, some pharmacology students took up medical education and became physicians. For this reason, there was a shortage of pharmacists and surgeons in the army. Even though the existing surgeons could carry out the necessary surgical procedures, many did not have a sufficient level of knowledge. Due to the lack of sufficiently qualified surgeons at a time when many battalions of reserve soldiers were called up, it became difficult to find efficient surgeons. Some surgeons held military ranks, while others did not. When the surgeons without rank were appointed to certain posts, they would make up a number of excuses not to go, and no surgeons could be found to go in their place. The surgeons without rank were not forced to take up their posts, but rather were persuaded by being given a higher salary. This put an unnecessary strain on the treasury. The Military Council, thinking that this situation had been caused by the lack of a school devoted to the training of surgeons, discussed the situation in the meeting held on 10 April 1873 and decided to open a three-year surgery course in Haydarpaşa Military Hospital, in view of the fact that at that time there were respected teachers there, as it was a practical school. The surgery students would continue the clinic for practical experience and at the end of every year would take theoretical and practical exams; those who were successful in the graduation exams would be given a diploma. The minutes of the Military Council and the draft of the regulation that set out the working statutes for the surgeons to be trained at Haydarpaşa Military Hospital were sent to the grand vizier. According to the grand vizier’s memorandum, this school, referred to as the Surgery School (Cerrah Dershanesi) was to be opened on April 29th, 1873. It was also requested that the Military Porte be informed of the situation and that the necessary works be carried out.

According to the regulation that came into force on June 21st, 1873, 25 men aged between 18 and 25 years who could read and write Turkish were accepted. They had to wear the designated uniforms of the School of Industry (Mekteb-i Sanayi) students. During the first year of study, they were each given a stipend 30 kuruş, in the second class 60 kuruş, and students in the third class 90 kuruş. In the first class they learned anatomy (ilm-i teshrih), minor surgery (fenn-i...
and wound dressing and how to treat fractured and dislocated limbs, while in the second class they learned the basics of physiology and materia medica (müfredat-ı tıbb) and a primer of internal medicine (muhtasar ılm-ı emraz-ı dahiliye). In the third class they studied surgical practice (amelıyat-ı cerrahiye) and primer of surgical clinics (muhtasar ılm-ı emraz-ı hariciye). Those who abandoned their lessons for two years would be removed from the register, while those who finished their education successfully would be given a diploma from the Military Council Health Department (Dârışûra-yü Askeri Sıhhiye Dairesi). The students who continued to study at Haydarpaşa Military Hospital would be employed for on-call services and for special service at other hospitals throughout their training; however, they could go home once a week.

The surgeons who received a diploma were separated into four ranks. Those of the first rank were given 300 kuruş salary and two portions of food provisions, the second category surgeons were paid a salary of 400 kuruş and two portions of food provisions in addition to one portion of horse feed, the third category were given 500 kuruş salary and the ration determined for the senior majors, whereas the fourth category surgeons were given the salary and ration determined for senior major of the right flank (sağ kolağası). In order to be promoted to the 4th rank, those surgeons of the first category needed to work for three years, the second category for four years and the third for five years. The surgeons who were in the fourth category would have to serve without hesitation in any position offered, like soldiers in the Ottoman army, and if they tried to excuse themselves, they would be punished according to the “Military Penal Code” (Ceza-i Kanunname-i Askeri) laws. The surgeons who were not included in the military class would not have military ranks on their uniforms; while in military service; however, they would wear the insignia that belonged to their rank. When they were suspended from a post, they were entitled to retain their salary and rations. In every army there were 12 surgeons of a variety of ranks. The surgeons who would work in the field hospitals at the fortresses would be in the first, second or third rank.

The lessons and teachers who taught the two-year surgery class that gave education in minor surgery in 1875 were:

First Year: Minor surgery department (fenn-i cerrahi-i sagir) Major Mehmed Nazif Efendi, three days – anatomy (teşrih), Major Hafız Mehmed Efendi, three days a week.
Second Year: Overview of physiology (Muhtasar manfüîl-aza) Full Colonel Miltiyadi Bey, one day a week – Overview of pharmacology (Muhtasar müfredat-ı tıbb), Major Dorsoviç Efendi, twice a week – Overview of internal diseases (Muhtasar emraz-ı dahiliye) Lieutenant Colonel Kadri Bey, three days a week.
In 1881 from the Surgeon and Pharmacy School, Dr. Tevfik Vacit, Dr. Hüseyin Şekip and Dr. Emceet of the Haydarpaşa Military Hospital physicians wrote for the Ceride-i Tibbiye-i Askeriye, which was published by the Naval Ministry.

Later the surgical classes were increased to four years. A French grammar and reading and writing lessons were added to the program to teach French to those who were to be trained as surgeons. In the time left after the lessons, the surgical students would carry out minor surgery techniques on the ward, like applying ointments. In 1888, lower staff surgeons were working in Haydarpaşa Military Hospital. There were 64 students in the Surgery Classes. They studied the following lessons in the four-year program:

Year One: French reading (Kıraat-ı Franseviye) – Conjugation of verbs in French grammar in four tenses (Sarf-ı Franseviye’den tasrif-i ef’al-i erbaa) – French orthography (Hüsn-i hatt-ı Fransevi) – Arithmetic (Hesap) – Geometry (Hendese) – Descriptive anatomy, first volume (Teşrih-i tavsifinin birinci cildi) and Minor Surgery (Cerrahi-i sagir).

Second Year: Conjugation of verbs in French grammar with general tenses (Sarf-ı Fransevi and alel-umum tasrifat-ı ef’al) - French orthography (Hüsn-i hatt-ı Fransevi)- Descriptive anatomy, second volume (Teşrih-i tavsifinin ikinci cildi) – Minor surgery (Cerrahi-i sagir) – operative Surgery (Ameliyat-ı cerrahiye).

Third year: French grammar and exercises (Sarf ve talim-ı Fransevi) - French composition (Hüsn-i hatt-ı Fransevi) – Internal diseases and surgical disorders, first volumes (Emraz-ı dahiliye ve hariciyenin birinci ciltleri) – Materia medica (Müfredat-ı tıbb).

Fourth year: (French syntax (Nahv-ı Fransevi)- French orthography composition (Hüsn-i hatt-ı Fransevi)- Internal diseases and surgical disorders, second volumes (Emraz-ı dahiliye ve hariciyenin ikinci ciltleri) – First aid for the wounded (İmdad-ı mecruhin) – (Military hygiene (Hıfzıssıhhat-ı askeri).

Mehmet Kamil Efendi, a graduate of the Haydarpaşa Hospital Surgery School (Haydarpaşa Hastanesi Cerrah Dersanesi), was promoted to the position of first surgeon at the Haydarpaşa Military Hospital (1877). Mehmet Ahmet Efendi, who received a diploma from there (1880), Mehmet Efendi (1882), Nuri Efendi (1885) and Mehmet Re’fet Efendi (1889) were all appointed as surgeons to the same hospital.
Prince Abdülhamid, who accompanied Sultan Abdülaziz on his European tour, greatly approved of the discipline and order of the German army. When he ascended to the throne, he brought experts from Germany to modernize the army. In addition, he was in need of military physicians trained in modern sciences. For them, it was necessary to keep up with the new medical discoveries and inventions that were being made at the end of the 19th century in the rapidly changing field of medical education. With this aim in mind it was decided to bring a professor from Germany in order to supplement the education at the Imperial School of Medicine and the Civilian Medical School, where physicians were being trained in Istanbul. Upon the recommendation of the Prussian Minister of Education, Professor Dr. Robert Rieder from Bonn University and Dr. Georg Deycke from Hamburg Eppendorf Hospital came to Istanbul in May 1898 on a contract signed at the Berlin Embassy. Rieder was given the rank of brigadier general (mirliva) and appointed as inspector of the Imperial Medical Schools and a professor of clinical instruction in external and internal medicine, while Deycke was appointed as his assistant; they started serving a three-year term. It was requested that Rieder bring the schools in Istanbul up to the level of the schools in Europe. Professor Raşit Tahsin Bey was appointed to accompany Rieder Pasha.

Rieder Pasha examined the Imperial School of Medicine and the Civilian Medical School. Both the military and civilian physicians receiving their theoretical education in these institutions were unaware of the fundamentals of modern medical practice. It was understood that it would not be possible to carry out a reform in the medical schools due to the reactions from the medical professors who were members of the French school. For this reason, while efforts were made to complete the semi-finished medical school in Haydarpasa, an independently operating hospital was also requested. Rieder Pasha was offered the building of the former Gülhane Junior High School on the Historical Peninsula. This was renovated and the necessary fixtures were added, transforming it into a 150-bed hospital. Gas pipes were installed and aseptic and septic operating theaters, bacteriology laboratories, an X-ray room, an orthopedics room, a classroom, an isolation ward and assistants’ rooms were arranged. A kitchen,
laundry, and disinfection area were added. Rieder’s requests were extremely economic, and he spent only 24,000 Marks which made 1,400 lira. The equipment and materials for the hospital, which was completed within four months, were brought from Germany. The hospital was opened on December 30th, 1898, with a simple ceremony. A week later all the beds of this hospital were filled. When opening this hospital, Rieder presented three goals: to treat patients, to teach modern hospital management to the military physicians who had graduated from the Imperial School of Medicine by carrying out one year of clinical internship, and to train orderlies for the army. With the opening of Gülhane, the graduates of the Imperial School of Medicine were required to carry out one year compulsory internship. The first graduates to be taken to the Imperial School of Medicine were those who finished in 1898. The educational staff of Gülhane consisted of three men, Rieder Pasha, Deycke Bey and Raşit Tahsin Bey. In addition to his responsibilities as director, Rieder Pasha taught surgery and orderly lessons to the soldiers (26 hours per week). The assistant director, Deycke, was responsible for lessons in internal diseases, dermatology, pathologic anatomy, bacteriology and biochemistry (24 hours per week). Deycke won world-wide renown with his studies on leprosy, tuberculosis and dysentery, which he published while at Gülhane. Raşit Tahsin Bey directed lessons in electrical treatment for nervous disorders and mental illnesses.

In 1894 Kerim Sebati (surgeon), Asaf Derviş (obstetrics), Süleyman Numan (internal diseases), Esref Rusen (dermatology) and Ziya Nuri (ENT) returned from their specializations in Germany; on Rieder’s request they were appointed as lecturers at Gülhane. Thus, these young physicians who had earlier been sent to Europe started to work in a modern hospital without undergoing any hardships. The first students to complete their internship started at the beginning of 1900 and were selected as assistant physicians; these students were Orhan Abdi Bey, Hamdi Suat Bey, Ziya Hasan Bey, Tevfik Recep Bey and İhsan Ali Bey, Rifat Osman Bey, Ahmet Hamdi Bey and Salih Bey. At this time a German massage expert by the name of Hoffmann was appointed and the first massage service in Turkey was established. This staff, which came equipped with up-to-date information, started to carry out research in experimental pathology and to implement modern methods with surgical techniques. Thus, Gülhane introduced the most advanced clinical and laboratory practices. A small factory to produce bandages, known as Timariye İmalathanesi, a workshop for producing wound dressing material, was established. Prior to this, packets of bandages had been imported from abroad.

In education the following principles were followed: Education was based completely on practice. The students would be occupied with the patients, under the supervision of the assistants, for one hour in the mornings, and they would work with the patients for one hour together with the professor. Moreover, clinical
lessons would be given in the classroom every day for two hours. The professor would present the patient in the classroom to the students. Gülhane opened clinical laboratories. Chemical and bacteriological-pathological examinations would be carried out on the patients. An autopsy would be carried out on every patient that died in Gülhane to ascertain the cause of death.

Rieder, who saw that patient care in the hospitals of the Ottoman State was carried out in traditional ways, introduced lessons for patient care. The soldiers who were selected as orderlies would be given practical lessons by Dr. Deycke and Dr. Blas, for a total of 26 hours. In 1902 those who had finished these lessons were appointed to the military. Nuns were brought from Germany as nurses. The nuns worked in Gülhane until 1932.

While inspecting the new The Imperial School of Medicine building in Haydarpaşa, Rieder Pasha fell and was incapacitated; he then returned to Germany (1905). When Deycke, who had been promoted to take his place, requested to return to Germany, the post of director was given to Julius Wieting, who had started as Rieder Pasha’s assistant (1907). A year or two later, with the introduction of the Second Constitution, new developments were implemented. In 1909 the Imperial School of Medicine and the Civilian Medical School were combined in the building in Haydarpaşa under the name of the Faculty of Medicine, and successful professors from Gülhane were given duties at the Faculty of Medicine. Then, as a result of the memorandum that Wieting Pasha submitted to the Ministry of War, Gülhane was separated from Haydarpaşa and was transformed into an independent military medical school, with new staff being brought in. The scientific conferences that Wieting Pasha started on November 13th, 1908, under the title Medical Performances (Müşamere-i Tibbiye), acted as an example for other hospitals, and became a tradition that continues today.

Wieting Pasha had the so-called Widows’ Home building, adjacent to Gülhane, renovated and transformed the top floor into a medical factory. Here, in addition to war packages, ampoules, quinine, aspirin, opiates and dover’s powder were manufactured. After the Balkan Wars a prosthetics factory and a dental prosthetics service went into operation. During the Balkan Wars and the World War I, Gülhane ceased to act as a teaching hospital, taking on the characteristic of a military hospital, with some of the personnel and interns working with the mobile military troops. In 1912, for the first time in the world Reşad Pasha and Mustafa Himi Bey used typhoid and typhus vaccine on soldiers, thus safeguarding their health. In this period the name of the hospital was the Gülhane Military Medicine and School for Medical Practice (Gülhane Tababet-i Askeriye ve Tatbikat Mektebi).
With the outbreak of World War I, Wieting Pasha returned to his country (1915). In these years Gülhane treated the seriously wounded sent from Gallipoli. A large number of the hospital’s assistants had been sent to the front. The director was then Dr. Selling, and Dr. Brunning was brought in as a surgeon. After the war an agreement was made and Dr. Selling and Dr. Bunning went to Germany; now Süleyman Numan Pasha was appointed to the post of director (1918). After Süleyman Numan Pasha had been exiled by the British, Talat Arif Bey was appointed and then Tevfik Salim Bey. In December 1918 the hospital building was taken over by the French and Gülhane moved to the Gümüşsuyu Military Hospital. After the War of Independence (1923) it returned to its former location. Until 1927, Gülhane treated 30,227 patients, with 173,111 people attending the polyclinics and 226 experts being trained for the army.

In time the building was not large enough, but it was not allowed to be demolished and rebuilt, therefore a search for a new location began. With the start of World War II, it was suggested that the hospital be moved to Ankara. Gülhane reopened in Ankara Cebeci Mevki Hospital on 20 July 1941 and continued to function under the name of the Military Doctor School and Clinic (Askeri Doktor Mektebi ve Kliniği). The Ankara University Medical Faculty of Medicine, which was established in 1945, started teaching in the Gülhane building. In the following year it was renamed as the Gülhane Askeri Tıp Akademisi (Gülhane Military Medical Academy-GATA). As some difficulties were incurred by having to function in the same building as the medical school, the building and the permanent facilities were abandoned in June 1953 and the school moved to the Auxiliary Officers School and the Cebeci Mevki Hospital. It gained a new status with an appendix to Law No. 6996, the “University Law”, promulgated in 1957. On 7 November 1980, according to Law 2335 it became a Military Medical School.

**Civilian Medical School**

Some ‘quacks’ came to some fame without having gone to medical school, but to the degree that the doctors trained at the Imperial School of Medicine proved their expertise and skills, subsequently the quacks fell from favor. Many of the school’s graduates were given their pay by the public and sent to the provinces and towns. However, those who had their diplomas from the
Imperial School of Medicine were to be employed in the army and the number of physicians was small in comparison to the number of soldiers. For this reason, the graduates were not appointed to civilian service. On the other hand, although every city and town needed one or two physicians, the foreign physicians who had been appointed were taken into the military as the need was seen. If medical education was given in Turkish it would be possible to train enough physicians and pharmacists to take care of the general public’s health. Even though the teaching of lessons in French at the Imperial School of Medicine made it possible to introduce modern medicine and new ideas, it proved an obstacle to increasing the number of Turkish physicians. One-third of the students taken into the school were non-Muslims. However, as the number of non-Muslim students increased in the upper classes, where knowledge of French provided them with an advantage, the number of Turkish students, who had difficulties with the language, was decreasing. In 1855, one out of seven physicians who graduated and in 1856 one out of nine students who took diplomas was a Turk. The ratio of students was growing in favor of the non-Muslims. In order to put an end to the dominance of non-Muslim physicians, the number of Turkish physicians had to be increased. This was only possible if medical instruction was carried out in Turkish. But in order to do this there was a need for Turkish text books. The number of Turkish medical textbooks was close to zero. For this reason, during the debate about whether instruction should be carried out in Turkish, the Minister for the Imperial School of Medicine, Cemaleddin Efendi, who was thinking that the students should know Arabic, Persian and Turkish well to be able to translate books into Turkish, opened a “Select Class” (Mümtaz Sınıf) (1856/57). The court historian of the era, Ahmed Lütfi Efendi, was appointed as the professor. Hayrullah Efendi, who was brought to the post of minister in 1859, abolished this class. But Kırmılı Aziz İdris (1839-78), Vahid, Hüseyin Remzi (1839-98), Servet, Nedim, İbrahim Lutfi and Bekir Sıdkı, who continued in this class, studied from the Turkish medical books that had been published in those years. Ahmed Ali Efendi, the assistant professor of the internal diseases clinic arrived at the opinion that it was possible to teach medical sciences in Turkish and held meetings to discuss how to proceed. It was possible to set up an organization to transform the language of instruction into Turkish. A non-official society called Society of Medical Sciences (Cemiyet-i İlmiye-i Tibbiye) was established to direct the battle plan and program (1862). While medical books were translated, Turkish education was prepared. The foreign professors, some in favor of teaching in Turkish and some opposed, held a controversial debate in newspapers and journals. Due to the unequivocal opposition of the foreign instructors, it was obvious that Turkish education could not be carried out in the Imperial School of Medicine. On August 26th, 1865, the efforts of Salih Efendi, who was appointed to the Imperial School of Medicine, and the resolute studies of Kırmılı Aziz Bey and his friends led to the decision that civilian physicians and pharmacists would be trained for the provinces; an edict was promulgated that a class called Civilian Medical School (Mekteb-i Tibbiye-i Miilkiye) would be
opened; there the students would be taught in Turkish as part of the Imperial School of Medicine. According to a declaration sent to the newspapers, the school would take 50 day-students, both Muslim and Christian, between the ages of 16 and 25 who had graduated from the rüştiye (junior high school) or an equivalent level. They would be awarded a physician’s diploma after five years or a pharmaceutical degree after three years of education. Students from the provinces were preferred, with the intention, upon graduation, to appoint them in their home towns.

The students who were registered in the Civilian Medical School would graduate as pharmacists after three years of education. This method was preferred, as opening a separate pharmacy school would have been too expensive. In 1888, in order to train civilian veterinarians, the need of which was great, a four-year Veterinary Class was opened in the Civilian Medical School. After matriculating the first class, the Veteranarian Class was transferred to Selimiye under the name Superior Veterinary School (Baytar Mekteb-i Âlisi) (1894).

**Education in the Civilian Medical School**

In order to increase the intake for this new medical school, some privileges were provided for the students. Those who came from the provinces and gained a doctor’s diploma were not to be included in the military service, that is, they would not serve in the army. In these years residents of Istanbul were not obliged to serve in the army. Medical students who came from the provinces were also given this dispensation. However, those who were registered but did not continue and those who were not successful had to enter the military draft. Students were exempt from the “doctorate” exams at the Imperial Medical School. Graduates were appointed to a civilian rank of rüthe-i sâlise, which was the equivalent of a lieutenant, and appointed as a national physician with a salary of 1,000 kurşun. In return for this, there was a compulsory service as physician in the state service for five years; two years in their home region and three years in the provinces. Despite all these privileges, in February 1868 only 38 students were studying in the school that planned to train 50 students.

The Civilian Medical School was directed by a manager under the supervision of Director of the Imperial Medical School. The first manager was a student of the “Select class”, Hüseyin Sabri Bey, a classmate of the instructor in internal diseases, Kırımlı Aziz Bey. The school took in Muslim and Christian students, mostly between the ages of 16-25 years, as civilian day-students. The first three classes were held in the Imperial Medical School, while the fourth- and fifth-year students carried on with their clinical lessons in the Bezmiâlem Valide Sultan Foundation Hospital for the Poor. The educational year was organized according to the Hijri calendar, starting every year on the tenth of Shawwal, and ending on the
first of Rajab. Fridays, the month of Ramadan (30 days), one day for the ‘Eid, one day for the Mawlid and a total of three days for the other religious holidays as well as the day of the sultan’s accession were all given as holidays. The students were to be in the school for seven hours a day. The top three students of every class were given awards of 100, 150 and 200 kurus. In an article included in the school regulation on 8 October 1870, one year of education was added and five doctoral classes were now compulsory, as in the Imperial Medical School. At this time, as the demand for the school had started to increase, in order not to turn down students who did not have junior high school diplomas, a special Sinif-i İdadi high school class, providing high-school lessons like mathematics (ulûm-i riyaziye), composition (kitabet) and geography increased the total education to seven years.

In the year 1871-72, when new applications opened, it was emphasized that the school would provide diplomas for physicians in seven years and for pharmacists in four years. The first students who had studied for five years would not be given diplomas at the end of this period, but would graduate after taking one year of clinical lessons.

When the number of students exceeded 200, a hospital building in Ahırkapı was allocated to the Civilian Medical School. The old hospital building was repaired and a kitchen and promenade areas were constructed on the lower floor. A new three-story building for classes and clinics was constructed in the gardens. The school moved to the new premises prepared in Ahırkapı in 1874. At one point the high school class was increased to two years, as this was seen to be necessary. In 1881, with an increase in the number of civilian high schools, the Civilian Medical School High School class was cancelled. Instead, applicants had to have a diploma from any high school or else had to take an exam to prove that they had the required level of knowledge. As the school clinic did not have more than 50 beds, the final year students could not undertake practical education to the necessary degree. For this reason, during the tenure of Ali Fuad Bey as Minister of Education (6.12.1881-9.05.1882) students carried out an internship at the Yenibahçe Foundation Hospital for the Poor and then would become physicians. The Directorate of Civilian Medical School wanted the graduates to carry out an internship for one year in suitable hospitals and then be appointed to a civil servant post.

The Civilian Medical School published a journal called Vekâyi-i Tibbiye (Medical Events) in 1880. The journal, containing articles by well-known physicians and professors of the age and presentations of cases, was printed in the school print shop. As is known, the Imperial School of Medicine had also produced a journal of the same name between 1849 and 1853.

Due to the increased demand for the school, the number of students was raised to 500, and the best 140 applicants were selected for registration in 1880. With the intense interest, the problems with the building came on the agenda as a
larger location was needed so that more students could be enrolled and thus more physicians and pharmacists trained. When the physicians trained at the Civilian Medical School began to prove their worth, a commission was established to expand and develop the school; new hospitals for men and women were added to the school, as well as special classrooms for lessons like ophtalomalogy and obstetrics, medical books were gradually translated, and the journal *Vakâyi-i Tibbiye* was entrusted to reliable hands; many more reforms were introduced. Members of the commission were the Director of the Superior Schools (*Mekâtib-i Âliye*) Aziz, Colonel Ahmed, Colonel Agop, Pharmacist Hüseyin Hayri, Pharmacist Mazhar, Pharmacist İbrahim Lutfi and Pharmacist Vahid, Captain Feyzi, Captain Şakir, Captain Naim. Dr. İlyas Matar Efendi was the clerk. On April 29th, 1884, the commission, joined by the minister of education Mustafa Pasha, arrived at the conclusion that it was necessary to open medical schools and high schools in some centers in the country. The Council of Ministers discussed the matter, but did not think that it would be appropriate to open medical schools in the provinces until the problems with the Civilian Medical School had been solved and the secondary schools that provided medical education were reformed. However, as there was difficulty in finding instructors for the medical schools, it was decided that some high schools would be established in some provinces for the time being.

A few years later, with a deed dated October 19th, 1892, the Menemenli Mustafa Pasha Mansion in Kadırga was purchased for 450,000 kurus and allocated to the school. Internal diseases, surgery, an ophthalmology clinic, a dermatology clinic, an ENT clinic, a bacteriology laboratory and a polyclinic were located in the wooden pavilions that had been constructed in the garden. After the buildings had been furnished they went into service with a ceremony on August 30th, 1893, the anniversary of Abdülhamid’s accession. The building suffered damage in the earthquake on July 10th, 1894, and in the following year it was repaired after a survey carried out by a commission that included the architects Alexandre Vallaury and Raimondo D’Aranco.

At one point, in order to be able to purchase some of the equipment that was needed for medical education, a fee of two *Mecidiye* was taken from every student who registered, and they had to pay five lira each to receive their diplomas. Even though significant revenue was produced within a few years, this practice was abandoned and a five-year compulsory service was
introduced for the graduates. While the administration of the school was first connected to the Directorate of Imperial School of Medicine, in 1879 while scientific work remained with the Directorate of Imperial School of Medicine, the administration was connected to the Ministry of Education. The Minister of Education, Münif Efendi, came to the school on December 22nd, 1879, and talking to the instructors about the order and development of the school, inspected the chemistry lab, pharmacy, print shop and classrooms. The curriculum of the Civilian Medical School was always organized according to the program of the Imperial School of Medicine. The teachers translated the lessons to be taught from the books chosen by the Directorate of Imperial School of Medicine into Turkish, using French to teach terms that did not have an Arabic or Turkish equivalent. In fact, in 1889 while the financial administration of the school remained with the Ministry of Education, it was decided that scientific matters were to be connected once again, as before, to the Directorate of Imperial School of Medicine.

The graduates’ appointments were made by the Council of Civilian Medical Affairs. The candidates would have to apply to the Council of Civilian Medical Affairs on Wednesdays and Saturdays to learn if they had been appointed. Thirteen people who graduated in 1874 were appointed as physicians to Tuzla, Çankırı, Urfa, Kayseri, Yenicekarasu, Simav, Burdur, Şehirköy, Elbasan, İzornik, Sandıklı and Rahve. Of the three physicians who graduated in 1877, two were appointed to Haydarpaşa Hospital and Niş Hospital, while one was appointed to the region of Batum as a physician. The names of the physicians and pharmacists who graduated at the end of every academic year were published in the Vekayi-i Tibbiye. For example, in 1880 nine physicians and three pharmacists, in 1886 18 physicians and 2 pharmacists, in 1887 19 physicians and 5 pharmacists, in 1888 32 physicians and four pharmacists graduated. An award ceremony for the physicians and pharmacists, who graduated from the Civilian Medical School in the first and second grade, was arranged and students who were considered worthy of this reward were presented with İftihar and Maarif Medals. The Minister of Education, the Director of the Imperial School of Medicine, Marko Pasha, the General Health Director, Nuri Pasha and some statesmen participated in the award ceremony held in 1881. After the Minister of Education spoke of the importance of the school, Avni Mahmud, a final year student, made a speech in the name of all the students.

Over time, Istanbul graduates who had to carry out their compulsory service did not go to the locations they had been appointed to, complaining that these places were in the provinces. Some also claimed that the councils in some places gave low salaries. In response to this situation, an edict was promulgated that the Istanbul students who were accepted at the Civilian Medical School were to sign a document – in the case of minors, their fathers or guardians were to sign – in which they agreed to work in any post as physician that would be offered to them after receiving their diploma. Those who did not comply with this agreement
would have their diplomas rescinded, and provincial students who did not accept the posts they were offered would have to pay 20 gold pieces for each year that they had been at the school.

In 1888-89, a treatment room for ophthalmology was opened in the Akarçeşme Street manor in Vefâ in affiliation with the Civilian Medical School. The following year the “Education Directorate” (Ders Nezareti) was established and Şakir Pasha was appointed as the first distinguished lecturer. Some time later it was decided that the students of the Ministry of Education should all wear the same uniform. Those who continued at the Civilian Medical School started to wear frock coats, with the name of the school and their class number.

As many non-Muslim children started to apply and over time more and more non-Muslims were accepted, the Muslim students started to become a minority. Over time, from 1897 on, the 2nd year students were taught shariat method and laws (ilm-i fiqh) and two years later all classes were instructed in beliefs (ilm-i aqaid) Later, under the renewed administration, the graduates of the high schools were to be tested according to the Medical High School (Tibbiye İdadisi) program at Kuleli to ascertain if they qualified for entering medical education. In addition, registered students had to take a written French exam supervised by a commission whose membership was to be determined by the Imperial School of Medicine; those who were not successful were to be taught French. In order to ensure that the students had the level of education of the Imperial School of Medicine they entered special exams twice a year, and those who did not succeed would work with supervisors in their free time.

When the Dârülfünun-ı Osmani (Istanbul University) Faculty of Medicine was established, the Pharmacy Class in the Civilian Medical School and that in the School of Military Medicine were combined to form the Superior School of Pharmacy (Eczacı Mekteb-i Âlisi) and education continued in Kadırga. From 1935, the building in Kadırga was used as the Society for Turkish Education Kadırga Students’ Dormitory (Türk Maarif Cemiyeti Kadırga Talebe Yurdu).
After the declaration of the Second Constitutional Monarchy, Dr. Wieting Pasha, the director of the Gülhane Clinical Teaching Hospital and School for Medical Practice at that time, informed both the office of the Grand Vizier and the Ministry of War of his views about how medical education should be improved. Dr. Wieting Pasha, who prepared his suggestions from the background of the educational systems in Germany and France, defined in detail what the goal of medical education was, how a Medical School should be built, and what the administration and education should be, as well as details about the educational programs and budgets. He was of the opinion that there was no need for separate military and civilian medical schools, and for this reason he wanted to combine the Imperial School of Medicine and the Civilian Medical School, connecting this new school to the Ministry of Education. The military students would continue their lessons in battle surgery, which were being given in Gülhane, and expand their knowledge.

In fact, reforms in medical education, combining and renovating the Imperial School of Medicine and the Civilian Medical School were all matters that had been on the agenda for a long time, but they were raised more seriously with the Second Constitutional Monarchy. However, the consolidation would lead to a reduction in staff, meaning that a number of professors might be left out of their jobs. As the disagreements that ensued in this matter prevented the formation of new staff, Cemil Pasha (Topuzlu), Ziya Nuri Pasha (Birgi), Asaf Derviş Pasha and Süleyman Numan Pasha convinced the Ministry of Education that the desired reforms could be achieved within the Civilian Medical School. A letter dated August 9th, 1908, from the Ministry of Education to the grand vizier stated that the medical schools in Istanbul and Damascus were to be removed from the jurisdiction of the Ministry of the Civilian Medical School and brought under the Ministry of Education. This change was ratified in the minutes of the Council of State, dated October 25th, 1908; the Science Office at the Ministry of Education decided to implement a new curriculum in the first year of the Civilian Medical School. At this juncture, an edict was promulgated that the Police School (Polis Mektebi) be located in Cemil Pasha’s surgical pavilion.
On the order of the Ministry of Education, in the first meeting of the Committee of Professors (Cemiyet-i Muallimin) in the Civilian Medical School held at the school in Kadırga on Wednesday, November 18th, 1908, the school was named the “Faculty of Medicine”(Tip Fakültesi) and was recognized as a department of the Dârülfünun (Istanbul University). Marshall Cemil Pasha was appointed as Dean, and new teaching staff was appointed; it was decided that education should start on November 21st, 1908. The Ministry of Education, in a memorandum dated August 30th, 1908, reported to the Council of State that the administrative and scientific tasks of the Civilian Medical School had been completed and that there was no longer any affiliation with the Directorate of the Civilian Medical Affairs (Nezaret-i Umur-ı Tibbiye-i Mülkiye). In addition, the Dean of the Faculty of Medicine, Cemil Pasha, stated that the name “Faculty of Medicine” should be used in correspondence. The Committee of Professors took the decision to unite with the School of Military Medicine in a meeting on December 6th, 1908, and informed the Ministry of Education of this decision. After this, with an edict promulgated on September 13th, 1909, the School of Military Medicine was reduced to the level of a secretariat. When the budget of the School of Military Medicine was transferred to the Ministry of Education from September 14th, 1909, the civilian and military medical schools were officially unified. The Committee of Professors and the Dean of the Dârülfünun-ı Osmani (Istanbul University) Faculty of Medicine were in charge of the budget, education and administration. In short, the Faculty of Medicine was now autonomous. This autonomy meant that the right was given to the faculty to use the funds set aside as they wished. During the two-year period of Cemil Pasha’s deanship, they enjoyed this freedom to its full extent. The school was centrally-heated, an excellent anatomy hall and laboratories, and chemistry rooms that were unusual even in Europe were established. Much equipment was brought from Europe, including 200 microscopes. After benefiting from Cemil Pasha’s administration, the Minister of Education, Babanzade İsmail Hakki Bey, affiliated the administration of the school directly to the Ministry of Education and demanded that the Committee of Professors deal only with matters of education. The autonomy thus came to an end.

For the soldier-students to be accepted into the Faculty of Medicine the code of the Lyon Military School in France was adopted with small changes; the
list of new teaching staff of the school was sent to the Ministry of War for approval, it was approved with an edict promulgated on February 4th, 1910. The military students at Lyon Military Medical School, like other civilian day-students, would attend the Lyon Military Medical School, and they would spend the hours outside classes at Lyon Military Medical School, being trained under military discipline. The education that started in 1909 in the Faculty of Medicine also used this system and a School of Military Medicine was established in the constitution of the Faculty of Medicine in Haydarpasa. Military and civilian students would come together for lessons in the Faculty of Medicine. The military students were also affiliated to the Military Medical School administration, which directed military discipline, much like a military boarding school. The period of education was five years. In addition, the fifth year in the Military Medical School was split into two ranks, internal physicians and their assistants, and a tutor would be appointed to some lessons. In addition to the lessons at the Faculty of Medicine the military medical students would also have to study equestrian drills, military drills (compulsory for first- and second-year students), physical education (for all students), military health drills (compulsory for fourth- and fifth-year students), French (compulsory) and German (optional). The students would have to take exams every six months in these subjects and the exams were given by the tutors.

One of the most important innovations that were introduced was the regulation of the school year according to the Gregorian calendar, thus abandoning the tradition of breaking up the school at the beginning of Ramadan. The new academic year began on September 15th and ended on June 15th; exams were given at the end of the year, between June 15th and 30th. The five-year medical education was divided into two annual seasons, the winter and the summer, thus introducing a semester system. The winter semester was between September 15th and February 15th, while the summer semester was between February 15th and June 15th. Lessons in botany, physics, organic chemistry, inorganic chemistry, anatomy and zoology were given in the final years of the high school as practical lessons. Every class was split into two, theoretical and practical. Thus, it was planned that theoretical and practical education would be carried out at the same time. From the second year on it was compulsory that the students attend the clinics.

The decision by the the Committee of Professors that the scientific research (tetebuat-i fenniye) should be instructed at Hamidiye Children’s Hospital was an innovation in clinical studies. Permission from the Sublime Porte was requested so that students could continue at the hospital to receive training in children’s diseases. Subsequently, the 1909 graduates continued to work for one year at the Haseki Women’s Hospital, the Şişli Children’s Hospital and the Foundation Hospital for the Poor without receiving payment, developing their practical knowledge. They were allocated to these hospitals according to a list prepared by the the Committee of Professors.
The Faculty of Medicine and World War I

All of the medical students, the clinical chiefs, and up to 30 assistants, as well as some of the professors in Istanbul were drafted into the army. According to the “Conscription Law”, medical students were to be conscripted for 6 months as privates and sent to the training camps, where they received basic training. In 1915, some of the medical students in the third, fourth and fifth years and some of the pharmacy and dentistry students in the Damascus Medical School (Şam Tibbiyесi) were sent to Serviburnu in Beykoz, and others were sent to hospitals for contagious diseases in Beylerbeyi and Yeşilköy or to different troops. In 1915 another group of medical students went to Çanakkale on Reşit Pasha’s steam boat and from there, accompanied by the torpedo boat Gayret-i Vataniye, and were sent to the hospitals in Gallipoli.

A large number of the wounded from Gallipoli were sent to Istanbul. A number of government buildings and schools in different regions of Istanbul were transformed into hospitals. These hospitals were run by medical students and volunteer orderlies. After the professors and students had been dispatched to the military troops, the Faculty of Medicine was forced to close for a year and was given over to operate as a hospital for the wounded. The chief physician of this hospital for treating the wounded and patients sent from Gallipoli was Professor Dr. Ziya Nuri (Birgi). Due to the large number of patients, the number of beds was increased in September 1916 from 750 to 1,500. The extra beds were placed in the clinics, in the laboratories next to the wards and even in the corridors. The empty medicine bottles in the laboratories were used as water jugs. The hospital was at first affiliated with the Ministry of War, but was later put under the command of the Red Crescent.

The final year students, whose commitment to service and patriotism was greatly appreciated, preferred to go to the Caucasian front. Here people were dying not due to bullets, but to a typhus epidemic. It was necessary to fill the depleting front immediately. When the need for doctors reached the final limit, the Faculty of Medicine had to be reopened. The medical students who were still alive were demobilized, and new students were registered, with teaching starting in 1916. Education continued without a break. Despite the negative conditions of the war in
1916 the İstanbull Dârülfünunu Tıp Fakültesi Mecmuası (the Journal of Istanbul University Faculty of Medicine) (today İstanbul Tip Fakültesi Mecmuası) began to be published. In the education term of 1917 some of the professors were still not in Istanbul, and of the 32 assistant professors, only 6 were able to start working.

The Dean of the Faculty of Medicine was Professor Âkil Muhtar (Özden), while Professor Besim Ömer Pasha (Akalın) was on the administrative council of the Red Crescent. The zoology professor, veterinarian İsmail Hakkı Bey devoted a large amount of the lessons to military veterinary sciences. The histology professor Tevfik Recep (Örensoy) was the chief physician of a military hospital. The pathology professor Hamdi Suat (Aknar) was on the Caucasian front. The chief of the internal medicine clinic, Süleyman Numan Pasha, was also the chief of Military Medicine Office (Sihhiye-i Askeriye Dairesi). The surgical clinic professor, Orhan Abdı Pasha (Kurtaran), the gynecology-obstetrics professor Asaf Derviş Pasha and the ENT professor Ziya Nuri Pasha (Birgi) were health inspectors in the army. The post of chief physician in the First Army Field Hospital first was given to the physics professor Şevki Bey and then to the anatomy professor Nurettin Ali (Berkol). The professor of the dermatology clinic, Celâl Muhtar (Özden), was the general inspector of the Red Crescent. Neşet Ömer (İrdelp) from the internal medicine clinic led the relief committee that the Red Crescent sent to Suez; he then went to Palestine and joined the army. In the final two years of the war, he not only treated ill and wounded in Palestine, the Hejaz and Sinai, but also carried out studies on the illnesses that appeared in the region.

Of the forty assistants on the Faculty of Medicine staff, four were on duty, and the rest were at the fronts. It was not possible to teach all the subjects with such a large percentage of the staff missing. Despite these conditions, teaching continued without any vacation. A full year’s curriculum was completed in six months. The students, who had to finish the intense medical training in four years without a break, were sent to the troops without receiving their diplomas or carrying out an internship at Gülhane Clinical Teaching Hospital and School for Medical Practice.

Another important problem in the war environment was attaining enough food with an insufficient budget. Food was cooked with kerosene in the Faculty of
Medicine, and bread was made by mixing in briar seeds. The hungry medical students were forced to gather vegetables and fruit from gardens in the manors in Kadıköy and Acıbadem. They often encountered problems with the gardeners of these manors. Almost 20 students contracted tuberculosis in one year as a result of poor nutrition.

When the number of students continuing to work in the clinics in the winter semester of 1917 reached 350, a mansion was rented in Çağaloğlu and with the help of the Ottoman Red Crescent Society. This was turned into a polyclinic known as the Faculty of Medicine Polyclinic (Tip Fakültesi İstanbul Muayenehanesi). The help of the Ottoman Red Crescent Society was available because the dean of the school, Âkil Muhtar Bey, was also serving in this organization. The polyclinic, which opened on 10 November 1917, functioned for three years. In one year, between 1918 and 1919, 22,719 patients were examined; of these 543 had syphilis. The medical students who passed the clinical classes were trained here in groups. In April 1917, the graduation examination was performed as a war-time exam. Both civilian and military students, 156 in all got their diploma. Most of the newly-graduated military students were appointed to their posts with the rank of lieutenant, whereas the civilian students were generally hired as municipal or government physicians.

**Martyrs from the Faculty of Medicine**

During the World War I, Medical School students were sent to all fronts; 680 Turkish, 40 Greek, 35 Armenian and 10 Jewish students were dispatched. Many of these were killed and did not return, but only a few of the fallen could be traced. Due to the severe battle conditions, records were not kept. However, it is said that all of the students who registered in the first class in 1915, died in Gallipoli, and for this reason, there were no graduates in 1921. No evidence has been found to support this. Until the necessary records, which are in the Istanbul University archives waiting to be classified and made open to the public, can be compared with the graduation records, these men will remain unidentified graduates of the Faculty of Medicine.

The Istanbul University’s medical students who were killed in Gallipoli have not been forgotten; a Faculty of Medicine monument was erected for those who died in Kanlısirt, the bloodiest battle of the war. Sadly, the land on which this battle took place was given to the British War Commission, so the monument could only be erected at a distance of 2.5 kilometers (2000). Every year the students and professors from Istanbul University gather at this monument on the eve of 18 May to commemorate the fallen soldiers.
Armistice Years

When the Moudros Armistice was signed at the end of the World War I, the medical students who had returned from the fronts and training grounds watched from the school building in Haydarpaşa with tears in their eyes as the ships of the Allied Powers progressed up the Bosphorus. The first task of the invading states was to occupy the Faculty of Medicine. A Scottish unit occupied part of the dormitories. The young physicians were forced to sleep in the attics and the mosque. With the invasion of İzmir on 15 May 1919, meetings to support the War of Independence began in the Istanbul University. Manifestos were distributed by the students of the school. Massive meetings were held on 20 May 1919 in Üsküdar, on 22 May in Kadıköy and on 23 May in Sultanahmet. The convening of the Erzurum Congress sparked a light of hope. The medical students gathered early one morning in the school’s baths; they decided to join the War of Independence. Two students were selected – Kara Hikmet and Yusuf Efendi – and it was decided to send them to Anatolia. However, the money that could be collected from the students only amounted to one train ticket. Thus, Kara Hikmet joined the Sivas Congress, which was held between 4 and 11 September 1919. He had a paper of authority that carried the stamp of the “Union of the Medical Students” (Tıp Talebe Cemiyeti). In the days when mandates dominated the congress, Kara Hikmet said the following to Mustafa Kemal (Atatürk) “My Pasha, I have been sent here by the members of the Tibbiye to join in our quest for independence. I do not accept the mandate. If there are those who accept it, we violently reject and censure those who do so. If you are to accept this idea of a mandate, we will disagree with you and you will be remembered not as the savior of the nation, but as its destroyer, and we will censure you.”

These words from Kara Hikmet, the father of Orhan Boran, pleased Mustafa Kemal. He answered thus; “My boy, be hopeful; I have great pride and faith in the young people. Even if we remain in the minority, I will not accept this mandate. We have one, immutable motto: Independence or death”.

Many students fled from Istanbul, going to Anatolia via Mudanya to join the War of Independence. At this date the dean of the faculty, Âkil Muhtar (Özden), applied a policy of balance and took on four French medical students from the invading army. Thus, the faculty could remain open. In the
same years Süleyman Numan from the internal medicine clinic and Esat Pasha (Işık) from the ophthalmology clinic were exiled to Malta.

On 9 September 1922, with the liberation of İzmir and then Bursa from the Greeks, the military process of the War of Independence had been completed. In this atmosphere of joy, Refet Pasha, who came to Istanbul as the representative of the National Government, visited the Faculty of Medicine. In a meeting held at the conference hall in Haydarpaşa on 26 October 1922, the head of the Faculty Ziya Nuri Pasha, Professor Dr. Sait Cemil, Assistant Dr. Necdet Bey and final year student Yusuf Efendi gratefully remembered the zealous efforts showed in the struggle for independence in Anatolia. In addition, Refet Pasha praised the medical students for their services in the War of Independence.

**March 14th, Medicine Day**

Some of the students of the Faculty of Medicine who were unable to accept that their school in Haydarpaşa had been invaded by the British after World War I started to go to Anatolia and join the National Resistance Forces. How did those who remained in the school express their reactions? They decided to celebrate the 92nd anniversary of the establishment of the The Military School of Medicine, which had opened its doors on March 14th, 1827. Professors from the Faculty of Medicine and the Istanbul University representatives of the British-American-French Red Cross, the French General Inspector of Health, students from the Girls’ University (İnas Därülfünun) and representatives of the Ottoman press joined the meeting that was organized in the conference hall of the Istanbul University on March 14th, 1919. A medical student, Kemal, gave a speech about the history of the school. A fiery speech by Dr. Memduh Necdet followed: “We have to admit that Istanbul, the heart and brain of the nation, is experiencing a terrible crisis at this point in time.
But we are not afraid...We are here and here we will stay...Istanbul is ours, because it is the home of the caliph and the ruler. Istanbul is ours because our martyrs and our history are here. Istanbul is ours because independence is here.”

As he finished speaking the hall resounded with applause. The response of the members of the Faculty of Medicine was reported to the British by the representatives of the Red Crescent. Over time, these ceremonies that were held by the Medical Students’ Union, which had been organized to protest the invasion, were transformed into Medicine Day (Tip Bayramı).

**Attempts to Move to the European Side**

In the academic year 1924-25, a new curriculum was implemented. A Physique-Chimie-Sciences Naturelles (PCN) class, similar to that taught in French medical schools, was established. From this year on, it was compulsory that those who wanted to attend the faculty take a special class of PCN, which had been established in the Faculty of Sciences, and thus receive a PCN certificate.

At this point, the question of moving the Faculty of Medicine to the European side of the city came up again. In fact, it had been under discussion since 1910. Those who did not approve of the faculty’s location in Haydarpaşa would express their dissatisfaction from time to time and state the following reasons for moving the faculty to the other side of the city: One, the faculty was far from the city and patients could not reach it easily, and there was no systematic education. The school building was like a barracks. On the other side, education could be carried out in the clinics of the hospitals, which were numerous, and with the money saved through this arrangement, new equipment could be purchased. The opponents of relocation, led by Âkil Muhtar Bey, claimed that some professors who had medical offices on the European side wanted the faculty to move because they would earn more money. In the academic year 1924-25, under the impact of these arguments it was decided to build a hospital on the European side for clinical training. Some sections of the Haseki Hospital, Cerrahpaşa Hospital and the Foundation Hospital for the Poor were set aside for the Faculty of Medicine. Neşet Ömer Bey, Kerim Sebati Bey and Behçet Sabit Bey were appointed to Cerrahpaşa Hospital, while Âkil Muhtar and Asaf
Derviş Pasha went to Haseki Hospital; Süleyman Numan Pasha, Tevfik Salim Pasha and Süreyya Ali Bey received positions at the Foundational Hospital for the Poor. Students from the final two years of the faculty continued their education in the clinics of these hospitals. However, the students had to run between hospitals in order to make it to their classes on time. With the acceptance of a proposal put forward while talks were being held on the Istanbul University budget for the financial year 1925, on April 22nd, 1925, it was decided that the Faculty of Medicine clinics would remain in Haydarpaşa. And so in the academic year 1925-26, clinical instruction once again began in there.

Acceptance of Female Students in the Medical School and the First Graduates

In the succession of wars that occurred after the Second Constitutional Monarchy, that is the Balkan Wars, the World War I and the War of Independence, adult males were conscripted and they died in the battles; due to an increased need for production, women, young girls and even children had to take part in industry, and the need for physicians and orderlies/nurses in the medical field increased.

Attempts to meet the need for orderlies/nurses were made during the Balkan Wars by opening a course for volunteer nurses in Kadırga. Women and girls organized in the Women’s Union of the Red Crescent, established during World War I (1917), made great efforts to look after the ill and wounded. In the same year, the Istanbul Health Director, Ferit (Talay) Bey complained that in Istanbul foreign women were working as doctors, without having had to take any kind of exams, while Turkish women had to go to foreign countries to train as doctors. What would the girls who had gone abroad to study medicine do when they returned? In order to find an answer to this question, he submitted a petition to the General Directorate of Health on June 20th, 1917. The parliament ruled that “There is no objection to women becoming physicians, dentists or pharmacists in the same way that men do in the Ottoman State.” However, there was no agreement among the professors of the Faculty of Medicine. Besim Ömer Pasha (Akalın, 1861-1940), Kemal Cenap Bey (Berksoy, 1834-1949) and Asaf Derviş Pasha (1868-1928) supported women joining the Faculty of Medicine, while the dean, Âkil Muhtar Bey (Özden, 1877-1949), was vehemently opposed. While this debate continued, eight female students were enrolled in the Faculty of Medicine in 1921. Two were Russian Jews. However, Âkil Muhtar Bey and leading members of the
palace and the government denied the girls’ access to the Faculty of Medicine. Hence, on October 4th, 1921, Parliament decided to delay the acceptance of female students, and the eight women who had already been admitted were unable to continue. The matter of female medical students was kept constantly on the agenda by the *Istanbul* press, both to inform the public and to proclaim ideas. In the Istanbul newspapers there were writers who claimed that women should not be doctors; that in fact it was impossible for them to be so, but there were also those who supported this move. The girls started the struggle to be able to enter the Faculty of Medicine. Groups of them visited important people of the era and tried to convince them to give their support.

On 9 September 1922 İzmir and then Bursa were liberated from the Greeks and the military phase of the War of Independence came to an end. In this joyful environment some journalists and intellectuals worked to form public opinion in favor of women becoming doctors. With the support of the chancellor of the *Istanbul* University, Besim Ömer Pasha, five female students were registered in the Faculty of Medicine for the academic year 1922-23. Including those who had registered the year before, the number of girls starting education in the first class was 13. When the Department of Medicine, Constantinople Women’s College closed, Hamdiye (Abdurrahim Rauf Maral) was transferred to the second class, making a total of 14 students. The female students started their training in the autumn of 1922. One woman from the first class of female students died, some left school, but six finished their medical education in 1927, receiving their diplomas after completing their internship in Gülhane the following year. Fatma İffet (Çağlar) graduated one year later in 1928, due to illness.

The first female doctors graduated from *Istanbul* University Faculty of Medicine: Fatma Müfide Küley (1899-1995, Internal Medicine), Hamdiye Abdurrahim (Rauf) Maral (1895-1975, Dermatology, Physiotherapy and Radiology), Emine Sabiha Süleyman Sayın (1903-84, Pediatrician), Suat Rasim Giz (1903-80, Surgeon), İffet Naim Onur (1906-95, Surgeon).
Between 1923 and 1932 a social change was experienced in the Turkish Republic, which was undergoing revolutions in every area of life. It was expected that the Dârülfünun would keep up with these changes. However, closed in itself, the institution did not give the expected response and lagged behind society. Atatürk expressed his thoughts on this matter in the speech made at the opening of the Turkish Grand National Assembly in 1933: “I would like to announce the importance that we give to our university facilities. There is no doubt that half-measures are impotent. It is our firm resolution to introduce radical measures in education and in newly established universities, as we have in every field.” As a result of this resolution Albert Malche, a professor of pedagogy, was invited from Geneva University to prepare a report on the Dârülfünun. In the report that Malche presented, dated 15 May 1932, he expressed his views about the school briefly as follows: “Due to the strange and inappropriate place of the School of Medicine the students are not able to benefit from the expansive hospitals in the city of Istanbul. This hospital, on the shores of Anatolia, does not have a great deal of patients. The real medical life in Istanbul occurs in Şişli Children’s, Cerrahpaşa, Foundation Hospital for the Poor, Haseki Women’s, Gülhane and Bakırköy Mental Hospital. The patients that are seen in this hospital in a week perhaps cannot be seen in a year in Haydarpaşa. As the best way to train doctors is with clinical training at the bedside of patients, students must see a great number of patients and illnesses. Even though its area of work is Istanbul, the establishment of the Faculty of Medicine in Üsküdar has been a disaster.” In response to this, the Minister of Education decided to have the faculty transferred to the other side of Istanbul and an official statement was made to establish a commission to organize the transfer. On 31 May 1933 Law no. 2252, Concerning the “Abolition of the Istanbul Dârülfünun and the Establishment of a New University by the Ministry of Education” (Istanbul Dârülfünunu’nun İlgasına ve Maarif Vekâleti’nce Yeni Bir Üniversite Kurulmasına Dair Kanun), which came into force the same day, abolished the Istanbul Dârülfünun, and Istanbul University was established in its place. The fourth article of this law stated that the Faculty of Medicine was in Istanbul; the Faculty of Medicine was also given the right to benefit from the state
and foundation hospitals that were affiliated with the Ministry of Health, as well as with private hospitals and those that were affiliated with the municipalities. The Faculty of Medicine was set up in the central building of the Dârülfünun (the former War Ministry), and the adjacent Bekirağa Troops building was to be repaired to be used as a classroom for anatomy lessons, while clinical education was to be carried out in Cerrahpaşa, Haseki Women’s, Şişli Children’s, Foundation Hospital for the Poor and Bakırköy Mental hospitals. A total of 641 beds in these hospitals were to be administered by the professors in the faculty, while the remaining beds belonged to the hospital doctors. The relocation began on 22 August 1933. The old central building was used as Haydarpaşa High School by the Ministry of Education. Haydarpaşa Paragon Hospital was established for the clinics.

At this juncture the German National Socialist Party, which had come into power on January 30th, 1933, started to expel scientists who were of Jewish descent from German universities. The Republican Government, wanting to benefit from this scientific potential, invited the German scientists who were experiencing problems to come to Turkey. After the University Reforms, a reduction was made in the Istanbul University Faculty of Medicine. While selecting the new staff for the Faculty of Medicine, some world-famous professors, like Hamdi Suat (Aknar), were not included in the role. The clinics and institutes were reorganized. A German professor was brought to head up almost every institute and clinic. All of these scientists had fled the Nazi regime in Germany and come to Turkey as refugees. There were scientists of Austrian, Czech and Hungarian descent who had been expelled by the Nazis. Two of them were Swiss. The last to arrive, Max Clara, came in 1950 after having to leave Germany as he had collaborated with the Nazis. After the war, some of these professors went to the United States or Switzerland, while some returned to their country. Erich Frank and Siegfried Oberndorfer died in Istanbul. Although the era of the German refugee professors is seen as a “golden age”, there are some critics who point out that these professors did not learn Turkish and were not concerned with training Turkish scientists. Friedrich Dessauer, one of the German professors who worked in the Faculty of Medicine, made discoveries in X-ray technology and radiology, Erich Frank discovered essential hypertension and syntalin in the treatment of diabetics, Rudolf Nissen was hugely successful in chest surgery; these were all distinguished individuals in the world of science.

The distribution of institutes and clinics in 1933 was as follows:

Central Building to the University (Beyazıt): General physiology (Full Professor Dr. Hans Winterstein: 1933-53), Human physiology (Full Professor Dr. Kemal Cenap Berksoy), Medical and biochemistry (Full Professor Dr. Werner Lipschitz: 1933-39, Felix Haurowitz: 1939-48), Pharmacodynamics (Full Professor Dr. Akil Muhtar Özden), Microbiology (Full Professor, Dr. Hugo Braun: 1933-50),
Hygiene (Full Professor, Dr. Julius Hirsch: 1933-48), Medical History (Associate Professor A. Süheyl Ünver).

The Morphology Building next to the university central building: Anatomy (Full Professor Dr. Nurettin Ali Berkol), Histology and Embryology (Full Professor Dr. Tevfik Recep Örensoy, Tibor Peterfi: 1939-40, Max Clara: 1950-65), General and Experimental Pathology (Full Professor Dr. Siegfried Oberndorfer (1933-44), Pathological Anatomy (Full Professor Dr. Philipp Schawartz: 1933-53).

Opposite Gülhane Park: Forensic Medicine Institute (Full Professor Dr. Saim Ali Dilemre)

Cerrahpaşa Hospital: Internal Medicine I (Full Professor Dr. Neşet Ömer İrdelp) External Medicine I (Full Professor Dr. Rudolf Nissen: 1933-39), Ophthalmology (Full Professor Dr. Josef Igersheimer: 1933-37).

The Foundation Hospital for the Poor: Internal Medicine II (Full Professor, Dr. Erich Frank: 1934-57), ENT (Full Professor Dr. Erich Rutin: 1934-1936, Karl Hellmann: 1936-1943), Dermatology and syphilis (Professor Dr. Hulusi Behçet), Radiology and physiotherapy (Full Professor Dr. Friedrich Dessauer: 1934-37, Max Sgalitzer: 1938-43) Mental Polyclinic, Neurology Polyclinic

Haseki Women’s Hospital: External Medicine II (Professor Dr. Ahmet Kemal Atay), Obstetrics and Gynecology (Full Professor Dr. Wilhelm Liepmann: 1933-39) Treatment Clinics.

Şişli Children’s Hospital: Pediatrics (Professor Dr. İlhan Hilmi Alantar), Urology (Professor Dr. Behçet Sabit Erduran), Pediatric surgery and orthopedics (Professor Dr. Akif Şakir Şakar)

Bakırköy Mental Diseases and Neurology Hospital: Mental clinic (Full Professor Dr. Mazhar Osman Uzman),
Neurology clinic (Professor Dr. Mustafa Hayrullah Diker).
35-The building used as the emergency surgery unit today.

When the pediatrics clinic in Şişli Children’s Hospital was removed to Haseki Hospital in 1950, with the male section of the neurology clinic in Bakırköy being sent to Cerrahpaşa and the women’s section to Haseki Hospital, three hospitals that had been relatively close were unified. In Çapa a more complicated structure was created. As the land of the campus belonged in totality to the Foundation Hospital for the Poor it thus belonged to the foundations. Construction of the buildings that today house the dermatology, emergency internal medicine and chest diseases and the emergency surgery building, which today has been replaced by a car park, had begun in 1910, but due to the succession of wars remained unfinished. In 1920 burns patients were placed in the pavilions of the Foundation Hospital for the Poor. These pavilions, which were used for a while as a tobacco depot and by the Rabies Institute and Hospital (Kuduz Tedavi Müessesesi), were completed with funds set aside from the Faculty of Medicine’s budget, and a new 450-bed hospital was established. Over time, as these pavilions became insufficient to meet the needs, they started to be reconstructed. The Faculty of Medicine paid the expenses from its own budget, but they did not have the deeds to the land. It was desired that the titles be purchased in order to put an end to this strange situation for Istanbul University. At the end of negotiations the Medical School clinics became the property of the Istanbul University Rectorate with a deed dated February 21st, 1966. When Cerrahpaşa Faculty of Medicine was established in 1967, the clinics in Cerrahpaşa Hospital were given to this new faculty. After this date the clinics were all brought together on the campus in Çapa.

Faculty of Medicines that the Istanbul Faculty of Medicine Helped to Establish

Istanbul Faculty of Medicine played a role in the establishment of four medical schools, one of which was abroad. Professor Dr. Hasan Reşat Sığındım, Professor Dr. Hamza Vahit Göğen and Dr. Rebi Barkın, who were not included in the faculty in the 1933 University Reforms, went to Kabul on the invitation of the Afghani government and established a medical school there. When the first graduates matriculated, the three men returned to Turkey. Istanbul Medical School helped in the establishment of Ege University Faculty of Medicine (1954) by providing staff. By providing some of the teaching staff they ensured the establishment of Cerrahpaşa Faculty of Medicine (1967). The Istanbul Faculty of Medicine took on the duty of establishing Bursa Faculty of Medicine (today Uludağ University Faculty of Medicine, 1970). The organization of Bursa Faculty of Medicine was completed with its support (1973).
Today *Istanbul* Faculty of Medicine, which has constantly renewed itself throughout the Republican Period, carries out organ transplants, genetic research, studies in molecular biology and successful cancer treatments, as well as many challenging operations.