

# :: TURKEY...

:: If you haven't seen or found the beloved, why aren't you searching...? ::

# F.

## FRIENDSHIP - MEVLANA

Generally, definition of friendship is; the state of being friends; friendly relation, or attachment, to a person, or between persons; affection arising from mutual esteem and good will; friendliness; amity; good will.

"If you haven't seen or found the beloved, why aren't you searching? If you've found Him, why aren't you shouting and impassioned !?" Mevlana was the kind of heart who made no discrimination between men and women, rich and poor. He earned the love and friendship of women also; and to raise their standing (in their own eyes and those of the community) he especially held spiritual talks including them. That sublime king tried to enlighten them with the light of God by directing them to reality; he didn't look at a person's outer appearance, but at his or her essence That great Mevlana, because he was privy to the inspiration of God, belongs to all the people of the world. With no discrimination of religion, belief, race or nation, he loved all people and taught them to love. While bringing this invitation to mankind, the Exalted Mevlana showed unequalled kindness and patience. Because of his beautiful divine qualities, besides the love of God, he offered love and tolerance with no discrimination. They had asked the Exalted Mevlana Rumi what his position would be if he came back a few hundred years later. His answer was, "I would be the disciple of whoever truly represented me at that time, of the one who carried my spirit." and so it is...

*Come, come, whoever you are,  
Wanderer, idolater, worshiper of fire,  
Come even though you have broken your  
vows a thousand times,  
Come, and come yet again.  
Ours is not a caravan of despair*

"Friendship is a single soul dwelling in two bodies" [Aristotle]

"Friendship makes prosperity more bril-



liant, and lightens adversity by dividing and sharing it" [Cicero De Amicitia]

"Friendship admits of difference of character, as love does that of sex" [Joseph Roux Meditations of a Parish Priest]

Gözde Doğan  
Emlak Konut Mimar Sinan Lisesi

Mevlana was not only a great poet and philosopher but first and foremost he was a mystic, a spiritually touched man. His mind and heart had reached for heights and depths of the spiritual world. In his vision there were two universes which coincided in Man. The inner world was like an endless infinite ocean, which could only be felt and seen with the eyes of the heart, while the outer world was but like the passing foam which appears on the surface of the waves emanating from that ocean.

Mevlana also integrated a dualist approach in his mind: In approaching issues pertaining to daily life he is a rationalist, but in approaching spiritual and mystical matters he recognizes only the mastery of

the heart and emotions. According to him, the only way to approach absolute being is through love; and God's love is everywhere, permeating everything. If one were to love another being in the name of God, one would find a pathway leading to the absolute. According to him everything in the universe, every being, even matter itself - all are but manifestations of God and exist in God and are united in the Absolute Being. Thus Mevlana views all existence as a united whole. In a sense, one could call his vision that of Unity Consciousness. This vision impelled Mevlana to transcend all differences and prejudices, and formed the basis of his immense tolerance and of his real and deep humanism. With these characteristics, Mevlana and his thought transcended the boundaries of his time and thus he and his writings are still relevant and fresh in this day and age, some 700 years after. The universality of his thought finds its reflection in, for example, the famous verses where he says:

The UNESCO (United Nations Educational, Scientific and Cultural Organization) has market 2007 as the "Mevlana Year" to celebrate 800th anniversary of the birth of Mevlana Celaledin-i Belhi-Rumi.



This decision was made because Rumi advocated tolerance, reason and access to knowledge through love. His mystical relationship with Islam produced masterpieces that have marked Islamic culture and religious beliefs beyond the borders of Turkey. His work and thought remain universally relevant today in our world.

#### THE IMPRESSION OF MEVLANA'S PHILOSOPHY AND MEVLEVI ON PAINTING ABSTRACT

Thousands of beliefs, philosophies and social events around the world have brought people together up to now, also they have directed the people who respect the similar thought to the same target. The desire to live together has always existed in man's nature. However, that Mevlâna's gathering his disciples and friends near him by teaching Koran and Mesnevi (The Masnavi) is one of the greatest unities of philosophy and sufism. Mevlâna, who affected every kind of people from East to West has become Edebiyatı ve Sanatında Mevlâna ve Mevlevîlik - Bildiriler the subject of many studies. Explanation of Mevlâna and philosophy of Mesnevi by artists' viewpoint is studied in this announcement.

#### 9TH MAY. CELEBRATION OF EUROPE DAY

What is Europe Day?

You may have come across a reference in a diary or elsewhere to the fact that 9 May is "Europe Day" and perhaps asked about its significance.

In Paris, on 9 May 1950, against the background of the threat of a Third World War engulfing the whole of Europe, the French Foreign Minister Robert Schuman read to the international press a declaration calling France, Germany and other European countries to pool together their coal and steel production as "the first concrete foundation of a European federation".

That day the first move was made towards the creation of what is now known as the European Union.

What Robert Schuman proposed was the creation of a supranational European Institution, charged with the management of the coal and steel industry, the very sector which was, at that time, the basis of all military power. The countries which he called upon had almost destroyed each other in a dreadful conflict which had left after it a sense of material and moral desolation.

Everything, therefore, began that day. That is why during the Milan Summit of EU leaders in 1985 it was decided to celebrate 9 May as "Europe Day". Every country which democratically chooses to accede to the European Union endorses its fundamental values of peace and solidarity.

These values find expression through economic and social development embracing environmental and regional dimensions which are the guarantees of a decent standard of living for all citizens.

While Europe as such has existed for centuries, the elements which united it, in the absence of rules and institutions, have in the past been insufficient to prevent the most appalling tragedies.

The integration of Europe will not come about in one day or even in a few decades. Deficiencies are still numerous and there are evident imperfections. The project which was begun just after the Second World War is still very new. In the past, efforts at European union were based on domination of one group over another. These attempts could not last, because those who had been conquered had only one aspiration: to regain their freedom.

Today's ambition is completely different: to build a Europe which respects freedom and the identity of all of the people which compose it. Only by uniting its people can Europe control the mastery of its destiny and develop a positive role in the world.

The European Union is at the service of its citizens. While keeping their own specific values, customs and language, European citizens should feel at ease in the "European home".

#### AVRUPA GÜNÜ KUTLAMASI,

Okulumuzun yürüttüğü Comenius projesi kapsamında Avrupa günü çalışmaları öğrencilerin hazırladığı slayt, gösterileri izlendi. Öğrenciler Avrupa gününü ifade eden pankartlar hazırladılar. Avrupa birliği ülkelerin isimlerini balonların üzerine yazdılar. Avrupa birliğini oluşturan ortak değerleri (kardeşlik, özgürlük ve barış, demokrasi, insan hakları) vurgulayan araştırmalar yapıldı ve diğer öğrencilere bilgi verildi. Avrupa birliği fikri nasıl doğdu ve fikri ortaya atan kişi olan SCHUMAN hakkında bilgi edinildi. SCHUMAN bildirgesi incelendi. Avrupa birliği marşının ne olduğu hakkında bilgi edinildi. Avrupa birliğinin kuruluş amaçları, tarihçesi öğrencilerimiz tarafından araştırıldı diğer öğrencilerle edinilen bilgiler paylaşıldı. Öğrencilere Avrupa

birliđi hakkında sorular yöneltildi ve birlik hakkında görüŖleri alındı. Öğrencilerle konu hakkında anketler yapıldı.

Safiye Akyol  
Comenius Project Coordinator  
Emlak Konut Mimar Sinan Lisesi



#### DIALOGUE HACİVAT AND KARAGÖZ

Karagöz and Hacivat are the lead characters of the traditional Turkish shadow play, popularized during the Ottoman period. The central theme of the plays are the contrasting interaction between the two main characters: Karagöz represents the illiterate but straightforward public, whereas Hacivat belongs to the educated class, speaking Ottoman Turkish and us-

ing a poetical and literary language. Karagöz's native wit always gets the better of Hacivat's learning (but his money-making ventures always fail).

When the plays were first performed is unclear. Some believe that the first Karagöz-Hacivat play was performed for sultan Selim 1 (reigned 1512–1520) in Egypt after his conquest of the Memluks, but 17th century writer Evliya Çelebi stated that it had been performed in the Ottoman palace as early as the reign of Beyazıt 1 (reigned 1389–1402). In the 16th century, Ottoman Grand Mufti Mehmet Ebussuud el-İmadi issued a celebrated opinion allowing the performance of Karagöz plays.

Karagöz-Hacivat plays are especially associated with Ramadan. Until the rise of radio and film, it was one of the most popular forms of entertainment in Turkey. It survives today mainly in a toned-down form intended for audiences of children.

Karagöz and Hacivat themselves are supposedly modeled on two laborers whose banter entertained their co-workers (and slowed down the work) during the construction of a mosque in Bursa during the reign of Orhan-I (who ruled the nascent Ottoman Empire 1326–1359). They were executed for the resulting delay of the work, but became folk heroes. One version of the legend says that a contemporary of theirs, one Şeyh KüŖteri, made camel-hide puppets of them and began to perform plays.

Safiye Akyol  
Comenius Project Coordinator  
Emlak Konut Mimar Sinan Lisesi

#### THE ESTUDIES OF THEATER IN 2009 2010 AT EMLAKKONUT MIMAR LİSESİ

The studies of theater started in the beginning of education year. Firstly, name of the theater was determined by us. After, the players were elected by the teacher of theater. The teacher choose the players according to abilities. For that reason, we started to play with succesful students.

The students worked about to learn by heart during October, November and December.

Our school joined to the theater competition at Büyükçekmece in January. Our school has been the first at this competition.

#### OYUNCULARIMIZIN SAHNE PERFORMANSI

Tiyatro Kolu 2009-2010 yılı çalışmalarını eğitim yılının başında Ekim ayının ilk haftasında başlamıştır.

Öncelikle oyun belirlenmiş daha sonra oyuncu seçimleri yapılmıştır. Oyuncular oyundaki rollerinin özelliklerine uymasına, rol yeteneklerine göre elemeye tabi tutulmuştur.

Ekim-Kasım-Aralık ayları metin ezber ve rol (jest-mimik) çalışmaları ile geçmiştir. Ocak ayında Büyükçekmece de liseler arası yapılan tiyatro yarışmasına katılıp, bu yarışmada okulumuzu başarıyla temsil edip, birinci olmuştur.

