
TEACHER TRAINING POLICIES IN TURKEY BETWEEN 1938 AND 1982

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Introduction

The elements of the entire system and the interaction between those elements must be assessed together to be able to properly evaluate the positive or negative circumstances and outcomes that have been experienced in the education system. It would also be inappropriate to assess the education system independently of other systems (Social, political, economic) with which it interacts. Every nation has its own specific education system. These systems are established and developed based on the social, cultural, political and economic values of the society (Azar, 2011). As the most important element of the education system, the training and development of teachers is also affected by the social, cultural, political and economic values of the society. What makes teachers the most important component of the education system is their constant interaction with all other components within the education system. Moreover, teachers have the authority and the responsibility to use their initiatives in regard to the other components (Özoğlu, 2011). Qualified prospective teachers are required for quality teacher training. Therefore, candidates who are attracted to the teaching profession should have certain characteristics to be good teachers in the future (Kahramanoğlu and Bay, 2016). The characteristics that the prospective teachers are expected to have are also influenced by the cultural, political and economic structure of the society. For this reason, all components of the teacher training system should be challenged through a continuous evaluation process and it should be continuously improved to ensure the training of a sufficient number of teachers with the qualities required for today and the future (Azar, 2011).

Historically, various models have been used for pre-service and in-service training of teachers in Turkey (Azar, 2011). In Turkey, the society's demands from education increased during the Republican Period, as socio-cultural and economic life evolved, and significant innovations were required in the education system to meet these demands (Duman, 1988). Social, economic, political and cultural transformations were initiated to create a new society for the training of the people of the Republic in the process of establishing a nation-state. The goal of these transformations was the transition from a traditional society and culture to a western society. Teachers were assigned significant responsibilities to realize this goal and to ensure that younger generations would adopt the principles that were determined by the proclamation of the republic (Uygun, 2003; Akman, 2016). The training of teachers and their appointment in accordance with the requirements also played a key role in educating the society to the desired level in Turkey (Saç, 2016). Efforts to train qualified teachers also continued after the Atatürk

period. One of these was the effort to train the teachers for the villages which was the main topics of discussion during the Atatürk period as well. In Turkey, training teachers largely came under the responsibility of the Ministry of National Education until 1982. Since 1982 this responsibility has been transferred to universities. In this section, the teacher training policies in Turkey between 1938 and 1982 are discussed. The teacher training process is assessed in this section based on the training of preschool, primary school, secondary school and secondary education teachers.

Training Teachers for Preschool Education

The preschool period is the period in which human development takes place the fastest. This is also the period during which children are most affected by their external environment. Therefore, it is important to create an environment that is appropriate to the behavior to be taught in this period. The work undertaken on preschool education and training of preschool teachers in Turkey between 1938 and 1982 can be observed. In Turkey, activities relating to childcare and education and awareness of this issue was primarily carried out and raised through the education of young girls and women. Established under the Ministry of National Education in 1952 in accordance with Law No. 6972 on the Protection of Children who are in Need of Protection, a commission prepared the “Temporary Program for a Course on the Training of Teachers for Nursery Schools through the Nursery School program and regulation (Ministry of National Education (MEB), 1995).

The Fifth National Education Council which was convened on February 5-14, 1953 focused on the principle that the teacher and the family should work together and the family’s support was needed in the education of the child so that the child can be raised to be free. In addition, at the council, Reşat Oğuz argued that instead of sending staff abroad to train teachers for nursery schools, teachers should be trained in nursery school branches to be opened in teaching schools for girls (Özalp & Ataünal, 1977; Akman, 2017). In Turkey, significant improvements relating to preschool education after 1960 attracted attention and significant steps have been observed to have been slowly and gradually introduced in terms of institutionalized training (Abazoğlu, Yıldırım & Yıldızhan, 2016). Preschool education institutions were identified as an optional field of education within the primary education institutions under the “Primary Education and Education Law No. 222 dated January 5, 1961. According to Article 17 of Law No. 222, “those who graduated from teaching schools or special departments opened for this purpose, received an equivalent education in foreign countries, and successfully completed private school or courses after graduating from a high school or an institute for girls” would be able to be appointed as teachers at nursery schools. However, in 1961-1962, a department called Child Development and Education was opened at the Higher Technical Teacher Education School for Girls. In this department, teachers and

administrators were trained for preschool educational institutions (MEB, 1995; Güven, 2015; Saç, 2016).

In 1961, twenty primary school teachers received training and in 1962 they were sent to Italy for a one-month preschool education seminar. Between 1960 and 1970, more attention was paid to the training of staff for preschool institutions. The opening of a Child Development and Education Department at the Art Teacher Education School for Girls, in addition to the Higher Technical Teacher Education School for Girls, is an example of this. In the 1963-1964 academic year, departments relating to child development and care were opened within the Vocational School for Girls. This department was supplemented with teaching formation courses in addition to the vocational training and began to train teachers for preschool educational institutions under Decision No. 120 of the Board of Education dated 1967 (MEB, 1995; Okçabol, 2005; Baydemir, 2009; Güven, 2015; Oğuzcan, n.d.). In the 1970-1971 academic year, the duration of the teaching programs for primary education was raised to four years and certain changes were made to the curriculum. In addition to vocational classes, a “Preschool Education” course was included in the curriculum to meet the teacher requirements for nursery schools and classes. Thus, it was possible for these school graduates to work as preschool teachers (Güler, 1994; Baydemir, 2009; Akman and Meydan, 2018).

In Article 17 of the Basic Law of National Education No. 1739 which was enacted in 1973, as part of the principle of “Education everywhere” emphasis was placed on the following statement: “The goals of national education will try to be realized not only in public and private education institutions but also at home, in the community, at work, everywhere and at every opportunity”. In this law, preschool education was considered as the education of children who had not reached the required age for compulsory education, and its purposes and responsibilities were clearly stated (Bilir et al., 1998 Cited by: Abazoğlu, Yıldırım & Yıldızhan, 2016). The task of training teachers for preschool education was transferred to higher education institutions under Article 43 of Law No. 1739 and the Child Development and Education Department of the Higher Technical Teacher Education School for Girls was assigned to prepare education programs to train nursery school teachers. The two-year “Associate Degree Program for Nursery School Teaching” which was prepared by this department in 1979 has been put into practice since the 1980-1981 academic year. Hence, the training of kindergarten and nursery school teachers at higher education institutions became legally accepted. In 1982, this program was also adopted and approved by the Council of Higher Education (YÖK), after higher teacher education schools began to be managed by universities (Güler, 1994; Baydemir, 2009).

A “Preschool Branch” was established in 1977 under the General Directorate of Primary Education; and the work on the opening of nursery classes within primary schools, the

training of teachers for preschool education, and the preparation of all necessary tools and equipment were all accelerated (Abazođlu, Yıldırım & Yıldızhan, 2016). In the model developed for the training of teachers in the 10th National Education Council which was convened in 1981, preschool education was considered as a natural supplement to the first level of basic education, and it was stated that teachers at these two institutions should be trained by the same resource, and the differences required to be implemented by practice at these two levels should be met with flexibility within the program. In addition, the training of preschool teachers through a 4-year higher education program following secondary education was accepted as a principle at the 11th Education Council which was convened in 1982 (Güler, 1994).

Training Teachers for Primary Schools

Teacher training institutions opened for the training of primary school teachers in accordance with the needs of the time and the programs implemented in these institutions are of great importance. The availability of work undertaken for this purpose in Turkey between 1938 and 1982 is noteworthy. Policies and practices regarding the training of teachers for villages was a topic of significant focus during the Atatürk and İsmet İnönü period. Since the majority of the population lived in villages, the education of the people living there was important. The number of teachers who were considered suitable for such villages and who could adopt the village lifestyle was very low and did not meet the requirements. Training a sufficient number of teachers through teaching schools for primary education was not possible until the establishment of the village institutes (Akyüz, 2007). In Turkey, the number of schools in villages where eighty percent of the county's population lived was very limited in 1935. In addition, the few teachers who were sent to these schools from the cities were unable to adapt to the village lifestyle and, thus, were not successful (Karasolak, 2017). In the summer of 1936, the Eskişehir Çifteler Village Trainers course was opened, initially during the time of the Minister of National Education, Saffet Arıkan. In the 1937-1938 academic year, Village Teacher Schools were opened in İzmir and Eskişehir. It was as if the schools were preparing for the Village Institutes that were to be established later. (Güven, 2015). One of the main problems of village education was the transition of the population in the rural areas to a certain level in terms of knowledge, awareness and skills; and their adoption of the citizenship consciousness and the new regime. However, this goal was not adequately achieved. This was because the work undertaken for education was not enough for the villages although the majority of the population lived in villages (Cenan, 2015).

During the First National Education Council which was convened on July 17-29, 1939, the problem of education in villages and training teachers for the villages were also discussed. During the council, a development plan that would improve primary education was made and it was decided to implement it. After this, İsmail Hakkı Tonguç

began to work with other members who participated in the council on a draft law for the establishment of village institutes. These were the first steps that were taken towards the establishment of village institutes (Turan, 2009). Finally, a total of 21 Village Institutes with 5 year educational programs were established under Law No. 3803 dated April 17, 1940, in or near villages with large areas of land that were suitable for agriculture, to train village teachers and other staff for professions that were required in the villages and subsequently training programs began at these institutes. On April 17, 1940, village teaching schools were established as Village Institutes and their education period was determined to 5 years following a 5-year period of primary school through Law No. 3803 (Cicioğlu, 1985; Aydın, 2013; Güven, 2015).

The rationales for Law No. 3803 on Village Institutes dated April 17, 1940 can be summarized as follows

1. 76.7% of the male population and 91.8% of the female population were illiterate and most of them lived in villages;
2. The places where the ignorance was most intense were the villages which were the homelands of farmers who made up 81% of the active population;
3. The requirement for guidance to educate villagers and improve their knowledge so that they could become better producers;
4. 31,000 of villages had no schools;
5. Existing teaching schools were established mostly for cities and towns. Teachers who were trained at such schools could not adapt to the conditions in the villages;
6. To provide enough land that was suitable for agriculture;
7. To also train health personnel to work in the villages;
8. To train and educate village people in terms of art and culture (Binbaşıoğlu, 2014; Şahhüseyinoğlu, 2015).

The teachers who were sent to the villages did not stay in those places for more than a few years, and were looking for ways to go to the cities. Therefore, the village children to be admitted to the village institutes had to be trained in such a way that they would be encouraged to stay in their village. In addition, what was taught by teachers was simply theoretical knowledge for village children. As the villagers saw children who grew up with this kind of knowledge, they were saying: “reading, writing, learning many things, these are all very well, but what are we supposed to do with them, they are not things that we would like to know and require”. For these reasons, there was a need for the village

institutes (Uygun, 2003; Aydın, 2013). Through Law No. 3803 on Village Institutes, villages were identified as the resource for students, and the students were required to work in the villages for 20 years, ensuring that they would stay in the villages after receiving their education. One of the reasons for opening the village institutes was the idea that people who experienced the living conditions of a village, were familiar with these conditions, participated in village work, and were educated would be useful for education and training in the villages and the selection of such people from the villages could only be accomplished by providing them with the necessary knowledge and skills in the fields of education, culture, health and agriculture, and then appointing them to work in the villages (Giorgetti & Batır, 2008; Şahhüseyinoğlu, 2015:15). The locations of the village institutes were identified in cooperation with the Ministry of Agriculture based on the agricultural characteristics and climatic conditions of the areas. Arid lands in the appropriate provinces, in the outskirts of appropriate villages ,and on roads were preferred for establishment of the institutes (Okçabol, 2005; Aydın, 2013). The objectives of the Village Institutes were to ensure socio-economic development, accelerate cultural change, raise a knowledgeable and productive society, and teach the public their rights so that they would know what they want (Şahin, 1996). For these purposes, the following principles were taken into consideration when establishing the village institutes:

1. The principle of activity or business in teaching
2. The principle of democratic education or self-education and management
3. The principle of public education or community development (Binbaşıoğlu, 2014).

There is no precise information on the types of programs that were implemented in each of the village institutes until 1943. During the foundation period of 1940-1943, it is understood that roads, structures, and canals were built on the basis of working rather than studying and that work on sowing and planting were the primary focus. The first formal curriculum of the institutes dates back to 1943. This curriculum was accepted by Decision No. 75 of the Board of Education dated 4.5.1943. Accordingly, such schools were providing an education for 5 years after primary education and during this period, “cultural courses” were held for 22 hours a week for 114 weeks, “agricultural” courses and work were conducted for 11 hours a week for 58 weeks, and “technical” courses and work were conducted for 58 weeks. According to this curriculum, the primary duty of prospective teachers who were trained at village institutes was to teach at schools. However, prospective teachers would gain proficiency in two branches that would be relevant for the villages that they would go to, one of which would be work and the other of which would be agriculture, and they would teach these to the students and the village people. The time allocated to cultural courses was increased through changes made in

1947. In 1953, the weight of the cultural and vocational courses was further increased (Sakaoğlu, 2003; Aydın, 2013; Karasolak, 2017).

The plenitude of courses that provided teaching knowledge in the curriculums of the Village Institutes attracted attention. These courses were sociology, work education, child and work psychology, work education and history, and teaching methods and practices. Almost all of the courses in the curriculums of the village institutes were based on work and practice. The “work principle” that was accepted in 1926 can be said to have had the greatest impact on this. In Village Institutes, attention was paid to the principles that work was to be useful, natural and suitable for the environment, be realistic and practical, encourage self-confidence in the student, be democratic and be performed democratically. Each institute made the necessary adjustments in its curriculum based on its own environmental characteristics and requirements, provided that it complied with the general principles set by the Ministry. This flexible curriculum was implemented based on annual, monthly and weekly work plans. Village Institutes were “coeducational”, and the courses relating to the village and village life were extensively included in the curriculum (Foça Municipality and TMMMOB Chamber of Agricultural Engineers 1995; Aydın, Şahin & Topal, 2008; Turan, 2009; Pehlivan, 1992). The Principles to be Applied for Teacher Training in the Village Institutes were identified as follows:

1. To select prospective teachers from the village and enable them to have and apply the knowledge of a good farmer in an environment that is not too far from the village environment;
2. To teach forging, woodworking and cooperative management to prospective male teachers, and to teach childcare, sewing, household administration, agricultural arts, and patient care to prospective female teachers in addition to the teaching profession;
3. To pave the way for higher education for prospective teachers who exhibit extraordinary skills. To allow those who would not become teachers to live freely in the village so that they can do one of the jobs they had learned;
4. To prepare those who would become teachers to be able to withstand the conditions of village life and gain the power to create a more mature and productive life within the environment (Binbaşıoğlu, 2014).

Opened in November 1942 under the Hasanoğlan Village Institute by the approval of the Ministry numbered 6/2323 and dated September 19, 1942, “The Training Course for Assistant Teaching” was soon after transformed into a “Higher Village Institute” (Karasolak, 2017). Providing a three-year higher education at the Hasanoğlan Village

Institute in Ankara, the purpose of the Higher Village Institute was to train teachers for village institutes, mobile head teachers for primary schools and supervisors. Admitting graduates of village institutes as students through an examination, the Higher Village Institute thus, also enabled village children to receive a higher education (Cicioğlu, 1985; Bilir, 2011).

As the by-products of an approach to training a different type of teacher, Village Institutes were institutions that were specific to Turkey. These institutions were products that were developed in line with the conditions in Turkey (Uygun, 2003). The problems arising from the limited budget allocations based on the state's limited resources were attempted to be addressed by the income obtained by the students and employees in the village institutes through their own efforts and their own frugality. The negative circumstances brought on by war and famine resulted in prioritization of the main philosophy of the village institutes, "the productive education" (Turan, 2009). Unlike teachers who were trained at traditional teaching schools, teachers who graduated from Village Institutes served in villages voluntarily and selflessly as they were trained to have an awareness and responsibility of service to a village. In addition to teaching students at the school, the duties of these teachers included teaching alternative and new agricultural techniques to villagers, organizing literacy courses, opening agricultural lands such as gardens and fields, and enabling road construction by means of collective work (Akdemir, 2013). The duties of the village trainers and teachers were identified as follows in Article 10 of the Law on the Organization of Village Schools and Institutes which was issued in 1942 (Binbaşoğlu, 2014);

Article: 10- The duties and authorities of village trainers and teachers are divided into two:

A. The duties and authorities of village trainers and teachers regarding the schools and courses are as follows:

1. To work in the construction of the building of the Village School and in the creation of the garden, to properly preserve the supplies provided to these schools, to take care of the animals and raise them in accordance with Article 11 of Law No. 3803 and Article 5 of Law No. 3238;
2. To cultivate the land of the school in an exemplary manner, and to not leave it barren;
3. To operate the Village School workshop in a way that would be beneficial for the villagers;
4. To take all kinds of measures relating to the education and training of school

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- students in the village and to ensure that such measures are taken;
5. To take all kinds of measures relating to the education and training of school students in the village and to ensure that such measures are taken;
 6. To work together and collaborate with villagers on tasks that require cooperation, such as the construction of school buildings and creation of nurseries in the villages under the responsibility of the teacher;
- B. The duties and authorities of village trainers and teachers in relation to training the village people are as follows:
1. To improve the national culture of the village people and to train them according to the conditions and requirements of the century in terms of social life;
 2. To perform exemplary work for the villagers in the agricultural, artistic and technical fields so as to improve the economic life of the village;
 3. To restore historical artifacts and the natural and technically valuable artifacts and monuments which constitute the beauty of the country in the village and the nearby neighborhoods;
 4. To provide any type of assistance in all matters relating to the well-being of the village people and the disasters they might experience;
 5. To cooperate with the villagers and take action as necessary on matters relating to the general interests and future of the state and the village community, such as national defense, collective work, aid for military families, extinguishing forest and village fires, acquisition of joint agricultural and transportation vehicles, and establishing and operating all kinds of cooperatives;
 6. To ensure that the village youth become swimmers, boatmen, wrestlers, riders, shooters, hunters, and are able to ride bicycles, motorcycles and drive tractors based on the specific environment and the vehicles to be procured;

The duties of the village institutes were redefined through a regulation dated 1943. Through this regulation, an Institute Council consisting of the school principal and the department heads and a teachers' council were created. Institutes were also assigned the task of training midwives and health officials (Okçabol, 2005:52). An institute practice school at a primary school level was established at each Village Institute beginning from the 1944-1945 academic year. These schools were like small models of the schools where the prospective teachers would work after graduation. These schools consisted of a teacher's house, a classroom, a workshop, a poultry house, a garden for agricultural

work, woods and playgrounds (Karasolak, 2017). The children of the school staff and the students from three-class schools with instructors completed the primary school here. The prospective teachers were sent to villages in groups of three or five people, were prepared for on-site teaching by practicing for three months and became master teachers (Foça Municipality and TMMMOB Chamber of Agricultural Engineers, 1995).

In 1944-1945, primary education would be based on a ten-year plan and by the 1955-1956 academic year there would be no villages without schools and no schools without teachers. However, the governments changed their perspective on village institutes with the ending of the Second World War and the beginning of the multi-party period in Turkey, and, over time, departed from the foundation goals of the institutes and the implementation of the ten-year plan (Bilir, 2011). After 1946, the 21 village institutes that had been opened began to gradually move away from their original structure when they began to lose their founding staff (Aydın, 2013: 78).

Some changes were made in the structure and functions of the village institutes during the administration of the Sivas Deputy Reşat Şemsettin Sirer who was appointed as Minister of National Education with the transition to a multi-party democratic system in 1946 in the second half of the İnönü period (Turan, 2009). The curriculums of the Village Institutes were changed slightly in 1947. In these changes, cultural courses were called general knowledge courses and they were allocated more hours than other courses. Technical courses were called art courses and workshops and were limited to 1/3 of the school year. This curriculum represented a return to the tradition of the old teaching schools for primary education. The 1947 change is considered as the first significant departure from the philosophy of the Village Institutes (Kalaycı, 2008; Aydın, 2013). Village institute graduates were provided with a place to live before beginning their period of service, a field so that s/he could perform exemplary works for villagers, and all kinds of tools and equipment to plant the fields. It was thought that the graduates would also assist in the implementation of land reform in the villages. However, in 1948, aid for horses, carts, technical tools and machinery that were being provided to the Village Institute graduates were cancelled, and what had previously been provided was taken back. The Hasanoğlan Higher Village Institute was closed (1948), and those who were not born in the villages also began to be admitted to the institutes (Okçabol, 2005:54; Bilir, 2011).

As of 1950-51, it was decided that boys and girls would be educated in separate schools. Female students were gathered in the Kızılçullu and Beşikdüzü Village Institutes and the male students in those institutes were assigned to other institutes (Turan, 2009). In his Report on Teacher Training in Turkey, R. J. Maaske of the United States, who came to Turkey as a Consultant in 1953, suggested that village institutes be provided with better resources, rather than being closed. According to Maaske, students who were to become

teachers should take the vocational courses in educational psychology, the history of education, the history of Turkish educational institutions, educational philosophy, and general educational methods (Okçabol, 2005:56).

The village institutes were closed and turned into six-year teaching schools for primary education by Law No. 6234 enacted in 1954. As of this date, these schools once again continued to mainly admit students who were graduates of village primary schools, and the integration of the curriculums was enabled at a high school level together with the other 3-year Teaching Schools for Primary Education. The curriculum in these institutions, which were converted to teaching schools for primary education, was later organized to train teachers for the villages and cities. With the closure of the Village Institutes, a certain standardization was achieved in the structures and curriculums of institutions that trained primary school teachers. In this way, it was envisaged that the graduates of Teaching Schools for Primary Education would be trained to teach in both village and city primary schools. Law No. 6234 also introduced the principle that teachers who were graduates of teaching schools for primary education would work in village schools until their compulsory service period was completed (Şahin, 1996; Bilir, 2011; Aras & Sözen, 2012; Özkan, 2016).

The objectives of teaching schools for primary education and the specific objectives of the courses taught in these schools were collectively included in the 1953 program. The objectives set for primary schools in this program were as follows:

A. Teaching Schools and Village Institutes are educational institutions which:

1. Train teachers for primary schools;
2. Conduct studies on pedagogical problems related to children of primary school and preschool age, and
3. Assist the professional development of teachers working at primary schools.

B. In their educational and training activities, teaching schools are responsible for training prospective teachers as professionals who:

1. Adopted the goals of national education and gained the knowledge and skills to achieve such goals in the schools in which they will serve;
2. Are ready to serve anywhere in the country;
3. Have a good command - in terms of knowledge and skills - of the course and work topics of the primary schools to which they will be assigned;
4. Gained the ability to improve such knowledge by themselves;

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5. Are handy, cheerful and optimistic;
 6. Are able to consider matters of life and profession from a scientific point of view;
 7. Are investigative, constructive and art-loving people;
 8. Grasped the technique of transferring their knowledge to the students in the most appropriate ways;
 9. Gained the ability to adapt to the environment - and particularly, the village - where they will be serving so that they can recognize and improve it;
 10. Love and understand children, and have the mindset of an educator above all in their professional work;
 11. Know how to ensure that the public relates to the school and how to cooperate with the families;
 12. Worthy of being considered as role models in terms of their lifestyle and their influence on their environment (Özalp and Ataunal, 1977).

The policy on training two types of primary school teacher was maintained until 1953 after which institutions that train teachers were united under the title “Teaching Schools for Primary Education” under Law No. 6234, and these schools provided an education for six years after primary school and three years after secondary school (Üstüner, 2004). The most important topic of discussion at the 5th National Education Council which was convened in 1953 was the curriculum of the teaching schools for primary education. The teaching schools for primary education were organized to provide a 3-year and 6-year education as of 1954 as a result of the work on the duration of education and the report provided by the foreign expert Prof. Roben J. Maaske. Although the number of these schools and the students were raised to 80 and 54000, respectively, in a short amount of time, the teacher shortage in Turkey which greatly concerned the educators was continuing (Ergün, 1987). In the mid-1950s, there were 42 teaching schools across the country. In the late 1950s, this number rose to 52. 21 of these schools were a continuation of the Village Institutes and their education periods were 6 years. These schools were scattered across the entire country in an almost even manner as required by the foundation objectives of the Village Institutes. The goal here was to provide equal opportunity in education for the village children across the entire country and to enlighten all the villages of the country through the light of these schools (Tangülü, 2012; Özkan, 2016). During the period of 1958-1959, there were 19835 students in 52 teaching schools for primary education, 75% of whom were village children. Although the students were not directly involved in production, they worked in areas such as wall construction, beekeeping, fruit growing and poplar tending in the summer terms through

one-month summer course programs, based on the characteristics of the region, and they also continued such work in agricultural courses during the year (Özkan, 2016).

In the 1960s, the main problem was once again the teacher shortage, especially in primary education. Some urgent measures were again taken to address this problem. Those who graduated from high schools or their equivalents up to 1960 were granted the right to become a “Reserve Officer Teacher” and complete their military service as primary school teachers pursuant to Law No. 97 dated October 11, 1960, in an attempt to resolve the teacher shortage after May 27, 1960. Then, those who were willing were assigned as permanent teachers. These measures were usually effective in meeting the teacher requirements. However, such practices broadly undermined the unity in the approach and attitude to primary education (Akyüz, 2007; Oğuzcan, n.d.; Bilir, 2011). Through the Primary Education and Education Law No. 222 which came into force on January 5, 1961, following the year 1960 those who graduated from high schools or their equivalents were appointed as primary school teachers through complementary exams and internships, while graduates of secondary schools or their equivalents who had reached the age of 18 were appointed as “temporary teachers” (with a proficiency certificate) for primary schools by being subjected to training. These practices caused the quality of teachers to deteriorate and weakened the existing perception of teachers in the public (Akyüz, 2007; Bilir, 2011).

The number of hours that were considered suitable for special courses and studies in the curriculum of the teaching schools for primary education, which also had the purpose of providing high school culture to graduates of teaching schools for primary education, the duration of which was raised to four years after secondary school, was increased under Decision No. 44 of the Board of Education dated March 18, 1970 (Cicioğlu, 1985). Until the 1970-1971 academic year, primary school teachers were trained in 3-year teaching schools for primary education which were similar to high schools. In the 1970-1971 academic year, the duration of the teaching schools programs for primary education was increased to 4 years after secondary school and 7 years after primary school (Okçabol, 2005:67; Akyüz, 2007; Güven, 2015).

The Basic Law of National Education No. 1739 dated 1973 introduced a provision that stated “Teaching is a special occupation that requires expertise and that takes on the duties of the state relating to education, training and relevant managerial duties” and stipulated that teachers should be provided with a higher education, regardless of the grade level of teaching. Therefore, it was decided that the period of education would be extended and 2-year Educational Institutes would be opened to train classroom teachers for primary schools, instead of the teaching schools for primary education which then lost their functions (Aküzüm, 2006; Akyüz, 2007). With this practice, both the student selection process on admission and the village internships for prospective teachers during their

education were cancelled (Bilir, 2011). The Basic Law of National Education No. 1739 dated 1973 was enacted for the purpose of raising the quality as well as the quantity of teacher training in Turkey. 30 of the educational institutes which amounted to 50 by 1976 were closed by 1980 due to the transition to technical education (Üstüner, 2004; Aküzüm, 2006). As of the 1974-1975 academic year, some teaching schools for primary education were transformed into teaching high schools (Akyüz, 2007). Teaching high schools were secondary education institutions where modern science and mathematics programs were taught. In these schools, arts and crafts, music and physical education courses were taught for an additional one hour (Cicioğlu, 1985). The educational institutes which trained primary school teachers, began to admit students through a central examination. In 1977, according to a directive prepared by the Ministry, candidates who were entitled to attend the entrance examination based on the results of the University Selection Exam (ÜSS) and who would pre-register undertook a written exam for Turkish composition, and a written exam and interview that covered the areas of literature, social studies, mathematics and science, and that would test the preliminary conditions/admission behavior required to succeed in completing the 2-year educational institute curriculums. While there were a total of 6584 students in the two-year educational institutes in the 1981-1982 academic year, this number rose to 10875 the following year (Öztürk, 2005 Cited by: Karasolak, 2017). The number of schools that trained classroom teachers was reduced to 17 through a regulation issued in 1981. These schools were gathered under the umbrella of universities in 1982 pursuant to Law No. 2547 (Akyüz, 2007; Karahan, 2008).

Training Teachers for Secondary Schools

Established in Konya in 1926 and moved to Ankara in 1927, the Gazi Teaching School and Training Institute was one of the most significant institutions that trained teachers for secondary schools in the first years of the Republic. In 1936, primary school teachers who had successfully served for two or three years were admitted to the school by an exam; courses lasting for three semesters were commenced to train secondary school teachers; and those who completed such courses were entitled to teach at secondary schools. In this school, the departments of Music, French, English and German were opened in 1937-1938, 1941-1942, 1944-1945 and 1947-1948, respectively. In 1941 and 1944, new regulations were made to the Institute curriculums and a regulation was issued in 1943 (Ergün, 1987; Akyüz, 2007; Cenan, 2015).

After the closure of the Higher Village Institute which was established in 1942, the duties of this institution were also assigned to the Gazi Teaching School for Secondary Education. In 1943, the teaching staff of the Gazi Teaching School for Secondary Education and Training Institute was extended, which enabled the number of teachers who graduated from teaching schools to increase and the number of secondary school

teachers to relatively increase as a result of the rise in interest of university students in the teaching profession. A new type of teaching school which was called the Educational Institute started to open in 1946 to meet the need for teachers. Over time, these institutes became highly developed in terms of number and divisions and 17 Educational Institutes attempted to meet the country's requirements for secondary school teachers (Ergün, 1987; Cenan, 2015).

In the late 1940s, when it was realized that the capacity of the Gazi Educational Institute was far from meeting the country's requirements for secondary school teachers, new educational institutes began to open to overcome the shortage of secondary school teachers. New educational institutes were opened in İzmir, Istanbul and Balıkesir. The total number of students in these institutions, which did not number more than 10 until 1969 and were sometimes called the 3-year Educational Institutes, was 69,313. The number of these education institutes reached 18 in 1977-1978 (Kavcar, 2002; Üstüner, 2004; Akyüz, 2007; Güven, 2015).

A provisional regulation which was enacted on January 21, 1947, stated that these were higher education institutions that train teachers for schools with a duration of 8 years, covering primary and secondary education; secondary education institutions; and village institutes. High school and primary school graduates who were nominated by the teachers' board of the relevant school or the directorate of national education were admitted through written, oral or practical exams to these schools (Okçabol, 2005:50). The Necati Bey Training Institute and the Istanbul Teaching School were transformed into Educational Institutes as of the 1946-1947 academic year under a new understanding. Thus, students were admitted for the first year at these schools as students of the Educational Institute, based on the new status of these schools, and the teaching school for secondary education was closed. The first years for the Turkish, History-Geography, Educational Science, Mathematics, Physics-Chemistry, and Biology Departments were removed, and the Music, Arts and Crafts, Physical Education, and Foreign Languages Departments were maintained with their old status and included in the new structure of the Institute (Cenan, 2015).

It became difficult to provide separate branch teachers for each course at the secondary schools whose numbers increasingly rose as a result of the society's increasing demand for education at the end of the Second World War, and teachers in the fields of Turkish, history, geography, citizenship knowledge, mathematics, biology, physics and chemistry needed to be trained, and so the Department of Collective Courses was established at the Gazi Educational Institute and the Balıkesir Necati Educational Institute in the 1946-1947 academic year for this purpose. The Department of Collective Courses was divided into the Science and Literature Departments in the 1949-1950 academic year and all the departments were extended to three years as of that year (Özalp and Ataünal, 1977;

Ciciođlu, 1985; Ođuzcan, n.d).

In the 1952-1953 academic year, the special education department was established but was closed down 2 years later. The pedagogy department took over the responsibilities of this department. Graduates of high schools and higher education institutions were provided with training and appointed as teachers at secondary schools under Primary Education and Education Law No. 22 dated January 5, 1961. In the 1967-1968 academic year, the science department was divided into the mathematics, science and biology departments, while the literature department was divided into the Turkish and social studies departments, and the curriculums were re-organized accordingly. With this new regulation, educational institutes began to teach subjects divided into 12 departments which were science, mathematics, social studies, Turkish, English, French, German, physical education, arts and crafts, music, agriculture and education. Significant changes were made from time to time in the departmental systems and curriculums of educational institutions. The number of these schools increased rapidly after 1965 also due to political concerns. There were no qualification criteria for teachers who would serve at these schools, i.e. who would train the teachers, which resulted in a rapid decline in quality (Kavcar, 2002; Akyüz, 2007; Güven, 2015).

In 1974, the government at the time, which promised to enable all high school graduates to receive a higher education, introduced a practice called higher education by letter and 46,000 students were admitted to programs that train teachers through this system. Efforts were made to train teachers through letters in various branches including Painting, Music, and Physical Education (Total graduates: 42,141). In 1978, a large number of teachers were trained without proper education, through accelerated education (70,557 graduates in total) and night school (15,000 graduates in total). This approach sought to increase the number of teachers to meet the increasing requirement for teachers, but failed to take into account the qualifications (Akyüz, 2007; Güven, 2015).

In the first years, the duration of education at institutions that train teachers for secondary schools was 3.5 years, while in the 1967-1968 academic year, the duration of all departments was identified as 3 years. At the beginning of the 1977-1978 academic year, the number of the three-year educational institutes was reduced to 10, and the duration of education was raised to four years to train high school teachers (Ankara Gazi, Istanbul Atatürk, Balıkesir Necati, İzmir Buca, Bursa, Diyarbakır, Konya Selçuk, Trabzon Fatih, Samsun, Erzurum Kazım Karabekir). In 1981, the names of the educational institutes, whose number had been reduced to 17, were changed to Higher Teaching Schools and specializations in branches was introduced through a restructuring in the departments. These institutions were transformed into Faculties of Education within existing or new universities in 1982 (Özalp and Ataünal, 1977; Kavcar, 2002; Aküzüm, 2006; Akyüz, 2007; Gül Avşar, 2007; Güven, 2015; Abazođlu, Yıldırım & Yıldızhan, 2016; Karasolak, 2017).

Training Teachers for Secondary Education (High Schools)

A review of the development of teacher training for secondary education in the history of the Republic reveals that secondary and high school teachers were trained through similar resources. In the Republican Era, the Istanbul Higher Teaching School was the only resource that trained teachers for high schools in 1923-1956. This school was opened in 1891 as the Teaching School for Boys for Higher Education in accordance with the 1869 Regulation on General Public Education, and prior to 1934, the school was named the Higher Teaching School. The Arabic words in the original name of the school were later changed to be in line with the modern-day words. In the 1930s and '40s, the Higher Teaching School was one of the few schools which accepted students through an examination, while many departments of universities, including medical faculties, admitted students without any exams. Furthermore, educators frequently emphasized that the success of high schools in those years was measured by the number of students who were admitted to the Higher Teaching School because of the quality of this school. (Eşme, 2003; Aküzüm, 2006; Kahramanoğlu, 2014).

It has been observed that the problem of teacher shortages in high schools could not be resolved from the establishment of the Republic until the 1940s. In addition to the work undertaken in relation to assistant teachers, the Balıkesir Necati Educational Institute was opened in 1944 to resolve this problem (Duman, 1988). The term for the “Law on Employing Assistant Teachers at Secondary Schools”, which was adopted in 1934 and was in effect during the 1940s, was extended for three years in 1941 and for 5 years in 1943 (Cenan, 2015).

The general purpose, structure and operation of the school was redefined by the “Directive on Higher Teaching School” which was accepted by Decision No. 167 of the Board of Education dated 28.8.1940. The first article of this regulation stated that the school was an institution that was opened to train teachers for secondary schools, while the second article stated that it had seven departments which were: (a) Turkish Language and Literature, (b) Philosophy, (c) History, (d) Geography, (e) Mathematics, (f) Physics-Chemistry, (g) Biology. The establishment of a new branch of the Higher Teaching School to train foreign language teachers, as well as amendments to the main directive and the student admission directive of the school were adopted through the “Directive on Higher Teaching School” which was accepted by Decision No. 185 of the Board of Education dated 26.9.1940 (Duman, 1988; Cenan, 2015).

The Higher Teaching School which was developing with each passing day and whose star was shining experienced a negative development in 1946. The university law which was enacted on June 12, 1946 prohibited faculty members from working at external institutions. This development was a milestone for the Higher Teaching School. As a result

of this law, the academic staff who played an important role in increasing the quality of education at the school thanks to their negotiation skills were cut off from the school. An increasing number of obstacles led to the closure of the school at the beginning of 1949-1950 (Eşme, 2013). The opening of the Higher Village Institutes represented another attempt to train teachers for secondary education in this first period of the Republican era education. This school was established within the Hasanoğlan Village Institute in the 1942-1943 academic year. The Hasanoğlan Higher Village Institute, which offered an education period of 3 years, was closed in the 1947-1948 academic year after producing 104 graduates up until the end of 1946 and its students were dispersed to other higher teaching schools under the Ministry of National Education (Duman, 1988).

Between 1951 and 1960, the shortage of teachers at high schools had become a major problem. The ministers of national education argued that the Higher Teaching School in Istanbul was not enough to meet the need, and stated at the National Education Councils that such a school should also be opened in Ankara. After this proposal was accepted, the Minister of National Education at the time, Tevfik İleri, asked Roben J. Maaske to prepare a model for a Higher Teaching School and present it in a report. This led to the opening of two more higher teaching schools, first in İzmir (1956) and then in Ankara (1959), thus raising the number of such schools to three. The Higher Teaching School which was opened in İzmir only admitted students for the science branch. Higher teaching schools provided very important services in the education of secondary school teachers, especially teachers of high schools and their equivalents (Kavcar, 2002; Oğuzcan, n.d; Bilir, 2011; Tangülü, 2012).

The Istanbul Higher Teaching School was very underutilized in terms of the number of students. After the 1950s, the number of graduates per year fell to 7-8 (Akyüz, 2007). In Turkey, the engineering branches began to be considered as favored professions during these years, which had a negative impact on the attractiveness of the Higher Teaching School and ultimately, the school was never able to regain its former ability to enroll qualified students. The number of graduates in the 1950s is provided below (Eşme, 2013).

Table 1. The Number of Graduates of the Istanbul Higher Teaching School in the 1950s

Academic Year	Number of Graduates
1950-1951	0
1951-1952	4
1952-1953	0
1953-1954	3
1954-1955	7

1955-1956	4
1956-1957	5
1957-1958	7
1959 -1960	24

The Ankara Higher Teaching School was opened by a decision of the Board of Education No. 209 which was issued in 1959. While its teaching structure was the same as that of the Istanbul Higher Teaching School, the Ankara Higher Teaching School chose to select its students from the most successful students at the Teaching Schools for Primary Education, instead of from the Faculties of Science and Literature. Initially admitting students to the science branch, the Ankara Higher Teaching School also began admitting students to the literature branch by the same method in 1960. Students who completed the three-year and six-year Teaching Schools for Primary Education in June 1959, whose names were notified to the Ankara Higher Teaching School as candidates were sent a notice in accordance with Circular No. 4562 which was sent to the governor's office (Kavcar, 2002; Eşme, 2013; Aküzüm, 2006; Akyüz, 2007).

In 1959, the Higher Islamic Institute was opened in Istanbul. This institute was training teachers for vocational schools of religion to enable them to teach vocational courses as well as teachers for secondary schools so that they could teach the religion course (Akyüz, 2007). The education period for the department of foreign languages, and the science, literature and education departments was raised to 3 years at the beginning of the 1960-1961 academic year and in the 1967-1968 academic year, respectively. In the 1966-1967 academic year, the science department was divided into the mathematics, and science-biology departments, while the literature department was divided into the Turkish and social studies departments, and the curriculums of these departments were re-organized accordingly (Duman, 1988). From 1964 onwards, those who were selected from the most successful students of the teaching schools for primary education and who were of good character were admitted to the İzmir and Istanbul Higher Teaching Schools as students. However, since such students were not considered as high school graduates in those years, they first needed to obtain a high school diploma after a 1-year preparatory high school program, and they received their branch education at the Faculties in which they enrolled and their vocational courses at the Higher Teaching Schools. In 1965, a Faculty of Education was established at Ankara University, followed by the establishment of departments of education at Middle East Technical University, Hacettepe University and Boğaziçi University in the following years and these universities opened programs that provided teaching certificates which consisted of 7-8 courses and initiated a graduate program in educational sciences (Okçabol, 2005; Akyüz, 2007).

The Ministry of National Education ended the preparatory program implementation starting from

the 1974-1975 academic year. As a result of this development, the Higher Teaching Schools began to admit students, by exams, from among high school graduates who had passed the university exam, as of 1975-1976. The vocational courses provided at night could not be offered at regular times; teaching schools for primary education began to produce High School graduates under the name Teacher High Schools as of 1974-1975; the universities began to provide teacher formation education in those years; and there were violent ideological clashes between Universities and Higher Teaching Schools, all of which led to the false idea that they were no longer needed. Despite maintaining their position for many years as the country's most established educational institutions for training high school teachers, the Higher Teaching Schools were closed down in 1978. On July 20, 1982, some of the Higher Teaching Schools were transformed into Faculties of Education, while others were transformed into Higher Schools of Education and became a part of existing or newly established universities. In addition, the Higher Technical and Artistic Teaching Schools which had been meeting the technical teacher requirements of Turkey since the 1930s were transformed into Faculties of Technical Education (Ergün, 1987; Duman, 1988; Eşme, 2013; Akyüz, 2007; Güven, 2015).

Between 1938 and 1982, there have been significant developments in vocational and trade teaching schools. In this period, new institutions were added to the existing ones that train teachers for vocational and technical schools. These were: The Ankara Higher Industrial Teaching School (1975-1976), the Ankara Higher Artistic Teaching School for Boys (1975-1976). The Ankara Higher Artistic Teaching School for Girls (1975-1976), the Istanbul Higher Technical Teaching School (1976-1977), the İzmir Higher Artistic Teaching School for Boys (1975-1976) and the Konya Higher Artistic Teaching School for Girls (1976-1977) (Oğuzcan, n.d.). The Technical Teaching School for Boys was a four-year high-grade vocational school that trained teachers for secondary art and construction schools for boys, as well as for construction and art institutes. As a result of the decision to also admit female students to this school in the ensuing years, the name of the school was changed again after 1970 to the Higher Technical Teaching School and the school began to admit female students as well (Duman, 1988). Teachers were obliged to receive a higher education under the Basic Law of National Education No. 1739 which came into force in 1973. The Basic Law of National Education No. 1739 stipulated that those who were to be appointed as workshop and vocational course teachers at industrial vocational high schools, technical high schools, Anatolian technical high schools and Anatolian vocational high schools of the Ministry of National Education should have received a four-year undergraduate education. (Bilir, 2011). The revival that was seen in industry and in the economy increased the need for qualified intermediate personnel, which led to an increase in the number of vocational and technical schools that provided an education at a secondary level. A second "Higher Technical Teaching School" was opened in Istanbul in 1976 to meet the increasing demand for vocational and technical teachers in parallel with the

increase in the number of schools (Akpınar, 2005).

Even though the number of secondary trade schools had increased considerably until the 1950s, it was not possible to provide them with adequate teacher resources for many years. The Ministry tried to meet the requirements for vocational teachers at these schools through the graduates of the Higher Economic and Trade Schools. (Duman, 1988). While the number of Educational Institutes increased over time, a Trade Teaching School was opened in Ankara in 1956 for the purpose of training teachers for trade and tourism schools, and it was later styled as the “Higher Trade and Tourism Teaching School (Duman, 2009; Abazoğlu, Yıldırım & Yıldızhan, 2016). The opening of vocational schools of religion and the increasing number of these schools, as well as the inclusion of a course of religion in secondary school curriculums created a problem regarding the training of teachers for religious education. Initially, the need for teachers in this field was attempted to be met by graduates of the Faculty of Theology. At the beginning of the academic year of 1959-1960, the Istanbul Higher Islamic Institute began operating as a 4-year higher education institution to train religion teachers, as well as clergymen. The Higher Islamic Institutes which numbered seven in 1982, were re-organized under the title of Faculties of Theology by Statutory Decree No. 41 and became part of the universities in the provinces where they were located (Duman, 1988).

Result

Teacher training policies in Turkey between 1938 and 1982 (especially in the 1970s) were usually geared towards increasing the number of teachers. After the 1960s, more importance was attached to training preschool teachers, laws were enacted and schools were opened. Between 1938 and 1982, one of the most important developments in the process of training teachers for primary schools was the opening of the village institutes. Through these institutes, harmony was attempted to be established between the village life and the school where the teachers were trained. With their unique philosophy and curriculum, for many years village institutes trained teachers who would adopt the village lifestyle and assist the villagers in many issues. Practices such as the “Reserve Officer Teacher”, which were implemented to meet the teacher requirements for primary schools, adversely affected the quality of the teaching profession. The teaching profession was highlighted as a special area of expertise in the Basic Law of National Education No. 1739 dated 1973, which was an important development in terms of the prestige and status of the teaching profession in Turkey. In Turkey, the need for primary school teachers was met to a large extent during the 1970s.

Established in Konya in 1926 and moved to Ankara in 1927, the Gazi Teaching School and Training Institute served many years as the sole institution for training teachers for secondary schools. Subsequently, new educational institutes were opened in İzmir, Istanbul and Balıkesir to meet the need for secondary school teachers. In the 1970s, a

large number of teachers were trained without proper education, through training by letters, accelerated education and night school. The Istanbul Higher Teaching School was one of the most successful institutions for training qualified teachers for secondary education. One of the most important developments that damaged this institution was the university law of 1946. This law prohibited faculty members from working at external institutions. The academic staff who played an important role in increasing the quality of education at the Istanbul Higher Teaching School thanks to their negotiation skills were cut off from the school. Since the shortage of teachers in high schools became a major problem between 1951 and 1960, higher teaching schools were opened in İzmir and Ankara. Between 1938 and 1982, there have been significant developments in vocational and trade teaching schools. In this period, new institutions were added to the existing ones that train teachers for vocational and technical schools. In Turkey, teachers were generally trained at schools under the Ministry of National Education until 1982. In 1982, all institutions that train teachers were transferred to universities.

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