

THE IMPORTANCE OF USING ARCHIVE IN SOCIAL STUDIES EDUCATION

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ABSTRACT: To establish strong relationships between past and the future of people, to carry their experiences in almost all areas of society such as political, economic and cultural areas into future have a very important place in the history of societies and nations. Archives constitute an important issue for all countries in the world. The purpose of this study is to allow social studies teachers, specialists, educators and students who try to learn this lesson to understand how to use archive in the area of social studies. Archive is defined as services provided for institutions, natural and legal persons, communication made by them and documentation prepared as a result of operations, institution dealing with related documentation, the place where these are kept. This study was conducted by document analysis technique which is one of the qualitative research methods. Document management, librarianship, museology, history, management science, computer and communication technology issues were examined under major topics in order to collect data related to record keeping. Record keeping finds itself a place in almost all areas where documents exist. Because information and documents in here in it. According to the results of the data emerging from this research; it was understood that quality can't be provided and progress can't be made without going to sources and without returning to the essence.

Keywords: Social Studies Education Archive, Librarianship, Historical Resources

INTRODUCTION

Archive originally comes from the word “ἄρχειον” in Greek, and the word “Archivum” in Latin. In addition, there are various definitions regarding archive. Some of them are as follows: According to Horcog Josef, archive is a formation arising as the result of the activities of any government agency, any official or semi-official community, family and individuals, and consisting of scripts being under their authority in order to be organized. According to Fekete Lajos, archive is all the written or drawn documents which arise as the result of official operations of a real person or legal entity, and which are required to be kept around (e.g. Ersoy, 1957, p. 101-102). According to Leonhardt, archives are institutions having an older origin compared to libraries. However, in the early periods, the concept of archive had meant belonging to government or formality. And today, this formality comprehension has been surpassing (trns. Keskin, 2000, p.79). Hilarj Jenkinson, Deputy Keeper of the British Records, specifies the definitions provided in Belgium, France, Netherlands, Italy and USA as follows: Archive is the documents which have naturally accumulated at any time during the operations of any special and general issue, and which are then prepared in order to refer later on by the individuals being responsible for the issues in subject or by the individuals fulfilling the responsibilities (e.g. Ersoy, 1957, p. 102). Based on some referred definitions of archive, the use of archive sources in social sciences course is extremely important in respect of benefiting from the experience and knowledge for enlightening today and the future.

History of Using the Archive

Establishing firm relations between the past and the future of people, and communicating the experiences in nearly all the fields of the society such as politic, economy and culture to the future in a healthy manner have an important place in the history of individuals, societies and nations. The archives constitute a subject that all the countries in the world overemphasize.

The archives document, organize and preserve the rights held by individuals being the basis of states, societies and formations. When we make any research etc., they try to enlighten, sort out and solve any issue. They determine the incidents of the current time, relations among people, values, traditions, customs and social relations. As it will be understood from the aforementioned points, the phenomenon called archive is nearly a part of our life, and ultimately it has to be. Today, nearly all the relations in the world are being based on some documents. And at this point, the archives step in. They have an importance in respect of building the relations of people on solid grounds. Today, all the nations are attaching great importance to archives, and they are deeming the archivists –who have a large share in the realization of this formation- as “protectors of the past and founders of the future” (Binark, 1980).

The commercial documents constitute the initial documents in the arise of archives. It can be said that the history of archive dates back to around B.C. 2000. It is being known that state archives were available in Mesopotamia in those years. In the archeological digs made on this subject, a large state archive had been found out where the

people of Hattusa had kept around 1900s the agreements, correspondences and laws of Hittite Civilization dating back to B.C.2000 (Bradsher, 1989). In the following years, temples had been constructed for keeping the archive documents. It is being observed that state archive buildings had been constructed especially in Athens and Rome. The civilizations were keeping the documents at special places they had built. For instance, the documents were being kept in temples in Egypt. The reason of it was that the people were deeming the temples as holy, and they had considered keeping them at such places with the thought that they wouldn't be damaged there (Posner, 1984). It shows the importance attached on archive documents by these civilizations. And in European countries, it is being observed that the importance of archives has increased as from the beginning of the 16th Century. After establishment of the British State Archive by the British State Archive Law -that was enacted in 1838 in England-, all official documents have started to be gathered together (O'Toole, 1993). And in Ottoman Empire, the notion of archive was dating back to very early periods. During Ottoman Empire period, all kinds of documents, materials etc. either significant or not were being kept. Today there are many archives in our current archives relevant to Ottoman archives and other civilizations. The official correspondences and laws of Ottoman Empire, edicts with other states are today being kept at Prime Ministry General Directorate of Archive in Istanbul. In our country, the first archive initiative in modern sense has started by the establishment of Treasury of Documents by Grand Vizier Mustafa Resid Pasha in 1845. And in the period of republic government, a chamber with the name of Document Storehouse Discernment affiliated to Prime Ministry Private Secretary Directorate had been established for the storage of the documents of Prime Ministry. And this chamber had gained the level of Head Documentation Directorate within the body of prime ministry in 1929, and it had gained the level of Document and Document Treasury Directorate with the law of May 20, 1993 with no 2187. And in 1976, Department of Republic Archive had been established within the body of Prime Ministry (Republic of Turkey, General Directorate of Government Archives, 2016).

Use of Archive Sources in Social Sciences Courses

The discovery that the archives may function as an effective tool regarding educational and cultural activities in the society is a significant development in respect of the history of record keeping. By this means, the schools had obtained new opportunities in the subjects of social science such as history. This development, that had put the archives to an assisting position regarding education, had emerged in the form of using genuine sources during education of history and social sciences (Keskin, 2013a, p. 159).

Social sciences, history and geography courses -that are within the programs of primary and secondary education-enable communicating to students the elements that will hold a light on history of humanity. In these courses, it is important to communicate the information, skills and values relevant to humanity to new generations in accordance with the teaching methods. In the classic teaching method, it had been intended to make the students adopt the elements relevant to history of humanity through textbooks and the teacher (Keskin, 2013b, p. 2). However, the archives have the characteristic of being an environment preserving the basic sources for teaching of social sciences and history that are based on out of class practices. Today, a larger meaning has been attached to this characteristic as well as student centered constructivist education instead of teacher centered education, improving the independent research capacity of the student rather than having some information memorized, cultural history based education instead of political history based education, and starting to enrich the teacher, lecture note, textbook centered teaching methods by tours, out of class events, games, role sharing, critical readings, discussions and brainstorming (Keskin, 2013a, p. 159-160).

Today, the constructivist approach model -which is new learning method- is gradually becoming widespread. According to Jonassen, learning in constructivist approach model is the form of structuring the information depending on the experiences, mental structure and beliefs of the individuals (e.g Karaman, 2007, p. 6). In other words, it is an active process in which the information is being structured in the cognitive structure of the individual as the result of her/his interaction with the external environment. This condition is being assessed as learning of characteristics such as learning based on documents, self-development, development of empathy, development of cause and effect relation, development of chronological understanding, putting herself/himself in time in social sciences which also cover history and geography (Silier, 2000, p. 80). Thus, the archives are being deemed as a field of application in constructivist teaching. This condition, which means that the referred teaching style is being applied on archives, reveals that the archives are being used as effective tool in giving the students high level of thinking skills (Keskin, 2013b, p 4).

In this context, the documents which may be used in history courses may enable the increase of the success of students in the course as well as increasing the interest of the students in the course. And the first thing being remembered from among historical documents is first hand and second hand written sources. The written texts in

subject are able to affect the levels of the students to understand the history by developing strategies of establishing a meaning, and their historical thinking skills (Isik, 2008, p. 390).

There are various classifications regarding the skills that are required to be developed in the student regarding social sciences in general and the discipline of history in private. Stearns is examining these skills under three categories (e.g. Ata, 2002, p. 4).

These are;

1. 1. Ability to assess the document/evidence,
2. 2. Ability to assess the controversial comments,
3. 3. Experience of assessing the examples of change of the past.

The teaching being supported by educational tools such as the historical buildings, antique cities and museums outside the school is being called out of school history teaching. Subjecting the student to first hand unwritten evidences provided by historical environmental and source individuals requires out of school history teaching (Safran and Ata, 1998, p. 87). And archives are also being assessed as a part of out of school history teaching. Social sciences are closely related with usage of documents in history courses, the adopted comprehension of history and view of education. The usage of documents in history courses is based on the view that pedagogic history and scientific history are not basically different, and that the skills of historians should be developed in the students (Ata, 2002, p. 2).

One of the best means of establishing a connection in between the past and today and developing a comprehension of history in this manner in the students is the use of historical places. These places are concrete and real at the extent that the students will be able to touch and see, inhale and hear. Thus, along with being more effective than the words in education and teaching, it is one of the most significant tools in developing consciousness of history in the students (Gokkaya and Yesilbursa, 2009, p. 484).

For the students of today, the subject may not be interesting, but the historical places support the incidents and themes that the students read in the books. Thus, the real places enable the students to establish a stronger connection with the past, and they may increase their interest in history. And this assists them to surpass themselves in learning something regarding other times, places and cultures (Gokkaya and Yesilbursa, 2009, p. 486). The subjects required to be taught in social sciences, history and revolution history are being addressed under four dimensions:

1. Determination of the subjects, periods and places that are required to be taught,
2. Teaching the subjects by using dates, names and incidents,
3. How and by which concepts the subjects and information will be interpreted,
4. How the subjects will be distributed in the educational process.

These draw the highest frame of the information and comments that are required to be obtained by the student by the end of teaching (Keskin, 2013b, p. 4). Teaching based on documents and evidences is being performed in a planned manner within the frame of a purposeful and pre-prepared program which is the basic characteristic of formal education. By this method, the documents are able to be used for teaching a specific period, incident, place and concepts as well as being used for starting a discussion, raising interest in the subject and developing some skills in order to establish a relation with the experiences of the student (Keskin, 2013b, p. 5).

According to Nichol, in teaching of history based on evidence, there are three approaches relevant to teaching events being implemented within the class. These approaches may be listed as follows:

1. Teaching the students to understand what the historians are making,
2. Having the students partially or completely make what the historian does,
3. Behaving the students as the historians of the future who will carry out their own history studies.

These three interwoven approaches provide a specific learning hierarchy for the students of history. This hierarchy is based on the notion that teaching is not just obtaining the reached part of the information, but also the provision of the habits of research (e.g. Dogan, 2007, p.49).

In this context, the documents improve the students' thoughts of observation, data collection, simile and comparison, analysis and synthesis, assessing the evidence sources, establishing hypothesis and concluding. As these places teach skills as well as knowledge, they assist to realize the curriculum programs in the courses of history, geography and social sciences (Gokkaya and Yesilbursa, 2009, p. 484). Each course associates one or more historical places with the extensive subjects, publications and incidents connected to curriculum of history and social sciences. One of the purposes of teaching program with historical places is to enable the teachers to use the historical places as source as they easily use the written sources. Each course reveals the story of relevant place,

and provide the students high thinking skills. The courses arranged for the primary education students may be adapted to all the students until the high school students (Yesilbursa, 2008, s. 219-220). And for this, the students should have the opportunity to use sources such as written sources, pictures, photographs, music and computer based materials. They should be actively be together with history by asking questions, by eliminating and sorting out their own sources, by presenting the solutions with pictures and drama through verbal, written or model means, and briefly as being based on their own interest (Akbaba, 2005, p. 187). At this point, geography is stepping in as the assistant of history.

The places of history are assisting to teach history by a meaningful way from a wide perspective by enabling the students to understand the reality of historical facts and to see that history doesn't just consist of abstractions obtained from textbooks and documents of archive and that it is not independent from their own experiences (Avci Akcali and Aslan, 2013, p. 145). Moreover, geography courses are providing the students the learning environment at real space through tours, observations and field works. The teachers are able to relate the subjects with real life through the course applications to be performed at school garden or in close vicinity (Ministry of National Education, 2015, p. 6), but regarding the environment and implementations of learning-teaching geography, the teacher should select events as per the environment of the school or s/he should prepare the events. Instead of communicating the facts and incidents or instead of having the students memorize the textbooks, s/he should apply events based on active learning (Akinoglu, 2014, p. 87).

As the photographs being among the archive sources being in the first place, the tables, pictures and various drawings are consisting the visual documentary sources. The most important method developed in order to analyze such sources is content analysis: The application of content analysis method to visual data is being realized in six phases (Acun, 2004, p. 107).

1. Selection of the subject and determination of the research question,
2. Selection of visual data,
3. Formation of categories for analysis,
4. Determination of rules for the use of determined categories in order to code the data,
5. Formation of rules in order to sample the documents,
6. Counting the frequency of involvement of generated categories in the data.

Even if the results obtained by Turkey in international tests are in the direction of lack of use of visual tools, the visual tools being used in the whole world as a type of communication of information are frequently being used in educational activities and in daily life (Yazici, 2006, p. 660).

In most of the developed countries of today, the archive institutions are being accepted as one of the effective teaching environments and tools in carrying out the teaching of history. Many archive institutions of these countries are organizing tours -relevant to the history education and teaching program of schools, exhibitions -by which the students will be able to perform independent research- and document based educational events for the students, and they are preparing materials for these. All these practices are for making the school age children of a country more conscious within the society, and for preparing a more informative environment instead of rote learning. Again, these practices enable to gain consciousness in early ages regarding the basic and future functions of the archives. By this way, the young individuals will be able to have the consciousness of preserving the documents generated and acquired by them in their future lives, and they will be able to obtain a basic idea regarding the research values and opportunities of the archives (Keskin, 2013a, p. 175). The biggest advantage of Turkey in the context of course plans of constructivist teaching is allowing to relate with the curriculum various archive institutions having historical memory and the documents being preserved there. It is required for the authorities, academicians and teachers -who are directly carrying out the job of teaching- to assess the archive institutions under a cooperation and program, and it is required for these institutions to be used as out of class course environments.

Finally, Keskin (2013b) is making the following suggestions regarding the subject:

Teaching programs relevant to archives and archive sources should be prepared by the Ministry of National Education. This program may encourage the operations relevant to the use of archives in our country in the curriculum of social sciences of primary education and history course of secondary education. In this context, the archive sources which may be used in the courses and their examples may be listed. A teaching method in which the archive sources are related with curriculum may be actualized in this manner.

Archive institution which may be visited as relevant to document centered teaching method should be determined. The information on these institutions should be communicated to educational institutions through publications having the quality of announcement.

By making cooperation with the managers of archive institutions, the communication in between the teachers and them should be ensured.

A course should be formed under a name such as “teaching with the archives” in the social sciences and history teaching departments of the universities. Information should be provided to the students studying at these departments regarding the use of archive institutions in teaching. It should be taught to the students studying at these departments how the visits to archive institutions should be planned and implemented in accordance with the teaching method, and the curriculum should include model practices as much as possible.

The teaching method with archive documents is in conformity with the constructivist approach also being anticipated in the social sciences curriculum for the year 2005. Provision of in service training through archive institutions should be ensured for the social sciences and history teachers who had graduated from relevant teaching departments before the year 2005 and who had been assigned. Within this scope, information regarding how the archives and archive documents may be used in education and teaching and how tours conforming to the document based teaching method will be organized may be provided, and how the practices will be realized may be taught.

CONCLUSION

The man, who is a social being in historical process, has involved in some activities either with other individuals of the community or with other communities through the community he is included as from starting to live together and forming a community by passing on to settled life. The man and the communities he forms had sometimes gained some rights within the historical process, and they had sometimes entered into obligations as the result of his activities that increase in respect of variety and amount in parallel to the developments arising in social, economic and political fields. The mankind, as an individual and community, had needed to keep the documents in order to keep in written form the activities that provide them rights or that impose obligations on them as from the finding of writing, to preserve their rights and liabilities, and to prove by documenting when required. In this context, while the documents are meeting the students’ requirements such as data collection, simile and comparison, it is also being known that they develop the students’ thoughts of analysis, synthesis, assessing evidence sources, hypothesizing and concluding that we call high level of learning skills included in the taxonomy of Bloom. As the archive places teach skills as well as information, it is being considered that they will assist in realizing the curriculum programs in the courses of history, geography and social sciences. It should be known that the success of our education system is directly proportional with the success of archive activities. As it will not be able to be reached to requested information and searched documents in a timely manner at units and institutions which don’t assign the required importance to record keeping activities and which carry out these activities as slapdash without any system, it will be inevitable to have delays and failures in the services of such units and institutions.

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