
TEACHER TRAINING POLICIES DURING THE PERIOD OF ATATURK (1923-1938)

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Introduction

All nations are constantly striving to improve their education systems. The competency of teachers, who are the most important and indispensable element of education systems, is closely related to the quality of education. Therefore, one can say that “a school is only as good as the teachers in it” (Kavcar, 2002). The quality of a teacher is related to the education and training of that teacher. Throughout the history of mankind, teaching has been one of the most respected professions. Teaching enables the transfer of social values to the next generations and serves as a bridge between knowledge and those who demand it. In Turkish culture, which emphasizes those who have knowledge are not the same as those who don't have knowledge, great importance was attributed to the scholars and those who taught science were always highly valued. In fact, the saying, “I'll be a slave to the one who teaches me a letter for forty years” is widely accepted in society (MEB (Ministry of National Education), 2017). The main elements of the education system consist of teachers, students, school principals, education experts, educational technology, educational programs, and financial and physical resources. The most fundamental element among them is the teacher (Saç, 2016). Many elements included in the key components of the education system, such as the physical infrastructure of the education and training environments, the flexibility and functionality of the curriculum, the quality and accessibility of the educational materials and technological capabilities, and the management style of the school etc. can directly or indirectly affect the quality of the education provided to the students. What makes teachers the most important component of the education system is their constant interaction with all the other components in the education system. Moreover, teachers have the authority and the responsibility to use their initiatives with the other components (Özoğlu, 2011).

Education has been an indispensable phenomenon since the existence of humanity. Every nation has its own specific education system. These systems are established and developed based on the social, cultural, political and economic values of society. The most important factor in fulfilling the values that the society expects from education is the teacher factor (Azar, 2011). As it is obvious that the social, economic, cultural and political development of societies and their realization of their goal for the type of individuals that is desired is only possible with an effective education system. Societies need a good education system, as well as teachers with the qualifications of today and the future, to achieve these goals. (Karasolak, 2017). The significant impact of the relationship between the teaching quality and the quality of teachers upon society is a notion that is accepted by the researchers (Aras & Sözen, 2012).

No matter how appropriate the goals and content in education and training are, all the labor will

be wasted if there is no qualified teacher to pass on those goals and content. This is because a good-quality education system should be based on a well-functioning system where good-quality teachers are trained. Teachers need to be educated well in every period of history so that all these efforts are not wasted. Since teachers are the most critical elements of the education system as the initiators, developers and practitioners of education, the effort and concern for training qualified teachers has always been an important part of the agenda of societies (MEB, 2017). For this purpose, various teacher training policies have been introduced and implemented during the pre-republican period as well as the post-republican period. Teacher education policies are influenced in different aspects by previous teacher training practices; social, political, economic, and cultural conditions of the country in question; education councils; developments in information and information technologies around the world; wars; and even international organizations (Karasolak, 2017; Keskinılıç, 2008). Regulations and innovations were made for Turkey's teaching profession to be transformed into a modern system of education for the teachers, from an understanding of a simple school, madrasah and muallim (teacher) and mudarris; to take the form of a formal education for this purpose; and for it to be able to continue its development until today. (Aras & Sözen, 2012).

The Ottomans began the business of educating teachers in 1848 and there have been quite diverse and rich experiences in the education of teachers in Turkey ever since (Okçabol, 2004). During World War I, young teachers and even high school students were mobilized, and due to this many schools closed and many teachers lost their lives (Kaplukan, 2012). During the War of Independence, many schools were not able to survive the destructive effects of the war and many of them were used for administrative and military purposes. The Ankara teacher training center in the center of the TBMM (Grand National Assembly of Turkey) government was used as the Ministry of Education, the Head Office of Ziraat Bank, the court of peace and the intelligence agency in 1920-1921 (Öztürk, 1996). It is possible to outline the general picture of the country when the Republic was established, in other words, the legacy it inherited from the Ottoman Empire is as follows: The population was 13 million, agriculture was primitive, industry was almost non-existent, the vast majority of mines, ports and the existing railways were under the management of foreign companies, there were 153 middle schools and high schools and only one university. Only 7% of the population was literate, and this rate was not even 1% for women. 543 female students were studying at middle schools, while 270 female students were studying at high schools (Dönmez, 2005). The efforts for the education of teachers continued in these difficult times. Atatürk emphasized the importance of teachers in 1923, at Kütahya as follows: "No matter how brilliant victories a nation achieves in the battlefields, those victories cannot yield permanent results unless a nation has a scientific army. And the value of such a scientific army shall be measured by the value of you as teachers." In 1924, in the congress of the Union of Teachers, Atatürk said: "The new generation will be your work of art". Similarly, in 1925, in İzmir, he said: "Those who save nations are only and solely teachers. A nation that is deprived of teachers and educators has not yet gained the qualification to be called a nation." Such importance

was attached to the role of the teacher in the Republic of Turkey to be established (Yalçın, et al., 2002). In the founding years of the Republic, the purpose was to raise young people with “freedom of thought, freedom of conscience and freedom of knowledge” (Okçabol, 2004).

The concept of national unity which was effective in winning the National Struggle, also formed the basis of the new state’s education policy. It was emphasized that the education policy of the new state would be a national one that is far from the influence of the east and the west. Following the foundation of the Republic, the purpose of the national education was defined as raising generations who adopt the principles of national sovereignty and full independence, and attach importance to national unity and integrity (Bilir, 2011). Explaining the teacher training policies, practices and ideas put forward in the Ottoman Empire will enable us to better analyze the teacher training policies during the period of Atatürk. This is due to the fact that in the early years of the Republic, most of the schools where teachers were educated were built on a foundation of knowledge and institutions from the past. Many schools were a continuation of the previous schools. Therefore, it is difficult to understand the teacher training policies in the Republican period without putting forward the experience and heritage inherited from the Ottoman Empire (Karasolak, 2017). So, initially, information about teacher training in the Ottoman Empire will be provided followed by the developments in relation to teacher training for pre-schools, primary schools and secondary schools in the first years of the Republic (the Period of Atatürk).

Teacher Training in the Ottoman Empire

In the Ottoman society, teachers were almost sacred people with social and religious duties whose wide range of services were indispensable, whose “contributions were considered to be priceless” and who were “respected even more than parents”. The public considered teachers as a means of becoming a proper person (to advance in one’s career, to have a profession, to reach moral maturity) (Akyüz, 2007). Entry to the teaching profession in madrasahs, which were the secondary and higher education institutions during the Ottoman Empire, was based on the principle of waiting for one’s turn to be appointed and transferring to a higher level of appropriate madrasah to advance in one’s career until the 1550s. The madrasah teachers were called hodjas or mudarrises (teachers). However, this system began to deteriorate in the mid-1500s with the appointment of many people as mudarrises through favoritism and granting of higher grades to children of some influential people where children were not worthy of such grades (Akyüz, 2006). One of the underlying reasons behind the deterioration of the madrasahs was the appointment of unqualified mudarrises who conduct the madrasah education. The mudarrises who were appointed were extremely inadequate in terms of student recruitment and education (Yalçın et al., 2002).

After the proclamation of the Imperial Edict of Reorganization which is a milestone for the Ottoman modernization, several institutions with the objective of training teachers were established in the Ottoman education system. The most important feature of the Reform era is

the state's management and supervision of education which was monopolized by the religious authority that prevailed in the previous times (Bilir, 2011). These schools, in order of the date of their opening, are: Secondary Teacher Education School (1848), Primary Teacher Education School for Boys (1868), Teacher Education School for Girls (1870), Higher Teacher Education School (1874), School for Teaching Resources (1875), İstanbul University (1900), Teacher Education School (1906), Pre-School Teacher Education School (March 1914), and University for Girls (September 1914) (Cüçük, 2015).

The Ottoman Primary Schools were partly pre-schools and partly primary schools where a superficial primary school education was provided. The teachers of these institutions were referred to as muallim or hodja. In primary schools, boys and girls could study together as of the age of 4-5. The education would last 4-5 years (Akyüz, 2006). In Fatih Sultan Mehmet, Eyüp and Ayasofya madrasahs, a curriculum that was different than those in the general madrasahs was foreseen for those who would become primary school teachers. In this curriculum, the "speaking and teaching methods" course which referred to as the rules of discussion and methods of teaching, was available. The inclusion of this course in the curriculum is quite significant for the history of the Turkish and global education. This course was intended to provide prospective teachers with the knowledge and skills on communication and teaching methods. However, this curriculum which was introduced to the madrasah by Fatih Sultan Mehmet was abolished after him and from then on, relatively educated and earnest individuals became primary school teachers (Akyüz, 2007, MEB [Ministry of National Education], 2017). Fatih states the qualifications that the prospective teachers studying at the primary teacher education school that he opened within his foundation as follows: "The teachers shall have very good manners and personalities; act in order to please God; and make an effort to educate the children; their assistants shall repeat what they taught to the children and exchange opinions with them; the teachers shall not consider their duties to be grave and be unsatisfied with it; and they shall nicely and tolerantly explain to the children the topics that they don't know about (Akyüz, 2006). In the 1860s, there were more than 12,000 "Primary Teacher Education Schools" in the country. In those times, imams were teaching at these schools since schools that educate primary school (classroom) teachers were yet to open. In 1875, the number of students studying at the "Primary Teacher Education School for Boys" which was opened in 1868 was not more than 25 (Aydın, Şahin and Topal, 2008).

Opening of the Secondary Teacher Education School (1848)

The number of secondary schools began to rise after their establishment in 1839. The ability of these schools to provide a good education was dependent upon the existence of well-trained teachers. A Teacher Education School for Boys (called Darülmualimîn) was opened for the first time on Thursday, March 16, 1848 in Fatih, under the leadership of Ahmet Kemal Efendi who was appointed as the Minister of Education. This opening is an extremely important event in the professional history of Turkish teachers. The reasons for opening the Teacher Education School for Boys and the need for such an institution were quite clearly emphasized in a decree of the

General Education Council dated July 25, 1847. These reasons are as follows:

1. The education system of the country and of the madrasahs had deteriorated over time.
2. While teachers at primary schools were able to teach the courses of these institutions in accordance with the orders they received, none of them had the ability to teach middle school courses, particularly mathematics and the other new courses adopted globally.
3. Teachers with the necessary qualifications should be trained to teach any type of science.
4. It is necessary to primarily regulate the secondary schools. And this can only be achieved by regulating the methods of teaching in these schools.
5. Regulation of the teaching methods means finding and implementing ways of teaching easily, in a short time.
6. Since students can remain for a maximum of 9 years at primary schools, and then in secondary schools, there is a need for mature teachers who are familiar with teaching methods so that these students don't spend their time in vain.
7. Teaching methods shall be taught at the Teacher Education School for Boys, and the teachers who graduate from these schools shall apply them with the children.

This school was later called the Secondary Teacher Education School. Secondary Teacher Education Schools were intended to raise teachers who apply easy and effective teaching methods. Ahmet Cevdet Pasha interprets the opening of Secondary Teacher Education Schools as of 1839 and particularly as of 1847 as “constructing a building beginning by its middle-level”, i.e. opening schools at a higher level without addressing primary education first and criticizes this approach. In the 1840s, the authorities considered the necessity for the improvement of primary education, but in practice, they couldn't move forward with it, realizing that it would be too comprehensive and difficult at that time (Akyüz, 2006; Akyüz, 2007; Akyüz, 2008).

On May 1, 1851, a by-law was issued for the Secondary Teacher Education School. According to this By-law; a small number of students would be admitted to the school; the students would be admitted by an exam; the school term would be three years; the students would be given scholarships; the students would be banned from going out of Istanbul, preaching to the public and leading their prayer session in exchange for food, clothing and money during the months of Rajab, Shaban and Ramadan; the education and the performance of exams would be serious; the success and degree of graduation would be effective in the appointment for duty, the graduates would be kept at the Secondary Teacher Education School until their appointment and paid a salary; and the diploma of a teacher who does not accept a vacant secondary school teaching position will be taken from him/her. The first course of the curriculum was speaking rules and Teaching and Teaching Methods, while the other courses were Persian, Arithmetic, Geometry,

Area Measurement, Astronomy and Geography. Students would be admitted by exam to the school with the duration set as 3 years. It was decided that a small number of students would be admitted to the school so that well-qualified teachers could be trained (Akyüz, 2007; Yetişgin & Dumanoglu, 2017). There is no provision in the by-law, stating that graduates other than those of this school can also be appointed as teachers. This indicates that the entry to the profession of teaching at the time was determined very precisely, in other words, the foundations of the profession were strongly laid. The fact that the first course of the curriculum is a course on teaching methods according to the by-law, is a definite sign that teaching is considered as a profession (Akyüz, 2011). As of August 1850, the Principal Ahmet Cevdet Efendi made significant efforts to prevent the Teacher Education School for Boys from being influenced by the madrasah. However, the influence of the madrasah on this institution began to increase as of the 1860s. Nevertheless, it is observed that military officer teachers were sometimes appointed to teach science courses at schools. These teachers made significant contributions to the development of education at schools (Akyüz, 2006).

The by-law on General Education dated September 1, 1869 restructured the Teacher Education School for Boys and their curriculums. Accordingly, in brief, “A major Teacher Education School for Boys would be established at Istanbul to train excellent teachers for various levels of general schools.” This institution would be composed of branches where teachers would be trained for secondary schools, high schools and higher education and each branch would have two departments; one for Literature and the other for sciences. The Primary Teacher Education School for Boys which was opened in 1868 would also be part of this major Teacher Education School for Boys (Akyüz, 2006). In the Period of Autocracy, a very important directive was issued for the professionalization of teaching in 1900. Within the law on the specialization of teaching, the following conditions were introduced for the teaching profession; a) to be moral and have good manners, b) not to deal with a profession other than teaching, c) commitment to the education to be provided and to adhere to the specialization (Akyüz, 2007). The profession of teaching was defined for the first time and the authorities, responsibilities and rights of teachers attempted to be determined through this law. Accordingly, it was necessary to be a graduate of the Teacher Education School for Boys or to be successful in the exams that were conducted from time to time in order to be a teacher (Cüçük, 2005). The Secondary Teacher Education Schools which were opened in 1848, closed in 1913 as a result of the secondary schools turning into a level of primary education through the Temporary Statute on Primary Education and Teaching. As a result, the Secondary Teacher Education School was far from fulfilling the teacher requirement of the secondary schools that were rapidly increasing in number, with its annual teacher training capacity of 10 to 20 in this period. However, even though this school had many shortcomings in terms of quantity and quality it has a very distinguished place in the Turkish education history as it constituted a basis for the process of development of the institutions that educate teachers in Turkey (Öztürk, 1996)

Opening of the Primary Teacher Education School for Boys (1868)

The improvement of primary schools and the training of new teachers at educational institutions other than madrasahs for these schools was only possible in the 1860s. In 1863, education based on the new methods was introduced at 35 primary schools in Istanbul. (Öztürk, 1996). While improvements were made in secondary schools and new regulations were introduced in raising secondary school teachers (1869), it was considered that it was now time to take concrete steps for primary schools and a Primary Teacher Education School for Boys was opened at Istanbul on November 15, 1868 to train teachers for primary schools (Akyüz, 2006). The following courses were available in the curriculum of the Primary Teacher Education School for Boys: Religious sciences, Quran reading and reading the Quran well, calculation, history, geography, spelling and construction, fine writing and grammar (Akyüz, 2007). However, the Primary Teacher Education School for Boys which was closed after a few years due to the counter-propaganda of the opponents, was reopened in 1872 through Mehmed Cevdet Efendi's efforts after the By-law on General Education was issued. It was this individual that was appointed as the principal of the school (Öztürk, 1993).

The following statements are included in a directive stipulating some regulations at primary schools: "The branches of Teacher education schools opened at provinces were opened to raise well-educated teachers for primary schools in towns and villages. The diplomas prepared by the school or the relevant commission of education and signed and approved by the governor of the Province are granted to those who complete their education at these schools which have a duration of two years." Teachers who received diplomas through this directive could also be appointed as imams at villages where required. The teachers were asked to prepare a report on how teaching is done, the number of students and the attendance and absenteeism statuses of students and submit such report to the Ministry of Education. In addition, it was stated as the duty of the teachers to create a table including various information about the graduates and send it to the Ministry of Education (Cücük, 2015). The most important regulation of the period of the Ottoman Empire regarding primary education, the "Temporary Statute on Primary Education and Teaching" was introduced in 1913 and guided the primary education services until 1961. The Inspectorate of primary education was defined in articles 63, 91 and 93 of the Law and it was institutionalized by creating guidelines for its features and working methods through regulations (Bilir, 2011).

Opening of the Teacher Education School for Girls (1870)

The idea for establishing a Teacher Education School for Girls arose from the need to raise female teachers, which emerged with the establishment and prevalence of primary and secondary schools for girls, just as in the establishment of the Teacher Education School for Boys (Cücük, 2015). The purpose for the establishment of the İstanbul Teacher Education School for Girls followed by other schools in some rural provinces in the 2nd Constitutional Monarchy period

was stated as training female teachers for primary and secondary schools in article 68 of the 1869 By-law on General Education, which was intended to regulate the Ottoman education. The importance of educating girls and women was increasingly better understood during the Reform period. The Teacher Education School for Girls is quite significant as it signified the modernization of education and allowed the “Ottoman woman” to have a modern role in the social and cultural life (Öztürk, 1993; Akyüz, 2011; Cücük, 2015).

Introduced by the 1869 By-law on General Education, The Teacher Education School for Girls was opened in April 26, 1870. The Teacher Education School for Girls provided significant benefits for society. It can be said that the Teacher Education School for Girls was effective in the increase of the number of primary and secondary schools for girls by educating female teachers for these schools and contributing to the education of girls, the formation of a knowledgeable and intellectual community within women of the country; and the success of the reforms in relation to women in the Republican period (Akyüz, 2007). Generating its first graduates in 1873, the İstanbul Teacher Education School for Girls was closed for nearly two years because of the ‘93 War and the resulting influx of immigrants from the Balkans. While Ms. Fatma Zehra was appointed as the principal of the school in the 1881-1882 academic year, the school’s management was granted to two principals, one female and one male, in the following year (Öztürk, 1993). Following the enactment of the By-Law on the Teacher Education School for Boys and the Teacher Education School for Girls which was issued in 1915, the demand for these schools decreased with the addition of the negative conditions of the war years, and the expenses of the schools and the salaries of teachers could not be paid through the provincial budgets. Due to these circumstances, the number of teaching staff and students at the school was reduced and the Explanatory section was closed (Öztürk, 1993; Cücük, 2015). Hardly maintaining its activities in the years of occupation, the İstanbul Teacher Education School for Girls went under the management of the Ministry of Education of the Grand National Assembly of Turkey through a declaration issued in November 1922. In January 1923, the school staff was reorganized, and a Secondary Teacher Education School for Girls equivalent to the preparatory section of the school which was closed in the 1923-1924 academic year was opened. Divided by the branches of natural sciences, mathematics, literature and history-geography, this school’s duration was three years. In the 1924-1925 academic year, the Secondary Teacher Education School for Girls was also closed, and the school was named the İstanbul Teacher Education School for Girls (Öztürk, 1993).

Opening of the Higher Teacher Education School (1870)

The Teacher Education Institute (the Higher Teacher Education School) opened as a new type of school to train teachers for high schools that were just emerging and developing at the time with the socio-political reform of 1870. This school covered a 4-year education after secondary school (Üstüner, 2004). The purpose of the Higher Teacher Education School was to meet the needs of high school teachers and other schools at a higher level with a unique program of its

own. After 1908, the students who studied at the Higher Teacher Education School started to take the courses related to the branches at the relevant faculties at İstanbul University. This meant that a teacher education school model that was dependent on the faculties to a great extent in terms of curriculum also became part of the education system (MEB, 1995).

Table 1 provides the distribution of the conditions of eligibility by years and schools for the institutions of teacher training in the Ottoman Empire. When the table is examined, it can be seen that the conditions of eligibility varies based on the years. it is understood that more detailed conditions for eligibility were required in line with the developments over time and in direct proportion to the development of the education system of the period. The existence of a condition to know the languages that are commonly used in the geographical region of the Ottoman Empire can be considered as an indicator of the selection of prospective teachers from people with a high level of communicative skills. The existence of the condition of having good moral values for the candidates can be associated with the consideration that a teacher must be a role model for students by displaying proper behaviors. The condition for the teacher to not have any physical disabilities or diseases can be considered as a feature which is very important for the profession of teaching to be performed by healthy teachers in the most effective way (Cüçük, Bay & Doğan, 2017).

Table 1. An aggregate analysis of the conditions of eligibility by years and schools for the institutions of teacher training

Conditions of Eligibility	Name of the School	First Year of Introduced Condition of Eligibility
1. Knowing Arabic	A	1851
2. Speaking Turkish well	A	
3. To have the ability to learn Persian	A	
4. To have the ability to learn mathematics	A	
5. To have good moral values	A, B, D	
6. To succeed in the entrance exam	A, B, D, C	
7. To graduate from a certain level of school such as secondary school or high school	A, D, C	1869
8. To have the candidacy document of "Exam Success"	A, D	
9. To have no physical disabilities or diseases	A, B, D, C	1891
10. To be older than 18 years of age (Note: this condition varies based on the department of the school)	A, B, D, C	
11. To have verbal expression skills in Arabic	A, D	
12. To have written and verbal expression skills in Turkish	A, B, D	
13. To have analytical and scientific skills	A	
14. To have had all vaccinations completed	B, C	1895
15. To have a clean criminal record	A, D, C	
16. To be a citizen of the Ottoman State	A, B, D, C	1908
17. To have knowledge of the four operations of mathematics	A, B, D	
18. To have religious knowledge	B	1908

19. To know Persian at a reading/writing/comprehension level	D	1917
20. To have knowledge of Turkish written and verbal expressions, and speaking and literature	B	
21. To have knowledge in the field of mathematical sciences (Theoretical and Practical Calculation, Geometry, Plane Geometry and Astronomy)	D	
22. To have knowledge in the field of Natural Sciences (Zoology, Botany, Geology, Physics, Chemistry and Health Information),	D	
23. To apply on time	B, C	
1. Secondary Teacher Education School (A) 2. Primary Teacher Education School for Boys (B) 3. Teacher Education School for Girls (C) 4. Higher Teacher Education School (DA)		

Training Teachers in the Period of Atatürk

Training of the Pre-school Teachers

In the early 20th century, it was observed that minorities and foreigners with the exception of locals, had kindergartens in large cities (MEB, 1995). The first kindergartens for pre-school education in the Ottoman Empire were known to have appeared with the name of “pre-school or children’s school” in the beginning of the 2nd Constitutional Monarchy period (as of 1908). It is possible to see the traces of the Western world, particularly, the Swiss and French based movements in the establishment, development, curriculums, etc. of kindergartens in many stages of the Ottoman education system (Cüçük, 2015). Since no female teachers were trained for pre-schools, Armenian and Jewish teachers were brought to the Turkish schools and all jobs were left to them. From that point on, female teachers began to be trained. Female teachers were trained by two sources, namely the Female Pre-school Teachers Class and the Pre-school of Jews in the İstanbul Teacher Education School for Girls (Akyüz, 2007). After the proclamation of the Constitutional Monarchy, the recommendations of Edhem Nejad to raise the quality of the Teacher Education School for Girls included focusing on pre-schools in the country, and the opening of the Pre-school Teacher Education School for Girls in order to train teachers for them. In the 1914-1915 academic year, the addition of the Female Pre-school Teacher Education School to the Teacher Education School for Girls and the opening of a Pre-school for practices was a noteworthy and significant educational action. In addition, since only female students were admitted to this school, pre-school teaching was seen as a profession that is only fit for women, unlike today’s practices. The intellectual foundations of this can be found in the opinions of Selim Sabit Efendi regarding pedagogy. Pointing out that it is mostly women who spend a lot of time with children and hence, attaching great importance to the mothers’ discipline, Selim Sabit Efendi thought that it would be more useful for pre-school teachers to be women (Ergün, 1978 and Nafi Atuf, 1931 Comm.: Güler & Öztürk, 2003).

In 1915, the By-law on Pre-schools was issued. In the by-law, it was proposed that “Pre-schools” are opened as the first step of primary schools and Article 3 of the By-law defines primary education institutions as Pre-schools, primary school classes and primary schools. Pre-schools were considered to be opened to provide education to children aged 4 to 7, under primary schools or independently. After the publication of the By-law, the “Pre-School Teacher Education School” with a duration of 1 year was opened to train teachers for Pre-schools. This school was closed in 1919 and 370 pre-school teachers graduated from the school until 1919 (MEB, 1995). The Female teachers class in the New School opened by Mr. Satı, first in Bayezit and then in Nişantaşı in İstanbul, in 1917 and the private teacher education school opened in Eskişehir under the name of Female teachers were among the first institutions in Turkey that trained pre-school teachers. In the first years of the Republic, 136 teachers were employed at 80 pre-schools in 38 provinces. In 1927, the pre-school teacher education school was opened in Ankara; this school, then moved to Istanbul in the 1930-1931 academic year and was closed after training pre-school teachers for two years. At the Congress of Educational Inspectors held on May 1-25, 1925, it was proposed that Pre-School Teacher Education Schools should be opened and a teacher with a specialization in the organization of teachers should be appointed as the head of such schools. This decision of Congress has been implemented since 1926. In 1926, the Ministry of Education decided to open a Pre-School Teacher Education School in İzmir. Ms. Matya who had long been involved in research in the areas of pre-schools and children’s education in Europe was appointed as the principal of the soon-to-be opened school. In 1927, an attempt was made to open a Pre-school Teacher Education School in Ankara and Ms. Vicdan who studied on pre-school education in Switzerland was appointed as the principal of this school. Students to be enrolled in this school were required to be Turkish; not have a disability that would prevent them from being a Teacher; be secondary school graduates or have completed the eighth grade of high school or have completed the third year of a teacher education school for girls, and not be older than the age of twenty-five. This school was transferred to the İstanbul Teacher Education School for Girls in the 1930-1931 academic year ((MEB, 1995 and Öztürk, 1996, Bilir, 2011).

The practice of training teachers for pre-school education began under the curriculum of the Child Care and Sewing Department which was opened at the Technical Teacher Education School for Girls in 1935, two years after the closure of the Pre-School Teacher Education School. In 1927, the Ministry of Education decided to send two graduates of the teacher education school for girls to Europe to study pre-school teaching. One student each in 1930-1931 and 1932-1933 academic years, were sent to Europe for this purpose. Between 1932 and 1936, eleven students in total in the field of childcare were also provided with the opportunity to study in Europe (Öztürk, 1996). The alphabet reform forced the state to focus all its efforts on primary education. The focus was on the education of each and every Turkish citizen in reading and writing, and national schools were opened for this purpose. Therefore, financial support for pre-schools were cancelled. In the 1932-1933 academic year, only 12 pre-school teachers worked at the official pre-schools. In the 1934-1935 academic year, a three-year “Vocational Teacher Education School for Girls”

was opened in Ankara. Hence, it is seen that the training of teachers in the field of child care and education is once again handled in a teacher education school (MEB, 1995).

Training of Primary School Teachers

Efforts were made to train primary school teachers in other fields of teaching with the proclamation of the Republic. As such, the practices of the previous periods were left behind and the goal of basing the practices of training primary school teachers on scientific foundations attempted to be achieved. The job of teacher training for primary schools (primary education) which constitute the first (first level primary education) level of the basic education has been one of the main problems of education during the Republic period. The number of teacher education schools reached 20 in the first year of the Republic. Meanwhile, primary education was made compulsory for all Turkish citizens and the state schools became free of charge through “the law on the unification of education” issued in 1924 and the Constitution of the Republic of Turkey, which required the state to take thorough and comprehensive measures in training primary school teachers. As a result of this requirement, greater importance was attached to the job of training teachers in sufficient numbers, and quality. When generalizing primary education and enabling the development of villages through this became one of the primary objectives of education, the focus of the work on teacher training became the training of teachers for primary education. For this purpose, the existing primary teacher education schools were improved and developed, while at the same time different teacher training models attempted to be developed for villages with living conditions very different from cities. The Ministry of Education strived to strengthen the administrative and teaching staff of the teacher education schools in Anatolia during the years of the National struggle. From 1921 onwards, appointments were made for these positions. The Ministry of Education announced the conditions required for the candidates by announcements in the press when teachers were required to be hired. At the beginning of the 1921-1922 academic year, students who would be admitted to the Teacher Education School for Boys were required to have graduated from primary schools with six grades or the primary school section of the Sultani schools; to submit a vaccination certificate, a medical report, a certificate of good conduct, and a notarized commitment indicating that he shall not quit his education and quit teaching after graduation; and to be of the age between 14 to 18. Only 20 teacher education schools were left in Turkey at the time the Republic was founded, and their budgets were financed by local governments (Aydin Şahin & Topal, 2008; Duman, 2009; MEB, 1995; Öztürk, 1996).

In 1923, there were 10,102 primary school teachers. The majority of them were individuals who dropped out of the lower classes of the madrasahs; could not receive a good education; graduated from Teacher Education Schools for Boys with 1-2 years of education; and could not rid themselves of the habits and thoughts of the madrasahs and most of them also served as imams and muezzins (Akyüz, 2007). All schools became part of the Ministry of National Education through the Law No. 430 on the Unification of Education dated March 3, 1924, primary education

was made compulsory and state schools became free of charge through the Constitution of the Republic of Turkey, which required the state to take thorough and comprehensive measures in training primary school teachers. In 1923, the state focused on improving the quality of the teacher education schools instead of raising numbers. In the 1923-1924 academic year, the idea of opening a small number of full-fledged teacher education schools instead of schools in large numbers but with deficiencies in buildings, teachers and facilities became prevalent. For this purpose, some of the teacher education schools were combined with those in more favorable conditions and the number of teacher education schools for girls was reduced to 7, while the number of teacher education schools for boys was reduced to 13. In the first scientific delegation (July 15 - August 15, 1923), some decisions to ensure the financial well-being of teachers were also taken. According to the decision, the salaries of the primary school teachers would start from a thousand cents and be raised by two hundred and fifty cents every three years, reaching three thousand cents in the twenty-fifth year of their service period (Öztürk, 1996; MEB, 1995).

Since the primary teacher education schools for Boys and Girls could not flourish under the management of the special provincial administrations, they were connected to the Ministry of Education on September 1, 1923 and their budgets were included in the general budget. The number of schools with a low number of students and an inadequate level of education were reduced and the quality of teaching attempted to be improved (Akyüz, 2007). The report presented by John Dewey to the Ministry of Education in December 1924 stated that primary teacher education schools had problems in terms of quality and quantity. According to Dewey; the primary teacher education schools should be so excellent in the management of the primary and secondary practice schools and educational tools, as well as their education and teaching, that they would set an example for their counterparts and they should be practicing the most advanced education methods. Teachers should be sent abroad every 5-6 years for research and examination with expenses covered by the state (Öztürk, 1996). In 1924, the duration of the primary teacher education schools was raised to 5 years and the Course of Citizenship and Sociology was included in the curriculum of all the primary teacher education schools (Abazoğlu, Yıldırım & Yıldızhan, 2016).

According to the Minister of Education, Mustafa Necati who took over this position in 1925, his primary problem was teacher training. The priority in teacher training is quality. The contemporary, scientific, secular and democratic nature of teachers is a primary concern (Bilir, 2011). During the Republican period, not only classroom teachers were trained, but training courses for branch teaching in the fields of painting, craftwork, music, and physical education were also opened. In addition, training courses to ensure that existing teachers would be able to properly perform the duties that they undertook through the reforms were also opened. The Ministry of Education published a directive in 1926 and categorized the opened training courses under two groups; “A” and “B”. Course “A” is the course opened to teach vocational courses to those who have the general level of knowledge provided in the primary teacher education

schools and who would like to be appointed as a teacher. Course “B” consists of courses opened for the purpose of renewing and completing the theoretical and practical professional knowledge of the active teachers and teacher assistants (Öztürk, 1996)

The combination of the principle of “activity” or “work in education” with the principle of “being of use to the society” in a model of teacher education school in the early years of the Republic created a new type of teacher. Sometimes those who graduated from the primary teacher education schools, the first of which opened in İstanbul in 1869, did not want to go to villages, and those who went became unsuccessful by failing to adapt to the village life, which led to the development of new ideas for training of teachers for villages. This topic was also addressed in the report prepared by the University Experience psychology teacher, Ali Haydar Taner at the Congress of Education Inspectors. In addition, A. Fuat Gündüzalp who is one of the Teachers of the Sivas Teacher Education School explained the appropriate type of teachers for villages in his book called “Talim ve Terbiye Teşkilatımızda Buhran” (Crisis in Our Educational Organization). A. Fuat Gündüzalp stated that sound moral values and a solid personality were required for a village teacher rather than a high level of knowledge which would be harmful for everyone involved because it would make it difficult for teachers to adapt to the village. The American educator John Dewey mentioned the following on this issue: “Various types of teacher education schools are required to train teachers for village schools and particularly for schools that will meet the needs of farmers who constitute the foundation of the Turkish way of life.” These recommendations began to be implemented at the time of Mr. Mustafa Necati’s ministry. It was observed that teacher education schools could not adequately meet the teacher requirements of primary schools, particularly, the village primary schools. The schools that trained primary school teachers were divided into two sections; “The Primary Teacher Education Schools” and “The Primary Teacher Education Schools for Villages” with the Law on Educational Organization which was adopted in 1926, and Primary Teacher Education Schools for Villages with a duration of 3 years were opened in Kayseri and Denizli, in 1926 and 1927 to train teachers for village primary schools. It was not possible to get the expected results from this practice which took four years and the schools were closed in 1933 as they could not receive support from the ministry (Binbaşıoğlu, 1995; Öztürk, 1996; Üstüner, 2004; Binbaşıoğlu, 2005; Abazoğlu, Yıldırım & Yıldızhan, 2016; MEB, 2017; Dursunoğlu, 2003).

In the 1930s, the village issue became an important government policy. At the time of the Minister of Education, Reşit Galip (1932-33) a ‘Village Affairs Commission’ was established at the ministry. In this commission, the problem of education in villages was examined and the topic of training teachers for villages was discussed (Tonguç, 1947). Although, around 80% of the population were living in villages in Turkey during those years, there were no schools or teachers for about 35,000 villages out of the 40,000 villages with diverse sizes (Bilir, 2011). At the beginning of the 1932-1933 academic year, the duration of the primary teacher education schools was raised to 6 years; it was decided that the first three years would be considered as

the first period and the secondary school curriculum would be implemented exactly as it was; and the final three years were considered as the professional period and a new curriculum was created. Thus, the primary teacher education schools were organized in a way similar to high schools except for the education profession. After a while, the first period of the primary teacher education schools was removed and students from secondary schools were started to be admitted (Binbaşıoğlu, 2005; Akyüz, 2007; MEB, 1995).

After Dr. Reşit Galip was appointed as the Minister of National Education, a commission called the “Village Affairs Commission” convened in 1933. This commission re-examined the problem of teacher training and listed the qualifications of the teacher to be trained as follows:

1. The ability to influence villagers’ beliefs
2. The ability to be influential in the village’s social life
3. The ability to be influential in the financial or economic life of the village
4. To be an intellectual and possess all the skills required for the profession of teaching (Binbaşıoğlu, 2005). The Vocational Teacher Education School for Girls and the Vocational Teacher Education School for Boys were opened in 1934 and 1936, respectively; the young men in villages who completed their military service as corporals or sergeants were admitted to training courses in 1936 in order to train as teachers for villages; and they were appointed as teachers in village primary schools after the training courses. (Okçabol, 2004; Özkan, 2016).

An examination of Table 2 reveals that there were serious rises in the number of students admitted to the primary teacher education schools in the Period of Atatürk despite the occasional fluctuations in these numbers, and such rises reached a peak point at the time of Mr. Mustafa Necati. The Ministry of Education tried to strengthen the teaching staff of the primary teacher education schools since the first years of the Republic and made significant progress in this area until 1930. However, in parallel with the decline in the number of schools as well as the transformation of the first period (consisting of the first three grades) of the primary teacher education schools - whose durations were raised to six years as of the 1932-1933 academic year - into secondary schools by being removed from these schools after this date, a decline in the number of total teachers in these schools occurred. However, an examination of Table...reveals that when the total number of teachers by the end of the Period of Atatürk is divided by the number of schools, it can be seen that the teaching staff of the primary teacher education schools preserved the power they had in the early 1930s (Öztürk, 1996).

Table 2. Changes in the number of students studying in primary teacher education schools between 1923 and 1938 (Öztürk, 1996)

Academic Year	Number of Schools	Number of Teachers	Number of Students	Academic Year	Number of Schools	Number of Teachers	Number of Students
1923-1924	20	325	2,528	1931-1932	20	320	5,293
1924-1925	24	385	3,771	1932-1933	17	329	2,145
1925-1926	25	429	4,133	1933-1934	15	254	2,726
1926-1927	22	358	4,558	1934-1935	13	230	2,577
1927-1928	19	391	5,022	1935-1936	11	248	2,805
1928-1929	21	417	5,749	1936-1937	11	236	2,949
1929-1930	21	461	5,410	1937-1938	11	236	2,807
1930-1931	20	398	5,535				

Training Teachers for Secondary Education (Secondary Schools and High Schools)

In the early years of the Republic there were no institutions that trained teachers directly for secondary schools. Those who graduated from the Primary teacher education schools inherited from the pre-Republican period and the relevant departments of the universities served as teachers at secondary schools as well as high schools (Dursunoğlu, 2003). Therefore, in this section, teacher training for secondary schools and high schools were addressed together. The problem of teacher training for general and vocational secondary education in the Period of Atatürk was not greatly discussed by the public. The most important reason for this was the idea that investments in secondary education would not work without solving the problems of primary education first in the country. This is due to the development and prevalence of the political, social, cultural, etc. reforms, and the socio-economic development of the country depended on at least the basic education of the public, 80% of whom lived in the villages, and about 90% of whom were illiterate. This could only be possible by providing schools and teachers even at the smallest settlements (Öztürk, 1996). In the years of the National Struggle, 5-year high schools to be followed by four years of primary education, and three-year high schools at a Second Period level on top of these were considered to be opened and such high schools were considered to be called the New Madrasah. But this program could not be implemented (Aytuna, 1963). The number of general and vocational secondary education institutions, teachers and students in the country at the beginning of the 1923-1924 academic year are provided in Table 3 (MEB, 1995).

Table 3. Number of General and Vocational Secondary Education Institutions, Teachers and Students in the Country at the Beginning of the 1923-1924 Academic Year

School name	Number of Schools	Number of Teachers	Number of Students
Secondary schools	72	796	5,905
High Schools	23	513	1,241

Founded in 1890, in the Republican period, the “Higher Teacher Education School” was the first

of its kind (Bilir, 2011). One of the types of institutions which provided significant contributions for the training of secondary school teachers, and which is a continuation of the Previous Higher Teacher Education School, is the higher teacher education schools. On July 15, 1923, in the First Scientific Committee; the regulations and curriculums of the İstanbul Teacher Education School for Boys and the Teacher Education School for Girls was determined and it was decided that the students of the Higher Teacher Education Schools would be provided with professional information and the name “Sultani” would be changed to “high school”, and topics such as the division of high schools into two stages as those with one period and two periods were addressed. It was pointed out that the number of secondary education institutions rapidly increased from 55 before 1923 to 74 (MEB, 1995; Dönmez, 2005).

The topics of opening institutions that train teachers for secondary schools include, providing vocational training for the students of Higher Teacher Education Schools as well, their implementation of the knowledge that they gained and hence the professionalization of teaching, and the teachers’ improvement of their knowledge through training courses to be opened in holidays were addressed in the government program that was read in the Grand National Assembly of Turkey on August 14, 1923. This was immediately followed by the enactment of the Law No. 439 on Secondary Education Teachers dated March 13, 1924 in relation to the sources and methods to procure secondary education teachers (MEB, 1995; Bilir, 2011). In the Law on Secondary Education Teachers; teaching was considered as a profession with independent classes and grades, responsible for the duty of education among the public services of the state (Öztürk, 1996). The madrasahs were closed through Law No. 430 on the Unification of Education which entered into force on March 3, 1924, and in turn, the establishment of a secular and national education system was envisaged. The new structure and characteristics of the Turkish Educational Organization were defined through the “Law No.789 on Educational Organization” dated March 22, 1926. The law defined teaching as a profession that takes on the duty of education among the general services of the state and separates education into independent classes and grades (MEB, 1995).

The higher section of the İstanbul Teacher Education School for Boys attempted to be connected to the University and turned into a Higher Teacher Education School in line with the decisions taken by the Second Scientific Committee that convened on April 23, 1924. However, the opening of the school was delayed since adequate funding could not be procured. Due to these delays, the Higher Teacher Education School was opened for service at the beginning of the 1924-1925 academic year. The higher teacher education school was admitting part of the university students by exam, and providing an education for them on behalf of the state. The students were taking the courses related to their specialization areas at the faculties of literature and science, and were also taking a number of courses that provided pedagogical formation at school. However, the İstanbul Higher Teacher Education School was very inadequate in terms of the number of students (Öztürk, 1996; Kavcar, 2002; Akyüz, 2007). In 1924, the ministry, which included the

secondary military schools as well in its organization, convened a scientific committee again to solve the problem of schools and curriculums. In this meeting, the topics of the reduction of the duration of high schools from twelve to eleven years, the organization of high schools for girls in full classes as in high schools for boys, the degrees of schools, textbooks, curriculum programs, etc. were addressed.

The decisions of the Second Scientific Committee can be summarized as follows:

1. The duration of the high school education shall become six years
2. High schools with one period shall be transformed into secondary schools and these shall be considered as a single learning unit
3. Secondary schools and high schools shall become separate schools, each with a duration of three years
4. On September 1, 1924, high schools with one period shall be called “Middle Schools”
5. Courses in high schools shall be 30 hours per week.
6. The education in high schools shall be free of charge, but for now, some money shall be taken from the rich
7. Textbooks of secondary and primary schools shall be printed through a contest procedure (Ergin, 1977; Dönmez, 2005).

In 1925, a group of students were sent to Europe to be trained as teachers. In addition, 33 teachers from western countries were invited to Turkey and they served at the University, Ankara, Galatasaray and İzmir high schools, Ankara Teacher Education School, Physical Education and Music Teacher Education schools and the Teacher Education Schools for Boys and Girls. A statement about salary increases to be paid to teachers who would go to serve at the eastern provinces based on the Law on Secondary Education Teachers was also published in 1925. According to this statement, secondary school teachers who were appointed to serve in the eastern provinces but who weren't born in those provinces would have “high salary payments” which would include a raise in the amount of half of the total payment. A significant step was taken with this declaration to ensure the balance between the regions in education (Öztürk, 1996). The Third Scientific Committee on Secondary Education convened at the beginning of 1926 under the chairmanship of the Minister of Education Mr. Necati and some important decisions were taken on secondary education. These decisions were as follows;

1. The number of high schools shall be raised at specific centers and they shall be reinforced
2. The number of teacher education schools shall be raised and they shall be reinforced

3. The number of vocational schools shall be raised and they shall be reinforced

4. Non-boarding secondary schools shall be converted to coed schools (Dönmez, 2005).

Since there were no music teachers at some secondary schools, music lessons were completely removed or they were taught by “teachers involved in Turkish music”. For this reason, in 1924, the Ministry of Education opened the Music Teacher Education School with the budget accepted by the TBMM for the second half of 1924. In 1925, the Ministry of Education continued to work in the area of training branch teachers and decided to establish a Physical Education Teacher Education School in İstanbul. Three professors of physical education from Sweden were invited to Turkey for school and equipment from Germany was imported. This school started its classes on November 1, 1926, and trained 211 physical education teachers until 1930, operating until the commencement of the construction of the Ankara Higher Physical Education Teacher Education School. In addition, in 1926, training courses were opened in Ankara to allow teachers and inspectors to learn new methods and gain new skills and in İstanbul to train art teachers (Abazoğlu, Yıldırım, & Yıldızhan, 2016; Öztürk, 1996.)

Teacher Education Schools, whose names would later be changed as Education Institutes, were opened in cities such as Ankara, İzmir and İstanbul as of 1926 to meet the needs of teachers in the secondary education level. One of these institutions is the Gazi Secondary Teacher Education School and Education Institute. Opened in Konya in the 1926-1927 academic year, this school was transferred to Ankara with the addition of a Pedagogy Department one year later and its Turkish department produced its first graduates in June 1928. In the 1928-1929 academic year, History-Geography, Mathematics, Physics and Natural Sciences branches were added to the school branches. The school moved to the present-day building of the Gazi Faculty of Education in the 1929-1930 academic year, and was renamed the “Gazi Secondary Teacher Education School and the Education Institute. At the beginning of the 1932-1933 academic year, the branches of Physical Education, Art and Craftwork were opened. In this academic year, the duration of education in branches other than the ones above was extended to four years, two of which were preparatory. In 1934-1935, the preparatory classes were removed and the study period of Pedagogy, Literature, Mathematics and Natural Sciences branches was reduced to two years. The study period of the Physical Education and Art branches remained as three years. In 1938, a Music Branch with a duration of three years was opened. This established institution has trained tens of thousands of branch teachers for secondary schools and high schools. Since primary school inspectors and shop class teachers for teacher education schools were trained in the Pedagogical Department of this school, application studies related to the teaching of primary school classes and shop classes of teacher education schools were also conducted and included in the curriculum (Kavcar, 2002; Akdemir, 2013; Öztürk, 1996; Okçabol; 2005).

Table 4. The Weekly Course Schedule of the “Shop classes” of the Gazi Secondary Teacher Education School and Education in 1931 (Öztürk, 1996).

Courses	History-Geography Branch			Literature Branch			Natural Sciences Branch			Mathematics Branch		
	Semester			Semester			Semester			Semester		
	I	II	III	I	II	III	I	II	III	I	II	III
History	3	3	3	3	-	-	-	-	-	-	-	-
Turkish history	3	3	3	3	3	3	-	-	-	-	-	-
Art History	-	1	1	-	1	1	-	-	-	-	-	-
Geography	3	3	3	-	-	-	-	-	-	-	-	-
Sociology	-	1	1	-	1	1	-	-	-	-	-	-
Turkish-Literature	-	-	-	5	5	5	-	-	-	-	-	-
Western Literature	-	-	-	-	2	2	-	-	-	-	-	-
Physics	-	-	-	-	-	-	3	3	4	3	3	4
Chemistry	-	-	-	-	-	-	3	4	3	-	-	-
Botany	-	-	-	-	-	-	2	2	-	-	-	-
Zoology	-	-	-	-	-	-	-	2	2	-	-	-
Geology	-	-	1	-	-	-	-	-	2	-	-	-
Mathematics	-	-	-	-	-	-	3-	-	-	6	6	6
Trade Calculation	-	-	-	-	-	-	-	-	-	1	1	1
Astronomy	-	-	1	-	-	1	-	-	1	-	-	1
Pedagogy	4	5	6	4	5	6	4	5	6	4	5	6
Community Health	1	-	-	1-	-	-	1	-	-	1-	-	-
Foreign Languages	6	6	6	6	6	6	6	6	6	6	6	6
Painting	2	2	1	1	1	1	2	2	1	1	1	1
Craftwork	2	2	1	1	1	1	2	2	1	1	1	1
Music Sciences	1	1	1	1	1	1	1	1	1	1	1	1
Gymnastics	1	1	1	1	1	1	1	1	1	1	1	1
Total	26	28	29	26	27	29	28	28	28	25	25	28

In the period of Atatürk, the Ministry of Education decided to take advantage of the existing primary school teachers due to the need for teachers in secondary education. An examination was held for successful teachers with a track record of performance for two to three years, selected from graduates of the primary teacher education schools with 4, 5 and 6 classes, those who succeeded were granted a “Certificate for the Ability to Work”, and were appointed as high school teachers after receiving training. Through this exam, 172 people earned the right to attend the training course in 1936, and in 1937, 18 primary school teachers earned the right to directly become secondary school teachers, while 148 candidates earned the right to attend the course. In 1936, expedited courses with a duration of 12 months were opened to train teachers for secondary schools in a short period of time, and this practice lasted until 1939 (Abazoğlu, Yıldırım & Yıldızhan, 2016; Öztürk, 1996;)

Vocational training was conducted through the apprenticeship system until the 19th century in the Turkish society as in other societies. It is observed that some schools in the areas of home

economy, trade and agriculture were opened in the second half of the 19th century. In 1861, an art school was opened in Niş. Then, in 1868, the İstanbul Sultanahmet Art School was built. The state began to deal with the state of vocational and technical education with the establishment of the Republic and the problems arising from the lack of technical knowledge and skills in World War I and the independence wars as well as the development of new capabilities in individuals for economic and social progress attracted attention on the vocational education. In the Republican Era, and the attempts for training vocational and technical teachers were in the form of sending students abroad. In 1927, the Ministry of Education decided to send students abroad to meet the teacher requirements of the vocational schools. The required qualifications for students to be sent to Europe and the areas in which teachers were intended to be educated were determined by the decision no. 37 of the Board of Education, dated 27.06.1928. These qualifications are provided in Table 5. The Ministry of Education’s policy of training vocational and technical teachers by sending students to the Europe did not yield successful results. Consultants of vocational education such as A. Köhne and O. Buyse were brought from abroad in 1927, and while vocational schools were connected to the MEB in 1927-1928, the “industrial schools for girls” were transformed into Institutes for Girls. In 1933, a General Directorate of Vocational and Technical Secondary Education was established in the Ministry of Education. The qualifications and salary status of the teachers of Vocational and Technical Education schools were defined by provisions in 1936 through the law no. 3007 (Aytuna, 1963; Öztürk, 1996; MEB, 1995; Okçabol, 2005).

Table 5. Required qualifications for students to be sent to Europe and information on the areas in which teachers are to be trained

Gender	Required qualifications	Number of areas to be trained in
Female	To be a graduate of an Art School for Girls or a Teacher Education School for Girls	Fashion (2), Laundry (2), Embroidery (2), Tailoring (2), Home Management (4)
Male	To be a secondary school graduate	Hotel industry (2), Fur farming (2), Saddlery (1), Pastry (1), Tailoring (2)
	To be a graduate of an Art School	Brushes and Brooms (2), jewelry (1)
	To be a graduate of an Agricultural School	Dairy Industry (2), Canned Food (2)
	To be a Graduate or Student of a Fine Arts School	Household industry decorating (2), Ceramics (2), Bookbinding (1)

Conclusion

The policy of teacher training in the period of Atatürk was based on the principle of reshaping the practices of teacher training inherited from the Ottoman Empire with the principles of republicanism, nationalism and secularism *introduced* by the new regime. This policy was generally successful, and the new teachers were trained as idealistic Republicans. However, the same level of success was not achieved in terms of quantity. The most important reason for this was the limited and insufficient training budgets.

The alphabet reform in the Period of Atatürk forced the state to focus all its efforts on primary

education. The focus was on the education of each and every Turkish citizen in reading and writing, and national schools were opened for this purpose. Therefore, a sufficient level of investment could not be made in the pre-schools. Teachers from abroad were brought to the opened pre-schools and students were sent abroad to be trained as teachers for these schools. The job of training teachers for primary schools which constitute the first level of the basic education has been one of the main problems of education in the Republic period. Primary education was made compulsory for all Turkish citizens and the state schools became free of charge through “the law on the unity of education” issued in 1924 and the Constitution of the Republic of Turkey, which required the state to take thorough and comprehensive measures in training primary school teachers. Primary Teacher Education Schools for Villages were opened for training primary school teachers to meet the requirements of villagers who make up a large majority of the population.

The problem of teacher training for general and vocational secondary education in the Period of Atatürk was not greatly discussed in the public arena. The most important reason for this was the idea that investments in secondary education would not work without solving the problems of primary education first in the country. The vocational training and practice of pre-service teachers were prioritized in training teachers for secondary education institutions, and hence the professionalization of teaching was enabled. One of the most important institutions opened in the period of Atatürk to meet the teacher requirements at the level of secondary education is the Gazi Secondary Teacher Education School and Education Institute. This institution has trained teachers in many branches. In the Republican Era, and the attempts for training vocational and technical teachers were in the form of sending students abroad. One of the most important problems in the field of teacher training between the years of 1923 and 1938 is the occurrence of constant changes and a lack of stability as a result. The change of the curricular programs of just the primary teacher education schools for four times between 1924 and 1938 is the clearest sign of this. During the years of the national struggle, it was proposed that teacher education schools are saved from financial crisis by being included in the general budget and a small number of large and modern schools are opened instead of a large number of unqualified schools.

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