

# REPUBLIC OF TURKEY EDUCATIONAL HISTORY (1918– 1938)

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## INRODUCTION

### Education During the War of Independence 1919-1922

The Ottoman Empire, which lost a significant amount of land after the First World War and the Balkan War, was occupied by the Allied Forces (France, Italy, USA, Greece) due to the Mudros Armistice on 30 October 1918. In the face of this occupation, many “*cemiyet*” (resistance communities) was established to fight for liberation in Anatolia. Moreover, on the other hand, Mustafa Kemal started the national struggle by uniting the independent groups that showed national resistance with his friends and forming the “*Kuvay-ı Milliye*” (local resistance forces) union. In the Erzurum Congress and Sivas Congresses, the independence and integrity of the nation and the importance of national resistance were emphasized against the threat of occupation (Meşeci Giorgetti, 2020).

At the Erzurum Congress (23 July - 7 August 1919), five of the more than fifty delegates were teachers in the congresses that Mustafa Kemal established to raise public awareness. Also, there was a teacher among more than thirty delegates at the Sivas Congress (4-11 September). On January 28 1920, the last Ottoman “*Meclis-i Mebusan*” (Parliamentary Assembly) accepted the Misak-ı Milli (National Pact), which announced the peace conditions that Turkey would accept. A few months later, this assembly was disbanded by the British on March 16, 1920. Therewith, with the participation of some deputies who were able to escape from Istanbul, the Grand National Assembly of Turkey (I. TBMM) was opened with the deputies from 66 provinces in Ankara on April 23, 1920, and there were thirty teachers among 337 deputies (Akyüz, 2020).

During the years of the War of Independence, this development created two ministries of education. The Ministry of Education, which was in the I. TBMM government in Ankara was called the “*Maarif Vekaleti*” (Ministry of Education), and in the Ottoman Empire, the “*Maarif Nezareti*” (The Ministry of Education) ended with the abolition of the sultanate on November 1, 1922). Rıza Nur, the first Minister of Education, worked from May 10, 1920 to June 2, 1920. The Ministers of Education who served in the First Grand National Assembly between 1920 and 1924 are, respectively, as follows: Dr. Rıza Nur, Hamdullah Suphi, Mehmet Vehbi, and İsmail Safa. 1919-1922 Ottoman Ministers of Education are respectively as follows: Ali Kemal, Sait, Abdurrahman Şeref, Rumbeyoğlu Fahrettin, Hadi Pasha, Sait (Akyüz, 2020).

Atatürk did not adopt the Ottoman education system and believed that a new education system would be more appropriate in line with his understanding of education. Atatürk's views on the Ottoman education system (Akyüz, 1987; Bozdemir, 1998; Tezcan, 2011):

- The understanding of the ümmet (ummah/Islamic Society) became dominant in Ottoman education.
- There is no progress in society due to madrasah education.
- Literacy rate could not exceed 10%. Ignorance in society has increased.
- A rote-based teaching method was used, which hindered creativity.
- There was no “national” understanding of education. This is the cause of the disasters that have lasted for centuries.
- Each minister of education was implementing a training program of his own. This makes education destabilized.
- A consumer society structure that has superficial knowledge and does not know life has been raised.
- It cannot fulfill the age requirements and cannot meet the needs of society. Education cannot develop with an understanding of the otherworld rather than this world.
- There is pressure from the family on our children.

The conditions of the nation in the war environment revealed problems in educational institutions and economic problems. World War I and the Balkan War caused many disasters to the Turkish people. As a result, many well-trained and educated teachers lost their lives in the war. With the start of the War of Independence (1919-1922) movement, there was a negative impact on education, and Mustafa Kemal Pasha and his teachers, who were members of the Turkish Grand National Assembly, tried to find solutions without neglecting their educational problems (Aslan, 2002).

Many teachers and high school students were conscripted into the military during the First World War, and many schools were closed. Many teachers and students lost their lives in the war. During the National Struggle for Independence, schools became the most important gathering place. Congresses were held in schools and conveyed to the public. Teachers were not necessarily recruited; they voluntarily contributed to the national struggle behind the front and participated in the war fronts. Teachers participated in the rallies as speakers. On May 21, the Darülfünun meeting was held, and the teachers expressed that they should defend Anatolia. Cevdet Dursunoğlu, a teacher from Erzurum, got permission

for the establishment of the “Vilayat-1 Şarkiyye Müdafaa-1 Hukuk-1 Milliye Cemiyeti”, which was founded in Istanbul, and the first organization of the national liberation began in the eastern region (Alptekin, 1978, p.35; Aslan, 2002).

During the war years, teachers also had difficulties in paying salaries. Some teachers could not receive a salary for 8-10 months and sometimes more than a year. The salary problem continued at the end of the war and became a critical education problem. People, schools, and teachers could not pay the taxes they had to pay due to the economy’s deterioration (Başgöz, 2016). Despite this, the Minister of Education of the period, who did not want the schools to be without teachers, Dr. After Rıza (Nur) Bey, Educational Deputies Hamdullah Suphi (Tanrıöver) and Mehmet Vehbi (Bulak) Bey emphasized education, and they made an effort not to close schools and provided to send teachers to schools without teachers (Şanal and Alaca, 2020).

The Turkish Grand National Assembly was established on April 23, 1920; a Maarif Encümeni (Education Council) of twelve people, headed by Hamdullah Suphi Bey, was established among the commissions to carry out the educational affairs and program (Güneş, 1997). On May 9, 1920, 16 days after the opening of the Turkish Grand National Assembly, the Ministry of Education inauguration. It was stated in the government program that there would be significant support for education and that there would be educational reforms in the future, and that the current situation would remain the same for now due to the war (Kaplunan, 2012).

In 1920, the first central organization of the Ministry of Education consisted of four directorates in Ankara:

- Primary education directorate
- Secondary education directorate
- Hars directorate
- Statistics directorate

The central organization’s supervisory board consisted of three inspectors, and the program committee was seven people (Başgöz, 2016). When the Ministry of Education started to work, it took over from the Ottoman Empire in 48 provinces subject to the Turkish Grand National Assembly, with its organization and programs being an education administration in each province. The primary school taught for six years, full-term Sultanis for 12 years, high schools for three years, Darülmuallims for four years, and Darü’l-muallimat for five years (Unat and Tonguç, 1929).

The first thing the Ministry of Education had to do was to determine the number of schools and teachers in Anatolia. There were 2345 primary schools in 38 provinces and sanjaks affiliated to the Ankara Government. Five hundred eighty-one of these schools were closed. The number of male primary school teachers is 2384, and the number of female teachers is 677. Out of a total number of 3061 teachers, only 875 are graduates of teacher schools. Considering the 1927 census, 1137 of 46 thousand villages do not have schools. Considering that primary schools are located in cities and towns, it turns out that 98% of Anatolian villages do not have schools (Başgöz, 2016).

The government's education system program is as follows (Sarı, 2012; Başgöz, 2016):

- The education to be given should be religious and national.
- Children will become productive, grow up as business starters, and there will be an education system built on scientific and contemporary foundations.
- The classics of the East and the West will be translated into our language and added to our literature,
- Ancient works will be determined and reproduced,
- Scientific and new textbooks will be prepared in terms of historical, geographical, and social aspects suitable for our national structure,
- Turkish words will be collected, and a Turkish dictionary will be created,
- First of all, the schools we have will be well administrate.

On May 10, 1920, the task given to teachers in the 1929-1930 teacher's yearbook was explained most comprehensively, and it was written that "the government's greatest concern and clearly showed the first target it expected from the education organization" (Unat and Tonguç, 1929, p.67; Sarihan, 2019).

It is stated in the circular as follows:

*"It is known what a terrible crisis our homeland and nation, which has fallen under the imperialist aggression of the West who want to enslave, are in the face of a crisis. The life of our religion and our nation is under threat. For this reason, you are responsible for guiding the nation since you, the education officials, are the most enlightened and sinifi ali (exclusive) of the nation. The Grand National Assembly has made a Hıyaneti Vataniye Kanunu (Law of Treason) for the heedless and ignorant people who will violate the unity of the nation, which will be enforced (will be judged) vigorously and unswervingly. Inform the public of this law. Please confirm (Contact) this Tahrirat to all schools immediately"* (Unat and Tonguç, 1929, p.67)."

Although the TBMM (GNAT) government tried to organize religious and national education after establishing the Ministry of Education (Ministry of Education), it could not be very effective due to the current war of independence (Bozdemir, 1998).

Atatürk gave importance to national education as much as our independence. The most significant proof was that even when the Greeks attacked Ankara via Kütahya-Eskişehir, a national education campaign was organized in Ankara on 16-21 July 1921 (Kaplukan, 2012).

According to Atatürk, the basic principles of education should be as follows (Dönmez, 2013):

1. Education should be national.
2. Education should be scientific.
3. Education should be Secular.
4. Blended education should be applied.
5. Practical training should be implemented.

### **Maarif Kongresi (Education Congress)**

On July 15, 1921, during the Minister of Education, Hamdullah Suphi, he gathered education in Ankara. Teachers (more than 250 female and male teachers), Minister of Education and Ministry directors, school principals, and teachers attended the congress. While the preparations for the Battle of Sakarya continued, Mustafa Kemal Pasha came from the front and made the opening speech as the Speaker of the Grand National Assembly of Turkey (Kaplukan, 2012; Sarihan, 2019). On Friday, July 15, 1921, Mustafa Kemal came from the front and made the opening speech of the Education Congress. In his historical speech, Atatürk said, “Teachers, the new generation will be your work. The value of the work will be proportional to your skill and the degree of your sacrifice.” therefore, he talked about the importance of teachers in their duties (Güven, 2010). Again in the same speech, he emphasized the “national decency” and “national character” and said that education should be given by our history and culture (Meşeci Giorgetti, 2020). At the same time, with these speeches, Mustafa Kemal also formed the basis of the Delegation to İlmîye and the National Education Councils (Ayas, 1948; Meşeci Giorgetti, 2020).

The newspaper Hakimiyet-i Milliye covers the opening of the congress as follows (Akyüz, 1987; Kaplukan, 2012):

*“Mustafa Kemal Pasha is busy with the future duty of army of Teachers at the height of the third Greek offensive. This noble and lofty example will be one of the rare and precious memories of Turkish history.”*

Minister of Education Hamdullah Suphi Bey chaired the congress, and the agenda items prepared by the Ministry of Education were read by Edip Bey, the Principal of Primary Education. The information included in the agenda items (Sarıhan, 2019):

- An eight-year education system equipped with the necessary knowledge and skills is planned.
- Primary education will be extended for one more year in some places, depending on the situation and need.
- The schools where the new program will be implemented will be called public primary and secondary schools.
- Weekly lesson hours will be 27 for first graders.

<b>Course Name</b>	<b>Lesson Hours</b>
Alphabet and Turkish	<i>12</i>
Calculation	<i>3</i>
Hand Crafts	<i>3</i>
Pictorial Art	<i>3</i>
Music	<i>3</i>
Practical Lessons	<i>6</i>

- Weekly lesson hours for second graders will be 30.

<b>Course Name</b>	<b>Lesson Hours</b>
Turkish	<i>7</i>
Quran and Religion	<i>4</i>
Calculation	<i>2</i>
Agriculture	<i>1</i>
Hand Crafts	<i>3</i>
Pictorial Art	<i>3</i>
Music	<i>1</i>
French	<i>4</i>
Practical Lessons	<i>6</i>

- Weekly lesson hours for third graders will be 30.

Course Name	Lesson Hours
Turkish	4
Quran and Religion	4
Calculation	2
Geometry	1
Geography	1
History	1
Turkish History	1
Natural Knowledge	1
Agriculture	1
Hand Crafts	2
Pictorial Art	2
Music	1
French	4
Practical Lessons	6

- Weekly lesson hours will be 30 for fourth graders.

Course Name	Lesson Hours
Turkish	4
Quran and Religion	2
Nice Writing	1
Calculation	2
Geometry	1
Geography	1
History	1
Turkish History	1
Natural Knowledge	1
Agriculture	1
Hand Crafts	1
Pictorial Art	2
French	4
Practical Vocational Courses	6

- The lessons of the fifth grades will be similar to the fourth grades.

The Director of Ankara Female Teachers School, Mrs. Şahver, asked to speak at the meeting and stated that knitting and sewing lessons for women should be included in the practical lessons for female schools and that health courses should also be giving at the same time (Saruhan, 2019). After the congress participants achieved a complete consensus on primary and secondary education, an effort was made to simplify the education and make it more suitable. The education congress could not carry out its

studies as planned and could not examine the critical issues. Only some issues related to primary and secondary education were discussed (Kapluhan, 2014). The reason for this is that the Greeks attacked Eskişehir one day later, and they had to disperse without doing any work (Başgöz, 2016).

Mustafa Kemal Atatürk, who went to Bursa to celebrate the great victory on October 27, 1922, held a meeting with the teachers. At this meeting, Atatürk stated the following:

*“For those who want to save the nation, effort, goodwill and sacrifice are necessary. It is not enough to treat the nation according to the requirements of the century. Science is also necessary, and its center is the school. Let’s say the name of the school together with respect and reverence. The school teaches young people to respect humanity, love the nation and country, and honor independence... When independence is in danger, the most suitable and safest way is chosen to save it... Those who try to save the country and nation must also be honest, expert and knowledgeable in their profession. It is the school that teaches this. However, any attempt in this manner achieves logical results.*

*A basic program is required for the victory to find its actual value. Two essential points in this program are:*

- 1. Compliance with the customs and traditions of the society*
- 2. It should be in an understanding appropriate to the age.*

We cannot isolate ourselves from everything by closing our eyes. We cannot enclose our country in a circle and live indifferent to the world. On the contrary, as an advanced and civilized nation, we will live above the civilized field. This life is only possible thanks to science. We will take science (ilim and fen) from wherever it is and put it in the minds of every individual. There are no terms and conditions for science.” (Atatürk, 1997, s.48).

Mustafa Kemal gave the following words about education in the 1st Term 3rd Legislative Year speech of the Turkish Grand National Assembly on March 1, 1922 (Millet Majlis Record-Journal):

- “Gentlemen, the governments that have ruled our nation for centuries, have expressed their wish to generalize education. However, as they could not get rid of imitating the East and the West to achieve their wishes, the result caused the nation not to get rid of ignorance. In the face of this sad reality, the main lines of our education policy should be as follows: I said that the actual owner of this country and the essential element of our social structure are the peasants. It is these peasants who have been deprived of the light of education until today. Therefore, the basis of the education policy that we will implement is to eliminate the existing ignorance first. I can say that to explain this thought in a few words without going into details, and I can say that in general, the first aim of



our education program is to teach all the villagers to read, write, and to give information about geography, history, religion, and morality as much as to introduce their homeland, religion, and the world, and to teach the four operations.”

- “Naturally, secondary education is required between the first and last two education stages. Secondary education aims to train various service and art personnel needed by the country and prepare candidates for higher education.
- “It is essential to comply with the principle that education and training methods are practical and applied in secondary education as well. Emphasis will be placed on raising our women by going through the same educational stages.”

### **Misak-ı Maarif**

In 1923, the Minister of Education, İsmail Safa, published a circular called “Misak-ı Maarif” containing the aims of education determined by the Ministry of Education. The aim of this circular, which also aims to unify education, is to provide a contemporary and national education. With the “Misak-ı Maarif”, education, economy, and independence were seen as expressions that formed the basis of the state before the establishment of the Republic (Akgün and Uluğtekin, 1989).

Atatürk gave the following statements about education in the 1st Term 4th Legislative Year speech of the Turkish Grand National Assembly on March 1, 1923 (Millet Majlis Record-Journal):

- *“Gentlemen, although our one-year work on education is not very bright, tangible results have been achieved despite the difficulties that beset us and especially the lack of tools. The Ministry of National Education ensured that thirteen of the male teacher schools that were closed in the provincial centers during the ceasefire and war periods were reopened in the past year, and the establishment of seventeen male and one female high school in various leagues was completed. Positive studies such as opening six males and two females high schools were continued. All year, efforts were made to fill the teacher gap in schools, and teachers whose educational power and national honor were tested were sent to the schools of the liberated areas. Some of the most necessary regulations, which were not available in Istanbul and Anatolia, were printed and sent to educational institutions. Last year, many free books were sent to the National Education Libraries in all provinces and districts, and about fifteen thousand books were distributed to the children of martyrs. During this period, the Telif ve Tercüme Heyeti (Authorship and Translation Committee), which continued to meet regularly, had fifteen books printed and given some of them to the printing house to meet the needs of the public and the people who examine them.”*

• *“The purpose of the regulations to be applied in education and teaching is to make knowledge a practical and usable tool that enables people to succeed in material life, rather than being an ornament and a tool of domination or a civilized pleasure. Our Ministry of National Education attaches great importance to this issue.”*

• *“For a practical and inclusive education, modern libraries, plant gardens, zoos, conservatories, workshops, museums, and fine arts exhibitions should be established in important centers within the borders of the country, and according to the current administrative division, the whole country, up to the district centers, should be equipped with printing houses. Although it is difficult to realize all these good things as soon as possible, we strongly hope that these results can be achieved as soon as possible.”*

• *“I would like to remind you with pleasure and pride that we have a university board and many professionals and intellectuals who approach the university with the most modern way of thinking and understanding in order to show the way our country will follow regarding self-employment.”*

• *“In the new year, Anatolia will be divided into fifteen teacher school districts to improve primary and secondary education in our country adequately. There will be a full-term high school, a primary education male teacher’s school that can accept two hundred students, and a female teacher’s school. The education and teaching boards of these schools will reach approximately sixty people. Thus, a teaching center with strong staff will be established in various parts of the country.”*

• *“To give scientific representations and to organize conferences in these centers, to ensure that the illiterate part of the public can read most easily, to open night courses that will provide them with the first degree necessary information, and ensure that the local press to be established deals with publications especially on general education and public knowledge will be the duties of the teachers’ board. The Ministry of National Education has included in this year’s work to gather all the village imams in twenty-five and thirty centers during the school holidays and to give them a three-month practical lesson.”*

• *“Gentlemen, One of the institutions required in primary education is boarding primary schools. As a result of the recent investigations and observations of the government, it has been seen that there is a general tendency towards primary boarding schools on the one hand. The effects of gathering the young children of several provinces in one place on unity in education, patriotism, and fraternity are obvious. For this reason, our Ministry of National Education will be in an encouraging attitude by providing all kinds of facilities for the opening of these schools.”*

• *“Gentlemen, In order to ensure that the teaching task in schools is given to reliable hands, the children of the country are raised by virtuous and respectable teachers who will consider that task both a profession and an ideal for them; It is necessary that the teaching profession, like other free and higher professions, gradually rise and become a profession that will certainly provide a comfortable life. In all parts of the world, the community of teachers is the most selfless and respectable element of civilization.”*

• *“Gentlemen, Writing and translating books is the foundation of our national sovereignty and an important means of dissemination of national culture. In order to expand the publications on these two subjects with great effort this year, conditions have been prepared to encourage university professors to do this work. On the one hand, the books that have been published or decided to be rewritten will be distributed gratuitously, while on the other hand, initiatives will be made by the government to accustom the people to reading.”*

• *“Teaching real life to our people with practical and easy-to-understand books that will be published free of charge under the name of Government Books will be a beneficial practice.”*

• *“Gentlemen, there is science and culture that the children of the country have to share and equally. Up to the level of education where people with higher professions and specializations can be distinguished, unity in education and teaching is essential for the development and advancement of our social community. In this regard, it would be appropriate to ask the Ministry of Şer’iye and the Ministry of National Education to agree on this issue and to work together.”*

According to İsmail Safa, the aims of education are as follows (Ergün, 1982):

1. Young people should be educated with fraternity and love of country.
2. Youth should be taught to work, produce, and what needs to be done in these way.
3. As a result of the demolition of old institutions, it is to train young people in an imperturbable manner.

İsmail Safa’s views on education levels (Ergün, 1982):

**Primary and Secondary Education:** Primary education provides religious education and complements the education that starts in the family. In secondary schools, lessons for life and the future should be taught. Secondary schools should have applied courses. When primary and secondary schools are on holiday, village imams will teach.

**High School:** Young people should be educated professionally and culturally. Foreign language teachers will also be educated in Sultanis.

**Higher Education:** There is a professional purpose in higher education. Higher teacher schools, institutes, and conservatories should be opened.

**Public Education:** İsmail Safa gave great importance to public education and wanted to spread education to the public along with compulsory education.

Misak-ı Maarif later formed the basis of the Heyet-i İlmiye, Tevhid-i tedrisat and National Education Councils (Meşeci Gıorgetti, 2020).

### **First Heyet-i İlmiye (First Scientific Committee)**

It was gathered in Ankara on 15 July-15 August 1923. The War of Independence is over, and the education war did begin. In this meeting, education problems were discussed in every detail (Ergün, 1982). The decisions taken in the first “Heyet-i İlmiye” program pioneered the programs formed with the Republic’s proclamation. With this program, the name Sultani was changed to high school, and the program became two semesters. This program, which is the first step of “*Tevhid-i Tedrisat (unification of education)*”, was chaired by the Minister of Education İsmail Safa. Many studies have been accomplished by nationalizing education (Aslan, 2002).

Six commissions were established at the meeting (Ergün, 1982):

1. National and Scientific Commission
2. Statistics Directorate Organization Commission
3. Primary Education Commission
4. Teachers’ Schools, Scouting, Education Commission
5. Secondary Education Commission
6. General Studies of the Ministry and Program Commission

The decisions taken in the program are as follows (Ergün, 1982):

- Primary education will be six years. Compulsory education will cover the ages of 7-14. The class size of the first and second classes will not exceed 30 people, and the class size of the other classes will not exceed 40 people.
- Children of compulsory education age will not go to foreign schools.
- Ministries other than the Ministry of Education will not do the work of National Education.

- “Leyli Village Schools” (Regional Boarding School) will be established for small villages, and traveling teachers will be formed.

Education has three separate tasks (Meşeci Giorgetti, 2020):

1. Upbringing and education of children will be done in schools.
2. Apprentice schools will be established for night classes for the education and training of the citizens.
3. National elites will be raised. Talented students from impoverished families will be specially protected in secondary and higher schools and sent out to cultural centers in Europe with government scholarships.

A law has been prepared on primary school teachers. The decisions taken according to this law are as follows (Ergün, 1982):

- Compulsory education continues for two more years for those who cannot go to secondary education after primary education. Vital and vocational education is given in two-year preparatory schools.
- Women will be able to enter the “Heyet-i İlmiye” and be appointed primary education inspectors.
- The selection of religion lesson teachers will be like the selection of other teachers.
- It was decided to change the name Sultani to high school. High schools will be 11 years in the form of 4+4+3.
- Teachers on duty do not have the right to defer more than once when they reach the age of military service. The education of those who study in colleges and madrasas and those who study in Europe is suspended.
- Teachers with diplomas and licenses do their military service in a way that does not interfere with education.

Teaching courses were also discussed in the first “Heyet-i İlmiye”. Until the teacher schools produce enough graduates, high school graduates and “Darülhilafe” graduates who receive this degree of education will continue to attend the Ictimaiyat, Ruhیات, Ictimaiyat ve Terbiye Hifzissihha-i Mekatip, Usül-i Tedris and Applied Dersiyeye courses, which will be opened for six months. If they are successful, they can work as teachers in primary schools (Öztürk, 2007).

## History of Education After the Proclamation of the Republic (1923-1938)

The War of Independence was concluded successfully, and Mustafa Kemal Atatürk established the Republic on October 29, 1923, with a new management and regime approach. With the establishment of the Republic, the country moved to a different dimension and developed in every aspect of politics, economy, education, and culture (Akyüz, 2020; Akman and Meydan, 2018).

With the Republic in Turkey, attempts were made to enter a secular and national education system. Turkish culture was secularized and established according to a free thought system, away from superstitions and superstitions. The main aim of the newly established state was a teaching and education system based on a realistic, scientific view based on experience, far from narrow-formed minds with the madrasa mentality (Eroğlu, 1997).

With the proclamation of the Republic, there were many innovations in education, and the differentiation and new approaches experienced with many changes lasted from 1923 to 2020. This process continued lifelong learning from pre-school to university (Balkaya, 2020).

When the Republic was declared, the population of Turkey was around 11-12 million. 10% of the population was literate, and 3% of the female population know how to read (Karagözoğlu, 1985).

**Table 1:** The situation of schools in the first years of the Republic (Bozdemir, 2009)

	Number of schools	Number of teachers working in schools	Number of Students
Primary school	<b>4894</b>	<b>10238</b>	<b>341.941</b>
Middle School	<b>72</b>	<b>796</b>	<b>5905</b>
High School	<b>23</b>	<b>513</b>	<b>1241</b>
Technical School	<b>64</b>	<b>64</b>	<b>6547</b>
Faculty ve Junior Technical College	<b>9</b>	<b>307</b>	<b>2914</b>
Total	<b>5062</b>	<b>11918</b>	<b>358.548</b>

In the first years of the Republic, it cannot be said that education was of a qualitative nature. Teachers were lost in the wars, and the current education is far from contemporary; the lack of school buildings and teaching materials reveals the problems in the education system (Karagözoğlu, 1985).

In 1923-1924, the number of teacher schools was 20. Of these schools, 7 were girls' schools, and 13 were boys' teacher schools. In 1924, teacher schools began to be called "Mıntıka Erkek ve Kız Muallim Mektepleri," and those who graduated from these schools were assigned to various provinces by the Ministry of National Education at the beginning of each year (Ayas, 1948).

## **Elifba Congress**

One of the critical issues held in 1924 was the “*Elifba Congress*”. The Istanbul National Education Director held this congress. In the congress directed by Ahmet Halit, Sadrettin Celal Antel focused on the first teaching of reading and writing (Özkan, 2008).

## **The Law of Tevhid-i Tedrisat (Unification Of Education)**

On March 3, 1924, the law numbered 430 “Tevhid-i Tedrisat” was enacted (Ergün, 1982). With this law, the duality of “medrese” and “mektep” was abolished, and all educational institutions were subordinated to the Ministry of National Education. Modern education was adopted, and the education system was rearranged (Karagözoğlu, 1985). After the madrasahs were abolished in 1923, new schools were opened to train Imams and Hatips (preachers), and the Faculty of Theology was added to Darülfünun for those who wanted to study at a university on religion. However, because there were no students, both institutions were closed (Ergin, 1977; Akman and Meydan, 2018).

The administrators of the new Turkey took great care to make minority (foreign schools) accept the secular system they adopted for their schools. When the Law on Unification of Education was adopted, all foreign schools were forbidden to provide education based on religious principles with a circular issued. Religious symbols were eliminated from school books (Başgöz, 2016, p.95).

When the madrasahs were closed, there were 479 madrasahs and 18,000 madrasah students in the country. Essentially Six thousand were actual students, and the rest were self-employed who did not go to madrasah after registering to avoid military service (Başgöz, 2016).

Regulations made with this law (Akyüz, 2020):

- Science and education institutions are affiliated to the Ministry of Education.
- The Ministry of “Şer’iye ve Evkaf” is connected to the Ministry of Education.
- The money in the budget of the “Şer’iye ve Evkaf” Ministry will be transferred to the Ministry of Education.
- The Faculty of Theology will be opened in Darülfünun to train high religious experts in the Ministry of Education, and separate schools will be open to train Imams and Hatips (preachers).
- Madrasahs were closed.

With the Tevhid-i Tedrisat, the education system has guided education with the principles it has formed based on secular education. These principles are nationality, secularism, scientificity, generality and equality, functionality (Türkoğlu, 2010).

Prime Minister İsmet İnönü said the following about Tevhid-i Tedrisat at the Congress of Teachers Union on April 5, 1925 (Ayas, 1948, p.149):

*“We are convinced that the works done and to be done with the Tevhid-i Tedrisat are the main basis in the whole life of the country, not only in intellectual, industrial and scientific lives but also in society and in the life itself.”*

*“To see our work as hypocritical of religion is not to see the work done. Not everyone sees the auspicious beginning that does not become a deed. The eyes of the public see the results that have been transformed into deeds. We will not listen to voices that will object because they can't see the whole picture. Every ignorant objection and attempt to reach the goal will be eliminated. We will not show the slightest hesitation in applying the powers of the law in this regard in its entirety. We cannot and will not submit to any obstacle.”*

*“Friends, think about the general state of the world. The state of the world is crying out for us to emergence. We will make the most of this situation.”*

## **Co-Education**

The co-education system (March-November 1924) first started in secondary schools in Tekirdağ. Since there is no female secondary school for girls who have completed primary school, it was decided to enroll in male secondary school. In the third “Heyet-i İlmiye”, it was decided to have co-education in secondary schools. In August 1924, it was decided that primary schools would be co-educational. Co-education in high schools started after 1930. There were nine female and fourteen male high schools in 1923, and 19 high schools started co-education in the 1934-1935 academic years (Akyüz, 2020). Village teacher schools were opened in 1937, and Village Institutes as co-educational starting from 1940 (Binbaşoğlu, 1999). With this co-education carried out during the education period, a democratic education system was created by giving importance to females education (Erdem, 2011).

## **Second Heyet-i İlmiye**

On April 23, 1924, the Second Heyet-i İlmiye convened in Ankara under the presidency of Mr. Vasıf (Çınar), the minister of the period (Meşeci Giorgetti, 2020). The purpose of this meeting is to comply with the new state order and to re-establish educational buildings. Because with the Law of Unification of Education, the number of schools increased and madrasas and religious schools were closed, and a secular education system was tried to be established (Ergün, 1982).

The decisions taken by the Second Heyet-i İlmiye are as follows (Ergin, 1977; Dönmez, 2005):

1. Reducing primary education from six to five years,



2. Secondary and High School will be three years and the duration of education will be reduced from seven years to six
3. Increasing the Teacher Schools from four years to five,
4. Amendment of Secondary School, High School, Teacher's School programs and addition of social science course
5. Primary School Curriculum
6. Printing textbooks.
7. Secondary school books will be printed by competition.
8. Weekly course hours in high schools will be 30 hours.
9. The duration of girls' and boys' high schools will be equal
10. On September 1, 1924, one-course high school will be named "Middle School".

With the "*Secondary Education Teachers Law*" numbered 439, enacted on March 13, 1924, teaching became an official profession. Teachers assemble into classes and grades according to their schools (Cicioğlu, 2010).

### **Developments in the Republican Period Pre-School**

In 1923, 136 teachers were working in the kindergarten and classrooms, and the total number of students was 5,580. In the Republic's first years, there were 80 kindergartens in 38 provinces working with environmental opportunities. In the 1927-1928 academic year in Ankara, the "Main Teacher School" was opened with a two-year education period. However, it was closed in 1933 and transferred to the Istanbul Girls' Teachers' School, but it was closed in 1933 (Oğuzkan and Oral, 2002; Başal, 2005).

Since the importance of literacy increased in 1928 when the Alphabet Revolution took place, primary schools mainly focused, and the allowances were transferred to primary schools by Special Provincial Administrations. Kindergartens, which continued with environmental opportunities, were closed in 1937-1938 (Başal, 2005).

According to Oktay (1989), with the two circulars issued on October 25, 1925, and January 29, 1930, the shifting of budgetary opportunities from kindergartens to primary education for the development of primary education caused the closure of inadequate kindergartens. However, "nursery homes" were opened for the children of poor women who could not find someone to take care of their children during their working hours, among mothers working in factories and agriculture in Istanbul (Çelik and Gündoğdu, 2007).

According to the information given by Oktay (1998), kindergartens were opened by the Istanbul Municipality in 1932, where poor working women could leave children between the ages of 3 and 7. On the way to work, women left their children in these homes and picked them up again when they returned from work. This establishment was a feature of kindergarten with a mealtime (Güven, 2010).

### **1924 Primary School Curriculum**

We see the effects of John Dewey on the 1924 program to be implemented, albeit partially, in this program (Gültekin, 2020). This teaching program, which was held in 1924, aims to prepare students for life and raise conscious and healthy individuals (Meşeci Giorgetti, 2020). The primary school program does not have specific objectives that are not determined by individual lessons. The program is planned separately for male and female students (Gültekin, 2020).

The first program prepared after the establishment of the Republic was this program in 1924. By the 87th article of the 1924 Constitution, “*Primary education is free and compulsory for all Turks*” took place. Therefore, uninterrupted education is regulated by the constitution (Meşeci Giorgetti, 2020).

### **Elementary School Program Features**

- With the 1924 program, circuits were eliminated.
- Primary school education period was reduced to five years.
- It is arranged separately for male and female students.
- The program does not have general and specific objectives arranged according to the courses. The program consists primarily of courses and the distribution of topics according to the courses. Also, no relationship was established between the courses.
- The 1924 program, which has the distinction of being the first program of the Republic, shows more of a transitional program until a new one is prepared.
- Its main difference from the last pre-Republican programs consists of introducing or changing a few courses and adapting some course subjects to the Republican administration.
- The main significant change in the new program has been made in the course subjects, and the meaning and pus of the Republic and recent events have been emphasized by making arrangements between the “*Musahabat-ı Ahlakiye ve Malumat-ı Vataniye*” course and the “*History Lesson*” (Türkoğlu, 2010, p. 79).

Table 2. Courses Specified in the 1924 Program (Gültekin,2010, p.8).

Courses	Males					Female				
	1	2	3	4	5	1	2	3	4	5
Turkish										
Alphabet	12	-	-	-	-	12	-	-	-	-
Recitation (İnşaad-Temsil)	-	4	3	2	2	-	4	3	2	2
Orthography	-	2	2	1	1	-	2	1	1	1
Composition	-	1	2	2	2	-	1	2	2	1
Grammar	-	-	-	1	1	-	-	-	1	1
Writing (Sülus-Rik'a)	-	2	1	1	1	-	2	2	1	1
Quran and Religion Lessons	-	2	2	2	2	-	2	2	2	2
Calculation	2	3	3	3	2	2	3	3	3	2
Geometry	-	-	-	1	2	-	-	-	1	2
History	-	-	1	2	2	-	-	1	2	2
Geography	-	-	1	2	2	-	-	1	2	2
Nature Investigation, Agriculture and Hygiene	3	3	2	2	2	3	3	2	2	2
Musahabat-ı Ahlakiye ve Malumatı Vataniye	1	1	1	1	1	1	1	1	1	1
Pictorial Art	2	2	2	2	2	2	2	2	2	2
Music	2	2	2	1	1	2	2	2	1	1
Hand Crafts	2	2	2	2	2	2	2	-	-	-
Terbiye-i Bedeniye (Physical Education)	2	2	2	1	1	2	2	2	1	1
Embroidery, Sew and Sewing	-	-	-	-	-	-	-	2	2	2
Home Economics	-	-	-	-	-	-	-	-	-	1
<b>Total</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>26</b>

On September 1, 1924, high schools were entitled “*Secondary school*” and high school was no longer a part of secondary school and became a stage (Cicioğlu, 2010).

In this program, which is planned the same for city and village schools, the lessons are planned independently without considering child development. The curriculum of the courses is very severe and complex (Güngördü and Güngördü, 1966).

### Third Heyet-i İlmiye

Between December 26, 1925, and January 1926, a delegation of 19 people, consisting of notables of the Ministry, principals of important high schools, and inspectors, gathered under the chairmanship of Minister of National Education Necati Bey (Ergün, 1982). With this “*Heyet-i İlmiye*” schools were reorganized on March 26, 1926, by the “*Law on the Organization of Education*” numbered 789 (Cicioğlu, 2010).

The meeting consists of 12 sessions, and the decisions are taken as follows (Ergün, 1982; Dönmez, 2005):

- The currency spent on education in the state and provincial budgets will be used efficiently
- Schools will be organized with the capacity to receive all students coming to the school.
- High schools will be reduced and gradually increased in specific centers.
- Teachers and vocational schools will be gathered in specific centers and strengthened.
- Co-education will be made in non-boarding schools.
- Vocational training will be given to trainee teachers
- Legal basis will be established for the promotion of teachers
- “National Education and Training Department” will be established to deal with education and training affairs.

With this law, primary and secondary schools are organized as follows (Cicioğlu, 2010):

#### **Primary Schools**

City and town (daytime)  
City and town (boarding)  
Village (daytime)  
Village (boarding)

#### **Secondary Schools**

High Schools  
Secondary Schools  
First Teachers’ Schools  
Village Teacher Schools

With the Education Organization Law, a “language committee” was formed to make it a world language and get rid of the effect of foreign words from our language (Cicioğlu, 2010).

At the same time, with the 20th and 21st articles of this law, the “Maarif Eminlikleri” (National Education Organization) is divided into specific regions. The regions created by combining one or more provinces for educational purposes were called ‘Maarif District’. The districts were divided into 12 education zones, and these were located in the provincial centers. The district centers were: Ankara, Istanbul, Edirne, Izmir, Antalya, Konya, Adana, Diyarbakir, Sivas, Erzurum, Trabzon, Kastamonu. A ‘Maarif Emini’ has been appointed to run the educational affairs of these districts. Some of the powers of the Ministry of National Education and governors, including the appointment of teachers, have been given to the “Emin’s” of Education (Unat and Tonguç, 1929; Cicioğlu, 2010; Başgöz, 2016). The “Eminlik” was established as the representative of the Ministry of National Education and the highest body in the region. With the establishment of the trusts, the reflection of local needs on education and independence from democracy became important (Doğan, 1981).

## 1926 Primary School Program

After the 1924 education program was implemented for two years, the 1926 primary school program was prepared. In the preface of the program, the aim of the primary school is as follows: “*The main purpose of the primary school is to raise decent citizens by actively adapting the younger generation to their environment*” (Türkoğlu, 2010, p.80).

The most critical feature and innovation of the 1926 primary school program are that it brought the collective “*Tedris*” (collaborative teaching) application. According to this method, the lessons in the first three grades were gathered around the units in the Life Studies course, and the program of each course was based on new principles (Arslan, 2000).

Educator Sadrettin Celal says the following about collective education:

Educator Sadrettin Celal says the following about collective education:

*“While teaching according to the old programs, children were given various information and subjects that had no connection or relation in various lessons for five hours a day. For example, when the bell rings while the teacher is explaining a subject of great interest to children in the History lesson, it is very wrong to leave that lesson and give a “hendese” and “kavaid” (rules) lesson in the next lesson. The enthusiasm and excitement of the students decrease and disappear until the next history lesson. However, while a subject is being taught in the collective teaching method, historical and geographical information will be given in that field, Mathematics problems will be solved, Turkish lessons will be given, etc. However, if the students participate in such a lesson by remaining passive, this is not collective teaching but collective appreciating and sticking teaching. In collective education, separate subjects will not be covered in classes, and a subject will be covered in various aspects, and students will be guided to observation and experiment”* (Akyüz,2020, p.347).

One of the most critical developments in this history was introducing the Life Studies Course into the curriculum. This course forms the basis of all courses and is also included in the first three years of Education. Other courses are part of the Life studies course. It is an environment lesson and helps the child adapt to the environment (Binbaşıoğlu, 1998).

It is possible to list the other innovations brought by the 1926 Primary School Curriculum in addition to adopting the “collective education” method explained in detail above (Özalp and Ataünal, 1977, pp.78-79. cited in Arslan, 2000):

1. It is agreed that the student’s interest should be considered and emphasize occupational training.
2. The curriculum of the courses is counted and the main lines of the aim of each course and the method to be used in its teaching.

3. Teaching the courses according to the environmental conditions and creating a wide range of opportunities were also included in this program.

**Table 3.** *Courses Specified in the 1926 Program (Gültekin,2020, p.14).*

Courses	Grade					
	1st Stage		2st Stage			
	1	2	3	4	5	
Turkish	Alphabet	10	-	-	-	-
	Reading	-	4	4	3	3
	Orthography	-	2	2	1	1
	Composition	-	2	2	2	2
	Grammar	-	-	-	1	1
	Hand writing	-	2	2	1	1
Life science		4	4	4	-	-
Calculation-Hendese		4	4	5	5	5
History		-	-	-	2	2
Geography		-	-	-	2	2
Nature Lessons		-	-	-	2	2
Item Lessons		-	-	-	-	2
Homeland Information		-	-	-	2	1
Painting- Handicraft		4	4	4	2	2
Music		2	2	1	1	1
Gymnastics		2	2	2	2	1
Home Economics (Female Schools)		-	-	-	1	1
Stitch (Female Schools)		-	-	-	1	1
<b>Total</b>		<b>26</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>26</b>

\*(1) Home economics is reserved for female schools only. One hour will be taken from the 4th-grade Gymnastics classes, and the 5th-grade Orthography course will be allocated to this course.

\*(2) In the 4th and 5th grades, females will be taught Sewing, and one hour each will be reserved for the Painting-Handicraft lessons.

The five-class school is divided into two phases. In the first semester, all the courses are taught collectively around the axis of “Life and Society”, and in the second semester, they are given separately and independently according to the branches of science (Güngördü and Güngördü, 1966). From the point of view of Quantification and Consideration, the teacher was not informed about this subject in the 1926 Primary School Curriculum (Gültekin, 2000).

## Program for Village Primary Schools

In line with the 1926 program for Village Primary Schools, a program was presented for three-year village schools. According to the program, the “Village Schools Curriculum Program” was prepared, based on the principles of the city school curriculum, in order to raise village children according to the conditions and needs of the village. The purpose of the 1927 “Curriculum for Village Schools” entry was stated as follows: “This curriculum was designed for village schools. It is not appropriate to keep village schools separate from primary schools of education.” The essence of this change in education programs was secularism, turning to the west and positive sciences (Gözütok, 2003; Türkoğlu, 2010).

Table 4. Specified Courses for Village Schools (Türkoğlu, 2010, p. 82).

COURSES	1th grade	2th grade	3th grade
Elifba	12	-	-
Reading	-	4	4
Turkish Orthography	-	3	2
Composition	-	2	2
Kavait tatbikatı	-	-	1
Writing	-	4	3
Life science	4	4	3
Homeland Information	-	-	2
Calculation Hendese	4	3	3
Painting-Handicrafts (Males)	4	4	4
Painting-Handicrafts, Housework (Females)	-	3	3
	24	24	24

## New Turkish Alphabet

Without making a letter revolution, Atatürk talked about the drawbacks of the Arabic letters with the intelligentsia and the relevant people and convinced the intellectuals around him to take the necessary action (İnan, 2020). From 1928 until his death, the Turkish alphabet and the Turkish language movement became subjects he was busy with (Ekiz, 2007).

With the new Alphabet Reform on November 1, 1928, education was carried out with the new alphabet, the Latin alphabet, after this date (Gültekin, 2020).



*The first announcement of İktisadî İnkılap Newspaper about the New Turkish Alphabet. September 24, 1928*

After the Turkish letters were accepted, the Alphabet Committee created two crucial works. The first is the Alphabet report written by İbrahim Grantay, and the second is the Grammar report written by Ahmet Cevat Emre. This institution later became the Language Council and prepared a grammar and a dictionary. The dictionary, published in 1929, became a guide in translating words written in old Arabic letters into Turkish letters (Ergün, 1977).

The Arabic script, which has been used since the 10th century, was not the same as Turkish in terms of sound and language. This incompatibility was resolved with the new Turkish alphabet, reading and writing were easier to learn, and it was not difficult to learn and write letters (Tezcan, 2011). In the controversial conference on the new Turkish alphabet at the Dolma Bahçe palace on August 29, Mustafa Kemal wrote on the board: “*There is no other way to save the nation from ignorance than to abandon the Arabic letters that do not fit their language and accept the Turkish letters based on Latin.*” (Yorgancı, 2009). Atatürk gave a speech at Sarayburnu Park on the night of 9/10 August and announced the acceptance of his new letters (Binbaşıoğlu, 1994). Mustafa Kemal went to Tekirdag, where he served as the division commander, on August 23, 1928, as the Başöğretmen (Head Teacher) to introduce the new letters to the public (Mert, 2017; Yavuz, Akman and Kara, 2019).





*While Atatürk was in the geometry class at Sivas High School (13.11.1937)*

Atatürk, who went to Sivas on November 13, 1937, took a class at Sivas High School, the building where Sivas Congress was held. The course, formerly known as “hendese”, is a geometry course with its new name. Seeing that the teacher is faltering with old concepts, Atatürk explains the Pythagorean theory to the student by drawing on the blackboard, using the original terms he establishes. Subsequently, he emphasized that there could not be teaching in old terms and that lessons should be taught in Turkish terms. At the same time, Atatürk, who wanted to show that the Turkish language is the language of science, wrote a geometry book in Dolmabahçe Palace and made a critical study by determining the terms specific to the Turkish language for easier understanding of the terms. (Bee, 2006). The names of 48 geometry terms in this book written by Mustafa Kemal belong to him (Yorgancı, 2009).

### **Nation Schools and Community Centers**

With the acceptance of the new letters, “Millet Mektepleri” (Nations Schools) was established. As the headteacher, Mustafa Kemal led the public to teach these new letters (Kara, 2018). “Nation Schools” were opened, where Atatürk also gave lectures as the headteacher. The main goal of the republican administration was to increase the literacy level of the people with new letters and to develop citizen awareness (Güven, 2010). The country has turned into a massive school. New books were printed with the new alphabet and distributed to schools (Tezcan, 2011). Literacy courses were held in “Türk Ocakları”, Community Centers, and Halkodaları. Wherever there was a school, men and women came in the evenings to learn to read and write. At the same time, community centers also served as schools. At the end of 1936, more than two and a half million people came and received a certificate of completion. After accepting the new letters, 1,451,759 students graduated from the Nation Schools, which were opened to learn these letters, between 1928 and 1937. 73.15% of these students are male, and 26.85% are female (Binbaşıoğlu, 1992; Bozdemir, 2009).



*Women studying at Kandira Nation School*

The National Schools consisted of two parts. In the form of “A” and “B” classrooms. While there were illiterate students in classroom A, those who took courses in A were leaving in classroom B (Binbaşıoğlu, 1992). Apart from increasing the number of literate people in the courses, courses such as “correct reading and writing”, “calculations and measures”, “Basic Citizenship Knowledge”, “Health Science” were also taught in the Nation Schools, which aim to create a conscious and cultured public structure (Bozkurt and Bozkurt, 2009). As a result of Atatürk’s formal and non-formal education efforts, the literacy rate increased from 9% to 21.6% from 1923 to 1938 (Demirtaş, 2008). Appropriately of the studies in the National Schools between 1928 and 1935, while the literacy rate was 13% for males and 4% for females in 1927, these rates increased to 29.3% for males and 10.5% for females in 1935 (Kılıç, 2017).

One of the essential works in the Atatürk period is the establishment of Community Centers. With the closure of the Türk Ocakları, which was in operation from 1912 to 1932, Community Centers were opened on February 19, 1932, by the board chaired by Dr. Reşit Galip. This institution has worked to raise awareness of the public in the name of education and culture. In this case, he has carried out his studies in nine directions. These studies are Language-Literature-History, Representation, Fine Arts, Sports, Social Aid, Public Schools and Courses, Library and Publication, Museum and Exhibition, Köycülük (Villageism). Especially teachers took part in these nine units. In villages, this institution showed itself as a “Public Chambers” (Demirtaş, 2008).

## 1936 Primary School Program

The 1926 program was implemented for ten years, and in 1936 the previous program was revised and developed in line with the needs of the period. In the first part of this program, titled “Primary School Goals”, the principles of “National Education” were included (Gözütok, 2003).

The journal of the Ministry of Culture dated January 1937 and numbered 20/1, explained the reason for making changes in the 1926 program as follows (Özkan, 2008):

- First of all, since the child has to be active due to the changing reality of the country and the social, natural, and technical changes that have occurred in recent years, a new program has to be made.
- Since the primary school gradually spread and became an institution that would give culture to the public, it was necessary for the children who would not go to secondary education to be educated as faithful and sufficient citizens for practical life. On the other hand, the children who would go to secondary education had to be included in the primary school.

The aims of the 1936 Primary School Program are as follows (Cicioğlu, 1985, p.81, cited in Gültekin, 2020):

- To educate students who continue to primary school as republican, nationalist, statist, secular, and revolutionary citizens, to raise students who will consider it their duty to instill ideas that will keep the Turkish nation, the Public Council, and the Turkish state respectable.
- To raise primary school students as sophisticated, cheerful, and robust citizens who give importance to their intellectual and physical development, to try to raise them to the highest levels shown by our deep national history in terms of their character, to arouse a sense of social duty and responsibility in students, and to connect them to the organized and order with a genuine understanding.
- One of the aims of primary school education and training is to make knowledge a tool that helps students achieve success in financial life, to provide every child of the country who attends primary school with the necessary knowledge and skills to benefit from the essential tools of modern business life and to gain the consciousness of transferring this knowledge and skills to others.

The education-teaching principles determined in the 1936 program can be listed as follows, briefly and concisely (Güngördü and Güngördü, 1966):

- 1. Principle of nationality (Primary school is a national educational institution)*
- 2. The principle of the whole community (Primary school is an example of a community, a society.)*
- 3. The principle of activity (the school should create an environment that will encourage the creation and work of the child.)*
- 4. Scientific head principle.*
- 5. The principle of acting out of interest*
- 6. The principle of providing information appropriate to the level of the student*
- 7. The principle of identity (teaching on the natural environment)*
- 8. The principle of taking into account individual differences*
- 9. Near country and near time principle*
- 10. The principle of the national economy*
- 11. Consolidation - Collective Education Principle*
- 12. The principle of expression in various ways*
- 13. The principle of moral living*
- 14. Art principle*
- 15. The principle of good use of free time*
- 16. The principle of practical knowledge and resourcefulness*
- 17. Working method principle*
- 18. The principle of locality (deepening in environmental issues)*

In the 1926 and 1936 primary school programs, there is no information about the tools and methods to be used in the quantification and consideration process, and only the explanations for homework were included in the 1936 curriculum. While questions such as written and oral exams and multiple-choice questions were not mentioned in the 1936 secondary school curriculum, geography notebooks are mentioned in the geography

curriculum. The program briefly states these notebooks: “Each student will keep a work file in the course. In this file, the student will keep a summary of what he has learned in the classroom at the end of each lesson, according to the scheme given by the teacher, and the pictures he obtained from the newspapers, books, and magazines that support this summary, and the files will be kept in the same size, neat cardboards and very clean and organized. While the grades are appreciated in exams and attendance, the keeping of the files is also considered.” (Ulutaş and Erman, 2011).

*Table 5. Courses Specified in the 1936 Program (Gültekin, 2020, p.21).*

Courses	Grade				
	1st Stage		2st Stage		
	1	2	3	4	5
Turkish	10	7	7	6	6
Life Science	5	6	7	-	-
Calculation - Geometry	4	4	4	4	5
History	-	-	-	2	2
Geography	-	-	-	2	2
Natural Knowledge	-	-	-	3	3
Family Information	-	-	-	2	2
Homeland Information	-	-	-	2	1
Painting-Work	4	4	4	2	2
Music	1	1	1	1	1
Gymnastics	2	2	2	1	1
Writing	-	2	1	1	1
<b>Total</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>26</b>

Religion lesson has been removed from the program. The writing lesson was taken out of the Turkish group and taught as a separate lesson. Nature and Goods courses in the 1926 program were combined under the name of Natural Science (Natural Knowledge) course (Güngördü and Güngördü, 1966).

In the 1936 Program, no separate programs were prepared for male and female students. In this program, the aims of primary school are discussed comprehensively. The principles to be considered in education have been determined by considering the developmental characteristics of students (Gültekin, 2020).

Between 1929 and 1938, necessary course materials for physics, chemistry, and biology lessons were brought from Germany and distributed to some high schools and secondary schools (Ayas, 1948).

## Middle and High School Programs

After the proclamation of the Republic, the secondary and high school programs were changed with the “Heyet-i İlmiye”s gathered in Ankara. Religion classes were suspended from schools. The first volume of the National Knowledge books, which were written to be taught in secondary schools, was prepared by the President of the Turkish Historical Society, Prof Afet Inan, and Kütahya Deputy Recep Peker prepared the second volume. Sociology lessons were started to be taught in high schools and primary education teacher schools again. Mathematics, Physics, Chemistry and Biology courses in secondary and high schools have been rearranged according to the programs of the Western civilization. The science curriculum and textbooks were prepared according to the students’ thinking, criticizing, and observing situations. While preparing the program, it was taken as a basis that the student would be taught practical, real-life knowledge away from superstitions and superstitions. Apart from this, it was emphasized that male and female students should take military courses in secondary education programs and that second-cycle students should also take lessons in military camps (Ergin, 1977).

History lessons had an important place in the 1924 program, the first high school program in the Republican period. The parts with the Sultanate have been removed from the history lessons. Instead, the subjects of the War of Independence, the establishment of the Turkish State, the Treaty of Sevres and Lausanne, the proclamation of the Republic, and the abolition of the Sultanate were added. Mustafa Kemal’s views are very effective in this program. For example, courses containing soft information such as law, economics, philosophy, and psychology were excluded from the program, and practices aimed at understanding and adopting the values of the Republic were given more space (Ünal and Ünal, 2010).

In 1926, with the law numbered 789, secondary education schools were determined as three years. However, vocational and technical education institutions run by local governments were included in the Ministry of National Education with this law. *Public high schools* are a level that leads to higher education, and vocational and vocational-technical high schools to both higher education, profession, and business life. Secondary education consists of a single stage. There is no education level between primary and higher education (Güven, 2010).

After adopting the new Turkish letters in 1928, Arabic and Persian lessons were removed from the high school program from the 1929-1930 academic year. A second foreign language was substituted for these courses, and then the second foreign language was excluded from the program from 1932-1933 due to failure to succeed (Ünal and Ünal, 2010).

## Vocational and Technical High Schools

Foreign educators were invited to the country to establish the basic policy and system of education. Regarding vocational and technical education, John Dewey (1924), Kühne (1925), Omer Buyse (1930) take place. Between 1927 and 1939, 133 male and female teacher candidates were sent to Czechoslovakia, Switzerland, and Italy to study various vocational teaching positions. From 1927 to 1938, six fashion, four tailorings, three home economics, cooking, two professional painting, one foreign language, two sanitary ware, one men's tailoring, three decorative arts, a total of 65 teachers, including 10 in the fields of commercial sciences, ten carpentry, five blacksmithing, seven leveling, two electricians, two casting, ten masonry, two architecture, and four administrators, were assigned to the school. According to the report published in 1936, apprenticeship schools, evening art schools, mobile and temporary courses, secondary vocational schools, technical schools, engineering schools were opened to train technical human resources. In 1927, the "Law on Vocational Schools" numbered 1052 was accepted. According to this law, vocational high schools are affiliated with the National Education Ministry (Alkan et al., 1996). In 1935, the Ministry of Education took the expenses of art schools into its budget, provided revolving funds to art schools, and enabled them to revive their workshops. Thus, art schools started to do business with private individuals and government offices around them. With their earnings, they were able to cover some of their school expenses. In the report, which was prepared in 1936 as a turning point in terms of a technical education plan, detailed information such as the location of art schools, how many students will be accepted, the number of faculty members, how they will be recruited, and which art branches each school will be included in was presented (Başgöz and Wilson, 1968).



*Mustafa Kemal Atatürk with his students after the exam at Ankara İsmet Paşa Female Institute (27.06.1933).*



*Examining handicrafts in class at İsmet Paşa Female Institute in Adana (19.11.1937).*

## **Foreign Experts Influencing Education**

### **John Dewey's Invitation to Turkey**

The American philosopher John Dewey came to Turkey in 1924 upon the invitation made by Mustafa Kemal Atatürk and prepared a comprehensive report on the Turkish education system. When Professor John Dewey came to Turkey, he was a faculty member at Columbia University in the USA (Turan, 2009). Between 19 July and 10 September 1924, John Dewey's trip to Turkey took two months. The reason for taking Dewey's views is how to apply an education with a new era understanding in the education history of the Republic and how to train teachers with ideas suitable for the society. (Ata, 2001). He presented his research and observations in two reports. He gave his first report, which includes his observations and examinations in Istanbul, Ankara, and Bursa, during Vasfi Çınar, the Minister of Education, before leaving Turkey. This report deals with the appropriations that should be allocated to the state budget regarding education. After returning to America, he prepared and presented a detailed 30-page report (Türkiye Maarifi Hakkında Rapor/Report on Turkish Education). It was translated and published in 1939 among the publications of the Ministry of Education. In this report, John Dewey's included suggestions about the new education system to be established. This report consists of eight main headings immediately after the MEDHAL (Introduction) section. These titles are Program, Ministry of Education Organization, Training and Promotion of Teachers, Training of Teachers, School System, Health and Hygiene, School Supervision, and Miscellaneous Mevat (Dewey, 1939; Turan, 2009; Efendioğlu et al., 2010).

In an interview published in a newspaper on August 26, it was stated that the unification of education in Turkey was well prepared and that there were no two types of education in America as before; He said that since most of the secondary school graduates will not attend Darülfünûn, the curriculum of these schools should be according to life and profession. The reporter said, "Is there any work that needs to be done again here? Have you prepared anything about it?" In response to his question, he focused on the following points:



- The connection between the demand and the environment of life should be ensured.
- Even if secondary school graduates cannot enter higher schools, they should graduate prepared for life and choose a profession.
- Since primary schools are young, the personal initiative should be developed instead of preparing for a profession. This job belongs to the teachers. They know better the needs of the country.
- Education should not be carried out solely for the intelligence of children. Handicrafts should be given importance, and contact with village life should be established. For example, in a wheat-growing environment, the effects of soil, air, and climate on the living conditions should be taught by showing the seeds and types in theory, and agriculture and tools should be shown as works in the same way.
- School buildings should be suitable for teaching, and there should be playgrounds.
- The administrative system in Turkey is the Republic. The will of the people is vital in these situations. Children must be assertive in these societies. It will be the teachers who will do this.

Again in the same newspaper, the reporter asked, “What is your general impression of our country?” to the question:

He said, “*The Turkish people are working with great determination despite seeing such disasters, and I am very dedicated and hopeful about this*” (Ata, 2001).

Dewey focused on the following issues in his report (Dewey, 1939; Tangülü et al., 2014):

- Innovations in the education system will require a very long time, and the necessary specialists should be trained for this.
- Commissions that examine the education programs and prepare the education plans should be established by the Ministry of National Education.
- Works from the West should be translated and published. The books to be translated should be the books that teachers need the most.
- Schools should be places where students can practice and explore, and buildings should provide appropriate conditions and be equipped accordingly. The number of course materials that students will use should be increased.
- Health and cleanliness rules must be followed in buildings.
- Secondary vocational schools should be developed rather than renewed.
- Schools should be life-centered places where the information needed by society is given, not just for teaching purposes.

- Vocational and artistic education should be given in schools. Students who want to continue school should have a profession when choosing a higher class. Courses in vocational and art schools should be practical.
- Teacher salaries should be increased in a short time. Salaries should be at a level that satisfies people qualified to do this job, and teachers should be able to support themselves and their families comfortably. Otherwise, there can be no teachers in society, and even if they are, teachers cannot devote themselves to education.
- Teachers should be supported financially by providing housing for teachers. The duties and places of duty of teachers should not be changed frequently.
- There should be unity in the education system. However, this unity should not turn into a form of uniformity. Teachers should be sent to foreign countries to develop teachers who are on service. Teacher schools should be developed, and their progress should be ensured. Education here should be done in the best process.
- Teacher schools in various branches should be established. It is necessary to send teachers trained in village schools and the conditions of village life. For this purpose, village teacher schools should be opened in a different style from other teacher schools. Education should be given to the necessities of villagers and farmers in village schools. Internship schools should be opened depending on teacher schools. In this way, teacher candidates can be better understood the ways of education and teaching. Education should be given in schools according to the requirements of environmental conditions.
- Teachers should gather every fortnight to discuss the topics they covered in the lesson by explaining them to each other.
- Children do not have books to read at home. Traveling libraries can be established for this purpose.

Dewey argued that there should be no changing education according to ministers. Turkey needed educators like Prof. Butro and Dr. Aster. Teachers should also be sent to study abroad. Particularly in agriculture, they are required to receive education in Denmark, Switzerland, and Germany. Education should be shaped from the understanding of the absolutist system in the past to understanding the democratic system (Ata, 2001).

While making improvements and innovations in education, the primary source of solving the problem has been reported. For this reason, many foreign experts were consulted for their opinions. Obtaining the opinions of foreign experts, which started in 1924, continued until 1960. Foreign experts have contributed to education by examining all aspects of the education system, preparing reports, and making suggestions about the problems (Tangülü et al., 2014; Akman and Meydan, 2019).

## Dr. Kühne's Report

In 1925, Prof. Kühne was invited to recommend German pedagogue Kerschensteiner to conduct research on Vocational Schools in Turkey. The following topics were covered in the report (Ayas, 1948):

1. Schools providing general education
2. Vocational education and training systems
  - A. Art professions education
    1. Institutions for training apprentices and specialist workers
    2. To train technicians
  - B. Education for the trade profession
  - C. Housekeeping education
3. Administration of vocational school affairs

He made studies in “Hayat Mektepleri” related to vocational schools in Ankara, Eskişehir, Bursa, İstanbul and İzmir (Ergün, 1982).

Kühne stated the following in the report he prepared for the Turkish education system (Başgöz and Wilson, 1968; Ergün, 1982; Başgöz, 2016; Akman and Meydan, 2019):

- Teacher salaries are meager in Turkey. That is why teachers cannot devote themselves to their profession. First of all, a stance should be given to the profession by regulating this situation.
- School expenses and money spent on students are pretty high in Turkey. In order to prevent this, the free boarding system should be abandoned, and more burden should be placed on the parents of the children.
- Teachers should be trained practically by having a trial garden and field in the schools' gardens.
- The number of students who complete secondary education and continue to high school is minimal. In addition, the exam and grade passing grades of secondary schools should be changed.
- She focused on the courses related to women's vocational education, such as housekeeping, child care, cutting, and sewing.
- General schools should be connected to the National Education, and art schools should be left to local administrations.

- German experts should be invited, and the German Language should be taught as a foreign language in art schools.
- Turkish schools can be considered successful in raising handicraftsmen, but few institutions train technicians.
- A machine-building institution should be established.
- Ornamental arts school should be opened, and Istanbul Master of Engineering School should be reformed.
- The equipment of trade schools is lacking. Teachers of these institutions should be trained specially.
- Home economics schools should be significantly expanded.
- Vocational Education Management should be established. Turkey has no plans in this regard.

Kühne recommended Prof Dr. Lutse to the Ministry as a vocational training expert upon the application of the Ministry. Since Kühne did not present the report in more detail and applicable, other experts were invited (Ergün, 1982).

### **Omer Buyse Report**

In 1927, a technical education expert from Belgium was invited to Turkey to examine and suggest technical education. He wrote reports by examining industrial regions such as Ankara, Kütahya, Konya, Adana, Mersin, İzmir, Aydın and Istanbul (Başgöz, 2016). He submitted the report he completed in June 1927 to the Ministry of Education, and the report was published by the Ministry of Education in 1939 (Okur, 2005).

According to the prepared report, Buyse stated the following (Tangulu et al., 2014; Başgöz, 2016):

- Schools are behind the developing industry, and the courses required by today's industry are not given in schools. Industry and art branches that need to be developed in the country should be taught to students as branches providing vocational and technical education. Thus, these branches can be preserved and developed.
- Schools should have farms that students can operate.
- Art education should be given in the army. It proposes a program that includes canning, agricultural knowledge, foreign languages, and stenography.

In 1930, Prof. Yung made investigations on Male Art Schools. In the arrangements made for male art schools, the teachers' staff were strengthened, and workshop tools, machinery, and installations were increased. In 1934, Male Evening and Female Evening Art schools were established (Ayas, 1948).

There are two educational institutions that Buyse proposes to be established in his report and prepares his project. One of them is Mustafa Kemal Pasha İş Darülfünunu. In this school, which is planned to be established in Ankara, besides training masters and teachers for vocational schools, skillful workers, technicians, and experts will be trained. The other is İsmet Pasha Female's Institute. It was to be a vocational, commercial, and social studies school for young females. (Ergun, 1982; Akdag, 2008).

### **American Mission Report**

Invited in 1933, Kemerrer conducts studies on the Turkish economy with a committee made up of the American delegation. The Board also expressed its views on education. The Board suggested that education be divided into branches and argued that it should be agricultural education, science, and engineering education, masters, industrial workers and administrators education, and trade education (Başgöz, 2016).

### **Beryl Parker Report**

Upon John Dewey's recommendation, he came to Turkey from the United States and prepared a report by examining hundreds of primary schools. Ms. Parker worked as a teacher at Ankara College of the Turkish Education Association for two years before being assigned by the Ministry to conduct school studies (Şahin, 1996; Tangülü et al., 2014). Parker handled his report as follows: In the quantitative dimension, the number of school buildings is insufficient. Schools should be expanded from three grades to five or even six. In order for students to be successful, talented teachers should be trained. Students who will become teachers should be selected and trained in theoretical and applied vocational courses. As a result of innovations, the situation of primary schools is quite good, and there is no need for innovation in primary education in general (Tangülü et al., 2014).

### **University Reform**

Darülfünun in Istanbul was the only university in Turkey until 1933. Darülfünun means "house of sciences" or "door of sciences" (Sayılı, 1985; Özata, 2007). Since 1929, the Darülfünun has been accused of not fulfilling what was expected of it, which necessitates reform efforts. The accusations against Darülfünun are as follows (Arslan, 2010):

- The school cannot fulfill its scientific duties.

- Faculty members dealing with politics and not working in Darülfünun
- The inability of older faculty members to keep up with developments
- Keeping Darülfünun closed for some scientists outside of Darülfünun.
- Acting according to the Islamic law logic and narratives of the Faculty of Law
- The necessity of closing the Faculty of Theology can be seen in societies affiliated with religious narratives.
- Failure to fulfill their duties in the face of reforms
- Darülfünun’s reactionary policy against statism

The government invited pedagogue Albert Malche, one of the professors of Swiss Gelf University, to Turkey in 1931 for both Ankara and Istanbul universities. When Malche came to Istanbul on January 16, 1932, he visited the Darülfünun and gathered information by talking to Emin, his teachers, and assistants. When Istanbul University was opened on November 18, 1933, 32 German and 38 foreign professors came. Faculty members were called “Ordinaryus”, “Professor” and “Associate Professor”, it was decided to call the Emin “Rector,” and the Fakülte Reisi called “Dean” (Ergün, 1982). As a result of Malcha’s report, the Ministry of Education, with the approval of Mustafa Kemal, abolished Darülfünun with its old name, and Istanbul University was established in 1933 and attached to the Ministry of Education (Başgöz and Wilson, 1968).



*Atatürk while listening to a lecture at the Faculty of Law at Darülfünun. (15.12.1930)*

As a result of Albert Malch's investigations, he prepared a 95-page report. This report was presented to Mustafa Kemal Atatürk. Atatürk read this report by taking special notes (Kocatürk, 1984; Taşdemir, 1999). Malch stated the following in his report: The professors on duty do very little scientific work, there are no works written in Turkish, a certain number of them were written in the new alphabet, and it was written due to the incomprehension of the old works, there is no ideal and consensus among the teachers, there is a need for foreign teachers and this primary source for which a university tradition cannot be established with teachers should be Turkish teachers, There are so few books in the libraries, and the library has very little open time, and a relationship cannot be established between life and revolutions, lessons are taught with medieval methods (Kocatürk 1984; Taşdemirci, 1999; Kadioğlu, 2004; Özata, 2007). ; Başgöz, 2020).

Many scientists were brought from Europe to revive the newly established Istanbul University. Ankara Faculty of Law, Faculty of Agriculture, Faculty of Language, History, and Geography, Gazi Education Institute was established (Tezcan, 2011). The Faculty of Theology became the Institute of Islamic Studies. Apart from the Islamic Institute, seven more Institutes were established. These are:

1. Turkish Revolution Institute
2. Institute of National Economy and Social Sciences
3. Institute of Turkic Studies
4. Institute of Geography
5. Institute of Morphology
6. Institute of Chemistry
7. Electro-Mechanical Institute

The main features of the 1933 University reform are as follows (Tak, 2007; Akyüz, 2020):

1. The university's autonomy was abolished and subordinated to the Ministry of National Education. It is no different from any other school.
2. Teachers of Darülfünun, to a large extent, dismissed. 59 people out of 151 remained at the university as a result of the reform. The teaching staff was provided from two sources.
  - a. Those who study from the West were appointed as associate professors without seeking a doctorate.

b. Those who want to come from German and Central European professors who escaped the Nazi oppression will be accepted.

3. The names of faculties, rectors, and deans were used for the first time, and the curriculum was an audit.

While the faculty members were selected, the professors and their assistants who remained in the Darülfünun, the academic staff who did their education abroad, and foreign scientists were formed (Taşdemirci, 1999).

The Ministry of Education has given importance to three basic principles for Istanbul University (Başgöz, 2020):

1. The Institute for the History of the Revolution was established at the university. Regardless of the branch of science being studied, it is obligatory to have a History of Revolution certificate.

2. The National Institute of Economics and Social Sciences, the Institute of Chemistry, and the Institute of Geography was established. Thus, the university provided the opportunity to research homeland issues.

3. Istanbul University is strictly inspected by the government.

On November 1, 1937, Mustafa Kemal Atatürk, in the opening speech of the fifth term, the second year of the assembly, said:

*“It is the main duty of our universities and high schools to keep them flourishing in the minds of the Turkish youth and the consciousness of the Turkish nation. For this reason, considering the country as three major cultural regions for now; for the western region, to implement the reform program initiated at Istanbul University more radically, to bring a seriously modern university to the republic; For the central region, it is necessary to establish Ankara University in a short time. Moreover, the way to create a modern city of culture for the eastern region, in the most beautiful place on the shores of Lake Van, with its primary schools from every branch and finally its university, should already be taken into action”* (Atatürk, 1997, pp.419-420).

Mustafa Kemal Atatürk authorized the government to make the necessary expenses for establishing the Faculty of Medicine at Ankara University in 1937. Thus, the foundations of Ankara University, the second university, were laid in 1937 (Başgöz and Wilson, 1968). Apart from these two universities, Atatürk believed that an “Eastern University” (in Erzurum) should be established for our eastern regions as well (İnan, 2020).

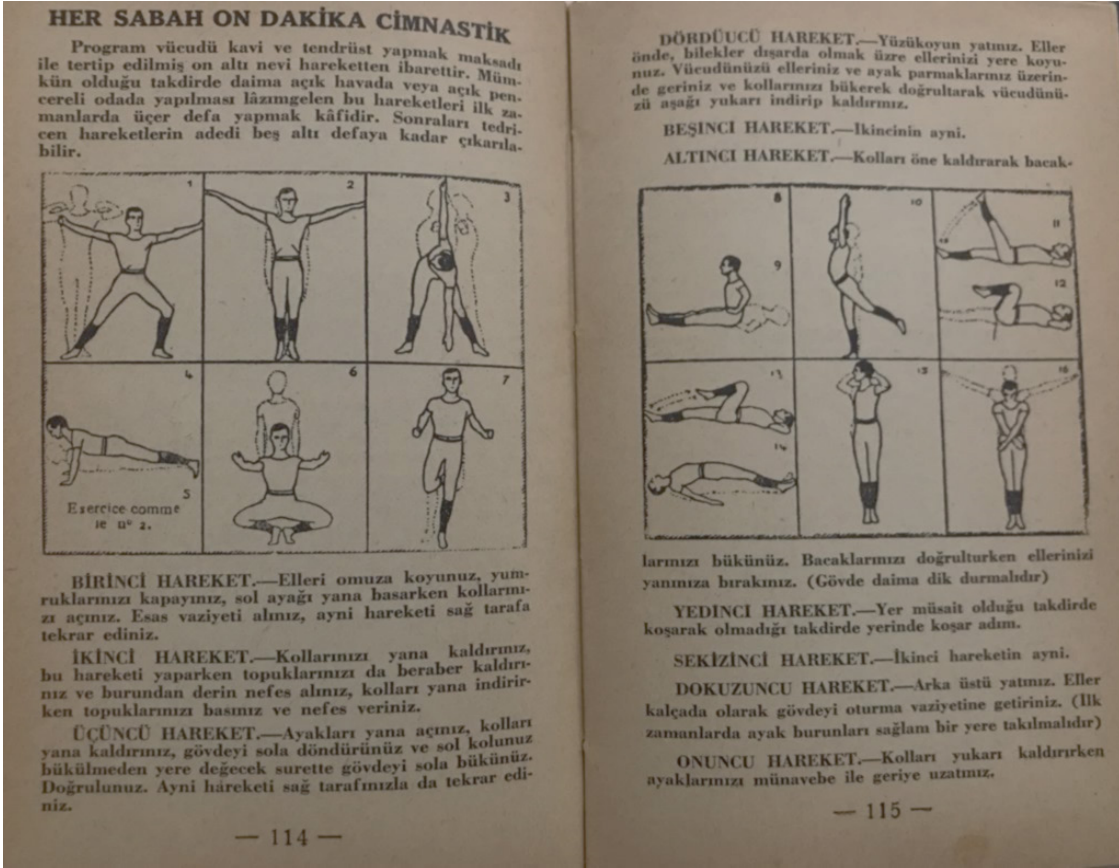
Between 1923-1924 and 1937-1938, there was a significant increase in universities and



colleges and their teachers and students. The number of these schools, which was 9 in the declaration of the Republic, increased to 17 in 1938. Atatürk's studies on universities and the improvement of the teaching staff of universities showed themselves. Consequently, by 1938, the 189% increase in the number of universities and colleges was followed by a 272% increase in teachers and 328% in students (Bozdemir, 2019).

### **Teacher Training**

With the Secondary Education Law No. 439 of March 13, 1924, teaching was seen as a profession for the first time, and professional conditions were determined (Şanal and Alaca, 2020). In 1926-1927, some schools trained teachers for primary and high schools. However, no institution trained teachers for secondary schools. This need procured in the private classrooms of some Teachers' Schools. For this reason, after the "pedagogy" department was opened to train vocational course teachers and primary education inspectors for primary teacher schools, it became the Gazi Secondary Teachers' School and Education Institute (Binbaşoğlu, 2001). "Gazi Education Institute" was first established in Konya under the name of "Middle Teachers' School" to train only Turkish teachers, and afterward, it was moved to Ankara, and new departments were opened in time. Towards the end of the 1940s, this institute has trained teachers for all secondary school courses with its different departments with 2-3 years of education (Abazoğlu et al., 2016). The school has separate branches to train History-Geography, Turkish-Literature, Mathematics, Physics-Chemistry, Painting-Handicrafts teachers for secondary schools. At the same time, a school affiliated with this institute was opened to train Physical Education and gymnastics teachers. Separate branches were opened to train primary school inspectors and music teachers. Apart from its courses, each branch also takes compulsory courses in Psychology, Pedagogy, Teaching Procedure, and Practice (Ergin, 1977). In 1924, "Musiki Muallim Mektebi" was established in Ankara, and after the art school was established in 1936, it subsequently became a conservatory (Aksoy, 2018). In 1929, a problem arose as to how primary education inspectors would perform their duties. For this purpose, a booklet called "The First Educational Inspectors' Guide" has been published. Here, the inspection process in National Education is handled pedagogically by taking the inspection principles (Binbaşoğlu, 2001).



Source: *Teacher's Yearbook, 1929*

This picture, which is included in the *Teacher's Yearbook*, was given by the teachers as a gymnastics that students should practice for ten minutes every morning (Unat and Tonguç, 1929).

In 1926, a Physical Training course was opened in Istanbul Female Teachers' School. This course consists of four circuits and each period lasting nine months. A woman, a man, and two experts from Sweden gave theoretical and practical lessons to our Physical Education teachers. In this course, 45 female and 102 male Physical Education teachers were trained and assigned to schools. In 1933, a separate school was opened at the Gazi Education Institute in Ankara to train Physical Education and Gymnastics teachers. Considering the need for female Physical Education teachers, a female section was added to the Physical Education branch in the 1936 academic year. Some of the graduates of the institute were sent to Western countries to gain specialization. In 1935, a separate department was established in the Ministry to regulate and control the Physical Education, Sports, and Scouting affairs. Scouting Instruction and Scouting Book were written (Ergin, 1977). In 1936, a separate program was prepared for the village, and in 1937, teachers were formed from intelligent village children who completed their military service as sergeants and corporals and could read and write decent since there were not enough teachers in the institutions that trained teachers for villages (Türkoğlu, 2010).

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