

Kayseri Zincidere Village Teachers' School (1926-1932) Teachers' Board Decision books (Meclis-i Muallimin) (1929-1932) Review

Savaş Karagöz¹

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ABSTRACT

One of the first applications for teacher training, which was seen as the locomotive of development and progress, was the issue of training village teachers. In line with this aim, the first village teacher training school was opened in September 1926 in the town of Zincidere in Kayseri. Another village teacher training school was opened in Denizli in 1927. In Turkey, many teachers were trained in just 6 years of education, and these teachers worked in the remotest corners of the country. In line with the possibilities of the period, both theoretical and practical education was provided at the village teacher training schools, which set an example for the Village Institutes to be opened later. This research, which is an examination of the decision book of the Kayseri Zincidere Village Teacher Training School Council (1929-1932), is a qualitative study and was framed with the content analysis technique. Although the school opened in 1926, the existing decision book (1929-1932) was analyzed because the book belonging to the first years of the school could not be reached. Because of the examination, it was seen that topics such as "status of one-month education, actions to be followed, disciplinary situation, books and stationery, instructions, examinations, curriculum program, discussion of one of the lessons", which will set an example for today's teachers' council, were emphasized. In addition, in line with the information obtained, the structure, functioning, and practices of the teachers' boards of that period also lead to the idea that the issues discussed are more effective and efficient than the structure, functioning, and practices of today's teachers' boards.

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INTRODUCTION

Efforts to solve the problem of quality in education and training through such educational bodies began with the implementation of the Maarifi Umumiye Nizamnames (1869) during the Tanzimat Period (Akyüz, 2021). In the history of Turkish education, the comprehensive regulatory text was the Regulation of Public Education (abbreviated below as RPE) dated September 1, 1869. It was prepared under the guidance of Safvet Pasha, the Education Minister between 1867 and 1871 (Kamer, 2020). With the Constitutional Monarchy Period, the change and development in education in line with the modern education movements and new pedagogical understanding in the western world in the early 1900s began to be experienced in the Ottoman state as in all societies. In this direction, to increase the quality of education in Darülfünun, Darülmualimîn, and Darülmualimat, both the institutions and the existing teachers had great duties in the teacher training phase. This understanding was not only limited to the Ottoman Empire but also continued in the Republican period. Especially in schools where teachers were trained, the council, which was previously established under the name of Meclis-i Muallimin in idadis, continued its existence in teacher schools during the Republican period (Karagöz, 2021).

Word assembly is one of the most used words in our language. According to TDK, an assembly is defined as "a meeting held to discuss or debate a subject, the place where this meeting is held, shûra, a group of people who have come together to discuss or debate a subject." In the pre-Republican period, Meclis-i Muallimin was called the board of professors in Darülfünun and the board of teachers in Darülmualimîn and Darülmualimat.

Council of Teachers (Meclis-i Muallimin)

The council comprises teachers, trainee teachers, and substitute teachers. It convenes at least three times during the school year under the chairmanship of the school principal and convenes when deemed necessary. Attendance at majlis muslim meetings was compulsory, and non-attendance was considered absenteeism. The council discusses current educational issues and all matters concerning the orderliness and upbringing of the school. The Assembly of Teachers, where all issues of education in teachers' schools were discussed, was also responsible for producing solutions to current educational problems by considering all fields of educational sciences in the current sense (Karagöz, 2021).

The duties and responsibilities of the Council of Teachers are specified as follows in the Instruction for Teacher Training Schools dated 7 Teşrinievvel (October) 1336, as recorded in the book itself:

¹Aksaray Universitysavaskaragoz@aksaray.edu.tr, orcid.org/0000-0002-4410-9214

Item 84: The council of teachers, consisting of all teachers, trainee teachers, and deputies, shall meet three times during the school year under the chairmanship of the principal. However, the principal may invite the council to meet whenever deemed necessary. The council of teachers shall meet under the chairmanship of the principal or, in his absence, of the deputy principal. Attendance at the meetings of the council of teachers is compulsory, and absenteeism is legally considered absenteeism from class.

Item 85: The council of teachers shall deliberate on all matters concerning the proper conduct of education and the order and upbringing of the school, and the minutes of the deliberations of each meeting shall be sent to the Minister of Education to whom the school is affiliated. The Minister of Education informs the Ministry of Education of the decisions he treats as essential. The clerkship of the council shall be performed by two teachers elected by the council of teachers at the beginning of each year.

Item 86: for determining and assessing the progress of the courses and the manner in which the teachers will use the common tools, the teachers of the classes shall meet whenever deemed necessary upon the principal's invitation. The council of teachers examines the average grades obtained from each student separately and makes a judgment based on the following conditions:

A) A student who has received at least (3) grades in all subjects passes to the next grade directly.

B) A student who has received less than (3) (i.e. "weak") grades in three subjects will fail.

C) A student who has received a grade lower than (3) (i.e. "weak") in one or two subjects shall be subjected to make-up examinations in these subjects.

The letter dated 28.03.1932 and numbered 19366 of the Department of Secondary Education of the Ministry of Education and the letter dated 28.03.1932 and numbered 19366 of the Department of National Education and Training of the Ministry of Education on 739 general and 36 special "Council of Teachers:

When the relevant directive is examined regarding the importance of the writings of the "Assembly of Teachers" in improving the quality of education both at the time and today, the issues addressed by the "Assembly of Teachers" in improving the quality of education were expressed by the then Minister of National Education as follows: The discussions to be held by the council of teachers on various educational issues allow for a useful exchange of ideas between the administrative and training committees (exchange of ideas). It allows new colleagues to benefit from the experience of other experienced colleagues and allows teachers who have conducted studies on educational issues to inform their colleagues about these studies (transfer of experience). It will enable all colleagues to achieve positive results by working in a regular, uniform, and progressive manner to achieve specific goals in a cooperative manner (cooperation). Making the council of teachers an active, lively, and sincerely interested organization for all colleagues is a necessity for the development of educational life in our schools (providing an environment for school development).

Vasfınar, the then Minister of National Education, continued his statements as follows:

"The Council of Teachers should convene as often as possible, except for the times specified in the instructions according to the specific situation of the school, and should hold discussions that require positive measures to be taken instead of useless debates. Every teacher should be convinced that his/her duties do not end with teaching his/her classes and should remember that participation in the teachers' council is an important duty to realize the goals of the school. The principal should inform his/her colleagues in advance of the issues on the agenda of the teachers' assembly. Every meeting of the teachers' assembly should be recorded. The minutes of these meetings should be sent to the Ministry of Education every three months".

Regarding the duties of the Council of Teachers, the following issues were included in the directive dated and numbered above.

- The council of teachers is an important organization that will consider the fulfillment of the national, patriotic, and educational goals that the school has taken upon itself and will work to implement the measures to be taken.

- It is important not only in the fields of science but also in terms of raising the ethical and moral awareness of the Republican era, as explained in Civilized Information for Citizens.

- Another important task is to provide positive indoctrination so that the principles of our Republic are ingrained in the hearts and minds of every Turkish child.

- It is important that you invite the assembly of teachers at certain times and when deemed necessary, and that you discuss the issues of upbringing at each meeting and determine the measures to be taken in this

regard. This statement in the Council of Teachers' Assembly assigns the head of the assembly, i.e., the education administrator who is the chairman, to act consciously to improve the quality of education (duty of administrators).

Zincidere Village Teacher Training School

Kayseri Zincidere Village Teacher Training School, a first in the history of Turkish education in the Republican period, was opened in 1926 by the minister of national education, Mr. Mustafa Necati, the Minister of Education of the period. The Village Teacher Training School, a first in the Turkish education system, was opened in the 1926–1927 academic year 1926–1927 in Kayseri, Zincidere town. The building of the school was constructed in 1909 by "Mrs. Zion" as an orphanage and for missionary activities. With the deportation law, this vacant school was converted into a Village Teacher Training School in 1926. This school was opened with the contributions of Mr. Mustafa Necati, the Deputy Minister of Education of the period, in line with the ideas of J. Dewey and with the "Law No. 789 dated March 22, 1926 on the Organization of Education". This school trained teachers for six years. It accepted and trained students from different parts of the country and then sent graduate village teachers all over the country. The school trained nearly three hundred teachers for six years. At least thirty-five of the teachers trained here served for about thirty-five to forty years (Karagöz, 2005).

Following Law No. 789 dated March 22, 1926 on the Organization of Education, the Ministry of Education published the Village Teacher Training School Instructions dated 19 Teşrinievvel (October) 1926. According to this regulation, the education period of the Kayseri Zincidere Village Teacher Training School was three years. The school was founded on a free and boarding system. The school principal was in charge of the school's pedagogical administration and food affairs. Teachers and students were subject to the provisions of the School of Teachers Instruction in terms of all their responsibilities (Karagöz and Şanal, 2006).

Kayseri Zincidere Village Teachers' School Board of Teachers (Council of Teachers) Decision Book (1929-1932)

Looking at the board decisions of the Kayseri Zincidere Village Teacher Training School (1926-1932) Council of Teachers Decision Book, it was seen that the Council of Teachers met at least three times a year, at the beginning, middle, and end of the semester during the academic year between 1929 and 1933 and various decisions were taken.

Purpose of the study

Kayseri Zincidere Village Teacher Training School trained many teachers in only six years of education, and these teachers worked in the remotest corners of Turkey. In line with the possibilities of the period, both theoretical and practical education was provided at the village teacher training school, which set an example for the Village Institutes to be opened later. The aim of this research, which is to examine the decision book of Kayseri Zincidere Village Teachers' School Meclis-i Muallim (1929-1932), is to reveal the issues discussed in the teachers' council (Meclisi Muallimin). For this purpose, the following question was sought to be answered.

Which issues were emphasized by the Council of Teachers of Kayseri Zincidere Village School?

METHOD

Document analysis was used in this qualitative study. A document is any material that provides information on social phenomena and exists independently of the researcher's actions. Documentation is important in historical research (Madge, 1965). Based on this idea, document analysis was used in this study. Document analysis is a qualitative research method used to meticulously and systematically analyze written documents (Wach & Ward, 2013).

FINDINGS

The findings in the Decision Book of the Board of Teachers (Meclis-i Muallimin) of Kayseri Zincidere Village School (1926-1932) are shown below.

September 1929 min of the Council of Teachers (meclis-i muallimin)

The Teachers' Council convened in September 1929 under the chairmanship of Principal Murat. The topics discussed at the meeting are shown in Table 1.

Table 1: September 1929 min of the Council of Teachers (meclis-i muallimin)

NO 1: Issues discussed at the Council of Teachers (meclis-i muallimin) September 1, 1929	<ol style="list-style-type: none"> 1. Results of the completion and graduation exams 2. Status of newly recruited students 3. Books to read this year 4. Preparation of the weekly course schedule 5. Duty and negotiation roster 6. Actions and instructions to be followed
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The opinions expressed by the Teachers' Council according to the topics shown in Table 1 are as follows.

Principal Murat: The completion exams are over. A list of those who were promoted and those who failed has been prepared. The results will be notified to the students tomorrow, Thursday. According to the results of the graduation final exams and previous results, 8 students in the last grade were retained. In the second year, 7 students failed. In the first year, 5 students failed. Two of them will be expelled for failing two years in a row.

Mr. Settar: Indeed, the two masters who will be expelled are very weak and will not do any good.

Principal Murat: We now move on to the discussion of the second article. This year's intake of new students has not yet been finalized. Because of the exams we conducted here, a list of the winners from the provinces has been made and sent to the Ministry of Education.

Principal Murat: The places of future students are also far away. If they have not been notified of their winners in time, they will not be able to reach them. Students will come from Antalya and Istanbul.

Principal Murat: Let's decide on the books we will read this school year. These books are suitable for my class. Spirituality and education by Mr. brahim Alâeddin is a good book written according to the program of our school. The course on manners and methods of teaching will be taught. There is no book. For French, Mr. Fethi İsmail "silabeleri" and "lecture method alge" are suitable.

Principal Murat: Let my friends tell me the books they have chosen for their courses. The books on this list were not written for our school. However, as much as possible, the ones that are close to the curriculum program should be chosen, and the missing ones will be printed.

Mr. Makbul: Let's get some good articles for reading books again. We have some of these books. We will complete it. For grammar books, Mr. Mithat Sadullah's first and second parts of the new Turkish grammar books are suitable.

Mr. Settar: For 1st, 2nd, and 3rd grade history books, Mr. Ali Reşat's history books are suitable. For geography books, Mr. Abdulkadir Sadi's books are also suitable. These books are suitable for our program. For civics, Mr. Mehmet Emin's book is suitable for the second and third grades.

Mr. Settar: These books are suitable.

Mr. Haşim: There are no books suitable for the program for my courses. I examined the closest ones. Mr. Ahmet Refik and Mr. M. Emin's Animals are good for life. For physics, Mr. Hayri's physics book is suitable. For botany, Mr. Seracettin's botany lessons are good. For diagnosis and hygiene, the works of Mr. Rza Nur and Mr. Muhittin is suitable.

Principal Murat: Now let's examine the weekly schedule. The prepared program was examined and accepted as it was, with a few changes over a few days, and it was deemed appropriate that it be submitted to the Ministry of Education for approval.

Principal Murat: Let's read the duty and discussion schedule. The teachers on duty will also act as discussants by walking around the classrooms during the deliberations. In this way, at night there will be one on duty and one on duty as a discussant. Read the articles of the instruction on guard duty and discussion duties one more time; there may be some parts that have slipped your memory. The articles have been read. The watch and deliberation schedule has been accepted. The next steps to be followed will be discussed.

Classes will start in two days. Our old students have arrived. We will start teaching with them. There are also students in the first class. We will start teaching in this class as well. Our new students will arrive gradually. In the first week, we summarize last year's lessons. Next week, the student body will be complete. We have started the new curriculum. Now let us read the orders and instructions we received about the teaching and the ceremonies to be held at the first class (the order was read).

October 1929 min of the Council of Teachers (meclis-i muallimin)

The Teachers' Council convened in October 1929 under the chairmanship of Principal Murat. The topics discussed at the meeting are shown in Table 2.

Table 2. Minutes of the Council of Teachers (meclis-i muallimin) meeting of October 1929

NO: 2 Issues discussed by the Council of Teachers (meclis-i muallimin) dated October 1929	1- One-month teaching situation 2-Procedures to be followed 3-Disciplinary status 4-Textbook tools and materials 5-Instructions and directives 6-Curriculum program 7-Discussion of a lesson
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According to the topics shown in Table 2, the opinions expressed at the Teachers' Council in October 1929 are as follows:

Principal Murat: I am making a statement about my course, psychiatry in the second grade. In the first lesson, after explaining the importance of vocational courses, the class started following the program. Because this class did not study psychiatry last year, it was not necessary to discuss the previous lessons. In this way, the program was followed. Vocational courses in the third grade: In the first week, last year's subjects were reviewed, and then the New Year's program was started. French lessons in the third grade are taught by Mr. Berliç. In the second grade, writing and spelling are practiced, and in the first grade, writing is practiced starting with the letter. The first grade is rapidly improving, and it has been understood that the new Turkish letters are very useful for students to learn French easily. We continue with the lessons orderly.

Mr. Makbul: The status of Turkish lessons: grammar and recitations have been distributed. Their pronunciation is complete. If there is anything missing from the grammar, it will be completed with the books coming soon. In the first few weeks, lessons on spelling, grammar, and writing were conducted in accordance with the Ministry of Education and assigned tasks. This week, the curriculum program for this week has started to be followed. Some notes to be given to the students will be photographed using a camera, and the notes to be printed will be distributed in this way.

Mr. Haşim: We are teaching the nature and vitality course according to the program. The first week was spent with repetitions. As of the second week, we started teaching according to the program curriculum. It is continued regularly.

Mr. Settar: In history and geography, the first week was a general discussion, roll call, and repetition, and the program is being followed from the second week. Mr. ahin: In religion classes, I started the students with the Prophet's Siyeri, and I told them about his philosophy.

Principal Murat: In particular, the situation of newly recruited students should be strictly controlled. Since they have just arrived, they do not yet know the rules of instruction and the principles of discipline, lest they adopt bad habits. It is not good to tolerate them. Strict monitoring and criticism are necessary. I request this point.

Teachers: We pay attention to this issue during shifts, Sir.

Principal Murat: Let me give you some information about vocational classes. Vocational courses start in the second year. Psychiatry and education go together (educational psychology). Suddenly, the level of this class is not sufficient to grasp this partially abstract course. Invasions of psychiatry are foreign. In this respect, our lesson progresses slowly. We write the terms that are mentioned in the lecture and that the students need to learn on the blackboard. After drawing their attention, I first tell them the lexical meaning of the word, and then I tell them the spiritual meaning. During the lecture, I try to make the lecture concrete by giving many explanations and examples. In particular, I draw most of the psychiatric events from my own life and memories. This also ensures that the students are interested in the lecture. But the lesson is very slow, and we make little progress. This will be the case in the first few months, but in the following months, as the student becomes familiar with the course, it will no longer seem foreign and the course will progress more rapidly. In the third grade, vocational courses are relatively more practical and vital. Instruction manuals and regulations are examined and criticized, and the organization is mentioned, which is easy because it is practical.

Instruction manuals are discussed, especially from the perspective of education and psychology and the principles of teaching.

November 1929 min of the Council of Teachers (meclis-i muallimin)

The Teachers' Council convened in November 1929 under the chairmanship of Principal Murat. The topics discussed at the meeting are shown in Table 2.

Table 3. Minutes of the Council of Teachers (meclis-i muallimin) dated November 1929

NO: 3 Issues discussed at the Council of Teachers (meclis-i muallimin) in November 1929	1. Education and the level reached
	2. Education and training status
	3. Disciplinary Status
	3. Decrees and orders
	4. Training Program and Course Schedule

According to the topics shown in Table 3, the opinions expressed at Teachers' Council in November 1929 are as follows:

Principal Murat: My classes are going slowly in the second grade. There is no time for discussion because the class is slow. The program subjects are too many and loaded. In the third grade, vocational courses progress normally. In this class, the lessons are progressing rapidly. The program subjects were good at the level and grade predicted earlier.

Mr. Settar: History and geography classes are progressing normally, even a little more than expected. Discussions are also held from time to time.

Mr. Makbul: Turkish lessons. Since grammar has been simplified with the last program, the topics have decreased. In this respect, the curriculum will be completed. The course continues in its natural course. The books are also complete.

Mr. Haşim: Nature and animal science classes are progressing smoothly. Experiences are practiced in exercises. Riyaziye classes continue according to the curriculum. They will be completed.

Mr. evket: Handicraft and painting classes will be conducted according to the program. Until now, all kinds of handicrafts have been made by using the available means.

Mr. Nuri: According to the physical education instruction manual, education is conducted according to weekly programs. Games are also shown during sports hours.

Mr. adan: It is shown in the music lessons within the program. Teganni is performed.

Principal Murat: It would be good if the theory progressed gradually and more time was given to practice. Senior students should be able to read a note and sing a song.

Mr. ahin: Religious classes are being taught in book order within the curriculum program, as recommended in last month's meeting.

Principal Murat: The orderly flow of instruction is not sufficient for the education we will provide. To provide education, we also need to think about the means of education.

Mr. Makbul: There are some bad habits among the students that should be prevented. For example, some students have the habit of getting out of bed late. I come across this during my sea watches, and I force those who get up late to get dressed quickly.

Principal Murat: Let us not tolerate students in any way whatsoever. Our indulgences lead to habits. I once again ask my fellow teachers not to allow students to get up late or dress late during their shifts. Let's always act in the same way during shifts. Mr. Makbul: I have received news that some masters go to the village café to play cards during free time, and it would be good if this is also prohibited.

Principal Murat: It is not even appropriate for a student to sit in a public café. It is not appropriate to allow them to play cards in public. For this, I would give them a general warning and admonition. And because they abuse their graduation, I forbid them from going out to the bazaar in the evenings when they are free. You can go around the bazaar and the cafes from time to time and observe the students. We will try to prevent this. We need to protect the honor of the school.

Mr. Makbul: My Turkish lessons are divided into several parts, and I will explain them separately.

1. Grammar. Students have books in their hands. The lesson is given in the order of the book. I first explain the lesson by writing it on a blackboard. I write examples and after explaining them, I explain the definitions

and rules. Then, I apply them to the examples again. Sometimes I give drills and make them perform the task. Later, I make them follow this lesson from their books. I make them practice in the discussion.

2. In my writing lessons: In each class, I assign tasks related to various forms of writing. I give assignments in one class and correct them in other classes. In the third grade, official forms of correspondence are presented.

3. In spelling lessons, I dictate to the student and have a master dictate on the blackboard. Then, I turn the blackboard over and have them correct the notebooks. Occasionally, I examine and correct the notebooks myself, draw mistakes, and have them corrected.

4. In reading lessons, I make the students read, I tell them the vocabulary they don't know, I make them explain the meaning of the passage, I make them explain it in their own words, so I write explanations and have them do the activities. I make them memorize some poems, I make them recite them, I make them analyze their meaning, and I tell them their literary value.

January 12, 1930 Minutes of the Council of Teachers (Meclis-i Muallimin)

On January 12, 1930, the Board of Teachers convened under the chairmanship of Principal Murat. The topics discussed at the meeting are shown in Table 4.

Table 4. Minutes of the Council of Teachers (Meclis-i Muallimin) on January 12, 1930

NO: 4 Issues discussed at the Council of Teachers (Meclis-i Muallimin) January 12, 1930	<ol style="list-style-type: none"> 1. Level of courses 2. Results of the surveys 3. The work of the student 4. Pedagogic situation 5. Discussion of a lesson 6. Education Program 7. Decrees and order
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According to the topics shown in Table 4, the opinions expressed by Teachers' Council are as follows.

Principal Murat: There have been some delays in the classes because of the surveys that occurred last month. Friends, for my classes, I have conducted mid- and late-month examinations, and the second year's Spirituality and Education course has been examined. Generally, the exam results of the second year are good. There are four or five masters who got less than three marks. There were five or six students who did exceptionally well. This course was well understood and the students studied well. The vocational courses in the third grade are also generally good. There is curiosity and interest in the subject. I am not satisfied with the outcome of the French class. The third and second grades are generally weak, whereas the first grade is good. The pronunciation has become quite strong. Grammar is weak in the third grade. In the second semester, these aspects will be considered and the teaching will be reinforced. Grammar and spelling will also be given importance.

Mr. Makbul: The results obtained in the Turkish lessons are above average. Reading has made progress. Second grades are better. There are weaknesses in the first grade. It is lower than the level of last year's students. In particular, there are a few students who came later, and they are very weak.

Mr. Haşim: The results obtained in the riyaziye are not very bad. It is above average. Nature and life lessons are better. The success rate is higher. The grades given do not show the full student level because the grade is slightly improved. This was done to encourage students to work harder.

Mr. Settar: All grades in History, Geography, and Civics were above average. Mr. ahin: In the first class, they studied well in religion classes.

Mr. adan: There are masters who do very well in music in the second class, but there are also weak ones. The first class will do well. The second class is good.

Mr. evket: Every class worked enthusiastically in Handicrafts and Painting.

Mr. Nuri: They are interested in sports and physical education.

Principal Murat: According to the explanations given, it means that the work of the students is generally above average. This is not enough. We should make them work harder. Let us encourage more pay for the students. On the other hand, let us try to ensure that discussion hours are not spent idle. We can make the students work harder if the lecturers frequently walk around the classrooms to prevent them from wasting their time on unnecessary work and if they follow the students who are not working by taking them to class. Due to the

Ramadan and Eid holidays, the work of the students may be weakened. This must be compensated. Holidays should be compensated. The curriculum program must be finished. Mr. Director: Now we will talk about the remedies for upbringing. I find it useful to follow the self-government method in our school in a conscious way to develop the individual powers of the students and increase their ability to express, attempt, and persevere. The benefit will be great. Let us encourage our students to work by forming organizations. The association procedures we practiced last year were not bad.

Mr. Haşim: Our agricultural association continues its activities. Our organization is well organized.

Mr. Nuri: The Terbiye-i Bedeniye and Sports Association is also active. The organization has been strengthened. We are working at the club, but we are poor and we are waiting for help.

Principal Murat: The administration will and does provide maximum assistance to the clubs. Needs are provided within the allocations and limits. I want the associations to work more consciously. Duties should be distributed and students should be given responsibility. It would be good if Mr. Makbul takes charge of the goodness and representation association and brings it into operation. Students should be left as freely as possible to select members of the association. Let them choose their own friends. A master should not be a member of two or three associations. Because he cannot work. Association work will be very useful. There are such student organizations in primary schools. Our senior class should be accustomed to them. Your friend Mr. Haşim will explain a course he teaches.

February 3, 1930 Minutes of the Council of Teachers (Meclis-i Muallimin)

On February 3, 1930, the Board of Teachers convened under the chairmanship of Principal Murat. The topics discussed at the meeting are shown in Table 5.

Table 5. Minutes of the Council of Teachers (Meclis-i Muallimin) on 3 February 1930

NO: 5 Issues discussed at the Council of Teachers (meclis-i muallimin) February 3, 1930	1. Level of education
	2. Results of the tests
	3. Second semester teaching
	4. Public order
	5. Regulations
	6. A lesson discussion
	7. Curriculum program

According to the topics shown in Table 5, the opinions expressed at Teachers' Council on 3 February 1930 are as follows:

Principal Murat: First, we will discuss the level of the courses. I will tell you about my course. In the second grade, psychology progresses gradually. For the students who came back from a one-week vacation to start the lessons with enthusiasm, one or two days were spent in discussion and repetition. In fact, it is very useful to repeat the questions that are asked in the roll call once in class. It stays better in their memory. In the third grade, vocational courses progress in the natural course. French progresses rapidly in the first grade but slows down in the second and third grades. The curriculum will be completed.

Mr. Makbul. Turkish lessons: In the first and second grades, the new curriculum recently received from the Ministry of Education is being followed. The curriculum will be completed. The old curriculum will be completed by the third grade. Progress in reading, spelling, and writing. It is developing.

Mr. Settar: History and geography will also be completed. In the first grade, history and geography will be completed earlier. and general repetitions will be made. In the second grade, the subjects are incomplete. They will be completed. Civics has reached the second book. It will be finished. Geography will be completed. In the third grade, there is only one lesson left from history. There are two lessons left in geography, and they will be finished. Civics is finished. There are still two lessons left for military education, and they will be completed in two lessons.

Mr. Haşim: In the first grade, three quarters of the natural sciences were read. It will be finished. Life will be finished. The rhetoric of the first grade will be pushed. It will be repeated. There is a little left in the hendes. The second year calculus will be finished. There is little left of the hendes. The third class has finished hendeses. The method book has started. Algebra and hendes are finished, and dairy farming is shown. There are one or two courses left.

Mr. adan: Solfege is continued. Practicing continues. Note reading is being reinforced.

Mr. ahin: Religion lessons are finished. The theory is being continued. Principal Mr. Murat: There are more practical principles than theoretical ones. They ask about them in the villages. Do not neglect these aspects. Mr. ahin: Very well, I was going into philosophy. Md. Murat: Do not go beyond the level of the students so that the subjects can be understood.

Principal Murat: According to the instructions, the second semester will start on February 10. This semester is only for the senior class. The other grades will be able to continue their classes as before. Because the senior class is devoted to vocational courses, the other courses must be completed by February 10th. Let us read the order on this matter once again (it has been read) accordingly, the general course subjects must be completed.

1930 Minutes of the Council of Teachers (Meclis-i Muallimin) for February

In February 1930, the Board of Teachers convened under the chairmanship of Principal Murat. The topics discussed at the meeting are listed in Table 6.

Table 6. Minutes of the Council of Teachers (Meclis-i Muallimin) for February 1930

NO: 6 Issues discussed at the Council of Teachers (meclis-i muallimin) for February 1930	1. Second semester teaching situation
	2. The teaching situation to be followed
	3. Educational upbringing and Discipline situation
	4. Decrees and orders
	5. Doctor's report
	6. Second semester teaching situation
	7. The teaching situation to be followed

According to the topics shown in Table 6, the opinions expressed at the Teachers' Council for February 1930 are as follows.

Principal Murat: As of the 10th of February, we have started the second semester of education. There was an order from the Ministry of Education last year regarding this semester's education. I find it appropriate to read this order and instruction once again, if you wish.

Mr. Settar: There is no need, we remember it.

Principal Murat: Let it be read. The order and instructions were read. In accordance with this instruction, as of February 10, we have ended the classes of the senior class and devoted them entirely to vocational courses. The general classes are over. They are now dedicated to vocational courses. Let us discuss the teaching situation we will follow from now on. It is not possible to completely devote the general courses of the last year to vocational courses. Vocational courses are at my disposal. I have three hours of psychology and one hour of French in the second year and one hour of French in the first year. When I attend these classes, the third grade empty. In this respect, it is necessary for my other friends to occupy these hours while I cannot attend. Which friends will want to teach in the third grade during these hours?

Mr. Makbul: It would be appropriate to allocate an hour for the Turkish literature class. If possible, let us allocate one or two hours.

Principal Murat: Students should be strong in Turkish lessons, especially in reading and writing with new letters. Let's get them used to serial reading with the new Turkish letters. Their reading is weak. Let's leave one hour for Turkish for this. Reading lessons can also be considered vocational lessons. Let us add one hour of recitation. Let us leave one hour for military education so that we can fill the open class hours.

Mr. Makbul: One hour for Turkish is too little. However, in accordance with the instructions, it is dedicated to vocational courses. Let's make one hour Turkish and we will reinforce the recitation.

Mr. Haşim: Agriculture courses have not yet been completed. It is appropriate to give one hour to agriculture.

Principal Murat: We will continue the program in this form and on this basis. The weekly schedule prepared on this basis should be read, and if there are any objections, we should correct them and implement them (the schedule was read and accepted).

Principal Murat: As the evening is early due to the season, the free time after the last lesson is very limited, and it is necessary to enter into discussion immediately. Let's add a few more hours in the afternoon so that the students can have a little more recess in the afternoon. For this purpose, let us save a little from the midday recess and add half an hour to the free time.

Principal Murat: In fact, gathering around the stove is not good for health. They get sick by going from hot to cold. They also get used to lethargy (laziness and lethargy); they can walk around the conference hall during recess and get used to winter sports.

Mr. Makbul: notably during this month, no incident related to the police reached the police council. A few masters were given registration penalties for some minor incidents. These incidents were because they had quarrels with their friends, they went to coffee houses, and the housemen were not at school on time; there were no other incidents.

Principal Murat: their issue going to the coffee house is very worrying for the administration. If the café was a decent environment, we could say that it would be fine for them to go and drink tea in the winter season, but the village café is not a place where students can go. The presence of students in a place where a group of men with no manners gather and play cards, backgammon, and gambling has many moral drawbacks. Therefore, they are prohibited from going to coffee houses. If they come across students in the café and see them, they should immediately inform the administration. If they see students playing coffee and gambling games such as playing cards in the school, they should immediately report them to the school's vigilance council and they should be punished.

Principal Murat: Let us mention this in the report given by our doctor. Diseases are fortunately unremarkable. Frequent colds, headaches, and stomach aches. One or two severe illnesses were observed and sent to the country hospital. They recovered and came back. Our students are healthy. Their meals are nutritious and varied, and the doctor finds them suitable. There is nothing else to discuss.

Decisions of the Council of Teachers (Meclis-i Muallimin) for the academic year 1930–1931

The Board of Teachers for the 1930–1931 school year convened under the chairmanship of Principal Murat. The topics discussed at the meeting are listed in Table 7.

Table 7. Minutes of the Council of Teachers (*Meclis-i Muallimin*) for February 1930

NO: 7 Issues discussed at the Council of Teachers (meclis-i muallimin) for the 1930–1931 school year	<ol style="list-style-type: none"> 1. Education situation 2. The teaching situation to be followed 3. Curriculum program 4. Weekly course schedule 5. Textbooks 6. Registration acceptance 7. Exams 8. Discipline
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According to the topics shown in Table 7, the opinions expressed by Teachers' Council for the 1930–1931 school year are as follows.

Principal Murat: First, we will discuss the issue of curriculum and program. There was a slight change in the course hours in this year's roster received from the Ministry of Education. Turkish was unified into two groups. Spirituality and teaching methods were two groups. The courses have been combined into one group. The teaching continues according to the program organized according to these hours. It does not fit the current program. I think we should continue to teach classes as before.

Mr. Makbul: Since the current program does not coincide, it is appropriate to ask how we will know what to teach.

Principal Murat: Then, let's continue teaching as before. Let's examine the weekly curriculum that has been prepared now. A book list from the Ministry of Education has been distributed. Now, from this list, each friend should select the books they find suitable, inform the administration of their names and the quantity according to the number of students, and we will order them immediately. For courses that do not have books, notes are given in accordance with Ministry's directive. These notes are written outside class hours, and the student writes them down before class. Now I will tell you about the enrollment and admission of students. Because of the examinations held in seven provinces, some students were allocated. The majority of them were younger. However, we had also written to them about this. Again, a small student came. We will find a solution by writing to the Ministry of Education. Many students were transferred from the Ministry. You have tested the students to be admitted to the second grade, and there are not many good students among them. Only two master's students from secondary and high school and two master's students from our nehari

students passed the second-grade exam. However, there are vacancies in our staff. For this reason, one middle school graduate and three high school students from the eighth grade, who did not pass the third grade exam, were admitted to the second grade because they agreed to enter the second grade. The examination list is ready and the instructors will sign it. Because of the completion exams this year, approximately 10 masters remained in the first class. One of them was dismissed. Two masters remained in the third grade. Five masters remained in the second class. Because our instruction manual has been repealed, its provisions will not be enforced. No organization will be possible until a new organization is in place. For this reason, we will not be able to hold elections. However, guard duty and deliberation will still be practiced. The issue of educational situation and order is not known. We cannot do anything about it now.

10.01.1931 Decisions of the Council of Teachers (meclis-i muallimin)

On 10.01.1931, the Board of Teachers convened under the chairmanship of Principal Murat. The topics discussed at the meeting are shown in Table 8.

Table 8. Minutes of the Council of Teachers (meclis-i muallimin) convened on January 10, 1931

NO: 8 Issues discussed at the Council of Teachers (meclis-i muallimin) convened on January 10, 1931	1-Preparation for education 2-The situation of teachers 3-Student situation 4-The type of education to be followed 5-Form of discipline and order to be followed 6-Organized course and weekly schedule and duty roster 7-Incoming directives and orders
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According to the topics shown in Table 8, the opinions expressed at Teachers' Council convened on 10.01.1931 are as follows:

Principal Murat: We will start the new year's teaching tomorrow.

The teacher situation is as follows: Since Mr. Sadi is in the military and Mr. Durmuş, Mr. uayip, and Mr. evket have been transferred, the courses in natural sciences, rhetoric, art, handicrafts, and physical education will remain open. I asked Mr. Ziya to take over the teaching and administration of these courses and Mr. Latif, the director of the yacht school, to take over the teaching of rhetoric. They agreed. This means that only painting, handicraft, and physical education classes will remain open. Mr. Azizi, who was appointed to teach physical education, has not yet arrived from Elazg. He is expected to arrive soon. A suitable substitute is being sought for handicraft and painting classes. We will appoint a substitute when we find one.

As for the student situation, almost most our students in the second and third grades have arrived. And they are ready. There are a few who cannot come, and they will come soon. The nehari students we have just received in the first grade are also present. Because we could not take any students this year, there are a few students sent by the Ministry of Education and some gentlemen from last year. The student situation in the classrooms is suitable for starting classes. There is a quorum.

Teachers: It will be necessary to determine the book issues and the ceremony to be held.

Principal Murat: The ceremony for the start of classes is as follows: During the first class hour, the students will gather in the library. There, an address will be made to them, the health and well-being of the government and the president of the republic will be wished for, the virtues of our republican administration will be explained, its blessings will be explained, and some of the school instructions will be mentioned. After that, classes will begin. During the first week of classes, it is necessary to repeat the subjects studied in the previous year. At the same time, we will attempt to complete the subjects that could not be completed and left for this year. On the other hand, fellow teachers should select their books and notify the administration. Let's get the books by ordering them as soon as possible. For the time being, students will be graded. The discipline and educational goals we will follow will be based on the principles we decided last year. At the next meeting, we will discuss them separately as they are completed. A schedule of classes and shifts has been prepared. If it is appropriate, let us implement it (it was examined and approved and accepted to be implemented). Circulars from the Ministry were read.

Decisions of the Council of Teachers (Meclis-i Muallimin) for the 1931–1932 Academic Year

The Board of Teachers for the 1931–1932 school year convened under the chairmanship of Principal Murat. The topics discussed at the meeting are shown in Table 9.

Table 9. Minutes of the Council of Teachers (Meclis-i Muallimin) for the 1931–1932 school year

NO: 9 Issues discussed at the Council of Teachers (Meclis-i Muallimin) for the 1931–1932 school year	1-Assembly clerk
	2-Duties and meeting times of the teachers' councils
	3. Sanitary conditions
	4- Membership of vigilance and procurement committees
	5-Education and order
	6-The situation of the Nehari student
	7-Regulations

According to the topics shown in Table 9, the opinions expressed at the Teachers' Council for the 1931–1932 academic year 1931–1932 are as follows.

The teachers' council convened on Sunday, 11th October 1931, under the chairmanship of the principal Murat, with teachers Mr. Taki, Makbul, Sadi, Ziya, adan, Ziya, and Dr. Behçet present.

Principal Murat: According to the regulations, this friend has to be elected as the clerk for the council of teachers. Should we do this separately for each session or should we accept this friend to fulfill this job until the end of the year?

Teachers: It would be more convenient for one friend to fulfill this job in the end of the year. Turkish teacher Mr. Makbul was elected as the clerk.

Principal Murat: Because the Council of Teachers will meet three times a year, the important principles to be discussed, especially the procedures to be followed in education, cannot be discussed in detail.

Mr. Makbul: The issue of education is a very wide and important subject. I estimate that it will take not one session but several sessions.

Principal Murat:: We usually hold the hearings after the exams. At the same time, we are also thinking of ways to get an idea about the general duty of the students from the results of the roll calls and to take measures accordingly.

Sanitary situation:

Principal Murat:: Although we are all concerned with the general health of the students, we also need the opinion of the doctor. For this reason, I will ask the doctor to inform us at the end of each month about the medical condition, as is customary.

Mr. Doctor: In fact, let me present the situation today, but so far, there have been no significant illnesses among the men who have applied to the infirmary or on foot. Minor colds and dental and throat problems were mostly treated in the infirmary, and one or two patients were sent to Kayseri to determine a dentist.

Principal Murat: Yes, sir. What I have mentioned is how many masters were admitted to the infirmary and how many were treated on an outpatient basis during the month. What kind of diseases are these in general? Mentioning this can be a basis of comparison for us for the next month. It is also important to report the sanitary deficiencies we will observe within the school. For example, is there a lack of cleanliness in the school? Is hygiene in classrooms sufficient? Is the food provided suitable for health? Is the food served every day appropriate in terms of calories?

Mr. Ziya: Is the cleanliness of the baths, shaving, and laundry adequate or deficient?

Principal Murat: Yes, sir. It is necessary to report these and similar conditions to the administration, fill in the health certificates and health plates, and immediately report any deficiencies in the pharmacy and infirmary.

Principal Murat: I find it very convenient in this way. I will submit the requested report every month. At the end of each month, the administration was asked to pay close attention to the medical report to be submitted by Mr. Doctor:

Enforcement and procurement services Principal Murat:: According to our regulations, two teachers must participate in the vigilance council and two in the procurement committee. The deputy director is a natural member of our vigilance council. At the same time, the doctor and the account clerk are natural members of the procurement committee.

Education and order: It was decided that this issue would be discussed at the next meeting and that the teachers would determine their thoughts on the work to be done in this regard and make preparations.

Situation of the evening students: Mr. Principal: This year, with the order of the Ministry of Education, we received quite a few shari students instead of leali students. We allocated a place for them in our school by protecting them a little due to the narrowness and specificity of the neighborhood.

Mr. Ziya: The issue of food is especially important. Some students eat in grocery stores, some in dormitories, and some live on dry food in poverty.

Mr. Makbul: In the American school, a simple tablet was made for the Nehari students. They are fed very cheaply.

Mr. Ziya: I have been in contact with the children, and they are also looking forward to such an organization. More than half of them, 30-40 people, will participate immediately. We will have them appoint a master for this work.

Mr. Makbul: Their dormitories also need to be cleaned a little more. Gas stoves should be removed from the room, and things that give off odors such as oil and provisions should not be put there. You can't go in because of the smell of oil inside.

RESULTS, DISCUSSION, and SUGGESTIONS

The decisions of the Board of Teachers of Kayseri Zincidere Village School between 1929 and 1932 should first be evaluated in line with the conditions of that period. With the proclamation of the Republic, one of the most important activities in education was to train teachers with the qualifications required by the era with few opportunities. In this direction, it is seen in the decisions taken that one of the most important goals of this school, which was opened for the first time as a village teacher training school, was to train talented teachers. It was observed that Mr. Murat Alp, the school principal, managed education and training with a certain system from the opening to closing of the school. It was concluded that he introduced practices that would set an example for today's boarding schools in terms of student recruitment and student adaptation to the school. Especially under the difficult economic conditions of that period, it is among the important conclusions drawn from the decisions that they covered these deficiencies with different methods such as taking notes and giving summaries to students. One of the most pressing problems for today's teachers, the anxiety of not being able to complete the curriculum within the semester (Kizildag, 2009, 2021), was seen to be overcome with a consensus in the teachers' council.

The way the teachers' board of Kayseri Zincidere Village Teachers' School was convened, the way it was convened, and the free expression of opinions about education by teachers in the meeting show how developed the awareness of democracy was (Sandström et al, 2011). This situation is also thought to be an example of the teachers' councils convened in today's schools. One of the most important findings was that in each board meeting, the methods and techniques used in a lesson were presented to the board by the teacher in charge of the lesson. Zincidere Village Teacher Training School, which was a boarding school, tried to create a disciplined environment for prospective teachers to have a sense of duty and responsibility (Kızıldağ, 2023). In this school, which trained prospective teachers in accordance with the instructions of the Village Teacher Training School, it was also among the decisions taken that the regions applied the program by considering the environmental conditions, when necessary. The selection of textbooks, especially those that would be useful for the students, and leaving this choice to the teacher were among the important decisions. One of the most important features of the decisions taken is working with a team spirit to find solutions to the problems experienced. In general, it was seen how and in what way the decisions taken were implemented, and the decisions of the Kayseri Zincidere Village Teachers' School Teachers' Council can be an example for today's school administrators and teachers in providing an effective and efficient education.

Declarations

Conflict of Interest

No potential conflicts of interest were disclosed by the author(s) with respect to the research, authorship, or publication of this article.

Ethics Approval

Because this research is a qualitative study and was conducted with document scanning and content analysis techniques, there was no need for an ethics committee report. In general, we conducted the study in accordance with the Helsinki Declaration of 1975.

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Research and Publication Ethics Statement

Hereby, I as the author consciously assure that for the manuscript "Kayseri Zincidere Village Teachers' School (1926-1932) Teachers' Board Decision Book (Meclis-i Muallimin) (1929-1932) Review" the following is fulfilled:

- This material is the author's own original work and has not been previously published elsewhere.
- This paper reflects the author's own research and analysis in a truthful and complete manner.
- The results are appropriately placed in the context of prior and existing research.
- All sources used are properly disclosed.

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