



## THE ROLE OF ELITES AND EDUCATION FROM THE OTTOMANS TO TODAY

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### Abstract

The institutional role of education in the social positions of the elite is the main theme of this work. The research questioned the changing relationship of the new elites with the fact of education. In the historical process of the elites, the relation to society has been problematic. How elites became integrated or became estranged with society where they live in? In this process, education comes into prominence on modernization context by playing a role on elite's being formed, becoming effective for providing elite to have a dominant role to play as social actor. On research, literature examinations are provided with interview data, which are done deeply with 10 education managers. Additionally to qualitative data, quantitative changes from beginning of Republic to nowadays are being evaluated. The associations of the elites with education are closely related to their activities as social forces.

**Keywords:** Elites, Elite Theories, Turkish Elites, Education, Social Change.

## OSMANLI'DAN GÜNÜMÜZE ELİTLER VE EĞİTİMİN ROLÜ

### Öz

Bu çalışmanın temel konusu elitlerin sosyal konumlarında eğitimin rolüdür. Araştırma yeni elitlerin eğitim olgusuyla değişen ilişkisini sorgulamaktadır. Elitler tarihsel süreç içinde toplumla ilişkilerinde problemleri bir durumda olmuşlardır. Elitler içerisinde yer aldıkları toplumla ne denli bütünleşmişler ya da ona yabancı kalmışlardır? İşte bu süreçte eğitim elitin hem biçimlenmesi, toplumsal aktör olarak oynayacağı başat rolde bulunmasını sağlamasında etkili olurken, toplumun da dönüştürülmesinde bir araç olarak özellikle modernleşme bağlamında ön plana çıkmaktadır. Araştırmada literatür incelemeleri 10 eğitim yöneticisi ile yapılan derinlemesine mülakat verileriyle desteklenmiş, nitel verilere ilave olarak Cumhuriyetten günümüze eğitimdeki nicel değişimler değerlendirilmektedir. Elitlerin eğitimle olan ilişkileri toplumsal güç olarak konumlarındaki etkinlikleriyle yakından ilgilidir.

**Anahtar Kelimeler:** Elitler, Elit Teorileri, Türk Elitleri, Eğitim, Sosyal Değişme.

## INTRODUCTION

Elites are known in society for their prestigious positions and privileges. “We define elites as persons who are able, by virtue of their strategic positions in powerful organizations, to affect national political outcomes regularly and substantially.” (Burton et al, 1995: 8). Mosca refers to the power on the majority of a minority ruling class. “In other words, members of a ruling minority regularly have some attribute, real or apparent, which is highly esteemed and very influential in the society in which they live” (Mosca, 1935: 53). Keller (1963: 126) states that the hierarchy of elites plays a pivotal role in the pragmatic solutions that they have developed in the problems seen in the community. In this context, the elite is articulated with the social functioning of society as a whole. The Pareto distinguishes all of the elite and the ruling elite, giving the primary importance to the ruler. Mills also makes reference to power elites. The elite are individuals who are capable of controlling (or potentially) directly or indirectly influencing the social decision-making process in a position to control / able to control social

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resources with institutional power and to fulfill their wishes and objectives in spite of their opponents (Arslan, 2007: 4). Ziya Gökalp indicates that society can be divided in two as society and distinguished ones who rose within society. (Gökalp, 1985: 175) In here, Gökalp thought, as distinguished ones who play a fully active role can be possible only at democratic societies are actually elites.

The theory of transformation of elite continues to be an important basis in this area. According to Pareto elites are always in state of flux and always regenerating. Pareto throws out ideas of “the circulation of elites”. “The circulation of elites implies more than that new men of Money and power replace old ones.” (Pareto, 2009: 8). This situation is constantly facting. Michels dwells on need of institutions’ hierarchical rationalist organising by seeing institutions mandatory for democracy: “All in all, institutions create their own minority administrators and institution gets ruled by minority. Institutions are biased to oligarchy” (M. Arslan, 2015: 86 from Michels, 1966: 70). As it’s seen, Michels drew a prescriptive frame of interdependency between institutions and elites. Michels names a cycle as “the iron law of oligarchy” about democracy leads to institutionalization, institutionalization leads to bureaucratization and gives government monopoly, government monopoly gives birth to an oligarchich structure which annihilates democracy as a result. (M. Arslan, 87 from Michels, 1966: 342-356). Elite cycle understanding at Pareto expressed differently than Michels’.

It can be argued that the superiority of elites over democratic societies is controversial. However, it is the renewal of the forms of choice and the ways of interpreting themselves. (Mannheim, 1956: 200). Meisel mentions that the ruling class concept is a myth otherwise it can be understood as a part of the whole that the elitist rulers do not make sense on their own. (Meisel, 1965: 169) Elitism has a clear sense of collecting key positions in society. This is far from expressing the truth. History is full of *emines grises* that command the throne behind.(Turhan, 1991: 81).

Mannheim (1956: p.202) stands on three mechanisms in the rise of the elites in modern societies. These; (i) bureaucratic advancement, (ii) unregulated competition, (iii) class pressures. One of the most important elements in the development of bureaucratic arrangements is education. The objective at education, which occurred under the effect of positivism, was to catch pragmatic goals, which are based on tangible data. Mass education is available at industrial society and objectives of this education are to teach how to read and write, make learners to grasp calculating without any mistakes and to teach a well knowledge of history (Özdemir, 2011: 91). As it’s seen, these expressions are on the same line with positivist tradition’s view of moving forward in order, which has been effective over our country from days of Ottoman Empire. Positivist point of view is a fact that happens in paralel with modernization understanding.

Althusser, as one of the people who comes from Marxist tradition, defends, as education is a dominant institution in modern capitalist societies. Observes school as state’s ideologic tool. According to Althusser, while religion was basic ideologic tool in medieval era, today it is education. Because education contains socialisation and domestication process beginning from childhood and contines for a long period of time. Althusser claims that, in this process, children gets education forn suitable works that class status they came to. For example, while teaching creativity, independency and entrepreneurship to students who comes from upper class, obedience and carrying out the orders were taught to lower classes (Eskicumalı, 2011:



20). This approach focused on inequality at education overall. ‘Inequalities get formalized, gets shaped, gets legalized by education’ understanding gets adopted.

Data selecting, regulating and distributing in education programs and relation forms between teachers and students are directly related with work place. School is in struggle to make talents that are needed in work place to be earned. For example, while teaching promptitude, obeying to rules, respect and obedience to superiors to children who will work as workers, skill of moderate behaving, suitable attitudes towards changing and innovation also being thought (Eskicumalı, 2011: 21). Schools, instead of obeying to rules of power to work freely, making incisive choices between variants, codes of conduct, engrain internalization of norms into students who will occupy elite status in the future (Eskicumalı, 2011: 21).

The role of education has been ignored totally in new and changing society, which has showed up with improving of modern industry. Culture becomes accepted as ineffective, history has a secondary role. They reproduce Marx’s “economy determines all” view again. Thereby, not changing of ruler class, in consequence of no differentiations political actor, the result of ‘no innovations will happen in education’ shows itself. Among the few studies on the elite in Turkey are Arslan (2003, 2007), Frey (1965), Turhan (1991), Özer (2006), Karpaz (2010), Önder and Akıncı (2011), Mummyakmaz (2014), Demir, Sesli and Dursun (2008).

## 1. ELITES’ CHANGING ROLE AND EDUCATION FROM OTTOMAN EMPIRE TO REPUBLIC PERIOD

To put in show of how elites take action in social dynamism, it will be in good use to investigate historical and cultural foundations. The purpose in here is, according to what kind of structural conditions do elites emerged and specialist of them that reflect today. In this sense, better understanding of structural foundations, let us to see how relation of casualty occurred and improved between events. Without understanding social structure’s roots of Ottomans, new elites’ educational specialities and functions cannot be understand. So, it should be dwelled on elites’ education at Ottomans firstly. To investigate how political and social conditions that changed later are given legate by Tanzimat reform era, Islahat reform era and Constitutional period to Republic, will benefit. It’s needed to show remodelling occurred after 2002 process and new elites’ relation with change over transition to a multi-party system and “Özal factor’s” changing by liberal wind in post 1980.

In Ottoman Empire, education emerges in a harmony with government producing system and a very important socialisation process beside. In this process, *devşirme* has a special function. “Those who became distinguished at Acemioğlanlar quarters were going palace schools within “Enderun”... Grand viziers, janissary aghas, captain pashas, state governors, sanjkbegs were educated at these places” (Tekeli and İlkin, 1999: 6). Madrasah education, was a kind of elites’ education for channeling essential knowledge, value and norms for those who shoulder duties as ilmiye class’s religious official, judicial organ and madrasah educator (professor)” (Tekeli and İlkin, 1999: 7).

Ottoman Empire’s social structure started to change from 16<sup>th</sup> century. From 18<sup>th</sup> century Ottoman culture and identity structure by being away from heraldry, started to gain a new form. Karpaz indicated this transformation phenomenon created the thought of state’s language; culture and religion must be suitable for society’s majority’s language, culture and religion. These developments led state officials -whose number is in rise and who got



education in modern schools, i.e. bureaucracy- to find ways to change society into nation and rule over (Karpas,2010:p.13). At the end of 18<sup>th</sup> century and beginning of 19<sup>th</sup> century winds of change had affected this transformation. Starting from rural areas with the resolve of classical system, breakdown at Timar system and events that force rank order to change by reflection of exterior effects will cause this structure to breakdown and by being a problematic issue, it would cause to transform into problems which were needed to be solved. “The inefficiency of knowledge creation and education system which established in 19<sup>th</sup> century to channel Western lore, is closely related to as system’s not being ready to use this data also directing of Westernization process by people from inside of it” (Tekeli and İlkin, 1999: 196).

Late years of Ottoman Empire are times that critical problems have seen in education. Limitations of schools on modernity, education’s not spreading through base, no consolidation of elites and society group topics were getting questioned. “Early-Republic period was aiming change of modernization project. The meaning of change was to move forward. The thing that has been needed was not changing the government only with founder logic, but transforming the society too” (Coşar, 2004: 77). Textural equilisation of this transformation with social structure will be problematic. “Models that accepted by modernative leaders had been taken from societies who accomplished modernization first. In fact, problems they faced were inner type and distinctive at very important topics” (Çetin, 2004: 34). Sağlam stresses this out as:

*In Western Europe, the rise of bourgeoisie that started some centuries ago, emerge of labor class with industrialization, emerge of parliamentary systems and other parallel processes happened in eastern societies and Turkish Republic which has followed up Ottoman Empire too. (Sağlam, 2009: 203)*

So, developed projects without taking into consideration of societies’ social and class specialties, will not be able to remain. According to some philosophers, motions that are away from social structure’s realities but perceived as westernization, being seen as tools of legalizing of political power’s acts or oppression mechanisms by education. In his written work, İdris Küçükömer implies Sait Halim Pasha’s expression about transformation movements that those fit to society’s history, culture and tradition, not having structural specialties, will be condemned to failure.

*In spite of, Westerners thought to try channeling of Western’s especially military, political, judicial, educational and some cultural institutions, so that Europe societies’ structural specialties would put same progress in our society and they could overpass it’s weakness against to other societies. (Küçükömer, 2002: 161)*

Modernization by education emerged as doctrine imposition to backward countries. Conception that sees reason of backwardness at traditional understandings, and values and will reflect as education to be saved off from this. Therefore, modern schools can realize objectives of modernization by spreading new ideas, values and ideologies out (Eskicumalı, 2003: 17). Aiming improving by providing human source, this kind of project can be seen as an economical objective.





## 2. ELITES FROM REPUBLIC PERIOD TO 2002

School would be teaching human mind and rationality of his behavior. Subjects weight on positivist thinking and modern science put on by taking out religious knowledge and symbols from course books and curriculum (Başgöz and Wilson, 1968). In 1908-1930 period, Karpaz refers to importancy of a secular philosophy's preparing of transition conditions to pass a new progression level in order to determination of requests (Karpaz, 2010: 66).

Many innovations happened about education in Republic period. Actually, many of these innovations were based on improvements of previous periods. Of course there were some massive changes too. Mustafa Kemal's goals about education have been designated before Republic. Berkes transfers Atatürk's views as: "When I talk about national education, I understand a favorable education which is refined from whole traditional beliefs, external effects which came from East or West." (Berkes, 2003: 533).

An aim was taking its place with materialistic satisfaction and occupational improvement against in place of gaining afterlife gifts. Concentration of power in government's hands, and by playing a determinant role, dominant view towards secular-positivist philosophy and education system developed a success and profit-oriented understanding with creating a Protestant morality in work life (Karpaz, 2010: 66-67). Mardin indicates that de modern education's being accessibility to a specific elite group and other's life spending as being cut off from this as:

*Rural area was cut off of elites' education and many of countryman (even many of effective countryman) could not send their children to modern schools or didn't want to send in. Datum we have today qualifies as only talented children had sent to capital with a hope to establish a communication channel with official authorities. (Mardin, 1985: 133)*

Distinction between folk culture and enlightened's culture continues in Republic's Turkey. Mardin binds the reason of why some authores entered in a search of literature towards folk to this. Looking for "civilization" has seen as an activity that happened between pure elites. (Mardin, 1995: 146-147). Actually Mardin's detection for Republic period's highbrows explains the reason of passing to democratic system took so long and 'people should be excluded from system' thought's acceptance as a general idea. Because highbrows will think everything that has to be thought in the name of folk and will decide so. For a long time, in Turkish political culture this understanding will continue to exist and elitist perception will continue its effect even changing of electoral system and transforming into multi-party system.

He urges upon to education's role for elites to have the administration as:

*Not having the same progress in industrial revolution of West, education became the most important source to determine administrative elite staff in Turkey society, which did not have a distinct shape in social leveling and stratification, without having a challenger against them, military-civil bureaucrats who had a higher education to other levels by comparison, governed the society till they create new elite staffs. (Demir, et al, 2008: 115)*

An education campaign, which thinks building a new nation as an aim, was started by accepting new Turkish alphabet in 1 November 1928. Also accepting by Latin alphabet,



teaching of Arab writing by opening schools and courses without having permit has been banned. Parent's freedom of providing religion education to their kids has been connected to a condition of this education should be done in times when it will not prevent school education and this education will be done by Ministry of Education authorized personel. If schools be opened according to this purpose, in terms of health and teacher, these places would be open to detection of government. As religion-teaching school not banned, no one ever dared to open these in Atatürk's life (Berkes, 2003: 535). Atatürk encouraged schools widespreading by thinking that there can be a radical transformation through reconstructed modern education institutions in Republic period.

**Table 1:** General Teacher and Student Numbers in General High Schools Between 1923-1960

Years	School	Teacher	Student	Male	Female
1923	23	513	1241	-	-
1930	57	637	5699	4333	1366
1940	82	1544	24862	18881	5981
1950	88	1954	22169	17526	4643
1960	194	4219	75632	56016	19616

From early years of Republic against to increasement in school numbers, efforts seem being short about education's spreading through society till 1950. In 10 years after 1950 school and teacher numbers got doubled and student numbers got tripled. Same as in the next 10 years, fruits of changings based on 1961 era's politics will be seen. Next table lets us to compare 1970 and after.

**Table 2:** General Teacher and Student Numbers in General High Schools Between 1970-2009

Years	School	Teacher	Student	Male	Female
1970	518	10136	253742	180940	72802
1980	1167	41334	534605	338515	196090
1990	1778	65327	799358	4560403	342955
2000	2747	71502	1487415	835471	651944
2009	4067	111896	2420691	1268098	1152593

The biggest breakthrough in numbers of schools and students happened in the later period after 1970. In 39 years, school numbers approximately in 8 times, teacher numbers in 11 times and student numbers in 10 times increased. It shows that the attention towards having occupation related to education and status rising has increased; education came into prominence as a more irreplaceable need in society. Also another attention-grabbing aspect in these periods is an inversion that happened as a balance between sexes by female students' numbers coming closer to male students' numbers.

**Table 3:** Student and Instructor Numbers in Higher Education Institutions According to Schools and Gender

Years	School	Instructor	Student	Male	Female
1923	9	307	2914	2629	285
1940	20	967	12844	10262	2582
1960	55	4071	65297	52290	13007
1980	321	20917	237369	175558	61811
2000	1084	67880	1508205	886945	621260
2009	1617	105427	33222559	1452453	1850106

We can see the attention towards limited high schools were elites educated in 1923's, got rise later from mid of 1940's. According to Karpat, to see education as a best way tor ise was an



old habit that rooted back (Karpat, 2010: 97). Art, music and physical education, which weren't take place in previous education programs put back to schools.

From the point of historical process, what kind of changes happened in elite's communication with masses? In another saying can we talk about a creation of an elite group reconciled with masses' values or from or after which point masses became estranged to society's cultural values? In the next period by playing roles in many events, will this group decrease social dynamism or function to provide a positive effect in accepting of new values by society for constructing foundations of transformation by accelerating it?

*Now, power means to hold monopoly of knowledge. In other way, by having this upper hand, bureaucrat-highbrow class -which can be seen the product of modern education- accepts himself as top to govern. (Önder and Akıncı: 2011: 66)*

By transition into a multi-party system, innovations at education as a well as in economic and social structure draw the attention. Actually we can give the opening of Islamic Divinity Students High School -which was opened at RFP (CHP) and seen at the end of single-party government period- as an example to this situation. Later on these schools will be the object of discuss in terms of the government party and regime. Since their foundation, by winning and educating of religious families' kids, these schools fulfilled important functions. To what extent general and private education institutions became successful to put national, secular and modern values in place of traditional attitude, belief and values by changing them?

After 1980's, concentration of liberal politics with Özal reflects to field of education. The process which started with Özal, one of the main topics of politics -which was prominent- was the emphasis over nation, society and folk. Özal, who spread thought of the government must be in service of the nation, built sub-structures that would let the doors of elitist bureaucratic structures' -whose doors were always shut down to common people throughout the Republic history- to be opened to folk. The most important one of these substructures has seen in education. Quality education opportunities, which were able to access to every corner of Turkey, let children to meet with bureaucracy. In light of Anatolian High Schools and by English-based education and using of grammar and abroad experience, narrow class' - who found union experience with the government- base started to enlarge towards folk (Çaha, 2008: 197). Education's contribution towards increasement of intellectual level had been tried to reveal. Education states a process, which's fruits can be picked up later on. Many of these progresses would come up to post Özal period. By education opportunities to spread out in every corner of Turkey, people who were carrying society's different colors found a chance to university opportunity.

After 1980's, by liberal politics, education becomes coherent with market conditions. Neoliberal politics reflect to education happened in a way of reproduction of neoliberalism by education and also by observing profitability of education field getting into market, which has been a public service in so many countries throughout the world. According to Neoliberalists, problems that are related to education can be solved only when schools, teachers and students get channeled to competitive market's rules. As a result of these politics, in the last quarter of century, the number of private schools rose more and more in every passing years. It can be said that too many reasons caused to this situation. So many reasons can be told as international competitions, government's not adopting private school system as politics, arising need to education (especially to secondary and high schools), government school's



insufficient feasibilities and crowdedness of class population. Of course, there are so many views submitted as in favor and in adverse towards to privatization in education and to private school applications (Özdemir, 2011: 93).

As a result of educations spreading through social-base an attempt to evaluate upper-class education occurred. Faster rising of social awareness' will cause various colorizations in highbrows' structure. Starting to adopt democratic values truly will help economic and social folks to enlarge each other. We can see changes happened in education within 20 years at the table clearly which has been relayed by Bilgin (quot. Bilgin, 2010: 330):

**Table 4:** Population and University Graduates Status Between 1985-2005

Years	1985	2005
Total Population	50664000	72065000
Total University Graduates	781159	3984408
Annual University Graduates	43864	346563

As it's seen, between 1985-2005 while population is increasing 30%, university graduates increased 5 times, annual university graduates increased 8 times.

### 3. SOCIAL CHANGE AND ELITES IN TURKEY AFTER 2002

Coalition governments which has been seen especially at 1990's and with economic instability that continued till the end of 2001, dissatisfactions from antidemocratic practices that 28 February process brought, fore shadowed a new transformation in Turkey. Military and political elites who couldn't comprehend the period's conditions have an important role in this. According to Karpat'a as education provides a way for vertical social dynamism in Turkey, it's also has seen an opportunity for "illumination" which is pregnant concept to deep political, social and ideological associations. At the end of 1990s, city population, which has reached to a certain level, has fed himself by letting immigrants from villages. Especially after being educated, immigrants' children who settled in cities reacted to social, economic and cultural marginalization they have been exposed to (Karpat, 2011: 287). Actually, based on an education understanding that's based on equality, and having an Islamic origin, this generation's differentiation in his point of view, is important to understand the change that has been lived. According to Karpat, these individuals as see themselves a good Muslim in rural area, protected their Islamic bond in city too. Sometimes, to defend their belief, they used moral corruption, materialism and egoism in city by making them tools of criticism. Actually these critics rise as radical understandings time to time, they have to be evaluated as political purposeful totally.

A research shows that there is a close correlation between elites and type of education. Deputies who are determinant in legislative process of Turkish society, approximately one fourth of them had education in social-political-economic and education of commercial sciences, approximately 19% of them had education of engineering and architecture, and 17% of them had legal education (Arslan, 2007: 93). An education administrators views follow as:

*In my opinion, process of education must earn the human. We tried to catch a change by education politics in this way for years. Time is changing, society is changing generations are changing, needs are changing too. It's important to approach and take steps accordingly. (E.M -7)*





Human focused view was actually a starting point of many politic act Education levels of elites show varieties within themselves. In Arslan's (2007: p.91) survey, while approximately 77% of deputies who performed duty at GNAT (TBMM) between 1946-1995 were graduated from university<sup>†</sup>, deputies' ratio between 1999-2007 exceeded over 90%. This shows the rising of education level of elites distinguishably.

In research, when we evaluate the number of students at schools in order to confirm the transformation in the education field that happened by change of elites, it can be seen that some changes happened according to years. Especially the change at student numbers in government high schools, private schools and Islamic divinity students' high school can give us some opinions. Student numbers indifferent minority schools or vocational high schools and open plan schools are excluded and datum evaluated only in secondary education level.

**Table 5:** School, Student and Teacher Numbers in 2003-2004

School Types	Number of Schools	Total students	Male	Female	Teacher
Grand Total	6512	3014392	1727323	1287019	160049
Islamic Divinity High Schools	452	90606	52163	38443	7631
Private High Schools	544	69299	37621	31678	7655

**Source:** Ministry of Education (MEB), 2012: 89-91).

When we look at ratios of 2003-2004 year, student ratio of Islamic divinity students' high school doesn't reach up to 3% in grand total even. Same as, the ratio of private secondary school's students is approximately at 2,5% in grand total.

When numbers of students are the ratio of school numbers and students are changing especially when compared to private schools and government schools. The most important reason of this -as it can be guessed- is excess of students who study in government schools. There were not many changes observed in education and religion during very first years of existing government, with no changes observed in Islamic divinity students high school's general number and student totals for a long period of time, number of students started to rise after 2004. With this, this rising cannot be evaluated as a critical change relatively to general rise of student numbers. E.M - 3 approaches to education as:

*We should train people who can use opportunities in unit of a time. This is what makes education privileged. It's important to use time efficiently. I think, a person who knows how to use the time, is a different person, leaders come forth from those people. How many people knows the usage of time? People will use this education in their life they will solve the needs of people on time. 'Time is money' is not said in vain. (E.M - 3)*

Quantitative and qualitative structure's changing can be seen clearly in secondary education institutions after 2015-2016 year:

<sup>†</sup>Also check out this work of author: Arslan, A..(2005). "Tek Partili ve Çok Partili Dönem Türk Siyasi Elitlerinin Toplumsal Profillerinin Karşılaştırmalı Olarak İncelenmesi, "İş-Güç" Endüstri İlişkileri ve İnsan Kaynakları Dergisi, Cilt:7 Sayı: 1, 2005 [http://www.isguc.org/arc\\_view.php?ex=240,8.3.2005](http://www.isguc.org/arc_view.php?ex=240,8.3.2005).



**Table 6:** Student Statistics in 2015- 2016 School Year

General	School	Student	Male	Female	Teacher	Classroom
State High School	2806	1461117	674370	786747	101560	56405
Private High Schools	2504	373394	197355	176039	49898	34401
Islamic Divinity High Sch.	1149	555870	256711	299159	39091	23781

Source: [http://sgb.meb.gov.tr/meb\\_iys\\_dosyalar/2016\\_03/30044345\\_meb\\_istatistikleri\\_organ\\_egitim\\_2015\\_2016.pdf](http://sgb.meb.gov.tr/meb_iys_dosyalar/2016_03/30044345_meb_istatistikleri_organ_egitim_2015_2016.pdf)

When we look to change in last 11 years processes in education, private education institutions at secondary education level rose up so highly. Private schools' student numbers also rose up. It has been thought that incentive law for private schools took place in this situation. In this period, Islamic divinity students' high schools' student numbers rose up 6 times. Once these schools' education has been limited by parameter obstacle, they reached out over than 1 million students by re-opening of secondary school section by change in 4+4 system. Yet, Islamic divinity students high school where's numbers dropped at a time and "national vision" came to life will become favorite institutions where top elites such as deputies, undersecretaries, ministers even prime ministers and president's got education. A school manager's statement is as follows:

*In my opinion, the function of Islamic divinity students' high school is growing more with every passing day. Students are more self-esteemed. They can think administrative departments of universities. (Manager -1)*

Another school manager is stressing out peer counseling while students get socialized:

*Students are modeling each other. There is also peer counseling. Their friends are becoming more effective than us. We know that this system is widespread in Europe. As being a lesson system, the entry exam is determining so many things. Children know about how is every school. He wants to reach out to his high score earned friends. Our teacher friends are not working on that much. He says "I want to be a lawyer to be a doctor" and his friends are carrying him further with positive energy. There are no much lefts to us. He is becoming successful by having such counseling from his family circle and with his parent's awareness. Success without a parent is difficult. (Manager -2)*

School types in general high schools and vocational high schools get changed in last years. In this regard, due to need of educated people towards different sectors' needs new schools had emerged.

**Table 7:** Student Numbers in Different Common High School Types in 2015-2016 School Year

School Type	School Numbers	Student Numbers	Male Student	Female Student	Teacher Numbers	Classroom Numbers
Anatolian High Sch.	2322	1200485	554706	645779	89241	48872
Science High Sch.	261	78387	34986	43401	6677	4379
Fine Arts High Sch.	74	13206	5656	7550	1949	746
Sports High School	57	10879	7714	3165	678	411
Social Studies High Sch.	92	24202	8937	15265	2681	1731

When we look closer to student numbers in Anatolian high schools and science high schools female students ratio over male students is higher. Especially being a center of attention in social field, in social sciences high school, female students' number is close to double of male



student's number. E.M-2 is a person of who served as a department chief and head of department in education field, expresses as follows:

*Education of elites is a long run. It's a process, as we said. Educators perform teamwork, an orchestral work even. The main aim of education politics must be towards to human. It should be able to provide positive change on him. Did you connect a person into life? Did you give goals to him, which makes life meaningful that is the question? Remaining things like beating the air. (E.M -2)*

Datum about the connection between schools that students ot educated and school type are important. It is possible to see school's success outputs.

**Table 8:** Candidate Numbers who applied and Settled into a Higher Education Program According to School Type and Education Status of SSSE (ÖSYM) in 2015<sup>‡</sup>

School Type	Applied	Undergraduate	%	Associate Degree	%
Grand Total	891090	227190	25,50	206 500	23,17
High School (State and Daytime)	189 908	39 966	21,04	29 383	15,47
Anatolian High School (Foreign Lang.)	163 202	92 723	56,81	9 206	5,64
Private High Sch. (Foreign Lang.)	29 748	19 187	64,50	1 345	4,52
Science High School	9 915	6 270	63,24	35	0,35
Private Science High School	3 563	2 809	78,84	14	0,39
Social Sciences High School	1 689	1 406	83,24	13	0,77
Islamic Divinity Students High School	62 925	14 985	23,81	6 603	10,49
Industrial Vocational High Schools	80 732	1 463	1,81	40 120	49,70
Girls' Vocational High SchoolsMeslek Liseleri	78 876	5 262	6,67	31 120	39,45
Technical High Schools	37 938	4 828	12,73	20 724	54,63

It can be seen as high schools those were able to make their student to get into universities' undergraduate program at highest ratio are by 83,2% Social Sciences High Schools, by 78,8% Private Science High Schools, by 65% Private High Schools, by 63% Science High Schools and by 56% Anatolian High Schools. While private high schools' undergraduate program settling ratio is high, associate degree settling ratio is low. Private high school students' tendency towards to choice of associate degree can be effective on this situation.

*I think, Turkish people are having an important transformation when he finishes his university education and starts to work. He learns life at work. And education's fruit boecom as work and occupation. (E.M - 1)*

Individual's profile changing process when he gets into work-occupation life is mentioned about. By transforming the individual andputting him into shape that he must to be, work process makes him to be united as one with workor administrative world. Another education manager and guidance and counseling expert's view follows as:

<sup>‡</sup> All school types are not included in this chart. Schools those student numbers are high are being given. Schools except in here there also Sport High Schools, Vocational High School of Justice, Health High Schools, Evening High Schools etc. exist.



*People are waiting new things from new era educators. People are finding educator. His needs also changed variously. People are not able to have to sit and get educated for hours anymore. If it happens like that, many problems show up. People want specific education for themselves. There has to be a family's, individual's educator. Like mentoring system in Europe. At meal, sports every time your educator, your counselor will be next to you, he will listen you, understand you, you will convey our various needs to him and he will find solutions to them. (E.M -4)*

Education is becoming a subject, which depends and shapes up based on individual. So that, it cannot take bulky structure anymore. Those who provide solution to today's changing demands will educate new elites. An educator's who is commissioned at directorate of religious affairs view follows as:

*People who come from Erzurum's village also want their children to climb ladder and become successful in the government. So they will establish an association in that village's name. They will Grant stipends to his countryman. This guy will lend his hand to his associations in order to help for those who stuck to send his children for education. Let's say, if child started to university, he will help them to get a place. I think, education of leaders who direct to era, becomes possible by such a common activity. (E.M -5).*

Today, a lot of child gets lost at the very first step of his education. Besides evaluating opportunities can be found to easily raise the social status of individuals. Another school manager's view follows as:

*Why we lay this load of knowledge to generations? I am saying this by having a chance to know most of Europe's education system closely. In many countries out there, students are learning knowledge by discovering it. Creative education understanding where teacher is a counselor. Actually this one is also in our education programs. But maybe it's been used in limits. (E.M -3)*

The thing about mentioned is to provide a more functional, pragmatically, technical education talent to next generations. He believes that narrative education will not be worked out anymore. Another education manager talks about the importance of education of values:

*We have some aims to make education of values to be earned. This one has regulated in all curriculums. So giving this education of values, which starts in family -without a doubt-, and internalization of them by student is the main topic. (E.M -6)*

## EVALUATION AND RESULT

An elitist education understanding, which is based on a specific group, was being used to choose individuals who would be chose to government administration based on their talents in specific institutions. By straying away from traditional values with Tanzimat reform era, Westernization type modernization movements made polarization between highbrows, education functions started to be reformed according to this. More of a charity foundation-based liberal education model, with royal edict of reform and following constitutional monarchy movements, started to became a central status again. In addition to bases of





Republic period education movements to be founded at Tanzimat and Constitutional Monarchy, this period has some specific qualifications too. Especially at period of Sultan Abdülhamit II, extensive modernization efforts in education are being seen. Later on, Union and Progress Committee's notables would get educated in these schools and take steps to change existing system once and for all. Elitist group, who captured government for obtaining freedoms in social and political field, would be putting a different power in order to make their actions legitimate. By passing to Republic period, modernization purposeful education programs gained progress. The increasing of literacy rate and widespreading of literacy to all over society didn't happen for a long period of time, especially rural groups who carry traditional specialties and has a small income, stayed out from this education. School numbers in education got a pace after 1950's, these schools became limited with certain types. After 1980s liberal politics had affection on education field too. Especially Anatolian high schools and private education institutions had important functions for existing traditional-pious section to express themselves. In 28 February process the aim was to have a caution against Islamic movements in all institutions. In this period there were many radical processes happened too. Closing of Islamic divinity student's high schools' middle section, closing and limiting of some courses are some most important examples. But, economic instabilities and various degenerations in the continuing process didn't hesitated upcoming critics. Hence Conditions settled as this till 2002 JDP (AKP) government.

First times of 2002 political elites tried to put a harmonic profile wi' system and militaries juridical bureaucracy. Especially by carrying out a distant politics from religious education and hijab avoided actions, which would to move "nerve endings" of old elites and society. In 2009, they introduced a law about mostly removing parameter obstacle from vocational school student's and which also would cover secondary education part of Islamic divinity students high school, from 2011 on they dismantled this parameter. Islamic divinity students high school whose numbers of students decreased to 60.000 in 2000, but never closed by people's support, reached out to higher numbers from that day. By 4+4+4 legislation in education Islamic divinity students' high schools' secondary school part reopened. Also, beginning from primary education, religion-thematic lessons such as hadith and prophetic biography started to be included. Additionally, clothing reform in government agencies, which covers primary education, too is a change done by this period's elites. So, topics that was focus of sensational discussions of the time done a bit steamy but relatively calm. Elites educating schools in education field rose in numbers and types after 2011. Social Sciences High Schools got top-level university success. It' possible to see variations on Vocational High School area such as Health Vocational High Schools and Maritime High School etc.

Many changes happened under 21st century's social circumstances reflected to education field too. As being product of the society where they lived in, as transforming this unity, elites are aware of Turkish society's changeover is related to education. Due to this, it's a reality to feeling the obligation of investing over education more and more with every passing day. Problems about education's individual focused new human type are elites' number one problems. With an education view, which is in interaction with the world that it lives in and answers to needs of time, need of securing of cultural values to continue in balance, became more important. The relationship of elites to knowledge has a significant impact on the structure of society.



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