

# Kütüphaneciliğimize Kanat Gerenler *Pioneers of Modern Librarianship*

## *Turkish Librarianship Atatürk Period (1920-1938)\**

### Atatürk Dönemi Türk Kütüphaneciliği

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#### Öz

*Cumhuriyet Öncesi Dönem Türk Kütüphaneciliği, 'vakıf' olarak anılan bir 'toplumsal dayanışma biçimi'nin ürünüdür. Bu yaygın ve çok yönlü girişim, söz konusu dönemde, kütüphane hizmeti'nin varlık nedeni ve sürekliliğinin temelini oluşturur. Açarsak, Türk Kütüphaneciliği, uzun süre, kökleri vakıf girişimine bağlı bir kurum olarak kaldı; vakıf yönetimi'nin hukuki gereklerinden kaynaklanan nedenlerle 'vakıf tüzelkiliği'nin malı idi ve yüzyıllar boyu, bu niteliğin getirdiği bir 'ekonomik bağlamda kendine yeterli' süreci yaşadı.*

*Öte yandan, 1920-1938 süreci, Türk Kütüphaneciliği'nde bir büyük dönüşümü simgeler. Bu makale'de, Dönem'in önemli gelişmeleri: Devlet ve Kütüphane Hizmeti / Devrim Yasaları / Mesleki Eğitim-Yayın ve Bibliyografik Oluşumlar açısından ele alınmıştır.*

**Anahtar Sözcükler:** Türk Kütüphaneciliği; Atatürk; Türkiye.

Türk Kütüphaneciliği; Tarih.

Türk Kütüphaneciliği; Cumhuriyet Dönemi (1923-1938).

#### Abstract

*The Turkish Librarianship of the pre-republican era was a product of the 'charitable foundations' called 'waqf'. These widespread and many sided movement formed the basis of and provided the impetus for the creating and maintenance of libraries in the country before the declaration of the 'Cumhuriyet'. This means that for a long time the Turkish library movement remained an institution with its roots in the waqfs. By reason of the legal requirements governing the particular waqfs of which they formed a part, these libraries were the property of the legal personality of the waqfs and were able to enjoy for centuries an economic self-sufficiency.*

*On the other hand, Atatürk Period Librarianship present a new era in Turkish Library History. This article deals with basic changes in certain fields such as State and Library Service / Reformation Laws / Professional Education-Publication and Bibliographical Developments, which effected it during the period under consideration in Turkey.*

\* Translated, with supplementary material and corrections from Turkish version.

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*Turkish Librarianship; History.*  
*Turkish Librarianship; Republican Era (1923-1938).*

### **Towards the Republic (1920-1923)**

The library institution in this period, when the title of the regime has not yet been announced, does not present a structure whereby it could be examined typologically and systematically; the one and only type of libraries existed during this period was the so called "general" (in other words) 'open to public' libraries.

During 1920-1926, these "general libraries" were under the responsibility of the *Library Section*<sup>1</sup> of the Directorate of the Turkish Antiquities Works (later, the Department of Culture and the Antiquities Works) which was one of the five main administrative units of the central organization of the Ministry of Education. The Library Section was empowered in 1921 by the addition of a new staff member as the *library inspector*. On the other hand, the libraries have not taken place among the institutions, the expenditures of which were met within the funds allocated by the Law of the Endowments Budget of 1920 and the following years; furthermore, no budgetary allotment has been provided for the libraries and the librarians in the list of the "Ministry of Religious Affairs" of the Law of the General Balance of the Same year, although monetary provision was made for payment of the "teaching staff in madrasas" and the "madrasas located in provincial areas". It was also within this period that the need for a national library was expressed in Ankara where the intellectual life has also flourished through the War of Independence ("Bir ihtiyâc-ı İrfânımız: Ankara'da bir Milli Kütüb-hânemiz olmalı" 1921, p. 2).

One other development was that a general library (known also by the titles 'Education' / 'Nation') was established in Ankara, in July 1922, by the Ministry of Education. The Library, namely the Public Library of Education ("Maârifin Umûmi Kütüb-hânesi" 1922, p. 1) was opened by Vehbi Bey, the Minister; the library was located in the lower floor of the Ministry and its collection had been built by the books provided by Veled Çelebi, Yunus Nadi, Ziya Gökalp (Soysal 1998: I/ p. 106, III/ pp. 213, 233).

### ***Atatürk Period, Librarianship***

What is important to be highlighted of this period, which would deeply influence the near future, was that Gazi Mustafa Kemal, in his opening speech of the III. Activity Period (1922/1 1 Mart/**March** 1338) of the Turkish Grand National Assembly, mentioned the libraries, because of their traditional type of formation, among the institutions which were to comply the terms required for the solution of the waqf problem. We can realize the meaning of this by looking at the later initiation of "re-structuring" of educational and cultural institutions such as the schools, madrasas, etc. which also used to be the product of the 'waqf' tradition.

Gazi Mustafa Kemal, while he was opening the new legislative year of the National Assembly in 1923 (1 Mart/**March** 1339), he expresses the function of the library institution as one of the components indicating the quality of education, and he states what has been accomplished so far towards this end:

1. Contemporary libraries, museums and printing houses will be established in the main centres of the Country for attaining a comprehensive and practical education;
2. An amount of 190.000 TL for building new schools and an amount of 200.630 TL for the equipment of printing houses and libraries have been allocated from the revenues of provincial administration;
3. A lot of books have been sent to the libraries in all the provinces and sub-provinces; about 15.000 books have been distributed to the children of (the martyrs) those who have lost

<sup>1</sup> The name of the Library Section will be changed as the Directorate for Libraries in 1929-1939, then as the Directorate for Palaces of Books in 1933-1939.

their lives during the War; the Editing and Translation Council has ordered some fifteen books to be written to be used by the general public or the type of sources for those who will use them in their studies; some of these books have already been in print;

4. A research library has been established for the Council for Research and Production of Islamic Works, founded in 1922 within the Ministry of Religious Affairs; and relevant books have been brought from İstanbul, Europe and Egypt; and some new books have been ordered. (Mustafa Kemal 1922/1959, p. 9; 1923/1961, pp. 4, 11, 12).

It can be followed that the trend of defining the library service within a different organisational structure, which began with the governments of the War of Independence, has become clearer by the reflection of this trend to the budgetary laws of the period. The more radical steps having direct/indirect effects on the structure of our Librarianship will be taken by the Revolutionary Laws such as the Unification of Education Law (1924) and the Law for the Adoption and Practice of the Turkish Alphabet (1928).

### **Republican Administration and the Library Institution (1923-1938)**

According to a report prepared for examining the state of the libraries in the country following the foundation of the new Turkish Republic, the general libraries existed only in 29 cities of the total of 74 provinces and 29,395 sub-provinces. (Koşay 1341a, p. 24; Yöntem 1927, pp. 381-382; M. Necati 1927, p. 102). Considering that eleven of these libraries existed in Bursa, fifteen of them in Kastamonu, more than forty in İstanbul, it can be said that the distribution of the existing libraries was also unbalanced.

The most striking effect of the 1923-1938 period on the Turkish Librarianship was the action taken towards the *recognition of the library service as a state function* and the re-organisation of the legal and economic structure of the libraries accordingly while the national/secular education system is being founded, as the clues of such thinking were first observed in the General Education Act of 1869 (*Maârif-i Umümiyye Nizâm-nâmesi* 1286).

### ***Reformation Laws***

First the "Unification of Education Law", then the "Law for the Abolition of the Convents and Cloisters" and the following legal regulations interpreting the practice of the latter are significant for the development of the Turkish Librarianship for they constituted the basis for transforming the library institution from the status of a special service provided by the *waqfs* for centuries to the status of public service under the responsibility of the state. Because this change constitutes the starting point as well as the direction of the development of the Turkish Librarianship in the Republican Era. "Unification of Education Law", while ending the double-headed administration of the educational system and giving the administration of all the educational institutions to the responsibility of the Ministry of Education, it has also brought the libraries, with all of their components, into this integration.

### ***Unification of Education Law***

While the Unification of Education Law has changed the legal and economic structure of the library institution on one hand, on the other hand the regulatory explanation of the "Law for the Abolition of the Convents and Cloisters" has been very effective for accessing a great number of "rare books" and "manuscripts" to the public libraries. According to the mentioned 'Explanation', the existing books were to be sent to and be protected in some specialized libraries (Süleymaniye / İstanbul, Müze / Bursa, Darülkari / Kastamonu, Yusuf Ağa / Konya) under the auspices of the Libraries General Inspection Authority, and detailed catalogues were to be prepared and sent to the concerned ministry. This was going to be one of the significant steps for the transfer of the manuscript collections to the future.

***The Law for the Adoption and Practice of the Turkish Alphabet enacted in 1st November 1928***

The Law, although it did not directly aimed towards the library institution, it had caused the anxiety that the "knowledge recorded in the old alphabet would become unuseful and the libraries would lose their function". It was obvious that the Law would change the nature of collections of the libraries. The change of the alphabet, while being highly determinant in the national educational policy, it was also going to have great impact in the development of the newly 'organized information centres' to meet the society's need for learning in more specific fields, like the existing manuscript libraries, with the understanding that the libraries were not the places for inter-cultural conflicts but were the institutions to meet the information requirements of all sections of the society.

**Educational Concept and the Library Institution / Evolution in Education and Turkey**

The education has become a state function in Europe and in the USA in the 19<sup>th</sup> century; and it has become massive following the protective laws obliging the education of the children of 7-14 years old. In the first quarter of the 20<sup>th</sup> century, the individual interest centres and the personal skills have become the complimentary elements of the learning process and thus the principal of *equality of opportunity in education* was recognized. This *principal* aims that the content, method and tools of the education/learning process are differentiated according to the personal qualifications (fields of interest, the ability of reading) of the students; thus the student would have equal opportunity in attaining the required social behaviour of a democratic society together with the basic knowledge; such an approach, in brief, provides a non-monotonous environment in the learning process. The meaning of this was that if the school did not have a well-equipped library/learning centre which is in harmony with the subjects to be taught and the teaching methods (meeting the needs of individual differences), then the system would fail.

Towards the middle of the 20<sup>th</sup> century, the approach to the library institution has gained a new dimension, that is: *the libraries were not the places where the knowledge stays still, but they were the centres where the knowledge is used for generating new knowledge*. This new approach is inspired by the view that the individual needs to use the *knowledge not for surviving but for changing the life*. In practice, the responsibility of the formal and-non-formal education for the expansion of (the existing) knowledge has increased, whereas the responsibility of the institutions of higher education and research for the generation of new knowledge has grown; and the libraries have become the main instruments of this new approach.

During the re-structuring activities of the Turkish national education system, John Dewey, philosopher of education (who himself was the theoretician and practitioner of the Project Method), invited for his advice, underlines in his reports<sup>2</sup>: that "a library should be established in each school for the use of students and the general public, this should be taken into account in designing the buildings, mobile libraries system should be developed and the librarians should be bought up" ("Profesör John Dövi'nin Raporlan" 1341a, pp. 1-8, 1341b, pp. 1-25); the basis of Prof. Dewey's advices is, certainly, the above mentioned new approach. The same sensibility is reflected in the agenda of the meeting held in Ankara, by the Ministry with the purpose of "discussing the various problems of the national education", and the content of the decisions taken at this meeting: "The Organization of the School Libraries", "Measures to be Taken for Promoting the Students to Enjoy Reading and Studying", and "Increasing the General Knowledge of the Teachers". ("Teftiş Heyeti'nin Umumi Raporu" 1930, pp. 3, 20-22, 41-45, 94).

<sup>2</sup>The first report of 1340 (1924) and the second report of 1341 (1925) were published in *Maârif Vekâleti Mecmûası (Journal of Ministry of Education)*; later they were brought together and published in book format (1939) under the title *Türkiye Maarifi Hakkında Rapor*. The book was reprinted in 1952.

### ***Formal Education***

The primary and secondary levels of education of the Republican Period have attained the contemporary criteria in 1930s. However, the objectives have not been reached entirely because the curricula have not been supported by reading/thinking and research activities due to the lack of sufficient background. The reason for this was that the teacher-training schools were not familiar with such a practice, and also the big increase in the number of students has drawn the attention to the provision of infra-structural elements such as the teachers, classrooms, financing, etc. Although the primary and secondary schools curricula, which have been prepared in accordance with the principles and aims of the contemporary education (İlkokul Programı 1936 / Primary School Curricula 1936) and (Orta Mektep Müfredat Programı 1931-32 Ders Senesi Tadilatı 1931 / Amendment of the Secondary School Curricula of 1931-32 School Year 1931), have prescribed (the establishment of the school libraries), a library system providing functional information services oriented towards the individual needs and interests of the students could not have been created. The view is still valid that this problem could only be solved within the integrity of the national education, interacting with its other components.

### ***Informal Education***

Another environment where the library institution and the educational activity integrate with one another is the field of informal education. This integration occurs through the public libraries. There exists an essential aim-and-tool relationship between the informal education process which is provided to those who could not have benefitted from or could not have completed the formal education, or those who would like to improve themselves in their professions and the public library system which provides free information services to all segments of the society.

During the first years of the republican administration, there did not exist an effective public library network to be found in a literate society. The reports prepared by Hamit Zübeyr Koşay, in which he presented his views on the necessity and the organisational structure of the public libraries, in the form of a program outline (1341a, pp. 25-27, 1341b, pp. 3-4, 1926, pp. 316-317), to the Ministry of Education, indicate the main lines to be followed by the republican governments. The decisions, taken at the Teachers' Congress held in Ankara, in 1925, recommending that the (Teachers') Associations should establish general libraries in places where they did not exist or set up mobile library services where appropriate ('Yasa: İrşâd Programı/Kütüb-hâneler" 1341, pp. 88-89 constitute an example of the program which was outlined by Koşay.

One of the highly effective institutions in the field of informal education during the period of 1923-1938 was *Türk Ocakları/ Turkish Houses*, which has been successfully active since the IInd. Constitutional period. There existed libraries in almost all the branches (257) of the Türk Ocakları until it was decided to join to the Republican People's Party at the Irregular Assembly held in 10 April 1931. According to the Report submitted to the Regular Assembly of 1928, the total number of books was 18.187, the libraries were open to the use of all segments of the society, and the libraries have improved day by day ("Türk Ocağı Merkez Hey'etinin 1928 Kurultayı'na Arzettiği Umumi Rapor" 1928, pp. 56, 58). In fact, the first children's library was opened in Akhisar Türk Ocağı ("Türk Ocağı, Akhisar Çocuk Kütüphanesi" 1341, p. 612).

Another significant development of this period, following the self-abolishment of Türk Ocağı, was the organization of Halkevi / the People's Houses network, started on May 10, 1931, which aimed to serve as a "cultural centre" or as a "public training house". (*CHP Halkevleri Talimatnamesi* 1932, p. 3; Atay 1938, pp. 1, 6). The President Mustafa Kemal has had a special interest in the formation of this Institution (Soyak 1973, pp. 478-479) which was to stay outside of the Party and the politics (Turan 1996, p. 85). The pioneer of Halkevleri/ The People's Houses was the one opened in Ankara, on 19 February 1932. According to the information given by Recep Peker (Secretary General, Republican People's Party) in his opening speech made on the commemoration of the new people's houses, the number of users attending the Halkevi in the

Capital was two and a half times more than the population of Ankara which was 125.000 (İnan 1988, pp. 869-911). In order to extend the service to the rural areas, the sort of books of interest to the farmers were taken to the surrounding villages by mobile libraries, as was practised by Balıkesir Halkevi ("Halkevlerinde Göze Çarpan Çalışmalar ve Beliren Değerler" 1938, p. 557). The degree of the impact can be perceived from the differences in the number of units between the public libraries and the public houses/public reading rooms (87/991), starting from the year 1933-1934 (Maarif/1933-34 Halk Okuma Odaları ve Umumi Kütüphaneler İstatistiği 1935; Milli Eğitim Genel Kitaplıklar ve Müzeler ile Halkevleri, Odaları ve Okuma Odaları Kitaplıkları İstatistikleri 1943-1944, 1946; Türkiye İstatistik Yıllığı 1950). Because some problems regarding the shelving, equipment and especially the classification of the books had been observed in some of the libraries (Çağlar 1937, pp. 179-181), a guideline for the organization and management of the libraries was prepared (İğdemir, 1939).

However, no significant interaction between the educational/cultural process and the library institution, bringing together the contemporary requirements and the existing realities of Turkey has not been possibly attained during the period under study. That is why the laws and regulations, namely Mektep Vergisi Kanunu/ Law of School Tax, enacted in 1925 (and the annexed Talimatname/ Directives), Belediye Kanunu/ Municipality Law enacted in 1930, or Belediye Yapı ve Yollar Kanunu/ Law of Municipality Building(s) and Roads, enacted in 1933 have not brought forth the anticipated results. In fact, according to the above mentioned legal provisions some obligatory actions had been foreseen such as: "the meeting of the building, equipment and opening expenses of the local libraries from the taxes to be collected within the province" (Directive annexed to the Law of 1925); "the opening of libraries and reading rooms for the public by the Municipalities" (Law of 1930); and "indication of spaces for the libraries while determining the principles and criteria to be followed in the urban plans" (Law of 1933).

In contrary to what was to be expected, the power of impact of the library service on the society, tried to be provided to the public through several channels, was not significant enough when compared to the increase in the number of libraries or the growth in the number of readers. The question was whether the priority was to be given to the 'organisation of the public library' or 'the creation of an educational system which would enforce the organisation of the public libraries as the natural result of the need of being informed'. The fact that the reformist identity of the Republic has been transformed to a kind of renovating through *repairing* in our librarianship is the result of the approach related to this priority. In brief, the formal education for Turkey, especially the primary level, has maintained its essence to be the only alternative in a life-time integration of the society and the library.

### ***Higher Education/Universities***

During the period when the Turkish national educational system was being re-organised, the prevailing principle was that "the library is the heart of the university" and the policy of applying this principle in the central planning of this institution, which has developed in the last quarter of the 19<sup>th</sup> century especially in Anglo-Saxon countries. Ernst Hirsch, who had contributed to the development of the university culture, besides his contributions in the various fields of law in Turkey indicates that "the university without the library is like the barracks without the ammunition" (1982/1997, p. 239).

The 1923-1938 period witnesses a *reform*, a *birth* and a *dream*. The *reform* was the transformation of the Istanbul Darülfünun to İstanbul University in the 10<sup>th</sup> year of the Republic (1933); the *birth* was the foundation of some colleges, namely the Law School (1925-1927), Higher Agricultural Institute (including the Colleges of Agriculture, Forestry and Animal Science (1933) and the Faculty of Letters (1936) which would constitute the basis of the Ankara University (1946); and the *dream* was the University to be erected by the Lake Van (in the east).

It is, however, disputable to what extent the mentioned developments have had an impact on the concept of the *university library* and the quality of the services expected from these libraries. Fehmi Ethem Karatay, the first person who has had professional education (in France)\*\* was the library director before (1926-1933) and after (1933-1953) the transformation Istanbul Darülfünun to Istanbul University. According to the petition dated 19 March 1936 in his personal file found among the Records of the Personnel Directorate of the İstanbul University, he was appointed as the library director, in 1925, "following the amalgamation of all the departmental libraries to form a general/central library when he has returned to İstanbul" Fehmi Ethem Karatay has prepared two Directives concerning the job description, organizational structure and the service flow of the library, the first was published (1926) under the title of *İstanbul Darülfünun Kütüphanesi*, the second was titled *Üniversite Kitapsarayı* (the outline of which exists in the Istanbul University Library and Documentation Department).

Some foreign experts have also studied the Darülfünun Library and have commented on how to make it work more functional. The report prepared by Prof. Albert Malche, in 1932, upon the request of the government, includes significant problem areas and recommendations concerning the library services among the general organizational/scientific problems of Darülfünun. The problems cover a wide range from the scientific concept and organizational disorder to the insufficiency of financial allotment; from the working hours and the user services to the collection building and the preparation of the catalogues (1932/1939, pp. 15, 20, 31-32; Hirsch 1950/1998, pp. 229-295). Within this context, the significance of the changes occurring in Darülfünun for the reform(s) or the İstanbul libraries are also interpreted (Unat 1933, pp. 3-36; Ötüken 1934, pp. 6-7). Prof. Dr. Sıddık Sami Onar, who was the rector of İstanbul University, while summarizing the transformation of the library starting from 1933 and earlier, reaches the following conclusions:

*"After the 1933 reform, the library has not developed as university library; although some valuable books and periodicals have been collected owing to the encyclopedic knowledge of the library director, the faculties have not used the general library but instead they have inclined to form separate libraries within their departments and even in the institutes. Because the library had the character of a depository library, according to the Law for Collecting the Printed Works and Pictures, it has become a kind of dépôt housing useless publications allowing no space for the users in search of books of interest; the library building has lost its function as the university library and has become a place where the unwanted publications were collected' ... (1970, p. 2).*

The opinions of Emeritus Prof. Hirsch, who has lectured both in İstanbul University (1933-1943) and in the Faculty of Law, Ankara University (1943-1952), are more profound and provocative than those of Prof. Malche. This, of course, was the result of being one of the highly effective staff members of the university and considering himself as a part of the environment in which he lived. Prof. Hirsch, not only thought as a librarian, but also acted like a librarian (for instance, he has made the first scientific classification and cataloguing in the libraries of İstanbul University and the Faculty of Law of Ankara University); Prof. Hirsch was one of the rare persons who has had a scientific approach to librarianship and library issues; his thoughts and practices are still consistent today (Hirsch 1982/1997, pp. 239-245).

### ***Higher Agricultural Institute, Ankara***

In 1930s, a significant example indicating the nature of the library design on which the university should be erected was observed in the Capital. This was the Higher Agricultural Institute of Ankara, opened in the 10<sup>th</sup> year of the Republic. The Institute housed the core of the three faculties and it was the first institute, which has brought the German library tradition to

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\*\* (A 1925 graduate of the American Library School in Paris/ École de Bibliothécaires sous les auspices de l'Association des Bibliothécaires Américain).

our universities. As a matter of fact, Josef Stummvoll<sup>3</sup>, who was the library director during the establishment (of the library), states that, apart from a few necessary details, the Leipzig Library has been taken as a model; and it was the most important library in Ankara during 1930s, while being the most contemporary library of Turkey (1935a-b, pp. 145-153, 1935c, pp. 325-329, 1936, pp. 179-185; Vorstius 1955-1957, p. 897).

When the library was opened for service, the collection was composed of 20.000 books, approximately, which have been donated by the German Government. This number has been about 50.000 towards the end of 1930s. It is stated that when selecting the sources for the library, the needs of the general public were also taken into account because there was no active "public library" in Ankara, as well as the professional requirements of the students and the staff members of the Institute (Tarus and Baykal 1940, p. 45).

The library consisted of two reading rooms, the upper-floor reading room of 137.23 square meters, and the lower-floor reading room of 153.08 square meters; one four-floor storehouse, each floor being 117.08 square meters; one office room of 61.2 square meters and the administration room of 42.22 square meters. The library is also known as the *Muhlis (Erkmen) Library*, after the name of Muhlis Erkmen, the Minister of Agriculture of the period, because of his contribution to the establishment of both the Institute and the Library. It is still active today providing service under the name of Muhlis Library of the Faculty of Agriculture, Ankara University. The Architect of the building was Ernst Egli.

### ***Library of the Faculty of Letters, Ankara University***

The academic year started in 1936 in a temporary building (Vakıf Apartmanı) where four flats were rented and reorganized for this purpose; accordingly, the library has not had the nature and the quality to meet the needs of the planned academic disciplines, until it has moved to its present site in 1940. Therefore, the library plan designed by the architect Bruno Taut, who has also designed the new building of the faculty of Letters, has gained importance not only for this faculty but also for the future applications.

Taut had designed an L-shaped main building as the entrance of the new university, which was to expand in the Hacettepe district (Nikolai 2003, p. 19). Hopp (1969, p. 101), without referring to any source, says that the plan had foreseen for the library an area to hold one million volumes. It is most probable that the library existed in the non-realised part of the mentioned plan.

The place allocated for the library services later is a place with a bending roof, thought to be used as a classroom; and no necessary changes have been made required by its new function. The total area allocated for this purpose was 898 square meters (including one reading room for 96 persons, stockrooms, offices and bindery) as indicated by Mc Anally (Mc Anally 1969, pp. 196-197).

Beginning from the academic year of 1935-1936, there were 18 different disciplines within the four institutes of the Faculty. After this date, the growth of the library collection has been highly influenced by the German scientists migrated to Turkey in mid-1930s. As a result of this, some *seminar libraries* housing well-selected collections in the related topics in some of the institutes have been formed. Gradually, a large quantity of books (worthing 40.000 TL.) have been bought and donated to the library by the Turkish Language Society; also, hundreds of manuscripts related to Turkish History and Literature, as well as many rare books generated by the western orientalisists have been brought (Ünsel 1944, pp. 817-818). Among these, O. Rescher, Mahmut Zeki, Ahmet Celalettin Baykara...and especially İsmail Saip Sencer (covering 21.670 volumes of books: 11.253 printed and 10.417 manuscripts) collections are

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<sup>3</sup> Dr. Stummvoll, after he left Ankara in 1938, has worked at the Library of the State Patent Office in Berlin and he has been the General Director of the Austrian National Library in 1949-1967; he has also served as the Director of the Dag-Hammarskjöld Library of the United Nations (1959- 1963).



worth mentioning. The contribution of the Faculty of Letters (Ankara University) to the development of the Turkish librarianship in various ways will occur in mid-1950s.

### **Special Research Libraries**

In 1923-1938 period, besides the significant steps taken at the university level, the rise of the two important research institutions, underlining the Republic's approach to science and culture was realized. These were **Türk Tarih Kurumu**/ the Turkish History Society (formerly Türk Tarih Cemiyeti/ Turkish History Association/ - 1931) and **Türk Dil Kurumu**/ the Turkish Language Society (formerly Türk Dili Tetkik Cemiyeti/ Association of Turkish Language Studies - 1932). The libraries of these two institutions were going to be the main centres of the basic collections of sources required for the studies to be carried in their respective fields.

President Mustafa Kemal's research programme, envisaging the study of the Turkish Culture in terms of history and language by the creation of the above mentioned institutions in these fields, is the verification of his belief in that the realities which would constitute the bases in the formation and growth of the national awareness could only be perceived through science and scientific studies.

Within the scope of the research libraries, the library of the Turkish Grand National Assembly will be handled first, both for underlining the *national sovereignty* (concept) pointed by the history and language components, and for the historical position and the gradual development of the new identity of this Library.

### ***Turkish Grand National Assembly Library***

Our parliamentary history shows that the national assemblies have had a library tradition. According to the Internal Regulation of the Parliamentary Assembly, dated 1st May 1293 (13 May 1877) (İba 2007, p. 243), the library services needed for activities of the assembly were to be operated under the auspices of a committee. The Turkish Grand National Assembly (TBMM), following its opening (in 23 April, 1920), had decided that the above mentioned internal regulation would be used with some changes. The articles dictating the formation, authority and the working principles of the committee were maintained. The related articles of the Internal Regulation of TBMM issued in 2 May 1927 were similar (1927/1958, pp. 276, 303).

Dr. Mazhar Bey, parliamentarian from Aydın province, through the proposal he presented to the Presidency of the Assembly in 25 September 1336 (1920), proposed "the allotment of four thousand liras for the establishment of a library to meet the needs of the members since all the activities of the assembly required scientific studies, and yet the members would not possibly meet this need by their own books". Five members of the **Library Committee** were elected in 29 September 1920.

It is, however, seen that the Committee could not start to work until the 3rd. Meeting Year due to the difficulties met concerning the books to be brought from İstanbul and in the new accessions. The books from İstanbul were dispatched in 8 March 1922 (*Türk Parlamento Tarihi* 1994, pp. 108,142).

According to the decision taken by the IIInd. Library Committee, in its first meeting held in 15 February 1923, the previous name of the "Meclis-i Mebusan Kütüphanesi - the Parliament Library" was changed to be Türkiye Büyük Millet Meclisi Kütüphanesi (**Turkish Grand National Assembly Library**). The Committee, in its first year of activity, has prepared the Regulations for the Library (*Türkiye Büyük Millet Meclisi Kütüphanesi Talimatnamesi*). Job descriptions, technical library operations and using conditions have been indicated in the mentioned regulations (1926, pp. 1-12). The Library Catalogue, which began to be issued in the same period, became an important source not only for the members of the parliament but also for the outside users. Another feature of the published catalogue was the "introduction section" written by Nebil Emirbuharioğlu, the Library Director, where he examined the cataloguing and classification issues within the context of bibliographical point of view (1925/1927, pp. 3-33).

The Library started with the books brought from İstanbul in 1922 has become the richest library of Ankara in the 1930s. In the later years, this institution would have gained a new status through the changes in the parliamentary system, the opportunity to be reorganized in a functional building, its professional staff and the differentiation in its services.

### ***Turkish History Society Library***

The Society started working in 1931, under the name of the Association for Turkish History Studies (*Türk Tarihi Tetkik Cemiyeti Nizamnamesi* 1932, p. 3), with the purpose of studying the Turkish History and publicizing the findings; the Association did not have any library at the beginning; some three to four hundred books were temporarily provided from the library of the Turkish Grand National Assembly. The collection was enlarged by the limited state funds. In 1933, by Mustafa Kemal's demand, some 10.000 volumes in historical and archeological topics were sent to Ankara from the Library of Sillogos Foundation in İstanbul. This has been the first step towards the library to fulfill its expected functions. The addition of this collection to the existing 3.000 volumes accelerated the growth of the library (İgdemir 1960, p. 28, 1973, pp. 50-51). Besides, the library collection has increasingly grown by the addition of the new books bought from Zayti Ferencz and Dr. Reşit Galip in 1934, from Yusuf Akçura in 1935, and from Halil Ethem Eldem, in 1939; in the same year 8.000 volumes were donated by Osman Ferit Sağlam. After its name has been changed to be the Turkish History Society (1935), the scope of the studies was expanded to cover not only the Turkish history, but also the "History of Turkey and the related topics" (*Türk Tarih Kurumu Ana Tüzüğü* 1952); accordingly, the collection and the type of the services of the library have also been modified to meet the changing and the growing needs of the Society.

### ***Turkish Language Society Library***

The Library has developed within the context of the Society's development. At the beginning, the basic material needed for the activities of the Language Committee (1929) were provided through various ways and means; and the Committee itself has built a small collection in a few years. This collection was transferred to the Association of Turkish Language Studies, founded in 1932; and it constituted the basis of the library decided to be formed by the Executive Committee, following the I. Language Congress (*Türk Dil Kurumu'nun 40. Yılı* 1972, p. 178). The library services have been organized in two sections: one was the Section of Reference Sources covering the general and special-subject Turkish encyclopedias, mono-and multi-lingual dictionaries ranging from the origin of Turkish to Turkey's Turkish, and the principal sources of foreign scientific language-origin studies and subject encyclopedias; the other was the Scientific Section covering the publications in philological studies, journals of Turkology, sources in language and literature and manuscripts.

The Library established by Atatürk in Çankaya (the Presidential Residence) needs to be mentioned as a significant example of the type of special research libraries described above<sup>4</sup>.

### ***Manuscript Libraries***

The manuscripts are one of the principal products of the Turkish culture and they have served as the basic source of knowledge for the culture. Some attempts which were made before the Republic, with the purpose of collecting and protecting them in certain centres have not been successfully finalized; it was during the Republican period that these attempts were realized within a more comprehensive and solid programme. The necessary measures to be taken towards this end have first been indicated within the government programmes prepared by the I<sup>st</sup> (1920) and V<sup>th</sup> Ministerial Councils (1923) (*Hükümetler ve programları* 1988, pp. 4, 16).

<sup>4</sup>See for details: Özer Soysal. *Atatürk Araştırmaları'nın Bibliyografik Dayanakları*. (Ankara, Ankara Üniversitesi, 2011) 64-71.

The decisions taken in accordance with the law abolishing the convents and the cloisters have been mentioned before (Section 2.2.). It is known that the Directorate of Culture has sent two directives, with the same purpose, to the governors. In the first Directive (1341/4020-889), it had been asked (to the governors) whether rare books have existed in the libraries within their provincial boundaries. In the second directive (8 Kanunevvel 1341/2291), it has been reported that "The information provided to the Ministry by the libraries about the existing manuscripts were insufficient; and it was asked that concerning information should be reorganized, in two copies, according to the provided sample catalogue card, and that one copy of the cards was going to be sent by the Ministry to the Scientific Classification Committee" (Ersoy 1962, pp. 22-28). In 1927, there existed an Interlibrary Classification Committee, but it has survived for a short period. Koşay, says in the document, the original text of which is given as attachment, "If the Classification Committee, formed in İstanbul, would work properly and efficiently for a period of 3-5 years, general collections about the ancient manuscripts could easily be created after the organization of the catalogue cards". In 1935, another working committee, under the same name, was formed; this committee was first directed by Prof. Hellmut Ritter (for six months) and then by M. Cevdet İnançalp (for two months). The German Orientalist Prof. Ritter, in his Report, entitled the *General Plan for the Improvement of İstanbul Libraries*, indicates his views about 'the required structure for the manuscripts, taking their photographs<sup>5</sup>, preparation of the catalogues, training of librarians and the working methods and principles of the Committee" (1935, pp. 38-45; Gökman 1957, pp. 32-39). The Report of İnançalp (1935, pp.187-199; Ergin 1937) covers 'the nature of the work, keeping and protecting, the working procedures of the committees, indication of author's name, the aim and method of classification'. During these developments, the collections of 36 waqf libraries in İstanbul had been gathered in Süleymaniye Library. This Library, gradually became to house the collections of 74 manuscript libraries, would gain, through a special regulation in 1957, the identity of a large centre having about 100.000 manuscripts. The classification and cataloguing operations have lasted for many years due to the interruptions and the first product was the manuscript catalogues started to be published in 1943.

### **National Library / From the II<sup>nd</sup> Constitutional Period (1908-) to the Republic**

The "search for a national library", in Turkey, begins with the political programme of the *İttihat ve Terakki Cemiyeti / The Society for Union and Progress*, in which the nationalistic view replaces the principle of Ottomanism (IV. Congress/1911). One of the reflections of this change was the decision taken for the establishment of a National Library in the Capital (İstanbul)/ (Osmanlı İttihad ve Terakki Cemiyeti'nin 1327 Senesi Siyasi Programı, m.21/ **The Political Programme of the Ottoman Society for Union and Progress, Year 1911**, article 21). This decision could not have been put into practice in İstanbul; however, due to the nationalistic talk spreading all over the country, several libraries qualifying themselves as the "national library" were founded in several parts of Anatolia (İzmir/ 1912, Kayseri/ 1912, Eskişehir/ 1917, Konya/ 1917, Diyarbakır/ 1918). It was mentioned in Section One that the *longing for the National Library* was also felt and expressed during the War of Independence.

During the first years of the Republic, the reports (1341a: 1341b; 1926) prepared by Mr. Koşay, the Director for Cultural Affairs, underlines the need for a "state library" and defines its structure and functions; in fact, it is assumed that he uses the term "state library" in the sense of the "national library". Koşay, in his report, describes a *state library* housing the most important works of the West and the East (with different sections for the published books, manuscripts, musical notes, engravings, as well as a book museum).

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<sup>5</sup> 100,000 poses of 2000 important manuscripts, existing in various libraries in İstanbul, taken by Prof. Ritter (in accordance with a microfilm project) during his stay in İstanbul since 1927, are today among the collections of Upsala University Library.

The need for a national library in Ankara was continuously expressed in the following years. Mustafa Necati Bey, the Minister of Education, has underlined this need in 1927, as follows: "We are obliged to build our Grand Library ...during five years at most" (*Maarif Vekili, Mustafa Necati Bey'in Beyanâtı* 1927: 1); on the other hand, Falih Rıfkı Atay (MP and a well-known journalist/writer), underlines that "Ankara should develop not only as the city of modest government officers, but should also be a lively and strong source for learning"; and he mentions the national library as one of the founding stones of this new location "in building up the new distinguished classes of the nation" (1928, p. 1). Once again in 1933, Dr. Reşit Galip, the Minister of Education, indicating the lack of the national library, expresses his belief that "the activities concerning the improvement and the practices began in such fields as the National Academy, the National Library, and the National Museum of Ankara will soon reach the best results" ("Ankara'da Milli Kütüphane, Müze ve Akademi" 1933, p. 1).

In 1936, Adnan Cahit Ötügen, who carries the initiative of the Turkish National Library from the conceptual and desirable level to the level of realistic thinking, begins to explain his views on the context "the State Library" (1936, p. 3). These views concentrate mainly on the point of drawing the basic frame of the issue, in series of his writings published specially in the years 1938-1943 (1938, pp. 60-62; 1942, p. 4). While the 1923-1938 period was closing, M. Fuat Köprülü (1938, pp. 481-482) and M. Zekeriya Sertel (1938, p. 5) have tried to keep the subject in the agenda in their writings. However, a long time had to pass till the activities for the establishment of the National Library could have been started (1946 Hazırlık Bürosu-Office for the Preliminary Preparations).

### Professional Education and Publication

The professional education during the 1923-1938 period has consisted of training courses organised for those in library services in order to teach them the classification and cataloguing of the library materials. John Dewey had indicated the need for such courses in his reports in 1924 and 1925. In 1925, efforts were spent, by the initiatives of Hamit Zübeyr Koşay, "for teaching the librarianship in İstanbul Darülfünun, in the form of free classes; and some courses were organised for training the "library employees". The scope and outline of the seven-month course held in Süleymaniye Medresesi in İstanbul, in 1925-1926 has been given in a **Directive (Kütüb-hânegiler Kursu Ta'limât-nâmesi** 1341, pp. 104-107). The second course was organised in Ankara in Yüksek Ziraat Enstitüsü in 1936 by the Library Director Prof. Joseph Stummvoll. The library employees from various government departments and some other volunteers have attended the course, which has lasted for three months with two days a week.

Most of the publications, directly or indirectly related to librarianship of this period had the nature of guidance, which was appropriate for this transitional stage. These are chronologically as follows: Celâl Es'ad (Arseven), (1340-1347) **Notlar ve Kütüb-hânelere Dâir Usûl-i Tasnif** (Ankara: MV Yay.); Pál Gulyás, (1341) **Halk Kütüb-hânelerinin Sûret-i Te'sis ve Usûl-i İdâresi**. Translated by Ahmet Safvet (Ankara: MV Yay.); **Kütüb-hânegiler Kursu Ta'limât-nâmesi** (1341) (Ankara: MV Yay.); Fehmi Edhem (Karatay), (1341-1343) **Kütüb-hânegilik** (İstanbul: Dâr-ül-fünûn Yay.); cited author, (1341-1343) **Kitâbiyyat** (İstanbul: Dâr-ül-fünûn Yay.); cited author, (1341-1343) **Tasnîf-i Aşârî Kavâidi** (İstanbul: Dâr-ül-fünûn Yay.); Balcızade Tahir Harimi, (1931) **Tarihi Medeniyette Kütüphaneler** (Balıkesir); Osman Ergin, (1937), **Muallim M. Cevdet'in Hayatı, Eserleri ve Kütüphanesi** (İstanbul: İB Yay.); **The Introduction of the Library Catalogue of the Grand National Assembly** written by Nebil Emirbuharioğlu ((1925) ("Mukaddime", 1. Kitap, pp. 3-33) should also be added to the list.

### **Recorded Knowledge: Collection, Organization, Dissemination**

The necessary infrastructure required for following the quantity and quality of our intellectual and, in a wider sense, of our cultural products has been built up with the Republican era... An institutional body was needed for collecting these products, the number of which was gradually increasing, with the minimum loss, describing them under their bibliographical identities and disseminating them in and out of the country.

As a matter of fact, the effort of the Ministry of Education (or the Council of National Education and Training – *Milli Talim ve Terbiye Heyeti*)<sup>6</sup> has shown that such initiatives would not be successful if there was no legal basis for them.

#### ***The Depository Law (Basma Yazı ve Resimleri Derleme Kanunu/BYRDK, No. 2527 - the Law for Collecting the Printed Works and Pictures)***

Enacted in 21 June 1934, is the result of the understanding that the control and the collection of the publications at the national level had to be handled by the state. Some references indicate that the preparation of the mentioned law had started earlier but it took some time for it to be accepted (Gökman 1952, pp. 111-114; Unat 1953, p. 4; Acaroğlu 1953, pp. 126, 138; Ersoy 1962, pp. 22-28). There is documentary evidence that some preparations have been made in 1925-1926 (See the Annex).

#### ***BYRDK and the Turkish National Bibliography - Türkiye Bibliyografyası (TB)***

The Turkish National Bibliography has been the product of the article 13 of the mentioned Law, according to which "all the delivered items had to be received, registered, protected, indexed, organized and published". Its first issues are published by the Depository Directorate (*Basma Yazı ve Resimleri Derleme Direktörlüğü*) which was founded in 1935 in accordance with this Law. This Law -BYRDK-, while it has laid down the way for the birth of the Turkish National Bibliography/TB, it has undoubtedly contributed much to the cultural life of the country and it has also served as an elite model for the neighbouring countries.

### **Depository Libraries**

According to the article 8 of the Law - BYRDK-, one copy of each of the collected items had to be given to the following Depository Libraries: the National Library (because the National Library was not established yet, the concerned copy was to be kept by the special department assigned for this purpose in the Ministry of Education), Ankara General Library, Istanbul University Library, İstanbul General Library and İzmir National Library. Thus, all the items published within the Country and also the related items (as described by the Law) published abroad were going to be deposited in the mentioned libraries where they were going to be protected under certain conditions and they would be provided to the use of the public.

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<sup>6</sup>The Bibliography is in the form of *Publication Bulletin - Neşriyat Bülteni* - published by the Ministry of Education for publicizing the Books, Periodicals and the Newspapers issued in Turkey. 1928 Kanunuevvel 1933 (1931-1935); *Türkiye Bibliyografyası*, from the Acceptance of the Turkish Alphabet to the 10<sup>th</sup> Anniversary of the Republic, 1928-1933 (Ankara, Maarif Vekâleti, 1933).

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