

THE DEVELOPMENT OF EDUCATIONAL SYSTEM IN TURKEY  
(THE IMPACT OF WESTERNIZATION ON THE  
EDUCATION)  
(VIII<sub>1</sub>)

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I — INTRODUCTION

— *Transition From Traditional Into Modern  
Education In Turkey*—

Modern education in Turkey started since the beginning of 17 th century. It is shaped in a clear cut policy during the TANZIMAT era of 19 th century, and has been christallised during the constitutional era and especially after Abdulhamid and clearly became secular during the first quarter of the Republican period. So the whole educational and cultural patterns of the last two centuries can be divided into five periods, according to these general lines :

1 — *Tanzimat Era :*

Imitation of western Institutions on the side, and preserving traditional values and institutions on the other side, (1780-1876).

2 — *Constitutional Period :*

Arise of a new generation educated in western culture (young Turks), and deterioration of traditional values and institutions, (1876-1923).

3 — *Revolutionary Movements of Republican Era,  
(Atatürk Revolutions) :*

Aiming to change the eastern traditional structure of society into a western type, through secularism and westernisation, (1923-1948). This period may have also two subdivisions;

- A) The period of revolutionary movements (1923-1941),
- B) Intermediate Period, trying to moderate reactionary and revolutionary movement and transfer the society from one political party system into democratic —secular structure—, (1942-1948),

#### 4 — *Democrat Party Period :*

The attempts, stimulating the economic, social and cultural development, based on national cultural pattern in a secular, democratic state, (1948-1960),

#### 5 — *Pluralistic Society having a Planning Development :*

Cultural diversification in a secular state, based on the social, cultural, and political powers among nationalist, traditionalist, Secular-vesternist, cosmopolitan and revolutionary socialist-Marxist movements after 1960 revolution.

So we will try to analyze the modern educational approach in above mentioned context.

## II — HISTORICAL EVOLUTION OF MODERN EDUCATION IN TURKEY : TANZIMAT-ERA

During the Ottoman Empire, like in the other Islamic countries, traditional Islamic education system was exist. During SELÇUKİ and OTTOMAN dynasty, up to KANUNİ SÜLEYMAN era, rulers did their best to improve the level of education and of *Medresei Müderrisin*, that is University professors and students. In Ottoman Empire beyond the general and standard type of *Medresse*, there were specialized professional Medresse as well, like : Dâr-ül Hadis (School of Hadith), Dâr-ül Tıb (School of Medicine), Dâr-ül Hendese (School of Engineering) and dâr-ül Mesnevi. Some other schools were established later, like Dâr-ül Kuzat (School of Jurist) in 1854; Medresetül Vaizin (School of Preachers) in 1913 etc.

During the Ottoman Era, traditional Institutions had some special type school, beyond their standard, general school. They can be classified according to Osman Ergin as follows :

- A) Schools of SERAI : (Dynasty)
  - 1 — School for Princes (Şehzadegân)
  - 2 — ENDERUN (School of government officials)

## B) Military Schools :

- 1 — School of (*ACEMİ OĞLAN*) Soldier
- 2 — *MEHTERHANE*, (School ve Military Band)
- 3 — *CAMBAZHANE* (School of Military Sports)

## C) Military Industrial Schools :

- 1 — *TOPHANE*, (for production of cannon)
- 2 — *KILIÇHANE*, (for production of swords)
- 3 — *TÜFEKHANE*, (for production of guns)
- 4 — *KUMBARAHANE*, (for production of bomb)

## D) School of Civil Servans :

- 1 — School of *BAB-I ALİ* (for administration)
- 2 — School of *BAB-I DEFTERİ* (for public finance)
- 3 — School of *BAB-I FETVA* (for jurist)
- 4 — School of *BAB-I SERASKER* (for military court)

Mekteb-i Enderun and Acemoğlan were the schools where the whole members of dynasty and central administration were educated. According to Prof. Lybyer: «Never such an ambitious system were applied in the world in a large areas as Ottoman Empire. PLATO would admire very much such an educational system which was applied to the members of dynasty, taking the whole life-long training on their body and spirit in a different system for civil administration and military personnel, a very good individual control ...» etc. (15).

In promotion of personnel, merit-rate system was predominant. According to De Busbeck, (ambassador of France, in 1554-1564): «There was no any privilege for any muslim, by born. The position in administration was due thoroughly on his ability and capability. In appointment of staff, aristocratic ranks or wealth was never taken into consideration. Therefore all titles and ranks and fame were due to capability.

Uneducated people couldn't have promotion. During 1453-1566 the efficiency of education were very high. Medrese and Enderun completed each other harmoniously. These educational system provided enough supply of qualified staff and, personnel and managers.

According to KOÇI Bey, (a famous historian and governor) degeneration in medrese started at the beginning of 17 th century. Subjective and irrational influences started to take place in the education.

onal institution. Scholarly ability lost the importance. The children of staff got privileges and became like a dynasty. Gradually some social sciences, philosophy and mathematics and some applied sciences like medicine lost the importance in the curriculum of Medresse and consequently the scholarly level of these institutions degenerated<sup>(9)</sup>.

Degeneration of Medresse had influence on the other institutions. TIMAR and SIPAHI and ZEAMET, (decentralised administrative, legal and military system) and were among them. The whole traditional institutions were weakened in the society, especially in elite group. As a conclusion, defeats in wars showed these defects. The necessity of the improvement of military strength of the army and navy showed the inefficiency of the economic, financial educational and administrative structure of the society. Therefore in 18 th century they started to adopt European institutions, methods and technics and to accept the superiority of European systems.

In 1734, the first military school of mathematics was established in Üsküdar. Janisaries were selected as students to this new school for education. But, KUMBARACILAR (bombardiers) were not happy with the heavy training. By the opposition of Janissaries, this new school was closed down.

During Sultan Mustafa III, (grand Vizier) Ragıp Pasha, reopened this school in İstanbul (1757-1774), and in 1773, Nov. 18, a new engineering school started for NAVY, as MÜHENDİSHANE-İ BAHİRİ-İ HÜMAYUN in Kasımpaşa section of İstanbul. (This place still is a navy center).

European states supported this westernisation tendency. French Ambassador to Abdülhamid I, (1774-1789) brought the idea of his government, that (If Turkey want to be among big powers, should change not only admisitration of the state but the whole structure of his state including army and navy as well.

So in 1796 May 10, during Sultan Selim III, a new army-engineering school started for education as MÜHENDİSHANE-İ BERRİ-İ HÜMAYUN. Courses were adopted from France and given by French teachers in french language. They brought 400 books for their first library.

Third Selim, issued a new regulation and code for these new school, as separate from Medresse system. So it was permitted to open new colleges, separate from Medresse. Up to this time, the whole educational, judical, and administrative organisation, and selection and ap-

pointment of staff were under the control of ŞEYH-ÜL İSLAM (Head of Muslim Religion), including medresse, court etc. But these new schools and new legislation provided a new administration, which was out of control of ŞEYH-ÜL İSLAM.

So as the first time, the educational institution was taken out of control of religious organisation. Also by this step started the first duality in education and later influenced to the Ministry of Justice as well. Selim III, rebuilt a navy, according to French technique of Toulon, reorganized a new army as NİZAM-I CEDİD (new army) in 1796, built a new barrack of SELİMİYE in İSTANBUL. Sultan Selim III, reigned in (1789-1804).

These westernisation movement created a reaction in some conservative circles and by the revolution of Kabakçı Mustafa, it is stopped for a while. (Kabakçı Mustafa was a layman) Sultan Mahmud second (1808-1839), followed the same westernisation tendency more vigorously. Greek revolution of 1821, necessitated to replace Greek interpreters in BAB-I ALI Foreign Office with Muslim personnel. For this reason a new school of interpreters, started in 1821 April 23.

Statesmen of Tanzimat era, like Ali and Fuat Pashas were educated in school. In 1824 Compulsory elementary education started with a new legislation. According to this act, nobody could be employed in nowhere without having elementary education, and children should be educated according to Islamic principles, due to their capacities, and this should be taken as a precriteria in employment. During Mahmud second westernisation movement followed its path through military system, he established a new army as SEKBAN-I CEDİT, like Nizam-ı Cedid of third Selim, and a new institution of EŞKİNCİ OCAĞI. But Yeniçeri protested this movement, and Mahmud second abolished the while system of Janissaries. At the same time he abolished sufi centers of BEKTAŞI Tarikat, (because of close relation to Janissary) in 1826. Instead of Janissary he established a European type new army as ASAKİRİ MANSUREİ MUHAMMEDİYE. They needed new officer and teacher. They did not want to employ christian officer, except ones who were converted into Islam. The only remedy was to open new educational institutions.

So after 1826 up to the end of the century, different kind of educational institutions were set up. By chronological order they were as follows :

- 1 — TIBHANE (School of Medicine), in 1827, March 14, to educate military physicians,
- 2 — Students were sent to Paris 1830,
- 3 — SIBYAN BÖLÜKLERİ was set up in 1832 as a nucleus of future (Military Academy),
- 4 — CERRAHHANE (a surgery school) in 1832,
- 5 — MEKTEB-İ MIZIKA (School of Military Band) in 1834,
- 6 — MEKTEB-İ HARBİYE (Officer School) in 1834 in Maçka barrach of Istanbul,
- 7 — Selected graduates of Mühendishane and Harbiye were sent to Wien, Paris and London to be trained as teachers in related schools,
- 8 — Tıbhane (Medical School) Was traistrferred into new building in Galatasaray of İstanbul and called as MEKTEB-İ TIBBİYE-İ ADLİYE-İ ŞAHANE, in his inauguralional speech the Mahmud second said that lectures will be given in French. The policy was not to teach French, but to teach medicine, and transfer it into our language. So he put his finger on the problem of foreign language, books and publication.
- 9 — NEZARET-İ EVKAF-I HÜMAYUN, as set up in 1828, June 17, Its function was to administer elementary school (mekteb-i sıbyan) and reorganize the different foundations which were mostly build for Janissary institutions.
- 10 — Between mekteb-i sıbyan and professional schools such as harbiye, mühendishane and tibbiye, there were no intermediate schools in this new system. Therefore a new intermediate school started in 1839 as MEKTEB-İ RÜŞDİYE in Sultan-Ahmed area of İstanbul, later a new one as MEKTEB-İ ULUM-U EDEBİYYE. These schools administered by a new organisation of NEZARET-İ MEKATİB-İ RÜŞDİYE,
- 11 — Mahmud the second issued a new official newspaper as TAKVİM-İ VEKAYİ in 1830,
- 12 — Administrative structure of the government was reorganised in European type, a new census of population was done. After these reorganisation with European educated new generation, westernisation movement influenced the whole structure of empire.

FERMAN-I TANZIMAT; declared by Abdülmecid, expressed a new thought which brought a duality between Islamic principles and western culture. Program of Tanzimat brought a new perspective in the human rights. This was the turnpoint for secularization, Up to Ferman-ı Tanzimat state and religion was unanimous. The origin of the human rights was the cenonical law. Tanzimat didn't abolish that, but introduced some new principles, adopted from secular western culture, and created duality in social and cultural values. After six months of Ferman, peanlty code and later in 1846 regulations for civil servant were introduced adopted from the French legislation. The law which previously prohibited the convert of MEZHEP among Muslims, was abolished. Negro slavery was abolished as well in 1834.

In 1843, Abdülmecid ordered to set up new educational institutions to improve the educational level of nation. They were as follow :

1 — MECLİS-İ MAARİF-İ MUVAKKAT (Temporary Educational Council), set up in April, 12, 1845, composed of 8 people, who were educated in Europe, like Emin Pasha, Müdür-ü Harbiye and Keçecizade Fuat Pasha. They prepared a new organisation chart for the whole educational institutions in western style as shown below :

- a) To clasify the educational levels as primary, secondary and higher education,
- b) To reorganize Mekteb-i Sibyan, (elementary schools)
- c) To organize Mekteb-i Rüşdiyye with new courses, (high schools)
- d) To set up a new university as DARÜLFÜNUN as a boarding school,
- e) To set up an ENCÜMEN-İ DANIŞ (an Educational Academy), to prepare new legislations.

According to their suggestions some practical steps started soon.

- 1 — Schoold of İdadi (Colleges), started in 1845 in military centers, plus Bursa and Sarai-Bosna (Yugoslavia),
- 2 — The first graduation ceremony of woman midwifes, attended by Sultan Abdülmecid was held in August 29, 1845.

- 3 — Buildings of the (university) Darülfünun started in 1848 at Ayasofya of Istanbul, and continued about 20 years, (Dârülfünun was set up also in Iran in 1851, under the same title).
- 4 — In Oct. 31, 1846, a new section of Mektebi Harbiye for (eta-major) officer, was established.
- 5 — Duration of education was fixed as 4 years for elementary, and together with secondary education, both became free, under control of MEKÂTİBİ UMUMİYE NEZARETİ, (Ministry of Education),
- 6 — First agricultural school started in Jan. 24, 1847, in İstanbul,
- 7 — The first museum was inaugurated in 1847,
- 8 — First (DAR-UL MUALLİMİN) (school of teachers for secondary schools) started in March 16, 1848,
- 9 — Faculty of VETERINARY, as a section of Mektebi Harbiye was established in 1849 for military students,
- 10 — First LİSE as an intermediate school between Rüşdiye and Dar-ül Fünun was started in 1849. The first one was supported by Bezmi Alem Valide Sultan, the mother of Sultan Abdülmejid.
- 11 — In 1851, July 18, a new (academy) ENCÜMEN-İ DÂNiŞ was set up to organize the educational structure of the empire.

All of these revolutionary institutions increased the strength of modern education.

*Constitutional Period :*

*Second Half of 19 th Century and First Quarter of 20 th Century :*

Constitution of 23 Dec., 1876 brought some principles in education :

- a) Each citizen is liable to education, private or public,
- b) All schools are under government supervision,
- c) Except of religious education related to faith, all educations for all citizens are unique (Article : 15-16). This means, excluding religious courses, educational system and thought was based upon unique pedagogical principles for all religions.



During 1879-1886 about 136 new Rüşdiye (high school) started for education, out of them, 119 were in different provinces, and 17 in İstanbul. Also İdadi schools (as lise) started in Bursa, Edirne, Yanya (in Greece) and Çanakakle. New schools of Law, Geometry, Arts, Forestry, Commerce and Mining started for education.

In Rüşdiye schools French language courses were added in curriculum. At translation Office composed of 40 personnel, started to translate the textbooks of sciences. Beyazıt Public Library in İstanbul was founded, which is still famous. These new educational movements was criticized by Said Pasha as follows :

- a) There was no harmony among courses, taught in different stages of education,
- b) High education was not enough for specialisation in professional life.

Utility in education should had be taken into consideration.

Said Pasha translated all syllabuses of European and American Educational institutions Even in that time some people argued about to change Arabic letters into Latin, to change language etc. It means that a new generation who studied abroad and in these new educational institutions were completely under influence of western secular thought. Sultan Abdülhamid, as an ortodox Muslim didn't give way for such revolutionary actions against traditional Islamic values, during his time, up to 1908.

After Abdülhamid, in 1913, a new legislation of elementary education (TEDRİSAT-I İPTİDAİYE KANUNU) reorganized the primary educational institutions. Elementary education became 6 years, as compulsory and free. Instead of Mektebi Sıbyan, they established new kindergarten schools; they have founded teachers colleges for boys, girls, middle and higher education, and improved technical schools. (University) Dâr-ul Fünun became completely independent, composed of four faculties of Law Science, Medicine and Literature. As an important revolution, famous School of ENDERUN was abolished. The whole medresses were reorganized and put in one unit under to title of Dâr-ul Hilâfet-ül Âliyye Medresesi. Quantities of modern educational institutions which were transferred into Republican era were as follows :

1 — Elementary Schools (private and public)	: 4194
2 — İdadi Schools (secondary and high school)	: 69
3 — Sultani Schoold (colleges) (Among them, famous Darüssa-faka in 1864 and Galatasaray in 1868 started)	: 13
4 — Elementary Teacher Colleges	: 20 (13 for boys, and 7 for girls)
5 — Professional Schools	: 8 (5 for boys, 3 for girls)
6 — University (with four faculties)	: 1
7 — High Educational Teacher College	: 1
8 — Gymnastic Teacher School	: 1
9 — Engineering School	: 1
10 — School of Political Science	: 1
11 — School of Commerce	: 1
12 — School of Arts	: 1
13 — School of Dentist and Pharmacy	: 1
14 — School of Agriculture	: 1
15 — School of Forestry and Mining	: 1
16 — School of Veterinary	: 1
17 — School of Civil Navigation	: 1
18 — School of Telegraph	: 1
19 — School of Public Finance	: 1
20 — School of Cadastre	: 1
21 — School of Police	: 1
22 — School of Driver-Training	: 1
23 — Dâr-ül Bedai (School of Theater)	: 1
24 — Dâr-ii] Elhan (School of Music)	: 1
25 — Schoold of Musical Band	: 1
26 — School of Health	: 1
27 — School of Railway Personnel	: 1
28 — School of Orphans	: 1
29 — School of Dums and Blinds	: 1

Some of the above mentioned schools are still exist, and the rest of them became faculties of the Universities.

### III — REVOLUTIONARY NOVEMENTS OF REPUBLICAN ERA IN EDUCATIONAL FIELDS

The first educational congress of this period was held in Ankara, in July 16, 1921, inaugurated by Mustafa Kemal Paşa. In his speech, he mentioned: «A national education (millî terbiye) and establishment of principles to improve the efficiency or organisation of education.» This is a turn point of program since Selim III, starting a new are of nationalizm together with western secularizm. He continued saying that «the principles of education and learning, followed up to now, was one of the cause of historical declination. National educative program means, to stay far away from the foreign ideas and influences coming from east or west, which is not related to national qualities. I mean a culture compatible with historical national character».

In republican era, there were mainly 4 conferences and 9 councils of education which are most important. They are as follows :

1 — EDUCATIONAL CONFERENCES : (July 15-August 15, 1923) (First HEYET-İ İLMİYYE). The first educational conference was composed of 40 people and 6 committees, which were about :

- a) Natonal and scientific mission,
- b) Elementary education,
- c) Secondary education,
- ç) Higher education,
- d) Boyscout and gymnastic activities,
- e) Activity committees.

They prepared new legislation, acts, regulations, orders and amendments. The most important ones were as follows :

- a) General education achievements program,
- b) TEVHİD-İ TERBİYE (Training unification) program,
- c) Buildings and educational materials,
- d) Principles of translations of main foreign books,
- e) Organisation of statistical general directorate,
- f) National dictionary and grammaire,
- g) National music, language and literature,
- h) National historical Library,
- i) National documentary archieves,
- j) National Institution of history and geography,
- k) Museum of Ethnography,

- l) National Museum,
- m) School museum,
- n) High lectures in Ankara,
- o) Needs of amendments in curriculum of elementary education,
- p) Practical public education after elementary school,
- r) Regulation and program of girls and boys teacher colleges,
- s) Organisation and duration of SULTANİ educationa and change the title into LİSE,
- t) Regulation of sultani boyscout organisation,
- u) Teachers college for gymnastic (Terbiyei bedeniye darülmualimini),
- v) Draft regulation of supervising organisation (Heyet-i Teftiş-iye Nizamname Lâtihası)
- w) Regulation of antiquities (Âsarı Atika Nizamnamesi),
- x) Establishment of new sections in teachers colleges for boys and girls,
- y) Program and regulation of Galatasaray Sultani,
- z) Necessity of professional knowledge for students in high-teachers- college, and finaly principles of religion lectures.

Program of republican government, read in parliament in August 14, 1923, were taken out of these principles, mentioned above. According to this program founders of republican era, «intended to adopt western civilisation as a whole including western secular culture, to improve the nation to the contemporary western level, and avoid the superstition, mystical feelings, scholastic ideas, and out-off date principles of life, adopting positivism». They started to realize a very drastic and ambitious program which was called Atatürk Revolutions, and put them in practice by law,

In March 3, 1924, three very important revolutionary legislation were accepted by Parliament in six hours. They were :

- 1 — Act of No. 429, which abolished Ministry of DIVINITY and FOUNDATION (Şer'iyye ve Evkaf Vekâleti),
- 2 — Act of No. 430, (TEVHİD-I TEDRİSAT KANUNU) Act of Unification in Education which abolished MEDRESSE and whole traditional Islamic schools and put the whole educational institutions under control of Ministry of Education, which meant official acceptance of SECULARISM IN EDUCATION,
- 3 — Act of No. 431, which abolished CALIPHATE (HİLÂFET) system and expelled the Ottoman Dynast from Turkey.

The most important one for our subject is no. 2 Act of Unification of education. According to this legislation :

- a) The whole educational and teaching institutions were put under control of Ministry of Education,
- b) The whole Medresses which were run by Ministry of Divinity and Foundation, were transferred to the Ministry of Education.

By this legislation, in Turkey, one thousand year old traditional Schools were completely abolished and the whole educational system became secular. After abolishment of all religions-school, to educate the people, to run mosques, and administer religious ceremonies, they established a kind of new school of İmam-Hatib. But due to their artificial structure, they were closed down later in 1930.

So the duality of education, or deviation from traditional education into secularism, started in 1839, were concluded by this law in 1924. These legislation were followed by other revolutionary legislations to transfer the whole social structure and cultural pattern of society into a secular one.

*Second Educational Conference (2. Heyeti İlmîyye)  
Was held in 1924:*

They did some changes in the structure of the educational institutions and the curriculums. This were followed by two more conferences and nine council of education up to 1980.

*2. Curriculums and aims in Turkish educational Institutions  
During republican period :*

First Minister of Education İsmail Safa declared the aims of education as follows :

- «1 — Turkish youth will be educated as to be nationalist, populist, revolutionist, and secularist;
- 2 — Elementary education will be spreaded to all over country and illiteracy will be eliminated; increasing the educated quantity will be the first sim;
- 3 — Turkish nation will be raised to the level of contemporary civilisation».

First program was done only for elementary education. Later in 1948 the aim of whole education is explained. In 1962, 7 th council the aims of education was explained as follows: «The aim of Turkish national education is to educate whole members of Turkish nation, as to be joint and together in sorrow, happiness, destiny, as a unseparable unity, around national consciousness to improve their national, moral and human values, and to develop the nation as a harmonious society of free opinion, social mentality, democratic system, open to free-entrepise and giving credit to social responsibility and making her a distinguished member, in technics, knowledge, arts, and economy of contemporary civilisation.»

Finally in legislation of Basic Act of National Education, of 14.6.1973, no. 1739, the aim of education was declared as follows :

«1 — To educate whole members of nation as a citizen, who is bound with Atatürk revolution and principle of Turkish nationalism which is declared at the beginning of constitution, identify himself with national, moral, human, spiritual and cultural values of Turkish nation, defend and improve them, love his family, country and nation, try to improve her, realize his duties and responsibility for his national, secular, social republican state of law, and practising them in his attitude.»

Again in 12 th article of Basic Law of Education the phrase of «secularism is essential in Turkish education» was clearly mentioned.

#### *Woman Education :*

After republican period there is a mixed co-education system for boys and girls in all educational levels from elementary up to university, with some exception. There are some high schools for girls in big cities like İstanbul, İzmir and Ankara, including (vocational) teachers school for girls.

After 1980 military Revolution, some changes in the educational field has taken place.

*These can be summarized as follows :*

- 1 — Private Coranic Courses, which are not organized by the presidency of Religious Affairs of Turkish Republic are closed down.
- 2 — To compensate this, Religion courses are introduced officially in the elementary and the secondary school program.

3 — Higher education, including, Universities, colleges, technical schools and academic, etc. are united and organized in one *legislation of higher education*. All institutions in higher education, including universities are under control of the council of higher education, which is called «YÖK».

3. *In The Planning Era After 1963 Some Priorities Were Fixed For The Policy of Education :*

These were as follow :

- a) The purpose of education is to enable people to know their environment, to react rationally, to adopt to structural changes of society, and to equire the ability to increase both their personal prosperity, happiness and moral values and that of their enviranment through the knowledge and skill they acquire.
- b) The possibility to take advantage of state, provided educational facilities beyond the primary level will be secured according to the principles of equality of opportunity.
- c) Primary education will cover all the population of school age.
- d) The curricula of all educational organisations at every level will be continuously evaluated and developed to that they will accomplish their function within the structure of the educational system and secure a greater and more satisfactory contribution of their graduates to economic and social development.
- e) In addition to formel education to raise the level of literacy to pursue the rights of citizenship and to fulfil its responsibilities.
- f) It is essential to unite all educational organisations under the Ministry of Education.
- g) The insufficient number of teachers is limiting the progress and quality of education.
- h) Education given to develop intellectual abilities sholud not be separated from education given to develop character and physical abilities.

#### IV — CONCLUSION AND SUMMARY

Now Turkey, is in the fifth plan period. Up to now a lot of, has been done and enormous strides have been made in the development of Turkish education in the last few decades, but much work remains to be done. Standards are not as high as they should be and the omission of moral values and traditions from much of the education system has led to a spiritual vacuum for young people which communism and national socialism tried to get benefit out of it.

The size of the challenge is enormous.

Turkey has a population of 52 million of which 99.9 per cent are Muslim and 15 per cent are of primary school age.

These figures show the immense amount of work which has faced the governments of the Republican era in order to increase the level of education. The emphasis has been on quantitative developments rather than qualitative ones and after half a century of pursuing this policy, the results are on the whole positive.

Seventy per cent of the population is now literate; eighty per cent of males, 90 per cent in urban areas, but only 25 per cent of females in rural areas.

In primary education which lasts for five years from seven to 12, the number of the school has increased ten-fold from 5,000 to 45,000, enrolments are up from 340,000 to *six and a half million* and the number of teachers has grown from 10,000 to 212,000. Hundred per cent of primary age children are enrolled in school.

Fifty-two per cent of primary school graduates go on to a three year period of secondary education. Since 1933 secondary school numbers have increased 21 times, enrolments have increased 31 fold (nearly, 1,5 million) and the number of teachers has gone up to 19 times the pre 1933 level. Under public pressure, enrolments outstripped the available facilities resulting in overcrowding. Forty-seven per cent of the relevant age-group are enrolled in secondary school.

The third step is a three year period of higher secondary education. Again, since 1933, these schools have increased 16 fold, enrolment 54 fold (more than half million) and numbers of teachers 50 fold. Overcrowding is a serious problem here. It is estimated that the students in these groups are involving 28 per cent of the relevant age group.

During the same period vocational schools increased 29 fold with



enrolments up 69 fold and teachers numbers 55 time the pre 1933 figures. There is a huge demand for these schools and because of limited capacity, entrance is by competitive examination. The student/teacher ratio is higher than in other schools.

Higher education consists of universities, and higher colleges of education. Universities are academically independent, although supported by the state. At this level the number of educational units is 16 times the pre-1933 figure, having gone up from 17 to 22, and enrolments leaped ahead 85 times (nearly half million) while staff figures lagged behind at only 27 times the original figure. The enrolment ratio is about 10 per cent of the relevant age-group.

During the first two and a half decades of the Republic, the Turkish educational system worked on a modern secular basis. After the Second World War, improving socio-economic relations with western democracies and the initiation of a multiparty system also influenced the educational structure. Religious education in schools began a gradual revival, initially at the primary level and reaching the secondary level by 1956 and the high schools by 1967 on a voluntary, extracurricular basis.

As a second step, new courses in Islamic ethics were started by 1974 for elementary to high school levels. After 1980 the Government, has introduced Religion courses into elementary schools.

In 1979 Arabic was accepted as an optional foreign language at the Middle East Technical University in Ankara and in some other universities. Improving economic relations with Middle East countries played a role in these developments.

At the beginning of Republic, the aim of education was stated to be «to educate the Turkish youth to be nationalist, democratic, reformist and secularist». In 1973 spiritual values were included, and the aim of education became «To educate the whole nation as citizens... to identify themselves with the national moral humane spiritual and cultural values of the Turkish nation».

According to this National Education Act, there is to be only one standard curriculum for basic education, including private schools and fixed by the Ministry. To avoid the duality in the curriculum, Imam-Hatib Schools are classified as the vocational education.

As can be seen, there has been a rapid and positive improvement in the educational structure of Turkey from a quantitative point of

view. But, when the content and quality of Turkish education is analysed, the results are not so favourable.

There are two main problems. The standard of graduates has been deteriorating due to rapid expansion and inadequate facilities. And the western educational model has failed to grow Turkish society, according to its own characteristic prototype.

The failure of the western educational system to instill moral values in the new generations has led to a spiritual vacuum (traditional values had already been omitted), and the challenging western ideologies such as communism or national socialism tried to fill this vacuum, fomenting anarchy in schools. Students were often confused by contradictory values received from their families, schools and the media and sometimes, under the pressure of foreign ideologies lost faith in authority.

After 1980 revolution, this point has been one of the central issue of National educational Policy. To fill this spiritual vacuum, and to avoid some radical tendencies, originated from outside ideologies. Doctrine of Kemalism and Atatürk revolution has shown as a main direction for education policy. Because the anarchist movements which took place during the decade between 1970 and 1980, created a suspicion in the public opinion about the ability of our education policy to educate a young person, to make him an intellectual with character and moral values, in harmony with his environments as a good citizen. This was the conclusion of failing in quality. Therefore in fifth year plan the following targets have been mentioned :

- 1 — The most important factor of our national wealth is the human factor. This should be evaluated in a maximum way through education and used as the main tool in development.
- 2 — To educate them according to the principles and revolutions of Atatürk, and provide them national, spiritual and moral values, are the main target of educational Policy.
- 3 — To provide the young generation the best opportunities and good facilities, related to education, food, health, shelter and employment are essential, so that they should be grown up as dynamic, hard worker, cooperative tolerant and responsible person for the future society.
- 4 — To improve the quality is essential in all educational levels.

- 5 — All knowledge and abilities, given by education should be directed according to the requirements of daily life.
- 6 — Middle manpower are essential in the professional levels. They should be increased and improved.
- 7 — Vocational and technical training and education should have the first priority.
- 8 — To improve the foreign language knowledge of the student in all level of education, and to improve the educational program of teachers should have also the first priorities.
- 9 — To educate the family members is also a part of national education.
- 10 — Educational process starting from the childhood, will continue until the end of life.

Broadcasting and television programs, will be used as educational tool. Some tables and figures are added at the end related to the educational figures of Turkey.

## X. CURRENT QUANTITATIVE STRUCTURE OF MODERN EDUCATION IN TURKEY

TABLE : I  
LITERACY IN TURKEY  
(000)

Census years	population (6+ years)			MALE		FEMALE		
	total	male	%	MALE	%	total	FEMALE	%
1935	16,157	7,936	2,518	15.6	1,847	23.3	0,670	8.2
1945	15,167	7,602	4,583	30.2	3,304	43.7	1,280	16.8
1950	17,857	8,944	5,780	32.4	4,055	45.3	1,725	19.4
1955	19,367	9,820	7,744	40.0	5,444	55.4	2,300	24.1
1960	22,542	11,491	8,901	39.5	6,158	53.6	2,743	24.8
1965	25,665	13,074	12,505	48.7	8,372	64.0	4,133	32.8
1970	29,273	14,798	16,456	56.3	10,405	70.2	6,051	42.8
1975	33,672	17,085	20,841	61.8	12,837	75.3	9,004	48.1
1980	37,524	18,999	25,311	67.5	15,188	79.9	10,123	54.6

### TOTAL LITERACY IN CITIES AND VILLAGES BY PERCENTAGE (%)

Years	IN CITIES			IN VILLAGES		
	Total	Male	Female	Total	Male	Female
1935	40.3	50.5	29.1	10.5	17.3	4.2
1945	57.4	69.4	43.5	23.4	36.6	10.8
1950	56.9	68.9	43.8	25.1	38.0	12.5
1955	63.6	74.7	49.8	32.5	48.6	16.9
1960	63.5	74.9	49.5	30.3	44.5	16.4
1965	66.9	79.4	52.3	38.5	54.6	22.9
1970	71.9	82.6	58.3	—	—	—
1975	—	—	—	—	—	—

Source(13) pages: 4

TABLE II  
 ELEMENTARY EDUCATION IN TURKEY

Years	School	Teacher	Student	Graduates of each year		
				Total	Male	Female
1923	4.894	10.238	341.941	—	—	—
1933	6.383	15.123	591.169	24.740	16.864	7.876
1943	12.182	22.387	995.999	76.663	56.157	20.506
1953	17.948	37.932	1.762.351	170.033	119.227	50.806
1963	27.775	76.544	3.562.140	391.989	257.858	134.131
1971	38.234	132.721	5.013.408	723.018	478.488	298.530
1973	40.005	155.299	5.244.131	—	—	—
1978	43.957	187.764	5.575.000	912.154	—	—
1984	47.324	208.393	6.495.916	—	—	—

Source: (13) Page: 17

\* (15)

TABLE: IV

HIGH SCHOOLS

1923	72	796	5.905	—	—	—
1933	201	2.136	42.332	5.116	—	—
1943	245	3.851	75.319	14.486	—	—
1953	507	5.311	92.339	15.827	—	—
1963	824	15.059	344.139	66.661	—	—
1971	1.848	22.301	810.893	146.479	—	—
1973	2.040	25.572	930.337	—	—	—
1978	3.600	31.179	1.109.619	289.204	—	—
1983	4.225	41.457	1.332.386	228.794	—	—
1984	4.251	42.313	1.450.259	—	—	—

Source: (13) Page: 39

\* (15)

TABLE III  
SECONDARY SCHOOLS

1923	23	513	1.121	—
1933	72	945	9.563	1.379
1943	80	1.694	28.906	5.383
1953	100	2.234	31.420	4.863
1963	217	6.097	102.384	19.578
1971	518	10.136	253.742	45.678
1973	607	12.364	293.278	—
1978	1.044	33.301(x)	482.232	126.175
1983	1.173	47.385	520.000	102.285
1984	1.190	47.697	529.765	—

Source: Milli Eğitimde 50 Yıl, 1923-1973 DİE

Yayın No. 691, 1973, page: 55 (State Statistics Institute)

(x) Data includes teachers of junior high schools

Note: In february 1986, the total enrollment in the primary and secondary education, including all type high-schools are ten and half million (10.5 million) studens. Source: TRT, 8.2.1986 broadcasting.

TABLE V  
WOCATIONAL (PROFESSIONAL) SCHOOLS

Years	School	Teacher	Student	Graduates of Each
1923	64	583	6.547	—
1933	66	660	7.715	2.175
1943	186	2.434	36.971	6.719
1953	371	4.746	58.386	12.098
1963	738	10.220	149.148	30.735
1971	917	15.039	244.144	53.152
1973	968	15.814	266.144	—
1978	—	—	333.988	—
1982	1.900	36.327	530.695	101.240

Source: (13) Page: 71

TABLE VI

## UNIVERSITY FACULTIES AND HIGH EDUCATION COLLEGES

1923	9	307	2,914	321
1933	17	574	5,851	760
1943	26	1,403	18,293	1,859
1953	34	2,126	23,309	2,874
1963	83	4,368	77,281	7,988
1971	150	9,031	169,793	22,856
1973	158	11,170	168,818	—
1978	198	15,732	308,802	58,252
1982	273	21,814	281,539	40,817
1984	288	20,441	323,375	

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Source: (13) Page: 85

TABLE: VII

## EVENING GIRLS VOCATIONAL SCHOOLS

1934	7	128	2,576
1944	64	326	13,673
1964	211	271	37,919
1972	399	895	76,817

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Source: (13) Page:

Source: Statistical General Directorate Publication no. 691 Ankara, 1973

Pages: 71, 85, 97 (Milli Eğitimde 50 Yıl 1923-1973 DİE Yay. No. 691 Ankara 1973

Total oplication for university and higher education in 1979-1980 are 420.524 students)

**TABLE VIII**  
**NUMBERS OF GRADUATES OF DIFFERENT EDUCATIONAL**  
**LEVEL AND PERCENTAGE ACCORDING**  
**TO LITERATE POPULATION OF 11 YEARS AND OVER**  
**POPULATION (11 and More Years)**

Educational Level	1960 (000)	%	1965 (000)	%	1975 (000)	%	1980 (000)	%
Elementary	4.221	53.0	6.097	60.1	11.762		14.216	
Secondary	522	6.6	695	6.6	1.609		2.099	
High School	187	2.3	275	2.6	733		1.105	
Vocational	184	2.3	270	2.6	577		835	
Univ. and High ed.	119	1.5	171	1.6	333		844	
Non identified	17	0.3	7	0.1	36			
Literate Total								
Population (11%years)	7.965	100.0	10.478	100.0	20.762			
Non-gr Aduates	2.714	34.1	2.963	28.3	5.711			
But literates								
Total Graduates	5.251	65.9	7.515	71.7	15.051		19.099	

**TABLE IX**  
**FOREIGN STUDENTS ACCORDING TO THEIR ORIGINAL**  
**COUNTRIES IN TURKISH UNIVERSITIES AND**  
**HICKER EDUCATIONAL INSTITUTES**

	Total	1974-1975			(1982-1983)	
		Male	Female	/	Total	male
Afganistan	15	9	6	—	—	—
Iraq	611	474	137	—	339	266 73
Iran	1.528	1.310	218	—	2.170	1.912 258
Cyprus	2.418	1.759	659	—	1.038	680 358
Pakistan	87	84	3	—	90	89 1
Syrie	406	384	22	—	1.421	1.408 13
Jordan	806	773	33	—	739	733 6
Yunanistan	—	—	—	—	236	177 59
Libya	4	3	1	—	—	—
Bulgaristan	—	—	—	—	24	15 9
Others	510	374	136	—	694	587 107
Arab Students (in total)	1.827	1.634	193	—	—	—
Total	6.385	5.170	1.215	—	5.751	4.867 884

Source: (15) Statistical State Ins. Publ. No. 734 Ankara 1975 Page: 115

Source: Statistical State Ins. Publ. No. 1101 Ankara 1984 Page: 12



TABLE X  
NUMBER OF STUDENS IN THE UNIVERSITIES AND HIGH  
EDUCATIONAL SCHOOLS

Years	Fakülties and schools	Professor teacher	Students total	male	female	each-year graduates
1923-24	9	307	2.914	2.629	285	—
1934-35	17	691	6.624	5.674	950	878
1939-40	19	1.013	12.130	9.884	2.246	1.554
1944-45	28	1.365	19.502	15.603	3.899	2.221
1949-50	34	1.852	25.091	20.363	4.728	3.061
1954-55	35	2.280	28.069	23.220	4.849	3.116
1959-60	49	3.911	54.069	42.972	11.097	5.945
1964-65	87	4.916	84.335	66.454	17.881	9.238
1969-70	146	8.295	147.175	119.721	27.454	20.191
1972-73	158	11.170	168.818	136.010	32.802	—
1974-75	217	14.210	263.991	207.039	56.952	—
1982-83	273	21.814	281.539	197.962	83.577	—

Source: State Statistical Institute Publ. No. 691 Ankara 1973, page (800)

Source: (15) State Statistical Institute Publ. No. 734 Ankara 1975, page 103-114

TABLE XI  
EUROLLMENT AND GRADUCTES IN HIGHER EDUCATIONAL  
INSTITUTIONS BY FIELD OF STUDY

	1982-1983 (by thovsandes)			Graduates (1982-1983)
	T	M	F	T
1. Education, science and teacher training	42.0	26.0	15.9	6.841
2. Humainties, religion and theology	18.2	12.1	6.1	2.451
3. Five and applied arts	5.2	2.8	2.4	856
4. Law	12.2	9.3	2.9	713
5. Social Sciences	61.2	43.0	18.2	12.117
6. Positive and natural Sciences	15.0	8.9	6.2	1.416
7. Medical Sciences and Health-Reloted	23.2	17.8	10.4	4.096
8. Engineering	68.0	54.6	13.5	11.895
9. Agriculture, forestry and fisbery	2.0	1.7	0.3	176
Grand Total	281.5	198.0	83.6	239
10. Other	29.5	21.9	7.6	40.800

Source: (15)

**TABLE XII**  
**TARGETS OF V.th FIVE YEAR PLAN OF EDUCATION**  
**(1985-1986)**  
**(Thousand)**

	age population	students	students ratio
5, 6 ages before school	2.425	97	4.0
Elementary (7-11 ages)	5.840	5.840	100.0
Secondary (12-14 ages)	3.396	1.590	56.8
Vocational secondary level (12-14 ages)	3.396	305	9.0
Total secondary schools (12-14 ages)	3.396	1.895	55.0
High Schools (15-17 ages)	3.321	590	17.7
Vocational high schools (15-17 ages)	3.321	521	15.7
Total High Schools (15-17 ages)	3.321	1.111	15.7
Adulty education (12-25 ages)		120	
Education in industry		150	
University education (18-21 ages)	4.151	394 (450) x	9.5
<b>TOTAL</b>		12.613	
7-21 ages population =	16.708	9.240	55.3
		9.296x	55.6x

(x): Included open Education

**TABLO XIII**  
**CLASSIFICATION OF EMPLOYMENT ACCORDING**  
**TO EDUCATIONAL LEVEL (%)**  
**1960-1980**

	1960	1980
1. Illiterates	72.2	29.7
2. Literate, but not graduate of school	—	7.0
3. Elementary	23.0	48.2
4. Secondary	2.1	4.8
5. Vocational-secondary level	—	0.1
6. High school	0.8	3.6
7. Vocational high-school level (x)	1.0	3.2
8. University	0.8	3.4
<b>TOTAL</b>	100.0	100.0

TABLE XIV

## HIGHER EDUCATED MAUPOWER SUPPLY (000)

Educational Branch	1984	1989
1. Architecture	15.6	18.7
2. Engineering	117.5	159.7
a) Civil Engineering	29.3	32.5
b) Mechanical »	26.6	38.3
c) Electrical »	13.7	20.8
d) Chemical »	13.1	17.0
e) Mining »	3.4	5.0
f) Metallurgical »	1.4	2.6
g) Geological »	3.4	7.4
h) Jeodezi »	2.7	4.0
i) Agricultural »	12.8	20.0
j) Forestry »	4.5	5.5
k) Other »	3.0	5.9
3. Veteriner	3.8	5.8
4. Medical Doctors	33.6	43.9
5. Dentist	7.8	10.2
6. Pharmacy	12.9	14.7
7. Law	27.3	34.9
8. Natural science	33.1	48.2
9. Humanities	38.3	55.4
10. Social science	152.2	261.0
11. Arts	7.8	9.9
12. Elementary teachers(2)	226.0	230.0
13. High school teachers	150.0	169.0

(2) Teacher college graduates are included

Source: National Planning Organization

V. Five Years Plan p. 136

TABLE XV  
DISTRIBUTION OF FOREIGN STUDENTS AMONG THE  
UNIVERSITIES

YEAR : 1982-1983

YEAR: 1982-1983	Total	Male	Female
1. Akdeniz	27	26	1
2. Anadolu	37	32	5
3. Ankara	546	441	105
4. Atatürk	77	68	9
5. Boğaziçi	56	40	16
6. Çukurova	91	81	10
7. Dicle	45	39	6
8. 9 Eylül	259	228	31
9. Ege	432	374	58
10. Erciyas	52	48	4
11. Fırat - Elazığ	7	6	1
12. Gazi	525	417	108
13. Hacettepe	368	272	96
14. İ.T.Ü.	502	482	96
15. İ. Ü.	1516	1228	288
16. Karadeniz	76	74	2
17. Marmara	102	83	19
18. Mimar Sinan	73	52	21
19. O.D.T.Ü.	686	624	62
20. Selçuk	68	57	11
21. Trakya	26	24	2
22. Uludağ	84	79	5
23. Yıldız	95	91	5
24. Van (100. Yıl)	1	6	—
<b>TOTAL</b>	<b>5751</b>	<b>4867</b>	<b>733</b>

Source: (15)

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