

The Physical Education Culture in the Second Constitutional Period: A Study on the “Terbiye ve Oyun” Magazine

II. Meşrutiyet Dönemi’nde Beden Eğitimi Kültürü: “Terbiye ve Oyun” Dergisi Üzerine Bir İnceleme

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ABSTRACT

In this article, we aimed to analyze the development process of physical education and teaching in Türkiye during the Second Constitutional Period by examining the visual contents in the “Terbiye ve Oyun” (Physical Education and Games) magazine published by Selim Sırrı Tarcan, who pioneered the development of physical education culture in our sports history. In this article, considering the historical process, the change in sports culture in the Ottoman Empire was examined in the context of “physical education.” All visual content related to sports and physical education was analyzed by the content analysis method in 30 issues of “Terbiye ve Oyun,” which was published by Selim Sırrı Tarcan in two different periods in 1911 and 1922. When all the visual content featured in the magazine is examined, it is seen that the magazine did not only provide its readers with content related to physical education and gymnastics but also featured informative content about children’s favorite games, entertainment activities, and different sports branches. In this context, it has been tried to reflect the visual content that the magazine offers to its readers in order to contribute to physical education and sports culture.

Keywords: Gymnastics during the Second Constitutional period, magazine of “Terbiye ve Oyun”, physical education, Selim Sırrı Tarcan, sports

Öz

Bu çalışmada, spor tarihimizde beden eğitimi kültürünün gelişiminde öncülük eden Selim Sırrı Tarcan tarafından yayımlanan “Terbiye ve Oyun” dergisinde yer alan görsel içerikler incelenerek İkinci Meşrutiyet döneminde, Türkiye’de beden eğitimi ve öğretiminin gelişim sürecinin incelenmesi amaçlanmaktadır. Tarihsel süreç içinde Osmanlı İmparatorluğu’nda spor anlayışında yaşanan değişim süreci “beden eğitimi” kültürü bağlamında ele alındığı çalışmada, Selim Sırrı Tarcan’ın 1911 ve 1922 yıllarında iki ayrı dönemde yayımladığı “Terbiye ve Oyun” dergisinin toplam 30 sayısında spor ve beden eğitimi ile ilgili yer alan tüm görsel içerikler içerik analizi yöntemiyle incelenmiştir. Derginin sadece beden eğitimi ve jimnastik ile ilgili içeriklere yer vermediği, aynı zamanda çocukların sevdiği oyun ve eğlence etkinlikleri ile farklı spor dalları hakkında bilgilendirici içeriklere de yer verdiği belirlenmiştir. Bu bağlamda derginin, beden eğitimi ve spor kültürüne katkı sağlamak için okuyucularına sunduğu görsel içeriklerin neler olduğu yansıtılmaya çalışılmıştır.

Anahtar Kelimeler: Spor, beden eğitimi, İkinci Meşrutiyet döneminde jimnastik, Selim Sırrı Tarcan, “Terbiye ve Oyun” dergisi

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Introduction

The process of the emergence and proliferation of physical education and the culture of sports in the Ottoman Empire started with the reforms of the Tanzimat Period and climbed to its peak after the declaration of the Second Constitutional Monarchy in 1908. Although the practices were limited to certain branches, thanks to the influence of ideas such as “freedom” and “independence” introduced by “constitutionalism,” significant developments were observed in sports during this period. In addition to football, the concept of “physical training,” also called “physical education,” became established due to the steps taken, especially in the field of gymnastics. The attitude seen in the period of autocracy, when only minorities and foreign citizens could participate in sports activities, began to change with

the Constitutional Period. The new sports clubs established as a response to this need triggered a further proliferation of interest in and participation in sports across the Ottoman Empire.

During this period, Selim Sırrı Tarcan marked a milestone in the field by founding “Terbiye-i Bedeniye Mektebi” (the School of Physical Education), which was the only awarding body in physical education and contributed to the training of new trainers. However, the school could only operate for a short period as shortly after its establishment, Tarcan had to move to Sweden. However, Selim Sırrı Tarcan’s transfer of new approaches and understanding of Swedish gymnastics in the field of physical education in Europe to physical education teachers in Istanbul on his return from Sweden has been one of the most important contributions. It is noteworthy that with the introduction of physical education courses into educational programs, the number of copyrighted and translated works for the field of sports, as well as periodicals, also increased. The magazine “Terbiye ve Oyun” (Physical Education and Games), published by Selim Sırrı Tarcan in 1911, made it possible to convey to the public the practices of Swedish gymnastics and developments related to other sports that have recently been applied in physical education. In the magazine, the movements that should be performed in physical education classes were presented to the readers in the form of detailed descriptions and drawings. In this regard, the magazine “Terbiye ve Oyun” is considered a publication that contributes to the practical implementation of physical education.

In this study, the developments in physical education and sports culture that started with the Tanzimat Period in the Ottoman Empire and developed during the Second Constitutional Period and the first years of the Republic were examined through a literature review. In addition, the published visual materials (drawings, photographs, figures, etc.) in the magazine “Terbiye ve Oyun” and the subjects and contents of the topics they covered were analyzed by putting them together in the form of tables. In this context, the study reflects what the visual content of the magazine offered to its readers with a view to contributing to physical education and sports culture.

First Years of Gymnastics and Physical Education in the Ottoman Empire

It is only seen in the Tanzimat Period that positive “modernization”-induced steps were taken by the Ottoman Empire, and certain reforms similar to those made in Western countries were carried out in the field of “sports and sports education” for the first time outside the military field (Çelik & Bulgu, 2010, pp. 138–139). It is worth noting that before the declaration of the Tanzimat Reforms, sports activities in the Ottoman Empire were limited to traditional sports and regarded rather as combat training than entertainment (Çelik & Bulgu, 2010, p. 140).

It is seen until the Second Constitutional Period that sports activities were perceived as military drilling and only performed at some military schools as part of their curricula. These military courses were named “gymnastics,” “drilling,” or even “physical education” in different settings. Other than military schools, gymnastics classes were first started in Galatasaray High School, and French teachers called Curel and Mouroux were relocated to the country to teach these classes with the initiative of Ali Pasha, the Grand Vizier of the period (Günay, 2017, p. 918). However, the need for physical education teachers was specially recognized in the first years of the 20th century (Şinoforoğlu, 2020, p. 74).

The establishment of sports clubs emerged as a positive result of the Westernization movement in sports. However, in addition to these positive developments, the necessary steps to promote and popularize sports to a wider audience could not be taken. During the period of autocracy, public participation in sports was completely prohibited, except for minorities and foreign nationals (Çelik & Bulgu, 2010, p. 146).

The understanding in the Ottoman Empire that considers courses like “gymnastics” or “physical education” only within the framework of military training evolved over the years and became more organized and systematic after the Second Constitutional Period. Having returned to Turkey after his education in Sweden, Selim Sırrı Tarcan pioneered new practices of gymnastics with the knowledge and experience he gained abroad and contributed to the change in the approach to physical education during this period.

Developments in Physical Education in the Second Constitutional Period

Physical education and relevant training activities were introduced as planned and systematic activities only after the declaration of the Second Constitutional Period. Together with Selim Sırrı’s efforts to implement, promote, and disseminate Swedish gymnastics, physical education practices were laid on a solid foundation within the Second Constitutional Period. During this period, Swedish gymnastics became the mainstream understanding of physical education with the curricula and textbooks, the vast majority of which were created by Selim Sırrı (Özçakır, 2015, pp. 23–24).

Özçakır (2018) analyzes how physical games were utilized to help students gain a nationalist character in both spiritual and physical ways, create a healthy and productive generation out of them, and prepare the future citizens, children, for the military conditions from an early age, as well as the way military students participated in these games.

During the Second Constitutional Period, it was aimed to educate physically strong, healthy students with military skills at the primary education level, which is a mandatory level of education, and to shape the field of physical education with compulsory courses delivered to students (Özçakır & Yıldırım, 2016, p. 21). Specialists brought from abroad, trained teachers, teachers sent to higher education abroad, sports halls built throughout the country, and the integration of physical education into the curriculum were realized during this period (Şinoforoğlu, 2020, p. 97).

In the process that emerged with the proclamation of the Second Constitutional Monarchy, organizations in the field of sports gained momentum in line with the provisions of the Law of Associations (Çelik & Bulgu, 2010, p. 145). During the Second Constitutional Period, preparatory games and exercises applied in physical education classes to prepare students for military service were also practiced in teacher schools (Özçakır & Yıldırım, 2016, pp. 23–24).

It is also seen that during the Second Constitutional Period, an awareness of the importance of training physical education teachers was raised, and sports clubs were founded to create space for gymnastics training. In other words, the need for gymnastics trainers led to the emergence of sports clubs in Turkey and the institutionalization process the sports culture. Selim Sırrı contributed to the popularization of physical education across society through the “Terbiye-i Bedeniye Mektebi” (the School of Physical Education) that he founded and the magazine “Terbiye ve Oyun” that he published.

Selim Sırrı Tarcan is one of the people who influenced physical education and sports in an intellectual and functional context within the last period of the Ottoman Empire and the first years of the Republic (Mutlu, 2020, p. 585). Selim Sırrı’s gathering of experts in various sports branches and the opening of “Terbiye-i Bedeniye Mektebi,” which was the only institution that awarded certificates in the field of physical education in 1908, became one of the important steps taken in this context (Şinoforoğlu, 2020, p. 80). However, the school, which was established on the individual initiative of Selim Sırrı, could only remain open for less than a year (Şinoforoğlu, 2020, pp. 81–82).

Selim Sırrı Tarcan, who studied physical education and sports in Sweden in 1909 and 1910, left his position in the army when he returned home and concentrated his efforts as a physical education teacher and sports writer (Çapan & Mutlu, 2016, p. 235). After Selim Sırrı’s return from Sweden, it seems that a transformation was realized from instrumental gymnastics to Swedish gymnastics, which was outstanding with its scientific and physiological aspects and could be practiced by everyone (Özçakır, 2015, pp. 19–20). Selim Sırrı points out that sports activities are very common for all age groups in Sweden and expresses that this interest allows them to have healthy and built bodies (Ahmetoğlu, 2011, p. 46). In order to better understand the late Ottoman Empire and the early Republic period, it is important to get to know the key figures of the modernization process. In this context, Selim Sırrı Tarcan is known as one of the most important figures in the history of physical education in Turkey and an important actor in the field (Lüküslü & Dinçşahin, 2013, p. 205).

The increase in the importance given to physical education courses during the Second Constitutional Period, the introduction of relevant courses into the curricula, and their implementation also led to a significant increase in the number of copyrighted and translated works about the field (Özçakır & Yıldırım, 2016, pp. 26–27). Since 1910, the works of Selim Sırrı, whose articles were published in many newspapers and journals, including *Servet-i Fünun* (Wealth of Knowledge), in order to spread his ideas, aimed at the systematic implementation of gymnastics at schools with aspects that are based on scientific data (Korkmaz & Oruç, 2015, p. 5). During this period, the Young Turks, borrowing ideas from Europe, tried to determine how best Western ideas about folklore could be applied to the rapidly changing Ottoman–Turkish society (Öztürkmen, 2020, p. 140).

Selim Sırrı’s magazine “Terbiye ve Oyun” was published in two different periods. The term between August 14, 1911, which is its first publication date, and August 14, 1912, is the first period of publication, while July 1922–April 1923 is known as its second period. The magazine was published every 15 days and 24 times in total during the first period while being monthly and only 10 times during the second one. The magazine declared its purpose as “to serve the mental and physical development of young people” on the cover page of its first issue (Kılıç, 2019, p. 283). “Terbiye ve Oyun,” which started its life of publication in İstanbul and was released regularly twice a month for a year, published its 24th issue during the period when World War II was approaching; however, it was decommissioned due to financial difficulties. After the decadal hiatus, the magazine started to be published under the same name in July 1922 (Sarıkaya, 2018, pp. 65–66).

Selim Sırrı presented his 30-game and 30-week lesson plan for physical education classes in primary and secondary schools to physical education teachers in his work “İsveç Usulü Terbiye-i Bedeniye ve Mektep Oyunları” (Swedish-Style Physical Education and School Games) published in 1913 (Şinoforoğlu, 2020, p. 83). In the same years, magazines such as “İdman” (Training), “Futbol” (Football), “Tedrisat Mecmuası” (The Magazine of Education), “Yeni Fikir” (New Idea), “Talebe Defteri” (Student Book), “Osmanlı Genç Dernekleri Mecmuası” (Magazine of Ottoman Youth Associations), and “Donanma Mecmuası” (Naval Magazine) were published in the field of physical education (Özçakır & Yıldırım, 2016, p. 26). The magazines “Futbol” and “Terbiye ve Oyun” were followed by the magazine “İdman,” which began to be published in 1913. The magazine did not cover sports in a limited framework but touched on various sports in detail (Aydın, 2009, pp. 154–164).

Having specialized in the field, Selim Sırrı endeavored to raise awareness about the importance of physical education in children’s development, find new solutions to current problems using scientific methods, and advise caregivers of children and also the children themselves with the articles he authored for the magazine “Gürbüz Türk Çocuğu” (Healthy Turkish Child) (Sarıkaya, 2008, p. 124). Demir (2017), in his study of comparative pedagogical articles in journals of pedagogy published between 1918 and 1938, states that the earliest relevant article dates back to 1917, and this article was written by Selim Sırrı Tarcan.

Table 1.
The Number of Visual Contents in the “Terbiye ve Oyun” Magazine

| Year-Issue | Photo | Drawing | Figure |
|---------------|------------|-----------|-----------|
| 1911/1 | 2 | – | 2 |
| 1911/2 | 2 | 1 | 16 |
| 1911/3 | 2 | 2 | – |
| 1911/4 | 2 | 1 | 7 |
| 1911/5 | – | 7 | – |
| 1911/6 | 2 | – | 27 |
| 1911/7 | 2 | – | – |
| 1911/8 | 2 | 1 | – |
| 1911/9 | 2 | 2 | – |
| 1911/10 | 2 | 1 | – |
| 1912/11 | – | – | – |
| 1912/12 | 2 | – | 9 |
| 1912/13 | 2 | – | 15 |
| 1912/14 | 3 | – | – |
| 1912/15 | 2 | – | 10 |
| 1912/16 | 2 | 2 | – |
| 1912/17 | 2 | 2 | – |
| 1912/18 | 2 | 2 | – |
| 1912/19 | 2 | 4 | – |
| 1912/20 | 4 | – | – |
| 1912/21 | 9 | – | – |
| 1912/22-23-24 | 14 | – | – |
| 1922/1 | 9 | – | – |
| 1922/2 | 8 | 2 | – |
| 1922/3 | 11 | 1 | – |
| 1922/4 | 10 | 1 | – |
| 1922/5 | 6 | – | – |
| 1922/6 | 8 | 7 | 1 |
| Sum | 114 | 36 | 87 |

Table 2.
The Topics of Visual Contents in the "Terbiye ve Oyun" Magazine (1911–1912)

| Year | Subject | Photo | Drawing | Figure |
|------------|--|-----------|-----------|-----------|
| 1911–1912 | Kids' Health Games | 8 | - | - |
| 1911–1912 | Kids' Health Gymnastics | 20 | - | - |
| 1911–1912 | Physical Education and Gymnastic Exercises | 1 | - | 75 |
| 1911–1912 | Tools Used in Gymnastic Exercises | - | - | 9 |
| 1911–1912 | Gymnasts and Gymnasium Hall | 3 | - | - |
| 1911–1912 | Students Performing Swedish Gymnastics | 2 | - | - |
| 1911–1912 | Physical Education Studies by Teachers of Darülmualimin (Teacher School for Men's) | 2 | - | - |
| 1911–1912 | Bones that are Affected by Body Movements | - | - | 2 |
| 1911–1912 | Children's Favorite Games | - | 6 | - |
| 1911–1912 | Children Playing Games | - | 1 | - |
| 1911–1912 | Two People Traveling by Car | - | 2 | - |
| 1911–1912 | People Who Lead a Village Life in Nature | - | 4 | - |
| 1911–1912 | Football Player | - | 8 | - |
| 1911–1912 | Dimensions of the Tennis Court | - | 1 | - |
| 1911–1912 | Drawing a Basketball Court | - | 1 | - |
| 1911–1912 | Drawing a Football Field | - | 1 | - |
| 1911–1912 | The Stadium where Athens Olympics will be Held | 1 | - | - |
| 1911–1912 | A Model of the Stadium Built For the Olympic Games Held in Stockholm | - | 1 | - |
| 1911–1912 | An Athlete Preparing for the Olympics to be Held in Sweden | 1 | - | - |
| 1911–1912 | Swedish High Jump Athlete | 1 | - | - |
| 1911–1912 | The Road where the Olympics will be held in Stockholm | 2 | - | - |
| 1911–1912 | The Area where the Sailing Yacht Races will be Held at the Olympics in Sweden | 1 | - | - |
| 1911–1912 | Sports Related to the Olympic Games | 5 | - | - |
| 1911–1912 | Parade of Countries Participating in the Olympics | 2 | - | - |
| 1911–1912 | Spectators Watching the Olympics | 1 | - | - |
| 1911–1912 | Gymnastics Movements of Swedish School Teachers in the Presence of the King of Sweden | 2 | - | - |
| 1911–1912 | Swedish Pole Vault Athlete | 1 | - | - |
| 1911–1912 | Gymnastics and Balance Movements of Female Athletes Participating in the Olympics | 2 | - | - |
| 1911–1912 | The Photo of the King of Sweden Delivering his Speech | 1 | - | - |
| 1911–1912 | The Trophy Ceremony at the Olympics | 1 | - | - |
| 1911–1912 | Members of the "National Physical Education Institution" | 1 | - | - |
| 1911–1912 | A Signed Photo Sent by Madame Balin, a Graduate of Darülfünun (University), to Selim Sırrı | 1 | - | - |
| 1911–1912 | Physical Movements that Need to be Applied to the Back, Heart, and Head | 3 | - | - |
| Sum | | 62 | 25 | 86 |

Thanks to the efforts of Selim Sırrı Tarcan, physical education departments were opened at universities, sports writing emerged as a profession, and Turkey had the opportunity to participate in various international sports organizations (Seyhan, 2012, p. 140). Selim Sırrı, who played an important role in organizing physical education and sports events at the Olympics and schools, has become one of the figures who has developed physical education and sports in both formal and non-formal education in Turkey (Demirhan & Konukman, 2012, p. 41). Selim Sırrı Tarcan has been one of the important names that have ensured the institutionalization of physical education in Turkey. After his education in Sweden and his return to the country, Tarcan ensured that the understanding of Swedish gymnastics prevailed in educational institutions, published the journal "Terbiye ve Oyun" magazine, and aimed to convey to society how to do the physical education movements necessary for a healthy and fit life in practice. This study aims to reveal the importance of the magazine "Terbiye ve Oyun," which was published by Selim Sırrı Tarcan during the Constitutional Monarchy regime, in the development of physical education and sports culture in Turkey through the examination of the visual content featured in the magazine.

Material and Methods

24 copies of the magazine "Terbiye ve Oyun" published in 1911–1912 (first period) and six copies published in 1922 (second period) were included in the research scope of the study. Electronic copies of the magazine found in the online periodicals archive of the Atatürk Library in İstanbul were accessed, and all visual contents featured in a total of 30 issues that were published in these two periods were examined within the scope of the study. The limitation of the study is that only visual content in the magazine "Terbiye ve Oyun" is included in the research. The magazine's contents, such as the news and column articles, were not included in the scope of the study.

In this study that examines the visual content of the magazine "Terbiye ve Oyun," the following research questions have been developed:

1. How much space is allocated for visual contents by their types in the magazine in two different periods of its publication?
2. During the two different periods of publication of the magazine, which topics and contents were related to the visual materials used?

First of all, the study aimed to construct the historical process of development in the Ottoman Empire in terms of physical education and sports culture that started in the Tanzimat period and continued in the Second Constitutional Period and the first years of the Republic through the literature review. The study analyzed 30 copies of the magazine "Terbiye ve Oyun" within the scope of the research

Table 3.
The Topics of Visual Contents in the "Terbiye ve Oyun" Magazine (1922)

| Year | Subject | Photo | Drawing | Figure |
|------------|---|-----------|-----------|----------|
| 1922 | Photos of Şehzade (Prince) Ömer Faruk efendi Watching the Lead Racer in Horse Races and Gymnastic Movements | 2 | - | - |
| 1922 | Selim Sırrı and His Students Performing Physical Education Exercises | 1 | - | - |
| 1922 | Gymnastics Exercises of the Commanders of the Gendarmerie Outpost in the Presence of Şehzade Ömer Faruk Efendi | 1 | - | - |
| 1922 | Physical Education Teacher the Late Mr. Halimi | 1 | - | - |
| 1922 | Ali Kemal Pasha, Commander of the Public Gendarmerie and Deputy Chairman of the National Olympic Committee | 1 | - | - |
| 1922 | Ahmed Vefik Bey, Deputy Director of the Gendarmerie Police School and a Member of the National Olympic Committee | 1 | - | - |
| 1922 | An Athlete Setting of in 100-Meter Races | 1 | - | - |
| 1922 | Selim Sırrı as a Student | 1 | - | - |
| 1922 | Students' Swedish Gymnastics Exercises | 2 | - | - |
| 1922 | Little Boys and Girls Playing Games | - | 1 | - |
| 1922 | Şehzade Abdulrahim Efendi, Honorary President of the National Association for the Preparation for the Olympic Games | 1 | - | - |
| 1922 | Celal Bey, Director of Military High School | 1 | - | - |
| 1922 | A Captain Teaching Gymnastics | 1 | - | - |
| 1922 | Military High School Students Performing Gymnastics | 3 | - | - |
| 1922 | An Orphaned Child Sleeping on The Street | - | 1 | - |
| 1922 | Military Training of the Iranian Gendarmerie School | 1 | - | - |
| 1922 | Hasib Bey, Chairman of the National Olympic Committee | 1 | - | - |
| 1922 | Şehzade Ömer Faruk Efendi in the National Olympic Committee | 1 | - | - |
| 1922 | Gymnasts of the Turkish Gendarmerie School | 1 | - | - |
| 1922 | Gymnasts of the Iranian Gendarmerie School | 1 | - | - |
| 1922 | Gendarmes Being Trained in Sports | 1 | - | - |
| 1922 | Mir Mehdi Bey | 1 | - | - |
| 1922 | Athletes Playing Rugby | - | 1 | - |
| 1922 | A Gymnastics Teacher | 1 | - | - |
| 1922 | Swedish Style Gymnastics of the Turkish Gendarmes | 1 | - | - |
| 1922 | Iranian Gendarmerie School Fencing Training | 1 | - | - |
| 1922 | The Trophy Awarded by the National Olympics Committee at the Sports Competitions Held by the Gendarmerie Officer School | 1 | - | - |
| 1922 | A Portrait Photo of Gazi Mustafa Kemal Pasha in Military Uniform | 2 | - | - |
| 1922 | Pre-Service Teachers at Darülmualimin | 1 | - | - |
| 1922 | Young People Playing Football at Darülmualimin | 1 | - | - |
| 1922 | Teacher Candidates Performing Physical Education | 1 | - | - |
| 1922 | Teacher Candidates Playing Volleyball | 1 | - | - |
| 1922 | Swedish Gymnastics of Young Prospective Teachers at Darülmualimin | 1 | - | - |
| 1922 | Young People and Teachers of "Tatbikat Mektebi" (Drilling School) | 1 | - | - |
| 1922 | Swedish Gymnastics of the Drill School | 1 | - | - |
| 1922 | Swedish Gymnastics-Movements Performed by Students of Darülmualimin on the Training Holiday | 1 | - | - |
| 1922 | Four Movements Done by the Athlete Participating in 110 Meters Run and Hurdle Races | - | 1 | - |
| 1922 | A Player Dressed in Zeybek Outfit | 2 | - | - |
| 1922 | Zeybek Dance of Pre-Service Teachers at Darülmualimin | 1 | - | - |
| 1922 | Selim Sırrı Watching the Zeybek Performance of Turkish Soldiers in İzmir who Fought in the Greek War | 1 | - | - |
| 1922 | Selim Sırrı's Uniformed Photos from His Years of Military Training | 2 | - | - |
| 1922 | Photo of Teachers and Students Together | 1 | - | - |
| 1922 | Physical Education Exercises of School Students | 1 | - | - |
| 1922 | Zeybek Dance Moves | 4 | - | - |
| 1922 | Games and Entertainment of Young Children | - | 7 | - |
| 1922 | Students a High School in İzmir and Selim Sırrı as the Teacher | 1 | - | - |
| 1922 | The Late Marshal Rauf Pasha, who Lost a Leg in the Montenegrin War | 1 | - | - |
| 1922 | Physical Education Movements Related to Practical (Applied) Non-Instrumental Gymnastics Classes for Boys and Girls | - | - | 1 |
| Sum | | 52 | 11 | 1 |

and examined all the visual content featured in these 30 issues quantitatively and qualitatively using the content analysis method. Visual contents such as photographs, drawings, and figures featured in the magazine were counted and summarized in tables. In this context, it was aimed at answering the research questions developed within the scope of the study based on the findings obtained and the analysis of numerical data.

Results

In this study, the numbers of visual contents in the "Terbiye ve Oyun" magazine were translated into a table by their types, and then those visual contents were arranged in a table according to their subjects.

When the visual content in the magazine "Terbiye ve Oyun" is examined, photos come to the fore with the highest number among other visual elements with 114 photos. In addition, it was noteworthy that 36 drawings and 87 figures were included in the magazine. It was

also identified that 52 of the 114 photos published in the magazine were included in the issues released in 1922. When the drawings and figures in the journal were examined, it was determined that 25 of the total 36 drawings and 86 of the total 87 shapes were found in the issues published in 1911 and 1912. A general assessment of the visual content showed that in the magazine's first period of publication (1911 and 1912), drawings and figures were given more priority, while in the second period (1922), the weight of photo content began to increase.

When the visual content in the "Terbiye ve Oyun" magazine is examined in terms of their subjects, we see 20 photos about "Kids Health Gymnastics" in the first period of the journal's publication (1911 and 1912), while eight photos of "Kids Health Games" were featured. It is noteworthy that five photographs were used for sports related to the Olympic Games. When the visual contents of the drawings are examined, it is seen that there are eight separate drawings for football players, six for children's favorite games, and four for people who lead a village life in nature. Among the drawings, those with information regarding areas of games such as basketball and tennis are seen. During this first period of publication, it was determined that 75 shapes related to "physical education and gymnastic movements" were used, as well as nine separate shapes representing the tools used in gymnastics studies.

Looking at the visual content used in the second period of publication of the magazine (in 1922), it is seen that photographs of military high school students, teachers, and prospective teachers, as well as gymnasts of Turkish and Iranian gendarmerie schools who perform physical education movements and gymnastics, were often featured. Especially in physical education movements, it seems that weight was given to Swedish gymnastics. In addition, during this period of publication, it was determined that eight photographs featured in the magazine were related to the zeybek dance and the figures of it. As for drawings and figures, it is seen that there are seven drawings depicting the games and entertainment of young children, and one figure is related to physical education movements designed for practical (applied) tool-free gymnastics classes for girls and boys. It is noteworthy that Selim Sırrı took more part in the visual content of the magazine during this period. A total of five photos were of Selim Sırrı's studies, his military education, physical education studies with his students, and the first zeybek dance performance he watched in İzmir from Turkish soldiers who fought in the Greek War.

Results concisely and reasonably summarize the findings in the form of text, tables, and figures arranged in a logical and internally self-consistent manner. The number of tables and figures should be limited to those absolutely needed to confirm or refute the thesis. Data given in graphs and tables should not be automatically repeated in the text. This section may be divided by subheadings.

Discussion, Conclusion and Recommendations

The stages of development of physical education and sports culture in Turkey have progressed along with historical developments in the Ottoman Empire from the Tanzimat Period to the present day. In terms of the national history of sports culture, which was limited to military training and traditional sports in its early period, the Second Constitutional Period is considered an important turning point. Selim Sırrı Tarcan has been one of the most important figures of the period who contributed to the emergence of classes where body movements were prioritized, which have been named "physical education" and then "gymnastics." Tarcan contributed to the institutionalization and proliferation of physical education in Turkey with the physical education school he established and ensured that the importance of physical education was communicated to the public with the magazine "Terbiye ve Oyun," published during the Second Constitutional Period. In addition to theoretical information on physical education, drawings and figures showing how physical movements should be performed in practice were mainly featured in the journal. Selim Sırrı Tarcan managed to publicize the understanding of physical education applied in Europe and the understanding of Swedish gymnastics through the magazine "Terbiye ve Oyun."

Accordingly, in the study, all the visual contents contained in a total of 30 issues published in two separate periods of the magazine "Terbiye ve Oyun" (1911–1912 and 1922) were examined quantitatively and qualitatively using the content analysis method. As a result of the evaluation of the obtained data, the study aimed to answer the research questions developed. Considering the first research question, it is evident that there are three main types of visual content featured in the magazine, namely, photographs, drawings, and figures. Examining the visual content of the magazine, the study identified 114 photographs, 36 drawings, and 87 figures in a total of 30 issues. Sixty-two of the photographs were used in the first period of the journal; 52 were used in the second period; 25 of the drawings were used in the first period of the journal; and 11 were used in the second period. When the figures showing the movements mostly aimed at physical education are examined, it is seen that 86 figures were transmitted to the readers in the first period of the journal, while only one figure was published in the second period of the journal.

The second research question regarding the subjects of the visual contents featured in the magazine reveals that 20 photos were about "Kids Health Gymnastics," eight photos had "Kids Health Games" content, and five photos were about sports branches that are performed in the Olympic Games. When the visual contents of the drawings are examined, eight separate drawings for football players, six for children's favorite games, and four for people who lead a village life in nature are identified. Also worth noting are the drawings that transmit information about the fields of sports such as football, basketball, and tennis to readers. In addition, it was identified that 75 figures related to "physical education and gymnastic movements" and nine figures related to the tools used in gymnastics studies were included in the journal during the same period.

Looking at the visual content featured in the issues of the magazine "Terbiye ve Oyun" published in its second period, it is seen that photographs of military high school students, teachers, and preservice teachers practicing physical education and gymnastics, as well as photographs of Turkish and Iranian gendarmerie schools, were frequently featured. It is also worth noting that among the physical education movements, visuals of Swedish gymnastics were used predominantly. In this period of the magazine, it is also seen that eight photos related to zeybek dance, seven drawings depicting games and entertainment of kids, and a drawing of physical education exercises that can be performed by both girls and boys without any specific tool were featured by the magazine. It is noteworthy that Selim

Sırrı took more part in the visual content of the magazine during this period. During the same period, when the National Campaign was also carried out, two portrait photographs of Gazi Mustafa Kemal Pasha in military uniform were used in the magazine.

Overall, when the visual content featured in the magazine is examined, it is seen that the magazine did not only provide its readers with content related to physical education and gymnastics but also featured informative content about children's favorite games and entertainment activities and different sports branches. At the same time, it was determined that a lot of space was allocated on the pages of the magazine for information about the countries and athletes who had been selected to participate in the Olympic games to be held in Sweden, as well as content related to the sports branches that were performed in the Olympic games. In addition, it is seen that the magazine played an important role in terms of transferring national cultural values to the public. In this context, it is noteworthy that the photographs depicting the performance of the traditional zeybek dance are also included in the issues of the magazine published in 1922. As a result, an assessment based on the visual content would reveal that Selim Sırrı Tarcan made significant contributions to informing people and raising public awareness about physical education, gymnastics, sports culture, children's games, and national cultural values by publishing the magazine "Terbiye ve Oyun."

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