



Attitudes of Educational Institutions and Educators During the National Struggle Period

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We can limit the National Struggle Period as the date between 19 May 1919, when Mustafa Kemal landed in Samsun, and 24 July 1923, when the Lausanne Peace Treaty was signed. Although it is considered a natural situation that education and its problems remain in the background in this period when the Turkish nation is struggling for existence; Even during the most heated moments of the struggle for independence, efforts to establish a modern education system continued under the supervision and coordination of Mustafa Kemal himself. Although the real change and transformation in the Turkish Education System took place with the proclamation of the Republic, important developments regarding education also took place in the period 1919-1923.

Until the first half of the 18th century, the most common educational institutions in the Ottoman Empire were "primary schools" and "medreses", which had a religious and traditional character. Between 1789 and 1807, Sultan III. Innovation and change movements in education that started during the "Nizam-ı Cedid" period, when Selim was the ruler; II. Mahmud Period, Tanzimat Period, I. Constitutional Monarchy and finally II. It continued to gain momentum during the Constitutional Monarchy Period. However, II. In the last years of the Constitutional Monarchy, education and training activities could not be given the necessary attention and importance. World War I, which started in 1914, and the occupation of our lands as a result of the loss of the war, made it difficult for the Ottoman Empire to deal with educational affairs. It carried out innovation and change studies on the education system it inherited from the period of the War of Independence and the constitutional period of the Republic established afterwards. Regarding the period of stagnation in education that began in 1914, we can say that the first systematic change efforts began with the Education Congress held in Ankara on July 15, 1921, the struggle for independence continued as much as possible under the difficult and harsh conditions, and finally gained momentum with the gain of independence and the proclamation of the Republic.

1. GENERAL ADMINISTRATIVE STRUCTURE OF OUR EDUCATION SYSTEM DURING THE NATIONAL STRUGGLE PERIOD

As it is known, with the opening of the Turkish Grand National Assembly on April 23, 1920, two legitimate administrative systems emerged on the same land, one in Ankara and the other in Istanbul. In the Board of Executive Deputies established on May 2, 1920, Dr. With Rıza Nur becoming the Deputy Executive, in the Turkish Education System; "Ministry of Education" in Istanbul; Two administrative administrations emerged in Ankara, namely the "Ministry of Education". Considering the interventions of the occupation forces, the functioning of education during the national struggle was different in each of them; We can say that it is divided into three different parts: the regions under the management of the Ankara Government, the regions under the management of the Istanbul government and the regions under the management of the occupation forces. This situation naturally led to the emergence of different practices both in the "educational policies" of the period and in the "educational institutions". We can say that this situation continued until the abolition of the sultanate on November 1, 1922.

2. EDUCATIONAL INSTITUTIONS DURING THE SECOND NATIONAL STRUGGLE PERIOD

There is no precise and reliable data based on archival sources about the types and numbers of educational institutions during the period of national struggle. Educational institutions were divided into Istanbul and its surroundings, which were under the control of the Istanbul Government, and occupied areas, and Anatolia, which was under the Ankara Government. "According to the parliamentary minutes and documents found in the archives in the places under the Ankara Government in 1920, there were 3195 primary schools, 682 of which were closed; 3316 teachers, 1511 of whom did not graduate from the teachers' school; 5 full-time sultans; There were 32 high schools and 13 teachers' schools." ⁽¹⁾ Therefore, when examining the "Educational Institutions of the War of Independence Period", II. A more accurate approach would be to examine the educational institutions that existed during the Constitutional Monarchy period. In the education system of the period, although the degrees and names of the schools changed frequently, it is possible to group them under four headings. ⁽²⁾

2.1 Schools Providing Education at Primary Level

2.2 Schools providing education at secondary level

2.3 Schools providing education at higher education level

2.4 Foreign and minority schools

2.1 Schools Providing Education at Primary Level

Institutions providing education at primary level; We can examine it under three headings: kindergartens, primary schools and junior high schools.

2.1.1 Kindergartens: *The history of children benefiting from pre-school education in our country dates back to the reign of Sultan Mehmet the Conqueror*.⁽³⁾ Some private kindergartens were opened in the Ottoman Empire and were officially included in our education system after the Balkan Wars. The official definition of kindergartens was made for the first time with the Tedrisat-ı İptidaiye Kanun-ı Muvakkatı (Primary Education Provisional Law) dated October 6, 1913.

. Article 3 of this law covers kindergartens and infant classes; “*They are institutions that serve children's spiritual and physical development through useful games, trips, handicrafts, hymns, patriotic poems, and talks about natural knowledge, appropriate to their ages.*”⁽⁴⁾ During the War of Independence, kindergartens continued their education as much as the war allowed, and necessary efforts were made to open new kindergartens in the regions liberated from occupation⁽⁵⁾.

2.1.2 Primary Schools-Primary Schools: In the Ottoman Empire, schools that provided primary school education were called "primary schools". "Primary schools", which are schools attended by children aged 5-6 who are of reading age, are also called "neighborhood schools" among the public because they are in almost every neighborhood. These institutions, whose main purpose was to teach the Quran, also offered reading, writing and four operations lessons. Over time, they changed since the 1870s because they could not meet the needs. First of all, "primary schools"; It was transformed into "primary schools" and modern teaching methods began to be used in these schools. “*With the General Education Regulation adopted in 1869, the program of the primitive people was included in the program of the primitive people, such as the method of cedide and alifba, the Holy Quran, tajwid, morality, catechism, writing, accounting, Ottoman history, geography, and information on public works. It is envisaged that courses will be added and the duration of primary school education will be four years. In 1891, this regulation prepared three-year programs for city and town elementary schools and four-year programs for village schools. Courses such as history, geography, calculation, Ottoman grammar, spelling, recitation, and calligraphy were added to these programs.*”⁽⁶⁾ With the "Edrisat-ı İptidaiye Law" dated 1913, the duration of primary school was increased to 6 years. After the Ministry of Education was established during the War of Independence, it established its administrative organization outside Istanbul and the occupied areas and attached existing schools to itself. Education continued in "primary schools" as much as the war allowed. At that time, there were 2345 primary schools affiliated with the Turkish Grand National Assembly, 481 of which were closed.⁽⁷⁾

2.1.3 Junior High Schools: XIX. These schools were established in the first half of the 19th century and were opened to serve as an "intermediate education institution" to prepare students for military schools such as Engineering School, Military Academy and Medical School, which provide education between "primary schools" and "İdâdî" schools. It can be described as today's secondary schools. There are different types: boys', girls' and military junior high school. II. It was included in the scope of primary education with the Constitutional Monarchy and was later closed. Although it is not known exactly when it closed, it continued education during the War of Independence; In the "*Tasvir-i Efkâr Newspaper*" dated 7 December 1919 issue, it was stated that "*There are three schools in the Sandıklı district, which was occupied for a short time, the expenses of which were covered by the local accounting in December 1919. We understand from the information that the number of students in Numune Junior High School is approximately three hundred.*"⁽⁸⁾

2.2 Schools Providing Education at Secondary Education Level:

Institutions providing education at secondary level; We can examine it under four headings: "İdadîs", "Sultanîs", "Dâru'l-Mualimîn" and "Daru'l-Muallimât".

2.2.1 İdadîs: İdadîs are institutions that provide education at the secondary level. At first, it was a preparatory class for schools such as "maritime", "harbiye", "middle school". With the 1839 "Maârif-i Umumiye Nizamnâmesi", it gained the identity of high school equivalent schools. İdâdîs are divided into two: "military" and "mulki" İdâdîs. II. With the Constitutional Monarchy, some "idâdîs" (7-year-old students) in the provincial centers were transformed into "sultânîs". With the abolition of secondary schools, 5-year high schools were transformed into schools for different purposes, based on "iptidaiye". In this period, we can think of high school level education as two steps. The first step is "idadi"; The second level consisted of "sultanîs". "İdadîs" continued their existence as educational institutions that constitute the first stage of secondary education until the first years of the Republic.⁽⁹⁾

2.2.2 Sultanîs : According to the 1869 "Maârif-i Umumiye Regulation", primary education institutions would be "sıbyan" and "rüşdiye" schools, and secondary education institutions would be "idâdî" and "sultânî" schools. According to this regulation, secondary education would consist of two levels, the first stage would be "idadis" and the second stage would be "sultanîs". However, the "sultanîs" were not opened; For the second stage of secondary education, "idâdîs" with a seven-year education period were established. II. During the Constitutional Monarchy period, since it was seen that the quality of education in the existing "İdadi" was insufficient compared to the foreign high schools operating both in Europe and in our country, it was decided to transform the "İdadi" into "Sultanîye". After 1914, all seven-year "idâdîs" were transformed into "sultânî". After that date, "sultânîs" constituted the secondary education institutions in the Ottoman education system. Although it was decided that the "Sultânî"

education period would be six years, excluding the "rüştîye" classes, the education period of the schools that were made sultan in the first place was not changed and was left as seven years as before.

2.2.3 Dâru'l-Mualimîn: These are male teacher training schools that operated between 1848-1924. As a result of the innovation movements in education in the Ottoman Empire, many new and modern educational institutions were opened. One of the most important problems of these schools is; There is a need for teachers to teach in these schools. In order to meet this need, "Dâru'l-Mualimîn" were opened since 1848. These schools, which were first opened in Istanbul, later started to be opened in the provinces. The main purpose of these institutions is to train teachers for secondary schools. The education period is determined as three years. The first principal of this school is Ahmet Cevdet Pasha, who is also the author of "Mecelle". ^(11th)

2.2.4 Daru'l-Muallimât: These are girls' teacher training schools that operated between 1870 and 1924. In the beginning, two branches were opened: "sıbyan" and "rüştîye". These branches are divided into two groups: "Muslims" and "non-Muslims". In this institution, religious education was also given in addition to education in humanities. Lessons were also given to teach skills such as embroidery and sewing. The education period for the "Sıbyan" branch is two years; The education period of the "middle school" branch is determined as three years. Those who graduated from the "primary school" branch were given the option of becoming a teacher in the primary school or continuing to the secondary school branch. ⁽¹²⁾

2.3 Schools Providing Education at Higher Education Level:

Institutions providing education at higher education level include "Darulfunun" and "Dâru'lmuallimîn-i Âliye" providing education in Istanbul.

2.3.1 Dâru'l-Fünûn: In the Ottoman Empire, education at the higher education level was provided in "madressahs". Over time, when it was seen that the madrasah had lost its functions compared to the universities in the West, 'Dâru'l-fünûn (House of Sciences)', consisting of the departments of Literature, Law and Engineering, was founded on February 20, 1870, as a higher education institution equivalent to the 'University' in the West. It has been closed a few times and its name

The changed institution was last seen in II. After the Constitutional Monarchy, it was named 'Dâru'l-Fünûn-ı Osmanî'. Darülfünun, which continued its existence for a certain period after the declaration of the Republic, was closed in 1933 and converted into Istanbul University. ⁽¹⁴⁾

2.3.2 Dâru'lmuallimîn-i Âliye: These are educational institutions established in 1892 to train teachers for high school level schools. It provides education in Istanbul and was named Higher Teacher Training School after 1924.

2.4 Foreign and Minority schools

In the Ottoman Empire, "non-Muslim schools" are divided into two: "minority schools" and "foreign schools". Among these, Minority Schools (Community Schools) are the schools opened by some groups, especially Greeks, Armenians and Jews, who lived under the auspices of the Empire and benefited from the rights granted by special agreements. Foreign Schools (foreign schools) are schools opened by non-Muslim communities or directly by foreign states.

In the Ottoman Empire, "minority schools" started with a structure similar to "primary schools" by opening a minority school next to each church. This right, which was first given to the Greek community, was later given to Armenians and Jews. These institutions, which initially started as a kind of "seminary school", developed over time and turned into formal education institutions.

While foreign schools were initially referred to by the name of the sect they belonged to (Catholic, Protestant, etc.), they later began to use the names of the countries under their protection. In the programs of these schools, their own religion and language, history, geography, arithmetic, geometry, physics and natural sciences were included. There were lessons such as music, foreign language, etc.

The Ottoman state had no control over these schools until the 1869 "Maarif-i Umumiye Nizamnamesi" was published. With this regulation, schools were tried to be taken under control, but the regulation could not be implemented. With the beginning of World War I, the capitulations were abolished and with the "Mekâtib-i Hususiye Instruction" dated 1915, all "foreign schools" and "minority schools" were taken under control and even the majority of the schools were closed. However, after the war was lost, foreign and minority schools were reopened. There is not enough information and documentation in terms of statistical data regarding the foreign and minority schools that continued education in our lands during the War of Independence. 2305 minority schools operating in our territory in the 19th century (240 Greek Schools, 150 Jewish Schools,

It is known that there are 392 Protestant Schools, 660 Catholic Schools, 863 Armenian Schools).

It is known that there were 707 foreign schools (72 French Schools, 83 British Schools, 7 German Schools, 7 Austrian Schools, 24 Italian Schools, 44 Russian Schools, 2 Iranian Schools, 3 Greek Schools, 465 American Schools) operating in our territory at the beginning of the 20th century. ⁽¹⁶⁾ There is not enough documentation regarding which of these schools continued education during the national struggle. However, according to the "Hakimiyet-i Milliye Newspaper", all foreign schools in Anatolia were closed in March 1921.

3. DEVELOPMENTS IN THE FIELD OF EDUCATION DURING THE NATIONAL STRUGGLE PERIOD

3.1 Establishment of the Ministry of Education and Organization of Education

After the opening of the National Assembly in Ankara on 23 April 1920, the first government was established on 3 May 1920 and Dr. The Ministry of Education was established with Rıza Nur as the Deputy Minister of Education. Then respectively; Hamdullah Suphi, Mehmet Vehbi and İsmail Safa served as Ministers of Education. With the first government established, the Parliament, on the one hand, struggled to survive against the occupying forces, and on the other hand, worked for innovation and development in education as much as possible. The main aim in this period is to establish an education system that will raise individuals who will reach the level of a developing society and be successful in life through a "national and religious" education.

3.2 Education Congress (16-21 July 1921)

The gathering of the "Education Congress" in Ankara on 16-21 July 1921, during the most intense period of the War of Independence, is an indication of the importance Mustafa Kemal gave to education. The congress organized by the "Turkish Teachers and Teachers Union"; The president of the council, his deputy, the deputy of education, principals and professors also attended. More than 220 teachers from different parts of Anatolia attended the congress. The "Education Congress", which is considered the "first education congress" in the history of Turkish education, laid the foundations of the regulations to be made in the field of education after the Republic. Mustafa Kemal at the Congress; "The importance of national education and culture", "the necessity of reforms regarding education methods", "the principles of the reforms to be made", "the importance of the teaching profession" and "the responsibilities of teachers".

He made an opening speech. The Congress, which was planned to last 12 days, was dispersed before it could be concluded because the "Kütahya-Eskişehir Battles" started while it was continuing. However, its gathering in Ankara during the most severe period of the war is important as it shows the importance to be given to education in the newly established state. At the same time, Mustafa Kemal's coming from the front to attend the congress and his speech at a time when Greek attacks were continuing is a rare event in the world.

4. ATTITUDES OF INSTRUCTORS DURING THE NATIONAL STRUGGLE PERIOD

During the War of Independence, the contribution of the teachers of that period to the people's participation in the all-out liberation struggle, which we can call "national awakening", is undeniable. Teachers played a leading role in the protest rallies held especially after the occupation of Izmir on May 15, 1919. Teacher participation, which first started with protest rallies; He continued to take an active part in the congresses and ultimately the formation of the parliament.

Teachers played an active role in organizing the protests that started after Izmir was occupied, and they were among the speakers at these protest rallies. In fact, we can say that the "Darüfün Rally" on May 21 is entirely a teachers' rally. In his speech at this rally, a teacher speaker said, " We, teachers, will fight with our chests behind Izmir to prove that we are right in this case and to explain that this case is right, and we will prepare the next generation accordingly . " ⁽¹⁸⁾ In fact, this speech is like a preface of how teachers will participate in the national struggle.

When we come to the congresses and the Assembly period, we see that 5 of the approximately 50 delegates attending the Erzurum Congress were teachers. At the Sivas congress, 1 out of 30 delegates is a teacher. In the parliament that opened on April 23, 1920, approximately 30 of the 337 deputies were teachers. ⁽¹⁹⁾ It is also recorded that many teachers fought at the front and were martyred during the same period. Maraş High School Mathematics Teacher "Hayrullah Efendi" went to the mountains with about 10 of his friends due to the French occupation and was martyred while fighting the enemy. ⁽²⁰⁾ This and many similar events are included in historical documents.

were kept under pressure by the Ministry of Education with the fear that they would join the Kuvayi Nationalists . These pressures were especially exerted by the Minister of Education, Ali Kemal.

It is seen in the period (March-May 1919). During this period, many teachers were accused of belonging to the "Union and Progress Party" and were dismissed. Nevertheless, despite the pressures, the majority of Istanbul teachers remained loyal to the national resistance movement in Anatolia, although a very small number of them were against it.

In the Aegean region, another occupied region, the Greeks closed some of the schools and put teachers under pressure. Many of the schools in the region were closed, so teachers were left without salaries and they were condemned to a kind of hunger and poverty. Despite all these pressure, intimidation and intimidation efforts, the "Red-di Annexation" organization, which will initiate a resistance movement in the region against the occupation, was founded as a result of the efforts of teachers in a school.

After the establishment of the Turkish Grand National Assembly government, teachers were given duties in the "Advice Committees" established by the Parliament for the rebels in some rebellion regions and in public enlightenment activities.

In summary, during the period of the national struggle, educators made a great contribution, especially in "informing the public" and "creating national consciousness in the society". Schools in Anatolia have been the places where the most intense and effective propaganda for the national struggle was

made. Teachers played an active role in the national struggle by participating in rallies and propaganda activities and, when necessary, actually participating in the war on the front.