

An Overview Of The Reports Belongs To Foreign Countries' Education Systems And Their Contents Which Guided The Education In The Republican Period (1925-1927)

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ABSTRACT

Both quantitative and qualitative changes resulting from the social, political and cultural changes and developments happened in education and schooling in the Turkish National Education system during the II. Constitutionalism period after the Reforms period. It can be said that education and schooling models which were applied in the western countries made the greatest effect to these changes and developments. For this purpose, the newly established Republic of Turkey organized training trips to other countries in order to examine their educational systems on one hand and invited foreign experts to the country so that they can examine the current educational system of the country on the other hand so that it could adapt the Education System which was inherited from the II. Meşrutiyet, that is the final period of the Ottoman Empire to the modern pedagogic approach of the era. Mr. Muallim Talat, Education Chairman Mr. Mustafa Necati, Ali Enver of Uskudar, Mr. Selim Sim, Mr. Ismail Hakki, Dr. Alfred Kuhne, Mr. Zekai, Nafi Atuf ve Audit Committee Chairman Mr. Rıdvan Nafiz, George Stiehler, Ahmet Hilmi, Mrs. Vildan and Mr. Nizamettin, James Graham filed reports to the Ministry of Education between 1924 and 1927. This study focuses on the contents of the Mr. Muallim Talat's "Avrupa'da Maarif Tetkiki (Inspection of the Education in Europe)" In this study, Muallim Talat Bey's Impressions from "Inspection of the Ministry of Education in Europe" Trips, the report about trade schools in Germany, Great Britain and Czechoslovakia by Hakkı Bey who was the handicraft teacher of the Ankara Teacher's Institute, Mr. Nafi Atuf and Mr. Rıdvan Nafiz's report about the Russian Education, Mr. Ahmet Hilmi's reports about German forestry schools and vocational education were examined. Upon analyzing the contents of the reports it was seen that they focused on the mode of national education, the place of the handicraft courses in the curriculum and their purposes, vocational technical training, teacher training, special education, and education systems of the countries examined.

Key

Words: Foreign Education Systems, Handicraft, National Education, Vocational Training, Special Education

INTRODUCTION

The Republic of Turkey entered into many pursuits in order to adapt the education system that it inherited from the Ottoman to the conditions of the period. When these efforts were examined in general it was seen that research was conducted on foreign school organizations, curriculums, approaches applied and models especially while Mr. Mustafa Necati was the Minister of Education. It was seen that two paths were followed in establishing a contemporary education environment in the country. As the first path, expert foreign educators from the related fields on demand were invited to the country and their views were taken. As the second, foreign education systems were examined in the place. Ministry of Education appointed many educators to examine the education systems of Germany, Great Britain, Czechoslovakia, Romania, Hungary, several Scandinavian countries and Russia. The educators who conducted these studies were asked to present a detailed report about the countries whose education systems were examined to the ministry, especially on how and why handicraft lessons were given and the shape of the national education administration. Handicraft teaching attracted the most attention in all schools. It was seen that handicraft courses embodied other courses and helped students in understanding abstract topics. Furthermore handicraft courses plays an important role in identifying the abilities and skills of a child. The main objective of handicraft lessons is to grow children as artists. The schools which applies handicraft courses in order to improve the creativity of the children give these courses in the mornings. Our handicraft courses could not get rid of systematic form yet. In Romania, other lessons were tailored to real life through handicraft courses.

The views of the famous pedagogues of the era like Stanleyhull, John Dewey, Rabelas, Dalton, Bedalez, Herbart, Feriyyer and Kuzine was given place in schools. In Hungary, another country which was visited, it was observed that education and teaching methods were made more democratic and streamlined to teach national discipline.

It was also seen that scouting organization was given a great deal of importance in Hungary schools. According to this result, that Hungary education system is more developed than Romania education system was included in the report (Talat, 1926, p: 665). While examining the tools that has an effect on a child's education, it was observed how they used tales in education and teaching. Every nation has many heroic legends. These legends arouse a national joy in children. However, another important issue which attracted attention was that parents

should not tell fairy tales to their children. It was observed that this was given great importance in Europe. It was observed that heroic legends, family history and family names were benefited from in teaching the national discipline and these subjects were included in curriculum. Another factor in teaching the national discipline is parks and gardens. Children develop their creativity in these places. When it comes to school buildings, it was stated that the more historical the school buildings are the more effective they are on children's feelings. Another institution in teaching the national discipline was libraries. Reading houses were opened to address this need in villages. Cinemas and theaters (especially in Hungary, there are many children's theaters), national museums, national music and national language were used in teaching the national discipline to the students. It was witnessed that libraries, health homes, dance halls, public baths, and pianos were used in education all around Hungary. Villagers are given lectures by the doctor or the teacher once a week. The aim of these efforts is to improve national discipline in villagers (Talat, 1926, p: 671).

2. Mr. Ismail Hakkı's Report:

Another report was given to the Ministry of Education by Mr. Ismail Hakkı (1925), a handicraft teacher in Ankara Teacher Training Institute, who was sent to Europe to examine vocational schools (İsmail Hakkı, 1341/1925, p:46). This report gives information about vocational education in Germany, the Great Britain and Czechoslovakia besides emphasizing the importance of vocational and technical education. In this report (İsmail Hakkı, 1341/1925, p:47): The most important mission of the government in economic life is to educate the citizens so that they become productive members of the society. The need to educate productive citizens requires giving importance to vocational discipline, and educate people like apprentices, craftsmen, workers and day laborers. Since our presents schools cannot act in accordance with this purpose, there is need to adapt our education institutions to economical needs of life and ongoing changes. Governments of the civil countries focused their attention on general and vocational discipline of their citizens and become countries that we need to examine.

German Trade Schools (İsmail Hakkı, 1341/1925, p:47): Contemporary trade schools in Germany has their roots in "Sunday Schools" in the 18th century. Sunday schools and new schools opened with the name (Drawing Schools for Masters) formed a basis for trade schools. Trade schools were established along with the first compulsory schools. It was the Württemberg government who established the first Sunday school and made it compulsory in Germany in 1960. These schools were opened in Baden in 1760 and in Bayern in 1771. Drawing Schools for Artists were established especially with personal efforts of teachers and mayors who wanted to eternalize the artists' schools. Artisans Community Regulations in 1816 made these schools compulsory for apprentices and craftsmen. In 1836, industry schools were opened in Mecklenburg Schwerin in order to develop the vocational knowledge and skills of the apprentices and headworkers and teaching them useful knowledge and skills. With the Prussian Industry Regulation in 1845 it became mandatory for apprentices to learn reading, writing, mathematics, civilization and religion. The second developmental stage of trade schools started after 1870. There is no doubt that the government who shows outstanding efforts to undertake the education and discipline of the nation will not neglect vocational education. The laws made after this date makes it mandatory to go to these schools for two or three years for children who completed primary school, besides making trade schools mandatory for girls. Separate vocational education programs and curriculums were prepared for girls and boys. German Vocational Schools Board was established in 1900. Munich Vocational Schools Board attracted attention and established the following organization which may set an example for Germany.

Munich vocational education schools were separated into two divisions for girls and for boys.

A- Vocational Education Schools For Boys

In 1879, these schools were opened in order to increase and develop the knowledge which was taught in primary schools. In this school the profession that the students will be oriented was not taken into account. After 1900, students of these schools were separated into professional branches. The aim of this education was to provide jobs to individuals. The duration of these schools were 3 or 4 years. There were 8-10 lessons a day and these lessons were given in two half days or one full day. One hour religion, one hour German, one hour accounting (account book), one hour civics and civilization were the main subjects.

Physics, chemistry, art, material and equipment lessons were added according to the needs of each class. In trade-related parts, trade lessons were important. Teachers who graduated from teacher training institutes were employed for German, mathematics and civics courses. Important branches and numbers of these schools are as follows (İsmail Hakkı, 1341/1925, p:49);

- 17 schools for smithery jobs
- 7 schools for woodworking jobs
- 7 schools for construction jobs
- 4 schools for graphics industry jobs
- 6 schools for food jobs

- 4 schools for clothing jobs
- 2 schools for agriculture and transportation
- 2 schools for paper and lesson jobs
- 2 schools for trade jobs
- 3 schools for other jobs like music, dentist, clerk training

B- Vocational Education Schools For Girls

These schools have two classes. 6.5-9 hours of daytime courses are given a week. They are separated into industry and trade departments. Compulsory courses in the industry department are religion, home economics and health, general manners. Apart from these compulsory courses handicraft for women, French, English, industrial drawing are also given as optional courses. Compulsory courses in the trade departments are religion, German for telecommunication and trade along with trade courses, accounting, banking, account book keeping, stenografi, French and English courses were given. The important branches of trade schools for girls are as follows(İsmail Hakkı, 1341/1925, p:51).

- 1- Bakery
 - 2- Tailoring
 - 3- Fashion
 - 4- Accounting
 - 5- Marketing
- 2- Professional Expertise Schools for Apprentices

There are two schools of this kind which gives 30 lessons a week. One is wood sculpture school and the other is dressmaking school. Apart from these two professional expertise schools, schools for apprentices are divided into two large groups(İsmail Hakkı, 1341/1925, p:53):

1 - Sunday and Night Professional Expertise Schools for Apprentices and Craftsman:

Foundation of the schools is based on the idea of equipping students with scientific, agricultural, commercial and industrial knowledge. Women developed themselves by taking part in needlework, tailoring, cloth washing, ironing, cooking, working as a maid, shoe making, tie making and toy production. locksmithry, graphics industry, carpentry, woodworking, decorative painting, glass and porcelain painting, sculpture, coppersmithry.

Industrial Schools and Industry Education in the Great Britain

Almost all British children took industry education in certain periods of their lives. Using basic tools, learning their characteristic through experience, recognizing building materials, understanding aesthetic through producing something, experiencing the joy of applied learning, training the hand and the eye, strengthening the children's wrists are the most important objectives of British schools. Massive bridges, perfect railway works, building stores whose some floors are hidden underground, construction of factories, use of natural resources in industry, producing nice and durable goods indicates that vocational education achieved its objectives in the Great Britain(İsmail Hakkı, 1341/1925, p:59):

Works which start in the kindergartens of public schools in accordance with Froebel, Montessorie model, paper crafts, basket weaving, carpentry starting with basic wood work with a simple knife, sculpting, wire work, model making, housework for girls, handicraft for women, cooking methods in primary schools formed the basis of industry schools. Industrial schools in the Great Britain are divided into two groups as industry schools and expertise schools. First group; prepares children to jobs which requires handicraft skills like carpentry, shoemaking, tinkering, and so on. The second group trains people who will work in expertise areas like electrician, decorative painter, civil engineer. "Barbados Technical School" can be an example of the first group schools and "Art and Product Centers School" can be an example of the second.

William Berker Industrial School (Barbados Technical Schools): This school is located in Hertford Town and it belongs to Barbados Institutes. It has four buildings consisting of a dining hall, a dormitory, laboratory, a library, a gym, machinery and shoemaking, tinkering and printing branches and vinegrowing rooms. Primary school graduates are accepted to Barbados institutes. Vocational education is given with the newest methods, tools and machines at this school(İsmail Hakkı, 1341/1925, p:60):

Professional Expertise Vocational School of London(İsmail Hakkı, 1341/1925, p:62) (*Art and Product Centers School*): This school is a industrial expertise school located in an industrial district of London. Carpentry, coppersmithry, porcelain works, drawing modelling lessons are given by famous artists and craftsmen. It has two groups of students as boarding and day students. It is a coeducational school. Teachers are selected carefully. It was seen that teaching tools are very modern and workshops are in excellent condition. There are enough workbenches and equipment available for each student.

Czechoslovakia Education Institute Vocational Schools

There are two types of vocational schools in Czechoslovakia. High and Secondary Vocational Schools, Compulsory (primary) vocational schools. The first was constructed on four classes. Graduates of these schools go to high schools. Compulsory vocational schools were opened to improve commercial, agricultural and

vocational knowledge and skills in children.

Students have to graduate from primary school or graduated from the fourth year of secondary school to qualify for the entrance test to the first group schools. The students who wants to go to second group schools have to complete the mandatory education. In addition to this, the students who did not graduate from primary school can also go to compulsory vocational schools after taking a simple exam. Both of these schools are managed partially by the government and private institutions. There are three kinds of vocational schools (İsmail Hakki, 1341/1925, p:63).

- 1- Trading school
- 2- Art and ve job schools
- 3- Craftsman and minor arts schools

These schools were directly managed by Ministry of Education.

Commercial Schools:

a) *Trading academies.* Duration of these schools is 4 years. Trading academies accept students who graduated from secondary school with a good grades without an exam. The students who graduated with low grades and the students who graduated only from primary and high school has to take a language, mathematics and geography test. Trading academies offer the most comprehensive knowledge and skills from all branches of trading. Graduates of this schools can go to Higher School of Trading. Students who will go to higher school of trading take a proficiency test. This is a written and oral test. There were 34 trading academies in Czechoslovakia 22 of which were Czechoslovak, 9 were German, 2 were Magyar and one was Ruten.

percent of the students at these academies were girls. There are 8 academies managed directly by the government.

b) *One-year and two-year trading schools:* This school only teaches trade related knowledge.

c) *School for Artisans:* Duration is two or three years. It is for apprentices in trade business and compulsory.

2- *Vocational and Industrial Schools:* The purpose of these schools is to provide vocational knowledge and skills training for whom wants to prepare for small industry craftsmanship. They have a number of structures and curriculums. Some of the vocational and industrial schools train individuals who will be managers at various trade branches. Academic staff of these schools also varies. Some of the teachers have high school degree while others graduted from secondary school and some even didn't have a secondary school degree. Individuals who were trained in experience schools are considered more suitable for teaching in these schools. Main types of these schools in 1923-24 are as follows: Industrial schools, Expertise schools, other vocational schools, school for preparation to a women's job (home management school, hospital knowledge schools, young lady public schools) and courses for young people who are in minor arts and trade business.

High Education (İsmail Hakki, 1341/1925, p:65): High education is diretely affiliated to the ministry of education. Their expenses are paid by the government.

Prague German Universty High Technical School:

There are four high tecnical schools in Czechoslovakia. Two of these are in Prague. One of them is German and the other is Czechoslovak. Structure of these schools are same as the university. Departments of Prague High Technical School are: High Road and communication department, High School of Engineering, High School of Arthitecture, High School of Mechanic and Electric Engineering, High School of Chemistry-Technology.

- 1 - High School of Trading
- 2- High School of Industry
- 3- German High School of Industry in Prague (Opened in 1803)
- 4- German High School of Industry in Berto1849

High School of Metallurgy 1849, High School of Agriculture 1849, Yüksek Maden Mektebi 1849, Yüksek Ziraat Mektebi 1919, School of Fine Arts 1799, Independed University of Ukraine : Opened by Ukranian nationalists in Prague. It has a School of Law for Russians. It was also seen that there is a music school, a national conservatory school, High military schools, librarian, stenographer and driving schools (İsmail Hakki, 1341/1925, p:64).

3. Moscow ambassador Mr. Zekai' Report

Another report which was submitted to Ministry of Education is the report about Russian Education by Moscow ambassador Mr. Zekai in 1926. When the content of the report was reviewed, the reform in the Russian education system was described as follows. It was seen that they used theatre, cinema, private papers and illustrated plates to educate people more widely than Europeans (Zekai,1926, p:33). It was also noted that some new methods called wall newspapers, live examples, and comparative tables are used in crowded places. Due tp widespread illiteracy in Russia new methods which used eyes and ears (learning by experience) were developed besides learning by reading and writing (Zekai,1926, p:35).

Handwritten wall newspapers were organized directly by children and workers, in public libraries, recreation rooms in factories, public clubs, on steamboats and in every classroom of the schools. They include comparative tables and statistics which was shown with diagrams, colors and illustrations (Zekai, 1926, p:35). One of the most significant reforms in Russian schools is that students govern themselves. Classes are divided into teams in Russia. Each team has ten members. Every team has a chief. There is also a class commitee consisting of these chiefs. In addition to this, commissions are formed in schools.

Some of these comissions are (Zekai,1926, p:36);

- 1- Library Administration Commission
- 2- Good Manners Commission
- 3- Wall Newspaper Organisation Commission
- 4- Schoolyard Commission
- 5- Aid to a Smaller Village School in the Neighbourhood Commission
- 6- Travel and Trip Commission
- 7- Buying from Worker Cooperatives Commission

I. Report of Secretary Mr. Nafi Atuf and Chariman of the Inspection Commission Mr. Ridvan Nafiz.

Another report which was submitted to Ministry of Education is the report of Secretary Mr. Nafi Atuf and Chariman of the Inspection Commission Mr. Ridvan Nafiz who visited Russia to examine the education life and organisation in the country. In this report (Nafi Atuf and Ridvan Nafiz, 1926, p: 2);

It was noted that Republics of Socialist Board are independent, each republic has its own education commission and these commissions organize the education activities according to needs of the country. For this reason, there are some differences in curriculums and regulations in education board of each republic (Nafi Atuf and Ridvan Nafiz, 1926, p: 3). In the tractate which was given in order to have an idea about Russian education; the purpose of the education commissions was explained as follows (Nafi Atuf and Ridvan Nafiz, 1926, p: 4).

- 1- Facilitate the development of national economy in line of socialist principles and to increase the productive skills and abilities.
- 2- To educate people in line with communist principles.
- 3- To promote general culture and national civilization of the people all around Russia.

Mr. Nafi Atuf and Mr. Ridvan Nafiz visited each education commission and received information from their chiefs. Mr. Nafi Atuf and Mr. Ridvan Nafiz also spent time with students in boarding schools and interviewed their teachers, visited the villages and saw village houses, went to factories and visited the nearby schools which were opened in order to train skilled, knowledgeable workers (Nafi Atuf and Ridvan Nafiz, 1926, p: 13).

Mr. Nafi Atuf and Mr. Ridvan Nafiz's report on Russian education includes information about, central and provincial organizations, inspection, education organization in the province, budget, school organization, preschool education, museums, school education, vocational schools, the first vocational schools, secondary vocational schools, Moscow fabric teknikum, labor schools, higher vocational schools, worker courses, other children's institutions, teacher training, and pedology institute. These were explained in detail in the report.

It was observed that the general view of the new Russia which is different from all other countries is not similar to tsarist era. That was described with great importance for the survival of the new regime. To transmit the new principles and ideas to the people, to take the necessary steps to grow a new generation who will defend and preserve the new regime by faith, organize the education and schooling according to this and re-establish the education institutions in line with the aim of the state.

Lunacarsky states that raising an underdeveloped people inwardly requires a very active and tiring work. Russian schools are getting more and more developed in line with communist pedagogy. School is separated into three groups as good, almost good and underdeveloped. A number of good schools are performing an important task in training teachers. Education administrators work very hard for developing the other two schools to the good schools level.

Lunacarsky points out that the Russian education is in a phase of gaining experience and developing. Some of the most important departments of Russian Education Commission Organization is as follows (Nafi Atuf and Ridvan Nafiz, 1926, p: 15).

- 1- *Education board*: Divided into pedagogy, political education, technical education, fine arts, and province based curriculum etude branches. This is the commission which prepares curriculum, identifies the methods to administrate and evaluate the education processes, and guides schools according to data gained from this evaluation process. Each agency submit their projects to here. The commission gives these to pedagogy and pedagogy institute (there are two institutes of this type in Russia). The commission declares its final decision after taking the opinion of the institute. Members of this commission are elected for one year.
- 2- *Social education agency*. The only vocational school, its tasks are common education, primary education, infant education and nursing, education of people with disorders, improving teacher quality.
- 3- *Vocational Education Agency*: This agency is engaged in vocational education and schooling, and it is divided into five branches.

important role in the political life and has a strong authority in Russia. A daily paper is published for teachers working in this field by this agency.

Supervision (Nafi Atuf and Ridvan Nafiz, 1926, p: 16): The central office of education institutions is supervised by Rusya'da maarif müesseseleri merkezi, area and borough inspectors.

Education Organization in Provinces consists of five agencies. These agencies apply the orders of their administration. Their duties are (Nafi Atuf and Ridvan Nafiz, 1926, p: 19);

- 1- Discussing the curriculum and methods and adapting and correcting the curriculums given by the state

considering the local needs.

- 2- Introducing new curriculums to the teachers and guide the teachers in applying them.
- 3- Evaluating the applications of schools which want to engage in pedagogical experiences and guiding them.
- 4- Observing the publication activities between provinces. Benefiting their experiences.

School Organization: Schooling philosophy of Soviet education is expressed as follows (Nafi Atuf and Rıdvan Nafiz, 1926, p: 24).

- 1- Productive and creative activities must be the axis of every school. A child must grow up with pleasure and love of work.
- 2- Laboratory applications which will encourage children to engage in activities and promote their invention and production skills must be given importance in education.
- 3- Embedding principles of self management rather than applying old discipline methods which demands unconscious obedience and puts pressure on their will by threatening them with disciplinary penalties. Schools must be encouraging and attractive homes rather than being gloomy and repulsive places.
- 4- Schools must open their doors to the public and nature, emphasize field work and encourage students to interact with social, economic and political activities in their environment.
- 5- School must not only observe the life in the city or village it is located in but also take an active role in their work life.
- 6- Schools will observe the labor movements both in developed countries and other countries carefully, will encourage students to take part in political life, give importance to train them as citizens equipped with skills to compete in political struggle they will encounter in the future.
- 7- Discrimination in the education of girls and boys will be ended, both genders will be encouraged to participate social life under equal conditions and with equal rights.

Preschool Education: First education institutes, kindergartens and nurseries are open 6 hours a day. Education language is the mother tongue.

School Education: In the Soviet countries, primary and secondary education were combined and a new structure that is called polytechnic single job school was formed. This school is open to students between 8 and 17 years. Schools were divided into nine groups or nine classes. Schools consist of two grades. The first grade has four groups and the second grade has five. Second grade was divided into two periods. First period consists of 3 groups and the second period consists of 2 groups. The purpose of the first period was explained as follows: It is to educate students as conscious citizens of the Soviet Republic. The purpose of the second period is to prepare conscious and licensed workers for certain jobs. Students are accepted to these groups with exams except the first group. Students are included in the groups according to their own choice. School defines the proper group for the student after a two-week observation period. Transition from one group to another is done by school committee. Students who graduate from the second period earn the right to high schools. In both periods, students can join social life if they opt not to go to high school. Curriculums were planned on this basis (Nafi Atuf and Rıdvan Nafiz, 1926, p: 26).

There was not an agency for vocational education in Russia before the Revolution. Vocational schools were shared between various ministries as is in our country. It is planned and executed by vocational education commission at present. Types of vocational schools are as follows: Apprentice schools, agricultural apprentice schools and commercial apprentice schools. Classrooms were removed from these schools and laboratories were implemented. There are separate laboratories for various lessons in the school. All expenses of the schools are met by workshops.

2- *Teknikums (Secondary middle vocational schools):* Middle vocational schools: The purposes of these schools were explained as follows. It is to supply mid-level experts to various business branches and train good workers. The duration of middle vocational schools is 3-4 years. Students have to be 15 years old and be graduated from the second grade first period of the single job school or primary vocational school. Students do not have to take a methodic ability test for being accepted to either first vocational schools or teknikums. Information about the criteria for being acceptance to these schools, if they take the students choices and requests or abilities into account, how their abilities are identified if it is taken into account was requested from the vocational education agency. But it was stated that the studies on this matter is still in progress. While the expenses of factory schools are met by factories, expenses of the teknikums are met by the state. Types of teknikums are: general agriculture, field and agriculture expertise, forest, cadastre, vegetable growing, fishing, topography, mechanic, construction, chemistry, metallurgy, textile, printing, tractor, agricultural machine building, cinema, fire department school, precision equipment (cadastral survey tools), private faculty, medicine, trade, cooperative, accountant training, trade goods, fiscal management, various trade branches, fine arts (painting, music, graphic arts), art teacher training schools, sculpture, theatre, music schools (Nafi Atuf and Rıdvan Nafiz, 1926, p: 28).

3- *Labor Faculties;* Labor Faculties, are institutions which prepares the skillful workers for higher education as quickly as possible and provide their students medium level knowledge. The duration of these faculties are 3 years for day classes and four years for night classes. School is free of charge. Requirements for these faculties are (Nafi Atuf and Rıdvan Nafiz, 1926, p: 33);

To be between 18-30 years old, literacy, minimum 3 years work experience in production field. Labor schools are divided into for sections after second grade.

- 1- Technical(prepares to high technical schools)
- 2- Biology(prepares to medicine, veterinary, agricultural institutes)
- 3- Socio-economy (prepares students to schools of this type)
- 4- Pedagogy(prepares students to pedagogy institute)

Russian education commission made the following statement about labour faculty. “

Rusya maarif komiserliği amele fakültesi konusunda şu açıklamayı yapmıştır. “Like all other countries under the governance of bourgeoisie, peasants and workers received a very small share of education in tsarist Russia. What peasants and workers learned in the religion school of tsarist Russia was not more than the alphabet and prayers. Sometimes with the rare help of fortune, some of them got access to the high primary schools. In these schools, they trained few and mediocre people for management and technical labor. It was very difficult for children of peasants and workers to overcome these difficulties. Duma (legislative commission which was active in tsarist Russia between 1905 and 1917) deemed it necessary to allow peasants and workers to take high education in 1912. But the 6 year debates were fruitless. Temporary government could not show courage on this matter. We had to wait for the October Revolution and the victory of peasants and villagers before the horizons of higher education could be opened to these classes of the society. Soviet government planned to educate the best and competent workers to achieve this. Soviet government struggled to gain access for to these high schools which were controlled by proletarians for peasants and workers persistently and achieved it. Thus, graduates of labor faculties have access to higher schools without any exams.

Other Children Institutes(Nafi Atuf and Rıdvan Nafiz, 1926, p: 36): There are some institutes for children in Russia. These are, mother and child homes, forestry schools, institute for abandoned children, hospitals for children with syphilis and tuberculosis, orphanages, schools for children with disorders, detention homes for criminal children which are administered by Health Commission. Mother and child homes are located both in cities and villages. Institutes for abandoned children cares children abandoned by their mothers. Another useful aspect of these schools is that they train expert women in child care.

Teacher Training: In Russia, primary school teachers are trained in pedagogy teknikums. Secondary schools teachers are trained in pedagogy institute(Nafi Atuf and Rıdvan Nafiz, 1926, p: 38):. A pedagogy institute in Leningrad accepts graduates of nine-year single job schools. Students who complete teknikum education are accepted to first grade without any exams. Students who completes labor faculties can also register these schools without exams as they can register to other high schools and university branches. Exam is required only for disabled students. Individuals who graduated from other high schools can be accepted to first grade on if they want to go register.

Duration of the institute is four years. Student start job training at single job schools in the third year. They visit sample schools in the third year and work as a teacher in the fourth year at single job schools. Students have to take these exams to be accepted to the school(Nafi Atuf and Rıdvan Nafiz, 1926, p: 39).

- 1- Sociology
- 2- Russian Language - Oral
- 3- Physics and mathematics

The institute consists of nine branches:

Social-Economic (trains literature, history, economics and geography teachers), language (Russian, German, French, Latin, Finnish were added to languages), physics and technique, (trains mathematics and physics teachers), Biology-chemistry (trains nature and chemistry teachers), preschool education agency trains principals, counselors and organizers for infants, psychology and pedagogy agency prepares psychology and discipline teachers for pedagogy teknikums, Social-judicial pedagogy agency trains teachers who will interact with criminal children, trains teachers for deaf, blind and people with mental disorders, physical education branch organizes courses to prepare senior teachers to new schools. On the other hand, technology institute opens courses for technical education teachers and agriculture institute opens courses for agriculture teachers.

Pedagogy Institute (Nafi Atuf and Rıdvan Nafiz, 1926, p: 40): This two year old institute has a scientific purpose. It is divided into three parts.

- 1- Method and Program
- 2- Pedagogy and Psychology
- 3- General Pedagogy

Pedagogy institute mainly focuses on children living in villages. Institute has a newly build psychology laboratory.

The institute has recently worked on;

- 1- How should schools programs be organized?
- 2- How should country information be included in the curriculum?
- 3- How should Dalton plan be applied?

It was also seen that the pedagogy institute exchanges information with many countries in Europe and the United States to conduct international projects.

II. Ministry of Education Student Inspector Mr. Ahmet Hilmi's Report 1:

When the the report about Forestry Schools and Vocational Education in Germany which was sent by Ministry of Education Student Inspector Mr. Ahmet Hilmi was reviewed, it was seen that it focuses on school systems that were developed for students who need special education (Ahmet Hilmi, 1927a, p:8).

Forestry School - Open Air School: Valdschule- Forestry school - Education methods of Open Air School is similar to urban schools. The difference between them is that the child is always clean air and under the shining sun they are relaxed and motivated. Valdschule teacher is very careful in education and schooling. The teacher shows a great effort to grow children healthy, improve them intellectually and prepare them to life (Ahmet Hilmi, 1927a, p:10).

Economical Mechanism of Valdschule: Woman unions, child protection agency provides a great support. This school continued to exist with the support of rich families (Ahmet Hilmi, 1927a, p: 12).

Government offices that are responsible for preparing the Turkish youth to life : Child Protection Agency, Red Crescent and charities like these have to give great importance to use forests and open air systems. I wholeheartedly wish that Republic of Turkey would keep the extraordinary efforts to grow the young generation as strong and healthy individuals systematically and open similar institutes. As a result of this research I want to declare my opinion¹.

- 1- Health training should be an objective of education.
- 2- Every province need to have several school doctors and they need to be prepared by school health courses during their medical education (medicine students in Germany take school health courses and cooperate with schools)
- 3- Books about health education should be translated and published.
- 4- Especially in our cities, one or two open air schools should be opened in the most airy, wooded, highland places of every city or around them.
- 5- Urban schools should organize holiday camps in our most beautiful forests, mountains, vineyards and orchards, seashores or riverbanks.
- 6- Besides paying great attention to food in boarding schools, food and air aid should be provided to poor children.
- 7- Schools should have big yards and lectures should be given in open air if possible. NOTE: Especially Heybeli and Buyukada orphanages can be converted into open air schools and Adalar, Camlica, Mount Alim, Kartal, Yakacik, Bosphorus shore, mountains and forests should become headquarters of students army during summer holidays.
- 8- Physical examination of children should be given importance at schools and transition of children who need open air schools these places for a small fee should be compulsory.
- 9- In cities, towns, dirty places where children play should be cleaned and covered with sand and the surrounding of these places should be landscaped and converted to good playgrounds and municipalities should take care of this issue.
- 10- Building several modern sports facilities in every city should be compulsory.

Support School Organization: Children with mental difficulties spend the first year in primary school until their handicaps are identified. After a six year education in support school, they can take the first four year's training of the eight year public school. To be more open, it takes two years for these to learn things which normal children can learn in one year. Support schools do not accept students directly. Children are sent to these schools from other public schools' B classes or on the urgent need reported by the school doctor. Support schools were divided into departments according to disability level of the children with mental difficulties. There are separate institutes for more serious cases (Ahmet Hilmi, 1927a, p: 14).

Students of support school is morally or mentally weak. These children are not only mentally disabled but also have self management and emotional problems. Support schools integrate these children with mental disorders to social life. Support school system will represent a honorable page in the history of education. Support school monitors the students for years even after they graduated. The first legislation on teacher training for support schools was done in 1909 (Ahmet Hilmi, 1927a, p:15).

I. VI. Ministry of Education Student Inspector Mr. Ahmet Hilmi's Report 2

After Mr. Ismail Hilmi, another report about German vocational education was sent to Ministry of Education by Education Inspector Mr. Ahmet. In order to attract attention to education, he starts his report as follows (Ahmet Hilmi. 1927b, p:1).

.... In this part of the report about the institutes some of which I had chance to visit personally, my purpose is to present an outline of the vocational education institute, recognize their names and mention other organizations which help it by summarizing the most important points.

As an example we can mention the importance of a chemistry lab and chemistry education in brickwork and tile production education and application which seems very simple. Also in shoemaking schools which seems very simple, students study foot anatomy and learn different foot structures through plaster foot models and learn foot diseases. This means they are not ordinary shoemaking schools but institutes that are opened to technically improve young craftsmen. Another point I noted in my report is that people who are working in that area were employed in vocational institutes. In some places they formed tradesmen and craftsmen societies, in other places these institutes are supported by governments or municipalities. This report also mentions the relationships and interactions between vocational schools. Painting schools interact with textile schools; textile schools interact with tailoring schools and all of them have relationships with trade schools and these interact with muralist schools. Especially in industry, drawing has an important role for every profession.

High Vocational Schools: Their organization must be explained before talking about the aim of vocational schools. There are 11 Science High Schools in Germany today. 30 metallurgy schools were added to these. Requirements for applying science schools. Graduates of science schools or Oberrealschule and Chemnitz Industry Academy or Bavyera Industrieschule are accepted. There is no entrance exam. When its organization examined it consists of following branches(Ahmet Hilmi, 1927b, p:6):

- 1- High Construction department (architecture)
- 2- Engineering department (civil engineering)
- 3- Mechanics department (Machine building, electrical installations, factory management)
- 4- Chemistry department (Chemical installations and factory management) Chemical engineer
- 5- General department (mathematics and nature)

Graduates of Science High Schools usually have the "high engineer" title and have PhD degree.

Secondary Vocational Schools (Teknikums): There are secondary vocational schools and junior vocational schools all around Germany in addition to these. These are state, private, municipal or some are administered by factories or companies. Secondary vocational schools are divided in to two sections as secondary engineering division and machine building division. Engineering division (mechanical and electrical engineer), machine building department trains formens and technical officers. The first division's duration is five semesters, the second division's duration is three semesters. Konstanz teknikum has the same characteristics too. Graduates of Oberschules are accepted to technical schools like these. According to requirements of the job, one to three years experience in a factory is compulsory. (Ahmet Hilmi, 1927b, p:18).

Vocational Courses: A course was opened at Charlottenburg technical high school in Berlin for vocational school teachers by Prussian government. These courses are in five industrial branches(Ahmet Hilmi, 1927b, p:23).

- 1- Mining Industry : machinery, electrician, locksmith, stove making, technical drawing, tool courses, material courses
- 2- Construction industry:
- 3- Industrial decoration. Decorative drawing, graphics, drawing methods education, occupational accounting
- 4- Food industry: Practical training for grain, chemical and occupational knowledge, technical drawing, material courses, tool courses, bakery, butchery, pastry, cooking, etc...
- 5- Clothing industry: Tailoring, shoemaking, knitting, greenhouse farming, technical drawing, applied training, material courses and the history of these arts.

Teacher courses offer lectures in religion, teaching methods, civil knowledge, economics, German, physical education regardless of the branches.

Other vocational schools in German are(Ahmet Hilmi, 1927b, p:23-26).

- 1- Construction Works school
- 2- Machine building schools
- 3- Business schools
- 4- Textile schools
- 5- Handicraft and fine arts school
- 6- Private vocational schools
- 7- Farming schools
- 8- Photography school
- 9- Leatherworks school
- 10- Tailoring school
- 11- Food Industry schools

CONCLUSION

When the content of the reports were viewed, what took the most attention in the curriculums was they suggest that handicraft lessons form a basis for other lessons. It was also seen that tales, child names, family history, cinemas, theaters, libraries, parks and gardens has an important role in national education. It was noted that the basic idea is to grow each children as a productive member of the society and that vocational and technical training were given in the scope of formal education.

It was understood that vocational and technical education started earlier in Germany than other countries. The

first Sunday school was opened in 1960. Due to this experience it can be stated that Germany is more advanced in the vocational and technical fields. Many schools were open in iron, wood, construction, graphic industry, professions related to food, clothing, agricultural transportation, paper and lesson works, trade professions, music, dentist, clerk training areas with 1900s. In Germany, formal schools were open in the fields like bakery, tailoring, fashion, accounting, marketing in order to provide jobs for girls.

The basic philosophy of the British education system is also to train each individual as an expert in a profession. It was noted that vocational and technical training institute teachers were selected carefully in Germany and the Great Britain. Czechoslovakia applied German model in the education system and many schools in Germany set examples for Czech people.

Russian education system was introduced the public in a socialist frame after the revolution. Effort were made to train each individual to have a profession and be productive. It was seen that pedagogy institutes played an important role in the curriculum development process. Studies were made to train students so that they would have self management skills and be responsible members of the society. Vocational and technical training had a very important place in the Russian education system as it did in Germany and the Great Britain and it was seen that they continued their education at the Polytechnic schools. Education of individuals who need special training had an important place in the German education system. Both treatment and jobs were provided for these students. Through sanatorium schools.

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