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The Effects of the Turkish-American Relations on the Turkey's Educational Transformations After 1950

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Abstract

The aim of this article is to delve into the relations between the Ottoman Empire and the USA started with partnerships based on trade in the 18th century, and then the common relations that started with the trade agreements and gained a separate momentum in terms of continuing education-culture relations under the leadership of American Missionaries. Afterwards, the foreign expansion that established the basis of the Turkish-American relations that started during the World War II, the transformations in the Turkish Education System in the context of the 1950 Foreign Policy and the new educational institutions that emerged accordingly will be of high importance to be investigated briefly. Finally, the new education models developed in the context of the Turkish-American relations depending on the impacts and contributions of the foreign experts to the educational transformations in Turkey will be explored.

Keywords: Turkish-American Relations, American-Ottoman Empire Relations, educational transformations in Turkey

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Introduction

When the Democratic Party came into power in Turkey in 1950, the Turkish-American relations gained a new momentum. During the period, social, economic, and political policies in Turkey began to run parallel to the American politics with the American aid. On the other hand, the USA aimed to expand its containment policy with different ways and continued to increase its activities in various ways, extending from Europe to the Middle East within the scope of the Cold War policies. The close relations between the Ottoman Empire-the USA built on partnerships based on trade relations in the 18th century gained importance in terms of education-culture relations as well as commercial ones. Starting from 1850, the Ottoman officers not only started to go to the USA

to receive training in the field of shipbuilding, but also the deep relations and exchange of information between these two were largely provided by missionaries. The American Board of Commissioners for Foreign Missions established in Boston in 1810, included the Ottoman Empire in its program in 1819. The BOARD Missionaries went to Izmir in 1820, then went to Beirut to establish an American university. They established a primary education system in 1830, a secondary education system in 1845, a high school education system in 1871 and a university education system in 1890. According to 1914 data, the American Board Missionaries managed 175 missionaries, 17 missionary centers, 9 hospitals, 426 schools and 25,000 students in the fertile lands of

the Ottoman Empire. The foundations of the missionary centers were established in Antep, Arapkir, Tokat, Kayseri, Aleppo, Maraş, Sivas, Harput, Urfa, Antakya, İzmir, Mosul, Diyarbakır, Mardin, Bitlis, Edirne and Adana (Kocabaşoğlu, 2000).

After the WW2, the Soviet Russia's threats gradually increased, forcing Turkey to seek for support in an international arena. With the 1947 Truman Doctrine and Marshall aids, Turkey somehow became one of the focal points of the American policies. The Cold War is a period which covers the years 1947-1991 in which violence was replaced by warm rhetoric and propaganda, and the tension between the USA and Soviet Russia both in the political and military arena. Depending on the international relations experts, the Cold War is basically attributed to three reasons such as ideological incompatibility, mutual misunderstanding, and conflict of interest (Sahu, 1997).

Historical Development of Turkish-American Relations

The Turks made history without being colonized due to their efforts to modernize militarily, culturally, economically, and politically during the 18th and 19th centuries. With the arrival of the first US merchant ship to the Ottoman lands in 1853, the Japanese westernization process also gained a strong momentum. The fact that Europe does not have rivers that are famous for their political diversity, such as the Tigris, Euphrates, Yellow River, Nile, Indus, and Ganges, and the lack of agricultural land in the continent prevented many problems from happening (Kennedy, 1996). The development of maritime trade with the Crusades paved the way for the port cities. However, the Reform movements, started during the Renaissance period deeply affected the societies of the Enlightenment period that followed, resulted in a political uprising due to the class differences, and increased the power of Europe against the other world countries with the Industrial Revolution, and these countries also culturally, economically, and socially played a pivotal role in the modernization of Europe as a nation-state (Tanör, 2000).

After the WW2, due to its geopolitical position in the Middle East, Turkey became the target of both Soviet Russia and the United States. America maximized its containment policy against Soviet Russia, and it led to a close relationship with Turkey. The transformations in Turkey's domestic politics and the transition to a multi-party system accelerated this close relationship. With the 1947 Truman Doctrine and Marshall aids, America included Turkey in its policy system. When the Democratic Part came into power in 1950, the Turkish foreign policy came under the American influence with a rapid transformation. Under the influence of the American politics, Turkey's political, economic, and social policy understanding was restructured with the American aids and started to grow rapidly. With this rapprochement, America started to maintain its presence in the Middle East, especially in Europe in the context of the Cold War with various activities, especially in the fields such as education, culture, and economy. The Turkish-American relations got better in 1946 with the establishment of the Fulbright Commission under the chairmanship of Senator J. William Fulbright. The Fulbright Agreement was accepted by Turkey on 27 December 1949 and started to be implemented on 18 March 1950 (Karpat, 1996).

US Foreign Policy and Its Effects on Turkey

After the WW2, the aim of foreign policy of the USA was to keep Soviet Russia under control. In this period, the USA replaced

England in the Middle East and started to produce policies to prevent the region from falling under the control of Soviet Russia. The first result of the policy against Soviet Russia is the Truman Doctrine created to prevent the spread of communism in Europe. The Doctrine on March 12, 1947, was announced in the American Congress and envisaged economic aids to Turkey and Greece under the threat of the Soviet Union. The agreement between Turkey and the US was signed on 12 July 1947 and approved in the Turkish Grand National Assembly on September 1, 1947. With the Truman Doctrine, approximately 100 million dollars of aid was also provided. Between 1947 and 1949, the amount of aid amounted to 155 million dollars. This figure reached to the amount of 400 million dollars in 1951 (Armaoğlu, 2004).

Truman Doctrine

The aid agreement between the USA and Turkey dated 12 July 1947 was signed by the Minister of Foreign Affairs Hasan Saka and the US Ambassador Edwin Wilson to allow aid to come after the declaration of the doctrine. It is emphasized that a full and continuous publication would be made in Turkey about the purpose, source, nature, extent, amount, and progress of the aid. The aid given cannot be used for other purposes (Tunçkanat, 2006). The training of military personnel, the sale of war waste materials, the development of road construction and transportation services constituted the core of the aid program (Sander, 1979).

Marshall Aid

A few months after the Truman Doctrine was announced, US Secretary of State Marshall announced the proposal for a new program in a speech at Harvard. In his own words, this program included policies directed not against any country or a doctrine, but against hunger, poverty, and chaos (Oran, 2002). It was aimed to rebuild Europe, develop a market economy, and ensure development. Additionally, the fact that the USA had a market problem for the manufactured goods, had an impact on the preparation and implementation of the plan. The International Monetary Fund (IMF) and World Bank funds established at the end of the war, were not considered to be sufficient, and this plan was implemented through the grants, borrowing, conditional aid or the purchase of the industrial goods. Turkey was included in the Marshall Aid Program with the law numbered 5253 signed on July 4, 1948, and approved by the Turkish Grand National Assembly on July 8 (Yetkin, 2007).

Turkish-American Education - Culture Relations

The relations were carried out through education-culture relations as well as commercial ones in this period. From 1850 on, the Ottoman officers began to go to America to receive training in shipbuilding. However, the relations were largely established through the American missionaries who determined the religious status of the people by mixing with the people in the places they went, got information about the clergy, especially their number, level of knowledge, educational status, and determined what kind of work they would do in the country and learnt the morale of the people. They intensified their activities mostly in the regions where non-Muslim minorities lived. The Board Missionaries, especially in the schools they established, tried to protestantize the Armenian nation. Missionary schools became active in the Ottoman Empire from the first half of the 19th century. America's educational activities carried a religious and political as well as a cultural structure.

The main feature of the missionary schools is to implement the Lancaster Model by which upper class students can teach lower classes as teachers. In this way, education could be provided with fewer teachers, and they trained their own teachers as well (Kocabaşoğlu, 2000). Despite the closure of the foreign schools and the suspension of the Ottoman-American relations during the WW1, the American Board schools continued to exist. With the Treaty of Lausanne signed on July 24, 1923, the capitulations were abolished, and the Turkey's political and legal existence was recognized by the Western states. The Turkish State officially recognized the American cultural and religious institutions in Turkey with the General Agreement signed on August 6, 1923. When the diplomatic relations between Turkey and the US were resumed in 1927, eight primary and secondary schools and a higher education institution (İzmir International College) were operating under the Board. In addition, Robert College, and Istanbul Girls' College, not affiliated with the Board, continued their education activities. The Republic Administration aimed to establish a different structure from the Ottoman State and to radically change the institution and functioning of the state. With the Law of Unification of Education adopted on March 3, 1924, the unity of education was achieved. All schools in the country were combined. The principles of nationality and secularism were adopted in education. The foreign schools were prevented from making religious propaganda. All activities of the institutions were subject to supervision by the Ministry of National Education. In addition, Turkish Language, History and National Geography courses became obligatory to be given by Turkish teachers appointed by the Ministry of National Education. Nearly forty Italian and French schools that did not comply with these rules were closed. Founded in 1928, the Bursa American Girls' College was closed on the grounds of religious propaganda. The number of 11 American schools operating between 1923 and 1938 fell to 6 (Sezer, 2009).

With the Republican era, the Turkish-American cultural relations were not limited to schools. The foreign experts were invited to Turkey for various reasons such as giving conferences, teaching, and presenting reports within the scope of innovation studies in the field of education. Many educators, especially Prof. John Dewey and Prof. Paul Monroe, came to Turkey to examine and work on the Turkish education system. Between 1923 and 1950, a total of 79 experts, including 7 experts and an expert delegation from the USA, came to Turkey. John Dewey prepared reports on the Turkish education system in general. Other experts came to Turkey to work on their own fields. In his first report, Dewey talked about the budget to be allocated for education and showed where the budget should be used. In his second report, he talked about what the general aims of Turkish National Education should be. Paul Monroe examined the Turkish Education System and expressed his views on primary school in detail. He emphasized the need to improve primary school education in Turkey and offered solutions. The other American delegation, on the other hand, prepared a report named 1933-1934, a General Study of Turkey's Economics, after its investigations. (Şahin, 1996).

Turkish-American Fulbright Education Commission Scholarships

After the WW2, many education (exchange) projects were created between Turkey and the USA. One of the most important projects is the Fulbright Education Commission Agreement signed in 1949. As a result of the Fulbright Agreement, American public and private institutions would be able to cooperate with many

educational institutions at different levels in Turkey. The foundation of the Fulbright Exchange Program dates to 1946. At the end of the WW2, countries other than the USA were in a difficult situation economically. The countries borrowed from America by buying goods, weapons, food, and loans throughout the war. At the end of the war, the countries were not able to repay their debts, and they needed more money to compensate for the damage caused by the war and for the construction activities (Ersoy, 1965).

Education and Culture Agreement of 27 December 1949

The international exchange program in the field of education initiated with the initiatives of the American senator Fulbright, in 1949 and it formed an important part of the American propaganda system. Since 1948, Fulbright started to be followed closely in Turkey with his actions and words. The Turkish press praised his article titled Democracy in Turkey, which included the words "Turks are an extraordinary people", to the minutes of the Congress (Milliyet, 30 Mart 1951, p.3). The words "Turks are the most stable nation in the Middle East and they promise great hopes, there is a real democracy in Turkey" were appreciated by the Turkish public opinion (Milliyet, 7 Ekim 1952, p.7). The cooperation in the field of education, pioneered by Fulbright was decided during the last CHP government, and the Turkish-American Cultural Agreement was signed in Ankara on December 27, 1949 (Vatan, 28 Aralık 1949, p.1).

Turkish-American Associations and Activities

Depending on the development of the Turkish-American relations, besides increasing the mutual dialogue, various non-governmental organizations were established. One of them is the Turkish-American Association. The association is a non-governmental organization established in Ankara in 1951 as a result of a bilateral agreement. Among the founding members are the Minister of National Education Tevfik İleri, the deputy Cemal Köprülü, the deputy Prof. Halide Edip Adivar, Istanbul University Rector Ömer Saraç, US Ambassador to Ankara George Wadsworth, Robert College Director Floyd Black, Ministry of National Education Cultural Relations Director Emin Hekimgil. The aim of the Turkish-American association is to further develop the relations between the Turkish and American communities and to create an environment that will enable both communities to know and understand each other well (Türk-Amerikan Derneği Tüzüğü, Madde 2).

Turkish-American University Students Association

The Turkish-American University Association was founded in Istanbul in 1952 with the joint work of the Turkish and American academics to exchange intellectual and scientific information. The Turkish-American University Association strives to develop cultural, social, educational, and intellectual cooperation between the Turkish citizens and American and other foreign nationals living in Turkey. It organizes cultural and educational conferences in English and/or Turkish that introduce Turkey especially to foreign individuals. Due to the importance of a common language, it offers English for Turks and Turkish for foreigners. It provides consultancy services to the Turkish students who want to study in the USA. It organizes enlightening and educational programs for individuals or groups coming from foreign countries who want to see the historical and archaeological sites of Turkey, as well as learning about the educational, economic, and political issues of the country (150 Senelik Türk-Amerikan Dostluğu Sergisi Kitapçığı, 1959, p.7-19).

Educational Practices in Turkey Influenced by Foreign Experts

Public Education

Public education is established to reach all people and to educate qualified citizens. When its aims are specific and its material and spiritual elements are put into practice in a way that complements each other, it helps to achieve significant success even in a very short period for social life. At the end of 1928, during the period of the Minister of National Education Mustafa Necati, the transition to Latin letters necessitated the implementation of the National Schools, where thousands of men and women aged 16-45 learned to read and write by taking four-month courses. It should not be forgotten that only 10.7 percent of the country's population was literate when the Alphabet Revolution took place. The literacy rate increased to 19.25 percent in 1935, to 24.55 percent in 1940, and to 30.22 percent in 1945 as a result of the spread of the National Schools, the rate of increase reached 300 percent compared to the beginning (Akyüz, 2004).

Public Education Centers were established in cities and Reading Rooms were established in villages in 1953 (Gedikoğlu, 1978). A temporary regulation dated 6 July 1955 was issued regarding the organization and functioning of the Public Education Centers (TTKK, 1955/120). In the first year of the DP's rule, Watson Dickerman from the USA was invited to the country to contribute to public education. Although the Minister of National Education Tevfik İleri declared that the reports given were being examined by the ministry, it was not possible to say that Dickerman's report was given due importance in general terms (Milliyet, 22 Temmuz 1952, p.1-7). It took a long time before many of the recommendations presented in the report had a chance to be implemented.

The Public Education Commission made many important decisions as a result of its meetings. Among these, suggestions such as making maximum use of the army organization in the studies to be carried out, establishing an institute in universities for public education, having a public education department in educational institutes or establishing an independent public education department, sending students to foreign countries, and bringing experts from foreign countries are remarkable and the same recommendations. Among these, one of the topics that the ministry focused on in the following years is the training courses conducted within the army. the Ministry set the target of teaching literacy to 100 thousand soldiers every year (Milliyet, 15 Ekim 1958, p.1). According to Celal Yardımcı, with the courses to be opened in the Private Training Centers to be established in 13 different places, it would be possible to discharge the soldiers who are successful at the end of the 4-month training (Sakaoğlu, 1991).

Primary education

The first of DP's attempts to restructure primary education was to invite American education expert Kate Vixon Wofford to the country to examine the primary school system. The American expert conducted a four-month research and the report provided by her was also examined (TD, 14). The second and the biggest initiative for primary education during the DP government was the Fifth National Education Council convened in 1953. Within the scope of the preparations, the decision to include the Wofford report among the Council documents was taken on 26 August 1952 (TTKK, 1952/197). The documents to be given to the members at the Council were presented to the ministry on 25 December 1952, together with the number one list including the British Education

Law and the second list including the reports of foreign experts (TTKK, 1952/253). On the same date, the agenda items in the Council were determined and conveyed to the ministry (TTKK, 1952/254).

In a memorandum submitted to the Presidency on the first day of the Council with the signatures of 10 members, it was announced that the documents of the Council were prepared based on the foreign expert reports, translated works and surveys, that the national education studies continued to be handled under the guidance of the foreign experts, and chairs were opened in universities related to levels such as public education, primary and secondary education (MEB, 30-31).

The Commission for Examining the Draft Primary Education Law and Planning Compulsory Primary Education with 70 members, convened under the chairmanship of Osman Faruk Verimer. The current primary education law dates to the Education Law of 1913 (Cicioğlu, 1985). After the proclamation of the Republic, the Law of Unification of Education (1924) and the Law of Education Organization (1926) did not essentially abolish this first law, the law came until the DP period with the amendments made on it. What the DP wanted to do was to legalize the primary education law that it reconstructed, and the decision of the Council would form an important basis for this. After examining the draft law, the commission submitted its report to the Council Presidency for discussion at the general assembly (MEB, 1991c, 215-238).

Another commission that steered further practices with its decisions worked on the revision of the primary school curriculum. As known, the uniform program of 5 years prepared in 1924 was revised in 1936 and 1948 and was brought to a better situation, and in these renewals, the experiences of primary school teachers in the Pedagogy Department of Gazi Education Institute were generally utilized (Varış, 1983). The commission report listed under 24 headings, apart from its annexes, worked by dividing into two subcommittees while preparing the justifications for the recommendations (MEB, 350). The program, which was revised in the Fifth National Education Council, was transformed into a form in which Wofford's suggestions were effective.

The proposals for the primary school primary and school life studies course to be taught under the name of natural knowledge in the second semester (4th and 5th grades) of social studies, natural science and agriculture were approved by the commission in the fifth article of the program (MEB, 351). They were later tried under the names of Society Studies and Natural Sciences, but they became widespread after 1961 (Varış, 1983, 197-198). The issue of training teachers for primary schools was also an area that constantly occupied the DP. In fact, the shortage of teachers in national education, which was a problem in the first years of the DP, was expressed at the ministerial level (Milliyet, 25 Ekim 1953, 1-7). Wofford and Maaske's reports presented many suggestions for teacher training for this level of education, among which suggestions such as reorganizing the curriculum, changing the course hours, addressing the teacher training periods and closing some schools were seriously considered and even implemented by the DP (TTKK, 1952/210).

Teacher training periods and the situation of village institutes are another issue affected by the suggestions of the foreign experts, especially by Wofford. The DP focused on Village Institutes most. These institutions, the total number of which reached 21 by 1948, and the number of the graduates and students reached 25 thousand

in 1950, constituted a serious obstacle for the DP government (Karpaz, 1996).

General Secondary Education

Secondary education institutions in our education history generally remained in the shadow of primary and higher education institutions, or even followed them (Varış, 1983). The DP led to the acceleration of the efforts to eliminate the deficiencies in this education level consisting of secondary and high schools, and for this reason, it was the secondary education level in the field where the American influence was felt the most. Experts such as Rufi, Tompkins and Beals were invited to our country for the improvement of secondary education. Among these experts, Rufi conducted studies and prepared reports. Since the reports of Tompkins and Beals were of high importance, the ministry decided to reproduce them (TTKK, 1954/153; TTKK, 1955/103). It was decided that the report submitted by Rufi to the ministry should be included among the documents of the Fifth National Education Council (TTKK, 1952/217). These reports formed the basis for the implementation of radical changes by the government. The reports not only question the purpose, operation and evaluation dimensions of the education offered in schools, but also contain suggestions for changing and more curricula. The schools, which were set to develop the students who were forced to choose between vocational school and secondary school after graduating from primary school in line with their abilities and tendencies, started to operate as the technical branch for boys and the housewife branch for girls (Milliyet, 15 December 1953, 6). Schools are the first places where the practice was carried out in terms of merging the existing male secondary arts schools in Muş, Nevşehir, Bursa Mustafa Kemal Paşa with secondary schools and reorganizing the school in Balya (TD, c. 16, 160).

Both the suggestions for the regulation of the assessment and evaluation activities that Tompkins and Beals focused on in their reports, as well as the opinions of the Turkish educators who grew up in the USA, were another issue considered by the DP. The organization that both experts benefited from was founded on June 4, 1953, under the name of the Test and Research Bureau, to "prepare pedagogical and psychological tests for schools at every level, (...) to conduct studies and research on test studies". (TTKK, 1953/202). Later, a temporary regulation was issued on February 14, 1957, regarding the administrative affairs of the office (TTKK, 1957/29). Guidance, which forms the core of Beals' report and which two other experts from the USA advocated in their reports to be placed both as a course and as an institutional structure in the education system, was another recommendation adopted and implemented by the DP. The first step taken in this regard was the establishment of a department affiliated to the Gazi Education Institute to train teachers for children in need of special education (TTKK, 1952/52). The guidance course, included in the curriculum of the department in question for 2 hours a week, is the first practice in Turkey (TTKK, 1952/157).

In line with Beals' suggestion, Research and Guidance Clinic was constructed in Istanbul, Ankara and Izmir to conduct research and provide services related to schools (TTKK, 1958/309). With a change made on November 4, 1959, the name of this clinic was changed to the Guidance and Research Center (RAM) (TTKK, 1959/305).

The most significant changes in the secondary education policy of the DP period occurred in high schools. The issue of extending high schools to four years accepted after great debates at the Fourth

National Education Council, began to be implemented in 1951. However, the ministry again reduced the education period in high schools to three years in the 1954-55 academic year (Sakaoğlu, 1991).

The transition period from four years of education to three years was completed in 1957 with the renewal of the high school curriculum (TTKK, 1957/215). The problems that emerged in this process were especially related to the demands for changes on the content of the curriculum and the examination system, which Rufi was sensitive about in his report. As a matter of fact, in an interview with a newspaper while he was in Turkey, Rufi stated that he found the curriculum in secondary education institutions too heavy, and that such a heavy program would be far from considering the personal rights and abilities of students (Milliyet, 19 Haziran 1952, p.2). Thinking that the program does not meet the needs of the youth, Tompkins, on the other hand, in a statement to the agency, emphasized that the French education method is imitated in secondary schools and high schools, but above all, there is a need for an education system that would be organized according to the needs and structure of the society (Milliyet, 28 Aralık 1952, p.1-7).

The biggest change made in the exam system, which Rufi criticized for being inefficient, was the abolition of high school graduation and state matriculation exams with a decision dated March 23, 1955, and the replacement of a new system called the State High School Exam (TTKK, 1955/36; TTKK, 1955/102). With the new system, students would be given an exam, some of which would be written and some verbal, in which they would be held responsible for their senior year of high school, and they would be required to take at least five (5) grades to be considered successful (TD, c. 18, 81-82).

It is not possible to say that this change in the examination system was only taken with the suggestions of Rufi. For this reason, as in most applications, the recommendations of the foreign experts constitute an important basis for the activities to be carried out by the government. One of the biggest innovations that the DP brought to secondary education was undoubtedly the Trial Schools. As in the report of Ellsworth Tompkins, it was recommended to establish American High School type schools in Turkey with the number one project title. The school to be opened within the scope of the project would be tried between 1953 and 1960 and a decision would be made about its continuation according to the results. This project proposed by Tompkins did not materialize, but the trial schools were discovered by the DP as a serious practice area in high schools.

The first step towards the establishment of new types of schools was the work of the Trial School Program Commission (Varış, 1983). The draft of the program created as a result of the commission work that lasted for one academic year, was approved by a large commission including the members of Education and Training, The Ministry inspectors, and foreign experts, according to the reason for the decision taken by the Department of Education on October 1, 1955. It was reported that a trial secondary school would start operating as of the 1956 academic year (TTKK, 1955/209).

The two US professors, Thomas Benner, and Bayer, participated in the trial school seminars as consultants. The foreign experts were influential in the preparatory work of schools (Milliyet, 19 Temmuz 1955, p.2). The new program to be implemented at the

school had two purposes: to create an environment suitable for the development of personality in the student and to make secondary education practical to meet the individual needs (MEB, 1961, p.1). The preparations were not fully completed, and it caused the school to open one week later than other schools (TTKK, 1955/200). One year after the implementation was started, on November 19, 1956, it was decided to start the trials together with the curriculum and course schedules given for the high school freshmen of the same school (TTKK, 1956/208).

Like all innovations seen in secondary education, the experience of trial schools did not enable the DP to achieve success. On the one hand, the Minister of National Education Tevfik İleri's speech during the 1957-58 academic year inauguration, by making comparisons to the number of schools five or six years ago, revealed this quantity concern, on the other hand, the whole city with the high schools they established in Bingöl, Hakkari and Tunceli in the same year. The declaration that there were high schools in the centers of education provided evidence that despite all its shortcomings and slow progress, positive developments were experienced in education (TD, c. 20, 143).

Vocational and Technical Secondary Education

The first years of the DP period were one of the greatest industrialization periods in the history of the republic. For this reason, after 1954, when the work of Costat, Gorvine, ICA and Orizet began, it led the DP to concentrate on the vocational and technical education level. The Sixth National Education Council, convened by the DP in 1957 to discuss the issue of vocational and technical education, carried out its work with four separate commissions formed to examine and investigate the problems of public education, male technical education, trade education and girls' technical education and offered many solutions. Of these, especially trade education and technical education for girls are important based on the foreign expert reports.

The report presented to the General Assembly by the Trade Education Commission chaired by Saffet İrtenk and consisted of 40 members, reflected the opinions of the ICA experts who came to our country in the same years and presented a report on trade education (MEB, pp.155-165). The Minister of National Education Ahmet Özel stated that they submitted the report for the commission's examination (MEB, 22-23). In fact, the Trade Education Commission declared in its report that the ideas in this report, which indicated an important part of the issues included in the agenda, were utilized (MEB, 156). There were several important issues in the Commission's report for which some amendments were requested. The first of these is on the current status of secondary trade schools. Similar to the proposal explained in the ICA report with its justifications, the commission accepted the closure of schools and the introduction of trade courses in secondary schools (MEB, 156-157). Trade colleges that would provide education in a foreign language, recommended by ICA experts, was another topic that the commission considered appropriate (MEB, 161-162).

The Commission accepted that the proposal was "adjusted according to the principles set forth in the ICA report" (MEB, 162). In the negotiations that started after the commission report presented to the general assembly, the closure of middle trade schools and the opening of a trade college that would provide education in a foreign language caused controversy. Kadir Çağal, Nurettin Baç, Ahmet Tevfik Tarım, Mehmet Emiralioğlu and Şükrü Er defended the idea that schools should not be closed on

different grounds (MEB, 1991, 166-172). Regarding the college that would provide education in a foreign language, the members of Süleyman Kazmaz, Nuri Kodamanoğlu, Mehmet Emiralioğlu, and Ali Fuat Bilen expressed their opinions about establishing schools (MEB,173-189). After the negotiations, the idea of setting a college to teach in a foreign language was not accepted, instead, it was decided to expand the schools where foreign language teaching was also provided. All the other suggestions were accepted at the general assembly. Elizabeth Gorvine's report on technical education for girls was included in the Council documents by the ministry for the commission's review (MEB, 20). When the report submitted by the commission to the general assembly for adoption is examined, it could be seen that this is a small copy of Gorvine's report (MEB, 295-309). Another important recommendation in the report was the diversification of the post-training programs for graduates of girls' institutes and the opening of new ones (MEB, 301). Another issue that was accepted by the Technical Education Commission for Girls was the examination and evaluation recommendation that Gorvine wanted to be changed for the functioning in girls' technical education schools (MEB, 306-307).

The suggestions were also taken into consideration by the ministry after the Council, although not all of them were changed, some corrections were made in terms of passing the exam and class (TTKK, 1958/267). After a short discussion, the report of the Girls Technical Education Commission was unanimously accepted (MEB, 314). When the situation of Turkey, which had only 4 thousand engineers despite the need for at least 15 thousand engineers according to the calculations in 1960, was considered together with the results of the conference held three years later, the Deputy Undersecretary of Vocational and Technical Education said, "Our situation is disastrous in technical education as in all branches of education. It can rightly be said that the phrase 'points to the deficiencies in vocational and technical education' (Milliyet, 28 Eylül 1960, p.1).

Discussion

With the end of the Second World War, it is impossible to think that the relations of the USA, which confronted Soviet Russia as a superpower, with Turkey were unrelated to this result. Especially with the transition to multi-party life, the CHP and later the DP, which came up with a vote-hunting that shifted to populism over time, tried to use the principles of national sovereignty and independence, which are the most distinctive features of the Turkish Revolution, often by preferring the former to the other, even though we could not think of one without the other. Bilateral agreements with the USA, which started to be made under the CHP rule, increased rapidly during the DP period, and some of them could be put into effect by being signed at the ministerial or prime minister level without even being on the agenda of the parliament.

It should be said that most of the foreign education experts worked on Vocational and Technical education. Although they are not effective in every field with the same intensity, the experts directly contributed to the innovations such as trial schools, guidance activities, testing and research bureaus within the studies carried out especially in secondary education. The views of Wofford and Maaske were influential in the studies carried out on village schools and the closure of village institutes, as a characteristic of the period in primary education. Apart from the very different school types it contains, vocational and technical education became the education level that the DP had to make innovations on, with

the increasing number of students after 1955, and foreign education experts had a direct impact on the shaping of these schools.

The years between 1945 and 1960, when perhaps the most important economic, social and political leaps were experienced in Turkey. In the first years of the Republic, this new period brought about a quantitative approach in education, which was carried out in order not to be late for a place, instead of searching for a future suitable for the social structure, in an environment where the rapid changes in the world diversified the needs. Despite the overcoming of the shortcomings, the decline in the quality of education formed and established the basis of the complex problems that have survived to the present day.

As a result of the perception of modernization as Westernization after the Tanzimat Edict, the education of the Constitutional Period, a national line came to the fore. The fact that the understanding of education in the period when the constitutional government model was adopted in the Ottoman Empire formed around the idea of nationality, is very important in terms of forming the basis of the education model adopted after the proclamation of the Republic. The aim of the Republic of Turkey as a state is to create a national structure within the framework of Turkish identity by minimizing the effectiveness and visibility of religion in social life. It also affected the policies and practices in education. The effort to form a nation around the Turkish identity led to radical reforms. The Alphabet Revolution is very important in terms of being related to one-to-one education. Regarding the rejection of a deep-rooted historical heritage with an abandoned language, it resulted in the society not being fully Western or fully Eastern, and experiencing identity crisis in a period that includes today. The policies and practices put forward in education after the establishment of the Republic of Turkey did not differ from the other states in terms of the fact that the power holders are related to education in any case. The state aimed to modernize by enlightening its people through education. Religious and traditional habits which had a deep-rooted place in social life and cultural context were tried to be changed through education through American aids and the foreign experts.

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