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A Comparison of Population Geography Topics: 1939-1942 and 2019 Edition High School Geography Textbooks

Nüfus Coğrafyası Konularına Yönelik Bir Karşılaştırılma:
1939-1942 ve 2019 Basımı Lise Coğrafya Ders Kitapları

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A COMPARISON OF POPULATION GEOGRAPHY TOPICS: 1939-1942 AND 2019 EDITION HIGH SCHOOL GEOGRAPHY TEXTBOOKS

ABSTRACT

The subjects related to population geography constitute an essential part of geography textbooks. Geography textbooks about each period reflect the characteristics of its own era. In this regard, population geography topics took place in geography textbooks during the reign of the Ottoman State. These textbooks continued to be taught during the initial period of the Republic and received occasional updates. This study analyzes the population geography topics contained in the high school geography textbooks printed during the 1939-1942 period and in 2019 to reveal their similarities and differences in terms of content. This study compares the 1939, 1942, and 2019 editions of geography textbooks officially approved in Türkiye for the high school level. This research is conducted via textual analysis, a qualitative research method. As a result of the study, it was observed that the geography textbooks about each period involved population geography data which were up to date during their times. In addition, the geography textbooks of the 1939-1942 period were prepared in accordance with the regional geography approach. However, the 2019 edition geography books were prepared from a systematic geography perspective and contained the population geography topics accordingly. The regional geography approach was the determining factor in the teaching of geography lessons during the 1939-1942 period. In this regard, the textbooks taught in the second and third degrees of high school were prepared according to the regional geography approach. As geography education is based on themes in secondary schools in Türkiye today, population geography topics are taught accordingly in the textbooks. For instance, in the 2009 edition of geography textbooks, with regard to the development of the population in Türkiye, the address-based population registration system (ADNKS) is explained and various data pertaining to this system are used. On the other hand, the 1939 edition geography books do not contain this information because the ADNKS had not yet been established at the time. 1939 edition General Geography textbook spares a relatively long section on the topic of races, religions, and languages. However, these topics are not directly handled in the 2019 edition books.

Keywords: Population geography, Geography textbook, Comparison, High school geography education.



NÜFUS COĞRAFYASI KONULARINA YÖNELİK BİR KARŞILAŞTIRILMA: 1939-1942 VE 2019 BASIMI LİSE COĞRAFYA DERS KİTAPLARI

ÖZ

Nüfus coğrafyasına ait konular coğrafya ders kitaplarının temel unsurlarından birisidir. Her dönemin coğrafya ders kitabı kendi özelliğini yansıtır. Bu çerçevede nüfus coğrafyası konuları Osmanlı devleti zamanında coğrafya ders müfredatlarında yer almıştır. Bu kitaplar cumhuriyetin ilk döneminde de okutulmaya devam etmiş, zaman zaman güncellemeler yapılmıştır. Bu çalışma, 1939-1942 yıllarında ve 2019 yılında basılmış lise coğrafya ders kitaplarında yer alan nüfus coğrafyası konularını ele almakta ve bunların içerik olarak benzer ve farklılıklarını incelemektedir. Çalışmada, Türkiye’de lise düzeyi için resmi olarak onaylanan 1939, 1942 ve 2019 basımı coğrafya ders kitapları karşılaştırılmıştır. Nitel araştırma yöntemiyle gerçekleştirilen bu araştırma, doküman incelemesine dayanmaktadır. Çalışmanın sonucunda her iki döneme ait coğrafya ders kitaplarının, kendi zamanları itibarıyla güncel nüfus coğrafyası verileri barındırdığı görülmüştür. Bununla birlikte 1939-1942 dönemi coğrafya ders kitapları bölgesel coğrafya anlayışına uygun hazırlanmıştır. Buna karşılık 2019 basımı coğrafya kitapları sistematik coğrafya yaklaşımı ile hazırlanmış ve nüfus coğrafyası konuları da buna uygun olarak yer almıştır. 1939-1942 dönemi coğrafya dersi öğretimi anlayışında bölgesel coğrafya yaklaşımı belirleyici bir faktördür. Bu bağlamda lise ikinci sınıf ve üçüncü sınıfta okutulan ders kitapları bölgesel coğrafya anlayışına göre hazırlanmıştır. Günümüzde Türkiye’de ortaöğretimde coğrafya öğretimi tema bazlı olduğundan nüfus coğrafyası konuları da kitaplarda buna uygun olarak işlenmiştir. 2019 basımı coğrafya kitaplarında öğreneğin Türkiye’de nüfusun gelişimi konusu ile ilgili olarak adrese dayalı nüfus kayıt sistemi (ADNKS) açıklanmış ve bu sisteme ait çeşitli veriler kullanılmıştır. Buna karşılık 1939 dönemi coğrafya kitaplarında henüz ADNKS kurulmadığından kitap da bundan bahsedilmemiştir. 1939 basımı Umumi Coğrafya ders kitabında ırklar, dinler ve diller konusu bir bölüm olarak nispeten genişçe yer almıştır. 2019 basımı kitaplarda ise bu konulara doğrudan yer verilmemiştir.

Anahtar Sözcükler: Nüfus Coğrafyası, Coğrafya Ders Kitabı, Karşılaştırma, Lise Coğrafya Eğitimi.



INTRODUCTION

Dealing with the people living on our planet, population geography is intertwined with many branches of science such as demography, economy, and sociology. Population geography receives the information and data required for its research

from other scientific fields. On the other hand, differing from other fields of science, population geography adopts geographical approaches in handling its topics because population geography interprets the population data it receives from other disciplines in line with a geographical approach, within the framework of the distribution principle and by establishing a cause-effect relationship.

Population geography makes use of census statistics to obtain demographic data. It benefits from reports, documents, findings, and research including population characteristics. In this sense, population geography has a wide range of data sources. On the other hand, although the concept of the population has always been important throughout history, what brought it to the world's agenda was the work of Malthus titled "An Essay on the Principle of Population" (1798), where he argued, "food sources would not be enough in the future in the face of rapid population growth, leading up to famine". Moreover, the first censuses date back only a few hundred years even in Western countries. For example, the first comprehensive census in France was conducted in 1793 (Öngör, 1975). The first censuses were carried out in England and Russia in 1801 and 1897 respectively. The Ottoman state performed a census in 1831. However, the first modern census was conducted in Türkiye in 1927 (Tümertekin, Özgüç, 2016).

As it started to be perceived as an important phenomenon, the population has become an area of research in many disciplines, such as demography, sociology, and population geography. In this regard, population topics were included in the secondary school curricula and the basic features of population started to be taught in schools. As such, population geography subjects took place in geography textbooks during the reign of the Ottoman State (Ünlü, 2014: 54).

Geography textbooks used during the Ottoman Empire continued to be taught during the initial period of the Republican era. Although the Ottoman-era curricula were revised following the adoption of the Law on Unification of Education (3 March 1924), the textbooks continued to be used in education until the 1930s. In this period, the textbooks permitted by the Ministry of Education to be taught in schools were used if they were determined by teachers and the directorates of the schools. The Ministry of Education identified geography textbooks in 1924 (1340-1341) for primary schools starting from the third grade. These books and their authors are provided below: For the third graders; Geography Lessons for Children (Faik Sabri Bey), Geography Lessons for Kids (Safvet Bey), The First Geography Readings (Faik Sabri Bey), Geography Lessons (Safvet Bey). For the fourth graders; The New Geography of Türkiye (Safvet Bey), Geography Lessons for Children (Faik Sabri Bey), and Geography of Türkiye (Sadi Bey). For the fifth graders; Illustrated General Geography and Geography Lessons (Faik Sabri Bey). The textbooks determined by the Ministry of Education in 1924 to be taught in high schools are presented below with their authors: Natural Geography (Faik Sabri Bey), America,

Australia (Ahmed Hamdi Bey), Asia, Africa (Faik Sabri Bey), America and Australia (Faik Sabri Bey). For the second graders; The New European Geography (Faik Sabri Bey) and for the third graders, Geography of Türkiye Hamid Sadi Bey) were approved as textbooks (Aslan, 2010). In this respect, a note stating, "This book has been approved by decision no. 14 dated 6.8.1931 of the Ministry of Education delegation" appears on the first page of the book of Faik Sabri Duran titled General Geography Lessons (1939). As is seen, official approval decisions were taken in 1931 for some books, whose first edition was printed in 1932 and continued to be taught in schools even in 1939. For instance, in the Journal of Communiqués no. 88 dated 16 September 1940, the textbooks to be taught at high schools in the 1940-1941 academic year were determined, and their authors, publishing houses, and prices are provided. In the said journal, for high school first-grade geography lessons; General Geography Lessons (Faik Sabri Duran) and General Geography (İbrahim Hakkı Akyol) were mentioned as textbooks. Moreover, the textbooks for geography lessons in high schools were listed in the Journal of Communiqués no. 189 dated 14 September 1942 with their authors. Among them are, for high school first graders, General Geography Lessons (İ. H. Akyol and M. Arda), for high school second graders, Countries' Geography (B. Arda), for high school third graders, Countries' Geography (B. Darkot) lessons (Tebliğler Dergisi (Journal of Communiqués), 2022).

Geography curricula and textbooks continued to be updated and renewed after 1924. Revisions were made to the secondary school geography programs in 1942, 1957, 1971, 1982, 1992, 2005, 2011, 2017, and 2018 (Aydın, Güngördü, 2015: 397). On the other hand, it is observed that the authors were attentive to incorporating up-to-date information into the 1939 edition geography textbooks during their preparation phase. In this respect, Arda states that he paid specific attention to incorporating up-to-date information into the General Geography book in its preface, saying, "All the topics have been written according to the latest information and opinions available" (Akyol, Arda, 1939). The topic of the population took a remarkable space in high school geography curricula following the declaration of the Republic. Currently, due to its nature, population geography topics constitute an integral part of geography lessons in Türkiye. In this sense, while population geography lessons take place in geography departments of universities, lessons about the demographic features of the population are covered by the disciplines dealing with population, such as sociology.

The regional geography approach became the determining factor in the teaching of geography lessons during and after 1939. While the 1st grade covered general physical and human geography topics, the second grade included countries' geography, and in the 2nd grade, a part of the Geography of Türkiye lesson is established based on seven-region classification as Türkiye's geographical regions. Population geography topics were handled accordingly while discussing these regions.

Currently, for a geography textbook to be taught in public schools in Türkiye, it should be prepared in accordance with the curricula determined by the Board of Education and Discipline, which is affiliated with the Ministry of National Education. Moreover, for a geography textbook to be officially approved, it should also go through the reviews of book review commissions determined by the Ministry (TTKB, 2022). In this regard, there are some criteria determined for geography textbooks. A few of them are as follows: 1) They should have been prepared in a way to cover the lesson's curriculum. 2) According to the features of the lesson, a balance should be achieved as appropriate to the content of the curriculum among units, sections, themes, and topics in terms of length and volume. 3) The Turkish language should be used correctly, eloquently, and effectively. 4) The handling of topics should be on par with the student's level and development properties. 5) Learning methods and strategies should be taken into account, 6) They should be of a quality that supports learning in terms of visual and content design. The textbooks that have passed all the reviews and been approved are taught at public schools for five academic years starting from the specified academic year (The Regulation on Textbooks and Education Materials, 2022).

The annual curriculum is the outline of the subjects to be taught for a certain grade and school year. With the distribution of topics over months and weeks from the beginning to the end of the academic year, the outline of the subject to be covered is obtained (Doğanay, 2002: 309). Therefore, before handling the Geography Lesson Curriculum (CDÖP) for 2018, it would be better to describe first the general structure of this curriculum, to put the subject on the right foundations. In this regard, the geography curriculum published in 2017 has been renewed as the 2018 curriculum almost without being changed at all, except for the title of "The Perspective of Curricula". The content of the population topics in this curriculum is the same as the one in 2011 to a great extent. However, some minor changes were made in the distribution of the topics. In this regard, the 2018 geography curriculum is based on the structure of the 2011 curriculum.

The 2018 curriculum consists of 4 instructional fields. The units included in this curriculum are as follows: a) natural systems, b) human systems, c) global environment: regions, d) countries, environment, and society. In the 2018 geography curriculum, the topics about population geography are covered especially in the human systems unit (CDÖP, 2018).

This study has made a comparison between the population geography topics covered by the high school-level geography textbooks in Türkiye. In this respect, the geography textbooks printed in the 1939-1942 period and in 2019 were analyzed and their contents were evaluated with an emphasis on their similarities and differences. Thus, this study aims to put forward which topics were incorporated into geography education over time, and which topics were taught in this field.

METHOD

Research Model

This study was conducted using a qualitative research method. According to this method, firstly the literature regarding the research topic was reviewed. Therefore, the study is in the form of a descriptive survey based on textual analysis in terms of data collection. The motivation behind selecting this data collection method was the conformity of the research topic to a systematic scientific approach. Indeed, in qualitative research methods, secondary resources based on the documents or reports pertaining to the research topic are used (Küçük, 2016: 107). In the textual analysis method, on the other hand, the information obtained from official or private sources and records needs to be analyzed systematically. The data obtained as such are analyzed and evaluations are made (Ekiz, 2020). Indeed, in studies based on documents and conducted on a descriptive basis, identifying the relationship between facts, events, and circumstances, and making inferences, accordingly, is the crucial aspect of the research (Çepni, 2014; Sönmez & Alacapınar, 2016).

Research Question and Framework

The main research question of this study is as follows: What are the similarities and differences between the population geography topics included in the geography textbooks taught in public secondary schools in 1939 and 2019? Within this framework, this study focuses on the following research questions:

1. What are the similarities and differences between the population geography content of the geography textbooks taught in public secondary schools during the 1939-1942 period and in 2019?
2. Which population geography topics were covered by the geography textbooks taught in public secondary schools during the 1939-1942 period and in 2019?
3. What changes have been made in the population geography content since 1939?

As this study was conducted in the form of content analysis, no analysis was made on the reflection of technological advancements in books as well as the use of computers, smart boards (interactive whiteboards), and similar media. Moreover, the fonts, font sizes, designs, page amounts, and layout designs of the books were not considered. Accordingly, no evaluation was made regarding the physical and visual features of the books such as the figures, pictures, tables, maps, and graphics contained in the books while conducting the analysis. Similarly, no examination or comparison was made in terms of language and expression. The scope of this study is limited to the population geography content.

Data Collection

This research was based on a thematic approach and utilized content analysis for analyzing the data. Resources such as book, newspaper, journal, and report may be examined in content analysis (Arıkan, 2007: 94). Within this framework, the basic data source of this research was the geography textbooks published between 1939 and 1942 and approved by the Ministry of Education as well as the geography textbooks printed by the Ministry of National Education (MoNE) in 2019 and which are still taught in schools during the 2022-2023 academic year. However, it is observed that some of the geography textbooks taught in Türkiye in 1939 had been printed earlier and that they continued to be taught in the following years with minor revisions. In this regard, for instance, the third edition of Arda and Akyol's textbook General Geography for High School Grades (1939) was printed in 1939. The following Table shows the books used as the basic data sources.

Table 1. Information regarding the geography textbooks used in the research

Class	Name of the Textbook	Author	Publisher	Year
9	General Geography	İsmail Hakkı Akyol and Macit Arda	Remzi Kitabevi	1939
10	Countries' Geography	Behçet Göçer	Maarif Matbaası	1942
11	Geography of Türkiye	Besim Darkot	Maarif Matbaası	1942
9	Secondary School Geography Textbook 9	Alper Soyatlar, Bülent Akça, Halil Coşar, İsmail Solak, Mehmet Karagöz	Milli Eğitim Bakanlığı Yayınları (Ministry of National Education Publications)	2019
10	Secondary School Geography Textbook 10	Kenan Türkez, Mutlu Karakoç, Nurullah Balşen, Tolga Pektaş, İsmail Özdoğan	Milli Eğitim Bakanlığı Yayınları	2019
11	Secondary School Geography Textbook 11	Kenan Türkez, Mutlu Karakoç, Nurullah Balşen, Tolga Pektaş	Milli Eğitim Bakanlığı Yayınları	2019
12	Secondary School Geography Textbook 12	Cem Erdebil, Raşit Düzgün, Ramazan Bıçaklı, Zübeyde Güzel, Emine Bozbiyık	Milli Eğitim Bakanlığı Yayınları	2019

Data Analysis

In analyzing the data, each and every book was examined one by one and entirely, notes were taken and the similarities and differences among them were put forward by comparing them over these notes. Within this framework, the population geography topics covered by these books were handled semantically and the concepts and themes mentioned were examined according to their contents. Wit-

hin this scope, content analysis requires the examination of the data obtained and being attentive to the concepts and themes mentioned in these data (Yıldırım, Şimşek, 2008: 89). On the other hand, some of the studies may have the main objective of identifying the relationships between the data obtained (Seyidoğlu, 2009: 39).

Literature Review

This study covers geography textbooks, lesson curricula, and academic publications as per its topic. Many studies have been made so far on geography curricula, the historical evolution of geography textbooks, and their comparison. Among them is the study of Ertürk and Girgin (2005), which compares the geography curriculum in Türkiye and the geography curricula of the USA, England, and Australia in terms of standards. Sezer and Şanlı (2017) examined the phenomenon of migration in the light of geography curricula and textbooks. Taş (2005) studied the changes in the geography curriculum from the early Republican era to the present. Şahin (2019) assessed the 2005 and 2018 geography curricula comparatively. In their study, Değirmenci and İlter (2013) evaluated the topic of “natural disasters” according to the geography curriculum. Akengin (2013) examined the geography curriculum of 2005 considering the opinions of geography teachers. Similar works include; Demirkaya (2006), Kızılcıoğlu (2006), Türk (2007), Gülersoy (2007), Geçit (2008), Demiralp (2017), İnce and Sağdıç (2020), and Özbuğutu (2021). On the other hand, in their study, Tanrıkulu and Gümüşçü (2021) addressed the development of geography discipline in Türkiye by focusing on the period between 1940 and 2000. The study of Güz (2022) on population analyzed the concepts related to the population as mentioned in the social studies textbooks from the early Republican period until 2022. In his study, Can (2021) examined Türkiye’s population policies and period of population growth from the perspective of a demographic opportunity window. In his study, Özdivrik (2022) addressed the map skills contained in the 2018 secondary school geography curriculum and assessed them in the light of the opinions of geography teachers. However, none of the above-mentioned studies compared the textbooks published during the 1939-1942 period and those prepared according to the 2018 geography program in terms of the population geography topics. In this respect, this study is considered to be original, and it will contribute to the relevant field of research.

FINDINGS

Population Geography in the High School Textbooks of 1939-1942

General Geography lessons were taught in the 1st grade of high schools (9th grade overall) in 1939. The textbook for this lesson is comprised of two parts, being physical geography and human geography. According to this content distribution, topics related to population fell within the human geography part.

In the General Geography textbook for high school 1st graders, the first mention regarding population is under the heading of “the place of man in the history of the earth”. This section addresses the early stages of human life on Earth. In this first mention of this book, the topics of the place of man in the history of the earth and primitive life are covered regarding population geography. Moreover, in this part, historical ages are discussed and the Old Stone Age, New Stone Age, and Mineral Age are explained regarding humans. Under the heading of primitive life, the features of primitive life are explained before giving examples from the primitive life areas that existed in history and that still exist.

The second topic includes humans and nature, civil life, residential places, the impact of nature on humans, and the effect of humans on nature. Under this topic, the residential places (where people can live) are addressed about their physical geographical conditions, and the places conducive to settlement in the world are explained. Besides, civil life and its properties are explained. The topic of the impact of nature on humans and vice versa is explained in relation to the soil, geographical formations, climate, dwelling style, clothing, agriculture, water resources, the effect of the sea, agricultural life, and animals. The interaction of humans with all these is covered.

The third topic involves the subjects of humans and nature, the dominance of humans over nature, and various lifestyles. In this sense, in terms of content, it may be considered as the continuation of and to be supplementary to the first topic. On the other hand, the topic of various lifestyles is handled under sub-headings. These sub-headings are fisher and hunter societies, shepherd societies, and farmer societies. Moreover, the reasons for the development of the developed nations are discussed alongside their use of machinery and technical development.

The fourth topic includes races, political groups, languages, and religions under the heading of today’s population in the world. In this regard, the concept of race is explained in the light of its old and new criteria. Within this framework, regarding race, the approach at the time is put forward as the following: “However, many years after the development of comparative anatomy discipline in 1830, skeleton and bones started to take a considerable place in the classification of races. Today, race classifications are now based on the principles of anthropology.” Within this framework, people (societies) in the world are classified under eight types in the book, and explanations are provided for each one. Afterward, the features of Turks are focused on. Under the heading of political groups, the process of transition from clan to nation and state is discussed. Under the heading of languages, the basic features of human beings are listed as reason, speaking, and writing, and then the large language groups and the regions they have spread to are covered. However, there is no single map that would have shown their spread around the world. Although no map is provided as to the spread of religions in the world, the

text includes the phrase “the map on religions continuously changes”. Under the heading of religions, the main characteristics of religions are explained, and, in this regard, the sects affiliated with some religions are also covered. Moreover, the relationship between religions and geography is established by giving examples from certain religions. In this respect, it is noted that religion and the residential place of humans affect their belief systems and temple constructions. On the other hand, the number of believers of Christianity, Islam, Judaism, Brahmanism, and Buddha religions is stated, however, no certainty is offered in this regard by emphasizing that “these numbers are only estimates”.

The fifth topic involves the subjects of the current population of the world, total population, population density, changes in population, population movements, and dwelling. In this topic, the importance of censuses is mentioned regarding the world population, saying, “It is difficult to determine the exact number of the world’s current population”. The reason for this is provided as to the fact that censuses are conducted regularly only in civilized states (as applicable for this period). The increase and decrease in population are explained by putting forth their reasons. In this regard, it is observed that due diligence has been exercised to include up-to-date information in the book about the latest censuses, as the population amounts from the first and second censuses of Türkiye are contained in the book. Because the book also covers the results of Türkiye’s census conducted in 1935 besides the impact of the 1937 Japan-China war on the decrease in population. Population density is firstly defined and then the places with densely and scarcely populated areas in the world are explained. Moreover, a population density map is included. Birth and death sub-headings are included under the topic of population changes. In this regard, the causes and rates of death and birth quantities among populations in certain countries are dwelled upon. The topic is handled with specific reference to diseases and the level of development. The topic of population movements is discussed about the concept of migration. In this regard, several reasons are put forward for migration without classifying them. No classification such as forced migration, voluntary migration, and brain drain is made, nor is there any classification about reasons related to nature or humans. However, several reasons are suggested for migration such as drought, earthquakes, climate changes, volcanic eruptions, and hurricanes. Besides, the intercontinental migration between 1851 and 1921 is shown with graphics. On the other hand, Turks’ migration from Asia and the migration of tribes are covered. About migrations, the concept of “migrant” is used and explained by giving examples, while showing the migration flows from European countries to overseas countries (1846-1924) and to the USA by way of graphics. Moreover, “seasonal migration” is defined and explained with examples. Besides, the relationship between business opportunities and industrial facilities and migration is explained and some examples are given from certain countries. Another topic included in the topic of population is cities and villages. In this regard, it is mentioned that the “city population is increasing day by day”.

and the link between cities and minerals and industry is established. As an example, it is noted, that “46% of the population is city residents in France, while the proportion of city residents has increased from 60% to 63% in England and Germany”. Under the heading of dwelling, residence types used by humans as homes such as houses, tents, caves, and igloos (snow houses), and the impact of geographical conditions on these and the materials used to build them are discussed. It is stated that high-rise, modern buildings have overcome the local geographical conditions to a certain extent in industrialized countries. In this respect, village, and city style constructions are compared and the fact that cities are getting more crowded over time is addressed with its reasons.

There is a section that is directly about population geography in the 2nd high school grade (10th grade overall) in 1939. This is because there is a “countries’ geography” lesson in the 10th grade (Tebliğler dergisi (Journal of Communiqués), 1939). Moreover, in Göçer’s book (1942), which was approved officially as a 10th-grade geography textbook, certain important information considered to be necessary about countries’ populations is provided. In this respect, information on certain states’ populations, such as population size, population density, population growth, migration movements, and distribution of population, are given. For instance, regarding the population of Japan, in Göçer’s book titled Countries’ Geography, the first races that came to Japan, the height of Japanese people, the products they consume, population density, populations of prominent cities, residence types and distribution of population geographically are explained. The book reads the following: “Japan’s population increases by nearly 1 million thanks to the high birth rate in the country (2,180,000 births vs. 1,208,000 deaths in 1937). It is obvious how challenging it can be to feed the population of this density on this small territory. However, Japanese people are austere, just like the Chinese. The people are gathered in adjacent villages in valleys. In 1938, the population reached 73 million, with the highest concentration on the island of Hondo (Honşu), where in some areas the density approaches 400 people per square kilometer. In 1937, the number of Japanese people in foreign countries was 1,377,000. Of these, 703,500 lived in America, 515,500 in Asia, and 155,000 in Australia” (Göçer, 1942).

While explaining the characteristics of countries in his book, Göçer includes important features related to population. For example, if issues related to migration are important for the country, they are included and explained. In this context, he covers some important issues related to migration in Japan. Regarding migration in Japan; Göçer states, “Migration to other countries is seen as an inevitable necessity. Overpopulated islands need to be decongested. Despite official incentives, the number of migrants is very small, no more than five or six thousand per year. At the end of 1930, the number of Japanese settled abroad amounted to 635,000, and those in the colonies to one million. However, the severity of the agrarian crisis necessitated a stronger migration movement. Yet the Japanese are firmly at-

tached to their land. When they leave their country, they face either hostility from the locals or laws tightening migration restrictions. Among the countries open to the Japanese today are Mexico, Abyssinia, and Iran, which seem sympathetic to them. In foreign countries, the largest Japanese communities are found in California (100,000), the Hawaiian Islands (120,000), and China (close to 200,000). In the end, this migration problem could only be successfully solved within the borders of the empire” (Göçer, 1942).

In the 3rd grade of high schools (11th grade overall), the Geography of Türkiye lesson was taught in 1939, and the topic of Türkiye’s population was covered in this lesson. However, there is scattered information about Türkiye’s population in other sections as well. For example, under the heading of Türkiye’s geographical situation, it is mentioned, “Türkiye is located on the land mass of the Old World, where the most populous countries of the earth are concentrated, and which has become the birthplace of great civilizations. If we take into account the climatic zones, we realize that Türkiye is a country suitable for people to live in and to have access to various products. It is not a coincidence that the first civilizations were born in this country or its surroundings, and that they took root in these countries quite early: The reason for this may be that Türkiye’s location is one of the most favorable places to live.” In his Geography of Türkiye textbook, Darkot states with temporary numbers that the population of Türkiye was determined as 17 million 826 thousand with the 1940 census data and that the population has then exceeded 18 million. This shows that he took care of preparing the book with up-to-date data. At the same time, Türkiye’s population is compared with the populations of neighboring countries, which shows that international population data is monitored regularly. In terms of population movements, the population is given according to the censuses conducted in Türkiye and compared with the growth rates. In this context, the reasons for population growth are given, and the effect of migration from the Balkans and the reunification of Hatay with the motherland on population growth is explained. It also includes population growth through births and their numbers. It is emphasized that Türkiye’s population increased by 15 per thousand from 1935 to 1940. This rate is compared with the increased rates of some countries. In addition, the causes of child and underage deaths are explained, citing neglect and diseases like malaria as causes. In the book, population growth is encouraged with the following statement:” Our country can easily feed several times its current population. The most valuable capital of a country is its population because it is the population that will cultivate the land, uncover the riches hidden underground, work in the factories, and it is also the population that will defend the country against the enemy when the time comes. Therefore, the task of increasing our population deserves utmost attention.”

In the book Geography of Türkiye, there is the subtitle of the national unity of Türkiye’s population, and the gender structure of the population is evaluated. In

this context, the book reveals the reasons why a larger proportion of Türkiye's population was found to be female in the 1935 census. It also explains the livelihoods of people living in different regions of Türkiye. As a footnote, it states that 98% of Türkiye's population is Muslim, while also mentioning other religious groups. On the other hand, the distribution of the population according to occupations is provided, mentioning: "According to the 1935 census, almost half of the population of Türkiye is made up of people who earn their living by working. About 80% of them are occupied with land [farmers, shepherds], 8% are factory workers or self-employed, and almost 3% are merchants."

In Darkot's book *Geography of Türkiye*, Türkiye's village and city populations are stated and Türkiye's cities are grouped according to their population sizes. A list of cities with a population of more than 25,000 according to the 1940 census is also provided as a footnote. Village and city populations are compared, stating that the village population is higher with an emphasis on Türkiye's characteristics as an agricultural country. It is stated that there is migration from villages to cities with the impact of industrialization. On the other hand, it is mentioned that while there are collective settlements in Central Anatolia, there are also scattered settlements on the Black Sea coast.

In the *Geography of Türkiye* book, also population density is referred to, saying, "According to 1940 data, the number of people per square kilometer in Türkiye is 23". It is stated that this density drops to 18 in villages. In this context, the factors affecting the density distribution of Türkiye's population are listed and it is emphasized that it is not equal in all places due to geographical factors (climate, surface forms, etc.) and that it is scarcer in some places. For example, the factors affecting the distribution of density by mountainous, coastal, and inland regions are explained. Also, a "population density map of Türkiye" is provided. In this distinction between villages and rural areas, places with more than 10,000 inhabitants were considered cities, and places with less than 3,000 inhabitants as rural areas (Darkot, 1942).

The second part of the *Geography of Türkiye* book, which consists of three parts, is the geographical regions of Türkiye and the third part is the economic geography of Türkiye. In the context of economic geography topics, issues directly related to population geography are not included. In the second part, Türkiye's regions are discussed and population data pertaining to the cities and settlements mentioned are presented. In this context, considering that Türkiye was divided into seven regions at the First Geography Congress held in 1941, the inclusion of the concept of region in the geography books of 1942 shows that these books were quite up to date. On the other hand, while addressing the regions, in addition to their populations, the distribution of population and the reasons for such distribution are also presented. For example, regarding the Black Sea region, it is stated:

“In the Eastern Black Sea region, the population is densely settled on the coast. Here, both population density and natural vegetation cover cascade according to altitude. At the first step from the coast to 500-700 meters altitude, the population density exceeds 100 people per kilometer, and in some places even 200 people. The population density is lower in the step between 500-1000 meters. However, it is still 2-3 times higher than Türkiye’s average. In the third step between 1000-2000 meters, the population becomes even more sparse, at around 20 people per square kilometer. Places above 2000 meters are not permanent settlements for people. Coastal people go up there in the summer to get rid of the humid and hot air of the lowlands and leave in the fall.” In this context, the population distribution characteristics of each region and section, urban populations, and their relationship with geographical conditions are discussed. For example, regarding Adana, it is mentioned: “Adana plain is the richest region of the Mediterranean region. The most populous parts of the plain are found at the foot of the Taurus Mountains. Adana gradually grew and became the main trade center of the plain. It is an important industrial city in our country, especially with the cotton yarn and fabric factory. Adana’s population has increased rapidly in recent years, from 72 thousand in 1927 to 88 thousand now.”

Population Geography in the High School Geography Textbooks of 2019

The curriculum determined by the Ministry of National Education is the basis for the preparation and content of geography textbooks. In this respect, in the 2018 Geography Curriculum, topics related to population were generally included in the unit on human systems.

In the 9th grade, population geography topics are included about the issue of settlement. Within this framework, the issues related to population geography are as follows: Factors affecting the site selection and development of settlements, factors affecting the formation of settlement textures and types, functional characteristics of settlements and settlements in Türkiye (Coğrafya dersi öğretim programı (Geography curriculum), 2018). In addition to these, the definition of population science (demography) as a discipline is included in the “natural systems” unit of the 9th-grade geography book. Moreover, the areas where the first settlements were established in the world are explained. In this context, “Factors Affecting the foundation of Şanlıurfa” is included in the book as a reading passage. While explaining the first settlements in Türkiye, Çatalhöyük, Alacahöyük, and Göbeklitepe settlements are given as examples with explanations (Soyatlar et al., 2019).

The following topics related to general population geography are included in the 10th grade: characteristics and importance of population, the change in the world population throughout history, the history of population censuses, popu-

lation density, factors affecting the distribution of population, the distribution of population in the world, population pyramids and their characteristics and migration (CDÖP, 2018). In the 10th-grade textbook published by the Ministry of National Education (MoNE) about migration, the following titles are included: Why People Migrate, Migrations from Past to Present, Migrations to the New World, Population Exchange, Brain drain, Labor migrations, Migrations caused by natural disasters. De Facto and De Jure methods are used in population censuses around the world. Regarding the population geography of Türkiye, the following topics are covered: Historical development of the population in Türkiye, population censuses in Türkiye, factors affecting the distribution of population in Türkiye, structural characteristics of Türkiye's population, migration in Türkiye in the historical process, causes and consequences of migration in Türkiye, spatial effects of migration in Türkiye, internal and external migration in Türkiye. Also in the 10th grade, as a continuation of the 9th grade, the topic of population is linked to settlement. Under this heading, factors affecting the distribution of population and settlement in Türkiye are included in the form of settlements in Türkiye. In this context, the following concepts are covered about migration: refugee, exchange, net migration, migration rate, brain drain, labor migration, and seasonal migration. Regarding the characteristics of the population, the following concepts are included both in general terms and with explanations about Türkiye: active population, population density, population growth, natural population growth, real population growth, young population, old population, and dependent population, gender structure, median age. In addition, life expectancy, distribution of the population by age groups, literacy rate, birth and death rates, urban and rural population, active population, and population density criteria (arithmetic, agricultural, and physiological density) are included. In addition, population pyramids, their types, and characteristics are explained by giving examples from countries and elaborating on pyramid shapes (Türkez et al. 2019a). In the "Information Repository" section, the Demographic Transformation Model is explained and the situations that arise depending on the development process of countries are discussed.

In the 10th grade, a "reading passage" is included on the topic of population development in Türkiye and it explains "What is the address-based population registration system?" In this sense, the text emphasizes the importance of the Turkish Statistical Institute (TurkStat) in terms of population data and discusses the change in Türkiye's population by presenting TurkStat data via graphs. Regarding the population of Türkiye, the population pyramid of Türkiye, the distribution of the population by age groups, the rural and urban population of Türkiye, the gender structure of Türkiye, the median age in Türkiye, the educational status of the population of Türkiye, distribution of the population of Türkiye by the branches of economic activity in which the population is actively engaged (Türkez et al. 2019a).

In the 10th grade, the topic of migration is addressed both in general terms and by addressing Türkiye in particular. First, the concept of migration is explained, and types of migration are given. Within this scope, the migration of Turks from Central Asia, the Migration of Tribes, migrations to the New World, migrations caused by natural disasters, exchange migrations, brain drain, and labor migrations are included. In addition, migrations caused by wars and social events are evaluated in the light of current data and, in this context, the issue of refugees is covered. In the reading passage related to this topic, the text titled “Türkiye’s struggle against irregular migration” is offered. The issue of migration in Türkiye is discussed together with its causes and consequences, and the concepts of internal migration, external migration, and seasonal migration in Türkiye are evaluated with current data. In this sense, the “Implementation” section includes a text titled “Syrians under Temporary Protection”, which is a current issue for Türkiye. Another issue included in the “Implementation” section is the coverage of Türkiye’s current initiatives for some regions in need of aid through the news in the press (Türkez et al. 2019a).

The topics handled in the 11th grade Geography Curriculum include population policies pertaining to different periods of countries and their results, population policies implemented by Türkiye and their justifications, scenarios that may occur depending on Türkiye’s population projections, functional characteristics of cities and their global and regional effects, cities in Türkiye according to their functional characteristics, rural settlement types in Türkiye (CDÖP, 2018). In this context, in the human systems unit of the 11th-grade geography textbook, the population policies of countries are discussed with examples from many countries. Türkiye’s population policies are divided into various periods and the process from 1923 to the present day is evaluated. In this sense, TurkStat data and Türkiye’s population growth rate data are visualized graphically, and projections are made regarding Türkiye’s population in the future. In addition, the population was discussed in connection with the issue of settlement, and the areas where urban settlements are first seen, as well as the process of population change in the world, are discussed. In this sense, population growth in various cities is evaluated by giving examples. In addition, the linkages between the population of some cities in the world and their spheres of influence are discussed. Apart from these, the place of the population in the division of rural and urban structures in Türkiye is discussed, and the population criteria valid in Türkiye for villages and cities are included. In this framework, the share of the rural population in Türkiye’s population is given with its change from the Republican period to the present (Türkez et al., 2019b).

In the 12th-grade Geography Curriculum, the issues included in relation to the subject of the population are the relationship between urbanization, migration, and industrialization phenomena and their social effects; future changes in population, settlement, and economic activities; the relationship between transportati-

on networks and settlement and economic activities (CDÖP, 2018). In this context, the 12th-grade geography book includes the effect of earthquakes on population; the relationship between population, settlement, and economic activities; the interaction of urbanization, industry, and migration; the industrial revolution and its effect on population; the urban population rates of the continents in 1990, 2014 and 2050 (estimated). In addition, in the context of the migration phenomenon, the population changes in Sao Paulo and Batman cities are discussed, and the issues of world population, urbanization, migration, and population from the past to the future are covered. Moreover, the issue of population has been addressed in connection with economic and social issues (Erdebil et al., 2019).

In the 2018 program, the explanation of the learning outcomes section allowed for a more detailed explanation of the learning outcomes. In this respect, it is seen that the learning outcomes and explanations are integrated. In addition, it is seen that the geography textbooks prepared according to this program include various original examples and explanations in relation to population geography and elaborate on the subjects.

DISCUSSION, CONCLUSION AND SUGGESTIONS

The content of the 2019 geography textbooks is based on the 2018 CDÖP. In the 2018 CDÖP, topics related to population are generally included in the unit on human systems. In the 1939 geography textbooks, there is no such distinction. Several topics are addressed instead.

Today, geography curricula and textbooks are constantly renewed and updated according to the conditions of the day. On the other hand, the geography books of the 1939-1942 period were also prepared with up-to-date population geography content for their time. In this context, the 2019 edition geography textbooks prepared according to the 2018 CDÖP include up-to-date data on population. The study conducted by Bulat (2019) and Şahin (2019) found that the books prepared according to the Turkish secondary school geography curriculum are up to date. In addition, Tanrıku and Gümüştü (2021) stated in their study that the scientific practice of the curricula was made at the First Turkish Geography Congress and that secondary school geography curricula were frequently changed. Therefore, geography books from both periods contain up-to-date population data for their periods. In this sense, scientific developments and new information on population were reflected in geography textbooks.

Regional geography approach was the determining factor in the teaching of geography lessons during the 1939-1942 period. In this regard, the textbooks taught in the second and third grades of high school were prepared according to the regional geography approach. Accordingly, the distribution of topics related to po-

population geography reflects the regional approach. Tanrıkulu and Gümüşçü, who studied the subject, stated that the secondary education geography curriculum was accepted by the Board of Education and Discipline (*Talim ve Terbiye Kurulu Başkanlığı*, or TTKB) with the program determined by the geography congress held in 1941 and that the regional geography approach was effective in teaching the geography of countries and the geography of Türkiye. On the other hand, since the 2019 geography textbooks were prepared according to a systematic geography approach, neither individual countries in the world were taught directly as the geography of countries nor individual regions in Türkiye were taught separately. Therefore, population geography topics are not addressed in the 2019 edition of geography textbooks from a regional geography perspective. As geography education in secondary schools in Türkiye today is based on themes, population geography topics are taught accordingly in the textbooks. For instance, in the 2019 edition of geography textbooks, regarding the development of the population in Türkiye, the address-based population registration system (ADNKS) is explained and various data pertaining to this system are used. On the other hand, the 1939 edition geography books do not contain this information because the ADNKS had not yet been established at the time.

When a comparison is made at the subject level, the unit content about humans and nature in the natural systems unit of the 2019 geography textbook and the subject of the humans' dominance over nature and the influence of nature on humans in the 1939 edition of General Geography book are similar in terms of content. In this context, both books deal with the population and explain the interaction of human beings with nature. The content of geography books from both periods deals with the connections between human lifestyle and elements such as food, clothing, dwelling, and roads. In this respect, the interaction between humans and nature is covered extensively in books from both periods.

1939 edition General Geography textbook spares a relatively long section on the topic of races, religions, and languages. However, these topics are not directly handled in the 2019 edition books. In this context, in the 1939 edition, the races are handled in relation to the distribution of population on the earth's surface. People are also categorized according to their skull shape and the main characteristics of religions. However, a map of their distribution on the earth is not used. Therefore, there are differences in terms of their coverage of these issues.

In the 1939 edition of the General Geography textbook, the features of primitive and civilized life are covered extensively. The 2019 geography books do not include such a comparison. In this framework, in the 1939 General Geography book, topics such as fishermen, hunters, shepherds, and farming tribes are included in relation to various lifestyles, and the distribution of Türkiye's population according to professions is handled in classes such as farmer, factory worker or self-employed

and merchant. However, in 2019 geography books, this issue is included in economic activities, and these are divided into five groups first-, second-, third-, fourth- and fifth-level activities according to their characteristics. Therefore, the changing categorization patterns in the economic field have been effective in the division of the contents of geography books into different categories.

In the 1939 edition of the General Geography textbook, the fact that regular population censuses were conducted only in civilized countries in the world led to the inference that the information about the world population was far from giving the exact amount of the population. On the other hand, in the 2019 book, statistical data and population figures of the world and many countries are given. As time has passed, population censuses have become quite common, and very reliable population statistics have become available thanks to the data sent from countries around the world to various organizations such as the United Nations. Most governments around the world publish population information both in print and online through statistical agencies.

In the content of the books of both periods, rural and urban population issues in Türkiye and the world, in general, are addressed. On the other hand, the 2019 geography textbooks include the interaction of population, settlement, and economic activities and their future changes and predictions. In this context, it is seen that the 2019 geography book examines the issue of population in connection with economic and social issues. In this context, the 2019 geography textbooks are richer than the 1939-1942 textbooks in terms of comments based on social and economic comparison.

The topic of sparsely populated or completely unpopulated places in the world (inhabited places) is covered in books from both periods. On the other hand, in the 2019 geography book, while the topics were covered, the settlements established at present for research around the poles are included. On the other hand, the books of the 1939-1942 period do not include this information.

The topic of dwellings is covered in books from both periods and the causal link between dwellings and geography is explained. However, the types of dwellings and buildings that have developed in the world over time are included in the 2019 book. In this context, photographs showing various architectural features of the present day are used in the 2019 book. On the other hand, the books of the 1939-1942 period use photographs showing the cities of their period. One may comment on the populations of these cities based on these photographs.

Geography books from both periods address the gender structure of the population. In this sense, the gender structure of Türkiye is included and the reasons for gender ratios are explained.

Migration is included in textbooks from both periods. In this context, it is seen that the subject of migration is covered more comprehensively, and more concepts are included in the 2019 geography textbooks. In the geography books of the 1939-1942 period, the subject of migration is mostly explained according to physical reasons. In the 2019 geography book, both physical and human factors are explained in detail. However, brain drain within the subject of migration is only included in the books published in 2019. Likewise, Türkiye's fight against irregular migration and Syrians under our temporary protection are only covered in the 2019 geography book. On the other hand, refugees, exchange, labor migration, seasonal migration, the Migration of Tribes, and migrations to the New World are covered in both books.

While the geography textbooks of the 1939-1942 period included only arithmetic density, the 2019 textbook included agricultural and physiological density in addition to arithmetic density as a measure of population density. In this respect, it is seen that the 2019 edition textbooks cover the topics related to population density in more detail. On the other hand, the De Facto and De Jure methods used in census taking in the world are only included and explained in the 2019 geography textbook.

In the 2019 geography books, the topic of the population pyramid is covered extensively, while in the 1939-1942 edition geography books, the topic of the population pyramid is not included.

In the 2019 edition of geography textbooks, the areas where the first settlements were established in the world are explained and Çatalhöyük, Alacahöyük, and Göbeklitepe settlements are given as examples while explaining the first settlements in Türkiye. These examples are not included in the 1939 geography book.

The following points are included in the content of the books of both periods regarding population geography: characteristics and importance of population, changes in world population throughout history, history of population censuses, population density, factors affecting the distribution of population, distribution of population in the world, changes in population and population movements.

As a result, the population topics in the geography textbooks of both periods are quite similar in terms of content. However, in terms of scope and detail, 2019 geography textbooks have more concepts and themes. In addition, the changing elements in population data over time are reflected in the 2019 geography books. In this sense, the content of population geography should be constantly updated in the future as well. This is because the population is constantly changing in terms of quantity and characteristics. In this respect, changing population data in the world and Türkiye should be reflected in geography textbooks.

Conflict of Interest

There are no personal or financial conflicts of interest between the authors of the article within the scope of the study.

Author Contribution

Design of Study: VŞ(%60), SŞ(%40)

Data Acquisition: VŞ(%60), SŞ(%40)

Data Analysis: VŞ(%60), SŞ(%40)

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