

Village Education in The Journal of Eğitim Hareketleri (1955-1960)

Nedim SARIGÜZEL^{1*} 

¹ Selcuk University, Literature Faculty, History Department, Konya, Türkiye

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ABSTRACT

Since the first years of the Republic, various policies have been developed to enable citizens to contribute to the economic, social, and cultural life of the country. Education was seen as the most important means for the success of these policies and projects were designed to educate the villagers, who constitute most of the population. Policies developed for village education during the single-party period continued during the Democratic Party period. However, the new government produced new projects in line with its own policies and made radical changes in the institutions and organizations within the old policy. This change was felt especially in primary education, religious education, and village institutes. In the first years of the Democratic Party's rule, various media outlets emerged thanks to the freedom it provided to the press. One of these publications is The Journal of Eğitim Hareketleri, which started its publication life in 1955 by Hıfzırrahman Raşit Öymen. The Journal has tried to produce solution suggestions by addressing the problems that the Turkish education system has encountered since the first years of the Republican Era. The journal includes articles by foreign and local educators, as well as literary experts, theologians, historians, and sociologists who are experts in their fields. It is seen that The Journal of Eğitim Hareketleri also attaches importance to villages and education in villages. The Journal includes the policies implemented during the Single Party and Democrat Party periods regarding the enlightenment of the villagers and the education of the village children. In this context, the problems of village schools and village teachers and the place of village children and villagers in the Turkish education system are discussed. In this study, it was tried to reveal how the issue of education in the village was managed in The Journal of Eğitim Hareketleri during the Democratic Party period.



Eđitim Hareketleri Dergisi'nde Ky Eđitimi (1955-1960)

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ZET

Cumhuriyet'in ilk yıllarından itibaren vatandaşların lkenin iktisadi, sosyal ve kltrel hayatına katkıda bulunması iin eşitli politikalar geliştirilmiştir. Bu politikaların başarılı olması iin eđitim en nemli vasıta olarak grlmş ve halkın byk ođunluđunu oluřturan kylnn eđitilmesi iin projeler tasarlanmıştır. Tek parti dneminde ky eđitimi iin geliştirilen politikalar Demokrat Parti dneminde de devam etmiştir. Ancak yeni iktidar kendi politikaları dođrultusunda yeni projeler retmiş eski politika dhilindeki kurum ve kuruluşlarda kkl deđiřime gitmiştir. Bu deđiřim zellikle ilköđretim, din eđitimi ve Ky Enstitleri zerinde hissedilmiştir. Demokrat Parti iktidarının ilk yıllarında basına sađladıđı zgrlk ortamı sayesinde eşitli yayın organları ortaya ıkmıştır. Bu yayınlardan biri de Hıfzırrahman Rařit yemen tarafından 1955 yılında yayın hayatına bařlayan Eđitim Hareketleri Dergisidir. Dergi, Trk eđitim sisteminin Cumhuriyet Dnemi'nin ilk yıllarından itibaren karřılařtıđı sorunları ele alarak zm nerileri retmeye alıřmıştır. Dergide yabancı ve yerli eđitimcilerin yanı sıra alanında uzman edebiyatı, ilahiyatı, tarihi ve sosyologlarında yazılarına yer verilmiştir. Eđitim Hareketleri Dergisinde ky ve kyde eđitim konularına da nem verildiđi grlmektedir. Dergide Tek Parti ve Demokrat Parti dnemlerinde kylnn aydınlanması ve ky ocuđunun eđitilmesi hususunda gerekleřtirilen politikalara yer verilmiştir. Bu bađlamda ky okullarının ve ky đretmeninin sorunları ile ky ocuđunun ve kylnn Trk eđitim sistemindeki yeri ele alınmıştır. Bu alıřmada Demokrat Parti dneminde Eđitim Hareketleri Dergisinde kyde eđitim konusunun nasıl iřlendiđi ortaya konmaya alıřılmıştır.

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*Corresponding Author: Nedim SARIGZEL, nsariguzel@selcuk.edu.tr

INTRODUCTION

Education has been one of the most critical issues of the Republican Era. The gathering of the Education Congress in 1921, while The National Struggle Period was continuing, shows how much importance Atatürk and his friends gave to education. Since the first years of the Republic, a local and national system, away from the influence of foreign cultures, has been adopted within the consciousness of national education based on Turkish culture, and various legal regulations have been made to achieve this. First the multi-headed education system inherited from the Ottoman Period was unified with The Tevhid-i Tedrisat Law adopted on March 3, 1924. A comprehensive project has been launched to increase the education level of citizens. With the Adoption of the Latin Alphabet dated November 1, 1928, literacy was made easier, and a major literacy campaign was declared in the country immediately afterwards. Citizens learned to read and write in four-month courses established under the name of public schools. Policies created to enlighten and raise public awareness have spread to society through non-governmental organizations such as Turkish Hearths (Türk Ocakları), People's Houses (Halkevleri) and People's Rooms (Halkodaları). Turkish Language Research Society (Türk Dili Tetkik Cemiyeti) and Turkish Historical Research Society (Türk Tarihi Tetkik Cemiyeti) were established to conduct national culture, language, and history research.

During the Republican Era, importance was given to schooling and because of conscious policies, a significant quantitative development was achieved in the field of education. The number of primary schools, which was 4.894 in the 1923-1924 academic year, increased to 17.428 in the 1950-1951 academic year, the number of students increased from 341.941 to 1.616.626, and the number of teachers increased from 1.023 to 35.871. In the same period, the number of secondary schools increased from 74 to 440, the number of students increased from 5.905 to 68.765, and the number of teachers increased from 796 to 4.528. There is also a visible change in high schools. The number of high schools increased from 23 to 88, the number of students from 1.241 to 22.169, and the number of teachers from 513 to 1.954 (Akyüz, 2007).

During the Republican Era, policies were developed to increase the level of education in the village where most citizens lived. Actually II. Studies on village education began during the Constitutional Monarchy. During the Republican Era, when Mustafa Necati became the Minister of Education, the first steps were taken to train teachers for the villagers and village teacher schools were opened in 1927. Although these schools were closed due to the 1929 Economic Crisis, in the following years, with the influence of intellectuals who gave importance to village education, village teacher schools were opened in Izmir and Eskişehir, which formed the basis of Village Institutes (Benhür & Yüksel, 2023). The most important projects developed for village education during the Republic period were Village Institutes. Village Institutes (Köy Enstitüleri) were established in 1940 to revitalize the village through education and to train teachers and other professionals who would raise the level of primary education to the highest level. During the Republican Era, within the framework of secular education, religion lessons were abolished in city schools in 1930 and in village schools in 1933 (Berkes, 2002).

A crucial step was taken in the field of higher education with the transformation of Darülfünun into Istanbul University in 1933. Immediately after this development, in 1935, the Civil School in Istanbul was moved to Ankara and named the Faculty of Political Sciences, and the Faculty of Languages, History and Geography was opened in the same year. One year later, the State Conservatory was established. In 1944, Balıkesir Necati Education Institute, in 1945, the Faculty of Medicine in Ankara, and in 1946, Istanbul Education Institute came into operation (Sakaoğlu, 2003).

The developments in the field of education during the Single Party Era have undergone some changes since 1950, when the Democratic Party came to power. This change took place through projects

such as Village Institutes, which attracted criticism because they placed financial obligations on the public, people's houses and community chambers, which were thought to be politicized, and the understanding of secular education. Accordingly, in line with the election promises of the Democratic Party, religion courses were re-added to the curriculum and religious education institutions began to be opened. While the number of Quran courses was increased in a short time, religious lessons were re-added to the curriculum. Imam hatip schools, which were opened to meet the need for clergy after the Tevhid-i Tedrisat Law, were closed in the 1930-1931 academic year due to lack of interest from students but were reopened when the Democratic Party came to power. During the Democratic Party rule, the number of these schools increased to nineteen. These steps taken in the field of religious education during the Democratic Party period have been one of the most critical issues that preoccupied the public (Akyüz, 2002). In 1951, at the very beginning of the Democratic Party period, people's houses, which were seen as CHP's propaganda organs, were closed (Demireli&Aktaş, 2011). After a while, co-education was ended in the Village Institutes, which were also among the institutions of the former government, and these schools were completely closed in 1954 (Sakaoğlu, 2003).

In our study, we will examine the articles of The Journal of Eğitim Hareketleri about education in the village during the Democratic Party period. However, before delving into this issue, it is useful to look at the policies developed by the government against the press in this process. The Democratic Party showed great tolerance towards the press, as stated in its election promises at the beginning of its rule. With the changes in the Press Law No. 5680 dated July 15, 1950, which was one of the first actions of the party, the government pressure on the press was lifted and the controlled press approach was ended. However, since 1953, the government's attitude towards the press has changed, and while the powers of the press have been limited by various legal regulations, the government's control over the press has been increased. With the amendment made to Article 36 of the Press Law in 1954, the decision to hear press charges related to heavy punishment in the High Criminal Court, and the Law No. 6334 on Certain Crimes to be Committed through Publication or Radio, enacted in the same year, the pressure on the press was further increased (Temizgüney, 2018).

Founded by Hıfzırahman Raşit Öymen, who was not close to the government, The Journal of Eğitim Hareketleri started its publication life on January 1, 1955, just as the Democratic Party increased its pressure on the press. The journal includes articles by local, foreign and experts from different professional groups. The works of writers with all kinds of ideas, who are not chosen from a certain political group, are included. In addition to educators, articles by historians, literary figures, lawyers, and theologians were also published in the journal. Educational problems were revealed, and warnings were made about solutions in the articles published between 1955 and 1980, when the journal was published. The journal tried to boldly express the deficiencies it saw in the field of education. A total of 256 issues of the journal were published, and 3.153 articles were included (Güçlü-Özdemir, 2017). In this study, the issues of the magazine published during the Democratic Party years, that is, from 1955 to 1960, when the magazine first started publication, were examined. 71 articles on village education in 72 issues published between these years were reached. These articles were categorized and the magazine's approach to education in villages was revealed.

Öymen (1955a), explained the purpose and publication policy of the journal as follows:

As our name suggests, Education Movements emerge to follow and promote activities in the field of education and to indicate the spirit and meaning of new developments. Türkiye has participated in studies in this field in every period. While embracing this natural command of his will to live, he longed for and sought something new and better. But he could not bring together what belonged to him.

Our way will be to illuminate educational issues in the light of science and life, to make sense of the cases that have been voiced and those that have not been voiced within the framework of broad

cooperation, and to mobilize our general professional opinion in this direction. Education continues to be one of the most important problems in society. In fact, it comes first when looking for solutions to eliminate the bad luck of the world - even if it often fails. In order to bring together efforts on this path, it is desired to reach an international unity of understanding with the "United Nations Ideal". Our technical world has made distances and borders very narrow and short. For the spiritual world, movement within the idea of hope and distance should not be considered an issue. On the other hand, evaluating the evolution of spiritual bodies throughout history in the future world seems to be a more difficult and more artistic task. The magazine will try to be useful for this purpose, together with friends whose efforts and interest from which we can.

We will gladly open our pages to the activities of institutions and organizations that strive to make the voice of science heard and to educate our youth and people, from the university to the most remote village school. We will spread ideas that will help families and schools get closer to each other and work together, and we will make it our business to announce teachers' professional cases and life problems to the general opinion of the country. Seeing that our readers and those involved in the cause do not spare their promises of help in this cause will be the only reward and main source of enthusiasm for our purpose.

Education in the Village

1. Problems of Education in Villages

1.1. Combined Classes

The biggest problem of village schools in the Republican Era is the lack of sufficient number of schools and teachers. To solve this problem practically, as in the developed countries of the period, children of different ages were brought together and educated in the same environment with the same teacher. This issue was given importance in the articles published in the magazine about the problems of village education. Bedri Alogan, in his article discussing the multi-grade class problem in village schools, first listed the legal duties of the village teacher. Accordingly, the teacher is obliged to raise the national culture of the village people, improve their economic life, and take measures to increase the welfare of the village people. In addition, depending on the environment and opportunities, the youth of the village will be given sports activities and taught to drive. Alogan asked how a teacher could manage such a huge burden in the face of impossibilities and said with personal intelligence, skill and ability. He identified the biggest problem of the village teacher, who was crushed under such a burden, as loneliness and being forgotten. He stated that it would be a consolation to be with the village teacher and listen to his troubles, even for at least five minutes (Alogan, 1959a). Alogan focused on the solution of the problems of the multigrade classroom program in his article in the other issue. Focusing on the curriculum change, he also stated that it had been tried in trial schools for several years, but that the curriculum change alone would not be sufficient. He criticized the important and vital parts of the unified class issue, which was brought to the agenda in the 5th Education Council, to be left in the background. He stated that a framework program should be created by the authorities and implemented from the university to the village school. He also stated that village teachers should be provided with understanding and exemplary guides to ensure that teachers work in peace with the love of their profession (Alogan, 1959b).

Primary Education Inspection Chief Ahmet Korkut wrote about the activities of American Professor K. V. Wofford, who came to Türkiye and made investigations on combined education in village schools. As a result of his investigations, Woffor recommended that combined education should be continued. The seminar organized by Woffor focused on the program of trial schools. Three practices

such as combining classes, combining courses, and combining subjects were implemented in these schools. Units for the life sciences course were also combined and the curriculum was determined as home and family in the first year, village life in the second year, and social life in the third year. In addition, in line with Woffor's report, twenty-five educators were sent to America, where they received training for a year, and when they returned, they worked in various units (Korkut, 1957).

Against the view that schools with multiple classrooms in villages are better for compulsory primary school education, Lembke (1955) argued that schools with a single classroom would also be beneficial. He stated that he came to this conclusion by observing the success of his students graduating from these schools. He stated that the best education can be achieved thanks to school facilities consisting of a good teacher, uncrowded classrooms, and quality materials.

1.2. Absenteeism in Village Schools

One of the biggest problems of village schools is the issue of absenteeism. Başbüyük wrote about the issue of attendance in village schools. Parents who do not understand the importance of school see children as their biggest helpers in village affairs. For this reason, they are looking for ways not to send physically developing children to school, especially in the 4th and 5th grades. According to Başbüyük (1957a), the measures taken regarding school attendance are insufficient. Making it easier to get a job with a diploma, increasing the daily wage, and providing dowry bonuses for girls after graduation will be an important incentive for school attendance.

Primary Education Inspector Mahmut Ataman, in his article, explained the reasons for the absenteeism problem in village schools after revealing the socio-economic situation of the villagers and the village teachers. Accordingly, the main reasons for absenteeism are the villagers' lack of interest in school, the inability to create a school environment that children will like due to impossibilities, 80% of the students being shepherds, and poor village children working as servants for rich families. To solve absenteeism, the government should take measures, schools should be built by the state, villagers should be saved from poverty, multiple marriages should be prevented by adhering to the civil law, priority should be given to the development of the eastern provinces, and experienced teachers should be kept in the region by paying compensation to the teachers working there (Ataman, 1959).

1.3. Inefficiency in Village Schools

The magazine also focused on the reasons for inefficiency in village schools. Fahri Başbüyük, himself a village teacher, explained the reasons for the inefficiency in village schools in his article. Başbüyük discussed the issue under two headings: "factors related to the spiritual existence of the village" and "in-school activities and factors". According to the first heading, especially in the eastern provinces, Kurdish and Zaza students have language problems, parents do not attach importance to school activities, leading to absenteeism, and the fatigue of students returning home from school to work in family businesses disrupts education. According to the second heading, primitive conditions constitute an obstacle to village education. No matter how devoted the teacher is, the student cannot get full efficiency due to multi-grade classes, lack of books and materials, and other factors, which discourages the teacher. Again, the teacher who teaches combined lessons cannot devote enough time to each student. All these emerge as factors that reduce the efficiency of the village school. Başbüyük (1957b), VI. He hopes that the decisions taken at the Education Council will eliminate these deficiencies in the village school.

Selami Meriç, in her article on the inefficiency of village schools, stated that recently this inefficiency has been blamed on teachers. Stating that teachers are being treated unfairly, Meriç (1959), stated that the problem should be sought in other factors and that the distinctive characteristics of the

villages prevent the children from being subjected to the same education. He stated that in some villages where he works, the upbringing of children is left only to nature, and that some children cannot even say their names or perceive the teaching tools provided in such an environment. He stated that it is up to the teacher to provide the same education to all students. The problem is not with the teacher but with the village culture in general.

Yaşar Göker stated that in some villages in the east of the country there are students who do not speak Turkish and that teaching them Turkish is a national duty. These villages are far from the city and lack artistic and intellectual resources. According to Göker, the teacher fails because he is distant from the people and culture of the region and cannot communicate with the villagers and children. Teachers who will work here must be trained according to the conditions of this place. Because there is a great need for public education here. The teacher should establish good relations with the village people, gain the trust of the village elders, and invite those who speak Turkish in the village to the lessons. Turkish should be taught to children and adults without forcing them by applying different methods. Only in this way can the teacher be successful (Göker, 1959).

Primary Education Inspector Mustafa Sarıkaya (1960a), based on the data he collected in twenty-seven schools in the villages of Denizli central district that he has been inspecting for four years, concluded that the efficiency in village schools is extremely low. Sarıkaya, seeing the inefficiency in village schools as largely due to absenteeism, gathered his solution proposal into four items. Accordingly, 1. Mobile schools should be established for children who go to study with their parents. 2. To provide the annual course hours, the course hours should be increased from 5 to 7 and the 15-day midterm break should be reduced to one week. 3. To ensure that the courses are taught by teachers, half-day courses should be held, and students should be recruited on a rotating basis every two years. 4. Children should be registered on time and social assistance should be provided to the poor. He also gave some solution suggestions for financial difficulties. Accordingly, 1. The lack of tools, equipment and books in schools should be covered by the state. 2. To make teaching attractive, village teachers should be paid overtime, their office wages should be increased, and their legal rights should be improved.

In the next issue of the magazine, Sarıkaya (1960b) explained the reasons for the inefficiency in village schools with five items. 1. There is a shortage of teacher staff in village schools. 2. Assigning new graduate teachers too far from their hometown creates financial and moral problems. 3. Trainee teachers should not be appointed to single-class schools and should first undergo the apprenticeship phase with an experienced teacher. 4. Lack of materials is a big problem. The old books of well-off children should be distributed to village children to eliminate the lack of materials in the villages and to prevent waste. 5. Sample lessons, conferences and seminars should be organized to increase teachers' multigrade classroom experience.

1.4. Problems of the Village Teacher

Village teachers of the period had huge financial and moral problems. These problems are also included in the magazine. Öymen (1957a) explained the difficulties of young female teachers working in the village school through the memories of a young teacher assigned to a mountain village in Germany. The article focuses on the difficulties brought by multigrade classroom practice, as well as the environmental factors of the village and the difficulties of being young and female.

Primary Education Inspector Hüseyin Çolak (1957a) wrote about his inspection of Çemizgezekkızı village primary school. Çolak, who gave information about the village and the villagers he arrived at after a difficult journey of about four and a half hours, wrote that the village had primitive conditions. In his observations at the school, he touched upon the stress the teacher experienced in the past years due to his fear of the inspector, and stated that this was an important problem of the inspection

system.

Ziya Dalat (1959), wrote about the disappointments and difficulties experienced by a young man who grew up in the city when he was appointed to remote villages of the country, based on the foreignness and difficulties he experienced while he was in the villages of Türkiye after returning from his education abroad. Dalat stated that the curriculum of teacher training schools was prepared as if they were going to live in a big city, without examining the dusty, manure-smelling, ruined Anatolian village, far from the realities of the country, and therefore young people who graduated from village schools and Village Institutes floundered when they were appointed to villages. In Dalat's words, one would think that the young teacher would return to his apartment in Şişli after class. However, when the young teacher comes face to face with the realities of the village, the village seems like hell. Conquering the village and increasing literacy can only be achieved by giving the teacher a civilized life.

The magazine also touched upon the problem that teachers of the secular education system face in underdeveloped villages. A young female teacher assigned to a village in the far reaches of the country tries to eliminate the superstitions of the villagers with new education methods. The villagers who do not like this complain by slandering the teacher's honor. The investigation process between the inspector and the teacher is described in a tragic way (Alpan, 1960).

2. How should education be in the village?

2.1. Village Special Education

Since the first issue of the magazine, scientific articles have begun to be published on the problems of village education as well as how it should be. In the article titled Village School Reform, written by Ernst Kriek (1955), in the first issue, it was scientifically discussed the rules and purposes under which village schools should be established and provide education. The article emphasizes that village schools should be established based on their own national and cultural foundations and provide education to meet the needs of the village. It is noteworthy that the stated goals are almost in line with the founding purpose of the Village Institutes, which were closed a year before the publication of the magazine (T.C. Resmî Gazete, 1940).

I. Dietz (1955a), stated in his article that village schools should not be a copy of city schools and should be organized in line with their unique needs. He stated that this problem, like other village issues, can only be possible if educators get to know village life and people. He wrote that village schools should maintain a close relationship with the villagers and maintain certain rules and moral values. He stated that village schools have some advantages over city schools, but that an ideal education can be provided by using them well. Dietz (1955b) continued his article about the village school in another issue of the magazine and listed the characteristics of village life and the village school. Accordingly, the village has its own working model. The family in the village produces together, and the child grows up in this work order, and the elders shape the children in their own style. Village life, a play and work environment, is at the disposal of the school. The teacher coming from the same environment will also develop the children's abilities within the framework of the village order. Dietz finds the current problem of village schools is that they are established just like city schools, far from the realities of the village. The village school should be established in its own reality and provide education with its own curriculum. In his other article, Dietz (1955c), stated that teachers in village schools cannot be successful if they do not work while feeling at home, but they can be useful by integrating with the villagers. According to Dietz, the cultural knowledge of the village is shaped by the natural conditions in which it is located. The education of village children should also be conducted in accordance with these natural conditions. The curriculum should be determined accordingly, and the teacher should provide education

taking these conditions into consideration. Only then can success be achieved in the village school. In his article about the types of village schools, Dietz focused on the village school curriculum and structure by giving examples from different countries. Dietz, who argued that schools should be evaluated within their own environmental conditions, stated that village teachers should also be trained to have knowledge of rural and village knowledge (Dietz, 1956).

In his article on village schools, Paul Bode (1956a), like Dietz, argued that education should be provided in village schools according to the environmental conditions and the child's abilities. He also stated that, by comparing city and village schools, it is not possible to compare village schools, which provide single-classroom education, with multi-classroom city schools based on education quality. For this reason, he stated that the teacher should determine the merits of the child in the village school and provide education accordingly.

Bode (1956b), one of the authors who offers solutions for village education, touched upon the differences between city and village schools in his article. The village child grows up by getting to know his/her environment within the village environment, including mother, father, and teacher. The city child's parents work away from home in different fields of work, so the child stays away from his parents and teachers and cannot fully understand his environment. Bode also touched upon the problems faced by village children. Modern communication tools bring the cultural and technological innovations of the big world to the most remote villages. Thanks to this communication, the villagers enter a process of cultural confusion while learning modern production methods. Especially village children who go to the city experience great problems here. Modern village school pedagogy must take the necessary precautions against this danger.

Hainen (1955), in his article about the German thought system, stated that the thought system of the German peasants was far from rational science in a spiritual, primitive world of belief until the second half of the 19th century. According to Heinen, the church controls this faith-oriented thought of the villagers and is in a great struggle against the teachers who were raised with the modern education system and try to enlighten the villagers. Thanks to the rational education of teacher training schools, teachers have become more conscious and gained an advantage over clergy. However, they will complete each other's duties only if the teacher shows the necessary respect for religion and belief and the spiritual person breaks his prejudice against rational sciences. Because if the peasant turned only to rational sciences, his soul would be hungry and, on the contrary, he would be deprived of the scientific innovations of the modern world. Culture is no longer in a static state, and the quicker the villagers get used to this situation, the quicker and deeper the innovation will occur.

In his article where he talked about the importance of gymnastics in schools, Max Mansen (1957), revealed the difficulties of gymnastics in village schools and its advantages compared to city schools.

Öymen (1955b), discussed a history lesson about the Siege of Vienna taught in German village schools and asked to what extent students in history lessons in Türkiye had knowledge about events outside political borders.

2.2. The Situation of the Village Child

The magazine also covers the issue of how to educate village children by revealing the situation of village children. Dunn (1955a), also touched upon the development of village children in his series of articles in which he talked about the development process of children. In his first article, Dunn discusses the general development process of children and writes that the village child goes through a development process like all other children and will develop in a healthy way with play and interest.

In another article, Dunn (1955b), while talking about the importance of toys in the child's

development process, stated that children in the village should also play with toys during this development process. He also stated that it does not matter whether the toys are expensive, even simple items that can help the child's development can be used as toys. Dunn (1955c), continued his articles on child development and talked about the need to create environmental conditions for the child to develop the skills he acquired 18 months ago, such as swimming and climbing. He stated that the child can complete his development by repeating the skills he has acquired within the means possible.

In another article, Dunn (1955d), wrote that village children are more advantageous in their development than children living in cities. Stating that the environment is the child's playground, he stated that factors such as sand, gravel, streams, and farm tools help the village child to gain skills, courage and freedom. He stated that adults should help ensure the safety of these conditions.

In his article comparing village and city children, Öymen (1958), first talked about village and city life in Türkiye and stated that 80% of the people live in villages. Then, by quoting the famous Philosophy Professor Fredrich Pavlzen, he revealed the differences between village and city children. According to Öymen, at the age of 4-5, the village child herds the oxen that the city child fears, and at the age of 13-14, he begins to work in the hardest jobs such as driving a slingshot. Even though the natural conditions are good in the village, it is frequently seen that village children die at an early age due to reasons such as malnutrition, lack of doctors and medicine. The village child is very attached to his family because he directly participates in the economic unity of the house. Therefore, he is very loyal to authority. The village child learns things before words, and his language develops later than the city child, and he even has different accents.

Hasan Odabaşı (1958), in his article on child discipline, explains by giving an example that village children are tried to be disciplined by beating and swearing. Teachers used these primitive methods etc. He stated that he should be removed from village life by state officials.

Fakir Baykurt (1958), stated that people who are far from village life have the opinion that children growing up in village schools are ignorant and that they are regressing the cultural level of the country. Baykurt argues that before making this judgment, it is necessary to examine the life of the village child. First, he says that village schools have inadequate infrastructure and lessons are taught in combined classes by candlelight. The child, who is obliged to do the village chores given by his parents outside of school, has no guide other than the teacher. According to Baykurt, when the teacher is successful, the children in the village will be better educated than they are today, even if they are not truly knowledgeable. Türkiye, which integrates its village and city, will be in a better situation. This is the country's only hope.

In his article, Bode (1956c), stated that the village child is involved in the economic community of village life and has all the behaviors of village life from his first year, but other children of the same age do not have this. Despite this ability, the village child experiences some problems such as slow thinking and difficult adaptation. This situation shows that the village child should be subjected to a different education system. The new reform addresses the activities and boundaries of the village school through the realities of village life, not the organization of city schools. Bode stated that instead of a general education program, a model that is conducted within the needs of each school and ultimately connected to mass education would be beneficial for village schools.

2.3. Public Education

Tunceli Primary Education Inspector Ertuğrul Seyhan (1955), wrote about the carpet weaving activity he observed in the village of Umur Bey, 3500 km away from Gemlik. Yapı Kredi Bank opened a branch in this village in 1953 to experience village banking. The bank opened a carpet making course

for unemployed women in the village and appointed Prof. to lead the course. Dr. He brought Kenan Özbel. Thanks to the course, sixty-nine carpet looms were established in the village and 500 people learned carpet weaving. Carpets are woven in the village with Turkish tools, materials, methods, and motifs. In addition to models inspired by Turkish history and motifs, new and original patterns have also been created. In addition, a carpet museum consisting of works produced by Özbel and the villagers was also established in the village. While Seyhan expressed his satisfaction with this beautiful public education activity he saw in the village, he wished that such educational institutions would spread throughout the country.

Ethem Özgüven (1957), discussed the public education activities in the villages based on the decision to establish the General Directorate of Public Education at the 6th Education Council. Özgüven stated that within the scope of the new bill, the need for buildings, personnel, and money for public education in the villages can be met, and that in this way, a total development can be achieved in the country.

In his article, Bodler (1957), stated that the school runs together with the realities of life and talked about the necessity of providing education in village schools that is compatible with the traditions, customs, moral values, architecture, geography, and economic structure of the village environment. In this way, village folk education can be provided by teachers in modern village schools.

3. Village Institutes

The most important institution emphasized in the magazine was the Village Institutes. Village Institutes were evaluated within the framework of other institutions of the period, the laws passed and the education policy. It has been one of the main topics of the magazine since the first issue. The importance of Village Institutes, the problems of teachers graduating from the institutes and the closure process were the main topics covered in the magazine. In the first issue, the article titled "Village School Reform" written by Ernst Krieck (1955), was published and the issue of scientifically discussed the rules and purposes under which village schools should be established and provide education. It was emphasized that village schools should be established based on their own national and cultural foundations and provide education to meet the needs of the village. It is noteworthy that the stated goals are almost in line with the founding purpose of the Village Institutes, which were closed a year before the publication of the magazine (T.C. Resmî Gazete, 1940).

An interview by Öymen (1955c), about Village Institutes was published in the magazine and the importance of the institutes in Turkish educational life was emphasized. Öymen, first of all, talked about the importance of training teachers and stated that there is a need for studies that will improve teaching knowledge and the art of manners. Stating that a more effective development was achieved despite limited opportunities in the first 10 years of the Republic, Öymen brought the word to Village Institutes within the framework of primary education mobilization. He stated that the most notable and important development in the last 10 years was the establishment of Village Institutes. He stated that Village Institutes are the most important key factor in revealing new sources of power, thanks to their active and progressive structure in terms of their general and deep-rooted characteristics. In the first part of another article where the process of the Village Institutes project is explained, how and why the Village Institutes were established is explained. There were discussions that Deputy of Education Saffet Arıkan made hasty decisions without consulting the competent authorities while the staff were being created during the establishment phase, and even the Head of the Education and Discipline Department of the time said, "It's as if all the villagers gathered in Ulus Square and are raising hell because we want a school?" It was written that he reacted as follows: However, despite these criticisms, it was stated that the first lessons of the Village Institutes held under trees in Ankara villages were attended with curiosity (***,

1956a). In his second article, the author talked about the political developments during the establishment of the Village Institutes and discussed what the institutes brought to the education system (***, 1956b).

The journal also covers the problems of teachers who graduated from Village Institutes, such as salaries, staff, and personal rights. Again, in the first issue, it was stated that the problems experienced by the teacher candidates who graduated from the Village Institute because they could not be appointed or the old senior institute graduate teachers received the same salary as the newly appointed teachers were addressed and these problems should be solved with a new regulation (Köy Okulları Reformu, 1955). Öymen (1956), Authored an article about the new adjustment law, which is thought to eliminate teachers' salary injustice. According to this bill, the problem of Village Institute graduate teachers, who were previously decided to receive the same salary as city teachers by eliminating the salary uncertainty with various regulations, but could not receive these salaries due to lack of budget, will be solved. Öymen wrote that he hoped that injustice would be eliminated with the new law.

Öymen (1959), wrote about the relationship between Village Institutes and teacher training schools in another article. First, he touched upon the establishment and legal regulations of Village Institutes. He stated that the salaries of teachers who graduated from the Village Institute, compulsory service, and the adjustment of issues such as coming from the village to the city according to the teacher schools caused conflict between the teachers who graduated from the two institutions. The substantial number of graduates from Village Institutes has created an appointment problem. As a result, the differences in salaries and compulsory service between teachers graduating from two schools caused the two institutions to turn against each other. Village Institutes have become a rival institution to the teacher training schools from which they emerged. According to Öymen, the main issue is that Village Institutes are seen as a means of primary education mobilization. Village Institutes are not only institutions that train teachers, but also develop village youth professionally, economically, and culturally. The idea of the Village Institute will always remain important. Öymen also recommended that the Village Institutes be restructured under a different name if deemed undesirable for village development.

Reactive articles were written in the magazine against the closure of Village Institutes. İbrahim Türk (1956), Authored an article on the merging of the primary teacher schools of the Village Institutes with the Law No. 6234 dated January 27, 1954, that is, the closure of the Village Institutes. In his article, Türk stated that the closure of Village Institutes was an extremely wrong practice, after evaluating issues such as education in villages and the situation of Village Institute teachers within the framework of the articles of the relevant Law. According to Türk, public conscience will prevail over the law and the mistake will be corrected in a brief time and an institution that will fulfil the duty of the Village Institutes will be built.

Öymen (1957b), also wrote a new article about the situation of Village Institutes and their graduates on the occasion of the Primary Education Main Law, referencing his old articles in the magazine. Öymen, who talked at length about the benefits and shortcomings of Village Institutes, stated that new ones should be built instead of the closed Village Institutes, and stated that the task of building the schools previously built by the village people was entirely left to the state. In his article about the organizational process of village schools in Türkiye, Öymen (1960), examined the subject under two headings. The first model is a copy of the existing general or city primary school, and the second is a model recreated according to the needs, characteristics, and realities of the village. The first model continued until the first years of the Republic, but with the second decade, the process from village schools with instructors to Village Institutes began. Öymen explained this historical process dating back to the Village Institutes. Yahya Özsoy (1960), who discussed the organization of village schools as a continuation of the article, also emphasized the failure of Village Institutes to create the desired effect. II. At a time when the effects of the World War were felt and land reform had not yet been carried out,

the peasants' fertile lands were purchased at cheap prices and used for the village garden practice, causing the villagers to turn against the young teacher who had broken away from them. In addition, the inadequacy of the first graduate teachers, who were trained under the impossibilities of the establishment years, did not satisfy the village people. On the other hand, the salary inequality between graduates of teacher training schools and Village Institutes has also set colleagues against each other. Özsoy stated that village schools should be reorganized in line with three main goals. Accordingly, village schools "should be connected to the wheel of public culture in a democratic order, strengthened in the direction of village professions and services, and should complete the move in this field by walking on a path that will provide village people with social knowledge as citizens that recognize equal rights." In addition, it is necessary to train teachers who understand the language and problems of the village. After taking all these measures, newly organized schools can be opened to move towards the goals of the first establishment of village schools. New institutions should be created to replace the closed Village Institutes.

4. Education in the Village from the Perspective of Educators

4.1. Educational Activities and Experiences in the Village

The magazine also includes articles by educators such as teachers and inspectors who worked in the village. Tunceli Primary Education Inspector Ertuğrul Seyhan (1956), wrote an article on the historical development of village schools. During the Tanzimat Period, it was decided to establish secondary schools to meet the need for civil servants, so secondary schools were opened even in villages. Seyhan wrote about how the Gemlik Umurbey Village Junior High School, which was the first village secondary school of the Ottoman Period and built by the villagers' own efforts, was established.

Primary Education Inspector Şevket Ural (1955), wrote in his article about the education campaign launched in Uşak that funds were given to build 5-6 schools in the city, but if the efforts of the Governor and other city notables and the villagers provide financial support, efforts will be made to build 28 new schools. Ural also shared the list of village schools planned to be built. He also gave information about village schools, which he described as one of the most important educational problems of the country. According to Ural, the village school is one of the most important building blocks of democracy and education. The teacher is the teacher not only of the children but of the whole village. According to him, "a village without schools and teachers is like a heartless creature." The village school should be structured within the village and take on the colors of the environment in which it is located, that is, it should provide education in line with the needs of the village. School is a matter of life and death for the villagers and the most important institution that provides spiritual nourishment to the Turkish society.

Kemaliye Primary Education Inspector Faruk Alpaslan (1957a) wrote about the situation of the region in the field of primary education. Alpaslan revealed the primary education activities in Kemaliye and its surroundings under the headings of the number of schools and teachers, attendance, dress code practice and education-training activities. In his second article, Alpaslan wrote about the success of female students in Kemaliye. He also talked about the opportunities provided to poor students in schools through various associations and parent-teacher associations (Alpaslan, 1957b).

Necati Tural (1957), one of the teachers of Antalya Teaching School, talked about the importance of reading books in primary education and visited four schools to examine whether there were sufficient opportunities in village schools. Tural encountered the fact that there were empty cabinets in the schools he visited, as required by the Ministry of National Affairs to have libraries. He stated that this problem can be largely solved by providing books that will educate both himself and his students by giving an

allowance of 80 liras to teachers who graduate from teacher training schools.

In his article where he talked about the importance of libraries in village schools, Hüseyin Çolak cited Malatya's Alıkan, Halıkan, Bahri and Bend villages as examples. The number of books in the libraries of these village schools is almost zero. Çolak (1957b), stated that, apart from these four schools, the situation was the same in hundreds of schools he examined. He stated that it is nothing more than a dream for village children to acquire the habit of reading in schools where there are no books.

Aliye Kirişçiler (1958), who could not get into the Gazi Education Institute after graduating from the teacher training school, but became a teacher in her village, talked about the activities she did in the village school and how she made the children love the art lesson.

Muharrem Kepçeoğlu (1958), explained how he implemented the test in the village school where he worked. Kepçeoğlu, who decided to test the village children after his own readings and the information of an inspector, since the test application was not known at that time, explained how he prepared the test and how he applied it, and stated that as a result, the children who had not been subjected to such an exam before failed.

Selami Meriç (1958), wrote that in the village school where she worked as a teacher, she and her students worked hard for years to create a beautiful garden within the framework of agriculture-business class, but the teachers who came after her did not take care of the garden, leaving it in an idle state. He stated that the relevant people do not give the necessary importance to the agriculture-business course. İlyas Tokgöz (1958), who works at the relevant school, wrote in response that they had problems in running the practice garden due to impossibilities and that he left the difficulties in running the garden, which is approximately four decares, to the readers.

Yaşar Sami Gökğöz (1958), wrote about the issue of thirst in the villages, based on a village that is fed by the Gürmüzlü stream and gets water from spring to spring. He stated that civilization could be advanced by delivering water to all villages in Anatolia and building schools and health centers.

In one issue of the magazine, Ahmet Andıçen's (1958), speech was published on the opening of a new secondary school as an exemplary initiative in Sincan village.

4.2. Village Memories of Teachers

The memories of some village teachers were published in the magazine as a series of articles to reveal the difficulties and experiences of village teachers. The first example was the memories of Teacher Zekiye. As a newly appointed village teacher, Teacher Zekiye wrote in her own style about saying goodbye to her family to start her job, the day she moved to her place of duty, and her excitement in her first article (Gülsen, 1956). In his next article, while talking about his disappointment in the indifference he received from the headman and the villagers when he arrived in the village, he describes hugging the hands of a little boy who heard that he was a teacher as a memory he will never forget (Gülsen, 1957a). Teacher Zekiye wrote about the visit of the teacher of the next village and their conversation. She was very offended when the guest teacher talked about the problems of the village and how it was impossible to fix it, and even said that it was not possible for a little girl like her to do this, but she did not accept this and stated that she was not small and that she would do her best as a great teacher (Gülsen, 1957b). In her next article, she stated that no matter how indifferent and bad the villagers treated her, she would be useful by ignoring it and making them love her (Gülsen, 1957c). During the week he spent in the village, he met the needs of the school and got used to the village. There are now six days left until school starts (Gülsen, 1957d). Finally, school opens, but no students come for the first four days. Thereupon, Teacher Zekiye's father goes to the village room in the evening to talk to the villagers. So, the next morning, five students come to school and start their education (Gülsen

1957e). After a while, all the children of the village started to attend school. The villagers helped the school as much as they could and everything a village school needed was provided. Teacher Zekiye left behind all the helplessness she experienced in the first days and managed to establish good relations with the villagers and her students (Gülsen, 1957f).

İsmail Aşık, who was appointed as an art teacher in Sinekli village, found that the lessons were inefficient due to the neglect of the teacher before him, and tried to increase the interest of the students in art lessons by encouraging them. The necessary materials were largely procured after the students, influenced by their teachers, put pressure on the parents. Children began to draw during recess and even on holidays (Aşık, 1959).

When Nazım Çoker (1958a-1958b) was a student at teacher training school, a teacher asked him, "What can you do about guidance as a village teacher?" The task named. Thereupon, he published his story-style project in several issues of the magazine.

METHOD

This study was conducted based on qualitative research techniques. Accordingly, firstly, primary sources on the subject were examined. Memoirs and newspapers of the period were examined in detail. Additionally, research works, articles and theses on the subject were scanned. After the data obtained was analyzed, the writing of the study started.

FINDINGS

71 articles about village education were found in 72 issues of The Journal of Eğitim Hareketleri published between 1955 and 1960. These articles were categorized and an evaluation was made considering the education policies of the period. The findings resulting from the data and evaluations obtained as a result of the study are listed below.

First, a literature review on the subject was conducted. In this process, theses, articles and books were handled separately. In the theses process, theses, articles and books were handled separately. To access the theses, a search was made on the YÖK National Thesis Center website. To access articles on the subject, the journals on the TR Index website and Dergipark websites were scanned. In addition, various libraries were searched to access books on the subject.

After a general literature review on the subject, all issues of The Journal of Eğitim Hareketleri in the periodicals section of Selçuk University Library were accessed. As a result of the review of the journals, relevant figures were obtained.

As a result of the data collection process, the relevant issues of The Journal of Eğitim Hareketleri were obtained. In addition, literature on the education system of the period, education policies and village education was accessed.

First, the data obtained about the education system of the period, education policy and village education were analyzed in order to make a general evaluation and form the introduction part. Then, articles on village education in the issues of The Journal of Eğitim Hareketleri published between 1950 and 1960 were determined. These articles are categorized according to their approach to village education, under titles such as education policy, education in villages, village institutes, village teachers. Again, these titles were evaluated and analyzed according to the authors' perspective.

DISCUSSION

The Journal of Eğitim Hareketleri published many articles on the subject of education in the village between 1955-1960, that is, during the Democrat Party government. When we look at it in

general, since the early years of the Republic, the education of the villagers, which was the biggest issue in the education system, was emphasized. The most emphasized issue in this regard was village schools. While the material and moral deficiencies of village schools were tried to be revealed, solutions were also explained. The issue of combined classes in village schools, the lack of equipment and books, and the inadequacy of teachers were the prominent issues in the journal. While the share of the government, teachers, students, and villagers in these deficiencies was examined, the place of these factors in the solution was also shown.

The journal focused on the type of education that village children should receive by evaluating their physical and conscious development. In particular, scientific articles by foreign experts on the pedagogical development of village children were included, and the differences between village children and city children were revealed, and in general, the need for an educational program specific to the village was mentioned.

The problems of village teachers have also been one of the main topics of the magazine. While the financial problems of teachers, the difficulties they experience in their appointment and personnel rights are discussed, the problems they experience in the village are especially examined. The changes and legal arrangements that need to be made in education policy in order to prevent the confusion experienced by young teachers who have grown up far from village life in their first appointments are presented. Similarly, measures that will correct and regulate the interaction between teachers and villagers are emphasized.

The most critical aspect of the journal was the closure of the Village Institutes. However, this was a constructive approach based on scientific data rather than a political criticism. The shortcomings of the Village Institutes were also revealed, and it was stated that the schools that had been beneficial to the country's education system in the past should be restructured according to today's conditions and reopened. The problems experienced by village teachers who graduated from the Village Institutes regarding their salaries and statutory rights were frequently addressed, and articles were written to encourage the authorities to solve the problem in favor of the teachers.

The journal also included the memories and observations of educators who work or have worked in the village. Thus, the situation of education in the village was revealed first-hand. The importance of public education for the development of the village and the enlightenment of the villager was also emphasized. By giving examples from some village schools, the benefits of public education on the development of the country and the integration of the villager with the state were tried to be explained.

CONCLUSION

As a result, when we look at the process we have considered, The Journal of Eğitim Hareketleri has revealed the problems of education in the village and the solutions through articles written by local and foreign experts. The qualitative and quantitative deficiencies of village schools have been brought to the agenda based on the opinions of experts who are directly involved in village education. Suggestions have been made to these problems within the framework of the scientific approaches of local and foreign educators.

The journal also has a critical approach towards the education policies of the period. It is seen that there was a reaction against the closure of the Village Institutes in particular. While criticism was made, solutions were also shown to eliminate the deficiencies of the closed institutions. The journal managed to do this without straying from the scientific line and without becoming politicized. When necessary, a certain level of criticism was made against the village education policies of the period without becoming too extreme. While we can attribute the fact that this critical approach remained at a certain level to the

journal management's efforts not to stray from the scientific framework, we should also consider that the journal was published during a period when the Democrat Party made legal arrangements to suppress the press.

As a result, we see that the magazine published in the 1950s presents a broad perspective on village education. The magazine is an important source for understanding the village education policies of the period.

SUGGESTIONS

In this study, an examination was made on village education in The Journal of Eđitim Hareketleri. During the research process, it was seen that the journal touched on all the education policies and problems of the period apart from village education. Researchers can present a different study in the field of education by examining the Education Movements Journal.

Ethical Statement

This study was not produced from any master's or doctoral thesis.

This study has not been presented at a symposium before.

Ethics Committee Approval

This study is not an article that requires ethics committee approval.

Author Contributions

Research Design (CRediT 1) Author 1 (%100)

Data Collection (CRediT 2) Author 1 (%100)

Research - Data analysis - Validation (CRediT 3-4-6-11) Author 1 (%100)

Writing the Article (CRediT 12-13) Author 1 (%100)

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