

Report and Recommendation upon Turkish Education

Introduction

The first and most important point is to settle upon the aim and purpose of the schools of Turkey. Only when this is done is it possible to be clear upon the means to be used and to lay down a definite program of progressive and gradual development. A clear idea of the ends which the schools should attain will protect the schools from needless changes which are no sooner effected than they are undone by other so-called reforms, which lead nowhere. Positively, a clear idea of the end will reveal the steps which need to be taken, afford a check and test for measures proposed, and reveal the order in which the successive steps in education should be taken.

Fortunately, there is no difficulty in stating the main end to be secured by the educational system of Turkey. It is the development of Turkey as a vital, free, independent, and lay republic in full membership in the circle of civilized states. To achieve this end the schools must (1) form proper political habits and ideas; (2) foster the various forms of economic and commercial skill and ability; and (3) develop the traits and dispositions of character, intellectual and moral, which fit men and women for self-government, economic self-support and industrial progress; namely, initiative and inventiveness, independence of judgment, ability to think scientifically and to cooperate for common purposes socially. To realize these ends, the mass of citizens must be educated for intellectual participation in the political, economic, and cultural growth of the country, and not simply certain leaders.

The accomplishment of the end demands more than that the schools train pupils in academic subjects. It requires that they be centres of community life, especially in the rural districts which are most likely to be out of touch with the active currents of social life. They should be health centres, in which knowledge of public hygiene, contagious diseases, malaria, and the means of combatting them are taught not only to the pupils, but made known to the whole village; the school should be, through the cooperation of teachers and pupils with public health officials and local physicians, the centre of activities to combat the prevalent causes of [Page mw.15.276] disease. For example, students should, in malarial districts, take part in locating the breeding grounds of mosquitoes, in draining, covering with oil, etc., and demonstrating to the community the possibility of doing away with the disease. The schools should have such large playgrounds and be so equipped that they will afford proper physical exercise and training in games and sports to the pupils, and also be the centres of the recreations and sports of the community. The students should see to it that youth who do not attend school are brought into the games and sports and instructed therein.

In addition to direct vocational and industrial training of their own pupils, schools should be centres for the collection and dissemination of economic and industrial information. When the departments, for example, of commerce or agriculture, wish to distribute certain information and advice, the students in schools should take part in seeing that the material reaches their parents and the members of the community in which the school is located. They should be made

responsible for the collecting of statistics and other information needed by the ministries of commerce and agriculture. The object is two-fold: on the one hand, to make sure that there is an organ and centre for the collection and dissemination of knowledge which is of national benefit, (thereby bringing the schools into connection with the life of the community and nation), and on the other hand, to form in the students intellectual habits which will be useful to the country and prevent their learning from remaining theoretically idle and useless.

Just as the schools should be in connection with the public, hygienic and industrial life of the nation, so all industries, especially those under public control, should have an educational aspect.

Every municipal electric lighting and power plant, every municipal traction plant, should have a training school connected with it, in which there should be educated not merely a certain number of apprentices, but also a number who should have more thorough and more scientific training in advanced lines, to fit them to start and conduct similar enterprises in new localities. Every technical school should be connected with these practical undertakings and before receiving their final degree they should have a certain amount of service in them, in order to make sure [Page mw.15.277] that their scholastic education fits them for practical work. The same principle applies to the operation of mines, forests, railways, telegraph and telephone systems under public control. Also as fast as Turkey becomes industrialized, and factories under private ownership increase in number, the state should compel owners to provide proper care for the young children of parents who are employed in the factories, in the way of creches, kindergartens, etc., and also to provide more technical training for a certain number of older youth.

I. Program

In order to insure the formation and execution of an educational plan which will serve the social ends of Turkey, there is required a general program giving the outline of educational activities over a period of future years, from eight to twelve. In the fundamentals this program should be adopted by the Grand National Assembly and should serve as a constitution or charter for the ministry of education, independent of changes of personnel. Once adopted, it should not be subject to alteration during the term of years for which the Assembly has enacted its validity. To render it applicable over a term of years, it should be a graded or progressive program, indicating a series of steps to be undertaken in successive years, with respect to the opening of additional and new schools, etc.

It is evident that such a permanent program is so important that it should be framed and adopted by the Assembly only after thorough study. Two years is not too much time to give to the formation of committees and commissions which shall prepare the recommendations for this program, it being understood that in the meantime in order to secure as much stability as is possible no changes will be introduced in the existing system, beyond opening of new schools and providing better recompense and greater security for teachers.

The Ministry of Public Instruction should conduct the preliminary studies for the program in cooperation with existing educational organizations, which should form a number of sub-

committees to report and make recommendations to the Ministry. They should also recommend persons to be appointed as [Page mw.15.278] members of commissions to go abroad and visit the educational systems of various countries, it being understood that each such commission should have upon it at least one member of the central Ministry.

As my earlier preliminary report was devoted mainly to this topic, I will here only summarize some of the conclusions of that report. The more important topics to be studied by commissions of inquiry in foreign countries are (1) Buildings, grounds and equipment, with especial reference to hygiene and sanitary conditions, and with respect to that style of construction and arrangement which is best adapted to promotion of manual and other forms of personal activity; (2) Practical and vocational work, including the upper grades of the elementary school, a different type of middle school, agricultural, industrial and commercial, vocational and practical sections in normal schools; (3) Physical training, sports, games, with especial reference to both semi- medical training and outdoor activities; (4) Rural schools and rural development, cooperative societies, etc., especially Denmark, including methods of adult education. Each of these commissions should not only collect literature from each school system visited but make arrangements for the regular transmission of all new publications. The commissions for physical education and for manual activities in the elementary school, including kindergartens, should extend their visits to the United States.

II. Organization of the Ministry of Public Instruction

Repeating some of the recommendations of the earlier report.

(1) *Educational Literature.* Attention should be given to translating foreign educational literature, especially that of progressive schools, giving accounts of practical methods, equipment, etc. Especial pains should be taken to see that the literature is widely circulated and is carefully studied by teachers. This section of the ministry might also be put in charge of the formation of teachers' reading circles and study clubs. A program of assigned readings in books and periodicals could be made out in advance to guide the readings and discussions of these teachers' organizations. The reading-matter selected should take up subject-matter, [Page mw. 15.279] materials and equipments, and advanced methods of teaching rather than theoretic subjects.

This section might also be put in charge of "travelling libraries" and circulating exhibits of scientific apparatus, tools and materials and models for hand-work, photographs of good school buildings and plans of internal arrangement, pictures of equipment, etc. This suggestion is in line with the need of raising the standard of teachers already in service. The material sent should be simple, not expensive, and of a kind which can be reproduced by local workmen, if not by students themselves.

(2) *Library Activities.* I repeat with especial emphasis what was said in the preliminary report about the importance of extending the activities of the library section of the Ministry, in order to supply more and better reading matter for the young and also to promote the reading habits of adults. Every school should be an active library centre, each building having a room planned, in the original construction, for library purposes. The books should be not only for the

use of pupils but adapted also for the whole population of the community. It must be noted that it is not enough to buy books and equip a library, but that it is even more important to get the books into circulation, which may mean a campaign at the beginning to take books into the homes of the town until the people form the habit of coming for them. It is universally admitted that library methods for the sake of getting books into general use are more highly developed in the United States than elsewhere. At the outset a few carefully selected persons should be sent to this country for special study in preparation for librarians. After this has been done, at least one normal school should give a course for training teachers to help in carrying on the work in communities too small to afford a specially trained librarian.

(3) *School Construction.* There should be a special section in the Ministry for school buildings, school equipment and hygiene. It is a great mistake to suppose that any trained architect can with a little advice from teachers plan a proper school building, and that the subject of buildings can be safely entrusted to ordinary architects and school officials. If this method is followed buildings of routine type will be erected, and money will go to external show rather than to real educational needs. The section should therefore select specialists in primary and secondary education who are familiar with the relation between educational aims and [Page mw. 15.280] methods and the construction and equipment of buildings and grounds, and also the problems of hygiene, like air, lighting, toilet facilities, seating, etc.

(4) *Information.* The section of statistics and personnel should have full information concerning the number of children of school age in each district, the number not taken care of by existing facilities, local conditions with respect to facility of access, means of transportation, local industries, etc. They should also have full information regarding the number of teachers each year who die, resign or fail, and the reasons for withdrawal from teaching service. In this way it can be told how many new teachers each year are required simply to make good the number who drop out, and how many are needed to take care of the opening of new schools. Without this statistical information both as to numbers of children and as to teachers in service and leaving service, it will not be possible to make out a program for the opening of a certain number of schools each year, and for having buildings and teachers in readiness.

The question of the relation of the Ministry of Public Instruction to the school system of Turkey is of utmost importance. On the one hand, it is obvious that in a country which has not had a general system of public education, and where the aim is to develop a system, in fact and not just on paper, of universal and compulsory public education, where most of the communities are still ignorant as to the kind of education, and of teachers required, the Ministry of Education must take the lead. On the other hand, there is danger that too much and too highly centralized activity on the part of the Ministry will stifle local interest and initiative, prevent local communities taking the responsibilities which they should take; and produce too uniform a system of education, not flexibly adapted to the varying needs of different localities, urban, rural, maritime, and to different types of rural communities, different environments and different industries, such as pastoral, grain-growing, cotton, fruit, etc. There is also danger that any centralized system will become bureaucratic, arbitrary and tyrannical in action, and given to useless and perfunctory mechanical work in making useless records, requiring and filing useless

reports from others, and in general what is termed in French "papasserie" and in English "red-tape."

To secure the adequate stimulation and direction of the newly [Page mw.15.281] forming educational system of Turkey while at the same time avoiding the evils attendant upon too great centralized power, salaries paid to members of the Ministry should be sufficient to attract the best educational talent. There should be provision for stated visits of inquiry and study of educational systems of foreign countries, and the functions of the Ministry should be intellectual and moral leadership and inspiration, rather than detailed administrative supervision and executive management. As much as possible of the details of administration and of execution, including adaptation to local circumstances, should be devolved upon local educational bodies, and the advice of local teachers' organizations should be secured and followed, except where open discussion reveals reasons to the contrary.

While Turkey needs *unity* in its educational system, it must be remembered that there is a great difference between unity and uniformity, and that a mechanical system of uniformity may be harmful to real unity. The central Ministry should stand for unity, but against uniformity and in favor of diversity. Only by diversification of materials can schools be adapted to local conditions and needs and the interest of different localities be enlisted. Unity is primarily an intellectual matter, rather than an administrative and clerical one. It is to be attained by so equipping and staffing the central Ministry of Public Instruction that it will be the inspiration and leader, rather than dictator of education in Turkey.

The difference between uniformity and unity may be illustrated by the course of study. The general program of studies will prescribe for example a certain minimum of time to be given to nature study. Bureaucratic uniformity would also prescribe the same topics and methods for all schools. But the central ministry should on the contrary not merely permit diversification but promote it, and even insist upon it. It would take the lead in studying the problems and needs of different portions of the country, and indicate the kind of topics, materials and methods adapted to maritime, pastoral, fruit-growing, grain-growing, cotton-raising, silk- worm districts, to urban industrial and commercial districts and the special industrial capacities of each region. It would, by means of syllabi, reading and study-courses for teachers, as well as by means of the character of instruction given in normal schools located in different portions of the community, make sure that teachers were well grounded in the special conditions, resources and needs of particular localities, and anxious to connect the teaching of nature study with the life of the part of the country in which the school was situated. The same principle applies of course to teaching of geography and history, in which subjects, within the general limits of the prescribed course of study, the central ministry should definitely promote the teaching of local geography and history. By giving its chief attention to such intellectual problems, the department will be protected from the danger of degenerating into a routine clerical and bookkeeping office, and also from the danger of being an arbitrary dictator, arousing the antagonism rather than the cooperation of local school administrators.

The same point may be illustrated by reference to middle and normal schools. It is the general opinion that the existing middle school is too rigid, and the middle schools are too much

of a single type, and that type too academic. Here is a point at which diversification is much needed. But the central ministry instead of permitting diversification to take place without any systematic guidance should itself study the problem of adaptation of middle schools to the needs of different parts of the country, and prepare a scheme of differentiated middle schools, agricultural, industrial, commercial, together with a study of the regions where the schools can be opened to the greatest advantage. The same principle applies to the conduct of normal schools.

One more illustration of the nature of the activities of the central ministry may be given. The present system of inspection extended in number of inspectors serves to keep the ministry in touch with how far the different schools are meeting the requirements of prescribed standards, with the preparation of teachers and the condition of buildings and equipment. But the staff even when suitably enlarged to serve this purpose will not serve the other purpose of making the ministry the intellectual guide and inspirer of Turkish education. There should be created in addition, therefore, a body of travelling supervising inspectors whose duty will be not so much to report to the ministry at Angora upon the condition and work of the schools as to make suggestions to the local teaching and administrative staffs regarding improvement of their equipment and methods. They should therefore be selected from the most progressive teachers and be given a year or so to study methods in foreign countries and then be sent about, especially to the more backward districts, to give others the benefit of their knowledge and experience. They should be capable of meeting the leading citizens of the district and of stirring up a more active interest in the community in educational matters.

III. Training and Treatment of Teachers

The problem of attracting to the teaching profession the right kind of intelligent and devoted men and women and of equipping them with both knowledge of subjects taught and with modern and progressive pedagogical ideas is the crucial problem. In the long run, as are the teachers so are the schools. This question divides itself into two parts:

1. Treatment of Teachers. This covers both salaries and the administrative treatment. There is unanimity that present conditions are not satisfactory in either of these respects. (1) Salaries should be raised promptly and to a very considerable extent. While salary will never be the chief consideration in attracting the right kind of persons to the educational profession, unless financial recompense is sufficient to permit the teacher to provide a suitable standard of living for himself and his family, evils will result such as are already showing themselves in Turkey. A sufficient number of persons will not be held in the business of teaching; already the number of resignations shows the seriousness of the problem. Moreover, normal schools are not drawing the number of students which are needed for the future supply of teachers, not even the number which in most cases can be taken care of most economically in existing schools. Clearly while Turkey needs many more teachers and therefore more normal schools, there is little use in founding more schools unless the right sort and adequate number of young men and women are drawn to them. They will not be drawn upon starvation wages.

Another evil is that even the most devoted teachers cannot now give their whole mind and heart to their teaching duties. They are so preoccupied with the question of supporting their families and paying their bills that the problem of promoting the interests of education and cultivating their own professional spirit necessarily has to take second place. Moreover, there is created a [Page mw.15.284] general instability. In some parts of Turkey, especially in large cities where living is higher, a considerable part of the teachers are engaged in looking for other positions and work which will pay better. They regard their status in the teaching profession as temporary and precarious. Even while still teaching they are forced to search for additional outside money-getting pursuits, or to go from one school to another to teach an excessive number of hours in order to get enough to live upon.

Thus the question of scale of salaries is the central question in Turkish education at the present moment. While some readjustment should be made at once, to meet the immediate emergency, there should be formed a joint commission of representatives of the ministry of public instruction, of finance, of teachers' organizations and of provincial administrative officials to consider the whole problem, with respect to cost of living, depreciation of currency, taxation methods, raising revenues, supplementary facilities, such as gratuitous transportation for teachers, supply of fuel, etc., gratuitously or at cost, supply of houses or residence by the community, etc., and other means of rendering the economic status of teachers secure, stable and attractive.

While it lies outside my province to make financial suggestions, there is one point to which I desire to call emphatic attention. There is at present in Turkey a large amount of unused land and of publicly owned natural resources. A certain amount of this land should be set aside in each province, all the future revenues of which are to be devoted to the schools of that province. This scheme will not add at once any large amount of funds to the school revenues, but as the population grows and economic prosperity increases, it will provide from rents and sales (the funds to be permanently invested for school purposes) a regular and growing source of income. The states of the United States which in their early history adopted this method have profited enormously from it. It might be one of the duties of the financial commission just referred to, to prepare a definite scheme for setting aside and allotting unused lands to school purposes.

(2) Another important phase of the treatment of teachers concerns security of tenure and stability of position. In this respect the under-teachers in Turkey at present seem to be better off than administrative officers, directors and sub-directors. The latter are subject to too sudden and too frequent shifts of position, [Page mw.15.285] and the effect is loss in the morale of the profession. Many of the most competent teachers deliberately avoid taking administrative positions in spite of larger salaries, and those who occupy them no sooner get acquainted with the needs of a locality and with the influential persons in that region than they find themselves shunted somewhere else. In the meantime they have established their families, built or rented a place of residence, and find themselves obliged for this reason or because of the too great expense of moving, to leave their families behind. The result is most discouraging, especially as the notice of the change reaches them only a short time before the opening of the school year. The general charter should guard against this unnecessary and harmful nomadic tendency; establish a presumption in favor of continuous residence, and when changes are found desirable,

ensure that persons affected receive notice of the transfer to be made long before the end of the given school year.

(3) A factor in the treatment of teachers sufficient to receive especial attention is the housing of teachers. In general, when plans for new school buildings are under consideration, they should provide land and a house for the teacher in close connection with the school. The residence should be such as to provide, in rural and backward districts, a model of hygiene and convenient construction and arrangement, as regards water supply, neatness, etc. Thus the teaching profession would be more attractive and the standards of living of the teachers would exercise a definite influence upon the social life of the community. In cities, places of residence should also be provided in close physical contiguity to the schools. This provision would not merely help solve the problem of living, but would bring about a closer identification of teachers with the social life of the school and the pupils, thus raising the moral tone of the schools and making it possible to transform the spirit and atmosphere of the schools from that of barracks into that of family.

(4) The position of the administrative director of a school would be made both more useful and more dignified if directors were relieved of the petty detail which now falls to their charge, and if the regulations regarding expenditures of money were modified. It is absurd that a principal who needs a sum of money, say for repairs of the building ten lire, should have to consult a large general committee. It prevents repairs being made and [Page mw.15.286] equipment bought promptly when they are needed, taxes the time and energy which might better go to educational matters, and wastes the time of the other officers who have to serve on the committee, and who at best are in no position, without giving an undue amount of time to the matter, to pass judgment upon the real necessity for the expenditure. Too much of the time and energy of administrative officials are spent in such useless and inefficient ways. It is quite possible to secure methods of accounting and auditing which would protect educational funds from waste and misappropriation better than the present ways, while relieving the energies of directors for their proper educational duties. In school systems of the larger cities there should be two administrative directors, one for educational matters, and the other for business and clerical details.

2. Training of Teachers. This topic includes both normal schools, professional improvement of teachers already in service and selection of teachers in service for advancement, as directors, inspectors, members of the staff of central ministry and provincial offices.

With respect to normal schools, the chief needs are two. One is improvement in quality, so that all of them shall be standard examples, teaching by practice as well as by precept, of the most advanced methods of education, including of course the equipment and management of the elementary and secondary practice schools. The normal schools, both in the departments for teachers and in their attached practice schools should have the most progressive teachers in the country; their buildings, grounds and equipments should be models, which unconsciously will influence the attitude of all their pupils and graduates. As one measure in furthering this result, I suggest that a definite program be adopted by which every teacher in a normal school shall have one year in every five or six, upon full pay, provided he uses that year in study either in Turkey

or abroad, as may be determined by conference with the authorities, for professional study and equipment. If this system were adopted, it would doubtless be possible to arrange with the educational directors of some of the foreign schools that these teachers should receive preferential treatment with respect to fees, etc.

Another great need is for differentiation of types of normal schools and of courses within them. It is not enough to have [Page mw.15.287] training schools for both elementary and secondary schools. There must be distinct types of normal schools for the training of rural school teachers, with especial reference to the needs of the toilers of the soil who are the mainstay of Turkish life. Unless there is especial attention given by the schools to the interests of the peasants and farmers, there is considerable danger that the establishment of universal education might actually result in social harm. It would give a system of education which would be theoretical and scholastic, and which might easily divert the younger generation from rural life without giving them capacity for anything else. Moreover, the development of the national prosperity of Turkey depends so closely upon improvement of agricultural processes, that the most important question with respect to instruction is the development of a type of elementary and secondary schools in which the subject-matter of the studies will be so connected with rural needs. Then the practical benefit of schooling will be obvious to all, and the results of school training will be definitely applied in practical life. But this result cannot be secured except by a careful and scientific organization of the proper kind of training schools for teachers. This result in turn is dependent upon a prior acquaintance on the part of the managers of these normal schools with the best experience of foreign countries in dealing with this question--a point referred to in the earlier portion of this report concerning the sending of commissions of inquiry and study abroad. In addition a certain number of normal schools should be so enlarged as to provide special courses for the training of teachers in commercial and industrial schools, teachers of physical culture, sports and hygiene, kindergartners, music, painting, sewing, design, etc. There should be at least one school in which courses are given especially for the preparation of school administrators and inspectors, these courses to be open only to teachers of prior successful experience. At least one normal school should have a graduate department in which courses in subject-matter are given in special topics, such as nature study, history, geography, literature, foreign languages, with especial reference to training teachers for other normal schools.

In addition to the reading circles already suggested, there should be for teachers in service correspondence courses. These might be conducted either by the ministry of public instruction or by a normal school. The problem of summer schools needs [Page mw.15.288] especial attention. The law which forbids attendance at them should be modified for teachers at least. By selection of a healthful and attractive location and by care in organization of work, with provision for an adequate recreation, the summer school might be made not only a most valuable adjunct to the improvement of teachers in service, but a positive assistance instead of detriment to health of teachers. It is probable that especial arrangements could be made with some of the foreign schools in Turkey for practically free use of their buildings and facilities during the summer vacation, the direction of the summer school being under Turkish authorities. Free scholarships and board to successful and ambitious teachers should be used as a stimulus.

The other most important factor in training of teachers in service is sending them abroad for further study. There should be a definite and stable program and policy, covering a number of years, according to which each year a specific number should be selected for assigned branches. While it is desirable that a certain number of new graduates of normal school and university who have made good records should be sent each year for advanced study, it is equally important, if not more so, that a certain number of experienced teachers and directors and other administrative officers, including the staff of the central ministry, be sent also. Those having experience are in a better position to gain pedagogic benefit than those who have not taught; they are also likely to be more discriminating and not to copy in a slavish way the methods that happen to be in use in the particular foreign country where they receive training.

IV. The School System

The fundamental principle here is that each portion of the school system should be a complete unit in itself so that those who have completed it have received a definite and obvious advantage irrespective of whether they pass on to a higher division of the school system or not. At present, this principle is not adequately carried out even in the elementary division of the Turkish schools, which are so constituted as to be for the most part simply preparatory schools for the university and other superior schools. [Page mw.15.289] Hence those who attend the middle schools and do not enter the superior schools fail to receive the benefit of their education.

Elementary Schools. As indicated in a prior portion of this report, the material of the program of studies should be modified in different sections of the country to be adapted to local conditions and needs. Without this change, the school studies will not be connected with the life of the pupils, and hence will neither serve them practically nor enlist their full interest and attention. The system should be flexible enough to accommodate itself to special local conditions, especially economic. In parts of the country where parents hesitate to send children at certain periods of the year because their labor is needed on the farm, the dates of opening and closing the schools should be so fixed as to hold the children for the leisure time. While of course it is desirable that children should be freed from such labor and be able to attend schools the whole period, it is much better to make a compromise for a term of years until the economic condition is improved than to have a more perfect scheme on paper, which will in fact not secure the attendance of children.

In some districts, it may be advisable to have school for a shorter number of hours per day than is regular, or to have classes at unusual hours, if necessary to hold pupils; in some cases the program might include simply reading and writing Turkish, with the rudiments of numbers until the school-going habit becomes established.

In the towns and the more advanced rural districts, continuation elementary schools should be established as quickly as possible. In these schools the studies should be primarily of a practical nature, agricultural or industrial according to the customs of the locality.

Middle Schools. While ample provision should be made for preparation of able and ambitious students to attend superior schools, the course of study and methods should be primarily adapted to the more direct life-needs of pupils. The higher schools should arrange their

entrance requirements and their courses so that any able student who has completed his secondary school work should be able to enter the higher school and pursue studies to advantage, even if his original plan did not contemplate a higher education.

As previously noted, greater differentiation in types of middle [Page mw.15.290] schools is required, such as agricultural, industrial, commercial. A certain number of lycées should be selected, in places like Constantinople, Erzerum, etc., for especial development of studies like the sciences and foreign languages. It would be a mistake to confine foreign language teaching to any one stated foreign language. Probably French will continue to be the foreign language most in demand, but some schools should give instruction in German, others in English, and possibly some in Italian. The language selected should correlate with the special aim emphasized by the school and the needs of the locality. In some places, English or German may be more important commercially than French. The same differentiation of language instruction should be permitted in normal schools. Some of the lycées in large centres should specialize in a premedical course, to the extent of teaching such scientific studies as are now taught, for lack of prior preparation, in the first two years of the medical school at Haidar Pasha, in order that when in college pupils may be able to devote their time more fully to strictly professional subjects.

It may be seriously questioned whether specialization of subjects and teachers is not carried too far in the Turkish middle schools at present. No one questions the demand for specialized knowledge and skill in the different subjects of mathematics, science, history, literature and language found in the middle schools. But at present the subdivision of subjects and of teaching seems to be carried to a point that is harmful in two respects. Subjects are arbitrarily isolated from one another, and thus become unreal to the pupils since there is no corresponding isolation in actual life. Failure to connect them with one another means loss of time and energy as well as of interest. History and geography are closely connected together and as a rule should be taught by the same person to the same students. Certain branches of mathematics are of chief significance either in connection with science or with commercial life and should be taught by the same person in affiliation with those topics. Differentiation of the natural sciences is a comparatively late development, and the prevailing separation of physics, chemistry from each other and from botany and zoology is artificial. The plan of introductory courses in General Science should be studied. Moreover, whenever possible they should be correlated with practical industrial subjects. The other evil is that the specialist teacher [Page mw. 15.291] since there are not enough classes to fill his time, is obliged to go about from school to school, many times to a considerable number. In consequence, he is not identified with the life of any one school; he feels little or no responsibility for the welfare and social and moral tone in general; there is little esprit de corps; and at the best he is an instructor rather than an educator.

Superior Schools. (1) University. I was not able to give attention to higher education. In general, the university seems to have made a most promising beginning. Of course special attention should be paid to the selection of its teachers, to secure men who are thoroughly trained in modern methods and who are devoted to the improvement of the intellectual condition of Turkey. A system of fellowships for foreign continued studies to be awarded to students in subjects in which they have made the best record and shown unusual promise would be an assistance. While the university should prepare the teachers for the upper section of the middle

schools, especially those which specialize in scientific and literary studies, preparation for the lower middle schools should be closely connected with the normal schools which prepare teachers for elementary and continuation middle schools. Otherwise there may be danger that the middle schools will continue to be of too academic a type and too disconnected from all life except that of scholarship.

(2) Technical and engineering training of a thorough scientific kind is obviously one of the greatest needs of Turkey, and one which can be met only in part by sending students to foreign schools to study. The difficulties and dangers connected with foreign loans for the development of Turkish communications and industries will be much reduced if Turkey has an adequate number of its own citizens trained to supervise and manage these undertakings. It is evidently much safer to borrow money when the foreign creditor nation lends only the money and does not undertake the construction and management of the enterprise than when, owing to lack of native trained ability, both man and money are under foreign control. It would amply repay Turkey to establish one technological school of the first order, supplementing native teachers for a number of years with first class men from abroad, even if the expense of establishing this school and attracting able teachers from other countries is very great.

(3) I would suggest that a department of archeology be [Page mw.15.292] instituted in the University of Constantinople. With the museum facilities which already exist and which will doubtless continue to be enriched, and with the highly important excavations and explorations still to be undertaken, a school of archeology will train Turkish scholars able to take care of the store of ancient remains--undoubtedly the most important still remaining anywhere in the world--and also attract foreign students of ancient history and art. Doubtless cooperative arrangements could be made with the foreign scholars who come to Turkey to engage in excavations to give some time to instruction in their own specialties; that might even be made a condition of granting the permit. The museum and its able directors afford a nucleus already in existence for such an undertaking in connection with the university.

(4) I would also suggest the establishment in the University of a department of public and social service. It should be staffed by men who have a peculiar and personal interest in the problems of charity and philanthropy, who are acquainted with the best methods of conducting asylums, orphanages, etc., in other countries, and methods of relief of the poor and suffering, management of penal institutions and reformatories, social settlements, public nursing and care of mothers before and after child birth, etc. Young men and women already interested in these topics should be given scholarships to study in similar schools abroad--such as the School of Social Work, New York City, to prepare themselves for teaching in these schools. The work should include practical activities in the city of Constantinople.

Orphanages. I had less time than I should have wished to visit the orphanages, especially of girls. But I am impressed with the opportunity for practical and industrial education afforded by these orphanages. One which we visited on the upper Bosphorus, under private management, illustrates the point admirably. A large and varied gardening plot is cultivated by the pupils under expert supervision; the boys and girls learn domestic arts by care of the household, cooking, etc. As a result the children are unusually happy, as they have something to do which is worth while,

the expenses of the orphanage are brought to a low figure, and the children are being well trained for later livelihood. By securing competent directors and teachers in the arts and crafts in these schools, especially agricultural, horticultural, care of [Page mw.15.293] animals, bee-raising, etc., these schools can not only educate the unfortunate orphan children to lives of usefulness to themselves and the country, but the orphanages will become valuable educational experiment stations for the public schools of Turkey. The great weakness of almost all schools, a weakness not confined in any sense to Turkey, is the separation of school studies from the actual life of children and the conditions and opportunities of the environment. The school comes to be isolated and what is done there does not seem to the pupils to have anything to do with the real life around them, but to form a separate and artificial world. In the orphanages it should be unusually easy to connect the work in geography, language, arithmetic, nature study, with the activities of the shop, garden, management of the household, etc., and thereby serve as models of aims and method for other schools. It goes without saying that while the orphanages should be primarily industrial schools, provision should be made for selecting the superior ten per cent, or so, for special education in the lines in which they show aptitude, including teaching, university education, medicine, nursing, engineering.

V. Health and Hygiene

Health. The subject of health and hygiene seems to me of such importance as to demand a special discussion. It needs no argument to show that physical well-being and vigor is a precondition of progress in all other directions, and that prevention is much better than cure. It is impossible to estimate the economic loss, to speak of no other losses, that comes to Turkey from the prevalence of malaria in Anatolia. While a public commission is now engaged in study of the problem, the best results cannot be achieved without the cooperation of the schools. It is evident also that trachoma and various diseases of the skin and scalp are unnecessarily prevalent in Turkey, and that sanitary conditions are often not what they should be in the homes, while vermin are too common. It is my conviction that these evils can be most effectively and rapidly remedied through cooperation of physicians and health authorities with teachers and pupils in the school. No time should be lost in opening an active health campaign to call the attention of citizens in general, and teachers and students in [Page mw.15.294] particular to the question of health, and the possibility, with modern scientific methods and the dissemination of knowledge, of immensely reducing the amount of physical ills from which the people of Turkey suffer. The department of public instruction in connection with the department of public health should prepare leaflets for use in the schools, and for dissemination by means of pupils in homes; should prepare a certain number of persons to travel about and give special talks in schools and public halls on these subjects, and should work out a thoroughly practical course in hygiene to be made compulsory for a number of years at least in the schools, beginning with simple health talks in the lower grades of the primary schools.

The provision of public playgrounds in connection with every school, sufficiently extensive to be used by youth of both sexes, and the promotion of outdoor sports and games are part of this campaign.

Now that the medical school is opened to women and a nursing school is to be established, young women especially should be selected and trained to act as home visitors and instructors in domestic sanitation and hygiene, as women can obtain more easy access to homes and establish helpful relations to mothers much more easily than men. School physicians should be selected not merely for their competency in dealing with those who are in need of personal medical attention, but for their interest in sanitation, hygiene and prevention of disease. Sexual hygiene should receive especial attention in the middle and higher schools at least.

VI. School Discipline

While I was not able to see the schools in operation, I gathered the impression from what I was told that school discipline as well as methods of training are too formal. Schools in a republic require very different systems of government and discipline than those in an autocracy. Methods of dictation, arbitrary control and mechanical obedience do not fit pupils to be citizens in a democracy. I recommend that educational authorities, perhaps through the medium of teachers' organizations, make a special study of systems of school management which ensure participation and [Page mw.15.295] understanding on the part of the students. It is not so important that a definite scheme of pupil government be adopted as that the students should be trained to recognize and assume responsibility for advancing the material and intellectual as well as moral welfare of the school.

VII. Miscellaneous

1. The printing establishment under the control of the ministry appears to be doing excellent work, and to be prudently and efficiently managed. If it were strengthened by the "scrapping" of obsolete machines and the installation of new modern machinery throughout, the initial expense would soon be more than made up, as the new machines do at least five times as much per day as the old ones, some of which are forty years old and would have been retired long ago in an enterprising business establishment. Moreover, the hands of the director are tied by too minute and detailed regulations regarding purchases and contracts which handicap the press in commercial competition with other business firms which can act more promptly. The fact that the press actually shows a commercial profit in spite of the two obstacles mentioned is evidence of the good management.

2. Everything that I saw convinced me that the Turkish youth have more than average capacity in drawing, painting and the arts of design and color generally. This gift is worth developing for its own sake and for the sake of the effect of artistic cultivation upon the civilized standing of a people. But it is also of distinct economic value in the revival and development of various forms of industry which utilize design. The art school in Constantinople is doing excellent work, but against great odds. It is hampered by inadequate and unsuitable quarters. It is a move in the right education direction to entrust it with normal work in the preparation of teachers, but it is badly in need of a building constructed for its special purpose and equipped with a proper exposition hall in addition to the necessary studios and classrooms, and casts, pictures, etc.

3. Private and non-governmental schools. In the present transitional stage of Turkish education and in a period of economic depression private schools can render a specially valuable [Page mw.15.296] service. They will supplement the number of schools during the period in which universal schooling is impracticable for financial reasons. But in addition they can engage in development and testing of new methods and principles. Public schools must be more conservative and follow lines of greater uniformity. Private schools can engage in variation and experimentation; and experience in other countries shows that it is the private schools which usually undertake new departures in education instead of adhering to old customs. After they have been tested out in these private schools they are, if successful, adopted by public schools. The department of public education should therefore in the interest of Turkish education cooperate as fully as possible with non- governmental schools, native and foreign, and should encourage variety of methods and within certain general limitations of subject-matter. General control and supervision of all matters that touch national life and policy will of course remain in the hands of the governmental authorities, but within these limits what has been previously said about the evils of too much uniformity applies with especial force to private schools. By promoting initiative and innovation in educational matters, these schools can serve as experiment stations for national education. Foreign schools presumably follow in the main the educational methods of the home countries, and thus afford an opportunity for Turkish educators to observe, without the expense and time of foreign travel, a variety of typical methods of school administration and instruction. If some organization would provide for exchange of visits between teachers in the foreign and governmental schools and also for occasional conferences for discussion and mutual explanations, it would bring foreign teachers in closer touch with the needs and aims of Turkish schools, in addition to informing Turkish teachers about many matters of foreign practice from which they might learn.

In conclusion I wish to express my hearty thanks to all the teachers, teachers' organizations and officials of the Ministry of Public Education who received me so cordially and devoted so much of their time and thought to making it possible for me to come in contact with Turkish educational problems. Special gratitude is due to those who so kindly served Mrs. Dewey and myself as interpreters. We owe more to them than can be expressed. I wish also to put on record my grateful appreciation of the [Page mw.15.297] assistance of Mr. Charles R. Crane of New York City, without which our visit to Turkey would not have been possible. I hope that in some degree the results of our visit will be of some use to the educational system of Turkey, and thus serve to realize in however small a way his large and abiding interest and faith in the Turkish people.

[Page mw.15.298, blank] [Page mw.15.299] [Page mw.15.300, blank] [Page mw.15.301] *PRELIMINARY REPORT*

Since without doubt the great body of teachers are earnest and sincere, and since no real improvement of education can be made without improvement in the preparation of the teachers, both in scholarship and in acquaintance with the most progressive and efficient pedagogical methods in use in other parts of the world, the following preliminary statement is confined to

suggestions as to ways in which this improvement of the teaching staff may be assisted, beginning with the following year.

1. Enlarge and strengthen the facilities for translating, publishing and circulating educational literature of foreign countries. These translations should be from periodical literature, as well as from books; in the case of the latter, it is not necessary always to translate the entire book, but only such portions as are best adapted to needs of Turkish teachers. The material should be mainly of a practical rather than of a theoretical character, dealing with such topics as the equipment of school buildings, sanitation and hygiene, playgrounds, games, cheaply made equipment for the playgrounds, scientific and industrial apparatus that can be made in the school or the village, and about methods of teaching that have been found in actual experience to secure the initiative and self-activity of pupils; accounts of the methods used by progressive schools; methods of obtaining close relationship between the schools and parents, and other elements in the life of the local community. For the first year or two, this literature might be confined mostly to the needs of elementary school teachers, and the elementary section of normal schools.

2. For "teachers' reading circles" and discussion groups. A year's program of educational reading should be prepared in [Page mw.15.302] advance, including educational literature already available as well as some of the new translations, certain chapters and articles being assigned to be read each month, and teachers encouraged to meet monthly or fortnightly for discussion, especially about what they have done or can do to adapt what has been read to their own conduct of schools and teaching. Since salaries are low, the literature should be furnished either gratis or at a nominal figure.

3. As far as I have noticed, schools are quite well supplied with charts illustrating plant and animal life, and the higher schools have a fair equipment of apparatus for demonstration in physics and chemistry. There is need for a larger amount of simple, comparatively inexpensive apparatus to be employed by pupils themselves, instead of being simply looked at or observed in demonstrations made by teachers. Some part of this material can be made by schools if they are equipped with manual training outfits, or by local artisans; but many teachers need guidance as to what equipment and apparatus to construct and employ. The ministry might therefore, with the cooperation of local authorities, prepare and send around "travelling exhibits" of models which can be deposited in a school for a few weeks and be reproduced there, and then be sent to another school and so on.

4. I am informed that there is a deficiency of good reading material for use at home by the young after they have acquired some facility in reading. Unless the section of libraries of the ministry is already engaged in the work, I suggest that it add a department of "travelling libraries," consisting of books on attractive subjects, 25 or 50 in a collection, to be sent around to schools and left in each locality for a few months, to be taken home by pupils and read by their parents as well as read by pupils themselves. In boarding schools, they should be made accessible to adults of the community irrespective of whether they have children in schools, so as to foster a habit of proper reading. The ministry might secure the cooperation of Turkish writers in adding systematically each year to the number of books available for such circulation. In general, while some of the larger towns may be able to support public libraries of their own, the

public school should be the library centre of the local village or town. Independently of these "travelling libraries," it should be planned that every school [Page mw.15.303] citizens as well. Plans for buildings, school houses should provide a room for this purpose; the library section of the ministry should make and circulate lists of books suitable for such libraries, of various amounts of volumes. At an early date some one higher normal school should include a course--optional rather than obligatory--by a trained library worker, to give instruction in library management. Since experience shows that it is not enough in any country to provide books in order to ensure their use by the members of a locality, provision should be made for taking books from these libraries directly to the homes of the people until they form the habit of coming to the school to get them.

5. The construction of the school building bears a closer relation to the kind of instruction given, and the methods of school discipline and instruction, than is usually believed. The ordinary construction almost automatically prevents the adoption of progressive methods and restricts teachers and pupils to the use of text-books and blackboards, with at most the addition of a few maps, charts and material of object-lessons which are merely observed but not actively employed. This fact in turn puts a premium on passive methods and an almost exclusive use of the memory at the expense of judgment, invention and executive capacities. It is most important therefore that the question of the construction and equipment of the school building be given attention second only to that of the preparation of teachers. As a rule, architects are not sufficiently acquainted with educational requirements; local authorities think more of the appearance of the building than of its adaption to purposes of teaching. No steady development of a progressive education is possible without buildings which have proper sanitary and toilet facilities, places for manual training, domestic science, drawing and art, library, museum, etc. There should also be sufficient space within each class room for illustrative hand and constructive work in geography, nature study, history, etc. I suggest therefore that the ministry add a section of school buildings and equipment, to consist of persons technically skilled in architecture but having in addition a thorough knowledge of school hygiene and sanitation, of educational principles and practices, and of the types of structures which have been found in different countries to answer best to educational needs. It should be added that this suggestion does not imply that all buildings are to be elaborate and expensive.

[Page mw.15.304] Study should be made also of economy; in some parts of the country, the "open air" or "semi-open air" type of building can perhaps be adapted for use in Turkey. In any case this section should collect and study continually building plans from all the progressive countries, prepare detailed plans of various types of school buildings, and keep up with improvements to be introduced. The next budget should include at least enough to provide for training two or three persons in this line.

6. It is clear that since Turkey is almost at the beginning of the development of a public school system, great pains should be taken with the first steps, since they will form a foundation for what is done later and also that plans should be laid covering a program for a steady consecutive development lasting over a number of years. It is therefore better that even desirable measures should be postponed until they have been thoroughly studied, and it is sure that persons are well prepared to carry them out, rather than that they should be attempted prematurely and

without a trained personnel. It is accordingly suggested that in addition to sending students abroad, a certain number of teachers, both those now among the leaders, and those who are promising among the younger men and women teachers, be selected and be paid necessary expenses for studying and reporting upon specified matters. There should be, for example, provision for sending abroad each year for a number of years a commission of experienced teachers, together with representatives of the central and local educational authorities, who should visit different countries and make comparative investigations of assigned topics.

These commissions should have two purposes, first to provide information which shall serve as the basis of recommendations for the practical development of Turkish schools; second, to stimulate and inspire the educators themselves. It might be better with respect to some of the points suggested already to include in the budget for 1924-25 simply the items for preliminary investigations and training of proper persons rather than to inaugurate them at once. For example, study of construction and equipment of buildings, and also preparation of travelling exhibits of scientific and other apparatus. While a beginning can be made with libraries, a few young men and women should be selected also to study in library schools abroad. I would suggest also that a commission be sent to Denmark to study especially agricultural [Page mw. 15.305] education and adult education, or people's colleges, and also economic cooperation. It is my opinion that the schools should serve as centres of industrial regeneration as well as of intellectual.

Denmark has probably more to offer than any other European country as to cooperative methods among farmers which increase both material prosperity and also personal independence and the social spirit. While the end cannot be accomplished in a year or five years, the purpose should be to prepare teachers who can take the lead in every community in guiding and inspiring citizens of the locality in every matter of industrial and social improvement.

7. The chief subject of study and preparation for the next year should be in addition the development of middle schools or continuation schools--for those graduates of elementary schools who are not going to the university, but into agriculture and industrial life, and also for those who have left the elementary school before completing it and who want some practical studies. I do not recommend trying to open such schools next year, but recommend provision in the budget for a commission of study; part of the members to investigate similar schools abroad, part to study local conditions and industrial possibilities in various parts of Turkey; select places for future schools, and select a certain number of men and women for future teachers. Some of these latter persons should be teachers and should be given more practical training, and others should be practical workers to be given more theoretical education and knowledge of teaching. Probably, the agricultural schools and commercial schools taken over from the other ministries will serve as the first centre of some of this new type of middle school. After the year's study, they should be gradually transformed, changing a few each year as fast as teachers are prepared.

8. All of these different suggestions have as their central idea the need of development of normal schools. Within two years and as a result of the study of various commissions, there should be departments opened for the training of specialists in domestic science teaching; manual training and industrial education, including industrial drawing and design; the elements

of mechanics, physical culture, especially outdoor games and sports, physiology and hygiene; agriculture, etc. At the beginning students may be admitted who have graduated from elementary schools, but as [Page mw.15.306] soon as possible only those persons should be accepted who have had the first cycle or three years of secondary education. Every such normal school should have a vocational middle school or continuation primary school connected with it. As a general principle, these new normal sections should be added to other normal schools, but in special cases they may be started as separate schools.

9. In at least two higher normal schools there should be sections for training directors and inspectors. Only the most promising graduates and specially selected teachers should be admitted.

Summary with Respect to Budget

1. Include sum for training of a small number of persons to form within the ministry a section of buildings, grounds and equipment, on the principle that knowledge of advanced educational needs is as important for such persons as architectural knowledge.

2. Include sum for special commission to study the question of vocational middle schools, to prepare a course of study varied to meet needs of different localities with different environments and industries, and to determine a program for the opening of a series of such schools over a period of eight or ten years.

3. Include sum for special commission to make similar study and report on development of new divisions in normal schools to train (1) Specialist teachers in special branches, like manual training, physical development, domestic science, etc. (2) Directors and inspectors.

4. Include sum for increasing activities of the section of the ministry concerned with collecting, translating and circulating progressive educational literature of a practical character.

5. Include sum for (1) Preparation of travelling libraries, (2) Preparation of trained librarians.

6. Include sum for (1) Preparation of travelling educational exhibits of models of mechanical and industrial apparatus, [Page mw.15.307] (2) Sending some persons abroad to study material of this kind in use elsewhere and to prepare further developments.

7. Include sum for commission to study by means of visiting foreign countries, and by collecting of material, plans of buildings, playgrounds, school-gardens, economical scientific apparatus and equipment of a nature to be used by students rather than simply by teachers for demonstrations; to study different types of buildings adapted to different localities, climates, city and rural conditions. This commission to work in connection with architects of ministry referred to under heading 1. Also to disseminate knowledge of the close relation that exists between educational aims and methods on the one hand and the construction and arrangement of buildings and grounds on the other.

8. Include sum for special commission to study rural schools, especially in connection with agricultural development, cooperation of farmers in buying and selling, etc. Denmark probably the best place for such a study, with perhaps Holland and Switzerland.

The foregoing recommendations are based on two underlying principles:

1. The Turkish schools do not need particular isolated forms as much as they need a consecutive plan of development covering a considerable number of years. It is better to postpone even desirable developments until the questions have been thoroughly studied and persons have been prepared to carry out the new plans, rather than to introduce them prematurely. The latter course will lead to aimless changes and to instability.

2. The Ministry of Public Instruction is the proper centre for forming commissions to study and prepare plans for these developments. This method will protect the Ministry from the danger of becoming bureaucratic, too much preoccupied with formalities, "red tape," and clerical routine work. It should concentrate its activities upon becoming the intellectual and moral leader and inspirer of Turkish education and avoid all activities which do not lead to this end. Intellectual centralization and diversity and decentralization of practical execution and details should be the aim.