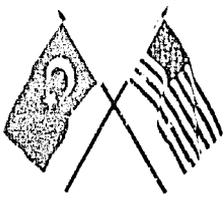


PN-ARC 884



# Participant *Journal*

Vol. 2 No. 11  
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*John F. Kennedy*

*1917 - 1963*



## The New American President

**T**urks know President Lyndon B. Johnson very well. As a visitor to Turkey in August of 1962, thousands of Turkish citizens saw him and many met him as he strode down Atatürk Boulevard, visited the Mamak Literacy Training Center talked with the first and the 2,000th participant, and generally enjoyed his stay in the country.

While he was in Ankara, President Johnson had this to say about Turkish participants in AID-sponsored training programs:

"We of the United States have the highest faith that your efforts will be a vital part of the foundation for a stronger, for a more prosperous era of Turkish progress – that progress will in turn be a new strength for the cause of peace everywhere."

In his first major address after the death of President John F. Kennedy, the new American President stated that his Administration would continue the policies of his predecessor, and he announced in ringing words his determination:

"Let all the world know and none misunderstand that I rededicate this Government to the unswerving support of the United Nations, to the honorable and determined execution of our commitments to our Allies, to the maintenance of military strength second to none, to the defense of the strength and the stability of the dollar, to the expansion of our foreign trade, to the reinforcement of our programs of mutual assistance and cooperation in Asia and Africa, and to our Alliance for Progress in this hemisphere.

"So let us here highly resolve that John Fitzgerald Kennedy did not live – or die – in vain."



A  
Message  
from

Stuart H. Van Dyke

Director, U. S. AID Mission in Turkey

**I**n this, the first issue of Participant Journal for the year 1964, it is with mixed feelings that we look back on the previous year. The year 1963 carried with it great tragedy, momentous change, considerable progress and some disappointment.

The drive for economic development in Turkey moved ahead during the year, assisted by a growing awareness of the need for adequate and enlightened long-term planning. But there still remains in some peoples' minds a lingering doubt as to whether such planning activities are really compatible with the long-term commitment of the Turkish people to democracy and a free economy. The fact is that to accelerate the rate of growth, the marshalling of all forces available to the nation is required, and one of these vital forces is private initiative.

Planning in a democratic society, however, recognizes the dignity of the private individual and leaves a wide area to private choice. The authoritarian planners of the communist states have found to their great discomfort that there always remains a factor of personal preference which they cannot control. They have found that they cannot command the wheat to grow and that they cannot require consumers to buy shoddy merchandise. Despite these obvious limitations on the planning process, the doctrinaire nature of their ideology requires them to pursue these unattainable goals, and their ruthless disregard of the individual is one of the things by which they will be best remembered. Fortunately, even though they can't command wheat to grow, they are able to buy it from the free world.

Although the experience with planning in free economies is rather limited, we believe that the private sector has, by and large, met its goals more adequately than has the public sector in the countries where a comparison has been possible. All public servants tend to build into their procedures time-consuming safeguards in an effort to avoid all mistakes. While such devices produce responsible government, they do not permit the kind of speed and responsiveness to market conditions which are possible to the private sector. It is because of this flexibility that the private sector usually can make an impressive contribution to national welfare even in the most unsophisticated societies.

An essential service which the government performs for the whole country is development of long-term goals which serve as guides for economic and social activity. In relation to the private sector, the activities of government planners tend to be more in terms of forecasts than they do of specific decisions involving action. These forecasts can themselves be of great value to the business community in making its own decisions. A long-range knowledge of what the government intends to do with its share of national income is also of benefit to the businessman.

Another essential service which the government can perform for business planning is the maintenance of fiscal and monetary stability. A basic and fundamental requirement for intelligent long-term business investment is the assurance of stability in the market. In Turkey over the past few years there has been a slow steady improvement in the business climate as it appears to outsiders. If this can be maintained for several more years, major growth possibilities are certainly in prospect.

There are many other areas where government activity can be of great value in stimulating private initiative. Special tax incentives are

provided in many countries, and differential rates can be used to discourage investments which do not fit in with national planning goals. The entire tax structure can be used to insure that all groups contribute to the costs of development in an equitable way and that no single group achieves excessive benefits from the development process.

The credit structure is also an effective device for channeling investments. By changing interest rates, the government can speed up or slow down private sector investments. It can introduce a licensing system for investments, allocate capital on some systematic basis, and actively assist in obtaining supplies, materials, and capital goods from abroad in order to encourage internal production rather than the import of selected items.

Many countries have found it useful to make special efforts to attract private foreign capital as means of speeding up their economic and social development. In Turkey, for example, it appears that the time is ripe to take certain positive steps in this direction. These should include;

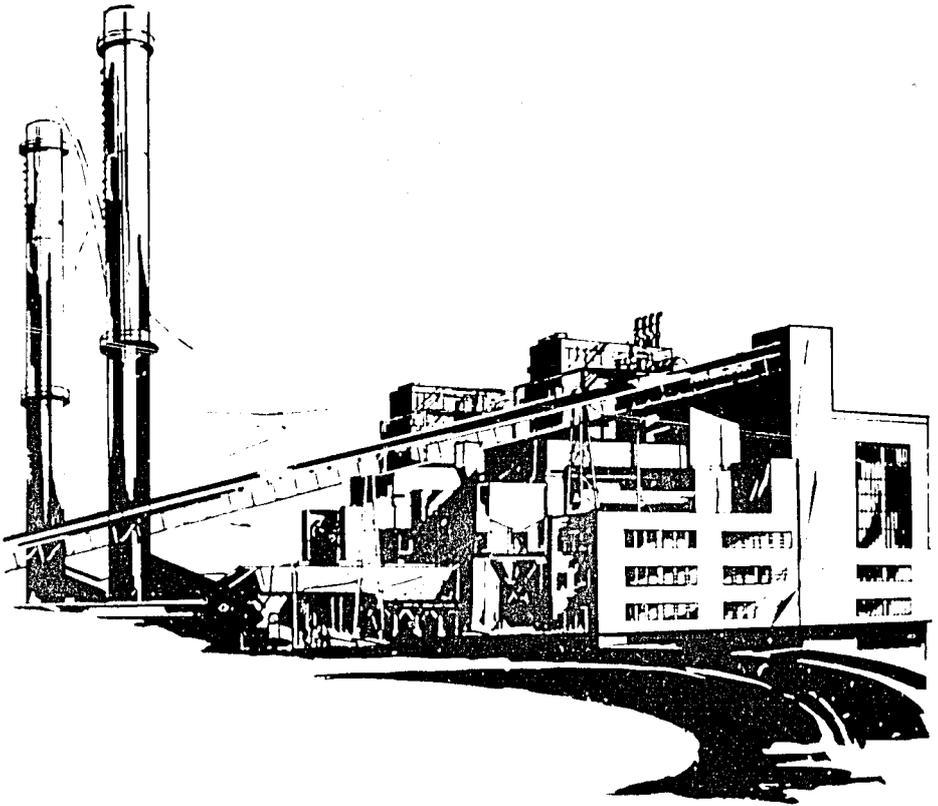
1. The development of an investment information center to which foreign and domestic investors could apply for information on investment possibilities;

2. Active promotion abroad of investment projects which fit into the Five Year Plan, with the clear understanding that the State will undertake such projects only if no private capital is available within a reasonable time;

3. The development of a securities market to facilitate the financing of joint enterprises.

There is an English proverb which appears almost word-for-word in Turkish. It goes: "Don't kill the goose that lays the golden egg." The government receives its income from productive enterprise. It is in the government's interest to encourage the development of productive enterprise, since this in turn will increase the revenues available for essential social programs.

The objective is clear—to provide the highest standard of living in the shortest possible time to all the people. Private initiative is capable of making a substantial difference in the outcome of these emerging planning efforts. Not only will it be good for the individual but it will be good for the entire country, if this cooperation can be a maximum effort.



It might be appropriate at this time to recall the words of Atatürk, spoken at the Economic Congress in Izmir in 1923. He said:

“In order to be able to reach the stage of which our new Turkish state is worthy, whatever happens, we are obliged to give first-rate importance to our economy, for our time is nothing other than a completely economic period.”

And so we come to a new year, and the unfolding of Turkey's future goes on. No one expects that the many things discussed above will all come to pass in 1964—but Turkey is making progress toward many of the goals and long-term objectives and we of the U.S. AID mission in Turkey are hopeful that the year 1964 will see a continuation of that progress toward orderly, logical economic development.



# The AID LABOR Program in Turkey

*By John F. McGonagle  
Chief Labor Division U.S. AID Turkey*

In Turkey, the United States Government, in cooperation with the Government of Turkey, conducts the biggest and most comprehensive AID labor program in the world.

To make the program function, we have assembled in Turkey a staff of seventeen Americans and seven Turkish Interpreters-Advisors. In addition, each American technician works closely with his Turkish counterpart. Needless to say, without the dedicated and intelligent assistance of our Turkish co-workers, no attainment of project goals would be possible.

As labor in Turkey takes dynamic form—now rapidly developing as an entity in its own right—it is possible to see more and more clearly the importance of the part AID has played and is still playing in this development.

"I wish that every Turk who loved his country would have a chance to visit America, a country where there is con-

fidence among workers, employers, salesmen, and buyers.... a country where human rights and the concept of individual freedom are fully observed, shared and carried out without the compulsion of law."

Thus wrote Burhanettin Asutay, labor leader from Izmir, who went to the United States as a participant in the Labor Program in 1960.

That Mr. Asutay is not alone in his deep-felt belief in "a country where human rights and the concept of individual freedom are fully observed" is clearly stated in a resolution unanimously passed at a meeting in Ankara on October 11, 1962, by the Executive Board of Türk-İş: "We believe that the well-being of the Turkish nation can be assured within a democratic regime alone, that communism is the worst enemy of Turkish society, and that it is the duty of every Turk to fight against communism." Five of the nine Executive Board members passing this resolution, and Confederation General Secretary Halil Tunç, are members of the group of labor leaders who visited the United States beginning in 1960 under the spor-

sorship of the AID Labor Program.

The importance of the industrial labor force, even though numerically a minority of the population in a developing country, is often critical in such key sectors as transportation, port operations, construction, and food processing industries. In Turkey today, the leaders of these important federations are men who received training in AID-sponsored seminars in Turkey and continued their training in the United States under the Labor Program.

Take, for instance, Bahir Ersoy, President of the Istanbul Textile Workers' Union: As a result of training in the techniques of workers' education, Mr. Ersoy established an education division in his union which conducts seminars in which both the labor leaders and the rank and file in the Istanbul area participate enthusiastically in discussions on collective bargaining, labor productivity and cooperatives.

Another AID labor participant, Mr. Hasan Özgüneş of Adana, talks about the broadened view of labor-management relations which he acquired in the United

States and how he was able to adapt his newly-acquired ideas advantageously to his work in Turkey. In addition to being president of his local union, Mr. Özgüneş is also Vice-President of the National Textile Federation, Vice-President of Türk-İş, employee representative on the board of the Workers' Insurance Organization, and Türk-İş Regional Director in Adana.

The state planners have produced a detailed development plan, the financing of which requires extensive reform. Legislation was recently passed by the Grand National Assembly giving workers, for the first time, the right to bargain collectively and the right to strike.

Operating in this changing climate and attuned to the realities of the situation, the Labor Program, in cooperation with Türk-İş, has sponsored hundreds of seminars, institutes and classes in workers' education. Thousands of Turkish workers and most of the local and national labor leaders have participated.

The AID Labor Program, through its Manpower Project, supplies technical advice to the State Planning Organization

planners. Manpower problems are identified and solutions worked out. In addition to being given technical advice, State Planning Organization economists are sent to the United States under the labor project to attend manpower seminars and to further their studies in the field.

In the Ministry of Labor, Mr. Ekmel Onbulak is one of the distinguished participants in the AID Labor Program. As Director-General of Labor, his responsibilities include not only the enforcement of the laws protecting Turkish workers through the various regional Ministry offices, but also the formulation of new legislation geared to meet the aspirations of the Government of Turkey's realistic efforts to industrialize the economy.

Mr. Onbulak, who studied the functions of the United States Department of Labor and the National Labor Relations Board, was particularly impressed by our conciliation and voluntary arbitration procedures.

The joint Government of Turkey-United States Government Labor Program attempts to meet the current challenges and to plan for the future. The spread of industrialism, the

widening role and scope of responsibility of the workers, the growth of the trade unions, the impact of technological change and other social and economic developments have created vital needs for knowledge.

These needs give special importance and urgency to those AID labor programs which

are designed to help workers, managers, intellectuals, and government officials to develop their capacities and discharge their responsibilities, become enlightened members and leaders of their organizations and institutions, better citizens and more conscientious members of the free world community.

*While in Syracuse, N.Y., a Labor Division-sponsored team of participants visited the school system and were greeted by Dr. Franklyn S. Barry, left, superintendent of schools. With Dr. Barry are, left to right, Participants Beyban Cençki, Özkaya Özdemir, Mehmet Naci Tuncel, Halit Mısırtioğlu, and Mustafa Ekmekçi. Behind Ekmekçi is Kenan Durukan.*



# Türkiyede AID Çalışma Programı

**A**BD; Türk Hükümetiyle müş-  
tereken Türkiye'de, dünyanın  
en büyük ve şumullü çalışma  
programını yürütmektedir. Bu  
program şu projeleri içine alır:

- 1- Sınai Münasebetler Eğitimi
- 2- İş Başında Eğitim
- 3- İnsangücü Planlaması ve  
Programlanması
- 4- İş Piyasası İstatistikleri
- 5- İdareci Yetiştirme

Bu projeler vasıtasıyla birçok  
teşkilâta teşriki mesai yapılmakta ve bu teşkilâtlardan Amerika'ya eğitim görmek üzere personel gönderilmektedir.

Sınai işgücünün önemi, her-  
nekadar gelişme halindeki bir

memlekette aded bakımından nü-  
fusun azınlığını teşkil ederse de,  
nakliye, liman işleri, inşaat ve  
gıda sanayii gibi önemli mevki-  
lerdeki sektörlerde umumiyetle  
çok büyüktür.

Bugün Türkiye'de bu önemli  
sanayilerdeki federasyon liderleri  
AID'nin Türkiye'de tertiplelediği  
seminerlere iştirak etmiş ve ça-  
lışma programıyla Amerika'da e-  
ğitimlerini devam ettirmiş kimse-  
lerdir.

Planecılar mali bakımdan ge-  
niş bir reforma ihtiyaç gösteren  
mufassal bir kalkınma planı yap-  
mışlardır. Son zamanlarda işçi-  
lere ilk defa olarak toplu pazarlık  
yapmak ve grev hakkı veren bir  
kanun B.M.M.'den çıkarılmış bu-  
lunuyor.

Tehlikeli bir devrede yaşı-  
yoruz. Hür dünyanın diğer taraf-  
larında olduğu gibi Türkiye'de de  
insanlar, iktisadi gelişme proble-  
mlerine pratik çözümler arar ya  
çalışıyorlar.

Türk-Amerikan hükümetleri-  
nin müştereken meydana getirdiği  
çalışma programı, günümüzün bu  
problemini karşılamak ve gelecek  
için plan yapmak faaliyetlerinden  
ibarettir.

AID çalışma programları, iş-  
çilere, işverenlere, aydınlara ve  
memurlara kabiliyetlerini arttır-  
mak ve görevlerini yapmak, men-  
sup oldukları teşkilât ve mües-  
seselerin aydın birer üyesi olmak  
ve daha iyi vatandaş ve hür dünya  
camiasının daha vazifeşinas üye-  
leri olmakta yardımcı program-  
lardır.



*Burhanettin Asutay*

*Today's apprentices—  
Tomorrow's masters*

# Apprenticeship Program

The Training Center at Eskişehir, operated by the Iron Industrialists Cooperative Association, is a shining example of what private enterprise in Turkey can do. It is equally indicative of the imagination and ingenuity which characterizes U.S. AID technicians.

*Senator Ernest Gruening listening to U.S. AID Assistant Director Robert C. Hamer's explanations at the Eskişehir Training Center.*



An apprenticeship program was started in one of the larger shops, with three of the fourteen employees beginning their training. The owners of the smaller shops, most of whom work alongside the one or two other employees, began clamoring for a similar program, not only for their employees but for themselves as well.

Solution of the problem was begun with the discovery of a cooperative known as the Eskişehir Iron Industrialists Association, its membership consisting of 600 small employers in twelve of the metal trades. In its Constitution, the Association proposes among its objectives: "To protect members' rights and benefits; to raise the general culture and occupational know-how of the members; to train members to become efficient in all fields; to publish useful materials; and to protect the prestige of its members."

Lawrence E. Bisset, U.S. AID Labor Training Advisor (Apprenticeship), proposed to the Association's Executive Committee that they finance a cooperative apprenticeship training program through their



*A youthful apprentice carefully checks his work. Accuracy is strongly stressed in the apprenticeship training program at the State Railway Shop (TCDD) in Eskişehir.*

Association. With the cooperation of the trade union and the advice and counsel of the AID technician, an apprenticeship training program covering eight metal trades was developed and then implemented.

The Association leased a vacant shop, for which it continues to pay rent and maintenance costs; and AID provided classroom equipment and materials, such as student chairs, blackboards, etc. The classroom can accommodate a maximum of 24 trainees.

The Training Center was formally opened May 3, 1962,

with U.S. AID Assistant Director Robert C. Hamer participating in the ribbon-cutting ceremonies. It currently operates four nights a week, providing two hours nightly of related technical instruction (using mock-up models of machinery made by the Association's members); mathematics; technology; and industrial drawing. Each trainee attends three nights each week

without pay. The classroom is operating at full capacity, with nearly-perfect attendance records by the trainees.

At present, some 55 individual shops are participating in the program, training 85 apprentices. There is currently a waiting list of more than 60 apprentices desiring related instruction. In addition, some of the shop owners are themselves



*Apprentices at work at the State Railway Shop in Eskişehir.*

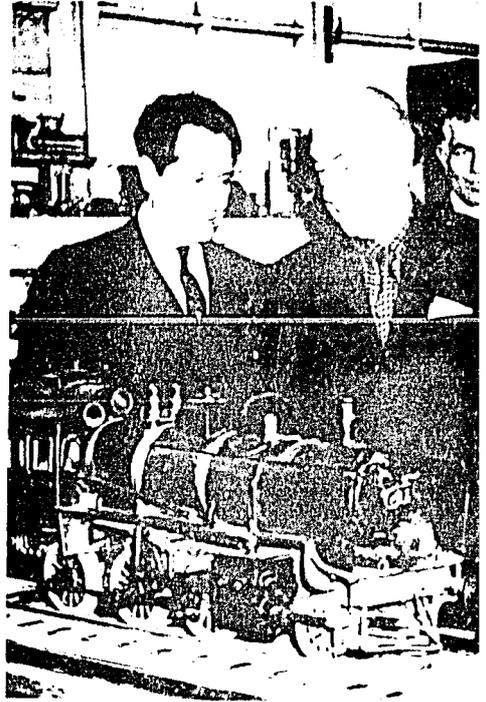


*Today's  
apprentices—*



*Tomorrow's  
masters*

*Locomotive model shown  
to Senator Ernest Gruening  
during his special visit  
to Eskişehir  
State Railway Shop*



taking the courses offered, thus sharpening their own skills.

The teaching is done by three instructors recruited from the railroad training program. They are paid for three nights by the Association, and for the fourth night they are paid by the shop owners taking the added instruction.

The success of the pilot program in Eskişehir is readily apparent. Responding to the constant appeal from nearly all of the 600 small industrial plants in the Association, whose president, Fethi Ozer, is now a participant in the U.S., for an expansion of the program, present planning contemplates the training of at least 100 additional qualified journeymen

mechanics each year, in addition to the vastly-improved skills of an even larger number of shop owners.

The impact on the Turkish economy will admittedly be small at first, but the effect on the local economy of this program should be strong. More important, however, is the evidence that industry in a developing nation such as Turkey can bring about improvement in its methods and higher quality to its products.

# Eskişehir Eğitim Merkezi

**E**skişehir'de Demir Sanayicileri Kooperatifi Derneği tarafından faaliyette buldurulan Eğitim Merkezi, Türkiye'de özel te-



*Eskişehir State Railway shop apprentice checking accuracy of manufactured part.*

şebbusun ne yapabildiği ve ne yapabileceğine güzel bir örnektir.

Gerek Eskişehir Cer Atolyesindeki ve gerekse ufak bir atolyedeki çıraklık eğitim programından örnek alan diğer ufak sanayiciler ve dükkân sahipleri, A.I.D. işçi eğitim uzmanı Lawrence E. Bisset'in dernege yaptığı teklifi derhal kabul etmişlerdir. Sendikanın yardımı ve Amerikalı uzmanın tavsiyeleriyle sekiz sanayi kolunu kapsayan bir çıraklık eğitim programı hazırlanmış ve tatbikine başlanmıştır.

3 Mayıs 1962 de resmen faaliyete geçen Eğitim Merkezi'nde bugün halen 55 dükkânın 85 çırığı eğitim görmekte olup, 60 çırak da sıra beklemektedir. Her hafta ikişer saatten 4 gece teknik eğitim yapan merkez kurslarına çıraklarıyla beraber, teknik bilgilerini kuvvetlendirmek isteyen ustalar da katılmaktadır.

Eskişehir Eğitim Merkezi açıldığından bu yana Amerikalı Senator Ernest Gruening dahil, yüzlerce kimse tarafından ziyaret edilmiştir.

Bu programın Türk ekonomisi üzerindeki tesiri, ilk planda, muhakkak ki küçük çapta olacaktır. Ancak mahalli ekonomi üzerindeki etkisi kuvvetli olacaktır. Bundan daha mühimi, Türkiye gibi gelişen bir memleketin sanayi metodları ilerleme kaydetmekte ve mamullerinin kalitesi gittikçe yükselmektedir. Eskişehir Eğitim Merkezi'nin başarısı bu çeşit eğitimin başka yerlerde de yapılabileceğini ispat eder.

# Training the Turkish Labor Movement

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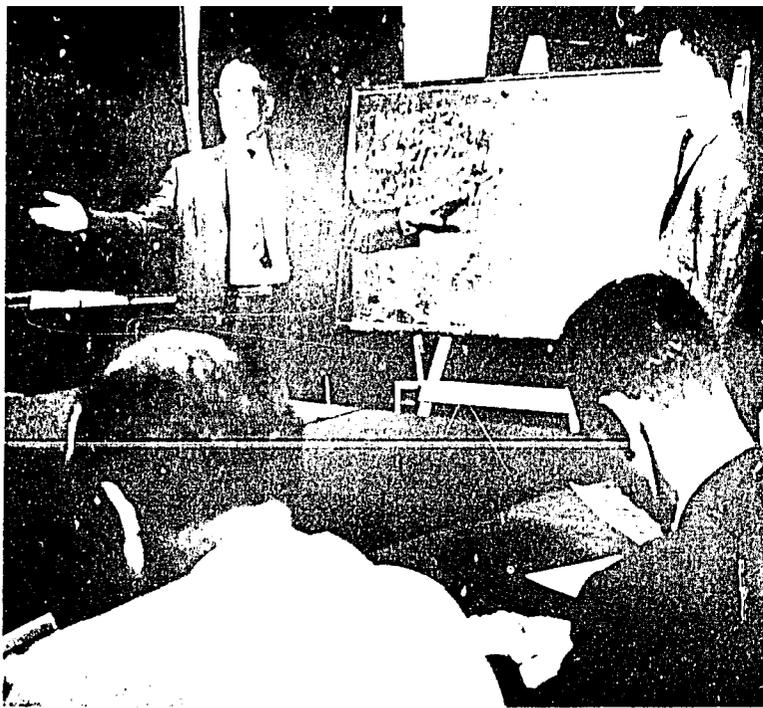
**“It shall be the policy of the United States Government to assist the other free nations of the world in their efforts to strengthen free labor unions.”**

Based upon this succinct and ringing declaration of labor policy, which is contained in the Foreign Assistance Act of 1961, the United States Agency for International Development (AID)-devotes much of its energy and know-how to strengthening and training the indigenous labor movements of developing countries.

It does this for two obvious but nonetheless essential reasons. First, the goal of the

United States foreign assistance program is basically to bring a better life to the people it helps. A vigorous, articulate working class with free trade unions dedicated to the dignity of the individual and not to a system, is basic to an independent nation's social development.

Second, to help plan and finance the growth of industry in an emerging nation requires the planned training of skilled manpower. Little is accom-



*Dr. Thomas E. Posey lecturing at a Türk-İş national seminar.*

plished if a mill is built with no one to run the machines.

In the labor field, as in all other aspects of the AID program, the Agency's participation is related to the overall development goals of the host nation. The Agency considers the needs of the particular country and tailors its program to them. A project is not recommended merely because it sounds good or because it worked for another country. It must fit the particular situation.

Cooperation in the field of industrial relations between the

Government of Turkey and the United States began in 1954, with the inauguration of a workers' education project under the direction of the Turkish Employment Service. This project was aimed primarily at the development of sound trade unions and better labor-management relations. The ultimate goal was to enable the trade unions to establish and operate their own labor education programs.

Under this project, approximately 90,000 workers attended lectures and film presentations

during lunch hours or during free time provided by the employers. Another 5,000 local trade-union officials participated in week-end and evening seminars in which Turkish labor laws were explained.

Beginning in 1957, advanced, month-long seminars were conducted for 500 trade-union leaders who had participated in the other basic training courses. These seminars were held in key industrial areas and included topics such as union administration, history of U.S. trade unionism, collective bargaining, parliamentary procedure, public speaking, and labor legislation.

Today the responsibility for the administration of the workers' education project rests with the Turkish Confederation of Labor (Türk-İş). This project, now called the Industrial Relations Training Project, has been greatly enlarged in scope as a result of constitutional changes and recently-enacted legislation giving unions for the first time the right to strike and to bargain collectively.

The long-range objectives of this activity are to create a climate in which representatives

of management and labor will learn to sit across the collective bargaining table to discuss intelligently and rationally problems of mutual interest. Labor leaders will emerge from all important sectors of the economy, aware of their rights and responsibilities, fully cognizant of their role as nation builders, and dedicated to the premise that a responsible labor movement is a bulwark of a democratic society.

Türk-İş has planned, organized, and is now administering a comprehensive workers' education program for its 100,000-plus members. Among the topics being taught at seminars throughout Turkey are the concept and practice of collective bargaining; labor legislation; democratic unions in a free-enterprise system; wages and productivity; grievance procedures; union administration; and the role of trade unions in economic development.

To carry out these responsibilities, Türk-İş is training a headquarters staff with primary responsibility for planning and conducting the workers' education program. Two members of this staff are presently studying in the United States. Ferit

*Prime Minister  
İsmet İnönü  
headed  
a long list  
of dignitaries  
addressing  
the first  
Labor Day  
celebration,  
July 24, 1963.*



Azkara is attending the Trade Union Program of Harvard University's Business School to prepare him for the job of Director of Workers' Education upon his return. Oktay Poyraz, another Türk-İş staff member, is being trained on-the-job at AFL-CIO headquarters in Washington, D.C., for the dissemination of information and news.

In addition to the workers' education program carried out in Turkey, every year teams of trade-union leaders are sent to the United States to observe firsthand the operation of free

trade unions in a democratic society. Among these have been Halil Tunç, Türk-İş general secretary; Hasan Özgüneş, vice-president of Türk-İş, vice-president of the National Textile Federation, employee representative on the board of the Workers' Insurance Organization, and director for Türk-İş Adana region; Hasan Akaga, president of the Black Sea Region Trade Unions Federation; Mehmet Alpdindar, president of the Turkish Mine and Metal Goods Industry Workers' Union; Ahmet Çelireli, president of the Iron and Steel Industry Workers'

Union; and Sami Öznur, president of the Railway Workers' Union.

Today in Turkey, labor leaders are men of increasing influence and responsibility. Under provisions of the recently-enacted collective bargaining, strike, and lock-out law, negotiations are being conducted between unions and management that will ultimately affect the wages and working conditions of tens of thousands of workers.

Periodically, union leaders have participated in meetings with the Deputy Prime Ministers and Ministers of National Defense, Finance, Commerce, Monopoly, Agriculture, Communications, Industry, and Labor, where they have presented their views and discussed specific problems with the Ministers.

In all the manifold duties of a modern trade union leader, whether it be the day-to-day administration of a union, bargaining with employers, or speaking out on matters of national interest, returned participants are well represented. Among them, in addition to those previously mentioned, are Kemal Türkler, president of the National Federation of Metal

Workers; Ziya Hepbir, president of the Petroleum, Chemical, and Atomic Workers' Union; and Necdet Selmanoğlu, president of the Sugar Industry Workers' Union.

The worker sector, however, is not the only area in which industrial relations training is being conducted. Developing government competence in labor administration is also vital, and over the years, a number of government officials, particularly from the Ministry of Labor, have been sent to the United States for training.

Participants such as Ekmel Onbulak, Director General of Labor; Kemal Başkal, first legal advisor in the Ministry of Labor; Emin Bakirci, Şevki Çanga, Ceval Heper, labor inspectors; and Fethiye Ayrıl and Şahap Edgüer, physicians with the Workers Insurance Organization, have given the Ministry of Labor increased competence in fields ranging from labor law administration to worker rehabilitation.

University research into industrial relations and worker education has been encouraged by participants such as Professors Ekmel Zaidil and Sabahattin Zaim of Istanbul University who,

in addition to their university duties, have been engaged in worker education activities throughout Turkey.

In order to assure unimpeded, peaceful, economic development, industrial strife in Turkey must be kept at a minimum. Labor and management working together can forge the sinews of a viable, enduring economy. Trained labor leaders can help the nation plan the effective utilization of human and material resources and contribute significantly to the attainment of self-generating economic growth and political stability. These are the things the Labor Division's Industrial Relations Training Branch seeks to accomplish.

## TÜRKİYEDE SENDİKACILIK EĞİTİMİ

"Her sendikaları kuvvetlendirme çabasında dünyanın diğer milletlerine yardım etmek A.B.D. Hükümetinin siyaseti olacaktır."

1961 dış yardım siyasetinin özü olan bu görüşü uyarak A.I.D.,

enerji ve bilgisinin büyük bir kısmını gelişen memleketlerdeki sendikacılık hareketlerinin kuvvetlendirilmesine ve eğitimine hasretmiştir.

Bu, başlıca iki nedene dayanmaktadır: Yardım sağlanan memleketler halkına daha iyi ve insan haysiyetiyle bağdaşan bir hayat sağlamak ve kalkınma halindeki memleketlerde kalifiye insan gücünü planlı eğitime tâbi tutmak.

Çalışma alanında yapılan yardım, kalkınan memleketin ihtiyaçları bir bütün halinde ele alınarak yapılır.

Sınai münasebetler alanında, A.B.D. ve Türkiye Hükümetinin işbirliğine dayanan İşçi Yetiştirme Projesi 1954 senesinde başlamış olup, sendikacılıkta gelişme ve işçi-işveren münasebetlerinin geliştirilmesi amacına dayanır.

Projeden bugüne kadar binlerce Türk işçisi faydalanmıştır.

Proje, konferanslar tertip etmek, film göstermek, seminerler ve tekâmül kursları şeklinde uygulanır. 1957 de, 500 sendika liderinin iştirak ettiği önemli sanayi bölgelerinde tertiplenen seminerlerde özellikle, Amerikan sendikacılık hareketi, toplu pazarlık, toplantı usulleri, hitabet ve iş mevzuatı ele alınmıştır.

Proje bugün Türkiye İşçi Sendikaları Konfederasyonu sorumluluğunda altındadır.

Bu proje ile sendika liderleri de A.B.D.'de eğitim görür.

Projenin bugünkü adı Sınai Münasebetler Eğitim Projesidir.

# AID In-Plant Training Project

*“... from the scientific point of view, from the educational point of view, and from the economic point of view we shall continue our fight, and I am sure that in this we shall be successful, we shall set up factories, we shall become craftsmen. After this let us devote our minds entirely to this.”*

*Orban Ağan, U.S. AID interpreter-advisor and former participant, discussing the importance of "Manpower Development in Industry" at the Cukur-ora Seminar.*



So said Kemal Atatürk in a speech in Bursa in 1922, and this single quotation, perhaps better than any other, explains the general acceptance by Turkish leaders, whether in government or the business community, of the need for intensive worker training.

The In-Plant Training Project encompasses worker-training on three levels: skill-improvement training for those already employed; new-employee orientation; sound apprenticeship or trainee programs which will produce highly-skilled workers after a period of several years; and instruction of supervisors in the "why," the "what," and the "how" of worker training.

As with the majority of the U.S. AID projects in Turkey, the principal emphasis of the In-Plant Training Project is on the training of counterparts, with participant training in America. These participants, upon their return to Turkey, begin immediately putting into practical use the ideas they have accumulated and the methods they have observed during their stay in America.

A good case in point is a recent seminar held in Adana

for instructor-supervisors of Çukurova Elektrik A.S., the privately-owned power-generation plant servicing the Çukurova Plain area. On the training staff conducting the seminar were three former participants, Alparslan İdil, Zekai Tüzün, and Orhan Ağan, along with U.S. AID Labor Training Advisor (Apprenticeship) Roger E. Burgess and his counterpart, Semih Konur, industrial training advisor to the Adana office of the Turkish Employment Service. The three former participants are all graduates of the Turkish War College.

İdil had extensive training experience while in military service. He became associated with the In-Plant Training Project in 1959 when he was employed as a training specialist by the Turkish Employment Service, the Turkish counterpart agency for the In-Plant Training Project. Shortly thereafter he was sent to America for six month's training. Just as in the case of his fellow "seminarians," Tüzün and Ağan, his training activities in the U.S. were coordinated by the U.S. Department of Labor's Bureau of Apprenticeship Training. İdil

currently heads the Occupational Department of the Employment Service.

Tüzün, following previous specialized military training in the U.S., was a nuclear weapons instructor in the Turkish Army prior to his association with the Employment Service in 1959. Since his return to Turkey from participant training he has been an industrial training advisor to the Employment Service.

Ağan has variously served as an electronics instructor, managed a woodworking plant, been a district manager and manpower resources advisor for the Turkish Employment Service, and training advisor for Etibank Electric and Power Company. All told, he has had five years' experience in the In-Plant Training Project. He is now an interpreter-advisor for the Industrial Training Branch of the AID Labor Division.

All three are particularly well-trained and, although at a seminar such as that at Çukurova Elektrik each treated a separate theme or phase of worker training, each of the other two could have lectured as successfully on the same subject matter. All three are highly-skilled and well-versed on the need for and use of audio-

visual equipment and make extensive use of these valuable teaching aids.

The opening session of the Çukurova seminar attracted many dignitaries, including His Excellency Mukadder Öztekin, Governor of Adana, and the American Consul in Adana, Thomas W. Davis, Jr.

In his brief comments, the governor paid tribute to U.S. AID for its many activities in the Adana region. Emphasizing the fact that worker training was of equal benefit to employers and employees alike, he reminded the trainees that they must not only learn, but they must put their newly-acquired knowledge into practice. He complimented the Çukurova management on its foresight in instituting such a training program, adding, "I hope this is the first of many such seminars."

Mr. Davis added his congratulations to those of the governor, recalling that his first official function, two days after his arrival in Adana, was to attend ground-breaking ceremonies for the construction of the building which will house Çukurova's third generator.

"Training programs such as this represent to me the

forward look of Turkey," Mr. Davis said, "exemplifying the close cooperation which exists between employers, unions, and the government."

Other speakers included Ethem Göker, Regional Director of the Turkish Employment Service; Kemal Uslu, Regional Director of Labor; and Hasan Özgüneş, Vice-President of the Turkish Confederation of Labor and Director of the Adana Region for that organization.

The opening ceremonies were in charge of Mehmet Erdemir, Director General of the Çukurova plant, who also participated in the "graduation ceremonies," at which time each of the trainees was presented with a certificate of completion.

Others present included the Chairman of the Çukurova Board of Directors, Turgut Yegenaga; and representatives of the regional staff of the State



*Participant Alparslan İdil, Director of the Occupational Department of the Turkish Employment Service, gave a lecture on the "Duties and Responsibilities of Supervisors."*

Planning Organization.

The Çukurova seminar is merely one example of the success of the "multiplier effect" which the AID In-Plant Training Project successfully

promotes—the training of counterparts and participants; the training by them in turn of supervisor-instructors; and the latter in turn training the workers under their jurisdiction.

## AID İŞ – BAŞI EĞİTİM PROJESİ

*"...İlmi yönden, eğitim yönünden ve iktisadi yönden mücadelemize devam edeceğimiz ve eminim ki bunda muvaffak olacağız, fabrikalar kuracağız, sanatkâr olacağız."*

Atatürk'ün 1922 de Bursa'da söylediği, işçi eğitiminin önemini belirten bu sözler, A.I.D. Çalışma Dairesi'nin işbaşında eğitim projesinin uygulanmasında ilham kaynağı olmaktadır.

İşbaşında-eğitim projesi her seviyedeki işçi eğitimi faaliyetinin çeşitli safhalarını kapsar. İşçinin kalifiye eleman haline getirilmesinde, işe alıştırılmasında ve çıraklık eğitimi programında etkiyle uygulanır.

Projenin özü, participant'ların eğitime tâbi tutulmasıdır. Amerika'da eğitim gören participant'lar, dönüşlerinde "zincirleme" usulüyle öğrendikleri yeni fikir ve metodları kendi işyerlerinde tatbik ederler vebaşkalarının öğreterek yayılmasını sağlarlar.

Bir müddet önce Adana'da öğretmen-müşavir yetiştirme semineri adıyla tertiplenen seminer bunun güzel bir örneğidir. Seminerde eğitimi idare edenlerin her üçü de participant olarak Amerika'da eğitim görmüş kimselerdir.

Seminerin açılışında konuşan şahsiyetler, kalkınan Türkiye'nin gelişen endüstrisinin muhtaç olduğu bilgili ve mahir işçilerin, ancak bu şekilde yetiştirilebileceği kanaatinde olduklarını belirtmişlerdir.

# Blind Workers Solve a Problem

**N**ot long after the ETI Biscuit Factory opened in Eskişehir, a "hurry-up" call came into the U.S. AID Labor Division's Industrial Training Branch from the factory manager. Despite the fact that they had built a new plant, equipped with the most modern equipment available, production was not what had been expected; cus-

tomers were complaining of erratic quality, of broken cookies. Could the AID In-Plant Training Project help?

Alparslan Idil visited the plant, made a training-needs survey, and then prepared a flow-process chart. His recommendations principally concerned the production line—the filling, assembly, sorting, and packaging of cookies, or biscuits. During the discussion of his recommendations, he had a most challenging problem posed: Could blind workers be trained to work in that plant?

After some study and additional planning, the answer came back: a resounding "Yes!" Two young men, graduates of Eskişehir's School for the Blind were hired. Over a period of several weeks they were trained to perform three operations—filling, sorting, and packing.

Was this pilot program successful? Let the reader judge. After three weeks on the job, the production of the blind workers was 50 percent greater than that of their unhandicapped co-workers.



*Young and totally blind worker at ETI Biscuit Factory in Eskişehir.*

# Manpower-Key to Development

without planning  
manpower is liability—  
with planning it is asset.

**E**ven before the establishment of the State Planning Organization, Turkey had recognized the necessity of trained manpower for economic development, and of building the institutions which would support manpower planning, training and utilization. In 1951-52, two advisors on Employment Service operation were supplied by the U.S. Department of Labor, Robert Thomas and Forrest Miller. In the next few years, several Turkish participants were trained in the United States. Among them were Selim Artuc and Faruk Özata.

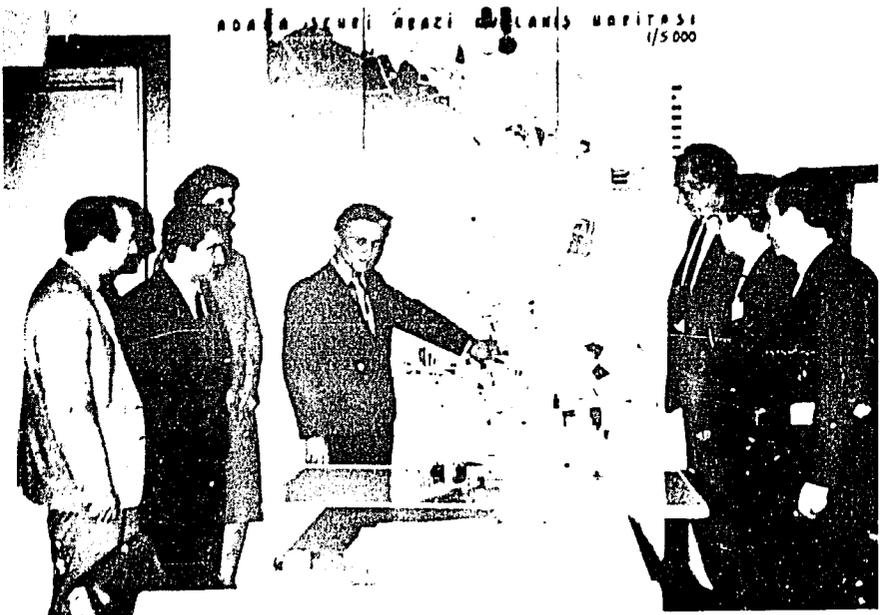
About 1957, the Turkish Ministry of Defense began to

recognize the importance of scientific and technical manpower for research and growth. The Department of Research and Development in that Ministry, under the leadership of Gen. Fuat Ulug, initiated a Roster of Scientific and Technical Personnel and sponsored the establishment of a national advisory committee on high-level manpower. Earl Smith, Labor Statistical Advisor of ICA/AID, assisted the Turkish Government in this program.

In 1960, the International Cooperation Administration (now AID) began its worldwide project for the analysis and development of high-level

manpower. Turkey requested the services of a consultant, and Edward L. Keenan, Assistant Director for Manpower of the Office of Emergency Planning, came to Turkey for two months. Following this mission, Turkey asked ICA to provide a Manpower Advisor for a two-year period. After some delay, Dr. Edgar C. McVoy came in response to this request. Meanwhile, the State Planning Organization was established, and the manpower-planning function was vested in that organization.

The Five-Year Plan has given strong emphasis to manpower as an essential element in economic and social development. In the policies and strategy of the Plan, the supply of trained manpower and measures for utilization of unused manpower are among major points. In the Plan itself, education and training are given high priority, and a large portion of the costs of educational expansion are treated as investment costs for development — investment in human capital.



*From left to right : Ömer Geçioğlu, Kaya Mutlu (Participant), Miss Shurcliff, Uğur Türe, Mr. Gillie, Enver Ergun, Celâl Kargılı (Participant)- of the Adana Plains Project Staff.*

The planners spent a great deal of time and effort in the analysis of labor force, employment and the requirements for trained manpower. Forecasts were made of probable future requirements, and educational and training programs were designed to meet these requirements.

In addition to planning for a trained manpower supply, attention has been given to the growing problems of overpopulation and unemployment. A program for family planning has been initiated in the Ministry of Health. Measures for increasing employment are being studied, including intensive techniques of production; and planning is being done for public works programs; training and retraining of unemployed; community development in rural areas; and unemployment insurance.

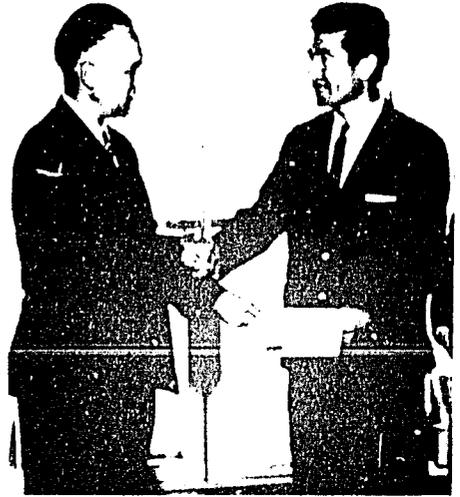
Among those instrumental in preparation of the aspects of the plan on manpower and educational planning were Dr. Necat Erder, Director of the Social Planning Department, who spent a year in the United States undergoing participant training, and Mrs. Türköz Ataöv, also a participant, who was Turkish representative at the Manpower Seminar in Washington in 1961.

Turkish representative to a similar seminar in 1962 was Mr. Kemal Aybarsu, Deputy Under-Secretary, Ministry of Industry.

In July 1962 a new impetus was given to Turkey's manpower development by the initiation of a joint project of AID and the Government of Turkey, entitled Manpower Planning and Programming. Under this project, AID furnishes two technicians, both Manpower Advisors, to work with the State Planning Organization and the Ministry of Labor. Dr. McVoy continues as the SPO advisor and Mr. Dudley Davis, who arrived in July 1963, is the advisor to the Labor Ministry.

Under the Manpower Project four participants were sent to the United States in 1963: Adnan Lavkan, Ministry of Labor official and lecturer at the Near and Middle East Labor Institute, who represented Turkey at the 1963 Manpower Seminar in Washington; Nihat Yapar, Head of the Occupational Research Division, Ministry of Labor, who went to the United States for training in occupational analysis and also attended the Manpower Seminar; Yusuf Hamurdan, of the State Planning Organization who went for a year's study of

*Frank Coffin giving participant Adnan Lavkan "Certificate of Completion" following the Manpower Seminar held in Washington June - September 1963.*



labor economics, manpower analysis and statistics at Ohio State University; and Özdemir Aktan, of the Ministry of Industries, who went to the United States for six months to study manpower and industrial training procedures.

Training also is being given in Turkey. In the spring of 1963, a series of lectures, with discussion, was given at the State Planning Organization for middle-level executives of the government, with participation also from business and labor circles. The topics included Techniques of Manpower Planning, Educational Planning in Turkey, Population and Employment Policy, and Industrial Training in relation to manpower needs. Among the lecturers were Mukbil Birercin, Deputy Director of the Employ-

ment Service, a participant to United States in 1962-63; Gündüz Sünnetçioğlu, of the State Planning Organization, who will depart for the United States for training soon; and U.S. AID Labor Division Manpower Advisor McVoy.

Manpower planning and development also has regional aspects. It has been made one of the key elements in the Adana Plains project, and AID has supplied a technician, Miss Alice Shureliff, for manpower and labor aspects of the survey being made in that area. Miss Shureliff is assisting Turkish personnel to analyze the demand and supply of skilled manpower and forecast manpower needs in the future, as well as plan employment for the growing labor force of the region.

# İnsan Gücü— Kalkınmanın temel taşı

**T**ürkiye, iktidadi kalkınma için yetmiş insan gücü ile insan gücünün planlaması, eğitimi ve istifadesini sağlayacak müesseselerin lüzumuna daha Devlet Planlama Teşkilâtı kurulmadan evvel inanmış bulunuyordu.

Bu konudaki çalışmalar 1951-1952 yıllarında başlamış ve 1957 de ilk defa Milli Savunma Bakanlığı bünyesinde kurulan Araştırma ve Geliştirme Dairesinin faaliyetleriyle resmi ve ilmi bir hüviyet kazanmıştır.

1960 senesinde A.I.D.'nin başladığı Yüksek-Seviyede İnsan Gücü geliştirilmesi ve analizi projesiyle gelen Amerikalı uzmanların da katılmalarıyla Türkiye'deki insan gücü konusundaki faaliyetler artmıştır.

İnsan gücü planlaması fonksiyonunu üzerine alan Planlama Teşkilâtınca, beş yıllık planda insan gücünün yetiştirilmesi, kullanılması ve eğitime azami ehemmiyet verilmiş ve bu yöndeki masraflar kalkınma için -insan kapiteline yatırım olarak- mütalâa edilmiştir.

Planlılar, yetmiş işçi ihtiyacı, nüfus fazlalığı, aile planlaması, işsizlikle mücadele, işçilerin devamlı eğitime tâbi tutulması ve istihsal metodları da dahil olmak üzere çeşitli problemleri bir kül halinde kabul ederek, problemi her safhadan incelemekte ve analiz etmektedirler.

Amerika'da tahsil etmiş Türk insan gücü ve planlaması uzmanlarıyla AID uzmanları müşterek bir İnsan Gücü Planlaması ve Programlanması projesinin tatbikatıyla mevcut problemleri halletmeye çalışmaktadırlar. İnsan gücü planlamasında daha sıhhatli bilgilerin toplanabilmesi ve Bakanlıklarda insan gücü dairelerinin kurulması ve aralarında işbirliğinin temini hedeflerini güden bu proje, 18 ay içerisinde bir hayli başarı kazanmıştır.

Bu faaliyetlerin etkisini arttırmak ve sahasını genişletmek üzere Devlet Planlama Teşkilâtında uzmanlar tarafından resmi ve özel sektöre çeşitli münazaralı-konferanslar verilmiş olup, 1964 senesi başında Ankara'da insan gücü konusunda çalışan teknisyenler için bir tekâmül kursu açılması kararlaştırılmıştır.

Türkiye'nin insan gücü sahasındaki problemlerini halletmeyi azmeden Amerikalı uzmanlar araştırmalarını yalnız İstanbul, Ankara gibi büyük şehirlere değil ve fakat işçi faaliyetlerinin çok daha kesif olduğu diğer müstahsil bölgelerde yapmakta ve bu suretle daha realist neticeler almaktadır.

# Manpower—Key to Economic Growth

Newly acquired knowledge in U.S.  
creates new atmosphere at home.

“By using the knowledge gained from the United States,” Mr. Kemal Aybarsu, Deputy Undersecretary of the Ministry of Industry told the editor of the Participant Journal recently, “we will in a few years have a new atmosphere in Turkish industry,”

Taking the opportunity to comment on the role of the American-trained Turkish citizen in the future of his country, the government official was enthusiastic about the professional attention manpower problems are now receiving. Mr. Aybarsu was himself a participant in an AID-assisted training program which took him to the United States.

“We want more of our young industry people to be trained in America,” Aybarsu said. “Indus-

try must expand almost 13 percent in the period of the Five Year Plan, and trained manpower is a key to this effort.”

More help is needed from other friendly nations in the field of industrial training and education in addition to the assistance now being received from the United States, in the opinion of the official, and in addition, Turkey must also make a greater effort in these programs. The number of seminars and training courses must be increased, and a higher portion of the national income should be spent for education.

Mr. Aybarsu was impressed with the Manpower Seminar he attended while he was in the United States. “My study and



*From left to right : Edgar McVoy, AID Manpower Advisor, participant Kemal Aybarsu, Deputy Undersecretary of the Ministry of Industry, Fuat Ünver, Head of Office of Industrial Manpower and Training of same ministry – in conference.*

observations have brought me to one basic conclusion," he stated. "Manpower is the first factor a developing country should consider in economic planning. Without full attention to manpower problems, economic growth cannot succeed."

While attending the seminar in America, the Turkish official learned of experiences of other countries in manpower development. This was of considerable interest to him, and in return he made reports to the seminar on the systems in use in agriculture and industry in Turkey,

and methods of education and training being followed. He found that representatives from other countries were very much interested in Turkey's experiences—particularly in the story of the language reforms instituted by Kemal Atatürk in a period of only three months as an attempt to break the barriers of illiteracy.

"I learned that manpower planning and training is a new field everywhere," Aybarsu observed, "and even in the United States itself." He commented that his experience in America

had given him a new conception of the approaches to manpower problems and that this has resulted in action in Turkey.

"After my return, I prepared a new proposal which has been accepted by the Minister of Industry, for an industrial manpower and training program. We have now established a Manpower and Education Office in the Ministry, headed by Fuat Ünver, who has had long experience in

the field of industrial training."

Again the returned participant has brought with him ideas, experiences, and observations which can be applied against the problems to be faced in Turkey. In the essential area of the supply of trained men for a growing industrial complex, the American experience of Kemal Aybarsu is already making a contribution to the future of Turkey in its quest for development.

## İnsangücü—İktisadi gelişmenin temel taşı

**S**anayi Bakanlığı Müsteşar Vekili Bay Kemal Aybarsu geçenlerde Participant Journal'a "Amerika'da kazandığımız bilgi ve tecrübelerle birkaç sene içinde Türkiye'de yeni bir endüstri havası yaratabileceğiz" demiştir.

1962 senesinde A.I.D. Participant'ı olan Bay Aybarsu, "Beş Yıllık Planda endüstri yüzde 13 nisbetinde genişlemelidir. Buna sağlayacak olan insan gücünün eğitimi için milli gelirin daha büyük kısmını sarf etmeliyiz" demiş ve sözlerine devamla "Her ne kadar sınaî eğitim alanında Amerika ve diğer dost milletlerin yardımlarına ihtiyacımız varsa da esas gayret bizlere düşmektedir." demiştir.

Amerika'da İnsan Gücü Seminerine katılan Aybarsu, kalkı-

nan bir memleketin iktisadî planlamasında dikkat edeceği ilk önemli noktanın insan gücü olduğuna işaret etmektedir. Seminerde, diğer memleketlerin insan gücünün geliştirilmesi konularındaki faaliyetlerini izleyen Aybarsu "Atatürk'un harf devrimini üç ayda başardığını söylediğim zaman herkes çok şaşırtdı." demiş ve "Mafih milletçe modern tekniğe çok çabuk adapte olmamızı da hayret ve takdirle izliyorlar." diyerek sözlerini bitirmiştir.

İnsan gücü konusunda yeni görüşler sahibi olan Bay Aybarsu, bir sınaî iş gücü ve eğitim programı hazırlamış ve Bakan tarafından kabulünü sağladıktan sonra Bakanlıkta bir İnsangücü ve Eğitim Dairesinin kurulmasına hizmet etmiştir.

# STATISTICS

## ease labor's planning job

**YESTERDAY:** no trained men—no reliable statistics.

**TODAY:** men trained in U.S. and Turkey compile reliable statistics.

**T**urkey has for a long time had great need for dependable data in the labor sector, for use to deal with the varied problems confronting labor, management, government, and the public.

The absence or infrequent appearance, limited range, and questionable reliability of available labor statistics have constituted a continuing handicap. They have not provided the essential information for:

1. Social and economic planning purposes;
2. The evaluation of existing labor programs including manpower development and utilization;
3. Use in developing effective labor relations; or
4. Establishing the levels of well-being of the workers and their families in a period

of rapid social change.

Officials of the Ministry of Labor are greatly concerned with this problem. They are anxious to develop an effective labor statistics program in conjunction with the operations of their several directorates and in cooperation with the State Institute of Statistics and the State Planning Organization. The Ministry's objective is to develop an organizational unit to collate, organize, analyze, and present such objective, factual data as will permit effective judgments, policies and programs to be formulated for dealing with the utilization of the work force; employment problems; wages; hours and working conditions; social security; labor relations; cost of living; and other relevant labor matters. It would also

engage in social and economic studies and research and issue periodic publications containing current statistical and other items of labor interest.

In furtherance of this objective, participants have been and are being sent to the United States to learn the fundamental objectives, methodology, and techniques needed to carry out a labor statistics program adapted to Turkey's needs. One such participant is Ayhan Daniş Dođru of the Research Board of the Ministry of Labor.

Mr. Dođru is a man of diversified experience. Although initially a Merchant Marine officer with a Bachelor of Science degree from the Merchant Marine School in Istanbul, he also has received certificates from the East London School of Commerce and the London Polytechnic Language School, London, England; and a certificate in Organization and Methods from the Public Administration Institute, Ankara. Having traveled extensively and having a somewhat scientific approach to facts, he has been greatly concerned with the limitations of the data so vitally needed in the Ministry for sta-

tistical and research purposes.

Mr. Dođru has just returned from the United States where he was enrolled in the one-year training course in labor statistics arranged by the Bureau of Labor Statistics for visiting statisticians and technicians of other countries. The course covered the sampling and survey procedures used in preparing statistics in the following fields:

1. Family incomes, expenditures and consumption;

2. Retail prices and consumer price (cost-of-living) indexes;

3. Wholesale price and price indexes;

4. Manpower, employment, earnings, and productivity statistics;

5. Statistics of industrial injuries; and

6. Occupational wage rates and industrial relations statistics.

To supplement the courses outlined above, Mr. Dođru had brief periods of training in other governmental agencies.

Since his return, Mr. Dođru has been assigned to special programs which are intended to develop an adequate labor statistics service and to make

possible the organization and publication of relevant data bearing on labor matters. This includes participation in regional CENITO conferences on consumer expenditure studies, etc. With the prospective introduction of an Office of Labor Statistics in the Ministry, for which a provision is being made in a revised draft Ministry of Labor Law, Mr. Dođru will assume greater responsibilities as a senior official in the organization and direction of such a program.

Mr. Dođru's enthusiasm for this activity is best reflected in his succinct evaluation of the state of labor statistics in Turkey at this time. "We can't provide the basis for decision making until we get the facts," he said recently. "We can't move forward in improving labor standards, workers' welfare, or labor relations until we have something like the flow of reliable objective data around which the more developed countries base their actions and project their program needs. I hope that we can start to build up such an organization in Turkey without delay.

"We must be able to convince employers and workers alike that the facts we present

are unbiased and can be relied upon in their mutual dealings with each other.

"We must be able to supply trend data dealing with economic and social matters so that governmental programs can be effectively evaluated and carried forward with a minimum of wasted effort.

"My visit to the United States and my special training in the Bureau of Labor Statistics of the U.S. Department of Labor showed me what a body of technically competent personnel and an organized statistics program in the various labor fields can produce when it is systematically conducted. There is no magic to such a program as I saw it in operation," he concluded, "but there is a continuing need for technical competence and consistency, diligence and objectivity on the part of the labor statistics staff organization."

Subsequent to the completion of Mr. Dođru's U.S. program Mr. Nihat Selamođlu is currently being trained along generally similar lines in the Bureau of Labor Statistics in Washington. Mr. Selamođlu is the Chief Statistician and Actuary of the Directorate of Workers Insurance

(Social Security) in the Ministry of Labor. He is a former teacher of mathematics, a field of related interest to his present statistical activity.

Although his interests are not identical with those of Mr. Dođru, there are certain parallel areas of activity in labor statistics with which they are directly concerned, particularly in standardization of methodology, concepts, and program content. In addition to the training course in the Bureau of Labor Statistics, Mr. Selamođlu is paying particular attention to supplementary training with the Social Security Administration of the U.S. Department of Health, Education, and Welfare, in the field of social insurance workload statistics and organization of actuarial data, essential for maintaining an effective social insurance system in Turkey.

Others will follow these participants, each aiming to bring back to Turkey a special-

ized interest in sectors of a rounded-out labor statistics program. For example, Mr. İzzet Güner, assistant chief of the Manpower Division of the Directorate of the Employment Service, and Mr. Cihat Türkođlu, a labor market technician of the same Division, will be proceeding to the United States early in 1964 to participate in part of the Bureau of Labor Statistics program and also to study employment service operating reports procedures and labor market analyzing methodology. This will contribute, through Mr. Güner and Mr. Türkođlu's experience, to the improvement of labor statistics and research facilities in the Ministry of Labor and to the enhancement of the general statistical program activities of the Government of Turkey.

Dr. John I. Saks, U.S. AID Labor Statistics Advisor, is working closely with these participants in this very specialized field.

# LABOR

*By Bülent Ecevit*

*Minister of Labor*



Agreement, Strike and Lockout, and the new Trade Unions Law. These are to be followed by revisions of almost all the existing labor legislation. The most important among these are a new labor bill which has been submitted to the Government; a new Seamen's labor bill which has already been submitted to the Grand National Assembly, and a new Social Insurance bill which is now being discussed in the Parliament.

**A** new phase has been reached in the field of industrial relations in Turkey with the passage of two laws last summer—the Law of Collective

Another bill which may be regarded as a progressive step in industrial democracy is also soon expected to become law at the time of the writing of this article. This bill is to

introduce the system of workers' participation in management and profit in the State enterprises. The so-called "Scanlon Plan" which has been so successfully applied in various industrial establishments in the United States has been a source of inspiration for us in formulating this system of co-management.

At the same time, during the last two years the Government has established a system of consultation with labor unions in all matters that concern workers: quarterly meetings are being held between Cabinet Ministers and labor union representatives; a representative of the Turkish Confederation of Labor Unions has been included in the board that lays down the basis for the Government's import-export policy; and the Confederation is being consulted regularly in connection with the Five-Year Development Plan.

These changes in the labor life of Turkey increase not only the rights and freedoms of workers and their unions but also their share of active responsibility in the economic and social progress of the country.

The education of labor leaders has, consequently, acquired great importance. It is gratifying that these leaders who are fully conscious of their new responsibilities in the society and have already proved their good will and determination in shouldering these responsibilities, attach due importance to education. During the last two years, they have organized numerous seminars and panel meetings, not only on labor unionism and collective bargaining, but also on such subjects as economic planning, productivity, and industrial relations.

The technical and material assistance provided by the Agency for International Development has greatly contributed to the success and effectiveness of these seminars and meetings.

The wide opportunities provided by the same Agency for Turkish labor leaders to visit the United States of America have been another valuable contribution to their education. Participation in these AID programs have enabled them to form close contacts with the labor world in the United States of America and to benefit from the vast

experience in the labor field of this friendly country. It has also helped to strengthen their conviction that a real democracy is the only medium in which a free labor union movement can flourish and workers' rights can be fully guaranteed.

The opportunities provided for the members of the staff of the Ministry of Labor and other official bodies concerned to gain firsthand experience of industrial relations in the United States by participating in various AID exchange programs have also been yielding excellent results.

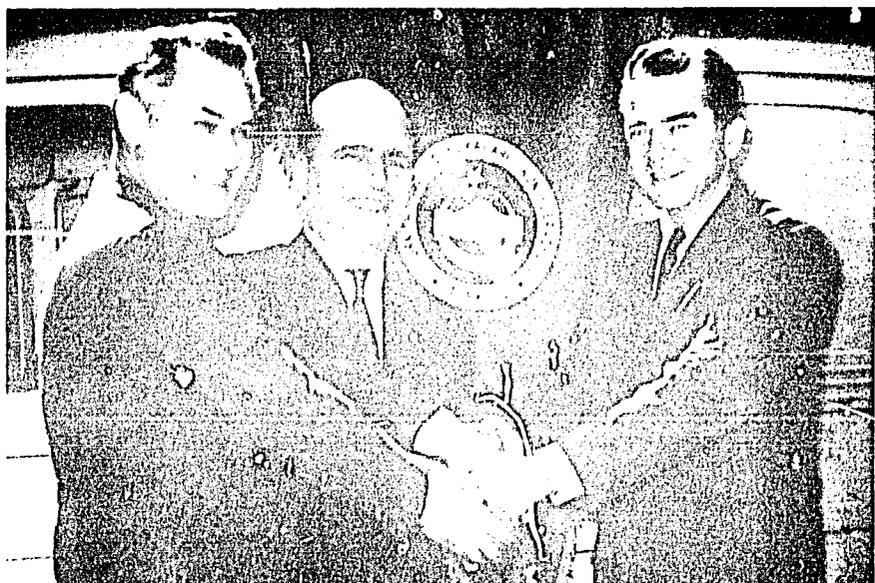
The Turkish Nation is determined to achieve economic development in a democratic

system in which human rights and dignity are upheld and social justice is regarded as an essential condition of progress.

The Turkish Nation is also firmly attached to Atatürk's principle of "peace at home and peace in the world." And we regard peaceful industrial relations based on the freedom of collective action and on mutual respect as an essential condition of maintaining "peace at home and peace in the world."

Turkish-American cooperation in building up better industrial relations on a democratic basis is, therefore, of great value for the common ideals of both nations.

*A three-handed exchange of good wishes took place when U.S. AID Director Stuart H. Van Dyke, right, presented the keys to the audio-visual unit in the background to Halit Ünal, left, Undersecretary of Labor, who then turned them over to Seyfi Demirsoy, center, president of Türk-İş.*



## Profile of a Technician



Theodore R. Thompson

Two high priority areas in the Five Year Plan are the development of water resources and proper land utilization—and both are important areas of concentration for the U.S. AID mission in Turkey. Tall, quiet Ted Thompson, as branch chief of AID's Water Resources Division, is a key man in this Turkish-American effort.

A University of California graduate with a degree in civil engineering, Ted Thompson has had previous field experience in the Philippines and in Iran. He came to Turkey in 1961 and is expected to return from home leave soon to start his second tour of duty in Ankara.

Thompson is a man proud of his program and well aware of the strenuous effort being mounted by the two agencies of the Turkish Government with which he works—Devlet Su Isleri and Topraksu. In the past 10 years, DSI has grown from 250 employees to about 1200 currently, and both agencies have changed the face of the country with their irrigation projects, soil conservation and water development activities, and other land-water public works.

AID has been active in cooperating with these two agencies in the field of participant training in addition to providing technical advice. Thompson's branch is responsible for 125 Turks who have gone to America to study water resources development, 90 participants in farm irrigation and conservation, and 10 men studying heavy equipment maintenance. The result? In DSI, 31 of the 67 projects now included in the Five Year Plan will be carried out by Turks because of the level of technical ability now reached.

Thompson is known as "Ted" in the AID mission in Ankara—but to many of his friends in Topraksu and DSI he is "the man who knows."

# IMPACT II

Top executives  
from  
26 developing  
countries—  
9 from Turkey  
visit U.S.A.

Since the end of the Marshall Plan and the Technical Cooperation Program in Europe and Asia, there has been a growing awareness that management skills constitute one of the most important potential assets in a developing country. This awareness resulted in a unique training program called "Impact II," recently completed, that attracted the interest and support of business organizations, associations and educational institutions both in the United States and abroad.

In response to the announcement by AID of the Impact II program in the United States, approximately 200 top and middle management executives attended from 26 developing countries, of Latin America, Near East and South Asia, the Far East and Africa. The program was financed in large part by AID, exclusive of international travel, and substantial financing came from various private sources.

Nine Turkish managers and owners attended the program. They are:

Mr. Faiz Poroy, General Secretary, Turkish Management Association; Mr. Ertuğrul İncekara, President, İnşaat Müteahhitliği; Mr. Günen İpekçi, V.P. Theater Chain, Sintas Sinema İşleri; Mr. Yılmaz Bernardete, Director, Kocatepe Boyahanesi; Mr. Müfit Baktoğlu, Sales Manager, Royal Lastikleri Tevzi, Mr. Ali Mansur, Manager, Maden Kimya T. Ltd.; Mr. Mehmet Turla, Manager, Büro Malzeme ve Makinaları; Mr. Fahir Özsay, Plant Manager, Peramit, A.Ş. Mr. Kemal Sungun, Sales Manager Turkey Şişe ve Cam Fab. A.Ş.; and Dr. Şahap Kocatopçu, General Manager, Türkiye Şişe ve Cam Fab. A.Ş., who attended CIOS Congress only.

The first four weeks of the program consisted of management training at selected universities for intensive exposure to modern management concepts. These courses consisted of classroom instruction, seminars, lectures and practical application of all the course material at industrial plants and executive offices, and received the highest praise of the participants. The Turkish team was divided

between the University of Michigan and Columbia University.

At the end of the four-week program, the participants returned to New York, where, with more than 4,000 other managers and other government officials from all over the world, they attended the International Management Congress.

Collectively and individually the Turkish participant expressed the opinion that Impact II and the Congress Programs were the most interesting, dynamic and thought-provoking experiences they had ever had.

They also helped to prepare a series of seminars and panel discussions, under the guidance of the Turkish Management Association, which were conducted in December for Turkish industrialists and businessmen on subjects covered by the programs. All of the participants, coming from responsible positions, feel that these exposures and contacts with new ideas and concepts have better prepared them for solving their present-day and long range business problems.

# IDEAS—greatest natural resource

*By Norman Keene*

**A**s an American Fulbright Grantee assigned to Samsun, I tried to anticipate what I would be dealing with—and there were surprises. One of the greatest was the Samsun Maarif Koleji.

This learning plant was very plain. When I asked about the laboratory, I was taken to a Quonset Hut, fitted out with a few tables, wooden desks, chairs, and some incomplete German and American science kits.

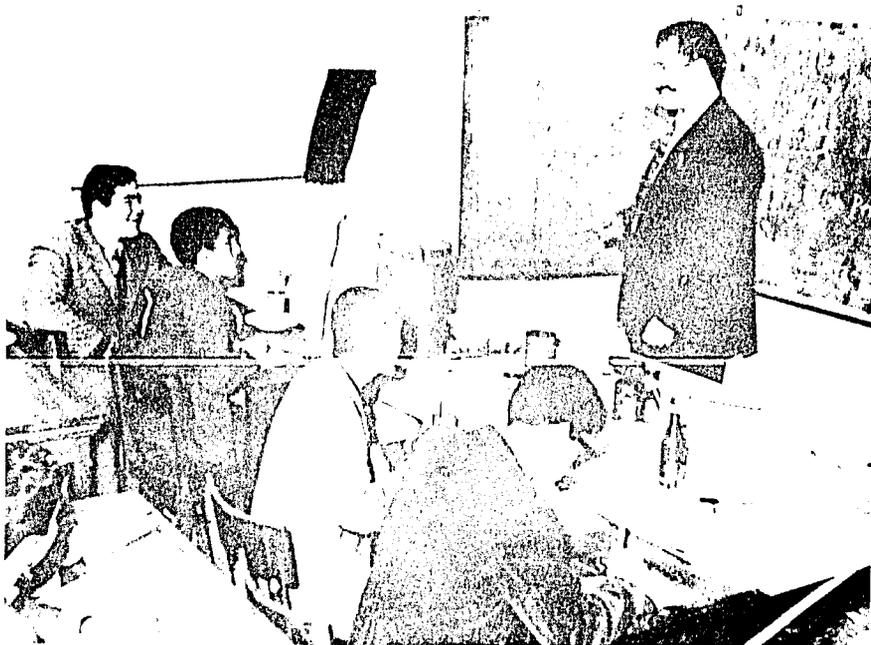
To someone, especially a science teacher, who comes from a newly rehabilitated American school, this situation might be somewhat depressing, if not discouraging. But that was before dealing with the real material the school contained—the Turkish students.

The kaleidoscopic range of a young mind will never cease to amaze most teachers.

The exact number of ideas, as well as questions, generated by a healthy young mind would contest the skill of an electronic computer.

The joys of uncovering simple, as well as complex, scientific information need not be confined to some “Technologica! Ivory Tower.” If the use of everyday items to explain the secrets of physical sciences was offered as a special course at a University, I doubt if many graduate students could do as well as the fifth and sixth sen of Samsun Maarif Koleji. Challenged by the lack of physical facilities, these students have developed techniques permitting experimentation in areas where fundamental concepts are demonstrated without elaborate equipment.

In a discussion of exothermic reactions (any chemical change that liberates heat energy as it proceeds) in chemistry class, one of the students asked for some demonstration of tangible



*...the real material a school is made of—the students.*

evidence of the facts presented. I parried with the statement we didn't have the laboratory facility. Another posed, "You told us always to use critical thinking."

It was finally acknowledged that most of the experiments required chemical equipment that was not readily available. But Turkish youth is not easily discouraged. It was decided that two common reagents, readily available on the Samsun market, might theoretically prove the desired points. These two reagents were glycerol and potassium permanganate, gly-

cerol being used for a tobacco moistening agent and in cosmetics, etc.; and potassium permanganate used as a deodorant, germicide and oxidizing agent.

The next matter of concern was a small metal pan or dish, one that would have moderate to small dimensions, to use only limited amounts of the reagents and not endanger the experimenters. There was also some consideration given to the wooden desks. If theory were to prove out to be a reality, an intense heat would be generated and most certainly

damage the wooden desks.

Here again one is at the mercy of creative young minds. It was quickly noted that the cap on the "gazoz bottle" (or Kola Koka bottle) was small and metallic. And it did in fact have a cork insert. The cork would provide an excellent insulator between the reaction in the "cap" and the wooden desks. All that remained was to make the actual test.

There was a raised hand, a request for permission to obtain some of the mentioned "caps," evet! and a scampering for the door. In a very short period of time the students returned with numerous bottle caps. These were eagerly distributed and disassembled. The corks were placed between the bottom of the cap and the desk (hot pa fashion). Each pair of students had his "equipment" ready for the reagents. Orhun and Metin, my trusted laboratory assistants, circulated among the class, placing three to four healthy drops of glycerol in each "pan," When all had their first reagent (the glycerol) the laboratory assistants picked up the vials with the finely powdered potassium permanganate and quickly distributed a small covering mound to all the eager

recipients. Now all had the drops of glycerol covered with the potassium permanganate, and everywhere there was expectation.

It seemed as if many seconds passed and no reaction came—at least from the chemicals. Then there was a loud exclamation,.....and another, and still more.....until each group had verified that science does keep its promises to those who have self-discipline, and work with diligence. The actual bursting into flames and showering of small glowing bits of potassium permanganate, like miniature volcanoes, was not half as satisfying as the delighted looks on the students' faces as they did their own experiments, with their own hands and their own minds.

This day was a triumph for both teacher and student. The lessons that were learned may be covered quickly in the memory file of a healthy young mind. But none could deny that we had made a discovery and found that experimental Turkish learning can be an exciting experience.

Students the world over appreciate fine equipment without necessarily understanding its usage. But they have very

little realization of the tremendous potential that they have "between their ears." If they are given the proper type of circumstances they will grow ahead of the intellectual surroundings. Turkish students are quick to pick up a new technique. When given the opportunity and basic concepts they will develop methods of their own that will

adequately suit their situation. There is a tremendous desire for growth in all aspects of modern development.

A new era is obviously dawning for Turkish youth and and if they will realize their place in a growing society, their potential is immeasurable. A trained brain is worth more than a new piece of equipment.

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## NURSING PROFESSION DRAWS INCREASED PUBLIC INTEREST

**I**t is encouraging to observe the increasing public interest in the profession of nursing," says Dr. Sedat Atikkan, surgeon-chief in thoracic and general surgery at Istanbul's Admiral Bristol Hospital.

According to Dr. Atikkan, nursing was not a popular profession in Turkey until recent years, but now the establishment of nursing schools has helped the public to understand the

meaning of nursing and the necessity for well-trained nurses in a modern country. Dr. Atikkan is teaching surgical pathology at the nursing school at Admiral Bristol Hospital, which has more nurse trainees now than ever before in its history.

Dr. Atikkan is a Rockefeller fellow who went to the Richard Overbold Thoracic Clinic in Boston in 1951. He visited American hospitals again in 1959 under a Department of State program to observe new surgical methods and to work with noted American physicians and surgeons. In his own research, Dr. Atikkan has published an article in the Journal of the Turkish Medical Society on radical treatment of cancer of the lung.

# EDUCATION REFORM— GOAL OF GRANTEE

Three trips to the United States have given Dr. Mithat Enc a firm knowledge of American educational techniques and now are serving him in his role as a coordinator at the Ministry of Education's Test and Measuring Bureau.

Under the Five Year Plan, elementary education is compulsory for children between the ages of 8 and 14 throughout Turkey. Training courses are being planned for students in villages who cannot continue their education beyond elementary school. The Ministry's Board of Education is also planning the establishment of schools for handicapped children and for retarded children. Dr. Enc's group has also been working toward establishment of the comprehensive high schools similar to those in the United States, and modern methods of teaching and a

different curriculum have already been tried on an experimental basis in several high schools in Turkey.

Dr. Enc is a grantee who has held awards from the Perkins Institute, the Ford Foundation, and the United States Department of State as a leader specialist. He holds two degrees from Columbia University in education and took his doctorate from the University of Illinois. One of the projects he is now at work on is the planning for a new Education Faculty separate from the universities. Purpose of this faculty will be to train specialists in education who can do research on their own subjects, in a fashion similar to specialists in other professions. Studies in the Education Faculty would be done on various branches of the educational structure, such as child psychology and educational psychology.

Three book projects are also a part of Dr. Enc's professional efforts. He is compiling a dictionary of technical terms used in psychology, education, and sociology which will include over 5,000 Turkish equivalents of English terms; and he is writing two books on educational problems of children.

# "ANKARA WORLD'S FAIR"

**A** World's Fair for Ankara—this is the project an American Fulbright lecturer is using with his fifth-level architectural students at Middle Eastern Technical University. Joseph L. Young, from South Carolina's Clemson College, is the visiting instructor and he has chosen this novel approach to illustrate the "problem method" of teaching.

The "problem method" is a system of architectural teaching which utilizes different types of buildings with different levels of students, with design problems increasing in difficulty as the students advance in their studies. Under the system, first-year students start out with simple designs such as bus stops, gasoline stations, etc.

Mr. Young selected the world's fair concept, which he

hastens to state is purely hypothetical, and established as its theme "World Unity." The make-believe fair would display the agencies and political organizations of the world, and would also include commercial exhibits. International products, ideologies, and amusements are also a part of the fair, to give the students educational experience and to allow them to design buildings of all types.

The students being instructed by Mr. Young are allowed to select their own problems and to solve them. One thesis student is designing a mental institution for Ankara; another has selected an agricultural school for METU; and a third student is working on designs for a music conservatory.

Mr. Young has become very much interested in Turkish architecture during his experience in the country and travels in different parts of Turkey to observe the various styles of buildings. He is firm in his belief that when he returns to Clemson at the end of the academic year, his experiences will strengthen his background and add to his future as a teacher.

# EXCHANGE NEWS LETTER

## GEORGE HALARIDES

1961 Fulbright grantee, is teaching English at Fener Boys High School, Istanbul, and is using a new practical teaching method he observed while in America. Mr. Halarides wrote a dictionary for Turkish armed forces in Korea and has prepared a conversation handbook which has been distributed to Turkish non-commissioned officers on Korean service.

## ORIHAN ERCEM

Fulbright grantee in 1952, is teaching a new cultural course at Capa Teacher Training College, Istanbul, on American literature. He is also teaching diction and is working toward the establishment of a language laboratory at Capa utilizing recorded speeches for proper pronunciation.

## ÜLKER ÖZERDEM

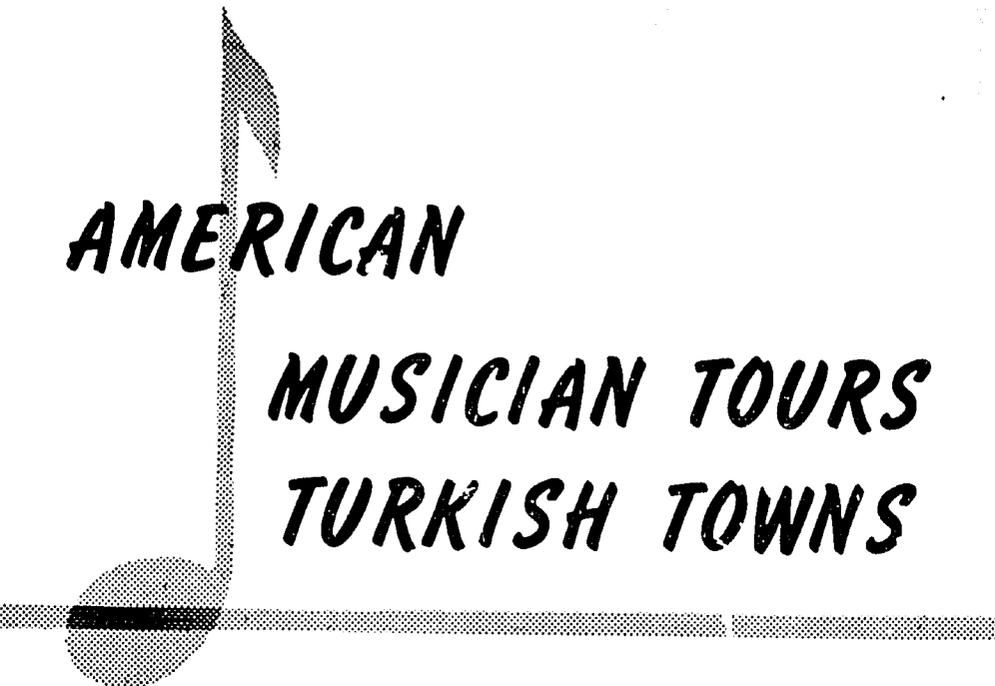
Fulbright grantee at Brooklyn Art School in 1953-1954, is working on an exhibit of her work in wood sculpture which ranges from abstract to the completely realistic approach. Using techniques she learned in the United States, she mounted an exhibit in Istanbul in 1958, participated in the State Art and Sculpture Exhibit that same year, and has had one of her statues selected for the Art Museum. Her daughter, a gifted child painter only seven years old, has recently had her first exhibit in Istanbul.

## NACIYE ÖNCÜL

one of the first Turkish teachers to study in the United States, has recently published an Anthology of American Stories, in Turkish. To give Turkish readers a presentation of American literature, Mrs. Oncul selected stories of 19 well-known American writers ranging from Washington Irving to John Steinbeck in chronology. She is also preparing textbooks for the Foreign Language Program of Georgetown University, to be used by lycee students.

## DEMET DİNÇER GÜREL

Fulbright grantee at Smith College in 1961, is an associate member of Sigma Xi honorary scientific society on the basis of her work in chemistry. She was a teaching fellow at Stanford University in 1962, and has lectured as a laboratory instructor at the American Girls College, Istanbul.



# AMERICAN

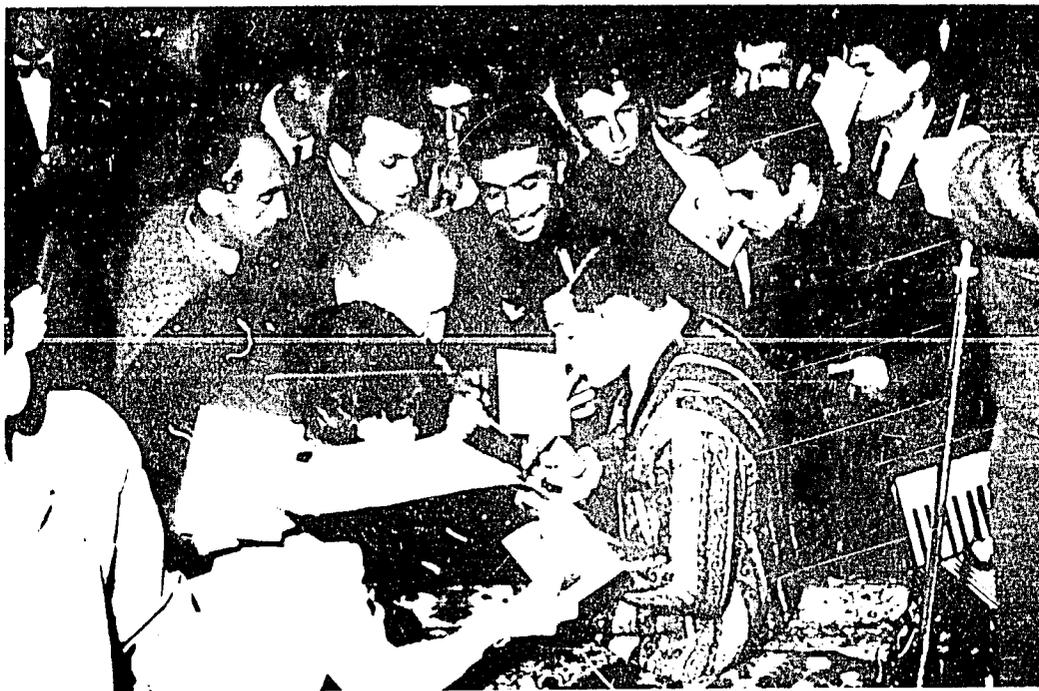
# MUSICIAN TOURS TURKISH TOWNS

**T**he Turks who reside in the big and famous cities of Turkey—in Istanbul, in Ankara, in Izmir, in Adana—believe they know what an American is. They know many Americans personally. They see them frequently in the streets and shops of their cities.

Some areas in Turkey, however, have rarely been visited by Americans. The Turks who reside in these areas learn about Americans mainly by listening to the radio and read-

ing the newspaper. It was in order to give the residents of the latter areas an opportunity to meet one special kind of American, an entertainer, that Lloyd La Vaux, the world-famous American accordionist, was sent to Turkey by the U.S. State Department.

Mr. La Vaux arrived in Turkey at Ankara's Esenboga airport on September 17, 1963, at 2 o'clock in the afternoon. The local co-sponsors of most of Mr. La Vaux's visit, Halkevi and the Amerikan Haberciler Merkezi,



knew that he would be able to stay in Turkey only 18 days, and it was important for as many people as possible to have the opportunity to see him before his departure. He was asked, although very tired after his long trip to Turkey, if he would be willing to fly immediately to Adana, where a car would be waiting to take him to Gaziantep, a city in which Americans are not frequently seen and where several hundred Turks had already purchased tickets for

his performance. Mr. La Vaux replied that he had come to Turkey to perform for and become acquainted with the Turks. A short time later he was on his way to Gaziantep.

Lloyd La Vaux is a small man, not much over five feet tall, and slight of build. His trip through Turkey required physical stamina in addition to his talent, however. There was the need for unflagging enthusiasm to carry him through the many nights when his schedule

left him little time for sleep; the need for intelligence to help him adapt quickly to what was for him the strangeness of each new city he visited; and the need for physical endurance to get him through as many as three performances a day, honorary dinners, and receptions which he knew were especially important because they gave him a chance to meet Turks on a person-to-person basis.

La Vaux came to Turkey well equipped with all these qualities. He learned to play the accordion while still in grade school, and he brought such enthusiasm to his art that by the time he had reached his mid-teens he was being described as the best accordionist of any age in the entire world by the leading authorities in the field of accordion music. He soon acquired the unofficial title, "Poet of the Accordion," the title which has identified him ever since.

In addition to his musical talent, Lloyd La Vaux has always been skilled in languages. He speaks English, French, Italian, German, Polish, Russian, and after 18 days in Turkey, an amount of Turkish which astonished his audiences here. During

World War II, Mr. La Vaux left America to employ his language skills with the American military intelligence program in Europe. Before reaching his twentieth birthday he took part in the Normandy invasion, was captured and escaped through Poland and Russia into Southern Europe where he rejoined the American Army and served until the war's end, receiving several decorations from the American Government for his contribution.

After the war he returned to America long enough to gather up his accordion and set out on several tours abroad, as an unofficial ambassador of music for the United States. Given his repeated demonstrations of talent, enthusiasm, courage and endurance, the United States Department of State invited him to represent America officially, through cultural exchange. Thus he came to Turkey.

His itinerary in Turkey, due to the exigencies of existing routes, was complex and demanding. From Ankara he flew to Adana, from Adana he traveled by car to Gaziantep, then from Gaziantep he returned by car to Adana, then to Tarsus and back to Adana by car, and from Adana to Ankara by plane, all in

four days.

At Esenboga, after the first four days, he was to catch a flight immediately for Samsun, but he arrived at Esenboga seriously ill and had to be taken into Ankara for three days of medical treatment. The several hundred citizens of Rize (the first stop on the upcoming leg of his tour), Rizeli officials and musicians and dancers, and all the others who had made a special trip to greet Mr. La Vaux upon his arrival at the Trabzon airport, returned home deeply disappointed.

But less than a week later a telegram arrived in Rize announcing the return to good health of the "Poet of the Accordion," and two days later he performed there before 2,000 no-longer-disappointed Rizelis. From Rize he traveled up the Black Sea coast by plane and car, appearing in Trabzon and Samsun. He had also found time that week, by traveling in a hired car over short-cut roads of broken rock, to appear in Sivas, Kayseri, and Konya. For six nights he did his sleeping while on the move to the next city, either in the back seat of a car or in one of the passenger seats of an airplane.

The music he played was, needless to say, mostly American—Grove's "On the Trail" from "Grand Canyon Suite," Alter's "Manhattan Serenade," selections from Richard Rodgers's "Oklahoma" and "The Sound of Music." The middle part of each program was taken up with serious compositions for the accordion compositions with such titles as "Dream," "Funeral of a Clown," "Musical Moment," "Prelude in A," and "Pirouettes de Pierrot"—composed by Lloyd La Vaux himself. And, as an encore which always came as a shock and a delight to the standing-room-only audiences, Mr. La Vaux would play some selections he had learned quite recently—"Yavuz Gelior Yavuz," "Bekledimde Gelmedi," "Ne Zaman Geleceksin," and "Harmandali."

On October first Mr. La Vaux arrived from Samsun at Esenboga and stepped into a plane which took him immediately to Izmir. He performed for a number of groups in Izmir during two days there, then traveled to Manisa for one night, then to Balikesir for one more performance, and suddenly it was over, the conclusion of 18 hectic, exhausting, demanding—but rewarding days.



Rıza Çandır, editor of the Participant Journal who is now recovering in Istanbul from a heart attack, wrote the following letter to a friend in the AID mission in Ankara shortly after he received the news of the death of President John F. Kennedy. While it is a personal letter, it is being published so that the sentiments of this Turkish citizen can be shared with the readers of this magazine.

Istanbul  
Nov. 23, 1963

I cannot get over the shock. Since the early hours of this morning my brain cannot answer the question why? why? why?- How could a human hand pull that trigger to release a bullet aimed not at JFK alone, but against all mankind?

I cannot offer you, as an American citizen, my condolences. For, his death affects me, a citizen of the world, just as much as it affects you. A man who needed nothing and gave all...a young world leader, a husband and a father, to go on that inevitable journey, so early and so uselessly.

I know Death pretty well. I have come across it several shapes. When it did strike, I usually donned the pose of the fatalist and said, "Kismet—it has to come one day." But, with Kennedy, I cannot do it. My befuddled brain, my bruised heart cannot accept, believe it. I cannot yet think of the bereaved. I cannot even yet hate the cruel hand of the killer. All my thinking cells seem to be concentrated in the loss of a man whom I hadn't realized I idolized until he began his long journey.

When one reaches a certain age one starts not to look ahead, but into the past. Your daydreams are not on what you hope to achieve, but rather, on what you have missed. Kennedy, for me, I guess must have been a retrospective dream. His selflessness, his simplicity, his courage, his energy, his capacity to believe in God, in his family and his friends. For youngsters Kennedy was a shining example. For people who have concluded the greater part of the journey, like me, he was a reminder of what we had missed.— But what's the use? Or did we need a martyr in this dire century, too?



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*PARTICIPANT JOURNAL*

Responsible Editor : Erdoğan Başkan  
Editor : Rıza Çandır

*Dr. Vali Reşid Candaesi No. 16  
Kavaklıdere, Ankara / Turkey*