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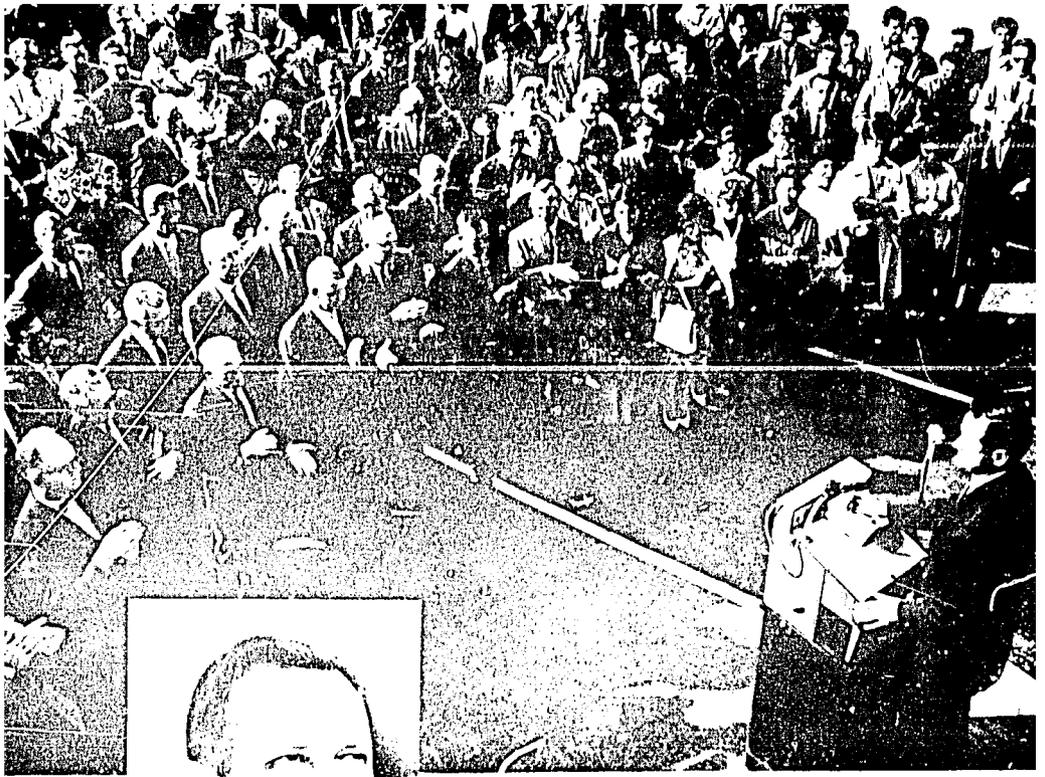
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Turkey



NEW AID DIRECTOR
ADDRESSES
TURKISH AND AMERICAN
EMPLOYEES —

*James P. Grant, Director,
U.S. A.I.D./TURKEY*

“...We all have to work hard--there is much to be done. We have been asked to assist Turkey in the job which our Turkish friends have set for themselves--economic growth. There is no other reason for our presence as guests in this beautiful country.”

SEMINAR ON EDUCATION

*By Harry W. Kerwin,
Chief, Education Division,
U.S. A.I.D./Turkey*

It is highly significant that this year marked the first time a seminar--style conference was held between high officials of the Ministry of Education and the Education Division of the U.S. Agency for International Development Mission in Ankara. It evidences a genuine professional interest in a functional approach to the solving of the problems in education which face Turkey. The conference gave an opportunity to the American advisors to assist in helping to identify what the problems are, to evaluate the size or the dimensions of the problems and most importantly, to arrive at a cooperative decision with the Turkish educators on how those problems can be solved.

A conference like this enables education people, Turks and Americans alike, to grow to know one another as people as well as professional men; to exchange personal ideas and philosophical concepts; and it establishes a pattern for the future.

It is obvious that the joint overall economic development efforts in Turkey must be based on a literate and well-educated population. The new techniques of the 20th Century cannot be transferred, cannot be taught to people without the educational foundation to understand them. We are much more interested in the total education program development of Turkey than in just emphasizing the development of skills in reading and writing.

We genuinely feel, as do our Turkish friends, that it is on the shoulders of the young people in the schools today and those who will follow them that the future of Turkey rests. We believe that these shoulders will be strengthened by the development of educational programs by the Ministry of Education for the Turkey of the future.



EDUCATION

— HIGH

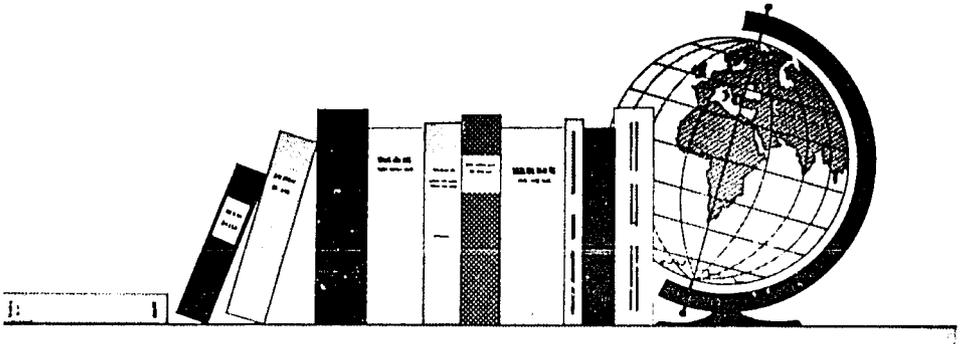
*By Nuri Kodamanoğlu,
Undersecretary, Ministry of Education*

The concept that economic investment should carry the highest priority in the development of a nation has now been discarded as an erroneous viewpoint. Latest research has clearly shown that in the very foundation of economic development, educational betterment carries paramount priority.

Turkey has never been a partner to this misconception. Before the creation of the Republic in 1923, in fact as early as 1789, the Ottoman rulers realized that it was imperative to enter the Western civilization if the Empire was to be saved from crumbling. The ruling cliques, as well as all other responsible circles, realized that this aim could only be achieved through education. Since then education has always had a high priority in the governing of the Turkish State.

Undoubtedly there have been periods in which these efforts have lagged behind, or others in which they have spurred onward. But, in general, the forward trend has kept up its continuity.

I would like to stress that Turkey's postwar entry into the multiparty democratic way of life has had a constructive influence in



PRIORITY IN TURKEY'S DEVELOPMENT

the development of education in the country. Therefore, the education statistics of the last decade are very significant. The number of students in primary schools, which stood at 1,246,818 in school year 1944-1945, rose to 2,514,592 in the period of 1959-1960 and to 3,622,349 today.

In the lycees there were 23,697 students in 1944-1945, 52,400 in 1959-1960, and the number at present stands at 102,000.

The students in higher education in 1944-1945 stood at 20,011 rose to 53,484 in school year 1959-1960 and have reached the number of 82,000 today. I would like to stress that the number of teachers has not risen in the same ratio, and it is for this reason that today there is an acute shortage of teachers, especially in secondary schools.

In 1944-1945 five percent of the students who had completed secondary schools enrolled in technical schools and 25 percent in vocational schools. This figure rose to 16.5 percent for technical schools and 26.3 percent for vocational schools in 1959-1960. This year the figure of enrollment in these schools is even higher.

These developments, when one looks at the point of departure, are very rapid and successful. But when we look at these figures and compare them with the actual needs of the country, it becomes evident that we must still make a great many efforts to reach the desired goals. For, while in 1945 we managed to educate 35 percent of the children aged between 5 and 14 and while the figure in this age group rose to 52 percent in 1960, we still remain the most backward nation in Western Europe in this respect. The proportion in the same age group in the same years was 56.7 percent in Portugal, 85.9 percent in France, and 96.5 percent in England.

This shows that we must make great efforts in this field to reach the levels of Western countries. It must be remembered that, compared to other countries, there are great difficulties in solving the education problems today confronting Turkey. I would here like to enumerate the most important problems: The population increase in Turkey has an annual rate of 30 in 1,000. Most of the newly increased population are in the 0-14 age group, today numbering 43 percent. The ratio in this age group is 29.5 percent in Portugal, 26 percent in France and 23 percent in England.

In the economic field the working population is very low, while the population sector that clamors for education is very high. On the other hand, the population in Turkey is very scattered. In 11,800 of our villages, the total population is 2.5 million, or an average of less than 300 people per village. In such villages, children of primary school age number under 40 per village.

In 22,400 other villages, the total population is 13.5 million. The most crowded village in this grouping has a population of 1,500 people. This means that even in a village of this size we will not find 200 pupils to fill the five classes of a primary school. The remaining 12 million people live in towns and hamlets of 2,000 population. It is for this reason that today there are no primary schools in 13,000 villages. Dispersed populations entail numerous schools and a great number of teachers.

Turkey's economy is dependent on agriculture. But in the field of agriculture our extensive development capacity is close to being exhausted. Further extensive development in the field of agriculture is dependent on the use of technical means such as fertilizer and

agricultural machinery, and a more advanced agricultural education.

This shows that the further development of agriculture requires education. Education, to grow, needs economic development, and therefore requires agricultural development. Thus we confront one of our formidable bottlenecks.

Turkey's per capita annual income is less than \$200. This figure is nine times less than the per capita yearly income in England. Also, Turkey's educational system was not established according to the country's own social, economic, and cultural structure, but has been copied and adapted from Western systems; this has also been one of the unfortunate incidents in this field. In the West the social circles are aids to education. In Turkey the school is obliged to struggle with the social circles; is obliged to change them; and to develop them. These realities oblige the men who are responsible for Turkey's education to accomplish great things (the near-impossible) in the field of education with scant financial resources. This, in turn, necessitates the creation of new methods in the education system and in the application of these with success.

In this respect, in our cooperation with U.S. A.I.D. in the educational field, we have reached some really beneficial results in such projects as the Measurements and Research Center; the Materials Development Center; and in the training of many of our teachers. However, it is essential that our cooperation with U.S. A.I.D. develop still further. This cooperation must make the research for means to develop education in Turkey, and the finding of these means, and the application of these means its principal goal.

Therefore, from this year onward, the focal point of our cooperation with AID must concentrate on the development of the planning organization that we will create within the framework of our ministry. Such a planning organization will, on the one hand, make it possible for us to organize and carry through all educational programs in a planned fashion; and on the other, it will help us and make it possible for us to carry out an educational policy based on scientific research.

I look upon the Educational Faculty project, which will make it possible to carry out our educational activities in a more scientific fashion, and will also make it possible for us to train more

qualified teachers, as one of the primary and most important projects within the framework of our cooperation with U.S. A.I.D.

The development projects undertaken in the technical educational and vocational educational fields, which will doubtless play a most important role in the country's general economic development, must also be regarded as one of the fundamental fields in which we, the Ministry of Education, and U.S. A.I.D. have cooperated.

According to the first five year development plan we are bound, within the next ten years, to see to it that all of our children receive a primary education. This will necessitate an investment of TL 3.5 billion for construction purposes. In these ten years we are bound to pay annual salaries amounting to TL 1.5 billion to about 130,000 primary school teachers. However, if we plan to educate only 45 percent of our secondary school-age children, we must invest TL 2.5 billion for construction and we must pay out yearly salaries and expenses to 43,000 secondary school teachers (the number planned as necessary after ten years) of TL 815 million.

Thus, if we intend after ten years to educate all of our primary

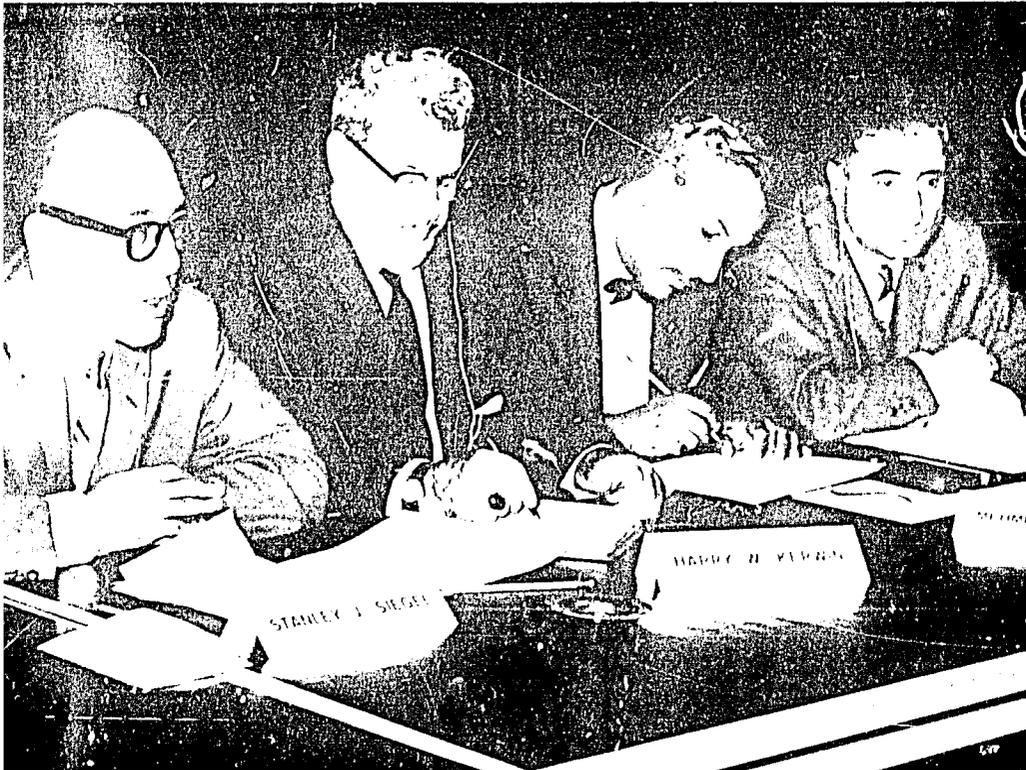
From left to right: Ministry of Education's Undersecretary Participant Nuri Kodamanoğlu; U.S. A.I.D.'s Acting Director Stanley J. Siegel; Education Division Chief Dr. Harry W. Kerwin; interpreter Ekrem Dorukman; and Ministry of Education's Deputy Undersecretary Participant Mehmet Aslantürk.



school-age children and 45 percent of our secondary school-age children, we will need a yearly budget of TL 2.5 billion. This amount will be TL 300 million more than the present Ministry of Education budget. If we are to add the expenditures that will be needed for lycee, higher education and the other essential education fields, it will be necessary to add a higher portion of our national income to education.

This demonstrates that it will be necessary to take essential measures to achieve any great expansion in Turkey's education methods, systems and channels.

The cost of expanding Turkey's educational structure to include all primary school-age children and 45 percent of all secondary school-age children is very high and will be the cause of serious consideration with regard to the financial structure of the country. But the need is also high, and the advantages to Turkey of a literate public cannot be measured in lira. Turkey's future requires expanded education, and the financing to make it possible must be found.



TÜRKİYE'NİN KALKINMASINDA EĞİTİMİN ÖNEMLİ ROLÜ

*Nuri Kodamnođlu,
Milli Eğitim Bakanlığı Müsteşarı*

Bir milletin eğitim kalkınmasında ekonomik yatırımların öncelik taşıdığı fikri, hatalı bir görüş olarak terkedilmiştir. Çünkü son araştırmalar göstermiştir ki, ekonomik kalkınmanın da temelinde eğitim bakımından kalkınma vardır ve bu, öncelik taşır.

Aslında Türkiye bu yanlış görüşe hiçbir zaman yer vermemiştir. Çünkü yeni devletin kurulduğu 1923 te değil, çok daha önceden, 1789'lardan beri, Osmanlı İmparatorluğunu kurtarmak için Batı medeniyetine girmek gerektiği takdir olunmuş ve bunun da ancak eğitim yolu ile mümkün olacağı herkes tarafından bilinegelmiştir. Onun içindir ki, devlet idaresinde eğitim hizmetlerine daima 1. plânda yer verilmiştir.

Hiç şüphesiz bu gayretlerin bazan yavaşladığı, bazan hızlandığı devreler olmuştur. Fakat genellikle ilerleme, sürekliliğini muhafaza etmiştir.

Öte yandan, çok partili demokratik hayata geçişimizin eğitim gelişmemizde müsbet ve itici bir tesiri olduğunu ayrıca belirtmek isterim. Bu bakımdan son 10 yıllık eğitim istatistikleri çok manâlıdır. 1944-1945 ders yılında 1.246.818 olan ilk okul öğrenci sayısı, 1959-1960 ta 2.514.592 ye yükselmiştir. Bugün ise bu sayı 3.622.349 dur. 1944-1945 ders yılında orta okullarda 62.866 olan öğrenci sayısı, 1959-1960'ta 240.202'e çıkmış, bugün ise 357.000 olmuştur. Liselerde 1944-1945 ders yılında 23.697 olan öğrenci sayısı, 1959-1960'ta 52.400'e, bu yıl ise 102.000'e yükselmiştir. 1944-1945 ders yılında 20.011 olan yüksek öğrenim öğrenci

sayısı, 1959-1960'ta 53.484'e, bu yıl ise 82.000'e yükselmiştir. Hiç şüphesiz öğretmen artışlarının aynı nisbette olmadığını belirtmek isterim. Bu yüzden günümüzde, özellikle orta öğretimde, büyük bir öğretmen sıkıntısı vardır.

1944-1945 yılında orta öğretim 2. devre öğrencisinin %5'i teknik öğretimde, %25'i mesleki öğretimde okumakta iken, 1959-1960 yılında %16,5'i teknik öğretimde, %26,3 ise mesleki öğretimdedir. Bu yıl ise bu oranlar çok daha yükselmiştir.

Görülüyor ki hareket noktamıza bakılınca gelişmeler çok hızlıdır ve başarılıdır. Ancak, yurdumuzun ihtiyaçları ile karşılaştırılınca, henüz çok daha büyük gayretler göstermemiz gerektiğinde şüphe yoktur. Çünkü 1945'te 5 ila 14 yaşındaki çocuklarımızın ancak %35'ini okutabildiğimiz ve 1960'ta bu oranı %52'e çıkarabildiğimiz halde, yine de Batı Avrupa'nın en geride kalmış ülkesi bulunuyoruz. Çünkü aynı yıllarda bu oran, Portekiz'de 56,7, Fransa'da 85,9, İngiltere'de 96,5 tir.

Bu durum, yüksek öğrenimde aşağı yukarı aynı şekildedir. Şöyle ki; yüksek öğrenimde bulunan öğrencilerin, o çağlardaki çocuk sayısına oranı, 1960'ta 2,9 dur. Halbuki bu oran aynı tarihlerde Portekiz'de 2,4, Fransa'da 5,8, İngiltere'de 4,2 dir.

EDUCATION SEMINAR

A conference of vital importance between allies and friends.



Görülüyor ki, Batı ülkeleri seviyesinde bir eğitime kavuşmak için, daha büyük gayretler göstermemiz gerekmektedir.

Türkiye'nin eğitim problemlerini çözmeye başka ülkelere nazaran birçok büyük güçlükler vardır. Bunların başlıcalarını saymak isterim. Binde 30 gibi büyük bir hızla artan nüfusumuz gençtir ve bizden mecburi eğitim isteyen çocukların (0-14 yaş kuşaklarının) nüfusumuz içindeki yüzdesi, %43 tür. Bu oran, Portekiz'de %29,5, Fransa'da %26, İngiltere'de %23'tür.

İktisaden faal nüfus çok az, eğitim isteyen nüfus ise çoktur. Öte yandan nüfusumuz çok dağınık yaşamaktadır. Köylerimizin 11,800 'ünde 2,5 milyon insan yaşamaktadır ki, köy başına 300 kişi bile düşmez. Buralarda 40 öğrenci bile yoktur. 22,400'ünde ise, 13,5 milyon nüfus yaşamaktadır ve en kalabalık köyde 1500 kişi bile yoktur. Bu demektir ki buralarda beş sınıfı dolduracak 200 öğrenciyi bile bulamayacağız. Nüfusumuzun geri kalan 12 milyonu ise, 2000 nüfuslu şehir ve kasabalarda yaşamaktadır. Bu yüzdendir ki bugün 13.000 köyde ilk okul bile yoktur. Dağınık nüfus demek, çok sayıda okul binası, çok sayıda öğretmen demektir.

Türk ekonomisi tarıma dayalıdır. Tarımda ise ekstantif gelişim imkânlarımız tükenmiştir. Ekstantif tarım gelişmesini sağlamak için, gübre ve makine gibi teknik imkânlara ve daha ileri bir tarım eğitimine muhtacız.

Görülüyor ki, tarım gelişmek için eğitime muhtaç, eğitim gelişmek için ekonomik gelişmeye, yani tarımın gelişmesine muhtaçtır. İşte önemli çıkmazlardan birisi.

Türkiye'de milli gelir, adam başına 200\$ dan azdır. Bu, İngiltere'deki milli gelirden 9 defa daha azdır. Üstelik Türk eğitim sistemi, kendi sosyal, ekonomik ve kültürel bünyesinin icaplarına göre değil, Batıdan kopye ve bazan da adapte edilmek suretile kurulmuştur; bir şanssızlığımız da budur. Batıda sosyal çevre, okula yardımcıdır. Türkiye'de okul, sosyal çevreyle mücadele etmek, onu değiştirmek ve geliştirmek zorundadır. Bütün bu gerçeklerden dolayı Türk eğitimini yönetenler, kısa zamanda çok az mali kaynaklarla, çok büyük eğitim başarıları sağlamak zorundadırlar. Bu da eğitim sisteminde, metodlarında, vasıtalarında yenilikler yaratmağı ve bunları başarı ile uygulamayı gerektirir.

Bu bakımdan A.B.D. ile olan eğitim işbirliğimizin Test ve Araştırma Bürosunda, Eğitim Malzemelerini Hazırlama Merkezinde, birtakım öğretmenlerimizin yetiştirilmesinde olduğu gibi, gerçekten faydalı bazı sonuçları olmuştur. Bununla beraber bundan sonrası için bu işbirliğinin daha da gelişmesine ihtiyaç olduğu gibi, Türk eğitimini kalkındıracak tedbirlerin araştırılmasına ve yaratılmasına yöneltilmesi gerekir. Bununla beraber, bu yıldan itibaren AID Teşkilâtı ile işbirliğimizin mihranını, Bakanlıkta kurmağı düşündüğümüz Plânlama Dairesinin geliştirilmesi teşkil etmelidir. Bu daire, eğitim hizmetlerini plânlı bir şekilde yürütmeğe yarayacağı gibi, bilimsel araştırmalara dayalı bir eğitim politikası takip etmemize de inkan verecektir.

Eğitim faaliyetlerinin daha bilimsel olmasını ve daha kaliteli öğretmen yetiştirmemizi sağlayacak olan Eğitim Fakülteleri projesini, AID ile işbirliğimizin önemli konularından biri saymaktayım.

Diğer taraftan, ekonomik kalkınmamızda en büyük hissesi bulunacak olan mesleki ve teknik öğretimdeki gelişme projelerimizi de, AID ile işbirliğimizin ana konularından biri olarak görüyorum.

Birinci 5 yıllık kalkınma plânına nazaran önümüzdeki 10 yılda ilk öğrenim çağındaki çocuklarımızın %100'ünü ilk öğretime kavuşturmak zorundayız. Bunun için 3,5 milyar TL'lık bina yatırıma ihtiyaç vardır. 10 yılda 130. 000 kadar ilk okul öğretmenine yıllık 1,5 milyar TL maaş ödemek gerekecektir.

Öte yandan, orta okul çağındaki çocuklarımızın sadece %45'ini okutmak istesek, 2,5 milyar kadar bina yatırımı yapmak gerektiği gibi, 10. yılda sayısı 43.000 i bulması gereken orta okul öğretmeni için de 815 milyon lira genel gider ve maaş ödemek gerekir. Bu duruma nazaran 10. yılda %100 ilk öğretim için ve ancak %45 nisbetinde orta okul seviyesindeki öğretim için, 2,5 milyar TL gerekmektedir.

Bu miktar, bugünkü toplam Milli Eğitim bütçemizden 300 milyon fazla olduğu gibi, o zamanki milli gelirimizin de binde 5'ini teşkil edecektir. Buna orta öğretimin 2. devre masrafını, yüksek öğretim masraflarını ve diğer eğitim masraflarını da eklersek, milli gelirimizin çok daha büyük bir nisbetini eğitime ayırmak zorunda olacağız.

Bu da gösteriyor ki, Türkiye'de eğitim metodlarında, sistemlerinde ve vasıtalarında büyük ucuzlamalar sağlayacak tedbirlere ihtiyaç vardır.

T. C.
SUSUZ İLKOKULU

NO MAGIC

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“There is no magic formula,” says Dr. Lebit Yurdođlu, “but as the social and economic development of Turkey depends largely upon the efficiency and quality of the education system applied, especially in adult education--as these today are the working population--we must succeed in this field.”

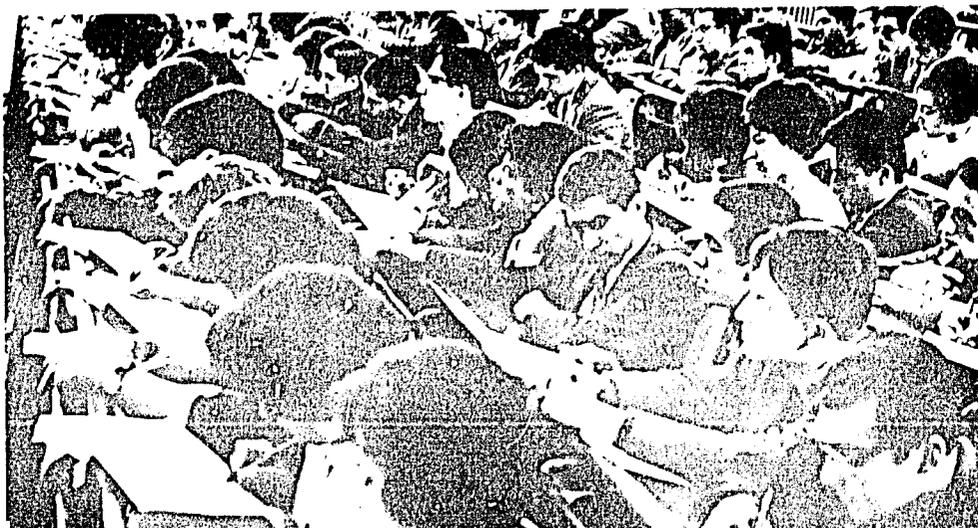
Dr. Yurdođlu stresses that “the farmer listens with his eyes.” Therefore he points out Turkey must first train teachers how to instruct people who have grown up in utter ignorance, and then to first teach these ignorant people how to learn. This, says the Minister, MUST begin with visual teaching, then oral teaching, and following these two systems by the orthodox approach.

The Minister of Village Affairs is like the man who grabbed the bear by the tail. His problem then was how to get rid of the bear. But, Dr. Yurdođlu says that the job will be done. Those who will have to teach will have to learn how to teach, and their pupils will have to learn how to learn.

An illiterate man in a developing country is a man who is buried in the past. And, with her three percent yearly population increase, Turkey is a country that must keep in step with the future, not only to improve--but to survive. And this will only become possible through human resources development. This involves identification of new values, concepts and philosophies which are inherent in change. All achievement in the fields of education, economics,

HIGHER EDUCATION

Ankara University Medical School trains the doctors of tomorrow.



agriculture and industry depends on human resources development.

Turkey, with A.I.D. supplied advisors, is realistically approaching Turkey's problems of education. As Mr. Nuri Kodamanoglu, Undersecretary of the Ministry of Education, and Dr. Harry W. Kerwin, Chief, Education Division of U.S. A.I.D./Turkey have pointed out elsewhere in this issue, what is most important is to identify the problems; to evaluate the dimensions of these problems; and then to tackle them in order of their importance. This is being done.

Today there are 678 former A.I.D. participants serving in the several branches of education in Turkey. In the banks of the Ministry there are 88; 227 are teaching in Universities; 163 are in Institutes; 79 are Georgetown-trained teachers; 47 are teachers in teacher education; 23 are teachers in Agricultural schools; 28 are in secondary and 23 in primary schools.



A REVOLUTION WITHIN A REVOLUTION

When Atatürk brought the Latin alphabet to Turkey in 1928, the people who could read and write the complicated Arabic script constituted a minimal percentage. After 1928, with the new alphabet, learning took only months.

In 1928 Atatürk was himself one of the few teachers. Wherever he went, be it a city, a town, a hamlet or a village, he would stand in front of a blackboard and teach his people the new alphabet.

Atatürk's dream was that Turkey should look at the West. The adopting of the Latin alphabet for his people was his first look-away from the East and toward the West.

*"... civilization is such a strong flame
that it burns and destroys
those that remain aloof from it ..."*

ATATÜRK *Kastamonu* 1925

FORMULA

One cannot open a new book without closing an old one. In 1923 Kemal Atatürk did just that. By opening a new book, he opened the vista for a new life for his people.

Atatürk was revolutionary, a reformer, a leader. But he was not a magician. His people needed a cataclysm in addition to the energy and leadership of one man. Atatürk began this cataclysm. When he died in 1938 not only was Turkey looking toward the West--Ataturk's dream--but the West was looking at Turkey. One man had salvaged a new Republic out of the ruins of an old and crumbled Empire. Today, 26 years after the death of Turkey's great leader, Turkey has gone a long way toward its goal. Today Turkey is developing, planning, and nearer to the West.

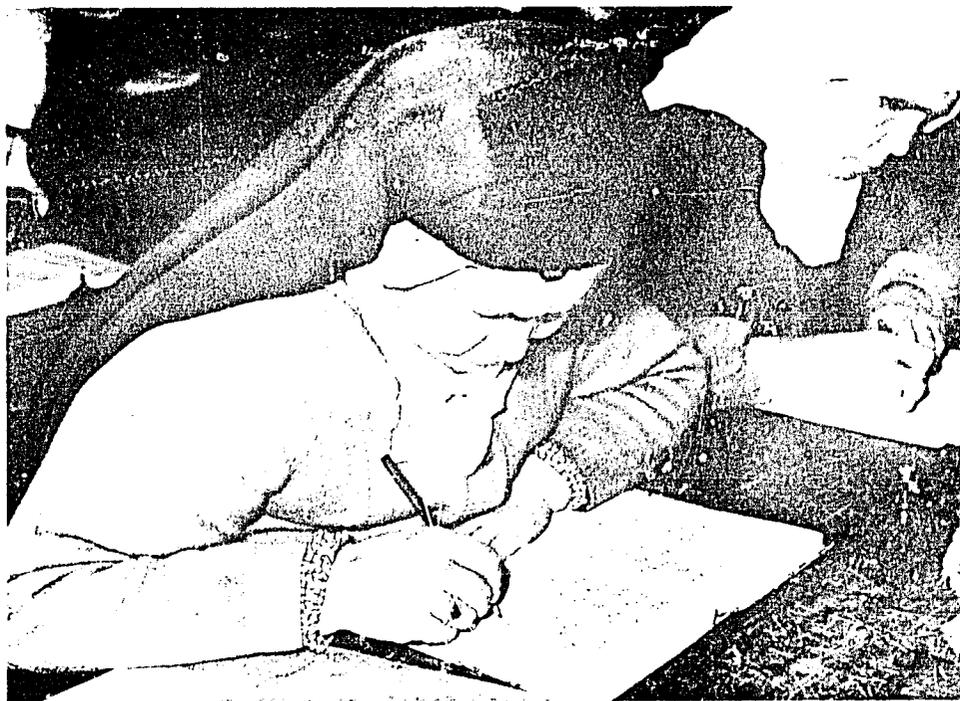
Today, the population of Turkey is increasing at the rate of three percent each year. Illiteracy--especially in the rural sectors--is still very high. And, as Turkey's leaders and Turkey's friends who are helping in her development process know only too well, there can be no planned development in an illiterate society. Turkey and her friends are sparing no effort to increase the efficiency and quality of the education system being applied in today's developing Turkey.

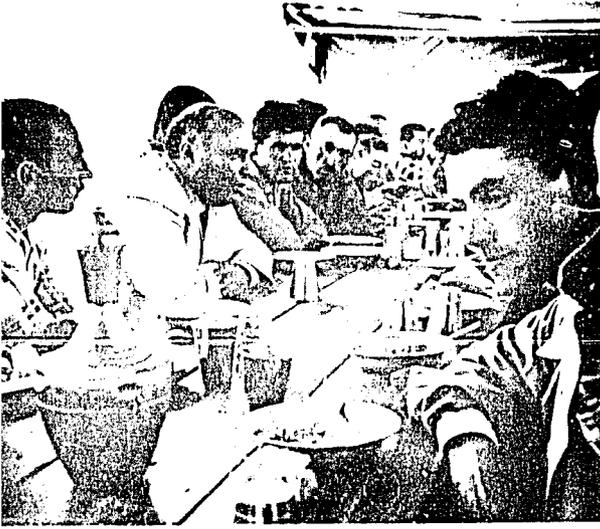


ANKARA, AKÇAVIRAN
VILLAGE SCHOOL
*The future is not only for
the children of tomorrow...*

KIRIKKALE, ADULT EDUCATION

... but also for the adults of yesterday





**HATİP ÇAYI, TOPRAK-
SU WORK CAMP**
*Minister Dr. Lehit Yurd-
oğlu has a bear by the
tail.*



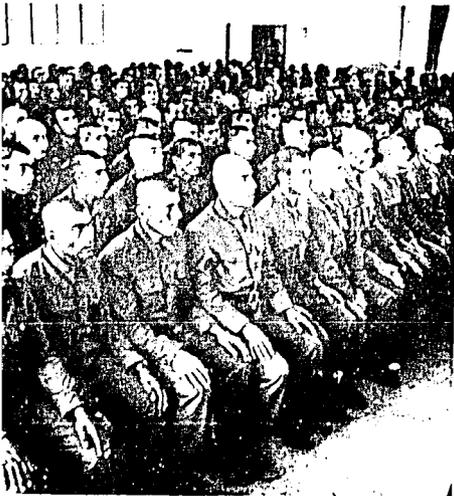
**MILITARY LITERACY
TRAINING**
*They are not only taught
how to fight, but now
also to write.*

A striking example of progress in education is the manner in which the vital problem of adult education in Turkey is being re-organized. Adult education has become an integral part of Turkey's national system of public and private education. In the last five years systematic steps have been taken to educate millions of illiterate adults in Turkey, mostly concentrated in the rural communities. Although at the beginning the illiterate adults swamped the available classrooms to learn to read and write, educators have seen in recent years the number of men and women applying for courses decreasing in considerable numbers. Why? -- this was the problem. Many people were still illiterate, and yet the staff of adult educators were more expert than ever.

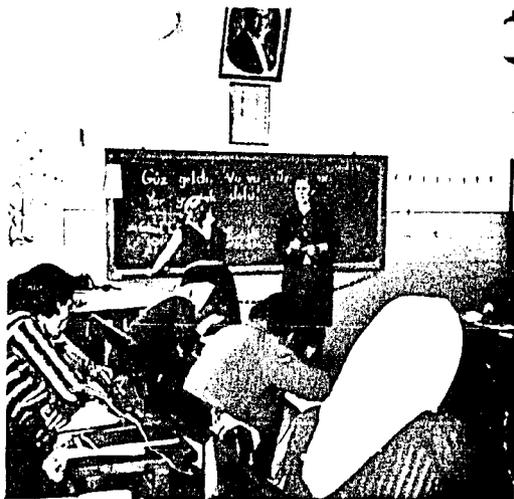
Among the specialists who search today for the answer to this mystery is Dr. Lebit Yur'oglu, Turkey's first Minister of Village Affairs. He is an old hand in mingling with the people. When he was a young doctor in Izmir he used to rush out on his motorcycle to villages to treat individual patients--as Minister, he now has millions of patients to deal with.

For this dynamic Minister, this is no chore but a pleasure. The General Directorate of Adult Education has now been linked to his Ministry, and the Minister stresses that, although the task he and his collaborators are confronted with is monumental, there is no reason why success should not be achieved.

MILITARY LITERACY TRAINING
*Thousands of once-illiterate men
now can read and write.*



ADULT EDUCATION
*Those who never had a chance are
now learning to communicate.*



Most of these men and women were trained specialists before they were sent to the United States. In the United States they learned new arts and techniques, but the most valuable asset most of them returned with was a new approach--an approach to the teaching of children, to adults, and to problems.

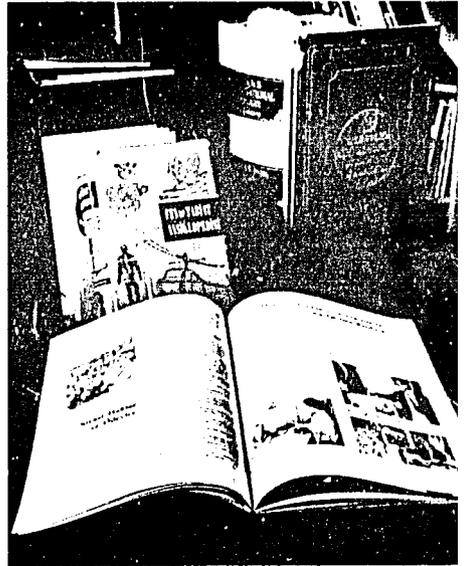
There is indeed no magic formula. The formula is dedicated hard work. The formula is more men like Dr. Lebit Yurdođlu and Nuri Kodamanođlu. The formula is more people with the fixed purpose of sharing their learning with the ignorant. The formula does not require critics who criticize from their comfortable club chairs, but men who are ready to go out to the villages and teach the ignorant how to learn.

Turkey is developing. And Turkey has chosen to spur her efforts in the field of education to assist development. The speed depends on the people who need education, and on those who will help them get it.

The old - The East



The new - The West



THE GEORGETOWN ENGLISH LANGUAGE PROGRAM

Turkey's planners stress that the need for education is so broad in scope and so urgent in time that only a very well-conceived and energetically implemented plan can remedy this vital problem

More than 2,500 U.S. A.I.D. sponsored Turkish participants have now received English language training under the Georgetown University English Language Program, one of the oldest AID-sponsored projects in Turkey.

The Georgetown program is

scheduled to phase-out in June of 1965, not because it is no longer needed, but because it will have achieved its purpose of teaching the Turks to teach themselves.

Georgetown first came to Ankara in December of 1953 after a contract was drawn up between

the Mutual Security Agency-predecessor of A.I.D.—and Georgetown University.

The first Georgetown programs, which began early in 1954, were six-month courses in English given to a small group of participants. Now this program has become a full-scale activity in the teaching of English as a second language including courses of six, nine, twelve, or more months, depending upon the kind of training required for a given project.

A list of distinguished linguists from the United States have led the Georgetown program in Ankara. The first was Dr. Leon E. Dostert, a linguist who had led such programs in Belgrade and Zagreb. He was followed by R. B. Lees, W. P. Lehmann, Kemp Malone, and J. B. Macmillan.

The number of students—only a few dozen in the first few years has now risen to several hundred a year. From a program which at the beginning existed only to teach English to U.S. A.I.D.





Team effort — Turkish and American specialists collaborating.

participants, the Georgetown program developed into a multi-purpose activity.

In the last ten years Georgetown has aimed at these specific targets :

- Development of an Intensive English Course for the training of U.S. A.I.D. participants;
 - Improvement of the curriculum and also of the teaching methods used by the English Department of the Gazi Pedagogical Institute of Ankara;
 - Preliminary research in the Armed Services Literacy Program and the writing and editing of the first textbooks used in this program:
- Development of an automatic course in English on tape, now adopted by the Turkish Armed Forces and used at approximately 50 training centers; and
 - Training of 53 participants at Georgetown University, Washington, in linguistics and up-to-date methods of teaching English as a second language. Some of these participants with M.S. degrees in Linguistics are now teaching at the Gazi Pedagogical Institute and are also developing materials on teaching for the Georgetown English Language Program.

Before materials were prepared, Georgetown conducted experiments in schools, ranging from primary schools to lycees. After four years of experimentation the Materials Branch of Georgetown began the production of English language materials for future teacher training and for English text to be used in the Turkish schools. These materials will also be used extensively in future programs for participant training.

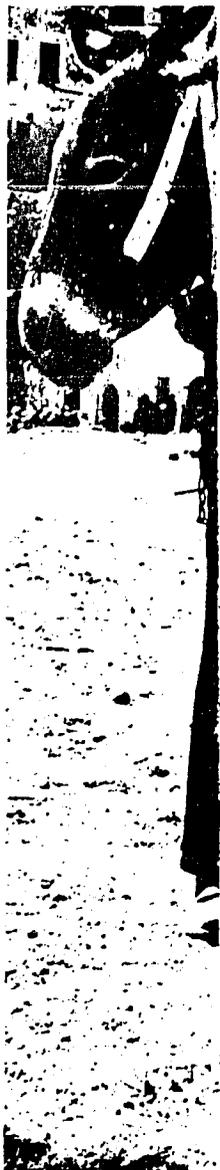
The principle followed by

this branch is to teach students descriptively rather than prescriptively. Experiments over the last four years show that students exposed to these new materials learn English more effectively than students using other texts.

Another project currently underway is the writing of completely new materials for teaching English to adult Turks. These materials are being written for the eventual training of present and future English teachers.

Georgetown artist Adnan Turani.



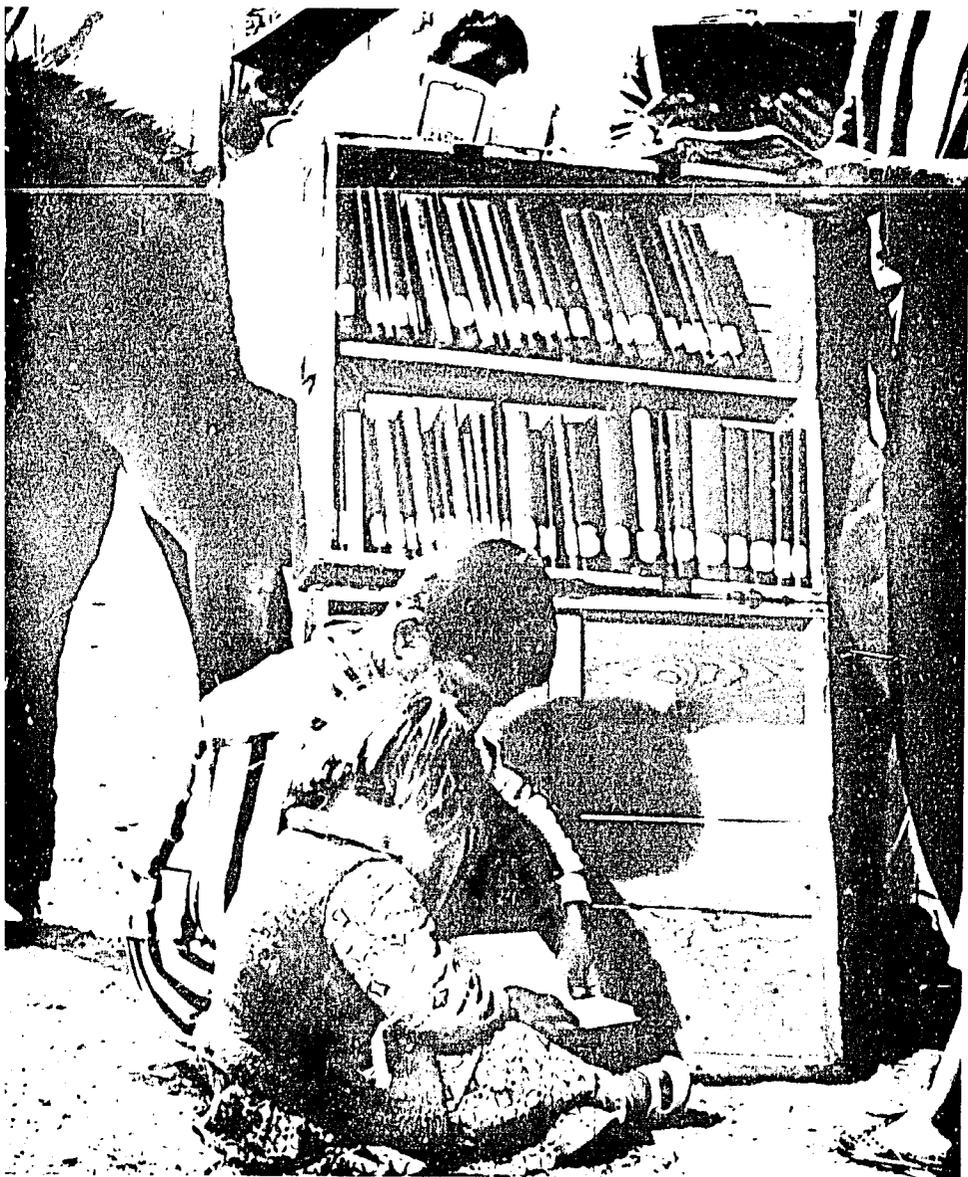


TEXTBOOK INDUSTRY SURVEY

On August 23rd the first four members of a six-man U.S. Book Industry Survey Team arrived in Ankara.

The visit, on behalf of the Turkish Government and the United States Agency for International Development, had a dual purpose: to study Turkey's publishing industry and its role in the development process; and, to prepare a prototype study on data and information obtained during an eight-week stay in Turkey. This study is to be used in planning programs in developing countries which have emerged since World War II. Turkey was chosen by A.I.D./Washington for this prototype study because of the significant progress that has taken place in the publishing field in this country since the 1923 Atatürk Revolution.

Only a donkey-back library can climb to the mountain villages of Ürgüp which are inaccessible even to jeeps. Village children now eagerly await the day when the donkey-library is scheduled to come to their village.



To visit the reading adults and children in Ürgüp and its villages came four members of the U.S. Textbook Industry Survey Team:

Robert W. Frase, Associate Managing Director of the American Book Publishers Council.



Professor I. N. Thut, Professor of Education at the University of Connecticut.

Team leader, Stanley A. Barnett, Director of International Operations for Wolf Management Services.





The assignment of a team of top specialists in their respective fields in the United States to study the publishing industry in Turkey. This is a clear indication that Washington regards education and the development of human resources as an essential requisite for general advancement in a developing country.

Headed by Stanley A. Barnett, a recognized and experienced development economist, the team includes Emerson L. Brown, vice president of the elementary-secondary division of McGraw-Hill Book Company; Robert W. Frase, associate director of the American Book Publishers Council; Kenneth T. Hurst, vice president and general director of Prentice-Hall International Book Company; Peter H. Neumann, vice president and director of international operations of Addison-Wesley Book Company; and Professor I. N. Thut of the University of Connecticut.

Kenneth T. Hurst, Vice-President and General Manager of Prentice-Hall International Book Publishers.



OBSERVATIONS ON AMERICAN PHYSICAL EDUCATION

*By Rubi Sarıalp,
Director of Athletics,
Merchant Marine Academy, Istanbul*

During my visit to the United States as a Foreign Specialist Grantee sponsored by the U.S. Department of State, I was given the opportunity to observe and gain first-hand knowledge of American educational systems as well as physical education, athletics and recreational programs applied in secondary schools, colleges and Merchant Marine Academies.

My program started with participation in the ICHPER (International Council of Health, Physical Education and Recreation) international seminar. Delegates from Turkey, Belgium, Cyprus, Malaya, Iran, Australia, India, Egypt, Israel, United States, Ecuador and Argentina attended. Each delegate had a session where he explained the physical educa-

tion system in his own country. These discussions made the ICHPER seminar most interesting and instructive.

The United States, which is a leading nation in the field of physical education today and which long ago realized the values and assets of physical education as a scientific investment into mental hygiene and intellectual life, certainly pioneered an accurate system to bring together all the different attitudes and ideas or applications of physical education. The ICHPER seminar was the cradle of scientific evaluation of different views and mutual decisions on physical education.

After the ICHPER seminar I visited the U.S. Merchant Marine Academy at King's

Point. I spent almost two months there making close observations and research on the Academy's Physical Education Program, and teaching as a visiting instructor at the Academy.

There are a total of six Merchant Marine Academies in the United States. The U.S. M.M.A. at King's point is the only Federal School. The other five are state sponsored. The U.S. M.M.A. has 850 enrolled cadets. The others are the Merchant Marine Academies of Maine, Texas, Massachusetts

and New York, each with 250 cadets.

The primary purpose of physical education at the U.S. M.M.A. at King's Point and the other five schools, is to make the cadet gain physical readiness to meet life situations, especially when out at sea, which require bodily strength, agility, skill, and endurance. The Academy has a well-balanced and adjusted program of gymnastic exercises, swimming and water safety instructions, and intramural sports.

From left to right : Commander Otto Graham, famous U.S. football star and coach, and now head of the Department of Athletics of U.S. Coast Guard Academy; Rubi Sarialp; and Lt. Commander Selin, head of the Department of Physical Education.



The Physical Education Department has 16 full-time and 15 voluntary instructors and 32 assistants. In addition to that the instructors utilize the assistance of student leaders. I was pleased to see the teamwork created among the teaching staff of the Academy which gave a vivid example to the cadets. On the gate of the Academy you cannot miss the big sign "ACTA NON VERBA" which means in Latin, "Deeds, not Words."

My second visit was to the United States Coast Guard Academy in New London, Connecticut. The physical education department of the Academy operates a program designed to provide for the cadet a maximum development of strength, agility, endurance and other fundamental physical skills. Each cadet is required to demonstrate a high proficiency and confidence in all fields of aquatics and in defending himself against personal attack. Leadership is another aspect of the program. Those qualities of moral and physical courage are highly emphasized in the curriculum as are loyalty and resourcefulness.

After visiting the Physical

Education Department of Springfield College, University of California, UCLA, Valley College, West Point, Stanford University and many others, I was once more convinced of the importance of the existence of similar institutions in Turkey. In my opinion it is an unavoidable fact that importance of having such an institution in Turkey must be realized especially when Turkey is taking firm steps in every aspect of modernizing the educational system.

Many American universities offer scholarships to students who have outstanding records in a particular field of sports. This is a very appropriate way to encourage the youth to be more active in physical education and athletics through which they can gain bodily strength, and physical fitness.

Today's spirit in American education which got its new shape by the present generation, reflects the profound scientific revolution of our times.

It is gratifying to see that many university scholars and scientists are participating in the curriculum development for primary and secondary schools as well as for colleges.

American Architect Studies Islamic Architecture

Dr. Curtis Campaign, from U.S.A., the first foreigner to do academic work in architecture in Turkey toward obtaining a degree, is working on Islamic architecture on a Fulbright grant this year. Mr. Campaign enrolled in the doctorate program of the Faculty of Letters of Ankara University in 1963 and plans to extend his stay for another year.

He obtained his Master's degree in Fine Arts at Princeton University and chose Turkey for his studies because he believes that students of Islamic art should really live in the Islamic oriented world for a time to know the background of the art and the culture of the people who created this art. Campaign says that Turkey with its historic riches provides abundant opportunity for a thorough study of Islamic architecture.

Mr. Campaign's primary interest has been Seljuk architecture in Turkey. His thesis will cover Seljukid mosques in general, and individually he will

emphasize Divrigi Mosque which is one of the best preserved Seljuk buildings and also is one of the most elaborate. This mosque was built in 1228 and reflects a unique combination of different influences.

Another building of interest to Campaign that possesses a similar plan and workmanship comparable to Divrigi is a mosque in Ani, the old capitol of Armenia, on the Russian border. Campaign explained that according to the records two of the artists who worked on both buildings were from Armenia.

According to Mr. Campaign the study of history is necessary for an architect to develop his critical faculties.

When he goes back to the United States he intends to teach while he practises his profession. He believes that an architect should not lose his contact with the younger generation, or with the universities if he desires to keep his critical faculty alive.

T M A

to Sponsor Seminars for Business

The Turkish Management Association, in cooperation with Robert College and Columbia University of New York, will sponsor a series of seminars for top-level Turkish businessmen under the general topic "Decision Making and Administrative Action."

Five instructors from Columbia are being provided for the seminars, one for each of five separate sessions scheduled for the next eight months. The first series will be conducted by Prof. William H. Newman, who is the Samuel Bronfman Professor of Democratic Business Enterprise at Columbia.

Prof. Newman is an outstanding scholar in his field and holds his doctorate from the University of Chicago. He has taught at the Wharton School of Finance and Commerce of the University of Pennsylvania, the Graduate School of Business of Columbia University, and the College of Business Administration of the University of Hawaii. In addition, he was

faculty leader for a top management program conducted at Vina del Mar, Chile, by the Chile Management Association and the Council for International Progress in Management; he was also a seminar leader at the School of Economic Sciences, University of Buenos Aires, Argentina.

The Turkish Management Association has long worked closely with its AID advisors in the Istanbul area, and many of its members are former AID-sponsored participants. A number of TMA members participated in the Impact II program in the United States, under which about 200 businessmen from 26 nations undertook an intensive management training cycle at American schools. General Secretary of TMA Faiz Poroy was one who participated in Impact II.

In addition to the Istanbul seminars, TMA is sponsoring seminars, in Izmir, utilizing four German experts and a Turkish expert. The German lecturers have been provided by the German Productivity Center.

GRANTEES ESTABLISH COMPUTING CENTER

Two former Fulbright grantees have established an electronic computer center at Istanbul Technical University, and are now teaching a seminar there. They are Dr. Fikret Keskinel and Dr. Utku Şenol. Their seminar is open to all technical university

students and to employees of private or state enterprises.

The two scholars have been at work since last winter training the operators for the Center, and together with Dr. Ender Yazar, they wrote the first book in Turkish on digital computers last year.

Dr. Keskinel was in the United States for two years as a Fulbright and a Smith-Mundt grantee, acting as a visiting professor and researcher at the Computing Center of Stanford University. His prime field was the application of electronic digital computers in structural engineering. He supplied material for use at the Technical University while he was in America, and on his return to Istanbul, all of the necessary preparations had been made by Dr. Şenol, and the computing center started to function.

In addition to his position at the Technical University, Dr. Keskinel teaches civil engineering at Maçka Technical School and is doing research on computers under an OECD research scholarship. He will soon write his thesis for an associate professorship, and plans soon to publish the work he completed while in the United States.

EXCHANGE NEWS NOTES

Dr. Kemal Önen

Fulbright research fellow from Turkey in 1962 at the University of Southern California, has begun preparations for the establishment of a nephrology section at the Medical Faculty of Istanbul University, where he is assistant professor in the therapeutic clinic and in pharmacology. During his stay in the United States, Dr. Önen worked with artificial kidneys, a new subject for Turkey. He has published studies on renal hemodynamics and participated in the Medical Education Conference for foreign scholars, held in San Francisco in 1963.

Miss Selva Çalışkan

former Fulbright grantee and AID participant, has established a counselling and personnel service at Yıldız Engineering College. She is assistant director and an English teacher at the college and attended San Francisco State College on her Fulbright grant. In 1962 she was sent to America under the AID participant training program, to study personnel guidance and counselling at Columbia University. Miss Çalışkan believes her program at Yıldız is unique in that it also includes programs to assist the students in adjusting to city life and college life after their rural backgrounds. This decreases the drop-out rate for the freshman year at college.

Dr. Leylâ Kermenli

Fulbright grantee who studied in the United States for six years, is teaching Social and Intellectual History in the English Department of the Faculty of Letters of Istanbul University this year. With this new course, the American Literature Certificate Program has been re-named the American Literature and Civilization Certificate Program. Dr. Kermenli attended Columbia University as a Fulbright grantee in 1957 and attended Harvard on a Rockefeller grant.

Major Merwin A. Griffiths

Hays-Fulbright fellow from the Near East Center of the University of California in Los Angeles, is researching Ottoman history in the archives of Istanbul. His interest in Turkish history began during a tour of duty with the U.S. Air Force in Turkey ten years ago, and continued past his retirement from military service. Major Griffiths can read old Turkish in Arabic script and is concentrating his attention on Turkish military forms from 1880 to 1908, with particular interest in the German influence on the organization of military material during that time.

Miss Sevgi Böke

Fulbright grantee in biochemistry at Smith College, has returned to the United States on a Smith research fellowship to work for her doctorate. She will be on a four college program, which will give her the opportunity to work at three other colleges in addition to Smith, and her research work will concentrate on plants and vitamins. Upon her return to Turkey, Miss Böke will teach at one of the Turkish universities.

TEACHER VISITS COLLEGE FOR WOMEN

“Education is the vitalizing of the spirit, not a teaching of skills but the opening of the mind,” said an early president of Western College for Women, Oxford, Ohio.

To Western College on a Fulbright teaching grant has come Dr. Sevkiye Inalcik of Ankara, Turkey, to open doors, she says, to an ancient culture. As a part of the college's area emphasis program it is focusing this year on the Middle East.

Dr. Inalcik is on the faculty of Ankara University, where she received her degrees. She has also studied at St. Joseph University, Oriental Institute, Beirut, Lebanon and at the Middle East Center of Harvard University, Cambridge, Massachusetts. Her position at Ankara University is that of assistant professor in the department of classical oriental literature and languages.

With Dr. Inalcik on the campus is her 15-year-old daughter, Gunhan, who attends Talawanda High School in Oxford. Halil Inalcik, husband of Dr.

Inalcik, remained in Ankara at his teaching post at the University, where he is in the department of political science.

This visit is Dr. Inalcik's third to the United States. In 1954-55 she did research in oriental studies in New York at Columbia University, while her husband taught there in the Middle East Center. Both husband and wife spent a year at Harvard University doing research under a Rockefeller Foundation Grant.

This is Dr. Inalcik's first visit to the Midwest, and she finds it very different from the large cities she visited before, such as Boston and New York. Also, she has an opportunity to become better acquainted with her students, since she and her daughter live in one of the newer dormitories. Formerly, she knew her students only in the classroom, and she finds this closer relationship stimulating and rewarding.

“A very valuable experience,” she says. “In the classroom they are very respon-

sive and attentive, and in their social life very friendly to us."

Teaching in a small liberal arts college is also a new experience, quite different from teaching in large American universities. Again, there is a much closer relationship between teacher and pupil.

Both mother and daughter are enjoying their experiences at Western. They relish the American food, but miss their own Turkish cuisine. Gunhan Inalcik is a very attractive, serious type of girl.

"I like going to high school here," she says. "I like the

informality and the freedom."

Dr. Inalcik plans to remain at Western College until June, when she and Gunhan will return to Ankara. Both look forward to two weeks vacation at Christmas, when they plan to visit Washington, D.C., where they have friends, and where they intend to visit American shrines, museums and other points of interest.

Then back to Ohio-- "I like it here," says Dr. Inalcik. "I find the people so friendly, and the everyday pace of life very peaceful."

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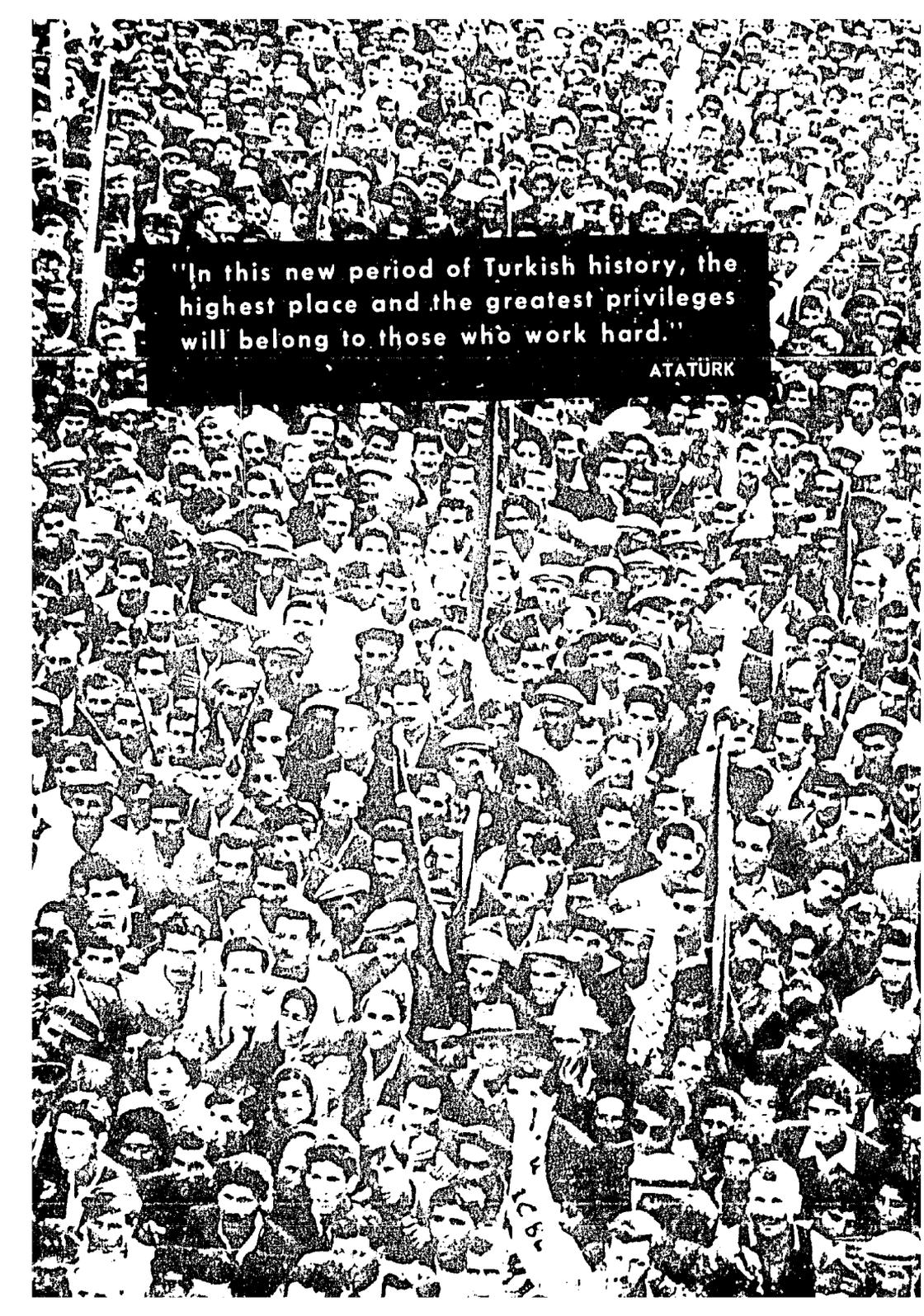
Editor:

Talât Gönenç

Editor:

Rıza Çandır

*Dr. Vali Reşid Caddesi
No. 16 Kavaklıdere
Ankara/Turkey*



"In this new period of Turkish history, the highest place and the greatest privileges will belong to those who work hard."

ATATÜRK