



Participant Orhan Haraşçı, presently Kaymakam (Sub-Governor) at Varto with Major Jerry Hansley Jr., US Army, and Stephen R. Tripp, USAID/W Disaster Relief Coordinator, standing in front of Varto City Hall which was destroyed by the August 19-20 earthquakes. This photo was taken September 4th as the group discussed AID's role in further disaster relief for the victims. Portion of the disaster relief AID is providing is 2,000 arctic tents which will protect the people from the severe winter in the area.

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The Men Who Will Help Themselves

James P. Grant
Director, USAID/Turkey

Although it may not be evident to many, the job we Americans and Turks attached to USAID in Turkey work hardest at is to work ourselves out of a job in Turkey by no later than the early 1970s. By then Turkey should be able to sustain a rapidly developing economy without further foreign aid.

I have no doubt that the more than 3700 Turks who have been sent to the United States under the USAID Participant Training Program will perform a major role in making our early departure possible—and a happy one. They will be key men for the job they have been trained for—the progress of Turkey. They are men who have learned to help themselves, and through themselves their nation.

It will be the professors in boots I have met at the Atatürk University in Erzurum, the bankers in jeeps I have met in Denizli, the policemen in laboratories I have met in Istanbul and Ankara,

the hundreds of engineers and technicians who seem never to be at their desks; who will do away with the need for concessional foreign aid, and to whom we look in confidence and with pride. These are the participants we have helped to train. It is because Turkey has men such as these today that Turkey will no longer need us tomorrow.

The Participant Training Program has, since 1949, been carried out as an integral part of the program of technical cooperation between the Government of Turkey and USAID. Under this program, 3,727 participants were sent to the United States between the years 1946 and 1966 (see chart). These participants have been sent under the 211 projects seen in list at the end of the book.

All these men were picked as participants in a joint Turkish-American project because they were outstanding men in their respective jobs in important fields in which the Government of Turkey considers progress to be essential. In the United States all the doors of the most modern technological and academic institutions were opened to them. What we gave these men in the United States was not something we had to spare but something we desired to share. Those who were willing to learn, learned and shared.

Professor Dr. Abdusselam Ergene, right, informs Parker T. Hart, American Ambassador, about results of experimental wheat fields. Dr. Ergene (participant) is presently acting Dean, Agriculture Faculty, Atatürk University. Professor Dr. Osman Okyar, Rector, Atatürk University is at left.

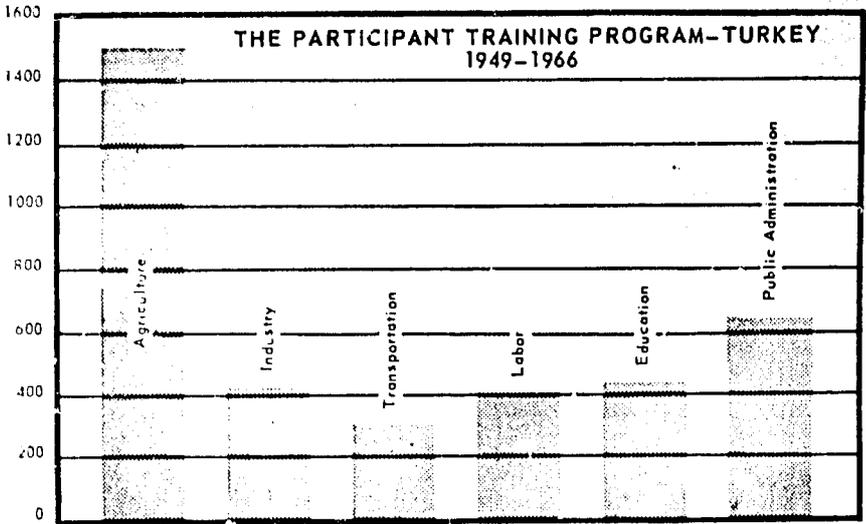




Professor in boots: Atatürk University's Participant Dr. Ömer Baykal (left) and farmers.



Izmir Topraksu's participant agricultural engineer Atılâ (right) and farmer.



Being an effective and successful participant is not easy, though it may seem so to the uninformed. Many have had to labor for months studying English. Then there frequently has been a long separation, months and even years, from one's family. Most important and difficult, the successful participant only rarely can copy in Turkey ideas which work well in the United States—or in Taiwan or in Germany. He must distinguish between that which may be usefully transplanted to Turkey—and that which cannot. And, even that which can be transplanted usually must be adapted by the participant to meet the special circumstances of Turkey if it is to work. For him to “adapt, not adopt,” the successful participant must be a creative man in his own right.

Also noteworthy is the fact that as development proceeds at an accelerating pace in Turkey, men and women from other developing countries are coming to Turkey in increasing numbers to observe and to learn. In the 1970s we can expect Turkey to follow in the footsteps of Western Europe and Japan in providing assistance to others as the assistance receiving stage is completed.

In this Participant Journal we will tell the stories of ten participants who shared. But, they will speak for hundreds, maybe thousands, of men whom we are proud to call our participants and our friends.

Kendi Kendilerine Yardım Edecek Kişiler

Yazan: James P. Grant

Pek çok kişinin bilmediği bir gerçek, USAID'deki biz Amerikalı ve Türklerin en geç 1970'lerin ilk yıllarında işsiz kalmak için büyük bir çaba sarfetmekte olduğumuzdur. O zaman Türkiye'nin daha fazla dış yardıma ihtiyaç kalmaksızın hızla kalkınan ekonomisini finanse edebilecek bir duruma gelmiş olması gerekiyor.

Hiç şüphem yok ki USAID Participant Programı çerçevesinde Amerika Birleşik Devletlerine gönderilen 3.727 Türk bizim erken ayrılmamızı mümkün ve mutlu kılacaklardır. Bu participant'lar eğitim görmelerinin asıl hedefi olan Türkiye'nin kalkınması içinde bir numaralı kişiler olacaklardır. Bu kişiler kendi kendilerine ve böylece de kendi uluslarına yardım etmeği öğrenmiş kişilerdir.

Onlar—Atatürk Üniversitesinde rastladığım ayaklarında çizmeler bulunan profesörler, Denizli'de karşılaştığım ciple dolaşan bankacılar, Ankara

ve İstanbul'daki laboratuvarlarda gördüğüm polis memurları, masaları başında hiç oturamayan yüzlerce mühendis ve teknisyen—imtiyazlı yardıma olan ihtiyacı ortadan kaldıracaklardır. Biz onlara güven ve kıvançla bakıyoruz. Bunlar eğitimlerine yardım ettiğimiz participant'lar. Bugün böyle kişilere sahip olduğu için yarın Türkiye'nin bize ihtiyacı olmayacak.

Participant Eğitim Programı 1949'dan beri Türkiye Hükümetiyle USAID arasındaki teknik işbirliği programının ayrılmaz bir parçası olarak yürütülmüştür. 1949-1966 yılları arasında bu program çerçevesinde Amerika Birleşik Devletlerine 3.727 participant gönderilmiştir (Bk. Liste 1). Bu participantlar Liste 2'de gösterilen 211 proje dahilinde gönderilmişlerdir.

Bütün bu kişiler kendi mesleklerinde seçkin insanlar olduklarından dolayı bu Türk-Amerikan karma projesi için seçilmişlerdi. Amerika Birleşik Devletlerindeki en modern akademik ve teknolojik müesseselerin bütün kapıları kendilerine açılmıştı. Bizim Amerika Birleşik Devletlerinde bu kişilere verdiğimiz bizden arta kalıp vermek zorunda olduğumuz değil, yalnızca paylaşmayı arzu ettiğimiz şeylerdi. Öğrenmeye istekli olanlar öğrendiler ve paylaştılar.

Bilmeyenlere belki öyle görünüyorsa da etkili ve başarılı bir participant olmak kolay değildir. Pek çoğu aylarca İngilizce çalışmak zorunda kaldılar. Çoğu da aylarca, bazan yıllarca süren uzun bir süre ailelerinden ayrı yaşadılar. En önemli ve güç olanı, başarılı bir participant'ın Amerika Birleşik Devletlerinde —veya Taiwan yahut Almanya'da— iyi bir şekilde uygulanabilecek olan fikirleri Türkiye'de çok ender olarak kopya edebileceğidir. Türkiye'ye aktarılabilir ve aktarılamayacak olanları tam olarak birbirinden ayırması gerekir. Türkiye'ye getirilebilecek olanların bile (eğer işe yaraması bekleniyorsa,) genellikle participant tarafından Türkiye'nin özel şartlarına uydurulması gerekir. Onun için "kabul değil, adapte etme" söz konusudur ve başarılı participant tam anlamıyla yaratıcı bir kişi olma zorunluğundadır.

Dikkate değer diğer bir nokta, Türkiye'deki bu hızlı kalkınma temposu dolayısıyla diğer kalkınan ülkelerden erkek ve kadınların gözlemde bulunmak ve öğrenmek üzere Türkiye'ye gelmeleridir. 1970 yıllarında yardım alma safhası sona erdiği zaman Türkiye'nin Batı Avrupa ve Japonya'nın izinde giderek diğerlerine yardıma başlamasını bekleyebiliriz.

Bu Participant Journal'da programa katılan 10 participant'ın öykülerini anlatacağız. Fakat onlar, bizim participant'larımız ve arkadaşlarımız demekle kıvanç duyduğumuz yüzlercesi, belki binlercesi adına konuşacaklar.

The Participant

The Marshall Plan



Since the early days of the Marshall Plan, tens of thousands of participants from more than 100 countries have been sent to the United States for professional and technical training. World War II allies and foes alike received this aid. The philosophy of the Marshall Plan was not only to help those who fought beside the United States

of America, but to help all countries in need, so that these nations, many of them war-hurt and battle-scarred, would not again run amuck. The Marshall Plan was intended to be both curative and preventive.

Most of those which were once called the Marshall Plan countries no longer receive American economic aid. This is not because they do not deserve assistance, but because they no longer need it. They have recovered. They have developed.

The participants trained in the United States in the 18 years following 1948 have played key roles in these recoveries—for, in the process of recovery and progress, it is nearly always such people who are at the helm. The better equipped and trained these people are, the better they can guide the course of the long and often difficult journey toward change. For only through change—change in concepts, techniques, managements, and even a change in the philosophy of how to live—can a

Training Program

developing country become a developed country.

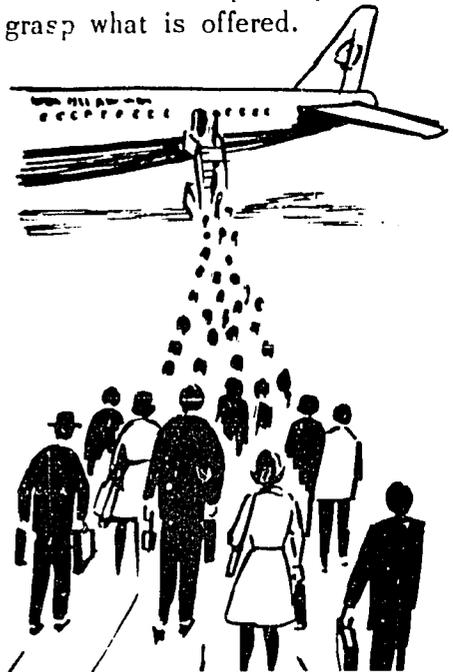
The graphic list on page 5 is a clear indicator of what the Participant Training Program has meant for Turkey and what in the long run it will mean for the general development of the country. For it is mostly these returned participants who are at the forefront in agriculture, industry, transportation, labor, health, education and public administration.

3727 Participants in 211 Projects

The 211 projects listed on page 76 show the wide variety of fields in which participants from Turkey have been trained. Many of Turkey's more than 3,700 AID participants have seen more of the United States in six months than many Americans have seen in a lifetime. The map on page 14 shows the travels of one of the 404 Labor participants sent to the United

States from Turkey for training.

The United States Government, American private enterprise and the American people have demonstrated their unrestricted willingness to share their modern technological know-how and the most up-to-date scientific management systems available. The doors have been open to the participant. It really behooves the participant to grasp what is offered.



Turkey needs to increase greatly the number of its skilled technicians and professionals if it is to achieve the goals of the first and second Five Year Development Plans. The USAID participant is given the opportunity to acquire the needed skills. The fact that literally hundreds of returned Turkish



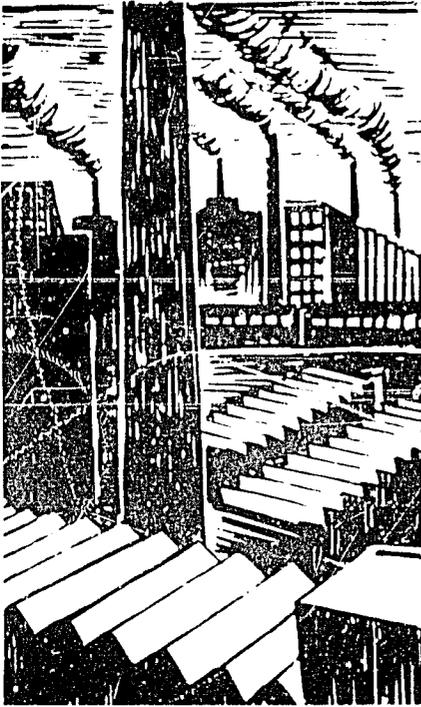
participants today play important roles in government, administration, private enterprise and other important sectors of the developing economy shows that the Turks know how to profit

from the chance to change that is offered them.

It took the United States a long time and a great deal of effort to reach its present high level of education and technology. To achieve everything that it is unequivocally offering to share today, the United States in the past has also made many, often costly, mistakes. Many of today's accepted systems were arrived at through trial and error. Evidence of the American errors of the past can be observed by the participant from abroad, so that he can avoid or help avoid them in his own country.

Change

The USAID Participant Training Program gives the participants of friendly countries a chance to learn, on the spot, the best there is in the United States. The successful participant brings back to his own country a knowledge of modern systems applied in an ultra-modern environment, plus some ideas about how to adapt such systems to the conditions prevailing in his own country. One thing every participant knows even before he leaves his own country is that he has to bring back change. Only when the partici-



participant returns with the knowledge of how properly to use the new know-how he has acquired to bring about that change can be categorized as a successful participant.

In a speech Turkey's great late Mustafa Kemal Atatürk made in Samsun in 1925 he said: "For everything in the world, for things material and things moral, for life, for success, the truest guide is knowledge, is science. It is education that either makes a nation live free, independent, glorious, in a high social organization, or leaves a nation to slavery or poverty."

Atatürk fought the West to make Turkey free. He then turned to the West to keep Turkey free. He relied greatly on men trained and educated in the Western countries. Many of his closest lieutenants were western educated. Today Turkey, with a population increasing by one million people every year, needs better trained and educated men more than ever in her history.

The USAID Participant Training Program is only part of the answer. Another part of the answer consists of the men and women who are sent by their parents, by private institutions, by scholarship foundations or by the Government to study and train abroad. A further very



important part of the answer lies in what these men bring back and how many thousands of people these men can train at home.

Through the Nebraska University contract, 169 participants were trained in the United States. Of these, 145 are professors, assistant professors and lecturers teaching at the Agricultural Faculty of Ankara University (60), the Veterinary Faculty of the Ankara University (37), the Agricultural Faculty of Aegean University (12), and the Agricultural Faculty of the Atatürk University in Erzurum (36). The remaining 24 are in private enterprise and other institutions.

In the Forest Resources Development Projects. 224



foresters were sent to the United States for training. Of these, 19 are professors and assistant professors at the Forestry Faculty of the Istanbul University.



Under the New York University contract, 41 participants, all professors and assistant professors, were sent to the United States for training. Of these over half came from Ankara University's Social Sciences Faculty and from the Middle East Technical University. Another six assistant professors from the Middle East Technical University were sent to the United States under an AID public administration project.

There are many more participants who were sent to the United States to learn to teach who are now back teaching and

training thousands how to live better by working better.

Foreign training will continue to be needed until Turkey begins to have a sufficiency of its own skills and of its own skilled manpower. Thus the more trained teachers and trainers there are who come back and are put to work to train others, the less will be the future requirement of expensive training abroad.

Adaptation

The Participant Training Program, like all programs of such magnitude, has problems. Sometimes participants are so awed with the magnitude of the industries and farms they see

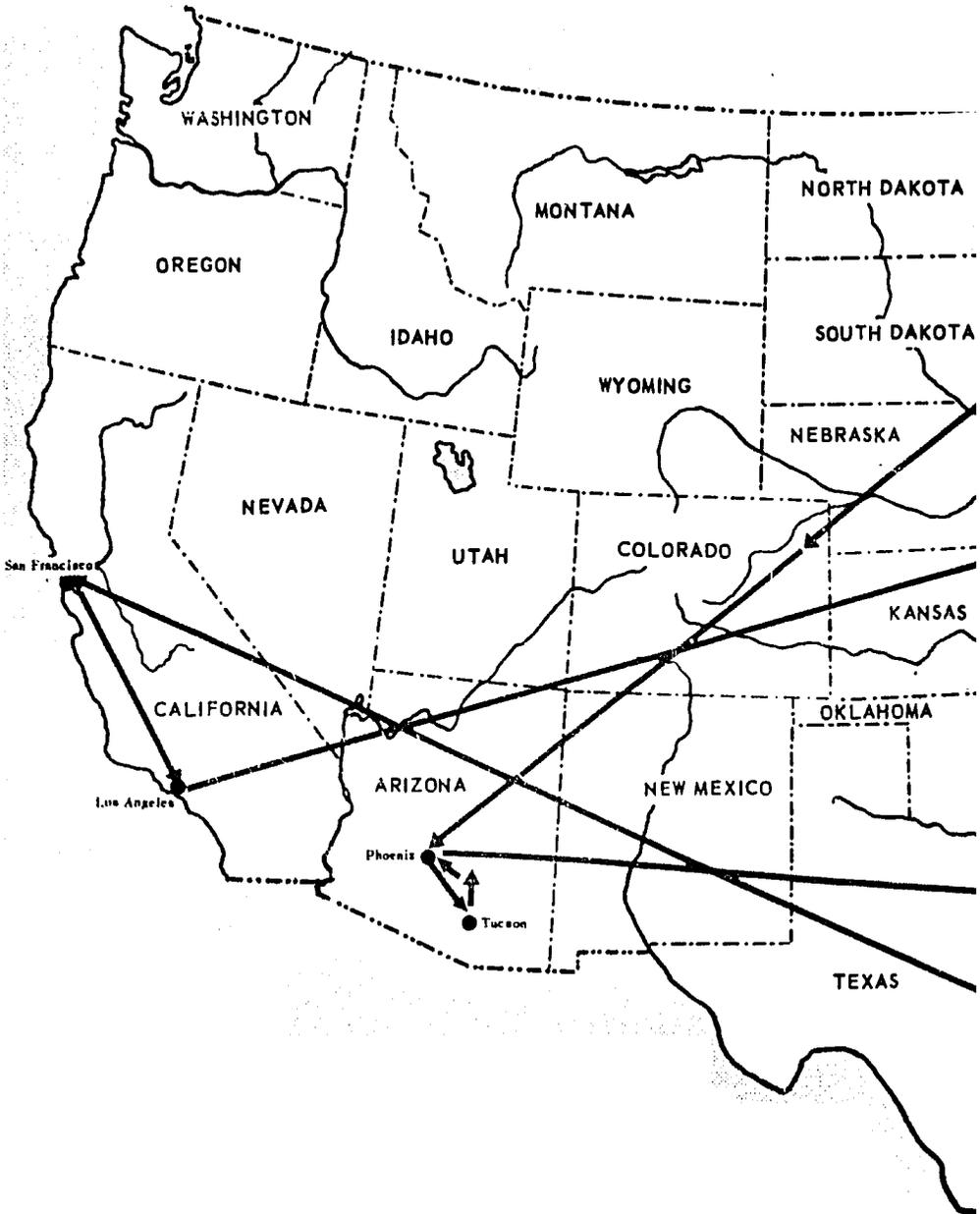
that they fall into an aura of ineptitude, a complex of inferiority, and learn nothing because what they have seen seems to have been too great, even impossible for them. But the right type of participant will not be subdued by such magnitude. He will know that the situation is different at home. He will realize that everything is built from the bottom up and nothing from the top down. And he will learn how such an industry grew, and where he — with his industry at home — now stands in this escalation.

There are also problems of translating experiences from one country to another and adjustment problems depending upon absorptive capacities, which in turn are decided by cultural factors, management patterns and capabilities, existing levels of technical and professional skills and resistance of entrenched conservative points of view.

There are many other problems, but no matter how many we could count here they do not cast a very substantial shadow on the real success of the Participant Training Program for the participant and for his country.



THE TRAVELS OF SEMİH KONUR,





PARTICIPANT EĞİTİM PROGRAMI

Marshall Plânının ilk günlerinden beri II. Dünya Savaşının yıkıntılarını tamir etmek üzere Amerikan iktisadi yardımı alan yüzden fazla ülkeden, binlerce participant Amerika Birleşik Devletlerine eğitime gönderilmişlerdir.

Marshall Plânının felsefesi dünyayı bir başka felaketten korumak için, yalnızca Amerika Birleşik Devletlerinin yanında savaşmış olanlara değil, fakat ihtiyaç hisseden bütün uluslara yardım etmek olduğundan II. Dünya Savaşının müttefik ve hasımları aynı şekilde bu yardımı aldılar.

Amerika'dan iktisadi yardım gören bir çok ülke bugün artık bu yardımı almıyor. Bu, yardımı hak etmediklerinden dolayı değil, yalnızca ihtiyaçları bulunmamasından. Onlar durumlarını düzelttiler ve kalkındılar.

Yardım alan ülkelerde geri dönmüş binlerce participant vatanlarının gelişme ve kalkınmasında çok önemli roller oynamaktalar. Onların dışarıda edindikleri eğitim ve bilgi diğerlerinin değişikliği ortaya koymalarına yardım edecek. Bu değişiklik olmaksızın hiç bir kalkınan ülke kalkınmış ülke olamaz.

76-78inci sahifelerdeki listede görülen projeler Participant Eğitim Programının Türkiye'nin kalkınmasında neler ifade ettiğini gösteren açık işaretlerdir. Geri dönmüş olan 3.727 participant'tan çoğu şimdi hükümet, idare mekanizması, tarım, endüstri, eğitim ve diğer hayati sektörlerin dümenine geçmiş bulunuyorlar.

Amerika'yı bugünkü durumuna getiriniş olan gerek modern teknolojik bilgileri participant'larla paylaşma, gerekse en aktüel ve bilimsel yönetim sistemlerini onlara gösterme konusunda Amerika Birleşik Devletleri, özel teşebbüs ve Amerikan halkı sınırsız bir hüsûk kabul göstermişlerdir. Partici-

part'a bütün kapılar açıktır.

Amerika Birleşik Devletleri şu andaki durumuna gelebilmek için çok büyük bir çaba göstermiştir. Bu kalkınmaya ve evrimin gelişimi içinde hedeflere, denemeler ve hatalarla erişilmiştir.

Bugünkü participant bu "geçmiş hataları" da görme şansına sahiptir. Böylece kendi ülkesindeki kalkınma gelişiminde onlardan kaçınmış ve onları tekrar etmemiş olacak.

Her participant'ın kendi ülkesini terkederken bildiği tek şey dönüşünde değişiklik getirmesi gerektiğidir. Participant'a Amerika Birleşik Devletlerinde mevcudun en iyisini yerinde öğrenme imkânı verilmiştir. Kendisine ayrıca edindiği bilgileri çevresine ve kendi ülkesindeki koşullara uydurması da öğretilir.

Participant ancak istenilen bu değişikliği getirebilmek için edinmiş olduğu bilgileri uygulayabilecek bir şekilde geri dönmüşse kendisine başarılı bir participant denilebilir.

Dışarıda eğitim gören Türkler yalnızca ABD participant'ları değil. Yüzlerce başkası ana-babaları ve hükümet tarafından bursla veya değişik müesseseler kanalıyla, dünyanın çeşitli ülkelerine gönderiliyorlar. Bu kişilerin kendi ülkelerinde eğitim ve öğretime ihtiyacı olan diğerlerine öğretme ve eğitmede gösterecekleri başarı, kalkınma için gerekli olan değişikliği getirecektir.

Dışarıda eğitim görüp dönmüş ve diğerlerine öğretip onları eğitmek üzere göreve başlamış olanların sayısı arttıkça dışarıdaki pahalı eğitime olan ihtiyaç da azalacaktır.

Participant Eğitim Programının da muhakkak ki bu ölçüdeki diğer bütün programlar gibi güçlük ve sorunları var. Bazan participant'lar görüükleri endüstri ve tarımın haşmetinden etkilenip büyülenerek şaşkın bir duruma düşmekte ve aşağılık duygusuna kapılmaktalar. Doğru tipteki participant bu azametten ürkmeyecektir. O hiç bir şeyin yukarıdan aşağıya değil, her şeyin aşağıdan yukarıya doğru yapıldığını bilecektir. Bu endüstrinin nasıl geliştiğini etüd edecek ve bu kademede kendisinin ve vatanındaki endüstrinin hangi basamakta bulunduğunu anlamaya çalışacaktır. Daha bir sürü başka sorun var. Örneğin bir ülkeden öbürüne tecrübeleri aktarmak; bünyenin hazmetme kapasitesi ve diğer faktörlere bağlı intibak sorunları gibi. Fakat burada sayabileceğimiz pek çok başkaları bile Participant Eğitim Programının participant ve onun vatanına getirdiği bu parlak başarının üzerine gölge düşüremez.



REVOLUTION FROM THE TOP

The Most Difficult Task

The most urgent yet unfulfilled job in Turkey is being carried out by the 1,374 USAID participants working in Turkey's agricultural sector.

These men and women, more than one third of all the returned USAID participants, are waging a revolution from the top to create and speed up the evolution at the bottom.

They are revolting against the accumulated decay of centuries and the ugliness and weakness of extreme poverty. Their task is to lead 20,000,000 people—the farm population of Turkey—two out of three Turks—out of their conformity. They have to find competence, seize it and lead it. They have to stamp out idleness and lead the idle out of their lethargic conservatism and their inbred ten-

ets on the journey of CHANGE.

Sometimes these men and women will fail. What they have done will look like a hopeless waste of self-sacrifice. What they meet will look to many like a wound they dare not touch. They must never waver. It demands extreme courage for 1,374 men and women to undo the neglect of centuries and to open the path of CHANGE for two thirds of the people of their country.

In the United States only one out of thirteen people is a farmer—less than eight per cent of the total population. In Turkey more than two out of three people are farmers—about 70 per cent. The United States is exporting 50,000 tons of grain annually to under-developed countries, and Turkey, until last



Participant Adem Karaelmas, General Director of Agriculture, Ministry of Agriculture, discussing reorganization techniques with USAID advisor Doyle K. Casey (left).

year, has had to import grain to meet the demands of its rising population.

The 1,506 USAID participants who have been sent to the United States on agricultural projects have seen how the United States produces sufficient food for its people. Of these 1,506 participants only 122, less than 10 per cent, no longer work for the Ministry of Agriculture or

the enterprise they originally represented. Most of these 122 now are in government, the Senate, Parliament, private business, or have retired or are deceased. A total of 1,374 remain active in key positions attached to the departments shown in the list on page 76.

Adem Karaelmas, General Director of Agriculture, and twice a USAID participant is a

man with a mission. He does not belittle the magnitude of responsibility placed on the agricultural participants, nor does he belittle the importance and urgency of the work that has to be done.

“Before a great segment of the rural people of Turkey can begin the journey of CHANGE which is essential for development, we, who wage the revolution from the top, have to make clear to these simple but willing people where that journey must begin and where that journey will lead them,” said Adem Karaelmas. “What is most difficult is to make these farmers discard the entrenched beliefs and systems handed down to them from their forefathers. ‘This is how we always have lived,’ they say. It is our job to teach them, convince them, show them how they can live better; how they must live better if their children are to live at all.”

The agricultural participants have seen the newest and most modern technology at work in the United States. They have seen the latest research in the field and all the necessary physical inputs used by the farmer. “But,” says Karaelmas, “even if all these had been at our dis-

posal in Turkey, this would not have been sufficient to bring forth an immediate change. First must come the changes in attitude in the rural population. The participant professors are training teachers and engineers who will show the farmer how to change. The participants who are engineers and technicians in the field are daily in touch with the farmer to show him new methods, for the farmer not only sees but also hears with his eyes. The participants who are research men are adapting modern technology to the requirements in the agricultural sectors of Turkey. Hundreds of participants are building dams; others are plotting systems of irrigation. Many are showing the farmers how to combat insects and pests. Still others are showing women on farms how to live better and care better for their families.”

Agriculture in Turkey is capable of dynamic growth. The 1,374 participants cannot do it alone. The 20,000,000 farmers will have to help these participants by listening, believing and following them on the long and often tiring journey of CHANGE. Only by doing this will they have helped themselves.

REVOLUTION FROM THE TOP

The Human Laboratory

At the first Eugene W. Whitman Award presentation in Denizli. From left to right: James P. Grant, Director, USAID; Babri Dağdaş, Minister of Agriculture; Nezib Okuş, Governor of Denizli.

In Denizli, one of Turkey's 67 provinces, a group of hand-picked Turks aided by a group of American specialists are working on a project which will doubtless have a great bearing on the future, not only of the agricultural sector of the Denizli province, but of all Turkey. This is the Pilot Project of Denizli, a project through which a modern agricultural future is being molded in an agricultural province which has been transformed into a human laboratory.

Every farmer in Denizli is involved in this project. The



successes and failures encountered will influence each farm family, but, doubtless, the man who is most vulnerable is the young Governor of Denizli, Nezhik Okuř. A USAID participant, 44-year-old Nezhik Okuř says, "The work my responsible technician friends are carrying out is on a provincial scale, but the results will really and truly count when they are carried out on a national scale. That is why there can be no failure."

Nezhik Okuř is one of the 40 governors and sub-governors who were sent to the United States as participants on local government and public administration programs. During his year in America, Okuř spent four months in theoretical application studies at the University of Kansas, five months at the University of Washington, one month at the University of Delaware and, following seminars in Canada, two months in Pasadena, California, working actively with the city government where he learned how a city manager and a city council function.

Spending approximately two months at Pasadena, says Nezhik Okuř, taught him more about

administration methods and the application of them than he had learned in many years before his departure for the United States. The knowledge that he acquired in Pasadena serves the young governor well in Denizli. "I have learned how to deal with problems," he says. "Here no one comes to thank me for something which is functioning correctly. Only those who have difficulties, problems, or complaints come to me. When one of my technical directors is successful he does not need me. Only when he has failed does he need my help. Success only will come by the recognition of these failures and change only will come by the elimination of these failures."

The key men in the Denizli Pilot Project are the ten members of the Agricultural Development Committee. The head of the committee is the Ministry of Agriculture Coordinator. The other nine members are: director of the information committee, also serving as general secretary; technical agriculture director; plant protection director; poultry station director; forestry department director; state breeding farm director; veterinary department director; Toprakıı



COVER—From left to right: Governor Nezib Okuş (Participant), Technical Agricultural Director Abdullab Tatçı (Participant), Coordinator Ali Örmeci, Supervised Credit Chief and Director of Agricultural Bank, Ahmet Bican Varan (Participant), controlling work of tomato grader in Honaz, Denizli.

(Soil Conservation) Director; Agricultural Equipment Department Director.

“The Committee meets monthly,” said Ali Örmeci, the Ministry of Agriculture Coordinator. “We recommend how the USAID special funds should be used. Our recommendations go to the Ministry of Agriculture. It is often that we ten technicians do not agree or see alike. We then go to the Governor. He never tells us what to do. But at the end of the session we ten invariably vote unanimously. How he does it I do not know.”

Ali Örmeci is not the only man who is full of praise for Governor Nezih Okuş. A former national basketball and volleyball player, Nezih Okuş is liked

Governor Nezib Okuş at open-air shed demonstration.



by every man, woman and child in Denizli and every village and hamlet of Denizli. Especially the farmers of this province have a great respect for the Governor "whom we can always see when we need his help."

The farmer of Denizli is no longer under the impression that he lives in another world: "the farmer's world." He has shed his coat of lethargy. He has crawled out of his shell of conservatism. "He has even become aggressive in his quest to learn," said Coordinator Ali Örmeci, "he has proudly donned the robe of principal element in development. It is he who now is working for change. And if

you who have guided him on this journey of change do not help him, then you are in real bad trouble."

"I have only been here six weeks," said Ali Örmeci, "but from what I have seen it is evident that the farmer here has caught the bug. What has not happened to him has happened to his neighbor. In the old days it was practically impossible to move the farmer away from the old entrenched systems he had learned from his father. 'My father taught me,' he would say, and he would not budge. Today in Denizli the young farmer is telling his father: 'Move, change has come.'"

Governor Nezib Okuş presiding at Information Council meeting.



Farmer Turned Banker Turned Farmer

“Three years ago,” said Ahmet Bican Varan, “when you visited the villages of the eleven counties of the Denizli province you seldom met a farmer who used a mechanical seeder to plant his wheat, cotton or other crops. All broadcast their seeds by hand. Today, when you go to these same villages it is seldom you meet a farmer broadcasting his seeds. Tractor or horse drawn seeders do the job. This is change.”

“Three years ago,” said Ahmet Bican Varan, “there was no rotation here. Farmers planted cotton, grain or tobacco every year. Today practically every farmer in the 450 villages of the Denizli province works on a four-year rotation system. They are surprised at the results. A

few weeks ago an old farmer of the Irlıganlı village said: ‘Is it not curious? This year I planted wheat on one of my cotton fields. I did all you agricultural people told me. And it brought in as much money as cotton.’ They now listen. They now understand that our job here is not to help ourselves but to help them. This is change.”

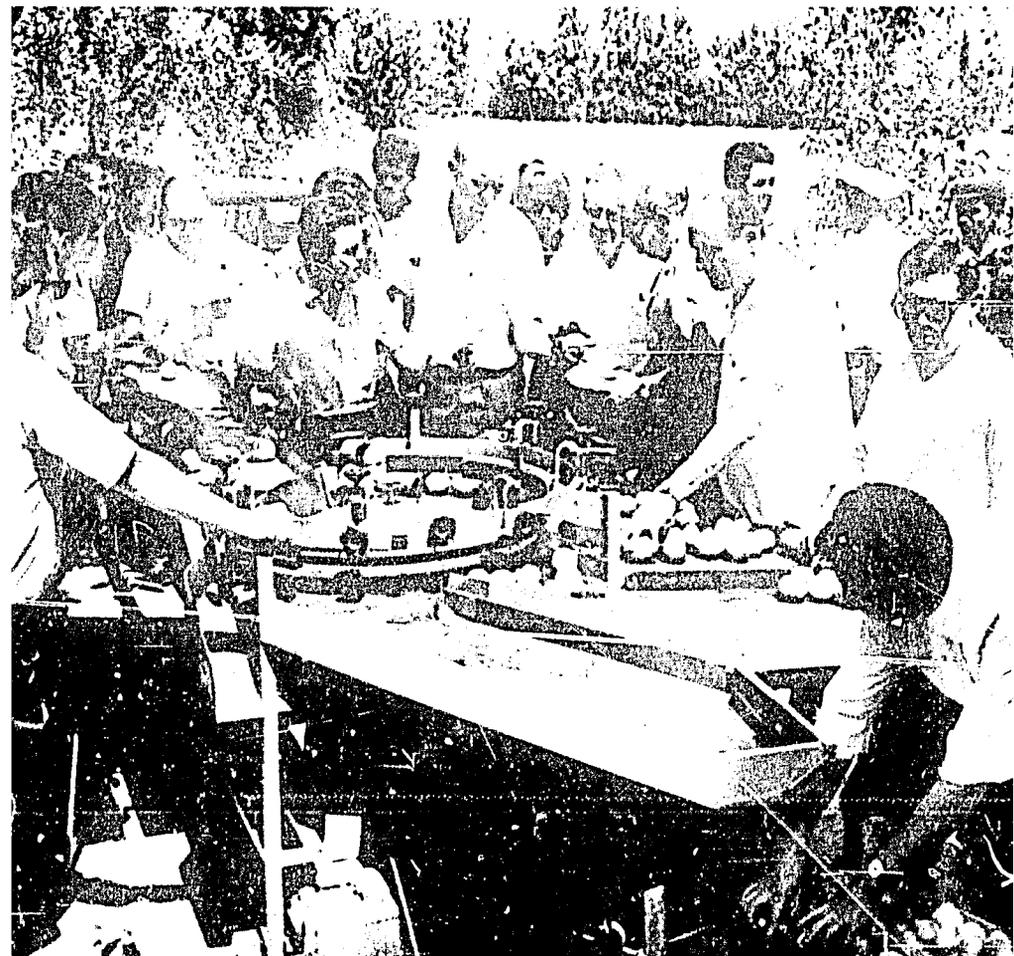
“Three years ago,” said Ward W. Taylor, USAID Advisor for supervised credits in the Denizli Pilot Project Area, “there were no such men here. This man, Ahmet Bican Varan, who is one of several participants we are lucky to have here, never seems to tire. At present he wears three hats: he is director of the Agricultural Bank, the director of supervised credits

in the Denizli Pilot Project area, and the director of the information department of the same Project area. When he went on a well-earned two weeks leave two months ago, I asked him: 'Where are the three men you are leaving behind?' This is change."

"Forty-four years ago," said Zeyneb Bican Varan, 65

year-old mother of Ahmet Bican Varan, "this son of mine was born in the village of Yeşilova in Adana. He is the eldest of my five sons and six daughters. I had three more but they died. His father and his father's forefathers were all farmers. So were mine. All his brothers are farmers. All his sisters are married

Ahmet Bican Varan with other participant Turkish engineers and technicians of Denizli Pilot Project area meet with Cento, AID and Ministry of Agriculture Marketing specialists at Honaz, Denizli, where farmers are shown how to operate a tomato grader.





*From left to right:
James P. Grant
Director, USAID;
Yusuf Karakaya,
winner of first
Eugene Whitman
award; Ahmet
Bican Varan.*

to farmers. It was Ahmet who wanted to read, read, read. all the time. And what happened? He was a farmer and he became a banker. But now when I come to visit him I see that all the time he is on the farms with farmers. This son of mine is a farmer turned banker turned farmer."

Ahmet Bican Varan spent his early years in the fields. He can use the hoe as well as the pen. He can operate a tractor as well as a motorcar. He is a University graduate, a USAID participant, a family man. He is married, has one daughter and one son. But above all he is still

a farmer. "When they say no I know why they say no," said Varan, "for I have lived how they are living. Mostly when they say no they mean yes. Mostly it is because they are wary or shy of change. In past years they seldom trusted officials. This is no longer so here in Denizli. And when once one of them has said yes, then one cannot find a more overzealous person in the whole province. Yusuf Karakaya, the farmer who won the Eugene Whitman Memorial Award, is a striking example. Once he had said yes this farmer did not rest until Topraksu, Technical Agriculture, the Ve-

terinary Directorate, Plant Protection and finally Supervised Credit came to help him to help himself."

Supervised Credit in the project area, explained Ahmet Bican Varan, only goes to the farmers who are ready for change. Demonstrations by the technical

departments aided by the USAID technicians working in the project area have had excellent results. Last year Denizli was the record-holder in cotton production in the Aegean area—both in quantity and quality—mostly because farmers followed systems they witnessed in demon-

At monthly Agricultural Committee Meeting are left to right: Halit Kulakçioğlu, Poultry Station; Selâhattin Yazgan, Veterinary Director (participant); Ahmet Bican Varan (participant); Ali Örmeci, Ministry of Agriculture Coordinator of pilot project, presiding over meeting; Ahmet Kavgacı, Plant Protection Director; Abdullah Tatçı, Technical Agricultural Director (participant); Şükrü Eryılmaz, Topraksn and Nail Yeşil, Forestry.





Ahmet Bican Varan and farmer friend.

strations carried out on their fields or their neighbors' fields.

The supervised credit in the pilot project area can be classified as investment credit and operational credits. Investment credits include those for equipment and agricultural machinery, soil conservation, soil improvements, irrigation, large and small-head livestock, poultry, bee-raising, vineyards, orchards and farm buildings. Under operational credits come credits for preparation of fields, seeds, fertilizer, plant protection, harvesting and often living expenditures for the farm family, if the credit receiving farmer is in need.

"We have 11 agricultural banks in the 11 counties of Denizli. We also have 11 agricultural engineers working in these banks," said Ahmet Bican Varan. "Normally all these banks would be answerable to the General Directorate in Ankara. But because Denizli is a pilot project, the directors and the agricultural engineers are under the jurisdiction of the supervised credit administrator."

Supervised credit was first tried in Denizli and then in Erzincan. Now the Agricultural Banks of Eskişehir, Tokat and Elazığ provinces have begun extended supervised credits on a small scale.

One of the 40 Agricultural Bank participants who were sent to the United States for training, Ahmet Bican Varan fully realizes how important his job is—not so much for him, but for the project area—for the human laboratory, where well-trained men are working hard to adapt the best technological systems known in modern agriculture to the conditions prevailing in this pilot area.

“In two-and-a-half years,” said Ahmet Bican Varan, “we have extended supervised credit

loans in 10 of Denizli’s 11 counties to 365 projects comprising 3,005 pieces of land totaling 35,319 decares of cultivated land. Not one farmer has failed to carry out his obligations.”

“His father used to get angry when Ahmet left us and went to school.” said Zeyneb Bican while visiting with her son in Denizli. “But it is a good thing he did. I see he has returned to us—not to his family alone, but to all farmers of our country.”



*Abmet Bican Varan
and farmer mother.*



REVOLUTION FROM THE TOP

The Man Who Will Not Be Counted Alone

Successful development in a country comes with the accumulation of success stories. Forestry in Turkey is unquestionably a success story. Although this country has a vast potential, which as a whole forms the general development picture of the country, it is seldom that such a story is told by a man who is so modest and unpretentious that he will allow his name to be used only if he is identified as "one of 224."

Saffet Gözen is one of the 224 USAID participants sent to the United States on several forestry development resources projects. When he left Turkey for the United States 13 years ago, Gözen was General Manager of the Forestry Directorate of Mugla. Today he is one of the two Assistant General Directors of the Forestry General Directorate of the Ministry of Agriculture. The story he tells is the success story of forestry in Turkey. It is also the story of the 224 USAID participants and their important role.

"When many of my friends and I arrived in the United States," said Saffet Gözen, "we were first impressed and then greatly influenced by the magnitude of everything we saw. We were in the country of 'no have-not', and I must confess, that I, at least, remained under this spell for a long time. Only when we began to realize that we could profit from most that was shown us, that we could begin what here had been completed, that we could change

and could adapt and could train others to change and adapt what we were taught here, that the spell I was in was dispelled and I realized that nothing that had been achieved by man was too big to be achieved by man again."

What was most important in their training in the United States, pointed out Saffet Gözen, was that they were not only given the chance and opportunity to train in modern applied forestry but also in all other related aspects.

"We were taught and shown how grazing control could be carried out in forest lands," said Gözen, "the best application of range and watershed systems, erosion and soil preservation, field and laboratory research, establishment of seed and seedling stations, reforestation and afforestation techniques, how to fight forest fires with modern equipment, use of heavy equipment especially in the opening and maintenance of forest roads, establishment and creation of national parks and the training and teaching methods applied from university level down to the simple forest laborer."

"We saw how everything

was organized and accomplished in a planned fashion," added Gözen, "and maybe the most important thing we participants learned in the United States was how to adapt to our local conditions all that we were taught and shown. Not one of the 224 forestry participants came back frustrated by the grandeur he had seen, but every one came back with ideas and designs to do better what we did before and to do more than we did before in our respective specialties. Every one of us had learned to look at problems from a wider angle, a larger perspective. Difficulties and problems no longer scared us, for they were only there to be overcome. All of us came back with a new philosophy, with new learning and a new and increased zeal to transform Turkey's forestry into an asset in the general development program of the country."

A great deal has been done and much has been achieved in the development of forestry and forest resources since participants began to train in the United States. A great deal more will be done in the future.

These men brought back the knowledge of planning and working according to a plan. The

Five Year Development Plan of Turkey (1963-1967) foresaw that 4,000 kilometers of forest roads should be built every year. Not one year has the Forestry Department lagged behind. Again, in reforestation and afforestation, everything that was planned has been carried out.

There are now 19 former participant University professors teaching in the Forestry Academy of Istanbul University. From the University level down to the village youngsters trained in Forestry Training Camps, participants share the know-how they have obtained in the United States and help in bringing about the CHANGE which has been essential to transform one of Turkey's major liabilities into an economic asset.

Timber is now standardized in Turkey. Turkey has begun to export beech timber and it has stopped importing pit-props for mines. Side products of forestry have begun to interest private industry. Recently several factories were opened by private entrepreneurs in forestry by-products.

Turkey has now a new Directorate of National Parks, linked to the General Directorate of Forestry. The seven National



Participant Saffet Gözen (left) discussing potentials of Turkish forestry with George Spaur of USAID.

Parks opened are increasingly catering to international and local tourists. Another Department is being established this year to control the grazing lands which are within the framework of the forest lands of Turkey. Turkey's total forest lands comprise 14 per cent of the total lands of Turkey, and here the grazing lands are constantly endangered by Turkey's over-large and over-hungry animal population.

In a developing country some sectors have to be newly born, improved, mechanized, financed, and better equipped and manned. In Turkey forestry had to be resurrected. Saffet Gözen and 223 USAID participants have helped in that resurrection.

YUKARIDAN BAŞLAYAN DEVRİM

Türkiye'deki en zor ve henüz tamamlanmamış işlerden birisini 1374 USAID participant'ı Türkiye'nin tarım sektöründe çalışarak yürütmekteler. Bütün geri dönmüş USAID participant'larının üçte birinden daha çoğunu teşkil eden bu kişiler yukarıdan başlayıp aşağıda evrim yaratan ve onu hızlandıran bir devrim yapmaktalar.

Onlar asırların biriktirdiği bozukluklara ve aşırı yoksulluğun çirkinliği ve zayıflığına karşı savaşıyorlar. Onların görevi, Türkiye'nin çiftçi nüfusu olan 20 milyon Türke önderlik edip bu değişiklik yolculuğunda onları saplanıp kaldıkları eski inanışlarından, modası geçmiş metotlardan ve uyuşuk muhafazakârlıktan kurtarmaktır.

Tarım Bakanlığı Tarım Genel Müdürü ve iki kez de USAID participant'ı olan Adem Karaelmas üzerine özel görev almış participant'lardan birisi. Genel Müdür: "Türkiye'nin köylü nüfusunun büyük bir kısmının, kalkınma için gerekli olan değişiklik yolculuğuna çıkabilmesinde yukarıdan başlayan devrimi yapan bizlerin bu basit fakat istekli Türk çiftçilerine, yolculuğun nerede başlayıp onları nereye götüreceğini açıkça anlatmamız gerekiyor," demektedir.

Türkiye'de tarım dinamik bir kalkınmaya elverişli. 1374 participant onu kene başlarına başaramayacaklar. 20 milyon köylünün onları dinleyerek, onlara inanarak ve onları bu uzun ve yorucu yolculukta izleyerek yardımda bulunmaları gerekiyor. Ancak bunu yapmakla kendi kendilerine yardım etmiş olacaklar.

Türkiye'nin 67 ilinden biri olan Denizli'de seçilmiş bir kaç Türkten kurulu bir grupta onlara yardım eden bir Amerikalı uzmanlar ekibi yalnız Denizli ilinin değil, bütün Türkiye tarım sektörünün geleceği için büyük önem taşıyan bir proje üzerinde çalışıyorlar. Bu Denizli Pilot Projesi. Bu proje yoluyla insan laboratuvarı haline getirilmiş bir tarım ilinde modern tarımın geleceğine şekil veriliyor.

Denizli'deki her çiftçi bu projeye ilgili. Fakat şüphesiz en çok ilgili olan Denizli'nin genç valisi Nezih Okuş. Genel yönetim ve Belediye programlarını incelemek üzere Amerika Birleşik Devletlerine gönderilen 40 vali ve kaymakamdan birisi olan vali, Denizli pilot projesinde yürütülen işin önemini tam anlamıyla kavramış durumda. "Benim sorumlu teknisyen arkadaşlarımla yürüttüğümüz iş il düzeyinde," diyor, "fakat ulusal düzeyde yürütülmeğe geçilince sonuçlar gerçek olarak değer itade edecek."

"Üç yıl önce," diyor Ahmet Bican Varan, "Denizli ilinin 450 köyünü dolaştığımızda çok seyrek olarak bir çiftçinin mibzer (tohum makinesi) kullandığını görebilirdik. Bugün aynı köylerde ender olarak eliyle tohum saçan bir köylüye rastlıyoruz. Hemen hemen herkes mibzer kullanıyor. Bu bir değişiklik. Üç sene önce hiç bir çiftçi her yıl değişik tohum ekme (münavebe-rotasyon) sistemini uygulamıyordu. Yıllarca sürekli olarak aynı ürünler yetiştirildi. Şimdi pilot proje bölgesindeki bütün çiftçiler her yıl değişik ürün (rotasyon) sistemini kullanıyorlar.

"Üç yıl önce," diyor, Denizli Pilot Projesindeki Kontrollü Tarım Kredileri USAID Danışmanı Ward W. Taylor, "etrafta böyle hiç kimse yoktu. Burada onlara sahip olmakla gerçekten kendimizi talimli saydığımız bir çok participant'tan birisi olan Ahmet Bican Varan hiç yorulmak bilmiyor. Şimdiki durumda üç ayrı şapka var başında: Kendisi Ziraat Bankası Müdürü, aynı zamanda pilot proje bölgesi Kontrollü Krediler Müdürü ve üçüncü olarak da aynı proje bölgesinin Enformasyon Dairesi Müdürü."

"Kırk dört yıl önce," diyor Ahmet Bican Varan'ın 65 yaşındaki annesi Zeynep Bican Varan, "bu oğlum Adana'nın Yeşilova kazasında dünyaya geldi. Ahmet, altı kızıyla beş oğlumun en büyüğü. Üç çocuğum da öldü. Ahmet'in babası, onun da babası ve dedeleri hep çiftçiydiler. Bütün erkek kardeşleri çiftçi. Kızkardeşleri yine çiftçilerle evlendiler. Yalnızca Ahmet okumak, okumak, okumak istiyordu her zaman. Sonunda bir çiftçiyken bankacı oldu. Fakat şimdi onu ziyarete geldiğimde gördüm ki o bütün zamanını çiftliklerde çiftçilerle birlikte geçiriyor. Bu oğlum çiftçilikten bankacılığa, bankacılıktan da çiftçiliğe dönmüş birisi."

Bir ülkedeki başarılı kalkınma, başarı öykülerinin birikmesiyle olur. Ormancılık Türkiye'de şüphesiz ki bir başarı öyküsü. Şu anda Tarım Bakanlığı Orman Genel Müdür Yardımcısı olan Saffet Gözen çeşitli USAID projesi ile Amerika Birleşik Devletlerine gönderilen 224 ormancı participant'tan birisi.

Türk ormancılarının eğitimi konusunda Saffet Gözen şunları söyledi: "Her şeyin bir plan çerçevesinde nasıl düzenlenip başarıldığını gördük. Belki biz participant'ların Amerika'da öğrendiğimiz en önemli şey, bize öğretilen ve gösterilenleri kendi koşullarımıza nasıl uydurabileceğimizdi. 224 ormancı participant'tan hiç birimiz gördüklerinin haşmetinden umutsuzluğa kapılmış (engellenmiş) bir durumda değil, tersine her birimiz kendi ilgili branşlarımızda eskisinden daha iyi ve daha çok iş başarabilmek için yeni fikirler ve planlarla döndük."

AT THE FRONTIER OF CHANGE

The Drive For Change

In the history of nations one single word has often sufficed to express their aspirations. "freedom," "independence," "autonomy" are only a few of the individual words which indicate the will of a people. In recent years "development" has been added to the list of words which reflect the yearnings of nations that have recently won their freedom or countries which have remained under-developed because of wide-range economic, political, and historic reasons.

Turkey, after seventeen years of United States economic aid and five years of planned economic development, is becoming a fast-developing country. Nevertheless, there still is a single word which clearly indicates the metamorphosis

which Turkey is undergoing. That word is CHANGE.

Wherever one looks, whether in agriculture, industry or education, what is most striking in Turkey is the decision, the unshakable will and the drive for change. Everywhere one meets the men and women who constantly are working at the frontier of change. Their success will be the success of the nation. These people know that they cannot afford to fail because it would also mean the failure of their nation.

Müfit Bahtoğlu, 34, is one of the 3,727 USAID participants trained in the United States. Although most participants have studied in the United States for six months to two years, Müfit Bahtoğlu's training period was



Participant Müfit Bahtoğlu.

only six weeks. He was chosen for this story because he is an outstanding example of the men who work constantly at the frontier of change.

In 1963, Müfit Bahtoğlu was one of nine Turks who left Istanbul to participate in the "Impact II" training program in the United States. In all, 200 top and middle management executives from 26 developing countries of Latin America, the Near East and South Asia, the Far East and Africa attended the program, largely financed by AID with substantial assistance from various private sources.

"The first four weeks of my six-week training program consisted of management training for intensive exposure to modern management concepts at

the University of Indiana," said Müfit Bahtoğlu. At the end of the four-week program, the 200 "Impact II" participants returned to New York and attended the International Management Conference with more than 4,000 other managers and government officials from all over the world.

"It is unbelievable," said Bahtoğlu, "what one can learn in six weeks, if he is ready, capable and willing. Even in the United States, change is predominant. There is no status quo. Concepts of management become more modern every day. They change. I met three Peruvians there, a father and two sons. They were participants like me. Their problems were very similar to ours. The two sons, educated and trained in the United States, wanted to adopt modern systems in the factory they operated and owned with their father. The father was against change. The factory was making money. That satisfied him."

Bahtoğlu does not know who won, the father or the sons. They live in Peru and Bahtoğlu lives in Turkey. And in Turkey his partners, superiors and co-workers agreed with him. They all wanted change.

Müfit Bahtoğlu is the sales manager of Royal Tires Sales Company. He also is an assistant general director of the company. When Bahtoğlu went to the United States in 1963, the Royal Tire Factory had not yet manufactured its first tire in Turkey. Five people worked in Bahtoğlu's department.

Today there are 35 people in Bahtoğlu's sales department. They work with 236 nation-wide dealers. Royal doubled its production after its first year of operation and reports an in-

crease of at least one third since then. "We have to gear ourselves to demand and production," said Bahtoğlu. "We must always be ready for change. I do not hesitate to pass on anything I have learned. For, only through perfect team work, can we succeed in discarding the old traditional ways and replace them with the modern concepts of industrial management."

Bahtoğlu is an active member of the Turkish Management Association which has probably done more toward making modern

Participant Müfit Bahtoğlu and Impact II friends.





Participant Müfit Bahtoglu with Adapazarı Royal Tire dealer Kemal Saraçoglu.

management an institution in Turkey than any other group.

Howard Volgenau, USAID advisor of the Turkish Management Association, speaks highly of Bahtoglu, especially in his capacity as a marketing man. "He returned from his training in the United States with a definite sense of responsibility to 'pass on' and 'multiply' the things he learned," said Volgenau. "He recognizes the many

problems of Turkish management and knows the changes that are essential for Turkey to become a country that can claim a modern system of industrial management. Bahtoglu wants change as a matter of personal conviction, and he is doing his part to bring it about."

Seventy returned participants, trained in "executive training" and "management improvement" at various key industrial districts of the United States are now helping adapt what they have learned at the State-controlled economic enterprises where they are working.

Fifty returned participants who were trained in "industrial management" by private enterprise in the United States also are active in adapting what they have learned in the industries they own or for whom they work.

Müfit Bahtoglu has acquired a small ownership interest in his firm, made possible by the company's "incentive" program. Royal Tire has thus assured a future for Bahtoglu, but certainly a future for itself. For it is only people like Bahtoglu—and there are many like him in Turkey—who can bring about change as a successful venture, not a doubtful adventure.

In Plant Training

No battle can be won by a general alone, however brilliant a tactician he may be. Only with well-trained troops and a cadre of efficient officers and aides can he win his battle.

Participant Semih Konur speaking to future participants on in-plant-training at Istanbul.



Industrial and economic development is a battle, too. It is a battle against ignorance and backwardness. It is a battle against inbred and outdated tenets, stubborn conservatism, and the fatalistic acceptance of acquiescence to the status quo.

In industrial development too, the best, ablest and most scientifically trained manager cannot win the battle alone. He too, needs the full cooperation of the troops of industry—skilled and well-trained workers.

In developing Turkey, economic and industrial development will only succeed when and where scientific management works in close harmony and cooperation with trained manpower.

Just as the managers before them, new workers in Turkey have become conscious of their

functions and responsibilities in the process of development. They now know that their individual development is an essential and integral part of the country's overall development. Turkey's industrialists and labor force have now fully realized that no development program can hope to succeed without the large scale participation of men and women with advanced skills.

It was this compelling challenge of change that prompted USAID in Turkey to launch, in 1959, the in-plant-training of workers project. This now has grown into one of the largest industrial worker training projects sponsored by USAID anywhere in the world.

The principle of the in-plant-training project is that industry itself bears the greater part of the burden of training the manpower for itself and the nation.

The trade unions of Turkey have been eager and consistent supporters of the in-plant-training project since its inception. They are becoming increasingly active in participating in training activities through joint management-labor training committees.

The Government has a major interest in this field because

in-plant-training is an integral part of the general development plan.

The in-plant training project is jointly sponsored by the Ministry of Labor and USAID. Larry Bisset, one of the three American advisors working in the Istanbul area recently stated: "The awareness of industry, in the Istanbul region, of the importance of in-plant-training, is great. The demand has grown faster than we can properly handle."

What the Istanbul In-Plant-Training Project is striving to do is to train the trainer. Here, the trainees go through a rigorous six-month-period of instruction. The first six weeks are spent in classroom instruction. The remaining four-and-one-half months, the trainee works in the plant with a training advisor. After this training period, he is sent to the United States as a participant where he undergoes another six months of intensive field training. After his return, he becomes a training advisor of the Ministry of Labor—one who will train the trainer in the plant.

Until now, 30 participants from the Ministry of Labor, State controlled enterprises, and the private sector, have been sent

as participants to the United States for in-plant training. Of the returned Ministry of Labor participants, one has become the training chief of Ereğli Iron and Steel Works and one is the training chief of the Ataş Refinery. The other participants who are back in Turkey are associated with the Ministry.

At present, eight trainer-participants are in the United States. These men will return about January 1st and another nine will be sent from Istanbul and other bureaus. As soon as the trainer-participants return from the United States, new training offices will be opened in Bursa and Zonguldak as additions to the training offices in Istanbul, Ankara, Izmir, Izmit and Kartal.

Of the returned Ministry of Labor participants, one, Semih Konur, 33, is the Ministry of Labor Regional Training Bureau Chief. Here, he works with the USAID in-plant-training advisors. Together with the American advisors, Semih Konur trains the trainers who will go as participants to the United States. At the same time, he has to train the trainers in factories selected for this purpose.

Semih Konur, who joined the

in-plant-training project in 1962 as a Ministry of Labor advisor in Adana, went to the United States as a participant in 1964. He trained for six months. "During that time," said Konur, "there was no stopping. I visited 15 states, 31 towns, 20 large plants, 13 technical schools and also worked in the Bureau of Apprenticeship and Training in Washington, D.C."

While on his participant tour, Konur received intensive training on the organization of training departments, determining of training needs, supervising of training, production worker training and apprenticeship training.

"Everything I have learned during my training in the United States I now share with others. I have been trained to train. I have been trained to teach others. And I have become convinced that without in-plant-training there can be no properly operating industry," said participant Konur. He added: "Since my return, every industry we have been in touch with has received us with open arms. The realization for the need of in-plant-training seems universal. We need more instructors. We will train those instructors."

Unfortunately, today there

are not enough trainers to meet the ever increasing demand from industry. Therefore, training is reserved for large industries which have economic priorities as outlined in the Five-Year Development Plan. These are: Iron and steel, metal fabrication, mining, industrial chemicals, electric power, highways, ship building and repair, petrochemicals and plastics, maintenance and repair industries (tractors-trucks-machinery), cement and food packaging.

The USAID training advisors stress that the training of counterparts is probably the most important aspect of the training program. It will be these men who will take over a never-ending job. The function of the American advisors today, and that of their counterparts tomorrow, will con-

sist principally of:

- Assisting industry in establishing training departments.
- Instructing training directors, training administrators, committee members and supporting staff in industry.
- Assisting industry in setting up specially designed training programs.
- Assisting in advancing appropriate legislation on training.
- Assisting and promoting the establishment of a professional training society.

Turkish industry is at the frontier of change. Many have already passed the frontier. Many have reached it. Many are awaiting their turns. But, all need the trained worker to cross this formidable frontier from what there was to what there is and can be.

Semih Konur (center) and USAID advisor Larry Bisset (left) at weekly training conference in Kavel Electric Cable Factory, Istanbul.



Tax Reform Commission

All reforms in a developing country are integral parts of the overall change that country is undergoing. Some reform programs have priorities and some are MUSTs. In Turkey tax administration reform is an absolute MUST program.

To help the Turkish Government in a tax administration reform program, USAID has helped to train the men who are not only necessary but imperative for successfully carrying out such a reform program. Since 1958 more than 100 officials from the Ministry of Finance have been sent to the United States as participants for study and training in tax administration. All these men now are serving in key positions in different parts of Turkey, working individually and in teams to im-

prove tax administration and increase the return from tax assessments, not necessarily increasing tax rates, but by lessening tax evasion and by better implementation of existing laws and regulations.

The ineffectiveness of tax systems is a common problem in all developing countries. The improper execution of tax laws results not only in inadequate resources for the government, but often places the burden on individuals least able to pay. It also encourages investments in those areas not supporting economic development.

Fortunately, the tax system in Turkey, as reflected in legislation, is quite good. A policy tax system was adopted in 1950 and since then various other tax laws have been enacted to pro-

vide Turkey with a sound legal base for an effective tax system.

In the 1950–1960 period, the taxes included in the general budget averaged 11–12 per cent. In order to meet the financing requirements of the Five Year Development Plan, it is necessary that domestic savings should rise to 17.3 per cent of the gross national product by the end of the plan period in 1967. This expected increase in savings can only be insured by economic growth and the reforms to be made in the tax system.

Tax administration is perhaps the single most important managerial segment of Turkey's economic machine. The role the country's tax administration has played, is playing and will play, is enormous and this administration will always remain a critical aspect of economic development.

The Tax Reform Commission in Istanbul is certainly the regulator and even the pioneer of all tax reforms undertaken so far. Established in 1961 to improve and reform the tax system in the country, the Reform Committee



*Participant
Adnan Başer*

is an advisory body with no executive capacities. But, since 1961, every tax law passed, every tax amendment made and all new systems accepted, have resulted from the recommendations of the Tax Reform Commission.

The Istanbul Tax Reform Commission consists of six members from the Ministry of Finance, five members from the Chambers of Commerce and Industry, three members from agricultural organizations, two members from universities, one member from the State Planning Organization, one member from the labor unions and one member from the Small Business and Craftsmen Association. The members from the agricultural organizations, labor unions and Small Business and Craftsmen Association attend meetings only whenever their subjects are being discussed. The SPO member attends meetings only on special occasions.

Adnan Başer,* a Ministry of Finance chief inspector, and active member of the Tax Reform Commission since 1964, is also a USAID participant. Başer, who has now completed an extensive research study on the Tax Burden of Turkey, for the Reform Commission and for the Ministry of

Finance, says: "Although our tax laws are relatively modern, they are executed through an administrative structure which was not designed for modern taxation. It is one of our primary duties here at the Commission to advise the Ministry of Finance how to change and reform this structure to meet present day demands."

All the work done at the Tax Reform Commission is based on extensive and specialized research and conducted surveys, all aiming at the establishment of tax machinery similar to the internal revenue system in the United States.

The Reform Commission, says Başer, does scientific research and gives scientific advice to the Ministry of Finance plus recommendations for more modern procedures in tax administration. To do the job well, the Commission needs men trained like Adnan Başer.

Adnan Başer went to the United States on a one-year USAID participant training tour for the first time in 1953. During this year Başer underwent one month of general training, one month in the General Accounting Office, four months in the Office of the Public Debts Commis-

sioner, one month in the Kansas City tax office and five months in the Internal Revenue Office in Washington, D.C.

In 1963—ten years after his first tour—Adnan Başer returned to the United States for his second one-year tour which was subsequently extended two months. During this second tour Başer spent two semesters in the Harvard University Law School studying international programs in taxation. He then spent two weeks in Canada and another two weeks in the tax offices of Washington. Başer spent his last two months in the United States at the Federal Regional Commission in Boston.

As soon as Başer returned to Turkey following his second tour in the United States, he was appointed to the Tax Reform Commission where he has been steadily working ever since. He endeavors to adapt what he has learned where adaptation is necessary and possible, to bring novel methods to the administration where modern methods are most needed and to bring about the change that will make

Turkey's tax administration a more effective one.

This last year the Tax Reform Commission concentrated its efforts mostly on scientific and analytic research on amortization rules, reforms in the inheritance tax, policy of encouraging savings and fiscal problems of monopolies. Work was also done on the income tax system, limited income earner taxes, deductions on investment, revaluations, revision of motor vehicle tax and reform on wage taxes.

"In tax administration," said Adnan Başer "change is always essential. We are always on the frontier of change. This is not only so in Turkey. I saw the great changes in the tax revenue systems applied in the United States in the ten years between my two participant tours in that country. Our job in the Reform Commission here is to follow trends in all the countries of the world and make the necessary recommendations so that those most suitable and applicable to our own system are adapted."

* Just prior to press time the Participant Journal was informed that Adnan Başer was appointed General Director, Revenue, Ministry of Finance.

EVİRİMİN SINIRINDA

Ulusların tarihinde onların ideallerini anlatmağa çoğu zaman tek bir sözcük yetmiştir. "Özgürlük," "bağımsızlık," "özerklik" bunlardan yalnızca bir kaç. Son yıllarda "kalkınma" sözcüğü de bir ulusun özlemine çektikli şeylerin listesine eklenmiştir. Artık geri kalmış değil, hızla kalkınan bir ülke olan Türkiye'de hükümetin öngördüğü ve halkın arzusu olan hedefi en iyi şekilde bir tek kelime ifade ediyor—değişiklik.

Bugün Royal Tires sales Company'nin satış müdürü olan Müfit Bahtoğlu "Impact II" denilen altı haftalık eğitim programı çerçevesinde Amerika Birleşik Devletlerine giden dokuz participant'tan birisi. 26 kalkınan ülkeden iki yüz yüksek ve orta dereceli yönetmen bu programı izlediler. "Eğer öğrenmeğe hazır, yetenekli ve istekliyse bir insanın altı haftada neler öğrenebileceği inanılmayacak bir şey," diyor Bahtoğlu. "Amerika Birleşik Devletlerinde bile değişiklik hüküm sürüyor. Durumu muhafaza diye bir şey yok. Yönetim anlayışı her gün daha modernleşiyor, değişiyor.

Hiç bir savaş bir general tarafından harika bir taktikçi bile olsa tek başına kazanılamaz. Ancak iyi yetişmiş birlikler ve ehliyetli bir subaylar ve yardımcıları kadrosuyla general savaşını kazanabilir.

Endüstriyel ve ekonomik kalkınma da bir savaştır. Bu cahillik ve gericiğe karşı, köhne ve küflenmiş zihniyete, natçı muhafazakarlığa ve durumu olduğu gibi tevekkülle kabullenmeğe karşı açılmış bir savaştır.

Endüstriyel kalkınmada en yetenekli ve en bilimsel bir şekilde eğitilmiş bir yönetmen de savaşı kendi başına kazanamaz. Onun da mahir ve yetişmiş işçilere, endüstri birliğinin yakın işbirliğine ihtiyacı vardır.

Bu değişiklik sorununun zorunluluğu USAID'yi işçilerin işbaşında eğitim projesi ile 1956'da Türkiye'de harekete geçmeğe teşvik etmişti. O zamandan beri bu proje USAID'nin bütün dünyadaki sanayi işçi eğitimi projelerinin en büyüğü haline gelmiştir.

İş başında eğitimin prensibi, endüstrinin ve ulusun ihtiyacı olan mahir işgücünün eğitimi yükünün büyük kısmının endüstri tarafından katlanması gerektir. Başlangıcından bu yana Türkiye'deki işçi sendikaları iş başında eğitimin istekli ve sürekli destekleyicileri olmuşlardır. Hükümet de genel kalkınma planının ayrılmaz bir parçası olan iş başında eğitime büyük ilgi göstermektedir.

13 participant iş başında eğitim öğretmeni olmak üzere Çalışma Bakanlığında Amerika Birleşik Devletlerine gönderilmişlerdir. Bunlar arasından geri dönen üç tanesi Çalışma Bakanlığını terkedip Ereğli ve Antaş'ın Eğitim Dairesi Müdürlükleri gibi önemli pozisyonlara geçmiş bulunuyorlar. Bir tanesi de USAID'nin Eğitim Danışmanıdır. Diğer biri, Semih Konur, Çalışma Bakanlığı İstanbul Bölgesi Bürosu şefi.

Gelişen bir ülkedeki bütün reformlar o ülkenin geçirmekte olduğu genel değişikliğin ayrılmaz parçalarıdır. Bazı reform programlarını önceliklerinden dolayı yürütmek zorunludur. Türkiye'deki vergi idaresi reformu da mutlaka zorunlu olan programlardan birisi.

Türk Hükümetine böyle bir vergi reformu programında yardım etmek üzere USAID bu çeşit bir programın başarısı için yalnızca gerekli değil fakat elzem olan kişilerin eğitilmesine yardımcı olmuştur. 1958'den bu yana Maliye Bakanlığında 100 memur eğitim ve ihtisas için gönderilmiştir.

Bu yüz participant'tan biri Maliye Bakanlığı Baş Müfettişi ve aynı zamanda İstanbul Vergi Reform Komisyonu üyesi Adnan Başer'dir. (Journal hazırlanmakta iken kendisinin Maliye Bakanlığı Gelirler Genel Müdürü olarak atandığı öğrenilmiştir.) Başer önce 1953'de bir yıllık eğitim projesiyle, ikinci kez ise 1963 yılında, 12 ayını Harvard Üniversitesi Hukuk Okulunda vergilendirmedeki uluslararası programları öğrenmek için geçirdiği 14 aylık bir tur için gönderilmiştir.

Vergi Reform Komisyonu Maliye Bakanlığına bugünün isteklerine cevap verebilmek için Bakanlığın bünyesinin nasıl değiştirilip reform yapılabileceği hakkında tavsiyelerde bulunur. Kanunlarımız her ne kadar nisbeten modernse de bunlar modern vergilendirmeye göre düzenlenmemiş bir yönetim bünyesi kanalıyla uygulanıyor," diyor Başer. "Biz Komisyondakiler Bakanlığa hangi değişikliklerin zorunlu olduğu hakkında tavsiyede bulunuyoruz."

"Vergi İdaresinde değişiklik her zaman önemlidir," diye ekliyor Başer, "biz daima evrimin sınırındayız. Bu yalnızca Türkiye'de böyle değil. Participant olarak Amerika Birleşik Devletlerine yaptığım iki tur arasında geçen 10 yıl içinde bu ülkede uygulanan vergi geliri sistemlerinde çok büyük değişimler gördüm. Bizim burada Vergi Reform Komisyonundaki en önemli işimiz dünyanın bütün ülkelerindeki eğilimi izleyip gerekli tavsiyelerde bulunmak. Böylece bizim sistemimize en uygun ve uygulanması mümkün olanlar adapte ediliyor."

A Proud Departure



*Participant Ahmet Özen with USAID
Training Officer Robert L. Shields.*

Georgetown is no longer in Turkey. When the Georgetown University English Language Program phased out June 30, 1965, it was with a feeling of pride that the American members of the Georgetown team left the country—their mission fulfilled.

More than 3,000 USAID participants had been taught English since the program's initiation in 1953. These people, who would go to the United States for further study, could not hope to learn very much in America with-

out a thorough knowledge of the English language. Thus, one of AID's most essential programs began classes in 1954.

With the departure of the American team last year, the program did not end. The Turks took over and began imparting their knowledge learned at Georgetown to other Turks.

After completing the Georgetown courses in Ankara, 64 Turks—all of them trained teachers—were sent to Washington as USAID participants. There they learned applied linguistics in

one-to-two-year training periods. Today, these men and women are doing for others what Georgetown did for them—and doing it well.

Distinguished linguists from the United States led the Georgetown Program in Ankara. Dr. Leon Dostert, who had been responsible for similar projects in Yugoslavia, was the Ankara director. His assistants were: R.B. Lees, W.P. Lehman, Kemp Malone and J.B. MacMillan.

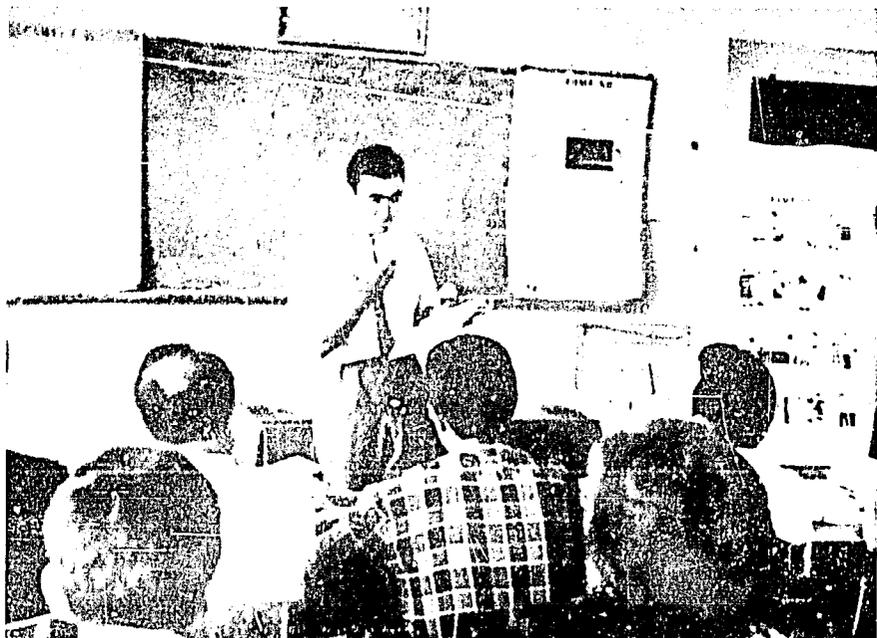
The original plan was that the Gazi Intensive Language Training School, an autonomous institute administratively linked to the Gazi Pedagogical Institute

(teacher training college), would take over from Georgetown. However, the buildings to house this new school were not completed. The Turkish American Association sponsored the project until the Gazi School was ready for students in July, 1966.

Thirteen of the Georgetown-trained Turks now teach at the Gazi Language School. Six have received M. S. degrees from Georgetown University. The director, Ahmet Özen, is a former participant who received both a B.S. and an M.S. from the University after studying applied linguistics from 1961 to 1963.

Ahmet Özen fully realizes

Participant Lütfi Salman teaching intensive English to future USAID participants at Gazi Language School.



that he and his friends have inherited a difficult task. But they feel equal to it. "We have been trained for this," he said. "Georgetown did not let us down; we cannot let Georgetown down," he added.

Özen was selected as a participant while teaching English at the Antalya Lycee. Prior to this he had studied English language teaching at the Institute of Education, London University.

Following Özen's return from the two-year training session at Georgetown University, he and Georgetown participants Nevzat Gürman, Ülkü Bilgen and Mehmet Turçin, all working at the Gazi School, prepared the first 60 units of an English language textbook entitled "An Intensive English Course for Turks." The book is now being used for teaching English to all participants being trained before their departures for the United States. The second 60 units are being prepared by Özen and participant teachers Mehmet Ali Erkiner, Nevzat Gürman, Hamit Togay and Ülkü Bilgen.

The Gazi Language School has broad plans for the future. It does not intend to function for USAID participants alone. USAID also will phase out, but the Gazi Language School is here to

stay. The school has three forms: elementary, intermediary, and advanced. These, in turn, are divided into three levels, making a total of nine. One month of instruction is necessary at each level. Thus, if a participant enters the elementary level he will have to undergo nine months of training before he can qualify as a participant.

The school plans to open new courses to train future participants at both the academic and non-academic levels. A separate program will be available for future participants who will be sent to the United States for university training. The school also plans to admit students from government institutions, state enterprises and semi-state controlled organizations. The new participant leaders of the Gazi School also plan—"A few years later, we hope," says Ahmet Özen, "to help open language courses in far-off provinces, especially during the summer holidays."

Georgetown has completed a mission. The Turks trained in the project have learned to help themselves and others. Today Turks are teaching the English language to Turks who will go to the United States as USAID participants.



Participant Ahmet Özen (right) and Mehmet Ali Erkiner working on second part of "An Intensive English Course for Turks."

ÖZET

KIVANÇ DOLU BİR AYRILIŞ

Georgetown artık Türkiye'de değil. Georgetown Üniversitesi İngilizce Programı 30 Haziran 1965'te sona erdiği zaman Georgetown ekibinin Amerikalı üyeleri ülkeyi bir kıvanç duygusu içinde terkettiler. Görevleri tamamlanmıştı.

AID'nin çok önemli programlarından birisi olan Georgetown 1954'te başlamıştı. 3.000'den fazla participant'a bu program yoluyla İngilizce öğretilmiştir.

Ankara'da Georgetown kurslarını bitiren ve hepsi yetişmiş öğretmenler olan 64 Türk, uygulamalı dilbilim öğrenmek üzere USAID participant'ı olarak buldukları sürede edinmiş oldukları bilgileri yine participant olarak Amerika Birleşik Devletlerine gitmeğe hazırlanan diğer Türklere iletiyorlar.

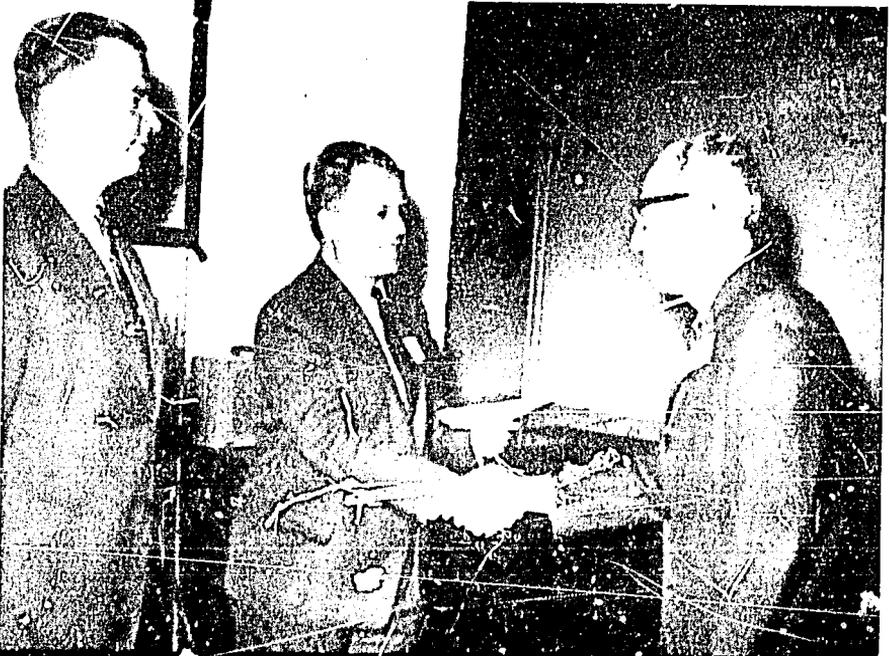
Georgetown'da eğitim görmüş Türklerden onüçü Gazi Eğitim Enstitüsünün yeni açılmış bir bölümü olan Gazi Dil Okulunda öğretmenlik yapıyorlar. Bütün aday AID participant'ları bu okulda eğitim görüyorlar. Kendisi de eski bir Georgetown participant'ı ve Dil Okulunun Müdürü olan Ahmet Özen "Bir kaç yıl sonra uzak illerde de dil kursları açılmasına yardım edeceğimizi umuyoruz," demektedir.

TÜRKİYE ATOM ENERJİSİ KOMİSYONU

*Yazan:
Profesör Dr. Fabri Domaniç
Atom Enerjisi Komisyonu
Genel Sekreteri*

Modern bilim ve teknoloji, az gelişmiş ülkeleri ekonomik ve teknolojik kalkınmaya götüren yolu, kalkınmış devletlerin endüstrileşmek için takip ettikleri ve bazı hallerde asırlara varacak kadar uzayan bir gelişme devresine lüzum göstermeyecek şekilde kısaltabilir. Bir memleketin ekonomik kalkınması ile bilimsel ve teknolojik seviyesi arasında çok sıkı bir bağ vardır.

Participant Fabri Domaniç presents certificate to a participant who recently returned from the United States. At left, American Ambassador Parker T. Hart.



Bilimsel ve teknolojik metodlarla kalkınmada ilk yapılacak iş yeteri kadar bilim adamı, mühendis ve teknisyenleri yetiştirmek ve kendilerine mesleklerini icra edebilmeleri için lüzumlu teçhizatı vermek ve çalışma imkânlarını temin etmek olmalıdır.

Atom enerjisinin barışçı amaçlarla memleket kalkınmasında uygulanmasında ise, konunun yeni olması ve ileri bir teknolojiyi gerektirmesi sebebi ile kalifiye eleman meselesi daha da önem kazanır. Ancak yetiştirilen teknik ve bilimsel personelin kalitesinin olduğu kadar sayısının da önemli olduğunu unutmamak gerekir. Eleman sayısının kritik bir değere ulaşmaması halinde teknolojik ve ekonomik kalkınmada kendiliğinden bir zincir reaksiyonu elde etmek mümkün değildir.

Bilindiği gibi yirmi beş yıl evvel atom enerjisi sadece ilim adamları arasında tartışılan bir konu idi. Halbuki bu gün bu enerji medeniyetimizin temelini teşkil edecek şekilde insanlığın geleceği için büyük bir önem taşımaktadır.

Bugün atomdan, geniş çapta ve konvansiyonel metodlarla rekabet edecek ucuzlukta elektrik enerjisi üretmek için gerekli olan teknoloji geliştirilmiş olup, bir çok memleketlerde nükleer elektrik santralleri kurulmuş bulunmaktadır. Yakın bir gelecekte bütün dünyada tüketilen elektrik enerjisinin en az yüzde sekseni nükleer enerjiden elde edilecek gibi görünmektedir.

Atom enerjisinin ve teknolojisinin zamanımızın en ciddi problemi olan gittikçe artan dünya nüfusuna yeter miktarda gıda temin etmek işi için uzun vadeli bir çözüm yolu bulmak hususunda önemli katkıda bulunması beklenmektedir.

Filhakika nükleer teknik tarımda gübrelerin daha verimli olarak kullanılma yollarını öğretir; bütün dünyada üretilen mahsulün hemen hemen yüzde kırkını tahrip eden zararlılar ile kesin mücadele yollarını meydana çıkarır ve nihayet gıdaların daha verimli metodlarla konserve ve muhafaza edilmesini temin etmek suretiyle gıda maddelerinin uzun zaman bozulmadan gıda fazlası olan yerlerden ihtiyacın çok olduğu yerlere taşınmasını sağlar.

Daha fazla gıda maddesi üretmek için gübreden başka sıya da ve bu arada bir çok yerlerde özellikle yeraltı sularına ihtiyaç vardır. Radyoizotoplar yer altı sularının izlenmesinde, miktarlarının akış yön ve hızlarının tayin edilmesinde klasik metodlara bakınca daha üstün bir teknik imkânını sağlamaktadırlar.

Radyoizotop ve radyasyonlar tıpta da teşhis ve tedavi işlerinde önemli yardımlarda bulunmaktadır. Nükleer teknik, bunlardan başka, bir çok

endüstri maddelerinin daha mükemmel hale getirilmesinde ve nihayet bilimsel çalışmaların hemen hemen her dalında geniş ufuklar açılmasında önemli rol oynamaktadır.

Bugün, atom enerjisi ve teknolojisi ekonomik, endüstriyel ve bilimsel hayatımıza o kadar girmiştir ki içinde yaşadığımız çağa "Atom Çağı" adını vermekte bir isabetsizlik olmaz.

Atom enerjisi ile ilgili konuların yeni olması ileri araştırma ve teknolojiye ihtiyaç göstermesi, uygulanması esnasında özel sağlık tedbirlerinin ittihaz edilmesini icap ettirmesi ve nihayet milletlerarası siyasi ve stratejik önemi haiz olması dolayısı ile bu yeni teknolojinin idaresi bütün dünya ülkelerinde özel statülere bağlanmış ve bu maksatla özel müesseseler kurulmuştur.

Türkiye Atom Enerjisi Komisyonu da "..... atom enerjisinin memleketin refah seviyesini yükseltmek ve alî menfaatlerini korumak maksadı ile, tatbikatını temin etmek için yapılacak ilmi, iktisadi, teknik ve idari çalışmaları koordine, teşvik ve murakabe etmek üzere" 1956 yılındır kurulmuş olan özel bir teşkilâttir.

6821 sayılı kuruluş kanunu ile Komisyona, diğer bir çok önemli görevler meyanında aynı zamanda atom enerjisi sahasında her türlü ihtisas sahibi teknik ve ilmi personelin yetiştirilmesi görevi de verilmiştir. Daha evvelce de belirtildiği üzere atom enerjisi ve teknolojisinin memleketimizin ekonomik ve bilimsel kalkınmasında uygulanmasını sağlayacak faktörlerin başında insan faktörü gelmektedir. Bu bakımdan Türkiye Atom Enerjisi Komisyonu kuruluş safhasına ait çalışmalarını plânlarken teknik personelin eğitime birinci önceliği vermekle işe başlamıştır.

İlk eğitim programının hedefleri en kısa zamanda, Atom enerjisi tesis ve laboratuvarlarında kilit noktasını işgal edecek bilimsel tecrübeli elemanların yetiştirilmesi ile, teşkilâtın müstakbel çalışmaları ve projelerini gerçekleştirecek geniş eleman kadrosunu temin için uzun vadeli eğitim politikasının tesbiti şeklinde olmuştur. Bu bakımdan eğitim programı iki yönlü yürütülmüştür.

Bir taraftan esasen ileri bir bilimsel bilgi ve tecrübesi olan elemanlar dış memleketlere, bu arada özellikle Amerika Birleşik Devletlerindeki Atom Enerjisi Komisyonu Laboratuvarlarına gönderilmiş, diğer taraftan da milli üniversitelerde atom enerjisi ile ilgili dallarda lise mezunlarına burs vermek suretiyle eğitim görme imkânları sağlanmıştır.

*Participant Selâhattin
Göksel, head of Health
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Çekmece, Istanbul.*



AID (o zamanki ICA) yardımlarının Türkiye Atom Enerjisi Komisyonunun ileri seviyeli eleman yetiştirme programında özel bir yer işgal ettiğini burada zikretmek büyük bir kadirşinaslık olacaktır. Zira memleketimizde, bilhassa kuruluş safhasında atom enerjisi projelerini başlatmak ve yürütmek AID programı çerçevesinde yetiştirilen elemanlar sayesinde mümkün olmuştur.

1955'te başlayıp (1959)da sona eren bu program gereğince nükleer fizik alanından (14), nükleer kimyadan (7), radyobiyojiden (4), nükleer metalürjiden (1), sağlık fiziğinden (1), nükleer tıptan (2), nükleer mühendislik dalından (5) ve reaktör operatörlü olmak üzere (38) eleman yetiştirilmiştir. Bu elemanlardan halen (15)'i AEK Teşkilâtında bilfiil önemli vazifelerde bulunmakta, (20)'si yurt içinde yine nükleer enerji ile ilgili konularda çalışmakta olup (3)'ü ise Amerika'da kalarak orada Üniversitelerde veya araştırma kurumlarında çalışmaktadırlar.

AID programı dışında atom enerjisi alanında bu güne kadar daha 118 elemanın yurt dışı eğitimi sağlanmış ise de kısa süreli olan bu eğitimden arzu edilen fayda sağlanamamıştır.

Atom Enerjisi Komisyonu 10 yıllık mazisi içinde eldeki mevzuatın ve ihtisas elemanlarının verdiği bütün imkânları kullanmak suretiyle, nükleer enerjiyi memlekette tanıtmak, yeni eleman yetiştirmek, araştırma ve uygulamalara başlatmak ve ilk tesisleri kurmakla ilgili kuruluş safhası



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Center, Çekmece,
Istanbul.*

çalışmalarını tamamlamıştır. Bu safhada yapılan çalışmaları ve bitirilen projeleri şöylece özetlemek mümkündür:

a. İstanbul'da Çekmece Nükleer Araştırma ve Eğitim Merkezinin tesisi:

Atom Enerjisi Komisyonu, yukarıda da belirtildiği üzere kuruluşundan itibaren ikelerini gerçekleştirmek için evveleimde yeter sayıda yüksek kaliteli ilmi ve teknik personele ihtiyacı olduğunu takdir etmiş ve bu maksatla 1960 yılına kadar faaliyetlerini bilhassa eleman yetiştirmeye hasretmiştir. 1960 yılından sonra da İstanbul'da Küçük Çekmece Gölü civarında ilk Türk Atom Reaktörünü de içine alan Çekmece Nükleer Araştırma ve Eğitim Merkezini (ÇNAEM) tesis etmiştir. Bu merkezde 1962'de işletmeye açılan 1 MW'lık havuz tipi araştırma reaktöründen başka, sağlık fiziği, radyoizotop üretimi, nükleer fizik, nükleer kimya, reaktör mühendisliği, radyobioloji gibi çeşitli laboratuvarlar ve ilgili yardımcı tesislerde (39) ilmi, (41) teknik ve 44 idari olmak üzere 124 kişi çalışmaktadır.

Nükleer enerjinin tatbikatı ve geliştirilmesi ile ilgili konularda araştırma yapmak, memleket ihtiyacını karşılayacak çeşitli radyoizotopları üretmek, sağlık fiziği servisini yürütmek, araştırma yolu ile eğitim yapmak ve nihayet, memleketin kabiliyetli genç ilim adamlarına müsait bir araştırma ortamı ve imkânlarını hazırlamak (ÇNAEM)'in başlıca hedefleri olup Merkez kurulduğundan beri vazifesini başarı ile yapmaktadır.

b. Nükleer enerjinin tatbikatı ile ilgili araştırma, geliştirme ve uygulama faaliyetleri:

Bugün atomdan geniş çapta ve konvansiyonel metodlarla rekabet edecek ucuzlukta enerji üretmek için gerekli olan teknoloji geliştirilmiş olup bir çok memleketlerde nükleer elektrik santralleri kurulmuş bulunmaktadır. Yakın

bir gelecekte, bütün dünyada tüketilen elektrik enerjisinin en az yüzde sek-seni nükleer enerjiden elde edilecek gibi görünmektedir.

Bu birincil enerji kaynağının son yıllarda elektrik üretiminde kaydettiği büyük ve süratli gelişmeleri yakından takip eden Komisyonumuz, memleketimizde ilk etüdlerin yapılmasına ve uzun vadeli genel enerji plânımız içinde nükleer enerjinin oynayabileceği rolün tespit edilmesine tevessül etmiş bulunmaktadır. Bu amaçla milletlerarası bir uzmanlar heyetine etüdler yaptırılmış ve 1975 yılından itibaren nükleer enerjinin memleketimizde konvansiyonel enerji ile rekabet edebileceği anlaşılmıştır. Bu itibarla hazırlık çalışmalarına başlanmış bulunmaktadır.

Uranyum madeninin nükleer enerji üretimi için önemi göz önüne alınarak bu madenin memlekette aranması, istihsalı, tasfiyesi, işlenmesi ve tevzii ile ticareti hususlarından umumi esasları tesbit etmek ve bu faaliyetleri murakabe etmek yetkisi AEK'ya verilmiştir. Bu çalışmalar MTA ve Etibank ile birlikte yürütülmektedir.

Bir taraftan MTA'nın uranyum arama çalışmaları devam ederken bir taraftan da bulunan uranyum cevherlerinin işletilmesi için bir pilot tesis kurmak üzere Etibank ile de işbirliğine başlanmıştır.

Atom enerjisinin yan ürünleri olan radyoizotoplar bugün endüstri, tarım, tıp alanları ile bilimsel araştırmalarda çok önemli işler görmektedirler. Bu bakımdan AEK memleketimizin izotop ihtiyacını karşılamak amacı ile radyoizotop üretimine önem vermiştir.

Çekmece Nükleer Araştırma ve Eğitim Merkezinde 1962 yılında faaliyete geçmiş bulunan atom reaktöründe 1963 yılından itibaren radyoizotop istih-saline başlanmıştır. Halen radyoizotop üretimi oldukça geliştirilmiş ve memleket ihtiyacının hemen hemen tamamını karşılayacak duruma getirilmiştir. Radyoizotopların ve radyasyonların tatbikatı ise memleketimizde oldukça gelişmiş durumdadır: Bunların tarım alanındaki tatbikatının önemini göz önüne alarak tarım ürünlerinin daha kaliteli ve daha bol elde edilebil-mesine yardım edebilmek maksadıyla Ankara Ziraat İzotop Laboratuvarı kurulmuş olup, burada bilhassa bitki beslenmesi alanında çalışmalar yapılmaktadır.

Yurdumuzda tarım ürünlerine arız olan zararlılar ile mücadele konusunda ilk tatbikat Atom Enerjisi Komisyonunun Birleşmiş Milletler ile birlikte yürütmekte olduğu İskenderun Projesi ile gerçekleştirilme safhasına girmiştir. Bu projede, depolanmış hububata arız olan böceklerin radyasyona tabi tutularak buğdaya hiç bir zarar vermeden imha edilmesi için büyük çapta

tatbikat yapılacaktır. Bu pilot çalışmalar ekonomik olduğu takdirde zamanla başka sülolarımıza da teşmül edilecektir. Zira böceklerin depolanmış hububata verdiği zarar yılda 150 milyon TL. olarak tahmin edilmektedir.

Radyoizotopların ve radyasyonların memleketimizde en çok kullanıldığı saha ise tıptır. Bugün Atom Enerjisi Komisyonunun yardımları ile kurulmuş olan Ankara, İstanbul ve İzmir Tıp Fakültelerinde çeşitli radyoizotop laboratuvarları ve (Co-60) radyoterapi cihazları tesis edilmiş olup buralarda da her yıl sayıları binleri geçen hastanın teşhis ve tedavisi yapılmaktadır.

Atom Enerjisi Komisyonu bir taraftan kendi tesislerinde Nükleer Fizik, Nükleer Kimya, Nükleer Elektronik, Sağlık Fiziği, Reaktör Fiziği, Reaktör Teknolojisi, Radyobiyojoloji, Radyoizotop üretimi ve uygulaması, Plazma Fiziği ve Teorik Fizik konularında ve nitelik ve amaç itibariyle bir taraftan milletlerarası ilim alemine yeni bilgiler vererek güç kazandıracak temel araştırmalar ve aynı zamanda gerekli ilmi personelin araştırma yolu ile yetiştirilmesi ve bazı bulguların hemen uygulanmasını sağlayacak mahiyette araştırmalar yaparken diğler taraftan da özellikle temel nükleer araştırmalar için Üniversitelerle işbirliği yapmaktadır.

Temel araştırmalarda şimdiiye kadar Çekmece Nükleer Araştırma ve Eğitim Merkezinde bir çok kıymetli çalışmalar bitirilmiş ve bunların sonuçları milletlerarası literatürde yayınlanmıştır.

Üniversitelerle işbirliği halinde yapılan çalışmalar ise Teşkilâtımızın Üniversitelerin AEK programı ile ilgili araştırmalarını ve projelerini laboratuvar tesis ve teşhizi, araştırma personeli ve uzman temini şeklinde desteklenmesi şeklinde olmaktadır. Bugün memleketimizde bu yoldan yardım göyerek nükleer enerjinin çeşitli alanlarında değerli araştırmalar ve eğitim yapan 17 kurum mevcuttur.

Atom Enerjisi Komisyonu, Üniversite ve diğler araştırma kurumları ile atom enerjisi sahasında memleketin ilmi ve teknolojik seviyesini arttırmak maksadı ile işbirliğini daha da fazlalaştırmak gayesini gütmektedir. Özellikle, Üniversiteler ile Komisyon arasında muvakkat süreli ilmi personel mübadelesi yapmak arzu edilmektedir. Şimdilik bu mübadele işi Üniversitelerden Atom Enerjisi Teşkilâtına doğru tek yönlü olup, Komisyon elemanlarının ancak bazıları Üniversitelerde ders vermekte ve Türkiye Bilimsel ve Teknik Araştırma Kurumunun ihtisas komitelerinde müşavir olarak çalışmaktadır.

Nükleer alandaki araştırmalar ve uygulamalarda elektronik cihazlar da önemli rol oynamaktadırlar. Bu bakımdan memleketimizde çeşitli kurumlarda

çalışılan laboratuvarların nükleer elektronik ile ilgili meselelerini halletmek maksadı ile AEK, bu faaliyetlerin merkezleri olan Ankara, İstanbul ve İzmir'de nükleer elektronik laboratuvarları kurmuştur. Bu laboratuvarlarda nükleer elektronik cihazlar imal ve tamir edilebilmektedir. Diğer taraftan bu laboratuvarlar nükleer elektronik uzmanlar yetiştirilmesi için de önemli hizmetler ifa etmektedir.

İlim ve teknolojiye gün geçtikçe geniş bir uygulama yeri bularak insanlığın hizmetine giren atom enerjisi, faydalı olduğu kadar gerekli sağlık tedbirleri alınmadığı takdirde zararlı da olabilir. İşte radyasyonun bu zararlı tesirlerinden korunmak da atom enerjisinin ortaya çıkardığı yeni bir konu olmuştur. Bu koruma faaliyetinin iki yönü vardır:

- a. Radyasyon ve radyoaktif maddelerle çalışanların korunması,
- b. Halkın radyasyonlardan korunması.

Yukarıda sayılan birinci görevin ifası için AEK'nın Çekmece Nükleer Araştırma ve Eğitim Merkezinde bir Sağlık Fiziki Servisi kurulmuş olup burada, memleketimizde çeşitli alanlarda, (tarım, endüstri, tıp, bilimsel araştırmalar) radyoaktif madde ve radyasyon ile çalışan kimselerin aşırı radyasyona maruz kalmamaları için doz kontrolleri yapılmaktadır.

Bundan başka nükleer denemelerden meydana gelen radyoaktif maddeler hava, su, toprak, bitkisel ve hayvansal gıdalar yolu ile insana geçebilirler. Her izotop vücudun belirli bir yerine yerleşir ve biyolojik hakiki yarı ömrüne bağlı olmak üzere vücuttan atılincaya kadar zararlı olur. Bu bakımdan radyoaktif yağışları devamlı surette ölçmek ve gerektiğinde tedbir almak zaruridir.

Dünyadaki radyoaktif yağış ölçmelerine paralel olarak, memleketimizde de AEK, 1961 yılında bu ölçme faaliyetine başlamıştır. Bugün devamlı olarak hava, su, süt numunelerinde Sr-90 aktiflikleri ölçülmekte ayrıca zaman zaman toprak ve sebze numunelerinin analizleri de yapılmaktadır. Elde edilen sonuçlar raporlar halinde yayınlanmaktadır.

Buraya kadar anlatılanlardan görüldüğü gibi, henüz on yıllık bir mazisi olan Türkiye Atom Enerjisi Komisyonu, kuruluşundan bu yana daha ziyade memleketimizin bilim, teknoloji ve ekonomisini atom enerjisinden geniş çapta yararlandırmak için gerekli ön çalışmaları tamamlayabilmiştir.

Atom enerjisinin endüstri ölçüsünde tatbikatını temin edecek proje ve programlarımız ise ikinci ve daha sonraki beş yıllık plan devrelerinde gerçekleştirilebilecektir. Bu maksatla, 1975 yılında işletmeye açılacak 300 MWe'lik bir atom santralının kurulmasını da içine alan ve memleketimizi atom çağına götürmesi beklenen on yıllık bir plân hazırlanmış bulunmaktadır.

TURKEY'S ATOMIC ENERGY COMMISSION

This is a digest of the preceding story.

*By Professor Dr. Fabri Domaniç
General Secretary, Atomic Energy Commission*

Modern knowledge and technology, which in many sectors have taken centuries to bring industrialization to today's developed countries, are now in a position to bring this type of progress to under-developed countries in a comparatively short span of time. There is a strong link between the economic development process of a country and its technological and scientific status.

The first step in scientific and technological development must necessarily be the training of a sufficient number of scientists, engineers and technicians who have the necessary equipment to be productive on a national scale.

Only 24 years ago, atomic energy was a subject discussed among scientists. Today, it is becoming the new foundation of civilization and carries a momentous importance for the future of mankind.

Already electrical energy is being obtained from atomic energy on a large scale and at a comparatively low cost. In the near future scientists estimate that at least 80 per cent of all power in the world will be derived from atomic energy.

The greatest danger confronting mankind is the food shortage which is threatening the rising world population. Atomic energy and technology, it is hoped, will partly help in diminishing this danger.

In agriculture, nuclear energy techniques are helpful in the more effective use of fertilizer, pest control and in the search for underground waters. Nuclear techniques also are improving several industries and many scientific programs.

Today atomic energy and technology have infiltrated our economic and scientific everyday life so deeply that one can safely claim that the period in which we are living is the "atomic age."

Soon after the formation of the Turkish Atomic Energy Commission

In 1956, efforts were concentrated on educating and training technicians with the necessary scientific technology and know-how to handle the additional projects being placed in operation.

Thus a two-phase training program was initiated: the first was to send scientists of high standing abroad, especially to the United States Atomic Energy Laboratories. The second was to make scholarships available for lycee graduates to study nuclear energy in universities abroad.

We here must mention with gratitude the help AID (at that time ICA) extended to us in our program. It has only been possible because of participants who were sent to the United States under the Participant Training Program to launch our project and to bring it where it is today.

In this training program, which began in 1955 and ended in 1959, 14 participants were trained in nuclear physics, seven in radio-biology, four in nuclear metallurgy, one in health physics, one in nuclear medicine, five in nuclear engineering, and 38 as operators of nuclear reactors. Although 118 persons were sent abroad, apart from the AID program, the results were unfavorable because their tours were too short.

In its 10 years of operation, the Atomic Energy Commission of Turkey has established a nuclear reactor and training center at Çekmece, Istanbul, which began operation in 1960. At Çekmece, all nuclear research is conducted by 39 scientists, 41 technicians and 44 administrators. Here, work and research also are done on health physics, the reproduction (propagation) of radioisotopes, nuclear physics, nuclear chemistry, reactor engineering and radiobiology. The scientists of tomorrow are trained in laboratories while working actively on research projects.

Today, because radioisotopes are more extensively used in industry, agriculture, health and scientific research projects, we are working hard to reproduce (propagate) this by-product of atomic energy.

The Atomic Energy Commission also has opened central nuclear electronic laboratories in Ankara, Istanbul and Izmir for the manufacture and repair of nuclear electronic instruments. These laboratories also serve to train, on the spot, the nuclear electronic specialists this country so urgently needs.

In the 10 years since its inception, the Turkish Atomic Energy Commission has completed only the preliminary stage of nuclear development. In the next ten years the Commission has established a program through which it is hoped atomic energy will enter the industrial field.

The Fulbright Program

A Beacon toward Peace

The twentieth century has witnessed two devastating world wars and many conflicts of smaller magnitude but no less terrible in impact to those involved. The century has also witnessed man's willingness to forgive and to start anew; to help surviving friends and former foes alike; to share knowledge and ideas for mutual development, growth and understanding. In this area the passage of legislation sponsored by Senator J. William Fulbright in 1946 and subsequent legislation have been strong contributors during the past twenty years.

Signed on August 1, 1946, the Fulbright Act makes it possible to launch exchange programs between the United States and many other countries; it also makes provision for the establishment of binational commissions in countries wishing to participate in the programs. Today there are 48 such binational commissions which are responsible for the administration of educational exchange programs conducted in accordance with the agreements for the financing of studies, research and instruction.

The scope of the programs can be seen by making a quick survey of the operations of the binational commission in Turkey.

“I believe that man’s struggle to be rational about himself, about his relationship to his own society and to other peoples and nations involves a constant search for understanding among all peoples and all cultures - a search that can only be effective when learning is pursued on a world-wide basis. The educational exchange program is built on this premise, which, stated in another way, holds that America has much to teach in the world but also much to learn, and that the greater our intellectual involvement with the world beyond our frontiers, the greater the gain for both America and the world.”

Senator J. W. Fulbright

On December 27, 1949, Turkey became the thirteenth country to sign a Fulbright agreement. Under the original terms, funds were made available for the operating costs of a binational commission and financing the travel of Turkish participants and the travel, maintenance and related allowances for American participants in Turkey. The program continued until 1953. Between 1953 and 1957, exchange of persons continued at a sharply reduced level through dollar funds made available, and in 1957 the Fulbright Program was reactivated.

The Commission for Educational Exchange between the United States and Turkey is in charge of formulation of the Fulbright program in Turkey. It is composed of four Turks appointed by the Turkish government and four Americans appointed by the Honorary Chairman, the American Ambassador. The American Ambassador also appoints the Chairman.

The eminence of the membership of the Commission can be seen by the names on its roster: Prof. Ömer Celâl Sarç, former rector of Istanbul University and currently on its Faculty of Economics, has served as Chairman of the Commission for the past several years. Mr. Hamit

Batu is the Director of the Fourth Department of the Ministry of Foreign Affairs; Mr. Süreyya Günay is the Director of the Foreign Relations Department of the Ministry of Education and Prof. Reşat Aktan is on the Faculty of Political Science, Ankara University. Among the Americans, Mr. Edwin W. Martin, Vice Chairman of the Commission, is Minister Counsellor of the American Embassy; Dr. Eugene P. Northrop is the representative of the Ford Foundation in Turkey; Dr. Dwight J. Simpson is President of Robert College and the American College for Girls and Mr. Robert A. Lincoln, Counselor of Public Information of the American Embassy. The Commission, which normally meets once a month, makes decisions regarding policy, the formulation of programs and actual selection of participants... both Turkish and American; its Secretariat is primarily charged with the preparation of material for the consideration of the Commission and in carrying out decisions reached.

Binational in both structure and objectives, the Commission seeks advice from organizations and individuals to formulate programs which will serve the best interests of both Turkey and the United States. Notable in the advisory capacity is the State Planning Organization which has given invaluable aid. It provides information on assistance given by other agencies to various areas of activity currently being stressed by the Turkish government and suggests programs which might appropriately receive Fulbright assistance. Binational selection committees, appointed by the Commission, select Turkish candidates from many qualified applicants for participation in specified programs. The Turkish Ministry of Education and institutions of higher learning in Turkey also contribute to the program by paying salaries to U.S. lecturers and teachers thus reducing the cost to the Commission in maintaining American grantees in these categories and reinforcing the binational character of the Commission.

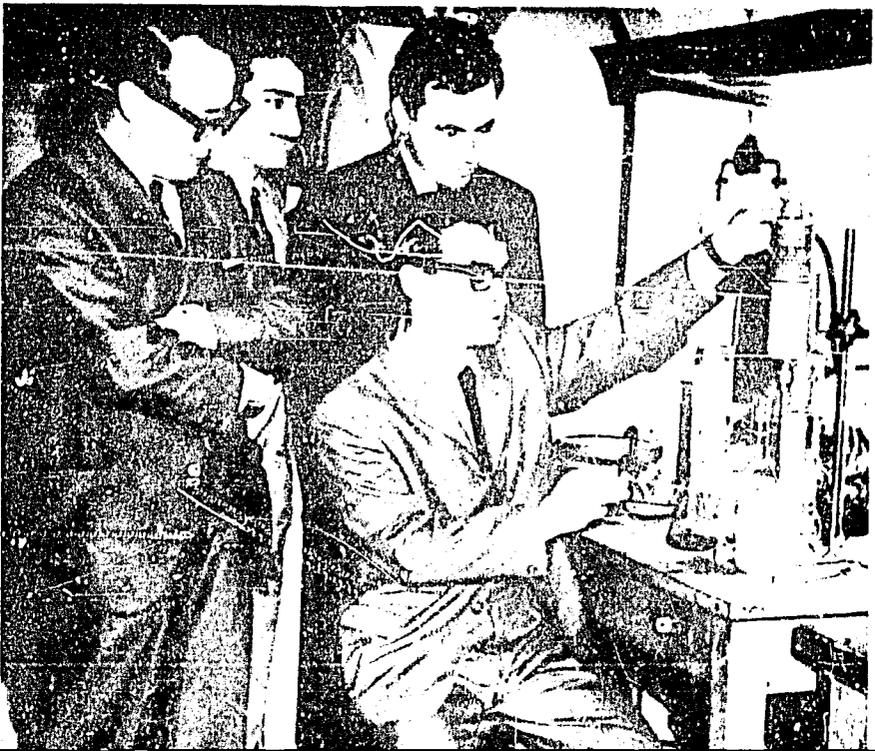
Turkish and American students, specialists, teachers, lecturers and researchers participate in various Fulbright programs. Each participant must fill the prerequisites of the given program. With one exception¹⁾, all Turkish participants must have an excellent command of the English language. General information on Fulbright programs currently sponsored by the Commission for Educational Exchange between the United

States and Turkey follows:²⁾

All Turks wishing to study in the United States must be graduates of institutions of higher learning in Turkey and must be qualified to study at a graduate level in the U.S. Students finding their own placement in the U.S. may apply directly to the Commission for grants. If selected, they are recommended for awards to the responsible organizations in the U.S. No grant, of course, can be guaranteed, and competition is always keen in all programs. Some very good students recommended for grants do not get awards as it is not always possible to place them in the U.S. or to find sufficient dollar support. But a great many do go. Last year alone, 18 students received travel awards and 25 received travel awards in addition to placement in the U.S. and sufficient dollar support for an entire year through the intervention of various offices in the United States.

New or renewal grants also are given each year to about 110 "orta" and Turkey is in charge of formulation of the Fulbright program in Turkey. Selection, subject to the approval of the Commission, is made by the

Fulbright Professor Robert H. L. Howe with assistants at Istanbul Technical University – Academic year 1965-1966.



schools themselves on the basis of financial need and academic qualifications. Maintenance and other related expenses are paid for by the Commission if circumstances warrant this support. Most student participants maintain high academic standards and in all other respects fulfill the hopes of the program, and thus their grants are renewed each year until they complete their studies at the given institutions.

Grants for American students are processed in the U.S. but final selection and placement is determined by the Commission and institutions concerned.

Persons interested in social welfare can turn to the specialists program in which those engaged in the practical as well as the academic aspects of the field are eligible to apply. The program is sponsored by the Council of International Programs for Youth Leaders and Social Workers which yearly sends a representative to each participating country to help select candidates. The Academy of Social Services in Ankara is now providing candidates for this program as are other institutions. Special programs are set up for each participant (numbering 3 from Turkey each year) depending upon spheres of interest and gaps in training.

The teacher program is particularly rewarding. Here about ten Turkish teachers go to the United States each year for participation in seminars and visits to schools in the U.S. specializing in their particular fields. They are exposed to new teaching methods and techniques, are able to share their own experiences with American teachers and are greatly enriched professionally by the program. American teachers come to Turkey at the request of the Ministry of Education to teach at designated orta and lycee schools. Of the 13 teachers that were in Turkey last year, four have been able to accept invitations extended by the Ministry of Education to remain in Turkey another year.

Exchanges at the university level are highly rewarding to both Turkey and the United States. As in the case of the student program, Turkish lecturers and researchers may find their own placement and dollar support in the United States and request travel grants from the Commission or they may apply directly to the Commission under the lecturer/researcher program; about ten scholars go to the U.S. each year.

Americans apply for lecturer awards in response to specific requests from Turkish institutions and must be approved by the receiving institutions before grants may be extended. Research scholars must present outlines of the proposed research to be undertaken and expert opinion is sought in Turkey before issuance of a grant.

These are the programs. What has been accomplished?

Numbers are impressive. A total of 929 Turkish and American participants in the educational exchange program. Among the Turks, 538 have gone to the United States under one of the programs outlined above, 102 have been given grants for attendance at American Schools in Turkey. Also included in the number are 51 teachers who were given grants to attend the English Language Seminar held during the summer of 1958 in Istanbul. Of the 363 Turkish students who have been in the U.S. under the Fulbright program, many have joined the academic ranks in their own country or become important members of their community in other respects.

Among the lecturers and researchers, many have been highly commended by their host institutions in the United States for the excellence of their scholarship and the quality of their lectures.

Seventy-three Turkish teacher participants have returned to Turkey to resume their careers. Some now are principals of their schools, others have greatly benefited from their experiences and make good use of some of the teaching techniques they learned in the United States.

As to the 235 American Fulbright participants³⁾ who have come to Turkey during the past years, 99 have come as lecturers and 90 as teachers. Some lecturers have actually established chairs in fields of discipline which are new to Turkey. In many instances, support is given for several years in specific areas of study to given institutions in order to enable them to train their own faculty members. In recent years the U.S. student program has been increased sharply (10 during 1965) and it is hoped that the researcher program will soon show a similar growth.

As one talks to former Fulbright grantees one realizes how important personal contact is in the promotion of mutual understanding and respect. Persons with preconceptions and misconceptions soon find that it is difficult to make generalization which can stand the scrutiny of observation—that man and his problems are too diverse to permit hasty judgments

made from ignorance.

Upon visiting each other's countries, Turks and Americans get to know each other as people leading their daily lives, develop friendships outside the confines of their academic pursuits, get the "feel" of the complexities of foreign communities, which thus cease to be "foreign."

The program has been called a "beacon of hope;" it could also fittingly be called a "beacon toward peace." This thought can best be stated in the words of U.S. Secretary of State Dean Rusk:

"We are trying to build an international community in which nations can work together in peace. In the great world of science and scholarship and the arts, we have such international communities already in existence. For here we know that the great structure of human achievement is made up of building blocks contributed by many nations and that cooperation is necessary to the very structure of learning and the arts. There is no field in which nationality plays a more, restrained role, no field in which fraud is more easily detected and more simply punished because discipline is imposed by integrity and the criterion of truth. In these programs we have people of many nations coming together at their best, and I am optimistic enough to believe that when you have people at their best you have something very good indeed."

1) *American Schools in Turkey program.*

2) *For further information, the Secretariat of the Commission, located at Gazi Mustafa Kemal Bulvarı 7/12, Yenışehir, Ankara, may be contacted. Tel. 178691.*

3) *Persons interested in recent activities of American grantees may refer to SON ÇAĞ, March 1966, Vol. XXI.*

ÖZET

FULBRIGHT PROGRAMI

Yirminci yüzyıl yıkıcı iki dünya savaşına ve daha küçük ölçüde olmakla birlikte içinde bulunanlar için aynı derecede korkunç pek çok kavgaya şahit oldu. Bu yüzyıl aynı zamanda insanoğlunun affetme ve yeniden başlama; dostlara ve eski düşmanlara, yaşamağa devam etmeleri için aynı şekilde yardım etme; bilgi ve fikirleri, birlikte kalkınma, gelişme ve anlaşma için, paylaşma isteğine de şahit olmuştur. Senatör J. William Fulbright'in desteklemiş olduğu 1946'da ve bundan sonra çıkan kanunlar geçen yirmi yıl içinde bu amaca büyük hizmette bulunmuşlardır.

1. Ağustos.1946'da imzalanan Fulbright Anlaşması Amerika Birleşik Devletleri ile bir çok ülke arasında mübadele programlarının başlamasını mümkün kılıyor ve programa katılmayı arzu eden ülkelerde iki ulusun katılmasıyla karma komisyonlar kurulmasını da öngörüyordu. Bugün anlaşmalar uyarınca öğretim, tahsil ve araştırmaları finanse eden kültürel programların yönetimi için 48 ülkede bu çeşit "iki-ülke karma komisyonları" mevcuttur.

Mr. and Mrs. Acaroğlu from Ankara, at Cornell University library.



Programların kapsamı Türkiye'deki Türk-Amerikan karma komisyonunun faaliyetine çabuk bir göz atmayla anlaşılabilir.

27.Aralık,1949'da Türkiye Fulbright anlaşmasını 13üncü devlet olarak imzaladı. Asıl hükümler uyarınca karma komisyonun faaliyetiyle ilgili giderler ve Türk bursiyerlerinin seyahat; Türkiye'deki Amerikan bursiyerlerinin de seyahat, geçim ve bununla ilgili diğer giderleri için bir fon teşkil edildi. Program 1953 yılına dek devam etti. 1953 ve 1957 yılları arasında mübadele, ayrılan dolar fonunun azlığından dolayı oldukça azalmış bir düzeydeydi. 1957'de Fulbright programı tekrar faaliyete geçti.

Türkiye-Amerika Birleşik Devletleri Kültürel Mübadele Komisyonu Türkiye'de Fulbright programının düzenlenmesiyle görevlidir. Komisyon Türk hükümeti tarafından seçilen dört Türk'le fahri başkan Amerikan Büyükelçisinin seçtiği dört Amerikalıdan kuruludur. Amerikan Büyükelçisi aynı zamanda başkanı da seçer.

Türk ve Amerikan öğrencileri, uzmanları, öğretmenleri, araştırmacıları, Fulbright'in çeşitli programlarına katılırlar. Her bursiyer yararlandığı programın gerektirdiği hususları yerine getirmekle yükümlüdür. Bütün Türk bursiyerlerinin İngilizceyi son derece iyi bilmeleri gerekmektedir. Türkiye'deki Amerikan Okulları için burs almış olanlar bu kuralın dışındadır. Şimdiki durumda Fulbright Komisyonu tarafından yürütülen programlar hakkında genel bilgi aşağıdadır.

Amerika Birleşik Devletlerinde öğrenim yapmak isteyen bütün Türkler Türkiye'deki üniversite ve yüksek okulların birinden mezun olup Amerika'da üniversite sonrası (doktora, v.s.) çalışmaları yapabilecek bir düzeyde olmalıdırlar. Amerika'daki üniversitelere kendiliklerinden müracaat ederek kabul edilen öğrenciler de Komisyona doğrudan doğruya baş vurabilirler. Seçildikleri takdirde sorumlu Amerikan örgütlerine burs için tavsiye edilirler.

Amerikan öğrencileri için burs işlemleri Amerika Birleşik Devletlerinde tamamlanır fakat son seçim ve kabul Komisyonla ilgili öğretim müessesesi tarafından yapılmaktadır.

Bu programlarda neler başarıldı?

Rakamlar çok ilginç. Programdan 929 Türk ve Amerikalı yararlanmıştı. Türklerden 538'i yukarıda açıklanan programlar dahilinde Amerika'ya gönderilmişti. Türkiye'deki Amerikan okullarına devam için 102 burs verilmiş, yine yukarıdaki rakama dahil 51 öğretmene 1958 yazında İstanbul'da

düzenlenen İngilizce Dili Seminerine katılmak için burs sağlanmıştır. Fulbright programı çerçevesinde Amerika'ya gönderilen 363 Türk öğrenciden pek çoğu ülkelerinde akademik mevkilere geçmiş, diğer pek çoğu da başka alanlarda kendi topluluklarının önemli kişileri haline gelmişlerdir.

Araştırmacılar ve Üniversitelerde ders veren bursiyerlerden de pek çoğu Amerika Birleşik Devletlerinde kendilerini kabul eden müesseseler tarafından çalışmalarının mükemmelliği ve verdikleri konferansların kalitesinden dolayı son derece takdir edilmişlerdir.

Programdan yararlanan 73 Türk öğretmeni mesleklerine devam etmek üzere geri dönmüşlerdir. Bir kısmı şimdi okullarının müdürü olmuş, diğer bir kısmı da Amerika'da edindikleri tecrübeden büyük ölçüde yararlanmış oldukları için öğrendikleri yeni öğretim metotlarını başarıyla uygulamaya geçmişlerdir.

Türkiye'ye geçen yıllarda gönderilen 235 Amerikalı'dan ise 99'u Üniversite profesörü, 90'ı da öğretmen olarak gelmişlerdir. Bazı profesörler Türkiye için yeni olan bilim dallarında kürsüler kurmuşlardır. Çoğu kere özel alanlarda kendi Fakülte mensuplarını yetiştirebilmelerini sağlamak için bu çeşit öğretim müesseselerine bir kaç yıllık yardım sağlanır. Son yıllarda Amerikan öğrenci programında belirli bir artış var (1965'te 10). Araştırmacı programının da yakında aynı şekilde artması umuluyor.

Bu program "umut meşalesi" diye adlandırılmıştır. Aynı derecede uygun olarak "barışa giden meşale" de denilebilirdi. Bu düşünce en iyi şekilde Amerika Birleşik Devletleri Dışişleri Bakanı Dean Rusk tarafından şöyle ifade edilmiştir:

"Biz ulusların barış içinde birlikte çalışabilecekleri uluslararası bir topluluk kurmağa çalışıyoruz. Bu büyük fen, bilim ve sanat dünyası içinde bu çeşit topluluklara bugün bile sahip bulunuyoruz. Çünkü biliyoruz ki burada insan başarısının büyük yapısı bir çok ulusun yardımıyla kurulan bloklardan vücuda gelmekte ve öğrenim ve sanatların temeli için işbirliği zorunlu bulunmaktadır. Milliyetin daha sınırlı bir rol oynadığı, doğruluk ve dürüstlük prensibinin zorunlu kıldığı disiplin yüzünden hilenin daha kolayca ortaya çıkarılıp, daha basitçe cezalandırıldığı başka hiç bir alan mevcut değil. Biz bu programlarda bir çok ülkenin en iyilerini bir araya getiriyoruz; ve ben eğer insanların en iyilerini bir araya toplarsanız, bunun gerçekten çok iyi bir şey olduğunu söyleyecek derecede iyimserim."

211 PROJECTS — 3,727 PARTICIPANTS

AGRICULTURE PROJECTS	<u>Number of Participants</u>		<u>Number of Participants</u>
		Soils Use & Management	5
		Utilization of Forest Products	3
Irrigation Practices	4	Forest Management	3
Agricultural Trainees	28	Forest Nursery & Wood Lot Development	3
Agricultural Professors	2	Forest Insect & Disease Control	3
Methods of Reforestation	5	Pasture & Forage Training	3
Meat Packing Veterinarians	5	Irrigation Training	4
Animal Nutrition	1	Poultry Husbandry	4
Soils Management	1	Livestock Training	10
Brucellosis Control Study	1	Feed Mixing Trainees	2
Meat Industry	1	Certification & Testing of Seed	2
Agricultural Extension	55	Farm Mechanization	3
Agricultural Administrators	15	Administration of Irrigation Program	2
Agricultural Trainees	45	Farm Irrigation Training	3
Agricultural Home Economics	2	Pasture & Forage Training	11
Land Tenure Conference	2	Agricultural Supply Agencies	5
Farm Management Institutes	1	Livestock Management	16
Nutrition & Home Economics	9	Study of Extension & Methods	15
Nutrition Program Techniques	1	Farm Organization & Management	5
Rural Adult Education	1	Forest Management	15
Ground Water Development	2	Farm Organization	5
Agricultural Training	65	Pasture & Forage Administration	2
Cotton Classification & Technology	4	Sheep Feeding & Management	2
Water Resources & Management Development	196	Plant Protection & Insect Control	2
Livestock Disease Control	3	Home Economics Extension	2
Pasture & Fodder Improvement Conference	2	Horticulture	4
Agricultural Extension Methods	4	Poultry Disease & Parasites	1
Horticultural Training	4	Forest Range & Watershed Management	5
Land & Water Use	133	Cattle Feeding & Management	5
Livestock & Poultry Development	55	Livestock Disease Control	4
Crop, Grass & Forage Development	50	Nebraska University Contract	165
Farm Mechanization	13	Poultry Husbandry	2
Plant Protection	3	Cotton Machinery & Agricultural Equipment	2
Home Economics Training	6	Research Methods for Legume Breeding	1
Range Management	3		

	<u>Number of Participants</u>		<u>Number of Participants</u>
Dairy Processing	2	MIT Foreign Student Project	2
Agricultural Extension & Information Methods	4	Electrical Technician Training	16
Soils Productivity Research	1	Copper Metallurgist & Foreman Training	2
Plant Breeding	5	Military Chemical Study	2
Food Technology	2	EIE Administration Trainees	5
Dairy & Livestock Marketing	2	Foreign Student Project	1
Crop & Livestock Development Trainees	45	EIE Executive Training	3
Agricultural Research Education & Extension	14	Hydroelectric Engineers	2
Land & Water Resources	7	Small Arms Munition Study	2
Forestry	12	Manufacture of Explosives	1
Agricultural Machinery	7	Management Training Program	2
Forest Resources Development	132	Liquid Oxygen Explosive Training	4
General Agricultural Administration	14	Formation & Flow of Capital	1
Agricultural Marketing & Processing	3	EIE Engineering Training	3
Livestock & Crop Insurance	2	Load Dispatching Training	4
Rural Youth Leadership	4	Food Industry Regulation	1
Agricultural Cooperatives	1	Load Dispatching Training	2
Meat Packing Industry	10	Hydro-Power Plants	39
Heavy Equipment Maintenance	14	Atomic Energy	37
Agricultural Credit & Marketing	9	Power Planning	22
Agricultural Economic Planning	21	Industrial Management Training	54
Plant Protection	14	Minerals Development	2
Agriculture Research	20	Power Planning Directors	2
Agriculture Credit	52	Utility Directors Training	7
Agriculture Marketing	9	In-Plant Training	49
Committee for Water Use	6	Trade & Investment	3
Rural & Urban Water Supply	9	Undersea Coal Mining	1
Development of Agricultural Institutions	31	Institute of Applied Geology	2
Livestock Production & Health	13	Management Improvement	8
INDUSTRY PROJECTS		State Economic Enterprises	40
Geochemical Prospecting	2	Industrial Districts for Private Industry	2
Hydroelectric Engineers	2	Standards Laboratories	2
Coal Mining	13	Cooperative Organizations	2
Telephone Administration Training	10	Colorado School of Mines Contract	6
Sumerbank Executive Training	16	Investment Encouragement in Private Industry	29
Electric Power	4	Minerals	1
		Formation & Flow of Capital	3
		CENTO Telecommunications	5
		Impact II	8
		Franklin Book Seminar	2

	<u>Number of Participants</u>		<u>Number of Participants</u>
TRANSPORTATION		Georgetown University Contract	64
Aircraft Radio Maintenance	4	General Education	153
Diesel Engines	30	Adult Education Resources	
Meteorological Trainees	14	Development	7
Highway Engineering	24	Education Services	31
Maintenance Team Locomotives	1	Technical & Vocational Education	36
Highway Traffic Study	1	Teacher Education	38
Meteorological Trainees	2	Research, Measurement &	
Highway Engineering	20	Statistical Services	20
Highway Equipment Study	1	Audiovisual Education	12
Highway Engineering Study	10	Educational Materials Development	16
Civil Aeronautics	3	Academies of Economics &	
Highway Engineering Advisors	20	Commerce	20
Specialized Weather Forecasting		American University, Beirut	13
Trainees	4	PUBLIC ADMINISTRATION	
Weather Equipment	4	Statistics	10
Meteorology	5	Development Economics	1
Production Engineering		Ministry of Finance Trainees	8
Development	50	Advanced Public Administration	5
Civil Aviation Training	89	International Payments	1
Seaport Operations	8	Tax & Finance Trainees	5
Merchant Marine Academy Trainees	6	Public Administration	4
CENTO Civil Aviation Program	18	Public Administration	12
LABOR PROJECTS		Retirement Fund	1
Labor Organizations	6	New York University Contract	41
Social Insurance	2	Retirement Fund	1
Labor Relations Services	26	Traffic Police Administration	2
Industrial Relations Research	8	Taxation Law Study	1
Employment Services	2	Vanderbilt Program	5
Labor	17	Fiscal Administration	13
Labor Administration Training	78	Civil Police Administration	57
Industrial Relations Training	251	Personnel Administration	1
Manpower Manning & Programming	14	Public Administration Services	275
HEALTH PROJECTS		Local Government Administration	6
Malaria Surveillance	2	Special Police Training	16
Nursing Education	17	Executive Development	43
EDUCATION PROJECTS		Public & Business Administration	21
Spring Garden Institute	9	Business Administration	6
Contract		Development Administration	23
		Development Statistics	24
		Printing & Supply Management	51
		Economic Planning	6

Participant Journal depends on the news and suggestions sent by the participants in Turkey and in the United States. Please notify this office in case of change of address or any other corrections. All correspondence should be addressed to:

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"...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."

ATATÜRK