

## THE INVESTIGATION ON EFFECTS OF THE SECOND WORLD WAR TO THE TURKISH EDUCATIONAL LIFE

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### ABSTRACT

*The history of humanity faced with two big disasters in the XX th century. The First World War which was the most important event of the period between 1914 and 1918 was followed by the Second World War caused by disagreements in new order after World War I.*

*Turkey, undoubtedly was affected by the war conditions that changed world's political, social and economic progress in the 1939-1945.. In line with these effects, Turkey made new regulations. Turkey's armed neutrality in foreign policy during the years of the war could not prevent it from being affected by conditions of the war. The Second World War influenced all fields of life especially social and economic area.*

*The purpose of this research is to set forth how was the Turkish educational life during the process of transition to multi-party system and how this structure was affected by conditions of the war. Within this problematic context, questions such as; how was the educational life in our country? What were the institutions that provide service on educational field? How were the reflections of conditions of the war on educational life? What type of precautions was taken to arrange educational life in the process of the war by the Turkish politicians and what were the results of these precautions in the war conditions? are tried to be answer.*

**Key Words:** *II. World War, Council of Education, Public Houses, Village Institutions, Civil Defence, University Week Activities.*

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## ÖZET

### II. Dünya Savaşı'nın Türk Eğitim Hayatına Etkileri Üzerine Bir İnceleme

*İnsanlık tarihi, XX. Yüzyılda iki büyük felakete karşı karşıya gelmiştir. 1914–1918 sürecine damgasını vuran I. Dünya Savaşını, bu savaş sonrasında ortaya çıkan yeni düzendeki anlaşmazlıkların yol açtığı II. Dünya Savaşı izlemiştir.*

*Türkiye, şüphesiz 1939-1945 yıllarında Dünya'daki siyasi, sosyal ve ekonomik süreci derinden etkileyen savaş koşullarından etkilenmiş ve bu etkiler altında yeni düzenlemelerde bulunmuştur. Türkiye'nin, savaş yılları dış politikasında aktif bir tarafsızlık izlemesi, savaş koşullarından etkilenmesini önleyememiş; II. Dünya Savaşı, başta ekonomik ve sosyal alan olmak üzere yaşamın her alanını etkilemiştir.*

*Hazırlanan bu çalışmanın amacı, Türk eğitim hayatının, çok partili hayata geçiş sürecinde nasıl yapı sergilediğini ve savaş koşullarından nasıl etkilendiğini ortaya koymaktır. Bu temel sorunsal çerçevesinde, savaş yıllarında ülkemizdeki eğitim hayatı nasıldı? Eğitim alanında hizmet veren kurumlar nelerdi? Savaş koşullarının eğitim hayatı üzerindeki yansımaları nasıl olmuştur? Türk diplomasisini idare edenler tarafından, savaş döneminde eğitim hayatını düzenlemeye yönelik ne gibi tedbirler alınmış ve bu tedbirler nasıl bir etki yaratmıştır? gibi sorular cevaplandırılmaya çalışılmıştır.*

**Anahtar Kelimeler:** İkinci Dünya Savaşı, Maarif Şurası, Halkevleri, Köy Enstitüleri, Sivil Savunma, Üniversite Haftası Etkinlikleri.

## INTRODUCTION

The education problem has been the most important issue seriously focused on by the Republican governments since the first years of the establishment of Turkish Republic. This problem particularly related with the future of the country, has been handled as both an obligation resulting from the need of improvement, being a nation and an important means for actualization of the goal of modernization.

One of the fields of application of revolutionary advances carried out during Atatürk's period has been on the educational life. The educational mobilization started in Atatürk period was tried to be maintain during the presidency of İsmet İnönü. Although the period we researched was the war years, Hasan Ali Yücel who was in the Minister of Education, undertook an important mission to execute educational policies in a national, secular, contemporary, democratic line and with this mission he left his mark in history of the Turkish educational life. His words in opening speech of the

First Council of Education<sup>1</sup> in 1939; “...our most important issue is that there are precautions that must be taken urgently in order not to leave even one illiterate man in the country” (Birinci Maarif Şurası 1999: 6) put forth the importance given to education in that period.

## **A- EDUCATION IN TURKEY DURING THE YEARS OF THE SECOND WORLD WAR**

### **1- LITERACY SITUATION**

In the years of establishment of the Turkish Republic, there was a big population deprived from the facilities of literacy. This situation accelerated the policies executed in order to increase literate population in the point of increasing the level of education. During this process, the acceptance of new alphabet and opening national schools were followed by public houses which were the Cultural Revolution in itself. The rate of literate people who know Arabic alphabet was 1.111.000 people when the population of the country was 13.640.000 in 1927 and the rate of literate people who know the new Turkish Alphabet increased to 2.518.000 people when the population of the country was 16.158.000 in 1935 (Aybar 1943: 4). This rate shows us that how much did all of these applications influence the level of literacy in our country.

The statistics of the primary school’s children, made between 1940 and 1941, present us the necessary data in order to determine the rate of children performing the compulsory education during the period of the war in Turkey and whose ages are between 7 and 16.

According to these statistics, the percentage of literacy in the population of school age children between 1935 and 1941 years is like in the table in terms of gender (1940 İltahsil Çağındaki Çocuklar İstatistiği 1942: IX)

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<sup>1</sup> National Education Councils (Milli Eğitim Şuraları) that have a special place in Turkish educational life and whose organization and studies are arranged according to law, has been the meetings where important issues of educational life were talked and various thoughts and suggestions are discussed. Including “heyet-i ilmiye” taken important decisions relating to education, they have had meeting for fourteen times since the establishment of the Republic. The first of those which was as a scientific congree and council, took place in July the previsions of a law no 2287 dated 10 June 1939. (Özodaşık 1999: 140)

Years	1935	1940	1941
Male	31.3	36.6	41.7
Female	18.6	20.7	24.4
Average	25.3	29.8	34.1

According to the results revealed by these data, the percentage of literacy showed an evident increase in the periods of following 1935. The rate of increase between 1940 and 1941 was nearly the same with the rate of increase between 1935 and 1940 years. In terms of gender, there was an imbalance between male and female when we looked at literacy rate. This imbalance was in favor of males.

Seen in the disproportion of literate population was not only in terms of gender, but also in terms of rural and urban settlements. The literacy rate and primary education remained of low in the villages compared with the cities.

According to the census of primary school children in April 1940, the rate of children going to school age of education in cities was % 61 and % 20.4 as seen in the villages (1940 İlktahsil Çağındaki Çocuklar İstatistiği: XXIX). These data reveals the seriousness of the education issue in Turkey because of the living most of population in the villages. For this reason, training of the peasant masses and meeting the needs for school, student and teacher were basic policies carried out during the period of İsmet İnönü after Atatürk's death. In this process, The Village Institutes attempted to respond to such a demand, constituted one of the most important establishments.

## **2- EDUCATIONAL INSTITUTIONS IN THE SECOND WORLD WAR**

Primary, secondary and high schools, higher education institutes, technical and vocational schools, village institutions were the establishments giving formal education in this process. Apart from these institutions public houses, public reading rooms, village travelling courses for males and females also showed activity as a non-formal education institution for the public education in different fields.

### **2-1. PRIMARY EDUCATION**

In the one-party era educational system, primary education had been the most important issue. In 1928-1929 semester, there were 6.600 primary schools, in the period coming after that year there were some rise and falls and finally, in 1938-1939 semester, the number ascended to 7.862. During the years of the war, in spite of all financial impossibilities, the biggest advance was in this field and the number of primary schools increased.

**Table I:** The numbers of the state and private primary schools, teachers and students in the 1939-1945 Process.  
(Milli Eğitim Hareketleri 1927-1966: 13-16)

SEMESTER	SCHOOL NUMBER	TEACHER NUMBER	STUDENT NUMBER
1939-1940	9.418	19.063	905.139
1940-1941	10.596	20.564	955.957
1941-1942	10.948	22.042	939.829
1942-1943	11.404	21.613	940.411
1943-1944	12.182	22.387	995.999
1944-1945	12.903	25.687	1.246.818

According to data of the State Institute of Statistics covering the process of 1939-1945 and showing the numbers of state or private primary schools, teachers and students, there was a significant increase in the numbers of primary schools, teachers and students when compared with secondary and high school institutes. The increase in the numbers of teachers and students<sup>2</sup>, especially in the period between 1944 and 1945, was a remarkable indication of developments in the field of primary school mobilization as a result of activities on education made during 1940s. Besides relative improvement seen with the beginning to disappear the war conditions in 1945, buildings of the Village Institutes contributed to this process.

The table resulting from the comparison of schools, teachers and students between rural and urban settlements, seems to be against the villages. According to the statistics of 1941-1942, the number of students in urban primary schools was 375.677 constituted a ratio of %80 of school age children population; and the number of students in village schools was 403.262 constituted a ratio of just %20 of school age children population. (Başbakanlık Cumhuriyet Arşivi, Fon Kodu: 30.10.0.0, Yer No: 90.559.5.)

Inadequacy of village schools and teachers was taken into consideration by the First Council of Education which convened a meeting in Ankara in 17-29 July 1939 and it focused on generalization of primary schools in villages. (Birinci Maarif Şurası, 17-29 Temmuz 1939: 202-212). In accordance with the First Council of Education decisions, the aftermath of 1939-1940 semester, one teacher schools in villages began to level up to five

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<sup>2</sup> While the number of students in primary school for 7-11 years old population, was %37 in 1940 and increased to %52 in 1945; in terms of gender, the biggest increase was seen in male with the rate of %63 by the year 1945.

classes system instead of three classes system. Consequently a transition period was experienced from three classes system to five classes system in the primary education This was an important step in increasing the knowledge level of students treated in the village schools and the occupation level of teachers.

In this period, serious steps were taken on the primary education issues. As a matter of fact, İsmet İnönü, the Turkish president in this period, put forward his thoughts about the issue of the primary education in his speech for the youths in 19 May 1944 when the finalization of the victory of democracies gained certainty. According to him, with the steps taken seriously in the current time, the primary ideal would be achieved real and full sense in ten years (Nadi 1965: 184).

## 2-2. SECONDARY EDUCATION:

Secondary schools were thought as training institutes only for high schools for the first ten years since the establishment of the Turkish Republic. The aftermath of 1930, technical and vocational secondary schools were opened, these schools were organized like institutes to give students professional competence. (Kaya 1977: 151)

**Table II:** The numbers of the state and private secondary schools, teachers and students in the 1939-1945 Process.  
(Milli Eğitim Hareketleri 1927-1966: 24-27)

SEMESTER	SCHOOL NUMBER	TEACHER NUMBER	STUDENT NUMBER
1939-1940	234	3.744	92.308
1940-1941	238	3.867	95.332
1941-1942	252	3.900	94.642
1942-1943	244	3.883	84.181
1943-1944	245	3.851	75.319
1944-1945	247	3.862	70.430

According to data of the State Institute of Statics about the numbers of active state and private secondary schools, teachers, students development of secondary schools was slower comparing with that of primary schools. This is the demonstration of the importance given to primary education. In this process, there was a great effort for the opening of secondary schools in center of each country and even in districts whose facilities to the extend allowed. In districts and sub-districts which have not got a secondary school, staffs of the formal board houses were extended in order to send children to the surrounding secondary schools. The new boarding schools were opened and opening of the private board houses were encouraged. While there were

36 formal and 20 private board houses in 1938, the number of formal board houses increased to 38 and that of private ones were 41 in 1942-1943 (Başbakanlık Cumhuriyet Arşivi, Fon Code: 30.10.0.0, Place No: 90.559.5)

An important development field was technical and vocational schools which had been the second step of the secondary education during the years of the Second World War. Backwardness in terms of technology and industry affected the educational life in the first years of the republic, unnecessary for the labor force for industry slowed down the development of technical and vocational education. For this reason, between 1927 and 1937, there were limited developments in the field of technical and vocational education. From 1940s, with the industrialize, developments accelerated on this field (Özodaşık 1999: 228-229). On the importance of vocational education in this way, it was decided to give vocational lessons besides general culture lessons. It was also decided to open courses and schools which direct primary school graduates to occupation in the First Council of Education. (Birinci Maarif Şurası 1991)

**Table III:** The numbers of the state and private technical and vocational education schools, teachers and students in the 1939-1945 Process. (Milli Eğitim Meslek, Teknik ve Yüksek Öğretim İstatistikleri 1947: XXXIII-XXXVIII)

SEMESTER	SCHOOL NUMBER	TEACHER NUMBER	STUDENT NUMBER
1939-1940	86	1.011	14.310
1940-1941	103	1.355	20.264
1941-1942	114	1.508	24.641
1942-1943	151	1.835	29.971
1943-1944	186	2.434	36.971
1944-1945	218	3.113	44.639

According to data of the State Institute of Statistics about vocational education, there were significant improvements in terms of the numbers of teachers and students in technical and vocational education. Especially the aftermath of 1943, many Male-Female Art and Structure Institute and Commercial Schools were opened. The presence of the evening art schools for girls given technical and vocational education and increase in their numbers of teachers and students<sup>3</sup> hold key for Turkish women's place in social life.

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<sup>3</sup> In Turkey 1938-1938 semester, there were 16 evening schools of art for girls, 183 teachers and 5490 students; in 1944-1945 semester, there were 64 schools, 326 teachers and 13.673 students. (Milli Eğitim Meslek, Teknik ve Yüksek Öğretim İstatistikleri 1947: XXXIII).

## 2-3. HIGHER EDUCATION

In the process of the war, great steps were also taken in the field of higher education which is the top step of education system. It was seen that university organization and studies were given importance between 1939 and 1945.

The Turkish History of Revolution Institute was established with 15<sup>th</sup> of April 1942 dated law no 4204, as connected to the University of Ankara at the Faculty of Language, History and Geography (Goloğlu 1974: 146-147). Thereby an important step was taken on the way to scientific research about the Turkish Revolution History and the Turkish Independence War.

The Faculty of Science participated to the Ankara University in 1943. By this way, an important step was taken in terms of industrial development of country (Adımlar, Birinciteşrin 1943:206-207). After the war, with the establishment of the Faculty of Medicine in 1945<sup>4</sup>, Ankara University was officially established in 1946.

Institutes of the “*Criminology*” and “*International Law*” were established at the Faculty of Law in Istanbul and Ankara Universities. The cadres of engineers and science high schools in Istanbul were extended for the purpose of educating more engineer and scientist. It was decided to open this type of schools including various branches in Ankara (Başbakanlık Cumhuriyet Arşivi, Fon Kodu: 31.10.0.0., Yer No: 90.559.5)

**Table IV:** The numbers of the higher education schools, teachers and students in the 1939-1945 Process.  
(Milli Eğitim Hareketleri 1927-1966: 59)

SEMESTER	SCHOOL NUMBER	TEACHER NUMBER	STUDENT NUMBER
1939-1940	19	1.013	12.130
1940-1941	20	967	12.844
1941-1942	20	889	14.693
1942-1943	20	1.120	15.945
1943-1944	26	1.403	18.293
1944-1945	28	1.365	19.502

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<sup>4</sup> The act of parliament about the establishment of the Faculty of Medicine in Ankara University, enacted legislation in Atatürk’ period in 1937, the work of it was late because of İnönü’ resignation from presidency and starting of the II. World War. (Ege 1992: 24)



According to data of the State Institute of Statistics concerning the period, especially in 1943-1944 semester, the numbers of school, teacher and student increased noticeably. In addition to this, limitation of higher education institutes in Ankara and İstanbul, badly affected the student' numbers of higher education in being educated population. (Yiğit 1992: 65)

When the activities of this period of universities in İstanbul and Ankara, it was seen that discussions made among the students and university weeks held in special times. Among the discussion topics, there were such issues as “*every county's production has to be enough for itself*” “*Turkish agriculture should depend on small enterprise regime*” (Barış Dünyası Mart 1944: 19) These topics point out that the biggest problem for us was economic structure in the war conditions.

Activities of “*University Week*” had been arranged with the approval of the Ministry of Education since 1942. Within these activities, faculty members of universities gave lecture on their own field in many parts of the country such as Kars, Diyarbakır, Hatay, Erzurum, Samsun and they made environmental study where they went. (Ankara Üniversitesi Haftası-Hatay 1945: 6) So, it was both provided to study geography, history, economy, folklore, social life of the district truly and scientifically and a great service was given in order to share the gathered data with public for enlightenment them (Adımlar, Birinciteşrin 1943: 207)

An important development in terms of higher educational life, the aftermath of 1945, was issuance of a law accepting the independence of universities in 1946. With the new arrangement, it was aimed at re-arrangement of universities as an independent organization which engaged in scientific research based on democratic principles, freedom, closely related with the issues of the country. (T.C. Devlet Yıllığı 1945:248-249; Özodaşık 1999: 231-232; Akyüz 1999: 312)

In this period, besides universities, libraries were seen important in terms of execution of scientific studies. The Ministry focused on the improvement of libraries, foreign experts were invited. The classification of manuscript historical materials was started and their catalogues were printed. Course for librarianship was opened in the Ankara University at the faculty of Language History and Geography. The stage legislation was prepared for higher librarianship education (CHP Genel Başkan Vekili ve Başvekil Şükrü Saraçoğlu'nun Ankara Radyosunda XIX. Cumhuriyet Bayramını Açış Hitabesi ve Ankara Radyosundaki Konuşmalar 1942: 39)

The issue of establishment of the National Library in Ankara, which has an important role in the scientific field of our country's, was handled in the most critical years of World War II. This issue was seen as an important

need in order to be followed in all publications, be aware of local and international publications and the creation of a scientific atmosphere in the First Council of Education. (Birinci Maarif Şurası 1991: 429) As a result, it was established in 1946, shortly after the war.

#### **2-4. PUBLIC HOUSES**

One of the most important institutions of this period educating out-of-school was the public houses. They started to be opened in February in 1932 all around the country. They were one of the foremost examples of the Republican People's Party's educational and social works. These institutions undertook the task of transferring revolution project to the people and gave priority to public education and discipline.

The most important development in terms of organization of public houses all around the country in that period was that public rooms had been activated in small cities and villages since 1940. The public rooms were opened in places which were not convenient for opening of public houses in terms of money, building and staff, available for meeting and book room. They were opened especially in rural and under populated areas. The decision of the opening public rooms were taken in the Republican People's Party Fifth General Assembly. They were activated firstly on 19<sup>th</sup> of February in 1940 and 141 people rooms were opened (Yiğit 1992: 71; Koçak 1996: 104-105) In this way, cultural activity became widespread from big cities to the country's rural areas and rural sector was provided to benefit from these activities.

The organization of public houses was not limited with Turkey. In the years of the war, a public house was opened in London and had been actived since 1942. The London Public House had gained importance as a place of meeting and cohesion for Turks living in England and had a mission as identifier of our country by given lectures, films and exhibitions. Because of the transportation problems during the war, adequate help cannot be transferred to these people houses and so their activities remained limited (T.C. Devlet Yıllığı 1945: 529)

In the years of the Second World War, cultural activities of these institutions were continued at the same speed as before. Lectures, concerts, cinema and theatres, balls, dances, exhibitions, courses, marriage ceremonies, village and sport trips were the activities of the public houses in that period.

Although the Public Houses' activities were continued in spite of the war, these activities sometimes were affected badly by the war conditions. In this process, lectures were given on issues related with to the war and social

welfare activities for poor and low income people were accelerated in order to remove heavy economic difficulties.

Lectures given in the public houses especially were about administrative, juristic and social issues. Besides these issues deal with the conferences, there were sometimes our country's status in line with the war conditions and the progress of the war. The conformation of lectures in terms of quality to the war conditions, also was required by the politicians of this period. One of these was the Member of Turkish Parliament of Bursa, Mr. Muhittin Baha. He put forward to focus on the issues preparing of people and keeping them against the danger of the war. It also was seen necessary on the point of raising morality instead of giving lecture about proceeding in contentious administrative matters and divorce suits (Barutçu 1977: 80)

Social welfare activities in the public house, gained more importance in the war years. Within this context, poor students were helped for their education, they were provided with food, cloth and the other needs. Also for poor people food, cloth, job, fuel were provided (Yeni Mecmua, 21 Mart 1941: 6)<sup>5</sup>

The sanitary service was sent to villages and people were provided with free treatment by the social welfare branch. In particular days of the week, public treatment and even dental treatment were provided for the needy. (Babalık, 17 Nisan 1940) In Konya People House, a clinic for dental treatment was opened and especially it was for the early school age children and for this treatment, particular days and hours of the week was determined. (Babalık, 11 Temmuz 1940) For the social welfare, new income sources were tried to be provided but there was an important physical impossibility.

The activities organized under the umbrella of the people houses were continued in all fields, but the problems in circumstance affected them negatively. The Second World War existing conditions prevented people house' activities in all fields. Inadequacy of building and scenery for theatre made difficulties (Babalık, 26 Şubat 1940) for theatre branch and especially inadequate number of the staff in villages affected the activities of the people houses negatively (Yiğit 1992: 72) Magazines were printed by the people houses but they were not in quality and they had not many pages because of the paper crisis and the difficulties of publication in the years of the war (T.C. Devlet Yılığı 1945: 529)

In spite of these problems resulting from the war, people houses were national homes that had enlightened Anatolia with all activities on

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<sup>5</sup> "Havada Bulut Yok" written by Cevdet Kudret is about a people house operating in Kayseri and trying to help poor people during the years of the war. (Çılgin, 2003: 37)

social and cultural fields. Even in conditions of the war, people houses with the social and cultural activities, were national culture center illuminating the dark Anatolia and their culture activities were continued with all speed.

## **2-5. VILLAGE INSTITUTES:**

Serious and fundamental works were executed on outspreading the primary education and solving the problem of educating teacher for villages in this process. The most important of these studies was the Village Institutes. The village institutes were education organization that had supported primary education for the smallest villages and with this mission, became one of the most important organs for cultural development in Turkey.

The Village Institutes was established with 17<sup>th</sup> of April 1940 dated law no 3803. According to the law, it was decided to open the Village Institutes by the ministry in places where were convenient for agriculture in order to educate village teacher and other professions that could be beneficial for the villages. As it took place on stage legislation, generalizing the primary education in villages and training staff who learn the art of the village was adopted as a main target. (TBMM Zabıt Ceridesi 1940: 98) Thus, the gap between rural and urban settlements in terms of literacy would be removed and agriculture works would be continued scientifically and technically.

The village institutes constituted an important turning point for the “*movement towards village*” by educating people to work in executive, economy, agriculture and health fields so, they played an important role in social, economic and cultural development of the country.

The village institutes started to work with 4 Institutes, 40 teachers, 1181 students in the 1939-1940 semester. When a new institute opened in Van in November 1948; in Turkey 21 village institutes, 17.341 teachers, 600 buildings used for the village institutes, 7000 rural primary school buildings were in action. As a result of this execution, comparing with years 1940-1942, in 1951-1952 semester, the number of village teachers increased with the rate of %188.5, that of primary schools %266.6, that of students in villages %175.4. The Village Instructor Courses opened in 1936 were in action, besides village institutes and between 1936 and 1947, 8.675 instructors were educated and 29 of them were girls. (Ünsal-Topuz 1984: 43, 52) This table reveals the services that were made by the institutes for the development of rural areas.

## B. EFFECTS OF THE SECOND WORLD WAR ON THE EDUCATIONAL LIFE

The effects of the World War II. on educational life, showed itself in the form of the negative reflection of economic problems and developments experienced in quality of education.

The most important factor affecting educational activities in the years of the World War II. was economic inadequacy. The separation of the biggest allocation from the budget for national defense, led to decrease of allocations for other branches.<sup>6</sup> Allocations separated for schools had remained limited since the first years of the war. The reflection of this situation on education actions was in the form of the incomplete construction business of the school buildings, the inadequacy of buildings, the shortage of teacher, paper, notebook, book etc. reaching tools. (Öymen 2003: 396)

While the numbers of students increased during the years of the war, the numbers of building and teacher could not meet this demand. The salaries of teacher and officer wasn't paid regularly, because of the war. Also the shortage of teachers was supplied the deficiency by the increasing of lessons timetables. (Yeni Asır, 27 Eylül 1941)

In the war, guidelines was prepared to benefit by the education facilities for the school age children and sent to whole provinces by the General Management of Statistics. In the context of guidelines, children between 7 and 16 ages was determined by bulletin sent to cities and in villages, by officers appointed within primary school teachers. Also parents who did not send their children would be punished according to the primary law. Despite all the financial shortcomings, this was the indicator of the importance given to education in this process. (Akşam, 1 Nisan 1940; Babalık, 1 Nisan 1940)

One of the problems encountered in the field of education was the inadequacy of paper. The paper shortage led to the rise of papers price. Also newspaper pages, notebooks and books used for education were limited in number and quality. (Öymen 2003: 216) In spite of the increasing of paper prices because of the war, the government didn't increase the prices of school books and decided to meet the price difference with the allocation state appropriations in the budget in 1940 semester. (Akşam, 4 Nisan 1940) While the Ministry of Education took precautions in order to provide adequate

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<sup>6</sup> From 1940-1945, the rates of account of settlements of the ministry of education on the slice of annual budgets of a year was like that; in 1939 % 4.20; in 1940 % 3.32; in 1941 % 3.77; in 1942 % 3.73; in 1943 % 5.19; in 1944 % 6.52; in 1945 % 7.96. (Baydar 1978: 88)

price on the school books, also send circular letter to schools for benefit from existing books. (Cumhuriyet, 6 Mayıs 1942)

The fuel shortage due to the war, reflected in the educational life and caused the heating problems in schools in winter. An American writer, who was a teacher in the Robert College in the war years, said that because of the fuel deficiency in the war, the college building was heated just for 2 hours in the mornings and after that they tried to benefit from sun shine by big windows of the building and sometimes they had to put on their coats but this situation affected the education activities negatively. (Scipio 1955: 304)

The air-raid protection applications of this period were also the activities affecting the educational life. Working hours of the officers in formal institutes and students' lessons' starting and finishing hours were determined by the Representation as 09:00-12:00 in the morning and 13:30-17:00 in the afternoon.(Anadolu, 2 Aralık 1940) Break times were decreased and it was provided for students to be at home before the weather gets dark.(Özalp 2006: 148) A little time after half term in 1941, the danger of the war increased and for this reason it was decided to school vacation in April. This application was continued throughout in 1942.

These changes made about primary and secondary school lessons on starting and discontinuation became effective on general life in Anatolian cities and negative sides of this situation were reflected in the Member of Turkish Parliament's reports. One of these reports was related to the Bursa Center District. Since the majority of the people of Bursa was constituted small enterprises, retirement people, they requested for the certainly determination of the opening and closing times of schools and declaration of that by the ministry of education. These requests had been among the party members reports. (Başbakanlık Cumhuriyet Arşivi, Fon Kodu: 490.1.0.0., Yer No: 509.2041.1)

Because of the extraordinary conditions of the war, in the context of defense precautions, secondary and high school students in İstanbul and Trakya regions were permitted to go to Anatolian schools easily and get certification. (Uran 1959: 360)

Conditions of the war reflected to education programs and military lessons were included to girls secondary and high schools. (Ana, Temmuz 1939: 16). Getting military lessons once a week became obligatory for girls who are in 3th class of high school (Anadolu, 13 Kasım 1940). In the girls training college, 2 hours military lessons were decided to be given in the discussion hours in the afternoon. (Babalık, 6 Mart 1940)

Morality problem in the years of the war affected the quality of education. In the war years, spiritualizing to new generations with an “ideal unity” idea and national morality values were emphasized on.

The Turkish education system was thought being the basis of national morality in this process and this issue reflected to the Council of Education. In the Second Council of Education met in conference in the 15-21 February 1943, came to an agreement about educating students in line with national morality. It was decided that the aim of the morality education in schools was to train students as a Turk depending on Turkish language, culture, the principles of the Turkish Revolution and Turkish ideal and as a personality adopting a high moral principles of civilized nations, owning dignity and honor. (İkinci Maarif Şurası 1991: 104) In order to perform this aim, they laid emphasis on increasing the native language studies and reviewing the history teaching and methods in education institutions. (İkinci Maarif Şurası 1991: 39-89, 199-265)

In this period, in spite of the conditions of the war, developments in the field of science and culture were given importance. In this context, in order to encourage studies in the field of science and culture and increase the efficiency of work in the country, it was came up to give reward to the people working on this field. In 1944, it was propounded to give the best reward to people who made researches in the field of science which was beneficial to the world of humanity and effective in the international area. Also the researches oriented to the protection of national asset, developments of the country’s economy and the breakthrough for agricultural development were in the context of the “Inonu Reward” by three members of Turkish parliament. Teachers and administrations of primary, secondary, higher, technical and vocational schools and persons participated in cultural actions in the people houses and the other public institutes were taken to the list of the “Inonu Reward”. (Barış Dünyası, 4 Şubat 1944)

In the war years, also precautions were taken in order to increase the quality of the teaching occupation and make it attractive. Among these precautions, to become a teacher, being the master of pedagogy, psychology and teaching methods were stipulated and easiness for teachers were provided. (Babalık, 16 Mart 1940) Each of the three of the teachers in Ankara was given 100 Turkish lira because of their studies in a year. This attempt was thought an activator on teacher studies. Therefore, it was began to attempts for implementation procedure of this in Istanbul. (Akşam, 22 Haziran 1940) All of them display that education problem was really taken seriously in the war conditions.

In this period, in order to increase efficiency of educational institutions, books were rearranged as such beneficial for students. In this

field, for high school literature lessons, anthologies were prepared and guidebooks were written for mathematic teachers and students. In this context, in order to determine bases and terms of Turkish grammar, a grammar commission had a meeting and studies to write Turkish Grammar for all degree schools were continued. Also, the geography congress was met to overview geography terms and geography books and determine bases and programs of geography. (Cumhuriyetin 18 inci Yıldönümünde Hitabeler ve Konferanslar 1941: 31)

In this period, publications of education and culture oriented magazines were among the actions of the Ministry of Education. The Primary Education Magazine (İlköğretim), the Translation Magazine (Tercüme), the Technical Education Magazine (Teknik Öğretim), the History Documents Magazine (Tarih Vesikaları), the Fine Arts Magazine (Güzel Sanatlar), the Declaration Magazine (Tebliğler) were among the magazines published by the ministry. (Başbakanlık Cumhuriyet Arşivi, Fon Kodu: 31.10.0.0., Yer No: 90.559.5)

As the Ministry decided to open a book museum in Ankara, a committee was constituted in order to ascertain and collect works which were printed before and after the Language Revolution and related to pedagogy and education issues in the private and formal libraries. (Babalık, 6 Mart 1940)<sup>7</sup> The office depending initial training board was organized and activated to not only construct the children and youth library, but also incentive and safeguard the every type of publication for children and youth. (Akşam, 7 Nisan 1940)

The another important development in terms of education and culture policies in this time was the attempt to the bottom of cultural sources of the West civilization. For this purpose, studies of Western culture and literary were translated, State Conservatory was opened, West music was given in the state radio, Greek and Latin lessons were included to the lessons of high schools, department of classical philology was established at university. These activities brings out the effort of integration with the West culture environment on the way to modernization and development.

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<sup>7</sup> In this period there were 13 general management of museums, 5 museum offices and 20 museum repository in Turkey. The number of the Works of art in these museums and repository of ancient artifacts were as follows as the years of 1938–1941: in 1938 403.155; in 1939 471.598; in 1940 939.131; in 1941 950.402. (Başbakanlık Cumhuriyet Arşivi, Fon Kodu: 31.10.0.0., Yer No: 90.559.5.)



## CONCLUSION

As the Second World War affected the entire whole world; it also showed its effects on our country. The political independence and protection of the unity of the country were the main factor shaping Turkey's foreign policy. In the war process, Turkey tried to be a prudent way out of the war and stood on the defensive. Also in domestic policy, while extraordinary precautions were taken in specific periods ; education, culture and art actions were not ignored.

The biggest problem of our country was the difficulties facing with the economic life. In spite of this, important developments were implemented in the field of education in the war years.

During this period, the development of villages was seen necessary for the development of country and also the spread of education was seen necessary for the development of villages. In villages, increasing the level of education and culture became more important matter in this time. The technical and vocational education were also given importance for training labor force of country. The creation of a legend like the village institutes in the years of the war, was the most obvious indicator of the success in the village education.

Besides giving importance to the village institutes and technical and vocational schools, reorganization of secondary and high schools educating programs in accordance with the existing conditions and opening of new faculties in higher education brings out that education life was tried to be kept alive during the war years. This situation led to important results in terms of increasing the literacy rate and quality of education. Without question, Hasan Ali Yücel, who has an important place in the Turkish History, and his stable education policy were effective under the conditions of the war. Also his being in the same ministry during the period, provided enormous contribution to protection of the stability of education policy.

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