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## Village Institutes In The History of Turkish Education

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**Abstract.** Two important struggle movements were exhibited in Anatolia between the years 1900-1950. The first of these was the War of Independence, the struggle for existence of a new republican movement from an empire that ruled over three continents for 600 years and collapsed in those years. The second was Village Institutes, the educational movement of a state that would raise the level of civilization from a collapsing empire. Village Institute was an important role in education in the early years of the establishment of the Republic of Turkey. The literacy rate in the first years of the Republic of Turkey was very low. Because of the low schooling rate in Anatolia and the lack of educational opportunities in the villages, a society was growing up without education, schools and teachers. For these reasons, Village Institutes in order to turn this disadvantageous situation into an opportunity, to train teachers in the village and to train teachers for the village have been shedding light on the future of the Republic of Turkey. In this study, the purpose of the establishment of village institutes, the selection of students and teachers for village institutes, the education programs applied in village institutes, the fields of village institutes, the number of students and teachers were emphasized, and the negative criticisms that led to the closure of village institutes were emphasized.

**Keywords.** Village institutes, education in village, teacher training.

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Education was one of the first issues to be improved in bringing the country to a modern and enlightened level with the declaration of Republic of Turkey. Both the literacy activities and the attempts to provide schools and teachers to the villages were important for the Turkish education system to come to its current situation. In the history of Turkish education, it has been considered on teacher training, and various teacher training models have been tried and applied. Between 1940 and 1954, teacher were provided to primary education from teacher training schools and village institutes. Under the leadership of Atatürk, studies were initiated for more realistic steps in teachers training, and as a result, the Village Institutes model was developed as a way to solve the education problem in the villages where the majority of the country lived. Unlike classical schools, institutes were established with the aim of training educators who would target only the rural areas, who would enlighten the village and the villagers of the republic, and who would give much more than literacy and basic knowledge teaching. An education style that was productive, democratic, student-centered, offering an understanding of education in business, raising versatile individuals, exemplifying solidarity and enriched with art was adopted.

### **Method**

The aim of this study is to understand the Village Institutes, which is important in education, and to give information about teacher training programs applied in Village Institutes. With this general purpose, the answers of the following research questions are discussed in this study: What is the establishment purpose of Village Institutes? and, What are the teacher training programs applied in Village Institutes?.

This research was designed as a review study (Baumeister & Leary, 1997). In this regard, after being analysed relevant document, it was reported by making descriptive analysis (Yıldırım & Şimşek, 2006) (Strauss & Corbin, 1990); In this way, it is tried to compose a review synthesis (Baumeister & Leary, 1997; Cronin, Ryan & Coughlan, 2008; Walsh & Downe, 2005).

### **Establishment of Village Institutes**

With the proclamation of the Republic, besides the economic and social development required for the country to reach the level of modern civilizations,

another problem was education that must be overcome. The literacy problem, especially in the villages, was very serious. According to the census of 1927, 90% of the population exceeding 13,5 million was illiterate, according to the same census, this rate was 94% in the villages and 90% of the villages did not have schools (Arayıcı, 1999, p.171). We saw that education was so important even in the war environment in Atatürk's speech at the opening of the Education Congress. In his speech, Atatürk talked about important gaps in education such as training teachers for villages, primary education and secondary school programs (Akyüz, 2001, p.339).

With the Turkish Republic period, some steps were taken to overcome this education problem in the villages. The issue of teachers training for village schools was discussed in detail at the First Education Council on 17-29 July 1939, and as a result, it was decided that not only literacy teaching would not be sufficient for the enlightenment of villages and villagers. Versatile people should be raised in villages. New schools had to be opened to raise versatile people. For this reason the new schools to be opened were named "Village Institute" (Tonguç, 1946, p. 319).

When positive results were obtained from the instructor courses and teacher training schools in village, works were started to solve the educational problem of the villages and to spread educational activities, and to train teachers to solve this within 10-15 years. According to the number of trainers and teachers to be trained each year, a master plan was prepared by calculating the measures to be taken in terms of buildings, documents, trainers and costs. In order to achieve this, a draft law was prepared by the relevant authorities according to new principles and a law was made. This law was the "Village Institutes Law" dated 17 April 1940 and numbered 3803 (Tonguç, 1998; p.306).

### **Purposes of Village Institutes**

The most important articles in the Village Institutes Law numbered 3803, which consists of 24 articles accepted in 1940, are as follows:

Village institutes will be established in places that are suitable for agriculture and will train not only village teachers but also people in the professions that the village needs. Graduated teachers will carry out educational activities in the villages. Teachers

will set an example to the villagers by using the tools allocated to them for production purposes, the improved seeds, the animals that plow and bring profits, and the tools of production. Teachers will be guides in the scientific methods of agriculture by preparing fields, vineyards, gardens and workshops. (Article 1, Article 6 and Article 11).

The education period will be five years, and healthy and talented village children who have completed the village primary schools will be selected to the institutes and after graduation they will have to serve as a teacher for 20 years in the place of appointment. School buildings and teachers' houses will be built by the elders in the villages they will be appointed to (Article 3, Article 5 and Article 16) (Deyirmenci, 2020, p. 19).

It was always difficult to provide education because of high costs. At this situation, it was essential to minimize the education costs. The Village Institutes brought along a system that had to deal with this condition in the most economical way in terms of costs of school buildings, materials, and providing teachers. Article 10 of the Law on Village Institutes was aimed to minimize these costs (Başgöz, 1995, p.226-227). In this regard, the Village Institutes would be a development project spread to the four corners of Turkey (Kaplukan, 2012, p. 185).

The establishment objectives of Village Institutes were to provide primary education throughout the country, to provide that the population in the villages have a profession and to increase the production life by organizing, to achieve social transformation through communication based on solidarity between school and village, to guide the villagers by making the land fertile, especially with village institutes fields established on unproductive lands, to make both education and production sustainable by taking village children to institutes, to raise the awareness of the villagers about all kinds of citizenship rights, to create a productive school environment by adopting an educational approach based on practice and to prepare the villagers to organize production with future land reform (Akdoğan, 2016, p. 38).

Canadian Fay Kirby said that Turkey is the center of the peace in those schools for the Village Institute when World the World War II (Erçelebi, 1970, p.21-23). In that regard, Village Institutes aimed to make Turkey Ataturk's modern Turkey. Village

children were educated and modern people who had a good command of village life were raised. These people built their own schools in the village and provided education to their villages (Gürsel, 2018, p.8).

### **Selection of Students and Teachers to Village Institutes**

Institutes organized by secondary school level needed staff with higher professional preparation. The biggest problem of the institute directors was that they could not find the desired number of qualified primary teachers, primary education inspectors and teachers who wanted to participate in the institute movement. For this reason, the main emphasis was given to practical teachers and craftsmen, regardless of their education level in institutes (Kirby, 2010, p. 289). In the 17th article of Village Institutes Law numbered 3803, the schools where the personnel to be admitted to the Village Institutes can graduate are graduates of colleges and university faculties, graduates of Gazi Education Institute, graduates of teacher training school, graduates of trade high schools and secondary agricultural schools, graduates of boys 'art schools and girls' institutes, graduates of village institutes, graduates of construction master schools, and apart from these graduates of all kinds of technical and vocational schools (Tebliğler Dergisi, 1940, p.190). According to the article of the law, there is no higher education precondition to be employed as a teacher in institutes (Akdoğan, 2016, p.47).

The Law on Village Institutes introduced the concept of "master instructor" to the Turkish education system for the first time. According to the 17th article of the law numbered 3803 dated 17.04.1940, skilled workers were employed in institutes as master trainers for a daily wage or monthly salary (Tebliğler Dergisi, 1940, p. 190). In the war environment where five hundred thousand people were on guard at the borders, the employees of the institute aiming to bring production to new stages had a lot to learn from the public in the fields of agriculture, viticulture, animal husbandry, beekeeping, weaving, etc. For this reason, masters selected from among the people were assigned as master trainers in institutes.

Âşık Veysel Şatıroğlu is one of the most famous of the master trainers working in the Village Institutes. Âşık Veysel Şatıroğlu started to work as a folk song master teacher at Arifiye Village Institute on 25.01.1942. Âşık Veysel Şatıroğlu wrote the

poems “Enstitü” and “benim sadık yârim kara topraktır” at Çifteler Village Institute and “mektup, gidiyorum gündüz gece, hayran oldum o dallara” at Hasanoğlan Village Institute (Mindivanlı Akdoğan, 2016, p.50).

The basis of Village Institutes project was that the students from the village became teachers in their own villages. Therefore, people who would be accepted to the Institutes as students was expected to come from the villages. But there was a problem and that was whether every young person from the village was admitted to these schools. The law dated 17 April 1940 and numbered 3803 introduced some criteria for those to be admitted to the Institutes as students. The third article of this law was "Healthy and talented village children who have completed full-term village primary schools are selected to institutes." (Village Institutes Law [KEK], 1940: article 3). Based on the third article of the Law, it can be inferred that the people who will be admitted to the Institutes as students should receive primary school education in the village. However, it is understood from the third article of the law numbered 3803 that it is not enough to receive primary school education in the village and that people who do not have any health barriers can be students in Village Institutes. The selection of the students with the specified qualifications to Village Institutes was carried out by the primary education inspectors and the school principals (Aydoğan 1997, p.28). Therefore, only having specified qualifications was not enough to become a student in Village Institutes. At the same time, it was required to be among the preferences of these primary education inspectors and the school principals (Kurşuncu, 2018, p. 88).

Although rules were determined for the students to be selected to the Village Institutes, some problems were observed. One of the most important problems was the problem of finding students. The first and most important reason of the difficulty in finding students was that there were no schools in the villages. According to the 1935 census, 35,000 of 40,000 villages did not have schools, while most of the existing ones had three classes. When there was no school, the student who finished the school could not be found. For this reason, students who had completed a three-year primary school were also admitted to the institutes. This situation occurred especially when girls settled in at village institutes. The following statements of Ayşe Baysal regarding the admission of girls to the institute are remarkable: “*There were no female students to be*

*admitted to the Village Institutes. There were a lot of applications from male students and they were selected through an examination. Apparently, the following decision was made: A male student who brings a female student with him will be admitted without an examination. One of the prominent people of our village wanted to send his son to the institute, but he was afraid that he would not pass the exam. He tricked my mother into sending me. I was be fooled so that a boy could go. He could go without an examination, because I was accepted.”(Aydoğan, 2007, p. 50).*

### **Education Programs in Village Institutes**

Before the village institutes took this name, the project of training teachers for the village started in 1935, and the first practices were implemented with the Village Instructor Courses since 1936. In the first implementations, there was no specific program, but until 1954, the year of the closure of the village institutes, a set of programs that can be regarded as an example of multi-programmability was created. Under the title of teacher training for the village, the programs applied in 1936-1954, respectively, were after the village educator project in 1936, the applications transformed under the name of "Teacher Training School in Village " in the 1937-1938 academic year, temporary program implemented in schools transformed into Village Institutes with Village Institutes Law enacted on April 17, 1940, trial programs developed by the institutes with the directives of the Ministry from April 17, 1940 to 1943, the program of Higher Village Institute established in 1942, the first original Village Institutes Curriculum integrated in 1943, Village Institutes Curriculum, which was prepared again in 1947, but symbolized the return from the original structure, Village Institutes Preparatory Classes Programs, Village Institutes Health Branch Programs prepared between 1943-1947, programs of Complementary Courses for graduated teachers of Village Institute and Primary Education Schools and Village Institutes Program applied in the 1953-1954 academic year (Uçan, 2013, p.41-42).

Village Institutes applied their first central education programs in 1943. From the first day of their establishment until 1943, each school principal created and applied their own curriculum according to the instructions from the Ministry of Education and the General Directorate of Primary Education. When the 1943 program is analyzed, it is seen that learning by doing is emphasized. Education and training in the program was

tried to be provided together with production. At the basis of the program was the necessity to know and to produce within the knowledge (Mindivanlı Akdoğan, 2016, p. 105).

According to the first official program of 1943, which was for 5 years, the majority of the lessons, which lasted 260 weeks in total, consisted of “culture” lessons with 114 weeks. "Agriculture" and "technical" courses and their applications were included with 58 weeks in this programme. In a week, 22 hours of culture lesson, 11 hours of agriculture and technical lessons together with their applied studies formed the weekly program (Maarif Vekilliği [MFV], 1943, p.1).

Table 1.

*5-year education period according to the 1943 Village Institutes program*

<b>Courses</b>	<b>Week</b>
1. Culture Lessons	114
2. Agriculture Lessons and Applications	58
3. Technical Lessons and Applications	58
4. Holidays in Five Years	30
Total	260

**Source:**Maarif Vekilliği [MFV], (1943, s.1).

The courses in the institutes were done according to the village conditions and the features of the village. Various activities in the institutes were: cycling, motorcycling, swimming, horse riding, mountain climbing, operating motor boats, playing mandolin, playing flute, playing national games, listening to music on radio and gramophone, going on village trips, studying, reading books, reading magazines, establishing a library, establishing a museum, organizing entertainment, giving performances, singing a song, etc. (Kaplan, 2002, p.93-94).

In the institutes where a five-year coeducation system was applied, the most successful students were directed to teaching in the last two years of education, while the rest were directed to different village services in line with the needs of the village by evaluating the success of the students in the first three years (Atatürkçü Düşünce Derneği, 2000, p.18).

As it can be seen, the institutes not only taught reading, writing and basic science, but also they aimed to create a versatile villager model by teaching them about agriculture and livestock. They set out to raise multi-functional leaders of the future (Kiriktaş, 2019, p.53).

When the education programs of the Village Institutes are examined, it is seen that they perceived the students not as “children” but as adult individuals because as they were creating these programs, they stated that “the teacher candidates should be able to read, think, speak, write, do critical thinking, be productive, learn crafts, be interested in fine arts, work with other people, understand and adopt the core of the revolutions and teach those to people around them, become free and participatory citizens who learn by doing and living.” (Okçabol, 2006; p.11).

According to the views of the graduates of Village Institutes, the learning and teaching methods used in the curriculum were based on project-based learning, collaborative learning and drama technique. Additionally, some other contemporary education and training implementations such as development of multiple intelligence domains, use of reading comprehension strategies, teaching theoretical courses with student participation were included in the Institutes. Theoretical and practical education co-existed in the Institutes. Not only fundamental subjects but also all life-related subjects were taught harmoniously (Ortaş, 2005). The relevant comments from the graduates are as follows:

*“The methods used were practice-based. They used the method of learning by doing and living because they thought it would guide us in agriculture. The teacher taught the students how to grow vegetables and hoe in the practice garden...[Bahattin Uyar, Age 77, Kızıl Çullu Village Institute, Muğla]”*

*“Learning by doing and living, and practical training were the methods used. It was not an education based on rote and theory. In all aspects, education in village institute, education was based on the real life situations. I had never seen any attendants at school. ” [Dursun Tuncer, Age 73, 10 Years in working, Ortaklar Village Institute, Aydın]”*

*“Each class prepared a performance once a month and it was performed at school so that every single child had the opportunity to exhibit his skills both in the institute and the society he lives in. This situation surely played a very effective role in the child's initiative. [Kadir ÖZDEMİR, Age 76, 26 Years in working, Gönen Village Institute, Isparta]”*

*“Life in the village institutes was just like village life itself. We were working together. The best part of all was the collective work we adopted in the institute which was already a lifestyle among villagers. We were doing everything together by helping each other. [Halil Vural, Age 81,32 Years in working, Ortaklar Village Institute, İzmir]”*

*“We allocated forty-five minutes for reading every morning before class. Every day, everyone read whatever they want to for forty-five minutes. It could be a novel, a classic, or a cultural book. We also took another twenty minutes in the morning to introduce our friends a book in addition to another fifteen minutes in the evening to express and discuss our opinion about the books we read. That is to say, every book we read was scrutinized and put into discussion [Avni Aytan, Age 76, 35 Years in working, Gönen Village Institute, Ankara]”*

*“We learned the subjects by doing. The teachers never just came into the classroom gave a lecture and left. We had the projector, the projection screen, and any tools we needed. We learned by doing and by experiencing. If I watch how something is done, I can do it the same way myself. If I do it myself, I learn how to do it. This was the way how we learned in the institute [Şaban Uras, Age 80,31 Years in working, Çanakkale]”*

*“For example, we learned electricity in physics lesson. Then, we went and installed electrical wiring in a house under construction. In geometry, we learned the square, rectangle, angles in the classrooms, and then we went to a carpenter's shop and built frames, doors and windows. In this way, we learned about the square, the rectangle, and the angles in a real life situation. In other words, even basic science subjects were carried out as applied learning in the institute [Halil Vural, Age 81,32 Years in working, Ortaklar Village Institute, İzmir]” (Susar Kırmızı, 2015; p.4-9).*

Learning techniques such as "observation", "experiment", "research", "examination" and "discussion" were given a wide coverage in the program. The 1943 Program, in this aspect, encouraged students to think, question, and search for truths and facts in a rational way by keeping them away from rote learning. This program also provided students with a wide range of study and application opportunities to learn abstract concepts such as "love for work", "respect for the employee", "job responsibility" in a concrete way by doing, experiencing and observing (Oğuzkan, 2011). The teaching method applied in Village Institutes was defined as follows: education in work, education with work, education for work (Özgen, 2011).

### **Fields of Village Institutes and the Number of Students and Teachers**

Village Institutes were established especially on infertile village fields. Also, convenient places in terms of transportation to cities were selected, and it was aimed to connect the city and the village. The reason for its foundation on infertile fields was to show how those fields could go green and become cultivable with collective effort and desire, and set an example to the villagers this way. Another point that the founders paid attention while deciding on the right field was that all the institutes were planned to be established as one in each region of Turkey, and each institute was planned to be close to a few cities so that one institute could serve more people and places at the same time. It was considered important for each Village Institute to become a regional hub for nearby settlements and work in accordance with the agricultural characteristics in that region (Kirby, 2005; p.281).

As a consequence of limited budget because of the effects of the World War II which was going on in those years, qualified instructors and students of the institute were used as a labor force in the construction of the schools and the production of equipment (Kaplan, 2002, p.61; Türkoğlu, 2013, p.202). The institutes were arranged according to the climatic conditions and geographical location of the region where they were established. Various unique areas such as refectory, laundry, bakery, cooperative, barn, fold, poultry house, power plant, open air washing taps, field toilet, water tank, warehouses, apiaries, fish breeding areas according to regional conditions, vineyard, garden, field, flower bed, grove, nursery grounds, administrative room, teachers' houses,

workshops, classrooms, music hall, meeting hall, theater hall, libraries, laboratories, meeting area, sports facilities, playground, practice school were built in line with the aims of the institutes (Türkoğlu, 2013, p.202).

Kapluhan states that the reason for establishing village institutes away from the opportunities provided by the cities was to try to overcome the difficulties of the village and the villagers had within the village conditions. The institutes were not only schools that provided basic education, but also regional institutions that could solve local problems, including the ones in the surrounding villages. Village Institutes were structured to provide conditions such as classrooms, workshops, dormitories, kitchens, and refectory, which made each institute be independant (Kapluhan, 2012, p.186).

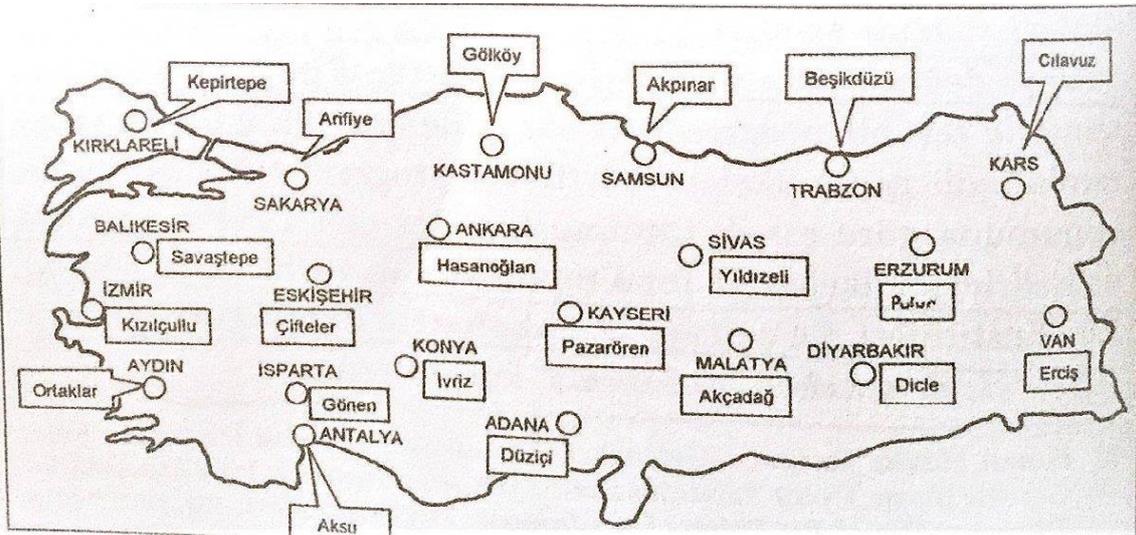
With the cooperation of teachers and students in the construction of the buildings and the cooperation among the institutes, Village Institutes became a very good representation of collective work as it meant working together, producing, and sharing, which has an important place in village conditions (Başgöz, 1995, p.225).

Some course centers which were established to train village teacher in İzmir, Trakya, Eskişehir and Kastamonu turned into the village institutes with the legal regulation made (Özkan, 2008, p.197). The number of these schools reached 21 over time. İzmir-Kızılcıllu Village Institute, Eskişehir-Çifteler Village Institute, Lüleburgaz-Kepirtepe Village Institute, Kastamonu-Gölköy Village Institute, Malatya-Akçadağ Village Institute, Antalya-Aksu Village Institute, Ladik-Akpınar Village Institute, Adapazarı-Arifiye Village Institute, Vakfıkebir-Beşikdüzü Village Institute, Kars-Cılavuz Village Institute, Bahçe-Düziçi Village Institute, Isparta-Gönen Village Institute, Balıkesir-Savaştepe Village Institute and Kayseri-Pazarören Village Institute were established in 1940. Ankara-Hasanoğlu Village Institute and Konya-Ereğli-İvriz Village Institute were established in 1941. Yıldızeli-Pamukpınar Village Institute and Erzurum-Pulur Village Institute were established in 1942. Ergani-Dicle Village Institute and Aydın-Ortaklar Köy Enstitüsü were established in 1944. And Van- Erciş Ernis Village Institute were established in 1948 (Akyüz, 2010, p.393).

The name of the Van Ernis Village Institute, which was established last, may not be mentioned in some sources because of the date of its establishment. The reason for this is that Van Ernis Village Institute was established during the closing process of all institutes and was closed in a short time before it could achieve its purpose (Arslan, 2018, p.104).

Table 2.

*The location of Village Institutes in Turkey*



Source: Evren, Nazif. Köy Enstitüleri Neydi Ne Değildi (İstanbul: Güldiken Yayınları, 1998, 320).

Table 3.

*The number of teachers, students and institutes from 1937 to 1946*

School year	The number of female teachers	The number of male teachers	Total number of teachers	The number of students	The number of institutes
1937-1938	5	21	26	286	2
1938-1939	7	34	41	796	3
1939-1940	10	50	60	1567	4
1940-1941	46	189	235	5665	14
1941-1942	80	214	294	8052	17
1942-1943	101	259	360	10161	18
1943-1944	128	298	426	14166	18
1944-1945	145	360	505	15561	20
1945-1946	119	403	522	15529	20

Source: Kaplan, Mevlüt. Aydınlanma Devrimi ve Köy Enstitüleri (Ankara: T.C Kültür Bakanlığı Yayınları, 2002, 71).

If we look at the table given above that shows the change in the number of teachers in Village Institute by years, it is clearly seen that while the total number of teachers was only 26 in the first years of educational mobilization, this number increased to 522 in 1945-1946. When we look at the number of students, it was 286 in the first years and increased to 15.529 in the following years. As it is stated in this article earlier, the number of the institutes was only two in the beginning which were Kızılcıullu and Çifteler Village Institute, and then it reached 20 until 1946 through the country. In short, as the table shows us, interest in Village Institutes increased with each passing year, and more students were graduated in years. These numbers show us that if Village Institutes had been as active as in the first years in 1946 and afterwards, and had not been closed in the end, all the children in all the villages would have been able to take the chance to study and graduate. Therefore, sufficient number of teachers and staff suitable for the needs of the villages could be trained to develop the villages. This data are also revealing in terms of the fact that Village Institutes made a significant contribution to the development of the society (Arslan, 2018, p.110).

### **Closure of Village Institutes**

The fact that the Minister of Education Hasan Ali Yücel was removed from his position on August 5th, 1946 and replaced by Reşat Şemsettin who was known for having negative views about Village Institutes, the General Director of Primary Education İsmail Hakkı Tonguç left his position that same year initiated a series of change in principles and philosophy of education of the Institutes by moving away from the founding philosophy as a result of the impact of political changes in government, and therefore, the process for the closure of Village Institutes started (Avcıoğlu, 1998, p.499; Baykurt, 2018, p.28; Berktaş, 2019, p.28; Pazar, 2001, pp.136-137).

As a result of the changes in the political scene, a number of facilities such as lands, livestock, tools and materials which were once given started to be taken back from the Institutes and the teachers after the 5117 numbered “Additional Law to The Village Institutes Law” dated June 18th, 1947 and the 5129 numbered “Additional Laws on The 3803, 4274, 4459 Numbered Laws in Regulating Earnings of Teachers Graduated from The Village Institutes and Health Workers in Villages” dated September 4th, 1947. With the laws numbered 5012 and 5210 in the years 1947-1948,

the obligation to make villagers build their schools due to limited budget was lifted. That same year, Hasanođlan High Village Institute that was the source of teachers for the Institutes was closed as it was justified by the fact that there were already other schools with the same function (Avcıođlu,1998,p.500). The regulation with 184 articles which was issued for Village Institutes on April 29th, 1947, made the institutions move away from their own philosophy, operation, internal dynamic that was allocated to the Institutes. For example with this new regulation, the reading-writing debating activities which provided a democratic learning environment were terminated and publishing magazines and newspapers were cut back (Pazar, 2001, p.137). The teachers that promoted a democratic administration idea were also kept back from being active in the new administration. With the notice dated May 9th, 1947, co-education was terminated, too (Kaplan, 2002, p.189). The principle on vocational training that was parallel with the purpose of foundation was limited with the new curriculum dated 1948; hence, the institutes stripped of its originality became no different from classic schools (Avcıođlu, 1998, p.500). Applied training was eternally terminated in 1952 with the new education program of Village Institutes by the Board of Education, and as a reason, it was stated that raising a teacher as an agriculturalist or an artist took time away from the school where teachers were actually meant to be (Akyüz, 2001, p.357).

On one hand, due to the economical crisis brought on by the World War II, the economical sanctions that CHP (The Republican People's Party) Government in power imposed caused a negative reaction among the people in Turkey towards CHP. A rapidly growing public opposition were being brought about against Village Institutes because the founders had left the ruling party. On the other hand, the opposition criticised the Institutes for selecting children only from the villages as it went against the principle of "populism". Also, in the parliament, it was claimed that the Institutes taught about communism, and co-education was against Turkish ethics and traditions. All the criticisms mentioned above increased the pressure to close the Institutes (Avcı,2018,p.143). As a result, Village Institutes were closed and transformed into "Teacher Training Schools" with the law numbered 6234 named "Law on Uniting The Village Institutes" and "Teacher Training Schools" that was published in Official Journal numbered 8625 on February 4th, 1954 (Avcı, 2018, p.142; Coşkun, 2007, p.29). With this transformation, the Institutes were brought down to the level of the previous

“Teacher Training Schools in Cities” (Coşkun, 2007, p.29). Even though Village Institutes were officially closed in 1954, it can be said that these schools started to lose their foundation principles in 1947 and were terminated step by step. The Village Institutes graduated students who were raised with their unique education model only for 7 years (Kurşuncu, 2018, pp.121-123).

### **Discussion and Conclusion**

Atatürk stated the importance of being teachers by saying “Teachers! You, the devoted teachers and educators of the Republic, will raise the new generation. The new generation will be your creation.” Teachers are the ones shaping the future. That’s why it is very significant to raise and educate teachers for building a future. Village Institutes were schools for teachers. During World War II and the period of our country’s recovery from the Independence War, Village Institutes were education campuses where idealist teachers got a high quality education considering the poor conditions of the country to teach at the schools in villages. The graduates from the Institutes were assigned according to the circumstances of the education and service classes. Education of villagers meant education of public. Educating the public needed to be carried out healthily, continuously and willingly, which explains how the Institutes fulfilled their purpose with their education program. Village children were educated for the village and the villagers, so it was kind of a self-sufficient system. Village Institutes were exemplary not just for Turkey but for the whole world. In 1960, Fay Kirby introduced the Village Institutes to abroad with her doctoral thesis for Columbia University titled “The Village Institute Movement of Turkey; An Educational Mobilization for Social Change”. She kept doing her best for introducing and telling about the Institutes to everywhere and everyone, but enthusiasm shown for the institutes in our country wasn't the same as hers. The Institutes which were established in 1940 didn't last long. Village institutes were criticized for being boarding schools for both boys and girls. The fact that village institutes helped spread the ideas of communism at that time was criticized. Village institutes were also criticized for being established in places far from city centers and where nobody lived. In the criticisms of village institutes, it is emphasized that it drove the students away from the Islamic religion and raised the students as an immoral generation. It is also claimed in the criticisms that some of the books taught in

the village institutes were banned books. These criticisms voiced against to the institutes started the changes in 1947 and brought the end for the institutes. Village Institutes that were established with the law numbered 3803 were closed in 1954 with the law numbered 6234.

### **Recommendations**

The principle of “education in work, education with work, education for work” in Village institutes should be deeply researched in terms of current vocational schools in Turkey because this principle is suitable for the education system of vocational schools and it will be successful when applied in today's vocational schools. The system of current vocational schools in Turkey should be deeply researched in terms of educational methods and applications because of the low educational success of vocational schools in Turkey.

Village institutes should be deeply researched in terms of Public Education Center courses in qualitative research methods because village institutes both trained the teachers and educated the public and these schools provided education on literacy, agriculture, etc. to the public. Village institutes should be deeply researched in terms of providing economic development to the region where they were established as village institutes carried out agricultural activities in the area where they were established and taught agriculture and trade to the villagers.

We should adopt the educational methods of Village Institutes as an alternative educational system for developing countries like Turkey because village institutes education systems provided learning to learn and gave the opportunity to learn by living and doing to the students. These methods are becoming more important in today's information era. Therefore, especially developing countries have always needed alternative education methods to keep up with era development. Village institutes education system, which was applied in our country in the past and was useful in that time was a good example of an alternative system. As a result, the application of these methods will be functional in education for our country today.

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