

## Geography Instruction in the Decisions of Tebliğler Journal Between the Years of 1939-1942 in Turkey

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### Abstract

Tebliğler Journal has been published continuously since January 1939 and has worked as a media organ where all the regulations carried out by the Ministry of National Education are found. The topics relating to geography that are published here are significant in terms of understanding geography inclinations and instruction. This study reviewed all issues of Tebliğler Journal that were published between 1939 and 1942, examined the sections relating to geography found in these issues, and aimed, when necessary, to categorize and group the topics and thus make an understandable order. In this period, topics relating to especially textbooks and syllabi were found heavily in Tebliğler Journal. However, space was allocated to many matters such as inaccurate information found in geography textbooks and geography books and syllabi to be studied in the types of schools to be opened. In this framework, it is seen that geography classes in all types of schools generally took place in one hour, and in some cases two hours, each week. Medium atlases were used for middle schools and large atlases for high schools in addition to the geography courses at the schools.

**Keywords:** education, geography instruction, geography textbook, geography course syllabus

### 1. Introduction

Education is a topic that interests everybody either personally or as a citizen. The development of the educational system positively affects development in society (Ünlü, 2014). Geography is a tool that allows individuals to discover their own societies and surroundings and that shows how people interact with it (Gerber and Williams 2002). Geography education assumes an objective of better understanding the world in which people live and accurately evaluating events that take place in their surroundings (Aydın ve Güngördü, 2015; Demirkaya, 2009).

Syllabi and textbooks play an important role in geography instruction taking place in a planned manner (Roberts, 2002). These are the fundamental guides for teachers and students in the classroom. However, the syllabi and textbook contents underwent change throughout history. Indeed, the period between 1915 and 1960 generally represented the early modern period in geography education (Stoltman, 2006). In this importance, a significant development and transformation was seen at the schools in geography education (Naish, 2003).

Tebliğler Journal began to be published as of January (Kanun-ı Sani) 1939 and came out each week on Monday. Tebliğler Journal is a fundamental resource to monitor developments relating to education in Turkey. In this period, because Hasan Ali Yücel was the Minister of national Education, his name was found in the decisions in Tebliğler Journal.

The publications in this journal include all regulations relating to education such as instructions (manuals) and codes, decisions, circulars, news, lists of students who received awards, and appointments. For example, the way of addressing the flags, colors, ancestors, superiors, and friends of the students was included in the circular regarding the ways to greet students in Tebliğler Journal Issue 106 on February 3, 1941. In Tebliğler Journal Issue 116 on April 14, 1941, a regulation was made about the organization of Trade schools, changes undergone in the duration of the academic year, and class distribution tables were organized. The decision to have students keep ready their books that were included in the topic of *preservation of books* in this issue was made for their friends who would be entering the same class the following year by storing their books well. However, it was abandoned one year later. Indeed, in the September 28, 1942, Issue 191 of Tebliğler Journal, it is said, “*the history and geographies for each third grade for the high schools from the books collected from the students will be returned the same to the students who gave these because new books were accepted for this academic year.*” Therefore, all legal developments regarding education-instruction planning on being made by the Ministry of National Education are found in Tebliğler Journal contents.

The fundamental objective of this study is to examine the studies conducted in geography education in Turkey together with Tebliğler Journal first starting to be published and to reveal the geography of this period in the relevant situation. The examination of the geography education syllabi that were made in our history indeed is important in terms of being able to shed light on the future. Thus, the observation of innovations and deficiencies will have been ensured, and the groundwork will have been laid for better programs. In this framework, the examination of the decisions taken on geography education that emerged in Tebliğler Journal between the years of 1939-42 will be beneficial.

## 2. Method

This study is in the nature of a qualitative research and fundamentally relies on a document analysis. Indeed, qualitative research is conducted for the purpose of defining, describing, and explaining the relationships between existences or incidents (Yeşil, 2014). Qualitative research assumes thought, manner, and preferences (Dawson, 2007). Records, reports, archive documents, journals, books, newspapers, and similar data are used in qualitative research (Baş ve Akturan, 2017). The objective in qualitative research solves the core and depth of the topic (Özgen, 2016). Therefore, qualitative research are approaches that make documentary analysis by gathering data (Lodico, Spaulding, Voegtler, 2006). In this context, the journals and reports that the state publishes are the institutional memory of society and the government (McCulloch, 2004, 44). Tebliğler Journal carried great importance for this reason.

Websites that possess Tebliğler Journal contents were first examined in the study, and by conducting research in libraries, documents were accessed relating to the topic. Later, Tebliğler Journal issues from 1939-1942 were examined, those related to geography within these were determined. By classifying the contents on geography mentioned in these issues, the topic was saved from untidiness and separated into meaningful groups. In this respect, some chronological rankings were not followed, but the possibility of understanding incorrectly was averted by providing the dates and issues of the journals while including the topics. Data for the “Financial Information” courses found within the Economic Geography courses for an important section of the topics today were not included in this study, and only courses named “geography” were included.

## 3. Findings

Various topics relating to geography course distribution tables, books, and syllabi were found in Tebliğler Journal.

### 3.1 Class Distribution Tables in Geography Instruction Between 1939-1948

It was decided in Tebliğler Journal Issue 92 on October 14, 1940 to establish a facility *classic branch* in the high schools, and in regards to this, it is said “A 1-hour Geography course was placed in the first grade of the high school *classic branch*.”

The educational time in high school and trade schools was specified as three years with the Manual published in Tebliğler Journal Issue 94 on October 28, 1940, and the weekly number of courses for the students was specified as 34. The class distribution tables were also published. Based on this, the Geography courses on the Trade Schools course distribution table were specified as 2 hours a week for the first and second week and 1 hour for the third grade in the first term. In the first grade of the second term, a 1-hour Geography class was instated. A 1-hour weekly Economic Geography course was placed in the first, second, and third grades of the second term.

The Manual published in Tebliğler Journal Issue 95 on November 11, 1940 was regarding the course distribution table for the Boys Tailoring School. With this instruction, a geography class was included in the section belonging to the “*stitching section*” as of the 1940-1941 academic year in the schools. The Geography courses only took place in the third grade in the stitching section of the Boys Tailoring School. The name of this course is “National Geography” and is held for one hour each week.

The class distribution tables that were organized for the *Trade Schools* under the heading of the Manual published in Tebliğler Journal Issue 105 on January 27, 1941 and that would be implemented in the first grade were included. In this manual, the “geography” course took place for 1 hour each week in the weekly class distribution for the high school 1 (declaratory grade) opened pertaining to the middle school graduates of Trade Schools. A weekly 39 hours is found in these tables.

### 3.2 Decisions Regarding Geography Textbooks Between 1939-1942

If we are to give another example, a portion was found about the school books in Tebliğler Journal Issue 188 on September 7, 1942. The names of the textbooks to be taught at primary schools, middle schools, high schools, pedagogy schools, and art and trade schools, along with their authors, were included in the 1942-1943 academic year. It was expressed in the high schools how the textbook selection was going to be. The teachers were asked to choose one of the books for the classes for which more than one textbook had been shown from the list of textbooks specified by the ministry based on this by consulting with a head teacher or school principal.

Between 1939-1942, contest announcements were made in Tebliğler Journal so that Geography textbooks could be taught at schools for educational and instructional purposes, and the book accepted after this was allowed to be taught in schools and was recommended by the Ministry of National Education. In this respect, the following comments were made about primary school geography books in Tebliğler Journal Issue 5 on February 13, 1939: “*The competition for the new geography books are about to be set for the fourth and fifth grades for primary school.*” Tebliğler Journal Issue 189 on September 14, 1942 that included the contents in this respect included information of the Geography books to be taught in the middle, high, and vocational schools. Here, it is said, “*The Middle School and High School Geography syllabus programs accepted to begin implementation as of the 1942-1943 academic year have been spread and the competitions necessary for the preparation of the new books based on this program have been opened.*” However, pursuant to the conditions of the period in the same issue, it was specified that the books newly written will be presented for instruction at the schools in a subsequent academic year, quickly carrying out the book printing processes and considering the difficulty keeping up with the new academic year.

In Tebliğler Journal Issue 88 on September 16, 1940, information was included about the books to be taught in high schools, middle schools, pedagogy schools, and Technical and arts schools. With this issue, the writers, publishers, and prices of the geography textbooks to be taught in schools were specified. Based on this, the geography books “To be Taught in Middle Schools with the First Terms of High Schools and Pedagogy Schools”. The books and writers to be taught for the first grades of middle schools, Girls Institutes, and Middle trade schools are as follows: New Intermediate Geography I. (A. Sadi Kazancıoğlu), Geography I. (Faik Sabri Duran), Geography Courses I. (Hamit Sadi Selen), Geography Notebooks, No.1-7 (Faik Sabri Duran), Geography Business Atlas: Asia - Africa (H.S. Selen- F.R. Unat),

Additionally, within the books to be taught in the *first grade of Middle schools*, The Geography Business Atlas: Europe 2nd Notebook (H.S. Selen- F.R. Unat), The Geography Business Atlas: America-Australia, 3rd Notebook (H.S. Selen- F.R. Unat) were specified. However, these courses were left to the second grade of the Girls Institutes with the second grade of Middle trade schools and high schools.

*In the second grade of these schools;*The New Intermediate Geography II (Abdulkadir Sadi Kazancıoğlu), Geography II (Faik Sabri Duran), Geography Courses II (Hamit Sadi Selen), Geography Notebooks, No.1-7 (Faik Sabri Duran) books will be taught.

*In the Third Grade;* New Intermediate Geography III (Abdulkadir Sadi Kazancıoğlu), The New Geography of Turkey (Faik Sabri Duran), The Geography of Turkey (Hamit Sadi Selen), Geography Notebooks, No.1-7 (Faik Sabri Duran), The Geography Business Atlas: Turkey, 4th Notebook (H.S. Selen).

The geography courses found in the third grade and the books and writers belonging to these were repeated for the Fourth grade for the Girls Institutes. In the technical third grade of Regional Arts Schools, geography courses were accepted as the same for textbooks and their writers found in the third grade of the Girls Institutes. The Medium Atlas (Faik Sabri Duran) was found for each class in the middle schools, and the Big Atlas (Faik Sabri Duran) was found for each class in the high schools.

*For the second term of high schools and first grade*, the names and writers for the books specified for geography courses were determined as General Geography Courses (Faik Sabri Duran) and Universal Geography (İbrahim Hakki Akyol) courses.

After the name, writer, publishing house, and price for the geography textbooks are specified in Tebliğler Journal Issue 88 on September 16, 1940, the 1942-1943 academic year books are set out to be redetermined in Tebliğler Journal published with Issue 188 on September 7, 1942. With changes that could be considered small-scale, by preserving the names, writers, and publishing houses in Tebliğler Journal, they were accepted again. However, an increase occurred in the book prices in relation to the amount of time passed, and the new prices were specified. Information for the geography textbooks to be taught in the third, fourth, and fifth grades in primary education was included in Tebliğler Journal Issue 188.

The following information regarding geography textbooks in the 1942-1943 academic year was found in Tebliğler Journal Issue 188: *For the Primary School Third Grade*, Geography Notebook I with Pictures (Faik Feşit Unat). *For the Fourth Grade of Primary School*, the New Primary Geography I (Abdulkadir Sadi Kazancıoğlu), The New Geography Courses for the Children of the Republic I (Cemal Arif Alagöz- Besim Darkot), The New Geography of Turkey with Pictures and Images (Saffet Geylangil), and the Primary School Geography Atlas (Komisyon). The geography books and their writers in the fourth grade *for the Primary School* were repeated.

The writers, books, and publishing houses in Tebliğler Journal Issue 99 dated September 16, 1940 were preserved as the same for the fifth grade of the Girls Institute and Regional Arts Schools with regard to the geography books specified with Tebliğler Journal published with Issue 188 and which began to be taught in the 1942-1943 academic year. The books, writers, and publishers for the first and second books for Middle Trade Schools like this were found to be the same. Along

with this, The New Geography of Turkey (Faik Sabri Duran) and The Geography of Turkey (Hamit Sadi Selen) courses were added to the third grade. The *Trade High Schools* with regard to geography books were specified as The General Geography Courses (İbrahim Hakkı Akyol-Macit Arda) and The Geography of Turkey (Besim Darkot) in the *first grade*; Economic Geography (İ. Hüsrev Töken) in the *second grade*; and The Geography of Turkey-Economic Geography (Besim Darkot) in the *third grade*.

In the middle schools, a decrease in the number of books was regarded for the third-grade level. For *First grade*, Geography I (F.S. Duran), Geography Courses I (H.S. Selen), Medium Atlas (F.S. Duran), Geography Notebooks, No.1-7 (F.S. Duran), The Geography Business Atlas: America-Australia, 3rd Notebook (H.S. Selen- F.R. Unat) were specified. For the *Second grade*, the other courses remained the same, but the New Intermediate Geography (A.S. Kazancıoğlu) book was removed and H.S. Selen- F.R. Unat's Geography Business Atlas-Europe (2nd Notebook) and The Geography Business Atlas-America, Australia (3rd Notebook) were brought. In the *Third grade*, by removing the New Intermediate Geography III course, the rest was accepted as the same. On the other hand, space was allocated for these notes for the Middle school geography books: over the Geography I, The Geography of Turkey, and the Geography Courses, the note of *written based on the new syllabus program* was made, and they were printed in 1942. The scope of the Geography Notebooks 1-7 was included, and the contents were reported as: 1) The entire world, 2) Five continents, 3) Europe, 4) Asia, 5) Africa, 6) America, 7) Turkey.

The same books were specified for the High schools and Teacher schools in Tebliğler Journal that was published with issue 188. These were specified as the General Geography Courses (İbrahim Hakkı Akyol-Macit Arda) in the *first grade*, The Geography of States (Beh çet G öçer) in the *second grade*, and The Geography of Turkey (Besim Darkot) in the *third grade*. Along with this, it was accepted for the students to use Faik Sabri Duran's Big Atlas book for all of these classes.

The 189th issue of Tebliğler Journal dated September 14, 1942 gave space for information related to the Geography books to be taught in the middle, high, and vocational schools. In this issue space was allocated for these items with which it was specified that the books would be followed that were reprinted with regard to the geography books to be followed in the 1942-1943 academic year.

- a) By *conducting the necessary corrections and additions* based on the new program in the "Geography" book written by Faik Sabri Duran and found on the list of books for the past academic year for the first grade of middle school and the "Geography Courses" book written by Hamit Sadi Selen, these were each made amended and supplemented. Geography education in the first grade was conducted from this new book printed in 1942 and recorded as *written based on the new syllabus*.
- b) Because the second grade of the middle schools had read the Asia and Africa books the last year, they were going to follow the books whose names were shown in the book list and which were written based on the old syllabus in the 1942-43 academic year and which were printed with the Turkish terms for the previous 1941-1942 academic year.
- c) In the third grade for the Middle schools, The Geography of Turkey books shown in the book list will be followed because there were no fundamental changes in the program, and only those printed with Turkish terms accepted in 1941-42 will be taught.
- d) The books that the Governorship makes specialists write with Turkish terms and based on the new program in all three grades of high schools and whose names are shown below will be taught: General Geography Courses (Grade I), High school Grade II -The Geography of States (Grade II), The Geography of Turkey (Grade III).
- e) Books were printed at Maarif Printing House and were issued for sale just like the other school textbooks printed by the Governorship at the start of the academic year. The geography courses this year at high schools were only to monitor and follow these books.
- f) The new high school geography books reduced in volume as much as enabled, and articles were set aside so as to be able to surely be finished (Shortened).

It was also expressed in Issue 189 of Tebliğler Journal that Geography teachers needed to organize their annual studies based on this circular while starting the 1942-43 academic year, to construct their courses in a means suitable to the spirit of the new program, and to show the care and effort necessary for all the Turkish terms to be suitably and directly situated in the language of geographic sciences.

The Geography textbooks were printed in the form of a books because of the printing conditions of this period, and it was asked that they be cultivated for the education of students being printed in the form of booklets. For this reason, the following was written in the *Announcements* section in Tebliğler Journal Issue 191 on September 28, 1942. "New geography books will be sent out in the form of booklets to the high school first, second, and third grades." In the continuation, the names and prices of the first booklets for all three books was included.

### 3.3 Decisions Regarding Geography for Exams Made Between 1939-1942

The circular published in Tebliğler Journal on April 24, 1939, Issue 15, was regarding the middle school teacher exam,

and by giving space to the geography course along with the other courses, those who wished to teach were asked to make their syllabi directly to the Culture Administration; and the history of geography teaching was included. With the circular later published in *Tebliğler Journal* Issue 17 on May 8, 1939 as an annex to this circular, they gave space to these items with regard to the syllabus to be implemented in written and verbal exams to be held for the teaching of history of geography: a) History and Geography syllabus taught in the second term of Middle Schools and High Schools, b) Map drawing, c) Civics for Middle Schools, d) Sociology syllabus taught in the second term of High School, and e) the Teacher who will take the exam will give the class to the request for objects of middle school History, Geography, and Civics and will explain in front of the examination committee the plans they will prepare for these courses.

*The Matters of the maturity exams* was included in *Tebliğler Journal* Issue 20 on May 29, 1939, and it was determined that the literature column and the history-geography questions in the maturity exams to be conducted at high schools would be sent from the Governorship. However, it was stated that the history-geography exams for those who will be entering the high school graduation exams in the June and September term based on the high school and middle school instruction will be written and that the exam questions will be prepared by the examination commission.

### 3.4 Decisions Regarding Geography Course Syllabi in High School Between 1939-1942

It was found in *Tebliğler Journal* Issue 92 on October 14, 1940 “with regard to the classic branch to be established as of the first grade in high schools” and a 1-hour Geography course was placed in the first grade of the high school classic branch.” In the first grade of this branch, while the syllabi for the Literature, History, Foreign language, Gymnastics, and Military courses were the same as the other first grade classes, it was decided that the Geography, Mathematics, Natural History, Physics, and Chemistry courses would be taught based on a separate program.

The “*Decisions*” section published in *Tebliğler Journal* Issue 120 on May 12, 1941 is about the classic branch to be established at high schools, and it was expressed that this branch would be found for now at the Ankara Boys School and the Galatasaray and Vefa Boys High Schools in Istanbul and that the first grade of the branch would open up at the start of the 1940-1941 academic year. With regard to the course contents, it was decided that the Geography course syllabus would be taught based on a separate program, including Mathematics, Natural Sciences, Physics, and Chemistry courses. The first-grade syllabus programs for 1-hour weekly geography courses and that belong to the *Classic High School* in the same issue. Based on this:

High School Classic Branch First Grade Geography Syllabus Program:

- I. Geographic Science: a) The history of geography, b) The subject of geography, c) The distribution of geography and juncture with other sciences
- II. The Earth: a) Origin, progression (until its status today), and composition, b) The occupational status to the sun to the sun, movement, and results of these movements of the Earth
- III. Natural incidents effects on the crust:
  - a) External events: 1- Winds: (Causes- quality and types); 2- Waters: (Running water: various forms-effects outside and inside of the crust- Lakes - Seas: Seawater- Waves, tides, flows, live in the seas)- Effects on the lands of the seawater
  - b) Internal events: 1- Earthquakes Causes and qualities, Effects on the crust; 2- Volcanoes Causes and effects, Effects on the crust
- IV. Climate. Description and distribution, Climate regions
- V. Vegetation and the type of influence of humans over the Earth

The following note was written underneath the geography course, “*This course will be taught by summarizing the geography books accepted for the high school first grade.*”

While the *Evening Trade Schools scholarship program* was included in *Tebliğler Journal* Issue 126 dated June 30, 1941 and 2 hours were given each week to the Universal Geography course in the First grade at “A Branch” in the scope of the “Two-year courses” for this program, 2 hours were included each week in the second grade for the Economic Geography course. No geography course was included against this in the “B Branch” or “C Branch”.

*Tebliğler Journal* Issue 197 on November 9, 1942 was about the high school classic branch third grade syllabus programs and included the ***Classic Branch Geography courses*** program as follows:

Class: I- General Geography: Introduction: Brief history of the discovery of the Earth What is geography?

- 1) Collected information about the Earth: The Earth in space. Shape, dimensions, movements of the Earth. Latitude and Longitude. The formation and structure of the Earth. Distribution of land and seas over the Earth. What is a topographic map and how does it come about? Practical studies over a topographic map.
- 2) Atmosphere: Atmospheric compounds and the primary roles in air physics of materials that enter into atmospheric compounds.
- 3) Temperature: The different effects that make temperature changes, distribution of heat over the surface of the Earth.

Pressure and Winds: The distribution over the globe of pressure and winds

Humidity and Precipitation: The physical connections between temperature, humidity, and precipitation. The causes and types of precipitation. The distribution of precipitation over the surface of the Earth.

What is climate? Primary types of climate.

4) Seas: Oceans and seas, underwater and topography. The salinity and temperature of seawater. Movements in the seas: waves, currents, the tide. Life in the seas.

A) Continents: A) Structure of the crust of the Earth. Masses: Primary types of masses, B) Formation and evolution of topography

a) Internal elements: Folds, fractures, and the movements that cause these. Earthquakes, volcanism, and their outcomes

b) External elements: Running water. How does running water occur? (Leaking water sources, floods, rivers) The regime of running water, causes that affect the regime.

The erosion of running water. Formation and types of valleys. The forms of accumulation seen throughout the bed of a body of running water. Underground bodies of water and their carstic forms. Simple information about lakes. Eroding elements other than running water. Wind erosion and its forms. Sea erosion and its forms.

c) The primary types of topography (mountains, plateaus, lowlands) and the distribution on the face of the Earth of these.

5) Biogeography: Primary plant and animal populations and the elements that affect these. The distribution across the Earth of plants and animals.

6) Humans on Earth: Brief information about the spread of races, languages, and religions.

Population: Distribution of people on the Earth. Densely and sparsely populated regions. Population movements. Lifestyles in various groups of life.

Class: II - The Geography of States: Introduction: The political and economic state of the world.

1) States 1-Bulgaria, 2-Greece, 3-Syria, 4- Iraq, 5-Iran, 6-Soviet Union, 7-Germany, 8-Italy, 9-England, 10-France, 11-United States of America, 12-Japan.

Note: Colonies will not be explained extensively, only general information about these will be provided.

Class: III- The Geography of Turkey: Introduction: Status of geography. Classes and surface area.

1- A general look at the physical geography of Turkey.

2- The geographic regions of Turkey.

a) Central Anatolian region, b) Marmara region, c) Black Sea region, d) Aegean region, e) Mediterranean region, f) Eastern Anatolian region, g) Southeastern Anatolian Region (Each region will be examined in terms of the nature, humans, and economics)

3- The human geography of Turkey (Population and population movements. Turkish nations, formation of a nation. Primary forms of housing. Government and administrative divisions).

4- A collective look at the administrative life of Turkey (agriculture and animal husbandry, forestry, hunting, fishing, mining, industry, raw materials and energy resources, transportation means and commerce).

5- Turkey's place in the global economy.

Information was sometimes included for the correction of inaccuracies that emerged in the books. In Tebliğler Journal dated February 13, 1939, Issue 5, the following statements were made with regard to primary school geography books: "I wish for the correction by our teachers of errors that occur such as the 'Lazistan Mountains' shown in the northern Black Sea on the map on the 20th page of the book entitled 'The New Official Geography of Turkey', being taught today in the fourth grade of primary schools, and the town of 'Bolayır' on the map made for the Çanakkale Straits on the 9th page being shown to the west of the Gallipoli Peninsula."

The subject under the heading of the Circulars published in Tebliğler Journal Issue 118 on April 28, 1941 were regarding the "800,000-scaled Turkey Wall map". It is written in this circular that "it was produced for sale at a cost of 8 liras as cloth and curtain rods, having been printed at Maarif Printing House...."

The Instruction in Tebliğler Journal Issue 132 dated August 11, 1941 is found as "The Instruction of Private Schools"; and the following expressions are found with regard to these private schools in the first article: "Article 1 - Private Schools are schools that were opened with their costs having been covered by individuals and by Turkish fellowships, societies, and companies that the government recognizes." In the 6th article of this Instruction, the following expressions are found: "At private schools where the official language is different from the language being taught, it is mandatory for the Turkish Language and Turkish History and Geography courses to be taught by Turkish teachers in Turkish."

While the opening of schools in Turkey by foreign fellowships and societies was left free with this Issue 132, on the other hand, it made the provision of geography and language courses mandatory in Turkish and by Turkish teachers.

The additional “law to Law No. 2795 on the Establishment of a Language and History-Geography Faculty in Ankara” with Law No. 3703 were found in Tebliğler Journal Issue 28 on July 24, 1939. Article 3- This law is acknowledged on the date of September 1, 1939.

The “Cultivation course working plan for eight groups of teachers for the Village Institutes” from Tebliğler Journal Issue 195 dated October 26, 1942 was included and the “Economic history and economic geography” course was included in the teacher cultivation program within the Farming and Agriculture Group from these.

#### 4. Conclusion

It is possible to monitor many matters and find their changes such as books, syllabi, and class hours found in geography education from 1939 up to today in Tebliğler Journal. Tebliğler Journal is one of the sources of fundamental reference in the form of a document for Geography courses, just like it is a source that reflects the entire framework of education in Turkey. Because it carried the characteristic of the media organ that the declarations that the Ministry of National Education made to teachers in issues regarding education and instruction for Geography courses just as it was for the courses taught at the other schools.

In the issues of Tebliğler Journal between 1939-1942, it is seen that it was published in syllabi just as there are publications that specify the contents of Geography courses. This situation is important in terms of seeing the nature and understanding of the geography education taught in the schools of the period.

Even if the writers of the geography books written in this period are at different grade levels, the generally belong to the same geographers. Among these are the important geographers of the era like Faik Sabri Duran, Besim Darkot, İsmail Hakkı Akyol, Macit Arda, Faik Reşit Unat, Saffet Geylangil, Cemal Arif Alagöz, Besim Darkot, Beh çet G ö ç e r Hamit, and Sadi Selen. However, along with the updates from 1939 up to today, the work that is one of the fundamental aides for geography courses in schools and that preserve their validity are Duran’s Medium and Big Atlases. On the other hand, they lost the updates in terms of syllabus and quality for the geography textbooks in this period.

When considering the 1939-1942 period and the geography course syllabi to the syllabi of today, it is seen that the many geography class topics are the same. However, many innovations went into effect in the field of geography in relation to the developments that took place in the scientific world throughout the time passing from 1939 until today.

When the issues of Tebliğler Journal are examined between the years of 1930 and 1942 in terms of contents, it is seen that geography education in Turkey reflects the efforts of self-restructure and renewal. This situation is not only limited to geography but is seen in the changes made in all educational systems. Indeed, the opening of new school units like classic branch and village institutes in this period, the extension of education in primary schools from three to five years, and the preparation of geography textbooks towards these are the results of the desire for self-renewal. On the other hand, studies on geography syllabi and their contents are frequently conducted, and changes are undergone. However, this situation is natural, and it is imperative in terms of keeping pace with scientific development to change and update geography education programs many times up today.

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