

Stock Raising Education in Turkey from Village Institutes Till Date¹

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ABSTRACT In this study, training programs of Village Institutes in Turkey were examined in terms of animal husbandry. It was reported that about 80 percent of Turkey's population lived in the rural areas in the 1930s, animal husbandry production thrived in the harsh conditions of the period as well as in other areas. An increase in productivity and self-sufficiency in rural areas, through the educational system of the Village Institutes was a great contribution in creating awareness and in the dissemination of agriculture and husbandry. Based on the fact that 25 percent of the Institutes' courses consist of practical agriculture and animal husbandry, learning by applying may be considered to be an important factor in productivity. As a result, the education system of the Village Institutes, involving a conscious cultivation, was founded in the year 1940, which is important in terms of gains and it must be said that, present practice in the education system should be productive and practical.

INTRODUCTION

With the establishment of the Turkish Republic, structuring activities in the fields of health, economy, and agriculture, as well as education, has aimed to restructure the country. One of the activities performed within this reconstruction movement was the establishment of Village Institutes. It has been reported that the idea of institute establishment emerged in the 1760s, during the life time of the philosopher, Johan Heinrich Pestalozzi (1746-1827), and that it afforded the people, who were not privileged to access education, with the opportunity for education, as well as training them to be productive individuals in line with the requisites for living (Batir 2013). According to the report (massive

village population and the low level of literacy, particularly among women) (MEB 1939) prepared by the American education expert, John Dewey (1859 – 1952), who was invited to Turkey during the early years of the Turkish Republic, and the opinions of a German education theoretician, Georg Michael Kerschensteiner (1854-1932), the aim was to increase the level of literacy and cultivate individuals with occupations (Batir 2013).

The fundamental function of the Village Institutes was to train teachers as well as training beneficial occupational staff among the members of the village, and to enhance the development of the village through the aid of its own citizens (Caglayan 2010). Gumusoglu (2011), reported that the Village Institutes, established across the country, aimed to determine the local requirements of the region and to ensure social change by overcoming laziness in the villages. Caglayan (2010) stated that the first projective, constructive, creative, and productive structure was the Ahi Community, which was organized by Nasuriddin Ahi Evran (1172-1262) in the Ottoman Empire, and the Village Institutes were founded in Turkey with the same purpose.

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METHODOLOGY

The present study analyzed the curriculum of the Village Institutes in terms of livestock rais-

ing, the relevant literature was reviewed, and data were collected through interviews with the graduates of the Village Institutes (Living Resources - LR), using the oral history method. Furthermore, these data were verified according to the documentaries produced by various broadcasting institutions. By analyzing the current state of stock raising, the current state of the education system was also evaluated along with its effects.

RESULTS

Although, the Village Institutes began to be established in the year 1940, teacher-training studies, which formed the initial or foundational phase of the institute's education system, were initiated as a pilot study in a school, in the village of Mahmudiye in Eskisehir during the summer of the year 1936. The process continued when Law No. 3238¹ was approved on June 11, 1937 and the "Village School of Teaching" was established in Kizilcullu (izmir) and Cifteler (Eskisehir). Until the approval of Law No. 3803², four schools, including Kepirtepe (Kirkklareli), and Golkoy were established (Altunya 2009). The period of education in these schools was three years, until the year 1940, whereas, it was increased to five years when Law No. 3803 was enforced.

Stock Raising within the Village Institutes Curriculum

Village Schools' curriculum of the Teaching and Village Institutes were administered according to the regulations in place, until the 1943 Curriculum was issued. Theoretical courses and skill or practical courses were distributed equally within the curriculum, however, they were modified when the institutes were subjected to the structural changes that took place in 1946, and the number of general culture courses was increased. According to the amendment in the Law³ created in the year 1954, they were modified as Schools of Elementary Teaching.

The curricula dated 1943⁴ and 1947⁵, which were implemented in the institutes, were analyzed, and it was observed that stock raising was introduced under the title of "Agriculture Courses and Studies" and later, under the title of "Agriculture Courses and Applications."

The distribution of the lessons related to stock raising and husbandry, according to grade levels is presented in Tables 1 and 2.

Table 1: Distribution of the lessons related to stock raising and husbandry according to grade levels within the curriculum implemented in the Village Institutes between 1943 and 1947

Name of the courses	Classes				
	I	II	III	IV	V
Zootechnics	1	2	2	1	2
Poultry	2	2	-	-	-
Apiculture and sericulture	-	-	1	2	2
Fishery and aquaculture	-	-	-	2	2
Farrery*	-	-	-	3	3
Management economy, cooperative	-	-	-	-	1

*For male students.

Table 2: Distribution of the lessons related to stock raising and husbandry according to grade levels within the curriculum implemented in the Village Institutes between 1948 and 1954

Name of the courses	Classes				
	I	II	III	IV	V
Zootechnics (General)	-	-	2	-	-
Zootechnics (Speciality)	-	-	-	2	1
Apiculture	1	-	-	-	-
Sericulture	1	-	-	-	-
Poultry	1	-	-	-	-
Animal diseases	-	-	-	-	1
Animal technology	-	1	1	-	-
Cooperative and cooperative account	-	-	-	-	1
Agriculture management economy	-	-	-	-	3
Practical works	7	-	-	-	-
Agriculture courses and applications	12	10	11	9	10

Furthermore, it was found that there was a course called "natural science," which included information about the characteristics of both domestic animals and the animals living in our environment. The introductory portion of both curricula (1943 and 1947) explained that the course contents could be modified according to the geographic features of each institute.

The following information was found in the detailed analysis of the courses contained in the curricula (Table 3).

Table 3: Contents of certain courses within the institute curricula

<i>Name of the course</i>	<i>Course content</i>
<i>Zootechnics(General)</i>	Animal anatomy; breeds and cross-breeding; effects of the environment on animals; the importance of husbandry in an agricultural economy; animal care and feeding; coping with animal diseases; benefiting from animals and animal products; processing of products; animal improvement, heredity, and grooming; animal trade; horse, cattle, sheep, and pig raising; animal shelters; husbandry institutions, stud farms, cattle farms, storages, exhibitions and fairs, races, and animal breeding unions.
<i>Zootechnics (Specialty)</i>	Horse breeding, cattle breeding, sheep breeding, goat breeding, aquaculture and fishery: conditions and importance, recognition of breeds, breed selection, identification of age, raising and usage of products for each breed (sheep wool, angora wool, meat, milk etc.)
<i>Poultry</i>	Coops; animal care and feeding; diseases and animal protection; turkey, goose and duck breeding; benefiting from animals and animal products
<i>Apiculture</i>	Current state of apiculture, appropriate hive types and apiculture studies; relocation to scientific hives and bee care in these hives; swarm taking, supersedure; making honeycombs from beeswax and beeswax production; improvement and introduction of plants with high level of honey efficiency; benefiting from honey
<i>Sericulture</i>	History of sericulture; production in our country; anatomy and diseases of silk worm; seed improvement; analysis of life phases; production of cocoon and silk; growing mulberries for cocooning; Turkish sericulture
<i>Fishery and Aquaculture</i>	Aquaculture in Turkey; fish breeding and fishing; types of keeping fish; fish industry; aquaculture
<i>Animal Diseases</i>	Birth diseases; bruises, dislocations and breaks, foot diseases; pain and poor temperament; communicable diseases; parasites (butterflies, lice, mites, ticks, intestinal worms); measures to be taken in case of outbreaks; poisoning
<i>Animal Technology</i>	Dairying (recognition, production, cooling, keeping of milk, etc.), yoghurt making, butter making, cheese making, leatherwork
<i>Horseshoeing</i>	Making horseshoes; cutting nails; nailing horseshoes according to sizes
<i>Cooperative System</i>	Reasons for establishing cooperatives; structure and benefits of a cooperation; types of cooperation; establishment and management of a cooperation
<i>Management Economy</i>	Location and size of the establishment; intensity information; animal, feed, and land exploration planning; organization; agricultural loans; cost problems; markets, fairs, and exhibitions; pasture-landing; village vehicles

Monthly tasks were regulated according to the location and the operation field of the institute in the annual agricultural work plan:

Tasks to be performed in the month of March were the disinfection of sheds with disinfectants, liming, incubating, relocation of bees from the black hives to the scientific hives, and the application of tar and crinoline on the sheep to enable them cope with threadworms.

Tasks to be performed in the month of April were the regular caring for the expecting horses, cows, and sheep; anthrax vaccination for sheep, cows, and horses; horse examination against glanders, and the application of mallein; selection of the breeds, castration of the stallions, emasculating of the male sheep and bulls; and fighting with webworms in the hives.

Agricultural arts course for the female students included the recognition and production

of the local cheese types; production of animal and herbal oils; methods of preserving meat and eggs; domestic animal care and benefiting from the domestic animals, poultry, apiculture, and sericulture.

Caglayan (LR1) said, "We used to take care of and feed animals in turns, under the supervision of our teacher in Kizilcullu.

Institutes, which produced in different domains according to the characteristics of its region, sent their products to the institutes in the area and contributed to solidarity, as well as obtaining profits from the products (LR1, LR2).

"Teacher-training courses," which were initially established in Eskisehir/Cifteler, with 84 pre-service teachers, constituted a rich laboratory for village institutes (LR3).

Ismailoglu (LR2) mentioned that the Cila-vuz Village Institute had 500 beehives, in which

different classes worked in weekly turns, and that the population of the school was about 800 people at the beginning of the year 1950.

Caglayan (LR1) reported that the courses regarding husbandry used to be taught on a farm that belonged to the Institutes, where apiculture training was provided, along with rabbit, poultry, sheep, and goat breeding. Students were on duty on these farms, even on weekends, to care for the animals, as well as attend to their feeding and health needs (LR1, LR2, LR3, and LR4). Caglayan (LR1), who started teaching after graduating from the Institute said, "Since I was living in the village, students knew that they could find me either at home or at school; therefore, they could reach me whenever they wanted me during the summer and the winter." He mentioned that the education continued within the interrelation that exist between the school, parents and the streets, which established the most essential part of teaching in villages. Caglayan also emphasized that individual development was quite slow; therefore, the cooperative system had an essential role to play in the rapid development of the villagers, farmers, and the country at large. With respect to his experience in stock raising, Caglayan highlighted that the stock raiser should acquire sufficient knowledge relating to animal care and feeding, as well as animal health, and that the students sufficiently acknowledged these issues through the responsibilities they had been assigned to, in the institutes.

In Arifiye and Besikduzu Village Institutes, fishery was extensively improved upon, which provided food for the students, as well as a 14,000 liras profit, with sales to the inhabitants of Ordu and Trabzon.⁶

In the Institutes, each course was applied in the field with the utilization of field-specific instruments (LR1, LR2, LR3, and LR4). Qualified instructors, who were experts in their fields and who were living within the region, were included in the faculty (by a fishery expert in Besikduzu) (Tonguc 2013).

In the Kizilcullu Village Institute, the guidance of teachers was more prominent than in the other institutes (LR1).

Village Institutes were transformed into the Schools of Teaching, with Law No. 6234³, which was enforced on January 27th, 1954. After this transformation, the number of practical courses was reduced in the curriculum and it was found that "education within the profession" concept

began to disappear. There have been many changes in the education system until the present day (including the changes in the field of stock raising) (Seren 2008; Bilir 2011).

Currently, there are two-years education programs for stock raising in the vocational schools of various universities in Turkey. These schools are institutions of higher education that are aimed at developing human capacity in specific professions and provide instruction lasting four semesters. These programs are mainly divided into the following, "Food Technology", "Livestock Raising", "Milk and Dairy Products Technology", "Meat and Meat Products Technology" (Canakkale OM University, OSYM, Uludag University, Trakya University). Their objectives are to improve the productivity of livestock enterprises and to ensure food safety in animal products.

DISCUSSION

During the reign of the Ottoman Empire, the "poorhouses," which were established to assist the homeless and the poor as a requisite of being a social state, and the "Dar'ul-Eytam," which were found to assist the children of the martyrs of the First World War, as well as the immigrants and refugees during the chaotic postwar atmosphere, provided the essential services (Ozkan 2006). It could be said that in addition to providing education as an essential service of a social state, Village Institutes attempted to spread modern knowledge and techniques across the country, in order to ensure the development of the country in all fields. Also, when looking at the curriculum in terms of animal husbandry (see Table 3), a comprehensive scientific education was given can be specified.

The curriculum implemented in Cifteler (Eskisehir) and Kizilcullu (Izmir) Village Institutes, which were the first to be established, was a continuation of the curricula that were developed for the Village Schools of Teaching, established in the same locations in the year 1937. Education was implemented according to regional characteristics, and it is known that fisheries were prominent in the coastal areas, accordingly (Oguzkan 2014). An analysis of the Village School of Teaching system before and after the Village Institutes, it was concluded that there was no detailed program on stock raising as in depth as it was in the period of the Village Institutes, and that the practical

courses were reduced in number and the courses gained a conceptual nature.

It may be interpreted that the condition for enrollment in Village Institutes, which required that the female and male students of farmers, aged between 13 and 15 years, should have animals at home (Arslan 2012), this was a facilitating factor in educating individuals, who were already familiar with animals.

Dundar (2000) emphasized that the Institutes, which adopted a system that transformed knowledge into the workforce, ensured development and prevented immigration. Furthermore, 25 percent of the “education within the profession” application, which has been a topic of discussion among the pedagogues, most of whom agreed, was the agricultural courses, and it was a truly practical education system. Through the responsibilities assigned to the students, they actively participated in the management and in the administration of the institution, and it could be said that obtaining the product of a task for which they put in efforts was a motivating factor.

Tonguc (2013) reported that there were existing systems in various countries of the world, such as “occupational education”, “mixed education” and “participation of students in administration”; however, these systems were first implemented in the Village Institutes. With respect to stock raising, it could be said that these systems, which were also mentioned by Tonguc, should be implemented in Turkey, considering the fact that, stock raising is performed as a family business by both the male and female family members, including production and marketing.

An education system should be dynamic and should address the requirements of the rapidly changing public demands. Education programs should aim to improve the living and learning conditions, not only at schools, but also publicly; therefore, curriculum development specialists should track the changes and the requirements (MEB 1997), and the state should implement these changes at all domains in a coordinated manner. In this respect, as a country whose economy is mostly based on agriculture and husbandry, it is an obligation for Turkey to pioneer studies on creating and raising awareness about animal husbandry, in line with the current scientific and modern conditions and contribute to the development of the traditional system, which lags behind in the rapidly changing world. Presently,

the education system, which requires husbandry to be taught in two-year program implemented in the vocational schools of higher education at certain universities (Canakkale OM University, OSYM, Uludag University, Trakya University), could ensure modern and scientific stock raising.

The appropriate marketing of the products obtained through stock raising, forms the basis of husbandry. In this respect, it would be essential to establish cooperatives and production unions, in order to ensure that the products could provide farmers with the added value, as well as providing education for their management (see Tables 1 and 2).

Veterinary medicine is essential in terms of adapting modern techniques in the field of husbandry, in addition to being critical to animal health. However, a study on veterinary medicine education (Ozen et al. 2012) concluded that the aspect of “being in close contact with animals” was ignored. Practical education in veterinary medicine, which is essential for both animal health and husbandry, should not be ignored; therefore, greater importance should be attributed to “being in close contact with animals” and “learning by experiencing” which was the format that was implemented in the Village Institutes.

CONCLUSION

Village Institutes attempted to spread modern knowledge and techniques across the country in order to ensure the development of the country in all fields. Education was implemented according to the regional characteristics, and a new system was adopted, that transformed knowledge into workforce. Furthermore, 25 percent of the “education within the profession” application, which has been a topic of discussion among the pedagogues, most of whom agreed, was the agricultural courses, and it was a truly practical education system.

Education programs should aim to improve the living and learning conditions, not only at schools, but also in the public; therefore, curriculum development specialists should track the changes and the requirements, and the state should implement these changes at all domains, in a coordinated manner. In this respect, as a country whose economy is mostly based on agriculture and husbandry, it is an obligation for Turkey to pioneer studies on creating and raising awareness

about animal husbandry, in line with the current scientific and modern conditions, and contribute to the development of the traditional system, which lags behind in the rapidly changing world.

As a result, it could be stated that “education within the profession” and “learning by experiencing” practices implemented in the Village Institutes was interrupted by the banning of Village Institutes or their transformation into Schools of Teaching. This implementation was one of the essential features that should be included in today’s stock raising practices, and the vocational education should start from the primary and middle school, in order to ensure more systematic production.

NOTES

- 1 “Village Teachers Law”, No. 3238 Official Gazette No. 3639, dated June 24, 1937.
2. “Village Institutes Law” No. 3803, Official Gazette No. 4491, dated April 22, 1940.
- 3 Law on the Union of Village Institutes and Schools of Teaching, No. 6234 Official Gazette No. 8625 dated February 4, 1954.
- 4 The Republic of Turkey, Board of Education, Village Institutes Curriculum, Education Publishing, Ankara, 1943.
- 5 The Republic of Turkey, Ministry of National Education, Village Institutes Curriculum, National Education Publishing, Ankara, 1947.
- 6 Interview with Ali Kinaci. Gülten A. Pinarci, Atilim University, Ankara, 2013.

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LIVING RESOURCES

- LR1: Nail Çağlayan, Kabakum Village, Dikili-İzmir, born in 1925, aged 90, graduate of Kizilcullu Village Institutes in 1944, personal interview, dated July 24, 2014.
- LR2: Veli İsmailoğlu, graduate of Cilavuz Village Institutes in 1954, aged 82, personal interview, dated August 9, 2014.
- LR3: Esat Feyzioglu, Born in 1935 in Kars, graduate of Kars Cilavuz Village Institutes in 1951, personal interview, dated June 16, 2013.
- LR4: Tazebey Degirmenci, from Bastoklu Village, Hanak-Ardahan, aged 82, personal interview by phone dated July 11, 2012.

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