

## **Institution of Library in the Cultural Life of Turkey and its Effect on Educational Life: Republic Period**

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### **Abstract**

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After winning the War of Independence, newly founded Republic of Turkey has started revolutions in many fields like education, culture, industry, agriculture, law and politics in a quick and deep manner. Such rapid and radical changes in the institutions of the society had also affected institution of library which was born together with educational institutions there since thousands of years and traditional Turkish librarianship has become to be structured in a modern way. The role of the libraries in education life has been examined within the context of the sociopolitical and technological developments, the positive and negative points have been determined and also what can be done in order to achieve better has been discussed in this study, which shows the libraries' effects on the education life by examining its development in Turkey with a historical perspective from the proclamation of the republic until today. The historical method and descriptive method have been used in this study. The data has been collected within the scope of the study by using the observation, meeting and document scanning methods.

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**Keywords:** Education and institution of library, history of librarianship, becoming contemporary, information society, republic period, culture-Turkey.

### **Introduction**

It is not possible to liken the establishment of the new Republic of Turkey to a *Phoenix* rising from its own ashes (Ahmad, 1993, p. IX). The new Republic of Turkey was established as a modern state by ending up the War of Independence in victory which was realized on the ruins of the Ottoman Empire, under the leadership of Mustafa Kemal Atatürk, by mobilizing the entire existence of the Turkish nation.

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In despite of the opposition experienced in and out, a new period called as *Republic Period* begun in our cultural life with the proclamation of the Republic, which gives the national sovereignty to the nation without any condition and reservation, on 29 October 1923 (Öztürk, 2013, p. 139; Ahmad, 1993, p. 213; LordKinross, 1981, pp. 378, 381; Lewis, 1961, pp. 251, 256; Teşkilat-ı Esasiye Kanunu, 1921).

Turkey entered into the process of establishing a unitary, democratic, secular nation state under the leadership of Mustafa Kemal Atatürk with the beginning of the Republic Period. Many revolutions were made within this period by realizing rapid and radical changes in the institutions of the society, from education to culture, from industry to agriculture, from law to politics. The purpose of realizing these revolutions was to ensure to restructure the state and society as to upgrade Turkey to the contemporary civilization level. According to Mustafa Kemal Atatürk, war had resulted. However, the real war of independence began. This war was the war to participate in modern civilization as a whole and this war could be won just through education (Öztürk, 2013, p. 142; Berkes, 2012, p. 524; Taşdemirci, 2010, p. 91). The knowledge and science obtained at the end of the educational process are a leverage and power in raising and converting the level of the entire society (Kazamias, 1966, p. 115). The Libraries are the institutions which compile, keep, arrange and bring into use the information that people need and have to use during the educational process. These are the instruments required for realizing the educational process because of these features and structures. The libraries are products of the educational process and therefore the fundamental and organic components of the education (Yılmaz, 2004a, p. 12).

The Republic of Turkey is now the country, possessing the richest and most valuable Islamic manuscripts of the Middle East. However, the libraries inherited from the Ottoman Empire to the new Republic of Turkey and also the educational institutions were not sufficient qualitatively and quantitatively (Katoğlu, 2013, p. 486; Sefercioğlu, 1981, p. 50; Parmaksızoğlu, 1974, p. 89; Baysal, 1973, p. 102; Koşay, 1960, pp. 36-37). One of the institutions which made the biggest progress in the Republic Period was the libraries. The importance and value of the libraries for education and culture were discussed during the works of the first Grand National Assembly of Turkey before the proclamation of the republic and the Directorate of Culture was established within the body of the Ministry of Education of the term in order to open and manage the libraries (Cunbur, 1983, p. 547; Baysal, 1973, p. 99).

The role of the libraries in education life has been examined within the context of the sociopolitical and technological developments, the positive and negative points have been determined and also what can be done in order to achieve better has been discussed in this study, which shows the libraries' effects on the education life by examining its development in Turkey with a historical perspective from the proclamation of the Republic until today. The historical method and descriptive method have been used in this study. The data has been collected within the scope of the study by using the observation, meeting and document scanning methods.

### **Establishment Period (1923-1945)**

After the proclamation of the republic, Atatürk aimed to establish the attitudes, ideas, methods and institutions which would bring Turkey to the level of the most developed countries, in other words to the level of the contemporary civilization as soon as possible (Kili, 1968, p. 18). However, it was not possible to be announced and infused them into the masses in a country where 90% of the society was not literate (Akyüz, 2013, p. 327). For this reason, he firstly determined the contemporary principles based on the education policy of the new state of Republic of Turkey and managed in person the reforms made according to these principles. The education policy of Atatürk (Taşdemirci, 2010, pp. 91-95) was based on the national, secular and scientific education principles.

The schools, taken over from the pre-republican period, were divided into three groups which were independence from each other and in an inconsistent order. They were the Tanzimat schools with innovative structure, affiliated to the Ministry of Education, the madrasahs and elementary-primary schools with traditional structure, affiliated to the Ministry of Religious Affairs and Foundations and schools of minority, opened and managed by the minorities in the country and also completely giving education in foreign language. Besides this, the programs of these schools were generally deprived of the national content and in particular the schools of minority instilled a culture to the children which alienated them from the Turkish society (Akyüz, 2013, p. 329; Kili, 2011, p. 172; Taşdemirci, 2010, p. 97; Ergün, 1982, p. 55).

This conflicting situation could only be overcome by merging the teachings. The law draft, prepared in line with this purposes, was enacted under the name of "Law on Unification of Instruction" with the number of 430 on 03 March 1924 (Tevhid-i, 1924). All of the educational institutions together with the libraries were affiliated to the Ministry of National Education in the country and thereby the unification was provided in the education system in the new Republic of Turkey. The libraries, a great majority of which were managed by the Foundations, and a few of which were under the management of the government and provincial government, were merged under the management of the Ministry of National Education by the Law on Unification of Instruction, being the basis of the education and culture policy of the Republic and became a public institution (Yılmaz, 2004b, p. 323; Soysal, 1998b, p. 53; Sefercioğlu, 1981, p. 50). The Library of Yıldız Palace was transferred to the Library of Darülfünun (today the Library of İstanbul University) by order of Atatürk in person in the same year (Şenalp, 1991).

The transfer of a part of the remaining foundation libraries to the Ministry of National Education was realized by "the Law on Closure of Dervish Lodges, Hospices and Shrines and on Abolition and Banning to the Shrine Offices and Particular Titles", enacted in 1925 with the number of 677 (Cunbur, 1983, p. 549). There are not exact figures concerning the number of the libraries and size of the collections in the country on that date when the Law on Unification of Instruction was enacted. We can only learn this from the report named "About Libraries" prepared by Hamit Zübeyr Koşay (1960, p. 36), who was assigned as the Head of the Culture Directorate within the body of the Ministry of National Education, after two years from the proclamation of the Republic.

The opinions of the foreign educators were asked during the works realized on education in the first years of the Republic. Some well-known foreign educators, including the educational reformer John Dewey from the United States of America (USA), were invited to Turkey by the Ministry of National Education in order to the deficiencies of the existing education system be investigated and a new reconstruction program be recommended (Ergün, 1982, pp. 107, 109; Kazamias, 1966, pp. 122, 141). Dewey, who came to our country in 1924, presented his observations and proposals on the education problems as two separate reports to the Ministry of National Education by staying in Turkey for two months. The first report, presented by him while still in Turkey, has a draft quality, prepared about how much share should be allocated for the education expenditures from the budget. The second report, prepared and sent after he returned to the USA, contains his recommendations on education. He especially emphasized the importance of the school libraries for a contemporary education in both his reports. He made the recommendations in brief in his second report, in which he addressed the details concerning the library activities (Dewey, 1960, pp. 5-6), related that each school should have an active library center, the library room should be included in the construction plan of each school, it would be ensured that not only the students but also the local community could benefit from the school libraries, the experiences would be provided to the teachers on librarianship services by opening a course, to be given by the persons who received training on librarianship in the USA, in at least one school in Turkey.

The first reflections of Dewey's recommendations on school libraries were appeared in the Elementary School Directive dated 1929, observed more clearly in Primary School Program in 1936 (Soysal, 1969, p. 44). When examined the primary and secondary school programs, regulations and directives in the establishment period, the remarkable point is that the school libraries are considered as the places where the people make use of their spare time and improve their reading habit rather than the places which are necessary for education and training, and also an efficient education-library relation cannot be established (Soysal, 1998a, pp. 148-149; 1969, p. 63). However, when the socio-economic conditions of the Republic of Turkey, newly established on the ruins of the Ottoman Empire, are considered, it can be understood that these works conducted about the libraries were very advanced for that period. Because the literacy rate of the society was very low in those years and even there were not any school or teacher in most villages, the people were poor.

According to the population census statistics in 1927, about 10% of the society was literate. The objective of the Letter Revolution realized by enacting the Law on the Adoption and Application of the Turkish Alphabet on 01 November 1928 (Türk Harflerinin, 1928) was firstly to increase the literacy rate of the society and accordingly the educational level. Following the Letter Revolution, the National Schools (1928) were established in order to teach people how to read and write and also the Turkish Historical Society (1931) and Turkish Language Association (1932) were opened (Akyüz, 2013, p. 344; Killi, 2011, p. 175; Ahmad, 1993, p. 81; LordKinross, 1981, p. 444). The Republic of Turkey got the first research libraries with the opening of these two institutions (Alpay, 1991b, p. 202). The Letter Revolution has an effect on the library services as well as the literacy and publication production.

The libraries, with their collections composed of the publications which were printed and published with the new letters, turned into a part of the general educational campaign, initiated by the literacy courses (Yılmaz, 2004b, p. 324; Soysal, 1998c, p. 118; Sefercioğlu, 1981, p. 54).

The failure of transition to the multi-party system, with the effect of the Great Depression in the world (Kili, 1968, pp. 16, 19), necessitated explaining people better the Republic revolutions after 1930s. For this purpose, the Turkish Hearths, which gave important services in the fields of politics, education and culture up to that time and completed their mission, were dissolved in 1931 and then the People's Houses were established in 1932 (Akyüz, 2013, p. 405; Yılmaz, 2004b, p. 324; Keseroğlu, 1989, p. 111; Çavdar, 1983, p. 880; Ergün, 1982, p. 151).

The establishment and working principles of the People's Houses, which provided services more like a common educational institution and mostly the teachers took charge in, were determined by a Directive (C.H.F., 1932). According to this Directive; the People's Houses, which were open to everyone, whether they were a member of the Republican People's Party or not, were composed of nine branches (article 1 and 4) and one of their branches was called as "Library and Publications Branch". For establishing a People's Houses in a place (article 6, 53), a library and a reading room should have been contained within itself (C.H.F., 1932, pp. 5-6, 17-19). According to the principles of the Directive, the first People's House was established in 1932 and this number increased to thirty four until the end of that year (Çavdar, 1983, p. 882).

The first widespread public librarianship services, which can serve as a model even today, were provided in the People's Houses' libraries during their activities in 1932-1950 (Katoğlu, 2013, p. 486; Alpay, 1991b, p. 202). After the Democrat Party (DP) won the elections in 1950, the bill was introduced by Refik Şevket İnçe, Deputy of Manisa from the DP and his seven friends, for closing the People's Houses on the ground that they made party propaganda. The aforesaid bill was approved with 339 votes as the Law no. 5830 on 08 August 1951 (Manisa Milletvekili, 1951, pp. 691-693, 735, 741). Pursuant to the articles three and four of the Law, entering into force on the date of issue, the People's Houses were closed and all of their assets were transferred to the Treasury (Resmi Daire, 1951, pp. 1781-1782).

According to the population census statistics in 1935, it was detected that while the rate of those who were not literate was 89,3% in places with a population of less than ten thousand, that rate was 59,7% in places with a population of more than ten thousand. It was detected that 80% of children who had to receive primary education could be educated in the cities and towns and just 26% of them could be educated in villages (Köy, 1940, p. 1). These results showed that a positive link could not be socially and economically created between the villages and cities (Kili, 1968, pp. 14-15) and also it was necessary to be commenced the primary education dissemination studies first in villages. In order to meet the lack of teachers, the studies, started by opening instructor courses and teacher-training schools in villages, were limited to a few of regions and could not satisfy the demand (Köy, 1940, p. 2).

When it came to 1940, about 90% of the villages' population who are six years old and above were still illiterate (Akyüz, 2013, p. 392). In order to meet the needs for teacher required for eliminating these negative conditions through the education and ensuring the desired development, the "draft law on establishing the village institutes", prepared by the vigorous efforts of Hasan AliYücel, the Minister of National Education and İsmail Hakkı Tonguç, the Directorate General of Primary Education, was submitted to The Grand National Assembly of Turkey on 19 March 1940 and then for being examined referred to the Education, Agriculture, Internal Affairs and Budget Commission. The bill, put on the agenda for being discussed in the Assembly on 17 April 1940, was enacted with the number of 3803 by 278 votes (Köy, 1940, pp. 7, 70, 99).

Pursuant to the provisional article 1 of the law, the village teacher-training schools, mentioned in the law no. 3704 and dated 1939 were transferred to the village institutes (Köy, 1940, p. 92). The reading lessons were included in the curriculums of the institutes, established by the Law no. 3803 as of 1943. These lessons were being taught in two stages. In the first stage, the students were studying on text together with their teachers and in the second stage, they were making free reading. Time for free reading was generally for the higher classes. These times for free reading necessitated inevitably to establish and develop the school library.

The teachers were obliged to ensure that the students could efficiently benefit from the books available in the institutes' library out of the lessons (Köy, 1943, pp. 14-19). Classroom libraries started to be created in each classroom apart from a central library in time by resolution of the Ministry of National Education (Keseroğlu, 2005, pp. 35-36). Pursuant to the article ten of the Regulation on Village Institutes published in 1947, the principal of the institute was held responsible to present report on library to the Ministry of National Education (Köy, 1947). Although the Village Institutes were established with great expectations, they were closed in consequence of the decrease in the number of students in time in 1950 after the transition to a multi-party system. Because of institutes' libraries' nature of complementing the curriculum while they got the students adopt reading habit through their working principles during the period they served (Keseroğlu, 1995, pp. 11, 14); they were the rare institutions, which correctly realized the education-library relationship.

### **Transition to the MultiParty System (1946-1960)**

The democracy front came out victorious from the Second World War and this led to the disfavor of the single party systems and revival of the liberal democracies all around the world. These developments experienced in the world also affected the Republic of Turkey and was followed by the symbolic establishment of the National Development Party in July, 1945 and also the establishment of the Democrat Party in 1946 (Koçak, 1989, pp. 134, 141; Lewis, 1961, p. 300). The sociopolitical developments experienced in 1946 and after, were shaped around the efforts to be brought the multiparty system into Turkey. The important developments were positively experienced in the fields of education and culture as in each field, in that period especially in the early 1950s (Tunçay, 1989, p. 178). Although the People's Houses and Village Institutes were closed, the numbers of the other educational institutions doubled in ten years together with the libraries, teachers and students.

One of the most important events of this period was the establishment of the National Library in terms of our cultural life. The opinion to establish a National Library in Turkey (Soysal, 1987, p. 9, 15; Keseroğlu, 1983, p. 1310) became increasingly an overemphasized issue in the education and culture policies following after the second half of the 19th century. In particular after the proclamation of the Second Constitutional Era, the attempts, in particular the Committee of Union and Progress, were made many times (Katoğlu, 2013, p. 487; Alpay, 1991c, p. 238-239; Ötüken, 1955, pp. 15-17), however it could have been established in quite a long time after the proclamation of the Republic.

The National Library owes its current existence to the selfless works and endless efforts of Adnan Ötüken, who returned home after studying for a postgraduate degree in the field of librarianship in Germany and appointed as the Head of the Publications Directorate of the Ministry of National Education. Mr. Ötüken(1955, pp. 12, 17, 20, 22) started to establish the National Library with a cabinet and two works of the Poet, Mehmed Emin Yurdakul in a room, used as coffee house on the ground floor of the offices of the Publications Directorate of the Ministry of National Education, located in Sanayi Street in Ankara. He turned this room into a small library with the books and cabinets added in time and informally called this room as "Preparation Office for National Library".

The financial support, required for the activities of this office, was provided by the donations made to the National Library Aid Society, founded on 21 February 1947, and also its subscription fees. The office was firstly moved to a larger building in Mithatpaşa Street and when this building remained incapable, it was moved to a club building, the construction of which was newly completed, in Saraçoğlu Quarter. The National Library was opened for use of the researchers with a ceremony in August, 1948 by Tahsin Banguoğlu, Minister of National Education. Thus, the deposit copies reserved in the Directorate for the Compilation of Printed Works and Pictures were transferred to the new building of the National Library until the establishment of the National Library in the country pursuant to the articles 8 and 11 of "the Law on Legal Deposit of Printed Works and Pictures" with the number of 2527, prepared by order of Atatürk in 1934 (Şenalp, 1974, p. 42; Gökman, 1952, p. 113; Basma, 1934).

However, its existence would be legally recognized by the Law on Establishment of the National Library numbered with 5632, enacted in two years after its establishment (Milli, 1950). When compared the establishment of the National Library in our country to the examples in the world (Keseroğlu, 1983, p. 1310), it can be seen that there is a several centuries of difference. This underdevelopment affected negatively our educational and cultural life and accordingly the scientific studies were damaged (Akyüz, 2013, p. 408; Karayalçın, 1952, p. 16).

Major changes were experienced in universities in those years. The higher education institutions, under the supervision and control of the Ministry of National Education, gained autonomy and legal entity status by the Law no. 4936 on Universities, enacted in 1946 (Sefercioğlu, 1999, p. 60).

By this way, the university, faculty and seminar libraries which were in a quite difficult situation in terms of personnel, location and collection, were separated from the Ministry of National Education (Cunbur, 1983, p. 560). Kentucky University Library Manager Dr. Lawrence Thompson, who came to Turkey at the invitation of the Ministry of National Education with the capacity of the USA Library Special Advisor in 1951 (Thompson, 1952, p. 3), submitted a report to the Ministry of National Education, which was prepared by him by examining our libraries for four months between December 1951 and March 1952 (Ersoy, 1966, p. 2).

He put excessive emphasis on the university libraries, school libraries, manuscript libraries, children's libraries, traveling libraries and librarianship education in his report. He found that the budget allocated to the university libraries was more than adequate and also evaluated an adequate collection policy not been developed and being established a lot of faculty and seminary libraries instead of a central library as waste of resource. He found extremely insufficient the school libraries and in particular high school libraries due to their personnel, budget, collection, administrative structure and incompatibility with the curriculum. He praised the manuscript libraries and brought forward some proposals concerning the actions to be taken in order to develop the libraries in Turkey. METU Central Library System, established a few years after the arrival of Dr. Thomson in our country and the services, carried out there, were the first example of the modern university librarianship in Turkey. Only Hacettepe and Boğaziçi Universities, being the universities, established after METU, could follow METU to a certain extent. (Çakın, 1998, p. 41).

The establishment of the National Library, the increase in numbers of the university libraries, together with the newly established universities, school and public libraries begun to bring into view a bit more the need for the professional librarians every passing day. The librarianship courses, conducted in the Faculty by Adnan Ötüken as of 1943, attracted intensive attention and turned into an elective course affiliated to the Department of Turkish Language and Literature in 1952 (Çakın, 2005, p. 11; Ötüken, 1957, pp. 9, 24-26; 1955, p. 3). The foundations of the Librarianship Institute were laid with the personal efforts of Adnan Ötüken, the services of Emily Dean, Ankara-American Library Manager and also with the financial support of the American Ford Foundation in 1953. The education was begun with the courses of Adnan Ötüken in the first period of 1954-1955 academic year. In this way, the librarianship took its place in the Turkish cultural life as a profession and a branch of science.

The first important study, conducted to develop the school libraries in Turkey after Dr. Thomson's (1952, pp. 16-19) report, was the School Libraries Regulation, prepared by the Ministry of National Education in 1959. It has a particular importance because of being the first self-contained regulation, setting forth the working principles of the school libraries. The followings were indicated in the first article of the regulation which remained in force until 1976 (Okul, 1959, p. 3) that the school libraries could be established in the secondary schools in order to enable the students to make researches on the subjects, which were suitable for their intellectual development and capabilities and indicated in the content of curriculum and be the essential basis of the education and the primary schools were taken out of context of this regulation.



### **Planned Period (1960 and after)**

The first planning concept came to light by the preparation of the First Five-Year Industrial Plan in the Republic of Turkey in 1934. However this plan was a study, which didn't contain all structures of the society within itself, was prepared only for the industry. For this reason, when the planned period is mentioned, 1960 and after comes to mind. The State Planning Organization was established by the Law no. 91 firstly in 1960 (article 41); making development plans incorporated into the duties of the state by the Constitution of 1961 and also the State Planning Organization was tasked (article 129) with the preparation of the development plans within the limits of the law (Türkiye, 1961).

1960s were the transition years for the planned period for the libraries as well as in every fields of education. The Libraries' Committee (Önal, 1986, p. 20; Cunbur, 1983, pp. 564-565), one of the committees, created for making preparations to VII. National Education Council, held 35 meetings between 31 January-17 March 1961 and then prepared the ten-year plan and program of the libraries of Turkey, except for the university libraries (Kütüphaneler, 1961, p. 6). The issues of National Library and the bill related to making amendments on National Library Law, general libraries, public libraries and the bill on Libraries, primary and secondary school libraries, graduate school libraries and the draft regulation on school libraries, personnel training, library cooperation, the bill on Intellectual and Artistic Works were discussed at the committee, composed of all-librarians and then determined. The report (Yedinci, 1991, pp. 265-270, 293-296), prepared by the committee, was put on the agenda under the title of "Libraries" by the Cultural Affairs and Fine Arts Commission, being the fourth commission at VII. National Education Council held in 1962 and accepted at the Council with some amendments.

The university libraries, excluded from the workings of the Libraries' Committee, were discussed under the title of "Universities" at the Higher Education Committee (Yedinci, 1991, pp. 153, 194; Yükseköğretim, 1961, pp. 3, 7), which started its works in January, 1961 and the Committee emphasized the necessity of firstly building the library buildings to the universities which would be newly established and of increasing the service quality by developing the personnel and collections of the existing university libraries. The Committee report was put on the agenda by the General and Vocational and Technical Education Commission, being the second commission at the Council and accepted at the Council with some amendments.

The libraries were mentioned in the education section of the First Five-Year Development Plan (1963-1967), started to be implemented one year after VII. National Education Council and the expenditures to be made for the libraries, being an inseparable part of education, were accepted as the educational expenditures. Furthermore, it was notified that the measures would be taken related to the establishment and management of the libraries in the most appropriate way for the educational goals and needs (Birinci, 1963, p. 439). Mr. Parmaksızoğlu (1974, p. 92) indicated that the year of 1963, the beginning of the planned period, was the movement year of the libraries and at the same time was the year, when the constructions of the new and modern libraries were started by the state.

The libraries made highly progress in terms of quality and quantity during ten years, until the beginning of 1973. Moreover, the Associations for the Building and Sustenance of Libraries build many libraries within ten years and then transferred them to the General Directorate of Libraries. The Ministry of Culture was established in 1971 and the National Library was affiliated to this Ministry but the General Directorate of Libraries continued to be within the structure of the Ministry of National Education. The Ministry of Culture was annulled in 1972 and the General Directorate of Libraries and the National Library were affiliated to the Undersecretariat of Culture and also the Undersecretariat of Culture to the Prime Ministry. When the Ministry of Culture was re-established in 1974, the management and control Undersecretariat of Culture was left under the power and responsibility of the Ministry of Culture (Cunbur, 1983, pp. 566-567). Accordingly, the libraries, merged under the management and control of the Ministry of National Education by the Law on Unification of Instruction, enacted in 1924, their management and control were left under the different ministries' responsibility once more again.

Including the institutes and school of higher educations affiliated to the Ministry of National Education, all higher education institutions in Turkey were brought into a state of a university department as faculty, institute or school of higher education, by the Law on Higher Education no. 2547, enacted in 1981 and affiliated to the Council of Higher Education, being a single central senior management. The Law (article 2) excluded only the higher education institutions, affiliated to the Turkish Armed Forces and Security Organization (Akyüz, 2013, p. 366; Katoğlu, 2013, p. 426; Sefercioğlu, 1999, p. 61; Yükseköğretim, 1981). There were not any arrangements for the university libraries in the Law. However, when defining the specialists in the (b) paragraph of the article 33 of the Law, the libraries were mentioned and also it was stated that the specialists could be charged in laboratories, workshops or in libraries when required.

Any paragraph, stipulating the issuance of a regulation on university libraries, was not included in the article 65, setting forth the regulations to be prepared by the Council of Higher Education (Sefercioğlu, 1999, p. 63; Yükseköğretim, 1981). This deficiency was met to a certain degree through the "Statutory Decree" no. 124 (Yükseköğretim, 1983), enacted two years after the publication of the Law. The Statutory Decree regulates the principles concerning the for the establishment and duties of the administrative organizations of the top establishment of the higher education and affiliated institutions and higher education institutions, established pursuant to the article 51 of the Higher Education Law. The Departments of Libraries and Documentation was included into the units, forming the administrative organizations of the universities by the paragraph (g) of the article 26 of the Statutory Decree and pursuant to the article 33, the duties of the Departments were determined as to meet all kind of services required for the university libraries, conduct the catalogue services and bibliographic search studies and also fulfill the similar duties.

The article 38 of the Statutory Decree set forth the establishment principles of the faculty and school of higher education libraries. Pursuant to this article, the faculty and school of higher education libraries can be established as the departments affiliated to the faculty and school of higher education secretariats, completely differently from the university central administration body, independently of the Departments of Libraries and Documentation, when there is a need.

This organizational form of the university, faculty and school of higher education libraries created some problems in practice and caused to criticisms (Çakın, 1998, pp. 45-46). In general these criticisms are concentrated on the issues such as the lack of the cooperation and coordination between the central university libraries and the faculty and school of higher education libraries, insufficient number of skilled staff, decrease in the service quality of the faculty and school of higher education libraries.

While these developments were experiencing in the field of higher education, the important works were conducted about the school libraries in the same years. Hasan Duman, Manager of the Beyazıt State Library of the Termerand Nail Bayraktar, Vice General Director of Libraries and Publications prepared a report called as "The Place of Library and in Particular School Libraries in the New Turkish National Education System" and submitted this report to the members of X. National Education Council (Duman, 2008a, pp. 583-587; Bayraktar, 2005, pp. 105-110; Onuncu, 1991, p. 374), which was organized in 1981 and in which they participated as the member librarians. Being converted the Branch Directorate of School Libraries, which was established within the body of the Department of the Publications of the Ministry of National Education with the ministerial consent on 24 April 1981, into a General Directorate was one of the recommendations stated in the conclusion section of the report (Bayraktar, 2005, p. 110; Önal, 1986, p. 21).

Because of the election of the Council members once every three years, the same librarians participated in XI. National Education Council organized in 1982 and charged in the "Education Commission of the Educational Specialists" (Duman, 2008a, pp. 584-587; Onbirinci, 1991, p. 329, 430). The school librarianship was determined as the area educational specialization in consequence of the commission works and approved under the name of School Librarianship Specialization at the Council. Those graduated from the department of librarianship and the high school teachers, interested in the librarianship could be appointed to this specialization after receiving the necessary training. In line with X. and XI. National Education Councils' recommendations, a separate Department of School Libraries was established within the central organization of the Ministry of National Education (Duman, 2008b, p. 672) but either the school librarianship specialization or the Department could not be come permanent.

The "industrial society" gave its place to the "information society" with the effect of the rapid improvements experienced in the information and communication technology especially since the early 1990s and also the mental working in the information society took the place of physical working in the industrial society. While the information has been turning into a commodity, it has increased the need of well-educated, self-renewing qualified work force (Dura and Atik, 2002, p. 98). This period of change, having the economical, technologic and cultural aspects (Yılmaz, 2010, p. 264), have affected the libraries together with the other educational institutions and brought several innovations in its wake in providing, organizing and presenting information.

The university and research libraries realized the access of the academicians and students in Turkey to the global information network at the highest level through the Anatolian University Libraries Consortium (Küçük, Al, Alır, Soydağ and Ünal, 2004, p. 128; ANKOS, 2015), of which the foundations were laid in 1999 and have continued to make cooperation in order to increase the support of the libraries in education and research. Anatolian University Libraries Consortium has made important developments on giving the universities access to the maximum electronic information source at the most affordable price and to share the investment made on these products within the framework of the scale economy, through the works, conducted until today. Today, 155 universities and research institutions are members of Anatolian University Libraries Consortium (ANKOS, 2015).

The public libraries which plan their services in order to meet the needs of the society, through which they came, have impressed by this period of change. The national and international cooperation works appeared as a necessity for them within the framework of the lifelong learning concept in providing new and creative services which could meet the changing information demands of the individuals of the information society. It has been aimed through the PULMAN XT (Public Libraries Mobilising Advanced Networks) Project (Yılmaz and Bayır, 2004, pp. 79, 81, 84), being one of the studies of this cooperation, to establish the public libraries, archives and museums which would play a role in realizing the common policies for e-Europe process, formed between the member and candidate countries of the European Union. Turkey involved in the project, launched as 5<sup>th</sup> Framework Program of the European Commission in 2001, with the support of the Ministry of Culture in 2002. The pilot scheme was realized for being automatized the central public libraries of İstanbul, Ankara and İzmir, in the light of PULMAN principles within the scope of the project. The cooperation was provided at the international level as well as at the national level and common experience was gained through this project. PULMAN XT Project was moved to the 6<sup>th</sup> Framework Program to gether with CALIMERA Project in which Turkey was involved. While there were 1350 public (and children) libraries in Turkey in 2001, when PULMAN XT project was launched (Yılmaz, 2006, p. 68), this number decreased to 1118 according to the General Directorate of Libraries and Publications' statistics, 2013 (Türkiye Cumhuriyeti Kültür ve Turizm Bakanlığı KYGM, 2014). Today, there is one public library for every 68 575 people in Turkey with a population of nearly 77 million (Türkiye İstatistik Kurumu, 2014). When a population-based comparison is made with the countries of the European Union (EU), the numbers of the public libraries in our country fall even further behind those in the EU.

Using technology increasingly in education has led to redefine the main mission of the school libraries, being an inseparable part of the education process. According to this definition made by the IFLA (International Federation of Library Associations and Institutions) and UNESCO (United Nations Educational, Scientific and Cultural Organization), the school libraries should present the resources, books and educational services, which ensure that all individuals in a school become the efficient users and critical thinkers of the information in all kind of format and tools through the services provided within the context of equal opportunities in education by providing the information, ideas, required by the today's knowledge-based society, the necessary technologies, resources and books (IFLA/UNESCO, 1999).

They should equip the students with lifelong learning abilities and play an efficient role in educating human resources, required for the information society. They should connect to the more comprehensive libraries and information networks by considering the public libraries' principles (UNESCO, 1994). These international works concerning the school libraries also affected Turkey in a short time (Önal, 2005a, p. 143) and a new Regulation on School Libraries was prepared and then approved by the Ministry of National Education in 2001 (Okul, 2001).

The principles concerning the establishment and operation of the school libraries in the public and private, formal and non-formal educational institutions, affiliated to the Ministry of National Education were determined (article 2) according to the modern era through this Regulation; the responsibilities were given to the librarians or teachers (articles 7, 8), who would be charged in the absence of the librarians, such as organizing and managing the school libraries in the school where the abovementioned personnel worked and also informing the students, teachers and other personnel about using the libraries.

The negative criticisms were also made about the Regulation (Okul, 2001), in which the personnel, received librarianship education at the level of bachelor degree, was defined firstly as librarians (article 4/e) and contained the libraries of the pre-school education institutions (article 4/c), due to the fact that it didn't contain any concrete articles concerning the collection preparation, evaluation and development policy (Önal, 2005b, p. 201), emphasize strongly enough the function of the library in education, reflect the education-library integrity and gave too much redundant technical details, and therefore turned into a directive (Yılmaz, 2004a, p. 126). The Regulation dated 1976 was repealed by the article 24 of this Regulation.

These positive developments, experienced about the school libraries in the Ministry of National Education, were not limited to only one regulation. The project "Let the Schools Become Life", which was prepared with the cooperation of the General Directorate of Lifelong Learning within the Ministry of National Education, the Ministry of Forestry and Water Affairs and also the Union of Municipalities of Turkey, was launched on 13 December 2011. It was aimed that the schools turned into a lifelong learning center for the students and adults through this project, which would take five years (G.G. Türker, personal communication, September 09, 2014; Türkiye Cumhuriyeti Milli Eğitim Bakanlığı, 2012, p. 102).

In line with this purpose, in order that these school libraries be turned into enriched-libraries, *the Protocol on Establishment of Enriched-Libraries and Development of Reading Culture* was signed with Merter Platform Association and also *the Protocol on Establishment of the Enriched Libraries in Imam Hatip Secondary Schools and High Schools and Gaining and Development of Reading Culture* was signed with ÖNDER Imam Hatip Alumni Association. The number of the enriched-libraries, established by these protocols, benevolent citizens and several non-governmental organizations, was reached to 207 at the end of 2013 (Türkiye Cumhuriyeti Milli Eğitim Bakanlığı, 2013, p. 35; Türkiye Cumhuriyeti Milli Eğitim Bakanlığı, 2014, pp. 39-40, 79). However, there are also missing points of the project.

First of all, while the libraries, under the responsibility of the General Directorate of Lifelong Learning, were the libraries of the public education centers (Yaygın, 2010), located in the provinces and districts, the project was based on the school libraries and while this was realizing, the cooperation opportunities with the public libraries and the libraries of the public education centers weren't researched. The project was transferred to the General Directorate of Support Services at the end of 2014. One of the biggest problems of the school libraries is that they can not be organized well enough within the body of the Ministry of National Education, at the present time. While the school libraries were being represented by the Branch Directorate of Libraries and Documentation, affiliated to the Publications Department in the central organization of the Ministry until 2011 (Candan, 2011, pp. 417-418), the Department of the Publications was restructured (article 21) with the name of Educational Materials and Publications Department within the General Directorate of Support Services by the Statutory Decree no.652 (Türkiye Cumhuriyeti Milli Eğitim Bakanlığı'nın, 2011), setting forth the organization and duties of the Ministry of National Education as from 2011 and the Branch Directorate of Libraries and Documentation, maintaining its services as the affiliated institution to there, was turned into the Library Coordinatorship (The Republic of Turkey the Ministry of National Education the Information Acquisition Unit, personal communication, September 18, 2014).

Another issue to be emphasized in terms of the education-library relationship is the current situation in the librarianship education, launched in 1983-1984 school year in the secondary schools. İstanbul Press Vocational High School was opened in 1983-1984 school year for the first time and it was aimed to moderately meet the lack of middle-level personnel in this way (Alpay, 1991a, p. 155). When analyzed the decisions<sup>2</sup> of the Ministry of National Education (MoNE) the Board of Education taken from 1983-1984 school year to 2013-2014 school year (Türkiye Cumhuriyeti Milli Eğitim Bakanlığı Talim ve Terbiye Kurulu Başkanlığı, 2014a), it was seen that many decisions were taken about the librarianship education. It was also understood from these decisions that new librarianship departments were opened in the vocational high schools in various parts of the country and the librarianship courses were included in the curriculums of the high schools as the major area course and selective course throughout Turkey.

However, when analyzed the current curriculums and weekly course schedules of the secondary educational institutions and after the meetings made with the authorized persons of the Ministry of National Education (Türkiye Cumhuriyeti Milli Eğitim Bakanlığı Talim ve Terbiye Kurulu Başkanlığı, 2014b);

The Republic of Turkey the Prime Ministry the Information and Communication Center, personal communication, December 18, 2014); it has been observed that none of these decisions are not implemented today and even the right to obtain pedagogical formation is not granted to the graduates of the departments of librarianship (in new form, called Departments of Information and Record Management) of the universities.

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<sup>2</sup>Decree no. 210/1985, Decree no. 166/1986, Decree no. 259/1986, 267/1986, Decree no. 178/1989, Decree no. 266/1991, Decree no. 286/1991, Decree no. 30/1992, Decree no. 234-632/1992, Decree no. 222-131/1996, Decree no. 5/1997, Decree no. 174/1998, Decree no. 6/2000, Decree no. 151/2002... (Türkiye Cumhuriyeti Milli Eğitim Bakanlığı Talim ve Terbiye Kurulu Başkanlığı, 2014a).

## Conclusion and Recommendations

The libraries, which came into existence and developed together with the educational institutions in our cultural life and has continued its existence for approximately a thousand years, took on major tasks in rising of the level of education of the society by modernizing its structure in becoming more contemporary institutions with the effect of the revolutions of the Republic in the fields of education and culture. The period between 1923 and 1945, which can be especially called as the establishment period of the Republic, was the period when the libraries started to be used intensively in the non-formal education as well as the formal education. The libraries, which expand their service horizons with the Letter Revolution, realized in 1928 in order to increase the literacy rate and accordingly the educational level of the society, became a part of the general educational campaign together with the literacy courses.

All of the educational institutions and also the libraries in the country were affiliated to the Ministry of National Education of the term by the Law on Unification of Instruction, being the basis of the education and culture policy of the Republic. During the works conducted at the Ministry level, the necessity related that each school should had an active library center was accepted and the steps were taken related that it would be ensured that not only the students but also the local community could benefit from the school libraries. The Village Institutes' libraries, established in 1940, accompanied the first non-formal education services, which can be an example even today and was given in the People's Houses' libraries, established in 1932, by bringing library services to the village in their region.

The sociopolitical developments, experienced after the Second World War, were shaped around the efforts to be brought the multi-party system into Turkey; the important developments were positively experienced in the fields of education and culture as in each field especially in the early 1950s. Although the People's Houses and Village Institutes were closed, the numbers of the other educational institutions doubled in ten years together with the libraries, teachers and students. The National Library, being one of the principal building blocks of our cultural life, was finally established. However, when compared with the examples in the world, it can be seen that there is a several centuries of difference. This underdevelopment affected negatively our educational and cultural life and accordingly the scientific studies were damaged.

1960s were the transition years for the planned period for the libraries as well as in every fields of education. The report containing ten-year plan and program of the libraries of Turkey, except for the university libraries, was prepared by the Libraries' Committee and then submitted to the VII. National Education Council in 1961. The libraries were included in the education matter in the First Five-Year Development Plan (1963-1967), started to be implemented one year after the Council, and the expenditures to be made for the libraries, being an inseparable part of education, were accepted as the educational expenditures. Furthermore, it was notified that the measures would be taken related to the establishment and management of the libraries in the most appropriate way for the educational goals and needs. The libraries made highly progress in terms of quality and quantity during ten years, from 1963, the beginning of the planned period to the beginning of 1973.

In 1970s, the Ministry of Culture was established and then the management and control of the General Directory of Libraries, to which the National Library and the public libraries were affiliated, were left under this Ministry's responsibility but the school libraries and the public education centers' libraries continued to be within the body of the Ministry of National Education. Although the school libraries, which took on major tasks related to get the students adopt reading and research habits and the public libraries and public education centers' libraries, being the non-formal educational institutions where they could maintain these abilities during life, complemented each other in terms of the services rendered by them, a cooperative environment could not be established between them. Ensuring the cooperation between them in the joint projects to be realized will increase the service quality and also help the more efficient use of the scarce sources.

When compared to the other library types, today the libraries in the best condition are the university libraries in Turkey. However, they have some problems together with the increasing number. When there was only one university in Turkey in the first years of the Republic, this number has reached to 184 together with the foundation universities, today. This increase has caused to have problems in library organization especially in newly-established universities.

While almost any library services are not provided in some newly-established universities, the others try to overcome the problems such as the insufficient personnel, budget, collection numbers and the lack of the cooperation and coordination between the central university libraries and the faculty and school of higher education libraries. The legislative regulations to be made for leaving the control and management of the faculty and school of higher education libraries under the responsibility of the central university library will facilitate overcoming these problems.

The school libraries in Turkey are the institutions which struggle against more problems than the other library types in our country. Using technology increasingly in education all around the world as of 1990s has turned the school libraries, being an inseparable part of the education process, into a media center, increased their impacts and contributions to the education process. These developments have led to redefine the main mission of the school libraries and some studies have been conducted in our country as well as in the world. A new The School Libraries Regulation was prepared and then approved by the Ministry of National Education in 2001 and this provided a legal ground for these studies. Despite all these positive developments, the school libraries in Turkey still have many problems such as the lack of building, budget, collection, personnel, suitable policy, not sufficiently reflected the education-library relationship to the curriculum.

Because of their insufficient organization within the organization of the Ministry of National Education of improvement works conducted have caused to be limited only with a few libraries in the schools in certain provinces, not to be generalized them and also not to be formed a standard for the services provided. It is clear that a more realistic organization within the body of the Ministry of National Education will be effective in solving the problem.



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