

Assessment of Health Education in Formal Education from the Second Constitutionalist Period to Republican Period (1908 – 1938)

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Abstract

This study analyses the assessment of health education course in formal education from the Second Constitutionalist Period to Early Republican Period in Turkey. The research was conducted qualitatively, with descriptive approach, complying with the stages of document review. In the findings part, analysis of health education courses both in the Second Constitutionalist Period, called Hıfzıssıhha (Protective Health) courses during that period, and in the Republican Period was presented. The findings part also covers the reasons for having health education courses in schools, the content of these courses and in which periods and for which grades these courses were taught. In conclusion, having had health education courses in formal education organizations during the mentioned periods indicates that the importance of such courses in terms of individual and public hygiene was clearly understood.

Keywords: Hıfzıssıhha (Protective Health), Health Education Course, Second Constitutionalist Period, Education in Republican Period, Curriculum.

Introduction

The Second Constitutionalist Period (1908 - 1918), during which the Ottoman Empire experienced political, military, social and cultural renovation, was also a period, when many renovations in education were introduced (Ergün, 1996:6-34). In this period, with the newly emerging associations, communities, newspapers and journals, many new ideas were discussed (Şahin & Tokdemir, 2011: 852). Lewis suggests that the Second Constitutionalist Period had its most significant influence on the revival of intellectual and cultural life in the country (Lewis, 2007: 229-237).

In the Second Constitutionalist Period, there were new arrangements related to primary and secondary education. The schools that had existed as Elementary and Middle Schools were consolidated as *Mekatib-i İptidaiye-i Umumiye* (Primary Schools) by the publication of *Tedrisat-ı İptidaiye Kanun-i Muvakkati* (Provisional Law on Primary Schools) in 1913. Primary schools having been extended to 6 years, were grouped in three cycles of 2 years each, being *Devre-i Ulâ*, *Devre-i Mutavassıta*, *Devre-i Âliye* (Junior, Intermediate, and Senior Cycles, respectively). With those amendments, as well as merging of middle schools with elementary schools, primary education became mandatory and free pursuant to this law. It was understood that such amendments had impacts on not only the structures of the schools, but also on their curriculums (Akyüz, 2015: 268).

As well as opening new schools throughout the Second Constitutionalist Period, there were efforts to improve the existing madrasahs. The conditions of madrasahs, which were one of the leading educational organizations of Ottoman education, had an impact on both the rise and fall of the Ottoman Empire. Madrasahs not being able to keep in pace with the evolving social structure, especially as of the beginning of Tanzimat Reform Era, and educational organizations offering western-oriented education were of more concern, led to the rapid deterioration of madrasahs. Madrasahs, on the other hand, beginning from the Second Constitutionalist Period, intensified fanaticism and deceit abusing the illiteracy of the society, acted to turn the society

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against reforms. Reviewing the curriculums of madrasahs of that period, it was seen that curriculums comprised of Islamic education. Modern natural sciences were not included. In order to prevent this deterioration, of which the statesmen were also aware, there were some efforts to improve the madrasahs in the Second Constitutionalist Period. Such efforts had a broad range from changing the systematics of madrasahs to changing their educational period and their curriculums (Ergün, 1982: 59-67).

Those reforms in education during the Second Constitutionalist Period constituted the basis for the education in the Republican Period. With the Republican Period, there was a revolutionary movement in politics, economy, laws, society, culture and education. No doubt that the improvements in education were the most effective means in introducing these revolutionary changes and their adoption by the society. To raise the consciousness of the citizens for the newly established state, teachers and schools were given the most crucial mission. Reviewing the reforms in education throughout this period, it was understood that many had their conceptions back in the Second Constitutionalist Period (Ergün, 2009: 267-273).

The most elaborated concern during the Republican Period had been the creation of a more modern and more civilized Turkish society that had the qualifications required by the new regime. Mustafa Kemal Atatürk considered education as the principal means of developing in a nationalist, secularist and democratic manner, and, therefore, of raising independent, creative and active generations with a strong personality. Mustafa Kemal Atatürk, making great efforts to take the Turkish Nation to where it should have already been, believed in the fact that the most critical mission was that of teachers to achieve this (Dönmez, 2006: 94).

Among the educational objectives of the Republican Period, there have always been the solutions against illiteracy of the society, ensuring that all citizens become literate, have literary knowledge and knowledge of civil issues. Considering the social dynamics of that period, it was obvious that the country, recently having come out of war, was incapable in many fields due to the economic challenges it faced. The founders of the Republic were in struggle against such challenges, on the one hand, and had made the arrangements required to raise new well-education generations, on the other hand (Akyüz, 2015: 327).

In the Republican Period, all educational activities were consolidated under the Law on the Unification of Education (Tevhid-i Tedrisat) and the content and manner of education were unified throughout the country. Thus, instead of the previous model where the civilians had their education in different educational organizations emerged due to the educational system of Ottoman Empire, and consequently had different perspectives of world, the citizens were educated in accordance with the national educational objectives and in a way that they would be loyal to the principals of republicanism (Binbaşoğlu, 2005: 372-375).

With the reforms in the field of education, a campaign of education was commenced to ensure that every single citizen, whether young or old, was educated. In this context, it is possible to categorize the educational activities during that period as formal and informal education, and analyze them separately. Concerning the formal education, there were changes both in the structure of schools and the schooling rate. Examining the curriculums during the Republican Period, the changes in the primary and secondary education had undergone can be listed as follows:

Curriculums of Primary Education:

- Primary Education Curriculum of 1924
- Primary Education Curriculum of 1926
- Village Schools Curriculum of 1930

Curriculums of Secondary Education:

- Curriculum of 1924
- Curriculum of 1931
- Curriculum of 1934
- Curriculum of 1938

Upon examining the changes in these curriculums, it was seen that some courses were maintained in the curriculums whereas some courses were added to or removed from the curriculums. These curriculums were constantly changed, especially between the 1970s and the early 2000s (Arslan, 2000). Developments and especially new approaches to education throughout the world, as well as the social and economic conditions in the country, were accountable for the changes in these curriculums (Genç, 2007: 126-131).

One of the most essential sub-disciplines of educational sciences, curriculum development, deals with the process that includes the design, implementation, evaluation and redesign, in accordance with the evaluation results, of a curriculum. The main principle in this process is to develop a curriculum that reflects the objectives of education and the educational philosophy of the nation (Demirtaş, 2017: 758). Therefore, the changes to curriculums during the Republican Period were made, considering the objectives of national education and the needs of the nation. Secularism, western-orientation and positive sciences were the foundations of the changes (Demirel, 1992: 28), and the needs of the nation were not ignored.

The attitude towards favoring the well-being and wealth of the society, which is one of the determinants of regulating human behaviors, is what the individuals of that society are supposed to develop. Education, on the other hand, is the most important guide in ensuring that an individual exhibits terminal behaviors, whereby the society accepts them. Education, beginning in the family, continues with formal education, which is followed by the education in informal educational organizations, it is a life-long process (Gül, 2004: 224-226).

Health, being one of the most important concerns for individuals and societies, is also an important concern for the education. It has long been known that, beginning from the Seljuks and during the Ottoman Era, the provision of healthcare services by the state was traditional of Turkic States (Çavmak & Çavmak, 2017: 49). However, the fact that healthcare services are provided by the state is not always an indicator of a healthy society. The State should not only provide healthcare services, but also make efforts to raise the awareness of the society on health. Therefore, it was considered imperative to involve health education courses in formal education curriculums so as to ensure that the whole society is healthy and prosperous.

This study discusses the historical changes, which took place in different grades, to the courses on health education, which was called Hıfzıssıhha (Protective Health) in the curriculums of primary and secondary schools as well as those of teacher training institutions in the Second Constitutionalist Period and in early Republican Period, and named Health Education Course later, as well as the content of these courses and the assessment of these courses by the teachers of those periods.

The Objective and Importance of the Research

Health is an important aspect not only for individuals, but also for the society on the whole. The essential principle of being a healthy society is to create a society of individuals with the awareness of health. The most effective means for that is the education of individuals. This research studies the assessment of Health Education in curriculums, generally in formal education and specifically during the period between the Second Constitutionalist Period and Republican Period. The contents of health education courses of different grades and different periods have been reviewed in consideration of the course books and the changes to such contents have been identified.

Method

Research Model

This research, studying the assessment of health education course during the period between the Second Constitutionalist Period and the early Republican Period, is a descriptive study conducted qualitatively. For the collection of data document review method has been used. Document review is a research method where the written materials containing information on the research subjects are analyzed. This method may be used for data collection standalone as well as being accompanied by other data collection methods (Yıldırım & Şimşek, 2013: 217-232).

Collection and Analysis of Data

The assessment of the course on health education, included in the curriculums as Hıfzıssıhha (Protective Health) in the Second Constitutionalist Period and as Health Education Course in the Republican Period, were identified through literature review. In addition, course contents were found in the course books on Hıfzıssıhha (Protective Health) and Health Education were obtained from the digital library of Istanbul Metropolitan Municipality.

Subsequent to the collection of relevant data, a compilation was created on the assessment of Health Education Course in curriculums. Following that, course books of different periods were reviewed in order to comprehend the course contents, the ones authored in Ottoman Turkish were transcribed, and changes to the contents were identified.

Findings

Assessment of Health Education Course from the Second Constitutionalist Period to Republican Period

Reviewing the education in the Second Constitutionalist Period, it was clearly seen that there were significant changes. The most prominent approach to education was the adoption of an understanding of "national education". The most determinant reason why the literacy rate was relatively low, despite the high importance of education and the publication of numerous newspapers and journals, was the madrasahs losing their influence and the availability of newly established schools only in city centers (Şahin & Tokdemir, 2011: 852-853).

Therefore, it would be a better way to analyze the development in education, in review of madrasahs and schools separately. There were not only arrangements as to the newly established schools, but also improvements to the existing madrasahs, and, particularly, the curriculums of madrasahs were modernized. The most important step by the government of the constitutionalist period was the execution of "*Medaris-i İlmiye Nizamnamesi*" (*Code of Practice for the Madrasahs of Muslim Scholars*) in 1909 (Ergün, 1982: 78). Not achieving the expected improvements through this code of practice, *Islah-ı Medaris Nizamnamesi* (*Code of Practice for the Reformation of Madrasahs*) was executed and the periods of study in the madrasahs were rearranged in 1914. Through this arrangement, there were attempts for lecturing professional courses regularly and assimilating the madrasahs into the schools of new education system, by including positive sciences in the curriculum. The course on health education was also included in the curriculums of madrasahs as a positive science course under the name *Hıfzıssıhha* (*Protective Health*) (Akyüz, 2015: 285). Only the curriculums of *Medresetü'l Vaizin* (*Madrasah of Preacher Training*) and *Darü'l Hilafeti'l Aliye Medreseleri* (*Madrasahs of the Capital City/Istanbul*), included the course Hıfzıssıhha (Protective Health) (Ergün, 1982: 86-87; Ergün, 1996: 473-474).

Reviewing the educational movements in the Second Constitutionalist Period, it was seen that many leading teachers and intellectuals of that period joined various educational movements. It is clear that *M. Şemsettin* (*Günaltay*), one of the most important advocates of Cultural Education Movement of the movements categorized by Ergün (1996: 208) as Elite Education, Child-Centered Education, Career Education, Assertiveness Training, Mass Education, Cultural Education, Women's Education and Physical Education Movements, addressed the importance of including health education courses in the curriculums of primary and middle schools particularly, among his opinions on education.

Reviewing the assessment of Hıfzısıhha (Protective Health) courses in the Second Constitutionalist Period, it was seen that this course between 1899 and 1904 was included in the curriculums of *Mekatib-i Rüştîye ve İdadiye (Middle and High Schools)* under the names *Malumat-ı Nafia ve Hıfzısıhha (Knowledge of Public Works and Protective Health)*, *Hıfzısıhha (Protective Health)*, *Malumat-ı Ziraiye ve Sıhhiye (Knowledge of Agriculture and Health)*. It was understood that with the Second Constitutionalist Period Hıfzısıhha (Protective Health) course started in the primary schools rather than Middle Schools (Çınar, 2005: 62-64).

Reviews of arrangements of and changes to the schools during the Constitutionalist Period, also indicated that in 1911 the curriculums of high schools were rearranged as well. There were two types of high schools, one lasting for five years and the other lasting for seven years. It was seen that in the final years of both types of high schools, there were one-hour *Hıfzısıhha (Protective Health)* courses (Ergün, 1996: 310-311). In 1912, when Emrullah Efendi held the Office as the Minister of Education, all of the seven-year high schools were converted into Sultanis (Imperial High Schools) by Ahmet Şükrü Bey (Ergün, 1996: 309), and in the same year Darulfünun Nizamnamesi (Code of Practice for the House of Multiple Sciences, an equivalent of modern university) was enacted. Emrullah Efendi rearranged the curriculums of Imperial High Schools. It has also been understood that through this rearrangement, course on Köy İktisadi ve Sağlığı (Economics and Healthcare in Villages) was also included in the curriculum of secondary education, in addition to Hıfzısıhha (Protective Health) course (Akyüz, 2015: 303; Şahin & Tokdemir, 2011: 862). The great epidemic of cholera in 1912 is considered to be the primary cause for the inclusion of Hıfzısıhha (Protective Health) course in the curriculum. Following this epidemic, it was considered vital to take precautions in schools to prevent contagious diseases, and "Hıfzısıhha-ı Mekatib Komisyonu" (Committee of Protective Health in Schools) of the Ministry, which dealt with the healthcare concerns in schools, issued a regulation (Ergün, 1996: 228).

Upon the execution of *Tedrisat-ı İptidaiye Kanun-i Muvakkati (Provisional Law on Primary Schools)* in 1913, primary education was reorganized. Despite the fact that this law was provisional, some of its provisions remained effective until the early Republican Period. This law, making primary education mandatory and free in public schools, schools having been graded as elementary and middle previously, were unified *Mekatib-i İptidaiye-i Umumiye (Primary Schools)*. The curriculums of these schools included *Hıfzısıhha (Protective Health)* courses (Akyüz, 2015: 268). The aim of these rearrangements was to improve mental abilities and provide every individual with the necessary knowledge (Budak & Budak, 2014: 382). Furthermore, it was seen that the organization and curriculums of Imperial High Schools were changed through *Mekâtib-i Sultaniye Talimatnamesi (Regulation concerning the Imperial High Schools)* in 1913. It has also been shown that with the Imperial High Schools reorganized in two cycles, in the 9th grade, in initial cycle called *Kism-i Tali* a.k.a. *Devre-i Ula (Junior Cycle)*, a one-hour course named *Malumat-ı Tabiiye ve Sıhhiye (Knowledge of Biology and Health)*, and in the 12th grade, in the second cycle, for the science and art classes, a one-hour course named *Hıfzısıhha (Protective Health)* were included in the curriculums (Ergün, 1996: 326-327).

Another development during the Second Constitutionalist Period was the opening of *İnas Sultanileri (Imperial High Schools for Females)*, which today may be referred to as Female High School. As there were no secondary or higher education organizations exclusively for girls until that period, it made a great impression. Reviews of curriculums of Imperial High Schools For Girls revealed that a two-hour *Malumat-ı Tabiiye ve Sıhhiye (Knowledge of Biology and Health)* course was included in the curriculums of eighth, ninth and tenth grades, in the second cycle, which was considered as the junior/intermediate cycle and covered the grades from sixth to tenth (Ergün, 1996: 332).

Reviews on the curriculums of special education organizations of the period, on the other hand, revealed that there were one-hour *Hıfzısıhha (Protective Health)* courses in the sixth and eighth grades, in the second cycle of Darüşşafaka's (Home of Compassion) curriculum (Ergün, 1996: 337).

Upon reviews, schools providing vocational education in the Second Constitutionalist Period were also found to include a Hıfzısıhha (Protective Health) course in their curriculums. *Hıfzısıhha (Protective Health)* was included also in the curriculums of

School of Fine Arts for Females and Private Schools of Fine Arts of that period, and Osmanlı Ana Mektebi (Ottoman Kindergarten) (Ergün, 1996: 345-346; 358).

Among the most important educational organizations of the Second Constitutionalist Period were military schools. Reviews of the curriculums of Military Schools revealed that *in the third grade* of Askeri Rüştîye (Military Middle Schools) there was Muhtasar Hıfzıssıhha (A Brief Introduction to Protective Health), within Harp Okulları (War Academies) in the first grade of Mekatib-i Harbiye a.k.a Piyade ve Süvari Harbiyesi (equivalent of modern Turkish Military Academy, and then Infantry and Cavalry Academy) and in Sahra ve Ağır Topçular Endaht Mektepleri (Field and Heavy Artillery Gunnery Schools) there was *Hıfzıssıhha (Protective Health)* courses (Ergün, 1996: 410; 412; 419).

It was clearly seen that the importance placed on health education was not just limited to including relevant courses in the curriculums of primary and middle schools, but was also included in the curriculums of teacher training institutions. Being a one-hour course in the first grade and a two-hour course in the second grade, the course *Usul-ü Talim ve Terbiye ve Hıfzıssıhha (Education and Morality Methods and Protective Health)* was included in the curriculum of the two-year Darümuallimin-i İbtidai (Teacher Training Institution for Training Male Primary School Teachers) in 1910. In 1913, in the fourth year of the first four-year Teacher Training Institution, there was a two-hour course named *Malumat-ı Sıhhiye (Knowledge of Health)* (Ergün, 1996: 434-435).

Upon the reorganization, *Ana Muallim Sınıfı (Preschool Teacher Training Class)* within Istanbul Darümuallimatı (Istanbul Teacher Training Institution for Females) as *Ana Muallim Mektebi (Preschool Teacher Training Institution)* in the academic year of 1913 - 1914, in March 1914, besides the courses on child health, a Hıfzıssıhha (Protective Health) course was included in the curriculum of this school (Akyüz, 2015: 283).

It has also been understood that within the context of teacher training, Hıfzıssıhha (Protective Health) course was included in the curriculums of Darümuallimin-i İbtidai (Teacher Training Institution for Training Male Primary School Teachers) in 1915. A one-hour course, *Teşrih ve Fiyoloji-i Beşer ve Hıfzıssıhha (Anatomy and Human Physiology and Protective Health)*, in the fourth year, and a three-hour course, *Hıfzıssıhha-i Mekatib (Health in Schools)*, in the third and fourth years, were included in the curriculums of those four-year institutions. In this context, it was understood that courses on protective health and health in school were considered as independent courses (Akyüz, 2015: 281).

Reviews of the curriculums of secondary education organizations also revealed that there was a protective health course in the curriculums of Imperial High Schools in 1915. That course was seen to have been lectured under the name *Hıfzıssıhha (Protective Health)* in the Imperial High Schools for Males and under the name *Malumat-ı Tabiyye ve Sıhhiye (Knowledge of Biology and Health)* in the Imperial High Schools for Females (Akyüz, 2015: 273).

In the Second Constitutionalist Period, the courses Hıfzıssıhha (Protective Health) and Hıfzıssıhha-i Mekatib (Health in Schools) were included in the curriculums of primary, secondary and higher education, and importance was placed on teaching health and protective health education in the schools. The Second Constitutionalist Period guided the Republican Period inter alia, in education, and the developments initialized in that period also continued in the Republican Period. It was understood that health education preserved its importance during the Republican Period as well.

The conditions the country was in during the early Republican Period constituted the foundations of all the revolutionary movements, and developing the country to a modern and contemporary civilization became the main principle. In this respect, education was regarded to have the most important role and teachers were respected as the pioneers of these changes. The people having been in trouble with contagious diseases such as malaria and lacking a healthy life standard, prompted the State to place more importance on that issue (Binbaşıoğlu, 2005: 274).

The circular of September 8, 1924 by Vasıf Çınar, the Minister of Education of that period, stated that "*the schools were to teach the public the value of health and methods of staying healthy*" (Akyüz, 2015: 331). In this respect, the curriculums of that

period included health education courses. The reports by Prof. John Dewey (1939), who was asked to give his opinions on the arrangements in and changes to education in the Republican Period, emphasized the importance of health education courses.

In his report, John Dewey explained the importance of school in health education as follows:

It is not enough for schools to teach some certain topics to the children, just to achieve the objectives. The schools, especially in the rural areas seeming to be unaware of the developments in the social life, should be placed in the center of social life. The schools should be health centers of where they are, and not only the students, but also the community therein should be taught about contagious diseases, malaria and how to fight those. Schools should be centers of the fight against the agents of diseases in regard of the cooperation of teacher and students with the healthcare officers and doctors. (Dewey, 1939: 9-10)

Dewey, in order to provide a better understanding of the importance of health education courses and the role that schools should assume, suggested more detailed evaluations on the significance of this issue, under the *Sihhat and Hıfzıssıhha (Health and Protective Health)* chapter of his report.

No doubt that physical health and strength is a must for development and improvement in all other fields and prevention measures against diseases are mandatory before they occur, in other words, it is better to prevent beforehand than treat after the occurrence. It is not possible to predict the economic damages, without considering other damages being suffered by Turkey due to the evolvement of malaria in Anatolia. Although an official committee was commissioned for the inspection of the matter, it is not possible to accomplish a favorable result without the cooperation of schools (Dewey, 1939: 26-27).

As it can be understood, Dewey clearly stated that it is better to prevent the diseases than to treat them after they emerge and that it could only be achieved through education. Ministries of education and health should act in cooperation for the prevention of contagious diseases in particular:

The Ministry of Education, in cooperation with the Ministry of Health, should publish booklets on healthcare, distribute them to students, so that the families could also be informed, and some persons should travel throughout the country and lecture in schools and public places on such issues. There must be efforts to provide a distinguished mandatory education on practical healthcare at least for a few years, and simple lectures should be organized in the first classes of primary schools. (Dewey, 1939: 27)

Hıfzıssıhha (protective health) course having been included in the curriculum of primary schools obviously implies that this report by Dewey was regarded and many of the suggestions therein were implemented. The course named *Tabiat Tetkiki, Ziraat, Hıfzıssıhha (Observation of Nature, Agriculture, and Protective Health)* was included in the curriculum of primary schools in 1924, as a four-hour course in first and second grades and as a two-hour course in the third, fourth and fifth grades (Budak & Budak, 2014: 285).

Upon the review of the curriculum of 1924, of teacher training institutions, it was seen that there was a one-hour *Umumi Hıfzıssıhha ve Mektep Hıfzıssıhhası (Public Health and Protective Health in Schools)* course in in the fourth and fifth grades of Darülmualimin (Teacher Training Institution for Males) (Akyüz, 2015: 381).

It has also been seen that in the curriculums of 1926, there were no courses on hıfzıssıhha (protective health), and the content of this course was integrated into the two-hour course named *Tabiat Dersleri (Natural Sciences)* in the fourth and fifth grades of primary schools, however, the emphasis was on the natural sciences rather than health education (İlk Mektepler Müfredat Programı, 1927: 93-99).

It was seen that a three-hour *Fizyoloji ve Hıfzıssıhhat (Physiology and Protective Health)* course was included in the curriculum of the third grades of middle schools in 1931 (Çınar, 2005: 112). Reviews of the curriculums of 1938-1938, of middle and high schools, on the other hand, revealed that the curriculum was reorganized to include a two-hour *Biology and Hıfzıssıhha (Protective*

Health) course in the second and third grades. It was understood that as a result of the changes to the curriculums, the health education course was shifted from primary schools to middle and high schools (Akyüz, 2015: 354).

With the curriculums rearranged in 1936, a three-hour *Tabiat Bilgisi (Knowledge of Nature)* and a two-hour *Aile Bilgisi (Introduction to Family Life)* courses were included in the second cycle, in the fourth and fifth grades of primary schools (Genç, 2007: 127). Reviews of the course *Aile Bilgisi (Introduction to Family Life)*, having been included in the curriculum, showed that there were also contents related to healthcare (Demir, 2016: 580).

Curriculums of the first teacher training institutions in 1937 - 1938 academic year included a course named *Tabii İlimler ve Sağlık Bilgisi (Natural Sciences and Health Education)*, being a two-hour course in the first and second grades and a three-hour course in the third grades, as well as a separate one-hour course named *Okul Sağlığı Bilgisi (Health in Schools)* (Akyüz, 2015: 382).

As it was clearly seen, a great importance was placed on including courses on health education and preserving health in schools, not only in the curriculums of primary education, but also in those of secondary and higher education, in the early Republican Period. In the following years, courses on health education were included particularly in the curriculums of secondary education. Currently, a course named *Sağlık Bilgisi ve Trafik Kültürü (Health and Traffic Education)* is still included in the curriculums of ninth grades, in secondary education.

Contents of Health Education Courses from the Second Constitutionalist Period to Republican Period

Reviewing the changes to education in the Second Constitutionalist Period, it was concluded that not only the structures of schools, but also the curriculums and the teaching methods were changed (Şahin & Tokdemir, 2011: 855).

Emrullah Efendi, Satı Bey, Kazım Nami Duru, Ziya Gökalp and many more stated their opinions in the light of leading movements of that period. M. Şemsettin Günaltay, one of the leading advocates of Cultural Education Movement, mostly elaborated the content of the education in primary schools. In his articles he made remarkable suggestions on education, and emphasized the importance of including health education courses in the curriculums of primary and middle schools (Ergün, 1996: 209). Moreover, Günaltay, in a series of articles published in the journal *Sebilürreşad (The Path to Veritas)* a.k.a. *Sırat-ı Müstakim (The Right Path)*, provided introductory information on *hıfzıssıhha* (protective health) and drew attention to some important issues (Günaltay, 1913: 480-482).

Satı Bey, an advocate of Mass Education, on the other hand, emphasized the importance of health, psychology and moral abilities in education. Saying "the objective in education is integrity. It ensures the welfare and capabilities of both the individual and the society", he emphasized the social aspects of education (Aksoy, 2008: 75).

Course books in the Second Constitutionalist Period were constantly influenced by and renewed due to the changes in the curriculums. However, not having much change to their content, books on *Hıfzıssıhha (Protective Health)* were also renewed due to the changes of the name of the courses. *Çocuklara Mahsus Hıfzıssıhhat (Protective Health for Children)*, published in 1905, bears a notice on its front pages that it was published under the license of Maarif Nezaret-i Celilesi (Ottoman Ministry of Education) and Matbuat-ı Dahiliye İdare-i Aliyesi (High Council of National Press).

The book authored by *Miralay Doktor Mehmet Fahri (Colonel Mehmet Fahri, Military Physician)*, an Instructor of the course *Sıhhat ve Müdevat-ı Sıhhiye (Health and Medical Treatment)* in *Mekteb-i Tıbbiye-i Şahane (Imperial School of Medicine)*, contains general information on protective health. There are a total of 13 chapters in his book, being *Hava (Air)*, *Arz (Earth)*, *Su (Water)*,

Taadi a.k.a. Beslenme (Nutrition), Meşrubat (Beverages), Meskenler (Houses), Tekidat-ı Bedeniyye a.k.a. Bedeni Kuvvetlendirme (Strengthening Body), Melbusât a.k.a. Elbiseler (Clothes), Riyazat-ı Bedeniyye a.k.a. Nefsi Kıрма (Mental Purification), Tütün a.k.a. Nikotin (Nicotine), Mikroplar (Microbes), Tethirat-ı Bedeniyye a.k.a. Beden Temizliği (Physical Hygiene), Sair Tedabir-i Mühimme-i Sıhhiye (Other Fundamental Health Protection Measurements) (Fahri, 1905).

The health education course, maintained under the name Hıfzıssıhha (Protective Health) until 1910, remained unchanged in terms of content and was taught in parallel with the content of the course books. However, as of 1910, the name for the course Hıfzıssıhha (Protective Health) had been changed to *İlm-i Eşya ve Hıfzıssıhha (Natural Sciences and Protective Health) - Malumat-ı Ahlakiye ve Medeniye (Moral and Civil Knowledge)* and integrated into natural sciences courses. In the review of a course book authored by *Mehmet İzzet* in 1911, it was concluded that the book's primary concern was natural sciences and moral and civil knowledge, and only some brief information on healthcare was provided under the title *Hıfzıssıhha'da Bir Nasihat (Advices on Protective Health)*, in the final chapter of the book (İzzet, 1911).

Reviews on the curriculums in Republican Period showed that the course hıfzıssıhha (protective health) was maintained. In the first curriculum of this period, primary school curriculum of 1924, it was stated that *Tabiat Tetkiki, Ziraat, Hıfzıssıhha (Observation of Nature, Agriculture, and Protective Health)*, taught for three hours a week in the first and second grades and two hours in the third, fourth and fifth grades, replaced the natural sciences course in the previous curriculum. *The aim of the course Observation of Nature was to enable children to observe the animals, plants and other things that exist in the nature and are related to our food, clothes, houses and public life, with all stages thereof, by experiencing.* The curriculum generally discussed animals, plants and houses in the first, second and third grades, while in the fourth grade it discussed health topics. The curriculum of the fourth grades was composed of the following topics; *Knowledge of Human Body, How are we nourished?, How do we inhale and exhale? Blood Vessels, Pulmonary and systematic circulation, How do we sense? Rules of Protective Health and Suggestions* (İlk Mektepler Müfredat Programı, 1924: 38-44).

The course book *Muhtasar Mektep Hıfzıssıhhası (A Brief Introduction to Protective Health)*, published for Teacher Training Institutions in 1926, was authored by *Physician Celal Abdi*, Instructor of Mektep Hıfzıssıhhası (Protective Health in Schools) course in defunct Ankara Erkek Muallim Mektebi (Ankara Teacher Training Institution for Males). The content of the book, composed of four chapters, is as follows: *Mektep Hıfzıssıhhası (Protective Health in Schools), Mektebin Mevkii (Köy-Şehir Mektepleri) (Location of Schools: Urban and Rural Schools), Mektep Binalarının Mahaline Göre Vaziyeti (Conditions of School Buildings by Their Locations), Dershane (Tenviri, Kapalı Avlu, Teneffüşhane, Jimnastik mahalleri, El işleri, Resim salonu, Yemekhaneler, Leyli Mektepler) (Classrooms: Lighting, Indoor Courtyard, Canteen, Gymnastics Halls, Handicraft and Painting Ateliers, Dining Halls, Boarding Schools), Emraz-ı Ayniyye ve Tetkikat (Eye Diseases and Examination), Mektep Kitaplarının Evsafve Şerait-i Sıhhiyesi (Quality and Hygiene Conditions of Course Books), Şakirdana iade edilen kitapların bidal istimal dezenfektasyonu (Replacement, Use and Disinfection of the Books Delivered to Students), Tatil Göçleri (Mektep Gezileri) (Holiday Tours: School Trips), Emraz-i Sariyye Hakkında Malumat-ı Umumiye (General Information on the Communicable Diseases), En mühim sari hastalıklar (The Most Severe Communicable Diseases), Alelumum hayvanattan insanlara intikal eden emraz (Diseases generally spreading from animals to people), Sari hastalık geçiren talebeler ne kadar zaman sonra tekrar mektebe devam edebilirler (How long would it take for infected students to continue classes), Atalet-i Fikriyye (Mektep Şakirdanında görülen dimağ yorgunluğu) (Mental Fatigue of Students), Kaza ve Tesemmümat Vukuunda İttihası Muktezi Tedbir-i umumiye (General Precautions to be taken in cases of accident and poisoning: fainting, drowning, contusion, poisoning) (Abdi, 1926).*

The course books authored for the course Observation of Nature in 1926 - 1927 academic year, specified the curriculum of the grade it was authored for, at the beginning. In the course book authored by Nami Halid, former Instructor of Natural Sciences in Istanbul Teacher Training Institution for Females and approved for the fourth grades by the Resolution Number 280 of the Council of Education and Morality of the Ministry of Education of Republic of Turkey, the curriculum was specified as follows:

- Observation of animals, plants and natural phenomena, begun in the previous classes, and basic agricultural experiments continued.
- Information on human body: How do we move? Benefits and significance of bones, muscles and exercising, spinal column, impact of good and bad situations on the bones, bone health.
- How are we nourished? Medical basics of and suggestions on mouth and throat, teeth, dental health, function of teeth, digestion system and nutrition.
- How do we inhale and exhale? Lungs, diaphragm, conversion of air, and medical basics of and suggestions on respiration.
- Blood vessels, heart, blood, circulatory system, heart throb and pulse, systematic and pulmonary circulation, dark and red blood, medical basics of and suggestions on circulatory system.
- How do we sense? Five senses, cümle-i asabiye (neural system), functions of neural system, medical basics of and suggestions on neural system [human body shall be summarized and not terminology taught].
- Medical basics of Hıfzıssıhha (Protective Health) and suggestions. Microbes, water, clear and contaminated water, and methods of protection from communicable diseases such as measles, smallpox, tuberculosis, typhus, cholera, dysentery, and malaria (Halid, 1926).

The content of the book for fourth grades was found to have been prepared in compliance with the curriculum, upon review, and all the titles in the curriculum were found in the course book. The chapter "How do we sense?" taught by explaining all senses separately was found to be the only deviation from the curriculum (Halid, 1926).

Reviews on the curriculum of 1927 for primary schools showed that in the *Tabiat Tetkiki ve Hıfzıssıhha (Observation of Nature and Protective Health)* course concentrated more on human health in the fourth grades, while it concentrated on scientific knowledge and suggestions. Furthermore, the two-hour *Natural Sciences* course for the fourth grades contained a chapter entitled *On human body and how to be nourished*, while the same two-hour course for the fifth grades, contained final chapters entitled *On Human Body and Basics of Protective Health* (İlk Mektepler Müfredat Programı, 1927: 95-99).

The course book *Yeni Mektep Hıfzıssıhhası (Updated Manual of Protective Health in Schools)*, authored by M. Cemal, Instructor of Natural Sciences in Istanbul Teacher Training Institutions for Males, for the course named *Protective Health in Schools* in the curriculum of teacher training schools in 1928 - 1929 academic year, had the almost the same content with the previous ones. The course book composed of two main chapters, contained the following titles; *Medhal, Birinci Kısım: Mektep (Mektep Binası, Sınıf, Sınıfın dahih taksimatı ve müştemilatı, Nehari mektepler, Yatı Mektepleri, Mektep Eşyası, Mekteplerin tenviri (aydınlatması), Teshin (ısıtma), Havalandırma, Tathirat (temizlik)) (Introduction, Chapter One: The School (School Building, Classrooms, Divisions and Annexes of Classrooms, Day Schools, Boarding Schools, School Materials, Lighting, Heating, Ventilation, Cleaning of Schools)), İkinci Kısım: Mektepli (Çocukta bedeni nema (Çocukların fiziksel gelişimi), Maddi hıfzıssıhha, Melbusat, Gıda, Yemek Listesi, Uyku, Mekteplerde vücut muayenesi, Dimağın hıfzıssıhhası, Zihni mesai, Mesai saatleri, Zihin yoğunluğu, Mekatibe ait sıhhi nizamname ve talimatnameler, Hıfzıssıhha talimatnamesi) (Chapter Two: Students (Physical Development of Children, Physical Hygiene, Clothing,*

Food, Meal Menu, Sleeping, Body Examination in Schools, Mental Health, Mental Efforts, Study Hours, Mental Fatigue, Health Regulations and Instructions of Schools, Instruction of Protective Health)) (Cemal, 1928).

Reviews on the content of the course Mektep Hıfzıssıhhası (Protective Health in Schools) showed that the prospective teachers were taught on how to better observe hygienic rules in schools. Moreover, prospective teachers were trained in a manner that they become aware that they were responsible not only for teaching, but also for the hygienic conditions of the physical environment they were going to teach in. Providing a theoretical background so that prospective teachers could monitor students' physical and psychological development was also within the objectives of this course, as well as providing one so that prospective teachers could monitor the conditions of school buildings and classroom environment.

Conclusion

As it can be understood from the data in the Findings Chapter, health education was highly appreciated during the period between the Second Constitutionalist Period and Republican Period. The revolutions in education in the Republican Period, as in many other fields, was influenced by the ideas in the Second Constitutionalist Period. It was seen that ideas put forward and discussed in the Second Constitutionalist Period had contributed to revolutions in the Republican Period (Ergün, 2009: 6).

The Second Constitutionalist Period was a period where many different ideas on social and cultural life were discussed and experimented. It has also been seen that as a result of these discussions in the field of education, not only in the structure of schools, but also in the curriculums and education itself, there were various practices. Based on the evaluation of the outcomes of those practices, some of them were maintained in the Republican Period whereas some were modified and re-implemented. Such practices during the Second Constitutionalist Period constituted a series of experiences for the practices in the Republican Period (Ergün, 1996: 546; Şahin & Tokdemir, 2011: 871-872).

Both in the Pre-republican and Post-republican periods, academicians drew attention to the importance of including Health Education courses in curriculums. Karagöz cites the views of physician Semi Bey on the importance of Health Education course in the Second Constitutionalist Period as below.

Physician Sami Bey suggested that *Hıfzıssıhha* (Protective Health) course should be included in the curriculums of primary schools and even in the curriculums of kindergartens. Another important view was that all prospective physicians in the School of Medicine should be taught on protective health in schools, and *Hıfzıssıhha* (Protective Health) should also be included in the curriculums of high schools and imperial high schools, referring to the importance placed on this course in the imperial high schools for females. Also, a *Hıfzıssıhha* (Protective Health) course to be taught in Darülmualimin (Teacher Training Institutions for Males) and Darülmualimat (Teacher Training Institutions for Females) was considered as matter and policy of state (Karagöz, 2016: 670-671).

In the Republican Period, the importance of including health education courses in the curriculums was put forward in the report by Dewey, and it has been seen that the health education course maintained its place in the curriculums of formal education, especially beginning from the primary schools. Aside from those of primary and secondary schools, the curriculums of teacher training institutions also included courses both on health education course and protective health in schools.

The analysis held has shown that the content of the Health Education courses in the Republican Period was almost the same as that in the Second Constitutionalist Period. It was understood that the human body and precautions to protect health were the primary concerns of education.

Another important point in the findings was that there was also a course on protective health in schools as well as that on health education. This course concentrated on how the physical environment in schools should be, how the prospective teachers

should monitor the physical development of their students, as well as how they should respond to communicable diseases and various incidents in the schools, and what kind of precautions they should take against those.

In conclusion, considering the social aspects of education, systematic inclusion of health education course in formal education is highly important. Encouraging individuals for a healthy life and teaching the importance of health in schools are of a great significance. To create a healthy society, teaching the importance of staying healthy with the understanding of protective health and formal education imposing such an understanding are as significant as providing healthcare services.

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