

An Evaluation on Ihsan Sungu's Views and Translations Regarding Coeducation

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Summary

When the history of Turkish education is examined, Ihsan Sungu is among the important figures relating education between the II. Constitutional period and the first years of the Republic. Ihsan Sungu has been a teacher, director and undersecretary for more than 42 years at all levels of education and training. He also contributed to restructure of the Turkish education system.

Ihsan Bey was born in Trablus in 1883. His successful student life included graduation from Diyarbakır Mülkiye İdadi on 27 November 1898, Mercan Mülkiye İdadi on 14 October 1901 and Mekteb-i Mulkiye in 1904. In April 1907, he was appointed to the 3rd Clerk of the Washington Embassy. He returned to Istanbul in 1909, which was also beginning point for his career as a teacher at Darülmualimin. Then he became the director of Darülmualimin and the school of practice. He also worked as teacher at the school of practice in Darülmualimat for a period. He was appointed as a member of the Talim ve Terbiye Kurulu (Board of Education and Training) in 1926 and as the chairman of the Talim ve Terbiye Kurulu (Board of Education and Training) in 9 February 1930. Ihsan Bey became a member of the Turkish Historical Society and the Turkish Language Association in 1932. He was the Undersecretary of the Ministry of National Education between 1939-1946. He died in Ankara on April 11, 1946.

During the Ottoman period, coeducation was not a problem since girls could only attend primary education. With opening of the European based schools which provide separate education for boys and girls in Ottoman State, coeducation practices have come to the fore in Darülfünun with the argument that girls are educated with boys. Following the 1921 Maarif Kongresi (Congress of Education), the girls want to register in the boy's high schools in Tekirdag in 1924. Maarif Eminleri Kongresi (the Congress of Educational Represents) in 1930 brought forward the debates about doing coeducation in high schools. Moreover, coeducation debates also continued about the applications of Village Institute after 1940.

As far as the other educators of the era, Ihsan Sungu also participated in coeducation debates. This study aimed to present Ihsan Sungu's views on coeducation and his works related to coeducation. Data were collected from the newspapers that include his statements to the journalists and speeches at meetings and congresses. According to research findings, the interview in *Hakimiyet-i Milliye* newspaper did not express a clear view of Ihsan Sungu relating coeducation. Ihsan Bey opposed to the implementation of coeducation in high school in the congress he attended in 1930. He argued that some regulations should be made while applying to other schools.

Ihsan Sungu translated three articles into Ottoman Turkish language in 1924 and the translated articles were published in the 21st volume of the *Muallimler Mecmuası* in May 1924. When the references of the original articles has been examined, the first one titled "muhtelit terbiye" (coeducation) published in the second volume of the book "Cyclopaedia of Education" (on pages 43-46) in 1911 in USA. The second one was also published in the same book on pages 46-47 and titled "Muhtelit terbiyenin hıfzıssıhhası" (the hygiene of the coeducation). The third article titled as "muhtelit terbiye" (coeducation) and published in the third volume of "Teacher's Encyclopaedia" in England (pages 147-157, year 1911). When the articles translated by Ihsan Bey are examined, it is seen that there is no clear opinion about the coeducation. These articles are mostly in the form of situational, favorable and unfavorable

views. This suggests that Ihsan Bey, instead of giving his point of view about coeducation, aimed to reveal practices and scientific studies about coeducation in other countries.