

## THE INITIATION PHASE OF TURKISH EDUCATION IN THE DEPTHS OF HISTORY (21 DECEMBER 1944)

Abdulmecit Nuredin, page 9-17

### ABSTRACT

The right to education is the legal right of individuals to have the authority to learn, teach, receive education and selfdevelopment and use these powers as they wish. Regardless of the language, religion, sect, race, gender, ethnic origin and political view of the individual, it cannot be prevented from benefiting from basic education. The right to education is guaranteed by both national and international conventions and declarations. The concept of the right to education first came to the fore after the French Revolution of 1789 with the emergence of concepts such as freedom, equality and fraternity.

The understanding of the social state that emerged later considered education and training as one of the primary duties of the state. It is one of the duties of the social state that the nation receives a scientific, useful, creative and democratic education under equal conditions.

On the eve of the end of the Second World War, a serious breakthrough was made in the field of education with the establishment of Yugoslavia in order to enter the effects of the permanent war and to realize social development. After the liberation of Macedonia during the World War II on November 19, 1944, the government started to resolve the issues related to construction of the Macedonian State. An unavoidable part of these processes was also the solution of issues concerning the culture and the education.

The education mobilization in question has a universal character, covering many nationalities and based on the realities of the period. In this article, the study, which includes the acquisition and development of Turkish education in 1944, constitutes the basis of the study. In this article, the study, which includes the acquisition and development of Turkish education in 1944, constitutes the basis of the study.

**Keywords:** Turkish Education 21 December 1944, Macedonia

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## INTRODUCTION

The legal existence of Turkish education in Macedonia sets an example for many countries. This situation is also a clear indication of the democratic development of the country and the distance it has covered in mother tongue education.<sup>1</sup>As a result of the long and uninterrupted continuation of education in the mother tongue, it formed the legal basis for the celebration of Turkish education as National Holiday.

As a matter of fact, in accordance with the Law on Holidays of the Republic of Macedonia (Official Gazette, No: 21/98 and 18/07), since 2007, December 21 has been declared as a Turkish Education Day. According to the said law, Turkish education has been registered as the cornerstone of this geography and an integral part of the elements that make up the education of the country. Following the end of the two world wars, a serious educational mobilization was initiated in the country.<sup>1</sup>

As a matter of fact, on 2 September 1944, a decision was taken to start an education mobilization under the presidency of ASNOM. In the first meeting of the ASNOM in question, the education rights of the other nationalities (Turkish, Albanian, Serbian) who fought for the liberation of Macedonia in the liberation war, were not ignored, as well as the initiation of education in Macedonian as an official language. Hasan Kamber (a Farmer, Asağı Disan Village, Negotin) represented the Turks at this meeting. Effective Characters at the Beginning of Turkish Education and the Process Development. In particular, the representatives who took part in the second meeting of ASNOM for the systematic teaching of Turkish education throughout the country and participated on behalf of the Turks contributed to the clinching of the Turkish language.

Especially: Hasan Shukri (Skopje) and Kemal Seyfullah (Kemal Seyfullah who participated in the War of Independence and took an active part in the war and received the title as national/folk hero, graduated from the "Guro Djakovic" High School of Politics in Belgrade after the war. He was the Minister of Industry in the Macedonian Government from 1951 and the of Skopje between 1951-1954). He is the most active name

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<sup>1</sup> Nuredin, A. (2008) Osmanlı Sonrası Makedonya, Divan Yayıncılık, p. 17.

in ASNOM, making efforts for Turkish education and contributing to the continuation of Turkish language in this geography.

Especially, Abdulrahim Mehmed, who served as the deputy prime minister in the first Macedonian People's Government established on April 16, 1945, made maximum efforts for the spread of Turkish education.

On September 2, 1944, in line with the education campaign under the presidency of ASNOM, courses for “adults” were organized for the realization of education and training, and opportunities were provided for them to become trainers/primary school teachers. For trainers, the decisions taken to systematically conduct short-term training courses in different parts of the country were delayed due to the ongoing war at the front. Finally, after the liberation of Skopje from the enemy occupation on 13-14 November 1944, a "pedagogical seminar for primary school teachers" was organized, and the "training-teacher" candidates who were subjected to this 15-day seminar in different regions of the country were appointed as teachers.<sup>2</sup>

At the beginning of the difficulties experienced due to the education level of the trainers who will teach in Turkish and Albanian language, since the vast majority of “adult teacher candidates” are not subject to pedagogical formation training, some of them partly with high school education, some of them did not receive high school education, but they were evaluated by the fact that they knew Turkish Latin letters and were literate, and some of them contributed to the Turkish education process, even under very difficult conditions, with an education staff consisting of madrasah teachers. What makes the process important here is that the educators of the period took the Turkish language and the Turkish alphabet as a basis in order to maintain linguistic and cultural ties with Turkey.

From the report of the National Education Department of the City of Skopje, dated January 25, 1945, on 1 December 1944, it was confirmed that teaching in Macedonian language started in 5 schools in Skopje, and with the end of the “pedagogical seminar for primary school

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<sup>2</sup> Владимир Симов, 2010, *Просветната политика во Народна Република Македонија (1944- 1953) - Магистерски Труд, Универзитет “Св. Кирил и Методиј” Филозофски Факултет, Институт за Историја*

teachers” on 27 December, educational activities started in 9 more schools in Skopje and its region. The report in question a total of 13 primary schools were operating in Skopje and its region, at the beginning of the 1944/45 academic year, 10 of which were in the Macedonian language of instruction, 2 in the Turkish language of instruction ("Tefeyüz" school for boys and "İrfan" for girls). " school) and as a school in the Albanian language of instruction.<sup>3</sup>

In the 1944/1945 academic year, the primary schools in Macedonian, Turkish and Albanian languages were opened in the Jupa region of Debar. Since this region was liberated from the enemy occupation before many cities of the country, those who started training activities earlier and completed the short-term "training of trainers" course, which is characterized as in-service training, started to work as teachers in this region. Education activities in the Turkish language of instruction in the Jupa region were carried out in the following settlements: Elevci, Novak, Kocacık, Dilgaş and Breštani.<sup>4</sup>

### **Places where Turkish Education Started in Macedonia**

Since the second world war continued in certain parts of the country, education did not start on the same date throughout the country. As a matter of fact, Turkish education in primary school in Macedonia first started in the city of Bitola. On December 4, 1944, 67 primary schools started to operate in Bitola with 7,687 students, 57 primary schools started their education in Macedonian, and 3 schools (schools in the villages of Lazec, Crneec and Trnovci) started their education in Turkish with a total of 56 students.<sup>5</sup>

On February 01, 1945, Turkish language education started in the public primary school of “Adem Mahmut” (today's name Goçe Delçev)

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<sup>3</sup> ДАРМ, фонд: 170, к. 8, ае.5/25-35,Анализа за работата на малцинските школи во НРМ од ослободувањето заклучно со 31 јануари 1949 година

<sup>4</sup> Ѓорѓи Илиевски, Дебар и дебарско низ историјата, Издавач на книгата, Меѓународниот центар за славјанска просвета при Славјанскиот универзитет, 2018

<sup>5</sup> Весна Јовковска, Првите училишта на македонски јазик во Битола и Битолско , Macedonian Science Society – Bitola Republic Of Macedonia, Contributions 19-20, Bitola, 2015, p. 158-168

in the city center of Bitola. Private schools are also opened in Bitola wherever there are enough students of a certain nationality. Schools with this status are classified as follows: I.O "Fakhri İbrahim (Albanian)", i.O "Adem Mahmud (Turkish)", Kremenica (Turkish), Mecitliya (Turkish) (Mogilica) village and other places. As an exception, lessons were held in Macedonian and Turkish (Germiyan village) in one school. In the later period, Adem Mahmut and Fahri İbrahim schools were combined and operated under the name "Nikola Tesla". The name of the school in question was changed again, and finally it continues its activities under the name of Goçe Delçev. In the said school, education is given in Macedonian, Turkish, Albanian and in Serbian language.<sup>6</sup>

As of January 1945, there are 5 schools operating in the field of primary education in Ohrid. Of these, the language of instruction was Macedonian in 3 primary schools, the language of instruction in 1 primary school was Turkish, and in 1 school the medium of instruction was Turkish-Albanian.<sup>7</sup> The interruption of Turkish education in Western Macedonia following the country's liberation war was actually a reflection of Albania's economic relations with Yugoslavia<sup>8</sup>, an extension of the cooperation between the two countries' Partisan movements after 1944.<sup>9</sup>

Especially, With the establishment of the "Cominform", the rapprochement between Albania and Yugoslavia and the economic treaty signed between the two countries in 1946 had an effect that made the Albanian economy a part of the Yugoslav economy. As a result, due to the rapprochement between the two countries, Turkish education activities were interrupted in many regions of Western Macedonia.

<sup>6</sup> М-р Ѓорѓи Лумбуровски Ѓорѓи Лазаревски, *Некои Карактеристики Во Седумдесетгодишниот Развој на Образованието Во Битола и Битолско*, Македонско Научно Друштво – Битола Република Македонија Macedonian Science Society – Bitola Republic of Macedonia, 2015

<sup>7</sup> Архив на Македонија ПО Охрид кутија 2 фонд 113

<sup>8</sup> Nuredin, A. (2021) Hukuki, Siyasi, İdari Yönleriyle "Arnavutluk", International Vision University, Institute for Balkan Studies Press, p. 109.

<sup>9</sup> Nuredin, A. (2008) Dünden Bugüne Makedonya Türkleri, Hikmet Dergisi, s.56.

It is known that Turkish education schools in Western Macedonia increased after Tito was expelled from the Cominform. How the process in question spread to the figures is given in the table below.<sup>10</sup>

INFORMATION ON TURKISH EDUCATION AT PRIMARY SCHOOL LEVEL (I-IV CLASS) IN MACEDONIA (1944-1957) <sup>11,12</sup>			
No	Year	Number of Students	The number of Teachers
1	1944/1945	3.334	49
2	1945/1946	6.702	125
3	1946/1947	7.280	123
4	1947/1948	10.203	165
5	1948/1949	10.722	163
6	1949/1950	12.621	249
7	1950/1951	12.493	237
8	1951/1952	13.237	293
9	1953/1954	14.155	326
10	1954/1955	13.857	270
11	1955/1956	12.895	245
12	1956/57	10.949	214

### Renaming The Schools

At the session of the Skopje City People's Liberation Board - Skopje Education Department held on February 10, 1945, decided to change the names of the schools in the city, these name changes took place as follows:

<sup>10</sup> Korbajram, A. Hoca, E (2022) Hoca Rationalization of Parliamentarism in the Context of Governmental Systems And Its Applicability To The Macedonian Constitutional Order, International Social Sciences Journal Suigeneris, International Vision University Press Vol.1. Issue 1. p.1-26

<sup>11</sup> Нада Јурукова, *Основното воспитание и образование во Македонија (1944-1950)* Институт за Национална Историја, Скопје, 1990

<sup>12</sup> ДАРМ, 0084. 0086/464

No	Former Name of the School	New Name of the School
1	Кnyaz Simeun Trnovski ( <i>Књаз Симеун Трновски</i> )	Goçe Delçev ( <i>Гоце Делчев</i> )
2	İvan Vazov ( <i>Иван Вазов</i> )	Kosta Ratsin ( <i>Коста Раџин</i> )
3	Oтеç Paysiy ( <i>Отец Пајсиј</i> )	Sveti Kliment ( <i>Свети Климент</i> )
4	Egzarh Yosif ( <i>Егзарх Јосиф</i> )	Kiril Peuçinoviç ( <i>Кирил Пејчиновиќ</i> )
5	Sava Rakovski ( <i>Сава Раковски</i> )	Çvetan Dimov ( <i>Цветан Димов</i> )
6	Polnovnik Dragan ( <i>Полковник Драган</i> )	Tefeyüz ( <i>Тефејуз</i> )

At the said meeting, it was decided that some schools should continue their educational activities under the same name. Based on the decision taken: Sv. Kiril and Methodius (Св. Кирил и Методиј) Брака Miladinovçi (Брака Миладиновци) Nayden Arsov (Најден Арсов) Rayko Jinzikoф (Рајко Жинзифев) and Liriya (Лирија), which provides education in the Albanian language of instruction, continued under the same name.<sup>13</sup>

### The Development Process of the Public Teachers' School

After the end of the Second World War, people with basic education were included in the education process in the status of "Public Teachers" by being subjected to special education in order for the education to take place. The development process of the said teacher school dates back to the 1800s. Mehmed Pasha, who started his duty in the 1800s as the Ottoman Governor of Skopje in the Ottoman period, made serious breakthroughs in the field of education in Skopje, starting with the construction of the "Idadiye" secondary school, and devoted

<sup>13</sup> Владимир Симов, *Просветната политика на Народна Република Македонија (1944-1953)* УКИМ, Филозофски Факултет, Институт за Историја, Магистерски Труд, Скопје, 2010

all his attention to education. In the same complex, in a smaller building, the craft-art school "Islah hane" was built. Shortly after, "Idadiye" was converted into a high school. Since 1898, it has turned into an institution for educators and continued its activities as a "teacher school".

After the Ottomans withdrew from this geography, the said school continued its activities as a Teacher's School in 1935. The school, which was affected by the flooding of the Vardar river, was moved to the village of Gorno Vranovci on 3 November 1944 and it was decided to carry out the educational activities of the Public Teachers' School in Skopje. The public teachers' school in Skopje was officially opened on 1 March 1945 with 13 teachers and 314 students in 9 classes. Subsequently, the name of the Teachers' School was changed to "Nikola Karev" Teachers' School -Skopje. In the 1946/47 academic year, classes were opened in Albanian and Turkish at the teacher's school "Nikola Karev" in Skopje. Due to the intense migration from Macedonia to Turkey<sup>14</sup> in the said teacher school, Turkish education was terminated in 1953/54 year.<sup>15</sup>

## CONCLUSION

Together with the end of the Macedonian War of Independence, efforts to achieve transformation and breakthrough in every field have been effective, especially in the field of education, besides Macedonian education, the right to Turkish education was given, as a result of the Macedonian Turks' involvement in the War of Independence, the right to education in their own language was given to the minorities in order to consolidate the spirit of "fraternal unity" and to integrate into the system. This practice started in 1944, especially in December 1944, the period when Turkish education became widespread in many parts of the country. In particular, the starting date of the teachers who have been trained in the teachers' school and started their activities as 21 December, has been declared as a Turkish Education Holiday since 2007,

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<sup>14</sup> Nuredin, A (2011) *Balkanlardan Türkiye'ye Göç ve Etkileri*, Ankara: Çağla Yayıncılık, p.98.

<sup>15</sup> ДАРМ, 0128. 0021/141



pursuant to the Republic of Macedonia Law on Holidays (Official Gazette, No: 21/98 and 18/07). forms the basis. In addition to education, serious breakthroughs were made in the field of press and broadcasting in order to create social awareness and reflect the ideological structure of the period to large masses. As a matter of fact, the first number/issue of the *Birlik* Newspaper was published in Turkish on December 23, 1944. The newspaper *Birlik* is known as a newspaper that was published in Turkish and continued its publication life for many years. The newspaper functions as the organ of the Macedonian People's Liberation Front and is a publication for the Turkish minority living in the country. Nuretin Daut was the editor-in-chief of the first issue, followed by Şükrü Ramo, Mustafa Karahasan and others. The first issues of the "Birlik" newspaper are a handbook and a kind of teaching material for students studying in Turkish language schools in Macedonia. Turkish education, which started in 1944, continues uninterrupted for 79 years.

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