

Full Length Research Paper

An analysis of 1926 inspection legislation document, named: “Law about inspectors of education ministry and their authorization”

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In this study, 1926 official legislation document was analyzed taking the role and duties of inspectors at that time in mind. These roles and duties were explained based on the authorization, investigation, interrogation methodology, and employment of inspectors. This study was carried out by implementing documentary research methods. Like other early Republican legislations, the inspectorate document was prepared at first in Arabic using the grammatical rules of Ottoman language. After 1928, because of alphabetical change in Turkey, official documents were prepared in Latin using Turkish rules. Since the document was done in 1926, it was first transcribed into Latin, and then translated where necessary. It can be understood from this document that inspection was more about control and guidance in the early years of Turkish Republic period. It is also understood that cultural and educational activities were not separated at that time. The main duties of inspectors include improving of education, investigation, and interrogation. Finally, differences in inspection between early Republican era and contemporary Turkey were compared.

Key words: Educational inspectors, legislation, authorization, inspection history, inspection, employment of inspector.

INTRODUCTION

Education started with human history. In order to meet the requirements of this age, humans need education, which means transferring experiences of past generations. To satisfy that kind of requirements, schools were established. Schools -like other social institutions- have also transformed through ages. Consequently, mass education was preferred to aristocratic education after the industrial revolution. Preference of mass education has made schools more important than before. Inspectorate

has contributed to the transformation of schools as well. Every single organization's target is to achieve its purposes. To achieve this, companies need to establish a healthy management structure. A healthy management structure depends on a clear plan, praxis of that plan with an organization structure, employment of skilled staff, and deployment of regulations needed. At the final stage, inspection of efficiency and effectiveness of this system should be carried out. Inspectorate builds bridges

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between the targets and results processes at institutions (Özalp et al., 2000).

Inspection is described as inspecting the staff of an organization based on the legislations related to each staff's work. Inspectors check, audit, or inspect whether they are careful enough about their duties and responsibilities (Taymaz, 2010). Inspection is also about whether everything goes as planned or not. Auditing should take pre-decided and preplanned activities within an organization into account while leaving space for flexibility in making local decisions. An inspection should include precautions and suggestions for future risks and it should support economic decisions. Inspection is objective, takes place often, and has clear instructions (Özalp et al., 1996). The main things expected from an inspection include (Başaran, 2000; Hesapçioğlu, 1994):

1. Standardization: There should be pre-declared criteria of two layers: Firstly, monitoring performance level and secondly, realistic sharing of work among staff.
2. Assessment: It involves taking picture of an organizational performance and finding the differences between that performance and targeted standards. For this, specific scale tools are needed.
3. Fixing: After reaching deflected results, a route fixing is needed to meet the targets. To correct the direction, reasons of deflection should be understood clearly. At this stage, staff and experts should cooperate effectively.
4. Comparison: When the route is fixed, another comparison should occur comparing the expected standards and current situation after fixing.
5. Final Evaluation: It is about making a judgment based on previous experience and learning for future cases.

Inspection of schools

Sergiovanni and Starrat (2007) pointed out three goals of inspection at schools: Quality control, professional development, and teachers' motivation. Quality control involves a comparison of current situation and standards. Professional development means understanding the teaching profession better, improving basic teaching abilities, and increasing the knowledge of teachers about teaching methods. Motivation of teachers mainly depends on job satisfaction. The aim of educational inspection is to make schools to be effective. An effective school is one that has the capacity to achieve its educational goals. Inspection of schools is carried out by heads of schools, inspectors, and managers of higher educational bodies. School inspection should be done with strict rules; room should be given for the creativity of school heads and educational staff should be given the respect they deserve. Team work of staff, teachers, and inspectors has an important place in school inspections. Inspectors should encourage teachers to go for self-actualisations' (Başaran, 2000). Inspection of schools encompasses

institutional inspection and the inspection of teaching in classrooms (Balci et al., 2007). Inspection takes place on behalf of the government and public to provide benefits to the society. It is necessary to reach the goals of an institution in an effective way (<http://rdb.meb.gov.tr>).

A brief history of educational inspection in Turkey

Though Taymaz (2010) stated that the exact date for the beginning of educational inspections is not yet found, the first samples of inspectorate appeared during Tanzimat (Reform [Regulation]) Period in Ottoman times (Taymaz, 2010; Aydın, 2014; Öz, 2003; Şahin et al., 2013 <http://rdb.meb.gov.tr/>). The ever first document about educational inspection was found in 1838, and it is about finding out and compensating for the physical and materialistic needs of Rüşdiye schools. After declaring the start of Tanzimat Period, the skeleton of educational inspectorate was constructed. Later on scaffolding legislations were added (Buluç, 2008).

The second one was dated 1846 and was about employing vice inspectors for primary (Mekatib-i Sibyaniye) and secondary schools (Mekatib-i Rüşdiye). Another one was 1862 and was about naming the people responsible for primary and secondary schools as "müfettiş" (inspector) for the first time. While one document dated 1875 orders schools to have an inspectorate notebook and to show it to inspectors; 1876 document, prepared by education council, describes how inspection should be implemented at schools (Taymaz, 2010; Aydın, 2014; Öz, 2003; Şahin et al., 2013: <http://rdb.meb.gov.tr/>).

At the beginning of the 20th century, a paper dated 1911 declares that Ministry of Education would have two departments afterwards: administration and inspection departments. According to the same paper, it was ordered that inspectors would be employed amongst secondary and high school teachers. A 1912 by law document includes the title of the department as General Inspectorate [for education] (Müfettiş-i Umumilik). A legislative document dated 1913 was dedicated to announce that primary school inspections should be practiced by only primary school inspectors and those inspectors were responsible for inspection, investigation, and education of the public. Finally, a paper of inspection standards was released in 1914 (<http://tkb.meb.gov.tr/>).

In 1923, the instruction letter of the Ministry of Education Inspectorate was published. In 1926, the supervisors of the deputies, who were divided into central and regional inspectors, were reunited in 1931. The formation and duties of the 1933 Inspection Board were rearranged (<http://tkb.meb.gov.tr/>). Educational inspectors were assigned in various ways especially after 1950. Güngör (1960) stated that there were thirteen types of inspectors and they were responsible for the inspection of courses that they teach originally such as literature, arts,

foreigner language, etc. The inspectors involved are candidates doing two and four months' courses, auditors, pedagogically educated inspectors, and inspectors educated in other countries (Güngör, 1960; Güçlü, 2011).

Later, though the amendment of the foundation law of the Ministry of National Education was made at various dates, the structure of the inspection in general was maintained. In 1992, according to the Law on the Organization and Duties of the Ministry of National Education, the Inspection Board took place as the "supervisory unit" within the central organization of the Ministry of National Education.

In 1993, the Ministry of National Education Inspection Board Regulation and Regulation entered into force. In 2011, the Board of Inspection of the Ministry of National Education was abolished and instead, the Directorate of Guidance and Supervision was established. In 2014, the titles of National Education Supervision and Provincial Education Supervision were merged with the titles of Education Inspector and National Education Supervisors were appointed to the Presidency of Education Inspectors established within the Provincial National Education Directorates. In 2016, the Board of Inspectors Board of Education was removed and the Board of Inspectors was established at the Ministry of National Education (<http://tkb.meb.gov.tr/>).

Research questions

This study focuses on the paper dated 1926 about inspectors' duties and roles. The research questions are:

- (1) What orders are given to inspectors in this paper?
- (2) During early republican era, what are the duties and roles of inspectors in Turkey?
- (3) What is the organizational scheme of the education inspectors during the foundation period of the Republic?
- (4) What are the duties and roles of inspectors in Today's Turkey?
- (5) What is the organizational scheme of the education inspectors today?
- (6) What are the similarities and differences about educational inspection between early Republican era (1926) and today's Turkey?

METHODOLOGY

This article is prepared by using document analysis method (Karasar, 1999; Balci, 2006). After the declaration of Turkish Republic, inspection legislations were written in Ottoman language using Arabic. In 1928, Latin was preferred to the previous one and Turkish became the official language. So, official documents were written based on these preferences (Akyüz, 2013). That is why the documents before that date were written originally in Arabic; they were changed into Latin and then translated. In this context, the relevant document was converted to Latin (Appendix 1) and the document was added to the original work (Appendix 2). Finally, the findings were evaluated.

Data collection

The researchers visited Prime Ministry Achieve Directorship for old official documents. Achieved documents related to educational inspection were picked out and translated to Turkish. One of the documents was a paper dated 1926 and named "Ministry of Education inspectors' duties and authorizations before the law" (*Maarif Vekaleti Müfettişlerinin Hukuk ve Selahiyet Vazifelerine Dair Talimatname*, see affixment 1 and 2) was transcribed.

FINDINGS

Having studied the document, it was recognized that the instructions consist of three parts: organizational structure, roles and authorizations. In addition, information was provided about the current situation.

The early period of the republic in 1926: Findings related to organizational structure

An inspectorate council was established by the Ministry of Education to observe and audit educational institutions and fine art faculties; and to enlighten teachers and administrative staff, too (Clause 1). Inspectorate council was designed to be directed by an Educational Minister. This council consisted of two departments: central inspectors and regional inspectors. Central inspectors were assigned to three different branches according to their roles: education and teaching inspectors, administration inspectors, and inspectors of libraries, fine art faculties, and museums (Clause 2).

Education and teaching inspectors were responsible for auditing the education and teaching activities at schools and for guidance of administrative staff and teachers. This kind of inspectors was chosen amongst teachers who had worked as heads of school and trained as branch teachers (Clauses 3, 4, 5). Their assignments to their roles are decided based on the interview evaluations by Education Ministry (Clause 10). Administration inspectors were responsible for inspecting the administrative and fiscal issues. Additionally, they were accustomed with specific investigations assigned by the ministry. They were chosen amongst experienced heads of schools. Libraries, fine art faculties, and museum inspectors form the third group of inspectors and they are responsible for the inspection of institutions that they carry in their titles (Clauses 3, 4, 5). To be recruited as a central inspector, the person should be at least thirty years old, know a foreign language to the point of being to understand his or her course in that language, be a graduate of Dar'ul Fünun or a higher education, and have five years' teaching experience at secondary schools (Clauses 7, 8). Central inspectors are chosen by the assessment of an interview carried out by a council consisting of permanent undersecretary and active working principals of fine art faculties, libraries, and museums (Clause 11).

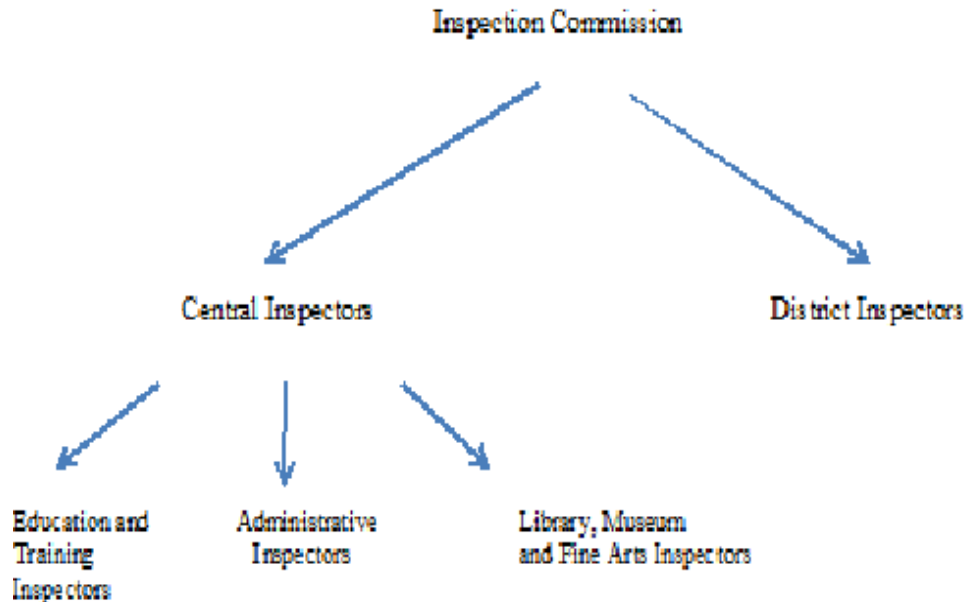


Figure 1. Organizational chart of inspectors (Year: 1926).

Regional inspectors are also directly connected to the Minister of Education. The main responsibility of regional inspectors is to help province education administrators in terms of auditing and controlling. The number of regional inspectors was to be decided according to business of the local educational administration (Clause 6). In order to be a regional inspector, the person should be at least twenty eight years old, know a foreign language, be a graduate of Dar'ul Fünun or a higher education, and have an experience of three years at secondary school (Clause 9). Regional inspectors are chosen by the assessment of an interview carried out by a council of heads of schools (Clause 10). The organization scheme of the inspectors is shown in Figure 1.

Findings related to duties and authorization

Educational inspectors were not only responsible for auditing and teaching branch courses they were good at, but also propagated the official ideology of young Republic of Turkey. Inspectors were under the obligations to take precautions to enhance the wellbeing of Turkish society (Clause 14).

In addition to these, they were expected to inspect the followings: finances of schools, time spent on goals pre-decided by ministry, relationships amongst administrators, teaching staff, and students at schools, sports education and scouting activities in nature, educational and health research, students' records and dossiers, physical situation of schools, usage of time by

educational commissions, teachers' content knowledge and teaching methods, time spent in laboratory, library, students' workshops, students' preferences of resources such as books, journals, and newspapers and their benefits to students, and out of classroom activities of students.

Moreover, activities, conference, and plays of students inspected should be related to patriotism, beneficial to the society, and economy. Preparing students for social and economy life, teaching them how to be helpful, handy and kind, teaching them manners, commitment to family ties, and preparing girls for marriage, school safety issues, occupational tendencies of students, family-school cooperation and time dedicated to it and awareness of people about this cooperation (Clause 15) were also included as duties of inspectors.

Educational inspectors gather members of Instruction and Education committee to discuss and prepare auditing programmes. The ministry approves and applies the suggested programme. Inspectors might be asked to do additional inspection programmes by other committees (Clause 17). In order to audit, inspectors should listen and observe teachers' classroom performances in different classrooms. To be able to determine the understanding levels of students, they could ask questions about previous topics. Having written down some notes about teaching performances of teachers, they can discuss those notes with the teachers to show them their mistakes. When necessary, inspectors may perform samples of teaching in the classrooms for the enhancement of teachers. Inspectors could also give

conference speeches about teaching methods (Clause 18). To be able to observe students in detail, inspectors could stay in boarding schools. Inspectors should share their observations and experiences about a school to its administrators and teachers in a meeting (Clause 19).

Administrative inspectors could be sent by the ministry for auditing and investigation whenever needed. This type of inspectors could inspect local educational authorities. If they do not find the reports of regional inspectors satisfactory, they have the authority to inspect schools administratively and financially. They are allowed to carry out research and give opinions about their results (Clauses 20, 21, 22). Administrative inspectors are authorized to sack a staff member when the law asked for it. However, they should inform the ministry in the first 24 hours as well as local educational authorities (Clause 22). If sent by the ministry, local educational authorities should give every document to the inspectors whenever they ask for it (Clause 23).

Library, fine arts faculty, and museum inspectors are obliged to inspect mentioned institutions. They are to write investigation reports and handbooks, give conference speeches, help councils while establishing ethnographia museums. They are responsible for inspecting the security staff of museums and fine arts faculties. These types of inspectors are expected to shed light on local histories, prepare biographies, and guide to set up local museums. Libraries are under their inspection and these inspectors assist the libraries to protect and copy valuable documents and books (Clause 24).

When it comes to regional inspectors, they are responsible more for the local educational authorities and institutions. If there is a conflict between local educational authorities and regional inspectors, administrative inspectors are sent by the ministry to solve the conflict. Regional inspectors gather under the leadership of an administrative inspector once a year to discuss educational issues and their inspection with the guidance of Instruction and Education committee. Regional inspectors inspect in demand from local educational authorities, too (Clauses 25, 26, 27, 28).

Findings related to auditing and investigation issues

Inspectors of the education ministry are obliged to report their own activities monthly to the ministry. Inspectors visit to inspect randomly and without prior notification. They are not allowed to stay as guests at the houses of staff and teachers that they would inspect. Inspectors should be careful about protecting the image of the people being inspected. To get the truth, inspectors are not allowed to lie to people they were interrogating and mislead them to reveal the truth (Clause 30).

The ministry inspectors should complete the inspections that they start. Any unexpected situation that

prevents inspection processes to be completed should be reported to the ministry urgently. If an investigation or interrogation ever starts, it can only be postponed by the education minister (Clause 31). Every inspection is to be reported separately. The reports are presented and sent to the departments where they are thought to be related to. The reports should be written in a clear and certain language. The findings should be presented in a lawful and scientific manner (Clause 32). After the first inspection, inspectors could continue the processes depending on the need. They should give the person complaining the opportunity to defend himself/herself about the complaint (Clause 33).

When necessary, witnesses could be separately listened to, asked questions clearly and understandably, answers are to be written down as they are, and the reports should be sealed at the very end (Clause 34). Whenever the views of a staff member of a different ministry are needed, only managers of that staff member are allowed to take testimony of him or her. Non-civil servants (non-governmental staff) should be invited for an interrogation by inspectors if needed. If the person does not accept the invitation, then s/he should be brought by local police officials (Clause 35).

Inspectors should add their comments to their reports as well (Clause 36). If there are under-construction education facilities, and an abuse of financial sources, inspectors should inform the ministry and local governmental bodies. Then, the educational ministry has to report the situation to the interior affairs ministry, and inspectors of later ministry have to work with education inspectors on the case. Final report is presented to the education ministry (Clause 37). Instruction and Education community could also demand inspectors from the education ministry to investigate educational issues (Clause 38).

Findings about the processes related to the investigation reports

Administrative inspectors are responsible for sending their reports to the related department. Education inspectors process similar steps with an additional instruction and education community review (a copy is taken in this department). Reports about Fine Arts Faculties and libraries are sent to their responsible bodies, too (Clause 39). Regional inspectors report to the local educational administrator and educational inspectors. Later on educational inspectors are to inform the regional colleagues. If local educational administrators do not find the reports satisfying then they could ask for deficient of reports to be re-evaluated. Once the judgment on the reports is not applied by the local educational administrators, inspectors are expected to inform the ministry about the lack of activity. Reports of regional inspectors are sent to Instruction and Education

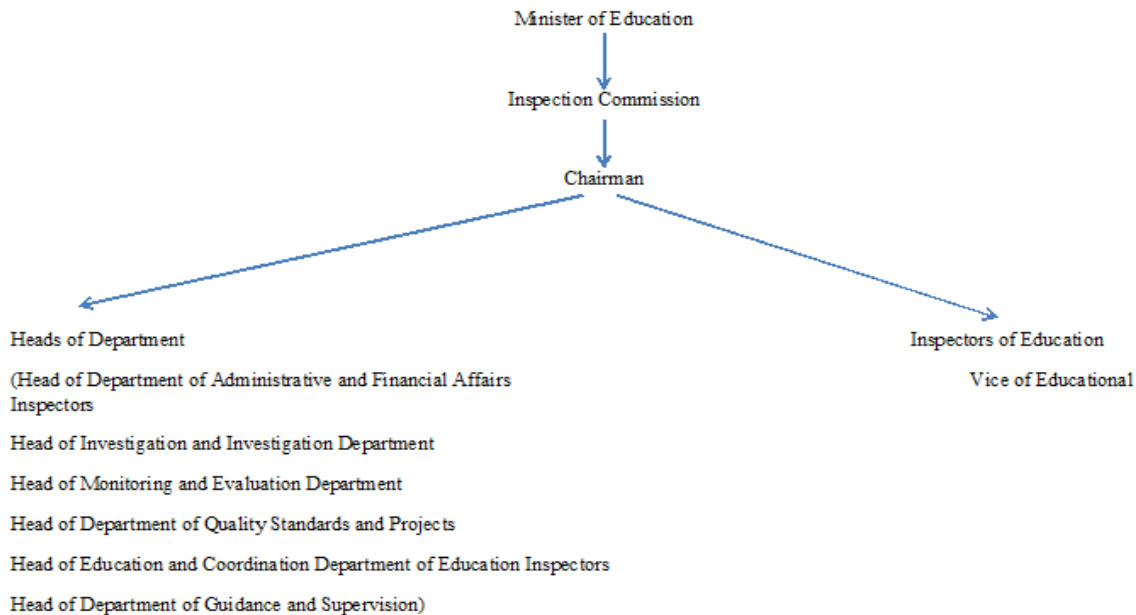


Figure 2. Organizational chart of inspectors (Year: 2017).

Community (Clauses 40, 41, 42, 43). Outstanding reports of regional or central inspectors are published in the journal of education ministry (Clause 44).

Findings related to recording on official notebooks and files

Every recording of ministry inspectors should have original official documents sent to them, copy of their own official writings, educational laws, bylaws, and regulations, work tables, calculations sent to the ministry about monthly salaries, travel expenses, and daily wages (Clauses 45, 46, 47, 48).

Current situation (in 2017)

There are 2 legal texts to be considered in this issue. The first is the Decree on the Organization and Duties of the Ministry of National Education. This decree was published in 2011, updated in 2016. The second is the Ministry of National Education's inspection board regulation issued in 2017.

Findings related to organizational structure

In order to be appointed as an education inspector, it is necessary not to be thirty-five years old. The candidates who will take the exam for the inspectorate consist of two groups: the first is the inspector candidates who are not teachers. These are graduates of law, political knowledge, economics and administrative sciences, economic and business faculties, or equivalent higher

education institutions. The second one is the inspector candidates of teacher origin. They must have been teaching for at least 8 years (Clause16). Inspector candidates are first taken to a written examination of their field. Those who pass this exam will be taken to the oral exam. Those who succeed in this exam are appointed as vice inspectors. The assistant inspector lasts three years. At the end of this training, prospective inspectors are taken to a qualification examination. Those who succeed in the exam are appointed as inspectors. Employees who work as inspectors for at least 8 years may be appointed chief inspector. They have to enter a new test to be appointed chief inspector (Clause 31). The inspectors who succeed in this exam become chief inspector. According to the Inspection Board Regulation issued by the Ministry of National Education published in 2017, the Inspection Board is composed of the Chairman and the heads of departments, and the inspectors and vice inspectors. The chairman depend on the Minister (Clause 4). The organization scheme of the inspectors is shown in Figure 2. As can be seen in Figure 2, all training inspectors depend on the inspection board first, then the inspection board chaired by the head of the inspection board. The inspection board also directly depends on the Minister of National Education.

Findings related to duties and authorization

According to the Regulation on Inspection Board of the Ministry of National Education published in 2017, inspectors report on the results of audit, guidance, investigation, and investigation. Inspectors contribute to the professional development of the inspector assistants

they work with. Inspectors carry out the work in the units, boards and commissions to be assigned. In addition, inspectors shall immediately notify the Chairman of the Board of Inspectors of the facts they have learned during the inspections and for the corruption outside the mandate, so that they can quickly take account of their responsibilities in accordance with the procedure of their investigation. Inspectors gather evidence. They conduct research in various subjects both domestically and abroad. They participate in commissions, courses, seminars and meetings they are assigned. They fight against bribery and corruption (Clause 34).

Findings related to auditing and investigation issues

Vice inspectors can not independently audit, investigate and preliminary investigate. These tasks can be carried out by the inspectors who are working with them. However, after they have actually worked for eighteen months after their entry into the profession, those deemed appropriate may be authorized to carry out these duties independently, with the proposal of the President and the approval of the Minister (Clause 34). Inspectors may remove an officer from duty because they are harmful in relation to the matters for which they are appointed, interfering with investigations, corruption and forgery (Clause 35). Inspectors have to pay attention to the following principles when guiding and supervising (Article 47). Inspectors:

- (1) Inspectors should take into consideration individual and institutional differences and environmental factors.
- (2) Inspectors should base their remediation, improvement and improvement on the basis of guiding and preventive guidance.
- (3) Inspectors should disseminate good practice examples.
- (4) Inspectors should ensure that the system's risk areas are identified and remedied.
- (5) Inspectors should prevent irregularities and corruption.
- (6) Inspectors should be open, transparent, equal, democratic, holistic, reliable and impartial.
- (7) Inspectors should take cooperation and participation as basis.
- (8) The inspectors should make the achievement a priority, encourage and reward them.
- (9) Inspection should be based on scientific and objective principles.
- (10) Inspection should be effective, economical and efficient.

Findings about the processes related to the investigation reports

Inspectors are obliged to complete the reports they will arrange for supervision, guidance, investigation and

investigation activities within twenty days at the latest and in the extra time provided for comprehensive work. They must also carry out investigations before judicial proceedings. The reports are written in a short, clear, easy-to-understand, non-recurring style and in a style appropriate to the writing rules. Opinions and conclusions reached in the reports and the proposals shall be explained on the basis of documents and legislation that do not create any hesitation (Clause 53). The inspectors identify the results of their audit, guidance, research, evaluation, review and preliminary review work with the following report types (Clause 53):

- (1) Audit report.
- (2) Guidance report.
- (3) Monitoring and evaluation report.
- (5) Research report.
- (6) Report of the crime proclamation.
- (7) Review report.
- (8) Investigation report.
- (9) Preliminary examination report.

Findings related to recording on official notebooks and files

A seal and identity certificate is issued for the inspectors (Article 57). In addition, there is no statement in the existing legal regulations regarding the books and files that should be kept.

DISCUSSION

It is understood that the 1926 law and discretionary mission of inspectors of ministry of education was published by council of education and morality department. This department was founded by the law no 789 which was enforced on 3rd April, 1926 (Akyüz, 2013). The most flashing point in the related regulation is the union of educational and cultural activities and the decision to administrate it by only one hand. But in the said ordinance, there exists regulations on the inspection education, museum, and fine arts. Besides, as a probable result of such an approach, the name, ministry of education was used instead of ministry of culture from 1935 to 1941.

The first point in which the regulations lined up is the structure of the committee to which the education inspectors belong. According to this organizational structure, it was deemed as urban or rural. The inspectors working in the urban inspection organization were named as urban inspectors and they were also called education and instruction inspectors, administration inspectors, library, museum, and fine arts inspectors. It is understood that there was a branching up in the affairs of inspectors, and work sharing was done.

According to this work sharing, the inspectors of

education and instruction control schools' educational and instructional activities and guide administrative staff. These inspectors were appointed based on the following criteria: whether they have higher education, have taken a course which is in the curriculum of the schools they inspect and whether they pass those courses or have worked as teachers and principals in a school. In the appointment, an oral exam by a committee from the head council of education and morality was used. Administrative inspectors are the staff who control the administration and economic status of schools, and the staff who follow the inspection given to them by the ministry. These kinds of inspector staff are appointed among the experienced principals of schools. The inspectors of library, fine arts and museums in third group are charged to work in the fields related to their business.

To be appointed as an urban inspector, the person must be thirty years old, know a foreign language, have a higher education diploma, and five years' teaching experience. The appointment of these inspectors is done by a commission founded by the principals of faculty of fine arts, museum and library and headed by undersecretary through an oral exam. Previously, presidents of educational inspectors in each city were abolished by the decree law number 67664 in 02/12/2016. Nowadays, only educational inspectors from the ministry and vice-educational inspectors from the ministry exist.

The role of educational inspectors is critical in the system of education. Therefore, the role of educational inspectors, how they contribute to the education system, the reconstruction of the inspection system, and personal rights of the inspectors are evaluated comprehensively (Bozak et al, 2017). But this role was noticed in the early times of the Republic and it was declared that the mission of the inspectors of education is not only to check the activities of their courses, but also they design and control a system in which the education of citizens is to advocate for the ideology of the Republic of Turkey and increase the value of the Turkish society.

In addition to these, they were expected to inspect the followings: finances of schools, time spent on goals pre-decided by ministry, relationships amongst administrators, teaching staff, and students at schools, sports education and scouting activities in nature, educational and health research, students' records and dossiers, physical situation of schools, usage of time by educational commissions, teachers' content knowledge and teaching methods, time spent in laboratory, library, students' workshops, students' preferences of resources such as books, journals, and newspapers and their benefits to students, and out of classroom activities of students. Furthermore, the activities of students in the country, society and economic life and conference and games are in the work area of the inspectors (Appendix 1).

Again in the work area of educational inspectors, the

participation ratio among students to school activities, the perception of safety in schools, the scientific and vocational tendency of students, and the reasons for creating those tendency, the time shared for school-family association and its value are defined. When the related regulations are handled for evaluation during the early ages of Republic, education was a holistic and serious task charged to the inspectors.

Nowadays, according to the ministry of education, presidents of educational inspectors are assigned to do the following: they check the works of inspectors, vice-inspectors and office staff, and check their attendance; they participate in the meetings of provincial and national education directorate. They analyze their monthly work charts, travel allowances, results of previous year's counselling, and works that will be done the following year in the area of counseling. They control research, organise meetings at the beginning, middle and end of the year to state the rules to follow. When necessary, they invite the vice-inspectors to these meetings and appoint inspectors that work with the vice-inspectors. Education inspectors focused on the aims of education during the early times of the Republic, but nowadays it seems that their aim is bureaucratic.

Nowadays, education-focused inspections are being handed over to school administrators for them to be more active in bureaucratic and legal areas. During the Republican era, a branch of the inspectors was functioning and it is understood that the investigators called administrative inspectors are assigned more to do investigation. These inspectors inspect the operations of the education directorates according to the authority of the ministry and supervise schools. They do not adequately report the administrative and financial audit-applied tax reports of the schools of the education directorates or district inspectors. Administrative inspectors also have strong powers, such as the dismissal of officers they find questionable.

The Library, the Faculty of Fine Arts and the museum inspectors were created within the Ministry of Education as a result of the holistic consideration of cultural and educational activities during the first period of the Republic (Appendix 1; Clause 1). Today, however, these areas are run by completely independent ministers. This situation can be seen as a manifestation of the increase in the number of students and schools in Turkey and the reflections of conceptual clarification in the process of the managerial field.

Another striking issue about the inspection system in the early Republic period is that it is done centrally as well as locally as an inspection of the training service. Inspectors who conduct training inspections locally are called area or district inspectors. The Regional Inspectors inspect and supervise the education departments and institutions in their respective regions. District inspectors are not as competent as central inspectors, and they have to work in schools. One of the most striking aspects

assessed on the 1926 directive appears to be the effect of John Dewey's 1924 report (Dewey, 1939). For example, article 5 of the opening chapter of the Dewey report is directly related to the library, which is reflected in the 1926 directive.

From the relevant arrangement it is understood that the appointment of the inspectors varies according to the kind of inspections in early period of the republic. Education and training inspectors are selected among teachers who have received education at higher level and have succeeded in the field, have worked as school administrators, and were appointed by the Board of Education and Training in the Ministry of Education. Administrative inspectors responsible for administrative and financial supervision of schools are appointed from among experienced school principals. In order to be appointed as a central inspector, it is necessary to be at least thirty years old, know a foreign language, be a teacher of Dar'ul Fünun (Faculty of Science) or higher education, and have taught at least five years in secondary school. The appointment of these inspectors is selected by the committee and appointed by the commission consisting of faculty of fine arts, library and museums established under the presidency of the undersecretary.

In order to be appointed as a district inspector, the person must be at least twenty-eight years old, know a foreign language, be a graduate of Dar'ul Fünun or higher education, and must have taught at least in secondary school for three years. The appointment of the regional inspectors is done by the ministry after oral examination. This examination is made by the commission of the directors. . From today's situation, graduates from higher institutions in Turkey or abroad are accepted at least by the Higher Education Council, education, science, literature, law, political knowledge, economic and administrative sciences, economics, business administration, theology; they should be under thirty-five years of age, except those who have eight years' or more teaching experience, and have not got the minimum score indicated in the announcement of the competition examination by the Public Personnel Selection Examination. When we compare the present situation with the early period of the Republic, it is concluded that the condition of being a teacher is still preserved but the condition of knowing a foreign language is not present today.

From the perspective of administrative law proceedings such as investigation, the 1926 Directive seems to emphasize highly detailed methodological and ethical principles. According to this regulation, inspectors of the Ministry cannot notify the relevant officers about the place to go and the institution to be audited and the inspection time. In the course of the investigation, the image of officers and teachers cannot be damaged. They cannot give false information and mislead people. They have to complete the inspection or investigation they have

started. In case of not being able to complete the transaction, they have to inform the Ministry.

Ministry inspectors should prepare a separate report for each audit, write the reports according to the different departments; the opinions of the inspectors must be based on legal grounds and have scientific basis. The inspectors are given the right to defend themselves by reporting the complaint given about the memorandum. If they are obliged to listen to the witness during the investigation, it is obligatory that the witnesses are to be heard separately, that the questions be asked clearly, and that the statements of the witnesses be recorded and signed. Those who are to be consulted in the investigation process will be consulted directly if they are education officers, and the officers related to other ministries will be taken through their posts. The inspectors themselves will invite those who are not government officials. Those who do not respond may be brought in by local law enforcement agents. If the inspectors see an abuse during the construction and other transactions made for educational purposes and they are covered by the educational budget, they will give directions to the Ministry and the governorate. This is one of the most striking auspices in the 1926 regulation. Because of this article, special attention has been paid to the fight against corruption. Looking at the current situation, many ethical and methodological issues seem to be preserved.

Conclusion

The 1926 regulation is a comprehensive legal argument, especially since it envisages not listening to teachers and teachers finding out the problems of the educational process. The fact that the notable reports of the central and regional inspectors are published in the Ministry of Education magazine can also be evaluated in terms of the importance of sharing knowledge and, experience. From all these perspectives, it can be considered that this directive is highly comprehensive and regarded as a holistic education. From the aforementioned discussion it is possible to arrive at the following conclusions:

- (1) Cultural, artistic and educational inspections were established under the same roof as culture and education policies were considered together during the foundation period of the Republic. Today, culture and art-related works are transferred to another ministry. There are only training inspectors within the Ministry of Education.
- (2) Today, the district inspections have been abolished within the Ministry of Education. Education Inspectors are only in the capital.
- (3) The condition of being a university graduate in the selection of the inspectors is still ongoing. The condition of the inspectors' knowledge of the foreign language has been removed.

- (4) There is nothing that changes about of duty and authority.
- (5) Education inspectors do not supervise courses and teachers.
- (6) There is no change in the investigation and audit reports. The same reports are still being written.
- (7) The notebooks and files that the inspectors should keep have changed. That's why internet and electronic media provide opportunities.

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CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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Appendix 1

Law about inspectors of education ministry and their authorization (Ottoman Latin Alphabet Version) Teftiş Heyeti Talimatnamesi Hakkında

Tarih: 26/11/1926

Maarif-i müfettiş-i umumiyeleri hakkında tanzim olunan talimatname 4338 numero ve 17 Teşrin'i evvel 1926 tarihli heyet-i vekile kararıyla kabul olunan ve irade-i milliyeye iktiran etmiştir. Suret-i musaddıkası mehfufen takdim olunur. İki yüz elli nüsha olarak tab edilmesi için alâ matbaa müdüriyetine de ayrıca emir verilmiştir efendim.

Alâ Talim ve Terbiye Reisi

Maarif Vekaleti Müfettişlerinin Hukuk ve Selahiyet Vazifelerine Dair Talimatname

1. Teşkilat

Madde 1: Maarif vekaleti teftiş heyeti, terbiye ve tedrisat maarif müesseselerinin idari muamelatına ve Sınayi-i Nefise'ye müteallik bilcümle hususatı teftiş ve murakabe, muallimleri ve idare memurlarını tenvir ve irşad ile mükellef doğrudan doğruya vekalet makamına merbut olmak üzere lüzumu kadar müfettişlikten mürekkeptir.

Madde 2: Vekalet müfettişleri iki kısımdır: Merkez ve Mıntıka müfettişleri. Merkez müfettişleri vazifelerinin nev'-i mahiyetine göre üçe ayrılırlar:

- (1) Terbiye ve tedrisat müfettişleri.
- (2) İdare müfettişleri.
- (3) Kütüphane, Sınayi-i Nefise ve müze müfettişleri.

Madde 3: Terbiye ve tedrisat müfettişleri, münhasıran mekteplerin tedrisi ve terbiyevi hayatlarını teftiş ve murakabe ve bu hususta idare memurlarına ve muallimlere rehberlik etmekle mükellef olup programa dahil muayyen bir ders zümresinden yüksek bir ihtisas salahiyet sahibi olmak üzere tanınan veya terbiye işlerinde muvaffakiyetleri ile taayyüz eden muallim müdürler arasından intihab olunurlar.

Madde 4: İdare müfettişleri mekteplerin idari ve maddi hususatını teftiş ve vekaletçe kendilerine havale edilecek meseleler hakkında tahkikat icra ederler. Bunlar, tecrübeli ve muktedir maarif ve mekteb müdürleri arasından seçilir.

Madde 5: Üçüncü zümreye dahil bulunan müfettişler münhasıran kütüphane, Sınayi-i Nefise ve Asar-ı Atika işleri ile iştiğal ve bu işlere müteallik meselede vekaleti tenvir eden mütehassıslardır.

Madde 6: Mıntıka müfettişleri teftiş ve murakabe hususatinde maarif eminlerine muavenette bulunmak üzere vekaletçe tevkik edilen müfettişlerden bunların adedleri mıntıkların vüsatine ve müessesatın kesafetine göre tayin edilir.

Merkez Müfettişlerinin Evsafı

Madde 7: Terbiye ve tedrisat müfettişlerinin tayinlerinde aranacak evsaf bervech-i atidir.

- (1) Yaşı otuzdan aşağı olmamak.
- (2) Kendi ihtisası dahilinde bir eser tercüme edecek derecede garb lisanslardan birine vakıf bulunmak.
- (3) Dar'u'l-Fünun şubelerin birinden veya mekteb-i Ali'den mezun olmak.
- (4) La-akal beş sene müddetle orta tedrisat müesseselerinden daimi muallimlikte bulunmuş olmak.

Madde 8: İdare müfettişi tayin edileceklerin 7. Maddenin ilk üç fıkrasındaki evsafa haiz olmaları bundan maada orta tedrisat müesseselerinde veya maarif müdürlüklerinde mıntıka müfettişliklerinde la-akal beş sene hizmet etmiş bulunmaları lazımdır.

Mıntıka Müfettişlerinin Evsafı

Madde 9: Mıntıka müfettişlerinin haiz olmaları icab eden evsaf bervech-i atidir.

- (1) Yaşları yirmisekizden aşağı bulunmamak,
- (2) Bir garb lisansı, bu lisanda yazılmış eserlerden istifade edecek kadar vakıf bulunmak,
- (3) Daru'l-fünun şubelerinde birinden veya bir mekteb-i aliden mezun olmak,

(4) En az üç sene orta tedarisat müesseselerinden birinde muallimlikte bulunmak.

Müfettişlerin Suret-i İntihab ve Tayinleri

Madde 10: Terbiye ve tedarisat müfettişleri talim ve terbiye heyeti idare ve mıntika müfettişleri ise müdürler encümeni tarafından gösterilen namzetler yanından vekaletçe tefrik ve tayin olunurlar.

Madde 11: Sınayi-i nefise, müze ve kütüphaneler müfettişleri müsteşarın riyaseti altında ictimai' edecek olan sınayi-i nefise kütüphane ve müze müdürlerinden mürekkeb bir encümenin gözeteceği namzedler arasından vekaletçe intihab ve tayin olunurlar.

Madde 12: Vekalet müfettişlerinin memuriyetleri tasdik-i aliye arz edilir.

Madde 13: Teftiş heyetine aid evrakı tanzim etmek defterleri ve hesabı tutmak üzere bir kalem heyeti mevcuttur. Kalem muamelatına merkez müfettişleri münavebe ile nezaret ederler.

Vazife ve Selahiyet

Terbiye ve Tedrisat Müfettişleri

Madde 14: Terbiye ve tedarisat müfettişleri yalnız mütehasıs buldukları derslerin teftişatıyla iktifa etmeyip mekteplerinde mukarrat layık ve milliyetperver Türk Cumhuriyetinin mefkurelerini imanla müdafaa edecek ve Türk cemiyetinin medeni kıymet ve seviyesini yükseltecek vatandaşlar yetiştirecek feyizli birer terbiye muhiti evvela bilmeleri için ithali lazim gelen tedbirler ve kararlara esas teşkil edecek tedkikatı da icra ederler.

Madde 15: Terbiye ve tedarisat müfettişlerinin tedkikatına mihver olacak başlıca mevzular şunlardır.

- (1) Terbiye ve tedarisat nokta-i nazarından mektebin maddi cephesi
- (2) Mekteplerin vekaletçe tayin edilen gayelere vusul emrindeki mesaisi.
- (3) İdare ve talim unsurlarının yek diğerleri ve talebe ile münasebetleri.
- (4) Bedeni terbiye ve izcilik faaliyetleri.
- (5) Mektebin saha ve saati ve talebe arasında yapılan sıhhi ve terbiyevi tedkikler ve elde edilen neticeleri,
- (6) Talebe için tutulan pedagojik fişler ve yaşları veya sicil defterleri.
- (7) Terbiye meclislerinin mesaisi ile mukarraratın terbiyevi kıymeti.
- (8) Mütehasıs buldukları dersleri tedaris eden muallimlerin ilmi kabiliyet ve kudretleri takip ettikleri tedaris usullerinin terbiyevi kıymeti.
- (9) Laboratuvar ve atölye mesaisi ve hasıl olan neticeleri.
- (8) Talebe kütüphaneleri ve bunlardan edilen istifadenin derecesi, talebenin en çok okuduğu kitaplar gazete ve mecmuaları.
- (9) Talebenin sınıf harici meşguliyetleri ve bu meşguliyetlerin sureti tanzim ve idaresi.
- (10) Talebenin vatani, ictimai ve iktisadi faaliyeti: Müsamereler ve konferanslar: Talebeyi, ictimai ve iktisadi hayata hazırlayacak teşkilatı talebe arasından teavün ve tesanüd duygularının inkişafını istihdaf eden tedbirler: adab-ı muaşeret nokta-i nazarından talebenin vaziyeti Milli duyguların temine ve takviyesine matuf faaliyetler: Aileye merbutiyet hisleri, Kız mekteplerinde kızlarımızın aile hayatında deruhde edecekleri vazifelere suret ihzarları ilh...
1. Talebenin mekteb faaliyetlerine derecei iştirakleri.
2. Mektebin inzibat telakkisi
3. Talebenin ilmi ve mesleki temayülleri ve bu temayülleri doğuran ve besleyen esbab.
4. Mektebin ve aile muhitlerinin terbiye işinde teşrik mesailerine atfedilen ehemmiyetin derecesi ve bu hususta sarfedilen mesainin kıymeti.
- 5.

Madde 16: Vekalet ihtisas ve selahiyetlerini itimad ettiği daveti de ayrıca veya müfettişler refakatinde olarak teftiş memur edebilir.

Madde 17: Terbiye ve tedarisat müfettişleri her sene ders senesi başında talim ve terbiye heyeti azalarının iştirakiyle akd edecekleri içtimada teftiş programlarını ihzar ederler. Vekaletçe tasdik edilen programlar dairesinde faaliyete geçerler. Ancak tedarisat dairesi veya talim ve terbiye heyeti tarafından lazim gösterildiği takdirde program haricinde de teftişat icrasına mecburdurlar.

Madde 18: Tedrisat teftişatı şu şekilde icra edilecektir:

- (1) Müfettiş evvela muallimin ilmi kudreti ve tedris usulü hakkında esaslı bir fikir ve kanaat edinebilmek için muhtelif sınıflarda ve verdiği derslerde hazır bulunup ve nazarı dikkati celb eden ehemmiyetli noktaları tespit eder.
- (2) Sınıfların derste umumi seviyesini anlamak maksadıyla talebeyi teftiş tarihine kadar gösterilen mübahase müteallik sualler iradıyla seri' ve şifahi bir yoklama icra edebildiği gibi arzu ettiği zaman evvelden hazırladığı bazı suallerin tahriri cevaplarını da talebeden isteyebilir.
- (3) Müfettiş tedkikatın neticesinde not ettiği noktalar üzerinden muallimi müdavelei efkar eder. Kendisine hatalarını işaret eder.
- (4) Müfettiş lüzum görürse muhtelif sınıflarda muallimin huzuruyla numune dersleri verir. Muallimlere tedris usulleri ve müterakimi terbiye cereyanları hakkında konferanslar tertib eder.

Madde 19: Müfettiş birkaç gün müesseselerde kalır. Talebenin gece ve gündüz hayatına karışır. Mektebin hayatını ders mütalaa ve teftiş saatlerinde müşahade eder ve 15. maddede zikr edilen mevzuları vesair hakkında doğru ve esaslı malumat toplamaya çalışır. Bu tedkikatı müteakip idare ve talim heyetlerini toplayarak onlara müşahadelerini kanaat ve mütalaalarını söyler.

İdare Müfettişleri

Madde 20: İdare müfettişleri vekaletçe lüzum his edildiği takdirde teftişat ve tahkikata gönderilir.

Madde 21: İdare müfettişlerinin vazifeleri bervech-i atidir:

- (1) Vekaletten alacağı talimat dairesinde maarif emniğine ait muamelatı teftiş etmek.
- (2) Eminler ve mıntika müfettişleri tarafından mekteblerin idari ve hesabi muamelatı hakkında verilecek raporları vekaletçe kafi görülmediği takdirde bu cihetleri teftiş etmek.
- (3) Vekalet tarafından kendilerine havale edilecek muhtelif meseleleri tedkik ve bu hususta beyan mütalaa eylemek.

Madde 22: İdare müfettişleri devam memuriyetinde mahzur gördükleri memurları işinden el çektirmek selahiyetine haizdirler. Bu takdirde keyfiyeti yirmi dört saat zarfında vekaletle bildirmek ve emine bildirmek mecburiyetindedirler.

Madde 23: Vekaletçe görülen lüzum üzerine bu mıntıkada hin bu meselenin tahkikatında vekalet merkez müfettişleri memur edilirse emin mıntika müfettişleri ve maarif müdürleri teftişleri neticelerinden kendilerine malumat i'ta ve evrak tahkikiyesi tevdi ederler.

Asarı Atika, Müze ve Kütüphane Müfettişleri

Madde 24: Asar-ı Atika ve Sına-i Nefise ve kütüphane müfettişlerinin ve vazifeleri şunlardır.

- (1) Vekaletçe tasdik edilecek program dahilinde her şey tedkikatta bulunan ve tetkikatlarının neticeleri raporla devaire aidesine bildirmek bu hususta eserleri, risaleleri telif etmek, konferansları vermek mahalli etnoğrafya müzelerinin tesisinde vilayetleri belediye dairelerine ve müessesata muavenette bulunmak.
- (2) Asar-ı Atika ve Sına-i Nefise'nin ve kütüphanelerin **muhafazasında alakadar** makam ve memurların gösterdikleri gayret veya tekasül hakkında mütalaalarını bildirmek Asar-ı Atika hafriyatına.
- (3) Vekalet namına nezaret ve memleketin muhtelif mıntıklarının tarihlerine esas teşkil edecek malumatı cem' etmek. Vesaik-i menabi göstermek biyografiler neşr etmek. Mahalli Asar-ı Atika müzelerinin..... tesisinde vilayetlere ve belediye dairelerine rehberlik etmek.
- (4) Kütüphaneleri teftiş ve bunların intizam dairesinde idaresini kütüphanelerde mevcut kıymetli el yazılarını matbu kitapların hüsnü muhafazasını temin hafız kitapları tenvir ve irşad etmek.

Mıntika Müfettişleri

Madde 25: Mıntika müfettişi kendi mıntıkası dahilinde bulunan maarif daire ve müesseselerinin bilcümle hususatını murakabe ve teftiş ederler.

Madde 26: Eminlerle mıntika müfettişleri arasında ihtilaf zühur ettiği takdirde bu ihtilafın tedkikine vekalet müfettişlerinden bir zat memur edilir.

Madde 27: Her sene vekaletçe tayin edilecek bir mahalde merkez müfettişlerinden birisinin riyaseti altında mıntika müfettişleri ictima ederek talim ve terbiye heyetinin tensib edeceği maddeler hakkında mukararat teftişlerinin memleket mesarifi için daha müessir ve müfid olması çarelerini taharri ve tesbit ederler.

Madde 28. Mıntika müfettişleri maarif eminleri tarafından gösterilen lüzüm üzerine dahi teftişat yaparlar.

Teftişat ve Tahkikata Dair Müteferrik Maddeler

Madde 29: Vekalet müfettişleri zamanlarını ne suretle isti'mal ettikleri mesai cetvellerini derç ederek her ay nihayetinde vekaletе gönderirler.

Madde 30: Vekalet müfettişleri aşağıdaki ahvalden mücanebet etmeleri lazımdır.

A-Gidilecek mahalli ve teftiş icra edilecek daireyi ve teftişin vaktini alakadar memurlara haber vermek. Bu muallimler ve maarif memurları nezdinde misafir kalmak.

B-Tahkikat esnasında memur ve muallimlerin haysiyetini ve izzeti nefsinı ihlal etmek.

C-İsticvab edilen veyahut al'el usul malumatına müracaat olunan kimseleri itiraf hakikati mecbur etmek için onlara hilaf-ı vaki ahval vukuatından bahs etmek.

D-Memur ve muallimlerle ahz ve i'ta veya herhangi bir ikraz ve istikraz muamelesinde bulunmak.

E-Herhangi bir memuriyet veya muallimi re'sen namzed irae etmek.

Madde 31: Vekalet müfettişleri başladıkları teftişat ve tahkikatı ikmale mecbur olup esbabı mania hasebiyle terk mecburiyeti gördükleri takdirde keyfiyeti yaşadıkları derhal vekaletе ihbar ederler. Başlamış olan teftişat ve tahkikatın terk ve te'hirini yalnız maarif vekaleti mezuniyet verebilir.

Madde 32: Vekalet müfettişleri her teftiş için ayrı rapor tanzim etmek mecburiyetindedir. Raporlar her daireye tevdi nabil olabilecek surette ayrı ayrı kısımlardan mürekkeb olacaktır. Raporlarda ahval ve muamelatın vazih ve kati şekilleriyle tespit ve kafi derecede tamik edilmiş olması ve beyan edilen mutalaatın kanuni sebeplere mukarrarata ilmi müsbet fikirlere istinad etmesi lazımdır.

Madde 33: Vekalet müfettişleri bu mesele hakkında yapacakları ibtidai tahkikattan sonra lüzum his ederlerse tahkikata devam ve bu takdirde hakkında şikayet vaki olan memur şikayetlerini bildirerek her biri için sarih ve kati cevaplarla kendisini müdafaaya davet ederler.

Madde 34: Vekalet müfettişleri tahkikat esnasında şahit istimaina lüzum görülürse her şahit ayrı ayrı dinlemek ve hakkında tahkikat icra edilen memuru itham eden esbabı her şahit hakiki izhara vesile olacak şekilde sormak ve müşahadelerin ifadelerini aynen zapt edip kendilerine imza veya tahtim ettirmek mecburiyetindedirler.

Madde 35: Tahkikat esnasında isticvabına lüzum görülen zevati maarif memurlarından iseler doğrudan doğruya davet ve isticvab edileceklerdir. Vilayet diğer vekaletlere merbut memurların ifadelerine müracaat olunmak icab ederse ifadeleri amirleri vasıtasıyla alınacaktır. Devlet hizmetinde bulunmayanların ifadelerini almak icab ederse müfettiş kendileri yeni davet eyler. Ve bu davete eylemeyenler mahalli zabıt marifetiyle celb olunurlar.

Madde 36: Vekalet müfettişleri tahkikatın hitamında evrak-ı tahkikiyesi vekaletе göndermekle iktifa etmeyerek muzih bir fezleke tanzim etmek mecburiyetindedirler.

Madde 37: Vekalet müfettişleri maarife müteallik inşaat ve levazım ihzaratına memur zevatın ve komisyonların muamelatı ve hesabatında suiistimal vukuuna muttali olunca inşaat ve ihzarat maarif bütçesinden ve maarif memuru marifetiyle icra olunduğu takdirde maarif müfettişleri tahkikat olaylarını icra ve evrakını vekalet veya vilayete tevdi ederler. İnşaat ve ihzaratı idare-i hususiye bütçesinden ve encümeni daimi vilayet kararı ve ve marifetiyle icra olunduğu takdirde müfettiş, vekaleti ve vilayeti haberdar eder. Vekaletin Dahiliye vekaletine vaki olacak işarı üzerine mülkiye müfettişi tahkikatı vaziyet eder. O tahkikatın fezlekesi sureti maarif vekaletine tevdi olunur.

Madde 38: Talim ve terbiye dairesi lüzum gördüğü takdirde mıntikalarda mekteblerin terbiye ve tedrisatını teftiş için müfettiş Vekaletinden isteyebilir.

Raporlar Üzerine Cereyan Edecek Muamelat

Madde 39: İdare müfettişlerinin raporları teftiş kalemince kayd edildikten sonra dairelere havale edilir. Terbiye ve tedrisat müfettişlerinin verdiği raporlar talim ve terbiye heyetince tedkik ve oraca bunların muallimlere aid olan kısımlarının suretleri çıkarılarak tedrisat dairelerine tevdi edilir. Ve asılları talim ve terbiye dairesinde hıfz olunur. Sına-i Nefiseye ve kütüphanelere müteallik raporlar aid oldukları dairelere gönderilir.

Madde 40: Mıntika müfettişleri raporlarını eminlere verirler. Eminler bu rapor üzerine cereyan eden muameleden müfettişleri haberdar etmek mecburiyetindedir.

Madde 41: Emin, mıntika müfettişinin raporu kafi derecede müdellil ve kanaatbahş bulmazsa madde tasrih ederek noksanların ikmalini teftişat ve tahkikat ve tamikını talep edebilirler.

Madde 42: Mıntika müfettişi raporu emin tarafından mevki-i muameleye konmadığı ve neticesiz kaldığı takdirde vekalet müracaat keyfiyeti ihbar etmek selahiyetine maliktir.

Malik 43: Mıntika müfettişleri her ders senesi nihayetinde bu senelik teftiş netayicine nazaran mıntikalarının irfan hayatına müteallik fikir ve mütalaalarını maarif eminliklerine tevdi edecekleri layihalarla vekalet bildirimler. Bu layihalar talim ve terbiye dairesine havale olunur.

Madde 44: Merkez ve mıntika müfettişlerinin ehemmiyetli ve şayana dikkat raporu ve layihaları maarif vekaleti mecmuasında ilave edilecek kısım mahsusda neşredilir.

Defterler ve Dosyalar

Madde 45: Vekalet müfettişlerinin tutmağa mecbur oldukları defterler ve dosyalar şunlardır:

- A-Kendilerine gönderilen bilcümle mahruratin asılları.
- B- Yazdıkları mahruratin müsveddeleri.
- C- Maarife müteallik kevanun nizam ve talimatnameler.
- D- Zamanın ne suretle istimal olunduğunu gösteren mesai cetvellerinin suretleri.
- E- Her ay nihayetinde vekalet gönderilecek maaş, harcırah ve yevmiye tahkikat cetvellerinin suretleri.

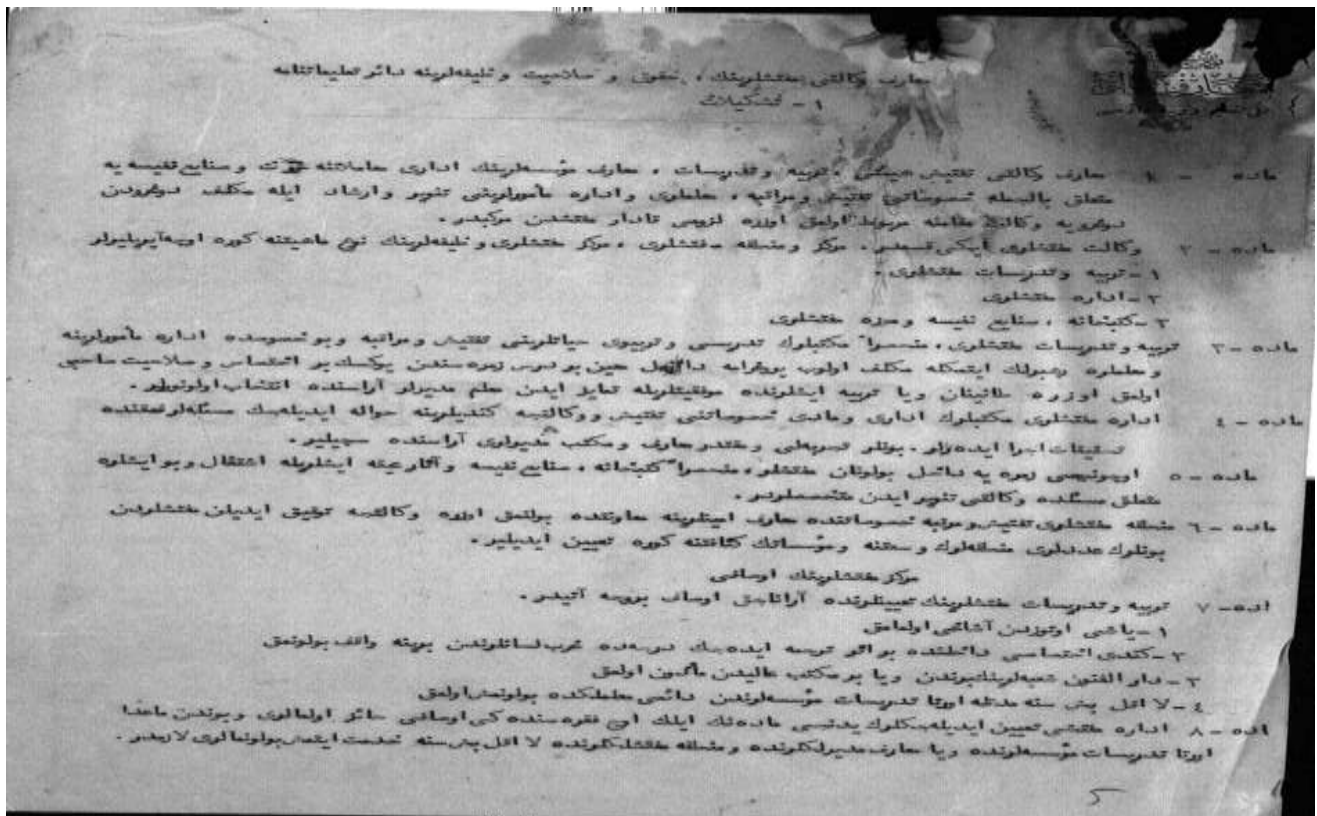
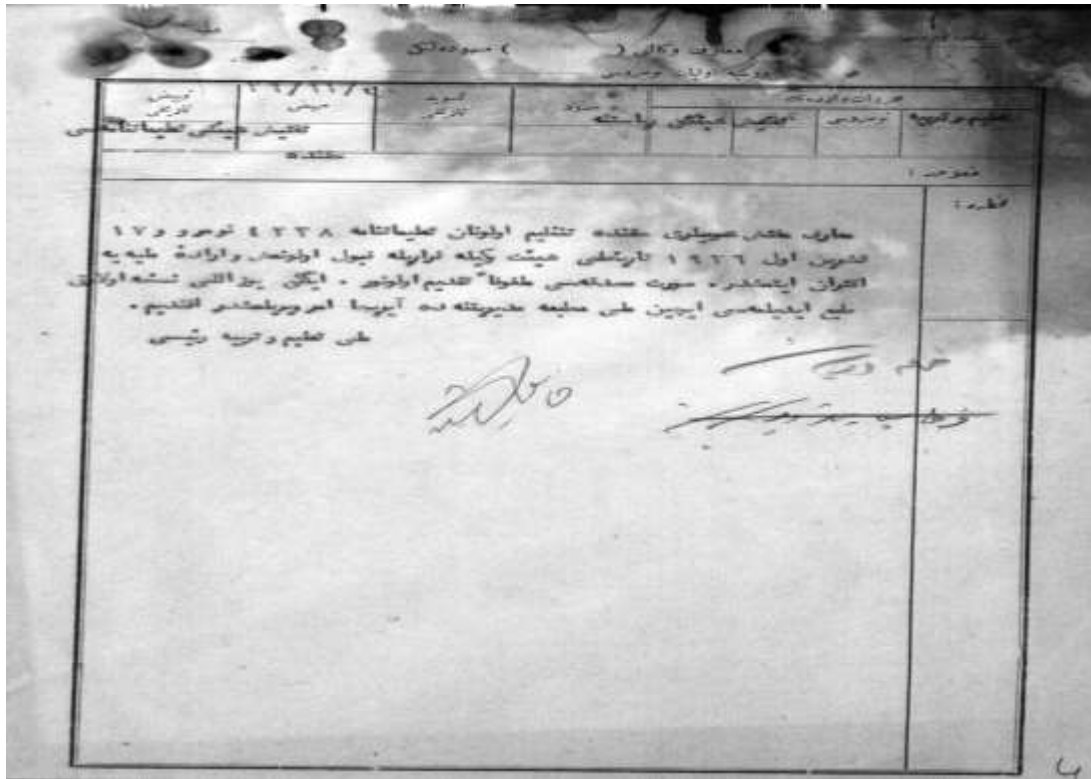
Madde 46: İşbu talimatnamenin neşrinden evvel mevcut talimatname ahkamı mensuttur.

Madde 47: İşbu talimatname neşri tarihinden muteberdir.

Madde 48: İşbu talimatnamenin ahkamının icrasına maarif vekaleti memurdur.

Appendix 2

Law about Inspectors of education ministry and their authorisation (Ottoman Arabic Alphabet Version).



مؤلفین و مکتوبین اینک به پیروی
 ۳- بعضی تحقیقات غیرمستند و نادرستی عملیات اوزینه طبعه مداوم افکار ایده در کتبیه نصابین اشارت ایلم
 ۴- بعضی اوزین کوروسه مختلف-مقارنه حکم خیرهله تیره نوبتلی و ورورمطوره نوسا-سولتی و حواس تیره
 مروتلی-خنده ایضا سرتوبه ایلم.
 ماده ۶- بعضی مرقا کون مؤسسه طایفه طبعه کیمه و کوندر حیاته فارسیه مکیم حیاتیه نوس
 طایفه و تحقیق معقوله شامده ایلم و ۱۰ نوس ماده ده فکر ایلمین موشور و حاشیه خنده نوسروانلی
 طویات طریقه چالیشیر یو تحقیقاتی مطالب اداره و تطبیق و معینکونلی نولایارق اولره شامده لوتی-
 نعت و مطالعه لوتی سولر.
 ماده ۷- اداره مختلری و کاتبه لوم س ایلملیکی تقدیره تحقیقات و تحقیقات کونده بیلیر.
 ماده ۸- اداره مختلری و تحقیق بینه آتیر.
 ۱- کالندن آلیفر طویات ناکر مستند حارف ایتمکله طند حاضری تعلیم ایتمک
 ۲- ایلمروشمک مختلری طوندن مکتوبک اداری و سالی حاضری خنده ویرلمک رابولر و کاتبه
 کاتبه کانی کویله نیکی تقدیره یو مختلری کتیر ایتمک
 ۳- وکالت طوندن کتیلرته سوله ایلمک شتند مختلری تغیر و یوسولمک بیان مطالعه ایتمک
 ماده ۷۷- اداره مختلری نولم شامده سولر کونکلی مأموریه ایلمن آل چکیرمک حاضری ناکر بولر یو
 تقدیره کتیلی نیکی نوبت سلامت لارنده کالته یلمدیجا، وایته یلمدیجا سیریتنده بیلر.
 ماده ۷۸- وکاتبه کویلم لوم اولره بوشلده حین یوسولمک سینه کالته مرکز مختلری مأمور ایلمیره این شت
 مختلری و حارف مروتلی تحقیق تیره لردن کتیلرته طویات لوم و اوزاق سینیجی نوبت ایلمر.
 کار حیه سوله و کتیلر مختلری
 ماده ۷۹- آثار حیه و محتایه و کتیلرته و تحقیق مختلری و تحقیق مختلری
 ۱- وکاتبه سینی ایلمک بر بولر نالنده حریف تحقیقده بولر و تحقیق مختلری کتیه لوتی
 و بولر نولر نالنده یلمدیجا یوسولمک اثرلر، رسالطه تازی ایتمک نوزاشلر ویرمک سولر اتورایا
 حوله لردن لاسنده و لایقوله یلمدی ناکر لرتنه و نوسانه حاضری بولر
 ۲- کار حیه و محتایه و کتیلرته کتیلرته حاضری مأموریه کونکلی کتیر لوتی ویا
 کالته خنده مطالعه لوتی یلمدیجا آثار حیه سولر
 ۳- وکالت نالنه ناکر و کتیلر

کونکلی تقدیره کتیلی یلمختلری نرال وکالت اشبار ایلمر. باشلام اولان تحقیقات و تحقیقات ترک
 و تیشیرنه بالکر حارف وکالتی مأمونیت بولر بیلیر.
 ماده ۲۳- وکالت مختلری حوققتلر ایچون آیری و بولر تشلیم ایتمک سیریتنده نر. رابولر حردائره تودعی ط
 قابل اولایلمک حوققه آیری آیری سولرین مرکز اولاجلدر. رابولرده احوال و حاضریک و اتح و تطبی
 شکلرله تثبیت وکالتی نرسده صحت ایلمیش اولماسی و بیان لیدیلن مسالعات قانونی سولره شروانه علمی شبت
 نکراره استناد ایتمس لایلمر.
 ماده ۲۴- وکالت مختلری بوسله خنده یایلملری ابتدائی تحقیقندن سکرل لوم س رابولرله تحقیقده نولم
 یو تقدیره خنده شکایت و اتح اولان مأموره شکایتلرینی یلمدی بولر حریف ایچون صحت و تطبی جوابلرله کتیلی سینی
 مدافعه ب نوبت ایلمر.
 ماده ۲۵- کالت مختلری تحقیقات اثنا سده شامد استعاضه لوم کویلولره حرضایله آیری آیری نیکلمک و خنده تحقیقات
 اجرا ایلمن مأموری ایچام ایلمن اسبابی حرضایله حقیقی اثاباره وسیله اولایق شکلده سورتق حاضریک اناده لوتی عینا سید
 ایلمر، کتیلرته اشبار تشلیم ایلمدیجا سیریتنده بیلر.
 ماده ۲۶- تحقیقات اثنا سده استعاضه لوم کویلم نرات حارف مأمورلردن ایلمر نوبتون نوبتیه نوبت و استعاضه
 ایلمک کوندر. ولایت نیکر وکالتلره سولر مأمورلرک اناده لرتنه مزاجت اولوتق ایجاب ایلمیره اناده لری آولری
 و استعاضه اللمک کوندر. نوبت سینه نولونایاتلرک اناده لوتی ایجاب ایلمیره حاضریک کتیلر یوشی نوبت ایلمر. بولر
 نوبت ایله بیلر سالی نالنه حرضایله حرضایله اولونور.
 ماده ۲۷- وکالت مختلری تحقیقات اثنا سده اولایق تحقیقی وکالت کوندریکه اکتا ایتمک موش بر لکنه تشلیم ایتمک
 سیریتنده بیلر.
 ۲۷- کالت مختلری حاضریه تعلق انشآت و لوازم انشازاته مأمورلرک و سیریتلرک معاملات و حساباتده سول استعمال
 و حوضه صلح اولرته انشآت و انشازات حارف بولر سندن و حارف مأموری حرضایله اجرا اولندیقی تقدیره حارف مختلری
 تحقیقات اولمزلرینی اجرا و اوزاقنی وکالت و ولایت تودیع ایلمر انشازات و انشازاتی اداره موسسه بولر سندن
 و اتحیم نامی ولایت قرار و حرضایله اجرا اولندیقی تقدیره حاضری وکالتی و ولایتی سیریتلر ایلمر. وکالت ملک
 نالنه وکالت و اتح اولمق اشعار اوزینه ملک حاضری تحقیقات و سیریتلر ایلمر. او تحقیقات لکنه سورتی حارف
 وکالت تودیع اولونور.
 ماده ۲۸- تطبیق و توییه ناکر سالی لوم کونکلی تقدیره مطالعه لره کی مکتوبک توییه و نوسا نالی تحقیق ایچون مختلر انشازی
 و کالندن ایسته به بیلیر.
 ۱۰

