

UNIVERSITY OF PHYSICAL EDUCATION
IN KRAKOW

AKADEMIA WYCHOWANIA FIZYCZNEGO
im. BRONISŁAWA CZECHA
W KRAKOWIE

Physical Culture Sciences
Nauk o Kulturze Fizycznej

Faculty of Physical Education and Sports
Wydział Wychowania Fizycznego i Sportu



DOCTORAL DISSERTATION
ROZPRAWA DOKTORSKA

by

mgr Kürşat Soğuksu

Education systems for physical education teachers in Türkiye and Poland
throughout history – a comparative analysis

Systemy kształcenia nauczycieli wychowania fizycznego w Turcji i w Polsce na
przestrzeni dziejów – analiza porównawcza

Dissertation Supervisor:

dr hab. Ewa Roszkowska, prof. AWF

Dissertation Co-supervisor:

dr Bożena Alejziak

Kraków 2024

*I dedicate this dissertation to
Mustafa Kemal Atatürk on the 100th anniversary of the Republic of Türkiye,
and to the future generations who follow in his footsteps.*

*to dissertation supervisor
dr hab. Ewa Roszkowska, prof. AWF
I am deeply grateful for all your support and mentorship throughout the journey of this dissertation.
Your guidance has been invaluable, and I will forever carry the profound gratitude in my heart*

*to dissertation co-supervisor
dr Bożena Alejziak
I sincerely thank you for all your support.*

*I wish to honor the memory of Prof. Kazimierz Obodyński,
who was the first supervisor of this dissertation and passed away during its writing.
May he rest in peace.*

TABLE OF CONTENTS

Title	Page No.
INTRODUCTION	1
Research Objectives and Scope.....	4
Research State, Sources and Materials.....	7
Research Methods	17
Dissertation Structure	18
CHAPTER I	22
Physical Education in Europe: Tracing Historical Roots and Pedagogical Concepts through Philosophical Perspectives	22
1.1 German <i>Turnen</i> Gymnastics	34
1.2 Swedish <i>Ling</i> Gymnastics	47
1.3 English Games and Sports.....	51
CHAPTER II	54
Physical Education Teacher Training in Higher Education: A Comprehensive Study of Türkiye's Approach and Implementation	54
2.1 A General Overview of the Tanzimat Era (1839-1876).....	54
2.2 The General Status of Education During the Tanzimat Era and the Changes Implemented.....	56
2.3 Physical Education and Sports in Curricula During the Tanzimat Era	62
2.4 The Role of Missionary Activities and Foreign Schools in the Development of Physical Education and Sports in the Late Ottoman Period.....	74
2.4.1 Robert College & <i>Mekteb-i Sultânî</i> (Galatasaray High School)	82
2.4.1.1 Robert College.....	84
2.4.1.2 <i>Mekteb-i Sultânî</i> (the Imperial School).....	109
2.4.2 Ottomanization of Physical Education and Sports: Examining the Contributions of Ali Faik Bey [Üstünidman] as the First Turkish Physical Education and Sports Teacher	121
2.4.2.1 Foundation of Galatasaray Sports Club.....	139
3. Physical Education and Sports in the Curricula from the Constitutional Era Towards the Republic Era (1876-1923)	141
3.1 First Constitutional Era and Sports (1878-1908).....	141
3.2 Second Constitutional Era and Sports (1908-1920).....	145
3.3 Modernization and Institutionalization of Physical Education and Sports: The Early Contributions of Selim Sırrı Tarcan	149
4. Training Physical Education and Sports Teachers During the Republic Era: An Overview of the Phases	172
4.1 Physical Education and Sports Teachers Trained via Courses (1926-1930).....	173
4.2 Reforming Higher Education in Türkiye: Mustafa Kemal Atatürk's Approach for Physical Education and Sports	186
4.3 Physical Education and Sports Teachers Trained in Institutes (1933-1979).....	192
4.3.1 Development of Physical Education in Atatürk's Türkiye: The Role of the Gazi Physical Education Department.....	192
4.4 Physical Education and Sports Teachers Trained via Youth and Sports Academies (1974 – 1982)	204

4.5 Training Physical Education Teachers through Higher Teacher Schools (1978 – 1982)	207
4.6 Training Physical Education Teachers Through Faculties of Education	208
4.7 Training Physical Education Teachers Through Higher Schools of Physical Education and Sports.....	209
4.8 Training Physical Education Teachers Through Faculties of Physical Education and Sports Sciences.....	211
CHAPTER III	213
Physical Education Teacher Training in Higher Education: A Comprehensive Study of Poland’s Approach and Implementation	213
3.1 Institutionalization of Modern Physical Education in Poland: Early Attempts.....	215
3.2 The First Department of Physical Education in Poland	221
3.3 Eugeniusz Piasecki: Co-Creator of the Physical Culture Sciences and Founder of the First Higher School of Physical Education in Poland	225
3.4 Physical Education Teacher Training and Institutionalization in Interwar Poland (1918-1939).....	229
3.5 Physical Education Teacher Training in Poland: From World War II to the Present	239
CHAPTER IV.....	249
The Evolution of Physical Education Teacher Training in Higher Education: A Comparative Analysis of Türkiye and Poland	249
4.1 A Comparative Analysis of Physical Education Teacher Training in Higher Education of Türkiye and Poland: Early Attempts, Historical Development, and Pedagogical Perspectives.....	250
4.1.1 A Comparative Analysis of Physical Education Teacher Training in Higher Education of Türkiye and Poland: Pioneers and their Pedagogical Concepts with Nationalization, and Institutionalization.....	252
4.1.2 A Comparative Analysis of the Evolution of Physical Education and Sports Education into Higher Education in Türkiye and Poland: Institutionalization to Universityization.....	255
4.2 A Comparative Analysis of Physical Education and Sports Teacher Education into Higher Education in Türkiye and Poland.....	258
4.2.1 A Comparative Analysis of Physical Education and Sports Teacher Education into Higher Education in Türkiye and Poland: Evolution of General Structure	259
4.2.1.1 Basic Characteristics of Education System in Türkiye and Poland	259
4.3 A Comparative Analysis of Physical Education and Sports Teacher Education in Higher Education: An Analysis of Physical Education and Sports in Elementary, Middle, and High Schools in Türkiye and Poland.....	262
4.3.1 An Analysis of Physical Education and Sports in Elementary Schools in Türkiye and Poland	262
4.3.2 An Analysis of Physical Education and Sports in Middle Schools in Türkiye and Poland	262
4.3.3 An Analysis of Physical Education and Sports in High Schools in Türkiye and Poland.....	263
4.4 A Comparative Study of Post-Primary Initial Physical Education and Sports Teacher Education in Higher Education: An Analysis of Entry and Selection Processes, and Graduating Pathways in Türkiye and Poland.....	264

4.4.1 An Analysis of Post-Primary Initial Physical Education and Sports Teacher Education in Higher Education: Entry and Selection Processes in Türkiye and Poland	265
4.4.2 An Analysis of Post-Primary Initial Physical Education and Sports Teacher Education in Higher Education: Graduating Pathways in Türkiye and Poland.....	265
CHAPTER V	267
The Bologna Process: Origins, Principles, and Implementation of the European Higher Education Area and Its Compatibility with Physical Education and Sports Teaching Programs in Turkish and Polish Higher Education	267
5.1 Bologna Process Member States and Organisations	279
5.1.1 Consultative members.....	282
5.1.2 Ministerial meetings on the Bologna Process	283
5.1.2.1 Sorbonne Declaration – 1998.....	283
5.1.2.2 Bologna Declaration – 1999.....	284
5.1.2.3 The Prague Communiqué – 2001	286
5.1.2.4 The Berlin Communiqué – 2003.....	287
5.1.2.5 The Bergen Communiqué – 2005	289
5.1.2.6 The London Communiqué – 2007.....	290
5.1.2.7 The Leuven / Louvain-la-Neuve Communiqué – 2009.....	291
5.1.2.8 The Budapest / Vienna Communiqué – 2010.....	293
5.1.2.9 New Goals: The Bucharest Communiqué – 2012	294
5.1.2.10 The Yerevan Communiqué – 2015	295
5.1.2.11 The Paris Communiqué – 2018.....	296
5.1.2.12 The Rome Communiqué – 2020	299
5.2 AEHESIS – Aligning a European Higher Education Structure in Sport Science	300
5.3 Physical Education and Sports Teaching Programme in Turkish Higher Education within Bologna Process	309
5.4 Physical Education and Sports Teaching Programme in Polish Higher Education within Bologna Process	315
CHAPTER VI.....	323
Assumptions and Functioning of the Bologna System in Higher Education: Insights from Own Research.....	323
Review of Research on the Implementation and Functioning of the Bologna Process...	327
Aims and Research Problem	329
Methods, Techniques, and Research Tools	332
Site and organization of research. Selection of the research sample and data collection	333
Characteristics of Survey Respondents	335
Overall Evaluation Results	386
CONCLUSION.....	389
BIBLIOGRAPHY.....	396
ABSTRACT	452
STRESZCZENIE	454
LIST OF FIGURES.....	456
LIST OF TABLES.....	460
ANNEX	462

INTRODUCTION

The ongoing process of globalization, cooperation, as well as economic rivalry between individual countries, regardless of the continent, stimulate development in every sector, including education. Countries that willing to maintain a rapid pace of development are forced to reorganize and adapt the education systems to changing conditions, as education is a kind of *spiritus movens* influencing not only the development of other fields,¹ but also the paramount catalyst that in the vanguard of a profound social metamorphosis.

The global vision of targeted education policy, supported by the Organisation for Economic Co-operation and Development (OECD), and the unification of education systems within the European Union (EU), seem to play greater role than before. An example may be academic teaching, which, through an attempt at unification, strives for a uniform teaching system by implementing the standards of the Bologna System.²

Within the context of Türkiye and Poland, globalization assumes paramount importance as it has been intricately intertwined with their affiliation and membership to the European Union. Türkiye, officially acknowledged as a candidate for full membership on December 12, 1999,³ and Poland, which has been a member since May 1, 2004,⁴ skillfully navigate the currents of globalization, and the progressive integration into the EU in both countries creates opportunities and poses enormous challenges, thereby exerting a profound and transformative impact on changes on their respective educational systems. As has already been said, there is no doubt that education plays an irreplaceable and crucial role as the foundation of progress and has a lasting impact on the development and prosperity of many disciplines and sectors within nations. Recognizing the paramount importance of a comprehensive education of an individual, both countries place great emphasis on acquiring not only knowledge and academic skills, but also developing social, emotional, physical and moral competences.

¹ Aydoğan, E. (2008). Eğitim Sisteminde Yeniden Yapılanma ve Özelleştirme Adımları [Restructuring and Privatization Steps in the Education System]. *Memleket Siyaset Yönetim*, 3(6), 166-187. Retrieved Jan. 18, 2016, from <https://dergipark.org.tr/tr/pub/msydergi/issue/75918/1254075>

² Kivinen, O., Nurmi, J. (2003). Unifying Higher Education for Different Kinds of Europeans. Higher Education and Work: A comparison of ten countries. *Comparative Education*, 39(1), 83-103. Retrieved Jan. 18, 2016, from <https://doi.org/10.1080/03050060302563>

³ European Commission (n.d.). *Membership status of Türkiye*. European Neighbourhood Policy and Enlargement Negotiations (DG NEAR). Retrieved Jan. 18, 2016, from https://neighbourhood-enlargement.ec.europa.eu/enlargement-policy/turkiye_en

⁴ European Union. (n.d.). *Poland – EU member country profile*. Retrieved Jan. 18, 2016, from https://european-union.europa.eu/principles-countries-history/country-profiles/poland_en.

In this context, physical education appears as a cornerstone, inextricably woven into the curriculum structure. Its importance extends beyond promoting of physical and emotional well-being, as it actively enriches cognitive abilities, promotes social interactions, and even deepens understanding of the sphere of morality. Taking into account the multi-faceted nature of physical education and its key role in supporting holistic human development, the development of physical education teacher education has become as the central point of this study.

In order to compare the existing models of physical education teacher education in Türkiye and Poland, it is necessary to examine their development through the lens of historical research.

This is justified by several facts. Firstly, the idea of educating physical education teachers at the academic (higher, university) level evolved very slowly, although it practically began to take shape from the moment the first universities and knights' academies were established in Europe. It is true that the programs of individual universities did not mention such a discipline as physical education, however, there were various elements of physical education that played an important role in the life of academic communities.⁵ Physical education, rooted in gymnastics-based⁶ concepts, has become important in Türkiye and Poland due to a number of factors including military, paramilitary, health and pedagogy. The integration of these concepts into the educational systems of Türkiye and Poland has revealed both similarities and differences from their European counterparts.

Interestingly, the first higher-level physical education teacher education programs appeared in Türkiye and Poland almost at the same time. At a similar time, the directives of the Bologna Declaration also began to be implemented in higher education. Secondly, cultural, social and political differences, including geographical location, had a significant impact on the development of education systems for people

⁵ Mester, L. (1931). *Die Körpererziehung an den Universitäten: eine historisch-systematische Untersuchung über die Bedeutung der körperlichen Übungen für das Universitätsleben der Reformation, der Aufklärung und des Neuhumanismus* [Physical Education at Universities: A Historical-Systematic Study on the Significance of Physical Exercises for University Life during the Reformation, the Enlightenment, and Neo-Humanism]. Verlag von Julius Beltz (Langensalza). Berlin.

Oszast, H. (1964). Szkoła pływania' w Uniwersytecie Jagiellońskim w pierwszej połowie XIX wieku [Swimming School at Jagiellonian University in the First Half of the 19th Century]. *Wychow. Fiz. Sport.* - 1964, T. 8 nr 4, s. 517-522.

Obodyński, K. (1992). *Kształtowanie się kultury fizycznej młodzieży akademickiej w Polsce* [Development of the physical culture of students in Poland]. Rzeszów, WSP., s. 20.

⁶ In the literature pertaining to the designated period, it is observed that the term "gymnastics" is also used interchangeably with the terms "physical education" and "sports."

who were to educate people in the field of physical fitness. Thirdly, examining the past allows to identify the fundamental pillars upon which a given concept of physical education teacher education is based. While in Poland the history of physical culture has been analyzed in various aspects, in Türkiye there is no such study – this issue was treated peripherally, to a small extent, when discussing related issues, hence knowledge on this subject is insufficient. Given the above considerations, a very extensive fragment of this study is devoted to a historical look at the education of physical education teachers in Türkiye, being aware, that this is the first – not only in Türkiye or Poland, but in general – a comprehensive study presenting the history of Turkish physical education and sports.

The argument for preparing this extensive study in such a broad scope is the lack of publications directly dealing with the problem signaled in its title as well as the lack of comparative research taking into account the historical, pedagogical, philosophical, sociological, economic, political and cultural dimensions of physical education teacher education in Türkiye and in Poland. This research problem is also interesting due to the adaptation of academic programs for physical education teacher education in both countries to the requirements arising from the directives of the Bologna Process. It also seems that identifying similarities and differences in the systems of physical education teacher education may shed light on overlooked aspects in the development of specific programs. In addition, the research results can serve as a catalyst for transformational change and foster the development of educational programs that will be not only more effective but also more harmoniously aligned. It also seems that, this research may be significant for understanding the unification processes in higher education, as well as the positions of Türkiye and Poland in the European Union: as a candidate and a member, respectively. It also appears that this research may be relevant for understanding the unification processes in higher education, as well as the positions of Türkiye and Poland in the European Union: as a candidate and a member.

It should also be emphasized that comprehensive study and comparative analysis of different systems creates a panoramic perspective that nurtures intercultural understanding and stimulates an environment conducive to the exchange of ideas and nuanced interpretations.

As already mentioned, education systems determined by technical and technological changes are the first to be modified in a given country. Thanks to this,

science becomes global and universal. Teachers are the determinant of this change, what's more, they testify to the level of the institutions educating them. Teachers' knowledge and skills depend on the facilities and curricula in a given training unit. The implementation of the requirements of the Bologna System is intended to ensure the quality of teacher education and the development of higher education.⁷

It is worth noting that the harmonization of higher education was actively pursued through the establishment of the European Higher Education Area (EHEA), facilitated by the Bologna Process. This visionary initiative aims to establish standardized framework capable of accommodating diverse individual and multinational educational models, gradually moving towards a common link.

The phenomena of globalization, the Bologna Process, and the EHEA have exerted a profound and far-reaching influence on educational landscapes, particularly within the European context. However, to obtain a comprehensive understanding of the complex formation and developmental trajectory of these systems, a carefully considered and detailed analysis is necessary. This analysis must consider the previous history and complex processes of development. Throughout history and in today, the emergence and presence of highly qualified educators have played a key role in driving this transformative cycle. Thus, it can be claimed that the teaching profession occupies a decisive and determining position in shaping the destiny of the nation. In this multifaceted context, undertaking comprehensive examinations to monitor and evaluate progress in teacher education systems, along with comparative analyses, seems essential to recognize the need to introduce improvements for further development.

Research Aim and Scope

This dissertation is a historical study of the history of physical education teacher education in Türkiye and Poland

Its main goal is to present the origins and transformations of physical education teacher education systems in Türkiye and Poland, and to conduct a comparative analysis regarding the general assumptions of the Bologna Process and its implementation and functioning at universities offering teaching physical education program. The research task thus established required the following hypotheses:

⁷ Avşar, Z. (2012). *Türkiye İçin Beden Eğitimi Öğretmen Eğitimi Standartlarının Oluşturulması* [Creating Initial Physical Education Teacher Education Standards for Turkey]. [Doctoral dissertation, Anadolu University]. Retrieved Nov 27, 2021, from <https://hdl.handle.net/11421/3457>

1. The genesis and development of higher education systems for physical education teachers in Türkiye and Poland were conditioned by the political, socio-economic, and cultural situations in both countries.
2. The theoretical reflection on physical education and the contributions of outstanding individuals of the 19th and 20th centuries became an important impulse for the development of physical education teacher education systems in Türkiye and Poland.
3. The implementation of the Bologna Process directives serves the quality and integration of physical education teacher education systems.

The above assumptions necessitated posing the following research questions:

1. What factors shaped the higher education systems for physical education teachers in Türkiye and Poland?
2. Can individuals be identified who were instrumental in the process of initiating or developing the physical education teacher education systems in Turkey and Poland?
3. What are the similarities and differences in the development of physical education teacher education systems in Türkiye and Poland?
4. Has the Bologna Process contributed to improving higher education for physical education teachers in Türkiye and Poland?
5. To what extent are the models of higher education for physical education teachers coherent in Türkiye and Poland?
6. What are the opinions of Turkish and Polish academic teachers who teach in the field of "Teaching Physical Education," as well as university students studying in this field, regarding the general assumptions of the Bologna Process and its implementation and functioning at universities in Türkiye and Poland?

The Temporal caesuras of this study are linked to the political situations of both countries. The initial caesura is the *Tanzimat* reforms in the Ottoman Empire, and on Polish territories, the establishment of the National Education Commission in the Polish-Lithuanian Commonwealth. The final caesura is marked by own research conducted at Turkish and Polish universities in the academic year 2022/2023, aimed at presenting opinions on the implementation and functioning of the assumptions of the

Bologna System in the field of training physical education teachers in Türkiye and Poland.

The spatial scope of the dissertation pertains to Türkiye and Poland.

There is no doubt that both countries have demonstrated their commitment to the principles and framework established by the Bologna Process. Türkiye has been actively participating in the Bologna Process since 2001⁸ and Poland since 1999.⁹ Additionally, they are actively engaging in activities in the EHEA, highlighting their dedication to harmonizing their respective higher education systems. Hence, this issue focused on the higher education of physical education teachers is also a subject of research interest in this dissertation.

An in-depth analysis of the historical evolution of physical education teacher education in Türkiye and Poland provides very valuable information to critically evaluate the existing models and ascertain their alignment with the transformative currents of the EU. This study delves into the multifaceted impact of the Bologna Process and the EHEA on these educational systems, shedding light on their synergistic integration with international standards and their remarkable ability to respond effectively to the constantly changing demands in the field. Furthermore, by revealing the lack of comparative studies in the field of physical education teacher education in Türkiye and Poland, it seeks to shed light on knowledge areas that unexplored to date.

One of the foremost authorities in the field of comparative pedagogy is George Zygmunt Fijałkowski-Bereday (born Jerzy Adam Rotblit, 1920-1983). Bereday claims that when comparing educational systems from two different countries and aiming for meaningful research outcomes, it is extremely important to have firsthand experience, i.e.: language proficiency in both languages, stay in these countries, understanding of their cultures, histories, economies, as well as familiarity with their political structures and literature.¹⁰

It so happened that I meet these *sine qua non*¹¹ condition for the realization of the topic. Firstly, thanks to significant duration of residence in the hometowns of the

⁸ European Higher Education Area and Bologna Process. (n.d.). *Membership status of Türkiye*. Retrieved Jan. 19, 2016, from <https://www.ehea.info/page-Türkiye>

⁹ European Higher Education Area and Bologna Process. (n.d.). *Membership status of Poland*. Retrieved Jan. 19, 2016, from <https://www.ehea.info/page-poland>

¹⁰ Pachociński, R. (2006). *Zarys Pedagogiki Porównawczej* [Outline of Comparative Pedagogy]. Warszawa: IBE, s. 10-12. Retrieved Apr. 1, 2016, from <https://pl.scribd.com/doc/112860236>

¹¹ *Sine qua non*, derived from Latin, literally translates to "(cause) without which not." It refers to an essential condition or a crucial element that is indispensable and absolutely necessary for a particular purpose or outcome.

pioneers of physical education and sports, both in Türkiye and Poland, I have had the unique opportunity to immerse myself in the cultural, social, and educational contexts of both countries. Having spent equal parts of my life in each country, my personal experiences provide invaluable insights and the opportunity to obtain reliable and authentic research results. Secondly, my university education and specialized studies in the field of teaching physical education and sports in both countries, together with conducting scientific research during my studies on comparative analyses physical education and sport, combined with active involvement in Bologna Process projects, and my proficient command of the Turkish, Polish, and English languages, significantly facilitated my ability to conduct a reliable and comprehensive analysis and interpretation of the materials obtained during the research.

All of this means that this dissertation is the first study presenting the history of physical education and sport in Türkiye, and the first comparative analysis of the higher education systems for physical education teachers in Türkiye and Poland, also considering the degree of implementation of the Bologna System directives.

Research State, Sources and Materials

The study has an interdisciplinary nature; hence, the range of sources and materials used to prepare its individual parts is diverse.

However, there is no doubt that, as far as possible, attempts were made to access primary sources, including documents and archival materials, periodical and non-periodical publications, and official documents stored in both Türkiye and Poland. Publications in English were also used.

To illustrate the historical context of the development of interest in physical culture in Europe, recognized works in this field were used, including the monograph by Cemal Alpman's work¹² on physical education and its evolution throughout history provides insights. Furthermore, Mehmet Güçlü's article¹³ provides clues about the

¹² Alpman, C. (1972). *Eğitimin bütünlüğü içinde beden eğitimi ve çağlar boyunca gelişimi* [The Development of Physical Education Throughout the Ages Within the Integrity of Education]. T.C. Gençlik ve Spor Bakanlığı Eğitim Genel Müdürlüğü Yayınları. Milli Eğitim Basımevi. İstanbul.

¹³ Güçlü, M. (2001). Avrupa, Amerika Birleşik Devletleri, Çin ve Türkiye’de Beden Eğitimi ve Sporun Gelişimi [Development of Physical Education and Sports in Europe, The United States, China and Turkey]. *Milli Eğitim Dergisi*, Sayı:150, s:33,38. Retrieved May 28, 2022, from https://dhgm.meb.gov.tr/yayimlar/dergiler/Milli_Egitim_Dergisi/150/guclu.htm

development of physical education and sports in Europe. Roland Naul's article¹⁴ delves into the historical roots of physical education and European concepts, enhancing our understanding of the subject. Gertrud Pfister's article¹⁵ examines the development and changes in movement cultures influenced by various factors, including German Turnen, Swedish gymnastics, and English sport. Lastly, the article by Roland Naul and Claude Scheuer¹⁶ sheds light on gymnastic systems from the 18th to the 20th century, emphasizing their national adaptations.

The most extensive part of the study covers the history of physical education and sports in Türkiye, including the education systems for teachers in the field of physical education. This happened because this history had so far been beyond the interest of historians. To undertake this task, fundamental research was conducted in Turkish archives. Specifically, inquiries were made at the *Türkiye Cumhuriyeti Cumhurbaşkanlığı Devlet Arşivleri Başkanlığı, Ankara – Osmanlı Arşivi Külliyesi, İstanbul (BOA)* [Presidency of the Republic of Türkiye Directorate of State Archives, Ankara – Ottoman Archive Complex, İstanbul] in İstanbul, which holds the largest and most valuable collection of documents from the Ottoman Empire era. The difficulty in researching the documents stored there also resulted from the fact that state documents, historical notes from the Ottoman Empire period, books, magazines, and other materials are written in Ottoman Turkish. This required spending more time on reading and understanding the texts. The transition to the Latin alphabet, and therefore to the Turkish language, took place in Türkiye only in November 1928, during Atatürk's revolution. The documents used are presented in the Bibliography, giving reference numbers from Ottoman times and their modified equivalents.

Research was also carried out in Ankara at the *Türkiye Cumhuriyeti Cumhurbaşkanlığı Devlet Arşivleri Başkanlığı – Başbakanlık Cumhuriyet Arşivleri, Ankara (BCA)* [Presidency of the Republic of Türkiye Directorate of State Archives – Prime Ministry Republican Archives, Ankara (BCA)], in *Türkiye Cumhuriyeti Milli Savunma Bakanlığı, Arşiv ve Askeri Tarih Daire Başkanlığı, Ankara* [Republic of

¹⁴ Naul, R. (2003). Concepts of Physical Education in Europe. *In book: Physical Education: Deconstruction and Reconstruction - Issues and Directions* (pp.35-52) Edition: 1stPublisher: Schorndorf: Hofmann Editors: Hardman K. Retrieved June 12, 2022, from <https://www.researchgate.net/publication/260096002>

¹⁵ Pfister, G. (2003). Cultural confrontations: German *Turnen*, swedish gymnastics and english sport – European diversity in physical activities from a historical perspective. *Sport in Society, Volume 6*, Issue 1, p.:63 Retrieved June 5, 2022, from <https://www.researchgate.net/publication/248952005>

¹⁶ Naul, R. & Scheuer, C. (2020). Historical roots and strands of physical education and school sport development in Europe. *In book: Research on Physical Education and School Sport in Europe. Publisher: Meyer & Meyer.* p.23. Retrieved June 12, 2022, from <https://www.researchgate.net/publication/342105417>

Türkiye Ministry of National Defense, Department of Archives and Military History, Ankara] – where the documents of Selim Sırrı Tarcan's military service were place in the *Genelkurmay Askeri Tarih ve Stratejik Etüt ve Denetleme Başkanlığı Arşivi, Ankara* [Archive of Military History and Strategic Studies of the General Staff and the Inspection Directorate, Ankara].

Access to documents stored in state archives in Türkiye required logging into the *e-Devlet* [e-Government] system using a *T.C. Kimlik No.* [Republic of Türkiye Identification Number] and obtaining consent to conduct the query. It appears that accessing and examining valuable historical resources is only possible with Turkish citizenship and a corresponding Turkish ID number.

The source materials stored in the *Türkiye Cumhuriyeti Milli Eğitim Bakanlığı Arşivi, Ankara* [Republic of Türkiye Ministry of National Education Archives, Ankara] in Ankara and in the university archives and libraries: *Boğaziçi Üniversitesi Arşiv ve Dokümantasyon Merkezi, İstanbul* [Archives and Documentation Center of Boğaziçi University, İstanbul] turned out to be important for the purposes of this work, *Galatasaray Lisesi Arşivi, İstanbul* [Archive of Galatasaray High School, İstanbul], *Gazi Eğitim Fakültesi Arşivi, Ankara* [Archive of the Faculty of Education of Gazi University, Ankara], *İstanbul Şehir Üniversitesi Kütüphanesi, Taha Toros Arşivi, İstanbul* [Library of İstanbul Şehir University, now Marmara University – Taha Toros Archive, İstanbul], *Robert Kolej Arnavutköy Kampüsü Arşivi, İstanbul* [Robert College Arnavutköy Campus Archive, İstanbul].

Private archives and collections of individuals like *Selim Sırrı Tarcan – Azade Kent, Inga Nerman, Ahmet Esmen, Dr. Niyazi Altunya, Feridun Fazil Tülbentçi, Seyhun Binzet* – can be partially accessed online. Some of their valuable documents have been donated or gifted to various people or institutions. They contain clippings from various newspapers and magazines regarding social events and notable personalities, as well as columns and radio speeches. These sources proved highly valuable – providing press materials related to Ali Faik Bey¹⁷ [Üstünidman], Selim Sırrı Bey [Tarcan] for the needs of this study.

¹⁷ In the Ottoman Empire, individuals used identifiers like the father's name, birthplace, or titles such as "Bey" (governor of a district or province, also used as a term of respect placed at the end of male names), "Pasha" (high-ranking official), "Efendi" (sir), and "Hoca" or "Muallim" (teacher) instead of surnames. The Surname Law, introduced by Mustafa Kemal Atatürk on June 21, 1934, required fixed surnames to clarify identities and eliminate societal divisions.

Thanks to digitization, some materials in the form of digital data were obtained during a query of the collections stored at the *Kungliga Gymnastiska Centralinstitutet* [Royal Central Institute of Gymnastics] in Stockholm, at the *Biblioteket vid Gymnastik- och idrottshögskolan* [library of the Swedish School of Sports and Health Sciences in Stockholm], *Sveriges Centralförening för Idrottens Främjande* [Swedish Central Association for the Promotion of Sports], *Stockholms stadsmuseum* [Stockholm City Museum], *Swedish Sports Museum Archive*, *HathiTrust Digital Library*, *Columbia University in New York* – where materials regarding Robert College were found, or in the *Library of United States Congress*, which houses the Abdul-Hamid II collection depicting the Ottoman Empire during his reign. The collection contains 1,819 photographs from around 1880-1893 showing the modernizing Ottoman Empire, including issues related to education.

Documents published in official journals were also examined – *T.C. Resmi Gazete* [Official Gazette of the Republic of Türkiye], *Takvîm-i Vekayi* [Official Gazette of the Ottoman Empire] and the archive of the quarterly published by Robert College *Robert Kolej Üç Aylık Arşivler* [RC Quarterly Archive].

Resources collected in *İstanbul Büyükşehir Belediyesi Atatürk Kitaplığı Sayısal Arşiv ve e-Kaynaklar* [Atatürk Library in Istanbul – its digital archive and e-resources], which contain information about Selim Sırrı Bey's physical education school, and documents collected and made available by *Levantine Miras Vakfı* [Levantine Heritage Foundation] regarding Robert College.

Some materials stored in archives, e.g. photographs and personal documents, have been unveiled for the first time in this dissertation.

In addition to archival sources, research material was searched for in scientific publications whose issues are at least partially related to the subject of this dissertation. Information on the institutional structurings of physical education and sports and their place in school curricula during the *Tanzimat* period in the Ottoman Empire, was found in an article by Fikret Soyer.¹⁸ Similarly, the publications of Osman Tolga Şinforoğlu¹⁹

¹⁸ Soyer, F. (2004). Osmanlı Devletinde (1839-1908 Tanzimat Dönemi) Beden Eğitimi ve Spor Alanındaki Kurumsal Yapılanmalar ve Okul Programlarındaki Yeri Konusunda Bir İnceleme [A Study on Institutional Structurings in Physical Education and Sports Areas and their Places in School Curricula in the Ottoman Empire (1839-1908 the Tanzimat – Reform – Era)]. *GÜ, Gazi Eğitim Fakültesi Dergisi*, Cilt:24, Sayı:1, s. 209-225., Retrieved July 20, 2021, from <http://www.gefad.gazi.edu.tr/en/download/article-file/77344>

¹⁹ Şinforoğlu, T. (2020a). Türkiye’de Beden Eğitimi Öğretmeni Yetiştirme Çabaları Ve Öncü Kuruluşlar (1908-1930) [Physical Education Teacher Training Efforts in Turkey and Leading Institutions (1908-1930)]. *Spormetre Beden Eğitimi ve Spor Bilimleri Dergisi*, Cilt:18, Spor Tarihi Özel Sayı, s.73-105. Retrieved June 5, 2021, from <http://dx.doi.org/10.33689/spormetre.724325>

shed light on Physical Education Teacher Training Efforts in Türkiye and Leading Institutions from 1908-1930, and Türkiye's Early Olympic Adventure.

Biographical studies were also used, including an article by Ayhan Dever, Ahmet İslam and Şevval Sarı²⁰ presenting Ali Faik Üstünidman – shedding light on the first Turkish physical education teacher, and Cevdet Arun's²¹ series of articles in the "Sports Science Journal" offer significant information on the training programs and stages for physical education teachers in the Republican era of Türkiye, as well as those showing the various forms of activity of Selim Sırrı Tarcan – an outstanding Turkish educator, sports activist and politician.

Reference was also made to doctoral dissertations, the most valuable of which include: the work of Osman Tolga Şinoforoğlu²² stands as the most comprehensive study on Selim Sırrı Tarcan, examining the integration of Swedish gymnastics into the Turkish education system during the Second Constitutional Era, with a specific focus on Tarcan. Mustafa Mutlu's²³ dissertation, which is an excellently documented, provides a

Şinoforoğlu, T. (2020b). Türkiye'nin Erken Dönem Olimpik Serüveni ve Ay-Yıldız'ın Olimpiyat Oyunları'nda İlk Resmî Temsili (1896-1921) [Turkey's Early Olympic Adventure and First Official Representation of the Star & Crescent at the Olympic Games (1896-1921)]. *Spor Bilim / Beden Eğitimi ve Spor Araştırmaları Dergisi*, Cilt:18, Spor Tarihi Özel Sayı, s.21-55 Retrieved June 5, 2021, from <http://dx.doi.org/10.33689/spormetre.728876>

²⁰ Dever, A., İslam, A. & Sarı, Ş. (2020). İlk Türk Beden Eğitimi Öğretmeni: 'Şeyhül İdman' Ali Faik Üstünidman. [First Turkish Physical Education Teacher: 'Şeyhül İdman' Ali Faik Üstünidman]. *Journal of History School*, 45, 952-969. Retrieved July 26, 2021, from <http://dx.doi.org/10.29228/joh.24949>

²¹ Arun, A. C. (1990). Türkiye'de Cumhuriyet devrinde beden eğitimi öğretmeni yetiştirme çalışmaları ve aşamaları. [Training Programs and Stages for Physical Education Teachers in the Republican Era of Turkey]. *Spor Bilim / Beden Eğitimi ve Spor Araştırmaları Dergisi*, Cilt:1, Sayı:1, s.9-13. Retrieved Nov. 14, 2021, from <https://dergipark.org.tr/tr/pub/bsad/issue/53455/711514>

Arun, A. C. (1991a). Selim Sırrı Tarcan nasıl beden eğitimi öğretmeni oldu [How Selim Sırrı Tarcan Became a Physical Education Teacher]. *Spor Bilim / Beden Eğitimi ve Spor Araştırmaları Dergisi*, Cilt:2, Sayı:5, s.30-34. Retrieved Nov. 14, 2021, from <https://dergipark.org.tr/tr/pub/bsad/issue/53450/711398>

Arun, A. C. (1991b). Üstad Selim Sırrı Tarcan'ın hayatını incelemeye devam ediyoruz Askeri Mühendis Mektebi öğrenciliği [We continue to examine the life of the Master Selim Sırrı Tarcan: His Time as a Military Engineering School Student.]. *Spor Bilim / Beden Eğitimi ve Spor Araştırmaları Dergisi*, Cilt:2, Sayı:6, s.46-48. Retrieved Nov. 14, 2021, <https://dergipark.org.tr/tr/pub/bsad/issue/53448/711375>

Arun, A. C. (1993). Selim Sırrı Tarcan: Askeri Mühendis Mektebini bitirerek İzmir'de İstihkam Subaylığına Atanması ve oradaki hayatı [Selim Sırrı Tarcan: Completion of Military Engineering School and Assignment as a Combat Engineering Officer in İzmir, and His Life There]. *Spor Bilim / Beden Eğitimi ve Spor Araştırmaları Dergisi*, Cilt:4, Sayı:13, s.36-40. Retrieved Nov. 14, 2021, <https://dergipark.org.tr/tr/pub/bsad/issue/53442/711288>

Arun, A. C. (1997). Selim Sırrı Tarcan'ın hayatı geçen sayıdan devam. [The Life of Selim Sırrı Tarcan: Continuation from the Previous Issue]. *Spor Bilim / Beden Eğitimi ve Spor Araştırmaları Dergisi*, Cilt:7, Sayı:19, s.2-6. Retrieved Nov. 14, 2021, <https://dergipark.org.tr/tr/pub/bsad/issue/53439/711258>

²² Şinoforoğlu, O. T. (2015). *Selim Sırrı Tarcan ve İsveç Jimnastiği: Beden Eğitiminde İsveç Modelinin II. Meşrutiyet Dönemi Türk Eğitim Sistemine Entegrasyonu* [Selim Sırrı Tarcan and Swedish Gymnastics: Integration of Swedish Model in Physical Education into Turkish Education System of Second Constitutional Period]. [Doctoral dissertation, Gazi University]. Retrieved June 5, 2021, from <https://tez.yok.gov.tr/UlusalTezMerkezi/tezDetay.jsp?id=1jGNE07vUMJnr95vfS4bYg>

²³ Mutlu, M. (2019). II. Meşrutiyet'ten Cumhuriyet'e Spor ve Eğitimde Öncü Bir İsim: Selim Sırrı Tarcan [A Leading Name in Sports and Education from the Second Constitutional Monarchy to the Turkish Republic Period: Selim Sırrı Tarcan]. [Doctoral dissertation, Ankara University]. Retrieved Nov. 7, 2021, from <http://hdl.handle.net/20.500.12575/70422>

most comprehensive biographical study on Selim Sırrı Tarcan, or Murat Cihan Yıldız's²⁴ doctoral dissertation, in which the author examines Ottoman physical culture among diverse religious groups in Istanbul from the 1870s to World War I, with a particular focus on the Armenians.

Compared to Türkiye, the history of physical education or, more broadly, physical culture in Poland is well researched. Existing scientific publications constitute excellent and ready-made comparative material. The works that should be mentioned here include: Eugeniusz Piasecki²⁵ – provides valuable information about the history of physical education; an article by Kajetan Hądzerek²⁶ and a monograph edited by Tomasz Jurek, Maciej Łuczak and Izabela Wyszowska²⁷ – shedding light on the creation and development of the first physical education department in Poland and later the Academy of Physical Education in Poznań; Kazimierz Toporowicz²⁸ devoted to the history of physical education at the Jagiellonian University and the School of Physical Education in Kraków, with a specific focus on the period from 1927 to 1967. Additionally, the publications of Kajetan Hądzerek and Kazimierz Toporowicz,²⁹ Jerzy Gaj,³⁰ Jerzy Gaj and Kajetan Hądzerek³¹ provide valuable insights into the history of physical culture and the evolution of physical education teacher education in Poland. There have also been many works devoted to Eugeniusz Piasecki, providing valuable biographical information about him and his role in the development of higher education

²⁴ Yıldız, M. C. (2015). *Strengthening Male Bodies and Building Robust Communities: Physical Culture in the Late Ottoman Empire* [Doctoral dissertation, University of California]. ProQuest ID: Yildiz_ucla_0031D_13860. Merritt ID: ark:/13030/m5d24skf. Retrieved July 25, 2021, from <https://escholarship.org/uc/item/4mw253hf>

²⁵ Piasecki, E. (1929). *Dzieje wychowania fizycznego* [The History of Physical Education]. Lviv. Retrieved June 17, 2021, from <https://www.wbc.poznan.pl/dlibra/publication/517733>. Warto również zajrzeć do publikacji pod red. naukową Macieja Łuczaka, będącej zbiorem oryginalnych publikacji E. Piaseckiego – M. Łuczak (red.), *Wybór źródeł, Eugeniusz Piasecki*, Wyd. Poznańskie Towarzystwo Przyjaciół Nauk, Poznań 2016.

²⁶ Hądzerek, K. (1961). Pierwsze w Polsce Uniwersyteckie Studium Wychowania Fizycznego [The First Department of Physical Education in Poland] *Nadbitka Autorska: Wychowanie Fizyczne i Sport, Tom V*, Nr 1.

²⁷ Jurek T., Łuczak M., Wyszowska I., (2019). *Uniwersytet Poznański (1919-2009); Akademia Wychowania Fizycznego im. Eugeniusza Piaseckiego w Poznaniu w latach 1950–2019* [University of Poznań (1919-2019); Eugeniusz Piasecki University School of Physical Education in Poznań from 1950 to 2019]. Retrieved May 6, 2022, from <https://hdl.handle.net/10593/24633>

²⁸ Toporowicz, K. (1969). *Dzieje Studium Wychowania Fizycznego Uniwersytetu Jagiellońskiego i Wyższej Szkoły Wychowania Fizycznego w Krakowie w latach 1927–1967* [The History of the Physical Education Studies at Jagiellonian University and the Higher School of Physical Education in Krakow, 1927-1967]. *Wyższa Szkoła Wychowania Fizycznego w Krakowie, Rocznik Naukowy Nr T. VIII*, s. 13-28 Retrieved June 18, 2021, from <http://hdl.handle.net/20.500.12053/380>

²⁹ Hądzerek, K. & Toporowicz, K. (1970). Pierwsze polskie publikacje z dziedziny wychowania fizycznego [The first Polish publications in the field of physical education]. *Wychowanie Fizyczne i Sport – T.14*, nr 4, s.163–178

³⁰ Gaj, J. (1987). *Wychowanie fizyczne i sport w Polsce Ludowej* [Physical Education and Sport in People's Poland]. PWN Warszawa – Poznań.

³¹ Gaj, J., & Hądzerek, K. (1997). *Dzieje kultury fizycznej w Polsce* [The History of Physical Culture in Poland]. Podręczniki AWF w Poznaniu, nr 45, Poznań.

for physical education teachers in Poland. Publications by Kazimierz Toporowicz³² should be mentioned here; Maciej Łuczak, Sławomir Jandziś, Aleksy Chmiel;³³ a commemorative publication edited by Maciej Łuczak and Izabela Wyszowska;³⁴ article by Ewa Kałamacka and Maciej Łuczak³⁵ presents the thoughts and practical contributions of Wenante and Eugeniusz Piasecki in the development of physical culture in Poland. In addition to these works, it is worth mentioning an article written by Zbigniew Dziubiński³⁶ referring to the tradition of social research on physical culture, specifically focusing on the evolution of physical education and sport in schools, as well as the work of Arkadiusz Kaźmierczak³⁷ acknowledges the contributions of both well-known and lesser-known pioneers of Polish thought on physical education. It's hard not to notice Zofia Pawlaczek's³⁸ doctoral dissertation. This dissertation, written in English, it examines the transitory journey of Physical Education in post-Communist Poland, focusing on the adaptation to reforms driven by decentralist policies.

By relying not only on existing publications but also on archival materials, the historical section of the study will enable the verification of existing knowledge and fill gaps in the subject's bibliography. For instance, in Poland, there is a lack of comprehensive historical research on the transformations in PETE at the higher level after 1989. The relevant knowledge on this topic is dispersed across various contributing articles.

³² Toporowicz, K. (1988). *Eugeniusz Piasecki (1872-1947): Życie i dzieło* [Eugeniusz Piasecki (1872-1947): Life and work]. PWN Warszawa – Kraków.

Toporowicz, K. (1989). *Eugeniusz Piasecki i jego rola w rozwoju Uniwersyteckiego Kształcenia Nauczycieli Wychowania Fizycznego w Polsce* [Eugeniusz Piasecki and His Role in the Development of University Education for Physical Education Teachers in Poland]. *Nauki społeczne a kultura fizyczna, Ogólnopolska Konferencja Naukowa*, Poznań, dnia 3 czerwca 1988, seria: Monografie Akademii Wychowania Fizycznego w Poznaniu, nr 267, s. 45–61.

³³ Łuczak, M., Jandziś, S., Chmiel, A. (2019). *Wkład Profesora Eugeniusza Piaseckiego w rozwój wychowania fizycznego w Polsce* [The contribution of Professor Eugeniusz Piasecki to the development of physical education in Poland]. *Sport i Turystyka. Środkoeuropejskie Czasopismo Naukowe, t. II, nr 1*, s. 11-33. Retrieved May 10, 2022, from <http://dx.doi.org/10.16926/sit.2019.02.01>

³⁴ Łuczak, M., Wyszowskiej, I. (2022). *Eugeniusz Piasecki w 150. rocznicę urodzin* [Eugeniusz Piasecki: On the 150th Anniversary of His Birth]. pod red. Macieja Łuczaka i Izabeli Wyszowskiej. Wydawnictwo AWF w Poznaniu, Poznań 2022.

³⁵ Kałamacka, E. & Łuczak, M. (2022). Co-Creators of the Polish Physical Culture Model – Wenanty and Eugeniusz Piasecki. *Studies in Sport Humanities* 2021;30:18-26. Retrieved Nov. 25, 2022, from <https://doi.org/10.5604/01.3001.0015.8742>

³⁶ Dziubiński, Z. (2011). Social Aspects of Physical Education and Sport in Schools. *Physical Culture and Sport. Studies and Research*, 52(1) 49-60. Retrieved May 9, 2022, from <https://doi.org/10.2478/v10141-011-0014-8>

³⁷ Kaźmierczak, A. (2017). Thoughts on physical education in the scientific creativity of Polish pedagogues and physicians of the modern era (1492-1918). *Journal of Education, Health and Sport*. 7(12):400-411. Retrieved Dec. 15, 2022, from <https://doi.org/10.5281/zenodo.1158502>

³⁸ Pawlaczek, Z. (2005) *Physical education in post-Communist Poland: A transitory journey*. [Doctoral dissertation, Durham University]. Retrieved Jan. 18, 2021, from <http://etheses.dur.ac.uk/2749/>

As can be concluded from the above literature review, the historical part of the dissertation will also serve to verify existing knowledge and fill gaps in the subject's bibliography. For instance, in Poland, there is a lack of comprehensive historical research on the transformations in the education of physical education teachers at the higher level after 1989. Knowledge on this topic is dispersed across various contributing articles.

It should also be emphasized here that the chapter of this work presenting the history of physical education teacher education in Poland was developed primarily on the basis of existing scientific publications. From the archives of the Academies of Physical Education in Kraków, Poznań, Warsaw and Wrocław, as well as the *Archiwum Główne Akt Dawnych w Warszawie* [The Central Archives of Historical Records in Warsaw], *Narodowe Archiwum Cyfrowe* [the National Digital Archives], the collections of the *Zamek Królewski w Warszawie* [Royal Castle in Warsaw], *Muzeum Narodowe w Warszawie* [the National Museum in Warsaw] and the *National museum – Praha – Národní muzeum* [National Museum in Prague, Czech Republic], only iconographic sources (listed in the Bibliography). Some of the research material was found in the *Cyfrowa Biblioteka Narodowa Polona* [Polona Digital Library], which provides digitized collections of the *Biblioteki Narodowej* [the National Library of Poland] and other institutions, in the *Federacji Bibliotek Cyfrowych* [Polish Digital Libraries Federation], the *Śląska Biblioteka Cyfrowa* [Silesian Digital Library] and the *Wielkopolska Biblioteka Cyfrowa* [Greater Poland Digital Library].

The necessary official documents were found in: *Dziennik Urzędowy Ministerstwa Wyznań Religijnych i Oświecenia Publicznego Rzeczypospolitej Polskiej* [Official Journal of the Ministry of Religious Affairs and Public Education of the Republic of Poland], *Dziennik Ustaw Rzeczypospolitej Polskiej* [Journal of Laws of the Republic of Poland], *Monitor Polski*, *Dziennik Urzędowy Rzeczypospolitej Polskiej* [*Monitor Polski*, Official Gazette of the Republic of Poland].

A valuable source of information were also periodicals. Scientific and specialized journals such as *Servet-i Fünûn Dergisi* (1908-1910), *Ny Tidning För Idrott* (1909), *Tedrisat Mecmuası* (1914), *Terbiye ve Oyun* (1912, 1922-1923), and *İdman Dergisi* (1913) were analyzed. I also utilized information published in daily newspapers such as *Akşam Gazetesi*, *Cumhuriyet Gazetesi*, *Hâkimiyet-i Milliye Gazetesi*, *İkdam Gazetesi*, *Tasvîr-i Efkâr Gazetesi*, and *Yeni İstanbul Gazetesi*.

As previously mentioned, iconographic sources were also valuable: photographs, drawings, paintings, and sketches. Some of these – especially the originals – are included in this study in the form of photographs.

Issues related to the Bologna Process were developed on the basis of documents such as: Magna Charta Universitatum, Sorbonne Declaration 1998, Bologna Declaration 1999, Communiqués from the conference of Ministers for Higher Education held in Prague (2001), Berlin (2003), Bergen (2005), London (2007), Leuven and Louvain-la-Neuve (2009), Budapest and Vienna (2010), Bucharest (2012), Yerevan (2015), Paris (2018), Rome (2020) and many others, which were obtained from the official websites of the Commission European, European Higher Education Area (EHEA). In addition, the AEHESIS – Aligning a European Higher Education Structure in Sport Science portal was used.

Academic studies comparing the education programs of selected universities in different countries, as well as the education and course programs of physical education and sports teaching, are rarely found in some articles and books. As for Türkiye, comparative analyzes can be found mainly in master's theses and doctoral dissertations. It is worth mentioning these: Baybars Recep Eynur's³⁹ master's thesis compares the physical education and sports teacher training programs in Türkiye with selected universities from the United States, Germany, Azerbaijan, Canada, Australia, and the United Kingdom. Şükrü Özkan's⁴⁰ master's thesis examines the physical education and sports teacher training programs implemented in selected universities in the United Kingdom, France, Germany, and Belgium, comparing them to Türkiye. Yaprak Kalemöğlü's⁴¹ master's thesis focuses on comparing the physical education and sports teacher training programs in Türkiye with selected universities in Germany. Duygu Harmandar's⁴² master's thesis compares the physical education and sports teacher

³⁹ Eynur, R. B. (2002). *Türkiye'deki üniversitelerde uygulanan beden eğitimi ve spor öğretmenliği eğitim öğretim programlarının bazı üniversiteler ile karşılaştırılması* [The Comparison of programs in physical education and sports science educator in Turkey and in some other countries]. [Master's thesis, Dumlupınar University]. Retrieved June 7, 2021, from https://tez.yok.gov.tr/UlusalTezMerkezi/tezDetay.jsp?id=hjVXUBayQyds_7I6c8G6zw

⁴⁰ Özkan, Ş. (2004). *Türkiye ile bazı Avrupa Birliği ülkelerinin beden eğitimi öğretmenleri yetiştirme programlarının karşılaştırılması* [The comparison of physical education teachers training programme in Turkey and some European Union countries]. [Master's thesis, Sakarya University] Retrieved June 7, 2021, from https://tez.yok.gov.tr/UlusalTezMerkezi/tezDetay.jsp?id=RkwF-x1uAdgP6yjUuv4_wQ&no

⁴¹ Kalemöğlü, Y. (2005). *Türkiye ve Almanya'da uygulanan beden eğitimi ve spor öğretmenleri yetiştirme programlarının karşılaştırılması olarak incelenmesi* [The physical education and sport teacher education curriculum compared with Turkey and Germany]. [Unpublished master's thesis]. Gazi University.

⁴² Harmandar, D. (2008). *Avrupa Birliğine üye ülkelerden İngiltere, Yunanistan ve Bulgaristan ile Türkiye'deki beden eğitimi ve spor öğretmenleri yetiştirme programlarının karşılaştırılması*

training programs in selected universities in England, Greece, and Bulgaria with those in Türkiye. Additionally, in Duygu Harmandar's,⁴³ doctoral dissertation the physical education and sports teacher training programs in selected universities in Belgium are compared with those in Türkiye. Ali Rıza Efe's⁴⁴ master's thesis analyzes and compares the physical education and sports teacher training and coaching education curricula in selected universities in Austria with those in Türkiye. Hülya İmamlı's⁴⁵ master's thesis examines and compares the course programs of physical education and sports teacher training in selected universities in France with those in Türkiye. Maliheh Movassagh Behestani's⁴⁶ doctoral dissertation explores and compares the physical education and sports teacher training programs in Islamic countries such as Türkiye, Iran, and Azerbaijan.

When comparing it with Türkiye, we can observe that there are far fewer similar studies from the Polish perspective. Michał Marciniak's,⁴⁷ doctoral dissertation published in 2017, conducts a comparative analysis of the social functions and the role of physical education in the United States and Poland. It focuses on selected universities from both countries, exploring their similarities and differences in this context.

[The comparison of England, Greece and Bulgaria the member countries of European Union with Turkey's PE and sport teacher education programs]. [Master's thesis, Sakarya University] Retrieved June 7, 2021, from https://tez.yok.gov.tr/UlusalTezMerkezi/TezGoster?key=-Z0vbSUGrhM9fXoGkRe6Q6XFQfLqdZ5Mq3sV4iy_SVp3heBXE6XrYr6S9yrGGC0

⁴³ Harmandar, D. (2010). *Avrupa Birliği'ne uyum sürecinde beden eğitimi ve spor öğretmenleri yetiştirme programlarının incelenmesi: Türkiye-Belçika karşılaştırması* [Examination of physical education and sport teacher training curriculums in conformity process to European Union: Comparison of Belgium and Turkey]. [Doctoral dissertation, Gazi University]. Retrieved June 7, 2021, from https://tez.yok.gov.tr/UlusalTezMerkezi/tezDetay.jsp?id=Dr2b_YEgzNXJv0ymXHUshw

⁴⁴ Efe, R. A. (2010). *Avusturya ve Türkiye'de beden eğitimi ve spor öğretmenliği ve antrenörlük eğitimi müfredatlarının karşılaştırılması* [The comparison of the curriculums physical education and sports teaching and coaching education in Austria and Turkey]. [Master's thesis, Sakarya University]. Retrieved June 7, 2021, from <https://tez.yok.gov.tr/UlusalTezMerkezi/TezGoster?key=ZeTyprYuef2HkaF3xt4wYoSdDRJxSLsRxIYz1OaaxVHPK0YydBe1nFPe8m0ro10i>

⁴⁵ İmamlı, H. (2015). *Fransa ve Türkiye'nin beden eğitimi ve spor öğretmenleri yetiştirme ders programlarının karşılaştırılması* [The comparison of physical education and sport teacher training curriculums between France and Turkey]. [Master's thesis, Gazi University]. Retrieved June 7, 2021, from https://tez.yok.gov.tr/UlusalTezMerkezi/TezGoster?key=WY5CM7tPNE2z_YM6pBu0t_O1FfzCz-TNv5EdMfanLyEXZLzedSWayQp6gvWHpP6W

⁴⁶ Behestani, M. M. (2016). *Bazı İslami ülkelerde beden eğitimi ve spor öğretmenleri yetiştirme: Türkiye, Azerbaycan ve İran örneği* [Physical education and sport teacher training in some Islamic countries: Turkey, Azerbaijan and Iran example]. [Doctoral dissertation, Gazi University]. Retrieved June 7, 2021, from https://tez.yok.gov.tr/UlusalTezMerkezi/TezGoster?key=DPTyuy3wRPq_qvCPSqUB6-mXMDUoHSunx-NJSrWw0ejHTUCg-3agBWkdGtHLBF1

⁴⁷ Marciniak, M. (2017). *Spoleczne funkcje wychowania fizycznego na poziomie szkolnictwa wyższego w Stanach Zjednoczonych i w Polsce (studium z pedagogiki porównawczej na przykładzie Uniwersytetu Notre Dame w Stanach Zjednoczonych i Uniwersytetu im. Adama Mickiewicza w Poznaniu)* [Social functions of physical education at the level of higher education in the United States and Poland (a study on comparative pedagogy based on Notre Dame University in the United States and Adam Mickiewicz University in Poznan)]. [Doctoral dissertation, Adam Mickiewicz University]. Retrieved June 8, 2021, from <https://hdl.handle.net/10593/21292>

The issue of interest is analyzed in the work of Ann MacPhail, Deborah Tannehill, and Züleyha Avşar⁴⁸ comparatively examines physical education teacher education systems and curricula in European countries, including Türkiye and Poland, which are Erasmus+⁴⁹ program partners. Is the only study that examines the physical education and sports undergraduate programs implemented in Türkiye and selected universities in Poland, article published by Sevinç Namlı.⁵⁰

In addition to the relevant studies, studies can be found specifically focusing on determining the physical activity levels of physical education and sports students in Türkiye and Poland. The study conducted by Kürşat Soğuksu,⁵¹ is the first of its kind in this regard. A recent similar study was published by Justyna Bednarek, Sylwia Pomykała, Monika Bigosińska, and Zbigniew Szyguła⁵² in 2016.

The analysis of contemporary scientific literature clearly shows that there are no publications in Türkiye or Poland presenting comparative studies of the physical education teacher education systems in both countries throughout their historical development. Therefore, this work constitutes the first comprehensive study shedding light not only on the dynamic evolution and current state of academic education for physical education teachers in Türkiye and Poland but also delves into the intricacies of the Bologna Process in the context of higher education, placing particular emphasis on the field of physical education in both countries.

Research Methods

The specificity of the subject of the research conducted necessitates various cognitive procedures. It requires, above all, factual historical studies and theoretical studies (in the field of pedagogical sciences).

⁴⁸ MacPhail, A. & Tannehill, D. & Avşar, Z. (2019). *European Physical Education Teacher Education Practices: Initial, Induction, and Professional Development*. Maidenhead: Meyer & Meyer Sport (UK) Ltd.

⁴⁹ European Commission. (n.d.). *What is Erasmus+?: Erasmus+ is the EU's programme to support education, training, youth and sport in Europe*. Retrieved June 8, 2021, from <https://erasmus-plus.ec.europa.eu/about-erasmus/what-is-erasmus>

⁵⁰ Namlı, S. (2019). Examination of Physical Education and Sports Undergraduate Programs of the Bologna Process Countries (Poland-Turkey Case). *Comparative Professional Pedagogy*. Vol 9 (2) pp. 29-39. Retrieved June 8, 2021, from <https://doi.org/10.2478/rpp-2019-0016>

⁵¹ Soğuksu, K. (2011). Physical activity level between Polish and Turkish university students (IPAQ). In *Physical Activity in Health and Disease*; Ed. Bergier B.; Pope John Paul II State School of Higher Education in Biała Podlaska: Biała Podlaska, Poland; pp. 19–27, ISBN 978-83-61044-37-6.

⁵² Bednarek, J. & Pomykała, S. & Bigosińska, M. & Szyguła, Z. (2016). Physical Activity of Polish and Turkish University Students as Assessed by IPAQ. *Central European Journal of Sport Sciences and Medicine*, 16 (4), 13–22. Retrieved June 8, 2021, from <https://doi.org/10.18276/cej.2016.4-02>

To carry out the historical part of the study, standard historical research methods were used, i.e. methods of direct and indirect fact-finding, document analysis techniques (analysis of documents regarding the implementation of the Bologna Process directives, curricula, and historical sources), and official letters.⁵³ The biographical method, sometimes called the method of personal documents or human documents, also turned out to be necessary and was used to analyze and describe the lives of the pioneers of physical education in Türkiye and Poland. A comparative method was also used to search for, describe and explain similarities and differences in the historical development of physical education teacher education systems in both countries, in pedagogical concepts, organizational structures, and educational programs applicable at different stages of education.

To collect the opinions of academic teachers and students on the implementation and functioning of the Bologna Process in Turkish and Polish higher education institutions offering physical education, the diagnostic survey method was used – a survey technique was carried out, where the research tool is a research questionnaire (attached to the Annex).

Dissertation Structure

The research issues of the dissertation are presented in six chapters, preceded by an introduction and summarized in the conclusion. The whole is complemented by a bibliography, a list of illustrations, and an annex. The dissertation follows a problem-chronological structure.

The introduction serves as an entry point to the study. It contains a justification for undertaking the research topic, aims, research assumptions and scope of research, analysis of the state of research, characteristics of the sources and materials used, description of the methodology used and information about the structure of the dissertation and the content of individual chapters.

Each chapter is dedicated to a different issue and divided into subchapters.

Chapter I – introduces the subject of the dissertation. It explores the historical foundations and contextual factors that have significantly shaped the physical education teacher education systems in both Türkiye and Poland. This chapter surpasses the territorial and temporal scope of the entire work. Its importance seems crucial to

⁵³ Topolski J. (1984). *Metodologia historii* [Methodology of History]. Warszawa: PWN.

capturing the essence of the dissertation problem. It shows the most important activities for the development of interest in broadly understood physical culture, starting from the development of gymnastic movements, games and sports. It analyzes the pedagogical, military, social and economic factors that contributed to the development of gymnastic systems in Europe alongside the processes of their dissemination.

Chapter II – the most extensive chapter in the entire study has a chronological and factual arrangement and consists of four subchapters with smaller parts devoted to specific problems. This chapter begins by showing the transformative impact of the *Tanzimat* period on education in Türkiye. It presents the initial efforts to introduce sports activities in the country, particularly in missionary schools, the implementation of Amorós Gymnastics in military schools, and a transition to the French model of education, which extended to *Mekteb-i Sultânî*, one of the country's eminent schools. Foreign teachers and Ali Faik Bey [Üstünidman], one of the earliest Turkish graduates in (Jahn-Amorós gymnastics), and his students, the most outstanding of whom was Selim Sırrı Bey [Tarcan], who adeptly converted political pressures into an opportunity leading to his enrollment at the Stockholm Royal Central Gymnastics Institute, served as a catalyst for the rapid scientific and pedagogical transformation of gymnastics upon his return. The rest of the chapter focuses on the process of universityization in Türkiye, which, after the proclamation of the Republic by Atatürk and the extensive reforms implemented in the aftermath of the Second Constitutional Era and the First World War, new models were implemented, crafted in consultation with leading educators from across the globe, underscores the key role of physical education and sports. The following section outlines the origins and development of physical education and sports teacher education in youth and sports academies, faculties of education, higher schools of physical education and sports, faculties of physical education and sport sciences established at universities.

Chapter III – is a study of the Polish approach and the integration of issues related to the education of physical education teachers into higher education. It is divided into three main subchapters, in which the successive stages of the formation of this discipline are presented chronologically. The chapter highlights the significant inception of physical education in Poland, focusing on the esteemed Jagiellonian University and the influential *Sokol* movement, which played a crucial role in advancing physical education and sports among the younger generation. Also included are the

contributions of influential individuals who have played key roles in shaping and advancing the academic training of physical education teachers in Poland. This section also covers the establishment of departments and independent universities educating physical education teachers, beginning with the *Państwowy Urząd Wychowania Fizycznego i Przystosowania Wojskowego – PUWFiPW* [The State Office of Physical Education and Military Training], through *Centralny Instytut Wychowania Fizycznego – (CIWF)* [Central Institute of Physical Education], *Wyższe Szkoły Wychowania Fizycznego (WSWF)* [Higher Schools of Physical Education], to the establishment of a Physical Education Academy. Changes in the development of Physical Education Academies (AWFs) from the political transformation in 1989 to the present were also presented. Poland continues to experience ongoing development in this field, and this section of the chapter discusses the process of disseminating these changes and the current state.

Chapter IV – provides a comparative analysis of physical education teacher education in higher education in Türkiye and Poland, covering historical development, pedagogical perspectives and structural changes. It examines the foundations, milestones, pioneers and their pedagogical concepts in both countries, shedding light on their contributions to the field and highlighting similarities and differences. It also compares the general structure and basic characteristics of the physical education teacher education systems in higher education in both countries, analyzing the key components, methodologies, and practices used in these systems. Moreover, the chapter conducts a comparative analysis of physical education teacher education at different levels, including primary, middle, and high school, which sheds some light on admission requirements for higher education institutions. The chapter ends with a comparative analysis of the entry and selection processes for physical education studies in both countries. This analysis provides insights into the requirements, criteria, and career paths for physical education teachers in Türkiye and Poland.

Chapter V – explores the implementation of the Bologna Process in the European Higher Education Area. It examines the origins, principles, and significant documents of the Bologna Process including the Sorbonne Declaration, Bologna Declaration, and subsequent communiqués. The chapter further investigates the involvement of member states, organizations, and ministerial meetings in this transformative process. Moreover, it focuses on the alignment of the Physical Education

and Sports Teaching Programmes in Turkish and Polish higher education institutions within the framework of the Bologna Process. Specifically, the chapter scrutinizes the content structures of these programs in both countries, providing valuable insights into how the Bologna Process has influenced and shaped the curriculum of Physical Education and Sports Teaching Programmes, thereby facilitating their harmonization with the European Higher Education Area. Notably, the chapter explores the AEHESIS (Aligning a European Higher Education Structure in Sport Science) project and its suitability for existing programs in Türkiye and Poland. Their alignment with European standards was also assessed.

Chapter VI – based on own research, assesses the assumptions and functioning of the Bologna System in the education of physical education teachers in Türkiye and Poland. The conducted research made it possible to answer questions regarding the perceptions of contemporary academic teachers and students at Turkish and Polish universities about the Bologna System's directives concerning the comparability of qualifications acquired in national higher education systems, the flexibility of education systems in relation to labor market requirements, the functioning of universities, their cooperation with the external environment, and the quality assurance of the education system.

The conclusion summarizes the conducted research. It presents the conclusions and assesses the development of physical education teacher education systems in Türkiye and Poland.

In addition to the main text, the dissertation contains a bibliography covering all cited sources, which ensures transparency of the research material and facilitates further scientific research. An annex is also attached, which contains a questionnaire of own research prepared in three languages: Turkish and Polish.

CHAPTER I

Physical Education in Europe: Tracing Historical Roots and Pedagogical Concepts through Philosophical Perspectives

Physical education in Europe finds its historical antecedents interwoven within the intricate fabric of ancient Greek philosophical perspectives. At the core of this comprehensive paradigm lies the term "*Kalokagathia*," emblematic of the synthesis between beauty and goodness. Etymologically derived from the Greek words *Kalos* (denoting qualities of beauty, handsomeness, nobility, and goodness) and *Agathos* (representing goodness, well-born attributes, gentility, bravery, and valor), this term encapsulates a nuanced intersection of aesthetic and moral ideals.⁵⁴

From the Athenian aristocracy's emphasis on erudition and the cultivation of the first ideal individuals, evolving into the ideal citizen, for civil and particularly within a military context, the concept of *Kalokagathos* emerged. This term embodies the notion of a human being cultivated holistically, addressing both spiritual and physical dimensions.⁵⁵ This cultural ideal found manifestation in the nuanced practices within state-controlled "*Gymnasiums*" and "*Palaestra*" (designating wrestling schools and combat sports grounds),⁵⁶ overseen by a *Paidotribes*—properly the teacher of boys, training their bodies. The *Gymnastēs* (trainer), on the other hand, served as the trainer for athletes preparing for athletic competitions.⁵⁷

⁵⁴ Demirel, D. H., & Yıldırım, İ. (2013). The philosophy of physical education and sport from ancient times to the enlightenment. *European Journal of Educational Research*, 2(4), 191-202. Retrieved Nov. 12, 2023, from <https://doi.org/10.12973/eu-jer.2.4.191>

Yıldırım, İ. (2011). Fair Play: Etimolojik, Semantik ve Tarihsel Bir Bakış [Fair Play: An Etymological, Semantical and Historical Aspect]. *Gazi Beden Eğitimi ve Spor Bilimleri Dergisi*, vol.16, no.4, 3-18. Retrieved Nov. 12, 2023, from <https://dergipark.org.tr/tr/pub/gbesbd/issue/28053/305088>

Kaźmierczak, A. (2018). Hellenic model of education and its axioms in modern sport. *Journal of Education, Health and Sport*. 8(10):501-509. Retrieved Nov. 12, 2023, from <https://doi.org/10.5281/zenodo.3490569>

⁵⁵ Mouratidou, K., Anastasiou, A., Mouratidou, A., Mouratidis, I. (2003). Dance as a Basic Cultural Element and Mode of Education in Ancient Greece. In Book: *Studies In Physical Culture and Tourism*. Vol. 10. No. 2. Ed.: Lipoński, W., Krutki, P. University School of Physical Education in Poznań. Retrieved Nov. 12, 2023, from https://www.wbc.poznan.pl/Content/6583/st10_no2.html

Yalouris, N. (1976). *Athletics in Ancient Greece. Ancient Olympia and the Olympic Games*, Ekdotiki Athinon, Athens, p. 54.

⁵⁶ Aytay, K. (1980). *Avrupa Eğitim Tarihi: Antik çağdan 19. yüzyılın sonlarına kadar* [History of European Education: From Antiquity to the Late 19th Century]. Ankara Üniversitesi. Dil ve Tarih-Coğrafya Fakültesi Yayınları.

Demirel, D. H., & Yıldırım, İ. op. cit., p. 193.

⁵⁷ Gardiner, N. E. (2019). The History of Ancient Greek Sports and Athletic Festivals. e-artnow. p.195. Retrieved Nov. 12, 2023, from <https://books.google.pl/books?id=W9XhEAAAQBAJ&pg=PA195>

Men engaged in a diverse array of contests, including discus and javelin throws, pentathlon, pankration, long jump, boxing, wrestling, *hoplitodromos* (footraces), and various running events, such as the *stadion* (a short sprint), *diaulos* (a double-stadion race), and *dolichos* (a long-distance race). Additionally, competitions involved duels with spears and archery, all conducted in designated venues akin to *Olimpia*.⁵⁸ *Ludi Circenses* (chariot races), *Quadrigae* (Four-Horse Chariots), Or *Bigae* (Two-Horse Chariots) one of the most esteemed sports in ancient Greek, Roman, and Byzantine cultures, took place in specified areas such as *Circus Maximus* and *Hippodromes*.



Fig. 1: 'Passion Byzantine: Reconstructing Plans, Sections, and Elevations of Key Byzantine Monuments including the Hippodrome in Constantinople (Istanbul) from the 4th to the 13th Century.' Work and Author: Antoine Helbert. Source: <https://www.antoine-helbert.com/annexes/grand-palais/> [accessed November 12, 2023]

At the nucleus of this cultural and athletic milieu stood the Olympic Games, transcending mere competition to embody moral triumph and honor, establishing it as a paramount societal institution of its era. This era marked the inception of the first formalized physical training system, centered around the discipline of gymnastics. Subsequently, the Hellenistic Age witnessed a transformative shift towards a health-oriented approach in physical education.⁵⁹

⁵⁸ Mechikoff, A., R., & Estes, S. (1993). *A History and Philosophy of Sport and Physical Education: From the Ancient Civilizations to the Modern World*. Brown & Benchmark Pub. p.43.

Lumpkin, A. (1990). *Physical education and sport: A contemporary introduction*. (3rd ed.) St. Louis: Mosby, 165-189.

⁵⁹ Yıldırım, İ. (2005). Spor Yoluyla Erdemlilik Eğitiminin Tarihsel Görünümü [The Historical Overview of Moral Education Through Sports]. *Spor Eğitiminin ve Performansının Felsefi Temelleri Sempozyumu* [Symposium on

During the Golden Age of Ancient Greece, physical education and sporting activities flourished. However, after a period of stagnation in the Middle Ages, the Renaissance and Humanism movements emerged in 15th century Italy. Over time, these movements spread throughout Europe and were influenced by various intellectual trends, leading to significant changes that impacted education and physical education in particular. With the Renaissance and Reformation movements, physical education became more widely embraced by the masses and began to be incorporated into schools.⁶⁰ It is worth noting, however, that the modern concept of Physical Education Teacher Education did not emerge until the 18th century in Europe and the United States.⁶¹

During the Renaissance period, the humanism movement arose as a result of the re-examination of classical Greek and Roman philosophical works. This intellectual revolution aimed to transform the medieval perspective on the body and placed greater emphasis on the humanistic aspects of individuals, shifting focus from the spiritual dimension. The importance of the human physique experienced a notable upswing. Simultaneously, the field of physical education itself was driven by the aspiration to connect and harmonize the intricate interplay between the soul, mind, and corporeal dimensions. This substantially underpinned the escalating importance attributed to the domain of physical education and sports.

the Philosophical Foundations of Sports Education and Performance]. Celal Bayar University, Manisa, Turkey, 08- 09 April.

Demirel, D. H., & Yıldırım, İ. op. cit., p. 192.

⁶⁰ Demirhan, G. & Açıkada, C. (1997). Türkiye ve Avrupa Ülkelerinde Beden Eğitimi Öğretmeni Yetiştiren Bazı Yükseköğretim Kurumlarının Öğrenci, Öğretim Elemanı ve Dersler Boyutuyla Karşılaştırılması [Comparison of Number of Students, Teaching Members and Curriculum Programmes in Physical Education Teacher Training in Turkey and Some European Countries]. *Spor Bilimleri Dergisi*, (8), 2, p. 6. Retrieved May 16, 2022, from <https://dergipark.org.tr/tr/pub/sbd/issue/16432/171583>

Deobold B. Van Dalen, Elmer D. Mitchell, & Bruce L. Bennett (1953). *A World History of Physical Education: Cultural, Philosophical, Comparative*. Prentice Hall.

⁶¹ Demirhan, Açıkada, op. cit., p. 6. For more see:

Friedman E.D. (1983). The pupil's image of the physical education teacher and suggestions for changing attitudes in teacher training. *International Journal of Physical Education*. Volume XX, Issue 2, 2, Quater, 15-18.

An ancient game, which can be traced back to a 12th–13th-century medieval French handball game known as “*jeu de paume*” (“game of the palm”), has evolved into what is now recognized as real tennis or court tennis today. This transformative journey ushered in a sophisticated indoor arena where rackets



Fig. 3: Walter Clopton Wingfield. Source: English magazine 'Illustrated Sporting and Dramatic News,' Vol. 15, June 1881.

and balls engage in a graceful interplay.

Originally conducted without a net in expansive open fields, and subsequently within enclosed spaces featuring a net and ball, all orchestrated through the adept manipulation of rackets, this game was cherished by both regal sovereigns and the privileged echelons of society, including the elite. Centuries later, British Army officer Walter Clopton Wingfield (1833-1912) stood as one of the pioneers who amalgamated the short and long versions of *jeu de paume*, to create the kind of the lawn tennis variant we recognize today.

The Italian humanist and teacher Vittorino da Feltre (1378-1446) that the Renaissance idea of the complete man, called Renaissance man, and also known as *Homo universalis* (Latin),



Fig. 5: Portrait of Pius II by Justus van Gent and Pedro Berruguete (c. 1472-76, Ducal Palace, Urbino).

L'uomo universale (Italian), Universal man — health of body, strength of character, wealth of mind — reached its first formulation, adopted the Greek educational philosophy of the balanced development of mind and body, the Spartan concept of willpower and moderation in eating, and advocated for the benefits of daily swimming,

horseback riding, and fencing training, with the aim of instilling a love of nature through walking, thus paving the way for modern education. Another Italian educator, Pope Pius II (born Enea Silvio Bartolomeo Piccolomini, 1405-1464), proposed the development of



Fig. 2: Depicts 'La Vie au Grand Air' (The Life in the Open Air), a facsimile of a 14th-century print from the Bibliothèque nationale de France (BnF). Source: 'La Vie au Grand Air,' a French weekly magazine published by Pierre Lafitte on 12 January 1902, p. 27.



Fig. 4: Portrait of Vittorino da Feltre, by Pedro Berruguete and Justus van Gent, c.1474. Work in Musée du Louvre.

beauty and strength through physical exercise within a religious context.⁶²

During the Age of Science and Enlightenment, a transformative era in human understanding and governance of the world, the realm of education, including physical education, underwent substantial evolution. Noteworthy figures, acknowledged as the earliest proponents of education, articulated their perspectives



Fig. 7: Portrait of Michel de Montaigne around 1578 by Daniel Dumonstier, in the Condé Museum

on human movement with the aim of shaping an ideal individual and society. In addition to François Rabelais (born between 1483 and 1494; died 1553) and Michel de Montaigne (1533-1592) in France, pioneers of the humanism movement such as John Amos Comenius (1592-1670), John Locke (1632-1704), and Jean Jacques Rousseau (1712-1778) laid the foundations of Renaissance education, which led

to the revival of the concept of school physical education in Europe after a hiatus lasting more than a millennium. Almost all of them advocated for the balanced development of body, mind and soul in their works. They proposed an entirely humane educational approach that underscored the imperative of nurturing the body alongside intellectual and spiritual facets, diverging from the one-sided scholastic church education prevalent during the era. Consequently, they championed the idea of encouraging young people to engage in physical exercises and games within their spheres of influence, laying the essential foundation for the evolution of physical education.⁶³

John Amos Comenius (1592-1670) a figure, in the history of education is widely recognized for his contributions to physical education. Comenius established a school in Sárospatak currently located in Northern Hungary. Not did he include exercise as part of the school curriculum but he also allocated dedicated time to this aspect playing a pioneering role in advancing physical education. Comenius's emphasis on physical exercise as a fundamental component of education aligned with his broader humanistic



Fig. 6: Frontispiece for volume I of Francois Rabelais's The Works of Francis Rabelais, M.D. London: Printed by J. Hughs, for J. Brindley and C. Corbett, 1737.

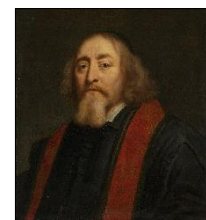


Fig. 8: Portrait of Johann Amos Comenius by Jürgen Ovens at Rijksmuseum, the Dutch state museum, c.1650-70

⁶² Güçlü, op. cit.
Alpman, op. cit., p. 150.

⁶³ Şinoforoğlu, op. cit., p. 44.
Alpman, op. cit.

educational philosophy, which placed a strong emphasis on holistic development of the individual. By incorporating physical exercise into his program Comenius acknowledged the significance of nurturing both the mind and body to achieve this goal.⁶⁴

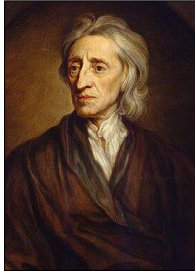


Fig. 9: Portrait of John Locke by Godfrey Kneller, 1697.

In the realm of education, a cohort of idealists led by figures such as John Locke (1632-1704) and Jean-Jacques Rousseau (1712-1788) emerged during the Renaissance movement in Europe, advocating for an educational paradigm that harmonized with human needs and the natural world, as opposed to traditionalism and authority. In his seminal work, "*Some Thoughts Concerning Education, 1693*," John Locke emphasized the paramount importance of child health, drawing on the famous quote "*Mens sana in corpore sano*," usually translated as "a healthy mind in a healthy body," from Satire X (circa 2nd century AD) by the Roman poet Juvenal (10.356). Locke prescribed some exercise and which unbends the thought and confirms the Health and Strength. Furthermore, Locke emphasized that pursuits such as learning fencing, especially understanding one's skill and courage in a duel, were deemed important. Additionally, riding and dancing were considered imperative for the cultivation of a refined gentleman.⁶⁵

Jean-Jacques Rousseau (1712-1778), a preeminent figure whose distinctive ideas have left an enduring impact on his contemporaneous era and subsequent centuries, articulated his ideal educational philosophy in the seminal work "*Emile, or On Education*" (French: *Émile, ou De l'éducation*; 1762). According to Rousseau, the harmony between soul and body is enhanced through continuous exercise. A human body should be actively engaged, strengthened, and kept in good health, with the ultimate aim of fostering virtue and wisdom. For child's it is crucial to encourage outdoor physical activities, such as work, play, exercise early in the morning, swimming, running, leaping, jumping, climbing and shouting, to instill strength and vitality. He contended that a feeble body posed the risk of enfeebling the soul; if the body suffered, so too

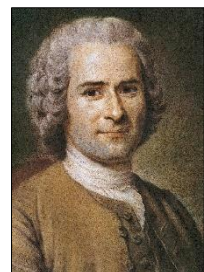


Fig. 10: Portrait of Jean-Jacques Rousseau by Maurice Quentin de La Tour, 1753

⁶⁴ Zivanovic, N. Pavlovic, P. Antala, B. & Babic, P. K. (2015). History of Physical Education in Europe I. p. 12. Zivanovic, N. (2000). Contribution to the epistemology of physical education. Niš, Panopticon, pp.: 147–154.

⁶⁵ Locke, J. (1693). *Some Thoughts Concerning Education*. London, Printed for A. and J. Churchill at the Black Swan in Pater-Noster-Row. Book from the Bodleian Libraries, Collections of Oxford University. Retrieved Nov. 17, 2023, from <https://archive.org/details/somethoughtscon02lockgoog>

would the moral character. By developing physical robustness, one lays the foundation for intellectual maturity, as the mind becomes more alert and agile. This reciprocal relationship between physical exertion and mental acuity is vital. Many notable figures throughout history, possessing both physical and intellectual prowess, exemplify this synergy—the philosopher's reason and the athlete's vigor complementing each other.⁶⁶

A robust bodily constitution facilitates the seamless and accurate functioning of the mind. Observing the lifestyle of the ancients reveals that their distinctive strength of body and mind, distinguishing them from contemporary individuals, can be attributed to their engagement in gymnastic exercises. Rousseau contends that to fortify the mind, one must toughen the muscles, aligning with the belief that training a child in labor and endurance is a preparation for facing various physical challenges, and other bodily ills etc. However, Rousseau also warns against a mere mechanical use of the senses, emphasizing that the true exercise of the mind and judgment follows activities that engage both the body and senses.⁶⁷

While physical exercise not only contributes to the growth of the body but also simultaneously influences the development of vital spirits that impart vigor to the blood and strength to the muscles. This physiological process impacts the workings of the mind, and when the body is ailing, the mind functions with diminished vigor. Rousseau acknowledges that physical attributes like length and strength of limb do not equate to qualities such as courage or genius. He recognizes that strength of mind does not uniformly accompany physical strength when the means of connection between the two are otherwise faulty. He argues that the holistic well-being of an individual, encompassing both mind and body, aligns with moral goodness, implying that true health is achieved when one embodies virtue.⁶⁸

John Locke, through his influential writings, inspired Jean-Jacques Rousseau, both advocated for the preservation of the wisdom and practices of ancient Greek gymnastics in physical training, and integrating it into the school curriculum.⁶⁹

⁶⁶ Rousseau, J. (1762). *Émile, ou De l'éducation* [Emile, or Education]. Translated By Barbara Foxley MA, London & Toronto, Published by J.M. Dent & Sons Ltd & In New York by E.P. Dutton & Co. Ed.1911. Retrieved Nov. 17, 2023, from <https://oll.libertyfund.org/title/rousseau-emile-or-education>

⁶⁷ Ibid.

⁶⁸ Ibid.

⁶⁹ Güçlü, op. cit. for main source see: Leonard, F., E. (1971). *The History of Physical Education*, ort, CT.

Rousseau particularly emphasized the importance of having a gymnasium or a designated area in every school for physical training purposes.⁷⁰



Fig. 11: Johannes Bernhard Basedow, copperplate engraving by Daniel Chodowiecki. Held in the archive of the Gymnasium Christianeum. 1773

Physical education retained its prominence within Rousseau's educational philosophy. Philanthropists, who sought to implement Rousseau's educational innovations, were the individuals who put his ideas into practice. Notable among these philanthropists was Johann Bernhard Basedow (1724-1790), who, influenced by ideas on childhood and education proposed by Locke and Rousseau, integrated games, physical exercise, gymnastics, and manual work into the curriculum at his school named Philanthropinum Dessau, which was founded in Germany in 1774.

Christian Gotthilf Salzmann (1744-1811) departed from Basedow's school and, in 1784, established the Schnepfenthal Educational Institute, manifesting a deliberate emphasis on languages, health, gymnastics, and practical skills such as woodwork and school gardening. The incorporation of physical exercise into the curriculum became a cornerstone of Salzmann's educational philosophy. This pedagogical stance exerted a profound influence on another luminary in the philanthropic realm, GutsMuths.



Fig. 12: Christian Gotthilf Salzmann, stipple engraving by Friedrich Wilhelm Bollinger, c.1810



Fig. 13: Johann Christoph Friedrich GutsMuths by Buddeus pinx. // Wilhelm Arndt, c.1800

Johann Christoph Friedrich GutsMuths (1759-1839), acknowledged as the genuine architect of modern physical education. GutsMuths, in his capacity as a physical education instructor at the Schnepfenthal Educational Institute, systematically categorized physical activities based on their developmental benefits, both in indoor and outdoor contexts. GutsMuths ardently believed in the intrinsic link between individual well-being and the strength of a nation, and advocated for gymnastics programs as the most effective means of achieving this goal.

In his seminal 1793 work, "*Gymnastik für die Jugend*" (Gymnastics for Youth), GutsMuths introduced a compelling maxim: "*Ihr lehrt Religion, ihr lehrt sie*

⁷⁰ Alpmann, op. cit.

*Bürgerpflicht / Auf ihres Körpers Wohl und Bildung seht ihr nicht!*⁷¹ (You teach religion, you teach civic duty / You don't look at their body's well-being and education). This statement served as a reflection of the holistic goal he aimed to achieve with gymnastics, emphasizing the interconnectedness of physical well-being and education in fostering not only individual vitality but also civic responsibility. GutsMuths not only organized and systematized gymnastics and formalized physical exercises within the school curriculum but also emerged as a prominent figure in shaping the foundational principles of artistic gymnastics with widely popularizing the apparatus.



Fig. 14: GutsMuths's students engaging in exercises with gymnastics apparatus, seamlessly integrated with nature. The images serve as visual evidence of the holistic approach to exercise promoted by GutsMuths, J. C. F. (1793). *Gymnastik für die Jugend [Gymnastics for Youth]*. Schnepfenthal: Erziehungsanstalt. Public Domain Mark. Wellcome Collection. Retrieved November 18, 2023, from <https://wellcomecollection.org/works/wxnc8jhk>

The ideas of GutsMuths have left a lasting impact, influencing numerous individuals through his written works and his students. Among those inspired is Vivat Victorius Fridericus Franciscus (Franz) Nachteggall (1777-1847), recognized as the father of gymnastics in Denmark. Additional figures influenced by GutsMuths include Pehr Henrik Ling (1776-1839), the pioneer of Swedish gymnastics, and Friedrich Ludwig Jahn (1778-1852), acknowledged as the father of German *Turnen*. During the 18th and 19th centuries, the conception of physical culture experienced substantial transformations, evolving in diverse manifestations. Three primary concepts of physical education emerged, namely



Fig. 15: Portrait of Franz Nachteggall. Source: *Det Kongelige Bibliotek (The Royal Danish Library)*. undated.

⁷¹ GutsMuths, J. C. F. (1793). *Gymnastik für die Jugend [Gymnastics for Youth]*. Schnepfenthal: Erziehungsanstalt. Public Domain Mark. Wellcome Collection. Retrieved Nov. 18, 2023, from <https://wellcomecollection.org/works/wxnc8jhk>

German *Turnen*, Swedish (*Lingian*) gymnastics, and English games and sports, gaining prominence in European schools at the outset of the 19th century.⁷²



Fig. 16: Drawing portrait of Francisco Amorós. Unknown, undated source.

In Germany, GutsMuths' work and writings continued to be a subject of discourse in the realm of physical education well beyond 1816, and subsequently, his ideas permeated into France. Don Francisco Amorós y Ondeano (1770-1848) a Spanish colonel who lived in exile in Paris and acquired French nationality in 1816, is credited with the first decisive and systematic steps to introduce physical education into the primary school curriculum. Amorós played a pivotal role in shaping physical education in France. He opened the first French public physical education establishment for school children in Paris, establishing himself as the *father of French gymnastics*.

The government displayed interest in his method of physical education, termed the "*Amorosian system*." In 1820, appointed as the inaugural director of the *Gymnase Normal Militaire Et Civil* (Normal Military and Civilian Gymnasium) in Paris, Amorós's chief objective for the military gymnastic school was to train teachers of gymnastics for the Army. Secondarily, it aimed to provide individual training to the infantry regiments of the Royal Guard. The school expanded its admission to civilians, and in 1830, with Louis Philippe I (*Duke of Orleans*) on the throne, he authored the seminal work "*Manuel d'éducation physique, gymnastique et morale*"⁷³ (New Complete Manual of Physical Education for Gymnastics and Morals). As a result of his profound impact on the physical training practices of the French Army, Amorós was commemorated in the foundation of the *L'École Normale Militaire de Gymnastique de Joinville* [the Normal Military Gymnastics School of Joinville] in 1852. *Amorosian gymnastics* heralded a new era in French physical education, a period that bore his name and persisted for several decades. It formed the foundational basis for the physical training of the French army until the First World War and remained in practice in schools and high schools until a few decades ago.⁷⁴

⁷² Naul, op. cit.

⁷³ Amorós, F. O. (1830). *Manuel d'éducation physique, gymnastique et morale* [New Complete Manual of Physical Education for Gymnastics and Morals]. Paris: À la Librairie encyclopédique de Roret. Public Domain Mark. Wellcome Collection. Retrieved Nov. 19, 2023, from <https://wellcomecollection.org/works/nh79cfdv>

⁷⁴ Güçlü, op. cit. For main source see: Leonard, F. E. (1904). *The Beginnings of Modern Physical Training in Europe*. pp.:99-102.. For more about Amorós see: East, B. W. (2013). *A Historical Review and Analysis of Army Physical Readiness Training and Assessment*. Combat Studies Institute Press US Army Combined Arms Center Fort Leavenworth, Kansas. p.6. Retrieved Nov.

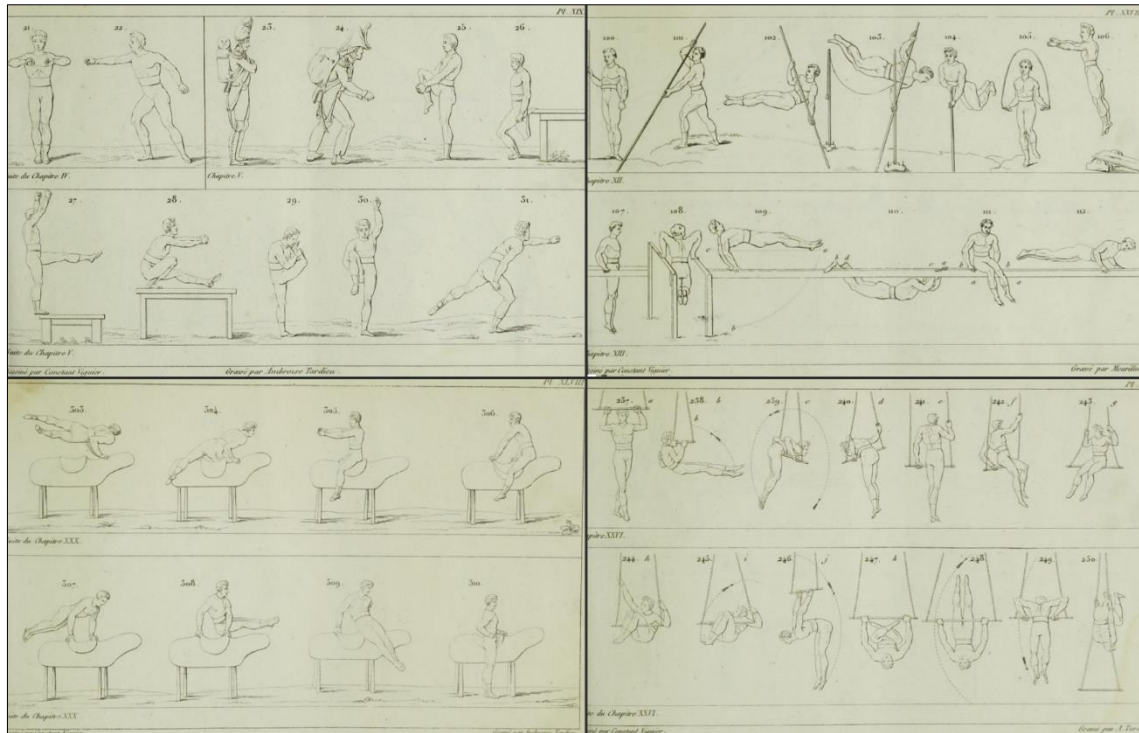


Fig. 17: Visual guide presenting a series of exercises with gymnastic apparatus, showcasing proper execution, techniques, and the integration of gymnastic tools into various activities from Amorós's "Manuel d'éducation physique, gymnastique et morale" [New Complete Manual of Physical Education for Gymnastics and Morals]. Source: Amorós, F. O. (1830). Paris: À la Librairie encyclopedique de Roret. Public Domain Mark. Wellcome Collection. Retrieved November 19, 2023, from <https://wellcomecollection.org/works/nh79cfdv>

Francisco Amorós drew inspiration from a variety of gymnastics systems that he encountered and replicated. One might argue that Amorós's gymnastics constituted a component of the German influence in France, ultimately converging with the early stages of Swedish and English influence. Introduced to France by a "Frenchized" Spaniard, his methodology placed significant emphasis on the utilization of tools and equipment, incorporating elements of military gymnastics likely influenced by Friedrich Ludwig Jahn and the exercises and pedagogy of Johann Heinrich Pestalozzi (1746-1827).⁷⁵ Amorós's gymnastics curriculum developed by spectrum of activities, including basic exercises, marching and running, jumping, balance exercises, vaulting, lifting, wrestling and scuffling, climbing, swimming, discus and javelin throwing, archery and

19, 2023, from https://www.armyupress.army.mil/Portals/7/combat-studies-institute/csi-books/APRT_WhitfieldEast.pdf

⁷⁵ Gençay, A. Ö. & Acet, M. & Kılınç, F. (2002). Selim Sırrı Tarcan'ın Jimnastik ve Spor Anlayışı [Selim Sırrı Tarcan's Understanding of Gymnastics and Sports]. *Dumlupınar Üniversitesi, Sosyal Bilimler Dergisi*, Sayı 6, s. 10. Retrieved Oct. 16, 2021, from <https://dergipark.org.tr/tr/pub/dpusbe/issue/4748/65217>
See from the pen of pioneer: Tarcan, S. S. (1932a). *Beden Terbiyesi: Oyun-Cimnastik-Spor* [Physical Education: Game-Gymnastic-Sport] Devlet Matbaası, İstanbul. s. 86. For interpreted version see:
Fişek, K. (1985). *100 Soruda Türkiye Spor Tarihi* [History of Sports in Turkey in 100 Questions]. İstanbul: Gerçek Yayınevi, s. 15-45.

shooting, fencing, equestrian exercises, pommel, vault horse, national and social dance, choral music, and more.⁷⁶

In the latter half of the 19th century, these foundational concepts continued to evolve and gain prominence, particularly in the implementation of physical education and sports teaching models infused with elements from Swedish and German gymnastics. Swedish gymnastics successfully entrenched itself in Europe, coexisting with German, French, and British systems employed for physical education and sports teaching in educational institutions. *Gymnastiska Centralinstitutet* (Royal Gymnastics Central Institute), GCI, in Stockholm (Current Name: *Gymnastik- och idrottshögskolan*, English: GIH — The Swedish School of Sport and Health Sciences), where Swedish gymnastics was taught, had become a renowned institution under the directorship of Pehr Henrik Ling, and the institution attracted elites seeking education in civilian, military, physical education, and sports domains. Graduates from this institution received invitations to showcase the methods and techniques of Swedish gymnastics and were appointed in schools to disseminate the Ling System. Many European countries and pioneers in physical education and sports sought to create their own systems by adapting these methods and concepts to their respective national and educational systems. The spread of these concepts was aided by the translation of textbooks, the employment of physical education experts, medical practitioners, and physical educators from other countries in schools and teacher education colleges.⁷⁷

The evolution of physical education in Europe was significantly influenced and shaped by the cross-border exchange of early European concepts, resulting in the assimilation of diverse ideas and the Europeanization of physical education. Consequently, the synthesis and assimilation of varied practices have played a pivotal role in the derivation and shaping of distinct national teaching concepts for physical education in many European countries.⁷⁸

Throughout the 18th and 19th centuries, various European nations crafted distinctive concepts of physical culture, intricately shaped by the prevailing conditions and conjuncture within their respective borders. These notions took form influenced by factors like the demands of the population, the anticipations of authorities, the material

⁷⁶ Güçlü, op. cit.
Alpman, op. cit., p. 155.

⁷⁷ Naul, op. cit.

⁷⁸ Naul, Scheuer, op. cit., p. 23.

environment, and the prevailing ideologies. Notably, among these German *Turnen*, Swedish *Lingian* gymnastics, and English sport were the most significant concepts to emerge during this era. Despite the emergence of these innovative concepts, traditional sports and games maintained their prominence across various European nations.⁷⁹

1.1 German *Turnen* Gymnastics

In 18th-century school education, physical education held negligible significance. Fencing and dancing found a place only within the confines of knightly academies. Physical exercises, in general, were sparse—confined predominantly to military drills within military academies, the practice of fencing within knightly institutions, or participation in dance within exclusive private schools catering to the progeny of the nobility. This paradigm shift unfolded in the 1770s at the Philanthropinum in Dessau and subsequently at Schnepfenthal Salzmann School. A pivotal figure in this movement was Johann Bernhard Basedow (1724-1790), who introduced physical exercises, and his followers who advocated for the education of the masses, challenging the prevailing trend of exclusively educating noble children.

Johann Christoph Friedrich GutsMuths (1759-1839), a disciple of Christian Gothilf Salzmann (1744-1811), as a co-founder of gymnastics, and a teacher in the Schnepfenthal Philanthropinum, exerted influence as a proponent of German gymnastics (*Turnen*). Revered as the "grandfather of gymnastics" by German nationalists, GutsMuths played a seminal role in shaping the main gymnastic movements across Europe.

The scientific grounding of gymnastic exercises gained momentum through his work and the endeavors of Gerhard Ulrich Anton Vieth (1763-1836), often acknowledged as one of its founding *fathers of gymnastics* in Germany.⁸⁰ He recognized that structured exercise is good for health, physical strength, and confidence, and it helps control sexual instincts. He complained that the exclusive dominance of mind pursuits within educational institutions and

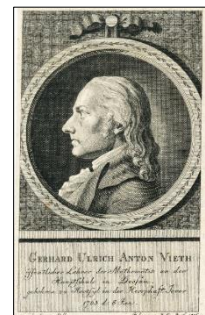


Fig. 18: Portrait of Gerhard Ulrich Anton Vieth, drawn by Carl Wilhelm Kolbe, Engraved by Johann Samuel Ludwig Halle, 1763.

⁷⁹ Pfister, op. cit., pp. 61-69.

⁸⁰ Neuendorff, E. (1930-1936). *Geschichte der neueren deutschen Leibesübung vom beginn des 18 jahrhunderts bis zur gegenwart* [History of Modern German Physical Exercise from the Beginning of the 18th Century to the Present]. Dresden: Wilhelm Limpert Verlag.

recommended the establishment of gymnastics field in public schools, stadiums, swimming pools, and riding halls. According to him, not only for traditional sports but also disciplines such as vaulting, fencing, dancing, ice skating, should also be practiced. In 1795, he authored a seminal work titled *Versuch einer Encyclopädie der Leibesübungen*⁸¹ [Attempt at an Encyclopedia of Physical Exercises], encompassing a comprehensive array of exercises. Vieth explained gymnastics exercises like the balance beam, jumping and climbing ropes and poles, the horse, and the buck. Furthermore, he intricately delineated the technique of vaulting over horizontal poles at diverse

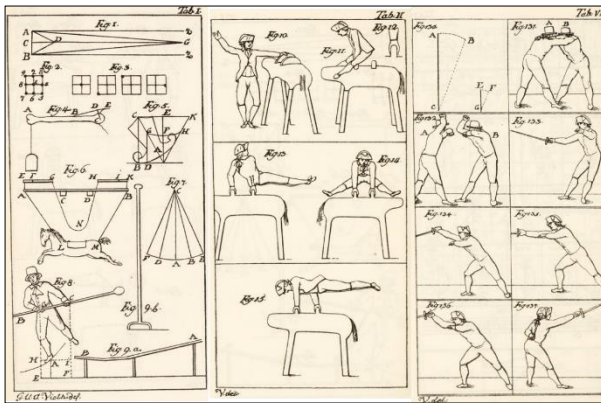


Fig. 19: Illustrations from Gerhard Ulrich Anton Vieth's 1795 seminal work 'Versuch einer Encyclopädie der Leibesübungen' [Attempt at an Encyclopedia of Physical Exercises] showcase a rich array of gymnastics exercises, including balance beam techniques, rope and pole jumping, horseback fencing, and combat maneuvers.

elevations, underpinning his elucidation with comprehensive visual representations from various angles. This includes fencing on horseback, as well as ground-level demonstrations and specific combat techniques. Vieth, akin to Friedrich Ludwig Jahn, who exhibited clear influence from him, accorded significant importance to the principles of discipline and military order.

Johann Friedrich Ludwig Christoph Jahn (1778-1852), widely recognized as *Turnvater* roughly meaning "Father of Gymnastics", served as a German educator, nationalist, patriot, publicist, and politician, notably celebrated for his influential role in shaping the cultural and physical identity of the nation during the early 19th century when Germany was occupied by Napoleonic France. Jahn's life unfolded amidst significant historical upheavals, encompassing the Napoleonic era. At the forefront of the German gymnastics movement as well as influencing the German Campaign (German: *Befreiungskriege*, lit. 'Wars of Liberation') of 1813, intricately interwoven with early nationalistic fervor, he sought to prepare

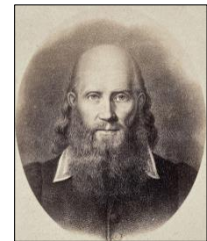


Fig. 20: Friedrich Ludwig Jahn. Painting by Friedrich Ludwig Heine, 1825. Freyburg (Unstrut), Jahn-Museum. For more info about Jahn-Museum: <https://youtube.com/@jahn-museumfreyburg2837>

⁸¹ Vieth, Gerhard Ulrich Anton (1795). *Versuch einer Encyclopädie der Leibesübungen* [Attempt at an Encyclopedia of Physical Exercises]. Münchener DigitalisierungsZentrum (MDZ) Digitale Bibliothek [Munich Digitization Center (MDZ) Digital library]. Retrieved Jan. 6, 2024, from <https://www.digitale-sammlungen.de/en/view/bsb10431786>

German youth for the defense of their country and the challenges posed by Napoleonic occupation.

Following the Napoleonic Wars, the transition from professional armies to citizen armies, mobilizing entire populations, necessitated a significant focus on physical and psychological preparation for combat among young recruits. In response to this demand, diverse paramilitary organizations came into existence.

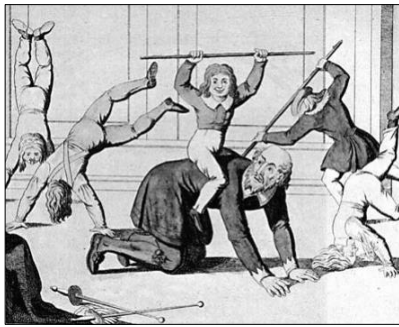


Fig. 21: The copperplate engraving crafted by Johann Michael Voltz (1784-1858) circa 1819, bears the evocative title "Turner Untriebe." Jahn-Museum.

The gymnastics system introduced by Friedrich Ludwig Jahn, known as *Turnen* (meaning "to perform gymnastic exercises" in German), also known as German gymnastics, played a pivotal role in the emergence of the contemporary sport of artistic gymnastics, which led to the invention of the various apparatuses such as the horizontal bars, parallel bars, balance beams, high bars, rings, side horse, pommel horse and vaulting horse, as well as climbing trees,

ropes, poles, and ladders, encompassed a variety of physical activities, including games, running, jumping, weightlifting, fencing, swimming, and wrestling. rings, side horse, pommel horse and vaulting horse. Proper posture with an upright head, a firm body, and stretched legs were paramount. However, *Turnen* gymnastics, was more than just a system of physical exercise; it was one of the paramilitary organizations that emerged in response to the need for the physical and psychological preparation of young men for warfare after the Napoleonic Wars. Designed for military purposes by Friedrich Ludwig Jahn, who personally witnessed Prussia's devastating defeat against Napoleon Bonaparte's forces in 1806 and recognized the necessity of physical fitness in combat, *Turnen* emphasized the cultivation of physical strength, endurance, and discipline through various militaristic sports and exercises. German gymnastics aimed to enhance the physical and moral strength of youth, counter defeatism, unify Germans, and prepare the nation for potential war. To achieve its goal, it emphasized not only physical preparation but also used patriotic speeches, traditional songs, commemorative celebrations of important events in German history, and excursions intended to instill

sense of patriotism, *Deutschheit* (“Germanness”), love and appreciation of the fatherland among young men.⁸²

On June 19, 1811, Friedrich Ludwig Jahn inaugurated the first public and accessible to everyone gymnastics field *Turnplatz* (Open-Air-Gymnasium) and the organization of his inaugural *Turnfest* (gymnastic festival) in Prussia. This historic establishment is located in Hasenheide in Berlin. Emulating this pioneering initiative, *Turnverein* (gymnastic society), from German *turnen* meaning “to practice gymnastics,” and *Verein* meaning “club” or “union”⁸³ emerged and this movement spread rapidly. These associations transcended mere athleticism, assuming a political dimension reflective of their roots in ethnocentric "national gymnastic" organizations prevalent in Europe. Notably, movements such as the Czech *Sokol* (falcon) were integral participants in various national independence movements. The Turner (gymnast) movement in Germany, characterized by its generally liberal ethos, witnessed active participation by *Turners* (members of *Turnvereine*) in the Revolutions of 1848. Notably, the enduring legacy of Jahn's contributions to physical education was commemorated with the erection of the Jahn monument, an event that transpired during the second German Gymnastics Festival on August 10, 1861, in Hasenheide, which is presently located in Volkspark Hasenheide.

⁸² Britannica, T. Editors of Encyclopaedia (2011, May 16). *turnverein*. *Encyclopedia Britannica*. Retrieved Nov. 26, 2023, from <https://www.britannica.com/sports/turnverein>
Pfister, op. cit., p. 67.

⁸³ Ibid.

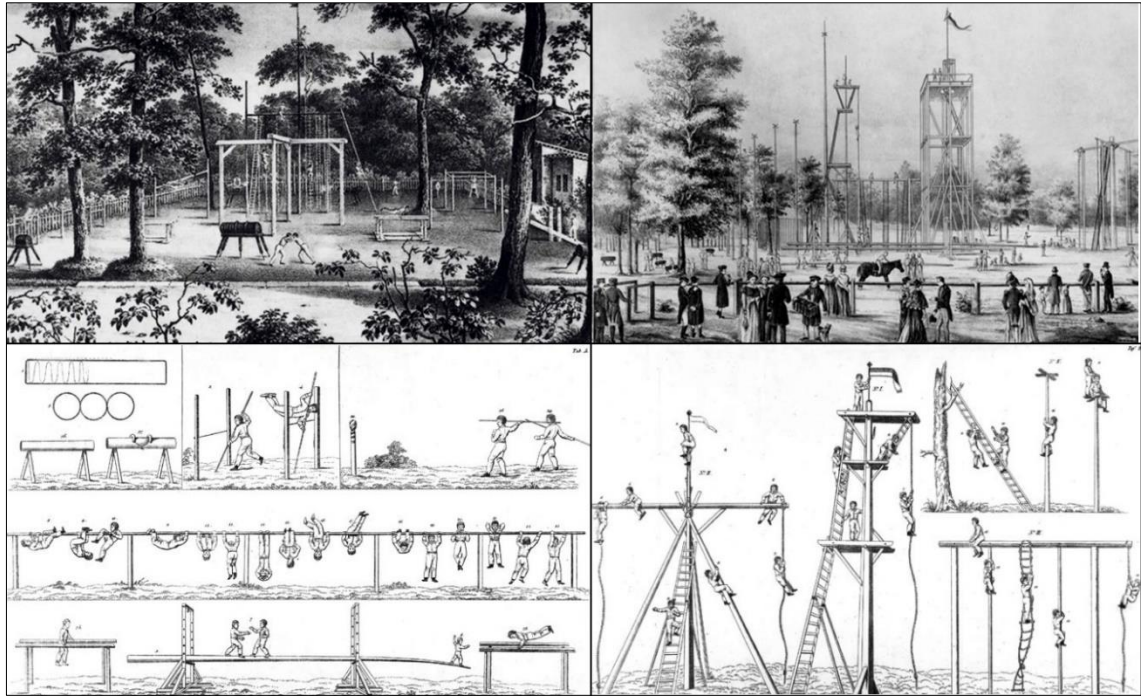


Fig. 22: **Above: Left** – “At the onset of this year, a spacious area, adorned with young oak trees in the upper part of Hasenheide, was granted to Mr. Friedrich Ludwig Jahn. It forms an irregular square of approximately 225 steps in length and width and was christened the 'Turnplatz,' (Open-Air Gymnasium) as the participants now adopted the designation 'Turner'” - Johann Jakob Wilhelm Bornemann 1812.⁸⁴ **Above: Right** - Its transformed state in 1817.⁸⁵

Below: Left - Showcasing vaulting activities, encompassing swinging, jumping, throwing, parallel bars, horizontal bar exercises, and balancing. **Below: Right** - A copperplate engraving portraying a variety of physical activities such as climbing, ascending, pulling up, swinging, and interacting with climbing structures in Hasenheide. The depictions are based on the sketches by the active Turner Bornemann (friends and sponsor of Jahn, supported gymnastics in the early years and at times during Jahn's absence) of his own son, (Friedrich Wilhelm Ludwig Bornemann, who later assumed the role of the future Prussian Minister of Justice). Johann Jakob Wilhelm Bornemann (1766-1851), 1814.⁸⁶

⁸⁴ Bornemann, Johann Jakob Wilhelm (1812). Der Turnplatz in der Hasenheide [The 'Turnplatz' (Open-Air Gymnasium) field in the Hasenheide]. Berlin (anonym).

Schmidt-Sinns, J. (2011). “Als man zahlreiche Knaben wie im leichten Spiel Wagnisse bestehen sah” Zeitgenössische Quellen zum Turnen vor 200 Jahren. [When Numerous Boys Were Seen Undertaking Challenges with Ease: Contemporary Sources on Gymnastics Two Centuries Ago]. Journal: *Lehrhilfen für den Sportunterricht, Schorndorf*, 60, Issue 9, September 9, E 20587. Publisher: Deutscher Sportlehrerverband e.V. pp: 1-3. Retrieved Nov. 27, 2023, from <https://www.sportfachbuch.de/pdf/archiv/lehrhilfen/2011/Lehrhilfen-Ausgabe-September-2011.pdf>

⁸⁵ LeMO - Lebendiges Museum Online [Living Museum Online]. (n.d.). *Der Turnplatz in der Hasenheide in Berlin* [The Turnplatz in the Hasenheide in Berlin]. 1817 (Vorlage). *Deutsches Historisches Museum* [German Historical Museum], Berlin, Inv.-Nr.: F 62/57 Retrieved Nov. 27, 2023, from <https://www.dhm.de/lemo/bestand/objekt/der-turnplatz-in-der-hasenheide-in-berlin-1817.html>
Ibid.

⁸⁶ Schmidt-Sinns, J. (2011). Die Anfänge der Turnkunst vor 200 Jahren – ein Brückenschlag zu heutigen Bewegungskünsten. [The Beginning of Gymnastics 200 Years Ago: A Bond with Today's Movement Arts]. Journal: *Sportunterricht, Schorndorf*, 60, Issue 9, September 9, pp: 281-288. Retrieved Nov. 27, 2023, from <https://www.sportfachbuch.de/pdf/archiv/sportunterricht/2011/sportunterricht-Ausgabe-September-2011.pdf>

Euler, C. (1881). *Friedrich Ludwig Jahn. Sein Leben und Wirken* [Friedrich Ludwig Jahn. His Life and Work]. Stuttgart, Published by: Verlag von Carl Krabbe.

Ulfkotte, J. V. (2011). Der Turnplatz auf der Hasenheide als frühmoderner Handwerksbetrieb [The Gymnastics Site on Hasenheide as an Early Modern Craft Operation]. “*Jahn-Reports*” 32nd edition, May, by the Friedrich-Ludwig-Jahn-Gesellschaft. Freyburg / Unstr. p.: 25. Retrieved Dec. 2, 2023, from <https://www.gymmedia.de/sites/default/files/FORUM/agforum/11-06-Jahn-Report-32-3-Hasenheide-Handwerksbetrieb-Ulfkotte.pdf>

With the assistance of nationalist policy reformers, gymnastics began to be incorporated into school curricula immediately following the conclusion of the Congress of Vienna in 1815. "*Die Deutsche Turnkunst zur Einrichtung der Turnplätze dargestellt*" (The German "Turnkunst" art of gymnastics for setting up the gymnastics grounds), co-authored by Friedrich Ludwig Jahn and another teacher at the Plamann Educational Institute (German: *Plamannische Erziehungsanstalt*) Ernst Wilhelm Bernhard Eiselen (1792-1846) in 1816,⁸⁷ emerged as an official textbook in public schools, offering guidance to teachers in the implementation of gymnastics with their students. For the gymnasts and followers of Jahn, it was a kind of bible of a new popular education about the body. It comprehensively addresses a spectrum of gymnastic exercises, including walking, running, jumping, swinging, floating, stretching, parallel bars routines, throwing, pulling, pushing, lifting, carrying, and wrestling. Enjoying unwavering support from Minister Johann Wilhelm Sövern (1775-1829), Eiselen assumed responsibility for the training of prospective gymnastics teachers, while Jahn was appointed Chief Gymnastics Inspector, overseeing gymnastics instruction throughout Prussia.⁸⁸

Friedrich Ludwig Jahn, along with August von Kotzebue (1761-1819), who was a German dramatist and writer who also worked as a consul in Russia and Germany, murdered in 1819 by Karl Ludwig Sand (1795-1820)—a fervent member of the *Burschenschaften*, associations of university students inspired by liberal and nationalistic ideals—was a (Lutheran) theology student and *Turner* at the Hasenheide,⁸⁹ where he engaged in gymnastics with Jahn.⁹⁰ Following the ban on gymnastics (*Turnen*) imposed after Kotzebue's murder, several leaders of the gymnastics movement, including Jahn, were incarcerated. Jahn, detained in Berlin-Spandau, Kostrzyn nad Odrą and Kołobrzeg (both today in Poland), spent a total of over five years in confinement

⁸⁷ Friedrich Ludwig Jahn and Ernst Eiselen (1816). *Die Deutsche Turnkunst zur Einrichtung der Turnplätze* [The German "Turnkunst" art of gymnastics for setting up the gymnastics grounds]. Berlin: Auf Kosten der Herausgeber. Public Domain Mark. Wellcome Collection. Retrieved Dec. 2, 2023, from <https://wellcomecollection.org/works/ybvmtnrc>

⁸⁸ Tröhler, D. (2017). Shaping the National Body: Physical Education and the Transformation of German Nationalism in the Long Nineteenth Century. *Nordic Journal of Educational History* Vol. 4, no. 2, p.:35. Retrieved Dec. 2, 2023, from <https://doi.org/10.36368/njedh.v4i2.94>

⁸⁹ Ibid.

⁹⁰ LeMO - Lebendiges Museum Online [Living Museum Online. (n.d.). *Friedrich Ludwig Jahn während seiner Festungshaft* [Friedrich Ludwig Jahn during his imprisonment]. Painting by Friedrich Ludwig Heine 1820/1822 Öl/Holz. *Deutsches Historisches Museum* [German Historical Museum], Berlin, Inv.-Nr.: 1988/1497 Retrieved Nov. 27, 2023, from <https://www.dhm.de/lemo/bestand/objekt/friedrich-ludwig-jahn-waehrend-seiner-festungshaft.html>

and was not granted complete freedom of movement until 1840. In 1848, Jahn was elected and became a member of the Frankfurt National Assembly. Although Jahn received honors but lacked substantial influence in the revived gymnastic movement. The aftermath of the 1848 revolutions gymnastics (*Turnen*) were disbanded, certain *Turnverein* members supported unsuccessful uprisings against the monarchy, and they were forced to leave the country. Subsequently, these émigrés established Turnvereins in other countries, most notably in the United States.⁹¹

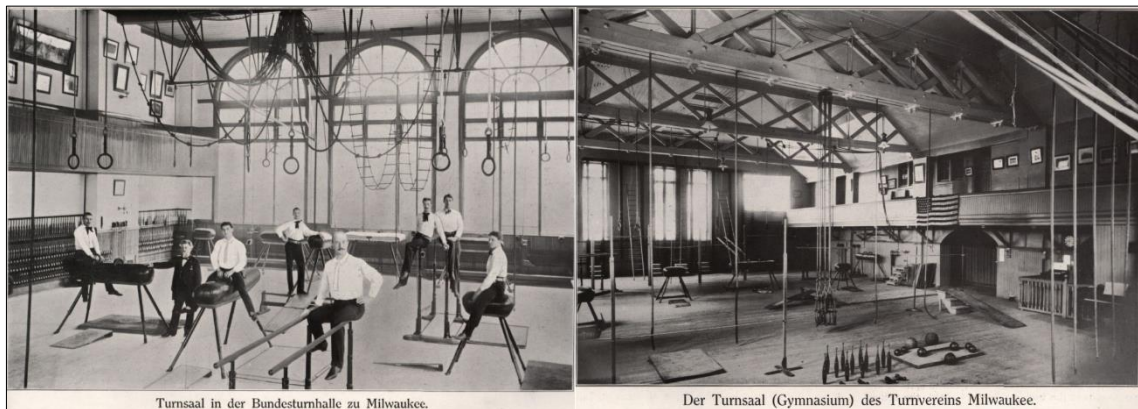


Fig. 23: **Left:** Gymnastics room in the National Gymnastics (Turner) Hall at Milwaukee, circa 1900, featuring George Brosius (1839-1920) in the second position. **Right:** An image of the Gymnastics gym (Turnsaal 'Gymnasium') at the Milwaukee Turnverein (gymnastic unions, club), circa 1914.⁹²

In the 1820s, the Turner movement emerged following the initial wave of gymnastics in the United States. Notably, while at Freyburg, Friedrich Ludwig Jahn declined a professorship of German literature at Cambridge, Massachusetts, expressing, "*Deer and hares love to live where they are most hunted.*"⁹³ The Cincinnati Turners, founded in 1848 as the Cincinnati *Turngemeinde* (gymnastic community), played a key role in the introduction of physical education in American schools. In the 1850s, Turners actively engaged with American school boards, advocating for the incorporation of Physical Education into the public school curriculum.⁹⁴

In the realm of German gymnastics (*Turnen*) under Jahn's influence, German society didn't just focus on improving physical health or getting fit; there was a broader

⁹¹ Britannica, *turnverein*. op. cit.

⁹² Brosius, G. (1914). *Fifty years devoted to the cause of physical culture, 1864-1914*. Germania Publishing Company, Milwaukee, Wisconsin. p. 63., 69. Repository: Special Collections. University of Wisconsin-Milwaukee Libraries. Original Collection: Brumder Collection. Retrieved Dec. 29, 2023, from <https://collections.lib.uwm.edu/digital/collection/mkesocialism/id/3377>

⁹³ Ripley, G., Dana, Charles A., eds. (1879). "*Jahn, Friedrich Ludwig.*" The American Cyclopædia.

⁹⁴ Don Heinrich Tolzmann German-Americana collection, 1830-2017, GA-17-01, The Turners, Archives and Rare Books Library, University of Cincinnati, Cincinnati, Ohio. Retrieved Dec. 29, 2023, from <https://libapps.libraries.uc.edu/exhibits/tolzmann-ga/turner-collection/>

objective – to fortify the intangible ties of national unity and solidarity. Jahn's gymnastic endeavor didn't just strengthen but also adorned the idea that the German populace participated in a shared tapestry of cultural heritage. Simultaneously, this movement served as a material in nationalist politics. Jahn, with an artful intertwining of nationalism and physical skill, viewed gymnastics as more than just an exercise but as a means to foster national unity, actively promoting this concept.

Jahn's nationalist ideology, caused a lot of arguments, led to severe censure, and drew strong criticism along with unfavorable caricatures.⁹⁵



Fig. 24: Caricatures of Friedrich Ludwig Jahn as a representative in the National Assembly in Frankfurt, 1848. *Wien Museum Online Sammlung*. **Left:** "Der Demokratenvertilger" [The Democratver], Publisher: Eduard Gustav May (1818–1907).⁹⁶ **Middle:** "Der Demokratenfresser" [The Democratic eater], Publisher: Samuel Stern.⁹⁷ **Right:** "Die Befestigung der Ostgrenze (...)" [The attachment of the eastern border (...)]. Publisher: Samuel Stern.⁹⁸

The book "Deutsches Volkstum" (The German Nation) written by Jahn encompasses several anti-Jewish stereotypes.⁹⁹ However, the statement, "Poles, French, priests, aristocrats and Jews are Germany's misfortune." which has long been attributed to him in the literature, is not found in the book or elsewhere in his work or letters. Exclusively surfaces in pre-1933 secondary literature, where its inclusion lacks proper

⁹⁵ Jaštal, K. (2019). *Niemcy: naród i ciało* [Germany: Nation and Body]. Publisher: Księgarnia Akademicka. Retrieved Jan. 5, 2024, from <https://doi.org/10.12797/9788376386096> for full-text: <https://www.researchgate.net/publication/337185776>

⁹⁶ Eduard Gustav May (1848). "Der Demokratenvertilger." [The Democratver], *Karikatur auf Friedrich Ludwig Jahn als Abgeordneter der Nationalversammlung in Frankfurt 1848* [Caricature of Friedrich Ludwig Jahn as a representative in the National Assembly in Frankfurt 1848]. *Wien Museum Online Sammlung* Inv.-Nr.: 88039, CC0. Retrieved Jan. 6, 2024, from <https://sammlung.wienmuseum.at/en/object/14140/>

⁹⁷ Samuel Stern (1848). "Der Demokratenfresser." [The Democratver], *Karikatur auf Friedrich Ludwig Jahn als Abgeordneter der Nationalversammlung in Frankfurt 1848* [Caricature of Friedrich Ludwig Jahn as a representative in the National Assembly in Frankfurt 1848]. *Wien Museum Online Sammlung* Inv.-Nr.: 88040, CC0. Retrieved Jan. 6, 2024, from <https://sammlung.wienmuseum.at/en/object/13143/>

⁹⁸ Samuel Stern (1848). "Die Befestigung der Ostgrenze (...)" [The attachment of the eastern border], *Karikatur auf Friedrich Ludwig Jahn als Abgeordneter der Nationalversammlung in Frankfurt 1848* [Caricature of Friedrich Ludwig Jahn as a representative in the National Assembly in Frankfurt 1848]. *Wien Museum Online Sammlung* Inv.-Nr.: 21741/6, CC0. Retrieved Jan. 6, 2024, from <https://sammlung.wienmuseum.at/en/object/13666/>

⁹⁹ Jahn, Friedrich Ludwig (1810). *Deutsches Volkstum* [German Folklore]. *Münchener DigitalisierungsZentrum (MDZ) Digitale Bibliothek* [Munich Digitization Center (MDZ) Digital library]. Retrieved Jan. 6, 2024, from <https://www.digitale-sammlungen.de/en/view/bsb10016165>

source attribution.¹⁰⁰ Certain (including Political Pedagogues) observers perceived his ideology not merely as a precursor but as the "father" of Nazism or progenitor, pioneer, and spiritual founder behind the Nazi ethos.¹⁰¹ To an extent that underscores its significance, Adolf Hitler (1889-1945) himself characterized Jahn as the "first National Socialist," thereby elevating the stature of the German gymnastics father within the framework of National Socialism. In his speech at a Gymnastic Display at Stuttgart on 30 July 1933 Hitler said:

...Apart from exceptions which prove the rule, a truly upright and reasonable mind, in the long run, will dwell only in lusty, sound bodies. Life, however, is not mastered by weak folk, but by strong men. If today we recognize once again an ideal of beauty which opens our eyes to an understanding of the picture presented by the ancient world, that is only because a great German [Ludwig Jahn] showed to us through gymnastics the way to restore the balance between mind and body...¹⁰²

Johann Friedrich Ludwig Christoph Jahn (1778-1852) and Johann Christoph Friedrich GutsMuths (1759-1839) are regarded as the two great pioneers of German gymnastics (*Turnen*). Ludwig Jahn is commonly referred to as "father of gymnastics" and GutsMuths as "grandfather of gymnastics" by German nationalists. The leader of the movement in Germany, Johann Bernhard Basedow (1724-1790), and his followers emphasized the education where rich and poor children were to be educated together. There was an emphasis on games and physical exercise. Johann Christoph Friedrich GutsMuths, a student of Christian Gotthilf Salzmann (1744-1811) who studied at the Schnepfenthal Philanthropinum founded by Salzmann in 1784, made a significant contribution to the development of gymnastics and physical exercise in schools. German gymnastics, which continued to gain scientific credibility through the work of

¹⁰⁰ Benz, W. (2009). *Handbuch des Antisemitismus. Judenfeindschaft in Geschichte und Gegenwart*. Herausgegeben von Wolfgang Benz. Brand 2 Personen. Berlin 2009, pp.: 403–406.

Berding, H. (1988). *Moderner Antisemitismus in Deutschland*. Frankfurt am Main: Suhrkamp. p. 405.

Gräser, M. (2002). Friedrich Ludwig Jahn. In: *Bericht der Linzer Straßennamenkommission* by: Daurer, C., Gräser, M., Kepplinger, B., Krenn, M., Schuster, W., Sulzbacher, C. (Hg.). Linz. Retrieved Jan. 6, 2024, from https://stadtdgeschichte.linz.at/media/biographien/biographie_jahn_friedrich_ludwig.pdf

¹⁰¹ Viereck, P. (1961). *Metapolitics: The Roots of the Nazi Mind*. New York: Capricorn Books.

¹⁰² Baynes, N., H. (1942). *The Speeches of Adolf Hitler. April 1922 - August 1939. An English Translation of Representative Passages Arranged Under Subjects and Edited by Norman H. Baynes*. Published by London: Oxford University Press. pp.: 539-540. Retrieved Jan. 12, 2024, from <https://archive.org/details/norman-h-baynes-hitlers-speeches-vol-1/page/538>

Gerhard Ulrich Anton Vieth (1763-1836), also dealt with the parallel and positive effects of body movements on the mind and body, much like GutsMuts.¹⁰³

Johann Heinrich Pestalozzi (1746-1827), Swiss social reformer, and educator, considered by some to be the father of modern education,¹⁰⁴ and modern pedagogy.¹⁰⁵ Pestalozzi believed that education should develop the powers of 'Head', 'Heart' and 'Hands', who advocated for the establishment of harmony between mind and body through gymnastics, thereby supporting the scientific and methodological development of German gymnastics. He additionally shaped the theory of physical education by creating a program of physical exercise and outdoor activities, as a means of strength and physical resistance, much like Jean-Jacques Rousseau, linked to general, moral, and intellectual education that reflected Pestalozzi's ideal of harmony and human autonomy.¹⁰⁶ Pestalozzi's



Fig.25: Portrait of Johann Heinrich Pestalozzi, by Georg Friedrich Adolph Schöner (1774-1841), Switzerland, 1808, Zentralbibliothek Zürich (Zurich Central Library) <https://doi.org/10.7891/e-manuscripta-118152>

elementary gymnastics (1807) had a significant influence on the development of physical exercises in Spain and France, especially through its reception by Francisco Amorós y Ondeano (1770-1848) and in Sweden by Pehr Henrik Ling (1776-1839).¹⁰⁷ In 1782, Pestalozzi, a member of the Helvetic Society (since 1774) joined the Swiss section of the "Illuminati" under the code name *Alfred*. Weishaupt sought individuals to develop educational reforms in line with his Illuminati objectives. In 1783, Pestalozzi co-founded the Zurich branch of the Order and established a society for intellectuals, which was, in fact, an Illuminati front.¹⁰⁸

¹⁰³ Alpman, op. cit., p. 155.

¹⁰⁴ The Johann Heinrich Pestalozzi Society (n.d.). *Who was Johann Heinrich Pestalozzi?* Retrieved Jan. 20, 2024, from <https://jhpestalozzi.org/>

¹⁰⁵ Downs, Robert B. (1976). Heinrich Pestalozzi. Father of Modern Pedagogy. *British Journal of Educational Studies* 24 (2):180-181.

¹⁰⁶ Jedan, D. (1990). "Theory and Practice: Johann Heinrich Pestalozzi," *Vitae Scholasticae* 9.

¹⁰⁷ McIntosh, P. C. (1981). *Landmarks in the History of Physical Education*. Routledge & Kegan, London.

¹⁰⁸ Spingola, D. (2011). *The Ruling Elite: A Study in Imperialism, Genocide and Emancipation*. Trafford Publishing, p.:89. Retrieved Jan. 20, 2024, <https://books.google.pl/books?id=sDdKrwiDZq8C&pg=PA89>
Melanson, T. (2009). *Perfectibilists: The 18th Century Bavarian Order of the Illuminati*. Trine Day, Walterville, Oregon, pp. 377-380. For comprehensive documentation about Heinrich Pestalozzi see:
Heinrich Pestalozzi (n.d.). *Pestalozzi's time, his life and his work*. Retrieved Jan. 20, 2024, from <https://www.heinrich-pestalozzi.de/biographie/tabellarische-uebersicht> by Prof. Dr. Gerhard Kuhlemann and Dr. Arthur Brühlmeier, for additional info: <https://www.bruehlmeier.info/>



Fig. 26: Phocion Heinrich Clias. From the book: *Sammlung bernischer Biographien*. Bern: Verlag von A. Francke, 1884-1944. Bern University Library, MUE H XXXV 182 <https://doi.org/10.3931/e-rara-32410>

Phocion (Phokion Peter) Heinrich Clias (1782-1854), a Swiss gymnast, sports pedagogue, Captain in the English army, and Superintendent of gymnastics at the Royal Military College and Naval Academies in England (after 1822) was tasked with reforming military training. He opened a private gymnasium in London and was an adherent of the teachings of GutsMuths. Together with Johannes Niggeler (1816-1887) and Adolf Spiess (1810-1858), he is considered one of the founders of physical education in Switzerland. He authored a comprehensive work on gymnastics, reaching its fourth edition in 1825 (*An Elementary Course of Gymnastic Exercises; Intended to Develop and Improve The Physical Powers of Man*).¹⁰⁹ In 1829, Clias also published a book for girls titled *Kalistenie oder Uebungen zur Schönheit und Kraft für Mädchen* (Calisthenics or Exercises for Beauty and Strength for Girls).¹¹⁰ While his influence may not rival that of GutsMuths, Nachtgall, Ling, and Jahn, Clias merits honorable acknowledgment for his proficiency as a practical gymnast, effectiveness as a teacher, and his significant contributions as a pioneer of physical training in three European countries. Introducing exercises such as vaulting, swimming, and wrestling among his troops in 1815, Clias obtained permission to provide free gymnastics instruction for three hours weekly to boys in the orphan asylum at Bern, Switzerland. His success in both military and educational contexts earned him the title of Professor of Gymnastics and Riding Master at the Academy. The number of his pupils steadily increased, and teachers trained under his guidance secured positions in various Swiss cantons.¹¹¹

Clias, advocating for the imperative inclusion of physical education within the curriculum, specialised training for teachers for these subjects, emphasized not only the

¹⁰⁹ Clias, P. H. (1825). *An elementary course of gymnastic exercises: intended to develop and improve the physical powers of man; with the report made to the medical faculty of Paris on the subject; and a new and complete treatise on the art of swimming*. Fourth edition. London: Printed for Sherwood, Gilbert, and Piper, and J. Hearne. Original Source: Harvard University, Full view: HathiTrust's digital library. Retrieved Jan. 29, 2024, from <https://babel.hathitrust.org/cgi/pt?id=hvd.32044096981998&seq=9>

¹¹⁰ Clias, P. H. (1829). *Kalistenie, oder, Uebungen zur Schönheit und Kraft für Mädchen*. [Calisthenics or Exercises for Beauty and Strength for Girls]. Bern: C.A. Fenni. Original Source: Harvard University, Full view: HathiTrust's digital library. Retrieved Jan. 29, 2024, from <https://babel.hathitrust.org/cgi/pt?id=hvd.hnylb9&seq=5>

¹¹¹ Leonard, E. F. (1910). *Pioneers of Modern Physical Training*. Reprinted from Physical Training Vol. VI., Nos. 3-10 and Vol. VII., Nos. 1-8 (1909, January—1910, June). Published by the Physical Directors' Society of the Young Men's Christian Association of North America. p.19-20. Dr. Sargent's Normal School Library, Cambridge, Massachusetts. Boston University School of Education Library. Retrieved Jan. 20, 2024, from <https://archive.org/details/pioneersofmodern10leon/page/18>

anatomical and physiological facets of gymnastics, the physical health of the body, and the moral advantages, such as enduring serenity of the mind and soul. Clias' conception of physical education was twofold: it aimed at fostering military strength and national cohesion in a state unable to rely on shared language or culture, and it supported moral education grounded in an understanding of the intimate interconnection between body and soul.¹¹²

The work of Karl Adolf Spieß (Adolf Spiess) (1810-1858), the founding father of German school gymnastics, was instrumental in introducing and popularizing gym classes in school programs for both boys and girls in Switzerland and Germany. Adolf Spiess, during his student years, established and cultivated connections with prominent figures such as Friedrich Ludwig Jahn, Johann Christoph Friedrich Gutsmuths, and Ernst Wilhelm Bernhard Eiselen (1792-1846). He also joined the *Burschenschaft* (associations of university students) during this period. Conducting gymnastics classes at the *Turnplatz*'s (Open-Air-Gymnasiums), Spiess gradually expanded his audience. Tailoring what he learned from Gutsmuths and Jahn, Spiess became a teacher of gymnastics in schools. Spiess, a proponent of gymnastics particularly for girls, authored "*Die Lehre der Turnkunst*" (System of Gymnastics) in Basel, Switzerland, in four volumes from 1840 to 1846. Subsequently, from 1847 to 1851, he wrote his seminal work "*Turnbuch für Schulen als Anleitung für den Turnunterricht durch die Lehrer der Schulen*" (School exercise book for the direction of exercise instruction by teachers) in Basel, Switzerland, in two volumes, this was his most important book with fundamental didactic concepts, objectives, content, and methodologies.¹¹³

In May 1848, Adolf Spiess returned to Germany, specifically the Grand Duchy of Hesse, to introduce gymnastics into the educational system. Initially focusing on higher schools, he later extended the initiative to elementary schools in receptive

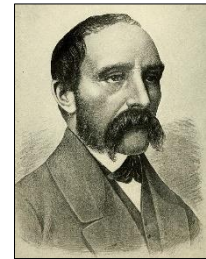


Fig. 27: Illustration from *A Guide to the History of Physical Education*, by Fred Eugene Leonard. Lea & Febiger, 1923 (artist uncredited) <https://archive.org/details/guidetohistoryof00leon/page/110>

¹¹² Horlacher, R. (2017). The Emergence of Physical Education as a Subject for Compulsory Schooling in the First Half of the Nineteenth Century: The Case of Phokion Heinrich Clias and Adolf Spiess. *Nordic Journal of Educational History*. Vol. 4 No. 2 (2017): pp. 22–24. Special Issue: Physical Education and the Embodiment of the Nation. Retrieved Jan. 20, 2024, from <https://doi.org/10.36368/njedh.v4i2.93>

¹¹³ Biblioteka Główna AWF Kraków [The Main Library of the University of Physical Education in Kraków]. (n.d.). The books of Adolf Spiess: *Die Lehre der Turnkunst* [System of Gymnastics] in four volumes, 1840-1847, and, *Turnbuch für Schulen als Anleitung für den Turnunterricht durch die Lehrer der Schulen* [School exercise book for the direction of exercise instruction by teachers]. Basel, Switzerland, in two volumes, 1847-1851. Retrieved Jan. 20, 2024, from <http://dspace.awf.krakow.pl/browse?type=author&value=Spieß%2C+Adolf>

communities. He also assumed responsibilities in physical education teacher training, also supervised the teaching activities of this course. Commencing with model lessons for both boys and girls in Darmstadt, the capital city, the reach of his influence transcended national boundaries. Teachers, hailing from various parts of Germany and even beyond its borders, flocked to Darmstadt over the ensuing years to acquaint themselves with his pedagogical approach. Spiess also dedicated time to promote physical education in various Hesse locations and organized two formal courses for educators in Darmstadt and Oldenburg.¹¹⁴



Fig. 28: **Above: Left** - Exercise room in the gymnasium of the central school in Darmstadt by Adolf Spiess from 1852. Marching exercises feature students, presumably with Adolf Spiess as their gymnastics teacher. The gymnastics equipment is affixed along the wall. Woodcut, Darmstadt City Archives.¹¹⁵ **Middle & Right** - Boys and girls engaged in gymnastic activities at the Basel Turnplatz, as depicted in Adolf Spiess's 1847 book 'Turnbuch für Schulen'.¹¹⁶ **Below:** Interior view of the gymnasium from 1833 at the Porte de Rive in the old part of Geneva, captured in a lithograph around 1835. Source: Bibliothèque de Genève, VG 816.¹¹⁷ In the other Source: 'Gymnasium in Geneva by Heinrich Clais, ca. 1850'.¹¹⁸

¹¹⁴ Leonard, E. F. (1910). *Pioneers of Modern Physical Training*. op. cit., p.: 24

¹¹⁵ Schwendimann, M. (2019). Orte der Körpererziehung: Ein Streifzug durch die Geschichte der Turn- und Sporthallen [Places of Physical Education: A journey through the history of gymnasiums and sports halls]. In the Book: *Kunst+Architektur in der Schweiz* [Art+Architecture in Switzerland]. No:1, 2019, pp: 8-17. Publisher: Gesellschaft für Schweizerische Kunstgeschichte (GSK) [Society for Art History in Switzerland]. Retrieved Jan. 24, 2024, from <https://www.peristyle.ch/publication/10749-orte-der-korpererziehung>

¹¹⁶ Adolf Spiess (1847). *Turnbuch für Schulen...* op. cit., pp.: 422-423.

¹¹⁷ Schwendimann, M. (2019). *Orte der Körpererziehung...* op. cit., p.:10.



Fig. 29: Johannes Niggeler
"Turninspector".
By Vollenweider, J. G. (c. 1880). Imp. M. Girardet. Zentralbibliothek Zürich (Zurich Central Library) <https://doi.org/10.3931/e-rara-62095>

Adolf Spiess's pupil Johannes Niggeler (1816-1887), who attended the Spiess's teacher training college in Bern as a student in 1836, actively advocated for the inclusion of physical education in school curricula, the training of gymnastics instructors, teachers for school gymnastics, and notably championed the advancement of physical education for girls. Subsequently acknowledged as one of the pioneers, founders, fathers and progenitors of physical education in Swiss schools, Niggeler earned recognition following Spiess's contributions to the field.

Despite its prominent role in the history of German and European Physical Culture particularly as an approach to gymnastics, physical education, military training, and physical fitness for potential soldiers and the army, *Turnen* fell short of achieving widespread applicability due to the difficulty of its physical implementation, male-centered nature, making it inaccessible to all segments of society.

1.2 Swedish *Ling* Gymnastics

Swedish Gymnastics, also known as "Ling Gymnastics" or "Light Gymnastics," utilized minimal or no apparatus deployment, respiratory exercises, stretching routines, and massage. Termed at times as the "Swedish Movement Cure," or "Medical Gymnastics," this methodology was heralded for its health-oriented emphasis, acknowledged for its intrinsic medical merits. Developed as one of the nationalist gymnastic systems in the 19th century, the "Swedish System," founded by Pehr Henrik Ling (1776-1839), differed from the German system "Heavy Gymnastics".



Fig.30: Portrait of Pehr Henrik Ling by Johan Cardon (1802-1878), 1839.

In the aftermath of territorial losses to Russia and Denmark in 1807, Sweden found itself confronting a period of considerable challenge. Within this context, Pehr Henrik Ling, echoing the sentiments of Friedrich Ludwig Jahn, perceived gymnastics as a vehicle for advancing national strength and fostering unity.

¹¹⁸ Triet, M., Schildknecht, P. (2002). *Die Eidgenössischen Turnfeste 1833-2002. Streiflichter auf ein nationales Ereignis* [The Federal Gymnastics Festivals 1833-2002. Highlights of a national event]. Schweizer Beiträge zur Sporgesichte Band 4/2002 [Swiss contributions to the history of sport; Vol. 4/2002]. Published by Weltbild Olten. p.:28., Retrieved Jan. 24, 2024, from https://issuu.com/swissgymnastics/docs/turnfeste_1832-2002_gkpol?fr=sM2IwYjQ5OTMzMzY

Pehr Henrik Ling, the founder of Swedish gymnastics, initially learned the discipline of fencing through interactions with French emigrants during his residency in Copenhagen from 1799 to 1804. Upon discovering the beneficial impact of this sport on the gout in his arm, Ling's interest in gymnastics was kindled. He made himself familiar with the system of physical activities taught at Nachteggall's gymnastics school, established in 1799, which was largely grounded in the pedagogical concepts formulated by GutsMuths.¹¹⁹

Pehr Henrik Ling created a gymnastics system firmly grounded in scientific and physiological principles. Influenced by the challenging circumstances his country had experienced, Ling developed a series of physiological movements that benefited the entire body, by making fundamental changes in known moves.¹²⁰ His objective was to encourage healthy bodily development, muscular beauty, and courage among the youth. Ling believed that no one should be limited by the gymnastics equipment, and that the laws which enable the moves must be understood in order to avoid harmful practices.¹²¹ The approach known as "Medical Gymnastics," or Swedish-style, prioritizes the systematic exercise of muscles and other tissues for therapeutic purposes rather than emphasizing muscle development, which offers significant benefits, especially for people struggling with illness or weakness.¹²²

Between 1804 and 1813, Pehr Henrik Ling assumed the roles of a teacher and fencing coach in Lund, Sweden. During this period, he developed his own gymnastics system, which he considered his system not only as a means of training for healthy individuals, but also as a cure the sick. Although Ling claimed to have created a new and original concept of gymnastics, it is likely that he incorporated exercises from the repertoires of Nachteggall and GutsMuths. Even so, the scientific or pseudo-scientific theoretical basis of Ling's work was based on other sources and ideas.¹²³

¹¹⁹ Pfister, G. (2003). Cultural confrontations... op. cit., p.68.

¹²⁰ Gençay, A. Ö. & Acet, M. & Kılıç, F. (2002). Selim Sırrı Tarcan... op. cit., p. 89-90.

¹²¹ Ibid. For an old encyclopedic source see: Gelişim Hachette (1993). "Spor" Maddesi [The Article on "Sport"]. Cilt:10, Sabah Yayınları, İstanbul, [y.y]. s.3814,3815.

¹²² Pfister, G. (2003). Cultural confrontations... op. cit., p.68.

¹²³ Ibid.



Fig. 31: Drawing of the *Kungliga Gymnastiska Centralinstitutet, (GCI)* [Royal Central Gymnastics Institute] in Stockholm by S. Hallbeck (1866). The institute was situated in the *Meyerska styckgjutargården*, inaugurated in 1814. The structure underwent reconstruction and expansion in 1865 under architect Ludvig Hedin, serving as the school's location until 1944.

instructors. After several attempts to interest the Swedish government, his system was eventually adopted by the Swedish military. Ling's efforts to improve national education were partly responsible for the founding of the GCI in 1813. Over the years, numerous students, both soldiers and civilians from Sweden and abroad, attended courses at the institute, which lasted one to three years depending on the desired qualification.¹²⁴

Pehr Henrik Ling, the inventor of Swedish gymnastics, sought to establish the theoretical and philosophical foundations of gymnastics by applying the ideas of the "philosophy of nature" and the "laws of the human body". Ling identified three fundamental forms of nature and the human body (the mechanical, chemical, and dynamic) and argued that the balance and harmony of these forms are essential for maintaining the principles of life. In this regard, Ling's objective was to explain the

From 1813 until his death in 1839, Ling held dual roles as a fencing and gymnastics instructor at the Military Academy Karlberg (Swedish: *Militärhögskolan Karlberg, MHS K*) and as the director of the Royal Central Gymnastics Institute (Swedish: *Kungliga Gymnastiska Centralinstitutet, GCI*) in Stockholm

for the training of gymnastic



Fig. 32: Swedish gymnastics, including anatomy and physiotherapy lessons, at the Royal Gymnastics Central Institute in Stockholm, 1880-1900. https://commons.wikimedia.org/wiki/Category:Gymnastiska_Centralinstitutet

¹²⁴ Pfister, op. cit., p.68.

relationship between body and soul, encompassing both physiological and psychological processes. He systematically identified these forms and principles across the spectrum of life and nature and tried to explain all kinds of phenomena.¹²⁵

The Swedish Gymnastics system formulated by Ling comprised four distinct branches: Pedagogical, Military, Medical, and Aesthetic Gymnastics. Subsequent to



Fig. 33: Hjalmar Fredrik Ling, c.1880. Source: Dictionary of Swedish National Biography <https://sok.riksarkiv.se/sbl/Presentation>

Pehr Henrik Ling, the conceptual frameworks and guiding principles for both educational and medical gymnastics were further refined, primarily through the efforts of his students, most notably his son, Hjalmar Fredrik Ling (1820-1886), who founded Swedish school gymnastics and systematized his father's ideas.¹²⁶

Ling's comprehensive approach to physical training and gymnastics involved courses in kinesiology, anatomy, pathology, hygiene (health), physiology, movement science, massage, physical therapy, physiotherapy, fencing, dance, and performance. His meticulously selected exercises and movements were chosen based on their perceived utility and purported effects on health and the human body. Consequently, Ling systematically categorized exercises according to their impact on various anatomical regions, specific muscle groups, and internal organs. Ling's system also differentiated between exercises performed on the ground versus those performed with apparatus, as well as individual versus partner exercises.¹²⁷ A wide range of apparatus was employed, including bars, ladders, ropes, and the wooden horse. Ling's concept of physical exercise incorporated activities such as walking, running, swimming, climbing, somersaulting, and games.¹²⁸

The Swedish Gymnastics system, devised by Ling, was rooted in philosophical and idealistic notions of fundamental forms of movement. Furthermore, Ling and his adherents maintained that their system was grounded in a rational and scientific methodology regarding the human body and movement, one that was anatomically and physiologically more beneficial and widely applicable. Evaluating and contrasting individual performance, ingenuity, and originality, competing with and surpassing

¹²⁵ Ibid. p. 69.

¹²⁶ Ibid.

¹²⁷ Main source is Pfister, op. cit., p.69. it is referred by: Euler, C. P. (1894/95.). *Encyklopadisches Handbuch Des Gesanten Turnwesens* [Encyclopedic Handbook of the Entire Gymnastics Movement]. Wien/Leipzig: Pichler.

¹²⁸ Ibid.

others, and establishing new records were all concepts alien to the Swedish system. Pleasure and amusement did not hold a prominent place within this approach, which was oriented towards practicality.¹²⁹

Overall, the Swedish gymnastics movement known as "light gymnastics," developed by Pehr Henrik Ling, emphasizes exercises and calisthenics with minimal apparatus. Ling's scientifically and physiologically grounded concepts aimed not only to enhance the health of the able-bodied, but also those with ailments or physical weaknesses. Organized into four distinct branches - pedagogical (Physical Education), medical (Massage, Physical Therapy, Physiotherapy), military (mostly Fencing), and aesthetic Dance, performance) - the system comprised a diverse array of exercises, complemented by comprehensive courses covering anatomy, physiology, and related subjects. Central to Ling's pedagogical approach was an emphasis on the functional aspect of achieving perfect bodily development, emphasizing muscular beauty, which was more flexible, accessible, easy-to-train, and health-oriented, in contrast to the more rigid German gymnastics tradition as well as the competitive focus and individual prowess emphasized in English games and sports. Ling's teaching methods have crossed the Swedish borders, was highly influential in physical culture in both Europe and America, and shaping the implementation of gymnastics, physical education and methodologies in many countries. And so gymnastic and other exercise systems started to enter the school curriculum. Additionally, the popularity gained by Royal Central Gymnastics Institute (Swedish: *Kungliga Gymnastiska Centralinstitutet, GCI*) triggered the idea of opening a similar physical education teacher training school in many countries. Presently, the enduring legacy of Swedish Gymnastics remains, with its principles and techniques persisting in certain forms of gymnastic and physical exercises, physiotherapy, massage, kinesiology, and even modern yoga practices.

1.3 English Games and Sports

Great Britain has long been considered the birthplace of modern sports and is often referred to as the "mother" or "cradle" of sports.¹³⁰ Modern sports are

¹²⁹ Ibid. p. 70.

¹³⁰ Main Source is source is Pfister, op. cit., p.69. it is referred by:
Guttmann, A. (1978). *From Ritual to Record: The Nature of Modern Sports*. Columbia University Press
Mangan, J. A. (1986). *Athleticism in the Victorian and Edwardian Public School the Emergence and Consolidation of an Educational Ideology*. Columbia University Press

characterized by a theoretical emphasis on equal opportunity, performance orientation, competition, and record-setting. While many scholars believe that the origins of modern sport can be traced back to England.¹³¹ The country's contributions to the development of organized sports are substantial and expansive, with numerous sports being codified and standardized in Great Britain before disseminating worldwide. From the ancient Greek game of *Episkyros* recognised as an early form of football to the contemporary Olympics, British sporting traditions have played a pivotal role in shaping the global sports landscape as we perceive it today.

In contrast to the nationalist, paramilitary, aesthetic, medical, and health-oriented gymnastic exercise movements that emerged in Europe, the nineteenth century witnessed a distinct evolution and newfound significance of "Games and Sports" in English public schools, particularly in relation to the games practiced therein. Headmasters of public schools employed games, particularly football and cricket, as a means of social control. Between 1850 and 1890, sports and games became compulsory in leading public schools, a trend that rapidly spread across various European countries, especially in prominent secondary schools. Physical education, sports, athletics, and particularly football as a game, were integrated into the school curriculum, while English games and sports assumed an increasingly prominent role in extracurricular activities.¹³² In this context, Thomas Arnold (1795-1842), the English educator and historian who served as headmaster of Rugby School from 1828 to 1841, can be cited as an example of the significant impact of the development of the education system and school sports in secondary educational institutions.¹³³



Fig. 34: Thomas Arnold by Thomas Phillips oil on canvas, 1839, National Portrait Gallery, London 1998

Mangan, J. A. & Walvin, J. (1987). *Manliness and Morality: Middle-Class Masculinity in Britain and America, 1800-1940*. Manchester University Press

Mason, P. (1982). *The English Gentleman. The Rise and Fall of an Ideal*. William Morrow Company

Schöffler, H. (1986). *England, das Land des Sportes: Eine kultursoziologische Erklärung* [England, the Land of Sports: A Sociocultural Explanation]. Volume 10 of Sport, Kultur, Veränderung. München: Lit.

¹³¹ Pfister, op. cit., p.71.

¹³² Ibid. p.72. For similar sources written in a similar tone, see Mangan, op. cit., p. 66. and Naul, op. cit.

¹³³ Gerber, W. E. (1971). *Innovators and institutions in physical education*. Philadelphia: Lea & Febiger
Akkurt, M. & Şinoforoğlu, T. (2020). Rönesans'tan Aydınlanma'ya Bedenin Eğitimi [The Education of Body From the Renaissance to the Enlightenment]. *Spormetre-Beden Eğitimi ve Spor Bilimleri Dergisi*, 18(3), s. 14-30. Retrieved June 5, 2022, from <https://doi.org/10.33689/spormetre.686955>



Fig. 35: Pierre de Coubertin. 1915. Photograph from Bain News Service, United States Library of Congress, identification number cph.3c22269.

The emergence of sport in Great Britain was intricately intertwined with the educational system, not only through reforms in schools but also through inter-institutional competition, exemplified by the famous boat race between Oxford and Cambridge, which was first held in 1829.¹³⁴ Furthermore, with the beginning of the modern Olympic Games movement under the leadership of Pierre de Coubertin, also known as Baron de Coubertin (1863-1937), in the 1890s, the systematic incorporation of sports and games into school curricula gained momentum.

¹³⁴ Pfister, op. cit., p. 73.

CHAPTER II

Physical Education Teacher Training in Higher Education: A Comprehensive Study of Türkiye's Approach and Implementation

2.1 A General Overview of the Tanzimat Era (1839-1876)

During the 19th century, the Ottoman Empire faced intellectual, political, and economic challenges that caused it to fall behind the developments of the era and cease being seen as part of "the West". The Empire abandoned its traditional approaches and decided to go through a series of transformation in order to recover from these difficult times. Ideas that came to be very dominant in that century, such as "reaching out to the West", or "becoming Westernized", were put forward as the only solution that will help the Empire recover its former glory. It is often pointed out that the "Westernization" movements, which would determine almost every aspect in the Ottoman society, first started with these thoughts and beliefs.¹³⁵ It is argued that the goal of the reforms initiated in that period was to counter the territorial losses caused by the growing nationalist movements in the Balkans. Reforming finance, administration, and judiciary was believed to be the only remedy to stop the decline. The Tanzimat is noted as a reformation movement initiated by those who advocated that the Empire would be rescued by a new wave of nationalism (Ottomanism).¹³⁶

Tanzimat (reorganization, reform) denotes the period of modernization and innovation that commenced with the public announcement of *Gülhane Hatt-ı Şerifi* [Supreme Edict of the Rosehouse], also known as *Tanzimât Fermânı* [the Imperial Edict of Reorganization] in the Ottoman Empire in 1839. Although the era is commonly considered to have ended with the official proclamation of the Constitutional Monarchy reform following the promulgation of the Ottoman constitution of 1876 *Kanûn-ı Esâsî*, [Basic Law], and the ascension of Abdul Hamid II (1842-1918) to the throne, it could be argued that the Ottoman Reformation persisted until the collapse of the Ottoman Empire in 1922.

The Imperial Edict of Reorganization, also known as *Gülhane Hatt-ı Şerifi* [Supreme Edict of the Rosehouse], *Gülhane Hatt-ı Hümayûnu* [the Imperial Edict of

¹³⁵ Belge, M. (1983). *Cumhuriyet Dönemi Türkiye Ansiklopedisi* [Encyclopedia of Turkey in Republican Period]. Kültür, 5. Cilt, İstanbul: İletişim Yayınları, No: 1290.

¹³⁶ Ortaylı, İ. (1985). *Tanzimat'tan Cumhuriyete Türkiye Ansiklopedisi* [Encyclopedia of Turkey 'from the period of the Tanzimat to the establishment of the Republic']. Tanzimat 6. Cilt, İstanbul: İletişim Yayınları, No: 1545.

Gülhane], or *Tanzimât-ı Hayriye* [Auspicious Reorganizations], marks the first significant step towards Westernization in Turkish history. The announcement was made publicly on 3 November 1839 by Koca Mustafa Reşid Pasha (1800-1858), the Minister of Foreign Affairs during the reign of Sultan Abdulmejid I (1823-1861), in Gülhane Park (Rosehouse Park). With this edict, the Empire acknowledged that it needed to renovate itself. With the influence of French Revolution, an intelligentsia and novel ideas in relation began to emerge in the Ottoman domain. The edict aimed to avoid the adverse effects caused by the pressure from the intelligentsia in favor of the constitutional monarchy model, the idea that the reforms enacted must become permanent, and the ideas of nationalism which had been introduced to the empire after the French Revolution.

In the aftermath of the Renaissance and the Age of Enlightenment, the notion of education in Europe had started to change in early 19th century. The fact that the Ottoman Empire indirectly acknowledged its perceived lag behind the West, prompting a series of reforms across multiple domains. Undoubtedly, one of the fields most significantly impacted by these reforms was education.¹³⁷

Until the Tanzimat Era, the majority of reforms had been implemented within the military sphere. The reform efforts were primarily focused on the renovation of the janissary corps, and later their disbandment, as it was believed that the problems causing the empire's decline stemmed from military issues. After the military-related issues were somewhat resolved, efforts shifted to prioritize other aspects during the Tanzimat Era. In that sense, the Tanzimat Era is a period the influence of which is felt even today with regard to education, sports, and many other fields.¹³⁸

“*Tanzimat*, or the liberal reforms commonly recognized as the restructuring of the state in the light of the Western notions, were mostly the implementation of a series of administrative laws translated from French. The primary document that marked the beginning of the Tanzimat reformations, the Imperial Edict of Gülhane, was essentially

¹³⁷ Binbaşıoğlu, C. (1995). *Öğretmen Yetiştirme Açısından Türkiye'de Eğitim Bilimleri Tarihi Üzerinde Bir Araştırma* [A Research on the History of Educational Sciences in terms of Teacher Training in Turkey]. İstanbul: MEB Yayınları. Retrieved July 11, 2021, from <https://oygm.meb.gov.tr/kitap/kitap/5/index.html#p=1>

¹³⁸ Soyer, op. cit.

a fundamental law which resembled the unchangeable French constitution, consolidated with an oath".¹³⁹

2.2 The General Status of Education During the Tanzimat Era and the Changes Implemented

The Imperial Edict of Reorganization, issued in 1839, did not include any specific provisions related to education. However, Mustafa Reşid Pasha and his companions were aware of the fact that they had to create a learned society, a new type of elite and cadres in order to be able to lay the foundations of a new society, and for the persistence of the reforms. For this purpose, the first action taken was to open formal and common educational institutions. Taking into account the course of history, the reformation efforts regarding education seemed imperative, and it was expected that the public approval of the European states would be gained this way. The pressure put on by the European states were also decisive in that sense.¹⁴⁰

The Tanzimatists' view of education was dominated by secularism. In this regard, their main purpose was to enact an education reform which would emancipate educational affairs from the conventional methods and bring them under the supervision and control of the state. It was observed that Reşid Pasha applied the French Public Administration Model to our public administration in line with this purpose, except with some changes. This practice has formed the core of our education system today. It is understood that the education directors had found their own place in this structure shaped as a pyramid.¹⁴¹ In that period, a good number of educational institutions were opened, and the key principles of the education administration in terms of its structure were determined. The authorization and areas of responsibility of the National Education directors who had started to serve in the city centers and provinces were based on statutory foundations. The Tanzimat is a period when the first National

¹³⁹ İncalcık, H. (2013). *Rönesans Avrupası: Türkiye'nin Batı Medeniyetiyle Özdeşleşme Süreci* [Renaissance Europe: The process of Turkey's self-identification with the Western Civilization]. Türkiye İş Bankası Kültür Yayınları, 4. Basım, İstanbul, No: 320.

¹⁴⁰ Cemaloğlu, N. (2005). Osmanlı Devleti'nde Yapılan Tanzimat Reformlarının Eğitim Sistemine Etkileri, Uygulamaları ve Sonuçları 1839-1876 [The Effects, Implementations, and Results of Tanzimat Reforms on the Education System in the Ottoman Empire, 1839-1876]. *Manas Üniversitesi Sosyal Bilimler Dergisi*, 7 (14), s. 156. Retrieved July 20, 2021, from <https://dergipark.org.tr/tr/pub/manassosyal/issue/49973/640671>
Akyüz, Y. (1999). *Türk Eğitim Tarihi, Başlangıçtan 1998'e* [History of Turkish education; From beginning to 1998]. Gözden Geçirilmiş 3. Baskı, İstanbul: Alfa Yayınları, s. 139.

¹⁴¹ Cemaloğlu, op. cit. p.162. Referred by Author see: Balcı, A. (2004). Türkiye'de Eğitim Yöneticisi ve Eğitim Müfettişi Yetiştirme Uygulamaları: Sorunlar ve Öneriler [Procedure for Training Managers and Inspectors in Education in Turkey: Problems and Suggestions]. *Çağdaş Eğitim Dergisi*, Mart, Sayı: 307, s. 22-40.

Education organizational chart was created and the first official regulations regarding teachers were approved. The reforms enacted had drifted the dissociation between schools and madrasahs further in terms of the foundations and principles of the reforms, and new areas of conflict started to emerge later on. Most of the teachers who were employed at schools during Tanzimat era were unqualified. One of the most significant concepts that used to define education was memorization, while another was hard discipline. And in terms of development of the personalities of the students, the teacher's stick hanging on the wall was the most decisive factor. The Tanzimatists came to notice the link between centralization, which was their main goal, and education from the very beginning. The efforts for establishing elementary schools, which started in 1830s and 1840s, is a clear indication of this.¹⁴²

During the Tanzimat era, a new administrative structure was implemented in the field of national education. After the annunciation of the Tanzimat Edict, it was decided to establish a "Temporary Council of Educational Affairs" in order to assess the necessary measures and put into practice the necessary regulations required to implement the reforms to be made in the field of National Education. Until then, the decision-making bodies on educational affairs had been as follows, from bottom to top in the hierarchy:

- 1) *Umûr-ı Nâfia Nezâreti* [The Ministry of Public Works], established on July 7, 1838,
- 2) *Dar-ı Şûra-yı Bâb-ı Âli* [The Assembly of Administrative and Bureaucratic Affairs], established in 1838,
- 3) *Dîvân-ı Ahkâm-ı Adliyye* [The Supreme Court of Appeal], established on March 31, 1838.¹⁴³

Muvakkat Maârif Meclisi [Temporary Council of Educational Affairs], started to perform its duties under the chairmanship of the *Reis-ül Ulema* [Head of Scholars], Abdülkadir Efendi from *Meclis-i Vala* [Council of State]. This council, which was composed of six members, submitted the following resolution to the approval of Sultan Abdulmejid I:

¹⁴² Cemaloğlu, op. cit. p.162. Referred by Author see: Findley, C. V. (1996). *Kalemîyeden Mülkiyeye: Osmanlı Memurlarının Toplumsal Tarihi* [A Social History of Ottoman Civil Officialdom]. Istanbul: Numune matbaacılık, s. 140.

¹⁴³ Akyüz, op. cit. *Takvîm-i vekayi*, 1851 [Official newspaper of the Ottoman Empire: The Calendar of Events].

1. To regulate and organize the elementary schools, which constitute the first tier of formal education,
2. To increase the number of and organize the secondary schools, which were intended to become the middle tier of formal education,
3. To establish universities,
4. To found the Ministry of National Education.¹⁴⁴

Following the aforementioned resolution, the *Maârif-i Umûmiye Nezâreti* [the Ministry of National Education], formed up by 6 members and 1 secretary, was founded. This council constituted the very foundations of the first organization to have been both directly responsible for the National Education affairs and served under the head of government among the Ottoman government bodies. *The Mekâtib-i Umûmiye Nezâreti* [the General Ministry of Schools], which was established on November 8, 1846, in order to transfer the schools which had been controlled by various foundations until that time to the area of responsibility of a different governing body according to the requirement cited by the said council, and to become an apparatus of the Council of Educational Affairs and be directed by a member of the assembly, under the assembly.¹⁴⁵

There is no information or document suggesting the educational affairs were planned before the Tanzimat Era in the Ottoman Empire. The planning was carried out with the founding of Temporary Council of Education on 12 April 1845, and the first plan ever was prepared by this council. What put the Turkish National Education affairs in order according to the conditions and requirements of the era and submitted them to a consistent program was the approval and proclamation of *Maârif-i Umûmiye Nizamnâmesi* [the Regulation of Public Education] on 1 September 1869. The Ministry was not only limited to the schools, and all kinds of cultural institutions such as museums and libraries were also included in its sphere of influence. The elementary education being compulsory was specified in this statute for the first time.¹⁴⁶ The division of students into classes at schools, the development of teaching methods and techniques, the preparation of school curricula, the treatment of teaching as a profession

¹⁴⁴ Unat, F. R. (1964). *Türk Eğitim Sisteminin Gelişmesine Tarihi Bir Bakış* [A Historical Look at the Development of the Turkish Education System]. Ankara: Milli Eğitim Basımevi. 18.

¹⁴⁵ Akyüz, op. cit., p. 165.

¹⁴⁶ Başgöz, İ., Wilson, H. (1968). *Educational Problems in Turkey 1920-1940*. Netherlands: Indiana University Press, 3.

with required formation trainings, the establishment of central and provincial national education institutions, the determination of the procedures and principles of examinations, the development of science committees, the provision of scientific and administrative autonomy for the scientists, and the specification of payment procedures were all introduced with this statute. The Statute on General Education also introduced a number of regulations for foreigners' schools. The education system, which had been unorganized and decentralized before, were attempted to be regulated.¹⁴⁷ Additionally, the foundations of the vocational and technical education were started to be laid in this era, and the first vocational schools to train teachers were established. Also, the first secondary schools for female students were founded.¹⁴⁸

In the Turkish education history, the first comprehensive statute regulating the educational affairs is *Maârif-i Umûmiyye Nizamnâmesi* [the Regulation of Public Education], dated 1 September 1869, issued by the Ottoman Ministry of Education under the leadership of Mehmed Esad Saffet Pasha (1814-1883) (the Minister of Education between 1867-1871).¹⁴⁹ The Ministry of Education, or the General Ministry of Schools, was the ministry responsible for educational affairs under the late Ottoman Governments. The Statute was inspired by the French national education system.

The Regulation of Public Education, a comprehensive legal document containing 198 articles, was prepared in 1867 under the influence of Jean Victor Duruy (1811-1894), the quite influential Minister of Public Education under Napoleon III (1852-1870), who acted as the foreign education counsel of the Sublime Porte (Bâbîâli).¹⁵⁰ The committee responsible for drafting the Regulation consisted of 13 prominent intellectuals of the time, including Mehmed Esad Saffet Pasha (1814-1883), Ahmed Shefik Midhat Pasha (1822-1884), Es-seyyid Ahmed Kemâl Efendi (1808-1888), Sa'dullah Bey (1838-1891), Mehmed Sâlih Efendi (1817-1895), Es-Seyyid Mehmed Sa'id Zîver Bey (?-1873), Ekrem Bey (1847-1914), Hacı İvanço Efendi (1825-1878), Logofet Aristarhi İstavrakı Bey (1830-1920), Sermed Efendi (1832-1888), Avram Mordehay Efendi, Dadian Artin Efendi (1830-1901), and Hacı Mehmed Emîn

¹⁴⁷ Unat, op. cit., p. 25.

¹⁴⁸ Akyüz, op. cit., p. 137-163.

¹⁴⁹ Akyüz, Y. (1996). Anaokullarının Türkiye'de Kuruluş ve Gelişim Tarihçesi [The Establishment and Development of Preschools in Turkey]. *Milli Eğitim Dergisi*, 132, 11-17.

Demirtaş, Z. (2007). Osmanlı'da Sıbyan Mektepleri ve İlköğretimin Örgütlenmesi [Sıbyan Schools and Organization of Primary Education During the Ottoman Period]. *Fırat Üniversitesi Sosyal Bilimler Dergisi*, Cilt: 17, Sayı: 1, 173-183. Retrieved July 29, 2021, from <https://dergipark.org.tr/tr/download/article-file/71996>

¹⁵⁰ McCarthy, J. (1997). *The Ottoman Turks: An Introductory History to 1923*, New York: Longman.

Efendi (?-1879).¹⁵¹ These committee members examined what France had done and what it had wanted to do in the area of education from the French Revolution up until that time; it prepared the Regulation while adapting it to suit Türkiye's unique circumstances.¹⁵² Two years before the Regulation's issuance, on 22 February 1867, France sent a notice to the Ottoman government outlining its educational demands, which included the protection and establishment of Christian schools, the integration of all schools in the country, the establishment of libraries for the public, and the training of teachers. Thus, the French influence in the Regulation was evident.¹⁵³

From the Tanzimat period onwards, the Ottoman education reform was shaped by the direct influence of France for a long period of time, in addition to evaluating the education system as a means of centralization in line with the French model, thus emulating France and trying to implement similar arrangements. For example, the template of the 1869 Ottoman Statute on General Education document was drafted by the French Ministry of Education led by the minister Victor Duruy, and this Statute shaped the Ottoman education system until the start of 20th century.¹⁵⁴

In the Ottoman Empire, schools that trained teachers were established in the following order, based on their educational levels:

- *Dârülmualimîn-i Rüşdi* [Secondary Teachers' School] in 1848,
- *Dârülmualimîn-i Sıbyan* [Male Primary Teachers' School] in 1868,
- *Dârülmualimât* [Female Secondary Teachers' School] in 1870,
- *Dârülmualimîn-i Âliye* [School of Teacher Training] in 1891,

¹⁵¹ Hasebe, K. (2018). Ma'ârif-i Umûmiyye Nizâmnamesi'nin Müzakere Süreci ve Üyeleri [The 1869 Ottoman Public Education Act: Proceedings and Participants]. *Osmanlı Araştırmaları*, 51, 181-207. Retrieved July 29, 2021, from <https://doi.org/10.18589/oa.591831>

¹⁵² Koçer, H. A. (1991). *Türkiye'de Modern Eğitimin Doğuşu ve Gelişimi* [The Birth and Development of Modern Education in Turkey]. İstanbul: Milli Eğitim Bakanlığı Yayınları;
Nurdoğan, A. M. (2005). *Osmanlı Modernleşme Sürecinde İlköğretim (1869-1922)* [Primary Education in the Ottoman Modernization Process (1869-1922)]. [Doctoral dissertation, Marmara University]. Retrieved Aug. 1, 2021, from <https://tez.yok.gov.tr/UlusalTezMerkezi/tezDetay.jsp?id=Qiu2y6gFp7fxvwbahRcJ1Q>

¹⁵³ Çadircı, M. (1991). *Tanzimat Döneminde Anadolu Kentlerinin Sosyal ve Ekonomik Yapıları* [The Social and Economic Structures of Anatolian Cities in the Tanzimat Period]. Ankara: Türk Tarih Kurumu.
Karal, E. Z. (1977). *Osmanlı Tarihi VII. Cilt Islahat Fermanı Devri 1861-1876* [Ottoman History VII Volume the Period of Reform Edict 1861-1876]. Ankara: Türk Tarih Kurumu Basımevi.

¹⁵⁴ Somel, S. A. (2010). *Osmanlı'da Eğitimin Modernleşmesi (1839- 1908) İslamlaşma, Otokrasi ve Disiplin* [Modernization of Education in the Ottoman Empire (1839-1908): Islamization, Autocracy, and Discipline]. Çev. Osman Yener, İstanbul: İletişim Yayınları.
Fortna, B. C. (2005). *Mekteb-i Hümayun Osmanlı İmparatorluğu'nun Son Döneminde İslam, Devlet ve Eğitim* [Imperial Classroom: Islam, the State, and Education in the Late Ottoman Empire]. İletişim Yayınları, İstanbul.

- *Ana Muallim Mektebi* [Master Teachers' School] in 1913.¹⁵⁵

The establishment of *Dârümuallimîn* [School of Teacher Training] in the Ottoman Empire may be viewed as the first step taken towards training teachers in the contemporary sense.¹⁵⁶

Table 1. Chronological overview of key events and reforms enacted in the field of education during the Tanzimat Era (1839-1876) in the Ottoman Empire.¹⁵⁷

Date	Events / Reforms
1839, Nov. 3	Proclamation of the <i>Gülhane Hatt-ı Şerif</i> (Supreme Edict of the Rosehouse); or <i>Tanzimât Fermânı</i> (Imperial Edict of Reorganization)
1845, Jan.	Rescript of Abdulmejid I on increasing focus on educational matters
1845, Apr. 12	Founding of the <i>Meclis-i Maârif-i Muvakkat</i> (Temporary Council of Educational Affairs)
1843	Training of the first female midwives in the <i>Mekteb-i Tıbbiye</i> (School of Medicine) by <i>Fenn-i Kibale Muallimi</i> (Midwifery Teacher). ¹⁵⁸
1846, Nov. 8	Founding of the <i>Mekâtib-i Umûmiye Nezâreti</i> (General Ministry of Schools) and establishment and expansion of <i>Rüşdiye</i> (Junior High Schools)
1847, Apr.	Issuance of a Directive intended for <i>Sıbyan mektebi</i> (elementary school) teachers
1847 - 1850	Emergence of <i>Usul-i Cedid</i> (the new procedure) movement at junior high schools
1848, Mar. 16	Founding of the <i>Dârümuallimîn-i Rüşdi</i> (Teachers' School for the first stage of secondary education)
1848, July 11	Appointment of Ahmed Kemal Pasha (1808-1887) as the <i>Mekâtib-i Umûmiye Nezâreti</i> (General Ministry of Schools)
1849	Establishment of <i>Darülmaârif</i> (House of Education) higher secondary school
1851, May 1	First Statute on the <i>Dârümuallimîn</i> (School of Teacher Training)
1851, July	Founding of <i>Encümen-i Daniş</i> (the Privy Council)
1856, Feb.	Proclamation of the <i>Islâhat Fermânı</i> (Ottoman Reform Edict of 1856)
1857, Mar. 15	Establishment of <i>Maârif-i Umûmiye Nezâreti</i> (the Ministry of National Education)
1857, Nov. 6	Founding of the <i>Mekteb-i Osmânî</i> (Ottoman School) in Paris, France
1859, Jan.	Founding of <i>Cevri Usta İnas Rüşdiyesi</i> , the first female junior high school
1859, Feb. 12	Founding of <i>Mekteb-i Mülkiye</i> (Imperial School of Political Science)
1860, Dec.	The meaningful and brave reaction displayed by the students of the <i>Dârümuallimîn-i Rüşdi</i> (Teachers' School for the first stage of secondary education) who submitted a petition to the Grand Vizier to protest the appointment of a teacher to their school

¹⁵⁵ Akyüz, op. cit., pp. 139-187.

¹⁵⁶ Ergin, O. N. (1977). *Türkiye Maarif Tarihi* [Turkish Education History]. İstanbul: Eser Kültür Yayınları, Cilt:I-V. s. 572.

Kodaman, B. (1999). *Abdülhamit Devri Eğitim Sistemi* [Educational System in the Period of Abdul Hamid]. Ankara: TTK Yayınları, 145.

Yetişgin, M., Dumanoğlu, S. C. (2017). Osmanlı Dârümuallimîn Mektebi: Maraş Dârümuallimîni [Ottoman Teachers' Training School for Boys: The Teachers' Training School for Boys of Maraş]. *Gaziantep University Journal of Social Sciences*, 16 (4), 1083-1100, Retrieved Aug. 3, 2021, from <https://doi.org/10.21547/jss.332734>

¹⁵⁷ Akyüz, op. cit., pp. 387-388.

¹⁵⁸ Ayas, N. A. (1948). *Türkiye Cumhuriyeti Milli Eğitimi: Kuruluşlar ve Tarihçeler* [The National Education of the Republic of Türkiye: Institutions and Histories]. T.C. Milli Eğitim Bakanlığı, Destek Hizmetleri Genel Müdürlüğü, Öğretmen Yetiştirme ve Geliştirme Genel Müdürlüğü. Milli Eğitim Basımevi, Ankara. p. 267. Retrieved Feb. 18, 2024, from <https://oygm.meb.gov.tr/kitap/kitap/3/index.html#p=297>

	from outside, arguing that such appointment is “unlawful”.
1863, Jan. 13	Commencement of education at <i>Dârülfünûn</i> (University) with public classes
1863, June	Founding of schools by Midhat Pasha (1822-1883) in Niš, Serbia, under the name of <i>Islâhhâne</i> (Correction Centers)
1863, Sept. 16	Founding of the Robert College (American co-educational high school)
1864, Mar.	Establishment of the first <i>Kıraathane</i> (coffeehouse) in İstanbul
1867, Feb. 22	Jean Victor Duruy (1811-1894), the Minister of Education of France, invited to İstanbul. Following his visit, France sent a diplomatic note to the Ottoman Empire regarding the reformation in education
1867, May	Founding of <i>Mekteb-i Tibbiye-yi Mülkiye</i> (Civil Medical School) under the Military School of Medicine
1867, June 21	<i>Islahhâneler Nizamnâmesi</i> (Regulations for Correction Centers) promulgated
1868, Sept. 1	Founding of <i>Galatasaray Mekteb-i Sultânîsi</i> (the Imperial High School of Galatasaray, Galatasaray High School or Lycée de Galatasaray)
1869	Establishment of <i>Dârülmualimât</i> (Women's Teachers' Training School) to promote <i>Kız Rüştiyeleri</i> (Girls' junior high schools)
1869, Sept. 1	Publication of <i>Maârif-i Umûmiyye Nizamnâmesi</i> (the Regulation of Public Education)
1870, Feb. 20	<i>Dârülfünûn</i> (University), which commenced its first lecture on January 13, 1863, was officially inaugurated
1870 - 1872	Emergence of <i>Usul-i Cedid</i> [the new procedure] movement at elementary schools
1873	Darüşşafaka High School started formal education which was founded in 1863 with the aim of providing equality of opportunity in education to needy, talented children who had lost their fathers. ¹⁵⁹
1874	Publication of <i>Rehnumâ-i Muallimîn</i> , an instructional guide for teachers prepared by Selim Sabit Efendi (1829-1910) for primary education methods, began in 1869.
1875	Establishment of <i>Dârülmualim</i> (the first teacher training institution in Turkish education), in rural areas of the Empire
1876, Aug. 31	Accession of Abdul Hamid II to the throne

2.3 Physical Education and Sports in Curricula During the Tanzimat Era

It would be accurate to argue that the sportive activities in the Ottoman Empire before the Tanzimat era were mostly limited to the traditional sports branches, sports were considered as battle training rather than standalone activities, the Ottoman people were mostly unaware of the sports branches performed in the Western countries, and there was no widespread education program intended for physical education and sports at schools.¹⁶⁰

¹⁵⁹ Darüşşafaka Society (n.d.). *Historical milestones*. Retrieved Feb. 19, 2024, from <https://www.darussafaka.org/en/about-us/society/history>

¹⁶⁰ Çelik, O. V. & Bulgu, N. (2010). Geç Osmanlı Döneminde Batılılaşma Ekseninde Beden Eğitimi ve Spor [Physical Education and Sport on Westernized Movements in The Last Ottoman Period]. *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 24/2010, 140. Retrieved Aug. 3, 2021, from <http://dergisosyalbil.selcuk.edu.tr/susbed/article/view/217/201>

It is possible to claim that “physical education and sports” were practiced and rationalized for the purpose of training for battles, rather than performing standalone physical activities for well-being in the Ottoman Empire. Therefore, physical education and sports was not included in the curricula as a lesson intended for students, but as drill activities in the Ottoman Empire. In this context, the institutions offering education on sportive activities were limited to the military education-training institutes, the education institutes of the Ottoman court, and religious lodges providing education for the general public.¹⁶¹

Before the Tanzimat era, sports were generally considered as a factor which had an impact upon victory in battles, thus supervised accordingly. The administration and practices of physical education and sports were carried out at the *Enderûn Mektebi* [Enderun School: mostly for princes of the court and the Janissaries of the Ottoman Empire], Military Institutions, and Sports Lodges. The proclamation of Tanzimat resulted in fundamental changes in the Turkish understanding of sports. The sports lodges and the traditional understanding of sports started to decline after the Tanzimat, while the western understanding of sports became influential over both the administration and the commoners.¹⁶²

In order to make it possible for sports to be available for large masses of commoners, there were dervish lodges which were similar to clubs today.¹⁶³ The director in charge of a sports lodge was referred to as “sheikh”, and the athletes as “disciples”.¹⁶⁴ The Ottoman sultans would attach great importance to these sports lodges in question. Furthermore, the Ottoman Empire, which expanded its borders in time, built sports lodges in most of the places where they designated as provinces.¹⁶⁵

¹⁶¹ Soyer, op. cit.

¹⁶² Ceylan, L., Uzun, N. R., Gül O., Gül, M. & Çebi, M. (2020). Türk Spor Politikasının Tarihsel Gelişimi: Devlet Ve Spor. [Historical Development of Turkish Sports Policy: State and Sports]. *Gece Kitaplığı Yayınevi, Sporda Akademik Yaklaşımlar* – 6, s. 185. Retrieved Aug. 4, 2021, from <https://www.researchgate.net/publication/345344748>

¹⁶³ Ekinci, G. & Seraslan, M. (1997). Gelişim aşamaları bakımından türk spor teşkilatı ve değerlendirmesi [In Terms of the Development Phases in Turkish Sport Organization and Evaluation]. *Bed. Eğt. Spor Bil. Der. II*, 3: 72 – 81. Retrieved Aug. 8, 2021, from <https://dergipark.org.tr/pub/gbesbd/issue/27953/303578>

¹⁶⁴ Gümüş, A. (1988). *Güreş tarihi* [History of Wrestling]. Türk Spor Vakfı Yayınları, Ankara: Başkent Yayınevi.
Kahraman, A. (1989). *Cumhuriyete kadar Türk güreşi* [Turkish Wrestling Until the Republic]. Cilt II. Kültür Bakanlığı Yayınları, Ankara: Özkan Matbaası.
Kahraman, A. (1995). *Osmanlı devletinde spor* [Sports in the Ottoman Empire]. Ankara: Kültür Bakanlığı Yayınları.

¹⁶⁵ Gölbaşı, H. (2018). Osmanlı Devleti’nde Spor Tekkeleri [The Sport Lodges in Ottoman Empire]. *Iğdır Üniversitesi Sosyal Bilimler Dergisi*, 13 (15), 41-53. Retrieved Aug. 12, 2021, from <https://dergipark.org.tr/pub/igdirsosbilder/issue/66820/1044940>

However, in the aftermath of the Tanzimat, sports lodges began to lose their functions, as did other lodges.¹⁶⁶ It is possible to identify a good number of factors in sports lodges, which led to the loss of function, and therefore, westernization. These factors may be listed as the fact that sports organizations were limited to non-modern sports branches, sports activities were seen as a protection mechanism for the defense of the empire rather than personal pursuits, most of the commoners were not aware of sports branches which did not originate in the east, and there was no curriculum that included sports in a comprehensive way at the educational institutions.¹⁶⁷

The Tanzimat Era, which roughly began as the last quarter of the 1830s was approaching, caused the Ottoman Empire to take sports into consideration from a different (western) perspective. During the modernization episode of the Tanzimat Era, large number of reforms were carried out in the field of sports, as well as the changes emerged in literature, education, law, and politics.¹⁶⁸ It can be argued that the ideas of physical training and facing towards the modern branches of sports were among these reformation efforts. The concept of physical training and the modern branches of sports started to emerge in the Ottoman Empire to meet various political and social needs, as they did in the West. For this reason, the sports education in schools and the modern branches of sports in the Ottoman Empire followed a process in tandem with the developments in the West.¹⁶⁹

It is understood that the support of the Ottoman court towards sports and sports education came to a halt with Sultan Mahmut II (1785-1839) driving the athletes in the *Enderûn Mektebi* [Enderun School: mostly for princes of the court and the Janissaries of the Ottoman Empire], out of the palace to enlist them in the army.¹⁷⁰

The establishment of the *Mekteb-i Fünûn-ı Harbiyye-i Şahâne* [Military Academy] in 1834 marked a pivotal moment in the history of physical education in Türkiye. Following the forced disbandment of the centuries-old Guild of Janissaries by Sultan Mahmud II on 15 June 1826, in the so-called *Vaka-i Hayriye* [Auspicious

¹⁶⁶ Fişek, op. cit.

¹⁶⁷ Çelik, Bulgu, op. cit., pp. 137-147.

¹⁶⁸ Canşen, E. (2015). Türkiye Cumhuriyeti'nin Spor Politikaları [Republic of Türkiye's Sports Policy]. *Trakya Üniversitesi Sosyal Bilimler Dergisi*, Cilt 17, Sayı 1, s. 33-48. Retrieved Aug. 12, 2021, from <https://dergipark.org.tr/pub/trakyasobed/issue/30210/326083>

¹⁶⁹ Ayyıldız, M. (2008). *Modernleşme Sürecinde Türkiye'de Yeni Sporlar ve Toplumsal Dinamikleri* [The New Sports and Social Dynamics in the Process of Modernization in Turkey]. [Master's thesis, Marmara University].

¹⁷⁰ Atabeyoğlu, C. (1985). Tanzimat'tan Cumhuriyet'e Spor [Sports from Tanzimat to the Republic]. *Tanzimat'tan Cumhuriyete Türkiye Ansiklopedisi*, 6. Cilt, İstanbul: İletişim Yayınları, s. 1474-1518.

Incident], the Turkish Military Academy was founded according to the example of French “*L’École militaire*” (Military School) academy. This military school, the full name of which was *École spéciale militaire de Saint-Cyr* (ESM, literally the "Special Military School of Saint-Cyr") in its French version, which was created by order of Napoleon Bonaparte (1769-1821) on 1 May 1802 to meet the number of officers required for the army. The Turkish Military Academy, established in 1835 by the order of the Ottoman Emperor (Padishah) Mahmud II, trained many notable officers, including Mustafa Kemal Atatürk (1881-1938). Although the school commenced education in 1834, the formal opening ceremony took place on July 1, 1835, with the participation of the Padishah.¹⁷¹ The Academy emerged as a key institution in the education and training of military personnel. It was in this context that physical education classes were first introduced at the Academy, laying the foundation for the development of modern-day physical education classes in Türkiye.¹⁷²

Shortly after the establishment of the Military Academy in 1834, Tanzimat Edict was announced publicly, and radical changes began to be made in the field of education. Most of the first-time achievements in terms of modern education and sports coincide with this period (1839-1908). In this period, physical education classes were included in the curricula for the first time, the first sports clubs were established, the first physical education teachers were brought in and settled down, the first book on physical education was written, a football league was commissioned for the first time, and many sports branches were carried out for the first time.

¹⁷¹ Yalçın, S., Güler, A. (2002). *Atatürk-Hayati Düşünceleri ve Kişiliği* [Ataturk's Life Thoughts and Personality]. C.I, Ankara 2002, s.100.

¹⁷² Erdoğan, M., Mutlu, T.O., Konukman, F. (2017). Mektebi Harbiye’de Beden Eğitimi Dersleri ve Kurumsal Yapılanmalar [Physical Education Class and Institutional Structuring in Turkish Military Academy]. *Sosyal Bilimler Dergisi*, Yıl: 4, Sayı:10, s. 54-59. Retrieved July 20, 2021, from <https://doi.org/10.16990/SOBIDER.3351>

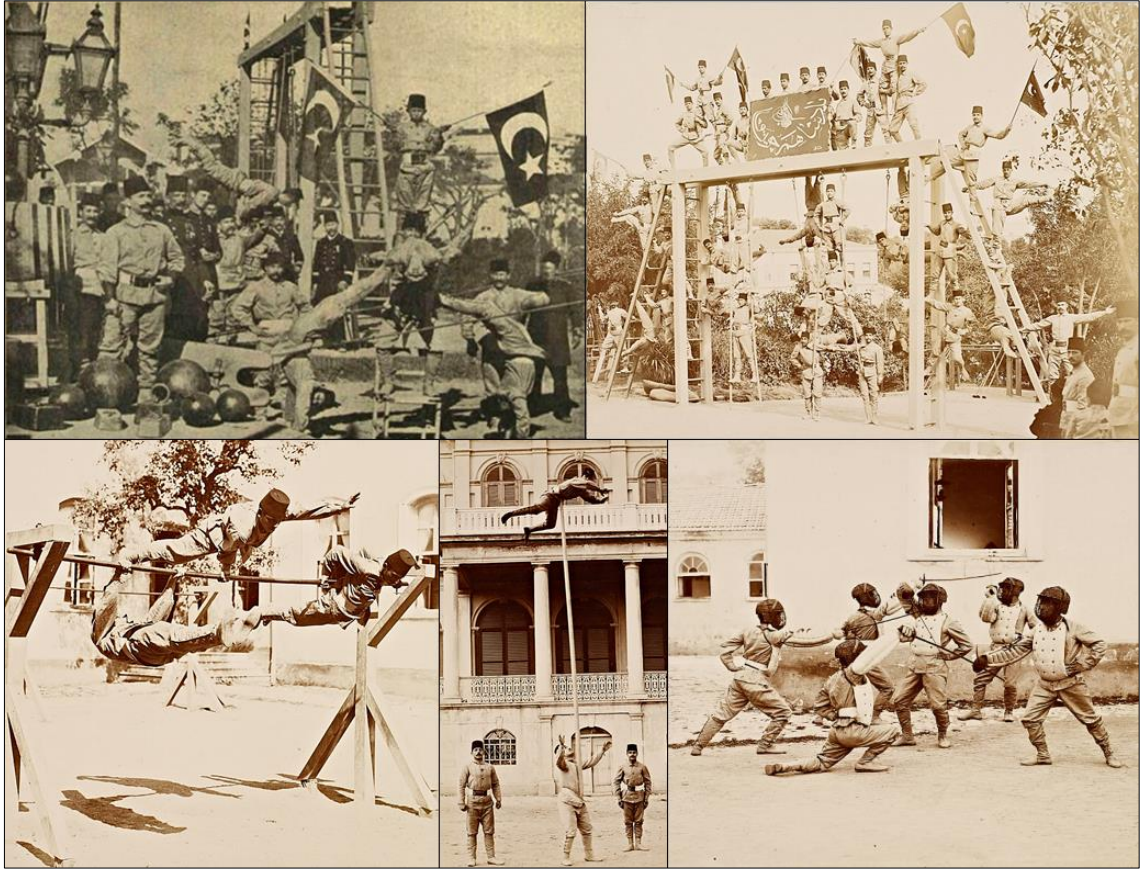


Fig. 36: Above Left: Text under the image, in French: *Les exercices des élèves de l'Ecole marine à l'exposition de secours* [Marine School students exercise at the Emergency Exhibition].¹⁷³

Above Right & Below: *Mekteb-i Fünûn-ı Harbiye-i Şahâne* [Military Academy] and *Mühendishane-i Berrî-i Hümâyûn* [Imperial School of Military Engineering] şakirdan kulları [Cadets] demonstrate Military Drills, Gymnastics, Weight and Indian Club exercises and Swordsmanship (fencing, *épée*) training.¹⁷⁴

When evaluating the developments of this period, it would be beneficial to keep in mind that any form of organization effort was prohibited for 27 years during the 40-years reign of Abdülhamid II, which the said developments coincide with.¹⁷⁵

¹⁷³ Nusret Ali (1898). *Cümle-i Müessesat-ı Hayriyet-i Gayat-ı Cenab-ı Padişahiden Olan İane Sergi-i Aliyesinde Mekteb-i Bahriye Şakirdanının İcra Ettikleri Jimnastik Hünerleri* [Gymnastics Skills Performed by the Naval School Students...]. The magazine writes as follows: "Gymnastics instructor Ali Faik Bey Efendi and his students at the school elektrikhane-i Bahr-i Hümâyûn (Imperial School of Naval Engineering), with his students, his excels in both intellect and physical prowess, earning admiration from allies and adversaries alike..." *Servet-i Fünûn*, Issue: 378, p.213, Date: 15 Mayıs 1314 (Gregorian: 27 May 1898). Signature: Diran Çırakyan (1875-1921). Retrieved Feb. 23, 2024, from <http://www.servetifunundergisi.com/cumle-i-muessesat-i-hayriyet-i-gayat-i-cenab-i-padisahiden-olan-iane-sergi-i-aliyesinde-mekteb-i-bahriye-sakirdaninin-icra-ettikleri-jimnastik-hunerleri/>

¹⁷⁴ Sami Ali (1899). *Mekteb-i Harbiye ve Mühendishâne-i Berrî-i Hümâyûn öğretmenleri ve öğrencileri: Jimnastik ve idman hünerleri icra eden Mekteb-i Harbiye-i şahaneleri şakirdan kulları* [Teachers and Students of the *Mekteb-i Harbiye* (Military Academy) and *Mühendishâne-i Berrî-i Hümâyûn* (Imperial School of Military Engineering): Cadets of the Military Academy Demonstrating Gymnastic and Athletic Skills. By: *Mühendishane-i Berrî-i Hümâyûn* Picture and Photography Department Officer; Senior Artillery Captain Ali Sami, İstanbul: [no publisher], Hicri: 23 Kanun-ı Evvel 1314 (Gregorian: 4 January 1899). İstanbul Üniversitesi Kütüphane ve Dokümantasyon Daire Başkanlığı [İstanbul University Head Office of Library and Documentation], Shelf Location: Nadir Eserler Kütüphanesi [Rare Works Library] II. Abdülhamid Photo Albums. Location Number: NEKYA91095. Retrieved July 20, 2021, from http://katalog.istanbul.edu.tr/client/tr_TR/default_tr/search/results?qu=Jimnastik&qf=AUTHOR%09Yazar%09Ali+Sami.%09Ali+Sami.

The sports were started to be offered as a class for the military cadets with the founding of the Military Academy. The Physical Education classes were included in the curricula on an institutional basis thanks to teach swordsmanship and épée fencing for defense or offense, in accordance with the military requirements of the period.¹⁷⁶



Fig. 37: Pages from Ali Faik Bey's book *Jinnastik Talimine Mahsûs Mecmua-i Eşkâl* [Compendium of Gymnastics Training] demonstrate detailed illustrations of gymnastic movements, providing comprehensive guidance for gymnastic training.¹⁷⁷

With the proclamation of the Tanzimat, the French influence was also felt in sports education, due to the influence the French had over issues related to educational affairs.¹⁷⁸ Gymnastics, a physical exercise that had gained popularity in Europe, emerged prominently in 1847 with the book of "*Risâle-i Cinnastik*,"¹⁷⁹ [Epistles of Gymnastic] translated by *Hekim* (Physician) İsmail Pasha (1807-1880). Turkish students were introduced to practical gymnastics for the first time at *Mekteb-i Osmanî* (Ottoman School), established in Paris in 1858 with the aim of training officers, engineers, managers, and statesmen. Despite the closure of this institution before

¹⁷⁵ Fişek, K. (1983a). *Spor Yönetimi* [Sports Management]. Ankara: A. Ü. SBF Yayınları No:515, 256-268.

¹⁷⁶ Erdoğan, Mutlu, Konukman, op. cit., pp. 56-57.

¹⁷⁷ Ali Faik [Üstünidman] (1307/1891). *Jinnastik Talimine Mahsûs Mecmua-i Eşkâl* [Compendium of Gymnastics Training]. Dersaâdet: Mahmud Bey Matbaası. For the copy of the book, see: Kütüphane [Library]: İBB Atatürk Kitaplığı [Istanbul Metropolitan Municipality Atatürk Library], Bölüm [Department]: Depo [Storage], Sınıflama yer bilgisi [Classification Location]: 796.44, Demirbaş [Inventory Number]: TB_0598/03. Retrieved Feb. 28, 2024 from <https://katalog.ibb.gov.tr/kutuphane3/kitaplar/540005000049000480005000095001140011500069.pdf>

¹⁷⁸ Çelik, Bulgu, op. cit., p. 141.

¹⁷⁹ İsmail Paşa (Ser-etibba) (1263/1847). *Risâle-i Cinnastik* [Epistles of Gymnastic]. Translated book. İstanbul: Mekteb- Tıbbiye-i Adliye-i Şahane Matbaası. See also: *Eski Harfli Türkçe Basma Eserleri Bibliyografyası (Arap, Ermeni ve Yunan Alfabeleriyle) 1584-1986* [The Bibliography of Turkish Works Printed in Non-Latin (Arabic, Armenian and Greek Characters) 1584-1986] Milli Kütüphane [National Library of Turkey] (CD-ROM), Ankara, Nüvis, 2001

achieving its objectives in 1863 for the first time, European-style gymnastics activities were included in the curriculum at the Military Academy, which was providing education in French, and suitable gymnastic equipment were provided for the classes. When the weather was favorable, the cadets would go to the gymnastics field with their teachers and performed gymnastics after the classes. Furthermore, considering it would be difficult to carry on with the classes without using a book, Colonel *mütercim* (translator) Hacı el-Hac Mustafa Hâmî Pasha was requested to translate a book originally written in French, titled “*Cimnastik Ta’limnâmesi*” [Gymnastics Guidebook], in 1283 (1866-1867), which would also be included in the curriculum.¹⁸⁰ This book qualifies as the first work ever to be used within the scope of the courses in physical education and sports training.¹⁸¹ According to this, the first transition towards modern sports started with gymnastics.¹⁸² In addition to this guidebook, el-Hac Mustafa Hâmî Pasha also translated the “Gymnastics Guidebook Atlas” into Turkish [*Cimnastik Ta’limnâmesi Atlası*]¹⁸³, which included descriptions of gymnastics equipment along with their sizes and the tables that contained pictures of



Fig. 38: Pages from Daniel Gottlob Moritz Schreber's book 'Système de Gymnastique de Chambre Médicale et Hygiénique,' translated into Ottoman Turkish by el-Hac Mustafa Hâmî Pasha as 'Risale-i Riyâzat-ı Bedeniyye-i Tibbiyye.', 1859. See: 201.

¹⁸⁰ El-hac Mustafa Hâmî (1283/1866-1867). *Cimnastik Ta’limnâmesi* [Gymnastics Guidebook]. Translated book. İstanbul: Mekteb-i Harbiye Hazreti Şâhâne Matbaası. For the copy of the book, see: Kütüphane [Library]: İBB Atatürk Kitaplığı [Istanbul Metropolitan Municipality Atatürk Library], Bölüm [Department]: Depo [Storage], Sınıflama yer bilgisi [Classification Location]: 306.483, Demirbaş [Inventory Number]: MC_Osm_K.0012 Retrieved Feb. 28, 2024, from <https://katalog.ibb.gov.tr/kutuphane3/kitaplar/560005200048000540004800095001140011500069.pdf>
Gökdağ, C. (1939). *Beden Terbiyesinin Okullara Girişi* [The Introduction of Physical Education to Schools]. *Beden Terbiyesi ve Spor Dergisi*, Ocak, Sayı 1, s. 5,27-28
Özmaden, M., Soyer, F., & Özmaden, H. (2018). The Physical Education and Sport Studies in the Framework of Social Demands-Institutional Structuring and Teacher Training the Developments Before and During Turkey Training Community Alliance Period (1922 - 1936). *Asian Journal of Education and Training*, 4(3): 170-175. Retrieved Nov. 20, 2021, from <https://doi.org/10.20448/journal.522.2018.43.170.175>

¹⁸¹ Mehmed Esat (1310/1894). *Mir’at-ı Mekteb-i Harbiye: Mekteb-i Fünun-ı Harbiye-yi Şahane'nin ibtida-yi teessüsünden bu ana kadar neş’et eden zâbitânın isim ve teliflerini havi ve mektebin altmış senelik terakkiyatını muhtevi bir eser-i askerîdir* [Mirror of the Military Academy]. İstanbul: Artin Asaduryan Şirket-i Mürettebiyye Matbaası. Retrieved Nov. 20, 2021, from <https://catalog.hathitrust.org/Record/009030022>
Kahraman, 1995, op. cit., pp. 627-628

¹⁸² Ayyıldız, op. cit.
El-hac Mustafa Hâmî (1284/1867-1868). *Cimnastik Ta’limnâmesi Atlası* [Gymnastics Guidebook Atlas]. Translated book. İstanbul: Mekteb-i Harbiyye Matbaası.

gymnastics moves, as well as the work by Daniel Gottlob Moritz Schreber (1808-1861), originally written in 1856, titled “*Système de Gymnastique de Chambre Médicale et*

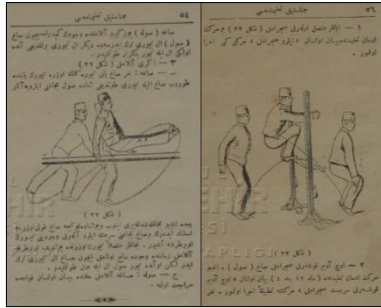


Fig. 39: Pages from Ali Faik [Üstünidman]'s book *Cimnastik Ta'limnâmesi* [Gymnastics Guidebook], 1898. See: 203.

Hygiènique” [Medical Indoor Gymnastics Or A System Of Hygienic Exercises For Home Use¹⁸⁴], as *Risale-i Riyâzat-ı Bedeniyye-i Tıbbiyye* was published on November 10, 1859.¹⁸⁵ Besides the aforementioned books, Ali Faik's "*Jimnastik Yahut Riyazet-i Bedeniye*"¹⁸⁶ [Gymnastics or Physical Training], released in 1890, and “*Cimnastik Ta'limnâmesi*”¹⁸⁷ [Gymnastics Guidebook], released in 1898, stands out

as a significant milestone. Additionally, "*Sihhatnümâ: Bahçe ve Salonlarda Cimnastik Tâlimi...*" [Sihhatnümâ: Gymnastics Training in Gardens and Halls]" authored by Nâzım Şerâfeddin Bey in 1886, holds the distinction of being the first book on gymnastics within the Ottoman territory.¹⁸⁸

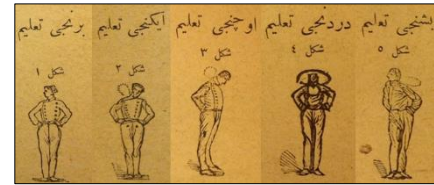


Fig. 40: Pages from Nâzım Şerâfeddin's book "*Sihhatnümâ*" featuring illustrations of exercise moves for everybody. 1886.

- ¹⁸⁴ Schreber, D. G. M. (1899 version). *Medical Indoor Gymnastics, or, A System of Hygienic Exercises For Home Use to be practised anywhere without apparatus or assistance by young and old of either sex, for the preservation of health and general activity*. Revised and supplemented by Rudolf Graefe; translated from the 26th German edition by Herbert A. Day. Retrieved July 20, 2021, from <https://wellcomecollection.org/works/sydxrdff/items>
- ¹⁸⁵ El-hac Mustafa Hâmî (1276/1860). *Risâle-i Riyâzet-i Bedeniyye-i Tıbbiye* [Medical Indoor Gymnastics, or, A System of Hygienic Exercises]. Translated book of Schreber, D. G. M. (1856). İstanbul, Takvimhane-i Amire. For the copy of the book, see: Kütüphane [Library]: İBB Atatürk Kitaplığı [Istanbul Metropolitan Municipality Atatürk Library], Bölüm [Department]: Depo [Storage], Sınıflama yer bilgisi [Classification Location]: 796, Demirbaş [Inventory Number]: Bel_Osm_O.02500. Retrieved Feb. 28, 2024, from <https://katalog.ibb.gov.tr/kutuphane3/kitablar/510005600056000520005100095001140011500069.pdf>
- Dizdar, B. M. (2016). *Riyâzat-ı Bedeniyye-i Tıbbiyye ve Tanzimat Dönemi Spor Terminolojisinin Oluşumu* [Riyâzat-ı Bedeniyye-i Tıbbiyye and the Formation of Sports Terminology in the Tanzimat Period.]. [Master's thesis, Fatih Sultan Mehmed Vakıf University]. s. 15-16. Retrieved July 21, 2021, from <https://hdl.handle.net/11352/2366>
- ¹⁸⁶ Ali Faik [Üstünidman] (1890). *Jimnastik Yahut Riyazet-i Bedeniye* [Gymnastics or Physical Training]. Der Saadet: Mahmut Bey Matbaası. For the copy of the book, see: İBB Atatürk Kitaplığı [Istanbul Metropolitan Municipality Atatürk Library], Bölüm [Department]: Depo [Storage], Sınıflama yer bilgisi [Classification Location]: 796.44, Demirbaş [Inventory Number]: Bel_Osm_K.03635. Retrieved Feb. 28, 2024, from <https://katalog.ibb.gov.tr/kutuphane3/kitablar/480005100049000480005000095001140011500069.pdf>
- ¹⁸⁷ Ali Faik [Üstünidman] (1898). *Cimnastik Ta'limnâmesi* [Gymnastics Guidebook]. Dizi Kaydı Külliyyat-ı Ulum ve Fünun-ı Harbiye'den; Takım; 4, Kısım; 2, Sıra; 1. For the copy of the book, see: Kütüphane [Library]: İBB Atatürk Kitaplığı [Istanbul Metropolitan Municipality Atatürk Library], Bölüm [Department]: Depo [Storage], Sınıflama yer bilgisi [Classification Location]: 796.4, Demirbaş [Inventory Number]: Bel_Osm_K.05813. Retrieved Feb. 28, 2024, from <https://katalog.ibb.gov.tr/kutuphane3/kitablar/490005300048000540004800095001140011500069.pdf>
- ¹⁸⁸ Nâzım Şerâfeddin (1886) *Sihhatnümâ: Bahçe ve Salonlarda Cimnastik Tâlimi yâhûd Bil-tedric cümle-i adliyenin neşv ü nemâsına mahsûs-ı tecârüb bedeniyye eğlenceleriyle her yerde icrâ-yı kabil bilâ echeze tâlimât-ı makûleden bahis sihhatnümâ*. [Sihhatnümâ: Gymnastics Training in Gardens and Halls...]. İstanbul: Matbaâ-yı A.K. Tozluyan İdare-yi Şirket-i Mürettebiye, 1302 (1886/1887). Prepared for publication: Sevengül Sönmez, Spor Geçmişi Dizisi – I. 1996.

At the Military Academy which was founded in 1834 and would provide education in French, the sports classes were attached a great importance, and the cadets would perform sportive activities under the supervision of the Italian M. Martin individually or collectively after the classes every day, thus trying to gain the physical condition required for an army officer.¹⁸⁹

With the Tanzimat Era, physical education and sports started to be treated as classes oriented in life, just as in the West; therefore, they were included in the curricula at schools. In 1863, the required equipment and facilities were installed in military schools, namely, the Military Academy and Military High Schools, and physical education and sports was introduced to the schedules offered at schools under the title of gymnastics class. In this way, the traditional understanding of physical education and sports, which has a long history, was abandoned and replaced by the physical education and sports in line with the Western notions.¹⁹⁰ In the Turkish sports history, this period of time is referred to as the “period where sports transformed in connection with the concept of physical education” (1863-1903).¹⁹¹ This is a period where physical education and sports became intertwined at schools with the gymnastics classes.

The Physical Education Teachers at the Military Academy were brought in from abroad at first, and some those teachers were given military ranks and Turkish statuses. After a period of time, the successful and notable cadets raised by those teachers started to conduct physical education classes.¹⁹²

Table 2. Physical Education Activities, Teachers, and Classes Conducted at the Military Academy According to Yearly Curricula¹⁹³

Date	Events / Reforms
1845	Introduction of épée and sword training classes at the Military Academy, offered to third and fourth-grade cadets until 1867.
1848	Introduction of swimming class (<i>ilm-i sibâhat</i>) into the curriculum at the Military

Altın, E. (2014). *Rationalizing everyday life in late nineteenth century Istanbul c. 1900*. [Doctoral dissertation, New Jersey Institute of Technology]. Retrieved Feb. 25, 2024, from <https://digitalcommons.njit.edu/dissertations/137>

¹⁸⁹ Atabeyoğlu, op. cit., p. 1474.

¹⁹⁰ Bilge, N. (1989). *Türkiye’de Beden Eğitimi Öğretmeninin Yetiştirilmesi* [Training of Physical Education Teachers in Turkey]. Ankara: Kültür Bakanlığı Yayınları No:1095, 17-36;
 Fişek, K. (1983b). *Devlet Politikası ve Toplumsal Yapıyla İlişkileri Açısından Spor Yönetimi* [Sport Management, in terms of State Policy and Social Structure]. Ankara: A.Ü.Siyasal Bilgiler Fakültesi Yayınları.

¹⁹¹ Fişek, op. cit. p. 43.

¹⁹² Erdoğan, Mutlu, Konukman, op. cit., pp. 58-59.

¹⁹³ Ibid.

	Academy. The class commenced after the establishment of a <i>Deniz/Derya Hamamı</i> [Sea Bathhouse] adjacent to the school, and the acquisition of necessary swimming equipment. Cadets were instructed in swimming through group sessions scheduled at designated times. ¹⁹⁴
1859	Considering the education would be incomplete without a course book, and in order to base the subjects in the curriculum of the Military Academy on a reliable source, an educational work titled <i>Risale-i Riyâzat-ı Bedeniyye-i Tibbiyye</i> was prepared in 1859. This work was translated exactly as it was (including the pictures) by Colonel <i>mütercim</i> (translator) Hacı el-Hac Mustafa Hâmî Pasha, who was a military translator during the reign of Sultan Abdulmejid I, from the original work written in French, titled the “ <i>Système de Gymnastique de Chambre Médicale et Hygiénique</i> ” [Medical Indoor Gymnastics Or A System Of Hygienic Exercises For Home Use]. In this way, it was ensured that the youth in our army were provided with a gymnastics guide. In this work, it was stated that a new kind of sports branch, which was taught in every European school both theoretically and practically and would be beneficial for the well-being of the body, was emerging in Europe, and that many books were being published on this matter. ¹⁹⁵
1862-1863	Introduction of Gymnastics, épée, and swordsmanship classes at the Military Academy after the installation of the required equipment and facilities. Employment of a French teacher named "Pelçi" to instruct cadets and military officers in fencing, épée, and swordsmanship. Additionally, the hiring of Marti as a gymnastics instructor. ¹⁹⁶
1863-1864	Introduction of Fencing and Épée classes in military schools. Fencing and épée classes were introduced in military schools. <i>Muavin</i> (Senior Teacher) <i>Süvari Kolağası</i> (Cavalry Senior Captain) Akif Efendi (sword and saber) and <i>Mösyö</i> (Monsieur) Pancheby (saber instructor) appointed. ¹⁹⁷

¹⁹⁴ Mehmed Esat, op. cit.

Özçakır, S. (2015). 100 Yıl Öncesinde Türkiye’de Beden Eğitimi Öğretimi ve Günümüzdeki Yansımaları [Physical Education Teaching in Turkey 100 Years Ago and Its Current Reflections] *Spor Bilimleri Dergisi*, 26 (1), 18-25. Retrieved Sep. 1, 2021, from <https://doi.org/10.17644/sbd.237570>

¹⁹⁵ Bilge, op. cit., p. 26.

¹⁹⁶ Bilge, op. cit., p. 26. For archival sources see:

Tayga, Y. (1990). *Türk Spor Tarihine Genel Bakış* [Overview of Turkish Sport History]. 8, Ankara.

Devlet Arşivleri Başkanlığı Osmanlı Arşivi [BOA], [Presidency of the Republic of Türkiye - Directorate of State Archives Ottoman Archives]. Documents: H-7-6-1280. İ.DH.: 518-35255 and BOA, A.MKT.MHM.: 285-42.

Yiğit, A. (2019). Jimnastik Sporunun Osmanlı Devleti’ne Girişi ve Uygulama Örnekleri [Introduction of Gymnastic Sports to Ottoman State and Practical Examples]. *Türk Halklarının Geleneksel Spor Oyunları VIII*. Kahramanmaraş. p. 387. Refer to document H-7-6-1280 dated November 19, 1863, where it is mentioned that *Monsieur Picin, a Frenchman, is to be paid a monthly salary of 450 francs, and Monsieur Martin is to be paid 350 francs monthly for gymnastics and fencing training. See BOA, İ.DH./518-35255.*

Özçakır, op. cit., p. 19. “Thanks to an archive document dated November, 1863, it is understood that a Martin was recruited to teach the cadets of the Military Academy and the army officers gymnastics. According to the same document, a French teacher named Piçini was also appointed to take charge of the fencing classes.”

Özçakır, S. & Yıldırım, İ. (2016). II. Meşrutiyet Dönemi Beden Eğitiminde Çağdaş Dönüşümler (1908-1918). [Contemporary Transformations of Physical Education in II. Constitutional Period (1908-1918)]. *Sporometre Beden Eğitimi ve Spor Bilimleri Dergisi*, 14(1): 15-28. Retrieved Sep. 1, 2021, from https://doi.org/10.1501/Sporm_0000000281

Note on Variations in Names: In historical records, names and surnames may exhibit diverse spellings and interpretations. For instance, "M./Monsieur/Mösyö" or Pelçi/Picini/Piçini, or Marti/Martin/Martini/Martino/Martinetni. These discrepancies reflect the inherent challenges of transliteration and historical documentation, where linguistic nuances and regional differences contribute to variations in naming conventions.

¹⁹⁷ Eser, G. (2005). *Mektab-i Harbiye'nin Türkiye’de Modern Bilimlerin Gelişmesindeki Yeri (1834-1876)* [The Place of Mektab-i Harbiye in the Development of Modern Sciences in Turkey (1834-1876)]. [Master’s thesis, İstanbul University]. Retrieved Feb. 24, 2024, from <http://nek.istanbul.edu.tr:4444/ekos/TEZ/41075.pdf>

1864	Sadık Efendi, a Turkish Muslim, was appointed as the gymnastics teacher. ¹⁹⁸
1866	It is learned that seawater pools, requested from <i>Tersane-i Amire</i> [the Imperial Arsenal] were constructed in front of the military high school in Çengelköy in 1866, and those operations were carried out under the supervision of Major Osman Bey, and the activities were carried out within the framework of a curriculum. In addition, it is established that the classes provided at the Military Academy would include a class called “the science of swimming”. Major Osman Bey also started to teach swimming classes. ¹⁹⁹
1867	From the aforementioned date onwards until 1884, épée training was provided to third-grade infantry cadets following the separation of cavalry and infantry classes.
1870	During the reign of Sultan Abdulaziz (1830-1876), Captain Faik Efendi served as the Epée Teacher, while Monsieur Medchini instructed in Epée and Swordsmanship.
1874	During the tenure of Galip Pasha as the commander, a bathhouse and diving boards to swim in the sea were constructed next to the Kuleli Military High School. Swimming equipment and swimsuits were distributed among the cadets. In the same year, a fencing exam was held and executed in practice.
1874-1878	Due to the Russo-Turkish War, the period of study at the Military Academy was reduced to two years for a brief time. The sword, épée and saber classes for the infantry and the cavalry, as well as the officers of the academy. The name of the sword, épée and saber teacher Piçini may also be found in the list of senior field officers and other military officers at the Military Academy between 1874-1876. According to the curriculum; 22 hours of épée training for the infantry and cavalry classes, 32 lessons of épée and sword classes for the infantry and cavalry classes in the second year. The second year classes at the Imperial Military School (<i>Erkân-ı Harbiye</i>) included 22 lessons of épée training, while the third year classes at the Imperial Military School included 32 lessons of épée and swordsmanship classes. ²⁰⁰
1878	Monsieur Martinetti, of Italian origin, was appointed as the gymnastics instructor.
1884	Gymnastics class was also included in the curriculum of the Bahriye Mektebi (Naval High School). 130 years before today, physical education and sports training in the western sense has begun to be practiced in all of our military schools (the Army Military College, the Naval Military College, as well as the Military High Schools at the time) in the form of the gymnastics class. ²⁰¹
1887	In the <i>Salnâme-i Askerî</i> [Military Yearbook] of 1887, Faik Efendi was listed as the rapier instructor, with Captain Sadık Efendi serving as his assistant for épée and swordsmanship. From the military yearbooks of 1889, 1891, and 1894, it is evident that

¹⁹⁸ Devlet Arşivleri Başkanlığı Osmanlı Arşivi [BOA], [Presidency of the Republic of Türkiye - Directorate of State Archives Ottoman Archives]. Documents: H-1-1-1291/18., BOA, MF.MKT. / 17-10 and BOA, Ayniyat Defteri, 1073/142 s. 33.

Yiğit, op. cit., p. 390. “According to the letter dated February 18, 1874, document H-1-1-1291, it is understood that Sadık Efendi served as a gymnastics instructor at Darülmaarif. See BOA, MF.MKT. / 17-10.”

Muhammedi, H. (2006). *Vefa Lisesi'nin eğitim tarihimizdeki yeri ve önemi* [The Place and Importance of Vefa High School in our Educational History]. [Master's thesis, İstanbul University]. s. 84. Retrieved Sep. 1, 2021, from <https://tez.yok.gov.tr/UlusalTezMerkezi/tezDetay.jsp?id=8HrBT6DYwdu5hw7V1rHToA>

BOA, Ayniyat Defteri, 1073/142, s. 33 It is understood that Lieutenant (Mülazım) Sadık Efendi had been teaching Gymnastics class at *Darülmaarif* in exchange for a monthly wage of 250 *kuruş*.

¹⁹⁹ Mehmed Esat (1315/1897-8). *Mirat-ı Mekteb-i Harbiye*. İstanbul.

Bilge, N. (1988). *Türkiye'de Beden Eğitimi Öğretmeninin Yetiştirilmesi* [Training of Physical Education Teachers in Turkey]. Ankara 1989: Kültür Bakanlığı Yayınları No:1095. 17-36.

Soyer, op. cit. p. 220.

²⁰⁰ Tayga, op. cit.

²⁰¹ Bilge, op. cit. Main source, for similar sources see:

Unat, op. cit.

Ali Seyfi (1332/1914). *Bahriye'de terbiye-i bedeniye*. [Physical Education in the Navy]. *Risale-i Mevkute-i Bahriye*, 3(2), 81- 87.

Özçakır, Yıldırım, op. cit. pp. 18-19.

	Captain Sadık Efendi continued his duties as the deputy épée and swordsmanship teacher. ²⁰² Among the applied classes offered according to the military academy curriculum of 1887, there were drill training, épée and sword training, parrying, and equestrianism. ²⁰³
1889-1891	In the gymnastics guidebook composed by Mehmet Ali Faik Bey (Ali Faik Üstünidman), a Cavalry teacher at the Military Academy, there were sportive activities performed, such as physical education (exercises for the body, feet, arms, and head), and athletics, (jumping, leaping). From 1900 onwards, Faik Bey started to teach physical education classes at <i>Mekteb-i Mülkiye</i> (Imperial School of Political Science) simultaneously, and continued to teach the same class at that school until 1908, when the physical education classes were annulled at <i>Mekteb-i Mülkiye</i> following the proclamation of the Constitutional Monarchy. In fact, there was even a gymnasium built at <i>Mekteb-i Mülkiye</i> , and a total budget of 60578 <i>kuruş</i> was allocated for the work to be completed. ²⁰⁴
1890-1891	The Imperial School of Military Engineering (<i>Mühendishâne-i Berrî-i Hümayûn</i>), which took three years to graduate, included gymnastics classes for each grade in the curriculum of the academic year of 1890-1891, and the Imperial Naval Engineering School (<i>Mühendishâne-i Bahr-i Hümayûn</i>), and the Imperial Military School (<i>Mekteb-i Erkân-ı Harbiyye-i Şâhâne</i>) started offering gymnastics, sports, and fencing courses and constructing gymnasiums on their campuses. ²⁰⁵
1894	Thanks to the work titled " <i>Mir'at-ı Mekteb-i Harbiye</i> ," ²⁰⁶ [Mirror of the Military Academy] authored by <i>Kolağası</i> (Senior Captain) Mehmet Esat (1851-1919), it is established that classes provided at the Military Academy included a subject called "the science of swimming."
1899	Senior Artillery Captain Sami Efendi became the gymnastics teacher at the Imperial School of Military Engineering (<i>Mühendishâne-i Berrî-i Hümayûn</i>). ²⁰⁷
1908-1910	The épée instructors were Military Aide Captain Refik Efendi, Senior Captain Osman Efendi, and Captain Refik Efendi. First Lieutenant İhsan Efendi served as the deputy gymnastics teacher. From 1910 The épée teacher Military Aide Captain Refik Efendi, the gymnastics teacher Senior Captain Osman Efendi. ²⁰⁸
1914	The work on physical education, authored by Commander Clément Julien Joseph Clément Lefébure (1861-1928), former director of the <i>L'École normale de Gymnastique</i>

²⁰² Özçakır, S. (2013). II. Meşrutiyet Dönemi Beden Eğitiminde Çağdaş Dönüşümler [Contemporary Transformations of Physical Education in II. Constitutional Period]. [Doctoral dissertation, Gazi University]. p.61.

²⁰³ Mehmed Esat (1312/1894): *Mir'at-ı Mühendishâne-i Berrî-i Hümayûn*. [Mirror of the Imperial School of Engineering]. İstanbul: Karabet Matbaası.

²⁰⁴ Çankaya, A. M. (1968). *Ali Faik Üstünidman. Yeni Mülkiye Tarihi ve Mülkiyeliler* [Ali Faik Üstünidman. History of the Faculty of Political Sciences and the Alumni's]. Mülkiye Şeref Kitabı. Cilt 2. Mars matbaası. s. 866.

²⁰⁵ Mehmed Esat, 1312/1894, op. cit. Yildiz, M. C., op. cit., p. 20. *For example, see:* Devlet Arşivleri Başkanlığı Osmanlı Arşivi [BOA], [Presidency of the Republic of Türkiye - Directorate of State Archives Ottoman Archives]. Documents: "BOA, MF.MKT 394/30 [May 16, 1898]; BOA, MF.MKT 41/12 [March 28, 1899]; BOA, BEO 1321/99042 [June 7, 1899]; BOA, MF.MKT 497/6 [April 3, 1900]; BOA, İ.TAL 168/19 [March 19, 1899]; BOA, İ.MF 5/54 [June 3, 1899]; BOA, Y.PRK-ASK 138/68 [1897 c.]; BOA, Y.Mtv 234/5 [August 6, 1902]."

²⁰⁶ Mehmed Esat, op. cit.

²⁰⁷ Devlet Arşivleri Başkanlığı Osmanlı Arşivi [BOA], [Presidency of the Republic of Türkiye - Directorate of State Archives Ottoman Archives]. Documents: H-7-11-1316/19 March 1899., BOA, İ.TAL. / 168 – 19. Yiğit, op. cit., p. 390. "With the document numbered and dated H-7-11-1316/19 March 1899, the gymnastics teacher Senior Artillery Captain Sami Efendi was granted the third-rank medal called *Nişan-ı Osmani*. see BOA, İ.TAL. / 168 – 19."

²⁰⁸ Soyer, op. cit. Tayga, op. cit.

	<i>et d'Escrime</i> [State Normal School of Gymnastics and Fencing] from 1902 to 1907 in Brussels, Belgium, ²⁰⁹ was translated to be used in military high schools in 1914, when the class had already been introduced to most of the military high schools. ²¹⁰ In this way, the need for a course book was attempted to be met, while the classes were being carried out in a more organized fashion. As the system practiced at the said school in Belgium ²¹¹ according to the book written by Clément Lefébure was the Swedish school of gymnastics, it is thought that some of the military high schools also practiced the same system.
1923-1926	From 1923 to 1926, the examination directive dated 1911 was put into effect. According to the directive which would become applicable from 1926, the precedent number of the Physical Education Class (<i>Terbiye-i Bedeniye Dersi</i>) was set as 4, while its Degree was set as 4. If it was to be compared, the language and horseback riding classes had the same values, while the precedent number of the Tactics (<i>Tabiye</i>) class was regarded as 1 degree. The exam marks of the cadets would be multiplied with the precedent number, and the outcome would be deemed as the final grade of the cadets.

In terms of Turkish physical education and sports history, it is important that this school was the starting point for the introduction of Physical Education classes into educational life, and that it was among the first schools where these classes were given in an institutional fashion during the last period of the Ottoman Empire, at a time when reformation movements which led to modern Türkiye were started.²¹²

2.4 The Role of Missionary Activities and Foreign Schools in the Development of Physical Education and Sports in the Late Ottoman Period

It can be argued that missionary activities and foreign schools played a big part in terms of education as well as the development of physical education and sports in the Ottoman Empire.

The influence of foreign and missionary schools within the Ottoman borders is a phenomenon which came to emerge over a long period of time and as a result of a certain series of events, gradually after a number of stages. After Sultan Mehmed II (F (1432-1481) the Conqueror conquered Istanbul in 1453, the Latin Community was granted certain liberties with reference to their language and religious affairs. In this way, Mehmed the Conqueror was able to carry on with a tradition which had been in

²⁰⁹ Ameye, T. (2006). Belgium. *Journal Of Olympic History: The Official Publication of The International Society of Olympic Historians Vol. 14.3.* pp. 20-29. Retrieved Feb. 25, 2024, from <https://library.olympics.com/Default/digital-viewer/c-2876114>

²¹⁰ Devlet Arşivleri Başkanlığı Osmanlı Arşivi [BOA], [Presidency of the Republic of Türkiye - Directorate of State Archives Ottoman Archives]. Documents: BOA, MF.MKT.: 1196-38. Özçakır, Yıldırım, op. cit. p. 19.

²¹¹ Ibid. For more archival source see: BOA, MF.MKT: 1191-35.

²¹² Erdoğan, Mutlu, Konukman, op. cit., pp. 58-59.

place since long before himself, in connection with a few newly introduced rules. The liberty granted to the Latin people regarding their religions, languages, and religious rituals provided them with a unique opportunity to maintain their religious customs and traditions, about which they wished to teach new generations. This proved to be a sufficient reason to establish Church Schools, which was to provide education for the people to receive education in such customs and traditions. For this reason, the Church Schools, which originally contained one or two classrooms and was gradually developed further, continued to provide education as a *Millet Okulu* [Minority School], that is, a community school organized separately in accordance with the characteristics of each foreign congregation. The Minority School, which flourished and developed over time, was supported by the Foreign Countries. Foreign Countries started to establish their own schools by taking advantage of various privileges, and of course the Capitulations, in order to provide education for the children of their own subjects living inside the Ottoman borders.²¹³ The rights granted with the capitulation agreements which had been in place and increasing in number since the reign of Suleiman I (*Suleiman the Magnificent*, 1494-1566), as well as the rights granted to the minorities with the Tanzimat Edict and the Reformation Edict, and the fact that the Ottoman Empire failed to exert authority in its lands, especially in Anatolia, in terms of social matters such as education and healthcare, turned the Ottoman Empire into a center of focus for the missionary activities. The missionaries, who were at first unable to find suitable targets in Anatolia, turned their focus towards the Armenians and achieved success in their efforts. The fact that the students graduating from the schools founded by them were mostly successful in life increased their effectiveness. Over time, even Muslim Turks began sending their children to these schools.

While the number of students receiving education at more than 400 American schools in the Ottoman Empire in 1900 was around 20 thousand, the number of Ottoman high schools and imperial schools providing education around the same year was 69, and there were only around 7 thousand students. Around that time, the total number of foreign schools operating in the Ottoman Empire was around two thousand. If the schools directly owned by the minorities were to be added, the total number

²¹³ Polat, İ. (1988). Osmanlı İmparatorluğu'nda Açılan Amerikan Okulları Üzerine Bir İnceleme [An Examination of American Schools Established in the Ottoman Empire]. *Belleten*, Cilt 52 - Sayı 203, pp. 627-652. Retrieved Oct. 2, 2021, from <https://doi.org/10.37879/belleten.1988.627>



Fig. 42: William Gates said about Caleb Frank Gates Sr "Frank was active in all the other sports and in the Gymnasium. Both of us were members of the team that gave exhibitions of gymnastic drills at Commencement time. Frank was, especially, a fine athlete." 1903-1932. See 218. Digital Library for International Research (DLIR) from <http://www.dlir.org/archive/items/show/11093>

It was determined in advance how the directors would be replaced and how the gymnastics classes would be given in the American schools in Harput.²¹⁹ Sending its graduates to world-renowned schools such as Yale, Harput/Fırat College also received a \$7,000 donation from the US industrialist John Davison Rockefeller (1839-1937).²²⁰ After his tenure at Harput American College, Caleb Frank Gates Sr. was made the president of "the American Robert College of Istanbul" in 1903, and the Chairman of the Board of Trustees of the College, John Stewart Kennedy (1830-1909), who donated large sums to the college, and whom Gates had become acquainted with back in America, played a key part in his appointment.²²¹ Furthermore, Caleb Frank Gates Sr. also took part in the first round of the negotiations which took place between Türkiye and the USA prior to the Treaty of Lausanne (signed 24 July 1923) as an advisor upon the request of Admiral Bristol.²²² The Robert College, where he functioned as the

²¹⁹ Devlet Arşivleri Başkanlığı Osmanlı Arşivi [BOA], [Presidency of the Republic of Türkiye - Directorate of State Archives Ottoman Archives]. Documents: H-3-11-1312., BOA, MF.MKT. / 260 - 8.

Yiğit, op. cit., p. 389. "Refer to the letter dated April 28, 1895, document H-3-11-1312. See BOA, MF.MKT. / 260 - 8."

²²⁰ Digital Library for International Research (DLIR) Archive. (2011 Jan. 1). Trustees of Euphrates College, "Catalogue of Euphrates College, 1911-1912 Harpoot, Turkey". American Research Institute in Turkey, Istanbul Center Library, pp. 35-36. Retrieved Oct. 4, 2021, from <http://www.dlir.org/archive/items/show/11091>

Sakaoğlu, N. (2013). *Şafak Uykusundaki Kent Harput* [Harput City in the Dawn Sleep]. Gülsan Eğitim ve Kültür Vakfı. To explore different sources for similar topic by Author, see:

Finans Dünyası. (2014 May). *Misyonerlik Faaliyetleri ve Fırat Koleji* [Missionary Activities and Euphrates (Fırat) College]. *Şafak Uykusundaki Kent Harput*. Sayı 293, s. 84-85. Retrieved Sep. 28, 2021, from <https://www.gulsanholding.com.tr/images/pdf/Safak-Uykusundaki-Kent-Harput.pdf> 2014

²²¹ Potukoğlu, S., Büyüktolu, R. (2020). Osmanlı'da Yabancı Dil Öğretimi ve Robert Koleji Örneği [Foreign Language Teaching in the Ottoman Empire and Robert College Sample]. *Belgi Dergisi*, C.2, s.19, Retrieved Sep. 29, 2021, from <https://doi.org/10.33431/belgi.629677>

Fincancı May N. (2001), *The Story of Robert College Old and New*, Revised Edition, İstanbul. s. 36-37

²²² Köse, İ. (2014). ABD'de Türk-Amerikan Lozan Antlaşması'nın (6 Ağustos 1923) Onay Tartışmaları ve Onay Taraftarlarının Yayınlamış Olduğu Kitapçık [Ratification Confrontation of Turkish-American Lausanne Treaty (August 6, 1923) And the Book Published by the Committee Favoring Ratification]. *Erciyes Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, Sayı: 44, ss. 143. Retrieved Sep. 28, 2021, from <https://dergipark.org.tr/tr/pub/erciyesiibd/issue/5901/77970> ; "The Treaty with Turkey, Statements and Resolutions and Reports in Favor of Ratification of the Treaty of Lausanne; (1926), New York: General Committee of American Institutions and Associations in Favor of Ratification of the Treaty with Turkey. pp. 60-61"

director between 1903-1932, is one of the most prominent schools in Turkish sports history.²²³

When the letters and reports written by Theresa Huntington Ziegler (1875-1945), a female Protestant missionary who was employed at the Harpoot American College (*Fırat "Euphrates" College*), it is understood that she majored in English at Massachusetts Wellesley College, she distinguished herself with her sportive nature, worked with the rowing team of the college, and



Fig. 43: Theresa Huntington Ziegler, 1896, Source: *Great Need Over the Water: Letters of Theresa Huntington Ziegler* (1999, PB), Author: Stina Katchadourian



Fig. 44: Dorothea Chambers Blaisdell. The figure showcases the book cover of "Missionary Daughter: Witness to the End of the Ottoman Empire" written by C. D. Blaisdell, 2002.

performed gymnastics. According to the documents, she had been employed as a teacher in Physical Education and English departments at a high school, and she continued to attach great importance to sportive activities after she arrived in Harpoot. Also, it is understood that the Woman's Board of Missions branch of the ABCFM, which Theresa was a member of, as well as the initiatives of both YWCA (Young Women's Christian Association) and YMCA (Young Men's Christian Association) put an emphasis on the physical education and sports in schools. It would be possible to find out about similar instances if we were to take a look at the

memoirs of Dorothea Chambers Blaisdell, an American Protestant female missionary. The Physical Education class given by Dorothea, which was particularly among the classes the female students were interested in the most, was carried out with activities such as folk dances and gymnastics.²²⁴



Fig. 45: Physical education activities at Euphrates College in Harpoot, Turkey. **Above Left:** Beginners with Indian Clubs at the Girl's College **Right:** Field and Track Champions

Below: A game of Football A mile from College on a narrow hilltop. Source: Trustees of Euphrates College, "Catalogue of Euphrates College, 1911-1912," American Research Institute in Turkey, Istanbul Center Library, online in Digital Library for International Research (DLIR) Archive, Item #11091, <http://www.dlir.org/archive/items/show/11091>

²²³ Soyer, op. cit. p. 222.

²²⁴ Katchadourian, S. (1999). *Great Need Over the Water: The Letters of Theresa Huntington Ziegler, Missionary to Turkey, 1898-1905*, Taderon Press, Michigan, 1999. p. 233. For detailed info, see below thesis:

Bilgi, M. (2019). 20.yüzyıl başlarında Anadolu'da faaliyet gösteren Amerikalı protestan misyoner kadınlar: Dorothea Chambers Blaisdell ve Theresa Huntington Ziegler [American Protestant Missionary Women in

The missionary schools were rapidly increasing in number, while founding scout clubs and trying to become influential through various sports activities in order to achieve success.²²⁵ The sports clubs were the most significant aspects for the missionaries to carry out their operations. They placed great importance on sports at the schools they found and the clubs they established. One of these clubs is the Men's Club in Kayseri. Aside from the religious activities carried out at the club, the members were also attracted by sportive activities such as gymnastics and boxing. In fact, the largest room in the club's building was designated as gymnasium in order to grab the attention



Fig. 46: Anatolia College, Marsovan, Field Day, c. 1900. Source: Digital Library for International Research (DLIR), SALT Research.

of the people in the vicinity. Thanks to a number of equipment such as hoop sets, trapezes, horizontal bars, and parallel bars, gymnastics training was carried out in that room. The sportive activities at Talas American Mens' School would be conducted in collaboration with "Young Men's Christian Association" (YMCA). According to the report that belongs to the year of 1911-1912, it is established that the students were provided with classes on athletics, football, basketball, and table tennis, and the required equipment were procured.²²⁶

The sports education had an important place in the schools established by the American Board. One of these schools was Anatolia College, Merzifoun, which was a high school, theological seminary, founded in 1864 in Merzifon in the Amasya province of Türkiye. The school evolved from the reorganized Merzifon (Marsovan or Merzifoun) seminary in 1886. Its origins may be traced back to Bebek Seminary as part of his outreach to Armenians, founded in Constantinople by Missionary Cyrus Hamlin (1811-1900) in 1840. Anatolia College existed from 1886 onwards. Students are principally Greek (mostly Pontic/ Pontian Greeks) and Armenian. After the Greco-Turkish War (1919–1922), the college was

Anatolia in the Early 20th Century: Dorothea Chambers Blaisdell and Theresa Huntington Ziegler]. [Master's thesis, Ankara University]. Retrieved Sep. 29, 2021, from <https://tez.yok.gov.tr/UlusalTezMerkezi/tezDetay.jsp?id=WD7PRM3VqeK7vwH7zANVEA>
Blaisdell, C. D. (2002) *Missionary Daughter: Witness to the End of the Ottoman Empire*.

²²⁵ Sezer, op. cit. p. 171.

²²⁶ Demir, C. (2008). Kayseri, Nevşehir, Niğde üçgeninde Amerikan Board'un eğitim faaliyetleri [Educational activities of the American Board in the cities of Kayseri, Nevşehir, Niğde]. [Master's thesis, Erciyes University] Retrieved Sep. 5, 2021, from <https://tez.yok.gov.tr/UlusalTezMerkezi/tezDetay.jsp?id=sXACJsZ58Yo9Jlco2b17Jw>

closed in Merzifon and reopened in Thessaloniki, Greece, in 1924 as Anatolia College. The students were predominantly Greek and Armenian at the American College, which was opened in Merzifon, a district in the province of Amasya today. Competitive sports played an important role in an Anatolia education from its earliest days in Marsovan.²²⁷ Physical education and sports received substantial emphasis within the curriculum. The Missionaries of the American Board believed that exercise and sports training balanced study, had a positive effect on the success of the students in their classes. In addition, sports like 'Field Day' events were an important part of the extracurricular activities at their schools throughout the region. Thanks to sports, they were able to grow more popular among the people.²²⁸

The students of the Merzifon Female Boarding School started to take gymnastics classes following a rearrangement during the semester of 1893-1894, under the chair of Miss King.²²⁹

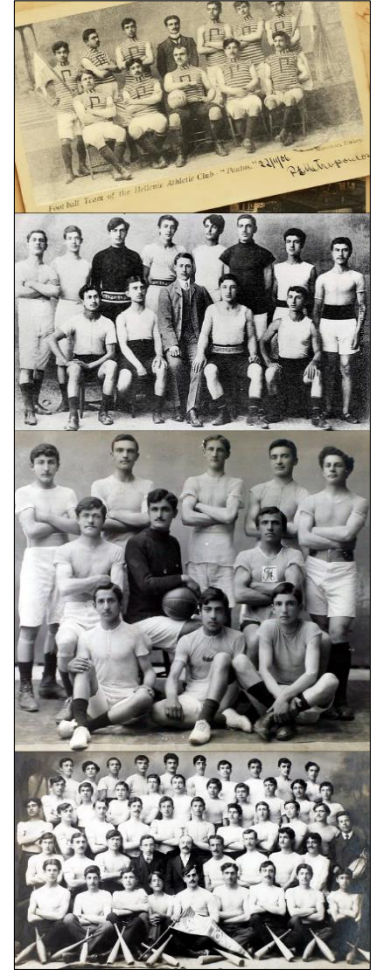


Fig. 47: **From Above to Below:** 1) Football Team of the Hellenic Athletic Club "Pontos Merzifoun" 1906. 2) The Hellenic Athletic club 'Pontos', Marsovan (Merzifon). c 1906/7. 3) Footballers from the Greek club "Pontos." Anatolia College Merzifon, 1910-1911. 4) Guards of the Greek Association "Pontus." Anatolia College Merzifon, 1910.²³⁰

²²⁷ Compton, C. C. (1986). *The Morning Cometh: 45 Years with Anatolia College*. Supplemented by Carl Compton's UNRRA Letters to his Wife Ruth. Compilation Editors: William R. Compton, Deborah Brown Kazazis, and Serge Hadji-Mihaloglou Publisher: Lucy Braggiotti. The Board of Trustees of Anatolia College 2008. Desc. Under the illustration No: 64, Retrieved Mar. 2, 2024 <https://anatolia.edu.gr/images/Institutional/Publications/carlcomptonbook.pdf>

²²⁸ Tazegül, Ü. (2018). *Osmanlı İmparatorluğu'nun Son Dönemlerinde Misyonerlik ve Spor* [Missionary Work and Sports in The Last Period of The Ottoman Empire]. İnsan ve Toplum Bilimleri Araştırmaları Dergisi, 7 (1), 171-191. Retrieved Sep. 5, 2021, from <https://dergipark.org.tr/tr/pub/itobiad/issue/34318/376415>

²²⁹ Alan, G. (2002) *Merzifon Anadolu Koleji ve Anadolu'daki Etkileri* [Marsovan Anatolia college and its effects in Anatolia]. [Doctoral dissertation, Erciyes University]. Retrieved Sep. 5, 2021, from <https://tez.yok.gov.tr/UlusalTezMerkezi/tezDetay.jsp?id=5y6cSIYGmthKrvLOjTDpmg>

²³⁰ Anatolia College: Merzifoun. Picture album of Anatolia College and affiliated institutions at Merzifoun (Marsovan), Turkey, late nineteenth/early twentieth century. Publisher: Manissadjian and Co., Basle-Zurich. American Research Institute in Turkey, Istanbul Center Library, online in Digital Library for International Research (DLIR) Archive, Item #11190, Identifier: PA12-12, Retrieved Mar. 1, 2022 <http://dlir.org/archive/items/show/11190> For the album: <http://dlir.org/archive/archives/files/74789b6cbdda0d542712bfc5c29b57df.pdf> Pontos album, Merzifon. Identifier: ABAHALPNT001. Issue Date: 1903-1911. Rights Holder: United Church of Christ (UCC), American Research Institute in Turkey (ARIT), SALT Research Retrieved Mar. 2, 2024 <https://archives.saltresearch.org/handle/123456789/44818>



Fig. 48: **Left:** Girl's gymnastics class of 1914-1915. **Middle:** Gymnastics show during Field Day Events in 1920. **Right:** Faculty on the Tennis Courts, 1911 at Anatolia College, Merzifon. Source: The Bissell Library, American College of Thessaloniki: Anatolia College Libraries and Archives. https://archive.org/details/@bissell_library



Merkezi Türkiye Koleji [The Central Türkiye College] located in Aintab (Gaziantep) had included Gymnastics (Physical Culture) and Pedagogy classes in the academic years of 1910-1911 and 1913-1914. Furthermore, the school had established a sports association to promote athletics. The curriculum of the Tarsus American College also featured physical education and sports classes during the 1912-1913 semesters.²³¹ In the 1896 Catalogue of Saint Paul's Institute in Tarsus,²³² and in the 1903 *Notre-dame de Sion* (French Catholic) girls' school of Ferikeui, besides the lessons, students also practiced Gymnastics.²³³

Fig. 49: **From Above to Below:** 1) Souvenir of Trebizond (Trabzon, Türkiye): Gymnastics at a Greek School (*Souvenir de Trébizonde. La gymnastique de l'école grecque*). c.1890-1910. 2) A gymnasium class in Sinope (Sinop, Türkiye), c.1909-1910. The students are holding a staff (Gr: *Kovtáρι*) which is a piece of wood used in an ancient Hellenic martial art. 3) Pontian Greek athletics team from Kerasounta (Kerasous) (Giresun, Türkiye) 4) Samsun French College S. Coeur (Sacred Heart) Football Team, c. 1913.²³⁴

Bissell Library, American College of Thessaloniki: Anatolia College Libraries and Archives. Digitized Photos. Retrieved Mar. 2, 2024 https://archive.org/details/@bissell_library?sort=date&and%5B%5D=mediatype%3A%22image%22
 Retrieved Mar. 2, 2024 <https://anatolia.libguides.com/aclibraries>
 Anatolia College (n.d.). *Celebrates 100 Years in Thessaloniki*. Retrieved Mar. 2, 2024 <https://100.anatolia.edu.gr/en/>

²³¹ "Bulletin of Central Turkey College at Aintab," American Research Institute in Turkey, Istanbul Center Library, online in Digital Library for International Research Archive, Item #11306, Retrieved Apr. 13, 2024 <http://www.dlir.org/archive/items/show/11306> "Description of Courses of Study: Physical Culture: Regular exercises periods are assigned for each of the classes. The athletic field is used for football in good weather. Field day games are held during commencement week."
 Tazegül, op. cit., p. 178.; Archives of ABCFM. Documents: Reel 667, No: 562.

²³² "Catalogue of Saint Paul's Institute in Tarsus," American Research Institute in Turkey, Istanbul Center Library, online in Digital Library for International Research Archive, Item #11235, Retrieved Apr. 13, 2024 <http://www.dlir.org/archive/items/show/11235>

²³³ Levantine Miras Vakfı [Levantine Heritage Foundation (LHF)] (n.d.). *Notre-Dame de Sion girls' school of Ferikeui (Feriköy), Constantinople (İstanbul) – Salle de Gymnastique (Gymnastic hall)*. Retrieved Oct. 14, 2021, from <http://www.levantineheritage.com/ferikeui.htm>

Furthermore, in Anatolian regions in Türkiye with a significant population of individuals from foreign ethnic backgrounds (mostly Greeks and Armenians), missionary groups (mostly Christians) have frequently established schools with the support of these communities additionally certain external societies, organizations or powers. Within these schools, sports activities (like ‘Field Days’), athletic teams, athletic or sports clubs, as well as exercises, physical education and gymnastics programs, have generally been implemented. Although their founding purpose was different, these initiatives played an important role in the development and spread of physical culture in the districts and cities where they lived.

2.4.1 Robert College & *Mekteb-i Sultânî* (Galatasaray High School)

For 200 years prior to the Tanzimat reforms in 1839, the Ottomans had been isolated from the world. However, the advent of contemporary physical education and sports in the Ottoman Empire began in the latter half of the 19th century, through the schools which acted as windows of the empire opening to the West.²³⁵

The Robert College, which was found 1863, and the *Mekteb-i Sultânî* [The Imperial School or Galatasaray High School], which was founded in 1868, became pioneering institutions in terms of development of physical education, promoting physical culture and sports, rather than only remaining as “windows facing towards west” with regard to cultural affairs.²³⁶

The emergence of modern physical education and sports education in Türkiye traced back to the 1860s, with the employment of American teachers at Robert College and the appointment of French instructors at Lycée de Galatasaray (*Mekteb-i Sultânî*) towards the end of the decade. Notably, it was at Lycée de Galatasaray where gymnastics were first introduced in Türkiye, and subsequently integrated into the school's curriculum, apart from military schools. In 1864, Robert College initiated the "Field Day" event which featured a Track & Field competition, which then served as a model for similar events at other educational institutions.²³⁷

²³⁴ Pontos World (n.d.). *Pontus: A collection of photos related to Pontus*. Retrieved Mar. 3, 2024, from <https://www.pontosworld.com/index.php/photos/pontus>

²³⁵ Turkish Olympic Committee. (n.d.). *History: The birth of modern sports in Turkey and establishment of TOC*. Retrieved Sep. 5, 2021, from <https://www.olimpiyat.org.tr/Detail/TOC/History/46/1/1>

²³⁶ Atabeyoğlu, op. cit.

²³⁷ Turkish Olympic Committee. (n.d.). *History: The birth of modern sports in Turkey and establishment of...* op. cit.

Robert College is the oldest continuously operating American-sponsored independent private school outside the United States, and the biggest American missionary college in the Ottoman Empire and the Near East. While Mekteb-i Sultânî (Galatasaray High School) was based on the French lycée model and was a government institution. Robert College and similar schools in the empire catered to non-Muslim subjects, Galatasaray was open to both Muslim and non-Muslim boys. The majority of Turkish deputies were graduated from this two of Istanbul's most significant preparatory schools the Imperial Galatasaray High School (Mekteb-i Sultânî) and Robert College. Each school has a long list of notable alumni including entrepreneurs, prominent business people, politicians, journalists, scientists, artists and athletes. From the Robert College, two Turkish Prime Ministers, four Bulgarian Prime Ministers, multiple members of the Turkish cabinet, and a Nobel Prize laureate; Orhan Pamuk graduated. While from the Galatasaray High School, foreign Kings, Presidents and Prime Ministers, as well as Ministers of foreign countries, governors, diplomats, sportsmen, famous writers and poets such as Nâzım Hikmet, who was the maternal great-grandson of Mustafa Celâleddin Pasha (Konstanty Borzęcki, 1826-1876),²³⁸ a Polish-born Ottoman statesman and other notable alumni studied.



Fig.50: President Mustafa Kemal Atatürk visiting Galatasaray High School on December 2, 1930. <http://www.gsl.gsu.edu.tr/en/ziyaretler/mustafa-kemal-ataturk>

Galatasaray High School visited by Atatürk, the founder of modern Türkiye, three times: First on December 2, 1930; second on January 28, 1932; and third on July 1, 1933.²³⁹ The school has also been visited by many presidents who followed him;

²³⁸ Łątka, J. S. (1993). *Pasza z Lechistanu: Mustafa Dżeleleddin (Konstanty Borzęcki) [Pasha from Lechistan: Mustafa Celalettin (Konstanty Borzęcki)]*. Kraków: Społeczny Instytut Historii i Kultury Turcji.

²³⁹ Boyacıoğlu, F. (2015). Contribution of Imperial Galatasaray High School/Mekteb-i Sultânî (1868-1923) to Turkish-French Relations, The International Conference On The Changing World And Social Research, Vienna, p. 382. <https://www.academia.edu/20299303> [accessed August 1, 2021], For the confirmation from school see:

honoured by a visit from French president Charles de Gaulle (1890-1970) in its centenary; and with numerous traditions of solidarity, including its famous *Pilav* dinner meetings.²⁴⁰

2.4.1.1 Robert College

Robert Koleji [Robert College], often abbreviated as Robert, RC, or RK, located in Istanbul, Türkiye, stands as a prestigious, independent, co-educational, private high school and also which is the oldest continuously operating American-sponsored independent school established beyond the borders of the United States. The school opened in 1863 to educate boys, and was followed in 1871 by the Home School, which evolved to become the American College for Girls (ACG). In 1971 the two schools merged under the name Robert College, which became a co-educational high school. Since its founding 161 years ago and through its various phases, Robert College has continued to be one of Türkiye's most established and leading educational institutions.²⁴¹

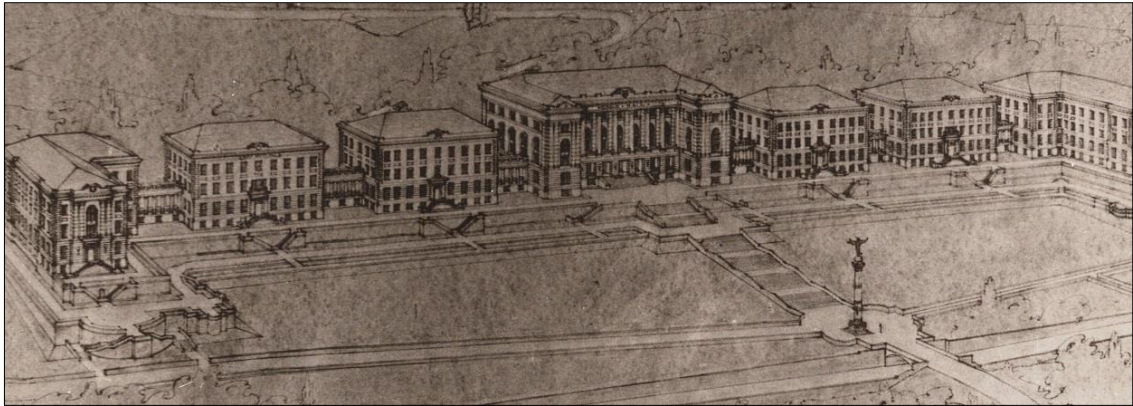


Fig. 51: Original architectural plans depicting the layout of the seven buildings belonging to the American College for Girls. These plans were crafted by the esteemed Boston-based architectural firm, Shepley, Rutan & Coolidge Architecture. Source: CU-RBML, ACG document. Boğaziçi Archives Robert College Online Exhibition. <http://bogaziciarsivleri.boun.edu.tr/en/exhibition/robert.php>

Galatasaray Lisesi [Galatasaray High School]. (n.d.). *Büyük Önder Mustafa Kemal Atatürk'ün Okulumuzu Ziyareti* [President Mustafa Kemal Atatürk visits the school]. Retrieved Aug 2, 2021, from <http://www.gsl.gsu.edu.tr/en/ziyaretler/mustafa-kemal-ataturk>

Galatasaray Resmi İnternet Sitesi [Galatasaray Official Website]. (n.d.). *Atatürk and Galatasaray*. Retrieved Aug. 2, 2021, from <https://www.galatasaray.org/en/s/ataturk-and-galatasaray/189> for Turkish: <https://www.galatasaray.org/s/ataturk-ve-galatasaray/20>

²⁴⁰ İstanbul Araştırmaları Enstitüsü [İstanbul Research Institute]. (2018 Nov. 30). *Batıya Açılan Pencere: Galatasaray Lisesi'nin 150 Yılı 1868-1968* [A Window to the West: The 150 Years of the Galatasaray High School 1868-2018]. Pera Müzesi Yayınları, 1. Basım. Retrieved Aug 2, 2021, from <https://blog.iae.org.tr/en/exhibitions/a-window-to-the-west-the-150-years-of-the-galatasaray-high-school-1868-2018>

Galatasaray High School (n.d.). *President Mustafa Kemal Atatürk visits the school*. op. cit.

²⁴¹ Robert College (n.d.). *History of RC*. Retrieved Aug 2, 2021, from <https://website.robcol.k12.tr/en/about-rc/history>

The Robert College was founded by Christopher Rhinelander Robert (1802-1878), a wealthy patron, which still bears his name, and Cyrus Hamlin (1811-1900, a cousin of Abraham Lincoln's vice-president, Hannibal Hamlin) a missionary devoted to education, who came to Ottoman in connection with the activities carried out by the missionary organization 'The American Board of Commissioners for Foreign Missions' (ABCFM), while the American College for Girls (ACG) was founded by Mary Mills Patrick (1850-1940), as Christian missionary schools.²⁴²

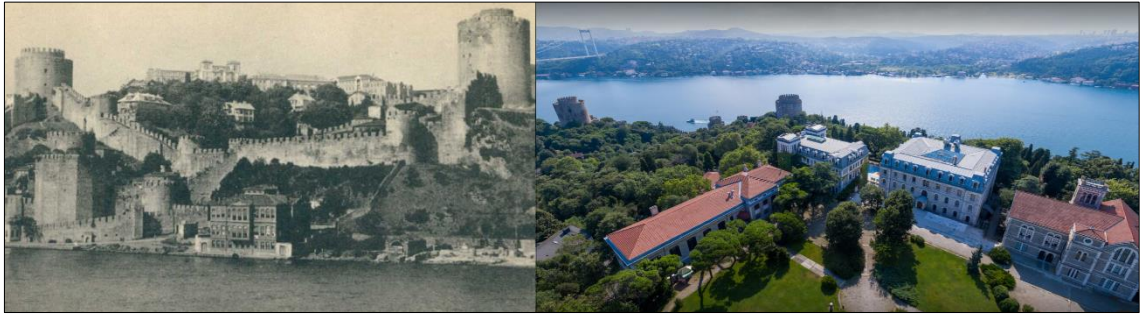


Fig. 52: **Left:** Postcard. Captivating view of Robert College overlooking the Bosphorus over the Rumeli Fortress on the shores of the Bosphorus in Constantinople (Istanbul), Undated. C. 1900. <http://constantinople.cards/category/robert-college/> **Right:** A contemporary top-down view of the original campus (currently housing Boğaziçi University) on the Rumeli Fortress ridge.

Undoubtedly, the most remarkable aspect of the College is its location. College, on the European side of the Bosphorus, is located in the middle of İstanbul and the upper end of the Bosphorus. Establishing the college in the area where it is located was not easy at all. Due to the location of the College it caused the emergence of a long, sometimes unpleasant process and disagreements between the two governments. However, the barriers were passed and the College was opened in one of the most prestigious locations in İstanbul. This is because the College has the view of Rumeli Hisarı (Rumelian Fortress), which enabled Mehmed II (Fatih Sultan Mehmed) to conquest İstanbul. In fact, William H. Seward (The American diplomat, who saw the college in person and even inspected), in one of his speeches, addressed this issue openly and said that the towers, which enabled *the destruction of the Christian army and the establishment of the Muslim despotism in 1453, 40 years before the discovery of*

²⁴² Acun, F. (2015). Robert Kolej Mezunları ve Meşhurları [Robert College Graduates and Famous Graduates]. *Türk Tarih Eğitimi Dergisi*, 4 (2), 136-164. Retrieved Aug 2, 2021, from <https://doi.org/10.17497/tuhed.185637>

Koçak, A. (2017). Amerika'dan Boğaziçine Uzanan Bir Eğitimci Mary Mills Patrick'in "Amerika'da Kadınlara Mahsus Yüksek Tahsil" Risalesi [As an Educator from The United States to The Bosphorus, Mary Mills Patrick (1850-1940) And Her Booklet: Higher Education for Women in The United States]. *Dil ve Edebiyat Araştırmaları*, 16 (16), s. 67-81. Retrieved Aug 5, 2021, from <https://dergipark.org.tr/en/pub/diledeara/issue/31757/349228>

*America, were witnessing a religious as well as political resurrection.*²⁴³ Hamlin mentioned in his memoirs the speech given by a Greek orator while the first cornerstone was being laid when the construction of the school had begun. Comparing the building being constructed for the college to the walls which had enabled Mehmet the Conqueror to enter Byzantium from Asia, the orator said in his speech: “*This building is situated at a higher ground than those walls. It rules over them. The power this building holds is spiritual and eternal. It will see those walls crumble into pieces*”.²⁴⁴ The stones used in the construction of Robert College were quarried from the same location that Mehmed II (Fatih Sultan Mehmed) used to build Rumeli Hisarı (Rumelian Fortress).²⁴⁵

The historical acquisition of the land on which Robert College is situated involves an area of 2500 km² located at *Rumelihisariüstü*, initially purchased by Ahmed Vefik Pasha (1823-1891) for 11,900 kurush. This specific parcel of land is part of a larger landholding that Ahmed Vefik Pasha subsequently sold to Cyrus Hamlin.²⁴⁶ There are four different accounts regarding the sale of the land on which Robert College is located to American Protestant missionaries. The first account suggests that; when Ahmed Vefik Pasha (the Minister of Education of the Ottoman Empire and Grand Vizier two times, who is the author of "*Lehçe-i Osmânî*", one of the first Turkish dictionaries, is a scientist who speaks 16 languages)²⁴⁷ who sold the land which the Robert College is located on to the American Protestant missionaries passed away in 1890, the Padishah Abdul Hamid II refused to show a place for the burial in the city, saying “*bury him near the Christian school (Robert College) which he granted land to, so he may rest with the sound of church bells, instead of the adhan [call to prayer]*”²⁴⁸,

²⁴³ Seward, W. H. (1873). *Travels around the world*, Olive Risley Seward (Ed.). New York: D. Appleton and Company, pp. 641-642. Fort current literature: Coşgun-K., op. cit., p. 91.

²⁴⁴ For original source: Hamlin, C. (1878). *Among the Turks*, New York: Robert Carter and Brothers. p. 297 Coşgun-K., op. cit., p. 91.

²⁴⁵ Çıracıoğlu, V. & Baykan, M. (2013). *Bilim Yolunda 100 Yıl: Boğaziçi Üniversitesi Mühendislik Fakültesi* [100 Years on the Path of Science: Boğaziçi University Faculty of Engineering]. Boğaziçi Üniversitesi Yayınevi

²⁴⁶ Boğaziçi Archives. (n.d.). *Boğaziçi Archives Robert College Online Exhibition*. Retrieved Sep. 30, 2021, from <http://bogaziciarsivleri.boun.edu.tr/en/exhibition/robert.php>
Devlet Arşivleri Başkanlığı Osmanlı Arşivi [BOA], [Presidency of the Republic of Türkiye - Directorate of State Archives Ottoman Archives]. Documents: (İstanbul), A/AMD 72/39, 25/Za1273 (17 July 1857), İ.MMS 36/1488, 05/Ca/1285 (24 August 1868)

²⁴⁷ Ünver, S. (1967). Ahmed Vefik Pasha Kütüphanesi [Ahmed Vefik Pasha Library]. Türk Kütüphaneciler Derneği Bülteni, Cilt 16, Sayı 1, s.26 Retrieved Mar. 3, 2024, from <https://web.archive.org/web/20120120021632/http://tk.kutuphaneci.org.tr/index.php/tk/article/download/422/843>

²⁴⁸ Çıracıoğlu, Baykan, op. cit.

Ergin, op. cit., Vol. 1-2, pp. 783-785.

Akça, Ü. (2016). Protestan Misyonerler ve Milli Devletlerin Doğuşu: Robert Kolej ve Bulgar Milli Devleti Örneği [Protestant Missioners and Emergence of Nation-States: Case of The Robert College and The Bulgarian

thus the body of the Pasha was buried in the Rumeli Fortress, *Kayalar (Aşiyân)* graveyard.

According to a second account, a delegation which was dealing with the purchasing of land for the construction of the Robert College got in touch with Ahmed Vefik Pasha, who at the time was Ottoman ambassador in Paris. Ahmed Vefik Pasha, who had not liked the idea of selling any place or anything at all in his life, rejected this offer utterly. Vefik Pasha was compelled to sell the piece of land located in front of the Rumeli Fortress, since he was indebted and going through financial troubles when it was decided some banquets and other expenses would not be paid to him, which was deemed as necessary as a result of the approval of the Government in his own opinion, along with his intention to protect the honor of the nation.²⁴⁹

According to a third account, Ahmet Vefik Pasha wished to be buried in the Rumeli Fortress. It is claimed that he used to say, “*I would prefer not having to clash with the very people whom I spent my life struggling against in the entire afterlife by being buried in the shrine!*” Pasha, who spent his last years in his manor in Rumeli Fortress, was buried in Rumeli Fortress *Kayalar (Aşiyân)* graveyard, which was the closest cemetery to his home.²⁵⁰ The funeral expenses of the Pasha was borne by Sultan Abdülhamid II.²⁵¹

The fourth rumor regarding the sale of the land, Ahmed Vefik Pasha had no intention to sell his land; however, he was obliged to sell when Grand Vizier Mustafa Reşid Pasha (1800-1858), stepped in, who was his mentor. Ahmet Vefik Pasha was a Freemason,²⁵² and his grandfather had secretly converted²⁵³ (grandson of a Greek convert), it may be assumed that his “mentors”, especially Mustafa Reşid Pasha whom

Nation State]. *Sosyoloji Konferansları No: 53*, (1), p. 291. Retrieved Sep. 30, 2021, from <https://doi.org/10.18368/IU/sk.42467>

²⁴⁹ Hisar, A. Ş. (1958). *Geçmiş Zaman Fıkraları* [Past Time Jokes]. Hilmi Kitapevi, İstanbul, s. 153

²⁵⁰ Hisar, op cit.; p.160; Şahiner, A. (2007). Ahmed Vefik Pasha'nın tarih anlayışı [Ahmed Vefik Pasha's Understanding of History]. [Master's thesis, Atatürk University]. pp. 8-9. Retrieved Oct. 3, 2021, from <https://tez.yok.gov.tr/UlusalTezMerkezi/tezDetay.jsp?id=u2fCLb2p0ZPu2qi1c5ukEA>

²⁵¹ Kaya, Ö. (2021 March). ABD'nin Yurtdışına Açılan İlk Eğitim Kurumu: Robert Kolej. Bebek'teki Amerikan kapısı ve parlak yıldızlar geçidi [The First Educational Institution of the USA to Open Abroad: Robert College. American Gate and Gate of Bright Stars in Bebek]. Retrieved Oct. 3, 2021, from <https://tarihdergi.com/bebekteki-amerikan-kapisi-ve-parlak-yildizlar-gecidi/>

²⁵² Yağcı, S. (2006). *Efendi 2: Beyaz Müslümanların Büyük Sırrı* [Efendi 2: The Great Secret of White Muslims]. Doğan Kitapçılık, İstanbul.

²⁵³ Yağcı, op. cit.; For similar mention see: Eygi, Ş. M. (2014). *Yahudi Türkler yahut Sabetaycılar* [Jewish Turks or Sabbateans]. Tarih Encümeni Yayınları

he was close with all the time, might have played a key role in this sale. However, there is no concrete evidence to support this claim, and it remains a mere rumor.

Recognizing that the construction would not start without the decree of the Padishah, the Americans started to provide education after finding a themselves a building by renting it while waiting for the permit. The Robert College welcomed its students in September, 1863. On June 4, 1869, the padishah issued the permit. The construction of the school was finished in 1871. After ten years, the second building was constructed. The college got expanded every year both in terms of buildings and students. All students regardless of their religious beliefs or languages were accepted to the school.²⁵⁴



Fig. 53: **Left:** Mehmet Orhan Mersinli (1912-1975), as Turkish vice president of Robert College, holding the Imperial Decree "İrade-i Hümayun" granted on December 20, 1868, by Sultan Abdulaziz, 1963. The image is associated with the commemoration of the 100th anniversary of Robert College. By Oğuz Topoğlu. <https://web.archive.org/web/20220704055633/https://www.oguztopoglu.com/2013/06/robert-koleji-aclmas-icin-sultan.html> **Right:** This decree authorized the establishment of Robert College on the Hisar site. Source: RC Quarterly Archives, Issue 23 and 44. <https://website.robcol.k12.tr/en/alumni/rc-quarterly-archives>

A part of the land for the school was given to Robert College by Nafi Baba (1835-1912), the sheikh of the Martyrdom Lodge, also known as the Nafi Baba Lodge. Nafi Baba pioneered the establishment of Robert College in 1870, transferred a part of the lands which belonged to the lodge to the school, and took part in the founding committee of the school.²⁵⁵

"I came across photocopies of the letters Cyrus Hamlin wrote to his family during the construction of the first building of the College, known as the 1st Men's Dormitory today, or Hamlin Hall, as it was called at the time. Hamlin indicates that they were quietly but carefully examined from above, that is, from the lodge. Later on, he states that after the foundation of the Hamlin building had been finished, it should have been watered, but the drought set in and that was why he was very worried. In the same letter, he says, in his own words, that the dervishes watching on the hill sent for him to invite him to pray for a rainy weather together with them. He expresses he was very surprised by this, for he did not know that Muslims and Christians could pray together before. More interestingly, he

²⁵⁴ Ibid.

²⁵⁵ Koca, Ş (2005). *Bektâşilik ve Bektâşi Dergahları* [Bektashism and Bektashi Dergahs.]. İstanbul: Cem Vakfı Yayınları. s.189. To research from different sources, see:
Artemel, M. (2005). "The Hilltop on the South Campus". *Leaders*. 4: 12-15.
Maden, F. (2013). Şehitlik tekkesi ve Şeyh Ali Baba vakfiyesi [The Martyrdom Lodges and Sheikh Ali Baba Foundation]. *Türk Kültürü ve Hacı Bektaş Veli Araştırma Dergisi*, Vol: 65, p. 195. Retrieved Sep. 30, 2021, from Retrieved <https://dergipark.org.tr/pub/tkhcbva/issue/71938/1157404>

*states in the letter which contains the date of the next day that it started to rain heavily and that the foundations were filled with water all the way down.*²⁵⁶

Many individuals from this family would receive education in this College in the following years. Hüseyin Pektaş (1884-1970), the grandson of Nafi Baba, would later become both the first Turkish graduate and director of Robert College.²⁵⁷ Another grandson of his, Nüzhet Abbas (Baba), is a graduate of Robert College, among the founders of which is his great-grandfather Nafi Baba, and played football in Fenerbahçe Sports Club between 1911-1915.²⁵⁸ He also served as the Director of Physical Education at the Higher Agricultural Institute²⁵⁹ and the Chairman of the Referee's Committee under the Turkish Football Federation.²⁶⁰ He also has works published that contain information about various sports branches such as the *Futbol Kaideleri* [Principles of Football] (Istanbul 1937) and *Tenis ve Hokey* [Tennis and Hockey] (Ankara 1940).²⁶¹ Moreover, he was one of the first athletes in the Ottoman Empire to have played cricket, the traditional sports played by the British.²⁶²

Before the Republic era, Enver Pasha heard that RC was a missionary school and went on to inspect it. As a result of the inspection, he was very pleased with RC, hence enrolled his brother and son in the College.²⁶³ The College has continued its journey after complying with all newly enacted laws and regulations in the Republic era as well, acting within the limits allowed, without any opposition against the state, and even making changes to meet the requirements set by the state. While many foreign

²⁵⁶ Gören, E. İ. (2012 Aug. 08). *Boğaziçi Üniversitesi'ndeki Gizli Hazine: Nafi Baba Tekkesi*. Dünya Bülteni. Retrieved Oct. 3, 2021, from <https://www.dunyabulteni.net/kultur-sanat/bogazici-universitesindeki-gizli-hazine-nafi-baba-tekkesi-h222089.html>

²⁵⁷ Ibid.;
Yalçın, op. cit.

²⁵⁸ Dağlaroğlu, R. (1957). *Fenerbahçe Spor Kulübü Tarihi 1907-1957* [Historical Overview of Fenerbahçe Sports Club 1907-1957]. İstanbul: Türksesi matbaası, s. 175-183

²⁵⁹ Abbas, N. (1940). *Tenis ve Hokey* [Tennis and Hockey]. Ankara: Yüksek Ziraat Enstitüsü Basımevi. 4.

²⁶⁰ Abbas, N. (1937). *Futbol Kaideleri* [Football Rules]. İstanbul: 3.

²⁶¹ Erdem, N. (1963). Futbol Sahalarımızın Eski Şöhretleri: Nüzhet Baba [The Former Legends of Our Football Fields: Nüzhet Baba]. *Hayat*. 27. 46.
Maden, op. cit. p. 195.

²⁶² Yalçın, op. cit.
Dağlaroğlu, op. cit.

²⁶³ Şencan Gürtunca, E. E. (2018). Robert Kolej'de Okuyan Türk Öğrencilerin Sosyal Arka Planları (1863-1971) [Social Backgrounds of Turkish Students Who Studied at Robert College (1863-1971)]. *Yakın Dönem Türkiye Araştırmaları*, 17 (33), 29-64. Retrieved Nov. 6 2021, from <https://dergipark.org.tr/pub/iuydta/issue/37628/435104>

Emiroğlu, K. (2013). "Bir Çocuk, Bir Okul, Dünya, Onların Tarihi", *Bir Geleneğin Anatomisi: Robert Kolejin 150 Yılı 1863-2013* ["A Child, a School, the World, Their History", The Anatomy of a Tradition: 150 Years of Robert College 1863-2013]. İstanbul Araştırmaları Enstitüsü Yayınları, s. 436.

schools from the Ottoman times were closed during the Republic era, RC was able to continue providing education thanks to cooperating with the state, and helping the state meet the need for high-level personnel. The state officials responded to this attitude shown by RC by sending their children to RC, and thereby actually supporting the College. Two members of the Ottoman dynasty, Şehzade Mehmed Orhan (1909-1994) and Salih Kemaleddin, attended Robert College for a period of time. Şehzade Mehmed Orhan also enrolled in Galatasaray High School who was the son of Sultan II. Abdul Hamid's eldest son Şehzade Mehmed Abdulkadir and listed his occupation as "prince" on school records. Salih Kemaleddin's father was recorded as "S.E. Salih Pasha, the Sultan's (Mehmed V) son-in-law" in archives. The school became a popular choice for high-ranking government officials, military personnel, businessmen, and the elite class for their children's education.²⁶⁴ It is noteworthy that Mustafa Kemal Atatürk enrolled his foster daughters Zehra (Zehra Aylin, 1912-1935) and Sabiha (Sabiha Gökçen, 1913-2001) in the female prep school department known as ACG (American College for Girls) in 1927,²⁶⁵ Similarly, İsmet İnönü (1884-1973) who was the second president after Mustafa Kemal Atatürk also enrolled his brother as a student in 1923.²⁶⁶ These instances might be interpreted as the reflection of the trust of different political powers towards the College in different times.²⁶⁷



Fig. 54: Students at physical education class, American College for Girls (ACG), Üsküdar Campus, 1890s. Sources: CU-RBML, ACG Documents.

The American College for Girls was known as the “the Home School” when it was founded in Istanbul in 1871. The institution continued to provide education in the campus built in Üsküdar, *Selamsız* in 1873. Mary Mills

Patrick (1850-1940), who became the first director of the college after the establishment of the school was approved by a charter issued by the state of Massachusetts in 1890

²⁶⁴ Gürtunca, op. cit. For the archival source see: Robert Kolej Arnavutköy Kampüsü Arşivi [Archive of Robert College Arnavutköy Campus]. *Salih Kemaleddin öğrenci dosyası* [Student File of Salih Kemaleddin].

²⁶⁵ Gürtunca, op. cit. Freely, J. (2014). *A Bridge of Culture - Bogazici University. How An American College in Istanbul Became A Turkish University*. İstanbul, Boğaziçi Üniversitesi Yayınevi, 2014, s. 246.

²⁶⁶ Sabev, O. (2014). *Spiritus Roberti, Shaping New Minds and Robert College in the Late Ottoman Society (1863-1923)*, İstanbul, Boğaziçi Üniversitesi Yayınları, 2014, s. 243.

²⁶⁷ Gören, op. cit.

and the school was officially included among the educational institutions, was still occupying this position in 1900. The school, the official name of which was changed many times later on, was also known as “the Constantinople Women’s College” for a period of time. The school was moved to Arnavutköy in the spring of 1914, and was named “Istanbul American College for Girls” in the late 1920s. While the campus of the school was transformed into Boğaziçi University (also known as Bosphorus University) with the law passed in 1971, Robert College and the American College for Girls were merged and started to provide co-education in Arnavutköy under the name Robert College.²⁶⁸

The number of students at Robert College in 1871, which was 170, increased to 216 in 1873, and a diverse community of students who came from a wide variety of nations, religions, and regions was created. In the first years of the school which produced its first graduates in 1868, the students were predominantly non-Muslim and foreign students. In the later years, Turkish/Muslim students started to receive education at the college, which produced its first Turkish graduate in 1903.²⁶⁹

Students coming from a wide variety of nations; students of Turkish, Greek, Armenian, Bulgarian, British, Jewish, American, Hungarian, Russian, Italian, Romanian, Iranian, and French origin were receiving education at both colleges. During the first years the colleges started to provide education, very few students were able to complete their courses and graduate, but later on, the number of students graduating increased over time. The students graduating from these colleges played major parts in shaping the political, social, economic, and cultural life in both the Ottoman Empire and the Republic of Türkiye. There are many reputable politicians, authors, artists, scientists, and athletes among the graduates of the school.²⁷⁰

²⁶⁸ Boğaziçi Archives Robert College Online Exhibition (n.d.). Retrieved Oct. 3, 2021, from <http://bogaziciarsivleri.boun.edu.tr/en/exhibition/robert.php>

²⁶⁹ Ibid.

²⁷⁰ Ibid.

The maxim, “*Mens sana in corpore sano*” (a healthy mind in a healthy body), which was also Atatürk’s credo, had intrinsically been the motto and a part of the Robert College culture. Physical education and sports has always been an important aspect of Robert College, and we can see that Robert College has contributed significantly to the establishment of physical education and sports culture in Türkiye. Therefore, when we examine the history of physical education and sports in Türkiye or the history of history of Robert College, it is not possible to consider these two independently from each other. Robert College and American College for Girls provided opportunities for students and graduates in wide range of sports, including football, basketball, tennis, baseball, field hockey, and archery. They excelled at track and field events and even participated in the Olympic Games, setting world records. The Field Days were among the most colorful events of the school year, and Robert College was the center of many of the most important sporting events in Istanbul.²⁷¹

The Robert College is known as a pioneering institution in terms of securing many achievements for the first time in Turkish physical education and sports history. It boasts numerous firsts, including the built the first school gymnasium (Dodge Gymnasium) in Europe (1904), the first game of basketball (1904), the first table tennis game (1920s), and the first Turk, Şenes Erzik (1942-), who become a member of the Union of European Football Associations (UEFA) Executive Committee, where he served as the first vice-president of UEFA and as a member of the Fédération Internationale de Football Association (FIFA) Council, are among its most notable achievements. The first athletics competition was held in the

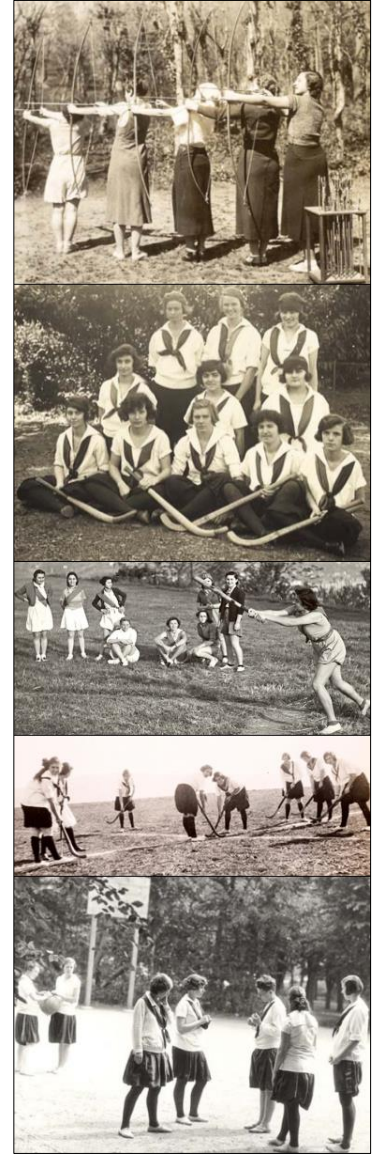


Fig. 55: From Above to Below: 1) Girls practicing archery (1920s) 2) Girls Field Hockey Team (1920s) 3) Girls playing baseball on the Plateau (1930s) 4) Girls playing Field Hockey (1920s) 5) Girl's basketball game at the Maze (1920s). Source: CU-RBML, ACG Documents. For 2) (Filiz Kantoğlu Özer Collection)

²⁷¹ Robert College (2013). The Anatomy of a Tradition: 150 Years of Robert College. *Robert College Alumni Magazine*, RC Quarterly Spring / Summer 2013, Issue 44, p. 30. Retrieved Oct. 7, 2021, from <https://website.robcol.k12.tr/uploads/file/2c2db420-d376-428b-ab86-67868081dc92.pdf>

Bebek Campus, which belonged to the Robert College,²⁷² and sports branches such as water polo was introduced to Türkiye thanks to this school.²⁷³



Fig. 56: The football field (quadrangle) of Robert College, ensconced amidst the architectural grandeur of the college's surrounding buildings, 1910s-1950. Source: CU-RBML, RC Documents.

The College started to achieve notable success in both domestic and international competitions even during the Ottoman era. The some of the administrators of the Robert College were directly employed themselves with sports activities. From the very first moments it was first established; the school has always had a gymnasium in some way or other. For instance, there was a crude gymnasium which had a roof cover even in 1863, the year when the school was founded.²⁷⁴

Cyrus Hamlin, the first president of the school, is known as one of the best forward-thinking educators of his time. He had understood the significance of the practical application of the science as much as he believed in the importance of the theoretical part of it. Hamlin, who advocated the effect that having a healthy body had on an individual's development as well as developing mentally, was the person who started physical education programs at the school. Zahari Neyçev, one of the Bulgarian students who was receiving education at the school during the term of Gates, stated that the school placed great importance on the physical development of its students and almost one-third of the curriculum was allocated to sportive activities.²⁷⁵ Throughout in Robert College long history, physical education classes have always been an important part of the curriculum.²⁷⁶ Sports would encourage students to blow off steam, while ensuring the sentiments of solidarity, self-sacrifice, sincerity, and sportsmanship come

²⁷² Kaya, Ö. (2021 April 15). *Robert Kolej ve Türk sporuna katkıları* [Robert College and Contributions to Turkish Sports]. *Paros Dergisi* 110. Sayısı, Retrieved Aug. 8, 2021, from <https://www.paros.com.tr/Makale/robert-kolej-ve-tu%CC%88rk-sporuna-katkilari>

Kaya, Ö. (2020, November). Robert Kolej ve Türk sporuna katkıları [Robert College and its contributions to Turkish sports]. *Paros Dergisi, Sayı: 110*.

²⁷³ Soyer, op. cit., p. 222.

²⁷⁴ Kaya, op. cit.

²⁷⁵ Ibid.

²⁷⁶ Robert College (n.d.). *Physical Education: Healthy development for life*. Retrieved Oct. 6, 2021, from <https://website.robcok.k12.tr/en/academics/academic-departments/physical-education>

to the fore. During the term of Gates as the director, Robert College made a very important contribution to the Turkish physical education and sports history.²⁷⁷

"Some of my early tasks at the College were difficult because they demanded drastic action. I desired as much as possible to introduce reforms and gradually, but there were certain things that had to be accomplished immediately and without compromise, or not at all. During the year 1903 - 1904 we expelled eleven boys, all but one for immorality. It was a matter of deep regret, but the faculty agreed with me that must make it plain that it would not condone immoral acts. The moral standards are very low in many schools. Salacious literature and obscene pictures circulated among their students, and illicit sexual relations were lightly regarded. We felt that we must guard the boys committed to our care against such influences, and we were pleased to find that the rigorous measures we took had a salutary effect, for the next year, there were few cases demanding disciplinary action.

*If we were to raise the moral standards of the student body, it was clear that one of our duties was to provide plenty of recreation for the boys' leisure hours. With this obligation in view, I did everything I could to encourage physical education and the playing of games. Our principal playing field lay in the midst of the campus, and I resisted all attempts of architects to encroach on that athletic field for building sites. The boys learned to play games with great zest and developed strong teams in soccer, and later in basketball, volleyball, track, and tennis. Dr. Caleb Gates."*²⁷⁸



Fig. 57: **Left:** Robert College Football Team of 1900. **Right:** 1910 Inter-Class Football Champions of Robert College.²⁷⁹

²⁷⁷ Kaya, op. cit.

²⁷⁸ Robert College (2013). Robert College Celebrates 140th Year: From the memoirs of Dr. Caleb Gates, RC President from 1903-1932, as quoted in J. Freely, Vol. 1. P. 161-162. *Robert College Alumni Magazine*, RC Quarterly Fall 2013, Issue 23, p. 37. Retrieved Oct. 15, 2021, from <https://website.robcol.k12.tr/uploads/file/1c529848-c0a0-48f2-b5ea-cf61305bcbfb.pdf>

²⁷⁹ Boğaziçi University (n.d.). *History of Boğaziçi University, Photo Gallery*. Retrieved Oct. 14, 2021, from https://bogazici.edu.tr/en_US/Content/About_BU/History/Photo_Gallery
Levantine Miras Vakfı [Levantine Heritage Foundation (LHF)] (n.d.). *Robert College early sporting activities*. Retrieved Oct. 14, 2021, from <http://www.levantineheritage.com/robert-college-sports.html>

As of the early 19th century, during the final period of the Ottoman Empire, sports –unlike all else in the country– spread from the periphery to the center. During these years, the despotic rule of Sultan Abdülhamid II had succeeded in keeping the capital away from the nearby wave of modernization; however, it failed to have an impact on the cosmopolitan port cities, which were the Empire’s gateway to the outside world. Consequently, modern sports first entered Ottoman lands through cities such as Alexandria, Salonika, and İzmir. İstanbul, and the young Muslim elite of the city in particular, had to wait for a little longer, at least until the Second Constitutional era to join these movements. Although this sense of “belatedness” was over soon, time and help was needed for İstanbul to become the sports center of an emerging Türkiye. Schools establishing the Empire’s connection with the West came to fore exactly at this juncture.²⁸⁰

Robert College’s role in the sports history of Türkiye should thus be considered within this context. Even prior to the Second Constitution, when the number of people aware of modern sports was merely a handful in the country, Robert College had managed to partake in the sports wave rising particularly from the U.K. and the U.S. The school’s ability to remain independent from the conditions of the Empire and its cultural ties with the Anglo-Saxon world had succeeded in transforming Robert College into the sports center of İstanbul long before other schools and institutions. R.C. co-founder Dr. Cyrus Hamlin’s resolve in making physical education an integral part of student training led to the creation of a serious physical education curriculum at Robert College as of 1863. During these years, the Ottoman Empire was not even familiar with a concept of physical education beyond military training.²⁸¹

By 1896, the year of the first modern Olympics, the American teachers of the school had already realized that sports would become one of the hallmarks of modern age. The same year, Robert College Sports Club was founded. Along with a few

Columbia University, Rare Book & Manuscript Library, Robert College Records, 1858-1986 MS# 1445, *Robert College Images*. Courtesy of Boğaziçi University Archives and Documentation Center. Retrieved Oct. 14, 2021, from http://www.columbia.edu/cu/libraries/inside/projects/findingaids/scans/pdfs/Robert_College.pdf
Robert College (2013). *Robert College Alumni Magazine*, Issue 44, op. cit.

²⁸⁰ İstanbul Araştırmaları Enstitüsü [İstanbul Research Institute] (2013, July 31). *Sporun Kalbinde: Robert Kolej* [At the Heart of Sports: Robert College]. “Compiled from Dağhan Irak’s article in *The Anatomy of a Tradition: 150 Years of Robert College 1863 – 2013 exhibition catalog*.” Curated by Cem Akaş, photographs and objects from the Robert College Archives, Columbia University Rare Book and Manuscript Library and private collections. Retrieved Oct. 15, 2021, from

²⁸¹ Ibid.

Ottoman-Greek associations in the Aegean, it was the first sports club on Ottoman soil.²⁸²

The school's sports club not only organized sports activities but also played a vital role in spreading sports across the city and the country. In 1897, Field Day (sports festival) tradition was initiated at the school as a reflection of the Olympic culture spreading rapidly across Europe and America. A review of the Field Day organizations from the early years onwards reveals its wide scope and the extent to which it was influenced by the Olympics.²⁸³



Fig. 58: Left: “Field Day, 1904. Visitors arriving for the sports. Miss Mildred Edwards (1907-1949) (later Mrs Cuthbert Evelyn Binns) standing under the tree. (Cuthbert Evelyn Binns was later a Gallipoli veteran and fluent in German and Turkish, with the rank of Major ran intelligence and counterpropaganda operations against the Turks for EMSIB (Eastern Mediterranean Special Intelligence Bureau) and MI-1c (British military intelligence, the future MI5) from Bern, Switzerland, an easier alternative to infiltrating Entente agents into Ottoman territory during WWI.)”. Middle: Annual tradition at the American College for Girls (ACG): Three Beauty Queens are selected each year, while winners of sports competitions at Robert College receive medals or trophies presented by chosen Queens during the Field Day (sport festivities). 1915. Source: CU-RBML, ACG and RC Documents. Right: Field day, 1924 at Robert College. Mark Lambert Bristol (1868-1939, Admiral Bristol), U.S. High Commissioner, presenting Sportsmanship Cup to Junior Class. Queen of Day (Turkish) and Maids of Honour, Armenian at the right and Bulgarian at the left, from Constantinople Women’s College.²⁸⁴

The origins of the “Sports Fest”, held every year today at Boğaziçi University, date back to the “Field Day” events, the first public athletics competitions held at Robert College in 1898. The first “Field Day” held at the Robert College was organized by the “Athletics Association which was founded in 1896. In the competitions that took place on the earthen field in the middle of the campus, known today as the “South Square”, the athletes competed in athletics branches such as shot put and javelin throwing, running, and high jumping, and awards were presented to the top athletes.²⁸⁵

²⁸² İstanbul Araştırmaları Enstitüsü [İstanbul Research Institute]. op. cit.

²⁸³ Ibid.

²⁸⁴ Levantine Miras Vakfı [Levantine Heritage Foundation (LHF)] (n.d.). op. cit.

²⁸⁵ Boğaziçi Archives Robert College Online Exhibition. (n.d.). op. cit.



Fig. 59: Field Day (sport festivities) at the Robert College, 1915. Source: CU-RBML, ACG and RC Documents.

The Bebek Campus of Robert College hosted the first athletics competition in Türkiye. Additionally, the school commemorates Youth and Sports Day on May 19th or a nearby date in a significant manner.²⁸⁶

Categories in some of the Field Day events were so many in number that it would not be wrong or exaggerated to argue that Robert College repeatedly organized the most comprehensive sports events in Türkiye. Following the opening of Türkiye's first sports hall, Dodge Gymnasium, in 1904, Robert College solidified its place as the center for sports.²⁸⁷



Fig. 60: **Left:** Dodge Gymnasium. Source: CU-RBML, RC Documents. **Middle:** Students performing physical exercises in the Dodge Gymnasium / the first sports hall in Türkiye, 1930s. Sources: Ibid; Robert College Archive, Istanbul, Türkiye Folder 7-A, undated. **Right:** March 23, 1938, 75th anniversary of Robert College Founders' Day in the Gymnasium. Dr Gates, Pres. Emeritus awarding prize after an indoor meet. Mr MacGregor, Athletic Director standing behind him.²⁸⁸

Dodge Gymnasium was also constructed of the blue limestone quarried on the campus. It was financed by Cleveland Hoadley Dodge (1860-1926), Chairman of the Board of Trustees from 1909 until 1926, and his father, William Earl Dodge Sr. (1805-1883). For many years it was the first modern gymnasium in Europe and had the only indoors running track in Türkiye. The first basketball game in Türkiye was played here in 1908. In 1929, Miss Olivia Phelps Stokes (1847-1927) also provided the funds for a

²⁸⁶ Kaya, op. cit.

²⁸⁷ İstanbul Araştırmaları Enstitüsü [İstanbul Research Institute] (2013, July 31). op. cit.

²⁸⁸ Levantine Miras Vakfı [Levantine Heritage Foundation (LHF)] (n.d.). op. cit.

gymnasium to be built behind Theodorus Hall for the Preparatory Department students. This building has been turned into a men's hall of residence.²⁸⁹



Fig. 61: **Left:** Boğaziçi University - Henrietta Washburn Hall on the right, YMCA Building in the center, and Dodge Gymnasium on the left, 1927. Source: CU-RBML, RC records, box 93, folder 1, item no 4. **Middle and Right:** Dodge Gymnasium (Dodge Hall) continues to host Physical Education and Sport Department (non-degree granting and/or not as a faculty/high school level) classes at Boğaziçi University, maintaining its presence in the original building and location.



Fig. 62: Ahmet Robenson. Unknown author. circa 1911.

The Dodge gymnasium housed the first basketball match played in Türkiye in 1904. The recognition and spread of this sport, which was started under the roof of Robert College, and under the leadership of a US physical education teacher at Robert College. The rise in popularity of this sport can be largely attributed to the efforts of Ahmet Robenson (1889-1965-8), who later become physical education teacher at Galatasaray High School. He is known as being the first organizer of basketball, hockey, tennis activities in his time, and served as the founder of the scouting organization in Türkiye. He mostly introduced these new sports to his students in Galatasaray High School. He also known as the goalkeeper of the 1908 team which clinched Galatasaray Sports Club's first championship, subsequently ascending to the presidency of the club in 1926.²⁹⁰

Distinguished athletes who utilized the Dodge Gymnasium (Hall) include Michalis Dorizas (1886-1957, RC 1907), an Olympic bronze medalist in the javelin throw at the Athens Games in 1906 and silver medalist in the stone throw at the London Summer Olympics in 1908 and Vahram Papazyan and Mıgırdıç Mıgıryan, who competed in the Stockholm Olympic Games in 1912, used this gym. Additionally, Herkül (Iraklis/Hercules) Millas (1940-, RC 1965), who took first place in the Turkish

²⁸⁹ Boğaziçi University. (n.d.). *History of Boğaziçi University*. Retrieved Aug. 9, 2021, from http://boun.edu.tr/en-US/Content/About_BU/History

²⁹⁰ Turkish Basketball Federation. (n.d.). *History, Basketball in our country*. Retrieved Aug. 9, 2021, from <https://www.tbf.org.tr/tarihce/ulkemizde-basketbol>
Galatasaray Sports Club. (n.d.). *Galatasaray Presidents* Retrieved Aug. 9, 2021, from <https://www.galatasaray.org/s/galatasaray-baskanlari/139>

national championships in 1962 in the 100 and 200 meter sprints; and Ayşegül Çilli (RC 1965), who held six Turkish national swimming records.²⁹¹

At the gymnasium of the college, physical-fitness exercises were strongly encouraged among students, and boarding students were mandated to participate in these exercises. For day students, however, participation was optional. Competitions were organized in areas such as running, jumping, pole vaulting, etc., in order to encourage students to participate in sports, and prizes were awarded.²⁹²

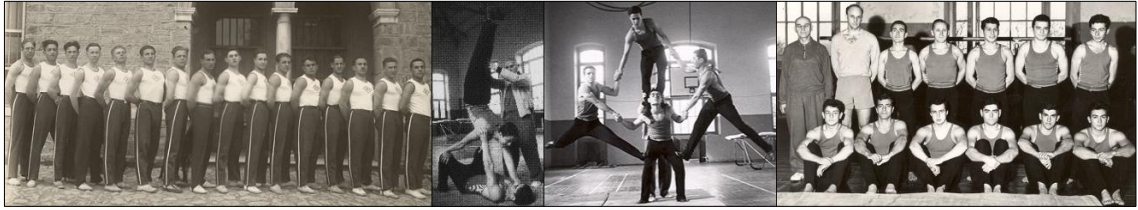


Fig.63: Robert College gymnastics team training in Dodge Gymnasium (Hall) under the guidance of Alexander Nadolsky, their gymnastics and fencing instructor, 1930-40s. Source: CU-RBML, RC Documents.

Alexander ‘Sasha’ Nadolsky, who, after having emigrated from Russia to Türkiye, became Robert College’s world-renowned Fencing and Gymnastics instructor. One of the most influential and versatile teachers during these years was Alexander Nadolsky, having joined Robert College’s Fencing staff in 1925, worked for over 40 years as a coach, and became the leader of the first Turkish women’s Olympic fencing team.²⁹³ Halet Çambel (1916-2014), who was also a fencer for Türkiye in the 1936 Olympic Games in Berlin and the first Turkish female athlete, attributed her initiation into professional sports to the guidance of Alexander Nadolsky “*Our coach was a Russian gymnast named Alexander Nadolsky; and he took me to Beşiktaş Gymnastic Club where my professional sports career started.*”²⁹⁴

²⁹¹ Boğaziçi Archives Robert College Online Exhibition. (n.d.). op. cit. Hercules Millas (n.d.). *CV of H. Millas (2019.6)*. Retrieved Aug. 9, 2021, from <https://www.herkulmillas.com/en/about-hm/cv-of-hm.html>

²⁹² Acun, F. & Şencan Görtuna, E. (2016). Osmanlı'dan Cumhuriyet'e Robert Koleji'de Eğitim [Education at Robert College from Ottoman Empire to Turkish Republic]. *Tarih İncelemeleri Dergisi*, 31 (1), s. 9. Retrieved Aug. 9, 2021, from <https://dergipark.org.tr/tr/pub/egetid/issue/23836/253933>
Robert College Constantinople Catalogue, 1905, s.16.

²⁹³ Garland Texan (2022, Mar. 25). *Obituary: Nicholas Nadolsky*. Retrieved Mar. 17, 2024, from <https://thegarlandtexan.com/obituary-nicholas-nadolsky-garland-texas-u-s-a/>

²⁹⁴ Robert College (2010). A Life Devoted to Istanbul, John Freely. *Robert College Alumni Magazine*, RC Quarterly Fall / Winter 2010, Issue 39, p. 45. Retrieved Oct. 7, 2021, from <https://website.robcol.k12.tr/uploads/file/b1935200-4ce8-4001-b471-2bb143ee6f97.pdf>



Fig. 64: **Above: Left** – Robert College Basketball Team, 1917. **Middle:** Robert College Basketball Team, 1920s. **Right:** Robert College Baseball Team, 1921. **Below: Left** – Robert College Basketball Team, 1930. **Middle:** Robert College Basketball Team, undated, **Right:** Basketball teams of the visiting U.S.S. Missouri & Robert College, April 1946.²⁹⁵

Michalis ‘Mike/Michael’ Dorizas (1886-1957, RC 1907), born to Greek parents in Istanbul, was an exceptional athlete during his student years at Robert Academy. He entered in 1900 and graduated from the College in 1907 with a BA degree, having already won a bronze medal in the stone throw as a member of the Greek Olympic team in Athens in 1906. Dorizas continued to excel in the javelin throw, setting a world record in the event at the Pan-Hellenic Games in 1907. He went on to win a silver medal at the 1908 London and 1912 Stockholm Summer Olympics in the javelin throw,²⁹⁶ while also achieving a fifth place in the discus throw in 1908 and an 11th place in the shot put in 1912.²⁹⁷



Fig. 65: Michalis Dorizas. Source: *Ibid*

²⁹⁵ Columbia University, Rare Book & Manuscript Library, Robert College Records, *Robert College Images*. Courtesy of Boğaziçi University Archives and Documentation Center. This is main authorizer, to see similar: Levantine Miras Vakfı [Levantine Heritage Foundation (LHF)] (n.d.). op. cit.

Akaş, C. (2013). *Tepedeki Okul: Robert Kolej'in Üç Yüzyılı* [The School on the Hill: Three Centuries of Robert College]. NMC Televizyon ve Reklamcılık A.Ş. (Yayınevi).

²⁹⁶ Robert College (2013). *Robert College Alumni Magazine*, Issue 44, op. cit.

²⁹⁷ Olympedia. (n.d.). *Michail Dorizas*. Retrieved Aug. 7, 2021, from <https://www.olympedia.org/athletes/70723>



Fig. 66: *Left: Vahram Papazian of the Artavazt Club. Source: Marmnamarz June 1911, p. 133. Middle and Right: Mkrtych Mkryan, discus throwing at Robert College campus, Source: Marmnamarz, July 5, 1912. (Also); Turkish Olympic Committee. (2013.11.11). Olimpiyat Dünyası. [Olympic World]. Issue 51. pp:37-38, http://olimpiyat.org.tr/Upload/YayinGruplari/761981_dergi_s51.pdf*

Two Robert College students, Vahram Papazyan (Papazian) (1892-1986) along with ethnic Armenian Mıgır (Mıgırdiç/Mkrtych) Mıgıryan (Mkrian) (1882-1969), made history by becoming the first athletes in the Olympics who were sent by the National Ottoman Olympic Association and were the only two athletes who represented the empire in the country's first official participation of the 1912 Olympic Games in Stockholm.²⁹⁸ In the 1908 London Olympics, Aleko Mulos (Mr. Moullos), a student of Galatasaray High School and an athlete from the Kurtuluş Youth Club (Tatavla Heraklis), made history as the first athlete to represent the Ottoman Empire in the Summer Olympic Games. He represented the Ottoman Empire in the gymnastic heptathlon branch.²⁹⁹ Selim Sırrı Bey [Tarcan] (1874-1957) talked about his studies in the field of physical education in Türkiye in an interview published in the Swedish daily tabloid newspaper ‘*Aftonbladet*’ on July 1, 1912, and said that only two of his citizens were able to assist him in his efforts due to the war and the distance unfortunately.³⁰⁰

Vahram Papazyan was also participated 1906 Intercalated Games held in Athens, in the 800 meters and 1,500 meters run finishing 8th place and not finishing respectively. At the age of 13 years and 256 days, Papazyan was the youngest man to compete at the 1906 Athens Olympics.³⁰¹

²⁹⁸ Olympedia. (n.d.). *Overview of Türkiye's Olympic Games*. Retrieved Oct. 6, 2021, from <https://www.olympedia.org/countries/TUR>
Kuran, A. & Hiçyılmaz, E. (2017). *Osmanlı'dan Günümüze: Ermeni - Rum - Musevi Kulüpleri ve Sporcuları* [The Ministry of Youth and Sports of Turkish Republic]. s. 91-95. Retrieved Oct. 4, 2021, from https://Yayinlar.gsb.gov.tr/public/Online/0037_RumveMuseviSporcularTR/files/assets/basic-html/index.html#91
Turkish Olympic Committee. (n.d.). *Olimpiyatlarda Türkler* [Turks in the Olympics]. Retrieved Oct. 4, 2021, from <https://www.olimpiyatkomitesi.org.tr/Detay/Olimpiyatlar/Olimpiyatlarda-Turkler/45/1>

²⁹⁹ Olympedia, op.cit.
Kuran, Hiçyılmaz, op. 90. and from official publication, Turkish Olympic Committee: *Aleko Mulos Londra'da* [Aleko Mulos in London]. Turkish Olympic Committee. (n.d.). *Londra 1908 IV. Yaz Olimpiyat Oyunları* [London 1908, IVth Summer Olympic Games]. Retrieved Oct. 4, 2021, from <https://www.olimpiyatkomitesi.org.tr/Olimpiyat-Oyunlari-Detay/28/1>

³⁰⁰ Şinforoğlu, 2020b, op. cit. p.43; For official archive records, see below:
Devlet Arşivleri Başkanlığı Osmanlı Arşivi [BOA], [Presidency of the Republic of Türkiye - Directorate of State Archives Ottoman Archives]. Documents: BOA, Hariciye Nezareti İdare Kalemi (HR.İD), (08.04.1912),1223-28.

³⁰¹ Gomes, A. (2012 July 25). *Young and old get set for Olympics: Youngest athlete at the Games is yet to celebrate 16th birthday*. Sports at Gulf News. Retrieved Oct. 4, 2021, from <https://gulfnews.com/sport/young-and-old-get-set-for-olympics-1.1053450>

For the 1912 Olympic Games in Stockholm, Papazyan participated in Men's 800 metres and Men's 1500 metres run. Mıgıryan participated in shot put, discus throw, two-handed shot put, pentathlon, and decathlon competitions.³⁰²

When Türkiye was admitted to the International Olympic Committee (IOC) in 1911, president of Türkiye's Olympic committee Selim Sırrı Tarcan placed advertisements in the local '*İkdam*' [Effort] and '*Sabah*' [Morning] newspapers in order to seeking athletes and sponsors for the upcoming 1912 Olympic Games. Even though he could not find a sponsor two Armenian descent; Vahram Papazyan and his classmates from Robert College Mıgır Mıgıryan immediately responded to the advertisement and expressed their desires to participate in the Olympics. While they were taking the necessary documents from Tarcan, the two Robert College students realized that they had to go to Sweden on their own, the travel and other expenses belonged to the athletes.³⁰³

Unlike his counterpart Vahram Papazyan, who did not have the required finances to pay for the trip and had to find a source, Migir Migıryan came from a wealthy family and who founded '*Raffi*' the first athletics and gymnastics club in İstanbul was good managed to cover all the necessary expenses needed for the trip to the Stockholm Olympics.³⁰⁴

In order to cover the costs of the trip, Vahram Papazyan requested financial assistance from the Armenian sports club Ardavast which had several branches and in which he was a member of. In order to raise money and awareness for Papazyan, the Ardavast sports club organized a theatrical play,³⁰⁵ called '*Fedakâr Gemici*' [Devoted Sailor] which was performed in Turkish before members of the palace and even women from the palace at the Greek Theatre in the Arnavutköy neighborhood of İstanbul where Papazyan himself played a minor acting role.³⁰⁶ Maybe it was the role of his life. With

³⁰² Olympedia. (n.d.). *Vahram Papazyan*. Retrieved Oct. 6, 2021, from <https://www.olympedia.org/athletes/77019>
Olympedia. (n.d.). *Mkrtich Mkryan*. Retrieved Oct. 6, 2021, from <https://www.olympedia.org/athletes/77019>
Turkish Olympic Committee. (n.d.). *Stockholm 1912 V. Yaz Olimpiyat Oyunları* [Stockholm 1912, Vth Summer Olympic Games]. Retrieved Oct. 6, 2021, from <https://olimpiyatkomitesi.org.tr/Olimpiyat-Oyunlari-Detay/27/1>

³⁰³ Kuran, Hiçyılmaz, op. cit., pp. 91-95.

Turkish Olympic Committee. (n.d.). *Olimpiyatlarda Türkler* [Turks in the Olympics]. op. cit.

³⁰⁴ Ibid.

³⁰⁵ Kuran, Hiçyılmaz, op. cit., pp. 91-95. For similar sources written in a similar tone see below:

Şinforoğlu, 2020b, op. cit. p.43;

Atabeyoğlu, C. (2004). Olimpiyatlarda Türk sporcuları [Turkish Athletes in the Olympics]. *Türkiye Milli Olimpiyat Komitesi Yayınları-14*, İstanbul: Türkiye Milli Olimpiyat Cemiyeti.

³⁰⁶ Ibid.

Ibid.

the money earned from this night and by *Marmnamarz* (meaning sport in Armenian, Armenian Sport Magazine published between 1911 and 1914) mentions, received some source from other Armenian clubs in Anatolia and his savings ultimately covered Papazyan's entire Olympic expenses. They went to Stockholm by their own financial means. The two young athletes arrived in Stockholm after a difficult voyage.³⁰⁷

Upon his arrival in Stockholm, Papazyan observed that the streets and important buildings were decorated with flags representing all the participating countries in the Olympic Games, but there was no Ottoman flag:

*“The situation upset me greatly. In the end, I was the representative of my homeland, Türkiye, and this ugly attitude displayed towards my country was humiliating for me”.*³⁰⁸

“I took a car and went straight to the Turkish embassy to express my anger and demand immediate action, with the suitcases in my hand, not even having entered the flat provided to me. After introducing myself and receiving congratulations from the ambassador, I said:

*Bey Effendi (mister), Stockholm is depressing to me and I would like to return to my country with my suitcases on my arm. All of Stockholm is adorned with foreign flags, but not the Turkish flag, and this is an insult to me and my country. I will only stay here if measures are taken so the flag of my country flies among all the others. The Turkish ambassador petrified for a moment. Like many others, he couldn't believe that an Armenian could have such a strong love and respect for their Turkish country... And two hours later, the Turkish flag was flying on every corner”.*³⁰⁹



Fig. 67: A historic moment: The Turkish flag proudly flying at the Olympic Stadium for the first time during the 1912 Stockholm Olympic Games. Source: Kuran, A. & Hiçyılmaz, E. (2017). *op. cit.* p.:90. And; Sveriges centralförening för idrottens främjande (SCIF) [Swedish Central Association for the Promotion of Athletics], SCIF:s Bildarkiv [SCIF's Image Archive] <https://bildarkiv.scif.se/mediaarkiv/>

Turkish National Olympic Committee. (2008). TMOK - Türkiye Milli Olimpiyat Komitesi'nin 100 Yılı 1908-2008 [100 Years of the National Olympic Committee of Turkey 1908-2008]. By İstanbulluoğlu, A. İstanbul: TMOK Yayınları.

³⁰⁷ Ibid.

³⁰⁸ Kuran, Hiçyılmaz, *op. cit.*, pp. 91-95. For main source see: Papazian, V. (1962). *Love, Love, Love: Memoirs of the Ottoman Armenian Sportsman*, Beirut: Sevan, p.53. (in Armenian)
Koptaş, R. (2012 July 26). *Olimpiyat tarihinin gayri resmi sayfası* [The Unofficial Page of Olympic History]. Retrieved Oct. 6, 2021, from <http://www.agos.com.tr/tr/yazi/2048/olimpiyat-tarihinin-gayri-resmi-sayfasi>

³⁰⁹ Ibid.



Fig. 68: Vahram Papazian (center, in dark "red" shirt) racing in the 1912 Olympics in Stockholm. Source: Photo: Swedish Sports Museum Archive, and; "Vahram Papazian in Bangkok, Thailand, He told me that he participated under a Turkish flag and wore a Turkish jersey. He gave me a photograph of himself which he signed "I present this as a keepsake to my dear son Nuri Yildirim 1/11/78". - Robert College Alumni, Retired ambassador of Thailand for Turkey, Nuri Yildirim. Source: Robert College Alumni Magazine 2015, Issue 48, p.48 <https://website.robcol.k12.tr/uploads/file/dd17b583-a9c4-40d8-bb93-3c23a2b3091a.pdf>

While attempts were being made in this regard, the wife of our ambassador had embroidered a white star and crescent on the plain red athlete flannel, which was presented to Vahram by one of his friends from the college, Kerim (Kanok) Efendi.³¹⁰

During the Men's 1500 meters, Vahram Papazyan had a fabulous tempo and was leading the race with 25 meters ahead which positioned him for first place, leading the pack with a remarkable 25-meter lead, which positioned him for a certain first-place

finish. Spectators were cheering him on, and it seemed like the young athlete was going to set a new record. However, when Papazyan was about 15 meters away from the finish line, he suddenly felt dizzy and collapsed.³¹¹ In the later years, he attributed the reason why he fainted during the competition where he was in a comfortable lead to reasons of political nature, rather than excitement of a possible victory...³¹²

Mıgıryan, a multi-sport athlete, successfully competed in all five events he entered. He even managed to make history by becoming the first Turkish athlete to have his name inscribed on the Olympic Honor Roll, after finishing 7th in shot put using both hands. However, during the Decathlon competition, Mıgıryan suffered a wrist injury while competing against the renowned athlete Jim Thorpe (1887-1953), who was the first Native American to win a gold medal for the United States in the Olympics, which was forced him to discontinue from the event.³¹³

³¹⁰ Kuran, Hiçyılmaz, op. cit., pp. 91-95.

Turkish Olympic Committee. (n.d.). *Olimpiyatlarda Türkler* [Turks in the Olympics]. op. cit.

³¹¹ Kuran, Hiçyılmaz, op. cit., pp. 91-95. For similar sources written in a similar tone: Şinforoğlu, 2020b, op. cit. p.44; For primary author see below:

Atabeyoğlu, C. (1956). *Spor tarihimizin karanlık kalmış noktası aydınlandı* [The Dark Spot in Our Sports History Has Been Illuminated]. *Cumhuriyet*, Ekim 25, s. 6.

³¹² Şinforoğlu, (2020b), op. cit., p. 46.

³¹³ Kuran, Hiçyılmaz, op. cit., pp. 91-95.

Turkish Olympic Committee. (n.d.). *Olimpiyatlarda Türkler* [Turks in the Olympics]. op. cit.

Selim Sırrı Bey was awarded with an Olympic Medal by Sweden short after his return from the Olympics.³¹⁴

Shavarsh Krissian (Savarş Krisyan, 1886-1915) was a prominent figure among the Armenians in the Ottoman Empire who contributed to development of physical education and sports. Krissian, a graduate of the Robert College, who received education on sports training at sports academies in Paris (Lyceée Janson de Saily) and Swedish method in London after graduating from the Robert College, returned to İstanbul when the Constitutional Monarchy was proclaimed in 1908, and worked to ensure physical education and sports became widespread among the Armenian youth. Between the years 1911 and 1914, he published *Marmnamarz*



Fig. 69: Shavarsh Krissian. Source: *T'ëodik*, 1873-1928. Hushardzan April 11i. K. Polis: *Tpagrut'awn* Ö. Arzuman, 1919 - HathiTrust's digital library. Unknown date

[*Physical Training*], the first periodical sports magazine in the Ottoman Empire. *Marmnamarz* eventually became an important contributor to the development of sports and athletic activity within the Armenian community of the Ottoman Empire. Inspired by the Olympic Games, he took initiative and spearheaded the organization of the Armenian Sports Games, where hundreds of athletes took part. He taught physical education classes in various schools, starting with Getronagan, and was the most important representative of Armenian scouting activities. Additionally, he authored a book titled *Boy-Scout yev ir Giyankin Nbadagi* [The Scout and the Purpose of His Life] in collaboration with Hovhannes Hintliyan (1866-1950).³¹⁵

At the time, the Armenians alone had 17 sports clubs in Istanbul. Sports clubs that belonged to the Armenians had been active in almost every city in Anatolia. Shavarsh Krissian from Istanbul played a significant part in this, and he devoted his life to the recognition and flourishing of sports in Türkiye.³¹⁶

³¹⁴ Şinforoğlu, (2020b)., op. cit., p. 46. For archival sources, see: Devlet Arşivleri Başkanlığı Osmanlı Arşivi [BOA], [Presidency of the Republic of Türkiye - Directorate of State Archives Ottoman Archives]. Documents: BOA, Bâb-ı Âli Evrak Odası (BEO) (04.M.1331), 4123-309213.; BOA, İradeler, Taltifat (İ.TAL.) (018.M.1331), 481-1331/M-01.

³¹⁵ Kotaş, op. cit.

³¹⁶ Ekinci, B. E. (2021 Aug. 02) *Türkiye'yi Olimpiyatlarda İlk Temsil Eden Rum Ve Ermenilerdir* [The first representatives of Turkey in the Olympics were Greeks and Armenians]. Retrieved Oct. 13, 2021, from <https://www.ekrembugraekinci.com/article/?ID=1165&t%C3%BCrkiye%27yi-olimpiyatlarda-ilk-temsil-eden-rum-ve-ermenilerdir>

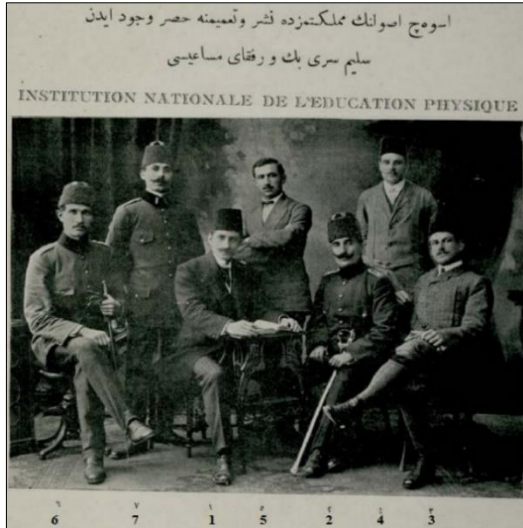


Fig. 70: “Selim Sırrı and his colleagues who devote themselves to spreading and circulating Swedish style gymnastics in our country”

- 1) Selim Sırrı Bey, General Inspector of Physical Education
- 2) Feridun Bey, Teacher at the School for Teachers
- 3) Abdurrahman Bey, Teacher at Istanbul High School, Kabataş, Üsküdar, Davutpaşa High Schools
- 4) Ahmed (Robenson) Bey, Teacher at (Galatasaray) Sultanî and Vefa High Schools, and Numune Preparatory Schools
- 5) Şavarş (Krissian) Efendi Teacher at Armenian Schools (Studied the Swedish method in London)
- 6) Fuad Bey, Teacher at Gelenbevi High School and Beşiktaş Military Preparatory School
- 7) Doctor İhsan Bey, Teacher at the Special School Teachers.

Source: *Terbiye ve Oyun [Education et Jeux]* Magazine, Issue 19, May 9, 1912: 304

“The most distinguished among the twenty-six different nations were present there. Only we did not show up. My eyes filled with tears out of my sorrow. The great Ottoman Empire, which once upon a time made the Europeans accept the saying “strong as a Turk” as a proverb, was absent today in terms of displaying any sorts of strength. What a grim silence!”³¹⁷

Shavarsh Krissian, who was a pioneer of the Armenian physical education movement, as well as a colleague of Selim Sırrı Bey, wrote a harsh response to be published in his own journal, *Marmnamarz*, upon the article that provoked the Armenian sports community:

After the Olympic Games of 1912, a quarrel emerged between Shavarsh Krissian and Selim Sırrı Bey [Tarcan]. In the journal titled *Terbiye ve Oyun* [Education and Game], published by Selim Sırrı Bey, the news regarding the athletes to take part in the Olympics were announced by these lines:

“(…) It is worthy of esteem that two honorable Armenian gentlemen, Mr. Mıgıryan and Mr. Papazyan, will take part in the upcoming competitions as Ottoman citizens and thereby make us proud. (...)”³¹⁷

And the following statement was included in the general overview article regarding the games which was written upon the return of the athletes from Stockholm after the 1912 Olympic Games:



Fig. 71: The photo, signed by Selim Sırrı to Shavarsh Krissian. 1911. Source: Koptaş, R. (2012 July 26). *op. cit.*

³¹⁷ Şinoforoğlu, (2020b)., *op. cit.*, p. 45. Referred to main source, for more detail, see below: Selim Sırrı Tarcan (1912c). Olimpiyad oyunları [Olympic Games]. *Terbiye ve Oyun*, 1(21), 345-350.

³¹⁸ *Ibid.*

“(...) Let me put this briefly. The two Armenians traveled to Stockholm not only as Armenian individuals, but as Ottoman citizens, both at their own and the Armenian community’s expenses. They bear the Ottoman Crescent on their chests and clothes, fight to promote Ottomanism in the field of sports in Europe, and receive applauses as Ottoman athletes; yet, in the end, Selim Sirri pretends to be aggrieved as there were no Turks present in the Stockholm Olympics and does not remember these two Ottoman Armenians. (...)

(...) Let us not play with words. Equality, freedom, and brotherhood are not simple words. They are ideas that form nations and ensure the future of nations. If there are different meanings to these words in this country, only to blindfold us and deceive us with words, we declare that we do not accept these ideas and do not want to sleep, because sleep is always limited to disaster for a nation. (...)

(...) The Ottoman homeland is not only a home to the Turks, as Selim Sirri and his company presumes. Today, there is an ongoing battle for survival. The Armenians also protect the Ottoman homeland with the weapons provided to them. (...)”³¹⁹



Fig. 72: Halet Çambel (front, third from left) and Suat Fetgeri Aşeni was one of Turkey's first two female Olympians, Berlin 1936. Source: Murat Akman archive

Halet Çambel (1916-2014, ACG 35), another graduate of Arnavutköy American High School for Girls (today Robert College), represented Türkiye in the 1936 Summer Olympics in fencing together with Suat Fetgeri Aşeni (1916-1970), and became “*the first female Turkish athletes to participate in the Olympics*”.

At the same time, Halet Çambel and Suat Fetgeri Aşeni also became “*one of the first Muslim women to compete in the Olympics Games*”. Despite the fact that they failed to achieve a notable success in the Olympics which took place in Berlin, they went down in the history as the first Turkish and Muslim women to take part in the Olympic Games.³²⁰

Nonetheless, Halet Çambel and Suat Fetgeri Aşeni became even more noteworthy for another incident that occurred during their time at the Olympics. As they were being hosted by a "female German official", she offered to introduce them to

³¹⁹ Krisyan, S. (1912). Cevabımız [Our Response]. *Marmnamarz*, 2 (20), 361. This is the main source. Also see; Şinoforoğlu, (2020b)., op. cit., p. 46.

³²⁰ Arpınar, E., Atabeyoğlu, C. & Cebecioğlu, T. (2000). *Olimpiyat oyunlarında Türk Kızları* [Turkish Girls in the Olympic Games]. İstanbul: Milli Olimpiyat Komitesi Yayınları.

Adolf Hitler. Despite the tempting opportunity, they declined the offer on the grounds that:

*“We did not wish to come under the Hitler regime. Instead, we made it clear that we are attending the Olympics solely because we had been sent by our government (by Atatürk). That's why we didn't accept our host's proposal.”*³²¹

This decision demonstrated their commitment to their principles and values, and further solidified their place in history.

She was born in the middle of World War I in Berlin to a family who had close connections with the founder of Türkiye, Atatürk, who was to be a major factor in Turkish women becoming active participants in sport.³²² Even she joined the Berlin Olympics at the request of Atatürk.³²³

Çambel, who stated that she had no interest in sports during her high school and university years, thinks Atatürk played a key role in promoting such interest:

“Atatürk did not discriminate against women based on their gender. On the contrary, he paved the way for women and encouraged them to excel under the same circumstances as men”, she said.³²⁴

Halet Çambel's father, Hasan Cemil Çambel (1879-1967) developed a close friendship with Atatürk, even he was given the surname "Çambel" by Atatürk. Halet Çambel was deeply influenced by Atatürk's efforts to provide an active role for Turkish women and to break down traditional setup; she became an active member of sports clubs and mastering in fencing, judo, horse riding and cycling.³²⁵

Tansu Çiller (1946-), the first and only female prime minister of Türkiye, as well as Orhan Pamuk (1952-), the first Turkish author to win the Nobel prize (in Literature), was a graduate of the Robert College.

³²¹ Bozyap, A. (2012 Aug. 12), Pioneering Olympian Halet Cambel, who snubbed Hitler. BBC Turkish. Retrieved Oct. 14, 2021, from <https://www.bbc.com/sport/olympics/19224181>

³²² Ibid.

³²³ Boğaziçi University Archives and Documentation Center. (n.d.). *“In 1936, Halet Çambel joined the Berlin Olympics at the request of Atatürk and became the first Turkish female athlete to participate in the Olympics, along with Suat Fetgeri Aşeni.”* Retrieved Oct. 14, 2021, from <http://arsivmerkezi.boun.edu.tr/en/collections/halet-cambel.php>

³²⁴ Bozyap, op. cit.

³²⁵ Özdoğan, M. (2014). In Memoriam: Halet Çambel (1916-2014), *Paléorient, Pluridisciplinary Journal of Prehistory and Protohistory of Southwestern and Central Asia*, vol. 38.1-2, p. 9-11. Retrieved Oct. 14, 2021, from https://www.persee.fr/docAsPDF/paleo_0153-9345_2014_num_40_1_5612.pdf

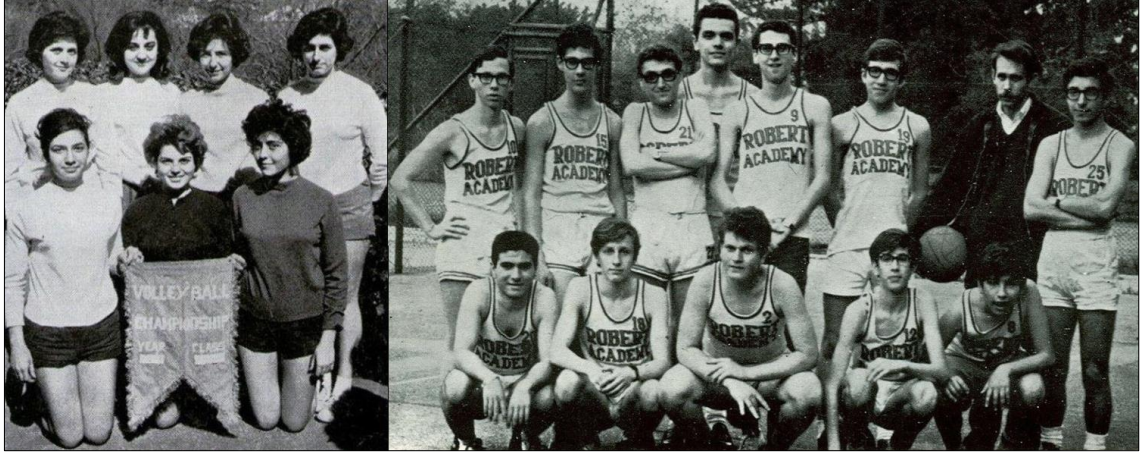


Fig. 73: **Left:** Tansu Çiller (ACG 63), the first and only female prime minister of Türkiye was a graduate of the Robert College. 1961 ACG Volleyball Champions, Back Row: Hülya Özaçık, İlknur Kızılcakaya, Leyla Uzman, Mary Partheniadu. Front Row: Zeynep Güvengil, Tansu Çiller, Sevin Okyay. **Right:** Orhan Pamuk, the first Turkish author to win the Nobel prize (in Literature), was a graduate of the Robert College. Standing: A. Behmoaram, A. Finkel D. Kermen, İ. Büyükyüksel, S. Gezdur, Ş. Kalafat, W. Andrews (Coach), İ. Güçhan, M. Altaras, R. Azarya, A. Civre, J. Barbut, O. Pamuk. – Source: RC 1968 – Junior Varsity Basketball Team - Walter G. Andrews

2.4.1.2 Mekteb-i Sultânî (the Imperial School)

The *Mekteb-i Sultânî* [the Imperial School], also known as Galatasaray High School (Turkish: *Galatasaray Lisesi*, French: *Lycée de Galatasaray*), held a great prestigious position as a state secondary in the imperial domains. It provided education to numerous civil servants, intellectuals, and professionals from all corners of the empire and beyond.³²⁶ Throughout the history of Turkish education, Galatasaray High School has emerged as one of the most efficient and successful high schools. Tracing its origins back to 1481, when it was first established by Sultan Bayezid II (1447-1512) as an “*Enderun Mektebi / Mektebi Hümayûn*” [Imperial School] and was called the “*Galata Sarayı*” [Galata Palace] it is the oldest high school in Türkiye and the second-oldest educational institution after Istanbul University, which was founded in 1453. The creation of the *Mekteb-i Sultânî* [the Imperial School] in 1868, which represents “*the peak of the Francophony in Ottoman empire,*”³²⁷ was renamed *Galatasaray Lisesi* [Galatasaray High School] in August 1923 after the abolition of the sultanate, the end of the Ottoman period, and the establishment of the Republic of Türkiye.³²⁸

³²⁶ Compos, M. U. (2010). *Ottoman Brothers: Muslims, Christians, and Jews in Early Twentieth-Century Palestine*, p. 71.

³²⁷ Boyacıoğlu, op. cit., pp. 380-381
Aksoy, E. (1979). *Les origines de l'influence française et la littérature francophone en Turquie* [The Origins of French Influence and Francophone Literature in Turkey]. [Habilitation thesis, Hacettepe University].

³²⁸ Galatasaray Lisesi [Galatasaray High School]. (n.d.). *Mekteb-i Sultani'nin Kuruluşu* [The Establishment of Mekteb-i Sultani]. Retrieved Aug 2, 2021, from <http://www.gsl.gsu.edu.tr/tr/tarihce/mekteb-i-sultani-nin-kurulusu>

The name *Galatasaray* traces its origins from the district it is founded: “*Galata Sarayı*” [Galata Palace], a prominent landmark situated in the heart of Istanbul's most Europeanized district, Pera. This district, located near the medieval Genoese enclave above the Golden Horn in what is now the district of Beyoğlu, was renowned for its



Fig. 74: Buildings of the Galata Sarayı in Pera by M. M. Rouargue Frères, in the 1855 book ‘Constantinople et la Mer Noire.’ Source: <https://blog.iae.org.tr/sergiler/batiya-acilan-pencere-galatasaray-lisesinin-150-yili-1868-1968>

fashionable street, Grand Rue de Pera, which featured numerous restaurants, cafes, theaters, and department stores. The history of Galatasaray High School dates back to 1481 when it was initially established in Pera and called the *Galata Sarayı Enderun-u Hümayunu* [Galata Palace Imperial School]. Ottoman Sultan Bayezid II (1447-1512), known for his peaceful nature, established the school to reconstruct Istanbul after its conquest in 1453.³²⁹

According to legend, the "peaceful Sultan" Bayezid II, the successor of Mehmed the Conqueror, was known to roam the streets of Istanbul incognito. One day, as the legend goes, near Galata, he was returning from a hunt when he was drawn to the sweet fragrance of flowers in a beautiful garden with well-groomed red and yellow rosebeds. When he stopped to look at the roses, Gül Baba (Father Rose, died 1541), an ageing wise man, a true lover of nature who had covered in rose gardens approached him. The Sultan spoke to the wise man about challenges facing the Empire and the city as a result of the influx of immigrants and asked the wise man about how to improve the Empire and the city as they filled with a range of immigrants. Gül Baba replied as he is happy with the city, but he would be much happier if there were a school which would educate all students from this diverse range of backgrounds could get an education under one roof, as this would train the wise men needed to serve such a large Empire. He also told the Sultan he would be proud to serve as a teacher in this school in order to create a

Galatasaray Üniversitesi [Galatasaray University]. (n.d.). *History*. Retrieved Aug 2, 2021, from <https://gsu.edu.tr/en/university/general-information/history>

³²⁹ Boyacıoğlu, op. cit., pp. 380-381

generation of valuable subjects to the Empire. The Sultan Bayezid II very impressed by Gül Baba's wisdom, returned to the garden weeks later with an edict establishing the Ottoman Imperial School on the grounds next to the rose garden in 1481, with Gül Baba as it's the first headmaster. And thus, Galatasaray High School was born, with Gül Baba at its helm, administered the school for many years until his death during the Ottoman raid on Hungary. According to Evliya Çelebi (1611-1682), after the capture of the city for Gül Baba, who died during the Siege of Buda (1541), he was buried in Budapest after a funeral ceremony led by *Şeyhülislam* [Shaykh al-Islām] Ebussuud Efendi (1490-1574) and attended by a crowd of 200,000 people, including Suleiman the Magnificent (1494-1566). Gül Baba was an Ottoman Bektashi dervish poet and fought in many wars from the time of Mehmed the Conqueror to that Suleiman the Magnificent, during which he was a companion of the latter. Today, His *Türbe* [Tomb] is located Budapest, Hungary.³³⁰

Ottoman Sultan Abdülaziz (1861 – 1876), who was interested in wrestling, javelin throwing, equestrian, hunting, and arm wrestling, and who fostered strong diplomatic ties with France and the United Kingdom, was the first and only sultan to visit Western Europe. Bringing along two renowned wrestlers of the era with him, he introduced this Turkish sport to Europe.³³¹



Fig. 75: Napoleon III and the visit of foreign sovereigns and princes to Paris during the Universal Exhibition from April 1st to November 3rd, 1867. - In the first row, from left to right: Leopold II, King of the Belgians (1865-1909) - William I, King of Prussia (1861-1888) - Franz Joseph I, Emperor of Austria (1848-1916) and King of Hungary

³³⁰ Boyacıoğlu, op. cit., pp. 380-381. To review from the foundation's own website, see below: Gül Baba Türbeje Örökségvédő Alapítvány [Gül Baba Heritage Foundation] (n.d.). Retrieved Mar. 23, 2024, from <https://gulbabaalapitvany.hu/>

³³¹ Antikçağ'dan XXI. Yüzyıla Büyük İstanbul Tarihi [History of Istanbul from Antiquity to XXI. Century]. (n.d.) İstanbul'un Spor Tarihi Ve Mekânları [The Sporting History and Locations of Istanbul]. By: Kemalettin Kuzucu. Retrieved Mar. 21, 2024, from <https://istanbultarihi.ist/504-the-sporting-history-and-locations-of-istanbul>

(1867-1916) - Napoléon III, Emperor of the French (1852-1870) - Alexander II, Emperor of Russia (1855-1881) - Abdülaziz, Sultan of the Ottoman Empire (1861-1876) - Charles XV, King of Sweden (1859-1872).³³²

In June – July 1867, Sultan Abdülaziz attended the *L'Exposition Universelle de 1867 à Paris* [Exposition Universelle of 1867 in Paris], at the invitation of Napoleon III (Charles-Louis Napoléon Bonaparte; 1808-1873), and subsequently visited Queen Victoria (Alexandrina Victoria; 1819-1901) in London, William I (Wilhelm Friedrich Ludwig; 1797-1888) in Prussia, and Franz Joseph I (Franz Joseph Karl; 1830-1916) in Vienna. Sultan Abdülaziz was greatly impressed by the French educational institutions he encountered during his European tour, particularly the renowned French schools such as *Lycée Henri-IV* and *Lycée Louis-le-Grand* which are among the most prestigious high schools in France.³³³ One of the first things the Sultan did after returning to Istanbul was to instruct those concerned to open such school,³³⁴ and was to publish an Education Edict that would allow all children up to the age of twelve to benefit from compulsory and free education. As a result, public education was organized on the French model and Istanbul University, which was founded by Mehmed II on 1453, a day after the conquest of Constantinople by the Turks, which was reformed in 1846 as the first Ottoman higher education institution based on European traditions, underwent significant reorganization in 1861.³³⁵

³³² Painting by Charles Porion (1814-1908) depicting Napoleon III and the visit of foreign sovereigns and princes to Paris during the Universal Exhibition from April 1st to November 3rd, 1867. - In the first row, from left to right: Leopold II, King of the Belgians (1865-1909) - William I, King of Prussia (1861-1888) - Franz Joseph I, Emperor of Austria (1848-1916) and King of Hungary (1867-1916) - Napoléon III, Emperor of the French (1852-1870) - Alexander II, Emperor of Russia (1855-1881) - Abdülaziz, Sultan of the Ottoman Empire (1861-1876) - Charles XV, King of Sweden (1859-1872) - in the second row, from left to right: Francis of Assisi of Bourbon, King consort of Spain (1822-1902) - William of Orange, Crown Prince of the Netherlands (1840-1879) - Otto von Bismarck, Minister-President of Prussia (1862-1870) - Frederick William of Hohenzollern, Crown Prince of Prussia (Frederick III, King of Prussia and German Emperor, 1888) - Edward, Prince of Wales (Edward VII, King of the United Kingdom and Emperor of India, 1901-1910) - Prince Napoleon, cousin of Napoleon III (1822-1891) - Tsarevich Alexander (Alexander III, Tsar of Russia, 1881-1894) - Humbert, Duke of Aosta (Humbert I, King of Italy, 1878-1900) - George I, King of the Hellenes (1863-1913) - Charles-Alexandre, King of Württemberg (1864-1891) - Ismail Pasha, viceroy of Egypt (1863-1879). - in the third row, from left to right: Marshal Canrobert (1809-1895) - General Fleury (1815-1884) - Marshal de Mac Mahon, Duke of Magenta (1808-1893, President of the Republic from 1873 to 1879) - Prince Frederick-Charles of Prussia, general and nephew of William I (1828-1885) - unidentified person - General Cousin-Montauban, Count of Palikao (1796-1878) - Marshal Forey (1804-1872) - Marshal Randon (1795-1871), Minister of War - Marshal Bazaine (1811-1888) - Marshal Niel (1802-1869). Source: Collection: Château de Compiègne. Creation: 1895. Location: Compiègne dans l'Oise (Nord-Pas-de-Calais-Picardie, France).

³³³ Boyacıoğlu, op. cit. p.381

³³⁴ Ergin, O. N. (1940). *Türkiye Maarif Tarihi* [Turkish Education History]. Cilt II, Osmanbey Matbaası, İstanbul, s.401

Dağlar, O. (2006). Emrullah Efendi - Tevfik Fikret Anlaşmazlığı (Mekteb-i Sultani Hadisesi) [The Conflict Between Emrullah Efendi and Tevfik Fikret (Mekteb-i Sultani Incident)]. *Trakya Üniversitesi Sosyal Bilimler Dergisi*, 8(2), 27-45. Retrieved Mar. 23, 2024, from <https://dergipark.org.tr/pub/trakyasobed/issue/30233/326497>

³³⁵ İstanbul Araştırmaları Enstitüsü [İstanbul Research Institute]. (2018 Nov. 30). op. cit.

In 1868, a pivotal step towards modernizing education was taken under the initiative of Sultan Abdulaziz and the Ottoman government, spurred on by encouragement from Napoleon III. On March 15, 1867, during discussions between Grand Vizier Mehmed Emin Âli Pasha (1815-1871), Foreign Minister Keçecizade Mehmed Fuad Pasha (1814-1869), Minister of Education Mehmed Esad Saffet Pasha (1814-1883), and the French Ambassador to Istanbul, Nicolas Prosper Bourée (1811-1886), it was agreed to establish a modern high school, on par with the best high schools in Europe, and would harmonize with the French education system, that could train government officials who could benefit the Empire, regardless of their origins or religion. On 16 March, 1867 in Paris, the Ottoman ambassador Reşitpaşazade Mehmet Cemil Pasha (1828-1872) held talks with the French Minister of Education, Jean Victor Duruy (1811-1894), who expressed France's eagerness to see Ottoman as a robust ally and assured full support.³³⁶

The construction of the new Galatasaray High School was initiated in 1868 under the direction of Foreign Minister Keçecizade Mehmed Fuad Pasha (1814-1869)

and Grand Vizier Mehmed Emin Âli Pasha (1815-1871), both of whom were alumni of the Ottoman State's first medical alumni of

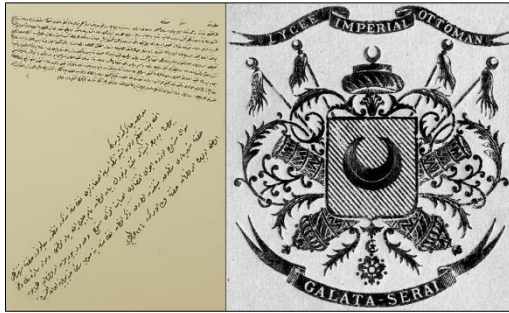


Fig. 76: **Left:** Imperial Decree "İrade-i Hümayun" granted on April 15, 1868, by Sultan Abdulaziz, regarding the establishment of Mekteb-i Sultânî [Imperial School] **Right:** The coat of arms of Mekteb-i Sultânî [Lycée Impérial Ottoman de Galata-Sérai] from the 1870s.³³⁷

Güven, H. (2006) L'enseignement du français à Izmir après 1939 [Teaching of French in Izmir after 1939]. Documents pour l'histoire du français langue étrangère ou seconde, Paris, SIHFLES, n°37. Retrieved Nov. 14, 2021, from <https://doi.org/10.4000/dhfles.70>

³³⁶ Sergi: Galatasaray Lisesi, 150 Yıllık Bir Kültür Ortaklığı [Exhibition: A Cultural Partnership of 150 Years: Galatasaray High School] (20.09 - 03.10.2018). Place: İstanbul Fransız Kültür Merkezi [French Cultural Center in İstanbul / İstanbul – Institut Français de Turquie]. Research; İzzeddin Çalışlar, Coordination; Cenk Tıkız, Archives: Galatasaray Üniversitesi Kültür ve Sanat Merkezi, İstanbul Şehir Üniversitesi E-Arşiv [Galatasaray University Culture and Art Center, İstanbul Şehir University E-Archive], <https://tr.ambafrance.org/> - Printing house: Kopyaevi – Işık Ozalit Ltd.: For written sources outside the exhibition:

Güvenli, G. (2007). Le lycée de Galatasaray (1868-1923): Histoire sociologique d'une institution scolaire [Galatasaray High School (1868-1923): Sociological History of an educational institution]. [Doctoral dissertation, *The École des Hautes Études en Sciences Sociales (EHESS)* (School of Advanced Studies in the Social Sciences)] Selim Nüzhet Gerçek (1934). *Galatasaray Tarihçesi* [Galatasaray History]. Unpublished.

Çalışlar, İ., Şabanoğlu, M. (2018). *Mekteb-i Sultânî 50. Yıl 1868-1918* [Mekteb-i Sultânî 50th Anniversary 1868-1918]. Abdurrahman Şeref, Mehmed Ziyâ, İhsan (Sungu), Cemil. (Tıpkıbasım) Galatasaray Eğitim Vakfı.

Çalışlar, İ. (2018). *Mekteb-i Sultânî-Galatasaray Lisesi 100. Yıl 1868-1968* [Mekteb-i Sultânî-Galatasaray High School 100th Anniversary 1868-1968]. Muhittin Sandıkçioğlu, Ferruhzat Turaç, Vefa Semenderoğlu. Galatasaray Eğitim Vakfı.

Engin, V. (2018). *Mekteb-i Sultânî – Galatasaray Lisesi Kuruluş* [Mekteb-i Sultânî – Galatasaray High School Establishment]. Galatasaray Eğitim Vakfı.

³³⁷ Sergi, op.cit.

the Ottoman State's first medical school; *École Impériale de Médecine de Galata Serai* [English: Imperial School of Medicine of Galatasaray, Ottoman Turkish: Mekteb-i Tıbbiye-i Adliye-i Şâhâne], which was opened by the Sultan Mahmud II (1785-1839) after the renovation of the Galata Sarayı buildings in 1837. The teaching language of the school was French, and pioneered many practices including midwifery training for women; the first use of chloroform in anaesthesia; and the first anatomy lessons that utilized cadavers in the country. After the old Galata Sarayı building, in use since the 15th century, was finally given over to the Mekteb-i Sultânî the establishment phase commenced. On April 14, 1868, the rationale behind the initiative was presented to the Sultan, leading to the official naming of the institution: Mekteb-i Sultânî.³³⁸ Mekteb-i Sultânî was a secondary education that offered between primary and higher education in French. Described by Tevfik Fikret (1867-1915) as “*the first window of the East opening to the Western horizon.*”³³⁹



Fig. 77: **Left:** Sultan Abdulmecid returning from a graduation exam at Galatasaray Medical School, 1844. The Sultan in the carriage, with Abdülhak Molla (1786-1864) slightly leaning next to the rear wheel. Behind Molla, Dr. Charles Ambroise Bernard (Karl Ambros) (1808–1844), stands dressed in plain black attire next to the wall column.³⁴⁰ **Right:** Grand Vizier Mehmed Emin Âli Pasha arriving at Galata Serai for the opening of the International Health Conference, Constantinople, Ottoman, Source: Engraving from *L'Illustration, Journal Universel*, No 1203, March 17, 1866. DeA / Veneranda Biblioteca Ambrosiana, Milan. On some other Sources: Engraving depicting the inauguration of Mekteb-i Sultânî on September 1, 1868.

³³⁸ İstanbul Araştırmaları Enstitüsü [İstanbul Research Institute]. (2018 Nov. 30). op. cit.

³³⁹ Sakaoğlu, N. (2003). *Osmanlı'dan Günümüze Eğitim Tarihi* [From the Ottoman Empire to the Present: A History of Education], Bilgi Üniversitesi Yayınları, s.84-85

Dağlar, O. (2006). Emrullah Efendi - Tevfik Fikret Anlaşmazlığı (Mekteb-i Sultani Hadisesi). op. cit.

³⁴⁰ Ülman, I. Y. F. (2017). *Galatasaray Tıbbiyesi, Tıbbiye'de Modernleşmenin Başlangıcı* [Imperial School of Medicine, Galatasaray, the Beginning of Modernisation in Medicine]. İstanbul Bilgi Üniversitesi Yayınları. Retrieved Mar. 23, 2024, from <https://www.academia.edu/32980244>



Fig. 78: **Left:** View of the Mekteb-i Sultânî (Imperial School) from its grand gate, date between 1880 and 1893.³⁴¹ **Right:** Present-day facade of Galatasaray Lisesi. It's noteworthy to mention that the school still boasts a panoramic view of the Bosphorus, offering glimpses of the Topkapı Palace, Hagia Sophia, and Blue Mosque from above.

The biggest difference of the Galatasaray High School from the Western missionary schools operating throughout the Ottoman Empire in that it accepted students from all citizens, all religious and ethnic communities of the Empire. Education was in French and it was the first State school where the education was given in foreign language. In the following years Arabic, Persian, Armenian, Latin, Greek, Bulgarian, English, German and Italian had been given a selective course in the school programme. Galatasaray High School also became a turning point in the foreign language education in Türkiye,³⁴² and as a result, French Government appointed the respected teachers and school administrator. Monsieur Ernest de Salve-Villedieu (1815-1893) was the first principal of the school, and numerous teachers were invited over from France, and many teachers were European.³⁴³

Galatasaray High School was considered to be an educational institution where the principle of equality “among the nations in the Empire”, which was planned as a direct application of the Ottomanism ideology of the Tanzimat Era, and it was presumed that this school where students coming from “a wide variety of nations” would become united, and produce the ideology required for the integrity, preservation and unity of the Ottoman Empire.³⁴⁴

³⁴¹ Library of Congress Prints and Photographs Online Catalog (PPOC). Abdul-Hamid II Collection. Title: The grand gate of the school Sultani / Abdullah Frères, Phot., Constantinople. Date: between 1880 and 1893. Retrieved Mar. 21, 2024, from <http://hdl.loc.gov/loc.pnp/cph.3b28798>

³⁴² Boyacıoğlu, op. cit. Özkan, H. S. (2010). Osmanlı Devletinde Yabancı Dil Eğitimi [Foreign Language Teaching in Ottoman Empire]. *Turkish Studies Journal*.

³⁴³ İstanbul Araştırmaları Enstitüsü [İstanbul Research Institute]. (2018 Nov. 30). op. cit. Galatasaray Lisesi [Galatasaray High School]. (n.d.). *Principals*. Retrieved Nov. 15, 2021, from <http://www.gsl.gsu.edu.tr/en/tarihce/mudurlerimiz>

³⁴⁴ Akyüz, Y. (1985). *Türk Eğitim Tarihi* [History of Turkish Education]. Ankara: Ankara Üniversitesi Eğitim Bilimleri Fakültesi Yayınları.

Despite opposition from religious leaders, including the Pope, the Greek Patriarch, the *Şeyh'ül-İslam* [Shaykh al-Islām], and the Chief Rabbi of Türkiye, the Mekteb-i Sultânî received significant interest and commenced operations. In addition to fee-paying students, the school also offered opportunities for talented, underprivileged pupils to study at the Ottoman capital.³⁴⁵

Mekteb-i Sultânî [Imperial School] was established with the French education system as a model, and inspired by the most prestigious French *lycées* (high schools). By implementing the most contemporary curriculum, including natural sciences, philosophy, law, classical European languages, and gymnastics, the school provided modern, progressive educational experience for its students.³⁴⁶

Mekteb-i Sultânî implemented physical education and sports programs reflecting the French Ecole for its students, and by these implementations the school not only introduced French-style physical education and sports concepts to the Ottoman Empire but also paved the way for their gradual dissemination throughout the region, even set a new benchmark for physical education and sports standards in the area.³⁴⁷

Since its establishment in 1868, gymnastics classes have been included in the curriculum at Mekteb-i Sultânî. The school's statute, the *Mekteb-i Sultânî Nizamnâmesi* [the Statute on the Imperial School], stipulated in its fourth article that regarding the classes given at the school, the students would receive gymnastics classes throughout their education with the help of certain equipment according to their ages, after a gymnasium would be established in the school. The students were also provided with the opportunity to perform gymnastics in recess periods which were numerous and long.³⁴⁸

Tekeli, İ. & İlkin, S. (1999). *Osmanlı İmparatorluğunda Eğitim ve Bilgi Üretim Sisteminin Oluşumu ve Dönüşümü* [Formation and Transformation of Education and Knowledge Production System in the Ottoman Empire]. Ankara: Türk Tarih Kurumu Yayınları. Retrieved Oct. 16, 2021, from <https://www.academia.edu/30991536>

³⁴⁵ İstanbul Araştırmaları Enstitüsü [İstanbul Research Institute]. (2018 Nov. 30). op. cit.

³⁴⁶ Somel, Akşin, op. cit., p. 52.

Yildiz, M. C., op. cit., p. 34.

³⁴⁷ Galatasaray Sports Club. (n.d.). *Story of Our Foundation*. Retrieved July. 20, 2021, from <https://www.galatasaray.org/en/s/galatasaray-spor-kulubu-1905/3>

Turkish Olympic Committee. (2015 Jan.). Türkiye'de Cimnastik [Gymnastics in Turkey]. *Olimpiyat Dünyası*. Sayı 55. s. 47-51. Retrieved Nov. 13, 2022, from https://olimpiyat.org.tr/Upload/Olimpiyat_Dunyasi/s55/files/assets/downloads/publication.pdf

Akyüz, Y. (1994). *Türk Eğitim Tarihi* [History of Turkish Education] İstanbul: Kültür Koleji Yayınları No. 4, 137-163.

³⁴⁸ Özçakır, op. cit.



Fig. 79: Monsieur Curel, the First Physical Education Teacher of Galatasaray High School. Source: Alpaslan Aktuğ <https://twitter.com/alpaslanaktug/status/931108953790013440/photo/1> undated.

As the school was established under the influence of the French education system, the French Government appointed the respected teachers and school administrator at the beginning. Some teachers from various fields and branches were brought in from France. The first among those teachers was Monsieur Curel, who taught gymnastics classes between 1868 – 1872 at the school.³⁴⁹

The place where gymnastics are practiced for the first time in Ottoman Empire in the modern sense is Mekteb-i Sultânî. In other words, for the first time in the Empire, gymnastics classes were included in the curriculum of Mekteb-i Sultânî, excluding the military schools. Gymnastics was included in the curriculum of Mekteb-i Sultânî, which was figuratively positioned as “A Window Facing The West”, twice in the morning for each class according to the schedule.³⁵⁰ The physical education class at Mekteb-i Sultânî was called as *İdman ve Riyâzet-i Bedeniye* [Training and Gymnastics] and executed in the form of gymnastics practice.³⁵¹



Fig.80: **Left:** Fourth-grade students engage in morning exercises in the courtyard of the esteemed Imperial School. Source: Galatasaray Museum Archive, ALB 39, undated. **Middle:** “Mekteb-i Sultânî third grade students practicing Swedish-style physical education.” Undated. Source: Galatasaray Museum Archive. **Right:** “Students practicing sports in the gymnasium of Galatasaray High School in the latter half of the 1920s. Photo source: *La Vie Scolaire en Turquie* / SALT Research.” Refer: <https://sultanivespor.com/svs/tr/galeri/1920lerde-jimmastikhane>

The first action taken by the French Monsieur Curel, the first physical education and gymnastics teacher of Mekteb-i Sultânî,³⁵² was to transform a large hall into a

³⁴⁹ Şişman, A. (1989). *Galatasaray Mekteb-i Sultânîsi'nin Kuruluşu ve İlk Eğitim Yılları 1868 – 1871* [The Establishment and Early Years of Galatasaray Mekteb-i Sultânîsi 1868-1871]. Edebiyat Fakültesi Yayınları, s. 38. For similar sources written in a similar tone: Özçakır, op. cit. and see: Dever, İslam, Sarı, op. cit.

³⁵⁰ Selim Sırrı Tarcan (1928a). *Terbiye-i Bedeniye Tarihi* [History of Physical Education]. İstanbul Devlet Matbaası.

³⁵¹ Bilge, op. cit., p. 17-36.
Yıldız, M. C., op. cit., p. 35.

³⁵² Şişman, op. cit. Other than main source, for similar sources written in a similar tone see below:
Kahraman, 1995, op. cit., pp. 640-641.
Atabeyoğlu, op. cit., pp. 1474-1479
Morpa Spor Ansiklopedisi [Morpa Sports Encyclopedia]. (2005). *Jimmastik* [Gymnastics]. Cilt 2. İstanbul: Morpa Kültür Yayınları, s. 27-28

gymnasium in the school,³⁵³ and provided gymnastics education to students with the help of gymnastics equipment which he brought along from his home country of France. He proceeded to put into practice the complex and challenging “*Amorós Setup*”, which is performed with a trapeze, parallel bar, horizontal bar, ring set and round sports equipment similar to the shot.³⁵⁴ Additionally, Monsieur Curel initially incorporated weightlifting into gymnastics programs to maintain both strength and flexibility.³⁵⁵

During that period, the French school system incorporated *Amorós* gymnastics, which was also taught in schools. This was introduced to the French school system through *L'École Normale Militaire de Gymnastique de Joinville* [the Normal Military Gymnastics School of Joinville].³⁵⁶

Mekteb-i Sultânî integrated a diverse range of physical activities, drawing upon varied pedagogical and elementary gymnastic principles. These activities not only prioritized the development of the *cism* [body] and *ruh* [spirit] values but also focused on the *ahlak* [moral] with physical and mental robustness, masculinity, and hygiene. They tried to instill all these concepts through gymnastics, physical education and sports.

The accomplished gymnastics performances at Mekteb-i Sultânî inspired the idea to include gymnastics classes in curricula of every school, starting from elementary schools to middle and high schools, as in Europe.³⁵⁷ Afterwards, Gymnastics classes were made compulsory for all high school students pursuant to the article 23 of the *Maârif-i Umûmiye Nizamnâmesi* [the Regulation of Public Education] the law stipulating the establishment of secondary education institutions in 1869.³⁵⁸

The gymnast Monsieur Curel added a Physical Education class to the syllabus and initiated activities through education. These steps were truly revolutionary for the country: Curel trained the students with modern tools and organized a Training Festival

³⁵³ Tekil, S. (1985). *Galatasaray Tarihi* [History of Galatasaray] 1905-1985, Ekol Ofset AŞ., s. 5-12

Ateş, S. Y. (2012). *Asker Evlatlar Yetiştirmek 'II. Meşrutiyet Dönemi'nde Beden Terbiyesi, Askeri Talim ve Paramiliter Gençlik Örgütleri* [Raising Military Offspring: Physical Education, Military Training, and Paramilitary Youth Organizations in the Second Constitutional Era]. İletişim Yayınları, s.103.

³⁵⁴ Selim Sırrı Tarcan, 1928a, op. cit.

³⁵⁵ Turkish Olympic Committee. (2015 Jan.). Türkiye’de Cimnastik [Gymnastics in Turkey]. *Olimpiyat Dünyası*. Sayı 55. s. 47-51. op. cit.

³⁵⁶ Naul, Scheuer, op. cit., p. 23.

³⁵⁷ Kahraman, 1995, op. cit., pp. 627-628

³⁵⁸ Yazar, B. (2014) *Osmanlı’dan Cumhuriyete Geçiş Süreci ve Erken Cumhuriyet Dönemi Türkiye’sinde Modern Sporun Kuruluşu* [Constitution of Modern Sports in Turkey During the Transition from Empire to Republic and in the Early Republican Period]. Hacettepe Üniversitesi Türkiyat Araştırmalar Dergisi, Güz (21), 301-317. <http://www.turkiyat.hacettepe.edu.tr/dergi/21sayi.pdf> [accessed July 20, 2021]

in Kağıthane in 1870, where the students engaged in jogging, jumping, and various body movements.³⁵⁹ At the Hıdırellez dinner held every year in Kağıthane,³⁶⁰ different athletes with varying accomplishments received medals and prizes, and students were offered cooked rice (pilaf) with lamb meat after the contests. This later evolved into a tradition that brings together alumni and current students of the school every year as of 1934.³⁶¹



Fig. 81: Monsieur Moiroux. Source: https://www.vbky.com.tr/media/t1/001/612/532/445/sabanoglu_kurulus_gs.pdf

Following the departure of Monsieur Curel, another French gymnast, Monsieur Moiroux, was appointed as the physical education teacher.³⁶² who had studied gymnastics at the prestigious *L'École normale militaire de gymnastique de Joinville* [the Normal Military Gymnastics School of Joinville], in France.³⁶³ In addition to gymnastics classes, Moiroux taught fencing, swimming and rowing classes, and especially, water sports started to gain focus in the school's physical education program under his leadership.³⁶⁴

Selim Sırrı Bey [Tarcan] (1874-1957), who was employed at Mekteb-i Sultânî as the physical education teacher for a brief time,³⁶⁵ provided an observation on Moiroux's classes and the gymnasium:

*“Ring sets, trapezes, ropes, poles, rope ladders were hanging everywhere in the gymnasium, shots made of iron were lying around, and the main goal was to train athletes and acrobats who have strong biceps, pectoral and calf muscles.”*³⁶⁶

³⁵⁹ Galatasaray Sports Club. (n.d.). *Story of Our Foundation*. op. cit.

Vahdettin, E. (1996). *1868'den 1923'e Mekteb-i Sultânî* [Galatasaray High School 1868-1923], İstanbul, Galatasaraylılar Derneği, 2003, s..46, 70

Düzenli, G. & Toprak, Z. (1996). (haz.), “Özel Dosya: Galatasaray Lisesi” [Special File: Galatasaray High School]. *Toplumsal Tarih*, Şubat, no: 26, s. 35.

³⁶⁰ Sultani ve Spor (n.d.). Galatasaray Lisesi'nin beden eğitimi öğretmenleri [Physical education teachers of Galatasaray High School]. Retrieved Apr. 20, 2024, from <https://www.sultanivespor.com/svs/tr/arsiv/beden-egitimi-ogretmenleri>

³⁶¹ Ibid. This is from the graduates. For more:

Galatasaray Lisesi [Galatasaray High School]. (n.d.). *Pilaf of Galatasaray*. Retrieved Aug 2, 2021, from <http://www.gsl.gsu.edu.tr/en/tarihce/galatasaray-pilavi>

Galatasaraylılar Derneği [Galatasaray Alumni Association]. *Galatasaray Pilavı* [Pilaf of Galatasaray]. Retrieved Aug 2, 2021, from <https://galatasaraylilardernegi.org.tr/galatasaray-pilavi>

³⁶² Atabeyoğlu, C. (1972). *Spor Ansiklopedisi* [Sports Encyclopedia]. Yeni İstanbul Gazetesi Yayını, İstanbul s. 179. Yıldız, D. (1979). *Türk Spor Tarihi...* [Turkish Sports History]. Eko Matbaası

³⁶³ Yıldız, M. C., op. cit., pp. 35-36.

³⁶⁴ Yıldız, D. (1979). op. cit., p. 301.

Galatasaray Sports Club. (n.d.). *Story of Our Foundation*. op. cit.

³⁶⁵ Atabeyoğlu, op. cit., p. 1475.

³⁶⁶ Selim Sırrı Tarcan, 1928b, op. cit. p. 142.

In time, Moiroux's expertise in gymnastics, fencing, swimming and rowing became increasingly recognized and he was offered a promotion to the rank of captain to be transferred to *Tophane Askerî Sanayii Mektebi* [Tophane Military Industrial School] as gymnastics and swimming instructor; therefore, Monsieur Martinetti, an Italian teacher, was recruited as the new Physical Education teacher at Mekteb-i Sultânî, who placed even greater importance on the gymnastics practices with equipment. However, Martinetti was appointed to the *Mekteb-i Harbiye* [Imperial Military Academy] as a gymnastics instructor in 1878.³⁶⁷ Interestingly, Martinetti would return to his store, the Parisian department store Bon Marché in Pera, after he taught his classes at Mekteb-i Sultânî in the early morning and continue his commercial endeavors as a store owner.³⁶⁸

In the following period, the physical education teacher at Mekteb-i Sultânî was the Greek Stangali, succeeded Martinetti, who was best known as an acrobat (*canbaz*).³⁶⁹ Stangalli, who was a very versatile athlete, established the first privately-owned gymnasium of the Ottoman Empire, located in Hacapoğlu commercial block in Beyoğlu in 1880, and trained many students. Additionally, the private gymnasiums helped the efforts to spread this sports branch outside the school.³⁷⁰

In 1879, Stangali resigned from his position and Ali Faik Bey [Üstünidman] (1858/9-1942), who was formerly a successful student at Mekteb-i Sultânî, succeeded him as the physical education teacher.

According to Bilge, Monsieur Moiroux, Monsieur Curel, and Monsieur Martinetti as the first three physical education teachers at Mekteb-i Sultânî.³⁷¹ According to different sources, Moiroux was first and two years later Curel replaced him.³⁷² Moiroux and Curel were French, Martinetti was Italian, and Stangali was

³⁶⁷ Yıldız, D. (1979). op. cit., p. 301.

³⁶⁸ Selim Sırrı Tarcan, 1928b, op. cit. p. 142. For other than main source see: Tayga, op. cit., p. 113. and, Yıldız, M. C., op. cit., pp. 35-36.

³⁶⁹ Selim Sırrı Tarcan, 1928a, op. cit., pp. 141-143. For other than main source see: Bilge, op. cit., p. 27. and see: Ergin. N. O. (1977) *Türk Maarif Tarihi-IV* [History of Turkish Education-IV]. İstanbul. Cilt IV. S. 1546-1547.

³⁷⁰ Bilge, op. cit., pp. 17-36 For other than main for similar tone: Yıldız, D. (1979). op. cit., p. 301. to confirm from other source, see: Soyer, op. cit. p. 216. Mengüten, S. & Çelebi, E. (2005). *Jimnastik* [Gymnastics]. Morpa Spor Ansiklopedisi. Cilt 2. İstanbul: Morpa Kültür Yayınları, s. 27-28.

³⁷¹ Kahraman, 1995, op. cit., pp. 640. Bilge, op. cit., p. 26.

³⁷² Ergin. N. O. (1977) *Türk Maarif Tarihi-III-IV* [History of Turkish Education -III-IV]. 848-(3-4). İstanbul.

Greek.³⁷³ While Martinetti being either French or Italian depending on the source, he is referred to as the Italian Signor Martinetti in various other sources.³⁷⁴ The diverse educational backgrounds and approaches of these teachers have also influenced their theory and method to gymnastics education. Generally, they attempted to apply the gymnastic practices of Amorós and Jahn. All these gymnastic concepts were introduced to the Ottoman Empire and disseminated through the efforts of these educators towards the end of the 19th century.³⁷⁵

2.4.2 Ottomanization of Physical Education and Sports: Examining the Contributions of Ali Faik Bey [Üstünidman] as the First Turkish Physical Education and Sports Teacher

The incorporation of modern physical education and sports in Ottoman Empire saw significant advancement thanks to the employment of foreign gymnasts like Monsieur Curel, Monsieur Moiroux, Signor Martinetti, and Stangali at Mekteb-i Sultânî. Their dedicated efforts and contributions led to swift initial progress in this initiative. The early results of this endeavor were achieved relatively quickly, and individuals such as Ali Faik Bey [Üstünidman] (1858/9-1942), and Selim Sırrı Bey [Tarcan] (1874-1957), who have since become prominent figures in Turkish physical education and sports history, emerged.

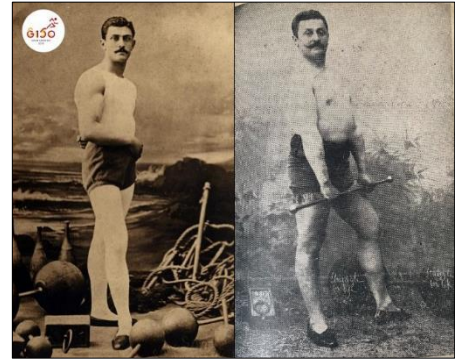


Fig. 82: *Left:* Ali Faik Bey [Üstünidman] *Source:*

<https://x.com/GslSporTarihi/status/1124561150920859648> *Right:* Ali Faik Bey [Üstünidman] “Şeyhül İdman” [the leader/sheikh of athletes] “This is me when I was a teacher at Mekteb-i Sultânî...” *Source:* Ibid: Sadullah, N. (1934). *Additional Source:* Book: Suat Aray (1959). *Bir Galatasaraylının Hatıraları [The Memoirs of a Galatasaray supporter]. TCDD Basımevi. İzmir. s. 79.*

Different cultures use different similes to emphasize the idea of physical strength. While in German a person may be 'Stark wie ein Bär' [Strong as a Bear], in

³⁷³ Selim Sırrı Tarcan, 1928a, op. cit., pp. 141-143.

³⁷⁴ Devlet Arşivleri Başkanlığı Osmanlı Arşivi [BOA], [Presidency of the Republic of Türkiye - Directorate of State Archives Ottoman Archives]. Documents: H-12-5-1296/4, BOA, MF.MKT./62-28 Yiğit, op. cit., p. 391. “According to the letter dated May, 1879, document H-12-5-1296/4, it was deemed appropriate to employ Monsieur Martinetti once again as the vacant gymnastics instructor at Galatasaray High School, as it had been done in the past. See BOA, MF.MKT./62-28. After being given the rank of captain and becoming a gymnastics teacher at Tophane Military-Industrial High School, Moiroux was replaced by Italian Martinetti.”

³⁷⁵ Alpman, op. cit., p. 176.

English '*as strong as an ox*', and in French '*Fort comme un Turc*' [Strong as a Turk].³⁷⁶ Ali Faik Bey [Üstünidman] is the embodiment of this French expression that has been echoing in Europe for more than eight centuries.



Fig. 83: Faik Üstünidman and students posing inside of the *Mekteb-i Sultânî*'s gymnastics hall in 1918. Source: *Mekteb-i Sultânî'nin Ellinci Sene Devre-i Tesisi Münasebetiyle Neşir Olunmuştur (İstanbul: Matbaa-ı Amire, 1918), p. 44. [Gathering on the Occasion of the 50th Anniversary of Imperial School (Mekteb-i Sultânî). İstanbul, Matbaa-ı Amire, 1918, p. 44.] <https://blog.iae.org.tr/en/exhibitions/a-window-to-the-west-the-150-years-of-the-galatasaray-high-school-1868-2018>*

Faik Üstünidman stands out as a leading name in the records of Turkish physical education and sports history, has made a name for himself with his pioneering contributions to both the implementation and dissemination of these fundamental concepts across the county. According to Sermet Muhtar, Faik Üstünidman is the first person who comes to mind when the word "sports" is mentioned in this country.³⁷⁷

Faik Üstünidman, holds a significant place in the history of Turkish sports as the first Turkish Physical Education and Sports Teacher. He was born in Istanbul in 1858 as the offspring of Mesud Bey, an accountant at *Düyun-ı Umumiye* [the Public Debt Administration], and Lalidur Hanım, from a prominent family within the Ottoman bureaucracy.³⁷⁸ According to his statement, he was born in 1859. On the other hand, the date of birth of Faik Bey is specified as 1858 in various sources.³⁷⁹ The grandfather of Faik Bey, Ahmet Efendi, was the Director of Retirement Pensions Department at the *Maliye Nezâreti* [Ministry of Financial Affairs],³⁸⁰ while his great-grandfather, İbrahim Ethem Efendi, was the chief clerk of *Istabl-ı Âmire* [the Imperial Stables] during the

³⁷⁶ McKenna, J. (2004). *Idioms with a viable literal interpretation in German advertisements* [Doctoral dissertation, University of St Andrews]. p. 37. Retrieved Apr. 7, 2024, from <https://hdl.handle.net/10023/14537>

³⁷⁷ Muhtar, S. (1932). Cimnastik Muallimi Faik Bey 'Deli' Lakabını Nasıl Almış [How did Gymnastics Instructor Faik Bey Earn the Nickname 'Deli' (Madman)]. 13 Mart *Akşam Gazetesi*. s. 6. <https://www.gastearsivi.com/gazete/aksam/1932-03-13/6>

³⁷⁸ Dever, İslam, Sarı, op. cit. p. 966. This is main source, for similar see: Çankaya, op. cit., p. 932. Engin, V. (2003). *Mekteb-i Sultânî*. [Galatasaray Imperial High School]. İstanbul: Galatasaraylılar Derneği.

³⁷⁹ Dever, İslam, Sarı, op. cit. p. 954. For similar info from various sources see: Şabanoğlu, op. cit. p. 58. Aral, F. (2002). Sporumuzda öncü bir Galatasaraylı 'İdmançılar Şeyhi Ali Faik Üstünidman. ['Ali Faik Üstünidman The Leader of Athletes' A Pioneering Galatasaray Figure in Our Sports]. *Galatasaray Dergisi*, Eylül, 3. s. 123.

³⁸⁰ Dever, İslam, Sarı, op. cit. p. 954. Aral, op. cit.

reign of Mahmut II. İbrahim Ethem Efendi was also an athlete who once traveled to and returned from Mecca and Medina, reflecting a longstanding tradition of athleticism within Faik Bey's family.³⁸¹

Faik Üstünidman, with the school number 164, enrolled in *Mekteb-i Sultânî* in 1870,³⁸² and completed his primary, secondary, and high school education in the same school, from which he graduated in 1879.³⁸³ After he graduated, he started to work as a physical education teacher at *Mekteb-i Sultânî*, where he continued to work in this same position until he retired after almost 45 years.³⁸⁴

Faik Üstünidman made the following statement regarding his graduation and becoming a teacher in an interview made with him:

- *When did I graduate from the school? I was wondering that, too...*
- *In 1879, sir...*
- *Alright... At that time, a foreign committee from the German embassy visited the school. They gave me an exam first, and then awarded a diploma. It was stated and approved that I was authorized to teach even at the School of Physical Education Teachers in Berlin.*³⁸⁵

Furthermore, there are certain statements in some sources claiming Ali Faik Bey went to Germany for gymnastics training for a year after this exam.³⁸⁶ Other sources claim that he went to Germany in 1974 after his graduation to expand his knowledge of



Fig. 84: *Gözlerini Kaybeden İdmançılar Şeyhi Faik Bey Muharririmize Hayatını Anlatıyor* [The leader/sheikh of athletes Faik Bey, who lost his sight, tells his life story to our journalist]. Source: *Ibid*.

³⁸¹ Dever, İslam, Sarı, op. cit. p. 954. This is main source, for similar, see below: Güven, Ö. (1999). *Ali Faik Üstünidman. Yaşamları ve Yapıtlarıyla Osmanlılar Ansiklopedisi* (Cilt 2). Yapı Kredi Yayınları. s. 648.

³⁸² Dever, İslam, Sarı, op. cit. p. 954. Other than main source, to check archival doc. see below: Şehir Üniversitesi Arşivi [City University Archive]. Document Identifier: TT552833. Jimnastik Muallimi Faik Bey [Gymnastics Instructor Faik Bey].

³⁸³ Sadullah, N. (1934). *Gözlerini Kaybeden İdmançılar Şeyhi Faik Bey Muharririmize Hayatını Anlatıyor* [The leader of athletes Faik Bey, who lost his sight, tells his life story to our journalist]. Feridun Fazıl Tülbentçi Archive, *Yedigün*, 2 Mayıs, no: 60, s. 7-10, 21. Photo Yedigün-Âli. Retrieved July. 25, 2021, from <https://archives.saltresearch.org/handle/123456789/22275> This is the original source, for similar, see below: Çankaya, op. cit., p. 932.

Dever, İslam, Sarı, op. cit. p. 954.

³⁸⁴ Dever, İslam, Sarı, op. cit. p. 954.

Ergin, O. N. (1977). *Türkiye Maarif Tarihi* [Turkish Education History]. op. cit., p. 1546.

Tekil, op. cit.

Özmaden, Soyer, & Özmaden, op. cit.

³⁸⁵ Sadullah, op. cit. This is the original source.

³⁸⁶ Dever, İslam, Sarı, op. cit. p. 957.

Aral, op. cit.

both theoretical and applied gymnastics at the Central Gymnastics Institute in Berlin.³⁸⁷ However, the fact that he did not make any statement on this subject and that he started to teach physical education at *Mekteb-i Sultânî* after graduating in 1879 makes the credibility of this thought questionable. In fact, when Faik Bey was a student in his last year at *Mekteb-i Sultânî*, he worked as a gymnastics teacher for three months since there was no gymnastics teacher at the school, which had a positive impact on his recruitment as a teacher at *Mekteb-i Sultânî*.³⁸⁸



Fig. 85: Faik Üstünlü, Gymnastics Instructor at *Mekteb-i Sultânî* proudly displays his well-deserved medals. Source: *Servet-i Fünûn*, issue 240, 1895.

As per archival records, Faik Bey managed to get his students to like both his classes and himself, and was subsequently promoted in his position due to his remarkable accomplishments in his sixth year as a teacher (1885) and was promoted in his position. In 1892, due to his teaching achievements and gymnastics performance, Sultan Abdul Hamid II bestowed upon him the *Dördüncü Rütbeden Nişan-ı Al-i Osmanî*, the esteemed [fourth-rank Ottoman Imperial medal].³⁸⁹ After his retirement, he was bestowed the honorary title of physical education headmaster by the Ministry of Education, and awarded with the Medal of Education. Notably, permission was granted for the employment of Faik Bey, the former physical education teacher at *Mekteb-i Sultânî*, without any regard for his age record.³⁹⁰

Faik *Muallim*'s (Teacher) illustrious career as an educator in the subject of “*Terbiye-i Bedeniyye*” [Physical Education] spanned an impressive duration of 45 years, until his retirement in 1923. After his retirement in 1924, Faik Bey was granted with the title of *Şeyhül İdman* or *İdmanlılar Şeyhi* [the leader/sheikh of athletes] by the *Türkiye*

³⁸⁷ Dever, İslam, Sarı, op. cit. pp. 957-958. For similar sources written in a similar tone, see below: Hüseyin Zeki (1923 June 16). *İdmanlılar Şeyhi Faik Bey'in Hayat Sayine ait Atideki Satırları Muhtarem Karilerimiz Takdim Ediyoruz* [We Present the Future Lines of İdmanlılar Şeyhi Faik Bey's Life to Our Esteemed Readers] *Türkiye İdman Mecmuası*, p. 439. Yildiz, M. C., op. cit., p. 36.

³⁸⁸ Dever, İslam, Sarı, op. cit. pp. 957-958

³⁸⁹ Dever, İslam, Sarı, op. cit. pp. 957-958 to check from archival doc. and other sources see below: Devlet Arşivleri Başkanlığı Osmanlı Arşivi [BOA], [Presidency of the Republic of Türkiye - Directorate of State Archives Ottoman Archives]. Documents: for May, 3 1885: H-18-7-1302/ 3, BOA, İ.DH../948-75010. For January 21, 1892: H-20-6-1309/21, BOA, İ.DH../1258-98788. Yiğit, op. cit., p. 391. Ebüzziya, Z. & Kozikoğlu, S. (1986). *1921 – 1933 Galatasaray Tarihçesi 1993 Mezunları ve 50 Yılları* [1921-1933 Galatasaray History: 1993 Graduates and Their 50 Years]. Galatasaray Eğitim Vakfı Yayınları. Yildiz, M. C., op. cit., p. 39.

³⁹⁰ Devlet Arşivleri Başkanlığı Cumhuriyet Arşivi [BCA], [Presidency of the Republic of Türkiye - Directorate of State Archives Republican Archives]. Documents: For age: BCA 0 30 18 1 1, 18 17 12; Yiğit, op. cit., p. 391.

İdman Cemiyetleri İttifakı (TİCİ) [Alliance of Turkish Athlete Communities] in 1925. After the Surname Law took effect, he assumed the surname *Üstünidman* [the superior athlete].³⁹¹ Henceforth, Faik Bey was started to be shown and referred to as the first Turkish physical education teacher in Türkiye.³⁹²

Faik Bey composed a book titled “*Jimnastik Yahut Riyazet-i Bedeniye*” [Gymnastics or Physical Training], published in 1890. The book is a significant work in the sense that it is the first book written on this subject during the transformation into modern Turkish sports era.³⁹³ Faik Bey's book,

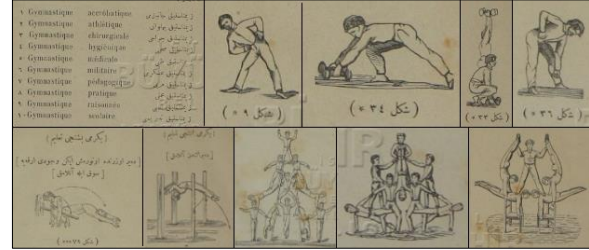


Fig. 86: Illustrated guidelines demonstrating proper technique for young men in gymnastics and weightlifting. Source: Ali Faik [Üstünidman] (1890). *Jimnastik Yahut Riyazet-i Bedeniye* [Gymnastics or Physical Training]. <https://katalog.ibb.gov.tr/kutuphane3/kitaplar/480005100049000480005000095001140011500069.pdf>

an important milestone in Turkish sports literature, which is comprised of 250 pages with detailed instructions, illustrations, and emphasizes proper techniques. The book consists of two parts; theory and practice with extensive bibliography. While he strongly emphasizes the importance of physical development through gymnastics, and underlining its positive impact on spirituality and health. He also stressed the essentiality of a comprehensive understanding of the self, where the *cism* [body] and the *ruh* [soul] exist in harmonious interplay. “Gymnastics,” according to Faik, serves as a *vasıta* [means] that promotes holistic growth and helped produce a well-rounded individual by simultaneously development of body and soul. Faik highlights the importance of gymnastics in both physical and spiritual nourishment by citing the Latin phrase “*mens sana in corpore sano*” [a healthy mind in a healthy body], which adeptly translates into Ottoman Turkish as “*Akl-i salim cism-i salimde bulunur*”.³⁹⁴ Faik Bey,

³⁹¹ Dever, İslam, Sarı, op. cit. p. 966. For similar sources written in a similar tone, see below:

Çankaya, op. cit., p. 933.

Yildiz, M. C., op. cit., p. 37.

Hüseyin Zeki, 1923 June 16, op. cit.

³⁹² İstanbul Şehir Üniversitesi Kütüphanesi, Taha Toros Arşivi [İstanbul Şehir University Library, Taha Toros Archive]. Ali Faik Bey [Mr. Ali Faik]. Document Identifier: TT523536. Documents Barcode No: 001523556006. Retrieved July 23, 2021, from <https://core.ac.uk/reader/95045486> Other than original source, see:

Genç, V. (2014). Erken Cumhuriyet Döneminde Türkiye’de Beden Eğitimi Öğretmeni Yetiştirme Uygulamaları [Physical Education Teacher Training Implementations in the Early Republican Period]. *The Journal of Academic Social Science Studies*, Number:27, Autumn I, ss: 508. Retrieved July. 25, 2021, from <http://dx.doi.org/10.9761/JASSS2565>

³⁹³ Ali Faik [Üstünidman] (1890). *Jimnastik Yahut Riyazet-i Bedeniye* [Gymnastics or Physical Training]. op. cit. Other than original source, see below:

Morpa Spor Ansiklopedisi [Morpa Sports Encyclopedia]. op. cit.

Ergin, op. cit.

³⁹⁴ Ali Faik [Üstünidman] (1890). op. cit., p.14. Other than original source, see below thesis:

encompassing a total of two published books, namely, “*Jimnastik Yahut Riyazet-i Bedeniye*” [Gymnastics or Physical Training] and “*Jimnastik Mecmua-i Eşkâli*” [Journal of General Overview on Gymnastics], as well as four unpublished manuscripts “*Jimnastik Tarihi*” [The History of Gymnastics], “*Amudi Fıkarinin Sui Teşekkülatı,*” “*Ecdadımız*” [Our Ancestors] and “*Jimnastik Âleminde Taharri-i Hakikat*” [Distortion of Truth in the World of Gymnastics].³⁹⁵

Faik Bey believed that *ahlak* [morality] was at the center of a complete human development, and he argued that the primary purpose of gymnastics was to strengthen morality. To support this assertion, he pointed out that, “gymnastics would not be so popular if it did not serve the spread of ideas, education and morality along with the development of the human body.”³⁹⁶

Faik Bey not only considered gymnastics as physical moves performed with body, but also used it as a means to educate people intellectually.³⁹⁷ In his view, the bravery, courage, intelligence, feelings, strength, abilities, and agility of a person would improve further, and therefore, people would become resolute against all kinds of challenges and difficulties faced throughout life. Gymnastics would develop and strengthen the body, and protect it from diseases, as well as strengthening the intelligence. In other words, gymnastics would make individuals stronger, more intelligent, braver and more courageous, while they would also be able to better fulfill their duties with respect to the state.³⁹⁸

Meanwhile, Faik Bey visited Vienna and Paris in 1899 and 1903 as a translator along with the committees formed by the Ministry of Financial Affairs,³⁹⁹ and received information about the latest updates with regard to gymnastics. The fact that Faik Bey took part in those trips proves that he was able to speak German and French. Also, it

Yildiz, M. C., op. cit., p. 40.

³⁹⁵ Dever, İslam, Sarı, op. cit. p. 966. For the main archival source, see below: Şehir Üniversitesi Arşivi [City University Archive]. Document: TT552833. op. cit.

³⁹⁶ Ali Faik [Üstünidman] (1890). op. cit. p.8 Other than original source, see below thesis: Yıldiz, M. C., op. cit., p. 40.

³⁹⁷ Dever, İslam, Sarı, op. cit. p. 961-962. This is the main source, also see: Koloğlu, O. (2002). Çağdaş spor anlayışını benimseten adam ‘Faik Üstünidman’. Tarih ve Toplum Aylık Ansiklopedik Dergi, 37(222), s. 57.

³⁹⁸ Dever, İslam, Sarı, op. cit. p. 961-962. This is the main source, also see: Ateş, op. cit., pp. 107-108.

³⁹⁹ Dever, İslam, Sarı, op. cit. p. 963. This is the main source, also see: Aral, F. (2002). Sporumuzda öncü bir Galatasaraylı ‘İdmanlılar Şeyhi Ali Faik Üstünidman. [‘Ali Faik Üstünidman The Leader of Athletes’ A Pioneering Galatasaray Figure in Our Sports]. *Galatasaray Dergisi*, Eylül, 3. s. 123.

would be beneficial to keep in mind that the classes taught by Faik Bey at the Mekteb-i Sultânî were executed in French.⁴⁰⁰

Faik Bey authored numerous articles on gymnastics in *İdman* [Training; sports magazine published between 1913 and 1914].⁴⁰¹ Faik Bey also undertook the role of Istanbul correspondent for *Stand*, a weekly sports magazine published in Paris,⁴⁰² for sports newspapers and magazines published in France and Switzerland, which enjoyed international recognition.⁴⁰³ Faik Üstünidman's pioneering contributions make him one of the first names that comes to mind when sports journalism is mentioned in Türkiye.⁴⁰⁴



Fig. 87: Nikolos (right) and Georgios Aliprantis (left). Source: Book "Olympische Siege, Sportverlag Berlin" <https://www.olympic-museum.de/prizes/1906/olympic-games-special-awards-1906.php>

Faik Bey also taught lessons in the private-owned gymnasium he founded in Beyoğlu in 1904, in addition to teaching gymnastics at Mekteb-i Sultânî, and contributed to the training of Turkish youth in this sports branch.⁴⁰⁵ In fact, the famous Georgios Aliprantis, who easily won the gold medal while setting the World and Olympic records by a comfortable lead ahead of his closest rival with a finishing time of 11.4 seconds in

⁴⁰⁰ Dever, İslam, Sarı, op. cit. p. 963.

⁴⁰¹ Ali Faik (1913a). "Olmaya devlet cihanda bir nefes sıhhat gibi" [Health is better than wealth]. *İdman Dergisi*, 1, 3-5. Matbaa-i Hayriye ve Şürekâsı.
Ali Faik (1913b). "Olmaya devlet cihanda bir nefes sıhhat gibi" [Health is better than wealth]. *İdman Dergisi*, 3, 40-42. Matbaa-i Hayriye ve Şürekâsı.

⁴⁰² Dever, İslam, Sarı, op. cit. p. 963. This is the main source, also see; Güven, Ö. (1999). Ali Faik Üstünidman. *Yaşamları ve Yapıtlarıyla Osmanlılar Ansiklopedisi* (Cilt 2). Yapı Kredi Yayınları. s. 648.

⁴⁰³ Dever, İslam, Sarı, op. cit. p. 963. This is the main source, also see; Us, H. T. (1943). *Elli Yıl* [Fifty Years]. Türk Basın Birliği Yayınları.

⁴⁰⁴ Dever, İslam, Sarı, op. cit. p. 966-967. For similar mention, see below; Ünlütepe, Ş. M. (1991). *Türkiye'de Spor Gazeteciliği ve Tarihsel Gelişimi* [Sports Journalism and its Historical Development in Turkey]. [Master's thesis, İstanbul University]. <http://nek.istanbul.edu.tr:4444/ekos/TEZ/19849.pdf> [n.a.]. (1921.01.13). "İlk spor yazısını yazan Ali Ferruh Bey'i tanımıyoruz ama Faik Üstünidman hakkında bilgi sahibiyiz. İdmanlıların olduğu kadar spor yazarlarının'da piri olarak Faik Üstünidman'ı sporcu ve spor hocası olarak kabul edebiliriz" [We do not know Ali Ferruh Bey, who wrote the first sports article, but we are familiar with Faik Üstünidman. We can consider Faik Üstünidman as a pioneer among sports writers as well as a sportsman and sports coach]. *İkdam Gazetesi*.

⁴⁰⁵ Dever, İslam, Sarı, op. cit. For similar sources written in a similar tone, see below: Soyer, op. cit., p. 216.
Keten, M. (1974). *Türkiye'de Spor* [Sports in Turkey]. Ankara: Ayyıldız Matbaası, 30.
Kahraman, 1995, op. cit., pp. 638-641.
Yıldız, D. (1979). op. cit., p. 330.
Düzenli, Toprak, op. cit.
Alus, S. M. (1971). *İstanbul Ansiklopedisi* [Istanbul Encyclopedia]. (Cilt 10). Koçu Yayınları. 5494.

the 10 meters (33 ft) rope climbing event in the Intercalated Games held in Greece in 1906, and his brother Nikolos Aliprantis (known as Yorgo/Niko Ali Brandi brothers in the Ottoman Empire) were trained in this gymnasium.⁴⁰⁶ The World record and the Olympics record still belong to Georgios Aliprantis, as the rope climbing event was removed from the list of official competitions the following year.⁴⁰⁷ Yorgo was also a classmate of Selim Sırrı Tarcan.⁴⁰⁸ Among the Aliprantis brothers, Nikolos came fifth in the rope climbing event, in addition to a tied seventh place among 37 competitors in pentathlon (long jumping, discus throwing, javelin throwing, 192-meter run, and Greco-Roman wrestling) with 90 points in the same Olympics.⁴⁰⁹

Nikolos and Georgios Aliprantis were also among the athletes of the sports club named Kurtuluş Spor Kulübü [Kurtuluş Sports Club], formerly known as *Tatavla (Kurtuluş) İraklis Jimnastik Kulübü* [Tatavla Hercules Gymnastics Club], which was founded by the local Greeks in 1896 in Istanbul, Kurtuluş and later renamed as Kurtuluş Gençlik (Kurtuluş Youth) Sports Club. In addition, these two brothers were trained by Mazhar Bey (Kazancı, 1876-1957), who was a close friend of Faik Bey and later worked at Mekteb-i Sultânî, had been a wrestler and weightlifter when he first started his career, and was one of the pioneers of German gymnastics, before they went to the Athens Olympics.⁴¹⁰ Their medals and awards were registered under Greece. Türkiye had to wait 108 years, until Ferhat Arıcan (1993-) won the bronze medal in gymnastics at the 2021 Tokyo Olympics, to earn its first Olympic medal in this sport.



Fig. 88: Gymnasts of the Kurtuluş Spor Kulübü [Kurtuluş Sports Club], formerly known as *Tatavla (Kurtuluş) İraklis Jimnastik Kulübü* [Tatavla Hercules Gymnastics Club], 1900. Source: *The Archive of the Foundation of Kurtuluş Aya Tanaş Aya Dimitri Aya Lefter Rum Orthodox Church and School.*

⁴⁰⁶ Soyer, op. cit., p. 216. For similar sources written in a similar tone, see below: Keten, op. cit.

Kahraman, 1995, op. cit., pp. 638-641.

Gövsâ, İ. A. (1945). *Faik Bey*. In *Encyclopedia: Türk Meşhurları Ansiklopedisi* [Encyclopedia of Famous Turks]. Yedigün Neşriyat. s. 130.

Mallon, B. (2015). *The 1906 Olympic Games: Results for All Competitors in All Events, with Commentary. History of the Early Olympics*, 4. p. 102. Retrieved July 20, 2021, from <https://books.google.pl/books?id=wXYwCgAAQBAJ>

⁴⁰⁷ Mallon, op. cit.

Turkish Olympic Committee. (n.d.). *Olimpiyatlarda Türkler* [Turks in the Olympics]. op. cit.

⁴⁰⁸ Turkish Olympic Committee. (2015 Jan.). *Türkiye'de Cimnastik* [Gymnastics in Turkey]. op. cit., p. 49.

⁴⁰⁹ Turkish Olympic Committee. (n.d.). *Olimpiyatlarda Türkler* [Turks in the Olympics]. op. cit.

⁴¹⁰ Kuran, Hiçyılmaz, op. cit., pp. 32.

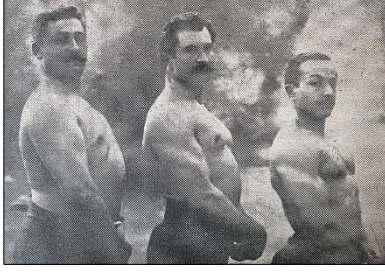


Fig. 89: **Left:** Faik Bey [Üstünidman] (GSL11), is pictured here with his students **Middle:** poet, politician Rıza Tevfik Bey [Bölükbaşı] (GSL20, 1869-1949), an early practitioner of apparatus gymnastics, and **Right:** Ali Rana Bey [Tarhan] (GSL32, 1883-1956), the inaugural Minister of Customs and Trade." Source: Book: Suat Aray (1959). *Bir Galatasaraylı'nın Hatıraları* [The Memoirs of a Galatasaray supporter]. TCDD Basımevi. İzmir. s. 81. Additional Source: GSÜKSM arşivi / archive https://www.instagram.com/p/CTcNgJe09T_/?utm_source=ig_web_button_share_sheet

Kara Ahmed (1870-1902), oil wrestler, the 1899 Champion of the second Paris World Championship tournaments,⁴¹¹ attributed his success to his one of the trainers Faik Bey, whom he trained under and took lessons from in the gymnasium founded by Faik Bey. Aleko Mulos, an athlete of Kurtuluş (Tatavla) Spor Kulübü [Kurtuluş Sport Club] and a student of Galatasaray High School and Faik Bey, became the first athlete to represent the Ottoman Empire in the Fourth Summer Olympic Games in London in 1908, upon the invitation of Baron Pierre de Coubertin (1863-1937). However, the final standing of Mulos in the competition remains unknown, as the standings and points of 51 athletes among 97 gymnasts could not be determined.⁴¹² It is worth noting that the first athlete to represent Türkiye in the Gymnastics branch at the Summer Olympics was Göksu Üçtaş Şanlı (1990-), who competed in the 2012 Summer Olympics in London, 104 years after Aleko Mulos. After the London Olympics, she won the silver medal at the Artistic Gymnastics World Cup, 2016. This medal is Türkiye's first in the senior category of gymnastics.

In this way, he made a major impact in increasing the profile of both gymnastics and weightlifting together with the students he managed to gather, serving as a pioneer for both sports branches.⁴¹³ In this way, he made a major impact in increasing the profile of both gymnastics and weightlifting together with the students he managed to gather, serving as a pioneer for both sports branches. Moreover, Faik Bey was influential not only in the development of gymnastics in our country, but also in the development of weightlifting. Initially, weightlifting was considered to be a part of

⁴¹¹ WrestlingClassics (2021.06.11). *Results: The World Championship tournaments in Paris (1898-1907)*. Retrieved Apr. 18, 2024, from http://wrestlingclassics.com/.ubb/ultimatebb.php?ubb=get_topic;f=10;t=005539

⁴¹² As, E. (2016). İmparatorluktan Cumhuriyete geçiş sürecinde bir uluslararası entegrasyon örneği olarak modern olimpiyatlara katılım [As an Example of International Integration, Participation to The Modern Olympic Games in The Process of Transition from Emperorship to The Republic System]. *A.Ü. Türk İnkılap Tarihi Enstitüsü Atatürk Yolu Dergisi*, 29. Retrieved July 23, 2021, from https://doi.org/10.1501/Tite_0000000448 Turkish Olympic Committee. (n.d.). Olimpiyatlarda Türkler [Turks in the Olympics]. op. cit.

⁴¹³ Dever, İslam, Sarı, op. cit. p. 965. For similar mention see: Şaral, Ö. M. (2015). Gücün saf hali halter [The Pure Form of Strength: Weightlifting]. *Televizyon TRT Aylık Radyo TV Dergisi*, 311. s. 58.

gymnastics; therefore, lifting weights was also attached an importance when performing gymnastic exercises⁴¹⁴

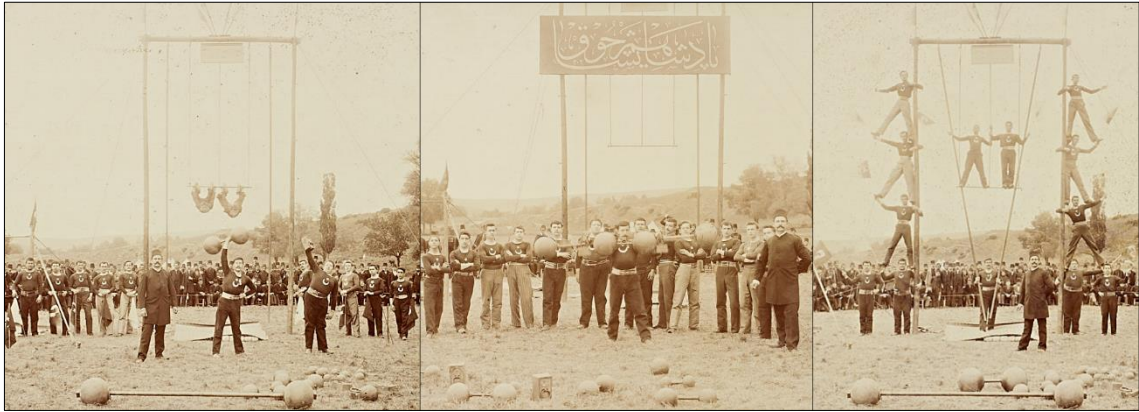


Fig.90: Festivities in Kağthane in 1309 (1891-1892) for the students of Mekteb-i Sultânî, Ali Faik Bey [Üstünidman] and his students performing gymnastics and weightlifting demonstrations. Source: Photo: by Frères, Abdullah. İstanbul University Head Office of Library and Documentation http://katalog.istanbul.edu.tr/client/tr_TR/default_tr/search/results?qu=mekteb-i+sultani&te=

Faik Bey's achievements and notable contributions to the realm of weightlifting should not be forgotten. At the modern Olympic games held in Athens the Danish athlete Viggo Jensen (1874-1930) won the gold medal for lifting 115.5 kg. However, Faik Bey regularly lifted 115 kg in his training and occasionally lifted up to 125 kg.⁴¹⁵ He also introduced hockey to Mekteb-i Sultânî, built tennis courts for the school, encouraged cycling, and organized sports festivals at certain occasions.⁴¹⁶

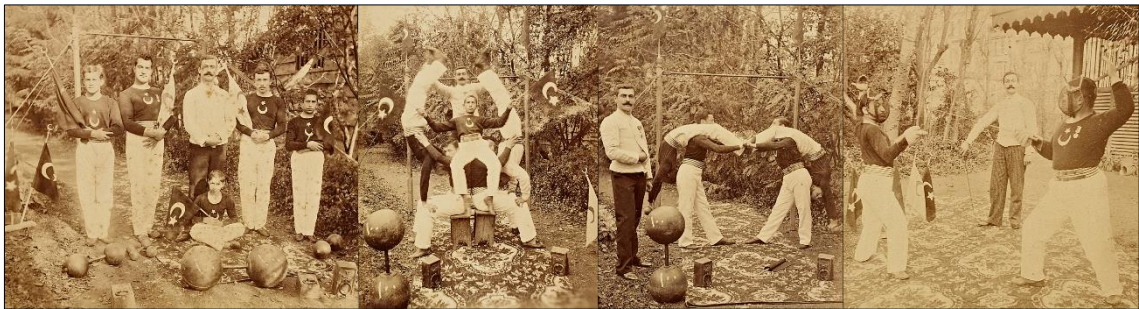


Fig. 91: Ali Faik Bey [Üstünidman] and his students from Mekteb-i Sultânî showcase gymnastics and weightlifting demonstrations. c. 1880s. Source: Ibid. by Phebus. İstanbul University Rare Works Library.

⁴¹⁴ Atabeyoğlu, C. (1985). op. cit., p. 1508.

⁴¹⁵ Atabeyoğlu, C. (1991). *1453-1991 Türk Spor Tarihi Ansiklopedisi* [Encyclopaedia of Turkish Sports History 1453-1991]. İstanbul: An Grafik Basın San. ve Tic. A.Ş. Fotospor.

⁴¹⁶ Dever, İslam, Sarı, op. cit, for similar mention see: Ebüzziya, Kozikoğlu, op. cit., p. 20.

While the first games of sports played with a ball at Galatasaray High School dates back before 1 February 1895,⁴¹⁷ it is worth noting the account provided by Refik Cevdet Kalpakçioğlu (1886-1959), the seventh founding member of Galatasaray Sports Club and the second president following Ali Sami Yen (1886-1951), regarding the first football match held at the school is as follows:

“The windows of the school were getting shattered by students striking recklessly on the football. Playing football was banned upon the complaint of ‘sermubassır’ (the chief supervisor) and his deputies during the term of the late İsmail Bey as a director. When the director repeated his claim that the windows were getting shattered after the gymnastics teacher, Faik Bey, asked for his permission once again, Faik Bey said, ‘Sir, let the windows be broken, instead of hearts. If the students cannot run and play like this during the recess, if they do not get tired and stuff themselves with delicious food every day in this crowded boarding school, then they will play with the weightbridge.’”⁴¹⁸

According to an anecdote by Refik Cevdet, the Director, İsmail Bey (1880-1894), did not allow playing football at the school at first because he did not understand what Faik Bey meant by this, but after Faik Bey gave him an article (*Onanisme*), he changed his mind and allowed the students to play football, and even expanded the gymnasium.⁴¹⁹

Among the students who were trained by Faik Üstünidman at Galatasaray, there were several notable figures such as Ali Sami Yen (the founder of Galatasaray Sports Club),⁴²⁰ Selim Sırrı (Tarcan), Rıza Tefvik (Bölükbaşı), Dr. Hikmet, Ali Rana (Tarhan), Şevki, Hüseyin, Kamil, Mehmet Ali, Tatar Süleyman, Bedri, Hayri Barutçu, Ziya Feridun, Selahattin Hayri (Bedrettin), Orhan Tahsin (Deniz), Nesip Mustafa Bey’s,

⁴¹⁷ Şabanoğlu, M. (2018). Kuruluş: Mekteb-İ Sultani’den Galatasaray Spor Kulübü’ne Türkiye’de Futbolun Erken Çağı (1904-1907), [*The Establishment of Galatasaray Sports Club: The Early Era of Football in Turkey (1904-1907)*] s.26-27. Retrieved Oct. 30, 2021, from https://www.vbky.com.tr/media/t1/001/612/532/445/sabanoglu_kurulus_gs.pdf
Galatasaray High School. (1918). *Mekteb-i Sultânî’nin Ellinci Sene-i Devriye-i Tesisi Münasebetiyle Neşr Olunmuştur* [Published on the Occasion of the 50th Anniversary of the Establishment of Imperial School]. 13.

⁴¹⁸ Şabanoğlu, op. cit., For archival source, see: İstanbul Şehir University Library, Taha Toros Archive. *Refik Cevdet Kalpakçioğlu’nun oğlunun Galatasaray Mektebi ile ilgili sözlerini içeren bir metin* [A text featuring the words of Refik Cevdet Kalpakçioğlu’s son regarding Galatasaray School]. Folder Name: Galatasaray, 1. However, according to Melih Şabanoğlu (GSL 112), the text is archived under this code. Nevertheless, it is evident that the narration belongs to Refik Cevdet Kalpakçioğlu. For more information, refer to: Şabanoğlu, 2018, op. cit., p. 26.

⁴¹⁹ Şabanoğlu, op. cit., For the referred source, see below:
Kalpakçioğlu, op. cit., p. 1-2.

⁴²⁰ Uslu, S. S. (2017). *Basın Kaynaklarıyla Galatasaray Tıbbiyesinden Mektebi Sultani’ye Eğitimde Yenilik ve Gelenek* [Innovation and Tradition in Education: From Galatasaray Medical School to Imperial School Through Press Sources]. Domingo Yayınevi, s. 39.

Erdekli Miltiyati and Aleko Mulos. Selim Sırrı Tarcan would later become the father of physical education and sports colleges in Türkiye and the first Turkish member of the International Olympic Committee; while Aleko Mulos Bey would participate in the London 1908 Olympic Games to go down into history as the first athlete to represent the Ottoman State in the Olympics.⁴²¹ Furthermore, educators who received their education at Galatasaray High School, such as Selim Sabit Efendi, Hacı Mustafa, and Şemsi Efendi recognized the significance of physical education and sports. They championed the idea of incorporating sports into the curriculum as an integral part of the educational system.⁴²²

The physical education and sports class included in the school programs at Galatasaray High School in those years was identified with gymnastics, which was a special type of gymnastics, called “Jahn-Amoros Gymnastics” (Francisco Amorós y Ondeano & Johann Friedrich Ludwig Christoph Jahn). The reason for that was the first teachers were French, and for the following years, Faik Üstünidman, trained by those teachers, was coming from the same school of thought. The place where this type of gymnastics originates from is France.⁴²³

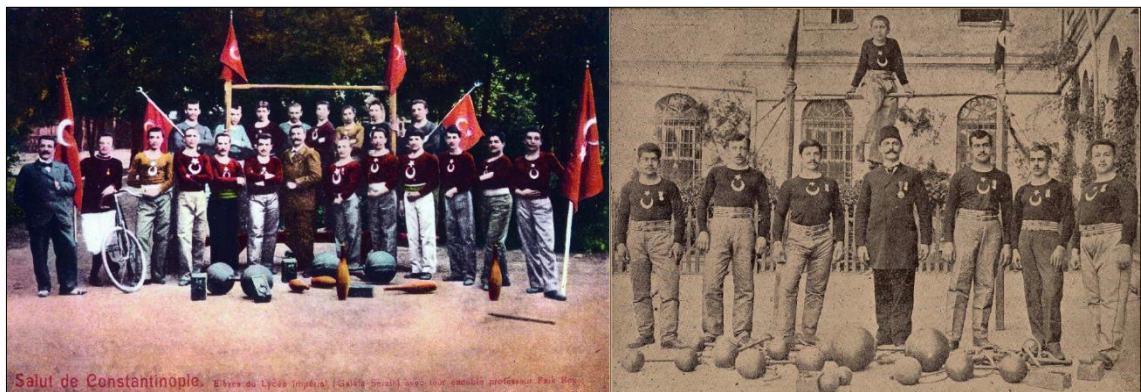


Fig. 92: **Left:** French: "Carte Postale: Salut de Constantinople. Élèves du Lycée Impérial (Galata-Serai) avec leur professeur Faik Bey." English: "Greetings from Constantinople. Students of the Imperial Lycée (Galata-Serai) with their teacher Faik Bey." Additional Source: "Key trainers at Galatasaray High School 35 years ago: Gymnastics instructor Mr. Faik [Faik Üstünidman, GSL11] (center, in dress) and Mr. Rana (left) [Ali Rana Tarhan, GSL32] the inaugural Minister of Customs and Trade," c. 1900. **Right:** From left to right: Halid Kaçar, Hamid, Ali Yusuf, Faik Üstünidman, İsmail Arif, Gabriyel, Talat. "Trainers who practiced gymnastics in front of the Sultan at Galatasaray High School 40 years ago and received İftikhar (Glory) Sanayi Medals: On the right is Vehbi Paşazade Talât, the Shot-put champion of the era, and in the center is Mr. Faik, the gymnastics instructor," c. 1880-93.⁴²⁴

⁴²¹ Turkish Olympic Committee. (n.d.). *History: The birth of modern sports in Turkey and establishment of TOC*. op. cit.

⁴²² Akyüz, Y. (1985). Op. cit., pp. 176-263
Özmaden, Soyer, & Özmaden, op. cit. p. 171.

⁴²³ Alpman, op. cit., p. 176.

⁴²⁴ Muhtar, S. (1935). Op. cit.
Additional Photo Source: Yüzyılın Öyküsü Galatasaray Spor Kulübü [The Story of the Century - Galatasaray Sports Club].

Faik Üstünidman played a pivotal role in the process of Ottomanizing German gymnastics, advocating for the idea that students should engage in regular gymnastic exercises and actively partake in physical activities.

Speaking of sports, I asked:

- *Sir, would you prefer Swedish gymnastics over German concept?
This question made him laugh, he got up from his chair and approach towards my voice (he had lost his sight for about 4 years ago):*
- *Look son... The biceps of a 74-year-old man can only maintain this toughness thanks to the German gymnastics...*
- *While I was clenching his muscles which were large and solid as iron, he added, laughing:*
- *Weightlifters are the Volters of gymnastics... Swedish gymnastics are light exercises that are performed by weak people in hospitals to treat their diseases... In the Swedish army, soldiers perform gymnastics with their mauser rifles... Besides, people live, eat and even dress according to their environment, climate, and constitution... Similarly, gymnastics also change according to the body, climate, and environment. Swedish gymnastics is very unsuitable for our environment, constitution, and climate. Physical education is not getting all snotty, hoping to become healthier, or hanging around, swallowing your own saliva. The evidence is clear... If you line them alongside people practicing German-style physical education just to compare, you will notice a difference, which will be against the other style...*
- *Those who propagandize in favor of Swedish style are the ones that have lost their capability to teach according to the German style...⁴²⁵*



Fig. 93: “Look son... The biceps of a 74-year-old man can only maintain this toughness thanks to the German gymnastics...” 1934. Source: Ibid. <https://archives.saltresearch.org/handle/123456789/22275>

According to Array's account, “until that time, when gymnastics was mentioned in the country, only German Gymnastics came to mind. One day, Selim Sırrı Bey [Tarcan] came to Mekteb-i Sultânî and gave a lecture praising Swedish Gymnastics. Then, to answer those who said against him, he effortlessly performed the most challenging German gymnastics movements on the equipment and remarked:

“I also trained with German Gymnastics and, as you can see, I can perform these movements with ease. I am not opposed to German gymnastics because I am incapable of doing it. However, the world is shifting towards Swedish gymnastics, which better develops the body.

⁴²⁵ Sadullah, op. cit., pp. 10, 21

*Thus, we should abandon the old methods and embrace the Swedish style of gymnastics.*⁴²⁶

“A few days later, we mentioned this to Faik Bey during a gymnastics class. The teacher was furious: “That ‘*dönek*’ [turncoat] is my student,” a he said, showing a picture of Faik Bey [Üstünidman] and Selim Sırrı Bey [Tarcan] together, and said;

*“Swedish gymnastics is for women. Waving your arms, hands—what kind of gymnastics is that? There is no gymnastics without equipment. We gained these biceps only with German gymnastics. Leave that, sir. Leave that ‘blow your snot’ gymnastics (The teacher was referring to deep breathing).”*⁴²⁷

“We had found Faik Teacher's weak spot. Whenever we didn't feel like doing gymnastics or if there was a gymnastics exam, we would immediately bring up Selim Sırrı Bey and Swedish gymnastics, filling up the class or exam time. Especially during exam times, after lining up and counting in pairs, and then all chant together the famous phrase the Janissaries used to say to Sultan Selim (Selim II): *‘Mağrur Olma Padişahım Senden Büyük Allah Var!’* [Do not be arrogant, my sultan; Allah (God) is greater than you!]. In our version, we would say:

*‘Do not be arrogant, Selim Sırrı; Faik is greater than you.’*⁴²⁸

If we repeated this three times, we would all receive a perfect score on the exam.”

The resentment between Faik Bey and Selim Sırrı Bey was expressed as follows in another source: Selim Sırrı Bey, who was sent to Sweden for education, returned to his homeland 1.5 years later and became the most important advocate of equipment-less gymnastics (Swedish Gymnastics), which was not given a warm welcome by the vast majority. Selim Sırrı's educational approach contradicted Faik Bey, a long-time proponent of apparatus gymnastics (German Gymnastics). This educational approach of Selim Sırrı contradicted Faik Bey, a long-time proponent of apparatus gymnastics, also

⁴²⁶ Aray, S. (1959). Op. cit., p.80

⁴²⁷ Ibid.

⁴²⁸ Ibid. pp. 80-81

known as German Gymnastics, and this led to an unspoken conflict and a big resentment between the two.⁴²⁹

Moreover, Selim Sırrı Tarcan provides insights into the circumstances surrounding Faik Bey's resignation from his post at Galatasaray High School due to various reasons. As per Tarcan's account,⁴³⁰ Faik Bey fell out with the director of the school at the time, and resigned from his job. In fact, Faik Bey even wrote a letter to Selim Sırrı Bey, who was the General Inspector of Physical Education at the time, requesting to be returned to his duty at the high school, but his request was never fulfilled despite the efforts of Selim Sırrı Bey.⁴³¹

Faik Bey implemented six-level gymnastics training program, ranging from beginner to advanced, and tailored the program according to students' abilities and interests. The curriculum included various apparatus such as parallel bars, rings, trapezes, ropes, beams, ladders, clubs, and dumbbells, ranging from the lightest to the heaviest, such as those weighing up to 110 kg.⁴³²

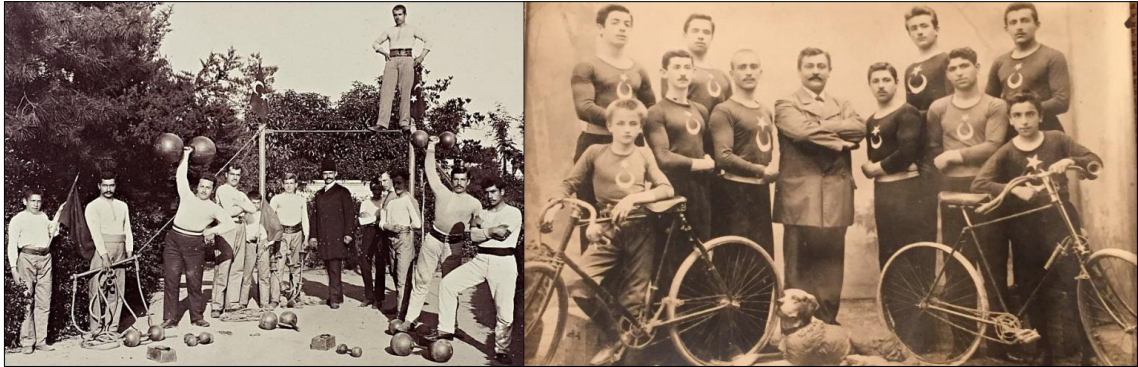


Fig. 94: Left: "A few prominent trainers of Galatasaray High School 40 years ago: Faik Bey [Üstünidman], center in dress, Keldani Aziz, lifting the middle cannonball on the right, and Vehbi Paşazade Talât, lifting the large cannonball (Talât later died as a major and the sultan's aide.)" c. 1880-93. Source: Ibid. <https://archives.saltresearch.org/handle/123456789/18361> For original source: Abdullah

⁴²⁹ Ibid. p. 964.

Yıldız, D. (1979). op. cit., p. 331.

⁴³⁰ Selim Sırrı Tarcan (1941). Pazar Musahabeleri: *Spor aşığı Faik hoca kimdir?* [Sunday Conversations: Who is Faik, the sports lover teacher?]. *Ulus Gazetesi*, 23 Kasım, s: 2. Retrieved July 23, 2021, from <https://core.ac.uk/reader/95045500>

İstanbul Şehir University Library, Taha Toros Archive. *Pazar Musahabeleri: Spor aşığı Faik hoca kimdir?* [Sunday Conversations: Who is Faik, the sports lover teacher?]. *Ulus Gazetesi*, 23 Kasım, s: 2. Documents Barcode No: 001523564006

⁴³¹ Dever, İslam, Sarı, op. cit.

⁴³² Muhtar, S. (1935). Galatasaray Lisesi'ndeki eski jimnastik ve jimnastikçiler [Former Gymnastics and Gymnasts at Galatasaray High School]. *Yedigün Dergisi*, No. 119. s.7. Salt Research. Retrieved Nov. 17, 2022, from <https://archives.saltresearch.org/handle/123456789/18361>

Frères, photographer. ⁴³³ **Right:** "The first cyclists of Mekteb-i Sultânî with the teacher Faik Üstünidman." Undated. Source: Alpaslan Aktuğ <https://x.com/alpaslanaktug/status/930871748131729409>

[...] Gymnastics at the school greeted the sunrise and bid farewell to the sunset. The cooler hours of the morning and evening were preferred for training. The exercises performed during these hours when beneficial for the students. Those who engaged in more movements in a shorter amount of time benefited the most. As physical fatigue is followed by mental fatigue, students were advised to avoid spending too much time between exercises. Gymnastics that does not cause fatigue can lead to a lack of progress. During my 45-year tenure as a coach at Galatasaray, the method I implemented was not of German, French, English, or Swedish style. It was a contemporary and general gymnastics style that had been accepted in European schools. Look at the bodies, chests, and biceps of these lion-like figures in these pictures... Putting my money where my mouth is.⁴³⁴



Fig. 95: Jinnastik muallimi Faik bey 'deli' lakabını nasıl almış? [How did Gymnastics instructor Faik bey earn the nickname 'Madman?']. Source: <https://www.gastearsivi.com/gazete/aksam/1932-03-13/6>

Faik Bey carried Turkish sports to a new epoch as a Turkish individual who introduced Turkish people into sports, enhancing their love for sports, and teaching them to be competitive and to use their strength in a more balanced fashion.⁴³⁵

Following the tenure of Ali Faik Bey, Mahzar Bey (Kazancı) (1876-1957) was

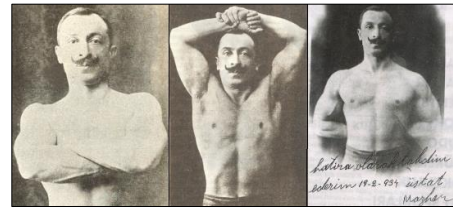


Fig. 96: **Left and Middle:** Mahzar Kazancı, unknown author, undated. Source: <https://www.sultanivespor.com/svs/tr/onculer-ve-portreler/mazhar-kazanci> **Right:** "Presented as a memento on 19-2-934 by Master Mazhar." Source: https://x.com/AjansHaber_1903/status/1465479952158109702

appointed as the gymnastics teacher at Mekteb-i Sultânî in 1909.⁴³⁶ Mahzar Kazancı, who was one

⁴³³ Library of Congress Prints and Photographs Online Catalog (PPOC). Abdul-Hamid II Collection. Title: *The gymnastic exercises of the students of Mekteb-i Sultani* / Abdullah Frères, Phot., Constantinople. Turkey Istanbul. Date: between 1880 and 1893. Retrieved Mar. 21, 2024, from <https://www.loc.gov/item/2002716699/>

⁴³⁴ Muhtar, S. (1935). Op. cit. p.8.

⁴³⁵ Kalpakçıoğlu, Ö. (2009). *Galatasaray'da Bilinmeyenler* [Unknown Aspects of Galatasaray]. Simurg Kitapçılık. s. 36.

⁴³⁶ Devlet Arşivleri Başkanlığı Osmanlı Arşivi [BOA], [Presidency of the Republic of Türkiye - Directorate of State Archives Ottoman Archives]. Documents: H-17-2-1327/10 Mart 1909. BOA, MF.MKT./1105-30; H-29-2-1327/22 Mart 1909. BOA, MF.MKT./1109-10; H-12-5-1327/1. BOA, MF.MKT./1125-23.

Yiğit, op. cit., p. 392. "According to the letter dated March 10, 1909, document H-17-2-1327, Mazhar Bey was appointed as the gymnastics instructor at Mekteb-i Sultânî. See BOA, MF.MKT./1105-30. Furthermore, according to the letter dated March 22, 1909, document H-29-2-1327, it was reported that Faik Bey was relieved of his duties as the gymnastics instructor at Mekteb-i Sultânî and replaced by Mazhar Bey, who was previously an instructor at Mekteb-i Tıbbiye-i Askeriye (Faculty of Military Medicine). See BOA, MF.MKT./1109-10. Another letter dated June 1, 1909, document H-12-5-1327, confirms the appointment of Mazhar Bey as the gymnastics instructor. See BOA, MF.MKT./1125-23."

of the most influential figures in the development of gymnastics in Türkiye, he co-founded the Beşiktaş Bereket Gymnastics Club in 1903 together with his friends.⁴³⁷ In the following years, individuals such as Abdurrahman Robenson (18??-1915) and Ahmet Robenson (1889-1965-8) taught gymnastics classes at Mekteb-i Sultânî.⁴³⁸

Faik Bey and his friend Major Mazhar Bey [Kazancı] were among the most prominent individuals who laid the foundations of gymnastics with equipment in Türkiye. These teachers would teach their students not only sports, but also patriotism, humanity, not being pungent, being strong, genuinely loving the country at the highest level possible without making a fuss about it.⁴³⁹ Faik Bey, a true patriot, was also a member of the organization called *Müsellâh Müdafâa-i Milliye (MimMim) Group*, an intelligence organization officially sanctioned by the Turkish Grand National Assembly. Operating between 1921 and 1923, this group actively supported the national liberation movement by smuggling people and weapons from Istanbul to Anatolia during the ceasefire period.⁴⁴⁰ In fact, the best way to comprehend the results of their efforts is

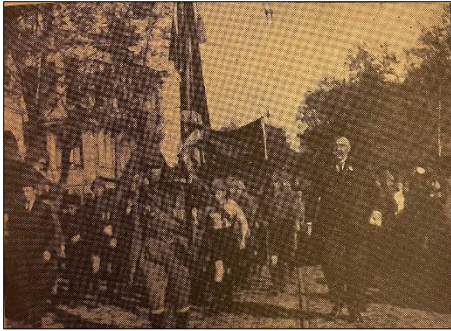


Fig. 97: "Faik Bey and his students welcoming Refet Pasha, with a flag made from satin fabric. October 1922" Source: Aray, S. (1959). *Op. cit.*, p.207

perhaps Refet Pasha's visit to Istanbul. Before Refet Pasha, one of the most prominent figures in Turkish national struggle for independence, was welcomed in Istanbul, Faik Bey got his spouse Hatice Hanım to make a flag out of satin fabric, and went to greet the Pasha together with his students. Upon seeing the density of the crowd and their display of affection, he turned to students and yelled "This, my children, is worth everything."⁴⁴¹

During the championship ceremony at the club, celebrating the 28th anniversary of Galatasaray Club, Ali Faik Bey received a medal. In his emotive speech, he moved the audience to tears with his fervent proclamation: "My eyes may not behold you, but

⁴³⁷ Beşiktaş Jimnastik Kulübü [Beşiktaş Gymnastics Club]. (n.d.). *Kuruluş* [Establishment]. Retrieved July 23, 2021, from <https://bjk.com.tr/tr/cms/tarihce/2/73>

⁴³⁸ Tekil, *op. cit.*

⁴³⁹ Topuz, H. (1975). *Konuklar Geçiyor* [Guests Passing], Çağdaş Yayınlan, İstanbul, s. 55.

⁴⁴⁰ Dever, İslam, Sarı, *op. cit.* p.965.
Şabanoğlu, *op. cit.* p. 56.

⁴⁴¹ *Ibid.* p.966
Aral, *op. cit.*, pp. 207-209.

my heart does, my dear children. Long live the great Ghazi (Atatürk), long live Türkiye, long live Galatasaray!”⁴⁴²

Ali Faik Üstünidman, who lost his sight 13 years before his death, passed away at the age of 83 on December 2, 1942 in his home in Kadıköy, and was buried in the Family Cemetery in Karacaahmet.⁴⁴³

Table 3. Chronological order of physical education teachers at *Mekteb-i Sultânî* (Galatasaray High School):⁴⁴⁴

Mekteb-i Sultânî Period (1868-1923)	
Teacher	Years of Service
Curel	1868-1872
Moiroux	undetermined
Martinetti	1878-1878
Stangali	1878-1879
Ali Faik Bey [Üstünidman]	1879-1924
Mazhar Bey [Kazancı]	1908-1922
Abdurrahman Robenson	1910-1913
Ahmet Robenson	1910-1913
Hasan Rıza Bey	1917-1919
Şükrü	1915-undetermined
Mazhar Arat	1914-1943
Galatasaray High School Period (1923-present)	
Teacher	Years of Service
İsmail Hakkı	1924-1928
Zeynel Abidin [Akandere]	1924-1926 / 1940-1943
Selim Sırrı Bey [Tarcan]	1924-1925
Hamdi Saner	1925-1928
Johnson	1925-1926
Vahi Oktay	1927-1932
Hayri Ragıp	1932-1933
Ali Sabri Besen	1933-1951
İbrahim Hakkı Turgay	1923-1933
Vildan Aşir Savaşır	1933-1935
Leroy Stuber	1930-1931
Ahmet Hayri	1932-undetermined
Selim Duru	1952-1953
Nizamettin Ergun	1955-1965

⁴⁴² İstanbul Şehir Üniversitesi Kütüphanesi, Taha Toros Arşivi [İstanbul Şehir University Library, Taha Toros Archive]. *G. Sarayın Yıldönümü* [Anniversary Galatasaray]. Folder Name: Galatasaray İstanbul Kalkınma Ajansı (TR10/14/YEN/0033). Document Identifier: TT-504686. Documents Barcode Name: Kişisel Arşivlerde İstanbul Belleği Taha Toros Arşivi Documents Barcode No: 001504656006. Documents Date: 1933 Oct. 20. Retrieved July 23, 2021, from <https://core.ac.uk/reader/38307393>

⁴⁴³ Dever, İslam, Sarı, op. cit. p.966. For the other archival mention and data see below:
Sadullah, op. cit., pp. 7-10, 21.
İstanbul Şehir University, Taha Toros Archives. (1942 Dec. 3). [İstanbul Şehir University Library, Taha Toros Archives]. Ali Faik Üstünidman'a ait vefat ilanı [Obituary Notice of Ali Faik Üstünidman]. Doc. No: 001523562006., 001523555006., 001523559006.

⁴⁴⁴ Sultani ve Spor (n.d.). op. cit.

Mehmet Ali Gültekin	1945-1950 / 1960-1977
Zeki Tamer	1943-1944
Necati Aygen	1948-1966
Nedim Hızlılar	1962-1977
İrfan Tanrıkut	1964-1979
Ali Ortaç	1952-1973
Cumhuriyet Şahin	1973-1988
Fahir Köprülü	1981-1997
Necati Aktaş	1977-2007
Ömer Feyzi Bayram	1977-2000
Bilge Hatun Aktaş	1977-1996
Erol Yavuz	1978-1980
Hakan Asal	1996-2013
Sibel Mısırlıoğlu	1996-2016
Gülseven Şentürk	1997-2019
Hakan Gürkey	1996-present
Hakan Yılmaz	1998-2007
Turgay Veysel Yücel	1998-present (high school & elementary school)
Yaprak Alpdoğan	2016-2019 (elementary school)
Bülent Erbay	2016-2018
Saadettin Zor	2016-present
İhsan Kavalcı	2019-present

2.4.2.1 Foundation of Galatasaray Sports Club

Galatasaray Spor Kulübü (Sports Club) is a pioneer club in Turkish sports history and this characteristic is, without a doubt, comes from the legacy of Galatasaray High School (Imperial School/*Mekteb-i Sultânî*) which is a pioneer institution that gave birth to the club. The unbreakable bond between the club and the high school is an undeniable reality and a source of pride. First sporting activities in Türkiye started within the school. Gymnast Monsieur Curel added Physical Education class to the syllabus and initiated the activities through education. These steps were truly revolutionary for the country. Foreign sports teachers that come



Fig. 98: First known photograph of Galatasaray: Players and founders, taken on November 25, 1906 during a Istanbul Football League (Constantinople Football Association League) against HMS Imogene F.C. From the top left: Back row - Maşhar (Arat), Asım Tevfik (Sonumut), "Sütçü" Milo Bakiç, Refik Cevdet (Kalpakçıoğlu), Boris Nikolof. Middle row - Abidin (Daver), Ullah Tulyos, Bekir Sıtkı (Bircan), Nuri, "Şehit" Celal İbrahim, Kamil (Kulaksızoğlu). Front row - Tahsin Nahit, Ali Sami (Yen), Emin Bülent (Serdaroğlu), Reşat (Şirvanizade), Mehmet Ali (Tamay). Author: Abidin Daver Dav'er in Book: Galatasaray Kongresi 1948. <https://core.ac.uk/reader/38320647>

to school after Curel (such as Monsieur Moiroux, Signor Martinetti, Stangali) introduced different branches of sports, such as swimming, rowing, apparatus gymnastics, besides gymnastics and track and field. This was also a first in the country. These works gave its first results relatively fast and people like Faik Üstünidman, Major Mazhar Kazancı, Abdurrahman and Ahmet Robenson Brothers, whose names are engraved in Turkish sports history today, worked in the high school and introduced tennis, scouting and hockey to students.⁴⁴⁵

It was not long before the sports played by the English in Istanbul on meadows towards the end of the 1800s attracted the interest of the young people who were studying at Galatasaray Imperial High School.

Especially with Faik Üstünidman's leadership, students started to play football for the first time. Despite first display of football being nothing but a disorganized, fully chaotic hustle of many students in one field, the game was now inside the historic Ceremonial Gate of the Galatasaray High School and the love of football spread like an epidemic.⁴⁴⁶



Fig. 99: Ali Sami Yen. 1920s. Unknown author
Source: <https://www.galatasaray.org/en/haber/club-history/in-memory-of-ali-sami-yen/44542> [accessed July 29, 2021]

In the year 1905, the students of *Mektebi Sultani* founded the first football club, Galatasaray, under the leadership of Ali Sami (Yen) Bey.⁴⁴⁷

The founder of Galatasaray Spor Kulübü, Ali Sami Yen tells the story of the club's formation with these words in his book *Ellinci Yıl* [Fiftieth year]: “We determined to found a football club in Galatasaray on 1 October 1905 during the literature class of our deceased tutor Mehmet Ata Bey.”

“Our goal is to play in a collective way like English, to signify a certain color and a name and to beat non-Turkish teams.”⁴⁴⁸

Galatasaray Football Club, established 119 years ago, is the only team in Türkiye to have won a European Cup. The club holds records for the most Turkish League Cups, Turkish Super Cups, and Turkish Cups. In 2000, the team won the UEFA

⁴⁴⁵ Galatasaray Sports Club. (n.d.). *Story of Our Foundation*. op. cit. Aray, op. cit.

⁴⁴⁶ Ibid.

⁴⁴⁷ Atabeyoğlu, 1991, *op. cit.*

⁴⁴⁸ Galatasaray Sports Club. (n.d.). *Story of Our Foundation*. op. cit.

(Union of European Football Associations) Cup without losing a single game and defeated English club Arsenal F.C. in the final. Galatasaray also won the UEFA Super Cup against Real Madrid C.F. in the same year, making it the only football club in Türkiye to achieve this feat. Galatasaray is the only Turkish club to have reached the top rank in the IFFHS (International Federation of Football History & Statistics) World Rankings.

3. Physical Education and Sports in the Curricula from the Constitutional Era Towards the Republic Era (1876-1923)

The First Constitutional Era is the first period of the constitutional monarchy regime proclaimed by Abdul Hamid II on December 23, 1876 in the Ottoman Empire. It came to an end in 1878 when Sultan Abdülhamid II shut down the *Meclis-i Mebusan* [the Chamber of Deputies], citing the defeat in the Ottoman-Russian War of 1877-78.

The Second Constitutional Era is the period which started with the re-enactment of the Ottoman Constitution on July 23, 1908, 29 years after being suspended, and came to an end with the liquidation of the Chamber of Deputies by Sultan Vahîdeddin (Mehmed VI) on April 11, 1920. Since the First Constitutional Era did not end formally and the constitution was not changed, a number of historians consider the second era as the second part of a single Constitutional Era, rather than a standalone Constitutional Era.

3.1 First Constitutional Era and Sports (1878-1908)

Before the proclamation of the Second Constitutional Monarchy, Turkish teachers who would teach gymnastics classes in military and regular schools that included the said class in their school curricula could not meet the qualification requirements. Also, there was a clear shortage of teachers.⁴⁴⁹

In this period, the lack of sports facilities and qualified sports trainers required for the practice and spread of sportive activities prevented the physical education from becoming popular activities among large masses. While physical education and sports activities were held thanks to special efforts put in, they were limited to football matches played by a few sports clubs in big cities, and sometimes with teams invited in from Europe. In this period, activities such as wrestling, tennis, boxing, rowing, horse

⁴⁴⁹ Özçakır, Yıldırım, op. cit.

javelin, horse riding, horse races, archery, gymnastics, fencing, and swimming were also carried out to some extent. Sports organizations were not handled in accordance with the modern standards, or as a part of the nationalist policies followed by the state. In general, sports were practiced arbitrarily and in an undisciplined way in the last periods of the Ottoman Empire.⁴⁵⁰

Although certain implementations were made to introduce physical education classes into schools, the infrastructure required for this was inadequate. A school that trained physical education teachers was never successfully established. Physical education and sports activities were carried out at schools and outside of schools, in the face of impossibilities.⁴⁵¹ In 1847, *Hekim* (Physician) İsmail Pasha (1807-1880) published the book titled "*Risale-i Jimnastik*" [Epistles on Gymnastics], and put forward an important source of knowledge in order to effectively practice and teach gymnastics, which emerged as a new phenomenon during the First Constitutional Era.⁴⁵² Especially with the inclusion of gymnastics in school curricula, the need for teachers were met by employing various non-Muslim individuals.⁴⁵³ In addition to gymnastics, some institutionalization attempts which would help scouting activities become widespread were made, and although their organization took the form of training for military purposes, a solid foundation could not be established. Works regarding gymnastics were translated, and copyrighted works were composed to meet the requirement for printed materials.⁴⁵⁴

After the proclamation of the Constitutional Monarchy, gymnastics (physical education) could not be introduced to the larger parts of the society successfully, despite the fact that it was no longer a social activity performed by a limited number of people in certain halls. Nevertheless, gymnastics practices where equipment such as horizontal

⁴⁵⁰ Güven, Ö. (2007). *Cumhuriyetin İlk Yıllarından Günümüze Dil Kültür Eğitim: Atatürk ve Cumhuriyet Döneminde Beden Eğitimi ve Spor*. [Language, Culture, and Education from the Early Years of the Republic to the Present: Physical Education and Sports in the Atatürk Era and the Republic] Ankara: Gazi Üniversitesi İletişim Fakültesi Basımevi. s. 633.

⁴⁵¹ Ibid. pp. 633-634.

⁴⁵² Yıldırım, İ. (2012). *Gazi'ye Giden Yol: Türkiye'de Spor Yükseköğretiminin Kurumsal ve Düşünsel Öncelleri* [The Road to Gazi: Institutional and Intellectual Precursors of Sports Higher Education in Turkey]. keynote address at the 2nd International Social Sciences in Physical Education and Sport Congress. 31 May-02 June 2012. Ankara. ss. 40-55

⁴⁵³ Akcan, E. (2015). *İttihat ve Terakki Fırkasının Paramiliter Gençlik Kuruluşları* [Union and Progress Party's paramilitary youth organizations] Ankara: Türk Tarih Kurumu. s. 59.

⁴⁵⁴ Kahraman, 1995, op. cit., p. 628.

and parallel bars, ring sets and trapezes were used continued until the Second Constitutional Era.⁴⁵⁵

However, the “gymnastics imitating the French-style”, which started in schools in the mid-19th century, could not be properly practiced in schools for half a century, nor spread outside the schools to the Ottoman society in general. The administrative approach employed by Abdul Hamid II during his reign, which was to become suspicious of all kinds of meetings including those related to sports and physical education, and keep them under surveillance, also played a major part in this. This approach made it impossible for Turkish youth to establish sports clubs or teams, as even minor movements by young people were monitored by spies and not tolerated by the authorities in Istanbul.⁴⁵⁶ The reason for this is explained by Atabeyoğlu as follows:

The fact that the padishah at the time (Abdul Hamid II) was very cautious against the news of youngsters gathering together and suspected that every movement the youngsters make would turn into an attack launched against him in person and his reign had prevented the youngsters from founding clubs or practicing sports... Therefore, it was impossible for the Turkish youth to take up sports by founding clubs and establishing teams in an environment where even the least significant movements of the youngsters, who were under the surveillance of spies scattered all over Istanbul, were not tolerated at all.⁴⁵⁷

During the First Constitutional Era, which coincided with the reign of Abdul Hamid II, the formal education in schools started to grow and gymnastics classes become more widespread. Therefore, it became much easier for the non-Muslims at first, and then, for the Muslims to get together around various sports clubs and take up both individual and team sports.⁴⁵⁸ Even a number of tribes saw sports as a means to prove and maintain their loyalty to the padishah. For this reason, they included “foot drill” classes in the curricula of *Aşiret Mektepleri* [the Tribal Schools], which were founded in 1892, in order to educate the children coming from such tribes.⁴⁵⁹

In addition to the inclusion of physical education classes in the military school curricula, activities related to sports branches such as football, tennis, rowing, sailing,

⁴⁵⁵ Özçakır, Yıldırım, op. cit. pp. 15-29.

⁴⁵⁶ Güven, Ö. (2011). Türklerde Top Oyunları ve II. Abdülhamid Döneminde Futbol [Ball Games in Turkish Culture and Football During the Reign of Abdul Hamid II]. *Türk Yurdu Dergisi*, 31 (287), 261-262.

⁴⁵⁷ Atabeyoğlu, op. cit., p. 1475.

⁴⁵⁸ Yarar, B. (2014) Osmanlı... op. cit.

⁴⁵⁹ Akın, Y. (2004). *Gürbüz ve Yavuz Evlatlar: Erken Cumhuriyet'te Beden Terbiyesi ve Spor* [Robust and Vigorous Children: Physical Education and Sports in Early Republican Turkey]. İstanbul: İletişim Yayınları.

and basketball were carried out thanks to the efforts of the minorities or the families of foreign nationals living in the Ottoman Empire. It was not possible for the Muslim Turkish youngsters to take part in such sportive activities. It is stated that the extreme bigotry that dominated most of the families at the time and the prohibitions implemented by the tyranny of Abdulhamid II's regime played a key role in this.⁴⁶⁰

It may be observed that they were greatly influenced by the French and John-Amorós gymnastics, which was a type of gymnastics, in terms of sports training in this period. The fact that sports education was limited to a certain type of gymnastics and that it was given only in educational institutions that train either qualified soldiers or statesmen (the Military Academy, Galatasaray High School) had caused people to stay away from other sports activities in line with the western understanding. Another important issue in this regard is the content of John-Amoros gymnastics. Fişek provided the following piece of information on John-Amorós gymnastics:

The founder of gymnastics in France was a Spanish Colonel named Don Francesco Amorós. He drew the attention of the public thanks to a private gymnastics school he founded in Paris in 1917, and then, found a way to infiltrate the ministry of defense, which was interested in physical education and wanted to use it in military training. Amorós was appointed as the general inspector of all gymnastics institutions in Paris in 1831. Amorós, who was able to become an influential figure in the journey of physical education in France for thirty years, would place more importance on military gymnastics, under the influence of F. L. Jahn. Amorós was accused of creating a compelling, non-cascading method by mixing up every equipment and system he encountered, and it was claimed that only acrobats could be satisfied with this method. In that period, gymnasiums started to look as if they were acrobatics halls.⁴⁶¹

In the modern sense, physical education and sports was introduced into the country for the first time ever in the form of a special type of gymnastics which could only satisfy acrobats. It is noted that this type of gymnastics would include a program strikingly similar to military-style drill exercises, intended for awakening strict discipline and blind obedience in individuals.⁴⁶²

⁴⁶⁰ Çelik, O. V. & Bulgu, N. (2010). Op. cit., p. 141.
Atabeyoğlu, op. cit., pp. 1475–1476.

⁴⁶¹ Ibid. pp. 141-142.
Fişek, K. (2003). *Devlet Politikası ve Toplumsal Yapıyla İlişkileri Açısından Spor Yönetimi Dünyada ve Türkiye'de* [Sports Management in terms of State Policy and Social Structure: Worldwide and in Turkey]. İstanbul: YGS Yayınları, s.218-219.

⁴⁶² Ibid. p.142.
Ibid. p.219.

The new institutional changes introduced in terms of sports in the Tanzimat Era during the westernization process, which covered from tradition to modernity, and from religion to secularism, through Fişek's commentary:

"Jahn-Amorós gymnastics" were imported from the militarist Europe to the Ottoman schools, and in later years, the 'alafranga' (European-style) team sports replaced the traditional 'one-on-one combat' sports originating in the East. The patronage and authoritarian organization forms, which were peculiar to the understanding of sports of certain societies that did not have a tradition or practice of self-government, were abandoned, and the self-managing 'club' model from the West was adopted. In summary, the Westernism notion in the Tanzimat Era established new constructions that had nothing to do with the old, instead of adapting the already-established sports institutions of the Ottoman Empire according to the conditions delivered by the new era...⁴⁶³

The significance assigned to the physical training in the modernization process stemmed from both the pursuit of modernization and the desire to remain perpetually prepared for war. However, the devastating aftermath of the Russo-Turkish War (1877–1878) led the Ottoman elites to reconsider the topic of physical education, and sports began to be accorded serious attention. While some noteworthy measures were taken with regard to physical education following the announcement of the Tanzimat, the tipping point was the Second Constitutional Era, during which the idea of "citizenship" began to gain prominence.⁴⁶⁴

3.2 Second Constitutional Era and Sports (1908-1920)

With the proclamation of the Constitutional Monarchy for the second time in 1908, the oppressive and prohibitionist tyranny of Abdul Hamid II also came to an end, and the *Kânûn-ı Esâsî* [the Ottoman Constitution], which was also abolished by Abdul Hamid II, came into effect once again. These positive developments immediately took effect in the field of sports, and many new sports clubs were officially established and registered in accordance with the provisions of the Law on Societies. This is considered an important turning point in the course of Turkish sports. With the establishment of Turkish sports clubs in the country, Turkish youngsters and athletes also had the chance

⁴⁶³ Fişek, op. cit., p. 36.

⁴⁶⁴ Kübra Temiz (2020 Jul. 17) *I. Dünya Savaşı'na Doğru Osmanlı Devleti'nde Spor, Beden, Militarizasyon Döngüsü* [Sport, Body, and the Cycle of Militarization in the Ottoman Empire Leading up to World War I]. Retrieved Oct. 31, 2021, from <https://www.tesadernegei.org/i-dunya-savasina-dogru-osmanli-devletinde-spor-beden-militarizasyon-dongusu.html>

to be involved in sports.⁴⁶⁵ Therefore, the enactment of the 1909 Law on Societies may be construed as the first effort in Turkish sports history to encourage Turkish youth to take up sports.⁴⁶⁶ In Türkiye, the state has been dealing with physical education and sports within the framework of a certain program in general since the Second Constitutional Era, and physical education and sports have not been limited to schools only, on the contrary, it has begun to enter into daily life practices.⁴⁶⁷

The issue of education was also an area which was addressed during the Second Constitutional Era, where political life and intellectual movements were revitalized all of a sudden, freedom of press was adopted, and social problems were expressed by the intelligentsia.⁴⁶⁸ A great number of new classes, including physical education, was added to the curricula. In some education levels (primary and secondary education), several military drills were added to physical education classes for paramilitary purposes, and students were asked to learn military skills at schools before joining the army.⁴⁶⁹

Aside from that, as a result of the military defeats suffered in the Balkan Wars, the Ottoman society tried to address the reasons of the defeat, and self-criticism was applied mostly from a Social Darwinist perspective, therefore, the reason for the defeat was attributed to the physical weakness of the Ottoman men, thus the victorious side was much stronger. In this regard, a militaristic emphasis was placed on physical education throughout the task of creating a battle-ready generation, and an effort was put in to make it an important aspect of the Ottoman education system and civil life.⁴⁷⁰

⁴⁶⁵ Atabeyoğlu, op. cit., p. 1477.
Çelik, Bulgu, op. cit., p. 143.

⁴⁶⁶ Bayazit, A. & Boz, E. (2017). *Osmanlı Devleti ve Türkiye Cumhuriyeti Dönemi Yenileşme Hareketlerinin Türk Spor Kültürüne Etkileri "Tanzimattan Cumhuriyete Spor"* [The Effects of the Ottoman Empire and Turkish Republic Innovation Movements on the Turkish Sports Culture "Sport from Reorganisations (Tanzimat Reform Era) to Republic"]. *Uluslararası Kültürel ve Sosyal Araştırmalar Dergisi (UKSAD)*, Özel Sayı 2, s.215. Retrieved Nov. 31, 2021, from <https://dergipark.org.tr/tr/pub/intjcss/issue/33182/369375>
Özmaden, M. (2009). T.İ.C.İ. Dönemi Sporla İlgili Gelişmeler ve Dönemin Spor Anlayışı [Developing with Sport and Understanding Sport at TICI Period]. *Ankara Üniversitesi Beden Eğitimi ve Spor Bilimleri Dergisi*. Sayfa:11 – 25. Retrieved Nov. 31, 2021, from <https://dergipark.org.tr/tr/pub/ataunibesyo/issue/28862/308748>

⁴⁶⁷ Bayazit, Boz, op. cit., For similar sources written in a similar tone, see
Türkmen, M. (2013). Erken Cumhuriyette Beden Eğitimi ve Sporun İdeolojik Temelleri [Ideological Foundations of Physical Education and Sport During Early Republican Period]. *International Periodical For The Languages, Literature and History of Turkish or Turkic*, Volume 8/6 Spring, p. 729-740, Ankara. Retrieved Nov. 31, 2021, from <http://dx.doi.org/10.7827/TurkishStudies.4895>

⁴⁶⁸ Özçakır, Yıldırım, op. cit. For similar sources written in a similar tone, see
Akyüz, Y. (2010). *Türk Eğitim Tarihi (M.Ö. 1000 - M.S. 2010)* [History of Turkish Education (1000 BC - 2010 AD)]. Gözden Geçirilmiş 18. Baskı, Ankara: Pegem Akademi.

⁴⁶⁹ Özçakır, Yıldırım, op. cit. p.18

⁴⁷⁰ Ibid.

In this period, the attributes attached to the field of physical education was not realized only in terms of a paramilitary framework; it was also handled with a pedagogical approach. Physical education, which found its place among the contemporary education trends, gradually started to gain its rightful value as an important part of school curricula during the Second Constitutional Period in the Ottoman Empire, as well as in Europe. In addition to the modernization efforts carried out in a number of different fields, Selim Sırrı Bey, who was an active member of *İttihad ve Terakki Cemiyeti* [the Committee of Union and Progress], also took on important responsibilities in terms of promotion and popularization of physical education. Selim Sırrı Bey, who received support from important educators and education administrators in this task, also played an effective role in determining the system to be used in physical education. Whichever among the German, French, and Swedish gymnastics systems used in schools for physical education purposes all over Europe in the second half of the 19th century and the English sports education system intended for character development through sports and games would become dominant in the Ottoman education system during the Second Constitutional Era was determined thanks to Selim Sırrı Bey's efforts.⁴⁷¹

With the Second Constitutional Era, a transformation from “gymnastics” to *terbiye-i bedeniye* [physical education] was experienced regarding the name and content of the classes in many schools, after a systematic handling of the course material. The teachers working in the schools were asked to attend the *Dârülmualimîn* [the male school of teachers] in order to learn the method to be followed in the physical education lessons, and after a while, a directive regarding the execution of the class was published. The fact that the previously practiced gymnastics models were abandoned upon a series of legal regulations, and the desire to adopt the Swedish method and sports practices indicates that there were direct interventions in the understanding of physical education at schools.⁴⁷²

Dârülmualimîn [the male school of teachers] was one of the schools which was worked on the most during the Second Constitutional Period. Mustafa Satı Bey (Sati' al-

Beşikçi, M. (2010). Son Dönem Osmanlı Harp Tarihi ve 'Topyekûn Savaş' Kavramı. *Toplumsal Tarih*, 26 (198), 62-69.

⁴⁷¹ Ibid. p. 18. For similar sources written in a similar tone, see: Yıldırım, op. cit.

⁴⁷² Özçakır, Yıldırım, op. cit. pp. 19-22 For archival source, see: Devlet Arşivleri Başkanlığı Osmanlı Arşivi [BOA], [Presidency of the Republic of Türkiye - Directorate of State Archives Ottoman Archives]. Documents: BOA, MF.MKT.: 1163-61.

Husri) (1880-1969), one of the best known educators that time, was appointed as the director of the school.⁴⁷³ Noticing that the bad physical conditions of the students at the schools was declining and their bodies were deteriorated, Mustafa Satı Bey, who created a modern institution by gathering people whose knowledge and expertise he trusts around himself,⁴⁷⁴ took the physical education classes into the curriculum to correct this situation during his two-year term as the director, and assigned Selim Sırrı Bey and Feridun Bey, two successful names in this field, as his assistants.⁴⁷⁵ They tried to acquire a gymnasium and gymnastic equipment in Çapa for this lesson.⁴⁷⁶ Physical education was included in the curriculum of the *Dârülmualimât* [Women's Teachers' Training School] as of 1914, and the book titled "*İsveç Usulü Terbiye-i Bedeniye*" [Swedish-style Physical Education] was used as a course book. The inclusion of the lesson in question in almost every level of education for female students during the Second Constitutional Era clearly reflects the contemporary transformation.⁴⁷⁷

During the Second Constitutional Era, physical education practices, the importance of which constantly increased in civilian schools, started to affect in higher education as well. After Selim Sırrı Bey returned from Sweden, he worked as a teacher at the medical faculty under *Darülfünûn* [University] for a brief time upon the request of Müşir Cemil Topuzlu Pasha (1866-1958). During his tenure, Selim Sırrı Bey had the students perform medical massages and gymnastics practices in order for the treatment of spinal diseases, fractures, and dislocations. These practices would refer to the therapeutic function of the Swedish massage and gymnastics system in terms of health and well-being, in addition to their pedagogical importance. He worked as a pioneer in the establishment of the *Dârülfünun Terbiye-i Bedeniye Kulübü* [University Physical Education Club] and in the preparation of the regulations of the club. Physical education activities were started for the first time ever in higher education with the Physical Education Club established at *Darülfünûn* and this club took its place in

⁴⁷³ Ibid. p. 23.
Unat, op. cit.

⁴⁷⁴ Selim Sırrı Tarcan (1922a). *Dârülmualimîn ve Terbiye-i Bedeniye* [School of Teacher Training and Physical Education]. *Terbiye ve Oyun*, 12(4), 54-57.

⁴⁷⁵ Özçakır, Yıldırım, op. cit. pp. For the referred source, see below:
M. Cevdet (1332/1914). *Dârülmualimînin Yetmişinci Sene-i Devriyesi Münasebetiyle Verilen Konferans* [Conference Held on the Occasion of the 70th Anniversary of School of Teacher Training]. *Tedrisât Mecmuası*, 6(1-33), 175- 200.

⁴⁷⁶ Selim Sırrı Tarcan (1922a). op. cit. pp. 54-57.

⁴⁷⁷ Özçakır, Yıldırım, op. cit. pp. For the referred source, see below:
Maârif-i Umûmiye Nezâreti (MUN) (1330c/1912) [the Ministry of National Education]. *Dârülmualimât Programı* [Women's Teachers' Training School Programs]. İstanbul.

history as the first sports club established within a university.⁴⁷⁸ Additionally, in 1915, physical education classes were started to be offered in *Înâs Darülfünunu*, a 3-year higher education institution (*Mekteb-i Âli*) established in Istanbul in the 1914-1915 academic year, for the purpose that women could receive higher education.⁴⁷⁹

When it became obvious that there was a shortage of teachers who could teach these classes upon the inclusion of physical education lessons in the curriculum in 1914, a school of physical education was built, but with the outbreak of the war, the school fell into the hands of the enemy before it was opened. After the war, the building, which was originally planned as and built to be a school of physical education, was turned into a factory by the administration at the time.⁴⁸⁰

3.3 Modernization and Institutionalization of Physical Education and Sports: The Early Contributions of Selim Sırrı Tarcan

Physical education, in compliance with the body policies of the government specifically after the Second Constitutional Era, ensured that the course was included in all school curricula. However, the lack of a sufficient number of qualified teachers in the country posed the main problem, and this brought along studies for training physical education teachers. The first attempt in this context is the *Terbiye-i Bedeniye Mektebi* [School of Physical Education], a private school founded by Selim Sırrı [Tarcan] Bey in 1908.⁴⁸¹

Before taking a closer look at the School of Physical Education was founded by Selim Sırrı Tarcan, the pioneer of physical education and the Olympic movement in Türkiye, in 1908, it is necessary to inspect the development of the ideas that led him to establish the school and his previous endeavors regarding education.⁴⁸²



Fig. 100: Selim Sırrı Bey. Source: Picture Book (*Resimli Kitab*) Photo: Apollon, November 1, 1908. p.266

⁴⁷⁸ Selim Sırrı Tarcan (1946). *Hatıralarım* [My Memoirs]. Canlı Tarihler XVI, İstanbul: Türkiye Yayınevi.

⁴⁷⁹ Ergin, op. cit., p: 1554.

Dever, A., & İslam, A. (2015). Osmanlı İmparatorluğu'nun Son Dönemlerinde ve Türkiye Cumhuriyeti'nin İlk Yıllarında Okullardaki Beden Eğitimi Derslerine Sistemik Bir Bakış [A Systematic Approach of Physical Education Courses in Schools in the Last Period of the Ottoman Empire and the Early Years of Turkish Republic] *International Journal of Social Science*, 164. Retrieved Nov. 6, 2021, from <http://dx.doi.org/10.9761/JASSS2739>

⁴⁸⁰ Ibid. p. 1324.

Ibid. p. 164.

⁴⁸¹ Şinoforoğlu, (2020a). op. cit., p. 73

⁴⁸² Ibid. p.75

Selim Sırrı was born on March 25, 1874 in *Yenişehir-Fenârî* [Larissa], Thessaly, which was then a part of the Ottoman Empire. His father, *Miralay* [Colonel] Yusuf Bey, who was from the Kesrik village of Harput, Elazığ and was known as *Uzun* (tall), and his mother was Zeynep Hanım from Crete.⁴⁸³ Selim Sırrı lost his father in the Battle of Vuçji Do in 1876 when he was just two years old. Yusuf Bey completed his elementary education in Harput, and his secondary and higher education in Istanbul, and after serving as a major in Manastır (Bitola in North Macedonia), he was relocated to Mora (Morea/Larissa, Greece), Yenişehir in 1872. He was later sent to Albania, only to be relocated to Montenegro with the rank of Colonel, and he was martyred in 1876 during the siege of the Bileke castle.⁴⁸⁴ It is also mentioned that Selim Sırrı had a brother whom was martyred in the war with Montenegro a year after his father.⁴⁸⁵

Selim Sırrı was two years old when his father died. His mother, Zeynep Hanım, was the daughter of Selim Efendi from Kastoria (a city in Greece formerly known as *Kesriye*). Selim Efendi was one of the most important officials, serving as a *katip* [Clerk] of his time. Selim Efendi gave importance to the education of his daughter, she was well educated and a cultured person.⁴⁸⁶

⁴⁸³ Şinforoğlu, (2020a). op. cit., p. 73 For the referred sources from author see:

Selim Sırrı Tarcan (1946). op. cit.

Genelkurmay Askeri Tarih ve Stratejik Etüt Arşivi 'ATASE' [General Staff Military History and Strategic Study Archive]. (1312/1894). 1312-19 Selim Sırrı Tarcan Askerlik Safahat Belgesi [Selim Sırrı Tarcan Military Memoirs Document].

⁴⁸⁴ Selim Sırrı Tarcan (1954a, May. 23). *Ömrümüm Kitabı* [The Book of My Life]. Tefrika no: 1. Yeni İstanbul Gazetesi, s. 2.

⁴⁸⁵ Mutlu, op. cit., p. 12. This is the main source, for the referred sources from the author see:

Rıza Tevfik Bölükbaşı (1 Mart 1328/1910). Selim Sırrı Kimdir? [Who is Selim Sırrı?]. *Servet-i Fünun*, Cilt 42, Sayı 1084, s. 429

Rıza Tevfik Bölükbaşı (1950). *Dost Gözile 75 Yaşında Genç Selim Sırrı Tarcan* [Selim Sırrı Tarcan at 75 Years Young, Through the Eyes of a Friend]. Ülkü Basımevi, 1950, s. 31 For the main source, see below:

Selim Sırrı Tarcan (1327/1909). Annemin Derdi [My Mother's Sorrow]. *Terbiye ve Oyun*, Cilt 1, Sayı 11, 1 Kânunusani 1327, s. 165-166.

⁴⁸⁶ Lüküslü, D. & Dinçsahin, Ş. (2013). Shaping Bodies Shaping Minds: Selim Sırrı Tarcan and the Origins of Modern Physical Education in Turkey. *The International Journal of the History of Sport*, Vol. 30, No. 3, s. 199. Retrieved Nov. 6, 2021, from <https://www.researchgate.net/publication/263478471>

Selim Sırrı Tarcan (1946). op. cit.

Atabeyoğlu, C. (2000). Kurucumuz: Selim Sırrı Tarcan [Our Founder: Selim Sırrı Tarcan]. Türkiye Milli Olimpiyat Komitesi Yayınları, İstanbul, s. 8.



Fig. 101: Selim Sırrı Tarcan as a student at *Mekteb-i Sultanî*. 1881/82
Source: *Terbiye ve Oyun* Magazine, Issue 1, Vol. 2, July 1922, p.16.

When Selim Sırrı was five years old, the 1877-1878 Ottoman-Russian War came to an end, the war ended in defeat, Alasonya [Elassona] and Yenişehir was ceded to the Greek, and Selim Sırrı when he was 5 years old and his family were forced to migrate, so they relocated to Üsküdar, Istanbul.⁴⁸⁷ In the midst of these hard times, Selim Sırrı also experienced the tragic and sudden death of his older sister, İsmet, who was only 16 years old. To tackle their mounting financial problems his mother started sewing, and sold all that was left of her jewelry to pay the tuition of *Mekteb-i Sultânî* (Galatasaray High School). When Selim Sırrı enrolled in the boarding school in 1881/82 at the age of 8, he was assigned number 412. The cost was 15 gold liras, equivalent to USD 15,000 today for orphans.⁴⁸⁸ Since he was the offspring of a martyred soldier, he started to receive education only for one-third of the regular costs 45 gold liras.⁴⁸⁹

Selim Sırrı's enrollment at Galatasaray High School at the tender age of 8 marked a significant turning point in his life. He openly acknowledges that he was never a model student and was even considered problematic due to his active nature and penchant for mischief. Selim Sırrı's interest in gymnastics⁴⁹⁰ and, in his own words, his love for gymnastics was born that day, when he was entered the gym for the first time, and saw the wide variety of equipment and the impressive physique and movements of his physical education instructor, Ali Faik Bey [Üstünidman].⁴⁹¹

While Selim Sırrı was studying at school, he was awarded a "yaldızlı kitap" [gilded book] for his athletic abilities and achievements in gymnastics:

⁴⁸⁷ Selim Sırrı Tarcan (1954a, May. 24). *Ömrümüm Kitabı* [The Book of My Life]. Tefrika no: 1. Yeni İstanbul Gazetesi, s. 2.

⁴⁸⁸ Lüküslü, Dinçşahin, op. cit. For similar sources written in a similar tone, see Selim Sırrı Tarcan (1954a, May. 28). *Ömrümüm Kitabı* [The Book of My Life]. Tefrika no: 1. Yeni İstanbul Gazetesi, s. 2.

Hikmet Feridun (1950). *Dost Gözile 75 Yaşında Genç Selim Sırrı Tarcan* [Selim Sırrı Tarcan at 75 Years Young, Through the Eyes of a Friend]. Ülkü Basımevi, 1950, s. 17

Öztuna, Y. (1994). *Osmanlı Türkiyesi'nde Enflasyon* [Inflation in Ottoman Turkey]; "One gold lira was 7 grams of gold, which is 2.5 times more valuable in today's economy". *Tarih ve Medeniyet*, Temmuz. Retrieved Nov. 6, 2021, from <http://tarihvedenedeniyet.org/wp-content/uploads/2009/08/Osmanli-Turkiyesinde-Enflasyon.pdf>

⁴⁸⁹ Devlet Arşivleri Başkanlığı Osmanlı Arşivi [BOA], [Presidency of the Republic of Türkiye - Directorate of State Archives Ottoman Archives]. Documents: BOA, MF.MKT., 67-78

⁴⁹⁰ Selim Sırrı Tarcan (1922b). *İdman Âleminde Kırk Sene-2*. [Forty Years in the World of Training - Part 2]. *Terbiye ve Oyun*, 12(2), 29-30.
Lüküslü, Dinçşahin, op. cit. p. 200.

⁴⁹¹ [Tarcan], Selim Sırrı (1946a). *Hatıralarım* [My Memoirs]. İstanbul: Türkiye Yayınevi. s. 8-9.

“— *Mother, I have wonderful news! I came in first place!*” I exclaimed, holding up a gilded book, and I said:

“— *Look, I received a reward!*”

My poor mother was astonished! The thought of her mischievous child, who had faced nothing but punishment all year at school and never opened a book at home on holidays, receiving a reward filled her with great hope. She couldn't hold back her tears of joy. She embraced me, kissed me, and sat me on her lap:

“*Thank you, Lord, for showing me this day!*” she prayed. “*May you be blessed, my son! May you succeed like your father!*” she said and then asked, “*Tell me, what subject did you come first in to earn this gilded book?*”

“— *Gymnastics, mother, gymnastics! You would be amazed if you saw me at school; I climb to the top of the poles and ropes in one breath! I hang upside down on the bars by my legs! I can walk on my hands! You wouldn't believe all the things I can do!*”

My mother's expression changed. The joy she had just moments before disappeared:

“— *I sent you to school to study and become a man, not to climb ropes all the way to the top! Now step back! I don't want that kind of reward. I was happy for nothing!*” she said.⁴⁹²

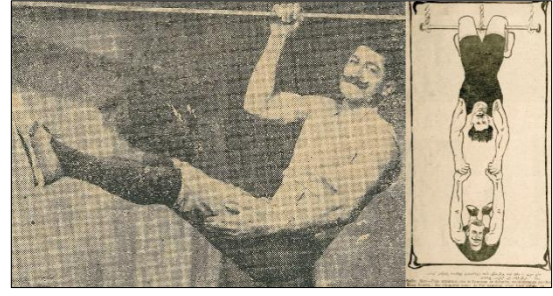


Fig. 102: **Left:** Selim Sırrı Tarcan, undated. Source; Selim Selim Sırrı (1946). *Hatıralarım [My Memoirs]*.

Right: One of Ottoman's first sports cartoons,

- Selim Sırrı [Tarcan]: 'Fais attention, car si l'anneau se détache, nous sommes perdus.' ['Be careful. If the top bolt comes loose, we're done for.']

- Rıza Tevfik [Bölükbaşı]: 'Ne t'inquiète pas; je l'ai examiné, c'est bien solide, va...' ['Don't worry; I've checked it, it's solid, it'll be fine...']

Source: From the magazine *Kalem* (issued 1324-1328 AH/1908-1911 CE) dated September 10, 1908,



Fig. 103: **Left:** Selim Sırrı at the Imperial School of Military Engineering. 1900s. Source: *Terbiye ve Oyun Magazine*, Issue 5, Vol. 2, Nov. 1922, p.79. **Right:** Selim Sırrı Tarcan, "Nasil Jön Türk Oldum?" ["How I Became a Young Turk?"], *Resimli Ay*, 2(3), 31 March 1925.

After completing his 8-year education at Galatasaray Mekteb-i Sultânî, Selim Sırrı had to leave two years before his graduation due to financial difficulties. He then continued his education at the *Mühendishane-i Berrî-i Hümayûn* [Imperial School of Military Engineering]. Selim Sırrı couldn't stay out of trouble even here. Once upon time, when the brother of King Leopold of Belgium was set to visit the school, Selim Sırrı mistakenly gave a speech intended for the king's brother to a retired British admiral. As a result, he was punished with 20 days in prison and was struck 15 times with a cane.⁴⁹³ While studying, he was introduced to the *Jön Türk hareketi* [Young Turk movement], which opposed the

⁴⁹² Selim Sırrı Tarcan (1946). op. cit., p. 11.

autocracy of the Ottoman sultan Abdülhamid II. He supported the movement, and he, along with his close friends such as Rıza Tevfik Bey [Bölükbaşı], entered politics with a strong stance as advocates of this cause.⁴⁹⁴

After completed his degree in 1896, Selim Sırrı was then appointed to İzmir, where he worked as an engineer and taught gymnastics courses in several local schools,⁴⁹⁵ including İzmir High School,⁴⁹⁶ Industry School, and Tilkilik School.⁴⁹⁷ Taking advantage of the mixed ethnic structure of Izmir and reading all the sports books he could lay his hands on among the non-Muslim and foreign population, Selim Sırrı Tarcan engaged in sports such as tennis, weightlifting, discus throwing, boxing, fencing, wrestling, swimming, cycling and football.⁴⁹⁸ During this period, his essays were published in the newspaper *Hizmet*. In 1901, he was promoted to the rank of captain and relocated to Istanbul.⁴⁹⁹

Upon his arrival in Istanbul, Selim Sırrı was appointed as a teacher of gymnastics and fencing at the *Mühendishane-i Berrî-i Hümayûn* [Imperial School of Military Engineering] and the *Hendese-i Mülkiye*, which is now known as [Istanbul Technical University].⁵⁰⁰ Following his achievements in teaching, Selim Sırrı expanded



Fig. 104: **Left:** Captain Selim Sırrı Tarcan, undated. Source: (1946) *Hatıralarım* [My Memoirs]. See p. 25. **Right:** "Sr. Captain Selim Sırrı who made Abdulhamit cabinet ministers took the oath of freedom". Source: Selim Sırrı Tarcan: "Ömrümün Kitabından [From the Book of My Life]: Abdülhamit Vükelasına nasıl yemin ettirdim? I, II, III", <https://archives.saltresearch.org/handle/123456789/18654>, Salt Research, 1938-09-01

⁴⁹³ İstanbul Şehir Üniversitesi Kütüphanesi, Taha Toros Arşivi [İstanbul Şehir University Library, Taha Toros Archive]. *Geçmiş günlerin hem acı, hem komik bir hadisesi: Belçika Prensine söylediğim nutuk!* [An incident from the past that was both painful and amusing: The speech I gave to the Belgian prince!]. Writer: Selim Sırrı Tarcan. Folder No: 54. Document Date: Apr. 24, 1937. Document Identifier: TT523536. Documents Barcode No: 001520162006. Retrieved Nov. 6, 2021, from <https://core.ac.uk/reader/80959498>

⁴⁹⁴ Selim Sırrı Tarcan (1925). "Nasıl Jön Türk Oldum?" ["How I Became a Young Turk?"]. *Resimli Ay*, Cilt: 2, Sayı: 3, 31 Mart 1925.

Selim Sırrı Tarcan (1946). *Hatıralarım* [My Memoirs]. Op. cit., p. 23.

⁴⁹⁵ Selim Sırrı Tarcan (1946). *Hatıralarım* [My Memoirs]. Op. cit., p. 25.

⁴⁹⁶ Selim Sırrı Tarcan (1922b). *İdman Âleminde Kırk Sene-6* [Forty Years in the World of Training - Part 6]. *Terbiye ve Oyun*, 12(6), 91-93.

⁴⁹⁷ Selim Sırrı Tarcan (1922c). *İdman Âleminde Kırk Sene-7* [Forty Years in the World of Training - Part 7]. *Terbiye ve Oyun*, 12(7), 107-108.

⁴⁹⁸ Turkish Olympic Committee. (n.d.). History of Turkish Olympic Committee, The birth of modern sports in Turkey and establishment of TOC: Selim Sırrı Tarcan. Retrieved Oct. 5, 2021, from https://www.olimpiyatkomitesi.org.tr/Upload/Menu/121771_history.pdf

⁴⁹⁹ Şinforoğlu, (2020a). op. cit., p. 76. For the archival source, see: Genelkurmay Askeri Tarih ve Stratejik Etüt Arşivi 'ATASE' [General Staff Military History and Strategic Study Archive]. (1312/1894). 1312-19 Selim Sırrı Tarcan Askerlik Safahat Belgesi [Selim Sırrı Tarcan Military Memoirs Document]. This sources mentioned

⁵⁰⁰ Selim Sırrı Tarcan (1922e). *İdman Âleminde Kırk Sene-9* [Forty Years in the World of Training - Part 9]. *Terbiye ve Oyun*, 12(9), 139-142

his expertise by instructing gymnastics at the *Mekteb-i Aşiret-i Humayun* [Imperial Tribal School]⁵⁰¹ and Darüşşafaka School.⁵⁰² He made a considerable effort to promote awareness and consciousness about physical education in society, and he accomplished this by publishing a series of books on physical education, called "*Terbiye-i Bedeniye*" [Physical Education]⁵⁰³ between 1902-1904, along with contributing articles on the same topic in renowned Istanbul periodicals.⁵⁰⁴

During these years, he also became friends with Monsieur Juery, who lived in Büyükkada (Prince Islands), Istanbul, and was a French teacher at *Mekteb-i Sultânî* (Galatasaray High School) from 1905 to 1910. M. Juery is an important name in the history of Turkish Olympic Committee.⁵⁰⁵ Sabri Mahir (1890-1980) student at Mekteb-i Sultânî with student number 840, who is one of the first players of the Galatasaray football team and the first Turkish footballer to play abroad (in Paris) and Türkiye's one of the first boxer⁵⁰⁶ and even who is possibly one of the most legendary figures in Turkish sports history with stories that swing between fiction, reality, and hearsay, also notes in his memoirs that M. Juery taught his boxing.⁵⁰⁷ According to book titled '*Yeni ve Eski Olimpiyatlar*'⁵⁰⁸ [New and Old Olympics] by Selim Sırrı Tarcan published 1948, the founder of Modern Olympics Baron Pierre de Coubertin (1863-1937) asked M. Juery to introduce him to a Turkish sportsman when he visited Istanbul in the summer of 1907. M. Juery introduced Coubertin to Selim Sırrı Tarcan. Coubertin, who stayed at the Tokatlıyan Hotel during his stay in Istanbul, asked Tarcan to establish the

⁵⁰¹ Selim Sırrı Tarcan (1950g, July 18). Spor Aleminde 60 Sene: Aşiret Mektebinde nasıl jimnastik hocalığı yaptım [Sixty Years in the World of Training: How I became a Gymnastics Instructor at Tribes School]. *Yeni İstanbul Gazetesi*, s. 6.

Şinoforoğlu, O. T. (2015). op. cit., p. 30.

⁵⁰² BOA, MF.MKT., 1056-20

⁵⁰³ Selim Sırrı Tarcan (1319). *Terbiye-i bedeniye, 1. Kitap* [Physical Education, Book 1]. İstanbul: Matbaa-i Ahmet İhsan ve Şürekası

Selim Sırrı Tarcan (1320). *Terbiye-i bedeniye, 2. Kitap*. [Physical Education, Book 2]. İstanbul: Matbaa-i Ahmet İhsan ve Şürekası

Selim Sırrı Tarcan (1321). *Terbiye-i bedeniye, 3. Kitap*. [Physical Education, Book 3]. İstanbul: Artin Asaduryan Şirket-i Mürettibiyye Matbaası

⁵⁰⁴ Yıldırım, İ. (2008, Ekim). Meşrutiyetten Cumhuriyete bir idealistin yaşam serüveni: Selim Sırrı Tarcan. [From Constitutional Monarchy to Republic: The Life Journey of an Idealist, Selim Sırrı Tarcan] *10. Uluslararası Spor Bilimleri Kongresi, Selim Sırrı Tarcan Paneli'nde yapılmış konuşma*, Abant İzzet Baysal Üniversitesi, Bolu. Şinoforoğlu, (2020a). op. cit., p. 76.

⁵⁰⁵ Turkish Olympic Committee. (n.d.). History of Turkish Olympic Committee. Op. cit.

⁵⁰⁶ BoxRec (n.d.). *Sabri Mahir*. Retrieved May. 5, 2024, from <https://boxrec.com/en/box-pro/73205>

⁵⁰⁷ Sultani ve Spor (n.d.). Olimpiyatlar ve Galatasaray Lisesi [Olympics and Galatasaray High School]. Retrieved Apr. 20, 2024, from <https://www.sultanivespor.com/svs/tr/arsiv/olimpiyatlar-ve-galatasaray-lisesi>

⁵⁰⁸ Turkish Olympic Committee. (n.d.). History of Turkish Olympic Committee. Op. cit.

Selim Sırrı Tarcan (1948). *Yeni ve Eski Olimpiyatlar* [New and Old Olympics]. Ülkü Basımevi, İstanbul

Ottoman Olympic Society. Tarcan states that it was forbidden to establish societies during the period of restrictions they were in; Thereupon, Coubertin assigns him as representative.⁵⁰⁹

Upon Sports Writer and Olympic Historian Cüneyt Koryürek's (1931-2008) "*There is no information could be found regarding Coubertin's visit to Istanbul.*" However, the late sports historian Cem Atabeyoğlu (1924-2012) stated that while he was researching the first Turkish athletes to participate in the Olympics, he and Haluk San (1911-1995), also a sports historian, visited Selim Sırrı Tarcan at his home, and Selim Sırrı confirmed that Coubertin came to Istanbul during and also provides the following information:

"When I learned that a gymnast named Aleko Mulos from Kurtuluş Club participated in the London 1908 Games, I went to Kurtuluş (Tatavla) Club. The club's administrator was a friend of mine who had taken part in the 1906 Intercalated Games. I can't remember his name right now, but he told me that Aleko Mulos accompanied Coubertin during his visit to Istanbul and was invited to the games by Coubertin as a result."⁵¹⁰

Documents related to this visit are unavailable because the school archives and the Tokatlıyan Hotel, where Coubertin reportedly stayed have burnt down.⁵¹¹ Additionally, in another book, Selim Sırrı Tarcan notes that he corresponded with Coubertin, so the evidence for Coubertin's visit to Istanbul and his meeting with Selim Sırrı Tarcan is not so strong.



Fig. 105: **Left:** Selim Sırrı Tarcan at the 1909 Berlin International Olympic Committee (IOC) session as the first representative from the Türkiye, with Baron Pierre de Coubertin and other country representatives. Selim Sırrı Tarcan is in the back row, wearing a military uniform and a fez, sixth from the left.⁵¹² **Right:** Selim Sırrı Tarcan at

⁵⁰⁹ Ibid.

⁵¹⁰ Ibid.

⁵¹¹ Şinoforoğlu, T. (2016). Selim Sırrı Tarcan Conference. Op. cit.

⁵¹² 1909 Berlin: IOC members (in italics), present at the opening ceremony: 1. Count Cesar de Wartensleben (GER). 2. Count Brunetta d'Usseaux (ITA). 3. Baron R. de Willebrand (FIN). 4. Sir Theodore Cook (GBR). 5. Reverend R. S. de Courcy Laffan (GBR). 6. Prof. Reinhard. 7. Lord Desborough of Taplow (GBR). 8. General Victor Balck

the 1911 Budapest International Olympic Committee (IOC) session as the representative from the Türkiye, with Baron Pierre de Coubertin and other country representatives. Selim Sırrı Tarcan is in the back row, second from the left.⁵¹³

Selim Sırrı Bey maintained his association with the *İttihat ve Terakki* [Committee of Union and Progress] until 1908.⁵¹⁴ However, Selim Sırrı Bey, who was eventually convinced that military duties and politics could not go hand in hand upon certain events, resigned from his post at the said community and retired from politics, and started to focus on his endeavors on physical education.⁵¹⁵

Selim Sırrı initiated the establishment of his dreamed private-owned physical education school right after his resignation from the *İttihat ve Terakki* [Committee of Union and Progress], first pledged his wife's jewelry as security in order to raise the necessary money to found the school,⁵¹⁶ and then borrowed 300 Lira from a merchant.⁵¹⁷

Selim Sırrı organized his first conference for the benefit of the school on September 18, 1908 in *Tepebaşı Millet Bahçesi* [Tepebaşı National Garden]. The conference program included a variety of activities, such as English, German, and Swedish gymnastics, wrestling, fencing, football, tennis, sword fighting in the Italian style, English-style fist fighting, French offensive style discussions, Turkish and European wrestling, and various sports competitions. Thanks to the newspapers published at the time, it is understood that the conference draw a great attention from

(SWE). 9. Councillor Atzrott. 10. *Selim Sırrı Bey* (TUR). 11. *Count Clarence de Rosen* (SWE). 12. Mrs. Victor Balck. 13. Dr. Martin. 14. *Count Geza Andrassy* (HUN). 15. Mr. Müller. 16. Mrs. J. Sverre. 17. *Senator Jules de Muzsa* (HUN). 18. *Commander J. Sverre* (NOR). 19. Mrs. von Rosen. 20. *Baron Pierre de Coubertin* (FRA). 21. *Mr. Allison V. Armour* (USA). 22. *Professor William M. Sloane* (USA). 23. *Baron F. W. de Tuyll* (HOL). 24. *Baron Godefroy de Blonay* (SUI). 25. Baroness Pierre de Coubertin. 26. Mr. von Hünefeld. 27. *Count Albert Bertier de Sauvigny* (FRA). 28. Countess Albert Bertier de Sauvigny. 29. Count Bertier de Sauvigny (son). 30. Baroness Godefroy de Blonay. 31. *Mr. Georges A. Plagino* (ROM). 32. Mrs. Georges A. Plagino.

Olympic Review - Revue Olympique (1977). Olympic Memoirs, by Pierre de Coubertin (X*)-The IOC in Berlin (1909), Vol. 115, May 1977, 313-317. Bibliothèque du CIO / IOC Library. Retrieved May. 3, 2024, from <https://library.olympics.com/Default/digital-viewer/c-168856>

"A number of new members had joined the International Olympic Committee in December 1908. In the same ballot, we had elected: "[...] and for Turkey, *Selim Sırrı Bey*, a fine athlete and a great francophile, who had however served under the orders of German instructors."

⁵¹³ Olympics - International Olympic Committee (n.d.). *Pierre de Coubertin: Visionary and Founder of the Modern Olympics*. Retrieved May. 5, 2024, from https://olympics.com/ioc/pierre-de-coubertin?module_id=gallery-mosaic-9&module_index=3

⁵¹⁴ Selim Sırrı Tarcan (1954d, June 17). *Ömrümüm Kitabı* [The Book of My Life]. Tefrika no: 24. Yeni İstanbul Gazetesi, s. 2.

⁵¹⁵ Selim Sırrı Tarcan (1954e, June 25). *Ömrümüm Kitabı* [The Book of My Life]. Tefrika no: 32. Yeni İstanbul Gazetesi, s. 2.

⁵¹⁶ Selim Sırrı Tarcan (1946). op. cit.

⁵¹⁷ Turkish National Olympic Committee Archive. (1909 Apr. 20). TMOK - Selim Sırrı Tarcan, Baron Pierre de Coubertin'e mektup [Letter from Selim Sırrı Tarcan to Baron Pierre de Coubertin].

the public, that Ali Faik Bey [Üstünidman] officiated as a referee in the competitions, and that the prominent figures from the military and bureaucracy kept an eye on the conference including Prince Sabahaddin (1879-1948), several army commanders, the Iranian ambassador, the Swedish ambassador, and other local and foreign bureaucrats, as well as participants from schools and the military.⁵¹⁸



Fig. 106: Opening of Selim Sırrı Bey's School of Physical Education on December 20, 1908. Source: Picture Book Magazine [Resimli Kitab Dergisi], January 1, 1909.

The establishment of the private-owned school in physical education and sports marked the very first example of an institutional structure of its kind in Türkiye. It was officially inaugurated on December 20, 1908 at the *Şark Çarşısı* on *Fincancılar, Mercan Yokuşu*.⁵¹⁹

When Selim Sırrı Bey returned to Istanbul from Izmir, he had not written any work on physical education. He even believed that gymnastics was only to be performed, and not to be critically thought on with books, so he thought that there would be no work written on gymnastics.⁵²⁰ Selim Sırrı Bey, who came to adopt the German school gymnastics, started to write articles for the newspaper titled *İkdam* and the journal titled *Servet-i Fünun*, in order to turn every youngster into an athlete with enormous biceps in the light of this school of thought.⁵²¹

⁵¹⁸ Şinoforoğlu, (2020a). op. cit., p. 76-77. This is the main source, for the referred sources see below:
Terbiye-i Bedeniye Mektebi ve Spor Konferansı. (1908a Sep. 12). [The School of Physical Education and Sports Conference]. *İkdam*, s. 3, sü. 6.
Terbiye-i Bedeniye Mektebi. (1908a Dec. 19). [The School of Physical Education and Sports Conference]. *İkdam*, s. 3, sü. 6.

⁵¹⁹ Şinoforoğlu, (2020a). op. cit., For similar sources written in a similar tone, see below:
Terbiye-i Bedeniye Mektebi. (1908c Dec. 21). [The School of Physical Education]. *Servet-i Fünun*, s. 3, sü. 4, s. 3, sü. 1.
Selim Sırrı Tarcan (1946). op. cit., p. 43.
Kahraman, 1995, op. cit., p. 633.
Günay, N. (2013). Atatürk Döneminde Türkiye’de Beden Eğitiminin Gelişimi ve Gazi Beden Terbiyesi Bölümü [The Development of Physical Education in Turkey in Atatürk Period and Gazi Physical Education Department]. *Atatürk Araştırma Merkezi Dergisi*, 29 (85), s.75-76. Retrieved Nov. 20, 2021, from <https://dergipark.org.tr/tr/pub/aamd/issue/44059/542834> “For the perspective that the mentioned school was jointly opened by Selim Sırrı Bey and Dr. Rıza Tevfik (Bölükbaşı), see: Kahraman, 1995, op. cit., p. 633.”
Çapan, Ş. M. (1999). *Türk Sporunda Selim Sırrı Tarcan* [Selim Sırrı Tarcan in Turkish Sports]. Ünyay Yayınları. Muğla, s.19-20.
Özmaden, Soyer, & Özmaden, op. cit. p. 172.

⁵²⁰ Selim Sırrı Tarcan (1923 Feb.). *İdman Âleminde Kırk Sene-8* [Forty Years in the World of Training - Part 8]. *Terbiye ve Oyun*, Cilt 2, Sayı 8, s. 121-122.

⁵²¹ Mutlu, op. cit., p. 32.

Selim Sırrı Bey penned an article in response to a critique by Dr. Rifat from Kilis, a person whom he did not know personally, regarding an article he had published in the same newspaper in 1908, titled *İkdam*:

“He insulted me in writing with belittling expressions such as “*Various articles have been published under the name of Selim Sırrı in these columns for a while. Unfortunately, this young person knows so little that he does not even qualify as utterly ignorant. I genuinely wish he was educated a bit...*” I got furious. Turns out, he was the assistant of Prof. Ömer Pasha. So, I visited the Pasha, and told him I had a couple of things to say to his assistant. He invited him in. Dr. Rifat was a frail and skinny physician. I started to take off my clothes without saying anything.

“— *Here, doctor. Please feel my arms.*”

The doctor took up on my offer. He grabbed my arms in silence and said:

“— *Like a rock.*”

“— *Please take off your clothes so I can teach you a boxing lesson,*” I said. The doctor replied to me calmly:

“— *I understand that the article in İkdam has infuriated you. However, I wrestle with my mind, not my body. Please write a response to my article.*”

“— *I will do that too*”

“— *I believe you can't. I was meaning to ask you. Have you read any scientific books regarding anatomy, physiology, or the mechanics of the movement?*”

“— *No!*” I said.

“— *How can you write a response to my article if you haven't read the books that I read?*”

Then, he gave me a copy of Dr. Philippe Tissié's (1852-1935) book titled “*La fatigue et l'entraînement physique [Fatigue and physical training.]*” He said,

“— *Read this, and then we may speak.*”

“Having taken the book, I stormed out angrily. After I read it, I realized I was indeed nothing more than a countryside acrobat. I went to see the doctor again. This time, to kiss his hand, not for a fight. So, this is what prompted me to study Swedish physical education. I returned from my journey into civilization with a new set of head, on which I had set out with my biceps.”⁵²²

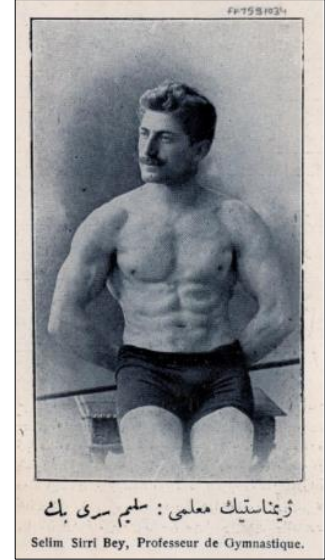


Fig. 107: Selim Sırrı Bey, Professeur de Gymnastique. Source: Feridun Fazıl Tülbentçi Archive. Undated. <https://archives.saltresearch.org/handle/123456789/20437>

⁵²² Aygen, Ş. (1950). Selim Sırrı Tarcan'la Başbaşa Dost Gözile 75 Yaşında Genç Selim Sırrı Tarcan [Conversations with Selim Sırrı Tarcan, Selim Sırrı Tarcan at 75 Years Young, Through the Eyes of a Friend]. Ülkü Basımevi. Ülkü Basımevi, 1950, s. 49-52
Arun, 1993. Op. cit., p. 39

After the proclamation of the Second Constitutional Monarchy, Ahmed Izzet Pasha (1864-1937), the Minister of War summoned Selim Sırrı Bey to have him promoted to the rank of major and assign him as the Military Attaché at the Paris Embassy, thinking that it would be wrong in terms of discipline for him to get involved in politics alongside his military duties, serving under the same roof with the ministers whom he made take the oath of freedom.⁵²³ Capitalizing on a favorable opportunity, Selim Sırrı Bey stated that he wanted to go to Sweden in order to specialize in the field of physical education.⁵²⁴ Upon the approval of the request, he contacted the ambassador to Stockholm and Professor Lars Mauritz Törngren, a former student of Hjalmar Fredrik Ling (1820-1886), who was the son of Pehr Henrik Ling and the director of the renowned *Kungliga Gymnastiska Centralinstitutet (KGCI/GCI)* [the Royal Central Gymnastics Institute].⁵²⁵ After the Swedish press, which published news regarding Selim Sırrı Bey's desire to study at the school months before,⁵²⁶ the local press also informed their audience about the decision taken by the Ministry of War.⁵²⁷

Selim Sırrı Tarcan's two daughters; Selma (Mimaroglu) born 1906 and Âzade (Kent) born 1908, who had studied dance and gymnastics in Berlin (Eichkamp), became pioneers in modern dance and therapeutic gymnastics respectively in Türkiye.⁵²⁸ Âzade (means Freedom), who dedicated her life to the therapeutic aspect of physical exercise, but it also articulates a zeitgeist and the and gender biases that women faced in Türkiye

⁵²³ Selim Sırrı Tarcan (1954e, June 16). *Ömrümüm Kitabı* [The Book of My Life]. Tefrika no: 23. Yeni İstanbul Gazetesi, s. 2.

⁵²⁴ Ibid.

Selim Sırrı Tarcan (1946). op. cit.

⁵²⁵ Devlet Arşivleri Başkanlığı Osmanlı Arşivi [BOA], [Presidency of the Republic of Türkiye - Directorate of State Archives Ottoman Archives]. Documents: BOA, Bâb-ı Âli Evrak Odası [Documentary Office of the Sublime Porte] (BEO) (31.S.1327). 3511-263276.

BOA, BEO 3521 264073. (Hijri: 1327.03.05 / Gregorian: 1909.03.27). *Imperial School of Military Engineering Gymnastics instructor Selim Sırrı Bey was sent to the Stockholm Physical Education Teachers' School* Fond: Documentary Office of the Sublime Porte (BEO), Folder: 3521, File: 264073. Şinoforoğlu, T. (2020b). op. cit., p. 37.

⁵²⁶ Şinoforoğlu, (2020a). op. cit., p. 79.

Svensk gymnastik i Turkiet. (1909 Jan. 14). [Swedish gymnastics in Turkey]. *Ny Tidning För Idrott* [Newspaper for sports]. (2), s. 20.

⁵²⁷ Selim Sırrı Tarcan (1909a March 16). *Servet-i Fünun – Tevcihat ve Havadis Kısmı*, (255), 3.

⁵²⁸ Salt - Kültür, Sanat ve Araştırma Kurumu [Salt - Cultural Institution]. (2019 Aug. 30). *Forward, March!*, Detail from The Transition Series: Rotating Time by Maria Andersson and Nancy Atakan, SALT Beyoğlu. Retrieved Jan. 6, 2023, from <https://saltonline.org/en/2012?>

Google Arts & Culture Presentation (2022). *Forward, March!*. from Maria Andersson & Nancy Atakan. Retrieved Jan. 6, 2023, from <https://artsandculture.google.com/story/HAUhDdC9ImLkSQ>

Beden terbiyesi ve millî rakıslar hakkında tetkik: Selma ve Azade Selim Sırrı Hanımlar bugün Avrupaya gidiyorlar [Study on physical training and national dances: Selma and Âzade Selim Sırrı Ladies are going to Europe today]. *Akşam Gazetesi* [Akşam (Evening) is a Turkish newspaper]. 25 July 1934. Sene 16, No: 5672. Sayfa 1. Retrieved Jan. 6, 2023, from <https://www.gastearsivi.com/gazete/aksam/1934-07-25/1>

vis-à-vis sports, physical exercise and modern dance. Following in the footsteps of her influential father, Âzade became the first Turkish woman inspector of physical education in Istanbul schools.⁵²⁹ In addition, she and her father broadcasted therapeutic gymnastics lessons on the radio, which were among the first original examples of such programs in Türkiye.⁵³⁰



Fig. 108: **Left:** Selma Hanım, daughter of Selim Sırrı Tarcan and "pioneer of the nation's rhythmic dances," showcasing figures from the choreographed dances *Danse de Pompadour* and *Macbeth's Conscience* alongside her sister Âzade Hanım. Source: Unknown newspaper clipping, undated. Taha Toros Archive at Istanbul Şehir University Library. <https://saltonline.org/tr/2060> **Right:** Âzade Kent, daughter of Selim Sırrı Tarcan, providing gymnastics lessons on Istanbul Radio. Source: Unknown newspaper clipping, undated. Istanbul University Official Twitter (X) Account: <https://x.com/istanbuledutr/status/1251080656999927808>

Âzade characterizes her father, Selim Sırrı Tarcan, as both a lieutenant and personal assistant to the Sultan who delivered speeches advocating for freedom and democracy in public forums. As a result of these activities, he gained the moniker, *Meşrutiyet Aslanı* [Lion of the Constitutional Monarchy]. According to Âzade, her father was, in essence, an activist.⁵³¹

The reason for my father's assignment to Paris remains unclear, as he did not disclose it to us. However, one theory suggests that the head of the *Jön Türk hareketi* [Young Turk movement], who was envious of my father's captivating speeches, sought to protect him by assigning him to a position in Paris through a friend in the Ministry of Defense. Another theory suggests that Sultan Abdul Hamid II, incensed by my father's

⁵²⁹ Salt - Kültür, Sanat ve Araştırma Kurumu [Salt - Cultural Institution]. Op. cit. Google Arts & Culture Presentation (2022). *Forward, March!*. from Maria Andersson & Nancy Atakan. op.cit. Atakan, N. & Muller, N. (2015 October). Nancy Atakan: Caretaking, Looking Back and Passing Things On. In book: *Nancy Atakan Passing*. Rotterdam. Retrieved Jan. 6, 2023, from <http://nancyatakan.com/publications-press/passing-on-articles/>

⁵³⁰ Ibid., For similar sources written in a similar tone, see: Şinforoğlu, T. (2022). Distance Education for the Public during Turkey's Early Republican Period: Physical Education Lessons on Radio. *The International Journal of the History of Sport*. Volume 38, 2021 - Issue 16. Retrieved Jan. 6, 2023, from <https://doi.org/10.1080/09523367.2021.2021890>

⁵³¹ Wintch, S. (2016 October). *Nancy Atakan Azade oder über die Freiheit* [Nancy Atakan: Azade or on Freedom], Essay by Susann Wintch. Retrieved Jan. 6, 2023, from <https://www.treibsand.ch/treibsand-details#/nancy-atakan/>
Nancy Atakan (2016 October). *Nancy Atakan: Azade or on Freedom*. Retrieved Jan. 6, 2023, from <http://nancyatakan.com/publications-press/treibsand/>

activism, had plans to execute him for treason, but ultimately decided to send him abroad due to his popularity. Consequently, the young lieutenant fled to Sweden, where he received training in the gymnastic movements taught by Pehr Henrik Ling, which ultimately had a profound impact on our lives.⁵³²

Despite being established through individual initiatives of Selim Sırrı Bey, the school was the first institution to offer regular education and diplomas in physical education. Unfortunately, it closed after a few months of its inception due to the loss of 60 students, coinciding with Selim Sırrı Bey's departure to Sweden. Nevertheless, upon his return, he laid the groundwork for more comprehensive institutional organizations through his formal duties.⁵³³



Figure 110: At Selim Sırrı Bey's "L'Ecole de Gymnastique" [Gymnastics School]. Source: *Resimli Kitab Dergisi* [Picture Book magazine]- İ.B.B. Atatürk Kitaplığı Sayısal Arşiv ve e-Kaynaklar [Istanbul Metropolitan Municipality Atatürk Library Digital Archive and e-Resources], January 1909, p. 402. Source for the Right: Şinoforoğlu, T. (2020a). *op. cit.* p. 80; Selim Sırrı Tarcan-Azade Kent Archive (SST/AK).

On June 3, 1909, Selim Sırrı Bey arrived in Stockholm after traveling through the route Marseille, Paris, Berlin, and Copenhagen.⁵³⁴ At that time, the Kungliga Gymnastiska Centralinstitutet (KGCI/GCI), also known as the Royal Central Gymnastics Institute, had already established itself as one of the world's most prestigious gymnastics institutes. Today, it is known as The Swedish School of Sport and Health Sciences, GIH. Pehr Henrik Ling founded the Gymnastic Central Institute in 1813 as an institution dedicated to the study of gymnastics and the proper training of the human body. This makes it the oldest university college in the world specializing in the field of human movement sciences.

⁵³² Salt - Kültür, Sanat ve Araştırma Kurumu [Salt - Cultural Institution]. *Op. cit.*
Google Arts & Culture Presentation (2022). *Forward, March!*. from Maria Andersson & Nancy Atakan. *op.cit.*
Atakan, N. & Muller, N. (2015 October). *Op. cit.*

⁵³³ Şinoforoğlu, T. (2020a). *op. cit.* p. 80.

⁵³⁴ *Ibid.*
Selim Sırrı Tarcan-Azade Kent Archive (SST/AK). (5 June 1909). Selim Sırrı Tarcan, Hadiye Hanım'a Mektup [Selim Sırrı Tarcan, Letter to Ms. Hadiye]. M. 003.

Selim Sırrı Tarcan, who was a student (an observer) at the Stockholm Royal Institute of Higher Physical Education in Sweden from June 1909 to May 1910, was a Turkish officer, who was the first to go to this country for studying in this field, and was promoted to the rank of lieutenant commander. He was also the honorary aide of the padishah. Thanks to these attributes, he was a reputable person.⁵³⁵



Fig. 111: Guest Officer Selim Sırrı Tarcan in the Swedish Royal Guard Regiment, 1909. Source: Selim Sırrı Tarcan (1946). *Hatıralarım [My Memoirs]. Canlı Tarihler XVI, İstanbul: Türkiye Yayınevi. p. 72*



Fig. 112: King Gustav V's signed photograph sent to Selim Sırrı Bey. Source: Selim Sırrı Tarcan (1327/1911). *Bizce Meçhul Hayatlar: İsveç'te Gördüklerim [Lives Unknown to Us: What I Saw in Sweden]*.

a teacher in Istanbul. Therefore, he attended all the classes as an observer.⁵³⁶ Selim Sırrı Bey, who got acquainted with the Swedish King Gustav V (1858-1950) after a while,⁵³⁷ would play tennis in

Hyderospark with the King, whom he described as the most polite person he had ever met,⁵³⁸ and attended the royal balls,⁵³⁹ and did not

severe his relations with the King after returning to his homeland, and after the Stockholm Olympics where he took part in 1912, he presented a copy of his physical training works which he wrote for primary, secondary, high schools and teacher schools, to King Gustav V of Sweden through his aide to the king, Compte de Rosen, which was deeply appreciated by the Swedish king and the Swedish

government deemed appropriate to award the Vasa Order, the first-degree of the knighthood rank.⁵⁴⁰ After many years, King Gustav V sent Selim Sırrı Bey a picture of

⁵³⁵ Arun, (1997).., op. cit.

⁵³⁶ Şinoforoğlu, T. (2016). KMÜ'de Beden Eğitimi Meşalesi Selim Sırrı Tarcan Konferansı [Selim Sırrı Tarcan Conference: The Torch of Physical Education]. Karamanoğlu Mehmetbey University. Retrieved July 11, 2021, from https://youtu.be/_ClapaPK5j0

⁵³⁷ Şinoforoğlu, T. (2020a). For the referred source from the author see: Selim Sırrı Tarcan-Azade Kent Archive (SST/AK). (3 July 1909). Selim Sırrı Tarcan, Hadiye Hanım'a Mektup [Selim Sırrı Tarcan, Letter to Ms. Hadiye]. M. 009.

⁵³⁸ Mutlu, op. cit., p. 34. For similar sources written in a similar tone, see: Şinoforoğlu, (2015). op. cit., p. 27. Selim Sırrı Tarcan (1950f, July 2). Spor Âleminde 60 Sene: İsveç Kralı ile Nasıl Tenis Oynadım? [60 Years in Sports World: How I Played Tennis with the King of Sweden]. *Yeni İstanbul*, s.5-6.

⁵³⁹ Selim Sırrı Tarcan (1946). op. cit.

⁵⁴⁰ Mutlu, op. cit., p. 34. For similar sources written in a similar tone, see: Şinoforoğlu, (2015). op. cit., p. Arun, (1997).., op. cit. Selim Sırrı Tarcan (1940). *Şimalin Üç İrfan Diyarı: Finlandiya, İsveç, Danimarka* [Three Civilization of the North: Finland, Sweden, Denmark]. İstanbul: Ülkü Basımevi. s. 55-56 Devlet Arşivleri Başkanlığı Osmanlı Arşivi [BOA], [Presidency of the Republic of Türkiye - Directorate of State Archives Ottoman Archives]. Documents: BOA, İradeler, Taltifat (İ.TAL.) (15.Ş.1330). 479-1330/Ş-26. BOA,

himself containing his signature through the Swedish Embassy in Türkiye, in recognition of Selim Sırrı Bey's efforts in introducing Sweden to Türkiye.⁵⁴¹



Fig. 113: Kungliga Gymnastiska Centralinstitutet (Royal Central Gymnastics Institute) Source: Photographer: Blomberg, Anton (1862-1936). Stockholm City Museum. <https://stockholmskallan.stockholm.se/post/7447> **Middle and Right:** Images of female and male students in training from Selim Sırrı Tarcan's 1911 book 'Bizce Meçhul Hayatlar: İsveç'te Gördüklerimiz' [Lives Unknown to Us: What I Saw in Sweden], Dersaadet, 1327."

Selim Sırrı Tarcan spent almost a year (from June 1909 to May 1910) at the Central Gymnastics Institute in Stockholm, where he attended the classes and training sessions and made insightful observations. He was very impressed by the institute's scientific approach to physical education. In his memoirs, he tells an amusing anecdote about his first meeting with Professor L.M. Törngren (1839–



Fig. 114: Lars Mauritz Törngren. Source: Cover of the weekly magazine "HVAR 8 DAG" February 14, 1904



Fig. 115: Selim Sırrı Tarcan demonstrating one of the poses from his time period's exercise trends. Undated. Source: Ali Şükrü Çoruk <https://x.com/alisukrucoruk/status/927271439937482752>

1912), an instructor and former director at the institute. He wanted to impress Törngren and other

faculty members he met for the first time, displayed his biceps and some physical abilities, but was met with laughter. Selim Sırrı says;

“That moment I saw the harm of ignorance and the mistakes in my approach. I shrunk in front of Professor Törngren with my huge biceps.” Professor Törngren's response, “Show me your head, not your arms. People's strength is measured by their minds, not their arms,”

left a lasting impression on him. This account exemplifies Selim Sırrı's initial level upon entering the school. He was exposed to comprehensive teachings in physiology, anatomy, kinesiology, massage, physical therapy, physiotherapy, psychology, and the

Bâb-ı Âlî Evrak Odası [Documentary Office of the Sublime Porte] (BEO) (17.Ş.1330). 4067-305008. BOA, MF.MKT., Dosya No:1193, Gömlek No:32, H. 13 Muharrem 1332 / 12 Aralık 1913.

⁵⁴¹ Selim Sırrı Tarcan (1911). *Bizce Meçhul Hayatlar: İsveç'te Gördüklerimiz* [Lives Unknown to Us: What I Saw in Sweden]. Dersaadet, 1327. Arun, (1997), op. cit.

biology of physical exercises and impressed upon him the belief that “gymnastics serves as a training tool for the human senses.”⁵⁴²

During his higher education in gymnastics, Selim Sırrı Bey also had the opportunity to visit Dr. Jonas Gustav Vilhelm Zander (1835-1920) and explore the Medico-Mechanical gymnastic and physiotherapy methods (Mechanotherapy) of exercise through special exercising machines and apparatus (*Gymnastique Médicale Mécanique*) which were popular in Europe and America in the early 20th century. At Zander's institute in Stockholm, Sırrı learned about new treatment methods and received medical gymnastics and massage classes directly from Dr. Zander himself.⁵⁴³



Fig. 116: Dr. Gustaf Zander, 1860. Creator: Curman Carl, Swedish National Museum of Science and Technology. Source:

https://www.europeana.eu/en/item/916118/S_TEK_photo_TEKA0012738

Upon his return to Türkiye on May 11, 1910, Tarcan brought with him a wealth of new information and skills.⁵⁴⁴ Selim Sırrı Tarcan states that; “*From that day on, the life I spent in Sweden taught me the true meaning of physical exercises, and I can say that I went to Sweden with my biceps but came back with my mind.*”⁵⁴⁵ Selim Sırrı Bey, who returned to his homeland, taught his experiences to the students in the *Mühendishane-i Berrî-i Hümayûn* [Imperial School of Military Engineering] with the purpose of training officers for the army. However, after it was decided that his employment as a teacher was no longer appropriate due to his

⁵⁴² Selim Sırrı Tarcan (1946). op. cit. Yildiz, M. C., op. cit., p. 34.

⁵⁴³ Selim Sırrı. (1325/1909). İsveç hatıraları: Profesör Doktor Zander [Swedish memories: Professor Doctor Zander]. *Şehbal*, 1(14), 272-273. Main source, for the similar mention, see below works: Şinoforoğlu, (2015). op. cit., p. 44. Mutlu, op. cit., pp. 33-38. Yıldırım, İ. (2018). Selim Sırrı Bey'in Yaşadıkları Üzerinden Beden Eğitiminin Görev Sınırlarıyla İmtihanı: Sağlığa Temasta “Cıss!” Etkisi. [Examining the Limits of the Physical Education Instructor's Duties through the Experiences of Selim Sırrı Bey: The "Cıss!" Effect in Touching Health]. 16th International Sport Sciences Congress Papers of The Association of Sports Sciences; p76-79, 4p. Retrieved Jan. 7, 2023, from <https://sporbilimleri.org.tr/wp-content/uploads/2022/05/2018-16.-SBK-Antalya.pdf>

⁵⁴⁴ Mutlu, op. cit., p. 39. For similar sources written in a similar tone, see: Şinoforoğlu, (2015). op. cit., p. 28. For archival source see below: Devlet Arşivleri Başkanlığı Osmanlı Arşivi [BOA], [Presidency of the Republic of Türkiye - Directorate of State Archives Ottoman Archives]. Documents: BOA, MF. MKT, Dosya No:1193, Gömlek No:32, H. 13 Muharrem 1332 / M. 12 Aralık [December] 1913. Genelkurmay Askeri Tarih ve Stratejik Etüt Arşivi ‘ATASE’ [General Staff Military History and Strategic Study Archive]. (1312/1894). 1312-19. op. cit.

⁵⁴⁵ Mutlu, op. cit., p. 39. For similar sources written in a similar tone, see: Şinoforoğlu, (2015). op. cit., p. 28. For the original sources see: Yeni İstanbul, 17 Haziran 1954, s. 2. Selim Sırrı Tarcan (1932b). Radyo konferanslarım [My Radio Conferences]. İstanbul: Devlet Matbaası. Selim Sırrı Tarcan (1954d, June 17). *Ömrümüm Kitabı* [The Book of My Life]. Tefrika no: 24. Yeni İstanbul Gazetesi, s. 2. Arun, A. C. (1990). op. cit. p. 9.

involvement in politics and revolutionary incidents before and after the proclamation of the Constitutional Monarchy when he was in Sweden, he was transferred to the First Army,⁵⁴⁶ and upon learning about this and having a disappointment, Selim Sırrı Bey issued his letter of resignation, but due to the fact that he served in the military for over sixteen years, he was allowed to be transferred to the First Class Reserve Army Officer Post on July 13, 1910.⁵⁴⁷

Selim Sırrı thought that the Physical Education classes, which were not included in the curricula in the proper sense up until that time or were executed arbitrarily,



Fig. 117: Selim Sırrı Tarcan General Inspector of Physical Education “‘A healthy mind in a healthy body.’ No nation of our time has understood the timeless truth of Juvenal’s words as well as the Swedes. May 28, 1914, *İdman* magazine, National Library.

should be reformed, starting with the school’s first, and brought up the issue to the Minister of National Education, Emrullah Efendi, a vigilant man, and successfully received his support; therefore, he was appointed as the Inspector of Physical Education in Istanbul and the Provinces on July 14, 1910, and as the “General Inspector of Schools” on June 9, 1911, with a 2,000 *kuruş* pay. He was to perform and teach Physical Education; have others teach it, and supervise it. Selim Sırrı replied as follows;

“But sir, what am I going to inspect? Other than Galatasaray, there isn’t another high school with gymnastics courses. Moreover, the name of this course isn’t even known in girls schools.”⁵⁴⁸

Emrullah Efendi responded:

“My dear, you are going to be both an inspector and a founder. We reformed the teacher training school for boys. We added physical training courses into the curriculum twice a week. You will give classes there and train teachers. We will think of something for the girls’ schools as well.”⁵⁴⁹

⁵⁴⁶ Selim Sırrı Tarcan (1946). *Hatıralarım* [My Memoirs]. Canlı Tarihler XVI, İstanbul: Türkiye Yayınevi. s. 46 Devlet Arşivleri Başkanlığı Osmanlı Arşivi [BOA], [Presidency of the Republic of Türkiye - Directorate of State Archives Ottoman Archives]. Documents: BOA, MF. MKT, Dosya No:1193, Gömlek No:32, H. 13 Muharrem 1332 / M. 12 Aralık 1913.

⁵⁴⁷ Mutlu, op. cit., and Şinoforoğlu, (2015). op. cit., p. 24. For the archival sources see: Devlet Arşivleri Başkanlığı Osmanlı Arşivi [BOA], [Presidency of the Republic of Türkiye - Directorate of State Archives Ottoman Archives]. Documents: BOA, İradeler, Harbiye (İ.HB.) (23.R.1328). 28-1328/R-259. BOA, Bâb-ı Âli Evrak Odası [Documentary Office of the Sublime Porte] (BEO) (24.R.1328). 3744-280793. Genelkurmay Askeri Tarih ve Stratejik Etüt Arşivi ‘ATASE’ [General Staff Military History and Strategic Study Archive]. (1312/1894). 1312-19. op. cit.

⁵⁴⁸ Selim Sırrı Tarcan (1946). op. cit., p. 46-47. Arun, (1997)., op. cit., p. 3.

⁵⁴⁹ Ibid.

Believing this could only be possible with well-trained people, Selim Sırrı, assumed the role of the Physical Education Teacher at *Istanbul Dârümuallimîn*, [the Male School of Teachers of Istanbul] in order to train the teachers of the next generations. In addition to these efforts, he referred to the *Şeyh'ül-İslam* [Sheikh al-Islam] Ürgüplü Mustafa Hayri Efendi (1867-1922), father of Suat Hayri Ürgüplü (1903-1981), a Galatasaray High School alumnus who became Prime Minister in the 1970s. Selim Sırrı suggested that mullahs studying in Girls' Schools, and even those in *Medresetü'l-Vâizîn* [Madrassas], perform these tasks. His requests were accepted. He was also assigned to the task of “teaching in the Madrasahs” with an official letter. The trainings started with robes, turbans and salwars at first, but as these clothes prevented comfortable movements during the classes, they started to be abandoned gradually. In the same fashion, these extravagant clothes were gradually abandoned in Girls' Schools, where students used to perform gymnastics with headscarves and veils. According to the conditions and general understanding of that period, this initiative and the practices should be accepted as a great progressive surge today.⁵⁵⁰



Fig. 118: **Left and Middle:** Selim Sırrı Tarcan teaching students at the *Dârümuallimîn* [Male Teachers' Training School]. **Right:** Selim Sırrı Tarcan teaching to Religious Students. Sources: *Tedrisat (Educational) Magazine, Surgical and Practical Section, March 7, 1332/1914, 6(1-33)*.

In late 1911, while still serving as a soldier, Selim Sırrı was appointed as the Military Aide (Adjutant) to the Minister of War, Nâzım Pasha (1848-1913), alongside his friend Kıbrıslı Tevfik. However, during a well-known historical event called the "*Bâb-ı Âli Baskını*" ["1913 Ottoman coup d'état" also known as the "Raid on the Sublime Porte"], Pasha and his aide were martyred when his friend was on duty while Selim Sırrı was able to stay alive thanks to sheer coincidence. Following the incident, Selim Sırrı decided to leave the military in accordance with the procedures in place, and return to civilian life as a teacher.⁵⁵¹

⁵⁵⁰ Arun, (1997)., op. cit., p. 3.

⁵⁵¹ Ibid.

In September 1911, Selim Sırrı presented a directive to the Ministry of Education regarding the *Umum Mekâtib-i İdadiye, Sultaniyyeler ve Dârülmualimînlerde Terbiye-i Bedeniye Derslerine Mahsus Talimat* [Physical education classes in high school, Imperial schools, and the male school of teachers]. This directive was approved and implemented on October 14, 1911, and lessons were started to be given to teachers from the relevant schools:

1. The physical education class will be obligatory in imperial schools, high schools, schools of teaching, and military high schools.
2. As long as there are enough teachers, the student will be given two hours of physical education a week, in the morning or in the evening, every other day.
3. Every student who does not have a health problem certified with a report from the doctor has to be present in the physical education class.
4. The physical education halls, that is, the gymnasiums which need to be built must be in accordance with the plan to be sent by the Inspectorate of Physical Education.
5. Physical education teachers will teach their classes according to the information available in the book titled “Terbiyevi İsveç Jimnastikleri” [Educational Swedish Gymnastics].
6. Physical education teachers employed in imperial schools and high schools in Istanbul will attend the School of Practice under *Dârülmualimîn* for an hour each week to increase their knowledge.
7. As physical education teacher roles are being opened in civilian schools, the status regarding availability will be reported to the Ministry of Education, and if it is not possible to dispatch expert teachers from Istanbul, the competitive exams for the students will be held in teachers’ schools. If there is no teachers’ school where the exam should be held, the exam will be held in one of the closest teachers’ schools, if applicable, and the documents related to the exam will be delivered to the ministry.
8. The school directors are responsible for the implementation of this directive on the physical education classes.⁵⁵²

In 1911, Selim Sırrı Bey wrote *Terbiyevi İsveç Jimnastikleri ve Mektep Oyunları* [Educational Swedish Gymnastics and School Games] to address the need for a course book for physical education classes for girls and boys aged 7 to 12. This book was included as a course book in the decree issued on October 14.⁵⁵³ Selim Sırrı Bey tried to raise awareness regarding physical education in the society with the journal titled

⁵⁵² Şinforoğlu, (2015). op. cit., p. 116-117. For the archival sources see below:

Devlet Arşivleri Başkanlığı Osmanlı Arşivi [BOA], [Presidency of the Republic of Türkiye - Directorate of State Archives Ottoman Archives]. Documents: BOA, Maarif Nezâreti Evrakı Mektubi Kalemi (MF. MKT.) (29.L.1329). 1175-95, Ek 3.

⁵⁵³ Ibid.

"Terbiye ve Oyun" [Education and Game], which he started to publish in the same year. In his work titled, *İsveç Usulü Terbiye-i Bedeniye ve Mektep Oyunları* [Swedish-Style Physical Education and School Games] published in 1913, he provided the physical education teachers with thirty games and a curriculum covering thirty weeks for physical education classes in elementary and secondary schools.⁵⁵⁴

With emphasizes on the importance of physical education teaching as a separate profession in this period, the preparations for *Terbiye-i Bedeniye Dârümuallimîni* [The Physical Education Teachers' School], which had been planned to be opened for a while, commenced in 1913. Upon Selim Sırrı Bey's return from Sweden, the curriculum of Brussels Physical Education School which was thoroughly inspected by Selim Sırrı Bey was examined, and its organization model and education program was taken as an example.⁵⁵⁵ The school, which was thought to be named as *Terbiye-i Bedeniye Mektebi* [The Physical Education School] at the beginning, was later named as *Terbiye-i Bedeniye Dârümuallimîni* [The Physical Education Teachers' School].⁵⁵⁶ In an article published in the journal *Tedrîsât (-i İbtidâiyye) Mecmûası* at the beginning of 1914, where information regarding the school was presented, it was reported that the preparations for the physical education school as in every civilized country, which was planned to be opened just in Istanbul, had begun. It was noted that the curriculum of the school was created with Belgian model as an example, but regulated to provide an answer to the national needs.⁵⁵⁷

The program of the school was designed to last for eight months, and theoretical anatomy, physiology, hygiene lessons, as well as practical lessons will be given within the school's program. According to the statement, the facilities would also be kept open for the public who wish to perform physical education activities. While the school would also include a branch for girls, those who graduated from *Dârümuallimîn* [Men's Teachers' Training School] and *Dârümuallimât* [Women's Teachers' Training School] would have to do an internship at the school for three months before becoming a

⁵⁵⁴ Şinoforoğlu, (2020a). op. cit., p. 83.

⁵⁵⁵ Şinoforoğlu, (2015). op. cit., For the referred source see: Selim Sırrı Tarcan (1922a). op. cit. and for archival see: Devlet Arşivleri Başkanlığı Osmanlı Arşivi [BOA], [Presidency of the Republic of Türkiye - Directorate of State Archives Ottoman Archives]. Documents: BOA, Maarif Nezâreti Evrakı Mektubi Kalemî (MF. MKT.) (21.Za.1331). 1191-35. BOA, Maarif Nezâreti Evrakı Mektubi Kalemî (MF. MKT.) (25.M.1332). 1193-56.

⁵⁵⁶ Şinoforoğlu, (2015). op. cit.

Maarif Nezâreti'nde: Süleymaniye Terbiye-i Bedeniye Dârümuallimîni. (1914 Jan. 30) [In the Ministry of Education: Süleymaniye School of Physical Education for Teachers]. *Tasvir-i Efkâr*, s. 2.

⁵⁵⁷ Şinoforoğlu, (2015). op. cit.. p.84;

Terbiye-i Bedeniye Mektebi. (1914) [School of Physical Education]. *Tedrisat Mecmuası*, 4(23), 42.

teacher. In the school where physical education festivals and competitions will be held once a year, there will be special areas around the squares for the parents and visitors.⁵⁵⁸ Due to the World War I, which broke out a short time before the opening of the school, the building was seized by the military before the school could be opened.⁵⁵⁹

When the World War I started in 1914, Selim Sırrı was called up for the military service once again. Being granted the passport of a civilian pharmacist, he was assigned as a courier given the task of “bring boxes full of medicine and weapons to homeland” from Germany to Istanbul. This would include twenty-two trips. Meanwhile, he brought from Germany an enhanced and framed picture of the Padishah Sultan Reşad taken by the Germans to the padishah himself during his service as a Courier. They engaged in a conversation. He gave the padishah a massage when he needed one, and taught his aide how to give a massage. The padishah was satisfied. He gifted him a golden pocket watch as he was leaving. After learning about the incident where Selim Sırrı Bey had direct contact with the Padishah behind his back, the Minister of War and Deputy Commander-in-Chief Enver Pasha (1881-1922), did not appreciate the direct contact established with the Padishah behind his back, he got infuriated, so the Selim Sırrı Bey was relieved of his courier duty. After that, he returns to his civilian life once again. He started to train gymnastics teachers at *Dârülmua'llimîn-i Âliye* [School of Teacher Training]. He also served as an inspector responsible for the same lesson.⁵⁶⁰

A delegation was sent to Sweden in early 1914 in order to find teachers for the School of Physical Education which would function under the *Dârülmua'llimîn* [Men's Teachers' Training School]. Captain Litorin from *Kunliga Gymnastiska Centralinstitutet (KGCI/GCI)* [the Royal Central Gymnastics Institute], whose work was appreciated by the delegation, was asked to be appointed as the director of the school, but could not be assigned as he was also an officer serving in the army. Therefore, it was decided that other experts would be surveyed and a female and a male teacher would be found. Since it was not possible for the teachers in Sweden to come to Istanbul due to the fact that they were occupied at the time, Captain Litorin was interviewed once again. Litorin stated that he could only work for five months between November 1914 and April 1915, and demanded a salary of 10000 *kuruş* for his services,

⁵⁵⁸ Şinoforoğlu, (2015). op. cit.,

⁵⁵⁹ Şinoforoğlu, (2015). op. cit., for the referred source see: Ergin, op. cit.

⁵⁶⁰ Arun, (1997)., op. cit., p. 3.

while another female teacher stated that she could start working as of autumn and asked for a salary of 6000 *kuruş*. Due to the fact that the time intervals did not comply with the course schedule at *Dârülmualimîn* [Men's Teachers' Training School] which would start in September, the negotiations broke down, and the Swedish Embassy was asked to find a new male and a female teacher until September.⁵⁶¹

According to the response issued to a petition dated September 25, 1918 in the Ottoman Archives, despite all the efforts made, the School of Physical Education under the body of *Dârülmualimîn* [Men's Teachers' Training School] was not opened “yet” at the relevant date.⁵⁶² It may be possible to argue that the failure to establish an institution to train teachers for physical education in spite of all efforts is due to the war, which the country has been fighting in for a long time. However, Selim Sırrı Bey continued his efforts and although there was no institution devoted to physical education, physical education classes in practice were taught from the first to the fourth grade at *Dârülmualimîn-i Âliye* [School of Teacher Training], and theoretical lessons with scientific, social, and pedagogical content were offered to the fourth-grade students.⁵⁶³ At the same time, the students in their final year practiced physical education teaching at the School of Practice within the body of the same school.⁵⁶⁴ Selim Sırrı provided physical education lessons to teacher candidates at Saint-Joseph High School, which was used as a *Dârülmualimîn* "Higher Education Institute" from September 25, 1914, to February 1919.⁵⁶⁵

⁵⁶¹ Şinoforoğlu, (2020a). op. cit., pp. 84-85. For archival source, see below:

Devlet Arşivleri Başkanlığı Osmanlı Arşivi [BOA], [Presidency of the Republic of Türkiye - Directorate of State Archives Ottoman Archives]. Documents: For the letter of Captain Litorin which contains his demands: BOA, Maarif Nezâreti Evrakı Mektubi Kalemi (MF. MKT.) (22.S.1332). 1194-51.

⁵⁶² Şinoforoğlu, (2020a). op. cit., pp. 86. For archival source, see below:

Devlet Arşivleri Başkanlığı Osmanlı Arşivi [BOA], [Presidency of the Republic of Türkiye - Directorate of State Archives Ottoman Archives]. Documents: BOA, Maarif Nezâreti Evrakı Mektubi Kalemi (MF. MKT.) (19.Z.1336). 1235-107.

⁵⁶³ Şinoforoğlu, (2020a). op. cit. This is the main source, for the referred, see:

Selim Sırrı Tarcan (1917). Terbiye-i bedeniye: Dârülmualimîn'de terbiye-i bedeniye dersleri [Physical Education: Physical education lessons at Teacher Training School]. *Tedrisât Mecmuası*, 6(37), 342-346.

⁵⁶⁴ Şinoforoğlu, (2020a). op. cit. This is the main source, for the referred, see:

Selim Sırrı Tarcan (1922a). Dârülmualimîn ve terbiye-i bedeniye [Teacher Training School and Physical Education]. *Terbiye ve Oyun*, 12(4), 54-57.

⁵⁶⁵ İstanbul Özel Saint-Joseph Fransız Lisesi [Lycée Saint-Joseph, Istanbul]. (n.d.). Lise Tarihçesi [History of High School]. Retrieved Jan. 7, 2023, from <https://sj.k12.tr/lise-tarihcesi/>

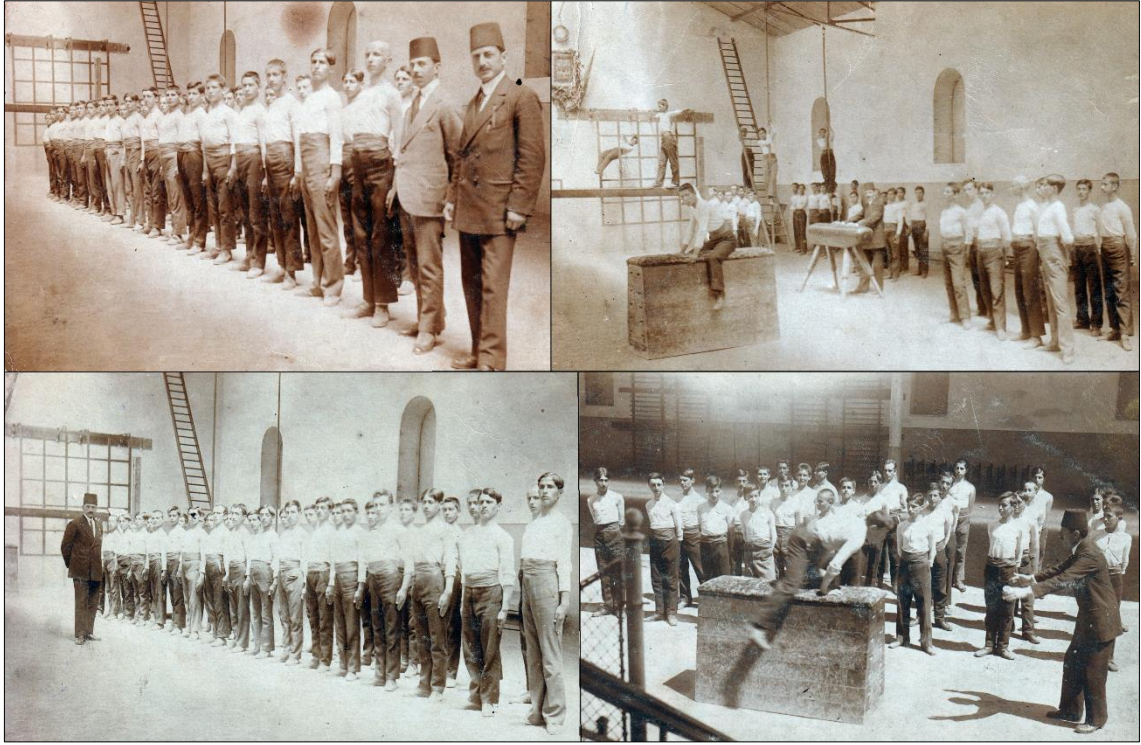


Fig. 119: Selim Sırrı Tarcan with students from *Dârümuallimîn* [Men's Teachers' Training School] during a physical education class. 1918. Source: Seyhun Binzet Collection.⁵⁶⁶

It is understood that the requirements for teachers during this period were met by the appointment of successful graduates of the school to various schools as physical education teachers, including women.⁵⁶⁷ The fact that Selim Sırrı Bey served as the director of *Dârümuallimîn-i Âliye* [School of Teacher Training] between the dates January 5, 1919 and September 18, 1921,⁵⁶⁸ paved the way for the acceleration of physical education practices in the institution. Selim Sırrı introduced modern sports to teaching candidates and contributed to the spread of physical education and sports throughout the country thanks to the graduates. He continued to put on his shows regarding physical education and sports practices in the presence of Ottoman courtiers, specialists, and guests from the occupation forces during this period.⁵⁶⁹

⁵⁶⁶ These photographs are from the Seyhun Binzet Collection. I would like to thank Barış Eymen and Barış Kenaroğlu from FenerbahçeTarihi.org for providing me with five photographs of Selim Sırrı Tarcan for my thesis after obtaining permission from Mr. Seyhun Binzet. *Osmanlı Genç Dernekleri Mecmuası* [Ottoman Youth Associations Magazine]. (1918). No. 8.

⁵⁶⁷ Şinforoğlu, (2020a). op. cit. This is the main source, for the referred, see: Devlet Arşivleri Başkanlığı Osmanlı Arşivi [BOA], [Presidency of the Republic of Türkiye - Directorate of State Archives Ottoman Archives]. Documents: BOA, Maarif Nezâreti Evrakı Mektubi Kalemi (MF. MKT.) (25.L.1333). 1211-53.

⁵⁶⁸ Şinforoğlu, (2020a). op. cit. This is the main source, for the referred, see: Milli Eğitim Bakanlığı Arşivi (MEBA) (1932) [Ministry of National Education Archives]. *Selim Sırrı Bey hizmet cetveli*.

⁵⁶⁹ Şinforoğlu, (2020a). op. cit. This is the main source, for the referred, see:

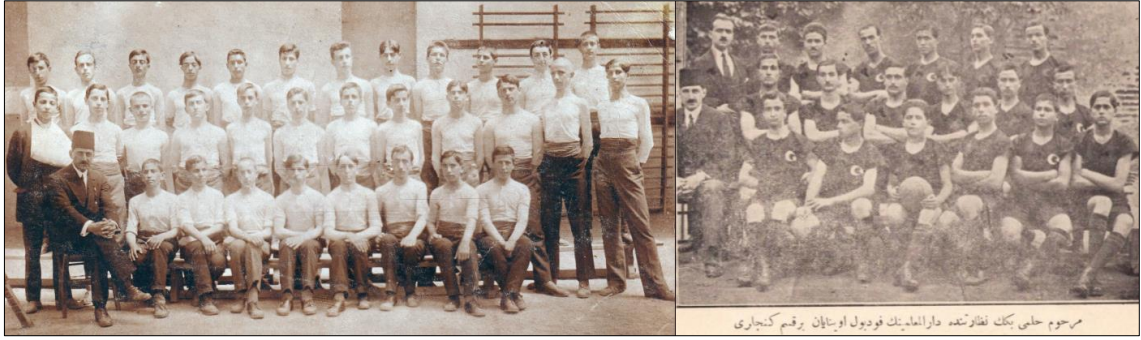


Fig. 120: **Left:** Selim Sırrı Tarcan with students from *Dârümuallimîn* [Men's Teachers' Training School] during a physical education class. 1918. Source: Seyhun Binzet Collection.⁵⁷⁰ **Right:** *Dârümuallimîn* [Men's Teachers' Training School] students playing football under the supervision of Selim Sırrı Tarcan.⁵⁷¹

Selim Sırrı Bey, who was assigned as the General Inspector under the Ministry of Education on September 19, 1921 once again, was relieved of all of his duties after the abolition of the sultanate. He was then appointed as a Physical Education Teacher at Galatasaray High School by the new government, serving from March 24, 1923, to May 19, 1925.⁵⁷² The training of physical education teachers at *Dârümuallimîn* [Men's Teachers' Training School] continued until the early years of the Republic.⁵⁷³

4. Training Physical Education and Sports Teachers During the Republic Era: An Overview of the Phases

After the end of the Ottoman Empire and then the establishment of the Republic of Türkiye training of physical education and sports teacher can be summarized as:

- From 1926 to 1930, physical education and sports teacher training was carried out through courses.
- Between 1932 and 1977, training institutes were established for this purpose.

Dârümuallimîn Mektebini ziyaret [Visiting the Male Teacher Training School] (1920). Spor Âlemi, 28(4), 8-9

⁵⁷⁰ Seyhun Binzet Collection.

Selim Sırrı Tarcan (1922). *Dârümuallimîn ve Terbiye-i Bedeniye* [School of Teacher Training and Physical Education]. *Terbiye ve Oyun*, 12(4). 1922 Teşrin-i Evvel Nüshası, p.52.

⁵⁷¹ Selim Sırrı Tarcan (1922). *Dârümuallimîn ve Terbiye-i Bedeniye*. Op. Cit.

T.C. Kültür ve Turizm Bakanlığı Sinema Genel Müdürlüğü [Republic of Türkiye Ministry of Culture and Tourism Directorate General of Cinema] (n.d.). *Dârümuallimîn İdman Talimleri* [Teachers' Training College Practice Exercises]. Retrieved Dec. 12, 2023, from <https://filmmirasim.ktb.gov.tr/en/film/teachers-training-college-practice-exercises>; The demonstration performed by *Dârümuallimîn* [Men's Teacher's Training School] students is recorded in the 1895-1918 film archive, possibly dating back to the years around 1917-18. It is likely one of the oldest works available in video format. It becomes apparent that Selim Sırrı Tarcan organized the demonstration, as seen in the video.

⁵⁷² Şinforoğlu, (2020a), op. cit. This is the main source, for the referred, see:

Millî Eğitim Bakanlığı Arşivi (MEBA) (1932) [Ministry of National Education Archives]. op. cit.

⁵⁷³ Şinforoğlu, (2020a), op. cit. This is the main source, for the referred, see:

Mehmet Fetgeri Şoenü (1926). *Mekteplerde terbiye-i bedeniye mümkün mü?* [Is Physical Education Possible in Schools?]. *Maç*, 1(2), 5-8

- Youth and Sports Academies were introduced from 1974 to 1982.
- Institutes of Physical Education and Sports were established from 1978 to 1982.
- From 1982 to the present day, universities have been responsible for training physical education and sports teachers⁵⁷⁴

4.1 Physical Education and Sports Teachers Trained via Courses (1926-1930)

After the Turkish War of Independence, it was decided to organize a workshop to determine the education policies of the Republic, which was yet to be proclaimed. 40 educators, who were experts in their fields, took part in the First Scientific Committee, which convened in Ankara between 15 July – 15 August 1923. In the meeting where the issue of teacher training in general was discussed for the first time under the new government,⁵⁷⁵ physical education became one of the most significant issues.⁵⁷⁶ Selim Sırrı Tarcan was among the experts invited to the committee. The activities and efforts carried out by this Committee in relation to education and the planning of education resulted in a number of articles, and the heading “Scouting and Physical Education” is mentioned in article 5. While the assessment of the Execution Schedule, subjects such as “the statute on and the curricula of *Dârülmualimîn* [Men's Teachers' Training School] and *Dârülmualimât* [Women's Teachers' Training School]”, “the Constitution of the Imperial Scouting Organization”, “Physical Education Teacher Education School” were also recorded in the minutes.⁵⁷⁷ Selim Sırrı Bey mentioned the meaning and importance of physical education in the world and in Türkiye, and the directions of different understandings that were emerging at the time in the petition he presented to the committee. He concluded his petition by explaining the requirement for the establishment of an institution to train physical education teachers and the relevant conditions. As a result of the acceptance of the submitted petition, physical education

⁵⁷⁴ Bilge, N. (1988). *Beden Eğitimi Etkinliklerinde Karşılaşılan Başlıca Sorunlar*. Orta Öğretim Kurumlarında Beden Eğitimi ve Sorunları [Major Challenges in Physical Education Activities. Physical Education and Its Challenges in Secondary Education Institutions]. Ankara: *Türk Eğitim Derneği Yayınları*, 75–84. Retrieved July 11, 2021, from https://www.ted.org.tr/wp-content/uploads/2019/04/ted_beden_egitimi_ve_sorunlari_ocr.pdf

⁵⁷⁵ Şinoforoğlu, (2020a). op. cit., pp. 84-85.

Öztürk, C. (1996). *Atatürk devri öğretmen yetiştirme politikası* [Teacher Training Policy in the Atatürk Era]. Ankara: Türk Tarih Kurumu Yayınları.
Arun, op. cit.

⁵⁷⁶ Şinoforoğlu, (2020a). op. cit., pp. 84-85. This is the main source, for the referred, see: Ergin, op. cit.

⁵⁷⁷ Arun, op. cit., p. 10.

classes were added to the curricula of schools, and it was accepted by the government as a clear obligation to establish an “Institution of Physical Education that would train physical education teachers, with the statement included in the article 6 of the Council of Ministers’ program announced in the Turkish Grand National Assembly on August 14, 1923, which read “*The moral and social abilities of the individual, just as his bodily and intellectual abilities, will be improved. For this purpose, a ‘Dârümuallimîn’ [Teachers’ Training School] of Physical Education will be founded, the scouting institutions will be attached a greater importance, and the curricula and the organization of the schools will be gradually improved on a social basis.*”⁵⁷⁸

In the light of these news, Selim Sırrı Tarcan started to prepare the students at the Teachers’ School. He put on a struggle to introduce physical education to other schools, to start the classes in Girls’ Schools, or even in schools that offer Religious Education, and even in Madrasahs; and he was successful in the end. Since the need for teachers had always had the highest priority and everything depended on the teacher, the efforts were steered towards this issue.⁵⁷⁹ Within the scope of the policy applied to train specialist educators during the Early Republic Era, various individuals involved in physical education were among the first students to have been sent to study abroad. It was decided that Vildan Aşır [Savaşır] (1903-1986) and Suat Hayri [Ürgüplü] (1903-1981), who were successful in their exams, would be dispatched to the city of Ghent in Belgium to receive training on physical education teaching, just as it was specified in the petition submitted by Selim Sırrı Bey to the Committee.⁵⁸⁰ However, after Belgium accepted Dutch as its official language, Suat Hayri [Ürgüplü] Bey, went to Paris to study law,⁵⁸¹ and Vildan Aşır [Savaşır] Bey, who was sent to Belgium, went to Sweden. Upon this, a new exam was held in Istanbul, and Nizamettin [Kırşan] Bey (1900-1990),



Fig. 121: Vildan Aşır Bey (Savaşır)
Source: Cumhuriyet Gazetesi (newspaper), 30.09.1933.

⁵⁷⁸ Arun, op. cit., p. 10. For similar sources written in a similar tone, see Şinoforoğlu, (2020a). op. cit., pp. 87-88.

⁵⁷⁹ Ibid.

⁵⁸⁰ Şinoforoğlu, (2020a). op. cit., p. 89. This is the main source, for the referred works see below; Terbiye-i Bedeniye tahsili için kimleri gönderiyoruz? [Who do we send for the Education of Physical Education?] (1925, Aralık 1). *Cumhuriyet*, s. 1, sü. 5-6. Avrupa’ya tahsile gidecek gençlerimiz [Our young people who will go to Europe for education]. (1925, Ocak 8). *Vatan*, s. 1.

⁵⁸¹ Şinoforoğlu, (2020a). op. cit. This is the main source, for the referred works see below; Altunya, N. (2006). Gazi Orta Öğretmen Okulu ve Eğitim Enstitüsü (1926-1980) 80. Yıl [Gazi Secondary Teachers School and Education Institute (1926-1980) 80th Anniversary]. Ankara: Gazi Üniversitesi.

who passed the exam successfully, was sent to Sweden.⁵⁸² As of the autumn of 1925, two trainees started their training in Sweden.⁵⁸³

In line with the reports presented by Selim Sırrı Bey, it was accepted to institute a Physical Education Teacher Training Course until the opening of the higher-level educational institution as planned, and two experts from Belgium and Sweden were invited to employ them in teachers' schools for both male and female students.⁵⁸⁴ It was planned that the Physical Education School would be opened at the beginning of the new semester thanks to the budget of 50,000 liras allocated for the new gymnasium, the construction of which had begun at the Çapa Female Teachers' School.⁵⁸⁵

Selim Sırrı Bey conducted the necessary interviews with the Swedish experts and started to shape the curricula of the schools. Three Swedish experts, one of whom was a woman, were interviewed and a two-year agreement was reached with a salary of 400 liras, and the paperwork was started to be prepared by the ambassador to Sweden. At the commencement of the month, Professor Sven Aleksanderson arrived in the country, who was assigned to teach medical gymnastics and massage courses. It was determined that the physical education courses in schools would continue without disruption, with the education scheduled from morning until noon, and designed to cover an entire year. The theoretical courses were to be attended jointly by male and female teacher candidates, while the practical courses would be taken separately.⁵⁸⁶

⁵⁸² Şinforoğlu, (2020a). op. cit., This is the main source, for the referred works see below; Turkish National Olympic Committee Archive (TMOK) (22 Nisan 1954). Nizamettin Kırşan, Selim Sırrı Tarcan'a mektup [Nizamettin Kırşan, letter to Selim Sırrı Tarcan].

⁵⁸³ Şinforoğlu, (2020a). op. cit. This is the main source, for the referred works see below; GCI (1925). Kungl. Gymnastiska Centralinstitutets, direktion lärare och elever 1925-1926 [Royal. Gymnastika Centralinstitutet, board of teachers and students 1925-1926]. Stockholm: Kungl. Hovboktryckeriet Iduns Tryckeri A-B.

⁵⁸⁴ Şinforoğlu, (2020a). op. cit. This is the main source, for the referred works see below; Terbiye-i Bedeniye Muallim Mektebi. (1925, Ağustos 4) [Educational School of Physical Education]. *Cumhuriyet*, s 2, sü 3.

⁵⁸⁵ Şinforoğlu, (2020a). op. cit. This is the main source, for the referred works see below; Maarif Vekili terbiye-i bedeniye ehemmiyet veriyor. (1926, Nisan 6) [The Deputy of Education gives importance to the upbringing.]. *Cumhuriyet*, s. 1, sü. 5-6, s. 2, sü. 2

⁵⁸⁶ Ibid. Terbiye-i Bedeniye Mektebi pek yakında açılacak. (1926, Temmuz 10) [School of Physical Education will be open soon]. *Cumhuriyet*, s. 2, sü. 3



Fig. 122: **Left:** The first term female trainees and teaching staff of the Physical Education Teacher Training Course. 1927. From left to right: Sven Aleksanderson, Mahmut Ekrem Bey, Inga Nerman, Selim Sırrı Bey, Ragnar Johnson. **Source:** Taha Toros Archive. **Right:** Male trainees of the Physical Education Teacher Training Course with instructor Sven Alexanderson. **Source:** Source: Inga Nerman Archive; Şinoforoğlu, T. (2020a). *Op. cit.* <http://dx.doi.org/10.33689/spormetre.724325>



Fig. 123: Photograph given by Selim Sırrı to Inga Nerman, 11.10.1928. **Source:** <https://www.aydinlik.com.tr/haber/genclik-ve-spor-bayramini-yaratanlar-126720>

Following Sven Aleksanderson's arrival in Türkiye in July, in September 1926, the team welcomed Inga Skärfors (née Nerman) (1904-2004) for the girls' and Sten Ragnar Johnson (1902-2000) for the boys', completing the teaching staff.⁵⁸⁷ Inga Nerman, daughter of Einar Karl Henrik Nerman (1865-1940), who was part of the teaching staff at the *Kungliga Gymnastiska Centralinstitutet (KGCI/GCI)* [the Royal Central Gymnastics Institute] during Selim Sırrı Bey's time in Sweden (GCI, 1909)⁵⁸⁸, graduated from GCI in 1926. Sten Ragnar Johnson (GCI, 1925),⁵⁸⁹ who graduated in the same semester as Nerman, also joined the team. Both were the most successful students in their departments.⁵⁹⁰ Another anecdote is that the five years of their life in Türkiye brought Inga Nerman and Ragnar Johnson, the two young Swedes, closer together, and they

⁵⁸⁷ Ibid. p.91.

Terbiye-i Bedeniye Kursları. (1926, Eylül 26) [Physical Education Courses]. *Cumhuriyet*, s. 1, sü. 4, s. 3, sü. 5. Gürgün A. (2019 May 20). Gençlik ve Spor Bayramı'nı yaratanlar [*The Founders of Youth and Sports Day*] Retrieved Nov 19, 2021, from <https://www.aydinlik.com.tr/haber/genclik-ve-spor-bayramini-yaratanlar-126720> Beckerman C. (2018). *Flickan i Konstantinopel. När världen vände in och ut på sig själv* [The girl in Constantinople. When the world turned inside out].

⁵⁸⁸ Ibid.;

GCI (1909). *Kungl. Gymnastiska Centralinstitutets, direktion lärare och elever 1909-1910* [Royal Gymnastika Centralinstitutet, management teachers and students 1909-1910]. Stockholm: TryckeriAktiebolaget.

⁵⁸⁹ Ibid.

GCI (1925). *Kungl. Gymnastiska Centralinstitutets, direktion lärare och elever 1925-1926* [Royal. Gymnastika Centralinstitutet, board of teachers and students 1925-1926]. Stockholm: Kungl. Hovboktryckeriet Iduns Tryckeri A-B.

⁵⁹⁰ Ibid.

Terbiye-i Bedeniye Kursları. (1926, Eylül 26) [Physical Education Courses]. *Cumhuriyet*, s. 1, sü. 4, s. 3, sü. 5. Tissie, P. (1928). L'éducation physique en Turquie. *Revue Des Jeux Scolaires et d'Hygiene Sociale*, 36(10-11-12), 100-102

decided to marry. They returned to Sweden and were married on August 8th in Inga's birthplace, Halmstad.⁵⁹¹

As reported in the May 1927 issue of the journal titled "*Maarif Vekaleti Mecmuası*" [Journal of the Ministry of National Education] the Physical Education Teacher Education School would consist of 70 individuals; 35 elementary school teacher candidates (16 females, 19 males), 10 high school and secondary school physical education teachers (5 females, 5 males), 10 military officers (8 from the army, 2 from the navy), and 15 police officers.⁵⁹²

The inauguration ceremony, where a large number of civil and military bureaucrats attended as well as the regular people, was held on October 21, 1926, at 16:00. During the ceremony, Selim Sırrı Bey said;

*"They had been built religious shrines up until now. There, our souls were celebrated. You have built a shrine for the body. Your body will be celebrated."*⁵⁹³



Fig. 125: Mustafa Necati. Source: *Hakimiyeti Milliye* (newspaper) 02.01.1929

Mustafa Necati Bey [Uğural] (1894-1929), an esteemed politician and former Minister of National Education of the Republic of Türkiye during the Language Reform, was one of Atatürk's closest associates and colleagues. Additionally, he was a founding member of the Altay Sports Club in 1914. Upon his passing, Atatürk grieved for him with tears and exclaimed, "What a son he was."⁵⁹⁴ Mustafa Necati Bey was an insightful visionary who understood that "*physical education is not merely about strengthening the body with various exercise, but is a scientific discipline with its own methodology...*" and that he was



Fig. 124: Ragnar Johnson & Inga Skärfors (née Nerman), undated. Source: <https://www.aydinlik.com.tr/haber/genclik-ve-spor-bayramini-yaratanlar-126720>

⁵⁹¹ Ibid.
Gürgün, op. cit.

⁵⁹² Ibid. p.92.
Terbiye-i Bedeniye Muallimliği Kursu. (1928) [Physical Education Courses]. *Maarif Vekaleti Mecmuası*, (11), 187-188.

⁵⁹³ Ibid.;
Terbiye-i Bedeniye Mektebi Resmi Küşadı. (1926, Ekim 22) [Official Curriculum of the School of Education] *İkdam*, s. 1, sü. 4-5.

⁵⁹⁴ Atay, R., F. (1968). Çankaya: *Atatürk Devri Hatıraları* [Çankaya: Memories of Atatürk Era]. C. 2, Dünya Yayınları 5, İstanbul, t.y, s. 410.
Tanyer, T. (2010). Mekteplilerin İdman Bayramı ve Samsun Posta Tarihi [Training Festival of Schooler and Samsun Postal History]. Sergi 7 – 15 Mayıs 2010 Samsun Valiliği Kültür Sanat Galerisi. Türkiye Barolar Birliği. s. 78. Retrieved Nov. 20, 2022, from <http://tbbYayinlari.barobirlik.org.tr/TBBBooks/m-424.pdf>

determined to take certain steps in this regard to promote physical education in Türkiye. As soon as he returned from a series of trips to Germany, Czechoslovakia, France, England, and Italy, which he embarked on to conduct investigations in accordance with the instructions of Gazi Mustafa Kemal Pasha (Atatürk), Mustafa Necati Bey informed the public in the press conference he held in Istanbul on February 3, 1927 with regard to physical education, saying, *“the problem regarding physical education teachers will be solved by the end of this year thanks to the teachers we are bringing in from Sweden. In the physical education course we will offer in Istanbul, 50 young people will organize our physical education efforts in a scientific way throughout the country in general, starting from the beginning of the academic year.”* Then he went on to express the importance he placed on this matter with the following statement:

“The nations gave a great deal of importance to their physical education, especially after the Great War (World War I). The organization that I encountered in Czechoslovakia (Sokol movement), the similar organization in Italy, the organization of German youth, the great efforts put forward in England, where the whole nation’s interest was drawn; these were not introduced to our country with a certain method. The physical education practices we have practiced in our country so far are, in fact, the method we have employed in art schools.

Any fellow with strong arms was considered to be qualified to teach this course in the schools. Unfortunately, in terms of teaching, the situation is the same today. But actually, the physical education is something completely different. It is a branch of science, an area of expertise. And then, it requires to work in an organized way and under discipline. It is the work put in to be able to lead a neat and intact life under the command and instructions of your supervisor with a great harmony. It is clear that the problem is not overcome by strengthening your leg or your arm. It is for this reason that we have to solve the problem regarding physical education. We will employ the system used in the West imitatively. We are thinking of founding gymnasiums for physical education with the 50 people who will graduate this year. We have the funds for this. These gymnasiums will be available for everybody, every student at all times. And it is the primary responsibility of the Ministry of National Education to authorize the teachers trained at the school to teach physical education. Therefore, the institutions which will serve in the name of physical education must operate as follows:

a- Physical education is not about training a certain number of youngsters. We have to organize in a way to make all youngsters strong.

b- Taking care of physical education must be considered as a sacred duty. The youth must feel an obligation to exercise in this regard. Therefore, it is my greatest ambition to train teachers who will succeed in these endeavors and to help organize as they grow. It is only natural that

*the national associations offer their help to the ministry with respect to their efforts in physical education.”*⁵⁹⁵

During the speech he gave to a journalist in Istanbul on April 7, 1927, Selim Sırrı Bey, the General Inspector of Physical Education, stated that the Ministry of National Education decided to open a physical education school in Ankara, taking the Stockholm Physical Education School as an example, and that this school would be a two-year boarding school.⁵⁹⁶ Mustafa Necati, who attached great importance to sports and physical education, said the following in reply to a question while he was responding to the criticism during the budget negotiations of his ministry on April 22, 1928: “*The issue of sports is scientific. Two Swedish experts were brought in for this. We have no right to interfere, we left this to the experts. Sport is also an occupation that is connected to science. We have brought two experts to handle this subject. We indeed founded schools upon their reports.*”⁵⁹⁷

On the Sokol Movement, Selim Sırrı Tarcan made a statement, saying, “*...this organization is an excellent organization indeed. In time, a similar organization will certainly emerge here, too. However, this is an issue connected to expert teachers. This will only be possible through teachers who have completed their physical education trainings.*”⁵⁹⁸ Furthermore, it is understood that the contacts between prominent names from Türkiye and this organization continued in the following periods of time as well. It is understood from the newspapers published at the time that Selim Sırrı Bey was invited to the Sokol Festival in early June, 1932 and went to Prague.⁵⁹⁹

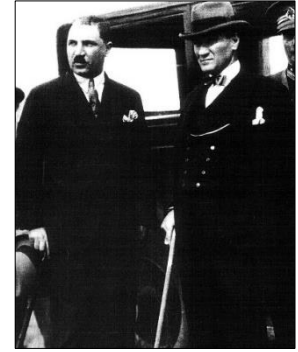


Fig. 126: Mustafa Kemal Atatürk with the Minister of National Education Mustafa Necati Bey, observing the first gymnastics performance of Ankara schools. May 11, 1928. Source: Turkish Historical Society Printing House, Ankara, 1969. p.31, Photographer Cemal Işıksel

⁵⁹⁵ Günay, 2013. op. cit.

İnan, M. R. (1980). *Mustafa Necati*. Ankara, s.115, 117, 181, 120–121.

⁵⁹⁶ Ibid. p.80.

Hâkimiyet-i Milliye (1927 Apr. 8). *Türkiye’de Sokol Teşkilâtı Yapılacak* [Sokol Organization to be Established in Turkey].

⁵⁹⁷ Ibid.

İnan, M. R. (1980). *Mustafa Necati*. op. cit. p.181.

⁵⁹⁸ Ibid. p.79.

Hâkimiyet-i Milliye Gazetesi (1927 Apr. 8). op. cit. p. 1.

⁵⁹⁹ Ibid.

Cumhuriyet Gazetesi (1932 June 16) [Cumhuriyet Newspaper]. Selim Sırrı Bey Sofya’da büyük bir hürmetle karşılandı [Selim Sırrı Bey was greeted with great respect in Sofia], s. 3.

Under the guidance and encouragement of President Gazi Mustafa Kemal Pasha, it was decided to open the largest teachers' school of the country in Ankara, the very center of the Republic. Naturally, it was inconceivable for the school to not feature a Higher Physical Education Department, and all preparations were being made in accordance.

During an interview with the *Kriyaki* newspaper on June 17, 1927, in Athens made when he was on his way to return from a meeting in Monaco, Selim Sırrı Tarcan, the IOC (International Olympic Committee) Türkiye representative, said that Atatürk asked him to establish two additional physical education schools, one for civilians and one for the military, in Ankara following the remarkable success of the Istanbul school. Tarcan mentioned that he had the required plans for the schools brought from Sweden last month and delivered them to the relevant architects, and that he hoped the constructions would start in October.⁶⁰⁰

As physical education held great significance for Atatürk, he deemed the aforementioned approach to be inadequate and thus resolved to send the most accomplished teacher candidates from the 10-month course to Europe for expertise. Atatürk also wanted military officers to join these courses too. For this reason, those military officers who participated in this course and showed success were sent to Europe (Germany 'Berlin' or Sweden 'Stockholm') for expertise, enabling them to serve as the initial implementers of modern physical education practices. At that time, by Atatürk's order, the General Staff issued a directive that one officer from each division in Istanbul and Trakya (Thrace) be selected as teacher candidates for the first course, especially officers who led the '*İdman*' [Training] classes in military schools. Tevfik Böke (1910-1986) and General Hüsametdin Güreli (1900-1974) was among the young military officers who participated in the Physical Education Teacher Education courses. They would be among those together with Colonel Cemal Gökdağ, Nefi Tanman (Nafî Tağman), Zeki Gökışik sent to the Berlin Higher Sports Academy. Having raised thousands of students in Kuleli Military High School and War Academy for many years, their contributions to the development of modern physical education in Türkiye were significant. Hüsametdin Güreli, who was the first and only physical education teacher to be promoted to the rank of general in the Turkish army. He also

⁶⁰⁰ Şinoforoğlu, (2020a). op. cit., p. 93.

Η φυσική αγωγή εις την Τουρκίαν του Κεμαλ, τα χανουμακία και η επιδοσις των εις την γυμναστικήν. (1927, Haziran 18) [The physical education in Kemal's Turkian, the Hanumakis and the performance of the gymnasts. (1927, June 18)] Κυριακήσ. [Sunday].

attended to the courses of the International Military Sports Council (IMSC) and Military World Games (CISM) in 1955. He later become as Türkiye's General Director of Physical Education in 1960 and as President of Türkiye's Gymnastics Federation in 1961.⁶⁰¹



Fig. 127: Zehra Tahsin Alagöz. Undated. Source: Author: Nejla Günay, Gazi Education Institute to Gazi University, Gazi Faculty of Education Publications No:001, p.13. Ankara, 2017. (Dr. Niyazi Altunya Archive).

At the same time, all students at the school in Istanbul from the first academic year of the school graduated on August 17, 1927, after receiving education for around nine and a half months, and they arranged a graduation show. After the performances, Selim Sırrı Bey delivered a speech and read to the audience a letter from the American billionaire Otto Hermann Kahn (1867-1934), a prominent American businessman, who had visited the school during the year. In his letter, Kahn stated that he donated 250,000 *kuruş* to the school, and that successful students every year would be rewarded with 15,000 *kuruş*, the annual interest of this money. Successful students were rewarded, one of whom was Mübeccel Hanım who earned the top position among female students. She was selected to pursue higher education in physical education in Sweden during the same year. In addition, Zehra Tahsin Hanım (Alagöz), another female teacher candidate, was also sent to *Kunliga Gymnastiska Centralinstitutet (KGCI/GCI)* [the Royal Central Gymnastics Institute] by the Ministry of National Education.⁶⁰²

On August 29, 1928, Nizamettin Kırşan (1900-1990) and Vildan Aşır Savaşır returned to Türkiye after completing three years of education in Sweden. They were proposed to be appointed as scouting and swimming instructors at the school, which was accepted with a decision dated September 9, 1928.⁶⁰³



Fig. 128: Nizamettin Kırşan. Undated. Source: Sports Science (Spor Bilim) magazine, Year:8 March, 1998 Number:20-21-22, by A. Cevdet Arun

⁶⁰¹ Atabeyoğlu, C. (1983). Cumhuriyet Döneminde Spor Politikası [Sports Policy in the Republican Era], *Cumhuriyet Dönemi Türkiye Ansiklopedisi*, Cilt:8. İstanbul: İletişim Yayınları. Genç, op. cit., p. 508. Türkiye Cimnastik Tarihi [Türkiye Gymnastics History] (n.d.). *Hüsamettin Güreli*. Retrieved May. 7, 2024, from <https://www.turkiyecimnastiktarihi.com/cimnastik-federasyonlari-ve-yonetim-kurullar/husamettin-gureli-25081961--06111968-652/>

⁶⁰² Atabeyoğlu, C. (1983). p.96. For similar sources written in a similar tone, see Genç, op. cit., p.93. Arun, op. cit., p. 11.

The School of Physical Education Teacher Education which provided education for four years, was closed in 1930 after training the adequate number of physical education teachers (228 graduates in total) due to the insufficient number of secondary schools. In the same year, the construction of the higher education institution that would train physical education teachers was started in Ankara, which could not have been put into action despite the fact that the relevant decision was taken during the First Scientific Committee.⁶⁰⁴ Selim Sırrı Bey explained the reason why the center of such education was shifting from Istanbul to Ankara with the following statement: “*The*



Fig. 129: Selim Sırrı Tarcan, General Inspector of Physical Education. Undated. Source: General Directorate of Child Protection (Himaye-i Etfal Umum Müdürlüğü), Children's Week, p. 192.

Higher Physical Education School was constructed in Ankara in 1930 Of course, the Çapa School was surpassed by this institution. This school follows the direction shown by science and pedagogics. With the help of the young people who will be trained there, it will be understood that gymnastics and sports are not about trickiness, but is a means that helps longevity and strength, while offering prosperity for our race.”⁶⁰⁵

During the early Republic era, Atatürk sent around 40 successful students to Europe for educational purposes. Mahmut Sadi Irmak was among the first who took the exam and was chosen just like the Vildan Aşır Savaşır and Suat Hayri Ürgüplü,⁶⁰⁶ Selim Sırrı

⁶⁰³ Devlet Arşivleri Başkanlığı Başbakanlık Cumhuriyet Arşivi [BCA], [Presidency of the Republic of Türkiye - Directorate of State Archives Prime Ministry Republican Archives]. Documents: BCA, Başbakanlık, Kararlar Daire Başkanlığı (1920-1928). (06.09.1928). 0 30 18 1 1, 30 55 11.

⁶⁰⁴ Atabeyoğlu, C. (1983). Op. cit.p.97

⁶⁰⁵ Günay, 2013. op. cit. Ergin, op. cit., C. III-IV. p: 1546.

⁶⁰⁶ Irmak, S. (1984). Atatürk'ü Anarken [Commemorating Atatürk]. *Journal of Atatürk Research Center*, 1, p.164-166. Retrieved Jan. 8, 2023, from <https://dergipark.org.tr/en/pub/aamd/issue/54842/750587>
Irmak, S. (1984). *Atatürk: bir Çağ'ın açılışı* [Atatürk: bir Çağ'ın açılışı]. İnkılap Yayınevi, 1984.8., s.354-355.

“When I was a student at Istanbul University in 1924, I saw a sign on the school wall: “Students sought to be sent to Europe.” “What is this supposed to be,” I said to myself. Lausanne had just been signed... The country was in ruins... Everywhere was devastated... Destroyed by Greek. The destruction of the World War I continues... At this time, something that might seem like a luxury is sending students to Europe. Nevertheless, I wanted to take my chances. There were 11 of us chosen from among those 150 people. Now I can remember from this group; Suat Hayri, Burhan Toprak, Namdar Rahmi, Vildan Aşır, Cemil Sena and Necip Fazıl... Atatürk wrote “Send to the University of Berlin” next to my humble name. The time has come, there were no planes back then. You could only go to Berlin by a train passing through the Balkans and Poland. I am at Sirkeci Train Station, but I am very confused. Should I stay or should I go? Would they forget about me there? Would they send money? Just as I had decided to stay and started to turn back, I heard a postman called my name. “Mahmut Sadiiii! Mahmut Sadiiii! Telegram for you.” “That’s me,” I said. I tore it open, this is exactly what it said:

“I send you as spark; you should return as flames!”

– Mustafa Kemal (Atatürk)

I was incredibly ashamed for what I had been thinking. “How would I not go, work hard, and come back to give my life for this country,” I thought. “Think about it! It is 1923 and there is a leader with so much on his

Tarcan wrote in his column titled *Spor ve İlim* [Sports and Science] in the *Akşam* [Evening] newspaper on February 9th, 1939, addressed to Dr. Mahmut Sadi Irmak (1904-1990), who was then acting professor of vital chemistry at Istanbul University and would later become medical doctor, distinguished professor, and Prime Minister of Türkiye:

“The most important point of your valuable article circulating in the medical world is, I believe, hidden in these lines:

“In Germany, there are ‘sport science’ institutions working silently behind the physical education propaganda machine. They conduct research continuously on sports physiology, psychology, and pedagogy in sports clinics at every university.” How right you are.

“In an article I wrote in 1931, I stated that it is the duty of universities to show the right path in physical education and sports. Hundreds of young people in the sports clinics of universities in cities such as Lausanne, Geneva, Neuchâtel, Freiburg, Zurich, Basel, Poznań, Warsaw, Kraków, and Ghent are engaging in technical work and scientific studies, as well as actively participating in sports on the field. The universities I visited, such as Bucharest, Brussels, Poznań, and Ghent, were training physical education doctors.

...What we expect from our university (Istanbul University) is scientific work that includes not only pedagogy but also sports pedagogy, teaching the physiology of movement, analyzing the mechanics of anatomy in laboratories.

Only universities can determine the benefits and harms of sports, explain the harmful consequences of excess, describe the dangers to the heart during major competitions, and reveal the deformities that combat sports cause in the bones during the developmental period of the body.

I can see that you also share this view. It is the duty of the university to consider this important issue within the framework of science and, above all, to show the way that ensures harmony between body and spirit.

...I have been shouting for thirty years without interruption because I know that gymnastics are the foundation of education in that field, which serves the promotion of morality, intelligence, and knowledge. Tell the young man who shows you his biceps to first show you his brain! Without intelligence, muscular strength means nothing. Individuals cannot establish general rules. A force born of beauty and grace is acceptable for providing health for educated people. Schools are factories that produce

plate. But he still finds the time to understand where these 11 students are, to sense their state of mind and send those telegraphs. How would anyone not give their lives for this country?”

Whichever course I took, no matter what test I took, this sentence would ring in my ears. Along the way, I carried a fiery enthusiasm and a responsibility like mountains on my shoulders. This voice will never leave me for the rest of my life.

I was very successful. I came back to my country as a flame. I first founded The Institute of General and Human Physiology at Istanbul University. I became The Chairman. I then served as Prime Minister of my country. Who am I? I am just a scientist born out of a two-line telegram...

both intellectual and physical education, forming the culture of the university.”⁶⁰⁷

May 19, which is celebrated today as Turkish national holiday, is *Atatürk'ü Anma, Gençlik ve Spor Bayramı* [The Commemoration of Atatürk, Youth and Sports Day] history back to the first *İdman Bayramı* [Gymnastics Festival] was held on April 29, 1916⁶⁰⁸ at the sport meadow of Kadıköy İttihad Sports (Union Club until 1915) by *Erkek Muallim Mektebi* [Teacher's Training School for Boys] with personal enterprise of Selim Sırrı Tarcan. He had brought a score of the Swedish folk music titled *Tre trallande jantor* [Three carolling girls] and collected by Felix Körling (1864-1937).⁶⁰⁹ This folk music became the march of the Festival of Youth and Sports, popularly known as the *Gençlik Marşı (Dağ Başını Duman Almış)* [March of the Youth] with Turkish lyrics written by Ali Ulvi Elöve (1881-1975) in 1917⁶¹⁰ and sung in this festival for the first time.⁶¹¹ It is known that Mustafa Kemal Atatürk sang this anthem with his friends on the way from Samsun, where he went to organize the National Struggle, to Havza, and was pleased to sing and listen to this anthem on various occasions in the following years.⁶¹²

While studying in Sweden, Selim Sırrı Tarcan also became interested in Swedish folk dances. After his return, he focused on Western Anatolian folk dance, especially the one known as Zeybek dance desiring them to activate national feelings just like Swedish folk dances. He finds the inspiration he seeks in Isadora Duncan (1877-1927), the goddess of dance, who was impressed by her harmony and elegance by watching in Paris.⁶¹³ In 1913, he participated in the International Conference on Physical Education

⁶⁰⁷ Selim Sırrı Tarcan (1939 Feb. 9). Perşembe müsahabeleri: Spor ve İlim, 2. [Thursday observations: Sports and Science, 2]. *Akşam [Evening] Gazetesi [Newspaper]*. Retrieved Nov. 18, 2022, from <https://www.gastearsivi.com/gazete/aksam/1939-02-09/9>

I would like to extend my gratitude to Mustafa Mutlu, the author of the doctoral dissertation titled 'A Leading Name in Sports and Education From the Second Constitutional Monarchy to the Turkish Republic Period: Selim Sırrı Tarcan' (2019, Doctoral dissertation, Ankara University), for providing me with the copy of the newspaper.

⁶⁰⁸ Bilge, op. cit., p. 44.

⁶⁰⁹ Üngör, E. (1965) *Türk Marşları* [Turkish Marches]. Türk Kültürünü Araştırma Enstitüsü, p. 54.

⁶¹⁰ Karaalioğlu, K. S. (1982). *Resimli Türk Edebiyatçılar Sözlüğü* [Illustrated Dictionary of Turkish Writers]. İnkılâp ve Aka, p. 128.

⁶¹¹ Emiroğlu, K. (2001). *Gündelik Hayatımızın Tarihi* [History of Our Daily Life]. Dost Kitabevi, p. 498.

⁶¹² Özalp K. (1969) *Özalp Atatürk'ü Anlatıyor* [Özalp Talks About Atatürk]. Tef. No:12
Kocatürk, U. (1999) *Doğumundan Ölümüne Kadar Kaynakçalı Atatürk Günlüğü* [Ataturk's Diary with Bibliography From Her Birth To Her Death]. s. 132.

⁶¹³ Öztürkmen, A. (1997). Selma Selim Sırrı ve “Bedii Rakslar”: Modern Bir Dans Türünün Anlamı Üzerine Düşünceler [Selma Selim Sırrı and Aesthetic Dances: Essay on the Analysis of a Modern Dance Genre] *Toplumsal Tarih*, s. 39, s. 24. Retrieved Jan. 14, 2023, from <https://core.ac.uk/download/pdf/80959271.pdf>

held at the Sorbonne University in Paris. The attendees of the congress performed their local dances. Selim Sırrı Tarcan also comes out and performed Zeybek. His performance was appreciated, but there was a problem when he tried to perform again, he could not do the same moves and for some reason becomes embarrassed.⁶¹⁴ He realized that dance and music needed to have a standard form in order to be transmissible and teachable across the nation. In this way, cultural heritage could be transferred to younger generations more easily. Thereupon, he set his mind to "invent" a national dance performed by adhering to certain methods. In 1916, he choreographed the Zeybek which he called “*Tarcan Zeybeği*” in his honour and played it at the first *İdman Bayramı* [Gymnastics Festival] was held on April 29, 1916.⁶¹⁵ According to some sources Atatürk requested a Zeybek choreography from Selim Sırrı Tarcan, where a male and female could dance together. Atatürk watched this choreography in İzmir for the first time on October 13, 1925. Atatürk requested to watch the performance repeatedly two times that day and he expressed his admiration to Selim Sırrı Tarcan. The first paired Zeybek choreography that was performed at *İzmir Kız Muallim Mektebi* [İzmir Teacher's Training School for Girls] also symbolizes an important beginning in Turkish history. That day, Atatürk made his following famous remarks:

*“Ladies and Gentlemen! Mr. Selim Sırrı Tarcan, while revitalizing his dance, gave it a more civilized form. This creation of the master is accepted and welcomed by all of us and matured enough with its aesthetical form to take part in our national and social lives. We can all tell the Europeans that, “We also have an excellent dance”, and stage this performance everywhere. Zeybek dance, with its new form, can be and should be performed with women in every social hall.”*⁶¹⁶

⁶¹⁴ Selim Sırrı Tarcan (1946). op. cit., p. 54.

Selim Sırrı Tarcan (1948). *Halk Dansları ve Tarcan Zeybeği* [Folk Dances and Tarcan's Zeybec]. Ülkü Basımevi Basım yeri: İstanbul. s. 20.

Çapan, M. Ş. (2002). Selim Sırrı Tarcan'ın Zeybek Oyunu Derleme Çalışmaları [Compilation Studies of Selim Sırrı Tarcan on the Turkish Folk Dance “Zeybek”]. *Muğla Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, (8), 0-0. Retrieved Jan 14 2023, from <https://dergipark.org.tr/tr/pub/musbed/issue/23508/250454>

⁶¹⁵ Selim Sırrı Tarcan (1946). op. cit., p. 54. This is main source. For similar sources written in a similar tone, see: Selim Sırrı Tarcan (1948). op. cit. pp. 29-30.

Dünkü İdman Bayramı. (4 Mayıs 1334/1916) [Yesterday's Training Festival]. *Vakit*, 195, 2.

Üçüncü İdman Bayramı. (4 Mayıs 1334/1916) [Third Training Festival]. *Tanin*, 3376, 3.

İdman ve İdmanlılar Bayramı. (27 Nisan 1334/1916) [Training and the Exercisers Festival]. *Vakit*, 188, 2.

Sivaz, B. A. (2016). *İttihat Ve Terakki Partisinin beden eğitimi ve spor politikaları ve uygulamaları* [Physical education and sport policies and Practices of Union and Progress Party]. [Doctoral dissertation, Gazi University] Retrieved Jan. 14, 2023, from <https://tez.yok.gov.tr/UlusalTezMerkezi/tezDetay.jsp?id=s31gVmnFRb4VP4YbTkagw> Mutlu, op. cit., p. 312.

⁶¹⁶ Selim Sırrı Tarcan (1946). op. cit., p. 59.

Selim Sırrı retired after 42 years working life and entered politics in the general elections held on 8 February 1935 running for a seat in the parliament from the Republican People's Party which is founded by Mustafa Kemal Atatürk. He was re-elected twice more in 1939 and 1943 as deputy of Ordu. He passed away on March 2, 1957 at his flat in Nişantaşı Şişli,⁶¹⁷ İstanbul due to the embolism.⁶¹⁸ He had written in the newspapers and magazines of his period and put his signature sixty books and published numerous articles throughout his life. Selim Sırrı Tarcan not only has his name written in gold letters as a pioneer in the history of Turkish physical education and sports, was such a versatile and important personality that he served for Turkish culture as a sportsman, an officer, a sportswriter, an instructor, an educator, an investigator and a politician. He has also been influential in the socio-cultural modernization of Turkish society.

4.2 Reforming Higher Education in Türkiye: Mustafa Kemal Atatürk's Approach for Physical Education and Sports

Mustafa Kemal Atatürk (1881-1938) the founder and first president of the Republic of Türkiye, based his ideology on six fundamental principles: Republicanism, Nationalism, Populism, Laicism, Statism, and Reformism,⁶¹⁹ and five integrative principles: National independence, National sovereignty, National unity, Modernity, and Rationalism. These principles determine the Atatürk's pragmatic policies, which he put into effect under his administration. One of the most important points that Atatürk, who had these principles, gave importance to while building modern Türkiye was education. After the end of the Turkish War of Independence on September 9, 1922, in İzmir, he stated, “...*The biggest battle starting now... The war against ignorance and reactionism.*”

Atatürk's first signature in Turkish sports can be seen in the field of scouting. In 1915, shortly after he was assigned as inspector general of the *Osmanlı Genç Dernekleri*



Fig. 130: Atatürk at Basmane Train Station, İzmir. July 9, 1926. Source: Directorate of State Archives of the Republic of Türkiye. By Photographer: Etem Tem

⁶¹⁷ Örnek, N. (2021). Tarcan Apartmanı [Tarcan Apartment]. Retrieved Nov. 11, 2022, from <https://www.herumutortakarar.com/tarcan-apartmani/>

⁶¹⁸ Mutlu, op. cit., p. 94.

⁶¹⁹ Yücel, Y. (1988). Atatürk İlkeleri [Atatürk's Principles]. Turkish Historical Society: Belleten Journal. Vol. LII, No. 204, pp. 810-824. Retrieved Nov. 20, 2022, from <https://dergipark.org.tr/tr/download/article-file/1888136>

[Ottoman Youth Associations], he proposed to the government to increase the number of gymnastic lessons in schools in a report he prepared.⁶²⁰

Atatürk's conversation with the Director of Education during his visit to Eskişehir in January 1923 sheds light on his perspective on physical education:

- Atatürk: [...] *Do you (to your students) also conduct physical exercises?*
- the Director of Education: *Yes, we do sir.*
- Atatürk: *Physical education is a very important matter of discipline. Which method are you following?*
- the Director of Education: *German, Swedish...*
- Atatürk: *German or Swedish, or another method? This matter is very important. The same effort that is devoted to sciences also be demonstrated here. We must know which method of physical education is most suitable for the upbringing of the children of this nation.*
- the Director of Education: *I have no specialty.*
- Atatürk: *Indeed, I have no specialty either. However, the methods that are applied must yield results. The opinions of those who raise children, family heads, and fathers are also necessary in this matter. We cannot entrust every child to any physical education teacher. We also attended schools, but neither the importance nor the effects of physical education were appreciated at that time. The effect of physical education on mind and soul matters is significant.*⁶²¹

Mustafa Kemal Atatürk, who had come out from huge wars one after the other, such as the Balkan War (1912-1913), the First World War (1914-1918) and the War of Independence (1919-1922) won the 'Great Military Victory' in the 'National Struggle' in a land that was invaded and trodden to bring into the light of history a new Turkish State. The country was in ruins, the nation was miserable, the government was poor, and the Republic had not even celebrated its first anniversary yet. However, even in such an environment, he prioritized education. This commitment is evident in his speeches, where he often referenced the concept of the "National Education Army" and undertook various reformative actions to enhance the quality of education and honor teachers. Even during the serious economic crisis after the Independence War, he heartily wanted the young Republic of Türkiye to be represented at the 1924 Paris

⁶²⁰ Turkish Olympic Committee. (n.d.). *Olimpiyat Dünyası*. [Olympic World]. Issue 51. pp:37, Retrieved Apr. 2, 2023, from http://olimpiyat.org.tr/Upload/YayinGruplari/761981_dergi_s51.pdf

⁶²¹ İnan, A. (1982). *Gazi Mustafa Kemal Atatürk'ün 1923 Eskişehir - İzmit Konuşmaları* [1923 Eskişehir - İzmit Speeches of Gazi Mustafa Kemal Atatürk]. Türk Tarih Kurumu Yayınları, Ankara. s.19.
Alp, H. (2009). *Tevhid-i Tedrisat'tan Harf İnkılabına İlköğretim (1924-1928)* [The primary education from the unification of education to the alphabet reform (1924-1928)]. [Doctoral dissertation, İstanbul University]. pp. 27-32. Retrieved Nov. 20, 2022, from <http://nek.istanbul.edu.tr:4444/ekos/TEZ/45199.pdf>
Tanyer, op. cit., p. 3.
Şinforoğlu, (2015). op. cit., p. 86.

Olympic Games, the largest exhibition of the sports community. He allocated funds needed for the athletes' attendance to Olympic Games and upon his order 29,000 liras was paid to the order of *Türkiye İdman Cemiyetleri İttifakı* (TİCİ) [Turkish Sport Associations Confederacy] for Paris 1924 VIII Olympic Games. Turkish Sport Associations Confederacy was established as a "non-profit public association" with governmental decree no. 170. The decree was undersigned by Gazi Mustafa Kemal Pasha who was chairing the Board of Ministers then. he was the one who best knew the concepts of Olympics and Olympism. Nowadays, the entire sports world places great emphasis on "Fair Play." However, he was saying as early as the 1930s;

*"Sports is not only considered as a superiority of physical capability. Perception, intelligence and morality assist it as well. The strong with less intelligence and comprehension can not cope with the less strong but with sufficient intelligence and comprehension. I like the sportsman who is intelligent, agile as well as morally upright."*⁶²²

Atatürk's great emphasis on sports can be seen in his following words in the government program read in the Turkish Grand National Assembly on August 14, 1923:

*"The first of the duties of national education is; education and upbringing of children, the second is; the education and upbringing of the public, and the third is; to determine and provide what is necessary for the training of national stars (elite athletes)."*⁶²³

Atatürk's profound commitment to physical education and sports is evident in another of his notable aphorisms:

"Raising a wholesome, strong generation on the foundations of positive sciences, and a love for the fine arts, with increased and elevated physical education along with mental abilities is the explicit proof of our main politics."

"Let me put it clearly and straight that to be successful in sports, the entire nation should understand the nature and value of sports and love it from the heart and see it as a national task rather than establishing all kinds of assistance."

*"In the world, sporting life and the realm of sports hold significant importance. This importance is even greater for us."*⁶²⁴

⁶²² Turkish Olympic Committee. (n.d.). op. cit., pp:38-39,

⁶²³ Ibid.

⁶²⁴ Ibid. pp.:40-42.

The first step towards training physical education teachers was taken by a nine-month course opened at Çapa Teacher's Training School in 1927-1928, the appointment of Selim Sırrı Tarcan as the Director of the course who is founder of Turkish National Olympic Committee (TMOK) and Türkiye's Representative to the International Olympic Committee (IOC). Bringing the esteemed Swedish physical educators and program implementation for aspiring physical education teachers. Successful athletes, including the ones from the military school students selected and sent to prestigious physical education institutions across Europe. The founding of the *Gazi Eğitim Enstitüsü Beden Eğitimi Bölümü* [Gazi Institute of Education, Department of Physical Education]⁶²⁵ in Ankara during the 1932-1933 academic year, the recruitment of foreign instructors from Germany, and the provision of scholarships to the first graduates for further education at Europe's leading universities, are all remarkable achievements underscore the profound importance, visionary outlook, and exceptional organizational acumen demonstrated by Atatürk and his close associates in promoting physical education and sports in Türkiye.⁶²⁶

The Municipality Law, enacted in 1930, brought liabilities for the municipalities such as “constructing and operating children playgrounds, sports fields and appropriate stadiums in accordance with local needs.”⁶²⁷

In 1932, Atatürk instructed the newly established *Halkevleri* [Community Centers] to include sports among their activities. He envisioned “*sports and physical activities as means to instill a love and interest for them among the Turkish youth and people, and to transform them into a national movement and a mass activity*”. At that time, Atatürk already considered sports not only as a mass movement, but also as a “*national movement*”. This can be seen from his statement in the “General Principles of the Community Centers Organization”, which emphasized the importance of sports and physical activities in arousing love and interest for them among the Turkish youth and people.⁶²⁸

Atatürk's modernization efforts continued with higher education in the early 1930s. In 1932, Albert Malche (1876-1956) a Swiss pedagogue from Geneva University

⁶²⁵ Gazi Üniversitesi, Spor Bilimleri Fakültesi [Gazi University, Sport Sciences Faculty]. (n.d.). *History*. Retrieved May. 12, 2024, from <https://sporbilimleri.gazi.edu.tr/view/page/279511>

⁶²⁶ Turkish Olympic Committee. (n.d.). op. cit., p:39,

⁶²⁷ Ibid. p.:38

⁶²⁸ Ibid. p.:39

in Switzerland was invited by Atatürk to Türkiye to draft a report. Upon his report in 1933, university reforms were implemented in 1933. The transformative reforms in higher education in Türkiye with modernization and new universityization captured the attention of the entire education world. Atatürk also collaborated with some of the most renowned educators of his time, including the American pedagog-philosopher, psychologist, and educational reformer John Dewey (1859-1952).⁶²⁹ Additionally, in 1933, Albert Einstein (1879-1955) wrote a letter⁶³⁰ to Atatürk through his prime minister in 1933 urging admission of 40 professors and doctors who had lost their positions in Germany due to the Nazi regime. Atatürk welcomed many of these Jewish, German, and Austrian intellectuals, scientists, and educators into the country. Their presence significantly contributed to the establishment of scientific, modern, and democratic universities during this period.

The German influence on the university reform also had an impact on physical education and sports. Colmar Freiherr von der Goltz (1843-1916), who pioneered the establishment of *Osmanlı Güç ve Genç Dernekleri* [Ottoman Power and Youth Associations] laid the groundwork for the involvement of other German physical education and sports experts during the University Reform. Notably, Herman Altrock (1887-1980) from Leipzig University, who became the first sports professor in Germany, Alexander "Alex" Abraham⁶³¹ (1886–1971) who competed in the 1912 Stockholm Summer Olympics and later worked as both a sports teacher *Deutscher Olympischer Sportbund (DOSB)* [German Olympic Sports Confederation]. Additionally, Herbert Riedel and Dr. Carl Diem (1882-1962), renowned for their contributions to educational and managerial aspects, who were instrumental in founding

⁶²⁹ Ata, B. (2000). The Influence of an American educator John Dewey on the Turkish Educational System. The Turkish Yearbook of International Relations, (31), 119-130. Retrieved Nov. 20, 2022, from https://doi.org/10.1501/Intrel_0000000032

⁶³⁰ Çankaya University (n.d.). *Albert Einstein's letter to the His Excellency, President of the Cabinet of Ministers of the Turkish Republic*. Retrieved May. 11, 2024, from <https://www.cankaya.edu.tr/duyuru/einstein.php>

For Einstein and Atatürk Documentary, to watch: <https://vimeo.com/47229506>

In the October 20, 2006 edition of the *Bilim Teknoloji* [Science and Technology] magazine of Cumhuriyet newspaper, an article titled *Einstein; Atatürk benim de Türkiye'ye gelmemi istemişti* [Einstein; Atatürk wanted me to come to Turkey as well.] (issue 1022, p.1214) featured Prof. Münir Ülgür's account: "When I was working in Philadelphia, I learned that Albert Einstein was also at Princeton University. One day in 1949, I called his secretary at the university and requested a meeting. Surprisingly, they agreed to meet with us right away. The reason he immediately accepted us was because I am an Atatürkist. During our conversations, he referred to Atatürk and said, 'Do you know that you have the greatest leader in the world?' Einstein then goes on to reminisce about having received an invitation from Atatürk in the early 1930s, '... to come and teach in one of our universities. However, as fate would have it,' he continues, '...it was not to be.' He mentioned that during the 1933 University Reform... Atatürk had invited him before, and he stated, 'My friends were always there, but I chose this place due to abundant opportunities there.' Following around 30 minutes of conversation, he urged us to pursue quality education for Turkey's advancement."

⁶³¹ Olympedia. (n.d.). *Alex Abraham*. Retrieved May. 12, 2024, from <https://www.olympedia.org/athletes/70136>

Deutsche Sporthochschule Köln [German Sport University Cologne]⁶³² and The *Deutsche Hochschule für Leibesübungen (DHfL)* [German University of Physical Education in Berlin]⁶³³ (today: Humboldt University of Berlin), where they revolutionized the organizational framework for events and club management within the German sports system. These experts were invited to Türkiye to initiate a similar system and promote physical education and sports development in the country.⁶³⁴

Dissatisfied with the operations of the *Türk Spor Kurumu* [Turkish Sports Association], Atatürk gave directives for sports to be under the protection of the state and the *Beden Terbiyesi Kanunu* [Physical Education Law] No. 3530, which transferred sports authority from political parties to the state, establishing the *Beden Terbiyesi Genel Müdürlüğü* [General Directorate of Physical Education] was enacted on June 29, 1938. This law, drafted by German sports specialist Carl Diem, marked a significant development in the organization and regulation of sports in Türkiye. Atatürk's final words about sports in his speech, read by the Prime Minister Celal Bayar on 1 November 1938 in the Turkish National Assembly due to Atatürk's illness were:

*"All kinds of sports activities should be considered as the main elements of the national education of Turkish youth. The government should now act much more seriously and carefully in this matter, and Turkish youth should be carefully trained with national enthusiasm in terms of sports."*⁶³⁵

Upon Beşiktaş Gymnastics Club's President and father of Suat Fetgeri Aşeni (1916-1970), Ahmet Fetgeri Aşeni's (1886-1966) proposal to celebrate May 19, 1919, the date Atatürk arrived in Samsun to initiate the national struggle, every year, the Grand National Assembly declared May 19th as the "Youth and Sports Day" in Türkiye via the Act of Parliament no 3466 on 20 June 1938.⁶³⁶

Atatürk was not only a fan of sports, but he also actively participated in three sports: Equestrian, swimming, and occasionally rowing. He also had a great love for

⁶³² Deutsche Sporthochschule Köln [German Sport University Cologne]. (n.d.). *History of the University*. Retrieved May. 12, 2024, from <https://www.dshs-koeln.de/english/university-facilities/profile/chronicle/1920/>

⁶³³ Humboldt-Universität zu Berlin [Humboldt University of Berlin]. (n.d.). *Historical development of the Institute Department of Sports Sciences*. Retrieved May. 12, 2024, from <https://www.spowi.hu-berlin.de/en/institut-en/history>

⁶³⁴ Korkmaz, S. (2022). Reports and Effects of German Experts on Physical Education and Sports in the Early Republican Era in Turkey. *Research in Educational Policy and Management*, 4(1), 22-41. Retrieved May. 12, 2024, from <https://doi.org/10.46303/repam.2022.2>

⁶³⁵ Turkish Olympic Committee. (n.d.). op. cit., p:39-40,

⁶³⁶ Ibid.

wrestling,⁶³⁷ which is considered as Turkish national sport, and maintained a close relationship with wrestlers. He held a genuine fondness for wrestling and took great care in protecting and supporting wrestlers.⁶³⁸

On November 10, 1938, Mustafa Kemal Atatürk, passed away, on the day of the death French daily sports newspaper "L'Auto," which was not only the most prominent sports newspaper in Europe but also in the world, published an article praising his sports policies:

*"...He was the first statesman who made physical education mandatory. He did not realize this on paper works and speeches only, but also implemented it in practice. He established stadiums and various sports centers. He personally oversaw the sports branches of the People's Houses (Halkevleri) and since he took control of the destiny of the nation, sports has gained increasing importance and value in Türkiye."*⁶³⁹

4.3 Physical Education and Sports Teachers Trained in Institutes (1933-1979)

4.3.1 Development of Physical Education in Atatürk's Türkiye: The Role of the Gazi Physical Education Department

In 1926, a school named *Orta Muallim Mektebi* [Secondary Teachers' School] was established in Konya to train students to become teachers for secondary schools. However, it was moved to Ankara in the academic year of 1927-1928 and relocated to an old building situated in the same district as the current Central Bank. The institution underwent a name change to *Gazi Orta Muallim Mektebi ve Terbiye Enstitüsü* [Gazi Secondary Teachers' School and Education Institute], and a Pedagogics Branch was opened in the same year. After the preliminary trip of architect Mimar Ahmed Kemaleddin (1870-1927) to Europe, the Teachers' School was relocated from the old building to the current location of the Rectorate of Gazi University. New branches were opened to expand the areas of training, and in order to include the Physical Education

⁶³⁷ Turkish Olympic Committee. (n.d.). op. cit., For similar sources written in a similar tone, see Atabeyoğlu, C. (1981). *Atatürk ve Spor* [Ataturk and Sports]. Hisarbank Kültür Yayınları, İstanbul, s 17. (2). Atlı, İ. (1988). *Dünya Güreşine Oyun Getiren Ustalar* [Masters who brought games to the world of wrestling]. İstanbul, s.89.

Güven, Ö. (1990). Atatürk ve Güreş [Atatürk and Wrestling]. Atatürk Kültür Dil. Ve Tarih Yüksek Kurumu: Atatürk Kültür Merkezi. ERDEM, Atatürk Kültür Merkezi Dergisi, Cilt:6, Sayı:18, p.638. Retrieved Nov. 10, 2021, from <https://dergipark.org.tr/pub/erdem/issue/44508/551894>

⁶³⁸ Erkal, M. (1986). *Sosyolojik Açıdan Spor* [Sport from a Sociological Perspective]. Beden Terbiyesi ve Spor Genel Müdürlüğü Yayın No.30, Ankara 1986, s. 19-20-93.

⁶³⁹ Atabeyoğlu, C. (1989). *Atatürk ve Spor* [Ataturk and Sports]. Ankara: Başbakanlık Gençlik ve Spor Genel Müdürlüğü, Yayın no: 90, s. 113. Atabeyoğlu, 1991, op. cit.

Branch, the construction of a Physical Education Hall and a sports field was initiated next to the new building. The construction of the aforementioned facilities was completed in 1932, and the Physical Education Branch was opened under the Gazi Education Institute with a three-year training period for male students in the 1932-1933 academic year. The Department of Physical Education started with 22 students after the decision of the Board of Education and Discipline No. 105 on July 5, 1932.⁶⁴⁰

On August 27, 1932, the newspaper *Cumhuriyet* [Republic] announced the upcoming establishment of a *Yüksek Beden Terbiyesi Mektebi* [High School of Physical Education]. The article provided details about the planned institution, including its curriculum, faculty, and admission requirements:

“We are delighted to learn about the news that the High College of Physical Education, which was established by the Ministry of Education in Ankara upon spending one hundred and fifty thousand liras, will be opened this year. Thanks to our investigation on the subject, we learned the following: The education period of the institution, one of which is preparatory and the other is vocational, is six semesters, which is equal to three years. General Inspector Selim Sırrı Bey [Tarcan] is assigned to take charge of the education and organization of the school. Nizamettin Rifat Bey [Kırşan], who had completed his education in Sweden, is appointed as its director. All sports training will be handled by the expert brought in from Czechoslovakia. Teachers of the classes in relation to medicine, education, and music are designated.

Those who will attend the preparatory class will be determined through an exam to be held among the graduates of the Teachers’ School, who have been teaching for at least one year, and these people will study for three years. High school graduates, on the other hand, will also be admitted through an exam, but they will study for two years, starting directly from the vocational classes. Those who successfully graduate from the institution will be granted the right and privilege of teaching at high schools. The physical abilities of the candidates are of great importance, and those who are over the age of 25 will not be admitted.

A two-semester course will be opened next year for former graduates of the course. No branch will be opened for female students this year.”⁶⁴¹

⁶⁴⁰ Güven, Ö. (1996). Türkiye’de Cumhuriyet Döneminde Beden Eğitimi Ve Spor Öğretmeni Yetiştiren Okulların Eğitimini Hazırlayıcı Çalışmalar. [Preparing Studies on Education for Training Schools of Physical Education and Sports Teachers During the Period of Declaration of Turkish Republic]. *Gazi Beden Eğitimi ve Spor Bilimleri Dergisi*, 1 (2), 70-82. Retrieved Nov. 14, 2021, from <https://dergipark.org.tr/tr/pub/gbesbd/issue/27896/303937>

Maarif Vekâleti (1944). Türkiye Cumhuriyeti Maarifi 1923-1943 [Education of the Republic of Türkiye 1923-1943]. Ankara: Maarif Matbaası, s. 120.

Kültür Bakanlığı (1993). *Milli eğitimle ilgili söylev ve demeçler* [Disclaimers and Statements on National Education]. Hasan Ali Yücel. Hasan Ali Yücel Külliyyatı 1, Ankara: Kültür Bakanlığı Yayınları: 1573. Türk Klasikleri Dizisi: 28, s. 125.

Gazi University. (n.d.). *Tarihçe: Cumhuriyet Döneminde Yapılan Çalışmalar* [History: Studies in the Republican Period]. Retrieved Nov. 21, 2021, from <https://sporbilimleri.gazi.edu.tr/view/page/141696>

⁶⁴¹ Günay, 2013. op. cit.



Fig. 131: Front view of the Gazi Education Institute and the Department of Physical Education buildings on the right, captured in 1932. Source: Dr. Niyazi Altunya Archive



Fig. 132: Kurt Dainas. 1930c. Source: Nejla Günay, Gazi Education Institute to Gazi University, Gazi Faculty of Education Publications No:001, p.13. Ankara, 2017. (Dr. Niyazi Altunya Archive.)

In the first years of the Republic, foreign experts were brought in and a policy to benefit from their expertise was practiced. Within this scope, after the establishment of the Department of Physical Education at the Institute, Kurt Dainas (1896-19??), a faculty member at *Deutsche Hochschule für Leibesübungen (DHfL)* [German University of Physical Education in Berlin] (today: Humboldt University of Berlin), was invited in November 1932 at the suggestion of Dr. Edmund Neuendorff (Prof. Dr. Gustav Rudolf Edmund Neuendorff), who was the director of the University at that time.⁶⁴² Kurt Dainas arrived in Türkiye on January 7, 1933, and went to Ankara with Inspector Selim Sırrı Bey [Tarcan] on the same day. The Council of Ministers decided on April 12, 1933, to pay Mr. Dainas 404 liras, on the condition that all taxes would be borne by him. Teachers who were the best in their fields, either from abroad or at home, were being included in the institute staff.⁶⁴³

Following the closure of the Course program in İstanbul Çapa Teacher's Training School, Nizamettin Kırşan, who was working as the physical education teacher at the İstanbul Male Teachers' School, was appointed as the head of the new physical

İlk Beden Terbiyesi Kongresi [First Physical Education Congress]. *Cumhuriyet*, 4 Kanunusani, 1933. <https://www.gastearsivi.com/gazete/cumhuriyet/1933-01-04/2>

⁶⁴² Universität Rostock [University of Rostock] (n.d.). *Kurt Dainas – Curriculum vitae* (1952, personnel file, UAR). Retrieved May. 13, 2024, from https://cpr.uni-rostock.de/resolve/id/cpr_person_00002822

⁶⁴³ Günay, N. (2017). *Gazi Terbiye Enstitüsü'nden Gazi Üniversitesi'ne Türk Eğitim ve Kültür Tarihinde Gazi* [From Gazi Education Institute to Gazi University Gazi in the History of Turkish Education and Culture]. Gazi Eğitim Fakültesi Yayınları No:001, Ankara, s.6. Retrieved Nov. 21, 2021, from <https://www.academia.edu/35435541> Devlet Arşivleri Başkanlığı Başbakanlık Cumhuriyet Arşivi [BCA], [Presidency of the Republic of Türkiye - Directorate of State Archives Prime Ministry Republican Archives]. Documents: BCA, 0 30 0 18 01 02 35 24 017. BCA, 0 30 0 18 01 02 56 55 005.

education branch under the Directorate of Gazi Education Institute. Kurt Dainas was assigned to lead the practical lessons in various sports, mainly athletics, while Nizamettin Kırşan was responsible for gymnastics. Where appropriate, they would also provide the students with relevant theoretical knowledge. After completing her education, Zehra Alagöz was sent to *Gymnastiska Centralinstitutet* (Royal Gymnastics Central Institute), GCI, in Stockholm), and later appointed as the Physical Education Teacher at Ankara İsmet Paşa Institute for Female Students upon her return to Türkiye, she was to assigned to teach “Anatomy” as a theoretical class, since there were no female students in her branch. The institution, which trained only male physical education teachers until 1937, started to train female physical education teachers as of 1937. In addition, Vildan Aşir Savaşır, one of the physical education teachers of Galatasaray High School, took his rightful place in the teaching staff at the Branch in 1934-35.⁶⁴⁴

Vildan Aşir, one of the physical education teachers at the school, was a lively and enthusiastic figure. He would always walk around in his sweatpants or swimsuits, encourage students to be involved with sports, and even force them to get out of bed and do morning exercises in the hallway.⁶⁴⁵ One day, Vildan Aşir wanted to go to the deputy director’s office during the break to complete some of his remaining tasks after he had finished his class, as he was the deputy director at the school. In the meantime, Mustafa Kemal Pasha (Atatürk), who was present at the school to inspect whether the alphabet reform was properly implemented in schools, was strolling around the entire building, attended classes, and engaged in conversations with students and teachers. As they were walking in front of the deputy director’s office, he asked why the door was closed. Cevad Memduh Altar (1902-1995), the other deputy director, was not willing to open the door, thinking that Vildan Aşir Bey might be standing inside with his physical education clothes. However, Mustafa Kemal Pasha (Atatürk) demanded the door be opened and found Vildan Aşir working in the deputy director’s office in his blue swimsuit, and informed the school administration that he found this very unpleasant.⁶⁴⁶

Vildan Aşir states that he later gave a conference on Ankara radio upon the order of Ghazi Mustafa Kemal (Atatürk), who instructed that “*the Educators shall give*

⁶⁴⁴ Arun, op. cit., p. 11.

⁶⁴⁵ Günay, 2017. op. cit., p. 16.

Arman, H. (1969). *Anılar I Piramidin Tabanı Köy Enstitüleri ve Tonguç* [Base of the pyramid: Village Institutes and Tonguç]. Ankara, s.72.

⁶⁴⁶ Günay, 2017. op. cit., p. 16.

conferences on the radio,” and meanwhile, he expressed that the organization called Turkish Hearths was inadequate when it comes to explaining the public the values of the Republic, so it could be replaced with a brand new institution which might be named as *Halkevleri* [Community Centers], and that *Ghazi* (Atatürk) apparently welcomed as a constructive suggestion and this was his contribution to the founding of *Halkevleri*. Afterwards, Vildan Aşır states that people told him that Ghazi Mustafa Kemal (Atatürk) said about him, “*there is no harm done, let him walk around naked at the institution if he wants to, it suits him.*”⁶⁴⁷

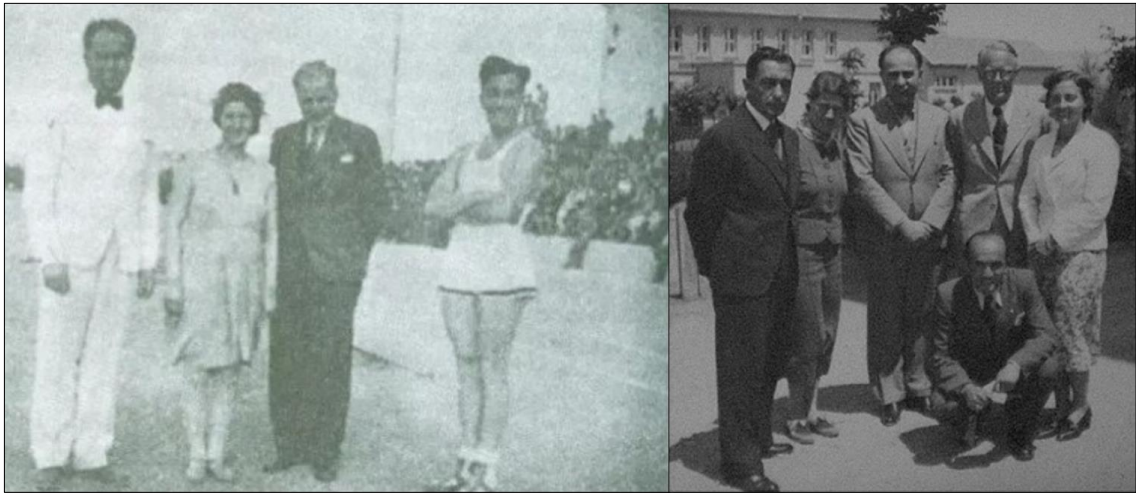


Fig. 133: **Left:** The first Turkish teachers of the Department of Physical Education at Ankara Gazi Education Institute. From left to right: Nizamettin Kırşan, Zehra Alagöz, Selim Sırrı Tarcan, Vildan Aşır Savaşır (1932-35). Source: (Dr. Niyazi Altunya Archive). **Right:** Faculty Members of the Department of Physical Education, Ankara Gazi Education Institute: From left to right, Vildan Aşır Savaşır, Zehra Alagöz, Nizamettin Kırşan (Department Chair), Kurt Baines (German Teacher), Margarete Korge (German Teacher), A. Cevdet Arun (In front) (Assistant) June 2, 1938. Source: A. Cevdet Arun (1998). Vildan Aşır Savaşır, from the generation that followed the pioneering S. S. Tarcan, in training physical education teachers in Türkiye during the Republican era. Publication: Sports Science (Spor Bilim) magazine Physical Education Teachers' Association of Türkiye. Year:8, No:20-21-22



Fig. 134: **Left:** Cemal Alpman, Undated. Source: <https://ttkb.meb.gov.tr/www/talim-ve-terbiye-kurulu-baskanlari/icerik/330> **Right:** Memet Arkan, Undated. Source: <https://web.archive.org/web/20140718143449/https://sgm.gsb.gov.tr/Sayfalar/216/110/mehmet-arkan.aspx>

This new Department of Physical Education at Gazi Education Institute produced its first graduates at the end of the 1934-35 academic year, and two of these graduates Cemal Alpman and Mehmet Arkan, were chosen by the Ministry and sent to Germany for three years in order to prepare them to maintain this educational resource.

The first graduates were appointed to various spots across the country and started to work with the enthusiasm and joy arising from being the first graduates to experience

⁶⁴⁷ Topuz, H. (1975). *Konuklar Geçiyor "Konuşmalar, Anılar"* [Guests Passing "Speech, Memories"]. İstanbul. İlk Baskı. s.57-58

the inspiration and reformation of the program. The total number of graduates from the first year was 20. The branch continued to maintain its activities. It produced its second wave of graduates in the year of 1935-36. Three of these graduates, namely, Hasan Örengil, Ahmet Yaraman (1914-1940), were selected according to an opportunity provided and sent to Berlin Public Physical Education Academy in Germany by the Ministry to further enhance their education and training.⁶⁴⁸



Fig. 135: **Left:** Cevdet Arun, Source: <https://dergipark.org.tr/tr/download/article-file/1028406>
Right: Ahmet Yaraman, Source: *Okul-Spor Mecmuası* [School-Sports Magazine], Volume 1, April 15, 1940, Issue 17. <http://ahmetyaraman1938.blogspot.com/>

These people who were sent abroad to get higher education in physical education and sports in the first years of the republican period, were the people who took charge in the building of the first organizations and the establishing of educational institutions on physical education and sports. The government made law no.1416 about “Students who will be sent abroad” on 8 April 1929. In accordance with the provisions of this law, students were sent abroad. Between 1930 and 1936, 8 students were sent abroad for Physical Education and Sports study. One student was sent in each of the academic years 1930-1931, 1931-1932, and 1932-1933. No students were sent in the 1933-1934 and 1934-1935. The trend resumed in 1935-1936, with 5 students sent to abroad. The certain number of students who were sent abroad for physical education and sports education between 1937-1973 is unknown. However, it is known that 16 students were sent abroad for education on this area on scholarship.⁶⁴⁹

Ensuring Türkiye’s progressing further in Physical Education was a matter of great importance for the government. In line with this purpose, the notable figures trained in Gazi Education Institute and Türkiye on this field were encouraged to take part in activities held abroad. It was decided that Selim Sırrı Tarcan and the Director of Physical Education of Gazi Education Institute, Nizamettin Kırşan would attend the International Congress to be held in Brussels in 1935 on behalf of Türkiye.⁶⁵⁰ The fact

⁶⁴⁸ Arun, op. cit., p. 11. This is the main source, for similar sources written in a similar tone, see Yaramanoğlu, A. A. (2014). Cerrah Ali Efendi & Ahmet Yaraman. Ahmet Yaraman's Photo Album, 1914-1940. Retrieved Nov. 14, 2021, from <http://ahmetyaraman1938.blogspot.com/>
Alpman, C. & Arun, C. (1940.04.15). Ahmet Yaraman (1914-1940), *Okul-Spor*, Cilt: 1, Sayı: 17, 15 Nisan 1940. s. 249, 258-259, 268-269, 271

⁶⁴⁹ Genç, op. cit., p. 518.
Bilge, op. cit.

⁶⁵⁰ Günay, 2017. op. cit., p.16.

that Kırşan was granted a red diplomatic passport with a decision taken by the Council of Ministers shows how much importance was attached to this type of work.⁶⁵¹

The Crown Prince of Sweden, who arrived in Ankara in October 1935, paid a visit to Gazi Education Institute on October 4 at 12 o'clock, despite being accompanied by his wife Luiz and his sister Ingrad. The Prince and Princesses, who were especially interested in the Department of Physical Education at the school, engaged in conversations in Swedish with the department teachers Nizamettin Bey [Kırşan] and Zehra Hanım [Tahsin Alagöz], who had received higher education in Sweden, and appreciated them for the organized nature of the school. While they were leaving the school, they confirmed to the Director Hamit Bey that such an excellent institution that trained teachers would become significant in the Turkish cultural life, and they hoped that this institution would also be beneficial in terms of Türkiye's scientific journey.⁶⁵²

The pre-conditions for entering the Physical Education Department of Gazi Institute of Education in 1936-1937 academic year were as follows:

1. If the applicants are teacher training school of high school graduates, they are required to obtain certification from the schools or the directorates of culture that shows that they are talented in physical education and sports and send this certification along with exam papers to school management.
2. Furthermore, applicants were expected to be in good health and possess the necessary physical abilities as follows;⁶⁵³

Physical Abilities for Male Students: To be able run 100 meters in less than 15 seconds, run 3000 meters in less than 15 minutes, jump longer than 3.5 meters, jump higher than 1.05 meters, throw a 5 kilogram weight (rock, shot put etc.) further than 7.50 meters.

Physical Abilities for Female Students: To be able run 75 meters in less than 15 seconds, run 1000 meters in less than 7 minutes, jump longer than 2 meters, jump higher than 0.60 meters, throw a shot put at the size of a tennis ball further than 15 meters.

Günay, N. (2012). Atatürk Döneminde Türkiye'de Beden Eğitiminin Gelişimi ve Gazi BedenTerbiyesi Bölümü [The Development of Physical Education in Turkey During the Atatürk Era and Gazi Physical Education Department]. *Atatürk Araştırma Merkezi Atam Dergisi*, cilt: XXIX, sayı: 85, Mart, s.85.
Devlet Arşivleri Başkanlığı Başbakanlık Cumhuriyet Arşivi [BCA], [Presidency of the Republic of Türkiye - Directorate of State Archives Prime Ministry Republican Archives]. Documents: BCA, 0 30 18 1 2 55 49 18.

⁶⁵¹ Günay, 2017. op. cit., p.14. To see archival document, see:
Devlet Arşivleri Başkanlığı Başbakanlık Cumhuriyet Arşivi [BCA], [Presidency of the Republic of Türkiye - Directorate of State Archives Prime Ministry Republican Archives]. Documents: BCA, 0 30 18 1 2 56 51 1.

⁶⁵² Günay, 2013. op. cit., p. 89.
Anadolu Ajansı Haber Arşivi (AAHA) [Anadolu Agency News Archive]. Documents: 4.10.1935- 10.

⁶⁵³ Genç, op. cit., pp. 515-516.

*Special Knowledge and Experience for Male & Female Students: To have in any branch of sports (swimming, athleticism, skiing, tennis, volleyball, basketball, handball, football, wrestling etc.).*⁶⁵⁴

The following information is provided in the Regulations of Gazi Institute of Education under the title of "VIII. Department of Physical Education":

Article 18. The period of study of the Physical Education Department of the Institute is three years in total: one year of preparation, and two years of professional education.

Article 19. Preparation first grade only accepts students who graduated from primary school teacher training schools and have an at least one year of teaching experience. Physical ability is also required for the students to be accepted in this department.

Article 20. The students who graduate from the Department of Physical Education become physical education teachers for secondary schools, high schools, teacher training schools, vocational schools such as school of trade or arts and in case of need, they are assigned as civil servants in the organization of sports.⁶⁵⁵

Table 4. Graduates of the Gazi Institute of Education, Department of Physical Education (1934-1939).⁶⁵⁶

Year of Education	Graduated	Retired	Dead	Quit	Administrative Position	Changed Branch	In the Profession
1934-1935	23	9	3	3	3	-	5
1935-1936	27	12	4	1	2	4	4
1936-1937	11	2	1	1	1	1	5
1937-1938	30	15	1	2	2	1	9
1938-1939	20	1	4	3	-	1	11
Total	111	39	13	10	8	7	34

As can be understood from the table above, even 111 students graduated between 1934-1939, the number of physical education teachers who served actively was 34. This number is insufficient for the number of schools and students in the country, and affected the development of sportive activities across the country. Moreover, the insufficiency of teachers, caused difficulty in the scientific implementation of sports policies.⁶⁵⁷

⁶⁵⁴ Ibid.

Öztürk, C. (2007). *Atatürk Devri Öğretmen Yetiştirme Politikası* [Atatürk Era Teacher Training Policy], Türk Tarih Kurumu Yayını, Ankara.

⁶⁵⁵ Genç, op. cit., This is the main source, for the referred, see: Altunya, op. cit.

⁶⁵⁶ Genç, op. cit., This is the main source, for the referred, see: Abalı, A. (1974). *Cumhuriyetin Ellinci Yılında Gençlik ve Spor* [Sport and youth in 50th Republic of Türkiye]. T.C. Gençlik ve Spor Bakanlığı Yayını, Ankara.

⁶⁵⁷ Genç, op. cit.,

Total population of Türkiye was 12,862,754 in 1935. In 1935-1936, 5796 students studied at universities, and the schooling rate at universities was 0.5%.⁶⁵⁸

Table 5. Gazi Institute of Education: Curriculum of the Physical Education Branch (Approved and Enforced on September 30, 1936).⁶⁵⁹

I	Main Professional Courses	I	II	III	IV
1	Educational Gymnastics	4	3	3	-
2	Medical Gymnastics	-	-	2	1
3	Anatomy-Physiology	2	2	2	1
4	Knowledge of Wellness	-	-	1	1
5	Anthropometry	1	-	-	-
6	History of Physical Education	1	1	-	-
7	Sports	4	5	5	5
8	Games	1	1	1	1
9	Music	1	1	1	1
10	Course Drill	-	-	-	5
11	Military Service	4	4	4	4
Aggregate		18	17	19	19
II	Common Courses for All Branches				
1	History of Philosophy	2	2	-	-
2	Psychology (Pediatric Psychology)	1	1	-	-
3	Pedagogics	1	1	-	-
4	Sociology	1	1	-	-
5	Principles of Teaching	1	1	-	-
6	Foreign Language	4	4	4	4
Aggregate		10	10	4	4
III	Additional Courses				
	History or Geography or Turkish	4	3	3	3
Aggregate		32	30	26	26

The duration of study for the Physical Education Department at Gazi Education Institute was three years at first. However, this practice was changed in the middle in 1936-1937 because of the necessity of the physical education teacher in secondary education by reducing the period of study of the department from three to two. In the same year, students in the third year became physical education teacher as a graduate of

⁶⁵⁸ Genç, op. cit., This is the main source, for the referred, see: Can, M., Kartal, N. & Erten N. (1973). *Cumhuriyetin 50. Yılında Rakam ve Grafiklerle Milli Eğitimimiz* [Our National Education in Numbers and Graphics in the 50th Anniversary of the Republic]. T.C. Milli Eğitim Bakanlığı, Milli Eğitim Basımevi, İstanbul.

⁶⁵⁹ Günay, 2013. op. cit., p. 89. For the archival document, see: Talim Terbiye Kurulu Kararları (TTK) [Board Of Education] Kararları, Karar Numarası: 88, Karar tarihi: 30 Eylül 1936. [TTK Decisions, Decision Number: 88, Decision date: 30 September 1936]. Retrieved Nov. 15, 2021, from https://ttkb.meb.gov.tr/kurul_kararlari2.aspx?ilk=1&aranan=&tarihi=1936-__-30&karno=88&sayfa=1

"2.5" years in the second half of the year.⁶⁶⁰ Across the names of the graduates, the total number of which is 11, there is an expression which reads “*Graduate of the Physical Education Branch after two years of education.*” In the academic year of 1938-1939, the department produced 20 graduates, 5 of whom were female students, while 15 were male. While a total of 27 students, nine of whom were female students, graduated in the academic year of 1939-1940, the number dropped slightly in the following academic year. Only 15 out of 21 students were able to graduate, 7 of whom were females and 14 of whom were males.⁶⁶¹

Producing its own graduates, the students who graduated from the school started to become teachers. The first of those individuals was İlyas Sinal, who was appointed to the department by the ministry in 1936. Several graduates of the department, such as Cevdet Arun, Hasan Örengil, Cemal Alpman, and Mehmet Arkan, were chosen by the Ministry and sent to the “*Deutsche Hochschule für Leibesübungen (DHfL)*” [German University of Physical Education in Berlin] in Germany to further their education. After finishing their education, they started to work at the department on different dates. In 1936-1937, Margarete Freu Korge, a German physical education teacher who had been working at the Istanbul German High School, was added to the teaching staff to give rhythmic gymnastics classes. Additionally, the British teacher Macking was added to give athletics classes. In the following periods, the department also employed British expert J.D. Mc. Intyre and due to the outbreak of World War II, Kurt Dainas returned to Berlin in October 1939. Thereupon, Hungarian coach Gyula Ratkai, who was working as an athletics coach at the *Beden Terbiyesi Genel Müdürlüğü* [General Directorate of Physical Education] at that time, was assigned to give athletics lessons at the school. Among the first graduates of the institute were Pakize Gökay and İlyas Sinal, who were among the first graduates of the institute, were the other names appointed. In addition, Turkish educators who were previously sent to Germany returned to Türkiye after completing their education and started working at the Gazi Education Institute Physical Education Branch.⁶⁶²

⁶⁶⁰ Günay, 2013. op. cit., p. 89. This is the main source, for the archival document, see: Gazi Üniversitesi Gazi Eğitim Fakültesi Arşivi (GÜGEFA) [Gazi University Gazi Education Faculty Archive]. *Diploma Defteri 1936-1941* [Diploma Book of Records 1936-1941].

Arun, op. cit., p. 11.

Özmaden, Soyer, & Özmaden, op. cit.

⁶⁶¹ Günay, 2013. op. cit., p. 90

⁶⁶² Günay, 2013. op. cit., p. 90 For similar sources written in a similar tone, see Altunya, op. cit., pp. 731-763/4.

The Department of Physical Education, which provided education for three-year within Gazi Education Institute, was reduced to two-year again due to the need for physical education teachers. In the same academic year, second- and third-year students graduated concurrently. This two-year program continued until 1949-1950. The Higher Institute of Physical Education, which offered a three-year education period, was established in the building constructed next to Gazi Education Institute. The purpose of this Institute was to train highly qualified physical education teachers and trainers, monitors (assistants coaches) for the army and various other institutions to determine the rules of physical education and sports with regard to health and technical aspects, to regulate the health and efforts of the athletes. Hasan Âli Yücel (1897-1961), Tahsin Banguoğlu (1904-1989), Vildan Aşır Savaşır, and Nizamettin Kırşan were among the people who worked for the establishment of this school. However, this school gradually turned into an institution where every requirement, or the need for teachers and students were met by the Department of Physical Education of Gazi Education Institute. Education and training continued for two years at the Higher Institute of Physical Education. The school was shut down at the end of 1951.⁶⁶³

The Gazi Physical Education Department, which holds an important place in the education of physical education teachers in Türkiye, continued to be the only school intended for this purpose until a Department of Physical Education was opened under Istanbul Atatürk Education Institute in the academic year of 1967-1968.⁶⁶⁴

In 1980, the Department of Physical Education of Gazi Education Institute underwent a name change to become the Department of Physical Education of Gazi High College of Teachers and transitioned to offering a four-year education and training period. According to higher education law no. 2547 and decree no. 41 published in the official gazette on July 20, 1982, all physical education and sports education institutions in Türkiye were consolidated under universities. The Ankara 19 Mayıs Youth and Sports Academy was merged with the Department of Physical Education of Gazi Faculty of Education and transformed into the Department of Physical Education and Sports at Gazi Faculty of Education under Gazi University. This department was renamed as Gazi University, School of Physical Education and Sports in 1992.⁶⁶⁵

Arun, op. cit., p. 11.

⁶⁶³ Gazi University. (n.d.). op. cit.

⁶⁶⁴ Karaküçük, S. (1989). *Beden Eğitimi Öğretmeninin Eğitimi*, Ankara: Gazi Kitapevi. s.52

⁶⁶⁵ Gazi University. (n.d.). op. cit.

The Higher Institute underwent a transformation as per the decision of the Council of Ministers, dated 25.01.2016 and numbered 2016/8562, published in the Official Gazette dated 08.04.2016 and numbered 29678, into a "Faculty of Sports Sciences." Its current structure consists of four sections. These sections are; the Department of Physical Education and Sports Teaching, the Department of Coaching Education, the Department of Sports Management Department, and the Department of Recreation.⁶⁶⁶

As the first in its field, Gazi Physical Education Branch paved the way as a pioneer in the following subjects:

1. The department ensured that physical education and sports are accepted as a scientific discipline by preparing studies on these subjects.
2. As a part of the most important teacher training institution of the Republic Era, the branch trained physical education teachers employed all over the country.
3. The department monitored the studies carried out abroad and brought them into the country.
4. The department published works explaining the significance of Physical Education and sports, mostly written by the teachers of the department.
5. The branch and the teachers of the department explained the works performed across the country and abroad on this subject to the public and became a means making sports become widespread among the people.
6. Athletes representing the country and the coaches who trained these athletes originated from here.
7. Over time, the department outgrown its mission to train teachers, athletes, and sportsmen, and turned into an institution that trains scientists. The department still maintains this quality. The scientists trained here are currently employed all over Türkiye. The branch has played a pioneering role in helping Turkish sports reach international standards.⁶⁶⁷

Following the aforementioned developments, it is noteworthy to mention that:

⁶⁶⁶ Ibid.

⁶⁶⁷ Günay, 2013. op. cit., pp. 94-95.

- In the academic year of 1974-1975, the Department of Physical Education at Buca Education Institute and the İzmir Bornova High College of Teachers, established in the same academic year, were transferred to the İzmir Buca Faculty of Education.
- The Department of Physical Education at Diyarbakır Education Institute was established in the academic year of 1978-1979 and provided education for 60 students, 30 of whom were boarding students and 30 of them were daytime students. As of 1980, the department could not accept any students. After some of the students had graduated, the remaining students and instructors were transferred to Buca in 1981. The reason why it was shut down was that the need for instructors required for the department could never be met.⁶⁶⁸

4.4 Physical Education and Sports Teachers Trained via Youth and Sports Academies (1974 – 1982)

In 1938, it was decided to establish a Higher School of Physical Education under the *Beden Terbiyesi Genel Müdürlüğü* [General Directorate of Physical Education] in Ankara in order to meet the demand for teachers required by the institution, for the army, and for the Ministry of National Education. However, it would only be possible to realize this decision through the National Education Basic Law No. 1739, which was enacted in 1974, after a delay of 36 years. The opening dates and provinces of the *Gençlik ve Spor Akademileri* [Youth and Sports Academies], which provided education and training from 1974 until 1981, are as follows:

- 19 Mayıs Youth and Sports Academy, Ankara, 1974-1975

⁶⁶⁸ The following works contain similar content:

Can, Y. (1986). *Türk Spor Eğitimi ve Öğretmen Liseleri Beden Eğitimi ve Spor Bölümleri* [Turkish Sports Education and Teacher High Schools Physical Education and Sports Departments]. [Master's thesis, Gazi University].

Bilge, N. (1989). op. cit.

Özkan, H. (1991). *Türkiye'de beden eğitimi öğretmenleri yetiştirme sisteminin pedagojik temelleri* [Pedagogical Foundations of Physical Education Teacher Training System in Turkey]. [Master's thesis, Selçuk University].

Özkan, H. (1999). *Türkiye'de beden eğitimi ve spor öğretmenleri yetiştirmek için bir model* [A Model for training physical education and sports teachers in Turkey]. [Doctoral dissertation, Dokuz Eylül University].

Eynur, R. B. (2002). op. cit.

Özkan, Ş. (2004). op. cit.

Kalemoğlu, Y. (2005). op. cit.

Harmandar, D. (2008). op. cit.

Harmandar, D. (2010). op. cit.

Efe, R. A. (2010). op. cit.

Avşar, Z. (2012). *Türkiye İçin Beden Eğitimi Öğretmen Eğitimi Standartlarının Oluşturulması* [Creating Initial Physical Education Teacher Education Standards For Turkey]. [Doctoral dissertation, Anadolu University]. Retrieved Nov 27, 2021, from <https://hdl.handle.net/11421/3457>

- Anadoluhisarı Youth and Sports Academy, İstanbul, 1975-1976
- Youth and Sports Academy, Manisa, 1975-1976.⁶⁶⁹

The purpose of the Youth and Sports Academies was defined as follows: “To train students as young citizens of strong character who have a good grasp of science, have a consciousness regarding our national history, are loyal to their homeland, customs and traditions, are nationalist and sound-minded and knowledgeable and experienced, do not allow any sort of language, religion, race, class and sectarian discrimination, respect human rights and freedoms, believe in the indivisible integrity of the state with the nation and the republic, adhere to laws, statutes, regulations, and all rules, in order for them to become monitors, trainers, youth leaders, administrators, and experts for the youth, physical education, and sports services as stipulated in the Physical Education Law No. 3530, and in accordance with the development plans; to prepare in-service training programs and execute them; to carry out planning and take part in publications in all fields regarding the problems of the youth, physical education and sports, health issues related to sports with scientific inspections and research, where the presence of the academy is needed or when it is requested to do so in cooperation and mutual understanding with the relevant state institutions.”⁶⁷⁰

When academies were established, they were intended to be similar to higher education institutions established in western countries. The purpose of the youth and sports academies, which only served the public for seven years, was to train monitors and trainers as stipulated in the Physical Education Law No. 3530, enacted in 1938, as well as to train youth leaders, administrators, and experts; to organize and implement all kinds of non-formal education programs, together with the in-service training of existing personnel, within the understanding of continuous education; to carry out scientific studies and research, planning studies, and publications with regard to all problems of the youth, physical education and sports, and health in sports.⁶⁷¹

The formal education provided in sports academies was at bachelor’s level and the period of education was four years. The courses were arranged according to the credit system and executed on a basis of two semesters. In 8 semesters 138 credits of

⁶⁶⁹ Bilge, N. (1989). *op. cit.* p. 96.

Hakan, A. (1981). *Dünyada ve Türkiye’de Akademilerin Tarihçesi ve Bugünkü Durumu* [The History and Current Status of Academies in the World and Turkey]. Ankara University Journal of Faculty of Educational Sciences (JFES), 15 (2), p.221-238. Retrieved Nov 28, 2021, from https://doi.org/10.1501/Egifak_0000000888

⁶⁷⁰ Resmi Gazete [Official Gazette of the Republic of Türkiye] (06.11.1981). No: 17231

⁶⁷¹ Güven, 1996. *op. cit.*

education and training were provided and during this training 50 different lessons were taught in Physical Education and Sports Science Departments and this number was 56 in Physical Education and Sports Management departments. For students to complete their undergraduate studies, completion of undergraduate thesis together with common lessons and finishing internship with success was required.

Compulsory courses were given in the academies for four semesters, and starting from the fifth semester, the students chose between the Department of Physical Education and Sports Sciences and the Departments of Physical Education and Sports Management according to their interests and abilities (lateral transfer between programs was possible). After choosing the department classes, they would study for four semesters and were entitled to receive diplomas. The high school graduates and candidates from the equivalent educational level, who had taken the university exam, were admitted to the Youth and Sports Academies upon a special aptitude exam, and the conditions regarding the exam were determined by an inter-academy committee. The graduates of the sports academies, which were established to train athletes, were presented with the right to work as a teacher after attending certain pedagogical formation courses.

On November 6, 1981, the Higher Education Law No. 2547 was enacted and an extensive regulation was implemented in higher education along with this law. All higher education institutions were reorganized with the Legislative Decree on the Organization of Higher Education Institutions, dated July 20, 1982 and numbered 41. In this way, new universities, institutes, and faculties were established and the names of some were changed. The Youth and Sports Academies, the Departments of Physical Education and Sports at High Colleges of Teaching, the School of Physical Education and Sports and *Orta Doğu Teknik Üniversitesi (ODTÜ)* [Middle East Technical University] (METU) the Department of Physical Education and Sports Recreation were abolished, and “the Departments of Physical Education and Sports Teaching” were established under the faculties of education at universities.⁶⁷²

⁶⁷² Resmi Gazete [Official Gazette of the Republic of Türkiye] (06.11.1981). No: 17506
<https://www.resmigazete.gov.tr/arsiv/17506.pdf>
Resmi Gazete [Official Gazette of the Republic of Türkiye] (25.01.1981). No: 17231
<https://www.resmigazete.gov.tr/arsiv/17231.pdf>
Resmi Gazete [Official Gazette of the Republic of Türkiye] (20.07.1982). No: 17760
<https://www.resmigazete.gov.tr/arsiv/17760.pdf>
Resmi Gazete [Official Gazette of the Republic of Türkiye] (30.03.1983). No: 18003
<https://www.resmigazete.gov.tr/arsiv/18003.pdf>

4.5 Training Physical Education Teachers through Higher Teacher Schools (1978 – 1982)

With the decision of the Board of Education and Discipline under the Ministry of National Education, dated 08.02.1979 and numbered 20, the period of education provided at the education institutes was increased from three to four years, effective as of the 1978-1979 academic year, and they were renamed as Higher Teacher Schools. Thus, the Departments of Physical Education and Sports affiliated to Education Institutes were renamed as the Departments of Physical Education at Higher Teacher Schools. Higher Teacher Education Schools with physical education departments are as follows:

- Gazi Higher Teacher Education School, Ankara,
- Atatürk Higher Teacher Education School, İstanbul,
- Buca Higher Teacher Education School, İzmir,
- Higher Teacher Education School, Diyarbakır.

Three to five times as many students would apply for pre-registration for the departments of physical education and sports at higher teacher schools among the high school graduates and those who graduated with the same level of education who took the university exams; and among these students, those who were successful in the aptitude exam would become entitled to enroll in the school. In their third year out of a four-year education period in higher teacher schools, the students would choose a major and graduate on condition that that they proved successful in that sport. With the education program implemented in higher teacher schools, courses with credits, semester-based curricula instead of annual, course passing system instead of passing grade was put into effect for the first time. A new requirement was introduced, where it was necessary for the students to achieve a certain number of credits in order to graduate. All these efforts were positive steps designed to ensure unity and equal education standards between the departments.

Since it was stipulated that all higher education institutions above secondary education level must be gathered under universities in the Higher Education Law No. 2547, enacted on November 6, 1981, the institutions that train teachers also became affiliated with universities as a result of the Legislative Decree, dated July 20, 1982, and higher teacher schools were transformed into faculties of education.

4.6 Training Physical Education Teachers Through Faculties of Education

In accordance with the establishment of the *Yükseköğretim Kurulu (YÖK)* [The Council of Higher Education] (CoHE) with the Law No. 2547 dated 6 November 1981, all higher education institutions were gradually brought together and centralized under the umbrella of CoHE; academies, universities, educational institutions have been transformed into the faculties of education, and conservatories and vocational higher schools (VHS) have been affiliated to universities. This led to the consolidation of separate educational institutions and academies that offered physical education and sports teacher training programs into physical education and sports departments within faculties of education at universities. The most prominent institutions that provided such training across the country were gradually transformed into sports departments within universities. Over time, universities without a physical education and sports department founded their own physical education and sports departments.

After the implementation of the Higher Education Law No. 2547 and the Legislative Decree on the Organization of Higher Education Institutions in 1982, several departments underwent changes in name or were merged. These departments are as follows:

- The Department of Physical Education, Sports, and Recreation at the Middle East Technical University was abolished, and a department of physical education and sports which was directly linked with the faculty of education was established.
- The Ankara 19 *Mayıs* (May) Youth and Sports Academy and the Department of Physical Education at Gazi Higher Teacher School were abolished and merged in Ankara under the name of Gazi University, Faculty of Education, the Department of Physical Education and Sports.
- The *Anadoluhisari* (Anatolian Fortress) Youth and Sports Academy and the Department of Physical Education at Atatürk Higher Teacher School were abolished and merged in Istanbul under the name of Istanbul Marmara University, Atatürk Faculty of Education, the Department of Physical Education and Sports.
- The Youth and Sports Academy, the Department of Physical Education at Buca Higher Teachers School and the School of Physical Education and

Sports at Ege University were merged under the name of Izmir Dokuz Eylül University, Buca Faculty of Education, the Department of Physical Education and Sports.

Apart from these departments, physical education and sports departments under the faculties of education of other universities were opened in four more provinces. These departments are as follows;

- Bursa Uludağ University, Faculty of Education, the Department of Physical Education and Sports (1985-1986),
- Konya Selçuk University, Faculty of Education, the Department of Physical Education and Sports (1987-1988),
- Adana Çukurova University, Faculty of Education, the Department of Physical Education and Sports (1987-1988),
- Ankara Hacettepe University, Faculty of Education, the Department of Sports and Technology (1988–1989),
- Samsun Ondokuz Mayıs University, the Department of Physical Education and Sports (1988-1989).

The practice of training physical education teachers in the departments of physical education teaching at faculties of education under the universities has been continuing in six universities as of today. However, in 1992, many of these departments were transformed into higher schools of physical education and sports.

4.7 Training Physical Education Teachers Through Higher Schools of Physical Education and Sports

After the introduction of the *Yükseköğretim Kurulu (YÖK)* [The Council of Higher Education] (CoHE) in 1981, universities underwent a transition to the central system. As part of this process, sports academies were transformed into graduate schools bound to universities. A minimum passing score from the examination stipulated by central system is mandatory to enter these graduate schools. Afterwards, a successful examination result is required to enter the intended Physical Education and Sports Graduate School. Undergraduate education, which leads to a Bachelor's degree, requires 4 years of education, while graduate education leading to a Master's degree defined as 2 years and Doctorate (Doctor of Philosophy) Education defined as 3 years.

The establishment of *Beden Eğitimi ve Spor Yüksekokulları (BESYO)* [Higher Schools of Physical Education and Sports] began with the enactment of Law No. 3887 on July 3, 1992, which was published in the Official Gazette with the number 21281 on July 11, 1992. These schools are established under the authority of university rectorates, and the number of BESYOs has reached 40 as of 2009. Additionally, the Physical Education Teacher Education (PETE) in three universities was being carried out under the School of Sports Sciences Technology, with most of these schools' containing departments of Physical Education and Sports Teaching, Sports Management, Recreation, and Coaching. In addition to these, there are two Sports Sciences and Technology Colleges bound to universities in Türkiye, namely the Hacettepe University Sports Sciences and Technology in Ankara and the Pamukkale University Sports Sciences and Technology in Denizli.

Table 6. The Academic Units in the field of Physical Education and Sports Teaching (2009 – 2010)

Academic Units	Number of Academic Unit
Faculty of Education	10
Faculty of Health Sciences	3
School of Physical Education and Sports	42
School of Sports Sciences and Technology	2
School of Applied Sciences	1
Total	58

Ölçme, Seçme ve Yerleştirme Merkezi (ÖSYM) [Measuring, Selection and Placement Center] www.osym.gov.tr

Table 7. The number of Physical Education and Sports Teaching Programs and admitted students (2009 – 2010)

Programs / Departments	Daytime Education		Evening Education	
	Number of Department	Number of Student	Number of Department	Number of Student
Physical Education & Sports Teaching	50	2 238	2	80
Department of Coaching Education	35	1 530	17	750
Department of Sports Management	28	1 110	13	610
Department of Recreation	11	430	3	150
Department of Sport Sciences	5	178	1	40
Total	129	5486	36	1630

Ölçme, Seçme ve Yerleştirme Merkezi (ÖSYM) [Measuring, Selection and Placement Center] www.osym.gov.tr

4.8 Training Physical Education Teachers Through Faculties of Physical Education and Sports Sciences

The departments of physical education teaching and the higher schools of physical education and sports under faculties of education, which mainly intended to adapt according to the developing and changing sports sciences more quickly and were aware of the significance of sports sciences, have started to be included into the faculties gradually since 2008. The first outcome of this process was the Faculty of Physical Education and Sports Sciences, which was established on 21.07.2010 at Erzurum Technical University. The establishment of Erzurum Technical University, Faculty of Physical Education and Sports Sciences was published in the Official Gazette dated 21.07.2010 with the number 27648. In the following period, Istanbul Özel Gedik University applied to establish a Faculty of Physical Education and Sports Sciences, and thereby the Faculty of Physical Education and Sports Sciences was founded. Today, many departments and higher schools continue their efforts to maintain their studies under the name of the faculty of physical education and sports sciences, such as Sakarya University of Applied Sciences, Gazi University, Hacettepe University, and Uludağ University etc.

Table 8. The number of students by educational level in the 2022-2023 Higher Education Statistics:

	Associate		Undergraduate (Bachelor)		Postgraduate (Master's)		Doctorate (PhD)	
	Female	Male	Female	Male	Female	Male	Female	Male
Number of Students	1361251	1285803	1908508	1845587	207304	227181	56103	58405
Total	2647054		3754095		434485		114508	

Ölçme, Seçme ve Yerleştirme Merkezi (ÖSYM) [Measuring, Selection and Placement Center] www.osym.gov.tr

Table 9. The number of universities by their types in the 2022-2023 Higher Education Statistics:

State Universities		Foundation Universities		Foundation Vocational Training Schools		Total	
Active	Passive	Active	Passive	Active	Passive	Active	Passive
127	2	74	1	4	-	205	3

Ölçme, Seçme ve Yerleştirme Merkezi (ÖSYM) [Measuring, Selection and Placement Center] www.osym.gov.tr

Table 10. The Number of Vocational Training School & Undergraduate Students in the 2022-2023 Higher Education Statistics:

Educational Institutions	State Univ.	Foundation Univ.	Total Acad. Unit	Undergraduate					
				New Admissions			Registered		
				Male	Female	Total	Male	Female	Total
Faculty of Sports Science	63	12	75	8255	4507	12762	34607	16464	51071
School of Physical Education and Sports	65	4	69	1874	890	2764	16490	6587	23077
School of Sport Science and Technology	4	1	5	24	4	28	262	98	360
Graduate School of Winter Sports	1	-	1	-	-	-	-	-	-
Institute of Athlete Health and Sports Sciences	1	-	1	-	-	-	-	-	-
Total	134	17	151	10153	5401	11554	51359	23149	74508

Ölçme, Seçme ve Yerleştirme Merkezi (ÖSYM) [Measuring, Selection and Placement Center] www.osym.gov.tr

CHAPTER III

Physical Education Teacher Training in Higher Education: A Comprehensive Study of Poland's Approach and Implementation

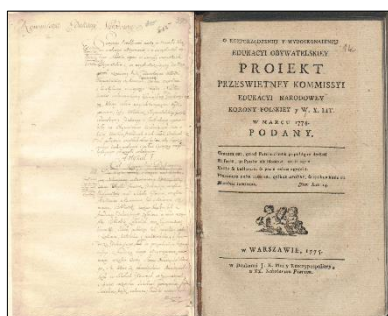


Fig. 136: **Left:** Act establishing the National Education Commission (draft), 1773, Central Archives of Historical Records, known as the "Lithuanian Metrica," Sec. IX, No. 98, pp. 350–361

Source: https://agad.gov.pl/?page_id=946

Right: On the regulation and improvement of civic education, the esteemed project of the Commission of National Education of the Polish Crown and Grand Duchy of Lithuania presented in March 1774. Source: Popławski, Antoni (1739-1799). <https://polona.pl/preview/d226ddc5-fb47-4f60-b566-ed1619c8f010>

Poland was one of the first countries to promoting modern pedagogical concepts in the field of physical education and to introduce regular physical activity into school curricula lessons between 1773 and 1794 when it was officially proclaimed by the decree of the *Komisja Edukacji Narodowej* (KEN) [Commission of National Education] of the Kingdom of Poland and the Grand Duchy of Lithuania. The Commission initiated educational reforms throughout the Commonwealth; standardized the education and developed the curriculum for the moral, intellectual, and physical education of youth, thus directly taking over the responsibility for education and becoming the first "Ministry of Education" in Europe.⁶⁷³

The educators of the Polish Enlightenment and the National Education Commission paid high attention on systematic physical activity, its relation to moral education, and connection between the mind, body, and spirit, and care for hygiene and health recognized as a significant educational value. The educational model that the Polish Enlightenment thinkers and the National Education Commission wanted to implement it reflects the sense of Roman

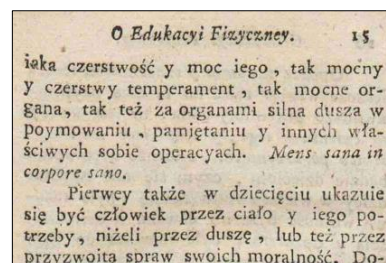


Fig. 137: The Latin adage "Mens sana in corpore sano" and the concept of balance between physical strength, mental well-being, and moral values. Source: Ibid: Popławski, Antoni (1739-1799), March 1774. p.:15

⁶⁷³ Bronikowski, M. (2014). *Where Is Physical and Health Education Heading in Poland?* In book: *Physical Education and Health Global Perspectives and Best Practice*. pp.327-338. Ming-kai Chin and Christopher R. Edginton (eds.) Sagamore Publishing LLC, p. 370. Retrieved Nov. 7, 2021, from https://www.uni-muenster.de/imperia/md/content/sportwissenschaft/eu-studies/gkgk/where_is_physical_and_health_education_heading_in_poland.pdf

Račkauskas, A. J. (1968). The First National System of Education in Europe - The Commission for National Education of the Kingdom of Poland and the Grand Duchy of Lithuania (1773-1794). *Lithuanian Quarterly Journal of Arts and Sciences*. Vol. 14, No.4 - Winter 1968. Retrieved Dec. 15, 2021, from http://www.old.lituanus.org/1968/68_4_01Rackauskas.html

Szreter, R. (1974). Europe's First Ministry of Education and the Problem of the Supply of Teachers. *British Journal of Educational Studies*, 22(2), p.182. Retrieved Dec. 15, 2021, from <https://doi.org/10.2307/3119842>



Fig. 138: Jędrzej Śniadecki. Source: Painting by Aleksander Słędziński, 1843.

physical education in philosophical, pedagogical and medical works of the Renaissance and the educational and pedagogical concept of

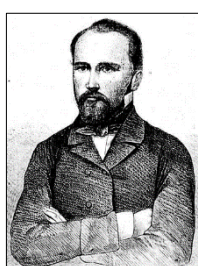


Fig. 140: Ewaryst Estkowski. Source: *Tygodnik Ilustrowany*, No: 52, 10/22 September, 1860 <http://www.bilp.uw.edu.pl/ti/1859/foto/n481.htm>

Baroc (18??-18??), Edward Marcelli Madeyski (1832-1906), Wenanty Piasecki (1832-1909), Henryk Jordan (1842-1907), Stanisław W. Ciechanowski (1869-1945), Eugeniusz Piasecki (1872-1947), and others.⁶⁷⁴

Physical education and sports continued to develop in Poland in the nineteenth century with the significant contributions of a distinguished group of educators, pedagogues, physicians, and doctors. Throughout the nineteenth century and in the early twentieth century, which in Polish-Lithuanian Commonwealth was the time of the partitions (by Austria, Prussia

poet Juvenal's "Orandum est, ut sit mens sana in corpore sano" you should pray for a healthy mind in a healthy body and the concept of physical education is attributed in part of the Lockian school (John Locke 1632-1704), as well as the thinking of Jean-Jacques Rousseau (1712-1778).

Although local physical education and sports historians commonly consider the treating of the

first mentions and remarks on the problem of

the Enlightenment with National Education Commission were a source of inspiration in

building and developing the physical education and sports in the school education system. Then they

are showing and characterizing the first Polish scientific works,

mostly from the first half of the nineteenth century, devoted entirely

to the problems of physical exercises. The works written by Jędrzej Śniadecki (1768-1838), Ludwik

Bierkowski (1801-1860), Józef E. Supiński (1804-1893), Ewaryst Estkowski (1820-1856), Adam



Fig. 139: Józef Supiński. Woodcut by Jan Styfi, drawing by Ksawery Pillati (1882). Source: "Tygodnik Powszechny" 1882, no. 33. <https://www.bc.radom.pl/dlibra/publication/7582/edition/7209/content>



Fig. 141: Stanisław W. Ciechanowski. Source: Unknown. Before 1919. [https://wl.cm.uj.edu.pl/wydzial/historia/anatomia-patologiczna/by/Dr hab. Ryszard Gryglewski](https://wl.cm.uj.edu.pl/wydzial/historia/anatomia-patologiczna/by/Dr%20hab.%20Ryszard%20Gryglewski)

⁶⁷⁴ Kaźmierczak, op. cit.

Żmuda-Pałka, M. & Siwek, M. (2022). Modern Visions of Physical Education: The Dissemination and Institutionalization of Polish Enlightenment Publications. *International Journal of the History of Sport*. Vol.39, Issue 11:1-19, pp. 1265-1283. Retrieved Dec. 21, 2022, from <https://doi.org/10.1080/09523367.2022.2127686>

Račkauskas, op. cit.

Haliczowa, A. (1973). Wychowanie fizyczne w szkołach Komisji Edukacji Narodowej [Physical education in schools of the National Education Commission]. *Rocznik Łódzki*. Tom 18. s.83-103

Hądzelek, Toporowicz, op. cit.

and Russia). Despite having its roots in the best traditions of the Commission of National Education, physical education and sports in Poland encountered several challenges. Lacked physical education and sports teachers who were properly qualified. It was almost impossible for the modern Western European-originated visions of physical education and sports to reach the divided Polish lands. Even if it did, it was blocked or restricted by the authorities.⁶⁷⁵

3.1 Institutionalization of Modern Physical Education in Poland: Early Attempts

The Jagiellonian University in Cracow (*Uniwersytet Jagielloński w Krakowie*) is the oldest higher education institution in Poland and one of the oldest in Europe. It was founded on 12 May 1364 by the Polish king Casimir III the Great.⁶⁷⁶ The idea of the physical development of youth, although raised at the Jagiellonian University in Kraków as early as the Renaissance, found its way in practice with difficulty. Especially in the nineteenth century the thinkers of the Polish Enlightenment, and the Commission of National Education raised the importance of physical education and sports and introduced new initiatives such as the application of systematic physical exercise into the educational programs of children and youth which played a specific role in the development of the awareness of the university community, thus also laid the groundwork for the idea of the autonomous physical education and sports universities that could be established in the future.⁶⁷⁷

Traditions of academic physical education at the Jagiellonian University in Kraków dates as far back as to the twenties of the nineteenth century. The Jagiellonian was the first university in Poland to implement the guidelines of the Commission of National Education (1773) regarding physical education and sports for young people.⁶⁷⁸ Physical education classes for university students were introduced for the first time together with the new organization of the university in the autumn of 1817 and was con-

⁶⁷⁵ Dziubiński, op. cit., p. 55
Gaj, Hądzelek, op. cit., p. 42.

⁶⁷⁶ Jagiellonian University in Kraków. (n.d.). *Study at the Jagiellonian University: Academic Centre through centuries*. Retrieved May 8, 2022, from https://welcome.uj.edu.pl/en_GB/more/about-ju

⁶⁷⁷ Michalski, C. (2012). *Akademicki Związek Sportowy w Krakowie: Cz. I, 1909-1945* [The University Sports Association in Kraków: Chapter I 1909-1945]. p.3. Retrieved Jan. 21, 2023, from <http://hdl.handle.net/11716/1901>

⁶⁷⁸ Stowarzyszenie Muzeów Uczelnianych [Association of University Museums]. (n.d.). *Archiwum Akademii Wychowania Fizycznego im. Bronisława Czecha w Krakowie* [Archives of the University of Physical Education]. By Dorota Okrajni and Elżbieta Mackiewicz. Retrieved May 8, 2022, from <https://muzeauczelniane.pl/en/archives-of-the-university-of-physical-education/>



Fig. 142: Portrait of Tadeusz Czacki, pastel, 1806-1813, by Józef Franciszek Jan Pitschmann, National Museum in Warsaw.

ducted till 1833. This decision was related to the tendency to modernize the university and raise it to a higher level. An important step on this path was the introduction for the first time to the program of physical education classes, which were carried out through horse riding, fencing, dancing and swimming. Most likely, the experience of the *Liceum Krzemienieckie* [Krzemieniec Lyceum] was originally called the *Gimnazjum Wołyńskie* [Volhynian Gymnasium] used which was founded by Tadeusz Czacki (1765-1813), in cooperation with Hugo Kołłątaj (who was also born in Wołyń 1750-1812), in 1805, where the latest teaching methods were introduced to the curriculum, including dancing, horse riding and fencing. The Krzemieniec High School which was directed by Tadeusz Czacki, was the first school in the period of the partitions, in which a wide physical education program was implemented and conducted by special teachers, with salaries and qualifications equal to those of the teaching staff of this semi-university school. The physical education curriculum for all levels of education at the Krzemieniec Lyceum was developed by educationalist and an activist of the National Education Commission, a reformer of the Kraków Academy (Jagiellonian University in Kraków), Hugo Kołłątaj.⁶⁷⁹



Fig. 144: Ludwik Bierkowski. Source: Lithograph print by Walery Gadomski (1833-1911), 1864.

The university started to rise again in education after Kraków become partially independent between 1815-1846.⁶⁸⁰ The glorious traditions of physical education and sports at the Jagiellonian University were also associated with the activities of Ludwik Bierkowski (1801-1860), a M.D., Professor of internal diseases and who was granted the title of a precursor of physiotherapy⁶⁸¹ and

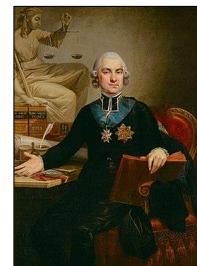


Fig. 143: Painting of Hugo Kołłątaj, 1791, by Józef Peszka, in The Royal Castle in Warsaw - Museum.

⁶⁷⁹ Michalski, op. cit. p. 10.

Konopnicki, J. (1956). Wychowanie fizyczne w Gimnazjum Wołyńskim [Physical education in the Volyn Gymnasium]. „*Kultura Fizyczna*”, nr 3, s. 172-173.

⁶⁸⁰ Jagiellonian University Medical College. (n.d.). *History of the Faculty of Medicine*. Retrieved Jan. 21, 2023, from <https://cm-uj.krakow.pl/index.php/en/history>

⁶⁸¹ Kałamacka, E. (2013). Rafał Józef Czerwiakowski: pionier polskiej rehabilitacji [Rafał Józef Czerwiakowski: a pioneer of Polish rehabilitation]. *Med Rehabil*, 17 (4), p.49. Retrieved Jan. 21, 2023, from <https://rehmed.pl/resources/html/article/details?id=136114>

Kałamacka, E. (1999). Problematyka fizjoterapii w poglądach i działalności Rafała Józefa Czerwiakowskiego (1743-1816) [The issues of physiotherapy in the views and activities of Rafał Józef Czerwiakowski (1743-1816)]. [W:] *Przełomy w historii. XVI Powszechny Zjazd Historyków Polskich. Polskie Towarzystwo Historyczne, Pamiętnik Toruń 2004*; T. III, cz. 3: s. 337-348.

Director of the Surgical Clinic in Krakow and a one of the precursor and pioneers of modern physical education and sports in Poland in nineteenth century.⁶⁸² Having encountered modern pedagogical trends in the field of physical education and sports during his studies in Germany and France, he decided to establish a gymnastics facility in Krakow after returning to Poland. In 1837 he established a school of gymnastics in Kraków and then added a “bathing facilities”, becoming a promoter of the hygienic lifestyle even before Dr Henryk Jordan (1842-1907). The school functioned for four years even managed to gather about 40 students in the first year. During his almost thirty years long teaching career, Bierkowski educated a great number of Polish physicians. Bierkowski’s point of view however greatly helped in further development of physical education and sports in Poland, both in the second half of nineteenth century and in twentieth century.⁶⁸³

The Sokol movement is an all-age gymnastics organization first founded in Prague in the Czech region of Austria-Hungary in 1862 by Miroslav Tyrš (1832-1884) and Jindřich Fügner (1822-1865). Sokol, meaning "falcon," was created with the aim of implementing a gymnastics training system that would accomplish three key objectives: firstly, fostering the development of sound minds in sound bodies; secondly, inspiring the Czech people to revive their personal and national consciousness; and thirdly, promoting the principles of democracy, brotherhood, equality, liberty, and civic responsibility. At its core, the Sokol program, as formulated by Miroslav Tyrš in the inaugural article of the Sokol magazine in January 1871 titled "Our Task, Direction, and Goal," is rooted in the ancient principle of *kalokagathia* (Kalos kagathos). Tyrš envisioned a well-rounded in-



Fig. 145: **Left:** Portraits of Jindřich Fügner, **Right:** Miroslav Tyrš by Jan Vilímek (1860-1938). 1890s in Prague.

⁶⁸² Bugajski, J. (1965). *Ludwik Bierkowski jako prekursor nowoczesnego wychowania fizycznego w Polsce w 1-szej połowie XIX w* [Ludwik Bierkowski a Precursor of Modern Physical Education in Poland in the first half of XIX c.]. Wyższa Szkoła Wychowania Fizycznego W Krakowie [Higher School of Physical Education in Kraków]. *Rocznik Naukowy, TOM VI*, Krakow

⁶⁸³ Ibid.

Michalski, op. cit. p. 13.

Wrzosek, A. (1911). *Ludwik Bierkowski*; Monografia z 7 ilustracjami. Nakładem Autora. Skład główny w Księgarni Gebethnera i Ski, Kraków.

Durakiewicz, M. (2009). Ludwik Józef Bierkowski (1801–1860) oraz jego rozprawa z 1852 roku: “*O leczeniu wrzodów długotrwałych, zadawnionych, za pomocą środków i sposobów szczególnych, na samem tylko doświadczeniu opartych, mianowicie za pomocą wody ciepłej i zimnej*” [Ludwik Józef Bierkowski (1801–1860) and his dissertation of 1852: “On the treatment of old persistent ulcers with the use of special ways and measures based on experience only, i.e. through the application of warm and cold water”]. *Acta Angiologica* 2009;15(1):p.33. Retrieved May 14, 2022, from https://journals.viamedica.pl/acta_angiologica/article/view/9813



Fig. 146: The first instructors' assembly of the Prague Sokol in 1864. In the middle of the back row, on the shoulders of his colleagues, is Miroslav Tyrš. Source: Photographer: Unknown. Archive: S.P. **Top row:** J. Ošťádal, J. Zatloukal, Dr. Tyrš, MUC. Engel, JUC. Eulner, V. Štětka **Middle row:** C. Helcelet, Dr. Musil, Dr. Gross, L. Sršeň, E. Horáček, V. Weitenweber, J. Machytka, JUC. Černický **Front row:** Ritter z Ritterheimu, J. Spurný, J. Müller, J. Kryšpín

dividual who is physically fit, intellectually advanced, socially developed, and ready to contribute to the welfare and defense of their nation. Despite encountering several challenges and periods of dissolution, Tyrš's concept of Sokol persevered throughout the century. The enduring universal value of Sokol lies in its holistic approach to the physical, mental, and social development of the human personality. Sokol quickly

gained international recognition, with numerous clubs established in other Slavic countries, including a notable presence in the United States within three years of its inception in Prague.⁶⁸⁴

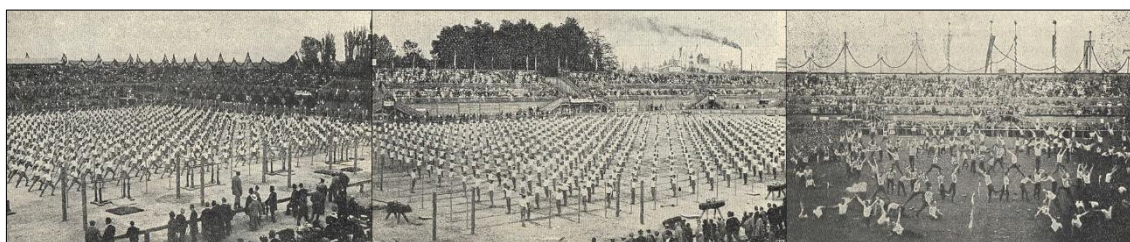


Fig. 147: **Left:** The First Sokol Gathering in 1892 in Lviv. **Middle:** The Second Sokol Gathering in 1894 in Lviv. **Right:** The Third Sokol Gathering in 1896 in Krakow. Source: Cepnik, H. (1907). *Czterdziestolecie "Sokoła" lwowskiego 1867-1907 [Forty Years of the Lviv "Sokol" 1867-1907]* p.34-35. *Silesian Biblioteka Śląska, Katowice [Digital Library in Katowice]*.

The spread over the eastern part of Europe and played an important part in the development of physical education and sports especially among the young generation of Poles. "Falcon" Polish Gymnastic Society (founded in Lviv in 1867. The group's goal was to develop physical fitness of Polish youth, promoted sports, gymnastics and a healthy lifestyle, popularize summer and winter sports, as well as develop physical strength and moral strength with motto "*Mens sana in corpore sano*" inspired by the classic Latin phrase of the Roman poet Juvenal which is usually translated as "a healthy mind in a healthy body". As the movement spread during the period of the Partitions in

⁶⁸⁴ Sokol Museum and Library (SML). (n.d.). *What is Sokol*. Retrieved May 8, 2022, from <https://sokolmuseum.org/>
Czech Sokol Community. (n.d.). *What is Sokol*. Retrieved May 8, 2022, from <https://sokol.eu/sokol-poslani-symbolika>

Poland it also took over schools' responsibility for physical education and sports exercises and various educational and cultural campaigns on patriotic subjects. Gymnastics become compulsory in the Prussian partition, but was not adopted by the youth, as it was thought to serve for Germanization. The authorities of the Russian partition ignored the movement altogether. However, despite all this, the Austrian partition took the movement seriously with significant initiatives made remarkable contributions were put into practice and improved the process. Some of the most noteworthy leading activist that worked in the field of physical education and sports in the Austrian partition included Wenanty Piasecki (1832-1909), Antoni Durski (1854-1908), Edward Madejski (1914-1996), Edmund Cenar (1856-1910), and Tadeusz Żuliński (1889-1915).⁶⁸⁵

Dr. Wenanty Piasecki (1832-1909), who was a student at the Medical College of the Jagiellonian University (began 1862/63) at about the same time organized lectures on theory of physical education and gymnastic exercises course for students of the Faculty of Medicine and Faculty of Philosophy. Students from other faculties could also attend the courses. However, this unusually valuable and innovative initiative failed due to a lack of funds in the municipal treasury.⁶⁸⁶ He graduated in 1871 as a Doctor of General Medicine

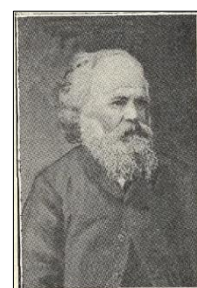


Fig. 148: Wenanty Piasecki, before 1907. Source. *Ibid.* p.17

also completed courses in therapeutic gymnastics, physical education and sport training in St. Gallen, Dresden, and Prague.⁶⁸⁷ He was comprehensively educated physician, physical especially hydrotherapy therapist, therapeutic gymnastics and physical education teacher as well as one of the leading activist of "Falcon" (*Sokół*) in Lviv. He was very active in various educational, scientific, and social organizations in the cities of Lviv, Galicia, Sasiv, Moszyn, Zakopane and Kraków in the years 1867-1890.

⁶⁸⁵ Dziubiński, op. cit., p. 55

⁶⁸⁶ Piasecki, W. (1883). Dzieje zakładu wodoleczniczego w Zakopanem [History of the Hydrotherapy Facility in Zakopane], [in:] „*Pamiętnik Towarzystwa Tatrzańskiego*”, Vol. 8, p. 125. <https://www.wbc.poznan.pl/dlibra/publication/268124>

Piasecki, E. (1929)., op cit., pp. 202, 210.

Hądzelek, op. cit., pp. 83-88.

Kałamačka, E. (2003). Zdrowotno-higieniczne aspekty wychowania fizycznego w poglądach i działalności polskich lekarzy do 1914 r., [Health and hygienic aspects of physical education in the views and activities of Polish doctors until 1914]. *Series: Studia i Monografie - Akademia Wychowania Fizycznego im. Bronisława Czecha w Krakowie*; nr 20. Kraków, s. 250.

⁶⁸⁷ Kałamačka, Łuczak, op. cit.

Wroczyński, R. (2003). *Powszechne Dzieje Wychowania Fizycznego i Sportu* [General history of physical education and sport]. Wrocław: Wydawnictwo BK, 195.

Wenanty Piasecki made significant contributions to the fields of hydrotherapy, physical therapy, rehabilitation, the theory of gymnastics, physical exercise, hygiene, scouting, and recreational activities.⁶⁸⁸ In 1879, he purchased a large piece of land in Zakopane from Dr. Ludwik Ganczarski on what is now Jagiellońska Street. In May 1880, he moved with his family to Zakopane, where he took over Dr. Ganczarski's hydrotherapy facility in Kuźnice. On the land he had purchased, he built the "Klemensówka"⁶⁸⁹ Natural Medicine Institute between 1880 and 1882. He managed this institute until 1898, when he leased the buildings to Albin Bauer, who converted them into a guesthouse. From 1898 to 1907, Piasecki operated a smaller medical facility in his nearby villa, "Mazowsze," which was designed by Zygmunt Dobrowolski (1866-1898). In 1907, he moved to Linz, Austria, where he passed away on July 25, 1909.⁶⁹⁰

Wenanty Piasecki who adapted German and Czech forms of gymnastics to the needs of the educational situation in Polish territories occupied by Austria-Hungary. In doing so, he reduced the emphasis on strength and acrobatic elements of German gymnastics and instead emphasized health, hygiene, and recreational features. To a lesser extent, he also incorporated Swedish methods for treatment. Wenanty Piasecki as a one of the first comprehensively educated physical education teachers in Poland, can be considered one of the pioneers and promoters who laid the groundwork for the introduction of Physical Education Teacher Education (PETE) in higher education in Poland during the last quarter of the nineteenth century.⁶⁹¹

⁶⁸⁸ Ibid.

Toporowicz, K. (1967). Wenanty Piasecki (1832-1909). Szcik życia i działalność z zakresie wychowania fizycznego [Wenanty Piasecki and His Activity in the Field of Physical Education]. *Rocznik Naukowy; Wyższej Szkoły Wychowania Fizycznego w Krakowie 1967* [Higher School of Physical Education in Kraków]. *Tom VI*: p.:99.

⁶⁸⁹ On September 28, 2022, I visited "Klemensówka," which was built by Wenanty Piasecki in 1881-1882 and is located in Zakopane, Poland. Currently, what remains of the original establishment are Willa Mazowsze (3 Piaseckiego Street), Willa Rena (11 Piaseckiego Street), and Willa Smereków (5 Piaseckiego Street). Now as these properties are privately owned, I am unable to provide photographs.

⁶⁹⁰ Szlak Stylu Zakopiańskiego [The Trail of Notable People from Zakopane]. (n.d.). Wenanty Piasecki (1832–1909). Retrieved May 2, 2023, from <http://szlakzz.pl/zakopianczyk/wenanty-piasecki/>

⁶⁹¹ Kałamacka, Łuczak, op. cit.

Toporowicz, K. (1967). Wenanty Piasecki (1832-1909)... op. cit.

3.2 The First Department of Physical Education in Poland



Fig. 149: *Left: Official symbol of Jagiellonian University in Kraków Right: Official symbol of Academy of Physical Education in Kraków (AWF Kraków).*

The Academy of Physical Education in Cracow (*Akademia Wychowania Fizycznego w Krakowie* commonly known as; *AWF Kraków*) has a long history of association with the *Uniwersytet Jagielloński w Krakowie* [Jagiellonian University in Kraków]. Established in 1895 as a 2-year course at the Jagiellonian University and has since evolved into a leading institution in Poland in the field of Physical Culture Sciences, Teaching Physical Education and Sport.

In the first half of the 19th century, the Faculty of Medicine at the Medical College of the Jagiellonian University had already begun to specialize in the physical education, with a focus on scientific research and the provision of therapeutic and recreational activities for young people of both genders. The physical education model proposed by the staff and students of the Faculty of Medicine received a lot of support from the residents of Krakow. As a result, many private gymnastics courses were organized, including the well-known *Polskie Towarzystwo Gimnastyczne 'Sokół'* [Polish Gymnastics Society 'Falcon'].⁶⁹²

In the late 19th century, the work of Henryk Jordan (1842-1907), a Professor of Obstetrics at the Faculty of Medicine of the Jagiellonian University in Krakow, a Polish philanthropist and physician, was of great significance in the field of physical education. Professor Jordan was a proponent of using playgrounds to promote physical activity and healthy habits among children. He is known for his efforts in organizing and creating these playgrounds, and one of his most notable accomplishments is the establishment of a city park named *Park im. Henryka Jordana w Krakowie* [Henryk Jordan's Park in Kraków] which was established in 1889 as the first public playground in Kraków, Poland and the first of its kind in Europe. He became famous throughout Europe for its pioneering work in this area. Similar gardens were opened in

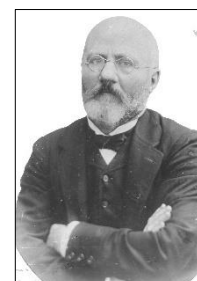


Fig. 150: *Henryk Jordan. Source: Kuryer Literacko-Naukowy [Courier Literary-Scientific] Magazine. Year:VI, Issue:24, June 17, 1929. Also archive: NAC*

⁶⁹² University School of Physical Education in Kraków. (n.d.). *History of the University*. Compiled by: prof. dr hab. Kazimierz Toporowicz. Retrieved May 7, 2022, from <https://www.awf.krakow.pl/o-nas/historia/4-historia-uczelnia>
Hądzelek, op. cit., pp. 83-88.
Stowarzyszenie Muzeów Uczelnianych [Association of University Museums]. (n.d.). op. cit.

Warsaw, Płock, Kalisz and Lublin. He laid the foundation for the development of modern physical education and sports in Poland, including academic sports and popularized the idea of physical education in the university environment.

In the late 19th century, calls for the establishment of an independent department of physical education for the training of physical education teachers at the Jagiellonian University in Kraków began to surface. Ignoring Wenanty Piasecki's unsuccessful attempts in 1868, the first serious scientific steps towards this goal were taken by Henryk Jordan – he initiated and created two-year physical education courses at the Jagiellonian University in 1895, the first institution in Polish lands to offer academic training for secondary school gymnastics teachers and teachers' seminars at the university. On February 16, 1893, a scientific meeting at the university, led by Prof. Dr. Franciszek Schwarzenberg-Czerny (1847-1917), discussed the establishment of these courses. Attendees included Dr. Leon Falban, Dr. Henryk Jordan, Dr. Tadeusz Browicz (1847-1928), Dr. Kazimierz Kostanecki (1863-1940), Dr. Leon Cyfrowicz (1844-1904), Dr. Wawrzyniec Styczeń (1836-1908), and two Krakow teachers. They resolved to organize a 2-year course for gymnastics teachers, with Henryk Jordan appointed as its head. The initiative was approved by the university senate on July 17, 1893, and by the National School Council on January 18, 1894, and the State Examination Commission for graduates of these courses (1894). The first course began in the 1895/1896 academic year, producing 204 graduates across nine cycles until 1914.⁶⁹³ The course and examination board were modeled on similar institutions that were established at the universities in Vienna (1870) and Prague (1878). The legal basis for their creation was the Regulation of the Minister of Public Education of September 10, 1870. The Two-Year Course and the Examination Board were closely linked to the University. The course directors were the following professors: Henryk Jordan (1894–1907), Odo Bujwid (1857-1942), Emil Godlewski (junior 1907–1914). The first course began in the academic year 1895/1896. Until the outbreak of the war in 1914, there were 9 full 2-year education cycles, attended by 204 students. This was the first university level education program for those who want to become physical education teachers in Poland. It is worth emphasizing that the resolution to establish an independent faculty of physical education for the training of physical education teachers at the Jagiellonian

⁶⁹³ Michalski, C. (2007) *Sport krakowski do 1914 roku* [Krakow sports until 1914]. Kraków: studia z dziejów miasta: w 750 rocznicę lokacji / pod red. nauk. Jerzego Rajmana. - Kraków: Wydawnictwo Naukowe Akademii Pedagogicznej, s.199-210. Retrieved May 8, 2022, from <http://hdl.handle.net/11716/2977>

University in Kraków was adopted by the senate of the university at the request of the *Rady Szkolnej Krajowej* [National School Council], with the strenuous efforts of Henryk Jordan supported by a group of progressive professors of the university, including Napoleon Cybulski (1854-1919), Odo Bujwid, Emil Godlewski (1847–1930) and others, as well as activists of the „Sokół” movement and the mayor of Kraków.⁶⁹⁴

Towards the 1900s, physical education was largely confined to secondary schools and did not receive the same attention as other scientific fields applied in universities in Poland. Professor Jordan recognized the importance of university level education for physical education teachers, not only that, he also took action and tried to establish the first program of this kind in Poland at the Jagiellonian University, where he worked. His efforts were successful, and as a result, physical education and sports began to be implemented at the university level in the mid-1890s. This initiative served as a kind of pilot application in the implementation of similar programs at other universities in the following years. Today, the teaching physical education and sports programs in universities in Poland can trace their origins back to the foundation laid by Professor Jordan at the Jagiellonian University.

In 1913/14, the 2-year course at the Jagiellonian University in Kraków transformed into a 3-year special Department of Physical Education of the Faculty of Philosophy of this University. However, due to World War I the activities of the study interrupted. In this program, not only physical education teachers were trained, but also physical exercises were provided for all university students. The program was a kind of prototype of the Physical Education and Sport Studies programs currently taught in most higher education institutions. In addition to expanding and modernizing the curriculum of the Physical Education study program, physical education theory courses and applied studies in various disciplines were also offered to all university students. This also increased and spread awareness of the course and program. The Course, and later the Department were the first form of university studies for teacher of Physical Education, and played a pioneer part in the preparation of Physical Education teachers with college tuition in Poland. Furthermore, the inclusion of lectures on the theory of physical education and exercises in gymnastics, track and field, team sports, and shooting for all university students, along with the implementation of mandatory

⁶⁹⁴ University School of Physical Education in Kraków. (n.d.). *History of the University*. op. cit., Compiled by: prof. dr hab. Kazimierz Toporowicz. Similar info. compiled by Toporowicz can also be found in the following works: Hądzelek, op. cit., pp. 83-88. Stowarzyszenie Muzeów Uczelnianych [Association of University Museums]. (n.d.). op. cit.

physical education for all university students, placed the Jagiellonian University at the forefront of European universities, alongside Ghent in 1908 and Copenhagen in 1909. The teachings from the initial 2-year course and then by the Physical Education Study program, combined with ideas and practices from prestigious American and European universities, created a unique approach to training physical education professionals in Poland.

The enduring impact of the 2-year courses, followed by 3-year Physical Education Study program at the Jagiellonian University, sparked ideas for establishing a more comprehensive university level study program for training physical education teachers. During the interwar period (1918-1939) in Poland, this model of education was adopted by two other universities in Kraków and Poznań. However, after World War I, the challenging socioeconomic and political conditions in the country hindered efforts to restart the study program. In the other way, these negative conditions of the period highlighted the importance of appointing more physical education and sports teachers into the education system and raising a fit and ready society to any kind of conflict. All these reasons have forced the authorities of the Polish education system to implement temporary solutions for the training of physical education teachers.

In 1927, the concept of offering regular university education for aspiring physical education teachers was established through a 3-year Physical Education program at the Medical Faculty of the Jagiellonian University in Kraków. The initial group of students at the college primarily came from the faculties of Philosophy, Law, and Medicine at the Jagiellonian University. Another interesting point was that the majority of the students were women. During the same period, the spread of physical culture and sport studies in Europe's leading universities indicated its acceptance as an academic and scientific discipline and taking place in university curricula.

The development of the Physical Education Study at the Medical Faculty of the Jagiellonian University was interrupted by the devastation of World War II. The college's classes were suspended and a big portion of its resources were either plundered or destroyed. Nevertheless, the institution resumed its operations in early 1945 shortly after the liberation of Kraków. In 1950, a decision by the Council of Ministers resulted in the transformation of the Faculty of Medicine of the Jagiellonian University into an Academy of Medicine, with the Physical Education Study becoming an integral part of it. Later, in July 1950, further changes were implemented by the Council of Ministers

through the transformation of all colleges of physical education in Poland into Higher Schools of Physical Education. The first rector of this Higher School of Physical Education in Kraków (1950-1955) was Prof. Dr. Eugenia Stołyhwo (1894-1965) who was an anthropologist. Over time, the school has expanded in the fields of physical culture science; physical education and sports. In 1972, the Higher School of Physical Education was renamed the *Akademia Wychowania Fizycznego w Krakowie* [University School of Physical Education in Kraków] and since 1977 it has been named after Bronisław Czech (1908-1944) *Akademia Wychowania Fizycznego im. Bronisława*



Fig. 151: Bronisław Czech, Recipient of the championship title and awards. Source: The National Digital Archives (NAC) Publication: I.K.C. No. 36, 1937.

Czecha w Krakowie [University School of Physical Education named after Bronisław Czech in Kraków], who was a versatile interwar skier who won 24 championships in various skiing disciplines in Poland and represented the country as a three-time member of the Polish national Olympic team. During the interwar period, he was considered one of the most prominent athletes in Poland and was highly regarded by the public. Sadly, he was murdered in the German concentration camp Auschwitz. AWF Kraków continues to function as one of the top universities in Europe, primarily in the fields of physical culture sciences and teaching physical education, and sports.

3.3 Eugeniusz Piasecki: Co-Creator of the Physical Culture Sciences and Founder of the First Higher School of Physical Education in Poland

After the Jagiellonian University in Kraków, where physical education teachers had been trained since 1895, The Poznań University School of Physical Education (otherwise known as the Eugeniusz Piasecki University of Physical Education in Poznań, and also AWF Poznań) became the second higher education institution in the country specializing in this field. The Chair of School Hygiene and Theory of Physical Education established at Poznań University in 1919 was the first of its kind in Poland, and the third of its kind in Europe (following the universities of Ghent and Copenhagen). It was led by Prof. Dr. Eugeniusz Piasecki, Ph.D. (1872–1947).⁶⁹⁵

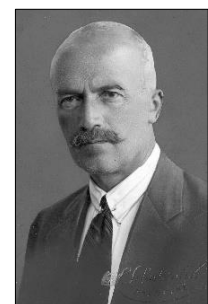


Fig. 152: Eugeniusz Piasecki. Source: 1904-1939 Commemorative Book of Lwów Sports Club 'Pogoń', Lwów 1939, p. 9. NAC

⁶⁹⁵ Jurek, Łuczak, Wyszowska, op. cit., pp. 481-483.

Eugeniusz Witold Piasecki was the son of Wenanty Piasecki a gymnastics teacher and one of the first activists of the "Sokół" [Falcon] Gymnastic Society located in Lviv. Eugeniusz Piasecki graduated from St. Jacek State Secondary School in Kraków in 1890 and then went on to study at the Faculty of Philosophy at the University of Lviv. However, after a year, he transferred to the Faculty of Medicine at the Jagiellonian University in Kraków and completed his PhD there in 1896.⁶⁹⁶ During his studies at the Faculty of Medicine of the Jagiellonian University in Kraków, he became acquainted with the ideas of Henryk Jordan, collaborated with him on the "Sokół" organization. Additionally, he served as a guide in Jordan's Park in Kraków. In 1897, Piasecki continued his education in therapeutic gymnastics and hydrotherapy at the University of Vienna, which housed the first Department of Hydrotherapy in Europe.⁶⁹⁷ In 1899, Eugeniusz Piasecki successfully completed a pedagogical exam in physical education in Kraków, earning the certification to instruct gymnastics in secondary schools and teacher training institutions.⁶⁹⁸ In 1904, he established the Youth Gymnastics Club, which was later transformed into the Gymnastics and Sports Club of *IV Państwowe Gimnazjum im. Jana Długosza we Lwowie* [Junior High School No. 4 in Lviv] the oldest school sports club, where he worked as a gymnastics teacher and school physician until 1912.⁶⁹⁹ In 1907, the Gymnastics and Sports Club of Junior High School No. 4 in Lviv become the nucleus of the Lviv Sports Club "LKS Pogoń Lwów" which was the third Polish sports club to be established and where football was practiced (following other Lviv clubs - Lechia Lwów and Czarni Lwów). During the interwar period the club achieved notable successes, including multiple Polish champion titles in both team and individual sports. In 1938, the club was honored with the distinction of

⁶⁹⁶ Łuczak, M., Jandziś, S., & Puszczalowska-Lizis, E. (2018). Wkład prof. Eugeniusza Piaseckiego w rozwój polskiej fizjoterapii [Prof. Eugeniusz Piasecki's Contribution to the Development of Polish Physiotherapy]. *Ortopedia Traumatologia Rehabilitacja*, 20(2), 103–112. <https://doi.org/10.5604/01.3001.0011.7671>

Padło, J. & Piątkiewicz, A. (1980). *Polski słownik biograficzny*, T. 25 [Polish Biographical Dictionary, T. 25]. Instytut Historii PAN, Wrocław, 774–7.

⁶⁹⁷ Ibid.

⁶⁹⁸ Ibid.

Kałamačka, Łuczak, op. cit. Archives of Poznań University of Physical Education, Certificate L., declaring that Eugeniusz Piasecki, on Jan. 1899, passed the exam.

⁶⁹⁹ Kałamačka, Łuczak, op. cit.

Archives of Poznań University of Physical Education, Statement of the Presidium c.r. National School Council L. Jak Wyzej 468, to Eugeniusz Piasecki, appointed him an actual gymnastics teacher on 1 Sep. 1899, Lviv Jul. 23, 1899

Toporowicz K. (1988). *Eugeniusz Piasecki, 1872-1947: życie i dzieło* [Eugeniusz Piasecki, 1872-1947: life and work]. Państwowe Wydawn. Nauk., pp. 61, 159.

being named "the top and most notable sports club in Poland" by the Polish Sports Associations. Piasecki held the position of director (first president) for the club from 1907 to 1909⁷⁰⁰ and then became a lecturer in the period 1905-1915 at the University of Lviv. He taught subjects such as school hygiene and the theory of physical education, and also conducted research and instruction on the physiology of exercise. In 1909, he earned his habilitation at the institution.⁷⁰¹ He was the first in Poland to be granted a professorship in school hygiene.⁷⁰²



Fig. 153: The building of the Department of School Hygiene and Physical Education, Wilson Park, Poznań, 1921.
Source: <https://awf.poznan.pl/uczelnia/o-nas/>
Academic authorship: prof. dr hab. Maciej Łuczak

Following the restoration of Poland's sovereignty and the successful *Powstanie wielkopolskie* [Greater Poland uprising] (1918-1919), the Polish state faced the task of revitalizing its biological potential. At that time, a great pioneer of this movement, Professor Eugeniusz Piasecki, emerged as the founder of the first Polish school of physical education.⁷⁰³ Piasecki crafted a comprehensive program for Physical Education Teacher Education that combined domestic and foreign practices. He aimed to replace the German gymnastics, which he considered harmful, in Galician schools with Swedish gymnastics, which he believed to be based on scientific evidence and anatomo-physiological analysis of each movement. Additionally, Piasecki advocated for the inclusion of physical education in university curricula. Due to the Polish-Ukrainian conflict, he was unable to return to Lviv and was not guaranteed employment by Jagiellonian University in Kraków. Instead, he proposed establishing an Institute of Physical Education at Poznań University and offered himself for employment, which was accepted. In the year 1919, Piasecki took on the role of heading the newly established Institute of School Hygiene and Theory of Physical Education at the University of Poznań in Poland.⁷⁰⁴ Physical education teacher training began, and as a result, by the end of the interwar period, Polish society had become significantly

⁷⁰⁰ Ibid.

Wacek, R. (1947). *Wspomnienia sportowe* [Sports Memories]. Wydawnictwo Św. Krzyża, Opole, 20.

⁷⁰¹ Ibid.

Łuczak, Jandziś, Puszczalowska-Lizis, op. cit., pp. 103–112.

⁷⁰² Jurek, Łuczak, Wyszowska, op. cit., p. 478.

⁷⁰³ Lipoński, W. (2012). *Historia sportu* [History of Sport]. Wydawnictwo Naukowe PWN.

⁷⁰⁴ Łuczak, Jandziś, Puszczalowska-Lizis, op. cit., pp. 103–112.

different in terms of biological compared to the beginning. Although not entirely, the losses incurred during the partitions were largely compensated.⁷⁰⁵

Eugeniusz Piasecki is the first name that comes to mind when it comes to training physical education teachers in Poland. He played an important role in the development of the training of physical education teachers, and advocated the adoption of the Swedish gymnastics concept which was founded by Pehr Henrik Ling into the school curriculum, as he believed that it to be a more scientific and rational approach than the German gymnastics which was introduced by Friedrich Ludwig Jahn and adapted by Mirosław Tyrs. He was also a strong critic of the German concept and proposed combining Swedish gymnastics concept with English sports and games concept (using outdoor sports games and activities) an alternative.⁷⁰⁶

Eugeniusz Piasecki believed that physical education was a comprehensive science and its interdisciplinary nature; i.e. it combined Anatomy, physiology, hygiene, pedagogy, psychology and sociology. He was also instrumental in creating a new subdiscipline, i.e. the physiology of sport. Therefore, it can be easily said that; he paved the way for the advancement of modern physical education studies in Poland. Throughout his career, he remained committed to the university department he established and continued to work to improve and take it one step further until his final days.⁷⁰⁷

Eugeniusz Piasecki is recognized as the founder of academic (in the sense of universityzation) physical education in Poland. He made an extra effort for physical education to be recognized as a science and included in university curricula, and today, his contribution to the inclusion of physical education in higher education curricula is undeniable.⁷⁰⁸ In addition to modern physical education, he combined theory and practice with movement science and games along with sports, physiotherapy, physiology of movement, school hygiene, school games and scouting in school practices. Today, when we look from the beginning to the present, we can more clearly distinguish the acceleration it gave to the training of physical education teachers and instructors though to the development of physical culture in Poland.⁷⁰⁹

⁷⁰⁵ Lipoński, op. cit.

⁷⁰⁶ Jurek, Łuczak, Wyszowska, op. cit., pp.: 478-479

⁷⁰⁷ Ibid.

⁷⁰⁸ Ibid.

⁷⁰⁹ Kałamacka, Łuczak, op. cit.

3.4 Physical Education Teacher Training and Institutionalization in Interwar Poland (1918-1939)

The years around 1918 were etched into the memory of Poles. Poland had gained its independence, and Poles were proud, but the country was in ruins. The sorrowful process of rebuilding the country had begun. To achieve this, it was time for spiritual and physical reconstruction and revival. Everything that takes shape today is thanks to the seeds sown a hundred years ago. Józef Piłsudski (1867-1935), regarded as the father of Poland's independence and II Polish Republic (1918-1939), wrote this in December 1918:

*“To be defeated and not submit is victory; to be victorious and rest on one's laurels is defeat. Whoever wants, can, and whoever wants, wins, as long as the will is not a whim or without power.”*⁷¹⁰

Józef Piłsudski was a great advocate of physical culture and a protector of Polish sports and the Olympic movement. His interest in physical education and sports stemmed from his philosophy of action: from his care for the upbringing, physical and moral health of children and youth; from his concern for the good, stability, and defense of the state. He believed, that:

“Without physical education there can be no complete and purposeful educational work - of educating strong and cohesive characters.” He wanted, *“the culture and physical vigor of the young generation find their rational solution in general educational work... The physical education of a person can have no other goal than the use of one's organism, one's physical construction for higher purposes.”*⁷¹¹

Józef Piłsudski placed great importance on the implementation of physical education programs in schools, and not only, physical education for academic youth.



Fig. 154: Józef Piłsudski. From the activities of the Greater Poland Association of Insurgents and Riflemen in 1929/30, [no date] <https://www.wbc.poznan.pl/dlibra/docmetadata?id=331974>

⁷¹⁰ Akademia Wychowania Fizycznego Józefa Piłsudskiego w Warszawie [Józef Piłsudski University of Physical Education in Warsaw]. (2019). Film z okazji Jubileuszu 90-lecia Akademii Wychowania Fizycznego Józefa Piłsudskiego zatytułowany „Różne pokolenia, ta sama pasja” [A film for the 90th anniversary of the Józef Piłsudski University of Physical Education titled "Different Generations, the Same Passion"]. Retrieved May 2, 2023, from <https://www.awf.edu.pl/uczelnia/o-nas/jubileusz-90-lecia/film> and; <https://youtu.be/waXXFeV2k7c>

⁷¹¹ Hądzelek, K. & Bujalska, E. (2019). Marszałek Józef Piłsudski Fundator i Patron Centralnego Instytutu Wychowania Fizycznego Akademii Wychowania Fizycznego w Warszawie [Marshal Józef Piłsudski, Founder and Patron of the Central Institute of Physical Education, Academy of Physical Education in Warsaw] (1867–1935). *Newsletter Jubileuszowy, 90 lat AWF Warszawa. Nr.1.*, p.4. Retrieved May 24, 2024, from https://www.awf.edu.pl/uczelnia/o-nas/jubileusz-90-lecia/pliki/90-lat-AWF-1_2019.pdf

Following the Marshal's inspiration, a Commission was established for the Organization of Physical Education in Higher Education. He wanted the direct continuation of physical education from secondary schools to higher education institutions. He said, *“What I mean is, it's about extending the results achieved in high school so that they can also be achieved at university.”* He also paid particular attention to the education of physical education teachers and instructors of sports, noting that they are the main link and factor in the promotion and development of physical culture in Poland.⁷¹²

Thanks to the collective effort of all citizens, the Polish economy, culture, and science were rising again. As such significant steps were being taken for the country, the idea emerged that physical culture; physical education and sports also deserved their rightful place on the map of the II Polish Republic. Stations, pitches, and gymnastics halls were built to help educate future generations in the spirit of healthy competition and Olympic values.⁷¹³

By the 1920s, socio-cultural and political changes began to be strongly felt in Poland. It was no easy task to rebuild the country over the devastation left by World War I; different challenges had to be faced as it sought to establish itself as a modern nation. World War I showed once again that a strong nation required strong individuals, and this strength was not only a matter of mind but also necessitated a robust body. With this motivation, the government tried to prioritize physical culture; physical education and sports to increase national physical activity, and to raise fit individuals, and cultivate individuals who could form a strong army.

During the interwar period, ideas of institutionalization in the field of physical education and sports education began to gain momentum. These ideas were certainly not new. Perhaps the original concept could be traced back to Wenanty Piasecki's unsuccessful attempts in 1868. Subsequently, Henryk Jordan's initiation of the first physical education teacher training courses at Jagiellonian University in Kraków in 1893 and their transformation into departments in 1913 contributed to this progression. With Eugeniusz Piasecki's establishment of the first Institute of School Hygiene and Theory of Physical Education at the University of Poznań in 1919, it can even be said that institutionalization was put into practice and infrastructure was established. All of

⁷¹² Ibid. pp.: 4-5.

⁷¹³ AWF Warszawa [Józef Piłsudski University of Physical Education in Warsaw]. (2019). op. cit.

these developments helped trigger the government's new ideas for institutionalization in this field and served as a model for future developments.

Although there were restrictions on national freedom, the concept of physical education and the institutions that trained physical education teachers continued to develop. The existence of physical education teacher training organizations before 1914 quickly found a place in the first education curricula offered after World War I in 1918, in early days of Polish independence. This led to the demand for the establishment of physical education departments, faculties in all Polish universities at the *Sejm Nauczycielski* [Teachers' Parliament] in 1919. The Teachers' Council focused on this issue and tried to remove the obstacles that prevented its spread. The employment of graduates from existing physical education teacher training institutions up to that time facilitated the inclusion of compulsory physical education in the curriculum of all types of schools in the early years following Poland's independence.⁷¹⁴

During the interwar period in the 1920s, secondary school students were required to attend two hours of physical education classes per week, involving various physical activities such as exercises with and without equipment, physical games, rowing, tobogganing, swimming, and skating, etc. After independence, many areas were more conducive to development, including physical culture and academic sports, and as a reflection of this, the Central Office of Polish Academic Sports Associations, which was established in 1924, encompassed almost all academic sports centers in the country.⁷¹⁵



Fig. 155: At the first session of the Physical Education Research Council on February 15, 1927, chaired by Marshal Józef Piłsudski.

The Teachers' Parliament, held from April 14th to 17th, 1919, recorded in its conclusions the establishment of a primary institute of physical education in the capital city to train physical education leaders. In December 1924, a bill was passed mandating the universal obligation of physical education for both youth and military training, which resulted in the establishment of the *Centralny Instytut Wychowania Fizycznego – (CIWF)* [Central Institute of Physical Education]. In 1925, the Ministry of Military

⁷¹⁴ Gaj, Hądzelek, op. cit., p. 47.

⁷¹⁵ Ibid. pp.: 112-113.

Affairs presented a proposal to establish the National Institute of Physical Education in Warsaw. At the first session of the Physical Education Research Council, chaired by Marshal Józef Piłsudski on February 15, 1927, Colonel Dr. Władysław Leon Osmolski (1883-1935), who was then the commander of the *Centralna Wojskowa Szkoła Gimnastyki i Sportów w Poznaniu – CWSGiS* [Central Military School of Gymnastics and Sports in Poznań], proposed merging this school with the State Institute of Physical Education in Warsaw to create one university of physical education in Warsaw. The purpose of this school would be to train physical education teachers for both schools and the military which later gave rise to Poland's first specialized higher education institution training physical education teachers for schools, instructors, and coaches.⁷¹⁶



Fig. 156: Władysław Leon Osmolski, Lieutenant Colonel, 1926-1929. Source: The National Digital Archives (NAC).

On January 28, 1927 *Państwowy Urząd Wychowania Fizycznego i Przysposobienia Wojskowego – PUWFiPW* [The State Office of Physical Education and Military Training] was established, on the initiative of Józef Piłsudski. The main objective of the office was to prepare the society for potential military conflict through physical education programs.⁷¹⁷ On November 29th, 1929, the first academic year, 1929/30, was officially inaugurated at the Central Institute of Physical Education with 119 students.

⁷¹⁶ Akademia Wychowania Fizycznego Józefa Piłsudskiego w Warszawie [Józef Piłsudski University of Physical Education in Warsaw]. (n.d.). *Historia Uczelni* [University History]. Retrieved Feb. 18, 2023, from <https://www.awf.edu.pl/uczelnia/o-nas/historia-i-tradycja-awf/powolanie-ciwf> for English version: <https://www.awf.edu.pl/en/university/about-university/history>

Akademia Wychowania Fizycznego Józefa Piłsudskiego w Warszawie [Józef Piłsudski University of Physical Education in Warsaw]. (2009). *Film z okazji Jubileuszu 90-lecia Akademii Wychowania Fizycznego Józefa Piłsudskiego zatytułowany „Różne pokolenia, ta sama pasja”* [A film for the 90th anniversary of the Józef Piłsudski University of Physical Education titled "Different Generations, the Same Passion"]. Retrieved May 2, 2023, from <https://www.awf.edu.pl/uczelnia/o-nas/jubileusz-90-lecia/film> and; <https://youtu.be/waXXFeV2k7c>

⁷¹⁷ *Rozporządzenie Rady Ministrów z dn. 28 stycznia 1927 r. w sprawie utworzenia Państwowego Urzędu Wychowania Fizycznego i Przysposobienia Wojskowego, Rady Naukowej Wychowania Fizycznego, oraz Wojewódzkich, Powiatowych i Miejskich Komitetów Wychowania Fizycznego i Przysposobienia Wojskowego. Monitor Polski nr 26 z dnia 3 lutego 1927 r., poz. 59.* [The Regulation of the Council of Ministers dated January 28, 1927, regarding the establishment of the State Office of Physical Education and Military Training, the Scientific Council of Physical Education, and the Provincial, County, and City Committees of Physical Education and Military Training. Published in "Monitor Polski" No. 26 of February 3, 1927, item 59.]. Retrieved <https://monitorpolski.gov.pl/MP/1927/s/26/59>

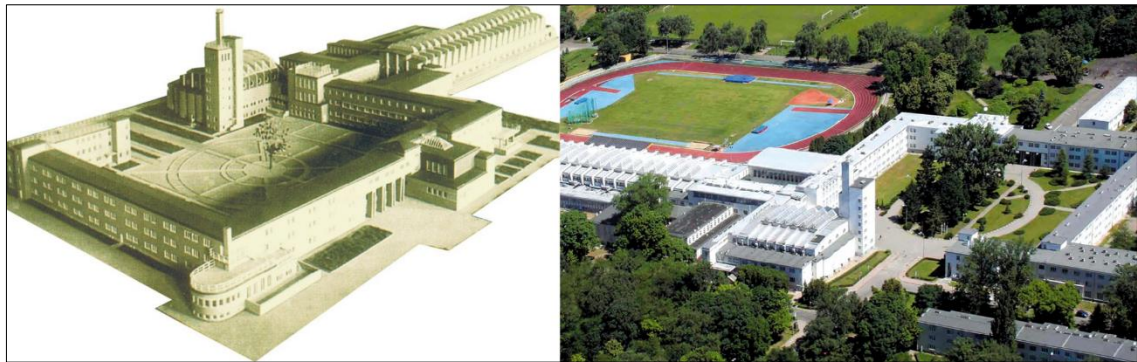


Fig. 157: **Left:** Central Institute of the Józef Piłsudski University of Physical Education in Warsaw (currently AWF Warsaw), designed by Edgar Aleksander Norwerth, 1928. Source: University Archive of the Józef Piłsudski University of Physical Education in Warsaw. **Right:** Aerial (drone-captured) view of the current AWF Warsaw campus. Source: Photo by Zbigniew Dubiel. <https://www.awf.edu.pl/galerie/awf-z-lotu-ptaka>

The Central Institute of Physical Education (CIWF) campus sports facilities and didactic complex in Bielany were designed by Edgar Aleksander Norwerth (1884-1950), a renowned Polish architect and professor at the Warsaw University of Technology. Due to the difficult economic conditions of the country, it was built with the directives of Józef Piłsudski, with minimum expenditure and maximum function. Norwerth was inspired by the *Deutsche Hochschule für Leibesübungen (DHfL)* [German University of Physical Education in Berlin] (today: Humboldt University of Berlin), aiming for a modern, practical design, rather than older European sports schools like *Kungliga Gymnastiska Centralinstitutet, GCI* [Royal Central Gymnastics Institute] in Stockholm, Berlin-Charlottenburg, or Foro Italico (Foro Mussolini) near Rome. The campus syllabus was also modelled on Eugeniusz Piasecki's university concepts from Poznań.⁷¹⁸

⁷¹⁸ Norwerth, E. (1930). *Centralny Instytut Wychowania Fizycznego* [Central Institute of Physical Education in Bielany in Warsaw], "Architektura i Budownictwo" ["Architecture and Construction"], no. 11, pp. 420–429. Gołębiaska K., Ostrowska-Tryzno A., Pawlikowska-Piechotka A. (2020) Establishment and Development of the Józef Piłsudski University of Physical Education in Warsaw Jubilee of the 90th Anniversary, "Sport i Turystyka. Środkowoeuropejskie Czasopismo Naukowe" 2020, t. 3, nr 3, s. 14–15. Retrieved May 25, 2024, from <http://dx.doi.org/10.16926/sit.2020.03.17>

Dorcz, W. (2019). Modernistyczna architektura AWF Warszawa [The modernist architecture of AWF Warsaw]. *Newsletter Jubileuszowy, 90 lat AWF Warszawa. Nr.2.*, p.3. Retrieved May 24, 2024, from https://www.awf.edu.pl/uczelnia/o-nas/jubileusz-90-lecia/pliki/90-lat-AWF-2_2019.pdf



Fig. 158: **Left:** Janusz Kusociński leading in the 4000m race, which he eventually won. Winter Athletics Championships in Warsaw at the Central Institute of Physical Education Hall, January 1939. Source: The National Digital Archives (NAC). **Middle:** Sports hall, 1939. Source: Ibid. NAC. **Right:** Current Janusz Kusociński Hall. Source: Photo by Mariola Godlewska.

From the very beginning of its operation, the Central Institute of Physical Education in Warsaw has focused on research related physical culture, and also on physical activities and physical education and sports training on the Bielany campus. Aligned with the founders' vision, the Institute became a hub for pioneering research projects and the starting point for many of the greatest sports champions of the interwar period. Employees and students of the Central Institute of Physical Education, achieved remarkable success in sports during the interwar period, such as; Kazimierz Laskowski (1899-1961) won a bronze medal in the team sabre event at the 1928 Summer Olympics, Janusz Kusociński (1907-1940) won a gold medal in the 10,000 meters at the 1932 Summer Olympics, Leszek Lubicz-Nycz (1899-1939) won a bronze medal in the team sabre at the 1932 Olympics, alongside Władysław Dobrowolski (1896-1969), who also won bronze in the team sabre at the same Olympics. Additionally, rowers Jerzy Ustupski (1911-2004) and Roger Verey (1912-2000) won a bronze medal in the double sculls competition at the 1936 Summer Olympics.⁷¹⁹

The *Centralny Instytut Wychowania Fizycznego – (CIWF)* [Central Institute of Physical Education] in Warsaw was established through the efforts of various activists, including Władysław Osmolski, the designer, organizer and first director who played a crucial role in the formation of this independent university for physical education in the 1920s.⁷²⁰ The CIWF inherited the ideals of the Helena Kuczalska-Prawdżic (1854-1927) School of Swedish Gymnastics and Massage (1906-1914), and instructor courses conducted by Władysław Ryszard Kozłowski (1866-1915) in the *Ogrody Gier i Zabaw*

⁷¹⁹ AWF Warszawa [Józef Piłsudski University of Physical Education in Warsaw]. (2019). op. cit.

⁷²⁰ Hądzelek, K. (2002). *Władysława Osmolskiego Koncepcje Kształcenia Nauczycieli Wychowania Fizycznego*, [Władysław Osmolski Concepts of Physical Education Teacher Education]. *Polska Kultura Fizyczna w Czasach Zaborów i Drugiej Rzeczypospolitej, Akademia Wychowania Fizycznego im. Bronisława Czecha w Krakowie*, Pod Redakcją: Ryszarda Wasztyła, Zeszyty Naukowe Nr 85, s. 183-188.

Ruchowych im. Wilhelma Ellisa Raua [Games and Movement Gardens named after Wilhelma Ellisa Raua], the Annual State Physical Education Courses (1920-1925), the State Institute of Physical Education in Warsaw (1925-1929),⁷²¹ and the Central Military School of Gymnastics and Sports in Poznań (1921-1929).⁷²² In these institutions and under the influence of the experience of courses for candidates for gymnastics teachers organized by the "Sokół" Gymnastic Society, and above all, the activities of courses at the Jagiellonian University organized since 1895 by Prof. Henryk Jordan, ideas were born and a group of teachers and doctors was formed who, out of concern for the health and physical development of the young Polish generation, already before 1914 - and intensified in Reborn Poland - their efforts to establish a university of physical education in Warsaw. Dr. Władysław Świątopełk-Zawadzki (1858-1931), the founder and head of the *Państwowego Instytutu Wychowania Fizycznego* [National Institute of Physical Education], came from this group and is symbolized by it.⁷²³



Fig. 159: Helena Kuczalska-Prawdzic a pioneer in women's physical education [Year of Women's Rights] Source: *Zród Ciechociński Gazeta Samorządu Lokalnego*, July 2018, Issue No. 7 (308), ISSN: 1234-155X. p.13. By Aldona Nocna, Photo: Unknown author, undated.

It is important to highlight the contributions of Helena Prawdzic-Kuczalska (1854-1927) to the development of physical education teacher education and physiotherapy in Poland. She was a strong advocate of the Swedish gymnastics system among Polish society. Helena Prawdzic-Kuczalska studied at the *Kunliga Gymnastiska Centralinstitutet, GCI* [Royal Central Gymnastics Institute] in Stockholm from 1889 to 1892. She wanted to learn this method from its roots and famously said, quoting Goethe: "If you want to get to know a poet, get to know his country. So, to get to know Swedish gymnastics, about which I had heard a lot, I went to Stockholm." She also attended Dr. Johan Emil Arvedson's (1862-1937) private Gymnastic Institute in Stockholm for the training of female gymnastics directors, which specialized in pedagogical and

⁷²¹ Adamowicz, E., B. & Dobrowolska, B. (2009). Kształcenia Nauczycieli Wychowania Fizycznego w Latach 1922 – 1932 w Świetle Przepisów Wykonawczych [Physical Education Teacher Education in The Years 1922 - 1932 in the Light of Executive Regulations]. *Polska kultura fizyczna i turystyka w czasach zaborów i II Rzeczypospolitej, Akademia Wychowania Fizycznego im. Bronisława Czecha w Krakowie*, pod redakcją: Dobiesława Dudka, Studia i Monografie Nr 61, s. 397–412., Statut Państwowych Kursów Wychowania Fizycznego, Dziennik Urzędowy MWR i OP 1921, nr 17(60), poz. 175.

⁷²² Pawełek, A. (1929), *Centralna Wojskowa Szkoła Gimnastyki i Sportów w Poznaniu: 1921-1929* [Central Military School of Gymnastics and Sports in Poznań: 1921-1929]. *Główna Księgarnia Wojskowa; Drukarnia Dowództwa Okregu Korpusu Nr. VII, Poznań*, s. 5. Retrieved Feb. 18, 2023, from <https://jbc.bj.uj.edu.pl/dlibra/doccontent?id=843>

⁷²³ Hądzelek, Bujalska, op. cit., p. 6.

therapeutic gymnastics and Swedish massage. After returning to Warsaw in 1892, she founded the Institute of Swedish Gymnastics, Therapeutic Gymnastics, Health, and Massage for Women and Children. This was the first institution of its kind in Poland, operating according to the Swedish gymnastic system. In 1900, Helena Prawdzic-Kuczalska organized the first course for female gymnastics teachers, and in 1906, she established the Helena Kuczalska Warsaw School of Swedish Gymnastics, Therapeutic Gymnastics, Health, and Massage, the first institution in Poland dedicated to training physiotherapists. After 18-month courses, graduates from this school, including some alumni of the Royal Central Gymnastics Institute in Stockholm, most often Swedish women and doctors from Warsaw, worked there as instructors. Stanisław Bartoszewicz, MD, PhD, served as the headmaster, and the teaching staff included prominent figures like Władysław Ryszard Kozłowski (1866-1915), who studied the theory and methodology of physical education in Sweden and Denmark from 1897 to 1903. The school produced a well-prepared group of teachers for Polish private education, with their numbers increasing after the 1905-1906 revolution. Helena Prawdzic-Kuczalska's institution trained the first female Polish physical education teachers and specialists in therapeutic gymnastics and massage. During the 9 years of the school's existence (1906-1915), 100 people graduated from it—85 women and 15 men. There were two main fields of study to choose from: educational gymnastics, which graduates could teach at schools, and therapeutic gymnastics and massage, after which they could work in hospitals and spa physiotherapy departments. Dr. Roman Skowroński (1862–1923) spent a four-month internship in Stockholm together with Helena Kuczalska. He was interested in mechanotherapy. In 1893, he created the Mechanotherapeutic Institute in Warsaw, equipped with Dr. Gustav Zander's (1835-1920) apparatus. In addition, Helena Prawdzic-Kuczalska founded the first independent women's sports organization in Poland and became an active advocate of women's participation in sports and women's rights, becoming an inspiration especially for future generations of Polish women.⁷²⁴

⁷²⁴ Wroczyński, R. (2003). *Powszechne Dzieje Wychowania Fizycznego i Sportu* [General History of Physical Education and Sport]. Wrocław.

Wilk, S. (1985). *Historia rehabilitacji: skrypt dla studentów Wydziału Rehabilitacji Ruchowej*, [History of rehabilitation: script for students of the Faculty of Physical Rehabilitation]. AWF, Warszawa.

Cenar, E. (1898). *Rozwój gimnastyki szwedzkiej*, „Przewodnik Gimnastyczny Sokół” [Development of Swedish gymnastics, “Sokół Gymnastics Guide”], nr 6, p. 67–69

Hartelius T., J. (1868). *Gymnastiken såsom en national-angelägenhet*, „Svenska Familj-Journalen”, [Gymnastics as a national issue, “Swedish Family Journal”], p. 340–344.

In 1930, a new 6-year secondary school program was introduced, which included two hours of compulsory physical education classes per week, with 10 minutes of daily gymnastics and two hours of educational, fun and movement-required games. In contrast, university students were not required to participate in physical education during the interwar period, despite being an important social group. The country had five state universities (Kraków, Lviv, Warsaw, Poznań, Vilnius), one private university (Catholic University of Lublin), two Polytechnics in Lviv and Warsaw, and other universities, including military and private institutions. In 1935, standardization of study periods, teaching programs and qualifications of graduates took place in all three institutions (Kraków, Poznań, Warsaw). But, in 1938, physical education became a compulsory requirement for first-year university students, and optional physical education classes were also available.⁷²⁵

Since its establishment in the 1929/30 academic year, The Central Institute of Physical Education (*CIWF*) focused on scientific research in the field of physical education and sports, physical education teacher education and training good athletes and even champions. It became a well-respected sports school, a place for hosting competitions, trainings and preparations for major sports events, including the Olympic Games. In 1935, the Institute (*CIWF*) renamed to the *Centralny Instytut Wychowania Fizycznego im. Pierwszego Marszałka Polski Józefa Piłsudskiego* [Central Institute of Physical Education of the First Marshal of Poland Józef Piłsudski] in commemoration of his legacy. In 1936, the *Ministerstwa Spraw Wojskowych* [Ministry of Military Affairs] and the *Ministerstwa Wyznań Religijnych i Oświecenia Publicznego* [Ministry of Religious Denominations and Public Enlightenment] studies were extended to three years, graduates receive qualifications appropriate for university studies. In 1938, the Institute (*CIWF*) was transformed into a military academic school and renamed the *Akademia Wychowania Fizycznego Józefa Piłsudskiego* [University of Physical Education of Józef Piłsudski], which it is known as to this day. The next step in the development of the University of Physical Education of Józef Piłsudski was the

Rams, A. (2020). *Szwedzki model rehabilitacji – Per Henrik Ling i jego dziedzictwo* [The Swedish model of rehabilitation – Per Henrik Ling and his legacy]. [Doctoral dissertation, University School of Physical Education in Kraków]. Retrieved May 14, 2024, from https://bip.awf.krakow.pl/attachments/article/1387/PRACA%20DOKTORSKA%202020_Agnieszka_Rams.pdf
Magazyn - Głos Fizjoterapeuty [Magazine - The Voice of the Physiotherapist]. (2023.12.8). *Helena Kuczalska – pierwsza dama polskiej fizjoterapii*. [Helena Kuczalska – the first lady of Polish physiotherapy]. By.: Beata Czarnańska, Beata Skolik, Sławomir Jandziś, Mariusz Mięka. Retrieved May 14, 2024, from <https://glosfizjoterapeuty.pl/2023/12/helena-kuczalska-pierwsza-dama-polskiej-fizjoterapii/>

⁷²⁵ Gaj, Hądzelek, op. cit., p. 47.

granting of the university in April 1939 the right to award the degree of Master of Physical Education to its students. At that time, nearly 250 students were studying at the Academy, preparing to begin the tenth jubilee academic year, which was interrupted by the outbreak of the war. During World War II, from 1939 to 1945, the university's activities were suspended, the facilities, laboratories, book collections, and sports equipment at the Universities were destroyed. New sports equipment has been created at the Academy. The German Luftwaffe was stationed on the University premises. Employees and students of the Academy fought on all fronts of the war, and many of them lost their lives while protecting their homeland. They died as soldiers and victims of German and Soviet camps. Among those who died were people of great merit for Polish sport: Olympians such as Józef Baran-Bilewski (1899-1940), Bronisław Czech (1908-1944), Leszek Lubicz-Nycz (1899-1949), Janusz Kusociński (1907-1940), Eugeniusz Lokajski (1908-1944).⁷²⁶

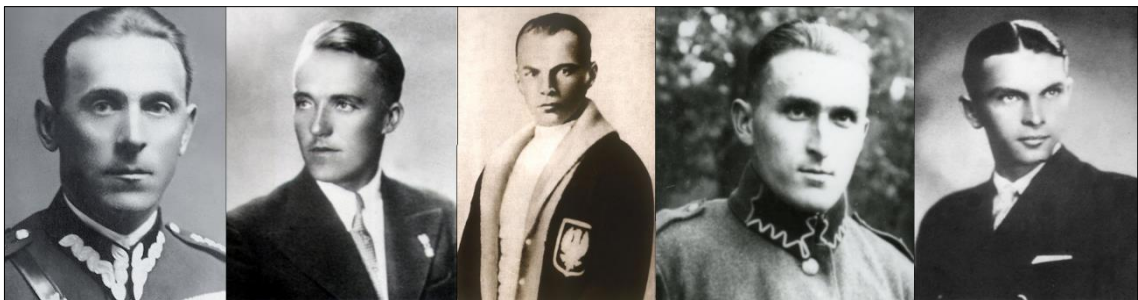


Fig. 160: Polish sports heroes and Olympians from CIWF-AWF Warsaw, from left to right: Józef Baran-Bilewski (1899-1940), Bronisław Czech (1908-1944), Leszek Lubicz-Nycz (1899-1939), Janusz Kusociński (1907-1940), Eugeniusz Lokajski (1908-1944), who bravely fought and died during WWII. Source: <https://www.awf.edu.pl/uczelnia/o-nas/historia-i-tradycja-awf/powolanie-ciwf>

After the war, reconstruction of the University began quickly. University turned into a civil public academic institution and was renamed the *Akademia Wychowania Fizycznego im. gen. broni Karola Świerczewskiego* [University of Physical Education named after General Karol Świerczewski (1897-1947)] continued under this name during the communist period (1949–1990). In 1959, the University became the first institution in Poland to receive the right to award the academic degree of doctor (PhD) of Physical Education and a higher degree - *habilitowanego docenta* [Associate Professor]. Since 1992, the academic degrees of Doctor and Doctor Habilitatus have

⁷²⁶ Józef Piłsudski University of Physical Education in Warsaw. (n.d.). *University History*. Retrieved Feb. 18, 2023, from <https://www.awf.edu.pl/uczelnia/o-nas/historia-i-tradycja-awf/powolanie-ciwf> for English version: <https://www.awf.edu.pl/en/university/about-university/history>
AWF Warszawa [Józef Piłsudski University of Physical Education in Warsaw]. (2019). op. cit.

been renamed to Doctor of Physical Culture Sciences and Doctor Habilitatus of Physical Culture Sciences. In 2018, Physical Culture Sciences were classified within Medical Sciences and Health Sciences. As a consequence of the Act, the name of the scientific degrees of doctor and habilitated doctor and the scientific title of professor is: medical sciences, health sciences in the discipline of physical culture science. At the request of the AWF community, on June 8, 1990, the Sejm of the Republic of Poland re-established the name of the University to its 1938 version: *Akademia Wychowania Fizycznego Józefa Piłsudskiego w Warszawie* [Józef Piłsudski University of Physical Education in Warsaw], under which it continues to operate today.⁷²⁷

3.5 Physical Education Teacher Training in Poland: From World War II to the Present

After World War II, the field of Physical Education in Poland experienced a period of dynamic growth in university studies. The pre-war assumptions, theory and methods for Physical Education Teacher Education in Poland were interrupted by the war, and post-war reconstruction efforts had to be undertaken almost anew due to war damage, a shortage of qualified academic staff, and most importantly, a change of political system. This process involved reactivating the Physical Education Department at the Jagiellonian University in Kraków and the Poznań University School of Physical Education, resuming activities at the University of Physical Education in Warsaw, and establishing the *Studium Wychowania Fizycznego (SWF)* the Department of Physical Education at the *Wydziale Lekarskim Uniwersytetu i Politechniki we Wrocławiu* [Faculty of Medicine of the University and Technical University of Wrocław]. On October 29, 1946, a one-year physical education course for teachers was opened. On July 5, 1950, by regulation of the Council of Ministers transformed the Physical Education Departments at the Medical Academies in Kraków, Poznań, Wrocław into the *Wyższe Szkoły Wychowania Fizycznego (WSWF)* [Higher Schools of Physical Education]. In 1950, the former Physical Education Studies in Wrocław became an independent academic institution, with a three-year study program, which was granted the right to confer master's degrees in 1956 and adapted a four-year learning cycle. After more than twenty years, by the decision of the Council of Ministers of December

⁷²⁷ Ibid.

11, 1972, it was transformed into the *Akademię Wychowania Fizycznego we Wrocławiu* [Academy of Physical Education in Wrocław]. Despite these efforts, the results of teaching in these four institutions (in Kraków, Poznań, Warsaw, Wrocław) were not impressive, as only 637 graduates - physical education teachers, of whom over 90% obtained a master's degree in physical education, which fell short of meeting the needs of the rapidly growing country.⁷²⁸

In 1950, by the regulation of the Council of Ministers, the Physical Education Departments in Poland become independent higher education institution subordinated to the *Główny Komitet Kultury Fizycznej (GKKF)* [Main Committee of Physical Culture] assuming responsibility for their supervision, as well as that of the University of Physical Education in Warsaw. This was undoubtedly a step forward in the development of education for physical culture staff in Poland, and it also created prospects for the development of the Physical Education Universities, which has been advancing in all areas since then until now.⁷²⁹ The same year, the Ministry of Education issued an executive order requiring mandatory physical education classes for first- and second-year students. Two years later, in 1952, the Ministry of Science and Higher Education made the decision to establish physical education schools as interfaculty teaching and educational units within universities. This move aimed to provide more specialized physical education training for future teachers and to promote the development of physical education as a discipline.⁷³⁰ However, the number of available academic teachers was very low, and those who were available did not have sufficient qualifications. This presented a problem that needed to be urgently solved. Precautions were tried to be taken through out-of-school studies, and various actions were put into practice, such as eliminating deficiencies and establishing new schools, including physical education departments, institutes, and technical schools in different cities. Over time, these schools evolved into universities or institutions where physical education studies could be carried out. The sweeping expansion of physical education arose from

⁷²⁸ Gaj, op. cit., 40–41.

Akademia Wychowania Fizycznego im. Polskich Olimpijczyków we Wrocławiu [Wrocław University of Health and Sport Sciences] (n.d.). University History: "75 Frames" - A Virtual Exhibition of Archival Photos. Retrieved Feb. 18, 2023, from <https://75lecie.awf.wroc.pl/75-kadrow-wirtualna-wystawa-archiwalnych-zdjec/>

⁷²⁹ Akademia Wychowania Fizycznego im. Bronisława Czecha w Krakowie [University School of Physical Education named after Bronisław Czech in Kraków]. (n.d.). *Historia i tradycja* [History and tradition]. Compiled by: prof. dr hab. Kazimierz Toporowicz. Retrieved May 7, 2022, from <https://www.awf.krakow.pl/onas/historia/4-historia-uczelni>

⁷³⁰ Dziubiński, op. cit., p. 52.

the need to rebuild the physical and biological health of the nation following the devastation of the Nazi occupation. This urgency was further reinforced during the Cold War by the political slogan "*Sprawny do Pracy i Obrony*" [Fit for Work and Defense] which was emphasized the important role of physical education and sport in improving health and to ensure comprehensive physical development of citizens and prepare them for efficient work and defense of the People's Homeland.⁷³¹

At the turn of the 1960s, new schools of higher education were granted university status, and were authorized to confer advanced degrees, including Master's degrees in Physical Education. New organizational units were opened as faculties of functioning earlier universities of Physical Education. The universities and towns where current master's studies in physical education are conducted, as a result of the aforementioned and subsequent decisions, are presented below. The year since master's studies were established is listed.⁷³²

Table 11. The table provides a chronological overview of the establishment of master's studies in physical education at various universities and their branches in Poland:

Year	University Name
1922	Poznań University of Physical Education
1927	University School of Physical Education in Kraków
1939	The Józef Piłsudski Academy of Physical Education in Warsaw
1956	Wrocław University of Health and Sport Sciences
1973	The Jerzy Kukuczka Academy of Physical Education in Katowice
1973	Gdańsk University of Physical Education and Sport
1973	Józef Piłsudski University of Physical Education in Warsaw – Branch campus in Białą-Podlaska
1973	Poznań University of Physical Education – Branch faculty of Physical Education in Gorzów Wielkopolski
1973	University of Szczecin, Institute of Physical Culture Sciences
1992	University of Rzeszów, Medical College, Institute of Physical Culture Sciences
1998	The Opole University of Technology, Faculty of Physical Education and Physiotherapy

In the 1970s, in accordance with the political guidelines of *Komitet Centralny Polskiej Zjednoczonej Partii Robotniczej*, (*KC PZPR*) [the Central Committee of the Polish United Workers' Party] was the communist party which ruled the Polish People's Republic as a one-party state from 1948 to 1989, the number of students of physical

⁷³¹ Toporowicz, (1989), op. cit., pp. 59-60.

⁷³² Lisicki, T. (2004) Education of Physical Education Teachers in Poland. *Pedagogics, Psychology, Medical-Biological Problems of Physical Training and Sports*. Kharkiv, No: 11, p.: 145. Retrieved May 16, 2022, from <https://www.sportpedagogy.org.ua/html/Pedagogy/Pdf2004/PD-2004-11.pdf#page=145>

education was increased, and the existing universities were transformed into physical education academies. Two new physical education schools one in Katowice *Akademia Wychowania Fizycznego im. Jerzego Kukuczki w Katowicach* [Academy of Physical Education named after Jerzy Kukuczka in Katowice] and in Gdańsk *Akademia Wychowania Fizycznego i Sportu im. Jędrzeja Śniadeckiego w Gdańsku* [Academy of Physical Education and Sport named after Jędrzej Śniadecki in Gdańsk] were opened, and branches of *Akademia Wychowania Fizycznego Józefa Piłsudskiego w Warszawie Filia w Białej Podlaskiej* [Józef Piłsudski Academy of Physical Education in Warsaw - Branch in Biała Podlaska] and *Akademia Wychowania Fizycznego im. Eugeniusza Piaseckiego w Poznaniu Filia w Gorzowie Wielkopolskim* [Academy of Physical Education named after Eugeniusz Piasecki in Poznań - Branch in Gorzów Wielkopolski] were established.

This new structuring in universities was accompanied by curriculum changes modeled on the Soviet education system. Although there have been changes, some basic elements from Eugeniusz Piasecki's early vision of training physical education teachers have continued to be preserved. All these updates in the process have enabled the current physical education teacher training systems to take their current form. Elements included:

- The academic character of studies in the field of physical education teacher education in Poland;
- The related autonomization of a new field of knowledge about physical education (science of physical culture) and the formation of independent research staff in this regard;
- The high professional status of a physical education teacher and the equalization of their status with teachers of other specialties, as well as the outlining of a model profile of a physical education teacher;
- The introduction of general physical education and sport for the general public at all universities throughout the country;
- The publication of fundamental works that are still a source of ideological inspiration in the education of physical education staff.⁷³³

⁷³³ Toporowicz, (1989), op. cit., pp. 59-60.

The period of the Second Polish Republic (1918-1939) was a period when modernization increased in the world and concepts such as physical education and sports entered human life more and the need for experts in these concepts increased. Concepts such as physical culture; physical education and sports were becoming more intertwined with health and recreation.⁷³⁴

The 1970s witnessed significant organizational and systemic advancements in physical culture; physical education and sports at the academic (university) level in Poland. Different improvements were made to accelerate these fields, like increasing the number of academic teachers and the time allocated to physical education, requiring students to attend sports camps and increasing tourism and physical recreation opportunities. Educational groups began to be shaped not only by the expectations of the state but also by the expectations and needs of individuals, that is, students, what were also taken into consideration when creating training groups. In schools, educational programs were accordingly shaped and developed, and research was conducted on the physical culture of students and other individuals.⁷³⁵

From 1989 through 1991, Poland engaged in a democratic transition to which put an end to the Polish People's Republic (1947-1989) and led to the foundation of a democratic government after the communist government was dissolved, known as the *III Rzeczpospolita Polska* [Third Polish Republic], following the First (Polish–Lithuanian Commonwealth – 1569-1795) and Second Polish Republic (1918–1939). After ten years of democratic consolidation, Poland joined NATO (The North Atlantic Treaty Organization) in 1999 and the European Union on 1 May 2004.

After the political transformation in 1989, the field of physical culture; physical education and sports education at the higher education level gained significant momentum and experienced significant growth. This development was driven by the complete restructuring and change of the academic framework of the People's Republic of Poland (1947-1989), which included the decentralization of the higher education system and giving autonomy to universities. In addition, the Polish economy which grew fastest compared to other post-Communist countries, had an impact on every field and also led to developments in the field of education. As a result, new opportunities emerged for the training of physical education teachers in higher state (public), private

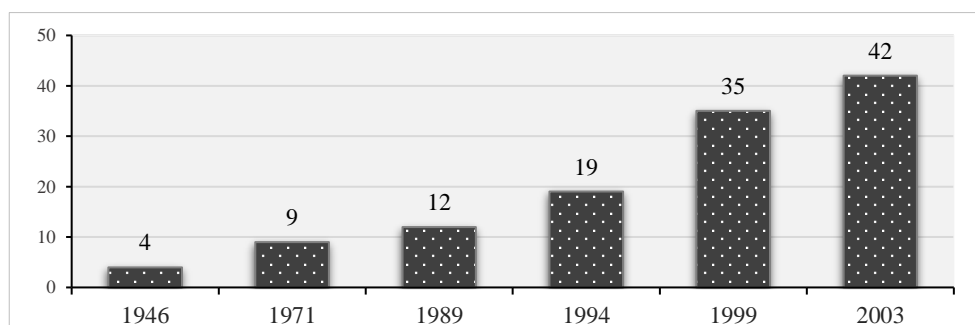
⁷³⁴ Ibid. p. 24.

⁷³⁵ Obodyński, op. cit.
Dziubiński, op. cit., p. 59.

(non-public) and vocational institutions, increasing dissemination of higher education. However, the increase in numbers was not reflected at the same rate as the increase in teaching quality.

With this spread and developments in education, the issue of quality in education has become increasingly controversial. This problem was not unique to Poland; rapid growth inevitably brought some drawbacks. To address these issues, the 'Bologna Process' which was committing themselves to "harmonising the architecture of the European Higher Education system" integrated into the Polish higher education system since 1999. It also needs to be taken into consideration that during those years, the European Union aimed for standardization in every field. Poland's objectives were to enhance the attractiveness of education, adapt it to the European labor market needs and align it with the education systems of other European countries. The Bologna System introduced significant changes, including the implementation of a three-cycle higher education system consisting of bachelor's, master's and doctoral studies, the use of ECTS (European Credit Transfer and Accumulation System) points, and the establishment of quality assurance systems. The European Qualifications Framework (later renamed the National Qualifications Framework in 2004) was implemented to document learning outcomes. The main purpose of these changes was to ensure the comparability and recognition of diplomas across Europe.

Only four organizational units trained future physical education teachers at the university level between 1946 and 1968. By 1971, the number of such units had increased to nine. The decision made at the beginning of the 1990s and formalized in 1996 to increase the number of gym classes per week in schools spurred the dynamic development of university centers for physical education in Poland. Most of the new centers commenced their activities in the 1990s, see below figure:⁷³⁶



⁷³⁶ Lisicki, op. cit., p. 148.

Fig. 161: Number of organizational units in Poland conducting education in physical education for a minimum three-year cycle

According to the *Ministerstwo Edukacji Narodowej i Sportu (MENiS)* [Ministry of State Education and Sport], Physical Education studies are conducted in 42 centers, including 8 non-state universities. These centers offer master's degree programs, higher vocational studies (universities, higher pedagogical schools, technical universities, state vocational schools of higher education, and non-state universities), as well as 3-year teacher training colleges (after high schools). The Academies of Physical Education no longer dominate numerically among the centers that educate Physical Education teachers, although the number of graduates with a Master's degree in Physical Education remains the highest, see below figure:⁷³⁷

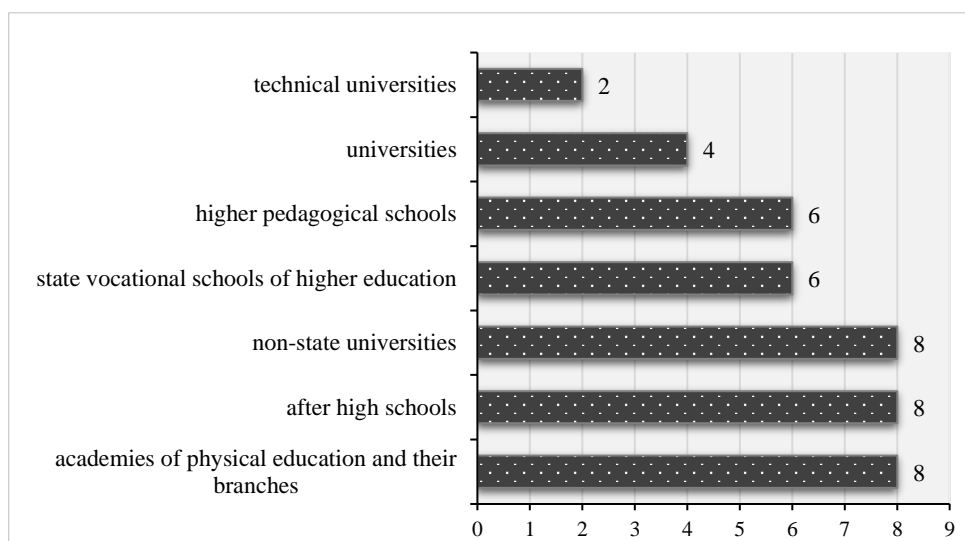


Fig. 162: Distribution of Various Types of Higher Education Institutions Offering Physical Education Programs in Poland during the Academic Year 2003/2004

At six physical education academies (universities), the number of students enrolled in the academic year 2000/2001 was 22,200. By the academic year 2005/2006, this number had increased to 28,200, and in the academic year 2010/2011, it reached 27,600 students.⁷³⁸ As of November 30, 2015, total enrollment stood at 24,727

⁷³⁷ Ibid. p. 149.

⁷³⁸ Główny Urząd Statystyczny [Central Statistical Office in Poland] (2011). *Szkoły wyższe i ich finanse w 2010 roku* [Higher Education Institutions and their Finances in 2010]. Warsaw. Retrieved May 16, 2021, from https://stat.gov.pl/cps/rde/xbcr/gus/e_higher_education_institutions_2010.pdf

individuals, with 12,916 of them being female, accounting for 52.23% of the student body.⁷³⁹

All the Academies (Universities) Physical Education are authorized to confer the degree of Doctor (PhD) in Physical Culture Sciences. Additionally, the Academies of Physical Education in Kraków, Warsaw, Poznań, Wrocław, Katowice and Gdańsk are empowered to grant the higher degree of Assistant Professor of Physical Culture Sciences and have the right to propose candidates for the title of Professor in Physical Culture Sciences.⁷⁴⁰

Table 12. Total academic units offering physical education and student enrollment in physical education programs in Poland, academic year 2022/2023:⁷⁴¹

	Academic Unit	Grand total		First-cycle programmes		Long-cycle programmes		Academic Unit	Second-cycle programmes	
		Students	Graduates	Students	Graduates	Students	Graduates		Total	Students
	Total	1223629	1285803	751645	159619	209289	24165		258155	108821
PE	37	20943	6206	10277	3088	-	-	22	3038	1301

PE = Physical Education

⁷³⁹ Ibid; *Szkoły wyższe i ich finanse w 2015 roku* [Higher Education Institutions and their Finances in 2015]. Retrieved May 16, 2021, from <https://stat.gov.pl/en/topics/education/education/higher-education-institutions-and-their-finances-in-2015,2,9.html>

⁷⁴⁰ Lisicki, op. cit., p. 146.

⁷⁴¹ Główny Urząd Statystyczny [Central Statistical Office in Poland] (2023.10.31). *Szkolnictwo wyższe i jego finanse w 2022 roku* [Higher education and its finances in 2022]. Warsaw. Retrieved May 31, 2024, from <https://stat.gov.pl/en/topics/education/education/higher-education-and-its-finances-in-2022,2,16.html> and for tables in XLSX format: https://stat.gov.pl/download/gfx/portalinformacyjny/en/defaultaktualnosci/3306/2/16/1/tablice_swif_2022.xlsx

Table 13. Students by higher education institutions: six academies (universities) of physical education in Poland, academic year 2022/2023:⁷⁴²

	Grand total	Of whom females	Of grand total number								
			in				first-year students				
			full-time programmes		part-time programmes		total				of whom females
			total	of whom females	total	of whom females	total	in full time programmes			
total	of whom females										
TOTAL	1223629	711584	786245	450954	437384	260630	351310	238420	129615	193038	
AWF Warsaw	4143	1864	3890	1777	253	87	1356	1262	473	504	
AWF Kraków	3711	2270	3619	2237	92	33	995	995	574	574	
AWF Wrocław	2878	1572	2201	1232	677	340	874	677	352	454	
AWF Katowice	2665	1203	2665	1203	-	-	789	789	277	277	
AWF Poznań	2488	1373	2488	1373	-	-	823	823	430	430	
AWF Gdańsk	2122	1037	2065	1021	57	16	864	864	417	417	
AWF's Total	18007	9319	16928	8843	1079	476	5701	5410	2523	2656	

Table 14. Students and graduates of branch campuses of academies (universities) of physical education in Poland, academic year 2022/2023:⁷⁴³

SPECIFICATION o – total s – full-time programmes		Branch campuses				
		number of units	students		graduates	
			total	of whom females	total	of whom females
TOTAL	o	170	69798	43990	15505	10450
Józef Piłsudski University of Physical Education in Warsaw – Branch campus in Biała-Podlaska	o=s	1	1105	424	348	149
Poznań University of Physical Education – Branch faculty of Physical Education in Gorzów Wielkopolski	o=s	1	498	265	106	53

⁷⁴² Ibid.

⁷⁴³ Ibid.

Table 15. Students and Graduates of Academies (Universities) of Physical Education in Poland, Academic Year 2022/2023 (Graduates Who Obtained Diplomas in 2022):⁷⁴⁴

University	Field of Study		Students	Graduates
The Józef Piłsudski Academy of Physical Education in Warsaw	Teaching Physical Education	Total	1427	439
	Teaching Physical Education	first-cycle programme	1017	244
	Teaching Physical Education	second-cycle programme	410	195
University School of Physical Education in Kraków	Teaching Physical Education	Total	997	336
	Teaching Physical Education	first-cycle programme	596	179
	Teaching Physical Education	second-cycle programme	401	157
Wrocław University of Health and Sport Sciences	Teaching Physical Education	Total	678	195
	Teaching Physical Education	first-cycle programme	531	108
	Teaching Physical Education	second-cycle programme	147	87
Gdańsk University of Physical Education and Sport	Teaching Physical Education	Total	663	250
	Teaching Physical Education	first-cycle programme	438	140
	Teaching Physical Education	second-cycle programme	225	110
Eugeniusz Piasecki University School of Physical Education in Poznań	Teaching Physical Education	Total	498	174
	Teaching Physical Education	first-cycle programme	349	91
	Teaching Physical Education	second-cycle programme	149	83
The Jerzy Kukuczka Academy of Physical Education in Katowice	Teaching Physical Education	Total	-	144
	Teaching Physical Education	first-cycle programme	389	75
	Teaching Physical Education	second-cycle programme	-	69

⁷⁴⁴ Główny Urząd Statystyczny [Central Statistical Office in Poland] (2023.10.31). *Szkolnictwo wyższe w roku akademickim 2022/2023 (wyniki wstępne)* [Higher education in the 2022/23 academic year – preliminary data]. Warsaw. Retrieved May 31, 2024, from <https://stat.gov.pl/en/topics/education/education/higher-education-in-the-202223-academic-year-preliminary-data,10,9.html> and for tables in XLSX format: https://stat.gov.pl/download/gfx/portalinformacyjny/en/defaultaktualnosci/3306/10/9/1/higher_education_in_the_2022-2023_academic_year_-_preliminary_data_tables_and_chart.xlsx

CHAPTER IV

The Evolution of Physical Education Teacher Training in Higher Education: A Comparative Analysis of Türkiye and Poland

The Renaissance and Reform Movements (15th and 16th centuries), the Enlightenment Era (17th and the 18th centuries), the Industrial Revolution (circa 1760 – circa 1840), the French Revolution (1789 to 1799), and the educational reformers known as philanthropes in Germany (19th century), all had significant impacts and paved the way for the development of modern sports and physical education in Europe.

At the beginning of the nineteenth century, three basic concepts of school physical education emerged and developed (German Turnen, Lingian ‘Swedish’ gymnastics, and English games and Sports). And at the beginning of the twentieth century, those traditional concepts of German and Swedish gymnastics movements were revived and developed through a variety of other national initiatives in some European countries. Each European country developed its own set of pedagogical approaches, teaching methodologies, and exercises. In many European countries there existed a unique combination of assimilated concepts from abroad, which were partly modified, focused and supplemented by some national inputs of teaching techniques, theory and methods, and exercises. The most popular 'national blended' concepts developed in the periods immediately before and after World War I,⁷⁴⁵ and continued until the end of the Second World War.⁷⁴⁶

Türkiye and Poland were also affected by all these developments and movements. Gymnastics based physical education concepts gained considerable significance in physical education due to various reasons including military, paramilitary, health, and pedagogical considerations. The pioneers of these concepts, the theories and methods they employed, their manifestations, their efforts to take root, and their institutional structure and dissemination processes showed similarities and

⁷⁴⁵ Naul, op. cit.

⁷⁴⁶ Demirhan, G., & Bulca, Y. (2015). Physical Education in Higher Education. *Sports Science and Physical Education* – Vol. I. Edited by Luminita Georgescu. EOLSS Publishers Co Ltd. Retrieved Nov. 7, 2022, from <https://www.eolss.net/Sample-Chapters/C03/E1-12-89-09.pdf>

Sturzebecker, RL. (1973). *Physical education in Russia. Physical education around the world* (Ed. Ainsworth, D.S.). PH: Epsilon Kapa Fraternity, no: 5, pp.69-82. “This book suggests a new PETE approach in European Countries.”

Wade, MG. (1969). *Teacher education in England-Canada-USA. Physical education around the world.* (Ed. Ainsworth, D.S.). PH: Epsilon Kapa Fraternity, no:3, pp.46-51. “This book gives an information about physical education in the world.”

differences in comparison to other European countries. The integration processes of these concepts into the education systems of Türkiye and Poland displayed both similarities and differences to those of other European countries.

4.1 A Comparative Analysis of Physical Education Teacher Training in Higher Education of Türkiye and Poland: Early Attempts, Historical Development, and Pedagogical Perspectives

Türkiye:

The Ottoman Empire, which had been isolated from the world for two centuries until the Tanzimat (reorganization, reform) of 1839, began to embrace modern physical education and sports in the late 19th century through its schools, which acted as windows to the West. The modernization of physical education and sports education in Türkiye began in the early 1860s with the employment of American teachers at Robert College, and continued at the end of the decade with the hiring of mostly French instructors at Lycée de Galatasaray. Physical activities were first introduced at Robert College and later made compulsory under the name of 'gymnastics' in the curriculum of Galatasaray in 1868, excluding military schools. This was a significant development in the advancement of physical education and sports in Türkiye. The implementation of physical education in universities began in the 1930s, following Atatürk's education reforms. Gazi University was among the institutions that integrated physical education into their academic curriculum during this time.

Poland:

Polish physical education traditions have their roots in the Renaissance, with the musings of Polish thinkers serving as the foundation for the contemporary theory and practice of physical education. These developments were further propelled by decisions made by the National Education Commission and a distinguished group of educators and doctors subscribing to Enlightenment and Positivist schools of thought. Their objective was to establish an educative-health pattern of physical activity for the young generation that was free from Poland's partitions.⁷⁴⁷ The Jagiellonian University is acknowledged as the first Polish institution to implement the Commission of National Education's guidelines on physical education and sports for young people in the 1770s.

⁷⁴⁷ Kaźmierczak, op. cit., p. 409.

The academic roots of physical education traditions in Poland can be traced back to the 1820s, when educators and medical practitioners, notably at Jagiellonian University, played a pivotal role in establishing the groundwork for contemporary physical education theory and practice.

Similarities (≈)

- ≈ Both Türkiye and Poland have similarities in their approach to physical education teacher training, specifically in their use of foreign coaches and instructors to introduce Western European sports and physical activities, such as gymnastics, to their secondary schools. These sports and physical activities were subsequently incorporated into the education systems as part of physical education programs.
- ≈ Both Türkiye and Poland have similarities in how they developed their physical education programs. They both mainly revived and adapted traditional concepts of German and Swedish gymnastics movements and blended them with national teaching techniques, theory, and methods. This combination of assimilated foreign concepts and national inputs resulted in the development of unique pedagogical approaches and exercise programs that were popular in both countries during the periods before and after World War I and continued until the end of the Second World War.

Differences (≠)

- ≠ In the early advancement of integrating physical activity into higher education in Europe, Poland took the lead by establishing physical education classes for university students in the 1820s, as well as introducing a 2-year scientific course in 1895 for candidates training as teachers of gymnastics in secondary schools and teacher training colleges at the university. In contrast, Türkiye lagged behind and did not establish similar programs until the 1914/6 when *Dârümuallimîn* (the male Teachers' Training School) opened course and 1930s when Gazi University was founded. It is important to note that Istanbul University (formerly known as *Dârülfünûn*), which dates back to 1453, did not have a formal curriculum for physical education. It is also worth noting that the acceptance of physical education as a science was evident much earlier in Poland than in Türkiye, as demonstrated by the

establishment of the scientific courses and departments for candidates training as teachers of physical education at the university.

- ≠ In the mid-19th century, the Türkiye was subject to the influence of France, while later in the late 19th century, it came under the influence of Germany. One of the notable manifestations of this influence was the introduction of Jahn-Amorós gymnastics, primarily for military and paramilitary purposes, which were eventually integrated into the educational system as part of physical education programs. In contrast, Poland did not witness the same level of implementation of Jahn-Amorós gymnastics as seen in Türkiye.
- ≠ The Sokol movement had a notable impact on physical education and sports in Poland, whereas Türkiye did not experience the influence of Sokol.

4.1.1 A Comparative Analysis of Physical Education Teacher Training in Higher Education of Türkiye and Poland: Pioneers and their Pedagogical Concepts with Nationalization, and Institutionalization

Türkiye:

Foreign sports instructors, such as M. Curel, M. Moiroux, Signor Martinetti, and Stangali, who were employed at Galatasaray Imperial High School, played a significant role in introducing and developing modern physical education and sports in Türkiye. Their contributions resulted in prompt results, and key figures like Faik Üstünidman and Selim Sırrı Tarcan emerged, leaving a lasting impact on the history of Turkish physical education and sports. These instructors had diverse educational and professional backgrounds, which were reflected in the various concepts, theories, and methods they introduced. Amorós and Jahn, two distinct gymnastic concepts, were uniquely integrated and transmitted to the Ottoman Empire in the late 19th century by these educators. Initially, Selim Sırrı Tarcan was exposed to Jahn-Amorós gymnastics, but later continued with German gymnastics. However, based on his extensive experience, he ultimately concluded that Swedish gymnastics would be the most suitable option for the country. Later on, Selim Sırrı Tarcan played a pivotal role in institutionalizing teacher training schools for physical education and sports and was instrumental in their implementation. He worked tirelessly towards the recognition of physical education as a science and pushed for its inclusion in university curricula.

Poland:

Wenanty Piasecki, widely regarded as one of the first comprehensively educated physical education teachers in Poland, is recognized as a pioneering figure who laid the groundwork for the introduction of Physical Education Teacher Education in higher education institutions in the country. However, it was Henryk Jordan who made the first serious scientific strides towards this objective, by organizing the initial university-level education program for physical education teachers in Poland, at Jagiellonian University in Kraków in 1895. Jordan's remarkable efforts had a long-lasting impact on the field, elevating the quality of Physical Education Teacher Education programs in the country. His legacy continues to resonate in the contemporary Physical Education Teacher Education landscape in Poland. The establishment of the Poznań University School of Physical Education as the second higher education institution in Poland specializing in this field was a significant step forward. Eugeniusz Piasecki, an instrumental figure, played a critical role in advancing the education of physical education teachers in Poland. He meticulously devised a comprehensive program for physical education teacher education, which amalgamated domestic and foreign practices. Furthermore, Piasecki strongly advocated for the integration of physical education into university curricula.

Similarities (≈)

≈ Both Türkiye and Poland had prominent individuals who made significant contributions to the development of physical education teacher training in their respective countries. In Türkiye, Faik Üstünidman and Selim Sırrı Tarcan were among the pioneers who spearheaded the development of physical education teacher education. Faik Üstünidman dedicated his life to instilling a love for gymnastics and sports in young people, while Selim Sırrı Tarcan actively wrote and spoke out for the recognition of physical education as a science and its inclusion in university curricula. Similarly, in Poland, Wenanty Piasecki, Henryk Jordan, and Eugeniusz Piasecki played pivotal roles in formulating a comprehensive program for Physical Education Teacher Education that combined both domestic and foreign practices.

≈ Selim Sırrı Tarcan and Eugeniusz Piasecki shared similar pedagogical concepts. Both of them were proponents of the Swedish concept, as mentioned by Selim Sırrı Tarcan in his memoirs where he recounted visiting Poznań in Poland, presumably to meet with Eugeniusz Piasecki and engage in observations, consultations, and studies. This indicates that their ideas and approaches towards physical education were aligned, and they may have even collaborated to develop and promote their shared vision for the field.

Differences (≠)

- ≠ While on the other hand the rest of the pioneers had different pedagogical concepts – *From Türkiye, Ali Faik Bey (Üstünidman)*: He is recognized for his distinct integration of two distinct gymnastic concepts, namely Amorós and Jahn. As a strong proponent of the Ottomanization of German gymnastics, he emphasized the significance of physical activity and gymnastics in students' lives. He firmly believed that regular physical activity could not only enhance physical health, but also contribute to mental and spiritual well-being. He also used gymnastics as a tool to strengthen morality.
- *From Poland, Wenanty Piasecki*: His contributions were primarily centered on the popularization of German and Czech forms of gymnastics, which he adapted by emphasizing health, hygiene, and recreational features. Furthermore, he restricted the strength and acrobatic elements of traditional German gymnastics. He also incorporated some elements of Swedish methods for treatment through movement, albeit to a lesser extent. Piasecki's adaptations were specifically tailored to the needs of the educational situation in Polish territories, which demonstrated his ability to innovate and adapt conventional practices to meet distinct local contexts.
- *From Poland, Henryk Jordan*: His legacy in physical education and sports is characterized by his advocacy for promoting physical activity and healthy habits among children through the creation of playgrounds. He prioritized the significance of physical activity for the growth and well-being of students, with a specific emphasis on the psychophysical development of children and adolescents. Additionally, he stressed the health and

educational benefits of games and outdoor activities in non-school environments.

≠ Faik Üstünidman and Selim Sırrı Tarcan came from a paramilitary background, which distinguished them from their Polish counterparts, Wenanty and Eugeniusz Piasecki, and Henryk Jordan. The latter group drew inspiration from scientific sources while tailoring their approaches to the educational needs of their country and further institutionalizing physical education. In contrast, the Turkish pioneers' approach was marked by a strong national identity. However, rather than innovating a unique national approach, they sought to nationalize preexisting practices. To achieve this goal, established gymnastics methods from France, Germany, and Sweden were infused with a nationalized Turkish identity. Similar steps were also taken in the efforts towards institutionalization.

4.1.2 A Comparative Analysis of the Evolution of Physical Education and Sports Education into Higher Education in Türkiye and Poland: Institutionalization to Universityization

Türkiye:

The development of physical education and sports education in Türkiye has undergone institutionalization and universityization over time. It began with the establishment of Selim Sırrı Tarcan's *Terbiye-i Bedeniye Mektebi* [The School of Physical Education] in 1908, followed by an attempt to establish the *Terbiye-i Bedeniye Dârülmüallimîni* [The Physical Education Teachers' School] in 1914. Atatürk's initiatives, including the establishment of a course under Istanbul Çapa Girls Teacher Training School in 1927-1928, the founding of the Physical Education Department at Gazi Education Institute in Ankara in 1932-1933, and the recruitment of foreign instructors from Germany, created a strong foundation for physical education and sports education. During the 1970s, several Youth and Sports Academies were established in Ankara, İstanbul, Manisa, İzmir, and Diyarbakır, which later transformed into higher teacher education schools in 1978-1979. Ege University in İzmir established its School of Physical Education and Sports, and Middle East Technical University (METU) in Ankara opened a department for physical education and sports in the mid-1970s. In 1989, Hacettepe University in Ankara established its Department of Sport Sciences and

Technology, leading to a new era of universityization in 1992. In the academic year of 1995-1996, the Department of Physical Education and Sports Teaching was established at Sakarya University and started its educational activities. Over time, this process led to the establishment of various faculties of physical education and sports sciences throughout the country, with specialized faculties focusing on physical education and sports sciences being created in 2010.

Poland:

Physical education and sports education have a rich history in higher education in Poland, dating back to 1913/14 when the Jagiellonian University in Kraków established a special Department of Physical Education. During the interwar period, the concept of university education in physical education was further developed through the continuation of independent Physical Education Studies programs at Poznań University (from 1919) and Jagiellonian University in Kraków (from 1927), and the establishment of the Central Institute of Physical Education (CIWF) in Warsaw is a significant milestone in this history. After World War II, the communist government nationalized education and created a centralized system of physical education. The Central Institute of Physical Education was renamed the Higher School of Physical Education and, in the 1950s, the first faculties of physical education were established in various universities across the country. In the 1960s, a new physical education system was introduced, emphasizing individual achievement and mass participation in sports. The 1970s saw a significant expansion of higher education in Poland, and new faculties of physical education and sports sciences were established. Following the collapse of communism in Poland in 1989, the field of physical education in higher education experienced substantial growth and development, including the decentralization of the higher education system and the granting of autonomy to universities. Currently, there are more than 40 institutions offering physical education studies in Poland, including eight non-state universities. Six Academies of Physical Education and their two branches are also available for students.

Similarities (≈)

≈ Both Türkiye and Poland have undergone a similar process of institutionalization and universityization in the development of physical

education and sports education in their respective countries. Initially, both countries established private courses, annual state education courses, physical education schools, and recruited foreign instructors to lay a strong foundation for physical education and sports education. Later, several youth and sports academies were established, which eventually transformed into higher education schools. This process eventually led to the establishment of various faculties of physical education and sports sciences throughout the country, with specialized faculties focusing on physical education and sports sciences being created in both countries. This demonstrates a common trend towards institutionalization and universityization in the field of physical education and sports education in both countries.

≈ Both countries have made efforts to advance scientific knowledge in the fields of physical education and sports education, striving to establish them as legitimate scientific disciplines in universities, and they have also recognized the potential practical benefits of these disciplines in terms of raising robust and physically fit generations that can be prepared for potential conflicts. Consequently, they have been careful to avoid neglecting these practical benefits while pursuing their scientific objectives in these fields. In this way, they have kept in mind the potential advantages that physical education and sports can offer, while also prioritizing scientific progress in these areas.

Differences (≠)

≠ Throughout the Atatürk era in Türkiye, education policies were crafted with a determined emphasis on modernization and the assimilation of exemplary educational models from across the globe. Conversely, in both Poland and post-Atatürk Türkiye, the socio-political milieu, characterized by events such as World War II and the emergence of communism, exerted a profound impact on the formulation of education policies. This impact was also felt in the field of physical education and sports education. Conversely, in Poland, the centralized system of physical education introduced during the communist era placed a strong emphasis on mass participation in sports, resulting in the establishment of faculties of physical education and sports

sciences in various universities across the country. Moreover, the decentralization of the higher education system in post-communist Poland also influenced physical education and sports education, as evidenced by the emergence of non-state universities and academies of physical education.

≠ In contrast to Türkiye, where physical education and sports education has been limited to the establishment of departments, schools, and faculties within universities, Poland has developed a more comprehensive approach to the field. Notably, Poland has created six universities (*Academies of Physical Education*) exclusively dedicated to physical education and sports, representing a significant investment in the discipline. Consequently, while Türkiye lacks dedicated universities in this field, Poland has taken a proactive approach to ensure the development and advancement of physical education and sports education through the establishment of specialized institutions.

4.2 A Comparative Analysis of Physical Education and Sports Teacher Education into Higher Education in Türkiye and Poland

Physical Education Teacher Education (PETE) is a crucial component of the education system, as it plays a significant role in preparing qualified teachers who can effectively enhance the quality of physical education in their respective countries. The comparative analysis in this section will focus on the country context, primary and post-primary initial Physical Education Teacher Education, encompassing both entry and selection criteria, program content, and graduating opportunities for Physical Education Teacher Education in Türkiye and Poland. These factors are important to examine, as they have a direct impact on the quality and effectiveness of Physical Education Teacher Education programs and, consequently, on the standard of physical education in these countries. It is worth noting that before we delve into the analysis of these topics, it is essential to provide a brief overview of the current education systems in Türkiye and Poland, along with their historical and traditional contexts related to physical education and sports.

4.2.1 A Comparative Analysis of Physical Education and Sports Teacher Education into Higher Education in Türkiye and Poland: Evolution of General Structure

Türkiye:

In 1981, Türkiye underwent a higher education system reform, centralizing its administration under the Council of Higher Education (CoHE) and designating all institutions of higher education as universities. This led to the expansion of higher education, centralized application, and a central university exam and placement system. A nonprofit foundation university was also established in 1986. The undergraduate teaching programs, including Physical Education and Sports Teaching curriculum, underwent standardized readjustments in 1997, 2006, and 2009. The programs are consistently evaluated and updated to meet changing requirements and demands, with the most recent update occurring in 2018 in alignment with all other undergraduate teacher programs.

Poland:

After the fall of communism in Poland, the country's educational system underwent a series of continuous reforms, with significant changes taking place in 1999, 2009, and 2012. The latest changes from September 2017, which will be fully implemented by 2023, focus on updating the aims of physical education at various stages of education based on the guidelines outlined in the physical education core curriculum. This curriculum serves as a guide for the dissemination of contents at each educational stage, ensuring that the objectives of physical education are met across the education system in Poland. As a result of these reforms, Poland's education system has continued to evolve to meet the changing needs and demands of its students and society.

4.2.1.1 Basic Characteristics of Education System in Türkiye and Poland

Türkiye:

The Turkish education system is a centrally governed, state-controlled entity overseen by the Ministry of National Education (MoNE). It is noteworthy that the national government in Ankara spearheads most of the education policies. The MoNE is entrusted with various responsibilities pertaining to educational administration, ranging

from drafting curricula, coordinating official, private, and voluntary organizations, to constructing schools, designing educational materials, and more. In this system, schools and other local actors have limited autonomy. In 2012, the Turkish government initiated a significant reform in its education system, by extending compulsory education to 12 years, employing a 4+4+4 structure. The revised structure entails four years of primary school (grades 1-4), four years of secondary school (grades 5-8), and four years of high school (grades 9-12). It is noteworthy that early childhood education is mandatory for individuals requiring special education, along with primary and secondary education.

Poland:

The Polish education system is combination of centralized governance (i.e. laws/regulations for which the Minister of Education and the Minister Education and Science is responsible) and decentralized school administration (for which local authorities are responsible). The Polish educational system is characterized by compulsory education, which mandates every child to receive education from the age of 7 until the age of 18. Before starting primary school at the age of 7, 6-year-old children must receive one year of kindergarten education. The obligation to attend an 8-year primary school applies to pupils aged 7-15 years, and a final exam must be taken at the end of the eighth grade. Pupils aged 15-18 are obliged to be in education either in school settings attending secondary school or in non-school settings, such as vocational training offered by employers, which lasts 4 or 5 years. After graduation from secondary school and passing the final exam called the *matura*, students can pursue higher education at a university, college, or other institutions.

Table 16. Comparative Demographics of Türkiye and Poland (2021/2022).⁷⁴⁸

Metric	Türkiye	Poland
Area (2021 census)	783,562 sq. km	312,696 sq. km
Population (2021 census)	84.4 million	38.43 million
Gross Domestic Product (GDP) (nominal) (2021)	819.04 billion USD	679.44 billion USD
Gross Domestic Product (GDP) (per Capita) (2021)	13,341.60 USD	15,850.29 USD
Program for International Student Assessment (PISA) of 15-year-old students (2018)		
- Average Score	462.7 – 42nd	513.0 – 10th
- Average Score of Mathematics	454.0 – 42nd	516.0 – 10th
- Average Score of Science	468.0 – 40th	511.0 – 11th
- Average Score of Reading	466.0 – 39th	512.0 – 10th

Table 17. Comparative Demographic Characteristics of Primary, Lower, and Upper Secondary Schools, and the Number of Students and Teachers in Türkiye and Poland (2021/2022).⁷⁴⁹

Metric	Türkiye	Poland
Primary schools	22.5 thousand	14.1 thousand
Lower Secondary Education schools	18,935	n/a
Upper Secondary Education schools	12,804	6,678
Primary students	5,433,901	3.1 million
Lower Secondary Education students	5,293,067	n/a
Upper Secondary Education students	6,543,599	1.5 million
Primary teachers	310,477	271 thousand
Lower Secondary Education teachers	376,747	n/a
Upper Secondary Education teachers	322,590	116 thousand
Types of primary schools	Public and private	Mainstream and special
Types of post-primary schools	Vocational, Anatolian, science, religious and private	Secondary, technical, vocational, community, and comprehensive

⁷⁴⁸ Türkiye İstatistik Kurumu (TÜİK) [Turkish Statistical Institute]. (n.d.). Retrieved May 5, 2023, from <https://www.tuik.gov.tr/> (2021)
 Główny Urząd Statystyczny (GUS) [Statistics Poland]. (n.d.). Retrieved May 5, 2023, from <http://www.stat.gov.pl> (2021)
 Programme for International Student Assessment (PISA). (n.d.). *PISA 2018 results: PISA 2018 Insights and interpretations by Andreas Schleicher*. Retrieved May 5, 2023, from <https://www.oecd.org/pisa/publications/pisa-2018-results.htm>

⁷⁴⁹ Millî Eğitim İstatistikleri Örgün Eğitim [National Education Statistics Formal Education] 2021/22. Resmi İstatistik Programı Yayını, T.C. Millî Eğitim Bakanlığı. Retrieved May 5, 2023, from http://sgb.meb.gov.tr/meb_iys_dosyalar/2022_09/15142558_meb_istatistikleri_organ_egitim_2021_2022.pdf
 Główny Urząd Statystyczny (GUS) [Statistics Poland]. (n.d.). *Education in the 2021/2022 school year*. Retrieved May 5, 2023, from <https://stat.gov.pl/en/topics/education/education/education-in-the-20212022-school-year,1,18.html>

4.3 A Comparative Analysis of Physical Education and Sports Teacher Education in Higher Education: An Analysis of Physical Education and Sports in Elementary, Middle, and High Schools in Türkiye and Poland

4.3.1 An Analysis of Physical Education and Sports in Elementary Schools in Türkiye and Poland

Türkiye:

In Türkiye, the primary school curriculum incorporates a distinctive lesson called 'Game and Physical Activities' which was introduced in the 2012-2013, delivered by class teachers, rather than by PE instructors. Children aged 5.5 years start grade 1, with 5 weekly hours allocated for grades 1-3 and 2 weekly hours for grade 4, as mandated by the MoNE. Objectives include developing movement competence, promoting active and healthy living, and fostering autonomy and social thinking skills.

Poland:

In Poland, early childhood education comprises grades 1-3 and is for children aged 7-9 years. It is delivered by a main teacher or other teachers with a degree in pedagogics specializing in early childhood education. Physical education classes may also be delivered by a PE teacher, at the school principal's discretion. These classes are held for three 45-minute periods per week, and the curriculum covers fundamental skills such as personal hygiene, health, physical fitness, leisure, and sports activities.

4.3.2 An Analysis of Physical Education and Sports in Middle Schools in Türkiye and Poland

Türkiye:

In Türkiye, middle school students aged 10-14 in grades 5-8 attend physical education classes, which are taught by qualified physical education specialists. These classes are held for a total of 2 hours per week, with each session lasting 40 minutes. In addition to regular physical education classes, students can opt for a 2 hours elective sport and physical activities course. The curriculum is designed to encompass six strands, which include cycling, basketball, tennis, swimming, track and field, as well as archery.

Poland:

In Poland, physical education classes in the second level of primary education (grades 4-8, ages 10-14) are taught by qualified physical education teachers, with a total of four 45-minute classes allocated per week. The curriculum in the second level is organized into four units, namely physical development and fitness, physical activity (covering team games, athletics, gymnastics, dance, outdoor and adventure activities), safety in physical activity, and health education.

4.3.3 An Analysis of Physical Education and Sports in High Schools in Türkiye and Poland**Türkiye:**

In Türkiye, the delivery of high school physical education classes is the responsibility of qualified physical education specialists. The time allocated for physical education is 80 minutes per week, divided into two 40-minute sessions, for students in grades 9-12 (15-18 years). The curriculum includes six strands: individual sports, team sports, net and racket sports, outdoor sports, intelligent games, and dance. High school students are expected to comprehend the importance of physical education, develop a sports consciousness, effectively engage in physical activities during leisure time, collaborate in sports competitions, and adopt a healthy and active lifestyle.

Poland:

In Poland, qualified physical education teachers who hold a Master's degree are responsible for delivering high school physical education classes. The time allocated for physical education is three 45-minute classes per week. Two models are available for delivering classes: 1 + 2, which includes one class per week strictly following the core curriculum and two classes chosen by students, or 2 + 1, which includes two classes per week following the core curriculum and one class chosen by students. There are four units in the core curriculum: physical development and fitness, physical activity (team games, athletics, gymnastics, dance, outdoor and adventure, health-related activity), safety in physical activity and health education.

4.4 A Comparative Study of Post-Primary Initial Physical Education and Sports Teacher Education in Higher Education: An Analysis of Entry and Selection Processes, and Graduating Pathways in Türkiye and Poland

Türkiye:

In Türkiye, there is a significant number of public (80) and private (13) universities that offer programs in Physical Education Sport Education in 2020. These programs are offered through the Faculty of Sport Sciences offers a range of programs, including PES teaching, coaching, sports management, and recreation departments, as well as sports sciences, exercise and sports education for disabled people, and exercise and sports sciences departments in some universities. All institutions that provide undergraduate education (4-year) offer the same program. Moreover, students pursuing Physical Education Teacher Education have the option to obtain a Pedagogical Formation Certificate as an alternative. Students from various sports sciences fields, including sport management, coaching education, and recreation, are eligible to become PES teachers upon completing a 25-credit and 1-year education program. Pedagogical education is provided by educational faculties.

Poland:

In Poland, there are six universities/academies with a Physical Education and Sports profiled, namely Kraków, Warsaw, Poznań, Wrocław, Katowice, and Gdansk, as well as their two branches. These institutions are authorized to provide training for physical education teachers who deliver classes at all educational levels, including primary education. As of 2016, there were 46 higher education institutions in Poland offering 3-year undergraduate programs in physical education to train physical education teachers for primary schools. To teach physical education across different school levels, students are required to complete an additional 2-year master's degree program offered at one of the six University Schools of Physical Education. Non-PE teachers who hold a diploma certifying "pedagogical qualifications," obtained through a course of at least 270 hours, connected with education, or a school placement of at least 150 hours, are eligible to become PE teachers.

4.4.1 An Analysis of Post-Primary Initial Physical Education and Sports Teacher Education in Higher Education: Entry and Selection Processes in Türkiye and Poland

Türkiye:

In Türkiye, admission to undergraduate programs is based on a central exam administered by the Measuring, Selection and Placement Center (ÖSYM). Candidates for the physical education teaching program must obtain a university-specified minimum score, while some universities have additional entrance requirements such as aptitude or athletic background scores. Physical aptitude tests in university admissions can vary between institutions. These tests typically assess both individual abilities such as running and coordination, as well as team and sport-specific skills. Universities announce their admission quotas and examination types annually. Note that privileged priorities are given to national athletes.

Poland:

In Poland, recruitment criteria for higher education is typically institution-specific. For 3-year undergraduate studies in physical education, the predominant selection criterion at many institutions is the post-primary education state exam. Conversely, for early childhood education studies, this is the sole determinant. Some universities require passing a physical competency test, including mandatory swimming, and specific sports disciplines, such as gymnastics, athletics, and team sports. Meanwhile, for 2-year master's programs, candidates are evaluated through a general knowledge theoretical exam based on the undergraduate physical education studies curriculum, scored 0-30 points. Athletic candidates with certified sport classes get priority.

4.4.2 An Analysis of Post-Primary Initial Physical Education and Sports Teacher Education in Higher Education: Graduating Pathways in Türkiye and Poland

Türkiye:

In Türkiye, pre-service primary teachers are eligible to work as primary teachers in both private and state schools upon graduation. Private schools select their teachers via interviews, while state schools utilize the Public Personnel Selection Examination

(*KPSS*) to select qualified candidates. The *KPSS* includes testing on various subject such as Turkish, mathematics, history, geography, civics, as well as general cultural, and current socio-economic issues related to Türkiye and the world, along with pedagogical and content knowledge. The allocation of pre-service teachers to schools is based on their *KPSS* scores and the demand for teachers in the cities they prefer.

Poland:

In Poland, the demand for primary school teachers, especially for early childhood education is high, creating numerous job opportunities. Physical education teachers are the largest group of teachers in the education system in Poland. Many physical education undergraduate students continue their education at graduate level, attending full teaching rights in all types of schools. While job opportunities for young physical education teachers in post-primary education are limited, some graduates finds employment in state and regional sport administration, sport clubs and organizations, and science and research institutions, and sport and active tourism-related service businesses.

CHAPTER V

The Bologna Process: Origins, Principles, and Implementation of the European Higher Education Area and Its Compatibility with Physical Education and Sports Teaching Programs in Turkish and Polish Higher Education

The economic, social, cultural, political, scientific and technological advances that have taken place in this century requires the restructuring of higher education institutions. The demand for higher education in the information society is increasing steadily, making it necessary for us to develop accountable and transparent processes in higher education systems. Thanks to new technology, it is possible to use new materials in both education and research, and flexible learning methods and the concept of lifelong learning gains more importance with each day. Furthermore, the importance of the relation between higher education institutions and the business world is increasing, as the demand for higher education in globalizing economies increases, and higher competition results in quality in education. The increased circulation of goods and services as a result of globalization pushes every stakeholder in the field of higher education, especially in the higher education institutions, to strive for the implementation of the changes required by this process. The field of higher education has become more open to international competition than ever before in history. As a consequence of all these developments, higher education has been going through a significant transformation process almost all over the world for the last twenty years.⁷⁵⁰

The scope of societal expectations placed upon higher education has experienced a rapid and extensive expansion. In light of evolving knowledge-based societies and economies, higher education is now confronted with the imperative of fulfilling a diverse array of demands. These include accommodating a growing proportion of the population through expanded access, providing avenues for non-traditional students to pursue education, fostering research and innovation, addressing local and regional



Fig. 163: Official Logo of the Bologna Process and the European Higher Education Area

⁷⁵⁰ Yükseköğretim Kurulu (YÖK) [Council of Higher Education]. (2010 July). *Yükseköğretimde Yeniden Yapılanma: 66 Soruda Bologna Süreci Uygulamaları (YÖK)*. [Reconstruction in Higher Education: The Application of Bologna Process Through 66 Questions]. Ankara. p.2 Retrieved Dec. 21, 2021, from https://uluslararasi.yok.gov.tr/Documents/yay%C4%B1nlar/yuksekogretimde_yeniden_yapilanma_66_soruda_bologna_2010.pdf

economic concerns, and actively striving for enhanced quality and efficiency across all facets of the higher education enterprise.⁷⁵¹

The onset of these developments predates the onset of the 21st century; however, their pace has notably quickened in recent times. Higher education occupies a pivotal position within the ongoing shift from an industrialized society to a post-industrial knowledge-based society on a global scale. Within this nascent interconnected knowledge society, higher education no longer remains on the periphery of social and political realms, confined to the traditional confines of secluded ivory towers. Instead, it has emerged as a prominent and indispensable force, occupying a central role in driving national competitiveness and facilitating societal modernization.⁷⁵²

Education within the European Union is primarily under the jurisdiction of its Member States. Nonetheless, as outlined in the Treaty on the Functioning of the European Union, there exists a provision for fostering cooperation among Member States to enhance the quality of education within the EU, while simultaneously preserving cultural diversity and cultivating a shared European identity. Within this framework, the Open Coordination Method, initially introduced by the European Union in the 1990s, has been employed in the field of education, particularly in alignment with the Lisbon Strategy formulated in 2000. This method entails setting targets and indicators, exchanging exemplary practices and policies among countries, and working collectively to attain these objectives.⁷⁵³

The Bologna Process emerges as a collective and comprehensive European endeavor aimed at addressing the evolving societal dynamics. Notably, a noteworthy aspect of responding to external pressures and enhancing competitiveness has been the experimental approach of voluntary participation in cooperative reforms. The Bologna Process, a distinctive and ongoing process, assumes multiple roles, with a significant focus on facilitating policy discourse among European countries and the global community concerning the nature of the transformative changes experienced by nations. Additionally, it provides a framework for comprehending the interplay between

⁷⁵¹ Crosier, D. & Parveva, T. (2013). *The Bologna Process: Its impact in Europe and beyond*. Fundamentals of Educational Planning – 97. UNESCO: International Institute for Education Planning. Paris. p.19 Retrieved Dec. 22, 2021, from <https://unesdoc.unesco.org/ark:/48223/pf0000220649/PDF/220649eng.pdf.multi>

⁷⁵² Ibid.

⁷⁵³ European Commission (EC). (2022 Jan. 26). *Eurydice, Turkey, European perspective*. Retrieved Apr. 2, 2021, from https://eacea.ec.europa.eu/national-policies/eurydice/content/european-perspective-83_en

institutional, national, and supranational policies formulated and executed to meet the demands of the knowledge society.⁷⁵⁴

In this regard, countries have started to establish regional collaboration in order to be able to compare their higher education systems and to produce common solutions to similar problems. One of the most extensive of these is the Bologna Process, which was originally initiated to create a common European Higher Education Area (EHEA) across Europe to compete with the economic development the United States or Japan offers. The objectives set within the scope of the Bologna Process, which emerged with the aim of creating a comparable, competitive, and transparent higher education area with the member countries, are developed within the framework of specific requirements, depending on the practices of the countries. The Bologna Process, in this regard, is constantly developed and very dynamic. In other words, the Bologna Process is not static, but a constantly evolving system.⁷⁵⁵

The term "Bologna Process" originated from the University of Bologna, renowned as the oldest university in Italy, where the historic Bologna Declaration was ratified on 19th June 1999. The declaration itself was signed by ministers responsible for higher education from 29 European nations, marking the official inception of this transformative initiative.

Preceding the adoption of the Bologna Declaration, an important precursor document known as the Magna Charta Universitatum holds significant historical significance. On the momentous occasion of the 900th anniversary of the University of Bologna, the Magna Charta Universitatum was initially endorsed by 388 rectors and university leaders hailing from various European nations and beyond on 18th September 1988. This document served as a seminal milestone in shaping the principles and values of higher education institutions within and beyond Europe.⁷⁵⁶

In 1998, a significant meeting took place at Sorbonne University in Paris, France, bringing together education ministers from four countries: Claude Allègre (France), Jürgen Rüttgers (Germany), Luigi Berlinguer (Italy), and Baroness Blackstone (UK). This meeting, held in conjunction with the commemoration of Sorbonne University's anniversary, led to the signing of the Sorbonne Declaration. The primary

⁷⁵⁴ Crosier, Parveva, op. cit.

⁷⁵⁵ Yükseköğretim Kurulu (YÖK) [Council of Higher Education]. (2010 July). op. cit.

⁷⁵⁶ Observatory Magna Charta Universitatum. (n.d.). *Magna Charta Universitatum*. Retrieved Dec. 21, 2021, from <http://www.magna-charta.org/magna-charta-universitatum>

objective of this declaration was to establish a cohesive and unified framework within the envisioned European Higher Education Area. Key aspects of the declaration focused on facilitating mobility for both students and graduates, as well as academic staff, while also prioritizing the alignment of qualifications with the demands of the labor market. The Sorbonne Declaration played a vital role in laying the foundation for enhanced cooperation and harmonization in higher education across Europe.

*We hereby commit ourselves to encouraging a common frame of reference, aimed at improving external recognition and facilitating student mobility as well as employability. [...] We call on other Member States of the Union and other European countries to join us in this objective and on all European Universities to consolidate Europe's standing in the world through continuously improved and updated education for its citizens.*⁷⁵⁷

The Sorbonne Declaration, titled "On the Harmonisation of the Architecture of the European Higher Education System," marked a significant milestone in the pursuit of establishing the European Higher Education Area (EHEA). This declaration, signed during a momentous gathering at Sorbonne University, provided the first substantive articulation of the strategic objective to create a unified European Higher Education Area. The Sorbonne Declaration served as a catalyst, propelling subsequent advancements and initiatives aimed at realizing this goal.⁷⁵⁸

The Bologna Process, which originated from the Sorbonne and Bologna Declarations, emerged as a collective response from national governments to address the challenges arising from increased student and graduate mobility within the European Union. Recognizing the need to enhance institutional student exchanges and promote the mutual recognition of degrees and study periods, numerous higher education ministers agreed to pursue the convergence of their respective education systems. This concerted effort took an intergovernmental approach, evident in the governing structure where two countries co-chair the process on a rotating basis every six months, while a third country volunteers to host the Ministerial Conference and provides administrative

⁷⁵⁷ European Higher Education Area (EHEA). (1998 May 25). *Sorbonne Declaration 1998*. Retrieved Dec. 22, 2021, from <http://www.ehea.info/page-sorbonne-declaration-1998>; *Sorbonne Joint Declaration; Joint declaration on harmonisation of the architecture of the European higher education system*. http://www.ehea.info/media.ehea.info/file/1998_Sorbonne/61/2/1998_Sorbonne_Declaration_English_552612.pdf

⁷⁵⁸ Ibid.

support as the secretariat. Currently, the Bologna Process is actively implemented across 48 countries, collectively constituting the European Higher Education Area.⁷⁵⁹

The Bologna Process represents an intergovernmental European reform initiative with the overarching objective of establishing the European Higher Education Area (EHEA) by the year 2010. This comprehensive endeavor involves the collaboration and concerted efforts of participating countries to bring about significant transformations in their higher education systems. The ultimate vision of the Bologna Process is to create a harmonized and cohesive European framework for higher education, fostering mobility, cooperation, and the mutual recognition of qualifications among member states. By promoting transparency, compatibility, and quality assurance in higher education, the Bologna Process aims to enhance the overall effectiveness and international competitiveness of European higher education institutions.⁷⁶⁰

The European Higher Education Area (EHEA) stands as a distinctive international collaboration in the realm of higher education, resulting from the collective determination of 49 countries with diverse political, cultural, and academic backgrounds. Over the course of the past two decades, these countries have progressively constructed an area that upholds a shared set of commitments, entailing comprehensive structural reforms and the adoption of common tools. Within this framework, the participating countries are guided by fundamental principles and values, including the safeguarding of freedom of expression, institutional autonomy, independent student unions, academic freedom, and the unhindered mobility of students and staff. This ongoing process necessitates a continual adaptation of higher education systems, promoting compatibility and reinforcing mechanisms for quality assurance across the European region.⁷⁶¹

Within the framework of the Bologna Process, European governments partake in in-depth deliberations concerning policy reforms in higher education, with the overarching objective of surmounting barriers and establishing a cohesive European Higher Education Area. This collaborative endeavor entails rigorous examination of

⁷⁵⁹ European Commission, Directorate-General for Education, Youth, Sport and Culture, *The EU in support of the Bologna process*, Publications Office, 2018, Retrieved Dec. 22, 2021, from <https://data.europa.eu/doi/10.2766/3596>

⁷⁶⁰ Council of Higher Education (CoHE) Turkey. (n.d.). *What is the Bologna Process?* Department of International Relations, Retrieved Dec. 23, 2021, from <https://uluslararasi.yok.gov.tr/en/internationalisation/bologna/whats-the-bologna-process>

⁷⁶¹ European Higher Education Area (EHEA). (n.d.). *European Higher Education Area and Bologna Process*. Retrieved Dec. 23, 2021, from <http://www.ehea.info/>

various aspects of higher education systems, including curricula, degree structures, quality assurance mechanisms, recognition of qualifications, and student mobility. Through these discussions, governments work collectively to harmonize and enhance higher education practices across Europe, promoting mutual understanding, cooperation, and the facilitation of academic and professional mobility within the region.⁷⁶²

The Bologna reform plays a pivotal role in fostering the essential trust required for the seamless flow of learning mobility, cross-border academic collaboration, and the mutual recognition of study periods and qualifications obtained abroad. It serves as a crucial mechanism for enhancing the quality and pertinence of learning and teaching within the European Higher Education Area. While the objectives of the Bologna Process are widely acknowledged, the degree of implementation varies among the 48 participating countries. Efforts to achieve full harmonization and alignment of higher education systems across the region are ongoing, recognizing the need for continued commitment and concerted action to ensure the successful realization of the Bologna ideals.⁷⁶³

The Bologna Process serves as a platform for constructive dialogue with neighboring countries, facilitating discussions on higher education reforms and addressing pertinent issues concerning shared academic principles. Key principles encompassed within this framework include the autonomy of universities and the active involvement of students in civil society initiatives. Notably, the Bologna Process has assumed a significant role in fostering soft diplomacy with neighboring countries in the Western Balkans (excluding Kosovo), Eastern Partnership countries, Türkiye, Russia, and numerous other nations. This engagement promotes collaboration, mutual understanding, and the exchange of best practices in the realm of higher education, contributing to the broader objectives of regional cooperation and academic development.⁷⁶⁴

The Bologna Process is characterized by its distinctive nature. Membership in the process does not rely on a formal agreement among multiple states. The memoranda

⁷⁶² European Commission (EC). (n.d.). *The Bologna Process and the European Higher Education Area*, European Education Area, Quality education and training for all. Retrieved Dec. 23, 2021, from <https://education.ec.europa.eu/education-levels/higher-education/higher-education-initiatives/inclusive-and-connected-higher-education/bologna-process>

⁷⁶³ Ibid.

⁷⁶⁴ Ibid.

issued under the umbrella of the Bologna Process lack legal enforceability. Instead, the process functions as an organization where each country voluntarily participates, exercising its autonomy to accept or decline the objectives of the Bologna Process. This flexible structure allows countries to engage in the process based on their own sovereign decisions and align their national higher education systems with the goals and principles of the Bologna Process at their own discretion.⁷⁶⁵

The primary objective of the Bologna Process is to enhance the coherence of higher education systems throughout Europe. By establishing the European Higher Education Area through the implementation of the Lisbon Recognition Convention, the process aims to facilitate student and staff mobility, promote inclusivity and accessibility in higher education, ensure comparability and compatibility of academic degree standards and quality assurance mechanisms, and enhance the global attractiveness and competitiveness of European higher education. This concerted effort is driven by the recognition of the importance of harmonizing and improving higher education practices and standards to meet the evolving needs of students, institutions, and societies in a rapidly changing world.⁷⁶⁶

Within the framework of the European Higher Education Area, participating countries have collectively committed to several key principles:

- Establishment of a Three-Cycle System: The implementation of a harmonized higher education structure encompassing bachelor's, master's, and doctoral studies. This three-cycle system facilitates the comparability and compatibility of qualifications across different institutions and countries.
- Mutual Recognition of Qualifications: Ensuring the recognition of qualifications and study periods completed abroad, allowing students to have their learning experiences at other universities acknowledged and accepted by their home institutions. This promotes mobility and fosters academic collaboration on an international level.
- Implementation of Quality Assurance Systems: The adoption of robust quality assurance mechanisms to enhance the quality and relevance of teaching and learning. These systems aim to ensure consistent standards of

⁷⁶⁵ Yükseköğretim Kurulu (YÖK) Başkanlığı [Council of Higher Education (CoHE)] Turkey. (n.d.). *Bologna Süreci Nedir?* [What is the Bologna Process?]. Department of International Relations, Retrieved Dec. 23, 2021, from <https://uluslararasi.yok.gov.tr/uluslararasilasma/bologna/temel-bilgiler/bologna-sureci-nedir>

⁷⁶⁶ European Commission (EC). (n.d.). *The Bologna Process and the European Higher Education Area*. op. cit.

education and provide assurance to students and stakeholders regarding the quality of higher education programs.⁷⁶⁷

Through these commitments, the participating countries aim to establish a cohesive higher education landscape that promotes mobility, fosters academic excellence, and facilitates the recognition and comparability of qualifications within the European Higher Education Area.

The European Higher Education Area (EHEA) embodies a vision of an inclusive and accessible environment, where students, graduates, and academic personnel can freely engage in mobility and enjoy equitable opportunities for high-quality higher education. This vision rests upon fundamental principles, including the mutual recognition of degrees and other higher education qualifications, the establishment of transparent systems with readable and comparable degrees organized in a three-cycle structure, and the promotion of European cooperation in quality assurance.⁷⁶⁸

Mutual recognition of degrees and qualifications plays a pivotal role in ensuring the mobility and professional development of individuals within the EHEA. By acknowledging and accepting degrees earned in different countries, barriers to academic and professional opportunities are reduced, fostering a seamless educational experience across borders.

Transparency is another crucial element within the EHEA, as it enables individuals and institutions to understand and compare educational programs and qualifications. This transparency is achieved through the implementation of a clear and consistent three-cycle structure, which facilitates the comprehension and recognition of degrees throughout the European Higher Education Area.

Furthermore, European cooperation in quality assurance is fundamental to maintaining and enhancing the standards of higher education. Collaboration among institutions and national agencies ensures that quality assurance mechanisms are in place, guaranteeing the credibility and relevance of educational programs offered within the EHEA.

By upholding these principles, the European Higher Education Area strives to create an open and inclusive space, where individuals can benefit from seamless mobility, equitable access to education, and the assurance of high-quality standards.

⁷⁶⁷ Ibid.

⁷⁶⁸ Council of Higher Education (CoHE) Turkey. (n.d.). *What is the Bologna Process?* op. cit.

The European Higher Education Area (EHEA) was conceptualized with several key elements in mind, aiming to foster cooperation and harmonization among European countries with diverse political, cultural, and academic backgrounds. These elements were envisaged to establish a unified framework within the European higher education landscape. The key elements of the EHEA at that time can be summarized as follows:

- Firstly, the EHEA sought to encourage collaboration among European countries, recognizing the significance of their distinct political, cultural, and academic traditions. By working together towards a shared objective, these countries aimed to create a cohesive higher education framework that transcended national boundaries.
- Secondly, the EHEA aimed to facilitate easy mobility for European students and graduates across countries. This involved ensuring the full recognition of qualifications and study periods acquired in different educational systems, enabling individuals to pursue further education or seek employment opportunities throughout the European labor market.
- Thirdly, the EHEA aimed to promote cooperation and exchange among European Higher Education Institutions (HEIs). Trust, confidence, transparency, and quality were identified as crucial foundations for fostering meaningful partnerships and facilitating the seamless exchange of students and staff between institutions.
- Fourthly, European governments were encouraged to align their national higher education reforms with the broader European context. By integrating their reform efforts into the EHEA, governments aimed to harmonize their educational systems, share best practices, and collectively enhance the quality and relevance of higher education within the region.
- Lastly, the establishment of the EHEA aimed to enhance the international competitiveness of European higher education. This involved fostering dialogue, cooperation, and collaboration with higher education institutions from other regions of the world, thereby enriching global academic

exchanges and positioning European higher education as a prominent player in the international arena.⁷⁶⁹

These key elements were envisioned as foundational pillars of the European Higher Education Area, reflecting a collective commitment to enhance cooperation, mobility, quality, and internationalization within the European higher education landscape.

Over the past 15 years, the Bologna Process has played a pivotal role in establishing the key foundations of the European Higher Education Area (EHEA) through a voluntary convergence and intergovernmental approach. Several significant pillars have been constructed under this process:

- Firstly, a common framework has been established, which encompasses various important components. These include the overarching Framework for Qualifications of the EHEA, which provides a shared reference point for qualification levels and learning outcomes across participating countries. Additionally, the European Credit Transfer and Accumulation System (ECTS) serves as a common credit system, facilitating the recognition and transfer of credits between educational institutions. Furthermore, common principles for the development of student-centered learning have been adopted, emphasizing student engagement and active participation in the learning process. Other essential elements of the common framework include the European Standards and Guidelines for Quality Assurance, the establishment of a common Register of Quality Assurance Agencies, a unified approach to recognition of qualifications, and the development of a body of methodologies and sustainable achievements by European Higher Education Institutions (HEIs).
- Secondly, a range of common tools has been implemented to enhance consistency and transparency within the EHEA. These tools include the ECTS Users' Guide, which provides guidance on the implementation of the ECTS credit system and promotes its effective utilization. The Diploma Supplement is another important tool, providing detailed information about

⁷⁶⁹ European Higher Education Area (EHEA). (n.d.). *History*. Retrieved Dec. 23, 2021, from <http://ehea.info/pid34248/history.html>

an individual's academic achievements, qualifications, and the educational system in which they were obtained. Additionally, the Lisbon Recognition Convention, an international agreement, has been instrumental in facilitating the recognition of qualifications across national borders and promoting fair and transparent admission processes.⁷⁷⁰

These pillars of the Bologna Process, encompassing the common framework and various tools, have been crucial in promoting harmonization and coherence within the European Higher Education Area. They have fostered transparency, comparability, and quality assurance, thereby facilitating student mobility, academic cooperation, and the recognition of qualifications across participating countries.

The creation of the European Higher Education Area, as envisioned by the Bologna Process, will facilitate easy travel and access to higher education and employment opportunities for citizens within the area. Europe is expected to become an attractive destination for individuals from other regions seeking higher education and professional prospects. However, it is important to note that the adoption of a single type of higher education system, which combines the education systems of all member countries, is viewed as a potential drawback within the European Higher Education Area.⁷⁷¹

The primary objective of the European Higher Education Area is to strike a balance between diversity and unity. The aim is to achieve comparability among higher education systems while preserving their unique characteristics and fostering convergence. This approach intends to facilitate smooth transitions between countries and different higher education systems, promoting mobility among students and academics, and ultimately increasing employment opportunities.⁷⁷²

By aligning and harmonizing higher education systems, the European Higher Education Area aims to enhance the portability of qualifications and skills, making it easier for individuals to navigate educational and professional opportunities across borders. This concerted effort towards convergence and mobility is anticipated to

⁷⁷⁰ Ibid.

⁷⁷¹ Yükseköğretim Kurulu (YÖK) Başkanlığı [Council of Higher Education (CoHE)] Turkey. (n.d.). *Bologna Süreci Nedir?* [What is the Bologna Process?]. op. cit.

⁷⁷² Ibid.

contribute to a more integrated and competitive European higher education landscape.⁷⁷³

Within the framework of the European Higher Education Area (EHEA), certain key elements have emerged as pivotal for achieving its objectives. The 1997 Lisbon Recognition Convention, a significant milestone, provides a foundation for the recognition of qualifications across European countries. Complementing this convention are essential transparency tools such as the European Credit Transfer and Accumulation System (ECTS) and the Diploma Supplement (DS), which facilitate the transferability of credits and provide comprehensive information on individuals' academic achievements.⁷⁷⁴

Furthermore, the EHEA encompasses a robust qualifications framework, offering a common reference point for qualifications within the area. This overarching framework promotes comparability and facilitates recognition of qualifications, thus enhancing mobility and fostering mutual trust among institutions and countries.⁷⁷⁵

Quality assurance is another crucial aspect of the EHEA, ensuring that educational institutions maintain high standards. The Standards and Guidelines for Quality Assurance in the EHEA serve as a fundamental reference, guiding institutions in their quality assurance processes. Additionally, these standards and guidelines form the basis for admission criteria for quality assurance and accreditation agencies seeking inclusion in the European Register of Quality Assurance Agencies.⁷⁷⁶

By establishing common standards and frameworks, the EHEA strives to harmonize and streamline higher education systems across Europe, promoting transparency, mobility, and quality assurance. These efforts contribute to the overall goal of creating a cohesive European Higher Education Area that fosters academic excellence and international recognition.⁷⁷⁷

The European Higher Education Area (EHEA) encompasses not only academic and institutional aspects but also places a strong emphasis on the social dimension of higher education. This dimension highlights the importance of promoting participative equity and ensuring the employability of graduates within a lifelong learning

⁷⁷³ Ibid.

⁷⁷⁴ Council of Higher Education (CoHE) Turkey. (n.d.). *What is the Bologna Process?* op. cit.

⁷⁷⁵ Ibid.

⁷⁷⁶ Ibid.

⁷⁷⁷ Ibid.

framework. By prioritizing these elements, the EHEA aims to foster inclusivity and equal opportunities for all individuals pursuing higher education, regardless of their background or circumstances. Moreover, the EHEA acknowledges the need for graduates to possess skills and competencies that are relevant to the evolving demands of the labor market. This emphasis on employability underscores the commitment to equipping students with the knowledge and abilities required to succeed in their professional lives. Furthermore, the EHEA recognizes the value of global engagement and cooperation. The Strategy for the EHEA in a Global Setting reinforces the commitment to openness and international collaboration. By embracing openness, the EHEA seeks to foster an environment that attracts students, scholars, and researchers from diverse cultural and academic backgrounds, promoting a vibrant and cosmopolitan higher education community. In summary, the social dimension, employability focus, and global outlook are integral aspects of the envisioned European Higher Education Area, which aims to create an inclusive, dynamic, and globally connected higher education landscape.⁷⁷⁸

The success of the Bologna cooperation lies in its collaborative and partnership-based approach, which extends to both policy development and implementation. Currently, the Bologna Process brings together 49 countries, all of which are signatories to the European Cultural Convention. This cooperation is characterized by flexibility, allowing for the involvement of international organizations as well as European associations representing various stakeholders in higher education, including institutions, students, staff, and employers. This inclusive and diverse partnership framework ensures that a wide range of perspectives and expertise are considered, promoting the effectiveness and relevance of the Bologna Process in addressing the complex challenges and opportunities in European higher education.⁷⁷⁹

5.1 Bologna Process Member States and Organisations

The Bologna Process encompasses a structured membership framework within the European Higher Education Area (EHEA), composed of three distinct categories. These categories are defined as follows:

⁷⁷⁸ Ibid.

⁷⁷⁹ Ibid.

- EHEA/BFUG Member: This category comprises the 49 countries and the European Commission that actively participate in the EHEA. As full members, they possess voting rights and play a crucial role in shaping the decision-making processes of the Bologna Follow-Up Group (BFUG).
- Consultative member: Stakeholder organizations and institutions with a European scope are assigned to this category. Although lacking voting privileges, they contribute significantly to the implementation of the Bologna Process, providing expertise and valuable insights.
- Partner: Entities seeking association with the Bologna Process and the BFUG, while not falling under the Consultative member category, can join as Partners. They actively engage in the process and benefit from collaborative opportunities with other members.⁷⁸⁰

Furthermore, the BFUG may extend invitations to additional technical experts, such as Eurostat, Eurostudent, or Eurydice, who bring specialized knowledge and insights. This inclusive membership structure ensures diverse representation, fostering comprehensive engagement and collaboration among member states and organizations. Through this framework, the Bologna Process promotes collective efforts towards advancing its objectives within the EHEA.⁷⁸¹

Membership in the European Higher Education Area (EHEA) is contingent upon fulfilling certain criteria. To become a member of the EHEA, countries must:

- Sign the European Cultural Convention, demonstrating their commitment to European cultural cooperation.
- Declare their willingness to pursue and implement the objectives of the Bologna Process within their own higher education systems.⁷⁸²

This dual requirement ensures that EHEA membership is predicated on a shared dedication to the principles and goals of the Bologna Process, fostering harmonization and collaboration among participating countries in the pursuit of enhanced higher education standards and mobility.

⁷⁸⁰ European Higher Education Area (EHEA). (n.d.). *The Bologna Follow-up Group*. Retrieved Dec. 23, 2021, from <http://www.ehea.info/page-the-bologna-follow-up-group>

⁷⁸¹ European Higher Education Area (EHEA). (n.d.). *Members*. Retrieved Dec. 23, 2021, from <http://www.ehea.info/page-members>

⁷⁸² Ibid.

The Bologna Process encompasses 49 member countries, each of which is a party to the European Cultural Convention. Notably, all member states of the European Union actively participate in this process, underscoring their commitment to advancing higher education reforms. Furthermore, the European Commission, as a key entity within the European Union, also plays a vital role as a signatory to the Bologna Process. This comprehensive involvement reflects the collective dedication to fostering cooperation and harmonization in higher education across Europe. As of the BFUG Meeting LXXX, held in Strasbourg on the 11th and 12th of April 2022, it was decided by the BFUG members to suspend the rights of representation of the Russian Federation and Belarus in the EHEA.⁷⁸³

Table 18. Signatories of the Bologna Process and Members of the European Higher Education Area:

Declarations / Communiqué		Participating Countries	Number of Participants
1998	Sorbonne	France, Italy, Germany and England	4
1999	Bologna	Austria, Belgium (Flemish and Walloon Communities separately), Bulgaria, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, Switzerland, United Kingdom.	29
2001	Prague	29 member countries with the participation of Croatia, Cyprus, Liechtenstein, Türkiye	33
2003	Berlin	33 member countries with the participation of Albania, Andorra, Bosnia and Herzegovina, "The Former Yugoslav Republic of Macedonia", Russia, Serbia, "Vatican City, Holy See"	40
2005	Bergen	40 member countries with the participation of Armenia, Azerbaijan, Georgia, Moldova and Ukraine	45
2007	London	45 member countries with the participation of Montenegro	46
2009	Leuven	-	46
2010	Budapest-Vienne	46 member countries with the participation of Kazakhstan	47
2012	Bucharest	-	47
2015	Yerevan	47 member countries with the participation of Belarus	48
2018	Paris	-	48
2020	Rome	48 member countries with the participation of San Marino	49

⁷⁸³ Ibid.

5.1.1 Consultative members

Consultative members hold a significant position within the Bologna Process as representatives of stakeholder organizations and institutions with a European focus in their respective fields. These members play a crucial role in driving the implementation of the Bologna Process and its associated initiatives. Their expertise and contributions are instrumental in shaping the development and advancement of higher education policies and practices across the European Higher Education Area (EHEA). Currently, there are eight esteemed consultative members who bring valuable perspectives and insights to the Bologna Process.⁷⁸⁴

Table 19. Consultative Members, Partners, and Technical Experts of the Bologna Process:

Consultative members	
BUSINESSEUROPE	Confederation of European Business
CoE	Council Of Europe
EI	Education International (Regional structure in Europe: ETUCE)
ENQA	European Association for Quality Assurance in Higher Education
ESU	European Students Union
EUA	European University Association
UNESCO	United Nations Educational, Scientific and Cultural Organization
EURASHE	European Association of Institutions in Higher Education
EQAR	European Quality Assurance Register for Higher Education
Partners	
EAIE	European Association for International Education
EUROCADRES	Council of European professional and managerial staff
Eurodoc	European Council of Doctoral Candidates and Junior Researchers
EuroScience	European Association for the Advancement of Science and Technology
AEC	European Association of Conservatoires
Technical experts	
Eurostat	European Statistical Office
Eurostudent	Collects and Analyses comparable data of European Higher Education
Eurydice	Education Information Network in Europe
Other groups	
ENIC	European Network of Information Centres
NARIC	National Academic Recognition Information Centre

⁷⁸⁴ Ibid.

European Higher Education Area (EHEA). (n.d.). *Consultative Members, BFUG Partners*. Retrieved Dec. 23, 2021, from <https://www.ehea.info/pagina-consultive-members>; <http://www.ehea.info/page-bfug-partners>; <http://www.ehea.info/pagina-bfug-partners>

5.1.2 Ministerial meetings on the Bologna Process

Ministerial meetings serve as the formal platform for discussing and advancing the objectives of the Bologna Process. These gatherings bring together ministers responsible for higher education from participating countries to address key issues and make collective decisions regarding the development and implementation of policies and reforms. However, it is important to note that the Bologna Process extends beyond ministerial meetings. Its success is contingent upon the active involvement and contributions of various stakeholders and international organizations. The engagement of representative higher education stakeholder organizations at both European and national levels has played a pivotal role in shaping the process and ensuring its substantive outcomes. Without the active participation of these stakeholders, the Bologna Process would have lacked substance and failed to yield significant results.⁷⁸⁵

The Bologna Process is advanced through a structured work programme that is guided by biannual ministerial conferences and governmental meetings. These conferences serve as important platforms for setting the strategic directions and goals of the Bologna Process in the short and medium term. They also provide opportunities to assess and evaluate the progress made in implementing the agreed-upon reforms. These conferences have been hosted in various European cities, including Prague (2001), Berlin (2003), Bergen (2005), London (2007), Leuven (2009), Budapest-Vienna (2010), Bucharest (2012), Yerevan (2015), Paris (2018), and Rome (2020). The organization and preparation of these conferences are carried out by the Bologna Follow-up Group, which is further supported by a dedicated Bologna Secretariat. The Bologna Follow-up Group plays a critical role in coordinating and facilitating the activities of the Bologna Process, ensuring effective communication and collaboration among participating countries and stakeholders.⁷⁸⁶

5.1.2.1 Sorbonne Declaration – 1998

The fundamental principles of the Bologna Process find their origins in the Sorbonne Joint Declaration on Harmonization of the Architecture of the European Higher Education System. This significant declaration was signed on 25 May 1998 by

⁷⁸⁵ Crosier, Parveva, op. cit.

⁷⁸⁶ Ibid.

Council of Higher Education (CoHE) Turkey. (n.d.). *What is the Bologna Process?* op. cit.

the education ministers of France, Germany, Italy, and the United Kingdom. The Sorbonne Declaration laid the groundwork for the subsequent developments within the Bologna Process, marking an important milestone in the pursuit of a harmonized and integrated higher education system in Europe.⁷⁸⁷

The Sorbonne Declaration, highlighted the following key objectives:

- Enhancing the international transparency of programs and the recognition of qualifications through a progressive alignment towards a unified framework of qualifications and study cycles.
- Facilitating the mobility of students and academics within the European region and promoting their integration into the European labor market.
- Establishing a standardized degree level system for undergraduate (bachelor's degree) and graduate students (master's and doctoral degrees).⁷⁸⁸

5.1.2.2 Bologna Declaration – 1999

The Bologna Declaration, adopted in 1999, reiterated the objectives outlined in the Sorbonne Declaration and garnered support from 29 countries. These nations demonstrated their commitment to enhancing the competitiveness of the European Higher Education Area, recognizing the importance of fostering the independence and autonomy of Higher Education Institutions. It is noteworthy that the provisions outlined in the Bologna Declaration were intended as voluntary measures to facilitate a harmonization process, rather than being legally binding clauses. The declaration served as a pivotal milestone in the Bologna Process, reflecting the collective determination of participating countries to strengthen the European higher education landscape:

*While affirming our support to the general principles laid down in the Sorbonne declaration, we engage in co-ordinating our policies to reach in the short term, and in any case within the first decade of the third millennium, the following objectives, which we consider to be of primary relevance in order to establish the European area of higher education and to promote the European system of higher education world-wide.*⁷⁸⁹

⁷⁸⁷ European Higher Education Area (EHEA). (1998 May 25). *Sorbonne Declaration 1998*. op. cit.

⁷⁸⁸ Ibid.

⁷⁸⁹ European Higher Education Area (EHEA). (1999 June 18). *Ministerial Conference Bologna 1999*. Retrieved Dec. 22, 2021, from <http://www.ehea.info/page-ministerial-conference-bologna-1999>
European Higher Education Area (EHEA). (1999 June 18). *The Bologna Declaration of 19 June 1999. Joint declaration of the European Ministers of Education* Retrieved Dec. 21, 2021, from

The Bologna Declaration, signed in 1999, outlined several key objectives that the participating ministers aimed to achieve. These objectives included:

- Adopting a system of degrees that are easily understandable and comparable across different countries and institutions.
- Implementing a system that primarily consists of two main cycles, namely undergraduate (bachelor's) and graduate (master's and doctoral) studies.
- Establishing a credit system, such as the European Credit Transfer and Accumulation System (ECTS), to facilitate the recognition and transferability of credits between institutions.
- Promoting the mobility of students, teachers, researchers, and administrative staff within the European Higher Education Area.
- Fostering European cooperation in the field of quality assurance to ensure the maintenance of high academic standards and quality in higher education.
- Promoting the European dimension in higher education through initiatives aimed at enhancing curricular development and inter-institutional cooperation.⁷⁹⁰

These objectives were set forth as guiding principles to promote the harmonization and enhancement of higher education systems across Europe, with the ultimate aim of fostering academic excellence, facilitating mobility, and promoting European integration in the field of higher education.

In continuation of the Bologna Declaration, biennial Ministerial Conferences have been held to further advance the objectives of the Bologna Process. During these conferences, the participating ministers articulate their collective intentions and commitments through the issuance of respective Communiqués. These Communiqués serve as official statements, outlining the progress made, reaffirming the shared goals, and identifying the strategic directions for future actions within the Bologna Process. The Ministerial Conferences provide a vital platform for dialogue, collaboration, and consensus-building among the participating countries, fostering a cooperative approach

http://www.ehea.info/media.ehea.info/file/Ministerial_conferences/02/8/1999_Bologna_Declaration_English_553028.pdf

⁷⁹⁰ Ibid.

in shaping the development and implementation of policies and measures to strengthen the European Higher Education Area.⁷⁹¹

5.1.2.3 The Prague Communiqué – 2001

The Prague Communiqué, issued in 2001, marked a significant milestone in the Bologna Process. This important declaration witnessed the expansion of the member countries from 29 to 33. The participating ministers warmly welcomed the inclusion of new members who had expressed their keen interest in joining the Bologna process through applications facilitated by the European Community programmes Socrates, Leonardo da Vinci, and Tempus-Cards. Notably, Croatia, Cyprus, and Türkiye were granted membership, reflecting their commitment to the shared objectives. Additionally, Liechtenstein, having formally expressed its dedication to the process between the Bologna and Prague conferences, was also included as a member. The European Commission, recognizing its pivotal role in supporting the process, became an official member as well. In order to ensure the continued advancement of the Bologna Process, the higher education ministers took the decision to establish a dedicated Bologna Follow-up Group (BFUG) responsible for overseeing and guiding the ongoing development and implementation of the process.⁷⁹²

The Prague Communiqué, issued in 2001, witnessed an expansion of the objectives and priorities of the Bologna Process, reflecting the evolving needs and aspirations of the European Higher Education Area. The key areas of focus included:

- Foster Lifelong Learning: Emphasizing the importance of continuous education and learning beyond formal degrees, promoting a culture of lifelong learning among individuals.
- Student Engagement and Attractiveness: Recognizing the role of students as active partners in shaping higher education policies and practices, and striving to enhance the attractiveness and competitiveness of the European Higher Education Area.

⁷⁹¹ European Higher Education Area (EHEA). (n.d.). *History*. op. cit.

⁷⁹² European Higher Education Area (EHEA). (2001 May 18). *Ministerial Conference Prague 2001*. Retrieved Dec 22, 2021, from <http://www.ehea.info/page-ministerial-conference-prague-2001>
European Higher Education Area (EHEA). (2001 May 18). *The Prague Communiqué 2001: Towards The European Higher Education Area Communiqué of the meeting of European Ministers in charge of Higher Education in Prague on May 19th 2001*. Retrieved Dec 22, 2021, from http://www.ehea.info/media.ehea.info/file/2001_Prague/44/2/2001_Prague_Communique_English_553442.pdf

- **Quality Assurance and National Qualification Frameworks:** Continuously improving quality assurance mechanisms and the development of national qualification frameworks to ensure consistent standards and enhance the comparability of qualifications.
- **Joint Degree Programs and Transnational Education:** Encouraging the establishment of joint degree programs across institutions and facilitating new perspectives on transnational education to foster international collaboration and mobility.
- **Social Dimension of Higher Education:** Introducing the concept of the social dimension, acknowledging the importance of addressing social inclusion, equal opportunities, and accessibility within higher education systems.
- **Accreditation Mechanisms:** Ensuring the establishment of a continuum of adequate quality assurance mechanisms, including accreditation processes, to uphold and monitor the quality of higher education programs.⁷⁹³

These expanded objectives demonstrated a commitment to promoting lifelong learning, student-centered approaches, quality assurance, social inclusion, and international collaboration, reflecting the ongoing development and refinement of the Bologna Process.

5.1.2.4 The Berlin Communiqué – 2003

The Berlin Communiqué, issued in 2003, marked a significant milestone in the Bologna Process with the inclusion of seven new signatory countries. This brought the total number of participating countries to 40, demonstrating the growing recognition and interest in the objectives of the Bologna Process. The Communiqué emphasized the importance of establishing stronger links between the European Higher Education Area and the European Research Area, promoting collaboration between higher education and research institutions. It also highlighted the significance of quality assurance in maintaining and enhancing the standards of higher education systems. The Berlin Communiqué led to the establishment of follow-up structures, including the Bologna Follow-up Group, the Board, and the Bologna Secretariat, which played crucial roles in

⁷⁹³ Ibid.

coordinating and monitoring the progress of the process. Additionally, the Communiqué emphasized the need for participating countries to establish national follow-up structures to ensure effective implementation of the Bologna objectives at the national level. Overall, the Berlin Communiqué solidified the commitment to the goals and principles of the Bologna Process, fostering collaboration and cooperation among the participating countries.⁷⁹⁴

The Berlin Communiqué, released in 2003, outlined several key provisions to advance the objectives of the Bologna Process. These provisions include:

- Ensuring quality assurance in education, emphasizing the importance of maintaining high standards and enhancing the quality of higher education.
- Adopting a degree structure based on two main cycles, namely undergraduate (bachelor's) and graduate (master's and doctoral) degrees, to provide clarity and comparability across European higher education systems.
- Promoting mobility for students, academic staff, and administrative staff, encouraging cross-border exchanges and collaborations within the European Higher Education Area.
- Establishing a system of credits, known as the European Credit Transfer and Accumulation System (ECTS), to facilitate the recognition and transfer of learning achievements.
- Implementing a framework for the recognition of degrees, ensuring the readability and comparability of qualifications across European countries. This includes the introduction of the Diploma Supplement, a document that provides additional information about the holder's qualification and facilitates its recognition.
- Engaging higher education institutions and students in the process, fostering their continuous involvement and participation in shaping the European Higher Education Area.

⁷⁹⁴ European Higher Education Area (EHEA). (n.d.). *History*. op. cit.
European Higher Education Area (EHEA). (2003 Sep. 19). *Ministerial Conference Berlin 2003*. Retrieved Dec 21, 2021, from <https://www.ehea.info/page-ministerial-conference-berlin-2003>
European Higher Education Area (EHEA). (2003 Sep. 19). *The Berlin Communiqué 2003: "Realising the European Higher Education Area" Communiqué of the Conference of Ministers responsible for Higher Education in Berlin on 19 September 2003*. Retrieved Dec 21, 2021, from http://www.ehea.info/media.ehea.info/file/2003_Berlin/28/4/2003_Berlin_Communique_English_577284.pdf

- Promoting the European dimension in higher education and enhancing the attractiveness of the European Higher Education Area for both domestic and international students.
- Recognizing the importance of lifelong learning and its integration into higher education systems, promoting opportunities for individuals to acquire knowledge and skills throughout their lives.⁷⁹⁵

5.1.2.5 The Bergen Communiqué – 2005

The Bergen Communiqué, issued in 2005, marked the expansion of the Bologna Process to include 45 signatory countries, with the addition of Armenia, Azerbaijan, Georgia, Moldova, and Ukraine. This Communiqué emphasized the significance of partnerships and collaboration among various stakeholders, including students, higher education institutions (HEIs), academic staff, and employers. The ministers recognized the importance of strengthening research, particularly in the context of third-cycle doctoral programs, to enhance the quality and relevance of higher education. Furthermore, the Bergen Communiqué expressed the ministers' commitment to promoting greater accessibility to higher education, aiming to make it more inclusive and responsive to the needs of diverse student populations. It also emphasized the intention to enhance the attractiveness of the European Higher Education Area (EHEA) globally, showcasing its academic excellence, opportunities, and contributions to the international education landscape.⁷⁹⁶

The Bergen Conference, held in 2005, encompassed several key objectives and actions to advance the Bologna Process and the European Higher Education Area (EHEA). The outcomes of the conference included:

- The implementation of a three-cycle structure of academic degrees, consisting of Bachelor's, Master's, and PhD programs. This structure aimed to enhance the clarity and comparability of degrees across the EHEA.

⁷⁹⁵ Ibid.

⁷⁹⁶ Ibid.

European Higher Education Area (EHEA). (2005 May. 19). *Ministerial Conference Bergen 2005*. Retrieved Dec 21, 2021, from <https://www.ehea.info/page-ministerial-conference-bergen-2005>

European Higher Education Area (EHEA). (2005 May. 19). *2005 Bergen Communiqué. The European Higher Education Area - Achieving the Goals Communiqué of the Conference of European Ministers Responsible for Higher Education, Bergen, 19-20 May 2005*. Retrieved Dec 21, 2021, from https://www.ehea.info/media.ehea.info/file/2005_Bergen/52/0/2005_Bergen_Communique_english_580520.pdf

- The establishment of internal quality assurance mechanisms within higher education institutions to ensure consistent and rigorous standards of education and research.
- The promotion of degree recognition, including the recognition of joint degrees, to facilitate the mobility of students and enhance their opportunities for further study or employment.
- The alignment of doctoral-level qualifications with the comprehensive qualifications framework of the EHEA, emphasizing the importance of learning outcomes in defining and evaluating doctoral programs.
- The facilitation of student and staff mobility, fostering exchange programs and initiatives that allow individuals to study, teach, or conduct research in different institutions and countries within the EHEA.
- The enhancement of the attractiveness of the EHEA, aiming to position it as a desirable destination for higher education and foster collaboration with educational institutions and stakeholders from other regions of the world.⁷⁹⁷

These measures collectively aimed to promote harmonization, mobility, and quality assurance within the EHEA, fostering a more cohesive and internationally competitive higher education landscape.

5.1.2.6 The London Communiqué – 2007

The London Communiqué, issued in 2007, marked an important milestone in the development of the Bologna Process and the European Higher Education Area (EHEA). Key highlights of this Communiqué include:

- Expansion of membership to 46 countries, with the recognition of the Republic of Montenegro as an independent state within the EHEA. This further solidified the inclusive nature of the Bologna Process.
- Evaluation of the progress achieved thus far in various areas, including mobility, degree structure, recognition, qualifications frameworks (both overarching and national), lifelong learning, quality assurance, and the social dimension of higher education. This assessment provided a comprehensive

⁷⁹⁷ Ibid.

overview of the advancements made and identified areas that required further attention.

- Setting priorities for 2009, with a focus on key areas such as mobility, the social dimension of higher education (which was defined for the first time), data collection, employability, the EHEA in a global context, and comprehensive stocktaking. These priorities aimed to guide the future efforts and initiatives of the participating countries.
- Emphasizing the importance of collaboration and continued partnership beyond 2009, viewing it as an opportunity to reassess and refine the visions and values of the Bologna Process. This highlighted the dynamic and evolving nature of the process, encouraging ongoing cooperation and adaptation to changing educational landscapes.⁷⁹⁸

The London Communiqué represented a critical phase in the Bologna Process, providing a platform for reflection, evaluation, and strategic planning to further advance the goals of mobility, quality assurance, recognition, and the social dimension of higher education within the EHEA.

5.1.2.7 The Leuven / Louvain-la-Neuve Communiqué – 2009

The Leuven/Louvain-la-Neuve Communiqué, issued in 2009, played a crucial role in setting the agenda for the Bologna Process in the coming decade. The Communiqué identified key areas of focus to further enhance the implementation of the Bologna principles. These areas included:

- The social dimension of higher education, recognizing the importance of equal opportunities, inclusion, and accessibility for all individuals, regardless of their background or circumstances. This emphasis reflected a commitment to promoting social equity within the European Higher Education Area.
- Lifelong learning, highlighting the significance of continuous education and skill development throughout an individual's life. This recognition aimed to

⁷⁹⁸ Ibid.

European Higher Education Area (EHEA). (2007 May. 17). *Ministerial Conference London 2007*. Retrieved Dec 21, 2021, from <https://www.ehea.info/page-ministerial-conference-london-2007>

European Higher Education Area (EHEA). (2005 May. 18). *2007 London Communiqué: Towards the European Higher Education Area: responding to challenges in a globalised world*. Retrieved Dec 21, 2021, from http://www.ehea.info/media.ehea.info/file/2007_London/69/7/2007_London_Communique_English_588697.pdf

foster a culture of lifelong learning and adaptability in response to evolving societal and economic needs.

- Employability, acknowledging the need to align higher education programs with the demands of the labor market, equipping graduates with relevant skills and competencies to enhance their employment prospects and contribute effectively to the economy.
- Student-centered learning and the teaching mission of education, underscoring the importance of pedagogical approaches that prioritize student engagement, active learning, and the development of critical thinking and problem-solving skills.
- International openness and mobility, promoting international cooperation, exchange programs, and opportunities for students, academic staff, and researchers to gain valuable international experiences and broaden their perspectives.
- Education, research & innovation, recognizing the interconnectedness of these elements and the need for close collaboration between academia and the research sector to drive innovation, scientific progress, and societal development.
- Data collection, funding of higher education, and multidimensional transparency tools, highlighting the significance of reliable data, transparent funding mechanisms, and effective tools for monitoring and assessing the quality and performance of higher education institutions.⁷⁹⁹

These identified working areas reflected a shift towards a more comprehensive and in-depth approach to the reforms within the Bologna Process, aiming to ensure the successful completion of its implementation. Furthermore, an important internal change was introduced in the Communiqué, altering the Bologna Process Chairing procedure. Instead of being chaired solely by the country holding the EU Presidency, the Process

⁷⁹⁹ Ibid.

European Higher Education Area (EHEA). (2009 April 28). *Ministerial Conference Leuven / Louvain-La-Neuve 2009*. Retrieved Dec 21, 2021, from <https://www.ehea.info/page-ministerial-conference-Leuven-Louvain-la-Neuve-2009>

European Higher Education Area (EHEA). (2009 April 28). *2009 Leuven Louvain-la-Neuve Communiqué. The Bologna Process 2020 - The European Higher Education Area in the new decade Communiqué of the Conference of European Ministers Responsible for Higher Education, Leuven and Louvain-la-Neuve, 28-29 April 2009*. Retrieved Dec 21, 2021, from https://www.ehea.info/media.ehea.info/file/2009_Leuven_Louvain-la-Neuve/06/1/Leuven_Louvain-la-Neuve_Communique_April_2009_595061.pdf

would now be co-chaired by both the country holding the EU Presidency and a non-EU country, following an alphabetical order starting from July 1st, 2010. This adjustment aimed to enhance international collaboration and broaden the perspectives within the Bologna Process leadership.

5.1.2.8 The Budapest / Vienna Communiqué – 2010

The Budapest/Vienna Communiqué, issued in 2010, marked a significant milestone in the Bologna Process as it celebrated the ten-year anniversary and the official launching of the European Higher Education Area (EHEA). This Ministerial Conference saw the expansion of the EHEA to include 47 countries, with the recent admission of Kazakhstan. The achievement of establishing the EHEA signaled the accomplishment of the objective set forth in the Bologna Declaration to establish a common European framework for higher education. However, the existence of the EHEA alone did not imply the fulfillment of all the objectives agreed upon by the participating ministers in the Bologna Process. Therefore, in 2010, the Bologna Process and the EHEA entered a new phase focused on consolidation and operationalization. This phase aimed to address the varying degrees of progress and challenges faced in implementing the Bologna Process across different European countries.⁸⁰⁰

The Budapest/Vienna Communiqué recognized the need to consolidate the achievements thus far and to operationalize the agreed-upon objectives. It called for a comprehensive review and assessment of the progress made in the implementation of the Bologna reforms. This assessment was vital in identifying areas that required further attention and improvement to ensure the effective realization of the Bologna goals. The Budapest/Vienna Ministerial Conference acknowledged the diverse reactions and responses to the Bologna Process across Europe. It underscored the importance of addressing these differences and fostering a more coherent and harmonized approach to the implementation of the Bologna reforms throughout the EHEA. This emphasis on consolidation and operationalization reflected the commitment to continuous improvement and enhancement of the higher education systems across Europe. Overall,

⁸⁰⁰ Ibid.

European Higher Education Area (EHEA). (2010 March 11). *Ministerial Conference Budapest - Vienna 2010*. Retrieved Dec 21, 2021, from <https://www.ehea.info/page-ministerial-conference-budapest-vienna-2010>

European Higher Education Area (EHEA). (2010 March 12). *Budapest-Vienna Declaration on the European Higher Education Area*. Retrieved Dec 21, 2021, from http://ehea.info/media.ehea.info/file/2010_Budapest_Vienna/64/0/Budapest-Vienna_Declaration_598640.pdf

the Budapest/Vienna Communiqué marked an important stage in the Bologna Process, transitioning from the establishment of the EHEA to a phase of consolidation and operationalization. It highlighted the need for comprehensive assessments, harmonization efforts, and addressing the varying reactions to ensure the successful implementation of the Bologna reforms across Europe.⁸⁰¹

5.1.2.9 New Goals: The Bucharest Communiqué – 2012

The Bucharest Communiqué, issued in 2012, conveyed a significant message that higher education reform could play a pivotal role in revitalizing Europe's economy and fostering sustainable growth and job creation. In response to the prevailing economic crisis, the participating Ministers identified three primary goals to address the challenges at hand:

- Firstly, the Ministers emphasized the importance of providing quality higher education to a larger number of students while ensuring that they acquire the necessary skills and competencies for enhanced employability. This goal aimed to equip students with the knowledge and capabilities that align with the evolving demands of the labor market, thus contributing to their successful transition into meaningful and fulfilling careers.
- Secondly, the Bucharest Ministerial Conference underscored the significance of increasing student mobility. Recognizing the transformative impact of international experiences, the 47 countries involved in the Bologna Process adopted a new European strategy to enhance mobility opportunities for students. A specific target was set for at least 20% of European graduates in 2020 to have participated in a study or training period abroad. This objective aimed to promote cultural exchange, foster global citizenship, and enhance the cross-cultural competencies of European graduates.⁸⁰²

⁸⁰¹ Ibid.
Ibid.

⁸⁰² Ibid.

European Higher Education Area (EHEA). (2012 April 27). *Ministerial Conference Bucharest 2012*. Retrieved Dec 21, 2021, from <https://www.ehea.info/page-ministerial-conference-bucharest-2012>

European Higher Education Area (EHEA). (2012 April 27). *2012 Bucharest Communiqué: Making the Most of Our Potential: Consolidating the European Higher Education Area, Final Version*. Retrieved Dec 21, 2021, from http://www.ehea.info/media.ehea.info/file/2012_Bucharest/67/3/Bucharest_Communique_2012_610673.pdf

In pursuit of these goals, the Bucharest Communiqué emphasized the importance of close collaboration and partnership between higher education institutions, policymakers, and stakeholders. It called for the development of effective strategies and policies that would enable the realization of the envisioned reforms, laying the foundation for a more competitive and dynamic European Higher Education Area.

Overall, the Bucharest Communiqué set forth ambitious objectives to address the economic challenges faced by Europe through higher education reform. By focusing on providing quality education, enhancing employability, and promoting student mobility, the participating countries aimed to drive sustainable growth, nurture a skilled workforce, and foster a globally engaged generation of graduates.

5.1.2.10 The Yerevan Communiqué – 2015

The Yerevan Communiqué, issued in 2015, marked an important milestone in the Bologna Process as Belarus was accepted as the 48th country in the initiative. The conference resulted in the adoption of several policy measures aimed at advancing the objectives of the European Higher Education Area (EHEA). These policy measures included:

- The revision of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), which provided a framework for ensuring and enhancing the quality of higher education across the member countries.
- The introduction of the European Approach for Quality Assurance of Joint Programmes, aiming to promote consistent quality assurance practices for collaborative programs offered by institutions across different countries.
- The revision of the ECTS Users' Guide, now recognized as an official EHEA document, providing guidance on the implementation of the European Credit Transfer and Accumulation System (ECTS) to facilitate credit recognition and transfer within the EHEA.⁸⁰³

⁸⁰³ Ibid.

European Higher Education Area (EHEA). (2015 May 14). *Ministerial Conference Yerevan, 2015*. Retrieved Dec 21, 2021, from <https://www.ehea.info/page-ministerial-conference-yerevan-2015>

European Higher Education Area (EHEA). (2015 May 14). *2015 Yerevan Communiqué*. Retrieved Dec 21, 2021, from http://ehea.info/media.ehea.info/file/2015_Yerevan/70/7/YerevanCommuniquéFinal_613707.pdf

The Yerevan Communiqué acknowledged the success of the Bologna Process in inspiring the European Higher Education Area. However, it emphasized the need for continuous improvement in higher education systems and greater involvement of academic communities to fully realize the potential of the EHEA. The communiqué highlighted the importance of;

“We must renew our original vision and consolidate the EHEA structure. The governance and working methods of the EHEA must develop to meet [new] challenges.”⁸⁰⁴

By the year 2020, the member countries committed to achieving an EHEA where common goals are effectively implemented across all participating nations. These goals included:

- Enhancing the quality and relevance of learning and teaching;
- Fostering the employability of graduates throughout their working lives;
- Making the systems more inclusive;
- Implementing agreed structural reforms.⁸⁰⁵

This commitment reflected the shared determination to drive continuous improvement, foster innovation, and ensure the relevance and impact of higher education in the evolving landscape of the EHEA.

5.1.2.11 The Paris Communiqué – 2018

The Paris Communiqué, issued in 2018, highlighted the importance of upholding fundamental values, particularly democracy, as higher education standards play a vital role in promoting peace and freedom. During the Paris Conference, Education Ministers identified three key commitments that were essential for enhancing the quality and cooperation within the European Higher Education Area (EHEA):

1. Implementation of a three-cycle system: The Ministers emphasized the need for a harmonized three-cycle system, consisting of bachelor's, master's, and doctoral degrees, that aligns with the overarching framework of qualifications in the EHEA. These degrees were to be structured and

⁸⁰⁴ Ibid.

⁸⁰⁵ Ibid.

assessed based on the European Credit Transfer and Accumulation System (ECTS), facilitating credit transfer and recognition across the EHEA member countries.

2. Compliance with the Lisbon Recognition Convention: The Ministers reaffirmed the significance of the Lisbon Recognition Convention, which ensures the recognition of qualifications and promotes academic mobility. Compliance with this convention was considered essential for promoting fair recognition of qualifications and facilitating the mobility of students and graduates within the EHEA.
3. Quality assurance in line with the Standards and Guidelines: The Ministers stressed the importance of implementing quality assurance measures in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area. These guidelines serve as a framework for maintaining and enhancing the quality of higher education institutions and programs across the EHEA, ensuring consistent and rigorous quality assessment practices.⁸⁰⁶

By prioritizing these commitments, the Paris Communiqué aimed to strengthen the EHEA by promoting compatibility and comparability of qualifications, fostering international recognition, and ensuring high-quality standards in higher education. This emphasis on fundamental values, qualification frameworks, recognition, and quality assurance reflected the ongoing efforts to further enhance cooperation and collaboration within the European Higher Education Area.

⁸⁰⁶ European Higher Education Area (EHEA). (2018 May 24). *Ministerial Conference Paris, 2018*. Retrieved Dec 21, 2021, from <https://www.ehea.info/page-ministerial-conference-paris-2018>
European Higher Education Area (EHEA). (2018 May 25). *Paris Communiqué*. Retrieved Dec 21, 2021, from http://ehea.info/media.ehea.info/file/2018_Paris/77/1/EHEAParis2018_Communique_final_952771.pdf

Table 20. The Evolution of the Bologna Process, Key Milestones from Sorbonne 1998 to Paris 2018:

Mobility of students and teachers	Mobility also for researchers and administrative staff	Social dimension of mobility	Portability of loans and grants	Attention to visa and work permits	Attention also to pension systems and recognition	Target: 20 % graduate mobility by 2020	Explore path to automatic recognition of academic qualifications		Student digital data exchange
A common two-cycle degree system	Easily readable and comparable degrees	Fair recognition Development of joint degrees	Inclusion of doctoral level as third cycle	QF-EHEA adopted National Qualifications Frameworks (NQFs) launched	NQFs by 2010	NQFs by 2012	Roadmaps for countries without NQF	Implementation of key commitments	Short cycle as a stand-alone qualification level Revised Diploma Supplement
		Social dimension	Equal access	Reinforcement of the social dimension	National action plans	National targets for the social dimension to be measured by 2020	Widening access and completion rates	Social inclusion	Inclusion of under-represented and vulnerable groups
		Lifelong learning (LLL)	Alignment of national LLL policies Recognition of Prior Learning (RPL)	Flexible learning paths	Partnerships to improve employability	LLL as a public responsibility Focus on employability	Enhance employability, LLL and entrepreneurial skills through cooperation with employers	Employability	Combine academic and work-based learning
Use of credits	A system of credits (ECTS)	ECTS and Diploma Supplement (DS)	ECTS for credit accumulation		Coherent use of tools and recognition practices	Implementation of Bologna tools	Ensure that Bologna tools are based on learning outcomes	Adoption of ECTS Users Guide	
	European cooperation in quality assurance (QA)	Cooperation between QA and recognition professionals	QA at institutional, national and European level	European Standards and Guidelines for quality assurance (ESG) adopted	Creation of the European Quality Assurance Register (EQAR)	Quality as an overarching focus for EHEA	Allow EQAR registered agencies to perform their activities across the EHEA	Adoption of revised ESG and European Approach to QA of joint programmes	Ensure compliance with ESG 2015 Promote European Approach for QA of joint programmes
Europe of Knowledge	European dimensions in higher education	Attractiveness of the EHEA	Links between higher education and research areas	International cooperation on the basis of values and sustainable development	Strategy to improve the global dimension of the Bologna Process adopted	Enhance global policy dialogue through Bologna Policy Fora	Evaluate implementation of 2007 global dimension strategy		Develop synergies between EHEA – ERA
								Learning and Teaching: Relevance and quality	Innovation and Inclusion in Learning and Teaching Digitalisation and digital skills
								Sustainable Development	Support to UNSDGs
1998 Sorbonne Declaration	1999 Bologna Declaration	2001 Prague Communiqué	2003 Berlin Communiqué	2005 Bergen Communiqué	2007 London Communiqué	2009 Leuven/ Louvain-la-Neuve Communiqué	2012 Bucharest Communiqué	2015 Yerevan Communiqué	2018 Paris Communiqué

5.1.2.12 The Rome Communiqué – 2020

The Rome Communiqué, released in 2020, envisions the European Higher Education Area (EHEA) as a space that enables students, staff, and graduates to freely engage in studying, teaching, and conducting research. Emphasizing the significance of fundamental values, such as higher education, democracy, and the rule of law, the communiqué commits to establishing an inclusive, innovative, and interconnected EHEA by 2030, which will contribute to a sustainable, cohesive, and peaceful Europe:⁸⁰⁷

To realize this vision, the Rome Communiqué sets forth three key objectives that will shape the future of the EHEA:

1. **Inclusivity:** The communiqué underscores the importance of ensuring equitable access to higher education for every student. It emphasizes the need to provide comprehensive support systems that enable students to successfully complete their studies and training. By fostering equal opportunities, the EHEA aims to create a learning environment that is inclusive and supportive of diverse student populations.
2. **Innovation:** The Rome Communiqué calls for the introduction of new and improved learning, teaching, and assessment methods that are closely aligned with research activities. By embracing innovative approaches, the EHEA seeks to enhance the quality of education and promote the development of cutting-edge knowledge and skills among students and academics. This focus on innovation aims to keep pace with the evolving demands of a rapidly changing society and economy.
3. **Interconnectedness:** The communiqué emphasizes the importance of common frameworks and tools that facilitate international cooperation, knowledge exchange, and mobility of both staff and students. By fostering interconnectedness, the EHEA seeks to promote collaboration among institutions and countries, enabling the sharing of best practices, resources,

⁸⁰⁷ European Higher Education Area (EHEA). (2020 Nov. 19). *EHEA 2020 Rome Ministerial Conference*. Retrieved Dec 22, 2021, from <https://www.ehea.info/page-ministerial-conference-rome-2020> for more information see: <https://ehea2020rome.it/>
European Higher Education Area (EHEA). (2020 Nov. 19). *Rome Ministerial Communiqué*. Retrieved Dec 22, 2021, from http://www.ehea.info/Upload/Rome_Ministerial_Communique.pdf

and expertise. This interconnectedness will contribute to the continuous improvement and reform of higher education systems within the EHEA.⁸⁰⁸

By committing to these goals, the Rome Communiqué outlines a transformative vision for the future of the EHEA. It envisions an inclusive, innovative, and interconnected higher education system that ensures equal opportunities, fosters intellectual advancement, and supports international collaboration. By striving towards these objectives, the EHEA aims to contribute to the sustainable development and social cohesion of Europe, while upholding the core values of higher education, democracy, and the rule of law.

5.2 AEHESIS – Aligning a European Higher Education Structure in Sport Science



Fig. 164: Official Logo of AEHESIS (Aligning a European Higher Education Structure in Sport Science).

AEHESIS (Aligning a European Higher Education Structure in Sport Science) is an initiative aimed at fostering harmonization and alignment within the field of sport science education across higher education institutions in Europe. This project recognizes the significance of establishing a cohesive and standardized framework that ensures the quality and efficacy of sport science programs throughout the continent.⁸⁰⁹

The AEHESIS project initially set forth several objectives to guide its three-year duration. These objectives encompassed various aspects of the project's scope and desired outcomes:

1. Curriculum Alignment:

- Establish common learning outcomes and competencies for sport science programs across Europe.
- Ensure consistency in the knowledge and skills acquired by students.

⁸⁰⁸ Ibid.

⁸⁰⁹ European Observatoire of Sport and Employment (EOSE). (n.d.). *Our Work: AEHESIS – Aligning a European Higher Education Structure in Sport Science*. Retrieved Jan 13, 2022, from https://web.archive.org/web/20220619223659/http://eose.org/our_work/aeheis-aligning-a-european-higher-education-structure-in-sport-science/

Aligning a European Higher Education Structure in Sport Science (AEHESIS). (n.d.). *Main activities and outcomes*. Retrieved Jan 13, 2022, from <https://web.archive.org/web/20161015142109/http://aeheis.de/HTML/Welcome.htm>

Petry, K., Froberg, K. & Madella, A. (Ed.) (2006). *Thematic Network Project AEHESIS – Report of Third Year*. Published by the Institute of European Sport Development & Leisure Studies, German Sport University Cologne, Retrieved Jan 13, 2022, from http://eose.org/wp-content/uploads/2014/03/AEHESIS_report_3rd-year.pdf

- Develop model curriculum structures to enhance recognition and integration of qualifications.
 - Promote mobility and facilitate the recognition of qualifications within the European Higher Education Area.
2. Quality Assurance and Control:
 - Maintain high standards of quality in sport science education.
 - Utilize quality assurance mechanisms and guidelines to meet predefined standards.
 - Coordinate efforts with independent associations to facilitate European accreditation in the main areas of sports science.
 3. Mobility and Recognition:
 - Encourage the mobility of students and staff within sport science.
 - Facilitate the recognition of qualifications obtained in different European countries.
 - Support the seamless transfer of credits and enhance cooperation and collaboration between institutions.
 4. Professional Development and Vocational Relevance:
 - Support continuous professional development and lifelong learning in sport science.
 - Develop relevant and up-to-date training opportunities for sport science professionals.
 - Engage with the labor market to develop professional profiles and desired outcomes in terms of knowledge, skills, and competences, aligning with the guidelines established by the Tuning Project.
 5. Promotion of Good Practice and Innovation:
 - Identify and promote examples of good practice in sport science education.
 - Encourage innovation, especially in the domains of information and communication technology (ICT) and e-learning.
 6. Methodological Development and Transparency:
 - Develop a methodology to analyze and compare sport science programs, identifying common elements and areas of specificity and diversity.

- Foster convergence and transparency in sport science across Europe by defining commonly accepted professional and learning outcomes.⁸¹⁰

AEHESIS aimed to create a European Higher Education Structure in Sport Science characterized by coherence, transparency, and mutual recognition. By aligning curricula, implementing quality assurance mechanisms, promoting mobility, and supporting professional development, the initiative strives to enhance the overall quality and effectiveness of sport science education in Europe. This will contribute to the development of highly skilled and competent professionals in the field, as well as facilitate the exchange of knowledge and best practices among institutions and countries.⁸¹¹

The Bologna Declaration, initiated in June 1999, set forth an ambitious agenda of policy reforms aimed at fostering compatibility, comparability, competitiveness, and attractiveness of European higher education institutions. In line with the post-Bologna process of harmonization, the AEHESIS Project, an ERASMUS (European Region Action Scheme for the Mobility of University Students) Thematic Network project, was established in October 2003 to align the European higher education structure in the field of sport science. Within this project, particular attention was given to the sector of "Physical Education." One of the primary objectives of this sector was to develop a model curriculum for Physical Education Teacher Education that would promote the recognition and European integration of qualifications. This curriculum sought to ensure harmonization among Higher Education institutions throughout Europe engaged in the training of teachers, thereby aligning with the goals and spirit of the Bologna Agreement. By striving for standardization and integration, the AEHESIS Project aimed to enhance the overall quality and coherence of Physical Education Teacher Education programs across Europe.⁸¹²

The inception of the AEHESIS project, aimed at aligning a European higher educational structure in sport science, originated in 2002. Subsequently, in autumn of the following year, the Socrates Program, funded by the European Commission,

⁸¹⁰ European Observatoire of Sport and Employment (EOSE). (n.d.). op.cit.

⁸¹¹ Ibid.

⁸¹² Hardman, K., Klein, G., Patriksson, G., Rychtecky, A., & Carreiro da Costa, F. (2008). *Implementation of the Bologna Process and Model Curriculum Development in Physical Education Teacher Education*. In Book: *Higher Education in Sport in Europe: From Labour Market Demand to Training Supply*. By; Petry, Froberg, Madella, Tokarski (Eds.). Meyer & Meyer Sport (UK) Ltd., pp.:56. Retrieved Jan 12, 2022, from <https://books.google.pl/books?hl=en&lr=&id=x8-JdefgJAoC&oi=fnd&pg=PA56>

commenced supporting this four-year initiative (2003-2007). Throughout the project's duration, sport education experts from 28 European countries, alongside 70 partner organizations, convened in various meetings and conferences. In 2007 the AEHESIS project comprised 86 partners in 29 European countries. Their collaborative efforts involved extensive exchange of working papers to develop new collective standards and references for curricula within the sport sector. These endeavors were conducted with a strong emphasis on the guiding principles outlined in the Bologna Declaration, the Lisbon objectives, the Education and Training Agenda 2010, and the European Qualification Framework (EQF). Notably, the AEHESIS Project closely considered the Bologna Process and drew insights from the methodologies and outcomes of the Tuning Project implemented by the European Commission. The German Sport University Cologne's Institute of European Sport Development & Leisure Studies led the coordination of this project on behalf of the European Network of Sport Science, Education, and Employment (ENSSEE).⁸¹³

The AEHESIS project undertook several key activities to fulfill its objectives. Firstly, it involved conducting a comprehensive mapping of sport science programs across Higher Education Institutes in Europe, specifically focusing on the four designated areas of Sport Management, Physical Education, Health & Fitness, and Sport Coaching. This mapping exercise aimed to provide a comprehensive overview of the existing programs within these fields. Additionally, the project aimed to assess the implementation of the Bologna process within these sport science programs. It sought to examine how the principles and objectives of the Bologna process were integrated into the curricula, structures, and practices of the identified programs. This assessment aimed to identify the extent to which the Bologna process was effectively implemented within the field of sport science. It sought to enhance understanding and facilitate improvements in sport science education, aligning it with the objectives and principles outlined by the Bologna process.⁸¹⁴

These objectives formed the foundation for the AEHESIS project's endeavors and reflected its commitment to enhancing sport science education and promoting collaboration and alignment within the European higher education landscape.

⁸¹³ Petry, K., Froberg, K. & Madella, A. (Ed.) (2006). *Thematic Network Project AEHESIS – op. cit.* Aligning a European Higher Education Structure in Sport Science (AEHESIS). (n.d.). op. cit.

⁸¹⁴ Ibid.

The primary objective of the third year of the AEHESIS Project was to develop a model curriculum specifically for Physical Education. This curriculum was intended to be applicable across higher education institutions in Europe that were involved in the preparation of teachers. The goal was to foster harmonization within the context of the Bologna Agreement's intention and spirit. By utilizing this various data collection methods (Institutional Questionnaire, Curriculum Questionnaire), the AEHESIS project aimed to provide innovative and sector-specific guidelines for curriculum design. Additionally, the project aimed to establish quality assurance systems for study programs that would effectively integrate academic rigor, the European dimension, and alignment with the demands of the labor market. Through these efforts, the AEHESIS project aimed to contribute to the advancement of the sports sector within the higher education landscape, ensuring both academic excellence and practical relevance.⁸¹⁵

Problems outlined in the Physical Education area

Problem/issue:

The Physical Education area of the AEHESIS Project identified several issues and challenges related to the development of a "Best Practice" Curriculum Model for Physical Education in the context of existing well-regulated teacher provision and professional demands across Europe. One noteworthy issue is the complexity arising from the diverse political and legal positions of member states within the highly professionalized and regulated educational landscape. Additionally, the establishment of a European Accreditation Association presents further challenges due to these varying national contexts.

Solutions:

To address these regulatory complexities, it would be relevant to focus on the identification of principles of "Good Practice" that are applicable in these diverse contexts. These principles would encompass a core set of practices in Physical Education that can serve as a guidance framework for education providers. By establishing these principles and practices, a basis for Accreditation principles can be formed, enabling the harmonization and recognition of high-quality Physical Education programs across Europe.

⁸¹⁵ Ibid.

Petry, K. & Froberg, K. (2006). *Overview of the project*. In: *Thematic Network Project AEHESIS - Report of the Third Year*. By: Petry, K., Froberg, K. & Madella, A. (2006). Cologne.

The Physical Education Area Research Group of the AEHESIS project has identified distinct categories of teachers qualified to teach Physical Education (PE) in schools throughout Europe. Based on the existing diverse practices, the research group recommends the recognition of three dedicated category levels of PE teachers:

(i) Physical Education Teacher (One Subject Specialist)

The designation of "Specialist Physical Education Teacher" is reserved for individuals who have successfully completed a relevant PE-related program of study, including qualified teacher status, with a total accumulation of 240 ECTS (European Credit Transfer and Accumulation System). The Specialist PE Teacher possesses in-depth knowledge and understanding of the PE subject and its related areas, covering the full range of required Fields of Study within an overarching PE Program of Study.

(ii) Physical Education Teacher (2-3 Subjects)

The designation of "Physical Education Teacher" applies to individuals who have completed a program of study, including qualified teacher status, totaling 240 ECTS. Within this program, a minimum of 35-50% (equivalent to 84-120 ECTS) of the content, excluding professional training, is PE-related. The PE Teacher demonstrates an extended foundation of PE subject knowledge and understanding across all specified Fields of Study within a PE Program of Study.

(iii) Generalist Teacher

The designation of "Generalist Teacher" is given to individuals who have successfully completed a Program of Study, including qualified teacher status, amounting to 240 ECTS. In this program, a minimum of 10% (equivalent to 24 ECTS) of the content is PE-related. The Generalist Teacher possesses a fundamental foundation of PE subject knowledge encompassing a sustainable range of Fields of Study, including Practical Activities, Pedagogy/Didactics, and School-based Teaching Practice. This foundation enables them to effectively deliver a prescribed or framework-guideline PE

curriculum, particularly in the early years of schooling (primary/elementary).⁸¹⁶

These recommended category levels aim to provide clarity and consistency in recognizing the qualifications and competences of Physical Education teachers across Europe, while considering the specific requirements and expectations of each category.

The development of Physical Education Teacher Education across Europe has been influenced by historical factors, cultural practices, and varying levels of state and regional legislation. Recognizing the diverse nature of European cultures, languages, national education systems, and university autonomy, any formulation of a Physical Education Teacher Education Model Curriculum should take into account this pan-European diversity, as emphasized in the Bologna Declaration. Therefore, the recommendations of the Group for Physical Education Teacher Education Model Curriculum formulation are based on Core Principles, which are rooted in evidence derived from research data and considerations from experts in the field (academic and professional practices/ideals), rather than being a set of rigid prescriptions.⁸¹⁷

These Core Principles encompass the essential characteristics of PE in schools, the model of a competent Physical Education teacher who is analytically reflective and professionally effective, the structural and progressive features of Physical Education Teacher Education Programs of Study, and the associated aims, learning outcomes, assessment methods, quality benchmarks, quality assurance procedures, and standards framework for PE teachers. These principles serve as reference points for planning, designing, and implementing Physical Education Teacher Education curricula across Europe. They take into account the societal needs within evolving ideological and

⁸¹⁶ Hardman, Klein, Patriksson, Rychtecky, Carreiro da Costa, op. cit., p. 41. Retrieved Jan 12, 2022, from <https://books.google.pl/books?id=Crt4DwAAQBAJ&pg=PT41&lpg=PT41>
Aligning a European Higher Education Structure in Sport Science (AEHESIS). (n.d.). *PE Teacher Education (PETE) Executive Summary Overview*. Retrieved Jan 14, 2022, from http://eose.org/wp-content/uploads/2014/03/AEHESIS_ExecutiveSummary_PE.pdf
Hardman, K. (2007). Current Situation and Prospects for Physical Education in The European Union. European Parliament, Directorate General Internal Policies of the Union, Policy Department Structural and Cohesion Policies, Culture and Education. IP/B/CULT/IC/2006_100, PE 369.032 Retrieved May 30, 2024, from [https://www.europarl.europa.eu/RegData/etudes/etudes/join/2007/369032/IPOL-CULT_ET\(2007\)369032_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/etudes/join/2007/369032/IPOL-CULT_ET(2007)369032_EN.pdf)

⁸¹⁷ Ibid
Ibid.

political contexts in a dynamically changing world, which may impact and modify the functional roles of the designated professional area.⁸¹⁸

By embracing these Core Principles, Physical Education Teacher Education curricula can be tailored to meet the specific requirements and challenges of each European country while maintaining a shared understanding of the fundamental aspects of PE education. This approach allows for flexibility and adaptation to local contexts while upholding the overall quality and standards expected in the field of PE teacher education.⁸¹⁹

The principles guiding the Physical Education Curriculum have led to the disaggregation of Programmes of Study into distinct Fields of Study. These Fields of Study have been categorized and simplified to encompass various areas, including Practical Activities (covering both theoretical and practical aspects in six main areas), Educational and Teaching Sciences (encompassing Pedagogy and Didactics), Natural and Biological Sciences (covering General and Applied aspects), Social Sciences/Humanities (encompassing General and Applied aspects), Scientific Work (focused on research-related study such as dissertations or projects), School-based Teaching Practice, and Specified Others. Each Field of Study is associated with specific Learning Outcomes that are fundamental to the respective area.⁸²⁰

The Physical Education Teacher Education Programme outlines the Fields of Study, their associated learning outcomes, and suggested ECTS weightings. This structure ensures a comprehensive education for future Physical Education teachers, highlighting essential competencies and workload distribution. By organizing the curriculum into specific Fields with defined outcomes and ECTS allocations, the programme supports effective curriculum design and implementation across Europe, adhering to shared standards while accommodating regional and institutional differences.⁸²¹

Details of the Physical Education Teacher Education Programme of Study together with selected outcome competencies and suggestions for ECTS weightings of Fields of Study are shown in below figures:⁸²²

⁸¹⁸ Ibid.

⁸¹⁹ Ibid.

⁸²⁰ Ibid.

⁸²¹ Ibid.

⁸²² Ibid.

Table 21. Physical Education Teacher Education Programme of Study and Outcomes.⁸²³

Physical Education Teacher Education Programme of Study: ECTS, Percentage and Outcomes			
Field of Study	ECTS	%	Outcomes
Practical Activities (Theory and Practice)			
Adventure Activities	16.8	9	<ul style="list-style-type: none"> • Knowledge, understanding and analysis of (motor) skills and performance factors in range of activities • Teach activities' skills/didactic competence connecting theory with practice • Teach activities according to principles of horizontal and vertical articulation of the curriculum, respecting principles of inclusion and differentiation of teaching • Have a range of, and apply, practical skills
Dance	5	2.7	
Games	19.1	10.2	
Gymnastics	7.2	3.9	
Swimming	17.3	9.3	
Track & Field Athletics	9.6	5.2	
Other ('new' and national/local culturally traditional activities)			
Educational & Teaching Sciences (Pedagogy/Didactics)	27.6	14.8	<ul style="list-style-type: none"> • Knowledge of how to justify the presence of PE in the core curriculum, as well as the importance of physical activity as a health factor knowing how sport contributes to human development • Knowledge of curriculum implementation • Knowledge of education and effective teaching theories • Knowledge of Communication and learning processes
Natural and Biological/Biomedical Sciences (General and Applied)	11.7	6.3	<ul style="list-style-type: none"> • Knowledge of structure, function and control of physical systems • Understanding and application of biomechanical principles to movement • Knowledge of human anatomy • Knowledge of the processes of developing pupils health-related fitness
Social Sciences/Humanities (General and Applied)	25.5	13.6	<ul style="list-style-type: none"> • Knowledge of the school as a social institution and contextualization of professional practices • Knowledge of PE/Sport in society, historical & sociological developments • Psychological/sociological knowledge of human movement • Understand concept of culture and application to PE and sport
Scientific Work (PE-related research study: dissertation or project)	11.6	6.2	<ul style="list-style-type: none"> • Preparation and conduct of PE project • Ability to generate quantitative/qualitative data • Present written report
School-based Experience (Teaching Practices)	22.7	12.1	<ul style="list-style-type: none"> • Application of teaching skills • Experience content, pedagogical and contextual knowledge • Assessment and evaluation of teaching skills
Others (not ranked)	12.6	6.7	<ul style="list-style-type: none"> • Development of personal philosophy • Use of new activities • Use of multi-media technology
Totals	186.7	100	

⁸²³ Hardman, Klein, Patriksson, Rychtecky, Carreiro da Costa, op. cit.

Hardman, K. (2007). Current Situation and Prospects for Physical Education in The European Union. op. cit.

Table 22. Programmes of Study, ECTS and Total % Weighting:⁸²⁴

	Single Subject Specialist: Min. 240 ECTS (100%)	2/3 Subjects: Min. 80-120 ECTS (33-50%)	Generalist: Min. 24 ECTS (10%)
Fields of study	Weighting: ECTS & %	Weighting: ECTS & %	Weighting: ECTS & %
Practical Activities (Theory and Practice)	36-48 ECTS 15-20%	12-48 ECTS 10-20%	6 ECTS 25%
Dance, Games, Gymnastics, Outdoor Adventure Activities, Swimming, Track & Field Athletics, Other ('new' and national/local culturally traditional activities)	Full range	Extended range	Sustainable range
Educational & Teaching Sciences (Pedagogy/Didactics)	24-48 ECTS 10-20%	24-48 ECTS 10-20%	6 ECTS 25%
Natural and Biological Sciences (General and Applied)	36-48 ECTS 15-20%	12-48 ECTS 5-20%	1-3 ECTS up to 12.5%
Social Sciences/Humanities (General and Applied)	36-48 ECTS 15-20%	12-48 ECTS 5-20%	1-3 ECTS up to 12.5%
Scientific Work (PE-related research study: dissertation or project)	12-24 ECTS 5-10%	12-24 ECTS 5-10%	1-3 ECTS up to 12.5%
Teaching Practice (including school-based practice, theory, practice and professional preparation time)	24-48 ECTS 10-20%	24-48 ECTS 10-20%	6 ECTS 25%

5.3 Physical Education and Sports Teaching Programme in Turkish Higher Education within Bologna Process

Reform movements in Türkiye, driven by the aspiration to join the European Union (EU), have been closely aligned with the Lisbon and Bologna processes. These processes have provided the framework for Türkiye to strategically address the relationship between development and education, emphasizing the importance of educational objectives outlined in the Lisbon Agenda.⁸²⁵

Türkiye has actively embraced the objectives of the Bologna Process and the Education and Training goals of the EU. The country has made concerted efforts to align its educational system with these targets, recognizing their significance in promoting educational excellence and facilitating international cooperation.⁸²⁶

Drawing from the Strategic Framework for European cooperation in Education and Training, Türkiye acknowledges the need to cultivate competences such as innovation and creativity across all levels of education. It recognizes that these

⁸²⁴ Ibid.
Ibid.

⁸²⁵ European Commission (EC). (2022 Jan. 26). *Eurydice, Turkey, European perspective*. op. cit.

⁸²⁶ Ibid.

competences are vital for the country's development and its ability to adapt to an ever-evolving global landscape.⁸²⁷

In order to achieve these goals, Türkiye emphasizes the importance of fostering collaboration between enterprises and educational institutions. By forging strong partnerships and establishing mutually beneficial connections, Türkiye aims to create flexible communication environments that enable knowledge exchange and support the development of practical skills.⁸²⁸

By prioritizing innovation, creativity, and collaboration, Türkiye strives to enhance the quality of its education system and prepare its students for the challenges and opportunities of the future. These efforts are integral to Türkiye's commitment to the Lisbon and Bologna processes, which serve as guiding frameworks in its pursuit of educational excellence and integration into the European educational landscape.⁸²⁹

The re-organization and reform process of the Turkish educational system have been significantly influenced by European reference tools, including the Bologna Process, Quality Assurance Systems, and the European Educational Strategy. These tools, collectively, have played a vital role in shaping the educational landscape in Türkiye and aligning it with European standards and practices. Türkiye's adoption of the principles and objectives of the Bologna Process has led to the implementation of a three-cycle system, the establishment of credit transfer and accumulation systems (ECTS), and the promotion of student mobility and recognition of qualifications. In parallel, the implementation of Quality Assurance Systems has contributed to improving educational standards by evaluating and monitoring the quality of institutions and programs. Additionally, the European Educational Strategy has guided Türkiye in developing key competences, fostering lifelong learning, and promoting innovation and creativity across all education levels. Overall, these European reference tools have served as guiding frameworks, informing policy decisions and shaping the direction of educational reforms in Türkiye, leading to enhanced quality, compatibility, and international recognition of the Turkish educational system.⁸³⁰

The adequacy of education programs for teachers in faculties of education in terms of training qualified teachers, who possess the knowledge and skills necessary in

⁸²⁷ Ibid.

⁸²⁸ Ibid.

⁸²⁹ European Commission (EC). (2022 Jan. 26). *Eurydice, Turkey, European perspective*. op. cit.

⁸³⁰ Ibid.

this era, have started to be discussed further in Türkiye since the early 2000s, and suggestions for solving the problems regarding such programs have begun to be supported by evidence such as scientific research data and the opinions of experts in the field.⁸³¹

The European Higher Education Area, which Türkiye has been a part of since 2003, aims to define the expected learning outcomes from undergraduate programs, to identify the subjects that need to be taught to achieve these outcomes, as well as the time and methods required for the processing of such subjects, and to measure and evaluate the learning outcomes with the same methods. It was considered that this process required the Faculties of Education to have various minimum standards in common with regard to the issue at hand, and the necessity of updating the programs was closely associated with this argument. In this regard, a good number of studies have been initiated in order to eliminate the problematic aspects of undergraduate programs for teaching, and to start improving and making the necessary updates in the programs. The key characteristics of all these studies was to ensure that the teaching programs in effect for training qualified teachers in EU member countries largely overlap with their certain aspects.⁸³²

In the field of higher education in Europe, compliance with the Bologna Process, quality and accreditation, and creating core programs for undergraduate programs that provide education in the same field in the world and in Türkiye are currently being discussed, and at this point, it became a necessity to update the undergraduate programs of the faculties of education/educational sciences and to create common core programs.⁸³³

Within the scope of the Bologna Process, at least 25% of the courses included in the curriculum must be elective courses, and although there are elective courses available for teaching programs, it is observed that hundreds of elective courses are being opened under different names in the faculties. During the recent updates, it has

⁸³¹ Yükseköğretim Kurulu (YÖK) [Council of Higher Education (CoHE)] Turkey. (1997 Nov. 04). *Eğitim Fakültelerinde Uygulanacak Yeni Programlar Hakkında Açıklama* [Explanation on New Programs to be Implemented in Education Faculties]., And; *Bedensel Eğitimi ve Spor Öğretmenliği Lisans Programı* [Physical Education and Sports Teaching Undergraduate Program]. Retrieved Apr. 1, 2022, from https://www.yok.gov.tr/Documents/Kurumsal/egitim_ogretim_dairesi/Ogretmen-Yetistirme/1-aciklama_programlar.pdf ; https://www.yok.gov.tr/Documents/Kurumsal/egitim_ogretim_dairesi/Ogretmen-Yetistirme/beden_egitimi.pdf

⁸³² Ibid.

⁸³³ Ibid.

been established that there is a need to create elective course pools for elective courses.⁸³⁴

The integration of the Physical Education and Sports Teaching Programme in Turkish higher education within the Bologna Process has been a significant endeavor aimed at aligning the program with international standards and fostering compatibility and comparability across European higher education systems.

In Türkiye, the Physical Education and Sports Teaching Programme has undergone substantial reforms to meet the requirements and principles set forth by the Bologna Process. These reforms have been guided by the overarching goal of improving the quality and effectiveness of physical education and sports teaching programs in Turkish universities.

One of the key aspects of the Bologna Process implementation in Türkiye has been the adoption of the three-cycle system, which includes the Bachelor's, Master's, and Doctoral levels. This restructuring has allowed for a more comprehensive and specialized education in physical education and sports teaching, enabling students to deepen their knowledge and skills in the field. Additionally, the implementation of the European Credit Transfer and Accumulation System (ECTS) has facilitated credit recognition and transferability, ensuring the comparability of qualifications obtained within the program. The use of ECTS credits has enabled students to pursue educational opportunities abroad, promoting international mobility and exchange. Furthermore, the development of the Tuning approach, which emphasizes the identification of generic and subject-specific competencies, has played a crucial role in shaping the curriculum of the Physical Education and Sports Teaching Programme. This approach ensures that students acquire the necessary knowledge, skills, and competencies required for their future professional careers as physical education teachers.

In Türkiye, readjustments were implemented in undergraduate teaching programs in 1997, 2006 and 2009. The Physical Education and Sports Teaching curriculum implemented in higher education institutions was also restructured in 2006

⁸³⁴ Yükseköğretim Kurulu (YÖK) [Council of Higher Education (CoHE)] Turkey. (2018 May 30). *Yeni Öğretmen Yetiştirme Lisans Programları: Programların Güncelleme Gereççeleri, Getirdiği Yenilikler ve Uygulama Esasları* [New Teacher Training Undergraduate Programs: Rationale for Updates, Innovations and Implementation Principles of the Programs]. And; *Beden Eğitimi ve Spor Öğretmenliği Lisans Programı* [Physical Education and Sports Teaching Undergraduate Program]. Retrieved Apr. 1, 2022, from https://www.yok.gov.tr/Documents/Kurumsal/egitim_ogretim_dairesi/Yeni-Ogretmen-Yetistirme-Lisans-Programlari/AA_Sunus_%20Onsoz_Uygulama_Yonergesi.pdf
https://www.yok.gov.tr/Documents/Kurumsal/egitim_ogretim_dairesi/Yeni-Ogretmen-Yetistirme-Lisans-Programlari/Beden_Egitimi_ve_Spor_Ogretmenligi_Lisans_Programi.pdf

and turned into a standard structure valid across Türkiye. As a result of the updating and evaluation of the programs through the years, it had to be re-prepared over time, in line with the changing requirements and demands, and it was last updated in 2018 along with all other undergraduate teacher programs.⁸³⁵

According to this, the total credits of undergraduate programs were reduced to a reasonable level, taking into account international standards, and the total national credits were set between 140-150. ECTS adjustments were also updated in parallel. In this way, it was aimed that teaching candidates could take part in social and cultural activities more as extracurricular activities, they could attend teaching practices in schools more easily; and also, to adapt to the Bologna process.⁸³⁶

The table below shows the current and updated credit and course hour comparisons of the Physical Education and Sports Teaching undergraduate program. With this arrangement, the Physical Education and Sports Teaching undergraduate program has been established as a program with 4 years, 8 semesters, and consists of 67 courses and 240 ECTS

The table below shows the current and updated credit and course hour comparisons of the Physical Education and Sports Teaching undergraduate program. Through this revised structure, the program has been determined by the Council of Higher Education (CoHE) Türkiye and designed as a program with 4 years, 8 semesters, and consists of 67 courses and 240 ECTS (33% pedagogical/professional knowledge, 18% general knowledge and 49% field training) credits. The pedagogical/professional knowledge component of the curriculum accounts for 86 ECTS credits and encompasses a wide range of subjects such as educational philosophy, principles and methods, special education methods, and assessment and evaluation in education. This section aims to equip students with the necessary knowledge and skills to excel in the field of teaching. Additionally, the general knowledge component, which amounts to 42 ECTS credits, covers areas such as foreign language proficiency, information technology, and social service lessons, thereby providing students with a well-rounded educational foundation. The Field Training segment, comprising 112 ECTS credits, focuses on practical application and includes various physical activities such as folk dances, athletics, gymnastics, alongside theoretical courses like anatomy, physiology,

⁸³⁵ Ibid.

⁸³⁶ Ibid.

health knowledge, and first aid. These theoretical lessons complement the practical training and contribute to the students' overall understanding of the subject matter. This restructuring aims to ensure a balanced distribution of credits and course hours, facilitating a well-rounded and comprehensive education for students pursuing the Physical Education and Sports Teaching program.⁸³⁷

Table 23. Curriculum Structure of the Physical Education and Sports Teaching Bachelor's Programme:⁸³⁸

I. Semester					II. Semester						
	Course Name	T	P	C	E		Course Name	T	P	C	E
P	Introduction to Education	2	0	2	3	P	Education Psychology	2	0	2	3
P	Educational Sociology	2	0	2	3	P	Educational Philosophy	2	0	2	3
G	Atatürk's Principles and Turkish Revolution History I	2	0	2	3	G	Atatürk's Principles and Turkish Revolution History II	2	0	2	3
G	Foreign Language I	2	0	2	3	G	Foreign Language II	2	0	2	3
G	Turkish Language I	3	0	3	5	G	Turkish Language II	3	0	3	5
G	Information Technologies	3	0	3	5	F	Health Education and First Aid	2	0	3	2
F	Fundamentals of PES	2	0	2	2	F	Gymnastics	1	2	2	4
F	Human Anatomy and Kinesiology	3	0	3	3	F	Athletics	1	2	3	4
F	Movement Training	2	2	3	3	F	Team Sport I	1	2	3	3
Total		21	2	22	30	Total		16	6	19	30

T = Theoretical | P = Practical | C = Credit | E = ECTS

III. Semester					IV. Semester						
	Course Name	T	P	C	E		Course Name	T	P	C	E
P	Teaching Technologies	2	0	2	3	P	History of Turkish Education	2	0	2	3
P	Teaching Principle and Methods	2	0	2	3	P	Research Methods in Education	2	0	2	3
P	Elective I	2	0	2	4	P	Elective II	2	0	2	4
G	Elective I	2	0	2	3	G	Elective II	2	0	2	3
G	Public Service Applications	1	2	2	3	F	Elective II	2	0	2	4
F	Elective I	2	0	2	4	F	PES Teaching Programs	2	0	2	3
F	PES Learning & Teaching Approaches	2	0	2	3	F	Exercise Physiology	3	0	3	5
F	Motor Development	3	0	3	3	F	Rhythm Education and Dance	1	2	2	5
F	Team Sport II	1	2	2	4						
Total		17	4	19	30	Total		16	2	17	30

V. Semester					VI. Semester						
	Course Name	T	P	C	E		Course Name	T	P	C	E
P	Class Management	2	0	2	3	P	Measuring & Evaluation in Edu.	2	0	2	3
P	Ethics and Morality in Education	2	0	2	3	P	Turkish Edu. System & School Mng	2	0	2	3
P	Elective 3	2	0	2	4	P	Elective 4	2	0	2	4
G	Elective 3	2	0	2	3	G	Elective 4	2	0	2	3
F	Elective 3	2	0	2	4	F	Elective 4	2	0	2	4
F	Training Information	2	0	2	3	F	Skills Learning	3	0	3	3
F	PES Teaching	2	2	3	4	F	Physical Suitability	3	0	3	3
F	Team Sport III	1	2	2	3	F	Outdoor Sports	1	2	2	3
F	Swimming	1	2	2	3	F	Racket Sports	1	2	2	4
Total		16	6	19	30	Total		18	4	20	30

⁸³⁷ Ibid.

MacPhail, Tannehill, Avsar, op. cit., p. 404.

⁸³⁸ Yükseköğretim Kurulu (YÖK) [Council of Higher Education (CoHE)] Turkey. (1997 Nov. 04). *Beden Eğitimi ve Spor Öğretmenliği Lisans Programı* [Curriculum Structure of the Physical Education and Sports Teaching Bachelor's Programme], Retrieved Apr. 1, 2022, from https://www.yok.gov.tr/Documents/Kurumsal/egitim_ogretim_dairesi/Yeni-Ogretmen-Yetistirme-Lisans-Programlari/Beden_Egitimi_ve_Spor_Ogretmenligi_Lisans_Programi.pdf

VII. Semester					VIII. Semester						
	Course Name	T	P	C	E		Course Name	T	P	C	E
P	Teaching Practice I	2	6	5	10	P	Teaching Practice II	2	6	5	10
P	Special Education and Inclusion	2	0	2	3	P	Guidance in Schools	2	0	2	3
P	Elective 5	2	0	2	4	P	Elective 6	2	0	2	4
F	Elective 5	2	0	2	4	F	Elective 6	2	0	2	4
F	Folk Dances	1	2	2	3	F	Management & Organization in PES	2	0	2	3
F	Exercise and Nutrition	2	0	2	3	F	Exercise Programming	2	0	2	3
F	Educational Games	1	2	2	3	F	Adaptive PES	1	2	2	3
Total		12	10	17	30	Total		13	8	17	30

Grand Total		Theoretical	Practical	Credit	ECTS	Hours	%
P	Professional Knowledge	44	12	50	86	56	33
G	General Knowledge	26	2	27	42	28	18
F	Field Training	59	28	73	112	87	49
Total		129	42	150	240	171	100

5.4 Physical Education and Sports Teaching Programme in Polish Higher Education within Bologna Process

Poland has a rich educational heritage, and in recent decades, significant efforts have been made to align its education system with the European Union (EU) standards. The transformative changes implemented in the 1990s and 2000s were driven by the goal of harmonizing Poland's education system with the principles and objectives outlined in the Bologna Declaration. Notably, Poland emerged as an early adopter of the European Higher Education Area (EHEA) in 2010, underscoring its commitment to fostering a cohesive and interconnected European higher education landscape. By actively participating in the EHEA, Poland has embraced the fundamental principles of the Bologna Process, including the implementation of the three-cycle degree system, the adoption of the European Credit Transfer and Accumulation System (ECTS), and the promotion of quality assurance mechanisms. These efforts have propelled Poland's education system towards greater compatibility and collaboration with its European counterparts, facilitating student mobility, ensuring transparency and recognition of qualifications, and fostering the continuous improvement of higher education in the country.⁸³⁹

Following the transformative political changes in Poland during the late 1980s and early 1990s, which saw the collapse of the communist regime and dissolution of the Warsaw Pact, the country underwent a significant realignment. Seeking closer integration with the Western world, Poland joined the North Atlantic Treaty

⁸³⁹ World Education News & Reviews (WENR). (2021 Oct. 20). *Education in Poland*. Bitel, A., IRCC Proofer, Kochel, K., Knowledge Analyst, Kuprava, N., Credential Analyst, WES, Mackie, C., Editor, WENR Retrieved Apr. 15, 2022, from <https://wenr.wes.org/2021/10/education-in-poland>

Organization (NATO) in 1999, despite objections from Russia. Concurrently, Poland became an early signatory of the Bologna Process, recognizing the imperative of aligning its higher education system with European standards. This marked the beginning of a comprehensive series of domestic reforms aimed at Europeanization.⁸⁴⁰

In pursuit of its strategic political goal, Poland undertook a range of measures to transform its higher education landscape. These included the legalization of private educational institutions, a degree of administrative decentralization, and the gradual expansion of teachers' and professors' autonomy. Embracing the three-tier structure of education in line with the Bologna Process, Poland introduced first-cycle (undergraduate/Bachelor's) and second-cycle (postgraduate/Master's) degree programs, ultimately culminating in third-cycle qualification (doctor/PhD). Additionally, Poland adopted the European Credit Transfer and Accumulation System (ECTS) to facilitate credit transfer and mobility, while also implementing the National Qualification Framework (NQF) aligned with the European Qualifications Framework (EQF) levels. These developments solidified Poland's position as a trailblazer in European higher education.⁸⁴¹

By aligning with the Bologna Process and implementing these comprehensive reforms, Poland positioned itself as an active participant in the European higher education arena. The Bologna Process served as a catalyst for Poland's integration into the Western world and fostered a paradigm shift in the country's education system. Through these transformative efforts, Poland embraced Europeanization and demonstrated its commitment to excellence, mobility, and compatibility with European standards. Today, Poland stands as a prominent player in European higher education, equipped with a robust framework and infrastructure that enables the country to actively contribute to the advancement of education in the region.⁸⁴²

Poland's accession to the European Union (EU) in 2004 marked a significant milestone in the country's alignment with Western Europe, particularly in the field of education. Following its EU membership, Poland directed substantial efforts towards

⁸⁴⁰ Ibid.

Antonowicz, D. (2015). Lost opportunity? The Bologna Process in Poland. *Journal of European Higher Education Area*. Vol. 3, p. 6. Retrieved Apr. 30, 2022, from <http://dx.doi.org/10.13140/RG.2.1.5131.7929>

⁸⁴¹ Ibid.

Ibid.

⁸⁴² Ibid.

Ibid.

teacher education, recognizing the crucial role of physical education and sports teachers within the higher education landscape. In line with broader European initiatives, Poland has made substantial strides in the development of its education system, with a particular focus on shaping the European Higher Education Area.⁸⁴³

In line with the objectives of the European Higher Education Area, Poland has actively engaged in various endeavors aimed at enhancing the quality and standards of teacher education. The importance of physical education and sports teaching has been underscored as an integral component of higher education programs. Through collaboration and participation in European projects, Poland has made remarkable progress in aligning its education system with the wider European framework.

Efforts to establish the European Higher Education Area have served as a driving force for educational reforms in Poland, promoting harmonization, mobility, and the exchange of best practices. The country has actively participated in activities aimed at fostering cooperation and creating a unified educational landscape across Europe. By aligning with these European initiatives, Poland has sought to ensure the highest standards in teacher education, including physical education and sports teaching, while facilitating academic mobility and recognition of qualifications within the European context.

The continuous involvement of Poland in shaping the European Higher Education Area exemplifies its commitment to enhancing the quality and effectiveness of teacher education. Through active participation and collaboration in European initiatives, Poland has played an integral role in the ongoing development and improvement of the European education system. By fostering cooperation and exchange, Poland has contributed to the creation of a more integrated and harmonized higher education landscape, ultimately benefiting students, educators, and the broader European community.

Poland's commitment to aligning its education system with the European Union (EU) standards is evident in the development of its Physical Education and Sports Teaching programs within the Bologna Process. As part of the broader educational reforms, these programs have undergone significant updates to ensure their compliance with the principles of the Bologna Declaration. By aligning with the principles and objectives of the Bologna Declaration, Poland has established a standardized curriculum

⁸⁴³ Ibid.

that caters to the evolving needs and expectations of students and the labor market. It has successfully implemented the three-cycle degree structure, integrated the ECTS system, and ensured the implementation of quality assurance mechanisms. These efforts have not only enhanced the international recognition and mobility of the programs but have also significantly contributed to the overall advancement of physical education and sports teaching in Poland.

In Poland, the availability of academic centers for Physical Education (PE) studies was limited to six institutions called *Akademia Wychowania Fizycznego* (University Schools of Physical Education), offering master's degree programs. However, with the implementation of the Bologna Declaration, the landscape has transformed, opening up opportunities for the establishment of new private higher education institutions. Presently, there are over 40 higher education colleges offering three-year bachelor's degree courses in PE, including primary education. This qualification enables undergraduates to teach PE in primary schools, catering to students up to the age of 13. To become eligible to teach PE across all school levels and age groups, students are required to complete an additional two-year master's degree program offered at one of the six University Schools of Physical Education.⁸⁴⁴

In Poland, the development of Physical Education Teacher Education programs is carried out independently by universities, adhering to the requirements and outcomes outlined in the European Qualifications Framework (EQF) and Polish Qualifications Framework (PQF). These programs are designed to address the specific needs and objectives of each faculty, forming the basis for the curriculum and course offerings. The teacher education programs in Poland emphasize three key areas: subject knowledge pedagogies, professional studies, and school placements. These strands ensure that aspiring teachers acquire a comprehensive understanding of the subject matter, effective teaching methodologies, and practical experience in educational settings.⁸⁴⁵

The European Qualifications Framework (EQF) serves as a valuable tool for facilitating the understanding and comparability of national qualifications across Europe. Its main objective is to enhance cross-border mobility of learners and workers

⁸⁴⁴ Bronikowski, op. cit., p. 378.

⁸⁴⁵ Czarniecka, R., Lenartowicz, M., Mazur, Z. (2019). *Physical Education Teacher Education in Poland*. In book: *European Physical Education Teacher Education Practices: Initial, Induction and Professional Development*, (eds.) Ann MacPhail, Deborah Tannehill, Zuleyha Avsar (pp.277-295) Publisher: Meyer & Meyer Sport (UK) Ltd. Retrieved Apr. 16, 2022, from <https://www.researchgate.net/publication/334051543>

while promoting lifelong learning and professional development. The EQF is structured as an 8-level framework based on learning outcomes, encompassing all types of qualifications. Its primary purpose is to facilitate the translation and alignment of qualifications from different national frameworks. By improving transparency, comparability, and portability of qualifications, the EQF contributes to a more harmonized and cohesive European education system. Established in 2008 and revised in 2017, the EQF is currently implemented by 38 European countries, including Poland and Türkiye. It is aligned with the Qualifications Framework for the European Higher Education Area (EHEA) and its cycle descriptors, as endorsed by education ministers within the intergovernmental Bologna Process since 2005.⁸⁴⁶

The program content for teacher training in Poland is rigorously determined by the Ministry of Science and Higher Education. It consists of a 3-year undergraduate program (BA) requiring the accumulation of 240 ECTS and a 2-year master's program (MA) requiring the accumulation of 120 ECTS across three modules.⁸⁴⁷

Table 24. Minimum number of organized classes, practice and minimum number of ECTS credits ascribed to particular modules

Module	Module components	Hours	ECTS credits
Module 1: Content-knowledge	Content-related preparation – in accordance with the description of learning outcomes for a particular faculty	*	**
Module 2: Psychological pedagogical content knowledge and school placement	General psychological-pedagogical preparation	90	10
	Psychological-pedagogical preparation for teaching at a given educational stage/stages	60	
	Teaching practice	30	
Module 3: Didactic preparation and school placement	Basis of didactics	30	15
	Didactics of a particular subject (type of classes) at a given educational stage/stages	90	
	Teaching practice	120	

*Number necessary for content-related preparation for teaching a subject (delivering classes)

**Number ascribed to a particular faculty

- *Module 1: Content-related Preparation for Subject Teaching*

This module is designed to equip students with the essential knowledge and skills required for teaching a specific subject. It focuses on providing

⁸⁴⁶ europa.eu/europass/en/european-qualifications-framework-eqf. Retrieved May 01, 2022, from <https://europa.eu/europass/en/european-qualifications-framework-eqf>
European Centre for the Development of Vocational Training (CEDEFOP). (n.d.). *The European Qualifications Framework (EQF)*. Retrieved May 01, 2022, from <https://www.cedefop.europa.eu/en/projects/european-qualifications-framework-eqf>

⁸⁴⁷ Czarniecka, Lenartowicz, Mazur, op. cit., pp. 277-295

content-related preparation that aligns with the learning outcomes of the respective faculty. The subjects covered may include Physical Education, Polish, History, and other relevant disciplines. The aim is to ensure that students have a strong foundation in the subject matter they will be teaching, enabling them to effectively deliver high-quality instruction in their chosen field.

- *Module 2: Psychological-Pedagogical Skills*

Focuses on the development of students' psychological and pedagogical competencies. It aims to enhance their understanding of effective teaching strategies, classroom management techniques, and methods to foster student engagement and motivation. This module encompasses both psychological-pedagogical content knowledge and practical experience through school placements. Students gain general psychological-pedagogical preparation to effectively address the diverse needs of learners and engage in teaching practice to apply their acquired skills in real-world educational settings.

- *Module 3: Didactic Skills*

This module dedicated to the acquisition of didactic skills necessary for effective teaching. Students in this module learn the essential aspects of lesson planning and delivery, including the creation of engaging learning materials, student assessment techniques, and the provision of constructive feedback. The module encompasses both didactic preparation and school placement, offering a comprehensive understanding of the fundamentals of didactics and subject-specific didactics. It also includes an extensive teaching practice component, allowing students to apply their acquired skills in real classroom settings. The number of hours and ECTS credits allocated to this module may vary based on the specific requirements set by the respective faculty.⁸⁴⁸

By successfully completing these modules, students acquire the essential foundations to become competent and qualified physical education and sports teachers in Polish higher education.

⁸⁴⁸ Ibid.

In accordance with the National Qualification Framework for Higher Education,⁸⁴⁹ upon completion of undergraduate studies (BA) in preparation for the teaching profession, graduates are expected to possess the following:

- Psychological and pedagogical knowledge: A deep understanding of the processes of development, socialization, education, and teaching-learning, supported by knowledge in psychology and pedagogy.
- Didactic and methodological knowledge: Proficiency in didactics and a detailed understanding of pedagogical activities, coupled with practical experience in applying effective teaching methods and approaches.
- Comprehensive skills and competencies: The ability to comprehensively fulfill the didactic, educational, and mentoring tasks of a school, including individual curriculum preparation and adjustment based on students' needs and abilities.
- Lifelong learning skills: Demonstrated ability to continuously learn and enhance pedagogical skills by utilizing modern methods and tools for obtaining, organizing, and processing information and materials.
- Effective communication skills: Proficiency in employing various communication techniques to effectively interact with students, colleagues, and other stakeholders involved in the teaching and learning process.
- Ethical and prosocial behavior: Characterized by ethical sensitivity, empathy, openness, thoughtfulness, and a strong sense of responsibility towards students and the educational community.
- Practical preparation: Equipped with practical training and preparation to achieve professional goals, including the successful implementation of didactic, educational, and mentoring responsibilities as expected from a teacher.⁸⁵⁰

⁸⁴⁹ Ibid.

Dziennik Ustaw Rzeczypospolitej Polskiej [Journal of Laws of the Republic of Poland] (2011.11.24). *Rozporządzenie Ministra Nauki i Szkolnictwa Wyższego z dnia 2 listopada 2011 r. w sprawie Krajowych Ram Kwalifikacji dla Szkolnictwa Wyższego* [The Ordinance of the Minister of Science and Higher Education of Nov. 2, 2011 on the National Qualification Framework for Higher Education]. Issue: 253. Item: 1520.

⁸⁵⁰ Ibid.

Table 25. Requirements and content of primary Physical Education Teacher Education 3-year undergraduate programmes

Physical activity	Theoretical areas
1. Aquatics	1. Anatomy, biology, biochemistry, biomechanics, physiology
2. Athletics	2. Pedagogy, psychology
3. Dance	3. Historical, sociological and philosophical aspects of PE
4. Gymnastics	4. Growth, motor skill learning and development of the child and adolescent (theory of PE, theory of sport, methodology of PE)
5. Team games	
6. Combat sports	5. Physical activity/sport promotion and health education
7. Health-related activity	
8. Adventure activities	6. Informatics technology in sport and PE

These requirements reflect the desired competencies and qualities for aspiring educators in Poland, ensuring that they are well-prepared to meet the demands and responsibilities of the teaching profession.

CHAPTER VI

Assumptions and Functioning of the Bologna System in Higher Education: Insights from Own Research

The Bologna Process has caused fundamental changes in higher education across Europe as a result of the signing of a document called the Bologna Declaration in 1999 by ministers responsible for higher education in European countries, and the creation of the European Higher Education Area (EHEA) by 2010.⁸⁵¹

The initiative proposed by the European Commission, aimed to formulate a collective "European" approach to solving common problems encountered in many countries, with the aims of:

- create conditions for citizen mobility,
- adapt the education system to the needs of the labor market, and in particular to improve "employability",
- increase the attractiveness and improve the competitive position of the higher education system in Europe, so that it corresponds to the contribution of this geographical area to the development of civilization.⁸⁵²

The Bologna Declaration in addition to its ideological part also contains the following postulates defining the methods of achieving the objectives underlying the idea of creating the European Higher Education Area:

- introduction of a system of "easily readable" and comparable degrees (diplomas),
- introduction of a two-cycle system, undergraduate (bachelors) and graduate (masters).
- introduction of a credit system for student achievements the European Credit Transfer and Accumulation System (ECTS),
- supporting for the mobility of student and staff,
- cooperation in the field of quality assurance of education,

⁸⁵¹ Kraśniewski, A. (2009). *Proces Boloński, To już 10 lat* [The Bologna Process, It's Already Been 10 Years]. Fundacja Rozwoju Systemu Edukacji, Warszawa. s. 5. Retrieved Jul. 1, 2021, from https://brjk.amu.edu.pl/__data/assets/pdf_file/0003/39765/2009_proces_bolonski_FINAL.pdf

⁸⁵² Ibid. p. 7.

- promoting of European issues in education (European dimension of education).⁸⁵³

The Bergen Communiqué provided a critical assessment of the Bologna Process, especially from the perspective of the aforementioned priorities. The following were identified as particularly challenging issues and proposed preferred courses of action:

- strengthening the relationship between education and scientific research, including intensifying the training of scientists (including the development of doctoral programs) and better use of the opportunities inherent in cooperation between universities and other scientific research institutions,
- increasing the availability of studies for candidates from all social groups, regardless of their financial capabilities,
- removing obstacles that limiting the student and teaching staff mobility, including creating mechanisms for transferring credits, grants, etc., and facilitating the issuance of visas and work permits,
- promoting the attractiveness of the European Higher Education Area on a global scale, in particular by creating conditions conducive to increasing academic exchange,
- respecting the autonomy of universities as well as national interests in higher education policy, and its existing diversity.⁸⁵⁴

At the London Ministerial Conference in May 2007, a comprehensive assessment of the degree of implementation of the aforementioned tasks was conducted. The conference highlighted the growing acceptance of a new approach to the educational process, focusing on student needs and learning outcomes achieved. The need to take more effective actions in the field of:

- removing obstacles that limiting the student and teaching staff mobility,
- ensuring equal access to educational opportunities for individuals from all social groups, as well as collecting relevant data to assess progress in these areas,

⁸⁵³ Ibid. p. 9.

⁸⁵⁴ Ibid. p. 10

Socha, M. W. (2011). Proces Boloński: perspektywa jakości kształcenia [The Bologna Process: Higher Education Quality Perspective]. *Przegląd Socjologiczny*, 4, s. 42. Retrieved Jul. 1, 2021, from <http://cejsh.icm.edu.pl/cejsh/element/bwmeta1.element.desklight-34ad8f86-8a9d-435c-8ead-87cddeb89766>

- cooperation with employers and other partners to increase the “employability” of graduates of all three levels of studies.⁸⁵⁵

The Bologna Process is intended to reduce barriers resulting from a national approach to education policy and increase the mobility of students and professors between universities, deepen the flexibility of the education system, particularly in relation to labor market needs, increase the attractiveness of the EHEA for students from outside Europe and the competitiveness of European universities on the global stage, will create a better frameworks for comparing study programs and consequently for the recognition of diplomas. These actions are intended to increase the employability of graduates in the European labor market, greater interest of universities in the professional careers of their graduates as well as achieve greater coherence within the EHEA.⁸⁵⁶

The most visible element of the Bologna Process is the division of higher education into three-cycle system (undergraduate/bachelor’s, graduate/master’s, and doctoral/PhD studies). Shorter education cycles enable individualization of qualification paths, also over time, greater mobility of students between study cycles, programs and universities as well as leads to a better alignment of the qualifications structure produced in education with the needs of the labor market. This will also be achieved through closer cooperation between universities, business and employers. This aspect is strongly emphasized in the works and documents of the European Commission. Consequently, graduates should be able to take up employment relatively quickly, be able to maintain it, and through lifelong learning ability to cope with rapid technological changes.⁸⁵⁷

A prerequisite for increasing the mobility of graduates in the European labor market is the ability to compare different qualifications obtained within national higher education systems. In the Bologna Process, the formal basis for organizing the dispersed and variously described learning outcomes is the document “Framework for Qualifications in the European Higher Education Area” (QF), which was approved at the conference of higher education ministers in Bergen in 2005. All national qualifications frameworks (NQFs) are an extension of the QF reflecting the local

⁸⁵⁵ Ibid.

⁸⁵⁶ Socha, op. cit., p. 42.

⁸⁵⁷ Ibid. pp. 42-43.

context of higher education and its existing traditions. Qualifications frameworks serve several functions. By describing learning outcomes for each cycle of education they allow distinguishing higher education from other, lower levels of education and constitute the basis for appropriately distinguishing the requirements between the three education cycles in higher education. They enable "translation" and transfer of qualifications obtained in the national system to qualifications acquired in other European educational systems. NQF disseminates a new approach to the design and implementation of study programs, which are the learning outcomes, and not, as before, the educational process itself.⁸⁵⁸

Three types of learning outcomes have been distinguished: knowledge, skills, and personal and professional competencies (autonomy and responsibility, learning ability, communication skills, and social and professional competencies). The EU commission assumes the integration of various qualifications frameworks, (for education, training, sectors) into a single National Qualifications Framework system compatible with the European Qualifications Framework (EQF). This integrated description of all types of acquired qualifications is intended to serve the lifelong learning process. It is also intended to promote increased cooperation between various institutions operating in the field of qualification creation.⁸⁵⁹

One consequence of this change is the reorganization of the education process, where students and their learning take center stage, rather than just academic teachers and the teaching process.⁸⁶⁰

The issue of quality has been recognized as crucial practically from the beginning of the implementation of the idea of Bologna Process, and the principles of building internal quality assurance systems, external evaluation of study programs or universities and the functioning of accreditation committees were described in European Standards and Guidelines (ES&G) in 2005. Regarding external quality assessment of educational services, it is assumed that only agencies with at least operational independence from governments, universities, students, rectors' organizations, and other stakeholders can perform it. Operational independence assumes that no one from outside has any influence on the process and final outcome of the evaluation.⁸⁶¹

⁸⁵⁸ Ibid. p. 43.

⁸⁵⁹ Ibid. p. 44.

⁸⁶⁰ Ibid. p. 43.

⁸⁶¹ Ibid. pp. 44-45.

Attention is also drawn to the growing role of internationalizing education and the importance of mobility for students, researchers, and teaching staff in implementing this priority.⁸⁶²

It is difficult to unequivocally determine to what extent the Bologna Process has achieved its intended goals, and even more difficult to assess how much the developing system of external evaluation of higher education has influenced the improvement of educational quality. Rigorous research in this area is lacking. Several important conclusions emerge from the analyzes carried out by independent experts (EU, 2010). The Bologna Process has fundamentally changed the functioning of European higher education, which has gained importance in European and national political discussions. The perspective of the discussion on higher education in EHEA has also changed, once almost exclusively national, now increasingly pan-European. While the basic tools of this process have been implemented, the scale of advancement and interest in the Bologna Process varies across different countries. Therefore, within EHEA we are dealing with different speeds of this process. Attention is also drawn to the excessive politicization of the Bologna Process.⁸⁶³

Review of Research on the Implementation and Functioning of the Bologna Process

According to the results of a *Eurobarometer* survey conducted in March 2007, which included several thousand university staff members (including teachers and administrative staff) in 31 European countries show that 32% of the respondents prefer the traditional study structure, while 59% of the respondents are in favor of a two-cycle structure (the remaining 9% of the respondents did not have a clear opinion on this matter). There is considerable variation among countries, with 53% of respondents in Germany supporting the traditional structure, while only 11% of respondents in France express the same preference. There is considerable variation by country – the traditional structure is supported by 53% of respondents in Germany, but only 11% of respondents in France. There is also diversity depending on the field of study – the traditional

⁸⁶² Ibid. p. 48.

⁸⁶³ Ibid. p. 51.

structure in particular has significant, 42% support among engineering education staff.⁸⁶⁴

Research conducted in relation to the development of the *Trends V* report shows that where it was decided to introduce a two-cycle study structure, it creates – in the opinion of the community – fewer problems than could be expected. Only 2% of universities report that the Bologna structure is not functioning well, while 24% of universities assess its functioning as very good, and 61% consider it to be quite well or reasonably well.⁸⁶⁵

Students also emphasized that in some countries and universities, the reforms carried out related to the Bologna Process differ significantly from its basic principles, and sometimes even contradict them. This discrepancy has led to student protests, sometimes taking the form of street demonstrations, opposing the so-called "Bologna reforms" in countries such as Greece and Spain. Cases of misinterpretation and faulty implementation of the concepts outlined in the Bologna Declaration and subsequent ministerial documents have been extensively documented and described in the Bologna Process Black Book, published by the ESIB in 2005.⁸⁶⁶

Research conducted in 2004 by the Conference of Rectors of Academic Schools in Poland (CRASP) Bologna Team showed that – based on the responses of the participants (deans, vice-deans) – the majority of faculties (84.0%) acknowledged that students have a significant influence on the design and development of study programs.⁸⁶⁷

The Bologna Process Stocktaking reports, published every two years since 2005 in preparation for subsequent ministerial conferences, are comprehensive and extensive

⁸⁶⁴ Kraśniewski, op. cit., p. 64.

Adelman, C. (2008). *Learning Accountability from Bologna: A Higher Education Policy Primer*. Washington, DC: Institute for Higher Education Policy. p. 5. Retrieved Jul. 3, 2021, from <https://www.ihep.org/publication/learning-accountability-from-bologna-a-higher-education-policy-primer/>

⁸⁶⁵ Ibid. p. 63.

Crosier, D. Purser, L. & Smidt, H. (2007). *Trends V: Universities shaping the European Higher Education Area*. *European University Association Publications*. Retrieved Jul. 3, 2021, from <https://eua.eu/resources/publications/389:trends-2007-universities-shaping-the-european-higher-education-area.html>

⁸⁶⁶ Ibid. p. 64.

European Students' Union. (2015, Feb. 09). *The Black Book of the Bologna Process*, by The National Unions of Students in Europe, May 2005. Retrieved Jul. 4, 2021, from <https://eua.eu/resources/publications/389:trends-2007-universities-shaping-the-european-higher-education-area.html>

⁸⁶⁷ Ibid. p. 97.

The Conference of Rectors of Academic Schools in Poland. (2004, Dec.). *Proces tworzenia europejskiego obszaru szkolnictwa wyższego i jego wpływ na działalność polskich uczelni wyższych*. [The process of creating the European Higher Education Area and its impact on the activities of Polish higher education institutions]. By Cichoński R., Kostuch J., Report commissioned by KRASP.

reports that illustrate the progress of individual countries in implementation of the Bologna reforms.⁸⁶⁸

The Conference of Rectors of Academic Schools in Poland⁸⁶⁹ in Poland (CRASP) was established on June 7, 1997, by the rectors of 73 diverse higher education institutions. Today, CRASP comprises the rectors of 109 Polish universities (including 10 non-public schools) with an additional 8 institutions have the status of an associated institution. CRASP aims to inspire and coordinate the cooperation among Polish academic schools, enhance education quality and develop an integrated system of higher education.

Aims and Research Problem

Taking into consideration the aforementioned aspects, the aim of the research conducted in this study was to diagnose the opinions of Turkish and Polish academic teachers, who teach in the field of "Teaching Physical Education," as well as university students studying in this field, regarding the general assumptions of the Bologna Process and its implementation and functioning at universities in Türkiye and Poland. The study aimed to examine the following areas:

1. Comparability of qualifications, including:

- the ability to compare different qualifications obtained within national higher education systems,
- the ability to compare study programs and, consequently, the recognition of diplomas,

⁸⁶⁸ Ibid. p. 98.

European Higher Education Area and Bologna Process. (2005, May. 19). *Bologna Process Stocktaking 2005*. Report from a working group appointed by the Bologna Follow-up Group to the Conference of European Ministers Responsible for Higher Education, Bergen, 19-20 May 2005. Issued by WG Stocktaking 2003-2005; Working group. Retrieved Jul. 5, 2021, from https://www.ehea.info/media.ehea.info/file/WG_Stocktaking/96/1/BPStocktaking9May2005_578961.pdf

European Higher Education Area and Bologna Process. (2007, May). *Bologna Process Stocktaking Report 2007*. Report from a working group appointed by the Bologna Follow-up Group to the Ministerial Conference in London. Retrieved Jul. 5, 2021, from https://www.ehea.info/media.ehea.info/file/20070417-18_Berlin/66/6/BFUG11_4_WG-Stocktaking_ReportDraft_585666.pdf

⁸⁶⁹ Ibid. p. 98.

The Conference of Rectors of Academic Schools in Poland. (2008, May. 16). *Stanowisko Prezydium KRASP w sprawie przyszłości Procesu Bolońskiego oraz projektu OECD badania efektów kształcenia w szkolnictwie wyższym*. [Position of the Presidium of KRASP on the future of the Bologna Process and the OECD project on the assessment of learning outcomes in higher education]. Retrieved Jul. 5, 2021, from http://arch.krasp.org.pl/wp-content/uploads/sites/2/2013/10/70_iv.pdf

- the designing and implementing study programs in the context of learning outcomes (rather than the traditional focus on the educational process),
- the implementation of three types of learning outcomes: three types of learning outcomes: knowledge, skills, and personal and professional competencies (autonomy and responsibility, learning ability, communication skills, and social and professional competencies),⁸⁷⁰
- the recognition of qualifications through instruments such as ECTS and the Diploma Supplement (DS),
- the recognition of a bachelor's degree in the labor market as higher education,
- the focus on the students in the teaching and learning process, rather than on lecturers and education programs,
- the promoting lifelong learning (LLL).

2. Labor market, including:

- deepen the flexibility of the education system, particularly in relation to labor market needs,
- increasing the employability of graduates in the European labor market,
- universities' interest in the professional careers of their graduates (tracking graduate outcomes),
- educational and professional mobility of students and lecturers (Erasmus Plus Program).

3. Functioning of universities:

- internationalization of higher education,
- autonomy of universities in the field of education,

⁸⁷⁰ Ibid. p. 44; “The document titled “The European Qualifications Framework for Lifelong Learning” (http://ec.europa.eu/dgs/education_culture/publ/pdf/eqf/broch_en.pdf) outlines learning outcomes across 8 levels, with the final three levels encompassing higher education. Within these levels, three distinct types of learning outcomes have been identified: knowledge, skills, and personal and professional competences (including autonomy, responsibility, learning ability, communication, and social and professional competences). These qualifications frameworks serve as a point of reference not only for national frameworks but also for various sector-specific frameworks. Additionally, they aim to promote collaboration among institutions involved in the development of qualifications. In Poland, efforts have been made to establish a comprehensive National Qualifications Framework (NQF) that encompasses all qualifications. The NQF for higher education represents only a segment of this broader system.”

- ensuring equal access to education and creating conditions that facilitate its completion.

4. Cooperation with the external environment:

- taking into account the needs of employers by universities, and, on the part of employers, better understanding the perspective of the university sector,
- conducting scientific research at all stages of higher education that contributes innovation and creativity.

5. Quality assurance systems in education:

- functioning of internal quality assurance systems,
- principles of operation for accreditation committees in accordance with European Standards and Guidelines (ES&G), ensuring independence from governments, universities, students, rectors' organizations, and other stakeholders.

One of the essential steps in the proposed research methodology is the stage of identifying research questions. As aptly stated by the French scientist Gaston Bachelard (1884-1962), "If there has been no question, there can be no scientific knowledge."⁸⁷¹ Well-defined research problems significantly bring the researcher closer to achieving previously established research goals. Therefore, the main problem was formulated as follows:

What are the opinions of Turkish and Polish academic teachers who teach in the field of "Teaching Physical Education," as well as university students studying in this field, regarding the general assumptions of the Bologna Process and its implementation and functioning at universities in Türkiye and Poland?

To refine the main problem further, it is supplemented by the following detailed research questions:

⁸⁷¹ Bachelard, G. (1938). *La formation de l'esprit scientifique* [The Formation of the Scientific Mind]. Clinamen Press Ltd., 2002, p. 25.

Pilch, T. & Bauman, T. (2001). *Zasady badań pedagogicznych. Strategie ilościowe i jakościowe* [Principles of Pedagogical Research: Quantitative and Qualitative Strategies]. Żak Wydawnictwo Akademickie, Warszawa. s. 191.

Łobocki, M. (1999). *Wprowadzenie do metodologii badań pedagogicznych* [Introduction to the Methodology of Pedagogical Research]. Wyd. Impuls, Kraków. s. 103-119.

1. What are the opinions of Turkish and Polish academic teachers and university students regarding the assumptions of the Bologna system concerning the possibility of **comparing different qualifications** obtained within national higher education systems?
2. What are the opinions of Turkish and Polish academic teachers and university students regarding the assumptions of the Bologna system concerning enhancing the flexibility of the education system, particularly in relation to the **needs of the labor market**?
3. What are the opinions of Turkish and Polish academic teachers and university students regarding the assumptions of the Bologna system concerning the **functioning of universities**?
4. What are the opinions of Turkish and Polish academic teachers and university students regarding the Bologna system's assumptions concerning the **university collaboration with the external environment**?
5. What are the opinions of Turkish and Polish academic teachers and university students regarding the Bologna system's assumptions concerning the **education quality assurance system**?

Methods, Techniques, and Research Tools

An essential aspect of the research procedure is the selection of a research method, understood as the method of measuring respondents' opinions and attitudes, which would allow obtaining material of the best cognitive value with minimal measurement error.⁸⁷² To diagnose the main problem specified above, a **quantitative method** was used.⁸⁷³ For this purpose, an original survey questionnaire was developed.⁸⁷⁴

⁸⁷² Wierchosławski, S. (1963). Efektywność przedsiębiorstw handlowych jako przedmiot badań ankietowych [The Efficiency of Commerce as a Subject of Anquete Research]. *Ruch Prawniczy, Ekonomiczny i Socjologiczny* 25, z. 1, s. 183. Retrieved Jul. 2, 2021, from <https://hdl.handle.net/10593/18506>

⁸⁷³ Pilch & Bauman, op. cit., pp. 267-307.

Babbie, E. (2007). *Badania społeczne w praktyce* [The Practice of Social Research]. Wydawnictwo Naukowe PWN. Warszawa. s. 308-336.

Krüger, H. H. (2005). *Wprowadzenie w teorie i metody badawcze nauk o wychowaniu* [Introduction to Theories and Research Methods of Education Sciences]. Wydawnictwo Gdańskie Wydawnictwo Psychologiczne, Gdańsk. s. 156-174.

Łobocki, op. cit., pp. 55-80 and 85-100.

⁸⁷⁴ Szreder, M. (2010). *Metody i techniki sondażowych badań opinii* [Methods and techniques of public opinion polls]. Polskie Wydawnictwo Ekonomiczne, Warszawa. s. 141.

The finally constructed research tool contains questions categorized with closed-ended and scale questions.

Respondents were also presented with open-ended questions to allow them to provide additional insights or elaborate on their responses if the provided response options did not fully capture the complexity of the issue being discussed.

Site and organization of research. Selection of the research sample and data collection

In the research, a purposive sampling method was used due to the nature of the problem being investigated. Therefore, the respondents were Turkish and Polish academic teachers and university students implementing the educational process at universities operating in the field of physical culture, where the field of "Physical Education" program is implemented.

Table 26. The Turkish universities included in the research, along with their respective academic units, are detailed below. These institutions represent the academic units where the survey questions were distributed to Turkish academic teachers and university students:

University Name	Academic Unit
Akdeniz University	Faculty of Sport Sciences
Ankara University	Faculty of Sport Sciences
Atatürk University	Faculty of Sport Sciences
Aydın Adnan Menderes University	Faculty of Sport Sciences
Balıkesir University	Faculty of Sport Sciences
Bartın University	Faculty of Sport Sciences
Bingöl University	Faculty of Sport Sciences
Boğaziçi University	Department of Physical Education and Sport
Bursa Uludağ University	Faculty of Sport Sciences
Çanakkale Onsekiz Mart University	Faculty of Sport Sciences
Çankaya University	Sports Affairs Directorate
Cukurova University	Faculty of Sport Sciences
Dokuz Eylül University	Necat Hepkon Faculty of Sport Sciences
Ege University	Faculty of Sport Sciences
Erciyes University	Faculty of Sports Sciences
Eskişehir Technical University	Faculty of Sports Sciences
Fırat University	Faculty of Sports Science
Gazi University	Faculty of Sport Sciences
Gebze Technical University	Department of Physical Education and Sports

Sulek, A. (2001). *Sondaż Polski* [Polish Survey]. Instytutu Filozofii i Socjologii PAN 2001. Warszawa. s. 152-157.

Lutyńska, K. (1984). *Wywiad kwestionariuszowy* [Questionnaire Interview]. Ossolineum, Wrocław. s. 110-146

Hacettepe University	Faculty of Sport Sciences
İnönü University	Faculty of Sport Sciences
Istanbul Technical University	Department of Physical Education
İstanbul University-Cerrahpaşa	Faculty of Sports Science
Karadeniz Technical University	Department of Physical Education
Kastamonu University	Faculty of Sports Science
Koç University	Sports Center
Kocaeli University	Faculty of Sports Sciences
Kütahya Dumlupınar University	Faculty of Sport Sciences
Marmara University	Faculty of Sport Sciences
Middle East Technical University	Department of Physical Education and Sports
Muğla Sıtkı Koçman University	Faculty of Sport Sciences
Ondokuz Mayıs University	Yaşar Doğu Faculty of Sport Sciences
Pamukkale University	Faculty of Sport Sciences
Recep Tayyip Erdoğan University	Faculty of Sport Sciences
Republic of Türkiye Trakya University	Kırkpınar Faculties of Sport Sciences
Sakarya University of Applied Sciences	Faculty of Sport Sciences
Sivas Cumhuriyet University	Faculty of Sports Science
Süleyman Demirel University	Faculty of Sport Sciences
Tokat Gaziosmanpaşa University	Faculty of Sport Sciences
Trabzon University	Faculty of Sport Sciences
Yıldız Technical University	Department of Physical Education
Yozgat Bozok University	Faculty of Sport Sciences

Table 27. The Polish universities included in the research, along with their respective academic units, are detailed below. These institutions represent the academic units where the survey questions were distributed to Polish academic teachers and university students:

University Name	Academic Unit
University of Physical Education in Kraków	Faculty of Physical Education and Sport
Academy of Physical Education in Warsaw	Faculty of Physical Education
University of Rzeszów	Medical College, Inst. of Physical Culture Sciences
Jan Długosz University in Częstochowa	Department of Physical Education and Sports
University of Szczecin	Institute of Physical Culture Sciences

The research was conducted during the academic year 2022/2023.

After created the questions, a Survey Questionnaire was generated using *Joiform*, an online form builder for the collection of important data. In Türkiye, there is no university specifically dedicated to physical education. Instead, universities have faculties of sport sciences and departments of physical education and sports. As a result, it was challenging to reach a large number of participants in a single initiative. In contrast, Poland has universities specifically dedicated to physical education, making it much easier to reach a significant number of participants at once. Consequently, the survey was distributed to relevant departments or faculties of physical education and

sports at 42 different universities in Türkiye, while in Poland, an equal number of participants were reached at 5 universities. In Türkiye, over 1,000 individuals were contacted through approximately 1,350 email addresses. Contact information was obtained from the public contact details provided by the university departments. In Poland, the majority of participants were employees and students of the University of Physical Education in Kraków. This was due to the dissertation being conducted at this university and the administration's proactive support in distributing the survey. The administration facilitated participation by sending emails to their staff and students, encouraging them to take part in the survey. A total of 400 individuals completed the survey, with 200 participants from each country.

After conducting a formal review of the source material, it was found that all questionnaires met the requirement of completeness.

Characteristics of Survey Respondents

Table 28. Gender of the surveyed people in Türkiye and Poland

S/N	Gender	Türkiye		Poland	
		n	%	n	%
1	Female	82	41	98	49
2	Male	118	59	102	51
	Total	200	100	200	100

Source: Own elaboration.

Characterizing the demographic profile of the surveyed people (Table 1), it turns out that in Türkiye, 82 respondents, constituting 41% of the total, identified as female, while 118 respondents, comprising 59% of the total, identified as male. In Poland, 98 respondents, representing 49% of the total, identified as female, while 102 respondents, making up 51% of the total, identified as male. The total number of respondents in both countries is 200 people each, with the percentages summing up to 100% for each country. The data was compiled independently.

Table 29. Work experience of respondents in Türkiye and Poland

S/N	Work Experience	Türkiye		Poland	
		n	%	n	%
1	1-5 years	108	54	76	38
2	6-10 years	46	23	26	13
3	11-20 years	30	15	30	15
4	Over 20 years	16	8	68	34
	Total	200	100	200	100

Source: Own elaboration.

During the research, the respondents' work experience in Türkiye and Poland was diagnosed based on the following criteria (Table 2): 1-5 years, 6-10 years, 11-20 years, and over 20 years. It turns out that most respondents from Türkiye (54%) and Poland (38%) had relatively short work experience, i.e., 1-5 years. However, in Poland, a significant group of respondents had over 20 years of work experience, making up more than one-third of respondents (34%). In Türkiye, people with such extensive professional experience constituted 8% of the surveyed people. On the other hand, every fourth respondent from Türkiye (23%) had 6-10 years of work experience, while in Poland this group was 13%, 10 percentage points smaller.

However, it is worth emphasizing that a significant group in both Türkiye (15%) and Poland (15%) had 11-20 years of work experience.

Table 30. Titles of academic respondents from Türkiye and Poland

S/N	Academic Title	Türkiye		Poland	
		n	%	n	%
1	Professor	12	6	6	3
2	Habilitated doctor / Assoc. Prof. Dr.	16	8	38	19
3	Doctorate (PhD)	42	21	80	40
4	Master's degree (MA/MSc)	42	21	10	5
5	University Student / PhD Candidate	88	44	66	33
	Total	200	100	200	100

Source: Own elaboration.

The table shows the distribution of academic titles among respondents in Türkiye and Poland, divided into various academic levels. Upon analyzing the obtained data, it is evident that the majority of respondents from Türkiye (65%) and Poland (38%) hold a master's degree. This includes those who are continuing their education in doctoral studies (44% in Türkiye; 33% in Poland) or have already completed their higher education with a Master's degree (21% in Türkiye; 5% in Poland).

Another notable group among respondents in both countries are people who hold a PhD degree (21% in Türkiye; 40% in Poland). In Poland, every fifth respondent achieved the status of habilitated doctor (19%), whereas in Türkiye, this figure was only 8% of the surveyed people. The smallest group of respondents in both Türkiye (6%) and Poland (3%) held the title of full professor.

Table 31. Structure of positions held by respondents in Türkiye and Poland

S/N	Position/Function Held	Türkiye		Poland	
		n	%	n	%
1	Rector / Prorector	6	3	4	2
2	Dean / Vice-Dean	10	5	8	4
3	Head of Faculty/Department/Institute	18	9	24	12
4	Academic Teacher	90	45	96	48
5	University/Faculty Coordinator for Education Quality	18	9	6	3
6	Other (PhD Candidate)	34	17	40	20
7	Other (Student)	24	12	22	11
	Total	200	100	200	100

Source: Own elaboration.

Analyzing the structure of positions held by respondents, it can be observed that approximately half of them in Türkiye and Poland are academic teachers (45%; 48%). Furthermore, approximately every tenth employee in both countries holds a managerial position, such as the Head/director of an Institute or Department (9%; 12%), which is particularly in Türkiye (9%), serves as a University/Faculty Coordinator for Education Quality. In the group of respondents from Poland it was only 3%. In the group of management staff of universities in Türkiye and Poland, respondents also included deans and vice-deans (5%; 4%) as well as the rector and vice-rectors (3%; 2%). Approximately every third respondent in both Türkiye (29.00%) and Poland (31.00%) were students or doctoral student, which was classified in the "other" category: Other (PhD Candidate) Other (Student).

The total number of respondents in both countries is 200 people each, with the percentages reflecting the distribution across different positions or functions held within academic institutions.

Below formulas facilitated the calculation of average ratings and their respective percentages, providing a quantitative measure based on respondent feedback.

- Average Rating (AR)
- The Average Rating (AR) is a measure that gives an average score based on the responses. Here is the formula for calculating the AR:

$$\text{Total Score} = \sum(n_i \times r_i) \quad AR = \frac{\sum(n_i \times r_i)}{N} \quad AR = \frac{\text{Total Score}}{N}$$

Where:

- n_i is the number of respondents giving a rating r_i
- r_i is the rating value (from "very high" 5 to "very low" 1)
- N is the total number of respondents

$$AR = \frac{\sum(\text{rating} \times \text{number of responses})}{\text{total responses}}$$

- Average Rating Percentage (ARP)
- The Average Rating Percentage (ARP) converts the AR to a percentage, assuming the maximum rating is 5. Here is the formula for calculating the ARP:

$$ARP = \left(\frac{AR}{5}\right) \times 100 \quad AP = \left(\frac{AR}{\text{maximum rating}}\right) \times 100$$

PART I.
General Assumptions of The Bologna Process

Table 32. Comparison of Qualifications

S/N	Aspects	Türkiye												Poland															
		5		4		3		2		1		Total	AR	ARP	5		4		3		2		1		Total	AR	ARP		
		n	%	n	%	n	%	n	%	n	%	n	%	r	%	n	%	n	%	n	%	n	%	n	%	n	%	r	%
1	Possibility to compare different qualifications obtained within national higher education systems.	78	39	96	48	16	8	6	3	4	2	200	100	4,19	83,8	78	39	70	35	38	19	8	4	6	3	200	100	4,03	80,6
2	The ability to compare study programs and, consequently, the recognition of diplomas.	66	33	86	43	34	17	0	0	14	7	200	100	3,95	79,0	78	39	90	45	20	10	6	3	6	3	200	100	4,14	82,8
3	Designing and implementing study programs in the context of learning outcomes (and not the education process itself, as so far).	44	22	86	43	40	20	16	8	14	7	200	100	3,65	73,0	58	29	82	41	40	20	14	7	6	3	200	100	3,86	77,2
4	Implementation of three types of learning outcomes: knowledge, skills, and personal and professional competencies (autonomy and responsibility, ability to learn, communication and social competencies, and professional competencies).	42	21	74	37	46	23	20	10	18	9	200	100	3,51	70,2	62	31	72	36	46	23	14	7	6	3	200	100	3,85	77,0
5	Recognition of qualifications through the use of instruments such as ECTS (European Credit Transfer and Accumulation System) and DS (Diploma Supplement).	78	39	78	39	24	12	14	7	6	3	200	100	4,04	80,8	88	44	70	35	16	8	10	5	16	8	200	100	4,02	80,4
6	Three-level structure of education: first-cycle studies (bachelor's degree), second-cycle studies (master's degree) and third-cycle studies (doctorate).	80	40	70	35	40	20	6	3	4	2	200	100	4,08	81,6	90	45	54	27	28	14	16	8	12	6	200	100	3,97	79,4
7	Recognition of the bachelor's degree in the labor market as higher education.	64	32	64	32	38	19	28	14	6	3	200	100	3,76	75,2	64	32	68	34	28	14	16	8	24	12	200	100	3,66	73,2
8	Focus on the student in the teaching and learning process rather than on lecturers and training programs.	38	19	72	36	50	25	30	15	10	5	200	100	3,49	69,8	66	33	62	31	44	22	22	11	6	3	200	100	3,80	76,0
9	Promoting Lifelong Learning (LLL).	82	41	54	27	38	19	20	10	6	3	200	100	3,93	78,6	102	51	66	33	16	8	12	6	4	2	200	100	4,25	85,0
Average												200	100	3,84	76,9														

Source: Own elaboration.

Assessment of Assumptions: Comparison of Qualifications (Table 32)

The table presents an analysis of respondents' perceptions regarding various aspects of the comparison of qualifications of the Bologna Process in higher education in Türkiye and Poland.

1. Possibility to compare different qualifications obtained within national higher education systems:
 - Türkiye: 39% of respondents rated this aspect as "very high" (5) and 48% as "high" (4), resulting in an average rating (AR) of 4.19 and an average rating percentage (ARP) of 83.8%.
 - Poland: 39% of respondents rated it as "very high" (5) and 35% as "high" (4), resulting in an AR of 4.03 and an ARP of 80.6%.
 - Difference: Türkiye's ARP is 3.2% higher than Poland's.

Analysis: Both Türkiye and Poland demonstrate a strong perception of the possibility to compare qualifications obtained within their national higher education systems. Türkiye's slightly higher average rating and percentage indicate a marginally better perception of this aspect compared to Poland.

2. The ability to compare study programs and, consequently, the recognition of diplomas:
 - Türkiye: 33% of respondents rated this aspect as "very high" (5) and 43% as "high" (4), resulting in an average rating (AR) of 3.95 and an average rating percentage (ARP) of 79.0%.
 - Poland: 39% of respondents rated it as "very high" (5) and 45% as "high" (4), resulting in an AR of 4.14 and an ARP of 82.8%.
 - Difference: Poland's ARP is 3.8% higher than Türkiye's.

Analysis: Both Türkiye and Poland exhibit positive perceptions regarding the ability to compare study programs and recognize diplomas. Poland's higher average rating and percentage indicate a stronger perception of this aspect compared to Türkiye.

3. Designing and implementing study programs in the context of learning outcomes (and not the education process itself, as so far):
 - Türkiye: 22% of respondents rated this aspect as "very high" (5) and 43% as "high" (4), resulting in an average rating (AR) of 3.65 and an average rating percentage (ARP) of 73.0%.
 - Poland: 29% of respondents rated it as "very high" (5) and 41% as "high" (4), resulting in an AR of 3.86 and an ARP of 77.2%.
 - Difference: Poland's ARP is 4.2% higher than Türkiye's.

Analysis: Both Türkiye and Poland exhibit positive perceptions regarding the ability to compare study programs and recognize diplomas. Poland's higher average rating and percentage indicate a stronger perception of this aspect compared to Türkiye.

4. Implementation of three types of learning outcomes: knowledge, skills, and personal and professional competencies (autonomy and responsibility, ability to learn, communication and social competencies, and professional competencies):
 - Türkiye: 21% of respondents rated this aspect as "very high" (5) and 37% as "high" (4), resulting in an average rating (AR) of 3.51 and an average rating percentage (ARP) of 70.2%.
 - Poland: 31% of respondents rated it as "very high" (5) and 36% as "high" (4), resulting in an AR of 3.85 and an ARP of 77.0%.
 - Difference: Poland's ARP is 6.8% higher than Türkiye's.

Analysis: Both Türkiye and Poland demonstrate a positive perception of implementing learning outcomes in terms of knowledge, skills, and personal and professional competencies. Poland's higher average rating and percentage reflect a stronger perception of this aspect compared to Türkiye.

5. Recognition of qualifications through the use of instruments such as ECTS (European Credit Transfer and Accumulation System) and DS (Diploma Supplement):

- Türkiye: 39% of respondents rated this aspect as "very high" (5) and 39% as "high" (4), resulting in an average rating (AR) of 4.04 and an average rating percentage (ARP) of 80.8%.
- Poland: 44% of respondents rated it as "very high" (5) and 35% as "high" (4), resulting in an AR of 4.02 and an ARP of 80.4%.
- Difference: Türkiye's ARP is 0.4% higher than Poland's.

Analysis: Both Türkiye and Poland show a strong positive perception of the recognition of qualifications through instruments such as ECTS and DS. The average ratings and percentages are very close, indicating similar levels of satisfaction with this aspect in both countries.

6. Three-level structure of education: first-cycle studies (bachelor's degree), second-cycle studies (master's degree) and third-cycle studies (doctorate):
 - Türkiye: 40% of respondents rated this aspect as "very high" (5) and 35% as "high" (4), resulting in an average rating (AR) of 4.08 and an average rating percentage (ARP) of 81.6%.
 - Poland: 45% of respondents rated it as "very high" (5) and 27% as "high" (4), resulting in an AR of 3.97 and an ARP of 79.4%.
 - Difference: Türkiye's ARP is 2.2% higher than Poland's.

Analysis: Both Türkiye and Poland have a positive perception of the three-level structure of education. Türkiye's slightly higher average rating and percentage suggest a marginally better perception of this educational structure compared to Poland.

7. Recognition of the Bachelor's Degree in the labor market as higher education:
 - Türkiye: 32% of respondents rated this aspect as "very high" (5) and 32% as "high" (4), resulting in an average rating (AR) of 3.76 and an average rating percentage (ARP) of 75.2%.
 - Poland: 32% of respondents rated it as "very high" (5) and 34% as "high" (4), resulting in an AR of 3.66 and an ARP of 73.2%.
 - Difference: Türkiye's ARP is 2.0% higher than Poland's.

Analysis: Both Türkiye and Poland show a relatively positive perception of the recognition of bachelor's degrees in the labor market. Türkiye's slightly higher average rating and percentage indicate a marginally better perception of this aspect compared to Poland.

8. Focus on the Student in the Teaching and Learning Process Rather Than on Lecturers and Training Programs:

- Türkiye: 19% of respondents rated this aspect as "very high" (5) and 36% as "high" (4), resulting in an average rating (AR) of 3.49 and an average rating percentage (ARP) of 69.8%.
- Poland: 33% of respondents rated it as "very high" (5) and 31% as "high" (4), resulting in an AR of 3.80 and an ARP of 76.0%.
- Difference: Poland's ARP is 6.2% higher than Türkiye's.

Analysis: Türkiye, with an average rating of 3.49, falls just below the threshold (3.50) for a positive rating and is thus considered moderate. In contrast, Poland demonstrates a positive perception with an average rating of 3.80 regarding the focus on the student in the teaching and learning process. Poland's higher average rating and percentage reflect a stronger perception of this aspect compared to Türkiye.

9. Promoting Lifelong Learning (LLL):

- Türkiye: 41% of respondents rated this aspect as "very high" (5) and 27% as "high" (4), resulting in an average rating (AR) of 3.93 and an average rating percentage (ARP) of 78.6%.
- Poland: 51% of respondents rated it as "very high" (5) and 33% as "high" (4), resulting in an AR of 4.25 and an ARP of 85.0%.
- Difference: Poland's ARP is 6.4% higher than Türkiye's.

Analysis: Both Türkiye and Poland exhibit a positive perception of promoting lifelong learning. Poland's higher average rating and percentage indicate a stronger perception and emphasis on lifelong learning compared to Türkiye.

Summary of Total Numbers and Differences:

- Total Respondents: Both countries have 200 respondents each.

- Average Ratings (AR): Türkiye's overall average rating is 3.84, while Poland's is 3.95.
- Average Rating Percentages (ARP): Türkiye's overall average rating percentage is 76.9%, while Poland's is 79.1%.
- Difference: Poland's ARP is 2.2% higher than Türkiye's,

Key Differences:

- Poland generally has higher average ratings and percentages across most aspects, indicating a slightly better perception of the Bologna Process implementation.
- The most significant difference in perceptions is seen in the implementation of three types of learning outcomes. Poland's ARP is 6.8% higher than Türkiye's (77.0% vs. 70.2%), indicating that Polish respondents feel more positively about the implementation of knowledge, skills, and personal and professional competencies compared to their Turkish counterparts.
- Both countries have high ratings for "Possibility to Compare Qualifications" and "Recognition of Qualifications through Instruments like ECTS and DS," indicating strong agreement on these aspects.

Overall, both Türkiye and Poland show positive perceptions (3.51 to 4.00: Positive) of various aspects of the Bologna Process, with some minor differences in ratings between the two countries. Poland's slightly higher ratings suggest a better overall implementation and satisfaction with the system's aspects.

Table 33. Labor Market

S/N	Aspects	Türkiye												Poland																			
		5		4		3		2		1		Total	AR	ARP	5		4		3		2		1		Total	AR	ARP						
		n	%	n	%	n	%	n	%	n	%	n	%	r	%	n	%	n	%	n	%	n	%	n	%	r	%						
1	Increasing the flexibility of the education system, especially in relation to the needs of the labor market	32	16	74	37	64	32	18	9	12	6	200	100	3,48	69,6	34	17	72	36	64	32	18	9	12	6	200	100	3,49	69,8				
2	Increasing the degree of employability of graduates on the European labor market	32	16	66	33	40	20	20	10	42	21	200	100	3,13	62,6	28	14	68	34	56	28	26	13	22	11	200	100	3,27	65,4				
3	The interest of the university in the professional careers of graduates (studies on the fate of graduates)	34	17	66	33	36	18	10	5	54	27	200	100	3,08	61,6	28	14	68	34	44	22	30	15	30	15	200	100	3,17	63,4				
4	Educational and professional mobility of students and lecturers (Erasmus Plus Programme)	28	14	96	48	44	22	20	10	12	6	200	100	3,54	70,8	66	33	56	28	52	26	14	7	12	6	200	100	3,75	75,0				
Average														200	100	3,31	66,2													200	100	3,42	68,4

Source: Own elaboration.

Assessment of Assumptions: Labor Market (Table 33)

The table present an analysis of respondents' perceptions regarding various aspects of the labor market in the context of the Bologna Process in higher education in Türkiye and Poland.

1. Increasing the flexibility of the education system, especially in relation to the needs of the labor market:
 - Türkiye: 16% of respondents rated this aspect as "very high" (5) and 37% as "high" (4), resulting in an average rating (AR) of 3.48 and an average rating percentage (ARP) of 69.6%.
 - Poland: 17% of respondents rated it as "very high" (5) and 36% as "high" (4), resulting in an AR of 3.49 and an ARP of 69.8%.
 - Difference: Poland's ARP is 0.2% higher than Türkiye's.

Analysis: Both Türkiye and Poland show similar moderate perceptions (3.00 to 3.50: Moderate) of the flexibility of the education system in relation to the needs of the labor market. The average ratings and percentages are almost identical, indicating a comparable level of satisfaction with this aspect in both countries.

2. Increasing the degree of employability of graduates on the European labor market:
 - Türkiye: 16% of respondents rated this aspect as "very high" (5) and 33% as "high" (4), resulting in an average rating (AR) of 3.13 and an average rating percentage (ARP) of 62.6%.
 - Poland: 14% of respondents rated it as "very high" (5) and 34% as "high" (4), resulting in an AR of 3.27 and an ARP of 65.4%.
 - Difference: Poland's ARP is 2.8% higher than Türkiye's.

Analysis: Both Türkiye and Poland exhibit a moderate perception of the degree to which the Bologna Process increases the employability of graduates on the European labor market. Poland's slightly higher average rating and percentage suggest a somewhat better perception of this aspect compared to Türkiye.

3. The Interest of the University in the Professional Careers of Graduates (Studies on the Fate of Graduates):

- Türkiye: 17% of respondents rated this aspect as "very high" (5) and 33% as "high" (4), resulting in an average rating (AR) of 3.08 and an average rating percentage (ARP) of 61.6%.
- Poland: 14% of respondents rated it as "very high" (5) and 34% as "high" (4), resulting in an AR of 3.17 and an ARP of 63.4%.
- Difference: Poland's ARP is 1.8% higher than Türkiye's.

Analysis: Both Türkiye and Poland show a moderate perception of their universities' interest in the professional careers of graduates. Poland's slightly higher average rating and percentage reflect a marginally better perception of universities' engagement in tracking graduates' professional outcomes compared to Türkiye.

4. Educational and Professional Mobility of Students and Lecturers (Erasmus Plus Programme):

- Türkiye: 14% of respondents rated this aspect as "very high" (5) and 48% as "high" (4), resulting in an average rating (AR) of 3.54 and an average rating percentage (ARP) of 70.8%.
- Poland: 33% of respondents rated it as "very high" (5) and 28% as "high" (4), resulting in an AR of 3.75 and an ARP of 75.0%.
- Difference: Poland's ARP is 4.2% higher than Türkiye's.

Analysis: Both Türkiye and Poland demonstrate positive perceptions of the educational and professional mobility facilitated by the Erasmus Plus Programme. Poland's higher average rating and percentage indicate a stronger perception of the benefits and effectiveness of this program in enhancing mobility for students and lecturers compared to Türkiye.

Summary of Total Numbers and Differences:

- Total Respondents: Both countries have 200 respondents each.
- Average Ratings (AR): Türkiye's overall average rating is 3.31, while Poland's is 3.42.

- Average Rating Percentages (ARP): Türkiye's overall average rating percentage is 66.2%, while Poland's is 68.4%.
- Difference: Poland's ARP is 2.2% higher than Türkiye's,

Key Differences:

- Poland generally has slightly higher average ratings and percentages across most aspects related to the labor market, indicating a slightly better perception of the Bologna Process implementation in this area.
- The most significant difference in perceptions is observed in the aspect of Educational and Professional Mobility of Students and Lecturers (Erasmus Plus Programme). Poland's ARP is 4.2% higher than Türkiye's (75.0% vs. 70.8%), indicating that Polish respondents feel more positively about the educational and professional mobility facilitated by the Erasmus Plus Programme compared to their Turkish counterparts.
- Both countries have moderate ratings for "Increasing the Flexibility of the Education System" and "Increasing the Degree of Employability of Graduates on the European Labor Market," and "The interest of the university in the professional careers of graduates," indicating a similar level of agreement on these aspects.

Overall, both Türkiye and Poland demonstrate moderate perceptions (3.00 to 3.50: Moderate) of various aspects related to the labor market within the Bologna Process, with Poland showing slightly higher ratings across all dimensions, suggesting a slightly better implementation and satisfaction with these aspects compared to Türkiye.

Table 34. The Functioning of the University

S/N	Aspects	Türkiye														Poland													
		5		4		3		2		1		Total		AR	ARP	5		4		3		2		1		Total		AR	ARP
		n	%	n	%	n	%	n	%	n	%	n	%	r	%	n	%	n	%	n	%	n	%	n	%	n	%	r	%
1	Internationalization of higher education	58	29	94	47	30	15	10	5	8	4	200	100	3,92	78,4	58	29	94	47	36	18	8	4	4	2	200	100	3,97	79,4
2	Autonomy of universities in the field of education	36	18	54	27	48	24	22	11	40	20	200	100	3,12	62,4	44	22	98	49	40	20	10	5	8	4	200	100	3,8	76,0
3	Ensuring equal access to education and creating conditions enabling its completion	26	13	78	39	44	22	22	11	30	15	200	100	3,24	64,8	42	21	104	52	32	16	16	8	6	3	200	100	3,8	76,0
Average												200	100	3,43	68,5											200	100	3,86	77,1

Source: Own elaboration.

Assessment of Assumptions: The Functioning of the University (Table 34)

The table presents an analysis of respondents' perceptions concerning different facets of university functioning within the framework of the Bologna Process in higher education in Türkiye and Poland.

1. Internationalization of higher education:

- Türkiye: 29% of respondents rated this aspect as "very high" (5) and 47% as "high" (4), resulting in an average rating (AR) of 3.92 and an average rating percentage (ARP) of 78.4%.
- Poland: 29% of respondents rated it as "very high" (5) and 47% as "high" (4), resulting in an AR of 3.97 and an ARP of 79.4%.
- Difference: Poland's ARP is 1% higher than Türkiye's.

Analysis: Both Türkiye and Poland demonstrate a positive perception of the internationalization of higher education. The average ratings and percentages are very close, indicating a similar level of satisfaction with this aspect in both countries.

2. Autonomy of universities in the field of education:

- Türkiye: 18% of respondents rated this aspect as "very high" (5) and 27% as "high" (4), resulting in an average rating (AR) of 3.12 and an average rating percentage (ARP) of 62.4%.
- Poland: 22% of respondents rated it as "very high" (5) and 49% as "high" (4), resulting in an AR of 3.80 and an ARP of 76.0%.
- Difference: Poland's ARP is 13.6% higher than Türkiye's.

Analysis: Poland shows a significantly stronger perception of the autonomy of universities in the field of education compared to Türkiye. With an ARP 13.6% higher than Türkiye's, Poland's respondents seem to have a more favorable view of the autonomy universities have in shaping educational policies and practices.

3. Ensuring Equal Access to Education and Creating Conditions Enabling Its Completion

- Türkiye: 18% of respondents rated this aspect as "very high" (5) and 27% as "high" (4), resulting in an average rating (AR) of 3.12 and an average rating percentage (ARP) of 62.4%.
- Poland: 22% of respondents rated it as "very high" (5) and 49% as "high" (4), resulting in an AR of 3.80 and an ARP of 76.0%.
- Difference: Poland's ARP is 13.6% higher than Türkiye's.

Analysis: Poland exhibits a significantly stronger perception of ensuring equal access to education and creating conditions enabling its completion compared to Türkiye. With an ARP 13.6% higher than Türkiye's, Poland's respondents appear to have a more positive view of the efforts made to ensure equitable access to education and support students in completing their studies.

Summary of Total Numbers and Differences:

- Total Respondents: Both countries have 200 respondents each.
- Average Ratings (AR): Türkiye's overall average rating is 3.43, while Poland's is 3.86.
- Average Rating Percentages (ARP): Türkiye's overall average rating percentage is 68.5%, while Poland's is 77.1%.
- Difference: Poland's ARP is 8.6% higher than Türkiye's.

Key Differences:

- Poland generally exhibits slightly higher average ratings and percentages across most aspects related to the functioning of the university within the Bologna Process, indicating a marginally better perception of its implementation in this domain compared to Türkiye.
- The most notable difference in perceptions arises in the aspect of Autonomy of Universities in the Field of Education. Poland's ARP stands at 76.0%, which is 13.6% higher than Türkiye's ARP of 62.4%. This significant gap suggests that Polish respondents perceive a substantially higher level of autonomy in their universities compared to their Turkish counterparts.
- Another substantial difference is observed in Ensuring Equal Access to Education and Creating Conditions Enabling Its Completion. Poland's ARP

is 76.0%, which is 11.2% higher than Türkiye's ARP of 64.8%. This discrepancy indicates that Polish respondents hold a notably more positive perception regarding equal access to education and conditions enabling its completion.

- Both countries, however, demonstrate positive ratings for "Internationalization of Higher Education," suggesting a comparable level of agreement on this aspect within the Bologna Process.

Overall, this discrepancy indicates that Polish respondents hold a notably more positive perception regarding equal access to education and conditions enabling its completion. However, overall, Türkiye demonstrates moderate perceptions with an average rating of 3.43, whereas Poland shows positive perceptions with an average rating of 3.86 across various aspects related to the labor market within the Bologna Process. Poland's slightly higher ratings across most dimensions suggest a somewhat better implementation and satisfaction with these aspects compared to Türkiye.

Table 35. Cooperation with the External Environment / Employers

S/N	Aspects	Türkiye												Poland																	
		5		4		3		2		1		Total	AR	ARP	5		4		3		2		1		Total	AR	ARP				
		n	%	n	%	n	%	n	%	n	%	n	%	r	%	n	%	n	%	n	%	n	%	n	%	r	%				
1	Taking into account the needs of employers on the part of universities, and better understanding of the perspective of the university sector on the part of employers	30	15	74	37	44	22	30	15	22	11	200	100	3,3	66,0	26	13	98	49	40	20	24	12	12	6	200	100	3,51	70,2		
2	Conducting scientific research at all stages of higher education that contributes to innovation and creativity	44	22	74	37	26	13	34	17	22	11	200	100	3,42	68,4	36	18	88	44	42	21	24	12	10	5	200	100	3,58	71,6		
Average												200	100	3,36	67,2													200	100	3,55	70,9

Source: Own elaboration.

Assessment of Assumptions: Cooperation with the External Environment / Employers (Table 35)

The table present an analysis of respondents' perceptions regarding various aspects of cooperation with the external environment and employers in the context of the Bologna Process in higher education in Türkiye and Poland.

1. Taking into account the needs of employers on the part of universities, and better understanding of the perspective of the university sector on the part of employers:
 - Türkiye: 15% of respondents rated this aspect as "very high" (5) and 37% as "high" (4), resulting in an average rating (AR) of 3.3 and an average rating percentage (ARP) of 66.0%.
 - Poland: 13% of respondents rated it as "very high" (5) and 49% as "high" (4), resulting in an AR of 3.51 and an ARP of 70.2%.
 - Difference: Poland's ARP is 4.2% higher than Türkiye's.

Analysis: Both Türkiye and Poland recognize the importance of aligning university education with employer needs. Poland's ARP is 4.2% higher than Türkiye's (70.2% vs. 66.0%). Poland's slightly higher average rating and percentage, indicating a better integration of employer perspectives within the higher education sector compared to Türkiye.

2. Conducting scientific research at all stages of higher education that contributes to innovation and creativity:
 - Türkiye: 22% of respondents rated this aspect as "very high" (5) and 37% as "high" (4), resulting in an average rating (AR) of 3.42 and an average rating percentage (ARP) of 68.4%.
 - Poland: 18% of respondents rated it as "very high" (5) and 44% as "high" (4), resulting in an AR of 3.58 and an ARP of 71.6%.
 - Difference: Poland's ARP is 3.2% higher than Türkiye's.

Analysis: Both Türkiye and Poland value the role of scientific research in fostering innovation and creativity across all stages of higher education. Poland's ARP is 3.2%

higher than Türkiye's (71.6% vs. 68.4%). This indicates that respondents in Poland have a slightly more positive perception of the role of scientific research in fostering innovation and creativity in higher education compared to respondents in Türkiye.

Summary of Total Numbers and Differences:

- Total Respondents: Both countries have 200 respondents each.
- Average Ratings (AR): Türkiye's overall average rating is 3.36, while Poland's is 3.55.
- Average Rating Percentages (ARP): Türkiye's overall average rating percentage is 67.2%, while Poland's is 70.9%.
- Difference: Poland's ARP is 3.7% higher than Türkiye's.

Key Differences:

- Poland generally exhibits slightly higher average ratings and percentages regarding the integration of employer needs and the role of scientific research. Poland's ARP is 4.2% higher for employer needs (70.2% vs. 66.0%) and 3.2% higher for scientific research (71.6% vs. 68.4%). This suggests Polish respondents perceive better alignment with employer needs and a stronger role of scientific research in fostering innovation and creativity in higher education compared to their Turkish counterparts.

Overall, Türkiye demonstrates moderate perceptions with an average rating of 3.36, whereas Poland shows positive perceptions with an average rating of 3.55 regarding cooperation with the external environment and employers within the Bologna Process. Poland generally exhibits slightly higher average ratings and percentages, suggesting a more effective collaboration between universities and employers, as well as a stronger emphasis on scientific research contributing to innovation and creativity. This indicates a marginally better implementation and satisfaction with these aspects in Poland compared to Türkiye.

Table 36. Education Quality Assurance Systems

S/N	Aspects	Türkiye														Poland													
		5		4		3		2		1		Total		AR	ARP	5		4		3		2		1		Total		AR	ARP
		n	%	n	%	n	%	n	%	n	%	n	%	r	%	n	%	n	%	n	%	n	%	n	%	n	%	r	%
1	Functioning of internal quality assurance systems	38	19	74	37	50	25	26	13	12	6	200	100	3,5	70,0	26	13	110	55	46	23	18	9	0	0	200	100	3,72	74,4
2	Rules of functioning of accreditation committees in accordance with European Standards and Guidelines (ES&G), i.e. independence from governments, universities, students, rectors' organizations and other stakeholders	36	18	78	39	40	20	14	7	32	16	200	100	3,36	67,2	32	16	108	54	28	14	16	8	16	8	200	100	3,62	72,4
Average												200	100	3,43	68,6											200	100	3,67	73,4

Source: Own elaboration.

**Assessment of Assumptions: Education Quality Assurance Systems
(Table 36)**

The table present an analysis of respondents' perceptions regarding various aspects of education quality assurance systems in the context of the Bologna Process in higher education in Türkiye and Poland.

1. Functioning of internal quality assurance systems:

- Türkiye: 19% of respondents rated this aspect as "very high" (5) and 37% as "high" (4), resulting in an average rating (AR) of 3.5 and an average rating percentage (ARP) of 70.0%.
- Poland: 13% of respondents rated it as "very high" (5) and 55% as "high" (4), resulting in an AR of 3.72 and an ARP of 74.4%.
- Difference: Poland's ARP is 4.4% higher than Türkiye's.

Analysis: Both Türkiye and Poland show a positive perception of the functioning of internal quality assurance systems within their higher education institutions. Poland's higher average rating and percentage suggest that Polish respondents perceive their internal quality assurance systems to be functioning slightly better compared to their Turkish counterparts.

2. Rules of functioning of accreditation committees in accordance with European Standards and Guidelines (ES&G), i.e. independence from governments, universities, students, rectors' organizations and other stakeholders:

- Türkiye: 18% of respondents rated this aspect as "very high" (5) and 39% as "high" (4), resulting in an AR of 3.36 and an ARP of 67.2%.
- Poland: 16% of respondents rated it as "very high" (5) and 54% as "high" (4), resulting in an AR of 3.62 and an ARP of 72.4%.
- Difference: Poland's ARP is 5.2% higher than Türkiye's.

Analysis: The perception of the rules governing the functioning of accreditation committees, in accordance with European Standards and Guidelines, is more positive in

Poland compared to Türkiye. This indicates a greater confidence among Polish respondents in the independence and effectiveness of their accreditation committees.

Summary of Total Numbers and Differences:

- Total Respondents: Both countries have 200 respondents each.
- Average Ratings (AR): Türkiye's overall average rating is 3.43, while Poland's is 3.67.
- Average Rating Percentages (ARP): Türkiye's overall average rating percentage is 68.6%, while Poland's is 73.4%.
- Difference: Poland's ARP is 4.8% higher than Türkiye's.

Key Differences:

- Poland shows stronger satisfaction with internal quality assurance systems (ARP 74.4%) and accreditation committees (ARP 72.4%) compared to Türkiye (ARP 70.0% and 67.2%, respectively). This suggests Polish respondents have higher confidence in these systems' effectiveness and independence than their Turkish counterparts.

Overall, Türkiye demonstrates moderate perceptions, while Poland exhibits higher average ratings and percentages across the aspects measured, indicating positive perceptions. This suggests that Poland may have a slightly more effective implementation and satisfaction with education quality assurance systems compared to Türkiye, as evidenced by the higher AR values in both categories analyzed.

Table 37. Survey Participants' Comments on General Assumptions of the Bologna Process

Türkiye	Poland
<ul style="list-style-type: none"> - <i>The assumptions of the Bologna system are very valuable. It progresses slowly but on the right track.</i> - <i>The criteria of the Bologna system are very important criteria. At the very least, it has given us the right to discuss and demand such criteria.</i> - <i>Throughout history, higher education has continued as a puppet of policies and governments. Autonomy and independence, such opportunities have been taken away from universities.</i> - <i>Diploma recognition, employment, and autonomy should be prioritized.</i> - <i>If the physical conditions of our faculties (Yozgat Bozok University) are completed, a higher quality educational environment can be achieved.</i> - <i>In many universities in Türkiye, the Bologna process exists only on paper, in theory. In practice, the old methods continue.</i> - <i>In Türkiye, diploma recognition is a serious issue. It is essential to make alternative solution-oriented improvements, especially for fields requiring special talents such as physical education and sports.</i> - <i>A very good system</i> 	<ul style="list-style-type: none"> - <i>The job market is extremely dynamic and requires continuous adjustment of the study program according to its needs and those of the students. Unfortunately, changes to the curriculum cannot be made ad hoc but only once a year, coinciding with the start of the academic year. Therefore, if subjects in the third year of undergraduate studies change, for example, they will only be implemented three years after their introduction.</i> - <i>The assumptions can be positively evaluated, however, their implementation left much to be desired.</i> - <i>Separate bachelor's and master's studies are just unnecessary stress; an additional bachelor's exam is unnecessary. One exam after master's studies would suffice.</i> - <i>The Bologna system has introduced unnecessary bureaucracy and an excess of procedures, which do not in any way translate into better quality education; quite the opposite. University autonomy in designing educational programs has led to a decline in the quality of education and the significance of completing studies for young people.</i> - <i>The assumptions are rather tailored for universities in Western Europe. In Poland, they are often implemented "theoretically" or on paper, which does not allow for their full utilization.</i> - <i>The Bologna System in the Polish education system looks different compared to other countries. The opportunities for Polish students are fewer than in Western countries. This stems from Poland's lesser degree of development, especially in practical implementation.</i> - <i>Idealistic assumptions</i>

Source: Own elaboration.

PART II

Implementation and Realization of the Assumptions of the Bologna System at the University, where the participant works

Table 38. Recognition and Comparison of Qualifications

S/N	Aspects	Türkiye												Poland																			
		5		4		3		2		1		Total		AR	ARP	5		4		3		2		1		Total		AR	ARP				
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	r	%	n	%	n	%	n	%	n	%	n	%	n	%	r	%		
1	Recognition of qualifications through the use of instruments such as ECTS (European Credit Transfer and Accumulation System) and DS (Diploma Supplement)	84	42	74	37	30	15	10	5	2	1	200	100	4,14	82,8	48	24	102	51	40	20	8	4	2	1	200	100	3,93	78,6				
2	Full compliance of the National Qualifications Framework with the qualifications framework functioning in the entire EHEA in the field of physical culture	34	17	80	40	38	19	18	9	30	15	200	100	3,35	67,0	32	16	102	51	46	23	12	6	8	4	200	100	3,69	73,8				
3	Three-cycle structure of education: first-cycle studies (bachelor), second-cycle studies (master) and third-cycle studies (doctorate).	88	44	68	34	28	14	10	5	6	3	200	100	4,11	82,2	72	36	80	40	36	18	6	3	6	3	200	100	4,03	80,6				
4	Recognition of the bachelor's degree in physical education in the labor market	72	36	66	33	42	21	18	9	2	1	200	100	3,94	78,8	46	23	72	36	34	17	32	16	16	8	200	100	3,5	70,0				
Average														200	100	3,89	77,7													200	100	3,79	75,8

Source: Own elaboration.

Table 38.1. Survey Participants' Comments on Recognition and Comparison of Qualifications

Türkiye	Poland
<ul style="list-style-type: none"> - <i>The bachelor's degree can sometimes be inadequate in the job market. Furthermore, I believe that education for specialization should at least be at the master's level.</i> - <i>I don't think there has been any specific study in the EHEA regarding physical education. This is an important deficiency that needs to be addressed.</i> - <i>Yozgat Bozok University has aligned all its faculties and higher education schools with the Bologna Process through accreditation efforts.</i> 	<ul style="list-style-type: none"> - <i>Comparing and recognizing qualifications through ECTS and DS fulfills its function well within the three-cycle structure of education, enabling the implementation of study programs during international exchanges.</i> - <i>Currently, graduates with a bachelor's degree in physical education cannot teach in schools. They gain the right to work as teachers only after completing their master's studies. This major is strictly oriented towards teaching. After completing their undergraduate studies, graduates essentially remain without employment opportunities aligned with their field of study.</i> - <i>In standardized studies (physiotherapy), there is no three-tiered structure.</i> - <i>Achieving complete conformity is not possible due to varying conditions in individual countries, different traditions, as well as culture.</i> - <i>Unfortunately, our university does not offer a Diploma Supplement (DS) compliant with the Bologna Process and does not have the associated label. Instead, it has its own local version of the Diploma Supplement.</i> - <i>Recognition and comparison of qualifications function well.</i> - <i>Different educational traditions cause adaptation problems in the education system.</i> - <i>The job market operates on connections. If you have connections, you have a job. The Bologna system has not changed anything in this regard, both in Poland and in Europe. It is believed that graduates are currently not adequately prepared for employment. Higher demands were placed on students before the implementation of the Bologna system.</i>

Source: Own elaboration.

Assessment of Assumptions: Recognition and Comparison of Qualifications
(Table 38)

This section evaluates the implementation and realization of the Bologna Process assumptions at the participant's university, focusing on the recognition and comparison of qualifications, which examines respondents' perceptions in Türkiye and Poland regarding various aspects of the Bologna Process in higher education.

1. Recognition of qualifications through the use of instruments such as ECTS (European Credit Transfer and Accumulation System) and DS (Diploma Supplement):
 - Türkiye: 42% rated "very high" (5) and 37% "high" (4), resulting in an AR of 4.14 and ARP of 82.8%.
 - Poland: 24% rated "very high" (5) and 51% "high" (4), resulting in an AR of 3.93 and ARP of 78.6%.
 - Difference: Poland's ARP is 4.2% lower than Türkiye's,

Analysis: Türkiye shows a very positive perception, while Poland demonstrates a positive perception of the recognition and comparison of qualifications. Türkiye's stronger perception indicates a higher perception of qualifications recognition using instruments like ECTS and DS in Türkiye.

2. Full compliance of the National Qualifications Framework with the qualifications framework functioning in the entire EHEA in the field of physical culture:
 - Türkiye: 17% rated "very high" (5) and 40% "high" (4), resulting in an AR of 3.35 and ARP of 67.0%.
 - Poland: 16% rated "very high" (5) and 51% "high" (4), resulting in an AR of 3.69 and ARP of 73.8%.
 - Difference: Poland's ARP is 6.8% higher than Türkiye's,

Analysis: Türkiye shows a moderate perception, while Poland demonstrates a positive perception of the recognition and comparison of qualifications. Poland's stronger

perception indicates a higher compliance with the qualifications framework in physical culture compared to Türkiye.

3. Three-cycle structure of education: first-cycle studies (bachelor), second-cycle studies (master) and third-cycle studies (doctorate):
 - Türkiye: 44% rated "very high" (5) and 34% "high" (4), resulting in an AR of 4.11 and ARP of 82.2%.
 - Poland: 36% rated "very high" (5) and 40% "high" (4), resulting in an AR of 4.03 and ARP of 80.6%.
 - Difference: Türkiye's ARP is 1.6% higher than Poland's.

Analysis: Both Türkiye and Poland demonstrate very positive perceptions of the three-cycle structure of education. Türkiye's slightly higher ARP indicates a marginally stronger perception of the effectiveness of this educational structure compared to Poland.

4. Three-cycle structure of education: first-cycle studies (bachelor), second-cycle studies (master) and third-cycle studies (doctorate):
 - Türkiye: 36% rated "very high" (5) and 33% "high" (4), resulting in an AR of 3.94 and ARP of 78.8%.
 - Poland: 23% rated "very high" (5) and 36% "high" (4), resulting in an AR of 3.5 and ARP of 70.0%.
 - Difference: Türkiye's ARP is 8.8% higher than Poland's.

Analysis: Türkiye demonstrates a positive perception, while Poland shows a moderate perception of the recognition of the bachelor's degree in physical education in the labor market. Türkiye's higher ARP indicates a stronger perception of the degree's recognition in the labor market compared to Poland.

Summary of Total Numbers and Differences:

- Total Respondents: Both countries have 200 respondents each.
- Average Ratings (AR): Türkiye's overall average rating is 3.89, while Poland's is 3.79.

- Average Rating Percentages (ARP): Türkiye's overall average rating percentage is 77.7%, while Poland's is 75.8%.
- Difference: Türkiye's ARP is 1.9% higher than Poland's.

Key Differences:

- The recognition of the bachelor's degree in physical education in the labor market is notably more pronounced in Türkiye, with an ARP 8.8% higher than Poland's.

Overall, Türkiye demonstrates slightly higher average ratings and percentages in several aspects related to the recognition and comparison of qualifications. However, Poland shows a stronger perception of compliance with the qualifications framework in physical culture.

Table 39. Educational and Professional Mobility

S/N	Aspects	Türkiye												Poland																			
		5		4		3		2		1		Total		AR	ARP	5		4		3		2		1		Total		AR	ARP				
		n	%	n	%	n	%	n	%	n	%	n	%	r	%	n	%	n	%	n	%	n	%	n	%	n	%	r	%				
1	Educational mobility of students under EU programs (e.g. Erasmus plus)	84	23	74	63	30	10	10	2	2	2	200	100	4,03	80,6	52	26	102	51	38	19	6	3	2	1	200	100	3,98	79,6				
2	Professional mobility of students (traineeship and internships abroad) under EU programs (e.g. Erasmus plus, etc.)	34	24	80	36	38	15	18	6	30	19	200	100	3,4	68,0	44	22	84	42	52	26	8	4	12	6	200	100	3,7	74,0				
3	Educational and professional mobility of lecturers under EU programs (e.g. Erasmus plus)	44	22	68	34	44	22	30	15	14	7	200	100	3,49	69,8	46	23	80	40	50	25	16	8	8	4	200	100	3,7	74,0				
Average														200	100	3,64	72,8													200	100	3,79	75,9

Source: Own elaboration.

Table 39.1. Survey Participants' Comments on Educational and Professional Mobility

Türkiye	Poland
<ul style="list-style-type: none"> - <i>I think Erasmus mobility should be extended to more diverse countries. This would contribute not only to diversity but also to the integration of different cultures and provide a different perspective on sports and life.</i> - <i>There are not enough bilateral agreements. Increasing them would be beneficial.</i> - <i>The Erasmus offices (Yozgat Bozok University) need to be more active. They lag behind in international agreements.</i> 	<ul style="list-style-type: none"> - <i>The mobility of students and faculty promotes collaboration and the internationalization of education, as well as the undertaking of research within inter-university projects.</i> - <i>Students do not take advantage of the opportunity to study abroad within the Erasmus+ program. This may be due to language barriers and the fact that most physical education students are club athletes who cannot afford to take a six-month break. Additionally, the level of language education (especially English) leaves much to be desired.</i> - <i>In many cases, the problem remains the lack of satisfactory foreign language proficiency.</i> - <i>The Erasmus+ program works very well at my university.</i> - <i>Before the Bologna system, the opportunities for international exchange for students were also significant. The new system has not brought any improvements.</i> - <i>An important aspect is the ability to see how teaching looks at other universities.</i> - <i>Reluctance of students and lecturers towards going abroad. Upon return, there are issues with completing the semester because subjects included in the home university's curriculum are not credited. Students see Erasmus as an opportunity to have a good time rather than gaining knowledge, skills, or competencies.</i> - <i>It seems that students make less use of professional mobility compared to educational trips.</i> - <i>Great variety and opportunities</i>

Source: Own elaboration.

Assessment of Assumptions: Educational and Professional Mobility (Table 39)

This section evaluates the implementation and realization of the Bologna Process assumptions at the participant's university, focusing on educational and professional mobility, which examines respondents' perceptions in Türkiye and Poland regarding various aspects of the Educational and Professional Mobility of Bologna Process in higher education.

1. Educational mobility of students under EU programs (e.g. Erasmus plus):
 - Türkiye: 23% rated "very high" (5) and 63% "high" (4), resulting in an AR of 4.03 and ARP of 80.6%.
 - Poland: 26% rated "very high" (5) and 51% "high" (4), resulting in an AR of 3.98 and ARP of 79.6%.
 - Difference: Türkiye's ARP is 1.0% higher than Poland's.

Analysis: Türkiye shows very positive perceptions, while Poland shows positive perceptions of educational mobility through EU programs. Türkiye's slightly higher ARP indicates a marginally stronger perception of the effectiveness of these programs compared to Poland.

2. Professional mobility of students (traineeship and internships abroad) under EU programs (e.g. Erasmus plus, etc.):
 - Türkiye: 24% rated "very high" (5) and 36% "high" (4), resulting in an AR of 3.4 and ARP of 68.0%.
 - Poland: 22% rated "very high" (5) and 42% "high" (4), resulting in an AR of 3.7 and ARP of 74.0%.
 - Difference: Poland's ARP is 6.0% higher than Türkiye's.

Analysis: Türkiye shows a moderate perception, while Poland demonstrates a positive perception of the professional mobility of students. Poland's higher ARP indicates a stronger perception of the effectiveness of traineeships and internships abroad.

3. Educational and professional mobility of lecturers under EU programs (e.g. Erasmus plus):

- Türkiye: 22% rated "very high" (5) and 34% "high" (4), resulting in an AR of 3.49 and ARP of 69.8%.
- Poland: 23% rated "very high" (5) and 40% "high" (4), resulting in an AR of 3.7 and ARP of 74.0%.
- Difference: Poland's ARP is 4.2% higher than Türkiye's.

Analysis: Both countries recognize the importance of lecturer mobility through EU programs. Türkiye shows a moderate perception, while Poland demonstrates a positive. Poland's higher ARP indicates a stronger perception of the benefits and effectiveness of these programs compared to Türkiye.

Summary of Total Numbers and Differences:

- Total Respondents: Both countries have 200 respondents each.
- Average Ratings (AR): Türkiye's overall average rating is 3.64, while Poland's is 3.79.
- Average Rating Percentages (ARP): Türkiye's overall average rating percentage is 72.8%, while Poland's is 75.9%.
- Difference: Poland's ARP is 3.1% higher than Türkiye's.

Key Differences:

- The most significant difference is in the professional mobility of students, where Poland's ARP is 6.0% higher than Türkiye's.

Overall, Poland demonstrates slightly higher average ratings and percentages in several aspects related to educational and professional mobility, indicating a stronger perception of the effectiveness of EU programs in fostering student and lecturer mobility. Türkiye shows positive perceptions but lags slightly behind Poland in overall ARP.

Table 40. Cooperation of Universities with the External Environment

S/N	Aspects	Türkiye														Poland													
		5		4		3		2		1		Total		AR	ARP	5		4		3		2		1		Total		AR	ARP
		n	%	n	%	n	%	n	%	n	%	n	%	r	%	n	%	n	%	n	%	n	%	n	%	n	%	r	%
1	Cooperation of the university with the external environment (business and employers) in the field of conducting joint research	42	21	58	29	42	21	20	10	38	19	200	100	3,23	64,6	28	14	32	16	78	39	42	21	20	10	200	100	3,03	60,6
2	Cooperation of the university with the external environment (business and employers) in the field of improving education programs	28	14	66	33	48	24	16	8	42	21	200	100	3,11	62,2	44	11	84	15	52	39	8	24	12	11	200	100	2,91	58,2
3	Taking into account the needs of employers by the university in the area of physical culture when creating and implementing educational programs	32	16	64	32	50	25	26	13	28	14	200	100	3,23	64,6	46	9	80	12	50	42	16	29	8	8	200	100	2,85	57,0
4	Employers' interest in cooperation with the university in order to improve and adapt education programs to the needs of the labor market	34	17	68	34	32	16	26	13	40	20	200	100	3,15	63,0	18	9	24	12	76	38	62	31	20	10	200	100	2,79	55,8
5	Implementation of technological innovations at the university	34	17	72	36	54	27	28	14	12	6	200	100	3,44	68,8	20	10	30	15	84	42	50	25	16	8	200	100	2,94	58,8
Average												200	100	3,23	64,6											200	100	2,9	58,1

Source: Own elaboration.

Table 40.1 Survey Participants' Comments on Cooperation of Universities with the External Environment

Türkiye	Poland
<ul style="list-style-type: none"> - <i>Our university has been quite lacking in collaborative efforts with the external environment. Setting up internship programs that provide students with valuable experiences could lead to long-term employment opportunities.</i> - <i>Very good!</i> - <i>Due to the city's structure (Yozgat, Türkiye), adequate communication is not effectively facilitated.</i> 	<ul style="list-style-type: none"> - <i>Cooperation between universities and the business environment, in my opinion, is inadequate. There is a lack of developed methods for collaboration between theorists and practitioners, as well as effective exchange of feedback information.</i> - <i>Employers rarely express interest in assessing and co-creating study programs.</i> - <i>Incorporating employers' needs into the adjustment of educational programs by universities is hindered by guidelines from the Ministry.</i> - <i>My university's collaboration with the external environment, to my knowledge, still requires further development.</i> - <i>Lack of funds for new technologies and weak cooperation with the socio-economic environment</i> - <i>Conducting research for market needs does not translate into academic teaching positions at the University. Such research is treated as expertise, time-consuming, and does not earn points to change employment status. It also does not change anything in the job market.</i> - <i>In my opinion, the above aspects can and should be improved.</i>

Source: Own elaboration.

Assessment of Assumptions: Cooperation of Universities with the External Environment (Table 40)

This section evaluates the implementation and realization of the Bologna Process assumptions at the participant's university, focusing on the cooperation of universities with the external environment, which examines respondents' perceptions in Türkiye and Poland regarding various aspects of cooperation with business and employers in higher education.

1. Cooperation of the university with the external environment (business and employers) in the field of conducting joint research:
 - Türkiye: 21% rated "very high" (5) and 29% "high" (4), resulting in an AR of 3.23 and ARP of 64.6%.
 - Poland: 14% rated "very high" (5) and 16% "high" (4), resulting in an AR of 3.03 and ARP of 60.6%.
 - Difference: Türkiye's ARP is 4.0% higher than Poland's.

Analysis: Türkiye and Poland show moderate perceptions, while Poland demonstrates slightly lower perceptions of university collaboration with the external environment in conducting joint research. Türkiye's higher ARP suggests a stronger belief in the effectiveness of such collaborations compared to Poland.

2. Cooperation of the university with the external environment (business and employers) in the field of improving education programs:
 - Türkiye: 14% rated "very high" (5) and 33% "high" (4), resulting in an AR of 3.11 and ARP of 62.2%.
 - Poland: 11% rated "very high" (5) and 15% "high" (4), resulting in an AR of 2.91 and ARP of 58.2%.
 - Difference: Türkiye's ARP is 4.0% higher than Poland's.

Analysis: Türkiye demonstrates moderate perceptions, while Poland shows slightly lower perceptions of university collaboration with the external environment in improving education programs. Türkiye's higher ARP indicates a stronger belief in the effectiveness of these collaborations compared to Poland.

3. Taking into account the needs of employers by the university in the area of physical culture when creating and implementing educational programs:
 - Türkiye: 16% rated "very high" (5) and 32% "high" (4), resulting in an AR of 3.23 and ARP of 64.6%.
 - Poland: 9% rated "very high" (5) and 12% "high" (4), resulting in an AR of 2.85 and ARP of 57.0%.
 - Difference: Türkiye's ARP is 7.6% higher than Poland's.

Analysis: Türkiye demonstrates moderate perceptions, while Poland shows lower perceptions of considering employers' needs in creating and implementing educational programs in physical culture. Türkiye's higher ARP suggests a stronger belief in responsiveness to employer needs compared to Poland.

4. Employers' interest in cooperation with the university in order to improve and adapt education programs to the needs of the labor market:
 - Türkiye: 17% rated "very high" (5) and 34% "high" (4), resulting in an AR of 3.15 and ARP of 63.0%.
 - Poland: 9% rated "very high" (5) and 12% "high" (4), resulting in an AR of 2.79 and ARP of 55.8%.
 - Difference: Türkiye's ARP is 7.2% higher than Poland's.

Analysis: Türkiye demonstrates moderate perceptions, while Poland shows lower perceptions of employers' interest in cooperating with universities to improve and adapt education programs to the needs of the labor market. Türkiye's higher ARP indicates a stronger belief in the interest and effectiveness of such cooperation compared to Poland.

5. Implementation of technological innovations at the university:
 - Türkiye: 17% rated "very high" (5) and 36% "high" (4), resulting in an AR of 3.44 and ARP of 68.8%.
 - Poland: 10% rated "very high" (5) and 15% "high" (4), resulting in an AR of 2.94 and ARP of 58.8%.
 - Difference: Türkiye's ARP is 10.0% higher than Poland's.

Analysis: The perception of technological innovation implementation at universities is significantly more moderate in Türkiye compared to Poland. Türkiye's higher ARP suggests that respondents from Türkiye have a stronger perception of effective technological innovation implementation at their universities, indicating a more favorable environment for technological advancements compared to Poland.

Summary of Total Numbers and Differences:

- Total Respondents: Both countries have 200 respondents each.
- Average Ratings (AR): Türkiye's overall average rating is 3.23, while Poland's is 2.90.
- Average Rating Percentages (ARP): Türkiye's overall average rating percentage is 64.6%, while Poland's is 58.1%.
- Difference: Türkiye's ARP is 6.5% higher than Poland's.

Key Differences:

- Türkiye demonstrates higher perceptions across the evaluated aspects related to cooperation of universities with the external environment compared to Poland.
- Specifically: Responding to employer needs in physical culture education (ARP 7.6% higher). Employers' interest in university cooperation (ARP 7.2% higher). Implementation of technological innovations is notably more positive in Türkiye (ARP 10.0% higher), suggesting a more favorable environment for technological advancements compared to Poland.

Overall, Türkiye demonstrates stronger perceptions in these dimensions compared to Poland, reflecting a more moderate outlook on the responsiveness to employer needs, the interest of employers in collaboration, and the implementation of technological innovations in higher education.

Table 41. Graduates in the Labor Market

S/N	Aspects	Türkiye														Poland																					
		5		4		3		2		1		Total		AR	ARP	5		4		3		2		1		Total		AR	ARP								
		n	%	n	%	n	%	n	%	n	%	n	%	r	%	n	%	n	%	n	%	n	%	n	%	n	%	r	%								
1	Employment rate of graduates of Physical Education after graduation	42	21	56	28	26	13	20	10	56	28	200	100	3,04	60,8	18	9	50	25	48	24	46	23	38	19	200	100	2,82	56,4								
2	Employability of graduates of Physical Education on the European labor market	36	18	46	23	44	22	16	8	58	29	200	100	2,93	58,6	10	5	34	17	62	31	52	26	42	21	200	100	2,59	51,8								
3	The interest of the university in the professional careers of graduates of Physical Education (survey of the fate of PE graduates)	36	18	68	34	30	15	20	10	46	23	200	100	3,14	62,8	18	9	30	15	60	30	56	28	36	18	200	100	2,69	53,8								
4	Conducting scientific research by students as part of writing a master's thesis and publishing research results independently and together with lecturers	32	16	60	30	30	15	32	16	46	23	200	100	3	60,0	12	6	32	16	64	32	62	31	30	15	200	100	2,67	53,4								
5	Focus on the student in the teaching and learning process, not on the curriculum and lecturers	30	15	64	32	48	24	30	15	28	14	200	100	3,19	63,8	12	6	42	21	76	38	50	25	20	10	200	100	2,88	57,6								
Average																200	100	3,06	61,2															200	100	2,73	54,6

Source: Own elaboration.

Table 41.1 Survey Participants' Comments on Graduates in the Labor Market

Türkiye	Poland
<ul style="list-style-type: none"> - <i>I believe employability is not sufficient in our country's conditions. The conditions in the private sector are quite poor, and even though universities provide adequate cultural and physical education for international opportunities, they fail to adequately educate students in foreign languages. This is a major barrier to progress.</i> - <i>In the European labor market, it is quite difficult to find employment with a physical education diploma obtained from Türkiye. It is possible to focus on the obstacles to employability.</i> - <i>Good!</i> - <i>Our postgraduate studies (Yozgat Bozok University) are highly successful and contribute significantly to the field.</i> 	<ul style="list-style-type: none"> - <i>The above opinion is subjective in nature, not based on reliable data, but solely on my own observation and anecdotal evidence.</i> - <i>I believe that engaging in sports or any physical activity is highly popular, hence there is a high demand for instructors, coaches, or physical education teachers.</i> - <i>Students mainly conduct survey-based research for their master's theses. Currently, they can only publish them independently. This results in very few theses being published because students don't know how to approach it. Moreover, during this period, they already have many other obligations. Publishing master's theses jointly with a lecturer/supervisor is impossible.</i> - <i>The real answer to the first three points is "no opinion," but there was no such option.</i> - <i>It's difficult to focus on individual students in large student groups (30 people).</i> - <i>Master's theses often lack strictly research-oriented character.</i> - <i>Focusing on the student in exercise groups of 30 people is impossible.</i> - <i>There is no result from the survey of graduates.</i> - <i>The problem is taking employment outside the learned profession and low wages.</i> - <i>Excessive focus on students who don't appreciate it anyway. In reality, this leads to a decrease in teaching quality. The Bologna system does not in any way increase graduate employment. It's even said that current students are not prepared for employment. The job market seeks old teachers who completed their studies before the Bologna system was introduced. They were not standardized and still possess knowledge, skills, and competencies.</i> - <i>I believe that students are not encouraged enough to engage in research. Often, their only and last contact is due to the obligation to write a thesis.</i>

Assessment of Assumptions: Graduates in the Labor Market (Table 41)

This section evaluates the implementation and realization of the Bologna Process assumptions at the participant's university, focusing on the performance of graduates in the labor market, which examines respondents' perceptions in Türkiye and Poland regarding various aspects related to the employment of Physical Education graduates.

1. Employment rate of graduates of Physical Education after graduation:

- Türkiye: 21% rated "very high" (5) and 28% "high" (4), resulting in an AR of 3.04 and ARP of 60.8%.
- Poland: 9% rated "very high" (5) and 25% "high" (4), resulting in an AR of 2.82 and ARP of 56.4%.
- Difference: Türkiye's ARP is 4.4% higher than Poland's.

Analysis: Türkiye shows moderate perceptions, while Poland shows slightly lower perceptions of employment rates. Türkiye's higher ARP suggests a stronger belief in the employment rate of Physical Education graduates compared to Poland.

2. Employability of graduates of Physical Education on the European labor market:

- Türkiye: 18% rated "very high" (5) and 23% "high" (4), resulting in an AR of 2.93 and ARP of 58.6%.
- Poland: 5% rated "very high" (5) and 17% "high" (4), resulting in an AR of 2.59 and ARP of 51.8%.
- Difference: Türkiye's ARP is 6.8% higher than Poland's.

Analysis: Türkiye shows under moderate (low) perceptions, while Poland shows lower perceptions of employability in the European labor market. Türkiye's higher ARP indicates a stronger belief in the employability of their graduates in Europe compared to Poland.

3. The interest of the university in the professional careers of graduates of Physical Education (survey of the fate of PE graduates):

- Türkiye: 18% rated "very high" (5) and 34% "high" (4), resulting in an AR of 3.14 and ARP of 62.8%.
- Poland: 9% rated "very high" (5) and 15% "high" (4), resulting in an AR of 2.69 and ARP of 53.8%.
- Difference: Türkiye's ARP is 9.0% higher than Poland's.

Analysis: Türkiye shows moderate perceptions, while Poland shows lower perceptions of university interest in graduates' professional careers. Türkiye's higher ARP suggests a stronger belief in their universities' interest in the career outcomes of graduates compared to Poland.

4. Conducting scientific research by students as part of writing a master's thesis and publishing research results independently and together with lecturers:
 - Türkiye: 16% rated "very high" (5) and 30% "high" (4), resulting in an AR of 3.00 and ARP of 60.0%.
 - Poland: 6% rated "very high" (5) and 16% "high" (4), resulting in an AR of 2.67 and ARP of 53.4%.
 - Difference: Türkiye's ARP is 6.6% higher than Poland's.

Analysis: Türkiye shows moderate perceptions, while Poland shows lower perceptions of student involvement in research. Türkiye's higher ARP indicates a stronger belief in student participation in scientific research compared to Poland.

5. Focus on the student in the teaching and learning process, not on the curriculum and lecturers:
 - Türkiye: 15% rated "very high" (5) and 32% "high" (4), resulting in an AR of 3.19 and ARP of 63.8%.
 - Poland: 6% rated "very high" (5) and 21% "high" (4), resulting in an AR of 2.88 and ARP of 57.6%.
 - Difference: Türkiye's ARP is 6.2% higher than Poland's.

Analysis: Türkiye shows moderate perceptions, while Poland shows slightly lower perceptions of focusing on students. Türkiye's higher ARP suggests a stronger belief in a student-centered teaching and learning process compared to Poland.

Summary of Total Numbers and Differences:

- Total Respondents: Both countries have 200 respondents each.
- Average Ratings (AR): Türkiye's overall average rating is 3.06, while Poland's is 2.73.
- Average Rating Percentages (ARP): Türkiye's overall average rating percentage is 61.2%, while Poland's is 54.6%.
- Difference: Türkiye's ARP is 6.6% higher than Poland's.

Key Differences:

- Poland's lowest average ratings (2.73) were observed under this heading.
- Türkiye consistently scored higher average ratings (3.06) than Poland across all aspects evaluated under this heading.

Overall, these findings indicate that Turkish respondents have a more favorable perception of their universities' performance in supporting graduates' professional careers, involving students in research, and prioritizing student-centered education, resulting in better labor market outcomes for Physical Education graduates compared to Polish respondents.

Table 42. Faculty Quality Assurance System

S/N	Aspects	Türkiye												Poland																			
		5		4		3		2		1		Total		AR		ARP		5		4		3		2		1		Total		AR		ARP	
		n	%	n	%	n	%	n	%	n	%	n	%	r	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	r	%		
1	Clarity, legibility, transparency of the operation of the university/faculty quality assurance system	50	25	70	35	26	13	18	9	36	18	200	100	3,4	68,0	48	24	68	34	54	27	22	11	8	4	200	100	3,63	72,6				
Average														200	100	3,4	68,0													200	100	3,63	72,6

Source: Own elaboration.

Table 42.1 Survey Participants' Comments on Faculty Quality Assurance System

Türkiye	Poland
<ul style="list-style-type: none"> - <i>Insufficient attention is given at the faculty level.</i> - <i>I do not know if there is a specific quality assurance system for physical education or sports sciences. However, the general system is inadequate.</i> - <i>Successful!</i> - <i>The quality initiatives continue diligently at our university (Yozgat Bozok University) and at the faculty level.</i> 	<ul style="list-style-type: none"> - <i>The system generally works efficiently and transparently, but there is resistance due to the need to meet certain bureaucratic requirements, such as filling out numerous surveys and duplicating information.</i> - <i>The functioning of program-specific teams has regulated efforts to improve the quality of education. Unfortunately, the top-down directives on how education should be evaluated have led to a standardized approach that does not always align with the specific characteristics of the given program.</i> - <i>I don't know, I haven't seen it, and I'm not sure if it exists.</i> - <i>From my perspective, it's OK.</i> - <i>The questions are poorly formulated, and only students have the opportunity to provide feedback. Staff can only respond to student evaluations. There is no response from university authorities to student feedback.</i> - <i>The quality assurance system is clear but also time-consuming.</i>

Source: Own elaboration.

Assessment of Assumptions: Faculty Quality Assurance System (Table 42)

This section evaluates the implementation and realization of the Bologna Process assumptions at the participant's university, focusing on the faculty quality assurance system, which examines respondents' perceptions in Türkiye and Poland regarding the clarity, legibility, and transparency of the university/faculty quality assurance system.

1. Clarity, legibility, transparency of the operation of the university/faculty quality assurance system:
 - Türkiye: 25% rated "very high" (5) and 35% "high" (4), resulting in an AR of 3.4 and ARP of 68.0%.
 - Poland: 24% rated "very high" (5) and 34% "high" (4), resulting in an AR of 3.63 and ARP of 72.6%.
 - Difference: Poland's ARP is 4.6% higher than Türkiye's.

Analysis: Both countries have 200 respondents each. Türkiye shows moderate perceptions of the clarity, legibility, and transparency of the university/faculty quality assurance system, while Poland shows higher, more positive perceptions. Polish respondents rate the system's clarity, legibility, and transparency significantly higher than Turkish respondents, indicating a stronger belief in the effectiveness of their quality assurance system.

Table 43. Functioning of the University

S/N	Aspects	Türkiye												Poland																			
		5		4		3		2		1		Total		AR	ARP	5		4		3		2		1		Total		AR	ARP				
		n	%	n	%	n	%	n	%	n	%	n	%	r	%	n	%	n	%	n	%	n	%	n	%	n	%	r	%				
1	Internationalization of higher education (curricula, research, training, etc.)	50	25	100	50	28	14	12	6	10	5	200	100	3,84	76,8	32	16	66	33	70	35	22	11	10	5	200	100	3,44	68,8				
2	Autonomy of universities in the field of education	36	18	62	31	36	18	12	6	54	27	200	100	3,07	61,4	30	15	84	42	64	32	12	6	10	5	200	100	3,56	71,2				
3	Ensuring equal access to education and creating conditions enabling its completion	38	19	62	31	36	18	16	8	48	24	200	100	3,13	62,6	26	13	64	32	82	41	12	6	16	8	200	100	3,36	67,2				
Average														200	100	3,35	66,9													200	100	3,45	69,1

Source: Own elaboration.

Table 43.1 Survey Participants' Comments on Functioning of the University

Türkiye	Poland
<ul style="list-style-type: none"> - <i>The nationalization of higher education is commendable. However, I do not find the copy-paste curriculum approach suitable. Each country's structure, students' interests, and conditions can be different. Therefore, a more appropriate customization tailored to these factors would increase efficiency.</i> - <i>Universities should cut ties with politics.</i> - <i>Great!</i> - <i>Done well!</i> - <i>Everything is excellent except for the physical facilities in terms of education and teaching (Yozgat Bozok University).</i> 	<ul style="list-style-type: none"> - <i>A high rating for internationalization of the University in terms of education, student and staff exchange, with prospects for further development; there is a need to intensify inter-university cooperation in scientific research.</i> - <i>It is difficult to enhance internationalization when both students and faculty do not participate in organized international events. During visits by guests from foreign universities, lectures related to the department's profile are frequently organized. Unfortunately, attendance at these lectures is minimal.</i> - <i>Due to the nature of our Faculty (Physical Education), we have many athletes actively involved in sports. Therefore, to retain them as students, we need to be open and flexible.</i> - <i>The university functions well in these regards.</i> - <i>Necessary improvement of educational conditions, including access to modern lecture halls, and enhancement of social conditions for students and staff.</i> - <i>The university has autonomy, but there are standards for physical education teacher education programs that it must adhere to.</i>

Source: Own elaboration.

Assessment of Assumptions: Functioning of the University (Table 43)

This section evaluates the implementation and realization of the Bologna Process assumptions at the participant's university, focusing on the functioning of the university, which examines respondents' perceptions in Türkiye and Poland regarding various aspects of university operations.

1. Internationalization of higher education (curricula, research, training, etc.):
 - Türkiye: 25% rated "very high" (5) and 50% "high" (4), resulting in an AR of 3.84 and ARP of 76.8%.
 - Poland: 16% rated "very high" (5) and 33% "high" (4), resulting in an AR of 3.44 and ARP of 68.8%.
 - Difference: Türkiye's ARP is 8.0% higher than Poland's.

Analysis: Türkiye demonstrates positive perceptions, while Poland shows slightly lower, moderate perceptions of the internationalization of higher education. Türkiye's higher ARP suggests a stronger belief in the functioning of universities compared to Poland.

2. Autonomy of universities in the field of education:
 - Türkiye: 18% rated "very high" (5) and 31% "high" (4), resulting in an AR of 3.07 and ARP of 61.4%.
 - Poland: 15% rated "very high" (5) and 42% "high" (4), resulting in an AR of 3.56 and ARP of 71.2%.
 - Difference: Poland's ARP is 9.8% higher than Türkiye's.

Analysis: Poland demonstrates positive perceptions of university autonomy, while Türkiye shows significantly lower, moderate perceptions. Poland's higher ARP suggests a stronger belief in the autonomy of universities compared to Türkiye.

3. Ensuring equal access to education and creating conditions enabling its completion:
 - Türkiye: 19% rated "very high" (5) and 31% "high" (4), resulting in an AR of 3.13 and ARP of 62.6%.

- Poland: 13% rated "very high" (5) and 32% "high" (4), resulting in an AR of 3.36 and ARP of 67.2%.
- Difference: Poland's ARP is 4.6% higher than Türkiye's.

Analysis: Poland demonstrates slightly higher perceptions, moderate perceptions. while Türkiye shows significantly lower perception. Poland's higher ARP suggests a stronger belief in ensuring equal access to education compared to Türkiye.

Summary of Total Numbers and Differences:

- Total Respondents: Both countries have 200 respondents each.
- Average Ratings (AR): Türkiye's overall average rating is 3.35, while Poland's is 3.45.
- Average Rating Percentages (ARP): Türkiye's overall average rating percentage is 66.9%, while Poland's is 69.1%.
- Difference: Poland's ARP is 2.2% higher than Poland's.

Key Differences:

- For Internationalization of Higher Education: Poland's perception (3.44 - 68.8%) is 0.40 points lower than Türkiye's (3.84 - 76.8%), indicating less satisfaction with internationalization efforts.
- For Autonomy of Universities in Education: Poland's perception (3.56 - 71.2%) is 0.49 points higher than Türkiye's (3.07 - 61.4%), reflecting a stronger belief in university autonomy.
- For Equal Access to Education: Poland's perception (3.36 - 67.2%) is 0.23 points higher than Türkiye's (3.13 - 62.6%), suggesting a more positive view on equal access and education completion conditions.

Overall, these findings indicate that there are notable differences in perceptions between Türkiye and Poland regarding key aspects of the Bologna Process implementation at universities i.e.: Internationalization of Higher Education: Poland's perception indicates somewhat lower satisfaction with internationalization efforts compared to Türkiye. Autonomy of Universities in Education: Poland demonstrates a stronger belief in university autonomy in education compared to Türkiye. Equal Access

to Education; Poland perceives slightly better conditions for equal access and completion of education compared to Türkiye.

Table 44. Survey Participants' Comments on Implementation and functioning of the Bologna System at your University,

Türkiye	Poland
<ul style="list-style-type: none"> - <i>It is quite inadequate.</i> - <i>Great system!</i> - <i>I believe that full adaptation to the Bologna system is necessary to be effective on the international stage.</i> 	<ul style="list-style-type: none"> - <i>The implementation of the system has opened new opportunities, including the chance for internationalization and recognition of qualifications, but it has also brought several challenges, such as adapting programs at successive levels and disciplines. This entails avoiding content duplication while ensuring there are no gaps in knowledge, skills, and social competencies when pursuing second-cycle studies in a different field than the first-cycle studies.</i> - <i>The Bologna System is valid in principle, but it must be flexible and adaptable to the dynamically changing world. Each faculty should have the ability to continuously introduce changes according to its needs.</i> - <i>I believe it has brought many benefits, allowing students and lecturers to go abroad to compare educational systems across different European countries. However, it had its drawbacks. Not every doctoral graduate at around 26-27 years old is mature enough to write a doctoral-level research paper.</i> - <i>The content of education is overly fragmented. There is repetition and overlap in the educational content across different subjects.</i> - <i>The excessive focus on students, who in the vast majority lack knowledge and are not interested in acquiring it, ultimately leads to a deterioration in education quality because it necessitates lowering all standards.</i>

Source: Own elaboration.

Overall Evaluation Results

Table 45. Final outcome regarding the general assumptions of the Bologna Process and its implementation and functioning at universities in Türkiye and Poland

S/N	Aspects	Türkiye				Poland			
		Total		AR	ARP	Total		AR	ARP
		n	%	r	%	n	%	r	%
1	Comparison of Qualifications	200	100	3,84	76,9	200	100	3,95	79,1
2	Labor Market	200	100	3,31	66,2	200	100	3,42	68,4
3	Functioning of the University	200	100	3,43	68,5	200	100	3,86	77,1
4	Cooperation with the External Environment/Employers	200	100	3,36	67,2	200	100	3,55	70,9
5	Education quality assurance systems	200	100	3,43	68,6	200	100	3,67	73,4
6	Recognition and Comparison of Qualifications	200	100	3,89	77,7	200	100	3,79	75,8
7	Educational and Professional Mobility	200	100	3,64	72,8	200	100	3,79	75,9
8	Cooperation of Uni. with the External Environment	200	100	3,23	64,6	200	100	2,9	58,1
9	Graduates in the Labor Market	200	100	3,06	61,2	200	100	2,73	54,6
10	Faculty Quality Assurance System	200	100	3,4	68,0	200	100	3,63	72,6
11	Functioning of the University	200	100	3,35	66,9	200	100	3,45	69,1
Average		200	100	3,45	68,9	200	100	3,52	70,4

Source: Own elaboration.

The tables offer a comprehensive view of how respondents from Türkiye and Poland perceive the implementation of the Bologna Process across various dimensions in higher education.

Overall, Poland (3.52, 70,4%) present slightly higher average scores and percentage values across various aspects of the Bologna Process compared to Türkiye (3.45, 68,9%). Poland's overall ARP is 1.5% higher, indicating a slightly more advanced stage in achieving Bologna Process objectives. However, Türkiye also exhibits superior data in certain aspects compared to Poland. The small difference indicates that both countries have comparable perceptions of the Bologna Process, sharing similar views and experiences. This suggests room for improvement in certain areas to fully realize the potential of the Bologna Process in both countries.

Türkiye generally presents a moderate to slightly above moderate perception, while Poland shows a moderate to slightly above moderate positive perception across the evaluated aspects of the Bologna Process, indicates that both countries have been successful in implementing and applying the relevant general assumptions of the Bologna Process. Nevertheless, there are still some uncertainties and areas that need improvement in the implementation and functioning of the Bologna Process in both Türkiye and Poland.

Here are the key findings and comparisons drawn from the data:

1. Recognition and Comparison of Qualifications: Poland (3.95, 79.1%) shows a slight advantage with perceptions 2.2% higher than Türkiye (3.84, 76.9%), indicating a relatively stronger recognition framework for qualifications.
2. Labor Market: Poland's (3.42, 68.4%) perceptions are marginally more positive, suggesting a slightly better alignment with Bologna Process objectives in terms of graduates' employability, with an ARP 2.2% higher than Türkiye (3.31, 66.2%).
3. Functioning of the University: Poland significantly outperforms (3.86, 77.1%) with perceptions 8.6% higher compared to Türkiye (3.43, 68.5%), indicating more positive views on university operations and effectiveness.
4. Cooperation with the External Environment / Employers: Poland shows a more favorable perception (3.55, 70.9%) compared to Türkiye (3.36, 67.2%), with an ARP 3.7% higher.
5. Education Quality Assurance Systems: Poland (3.67, 73.4%) rates higher than Türkiye (3.43, 68.6%). Poland views these systems more positively, with an ARP 4.8% higher than Türkiye, indicating better satisfaction with quality assurance mechanisms.
6. Recognition and Comparison of Qualifications: Türkiye scores slightly higher (3.89, 77.7%) than Poland (3.79, 75.8%), with an ARP 1.9% higher.
7. Educational and Professional Mobility: Poland (3.79, 75.9%) shows a slightly more favorable perception by 3.1% compared to Türkiye (3.64, 72.8%), reflecting better satisfaction with educational and professional mobility opportunities provided by the Bologna Process.
8. Cooperation of Universities with the External Environment: Türkiye (3.23, 64.6%) rates this aspect higher than Poland (2.9, 58.1%), with an ARP 6.5% higher, indicating more positive views on university-business cooperation.
9. Graduates in the Labor Market: Türkiye (3.06, 61.2%) perceives this aspect more positively than Poland (2.73, 54.6%), with an ARP 6.6% higher, suggesting better perceived outcomes for graduates in the labor market.
10. Faculty Quality Assurance System: Poland (3.63, 72.6%) scores higher than Türkiye (3.4, 68.0%). Poland's perception is higher by 4.6%, indicating stronger confidence in the quality assurance systems for faculty.

11. Functioning of the University: Poland (3.45, 69.1%) again shows a higher rating compared to Türkiye (3.35, 66.9%). Poland's perception is slightly better with an ARP 2.2% higher, indicating better perceived conditions for the autonomy of universities and equal access to education.

These findings highlight areas where each country excels and areas that may benefit from further enhancement to align more closely with European higher education standards and expectations.

CONCLUSION

The main aim of this doctoral dissertation was to explore the genesis and transformations of physical education teacher education systems in Türkiye and Poland, while also assessing the implementation of the assumptions of the Bologna Process and its functioning in Turkish and Polish higher education institutions offering programs in Teaching Physical Education.

Based on conducted research and analysis, it should be concluded that the genesis and development of higher education systems for physical education teachers in Türkiye and Poland were conditioned by the political, socio-economic, and cultural situations in both countries, and the sources of shaping the educational landscapes in Türkiye and Poland should be sought in the 18th and 19th-century pedagogical and philosophical concepts that prevailed in Europe at that time, and whose roots date back to the Renaissance, where a new paradigm of human perfection was established, reaching back to classical ideals. The Renaissance is a period that laid the foundations for holistic human development – attention was paid to the human body, physical culture, and therefore to the interest in physical training and the ways of shaping it. Inspired by ancient Greek philosophical perspectives, especially the idea of "*Kalokagathia*," [nobleness, goodness...] and embracing a broader vision of human potential, Renaissance thinkers aimed to cultivate the ideal, well-rounded individual notion by the notion of "*Homo universalis*" [Universal man – health of body, strength of character, wealth of mind]. In this spirit, physical education which saw a revival during the Renaissance and Reform Movements (15th and 16th centuries) through its emphasis on gymnastics based physical training inspired by ancient Greece, continued its development during the Enlightenment Era (17th and the 18th centuries). The Industrial Revolution (circa 1760 – circa 1840), the French Revolution (1789 to 1799), and the efforts of educational reformers in Germany (19th century) significantly influenced and facilitated the evolution of physical education and sports and all these historical milestones significantly impacted and contributed to the foundational framework and current modern form of contemporary physical education in Europe. In the early 19th century, the German "*Turnbewegung*" (gymnastic movement), Lingian 'Swedish' gymnastics, and English games and sports emerged in school physical education. By the 20th century, these concepts were revived and developed through a variety of other

national initiatives in some European countries, and each European countries developed its own pedagogical approaches teaching methodologies and exercises. In many European countries existed a unique combination of assimilated, modified these three basic physical education concepts (German, Swedish, English), and adapted them to their own teaching concepts. The most popular 'national blended' concepts developed in the periods immediately before and after World War I, and continued until the end of the Second World War.

Türkiye has also been affected by these changes and movements. Starting in the 18th century, the Ottoman Empire, lagging behind Europe, felt the need to transition to a modern military system. Influenced by the repercussions of the French Revolution and following by *Tanzimat* (reorganization, reform), military education in Türkiye shifted towards the French system. In the 1850s, with the increasing missionary activities, various teaching concepts of physical education and sports entered through missionary schools. Following the training of the military according to the French Ecole, the Amorós gymnastics, applied in France, was introduced in 1863 at the *Mekteb-i Harbiye* [Military Academy] and in 1869 at the *Mekteb-i Sultânî* [Imperial School] according to the French system. The perception that the French system did not yield sufficient results led to a political alignment with Germany, resulting in the dominance of German gymnastics until the Second Constitutional Era [1908-1918]. Ali Faik Bey [Üstünidman], who is considered as the first Turkish physical education and sports teacher, and as a staunch advocate and practitioner of German gymnastics, made very valuable contributions when it comes to Ottomanization of Physical Education and Sports during this period. Selim Sırrı Bey [Tarcan] – who was a student of Ali Faik Bey, studied at the *Kungliga Gymnastiska Centralinstitutet (KGCI/GCI)* [the Royal Central Gymnastics Institute] in Stockholm in 1909. Upon his return in 1910, he became the foremost advocate and practitioner of Swedish gymnastics in Türkiye. Through his courses and the training of physical education teachers at *Dârülmualimîn* [Teachers' Training Schools], and with his efforts to institutionalization physical education and sports in the Türkiye, he made significant contributions to the modernization of physical education and sports in Türkiye. Mustafa Kemal Atatürk's policy of sending selected top students to the best universities in Europe included those in the field of physical education, who were educated at institutions such as the Royal Central Gymnastics Institute in Stockholm and the *Deutsche Hochschule für Leibesübungen (DHfL)* [German University of Physical Education] in Berlin. Upon

their return these graduates further advanced the field. The adoption of models from the leading physical education and sports institutes at Ankara Gazi University's physical education department, along with subsequent university reforms, strengthened and expanded the framework of physical education and sports across the nation. Over time, with the proliferation of universities in Türkiye, teaching physical education has begun to take its rightful place in universities with some significant transformations. In this process, physical education and sports teachers were trained via Youth and Sports Academies (1974–1982), then training conducted to Higher Teacher Education Schools (1978–1982) and then transitioned to Education Faculties. This was followed by the establishment of Higher Schools of Physical Education and Sports. In today's Türkiye, the training of physical education teachers is conducted through the Physical Education and Sports Sciences Faculties of universities. Each stage of this evolution has aimed to shape and develop the physical education teacher education in higher education and making it more compatible with modern education standards and practices.

Poland's journey in physical education began with pioneering efforts by the *Komisja Edukacji Narodowej (KEN)* [Commission of National Education] in the late 18th century. Commission and Polish Enlightenment thinkers paid high attention on systematic physical activity, its relation to moral education, and connection between the mind, body, and spirit, and care for hygiene and health recognized as a significant educational value. An important milestone in Poland's institutionalization of modern physical education was Henryk Jordan's establishment of two-year physical education courses at the Jagiellonian University in 1895 which was the first institution in Poland providing academic education for secondary school physical education teachers. Jordan's initiative which was later supported by progressive thinkers and the activities of *Polskie Towarzystwo Gimnastyczne "Sokół"* ["Falcon" Polish Gymnastic Society] reflected Poland's commitment to developing teaching physical education with structured academic programs within a university setting. Undeniably, this institution laid the foundation for modern physical education and sports studies in Poland. Overcoming difficulties such as wars and political instabilities, the institution evolved into the *Wyższą Szkołę Wychowania Fizycznego* [Higher School of Physical Education], and later into the into the *Akademia Wychowania Fizycznego w Krakowie* [University of Physical Education in Kraków], and now recognized as Poland's one of the leading academies in the field of Physical Culture Sciences and Physical Education Teaching Education. It is hard not to mention Eugeniusz Piasecki here, who is recognized as the

founder of academic physical education in Poland. In 1919 he founded the *Katedry Higieny Szkolnej i Teorii Wychowania Fizycznego* [Institute of School Hygiene and Theory of Physical Education] at the Faculty of Philosophy of the Poznań University, and in 1922, at the same university, he established the Department of Physical Education at the Faculty of Medicine. After World War II, the school was transformed into an independent Higher School of Physical Education, and later into the Academy of Physical Education, of which Piasecki has been the patron since 1981. After regaining independence in 1918 physical education received particularly strong support from Marshal Józef Piłsudski, whose activities in this area accelerated its transformation and resulted in the inclusion of physical education in the education system. Thanks to the efforts of the then educational and military authorities in Poland to develop physical education, and Piłsudski's personal support for these activities, the *Centralny Instytut Wychowania Fizycznego (CIWF)* [Central Institute of Physical Education] was established in Warsaw in 1929. CIWF was first a vocational school, which in 1938 was transformed into a military academic school, taking the name of *Akademia Wychowania Fizycznego Józefa Piłsudskiego w Warszawie* [Józef Piłsudski University of Physical Education in Warsaw], to which it returned in 1990 after many perturbations after World War II, including a change of status to a civilian university. Currently, in Poland, 26 public and 10 non-public institutions, including six independent physical education universities, train physical education teachers.

As the conducted research has shown, in both Türkiye and Poland, besides political, socio-cultural nature, theoretical reflection on physical education and the involvement of prominent individuals from the 19th and 20th centuries in various activities aimed at establishing and developing academic education systems for physical education teachers were significant. Among these individuals, particularly distinguished figures such as Ali Faik Bey [Üstünidman], Selim Sırrı Bey [Tarcan], Mustafa Kemal Atatürk, Henryk Jordan, Wenanty Piasecki, Eugeniusz Piasecki, Józef Piłsudski, who have received the most attention as well as many others whose activities are presented in Chapters II and III of this study.

Despite cultural, socio-economic, and political differences, numerous similarities can be observed, but also differences, in the history of physical education teacher education in Türkiye and in Poland, which are related to a different course of historical developments, distinct pedagogical approaches, and different organizational structures of physical education teacher education in Türkiye and Poland. Both

countries, despite diverse socio-political contexts and adopted educational philosophies, have made significant progress in integrating physical education into their education systems. Türkiye's journey, marked by phases of modernization and adaptation from foreign models, contrasts with Poland's course of institutionalization of the discipline in Poland and subsequent expansion of physical education thanks to the training of teachers at specialized universities. Despite slightly different evolutions, both countries emphasize the role of physical education in promoting national health and educational excellence, evident in their ongoing commitment to teacher education and curriculum development.

An important part of the history of academic education of physical education teachers in both countries is also the transformation of systems under the influence of the Bologna Process directives. In the light of the research conducted, it can be concluded that thanks to the adoption and implementation of the Bologna Process directives, physical education curricula were integrated and adapted to European standards in Türkiye and Poland. Substantial reforms in Türkiye, including the adoption of the three-cycle system, ECTS implementation, curriculum restructuring, and structural improvements have enhanced the quality and international compatibility of physical education and sports teaching programs. Similarly, Poland's alignment to the Bologna principles has been seen as a crucial criterion for modernizing the education system, facilitating and encouraging improvements as well as ensuring quality assurance and recognition of qualifications. Both countries' higher education systems have embraced and committed to these principles, prioritizing educational excellence, innovation, and collaboration, and in light of these they have made improvements across different areas to ensure their graduates are well-prepared for the evolving demands of the global education and business environment. Thanks to these efforts, Türkiye and Poland contribute to a more compatible and interconnected European Higher Education Area. The AEHESIS project, which focuses on adapting the European higher education structure in sports sciences, offers valuable information on improving physical education teacher education programs. These results can serve as recommendations for the correction and development of the model used in Türkiye and Poland. In this regard, the academic training models for physical education teachers in both countries are consistent.

In order to fully demonstrate the significance of implementing the Bologna Process directives and their functioning in higher education systems educating physical education teachers in Türkiye and Poland, surveys were conducted among academic teachers and students at Turkish and Polish universities studying in teaching physical education. Based on the responses obtained from 200 respondents in each country, a comparative analysis of the evaluations of the implementation of the Bologna Process in higher education was carried out. Several key differences emerge:

1. Overall evaluations: Respondents from Poland rated various aspects of the implementation and functioning of the Bologna Process higher compared to respondents from Türkiye.
2. Specific differences: Polish respondents have a significantly more positive perception in areas such as university autonomies in the field of education, implementation of learning outcomes, and the educational and professional mobility of students and lecturers (Erasmus Plus Programme).
3. Conclusion: These differences suggest that Polish respondents perceive the implementation of the Bologna Process principles slightly better and express greater satisfaction compared to respondents from Türkiye, especially in terms of the quality of education and institutional autonomy.

In summary, while both countries generally view the Bologna Process positively, Poland demonstrates slightly higher satisfaction levels across most evaluated criteria. This indicates a more favorable reception and thorough implementation of the system in Polish universities compared to Turkish.

The research results presented in Chapters V and VI confirm the hypothesis that the implementation of the Bologna Process directives serves the quality and integration of physical education teacher education systems.

The adoption and alignment of physical education and sports teaching programs with the principles of the Bologna Process has significantly improved the quality of education and integration within higher education systems in Türkiye and Poland, i.e. the Bologna Process has facilitated improvements in curriculum structure, educational mobility, and international recognition of qualifications in physical education and sports teaching programs in both countries.

To conclude, the genesis and evolution of physical education teacher education in Türkiye and Poland were closely linked to the developmental dynamics of both countries and conditioned by factors of a general nature, as well as the intensive work of prominent figures of the world of science, culture, and politics during the 19th and 20th centuries. Throughout history and today, both countries have utilized the best educational patterns and development concepts, and on this basis, their own systems were created. This is also case today, thanks to the implementation of the Bologna Process directives in institutions training physical education teachers in both countries that enable comparability of education systems and qualifications acquired during studies, facilitate the mobility of teachers and students, and create conditions for free cooperation between universities. It should also be emphasized that such activities may serve to increase the quality of education of physical education teachers, expand their competences and enhance their impact on the social, economic and international environment while preserving the entire heritage of a given nation, therefore, what was done years ago remains an important premise for understanding contemporary reality and diversity.

BIBLIOGRAPHY

I Sources

1. Archival Resources

**Presidency of the Republic of Türkiye Directorate of State Archives, Ankara –
Ottoman Archive Complex, İstanbul
[BOA]**

- BOA, A.}AMD. 72 39.** (Hijri: 1273.11.25 / Gregorian: 1857.07.17). *Selling the Rumeli Fortress, located in front of the Yukarıkale Gate, to Ahmed Vefik Efendi.* Fond: Grand Vizier Correspondence (A.}), Sub-Fond: Clerical Office (AMD.), Folder: 72, File: 39.
- BOA, İ..DH.. 518 35255.** (Hijri: 1280.06.07 / Gregorian: 1863.11.19). *Teaching gymnastics and fencing sciences to the military officers alongside the students of the Military Academy.* Fond: Edict (İ.), Sub-Fond: Interior (DH.), Folder: 518, File: 35255.
- BOA, A.}MKT.MHM. 285 42.** (Hijri: 1280.06.16 / Gregorian: 1863.11.28). *The appointment of Monsieur Pelçi and Marti as instructors for gymnastics and fencing has been made to cater to both the students of the Military Academy and the esteemed military officers.* Fond: Documents of Prime Ministry Secretariat (A.}), Sub-Fond: of Important Letters (MKT.MHM.), Folder: 285, File: 42
- BOA, İ..MMS. 36 1488.** (Hijri: 1285.05.05 / Gregorian: 1868.08.24). *Regarding the land in Rumeli Fortress, it was sold by Ahmed Vefik Efendi to Monsieur Hamlin, an American.* Fond: Edict (İ.), Sub-Fond: Council of Ministers (MMS.), Folder: 36, File: 1488.
- BOA, MF.MKT. 17 10.** (Hijri: 1291.01.01 / Gregorian: 1874.02.18). *The salary payment for Gymnastics Teacher Sadık Efendi at Darülmaarif, encompassing the period from his employment commencement until the date of salary reception, is to be processed through the administrative desk.* Fond: Ministry of Education (MF.), Sub-Fond: General Correspondence (MKT.), Folder: 17, File: 10.
- BOA, MF.MKT. 62 28.** (Hijri: 1296.05.12 / Gregorian: 1879.05.04). *Employment of Monsieur Martinetni, as in the past, as a teacher of gymnastics at the Galatasaray High School.* Fond: Ministry of Education (MF.), Sub-Fond: General Correspondence (MKT.), Folder: 62, File: 28.
- BOA, MF.MKT. 67 78.** (Hijri: 1298.09.16 / Gregorian: 1881.08.12). *The name of Selim Sirri Efendi, son of Martyr Miralay Yusuf Bey, was inscribed in the enrollment book of Galatasaray High School with an accompanying thuluth fee.* Fond: Ministry of Education (MF.), Sub-Fond: General Correspondence (MKT.), Folder: 67, File: 78.
- BOA, İ..DH.. 948 75010.** (Hijri: 1302.07.18 / Gregorian: 1885.05.03). *Galatasaray High School Gymnastics Instructor Ali Faik Bey was awarded a rank.* Fond: Edict (İ.), Sub-Fond: Interior (DH.), Folder: 948, File: 75010.
- BOA, İ..DH.. 1258 98788.** (Hijri: 1309.06.20 / Gregorian: 1892.01.21). *Granting an order to Galatasaray High School Gymnastics Instructor Faik Bey.* Fond: Edict (İ.), Sub-Fond: Interior (DH.), Folder: 1258, File: 98788.

- BOA, MF.MKT. 260 8.** (Hijri: 1312.11.03 / Gregorian: 1895.04.28). *A statement on how to change the principal and how gymnastics lessons will be given in American schools in Harput.* Fond: Ministry of Education (MF.), Sub-Fond: General Correspondence (MKT.), Folder: 260, File: 8.
- BOA, Y..PRK.ASK. 138 68.** (Hijri: 1315. c. / Gregorian: 1897 c.). *According to the Edict, the swords, gymnastics, and training activities were conducted in the garden surrounding the iane exhibition, with the names of the students and officers who participated in the drills recorded.* Fond: Star (Y..), Sub-Fond: Military Exposure (PRK.ASK.), Folder: 138, File: 68.
- BOA, MF.MKT. 394 30.** (Hijri: 1315.12.24 / Gregorian: 1898.05.16). *The discovery of the building intended for gymnastics training at School of Political Science was carried out by the Şehremanet.* Fond: Ministry of Education (MF.), Sub-Fond: General Correspondence (MKT.), Folder: 394, File: 30.
- BOA, İ..TAL. 168 19.** (Hijri: 1316.11.07 / Gregorian: 1899.03.19). *Artillery Captain Sami Efendi, the Painting and Gymnastics Teacher at the Imperial School of Military Engineering, has been bestowed the third rank of the Order of Osmanieh.* Fond: Edict (İ..), Sub-Fond: Awards (TAL.), Folder: 168, File: 19.
- BOA, İ..MF.. 5 54.** (Hijri: 1317.01.23 / Gregorian: 1899.06.03). *Payment for the construction of the gymnasium at the School of Political Science.* Fond: Edict (İ..), Sub-Fond: Education (MF..), Folder: 5, File: 54.
- BOA, BEO 1321 99042.** (Hijri: 1317.01.27 / Gregorian: 1899.06.07). *The construction of a gymnasium in accordance with the discovery book returned together at School of Political Science. (Education).* Fond: Documentary Office of the Sublime Porte (BEO), Folder: 1321, File: 99042.
- BOA, MF.MKT. 497 6.** (Hijri: 1317.12.02 / Gregorian: 1900.04.02). *The construction of the gymnasium, located within School of Political Science, has been completed.* Fond: Ministry of Education (MF.), Sub-Fond: General Correspondence (MKT.), Folder: 497, File: 6.
- BOA, Y..MTV. 234 5.** (Hijri: 1320.06.01 / Gregorian: 1902.09.05). *To disseminate and generalize gymnastics instruction across the armies.* Fond: Star (Y..), Sub-Fond: All Kinds of Submission (MTV.), Folder: 234, File: 5.
- BOA, MF.MKT. 1056 20.** (Hijri: 1326.04.19 / Gregorian: 1908.05.21). *Selim Sirri Bey was appointed as the Gymnastics Instructor at Darüşşafaka School.* Fond: Ministry of Education (MF.), Sub-Fond: General Correspondence (MKT.), Folder: 1056, File: 20.
- BOA, MF.MKT. 1105 30.** (Hijri: 1327.02.17 / Gregorian: 1909.03.10). *Mazhar Bey has been appointed as the Gymnastics Instructor at Galatasaray High School.* Fond: Ministry of Education (MF.), Sub-Fond: General Correspondence (MKT.), Folder: 1105, File: 30.
- BOA, BEO 3511 263276.** (Hijri: 1327.02.21 / Gregorian: 1909.03.14). *The expenses for Imperial School of Military Engineering Gymnastics instructor Selim Sirri Bey's journey to Stockholm to complete his education.* Fond: Documentary Office of the Sublime Porte (BEO), Folder: 3511, File: 263276.
- BOA, MF.MKT. 1109 10.** (Hijri: 1327.02.29 / Gregorian: 1909.03.22). *Faik Bey, the Gymnastics Instructor at Galatasaray High School, has been dismissed, and Mazhar Bey, the Military Instructor at Military Medical Academy, has been appointed as his*

replacement. Fond: Ministry of Education (MF.), Sub-Fond: General Correspondence (MKT.), Folder: 1109, File: 10.

- BOA, BEO 3521 264073.** (Hijri: 1327.03.05 / Gregorian: 1909.03.27). *Imperial School of Military Engineering Gymnastics instructor Selim Sirri Bey was sent to the Stockholm Physical Education Teachers' School* Fond: Documentary Office of the Sublime Porte (BEO), Folder: 3521, File: 264073.
- BOA, MF.MKT. 1125 23.** (Hijri: 1327.05.13 / Gregorian: 1909.06.02). *Salih Bey has been appointed as the Materials Science teacher at Galatasaray High School, while Mazhar Bey has been appointed as the Gymnastics teacher.* Fond: Ministry of Education (MF.), Sub-Fond: General Correspondence (MKT.), Folder: 1125, File: 23.
- BOA, İ.HB.. 28 29.** (Hijri: 1328.04.23 / Gregorian: 1910.05.04). *The retirement application of Selim Sirri Efendi, Clerk of the Artillery Regiment, from the Sixth Army.* Fond: Edict (İ.), Sub-Fond: Military Academy (HB.), Folder: 28, File: 29.
- BOA, BEO 3744 280793.** (Hijri: 1328.04.24 / Gregorian: 1910.05.05). *The retirement application of Selim Sirri Efendi, Clerk of the Artillery Regiment, from the Sixth Army (Military Academy).* Fond: Documentary Office of the Sublime Porte (BEO), Folder: 3744, File: 280793.
- BOA, MF.MKT. 1163 61.** (Hijri: 1328.11.01 / Gregorian: 1910.11.04). *In order to teach the method to be followed in gymnastics classes, which have been converted into Physical Education classes in secondary and Senior High School schools, the mentioned course instructors should attend the Male Teacher Training School on Tuesday afternoons.* Fond: Ministry of Education (MF.), Sub-Fond: General Correspondence (MKT.), Folder: 1163, File: 61.
- BOA, MF.MKT. 1175 95.** (Hijri: 1329.10.29 / Gregorian: 1911.10.23). *The decree regarding the implementation of physical education lessons in secondary and senior high schools, as well as the Male Teacher Training School and Numune high school, has been sent to the aforementioned educational institutions. (Document date: L 30).* Fond: Ministry of Education (MF.), Sub-Fond: General Correspondence (MKT.), Folder: 1175, File: 95.
- BOA, HR.İD.. 1223 28.** (Hijri: 1330.04.20 / Gregorian: 1912.04.08). *Olympic games held in Athens, Paris and Stockholm.* Fond: Foreign Ministry (HR.), Sub-Fond: Administrative Department (İD.), Folder: 1223, File: 28.
- BOA, İ.TAL. 479 61.** (Hijri: 1330.08.15 / Gregorian: 1912.07.30). *The Order was bestowed upon Major Selim Sirri Bey by the Swedish Government.* Fond: Edict (İ.), Sub-Fond: Awards (TAL.), Folder: 479, File: 61.
- BOA, BEO 4067 305008.** (Hijri: 1330.08.17 / Gregorian: 1912.08.01). *The physical education teacher, Major Selim Sirri Bey, has accepted and received the Order of Vasa from the Swedish Government, at the first degree of the rank of Knight (Foreign Affairs, Military Academy).* Fond: Documentary Office of the Sublime Porte (BEO), Folder: 4067, File: 305008.
- BOA, İ.TAL. 481 1.** (Hijri: 1331.01.01 / Gregorian: 1912.12.11). *Aide Captain Selim Sirri Bey received an order from the Swedish State.* Fond: Edict (İ.), Sub-Fond: Awards (TAL.), Folder: 481, File: 1.
- BOA, BEO 4123 309213.** (Hijri: 1331.01.01 / Gregorian: 1913.03.10). *Authorization for the granted for the acceptance and bestowal of the Jö Olympic Medal to Deputy*

Commander-in-Chief captain Selim Sirri Bey, awarded by the Swedish State. (Foreign Affairs, Military Academy). Fond: Documentary Office of the Sublime Porte (BEO), Folder: 4123, File: 309213.

- BOA, MF.MKT. 1191 35.** (Hijri: 1331.11.21 / Gregorian: 1913.10.22). *The course programs of Belgium's public education and the Male Teacher School for Physical Education are under examination.* Fond: Ministry of Education (MF.), Sub-Fond: General Correspondence (MKT.), Folder: 1191, File: 35.
- BOA, MF.MKT. 1193 32.** (Hijri: 1332.01.13 / Gregorian: 1913.12.12). *The curriculum vitae of Selim Sirri Bey, Member of Parliament and General Inspector of Education and Training, has been submitted.* Fond: Ministry of Education (MF.), Sub-Fond: General Correspondence (MKT.), Folder: 1193, File: 32.
- BOA, MF.MKT. 1193 56.** (Hijri: 1332.01.25 / Gregorian: 1913.12.24). *Obtaining and sending a copy of the organization, educational framework, and curriculum of the Belgium Physical Education Male Teacher Training School.* Fond: Ministry of Education (MF.), Sub-Fond: General Correspondence (MKT.), Folder: 1193, File: 56.
- BOA, MF.MKT. 1194 51.** (Hijri: 1332.02.22 / Gregorian: 1914.01.20). *Upon realizing that Swedish Captain Litori, who was intended to work in the Physical Education Branch of Istanbul Male Teacher Training School, is only available for a period of five months, the Istanbul Education Directorate has identified other physical education teachers suitable for the school.* Fond: Ministry of Education (MF.), Sub-Fond: General Correspondence (MKT.), Folder: 1194, File: 51.
- BOA, MF.MKT. 1196 38.** (Hijri: 1332.05.03 / Gregorian: 1914.03.30). *The examination is being conducted to determine the suitability of the gymnastics book authored by Commander Logabor, the former director of the Belgian Boys Teacher's School, for implementation within our educational institutions.* Fond: Ministry of Education (MF.), Sub-Fond: General Correspondence (MKT.), Folder: 1196, File: 38.
- BOA, MF.MKT. 1211 53.** (Hijri: 1333.10.25 / Gregorian: 1915.10.05). *Fatima Yunus Hanım has been appointed as a physical education teacher at one of the girls' schools located in Üsküdar.* Fond: Ministry of Education (MF.), Sub-Fond: General Correspondence (MKT.), Folder: 1211, File: 53.
- BOA, MF.MKT. 1235 107.** (Hijri: 1336.12.19 / Gregorian: 1918.09.25). *Maraş Orphanage Teacher Ziya Bey received a report indicating that the physical education school had not been opened.* Fond: Ministry of Education (MF.), Sub-Fond: General Correspondence (MKT.), Folder: 1235, File: 107.

**Presidency of the Republic of Türkiye Directorate of State Archives – Prime
Ministry Republican Archives, Ankara
[BCA]**

- BCA, 30-18-1-1, 18 17 12.** (1926.03.10). *Faik, the former Physical Education Teacher of Galatasaray High School, will be employed without considering age as a factor.* Fond: Head of Decisions (1920-1928), No: 30-18-1-2, Box: 18, Folder: 17, Sequence: 12.
- BCA, 30-18-1-1, 30 55 11.** (1928.09.06). *The staff of Vildan Aşir and Nizameddin Rifat has been granted permission to provide scouting and swimming lessons as part of the*

Physical Training Course at Istanbul Girls' Teachers' School. Fond: Head of Decisions (1920-1928), No: 30-18-1-1, Box: 30, Folder: 55, Sequence: 11.

BCA, 30-18-1-2, 35 24 017. (1933.04.12). *The certification process for the staff of Dainas Bey, a specialist in the Physical Education Branch of Gazi Education Institute, has been completed.* Fond: Head of Decisions (1928-), No: 30-18-1-2, Box: 35, Folder: 24, Sequence: 017.

BCA, 30-18-1-2, 56 55 005. (1935.05.26). *Approval has been granted for the staff of foreign experts at Gazi Education Institute.* Fond: Head of Decisions (1928-), No: 30-18-1-2, Box: 56, Folder: 55, Sequence: 005.

BCA, 30-18-1-2, 55 49 18. (1935.06.12). *Selim Sırrı Tarcan and Nizamettin Rifat Kürşan are to be sent to engage in scientific studies at the upcoming National Congress of Physical Education, to be held in Brussels.* Fond: Head of Decisions (1928-), No: 30-18-1-2, Box: 55, Folder: 49, Sequence: 18.

BCA, 30-18-1-2, 56 51 1. (1935.06.17). *A diplomatic passport shall be granted to Nizamettin Nazif Kürşan, who will be attending the 7th International Congress of Physical Education, to be held in Brussels.* Fond: Head of Decisions (1928-), No: 30-18-1-2, Box: 56, Folder: 51, Sequence: 1.

Republic of Türkiye

Ministry of National Defence, Department of Archives and Military History, Ankara

Türkiye Cumhuriyeti Milli Savunma Bakanlığı, Genelkurmay Askeri Tarih ve Stratejik Etüt (ATASE) ve Denetleme Başkanlığı Arşivi, Ankara [Republic of Türkiye Ministry of National Defence, Archives of the General Chief of Staff Military History and Strategic Etudes and Audit Presidency, Ankara]. *1312-19 (1894) Selim Sırrı Tarcan Askerlik Safahat Belgesi* [Selim Sırrı Tarcan Military Memoirs Document 1312-19 (1894)].

Republic of Türkiye

Ministry of National Education Archives, Ankara

Türkiye Cumhuriyeti Milli Eğitim Bakanlığı Arşivi, Ankara [Republic of Türkiye Ministry of National Education Archives, Ankara]. *Selim Sırrı Bey hizmet cetveli* [Selim Sırrı Bey's service schedule]. Year: 1932.

Türkiye Cumhuriyeti Milli Eğitim Bakanlığı, Talim ve Terbiye Kurulu (TTK) Kararları [Republic of Türkiye Ministry of National Education, Board of Education and Discipline Decisions]. *Gazi Terbiye Enstitüsüne girecek talebe için hazırlanan haftalık ders tevzi cetvelleri hakkında* [About the weekly course distribution schedules prepared for the students who will enter the Gazi Education Institute]. Decision Number: 88. Decision Date: 1936 Sept. 30.

2. Educational Institution Resources (School, College, and University Libraries, Archives)

- Archiwum Akademia Wychowania Fizycznego im. Polskich Olimpijczyków we Wrocławiu [Archives of Wrocław University of Health and Sport Sciences]. „75 kadrów” – *wirtualna wystawa archiwalnych zdjęć* [“75 Frames” - A Virtual Exhibition of Archival Photos].
- Archiwum Akademia Wychowania Fizycznego im. Eugeniusza Piaseckiego w Poznaniu [Archives of Poznań University of Physical Education]. *Certificate L., declaring that Eugeniusz Piasecki, on Jan. 1899, passed the exam.*
- Statement of the Presidium c.r. National School Council L. *Jak Wyzej* (As Above) 468, to Eugeniusz Piasecki, appointing him an actual gymnastics teacher on 1 Sep. 1899, Lviv, Jul. 23, 1899.
- Image: *Budynek Katedry Higieny Szkolnej i Wychowania Fizycznego, Park Wilsona, Poznań, 1921 r.* [Building of the Department of School Hygiene and Physical Education, Wilson Park, Poznań, 1921]. Academic authorship: prof. dr hab. Maciej Łuczak.
- Archiwum Akademii Wychowania Fizycznego Józefa Piłsudskiego w Warszawie [Archive of Józef Piłsudski University of Physical Education in Warsaw]. Image: *Makieta budynku głównego Centralnego Instytutu Wychowania Fizycznego (CIWF), architekt Edgar Norwerth* [Model of the main building of the Central Institute of Physical Education (CIWF), architect Edgar Norwerth]. Year: 1928.
- Biblioteka Główna AWF Kraków [The Main Library of the University of Physical Education in Kraków]. (n.d.). The books of Adolf Spiess: *Die Lehre der Turnkunst* [System of Gymnastics] in four volumes, 1840-1847, and, *Turnbuch für Schulen als Anleitung für den Turnunterricht durch die Lehrer der Schulen* [School exercise book for the direction of exercise instruction by teachers]. Basel, Switzerland, in two volumes, 1847-1851.
- Biblioteket vid Gymnastik- och idrottshögskolan, GIH [Library of The Swedish School of Sport and Health Sciences, GIH]. *Photos of Swedish gymnastics at the Royal Gymnastics Central Institute in Stockholm, 1900-04.*
- Bissell Library, American College of Thessaloniki: Anatolia College Libraries and Archives. Digitized Photos.
- Boğaziçi Üniversitesi Arşiv ve Dokümantasyon Merkezi [Boğaziçi University Archives and Documentation Center]. “*In 1936, Halet Çambel joined the Berlin Olympics at the request of Atatürk and became the first Turkish female athlete to participate in the Olympics, along with Suat Fetgeri Aşeni.*” Koleksiyon: Halet Çambel ve Nail Çakırhan Arkeoloji, Geleneksel Mimarlık ve Tarih Uygur Merkezi Arşivi [Collection: Halet Çambel and Nail Çakırhan Archaeology and Classical Architecture Research Center].
- Koleksiyon: *Robert Kolej, Amerikan Kız Koleji Boğaziçi Üniversitesi Arşivi* [Collection: Robert College, American College for Girls and Boğaziçi University Archives].

Boğaziçi Üniversitesi, Bir Geleneğin Anatomisi: Robert Kolej'in 150 Yılı 1863-2013' Sergisi [The Anatomy of a Tradition: 150 Years of Robert College 1863-2013' exhibition]. Exhibition Date: from Oct. 31 to Dec. 31, 2013. Boğaziçi University, Albert Long Hall.

Columbia University, Rare Book & Manuscript Library (CU-RBML). *Robert College records, 1858-2018*.

——— Image: *Dodge Gymnasium*. CU-RBML, RC Documents

——— Image: *Original plans of the seven buildings of the American College for Girls. The Boston firm Shepley Rutan & Coolidge Architecture's original plans*. CU-RBML, ACG document

——— Image: *Robert College Images*. Courtesy of Boğaziçi University Archives and Documentation Center.

——— Photograph: *Students at physical education class, American College for Girls (ACG), Üsküdar Campus, 1890s*. CU-RBML, ACG Documents.

——— Photograph: *Robert College basketball team 1900*. CU-RBML, RC Documents, RC Quarterly Archives, Robert College Alumni Magazine, 2013, Issue 44, p 30,

——— *Robert College Constantinople Catalogue, 1905, p.16*.

——— Photograph: *Robert College Inter-Class Football Champions, 1910*. CU-RBML, RC Documents,

——— Photograph: *Field Day at Robert College, 1915*. CU-RBML, RC Documents

——— Photograph: *Robert College basketball team 1917*. CU-RBML, RC Documents,

——— Photograph: *Robert College basketball team 1920s*. CU-RBML, RC Documents,

——— Photograph: *American College for Girls, Hockey Team, 1920s*. CU-RBML, ACG Documents.

——— Image: *Henrietta Washburn Hall, right, YMCA Building, Dodge Gymnasium, left, 1927*. Document record: CU-RBML, Robert College Records, box 93, folder 1, item no 4.

——— Photograph: *Woman archers, American College for Girls, 1920-1930*. CU-RBML, ACG Documents

——— Photograph: *Students performing physical exercises in the Dodge Gymnasium/the first sports hall in Turkey, 1930s*. Robert College Archive, Istanbul, Turkey Folder 7-A.

Digital Library for International Research Archive (DLIR). Anatolia College: Merzifoun. Picture album of Anatolia College and affiliated institutions at Merzifoun (Marsovan), Turkey, late nineteenth/early twentieth century. Publisher: Manissadjian and Co., Basle-Zurich. American Research Institute in Turkey, Istanbul Center Library, online in Digital Library for International Research (DLIR) Archive, Item #11190, Identifier: PA12-12.

——— Trustees of Euphrates College, "*Catalogue of Euphrates College, 1911-1912 Harpoot, Turkey*." American Research Institute in Turkey, Istanbul Center Library, online in Digital Library for International Research Archive, Item #11091, American Board Pamphlet Collection.

——— "Bulletin of Central Turkey College at Aintab," American Research Institute in Turkey, Istanbul Center Library, Item #11306, American Board Pamphlet Collection.

- "Catalogue of Saint Paul's Institute in Tarsus," American Research Institute in Turkey, Istanbul Center Library, Item #11235, American Board Pamphlet Collection.
- Salt Research: *American Board of Commissioners for Foreign Missions, Photographs and Photograph Albums*.
- Salt Research: Pontos album, Merzifon. Identifier: ABAHALPNT001. Issue Date: 1903-1911. Rights Holder: United Church of Christ (UCC), American Research Institute in Turkey (ARIT).
- "Dr. Caleb Frank Gates, president of Robert College, 1903-1932 : an appreciation." American Research Institute in Turkey, Istanbul Center Library, online in Digital Library for International Research Archive, Item #11093, American Board Pamphlet Collection.
- Galatasaray Lisesi Arşivi [Galatasaray High School Archive]. Photograph: *Büyük Önder Mustafa Kemal Atatürk'ün Okulumuzu Ziyareti* [Great Leader Mustafa Kemal Atatürk visits the school]. <http://gsl.gsu.edu.tr/tr/ziyaretler/mustafa-kemal-ataturk>
- Gazi Eğitim Fakültesi Arşivi (GÜGEFA) [Gazi University Gazi Education Faculty Archive]. *Diploma Book of Records 1936–1941*.
- İstanbul Şehir Üniversitesi Kütüphanesi, Taha Toros Arşivi [İstanbul Şehir University Library, Taha Toros Archive]. *Ali Faik Üstünidman'a ait vefat ilanı* [Obituary Notice of Ali Faik Üstünidman]. Doc. Type: Clipping. Doc. No: 001523562006, 001523555006, 001523559006. Doc. Date: 1942 Dec. 3.
- *Geçmiş günlerin hem acı, hem komik bir hadisesi: Belçika Prensine söylediğim nutuk!* [An incident from the past that was both painful and amusing: The speech I gave to the Belgian prince!]. Writer: Selim Sırrı Tarcan. Folder No: 54. Document Date: Apr. 24, 1937. Document Identifier: TT523536. Documents Barcode No: 001520162006.
- *Ali Faik Bey* [Mr. Ali Faik]. Doc. Type: Clipping. Doc. Identifier: TT523536. Doc. Barcode No: 001523556006.
- *Faik Bey (Jimnastik Muallimi)* [Mr. Faik (Gymnastics Instructor)]. Doc. Type: Clipping. Doc. Identifier: TT552833.
- *G. Sarayın Yıldönümü* [Anniversary of Galatasaray]. Folder Name: Galatasaray İstanbul Kalkınma Ajansı (TR10/14/YEN/0033). Doc. Type: Clipping. Document Identifier: TT-504686. Doc. Barcode Name: Kişisel Arşivlerde İstanbul Belleği Taha Toros Arşivi. Doc. Barcode No: 001504656006. Doc. Date: 1933 Oct. 20.
- *Pazar Musahabeleri: Spor aşığı Faik hoca kimdir?* [Sunday Conversations: Who is Faik, the sports lover teacher?]. *Ulus Gazetesi*, 1946.11.23., s: 2. Doc. Type: Clipping. Doc. Barcode No: 001523564006.
- Selma Selim Sırrı ve "Bedii Rakslar": Modern Bir Dans Türünün Anlamı Üzerine Düşünceler [Selma Selim Sırrı and Aesthetic Dances: Essay on the Analysis of a Modern Dance Genre]. Doc. Author: Arzu Öztürkmen. Doc. Published in: *Toplumsal Tarih*, s. 39, s. 24. Doc. Type: Clipping. Doc. Date: 1997. Doc. Barcode No: 001641106010.
- *Refik Cevdet Kalpakçoğlu'nun oğlunun Galatasaray Mektebi ile ilgili sözlerini içeren bir metin* [A text featuring the words of Refik Cevdet Kalpakçoğlu's son regarding Galatasaray School]. Folder Name: Galatasaray, 1.

——— Image: *Selim Sırrı Tarcan'ın büyük kızı, "memleketin ritmik danslarının mucidi" Selma hanım, koreografisini yaptığı Danse de Pompadour ve Macbeth'in Vicdanı danslarından figürleri kız kardeşi Azade hanımla sergilerken* [Selma Hanım, daughter of Selim Sırrı Tarcan and "pioneer of the nation's rhythmic dances," showcasing figures from the choreographed dances Danse de Pompadour and Macbeth's Conscience alongside her sister Âzade Hanım]. Doc. Type: Clipping. Doc. Date: unknown. Salt Research.

——— Photograph: *Physical Education kursunda heyet-i idare ve talimiyye ile stajyer hanım muallimeler* [Trainee female teachers in the physical education course with the delegation of administration and training]. Doc. Type: Clipping. Doc. Identifier: 11521851

İstanbul Üniversitesi Kütüphane ve Dokümantasyon Daire Başkanlığı [İstanbul University Head Office of Library and Documentation], Sami Ali (1899). *Mekteb-i Harbiye ve Mühendishâne-i Berrî-i Hümâyûn öğretmenleri ve öğrencileri: Jimnastik ve idman hüneleri icra eden Mekteb-i Harbiye-i şahaneleri şakirdan kulları* [Teachers and Students of the *Mekteb-i Harbiye* (Military Academy) and *Mühendishâne-i Berrî-i Hümâyûn* (Imperial School of Military Engineering): Cadets of the Military Academy Demonstrating Gymnastic and Athletic Skills. By: *Mühendishane-i Berrî-i Hümâyûn* Picture and Photography Department Officer; Senior Artillery Captain Ali Sami, Istanbul: [no publisher], Hijri: 23 Kanun-ı Evvel 1314 (Gregorian: 4 January 1899), Shelf Location: Nadir Eserler Kütüphanesi [Rare Works Library] II.Abdülhamid Photo Albums. Location Number: NEKYA91095.

Kungliga Gymnastiska Centralinstitutet (GCI / KGCI) [Royal Gymnastics Central Institute]. *Direktion lärare och elever 1909-1910* [Directorate of teachers and students 1909-1910]. Stockholm: Tryckeri-Aktiebolaget.

——— *Direktion lärare och elever 1925-1926* [Directorate of teachers and students 1909-1910]. Stockholm: Kungl. Hovboktryckeriet Iduns Tryckeri A-B.

Maârif-i Umûmiye Nezâreti (MUN) [Ministry of National Education] (1330c/1912). *Dârümuallimât Programı* [Women's Teachers' Training College Programs].

Robert Kolej Arnavutköy Kampüsü Arşivi [Archive of Robert College Arnavutköy Campus].

——— *Salih Kemaleddin öğrenci dosyası* [Student File of Salih Kemaleddin].

3. Other Archival Resources

(Archives of Public and Informal Institutions, Personal Archives, and Collections)

Ahmet Esmen Arşivi [Ahmet Esmen Archive]. Photograph: *Selim Sırrı Bey'in Terbiye-i Bedeniyye Mektebi Açılışından* [The Opening of the Selim Sırrı Bey's School of Physical Education] Doc. Date: 1908-12-20.

Ahmet Yaraman'ın Fotoğraf Albümünden 1914-1940 [Ahmet Yaraman's Photo Album 1914-1940].

American Board of Commissioners for Foreign Missions (ABCFM) Archives. Central Turkey mission (ABC 16.9.5): Reel 667, No: 562. Vol. 21 Central Turkey Mission, 1910-1919, Documents, Minutes, Reports, [Part 2: Reports].

- Anadolu Ajansı Haber Arşivi [Anadolu Agency News Archive]. *The Crown Prince of Sweden, accompanied by his wife Luiz and sister Ingrad, visited Gazi Education Institute and expressed a particular interest in the Department of Physical Education*. Documents: 4.10.1935- 10.
- Archiwa Państwowe, Narodowe Archiwum Cyfrowe [Polish State Archives, National Digital Archives]. Photograph: *Henryk Jordan - lekarz, profesor Uniwersytetu Jagiellońskiego, twórca ogródków jordanowskich. Fotografia portretowa* [Henryk Jordan - doctor, professor of the Jagiellonian University, creator of Jordan gardens. Portrait photography]. Reference code: 3/1/0/10/245.
- Photograph: *Eugeniusz Piasecki - teoretyk wychowania fizycznego, profesor Uniwersytetu Poznańskiego. Fotografia portretowa*. [Eugeniusz Piasecki - theoretician of physical education, professor at the University of Poznań. portrait photography]. Photographer: Schabenbeck Henryk. Reference code: 3/1/0/10/449.
- Photograph: *Władysław Osmólski, płk - fot. portretowa* [Władysław Osmólski, colonel - portrait photo]. Dates: 1926 – 1929. Reference code: 3/1/0/7/394.
- Photograph: *Zdobywca tytułu mistrzowskiego Bronisław Czech z nagrodami* [Bronisław Czech, Recipient of the championship title and awards]. Dates: 1937/02. Comments: Nr publikacji: I.K.C. nr 36 z 05.02.1937 r.
- Archiwum Główne Akt Dawnych (AGAD) w Warszawie [The Central Archives of Historical Records in Warsaw]. Image: *Akt ustanowienia Komisji Edukacji Narodowej (projekt). Tzw. Metryka Litewska dz. IX nr 98, s. 350-361* [Act establishing the National Education Commission (draft). so-called Lithuanian Metrica, Sec. IX No. 98, pp. 350-361].
- Biblioteka Cyfrowa Polona [Digital Library Polona]. *O rozporządzeniu y wydoskonaleniu edukacyi obywatelskiej, projekt przeswietney Kommissyi Edukacyi Narodowej Korony Polskiej y W. X. Lit. w marcu 1774 podany* [On the regulation and improvement of civic education, the esteemed project of the Commission of National Education of the Polish Crown and Grand Duchy of Lithuania presented in March 1774]. By: Popławski, Antoni. 1775. Pijarów Printing House (Warsaw). Physical Desc.: [6], 184 s., [1] k. tabl. : err. Academica ID: 11706550. Source: Jagiellonian Library.
- *The Latin adage "mens sana in corpore sano" and the concept of balance between physical strength, mental well-being, and moral values*. p. 15.
- Bodleian Libraries, Collections of Oxford University. Book: *"Some Thoughts Concerning Education"* by John Locke, London, Printed for A. and J. Churchill at the Black Swan in Pater-Noster-Row, 1693.
- Château de Compiègne Collection, Painting by Charles Porion (1814-1908) *depicting Napoleon III and the visit of foreign sovereigns and princes to Paris during the Universal Exhibition from April 1st to November 3rd, 1867*. Creation: 1895. Location: Compiègne dans l'Oise (Nord-Pas-de-Calais-Picardie, France).
- University of Cincinnati, Cincinnati, Ohio. The Turners, Archives and Rare Books Library. Don Heinrich Tolzmann German-Americana collection, 1830-2017, GA-17-01.
- Dr. Niyazi Altunya Arşivi [Dr. Niyazi Altunya Archive]. Image: *Gazi Terbiye Enstitüsü ve Beden Eğitimi Bölümü binaları'nın 1932'de çekilmiş önden görünüşleri* [Front views of

the Gazi Education Institute and the Department of Physical Education buildings captured in 1932].

——— Photograph: *Kurt Dainas (specialist)*. Doc. Date: 1930c.

——— Photograph: *Ankara Gazi Eğitim Enstitüsü Beden Eğitimi Bölümü'nün ilk Türk öğretmenleri. Soldan sağa: Nizamettin Kırşan, Zehra Alagöz, Selim Sırrı Tarcan, Vildan Aşir Savaşır (1932-35)* [The first Turkish teachers of the Department of Physical Education at Ankara Gazi Education Institute. From left to right: Nizamettin Kırşan, Zehra Alagöz, Selim Sırrı Tarcan, Vildan Aşir Savaşır (1932-35)].

——— Photograph: *Zehra Tahsin Alagöz*. Doc. Date: undated.

Dr. Sargent's Normal School Library, Cambridge, Massachusetts. Boston University School of Education Library. Leonard, E. F. (1910). *Pioneers of Modern Physical Training*. Reprinted from *Physical Training* Vol. VI., Nos. 3-10 and Vol. VII., Nos. 1-8 (1909, January—1910, June). Published by the Physical Directors' Society of the Young Men's Christian Association of North America. p.19-20.

Federacja Bibliotek Cyfrowych (FBC) [Digital Libraries Federation]. *Centralna Wojskowa Szkoła Gimnastyki i Sportów w Poznaniu: 1921-1929* [Central Military School of Gymnastics and Sports in Poznań: 1921-1929]. Doc. Author: Alojzy Pawełek. Doc. Publisher: Główna Księgarnia Wojskowa ; Drukarnia Dowództwa Okregu Korpusu Nr. VII. p.5. Doc. Date: 1929. Source: Biblioteka Jagiellońska, 207025 II.

Feridun Fazıl Tülbentçi Arşivi [Feridun Fazıl Tülbentçi Archive]. *Gözlerini kaybeden İdmancılar Şeyhi Faik Bey muharririmize hayatını anlatıyor* [The leader of athletes Faik Bey, who lost his sight, tells his life story to our journalist]. Doc. Creator: Naci Sadullah. Doc. Date: 1934-05-02. Doc. Source: *Yedigün*, no: 60, s. 7-10, 21. Doc. Type: Clipping. Doc. Identifier: FFT698014 / 93671. Salt Research.

——— *Galatasaray Lisesi'ndeki eski jimnastik ve jimnastikçiler* [Former Gymnastics and Gymnasts at Galatasaray High School]. Doc. Creator: Sermet Muhtar. Doc. Date: 1935-06-19. Doc. Source: *Yedigün*. no 119, pp. 6-7. Doc. Type: Clipping. Doc. Identifier: FFT203001. Salt Research.

——— Photograph: *Jimnastiğin muallimi: Selim Sırrı Tarcan* [Selim Sirri Bey, Professeur de Gymnastique]. Doc. Type: Clipping. Doc. Identifier: FFT591034 / 90756. Salt Research.

Filiz Kantoğlu Özer Koleksiyonu [Filiz Kantoğlu Özer Collection]. Photo: *ACG Robert College Hockey Team 1920s*. Presented at: *Robert Kolej'in 150 Yılı 1863-2013' Sergisi* [The Anatomy of a Tradition: 150 Years of Robert College 1863-2013' exhibition]. Exhibition Date: from Oct. 31 to Dec. 31, 2013. Boğaziçi University, Albert Long Hall.

Galatasaray Müzesi Arşivi [Galatasaray Museum Archive]. *Fourth-grade students engage in morning exercises in the courtyard of the esteemed Imperial School*. Doc. Doc. Type: Photo. Doc. Number: ALB 39. Doc. Date: undated.

HathiTrust Digital Library. Clais, P. H. (1825). *An elementary course of gymnastic exercises: intended to develop and improve the physical powers of man; with the report made to the medical faculty of Paris on the subject; and a new and complete treatise on the art of swimming*. Fourth edition. London: Printed for Sherwood, Gilbert, and Piper, and J. Hearne. Original Source: Harvard University.

- Clias, P. H. (1829). *Kalistenie, oder, Uebungen zur Schönheit und Kraft für Mädchen*. [Calisthenics or Exercises for Beauty and Strength for Girls]. Bern: C.A. Fenni. Original Source: Harvard University.
- *Gates, Caleb Frank*. In book: *The National cyclopædia of American biography: being the history of the United States as illustrated in the lives of the founders, builders, and defenders of the republic, and of the men and women who are doing the work and moulding the thought of the present time*. New York: White, J. T. (James Terry), Derby, G. (1893). p. 167.
- Mehmed Esat (1310/1894). *Mir'at-ı Mekteb-i Harbiye: Mekteb-i Fünun-ı Harbiye-yi Şahane'nin ibtida-yi teessüsünden bu ana kadar neş'et eden zâbitânın isim ve teliflerini havi ve mektebin altmış senelik terakkiyatını muhtevi bir eser-i askerîdir* [Mirror of the Military Academy]. İstanbul: Artin Asaduryan Şirket-i Mürettebiye Matbaası.
- Shavarsh Krissian In: T'ëodik, 1873-1928. Hushardzan April 11i. K. Polis: Tpagrut'iwñ Õ. Arzuman, 1919.
- İBB Atatürk Kitaplığı [İstanbul Metropolitan Municipality Atatürk Library]. El-hac Mustafa Hâmî (1276/1860). *Risâle-i Riyâzet-i Bedeniyye-i Tıbbiye* [Medical Indoor Gymnastics, or, A System of Hygienic Exercises]. Translated book of Schreber, D. G. M. (1856). İstanbul, Takvimhane-i Amire. For the copy of the book, see: Kütüphane [Library]: Bölüm [Department]: Depo [Storage], Sınıflama yer bilgisi [Classification Location]: 796, Demirbaş [Inventory Number]: Bel_Osm_O.02500.
- Ali Faik [Üstünidman] (1890). *Jimnastik Yahut Riyazet-i Bedeniye* [Gymnastics or Physical Training]. Der Saadet: Mahmut Bey Matbaası. For the copy of the book, see: İBB Atatürk Kitaplığı [İstanbul Metropolitan Municipality Atatürk Library], Bölüm [Department]: Depo [Storage], Sınıflama yer bilgisi [Classification Location]: 796.44, Demirbaş [Inventory Number]: Bel_Osm_K.03635.
- Ali Faik [Üstünidman] (1307/1891). *Jimnastik Talimine Mahsûs Mecmua-i Eşkâl* [Compendium of Gymnastics Training]. Dersaâdet: Mahmud Bey Matbaası. For the copy of the book, see: Kütüphane [Library]: Bölüm [Department]: Depo [Storage], Sınıflama yer bilgisi [Classification Location]: 796.44, Demirbaş [Inventory Number]: TB_0598/03.
- Ali Faik [Üstünidman] (1898). *Cimnastik Ta'limnâmesi* [Gymnastics Guidebook]. Dizi Kaydı Külliyyat-ı Ulum ve Fünun-ı Harbiye'den; Takım; 4, Kısım; 2, Sıra; 1. For the copy of the book, see: Kütüphane [Library]: Bölüm [Department]: Depo [Storage], Sınıflama yer bilgisi [Classification Location]: 796.4, Demirbaş [Inventory Number]: Bel_Osm_K.05813.
- Inga Nerman Arşivi [Inga Nerman Archive]. *Terbiye-i Bedeniye Mektebi'nde erkek kursiyerler* [Male trainees at the School of Physical Education].
- İstanbul Araştırmaları Enstitüsü [İstanbul Research Institute]. *Sporun Kalbinde: Robert Kolej* [At the Heart of Sports: Robert College]. Compiled from Dağhan Irak's article in *The Anatomy of a Tradition: 150 Years of Robert College 1863 – 2013*. Exhibition catalog. May, 2013.
- *Batiya Açılan Pencere: Galatasaray Lisesi'nin 150 Yılı 1868-1968* [A Window to the West: The 150 Years of the Galatasaray High School 1868-2018]. *Sergi* [Exhibition]. From 2018 Nov. 30 to 2019 Feb. 23.

- İstanbul Büyükşehir Belediyesi Atatürk Kitaplığı Sayısal Arşiv ve e-Kaynaklar [İstanbul Metropolitan Municipality Atatürk Library Digital Archive and e-Resources]. Photograph: *Selim Sırrı Bey Professeur d'escrime et de gymnastique (Fencing and Gymnastics)*. In: Resimli Kitab Dergisi [Picture Book Magazine]. 1908 Feb. 1.
- Photograph: *Selim Sırrı Bey'in Terbiye-i Bedeniyye Mektebi Açılışından* [The Opening of the Selim Sırrı Bey's School of Physical Education] In: Resimli Kitab Dergisi [Picture Book Magazine]. 1909 Jan. 1.
- Photograph: *Selim Sırrı Bey'in Terbiye-i Bedeniyye Mektebi'nden* [From the Selim Sırrı Bey's School of Physical Education] In: Picture Book Magazine [Resimli Kitab Dergisi]. 1909 Jan. 1.
- Photograph: *Selim Sırrı Bey'in Terbiye-i Bedeniyye Mektebi'nden: L'Ecole de Gymnastique* [From the Selim Sırrı Bey's School of Physical Education: L'Ecole de Gymnastique] In: Picture Book Magazine [Resimli Kitab Dergisi]. 1909 Jan. 1.
- Lebendiges Museum Online (LeMO) [Living Museum Online]. (n.d.). *Der Turnplatz in der Hasenheide in Berlin* [The Turnplatz in the Hasenheide in Berlin]. 1817 (Vorlage). *Deutsches Historisches Museum* [German Historical Museum], Berlin, Inv.-Nr.: F 62/57
- (n.d.). *Friedrich Ludwig Jahn während seiner Festungshaft* [Friedrich Ludwig Jahn during his imprisonment]. Painting by Friedrich Ludwig Heine 1820/1822 Öl/Holz. *Deutsches Historisches Museum* [German Historical Museum], Berlin, Inv.-Nr.: 1988/1497
- Levantine Miras Vakfı [Levantine Heritage Foundation (LHF)]. (n.d.). Photographs: *Robert College early sporting activities*.
- (n.d.). Photograph: *Notre-Dame de Sion girls school of Ferikeui (Feriköy), Constantinople (İstanbul) – Salle de Gymnastique (Gymnastic Hall)*.
- Library of Congress Prints and Photographs Online Catalog (PPOC). *The students of the Imperial Naval Academy doing gymnastic exercises / Constantinople*. Photographer: Abdullah Frères. Date: 1880-1893. Collections: Abdul Hamid II Collection. Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA.
- Title: *The grand gate of the school Sultani / Abdullah Frères, Phot., Constantinople*. Date: between 1880 and 1893. Abdul-Hamid II Collection.
- Title: *The gymnastic exercises of the students of Mekteb-i Sultani / Abdullah Frères, Phot., Constantinople*. Turkey Istanbul. Date: between 1880 and 1893. Abdul-Hamid II Collection.
- Milli Kütüphane (Türkiye) [National Library (Türkiye)]. İsmail Paşa (Ser-etibba) (1263/1847). *Risâle-i Cimnastik* [Epistles of Gymnastic]. Translated book. İstanbul: Mekteb-Tıbbiye-i Adliye-i Şahane Matbaası. See also: *Eski Harfli Türkçe Basma Eserleri Bibliyografyası (Arap, Ermeni ve Yunan Alfebeleriyle) 1584-1986* [The Bibliography of Turkish Works Printed in Non-Latin (Arabic, Armenian and Greek Characters) 1584-1986] (CD-ROM), Ankara, Nüvis, 2001.
- El-hac Mustafa Hâmî (1283/1866-1867). *Cimnastik Ta'limnâmesi* [Gymnastics Guidebook]. Translated book. İstanbul: Mekteb-i Harbiye Hazreti Şâhâne Matbaası. For

the copy of the book, see: Kütüphane [Library]: Bölüm [Department]: Depo [Storage], Sınıflama yer bilgisi [Classification Location]: 306.483, Demirbaş [Inventory Number]: MC_Osm_K.0012

——— Photograph: *Terbiye-i Bedeniye Müfettiş-i Umumisi Selim Sırrı Tarcan* [Selim Sırrı Tarcan, General Inspector of Physical Education]. In: *İdman Dergisi* [İdman (Training) Magazine]. Date: 1914 May 28.

Münchener DigitalisierungsZentrum (MDZ) Digitale Bibliothek [Munich Digitization Center (MDZ) Digital library]. Vieth, Gerhard Ulrich Anton (1795). *Versuch einer Encyklopädie der Leibesübungen* [Attempt at an Encyclopedia of Physical Exercises].

——— Jahn, Friedrich Ludwig (1810). *Deutsches Volksthum* [German Folklore].

Murat Akman Arşivi [Murat Akman Archive]. Photograph: *Halet Çambel (front, third from left) and Suat Fetgeri Aşeni at 1936 Berlin Olympics*.

Muzeum Narodowe w Warszawie [National Museum in Warsaw]. Photograph: *Portrait of Tadeusz Czacki, pastel, 1806-1813, by Józef Franciszek Jan Pitschmann*.

Národní Muzeum [National Museum in Prague, Czech Republic]. Photograph: *Miroslav Tyrš (above all) posing with Sokol Prague Gymnastics Choir, 1864*.

Online Library of Liberty. Book: *Émile, ou De l'éducation, 1762* [Emile, or Education, 1762]. Translated by Barbara Foxley MA, London & Toronto, Published by J.M. Dent & Sons Ltd & In New York by E.P. Dutton & Co. Ed.1911.

Robert Kolej Üç Aylık Arşivler [Robert College Quarterly Archives]. Robert Kolej 140. Yılı Kutluyor [Robert College Celebrates 140th Year]. RC Quarterly, Robert College Alumni Magazine, Fall 2003, Issue 23.

——— *A Life Devoted to Istanbul, John Freely*. Robert College Alumni Magazine, RC Quarterly, Robert College Alumni Magazine, Fall / Winter 2010, Issue 39, p. 45.

——— *Bir Geleneğin Anatomisi: Robert Kolej'in 150 Yılı 1863-2013* [The Anatomy of a Tradition: 150 Years of Robert College 1863-2013, RC Quarterly, Robert College Alumni Magazine, Spring / Summer 2013, Issue 44.

——— *Emekli Büyükelçi Nuri Yıldırım RA 62, Vahram Papazian ile olan ilişkisini anıyor RC 1913* [Retired ambassador Nuri Yıldırım RA 62 reminisces about his relationship with Vahram Papazian RC 1913] RC Quarterly, Robert College Alumni Magazine, Fall / Winter 2015, Issue 48.

Selim Sırrı Tarcan - Azade Kent Arşivi (SST/AK) [Selim Sırrı Tarcan - Azade Kent Archive] (3 July 1909). *Selim Sırrı Tarcan, Hadiye Hanım'a Mektup* [Selim Sırrı Tarcan, Letter to Ms. Hadiye]. Doc. Date: 1909.07.03. Doc. Identifier: M. 009.

——— *Selim Sırrı Tarcan, Hadiye Hanım'a Mektup* [Selim Sırrı Tarcan, Letter to Ms. Hadiye]. Doc. Date: 1909 July 05. Doc. Identifier: M. 003.

Seyhun Binzet Koleksiyonu [Seyhun Binzet Collection]. Photos: *Selim Sırrı Tarcan Dârümuallimîn öğrencileriyle beden eğitimi dersinden fotoğraflar* [Selim Sırrı Tarcan with his students in the male school of teachers' physical education class]. Doc. Date: 1915c.

Śląska Biblioteka Cyfrowa (ŚBC) [Silesian Digital Library]. Image: *I. Zlot w roku 1892 we Lwowie i III. Zlot w roku 1896 w Krakowie* [The First Sokol Gathering in 1892 in Lviv and The Third Sokol Gathering in 1896 in Kraków]. In: *Czterdziestolecie "Sokola"*

- Iwowskięo 1867-1907* [Forty Years of the Lviv "Sokół" 1867-1907]. Author: Cepnik, Henryk (1877-1942). Published in: 1907. pp. 34-35.
- Photograph: *Wenanty Piasecki*. Doc. Date: undated. p. 17.
- Stockholms stadsmuseum [Stockholm City Museum]. Photograph: *Gymnastica Centralinstitutet, corner of Hamngatan 19 tv and Beridarbangatan* [Gymnastics Central Institute corner of Hamngatan 19 tv and Beridarbangatan]. Photographer: Blomberg, Anton (1862-1936).
- Sveriges Centralförening för Idrottens Främjande [Sweden's Central Association for The Promotion of Sports]. *Image Archive: Olympic Games*.
- Swedish Sports Museum Archive. *Photo: Vahram Papazian racing in the 1912 Olympics in Stockholm*.
- T.C. Kültür ve Turizm Bakanlığı Sinema Genel Müdürlüğü [Republic of Türkiye Ministry of Culture and Tourism Directorate General of Cinema] (n.d.). 1895-1918 Film Archive: *Dârülmualimîn İdman Talimleri* [Teachers' Training College Practice Exercises]. Retrieved Dec. 12, 2023, from <https://filmmirasim.ktb.gov.tr/en/film/teachers-training-college-practice-exercises>
- T.C. Resmi Gazete [Official Gazette of the Republic of Türkiye] (1981.01.25). *Gençlik ve Spor Bakanlığında: Gençlik ve Spor Akademileri Kuruluş, Öğretim ve Sınav Yönetmeliğinin Bazı Maddelerinin Değiştirilmesine İlişkin Yönetmelik* [Regulation on the Amendment of Some Articles of the Youth and Sports Academies Establishment, Teaching, and Examination Regulations.]. Issue: 17231. p. 8.
- (1981.11.06). *Yükseköğretim Kanunu* [Higher Education Law]. Issue: 17506. pp. 1-30.
- (1982.07.20). *Yükseköğretim Kurumları Teşkilâtı Hakkında Kanun Hükmünde Kararname* [Decree on the Organization of Higher Education Institutions]. Issue: 17760. pp. 1-19.
- (1983.03.30). *Yükseköğretim Kurumları Teşkilâtı 41 Sayılı Kanun Hükmünde kararnamenin Değiştirilerek Kabulüne Dair Kanun* [The Decree Law No. 41 on the Organization of Higher Education Institutions - Law on Adoption with Amendments]. Issue: 18003. pp. 7-22.
- Takvîm-i Vekayi [Official Gazette of the Ottoman Empire] (1851). *Geçici Eğitim Meclisi'nin kurulması ve o zamana dek eğitim işleri hakkında karar veren mercilerin, hiyerarşisi* [Establishment of the Temporary Education Council and the Hierarchy of Authorities for Decision-Making Regarding Educational Affairs Until Then.].
- The Olympic Studies Centre, Olympic World Library, Bibliothèque du CIO / IOC Library. *Olympic Review - Revue Olympique* (1977). *Olympic Memoirs, by Pierre de Coubertin (X*)-The IOC in Berlin (1909)*, Vol. 115, May 1977, 313-317.
- Türkiye Milli Olimpiyat Komitesi (TMOK) Arşivi [Turkish National Olympic Committee Archive]. *Selim Sırrı Tarcan, Baron Pierre de Coubertin'e mektup* [Letter from Selim Sırrı Tarcan to Baron Pierre de Coubertin]. Doc. Date: 1909 Apr. 20.
- *Nizamettin Kırşan, Selim Sırrı Tarcan'a mektup* [Nizamettin Kırşan, letter to Selim Sırrı Tarcan]. Doc. Date: 1954 Apr. 22.
- United States Holocaust Memorial Museum. Photograph: *Dr. Carl Diem, General Secretary of the German Olympic Organizing Committee*. Provenance: Gerhard Vogel. Source

Record ID: Collections: 1990.9.124. Published Source: Die olympischen Spiele 1936 in Berlin und Garmisch-Partenkirchen - Cigaretten-Bilderdienst Hamburg-Bahrenfeld.

Wien Museum Online Sammlung. Eduard Gustav May (1848). "*Der Demokratenvertilger*." [The Democratver], *Karikatur auf Friedrich Ludwig Jahn als Abgeordneter der Nationalversammlung in Frankfurt 1848* [Caricature of Friedrich Ludwig Jahn as a representative in the National Assembly in Frankfurt 1848]. Inv.-Nr.: 88039, CC0.

——— Wien Museum Online Sammlung. Samuel Stern (1848). "*Der Demokratenfresser*." [The Democratver], *Karikatur auf Friedrich Ludwig Jahn als Abgeordneter der Nationalversammlung in Frankfurt 1848* [Caricature of Friedrich Ludwig Jahn as a representative in the National Assembly in Frankfurt 1848]. Wien Museum Online Sammlung Inv.-Nr.: 88040, CC0.

——— Wien Museum Online Sammlung. Samuel Stern (1848). "*Die Befestigung der Ostgrenze (...)*" [The attachment of the eastern border], *Karikatur auf Friedrich Ludwig Jahn als Abgeordneter der Nationalversammlung in Frankfurt 1848* [Caricature of Friedrich Ludwig Jahn as a representative in the National Assembly in Frankfurt 1848]. Wien Museum Online Sammlung Inv.-Nr.: 21741/6, CC0.

Wellcome Collection, free museum and library. *Gymnastik für die Jugend* [Gymnastics for Youth]. Book Author: GutsMuths, J. C. F. (1759-1839). Publication/Creation Schnepfenthal: Erziehungsanstalt, 1793.

——— Friedrich Ludwig Jahn and Ernst Eiselen (1816). *Die Deutsche Turnkunst zur Einrichtung der Turnplätze* [The German "Turnkunst" art of gymnastics for setting up the gymnastics grounds]. Berlin: Auf Kosten der Herausgeber.

——— Amorós, F. O. (1830). *Manuel d'éducation physique, gymnastique et morale* [New Complete Manual of Physical Education for Gymnastics and Morals]. Paris: À la Librairie encyclopédique de Roret.

——— *Medical indoor gymnastics, or, A system of hygienic exercises for home use to be practised anywhere without apparatus or assistance by young and old of either sex, for the preservation of health and general activity*. Book Author: D. G. M. Schreber (1808-1861). Publication date: 1899. Revised and supplemented by Rudolf Graefe; translated from the 26th German edition by Herbert A. Day.

Wielkopolska Biblioteka Cyfrowa [Wielkopolska Digital Library]. Dzieje zakładu wodoleczniczego w Zakopanem Pamiętnik [History of the Hydrotherapy Facility in Zakopane]. In book: *Pamiętnik Towarzystwa Tatrzańskiego. 1883 T.8*. Kraków. Author: Wenanty Piasecki. Location of original object: PAN Biblioteka Kórnicka [Polish Academy of Sciences (PAN) Kórnik Library]. p. 125., 1883, Kraków.

——— Dance as a Basic Cultural Element and Mode of Education in Ancient Greece. By: Mouratidou, K., Anastasiou, A., Mouratidou, A., Mouratidis, I. (2003). In Book: *Studies In Physical Culture And Tourism. Vol. 10*. No. 2. Ed.: Lipoński, W., Krutki, P. University School of Physical Education in Poznań.

Zamek Królewski w Warszawie [Royal Castle in Warsaw]. Image: *Painting of Hugo Kollątaj, undated, by Józef Peszka*.

4. Printed Sources

- Dziennik Urzędowy Ministerstwa Wyznań Religijnych i Oświecenia Publicznego Rzeczypospolitej Polskiej [Official Journal of the Ministry of Religious Affairs and Public Education of the Republic of Poland]. Statut Państwowych Kursów Wychowania Fizycznego [Statute of State Physical Education Courses]. 1921, nr 17(60), poz. 175.
- Dziennik Ustaw Rzeczypospolitej Polskiej [Journal of Laws of the Republic of Poland] (2011.11.24). *Rozporządzenie Ministra Nauki i Szkolnictwa Wyższego z dnia 2 listopada 2011 r. w sprawie Krajowych Ram Kwalifikacji dla Szkolnictwa Wyższego* [The Ordinance of the Minister of Science and Higher Education of Nov. 2, 2011 on the National Qualification Framework for Higher Education]. Issue: 253. Item: 1520.
- Monitor Polski, Dziennik Urzędowy Rzeczypospolitej Polskiej [*Monitor Polski*, Official Gazette of the Republic of Poland] (1927.02.03). *Rozporządzenie Rady Ministrów z dnia 28 stycznia 1927 r. w sprawie utworzenia Państwowego Urzędu Wychowania Fizycznego i Przystosowania Wojskowego, Rady Naukowej Wychowania Fizycznego, oraz Wojewódzkich, Powiatowych i Miejskich Komitetów Wychowania Fizycznego i Przystosowania Wojskowego* [The Regulation of the Council of Ministers dated January 28, 1927, regarding the establishment of the State Office of Physical Education and Military Training, the Scientific Council of Physical Education, and the Provincial, County, and City Committees of Physical Education and Military Training]. Issue: 26. Item: 59.

II Publications

1. Books

(Chapters from Book, Edited Books, Books with Multiple Authors)

- [n.a.]. (1334/1918). *Mekteb-i Sultani'nin Ellinci Sene-i Devriye-i Tesisi Münasebetiyle Neşr Olunmuştur* [Published on the Occasion of the 50th Anniversary of the Establishment of Galatasaray Imperial School]. İstanbul: Matbaa-i Amire. 13.
- [n.a.]. (1944). *Türkiye Cumhuriyeti Maarifi 1923-1943* [Education of the Republic of Türkiye 1923-1943]. Maarif Vekâleti Yayını. Ankara: Maarif Matbaası, s. 120.
- [n.a.]. (1993). “*Spor*” *Maddesi* [The Article on “Sport”]. *Gelişim Hachette Ansiklopedisi* [Gelişim Hachette Encyclopedia]. Cilt:10, Sabah Yayınları, İstanbul, [y.y]. s.3814,3815. Encyclopedia
- [n.a.]. (2018). The EU in support of the Bologna process. European Commission, Directorate-General for Education, Youth, Sport and Culture, *Publications Office of the European Union*.
- Abalı, A. (1974). *Cumhuriyetin Ellinci Yılında Gençlik ve Spor* [Sport and youth in 50th Republic of Turkey]. T.C. Gençlik ve Spor Bakanlığı Yayını, Ankara.
- Abbas, N. (1937). *Futbol Kaideleri* [Football Pedestals]. İstanbul: 3.
- Abbas, N. (1940). *Tenis ve Hokey* [Tennis and Hockey]. Ankara: Yüksek Ziraat Enstitüsü Basımevi. 4.

- Acun, F. & Şencan Gürtuna, E. (2016). Osmanlı'dan Cumhuriyet'e Robert Kolej'de Eğitim [Education at Robert College from Ottoman Empire to Turkish Republic]. *Tarih İncelemeleri Dergisi*, 31 (1), s. 9.
- Adamowicz, E., B. & Dobrowolska, B. (2009). Kształcenia Nauczycieli Wychowania Fizycznego w Latach 1922 – 1932 w Świetle Przepisów Wykonawczych [Physical Education Teacher Education in The Years 1922 - 1932 in the Light of Executive Regulations]. *Polska kultura fizyczna i turystyka w czasach zaborów i II Rzeczypospolitej*, Akademia Wychowania Fizycznego im. Bronisława Czecha w Krakowie, pod redakcją: Dobiesława Dudka, *Studia i Monografie Nr 61*, s. 397–412.,
- Adelman, C. (2008). *Learning Accountability from Bologna: A Higher Education Policy Primer*. Washington, DC: Institute for Higher Education Policy. p. 5.
- Adelman, C. (2008). Learning Accountability from Bologna: A Higher Education Policy Primer. Washington, DC: Institute for Higher Education Policy, *Issue Brief*. p. 5.
- Akcan, E. (2015). *İttihat ve Terakki Fırkasının Paramiliter Gençlik Kuruluşları* [Union and Progress Party's paramilitary youth organizations] Ankara: Türk Tarih Kurumu. s. 59.
- Akkurt, M. & Şinoforoğlu, T. (2020). Rönesans'tan Aydınlanma'ya Bedenin Eğitimi [The Education of Body from the Renaissance to the Enlightenment]. *Sportmetre-Beden Eğitimi ve Spor Bilimleri Dergisi*, 18(3), s. 14-30.
- Akyüz, Y. (1985). *Türk Eğitim Tarihi* [History of Turkish Education]. Ankara: Ankara Üniversitesi Eğitim Bilimleri Fakültesi Yayınları.
- (1994). *Türk Eğitim Tarihi* [History of Turkish Education] İstanbul: Kültür Koleji Yayınları No. 4, 137-163.
- (1996). Anaokullarının Türkiye'de Kuruluş ve Gelişim Tarihçesi [The Establishment and Development of Preschools in Turkey]. *Milli Eğitim Dergisi*, 132, 11-17.
- (1999). *Türk Eğitim Tarihi, Başlangıçtan 1998'e* [History of Turkish education; From beginning to 1998]. Gözden Geçirilmiş 3. Baskı, İstanbul: Alfa Yayınları, s. 139.
- (2004). *Gülbüz ve Yavuz Evlatlar: Erken Cumhuriyet'te Beden Terbiyesi ve Spor* [Robust and Vigorous Children: Physical Education and Sports in Early Republican Turkey]. İstanbul: İletişim Yayınları.
- (2010). *Türk Eğitim Tarihi (M.Ö. 1000 - M.S. 2010)* [History of Turkish Education (1000 BC - 2010 AD)]. Gözden Geçirilmiş 18. Baskı, Ankara: Pegem Akademi.
- Alpman, C. (1972). *Eğitimin Bütünlüğü İçinde Beden Eğitimi ve Çağlar Boyunca Gelişimi* [The Development of Physical Education Throughout the Ages Within the Integrity of Education]. T.C. Gençlik ve Spor Bakanlığı, Eğitim Genel Müdürlüğü yayınları: 1.
- Altunya, N. (2006). *Gazi Orta Öğretmen Okulu ve Eğitim Enstitüsü (1926-1980) 80. Yıl* [Gazi Secondary Teachers School and Education Institute (1926-1980) 80th Anniversary]. Ankara: Gazi Üniversitesi.
- Alus, S. M. (1971). *İstanbul Ansiklopedisi* [Istanbul Encyclopedia]. Cilt 10. Koçu Yayınları. 5494.
- Aray, S. (1959). *Bir Galatasaraylının Hatıraları* [The Memoirs of a Galatasaray supporter]. TCDD Basımevi. İzmir. s. 80;207

- Arman, H. (1969). *Piramidin Tabanı Köy Enstitüleri ve Tonguç: Anılar, Vol I* [Base of the pyramid: Village Institutes and Tonguç: Memories, Vol I]. Ankara, s.72.
- Arpınar, E., Atabeyoğlu, C. & Cebecioglu, T. (2000). *Olimpiyat oyunlarında Türk Kızları* [Turkish Girls in the Olympic Games]. İstanbul: Milli Olimpiyat Komitesi Yayınları.
- Arun, A. C. (1990). Türkiye'de Cumhuriyet devrinde beden eğitimi öğretmeni yetiştirme çalışmaları ve aşamaları. [Training Programs and Stages for Physical Education Teachers in the Republican Era of Turkey]. *Spor Bilim / Beden Eğitimi ve Spor Araştırmaları Dergisi, Cilt: 1, Sayı: 1, s. 9-13.*
- (1991a). Selim Sırrı Tarcan nasıl beden eğitimi öğretmeni oldu [How Selim Sırrı Tarcan Became a Physical Education Teacher]. *Spor Bilim / Beden Eğitimi ve Spor Araştırmaları Dergisi, Cilt:2, Sayı:5, s.30-34.*
- (1991b). Üstad Selim Sırrı Tarcan'ın hayatını incelemeye devam ediyoruz Askeri Mühendis Mektebi öğrenciliği [We continue to examine the life of the Master Selim Sırrı Tarcan: His Time as a Military Engineering School Student.]. *Spor Bilim / Beden Eğitimi ve Spor Araştırmaları Dergisi, Cilt:2, Sayı:6, s.46-48.*
- (1993). Selim Sırrı Tarcan: Askeri Mühendis Mektebini bitirerek İzmir'de İstihkam Subaylığına Atanması ve oradaki hayatı [Selim Sırrı Tarcan: Completion of Military Engineering School and Assignment as a Combat Engineering Officer in İzmir, and His Life There]. *Spor Bilim / Beden Eğitimi ve Spor Araştırmaları Dergisi, Cilt:4, Sayı:13, s.36-40.*
- (1997). Selim Sırrı Tarcan'ın hayatı geçen sayıdan devam. [The Life of Selim Sırrı Tarcan: Continuation from the Previous Issue]. *Spor Bilim / Beden Eğitimi ve Spor Araştırmaları Dergisi, Cilt:7, Sayı:19, s.2-6.* Retrieved Nov. 14, 2021, <https://dergipark.org.tr/pub/besad/issue/53439/711258>
- Ata, B. (2000). The Influence of an American educator John Dewey on the Turkish Educational System. In book: *The Turkish Yearbook of International Relations*, (31), 119-130.
- Atabeyoğlu, C. (1981). Atatürk ve Spor [Atatürk and Sports]. Hisarbank Kültür Yayınları, İstanbul, s 17. (2).
- (1983). *Cumhuriyet Döneminde Spor Politikası* [Sports Policy in the Republican Era], Cumhuriyet Dönemi Türkiye Ansiklopedisi, Cilt:8. İstanbul: İletişim Yayınları.
- (1985). Tanzimat'tan Cumhuriyet'e Spor [Sports from Tanzimat to the Republic]. *Tanzimat'tan Cumhuriyete Türkiye Ansiklopedisi* [Encyclopedia of Türkiye from Tanzimat to the Republic], 6. Cilt, İstanbul: İletişim Yayınları, s. 1474-1518.
- (1989). *Atatürk ve Spor* [Ataturk and Sports]. Ankara: Başbakanlık Gençlik ve Spor Genel Müdürlüğü, Yayın no: 90, s. 113.
- (1991). *1453-1991 Türk Spor Tarihi Ansiklopedisi* [Encyclopaedia of Turkish Sports History 1453-1991]. İstanbul: An Grafik Basın San. ve Tic. A.Ş. Fotospor.
- (2000). *Kurucumuz: Selim Sırrı Tarcan* [Our Founder: Selim Sırrı Tarcan]. Türkiye Milli Olimpiyat Komitesi Yayınları, İstanbul, s. 8.
- (2004). *Olimpiyatlarda Türk Sporcuları: Anılar-Olaylar-Rakamlar* [Turkish Athletes in the Olympics: Memories-Events-Figures]. Türkiye Milli Olimpiyat Komitesi Yayınları: 14, İstanbul: Türkiye Milli Olimpiyat Cemiyeti.

- Atakan, N. & Muller, N. (2015 October). Nancy Atakan: Caretaking, Looking Back and Passing Things On. In book: *Nancy Atakan Passing On*. Rotterdam.
- Atay, R., F. (1968). *Çankaya: Atatürk Devri Hatıraları* [Çankaya: Memories of Atatürk Era]. C. 2, Dünya Yayınları 5, İstanbul, t.y, s. 410.
- Ateş, S. Y. (2012). *Asker Evlatlar Yetiştirmek 'II. Meşrutiyet Dönemi'nde Beden Terbiyesi, Askeri Talim ve Paramiliter Gençlik Örgütleri* [Raising Military Offspring: Physical Education, Military Training, and Paramilitary Youth Organizations in the Second Constitutional Era]. İletişim Yayınları, s.103.
- Atlı, İ. (1988). *Dünya Güreşine Oyun Getiren Ustalar* [Masters who brought games to the world of wrestling]. İstanbul, s.89.
- Ayas, N. A. (1948). *Türkiye Cumhuriyeti Milli Eğitimi: Kuruluşlar ve Tarihçeler* [The National Education of the Republic of Turkey: Institutions and Histories]. T.C. Milli Eğitim Bakanlığı, Destek Hizmetleri Genel Müdürlüğü, Öğretmen Yetiştirme ve Geliştirme Genel Müdürlüğü. Milli Eğitim Basımevi, Ankara. p. 267.
- Aydoğan, E. (2008). Eğitim Sisteminde Yeniden Yapılanma ve Özelleştirme Adımları [Restructuring and Privatization Steps in the Education System]. *Memleket Siyaset Yönetim*, 3(6), 166-187.
- Aytaç, K. (1980). *Avrupa Eğitim Tarihi: Antik çağdan 19. yüzyılın sonlarına kadar* [History of European Education: From Antiquity to the Late 19th Century]. Ankara Üniversitesi. Dil ve Tarih-Coğrafya Fakültesi Yayınları.
- Babbie, E. (2007). *Badania społeczne w praktyce* [The Practice of Social Research]. Wydawnictwo Naukowe PWN. Warszawa. s. 308-336.
- Bachelard, G. (1938). *La formation de l'esprit scientifique* [The Formation of the Scientific Mind]. Clinamen Press Ltd., 2002, p. 25.
- Başgöz, İ. & Wilson, H. E. (1968). *Educational Problems in Turkey 1920-1940*. Netherlands: Indiana University Press, 3.
- Baynes, N., H. (1942). *The Speeches of Adolf Hitler. April 1922 - August 1939. An English Translation of Representative Passages Arranged Under Subjects and Edited by Norman H. Baynes*. Published by London: Oxford University Press. pp.: 539-540.
- Beckerman, C. (2018). *Flickan i Konstantinopel. När världen vände in och ut på sig själv* [The girl in Constantinople. When the world turned inside out].
- Belge, M. (1983). *Cumhuriyet Dönemi Türkiye Ansiklopedisi* [Encyclopedia of Turkey in Republican Period]. Kültür, 5. Cilt, İstanbul: İletişim Yayınları, No: 1290.
- Benz, W. (2009). *Handbuch des Antisemitismus. Judenfeindschaft in Geschichte und Gegenwart*. Herausgegeben von Wolfgang Benz. Brand 2 Personen. Berlin 2009, pp.: 403-406.
- Berding, H. (1988). *Moderner Antisemitismus in Deutschland*. Frankfurt am Main: Suhrkamp. p. 405.
- Beşikçi, M. (2010). Son Dönem Osmanlı Harp Tarihi ve 'Topyekûn Savaş' Kavramı. *Toplumsal Tarih*, 26 (198), 62-69.
- Bilge, N. (1988). Beden Eğitimi Etkinliklerinde Karşılaşılan Başlıca Sorunlar [Major Challenges in Physical Education Activities]. In book: *Orta Öğretim Kurumlarında*

- Beden Eğitimi ve Sorunları* [Physical Education and Its Challenges in Secondary Education Institutions]. Ankara: Türk Eğitim Derneği Yayınları, 75–84.
- (1989). *Türkiye’de Beden Eğitimi Öğretmeninin Yetiştirilmesi* [Training of Physical Education Teachers in Turkey]. Ankara: Kültür Bakanlığı Yayınları No:1095, 17-36;
- Binbaşıoğlu, C. (1995). *Öğretmen Yetiştirme Açısından Türkiye’de Eğitim Bilimleri Tarihi Üzerinde Bir Araştırma* [A Research on the History of Educational Sciences in terms of Teacher Training in Turkey]. İstanbul: MEB Yayınları.
- Blaisdell, C. D. (2002). *Missionary Daughter: Witness to the End of the Ottoman Empire*.
- Bornemann, Johann Jakob Wilhelm (1812). *Der Turnplatz in der Hasenheide* [The 'Turnplatz' (Open-Air Gymnasium) field in the Hasenheide]. Berlin (anonym).
- Boyacıoğlu, F. (2015). Contribution of Imperial Galatasaray High School/Mekteb-i Sultani (1868-1923) to Turkish-French Relations. *The International Conference On The Changing World And Social Research I*, Vienna, p. 382.
- Bronikowski, M. (2014). Where Is Physical and Health Education Heading in Poland? In book: *Physical Education and Health Global Perspectives and Best Practice*. pp.327-338. Ming-kai Chin and Christopher R. Edginton (eds.) Sagamore Publishing LLC, p. 370.
- Brosius, G. (1914). *Fifty years devoted to the cause of physical culture, 1864-1914*. Germania Publishing Company, Milwaukee, Wisconsin. p. 63., 69. Repository: Special Collections. University of Wisconsin-Milwaukee Libraries. Original Collection: Brumder Collection.
- Çadırcı, M. (1991). *Tanzimat Döneminde Anadolu Kentlerinin Sosyal ve Ekonomik Yapıları* [The Social and Economic Structures of Anatolian Cities in the Tanzimat Period]. Ankara: Türk Tarih Kurumu.
- Çalışlar, İ. (2018). *Mekteb-i Sultânî-Galatasaray Lisesi 100. Yıl 1868-1968* [Mekteb-i Sultânî-Galatasaray High School 100th Anniversary 1868-1968]. Muhittin Sandıkçioğlu, Ferruhzat Turaç, Vefa Semenderoğlu. Galatasaray Eğitim Vakfı.
- Çalışlar, İ., Şabanoğlu, M. (2018). *Mekteb-i Sultânî 50. Yıl 1868-1918* [Mekteb-i Sultânî 50th Anniversary 1868-1918]. Abdurrahman Şeref, Mehmed Ziyâ, İhsan (Sungu), Cemil. (Tıpkıbasım) Galatasaray Eğitim Vakfı.
- Can, M., Kartal, N. & Erten N. (1973). *Cumhuriyetin 50. Yılında Rakam ve Grafiklerle Milli Eğitimimiz* [Our National Education in Numbers and Graphics in the 50th Anniversary of the Republic]. T.C. Milli Eğitim Bakanlığı, Milli Eğitim Basımevi, İstanbul.
- Çankaya, A. M. (1968). *Ali Faik Üstünidman. Yeni Mülkiye Tarihi ve Mülkiyeliler* [Ali Faik Üstünidman. History of the Faculty of Political Sciences and the Alumni’s]. Mülkiye Şeref Kitabı. Cilt 2. Mars matbaası. s. 866.
- Çapan, M. Ş. (2002). Selim Sırrı Tarcan’ın Zeybek Oyunu Derleme Çalışmaları [Compilation Studies of Selim Sırrı Tarcan on the Turkish Folk Dance “Zeybek”]. *Muğla Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, (8), 0-0.
- Çapan, Ş. M. (1999). *Türk Sporunda Selim Sırrı Tarcan* [Selim Sırrı Tarcan in Turkish Sports]. Ünyay Yayınları. Muğla, s.19-20.
- Cichocki R, & Kostuch J. (2004). Proces tworzenia europejskiego obszaru szkolnictwa wyższego i jego wpływ na działalność polskich uczelni wyższych. [The process of creating the European Higher Education Area and its impact on the activities of Polish

- higher education institutions]. The Conference of Rectors of Academic Schools in Poland. Report commissioned by KRASP. 2004, Dec.
- Çıracıoğlu, V. & Baykan, M. (2013). *Bilim Yolunda 100 Yıl: Boğaziçi Üniversitesi Mühendislik Fakültesi* [100 Years on the Path of Science: Boğaziçi University Faculty of Engineering]. Boğaziçi Üniversitesi Yayınevi.
- Compos, M. U. (2010). *Ottoman Brothers: Muslims, Christians, and Jews in Early Twentieth-Century Palestine*. p. 71.
- Compton, C. C. (1986). *The Morning Cometh: 45 Years with Anatolia College*. Supplemented by Carl Compton's UNRRA Letters to his Wife Ruth. Compilation Editors: William R. Compton, Deborah Brown Kazazis, and Serge Hadji-Mihaloglou Publisher: Lucy Braggiotti. The Board of Trustees of Anatolia College 2008. Desc. Under the illustration No: 64.
- Crosier, D. & Parveva, T. (2013). *The Bologna Process: Its impact in Europe and beyond*. UNESCO: International Institute for Educational Planning. Fundamentals of Educational Planning 97. Paris.
- Crosier, D. Purser, L. & Smidt, H. (2007). Trends V: Universities shaping the European Higher Education Area. *European University Association Publications*.
- Czarniecka, R., Lenartowicz, M. & Mazur, Z. (2019). Physical Education Teacher Education in Poland. In book: *European Physical Education Teacher Education Practices: Initial, Induction and Professional Development*, (eds.) Ann MacPhail, Deborah Tannehill, Züleyha Avşar (pp.277-295) Publisher: Meyer & Meyer Sport (UK) Ltd.
- Dağlaroğlu, R. (1957). *Fenerbahçe Spor Kulübü Tarihi 1907-1957* [Historical Overview of Fenerbahçe Sports Club 1907-1957]. İstanbul: Türksesi matbaası, s. 175-183.
- Demirhan, G., & Bulca, Y. (2015). Physical Education in Higher Education. *Sports Science and Physical Education – Vol. I*. Edited by Luminita Georgescu. Encyclopedia of Life Support Systems (EOLSS) Publishers Co Ltd.
- Deobold B. Van Dalen, Elmer D. Mitchell, & Bruce L. Bennett (1953). *A World History of Physical Education: Cultural, Philosophical, Comparative*. Prentice Hall.
- Dever, A., İslam, A. & Sarı, Ş. (2020). İlk Türk Beden Eğitimi Öğretmeni: 'Şeyhül İdman' Ali Faik Üstünidman. [First Turkish Physical Education Teacher: 'Şeyhül İdman' Ali Faik Üstünidman]. *Journal of History School*, 45, 952-969.
- East, B. W. (2013). *A Historical Review and Analysis of Army Physical Readiness Training and Assessment*. Combat Studies Institute Press US Army Combined Arms Center Fort Leavenworth, Kansas. p.6.
- El-hac Mustafa Hâmî (1284/1867-1868). *Cimnastik Ta'limnâmesi Atlası* [Gymnastics Guidebook Atlas]. Translated book. İstanbul: Mekteb-i Harbiyye Matbaası.
- Emiroğlu, K. (2001). *Gündelik Hayatımızın Tarihi* [History of Our Daily Life]. Dost Kitabevi, p. 498.
- Emiroğlu, K. (2013). "Bir Çocuk, Bir Okul, Dünya, Onların Tarihi" ["A Child, A School, The World, Their History"]. In book: *Bir Geleniğin Anatomisi: Robert Kolejin 150 Yılı 1863-2013*. Yazar: Cem Akaş [The Anatomy of a Tradition: 150 Years of Robert College 1863-2013. Author: Cem Akaş]. İstanbul Araştırmaları Enstitüsü Yayınları, s. 436.

- Engin, V. (2003). *Mekteb-i Sultani*. [Galatasaray Imperial High School]. İstanbul: Galatasaraylılar Derneği.
- *Mekteb-i Sultanî – Galatasaray Lisesi Kuruluş* [Mekteb-i Sultanî – Galatasaray High School Establishment]. Galatasaray Eğitim Vakfı.
- Ergin, O. N. (1977a). *Türkiye Maarif Tarihi* [Turkish Education History]. İstanbul: Eser Kültür Yayınları, Cilt:I-V. s. 572.
- (1977b) *Türk Maarif Tarihi-III-IV* [History of Turkish Education -III-IV]. 848-(3-4). İstanbul.
- (1977c) *Türk Maarif Tarihi-IV* [History of Turkish Education-IV]. İstanbul. Cilt IV. S. 1546-1547.
- Erkal, M. (1986). *Sosyolojik Açıdan Spor* [Sport from a Sociological Perspective]. Beden Terbiyesi ve Spor Genel Müdürlüğü Yayın No.30, Ankara 1986, s. 19-20-93.
- Euler, C. (1881). *Friedrich Ludwig Jahn. Sein Leben und Wirken* [Friedrich Ludwig Jahn. His Life and Work]. Stuttgart, Published by: Verlag von Carl Krabbe.
- (1894/95.). *Encyklopadisches Handbuch Des Gesamten Turnwesens* [Encyclopedic Handbook of the Entire Gymnastics Movement]. Wien/Leipzig: Pichler.
- Eygi, Ş. M. (2014). *Yahudi Türkler yahut Sabetaycılar* [Jewish Turks or Sabbateans]. Tarih Encümeni Yayınları.
- Fincancı, M., N. (2001), *The Story of Robert College Old and New*. Revised Edition, İstanbul. s. 36-37.
- Findley, C. V. (1996). *Kalemiyeden Mülkiyeye: Osmanlı Koçer*, H.
- Soyer, F. (2004). Osmanlı Devletinde (1839-1908 Tanzimat Dönemi) Beden Eğitimi ve Spor Alanındaki Kurumsal Yapılanmalar ve Okul Programlarındaki Yeri Konusunda Bir İnceleme [A Study on Institutional Structurings in Physical Education and Sports Areas and their Places in School Curricula in the Ottoman Empire (1839-1908 the Tanzimat – Reform – Era)]. *GÜ, Gazi Eğitim Fakültesi Dergisi, Cilt;24, Sayı:1*, s. 209-225.
- Fişek, K. (1983b). *Devlet Politikası ve Toplumsal Yapıyla İlişkileri Açısından Spor Yönetimi* [Sport Management, in terms of State Policy and Social Structure]. Ankara: A.Ü.Siyasal Bilgiler Fakültesi Yayınları.
- (1985). *100 Soruda Türkiye Spor Tarihi* [History of Sports in Turkey in 100 Questions]. İstanbul: Gerçek Yayınevi, s. 15-45.
- (2003). *Devlet Politikası ve Toplumsal Yapıyla İlişkileri Açısından Spor Yönetimi Dünyada ve Türkiye'de* [Sports Management in terms of State Policy and Social Structure: Worldwide and in Turkey]. İstanbul: YGS Yayınları, s.218-219
- Fortna, B. C. (2005). *Mekteb-i Hümayun Osmanlı İmparatorluğu'nun Son Döneminde İslam, Devlet ve Eğitim* [Imperial Classroom: Islam, the State, and Education in the Late Ottoman Empire]. İletişim Yayınları, İstanbul.
- Freely, J. (2014). *A Bridge of Culture - Bogazici University. How An American College in Istanbul Became A Turkish University*. İstanbul, Boğaziçi Üniversitesi Yayınevi, 2014, s. 246.
- Gaj, J. (1987). *Wychowanie fizyczne i sport w Polsce Ludowej* [Physical Education and Sport in People's Poland]. PWN Warszawa – Poznań.

- Gaj, J., & Hądzulek, K. (1997). *Dzieje kultury fizycznej w Polsce* [The History of Physical Culture in Poland]. Podręczniki AWF w Poznaniu, nr 45, Poznań.
- Gardiner, N. E. (2019). The History of Ancient Greek Sports and Athletic Festivals. e-artnow. p.195.
- Genç, V. (2014). Erken Cumhuriyet Döneminde Türkiye’de Beden Eğitimi Öğretmeni Yetiştirme Uygulamaları [Physical Education Teacher Training Implementations in the Early Republican Period]. *The Journal of Academic Social Science Studies*, Number:27, Autumn I, ss: 508.
- Gençay, A. Ö. & Acet, M. & Kılınç, F. (2002). Selim Sırrı Tarcan’ın Jimnastik ve Spor Anlayışı [Selim Sırrı Tarcan's Understanding of Gymnastics and Sports]. *Dumlupınar Üniversitesi, Sosyal Bilimler Dergisi*, Sayı 6, s. 10.
- Gerber, W. E. (1971). *Innovators and institutions in physical education*. Philadelphia: Lea & Febiger.
- Gıyasettin, D. & Konukman, F. (2012). Selim Sırrı Tarcan: a Pioneer in the Development of Physical Education and Sports in Turkey. *Physical Culture and Sport. Studies and Research. Vol: LIV.*, p. 42.
- Gövsa, İ. A. (1945). *Faik Bey*. In Encyclopedia: *Türk Meşhurları Ansiklopedisi* [Encyclopedia of Famous Turks]. Yedigün Neşriyat. s. 130.
- Gräser, M. (2002). *Friedrich Ludwig Jahn*. In: *Bericht der Linzer Straßennamenkommission* by: Daurer, C., Gräser, M., Kepplinger, B., Krenn, M., Schuster, W., Sulzbacher, C. (Hg.). Linz.
- Gümüş, A. (1988). *Güreş tarihi* [History of Wrestling]. Türk Spor Vakfı Yayınları, Ankara: Başkent Yayınevi.
- Günay, N. (2017). *Gazi Terbiye Enstitüsü’nden Gazi Üniversitesi’ne Türk Eğitim ve Kültür Tarihinde Gazi* [From Gazi Education Institute to Gazi University Gazi in the History of Turkish Education and Culture]. Gazi Eğitim Fakültesi Yayınları No:001, Ankara, s.6.
- Guttman, A. (1978). *From Ritual to Record: The Nature of Modern Sports*. Columbia University Press.
- Güven, Ö. (1999). *Ali Faik Üstünidman*. In Encyclopedia: *Yaşamları ve Yapıtlarıyla Osmanlılar Ansiklopedisi* [Encyclopedia of Ottomans with Their Lives and Works]. Cilt 2. Yapı Kredi Yayınları. s. 648.
- (2007). Atatürk ve Cumhuriyet Döneminde Beden Eğitimi ve Spor. [Physical Education and Sports in the Atatürk Era and the Republic]. In book: *Cumhuriyetin İlk Yıllarından Günümüze Dil Kültür Eğitim* [Language, Culture, and Education from the Early Years of the Republic to the Present]. Author: Güngör, N. Ankara: Gazi Üniversitesi İletişim Fakültesi Basımevi. s. 633.
- Hamlin, C. (1878). *Among the Turks*. New York: Robert Carter and Brothers. p. 297
- Hardman, K., Klein, G., Patriksson, G., Rychtecky, A., & Carreiro da Costa, F. (2008). Implementation of the Bologna Process and Model Curriculum Development in Physical Education Teacher Education. In Book: *Higher Education in Sport in Europe: From Labour Market Demand to Training Supply*. By; Petry, Froberg, Madella, Tokarski (Eds.). Meyer & Meyer Sport (UK) Ltd., p. 56.

- Hądzelek, K. (2002). Władysława Osmolskiego Koncepcje Kształcenia Nauczycieli Wychowania Fizycznego [Władysław Osmolski Concepts of Physical Education Teacher Education]. In book: *Polska Kultura Fizyczna w Czasach Zaborów i Drugiej Rzeczypospolitej*, Akademia Wychowania Fizycznego im. Bronisława Czecha w Krakowie, Pod Redakcją: Ryszarda Wasztyła, Zeszyty Naukowe Nr 85, s. 183-188.
- Hisar, A. Ş. (1958). *Geçmiş Zaman Fıkraları* [Past Time Jokes]. Hilmi Kitapevi, İstanbul, s. 153.
- İnalçık, H. (2013). *Rönesans Avrupası: Türkiye'nin Batı Medeniyetiyle Özdeşleşme Süreci* [Renaissance Europe: The process of Turkey's self-identification with the Western Civilization]. Türkiye İş Bankası Kültür Yayınları, 4. Basım, İstanbul, No: 320.
- İnan, A. (1982). *Gazi Mustafa Kemal Atatürk'ün 1923 Eskişehir - İzmit Konuşmaları* [1923 Eskişehir - İzmit Speeches of Gazi Mustafa Kemal Atatürk]. Türk Tarih Kurumu Yayınları, Ankara. s.19.
- İnan, M. R. (1980). *Mustafa Necati*. Ankara, s.115, 117, 181, 120–121.
- Irmak, S. (1984). *Atatürk: bir çağ'ın açılışı* [Atatürk: the opening of an era]. İnkılap Yayınevi, 8., s.354-355.
- İstanbuluoğlu, A. (2008). *Türkiye Milli Olimpiyat Komitesi'nin 100 Yılı 1908-2008* [100 Years of the National Olympic Committee of Turkey 1908-2008]. Türkiye Millî Olimpiyat Komitesi (TMOK). İstanbul: TMOK Yayınları.
- Jaśtał, K. (2019). *Niemcy: naród i ciało* [Germany: Nation and Body]. Publisher: Księgarnia Akademicka.
- Jedan, D. (1990). "Theory and Practice: Johann Heinrich Pestalozzi," *Vitae Scholasticae* 9.
- Jurek T., Łuczak M., & Wyszowska I. (2019). *Uniwersytet Poznański (1919-2009); Akademia Wychowania Fizycznego im. Eugeniusza Piaseckiego w Poznaniu w latach 1950–2019* [University of Poznań (1919-2019); Eugeniusz Piasecki Poznań University of Physical Education from 1950 to 2019].
- Kahraman, A. (1989). *Cumhuriyete kadar Türk güreşi* [Turkish Wrestling Until the Republic]. Cilt II. Kültür Bakanlığı Yayınları, Ankara: Özkan Matbaası.
- (1995). *Osmanlı devletinde spor* [Sports in the Ottoman Empire]. Ankara: Kültür Bakanlığı Yayınları.
- Kałamacka, E. & Łuczak, M. (2022). Co-Creators of the Polish Physical Culture Model – Wenanty and Eugeniusz Piasecki. *Studies in Sport Humanities* 2021;30:18-26.
- Kałamacka, E. (1999). Problematyka fizjoterapii w poglądach i działalności Rafała Józefa Czerwiakowskiego (1743-1816) [The issues of physiotherapy in the views and activities of Rafał Józef Czerwiakowski (1743-1816)]. [W:] *Przełomy w historii. XVI Powszechny Zjazd Historyków Polskich. Polskie Towarzystwo Historyczne, Pamiętnik Toruń 2004; T. III, cz. 3: s. 337-348.*
- Kalpakçioğlu, Ö. (2009). *Galatasaray'da Bilinmeyenler* [Unknown Aspects of Galatasaray]. Simurg Kitapçılık. s. 36.
- Karaalioğlu, K. S. (1982). *Resimli Türk Edebiyatçılar Sözlüğü* [Illustrated Dictionary of Turkish Writers]. İnkılâp ve Aka, p. 128.

- Karaküçük, S. (1989). *Beden Eğitimi Öğretmeninin Eğitimi* [Training of Physical Education Teacher]. Ankara: Gazi Kitabevi. s.52
- Karal, E. Z. (1977). *Osmanlı Tarihi VII. Cilt Islahat Fermanı Devri 1861-1876* [Ottoman History VII Volume the Period of Reform Edict 1861-1876]. Ankara: Türk Tarih Kurumu Basımevi.
- Katchadourian, S. (1999). *Great Need Over the Water: The Letters of Theresa Huntington Ziegler, Missionary to Turkey, 1898-1905*, Taderon Press, Michigan, 1999. p. 233.
- Kaya, Ö. (2020, November). Robert Kolej ve Türk sporuna katkıları [Robert College and its contributions to Turkish sports]. *Paros Dergisi, Sayı: 110*.
- Kivinen, O., Nurmi, J. (2003). Unifying Higher Education for Different Kinds of Europeans. Higher Education and Work: A comparison of ten countries. *Comparative Education*, 39(1), 83–103.
- Koca, Ş (2005). *Bektâşilik ve Bektâşi Dergahları* [Bektashism and Bektashi Dergahs]. İstanbul: Cem Vakfı Yayınları. s.189
- Kocabaşoğlu, U. (2000). *Anadolu'daki Amerika (Kendi Belgeleriyle 19. yy.'da Osmanlı İmparatorluğu'ndaki Amerikan Misyoner Okulları)* [America in Anatolia: American Missionary Schools in the Ottoman Empire in the 19th Century with Their Own Documents]. Ankara: İmge Yayınevi. s.122.
- Kocaturk, U. (1999) *Doğumundan Ölümüne Kadar Kaynakçalı Atatürk Günlüğü* [Ataturk's Diary with Bibliography From Her Birth To Her Death]. s. 132.
- Koçer, H. A. (1991). *Türkiye'de Modern Eğitimin Doğuşu ve Gelişimi* [The Birth and Development of Modern Education in Turkey]. İstanbul: Milli Eğitim Bakanlığı Yayınları.
- Kodaman, B. (1999). *Abdülhamit Devri Eğitim Sistemi* [Educational System in the Period of Abdul Hamid]. Ankara: TTK Yayınları, 145.
- Kraśniewski, A. (2009). *Proces Boloński, To już 10 lat* [The Bologna Process, It's Already Been 10 Years]. Fundacja Rozwoju Systemu Edukacji, Warszawa. s. 5.
- Krüger, H. H. (2005). *Wprowadzenie w teorie i metody badawcze nauk o wychowaniu* [Introduction to Theories and Research Methods of Education Sciences]. Wydawnictwo Gdańskie Wydawnictwo Psychologiczne, Gdańsk. s. 156-174.
- Kuran, A. & Hiçyılmaz, E. (2017). *Osmanlı'dan Günümüze: Ermeni - Rum - Musevi Kulüpleri ve Sporcuları* [From the Ottomans to the Present: Armenian - Greek - Jewish Clubs and Athletes] T.C. Gençlik ve Spor Bakanlığı. s. 91-95.
- Łątka, J. S. (1993). *Pasza z Lechistanu: Mustafa Dżelaeddin (Konstanty Borzęcki)* [Pasha from Lechistan: Mustafa Celalettin (Konstanty Borzęcki)]. Kraków: Społeczny Instytut Historii i Kultury Turcji.
- Leonard, F., E. (1904). *The Beginnings of Modern Physical Training in Europe*. pp.:99-102.
- (1971). *The History of Physical Education*, ort, CT.
- Lisicki, T. (2004) Education of Physical Education Teachers in Poland. *Pedagogics, Psychology, Medical-Biological Problems of Physical Training and Sports*. Kharkiv, No: 11, p.: 145.

- Łobocki, M. (1999). *Wprowadzenie do metodologii badań pedagogicznych* [Introduction to the Methodology of Pedagogical Research]. Wyd. Impuls, Kraków. s. 103-119.
- Łuczak, M. (2016). (red.), *Wybór źródeł, Eugeniusz Piasecki* [(Ed.), Selection of Sources: Eugeniusz Piasecki]. Wyd. Poznańskie Towarzystwo Przyjaciół Nauk, Poznań 2016.
- Łuczak, M., Wyszowskiej, I. (2022). *Eugeniusz Piasecki w 150. rocznicę urodzin* [Eugeniusz Piasecki: On the 150th Anniversary of His Birth]. pod red. Macieja Łuczaka i Izabeli Wyszowskiej. Wydawnictwo AWF w Poznaniu, Poznań 2022.
- Lüküslü, D. & Dinçşahin, Ş. (2013). Shaping Bodies Shaping Minds: Selim Sırrı Tarcan and the Origins of Modern Physical Education in Turkey. *The International Journal of the History of Sport*, Vol. 30, No. 3, s. 199.
- Lumpkin, A. (1990). *Physical education and sport: A contemporary introduction*. (3rd ed.) St. Louis: Mosby, 165-189.
- Lutyńska, K. (1984). *Wywiad kwestionariuszowy* [Questionnaire Interview]. Ossolineum, Wrocław. s. 110-146.
- MacPhail, A. & Tannehill, D. & Avşar, Z. (2019). *European Physical Education Teacher Education Practices: Initial, Induction, and Professional Development*. Maidenhead: Meyer & Meyer Sport (UK) Ltd.
- Mallon, B. (2015). *The 1906 Olympic Games: Results for All Competitors in All Events, with Commentary*. History of the Early Olympics, 4. p. 102.
- Mangan, J. A. & Walvin, J. (1987). *Manliness and Morality: Middle-Class Masculinity in Britain and America, 1800-1940*. Manchester University Press.
- Mangan, J. A. (1986). *Athleticism in the Victorian and Edwardian Public School the Emergence and Consolidation of an Educational Ideology*. Columbia University Press.
- Mason, P. (1982). *The English Gentleman. The Rise and Fall of an Ideal*. William Morrow Company.
- McCarthy, J. (1997). *The Ottoman Turks: An Introductory History to 1923*. New York: Longman.
- McIntosh, P. C. (1981). *Landmarks in the History of Physical Education*. Routledge & Kegan, London.
- Mechikoff, A., R., & Estes, S. (1993). *A History and Philosophy of Sport and Physical Education: From the Ancient Civilizations to the Modern World*. Brown & Benchmark Pub. p.43.
- Mehed Esat (Pirizade) (1312/1894): *Mir'at-i Mühendishâne-i Berri-i Hümayun* [Mirror of the Imperial School of Engineering]. İstanbul: Karabet Matbaası.
- (1315/1897). *Mir'at-ı Mekteb-i Harbiye* [Mirror of the Turkish Military Academy]. İstanbul.
- Melanson, T. (2009). *Perfectibilists: The 18th Century Bavarian Order of the Illuminati*. Trine Day, Walterville, Oregon, pp. 377-380.
- Mengüten, S. & Çelebi, E. (2005). *Jimnastik* [Gymnastics]. In *Encyclopedia: Morpa Spor Ansiklopedisi* [Morpa Sports Encyclopedia]. Cilt 2. İstanbul: Morpa Kültür Yayınları, s. 27-28.

- Mester, L. (1931). *Die Körpererziehung an den Universitäten* [Physical Education at Universities]. Langensalza: Beltz. Berlin – Leipzig.
- Michalski, C. (2007) *Sport krakowski do 1914 roku* [Krakow sports until 1914]. Kraków: studia z dziejów miasta: w 750 rocznicę lokacji / pod red. nauk. Jerzego Rajmana. - Kraków: Wydawnictwo Naukowe Akademii Pedagogicznej, s.199-210
- (2012). *Akademycki Związek Sportowy w Krakowie: Cz. I, 1909-1945* [The University Sports Association in Cracow: Chapter I, 1909-1945]. p.3.
- Namlı, S. (2019). Examination of Physical Education and Sports Undergraduate Programs of the Bologna Process Countries (Poland-Turkey Case). *Comparative Professional Pedagogy*. Vol 9 (2) pp. 29-39.
- Naul, R. & Scheuer, C. (2020). Historical roots and strands of physical education and school sport development in Europe. In book: *Research on Physical Education and School Sport in Europe*. Publisher: Meyer & Meyer. p.23.
- Naul, R. (2003). Concepts of Physical Education in Europe. In book: *Physical Education: Deconstruction and Reconstruction - Issues and Directions* (pp.35-52) Edition: 1st Publisher: Schorndorf: Hofmann Editors: Hardman K. Retrieved June 12, 2022, from <https://www.researchgate.net/publication/260096002>
- Nâzım Şerâfeddin (1886) *Sihhatnümâ: Bahçe ve Salonlarda Cimmastik Tâlimi yâhûd Bil-tedrîc cümle-i adliyenin neşv ü nemâsına mahsûs-ı tecârüb bedeniyye eğlenceleriyle her yerde icrâ-yı kabil bilâ echeze tâlimât-ı makûleden bahis sihhatnümâ*. [Sihhatnümâ: Gymnastics Training in Gardens and Halls...] İstanbul: Matbaâ-yı A.K. Tozluayan İdare-yi Şirket-i Mürettebiye, 1302 (1886/1887). Prepared for publication: Sevengül Sönmez, Spor Geçmişi Dizisi – I. 1996.
- Neuendorff, E. (1930-1936). *Geschichte der neueren deutschen Leibesübung vom beginn des 18 jahrhunderts bis zur gegenwart* [History of Modern German Physical Exercise from the Beginning of the 18th Century to the Present]. Dresden: Wilhelm Limpert Verlag.
- Obodyński, K. (1992). *Kształtowanie się kultury fizycznej młodzieży akademickiej w Polsce* [Development of the physical culture of students in Poland]. Rzeszów, WSP., s. 20.
- Ortaylı, İ. (1985). *Tanzimat'tan Cumhuriyete Türkiye Ansiklopedisi* [Encyclopedia of Turkey 'from the period of the Tanzimat to the establishment of the Republic']. Tanzimat 6. Cilt, İstanbul: İletişim Yayınları, No: 1545.
- Oszast, H. (1964). 'Szkola pływania' w Uniwersytecie Jagiellońskim w pierwszej połowie XIX wieku ['Swimming school' at the Jagiellonian University in the first half of the 19th century]. *Wychowanie Fizyczne i Sport*, T. 8 nr 4, s. 517-522
- Özalp K. (1969) *Özalp Atatürk'ü Anlatıyor* [Özalp Talks About Atatürk]. Tef. No:12.
- Özçakır, S. & Yıldırım, İ. (2016). II. Meşrutiyet Dönemi Beden Eğitiminde Çağdaş Dönüşümler (1908-1918). [Contemporary Transformations of Physical Education in II. Constitutional Period (1908-1918)]. *Sportmetre Beden Eğitimi ve Spor Bilimleri Dergisi*, 14(1): 15-28.
- Özçakır, S. (2015). 100 Yıl Öncesinde Türkiye'de Beden Eğitimi Öğretimi ve Günümüzdeki Yansımaları [Physical Education Teaching in Turkey 100 Years Ago and Its Current Reflections] *Spor Bilimleri Dergisi*, 26 (1), 18-25.

- Özdoğan, M. (2014). In Memoriam: Halet Çambel (1916-2014), *Paléorient, Pluridisciplinary Journal of Prehistory and Protohistory of Southwestern and Central Asia*, vol. 38.1-2, p. 9-11.
- Özmaden, M. (2009). T.İ.C.İ. Dönemi Sporla İlgili Gelişmeler ve Dönemin Spor Anlayışı [Developing with Sport and Understanding Sport at TICI Period]. *Ankara Üniversitesi Beden Eğitimi ve Spor Bilimleri Dergisi*. Sayfa:11 – 25.
- Özmaden, M., Soyer, F., & Özmaden, H. (2018). The Physical Education and Sport Studies in the Framework of Social Demands-Institutional Structuring and Teacher Training the Developments Before and During Turkey Training Community Alliance Period (1922 - 1936). *Asian Journal of Education and Training*, 4(3): 170-175.
- Öztürk, C. (1996). *Atatürk Devri Öğretmen Yetiştirme Politikası* [Atatürk Era Teacher Training Policy]. Ankara: Türk Tarih Kurumu Yayınları.
- (2007). *Atatürk Devri Öğretmen Yetiştirme Politikası* [Atatürk Era Teacher Training Policy], Ankara: Türk Tarih Kurumu Yayınları.
- Pachociński, R. (2006). *Zarys Pedagogiki Porównawczej* [Outline of Comparative Pedagogy]. Warszawa: IBE, s. 10-12.
- Papazian, V. (1962). *Love, Love, Love: Memoirs of the Ottoman Armenian Sportsman*, Beirut: Sevan, p. 53.
- Petry, K. & Froberg, K. (2006). Overview of the project. In: *Thematic Network Project AEHESIS - Report of the Third Year*. By: Petry, K., Froberg, K. & Madella, A. (2006). Cologne.
- Petry, K., Froberg, K. & Madella, A. (Ed.) (2006). *Thematic Network Project AEHESIS – Report of Third Year*. Published by the Institute of European Sport Development & Leisure Studies, German Sport University Cologne.
- Pfister, G. (2003). Cultural confrontations: German *Turnen*, swedish gymnastics and english sport – European diversity in physical activities from a historical perspective. *Sport in Society, Volume 6*, Issue 1, p.:63
- Piasecki, E. (1929). *Dzieje wychowania fizycznego* [The History of Physical Education]. Lviv.
- Pilch, T. & Bauman, T. (2001). *Zasady badań pedagogicznych. Strategie ilościowe i jakościowe* [Principles of Pedagogical Research: Quantitative and Qualitative Strategies]. Żak Wydawnictwo Akademickie, Warszawa. s. 191.
- Polat, İ. (1988). Osmanlı İmparatorluğu'nda Açılan Amerikan Okulları Üzerine Bir İnceleme [An Examination of American Schools Established in the Ottoman Empire]. *Belleten*, Cilt 52 - Sayı 203, pp. 627-652.
- Potukoğlu, S., Büyüktolu, R. (2020). Osmanlı'da Yabancı Dil Öğretimi ve Robert Koleji Örneği [Foreign Language Teaching in the Ottoman Empire and Robert College Sample]. *Belgi Dergisi*, C.2, s.19.
- Račkauskas, A. J. (1968). The First National System of Education in Europe - The Commission for National Education of the Kingdom of Poland and the Grand Duchy of Lithuania (1773-1794). *Lithuanian Quarterly Journal of Arts and Sciences*. Vol. 14, No.4 - Winter 1968.
- Ripley, G., Dana, Charles A., eds. (1879). “Jahn, Friedrich Ludwig.” *The American Cyclopædia*.

- Rousseau, J. (1762). *Émile, ou De l'éducation* [Emile, or Education]. Translated By Barbara Foxley MA, London & Toronto, Published by J.M. Dent & Sons Ltd & In New York by E.P. Dutton & Co. Ed.1911.
- Şabanoğlu, M. (2018). *Kuruluş: Mekteb-İ Sultani'den Galatasaray Spor Kulübü'ne Türkiye'de Futbolun Erken Çağı (1904-1907)* [The Establishment of Galatasaray Sports Club: The Early Era of Football in Turkey (1904-1907)] s. 26-27.
- Sabev, O. (2014). *Spiritus Roberti: Shaping New Minds and Robert College in Late Ottoman Society (1863-1923)*, İstanbul, Boğaziçi Üniversitesi Yayınları, 2014, s. 243.
- Sakaoğlu, N. (2013). *Şafak Uykusundaki Kent Harput* [Harput City in the Dawn Sleep]. Gülsan Eğitim ve Kültür Vakfı.
- Schöffler, H. (1986). *England, das Land des Sportes: Eine kultursoziologische Erklärung* [England, the Land of Sports: A Sociocultural Explanation]. Volume 10 of Sport, Kultur, Veränderung. München: Lit.
- Schwendimann, M. (2019). Orte der Körpererziehung: Ein Streifzug durch die Geschichte der Turn- und Sporthallen [Places of Physical Education: A journey through the history of gymnasiums and sports halls]. In the Book: *Kunst+Architektur in der Schweiz* [Art+Architecture in Switzerland]. No:1, 2019, pp: 8-17. Publisher: Gesellschaft für Schweizerische Kunstgeschichte (GSK) [Society for Art History in Switzerland].
- Selim N. G. (1934). *Galatasaray Tarihçesi* [Galatasaray History]. Unpublished.
- Şencan Gürtunca, E. E. (2018). Robert Kolej'de Okuyan Türk Öğrencilerin Sosyal Arka Planları (1863-1971) [Social Backgrounds of Turkish Students Who Studied at Robert College (1863-1971)]. *Yakın Dönem Türkiye Araştırmaları*, 17 (33), 29-64.
- Seward, W. H. (1873). *Travels Around the World*. Olive Risley Seward (Ed.). New York: D. Appleton and Company, pp. 641-642.
- Sezer, A. (1999). Osmanlı'dan Cumhuriyet'e Misyonerlerin Türkiye'deki Eğitim ve Öğretim Faaliyetleri [Missionaries' Educational and Instructional Activities in Turkey from the Ottoman Empire to the Republic]. *Hacettepe Üniversitesi Edebiyat Fakültesi Dergisi*, Cilt: 16 - Özel Sayı, s. 175.
- Şinforoğlu, T. (2020a). Türkiye'de Beden Eğitimi Öğretmeni Yetiştirme Çabaları Ve Öncü Kuruluşlar (1908-1930) [Physical Education Teacher Training Efforts in Turkey and Leading Institutions (1908-1930)]. *Sportmetre Beden Eğitimi ve Spor Bilimleri Dergisi*, Cilt:18, Spor Tarihi Özel Sayı, s.73-105.
- (2020b). Türkiye'nin Erken Dönem Olimpik Serüveni ve Ay-Yıldız'ın Olimpiyat Oyunları'nda İlk Resmi Temsili (1896-1921) [Turkey's Early Olympic Adventure and First Official Representation of the Star & Crescent at the Olympic Games (1896-1921)]. *Sportmetre Beden Eğitimi ve Spor Bilimleri Dergisi*, Cilt:18, Spor Tarihi Özel Sayı, s.21-55
- (2022). Distance Education for the Public during Turkey's Early Republican Period: Physical Education Lessons on Radio. *The International Journal of the History of Sport*. Volume 38, 2021 - Issue 16.
- Şişman, A. (1989). *Galatasaray Mekteb-i Sultanisi'nin Kuruluşu ve İlk Eğitim Yılları 1868 – 1871* [The Establishment and Early Years of Galatasaray Mekteb-i Sultanisi 1868-1871]. Edebiyat Fakültesi Yayınları, s. 38.

- Socha, M. W. (2011). Proces Boloński: perspektywa jakości kształcenia [The Bologna Process: Higher Education Quality Perspective]. *Przegląd Socjologiczny*, 4, s. 42.
- Soğuksu, K. (2011). Physical activity level between Polish and Turkish university students (IPAQ). In *Physical Activity in Health and Disease*; Ed. Bergier B.; Pope John Paul II State School of Higher Education in Białą Podlaska: Białą Podlaska, Poland; pp. 19–27.
- Somel, S. A. (2010). *Osmanlı'da Eğitimin Modernleşmesi (1839- 1908) İslamlaşma, Otokrasi ve Disiplin* [Modernization of Education in the Ottoman Empire (1839-1908): Islamization, Autocracy, and Discipline]. Çev. Osman Yener, İstanbul: İletişim Yayınları.
- Spingola, D. (2011). *The Ruling Elite: A Study in Imperialism, Genocide and Emancipation*. Trafford Publishing, p.:89.
- Sturzebecker, RL. (1973). *Physical education in Russia. Physical education around the world* (Ed. Ainsworth, D.S.). PH: Epsilon Kapa Fraternity, no: 5, pp.69-82.
- Sulek, A. (2001). *Sondaż Polski* [Polish Survey]. Instytutu Filozofii i Socjologii PAN 2001. Warszawa. s. 152-157.
- Szreder, M. (2010). *Metody i techniki sondażowych badań opinii* [Methods and techniques of public opinion polls]. Polskie Wydawnictwo Ekonomiczne, Warszawa. s. 141.
- Szreter, R. (1974). Europe's First Ministry of Education and the Problem of the Supply of Teachers. *British Journal of Educational Studies*, 22(2), p.182.
- Tanyer, T. (2010). *Mekteplilerin İdman Bayramı ve Samsun Posta Tarihi* [Training Festival of Schooler and Samsun Postal History]. Sergi 7 – 15 Mayıs 2010 Samsun Valiliği Kültür Sanat Galerisi. Türkiye Barolar Birliği. s. 78.
- [Tarcan], Selim Sırrı (1319/1903). *Terbiye-i Bedeniye, (Birinci Eser)* [Physical Education, Book 1]. İstanbul: Matbaa-i Ahmet İhsan ve Şürekâsı.
- (1320/1904). *Terbiye-i Bedeniye, (İkinci Eser)* [Physical Education, Book 2]. İstanbul: Matbaa-i Ahmet İhsan ve Şürekâsı.
- (1321/1905). *Terbiye-i Bedeniye, (Üçüncü Eser)* [Physical Education, Book 3]. İstanbul: Artin Asaduryan Şirket-i Mürettebiyye Matbaası.
- (1928). *Terbiye-i Bedeniye Tarihi* [History of Physical Education]. İstanbul Devlet Matbaası.
- (1932). *Beden Terbiyesi: Oyun – Cimmastik – Spor* [Physical Education: Game – Gymnastics – Sports]. Devlet Matbaası, İstanbul. s. 86.
- (1932). *Radyo Konferanslarım* [My Radio Conferences]. İstanbul: Devlet Matbaası.
- (1940). *Şimalin Üç İrfan Diyarı: Finlandiya, İsveç, Danimarka* [Three Civilaziation of the North: Finland, Sweden, Denmark]. İstanbul: Ülkü Basımevi. s. 55-56.
- (1946a). *Hatıralarım* [My Memoirs]. İstanbul: Türkiye Yayınevi. s. 8-9.
- (1946b). *Hatıralarım* [My Memoirs]. Canlı Tarihler XVI, İstanbul: Türkiye Yayınevi. s. 46.
- (1948). *Yeni ve Eski Olempiyatlar* [New and Old Olympics]. Ülkü Basımevi, İstanbul
- Tayga, Y. (1990). *Türk Spor Tarihine Genel Bakış* [Overview of Turkish Sport History]. 8, Ankara.

- Tazegül, Ü. (2018). *Osmanlı İmparatorluğu'nun Son Dönemlerinde Misyonerlik ve Spor* [Missionary Work and Sports in The Last Period of The Ottoman Empire]. *İnsan ve Toplum Bilimleri Araştırmaları Dergisi*, 7 (1), 171-191.
- Tekeli, İ. & İlkin, S. (1999). *Osmanlı İmparatorluğunda Eğitim ve Bilgi Üretim Sisteminin Oluşumu ve Dönüşümü* [Formation and Transformation of Education and Knowledge Production System in the Ottoman Empire]. Ankara: Türk Tarih Kurumu Yayınları.
- Tekil, S. (1985). *Galatasaray Tarihi* [History of Galatasaray] 1905-1985, Ekol Ofset AŞ., s. 5-12.
- Topolski J. (1984). *Metodologia historii* [Methodology of History]. Warszawa: PWN.
- Toporowicz, K. (1988). *Eugeniusz Piasecki (1872-1947): Życie i dzieło* [Eugeniusz Piasecki (1872-1947): Life and work]. PWN Warszawa – Kraków.
- (1989). *Eugeniesz Piasecki i jego rola w rozwoju Uniwersyteckiego Kształcenia Nauczycieli Wychowania Fizycznego w Polsce* [Eugeniusz Piasecki and His Role in the Development of University Education for Physical Education Teachers in Poland]. *Nauki społeczne a kultura fizyczna, Ogólnopolska Konferencja Naukowa, Poznań, dnia 3 czerwca 1988, seria: Monografie Akademii Wychowania Fizycznego w Poznaniu, nr 267, s. 45–61.*
- Topuz, H. (1975a). *Konuklar Geçiyor "Konuşmalar, Anılar"* [Guests Passing "Speech, Memories"]. İstanbul. İlk Baskı. s.57-58
- (1975b). *Konuklar Geçiyor* [Guests Passing], Çağdaş Yayınlan, İstanbul, s. 55.
- Triet, M., Schildknecht, P. (2002). *Die Eidgenössischen Turnfeste 1833-2002. Streiflichter auf ein nationales Ereignis* [The Federal Gymnastics Festivals 1833-2002. Highlights of a national event]. *Schweizer Beiträge zur Sporgeschichte Band 4/2002* [Swiss contributions to the history of sport; Vol. 4/2002]. Published by Weltbild Olten. p.:28.,
- Tröhler, D. (2017). Shaping the National Body: Physical Education and the Transformation of German Nationalism in the Long Nineteenth Century. *Nordic Journal of Educational History Vol. 4, no. 2, p.:35.*
- Türkmen, M. (2013). Erken Cumhuriyette Beden Eğitimi ve Sporun İdeolojik Temelleri [Ideological Foundations of Physical Education and Sport During Early Republican Period]. *International Periodical For The Languages, Literature and History of Turkish or Turkic, Volume 8/6 Spring, p. 729-740, Ankara.*
- Ulfkotte, J. V. (2011). Der Turnplatz auf der Hasenheide als frühmoderner Handwerksbetrieb [The Gymnastics Site on Hasenheide as an Early Modern Craft Operation]. "Jahn-Reports" 32nd edition, May, by the Friedrich-Ludwig-Jahn-Gesellschaft. Freyburg / Unstr. p.: 25.
- Ülman, I. Y. F. (2017). *Galatasaray Tıbbiyesi, Tıbbiye'de Modernleşmenin Başlangıcı* [Imperial School of Medicine, Galatasaray, the Beginning of Modernisation in Medicine]. İstanbul Bilgi Üniversitesi Yayınları.
- Unat, F. R. (1964). *Türk Eğitim Sisteminin Gelişmesine Tarihi Bir Bakış* [A Historical Look at the Development of the Turkish Education System]. Ankara: Milli Eğitim Basımevi. 18.
- Üngör, E. (1965). *Türk Marşları* [Turkish Marches]. Türk Kültürünü Araştırma Enstitüsü, p. 54.
- Ünver, S. (1967). Ahmed Vefik Pasha Kütüphanesi [Ahmed Vefik Pasha Library]. *Türk Kütüphaneciler Derneği Bülteni, Cilt 16, Sayı 1, s.26*

- Us, H. T. (1943). *Elli Yıl* [Fifty Years]. Türk Basın Birliği Yayınları.
- Uşaklıgil, Z. H. (1950). *Dost Gözile 75 Yaşında Genç Selim Sırrı Tarcan* [Selim Sırrı Tarcan at 75 Years Young, Through the Eyes of a Friend]. By: Aygen, Ş., Feridun, H. & Bölükbaşı, T. R. Ülkü Basımevi, s. 17, 31, 49-52
- Uslu, S. S. (2017). *Basın Kaynaklarıyla Galatasaray Tıbbiyesinden Mektebi Sultani'ye Eğitimde Yenilik ve Gelenek* [Innovation and Tradition in Education: From Galatasaray Medical School to Imperial School Through Press Sources]. Domingo Yayınevi, s. 39.
- [Üstünidman], Ali Faik (1890). *Jimnastik Yahut Riyâzet-i Bedeniyye* [Gymnastics or Physical Training]. Der Saadet: Mahmut Bey Matbaası.
- Vahdettin, E. (1996). *1868'den 1923'e Mekteb-i Sultani* [Galatasaray High School from 1868 to 1923], İstanbul, Galatasaraylılar Derneği, 2003, s. 46, 70.
- Viereck, P. (1961). *Metapolitics: The Roots of the Nazi Mind*. New York: Capricorn Books.
- Wacek, R. (1947). *Wspomnienia sportowe* [Sports Memories]. Wydawnictwo Św. Krzyża, Opole, 20.
- Wade, MG. (1969). *Teacher education in England-Canada-USA. Physical education around the world*. (Ed. Ainsworth, D.S.). PH: Epsilon Kapa Fraternity, no:3, pp. 46-51.
- Wierzchosławski, S. (1963). Efektywność przedsiębiorstw handlowych jako przedmiot badań ankietowych [The Efficiency of Commerce as a Subject of Anquete Research]. *Ruch Prawniczy, Ekonomiczny i Socjologiczny* 25, z. 1, s. 183.
- Wilk, S. (1985). *Historia rehabilitacji: skrypt dla studentów Wydziału Rehabilitacji Ruchowej*, [History of rehabilitation: script for students of the Faculty of Physical Rehabilitation]. AWF, Warszawa.
- Wintsch, S. (2016). *Nancy Atakan, Azade or on Freedom*. Essay by Susann Wintsch.
- Wroczyński, R. (1971). *Powszechne Dzieje Wychowania Fizycznego i Sportu* [General History of Physical Education and Sport]. Ossolineum, Wrocław.
- (2003). *Powszechne Dzieje Wychowania Fizycznego i Sportu* [General history of physical education and sport]. Wrocław: Wydawnictwo BK, 195.
- Wrzosek, A. (1911). *Ludwik Bierkowski; Monografia z 7 ilustracjami* [Ludwik Bierkowski; Monograph with 7 illustrations]. Nakładem Autora. Skład główny w Księgarni Gebethnera i Ski, Kraków.
- Yalçın, S. (2006). *Efendi 2: Beyaz Müslümanların Büyük Sırrı* [Efendi 2: The Great Secret of White Muslims]. Doğan Kitapçılık, İstanbul.
- Yalçın, S., Güler, A. (2002). *Atatürk-Hayatı Düşünceleri ve Kişiliği* [Ataturk's Life Thoughts and Personality]. C.I, Ankara 2002, s.100.
- Yalouris, N. (1976). *Athletics in Ancient Greece. Ancient Olympia and the Olympic Games*, Ekdotiki Athinon, Athens, p. 54.
- Yaramanoğlu, A. A. (2014). *Cerrah Ali Efendi & Ahmet Yaraman*.
- Yarar, B. (2014) Osmanlı'dan Cumhuriyete Geçiş Süreci ve Erken Cumhuriyet Dönemi Türkiye'sinde Modern Sporun Kuruluşu [Constitution of Modern Sports in Turkey During the Transition from Empire to Republic and in the Early Republican Period]. *Hacettepe Üniversitesi Türkiyat Araştırmalar Dergisi, Güz (21)*, 301-317.

- Yetişgin, M., Dumanoğlu, S. C. (2017). Osmanlı Dârümuallimîn Mektebi: Maraş Dârümuallimîni [Ottoman Teachers' Training School for Boys: The Teachers' Training School for Boys of Maraş]. *Gaziantep University Journal of Social Sciences*, 16 (4), 1083-1100.
- Yiğit, A. (2019). Jimnastik Sporunun Osmanlı Devleti'ne Girişi ve Uygulama Örnekleri [Introduction of Gymnastic Sports to Ottoman State and Practical Examples]. *Türk Halklarının Geleneksel Spor Oyunları VIII*. Kahramanmaraş. p. 387.
- Yıldırım, İ. (2005). Spor Yoluyla Erdemlilik Eğitiminin Tarihsel Görünümü [The Historical Overview of Moral Education Through Sports]. *Spor Eğitiminin ve Performansının Felsefi Temelleri Sempozyumu* [Symposium on the Philosophical Foundations of Sports Education and Performance]. Celal Bayar University, Manisa, Turkey, 08- 09 April.
- (2008). Meşrutiyetten Cumhuriyete bir idealistin yaşam serüveni: Selim Sırrı Tarcan [From Constitutional Monarchy to Republic: The Life Journey of an Idealist, Selim Sırrı Tarcan]. *10. Uluslararası Spor Bilimleri Kongresi*, Selim Sırrı Tarcan Paneli'nde yapılmış konuşma, Abant İzzet Baysal Üniversitesi, Bolu.
- (2012). Gazi'ye Giden Yol: Türkiye'de Spor Yükseköğretiminin Kurumsal ve Düşünsel Öncelleri [The Road to Gazi: Institutional and Intellectual Precursors of Sports Higher Education in Turkey]. *Keynote address at the 2nd International Social Sciences in Physical Education and Sport Congress*. 31 May-02 June 2012. Ankara. ss. 40-55.
- (2018). Selim Sırrı Bey'in Yaşadıkları Üzerinden Beden Eğitiminin Görev Sınırlarıyla İmtihanı: Sağlığa Temasta "Cıss!" Etkisi. [Examining the Limits of the Physical Education Instructor's Duties through the Experiences of Selim Sırrı Bey: The "Cıss!" Effect in Touching Health]. *16th International Sport Sciences Congress Papers of The Association of Sports Sciences*; p76-79, 4p.
- Yücel, A. H. (1993). *Milli eğitimle ilgili söylev ve demeçler* [Disclaimers and Statements on National Education]. Hasan Ali Yücel Külliyyatı I, Ankara: Kültür Bakanlığı Yayınları: 1573. Türk Klasikleri Dizisi: 28, s. 125.
- (1994 Ekim). *Türkiye'de Orta Öğretim* [Secondary Education in Turkey]. Kültür Bakanlığı Yayını, Ankara.
- Yükseköğretim Kurulu (YÖK) [Council of Higher Education]. (2010 June). *Yükseköğretimde Yeniden Yapılanma: 66 Soruda Bologna Süreci Uygulamaları*. [Reconstruction in Higher Education: The Application of Bologna Process Through 66 Questions]. Ankara. p.2
- Zivanovic, N. (2000). *Contribution to the epistemology of physical education*. Niš, Panopticon, pp.: 147–154.
- Zivanovic, N. Pavlovic, P. Antala, B. & Babic, P. K. (2015). *History of Physical Education in Europe I*. p. 12.
- Żmuda-Pałka, M. & Siwek, M. (2022). Modern Visions of Physical Education: The Dissemination and Institutionalization of Polish Enlightenment Publications. *International Journal of the History of Sport*. Vol.39, Issue 11:1-19, pp. 1265-1283.

2. Journals, Magazines and Periodicals

- [n.a.]. (1881.06.15). Image: Major Walter Clopton Wingfield (1833-1912), the inventor of modern lawn tennis. Published in the English magazine *Illustrated Sporting and Dramatic News*, Vol. 15.
- [n.a.]. (1908.12.21). Terbiye-i Bedeniye Mektebi [School of Physical Education]. *Servet-i Fünûn Dergisi*, s. 3, sü. 4, s. 3, sü. 1.
- [n.a.]. (1909.01.14). Svensk gymnastik i Turkiet [Swedish gymnastics in Turkey]. *Ny Tidning För Idrott* [Sports Magazine], (2), s. 20.
- [n.a.]. (1914). Terbiye-i Bedeniye Mektebi [School of Physical Education]. *Tedrisat Mecmuası*, 4(23), 42.
- [n.a.]. Osmanlı Genç Dernekleri Mecmuası [Ottoman Youth Associations Magazine]. (1918). No. 8.
- [n.a.]. (1920). Dârümuallimîn Mektebini ziyaret [Visiting the Male Teacher Training School]. *Spor Âlemi*, 28(4), 8-9
- [n.a.]. (1928). Terbiye-i Bedeniye Muallimliği Kursu [Training Course of Physical Education]. *Maarif Vekaleti Mecmuası*, (11), 187-188.
- [n.a.]. (2013 Nov.). Atatürk ve Spor [Atatürk and Sports]. By: Turkish Olympic Committee, *Olimpiyat Dünyası. Sayı 51. s. 37-38.*
- [n.a.]. (2014 May). Misyonerlik Faaliyetleri ve Fırat Koleji [Missionary Activities and Euphrates College]. *Finans Dünyası. Sayı 293, s. 84-85.*
- [n.a.]. (2015 Jan.). Türkiye’de Cimnastik [Gymnastics in Turkey]. By: Turkish Olympic Committee, *Olimpiyat Dünyası. Sayı 55. s. 47-51.*
- Acun, F. (2015). Robert Kolej Mezunları ve Meşhurları [Robert College Graduates and Famous Graduates]. *TUHED: Turkish History Education Journal, 4 (2), 136-164.*
- Akça, Ü. (2016). Protestan Misyonerler ve Milli Devletlerin Doğuşu: Robert Kolej ve Bulgar Milli Devleti Örneği [Protestant Missioners and Emergence of Nation-States: Case of The Robert College and The Bulgarian Nation State]. *Journal of Economy Culture and Society, No: 53, (1), p. 291.*
- Ali Seyfî (1332/1914). Bahriye’de terbiye-i bedeniye [Physical Education in the Navy]. *Risâle-i Mevkûte-i Bahriye*, 3(2), 81- 87.
- Alpman, C. & Arun, C. (1940.04.15). Ahmet Yaraman (1914-1940). *Okul-Spor Dergisi*, Yayınevi: Mf. V., Cilt: 1, Sayı: 17. s. 249, 258-259, 268-269, 271
- Ameye, T. (2006). Belgium. *Journal Of Olympic History: The Official Publication of The International Society of Olympic Historians Vol. 14.3. pp. 20-29.*
- Antonowicz, D. (2015). Lost opportunity? The Bologna Process in Poland. *Journal of European Higher Education Area. Vol. 3, p. 6.*
- Aral, F. (2002). Sporumuzda öncü bir Galatasaraylı ‘İdmancılar Şeyhi Ali Faik Üstünidman. [‘Ali Faik Üstünidman The Leader of Athletes’ A Pioneering Galatasaray Figure in Our Sports]. *Galatasaray Dergisi*, Eylül, 3. s. 123.

- Artemel, M. (2005). "The Hilltop on the South Campus". *Leaders. Boğaziçi University, Management magazine, Issue 4*: 12-15.
- As, E. (2016). İmparatorluktan Cumhuriyete geçiş sürecinde bir uluslararası entegrasyon örneği olarak modern olimpiyatlara katılım [As an Example of International Integration, Participation to The Modern Olympic Games in The Process of Transition from Emperorship to The Republic System]. *A.Ü. Türk İnkılap Tarihi Enstitüsü Atatürk Yolu Dergisi*, 29.
- Aşeni (Şoenü), F. M. (1926.01.15). Mekteplerde Terbiye-i Bedeniye Mümkün Müdür? [Is Physical Education Possible in Schools?]. *Maç Dergisi*. 1(2), s. 5-8
- Balcı, A. (2004). Türkiye’de Eğitim Yöneticisi ve Eğitim Müfettişi Yetiştirme Uygulamaları: Sorunlar ve Öneriler [Procedure for Training Managers and Inspectors in Education in Turkey: Problems and Suggestions]. *Çağdaş Eğitim Dergisi, Mart, Sayı: 307*, s. 22-40.
- Bayazit, A. & Boz, E. (2017). Osmanlı Devleti ve Türkiye Cumhuriyeti Dönemi Yenileşme Hareketlerinin Türk Spor Kültürüne Etkileri "Tanzimattan Cumhuriyete Spor" [The Effects of the Ottoman Empire and Turkish Republic Innovation Movements on the Turkish Sports Culture "Sport from Reorganisations (Tanzimat Reform Era) to Republic"]. *Uluslararası Kültürel ve Sosyal Araştırmalar Dergisi (UKSAD), Özel Sayı 2*, s.215.
- Bednarek, J. & Pomykała, S. & Bigosińska, M. & Szyguła, Z. (2016). Physical Activity of Polish and Turkish University Students as Assessed by IPAQ. *Central European Journal of Sport Sciences and Medicine*, 16 (4), 13–22.
- Bölükbaşı, T. R. (1328/1910.03.01). Selim Sırrı Kimdir? [Who is Selim Sırrı?]. *Servet-i Fünûn Dergisi*, Cilt 42, Sayı 1084, s. 429.
- Bugajski, J. (1965). *Ludwik Bierkowski jako prekursor nowoczesnego wychowania fizycznego w Polsce w 1-szej połowie XIX w* [Ludwik Bierkowski a Precursor of Modern Physical Education in Poland in the first half of XIX c.]. *Wyższa Szkoła Wychowania Fizycznego W Krakowie* [Higher School of Physical Education in Cracow]. *Rocznik Naukowy, TOM VI*, Krakow.
- Büyükkaracı, S. (2001). Amerikan Okulları Üzerine Bir Araştırma [A Study on American Schools]. *Selçuk Üniversitesi Türkiyat Araştırmaları Dergisi*, no. 9, s. 14.
- Canşen, E. (2015). Türkiye Cumhuriyeti’nin Spor Politikaları [Republic of Turkey’s Sports Policy]. *Trakya Üniversitesi Sosyal Bilimler Dergisi, Cilt 17, Sayı 1*, s. 33-48.
- Çelik, O. V. & Bulgu, N. (2010). Geç Osmanlı Döneminde Batılılaşma Ekseninde Beden Eğitimi ve Spor [Physical Education and Sport on Westernized Movements in The Last Ottoman Period]. *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 24, 140.
- Cemaloğlu, N. (2005). Osmanlı Devleti’nde Yapılan Tanzimat Reformlarının Eğitim Sistemine Etkileri, Uygulamaları ve Sonuçları 1839-1876 [The Effects, Implementations, and Results of Tanzimat Reforms on the Education System in the Ottoman Empire, 1839-1876]. *Manas Üniversitesi Sosyal Bilimler Dergisi*, 7 (14), s. 156.
- Cenar, E. (1898). *Rozwój gimnastyki szwedzkiej*, „Przewodnik Gimnastyczny Sokół” [Development of Swedish gymnastics, “Sokół Gymnastics Guide”], nr 6, p. 67–69

- Ceylan, L., Uzun, N. R., Gül O., Gül, M. & Çebi, M. (2020). Türk Spor Politikasının Tarihsel Gelişimi: Devlet Ve Spor. [Historical Development of Turkish Sports Policy: State and Sports]. *Gece Kitaplığı Yayınevi, Sporda Akademik Yaklaşımlar – 6*, s. 185.
- Coşgun-K., S. (2017) Kuruluşu, Öğrencileri, Etkisi: Amerikalı Seyyah Diplomat ve Misyonerlerin Anlılarıyla Robert Kolej [Its Establishment, Students, and Effect: Robert College with the Memories of American Travelers, Diplomats, and Missionaries]. *Uluslararası Sosyal Bilgilerde Yeni Yaklaşımlar Dergisi, 1*, s. 91.
- Dağlar, O. (2006). Emrullah Efendi - Tevfik Fikret Anlaşmazlığı (Mekteb-i Sultani Hadisesi) [The Conflict Between Emrullah Efendi and Tevfik Fikret (Mekteb-i Sultani Incident)]. *Trakya Üniversitesi Sosyal Bilimler Dergisi, 8(2)*, 27-45.
- Demirel, D. H., & Yıldırım, İ. (2013). The philosophy of physical education and sport from ancient times to the enlightenment. *European Journal of Educational Research, 2(4)*, 191-202.
- Demirhan, G. & Açıkada, C. (1997). Türkiye ve Avrupa Ülkelerinde Beden Eğitimi Öğretmeni Yetiştiren Bazı Yükseköğretim Kurumlarının Öğrenci, Öğretim Elemanı ve Dersler Boyutuyla Karşılaştırılması [Comparison of Number of Students, Teaching Members and Curriculum Programmes in Physical Education Teacher Training in Turkey and Some European Countries]. *Spor Bilimleri Dergisi, (8)*, 2, p. 6.
- Demirtaş, Z. (2007). Osmanlı'da Sıbyan Mektepleri ve İlköğretimin Örgütlenmesi [Sıbyan Schools and Organization of Primary Education During the Ottoman Period]. *Fırat Üniversitesi Sosyal Bilimler Dergisi, Cilt: 17, Sayı: 1*, 173-183.
- Dever, A., & İslam, A. (2015). Osmanlı İmparatorluğu'nun Son Dönemlerinde ve Türkiye Cumhuriyeti'nin İlk Yıllarında Okullardaki Beden Eğitimi Derslerine Sistemik Bir Bakış [A Systematic Approach of Physical Education Courses in Schools in the Last Period of the Ottoman Empire and the Early Years of Turkish Republic] *International Journal of Social Science, 32*, s.164.
- Dorcz, W. (2019). Modernistyczna architektura AWF Warszawa [The modernist architecture of AWF Warsaw]. *Newsletter Jubileuszowy, 90 lat AWF Warszawa. Nr.2.*, p.3.
- Downs, Robert B. (1976). Heinrich Pestalozzi. Father of Modern Pedagogy. *British Journal of Educational Studies 24 (2)*:180-181.
- Durakiewicz, M. (2009). Ludwik Józef Bierkowski (1801–1860) oraz jego rozprawa z 1852 roku: “O leczeniu wrzodów długotrwałych, zadawnionych, za pomocą środków i sposobów szczególnych, na samem tylko doświadczeniu opartych, mianowicie za pomocą wody cieplej i zimnej” [Ludwik Józef Bierkowski (1801–1860) and his dissertation of 1852: “On the treatment of old persistent ulcers with the use of special ways and measures based on experience only, i.e. through the application of warm and cold water”]. *Acta Angiologica 2009;15(1)*:p.33.
- Düzenli, G. & Toprak, Z. (1996). (haz.), “Özel Dosya: Galatasaray Lisesi” [Special File: Galatasaray High School]. *Toplumsal Tarih, Şubat, no: 26*, s. 35.
- Dziubiński, Z. (2011). Social Aspects of Physical Education and Sport in Schools. *Physical Culture and Sport. Studies and Research, 52(1)* 49-60.
- Ebüzziya, Z. & Kozikoğlu, S. (1986). 1921 – 1933 Galatasaray Tarihçesi 1993 Mezunları ve 50 Yılları [1921-1933 Galatasaray History: 1993 Graduates and Their 50 Years]. Galatasaray Eğitim Vakfı Yayınları.

- Ekinci, G. & Seraslan, M. (1997). Gelişim aşamaları bakımından türk spor teşkilatı ve değerlendirmesi [In Terms of the Development Phases in Turkish Sport Organization and Evaluation] *Bed. Eğt. Spor Bil. Der. II*, 3: 72 – 81.
- Erdem, N. (1963). Futbol Sahalarımızın Eski Şöhretleri: Nüzhet Baba [The Former Legends of Our Football Fields: Nüzhet Baba]. *Hayat Dergisi*. 27. 46.
- Erdoğan, M., Mutlu, T.O., Konukman, F. (2017). Mektebi Harbiye’de Beden Eğitimi Dersleri ve Kurumsal Yapılanmalar [Physical Education Class and Institutional Structuring in Turkish Military Academy]. *Sosyal Bilimler Dergisi*, Yıl: 4, Sayı:10, s. 54-59.
- Fişek, K. (1983a). *Spor Yönetimi* [Sports Management]. Ankara: A. Ü. SBF Yayınları No:515, 256-268.
- Friedman E.D. (1983). The pupil’s image of the physical education teacher and suggestions for changing attitudes in teacher training. *International Journal of Physical Education. Volume XX*, Issue 2, 2, Quater, 15-18.
- Gökdağ, C. (1939). Beden Terbiyesinin Okullara Girişi [The Introduction of Physical Education to Schools]. *Beden Terbiyesi ve Spor Dergisi, Ocak, Sayı 1*, s. 5,27-28
- Gölbaşı, H. (2018). Osmanlı Devleti’nde Spor Tekkeleri [The Sport Lodges in Ottoman Empire]. *Iğdır Üniversitesi Sosyal Bilimler Dergisi*, 13 (15), 41-53.
- Gołębieska K., Ostrowska-Tryzno A., Pawlikowska-Piechotka A. (2020) Establishment and Development of the Józef Piłsudski University of Physical Education in Warsaw Jubilee of the 90th Anniversary, “*Sport I Turystyka. Środkowoeuropejskie Czasopismo Naukowe*” 2020, t. 3, nr 3, s. 14–15.
- Güçlü, M. (2001). Avrupa, Amerika Birleşik Devletleri, Çin ve Türkiye’de Beden Eğitimi ve Sporun Gelişimi [Development of Physical Education and Sports in Europe, The United States, China and Turkey]. *Milli Eğitim Dergisi, Sayı: 150*. s. 33-38.
- Günay, N. (2013). Atatürk Döneminde Türkiye’de Beden Eğitiminin Gelişimi ve Gazi Beden Terbiyesi Bölümü [The Development of Physical Education in Turkey in Atatürk Period and Gazi Physical Education Department]. *Atatürk Araştırma Merkezi Dergisi*, 29 (85), s.75-76, 85.
- Güven, H. (2006) L’enseignement du français à Izmir après 1939 [Teaching of French in Izmir after 1939]. *Documents pour l’histoire du français langue étrangère ou seconde*, Paris, SIHFLES, n°37.
- Güven, Ö. (1990). Atatürk ve Güreş [Atatürk and Wrestling]. Atatürk Kültür Dil. Ve Tarih Yüksek Kurumu: Atatürk Kültür Merkezi. ERDEM, *Atatürk Kültür Merkezi Dergisi, Cilt:6*, Sayı:18, p.638.
- (1996). Türkiye’de Cumhuriyet Döneminde Beden Eğitimi Ve Spor Öğretmeni Yetiştiren Okulların Eğitimini Hazırlayıcı Çalışmalar. [Preparing Studies on Education for Training Schools of Physical Education and Sports Teachers During the Period of Declaration of Turkish Republic]. *Gazi Beden Eğitimi ve Spor Bilimleri Dergisi*, 1 (2), 70-82.
- (2011). Türklerde Top Oyunları ve II. Abdülhamid Döneminde Futbol [Ball Games in Turkish Culture and Football During the Reign of Abdulhamid II]. *Türk Yurdu Dergisi*, 31 (287), 261-262.

- Hądzelek, K. & Toporowicz, K. (1970). Pierwsze polskie publikacje z dziedziny wychowania fizycznego [The first Polish publications in the field of physical education]. *Wychowanie Fizyczne i Sport – T.14*, nr 4, s.163–178
- Hądzelek, K. (1961). Pierwsze w Polsce Uniwersyteckie Studium Wychowania Fizycznego [The First Department of Physical Education in Poland] Nadbitka Autorska: *Wychowanie Fizyczne i Sport, Tom V*, Nr 1.
- Hakan, A. (1981). Dünyada ve Türkiye'de Akademilerin Tarihçesi ve Bugünkü Durumu [The History and Current Status of Academies in the World and Turkey]. *Ankara University Journal of Faculty of Educational Sciences (JFES)*, 15 (2), p.221-238.
- Haliczowa, A. (1973). Wychowanie fizyczne w szkołach Komisji Edukacji Narodowej [Physical education in schools of the National Education Commission]. *Rocznik Łódzki. Tom 18*. s.83-103.
- Hartelius T., J. (1868). *Gymnastiken såsom en national-angelägenhet*, „Svenska Familj-Journalen”, [Gymnastics as a national issue, “Swedish Family Journal”], p. 340–344.
- Hasebe, K. (2018). Ma'ârif-i Umûmiyye Nizâm-nâmesi'nin Müzakere Süreci ve Üyeleri [The 1869 Ottoman Public Education Act: Proceedings and Participants]. *Osmanlı Araştırmaları / The Journal of Ottoman Studies*, LI, 51, 181-207.
- Horlacher, R. (2017). The Emergence of Physical Education as a Subject for Compulsory Schooling in the First Half of the Nineteenth Century: The Case of Phokion Heinrich Cliaş and Adolf Spiess. *Nordic Journal of Educational History. Vol. 4 No. 2* (2017): pp. 22–24. Special Issue: Physical Education and the Embodiment of the Nation.
- Irmak, S. (1984). Atatürk'ü Anarken [Commemorating Atatürk]. *Journal of Atatürk Research Center*, 1, p.164-166.
- Kaźmierczak, A. (2017). Thoughts on physical education in the scientific creativity of Polish pedagogues and physicians of the modern era (1492-1918). *Journal of Education, Health and Sport*. 7(12):400-411.
- (2018). Hellenic model of education and its axioms in modern sport. *Journal of Education, Health and Sport*. 8(10):501-509.
- Keten, M. (1974). *Türkiye'de Spor* [Sports in Turkey]. Ankara: Ayyıldız Matbaası, 30.
- Kivinen, O., Nurmi, J. (2003). Unifying Higher Education for Different Kinds of Europeans. Higher Education and Work: A comparison of ten countries. *Comparative Education*, 39(1), 83–103.
- Koçak, A. (2017). Amerika'dan Boğaziçine Uzanan Bir Eğitimci Mary Mills Patrick'in “Amerika'da Kadınlara Mahsus Yüksek Tahsil” Risalesi [As An Educator From The United States To The Bosphorus, Mary Mills Patrick (1850-1940) And Her Booklet: Higher Education For Women In The United States]. *Dil ve Edebiyat Araştırmaları*, 16 (16), s. 67-81.
- Konopnicki, J. (1956). Wychowanie fizyczne w Gimnazjum Wołyńskim [Physical education in the Volyn Gymnasium]. „*Kultura Fizyczna*”, nr 3, s. 172-173.
- Korkmaz, S. (2022). Reports and Effects of German Experts on Physical Education and Sports in the Early Republican Era in Turkey. *Research in Educational Policy and Management*, 4(1), 22-41.

- Köse, İ. (2014). ABD’de Türk-Amerikan Lozan Antlaşması’nın (6 Ağustos 1923) Onay Tartışmaları ve Onay Taraftarlarının Yayınlamış Olduğu Kitapçık [Ratification Confrontation of Turkish-American Lausanne Treaty (August 6, 1923) And the Book Published by the Committee Favoring Ratification]. *Erciyes Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi, Sayı: 44*, ss. 143.
- Krissian, S. (1912). Cevabımız [Our Response]. *Marmamarz* (Armenian: *Մարմարզ*), 2 (20), 361.
- Lafitte, P. (1902.01.12). For a facsimile of a 14th-century print in the Bibliothèque nationale de France (BnF), *La Vie au Grand Air* (The Life in the Open Air), p.27.
- Łuczak, M., Jandziś, S., & Puszczałowska-Lizis, E. (2018). Wkład prof. Eugeniusza Piaseckiego w rozwój polskiej fizjoterapii [Prof. Eugeniusz Piasecki's Contribution to the Development of Polish Physiotherapy]. *Ortopedia Traumatologia Rehabilitacja*, 20(2), 103–112.
- Łuczak, M., Jandziś, S., Chmiel, A. (2019). Wkład Profesora Eugeniusza Piaseckiego w rozwój wychowania fizycznego w Polsce [The contribution of Professor Eugeniusz Piasecki to the development of physical education in Poland]. *Sport i Turystyka. Środkowoeuropejskie Czasopismo Naukowe, t. II, nr 1*, s. 11-33.
- Maden, F. (2013). Şehitlik tekkesi e Şeyh Ali Baba vakfıyesi [The Martyrdom Lodges And Sheikh Ali Baba] Foundation]. *Türk Kültürü ve Hacı Bektaş Velî Araştırma Dergisi, Vol: 65*, p. 195.
- Muallim (Teacher) Cevdet (1332/1914.03.07). Dârümuallimînin Yetmişinci Sene-i Devriyesi Münasebetiyle Verilen Konferans [Conference Held on the Occasion of the 70th Anniversary of the Male School of Teacher Training]. *Tedrisât Mecmuası, Nazariyât ve Malûmât Kısmı, C. 6, S. 1-33*, ss. 175-200.
- Norwerth, E. (1930). *Centralny Instytut Wychowania Fizycznego* [Central Institute of Physical Education in Bielany in Warsaw], “Architektura i Budownictwo” [“Architecture and Construction”], no. 11, pp. 420–429.
- Nusret Ali (1898). *Cümle-i Müessesat-ı Hayriyet-i Gayat-ı Cenab-ı Padişahiden Olan İane Sergi-i Aliyesinde Mekteb-i Bahriye Şakirdanının İcra Ettikleri Jimnastik Hünerleri* [Gymnastics Skills Performed by the Naval School Students...]. The magazine writes as follows: “Gymnastics instructor Ali Faik Bey Efendi and his students at the school *elektrikhane-i Bahr-i Hümayûn* (Imperial School of Naval Engineering), with his students, his excels in both intellect and physical prowess, earning admiration from allies and adversaries alike...” *Servet-i Fünûn, Issue: 378*, p.213, Date: 15 Mayıs 1314 (Gregorian: 27 May 1898). Signature: Diran Çırakyan (1875-1921).
- Öztuna, Y. (1994). *Osmanlı Türkiyesi’nde Enflasyon* [Inflation in Ottoman Turkey]; “One gold lira was 7 grams of gold, which is 2.5 times more valuable in today’s economy”. *Tarih ve Medeniyet*, Temmuz.
- Şaral, Ö. M. (2015). Gücün saf hali halter [The Pure Form of Strength: Weightlifting]. *Televizyon TRT Aylık Radyo TV Dergisi*, 311. s. 58.
- Schleicher, A. (2018). PISA 2018: Insights and Interpretations. Organisation for Economic Co-operation and Development (OECD), Programme for International Student Assessment (PISA). *OECD Publishing*.

- Schmidt-Sinns, J. (2011). "Als man zahlreiche Knaben wie im leichten Spiel Wagnisse bestehen sah" Zeitgenössische Quellen zum Turnen vor 200 Jahren. [When Numerous Boys Were Seen Undertaking Challenges with Ease: Contemporary Sources on Gymnastics Two Centuries Ago]. Journal: *Lehrhilfen für den Sportunterricht, Schorndorf, 60, Issue 9*, September 9, E 20587. Publisher: Deutscher Sportlehrerverband e.V. pp: 1-3.
- (2011). Die Anfänge der Turnkunst vor 200 Jahren – ein Brückenschlag zu heutigen Bewegungskünsten. [The Beginning of Gymnastics 200 Years Ago: A Bond with Today's Movement Arts]. Journal: *Sportunterricht, Schorndorf, 60, Issue 9*, September 9, pp: 281-288.
- [Tarcan], Selim Sırrı (1909.03.16). Selim Sırrı Bey'in Stockholm *Kungliga Gymnastiska Centralinstitutet*'de eğitim görmek istemesinin Stockholm yerel basınından da aktarılması [The local press of Stockholm also disseminated information regarding Selim Sırrı Bey's aspiration to study at Stockholm *Kungliga Gymnastiska Centralinstitutet*]. *Servet-i Fünûn Dergisi – Tevcihat ve Havadis Kısmı*, (255), 3.
- (1909.10.28). İsveç hatıraları: Profesör Doktor Zander [Swedish memories: Professor Doctor Zander]. *Şehbal*, 1(14), 15 Teşrinievvel 1325, s. 272-273.
- (1912). Olimpiyad oyunları [Olympic Games]. *Terbiye ve Oyun*, 1(21), 345-350.
- (1912.01.14). Annemin Derdi [My Mother's Sorrow]. *Terbiye ve Oyun*, Cilt 1, Sayı 11, 1 Kânunusani 1327, s. 165-166.
- (1917). Terbiye-i bedeniye: Dârümuallimîn'de terbiye-i bedeniye dersleri [Physical Education: Physical Education Classes at the Male School of Teacher Training]. *Tedrisât Mecmuası*, 6(37), 342-346.
- (1922). Dârümuallimîn ve Terbiye-i Bedeniye [School of Male Teacher Training and Physical Education]. *Terbiye ve Oyun*, 12(4), 54-57.
- (1922 Aug.). İdman Âleminde Kırk Sene - 2 [Forty Years in the World of Training - Part 2]. *Terbiye ve Oyun*, Cilt 2, 12(2), 29-30.
- (1922 Dec.). İdman Âleminde Kırk Sene - 6 [Forty Years in the World of Training - Part 6]. *Terbiye ve Oyun*, Cilt 2, 12(6), 91-93.
- (1923 Jan.). İdman Âleminde Kırk Sene - 7 [Forty Years in the World of Training - Part 7]. *Terbiye ve Oyun*, Cilt 2, 12(7), 107-108.
- (1923 Feb.). İdman Âleminde Kırk Sene - 8 [Forty Years in the World of Training - Part 8]. *Terbiye ve Oyun*, Cilt 2, 12(8), 121-122.
- (1923 Mar.). İdman Âleminde Kırk Sene - 9 [Forty Years in the World of Training - Part 9]. *Terbiye ve Oyun*, Cilt 2, 12(9), 139-142.
- (1925.03.31). "Nasıl Jön Türk Oldum?" ["How I Became a Young Turk?"]. *Resimli Ay*, Cilt: 2, Sayı: 3.
- Tissié, P. (1928). L'éducation physique en Turquie. *Revue des jeux scolaires et d'hygiène sociale*, 36(10-11-12), 100-102.
- Toporowicz, K. (1967). *Wenanty Piasecki (1832-1909). Szkic życia i działalność z zakresie wychowania fizycznego* [Wenanty Piasecki and His Activity in the Field of Physical Education]. *Rocznik Naukowy; Wyższej Szkoły Wychowania Fizycznego w Krakowie Higher School of Physical Education in Cracow*. Tom VI: p. 99.

- (1969). *Dzieje Studium Wychowania Fizycznego Uniwersytetu Jagiellońskiego i Wyższej Szkoły Wychowania Fizycznego w Krakowie w latach 1927–1967* [The History of the Physical Education Studies at Jagiellonian University and the Higher School of Physical Education in Krakow, 1927-1967]. *Wyższa Szkoła Wychowania Fizycznego w Krakowie* [Higher School of Physical Education in Cracow]. *Rocznik Naukowy Nr T. VIII*, s. 13-28.
- [Üstünidman], Ali Faik (1913a). "Olmaya devlet cihanda bir nefes sıhhat gibi" [Health is better than wealth]. *İdman Dergisi*, 1, 3-5. Matbaa-i Hayriye ve Şürekâsı.
- (1913b). "Olmaya devlet cihanda bir nefes sıhhat gibi" [Health is better than wealth]. *İdman Dergisi*, 3, 40-42. Matbaa-i Hayriye ve Şürekâsı.
- Yıldıran, İ., (2011). Fair Play: Etimolojik, Semantik ve Tarihsel Bir Bakış [Fair Play: An Etymological, Semantical and Historical Aspect]. *Gazi Beden Eğitimi ve Spor Bilimleri Dergisi*, vol.16, no.4, 3-18.
- Yücel, Y. (1988). Atatürk İlkeleri [Atatürk's Principles]. Turkish Historical Society: *Belleten Journal*. Vol. LII, No. 204, pp. 810-824.
- Zeki, H. (1923.06.16). *İdmanlılar Şeyhi Faik Bey'in Hayat Sayine ait Atideki Satırları Muhtarem Karilerimiz Takdim Ediyoruz* [We Present the Future Lines of the leader of athletes Faik Bey's Life to Our Esteemed Readers] *Türkiye İdman Mecmuası*, s. 439.

3. Newspapers

- [n.a.]. (1908.09.12). Terbiye-i Bedeniye Mektebi ve Spor Konferansı [School of Physical Education and Sports Conference]. *İkdam Gazetesi*, s. 3, sü. 6.
- [n.a.]. (1908.12.19). Terbiye-i Bedeniye Mektebi [School of Physical Education]. *İkdam Gazetesi*, s. 3, sü. 6.
- [n.a.]. (1908.12.21). Terbiye-i Bedeniye Mektebi [School of Physical Education]. *İkdam Gazetesi*, s. 3, sü. 6.
- [n.a.]. Svensk gymnastik i Turkiet. (1909 Jan. 14). [Swedish gymnastics in Turkey]. *Ny Tidning För Idrott* [Newspaper for sports]. (2), s. 20.
- [n.a.]. (1914.01.30). Maarif Nezareti'nde: Süleymaniye Terbiye-i Bedeniye Dârümuallimîni [In the Ministry of Education: Süleymaniye Physical Education Teacher Training School]. *Tasvîr-i Efkâr Gazetesi*, s. 2.
- [n.a.]. (1334/1916.04.27). İdman ve İdmanlılar Bayramı [Training and the Exercisers Festival]. *Vakit Gazetesi*, 188, 2.
- [n.a.]. (1334/1916.05.04). Dünkü İdman Bayramı [Yesterday's Training Festival]. *Vakit Gazetesi*, 195, 2.
- [n.a.]. (1334/1916.05.04). Üçüncü İdman Bayramı [Third Training Festival]. *Tanin Gazetesi*, 3376, 3.
- [n.a.]. (1921.01.13). İlk spor yazısını yazan Ali Ferruh Bey'i tanımıyoruz ama Faik Üstünidman hakkında bilgi sahibiyiz. İdmanlıların olduğu kadar spor yazarlarının'da piri olarak Faik Üstünidman'ı sporcu ve spor hocası olarak kabul edebiliriz [We do not know Ali Ferruh Bey, who wrote the first sports article, but we are familiar with Faik

- Üstünidman. We can consider Faik Üstünidman as a pioneer among sports writers as well as a sportsman and sports coach]. *İkdam Gazetesi*.
- [n.a.]. (1925.01.08). Avrupa'ya tahsile gidecek gençlerimiz [Our young people who will go to Europe for education]. *Vatan Gazetesi*, s. 1.
- [n.a.]. (1925.08.04). Terbiye-i Bedeniye Muallim Mektebi [Physical Education Teacher School]. *Cumhuriyet Gazetesi*, s 2, sü 3.
- [n.a.]. (1925.12.01). Terbiye-i Bedeniye tahsili için kimleri gönderiyoruz? [Who do we send for the Education of Physical Education?]. *Cumhuriyet Gazetesi*, s. 1, sü. 5-6.
- [n.a.]. (1926.04.06). Maarif Vekili terbiye-i bedeniye'e ehemmiyet veriyor [Deputy of Education gives importance to physical education]. *Cumhuriyet Gazetesi*, s. 1, sü. 5-6, s. 2, sü. 2
- [n.a.]. (1926.07.10). Terbiye-i Bedeniye Mektebi pek yakında açılacak [School of Physical Education will be open soon]. *Cumhuriyet Gazetesi*, s. 2, sü. 3
- [n.a.]. (1926.09.26). Terbiye-i Bedeniye Kursları [Physical Education Courses]. *Cumhuriyet Gazetesi*, s. 1, sü. 4, s. 3, sü. 5.
- [n.a.]. (1926.10.22). Terbiye-i Bedeniye Mektebi Resmi Küşadı [Official Curriculum of the School of Education]. *İkdam Gazetesi*, s. 1, sü. 4-5.
- [n.a.]. (1927.04.08). Türkiye'de Sokol Teşkilâtı Yapılacak [Sokol Organization to be Established in Turkey]. *Hâkimiyet-i Milliye Gazetesi*.
- [n.a.]. (1927.06.18). Η φυσικη αγωγή εις την Τουρκιαν του Κεμαλ, τα χανουμακια και η επιδοσις των εις την γυμναστικην [The physical education in Kemal's Turkey, the Hanumakis and the performance of the gymnasts]. *Κυριακησ* [Sunday].
- [n.a.]. (1932.06.16). Selim Sırrı Bey Sofya'da büyük bir hürmetle karşılandı [Selim Sırrı Bey was greeted with great respect in Sofia]. *Cumhuriyet Gazetesi*, s. 3.
- [n.a.]. (1933.01.04). İlk beden terbiyesi kongresi [First Physical Education Congress]. *Cumhuriyet Gazetesi*, s. 2.
- [n.a.]. (1934.07.25). Beden terbiyesi ve millî rakıslar hakkında tetkik: Selma ve Âzade Selim Sırrı Hanımlar bugün Avrupaya gidiyorlar [Study on physical training and national dances: Selma and Âzade Selim Sırrı Ladies are going to Europe today]. *Akşam Gazetesi*, Sene 16, No: 5672. s. 1.
- Atabeyoğlu, C. (1956.10.25). Spor tarihimizin karanlık kalmış noktası aydınlandı [The Dark Spot in Our Sports History Has Been Illuminated]. *Cumhuriyet Gazetesi*, s. 6.
- Muhtar, S. (1932.03.13). Jimnastik muallimi Faik bey "deli" lakabımı nasıl almış ? [How did gymnastics instructor Faik Bey get the nickname "Deli" (Madman)]. *Akşam Gazetesi*. s. 6.
- [Tarcan], Selim Sırrı (1939.02.09). Perşembe müşahabeleri: Spor ve İlim, 2 [Thursday observations: Sports and Science, 2]. *Akşam Gazetesi*.
- (1950.07.02). Spor Âleminde 60 Sene: İsveç Kralı ile Nasıl Tenis Oynadım? [60 Years in Sports World: How I Played Tennis with the King of Sweden]. *Yeni İstanbul Gazetesi*. s.5-6.

- (1950.07.18). Spor Âleminde 60 Sene: Aşiret Mektebinde nasıl jimnastik hocalığı yaptım [60 Years in Sports World: Sixty Years in the World of Training: How I became a Gymnastics Instructor at Tribes School]. *Yeni İstanbul Gazetesi*. s.6.
- (1954.05.23). Ömrümüm Kitabı [The Book of My Life]. Tefrika no: 1. *Yeni İstanbul Gazetesi*, s. 2.
- (1954.05.24). Ömrümüm Kitabı [The Book of My Life]. Tefrika no: 1. *Yeni İstanbul Gazetesi*, s. 2.
- (1954.06.16). Ömrümüm Kitabı [The Book of My Life]. Tefrika no: 23. *Yeni İstanbul Gazetesi*, s. 2.
- (1954.06.17). Ömrümüm Kitabı [The Book of My Life]. Tefrika no: 24. *Yeni İstanbul Gazetesi*, s. 2.
- (1954.06.25). Ömrümüm Kitabı [The Book of My Life]. Tefrika no: 32. *Yeni İstanbul Gazetesi*, s. 2.

4. Dissertations / Theses

Post-doctoral (Habilitation) Dissertation

- Aksoy, E. (1979). *Les origines de l'influence française et la littérature francophone en Turquie* [The origins of French influence and francophone literature in Turkey]. [unpublished Habilitation dissertation, Hacettepe University].

Doctoral (PhD) Dissertations

- Alan, G. (2002) *Merzifon Amerikan Koleji ve Anadolu'daki etkileri* [Marsovan Anatolia college and its effects in Anatolia]. [Doctoral dissertation, Erciyes University].
- Alp, H. (2009). *Tevhid-i Tedrisat'tan Harf İnkılabına İlköğretim (1924-1928)* [The primary education from the unification of education to the alphabet reform (1924-1928)]. [Doctoral dissertation, İstanbul University]. pp. 27-32.
- Altın, E. (2014). *Rationalizing everyday life in late nineteenth century Istanbul c. 1900*. [Doctoral dissertation, New Jersey Institute of Technology].
- Avşar, Z. (2012). *Türkiye İçin Beden Eğitimi Öğretmen Eğitimi Standartlarının Oluşturulması* [Creating Initial Physical Education Teacher Education Standards For Turkey]. [Doctoral dissertation, Anadolu University].
- Behestani, M. M. (2016). *Bazı İslami ülkelerde beden eğitimi ve spor öğretmeni yetiştirme: Türkiye, Azerbaycan ve İran örneği* [Physical education and sport teacher training in some Islamic countries: Turkey, Azerbaijan and Iran example]. [Doctoral dissertation, Gazi University].
- Harmandar, D. (2010). *Avrupa Birliği'ne uyum sürecinde beden eğitimi ve spor öğretmeni yetiştirme programlarının incelenmesi: Türkiye-Belçika karşılaştırması* [Examination of physical education and sport teacher training curriculums in conformity process to

- European Union: Comparison of Belgium and Turkey]. [Doctoral dissertation, Gazi University].
- Marciniak, M. (2017). *Społeczne funkcje wychowania fizycznego na poziomie szkolnictwa wyższego w Stanach Zjednoczonych i w Polsce (studium z pedagogiki porównawczej na przykładzie Uniwersytetu Notre Dame w Stanach Zjednoczonych i Uniwersytetu im. Adama Mickiewicza w Poznaniu)* [Social functions of physical education at the level of higher education in the United States and Poland (a study on comparative pedagogy based on Notre Dame University in the United States and Adam Mickiewicz University in Poznan)]. [Doctoral dissertation, Adam Mickiewicz University].
- McKenna, J. (2004). *Idioms with a viable literal interpretation in German advertisements* [Doctoral dissertation, University of St Andrews]. p. 37.
- Mutlu, M. (2019). *II. Meşrutiyet'ten Cumhuriyet'e Spor ve Eğitimde Öncü Bir İsim: Selim Sırrı Tarcan* [A Leading Name in Sports and Education From the Second Constitutional Monarchy to the Turkish Republic Period: Selim Sırrı Tarcan]. [Doctoral dissertation, Ankara University].
- Nurdoğan, A. M. (2005). *Osmanlı Modernleşme Sürecinde İlköğretim (1869–1922)* [Primary Education in the Ottoman Modernization Process (1869-1922)]. [Doctoral dissertation, Marmara University].
- Özçakır, S. (2013). *II. Meşrutiyet Dönemi Beden Eğitiminde Çağdaş Dönüşümler* [Contemporary Transformations of Physical Education in II. Constitutional Period]. [Doctoral dissertation, Gazi University].
- Özkan, H. (1999). *Türkiye'de beden eğitimi ve spor öğretmeni yetiştirmek için bir model* [A Model for training physical education and sports teachers in Turkey]. [unpublished Doctoral dissertation, Dokuz Eylül University].
- Pawlaczek, Z. (2005) *Physical education in post-Communist Poland: A transitory journey.* [Doctoral dissertation, Durham University].
- Rams, A. (2020). *Szwedzki model rehabilitacji – Per Henrik Ling i jego dziedzictwo* [The Swedish model of rehabilitation – Per Henrik Ling and his legacy]. [Doctoral dissertation, University School of Physical Education in Kraków].
- Şinforoğlu, O. T. (2015). *Selim Sırrı Tarcan ve İsveç Jimnastiği: Beden Eğitiminde İsveç Modelinin II. Meşrutiyet Dönemi Türk Eğitim Sistemine Entegrasyonu* [Selim Sırrı Tarcan and Swedish Gymnastics: Integration of Swedish Model in Physical Education into Turkish Education System of Second Constitutional Period]. [Doctoral dissertation, Gazi University].
- Sivaz, B. A. (2016). *İttihat Ve Terakki Partisinin beden eğitimi ve spor politikaları ve uygulamaları* [Physical education and sport policies and Practices of Union and Progress Party]. [Doctoral dissertation, Gazi University].
- Yıldız, M. C. (2015). *Strengthening Male Bodies and Building Robust Communities: Physical Culture in the Late Ottoman Empire* [Doctoral dissertation, University of California].

Master's (MA/MSc) Theses

- Ayyıldız, M. (2008). *Modernleşme Sürecinde Türkiye'de Yeni Sporlar ve Toplumsal Dinamikleri* [The New Sports and Social Dynamics in the Process of Modernization in Turkey]. [Master's thesis, Marmara University].
- Bilgi, M. (2019). *20.yüzyıl başlarında Anadolu'da faaliyet gösteren Amerikalı protestan misyoner kadınlar: Dorothea Chambers Blaisdell ve Theresa Huntington Ziegler* [American Protestant Missionary Women in Anatolia in the Early 20th Century: Dorothea Chambers Blaisdell and Theresa Huntington Ziegler]. [Master's thesis, Ankara University].
- Can, Y. (1986). *Türk Spor Eğitimi ve Öğretmen Liseleri Beden Eğitimi ve Spor Bölümleri* [Turkish Sports Education and Teacher High Schools Physical Education and Sports Departments]. [unpublished Master's thesis, Gazi University].
- Demir, C. (2008). *Kayseri, Nevşehir, Niğde üçgeninde Amerikan Board'un eğitim faaliyetleri* [Educational activities of the American Board in the cities of Kayseri, Nevşehir, Niğde]. [Master's thesis, Erciyes University].
- Dizdar, B. M. (2016). *Riyâzat-ı Bedeniyye-i Tıbbiyye ve Tanzimat Dönemi Spor Terminolojisinin Oluşumu* [Riyâzat-ı Bedeniyye-i Tıbbiyye (Medical Indoor Gymnastics Or A System of Hygienic Exercises For Home Use) and the Formation of Sport Terminology in the Tanzimat Period]. [Master's thesis, Fatih Sultan Mehmet Vakıf University]. s. 15-16.
- Efe, R. A. (2010). *Avusturya ve Türkiye'de beden eğitimi ve spor öğretmenliği ve antrenörlük eğitimi müfredatlarının karşılaştırılması* [The comparison of the curriculums physical education and sports teaching and coaching education in Austria and Turkey]. [Master's thesis, Sakarya University].
- Eser, G. (2005). *Mekteb-i Harbiye'nin Türkiye'de Modern Bilimlerin Gelişmesindeki Yeri (1834-1876)* [The Place of Mekteb-i Harbiye in the Development of Modern Sciences in Turkey (1834-1876)]. [Master's thesis, İstanbul University].
- Eynur, R. B. (2002). *Türkiye'deki üniversitelerde uygulanan beden eğitimi ve spor öğretmenliği eğitim öğretim programlarının bazı üniversiteler ile karşılaştırılması* [The Comparison of programs in physical education and sports science educator in Turkey and in some other countries]. [Master's thesis, Dumlupınar University].
- Harmandar, D. (2008). *Avrupa Birliğine üye ülkelerden İngiltere, Yunanistan ve Bulgaristan ile Türkiye'deki beden eğitimi ve spor öğretmeni yetiştirme programlarının karşılaştırılması* [The comparison of England, Greece and Bulgaria The member countries of European Union with Turkey's PE and sport teacher education programs]. [Master's thesis, Sakarya University].
- İmamalı, H. (2015). *Fransa ve Türkiye'nin beden eğitimi ve spor öğretmeni yetiştirme ders programlarının karşılaştırılması* [The comparison of physical education and sport teacher training curriculums between France and Turkey]. [Master's thesis, Gazi University].
- Kalemoğlu, Y. (2005). *Türkiye ve Almanya'da uygulanan beden eğitimi ve spor öğretmeni yetiştirme programlarının karşılaştırılması olarak incelenmesi* [The physical education

and sport teacher education curriculum compared with Turkey and Germany]. [unpublished Master's thesis]. Gazi University.

- Muhammedi, H. (2006). *Vefa Lisesi'nin eğitim tarihimizdeki yeri ve önemi* [The Place and Importance of Vefa High School in our Educational History]. [Master's thesis, İstanbul University]. s. 84.
- Özkan, H. (1991). *Türkiye'de beden eğitimi öğretmeni yetiştirme sisteminin pedagojik temelleri* [Pedagogical Foundations of Physical Education Teacher Training System in Turkey]. [unpublished Master's thesis, Selçuk University].
- Özkan, Ş. (2004). *Türkiye ile bazı Avrupa Birliği ülkelerinin beden eğitimi öğretmeni yetiştirme programlarının karşılaştırılması* [The comparison of physical education teachers training programme in Turkey and some European Union countries]. [Master's thesis, Sakarya University].
- Şahiner, A. (2007). *Ahmet Vefik Paşa'nın tarih anlayışı* [Ahmet Vefik Paşa's Understanding of History]. [Master's thesis, Atatürk University]. pp. 8-9.
- Ünlütepe, Ş. M. (1991). *Türkiye'de Spor Gazeteciliği ve Tarihsel Gelişimi* [Sports Journalism and its Historical Development in Turkey]. [unpublished Master's thesis, İstanbul University].

III Internet Sources

- Akademia Wychowania Fizycznego im. Bronisława Czecha w Krakowie [University School of Physical Education named after Bronislaw Czech in Kraków]. (n.d.). *Historia i tradycja* [History and tradition]. Compiled by: prof. dr hab. Kazimierz Toporowicz. Retrieved May 7, 2022, from <https://www.awf.krakow.pl/o-nas/historia/4-historia-uczelni>
- Akademia Wychowania Fizycznego Józefa Piłsudskiego w Warszawie [Józef Piłsudski University of Physical Education in Warsaw]. (n.d.). *Historia Uczelni* [University History]. Retrieved Feb. 18, 2023, from <https://www.awf.edu.pl/uczelnia/o-nas/historia-i-tradycja-awf/powolanie-ciwf> for English version: <https://www.awf.edu.pl/en/university/about-university/history>
- (2009). *Film z okazji Jubileuszu 90-lecia Akademii Wychowania Fizycznego Józefa Piłsudskiego zatytułowany „Różne pokolenia, ta sama pasja”* [A film for the 90th anniversary of the Józef Piłsudski University of Physical Education titled "Different Generations, the Same Passion"]. Retrieved May 2, 2023, from <https://www.awf.edu.pl/uczelnia/o-nas/jubileusz-90-lecia/film> and; <https://youtu.be/waXXFeV2k7c>
- Aligning a European Higher Education Structure in Sport Science (AEHESIS). (n.d.). Retrieved Jan 13, 2022, from <https://web.archive.org/web/20161015142109/http://aehesis.de/HTML/Welcome.htm>
- *Main activities and outcomes.* <https://web.archive.org/web/20160730090031/http://www.aehesis.de/HTML/02.htm>
- *PE Teacher Education (PETE) Executive Summary Overview.* https://web.archive.org/web/20070925154654/http://www.aehesis.de/images/FilesForDL/ExecutiveSummaries07/AEHESIS_ExecutiveSummary_PE.pdf

- Anatolia College (n.d.). *Celebrates 100 Years in Thessaloniki*. Retrieved Mar. 2, 2024
<https://100.anatolia.edu.gr/en/>
- Andersson, M. & Atakan, N. (2019). *Uygun Adım Marş! İsveç jimnastiği, modernleşme sürecindeki Türkiye'nin beden eğitimi sistemine nasıl temel oluşturdu?* [Forward, March! How did Turkey's integration of Swedish physical culture practices become part of its modernization efforts in the early 20th century?]. Salt Beyoğlu. Retrieved Jan. 6, 2023 from Turkish: <https://saltonline.org/tr/2012?> English: <https://saltonline.org/en/2012?>
- (2022). *Uygun Adım Marş!: İsveç jimnastiği, modernleşme sürecindeki Türkiye'nin beden eğitimi sistemine nasıl temel oluşturdu?* [Forward, March!: How did Turkey's integration of Swedish physical culture practices become part of its modernization efforts in the early 20th century?]. SALT, Google Arts & Culture Presentation. Retrieved Jan. 6, 2023, from Turkish: <https://artsandculture.google.com/story/HAUhDdC9ImLkSQ?hl=tr> English: <https://artsandculture.google.com/story/HAUhDdC9ImLkSQ?hl=en>
- Antikçağ'dan XXI. Yüzyıla Büyük İstanbul Tarihi [History of Istanbul from Antiquity to XXI. Century]. (n.d.) İstanbul'un Spor Tarihi Ve Mekânları [The Sporting History and Locations of Istanbul]. By: Kemalettin Kuzucu. Retrieved Mar. 21, 2024, from <https://istanbultarihi.ist/504-the-sporting-history-and-locations-of-istanbul>
- Beşiktaş Jimnastik Kulübü [Beşiktaş Gymnastics Club]. (n.d.). *Kuruluş* [Establishment]. Retrieved July 23, 2021, from <https://bjk.com.tr/tr/cms/tarihce/2/73>
- Bitel, A., Kochel, K., Kuprava, N., & Mackie, C. (2021, October 20). *Education in Poland*. World Education Services (WES), World Education News + Reviews (WENR). Retrieved Oct. 6, 2021, from <https://wenr.wes.org/2021/10/education-in-poland>
- Boğaziçi Arşivleri [Boğaziçi Archives], Boğaziçi Üniversitesi Arşiv ve Dokümantasyon Merkezi [Boğaziçi University Archives and Documentation Center], *İstanbul Amerikan Kolejlerinde Eğitim Hayatına Kısa Bir Yolculuk* [A Short Journey into the Educational Life of İstanbul American Colleges]. *Dijital Sergiler* [Online Exhibition]. *Boğaziçi Arşivleri Robert Kolej Dijital Sergisi* [Boğaziçi Archives Robert College Online Exhibition]. Retrieved Aug. 9, 2021, from <https://bogaziciarsivleri.bogazici.edu.tr/en/exhibition/robert.php>
<https://bogaziciarsivleri.bogazici.edu.tr/sergi/robert.php>
- Boğaziçi University. (n.d.). History of Boğaziçi University. Retrieved Aug. 9, 2021, from http://boun.edu.tr/en-US/Content/About_BU/History
- (n.d.). Kurum Tarihi, Fotoğraf Galerisi [History of Boğaziçi University, Photo Gallery]. https://bogazici.edu.tr/en_US/Content/About_BU/History/Photo_Gallery
- BoxRec (n.d.). *Sabri Mahir*. Retrieved May. 5, 2024, from <https://boxrec.com/en/box-pro/73205>
- Bozyap, A. (2012, August 12). *Pioneering Olympian Halet Cambel, who snubbed Hitler*. BBC Turkish. Retrieved Oct. 14, 2021, from <https://www.bbc.com/sport/olympics/19224181>
- Britannica, T. Editors of Encyclopaedia (2011, May 16). *turnverein*. *Encyclopedia Britannica*. Retrieved Nov. 26, 2023, from <https://www.britannica.com/sports/turnverein>
- Çankaya University (n.d.). *Albert Einstein's letter to the His Excellency, President of the Cabinet of Ministers of the Turkish Republic*. Retrieved May. 11, 2024, from <https://www.cankaya.edu.tr/duyuru/einstein.php>

- Česká obec sokolská [Czech Sokol Community]. (n.d.). *Co je Sokol* [What is Sokol]. Retrieved May 8, 2022, from <https://sokol.eu/sokol-poslani-symbolika>
- Darüşşafaka Society (n.d.). *Historical milestones*. Retrieved Feb. 19, 2024, from <https://www.darussafaka.org/en/about-us/society/history>
- Deutsche Sporthochschule Köln [German Sport University Cologne]. (n.d.). *History of the University*. Retrieved May. 12, 2024, from <https://www.dshs-koeln.de/english/university-facilities/profile/chronicle/1920/>
- Ekinci, B. E. (2021, August 02). *Türkiye'yi Olimpiyatlarda İlk Temsil Eden Rum ve Ermenilerdir* [The First Representatives of Turkey in the Olympics were Greeks and Armenians]. Retrieved Oct. 13, 2021, from <https://www.ekrembugraekinci.com/article/?ID=1165>
- Europass European Union. (n.d.). *The European Qualifications Framework (EQF)*. Retrieved May 01, 2022, from <https://europa.eu/europass/en/european-qualifications-framework>
- European Centre for the Development of Vocational Training (CEDEFOP). (n.d.). *European qualifications framework (EQF)*. Retrieved May 01, 2022, from <https://www.cedefop.europa.eu/en/projects/european-qualifications-framework-eqf>
- European Commission, Erasmus+. (n.d.). *What is Erasmus+?* Retrieved June 8, 2021, from <https://erasmus-plus.ec.europa.eu/about-erasmus/what-is-erasmus>
- European Commission, European Education Area. (n.d.). *The Bologna Process and the European Higher Education Area*. Retrieved Apr. 2, 2021, from <https://education.ec.europa.eu/education-levels/higher-education/inclusive-and-connected-higher-education/bologna-process>
- European Commission, European Neighbourhood Policy and Enlargement Negotiations (DG NEAR) (n.d.). *Türkiye*. Retrieved Jan. 18, 2016, from https://neighbourhood-enlargement.ec.europa.eu/enlargement-policy/turkiye_en
- European Commission, EURYDICE (2022, October 21). *Turkey: European Perspective*. Retrieved Apr. 2, 2021, from https://web.archive.org/web/20220123131549/https://eacea.ec.europa.eu/national-policies/eurydice/content/european-perspective-83_en
- European Higher Education Area (EHEA). (1998, May 25). *Sorbonne Declaration 1998*. Retrieved Dec. 22, 2021, from <http://www.ehea.info/page-sorbonne-declaration-1998>
- (1998, May 25). *Sorbonne Joint Declaration: Joint declaration on harmonisation of the architecture of the European higher education system*. http://www.ehea.info/media.ehea.info/file/1998_Sorbonne/61/2/1998_Sorbonne_Declaration_English_552612.pdf
- (1999, June 18). *The Bologna Declaration of 19 June 1999. Joint declaration of the European Ministers of Education*. http://www.ehea.info/media.ehea.info/file/Ministerial_conferences/02/8/1999_Bologna_Declaration_English_553028.pdf
- (1999, June 18). *Ministerial Conference Bologna 1999*. <http://www.ehea.info/page-ministerial-conference-bologna-1999>
- (2001, May 18). *Ministerial Conference Prague 2001*. <http://www.ehea.info/page-ministerial-conference-prague-2001>

- (2001, May 18). *The Prague Communiqué 2001*. http://www.ehea.info/media.ehea.info/file/2001_Prague/44/2/2001_Prague_Communique_English_553442.pdf
- (2003, September 19). *Ministerial Conference Berlin 2003*. <https://www.ehea.info/page-ministerial-conference-berlin-2003>
- (2003, September 19). *The Berlin Communiqué 2003*. http://www.ehea.info/media.ehea.info/file/2003_Berlin/28/4/2003_Berlin_Communique_English_577284.pdf
- (2005, May 18). *2007 London Communiqué*. http://www.ehea.info/media.ehea.info/file/2007_London/69/7/2007_London_Communique_English_588697.pdf
- (2005, May 19). *2005 Bergen Communiqué*. https://www.ehea.info/media.ehea.info/file/2005_Bergen/52/0/2005_Bergen_Communique_english_580520.pdf
- (2005, May. 19). *Ministerial Conference Bergen 2005*. <https://www.ehea.info/page-ministerial-conference-bergen-2005>
- (2007, May. 17). *Ministerial Conference London 2007*. <https://www.ehea.info/page-ministerial-conference-london-2007>
- (2009, April 28). *2009 Leuven Louvain-la-Neuve Communiqué*. https://www.ehea.info/media.ehea.info/file/2009_Leuven_Louvain-la-Neuve/06/1/Leuven_Louvain-la-Neuve_Communique_April_2009_595061.pdf
- (2009, April 28). *Ministerial Conference Leuven / Louvain-La-Neuve 2009*. <https://www.ehea.info/page-ministerial-conference-Leuven-Louvain-la-Neuve-2009>
- (2010, March 11). *Ministerial Conference Budapest - Vienna 2010*. <https://www.ehea.info/page-ministerial-conference-budapest-vienna-2010>
- (2010, March 12). *Budapest-Vienna Declaration on the European Higher Education Area*. http://ehea.info/media.ehea.info/file/2010_Budapest_Vienna/64/0/Budapest-Vienna_Declaration_598640.pdf
- (2012, April 27). *2012 Bucharest Communiqué*. http://www.ehea.info/media.ehea.info/file/2012_Bucharest/67/3/Bucharest_Communique_2012_610673.pdf
- (2012, April 27). *Ministerial Conference Bucharest 2012*. <https://www.ehea.info/page-ministerial-conference-bucharest-2012>
- (2015, May 14). *2015 Yerevan Communiqué*. http://ehea.info/media.ehea.info/file/2015_Yerevan/70/7/YerevanCommuniqueFinal_613707.pdf
- (2015, May 14). *Ministerial Conference Yerevan, 2015*. <https://www.ehea.info/page-ministerial-conference-yerevan-2015>
- (2018, May 24). *Ministerial Conference Paris, 2018*. <https://www.ehea.info/page-ministerial-conference-paris-2018>

- (2018, May 25). *Paris Communiqué*.
http://ehea.info/media.ehea.info/file/2018_Paris/77/1/EHEAParis2018_Communique_final_952771.pdf
- (2020, Nov. 19). *EHEA 2020 Rome Ministerial Conference*.
<https://www.ehea.info/page-ministerial-conference-rome-2020> for more info.:
<https://ehea2020rome.it/>
- (2020, Nov. 19). *Rome Ministerial Communiqué*.
http://www.ehea.info/Upload/Rome_Ministerial_Communique.pdf
- (n.d.). *Consultative Members*. <https://www.ehea.info/pagina-consultive-members>
- (n.d.). *BFUG Partners*. <http://www.ehea.info/page-bfug-partners>
- (n.d.). *Members*. <http://www.ehea.info/page-members>
- (n.d.). *European Higher Education Area and Bologna Process*. <http://www.ehea.info/>
- (n.d.). *History*. <http://ehea.info/pid34248/history.html>
- (n.d.). *The Bologna Follow-up Group*. <http://www.ehea.info/page-the-bologna-follow-up-group>
- (n.d.). *Türkiye*. <https://www.ehea.info/page-Türkiye>
- (n.d.). *Poland*. <https://www.ehea.info/page-poland>
- (2005, May 19). *Bologna Process Stocktaking 2005*. Report from a working group appointed by the Bologna Follow-up Group to the Conference of European Ministers Responsible for Higher Education, Bergen, 19-20 May 2005. Issued by WG Stocktaking 2003-2005; Working group. Retrieved Jul. 5, 2021, from https://www.ehea.info/media.ehea.info/file/WG_Stocktaking/96/1/BPStocktaking9May2005_578961.pdf
- (2007, May). *Bologna Process Stocktaking Report 2007*. Report from a working group appointed by the Bologna Follow-up Group to the Ministerial Conference in London. Retrieved Jul. 5, 2021, from https://www.ehea.info/media.ehea.info/file/20070417-18_Berlin/66/6/BFUG11_4_WG-Stocktaking_ReportDraft_585666.pdf
- European Union. (n.d.). *Poland – EU member country profile*. Retrieved Jan. 18, 2016, from https://european-union.europa.eu/principles-countries-history/country-profiles/poland_en
- Galatasaray Lisesi [Galatasaray High School]. (n.d.). *Büyük Önder Mustafa Kemal Atatürk'ün Okulumuzu Ziyareti* [President Mustafa Kemal Atatürk visits the school]. Retrieved Aug 2, 2021, from <http://www.gsl.gsu.edu.tr/en/ziyaretler/mustafa-kemal-ataturk>
- (n.d.). *Principals*. Retrieved Nov. 15, 2021, from <http://www.gsl.gsu.edu.tr/en/tarihce/mudurlerimiz>
- Galatasaray Resmi İnternet Sitesi [Galatasaray Official Website]. (n.d.). *Atatürk and Galatasaray*. Retrieved Aug 2, 2021, from
Turkish: <https://www.galatasaray.org/s/ataturk-ve-galatasaray/20>
English: <https://www.galatasaray.org/en/s/ataturk-and-galatasaray/189>
- (n.d.). *Galatasaray Başkanları* [Galatasaray Presidents].
<https://www.galatasaray.org/s/galatasaray-baskanlari/139>

- (n.d.). *Galatasaray Nasıl Kuruldu* [Story of Our Foundation]. Turkish: <https://www.galatasaray.org/s/galatasaray-nasil-kuruldu/13> English: <https://www.galatasaray.org/en/s/galatasaray-spor-kulubu-1905/3>
- Galatasaraylılar Derneği [Galatasaray Alumni Association]. *Galatasaray Pilavı* [Pilaf of Galatasaray]. Retrieved Aug 2, 2021, from <https://galatasaraylilardernegi.org.tr/galatasaray-pilavi>
- Garland Texan (2022, Mar. 25). *Obituary: Nicholas Nadolsky*. Retrieved Mar. 17, 2024, from <https://thegarlandtexan.com/obituary-nicholas-nadolsky-garland-texas-u-s-a/>
- Gazi Üniversitesi [Gazi University]. (n.d.). *Tarihçe* [Short History]. Retrieved Nov. 21, 2021, from <https://sporbilimleri.gazi.edu.tr/view/page/141696>
- Gazi Üniversitesi, Spor Bilimleri Fakültesi [Gazi University, Sport Sciences Faculty]. (n.d.). *History*. Retrieved May. 12, 2024, from <https://sporbilimleri.gazi.edu.tr/view/page/279511>
- Główny Urząd Statystyczny (GUS) [Statistics Poland]. (2016, November 28). *Szkoły wyższe i ich finanse w 2015 r.* [Higher education institutions and their finances in 2015]. Retrieved May 5, 2023, from <https://stat.gov.pl/en/topics/education/education/higher-education-institutions-and-their-finances-in-2015,2,9.html>
- (2022, October 31). *Oświata i wychowanie w roku szkolnym 2021/2022* [Education in the 2021/2022 school year]. Retrieved May 5, 2023, from <https://stat.gov.pl/en/topics/education/education/education-in-the-20212022-school-year,1,18.html>
- (n.d.). Retrieved May 5, 2023, from <http://www.stat.gov.pl> (2021)
- (2011). *Szkoły wyższe i ich finanse w 2010 roku* [Higher Education Institutions and their Finances in 2010]. Retrieved May 16, 2021, from https://stat.gov.pl/cps/rde/xbcr/gus/e_higher_education_institutions_2010.pdf
- Gomes, A. (2012, July 25). *Young and old get set for Olympics*. Gulf News. Retrieved Oct. 4, 2021, from <https://gulfnews.com/sport/young-and-old-get-set-for-olympics-1.1053450>
- Gören, E. İ. (2012, August 08). *Boğaziçi Üniversitesi'ndeki Gizli Hazine: Nafi Baba Tekkesi* [Hidden Treasure at Boğaziçi University: Nafi Baba Lodge]. Dünya Bülteni. Retrieved Oct. 3, 2021, from <https://www.dunyabulteni.net/kultur-sanat/bogazici-universitesindeki-gizli-hazine-nafi-baba-tekkesi-h222089.html>
- Gül Baba Türbéje Örökségvédő Alapítvány [Gül Baba Heritage Foundation] (n.d.). Retrieved Mar. 23, 2024, from <https://gulbabaalapitvany.hu/>
- Gürğün A. (2019, May 20). *Gençlik ve Spor Bayramı'nı yaratanlar* [The Founders of Youth and Sports Day] Retrieved Nov 19, 2021. Aydınlık. from <https://www.aydinlik.com.tr/haber/genclik-ve-spor-bayramini-yaratanlar-126720>
- Heinrich Pestalozzi (n.d.). *Pestalozzi's time, his life and his work*. Retrieved Jan. 20, 2024, from <https://www.heinrich-pestalozzi.de/biographie/tabellarische-uebersicht> by Prof. Dr. Gerhard Kuhlemann and Dr. Arthur Brühlmeier, for additional info: <https://www.bruehlmeier.info/>
- Hercules Millas (n.d.). *CV of H. Millas (2019.6)*. Retrieved Aug. 9, 2021, from <https://www.herkulmillas.com/en/about-hm/cv-of-hm.html>

- Humboldt-Universität zu Berlin [Humboldt University of Berlin]. (n.d.). *Historical development of the Institute Department of Sports Sciences*. Retrieved May. 12, 2024, from <https://www.spowi.hu-berlin.de/en/institut-en/history>
- İstanbul Şehir Üniversitesi E-Arşiv [Istanbul Şehir University E-Archive]. Sergi: Galatasaray Lisesi, 150 Yıllık Bir Kültür Ortaklığı [Exhibition: A Cultural Partnership of 150 Years: Galatasaray High School] (20.09 - 03.10.2018). Place: İstanbul Fransız Kültür Merkezi [French Cultural Center in Istanbul / İstanbul – Institut Français de Turquie]. Research; İzzeddin Çalışlar, Coordination; Cenk Tıkız, Archives: Galatasaray Üniversitesi Kültür ve Sanat Merkezi [Galatasaray University Culture and Art Center], <https://tr.ambafrance.org/> - Printing house: Kopyaevi – Işık Ozalit Ltd.
- İstanbul Özel Saint-Joseph Fransız Lisesi [Lycée Saint-Joseph, Istanbul]. (n.d.). Lise Tarihçesi [History of High School]. Retrieved Jan. 7, 2023, from <https://sj.k12.tr/lise-tarihcesi/>
- Jagiellonian University in Kraków. (n.d.). *Study at the Jagiellonian University: Academic Centre through centuries*. Retrieved May 8, 2022, from https://welcome.uj.edu.pl/en_GB/more/about-ju
- Jagiellonian University Medical College. (n.d.). *History of the Faculty of Medicine*. Retrieved Jan. 21, 2023, from <https://cm-uj.krakow.pl/index.php/en/history>
- Józef Piłsudski University of Physical Education in Warsaw. (n.d.). *University History*. Retrieved Feb. 18, 2023, from Polish: <https://www.awf.edu.pl/uczelnia/o-nas/historia-i-tradycja-awf/powolanie-ciwf> English: <https://www.awf.edu.pl/en/university/about-university/history>
- Kaya, Ö. (2021 March). *ABD'nin Yurtdışına Açılan İlk Eğitim Kurumu: Robert Kolej. Bebek'teki Amerikan kapısı ve parlak yıldızlar geçidi* [The First Educational Institution of the USA to Open Abroad: Robert College. American gate and bright stars gateway in Bebek]. *Tarih Dergi*. Retrieved Oct. 3, 2021, from <https://tarihdergi.com/bebekteki-amerikan-kapisi-ve-parlak-yildizlar-gecidi/>
- (2021, April 15). *Robert Kolej ve Türk sporuna katkıları* [Robert College and its contributions to Turkish sports]. *Paros*. Retrieved Aug. 8, 2021, from <https://www.paros.com.tr/Makale/robert-kolej-ve-tu%CC%88rk-sporuna-katkilari>
- Konferencja Rektorów Akademickich Szkół Polskich (KRASP) [The Conference of Rectors of Academic Schools in Poland (CRASP)]. (2008, May. 16). *Stanowisko Prezydium KRASP w sprawie przyszłości Procesu Bolońskiego oraz projektu OECD badania efektów kształcenia w szkolnictwie wyższym* [Position of the Presidium of KRASP on the future of the Bologna Process and on the next steps in relation to the OECD project to develop a feasibility study on learning outcomes in higher education]. Retrieved Jul. 5, 2021, from http://arch.krasp.org.pl/wp-content/uploads/sites/2/2013/10/70_iv.pdf
- Koptaş, R. (2012, July 26). *Olimpiyat tarihinin gayri resmi sayfası* [Unofficial page of Olympic history]. *Agos*. Retrieved Oct. 6, 2021, from <http://www.agos.com.tr/tr/yazi/2048/olimpiyat-tarihinin-gayri-resmi-sayfasi>
- Magazyn - Głos Fizjoterapeuty [Magazine - The Voice of the Physiotherapist]. (2023.12.8). *Helena Kuczalska – pierwsza dama polskiej fizjoterapii*. [Helena Kuczalska – the first lady of Polish physiotherapy]. By.: Beata Czarnecka, Beata Skolik, Sławomir Jandziś, Mariusz Mięgała. Retrieved May. 14, 2024, from

<https://glosfizjoterapeuty.pl/2023/12/helena-kuczalska-pierwsza-dama-polskiej-fizjoterapii/>

- Millî Eğitim İstatistikleri, Örgün Eğitim [National Education Statistics, Formal Education]. (2022, September 09). *2021-2022 Eğitim Öğretim Yılı Resmi İstatistikleri* [Official Statistics for the 2021-2022 Academic Year]. Resmi İstatistik Programı Yayını [A Publication of Official statistics Programme]. T.C. Millî Eğitim Bakanlığı [Republic of Turkey Ministry of National Education]. Retrieved May 5, 2023, from https://sgb.meb.gov.tr/meb_iys_dosyalar/2022_09/15142558_meb_istatistikleri_organ_egitim_2021_2022.pdf
- Millî Savunma Üniversitesi Kara Harp Okulu [National Defense University Turkish Military Academy]. (n.d.). *Kara Harp Okulu Tarihçesi* [History of the Turkish Military Academy]. Retrieved July 23, 2021, from <https://kho.msu.edu.tr/hakkinda/tarihce.html>
- Nancy Atakan (2016 October). *Nancy Atakan: Azade or on Freedom*. Retrieved Jan. 6, 2023, from <http://nancyatakan.com/publications-press/treibsand/>
- Observatory Magna Charta Universitatum. (n.d.). *Magna Charta Universitatum*. Retrieved Dec. 21, 2021, from <http://www.magna-charta.org/magna-charta-universitatum>
- Olympedia. (n.d.). *Michail Dorizas*. Retrieved Aug. 7, 2021, from <https://www.olympedia.org/athletes/70723>
- (n.d.). *Mkrtich Mkryan*. Retrieved Oct. 6, 2021, from <https://www.olympedia.org/athletes/77019>
- (n.d.). *Overview of Türkiye's Olympic Games*. Retrieved Oct. 6, 2021, from <https://www.olympedia.org/countries/TUR>
- (n.d.). *Vahram Papazyan*. Retrieved Oct. 6, 2021, from <https://www.olympedia.org/athletes/77019>
- Olympics - International Olympic Committee (n.d.). *Pierre de Coubertin: Visionary and Founder of the Modern Olympics*. Retrieved May. 5, 2024, from https://olympics.com/ioc/pierre-de-coubertin?module_id=gallery-mosaic-9&module_index=3
- Örnek, N. (2021). *Tarcan Apartmanı* [Tarcan Apartment]. Retrieved Nov. 11, 2022, from <https://www.herumutortakarar.com/tarcan-apartmani/>
- Pontos World (n.d.). *Pontus: A collection of photos related to Pontus*. Retrieved Mar. 3, 2024, from <https://www.pontosworld.com/index.php/photos/pontus>
- Robert Kolej [Robert College]. (n.d.). *Beden Eğitimi* [Physical Education]. Retrieved Oct. 6, 2021, from <https://website.robcol.k12.tr/en/academics/academic-departments/physical-education>
- (n.d.). *RC Hakkında, Tarihimiz, Fotoğraf Galerisi* [About RC, History of RC, Photo Gallery]. Retrieved Aug 2, 2021, from <https://website.robcol.k12.tr/en/about-rc/history>
- Salt - Kültür, Sanat ve Araştırma Kurumu [Salt - Cultural Institution]. (2019 Aug. 30). *Forward, March!*, Detail from *The Transition Series: Rotating Time* by Maria Andersson and Nancy Atakan, SALT Beyoğlu. Retrieved Jan. 6, 2023, from <https://saltonline.org/en/2012?>
- Sokol Museum and Library (SML). (n.d.). *What is Sokol*. Retrieved May 8, 2022, from <https://sokolmuseum.org/>

- Stowarzyszenie Muzeów Uczelnianych [Association of University Museums]. *Archiwum Akademii Wychowania Fizycznego im. Bronisława Czecha w Krakowie* [Archives of the University of Physical Education in Kraków]. Retrieved May 8, 2022, from <https://muzeauczelniane.pl/en/archives-of-the-university-of-physical-education/>
- Sultani ve Spor (n.d.). Galatasaray Lisesi'nin beden eğitimi öğretmenleri [Physical education teachers of Galatasaray High School]. Retrieved Apr. 20, 2024, from <https://www.sultanivespor.com/svs/tr/arsiv/beden-egitimi-ogretmenleri>
- (n.d.). Olimpiyatlar ve Galatasaray Lisesi [Olympics and Galatasaray High School]. Retrieved Apr. 20, 2024, from <https://www.sultanivespor.com/svs/tr/arsiv/olimpiyatlar-ve-galatasaray-lisesi>
- Temiz, K. (2020, July 17) *I. Dünya Savaşı'na Doğru Osmanlı Devleti'nde Spor, Beden, Militarizasyon Döngüsü* [Sports, Body, Militarization Cycle in the Ottoman Empire Towards World War I]. Tarih Ekonomi ve Siyaset Araştırmaları Derneği (TESAD). Retrieved Oct. 31, 2021, from <https://www.tesadernegi.org/i-dunya-savasina-dogru-osmanli-devletinde-spor-beden-militarizasyon-dongusu.html>
- The Johann Heinrich Pestalozzi Society (n.d.). *Who was Johann Heinrich Pestalozzi?* Retrieved Jan. 20, 2024, from <https://jhpestalozzi.org/>
- Türkiye Basketbol Federasyonu [Turkish Basketball Federation]. (n.d.). *Ülkemizde Basketbol* [Basketball in our country]. Retrieved Aug. 9, 2021, from <https://www.tbf.org.tr/tarihce/ulkemizde-basketbol>
- Türkiye Cimnastik Tarihi [Türkiye Gymnastics History] (n.d.). *Hüsamettin Güreli*. Retrieved May. 7, 2024, from <https://www.turkiyecimnastiktarihi.com/cimnastik-federasyonlari-ve-yonetim-kurullar/husamettin-gureli-25081961--06111968-652/>
- Türkiye İstatistik Kurumu (TÜİK) [Turkish Statistical Institute]. (2021). Retrieved May 5, 2023, from <https://www.tuik.gov.tr/>
- Türkiye Milli Olimpiyat Komitesi [Turkish National Olympic Committee]. (n.d.). *Türkiye'de modern sporların doğuşu ve TMOK'un kuruluşu* [The birth of modern sports in Turkey and establishment of TOC]. Retrieved Sep. 5, 2021, from Turkish: <https://www.olimpiyat.org.tr/Detay/Hakimizda/Tarihce/46/1>
English: <https://www.olimpiyat.org.tr/Detail/TOC/History/46/1/1>
- (n.d.). *Londra 1908 IV. Yaz Olimpiyat Oyunları* [London 1908, IVth Summer Olympic Games]. Retrieved Sep. 5, 2021, from <https://www.olimpiyatkomitesi.org.tr/Olimpiyat-Oyunlari-Detay/28/1>
- (n.d.). *Olimpiyatlarda Türkler* [Turks in the Olympics]. Retrieved Oct. 4, 2021, from <https://www.olimpiyatkomitesi.org.tr/Detay/Olimpiyatlar/Olimpiyatlarda-Turkler/45/1>
- (n.d.). *Stockholm 1912 V. Yaz Olimpiyat Oyunları* [Stockholm 1912, Vth Summer Olympic Games]. Retrieved Oct. 6, 2021, from <https://www.olimpiyatkomitesi.org.tr/Olimpiyat-Oyunlari-Detay/27/1>
- Universität Rostock [University of Rostock] (n.d.). *Kurt Dainas – Curriculum vitae* (1952, personnel file, UAR). Retrieved May. 13, 2024, from https://cpr.uni-rostock.de/resolve/id/cpr_person_00002822

- WrestlingClassics (2021.06.11). *Results: The World Championship tournaments in Paris (1898-1907)*. Retrieved Apr. 18, 2024, from http://wrestlingclassics.com/ubb/ultimatebb.php?ubb=get_topic;f=10;t=005539
- Yükseköğretim Kurulu (YÖK) [Council of Higher Education (CoHE)]. (1997 Nov. 04). *Eğitim Fakültelerinde Uygulanacak Yeni Programlar Hakkında Açıklama* [Explanation on New Programs to be Implemented in Education Faculties], And; *Beden Eğitimi ve Spor Öğretmenliği Lisans Programı* [Physical Education and Sports Teaching Undergraduate Program]. Retrieved April 1, 2022, from https://www.yok.gov.tr/Documents/Kurumsal/egitim_ogretim_dairesi/Ogretmen-Yetistirme/1-aciklama_programlar.pdf ; https://www.yok.gov.tr/Documents/Kurumsal/egitim_ogretim_dairesi/Ogretmen-Yetistirme/beden_egitimi.pdf
- (2018 May 30). *Yeni Öğretmen Yetiştirme Lisans Programları: Programların Güncelleme Gereççeleri, Getirdiği Yenilikler ve Uygulama Esasları* [New Teacher Training Undergraduate Programs: Rationale for Updates, Innovations and Implementation Principles of the Programs]. And; *Beden Eğitimi ve Spor Öğretmenliği Lisans Programı* [Physical Education and Sports Teaching Undergraduate Program]. Retrieved April 1, 2022, from https://www.yok.gov.tr/Documents/Kurumsal/egitim_ogretim_dairesi/Yeni-Ogretmen-Yetistirme-Lisans-Programlari/AA_Sunus_%20Onsoz_Uygulama_Yonergesi.pdf https://www.yok.gov.tr/Documents/Kurumsal/egitim_ogretim_dairesi/Yeni-Ogretmen-Yetistirme-Lisans-Programlari/Beden_Egitimi_ve_Spor_Ogretmenligi_Lisans_Programi.pdf
- (n.d.). *Bologna Süreci Nedir?* [What is the Bologna Process?]. Retrieved Dec. 23, 2021, from English: <https://uluslararasi.yok.gov.tr/en/internationalisation/bologna/whats-the-bologna-process> Turkish: <https://uluslararasi.yok.gov.tr/uluslararasilasma/bologna/temel-bilgiler/bologna-sureci-nedir>

ABSTRACT

Author: mgr Kürşat Soğuksu

Title: Education systems for physical education teachers in Türkiye and Poland throughout history – a comparative analysis

Supervisor: dr hab. Ewa Roszkowska, prof. AWF

Co-supervisor: dr Bożena Alejziak

The dissertation examines the history of physical education teacher education in Türkiye and Poland. Its main aim is to present the genesis and evolution of physical education teacher education systems in Türkiye and Poland and their comparative analysis, also taking into account the assessment of the implementation of the assumptions of the Bologna Process and its functioning in Turkish and Polish higher education institutions offering programs in Teaching Physical Education.

This extensive research task was conducted using various historical research methods: direct and indirect fact-finding, document analysis techniques, the biographical method, the comparative method, and the diagnostic survey method employing questionnaire techniques.

The spatial scope of the dissertation encompasses the area of Türkiye and Poland. In several instances, this scope is exceeded – pedagogical initiatives from European countries are mentioned, which serves to emphasize their significance for the activities undertaken in both Türkiye and Poland.

The initial caesura is the *Tanzimat* reforms in the Ottoman Empire, and on Polish territories, the establishment of the National Education Commission in the Polish-Lithuanian Commonwealth. The final caesura is marked by own research conducted at Turkish and Polish universities during the academic year 2022/2023, aimed at presenting the opinions of academic teachers and students of physical education on the implementation and functioning of the assumptions of the Bologna System in Turkish and Polish universities.

The dissertation comprises an Introduction, six substantive chapters, each addressed a specific research problem, a Conclusion, a Bibliography, and an Annex. Chapter II is the most extensive, which analyzes the history of physical education teacher education in Türkiye from the Ottoman Empire to 2023. This deliberate focus is

due to the lack of previous comprehensive documentation on this topic. Consequently, Chapter II presents the first worldwide comprehensive overview of the origins and evolution of the Turkish system for training physical education teachers. Moreover, the dissertation also represents the first comparative analysis of the academic training systems for physical education teachers in Türkiye and Poland, assessing the extent of implementation of the Bologna Process directives.

The analyses and research findings in this dissertation affirm that the establishment and development of academic education systems for physical education teachers in Türkiye and Poland were influenced by political nature, socio-economic, and cultural factors in both countries and strengthened by the activities of prominent figures from the 19th and 20th centuries who initiated or supported these endeavors, including: Ali Faik Bey [Üstünidman], Selim Sırrı Bey [Tarcan], Mustafa Kemal Atatürk, Henryk Jordan, Eugeniusz Piasecki, Józef Piłsudski and many others, whose contributions are highlighted in the study.

In the development process of both education systems, similarities were noted in the implementation of foreign initiatives and the introduction of specialized courses that ultimately established the field of study: physical education. Additionally, efforts related to the implementation of the Bologna Process directives have been significant, enhancing the quality, integration, and alignment of teaching programs with European standards. However, differences arise from the socio-political contexts of Türkiye and Poland, the varying rates of development, and the educational philosophies adopted, which are also reflected in the structure of educational programs and the organization of education.

The research further confirmed that the implementation of the Bologna Process directives enhances the quality and integration of physical education teacher education systems in both Türkiye and Poland. This conclusion was also supported by survey results. Based on these surveys, it can be concluded that Poland demonstrates a slightly higher level of satisfaction in most evaluated areas, indicating a more favorable reception and more thorough implementation of the Bologna Process directives in Polish universities compared to Turkish ones.

Keywords: history of physical education teacher education, physical education teacher education in Türkiye, physical education teacher education in Poland, bologna process

STRESZCZENIE

Autor: mgr Kürşat Soğuksu

Tytuł: Systemy kształcenia nauczycieli wychowania fizycznego w Turcji i w Polsce na przestrzeni dziejów – analiza porównawcza

Promotor: dr hab. Ewa Roszkowska, prof. AWF

Promotor pomocniczy: dr Bożena Alejziak

Rozprawa podejmuje badanie dziejów kształcenia nauczycieli wychowania fizycznego w Turcji i w Polsce. Jej głównym celem jest przedstawienie genezy i przeobrażeń systemów kształcenia nauczycieli wychowania fizycznego w Turcji i w Polsce oraz ich analiza porównawcza uwzględniająca również ocenę implementacji założeń Procesu Bolońskiego i jego funkcjonowania w tureckich i polskich szkołach wyższych kształcących na kierunku wychowanie fizyczne.

Tak szerokie zadanie badawcze zrealizowano stosując metody badań historycznych: bezpośredniego i pośredniego ustalania faktów, techniki analizy dokumentów, metodę biograficzną, metodę porównawczą oraz metodę sondażu diagnostycznego wykorzystującą technikę ankietowania.

Zakres przestrzenny rozprawy obejmuje obszar Turcji i Polski. W kilku przypadkach jest on przekroczony – przywoływane są inicjatywy pedagogiczne z państw europejskich, co służy podkreśleniu ich znaczenia dla działań podejmowanych w obu państwach. Cezurę początkową stanowią reformy Tanzimatu w Imperium Osmańskim, a na ziemiach polskich powołanie Komisji Edukacji Narodowej w Rzeczypospolitej Obojga Narodów, a końcową wyznaczają badania własne przeprowadzone w uczelniach tureckich i polskich w roku akademickim 2022/2023, mające na celu ukazanie opinii nauczycieli akademickich i studentów kierunku wychowanie fizyczne na temat wdrażania i funkcjonowania założeń Systemu Bolońskiego w tureckich i polskich uczelniach.

Praca składa się ze Wstępu, sześciu merytorycznych rozdziałów, z których każdy rozwiązuje konkretny problem badawczy, Zakończenia, Bibliografii i Aneksu. Najobszerniejszy jest rozdział II analizujący dzieje kształcenia nauczycieli wychowania fizycznego w Turcji od czasów Imperium Osmańskiego do roku 2023. Jest to celowe założenie, bowiem dzieje te nie zostały dotychczas opracowane. Zatem Rozdział ten jest

pierwszym na świecie całościowym przedstawieniem genezy i ewolucji tureckiego systemu kształcenia nauczycieli wychowania fizycznego. Praca jest też pierwszą analizą porównawczą systemów akademickiego kształcenia nauczycieli wychowania fizycznego w Turcji i w Polsce uwzględniającą również stopień wdrażania dyrektyw Systemu Bolońskiego.

Analizy i ustalenia badawcze dokonane w niniejszej rozprawie potwierdzają, że powstanie i rozwój systemów edukacji akademickiej nauczycieli wychowania fizycznego w Turcji i w Polsce warunkowany był czynnikami natury politycznej, społeczno-ekonomicznej i kulturowej w obu państwach oraz wzmocniony działalnością wybitnych indywidualności XIX i XX stulecia inicjujących lub wspierających go takich, jak: Ali Faik Bey [Üstünidman], Selim Sırrı Bey [Tarcan], Mustafa Kemal Atatürk, Henryk Jordan, Eugeniusz Piasecki, Józef Piłsudski i wielu innych, których zaangażowanie podkreślono w pracy.

W procesie rozwoju obu systemów kształcenia zaobserwowano podobieństwa dotyczące wdrażania inicjatyw zagranicznych, rozpoczęcia kształcenia od specjalistycznych kursów, które w konsekwencji doprowadziły do utworzenia kierunku studiów: wychowanie fizyczne. Istotne są też działania związane z wdrażaniem dyrektyw Procesu Bolońskiego mające wpływ na poprawę jakości, integracji i dostosowania programów nauczania do standardów europejskich. Natomiast różnice wynikają z kontekstów społeczno-politycznych Turcji i Polski, tempa rozwoju i przyjętych filozofii kształcenia, co znalazło również wyraz w programach edukacyjnych i organizacji kształcenia.

Badania potwierdziły również, że wdrażanie dyrektyw Procesu Bolońskiego służy jakości i integracji systemów kształcenia nauczycieli wychowania fizycznego zarówno w Turcji, jak i w Polsce. Opinia ta potwierdziła się także w badaniach ankietowych. Na ich podstawie można ponadto stwierdzić, że Polska wykazuje nieco wyższy poziom zadowolenia w większości ocenianych obszarów, co wskazuje na bardziej przychylne przyjęcie i głębsze wdrożenie dyrektyw Procesu Bolońskiego na polskich uczelniach w porównaniu z Turcją.

Słowa kluczowe: *historia kształcenia nauczycieli wychowania fizycznego, kształcenia nauczycieli wychowania fizycznego w Turcji, kształcenia nauczycieli wychowania fizycznego w Polsce, proces boloński*

LIST OF FIGURES

Figure Nr.	Figure Title	Page Nr.
Figure 1:	Byzantine Monuments: Hippodrome, Constantinople (İstanbul), 4th-13th c.	23
Figure 2:	Depicts ' <i>La Vie au Grand Air</i> ' (The Life in the Open Air), 14th c.	25
Figure 3:	Portrait of Walter Clopton Wingfield, 1881	25
Figure 4:	Portrait of Vittorino da Feltre, c. 1474	25
Figure 5:	Portrait of Pius II by Justus, c. 1472-76	25
Figure 6:	Portrait of François Rabelais, 1737	26
Figure 7:	Portrait of Michel de Montaigne, 1578	26
Figure 8:	Portrait of Johann Amos Comenius, c. 1650-70	26
Figure 9:	Portrait of John Locke, 1697	27
Figure 10:	Portrait of Jean-Jacques Rousseau, 1753	27
Figure 11:	Portrait of Johannes Bernhard Basedow, 1773	29
Figure 12:	Portrait of Christian Gotthilf Salzmann, c. 1810	29
Figure 13:	Portrait of Johann Christoph Friedrich GutsMuths, c. 1800	29
Figure 14:	<i>Gymnastik für die Jugend</i> [Gymnastics for Youth] by GutsMuths, 1793	30
Figure 15:	Portrait of Franciscus (Franz) Nachttegall, undated.	30
Figure 16:	Portrait of Francisco Amorós, undated.	31
Figure 17:	Amorós's book ' <i>Manuel d'éducation physique, gymnastique et morale</i> ' 1830	32
Figure 18:	Portrait of Gerhard Ulrich Anton Vieth, 1763	34
Figure 19:	Gerhard Vieth's book ' <i>Versuch einer Encyclopädie der Leibesübungen</i> ' 1795	35
Figure 20:	Portrait of Friedrich Ludwig Jahn, 1825	35
Figure 21:	F. Ludwig Jahn " <i>Turner Umtriebe</i> " [Turner's Activities], c. 1819	36
Figure 22:	F. Ludwig Jahn's ' <i>Turnplatz</i> ' (Open-Air Gymnasium), Hasenheide, 1810s	38
Figure 23:	<i>Turnsaal</i> (Gymnasium), Milwaukee <i>Turnverein</i> (gymnastic unions), c.1914	40
Figure 24:	Caricatures of Friedrich Ludwig Jahn, 1848	41
Figure 25:	Portrait of Johann Heinrich Pestalozzi, 1808	43
Figure 26:	Portrait of Phocion Heinrich Clias, undated.	44
Figure 27:	Portrait of Adolf Spiess, undated.	45
Figure 28:	Adolf Spiess, Gymnasium and <i>Turnplatz</i> (open-air gymnasium), c. 1835-50	46
Figure 29:	Portrait of Johannes Niggeler ' <i>Turninspector</i> ' (gymnastic inspector). c.1880	47
Figure 30:	Portrait of Pehr Henrik Ling, 1839	47
Figure 31:	Royal Central Gymnastics Institute (GCI) in Stockholm, 1866	49
Figure 32:	Swedish gymnastics lessons at the GCI in Stockholm, 1880-1900	49
Figure 33:	Portrait of Hjalmar Fredrik Ling, c.1880	50
Figure 34:	Portrait of Thomas Arnold, 1839	52
Figure 35:	Photograph of Pierre de Coubertin, 1915	53
Figure 36:	Ali Faik Bey and Marine School students exercise, 1898	66
Figure 37:	Ali Faik Bey's book ' <i>Jimnastik Talimine Mahsûs Mecmua-i Eşkâl</i> ,' 1891	67
Figure 38:	el-Hac Mustafa Hâmî's book ' <i>Risale-i Riyâzat-ı Bedeniyye-i Tibbiyye</i> ,' 1859	68
Figure 39:	Ali Faik Bey's <i>Cimnastik Ta'limnâmesi</i> [Gymnastics Guidebook], 1898	69
Figure 40:	Nâzım Şerâfeddin's book " <i>Sihhatnümâ</i> " ft. exercise illustrations, 1886	69
Figure 41:	Photograph of Caleb Frank Gates Sr., 1930	76

Figure 42:	C. Frank Gates “ <i>Frank was active in sports and Gymnasium</i> ” 1903-1932	77
Figure 43:	Photograph of Theresa Huntington Ziegler, 1896	78
Figure 44:	Photograph of Dorothea Chambers Blaisdell, undated.	78
Figure 45:	Physical education at Euphrates College, Harput, Türkiye, 1911-12	78
Figure 46:	Anatolia College, Marsovan, Field Day, c. 1990	79
Figure 47:	Anatolia College Merzifon, Pontos Athletic and Sports Clubs, 1906-11	80
Figure 48:	Anatolia College Merzifon, Gymnastics, Field Day, Tennis Courts, 1911-20	81
Figure 49:	Athletics, Football Teams, Greek and French Colleges, 1890-1913	81
Figure 50:	President Mustafa Kemal Atatürk visiting Galatasaray High School, 1930	83
Figure 51:	Original architectural plans of American College for Girls	84
Figure 52:	Robert College Postcard, c.1900, 2023 Top-Down View of Boğaziçi Uni.	85
Figure 53:	Imperial Decree “ <i>İrade-i Hümayun</i> ,” 1868 and 1963 of Robert College	88
Figure 54:	Students physical edu. class, American College for Girls (ACG), 1890s	90
Figure 55:	Girls practicing sports, American College for Girls, 1920-30s	92
Figure 56:	The football field (quadrangle) of Robert College, 1910s-50	93
Figure 57:	Robert College Football Team, 1900 and 1910	94
Figure 58:	American College for Girls and Robert College Field Day, 1904-15.	96
Figure 59:	Field Day (sport festivities) at the Robert College, 1915	97
Figure 60:	Dodge Gymnasium, 1930s.	97
Figure 61:	Dodge Gymnasium (Dodge Hall), old 1927 and current 2023	98
Figure 62:	Photograph of Ahmet Robenson, c. 1911	98
Figure 63:	RC Gymnastics Team, Dodge Gymnasium, Alexander Nadolsky, 1930-40s	99
Figure 64:	Robert College Sports Teams (Basketball, Baseball), 1920s-1930s	100
Figure 65:	Photograph of Michalis Dorizas, c. 1908	100
Figure 66:	Photograph of Vahram Papazian and Mkrtich Mkryan, 1911-12	101
Figure 67:	Turkish flag at the Stockholm Olympic Stadium for the first time, 1912	103
Figure 68:	Vahram Papazian racing in the Stockholm Olympics in Stockholm, 1912	104
Figure 69:	Photograph of Shavarsh Krissian, 1919	105
Figure 70:	Photograph of Selim Sırrı and his colleagues, 1912	106
Figure 71:	The photo, signed by Selim Sırrı to Shavarsh Krissian, 1911	106
Figure 72:	Halet Çambel and Suat Fetgeri Aşeni at the Berlin Olympic Games, 1936	107
Figure 73:	Tansu Çiller, 1961 ACG Volleyball and Orhan Pamuk, 1968 RC Basketball	109
Figure 74:	Buildings of the Galata Sarayı in Pera, 1855	110
Figure 75:	Napoleon III and Sultan Abdulaziz, Paris Universal Exhibition, 1867	111
Figure 76:	Imperial Decree “ <i>İrade-i Hümayun</i> ”, arms of Mekteb-i Sultânî, 1868-70s	113
Figure 77:	Sultan Abdulmecid and Grand Vizier at Galatasaray Schools, 1844, 1868	114
Figure 78:	View of the Mekteb-i Sultânî, old 1880s and present day 2022	115
Figure 79:	Photograph of Monsieur Curel, undated.	117
Figure 80:	Galatasaray High School physical education classes, 1920s	117
Figure 81:	Photograph of Monsieur Moiroux, undated.	119
Figure 82:	Photograph of Ali Faik Bey [Üstünidman], 1934	121
Figure 83:	Faik Üstünidman and students, Mekteb-i Sultani’s gymnastics hall, 1918	122
Figure 84:	The leader/sheikh of athletes Faik Bey, tells his life story, 1934	123
Figure 85:	Faik Üstünidman, Gymnastics Instructor at Mekteb-i Sultânî, 1895	124

Figure 86:	Ali Faik [Üstünidman]'s book illustrated guidelines, 1890	125
Figure 87:	Nikolos and Georgios Aliprantis, Berlin Olympic Games awards, 1906	127
Figure 88:	Gymnasts of the Kurtuluş Sports Club, 1900	128
Figure 89:	Ali Faik [Üstünidman], Rıza Tevfik [Bölükbaşı], Ali Rana [Tarhan], n.d.	129
Figure 90:	Festivities in Kağıthane, Mekteb-i Sultani students, Faik Bey, 1891-1892	130
Figure 91:	Ali Faik Bey [Üstünidman] and his students from Mekteb-i Sultânî, c.1880s	130
Figure 92:	Students of the Imperial Lycée, teacher Faik Bey, c.1900 and c.1880-93	132
Figure 93:	Ali Faik Bey [Üstünidman] the biceps of a 74-year-old man, 1934	133
Figure 94:	Training c.1880-93, First Cyclists of Mekteb-i Sultânî, Faik Üstünidman	135
Figure 95:	How did Gymnastics instr. Faik bey earn the nickname 'Madman'?, 1932	136
Figure 96:	Photograph of Mahzar Kazancı, 1934	136
Figure 97:	Faik Bey and his students welcoming Refet Pasha, with a flag, 1922	137
Figure 98:	First known photograph of Galatasaray Football Team, 1906	139
Figure 99:	Photograph of Ali Sami Yen, 1920s	140
Figure 100:	Photograph of Selim Sırrı Bey, 1908	149
Figure 101:	Selim Sırrı Tarcan as a student at Mekteb-i Sultanî, 1881-82	151
Figure 102:	Photograph of Selim Sırrı Tarcan, n.d, Ottoman's first sports cartoons, 1908	152
Figure 103:	Selim Sırrı at the Imperial School of Military Engineering, 1900s	152
Figure 104:	Photograph of Captain Selim Sırrı Tarcan, undated	153
Figure 105:	Selim Sırrı Tarcan at the Berlin and Budapest Int. Olympic Cttee., 1910-11	155
Figure 106:	Opening of Selim Sırrı Bey's School of Physical Education, 1908	157
Figure 107:	Photograph of Selim Sırrı Bey, <i>Professeur de Gymnastique</i> , undated	158
Figure 108:	Selma Hanım and Âzade Kent daughters of Selim Sırrı Tarcan	160
Figure 109:	Selim Sırrı Bey delivering speech, after II Constitutional Era, 1906	161
Figure 110:	Selim Sırrı Bey's " <i>L'Ecole de Gymnastique</i> " [Gymnastics School], 1909	161
Figure 111:	Guest Officer Selim Sırrı Tarcan in the Swedish Royal Guards, 1909	162
Figure 112:	King Gustav V's signed photograph sent to Selim Sırrı Bey, 1911	162
Figure 113:	Kungl. Gymnastiska centralinstitutet (Royal Central Gymnastics Ins.), 1911	163
Figure 114:	Photograph of Lars Mauritz Törngren, 1904	163
Figure 115:	Selim Sırrı Tarcan's poses from his time period's exercise trends, undated	164
Figure 116:	Photograph of Dr. Gustaf Zander, 1860	164
Figure 117:	Selim Sırrı Tarcan General Inspector of Physical Education, 1914	165
Figure 118:	Selim Sırrı Tarcan teaching at <i>Dârülmualimîn</i> and to Religious S., 1913	167
Figure 119:	Selim Sırrı Tarcan at <i>Dârülmualimîn</i> [Teachers' School], 1918	171
Figure 120:	Selim Sırrı Tarcan at <i>Dârülmualimîn</i> and Football Team, 1918	172
Figure 121:	Photograph of Vildan Aşır Bey (Savaşır), 1933	174
Figure 122:	Female and Male Physical Education Teacher Training Course, 1927	176
Figure 123:	Photograph given by Selim Sırrı to Inga Nerma, 1928	176
Figure 124:	Photograph of Ragnar Johnson & Inga Skärfors (née Nerma), undated	177
Figure 125:	Photograph of Mustafa Necati, 1929	177
Figure 126:	Photograph of Mustafa Kemal Atatürk with Mustafa Necati Bey, 1928	179
Figure 127:	Photograph of Zehra Tahsin Alagöz, undated	181
Figure 128:	Photograph of Nizamettin Kırşan, undated	182
Figure 129:	Photograph of Selim Sırrı Tarcan, General Inspector of Physical Edu., n.d.	182

Figure 130:	Photograph of Atatürk at Basmane Train Station, Izmir, 1926	186
Figure 131:	Gazi Education Institute and Department of Physical Education buildings	194
Figure 132:	Photograph of Kurt Dainas, c. 1930	194
Figure 133:	The first Turkish teachers of the Department of Physical Education, 1932	196
Figure 134:	Photograph of Cemal Alpman and Memet Arkan, undated	196
Figure 135:	Photograph of Cevdet Arun and Ahmet Yaraman, undated	197
Figure 136:	Act establishing the National Education Commission (draft), 1773	213
Figure 137:	The adage " <i>Mens sana in corpore sano</i> " from the regulation of KEN, 1774	213
Figure 138:	Portrait of Jędrzej Śniadecki, 1843	214
Figure 139:	Portrait of Józef Supiński, 1882	214
Figure 140:	Portrait of Ewaryst Estkowski, 1860	214
Figure 141:	Photograph of Stanisław W. Ciecchanowski, 1919	214
Figure 142:	Portrait of Tadeusz Czacki, 1806-13	216
Figure 143:	Portrait of Hugo Kołłątaj, 1791	216
Figure 144:	Portrait of Ludwik Bierkowski, 1864	216
Figure 145:	Portraits of Jindřich Fügner and Miroslav Tyrš, 1890s	217
Figure 146:	The first instructors' assembly of the Prague Sokol in 1864	218
Figure 147:	The Sokol Gathering in 1892/4/ in Lviv and 1896 in Kraków	218
Figure 148:	Photograph of Wenanty Piasecki, before 1907	219
Figure 149:	Official symbol of Jagiellonian University and AWF Kraków	221
Figure 150:	Photograph of Henryk Jordan, 1929	221
Figure 151:	Bronisław Czech, Recipient of the championship title and awards, 1937	224
Figure 152:	Photograph of Eugeniusz Piasecki, 1933	225
Figure 153:	The building of the Dept. of School Hygiene and Physical Education, 1921	227
Figure 154:	Photograph of Józef Piłsudski, 1930	229
Figure 155:	At the first session of the Physical Education Research Council, 1927	231
Figure 156:	Photograph of Władysław Leon Osmólski, 1926-29	231
Figure 157:	Central Inst. of Józef Piłsudski Univ. of Physical Edu., 1928 and 2023 view	232
Figure 158:	Janusz Kusociński at Central Inst. of Phys. Edu. Hall, 1939 and 2023 view	233
Figure 159:	Photograph of Helena Kuczalska-Prawdzcic, undated.	235
Figure 160:	Polish sports heroes and Olympians from CIWF-AWF Warsaw, 1939-44	238
Figure 161:	Number of organizational units in Poland conducting PE, 1946-2003	244
Figure 162:	Distribution of various types of Higher Education Inst. offers PE, 2003/4	245
Figure 163:	Official Logo of the Bologna Process and the EHEA	266
Figure 164:	Official Logo of AEHESIS	299

LIST OF TABLES

Table Nr.	Table Title	Page Nr.
Table 1:	Chronological overview educational event, <i>Tanzimat</i> (1839-1876)	61
Table 2:	Physical Education Activities, Military Academy Acc. to Yearly Curricula	70
Table 3:	Chronological order, physical education teachers at Mekteb-i Sultânî	138
Table 4:	Graduates of the Gazi Inst. of Education, Dept. of PE (1934–1939)	199
Table 5:	Gazi Inst. of Education: Curriculum of the Physical Education, 1936	200
Table 6:	The Academic Units of Phys. Edu. and Sports Teaching (2009-2010)	210
Table 7:	The number of Physical Edu. and Sports Teaching program (2009-2010)	210
Table 8:	The number of Higher Edu. students by educational level, 2022-2023	211
Table 9:	The number of universities 2022-2023 Higher Education Statistics	211
Table 10:	The number of Vocational School & undergrad. students, 2022-2023	212
Table 11:	Chronological overview of master's studies in physical edu. Poland	241
Table 12:	Academic units of Phys. Edu. and student's, Poland, 2022/2023	246
Table 13:	Six academies of physical education in Poland, 2022/2023	246
Table 14:	Students and graduates of physical education in Poland, 2022/2023	247
Table 15:	Students and Graduates of Academies (Universities), 2022/2023	248
Table 16:	Comparative Demographics of Türkiye and Poland, (2021/2022)	261
Table 17:	Comparative Demogr. of Schools in Türkiye and Poland, 2021/2022	261
Table 18:	Signatories of the Bologna Process and Members of the EHEA	281
Table 19:	Consultative Members, Partners, Tech. Experts of Bologna Process	282
Table 20:	The Evolution of the Bologna Process, Sorbonne 1998 to Paris 2018	297
Table 21:	Physical Education Teacher Education Prog. of Study and Outcomes	308
Table 22:	Programmes of Study, ECTS and Total % Weighting	309
Table 23:	Curriculum of the Phys. Edu. and Sports Teaching Bachelor's Prog.	314
Table 24:	Minimum number of organized classes, practice and ECTS credits	319
Table 25:	Requirements and content of primary Physical Edu. Teacher Edu.	322
Table 26:	The Turkish universities included in the research	333
Table 27:	The Polish universities included in the research	334
Table 28:	Gender of the surveyed people in Türkiye and Poland	335
Table 29:	Work experience of respondents in Türkiye and Poland	335
Table 30:	Titles of academic respondents from Türkiye and Poland	336
Table 31:	Structure of positions held by respondents in Türkiye and Poland	337
Table 32:	Comparison of Qualifications	339
Table 33:	Labor Market	345
Table 34:	The Functioning of the University	349
Table 35:	Cooperation with the External Environment / Employers	353
Table 36:	Education Quality Assurance Systems	356
Table 37:	Survey Participants' Comments on General Assumptions	359
Table 38:	Recognition and Comparison of Qualifications	360
Table 38.1:	Survey Participants' Comments on Recognition and Comparison	361
Table 39:	Educational and Professional Mobility	365
Table 39.1:	Survey Participants' Comments Mobility	366

Table 40:	Cooperation of Universities with the External Environment	369
Table 40.1:	Survey Participants' Comments on Cooperation of Universities	370
Table 41:	Graduates in the Labor Market	374
Table 41.1:	Survey Participants' Comments on Graduates in the Labor Market	375
Table 42:	Faculty Quality Assurance System	379
Table 42.1:	Survey Participants' Comments on Faculty Quality Assurance System	379
Table 43:	Functioning of the University	381
Table 43.1:	Survey Participants' Comments on Functioning of the University	381
Table 44:	Survey Participants' Comments on Implementation and Functioning	385
Table 45:	Final outcome regarding the general assumptions	386

ANNEX

The following survey, provided in both Turkish and Polish, served as an essential diagnostic method for this study. The questionnaire was developed based on the principles and findings related to the Bologna Process, as well as the specific sources and studies referenced in this research. They have been particularly useful in assessing the general assumptions of the Bologna Process and its practical implementation and functioning within their respective universities and gathering valuable insights and opinions.

Annex 1: Research survey in Turkish:

ANKET ARAŞTIRMASI

Üniversitelerde Bologna sisteminin varsayımlarının ve işleyişinin değerlendirilmesi

Bologna süreci, Avrupa çapında yükseköğretimde temel değişikliklere neden olmuştur. 2010 yılında Avrupa Yükseköğretim Alanı'nın (*European Higher Education Area - EHEA*) oluşturulmasıyla başlatılan süreç, Avrupa yükseköğretim sistemlerine daha yüksek uyumluluk ve karşılaştırılabilirlik sağlaması ve aynı zamanda uluslararası düzeyde daha çekici ve rekabetçi olması ile karakterize edilen açık bir yükseköğretim alanına doğru önemli bir adımdı.

Bu araştırmanın amacı, Bologna sisteminin varsayımları (anketin 1. bölümü) ve yukarıdaki sistemin üniversitenizde uygulanması ve işleyişi (2. bölüm) hakkındaki görüşlerinizi teşhis etmektir. Anket anonim olup, elde edilen sonuçlar tablo ve grafikler halinde sunulacaktır.

Araştırmaya katıldığınız, görüşlerinizi belirttiğiniz ve zaman ayırdığınız için teşekkür ederiz.

Anket soruları

Lütfen aşağıdaki alanlarda Bologna sisteminin varsayımlarının işleyişini 1-5 arasında bir ölçekte derecelendirin:

[5-çok yüksek | 4-yüksek | 3-orta | 2-düşük | 1-çok düşük | 0-bilmiyorum/görevim yok]

1. BÖLÜM

BOLOGNA SÜRECİNİN GENEL VARSAYIMLARI

Bologna Süreci'nin genel varsayımlarını nasıl değerlendiriyorsunuz:

1.1. Niteliklerin karşılaştırılabilirliği *

	5	4	3	2	1	0
Ulusal yükseköğretim sistemlerinde elde edilen farklı nitelikleri karşılaştırma imkanı	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eğitim programlarını karşılaştırma yeteneği ve sonucu olarak diplomaların tanınması	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(Daha önce olduğu gibi sadece öğretim sürecinin kendisinden ziyade) Öğrenme çıktıları bağlamında eğitim programlarının tasarlanması ve uygulanması	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Üç tür öğrenme çıktısının uygulanması: bilgi, beceriler (<i>skills</i>) ve kişisel mesleki yetkinlikler (özerklik ve sorumluluk, öğrenme becerisi, iletişim ve sosyal ve profesyonel yeterlilikler)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ECTS (<i>Avrupa Kredi Transfer ve Akümülyasyon Sistemi - AKTS</i>) ve DS (<i>Diploma Supplement / Diploma Ek</i>) gibi araçların kullanımı yoluyla yeterliliklerin tanınması	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eğitimde üç aşamalı derece yapısı: birinci aşama (lisans), ikinci aşama (yüksek lisans) ve üçüncü aşama (doktora)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lisans derecesinin işgücü piyasasında yüksek öğrenim olarak tanınması	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Öğretim ve öğrenme sürecinde öğretim görevlileri ve eğitim programları yerine öğrenciyi odaklanma	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yaşam boyu öğrenmenin (<i>Lifelong learning - LLL</i>) teşvik edilmesi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1.2. İş gücü piyasası *

	5	4	3	2	1	0
Özellikle işgücü piyasasının ihtiyaçları ile ilgili olarak eğitim sisteminin esnekliğinin artırılması	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mezunların Avrupa iş gücü piyasasında istihdam edilebilirlik (<i>employability</i>) düzeyinin artırılması	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Üniversitelerin mezunlarının mesleki kariyerlerine olan ilgisi (mezun izleme sistemi)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Öğrenci ve öğretim görevlilerinin eğitim ve mesleki hareketliliği (Erasmus Plus Programı)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1.3. Üniversitelerin işleyişi *

	5	4	3	2	1	0
Yükseköğretimin uluslararasılaşması	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Üniversitelerin eğitim alanında özerkliği	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eğitime eşit erişimin ve tamamlanmasını sağlayacak koşulların oluşturulması	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1.4. Dış çevre / İşverenler ile işbirliği *

	5	4	3	2	1	0
Üniversite tarafında işveren ihtiyaçlarının dikkate alınması, işverenler tarafında ise üniversite sektörüne bakış açılarının daha iyi anlaşılması	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yükseköğretimin tüm eğitim aşamalarında, yenilikçiliğe ve yaratıcılığa katkı sağlayacak araştırmalar yapılması	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1.5. Eğitim kalite güvence sistemleri *

	5	4	3	2	1	0
İç kalite güvence sistemlerinin işleyişi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Akreditasyon komisyonlarının (<i>European Standards and Guidelines - ES&G</i>) işleyiş kuralları uyarınca, hükümetlerden, üniversitelerden, öğrencilerden, rektörlük kuruluşlarından ve diğer paydaşlardan bağımsızlığı	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1.6. Yukarıdaki derecelendirmeye ek olarak, Bologna Sistemi'nin yukarıdaki varsayımları hakkında yorum yapmak ister misiniz?

2. BÖLÜM

KATILIMCININ ÇALIŞTIĞI ÜNİVERSİTEDE BOLOGNA SİSTEMİNİN VARSAYIMLARININ UYGULANMASI VE GERÇEKLEŞTİRİLMESİ

2.1. Niteliklerin tanınması ve karşılaştırılması *

	5	4	3	2	1	0
ECTS (<i>Avrupa Kredi Transfer ve Akümülayasyon Sistemi - AKTS</i>) ve DS (<i>Diploma Supplement / Diploma Eki</i>) gibi araçların kullanımı yoluyla yeterliliklerin tanınması	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kültür Fizik (Beden Eğitimi) alanında ulusal nitelik çerçevesinin EHEA alanının tamamında işleyen nitelik çerçevesi ile tam uyumluluğu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eğitimde üç aşamalı derece yapısı: birinci aşama (lisans), ikinci aşama (yüksek lisans) ve üçüncü aşama (doktora)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lisans derecesinin işgücü piyasasında yüksek öğrenim olarak tanınması	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Yukarıdaki kriterlere ilişkin derecelendirmeniz hakkında kısaca yorum yapabilir misiniz?

2.2. Eğitim ve mesleki hareketlilik *

	5	4	3	2	1	0
Öğrencilerin AB programları kapsamında (örn. Erasmus plus) eğitim hareketliliği	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Öğrencilerin AB programları kapsamında (örn. Erasmus plus, vb.) mesleki hareketliliği (uygulamalar ve yurtdışı stajları)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Öğretim görevlilerinin AB programları kapsamında (örn. Erasmus plus) eğitimsel ve mesleki hareketliliği	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Yukarıdaki kriterlere ilişkin derecelendirmeniz hakkında kısaca yorum yapabilir misiniz?

2.3. Üniversitenin dış çevre ile işbirliği *

	5	4	3	2	1	0
Üniversitenin dış çevre (iş dünyası ve işverenler) ile ortak araştırma yapma alanında işbirliği yapması	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Üniversitenin dış çevre (iş dünyası ve işverenler) ile eğitim programlarının iyileştirilmesi alanında işbirliği yapması	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kültür Fizik (Beden Eğitimi) alanında ulusal nitelik çerçevesinin EHEA alanının tamamında işleyen nitelik çerçevesi ile tam uyumluluğu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İşverenlerin, eğitim programlarını işgücü piyasasının ihtiyaçlarına göre iyileştirmek ve uyarlamak için üniversite ile işbirliğine ilgi duyması	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Üniversitede teknolojik yeniliklerin uygulanması	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Yukarıdaki kriterlere ilişkin derecelendirmeniz hakkında kısaca yorum yapabilir misiniz?

2.4. İş piyasasında bir mezun *

	5	4	3	2	1	0
Beden Eğitimi mezunlarının mezun olduktan sonra istihdam hızı	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Beden Eğitimi mezunlarının Avrupa işgücü piyasasında istihdam (<i>employability</i>) edilebilirliği	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Üniversitenin Beden Eğitimi mezunlarının mesleki kariyerlerine olan ilgisi (Beden Eğitimi mezun izleme sistemi)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Öğrencilerin yüksek lisans tezi yazarken bilimsel araştırmalar yapması ve bu araştırmaların sonuçlarını kendi başlarına veya öğretim görevlileriyle birlikte yayınlaması	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Öğretim ve öğrenme sürecinde öğretim görevlileri ve eğitim programları yerine öğrenciyi odaklanma	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2.5. Fakülte düzeyinde kalite güvence sistemi *

	5	4	3	2	1	0
Üniversite/fakülte düzeyinde kalite güvence sisteminin işleyişinin açıklığı, okunabilirliği ve şeffaflığı	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Yukarıdaki kriterlere ilişkin derecelendirmeniz hakkında kısaca yorum yapabilir misiniz?

2.6. Üniversitelerin işleyişi *

	5	4	3	2	1	0
Yükseköğretimin uluslararasılaşması (müfredat, araştırma, staj vb.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Üniversitelerin eğitim alanında özerkliği	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eğitime eşit erişimin ve tamamlanmasını sağlayacak koşulların oluşturulması	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Yukarıdaki kriterlere ilişkin derecelendirmeniz hakkında kısaca yorum yapabilir misiniz?

2.6. Üniversitelerin işleyişi *

	5	4	3	2	1	0
Yükseköğretimin uluslararasılaşması (müfredat, araştırma, staj vb.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Üniversitelerin eğitim alanında özerkliği	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eğitime eşit erişimin ve tamamlanmasını sağlayacak koşulların oluşturulması	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Yukarıdaki kriterlere ilişkin derecelendirmeniz hakkında kısaca yorum yapabilir misiniz?

2.7. Bologna Sisteminin Üniversitenizde uygulanması ve işleyişi hakkında ek bir yorum eklemek ister misiniz?

3. BÖLÜM

DEMOGRAFİ

3.1. Cinsiyet *

- Kadın
 Erkek

3.2. İş tecrübesi *

- 1-5 yıl
 6-10 yıl
 11-20 yıl
 20 yıl üzeri

3.3. Akademik ünvan *

- Profesör
 Doçent
 Yrd. Doç./Doktora
 Yüksek Lisans
 Öğrenci (Lisans/Yüksek Lisans/Doktora)
 Diğer (Belirtiniz)

3.4. Görev yapılan pozisyon *

- Rektör/Rektör Yardımcısı
 Dekan/Dekan Yardımcısı
 Fakülte/Departman/Bölüm Başkanı
 Öğretim Üyesi/Araştırma Görevlisi
 Üniversite/Fakülte Eğitim Kalitesi Koordinatörü
 Diğer (Belirtiniz)

Gönder

Annex 2: Research survey in Polish:

KWESTIONARIUSZ ANKIETY

Nt. Oceny założeń i funkcjonowania systemu bolońskiego w szkołach wyższych

Proces boloński spowodował podstawowe zmiany w szkolnictwie wyższym w całej Europie. Rozpoczęcie tworzenia europejskiego obszaru szkolnictwa wyższego (*European Higher Education Area – EHEA*) w 2010 r. było ważnym krokiem na drodze ku otwartej przestrzeni kształcenia na poziomie wyższym charakteryzującej się większą kompatybilnością i porównywalnością, jak również większą atrakcyjnością międzynarodową i konkurencyjnością europejskich systemów szkolnictwa wyższego.

Celem niniejszego badania jest zdiagnozowanie Państwa opinii na temat założeń systemu bolońskiego (cz.1. kwestionariusza ankiety) oraz wdrożenia i funkcjonowania powyższego systemu w Państwa Uczelni (cz.2). Ankieta jest anonimowa a uzyskane wyniki zostaną zaprezentowane w formie zbiorczej tabelarycznie oraz graficznie.

Dziękuję za udział w badaniu, wyrażenie własnej opinii oraz poświęcony czas.

Pytania do ankiety

Proszę ocenić w skali 1-5 funkcjonowanie założeń systemu bolońskiego w zakresie następujących aspektów:

[5-bardzo wysoko | 4-wysoko | 3-średnio | 2-nisko | 1-bardzo nisko | 0-nie wiem/nie mam zadania]

CZĘŚĆ I.

OGÓLNE ZAŁOŻENIA PROCESU BOLOŃSKIEGO

Jak ocenia Pan/Pani ogólne założenia procesu bolońskiego:

1.1. Porównywalność kwalifikacji *

	5	4	3	2	1	0
Możliwość porównywania różnych kwalifikacji uzyskanych w ramach krajowych systemów szkolnictwa wyższego	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Możliwość porównywania programów studiów i w konsekwencji uznawalności dyplomów	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Projektowanie i realizacja programów studiów w kontekście efektów uczenia się, (a nie jak dotychczas sam proces kształcenia)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wdrożenie trzech typów efektów uczenia się: wiedza, umiejętności (<i>skills</i>) oraz kompetencje personalne i zawodowe (autonomia i odpowiedzialność, zdolność uczenia się, komunikowanie się i kompetencje społeczne oraz zawodowe).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uznawanie kwalifikacji poprzez stosowanie takich instrumentów jak ECTS (<i>Europejski System Transferu i Akumulacji Punktów</i>) i DS (<i>Diploma Supplement / Suplement do Dyplomu</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trzystopniowa struktura edukacji: studia pierwszego stopnia (licencjat), studia drugiego stopnia (magister) i studia trzeciego stopnia (doktorat).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uznawanie stopnia licencjata na rynku pracy jako studia wyższe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Koncentracja na studencie w procesie nauczania i uczenia się a nie na wykładowcach i programach kształcenia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promowanie uczenia się przez całe życie (<i>Lifelong learning - LLL</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1.2. Rynek pracy *

	5	4	3	2	1	0
Pogłębianie elastyczności systemu szkolnictwa, zwłaszcza w relacji do potrzeb rynku pracy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zwiększenie stopnia tzw. zatrudnialności (<i>employability</i>) absolwentów na europejskim rynku pracy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zainteresowanie uczelni karierami zawodowymi absolwentów (badanie losów absolwentów)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mobilność edukacyjna i zawodowa studentów i wykładowców (Program Erasmus Plus)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1.3. Funkcjonowanie uczelni *

	5	4	3	2	1	0
Umiejdzynarodowienie szkolnictwa wyzszego	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Autonomia uczelni w zakresie ksztalcenia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zapewnienie rownego dostepu do ksztalcenia i tworzenie warunkow umozliwiajacych jego kończenie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1.4. Współpraca z otoczeniem zewnętrznym / Pracodawcy *

	5	4	3	2	1	0
Uwzględnianie potrzeb pracodawców ze strony uczelni, a ze strony pracodawców lepsze rozumienie perspektywy sektora uczelni	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prowadzenie badań naukowych na wszystkich etapach edukacji na poziomie wyższym, które przyczyniają się do innowacji i kreatywności	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1.5. Systemy zapewniania jakości kształcenia *

	5	4	3	2	1	0
Funkcjonowanie wewnętrznych systemów zapewniania jakości	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zasady funkcjonowania komisji akredytacyjnych zgodnie z <i>European Standards and Guidelines</i> (ES&G), czyli niezależność wobec rządów, uczelni, studentów, organizacji rektorów i innych interesariuszy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1.6. Czy oprócz powyższej oceny chciałby Pan/Pani skomentować dodatkowo powyższe założenia Systemu Bolońskiego?

CZĘŚĆ II.

WDROŻENIE I REALIZOWANIE ZAŁOŻEŃ SYSTEMU BOŁOŃSKIEGO NA UCZELNI, W KTÓREJ PRACUJE RESPONDENT

2.1. Uznawanie i porównywanie kwalifikacji *

	5	4	3	2	1
Uznawanie kwalifikacji poprzez stosowanie takich instrumentów jak ECTS (<i>Europejski System Transferu i Akumulacji Punktów</i>) i DS (<i>Diploma Supplement / Suplement do Dyplomu</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Całkowita zgodność krajowych ram kwalifikacji z ramami kwalifikacji funkcjonującymi w całym obszarze EHEA w obszarze kultury fizycznej	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trzostopniowa struktura edukacji: studia pierwszego stopnia (licencjat), studia drugiego stopnia (magister) i studia trzeciego stopnia (doktorat).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uznawania stopnia licencjata kierunku Wychowanie fizyczne na rynku pracy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Czy mógłby Pan/Pani krótko skomentować swoją ocenę powyższych kryteriów?

2.2. Mobilność edukacyjna i zawodowa *

	5	4	3	2	1
Mobilność edukacyjna studentów w ramach programów unijnych (np. Erasmus plus)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mobilność zawodowa studentów (praktyki i staże zagraniczne) w ramach programów unijnych (np. Erasmus plus itp.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mobilność edukacyjno- zawodowa wykładowców w ramach programów unijnych (np. Erasmus plus)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Czy mógłby Pan/Pani krótko skomentować swoją ocenę powyższych kryteriów?

2.3. Współpraca uczelni z otoczeniem zewnętrznym *

	5	4	3	2	1
Współpraca uczelni z otoczeniem zewnętrznym (biznesem i pracodawcami) w zakresie prowadzenie wspólnych badań	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Współpraca uczelni z otoczeniem zewnętrznym (biznesem i pracodawcami) w zakresie doskonalenia programów kształcenia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uwzględnianie potrzeb pracodawców przez uczelnię w obszarze kultury fizycznej w trakcie tworzenia i realizacji programów kształcenia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zainteresowanie pracodawców współpracą z uczelnią w celu doskonalenia i dostosowania programów kształcenia do potrzeb rynku pracy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wdrażanie na uczelni nowinek technologicznych	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Czy mógłby Pan/Pani krótko skomentować swoją ocenę powyższych kryteriów?

2.4. Absolwent na rynku pracy *

	5	4	3	2	1
Szybkość podejmowania zatrudnienia absolwentów kierunku Wychowania fizycznego po ukończeniu studiów	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zatrudnialność (<i>employability</i>) absolwentów kierunku Wychowania fizycznego na europejskim rynku pracy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zainteresowanie uczelni karierami zawodowymi absolwentów kierunku Wychowania fizycznego (badanie losów absolwentów WF)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prowadzenie badań naukowych przez studentów w ramach pisania pracy magisterskiej oraz publikowanie wyników badań samodzielnie oraz wspólnie z wykładowcami	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Koncentracja na studencie w procesie nauczania i uczenia się a nie na programie kształcenia i wykładowcach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Czy mógłby Pan/Pani krótko skomentować swoją ocenę powyższych kryteriów?

2.5. Wydziałowy system zapewniania jakości *

	5	4	3	2	1
Jasność, czytelność, przejrzystość działania uczelnianego/wydziałowego systemu zapewniania jakości	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Czy mógłby Pan/Pani krótko skomentować swoją ocenę powyższych kryteriów?

2.6. Funkcjonowanie uczelni *

	5	4	3	2	1
Umiejdzynarodowienie szkolnictwa wyższego (programy nauczania, badania, szkolenia itp.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Autonomia uczelni w zakresie kształcenia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zapewnienie równego dostępu do kształcenia i tworzenie warunków umożliwiających jego kończenie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Czy mógłby Pan/Pani krótko skomentować swoją ocenę powyższych kryteriów?

2.7. Czy chciałby Pan/Pani zamieścić dodatkowy komentarz na temat wdrożenia i funkcjonowania Systemu Bolońskiego w Pana/Pani Uczelni?

CZĘŚĆ III.

METRYCZKA

3.1. Płeć *

- Kobieta
 Mężczyzna

3.2. Staż pracy *

- 1-5 lata
 6-10 lat
 11-20 lat
 Powyżej 20 lat

3.3. Tytuł naukowy *

- Profesor
 Doktor habilitowany
 Doktor
 Magister
 Student/Doktorant
 Inny (jaki?)

3.4. Pełnione stanowisko/funkcja *

- Rektor/Prorektor
 Dziekan/Prodziekan
 Kierownik zakładu/katedry/institutu
 Nauczyciel akademicki
 Uczelniany/Wydziałowy Koordynator ds. Jakości Kształcenia
 Inne (jakie?)

Wyślij