DEFINING GENERAL CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL

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ABSTRACT

DEFINING GENERAL CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL

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In this thesis, it is aimed to make a study on Primary Schools of Rum Minority in Istanbul, and in light of this study, to define general principles for conservation studies on these schools. Rum Minority had an important part in social and cultural life in Istanbul and in late 19th Century, their impact in the city increased with their financial power, especially in Beyoğlu. Increase in number of schools they built also occurred in the same timeline. Schools built in and after this term by Rum Minority were built as important public buildings of a minority group and possess strong authenticity, technical-artistic, socio-cultural and economical values. In order to decide which values, problems and potentials these buildings bear, a site survey study is done for this thesis.

Primary Schools of Rum Minority in Istanbul are among strongest solid evidences of cultural diversity in Istanbul, and Turkey. While conserving these cultural assets, considering all their values, problems, and potentialities is vital. In addition to conservation studies, interpretation and presentation are also necessary steps for reintegration of these buildings to the city. This thesis performs as an effort made to document features and current state of these schools, decide their value, problems, and potentials; and defining general conservation principles for them.

Keywords: Educational Heritage, Rum Minority, Rum Primary Schools in Istanbul, Cultural Diversity.

ÖZ

İSTANBUL'DAKİ RUM AZINLIĞI İLKOKULLARI İÇİN
KORUMA PRENSİPLERİNİN TANIMLANMASI

Ekmekci, Onur Tunç
Yüksek Lisans, Restorasyon, Mimarlık Bölümü
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Bu tezde, İstanbul'daki Rum İlkokulları üzerinde bir çalışma yapılıp, bu çalışmadan elde edilen verilerle birlikte bu okullara yönelik genel koruma prensiplerinin tanımlanması amaçlanmıştır. Rum Azınlığı İstanbul'da social ve kültürel hayatta önemli yer edinmiştir ve 19. Yüzyıl'da finansal güçleriyle birliikte şehir içerisindeki etkileri daha da artmıştır. Rum Azınlığının okullarının sayılarındaki artış da bu dönemde olmuştur. Bu dönemde ve sonrasında inşa edilmiş olan Rum Azınlığı okulları bir azınlık frubunun önemli kamu yapıları olarak inşa edilmişlerdir ve önemli miktarda özgünlük, teknik-artistik, sosyo-kültürel ve ekonomik değer taşımaktadır.

İstanbul'daki Rum Azınlığı İlkokulları İstanbul'daki ve Türkiye'deki kültürel çeşitlilğin en önemli örnekleri arasındadır. Bu kültür yapılarını korurken, değer, problem ve potansiyellerinin değerlendirilmesi çok önemlidir. Koruma çalışmalarına ek olarak, yorumlama ve sunumun da bu yapuların kente yeniden kazandırılmasında önemli aşamalar oldukları unutulmamalıdır. Bu tez, bu okulların özellikleri ve mevcut durumlarının blegelenmesi; değer, sorun ve potansiyellerinin tespiti; ve korunmalarına yönelik genel prensiplerin tanımlanmasına yönelik bir çabanın ürünüdür.

Anahtar Kelimeler: Eğitim Mirası, Rum Azınlığı, İstanbul'daki Rum Okulları, Kültürel Çeşitlilik

To my family

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TABLE OF CONTENTS

ABSTRACT…..... iv
ÖZ..... v
ACKNOWLEDGEMENTS..... vii
TABLE OF CONTENTS..... viii
LIST OF TABLES..... xi
LIST OF FIGURES..... xii
ABBREVIATONS..... xv
CHAPTER
1. INTRODUCTION……..... 1
1.1. Problem Definition…… 1
1.2. Aim and Scope…… 6
1.3. Methodology and Sources…… 7
1.4. Structure of Thesis…….…….…..... 11

2. EDUCATION AND RUM MINORITY IN TURKEY…….……... 13
2.1. Education in Ottoman Empire and Republic of Turkey…….. 13
2.1.1. In Classic Period……..... 13
2.1.2. In Westernization and Reform Era…….. 19
2.1.3. In Republican Period……. 25
2.2. Rum Minority and Foundations in Turkey…….. 27
2.2.1. Rum Community in Turkey……..... 27
2.2.2. Rum Minority Foundations and Their Current Legal & Administrative Status……..... 29

3. PRIMARY SCHOOL BUILDINGS OF RUM MINORITY IN ISTANBUL... 35
3.1. Features and Current State of Schools……... 35

3.1.1. General Information on Schools……..……... 35
3.1.2. Location of Schools…….…….. 36
3.1.3. Architectural Features of Schools……..... 39
3.1.3.1. General Characteristics…… 39
3.1.3.2. Building Form, Plan Scheme and Number of Storey... 41
3.1.3.3. Functions of Spaces……..……. 42
3.1.3.4. Architectural Elements…….. 50
3.1.3.5. Furnitures and Equipments……..…… 53
3.1.3.6. Structural System and Material……..... 54
3.1.4. Physical Condition……...…….. 57
3.1.5. Alterations……..... 59
3.2. Evaluation of Features and Current State of Schools….. ……. 65

4. EVALUATION: VALUES, PROBLEMS AND POTENTIALS OF SCHOOLS……... 75
4.1. Values……..…….……... 75
4.1.1. Development of Value Concept……..... 75
4.1.2. Values of Rum Minority Primary Schools in Istanbul……..… 82
4.1.2.1. Intrinsic Values……..… 82
4.1.2.2. Extrinsic Values……..... 85
4.1.2.2.1. Socio-Cultural Values…….. 85
4.1.2.2.2. Contemporary Values…… 88
4.2. Problems ……...……... 93
4.2.1. Physical Problems…….. 93
4.2.1.1. Problems Related to Use……. 93
4.2.1.2. Structural Problems…… 93
4.2.2. Social Problems……. 94
4.2.3. Legal and Administrative Problems…… 95
4.3.Potentialities…….…… 98
4.3.1. Environmental Scale……... 98
4.3.2. Building Scale……. 103

5. GENERAL CONSERVATION PRINCIPLES FOR RUM MINORITY PRIMARY SCHOOLS IN ISTANBUL ……..... ……... 104

BIBLIOGRAPHY…….……...113
APPENDICES……..... 121
A**:** THE FIRMAN OF FATIH SULTAN MEHMED ON PATRIARCHATE AND RIGHTS OF FOREIGNS, AND THE FIRMAN OF KANUNI SULTAN SULEYMAN ON CITIZENS OF FRANCE, IN OTTOMAN TURKISH …… 121
B: CURRENTLY ACTIVE MINORITY FOUNDATIONS IN TURKEY…….. 122
C: ALL RUM MINORITY SCHOOLS IN ISTANBUL……..... 129
D: ADMINISTRATION OF FUSED, (MAZBUT) AND ANNEXED (MÜLHAK) FOUNDATIONS ……..... 131
E: ARTICLES 13, 14, 15, AND 16 OF FOUNDATIONS LAW NUMBER 5737 132
F: INVENTORIES OF SCHOOLS……... 135

LIST OF TABLES

TABLES

Table 1. Decrease in total number of students being educated in Rum Minority Schools in Istanbul, starting from 1950, till 2001 ……..…… 2

Table 2. Features and Current State of Schools…….. 64

Table 3. Chronological Listing of Schools According to Their Foundation Date ……..... 69

Table 4. Chronological Listing of Schools According to Construction Dates of Their Buildings…… 70

Table 5. Use State and Physical Condition of School Buildings…… 71

Table 6. Facade Characteristics of School Buildings…….. 72

Table 7. Building Form and Plan Scheme of Schools…… 73

Table 8. School Buildings' Location on Lots…….. 74

Table 9. Legal and Administrational Process for Refunctioning of a Rum Minority School, According to Final Regulations in Foundations Law Number 5737……..…….. 110

LIST OF FIGURES

FIGURES

Figure 1: Painting showing Fatih Sultan Mehmed and Patriarch Gennadios, who was appointed by the Sultan. The painting is at the entrance space of Fener R.İ.O.L. (Artist unknown, photo of the painting taken by Author, June 2011)……. 17

Figure 2: View of courtyard, Langa R.İ.O. On left, accomodation unit; on right, Aya Todori Rum Orthodox Church (Author, June 2011)……. 38

Figure 3: View of courtyard, Ayakonstantin R.İ.O. On left, Aya Konstantin Rum Orthodox Church, on right, school building (Author, June 2011)……. 38

Figure 4: a) Maraşlı R.İ.O. building front façade, b) Entrance door to the courtyard of Fener R.İ.O.L. c) Front facade of Yeniköy R.İ.O. (Author, June 2011)……. 40

Figure 5: Basement floor plan of Zapyon R.İ.O.L. (Plan is based on measured drawings in M.S. Thesis of Dilek Şaman)…….. 41

Figure 6: Principal's Office, Arnavutköy R.İ.O. (Author, June 2011)……... 43

Figure 7: a) Archives, Arnavutköy R.İ.O., b) Founder's room, Langa R.İ.O.(Author, June 2011)…… 43

Figure 8: A classroom with original furnitures, and cascading floor, Fener R.İ.O.L. (Author, June 2011)…… 44

Figure 9: A classroom with original furnitures and equipments, Kurtuluş R.İ.O. (Author, June 2011)……... 45

Figure 10: View from hall of ceremonies in Zoğrafyon R.L.İ.O. (Author, June 2011)……. 46

Figure 11: Hall of ceremonies / cafeteria of Kurtuluş R.İ.O. (Author, June 2011)…….…… 47

Figure 12: Hall of ceremonies / gymnastic saloon of Merkez R.İ.O.L. (Author, June 2011)…….…... 48

Figure 13: View of cocktail saloon in Zapyon R.İ.O.L.

(Author, June 2011)……..….... 48
Figure 14: View of cocktail saloon of Zapyon R.İ.O.L. (Author, June 2011)..... 49
Figure 15: a) Interior view of a window opening, Zapyon R.İ.O.L.
b) Exterior view of the window opening, Zapyon R.İ.O.L.
(Author, June 2011)……..…….. 51
Figure 16: a) Door opening of a classroom in Zoğrafyon R.L.İ.O.
b) Door opening of a classroom in Zapyon R.İ.O.L. (Author, June 2011)..…..... 52
Figure 17: a) Entrance door of Maraşlı R.İ.O.;
b) Entrance door of Tarabya R.İ.O. (Author, June 2011)..……...…… 53
Figure 18: Original equipments; a) Map holders in a classroom wall,
Kurtuluş R.İ.O., b) Wall hangers in corridor of Feriköy R.İ.O.
(Author, June 2011)……..….. 54
Figure 19: Detail view of brick arch floor, Tarabya R.İ.O.
(Author, June 2011)…….…… 56
Figure 20: View of front facade, Tarabya R.İ.O.,(Author, June 2011)…….. 56
Figure 21: View of a laboratory space, Merkez R.İ.O.L.(Author, June 2011)…… 58
Figure 22: a) Additional floors; Zoğrafyon R.L.İ.O. (Measured drawings,
School Panel in Zoğrafyon R.L.i.O., 2000) b) Additional third floor;
Merkez R.İ.O.L. (Author, June 2011)……. 60
Figure 23: Images of additional reinforced concrete beams on;
a) stair well of Kadıköy R.İ.O., and b) consolidated main wall of
Tarabya R.İ.O. (Author, June 2011)……..…….. 60
Figure 24: View from new reinforced concrete roofing of Ayakonstantin R.İ.O.
(Author, June 2011)……. 61
Figure 25: Additional partition wall on left, Tarabya R.İ.O.
(Author, June 2011)……. 62
Figure 26: Detail views, a) View from stairs of Zoğrafyon R.L.İ.O.
b) View from stairs Maraşlı R.İ.O (Author, June 2011)……..... 84
Figure 27: a) Karaköy R.İ.O., view from Kemeraltı Street
(Author, June 2011),b) Tarabya R.İ.O., satellite view (Google Earth)..... 89
Figure 28: a) Entrance space of Zoğrafyon R.L.İ.O. b) Entrance
space of Merkez R.İ.O.L. (Author, June 2011)..... 90
Figure 29: Satellite views of building complexes: a) Ayakonstantin R.İ.O.,

b) Langa R.İ.O. (Google Earth)..... 92
Figure 30: Satellite view of Istanbul, featuring the counties with
lists of studied schools they include..... 98
Figure 31: Inventory of Langa R.İ.O..... 135
Figure 32: Inventory of Yeniköy R.İ.O..... 141
Figure 33: Inventory of Ayakonstantin R.İ.O..... 147
Figure 34: Inventory of Tarabya R.İ.O..... 153
Figure 35: Inventory of Fener R.İ.O.L..... 159
Figure 36: Inventory of Merkez R.İ.O.L..... 166
Figure 37: Inventory of Zapyon R.İ.O.L..... 173
Figure 38: Inventory of Kurtuluş R.İ.O..... 180
Figure 39: Inventory of Bakırköy R.İ.O..... 187
Figure 40: Inventory of Zoğrafyon R.İ.O.L. 194
Figure 41: Inventory of Kadıköy R.İ.O..... 201
Figure 42: Inventory of Maraşlı R.İ.O..... 207
Figure 43: Inventory of Arnavutköy R.İ.O..... 213
Figure 44: Inventory of Karaköy R.İ.O..... 219
Figure 45: Inventory of Yeşilköy R.İ.O..... 226
Figure 46: Inventory of Feriköy R.İ.O..... 232

ABBREVIATONS

DRCE	: Dersaadet Rum Cemiyet-i Edebiyesi (Ellinikos Filologikos Sillogos Konstantinupoleos)
VGM	: Vakıflar Genel Müdürlüğü (Directorate General of Foundations)
UNESCO	: United Nations Educational, Scientific and Cultural Organization
ICCROM	: International Centre for the Study of the Preservation of Cultural Property
ICOMOS	: International Council on Monuments and Sites
TESEV	: Türkiye Ekonomik ve Sosyal Etüdler Vakfı
R.İ.O.	: Rum İlköğretim Okulu (Rum Primary School)
R.İ.O.L.	: Rum İlköğretim Okulu ve Lisesi (Rum Primary School and High School)

CHAPTER 1

INTRODUCTION

1.1. Problem Definition

Rums, Armenians and Jews have been the three major Non-Muslim groups in Ottoman Empire, throughout history.[1] Amongst these Non-Muslim groups, Rum Minority has experienced the most dramatic population decrease after the Turkish Independence War. This situation caused buildings of Rum Minority, which have been amongst socially important buildings of 19th and 20th centuries in Istanbul, are either lost, or not being used today. Being a part of these buildings, education buildings of Rum Minority in Istanbul have lost most of their users today, and due to this fact, they are under threat of being lost (Please see Table 1.).

There are fifty nine schools belonging to Rum Minority in Istanbul today and only nine of them have enough students to continue education.[2] Sezer states the main reasons for this situation as "decreasing population of Rum Minority in Istanbul due to several causes and Turkish Republic's control over the schools with precautions."[3]

The reason of decrease in Rum Minority population in Turkey is migration. After Turkish Independence War, Rums living in Turkey and Muslim-Turks living in Greece migrated according to the Compulsory Population Exchange among two

[1] The word "Rum" is used for Greek Orthodox Christian Community. It is stated in "Encyclopedia of Ottoman Empire" that the word "Rum" is a geographical term in Islamic Literature that refers to Anatolia (Asia Minor), the land of Rome, the Eastern Roman Empire, as in the name of the Rum Seljuks, the dynastic heirs of Great Seljuks; also the Greek Orthodox Community. Agoston and Masters, 2009, "Encyclopedia of the Ottoman Empire", Facts of File, New York.
[2] İstanbul Rum Azınlığı, Official Website, http://www.istanbulrumazinligi.com, accessed on October 21, 2010
[3] Sezer, 1999, "Atatürk Döneminde Yabancı Okullar (1923-1938)", Türk Tarih Kurumu, Ankara, p.84

nations, between years 1923 and 1925.[4] This event caused a substantial decrease in population of Rum Minority in Istanbul. But there were still enough population for Rum Schools to continue their education after this migration. According to a census applied in 1927, after the population exchange, 100.000 Rum Orthodox citizens were recorded in Istanbul.[5] Other political events like September 6th-7th in 1955, and Cyprus Operation in 1974, also caused Rum Minority to leave Turkey. As a result of these events, another important loss of population for Rum Minority has been witnessed in Istanbul. Stilyanos states that "today, the total number of Rum Minority in Istanbul is around 2500, big part of whom is very old people, although it is estimated that this number would be 350.000 if the events did not occur".[6]

Table 1. Decrease in total number of students being educated in Rum Minority Schools in Istanbul, starting from 1950, till 2001.[7]

Year	Number of Schools	Number of Students	Student per School
1951-52	44	4569	103
1954-55	44	5350	121
1956-57	44	5541	125
1957-58	44	5544	126
1958-59	44	5338	121
1959-60	44	5096	115
1962-63	43	4910	114
1963-64	43	4778	111
1964-65	43	3876	90
1969-70	42	1171	27
1973-74	35	1160	33
1974-75	27	820	30
1984-85	14	308	22
2000-01	10	122	12

Decrease in the population of Rum Minority caused the problem of losing students to be educated in the minority group's schools. According to Yani Demircioğlu, current

[4] Arı, K., 2000, " Büyük Mübadele (1923-1925) ", Tarih Vakfı Yurt Yayınları, İstanbul, p.7
[5] Stilyanos, R., 2011, "20. Yüzyılda da Süren Bir Gelenek: Istanbul'un Rum Mimarları ve Şehre Katkıları", Batılılaşan İstanbul'un Rum Mimarları, Zoğrafyon Lisesi Mezunları Derneği, Istanbul.p.158
[6] Stilyanos, 2011, ibid., p.158
[7] Koçoğlu, Y., 2001, "Azınlık Gençleri Anlatıyor", Metis Yayınları, İstanbul, p.233

Principal of Zoğrafyon R.L.İ.O., 2223 students were being educated in Rum Minority's schools in 1923, and today this number is only 210.[8]

In addition to population decrease, some legal restrictions have also affected education in Rum Schools in Turkey. Because of the unstable relationship between Greece and Turkey after Turkish War of Independence, there have been changes of legal regulations affecting education of minorities in both countries. According to Lausanne Agreement, signed in 1923, "Non-Muslims were able to continue their education in their languages by covering the expenses themselves".[9] In 1926, schools of Non–Muslims were taken under a strict control by Ministry of Education, with a reason of "ensuring secularism in education". Other regulations followed 6-7 September events and Cyprus Dispute; Rule 625 in 1965, 1982 Constitutional Law, and Private Education Institutions Law number 5580 in 2007, can be listed as main regulations concerning minority schools in Turkey, including Rum Minority Primary Schools in Istanbul.[10]

With respect to their architectural features, these school buildings have a place in architectural history in Istanbul and Turkey for being among early examples of some architectural styles those used in 19th century and early 20th century Istanbul. Architects of the schools, most of whom were Rums, used Neo-Classic and Eclectic styles. Schools' buildings built in these styles were amongst examples for buildings to be built with same syles in Istanbul. For instance, it is known that in early period of Republic; some public buildings were also built in Neo-Classic style in Turkey. Aslanoğlu describes buildings constructed in this term with Neo-Classic style as buildings having monumental scale, symmetry, high colonnaded entrances, and stone dressed facades.[11] Rum Minority School Buildings with Neo-Classical style also have these features, and they can be seen among inspirational buildings for the buildings mentioned by Aslanoğlu.

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[8] Demircioğlu, 2011, Personal Interview by Umay Aktaş Salman, http://www.radikal.com.tr/Radikal.aspx?aType=RadikalDetayV3&CategoryID=77&ArticleID=1029025, accessed on June 16. 2011.
[9] Akyüz, Y., 1982, " Türk Eğitim Tarihi (Başlangıçtan 1982'ye) ", AÜEBF Yayınları, Ankara, p.239.
[10] For further information on these regulations, please look at M.S. thesis of Dere, M., 2008.
[11] Aslanoğlu, İ., 1986, "Evaluation of Architectural Developments in Turkey withişn the Socio-Economic and Cultural Framework of the 1923-38 Period", Ankara: METU Journal of the Faculty of Architecture, 7 , 2, p.15-41

School buildings of Rum Minority in Istanbul are at risk of going out of existence, due to decreasing number of their users, and lack of routine maintenance of buildings. In recent years, importance of cultural diversity and rights of minorities in different countries are being discussed on national and international platforms. For example, in Diversity of Cultural Expressions Convention, ICOMOS recognizes "the need to take measures to protect the diversity of cultural expressions, including their contents, especially in situations where cultural expressions may be threatened by the possibility of extinction or serious impairment."[12] In conclusion, as strong cultural expressions of a minority group, Schools of Rum Minority in Istanbul must be maintained and preserved.

[12] Diversity of Cultural Expressions, 2005, UNESCO.

1.2. Aim and Scope

There are a total of fifty nine schools belonging to Rum Minority in Istanbul. Thirty nine of these schools are officially closed and have neither student nor personnel. The other nineteen schools are officially open but only nine of them are actively continuing education and have students.[13]

It is considered as an important conservation problem that a minority group's education building stock, which have witnessed an important culture in a city, is in danger. Losing these buildings means not only loss of architecturally important buildings of Istanbul, but also loss of significant places that have been witnesses of a different culture for centuries. In addition, besides their architectural and social features and values, these buildings also can be considered as evidences for Ottoman Empire's tolerance to its citizens through history, no matter what religious or ethnic origin they have.

Schools of minority groups in Istanbul have been subject to several academic researches before.[14] Studies on historical, architectural features of these schools have been overwhelmed by architecture and history students from different universities in Turkey. In this thesis, as an issue that has not been chosen specifically as the main subject of a thesis study before, "Primary Schools of Rum Minority in Istanbul" has been considered as the subject.

Aim of this thesis is to analyze the currently available primary schools of Rum Minority in Istanbul, to evaluate their features and current states, and to suggest a series of principles for possible conservation studies on them.

[13] İstanbul Rum Azınlığı Official Website, http://www.istanbulrumazinligi.com, October 2010, accessed on October 21, 2010.
[14] Thesis studies of Şaman, D.; Erkan, P.; Dere, M.; and Karslı, Ö.

1.3. Methodology and Resources

While choosing which ones of Rum Schools to be studied, a research on previous studies focused on this issue has been done. After examining the types and features of Rum Schools in Istanbul, it is thought to be more logical to choose a school type that was not directly focused on before. It is seen in literature review that there are master thesis studies on Rum Schools, but all of them were focused on either only high school, or all of them. This situation led this thesis to be focused on education buildings including primary school divisions. Then it was considered to choose the ones that entering inside at site survey would be possible. For this reason, schools which are currently related to Ministry of National Education were chosen so that it would be possible to examine them with official permission taken from the Ministry. Although there are officially open nineteen schools in eight different counties of Istanbul; Fatih, Bakırköy, Şişli, Beyoğlu, Beşiktaş, Sarıyer, Kadıköy and Adalar, in order to narrow the scope and ease the field study, schools in Adalar have not been studied in this thesis. As a result, a total of sixteen primary schools of Rum Minority in Istanbul have been studied in field study.

The sixteen schools are in seven counties of Istanbul. In Fatih, Fener Rum Primary and High School, Langa and Maraşlı Rum Primary Schools; in Bakırköy, Bakırköy and Yeşilköy Rum Primary Schools; in Şişli, Kurtuluş and Feriköy Rum Primary Schools; in Beyoğlu, Merkez Rum Primary and High School, Ayakonstantin and, Karaköy Rum Primary Schools, Zoğrafyon Rum Primary and High School, and Zapyon Rum Primary and High School; in Beşiktaş, Arnavutköy Rum Primary School; in Sarıyer, Yeniköy and Tarabya Rum Primary Schools; and in Kadıköy, Kadıköy Rum Primary School are researched. All of these schools are linked to a Rum Minority Foundation.[15]

With regards to literature review on the subject, education of minorities in Turkey, Rum Minority foundations and Rum Schools in Istanbul are researched in books, publishings, thesis and reliable internet sources.

[15] In order to see the foundations to which each school is related, look at Appendix K.

Features and current state of studied schools are collected from both literature review, and site survey. Organization of information for this part is overwhelmed under ten sections; for inventories, a site study on selected schools is done. In this study, in all of the schools, photographs are taken in and out of the buildings, and notes on features and problems of the buildings are written down. While taking photos, it was aimed to have visual information on each type of space, architectural element and construction technique as much as possible.

After site study, inventories are prepared for each school. These forms include information gathered from both site study and literature review on studied school buildings. It is aimed to collect as much information as possible on each school. While preparing inventories, it is aimed to include historical, environmental, architectural, functional features and current condition of the schools. Necessary visual information such as site plan, floor plans and photos are also added to the relevant parts.

In the inventories, information gathered on school buildings is given under three main parts. The first part is "general information", and covers brief information about schools' identities. In this part, name of the school, address, building lot no, founder of the school, owner of the school, foundation date of the school, construction date of the current building, architect, brief history of the school, inventory number and survey date of the building are listed.

The second part is titled as "Features of Schools", and covers information on location, architectural features and current state of the schools. In this part, there are nine sections, namely; location, general characteristics, structural system and material, architectural elements, furnitures & equipments, plan scheme, functions of spaces, physical condition and alteration.

The first section of the second part is "Location". In this section, important nearing roads and streets are mentioned with general uses of building stocks around them. If there is any, the complexes of Orthodox churches that linked with the schools or including the schools are mentioned with brief information. Under the title

environmental characteristics, surrounding building stock and its characteristics are noted down. In addition, access ways and options to schools are also noted down in this section. Locations of buildings are shown on environmental views indicating nearby important streets and buildings.

In second section, general characteristics of the school building are written. Number of storey and structural system are noted down, architectural style, entrance doors to the school building, and if there is any, entrance to the building complex that the school is located in is recorded.[16] Then, general organisation of openings on all facades of the building is described. After the general description of the building as a whole, each facade is described in more detail with facade arrangement, projections, and architectural elements.

The third section is where the documentation of structural system and material of the studied building is given. Information in this section mainly depends on the experience in the site survey. Photographs showing construction system and materials are used, if possible. Because most of the studied building stock is constructed in late 19th century and early 20th century, decision on existence of concrete in building structure has been difficult for some examples.

The fourth section of the part is focused on architectural elements of the buildings. In this section, exterior and interior architectural elements, variations of these elements and their location are mentioned. If a specific change on type or dimensions of architectural elements occurs vertically or horizontally through building, it is mentioned here.

In fifth section, original furnitures and equipments in spaces of the buildings are noted down, briefly. It is aimed in this section to only show which ones of original elements are present and which are not in the school buildings, with relevant images.

[16] Among studied schools, Langa İlköğretim Okulu and Ayakonstantin İlköğretim Okulu buildings are located in building complexes.

Building form and plan scheme of schools are described in sixth section of inventories. Plan scheme and number of storey information is given here. Surveyed spaces on all floors are described with architectural elements. In order to understand the function of each space, the functions are categorised and each category is given its unique colour to be used on the plans. And function of each space is also written on the plans. Window and door openings are numbered for possible need of specific mentionings.

Distribution of functions on different floors can be seen on the table in the seventh section. This table also features categorisation of units into function groups. It shows number of units in the floor and at the end, total number of spaces those used with a categorized function. In some cases mix-used spaces are also shown in this table. The table also works as the legend for specific colours given to each function category that is also used in previous section. Most of the schools' original student capacity is unknown. In order to have an understanding of total capacity of a school, total number of classrooms in the school is considered.

In the eighth section, structural conditions of buildings are noted down. Deteriorations seen on buildings in site survey are noted down first for the facades, and then for spaces on each floor. For facades, image of the most deteriorated and harmed facade is shown and deteriorations are pointed on it as examples. It is aimed to give as much example for deteriorations seen throughout the building. For deteriorations inside the building, floor plans including deteriorated spaces are shown. Right next to the plan, deteriorations in spaces are described with their location on floor plan.

Alterations on the building are noted down in ninth section. Images of detected alterations are shown and description is written under images. In this part, it is aimed to describe all types of alterations that are seen in the school building and give one example from each type.

The third part is "Evaluation" and covers each school's values, problems and potentialities. For each studied school, there is a evaluation table. In these tables,

values are noted in two groups; intrinsic and extrinsic. For problems and potentialities, there is a different categorization, but all information on the same row on the table are related to each other and refer to similar characteristics of the building.

Among all sources used in literature review, some resources have been used more frequent than others. In the Second Chapter of this thesis, books of Yahya Akyüz, Necdet Sakaoğlu, and Halis Eksertzoglou are used more than others. In the Third Chapter, for plans of school buildings in the Inventories, M.S. Thesis of Dilek Şaman has been an important source with measured drawings in it. Additionally, measured drawings present on boards in school corridors are also important resources for inventory study. For some cases, one of these resources is chosen and directly used, and in some cases, combination of them was made. For some cases, necessary updates to the measured drawing of a school building was made with respect to data gathered from site study, for such changes like changed opening dimensions or closed openings on facades. In evaluation chapter of the thesis, for valuation sections, the book of Feilden and Jokilehto, and the book of Madran and Özgönül are used more frequent than other resources.

1.4. Structure of the Thesis

The thesis is composed of five chapters starting with introduction chapter where problem definition, aim and scope, methodology and structure of thesis are explained.

The second chapter is named "Education and Rum Minority Turkey", and covers a brief history of education in Turkey, starting with education in Ottoman Empire since the establishment of the empire in 1299. The chapter starts with education in Ottoman Empire until the reform era. Then, with the "education in reform era" section, it is explained how the education system had been affected by increasing effectiveness of minorities in the state. As lots of minority schools in Istanbul have been constituted in this era, this section has been discussed in more detail. Final section of education part covers the revolutionary and dramatic changes in education system that has been made in Republican Era. The final regulations on education of minorities in Turkey have been explained in this part. The second part of this chapter focuses on foundations of minorities, and legal organisations concerned with minority foundations in Turkey.

The third chapter of the thesis focuses on the studied Primary Schools of Rum Minority in Istanbul. Results of inventory study on studied schools are featured in this part. The inventories of studied school are given as an appendix at the end of the thesis.[17]

In Evaluation, which is the fourth chapter of the thesis, values, problems and potentialities of the studied schools are included. In values, firstly, development of value concept is studied with important studies on the issue. Then, value typology for Primary Schools of Rum Minority in Istanbul is featured. In "Problems" section, physical, social and legal&economic problems of studied schools and Rum Minority are presented. In "Potentialities" section, potentialities in environmental and building scale are evaluated.

[17] In order to see inventories of each school, please check Appendix A.

In chapter five, a series of Conservation Recommendation for Primary Schools of Rum Minority in Istanbul are written with respect to all features and current state of the studied schools, and evaluation.

CHAPTER 2.

EDUCATION AND RUM MINORITY IN TURKEY

2.1. Education

Education has been a very important part of social structure, starting with ancient civilizations in history. Neccesity of didactic education was realised in Ancient Greek period, around 6th – 8th centuries B.C.[18] Aytaç states that in Hellenistical Period, importance given to education was increased with development of cultural life. There were three types of schools; primary, elementary, and gymnasiums; which were high school level education institutions. Primary schools and elementary schools included courses on reading-writing, art and gymnastic. Buildings of gymnasiums were amongst most impressive buildings in a city center. These schools were used for widening the range of Hellenistic ideals, too.[19]

In this chapter, in the scope of this thesis, education in Ottoman Empire and in Turkish Republic is discussed under three terms; until reform era, in reform era, and in republican period. And for each term, education of Non-Muslims and foreigners in the State are also discussed.

2.1.1. In Classic Period (1299 – 1876)

Education of Muslim-Turks in the Era

The system was based on religion education. There were two types of education constitutions in Ottoman Empire education system; civil and military. In this section, civil education institutions are discussed in two groups according to their level of

[18] Aytaç, K., 2009, "Avrupa Eğitim Tarihi", Doğu Batı Yayınları, Ankara, p.16
[19] Aytaç, K., 2009, ibid., p.50-51

education; “sibyan mektebs” for primary and elementary education and “madrasas” for higher level of education.[20] On the other hand, military education institutions are taken into consideration in two different groups according to the periods they served; military schools of classic period and military schools of reform era.

At sibyan mektebs, children at five or six years of age were being eucated. Reading and writing, some basic religious information and math were the main courses in these schools.[21] However, Sakaoğlu claims that education in these schools was based on rote learning, not bringing students the ability to read and write truly, until 1830s.[22] Baltacı states that during courses, students were sitting down on the floor, unlike students sitting on chairs in Sumerians and students sitting on toborets in Greece.[23] Sıbyan Mektebs were so-called as neighbourhood schools, because each one of these schools was serving each neighbourhood in the empire. Funding of these schools was provided by whealty citizens in the neighbourhood, who establishes a vaqf for the school and devotes a part of his/her whealth into it. Funding of payments for education staff and the other employess of the school were provided by sources of the vaqf.[24]

Citizens of Ottoman Empire have been educated in madrasas in preparation to have administrative positions at civil and military institutions, from establishment of Ottoman Empire, till Reform Era.[25] The main concern in madrasas was founding an institution in which Islam Religion was being teached. One of the first Ottoman madrasas, the one that was constituted by Orhan Bey, was a typical Seljukian madrasa. On the other hand, Sakaoğlu mentions that the first examples of madrasas in the newly established state were using monastery buildings.[26]

Sultans of the early period of the empire founded madrasas, which were named after them. In addition, politicians of the period were willing to build madrasas, too. It is known that with this trend, lots of madrasas were built in and around cities of Bursa,

[20] Kazıcı, Z., 2004, “Osmanlı’da Eğitim Öğretim”, Bilge Yayınları, İstanbul. pp. 86, 106
[21] Baltacı, C.,2005, “XV. ve XVI. Yüzyıllarda Osmanlı Medreseleri”, M. Ü. İlahiyat Fakültesi Yayınları, İstanbul, p.79
[22] Sakaoğlu, 2003, ibid., p.41
[23] Baltacı,2005, ibid., p.79
[24] Kazıcı, Z., 2004, ibid., p.94
[25] Kazıcı, Z., 2004, ibid., p.85
[26] Sakaoğlu, N., 2003, “Osmanlı’dan Günümüze Eğitim Tarihi”İstanbul Bilgi Üniversitesi Yayınları, Istanbul, p.19

Edirne and İznik bysultans and important figures like Orhan Bey's son Süleyman, Murad Hüdavendigar, Beyazıd the First, his son Çelebi Mehmed, Murad the Second, Lala Şahin Paşa and Çandarlı Hayreddin Paşa between 1365 and mid fifteenth century. Sakaoğlu claims madrasas built in this period to be more successful than the later built ones in the Empire in terms of their education quality and instructors. Resources used in these madrasas included medical books from western and eastern civilizations and there were reputable doctors and professionals teaching in these madrasas; which would not be a concern in the latter madrasas.[27]

Funding education facilities has not been among responsibilities of state until 19th century. Except for some civil servants or army officers at manager positions, citizens of the empire were not being educated with state's fundings. The gap for a way of funding new education facilities were filled with waqfs, which are donated by benefactors among rich citizens of the empire. Vahapoğlu states that understanding of education as a charity led to constitution of Ottoman waqfs.

In Fatih Sultan Mehmed's term, education in Ottoman Empire has had an important progress. Sultan believed to the necessity of well educated people for the developing empire. For this purpose, he constituted Fatih Social Complex, which includes education units; Madrasa-i Semaniye and Tetimme, which consists of eight madrasas, on each side of the mosque, one primary school and a library.[28]

On the other hand, the limited education buildings and materials caused masses of people in Ottoman Empire to remain ignorant. Michael Baudier, who has been to the empire in the era of Murad the Third, claimed that in all of the empire, there have been only one hundred twenty madrasas with only nine thousand students. Sakaoğlu claims that, in Istanbul, while the population of the city was nearly four hundred thousand, the number of students graduating yearly from madrasas was only around one hundred. Moreover, Madrasas in Fatih Social Complex raised only thirty thousand muderrises until the closure of madrasas in nineteen twenty four.[29] In addition, from rulers' perspective, there was a lack of interest towards education. Sakaoğlu describes sultans of 17th-18th centuries as leaders who do not know

[27] Sakaoğlu, 2003, ibid., pp.19-20
[28] Akyüz, 2010, "Türk Eğitim Tarihi M.Ö. 1000 - M.S. 2010", Pegem Yayınları, Ankara, p.65
[29] For further information, look at Sakaoğlu, 2003, ibid.

anything about nations they were in the position of directing.[30] This lack of interest was in such a problematic level that most of the rulers in the state have been thinking that few education facilities that they knew, where adequate for education in the empire.[31]

Before reform era, there were three sub-group of military education institutions in Ottoman Empire; "Acemi Oğlanlar Kışlası", "Yeniçeri Ocakları", and "Enderun-i Hümayun".[32] Acemi Oğlanları Kışlası was primary education school for students to get ready before attending Yeniçeri Ortaları, preparing Non-Muslim children teaching them Turkish and Islamic education and how to write. Yeniçeri Ocağı was the institution in which religious and military education was given to Janissaries.[33] In Enderun-i Hümayuns, courses on Kur'an-ı Kerim, several languages, math, geometry, astronomy, geography, philosophy, several music instruments, and training of riding, shooting, and swordmanship were given.[34]

Education of Non-Muslims and Foreigners in Classic Period

Ottoman Empire had citizens from many different nations and religions. Keepeing Non-Muslims and foreigners under control has been a critical task for State. In order to keep minorities and foreigners in peace, state had to have a different policy towards them.

The most important regulations of law considering Non-Muslims and foreigners in Ottoman Empire were done starting with Conquest of Istanbul in 1453. Since their first announcement, these regulations have been called as "Capitulations". Tozlu describes meaning of word capitulation as "a series of rights regulated for citizens in a country, arranged among countries' governments".[35] The first of these rights were given to Rum Patriarchate of İstanbul, by Fatih Sultan Mehmed. After conquering

[30] Sakaoğlu, 2003, ibid., p.55
[31] Sakaoğlu, 2003, ibid., p.55
[32] Baltacı, 2005, ibid., p.52
[33] Kazıcı, 2004, ibid., pp.161-162
[34] Ergin, 1939, "Türkiye Maarif Tarihi 1-2", Istanbul, pp.297-299
[35] Tozlu, N., 1991, "Kültür ve Eğitim Tarihimizde Yabancı Okullar", Akçağ Yayınları, Ankara, p.20

İstanbul, Sultan Mehmed named Gennadios as Greek Patriarch and has given some rights with a firman;

"Nobody should interfere with Patrick, or try to have dominance on him; he and the priests by way of him are perpetually excused from public duties. Their churches will not be converted to mosques. Marriage, funeral ceremonies, and other rituals will be applied according to Rum Church and traditions, as it has been done before."[36]

This meeting among the Ottoman Sultan and Rum Leader is depicted by different artists, including Rums, and many times (please see Figure 1.). Atuf states that whereas Byzantines have lost their political independence after Conquest of Istanbul, they did not lose their cultural independence, due to the right given to them by Fatih Sultan Mehmed.[37]

Figure 1: Painting showing Fatih Sultan Mehmed and Patriarch Gennadios, who was appointed by the Sultan. The painting is at the entrance space of Fener R.İ.O.L. (Artist unknown, photo of the painting taken by Author, June 2011)

[36] Peters, R., 1975, "Batı Gözü ile Türk Tarihi", Translated by Maner, R., Istanbul, p.76
[37] Atuf, N., 1931, "Türkiye Maarif Tarihi", Istanbul, pp.144-148

Second important rights of Non-Muslims in the empire were given by Kanuni Sultan Süleyman in 1535 to citizens of France via a firman. Ertuğrul claims that these rights are considered as first serious Capitulations in Ottoman history and he states that the most important right among them is;

"Apart from this, none of the residents of the kingdom will be responsible for paying taxes special to minorities like "cizye", "haraç", "ayarız", "kabiye" unless they stay for ten years and more in the land of great sultan."[38]

Until Reform Era, like Muslims in the empire, Non-Muslims were also being educated in schools founded by rich members of their communities. Non-Muslim schools in Istanbul belong to three minority groups; Rum Minority, Armenian minority, and Jew minority. The first Non-Muslim community to receive right to open their schools independent from state, was Rum Minority.

Taşdemirci states three schools belonging to Rum Minority as the most important ones. The first one is also the oldest school; Fener Rum Mektebi, which is currently named as Fener Rum High School and Primary School. He lists Greek language, philosophy, theology, arithmetic and physical sciences as courses given in the school. The second school is Halki Seminary; which was constituded in ninth century as Ayatriada Monastery. After conquest of Istanbul, a school building was added to the faicility. The third school mentioned by Taşdemirci is Kuruçeşme University, which had departments of Greek literature and language, geometry, arithmetic, and medicine. These three schools are considered as most important Rum Schools by authorities.[39]

Ergin claims that "first known Armenian education institutions were founded after conquest of Istanbul and focused on religious education. Oldest Armenian schools, which have courses other than religious ones, are dated to late 18th century".[40] One of

[38] Mayewski, 1986, "Les Mascacres Commis Les Armeniens", Translated by Süslü, A., Ankara, p. 72
[39] Taşdemirci, E., "Türk Eğitim Tarihinde Azınlık Okulları ve Yabancı Okullar", Sosyal Bilimler Enstitüsü Dergisi, Sayı: 10, 2010, pp.14-15
[40] Ergin, 1939, ibid., p.750

the earlier schools is Mangantz Varnjadun, which was opened in Kumkapı right after conquest of Istanbul. In 1745, a school for girls was constituted in Kumkapı.[41]

Whereas there was no Jew community in Istanbul in years following Conquest of the city, they came to Istanbul in 1492 and in 1494; they established the first printing house in Ottoman Empire.[42] They opened a lot of schools where courses of Jew language and grammar, religious information, accounting, geometry, history and geography were given.

In this period, right before Reform Era, missionaries' increasing efforts to extend their presence in education has started to be appreciable. Starting from the year 1819, American missionaries have constituted their schools in Istanbul in 1830.[43]

2.1.2. In Westernization and Reform Eras

Education of Muslim-Turks in Westernization and Reform Eras

After a series of defeats against opponents, it was started to be seen necessary to do some reforms in military section of the empire. [44] This also led to some changes in military education system, affecting the whole Ottoman education system after this term. With the aim of changing military education in a positive way, new military education facilities were constituted in western style. Starting in Abdulhamid II.'s term (1774-1789), and continuing with Selim III. (1789-1807) and Mahmud II., a series of reforms were done.[45]

As first important military school that is constituted in western style, Mühendishane-i Bahr-i Hümayun, which was also known as Naval Military School was opened in 1776, in Abdülhamid II.'s term. It was the first education institution in the goal of

[41] Ergin, 1939, ibid., p.750
[42] Tekeli and İlkin, 1993, "Osmanlı İmparatorluğu'nda Eğitim ve Bilgi Üretim Sisteminin Oluşumu ve Dönüşümü", Atatürk Kültür, Dil, Tarih Yüksek Kurumu Türk Tarih Kurumu Yayınları, Ankara, p.10
[43] Sakaoğlu, 2003, ibid., p.66
[44] Akyüz, 2010, ibid., p.143
[45] Akyüz, 2010, ibid., p.143

westernization of education in Ottoman Empire. Following this school, in the term of Selim III., Mühendishane-i Berri-i Hümayun was constituted in 1795. Additionally, Mahmud the Second was an important figure for the westernization of Ottoman Education; in his term, three important military schools were opened; Mekteb-i Ulum-ı Harbiye, Tophane Mekteb-i Harbiye and Mızıka-i Hümayun Mektebi.
With opening of military schools, western languages French and English were included in the curriculums and there were not classes on Islam religion, for the first time.[46]

With beginning of 19th century, there have been major seditions like Sırbian Sedition in 1809 and Greek Sedition in 1830, afflicting the Ottoman State. Some rulers in the state with Mustafa Reşit Paşa thought that these protests could be stopped with a series of reforms.[47] With respect to these ideas, Sultan Abdülmecit, after ascending the throne, published Imperial Edict of Gülhane, in 1839.[48] The edict is considered as the starting of reform era. It featured some promises of changes in social and political issues in Ottoman Empire.[49] Sakaoğlu finds it interesting that the edict did not feature any concern on education or schools. However, reform era is the term that education in the empire has gotten closer to modern standards.[50]

Sultan Abdülmecid's speech in a meeting at Meclis-i Vala in the beginning of Reform Era can be considered as the sign that the general approach towards education has changed in a positive way. In the speech, Abdülmecid mentioned two main principles for education. "The first principle is named as "levazım-ı insaniye", and means that after the religion education, students will be able to have as much literacy as they will live self-sufficiently. Then, according to the second principle, which is called as icab-ı akl ve hikmet, students will learn science and good manners

[46] Akyüz, 2010, ibid., p.143
[47] Ertuğrul, H., 1998, "Azınlık ve Yabancı Okulları Türk Toplumuna Etkisi", Nesil Basım Yayın A. Ş., İstanbul, p.83
[48] Original name of the edict is "Gülhane Hatt-ı Hümayunu" in Ottoman Turkish. Sakaoğlu, 2003, ibid., pp.69
[49] Akyüz, 1982, ibid., p.145
[50] Sakaoğlu, 2003, ibid., p.69

will develop his/her personality.[51] These principles were the first education principles for Ottomans.[52]

Pilehvarian states that the first attempt to build a modern school was constitution of Divanyolu Valide Mektebi, which was founded by Bezmialem Valide Sultan in 1850.[53]The author mentions that the school would later be called as "Darülmaarif". The school building was two storey high and had a symmetrical facade arrangement on entrance facade.[54]

Reform era has been an important term for education of Ottoman citizens; "before this term, sultans have opened schools in only cities of Istanbul, Bursa and Edirne; Citizens accommodating in other cities and towns have not been educated in schools opened by state fundings before".[55] Sakaoğlu claims that extension of education buildings to Empire lands has been realised in this term.

First constitutional Era lasts around one year, and Kanun-i Esasi is legislated in this period as the first organic law of Ottoman Empire to the date. In Kanun-i Esasi, three articles are on education, and these articles are the 15th, 16th, and 114th. First, according to the 15th article; every Ottoman citizen has a right to do education under the condition that obeying the related laws. Second, the 16th article mentions that nobody can disrupt education techniques and methods of several communities in the empire, with respect to their religions or beliefs. The same article also claims that all of the schools in the empire are under control of the State. Third, according to the 114th article, for all of the citizens of the empire, primary education, which will also be regulated with a nizam-ı mahsus, is compulsory.[56] Akyüz mentions that "in this period, education in Ottoman Empire has become more common and at the same time, more controlled by the State. Number of nationalism, religion and morality courses has been increased in order to create a generation more dedicated to the empire and the sultan".[57]

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[51] Sakaoğlu, 2003, ibid., p.69
[52] Sakaoğlu, 2003, ibid., p.69
[53] Pilehvarian, N. K., "19. y.y. Osmanlı Eğitim Sistemindeki Değişimler ve Mimari Yansımaları", Osmanlı Mimarlığının 7 yüzyılı "Uluslarüstü Bir Miras" Konferansı, 25/26/27 Kasım 1999, İTÜ
[54] Pilehvarian, 1999, ibid., pp.142-148
[55] Sakaoğlu, 2003, ibid., p.71
[56] Akyüz, 1982, ibid., p.205
[57] Akyüz, 1982, ibid., p.205

As Akyüz states it clearly; "In absolutism period, private schools have had an important increase in number, both the ones belonging to native owners and the ones belonging to foreign owners. Non-Muslim communities extended presence of their schools within the city of Istanbul and within the empire".[58]

Ottoman Empire citizens' concern on education has increased in this term. It became clearer in minds of both citizens and governors that madrasas were harmful to the students. Higher education of female students has begun in this term. Important developments on education of teachers also occurred.

Education of Non-Muslims and Foreigners in Westernization and Reform Eras

Edict of Reform, which is announced in 1856, gave minorities the right to open and manage their own schools within their community. According to the edict, an assembly of education, which have consisted of members both from Ottomans and minorities, would be responsible for supervising of schools and regulating the curriculum and choice of education staff.[59] The edict also stated that repairing of minority buildings like schools, hospitals, and cemeteries would not be prevented.[60]

Non-Muslims had their communities financing their schools, and Rum Minority constituted a community named "Dersaadet Rum Cemiyet-i Edebiyesi" (Elinikos Filolopikos Sillogos) in 1861. According to Ergin, this community served as a "Rum Academy of Sciences" and a lot of Ottoman authors and even grand viziers of the State joined this community. Members of the community were also travelling to Eruope, joining other academies and accepting members of these academies.[61] The community had a main aim as stated in their nizamname in 1871; development and extension of education and science in East. According to Odisseas Yalemos, the community has become "guide of education activities of Rums and the center of all

[58] For further information, please look at Akyüz, 1982, ibid.
[59] Sakaoğlu, 2003, ibid., p.71
[60] Madran, E., 2002, "Tanzimat'tan Cumhuriyet'e Kültür Varlıklarının Korunmasına İlişkin Tutumlar ve Düzenlemeler", METU Faculty of Architecture Press, Ankara
[61] Ergin, 1939, ibid., p.651

the passion and activities concerning education in Turkey".[62] For this goal, rich Rum merchants of Galata and some related banks have donated remarkable amount of money to the community for support of existing poor schools and construction of new ones in this period.[63] As Eksertzoglou states, there have been an important increase in numbers of the schools and money donated for them in the term. In Istanbul and near districts in 1877, there were 25,000 students in 254 schools. He mentions that even in seven years, donated money to schools has increased from 12,000 liras in 1870 to 70,000 liras in 1877.[64]

Another regulation done by the State on education of Non-Muslims in this term is Maarif-i Umumiye Nizamnamesi, which was announced in 1869. The nizamname had two articles regulating opening of private schools by Muslim-Turks, Non-Muslims or foreigners. These articles were 129th and 130th. According to 129th article; construction of private schools could have been funded only by founders of schools or communities of schools. The article underlines three requirements for constitution of private schools. First, teacher of schools had to have a certification that has been given by Maarif Nezareti or mahalli maarif idaresi. Second, moral principles and governmental politics should not have been violated in curriculums, and school books should have been confirmed by Maarif Nezareti or mahalli maarif idaresi or governor. Third, there should be an official permission given by Maarif Nezareti or mahalli maarif idaresi or governor. On the other hand, 130th article of Maarif-i Umumiye Nizamnamesi concentrates more on social rules in private schools by stating that it is forbidden to beat or abusing the lazy and problematic students. It is stated that these students would be punished by special instructions.[65] Kaya claims that Maarif-i Umumiye is the most effective regulation on education of Non-Muslims in this period.[66]

Rum Minority's power and importance in Istanbul reached its highest level in 19th century. Not only economically and culturally, but also socially they became an

[62] Eksertzoglou, H., 1999, "Osmanlı'da Cemiyetler ve Rum Cemaati, Dersaadet Rum Cemiyet-i Edebiyesi", Tarih Vakfı Yurt Yayınları, İstanbul, p.14
[63] Eksertzoglou, 1999, ibid., p.12
[64] Eksertzoglou, 1999, ibid., p.57
[65] Akyüz, 1982, ibid., p.159
[66] Kaya, Ö., 2004, "Tanzimat'tan Lozan'a Azınlıklar", Yeditepe Yayınevi, İstanbul, pp.74

important part of the city in this term. According to a census in 1881, there were 200.000 Greeks in Istanbul.[67] And as an important part in population of the capital city of Ottoman Empire, Rum Minority and the other Non-Muslim minorities have had an important development in both the total number of education buildings and total number of students, particularly in Tanzimat Period, with the legal regulations and given rights in this term.[68] Güler mentions that in this period, schools of Non-Muslims were under direct control of their own cultural and religion organizations. They were free in management of curriculums in their schools. Education was in their national languages. Ottoman State did not care about controlling neither their education nor religion works.[69] Erkan claims that Rum community in Istanbul opened their own schools with assisting organisations for these schools in 19th century.[70]

The schools founded in this term had high amount of socio-cultural importance for Rum Community in Istanbul. Erkan states four of well known schools of this term; Zoğrafyon R.L.İ.O., Karaköy R.İ.O., Zapyon R.İ.O.L., and Merkez R.İ.O.L. as institutions that transform and regenerate the community with their educational functions.[71]

Armenians were the ones among Non-Muslim who were affected most positively from changes done in reform era. This community's students were able to continue in schools of state and were able to work at institutions of state. They even continued in foreigner schools, besides their own schools. Ergin gives some numbers on Armenians' education in Istanbul and Turkey; in 1871, there were "48" schools in Istanbul and three years later, there were "469" pre-school and primary schools in Anatolia, belonging to Armenian Minority.[72]

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[67] Mansel, Ph., 2008, "Konstantiniyye: dünyanın arzuladığı şehir 1453-1924", Everest Yayınları, İstanbul, p.373
[68] Akyüz, 1982, ibid., p.160
[69] Güler, A., 2000, "Osmanlı'dan Cumhuriyet'e Azınlıklar", Tamga Yayınları, Ankara, p.137
[70] Erkan, 2009, ibid., p.61
[71] Erkan, P., 2009, "Tanzimat'tan Günümüze Galata/Şişli Güzergahındaki Yabancı Okullar ve Azınlık Okulları", Unpublished Doctoral Thesis, İstanbul Teknik Üniversitesi Fen Bilimleri Enstitüsü, p.62
[72] Ergin, 1939, ibid., pp.758-765

Jews could not benefit from changes made in Reform Era as fast as other minorities, because they were very strictly tied to their own religion and native language that they did not tolerate any other courses in their schools. Alliyans Israilit was name of their most popular community. Ergin states the aim of this community as rising cultural level of Jews in Russia, Turkey, Iran and North Africa.[73]

Education of Non-Muslims have reached its higher level of extensity in Reform Era; in 1913-1914, total number of primary schools belonging to Rum, Armenian and Jew communities in the empire reached the number of "2596". More than "4000" teachers have been teaching in these schools. Until 1915, opening new schools was not restricted for minorities. In 1915, with announcement of "Talimatname", it has become forbidden for minorities to open new schools other than the districts and towns those they were accommodating. Moreover, according to the same proclamation, it was compulsory to have Turkish History and Turkish Geography courses given by Turkish teachers in their schools.[74]

2.1.3. In Republican Period

After the end of Turkish Independence War, with establishment of Republic of Turkey, an era of revolutionary transformations on politics, economy, law and culture has begun in 1923. However, Büyükkarcı states that at the time approximately 90 % of the population were illiterate and in order to achieve all of the improvements in a social coherence, improvement of education have become a more important aspect for the country in this period.[75]

With acceptance of Tevhid-i Tedrisat in 1924, madrasas have been closed and all of the schools in the country have been connected to Maarif Vekaleti. Democracy, laicism, coeducation and use of Latin alphabet have been applied to education in this period.[76]

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[73] Ergin, 1939, ibid., pp.768-769, 803-80
[74] For further information, look at Akyüz, 1982, ibid.
[75] Büyükkarcı, S., 2003, "Türkiye'de Rum Okulları", Yelken Yayınları, Konya, p.37
[76] For further information, look at Akyüz, 1982, ibid.

Non-Muslims' Education after Foundation of Turkish Republic

The Republican Period brought new regulations for education of Non-Muslims. According to Lausanne Agreement, signed in 1923, Non-Muslims were able to continue their education in their languages by covering the expenses themselves. Lausanne Agreement is still the only internationally accepted document concerning these schools.

On the other hand, starting with the year 1923, the government banned all of the Non-Muslim and foreign schools from making religion propaganda. In 1926, the government started to watch every move of foreign schools.

In 1965, the new article 625, regulating private schools, banned minorities and foreigners to open new schools and build new school buildings. The article contained detailed lines regulating the control of National Education over the Non-Muslim and foreign schools. Ministry of National Education became the only decision maker for approving course programme and education staffs of schools of Non–Muslims. And as the last regulation on the schools of Non-Muslims and foreigners, In July 11, 1984, the article 3035 stated that schools of Non-Muslims and foreigners can only profit if they contribute the national education of Turkey.[77]

[77] For further information, look at Akyüz, 1982, ibid.

2.2 Rum Community and Non-Muslim Foundations in Turkey

Existence of Rums in Anatolia and Thrace can be dated to existence of Roman Empire on these lands.[78] Dere states that Rums were living in two different states; Pontus, which was being ruled from Trabzon, and Byzantine, which was being ruled from Istanbul.[79] Turks and Rums first came across in Anatolia in 11th century, when Seljukians arrived and settled Anatolian Seljukids State.[80] After Conquest of Istanbul, Rums of Byzantine; and with Conquest of Trabzon, Rums of Pontus have become onder dominance of Ottoman Empire.[81] Since Conquests of these two cities, Rums and Turks have been sharing the lands under rule of Ottoman Empire, in every aspect of life. Hence, cultures of Rums and Turks have had important effects on each other's.[82]

2.2.1. Rum Community in Turkey

Years between Conquest of Istanbul and Reform Era, Istanbul Rum Patriarchate has been the ruling institution over all Orthodox churches and their crowds in Ottoman Empire.[83] With every victory of the Empire towards the Balkans, churches under the Patriarchate increased. In number, churches under control of the Patriarchate were exceeding mosques in some cities. According to a census made in 1577, there were 743 churches and 485 mosques in Istanbul.[84] However, for social and educational needs of Rum Minority, new constitutions emerged in addition to churches and Istanbul Rum Patriarchate in 19th century; communities.

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[78] Rum, term in Arabic, Perisan, and Turkish designating Byzantium (the empire of the Rhomaioi); it also referred to Ancient Greece and the Roman Empire. After Seljuk conquest of Asia Minoer in the late 11th Century, the conquered territory became the sultanate of Rum. Under the Ottomans Rum included the districts of Amasya(Amesia), and Sivas(Sebasteia). Geographic names such as Rumeliand Erzurum were based on the root Rum. Kazhdan, A., 1991, "Rūm" *The Oxford Dictionary of Byzantium*, Oxford University Press, vol. 3, p.1816.

[79] Dere, 2008, ibid., p.9

[80] Ercan, Y., 2007, "Prof. Dr. Yavuz Ercan Toplu Eserler: II, Rumlar ve Diğer Müslüman Olmayan Topluluklar", Turhan Kitabevi Yayınları, Ankara, p.88

[81] Toros, T., 1985, "Osmanlı İmparatorluğu'nda Gayrimüslim Azınlıklar" Tanzimat'tan Cumhuriyete Türkiye Ansiklopedisi, C. 4, p.1009

[82] Tuncer Baykara states the two roots of Ottomans regarding the "city", as the Seljukian and the Byzantine urban lives and cultures. Baykara, T., 2000, "Is the Ottoman State A City State?", *The Great Ottoman – Turkish Civilization,* Yeni Türkiye, Ankara.

[83] Erkan, 2009, ibid., p.56

[84] Kaya, 2004, ibid., p. 36

While education of Rum Minority has always been under control of Patriarchate before; with social movements in Ottoman Empire in 19th century, national identity started to be seen more necessary in education by Rum people.[85] This idea led people other than religious officials to be also concerned with education in this term. Furthermore, it was also thought that secularism of both curriculums and executives of education facilities was also very important since it meant getting standard of education more close to Europe.[86] In a term with mentioned ideas on minds, communities were constituted among Rum Minority.

Constitution of Rum communities started in early 19th century in Ottoman Empire. [87] However, the most important increase in number of Rum communities has occurred after 1860s. Eksertzoglou mentions that newspaper Neogalos of April 3rd, 1873 written that nearly every day a new community was being founded at the time.[88] Anagnostopulu states that between years 1870 and 1880, nearly 125 Rum communities emerged and in following years, this number was doubled.[89]

According to Eksertzoglou, main aim of these communities was financially supplying Rum Orthodox Schools.[90] In addition, he claims that communities had an important role in widening school buildings of Rum Minority and were providing successful administrations for schools in regions they were constituted.[91]

Among communities opened in this term, "there were bigger communities like Dersaadet Rum Cemiyeti Edebiyesi, Epir, and Trakya; and there were smaller communities with smaller scopes in certain regions".[92] But the most important Rum community was DRCE, which is also known as "Ellinikos Filologikos Sillogos Konstantinupoleos". The community was constituted in 1861 and was the prime community in terms of being effective in cultural issues and founding new schools.[93]

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[85] Anagnostopulu, A., 1999, "Tanzimat ve Rum Milletinin Kurumsal Çerçevesi Patrikhane, Cemaat Kurumları ve Eğitim", edited by Stathis, P., 19. yy. Istanbul'unda Gayrimüslimler, Tarih Vakfı Yurt Yayınları, Istanbul, p.21
[86] Anagnostopulu, 1999, ibid., p.21
[87] Eksertzoglou, 1999, ibid., p.3
[88] Eksertzoglou, 1999, ibid., p.1
[89] Anagnostopulu, 1999, ibid., p.21
[90] Eksertzoglou, 1999, ibid., p.3
[91] Eksertzoglou, 1999, ibid., p.3
[92] Eksertzoglou, 1999, ibid., p.2
[93] Ergin, 1939, ibid., p.655

Eksertzoglou adds another factor for importance of this community; it was an important organization which was composed of people that is a mix of intellectuals and Rum business men in late 1870s.[94] The community had a centre building in Beyoğlu, and four other "mahfels" in Beşiktaş, Kadıköy, Üsküdar, and Sarıyer. All these units were being used as cultural and social gathering places.[95]

2.2.2. Non-Muslim Foundations and Their Current Legal & Administrative Status

Currently, there are 162 Non-Muslim foundations in Turkey.[96] Among these 162 foundations, 75 foundations are belong to Rum Minority, 53 foundations are belong to Armenian Minority, 18 foundations are belong to Jewish Minority, 10 foundations are belong to Assyrian Minority, three foundations are belong to Chaldean Minority, one foundation belongs to Georgian Minority and one foundation belongs to Bulgarian Minority.

Since 1936 Foundations Law, all minority foundations are under control of General Directorate of Foundations. All issues concerning any kind of foundations are under strict control of General Directorate of Foundations in Turkey. The final law regulating minority foundations in Turkey is Foundations Law No 5737. The law has been valid since 2008 and describes tasks of General Directorate of Foundations in eight titles;

"a) To fulfill and carry out charitable, social, cultural and economic terms and services set out in the charters of fused (mazbut) foundations or, where there is no charter, in its *firman*, deed or title of privilege that substitutes the charter.

b) In order to give the best service described in the charter, to exploit and invest funds and goods of the Directorate General and the fused (mazbut) foundations and to invest them in those investments that bring higher yields,

[94] Eksertzoglou, 1999, ibid., p.1
[95] Tekeli and İlkin, 1993, ibid.,p.103
[96] For the full list, please look at Appendix B. The list is an upgraded version of the list given in official website of VGM, with proper titles of each Non-Muslim groups. Prime Ministry Directorate General of Foundations, official website, http://www.vgm.gov.tr/index.aspx?Dil=TR, accessed in may 2012.

c) To establish companies, to participate in already-active companies and to decide on any capital increases of these companies with the funds of the Directorate General and the fused (mazbut) foundations,

d) To conserve or restore the cultural assets of foundations located at home or abroad;

e) To audit annexed (mülhak), Community , artisans' and new foundations;

f) To carry out training, research, development, cultural and publication activities in issues related to the foundations; to maintain national and international coordination;

g) To make up collections comprising foundations' cultural assets; to establish museums, libraries and cultural centers;

h) To carry out services and tasks assigned to it under this Law and other laws."[97]

The highest decision maker body of the Directorate General of Foundations is the council, which is composed of fifteen council members. Rule 41 in the Foundation Law No 5737 describes the set-up of this council. The council is composed of fifteen members and these members are; director general, three vice director general, 1st legal advisor, five graduates appointed by prime minister, three representative from new foundations, one representative from annexed foundations and one representative from community foundations. Tasks of the council are given under four titles in rule number 42 as below;

"a) To make decisions for public benefit on expropriations and dispositions for the allotments, sales and barter of the rental-yielding real estates and charity immovable owned by the Directorate General, Mülhak and fused (mazbut) foundations;

b) To approve the budgets of the Directorate General and Operational Directorates;

c) To decide on the draft regulations and by-laws concerning the Directorate General and foundations;

d) To make decisions on issues deemed necessary by the Directorate General."[98]

[97] Foundations Law No 5737, Article 36. Prime Ministry Directorate General of Foundations, official website, http://www.vgm.gov.tr/index.aspx?Dil=TR, accessed on may 2012.
[98] Foundations Law No 5737, Article 42. Prime Ministry Directorate General of Foundations, official website, http://www.vgm.gov.tr/index.aspx?Dil=TR, accessed on may 2012.

Today, most of Greek Minority schools in Istanbul are in status of "hayrat" (charity), and most of the Rum Minority foundations they belong to are in status of "mazbut". In order to understand the current legal and administrational status of these schools and foundations, understanding definitions of these titles is vital. Below are the related definitions as they are in current Foundations Law number 5737;

"Mazbut Foundations refer to those ones to be administered and represented by the Directorate General under this Law, and those ones which were founded before the enforcement date of the abolished Turkish Civil Law no 743 and are administered by the General Directorate of Foundations in accordance with the Foundations Law no. 2762;

Mülhak Foundations refer to those foundations which were set up before the enforcement date of the abolished Turkish Civil Law no. 743, whose administration is granted to the descendants of the founder-grantor;

Non-Muslim community Foundations refer to those foundations that belong to the non-Muslim communities in Turkey, whose members are citizens of the Turkish Republic and that are vested with a legal body status under the Foundations Law no. 2762, irrespective of if they have a charter or not;

Hayrat (Charities) refer to those goods and services directly put to the use and service of the society by the fused (mazbut), annexed (mülhak), Non-Muslim community, artisans' and new foundations.

Akar (Rental-yielding real estate) refers to those movable and immovable properties that have to be used to generate income in order to realize the objective and operations of the foundation;"[99]

Understanding the important changes in legal regulations concerning these schools and foundations is as important as understanding the current governmental bodies

[99] Foundations Law No 5737, Article 3, Prime Ministry Directorate General of Foundations, official website, http://www.vgm.gov.tr/icerikdetay.aspx?Id=168, accessed in May 2012.

and definitions. With European Union membership nomination, a term of adjustment process has started for Turkey in 1999. "In scope of this term, there have been some positive reforms concerning human rights; most important ones of which are abolishment of state security courts and death penalty".[100] But most important reforms were achieved after 2002. Kurban and Tsitselikis list the most important developments on the issue in a positive way between years 2002 and 2010 as;

"2002: Law number 4771, which was an update for Foundations Law, gave minorities the right to own, use and sell new or their properties, with some precautions.

2003: Law number 4778, which was an update for Foundations Law, extended the right of minorities to own, use and sell new or their properties, with abolishing some precautions.

Law number 4928, which was an update for Foundations Law, extended the right of minorities to own, use and sell new or their properties upon the previous Law number 4778.

2004: Normalization process of administration for demanded properties by Non-Muslim Foundations.

2005: Acceptance of the regulation related to election of board of directors in foundations.

2007: Elections done in Rum Orthodox foundations.
First judgement by European Court of Human Rights on behalf of Minority Foundations in Turkey, concerning seized properties of the foundations.

2008: With Foundations Law number 5737, for the first time;

[100] Kurban and Hatemi, 2009, ibid., p.24

The temporary 7th Article of the law ensured return of some of the seized properties.

A representative of Minority Foundations gained the right to be in Foundation Council Members in Directorate General of Foundations.

Elections done in Minority Foundations.

2009: Elections done in Minority Foundations.

Difficulties in practicing the Foundations Law number 5737, bureauctaric resistance on demanding process for return of seized properties.

2010: Prime Ministry's circular letter for preventing discrimination of minorities."[101]

And important positive developments concerning the issue after 2010 can be stated as;

2011: For the first time, one of the unused schools of Rum Minority was closed. A lawsuit against Ministry of Education was won by the foundation related to Kurtuluş R.İ.O. Closure of Kurtuluş R.İ.O. served as a model for other unused school buildings of Rum Minority.[102]

With the temporary Article 11th, which added to Foundations Law number 5737, all seized properties were decided to be returned to related Minority Foundations. And current market value of the properties that belongs to 3rd persons were decided to be paid to minorities.[103]

[101] Kurban, D. And Tsitselikis, K., 2010, "Bir Mütekabiliyet Hikayesi: Yunanistan ve Türkiye'de Azınlık Vakıfları", TESEV Yayınları, Istanbul, p.29

[102] http://www.haberturk.com/yasam/haber/617468-3-rum-okulu-kapatildi, accessed in May, 2011

[103] http://www.stargazete.com/politika/vakif-mallarinda-azinlik-devrimi-haber-377918.htm, accessed in August, 2011

2012: The first demand for return of seized properties of minoirites was accepted. Karaköy R.İ.O. was the first seized property that demanded with respect to the temporary article added to Foundations Law in 2011, and it was returned to the related foundation in May, 2012.[104]

[104] http://www.haberturk.com/yasam/haber/713687-galata-rum-ilkokulu-iade-edildi, accessed in May, 2012

CHAPTER 3.

PRIMARY SCHOOL BUILDINGS OF RUM MINORITY IN ISTANBUL

Information on sixteen studied schools can be consdiered in five main parts; general information on schools, location of schools, architectural features of schools, physical condition, and alterations.

3.1. Features and Current State of Schools

3.1.1. General Information on Schools

Regarding age of studied schools, there are two sets of information on record sheets; construction date and foundation date. For some of the schools, one of the information is missing. Among studied schools, there is one school which is founded in 15th century, Fener R.İ.O.L. Two schools are founded in 1840's, which are Ayakonstantin R.İ.O. and Zoğrafyon R.L.İ.O. There are two schools founded in 1850's, namely; Langa and Merkez R.İ.O. Three schools are founded in 1870's; Yeniköy R.İ.O., Zapyon R. İ.O.L. and Kadıköy R.İ.O. Four of them are founded in 1880's, namely; Tarabya, Kurtuluş, Karaköy, and Bakırköy R.İ.O. In addition to the ones founded in nineteen century, there are three founded in 20th century, years between 1900 and 1905, which are Arnavutköy, Maraşlı, and Yeşilköy R.İ.O. In short, according to foundation dates, schools can be grouped in four; one of them is founded in 15the century, four in mid 19th century, seven in late 19th century and three in early 20th century. When construction dates of the current school buildings are evaluated, it is seen that there are two school buildings constructed in 1870's, namely; Ayakonstantin and Yeniköy R.İ.O. In 1880's, five school buildings were constructed, namely; Kurtuluş and Tarabya R.İ.O., Fener, Merkez and Zapyon R.İ.O.L. Three buildings were constructed in 1890's, which are Bakırköy, Kadıköy R.İ.O., and Zoğrafyon R.İ.O.L. Between years 1900 and 1910, there are four school

buildings constructed, which are; Arnavutköy, Karaköy, Maraşlı, and Yeşilköy R.İ.O.s. The only school building that built after 1910s is Feriköy R.İ.O. and it was built in 1950, after demolition of original one. In other words, there are ten school buildings constructed in late 19th century, four in early 20th century and one in republican era.

Unfortunately, only four of the buildings' architects are known; Fener R.İ.O.L., Yeniköy R.İ.O., Zapyon, and Zoğrafyon R.L.İ.O. Konstantin Dimadis is the architect of current buildings of Fener R.İ.O.L. and Yeniköy R.İ.O. Similarities of the school buildings in terms of architectural style also verifies trueness of this information. According to Colonas, the architect of Zapyon R.İ.O.L. building is Oikonomou.[105] On the other hand, architect of the current building of Zoğrafyon R.L.İ.O. is stated as Periklis Fotiadis in nearly all researched resources.

When ownership status of schools is considered, it is seen that each one of the studied schools belongs to a Rum Minority foundation. Among sixteen schools, twelve schools belong to a foundation, name of which includes one or more Rum Orthodox Churches nearby, and in some cases, several more schools in addition to the school's name. This means that these schools are related to the other mentiones immovable properties in management. But four of the schools' owner foundations are named only after their own name, meaning absence of a direct relation to a church.[106]

3.1.2. Location of Schools

Studied schools are located in seven different districts of Istanbul. There are five schools located in Beyoğlu, namely; Merkez, Zapyon, and Zoğrafyon R.L.İ.O., Ayakonstantin and Karaköy R.İ.O.. Fatih includes three schools; Fener R.İ.O.L., Maraşlı and Langa R.İ.O. Şişli contains two schools, namely; Kurtuluş and Feriköy

[105] Colonas states that "the building was constructed according to designs by architect Oikonomouo". However, he also mentions that "plans for the school building were submitted by Yiagos Bey İoannidis, bu they were not adopted". Colonas, 2005, ibid., p.23

[106] These four schools are Fener, Zapyon R.İ.O.L.s., Karaköy and Maraşlı R.İ.O. For full names of oner foundations of schools, please look at Table 2: Features and Current State of Schools, in Chapter 3.

R.İ.O. Bakırköy has two schools in its municipal borders; Bakırköy and Yeşilköy R.İ.O. In Sarıyer, there are two schools; Yeniköy and Tarabya R.İ.O.; in Beşiktaş, one school, Arnavutköy R.İ.O.; and in Kadıköy, one school, Kadıköy R.İ.O.

Whereas most of the school buildings are originally built on their own with some auxiliary units, some of the studied school buildings are originally built, or later functioned in a complex with a church and surrounding buildings. These schools are Ayakonstantin R.İ.O. in Tarlabaşı, Beyoğlu and Langa R.İ.O. in Aksaray, Fatih. Unlike the others, these schools are in a direct relation with the church inside their complexess. The other buildings in these complexes serve for priests and students in the facility. Entrances to all buildings in these complexes are from courtyard level, inside complex. Restriction of their base area in their building complexes affects their plan schemes, and facade organizations.[107]

[107] It is perceived that these buildings have asymmetric facade arrangement. For further information on these schools, please look at inventories of Langa and Ayakonstantin R.İ.O.s in Appendix F.

Figure 2: View of courtyard, Langa R.İ.O. On left, accomodation unit; on right, Aya Todori Rum Orthodox Church (Author, June 2011).

Figure 3: View of courtyard, Ayakonstantin R.İ.O. On left, Aya Konstantin Rum Orthodox Church, on right, school building (Author, June 2011).

3.1.3. Architectural Features of Schools

3.1.3.1. General Characteristics of the Schools

In site survey, it is seen that studied school buildings' facade characteristics can be grouped in four types. Buildings in type 1 are members of an enclosed building complex, and their facades are more directed to interior of the complexes, featuring different characteristics on exterior and interior facades. Langa and Ayakonstantin R.İ.O.s are categorized in this type. The second type covers the buildings with facades designed completely in Neo-Classical style, or featuring some elements of the ancient Greek Architecture like triangular pediments and columns with Ionic, Corinthian orders. Among sixteen studied schools, nine school buildings are built in this type. Five schools among them have facades designed in Neo-Classic style; Zoğrafyon R.L.İ.O., Kadıköy, Maraşlı, Karaköy and Yeşilköy R.İ.O.s. On the other hand, four schools; Tarabya, Merkez, Bakırköy R.İ.O.s and Zapyon R:İ.O.L. buildings' facades have some Neo-Classical elements. There are two schools with facades designed in third type; Fener R.L.İ.O. and Yeniköy R.İ.O. These school buildings have facades designed in Eclectic style, having architectural elements from medieval chateau architecture and Byzantine architecture. The fourth type involves the school buildings that do not feature a certain characteristics on their facades; Arnavutköy, and Kurtuluş R.İ.O. (For typology of facade characteristics of studied schools, please look at Table 6. in Chapeter 3).

It is seen that all of the buildings with Neo-Classic and Eclectic styles have symmetrically arranged entrance facades, except for Maraşlı R.İ.O. building. In this school building's case, entrance part of the front facade is at the northern ending of the facade, and has a symmetrical arrangement within itself.[108]

[108] For images of the facade, look at the inventory of Maraşlı R.İ.O.

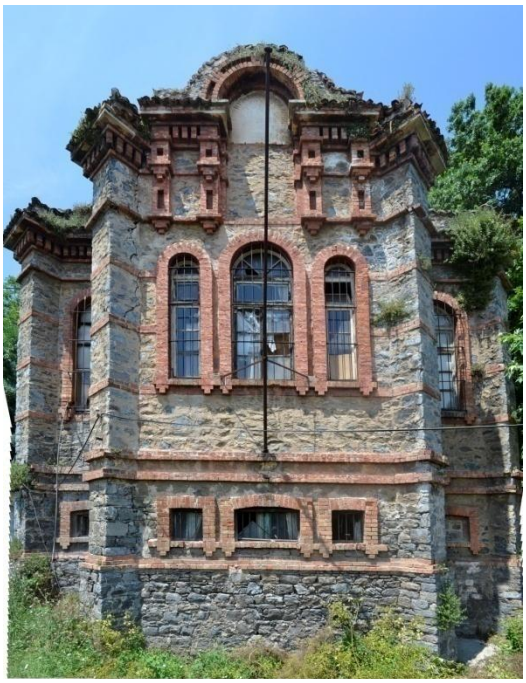


Figure 4: a) Maraşlı R.İ.O. building has a front facade which is a rich example in terms of featuring Neo-Classic elements. **b)** Entrance door to the courtyard of Fener R.İ.O.L. **c)** Front facade of Yeniköy R.İ.O. These buildings are built in Eclectic style, and features examples of Byzantine Architecture and construction techniques. (Author, June 2011).

3.1.3.2. Building Form, Plan Scheme and Number of Storey

There are several building forms seen at schools. Studied school buildings have six different mass forms; square, rectangular, “U” shaped, “T” shaped, “L” shaped and pentagonal. Four schools have square building form; Langa, Kurtuluş, Bakırköy, Arnavutköy R.İ.O.s. Seven schools have rectangular building form; Yeniköy, Tarabya, Kadıköy, and Yeşilköy R.İ.O.s and Fener, Zapyon, and Zoğrafyon R.İ.O.L.s. Two schools have “U” shaped building form; Merkez R.İ.O.L. and Maraşlı R.İ.O. Karaköy R.İ.O. has a “T” shaped, Feriköy R.İ.O. has an “L” shaped, and Ayakonstantin R.İ.O. has a pentagonal building form. The schools with square and rectangular building forms are seen as two types according to their circulation; circulation located on center of the floor, and Circulation Located on corner of the floor. And schools with rectangular building forms are seen in three types according to their circulation; linear corridor at one side of the floor, linear corridor at the center of the floor, and double corridors linked with each other at the center of the floor (For further information on plan schemes of studied schools, please look at “plan scheme” part of inventories, in Appendix F).

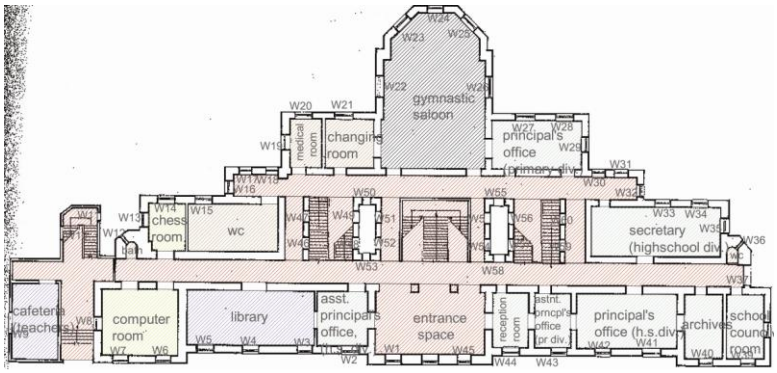


Figure 5: Basement floor plan of Zapyon R.İ.O.L. The building has a rectangular building form and double corridors linking with each other at the centrer of the floor (Plan is based on measured drawings in M.S. Thesis of Dilek Şaman).

In terms of building height, eight schools are two storey high. Four are three storey high, and three school buildings are five storey high. There is only one single storey school building. All of three school buildings, which are five storey high are in

Beyoğlu and have more than one school division; Karaköy R.İ.O. has both pre-school and primary school divisions, Zapyon R.İ.O.L has pre-school, primary school, and high school divisions, Zoğrafyon R.L.İ.O. has both high school and primary school divisions. These buildings also differ in their structural system, and material usage (For further information on number of storey of studied schools, please look at "plan scheme" part of inventories, in Appendix F).

3.1.3.3. Functions of Spaces

Functions of spaces inside school buildings are collected in five main function groups, namely; administrative units, education units, social & cultural units, service units and housing. When total number is considered, there are twenty five different functions of spaces. Some of these functions are seen in all schools and some of them are rarely seen. For instance, all of the schools have indispensable spaces with functions of principal's office, classroom and toilet. On the other hand, spaces used as assistant principal's office, teachers' lounge, laboratory and cafeteria are present on most of the schools. And there are spaces used as secretary's room, archives, music/art room, etc. in some of the schools (For more information on categorization of functions of spaces in studied schools, please look at "functions of spaces" part of inventories, in Appendix F).

Administrative units are considered as; principal's office, assistant principal's office, secretary's room, founder's room, and archives. These units generally located on the same floor of a school building, because of their close relation in school management. Although founder's room and archives are not directly in school management system, they are considered as administration units, becaues they are often used by administration members, not by students.

Figure 6: Principal's Office, Arnavutköy R.İ.O. The room has a good view of courtyard in front of the building. (Author, June 2011).

Figure 7: a) Archives, Arnavutköy R.İ.O., **b**) Founder's room, Langa R.İ.O.(Author, June 2011).

Locations of administration units on different floors. In nine schools, administration units are located on first floor. These nine schools' number of storey is less than three. On the other hand, in six schools, administration units are located on ground

floor. In this case, the units are located around entrance space or close to the entrance on ground floor (Look at ground floor plans of Zoğrafyon and Zapyon R.İ.O.L.in inventories, Appendix F.).

Education units include classrooms, music/art rooms, chess rooms, computer rooms, physic, chemistry, biology laboratories, and gymnastic saloons. Classrooms are present in all schools and have different spatial qualities specific to school divisions; pre-school, primary school and high school. There are pre-school classrooms in two schools; Zapyon R.İ.O.L. and Karaköy R.İ.O. A pre-school type education unit is used whether as a play room with tables and seats, or a sleeping room with beds. Primary school and high school divisions' classrooms are not different with respect to their original furniture, except for size differences. Specific laboratory spaces are seen in eight schools and three of them are located on first floor, two on second floor, one on ground, one on third, and one on fourth floor.

Figure 8: A classroom with original furnitures, and cascading floor, Fener R.İ.O.L. (Author, June 2011).

Figure 9: A classroom with original furnitures and equipments, Kurtuluş R.İ.O. (Author, June 2011).

Social & cultural units include hall of ceremonies, cafeteria, canteen, teachers' lounge, and library spaces in the schools. These units have their own characteristics and specific furnitures. They have different sizes with respect to the school's student capacity.

Hall of ceremonies is one of the largest spaces in a school building and is generally composed of a hall with seats for audience, a stage, and storage rooms around the stage. It is located on ground, first and second floor of schools, depending on the building height. If the building is two or three storey high, the hall is located on ground floor (please look at Kadıköy, Kurtuluş, Langa, Yeniköy, Tarabya, and Maraşlı R.İ.O. in school inventories). If the building is more than three storey high, the space is located on first or second floor (look at Karaköy R. İ.O., Zapyon R.İ.O.L. and Zoğrafyon R.L.İ.O. in school inventories). Entrance doors to the space are differentiated from other spaces' doors. In some cases, these spaces cover one side of the plan completely as seen on Karaköy Rum İlköğretim Okulu. In another cases they divide the floor into two, as seen on Zapyon R.L.İ.O. and Zoğrafyon

R.İ.O.L. In schools in Beyoğlu, this space has a highly decorated interior and is richly furnished.

However, in some cases, there are spaces considered as hall of ceremonies that does not include stage and storage rooms around it. These are called as “cocktail saloons”, as another type of hall of ceremonies. They are also decorated more than other spaces in schools.[109]

It is seen that these spaces have been important design elements for their architects. Some of them feature specific architectural and structural treatments. Hall of ceremonies in Karaköy R.İ.O. is the only two storey high interior space in any of the buildings and features a ceiling with reinforced concrete waffle slab system. On the other hand, in hall of ceremonies of Zoğrafyon R.L.İ.O., there are arch-shaped beams, which are not used in any other space in the building.

Figure 10: View from hall of ceremonies in Zoğrafyon R.L.İ.O. (Author, June 2011).

[109] Among studied schools, the only cocktail saloon still in use is of Zapyon R.İ.O.L. Tarabya R.İ.O., and Langa R.İ.O., also has spaces those used to be cocktail saloons.

Figure 11: Hall of ceremonies / cafeteria of Kurtuluş R.İ.O. (Author, June 2011).

A space used only as hall of ceremonies is seen in six of the schools; Fener, Kadıköy, Maraşlı, Tarabya R.İ.O.s, Zapyon and Zoğrafyon R.İ.O.L.s. In others, there is not a specific space for the function; and spaces of cafeteria, gymnastic saloon, or floor corridors are used also as hall of ceremonies. It is not certain if these spaces are specifically designed for one or more functions, but it is known that these spaces have been used with two functions. A space is used as cafeteria and hall of ceremonies at the same time in five schools; Ayakonstantin, Feriköy, Kurtuluş, Tarabya, and Yeniköy R.İ.O.s. All of mentioned five schools include only primary school division. These spaces are located on ground floor of buildings. In some schools, floor corridor is used as hall of ceremonies; as it is seen on Arnavutköy R.İ.O., Bakırköy R.İ.O. In the mentioned spaces used both as floor corridor and hall of ceremonies, as there is not a stage, they can not be used for theatrical usage. Among all studied schools, there is one school having a mixed used saloon with function of gymnastic saloon and hall of ceremonies; Merkez R.İ.O.L.

Figure 12: Hall of ceremonies / gymnastic saloon of Merkez R.İ.O.L. Highly detailed timber framed construction of roofing is a rare example that the school building features (Author, June 2011).

Figure 13: View of cocktail saloon in Zapyon R.İ.O.L. This saloon does not have a stage and seats for audience, the school has anether salon specific to theatrical use (Author, June 2011).

Social units are located mostly on ground floor, in ten schools. In other schools, social units are on basement floor and upper floors. Basement and ground floors are used for social units in three of schools, basement and first floors are used in two and all floors are used for social units in one of all school buildings. Only four schools have specific gymnastic saloons. In half of the schools, saloons are located on ground floor and on the other half, on basement floor. There are also spaces with functions of canteen, kitchen and storage rooms for gastronomic purposes, in more crowded schools like Zapyon and Fener R.İ.O.L.s.

Figure 14: View of cocktail saloon of Zapyon R.İ.O.L. (Author, June 2011).

Service units include spaces with functions of medical/doctor room, wc, bath, janitor's room, storage room, steam room, and housing. Some of these spaces are present in nearly all of the schools, like wcs, storage rooms and steam rooms; while some are seen at few of the schools like medical room, bath and janitor's room. Medical rooms and wcs can be found on all floors of a school, while spaces like bath, janitor's room, storage room and steam room are generally seen on basement and ground floors.

Nine schools have additional buildings, adjacent to or the main building or not, and used for several purposes. There are eight schools having adjacent additional buildings. Among these, four of them house toilets, one houses additional classrooms, one houses additional cafeteria and toilets, one includes a housing unit, steam room and toilets, and one houses storage room and toilets. There are five schools that have additional building or buildings, separate from main building. Four of them have housing function for school keepers or principal and one is a permanent prefabricated school building built after Marmara Earthquake in 1999.

3.1.3.4. Architectural Elements

Most of the schools' **window openings** are spanned with arches, which are seen in segmental and central form. Arched windows are seen at ten of the school as major window opening type. Among them, segmental arched windows are seen at eight schools; Ayakonstantin, Kadıköy, Kurtuluş, Langa, Maraşlı and Tarabya R.İ.O.s, Merkez and Zapyon R.İ.O.L.s. And two of them have a majority of central arched window openings; Fener R.İ.O.L. and Yeniköy R.İ.O.[110]

Opening ratio of window openings on buildings ranges from 1:5 to 1:1. Nine schools have a majority of opening with an opening ratio of 1:2. Four buildings' openings have opening ratio of 2:3. And there is one 3:2, one 1:1 and one 2:5.

[110] For more information on architectural elements of studied schools, please look at relevant part of inventories, Appendix F.

On some school's facades, use of segmental arch as spanning element is seen, but it is perceived from outside as an opening spanned with lintel. This case is seen on three schools; Kadıköy R.İ.O., Merkez, and Zapyon R.L.İ.O. The reason that the mentioned schools are exceptional is that it is not possible to talk about opening spanning elements on their buildings.

Figure 15: a) Interior view of a window opening, Zapyon R.İ.O.L. It is seen that the opening is spanned with a segmental arch. **b)** Exterior view of the window opening, Zapyon R.İ.O.L. From outside the opening is percieved to be spanned with a lintel (Author, June 2011).

Original window frames in studied school buildings are all made of timber. However, currently in most of the studied schools PVC or aluminium window frames are being used after removal of damaged or deteriorated original ones. Number of school buildings which are still using original timber window frames are six; Arnavutköy, Bakırköy, Langa, Maraşlı R.İ.O.s, Fener and Merkez R.İ.O.L.s. Among

these six schools, Arnavutköy R.İ.O. has the original frames on first floor, and aluminium window frames on altered ground floor.

Figure 16: a) Door opening of a classroom in Zoğrafyon R.L.İ.O., which is spanned with lintel. **b)** Door opening of a classroom in Zapyon R.İ.O.L., which is spanned with a central arch. (Author, June 2011).

When **door openings** and wing numbers in school buildings were studied, majority of doors in the building tried to be decided as the school's dominant door opening or frame type. Considered with this principle, with respect to opening spanning elements, only one school has a majority of arched door openings among studied schools; Zapyon R.İ.O.L. Seven school have a majority of double winged doors; Arnavutköy, Bakırköy, Maraşlı, Merkez, R.İ.O.s and Fener, Zapyon, Zoğrafyon R.İ.O.L.s.

It is seen that entrance doors and some specific spaces' doors have different properties than majority of doors in a building, with their form, wing type, size and material. Most of entrance doors are larger in size, in comparison to interior spaces'

doors. All of the main entrance doors to the schools are double winged. Among these doors, seven are timber framed and the rest, nine are metal framed.

Figure 17: a) Entrance door of Maraşlı R.İ.O.; spannd with arch, different than interior doors which are spanned with lintel. **b)** Entrance door of Tarabya R.İ.O.; made of metal, different than timbr framed inteiror doors.

3.1.3.5. Furnitures & Equipments

In studied schools, it is seen in site survey that a classroom furnishing is generally composed of a teacher's desk, a step in front of the board for students, students' desks and seats, and some times, a cupboard. In addition to furnitures, original equipments in education units and corridors are wooden map holders, coat hangers, and bells.[111] There is a covering on wall surfaces at the bottom, which is sometimes

[111] In order to see

only dye, sometimes wooden, and sometimes made of marble.[112] Apart from scale differences of mentioned elements and furnitures, spaces of high school or primary school divisions generally have similar spatial organizations. Cascading flooring is seen in laboratory spaces of some schools and classrooms of one school; Fener R.İ.O.L.

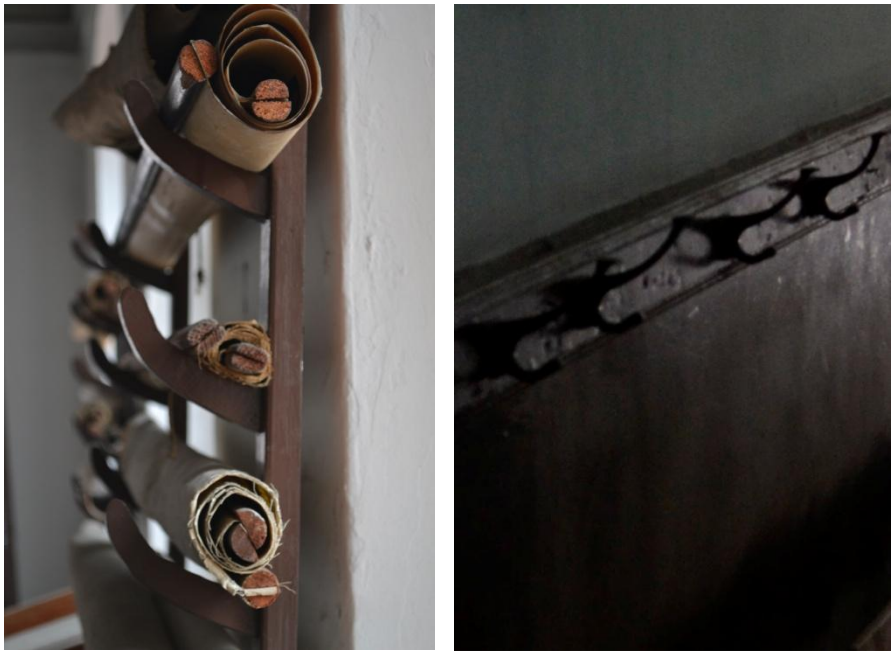


Figure 18: Original equipments; **a)** Map holders in a classroom wall, Kurtuluş R.İ.O., **b)** Wall hangers in corridor of Feriköy R.İ.O. (Author, June 2011)

3.1.3.6. Structural System and Material

Structural system and material of the school buildings are various. Among studied school buildings, seven buildings are stone masonry. Buildings which are completely timber framed are two. Total numbers of buildings which have a structural system composed of brick and stone masonry are five. In addition, there is one school

[112] For the ones made of marble, please look at inventory of Zapyon R.İ.O.L.

building that is constructed with brick masonry and one that is constructed with reinforced concrete.[113]

Among stone masonry buildings, three buildings have timber framed floor slabs; Kadıköy, Kurtuluş and Yeşilköy R.İ.O.s. In these buildings, original stairs are also completely made of timber. Floor slabs of one school; Maraşlı R.İ.O. are brick arch floor system. On the other hand, floor slabs of two buildings are reinforced concrete and brick arch floor together; Zapyon and Zoğrafyon R.İ.O.L.s. On Zapyon R.İ.O.L., it is seen that brick arch floor and reinforced concrete are used together in floor slabs on all floors while on Zoğrafyon R.L.İ.O.; they are used separately on different floors. One of the buildings has reinforced concrete slabs on all floors; Karaköy R.İ.O. Use of concrete in these school buildings was among first examples of concrete use in Istanbul.[114]

Among four buildings with a structural system of both brick and stone masonry, two schools have brick arch floor system slabs on all floors; Merkez R.İ.O.L. and Tarabya R.İ.O. And the other two buildings; Fener R.İ.O.L. and Yeniköy R.İ.O. have reinforced concrete floor slabs.

[113] For more information on structural system and material of each studied school, please look at relevant part of inventories, Appendix F.

[114] Hastaoğlu–Martinidi states that French Company, Bureau Technique de Francois Hennebique, was the primary company that helped reinforced concrete system become widespread in Istanbul. The company started to work in Istanbul in 1902, states Hastaoğlu-Martinidi. The author mentions a magazine named "Le Betonarme". In 177th issue of the magazine that oublished in 1913, there is a list of the works of Hennebique in Istanbul, among years 1902 and 1913. There are 37 buildings in the list. Although there is not a single Rum Minority School's name on the list, possibility of some of these schools' buildings were made with reinforced concrete, can not be denied, considering financial power of Greek communities at the end of 19th century and early 20th century. The list is an important information source on starting of reinforced concrete use in Istanbul. (Hastaoğlu-Martinidi,V., 2011, "20. Yüz Yıl Başlarında Istanbul'a Betonarme Teknolojisini Getiren Rum Mimarlar", Translated by Sözbir, C., Batılılaşan İstanbul'un Rum Mimarları, Zoğrafyon Lisesi Mezunları Derneği, Istanbul. pp.144-157)

Figure 19: Detail view of brick arch floor, Tarabya R.İ.O. (Author, June 2011).

There are two school buildings having timber framed construction system; Arnavutköy and Bakırköy R.İ.O.s. Both buildings' floor slabs are timber framed. There is one building that is constructed with brick masonry; Ayakonstantin R.İ.O. Originally, all floor slabs and roof structures were timber framed. Besides, Feriköy R.İ.O. building's construction system is only reinforced concrete.

Lime plastering is used as finishing material on exterior surfaces of most of the brick and stone masonry school buildings. However, construction material of some schools is not covered with a finishing material and left exposed. These schools are Fener R.İ.O.L, Tarabya R.İ.O., and Yeniköy R.İ.O. Two of these schools' main walls are made of both brick and stone masonry. On facades of these schools, exposed main wall materials; bricks and stones are part of facade ornamentation. On the other hand, because bricks and stone masonry are used on different parts of Tarabya R.İ.O. building, exposed main walls give information on construction technique of both stone and brick masonry.

Figure 20: View of front facade, Tarabya R.İ.O., featuring exposed stone masonry on side parts and exposed brick masonry on middle part of the school building.(Author, June 2011).

3.1.3.7. Physical Condition

Physical conditions of studied schools are noted down with respect to three aspects; structural condition, condition of exteriors and condition of interiors. In terms of structural condition, eight of schools are in a good condition, three of the schools are in a moderate condition and five of the schools are in a bad condition (For more information on physical condition of each studied school, pleae look at the related part of inventories, Appendix F).

Structural problems are mostly seen at mainwalls and roofings as a result of their exposition to rain water; floorings and stairs due to weakened timber framed constructions. Marmara Earthquake, which occurred in 1999, is also an important reason for structural problems of school buildings. Among sixteen studied school buildings, there are two structurally in a bad condition and one in a severe condition. Tarabya and Yeniköy R.İ.O. buildings are in a bad condition with structural cracks on their main walls. There are also roofing problems on the first one. Merkez R.İ.O.L. building is structurally in a severe condition, because its floorings on all levels feature sagging and partial collapse, first floor roofing and ceilings are partially collapsed and there are cracks on main walls. It is seen that if an unused school building is bigger in terms of scale, it gets structurally more damaged.

There are various deteriorations seen on exterior facades of school buildings; staining, micro/macro biological growth, salt depositions, loss and detachment of plaster, rusting, fiberization, material loss, detachment, fissures, cracking, bending. Staining is seen on facades of most of the schools, but it is on a higher level on schools which are close to roads with dense vehicular traffic like Zapyon R.İ.O.L., Maraşlı and Karaköy R.İ.O.s. Macro biological growth is seen on two buildings; Tarabya and Yeniköy R.İ.O., which are surrounded by trees in their courtyards and have structural cracks on their facades. Salt deposition is a major problem on facades of nearly all of the buildings. Mainly caused by exposition to rain water, salt depositions are seen on nine of the buildings and being in a more problematic amount on Ayakonstantin, Karaköy, Langa, Yeniköy, Maraşlı, Tarabya R.İ.O.s and

Merkez R.İ.O. Loss and detachment of plastering is seen on facades of seven school buildings; Karaköy, Kadıköy, Kurtuluş, and Langa R.İ.O.s., Maraşlı, Merkez and Zapyon R.İ.O.L.s. The mentioned schools all have plastered facades. Building facades with exposed stone and bricks do not have the deterioration. In terms of facade states, four school buildings are in a good state, eight is in a moderate condition, three is in a bad condition and one is in a severe condition.

Figure 21: View of a laboratory space, Merkez R.İ.O.L. The broken window frames causes more deterioration inside.

There are several problems seen on interior surfaces, too; including dampness, loss of plaster, detachment of plaster, micro biological growth, and surface deteriorations. Deteriorations seen on wall, ceiling and wall surfaces of a building interior are

generally related to the building's type of structural system. Timber framed school buildings have problem of fissures and sagging on original wooden coverings on floor surface. This problem is seen in Arnavutköy R.İ.O. and Bakırköy R.İ.O. Interior spaces' physical conditions are as; 37% good, 31% moderate, 19% bad and 13% severe among all studied buildings. It can be noted that school building interiors are either in a good or bad condition with respect to their use state.

3.1.3.7. Alterations

There are several alteration types seen on studied buildings, in different scales. While making a classification for Rum Minority Primary Schools in Istanbul, alterations' effect on overall authenticity of buildings is considered as the main factor. In this sense, alterations are grouped under three title; changes in building mass, major changes, and minor changes. Floor addition/removal and adjacent building addition to a building are evaluated as changes in building mass. Alteration of roofing and structural alterations are seen as major changes, while alterations due to changing space needs and alterations of architectural elements are seen as minor changes in the buildings.

There are floor additions on two schools; Zoğrafyon and Merkez R.İ.O.L. In the former, need for additional classrooms and housing for school principal caused addition of two floors to originally three storey high building. In the latter, need of housing for school principal resulted in the additional part on middle part of the school. On front facades of both buildings, additional floors are easily distinguished with help of cornices on original roof level. While additional floors of Zografyon R.L.İ.O. match facade organisation and window openings on original floors, on facade of Merkez R.İ.O., additional floor's openings do not match original ones in size or opening ratio. There is also change of material in construction system of additional floor of Merkez R.İ.O.L; while original building's main walls are stone and brick masonry mixed, additional part is built with only brick masonry.

Figure 22: a) Additional floors; Zoğrafyon R.L.İ.O. There are two additional floors on originally three storey high building (Measured drawings, School Panel in Zoğrafyon R.L.i.O., 2000) **b)** Additional third floor; Merkez R.İ.O.L. Original building height is two storey high (Author, June 2011).

Ayakonstantin R.İ.O, there is addition of timber elements in order to consolidate floor slab of first floor above entrance space. In Bakırköy R.İ.O., a decayed timber truss on basement floor is partially replaced with a reinforced concrete column. In Karaköy R.İ.O., roofing structure is consolidated with additional timber elements. In Kadıköy R.İ.O., there are additional reinforced concrete columns and beams bearing the parts of floor slabs nearing stair well. There is a metal structure consolidating brick masonry main wall on first floor of Tarabya R.İ.O. Partially collapsed and highly damaged entrance part of Yeşilköy R.İ.O. was reconstructed with reinforced concrete after Marmara Earthquake, which occurred in 1999.

Figure 23: Images of additional reinforced concrete beams on; **a)** stair well of Kadıköy R.İ.O., and **b)** consolidated main wall of Tarabya R.İ.O. (Author, June 2011)

Change of roof structure is seen in two school buildings; Maraşlı R.İ.O. and Ayakonstantin R.İ.O. In both school buildings, partially collapsed original timber framed roofing structure is altered with reinforced concrete and new tiles. In both school buildings, there is no additional load bearing elements, reinforced concrete roofing is constructed on main walls.

Figure 24: View from new reinforced concrete roofing of Ayakonstantin R.İ.O. (Author, June 2011)

There are alterations as a result of changing space needs in buildings, resulting in division of some bigger spaces into smaller spaces, or changing adjacent spaces' dimensions by moving the wall in-between. This type of alteration is recorded in six schools, namely; Arnavutköy, Ayakonstantin, Bakırköy, Feriköy, Kurtuluş and Tarabya R.İ.O.s. This type of intervention also affects architectural elements like the doors, windows, ceilings and floorings of the divided space. New ones are added or some original elements are removed during interventions. Changed dimensions of the space harm its spatial qualities and potentials. But, despite missing original furnitures and loss of spatial qualities, some remains gives hints on original function and size of the space. For instance, generally, details at connection points where ceiling and wall surfaces meet, are not changed or altered after division. This also helped during site survey while detecting which partition element is an addition, and which is not.

Figure 25: Additional partition wall on left, Tarabya R.İ.O. Wooden works on meeting point of ceiling and wall does not continue on left side, where additional wall meets ceiling. (Author, June 2011).

Divided spaces are generally bigger spaces of schools, like hall of ceremonies,
In a divided space, it is sometimes possible to understand the original use of the space before division by examining remaining elements on ceilings, walls or floors. For instance, ornamentations made of plaster and shaped like columns on wall surfaces of the divided space in Tarabya R.İ.O. indicates that this space was being used as cocktail saloon before it was transformed into two adjacent classrooms.

Material use for division elements generally depends on structural material of the building and degree of the alteration. The first case is that the new division element built in middle of a space to create an additional space. a timber framed partition element is used, which is sometimes removable, sometimes stable. And the second case is that the mentioned divider is made of the same material with the other walls in the building. The first case is seen on two schools; Ayakonstantin R.İ.O. and Feriköy R.İ.O. And the second case is seen on four schools, namely; Arnavutköy, Bakırköy, Kurtuluş and Tarabya R.İ.O.s.

Original timber window frames on most of the buildings are damaged and have several deterioration problems. While some of well maintained buildings still use original window frames, it is seen that window frames of some used school buildings

like Zoğrafyon R.L.İ.O. are changed with newer ones due to heating problems. Most of the original window frames of unused schools like Yeniköy R.İ.O., and Merkez R.İ.O.L. are in a critical state. Unused buildings suffer more from rainwater exposition and this situation causes original window frames to be altered with PVC ones due to heating problems in parts of buildings that school keepers use as housing. Alteration of architectural elements like window and door frames are seen on eight of studied schools, with different scales. In some buildings, nearly all of the frames changed, while in some, there are removed frames for filling of opening or changing of the window into a door. The former type of change harms authenticity of a building while the latter ones do not affect the overall authenticity of buildings, because most of the original elements are present.[115]

[115] In the Table 2: Features and Current State of Schools, the buildings, most of window frames of which are changed are indicated with "filled thicks", while the ones with a limited amount of change are shown with "hollow thickss".

Table 1. Features and Current State of Schools

FEATURES AND CURRENT STATE OF SCHOOLS

School Information (and Building Information, beginning with Facade Characteristics)

In. No	Name of the School	Location	Foundation Date	Construction Date of Current Building	Owner Rum Minority Foundation	Within A Church Complex	Education Degree	Capacity	Current Number of Students	Facade Characteristics	Nmbr of Storey	Structural System	Building Form
1	**Langa Rum Primary School**	Fatih	1850	Unknwn	Aya Todori Rum Orthodox Church Primary School .... Foundation*	✓	Primary School	(3) c.rooms of stdnts	~12	(member of an enclosed bldng. cmplx)	2	Stone/brick masonry, timber framed slabs	Square
2	**Yeniköy Rum Primary School**	Sarıyer	1872	1872	Yeniköy Panayia Kilisesi ve Yeniköy Rum Mektebi Foundation	✗	Primary School	(6) c.rooms of stdnts	0	Eclectic - Byzantine	2	Stone/brick masonry, reinforced concrete slabs	Rectangular
3	**Ayakonstantin Rum Primary School**	Beyoğlu	1840	1875	Beyoğlu Rum Orthodox Community Churches and Schools Foundation	✓	Primary School	(7) c.rooms of stdnts	0	not decided	2	Brick masonry, timber framed slabs	Pentagonal
4	**Trabya Rum Primary School**	Sarıyer	1880	1880	Tarabya Aya Paraşkevi Rum Church and İlk Rum Mektebi Foundation	✗	Primary School	(5) c.rooms of stdnts	0	Neo-Classic	2	Stone/brick masonry, brick arch floor slabs	Rectangular
5	**Fener Rum Primary and High School**	Fatih	1454	1881	Fener Rum Mektebi Kebiri Foundation	✗	Primary / high school	(12) c.rooms of stdnts	60	Eclectic - Byzantine	3	Brick/stone masonry, reinforced concrete slabs	Rectangular
6	**Merkez Rum Primary and High School**	Beyoğlu	1850	1884	Beyoğlu Rum Orthodox Community Churches and Schools Foundation	✗	Primary/ High school	(16) c.rooms of stdnts	0	Neo-Classic	3	Stone/brick masonry, brick arch floor slabs	"U" shaped
7	**Zapyon Rum Primary and High School**	Beyoğlu	1875	1885	Beyoğlu Zapyon Rum School for Girls Foundation	✗	Primary / High school	(16) c.rooms of stdnts	120	Neo-Classic	5	Stone masonry, reinforced concrete/ brick arch floor slabs	Rectangular
8	**Kurtuluş Rum Primary School**	Şişli	1886	1886	Kurtuluş Rum Community Foundation	✗	Primary School	(6) c.rooms of stdnts	0	not decided	3	Stone masonry, timber framed slabs	Square
9	**Bakırköy Rum Primary School**	Bakırköy	1887	1892	Bakırköy Aya Yorgi and Aya Analipsiz Churches and .... Foundation**	✗	Primary School	(6) c.rooms of stdnts	0	Neo-Classic	2	Timber framed	Square
10	**Zoğrafyon Rum High and Elementary School**	Beyoğlu	1846	1893	Beyoğlu Rum Orthodox Community Churches and Schools Foundation	✗	Primary / High school	(17) c.rooms of stdnts	41	Neo-Classic	5	Stone masonry, reinforced concrete/ brick arch floor slabs	Rectangular
11	**Kadıköy Rum Primary School**	Kadıköy	1871	1898	Kadıköy Rum Orthodox Community Churches, Schools and Semetary Foundation	✗	Primary School	(5) c.rooms of stdnts	1	Neo-Classic	2	Stone masonry, timber framed slabs	Rectangular
12	**Maraşlı Rum Primary School**	Fatih	1900	1900	Fener Maraşli İlk Mektebi Foundation	✗	Primary School	(5) c.rooms of stdnts	0	Neo-Classic	2	Stone masonry, brick arch floor slabs	"U" shaped
13	**Arnavutköy Rum Primary School**	Beşiktaş	1902	1902	Arnavutköy Rum Orthodox Taksiarhi Church Foundation	✗	Primary school	(3) c.rooms of stdnts	0	not decided	2	Timber framed	Square
14	**Karaköy Rum Primary School**	Beyoğlu	1885	1903	Galata Rum İlkokulu Vakfı	✗	Pre / primary school	(11) c.rooms of stdnts	0	Neo-Classic	5	Stone masonry, reinforced concrete slabs	"T" shaped
15	**Yeşilköy Rum Primary School**	Bakırköy	1903	1903	Yeşilköy Aya Stefanos Church, Primary School and Cemetary Foundation	✗	Primary School	(4) c.rooms of stdnts	0	Neo-Classic	1	Stone masonry	Rectangular
16	**Feriköy Rum Primary School**	Şişli	Unknwn	1950	Feriköy 12.Apostol Rum Ortodoks Kilisesi ve Mektebi Vakfi	✗	Primary School	(9) c.rooms of stdnts	0	not decided	3	Reinforced concrete	"L" shaped

Building Information

In. No	Name of the School	Locations of Spaces on Floors: Admnst	Education	Socl&cltrl	Architectural Elements: Windows Pss. El.	Windows Op. Rat.	Doors Pss. El.	Doors Wings	Ent. D. M.	Timber Framed Prt. Elmn	Chairs/Seats (edu. unit)	Students' Desks (edu. unit)	Teacher's Desk (edu. unit)	Platform (edu. unit)	Map Holder (edu. unit)	Cupboard (edu. unit)	Chair (scial&cult. unit)	Desk (scial&cult. unit)	Coat Hanger (ed.units/crrdrs)	Physical Condition: Exterior	Interior	Structure	Alteration: Mass Int.	Major Changes: Structure	Major Changes: Roofing	Minor Changes: Space N.	Minor Changes: Arch Elm.
1	Langa Rum Primary School	First floor	First floor	Ground floor	Arch (segm.)	1:2	Lintel	Single	Timber	✓	✓	✓	✓	✗	✗	✗	✗	✗	✓	Moderate	Good	Moderate	✗	✗	✗	✗	✗
2	Yeniköy Rum Primary School	First floor	First floor	Ground floor	Arch (centr.)	1:2	Lintel	Single	Metal	✗	✓	✓	✗	✗	✗	✗	✗	✗	✗	Severe	Severe	Bad	✗	✗	✗	✗	✓
3	Ayakonstantin Rum Primary School	First floor	First floor	Ground floor	Arch (segm.)	1:2	Lintel	Single	Timber	✓	✗	✗	✗	✗	✗	✗	✓	✓	✗	Moderate	Bad	Moderate	✗	✓	✓	✓	✗
4	Trabya Rum Primary School	First floor	First floor	Ground floor	Arch (segm.)	2:3	Lintel	Single	Metal	✓	✓	✓	✓	✗	✗	✓	✓	✗	✗	Bad	Bad	Bad	✗	✓	✗	✓	✓
5	Fener Rum Primary and High School	Ground floor	First floor	Bsmnt / Ground floor	Arch (centr.)	2:5	Lintel	Double	Timber	✗	✓	✓	✓	✓	✗	✗	✓	✓	✓	Moderate	Good	Good	✗	✗	✗	✗	✗
6	Merkez Rum Primary and High School	First floor	All floors	Bsmnt / Ground floor	Arch (segm.) (rec. ext.)	2:3	Lintel	Double	Timber	✗	✓	✓	✓	✓	✗	✓	✓	✓	✓	Bad	Severe	Severe	✓	✗	✗	✗	✗
7	Zapyon Rum Primary and High School	Ground floor	First floors	Bsmnt / second floor	Arch (segm.) (rec. ext.)	2:3	Arch (cent.)	Double	Metal	✓	✗	✗	✗	✗	✗	✗	✓	✓	✗	Moderate	Good	Good	✗	✗	✗	✗	✓
8	Kurtuluş Rum Primary School	First floor	Second floor	Ground floor	Arch (segm.)	1:2	Lintel	Single	Metal	✗	✓	✓	✓	✗	✓	✗	✗	✗	✓	Moderate	Good	Good	✓	✗	✗	✓	✓
9	Bakırköy Rum Primary School	Both floors	First floor	Bsmnt / Ground floor	Lintel	1:2	Lintel	Double	Timber	✓	✓	✓	✓	✗	✗	✓	✓	✓	✓	Moderate	Moderate	Moderate	✗	✓	✗	✓	✗
10	Zoğrafyon Rum High and Elementary School	Ground floor	All floors	Bsmnt / first floor	Lintel	2:3	Lintel	Double	Metal	✓	✓	✓	✓	✗	✗	✗	✗	✗	✓	Good	Good	Good	✓	✗	✗	✗	✓
11	Kadıköy Rum Primary School	First floor	First floor	Bsmnt / Ground floor	Arch (segm.) (rec. ext.)	1:2	Lintel	Single	Timber	✓	✓	✓	✓	✗	✗	✗	✗	✓	✓	Good	Good	Good	✗	✓	✗	✗	✓
12	Maraşlı Rum Primary School	First floor	First floor	Ground floor	Arch (segm.)	1:2	Lintel	Double	Metal	✓	✓	✓	✗	✗	✗	✗	✓	✓	✗	Moderate	Moderate	Moderate	✗	✗	✓	✗	✗
13	Arnavutköy Rum Primary School	First floor	Both floors	Ground floor	Lintel	1:2	Lintel	Double	Timber	✓	✓	✓	✓	✗	✗	✗	✓	✓	✗	Good	Moderate	Good	✗	✓	✗	✓	✗
14	Karaköy Rum Primary School	Fourth floor	All floors	All floors	Lintel	1:1	Lintel	Single	Metal	✓	✗	✓	✗	✗	✗	✗	✗	✓	✓	Moderate	Moderate	Moderate	✗	✓	✗	✗	✓
15	Yeşilköy Rum Primary School	Ground floor	Ground floor	Ground floor	Lintel	3:2	Lintel	Single	Metal	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	Good	Good	Good	✗	✓	✓	✗	✓
16	Feriköy Rum Primary School	Ground floor	First floor	Bsmnt / Ground floor	not appllicable ***	1:2	not appllicable ***	Single	Metal	✓	✓	✓	✓	✗	✗	✗	✗	✗	✓	Moderate	Moderate	Moderate	✗	✗	✗	✓	✗

NOTES:

*Aya Todori Rum Orthodox Church Primary School of Langa Rum Orthodox Community Foundation
**Bakırköy Aya Yorgi and Aya Analipsiz Churches and Schools Bakırköy First Rum Community School for Boys Bakırköy First Rum Community School for Girls Foundation

3.2. Evaluation of Features and Current State of the Schools

When foundation dates are considered, among sixteen schools studied in scope of this thesis, there is only one school founded in Classic Period; Fener R.İ.O.L., which was founded one year after Conquest of Istanbul. When foundation dates of other studied schools are considered, it is seen that most of the schools were founded after reform era, mainly at two time gaps; between 1839 (Edict of Gülhane) and 1856 (Edict of Reform); and after 1871 (changes on Charter of DRCE). In the first time gap, in eleven years following Edict of Gülhane, four schools were founded and in the second time gap; ten schools were founded. The rights given to minority groups with Edict of Gülhane can be considered as the first breaking point for increasing foundation rate of studied schools. What Edict of Gülhane and Edict of Reform prepared backdrop is, however, increasing acitivities of DRCE. It is seen that increase in foundation of studied schools occurs right after the year in which the community changed its charter, 1871 (Please look at Table 3. Chronological Listing of Studied Schools According to Their Foundation Dates).

However, when construction dates of school buildings are considered, it is seen that 14 out of 16 schools' buildings were constructed in between years 1871 and 1903. It is seen that increase of education focused activities of DRCE funded construction of new school buildings, both for recently founded schools and existing schools. This situation resulted in nearly all of the current buildings of studied schools to be constructed in a nearly 30 years span (please look at Table 4. Chronological Listing of Studied Schools According to their Construction Dates). To conclude, construction of studied schools have started with changes done on charter of DRCE; and ends around the time that the community has slowed down its education focused activities.[116]

[116] Odisseas Yalemos states that in 1871, charter of DRCE was changed and with this change, the community became like "ministry of education for Rums and Hellenistics in Turkey". Eksertzoglou states total number of members of DRCE in 1890 as 394; and in 1905 as255. He also states that in first deacede of 20th century, donations to DRCE largeley decreased. Eksertzoglu, 1999, ibid., pp.14, 30,31

When locations of studied schools are considered, studied schools are located in seven districts of Istanbul; Beyoğlu, Fatih, Şişli, Sarıyer, Bakırköy, Beşiktaş and Kadıköy. It is important to state that schools those including primary and high school divisions at the same time are all located in two districts; Beyoğlu and Fatih. The schools in other five ditricts are all only primary schools, none of them have high school divisions.[117] Among seven districts, Beyoğlu and Fatih are also the only ones including more than two of studied schools.

School buildings' locations in their lots are seen in five different situations; in the first situation, the school building is located on one side of the lot and covers most of the lot. In the second; the school building is located in the middle of the lot and covers bigger than half of the lot. In the third; the school building is located in the middle of the lot and covers less than half of it. In the fourth; the school building is located adjacent to one side of the lot and covers less than half of it. And in the last situation; the school building is located adjacent to one side of the lot and covers less than half of it.[118]

When facade characteristics of schools are considered, four different facade types are seen. Buildings in first type are located in a building complex iwth a church building and facades of them are arranged more open to interior of their complex; making them Members of enclosed building complexes. The second type covers the buildings constructed in Neo-Classic style, or having Neo-Classic elements. Buildings in the third type are built in Eclectic style, and have properties of Byzantine Architecture in material, structural system and ornamentations. Buildings in the fourth type are built with characteristics of buildings around their close environment, and are not affected by international architectural approaches of terms they were built.

It is understood that lot area of a school building is an important factor affecting the school building's form. Schools with large courtyards generally have square or rectangular formed buildings; as it is seen at Kurtuluş, Arnavutköy, Tarabya, and

[117] Please look at inventories of Zoğrafyon, Zapyon, Merkez, Fener R.L.İ.O.s.
[118] For typology of locations of studied schools in their lots , please look at Table 8.

Yeşilköy R.İ.O. On the other hand, larger school buildings with courtyards have "U" shaped building forms, in order to reduce total mass size of the school; as it is seen on Maraşlı R.İ.O. and Merkez R.İ.O.L.

There is a correlation between number of storey of a building and location of classrooms in it. Classroom units are located on first floor in nine schools. On the other hand, classroom units are located on different floors of the building, in four schools. The first situation is seen at all of the two storey high schools and the second situation is seen only on five storey high schools. On the other hand, in schools those have a courtyard around or in front of the building, administration units are generally located on first floor, having a good view of the courtyard.

Structural system of a school building and its construction date are related with each other. Structural system of earlier buildings among studied schools are whether stone and brick masonry, or brick masonry.[119] These buildings are built between 1872 and 1884; Langa, Yeniköy, Ayakonstantin, Tarabya R.İ.O.s and Fener and Merkez R.İ.O.L.s. None of the school buildings those constructed after 1884 has brick as a construction material. Among the other school buildings those constructed after 1884, stone masonry and timber framed construction systems are seen. Use of reinforced concrete in slab construction has started to be used in 1885, at Fener R.İ.O.L.

There is a correlation between window opening ratio and use of arches as spanning elements; observed in all studied buildings except Arnavutköy R.İ.O., Bakırköy R.İ.O. Feriköy R.İ.O. All rectangular shaped window openings with use of lintel are seen on buildings with window opening ratio of more than 1:2, apart from mentioned schools. Total number of these schools is six.

Apart from Arnavutköy and Maraşlı R.İ.O.s, all schools with a majority of double winged doors are also the ones having highest student capacity among studied

[119] Although construction date of Langa R.İ.O. is not known, it can be said that the building is not a reconstruction considering its perfect similarity to buildings in the complex. Hence, it can be said that its construction date can not be far from its foundation date, which makes it the oldest school building among sixteen studied school buildings. For further informatiion, please look at inventory of Langa R.İ.O. in Appendix F.

schools. Only school with high studentcapacity that have a majority of single winged doors is Karaköy R.İ.O.[120]

If a school building is well maintained and has been continuesly used, construction date does not have an important impact on its current physical condition (In order to see relation between use state and physical condition of a school building, please look at Table 5.).[121]

Although changes in building mass are seen at Merkez, Zoğrafyon R.İ.O.L., and Kurtuluş R.İ.O., the intervention on Kurtuluş R.İ.O. is the most harmful to authenticity of the building and floor additions on the other two schools are more respectful to overall authenticity of the buildings.

Among alteration types seen in the schools, major changes on structure and roofing are seen only at school buildings that have only primary school division. Structural alterations are seen at Ayakonstantin, Tarabya, Bakırköy, Kadıköy, Arnavutköy, Karaköy and Yeşilköy R.İ.O.s; and roofing alterations are seen at Ayakonstantin, Maraşlı and Yeşilköy R.İ.O.s. In addition, it is important to note that alterations related to changing need of space are also seen only at school buildings that have only primary school division; Ayakosntantin, Tarabya, Kurtuluş, Bakırköy, Arnavutköy and Feriköy R.İ.O.s. This is due to the fact that primary school classrooms were used by students of two or three different grades at the same time in the past. When each grade needed its own classroom, bigger spaces were divided (In order to see all alteration types seen on studied schools in site survey, please look at "Alteration" part of İnventories, in Appendix F). It is clear that the schools with only primary school divisions are the most altered ones among sixteen schools (Please see Table 2. in Chapter Three).

[120] "Schools with high student capacity" means schools with ten or more than ten classrooms of students are meant.
[121] School building of Fener R.İ.O.L., is in a good condition, despite being constructed in 1881. For further information on this school' building, please look at it inventory in Appendix F.

Table 3. Chronological Listing of Schools According to Their Foundation Date

		Found. Date	Const. Date
Classic Period	Fener R.İ.O.L.	- **1454**,	(1881)
1839 Announcement of Imperial Edict of Gülhane (Tanzimat Fermanı)	Ayakonstantin R.İ.O.	- **1840,**	(1875)
	Zoğrafyon R.L.İ.O.	- **1846**,	(1893)
	Merkez R.İ.O.L.	- **1850**,	(1884)
	Langa R.İ.O.	- **1850**,	(?)
1856 Announcement of Edict of Reform (Islahat Fermanı)			
1869 Announcement of Maarif-i Umumiye Nizamnamesi	Kadıköy R.İ.O.	- **1871**,	(1898)
1871 With changes on their charter, DRCE'ssupport on education increases	Yeniköy R.İ.O.	- **1872**,	(1872)
	Zapyon R.İ.O.L.	- **1875**,	(1885)
	Tarabya R.İ.O.	- **1880**,	(1880)
	Karaköy R.İ.O.	- **1885,**	(1903)
	Kurtuluş R.İ.O.	- **1886,**	(1886)
	Bakırköy R.İ.O.	- **1887,**	(1892)
	Maraşlı R.İ.O.	- **1900,**	(1900)
	Arnavutköy R.İ.O.	- **1902,**	(1902)
	Yeşilköy R.İ.O.	- **1903,**	(1903)
	Feriköy R.İ.O.	- **?** ,	(1950)
1923 Republican Period			

Table 4. Chronological Listing of Schools According to Construction Dates of Their Buildings

		Found. Date	Const. Date
Classic Period			
1839			
Announcement of Imperial Edict of Gülhane (Tanzimat Fermanı) **1856**			
Announcement of Edict of Reform (Islahat Fermanı) **1869**			
Announcement of Maarif-i Umumiye Nizamnamesi **1871**			
With changes on their charter, DRCE'ssupport on education increases	Yeniköy R.İ.O. -	(1872),	**1872**
	Ayakonstantin R.İ.O. -	(1840),	**1875**
	Tarabya R.İ.O. -	(1880),	**1880**
	Fener R.İ.O.L. -	(1454),	**1881**
	Merkez R.İ.O.L. -	(1850),	**1884**
	Zapyon R.İ.O.L. -	(1875),	**1885**
	Kurtuluş R.İ.O. -	(1886),	**1886**
	Bakırköy R.İ.O. -	(1887),	**1892**
	Zoğrafyon R.L.İ.O. -	(1846),	**1893**
	Kadıköy R.İ.O. -	(1871),	**1898**
	Maraşlı R.İ.O. -	(1900),	**1900**
	Arnavutköy R.İ.O. -	(1902),	**1902**
	Karaköy R.İ.O. -	(1885),	**1903**
	Yeşilköy R.İ.O. -	(1903),	**1903**
1923 Republican Period	Feriköy R.İ.O. -	(?),	**1950**

Table 5. Use State and Physical Condition of School Buildings

USE STATE AND PHYSICAL CONDITION OF SCHOOL BUILDINGS			Physical Condition		
			Exterior	Interior	Structure
Use State	Used	Zapyon Rum Primary and High School	Moderate	Good	Good
		Zoğrafyon Rum High and Elementary School	Good	Good	Good
		Fener Rum Primary and High School	Moderate	Good	Good
	Underused	Langa Rum Primary School	Moderate	Good	Moderate
	Unused	Yeşilköy Rum Primary School	Good	Good	Good
		Kadıköy Rum Primary School	Good	Good	Good
		Arnavutköy Rum Primary School	Good	Moderate	Good
		Kurtuluş Rum Primary School	Moderate	Good	Good
		Feriköy Rum Primary School	Moderate	Moderate	Moderate
		Karaköy Rum Primary School	Moderate	Moderate	Moderate
		Bakırköy Rum Primary School	Moderate	Moderate	Moderate
		Maraşlı Rum Primary School	Moderate	Moderate	Moderate
		Ayakonstantin Rum Primary School	Moderate	Bad	Moderate
		Trabya Rum Primary School	Bad	Bad	Bad
		Merkez Rum Primary and High School	Bad	Severe	Severe
		Yeniköy Rum Primary School	Severe	Severe	Bad

Table 1. Facade Characteristics of School Buildings

Table 2. Building Form and Plan Scheme of Schools

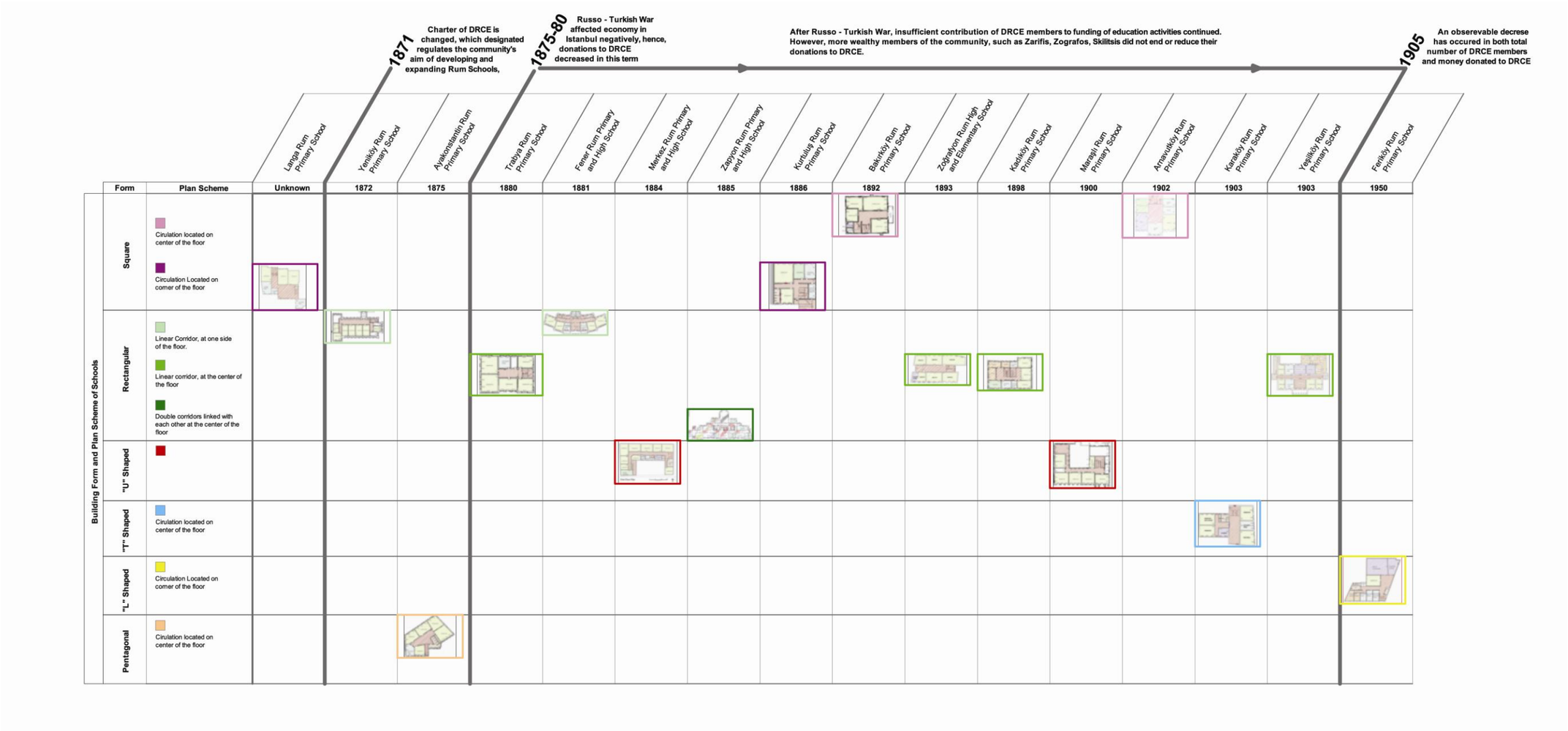
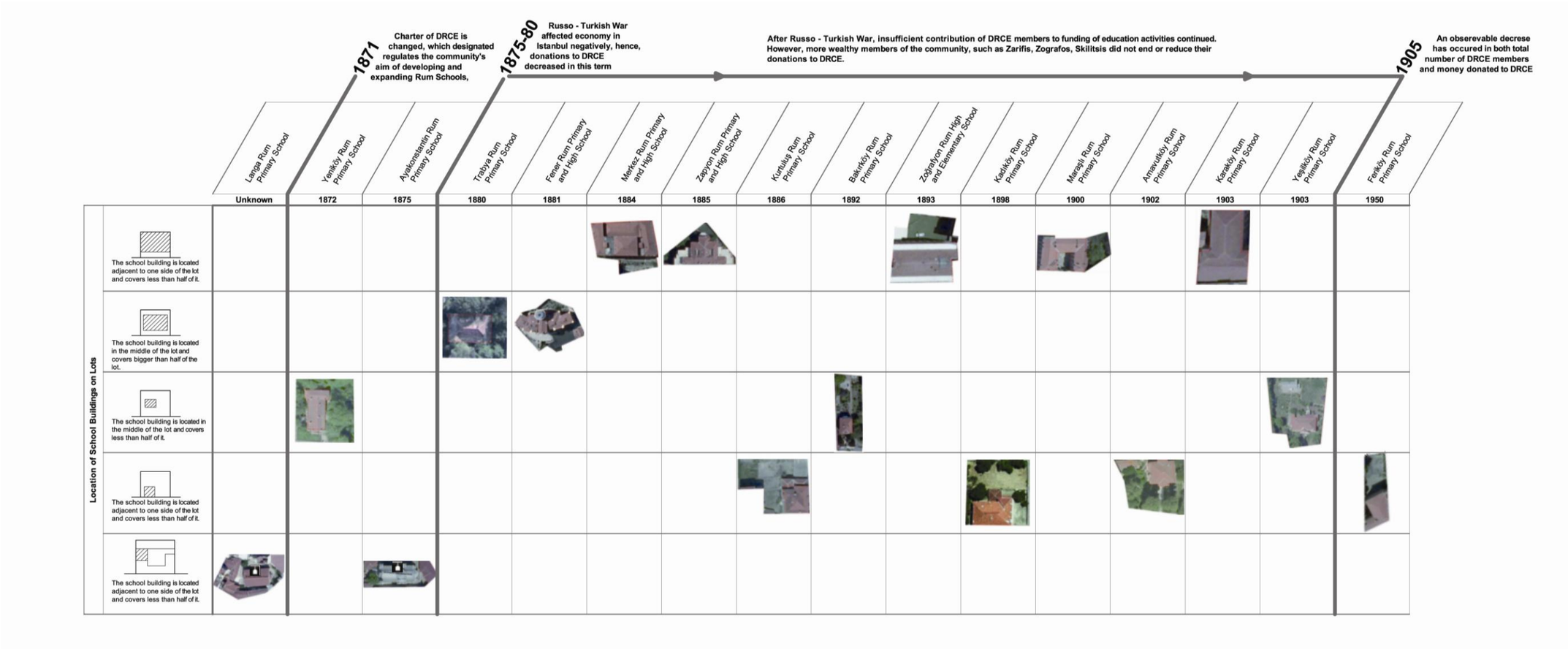


Table 3. School Buildings' Location on Lots



CHAPTER 4.

EVALUATION

4.1. Values

4.1.1. Development of Value Concept

There are lots of value definitions and typology studies achieved by academicians and organisations, startin with Riegl in 1903, but most of them do not overlap and are merged with each other. Since value assessment is a must for conservation of cultural heritages, it is thought that, more important ones and more recent ones of these studies must be analysed.

In this section, aim is to give information on value groups that studied schools bear, with a chronological look at studies on values of heritage resources carried out by academic persons, institutions and international organisations, which have broad acceptance in fields of cultural heritage and conservation of monuments.

Austrian art historian and aesthetician Alois Riegl's article, The Modern Cult of Monuments: Its Essence and Its Development, which was published in 1903, is an important theoretical work on values of cultural heritages and works of art. In the article, Riegl discusses meanings and distinctions of artistic and historical values that monuments bear, asking questions and answering them. He claims that a monument has values based on its past, and values based on its present. Proceeding in the article, he groups values in two main titles; commemorative values and present-day values. Riegl divides commemorative values into three groups as age value,

historical value and deliberate commemorative value; and present-day values into two; use value and newness value.[122]

Another publication that has as much praise as Riegl's article is "International Charter for the Conservation and Restoration of Monuments and Sites", which is also known as the Venice Charter. The document was prepared under title of II. International Congress of Architects and Technicians of Historic Monuments in 1963, and one year later were adopted by ICOMOS. The charter is a well accepted guidance on conservation and restoration principles for all professionals in conservation and archaeology mediums with its definitions and principles still being referenced in academic studies.

In Venice Charter, values of monuments are mentioned in two articles. In the 9th and 11th articles under restoration section, aesthetic, historic and archaeological values of a monument are mentioned as important aspects of a monument that should be preserved and revealed through restoration acts.

"Article 9:

The process of restoration is a highly specialized operation. Its aim is to preserve and reveal the **aesthetic** and **historic value** of the monument and is based on respect for original material and authentic documents. It must stop at the point where conjecture begins, and in this case moreover any extra work which is indispensable must be distinct from the architectural composition and must bear a contemporary stamp. The restoration in any case must be preceded and followed by an archaeological and historical study of the monument.

Article 11:

The valid contributions of all periods to the building of a monument must be respected, since unity of style is not the aim of a restoration. When a building includes the superimposed work of different periods, the revealing of the underlying state can only be justified in exceptional circumstances and when what is removed is of little interest and the material which is brought to light is of great **historical**, **archaeological** or **aesthetic value**, and its state of preservation good enough to justify the action. Evaluation of the importance of the elements involved and the decision as to what may be destroyed cannot rest solely on the individual in charge of the work. "[123]

[122] Riegl, Alois, 1996, "The Modern Cult of Monuments: Its Character and Origin", translated by Bruckner, K. with Williams, K., Historical and Philosophical Issues in the Conservation of Cultural Heritage, Los Angeles, pp.72-82

[123] Venice Charter, "The International Charter for the Conservation and Restoration of Monuments and Sites", 1965, ICOMOS.

Bernard M. Feilden and Jukka Jokilehto, two conservators, discuss basic principles to be considered by people responsible for protection of World Heritage Sites in their book "Management Guidelines for World Heritage Sites", published by ICCROM in 1993. In the book, the duo list some values as influences of possible treatments to heritage sites and classify them in two main groups; cultural values and contemporary socio-economic values. They include identity value, relative artistic or technical value, and rarity value under cultural values. And under contemporary socio-cultural values title, they list economic value, functional value, educational value, social value and political value. However, the values they list are nearly all extrinsic; they examine topics of authenticity and historical time line before definitions of values, separately and not exactly as value types. What is also important in their book is how they detail the term authenticity. The duo recommend consideration of four aspects of authenticity; authenticity in design, authenticity in materials, authenticity in workmanship and authenticity in setting.[124]

Openly based on Venice Charter, Nara Document on Authenticity, published in 1993, examines topics of cultural diversity, heritage diversity, values and authenticity. The document especially focuses on authenticity; its meaning and importance for conservation. Information sources to be considered before evaluating authenticity of a heritage source are suggested in the final article of the document:

> "Article 13.
>
> Depending on the nature of the cultural heritage, its cultural context, and its evolution through time, authenticity judgements may be linked to the worth of a great variety of sources of information. Aspects of the sources may include form and design, materials and substance, use and function, traditions and techniques, location and setting, and spirit and feeling, and other internal and external factors. The use of these sources permits elaboration of the specific artistic, historic, social, and scientific dimensions of the cultural heritage being examined. "[125]

As it is seen with Nara Document, the Burra Charter is also a well accepted resource with its main topic: cultural significance. The Burra ICOMOS Charter for Places of Cultural Significance is prepared by Australia ICOMOS International Council of

[124] Feilden, B. M. and Jokilehto, J., 1993, "Management Guidelines for World Cultural Heritage Sites". ICCROM, Rome, p.17
[125] The Nara Document on Authenticity. 1994, ICOMOS

Monuments and Sites in 1988, and revised in 1999. In the publishing, cultural significance is defined with some values; aesthetic, historic, scientific, social or spiritual, definitions of which are also made in later sections of the text.

> **"**Article 1.2.
>
> Cultural significance means **aesthetic, historic, scientific, social or spiritual value** for past, present or future generations. **"** [126]

Definitions of the values in the convention are as below:

"Aesthetic value: Aesthetic value includes aspects of sensory perception for which criteria can and should be stated. Such criteria may include consideration of the form, scale, colour, texture and material of the fabric; the smells and sounds associated with the place and its use.

Historic value: Historic value encompasses the history of aesthetics, science and society, and there fore to a large extent underlies all of the terms set out in this section. A place may have historic value because it has influenced, or has been influenced by, an historic figure, event, phase or activity. It may also have historic value as the site of an important event. For any given place the significance will be greater where evidence of the association or event survives in situ, or where the settings are substantially intact, than where it has been changed or evidence does not survive. Howe ve r, some events or associations may be so important that the place retains significance regardless of subsequent treatment.

Scientific value: The scientific or research value of a place will depend on the importance of the data invo l ved, on its rarity, quality or representativeness, and on the degree to which the place may contribute further substantial information.

Social value: Social value embraces the qualities for which a place has become a focus of spiritual, political, national or other cultural sentiment to a majority or minority group."[127]

Madran and Özgönül, another author duo after Feilden and Jokilehto, define some heritage value groups in their book "Conservation of Cultural and Natural Heritage" (Kültürel ve Doğal Değerlerin Korunması), published by Union of Chambers of Turkish Architects and Engineers, in 2005. There is not a distinct division they make among value groups, which are: continuity, historic, memory, mythological, artistic and technical, authenticity, rarity, uniqueness, group, multiplicity, homogeneity, economical, functional, traditional, educational, and documentary value.

[126] The Burra Charter for the Conservation of Places of Cultural Significance, 1999, The Australia ICOMOS.
[127] The Burra Charter for the Conservation of Places of Cultural Significance, 1999, ibid.

Faro Convention, organised in 2005 by Council of Europe, discuss values of cultural heritages from a more public perspective, for society. In relation, this publishing is different from former declerations and documents prepared with a more academic and professional approach. The convention's general approach can be clearly understood from the definition made for term "cultural heritage":

Article 2, a.

Cultural heritage is a group of resources inherited from the past which **people** identify, independently of ownership, as a reflection and expression of their constantly evolving values, beliefs, knowledge and traditions. It includes all aspects of the environment resulting from the interaction between people and places through time.[128]

Another convention organised by UNESCO in 2005, titled Diversity of Cultural Expressions, focuses on importance of cultural diversity. In the convention, it is underlined that cultural diversity is a defining characteristic of humanity. The convention defines cultural diversity and cultural expressions in article 4:

"Article 4.1.

"**Cultural diversity**" refers to the manifold ways in which the cultures of groups and societies find expression. These expressions are passed on within and among groups and societies. Cultural diversity is made manifest not only through the varied ways in which the cultural heritage of humanity is expressed, augmented and transmitted through the variety of cultural expressions, but also through diverse modes of artistic creation, production, dissemination, distribution and enjoyment, whatever the means and technologies used.

Article 4.3.

"**Cultural expressions**" are those expressions that result from the creativity of individuals, groups and societies, and that have cultural content. **"**[129]

The convention is clearly a beneficial resource for protection of cultural heritages of minority groups in countries with its statements in article 7th:

"Article 2. 3.

The protection and promotion of the diversity of cultural expressions presuppose the recognition of equal dignity of and respect for all cultures, including the cultures of persons belonging to **minorities** and **indigenous** peoples. **"**[130]

[128] Faro Convention, "Framework Convention on the Value of Cultural Heritage for Society", 2005, Council of Europe, Faro.
[129] Diversity of Cultural Expressions, 2005, ibid.
[130] Diversity of Cultural Expressions, 2005, ibid.

Article 8th of the convention mentions the probability of countries to have special precautions for situations like cultural esxpressions being at "risk of extinction, under serious threat, or otherwise in need of urgent safe guarding."

Conservation Principles Policies and Guidance, a publishing prepared by English Heritage in 2008, having no specific topic, aims to share English heritage's concerns on conservation of cultural and historic heritage. Especially four international conventions are mentioned in article 27th as the ones, principles of which are followed in the publishing; World Heritage Convention (UNESCO, 1972), Granada Convention (CE, 1985), Valletta Convention (CE, 1992), and European Landscape Convention (CE, Florence, 2000). In "Definitions" section of the publishing, four value groups are defined as "high level values"; evidential value, historical value, aesthetic value, and communal value.

> **"Aesthetic Value:** Value deriving from the ways in which people draw sensory and intellectual stimulation from a place.
>
> **Communal Value:** Value deriving from the meanings of a place for the people who relate to it, or for whom it figures in their collective experience or memory.
>
> **Evidential Value:** Value deriving from the potential of a place to yield evidence about past human activity.
>
> **Historical Value:** Value deriving from the ways in which past people, events and aspects of life can be connected through a place to the present. **"**[131]

After 1990s, it is perceived that in international and national conventions, opininons of people is more involved in deifinitions of heritage values. This situation is also seen in this publishing by English heritage. Among defined "high level values", all four includes the word "human" in them. And inclusion of "communal value" among these four more important value types is important.

In 2008, ICOMOS organised a meeting in Quebec, Canada. In the publishing of the meeting, the term of "spirit of place" is reconsidered with tangible (sites, buildings, landscapes, routes, objects) and intangible (memories, narratives, written documents, festivals, commemorations, rituals, traditional knowledge, values, textures, colors, odors, etc.) elements that make a place and giving it spirit. It is declared in the

[131] Conservation Principles Policies and Guidance for the Sustainable Management of the Historic Environment, 2008, English Heritage.

meeting that "especially intangible cultural heritage makes a place more meaningful and rich, thus intangible cultural heritage must be considered more critically."[132] This publishing is also an example of more human focused conservation approach.

In 2010, New Zealand Charter is revised by ICOMOS New Zealand members in need of preaparing guidance for conservation of cultural heritage values relation to both indigenous and more recent people of the country. Commitment of the charter to Venice Charter is stated early in the publishing. What the text claims under "use" title is important; it is claimed that use of a place is very effective for specification of cultural heritage values that place bears.

> **"**Where the use of a place is integral to its cultural heritage value, the use should be retained.
>
> Where a change of use is proposed, the new use should be compatible with the cultural heritage value of the place, and should have little or no adverse effect on the cultural heritage value. **"**[133]

As a group of buildings which were particularly built for a minority group who has lost most of its population in a city, Rum Minority Schools in Istanbul should be evaluated with respect to their place in memory, identity and culture of its current and past users. Some of these buildings' constructions were financed by Rum communities that emerged in 19th century Istanbul.[134] Thus, Rum Minority was not only the user, but also the builder of these buildings. This fact makes these buildings more important for Rum Minority in Istanbul, compared to other citizens in the city. It is thought that while making a value typology for these buildings, their meaning for Rum Minority is unignorable.

Regarding all mentioned aspects above and subject schools' features and current status, a value typology has been made for Rum Minority Primary Schools in Istanbul. Values are categorised in two groups; intrinsic and extrinsic value. Intrinsic values do not have a sub-group and includes authenticity/originality value, age value, technical/artistic value and document value. It is decided that extrinsic values of the schools should be considered much more carefully due to the strong relationship

[132] "Québec Declaration on the Preservation of the Spirit of Place", 2008, ICOMOS.
[133] New Zealand Charter for the Conservation of Places of Cultural Heritage Value, Revised 2010, ICOMOS.
[134] Look at Chapter 2, Greek Communities in Istanbul.

between Rum Minority and the schools. And extrinsic values are divided into two sub-groups; socio-cultural values and contemporary values. Socio cultural values include social value, identity/communal value, historical value, poltical value, educational value and evidential value. Value groups that more related to importance of schools for Rum Minority are grouped in this sub-group. The second sub-group of extrinsic values is contemporary values and is composed of economic value, use/functional value, continuity in use value, rarity value and group value.

4.1.2. Values of Rum Minority Primary Schools in Istanbul

4.1.2.1. Intrinsic Values

Authenticity & Originality Value

Feilden and Jokilehto describes authenticity as a term used for "a heritage resource that is materially original or genuine and as it has aged and changed in time."[135] On the other hand, Madran and Özgönül claims that if a building or an architectural element has preserved all of its features without being deteriorated until today, than it can be described as an original building or element.[136] The duo also claims that the more originality of a heritage source, the more we can understand characteristics and other information on its term. As a result, they tie this value with document and historical value groups.[137] Importance of authenticity for conservation of a cultural heritage is stated clearly in Nara Document on Authenticity; "The understanding of authenticity plays a fundamental role in all scientific studies of the cultural heritage, in conservation and restoration planning."[138] Authenticity of education buildings not only derives from their architectural elements and physical form, but also from original furnitures and equipments used in specific spaces, giving information about past users and the term.

[135] Feilden and Jokilehto, 1993, ibid., p.16
[136] Madran and Özgönül, 2005, ibid., p.65
[137] Madran and Özgönül, 2005, ibid., p.66
[138] The Nara Document on Authenticity. 1994, ibid.

Age Value

As Madran and Özgönül describe it under Historical Value title, this value group means that a building gains value with its age, being older than some other buildings.[139] For education buildings of Rum Minority in Istanbul, the ones that built in 19th century, which were constructed due to development of minority rights and financial success of minority groups in the term, are more valuable compared to the ones built in 20th century.

All studied schools except Feriköy R.İ.O. can be claimed to have high amount of age value. When known foundation dates are considered, it is seen that all of the schools were founded in 19th century and early 20th century, except for Fener R.İ.O.L., which were constituted in 1454, one year after the Conquest of Constantinople. This means that youngest of these schools is 107 years old. On the other hand, when construction dates of current school buildings are considered, a similar result is seen, since most of the schools' foundation and building construction dates are close to each other.

Technical & Artistic Value

This value group includes heritage resource's design aspects, technical and structural features, ornamentations, and level of building techniques and workmanship of the term it was built.[140] Feilden and Jokilehto names this value group as "relative artistic or technical value" and describes as being based on scientific and critical historical evaluations and assessments of the importance of the design of the heritage resource, and the significance of its technical, structural and functional concept and workmanship.[141] Since Rum communities in 19th century were financially in a very good condition with help of rich Rum brokers in Istanbul, financement of constructions of school buildings was not a problem.[142] Moreover, these merchants' name were being given to the school they contributed money, making them more

[139] Madran and Özgönül, 2005, ibid., p.62
[140] Madran and Özgönül, 2005, ibid., p.64
[141] Feilden and Jokilehto, 1993, ibid., p.18
[142] Eksertzoglou, 1999, ibid., p.12

eager to provide a greater building quality.[143] This situation brought the opportunity of building the schools with high level of construction techniques of the term for Rum communities. Thus, technical&artistic value is an important value group while considering Rum Minority Schools in Istanbul. Yeniköy, Karaköy R.İ.O., Fener, Merkez, Zapyon, Zoğrafyon R.L.İ.O.s are the leading schools among studied ones bearing more technical and artistic value.

Figure 26: Detail views, a) View from stairs of Zoğrafyon R.L.İ.O. **b)** View from stairs Maraşlı R.İ.O. High level of workmanship at these exemplary architectural elements indicates high technical level of these schools' constructions (Author, June 2011).

Document Value

According to Madran and Özgönül, this value group is strongly related to all mentioned value groups, because it derives from every single building and their architectural elements, giving documental information on their term's construction techniques and people's lives.[144] In terms of giving information about a culture, a

[143] As seen in examples of Zografyon R.L.İ.O., Maraşlı R.İ.O.L., etc.
[144] Madran and Özgönül, 2005, ibid., p.74

social group, or architectural preferences of that group, all of the school buildings of Rum Minority in Istanbul are substantial documents for future generations.

4.1.2.2. Extrinsic Values

Extrinsic values of a monument are extrinsic to the source and depend on public opinion. These values may change with changes in social life of the society.[145]

4.1.2.2.1. Socio-Cultural Values

Social Value

This group of value is stated as "being related to traditional social activities and to compatible present-day use", by Feilden and Jokilehto.[146] They also claim that it involves contemporary social interaction in the community, and plays a role in establishing social and cultural identity.[147] On the other hand, it is stated in Burra Charter that a place having this value bears qualities for a majority or minority to focus on it with their spiritual, political, national or other cultural sentiment.[148] What Feilden and Jokilehto and Burra Charter state very much overlap with relation of Rum Minority and their schools in Istanbul. This value group is strongly related to identity/communal value and is very necessary while evaluating the schools.

For a long time, minorities in Ottoman Empire sent their children to their own communities' schools founded by their communities. Apart from religious buildings, school buildings were the most important places for their communal life. Hall of ceremonies spaces in the schools were used as gathering places for members of the community those related to the school.

[145] Kılınç, A., 2009, "Value Assessment for Industrial Heritage in Zonguldak", Unpublished Master Thesis, Middle East Technical University, Graduate School of Naturel and Applied Science, p.10
[146] Feilden and Jokilehto, 1993, ibid., p.20
[147] Feilden and Jokilehto, 1993, ibid., p.20
[148] The Burra Charter for the Conservation of Places of Cultural Significance, 1999, ibid.

Identity / Communal Value:

As Feilden and Jokilehto states, identity value is related to the emotional ties of society to specific objects or sites. They also mention that this value may include age, tradition, continuity, memorial, legendary, wonder, sentiment, spiritual, religious, symbolic, political, patriotic and nationalistic features.[149] On the other hand, English Heritage describes another value group, communal value as "a value deriving from the meanings of a place for the people who relate to it, or for whom it figures in their collective experience or memory".[150] For Rum Minority Primary Schools in Istanbul, the two value groups complete each other and in this thesis, they are combined under one title; identity/communal value. Identity/communal value results from spaces, architectural elements or furnitures of a minority school building featuring the minority group's cultural, national, traditional, linguistic, religious, spiritual, educational, and scientific heritage. In the case of Rum Minority and their school buildings in Istanbul, preservation of this value group tend to get more and more important because of decreasing population of Rum Minority in Istanbul.

It can be claimed that all schools belonging to Rum Community in Istanbul bear identity/communal value since these buildings are important places for a community that is losing its population in a city, having been their nation's prized institutions for years.

Historical Value

A building has historical value if it is related to an incident occurred around its location in history.[151] If an education building witnessed an important incident, a term that affected lives of the users and people around, or housed aperson that made

[149] Feilden and Jokilehto, 1993, ibid., p.18
[150] Conservation Principles Policies and Guidance for the Sustainable Management of the Historic Environment, 2008, English Heritage.
[151] Madran and Özgönül, 2005, ibid., p.74

effects in historiy of the country, then this building bears high amount of historical value. Most of Rum schools have histories of being constituted by important persons, being funded by smoe effective persons, being closed, reopened, or being left empty. So this value group is very important while evaluating Rum Minority Schools in Istanbul.

Schools of Rum Minority are some of the most important witnesses of strict changes in social life of a minority group in a city, caused by historical events like Compulsory Population Exchange, 6-7 September Events and Cyprus Operation.

Political Value

Mason defines this value group as "the use of heritage to build or sustain civil relations, governmental legitimacy, protest, or ideological causes".[152] On the other hand, Feilden and Jokilehto describes it as "often related to specific events in the history of the heritage resource with respect to its origin or country."[153] For educational buildings of a minority in a country, it can be said that ideological causes for national ideas are thought to students, and this makes political value a more eligible value group for this kind of buildings.

Educational Value

According to Feilden and Jokilehto, this value group contains the heritage resource's potential for cultural tourism, and the awareness of culture and history that it promotes as a mean of integrating historic resources in present-day life.[154] On the other hand, Özgönül and Madran explains this value group by claiming that "some buildings are very important information resources for social, cultural, economic, and political lives of communities that have used them, so people with curiosity to learn

[152] Mason, 2002, ibid., pp.11-12
[153] Feilden and Jokilehto, 1993, ibid., p.20
[154] Feilden and Jokilehto, 1993, ibid., p.19

about past may visit them as cultural tourism acts".[155] Being easily accessible in different districts of Istanbul, Rum Minority schools bear high level of potentiality for cultural tourism, and being strong expressions of a minority culture, these buildings have high level of educational value, as well.

Evidential Value

English Heritage defines this value group as "Value deriving from the potential of a place to yield evidence about past human activity".[156] This value group can be related to identity/communal value, historical value, and educational value.

4.1.2.1.1. Contemporary Values

Economic Value

Madran and Özgönül mention that every single building has its own economic value with its all features. In addition, they add that economic value should not be concerned only as monetary value.[157] This idea is also possessed by Feilden and Jokilehto; the duo defines this side of the value group stating it as "a value group which is comprehended as being generated by the heritage resource or by conservation action."[158]

Most of the school buildings have high economic value with respect to their significant features including; being located on economically valuable parcels and commercially important streets of the city.

[155] Madran and Özgönül, 2005, ibid., p.73
[156] Conservation Principles Policies and Guidance for the Sustainable Management of the Historic Environment, 2008, English Heritage.
[157] Madran and Özgönül, 2005, ibid., p.72
[158] Feilden and Jokilehto, 1993, ibid., p.19

Figure 27: a) Karaköy R.İ.O. is located on Kemeraltı Street, one of Istanbul's commercially most important shafts. **b)** Tarabya R.İ.O. is in Tarabya, having a good view of the Bosporus, and eventually located on a valuable parcel (Author, June 2011).

Use / Functional Value

Functional value is stated as a value related to economic value by Feilden and Jokilehto. They claim that reason for this is that it involves the continuity of the original type of function or the initiation of a compatible use of a building on an area.[159] An education building's use/functional value is related to spatial qualities it bears and the potential its spaces have for continuity of the same use or possible refunctioning without harming the space's original characteristic and preserving its original furnitures and equipments as much as possible. The effort for preserving spatial features of Rum Minority's education buildings should be much higher than other types of buildings due to their socio-cultural values.

School buildings in all districts bear important functional features, featuring different dimensions and spatial qualities. Schools like Karaköy R.İ.O., Ayakonstantin R.İ.O., Bakırköy R.İ.O. and Langa R.İ.O. have commercially used floors or additional buildings in their lots. These schools are located on commercially important streets and their spaces can be continued to be used for commercial purposes.

[159] Feilden and Jokilehto, 1993, ibid., p.19

Continuity in Use Value

According to Riegl, it is very fundamental for a building to be in use, to be maintained for needs and safety of users.[160] Additionally, Madran and Özgönül underline importance of continuity in use as a tool providing acceptance and part for a building in contemporary society.[161] Continuity in use is also important for its benefits to the maintenance of a building. Continuity in use value of Rum Minority Primary Schools in Istanbul emerges from being used with most of the spaces, not only on some floors or some areas of the school building.

Figure 28: Buildings bearing "continuity in use value" are in a much more beter condition than the ones which do not have the value. **a)** Entrance space of Zoğrafyon R.L.İ.O. **b)** Entrance space of Merkez R.İ.O.L. (Author, June 2011).

[160] Riegl, 1996, ibid., p.79
[161] Madran and Özgönül, 2005, ibid., p.61

Rarity Value

Features of a building to make it "rare" are "its type, style, builder, period, region or some combination of these"[162] Rarity value of Rum Minority Schools' buildings is related to their building qualities and spatial features.

Fener R.İ.O.L. and Yeniköy R.İ.O can be considered to have rarity value in terms of their structural&material features and Eclectic-Byzantine architectural style, achieved by architect Konstantinos Dimadis. Besides, school buildings having a structural system of stone masonry and reinforced concrete floor slabs are rare examples; Fener, Zoğrafyon, Zapyon R.İ.O.L., Karaköy, and Yeniköy R.İ.O.. Spaces "hall of ceremonies" in some of the school building have particular structural implementations, making them have rare value; like Zoğrafyon R.L.İ.O.

Group Value

As defined by Özgönül and Madran, this type of value group is divided into two sub-groups; vertical and horizontal; with vertical, the duo means layers of different phases seen in archaeological excavations, and with horizontal, the duo means a group of buildings designed and built together, such as Ottoman social complexes.[163] Horizontal group value is seen in some Rum Minority Schools in Istanbul.

The horizontal group value is seen at some of the primary schools of Rum Minority in Istanbul. Among studied schools, the ones that are built inside a church complex bear this value group; Ayakonstantin and Langa R.İ.O.

[162] Feilden and Jokilehto, 1993, ibid., p.19
[163] Madran and Özgönül, 2005, ibid., p.70

Figure 29: Satellite views of building complexes: **a)** Ayakonstantin R.İ.O., **b)** Langa R.İ.O.

4.2. Problems

4.2.1. Physical Problems

4.2.1.1. Problems Related to Use

Major problem of studied schools in Istanbul is being unused or underused duo to several reasons that will be discussed in Social Problems and Legal and Economic Problems sections of this chapter. Among sixteen studied schools, eleven have no students, and only users staying in the buildings are school keepers employed by relative minority foundations. Among the other five used ones, two are underused, causing most of the buildings' interior spaces to remain unused and empty, left to be deteriorated. Only three schools have enough students.

With respect to their structural condition, half of the studied schools are listed as in a moderate, bad or severe condition. When studied schools are listed according to their use state, it is seen that structural problems increase at the bottom of the list, where unused schools are placed.

4.2.1.2. Structural Problems [164]

Structural problems seen at buildings are seen in major and minor degrees; and mostly due to lack of maintenance. In three school buildings with major structural problems, load bearing elements are in a dangerous condition with structural cracks and partially collapsed sections. On the other hand, structural problems are not in the degree that prevents the building from being used in the other 13 schools. But, unused and underused ones among these 13 schools are in a critical state, since most of them are not being maintained. For more detailed information on structural problems seen at buildings, look at Chapter 3, the title "Physical Condition".

[164] For structural problems of studied buildings, look at Section 3.3.7. in this thesis.

4.2.2. Social Problems

When socio-economic problems related to education buildings of Rum Minority in Istanbul are considered, examining the problems of foundations and people of the minority group is indispensable.

The first incident that caused today's population of Rum Minority in Turkey to decrease after Turkish Independence War is the compulsory population exchange that accepted in Loussanne Conference in 1923. Although this major population movement affected Turk Minority in Greece as much as Rum Minority in Istanbul; the former minority group is out of subject and is not concerned in this thesis.

"Article 1 of the Convention stated clearly that; Turkish nationals of Rum Orthodox religion must leave Turkey, and Greek nationals of Muslim religion must leave Greece".[165] At the end of the exchange, 355,635 Muslim-Turks were expelled from Greece to Turkey, and 189,916 Rum Orthodox were expelled from Turkey to Greece.[166] Oran reminds that in actuality, Greece received a total of 1.2 million expellees with refuges who left Turkey after Greece's defeat against Turkish Army in 1922.[167] Furthermore, Oran states that Article 2 defines the exception of people to migrate as; Greeks settled in Istanbul prior to 30 October 1918, and Muslim-Turkish inhabitants of Western Thrace in Greece.[168] "Result of this article was around 130,000 Muslim-Turks staying in Western Thrace, and around the same number of Greeks staying in Istanbul".[169]

Oran explains negative results of these two articles with examples. He claims that Article 1 created emigrants who suffered from lots of problems afterwards. Author mentions some social problems like being seen as strangers in their new locations,

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[165] Oran, B., 2003, "The Story of Those Who Stayed", Crossing the Aegean an Appraisal of the 1923 Compulsory Population Exchange between Greece and Turkey, edited by Hirschon, R., Istanbul, p.100
[166] Macartney, C. A., 1934, "National States and National Minorities", Oxford University Press, London, p.446
[167] Oran, 2003, ibid., p.100
[168] Oran, 2003, ibid., p.100
[169] Oran, 2003, ibid., p.100

not understanding the language of their new country. Oran states that until the year of 1930, such problems continued to harm social relationship of Turks and Rums. Greek and Turkish governments could not agree on one important problem; immovable properties that expellees left in both countries, until 1930. In that year, Ankara Convention is held with attendance of leaders of two countries; Atatürk and Venizelos. In the convention, problems with immovable properties of expellees were finally settled.[170] Then, Oran claims that Article 2 created national minorities, to whom minority rights are given in the Peace Treaty agreed in Lousanne Convention. Articles 37-44, under the title "Protection of Minorities" concerned principles protecting minority groups that stayed due to Article 2.

Until year 1955, minorities in both countries lived peacefully. But in September 6th and 7th in 1955, sedition against Rum Minority in Istanbul occurred. The reason for the sedition was a newspaper's title which written about problems in Cyprus among Turks and Greeks, and bombing of the house in Selanik, in which Atatürk was born.[171]

The incidents led by Cyprus Problem caused minorities in both countries to migrate again, like their ancestors did in year 1923. Oran gives some numbers for afterwards of the new emigration; total population of Greeks in Istanbul from around 110,000 in 1923 to around 2500 in 2003, and 120,000 Turks in Western Thrace to a smaller size in 2003.[172]

4.2.3. Legal and Economical Problems

In addition to the problems among the two countries those affecting social life of Rum Minority in Turkey, there are other problems related to legal bodies and their sanctions in Turkey. These problems affect minority schools and foundations negatively, both administratively and economically.

[170] Oran, 2003, ibid., p.101
[171] Mansel, 2007, ibid., p.574
[172] Oran, 2003, ibid., p101

For Rum Minority schools in Turkey, Threaty of Loussanne is still the primary legal document. According to the agreement, signed in July 24th 1923, Non-Muslims were able to continue their education in their languages by covering the expenses themselves.[173]

After Cyprus Dispute in 1965, Rule 625 was put into practice in Turkish Constitutional Law. And with acceptance of this rule, Ministry of National Education became the only decision maker for approving course programme and education staff in schools of Non–Muslims in Turkey.[174] Legal restrictions and problems concerning Minority schools in Turkey,

Valuable parcels and buildings belonging to Rum Minority foundations have been an important issue in Turkey among governments and minorities. The first crysis of ownership among Rum Minority and Turkish government occurred after the end of the war, between 1923 and 1930. Fortunately, Ankara Convention in 1930 solved most of continuing problems at the time. This brought a peaceful term that lasted nearly two decades, states Oran.[175] But After 6th-7th September Incidents and Cyprus Problem, a new term began for Turkish-Rum relationship. After these incidents, immovable properties of Non-Muslim communities have become an important problem, again.

Eventhough the problem emerged after Cyprus Problem, source of it is the written statements of immovable properties belonging to minority foundations, requested in 1936 with respect to 1935 foundations law. The statement included full list of immovable properties belonging to all minority foundations in Turkey. When Cyprus Problem occured, the issue of immovable properties of minorities became again a subject of political crysis among two countries' governments after 1920s. Foundation vouchers were requested from minority foundations, but there were not any; because the foundations were constituted with Sultan's order at the time. Hence, the statements made in 1936 were regarded as foundation vouchers of minority

[173] AKYÜZ, Y., 1982, " Türk Eğitim Tarihi (Başlangıçtan 1982'ye) ", AÜEBF Yayınları, Ankara, p.239
[174] AKYÜZ, Y., 1982, " Türk Eğitim Tarihi (Başlangıçtan 1982'ye) ", AÜEBF Yayınları, Ankara, p.240
[175] Oran, B., 2003, p.101

foundations by the government. Then, with decision made by High Court of Appeal in 1971, immovable properties which were acquired after statements of 1936 by minorities were returned to ex-tennants or taken from minority foundations and given to treasury, Directorate General or third persons. And in exchange, no money was paid to the foundations. [176]

Another problem that minority foundations have faced is being declared as a "mazbut" foundation by Directorate General of Foundations.[177] Source of this problem is also 1935 foundations law. According to the law, all minority foundations were considered as "mülhak" foundation.[178] Then, their status of "mülhak" brought them the title "mazbut", by Directorate General of Foundations. In this way, 24 foundations of Rum Minority have been titled as mazbut and hundreds of their immovable properties have been taken under national treasury, till October 2007

[176] Kurban, D., Hatemi, K., 2009, "Bir Yabancılaştırma Hikâyesi: Türkiye'de Gayrimüslim Cemaatlerin Vakıf ve Tasınmaz Mülkiyet Sorunu", TESEV Yayınları, Istanbul, pp.16-17
[177] For information on "mazbut" and "mülhak" foundations, look at Appendix H.
[178] Directorate General of Foundations defines "mülhak" foundations as set up before the enforcement date of the abolished Turkish Civil Law no. 743, whose administration is granted to the descendants of the founder-grantor.

4.3. Potentialities

4.3.1. Environmental Scale

Rum school buildings in Istanbul house lots of potentialities with regard to their interior, exterior qualities, and locations. Putting their initial potentialities aside, their environmental features are more important in terms of their connection to the city. Therefore, it is important to evalueate the potentialities of the studied schools considering their relation with their environments and each other. The sixteen schools studied in scope of this thesis are located in seven different counties of Istanbul; Beyoğlu, Fatih, Şişli, Bakırköy, Sarıyer, Beşiktaş and Kadıköy.

Figure 30: Satellite view of Istanbul, featuring the counties with lists of studied schools they include.

In Beyoğlu

Studied schools in Beyoğlu are Zapyon R.İ.O., Zoğrafyon R.L.İ.O., Merkez R.İ.O.L., Ayakonstantin R.İ.O. and Karaköy R.İ.O. According to their potentialities related to their locations, the schools are grouped in three; the ones near to Taksim Square and Istiklal Street, the one in Karaköy, and the one near to Tarlabaşı Street.

Zapyon, Zoğrafyon and Merkez R.İ.O.L.s. are located close to Istiklal Street and Taksim Square, which are among most crowded areas in the city. In addition to their spatial and architectural qualities, these school buildings also have the advantage of being located in a commercially and socially rich environment. Taksim Square, Istiklal Street and their surroundings include many locations used for art, culture or entertainment activities. With respect to building stock, Taksim Square and Istiklal Street house many buildings dating to 18th, 19th and early 20th centuries, including some of the well known buildings in the city. These schools are also close to important public transportation hubs like subway, funicular railway, tramway and public bus. The fourth school in Beyoğlu, Karaköy R.İ.O. is located at South of Beyoğlu, on northern side of Kemeraltı Street in Karaköy district. Transportation in Karaköy is rich in terms of possibilities; there are stations of subway, tramway, and water transportation near the school, in addition to vehicular transportation. The fifth school in Beyoğlu is Ayakonstantin R.İ.O., which is located on north of Tarlabaşı Street, approximately 250 meters inside Tarlabaşı district. Building stock in Tarlabaşı has a more accommodation based use, unlike the other four schools' environments. Also, the school building is not close to a main pedestrian use like the first four schools mentioned. However, as a part of recent urban transformation projects, Tarlabaşı has a potential future for being a more culture based and more

Close environment of these five schools in Beyoğlu bear high amount of potential for cultural tourism. Unused school buildings in the county are very suitable for culture-oriented functions.

In Fatih

Fatih houses three of the studied schools; Fener R.İ.O.L., Maraşlı, and Langa R.İ.O. In this section, schools in Fatih are evaluated in two districts with respect to their potentialities. Fener R.İ.O.L. and Maraşlı R.İ.O. are located close to Shore of Haliç, and approximately 300 meters away from each other, being relatively close than most of the studied schools. Building complex of Rum Orthodox Patriarchate, which is the highest decision making organ over Rum Orthodox Minority in Istanbul is close to the schools, inbetween them. This area is spiritually very important for Rum Orthodox Community. The third school, Langa R.İ.O. is on Southern part of the county, half a kilometre away from Shore of Marmara Sea. The school building is located inside the complex of Aytodori Rum Othodox Church. Building stock in near environment of the complex is composed of mostly new buildings.

In Şişli

Two of the studied schools; Kurtuluş R.İ.O. and Feriköy R.İ.O. are located in this county. The two schools are connected with Kurtuluş Street, which has a length of approximately one kilometer. Kurtuluş Street is the economic and social core of the district. Kurtuluş R.İ.O. is located on Southern end of the street, next to the complex of Aya Dimitri Rum Orthodox Church; and Feriköy R.İ.O. is located close to the Northern end of the street, on Abide-i Hürriyet Street, which is in between two Christian Cemeteries, neither of which belongs to Rum Orthodoxes of Istanbul. Feriköy R.İ.O. building is linked to Halaskargazi Street with Rumeli Street and can be clearly seen from Halaskargazi Street. It is also close to Osmanbey subway station on Halaskargazi Street. It is suitable for temporary art or cultural exhibitions. In fact, both school buildings can be used together as two different locations for two parts of the same exhibition.

In Bakırköy

Bakırköy and Yeşilköy R.İ.O. are located in Bakırköy, but the two schools are away from each other; approximately eight kilometers. They both are located in commercially and publicly rich environements; Yeşilköy İstasyon Street and İstanbul Street. Yeşilköy R.İ.O. has a big courtyard, nearly 5000 m^2. Bakırköy R.İ.O. also has a courtyard, with an area of nearly 2200 m^2.[179]

In Beşiktaş

There is one school in Beşiktaş; Arnavutköy R.İ.O. The school has a large courtyard with greenery. Different than the schools in Sarıyer, surrounding area of the school is generally flat; there is not a significance level difference, so the school building can not be perceived from the main vehicular road, nor has a direct view of the Boshporus.[180]

In Sarıyer

Tarabya R.İ.O. and Yeniköy R.İ.O. are located in this county. Sarıyer has a coastal area development and these school buildings have a great potential of being used by users of sea transportation hubs. Especially after completion of restoration of famous Tarabya Hotel and construction of a "teknepark" in front of it, tourism potential of the district will eventually increase.[181] Since they are both built on higher grounds of their neighboorhoods, visual contacts of these schools towards the sea shore and the

[179] These numbers are only to give an impression for total areasof courtyards, not acquired from measured drawings; calculated via http://rehber.ibb.gov.tr/map.aspx, using the map's "measure a distance" tool.
[180] The building was unused at the survey date, but it is currently being used as a private pre-school since september 2011, under the name of "Merak Eden Çoçuk Arnavutköy Anaokulu". The building was restorated for this use.
[181] ISPARK, a constitution under Istanbul Metropolitan Municipality, is currently planning to build one of "teknepark"s in Tarabya Inlet. Tekneparks are marinas planned to be built on several points of the Boshporus, to be administrated by ISPARK.

Boshporus are good. Closer environments of both schools are generally accomaditons to high income citizens of Istanbul.

In Kadıköy

One of the studied schools is located in Kadıköy; Kadıköy R.İ.O. The school building is in use with only one student, being most of the spaces empty. It is close to Moda Street, and can be easily reached from Kadiköy Ferry Port on foot. The school buildings can be converted to a museum or be used for cultural purposes; temporary or permanent exhibitons, etc.

4.3.2. Building Scale

Despite their age, most of the school buildings are structurally in a moderate or good condition, providing strong use potential. Some of the buildings are built in architectural styles like Neo-Classic and Eclectic; and some of them are built in accordance with their environmental buildings, more dependent to their regional building approaches. Diversity of architectural characteristics gives each building different use potentialities.

In most of the schools, circulation areas like corridors and staris are large enough to provide circulation for a large number of users. Thus, the buildings can bear functions with dense circulation like exhibitions.

Schools' courtyards are in different size and characteristics, providing high amount of opportunities for different uses in them. Some courtyards have good amount of greenery and trees.

CHAPTER 5.

GENERAL CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL

Among sixteen studied school buildings of Grek Minortiy in Istanbul, only four have enough students to continue education (please look at the Table 2. in Chapter 3). In this section, a series of principles for possible conservation studies on Primary Schools of Rum Minority in Istanbul are defined considering all features, values, problems and potentialities of studied schools in scope of this thesis.

The principles are held under five titles;

1. Access & Public Awareness
2. Significance of Place
3. Authenticity
4. Restoration / Intervention Principles
5. Participation of the Associated Community

Principle 1:

Access & Public Awareness

1.1 Public awareness on a subject like school buildings of a Minority group in a city bears high level of importance in order to provide the necessary background for both conservation process and presentation process.

1.2 Interpretation should be considered an integral part of the conservation process and should be incorporated into the planning, financing, and management of projects developed for the schools.

1.3 Presentation of the schools after conservation processes is a very important step for reintegration of thee buildings to the city of Istanbul. Currently, most of Rum Minority Schools in Istanbul are not in sight for regular people, or unaware tourists in the city. Conservation studies should make these school buildings more attention taking with presentation efforts. Every effort should be made to ensure that presentation meets the needs of its varied audiences and is accessible to a wide public.

Principle 2:

Siginificance of Place

2.1 Significance of place is vital for conservation of Primary School Buildings of Rum Minortiy in Istanbul. As it is stated in Burra Charter, importance of significance of a place is for past, present and future generations, and can be provided with preservation of aesthetic, historic, scientific, social and spiritual values of the schools.[182]

[182] The Burra Charter for the Conservation of Places of Cultural Significance, 1999, ibid.

2.2 Conservation efforts should find all aspects creating significance of the subject school building, like artistic&tehnical, and social&cultural values it bears, and must preserve and restore and them .

2.3 Actors in conservation processes must pay extra attention for detecting original functions of all spaces in the schools, and must control all interventions in these spaces with respect to their detected original functions, without doing anything that can harm or destroy significance of these spaces. Spaces used as hall of ceremonies are among mostly changed and altered spaces in studied schools, and they are among first functions to be detected in a school building.

Principle 3:
Authenticity

3.1 Although in some school buildings original space organizations are changed, they should be preserved with all original furnitures and equipments inside them as a communal life's strong evidences.[183] Additional partition walls in spaces should be removed for this purpose. Additional timber framed partition elements in corridors should be kept since all of them are built with compatible materials with other original elements in buildings, and they do not harm original circulation organization in the building.

3.2 All factors affecting original architectural elements, furnitures, and equipments in school buildings should be detected and eliminated in conservation processes, providing sustainability of these elements and authenticity of the school building.

[183] Added or moved partition walls harm a sapce's original organization and characteristics. This situation is seen at six of studied school buildings; Ayakosntantin, Tarabya, Kurtuluş, Bakırköy, Arnavutköy and Feriköy R.İ.O.s. In order to see inventory of each school, please look at Appendix F.

Principle 4:

Conservation of the School Buildings

4.1 The unused and underused school buildings should be reintegrated to the city of Istanbul, in building stock of which they were once important members.

4.2 Potentialities related to location of schools are very important and should be benefited from in plannging process of conservations of schools. Especially the schools those are located far than city centers may rely more on environmental potentialities. They should be planned as pilot schemes for their environments; or may benefit from upgrowth in their near environments. Yeniköy, Tarabya, Bakırköy, Yeşilköy and Ayakonstantin R.İ.O.s should be included in this category.

4.3 There are lots of original furnitures and equipments used in education units, social&cultural units, and corridors that contribute to significance of place in these school buildings. These elements and equipments are vital, because they bear high amount of evident value as they are main signs of functions of a space. If the building is decided to be refunctioned, original furntiures and equipments in education units and equipments in corridors of school buildings should be kept in their original places, and be inserted to the new function.

4.4 School buildings with rare architectural or structural features and in a physically bad or severe condition, like Merkez R.İ.O.L and Yeniköy R.İ.O. should be immediately repaired and restored.

4.5 Architectural elements like door openings, window openings, and built-in cupboards must be preserved and continued to be used in, if there is any, new functionings. Inner windows those are seen in some school

buildings also should be kept as they are, and and if covered with timber panels or other elements, the additional covering should be removed.

4.6 Spaces used as housing units by school keepers and their families in buildings should be examined for possible unintentional damages made to structure or original elements of the building. In these units, additional materials on inner surfaces of spaces should be harmless to original materials and should be easily removable.

4.7 Additional buildings in courtyards of the schools should be handled according to their authenticity, artistic&technical value and age value. For instance, additional accommodation units on courtyards of Fener R.İ.O.L. and Bakırköy R.İ.O. should be conserved while the prefabricated building of Yeşilköy R.İ.O. may be removed from the courtyard.[184]

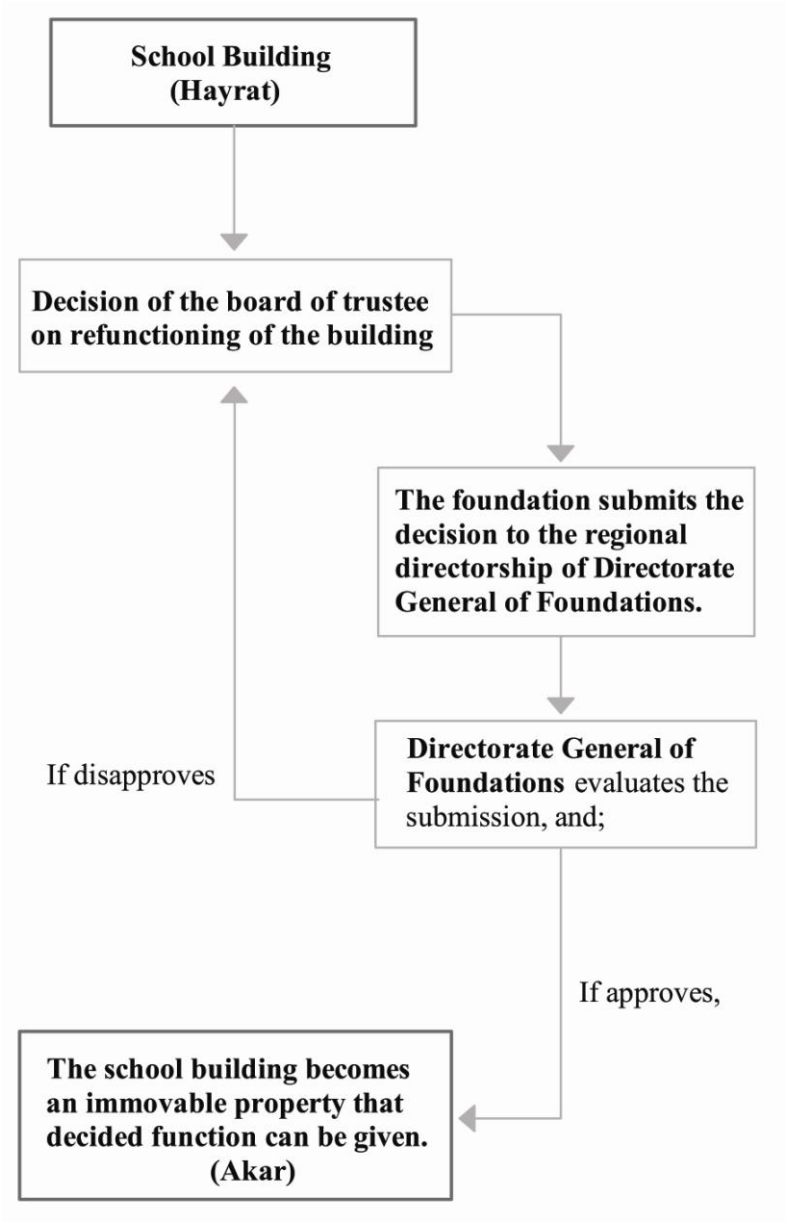
4.8 Alterations should be considered with respect to their degree. Changes in building mass that do not contribute to general architectural characteristic of the building must be removed, without structurally harming original building. Changes in structure may be preserved as they are, if they are not harming plan organization or covering original architectural elements of a school building. Minor changes should be taken into consideration with their degree of harm to overall authenticity of the building.

4.9 For an unused school building, if the legal entity of the associated foundation makes a decision on refunctioning the building, the new function should be carefully decided considering significance of place.

[184] For further information and images, look at related schools' inventory in Appendix F.

4.10 Refunctioning of a Rum School acording to current Foundations Law Number 5737 is explained with actors of the process, in Table 9. below.

Table 9. Legal and Administrational Process for Refunctioning of a Rum Minority School, According to Final Regulations in Foundations Law Number 5737.[185]



[185] For definitions of terms "hayrat"(charity) and "akar"(rental-yielding real estate), please look at Chapter Two, title "Rum Minority Foundations and Their Current Legal and Administrational Status". In order to understand the legal regulation on this process, please look at the articles 13th, 14th, 15th, 16th and 17th of Foundations Law Number 5737, in Appendix E.

Principle 5:

Participation of the Associated Community

5.1. Since socio-cultural values of these buildings make them especially more important for Rum Minority in Istanbul, ideas and suggestions of these people should be learned in early phases of conservation process of a school building. It is seen that buildings and plots of each school belong to a Rum Minority Fondation in the district. Some of the schools' conservation and if any, refunctioning processes should be carried out with contributions from these foundations' managements as both their right and their responsibility. However, some of the schools bear a lot more general concern among Rum Minority than the others. For instance, Fener R.İ.O.L. is so-called among Rum people as "Great School of Nation", bearing socio-cultural values at a tremendous rate, and all decisions about conservation of this school should be satisfying for all Greeks in Istanbul.

Lack of resources on Rum Minority and their schools in Turkey has been one of the major constraints of this thesis. In fact, for a study like this on education buildings of a minority community, communal approach to education and cultural reasons behind spatial organizations inside buildings must be understood. But because of lack of resources on these topics, these studies could not be done in this thesis. Intangible and spiritual values of Rum Minority could not be understood as much as intended, as well.

Another constraint was experienced before site survey, while requesting permission for entering the schools. Firstly, a proper request to Ministry of Education was submitted, but for approximately two months no result was acquired. After this unfortunate loss of time, another application was made to Istanbul Provincial Directorate of National Education, and entrance permission was finally taken. This permission provided the opportunity to do the site survey on studied schools.

More academic researches on social and cultural heritage of Rum Minority and all other Non-Muslim groups in Turkey must be done, and more researchers from different professions like architecture, conservation, history and sociology should be encouraged to take part on these researches.

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APPENDIX A

THE FIRMAN OF FATIH SULTAN MEHMED ON PATRıARCHATE AND RIGHTS OF FOREIGNERS, AND THE FıRMAN OF KANUNI SULTAN SULEYMAN ON CITIZENS OF FRANCE, IN OTTOMAN TURKISH

"Kimse Patrik'e tahakküm itmesün, kim olursa olsun kimse kendisine ilişmesün, kendüsü ve mahiyetinde bulunan papazlar dürlü umumi hizmetlerden müebbeden mu'af olsun. Kiliseleri, Camie tahvil edilmiyecektir. İzdivaç ve defin işleri, sair adet işleri, Rum kilise ve adetlerine gore eskisi gibi yapılacaktır." [186]

"Bundan başka Kralın uyruklarından hiçbiri büyük hükümdarın memleketinde devamlı ve aralıksız olarak on yıl oturmadıkça cizye, haraç, avarız, kabiye ödemeye mecbur değildir ve zorlanmamalıdır."[187]

[186] Peters, 1975, ibid., p.76
[187] Mayewski, 1986, ibid., p.72

APPENDIX B

CURRENTLY ACTIVE MINORITY FOUNDATIONS IN TURKEY[188]

Rum Minority Foundations

1. Aksaray Langa Aya Todori Rum Ortodoks Kilisesi
2. Altı Mermer Panayia Rum Ortodoks Kilisesi Vakfı
3. Altınözü Sarılar Mahallesi Rum Ortodoks Kilisesi Vakfı
4. Altınözü Tokaçlıköyü Rum Ortodoks Kilisesi Vakfı
5. Antakya Rum Katolik Kilisesi Vakfı
6. Antakya Rum Ortodoks Kilisesi Vakfi
7. Arnavutköy Aya Strati Taksiarhi Rum Ortodoks Kilisesi Vakfı
8. Ayvansaray Aya Dimitri, Aya Vlaharne Rum Ortodoks Kilisesi ve Mektebi Vakfı
9. Bademliköy Panayia Kimisiz Rum Ortodoks Kilisesi Vakfı
10. Bağımsız Türk Ortadoks Kiliseleri ve Patrikhanesi Vakfi
11. Bakırköy Aya Yorgi Aya Analipsiz Rum Ortodoks Kiliseleri ve Mektepleri Vakfi
12. Balat Aya Strati Rum Ortodoks Kilisesi Vakfı
13. Balat Panayia Balino Rum Ortodoks Kilisesi Vakfi
14. Balıklı Rum Hastanesi Vakfi
15. Bebek Aya Haralambos Rum Ortodoks Kilisesi Vakfi
16. Beşiktaş Cihannüma Rum Ortodoks Kilisesi Vakfi
17. Beşiktaş Panayia Rum Ortodoks Kilisesi Vakfı
18. Beykoz Aya Paraşkevi Rum Ortodoks Kilisesi Vakfi
19. Beyoğlu Merkez Rum Kız Mektebi Vakfi
20. Beyoğlu Rum Ortodoks Kiliseleri ve Mektepleri Vakfi
21. Beyoğlu Yenişehir Evangelistra Rum Ortodoks Kilisesi Vakfı
22. Boyacıköy Panayia Evangelistra Rum Ortodoks Kilisesi Vakfi

[188] Prime Ministry Directorate General of Foundations official website, http://www.vgm.gov.tr/sayfa.aspx?Id=38, accessed on June 11th, 2012.

23. Bozcaada Kimisiz Teodoku Rum Ortodoks Kilisesi Vakfı
24. Burgazada Aya Yani Rum Ortodoks Kilisesi ve Mektebi Vakfı
25. Burgazada Aya Yorgi Karipi Manasıtırı
26. Büyükada Panayia Aya Dimitri Profiti İlya Rum Ortodoks Kilisesi ve Mektebi Vakfı
27. Büyükdere Aya Paraşkevi Rum Ortodoks Kilisesi Vakfı
28. Cibali Aya Nikola Rum Ortodoks Kilisesi Vakfı
29. Çengelköy Aya Yorgi Rum Ortodoks Kilisesi Vakfı
30. Dereköy Aya Marina Rum Ortodoks Kilisesi Vakfı
31. Fatih Eğrikapı Panayia Rum Ortodoks Kilisesi Vakfı
32. Fener Maraşlı Rum İlkokulu Vakfı
33. Fener Meryemana Rum Ortodoks (Kanlı) Kilisesi Vakfı
34. Fener Rum Erkek Lisesi Vakfı
35. Fener Rum Patrikhanesi Avlusunda Aya Yorgi Rum Ortodoks Kilisesi Vakfı
36. Fener Tekfursaray Panayia Hançerli Rum Ortodoks Kilisesi Vakfı
37. Fener Vlahsaray Panayia Rum Ortodoks Kilisesi Vakfı
38. Fener Yoakimion Rum Kız Lisesi Vakfı
39. Feriköy 12.Apostol Rum Ortodoks Kilisesi ve Mektebi Vakfı
40. Galata Rum İlkokulu Vakfı
41. Gökçeada Merkez Panayia Rum Ortodoks Kilisesi Vakfı
42. Hasköy Aya Paraşkevi Rum Ortodoks Kilisesi Vakfı
43. Heybeliada Aya Nikola Rum Ortodoks Kilisesi ve Mezarlığı ve Aya Varvara Kilisesi Vakfı
44. Heybeliada Aya Triada Tepe Manasatırı Vakfı
45. Heybeliada Rum Ruhban Okulu Vakfı
46. İskenderun Arsuz Rum Ortodoks Kilisesi Vakfı
47. İskenderun Rum Ortodoks Kilisesi Fukara Vakfı
48. Kadıköy Rum Ortodoks Cemaati Kiliseleri Mektepleri ve Mezarlığı Vakfı
49. Kandilli Metemorfosis Hz. İsa Rum Ortodoks Kilisesi Vakfı
50. Kınalıada Panayia Rum Ortodoks Kilisesi Vakfı
51. Koca Mustafa Paşa Belgrat Kapı Panayia Rum Ortodoks Kilisesi Vakfı
52. Koca Mustafa Paşa Samatya Aya Konstantin Rum Ortodoks Kilisesi Vakfı
53. Koca Mustafa Paşa Samatya Aya Nikola Rum Ortodoks Kilisesi Vakfı
54. Koca Mustafa Paşa Samatya Aya Yorgi Rum Ortodoks Kilisesi Vakfı

55. Kuddusü Şerif Rum Patrikhanesine Bağlı Yeniköy Aya Yorgi Kilisesi ve Manastırı Vakfi
56. Kumkapı Aya Kiryaki Elpida Rum Ortodoks Kiliseleri Vakfı
57. Kurtuluş Aya Tanaş Aya Dimitri Aya Lefter Rum Ortodoks Kilisesi ve Mektebi Vakfi
58. Kuruçeşme Aya Dimitri Aya Yani Rum Ortadoks Kilisesi Vakfi
59. Kuzguncuk Aya Pandeliimon Rum Ortodoks Kilisesi
60. Ortaköy Aya Fokas Aya Yorgi Rum Ortodoks Kilisesi Vakfi
61. Paşabahçe Aya Konstantin Rum Ortodoks Kilisesi Vakfı
62. Salmatomruk Panayia Rum Orotdoks Kilisesi Vakfi
63. Samandağı Rum Ortodoks Kilisesi Vakfi
64. Samatya Aya Analipsiz Rum Ortodoks Kilisesi Vakfı
65. Samatya Aya Mina Rum Ortodoks Kilisesi Vakfi
66. Sarmaşık Aya Dimitri Rum Ortodoks Kilisesi Vakfi
67. Tarabya Aya Paraşkevi Rum Ortodoks Kilisesi ve Mektebi Vakfi
68. Tepeköy Evangelismos Rum Ortodoks Kilisesi Vakfı
69. Topkapı Aya Nikola Rum Ortodoks Kilisesi Vakfı
70. Üsküdar Profiti İlya Rum Ortodoks Kilisesi ve Mektebi Vakfı
71. Yeniköy Aya Nikola Rum Ortodoks Kilisesi Vakfı
72. Yeniköy Panayia Rum Ortodoks Kilisesi ve Mektebi Vakfı
73. Yenimahalle Aya Yani Rum Ortodoks Kilisesi Vakfi
74. Yeşilköy Aya İstepanos Rum Ortodoks Kilisesi Vakfi
75. Zapion Rum Kız Lisesi Vakfi
76. Zeytinliköy Aya Yorgi Rum Ortodoks Kilisesi Vakfi

Armenian Minority Foundations

1. Apeloğlu Andon Vakfi
2. Bakırköy Surp Astvazazin Meryemana Ermeni Kilisesi ve Mektebi Vakfi

3. Balat Surp Hreştegabet Ermeni Kilisesi ve Mektebi Vakfı
4. Beşiktaş Surp Astvazazin Meryemana Ermeni Kilisesi Vakfı
5. Beykoz Surp Nikagos Ermeni Kilisesi Vakfı
6. Beyoğlu Anarathıgutyun Ermeni Katolik Rahibeler Manastır ve Mektebi Vakfı
7. Beyoğlu Aynalı Çeşme Ermeni Protestan Kilisesi Vakfı
8. Beyoğlu Ohannes Gümüşyan Ermeni Kilisesi Vakfı
9. Beyoğlu Surp Gazer Ermeni Katolik Mihitaryan Manastır ve Mektebi Vakfı
10. Beyoğlu Üç Horon Ermeni Kilisesi Vakfı
11. Boyacıköy Surp Yeris Mangas Ermeni Kilisesi Vakfı
12. Büyükdere Surp Hripsimyans Ermeni Kilisesi Vakfı
13. Diyarbakır Ermeni Surp Küçük Kilise Hıdır İlyas Surp Gregos Kiliseleri Vakfı
14. Eyüp Surp Astvazazin Ermeni Kilisesi ve Arakelyan Mektebi ve Mezarlığı Vakfı
15. Eyüp Surp Yeğiya Ermeni Kilisesi Vakfı
16. Feriköy Surp Vartanaş Ermeni Kilisesi Vakfı
17. Galata Surp Lusavoriç (Cerçiş) Ermeni Kilisesi ve Mektebi Vakfı
18. Gedikpaşa Ermeni Protestan Kilisesi ve Mektebi Vakfı
19. Gedikpaşa Surp Hovhannes Ermeni Kilisesi Vakfı
20. Halıcıoğlu Meryemana Surp Astvazazin Ermeni Kilisesi ve Kalfayan Yetimhanesi Vakfı
21. Hasköy Surp İstepanos Ermeni Kilisesi ve Mektebi Vakfı
22. İskenderun Karasun Manuk Ermeni Ortodoks Kilisesi Vakfı
23. Kadıköy Surp Takavor Ermeni Kilisesi Aramyan Uncuyan Mektebi ve Mezarlığı Vakfı
24. Kandilli Surp Arakelos Ermeni Kilisesi Vakfı
25. Karaköy Surp Pırgıç Ermeni Katolik Kilisesi Vakfı
26. Kartal Surp Nişan Ermeni Kilisesi Mektebi Vakfı
27. Kayseri Surp Kirkor Ermeni Kilisesi Vakfı
28. Kınalıada Surp Kirkor Lusavoriç Ermeni Kilisesi Mektebi ve Mezarlığı Vakfı
29. Kırıkhan Ermeni Ortodoks Kilisesi Vakfı
30. Koca Mustafa Paşa Anarathigutyun Ermeni Katolik Kilisesi Vakfı
31. Koca Mustafa Paşa Surp Kevork Ermeni Kilisesi Mektebi ve Mezarlığı Vakfı
32. Kumkapı Meryemana (Drasular) Ermeni Kilisesi Vakfı
33. Kumkapı Meryemana Ermeni Kilisesi ve Mektebi Vakfı
34. Kumkapı Surp Harutyun Ermeni Kilisesi ve Mektebi Vakfı

35. Kuruçeşme Surp Haç Ermeni Kilisesi Vakfı
36. Kuzguncuk Surp Kirkor Lusavoriç Ermeni Kilisesi Vakfı
37. Mardin Ermeni Katolik Kilisesi Vakfı
38. Narlıkapı Surp Hovannes Ermeni Kilisesi Vakfı
39. Ortaköy Surp Astvazazin Meryemana Ermeni Kilisesi ve Mektebi Vakfı
40. Ortaköy Surp Kirkor Lusavoriç Ermeni Katolik Kilisesi Vakfı
41. Pangaltı Ermeni Katolik Mihitaryan Manastır ve Mektebi Vakfı
42. Rumeli Hisarı Surp Sanduth Ermeni Kilisesi Vakfı
43. Samandağı Vakıflı Köyü Ermeni Ortodoks Kilisesi Vakfı
44. Surphaç Tibrevank Ermeni Lisesi Vakfı
45. Şişli Karagözyan Ermeni Yetimhanesi Vakfı
46. Taksim Surp Agop Ermeni Hastanesi Vakfı
47. Topkapı Surp Nikagos Ermeni Kilisesi ve Mektebi Vakfı
48. Üsküdar Surp Garabet Kilisesi Mektebi ve Mezarlığı Vakfı
49. Üsküdar Surp Haç Ermeni Kilisesi Mektebi ve Mezarlığı Vakfı
50. Yedikule Surp Pırgiç Ermeni Hastanesi Vakfı
51. Yenikapı Surp Tetaos Patriğimeos Ermeni Kilisesi Vakfı
52. Yeniköy Küddipo Surp Astvazazin Ermeni Kilisesi Vakfı
53. Yeşilköy Surp İstepanos Ermeni Kilisesi Mektebi ve Mezarlığı Vakfı

Jewish Minority Foundations

1. Ankara Musevi Sinagogu Vakfı
2. Antakya Musevi Havrası Vakfı
3. Balat Ahrida Musevi Sinagogu Vakfı
4. Balat Or-Ahayim Musevi Hastanesi Vakfı
5. Beyoğlu Musevi Hahamhanesi Vakfı
6. Beyoğlu Seferadimi- Neveşalom Musevi Sinagogu Vakfı
7. Bursa Türk Musevi Cemaati Vakfı
8. Büyükada Hased Leavram Musevi Sinagogu Vakfı

9. Çanakkale Mekor Hayim Musevi Sinagogu Vakfı
10. Galata Yüksek Kaldırım Eşkenazi Musevi Sinagogu Vakfı
11. Hasköy Mealem Musevi Siangogu Vakfı
12. Hasköy Türk Karaim Musevi i Vakfı
13. İskenderun Musevi Havrası Vakfı
14. İzmir Musevi Cemaati Vakfı
15. Kadıköy Hemdat İsrael Sinagogu Vakfı
16. Kuzguncuk Bet-Yaokov Sinagogu Vakfı
17. Ortaköy Musevi Etz-Ahayim Sinagogu Vakfı
18. Sirkeci Musevi Sinagogu Vakfı

Syrian Minority Foundations

1. Beyoğlu Süryani Kadim Meryemana Kilisesi Vakfı
2. Diyarbakır Süryani Kadim Meryemana Kilisesi Vakfı
3. Elazığ Süryani Kadim Meryemana Kilisesi Vakfı
4. İdil Süryani Kadim Kilisesi (Mardodo) Vakfı
5. Mardin Süryani Kadim Deyrulzafara Manastırı ve Kiliseleri Vakfı
6. Mardin Süryani Katolik Kilisesi Vakfı
7. Mardin Süryani Protestan Kilisesi Vakfı
8. Midyat Süryani Deyrulumur Margabriel Manastırı Vakfı
9. Midyat Süryani Kadim Cemaatı Marborsom ve Mart Şemuni Kiliseleri Vakfı
10. Midyat Süryani Protestan Kilisesi Vakfı

Chaldean Minority Foundations

1. Diyarbakır Keldani Katolik Kilisesi Vakfı
2. Keldani Katolik Kilisesi Vakfı
3. Mardin Keldani Katolik Kilisesi Vakfı

Bulgarian Minority Foundations

1. Bulgar Ekzarhlığı Ortodoks Kilisesi Vakfı
2. Edirne Sveti Gorci Kilisesi Vakfı

1. Mersin Tomris Nadir Mutri Kilisesi Vakfı

APPENDIX C

ALL RUM MINORITY SCHOOLS IN ISTANBUL[189]

1. Feriköy Rum İlköğretim Okulu
2. Karaköy Rum Ana ve İlköğretim Okulu
3. Arnavutköy Rum İlkokulu
4. Bakırköy Özel Rum İlkokulu
5. Beyoğlu Merkez Rum Kız Lisesi
6. Beyoğlu Ayakonstantin Rum İlkokulu
7. Büyükada Rum İlkokulu
8. Büyükada Rum Yetimler İlkokulu
9. Fener Yuvakimyon Rum Kız Lisesi
10. Fener Rum Erkek Lisesi
11. Galata Rum İlkokulu
12. Heybeliada Rum Karma Okulu
13. Heybeliada Rum Rahipler Okulu
14. Kadıköy Rum Karma Okulu
15. Kadıköy Rum Kız İlkokulu
16. Kurtuluş Rum İlkokulu
17. Langa Rum İlkokulu
18. Maraşlı Rum İlkokulu
19. Tarabya Rum İlkokulu
20. Yeniköy Rum İlkokulu
21. Yeşilköy Rum İlkokulu
22. Zapyon Rum Kız Lisesi
23. Zoğrafyon Rum Erkek Lisesi
24. Beşiktaş Rum İlkokulu
25. Ortaköy Rum İlkokulu

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[189] Istanbul Rum Minority Web Site, http://istanbulrumazinligi.com/index.php?m=art&c=832&n=1070, accessed in October 21, 2010.

26. Büyükdere Rum İlkokulu
27. Bebek Rum İlkokulu
28. Boyacıköy Rum İlkokulu
29. Sarıyer Rum İlkokulu
30. Aya Triada
31. Aynalıçeşme Rum İlkokulu
32. Nane Rum İlkokulu
33. Evangelistria Rum İlkokulu
34. Kumkapı Rum İlkokulu
35. Samatya Rum İlkokulu
36. Edirnekapı Rum İlkokulu
37. Balat Rum İlkokulu
38. Cihali Rum İlkokulu
39. Lonca Rum İlkokulu
40. Ksiloporta Rum İlkokulu
41. Hasköy Rum İlkokulu
42. Hagios Potiras Antifonitis Rum İlkokulu
43. Salmatombruk Rum İlkokulu
44. Panayia Suda (Eğrikapı) Rum İlkokulu
45. Topkapı Rum İlkokulu
46. Fener Muhlio Rum İlkokulu
47. Burgazada Rum İlkokulu
48. Kınalıada Rum İlkokulu
49. Üsküdar Rum İlkokulu
50. Kandilli Rum İlkokulu
51. Çengelköy Rum İlkokulu
52. Kuzguncuk Rum İlkokulu
53. Yeldeğirmeni Rum İlkokulu
54. Kalamış Rum İlkokulu
55. Beykoz Rum İlkokulu
56. Paşabahçe Rum İlkokulu
57. Altımermer Rum İlkokulu
58. Yenimahalle Rum İlkokulu
59. Tahtaminare Rum İlkokulu

APPENDIX D

ADMINISTRATION OF FUSED (MAZBUT) AND ANNEXED (MÜLHAK) FOUNDATIONS[190]

Article 6- Fused Foundations shall be managed and represented by the Directorate General.

Annexed (mülhak) foundations shall be managed and represented by those managers to be appointed by the Council in accordance with the terms laid down in the charter provided that they do not contradict with the Constitution. The foundation managers may appoint assistants to help them. Qualifications sought for the managers of annexed (mülhak) foundations and their assistants shall be laid down in a regulation. Charity works shall be conducted and performed by the Directorate General per pro until the person who is not eligible for the manager position because they fail to meet terms laid down in the charter become eligible; the minors or those under the care of a guardian acquire their legal capacity and the vacant manager position is filled.

Managers for the Non-Muslim community foundations shall be appointed by their members. The rules and procedures for appointing foundation managers shall be laid down in a regulation.

The artisans' foundations shall be subject to the provisions governing annexed (mülhak) foundations. These foundations shall be managed by the board of directors appointed by the artisans'.

The management body of new foundations shall be appointed according to the deed of trust and the majority of those parties holding an office in the management bodies of the foundations should have a domicile in Turkey.

[190] Foundations Law 5737, 2008, article no 6.

APPENDIX E

ARTICLES 13, 14, 15, AND 16 OF FOUNDATIONS LAW NUMBER 5737 (2008)

Registration of immovable in the foundation's name

Article 13- Upon the request of the Directorate General, the unregistered charity immovable of fused foundations shall be registered by the property registry office in the names of the respective foundations.

Sales and concession values of rental-yielding immovable properties belonging to annexed (mülhak) and fused (mazbut) foundations, or immovable goods to be purchased, bartered or re-constructed shall be registered with the property registry office in the name of their respective foundations pro rata with the share held by that foundation.

Change in objective and function

Article 14- Where the fulfillment by foundations of the conditions in their charters becomes - de jure or de facto - impossible, the Council shall be authorized to change these conditions or to adjust the monetary values in their charity conditions according to current foundation revenues upon a proposal by the foundation's managers in the annexed (mülhak), Community and artisans' foundations and by the Directorate-General in fused (mazbut) foundations, provided that these shall not be inconsistent with the will of the founder grantor.

Qualities and exploitation of charity immovable

Article 15- Charity immovable of the Foundations cannot be pledged or attached; the statute of limitations leading to the acquisition of ownership and easement rights shall not be applicable.

Those immovable properties belonging to the Directorate General, annexed (mülhak) or fused (mazbut) foundations which cannot be used for the purposes they were originally endowed without violating the laws or public order or which turn out to be out of use or which cannot be used, partly or entirely, as a charity may be converted to a charity with the same or a similar purpose or may be turned into a rental-yielding real estate or may be turned into cash under a resolution by the Council in the case of fused foundations and under a resolution adopted by the Council upon the demand of the foundation manager in the case of annexed (mülhak) foundations. The cash may be allotted to another charity in the same manner. No fee shall be payable for allotments or transfers within the same foundation.

Allotment of charity immovables

Article 16- A function shall be allotted by the Directorate General to the charity immovables belonging to the fused (mazbut) foundations in line with primarily its respective charter. Any charity immovable which cannot be exploited or utilized by the Directorate General may be rented out until they can actually be used for their original purposes.

For the purposes of making charity immovable functional, Directorate General may allot charity immovable to public entities and institutions, to foundations with similar objectives or to associations working for public benefit against their repair and restoration works under its supervision, in order to ensure their use for the services defined in the foundation charter.

The Directorate General shall be consulted for its opinion for the allotment of the charity immovable which belongs to a annexed (mülhak) foundation.

The allotted immovable shall not be used in any commercial business; in the event it is determined there is a usage that violates the objective of the allotment, the immovable shall be evicted by the civil administrative officers of the location where the immovable is situated, upon the Directorate General's demand.

Immovables that belong to the Community foundations and that are not used as charity in part or in full may be converted to the rental-yielding property of the foundation based on the Council resolution and upon such a demand by the foundation's management, or may be allotted to another foundation that is the member of the same Community .

APPENDIX F

INVENTORIES OF SCHOOLS

This appendix includes inventories of the sixteen studied primary schools of Rum Minority in Istanbul.

GENERAL INFORMATION

Inventory Number	:	9
Name of the School	:	Langa Rum İlkoköğretim Okulu
Adress	:	Alacak Camii Street, No: 10, Aksaray
Building Lot No	:	
Founder of the School	:	Konstantin Adisidi
Owner of the School	:	Aya Todori Greek Orthodox Church Langa Greek Primary School Foundation
Foundation Date	:	1850
Construction Date of the Current Building	:	
Architect	:	Unknown

Brief History of the School : In 1850, the building next to the current building of the school was used as the main building with six classrooms. Current building of the school was donated to the church by Konstantin Adisidi and started to be used as school building in 1906, in era of Abdulhamid. In 1925, it was closed due to economic restrictions and the same year it was reopened with five classrooms. In 1947, the sixth classroom was added to education units of the primary schools.

General view including Tarlabaşı Bulvarı (1) Scale: 0 50 100 150 200m N

Site view (2) Scale: 0 5 10 15 20m N

Survey Informnation : Survey study on the school building was done in June 20th, 2011.

All spaces of the building could be entered and studied.

FEATURES OF THE SCHOOL

Location Information

Langa Rum İlköğretim Okulu is located in the same complex with AyaTodori Greek Orthodox Church, on eastern side of the intersection point of Aksaray Caddesi and Gazi Mustafa Kemal Paşa Caddesi. The school building is on South-western corner of the complex. The church, the school and other buildings in the comlpex are surrounded by Aksaray Caddesi on north-west, Hayriye Tüccari Caddesi on North, Paşazade Sokak on east and Imrahor Hamamı Sokak on South direction. Entrance to the complex from streets is provided by two doors; one from Hayriye Tüccari Street and one from Paşazade Sokak. There is a level difference between courtyard of the complex and Imrahor Hamamı Sokak. On the mentioned streets, ground floor spaces of buildings of the complex are in commercial use, including the spaces under the school building.

Environmental Characteristics : Building height is around six and eight storeys high in the district. Building heightincreases at the buildings facing Aksaray Street. Building stock around the complex is composed of mostly new buildings, built with reinforced concrete.

NOTES:

(1) Google Eath image.
(2) http://rehber.ibb.gov.tr

Information from M.S. Thesis of Dilek Şaman is used in General Information.

METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 31: Inventory of Langa R.İ.O.

General Characteristics of the School Building

The school building is two storey high, and its structural system is stone masonry. It is located in the complex of Ay Todori Greek Orthodox Church . There is one entrance door to the building from courtyard facade. The street floor under the school building are used as shops and cafes serving Imrahor Hamamı Sokağı. Facade organisations of courtyard side and street side are not similar to each other.

From courtyard, school building is percieved as two storey high and the facade has an assymmetrical organisation. On cortyard facade of the building, it is seen that entrance part is distinguished from rest of the facade with brick cover on the wall and differentiating window opening ratios.

North and north-east facades

North-West facade has a cascaded surface, and faetures both arched and rectangular framed window openings. There are cornices at floor levels. The buidling is percieved as three storey high from the street level, due to the commercial spaces under the school.

Exterior view of complex' from North, school part is on left side of the image

North-west facade, viewed from Imrahor Hamamı Sokak

Structural System and Material

Structural system of the building is stone masonry.

Original floor slabs and roofing are timber framed.

NOTES:

All images belong to Author.

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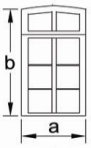
Figure 31: Inventory of Langa R.İ.O. (cnt'd)

Architectural Elements

Windows



*
opening ratio = a : b

All window openings on courtyard facade walls are arched; on ground floor depressed, on first floor central. All window frames are double winged.

Throughout the building, opening ratios vary; on ground floor close to 1:1, on first floor 1:2.

Doors

Entrance door to the building on courtyard facade is depressed arched and double winged.

Doors of interior spaces are all single winged, except for the door dividing first floor's south and north parts.

Timber framed partition elements

There are two timber framed partition elements in the school building; one on ground floor and one on first floor.

Furnitures & Equipments

- ✓ **Chairs/Seats** (in edu. units)
- ✓ **Students' desks** (in edu. units)
- ✓ **Teacher's desk** (in edu. units)
- ✗ **Platform** (in edu.units)
- ✗ **Map holder** (in edu. units)
- ✗ **Cupboard** (in edu. units)
- ✗ **Chair** (in social spaces)
- ✗ **Desk** (in social spaces)
- ✓ **Wall hanger** (in edu. units/corridors)

Building Form and Plan Scheme

Building Form : L shaped.

Number of Storey : Basement floor + ground floor + first floor + second floor

Ground floor of the school building houses two course units, two social units, toilets and a storage under stairs. Corridor of the floor is L shaped. On southern side of the floor, social spaces cafeteria and teacdhers' lounge are located while on right, art room and classroom are located. The classroom has a richly decorated ceiling and wall coverings, because it was used as a cocktail room before. A wall separates the corridor leading to entrances of mentioned course units and corridor leading to wcs, which includes "askılıklar" and "lavabolar".

Ground Floor Plan 0 5 10m N

NOTES:

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Measured drawings from M.S. Thesis of Dilek Şaman are used as basis of plans.

METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 31: Inventory of Langa R.İ.O. (cnt'd)

Building Form and Plan Scheme

On first floor,there are three classrooms, and three administration units, which are principal's office, assistant principal's office and founder's room. There is also a storage space under the stair leading to roof level. Principal's office is located on eastern corner of the floor, havig a good view of the courtyard and entrance.

First Floor Plan 0 5 10m

Functions of Spaces

	Administrative Units					Education Units								Social & Cultural Units						Service Units						
	Principal's Office	A. Principal's Office	Secretary Room	Founder's Room	Archives	Class Room	Music/Art Room	Chess Room	Computer Room	Physic Laboratory	Chemistry Laboratory	Biology Laboratory	Gymnastic Saloon	Hall of Ceremonies	Cafeteria	Canteen	Teacher's Lounge	Library	Corridors	Medical Room	WC	Bath	Janitor Room	Storage Room	Steam Room	Housing for Principal/sk
Grnd Floor							1							1*	1		1				1			1		
First Floor	1	1		1		3																				
TOTAL	1	1		1		3	1							1*	1		1				1			1		

Original Function : Primary School

Original Capacity : Three classrooms of students

Current Function : In use

Current Capacity : Unknown

NOTES:

* The space is a cocktail room.

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Plans of the building in M.S. Thesis of Dilek Şaman are used in functional analysis.

METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 31: Inventory of Langa R.İ.O. (cnt'd)

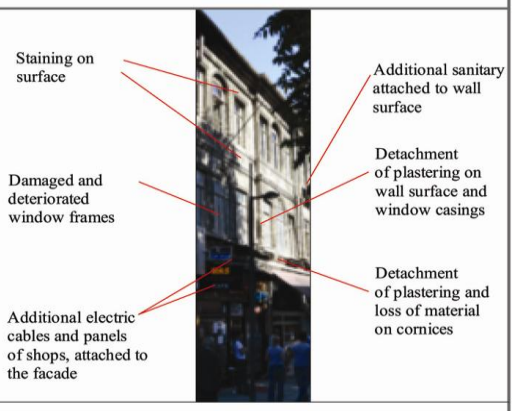
Physical Condition

Facades facing the courtyard of te building complex are in a good condition. The building's more problematic facade is North-West facade, which faces Imrahor Hamamı Street.

Due to rain water exposition and possibly vandalism, plasterworks are in a severe condition on the facade.There is detachment of plaster especially on window casings and cornices. Timber window frames have fiberization problem.

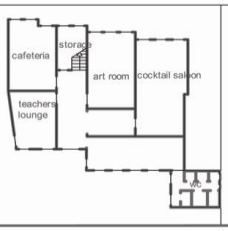
Due to commercial use of the ground level of the building on the street, there are additional materials and elements attached to wall surface. There are panels of shops, electric cables, and covering elements in front of these shops, damaging the already deteriorated facade surface.

There is also staining problem on all facade surface, due to dense traffic on near streets.



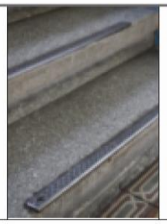
There is sagging on original flooring in front of the stairs, on ground floor.

Interiors of the building are in a good condiiton, due to its continuity of use and food maintenance.



The school building is in a moderate condition, considering its slight structural problems, major facade problems and good interior state.

Alteration



Stairs are reconstructed with reinforced concrete.

NOTES:

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METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 31: Inventory of Langa R.İ.O. (cnt'd)

EVALUATION

			VALUE		PROBLEM	POTENTIAL
INTRINSIC	PYSICAL	Technical&Artistic, Age, Document Values	The school building bears **technical & artistic** value with its cascading street facade, unique plasterworks, etc. The building bears **age value,** since it's construction date is older than many of the buildings around it in Langa. All architectural features and elements of the building makes it rich in terms of featuring its term's construction and ornamentation techniques and lives of its past users; bringing the building **document** value.	STRUCTURE	—	—
INTRINSIC	AUTHENTICITY	Authenticity&Originality Values	The school building bears **authenticity** value especially with its original ornamentations in ground floor spaces.	ALTERATION	—	—
EXTRINSIC	SOCIO & CULTURAL	Social, Identity/Communal, Historical, Political, Educational, Evidential Values	The school is an important cultural heritage, especially for Greek minority in Arnavutköy. It bears **social, identity/communal , historical, political, evidential** and **educational** values.	SOCIAL	There is not enough Greek people living in the district to provide continuity of education in the school.	—
EXTRINSIC	USE	Use&Funtional, Continuity in use Values	The school building posesses **use/functional** value with its spatial qualities.	USE STATE	The building is underused, because there is not enough students.	Since it is located in a complex with a church and its auxiliary units, there is not much possibility for the school building to have functions different than religion related ones.
EXTRINSIC	ECONOMIC	Economic Value	Gazi Mustafa Kemal Paşa Street is a commercially rich and crowded street, and the school's nearness to it is gives the school more **economic** value	ADMINISTRATIVE	—	—
EXTRINSIC	LOCATION	Rarity, Group Values	The school building posesses **horizontal group** value with its location in the building complex of Ay Todori Greek Orthodox Church.	ENVIRONMENT	—	—

NOTES:

METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 31: Inventory of Langa R.İ.O. (cnt'd)

GENERAL INFORMATION

Inventory Number	:	13
Name of the School	:	Yeniköy Rum İlkokulu
Adress	:	Sait Halimpaşa Street, No:10Yeniköy
Building Lot No	:	
Founder of the School	:	Hristaki Zografos
Owner of the School	:	Yeniköy Panayia Kilisesi ve Yeniköy Rum Mektebi Vakfi
Foundation Date	:	
Construction Date of the Current Building	:	1872
Architect	:	Konstantinos Dimadis

General view Scale: 0 50 100 150 200m N

Site view Scale: 0 5 10 15 20m N

Brief History of the School : There was an elementary school for girls before the current school building was constructed. Mentioned school was founded in 1750. In 1850, another elementary school building for boys was constructed opposite the mentioned school. In 1872, current building of Yeniköy Greek Elementary School was constructed and students from mentioned schools were transferred to it.

Survey Information : Survey study on the school building is done in June 25th, 2011.

All floors on first floor were entered, but on ground floor hall of ceremonies could not be entered in site study. The hall was photographed from windows.

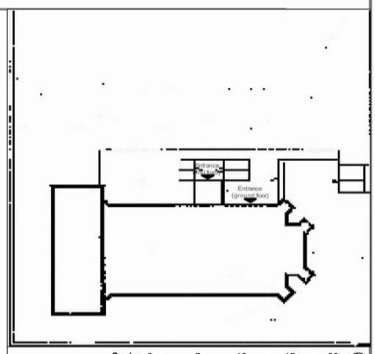
FEATURES OF THE SCHOOL

Location

The school building is located in Yeniköy, approximately 150 meters away from Köybaşı Caddesi near to Boshporus shores. On east side of the school building, there is Sait Halim Paşa Caddesi, parallel to Köybaşı Caddesi. On north-west side of the school, there is Yapı Kredi Yeniköy Korusu, a large green area. On the other side, Aya Nikolai Greek Orthodox Church is right opposite the school, though the two are not related in terms of management. The school is related to another church, Panayia Greek Orthodox Church, which is located 300 meters north on Köybaşı Caddesi. The school building ha a good view of Boshporus, due to slopped area.

Environmental Characteristics : Yeniköy is amongst most prominent districts in İstanbul, residents of which are upper echelon of the city. Closer to Boshporus Shore, more expensive the properties in the vicinity are.

Building stock in the nearby environment of the school are composed of historic buildings and new buildings. They are mostly four storey high.



Site Plan Scale: 0 5 10 15 30m N

NOTES:

(1) Google Eath image.
(2) http://rehber.ibb.gov.tr

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METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 32: Inventory of Yeniköy R.İ.O.

General Characteristics of the School Building

The school building is two storey high, but at the western end of the building three is the third floor used as housing. The school building has a basilical plan. Most of the ground floor area is in use as hall of ceremonies and cafeteria. At the western end of the hall/cafeteria, there are stage of the hall and storage spaces. On eastern end of the hall, there are kitchen and storage spaces. There is an additional one storey building on souther side of the school building that houses wcs and reached through door on eastern end of the hall. The first floor is where course units and administration units of the school are located.

View of East and South facades.

It is observed that the main walls are constructed with stone and brick. Decorational elements used on facades are completely made of brick.

There are two entrance doors to the building, both providing entrance to different levels of the school building. Both entrance doors are on North facade, and the one leading to first floor is raeched through a stair in front of it. There are add

East Facade

Front facade of the school building has an axial organisation. Middle part with three window openings on each floor is projected. There is not an entrance door to the building on front facade. On aixal center of the facade, on roof level, there is adescription panel, which is covered with a central arch as seen on window openings. All window casings are made of brick.

Front facade of the building has highly detailed brick ornamentations. Similar brick work is also seen on another studied building; Fener Rum İlköğretim Okulu ve Lisesi, architect of which is also Konstantinos Dimadis.

North facade has an asymmetrically arrangement. On north facade, there are two entrance doors of the building. The entrance part on first floor is projectioned and reached through a stair.

View of eastern side of north facade showing both entrance doors.

Middle part of north facade

Western side of North facade

Structural System and Material

Main walls and interior walls are stone and brick masonry. Brick , is used in bond courses among stone masonry on main walls. Thickness of main walls are 65 cantimeters on ground floor and decreases on first floor level.

Slab of ground floor is reinforced concrete and slab of first floor is timber frame.

NOTES:

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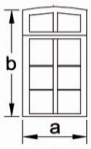
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 32: Inventory of Yeniköy R.İ.O. (cnt'd)

Architectural Elements

Windows



*
opening ratio = a : b

Window openings on first floor are covered with central arches. All of the openings on this floor have an opening ratio of 1:2, except for the two at two sides of the opening on center of front facade. On the other hand, window openings on ground floor are covered with very depressed arches and have an opening ratio of 1:1.

Doors

Interior spaces' doors are timber framed and single winged. They do not have panels.

Entrance doors to the building are metal framed and double winged. After entrance door, entrance to the floor corridor on first floor is provided by a timber framed double winged door. Link between ground floor and first floor is also provided by a similar door at the above ending of the stair.

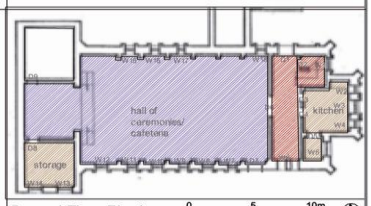
Furnitures & Equipments

- ✓ **Chairs/Seats** (in edu. units)
- ✓ **Students' desks** (in edu. units)
- ✗ **Teacher's desk** (in edu. units)
- ✗ **Platform** (in edu.units)
- ✗ **Map holder** (in edu. units)
- ✗ **Cupboard** (in edu. units)
- ✗ **Chair** (in social spaces)
- ✗ **Desk** (in social spaces)
- ✗ **Wall hanger** (in edu. units/corridors)

Building Form and Plan Scheme

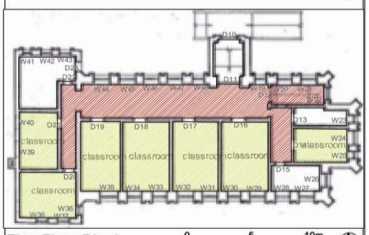
Building Form	:	Rectangular shaped.
Number of Storey	:	Ground floor + first floor

Ground floor of the building is composed of hall of ceremonies/cafeteria, kitchen and storage areas.



Ground Floor Plan* 0 5 10m N

On first floor, there are seven spaces around the corridor; five classrooms, principal's office and a WC. Stairs leading up to first floor are narrow, and opens to the floor corridor via a double winged door (D12). Principal's office is at the western end of the corridor and entrance area is visible from there.



First Floor Plan* 0 5 10m N

NOTES:

* The spaces, information on functions of which could not be found, are left empty in these plans.

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METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 32: Inventory of Yeniköy R.İ.O. (cnt'd)

Functions of Spaces

	Administrative Units					Education Units								Social & Cultural Units						Service Units							
	Principal's Office	A. Principal's Office	Secretary Room	Founder's Room	Archives	Class Room	Music/Art Room	Chess Room	Computer Room	Physic Laboratory	Chemistry Laboratory	Biology Laboratory	Gymnastic Saloon	Hall of Ceremonies	Cafeteria	Canteen	Teacher's Lounge	Library	Corridors	Medical Room	Kitchen	WC	Bath	Janitor Room	Storage Room	Steam Room	Housing for Principal/sk.
Grnd Floor														1							1				1		
First Floor	1					6																					
TOTAL	1					6								1							1				1		

Original Function : Primary School **Original Capacity** : Six classrooms of students

Current Function : Unused **Current Capacity** : 0

NOTES:

Plans of the building in Dilek Şaman's thesis are used in functional analysis.

METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
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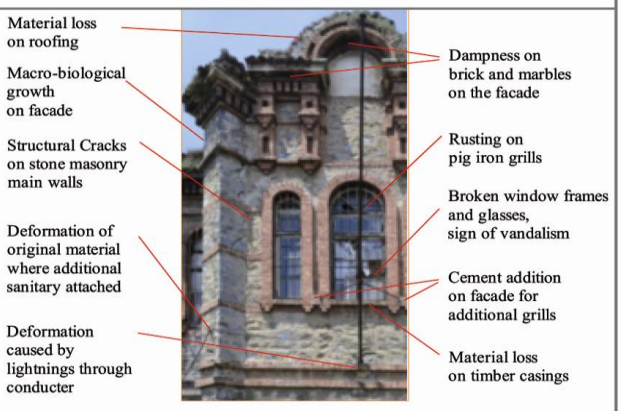
Figure 32: Inventory of Yeniköy R.İ.O. (cnt'd)

Physical Condition

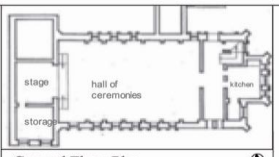
Main walls have structural cracks and bending on several parts of the school building. In addition, dampness and macro biological growth is seen on facades. There is material loss on timber window casings. Some additional materials like cement for holding some additional elemnts harms ornamentations. There is a burned surface in the middle of front facade that is caused by lightning.

Roof covering and eaves have material loss and detachment problem. Macrobiological growth is another problem of roof level of the building.

Vandalism has some effects on this school building since some of the window frames and window panes are broken by thrown objects.



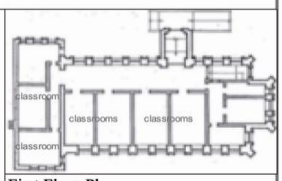
There are fissures on inteiror wall surfaces and ceiling surfaces. All ornamentations on ceilings are lost. Humidity is a major problem in all spaces. Because most of the windows are harmed on eastern part of the building, humidity in spaces of the part is in greater scale.



Ground Floor Plan

Flooring is in a bad condition, too. Flooring of the stage in hall of ceremonies is in a severe condition.

The problems of walls and ceilings are similar to ground floor's, with ceilings being in a worse condition. There is loss of plastering in eastern spaces' ceilings. On this floor, windows of western spaces are demolished,too.



First Floor Plan

Timber framed flooring is deteriorated due to humidity in some parts. Original classroom furnitures are in a severe condition and removed from their original places.

Building is in a severe condition that main walls, interior walls, ceiling surfaces and architectural elements are in a bad condition.

Alteration

There are some additional openings with PVC elements on western part of the building due to housing use of this part.

There are some closings of openings on original architectural elements like classroom doors.

Related to housing use in the building, needed bonds are held by nails on original window frames and wall surfaces.

Some openings on western part of the building are closed with cement.

On second floor of western part, there are some altered window frames with PVC.

NOTES:

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METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 32: Inventory of Yeniköy R.İ.O. (cnt'd)

EVALUATION

			VALUE		PROBLEM	POTENTIAL
INTRINSIC	PYSICAL	Technical&Artistic, Age, Document Values	The school building bears high amount of **technical & artistic** value with its eclectic architectural style, basilical plan scheme, rich brickworks and ornamentations on facades, and architectural elements that have high level of craftmanship. The school building has **age** value. In addition, the school has **document** value, because it features an example of its term's architecture and bears traces of lives of past users in its all elements and spaces.	STRUCTURE	There are material loss on roofing and structural cracks on main walls.	—
	AUTHENTICITY	Authenticity&Originality Values	The school building bears **authenticity** value with its original elements and spaces.	ALTERATION	—	—
EXTRINSIC	SOCIO & CULTURAL	Social, Identity/Communal, Historical, Political, Educational, Evidential Values	The school is an important cultural heritage, especially for Greek minority in Yeniköy. It bears **social**, **identity/communal** , **historical, political, evidential** and **educational** values.	SOCIAL	There is not enough Greek people to attend their children to the school.	The building can be an interest for cultural tourism with its unique architecture.
	USE	Use&Funtional, Continuity in use Values	—	USE STATE	The building is unused, schoolkeepers are accomodating in the building.	
	ECONOMIC	Economic Value	The school building bears **economic** value with its architectural qualities and location in Yeniköy.	ADMINISTRATIVE	—	—
	LOCATION	Rarity, Group Values	The school building posesses **rarity** value with its rare construction technique and architectural style.	ENVIRONMENT	—	Located close to sea shore, the building is easy to raech by vehicles, there is not a traffic problem in close surrounding.

NOTES:

METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 32: Inventory of Yeniköy R.İ.O. (cnt'd)

GENERAL INFORMATION

Inventory Number	:	2
Name of the School	:	Ayakonstantin Rum İlkokulu
Adress	:	Kalyoncukulluk Caddesi, No: 76, Beyoğlu
Building Lot No	:	380 / 11
Founder of the School	:	Unknown
Owner of the School	:	Beyoğlu Rum Cemaati
Foundation Date	:	1840
Construction Date of the Current Building	:	1875
Architect	:	Unknown

General view including Tarlabaşı Bulvarı (1) Scale: 0 50 100 150 200m N

Site view (2) Scale: 0 5 10 15 20m N

Brief History of the School : The school was called as "the second primary school" after the primary school division of Zografyon, which was then called as "first primary school". It was a primary school for boys.

In 1928, it was attached to the first primary school for girls, which was adjacent to it, and started to be called Ayakonstantin Primary School.

Survey Information : Survey study on the school building is done in June 16th, 2011.

Basement floor of the building could not be surveyed because it was full of furnitures of upper floors. Because of the same reason, original furnitures of classrooms could not be seen.

FEATURES OF THE SCHOOL

Location Information

The school is located on north of Tarlabaşı Bulvarı, approximately 300 meters inside the dense tissue of Tarlabaşı Mahallesi. Aya Konstantin Orthodox Church is right next to the school, the two creates a very important complex together with auxiliary units. The complex isat eastern side of Kalyoncu Kulluğu Caddesi, and at southern side of Kemer Bostan Sokak.The school building is a corner building and its plan scheme is shaped by the eastern end of the complex.

Environmental Characteristics : Tarlabaşı is a housing district which is composed of buildings dating to early twentieth century and even late nineteenth century. The buildings are generally four storey high. Most of them are brick and stone masonry. Buildings are mostly in use by low income families and citizens, for this reason buildings are not maintained and most of them are in a bad condition. While upper floors are used as residents, ground floors are used for handcraft workshops and shops. The ground floor of the church and the school complex facing the streets are also in use as workshops. The district is has a slopped topography.

NOTES:

(1) Google Eath image.
(2) http://rehber.ibb.gov.tr

Information from M.S. Thesis of Dilek Şaman is used in General Information Part.

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DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 33: Inventory of Ayakonstantin R.İ.O.

General Characteristics of the School Building

The school building is three storey high, and its structural system is brick masonry. It is located in the complex of Aya Konstantin Greek Orthodox Church. There are three entrance doors to the building , all of which are in the courtyard. The main entrance is from the ground level, the same level with the church. The other entrances are from a lowered part, opening to basement floor of the school. The front area of theese entrances is one floor lower than the courtyard.

The entrance facade is arranged assymmetrically. There is no use of ornamentation through the building exterior. All windows are depressed and first floor windows are more depressed than the lower floors' ones. Entrance door is not arched. Lime based plastering is seen on walls. Window openings are framed by brick casings. There is use of pig iron grills on ground and basement floor openings.

West facade(entrance facade), facing the church.

Lower part of west facade provides entrance to the pre-school divison of the school. Toilet spaces are forward than the rest of the facade and have window openings with different opening ratios.

This part of the facade is the most deteriorated part of the building facade.

West facade, with lowered frontal area.

On north and north-west facades of the school building, there are vaulted spaces on street level and they are in use as handcraft workshops. While the building is two storey high in courtyard, from Kemerbostan and Yeniçeri Ağası Streets, the building is percieved as four storey high, with basement floor and vaulted workshops facing the street.

The facade arrangements are not symmetrical and there is not casing frames around window openings on these facades. In addition, basement floor windows are not arched, while they are arched in courtyard. It is seen that nearly all the window openings of school are closed on this facades with bricks and brickets.

North and north-east facades

Structural System and Material

Main walls and interior walls are brick masonry. Thickness of main walls are 40 cantimeters on first floor and increases on street level.

Original floor slabs were timber framed, but the ceiling and floor slab of first floor were reconstructed with reinforced concrete.

NOTES:

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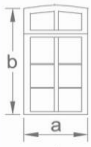
METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 33: Inventory of Ayakonstantin R.İ.O. (cnt'd)

Architectural Elements

Windows



*
opening ratio = a : b

On the west facade, segmental arched windows with sliding openings are seen on ground floor. On first floor, it is seen that arches are more depressed.

Throughout the building, opening ratio and framing types varies; on ground floor 1:2, on first floor 1:1,5.

Doors

On west facade, entrance door on ground floor and one of the two entrance doors on basement floor are iron constructed and rectangular formed unlike the window openings on the facade. On the other hand, the other entrance opening to the basement floor on the same facade is timber framed and arched. Inside, some spaces' doors are arched, some are not.

Timber framed partition elements

These architectural elements are used generally either for creating storm doors or dividing bigger spaces into two for changing need of area. In this school, they are used on ground floor for both explained needs.

Furnitures & Equipments

- ✗ **Chairs/Seats** (in edu. units)
- ✗ **Students' desks** (in edu. units)
- ✗ **Teacher's desk** (in edu. units)
- ✗ **Platform** (in edu.units)
- ✗ **Map holder** (in edu. units)
- ✗ **Cupboard** (in edu. units)
- ✓ **Chair** (in social spaces)
- ✓ **Desk** (in social spaces)
- ✗ **Wall hanger** (in edu. units/corridors)

Building Form and Plan Scheme

Building Form	:	L shaped.
Number of Storey	:	Basement floor + ground floor + first floor

On this floor of the building is composed of two classrooms, hall of ceremonies/cafeteria, teachers' lounge, and a WC. There is a timber framed partition element (P1) right opposite the entrance door (D1), creating a windbreak. Corner spaces on this floor are used as wc and teachers' lounge. Right next to the door of teacher's lounge, there are two built-in cupboards (C1, C2). At the end of the corridor, there is the hall of ceremonies, which also is used as cafeteria of the school. This space is divided into two by another partition element (P2). Right next to the hall/cafeteria is the stairs to basement floor.

Ground Floor Plan

NOTES:

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Measured drawings from M.S. Thesis of Dilek Şaman are used as basis of plans.

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Onur Tunç Ekmekci
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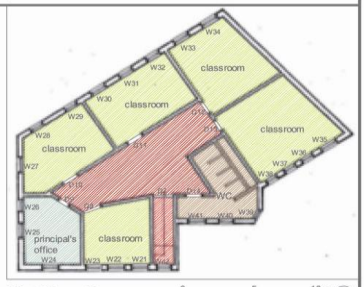
Figure 33: Inventory of Ayakonstantin R.İ.O. (cnt'd)

Building Form and Plan Scheme

On first floor, there are seven spaces around the corridor; five classrooms, principal's office and a WC. Stairs coming up to first floor are narrow, and opens to the floor corridor via a double winged door (D7). Principal's office is at the western end of the corridor and entrance area is visible from there.



First Floor Plan

Functions of Spaces

	Administrative Units					Education Units								Social & Cultural Units					Corridors	Service Units						
	Principal's Office	A. Principal's Office	Secretary Room	Founder's Room	Archives	Class Room	Music/Art Room	Chess Room	Computer Room	Physic Laboratory	Chemistry Laboratory	Biology Laboratory	Gymnastic Saloon	Hall of Ceremonies	Cafeteria	Canteen	Teacher's Lounge	Library		Medical Room	WC	Bath	Janitor Room	Storage Room	Steam Room	Housing for Principal/sk
Bsmt Floor	Pre-school*																									
Grnd Floor						2								1			1				1					
First Floor	1					5															1					
TOTAL	1					7								2			1				2					

Original Function : Primary School + Pre-school

Original Capacity : Seven classrooms of students + (pre-school)

Current Function : Unused

Current Capacity : 0

NOTES:

* Pre-school part of the school, the basement floor, could not be entered during site survey.

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Plans of the building in Dilek Şaman's thesis are used in functional analysis.

METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
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Figure 33: Inventory of Ayakonstantin R.İ.O. (cnt'd)

Physical Condition

All of the facades have staining problem, especially the south-west facade. Salt deposits are another problem on facades since the gutters are in a bad condition and broken at some points, it is cleear that the facade has been exposed to rain water for a long time.

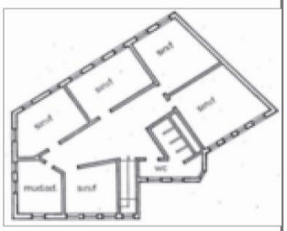
It can be said taht vandalism has been experienced in this school building since most of the window frames and windowpanes are clearly broken by thrown objects.

Apart from vandalism, window frames are in a bad condition probably because of their exposition to rain water, also.

Ground floor ceilings are partially collapsed. There is a structural deformation at the entrance ceiling, which is consolidated with timber trusses.

There are surface deterioration on all walls in nearly every space in the building. All wooden and timber framed architectural elements, including window frames, doors, partition elements and cupboards are in a bad condition.

First floor wall surfasces are in a bad condition. There is loss of materilal, detachments on brick masonry walls.



Building is in a severe condition that the roof and nearly all of the slabs, including ceiling and floorings are reconstructed. In addition, material loss is seen on all floors, with higher ratios on first floor.

Architectural elements are also in a severe condition with deteriorations on timber frames and wooden surfaces.

Alteration

All of the openings on the north facade of the building are filled with bricks and brickets. Only left openings are on the first floor, above part of the original window frame.

Also, on west floor, most of the openings are closed from inside probably because most of their window frames were extremely harmed as it is seen on west facade.

It is percieved that first floor slab and ceiling are reconstructed with concrete. It is possible that first floor ceiling was reconstructed in last years, but reconstruction date of the floor's slab is unknown.

Some openings are filled and closed like this built in cupboard.

There are additional timber trusts additions consolidating the original floor slab above entrance space.

NOTES:

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METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
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Figure 33: Inventory of Ayakonstantin R.İ.O. (cnt'd)

EVALUATION						
			VALUE		PROBLEM	POTENTIAL
INTRINSIC	PYSICAL	Technical&Artistic, Age, Document Values	The building bears **age value,** but there is not a strong gap betwen the building's age and surrounding buildings' age. All architectural features and elements of the building makes it rich in terms of showcasing its term's construction techniques and lives of its past users, and having **document** value.	STRUCTURE	—	After interventions done on roofing and first floor ceiling, the building is structurally in a good condition.
INTRINSIC	AUTHENTICITY	Authenticity&Originality Values	The school building possesses **authenticity** value with its original elements on ground floor.	ALTERATION	First floor ceilings and roofing structure of the building are completely altered with reinforced concrete material.	Despite high amount of damage done to architectural elements on facades , the broken parts are preserved inside the building and can lead to a proper restration of them.
EXTRINSIC	SOCIO & CULTURAL	Social, Identity/Communal, Historical, Political, Educational, Evidential Values	The school is an important cultural heritage, especially for Greek minority in Tarlabaşı. It bears **social**, **identity/communal** , **historical, political, evidential** and **educational** values.	SOCIAL	Since it is seen that vandalism has been experienced in the building.	—
EXTRINSIC	USE	Use&Funtional, Continuity in use Values	—	USE	There is not enough Greek people living in Tarlabaşı for continuity of education in the school and their number is decreasing.	The building poseeses use potential, especially with the other buildings in the comlex.
EXTRINSIC	ECONOMIC	Economic Value	Since the building is located within a complex with a church, it does not have flexibility of being used for various functions, especially ones unrelated to the church. Then, the school building does not bear much economic value.	ADMINISTRATIVE	—	—
EXTRINSIC	LOCATION	Rarity, Group Values	Since it is built in a building complex with a church and other auxillary units, the school building has **rarity** value. The builidng also possesses **horizontal group** value with the other buildings in the complex.	ENVIRONMENT	—	The fact that Tarlabaşı district is in focus of an urban transformation project can have a positive effect on protection of the building and the complex it is within.

NOTES:

METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
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Figure 33: Inventory of Ayakonstantin R.İ.O. (cnt'd)

GENERAL INFORMATION

Inventory Number	:	12
Name of the School	:	Tarabya Rum İlköğretim Okulu
Adress	:	Ahu Çelebi Sokak, No:27 Tarabya
Building Lot No	:	
Founder of the School	:	Petros Sağredos, Stelyos Stilyanidis, Mateo ve Eleni Nikolau, Feriköy Fukaraperver Cemiyeti
Owner of the School	:	
Foundation Date	:	
Construction Date of the Current Building	:	1880
Architect	:	Unknown
Brief History of the School	:	Unknown

General view (1) Scale: 0 50 100 150 200m N

Site view (2) Scale: 0 5 10 15 20m N

Survey Information : Survey study on the school building is done in June 24th, 2011.

Spaces on the eastern side of the entrance corridor could not be photographed, because the spaces are used as accomodation unit for the school keeper family.

FEATURES OF THE SCHOOL

Location

The school building is located at south side of Ahu Çelebi Sokak. It has a courtyard with a large number of trees on it, blocking the view on both NOrth and South directions. The building courtyard is seperated from the road by a stone masonry wall. Kitchen of the school cafeteria is an additional building on western side of the building, directly linking to the cafeteria on ground floor.

Environmental Characteristics : Tarabya is one of the most valuable vicinities of Istanbul. Located at the western side of the Boshporus, most of the building stock in the district have view of the boshporus, including the school building. The building stock in the district is mostly composed of residential units, which are three to four storey high. Except for the buildings surrounding the streets on sea level, there is no use commercial use on ground floors of buildings.

NOTES:

(1) Google Eath image.
(2) http://rehber.ibb.gov.tr

Information from M.S. Thesis of Dilek Şaman is used in General Information.

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Figure 34: Inventory of Tarabya R.İ.O.

General Characteristics of the School Building

Structural system of Tarabya Rum İlköğretim Okulu is brick and stone masonry. The school building is two storey high. There are two entrance doors to buildinmg of the school from north facade and from sourth facade. Because the lot of th eschool is sloppyi both entrance doors are reached through stairs the one on south facade being more stepped.

North facade of the building is arranged symmetrically and composed of three parts horizontally. While side parts have equal features, entrance part is differentiated from side parts in many ways. Material used on main walls of entrance part is timber while side parts' main walls are made of stone. Window openings are different with respect to their forms, opening ratios and sizes. It is seen that entrance par wndows are narrower than the ones on side parts. Entrance door has a triangular pediment upon it, at the same level with the cornice between two floors. The pediment has the same wideness with the entrance door.

South facade is organised same way with north facade, wtih some differences. There are openings to storage spaces under ground level, as a result of slopped courtyard of the school. In addition, there is a triangular pediment upon entrance door at the same level with the one on north facade, but as wide as whole entrance part.

North facade

South facade

Structural System and Material

Stone and brick masonry are used together.

Ground and first floor slabs are brick arch floor systems.

NOTES:

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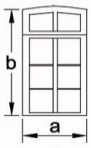
Figure 34: Inventory of Tarabya R.İ.O. (cnt'd)

Architectural Elements

Windows



*
opening ratio = a : b

Most of window openings have an opening ratio of 2:3. On the other hand, there are openings on entrance part of the building that have a ratio of 2:5, on both front and rear sides.

Original timber frames of window openings on ground and first floors are not present currently, because of alteration. Window openings of storage spaces under ground floor are closed with tin grills.

Doors

Timber framed doors of classrooms are single winged and do not have panels. Only double winged door is belong to hall of ceremonies on ground floor.

Both entrance doors are metal framed and double winged. The doors have panels. Entrance to storage spaces under ground floor are also provided by metal framed doors.

Timber framed partition elements

There is one timber framed partition elements on first floor, dividing the corridor in two.

Furnitures & Equipments

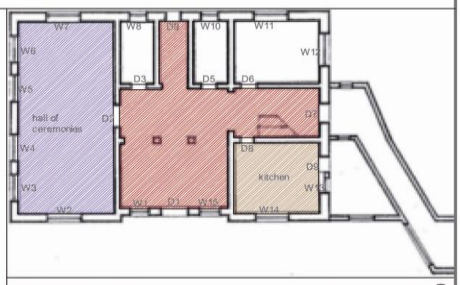
- ✓ **Chairs/Seats** (in edu. units)
- ✓ **Students' desks** (in edu. units)
- ✓ **Teacher's desk** (in edu. units)
- ✗ **Platform** (in edu.units)
- ✗ **Map holder** (in edu. units)
- ✓ **Cupboard** (in edu. units)
- ✓ **Chair** (in social spaces)
- ✗ **Desk** (in social spaces)
- ✗ **Wall hanger** (in edu. units/corridors)

Building Form and Plan Scheme

Plan Scheme : L shaped.

Number of Storey : Basement floor + ground floor + first floor + second floor

Ground floor consists of hall of ceremonies and service spaces. Hall of ceremonies is also used as cafeteria, and kitchen is located right next to entrance space. Inside original building, there is no toilet space. The corridor linked to the additional building on western side of the floor heads to the toilet space.



Ground Floor Plan 0 5 10m N

NOTES:

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Onur Tunç Ekmekci
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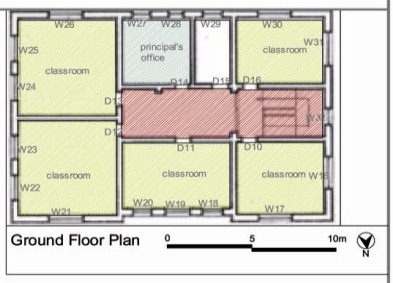
Figure 34: Inventory of Tarabya R.İ.O. (cnt'd)

Building Form and Plan Scheme

First floor is where five classrooms and principal's office are located in the building.



Functions of Spaces

	Administrative Units					Education Units								Social & Cultural Units						Service Units						
	Principal's Office	A. Principal's Office	Secretary Room	Founder's Room	Archives	Class Room	Music/Art Room	Chess Room	Computer Room	Physic Laboratory	Chemistry Laboratory	Biology Laboratory	Gymnastic Saloon	Hall of Ceremonies	Cafeteria	Canteen	Teacher's Lounge	Library	Corridors	Medical Room	WC	Bath	Janitor Room	Storage Room	Steam Room	Housing for Principal/sk
Grnd Floor														1	1						2					
First Floor	1					5											1									
TOTAL	1					5								1	1		1				2					

Original Function : Primary School

Original Capacity : Five classrooms of students

Current Function : Unused

Current Capacity : 0

NOTES:

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Plans of the building in M.S. Thesis of Dilek Şaman are used in functional analysis.

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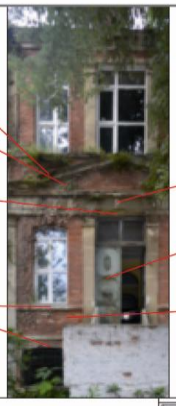
Figure 34: Inventory of Tarabya R.İ.O. (cnt'd)

Physical Condition

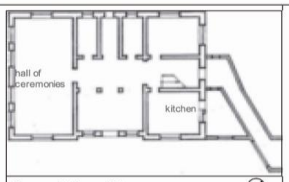
There are parts of facade surface that staining is seen as a result of humidity. There are micro and macro biological growth on severeal palces on facades, especially on south facade.

As a result of humidity and exposition to rain water, stone elements used on entrance parts of facades are in a bad condition. Rain water exposure caused also salt deposition on the facades. Loss of material and partial detachments are seen on the mentioned elements.

There is material loss on timbers on south facade. Some additional facade elements damages original timber and stone materials. Rusiting is seen n metal elements like entrance doors and metal window grills.

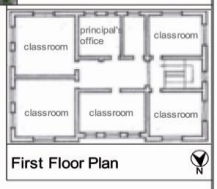


There is surface deterioration on all wall surfaces in all spaces on ground floor. Surfaces and elements closer to ground level are more damaged and deteriorated. Loss of plaster is seen. Material loss is seen on columns in entrance space.



Corner surfaces of walls and ceilings have humidity problem. Despite deteriorat.ons seen on walls and ceilings, flooring does not have any major problems on ground floor.

The problem of humidity is seen on first floor, too. Main walls' interior surfaces and their intersection corners with ceilings are the most affected places from this problem.



Classroom on northern side of the floor, above the entrance space has structural problems on its ceiling at main wall side, which is consolidated. There are high amounts of humidity on main walls of principal's office and classroom next to it. The walls of these spaces also have fissures on the walls.

The school building is in a bad condition, considering humidity problem in nearly all of the spaces of it, structural issues seen on main walls, and high amount of material loss seen on facades.

Alteration

All of the timber window frames on both ground floor and first floor are altered with PVC frames. Only original window frames are the ones on additional kitchen building.

There is a consolidation for main walls, applied from the Norhern side of the first floor, inside the classroom at the middle.

NOTES:

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Measured drawings from M.S. Thesis of Dilek Şaman thesis are used as basis of plans.

METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
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Figure 34: Inventory of Tarabya R.İ.O. (cnt'd)

EVALUATION

			VALUE		PROBLEM	POTENTIAL
INTRINSIC	PYSICAL	Technical&Artistic, Age, Document Values	The school building bears **technical & artistic** value with its Neo-Classic architectural style, and plasterworks on exterior facades. The building bears **age value,** since it's construction date is older than many of the buildings around it inTarabya. All architectural features and elements of the building makes it rich in terms of showcasing its term's construction techniques and lives of its past users, and having **document** value.	STRUCTURE	There are structural problems some parts of main walls.	—
	AUTHENTICITY	Authenticity&Originality Values	The school building bears **authenticity** value with its original elements and furnitures.	ALTERATION	All of the original window frames are changed with PVC ones.	Removed original window frames are being kept in unused spaces of the school.
EXTRINSIC	SOCIO & CULTURAL	Social, Identity/Communal, Historical, Political, Educational, Evidential Values	The school is an important cultural heritage, especially for Greek minority in Tarabya. It bears **social, identity/communal , historical, political, evidential** and **educational** values.	SOCIAL	There is not enough Greek people living in Tarabya for continuity of education in the school and their number is decreasing.	—
	USE	Use&Funtional, Continuity in use Values	The school building posesses high amount of **use/functional** value with its spaces in different sizes, large coridors on both floors and courtyard.	USE STATE	The building is unused, school keepers are accomodating in the space which is used to be the hall of ceremonies.	—
	ECONOMIC	Economic Value	The school building bears high level of **economic** value with its spaces with good qualities, courtyard and building lot in Tarabya.	ADMINISTRATIVE	—	—
	LOCATION	Rarity, Group Values	—	ENVIRONMENT	—	The building has a good view of the boshporus, and cen be easily percieved from the sea shore and vehivular main road.

NOTES:

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Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 34: Inventory of Tarabya R.İ.O. (cnt'd)

GENERAL INFORMATION

Inventory Number	:	4
Name of the School	:	Fener Greek High School and Primary School
Adress	:	Sancaktar Yokuşu, No:36, Fener
Building Lot No	:	
Founder of the School	:	Yorgi Zafari, Yatapedi Manastırı, Zafiropluas, Koronis, Eugenidis
Owner of the School	:	Fener Rum Mektebi Kebiri Foundation
Foundation Date	:	Around 1453
Construction Date of the Current Building	:	1881
Architect	:	Konstantinos Dimadis

General View (1) Scale: 0 50 100 150 200m N

Site view (2) Scale: 0 5 10 15 20m N

Brief History of the School : Also known as "Mektebi Kebir" and "Great School of Nation",the school is considered to be the first high school of Greek Minority founded in Istanbul. It was used as a cultural center of Greek Minority in Turkey, in 19th century. The current building has had a repair in 1904, founded by Zarifi family. The school had close relationship with Patriarchy since its foundation, which wekaned after opening of Heybeliada Ruhban Okulu.

Survey Information : Survey study on the school building is done in June 12th, 2011.

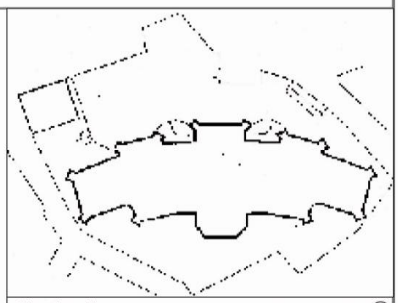
Basement floor, the tower, and hall of ceremonies could not be entered.

FEATURES OF SCHOOLS

Location

Fener Rum İlköğretim Okulu ve Lisesi is located on one of seven hills of Istanbul, Fener. Around 200 meters away from sea shore the school complex includes a two storey high auxillary unit and a 25 meters long sport field on the courtyard. The school is on eastern side of Sancaktar Yokuşu and on western side of Tevkii Cafer Mektebi Sokak. Because the distrcit is exteremely slopped geographically, the school courtyard is reached via stairs from the street.

Environmental Characteristics : Fener has housed Greek Minority for centuries as the majority within itself in its history. Currently, the district has a building stock mostly in Greek traditions and architecture. Narrow streets are an important characteristic of the district.



Site Plan (3) Scale: 0 5 10 15 20 25 30m N

NOTES:

(1) Google Eath image.
(2) http://rehber.ibb.gov.tr
(3) Site plan is taken from Dilek Şaman's M.S. thesis

Information from M.S. thesis of Dilek Şaman is used in General Information.

METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
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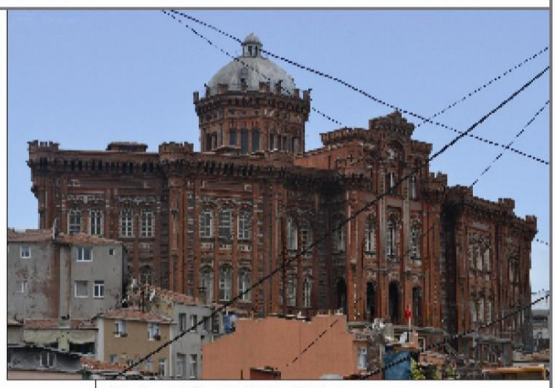
Figure 35: Inventory of Fener R.İ.O.L.

General Characteristics of the School Building

The three storey high school building's structural system is brick masonry with stone masonry. There are two entrance doors to the building , both of which are in the courtyard. The main entrance is from the ground level reached through a stair from courtyard. The other entrance is from basement floor, under the entrance archade.

The entrance facade is arranged symmetrically in seven parts horizontally, entrance part being in the middle. On North-west facade,

All windows are covered with arches, and first floor windows are more depressed than the lower floors' ones. Entrance door is not arched. Lime based plastering is seen on walls. Window openings are framed by brick casings. There is use of pig iron grills on ground and basement floor openings.



North-west facade, facing Halic.

North and south facades are symmetrically organised and has four window openings on their surfaces. There are less ornamentations than nprth-west facade.

North-west facade, view from courtyard level

South facade on left, part of east facade on right side.

Structural System and Material

On main walls, brick masonry and stone masonry are used together. Thickness of main walls are 50 cantimeters on ground floor.

Floor slabs are reinforced concrete, roof structure is timber framed.

Ornamentaitions on facades are done using both cut stone and timber.

NOTES:

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Onur Tunç Ekmekci
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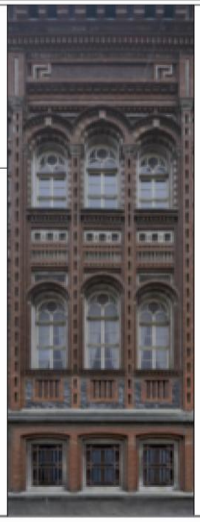
Figure 35: Inventory of Fener R.İ.O.L. (cnt'd)

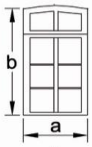
Architectural Elements

Windows



All window openings are arched. On ground and first floor, central arch, on basement floor and roof floor segmental arch are seen.

Throughout the building, opening ratio of most of the window openings on ground and first floors is 2:5. On basement floor and roof floor windows opening ratio is close to 1:1. Windows on the tower have an opening ratio of approximately



*
opening ratio = a : b

Doors

All of the doors of the building are double winged and do not have panel. Depending on floor heights, size of doors varies.

They are all timber framed. There are two metal framed doors, and they are courtyard entrance door and basement floor entrance door.

Classroom doors have openings in the middle of their wings for visual contact.

Furnitures & Equipments

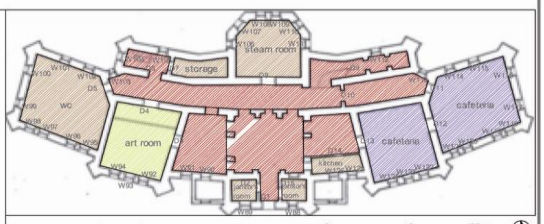
- ✓ **Chairs/Seats** (in edu. units)
- ✓ **Students' desks** (in edu. units)
- ✓ **Teacher's desk** (in edu. units)
- ✓ **Platform** (in edu.units)
- ✗ **Map holder** (in edu. units)
- ✗ **Cupboard** (in edu. units)
- ✓ **Chair** (in social spaces)
- ✓ **Desk** (in social spaces)
- ✓ **Wall hanger** (in edu. units/corridors)

Building Form and Plan Scheme

Building Form	:	L shaped.
Number of Storey	:	Basement floor + ground floor + first + roof floor + tower floors

All floors in the school building are linked with two stair wells on south-west side of the building. Both stairs lead to one corridor reapeating on all floors.

Basement floor of the school building is composed of two cafeterias, one art room, and service spaces. Space under one of the two stairs is used as storage room. The large area in the middle of the corridor serves as gymnastic saloon in winter.



Basement Floor Plan

NOTES:

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Measured drawings from M.S. thesis of Dilek Şaman are used as basis of plans.

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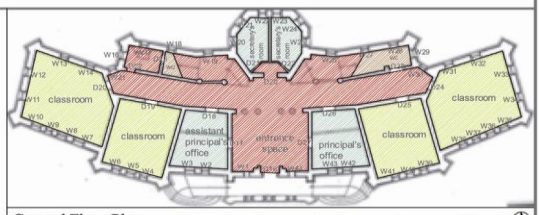
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 35: Inventory of Fener R.İ.O.L. (cnt'd)

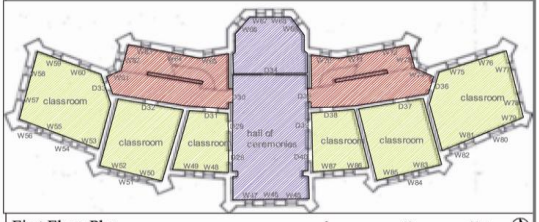
Building Form and Plan Scheme

On ground floor, administrative units are located around the entrance space and course rooms are located on both endings of the circulation corridor. There are pprincipal's office, assistant principal's office, two secreteary's rooms and four classrooms on this floor..



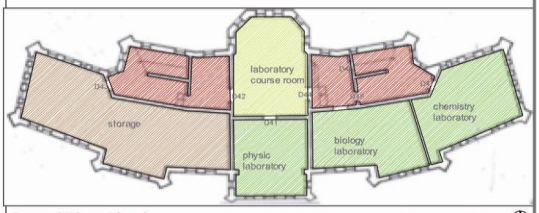
Ground Floor Plan 0 10 20m N

First floor consists of seven classrooms and hall of ceremonies located on central area of the floor. Hall of ceremonies crosses the circulation corridor, and the stair lead to each side of the hall. Classrooms on south-eastern and north-western corners of the floor have stepped floors.



First Floor Plan 0 10 20m N

Roof floor of the school is composed of physic, biologyi chemistry laboratories, one classroom for laboratories and a storage space, which covers all south-eastern side of the building. The floor also includes the entrance to the tower. All laboratory spaces are enlightened with roof windows.



Second Floor Plan * 0 10 20m N

NOTES:

Plans of the building in M.S. thesis of Dilek Şaman are used in functional analysis.

* Window openings on this floor plan are not true, and should not be taken into consideration. Because of this, windows on this floor are not numbered.

METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
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Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 35: Inventory of Fener R.İ.O.L. (cnt'd)

Functions of Spaces

	Administrative Units					Education Units								Social & Cultural Units						Service Units							
	Principal's Office	A. Principal's Office	Secretary Room	Founder's Room	Archives	Class Room	Music/Art Room	Chess Room	Computer Room	Physic Laboratory	Chemistry Laboratory	Biology Laboratory	Gymnastic Saloon	Hall of Ceremonies	Cafeteria	Canteen	Teacher's Lounge	Library	Corridors	Medical Room	Kitchen	WC	Bath	Janitor Room	Storage Room	Steam Room	Housing for Principal/sk
Bsmt Floor							1*								2+1**						1	1			1	1	
Grnd Floor	1	1	2	1		4											1					2					
First Floor						6								1													
Scnd Floor						1				1	1	1													1		
TOTAL	1	1	2	1		11	1*			1	1	1		1	2+1**		1				1	3			2	1	

Original Function : Primary School + High School

Original Capacity : Eleven classrooms of students

Current Function : Used

Current Capacity : 60

NOTES:

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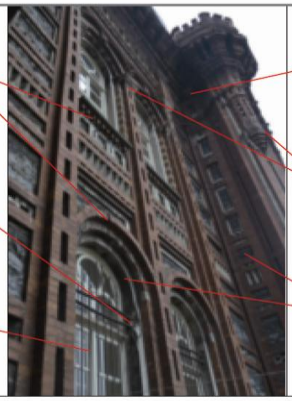
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 35: Inventory of Fener R.İ.O.L. (cnt'd)

Physical Condition

Although the school building is in use since 1881, it does not have a long list of problems with respect to its physical condition.

Problems of detachment and material loss on ornamentations are seen on facades of the building. Stone and brick materials of ornamentations are lost due to high amount of water exposure and wind, especially on north-east facade.



Building is in a moderate condition

Alteration

No alteration is seen on the building.

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EVALUATION

			VALUE		PROBLEM	POTENTIAL
INTRINSIC	PYSICAL	Technical&Artistic, Age, Document Values	The school building bears high amount of **technical & artistic** value with its eclectic architectural style, plan scheme, brickworks and ornamentations, and architectural elements that have high level of craftmanship for its term. It possesses **age value,** being older than most of the surrounding buildings. The building has high amount of **document** value, since it features examples of its term's construction technique, craftsmanship and architecture style	STRUCTURE	—	The building's structure is in a good condition. It's interior condition is also in a very good condition because it has been used with enough students since the building's construction in 1881.
INTRINSIC	AUTHENTICITY	Authenticity&Originality Values	The school building bears high amount of **authenticity** value with its original materials and elements on all floors.	ALTERATION	—	—
EXTRINSIC	SOCIO & CULTURAL	Social, Identity/Communal, Historical, Political, Educational, Evidential Values	The school bears a high importance for Greeks in TUrkey and in Greece due to its history. It is called "Red School of Our Nation" in Greece. It bears **social, identity/communal , historical, political, evidential** and **educational** values.	SOCIAL	—	The school building's potential for cultural tourism is ver high, being a symbolic school for Greek people.
EXTRINSIC	USE	Use&Funtional, Continuity in use Values	The school building posesses high amount of **use/functional** value with its interior and spatial characteristics. Because it has been used since its construction, it also has **continuity of use** value.	USE STATE	—	Functional potential of the school is very high due to its locational potential, being easily percieved from Haliç.
EXTRINSIC	ECONOMIC	Economic Value	The school building bears **economic** value with its position on top of one of seven hills of Istanbul, its big scale, and its very well mainteined spaces.	ADMINISTRATIVE	—	—
EXTRINSIC	LOCATION	Rarity, Group Values	The school building posesses **rarity** value with its rare construction technique and architectural style.	ENVIRONMENT	Topography of the near environment is very slopy, and streets are very narrow, making transportation and reaching to the school hard.	There is Greek Orthodox Patriarchate on South of the school, and close to it. Existence of these buildings in this district make it important for Greek minority.

NOTES:

METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
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Supervisor: Inst. Dr. Nimet Özgönül

Figure 36: Inventory of Fener R.İ.O.L. (cnt'd)

GENERAL INFORMATION

Inventory Number :	11
Name of the School :	Merkez Rum İlköğretim Okulu ve Lisesi
Adress :	Ağa Hamam maç Street, No: 40 Taksim
Building Lot No :	
Founder of the School :	Beyoğlu Greek Community, Stefanos Zafiropulos, Eleni Zarifi,
Owner of the School :	
Foundation Date :	
Construction Date of the Current Building :	May 1, 1850
Architect :	Unknown

Brief History of the School : This was the first Greek school that education was free for girls of low income families. The school was founded as an elementary school. High school division was added in 1953. Between years 1953 and 1957 , there were pre-school class rooms. In 1987, the school was continuing its education in three divisions; primary school, elementary school and high school.

General view (1) Scale: 0 50 100 150 200m N

Site view (2) Scale: 0 5 10 15 20m N

Survey Information : Survey study on the school building is done in June 22th, 2011.

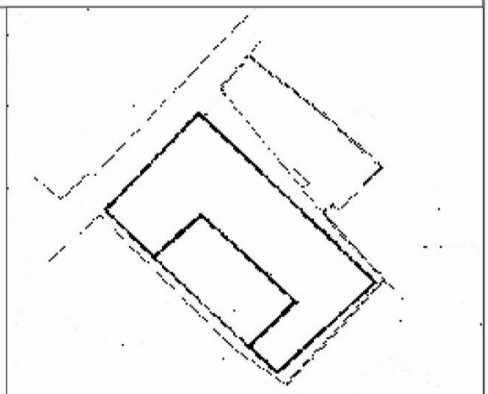
All floors except for basement floor are entered and surveyed during site study.

FEATURES OF THE SCHOOL

Location

The school building is located on western side of Maç Sokak, which is parallel to Sıraselviler Caddesi and approximately 100 meters away and on noth-west direction. The school building covers nearly all of its lot. Only space aound the school is on north-east side, in front of the entrance doors. On Maç Sokak, at the opposite of Merkez Rum İlköğretim Okulu ve Lisesi, there is a foreign school; Private Saint Pulcherie French High aSchool.

Environmental Characteristics : On school's south, there is Cihangir, which is one of the most admired districts for intellectual citizens in the city. Building stock on the area is mostly built around the same term with theschool building and their structural system is brick and stone masonry. Most of the surrouding buildings are four to five storey high and built adjacently.



Site Plan (3) Scale: 0 5 10 15 20 25 30m N

NOTES:

(1) Google Eath image.
(2) http://rehber.ibb.gov.tr
(3) Site Plan is taken from Dilek Şaman's thesis.

Information from M.S. Thesis of Dilek Şaman is used in General Information.

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Figure 36: Inventory of Merkez R.İ.O.L.

General Characteristics of the School Building

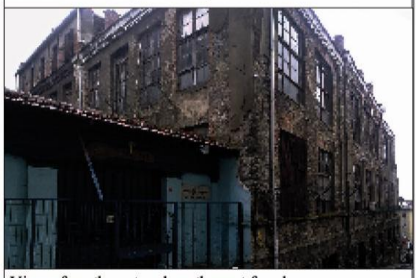
The school building is three storey high, and its structural system is stone and brick masonry. Entrance to school courtyard is through the courtyard door next to north-west facade. Inside courtyard, there are three entrance doors to the building and all of them are on north-east facade.

North-east facade

North-east facade is arranged symmetrical, horizontally in three parts. All three parts has their own entrance door. On facade, entrance part is three stories high and side parts are two stories high. The facade have ornamentations on its cornices. The cornice has an ornamentation projected on endings of the facade and inbetween three parts of the facade. All window openings in the facade are rectangular framed and do not have casings.

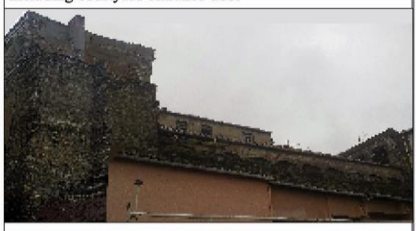
North-east facade, entrance part

North-west facade is arranged symmetrical and organised in three parts like north-east facade. There are window openings of basement floor visible from Maç Sokak on this facade. The facade has the same ornamentations on its eave. The middle part of this facade is differentiated from the side parts by two specific moves. The part is projected and part of the eave on it is raised. Window openings are the same with the ones on north-east facade.



View of north-east and north-west facades including courtyard entrance door

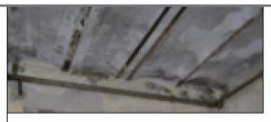
South-west facade of the building has three parts. On middle part there are window openings o f gymnastic saloon and above it, window openings of additional third floor are seen. On this side of the school building, there are no openings on side parts. There is no facade organsation on this side, because the school building was adjacent to the next lot on this side. Window openings o f third floor are different than the ones on other facades in terms of opening ratio and size. They do not have casings, too. On gymnastic saloon's facade, there are segmental arched window openings.



South-west facade

Structural System and Material

On all floors except for additional third floor and gymnastic saloon, main walls and interior walls are mix of stone and brick masonry. Gymnastic saloon's main walls are brick masonry and its roof structure is timber framed. Additional third floor of the school building has brick main walls. Thickness of main walls are 60 cantimeters on ground floor and



Floor slabs are brick arch floor on all levels. Roofing structure of both main building and gymnastic saloon are timber framed. Gymnastic saloon ceiling and roof structure is a very rare and important example.

NOTES:

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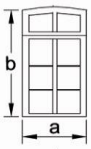
Figure 36: Inventory of Merkez R.İ.O.L. (cnt'd)

Architectural Elements

Windows



*
opening ratio = a : b

Despite their exteiror view, window openings on main wall of the building are segmental arched. However, timber window fra are rectangular shaped.

Window frames are timber on all facades and in all spaces. Opening ratios of window openings vary through building. The window opening ratio mostly used is 2:3 on main walls.

Doors

All of doors in the school building are timber framed and rectangular framed. Double winged and single winged doors are used in different spaces' entrances.

Doors of course units are mostly double winged and panelled. They have a visual contact opening on their wings. Administrative units' doors are not panelled and do not have visual contact openings.

Furnitures & Equipments

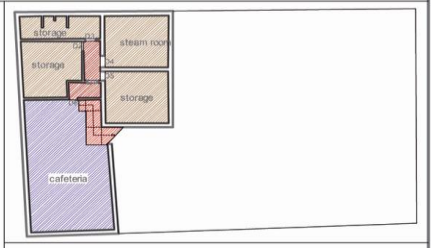
- ✓ **Chairs/Seats** (in edu. units)
- ✓ **Students' desks** (in edu. units)
- ✓ **Teacher's desk** (in edu. units)
- ✓ **Platform** (in edu.units)
- ✗ **Map holder** (in edu. units)
- ✓ **Cupboard** (in edu. units)
- ✓ **Chair** (in social spaces / corridors)
- ✓ **Desk** (in social spaces)
- ✓ **Wall hanger** (in edu. units/corridors)

Building Form and Plan Scheme

Building Form	:	U shaped.
Number of Storey	:	Basement floor + ground floor + first floor + second floor

The building has a circulation facing the inner side of "U" shaped plan scheme.

Basement floor of the school is composed of service units and cafeteria. The caheteria space is not used for another function. There is a steam room and three storege rooms used as depots of charcoal for the heating system.



Basement Floor Plan

NOTES:

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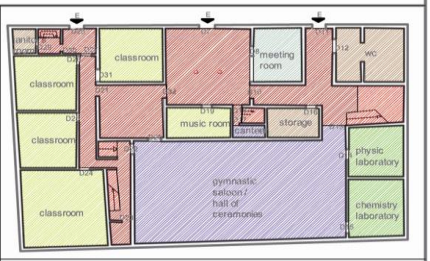
Figure 36: Inventory of Merkez R.İ.O.L. (cnt'd)

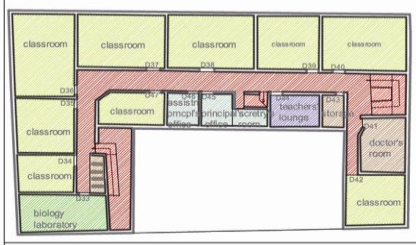
Building Form and Plan Scheme

Entrance to the building is provided from three doors opening to ground floor, from North-East facade. The one in the middle opens to the main entrance space, which houses two columns with ionic order. There is a meeting room on Eastern side of the enetrance space, while on opposite of the entrance door, there are music room, and canteen. On North-Westren wing of the floor, there are four classrooms, while on South-East wing, there are two laboratories and service spaces. On this floor, among two wings of the building, there is the gymnastic saloon/hall of ceremonies.



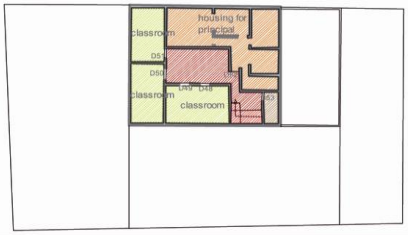
Ground Floor Plan

The first floor is composed of education units, administrative units and a social unit. There are nine classrooms and a biology laboratory, covering outer side of the "U" shaped plan on the floor. On inner side of the plan, there are principal's, assistant principal's offices, a secretary room and a teachers' lounge.



First Floor Plan

The second floor consists of a housing unit, three classrooms and a storage room.



First Floor Plan

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Figure 36: Inventory of Merkez R.İ.O.L. (cnt'd)

Function of Spaces

	Administrative Units					Education Units								Social & Cultural Units						Service Units						
	Principal's Office	A. Principal's Office	Secretary Room	Founder's Room	Archives	Class Room	Music/Art Room	Chess Room	Computer Room	Physic Laboratory	Chemistry Laboratory	Biology Laboratory	Gymnastic Saloon	Hall of Ceremonies	Cafeteria	Canteen	Teacher's Lounge	Library	Corridors	Medical Room	WC	Bath	Janitor Room	Storage Room	Steam Room	Housing for Principal/sk
Bsmt Floor															1									2	1	
Grnd Floor			1*			4	1			1	1		1			1					1		1	1		
First Floor	1	1	1			9						1					1			1				1		
Scnd Floor						3																		1		1
TOTAL	1	1	2			16	1			1	1	1	1		1	1	1			1	1		1	5		1

Original Function : Primary School + High School

Original Capacity : Sixteen classrooms of students

Current Function : Unused

Current Capacity : 0

NOTES:

* The space is a meeting room.

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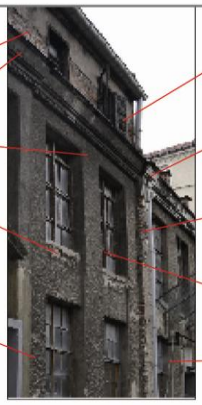
Figure 36: Inventory of Merkez R.İ.O.L. (cnt'd)

Physical Condition

The building exteriors have deteriorations on all their main wall surfaces and facade elements. There is high amount of staining problem on all facades of the building, especially on plastering on corniced and ornamentations. Salt depositions on plasterings of cornices and ornamnetations on it creates white areas on dark surface of facades.

It is seen that exposition to rainwater over years caused several problems. Besides salt deposits, most of plastering on brick main walls of additional third floor are detached. Plasterings on exposed parts inbetween some windows on facades are also detached. On the mentioned spots, there is also loss of construction material . All timber shutter sof window on third floor are deformed and in a bad condition. There are electric cables hanging on facade surfaces.



On ground floor, except for some administration units, walls, ceilings and architectural elements of all the spaces are in a severe condition, including the gymnastic saloon, where there is an exceptionally rare timber framed conctruction. In gymnastic saloon, there is critical sagging on several parts.

The first floor's south west side is ina severe condition with some sapces' roofings and ceilings are tptally and partially collapsed. The floor, and the buiilding is being exposed to water from these collapsed parts.

Building is in a severe condition that the roofiing in some spaces are collapsed, nearly all of architectural elements are in a critical state, and facades suffers from exposition to rainwater.

Alteration

The third floor, whihc is used as housing for principal, is an additional mass.

There is an additonal timber framed parititon element used as windbreak in entrance.

Roof covering of gymnastic is altered with new marsille roof tiles.

NOTES:

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Measured drawings from M.S. Thesis of Dilek Şaman are used as basis of plans.

METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 36: Inventory of Merkez R.İ.O.L. (cnt'd)

EVALUATION

			VALUE		PROBLEM	POTENTIAL
INTRINSIC	PYSICAL	Technical&Artistic, Age, Document Values	The school building bears high level of **technical & artistic** value with its "U" shaped plan scheme, Neo-Classic architectural style, plasterworks on exterior facades and highly detailed timber framed ceiling construction system of gymnastic saloon/hall of ceremonies, which is a product of high level workmanship for the term it was built. The school building has **age** value. In addition, the school has **document** value, because it features its term's architecture and bears traces of lives of past users in its all elements and spaces.	STRUCTURE	There are partially collapsed ceilings and walls on all floors and especially on first floor, causing exposition to rain water and more damage. Sagging of flooring is seen in most of the spaces on all floors. On the other hand, the ceiling of gymnastic saloon/hall of ceremonies is structurally in a severe condition, a very important example of a contruction technique is being slowly lost.	Despite the severe condition of some ceilings, floorings and partition walls, main walls do not have critical structural problems, providing a strong base for possible future restoration projects.
	AUTHENTICITY	Authenticity&Originality Values	The school building bears **authenticity** value with its original elements and spaces, especially with rare timber framed ceiling of gymnastic/ceremonial saloon.	ALTERATION	—	The building has many original elements that is waiting to be repaired and maintained.
EXTRINSIC	SOCIO & CULTURAL	Social, Identity/Communal, Historical, Political, Educational, Evidential Values	The school is an important cultural heritage, especially for Greek minority in Beyoğlu. It bears **social**, **identity/communal** , **historical, political, evidential** and **educational** values.	SOCIAL	There is not enough Greek people to attend their children to the school.	—
	USE	Use&Funtional, Continuity in use Values	The school building posesses high amount of **use/functional** value with its large number of spaces, and large gymnastic/ceremonial saloon.	USE STATE	The building is unused. Besides the problem of that there is not enough Greek people to attend their children to the school, structural condition of the school is also an obstacle for education.	After proper restoration and consolidation works, the building's large saloons, and numerous spaces with high saptial qualities have strong functional potentials.
	ECONOMIC	Economic Value	The school building bears **economic** value with its location in Beyoğlu.	ADMINISTRATIVE	—	—
	LOCATION	Rarity, Group Values	The school building posesses **rarity** value with ceiling of gymnastic saloon/hall of ceremonies.	ENVIRONMENT	—	Location of the building is close to both Istiklal Street and Sıraselviler Street; which are commercially rich and crowded, especially Istiklal Street.

NOTES:

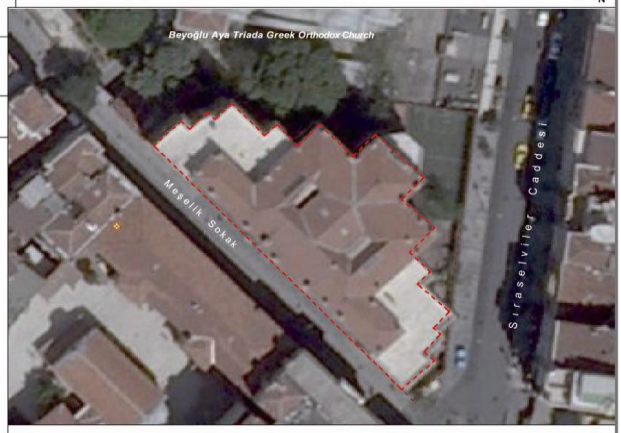
METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 36: Inventory of Merkez R.İ.O.L. (cnt'd)

GENERAL INFORMATION

Inventory Number	:	15
Name of the School	:	Özel Zapyon Rum Ana Okulu, İlköğretim Okulu ve Lisesi
Adress	:	Meşelik Sokak, No: 17 Taksim
Building Lot No	:	
Founder of the School	:	Konstantin Zappas
Owner of the School	:	Beyoğlu Rum Cemaat Kiliseleri ve Mektepleri Vakfı
Foundation Date	:	September 22, 1875
Construction Date of the Current Building	:	July 9th, 1885
Architect	:	İoannis İoannidis

General view (1) *Scale: 0 50 100 150 200m N



Site view (2) *Scale: 0 5 10 15 20m N

Brief History of the School : In 1875, a building in Meşrutiyet Caddesi, no:46 was rented, and the school was opened taking its name from the founder, Konstantin Zappas. The school had pre-school, primary school, elementary school and highschool divisions when it was founded. In following years, it was decided that the school needed its own building. In between years 1882 and 1885, the current building of the school was constructed with donations by Konstantin Zappas.

During World War I, In 1915 the school was moved to a large apartment on Istiklal Street because the building was used as a hospital.

Survey Information : Survey study on the school building is done in June 24th, 2011.

Basement floor and roof floor of the building could not be surveyed.

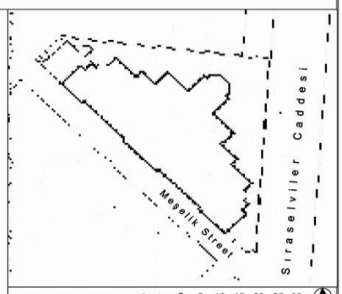
FEATURES OF SCHOOLS

Location

Located on west side of Sıraselviler Caddesi, the school is approximately 150 meters south of Taksim Square. Beyoğlu Aya Triada Greek Orthodox Church, which is clearly visible from the square, is right next to the school, on northern side of it. Eventhough the two building are very close to each other, they do not share the same courtyard, they are divided with a courtyard wall.

The school building is on a triangular shaped lot, and its architecture was affected by that. The building's front facade faces Meşelik Sokak, which is the longest side of the lot. After south-west facade faidng Neşelik Sokak, the building cascades and gets narrower towards north-east corner of the lot.

Environmental Characteristics :



Site Plan (3) Scale: 0 5 10 15 20 25 30m N

NOTES:

(1) Google Eath image.
(2) http://rehber.ibb.gov.tr
(3) Site plan is taken from Dilek Şaman's thesis.

Information from M.S. Thesis of Dilek Şaman is used in General Information.

METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

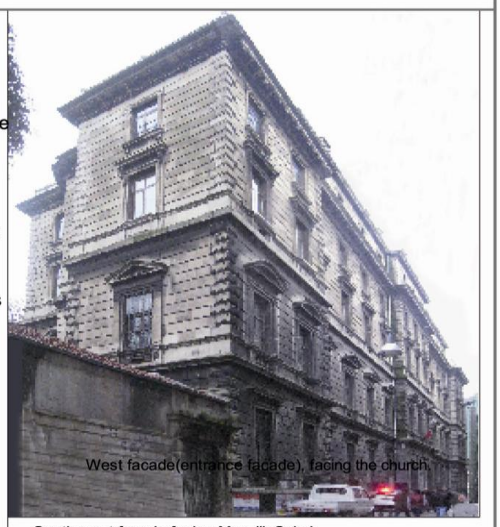
Figure 37: Inventory of Zapyon R.İ.O.L.

General Characteristics of the School Building

The school building is five storey high and its structural system is stone masonry. There is decrease in floor heights on floors upper than first floor, and this is openly percievable outside the building from window opening sizes and cornices between floor levels. There are two entrance doors from front facade. One of them is on axial center of the facade and the other one is on additional building on north-west side of the building.

All of the ffacade plasterings are shaped like cut stones. All window openings on facades are percieved as rectangular framed from outside, except for entrance part's window and door openings on ground floor, which are central arched. There is use of pig iron grills on ground floor and basement floor window openings.

The entrance facade arrangement is axial. It is organised in five parts horizontally, entrance part being in the middle. Entrance and two ending parts are projected in front than the other two parts. These projected three parts have some differentiations in window casing ornamentations than the other two parts, too.



South-west facade facing Meşelik Sokak

West facade has an axial facade organization. Window openings and ornamentations on them does not change on horizontally different parts of the facade, they change on each floor level. Because the building gets narrower towards west, the middle parts is projected and the facade gets back in steps till both ends of it.

North-east facade, seen from Sıraselviler Caddesi

Structural System and Material

Main walls and interior walls are stone masonry. Thickness of main walls are 100 centimeters on ground floor and 50 centimeters on fourth floor.

Brick arch floor and concrete beams are used together in original floor slabs.

NOTES:

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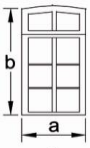
METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 37: Inventory of Zapyon R.İ.O.L. (cnt'd)

Architectural Elements

Windows



* opening ratio = a : b

All window openings are arched eventhough the timber window frames are formed rectangular. However, arches covering the openings are not visible from outside.

Opening ratios vary, but generally used ratio is 2:3 on groundi first and second floors.

Doors

All door openings to interior spaces are covered with arches, mostly with central arches. Doors are timber framed and have panels above springing line of the arches.

All doors are double winged throughout the school building.

Timber Framed Partition Elements

There are timber framed partition elements added to connections of stair wells to floor corridors.

Furnitures & Equipments

- ✗ **Chairs/Seats** (in edu. units)
- ✗ **Students' desks** (in edu. units)
- ✗ **Teacher's desk** (in edu. units)
- ✗ **Platform** (in edu.units)
- ✗ **Map holder** (in edu. units)
- ✗ **Cupboard** (in edu. units)
- ✓ **Chair** (in social spaces / corridors)
- ✓ **Desk** (in social spaces)
- ✗ **Wall hanger** (in edu. units / corridors)

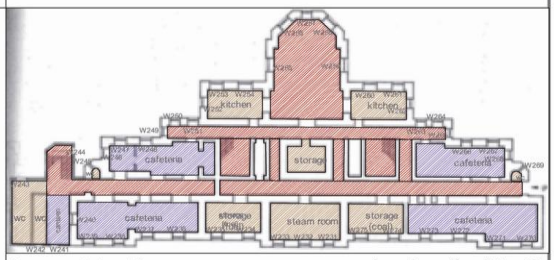
Building Form and Plan Scheme

Building From : Rectangular

Number of Storey : Basement floor + ground floor + first + second + third floor (+ terrace on roof floor)

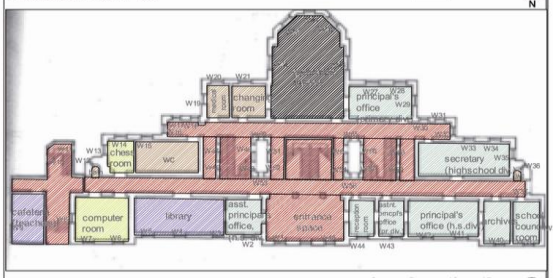
Circulation in the school building is achieved through two parallel corridors and stairs inbetween the corridors. On ground floor there are three stairs inbetween the corridors and another additional stair on north-west end of the longer corridor. On higher levels of the building, number of stairs leading to upper floors decreases.

Basement floor of the school building includes most of the cafeteria spaces and service spaces of heating sanitary in the school building. At the south-west direction, on center, there are steam room and three storage rooms around it. On and , there are four cafeterias, two on north-west end of the corridor and two on south-east end of the corridor.



Basement Floor Plan 0 5 10 15m N

On ground floor, administrative units are located on south-eastern side of the building, and north-west side of the flooor includes course rooms, social spaces and service units. On north- eastern end of the floor, there is gymnastic saloon of the school.



Ground Floor Plan 0 5 10 15m N

NOTES:

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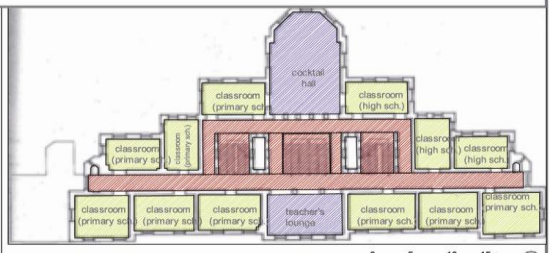
Measured drawings from M.S. Thesis of Dilek Şaman are used as basis of plans.

METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 37: Inventory of Zapyon R.İ.O.L. (cnt'd)

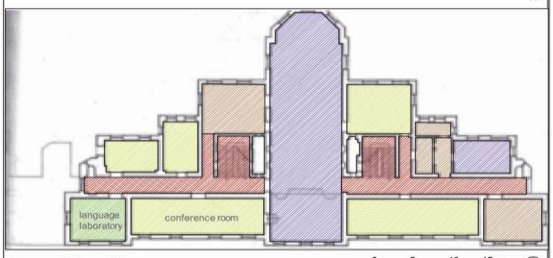
Building Form and Plan Scheme

First floor includes tvelwe classrooms, nine of which belonging to primary school divisions and three of which belonging to high school division of the school. Primary school division's classrooms are located on north-western side and north corner of the floor while high school division's classrooms are located on eastern corner of the floor. Central spaces of the floor are used as teachers' lounge and cocktail hall.



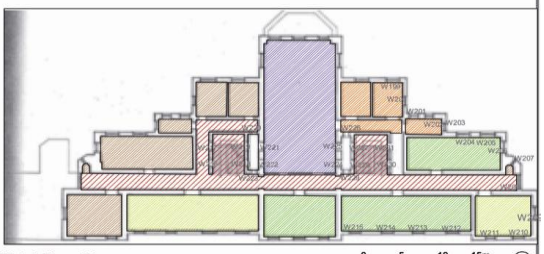
First Floor Plan

Second floor of the school building includes course units, social units and service spaces. Hall of ceremonies is the largest space of teh building and located on center of the floor, crossing both corridors. Course units belong to high school division and pre-school division on this floor. High school division's units are located on north-west side of the floor and pre-school division's units are located on south-east side of the floor.



Second Floor Plan

Third floor does not include a classroom, but includes course units like art room, music room, physic, biology, chemistry laboratories. In addition, the floor includes housing for principal and another hall of ceremonies located on center of the floor and five service spaces on north-western side of the floor. The hall of ceremonies on this floor does not cross both corridors like the hall on second floor, it crosses only north-eastern corridor.



Third Floor Plan

Fourth floor of the school building is composed of upper floor of housing for principal, thirteen storage rooms and two tearraces.

Fourth Floor Plan

NOTES:

All images belong to Author.

Plans of the building in M.S. Thesis of Dilek Şaman are used in functional analysis.

METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 37: Inventory of Zapyon R.İ.O.L. (cnt'd)

Functions of Spaces

	Administrative Units					Education Units								Social & Cultural Units						Service Units							
	Principal's Office	A. Principal's Office	Secretary Room	Founder's Room	Archives	Class Room	Music/Art Room	Chess Room	Computer Room	Physic Laboratory	Chemistry Laboratory	Biology Laboratory	Gymnastic Saloon	Hall of Ceremonies	Cafeteria	Canteen	Teacher's Lounge	Library	Corridors	Medical Room	Kitchen/serv.	WC	Bath	Janitor Room	Storage Room	Steam Room	Housing for Principal/sk
Bsmt Floor															4	1	1					2			4	1	
Grnd Floor	2	3	1	1 (cncil)	1			1	1				1+1 (png)		1			1		1		2	1+1 (chnr.)				
First Floor						12								1 (cckt)								2					
Scnd Floor						4			1 (con.r.)					1	1	1						2			1		
Thrd Floor							2			1	1	1		1											2		1
Forth Floor																						1			8		1
TOTAL	2	3	1	1 (cncil)	1	16	2	1	2	1	1	1	1+1 (png)	1+1 (cckt)	6	2	1	1		1		9	1+1 (chnr.)		15	1	2

Original Function : Primary School + Pre-school

Original Capacity : Sixteen classrooms of students

Current Function : Used

Current Capacity : 0

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METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

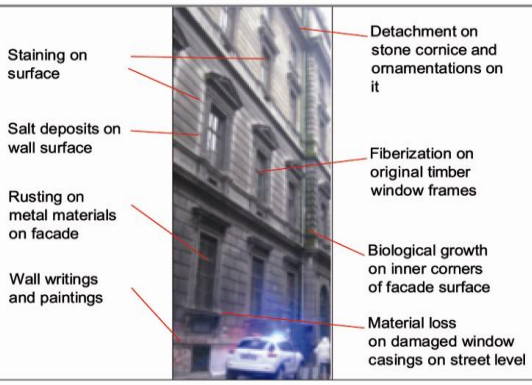
Figure 37: Inventory of Zapyon R.İ.O.L. (cnt'd)

Physical Condition

All of the facades have high amount of staining, caused by dirty air in the distrcit. Exposition to rain water around window casings caused salt deposits on wall surface. Corners created by projectioned parts of facades are the places where biological growth is seen mostly.

All metal elements used on facades have rusting problem, such as pig iron grills on ground floor windows. Cornices and eaves around the builing are having material loss and detachment problems. Original timber window frames are in a severe condition with problems like fiberization on them.

On street level, there is mateial loss and detachments on window casings. Wall paintings and writings are another problem on street level wall surfaces of the building.



In terms of interior state, building is in a good condition except for some ceiling paintings being deteriorated in some spaces like cocktail saloon.

The school building is in a good condition that it has no structural problems, only major problems are on exterior wall surfaces.

Alteration

There are additional metal covers on some spots in order to protect sanitary elements on street level.

There are timber framed partition elements added to connections of stair wells to floor corridors.

Original wooden wall coverings in classsrooms are altered with new material.
original top parts are kept.

An important percentage of original window frames of the building are changed with Aluminum ones.

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METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
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Figure 37: Inventory of Zapyon R.İ.O.L. (cnt'd)

EVALUATION

			VALUE		PROBLEM	POTENTIAL
INTRINSIC	PYSICAL	Technical&Artistic, Age, Document Values	The school building bears high level of **technical & artistic** value with its Neo-Classic architectural style, plasterworks on street facade, marble works used on corridors and stairs, very richly decorated ceilings, original furnitures and architectural elements which are products of high level workmanship for the term they were built. The school building has **age** value. In addition, the school has **document** value, because it features its term's architectural tendencies.	STRUCTURE	—	—
	AUTHENTICITY	Authenticity&Originality Values	The school building bears **authenticity** value with its original elements and spaces, also one of the first examples of reinforced concrete use in Istanbul.	ALTERATION	—	—
EXTRINSIC	SOCIO & CULTURAL	Social, Identity/Communal, Historical, Political, Educational, Evidential Values	The school is an important cultural heritage, especially for Greek minority in Beyoğlu. It bears **social**, **identity/communal** , **historical, political, evidential** and **educational** values.	SOCIAL	—	Nearness of the school to both Istiklal Street and Taksim Square makes it adventageous for cultural tourism.
	USE	Use&Funtional, Continuity in use Values	The school building posesses high amount of **use/functional** value with its large number of spaces with high spatial qualities. Also, the school bears **continuity of use** value.	USE STATE	The building is being used with all of its spaces.	—
	ECONOMIC	Economic Value	The school building possesses high level of **economic** value with its location near Istiklal Street,and numerous high quality bearing spaces.	ECONOMIC	—	The school is very close to both Istiklal Street and Taksim Square, which are crowded adn commercially rich.
	LOCATION	Rarity, Group Values	The school building posesses **rarity** value with its single spaced toilets on each floor featuring a significant design.	ENVIRONMENT	—	Location of the building is close to both Istiklal Street and Taksim Square, making it easier to reach for pedestrians. Transportation hubs are also very close to the school; both Taksim subway station and public bus station.

NOTES:
(Y) The building features reinforced concretes and beams, used together with stone masonry main walls. Considering construction date of the building, this is one of the first examples of reinforced concrete use in Tukey.

NOTES:

METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 37: Inventory of Zapyon R.İ.O.L. (cnt'd)

GENERAL INFORMATION

Inventory Number	:	8
Name of the School	:	Kurtuluş Rum İlkokulu
Adress	:	Safa Meydanı Sokak, No: 67/69, Kurtuluş
Building Lot No	:	1212 / 1
Founder of the School	:	Emanuel Notaris, Emanuel Zumbolis
Owner of the School	:	Kutuluş Greek Community Foundation
Foundation Date	:	1886
Construction Date of the Current Building	:	1886
Architect	:	Unknown

General view including Kurtulu Street on North (1) Scale: 0 50 100 150 200m N

Site view (2) Scale: 0 5 10m N

Brief History of the School : The school was founded in 1886 as a primary school for boys. It had eight classrooms when it was opened.

In years 1899 and 1900, total number of classrooms was reduced to seven, and the seventh classroom was named as commercial-1. The school continued to be used in this format till 1921. Between 1921 and 1926, classroom number reduced to six. From 1926 to 1929, four classrooms were in use. Beginning in 1937, the school continued its education with students from both gender.

Survey Information : All spaces of school building are surveyed.

Survey on this school was made on 16th of June, 2011.

FEATURES OF SCHOOLS

Location

The school is located on the southern end of Kurtuluş Street, right next to complex of Aya Dimitri Greek Orthodox Church. It is a corner building on intersection point of Ateş Böceği Sokak and Safa Meydanı Sokak. The school has a courtyard, which is surrounded by stone masonry walls. There are three additional buildings in courtyard. One of them is a woodshed and located on western side of the scool. There is an additional building, which is adjacent to school building on northern side and includes classrooms. And the last one is used as housing for school keeper and it is adjacent to the additional building on northern side.

Environmental Characteristics : Kurtululuş Street is economically a very important axis for the district with lots of commercial activities within it. The street is always crowded and vehicle traffic density on it is high. The building stock around the school are mostly used as residences with few having commercial use on ground floors. The buildings are generally new, and their construction system is reinforced concrete. Most of them are five storey high.

NOTES:

(1) Google Eath image.
(2) http://rehber.ibb.gov.tr

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DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 38: Inventory of Kurtuluş R.İ.O.

General Characteristics of the School Building

The school building is three storey high and its structural system is stone masonry. Entrance to the building is provided by five entrance doors, one from the south-east facade (D1), three from south-west facade (D2, D10, D17) and one from north-east facade (D9). However, the original entrances of the building are D1, D2 and D10, while the others were added later.

South-east facade of the building has mainly an asymmetric arrangement. With cornices between each floor and eaves the facade has a horizontal effect. Window openings on ground floor are smaller than ones on upper floors. It is percieved that all of the window openings on facade are depressed arched while both builidng entrance door (D1) and courtyard door are covered with lintels. On lintel of the courtyard door, there is an inscription in Greek.

The school has a courtyard, which is surrounded by a wall that is one floor high. Entrance to the courtyard is through the door next to to the building entrance door on south-east facade (D1). This door opens in front of the stairs adjacent to south-west facade of the building.

South-east facade (entrance facade)

North-east facade, facing the church complex.

There is symmetrical arrangement of openings on this facade, different from the south-east facade. Distances inbetween openings are the same.

South-west facade, with additional stairs and buildings

This facade differentiates from the other facades with one original and one additional stairs reaching first and second floors. Adjacent additional education building is seen on the northern side.

Ground floor window openings are smaller and d,fferently, they are not arched. It is also seen that laterly added stairs to second floor caused closing of original window openings on first floor.

North-west facade

Additional building covers most of the original facade organisation.

Structural System and Material

Stone masonry main walls are used. First and second floor slabs are timber framed constructions.
On ground floor, in the hall/cafeteria and corridors, tiles are used as flooring material while the flooring in teachers' lounge is wooden covering. On some spots in corridors, there altered marble pieces used in floor covering.
On first and second floor, wooden covering is seen in all spaces.

NOTES:

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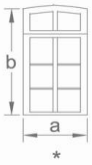
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 38: Inventory of Kurtuluş R.İ.O. (cnt'd)

Architectural Elements

Windows



opening ratio = a : b

Ground floor's storey height is lower than upper floor, and this affects opening dimensions of windows and doors on this floor.

Window openings on ground floor are have an opening ratio of 2:3*, while openings on first and second floors have a ratio of 1:2*

Doors

Entrance door on south-east facade is metal and double winged. Like the entrance door, nearly all the interior doors on ground floor are also double winged, rectangular framed and do not have panels.

However, on upper floors the doors are single winged and panelled. Entrance doors on first and second floors are both metal framed. While the upper one is single winged, the one on first floor, which is the original one, is double winged.

FURNITURES & EQUIPMENTS

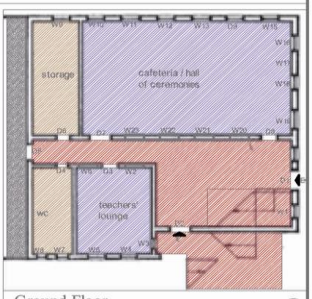
- ✓ **Chairs/Seats** (in edu. units)
- ✓ **Students' desks** (in edu. units)
- ✓ **Teacher's desk** (in edu. units)
- ✗ **Platform** (in edu.units)
- ✗ **Map holder** (in edu. units)
- ✗ **Cupboard** (in edu. units)
- ✗ **Chair** (in social spaces)
- ✗ **Desk** (in social spaces)
- ✓ **Wall hanger** (in edu. units/corridors)

Building Form and Plan Scheme

Building Form	:	Square shaped
Number of Storey	:	Ground floor + first floor + second floor

Ground floor of the school consists of hall of ceremonies/cafeteria, teachers' lounge, a storage room and WC. Stairs to upper floor is located on left of the entrance door.

There are use of inner windows in this floor. Four of them are on the wall between corridor and cafeteria (W20, W21, W22, W23), and two of them are on the wall between corridor and teachers' lounge (W2, W6). However, these inner windows are all being kept closed from one side and being used as cupboards on the other side, first four facing the corridor, and the others facing teachers' lounge.



Ground Floor Plan 0 5 10m N

NOTES:

All images belong to Author.

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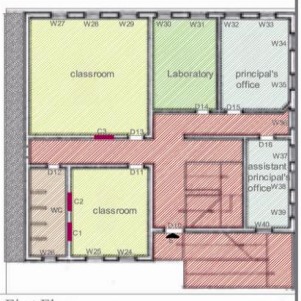
METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 38: Inventory of Kurtuluş R.İ.O. (cnt'd)

Building Form and Plan Scheme

The first floor includes two classrooms, one laboratory, principal and assistant principal's offices and a WC.

The second original entrance door (D10) opens to the corridor at the point where inner stair leads to. The door is linked to courtyard and courtyard door with the external stair on south-west facade. There are three cupboards on this floor; (C1, C2, C3) all in classrooms.

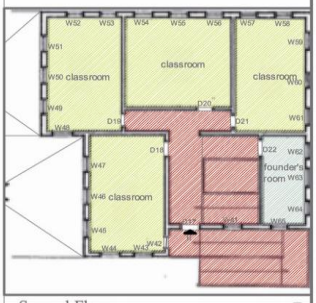


First Floor Plan 0 5 10m N

The second floor is composed of four classrooms and founder's room. Founder's room, is also being used as a additional unit to school administration.

The reinforced concrete additional stair reaches links to this floor withan additional door (D17). The door of the additional stair is converted from a window by removal the below part of the wall.

Classroom on west corner of the floor is an exemplary unit with its original furnitures. In this classroom, chalkboard is on the wall right next to the door. In front of the board, there is timber framed platform for students to step on while writing. On right side of the board, there are the original platform and desk of teacher. Desks of students each has two seats and arranged in two rows on side walls. On the side wall opposite the door, there are two pairs of map-holders between window openings. (please see figure x)



Second Floor Plan 0 5 10m N

NOTES:

All images belong to Author.

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DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 38: Inventory of Kurtuluş R.İ.O. (cnt'd)

Functions of Spaces

	Administrative Units					Education Units									Social & Cultural Units						Service Units						
	Principal's Office	A. Principal's Office	Secretary Room	Founder's Room	Archives	Class Room	Music/Art Room	Chess Room	Computer Room	Physic Laboratory	Chemistry Laboratory	Biology Laboratory	Gymnastic Saloon	Hall of Ceremonies	Cafeteria	Canteen	Teacher's Lounge	Library	Corridors	Medical Room	WC	Bath	Janitor Room	Storage Room	Steam Room	Housing for Principal/sk
Grnd Floor														1			1				1			1		
First Floor	1	1		1		2				1											1					
Scnd Floor						4																				
TOTAL	1	1		1		6				1				1							2			1		

Original Function : Primary School **Original Capacity** : Six classrooms of students

Current Function : Unused **Current Capacity** : 0

NOTES:

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METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

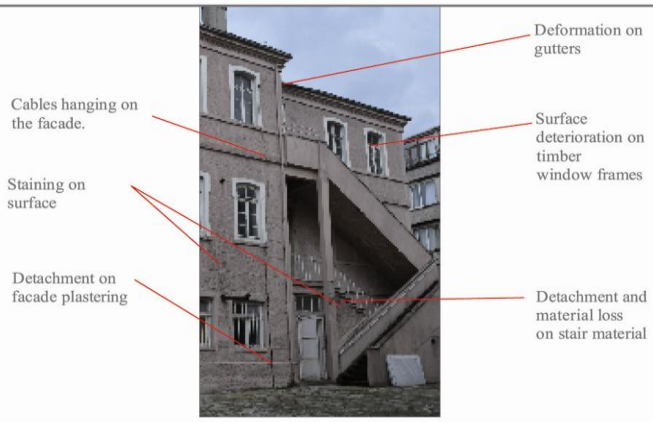
Figure 38: Inventory of Kurtuluş R.İ.O. (cnt'd)

Physical Condition

Despite its age, building is in a fair condition. It is because it is being maintained periodically and it was restorated in 1934. In the restoration, its slabs were completely resconstructed.

However, there are simple deterirorations like material loss on outer stairs and staining on facades. There is more staining on south-east facade than other facades, because of the traffic on Safa Meydanı Sak. and Gutters and roofing also should be frequently maintained because there are some deformations on them.

There are surface deteriorations relying on problem of dampness in additional building's classrooms.



Alteration

Additional building on Northern side of the building is not in accordance with original facade organisation of the building in any terms. It is constructed adjacent to the school building and disharmony among two buildings is percievable through surrounding streets and in courtyard.

There is an alteration of a partition wall on first floor. The wall separating principal's room from the circulation hall was removed and reconstructed making the room smaller than its original dimensions and linking the corridor to the window.

There are two entrance doors which are transformed from window openings by removal of cut stones below windows. One of them is on north-east facadeand the other one is on second floor, linked by the additional external stairs.

NOTES:

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METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 38: Inventory of Kurtuluş R.İ.O. (cnt'd)

EVALUATION						
			VALUE		PROBLEM	POTENTIAL
INTRINSIC	PYSICAL	Technical&Artistic, Age, Document Values	The school building bears **technical & artistic** value with its original architectural elments like set in cupboards, timber framed stairs. The building bears **age value,** since it's construction date is older than many of the buildings around it in Kurtuluş. All architectural features, elements of the building makes possess document value, for featuring its term's construction technique, and lives of its past users.	STRUCTURE	—	The building's structure is in a good condition.
INTRINSIC	AUTHENTICITY	Authenticity&Originality Values	The school building bears high level of **authenticity** value with its original architectural elements, original classroom furnitures and equipments.	ALTERATION	Some window openings are turned into door openings, but without removing original window casings, leaving the traces.Besides, there are some additional partition wall for some additional administrative sapces.	It can be said that the changes made in the school building are generally done with enough trace of original elements for possible future restorations.
EXTRINSIC	SOCIO & CULTURAL	Social, Identity/Communal, Historical, Political, Educational, Evidential Values	The school is an important cultural heritage, especially for Greek minority in Beyoğlu. It bears all of the socio cultural values; **social**, **identity/communal** , **historical, political, evidential** and **educational** values.	SOCIAL	There is not enough Greek people living in Kurtuluş to provide continuity of education in the school.	—
EXTRINSIC	USE	Use&Funtional, Continuity in use Values	The school building posesses **use/functional** value with its spaces' qualities and its large courtyard.	USE STATE	The school building is unused, because of tha lack of Greek minority population in the district.	Nearness of the school to the building complex of Aya Dimitri Church is an advantage for future collaborations for use possibilities.
EXTRINSIC	ECONOMIC	Economic Value	The school building bears **economic** value with its well mainteined spaces, big courtyard and building lot in Kurtuluş.	ADMINISTRATIVE	—	The building is close to Kurtuluş Street, which is a commercially rich and crowded street.
EXTRINSIC	LOCATION	Rarity, Group Values	Eventhough the building is divided with a street from the building complex of Aya Dimitri Greek Orthodox Church, it is possible that it was builti together with the complex, and this brings th school **horizontal group** value.	ENVIRONMENT	—	And another studied school, Feriköy R.İ.O. is close to the other end of Kurtuluş Street, making the two schools available for co-operated future projects.

NOTES:

METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 38: Inventory of Kurtuluş R.İ.O. (cnt'd)

GENERAL INFORMATION

Inventory Number	:	3
Name of the School	:	Bakırköy Özel Rum İlköğretim Okulu
Adress	:	İstanbul Caddesi, No:143, Bakırköy
Building Lot No	:	
Founder of the School	:	Yorgi Zafari, Yatapedi Manastırı, Zafiropluas, Koronis, Eugenidis
Owner of the School	:	Bakırköy Aya Yorgi ve Aya Analipsiz Kiliseleri ve Mektepleri Vakfi
Foundation Date	:	1887
Construction Date of the Current Building	:	1892
Architect	:	Unknown

General view * Scale: 0 50 100 150 200m N

Brief History of the School : The school building was built as a residential unit for owner Gebeci. Five years later, the building started to be used as Bakırköy Rum İlkokulu for girls. In 1937, students of Bakırkör Greek Primary School for Boys, also started to be educated in this school building after closure of their school.

Survey Information :

Survey study on the school building is done in June 16th, 2011.

All of the floors and spaces were entered during site survey.

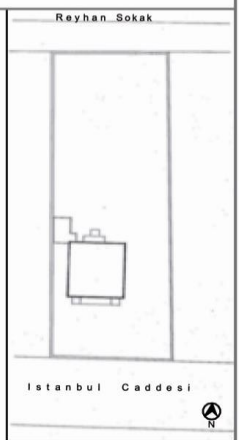
Site View * Scale: 0 5 10 15 20m N

FEATURES OF SCHOOLS

Location

The school is located on northern side of İstanbul Street and on southern side of Reyhan Street. The school building is located closer to İstanbul Street on the lot. There is a level difference between the lot of the school and İstanbul Caddesi, and entrance to the courtyard from the street is maintained by a stair. On two sides of the stair, there are shops facing the street. On northern side of the school building, there are additional buildings which are used as storage, garage and housing .

Environmental Characteristics : Building stock around Istanbul Street is composed of generally reinforced concrete buildings, wich are around seven to eight stories high. Most of them are adjacent to each other and have green areas at rear area of their lots.



Site Plan(3) Scale: 0 5 10 15 20m

NOTES:

(1) Google Eath image.
(2) http://rehber.ibb.gov.tr
(3) Site plan is taken from Dilek Şaman's thesis

Information from M.S. Thesis of Dilek Şaman is used in General Information.

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DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 39: Inventory of Bakırköy R.İ.O.

General Characteristics of the School Building

The school building is two storey high, and its structural system is timber frame. There are three entrances to the building, two of which are on ground floor level and one on basement floor level. The main entrance is from the south facade, facing İstanbul Caddesi. On this facade, there are some ornamentations those are absent on other facades of the building. A projected triangular pediment is seen above entrance and balcony. Under the pediment, four exposed studs are seen. Although all of the window frames are rectangular on all other facades, timber frames of entrance door and balcony door have central arch shaped panels.

South facade, facing Istanbul Caddesi

North facade faces the larger area of the courtyard, where auxillary units and the housing are located. Entrance to the building on this facade is raised from the courtyard level and is reached through a stair like it is on south facade.

North facade

East and West facades of the building do not feature symmetrical facade arrangement.

East facade

West facade

Structural System and Material

Timber framed construction system is seen. All partition walls and slabs are also timber framed.

NOTES:

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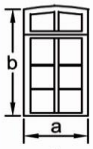
Supervisor: Inst. Dr. Nimet Özgönül

Figure 39: Inventory of Bakırköy R.İ.O. (cnt'd)

Architectural Elements

Windows



*
opening ratio = a : b

All window frames are itmber framed. All window frames on the school building are double winged.

Window opening ratios are 1:2 on ground and first floors. Basement floor windows' opening ratio is 1:1.

Doors

All door frames are timber. Entrance door and balcony door have central arch shaped panels while all other doors and windows are rectangular framed.

Most of the doors are double winged inside the building and do not have panels.

Timber framed partition elements

These architectural elements are used in Bakırköy Rum İlköğretim Okulu building in order to close the stair well on ground and first floors.

Furnitures & Equipments

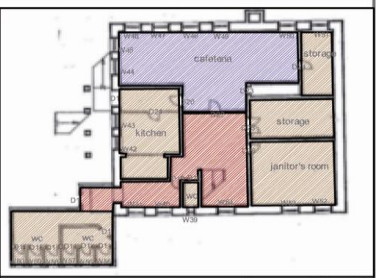
- ✓ **Chairs/Seats** (in edu. units)
- ✓ **Students' desks** (in edu. units)
- ✓ **Teacher's desk** (in edu. units)
- ✗ **Platform** (in edu.units)
- ✗ **Map holder** (in edu. units)
- ✓ **Cupboard** (in edu. units)
- ✓ **Chair** (in social spaces/corridors)
- ✓ **Desk** (in social spaces)
- ✓ **Wall hanger** (in edu. units/corridors)

Building Form and Plan Scheme

Building Form : Rectangular shaped.

Number of Storey : Basement floor + ground floor + first floor

On basement floor, service spaces and a cafeteria space are seen. Right opposite the stairs, cafeteria is located. On this floor, there are three wcs, a small wc unit and two larger wc spaces. The larger ones are in the additional one storey building, that is linked to the building on this floor. Passage to the corridor of these spaces is provided by a narrow opening among kitchen and the small wc space on north-west corner of the floor.



Basement Floor Plan

NOTES:

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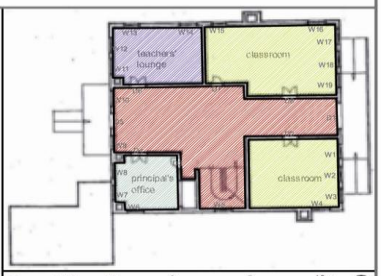
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 39: Inventory of Bakırköy R.İ.O. (cnt'd)

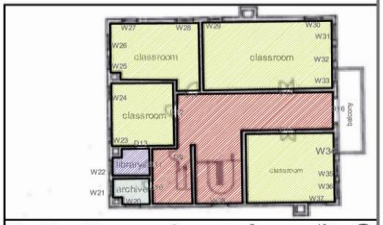
Building Form and Plan Scheme

Ground floor is organised around a large corridor linking the two opposite entrance doors of the building. On the floor, there are four spaces, which are two classroom, principla's office and teachers' lounge on this floor of the school. Stairs to other levels is located on western side of the corridor, in the middle.



Ground Floor Plan 0 5 10m

On first floor of hte school, there are four classrooms, and two narrow spaces used as library and archives. A stair reaching to the roof is located next to the main stairs. On southern end of the floor corridor, there is the door to the balcony.



First Floor Plan 0 5 10m

Functions of Spaces

	Administrative Units					Education Units								Social & Cultural Units						Service Units						
	Principal's Office	A. Principal's Office	Secretary Room	Founder's Room	Archives	Class Room	Music/Art Room	Chess Room	Computer Room	Physic Laboratory	Chemistry Laboratory	Biology Laboratory	Gymnastic Saloon	Hall of Ceremonies	Cafeteria	Canteen	Teacher's Lounge	Library	Corridors	Medical Room	WC	Bath	Janitor Room	Storage Room	Steam Room	Housing for Principal/sk
Bsmt Floor															1 + 1*						3		1	2		
Grnd Floor	1					2								1			1									
First Floor					1	4												1								
TOTAL	1				1	6								1	1 + 1*		1	1			3		1	2		

Original Function : Primary School

Original Capacity : Six classrooms of students

Current Function : Unused

Current Capacity : 0

NOTES:

* The space is used as kitchen.

All images belong to Author.

Plans of the building M.S. Thesis of Dilek Şaman are used in functional analysis.

METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 39: Inventory of Bakırköy R.İ.O. (cnt'd)

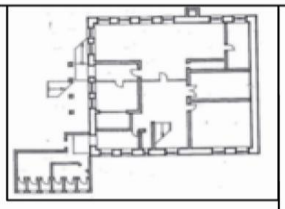
Physical Condition

Wooden claddings covering all facade surfaces are in a moderate condition, having detached on some spots and having fiberization problem. Varnishing on claddings is deteriorated and detached on most of the facade surfaces and timber window frames.

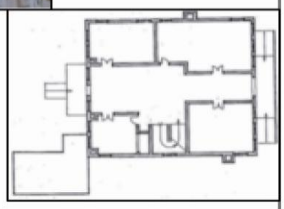
Rusting is seen on metal elements like balustrades of balcony.

There is dampness on wall and floor surfaces on basement floor.

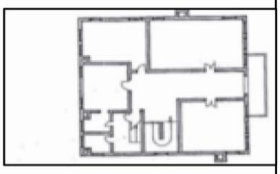
The timber column bearing the ceiling in cafeteria is structurally weak and is consolidated now.



There are structural fissures on wall surfaces on some spots of main walls.



Floorings on first floor are in a bad condition. There is sagging on floorings, surface deteriorations on ceilings and walls of some spaces on the floor. In addition, there surface deterioration because of humidity in library and archives spoaces.



Building is in a moderate condition. Whereas basement floor and ground floor are generally and structurally in a good condition, first floor is structurally in a critical state and threatens ground floor bearing walls, too.

Alteration

The two doors and the partition wall separating the two classrooms on eastern side of first floor are addition. It is understood from the original ornamentation on the ceiling.

There is a concrete addition to one of the timber studs on basement floor, which have decayed before.

Stair to the basement is completely altered with an iron structered, timber covered one.

There are shafts of additional chimneys on East and West facades.

NOTES:

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Measured drawings from Dilek Şaman's thesis are used as basis of plans.

METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 39: Inventory of Bakırköy R.İ.O. (cnt'd)

EVALUATION

			VALUE		PROBLEM	POTENTIAL
INTRINSIC	PYSICAL	Technical&Artistic, Age, Document Values	The school building bears **technical & artistic** value with its timber framed construction, "karnıyarık" plan scheme, and wooden ornamentations on facades and ceilings in both floors. The building possesses high amount of **age value,** since it's construction date is older than many of the buildings around it in Bakırköy. All architectural features, elements and original furnitures of the building makes it have **document** value.	STRUCTURE	There is sagging on first floor floorings that is easily percievable	
INTRINSIC	AUTHENTICITY	Authenticity&Originality Values	The building has **authenticity** value with its original construction technique, architectural elements, and furnitures.	ALTERATION		The school's original furnitures are maintained well eventhough it is unused.
EXTRINSIC	SOCIO & CULTURAL	Social, Identity/Communal, Historical, Political, Educational, Evidential Values	The school is an important cultural heritage, especially for Greek minority in Arnavutköy for its values of; **social**, **identity/communal** , **historical,** and **political.** The building also possesses **evidential** and **educational** values.	SOCIAL	There is not enough Greek people living in Bakırköy for continuity of education in the school.	
EXTRINSIC	USE	Use&Funtional, Continuity in use Values	The school building posesses high amount of **use/functional** value with its spaces in different sizes, large coridors on both floors and large courtyard.	USE STATE	The school building is unused, because of decreasing populoation of Greek minority in ıstanbul.	With their characteristics and sizes, the school building and its courtyard have flexibility for different uses on both floors, and in courtyard.
EXTRINSIC	ECONOMIC	Economic Value	The school building bears **economic** value with its spaces with different potentials, big courtyard and building lot in Bakırköy.	ADMINISTRATIVE	Financement for payments of school keepers is a problem since the building is unused.	
EXTRINSIC	LOCATION	Rarity, Group Values		ENVIRONMENT		The building has an easy access from mian road.

NOTES:

METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 39: Inventory of Bakırköy R.İ.O. (cnt'd)

GENERAL INFORMATION

Inventory Number	:	16
Name of the School	:	Zoğrafyon Rum İlköğretim Okulu ve Lises
Adress	:	Su Terazisi Street, No: 27, Beyoğlu
Building Lot No	:	
Founder of the School	:	Hristaki Zografos and Beyoğlu Greek Community
Owner of the School	:	Beyoğlu Rum Cemaat Kiliseleri ve Mektepleri Vakfı
Foundation Date	:	1846
Construction Date of the Current Building	:	1893
Architect	:	Periklis Fotiadis

General view Scale: 0 50 100 150 200m N

Site view Scale: 0 5 10 15 20m N

Brief History of the School : In 1846, a school named PanayirChurch School was founded. The school has continued its education in two buildings, which were on the same street with the current building of Zografyon High School and Elementary School. When the buildings were considered to be too old and dangerous, a new building was constructed by Beyoğlu Greek Community in 1893.Financing the construction was 10.000 golds donated by Hristaki Zografos, one of the wealthiest men in the city. The building is in use since its construction in 1893.

Survey Information : Survey study on the school building is done in June 16th, 2011.

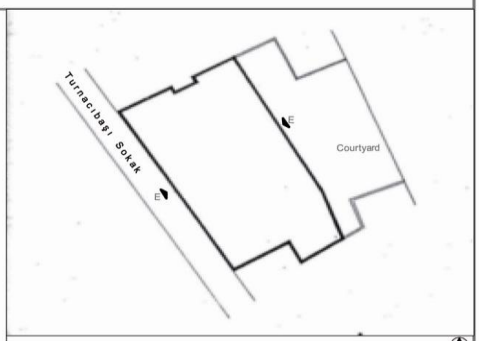
Fourth storey of the school could not be surveyed, because the floor is used as housing for school manager. Physics Laboratory could not be photographed, because it was no allowed.

FEATURES OF THE SCHOOL

Locatiion

The school building is located on south of Istiklal Caddesi in Beyoğlu. The school is reached through Turnacıbaşı Sokak, approximately 120 meters inside Kuloğlu District. On opposite side of Turnacıbaşı Sokak, there is courtyard walls of one of the most known famous foreigner schools in Turkey, Galatasaray Private High School. Access options to the school are vehicle road and tramway on Istiklal Caddesi.

Environmental Characteristics : Building stock around the school building includes uses like commercial, educational, diplomatic, cultural, artistic besides residential. The buildings generally have a height of four to five storeies. Terrace usage is seen on almost every building in the district.



Site Plan Scale: 0 5 10 15 20 25 30m N

NOTES:

(1) Google Eath image.
(2) http://rehber.ibb.gov.tr

Information from M.S. thesis of Dilek Şaman is used in General Information.

METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
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Figure 40: Inventory of Zoğrafyon R.İ.O.L.

GENERAL CHARACTERISTICS OF BUILDING

The school building is five storey high, and its structural system is stone masonry. It is located in Turnacıbaşı Street. There are three entrance doors of the building , one from Turnacıbaşı Street and two opening to the rear courtyard. The first is located on the center of front facade and the other two on the courtyard are linked to ground and basement floors with stairs.

Ground floor is higher than street level, causing the main entrance door being above street level and reached through five steps in front of it. Because of the mentioned level difference between ground floor and street, window openings of basement floor are visible from the street.

South-west facade, facing Turnacıbaşı Street.

Symmetrically arranged front facade has a triangular pediment above the door on entrance part, with four columns carrying it. The columns at two ends of the column order intersects with wall surface. On architrave, there are letters mentioning name of the school, Zoğrafyon in Greek.

Plastering on ground floor is shaped like cut stones. This use differentiates the floor from upper floors. Platerings of window casings on first floor are shaped as triangular pediments and two columns under them, at two sides of windows.

Although the building is five storey high, it is percieved as three storey high from narrow Turnacıbaşı Sokak. Large cornice at the upper level of third floor hides two additional upper floors.

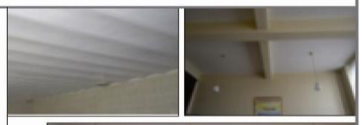
North-east facade of the building faces the rear courtyard and has no ornamentations such as the ones on South-West facade. It has an assymmetrical facade organisation. There are cornices on each floor level. Window casings are simple compared to the ones on front facade. Floor heights decrease at the additional third and fourth floors and can be easily percieved on this facade.

North-East facade, facing rear courtyard.

Structural System and Material

Main walls and interior walls are stone masonry. Thickness of main walls are 40 cantimeters on first floor and increases on street level.

Floor slabs are reinforced concrete, only ground floor slab is brick arch floor.



NOTES:

The facade image on the top belongs to Zeynel Özgün Ünal.

Rest of the images belong to Author.

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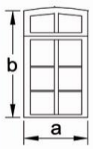
Figure 40: Inventory of Zoğrafyon R.İ.O.L. (cnt'd)

Architectural Elements

Windows



*
opening ratio = a : b

All of the original window frames of education units are altered with PVC frames.

There are variety of opening ratios and frame types of windows on the school building. But most of the windows of education units have an opening ratio of 2:3.

There is a stained glass window on stair standing between

Doors

Doors of all course units are double winged and panelled. There is use of glass on panels and wings, providing visual contact.

Doors of spaces like hall of ceremonies have different dimensions and divisioning.

Timber framed partition elements

There is use of this element on third floor in order to separate the elevator entrance and teachers' lounge from corridor.

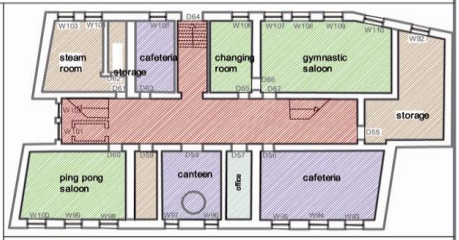
Furnitures & Equipments

- ✓ **Chairs/Seats** (in edu. units)
- ✓ **Students' desks** (in edu. units)
- ✓ **Teacher's desk** (in edu. units)
- ✗ **Platform** (in edu.units)
- ✗ **Map holder** (in edu. units)
- ✗ **Cupboard** (in edu. units)
- ✗ **Chair** (in social spaces)
- ✗ **Desk** (in social spaces)
- ✓ **Wall hanger** (in edu. units/corridors)

Building Form and Plan Scheme

Building Form	:	Rectangular
Number of Storey	:	Basement floor + ground floor + first floor + second floor

Basement floor of the building houses gymnastic, service and social spaces. Gymnastic saloon, ping-pong room and changing room are the sport spaces of the school located on this floor. There are two spaces used as cafeteria and one canteen space. The northern and eastern corner spaces pf the floor are used as steam room and storage room.



Basement Floor Plan 0 5 10 15m N

NOTES:

All images belong to Author.

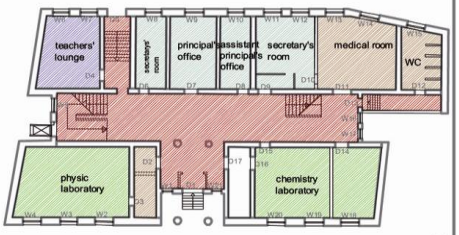
Measured drawings from M.S. thesis of Dilek Şaman are used as basis of plans.

METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 40: Inventory of Zoğrafyon R.İ.O.L. (cnt'd)

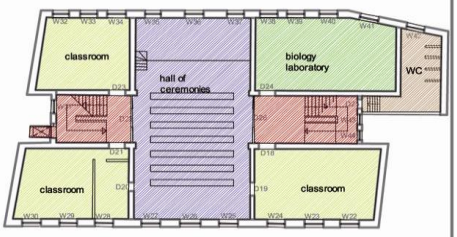
Building Form and Plan Scheme

Ground floor of the school building is mainly composed of principality units and laboratory units. Right opposite the main entrance door and entrance space, there are two secretary's rooms, principal's office and assistant principal's office.



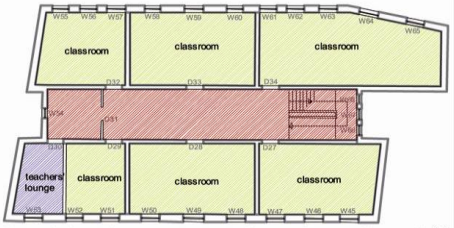
Ground Floor Plan 0 5 10 15m N

On this floor, there are course units and hall of ceremonies. The hall is located in the middle of the floor, blocking the circulation hall, which is continuous on all other floors of the school building. Around the hall there are four spaces on each corner of the floor. On east corner, there is biology laboratory, and the other corner spaces are used as classrooms.



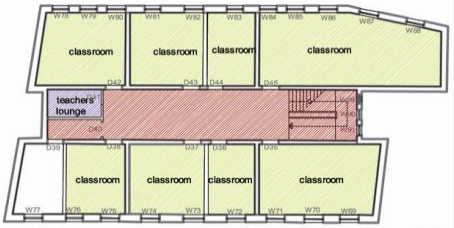
First Floor Plan 0 5 10 15m N

Second floor of the school building houses six classrooms around the circulation corridor and teachers' lounge at the north-western end of the corridor.



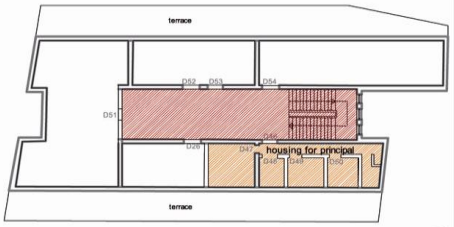
Second Floor Plan 0 5 10 15m N

Third floor is composed of eight classrooms around the corridor and one teachers' lounge at the end of the corridor.



Third Floor Plan 0 5 10 15m N

Fourth floor includes a housing unit for principal, storage spaces and terraces on north-east and south west sides of the floor.



Fourth Floor Plan 0 5 10 15m N

NOTES:

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METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 40: Inventory of Zoğrafyon R.İ.O.L. (cnt'd)

Functions of Spaces

	Administrative Units					Education Units								Social & Cultural Units						Service Units						
	Principal's Office	A. Principal's Office	Secretary Room	Founder's Room	Archives	Class Room	Music/Art Room	Chess Room	Computer Room	Physic Laboratory	Chemistry Laboratory	Biology Laboratory	Gymnastic Saloon	Hall of Ceremonies	Cafeteria	Canteen	Teacher's Lounge	Library	Corridors	Medical Room	WC	Bath	Janitor Room	Storage Room	Steam Room	Housing for Principal/sk.
Bsmt Floor													2*		1	1						1**		2	1	
Grnd Floor	1	1	2							1	1						1				1		1			
First Floor						3						1		1							1					
Scnd Floor						6											1									
Thrd Floor						8											1									
Thrd Floor																										1
TOTAL	1	1	2			17				1	1	1	2*	1	1	1	3				2	1**	1	2	1	1

Original Function	:	High School	**Original Capacity**	:	Seventeen classrooms of students
Current Function	:	Elementary School + High School	**Current Capacity**	:	41

NOTES:

* One of these saloons is a "ping-pong" saloon.
** This space is a "changing room"..

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METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

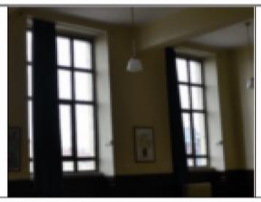
Figure 40: Inventory of Zoğrafyon R.İ.O.L. (cnt'd)

Physical Condition

All of the facades have staining problem. There is loss of material on some spots of cornices. Salt deposits can be seen on facades.

The school building is physically in a good condition. It has no structural problems and facades are in a good condition with slight deteriorations.

Altearation



All of the window frames on facades of the building are altered with aluminum frames.

Floor coverings of spaces are changed.

There is an elevator added to the northern stair well linking ground floor, first floor and second floor..

There are two storeies added to originally three storey high building.

NOTES:

Facade images belong to Zeynel Özgün Ünal.

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Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 40: Inventory of Zoğrafyon R.İ.O.L. (cnt'd)

EVALUATION						
			VALUE		**PROBLEM**	**POTENTIAL**
INTRINSIC	**PYSICAL**	Technical&Artistic, Age, Document Values	The school building bears high level of **technical & artistic** value with its Neo-Classic architectural style, being one of prime buildings which are built with use of reinfoced concrete, plasterworks on street facade, marble works used on corridors and stairs, and architectural elements which are products of high level workmanship for the term they were built.* The school building has **age** value. In addition, the school has **document** value, because it features its term's architectural tendencies.	**STRUCTURE**	—	—
	AUTHENTICITY	Authenticity&Originality Values	The school building bears **authenticity** value with its original elements and spaces, also one of the first examples of reinforced concrete use in Istanbul.	**ALTERATION**	—	—
EXTRINSIC	**SOCIO & CULTURAL**	Social, Identity/Communal, Historical, Political, Educational, Evidential Values	The school is an important cultural heritage, especially for Greek minority in Beyoğlu. It bears **social**, **identity/communal** , **historical, political, evidential** and **educational** values.	**SOCIAL**	—	Nearness of the school to Istiklal Street makes it adventageous for cultural tourism.
	USE	Use&Funtional, Continuity in use Values	The school building posesses high amount of **use/functional** value with its large number of spaces with high spatial qualities. Also, the school bears **continuity of use** value.	**USE STATE**	The school building is in use with nearly all of its spaces.	—
	ECONOMIC	Economic Value	The school building possesses high level of **economic** value with its location near Istiklal Street,and numerous high quality bearing spaces.	**ADMINISTRATIVE**	—	The school is near to Istiklal Street; which is commercially dense and crowded.
	LOCATION	Rarity, Group Values	—	**ENVIRONMENT**	Front facade of the building is not easily percievable because of narrowness of Turnacıbaşı Street.	The school is near to Istiklal Street; making the building very reachable for pedestrians.

NOTES:

* The building has reinforced concrete floor slabs and beams, used together with stone masonry main walls. Considering construction date of the building, this is one of the first examples of reinforced concrete use in Tukey.

METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
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Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 40: Inventory of Zoğrafyon R.İ.O.L. (cnt'd)

GENERAL INFORMATION

Inventory Number	:	6
Name of the School	:	Kadıköy Rum İlköğretim Okulu
Adress	:	Sivastopol Street, No:11 Kadıköy
Building Lot No	:	
Founder of the School	:	Churches, Schools and Semitaries of Kadıköy Greek Orthodox Community
Owner of the School	:	Foundation of Churches, Schools and Semitaries of Kadıköy Greek Orthodox Community
Foundation Date	:	1871
Construction Date of the Current Building	:	1898
Architect	:	Unknown
Brief History of the School	:	

General view (1) Scale: 0 50 100 150 200m N

Site view (2) Scale: 0 5 10 15 20m N

Survey Information :

Survey study on the school building is done in June 15th, 2011.

All spaces of the school building were entered and photographed during site study.

FEATURES OF SCHOOLS

Location

The school is located on Sivastopol Sokak, approximately 100 meters North-West of Moda Caddesi, one of the most crowded streets in Kadıköy. The school building is adjacent to Sivastopol Sokak. The school courtyard is surrounded by Kağnı Sokak on south-east and Neşe Sokak on south-west side. The south-west side of the school is concrete covered. The courtyard of the school houses several trees and a large green area, which is unmowed.

Environmental Characteristics : The school's nearby district is generally composed of accomodation units, with commercial uses concentrating on crowded streets like Moda Stret. Building height in the district is 3-4 storeys.

NOTES:

(1) Google Eath image.
(2) http://rehber.ibb.gov.tr

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Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 41: Inventory of Kadıköy R.İ.O.

General Characteristics of the School Building

The school building is two storey high, and its structural system is stone masonry. Originally, there were a total of five entrance doors to the building, three from basement floor and two from ground floor. However, currently there are three of them still being used, two on ground floor and one on basement floor.

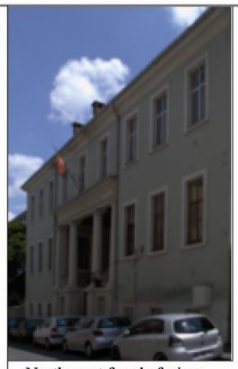
The school building inteiror is organised in three parts. Midlle part housing stair wells and corridors, two sides housing education and other functions. Generally, south-west part is composed of course units on all floors and other funtions are included on north-east part of the building.

The entrance facade is arranged symmetrically. On entrance part of the facade, there are neo-classical elements. There is not use of triangular pediment, but there are two columns bearing the architrave upon them. On architrave, there is a writing in Greek.

All windows are segmental arched on main walls of the building , but since window casings are rectangular, all of them look rectangular framed from outside.

On south -east facade, window opening arrangemnt on the facade is symmetrical, but southern side of the facade is projected and makes the facade assymmetrical.

South-west and north-east facades are assymmetrically arranged and do not have any projected part.



North-west facade facing Sivastopol Sokak

South-east facade, with toilet building on courtyard.

South-west facade

Structural System and Material

Main walls and interior walls are stone masonry. Thickness of main walls are 70 centimeters on ground floor and decreases to 48 centimeters on first floor level.

Floor slabs are timber framed. There are reinforced concrete beam and column additions to stair well on south-west side of the building on ground and basement levels.

NOTES:

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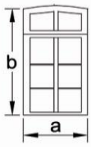
Figure 41: Inventory of Kadıköy R.İ.O. (cnt'd)

Architectural Elements

Windows



*
opening ratio = a : b

Window opening covers are segmental arches whereas it is not possible to be percieved from outside. Fro outside, window openings are seen as rectangular framed and covered with lintels, but they are arched on all floors.

Opening ratio of iwndow openings are 1:2 on ground and first floor, 2:3 on basement floor.

Doors

Main entrance door on front facade is timber framed and double winged, and its opening is also covered with segmental arch as it is seen with window openings.

Classrooms and other spaces' doors are also timber framed, but not arched. They are panelled and have openings in middle of door wings for visual contact.

Timber framed partition elements

These elements used to separate stair wells and floor dorridors on both floors, around both stari wells in the school building. However, partitions of the consolidated Southern stair well are completely removed today.

Furnitures & Equipments

- ✓ **Chairs/Seats** (in edu. units)
- ✓ **Students' desks** (in edu. units)
- ✓ **Teacher's desk** (in edu. units)
- ✗ **Platform** (in edu.units)
- ✗ **Cupboard** (in edu. units)
- ✗ **Chair** (in social spaces)
- ✗ **Desk** (in social spaces)
- ✓ **Bell** (in corridors)
- ✓ **Wall hanger** (in edu. units/corridors)

Building Form and Plan Scheme

Building Form : L shaped.

Number of Storey : Basement floor + ground floor + first floor

Basement floor of Kadıköy Rum İlköğretim Okulu building is composed of cafeteria, gymnastic saloon, archives and service units like kitchen for cafeteria, storage rooms and wc. The additional one storey building is on eastern side of the school building and houses archives and toilet spaces. Large spaces like gymnastic saloon and cafeteria are located at north and south sides of the floor while seficve units are located at western side of the floor. The floor is divided into two by the wall among stairs and there is no link among northern and southern parts on the floor.

Basement Floor Plan 0 5 10m N

NOTES:

All images belong to Author.

Measured drawings from M.S. Thesis of Dilek Şaman are used as basis of plans.

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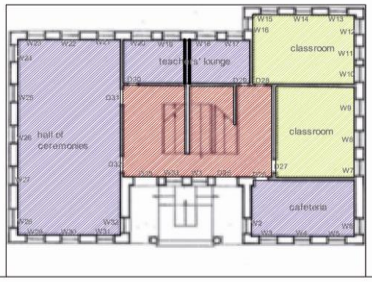
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 41: Inventory of Kadıköy R.İ.O. (cnt'd)

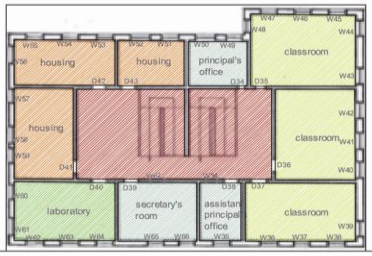
Building Form and Plan Scheme

Ground floor of the school building includes two classrooms, another cafeteria, teachers' lounge and hall of ceremonies. There are two entrance doors to the school from front facade, opening to stairs next to hall of ceremonies and stairs next to two classrooms. But unlike basement floor, corridors of two parts are linked between the entrance doors.



Ground Floor Plan 0 5 10m N

First floor consists of three classrooms, principal's office, assistant principal's office, secretary's room, laboratory and a housing. Classrooms are located on southern side of the floor whereas housing and laboratory are located at northern side of the floor. Principal's office is on eastern side, having a good view of school courtyard while the other administrative units are on western side, above entrance.



First Floor Plan 0 5 10m N

Functions of Spaces

	Administrative Units					Education Units									Social & Cultural Units							Service Units						
	Principal's Office	A. Principal's Office	Secretary Room	Founder's Room	Archives	Class Room	Music/Art Room	Chess Room	Computer Room	Physic Laboratory	Chemistry Laboratory	Biology Laboratory	Gymnastic Saloon	Hall of Ceremonies	Cafeteria	Canteen	Teacher's Lounge	Library	In. Courtyard	Corridors	Medical Room	WC	Bath	Janitor Room	Storage Room	Steam Room	Housing for Principal/sk
Bsmt Floor					1								1		1							2		1		1	
Grnd Floor						2								1		1	1										
First Floor	1	1				3				1																	1
TOTAL	1	1			1	5				1			1	1	1	1	1					2		1		1	1

Original Function : Primary School **Original Capacity** : Five classrooms of students

Current Function : Underused **Current Capacity** : 1

NOTES:

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Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 41: Inventory of Kadıköy R.İ.O. (cnt'd)

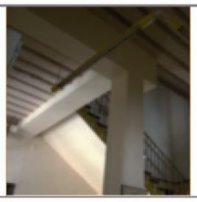
Physical Condition

Water gutters are damaged on some points and this causes eaves and cornices under the problematic spots being exposed to rainwater. Essentially, these water exposed parts of eaves and cornices have surface deterioration.

Because of additional electrical sanitary, there are cables hanging on facade surfaces. Wall paintings are seen especially on north-west facade.

The school building is in a godd condition considering there is no structural problems after consolidation applied around stair wells before.

Alteration

			
Door openings to the courtyard from cafeteria and gymnastic saloon are closed, with their stair wells also being filled with concrete.	Stairs on south-western side of the building is altered with concrete.	Floorings around stair wells are consolidated with reinforced concrete columns and beams.	All timber window frames on main walls are altered with PVC ones.
There is a wooden cover in fron of the stage of hall of ceremonies.			

NOTES:

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Supervisor: Inst. Dr. Nimet Özgönül

Figure 41: Inventory of Kadıköy R.İ.O. (cnt'd)

EVALUATION

			VALUE		PROBLEM	POTENTIAL
INTRINSIC	PYSICAL	Technical&Artistic, Age, Document Values	The school building bears **technical & artistic** value with its Neo-Classic architectural style, wooden stair well and architectural elements. The building bears **age value,** since it's construction date is older than nearly all of the buildings around it in Kadıköy. All architectural features and elements of the building makes it rich in terms of showcasing its term's construction techniques and lives of its past users, and have **document** value.	STRUCTURE	The only structural problem of the building was solved with reinforced concrete consolidations and reconstruction of one stair to first floor.	The building's structure is in a good condition.
	AUTHENTICITY	Authenticity&Originality Values	The school building bears **authenticity** value with its entrance, original elements on both floors.	ALTERATION	The building's one of two stair wells is reconstructed and consolidated with reinforced concrete.	Despite the cahnges made at southern side, the building's Northern side is preserved with most of its original arhitectural elements.
EXTRINSIC	SOCIO & CULTURAL	Social, Identity/Communal, Historical, Political, Educational, Evidential Values	The school is an important cultural heritage, especially for Greek minority in Kadıköy. It bears **social**, **identity/communal** , **historical, political, evidential** and **educational** values.	SOCIAL	There is not enough Greek people living in kadıköy for continuity of education in the school and their number is decreasing.	—
	USE	Use&Funtional, Continuity in use Values	The school building posesses high amount of **use/functional** value with its spaces in different sizes.	ADMINISTRATIVE	—	With their characteristics and sizes, the school building and its courtyard have flexibility for different uses on both floors, and in courtyard.
	ECONOMIC	Economic Value	The school building bears **economic** value with its well mainteined spaces, big courtyard and building lot in Kadıköy.	ADMINISTRATIVE	—	—
	LOCATION	Rarity, Group Values	The school building posesses **rarity** value with its rare circulation areas, which is solved with two different stairwells and corridors opening to two different sides of the school building	ENVIRONMENT	—	The building is easily accessible for passengers and vehicles. Buildings in closer environment are in harmony with the building's height and mass proportions. But since the front street is narrow, the building is not easily percieved from more crowded streets.

NOTES:

METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 41: Inventory of Kadıköy R.İ.O. (cnt'd)

GENERAL INFORMATION

Inventory Number	:	10
Name of the School	:	Maraşlı Rum İlköğretim Okulu
Adress	:	Sadrazam Ali Paşa Street, No: 35, Fener
Building Lot No	:	
Founder of the School	:	Gregoryas Maraşlı
Owner of the School	:	Arnavutköy Taksiarhi Rum Kilisesi Vakfı
Foundation Date	:	
Construction Date of the Current Building	:	1950
Architect	:	Unknown
Brief History of the School	:	The school building was objected to repairs in 1968 and 1987.
Survey Information	:	Survey study on the school building is done in June 21st, 2011.

All floors and spaces of the building were entered during survey study.

General view including Tarlabaşı Bulvarı (1) Scale: 0 50 100 150 200m N

Site view (2) Scale: 0 5 10 15 20m N

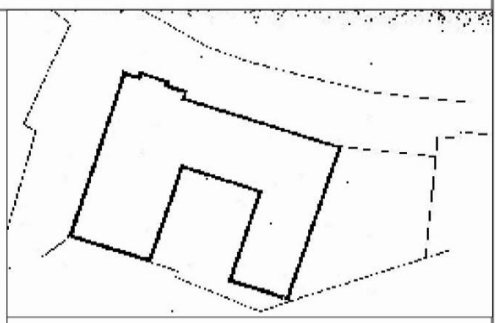
SURVEY INFORMATION

Location

The school building is on Dr. Sadık Ahmet Paşa Sokağı, the same street that Greek Orthodox Patriarchate is located on. On western side of the school, there is Halit Efendi Çıkmazı. The school has an inner courtyard and a courtyard on its eastern side.

Environmental Characteristics :

Fener district that the school is located in is composed of mostly residential units. Buildings are mostly in use by low income citizens, for this reason buildings are not maintained and most of them are in a bad condition. In the district, use of buildings change getting closer to sea level from residential to commercial and gastronomic functions. The district is has a slopped topography.



Site Plan (3) Scale: 0 5 10 15 20 25 30m N

NOTES:

(1) Google Eath image.
(2) http://rehber.ibb.gov.tr
(3) Site plan is taken from Dilek Şaman's thesis.

Information from M.S. Thesis of Dilek Şaman is used in General Information.

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DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 42: Inventory of Maraşlı R.İ.O.

General Characteristics of the School Building

The school building is two storey high, and its structural system is stone masonry. It is located near to Greek Orthodox Patriarchate. There are two entrance doors to the building , one from Dr. Sadık Ahmet Paşa Sokağı and one from the courtyard on eastern side of the building. There is a courtyard door opening to Dr. Sadık Ahmet Paşa Sokağı, at eastern ending of Northen facade.

North-east facade, entrance part

North-east facade of the school building is organised in two parts and has an assymmetrical arrangement. On western side of north-east facade, there is the entrance part, which is arranged symmetrically on its own. The entrance door is on center of the part and is covered with a central arch. This part of the facade features a classic Greek Corinth order. The part features a column order composed of four columns and on top of them, an architrave and a triangular pediment with rich ornamentations. There is also use of plastering shaped like cut stones on this part.

On eastern side of facade, there is a row of rectangular framed window openings, in same size and opening proportions, on both floors. In between window openings, facade surfaces are projected and have an ornamentation made of plastering on roof level.

View of north-east and north-west facades

On facades of the inner courtyard, three parts each has one entrance door. The door on midlle part is on center of the facade, whereas the other two are on north-east endings of the parts of the inner courtytard.

North-east facade, entrance detail

Structural System and Material

Main walls and interior walls are brick masonry. Thickness of main walls are 60 centimeters on ground floor and decreases on first floor to 45 centimeters.

First floor slab is timber ached floor. Ceiling on first floor and roofing structure was collapsed and reconstructed with reinforced concrete.

NOTES:

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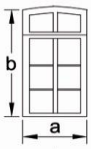
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 42: Inventory of Maraşlı R.İ.O. (cnt'd)

Architectural Elements

Windows



opening ratio = a : b

On north-east facade, all window openings except the two on entrance part are rectangular framed. On north-west facade, all windows are segmental arched. On south-east facade, first two rows of windows are segmental arched and the rest are rectangular framed.

Window opening proportions are 1:2 on north-east facade and 2:5 on north-east facade. In inner courtyard, opening ratio on facades are 1:2 on first floor and 2:5 on ground floor.

Doors

Interior space doors are timber framed and double winged.They do not have panels.

Main entrance door is metal framed, central arched and double winged. It has an ornamented metal framed window on its panel.

Timber framed partition elements

There are timber framed partition elements used in the building. One separates entrance space and stairs. The other is at the end of stairs to first floor.

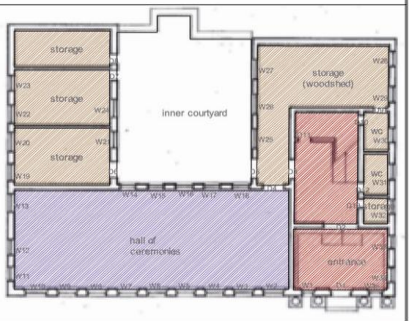
Furnitures & Equipments

- ✓ **Chairs/Seats** (in edu. units)
- ✓ **Students' desks** (in edu. units)
- ✗ **Teacher's desk** (in edu. units)
- ✗ **Platform** (in edu.units)
- ✗ **Map holder** (in edu. units)
- ✗ **Cupboard** (in edu. units)
- ✓ **Chair** (in social spaces)
- ✓ **Desk** (in social spaces)
- ✗ **Wall hanger** (in edu. units/corridors)

Building Form and Plan Scheme

Building Form	:	U shaped.
Number of Storey	:	Basement floor + ground floor + first floor + second floor

Ground floor of the school is composed of social spaces and service units. There is a inner courtyard in side building, surrounded by storage units and hall of ceremonies. Entrance part of the school is a specific space and separated from the circulation corridor and stairs with a stone masonry wall. There is not a corridor linking all spaces, the courtyard is used to reach three storage spaces on north-west corner of the floor.



Ground Floor Plan 0 5 10m N

NOTES:

All images belong to Author.

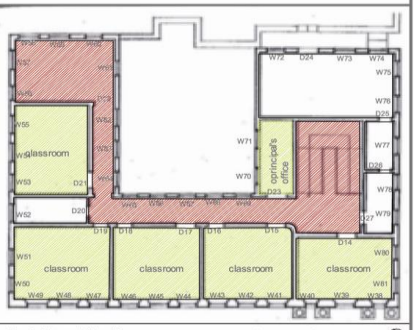
Measured drawings from M.S. Thesis of Dilek Şaman are used as basis of plans.

METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 42: Inventory of Maraşlı R.İ.O. (cnt'd)

Building Form and Plan Scheme

First floor of the building houses five classrooms and principal's office. There is an L shaped corridor linking the spaces on this floor. Four of the classrooms are located on souther side of the floor. Principal's office is located on starting point of the corridor, adjacent to the stairs, having a good view of inner courtyard.



First Floor Plan* 0 5 10m N

Functions of Spaces

	Administrative Units					Education Units								Social & Cultural Units							Service Units						
	Principal's Office	A. Principal's Office	Secretary Room	Founder's Room	Archives	Class Room	Music/Art Room	Chess Room	Computer Room	Physic Laboratory	Chemistry Laboratory	Biology Laboratory	Gymnastic Saloon	Hall of Ceremonies	Cafeteria	Canteen	Teacher's Lounge	Library	In. Courtyard	Corridors	Medical Room	WC	Bath	Janitor Room	Storage Room	Steam Room	Housing for Principal/sk
Grnd Floor														1								2			4		
First Floor	1					5											1								2		
TOTAL	1					5								1			1					2			6		

Original Function : Primary School **Original Capacity** : Five classrooms of students

Current Function : Unused **Current Capacity** : 0

NOTES:

Plans of the building in M.S. Thesis of Dilek Şaman are used in functional analysis.

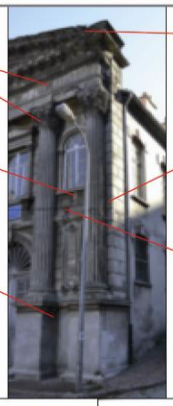
METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 42: Inventory of Maraşlı R.İ.O. (cnt'd)

Physical Condition

All of the facades have staining problem, especially ornamentations on entrance facade. Salt deposits are another problem on facades.

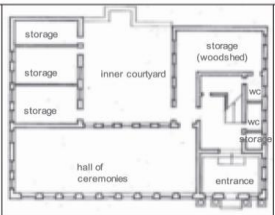
There are detachment and material loss on ornamnetations on the entrance part, especially on pediment and capitals of columns. Cut stone shaped plastering on entrance facade has fissures on it. Humidity is another probem seen on several points of facades. There are electric cables hanging on entrance part of north-east facade.



There is surface deterioration and loss of plaster in storage space on north-east part of the floor.

There is rusting on metal parts of brick arch floors on all of ceilings in the floor. Moreover, partial detachment is seen on some spots of the brick arch floor.

Flooring is deteriorated in especially stoage spaces.

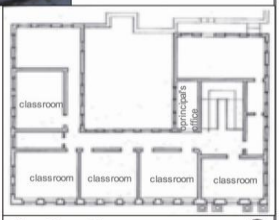


Ground Floor Plan

On stair steps, there are partial detachments of marble.

On main wall surfaces in classrooms, there is loss of plaster.

On flooring, there are fissures on corridor surfaces.
In classrooms, wooden covering has humidity problem that causing its darkening.



First Floor Plan

The school building is in amoderate condition.

Alteration

Original flooring on both floors have been removed and covered with screed.

The first floor ceilings and roof structure have been reconstructed
due to their partial collapsion in past years.

NOTES:

All images belong to Author.

Measured drawings from M.S. Thesis of Dilek Şaman are used as basis of plans.

METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 42: Inventory of Maraşlı R.İ.O. (cnt'd)

EVALUATION

			VALUE		PROBLEM	POTENTIAL
INTRINSIC	PYSICAL	Technical&Artistic, Age, Document Values	The school building bears high amount of **technical & artistic** value with its Neo-Classic architectural style, detailed plaster works on entrance facade, high level of craftsmanship of stairs, etc. The building bears **age value.** All architectural features and elements of the building makes it have high amount of **document** value. The building features its term's construction techniques and lives of its past users.	STRUCTURE	—	The building's structure is in a good condition.
INTRINSIC	AUTHENTICITY	Authenticity&Originality Values	The school building bears **authenticity** value with its building characteristics and original elements on all floors.	ALTERATION	All first floor ceilings and roofing are altered with reinforced concrete.	—
EXTRINSIC	SOCIO & CULTURAL	Social, Identity/Communal, Historical, Political, Educational, Evidential Values	The school is an important cultural heritage, especially for Greek minority in Fatih. It bears **social**, **identity/communal** , **historical, political, evidential** and **educational** values.	SOCIAL	There is not enough Greek people living in Fatih to provide continuity of education in the school.	—
EXTRINSIC	USE	Use&Funtional, Continuity in use Values	The school building posesses high amount of **use/functional** value with its spaces with different spatial qualities, its inner courtyard, etc.	USE STATE	The school building is unused, because of decreasing populoation of Greek minority in ıstanbul.	—
EXTRINSIC	ECONOMIC	Economic Value	The school building bears high amount of **economic** value with its well mainteined spaces, architectural cahracteristics, etc.	ADMINISTRATIVE	—	Abdülezelpaşa Street has a dense traffic and the building's position is close to it.
EXTRINSIC	LOCATION	Rarity, Group Values	The school building posesses **rarity** value with its big scaled corinthian order on entrance part of the front facade .	ENVIRONMENT	—	There is Greek Orthodox Patriarchate on North of the school, and close to it.

NOTES:

METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 42: Inventory of Maraşlı R.İ.O. (cnt'd)

GENERAL INFORMATION

Inventory Number	:	1
Name of the School	:	Arnavutköy Greek Primary School
Adress	:	Abdullah Molla Street, No:19, Arnavutköy
Building Lot No	:	
Founder of the School	:	Yorgo Zavraki
Owner of the School	:	Arnavutköy Taksiarhi Rum Ortodoks Kilisesi Vakfi
Foundation Date	:	1902
Construction Date of the Current Building	:	1902
Architect	:	Unknown

General view including Tarlabaşı Bulvarı(1) Scale: 0 50 100 150 200m N

Site view(2) Scale: 0 5 10 15 20m N

Brief History of the School : The school was founded and opened in 1902, as a school for boys only. In 1925, girls also were started to be educated.

Original construction system of the building was timber framed when it was constructed in 1902. In 1947, ground floor was reconstructed with stone masonry, while keeping the original timber framed construction of first floor. Between years 1987 and 1989, all roof tiles, opening frames and first floor facade coverings were renewed.

Survey Information : Survey study on the school building is done in June 9th, 2011.

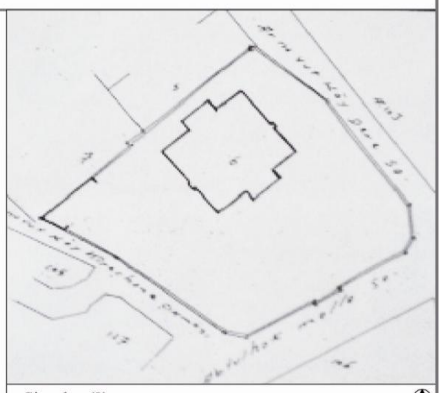
All floors of the buildings were surveyed in the school building.

GENERAL INFORMATION

Location Information

The school is located in Arnavutköy, approximately 200 meters North of Bebek Arnavutköy Caddesi. Being close to sea shore and Bebek Arnavutköy Caddesi, access to the school is easy. Aya Yorgi Greek Orthodox Church is located in next block on Arnavutköy Dere Sokak. Arnavutköy Özel Rum İlköğretim Okulu has a courtyard that is surrounded by Arnavutköy Dere Sokak, Abdülhak Molla Sokak, and Kireçhane Sokak. The courtyard has lots of trees and green areas inside. There is an auxillary unit next to the school building in the courtyard, which is currently being used as housing for school keeper.

Environmental Characteristics : Building stock in Arnavutköy is generally composed of two to three storey high buildings.



Site plan (3) N

NOTES:

(1) Google Eath image.
(2) http://rehber.ibb.gov.tr
(3) Measured drawing on school panel in Arnavutköy R.İ.O. building.

Information from M.S. Thesis of Dilek Şaman is used in General Information.

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DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 43: Inventory of Arnavutköy R.İ.O.

General Characteristics of the School Building

Two storey high school building is stone masonry on ground floor and timber framed on first floor. There is one entrance door to the school on the center of front facade and two more entrance doors from courtyard are opening to toilet spaces on north-west facade of the building. All windows are rectangularly framed.

Facade organization of front facade is symmetrical. The facade is organised in horizontally three parts. Entrance part is projected. In front of entrance door, there are steps made of marble. First floor windows have wooden casings. Upper parts of original ground floor timber window casings are seen on bottom part of first floor facade cover. There are wooden ornamentations on first floor, among window openings.

Structural and material changes made on ground floor also led to changes of window opening ratios on this floor. It is understood that original window openings on ground floor had same order with first floor's, considering remaining top parts of timber ornamentation elements on first floor facade.

South-west and north-east facades are nearly identical except for missing window openings of library space on first floor. Facades are organised assymmetrically. Chimneys are exposed on middle of the facades.

North-west facade is covered with additional toilet mass on ground floor, in the middle. There are only two window openings on the first floor facade, one on each side.

South-East facade(entrance facade)

South-West facade

North-East facade

North - West facade, with entrance door opening to toilet space

Structural System and Material

First floor is timber framed. Ground floor main walls are stone masonry. Partition walls on ground floor are stone masonry while partition walls on first floor are timber framed. Floor slab of first floor is timber framed whereas reconstructed ground flooring is concrete.

On first floor slab, there are additional concrete consolidations on some points. There is use of brick masonry on chimneys on each side of the building.

NOTES:

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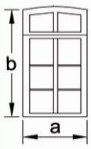
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 43: Inventory of Arnavutköy R.İ.O. (cnt'd)

Architectural Elements

Windows



*
opening ratio = a : b

Window openings are original on first floor but originality of openings on ground floor are questionable because of reconstruction of the floor. All window frames on first floor have sliding mechanism while ground floor windows do not have.

Opening proportions are on ground floor 3 to2 and on first floor, 1 to 2,5.

Doors

The entrance door on front facade is timber framed and double winged. The other doors opening to courtyard from toilet spaces are single winged and timber framed.

Inside the building, doors are timber framed and all of them are single winged other than doors of principal's office, library and the classroom opposite of library. None of the doors have panels.

Timber framed partition elements

There is one of these elements in the building, separating stairs and first floor circulation dorridor.

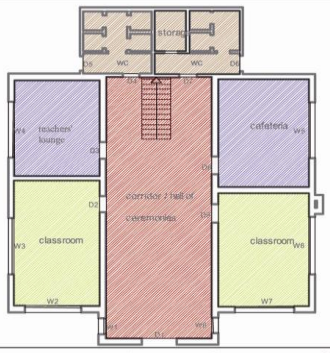
Furnitures & Equipments

- ✓ **Chairs/Seats** (in edu. units)
- ✓ **Students' desks** (in edu. units)
- ✓ **Teacher's desk** (in edu. units)
- ✗ **Platform** (in edu.units)
- ✗ **Map holder** (in edu. units)
- ✗ **Cupboard** (in edu. units)
- ✓ **Chair** (in social spaces)
- ✓ **Desk** (in social spaces)
- ✗ **Wall hanger** (in edu. units/corridors)

Building Form and Plan Scheme

Building Form	:	Square shaped.
Number of Storey	:	Ground floor + first floor

Spaces of the school are organised around two sides of floor corridor that is located on center of the plan. On ground floor, there are two classrooms, teachers' lounge and cafeteria spaces on two sides, and toilet spaces on north-western end of the corridor. The floor corridor is also used as hall of ceremonies since it has a large dimension considering school building's scale (approximately 115 square meters). The entrances to the toilets are provided from the doors(D4 and D7) on two sides of the stairs to first floor.



Ground Floor Plan

NOTES:

All images belong to Author.

(3) Measured drawing on school panel in Arnavutköy R.İ.O. building.

Measured drawings from M.S. Thesis of Dilek Şaman are used as basis of plans.

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DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 43: Inventory of Arnavutköy R.İ.O. (cnt'd)

building Form and Plan Scheme

On first floor, there are six spaces around the corridor; one classrooms, principal's office, founder's room, arcives, library and laboratory. At the end of the stairs on this floor, there is a timber framed partition element giving entrance to floor corridor. Principal's office is located at the end of the corridor, having a good view of the courtyard

First Floor Plan 0 5 10m N

Functions of Spaces

	Administrative Units					Education Units								Social & Cultural Units							Service Units						
	Principal's Office	A. Principal's Office	Secretary Room	Founder's Room	Archives	Class Room	Music/Art Room	Chess Room	Computer Room	Physic Laboratory	Chemistry Laboratory	Biology Laboratory	Gymnastic Saloon	Hall of Ceremonies	Cafeteria	Canteen	Teacher's Lounge	Library	In. Courtyard	Corridors	Medical Room	WC	Bath	Janitor Room	Storage Room	Steam Room	Housing for Principal/sk
Grnd Floor						2									1		1					2					
First Floor	1			1	1	1				1				1*				1									
TOTAL	1			1	1	3				1				1*	1		1	1				2					

Original Function : Primary School

Original Capacity : Three classrooms of students

Current Function : Unused

Current Capacity : 0

NOTES:

All images belong to Author.

* The corridor is also used as hall of ceremonies.
(3) Measured drawing on school panel in Arnavutköy R.İ.O. building.

Plans of the building in M.S. Thesis of Dilek Şaman are used in functional analysis.

METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 43: Inventory of Arnavutköy R.İ.O. (cnt'd)

Physical Condition

Since the building was subjected to a series of restoration projects between years 1987 and 1989, there are not too many types of deteriorations seen on the building, generally. Ground floor exterior wall surfaces are in a good condition, and the only problem detected is staining.

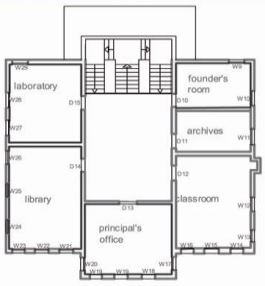
On first floor facades, dye on wooden covers are lost on some spots and on some parts of window frames.

Ground floor of the school building is in a good condition considering its inteior and structural state.

There are fissures on walls and ceiling coverings on first floor.

Ceilings of five spaces are in a severe condition with surface deterioration and fissures on wooden coverings.

There is sagging on flooring of laboratory. The wooden flooring is in a bad condition.



The school building is in a moderate condition considering lack of physical problems on both floors, apart from some ceiling and flooring problems on first floor.

Alteration

Main walls, partition walls and flooring of ground floor are all reconstructed with concrete between 1987 and 1989.

Ground floor window frames are altered with PVC material.

There are additional ventiletion elements located in opened holes on main walls.

The wall separating the teachers' lounge and the classrooms on ground floor is an addition, or moved from its original position. It is understood from the original ornamentation on the ceiling.

Concrete slab of ground floor is visible through storage spaces on basement level of the building.

NOTES:

All images belong to Author.

Measured drawings from M.S. Thesis of Dilek Şaman are used as basis of plans.

METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
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Figure 43: Inventory of Arnavutköy R.İ.O. (cnt'd)

EVALUATION

			VALUE		PROBLEM	POTENTIAL
INTRINSIC	PYSICAL	Technical&Artistic, Age, Document Values	The school building bears **technical & artistic** value with its "karnıyarık" plan scheme, architectural style, and wooden ornamentations on exterior facades and interior ceilings. The building bears **age value,** since it's construction date is older than many of the buildings around it in Arnavutköy. All architectural features and elements of the building makes it rich in terms of showcasing its term's construction techniques and lives of its past users, and having **document** value.	STRUCTURE	First floor slab is in a moderate condition considering sagging problem seen in some spaces.	The building's structure is in a good condition.
	AUTHENTICITY	Authenticity&Originality Values	The school building bears **authenticity** value with its original elements on first floor. But since its ground floor is mostly changed, this value of the building is not high (1).	ALTERATION	Ground floor structural system is altered with stone masonry, harming the overall authenticity of the building. (1) Original plan on ground floor is changed with movement of walls between spaces, harming owerall authenticity of the building.	Despite the interventions made in 1947, the new ground floor is original with its new materials and partitions since then.
EXTRINSIC	SOCIO & CULTURAL	Social, Identity/Communal, Historical, Political, Educational, Evidential Values	The school is an important cultural heritage, especially for Greek minority in Arnavutköy. It bears **social, identity/communal , historical, political, evidential** and **educational** values.	SOCIAL	There is not enough Greek people living in Arnavutköy for continuity of education in the school and their number is decreasing.	—
	USE	Use&Funtional, Continuity in use Values	The school building posesses high amount of **use/functional** value with its spaces in different sizes, large coridors on both floors and large courtyard.	USE STATE	The building is unused.(*)	The school building and the courtyard have flexibility for various uses.
	ECONOMIC	Economic Value	The school building bears **economic** value with its well mainteined sapces, big courtyard and building lot in Arnavutköy.	ADMINISTRATIVE	—	—
	LOCATION	Rarity, Group Values	The school building posesses **rarity** value. Besides its rare construction technique for a Greek minority school in Istanbul, the alterations done on its ground floor, wihtout changing the first floor, are rarily seen interventions (1).	ENVIRONMENT	—	The building has an easy access from main road. Buildings in closer environment are in harmony with the building's height and mass proportions.

NOTES:

(1) Ministry of Education, Besiktas Divison Website, http://besiktas.meb.gov.tr/kurumDetay.aspx?id=86, accessed in March 2011.

(*) The building was unused at the survey date, but it is currently being used as a private pre-school since september 2011, under name of "Merak Eden Çoçuk Arnavutköy Anaokulu". The building was restorated for this use.

METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 43: Inventory of Arnavutköy R.İ.O. (cnt'd)

GENERAL INFORMATION

Inventory Number :	7
Name of the School :	Karaköy (Galata) Özel Rum İlköğretim Okulu
Adress :	Kemeraltı Caddesi, No: 81, Karaköy
Building Lot No :	124 / 125
Founder of the School :	Galata Greek Community, Eleni Evyenidis
Owner of the School :	Galata Greek Community Foundation
Foundation Date :	1885
Construction Date of the Current Building :	1903
Architect :	Unknown

General view including Tarlabaşı Street (1) Scale: 0 50 100 150 200m N

Brief History of the School : When the school was founded, the school was only for boys and education was held in six classrooms. After year 1935, coeducation was started and girls also were accepted.
In year 1970, number of students started to decrease.
Between years 1985 and1995 the school had no student.
In 1996, the building was restorated by Galata Rum Orthodox Vakfı and education was restarted.

Site view (2) Scale: 0 5 10m N

Survey Information :

Commercial spaces on ground, first and mezzanine floors could not be surveyed. In addition, storage space on southern side of mezzanine floor also could not be entered. Other than mentioned spaces, all spaces in the school building were seen and photographed in June 17th, 2011.

FEATURES OF SCHOOLS

Location

The school is located on northern side of Kemeraltı Street, a historicly rich and commercially important street for Istanbul. The school building is adjacent to the neighboring building on north-east side. On its opposite there is Getronagan Armenian Church. Access ways to the school is rich: options like tramway and passenger ships are available besides freeway.

Environmental Characteristics : Building stock around the school is composed of commercial, educational, religion and public units. There are new buildings, as well as buildings dated to same term with the school building. The new buildings are mostly eight to nine storey high, while historic buildings are five to six storey high. On the opposite the chool, there is Getronagan church, and right nex to it, there is another minority school; Getronagan Armenian Private High Schoo. On the same street, there is also a foreign high school: Saint Benoit Private French High School.

NOTES:

(1) Google Eath image.
(2) http://rehber.ibb.gov.tr

Information from M.S. thesis of Dilek Şaman is used in General Information.

METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 44: Inventory of Karaköy R.İ.O.

General Characteristics of the School Building

The building is stone masonry and six storey high. It houses both educational and commercial uses. While ground, first and mezzanine floors are in commercial use, upper floors are used as school. This mix-use also reflects itself on highly decorated front facade of the building.

The front facade is symmetrically arranged, One and only entrance door of the building is on middle part of the facade. Window openings on commercially used ground floor and first two floors are wide and have an opening ratio of approximately 3:2. On facade, commercial and school parts are seperated from each other with a cornice.

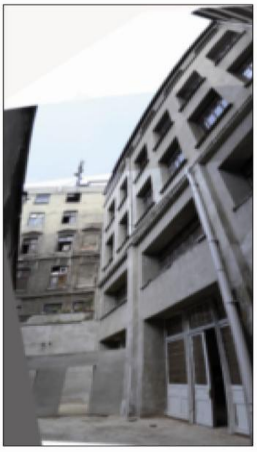
There is use of architectural elements from classic Greek architecture. There is a tirangular pediment, with detailed baroque style decorations on the roof floor, in the middle of the facade. Under the pediment, the middle part of the facade is composed of colonnades, friezes and lintels among them and another, smaller pediment on a window opening of second floor. The whole facade is plastered and the plastering is cut-stone shaped.

South-East facade facing Kemeraltı Caddesi

South-west Facade is symmetrically arranged. It is seen that window openings of hall of ceremonies have more than twice the width of the windows on upper floors.

Roof level windows were additional and their dimensions or number in a row is not in accordance with the lower level windows.

Facade surface is plastered with cement-based plastering material.



South-west facade

Additional wall of roof floor and laterly closed window openings are seen.

Staining is seen on second and third floor wall surfaces.

North-west facade

Structural System and Material

Stone masonry main walls and reinforced concrete waffle slabs.
Main walls' thickness on ground floor is approximately one meter, on upper floors, it reduces to around 50 centimeters.

NOTES:

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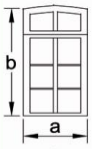
METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 44: Inventory of Karaköy R.İ.O. (cnt'd)

Architectural Elements

Windows



*
opening ratio = a : b

Window openings are standard in opening dimensions on school levels of the building except for the ones on middle part of the front facade and the ones of hall of ceremonies. On mentioned parts of the building, different variations of opening ratios can be seen. Standard opening ratio is close to 1:1 and dimensions are 180cm x 200cm. On commercial levels, openings are wider and shorter than the standard ratio.

Doors

Doors of administrative units and education units are single winged and panelled.

All of the doors except the entrance door to the building are timber framed. The building entrance door is metal framed and has monumental dimensions for a school door.

Timber framed partition elements

These elements in the building are on entrance of third floor, where is also the entrance to the school part of the building. Hall of ceremonies have timber framed partitions that separating it from school corridors.

Furnitures & Equipments

- ✗ **Chairs/Seats** (in edu. units)
- ✓ **Students' desks** (in edu. units)
- ✗ **Teacher's desk** (in edu. units)
- ✗ **Platform** (in edu.units)
- ✗ **Map holder** (in edu. units)
- ✗ **Cupboard** (in edu. units)
- ✗ **Chair** (in social spaces)
- ✓ **Desk** (in social spaces)
- ✓ **Wall hanger** (in edu. units/corridors)

Building Form and Plan Scheme

Building Form	:	T shaped.
Number of Storey	:	Ground floor + first + mezzanine + second + third + fourth floor

This floor consists of hall of ceremonies, housing for school keeper and two storage areas. At the end of the stairs, there is a timber framed partition element (P1) opening to the corridor. On opposite of the partition eleemnt, there is the entrance of hall of ceremonies. The hall is approximately 220 meter square and two storey high. The stage is on eastern side of the hall with the storage room nex to it.

On south-west corner of the floor, there is the third floor sapace of one of the shops, but there is no connection to it from this floor (please check "alteration" section). There is a stair linking ground floor to the third floor of the shop in entrance of the storage unit next to the hall.

Mezzanine Floor Plan

NOTES:

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Measured drawings from M..S. thesis of Dilek Şaman are used as basis of plans.

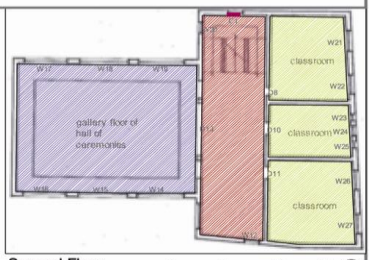
METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 44: Inventory of Karaköy R.İ.O. (cnt'd)

Building Form and Plan Scheme

This floor consists of three classrooms and gallery floor balcony of hall of ceremonies. The balcony surrounds the hall from four sides. There is a door (D13) opening to the balcony in the midlle of the corridor. There is a complete
The space of the stairs that leading to mezzanine floor is a calssroom on this floor. The hall is completely visible through the corridor.

There is a built in cupboard(C1) stair landing between mezzanine and second floors.



Second Floor Plan

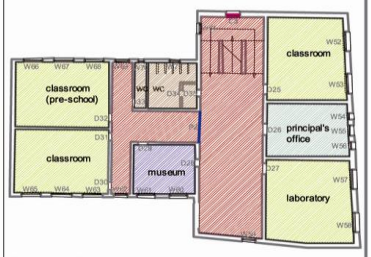
Third floor consists of three pre-school classrooms, two primary school classrooms, a library, a canteen, a medical room and two WCs.

There is another built in cupboard(C2) on the wall at stair landing between second and third floors.

Third Floor Plan

Fourth floor is composed of principal's office, two primary school classrooms, one pre-school classroom, a laboratory, a museum, and two WCs.

There is a timber framed partition element(P2) separating two sides of the floor at in the middle of the main corridor. And there is another built in cupboard(C2) on the wall at stair landing between second and third floors.



Fourth Floor Plan

NOTES:

All images belong to Author.

Plans of the building in M..S. thesis of Dilek Şamas are used in functional analysis.

METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 44: Inventory of Karaköy R.İ.O. (cnt'd)

Functions of Spaces

	Administrative Units					Education Units								Social & Cultural Units							Service Units						
	Principal's Office	A. Principal's Office	Secretary Room	Founder's Room	Archives	Class Room	Music/Art Room	Chess Room	Computer Room	Physic Laboratory	Chemistry Laboratory	Biology Laboratory	Gymnastic Saloon	Hall of Ceremonies	Cafeteria	Canteen	Teacher's Lounge	Library	Museum	Corridors	Medical Room	WC	Bath	Janitor Room	Storage Room	Steam Room	Housing for Principal/sk
Grnd Floor						Commercial Units															Commercial Units						
First Floor																											
Mznn Floor																									2		1
Scnd Floor						3								1													
Thrd Floor						2+3*										1		1			1	2					
Forth Floor	1			1		2+1*					1								1			2					
TOTAL	1			1		11					1			1		1		1	1		1	4			2		1

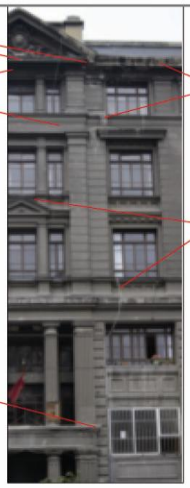
Original Function	:	Primary School	**Original Capacity**	:	Eleven classrooms of students
Current Function	:	Unused	**Current Capacity**	:	0

Physical Condition

There is staining problem on all over the building facades,causing a darker look. There are salt deposit on facades resulting in whitening of some ares on dark facade.

Detachments and material loss on plastering works on facade is seen on decorational elements and wall surfaces.

Putting aside the mentioned deteriorations, facades of the building are in a moderate condition in terms of structure and material condition.



NOTES:

* Indicates pre-school division classrooms.

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Measured drawings from M.S. thesis of Dilek Şaman are used as basis of plans.

METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 44: Inventory of Karaköy R.İ.O. (cnt'd)

Physcial Condition

Hall of ceremonies is the most richly decorated space and also the space that houses most of the deterioration problems in the school building .

There are detachments of reinforced concrete ceiling on eastern corner. This problem is very important because the ceiling of the hall bears all upper floors' spaces. There are detachments on plasterings, especially underneath of gallery balcony on southern side of the hall.

The stage and storage/backstage right next to it are in a severe condition with their structurally damaged ceilings and walls. Surface deterioration is seen on plastering works on southern and northern wall surfaces.

It is understood from adition of basketball hoops on gallery level that the hall was turned into a mix of hall of ceremonies and gymnastic saloon.

Mezzanine Floor Plan

Alteration

Some openings are closed throughout the building.

There are two basketball hoops hanged on gallery floor of hall of ceremonies. This also shows that the hall has been used as gymnastic saloon/sports hall. It is seen that conncetion points of the hoops harmed the balustrades of gallery.

Additional coverings over original plastering work on ceiling of stage in the hall are removed now, but a small part is left.

Opening from storage on mezzanine floor to the third floor space of shop is closed with mortar.

Consolidation is applied to roof structure on some spots.

There is an additional partition wall amde of concrete on south west side of the hall of ceremonies.

NOTES:

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DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 44: Inventory of Karaköy R.İ.O. (cnt'd)

EVALUATION

			VALUE		PROBLEM	POTENTIAL
INTRINSIC	PYSICAL	Technical&Artistic, Age, Document Values	The school building bears high amount of **technical & artistic** value with its Neo-Classic architectural style, plaster works on facade, interior wall surfaces, on ceilings, marble works, reinforced concrete floor slabs, etc. The building bears **age value.** All architectural features and elements of the building makes it rich in terms of featuring its term's construction techniques and lives of its past users, and having **document** value.	STRUCTURE	—	The building's structure is in a good condition.
INTRINSIC	AUTHENTICITY	Authenticity&Originality Values	The school building bears **authenticity** value with its building characteristics and original elements on all floors and especially for one of the first examples of reinforced concrete use in Istanbul (y)	ALTERATION	Some of the window and door openings are closed with reinforced concrete, there are additional elements in hall of ceremonies, and timber consolidateions on timber construction.	—
EXTRINSIC	SOCIO & CULTURAL	Social, Identity/Communal, Historical, Political, Educational, Evidential Values	The school is an important cultural heritage, especially for Greek minority in Karaköy. It bears **social, identity/communal , historical, political, evidential** and **educational** values.	SOCIAL	There is not enough Greek people living in Karaköy for continuity of education in the school and their number is decreasing.	—
EXTRINSIC	USE	Use&Funtional, Continuity in use Values	The school building posesses high amount of **use/functional** value with its spaces in different sizes, its large hall of ceremonies, and large corridors on all floors.	USE STATE	The school building is unused, because of decreasing populoation of Greek minority in ıstanbul.	Shop usage on first thre floors of the building provides functional diversity in the building.
EXTRINSIC	ECONOMIC	Economic Value	The school building bears **economic** value with its well mainteined spaces and its locational advantage.	ADMINISTRATIVE	—	Kemeraltı Street is commercially a rich street and the building's position on the street is advantageous.
EXTRINSIC	LOCATION	Rarity, Group Values	—	ENVIRONMENT	—	The school has a potential of being easily reachable through several transportation options.

NOTES:

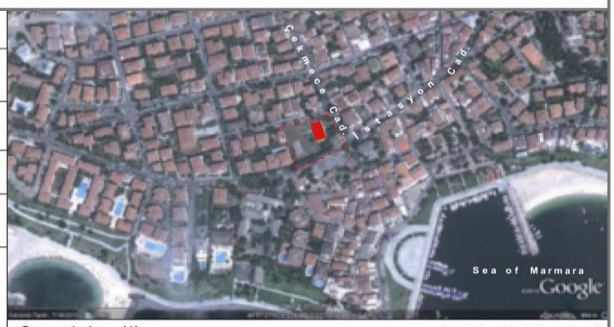
METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 44: Inventory of Karaköy R.İ.O. (cnt'd)

GENERAL INFORMATION

Inventory Number	:	14
Name of the School	:	Yeşilköy Rum İlköğretim Okulu
Adress	:	Çekmece Caddesi, No: 3 Bakırköy
Building Lot No	:	
Founder of the School	:	Yorgo Zavraki
Owner of the School	:	Yeşilköy Aya Stefanos Kilisesi İlkokulu ve Mezarlığı Vakfı
Foundation Date	:	
Construction Date of the Current Building	:	1903
Architect	:	Unknown
Brief History of the School	:	
Survey Information	:	Survey study on the school building is done in June 23th, 2011.

All spaces of the main school building were entered during site survey. But additional building on north-west corner of the building could not be entered due to its housing usage.



General view (1) Scale: 0 50 100 150 200m N

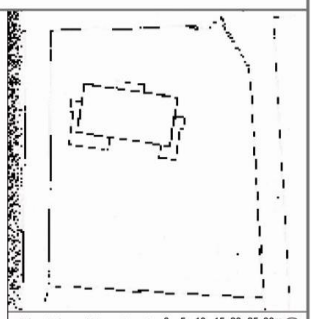
Site view Scale: 0 5 10 15 20m N

FEATURES OF THE SCHOOL

Location

The school building is located on the corner lot at western side of intersection point of Çekmece Caddesi and İstasyon Caddesi. These two streets are among commercially most important axes in Yeşilköy; . The streets are composed of both residential and commerially used buildings. İstasyon Caddesi takes its name fom the train station at the end of it. The school building is located on eastern side of the lot, with its entrance door facing Çekmece Street.

Environmental Characteristics : Yeşilköy is a district The buildings are generally four storey high.



Site Plan (3) Scale: 0 5 10 15 20 25 30m

NOTES:

(1) Google Eath image.
(2) http://rehber.ibb.gov.tr
(3) Site plan is taken from Dilek Şaman's thesis.

Information from M.S Thesis of Dilek Şaman is used in General Information.

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DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
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Figure 45: Inventory of Yeşilköy R.İ.O.

General Characteristics of the School Building

Yeşilköy Rum İlköğretim Okulu building is one storey high and its construction system is stone masonry. There are two entrance doors to the building. First is on entrance part of east facade, opening to school corridor. The second is on north-west side of the building, opening to housing unit.

East facade, facing Çekmece Caddesi

East facade is arranged symmetrically and is organised in five parts. On entrance part, a triangular pediment and four columns under it are projected from the rest of the facade, creating an entrance in neo-classical style for the school. Side ending parts of the facade also have pediments on roof level in accordance with entrance part,but they are not projected.

South facade

South and north facades originally have no window openings. Housing and toilet masses cover most of the facade surfaces and original facade arrangement could not be surveyed.

North facade

West facade is half- covered by housing unit and original facade orgnisation could not be fully understood.

West facade

Structural System and Material

Main walls and interior walls are stone masonry. Thickness of main walls are 74 centimeters.

Roofing and ceiling structures are timber frame.

NOTES:

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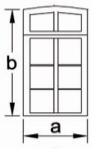
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 45: Inventory of Yeşilköy R.İ.O. (cnt'd)

Architectural Elements

Windows



*
opening ratio = a : b

Window openings on entrance part of the facade is 1:2,5 (W13, W1). The other parts of the facade has windows with opening proportions of 3:2 (W2, W3, W11, W12). But it is known that original opening proportions of these windows were different; close to 1:4, before the alterations done following Marmara Earthquake.*

Doors

All interior doors are timber framed, single winged and panelled. They have small openings on their wings for visual contact.

Since entrance door of the building is altered, original material of the door can not be claimed but according to its dimensions, it was double winged.

Furnitures & Equipments

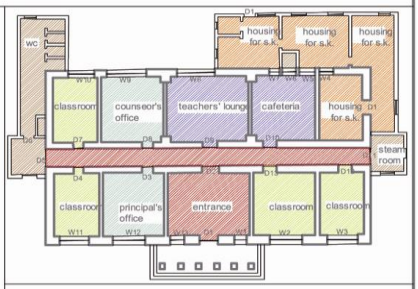
- **Chairs/Seats** (in edu. units)
- **Students' desks** (in edu. units)
- **Teacher's desk** (in edu. units)
- **Platform** (in edu.units)
- **Bell** (entrance unit)
- **Cupboard** (in edu. units)
- **Chair** (in social spaces)
- **Desk** (in social spaces)
- **Wall hanger** (in edu. units/corridors)

Building From and Plan Scheme

Building Form : Rectangular

Number of Storey : Ground floor

Symmetry is also featured in plan scheme of the school. Spaces of the school are arranged on both sides and two endings of one linear corridor. The corridor is on north to south direction. There are four classrooms, principal's office, counselor's office, taechers' lounge, and cafeteria on western and eastern sides of the corridor. Wc and housing for school keeper are in additional ubildings adjacent to the school building on western facade. Housing for school keeper is on north-west corner and toilets are on south west corner of the building.



Ground Floor Plan

0 5 10m N

NOTES:

* According to M.S Thesis of Dilek Şaman, these windows were originally composed of three windows with mentioned opening proportion, 1:4. But separating stone masonry parts among them were removed and the current windows have occured after alterations.

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Measured drawings from M.S Thesis of Dilek Şaman are used as basis of plans.

METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
DEFINING CONSERVATION PRINCIPLES FOR PRIMARY SCHOOLS OF RUM MINORITY IN ISTANBUL
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Supervisor: Inst. Dr. Nimet Özgönül

Figure 45: Inventory of Yeşilköy R.İ.O. (cnt'd)

Functions of Spaces

	Administrative Units					Education Units								Social & Cultural Units							Service Units						
	Principal's Office	A. Principal's Office	Secretary Room	Founder's Room	Archives	Class Room	Music/Art Room	Chess Room	Computer Room	Physic Laboratory	Chemistry Laboratory	Biology Laboratory	Gymnastic Saloon	Hall of Ceremonies	Cafeteria	Canteen	Teacher's Lounge	Library	In. Courtyard	Corridors	Medical Room	WC	Bath	Janitor Room	Storage Room	Steam Room	Housing for Principal/sk
Grnd Floor	1					4									1		1				1	2		1			
TOTAL	1					4									1		1				1	2		1			

Original Function : Primary School

Original Capacity : Four classrooms of students

Current Function : Unused

Current Capacity : 0

NOTES:

All images belong to Author.

Plans of the building in M.S Thesis of Dilek Şaman are used in functional analysis.

METU Graduate School of Natural and Applied Sciences, Graduate Program of Restoration
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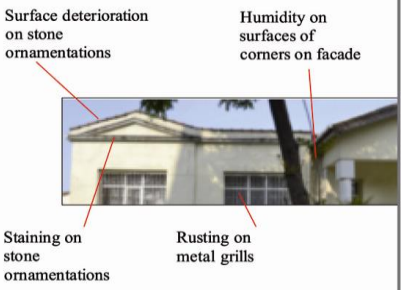
Figure 45: Inventory of Yeşilköy R.İ.O. (cnt'd)

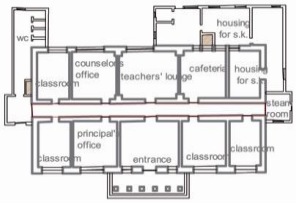
Physical Condition

Stone ornamentations on facades are deteriorated and have staining problem due to several reasons like exposition to rain water, humidity and air pollution. On some corners on facades, there is humidity problem. Metal elements like window grills and entrance doors are having rusting problem.

Note: The school building's projected entrance part was demolished during earthquake of Marmara in August 17th, 1999. After the earthquake, school building was partially reconstructed. Some other repairs were also underwhelmed during the interventions.



There are structural fissures in several spaces' walls in the building. Moreover, there are structural fissures on upper corners of walls in teachers' lounge and counselor's office.



Ground Floor Plan

Building is in a good condition considering no current structural problem.

Alteration

Original pediment and colones carrying it, which were damaged in 1999 earthquake, is reconstructed with reinforced concrete.

Floor covers are changed with ceramic tiles in all spaces.

Floor covers are changed with ceramic tiles in all spaces.

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Figure 45: Inventory of Yeşilköy R.İ.O. (cnt'd)

EVALUATION

			VALUE		PROBLEM	POTENTIAL
INTRINSIC	PYSICAL	Technical&Artistic, Age, Document Values	The school building bears **technical & artistic** value with its Neo-Classic architectural style and wooden ornamentations on ceiling of entrance space. The school building also has **age** value being more older than its surrounding buildings in Yeşilköy. In addition, the school has **document** value, because it features an example of its term's architecture and bears traces of lives of past users in its all elements and spaces.	STRUCTURE	Window openings on main walls are altered and their opening proportions are changed; casusing the openings to get wider. This may cause structural problems for main walls.	—
	AUTHENTICITY	Authenticity&Originality Values	The school building bears **authenticity** value with its original elements and spaces, especially with wooden ceiling of entrance space.	ALTERATION	Entrance part of the front facade was reconstructed after its partial demolition with Marmara Earthquake in 1999. In addition, opening proportions of windows are changed. And additional building is constructed adjacent to North-West part of the building as a housing for school keepers.	—
EXTRINSIC	SOCIO & CULTURAL	Social, Identity/Communal, Historical, Political, Educational, Evidential Values	The school is an important cultural heritage, especially for Greek minority in Yeşilköy. It bears **social**, **identity/communal** , **historical, political, evidential** and **educational** values.	SOCIAL	There is not enough Greek people to attend their children to the school.	—
	USE	Use&Funtional, Continuity in use Values	—	USE STATE	The building is unused.	Buidlng can bear different uses with its spaces in various sizes and large courtyard.
	ECONOMIC	Economic Value	The school building bears **economic** value with building qualities, large courtyard, and location in Yeşilköy, near to Yeşilköy İstasyon Street.	ADMINISTRATIVE	—	—
	LOCATION	Rarity, Group Values		ENVIRONMENT	—	The building is located at the end of Yeşilköy İstasyon Street, which is commercially rich and crowded in the district.

NOTES:

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Onur Tunç Ekmekci
Supervisor: Inst. Dr. Nimet Özgönül

Figure 45: Inventory of Yeşilköy R.İ.O. (cnt'd)

GENERAL INFORMATION

Inventory Number	:	2
Name of the School	:	Feriköy Rum İlköğretim Okulu
Adress	:	Kalyoncukulluk Caddesi, No: 76, Beyoğlu
Building Lot No	:	380 / 11
Founder of the School	:	Petros Sağredos, Stelyos Stilyanidis, Mateo ve Eleni Nikolau, Feriköy Fukaraperver Cemiyeti
Owner of the School	:	
Foundation Date	:	
Construction Date of the Current Building	:	1950
Architect	:	Unknown
Brief History of the School	:	

General view including Tarlabaşı Bulvarı (1) Scale: 0 50 100 150 200m N

Site view (2) Scale: 0 5 10 15 20m N

Survey Information : Survey study on the school building is done in June 9th, 2011.

All floors and spaces were entered during site survey.

FEATURES OF THE SCHOOL

Location

Feriköy Rum İlköğretim Okulu is in Kurtuluş, located on western side of Halaskargazi Caddesi, right next to Feriköy Protestant Cemetary. On oppesite of Protestant Cemetary, there is French Latin Catholic Cemetary. In front of the school building, there is intersection point of Abide-i Hürriyet Caddesi and Rumeli Caddesi. Rumeli Caddesi links the school to Halaskargazi Caddesi. On Abide-i Hürriyet Caddesi, 300 meters south from the school's access way, there is another non-muslim school, Pangaltı Armenian Private Pre-school, Primary School and High School is located.

Environmental Characteristics : Kurtuluş is a district that is in between two of most important centers in the city, Beyoğlu and Şişli. It is inside municipal borders of Şişli. Surrounding buildings are generally seven storey high and reinforced concrete.

NOTES:

(1) Google Eath image.
(2) http://rehber.ibb.gov.tr

Information from M.S. Thesis of Dilek Şaman is used in General Information.

No information on history of the school could be found.

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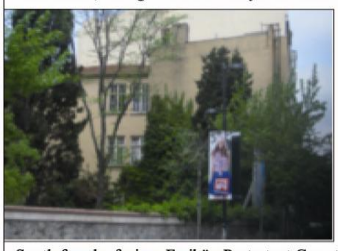
Figure 46: Inventory of Feriköy R.İ.O.

General Characteristics of the School Building

The school building is three storey high, and its structural system is reinforced concrete. It was constructed in ..... style There are two entrance doors to the building on ground floor and one on basement floor.
Throughout the facades of the building, there is no ornamentation.

East facade, facing Abide-i Hürriyet Caddesi

The front facade of the building is arranged assymmetrically. Entrance door is on northern side of the facade, being on street level although ground floor level is one meter high than street level. This makes the door's frame level being lower than the floor window openings on the facade. Midlle part of first and second floor is projected on the facade. While there are stair well's windows on northern side of the projected part, on southern part there is no opening. There are cement based window casiings on the facade. Basement floor's window openings are visible from the street and have metal grills and covers.



South facade, facing Feriköy Protestant Cemetery

Due to the building's L shaped plan scheme, there are two parts of the south facade. Front one has no openings since the building is adjacent to next building lot on this side. The back part of the facade has window openings on all floors, including basement floor. South facade has window openings and frames identical to east facade's, without window casings.

West facade, facing courtyard of the school.

West facade has window openings and frames identical to east facades', without window casings. Due to level difference between the street level and courtyard, the building is percieved four storey high from courtyard.

Structural System and Material

The building's structural system is reinforced concrete.

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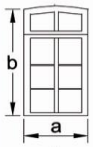
Figure 46: Inventory of Feriköy R.İ.O. (cnt'd)

Architectural Elements

Windows



*
opening ratio = a : b

All window openings on the building are timber framed. Except for stair well and basement floor, all other parts have the similar window type, double winged and has an opening ratio of 1:2.

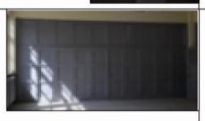
Stair well's windows and basement floor windows have varying opening ratios and types.

Doors

All doors in the building are timber framed, except for front facade entrance door. Classroom doors are panelled and have windows on upper parts of their wings for visual contact. All spaces' doors are single winged.

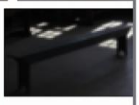
Timber framed partition elements

There is one partition element inbetween hall of ceremonies and teachers' lounge.



Furnitures & Equipments

- ✓ **Chairs/Seats** (in edu. units)
- ✓ **Students' desks** (in edu. units)
- ✓ **Teacher's desk** (in edu. units)
- ✗ **Platform** (in edu.units)
- ✗ **Map holder** (in edu. units)
- ✗ **Cupboard** (in edu. units)
- ✗ **Chair** (in social spaces)
- ✗ **Desk** (in social spaces)
- ✓ **Wall hanger** (in edu. units/corridors)

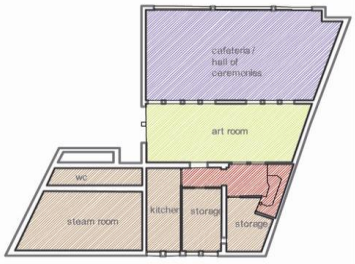


Building Form and Plan Scheme

Building Form : L shaped.

Number of Storey : Basement floor + ground floor + first floor + second floor

Basement floor of the building houses cafeteria, art room, and service units. Cafeteria is also used as hall of ceremonies. Service units include a steam room, two storage rooms, a kitchen serving cafeteria and a wc. Art room on this floor is where the building is linked to school's courtyard so art room is also a corridor.



Basement Floor Plan 0 5 10m N

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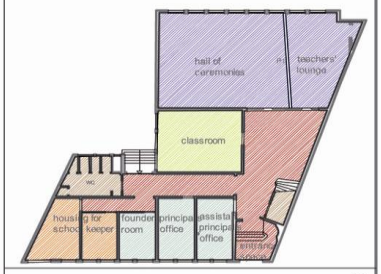
Figure 46: Inventory of Feriköy R.İ.O. (cnt'd)

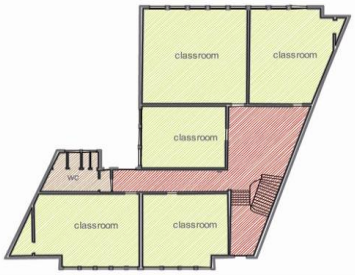
Budilding Form and Plan Scheme

Ground floor is composed of social, administrative, course and housing units, besides service units. On Western side of the floor there are hall of ceremon ies and teachers' lounge, separated by a timber framed partition element (P1). Administrative units are located right next to entrance, adjacent to front facade. Housing unit is located on southern end of the floor corridor.



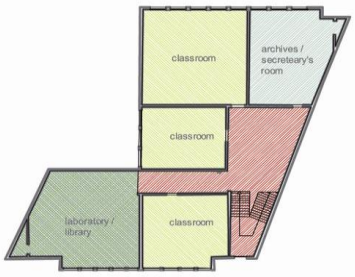
Ground Floor Plan 0 5 10m N

First floor is composed includes five classrooms and a wc.



First Floor Plan 0 5 10m N

On second floor, there are three classrooms, and two mixed used spaces. The space on western corner of the floor is used as both archives and secretary's room. In addition, on southern end of the corridor, there is the space used as both laboratory and library of the school.



Second Floor Plan 0 5 10m N

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Figure 46: Inventory of Feriköy R.İ.O. (cnt'd)

Functions of Spaces

	Administrative Units					Education Units								Social & Cultural Units							Service Units						
	Principal's Office	A. Principal's Office	Founder's Room	Secretary Room	Archives	Class Room	Music/Art Room	Chess Room	Computer Room	Physic Laboratory	Chemistry Laboratory	Biology Laboratory	Gymnastic Saloon	Hall of Ceremonies	Cafeteria	Canteen	Teacher's Lounge	Library	In. Courtyard	Corridors	Medical Room	WC	Bath	Janitor Room	Storage Room	Steam Room	Housing for Principal/sk
Bsmt Floor														1		1						1			1	1	
Gmd Floor	1	1	1			1								1			1					1		2			
First Floor						5																1					
Scnd Floor				1		3					1*							1*									
TOTAL	1	1	1	1		9					1*			2	1	1	1	1*				3		2	1	1	

Original Function : Primary School **Original Capacity** : Nine classrooms of students

Current Function : Unused **Current Capacity** : 0

NOTES:

The laboratory space is also used as school library.

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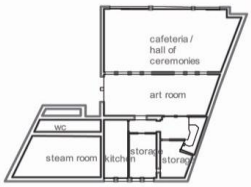
Figure 46: Inventory of Feriköy R.İ.O. (cnt'd)

Physical Condition

There are partial detachemnts of concrete material from main walls on severeal spots. Water gutters and pipes are in a bad condition, leaving facade to rain water exposition. Timber window frames are in a bad condition with fiberization. Concrete window sills also have partial detachment. Rusting is seen on metal coverings and frames on windows of basement floor on front facade. There are wall writings on ground floor level on front facade.

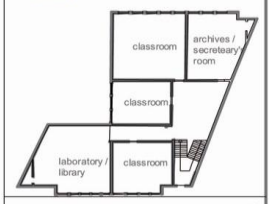
Spaces on eastern side of the floor are in a bad condition. There is surface deterioration on walls and flooring.

Architectural elements on this floor are in worse condition than the ones on upper floors.



Basement Floor Plan

There is high amount of humidity on wall and ceiling surfaces of laboratory space, harming structural system.



Second Floor Plan

The building is in a moderate condition with some parts of it being ina bad condition, and some spaces being in a good condition.

Alteration

Wall paintings from an exhibiton held in the school building are left on walls, not removed.

Some of spaces in the building were used as projection rooms, and window openings were covered with light-proof gypsum panels. They are not removed after the exhibiton.

Basement floor windows facing courtyard on west facade are altered. They were the sam with rest of the windows on other facades with respect to size and opening ratio.

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EVALUATION

			VALUE		PROBLEM	POTENTIAL
INTRINSIC	PYSICAL	Technical&Artistic, Age, Document Values	Original architectural elements, and furnitures in classrooms of the building provide traces of its past users, making the building have **document** value.	STRUCTURE	—	The building's structure is in a good condition.
INTRINSIC	AUTHENTICITY	Authenticity&Originality Values	—	ALTERATION	The current building of the school was constructed in 1950, after demolition of the previous one.	Despite the reconstruction in 1947, the new school building is original with its new architectural characteristic since then.
EXTRINSIC	SOCIO & CULTURAL	Social, Identity/Communal, Historical, Political, Educational, Evidential Values	The school is an important cultural heritage, especially for Greek minority in Arnavutköy. It bears **social**, **historical, political,** and **evidential** values.	SOCIAL	There is not enough Greek people living in Şişli to provide continuity of education in the school and their number is decreasing.	—
EXTRINSIC	USE	Use&Funtional, Continuity in use Values	The school building posess high amount of **use/functional** value with spaces in different sizes, and courtyard	ADMINISTRATIVE	—	With their characteristics and sizes, inteiror spaces of the school building and the courtyard have flexibility for different uses.
EXTRINSIC	ECONOMIC	Economic Value	The school building bears **economic** value with its location in Şişli, and being cose to Osmanbey subway station.	ADMINISTRATIVE	—	Kemeraltı Street is commercially a rich street and the building's position on the street is advantageous.
EXTRINSIC	LOCATION	Rarity, Group Values	—	ENVIRONMENT	—	Halaskargazi Street is close to the school. Osmanbey subway station is also close. On the other hand, the buildings in closer environment are in harmony with the building's height and mass proportions.

NOTES:

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