

CONSERVATION PRINCIPLES FOR
AN EARLY REPUBLICAN PERIOD PRIMARY SCHOOL BUILDING:
MIMAR KEMAL PRIMARY SCHOOL

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MIMAR KEMAL PRIMARY SCHOOL**

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ABSTRACT

CONSERVATION PRINCIPLES FOR AN EARLY REPUBLICAN PERIOD PRIMARY SCHOOL BUILDING: MIMAR KEMAL PRIMARY SCHOOL

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The aim of this thesis is to ensure the understanding of the importance of early Republican buildings and to define conservation principles for Mimar Kemal Primary School in Ankara, one of the important examples of early Republican primary schools. The main reasons for selecting Mimar Kemal Primary School are the importance of its values, location, its history, its architect, architectural characteristics and its ideological and symbolic role in early Republican period.

The main reason behind this thesis is the current threat towards these buildings, due to the urban transformations, education campus projects, laws relating these buildings, the unawareness of the public, and the scarcity of studies for conservation of these buildings. The principles of how and why to conserve are searched through values and conservation approaches. Focusing on the aim, the thesis is structured in five parts; as the research on education and educational buildings; conservation of early Republican period architecture; analyzing the case study; making evaluations consisting of, analyzing based on today's educational needs, review value types and make assessment process for the school, determining problems and potentials; and lastly, implementation of conservation principles for both the case study and in general to set an example for possible conservation studies on other early Republican school buildings.

In conclusion, in the process of conservation of cultural heritage, the development of principles is an essential process. Therefore, in this thesis conservation principles are proposed for Mimar Kemal Primary School.

Keywords: Mimar Kemal Primary School, Conservation Principles, Early Republican Architectural Heritage, Education Buildings, Ankara

ÖZ

ERKEN CUMHURİYET DÖNEMİ İLKOKULU İÇİN KORUMA PRENSİPLERİNİN TANIMLANMASI: MİMAR KEMAL İLKÖĞRETİM OKULU

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Bu tezin amacı, erken Cumhuriyet dönemi binalarının önemini anlaşılmasını sağlamak ve Ankara’da yer alan Mimar Kemal İlköğretim Okulu’nun koruma ilkelerini oluşturmaktır. Mimar Kemal İlköğretim Okulunun seçilmesindeki ana nedenler; erken Cumhuriyet dönemi ilköğretim okullarının önemli örneklerinden biri olması, değerlerinin önemi, yerinin önemi, tarihçesi, mimarı, mimari özellikleri ve erken Cumhuriyet döneminin yansıtılmasındaki ideolojik ve sembolik rolüdür.

Günümüzde; kentsel dönüşüm, eğitim kampüsü projeleri, konuyla ilgili yasalar, halkın bu konudaki bilinçsizliği ve bu yapılar üzerine yapılan çalışmaların sayıca az oluşu bu tezin gerekliliğini ortaya koymaktadır. Erken Cumhuriyet dönemi okul yapısının nasıl ve neden korunacağına dair prensipler, değerler ve koruma yaklaşımları tartışılarak değerlendirilmiştir. Bu amaç çerçevesinde, tez beş bölümde yapılandırılmıştır; eğitim ve eğitim yapılarının araştırılması; erken Cumhuriyet dönemi mimarisinin korunmasına dair araştırmalar; Mimar Kemal İlköğretim Okulunun analizlerinin yapılması; okulun günümüz eğitim ihtiyaçlarına, değerlerine, problemlerine ve potansiyellerine göre değerlendirilmesi ve son olarak diğer erken Cumhuriyet dönemi ilköğretim yapılarına da örnek olması için, Mimar Kemal İlköğretim Okulunun koruma prensiplerinin oluşturulmasıdır.

Sonuç olarak, koruma ilkelerinin oluşturulması kültürel mirasın korunmasında önemli bir süreçtir. Bu nedenle, bu tezde Mimar Kemal İlköğretim Okulu için koruma prensipleri önerilmektedir. Buna ek olarak, örnek çalışmanın altyapısından yola çıkarak diğer erken Cumhuriyet dönemi okullarının korunmalarına yönelik genel prensiplerin tanımlanması da bu çalışmanın ana amacının bir parçasıdır.

Anahtar Kelimeler: Mimar Kemal İlköğretim Okulu, Koruma Prensipleri, Erken Cumhuriyet Dönemi Mimari Miras, Eğitim Yapıları, Ankara

To my family, for their endless love and support

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CHAPTER 1

INTRODUCTION

Conserving the built heritage is important and special for everyone. The shaping of cultures, values and identities are reflected by this heritage. They are the physical entities that show the characteristics of cultural, value and identity aspects that are needed to be made understandable and manageable for the public. The economic situation, environment and the social situation of the period that these heritages belongs to are illustrated in their building style, methods and the use of these buildings. It is clear that the history of a place could be understood by the new generations through appreciating these buildings.

Cultural heritage is a wide concept. It has variety; it can be distinguished in the built environment, natural environment and artefacts. One of the cultural heritages that should be conserved is the modern heritage. Although the importance of heritage conservation is clear in the modern world, the recognition of the twentieth-century properties as a part of cultural heritage began to be discussed since the beginning of the 2000s in Turkey. Even though one of the cultural heritages that should be conserved is the early Republican period architecture, conservation of these buildings faces difficulties due to lack of public awareness and related laws. The insufficiency of studies relating to the conservation of these buildings and the fact that many qualified early Republican buildings lost, or are under the threat of being lost, indicate the need for research in this topic

The architecture of the twentieth century began to be recognized as a part of the cultural heritage since the second half of the 1960s. In Turkey, the attempts to conserve the twentieth century architectural products within a legal base began in the early 1970s. Committees, such as DOCOMOMO, have also done studies for protecting these buildings. In Turkey, the issue has begun to attract more attention

after the efforts of the non-governmental organizations such as Turkish Chamber of Architects, the Turkish branch of DOCOMOMO, and departments of architecture at universities. There are also legislations, such as the article six in the 2863 numbered law in Turkey that defines the buildings to be conserved. However, even though there are laws relating this subject, they adopt an exclusive approach, mainly focusing on the physical values, towards assessing the significance of twentieth-century properties. Increasing consciousness of the public is another major factor affecting the success of conserving these buildings. Thus, sustaining an integration of these buildings into daily life is through two important ways, protecting them with their original function or adaptive re-using.

The buildings constructed in early twentieth century comprise an important history in Turkey. On October 29, 1923, having the aims of breaking all the associations with the Ottoman past and creating a modern Republic in western meaning, the Turkish republic was proclaimed under the leadership of Mustafa Kemal. The aim of the new Republican regime was to create a new society compatible with Republican ideologies and depart from the education system of the Ottoman Empire. In order to spread and develop the Republican ideology and for the citizens to be suitable for the society they had to be educated, and education policy was shaped around this idea. Primary education was considered as the backbone of education policy, and the goal was to increase the literacy rate within a short period of time. The social and political lifestyle that the new Regime brought was aimed to be reflected in the public buildings. These public buildings were education, administrative, health, transportation, security, industrial and cultural buildings. They were mainly located in major cities; most of these buildings were in the capital, Ankara. Places were needed in order to give education and from this point the construction of school buildings was a prerequisite of the success of the education policy, and particular importance was attached to school construction. The design and construction process of these buildings were affected by three main factors. These were the ideology of the new Regime, education policies and the discipline of architecture.

The threats towards these buildings are not only to the physical presence of buildings that compose the architectural heritage of the Republican period, but beyond that. It is a threat towards the architectural qualities of the buildings, to their functions, and to their legibility. When reading a part of the architectural heritage of Republican period one can understand the whole modernization program. Every cultural, educational, health, industry, management, bank building or every recreational space and square built from the beginning of 1920s represent the founder staff of Republic and the aims, dreams and efforts of the following generations.

1.1. Aim and Scope

This thesis is mainly limited with the foundation and institutionalization of the Republic, which is in between the years 1923 and 1950, generally known as the early Republican period. The year 1950 defines a turning point. It is not just because the era starting from 1923 till 1950 was a single-party period, where a single decision-making authority determined all institutional policies, but in other fields also because of their relations with politics, such as architecture, and educational policies of the Republic. Architectural practice of the early Republican period is completely different from after 1950. Thus early Republican period is selected as the date of this study's scope.

As these buildings come to the end of their economic life-spans, or come to be ineffective to satisfy the changing requests of contemporary necessities, or to enable the construction of new buildings in their place these buildings are the victims to rapid demolition, or at the very least to extensive alterations. Therefore, when conserving and assessing the values of the twentieth-century architecture in Turkey, importance should be given to the early Republican architecture in order to conserve wide diversity of this built environment, and to enable a comprehensive understanding of the foundation and institutionalization process of the Republic, the process of political, cultural, social and spatial transformations, and the role of architecture in this transformation. Due to the current ideology of the government,

issues relating educational buildings, such as the change in educational policies and emerging of campus project plans, the case study of this thesis is selected as educational buildings.

The educational buildings contribute substantially to the capital identity of Ankara. They reflect a significant part of the social, political, economic and cultural development of the early Republican period. It signifies the foundation process of the Republic, as well as the institutionalization process. The construction activities of the period, consisting of new building types with diverse physical characteristics, symbolizes the presence and power of the new regime, and helped the adaptation of a modern lifestyle and understanding modernization process of the country. Educational buildings are responsible for implementing Republican ideologies, as well as creating new citizens of the new regime. Conservation of early Republican architecture in all its variety is the only way of understanding the modernization process, which includes the impacts of the political revolution, as well as the vital role of architecture. One of the important buildings during this period was the educational buildings. Education was one of the five reforms¹ of Mustafa Kemal, therefore importance was given to education, educational buildings and they were the most widely built buildings during the early Republican period.

With its physical and social structure, the most important achievement of Republican revolution was Ankara. Therefore, the geographical limitation of this study is determined as Ankara. It has been an initiator and an example and a modern city, which has been created from a small Anatolian city to a capital city. Modernization efforts including planned development, planned expansion and planned structuring were going parallel with Ankara's development into being the capital city. The important emphasis on seeking of city plans, and determining the values representing the new city's nature, is due to the claim of proving that the young Republic is different than the Ottoman Empire. Even though not being managed with special

¹ These reforms are; 1-Political; 2-Social; 3-Juridical; 4-Educational and Cultural; 5-Economical. Information was retrieved August 11, 2014, from <http://www.columbia.edu/~sss31/Turkiye/ata/hayati.html>

laws, when looking at Ankara during 1920-1950s, a modern, orderly, scheduled, and programmed city can be seen. It was also self-confident as management and a city with healthy environment. This discipline has gained Ankara a very rich architectural and urban heritage. As mentioned above these heritage include the educational buildings, which contributed greatly to the capital identity of Ankara.

Being one of the significant examples of these buildings; Mimar Kemal Primary School which is located in Yüksel Street, Kızılay, built in 1927, is chosen as case study. The building took its name from its architect, Mimar Kemalletin, who was one of the most important architects in Turkey. The main reasons for selecting Mimar Kemal Primary School as a case for this study are the importance of its values, location, its history, its architect, architectural characteristics and its ideological and symbolic role in early Republican period. The aim of this thesis is to analyze Mimar Kemal Primary School, to evaluate its features and current state, and to suggest a series of conservation principles for it, in order to set an example for the possible conservation studies on other early Republican schools buildings. As a conclusion in the thesis, from the infrastructure of the case study a series of conservation principles are aimed to be proposed for the early Republican school buildings in general. Therefore, such questions will be answered; how can we conserve an early Republican school building; how can we reposition a qualified education in the urban fabric; how can we reposition a qualified education in the existing school buildings, in the urban fabric?

1.2. Methodology

Based on the content of the chapters different research methods are used in this thesis. These research methods and documents used in the thesis include literature review such as books and articles on this topic; having several field surveys to Mimar Kemal Primary School to get measurements and take pictures of the school ; interviews with the principal of Mimar Kemal Primary School and the schools graduates, Yıldırım Yavuz and Süleyman Yüzübenli; archival research on the

Greater Municipality of Ankara in order to access the file of the school building, as well as documents and decisions regarding the school building; visiting the Greater Ankara Municipality Department of Housing and Urban Development to obtain information regarding the current news about campus projects and the city, Ankara ; visiting T.R. Prime Ministry Directorate General of Foundations again for accessing information about Mimar Kemal Primary School, and finally aerial photos retrieved from Google Earth.

This thesis consists of five main sections after the introduction part, suitable to their procedures as required by the intent of this study. The methodology of each section is as follows:

The first section of the thesis focusing on education in general consists of three parts, the context of the early Republican period primary school buildings in Turkey, current state of education in Turkey and factors on educational success. These researches are done through literature sources. Under the context section, the early Republican primary school buildings in Ankara were shown also in maps. The maps are made using Google Earth aerial views and afterwards additions and editions were made in Photoshop. The maps are prepared in order to show the number of school buildings in Ankara, as well as their increase in years, and its direction. In the education campus section of these researches, under current state of education in Turkey, the Greater Ankara Municipality Department of Housing and Urban Development was visited in order to obtain information regarding the current news about campus projects.

The second section, conservation of early Republican architecture is analyzed with the significance of the early Republican architecture, consisting of its status in the current legislative framework and approaches in international context. Literature sources are used in this research.

In the third section, which refers to the chapter four, the case study, Mimar Kemal Primary School, is studied. It is composed of two parts; historical features and architectural features. The historical features of Mimar Kemal Primary School is researched mainly through literature sources. In the ‘Location of Mimar Kemal Primary School: Ankara and Kızılay Area’ section, the map showing synthesis of Kızılay area was obtained from the Greater Ankara Municipality Department of Housing and Urban Development.

In the archive of the Greater Municipality of Ankara, the file of the school exists with documents and decisions regarding the school building. The plans of the B block, which is the annex of the main building is also in file. These are the original plans (they are 26.05.1943 dated and stamped by Municipality of Ankara Department of Housing) found in the archive of Department of Housing and Urban Development / Greater Municipality of Ankara. However neither in the archive of Greater Municipality of Ankara, nor in the Prime Ministry Directorate General of Foundations the main block’s plans doesn’t exist. Moreover, in the literature sources the school is mentioned as “the school whose plans cannot be found”². However in Leyla Alpagut’s thesis “ Erken Cumhuriyet Döneminde Ankara’daki Eğitim Yapıları” the plans of the main block is found, the source is written as the archive of the school but in the school’s archive another plan is found. Therefore, having these plans as base plans on site survey is made. First of all the site is analyzed according to the plan of the site. Then, the two blocks were measured and later documented by taking pictures. Some of the information was obtained by an interview with the school’s principal. Therefore, this section was primarily done by on site surveys and archival materials, and secondarily on literature surveys and oral history.

The fourth section comprises evaluation of Mimar Kemal Primary School according to today’s educational need, values, problems and potentials. These are done

² “Mimarın Ankara’daki en önemli yapıtlarından sayılan ve projesi bulunamayan Mimar Kemal İlkokulu’da iki katlı...” Information was retrieved from, Batur, A. *Mimar Kemaleddin Yapıları Rehberi*. Istanbul: TMMOB Mimarlar Odası, 2008. Print.

according to physical features, social situations and qualifications of the school building. This is essential in order to prepare conservation principles.

In the final step, which refers to chapter six, the site survey and the theoretical studies are reviewed. Following these the conservation principles are prepared by interpreting the determined values. These principles are qualified in order to preserve and pass on to the next generations. Besides using the building, the main aim is also to preserve its physical and social values.

1.3. Structure of the Thesis

This thesis is composed of seven chapters. In the first chapter the introduction with problem definition, aim and scope, methodology and structure of the thesis is presented.

In the second chapter, the whole subjects relating to education system are covered. Firstly, the context of the early Republican period primary school buildings in Turkey is given. This section includes the history of education in Turkey, the administrations and financial policies behind construction of school buildings, and the early Republican period primary school buildings in Ankara. Following the history of education, current state of education in Turkey is mentioned in the next part. This includes the current course schedule for primary schools, which effects shaping the architectural program. Then, due to its effects in shaping the spatial requirements and to understand the current design requirements before conserving, designing or re-using a school building, the Ministry of National Education's minimum design requirements for educational buildings are stated. Lastly, to understand the current plans about educational buildings, and to prevent the possible threats towards the emptied school buildings, education campus projects by the Ministry of National Education are mentioned. Following these, factors on educational success, which composes of effects of building components on

educational success and twenty first century learning environments, are covered in the last section.

In the third chapter, conservation of early Republican architecture is covered. This chapter includes significance of early Republican architecture, the recognition of the twentieth-century as a part of cultural heritage and the studies on the conservation of the twentieth-century architectural heritage. Then the status of the early Republican architecture in the current legislative framework is discussed. Lastly, conservation of the early Republican architecture approaches in international context is mentioned and the chapter is finished with a summary and evaluation.

In the fourth chapter, Mimar Kemal Primary School is covered. This chapter is divided into two sections, first of all the historical features of the school then the architectural features of the school are covered. In the historical features of Mimar Kemal Primary School section history of the school, brief history of its architect Kemalettin Bey and his school buildings are given. Then the history of the schools location, which is Kizilay area in Ankara, is described. Following this in the architectural features of the school section, first its location in Kizilay is mentioned in a detail with giving information on the land use, it is terminated with a general analysis. Then, current state of the school building (plan type, façade organization), the changes it has gone through and interventions are assessed through original plan schemes, photos, written sources and on site surveys. Its construction materials, structural problems, materials, architectural elements are analyzed in the following section. Lastly, based on the written sources comparative analysis of Mimar Kemal Primary School and schools built in Anlara at the same period is made.

The fifth chapter is composed of general assessments of Mimar Kemal Primary School. These evaluations start with the schools evaluation according to today's educational needs. This is followed by its value evaluation, which starts with explaining the value concept. Then its problems and potentials are defined in relation with the assessed values.

In the sixth chapter Mimar Kemal Primary School's conservation principles are defined, this is done according to the issues debated in the previous chapters and in relation with the interpretation of the arguments and assessed values. Lastly, with respect to the infrastructure of the conservation principles for Mimar Kemal Primary School, conservation principles are proposed for early Republican period school buildings in general as a conclusion.

CHAPTER 2

EDUCATION SYSTEM

2.1. Background of Early Republican Period Primary School Buildings in Turkey

With the establishment of the new Turkish Republic in 1923, new reforms were established as well. In order to fulfill the aims, and define the identity of the new Regime a modernization project was incorporated to the whole country³. This modernization project also introduced spatial strategies with it, which were determined by the state. The main intent of this spatial strategy was to assure the process of the operation of the Republican institutions, and spread these institutional services to the whole country. Thus, all of the civil and public spaces were transformed from top to bottom.

During this transformation of the society to Western oriented habits from Eastern ones the education buildings formed the backbone. All levels of education were given importance by the Ministry of Education but, especially primary education had the central role on shaping the education policy. Spreading the new ideals of the new Regime to all the country was only possible by enabling education to numerous young individuals and this was done through school buildings. They also had an ideological role, in which they symbolized the new Regime, the new and modernity concepts. Therefore significant importance was given to the spatial strategies because it was a way to explain, spread and ensure the “modernity project” to the whole country, and also it was a way to secure the Republic’s acknowledgements.⁴

The administration was aware of the importance of education because they knew that the success of the revolution was depending on the success of the education of the

³ Şimşek; Küçük; Topkaya; 2012, p. 2810.

⁴ Kul, N., 2010, p. 14.

population. Thus, even though radical reforms were taking place in fields of social and political life, the reforms in the educational field had priority.⁵ The real problem is understood to be literacy, and primary education since a great majority of the people's livelihood was from agriculture and animal husbandry, taking place in primitive conditions.⁶ Informing the citizens, making them understand and accept the nature and the results of the reforms were essential in order to secure public support for the revolutions.

The most important reform of the Republic, that reshaped the education system, was the *Tevhid-i Tedrisat Law*⁷, which was accepted in 1924. Under the authority of the Ministry of Education all of the educational institutions were reshaped. With the *Tevhid-i Tedrisat Law*, primary education became compulsory for all Turkish citizens and it was free. Starting from 1923-1924, the university leveled educational facilities became co-educational. After the new Turkish Civil Code of 1926, granting equal rights to women in every point of life, co-education started in primary schools, middle schools, and high schools as well. In 1925 the religious schools were closed and in 1928 the Latinizing of the Turkish alphabet took place.⁸

A mass education movement, known as “literacy campaign”, was started and in order to teach the new script to adults the *Millet Mektepleri*⁹ were launched in 1929. Besides the *Millet Mektepleri* there were *Halkevleri*¹⁰ in city centers and People’s Rooms *Halk Odaları*¹¹ in small towns and villages took the responsibility of educating people via cultural and educational activities.¹² Education experts from

⁵ Şimşek; Küçük; Topkaya; 2012, p. 2814.

⁶ Alpagut, L., 2005, p. 50.

⁷ Law on the Unification of Education

⁸ Türk Eğitim Sisteminin Örgütlenmesi, 2011, p. 28.

⁹ Nation Schools: It was obligatory to attend these Nation Schools by all citizens, male and female, between the ages 15 and 45. The aim was to make the population consisting of ages between 15 and 45 literate in two or three years. The number of people learning to read and write in Nation Schools reached more than million people in two years. By the end of 1937, approximately 2.5 million people had attended these courses.

¹⁰ People’s Houses

¹¹ People’s Rooms

¹² Kul, N., 2010, p. 29.

different foreign countries were invited to advice and contribute to the developments of a national education system in order to reshape the education system. There were some significant problems in the education system pointed out by the foreign experts, and solutions were suggested. Due to loss of energies and resources that was needed to solve these problems, they could not be put into practice until the end of 1930s.¹³

The first legal document aiming to establish a planned educational system throughout the Empire was the *Maarif-i Umumiye Nizamnamesi*¹⁴ issued in 1869. The regulations remained effective in formulating the primary education policy of the Empire until the *Tedrisat-ı İptidaiye Kanun-ı Muvakkati*¹⁵ of 1913. The *Maarif Teşkilatına Dair Kanun*¹⁶ in 1926, was a turning point of the Ministry of National Education because, until that time the basic organizational structure of the Ottoman Ministry was reflected through the Ministry. Thus, in Republican history, reorganization of the Ministry took place for the first time in 1926. With this law the primary education organization was structured in different forms; “as city and town schools, city and town boarding schools, village schools and village boarding schools.”¹⁷ With this law the village and city schools were separated from each other. These primary schools had the same curriculum and they were both for five years. In village schools the five year program could not be implemented, thus, the first three years of the curriculum was taught.

During the 1920s, the number of schools, students and teachers increased, but there were still the economic, social and political constraints that the Ministry of National Education faced. The intended number of making every individual literate as well as opening schools, both in villages and cities, as soon as possible was still not reached. There were some main problems during the 1920s. These were the construction of

¹³ Boran, A., 2000, pp. 305-306.

¹⁴ General Education Regulation

¹⁵ Provisional Law on Primary Education

¹⁶ The Law on the Organization of the Ministry of Education

¹⁷ Kul, N., 2010, p. 30.

new schools and shortage of qualified teachers.¹⁸ When comparing to 1927 the literacy rate almost doubled by 1935. The aims of spreading primary education in villages wasn't successful. Importance of the peasantry, rural developments and improvement of village conditions started to take place after the 1930s, and a new education system was implemented in village school during mid-1930s.

It is possible to see museum spaces on some primary school projects of the 1920s. This was due to the decisions given about creation of the museums as being more efficient in schools. Those were the years where practical training was highly emphasized by local and foreign education experts and administrations. Therefore, museums that include "nature" lessons in accordance with the content of the course materials, rather than ethnographic and archeological pieces, were included in the schools.¹⁹

While the basic grounds of the Turkish primary education in the 1926 primary educational curriculum was "to bring up good citizens who can adapt into their surroundings", in 1936 it changed to: "to bring up students who are sophisticated, who are giving importance to their national history and who have adopted the Turkish reforms".²⁰ It was in accordance with the trend of the Republican People's Party.

One of the important publications of the 1940s, "ilköğretim", assesses the contributions of out of class activities such as, theater and conference halls, to the students. When looking at the school buildings, built between the years 1923-1950, some schools have these theater and conference halls.²¹

¹⁸ The number of teachers needed at that time was not enough. The graduated teachers should have been five times more in order to meet the required numbers. The Ministry was unable to afford to establish new teachers' schools due to the financial conditions. Following these problems, in between 1925-1928 a plan for training village teachers was developed by Mustafa Necati, and four schools were opened. This lasted until his death.

¹⁹ Alpagut, L., 2005, p. 300.

²⁰ Akinoğlu, O., 2008, p. 197.

²¹ Alpagut, L., 2005, p. 299.

Table 1 Education Timeline

●	1847-Directive <i>Sıbyan</i> Schools > 4 years <i>Rüştiye</i> Schools > 2 years	} For the first time, compulsory primary education requirement is brought to Turkish education system.
●	1857 <i>Maarif-i Umumiye Nezareti</i> (first Ministry of National Education) is established.	
●	1869 <i>Maarif-i Umumiye Nizamnamesi</i> (General Education Regulation) -Compulsory primary education became 4 years.	
●	<i>Sıbyan</i> Schools becomes <i>Iptidai</i> Schools. -New schools were established. -New teaching methods were established.	
●	1913 <i>Tedrisat-ı İptidaiye Kanun-u Muvakkatı</i> (Provisional Primary Ed. Law) -Primary education is compulsory and free -Compulsory primary education becomes 6 years (3 stages made of 2years per level)	
●	1920 Ministry of National Education is established.	
●	1923 Turkish Republic was found.	
●	1924 <i>Tevhid-i Tedrisat Kanunu</i> (Education Union Law) -All Institutions in Turkey has been connected to <i>Maarif Vekaleti</i> (Ministry of National Education). -Compulsory primary education became 5 years. -Primary education is free. - Co-education started in primary schools.	
●	1926 <i>Maarif Teşkilatına Dair Kanun</i> (Law on the Organization of the Ministry of Education) -It was a turning point of the Ministry of National Education. -Reorganization of the Ministry took place. -City and village schools were seperated from each other. -Primary schools were organized as: city and town schools, city and town boarding schools, village schools and village boarding schools.	
●	1928 Latinizing of the Turkish alphabet.	
●	<i>Millet Mektepleri</i> (Nation Schools) opened.	
●	1932 <i>Halkevleri</i> (People's Houses) opened.	
●	1940 <i>Köy Enstitüleri</i> (Village Institutes) opened.	

For the **construction of school buildings** new administrative and financial policies were adopted. There were two governmental bodies responsible for design and construction of school buildings, which were the Ministry of National Education and the Ministry of Public Works. The scheme of educational organization in the city centers and provinces were determined by the laws of 1869 and 1913.

All of the educational issues in the country were under the responsibility of *Maarif Vekaleti Merkez Teşkilatı*²². After 1935, *Maarif Müdürlüğü*²³ had all the responsibility for educational affairs in cities, and *Maarif Memurluğu*²⁴ had all the responsibility for educational affairs in district.²⁵ In 1926, the 24th article of the *Maarif Teşkilatına Dair Kanun*²⁶ stated that the School construction was forbidden other than the *İnşaat Bürosu*.²⁷ A similar statement was also in the *Tedrisat-ı İptidaiye Kanun-u Muvakkatı* of 1913 stating that the primary school buildings should be constructed according to the plans given by the Ministry of Education. The *İnşaat Bürosu*²⁸ prepared prototype projects, and send it to the *Maarif Müdürlüğü* in the provinces. The most suitable plan for the settlement was selected and built upon the joint decision of the *Maarif Müdürlüğü* in the provinces and the administrator of the settlement. According to the conditions of the site, some projects of the *İnşaat Bürosu* had to be revised either by the architects employed in the

²² Central Organization of the Ministry of Education

²³ Education Directorates

²⁴ Education Officials

²⁵ Kul, N., 2010, p. 39.

²⁶ Law on the Organization of the Ministry of Education

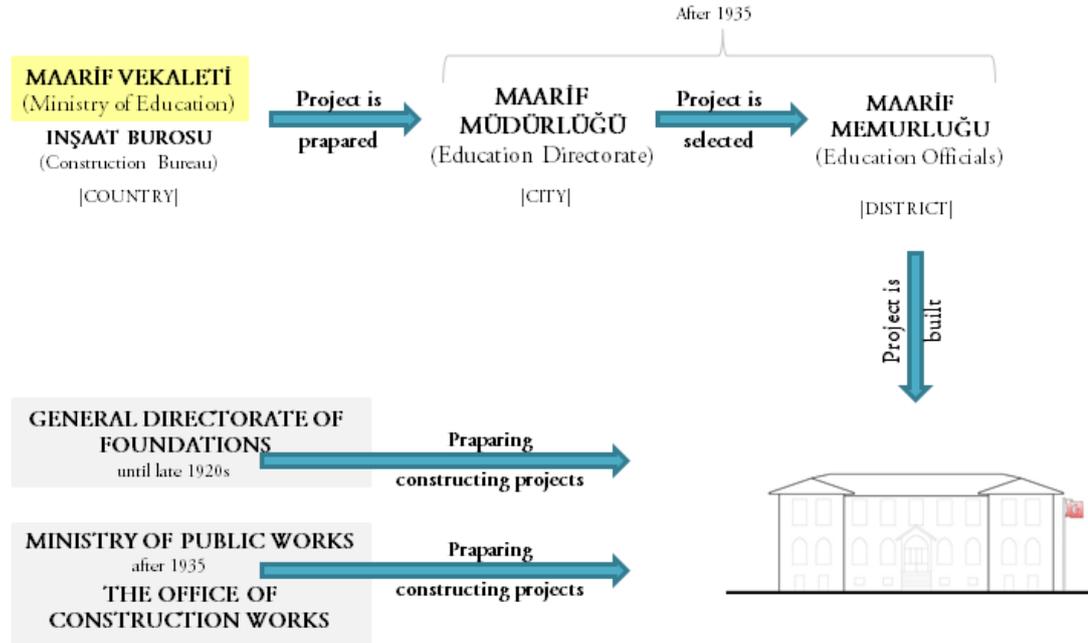
²⁷ “Yirmî Dördüncü Madde - Türkiyede yapılacak resmî mektep binaları, kütüphaneler ve müzeler ancak Maarif vekâletinin hazırladığı projeler dairesinde yapılır.” (The Law on the Organization of Education (Maarif Teşkilâtına Dair Kanun), Date: 22.03.1926, Number of Law: 789, Article: 24) Retrieved June 4, 2014, from http://www.tbmm.gov.tr/tutanaklar/KANUNLAR_KARARLAR/kanuntbmmc004/kanuntbmmc004/kanuntbmmc00400789.pdf

“The official school buildings, libraries and museums to be constructed in Turkey are made according to the projects prepared by the Ministry of Education”

²⁸ Construction Bureau: For planning of new, modern school buildings İnşaat Bürosu was established under the Ministry of National Education in 1926. The design of the new school buildings were done by a team of architects under the leadership of a foreign architect, Ernst Egli.

municipality or in *Maarif Müdürlüğü*, or by the *İnşaat Bürosu*.²⁹ What remains unknown is from whom or how the Ministry gained these plans.

Table 2 Legal process in constructing city schools



Throughout the 1920s and the decades following it, construction of new school buildings had been a main problem for the Republic. The required expenses of the construction of new school buildings were not available by the Ministry of National Education, due to finance problems. Therefore, buildings from the Empire were transformed into school buildings. These buildings were consisted of mansions, churches and other civil, religious buildings as well as existing school buildings.³⁰ To overcome the difficulties faced by the management of Republic, in 1925 a tax called "School Tax"³¹ had to be put. This tax was stating the public involvement in the compulsory expenditure of educating the people at compulsory education age.³²

²⁹ Kul, N., 2010, pp. 42-43.

³⁰ Kul, N., 2010, p. 41.

³¹ Mektep Vergisi Kanunu

³² Karakütük, K. 2001.

On the other hand, various school buildings were designed in the **Ministry of Pious Foundations**.³³ The first compulsory education in the Ottoman Empire started with the law enacted in 1824. During those years the management of the elementary schools, called *ibtidai* schools, was given to the Ministry of Pious Foundations. In the first Constitutional period the management of the *ibtidai* schools was given to the Ministry of National Education, and because of their religious content, the management of the madrassas has been left again to the Ministry of Pious Foundations.³⁴

Due to the tumult within the administration from 1908 to 1913 there were no important developments in the primary education system. However with the Union and Progress party coming to power single handedly, the reforms that were planned were being put to action, and with the *Tedrisat-i Ibtidaiye* law, put into effect on the 23rd of September 1913, *ibtidai* and *rusti*, the two education institutions, were joined under a 6-year long program. Modernization efforts of the madrassas whose education emphasized religious education also started within this period. With a change in legislation in 1909, courses with no religious content were added to the madrassa education system and the period of study was lengthened to 12 years. In 1914 madrassas in Istanbul were joined under a single organization and their period of study was divided to 3 sections, each being 4 years. It is known that the General Directorate of Foundations materialized madrassas favorable of the new madrassa education system.³⁵

For example Mimar Kemalettin Bey designed Edirne Karaağaç Mektebi while he was working in the Ministry of Pious Foundations from 1909 to 1919. This plan is an example of a prototype for the construction of school buildings because it was originally designed for Edirne but it was never able to be implemented to its original location. Thus, during the last decade of the Empire as well as in the first decade of

³³ Evkaf Nezareti

³⁴ Yavuz, Yıldırım. *İmparatorluktan Cumhuriyete Mimar Kemalettin 1870-1927*. Ankara: TMMOB Mimarlar Odası ve Vakıflar Genel Müdürlüğü, 2009. Print.

³⁵ *ibid.*

the Republic it was used as a prototype in villages. Since the buildings constructed in the 1920s and 1930s are very similar, makes one think that the schools constructed in the early years of the Republic could have been built in accordance with the projects prepared in the Ministry of Pious Foundations, and they could have been designed by the same team. One alternative thought was these projects, prepared by the Ministry of Pious Foundations could have been revised after the Republic by the *İnşaat Dairesi* or *Maarif Müdürlüğü* in a form to satisfy the needs of the area in which they were to be constructed.³⁶ Besides meeting the demands of the new education policy, being adequate for the governments intended plan for its citizens and meeting the requirements of modern school buildings, the ideological role that was attributed to the school buildings was very important. The scientific and progressive ideals of the Kemalist revolution were symbolized through the school buildings.

Beginning from the end of the 1920s, the “international style” replaced the “first national architecture style”, the decorative architecture understanding was replaced with functional needs. The Ministry of National Education was aiming to construct simple, cheap but comfortable and healthy school buildings, and this was compatible with the “international style”. Also, the excessive decorations in the “national style” were too much for the limited budget of the Ministry and the “international style” was reflecting the vocabulary of the Kemalist project of modernization with being rational, functional and free from decoration. Therefore, starting from the very beginning of the 1930s, the form of the school buildings changed to the international style. In some early examples the only differences on facades were the elimination of the decorations. But, in some cases the plans were implemented, such as changing the windows to rectangular shapes rather than having them arched. As it can be understood the construction activities were unsystematic and unplanned. Therefore it was decided that the construction of the buildings could only start after the approval

³⁶ Kul, N., 2010, pp. 44-45.

of the *İnşaat Dairesi*, and again they had to be constructed according to the plans of the *İnşaat Dairesi* of the Ministry of National Education.³⁷

The *İnşaat Dairesi* of *Maarif Vekaleti*, mentioned previously, couldn't answer the need for new school buildings all over the country. Therefore, in order to collect all the public building activities under the state authority, beginning from the 1935 governmental decisions, the Office of Construction Works in the Ministry of Public Works became one of the most active offices in the design and construction of educational buildings, as well as almost all other public buildings.³⁸ Therefore, school buildings covering the primary schools were also designed and constructed by the Ministry of Public Works. Also, a School Design Office³⁹ was established by the Ministry of Public Works. It was in charge for designing prototype primary school buildings for cities, towns and for villages. But, the leading institute designing primary school buildings was still the Ministry of Education. Besides the prototype school buildings there were also some particular primary schools that were designed and constructed by foreign experts, or by Turkish architects.

2.1.1. Early Republican Period Primary School Buildings in Ankara

With the establishment of the National Assembly, in October 13th 1923, Ankara becomes the capital of the Republic of Turkey. The management has moved to a center out of Istanbul, to the heart of Anatolia. Therefore, the transformation of a small Central Anatolian town to a western, modern capital has been started, and it has become a role model for other cities. Public buildings have taken the primary role in the changing physical structure of cities within the process of modernization. Especially educational buildings, with their position in the city, functions, and features that were in accordance with the requirements of the modern education program, have an important role in this modernization process. The transformation in architecture were expected to represent the state and the Republic, therefore besides

³⁷ *ibid*, p. 46.

³⁸ Imamoğlu, B., 2010, p. 117.

³⁹ Okul Proje Bürosu

their function as educational buildings they also had an ideological role, where they symbolized the new Regime, and the new Republic. Therefore, educational programs and educational modern buildings, where people get trained for social these transformations, suitable for these programs were the most important themes of the Republic.

The Republican education and school policies were initiated successfully in Ankara. Since the geographical limitation of this study is determined as Ankara, other early Republican period school buildings, apart from the case study, and their locations are listed in this section. Their distributions are shown on the map in Figure 1. The registered school buildings are shown on the map in Figure 2. In order to have a broader sense of understanding of the school buildings, primary, middle and high schools were included in the maps and on the lists.⁴⁰

From these schools, the primary school buildings built in first National period were; Mimar Kemal Primary School, Gazi and Latife Schools (Atatürk Primary and Middle School), İsmet Paşa Primary School (Cultural Center for the Physically Disabled / after Turgut Reis Primary School) and Gazi İlk Muallim School (Gazi University Rectorate building / after Gazi Education Institute). Except for Mimar Kemal Primary school, which was built in Yenışehir, a newly developing part of the city, all of the other schools were built in Ulus, the management and commercial district of that period. The primary school buildings built in international architectural style were; İlk Meclis Primary School, Kurtuluş Primary School, 10th Year Primary School, Ankara College Foundation and Necatibey Primary School (demolished).

⁴⁰ The lists and maps in figure 1 and figure 2 were done by the author, on base map obtained from Google Maps, according to four sources which are; 1-the Ph.D. dissertation, “The Educational Buildings in Ankara in The Early Republican Period” done in 2005 by Leyla Alpagut; 2-the “List of Registered Properties” in the masters dissertation, “An Analysis of the Conservation of the Twentieth Century Architectural Heritage in Turkey: The Case Of Ankara”, done in 2005 by Nimet Elmas; 3-the list of “Public Service Buildings, Schools” in the book *Erken Cumhuriyet Dönemi Mimarlığı 1923-1938* (2001) by İnci Aslanoğlu; 4-list of registered properties retrieved April 25, 2014, from [http://www.envanter.gov.tr/anit/index/sayfa/1?&filtre\[60\]=84&filtre\[79\]=31772&filtre\[25\]=1394](http://www.envanter.gov.tr/anit/index/sayfa/1?&filtre[60]=84&filtre[79]=31772&filtre[25]=1394)

Lastly, the primary schools built in second National period were; the annex building of Mimar Kemal Primary School, Sarar Primary School and Bahçelievler Primary School. Out of these schools, six of them are registered. These are; Mimar Kemal Primary School, Gazi and Latife Schools, Ismet Paşa Primary School, 10th Year Primary School, Ankara College Foundation and Sarar Primary School. ⁴¹

⁴¹ For more information on the development of the schools please look at “Appendix A : Development of Official Primary Schools”



Figure 1 School Buildings in Ankara 1920-1950

1. İlk Meclis Primary School **1930s**
2. Kurtuluş Primary School **1930**
3. Sarar Primary School **1942-1943**
4. Mimar Kemal Primary and Middle School **1926-1927 B-block 1945**
5. Atatürk Primary and Middle School (Gazi and Latife Schools) **1924-1926**
6. Cultural Center for the Physically Disabled (İsmet Paşa Primary School, Turgut Reis Primary School) **1920s**
7. 10th Year Primary School **1933**
8. Ankara College Foundation **1930s**
9. Necatibey Primary School **1930s**
10. Bahçelievler Primary School **1943**

11. Cebeci Middle School **1938**
12. Tevfik İleri Middle School **1945**
13. Namik Kemal Middle School **1949-1950**

14. Military Academy **1935**
15. Police Academy Institute of Security Units and Gendarmerie Criminal Department (Police Gendarmerie School) **1936-1937**
16. Mamak Municipality Cultural Center and Wedding Hall (School of Musical Education) **1927-1929**
17. Health Education Directorate (Health Officers School) **1949**
18. Girls Technical Education Institute **1940s**
19. Gevher Nesibe Health Education Institute (Central School of Hygiene Institute) **1929**

20. Anafartalar Atatürk Vocational High School **1926**
21. Ankara Trade and Vocational High School (Construction Masters School) **1928-1930**
22. Ankara High School (Girls High School) **1929-1930**
23. Zübeyde Hanım Girls Vocational and Technical High School (İsmet Paşa Institute for Girls) **1930**
24. Kurtuluş High School **1934**
25. Cankaya Atatürk Anatolian High School (Ataturk High School, Ankara Boys High School) **1937-1938**
26. Gazi High School **1936**
27. Atatürk Vocational School for Girls (School of Finance) **1943**
28. T.R.S.R. Railway Museum and Art Gallery (Turkish State Railways High School) **1920s**
29. Gazi University Rectorate building (Gazi İlk Muallim School, Gazi Education Institute) **1927-1930**



Figure 2 Registered School Buildings in Ankara 1920-1950

3. Sarar Primary School **1942-1943**
4. Mimar Kemal Primary and Middle School **1926-1927 B-block 1945**
5. Atatürk Primary and Middle School (Gazi and Latife Schools) **1924-1926**
6. Cultural Center for the Physically Disabled (İsmet Paşa Primary School, Turgut Reis Primary School) **1920s**
7. 10th Year Primary School **1933**
8. Ankara College Foundation Primary, Middle and High School **1926-38**
11. Cebeci Middle School **1938**
13. Namik Kemal Middle School **1949-1950**
14. Military Academy **1935**
15. Police Academy Institute of Security Units and Gendarmerie Criminal Department (Police Gendarmerie School) **1936-1937**
16. Mamak Municipality Cultural Center and Wedding Hall (School of Musical Education) **1927-1929**
18. Girls Technical Education Institute **1940s**
19. Gevher Nesibe Health Education Institute (Central School of Hygiene Institute) **1929**
22. Ankara High School (Girls High School) **1929-1930**
23. Zübeyde Hanım Girls Vocational and Technical High School (İsmet Paşa Institute for Girls) **1930**
25. Cankaya Atatürk Anatolian High School (Ataturk High School, Ankara Boys High School) **1937-1938**
26. Gazi High School **1936**
27. Atatürk Vocational School for Girls (School of Finance) **1943**
28. T.R.S.R. Railway Museum And Art Gallery (Turkish State Railways High School) **1920s**
29. Gazi University Rectorate building (Gazi İlk Muallim School, Gazi Education Institute) **1927-1930**

2.2. Current State of Education in Turkey

The education system in Turkey is divided into a variety of different levels. It consists of pre-primary, primary, lower secondary and upper secondary levels. The pre-primary covers children aged between 36 and 72 months, and it is not a compulsory education. Compulsory education consists of primary, lower secondary and upper secondary levels (grades 1-12). Four years of schooling (grades 1-4) in primary schools comprises primary education. This is followed by another four years of schooling (grades 5-8) in middle schools comprising lower secondary education. Then another four years (grades 9-12) are provided in high schools comprising upper secondary level. Within the lower secondary and upper secondary education levels, there are different paths that can be followed. During lower secondary education these program differentiations start as early as age 11 (grade 5). The form of these middle schools is religious. In these religious middle schools a different curriculum is applied in addition to the general academic program, which contains extra courses about religion themes. Academic and vocational/technical schools comprise upper secondary education. Students graduating from these schools can receive vocational/technical diploma, which can be in the fields of electricity, accounting, health, tourism, and other technical areas. In the upper secondary level, the education institutes also differ in terms of selectivity. Students have to take exams and assign to their selective high schools based on their examination ranking and their preferences. These can be selective public academic and vocational high schools. While students are free to choose any type of high school at the upper secondary level, student-school matches are based on school location at the primary and lower secondary levels.⁴²

The current form of primary and secondary education is comparatively new. In response to law number 6287, on 30 March 2012 the compulsory years of schooling were increased from eight to twelve. Thus, upper secondary level, high school education, also became compulsory. The same law also restructured primary and

⁴² Dinçer, M., 2013, pp. 4-15.

lower secondary education. “Between the 1997-1998 and 2010-2011 school years primary education had an integrated organization of primary and lower secondary education”.⁴³ There was a compulsory primary education of eight years, which allowed direct access to upper secondary education. Therefore for lower secondary education there were no separate middle schools. Also, the eight years of primary education did not differ in program types. With the law number 6287, middle schools were introduced for lower secondary education, and students are asked to make pathway choices, in which religious schools are an option. Also, for upper secondary education, distance education and religious high schools are made an option. This new system is also called the 4+4+4 system; it was changed from the 1+8+4 system. According to the new regulation elementary, middle and high schools can be formed together or independent from each other. The starting age for children attending schools has been lowered from between 6 ½ to 7 years to 5 ½ years.⁴⁴

In conclusion, the Ministry of National Education eliminated the centralized examinations for selective academic and vocational high school following these policy changes. The Ministry also stated that upper secondary level program numbers will be reduced. But, the future process for selective academic and vocational schools, and school-student matching are still undefined.

Table 3 Current Education System in Turkey

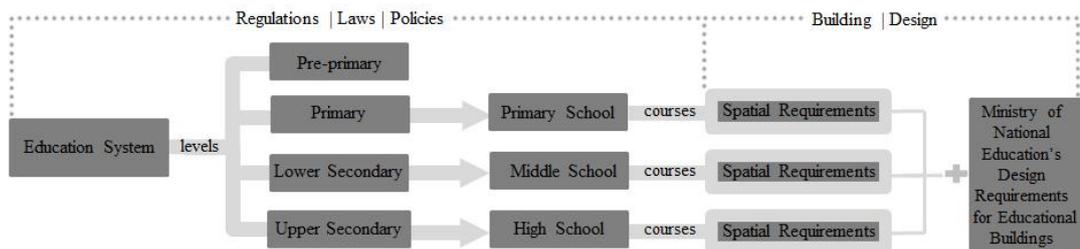
pre-primary education	primary education	lower secondary education	upper secondary education
age: 36-72months	grades 1-2-3-4	grades 5-6-7-8	grades 9-10-11-12
	primary school	middle school	high school

⁴³ Dinçer, M., 2013, p. 7.

⁴⁴ Information was retrieved March 18, 2014, from <http://www.cnnturk.com/2012/turkiye/09/16/4.4.4.yeni.egitim.sistemi.bugun.basliyor/676865.0/index.html>

In order for a these schools to supply a proper education and teaching services their required environment and conditions should be provided. There are some standard characteristics of how the 21st century schools should be. For example in the book *The Language of School Design: Design Patterns for 21st Century Schools* Nair and Fielding address the standard characteristics of the 21st century schools' needs under three headings; 1-personal learning areas, 2-silent reading and 3-reflection areas; areas where students can learn from peers; areas where students can learn from specialists. These important characteristics are stated and analyzed in the following chapter. But, before coming to the standard needs, the basic requirements should be analyzed. These basic needs of spatial areas are formed by the courses that will be given to students. In order to design or re-function the contemporary needs of school buildings to existing ones, the required spaces should be addressed and analyzed.

Table 4 Structure of Chapter 3



As of 28/05/2013, the Ministry of Education / Board of Education has accepted a new course schedule for primary and middle schools (Figure 3). In this course schedule for primary and middle schools, the required courses for primary schools are Turkish, mathematics, life sciences, science and technology, social studies, foreign language, religious culture and moral knowledge, visual arts, music, games and physical activities and traffic safety. The required courses for middle schools are Turkish, mathematics, social studies, T. R. revolution history and Kemalism, foreign language, religious culture and moral knowledge, visual arts, music, physical education and sports, technology and design, information technology and software, and guidance and career planning. There are also elective courses for middle schools.

The electives are categorized under five headings; 1-Religion, morality and values; 2- Language and expression; 3-Sciences and mathematics; 4-Arts and sports; 5- Social sciences.

İLKOKULLAR VE ORTAOKULLAR HAFTALIK DERS ÇİZELGESİ									
DERSLER		SINIFLAR							
		İlkokul				Ortaokul			
		1	2	3	4	5	6	7	8
ZORUNLU DERSLER	Türkçe	10	10	8	8	6	6	5	5
	Matematik	5	5	5	5	5	5	5	5
	Hayat Bilgisi	4	4	3					
	Fen Bilimleri			3	3	4	4	4	4
	Sosyal Bilgiler				3	3	3	3	
	T.C. İnkılap Tarihi ve Atatürkçülük								2
	Yabancı Dil		2	2	2	3	3	4	4
	Din Kültürü ve Ahlak Bilgisi				2	2	2	2	2
	Görsel Sanatlar	1	1	1	1	1	1	1	1
	Müzik	1	1	1	1	1	1	1	1
	Oyun ve Fizikî Etkinlikler	5	5	5	2				
	Beden Eğitimi ve Spor					2	2	2	2
	Teknoloji ve Tasarım							2	2
	Trafik Güvenliği				1				
	Bilgi Teknolojileri ve Yazılım					2	2		
Rahberlik ve Kariyer Planlama								1	
İnsan Hakları, Yurttaşlık ve Demokrasi				2					
ZORUNLU DERS TOPLAMI		26	28	28	30	29	29	29	29
SEÇMELİ DERSLER	Din, Ahlak ve Değerler	Kur'an-ı Kerim (4)				2	2	2	2
		Hz. Muhammed'in Hayatı (4)				2	2	2	2
		Temel Dini Bilgiler (2)				2	2	2	2
	Dil ve Anlatım	Okuma Becerileri (1)				2	2		
		Yazarlık ve Yazma Becerileri (4)				2	2	2	2
		Yaşayan Diller ve Lehçeler (4)				2	2	2	2
	Yabancı Dil	İletişim ve Sunum Becerileri (1)						2	2
		Yabancı Dil (Bakanlar Kurulu Kararı ile Kabul Edilen Diller) (4)				2	2	2	2
	Fen Bilimleri ve Matematik	Bilim Uygulamaları (4)				2	2	2	2
		Matematik Uygulamaları (4)				2	2	2	2
		Çevre ve Bilim (1)						2	2
	Sanat ve Spor	Bilgi Teknolojileri ve Yazılım (2)						2	2
		Görsel Sanatlar (Resim, Geleneksel Sanatlar, Plastik Sanatlar vb.) (4)				2/(4)	2/(4)	2/(4)	2/(4)
		Müzik (4)				2/(4)	2/(4)	2/(4)	2/(4)
		Spor ve Fizikî Etkinlikler (Alanlara Göre Modüller Oluşturulacaktır) (4)				2/(4)	2/(4)	2/(4)	2/(4)
Drama (2)					2	2			
Sosyal Bilimler	Zekâ Oyunları (4)				2	2	2	2	
	Halk Kültürü (1)					2	2		
	Medya Okuryazarlığı (1)						2	2	
	Hukuk ve Adalet (1)					2	2		
	Değerleme Eğitimi (2)						2	2	
Seçilebilecek Ders Saati Sayısı						6	6	6	6
SERBEST ETKİNLİKLER		4	2	2					
TOPLAM DERS		30	30	30	30	35	35	35	35

Figure 3 Primary and middle schools weekly course schedule
Source: <http://ttkb.meb.gov.tr/www/haftalik-ders-cizelgeleri/dosya/6>
last accessed in 25 March 2014

In some private schools primary school students (grades 1-4) have their own classes (general classrooms) where each of their courses is taught but, the middle school students (grades 5-8) have their courses in different classrooms, which form according to their branch courses.⁴⁵ However in public schools both primary and middle school students have their own classrooms.⁴⁶ Only some courses, such as “science and technology”, “technology and design”, and “information technology and software” courses need different classrooms.

Other areas that are needed in the school building are; 1-the commonly used educational units, which are the information access center (library) and physical education and sports hall; 2-office spaces for teachers and personnel, which are principles room, assistant principals room, secretary room, counseling service room, teachers room, meeting room, parent meeting room and personnel room; 3-service areas, which are the canteen, tea room, photocopy room, archive and file room, storage rooms, toilets, and cleaning rooms. Therefore, new school buildings should be designed, and existing school buildings should be re-functioning, in order to meet the needs of contemporary spatial requirements.

The spatial requirements are also shaped by the **Ministry of National Education’s design requirements** for educational buildings. The National Education Basic Law article 51 states that the buildings and facilities belonging to all level and types of educational institutions, are planned and commissioned by Ministry of Education, according to the environmental needs and specifications of the programs. In order for schools or institutions, affiliated to the Ministry of National Education, answer the

⁴⁵ These classrooms are science and technology classroom, mathematics classroom, social studies classroom, Turkish classroom, foreign languages classroom, music classroom+storage, visual arts classroom, technology and design classroom, computer classroom (information technology and software), religious culture and moral knowledge classroom, T. R. revolution history and Kemalism classroom, and guidance and career planning classroom.

⁴⁶ The difference between primary school classroom and middle school classrooms are that primary education classes have one classroom teacher for all courses, however in lower secondary education each branch course is thought by a separate teacher.

needs of the architectural program, that is recommended by relevant General Directorates or Head of Departments, type (example) projects are prepared and implement.

The Ministry of National Education /Construction and Real Estate Department released “Eğitim Yapıları Asgari Tasarım Standartları 2013 Yılı Kılavuz”.⁴⁷ It is a manual for the minimum design requirements for educational buildings. It states that in educational building environments, helping learning should be provided. Each of the spaces should be functional, flexible and capable of adapting to changes. General design criteria for the school building are listed as being renewable, flexible, adaptable, to be able to grow, sustainable, having energy and environmental awareness, and ensure comfort conditions.

The manual consists of standards and criteria.⁴⁸ These are land and zoning standards, general design criteria and design criteria. The land and zoning standards are divided into four sections; 1-required data in lots and lands examination; 2-lots and lands information; 3-location selection criteria; 4-land size. The general design criteria is divided into nine sections; 1-ideas for the future of schools, objectives and strategies; 2-understanding the location and natural processes; 3-a school for users; 4- a school for conscious community / society; 5-being renewable; 6-being flexible and adaptable; 7-being expandable; 8-comfort conditions; 9-sustainable / energy and environmental awareness. Lastly, the design criteria is divided into seven sections; 1- reflection of physical factors to the design; 2-building form and construction; 3-general principles, location fictions and spatial standards; 4-design standards for disabled; 5-open space regulations and landscape standards; 6-structural elements and material; 7-technical and installation standards. (Table 5)

⁴⁷ “Eğitim yapıları asgari tasarım kılavuzu 2013” (2013). Retrieved March 25, 2014, from http://iegb.meb.gov.tr/meb_iys_dosyalar/2014_02/20033843_eitimyapilarasgaritasarmstandartlar2013ylklavuzu.pdf

⁴⁸ More detail of the manual is given in Appendix B: Summary of “Eğitim Yapıları Asgari Tasarım Standartları 2013 Yılı Kılavuz”.

Table 5 Ministry of National Education's
Minimum Design Requirements for Educational Buildings

Outline of Ministry of National Education's Minimum Design Requirements for Educational Buildings	
.....	Land and Zoning Standards
	Required data in lots and lands examination
	Lots and lands information
	Location selection criteria
	Land size
.....	General Design Standards
	Ideas for the future of schools, objectives and strategies
	Understanding the location and natural processes
	a school for users
	a school for conscious community / society
	Being renewable
	Being flexible and adaptable
	Being expandable
	Comfort conditions
	Sustainable / energy and environmental awareness
.....	Design Standards
	Reflecion of physical factors to the design
	Building form and construction
	General principles, location fictions and spatial standards
	Design standards for disabled
	Open space regulations and landscape standards
	Structural elements and material
	Technical and installation standards

2.2.1. Education Campus Projects by the Ministry of National Education

The “education campus projects” subject has emerged when the Ministry of National Education released a regulation about education campuses in March 2009.⁴⁹ The aim of the regulation is stated as the establishment and development of education campuses under the Ministry of National Education, and to regulate the operation of use, management, budget, administrative and financial procedures and principles of the common areas and facilities located inside the campuses. In the regulation, campuses are described as areas that enclose different types and levels of multiple schools and institutions, and also hostels, dormitories, dining halls, laboratories, libraries, sports fields, guidance and health unit, conference room, multi-purpose halls and similar places that are affiliated with these schools and institutions.⁵⁰ The regulation also, states that these campuses are established where it is needed, by the proposal of the governor, and by the approval of the Minister. After this regulation, news regarding this issue began to emerge. Some of such news are shown in the timeline in table 6.

⁴⁹ “Millî Eğitim Bakanlığı Eğitim Kampüsleri Yönergesi” Ministry of National Education, Education Campuses Regulation March 2009. Retrieved March 25, 2014, from http://mevzuat.meb.gov.tr/html/2618_10.html

⁵⁰ “Kampüs: Millî Eğitim Bakanlığına bağlı değişik tür ve derecedeki birden fazla okul ve kurumlar ile bunlara bağlı pansiyon, yatakhane, yemekhane, laboratuvar, kütüphane, spor alanları, rehberlik ve sağlık ünitesi, konferans salonu, çok amaçlı salon ve benzeri yerleri içerisinde bulunduran alanı ifade eder.”

Table 6 News regarding education campuses 1

● **08.07.2009** *İstanbul'un tarihi okulları satılıyor mu?*

Are Istanbul's historical schools being sold?

The historic school buildings in valuable districts of Istanbul are on the agenda of being sold. Ministry of Education, announced that there is no such study about this subject, however Istanbul Governor Muammer Guler, is aside from their use as commercial space, since these areas have high rent.

Source:

<http://www.cnnturk.com/2009/turkiye/07/08/istanbulun.tarihi.okullari.satiliyor.mu/534205.0/index.html>

● **14.02.2010** *Adana Fen Lisesi Tarih Mi Oluyor?*

Is Adana Science High School being history?

Historic Adana Science High School is moving to Yüreğir district.

Source: http://dorukgazetesi.com/NewsDetails.aspx?NewsID=3515#.U5Lu-_mSwrV

● **05.03.2010** *AKP, Tarihi Okul Binalarını Sattıyor*

AKP Sells Historic School Buildings

The AKP government will sell the public schools and will open new areas for rent.

Firstly, 22 public schools in Istanbul will be put up for sale.

Source: <http://v3.arkitera.com/h51933-akp-tarihi-okul-binalarini-satiyor.html>

● **06.03.2010** *Okulumuzu vermeyiz!*

We will not give our school!

The documents that came from the Governor of Ankara to **Mimar Kemal Primary School** caused concerns. Directorate of Education wanted information regarding the residence documents of the students, the schools deed information, its history and information regarding the decisions written by Republic of Turkey Ministry of Culture Head of the Supreme Council of Antiquities and Monuments stating the building registered as cultural property. - Can Dündar

Source: <http://www.milliyet.com.tr/-okulumuzu-vermeyiz-/can->

[dundar/pazar/yazardetay/07.03.2010/1207892/default.htm](http://www.milliyet.com.tr/-okulumuzu-vermeyiz-/can-)

● **15.12.2010** *22 okul TOKİ'yle 'takas' edilecek, öğrenciler gidecek*

22 schools will 'swap' with TOKI, students will leave

Istanbul National Education Director Muammer Yıldız has stated that the schools will not be sold but they will 'swap' with TOKI, he also stated that they will not be cheap.

Source: <http://t24.com.tr/haber/22-okul-tokiyle-takas-edilecek-ogrenciler-gidecek,116989>

● **21.03.2011** *Okullar halkındır, satılamaz*

Schools belongs to the people, they cannot be sold

School buildings sold to TOKI will be demolished and turned into business centers.

Source: <http://bianet.org/bianet/genclik/129434-okullari-satilan-liseliler-mucadeleyi-birakmiyoruz>

Following these news, on December 29th 2011 the governor of Ankara, Aladdin Yüksel, has also stated that all of the educational institutions, except kindergartens and primary schools, will be transferred to campuses, which will be created on east, west, north and south of the city, and that the transportation will be with metro systems. He said “In one campus, in one school city area, there will be 30-50 schools. In this system there will be swimming pools, movie theaters, health units and shopping centers as well as social reinforcement areas.”⁵¹ According to him a very important project will be discussed, which expresses a new understanding and will boost the quality of education in Ankara. This includes the early Republican period school buildings in Ankara. This situation is not only limited in Ankara but news regarding these issues are also seen in Istanbul⁵² and Izmir⁵³.

Besides the subjects about education campuses, a new law on the education system was implemented. It came into force on April 11, 2012 and changed the compulsory education of eight years to twelve years staged, 4+4+4, compulsory education.⁵⁴ Following this, on November 30, 2012 the Ministry of National Education announced the **education campus competitions**. It stated that The Ministry of National education planned to make 33 education campuses with the public private partnership mode, and in build-rent-transfer form, and also that the first stage of the national and one staged competition will be on eight areas.⁵⁵ These locations were in Istanbul, Izmir, Adana, Kocaeli, Aydın, Şanlıurfa, Erzurum and Muğla.

⁵¹ Information was obtained from the documents given by Ankara Municipality Department of Housing and Urban Development. It is also stated in:

“İlkokul ve anasınıfı hariç tüm okullar şehir dışına.” (December 12, 2011). *Radikal*.

Retrieved January 5, 2014, from

http://www.radikal.com.tr/egitim/ilkokul_ve_anasinifi_haric_tum_okullar_sehir_disina-1073945

⁵² “İstanbul'un tarihi okulları satılıyor mu?” (July 8, 2009). *CNN Türk*. Retrieved January 5, 2014 from

<http://www.cnnturk.com/2009/turkiye/07/08/istanbulun.tarihi.okullari.satiliyor.mu/534205.0/index.html>

⁵³ Coşkun, Nesrin “Anit Okullar satışa çıkıyor.” (September 11,2012). *Milliyet*. Retrieved January 5, 2014, from <http://www.milliyet.com.tr/anit-okullar-satisa-ckiyor/eg/haberdetay/11.09.2012/1594295/default.htm>

⁵⁴ Refer to previous section, 2.2. Current State of Education in Turkey, for more information.

⁵⁵ “Eğitim Kampüsleri Proje Yarışması Ön Seçim İlanı”

In the preface of the competition⁵⁶ specifications, construction & real estate group president M. Mustafa Murat states that when evaluating the country's educational infrastructure in terms of "physical space", despite the overall improvement studies, the sufficient capacity has not been reached yet. He reminds of the change in education system, which increased the compulsory years to 12, and states that if all educational units have single session teaching with 30 students per classroom there is a need of 120,000 classrooms. He also mentions about the need of planning supporting areas (such as gym, swimming pool, multipurpose hall, canteen, cafeteria, library, laboratory, etc.) in order for the quality of education to increase.

On the required program listed in the competition specifications manual, which is given to the participants after they decide to enter the competition, it states the campuses will only give upper secondary education, and pre-school education for the children of the teachers and staff., and that the campuses are planned not to exceed 10,000 students at approximately 100,000 m² area. It also states that campuses will provide education as public schools, but its construction, operation and maintenance services can be taken from the private sector.

The second stage of the completion was opened, which was in twelve areas; Kahramanmaraş-Merkez, Hatay-Kırıkhan, Iğdır-Merkez, Balıkesir-Bandırma, Bursa-Nilüfer, Ağrı-Doğubeyazıt, Malatya-Yeşilyurt-İkizce, Elazığ-Merkez, Mardin-Midyat, Afyonkarahisar-Merkez, Kastamonu-Merkez, Kayseri-İncesu. Lasty the

“Milli Eğitim Bakanlığı ülke genelinde 33 adet eğitim kampüsünü Kamu Özel Ortaklığı modeliyle yap-kirala-devret şeklinde yapmayı planlamıştır. Bu eğitim kampüslerinde uygulanacak projenin seçimi “Eğitim Kampüsleri Mimari Proje Yarışması” ön seçim sonucu belirlenen davetli yarışmacılar arasında, ilk etapta 8 adet arazide, ulusal ve tek aşamalı olarak gerçekleştirilecektir.

Bakanlığımız tarafından ön seçim sonucu belirlenen listeden yeterli tecrübeye sahip 6 adet aday her bir proje için ayrı ayrı yarışmaya davet edilecek olup eğitim kampüsleri mimari proje yarışması ön seçim ilanı 30 Kasım 2012 Tarihli ve 28483 Sayılı Resmî Gazetede yayınlanmıştır.” Retrieved June 6, 2014 from <http://iedb.meb.gov.tr/www/egitim-kampusleri-proje-yarismasi-on-secim-ilani/icerik/53>

⁵⁶ “T.C Millî Eğitim Bakanlığı İnşaat Ve Emlak Grup Başkanlığı Eğitim Kampüsleri Ön Seçimli Ulusal Mimari Proje Yarışma Şartnamesi” Retrieved June 6, 2014 from http://iegb.meb.gov.tr/meb_iys_dosyalar/2012_12/05092244_aitimkampuslerinseimliulusalmimariprojeyarismaartnamesi.pdf

third stage of the competition, which opened in October 11, 2013, included thirteen areas; Adana-Sarıçam, Aksaray, Denizli-Şirinköy, Düzce, Erzurum-Yakutiye, Eskişehir-Odunpazarı, Gaziantep-Şahinbey, İstanbul-Beykoz, Kütahya-Tavşanlı, Malatya-Fırıncı, Mersin-Mezitli, Niğde, Şanlıurfa-Viranşehir.

On the July 2013 dated booklet "20 Dev Eğitim Kampüsü Geliyor " ⁵⁷, prepared by the Ministry of National Education, it states that the need for high schools have increased, and since there is not enough land area the physical structures of the education campuses were planned on the outer periphery of the cities, established as public-private partnership. It is stated that; firstly, moving of the schools to suburban areas will be implemented on high schools that are trapped in the urban centers, and these schools will transform into primary schools; non educational functions will not be given to these emptied high schools. Following these competitions, news about the subject started to emerge again, shown in table 7.

⁵⁷ "20 Dev Eğitim Kampüsü Geliyor" Retrieved June 6, 2014 from http://iegb.meb.gov.tr/meb_iys_dosyalar/2013_07/18025026_kapak_egitimkampusleri.pdf
It is a booklet informing about the winners of the 1st and 2nd stage of competition.

Table 7 News regarding education campuses 2

30.07.2012 Eğitim Hizmetleri, Kamu - Özel Ortaklığı Modeli ile Oluşturulacak "Eğitim Kampüsleri"; Ya da "Eğitim Kentler"; Aracılığıyla Ticarileştirilmek İsteniyor!

Commercialization of the Education Services are wanted through "Education Campuses" or "Education Cities", which will be created with Public - Private Partnership model.

Source: http://www.egitimsen.org.tr/genel/bizden_detay.php?kod=284#.U5NDIPmSwrV

11.09.2012 Anıt okullar satışa çıkıyor

Monument schools will be on sale

It has appeared that Ministry of National Educations' inspectors have come to Izmir for identifying the school buildings that are "most valuable", due to their land, location and historical features, for the sale of these schools. Vefa Bardakçı, Provincial Director of Ministry of Education, has stated that the sale of school buildings is planned as well as building nine separate campuses. He also pointed out that this will cover all of the schools in city centers.

Source: <http://www.milliyet.com.tr/anit-okullar-satisa-cikiyor/eg/haberdetay/11.09.2012/1594295/default.htm>

26.06.2013 Tarihi okul yıkılıyor

Historic school is being demolished

Opened in 1909 with the name *Darülmualimin*, Mehmet Akif Ersoy High School in Elazığ is being demolished. AKP parliament member Şuay Alpay has stated that Mehmet Akif Ersoy High School will move to an education campus.

Source: <http://www.gunisigazetesi.net/h-28639-b-Tarihi-okul-yikiliyor.html>

06.06.2014 Tarihi Okulun Taşınmasının Planlanması Protesto Edildi

Protests against plans on move of historic school took place

A protest by the students and parents took place regarding the plan of moving historic Süleymanpaş Primary School, which opened in 1908, to 100. Yıl neighborhood. The reason is said to be the earthquake risk.

Source: <http://www.milliyet.com.tr/tarihi-okulun-tasinmasinin-planlanmasi-tekirdag-yerelhaber-235771/>

06.02.2014 Samsun Tarım Anadolu Meslek ve Tarım Meslek Lisesi'nin cami yapımı için tahliye edilmesi ile ilgili karar eğitim yılı sonuna ertelendi.

The decision of making a mosque by evacuating Samsun Anatolian Vocational Agriculture and Agricultural Vocational High School is postponed to the end of the school year.

It was built in 1966.

Source: <http://www.samsunkenthaber.com/haber/guncel/okulun-tahliyesi-ertelendi/15763.html>

09.06.2014 Veliler okulun taşınmasına tepki gösterdi

Schools belongs to the people, they cannot be sold

In Afyonkarahisar, Başmakçı district, parents of Fatih Primary School protested because of the move of school to another school. The reason was stated as to change the school into a boarding *imam hatip* school.

Source: http://www.afyontime.com/13774-haber-veliler-okulun_ta%C5%9F%C4%B1nmas%C4%B1na_tepki_g%C3%B6sterdi.html

When combining all of the information together it can be said that first of all the education campus subject came into topic with the Ministry of National Education's regulation about it in 2009, later a new law on the education system was implemented, which came into force in April 11, 2012 and lastly, starting from November 30, 2012 at first, three stage competition for education campuses was opened for thirty-three areas in thirty-three different cities. The first stage of this competition composed of eight, second stage composed of twelve, and the third stage composed of thirteen areas. Information about the campus projects were given in the preface of the competition, stating that due to the change in the education system there was a need of 120,000 classrooms and that this will be solved with the campus projects. It also stated that the campuses will be on approximately 100,000 m² areas; have near 10,000 students; have only upper secondary education; and provide education as public schools, but its construction, operation and maintenance services can be taken from the private sector. In addition to these, as mentioned previously, on the booklet "20 Dev Eğitim Kampüsü Geliyor " moving of the high schools, that are trapped in urban centers, to suburban areas is stated, and that these schools will transform into primary schools, and non-educational functions will not be given to these emptied high schools. However the Governors' statements aren't parallel to these statements and most importantly, on the regulation by the Ministry of National Education, the school types are not specified, there is no expression of the competition to cover only high schools. Instead, in the regulation, the campuses are described as areas that enclose different types and levels of multiple schools and institutions.

Architect Bogaçhan Dündaralp points out that the point where the competition has come can be seen as if the education campuses are a tool for education policies rather than obtaining educational buildings, and that this competition can be definitely associated with urban policies. He continues by stating that, although a promise was made, expressing that the existing educational structures, buildings and areas in the city will not be used for any purpose other than educational purposes, when they are transferred from the city there is no reassuring in this regard because, from the

previous examples it is known that these buildings can be easily transferred to TOKI and be used for other purposes and they can be converted. The educational campuses, being nor pedagogical nor sociological and nor scalar, do not mediate an education oriented approach.⁵⁸

There are too many existing school buildings, which can be seen on the tables above, that have been converted into *imam hatip* schools (religious schools), that are being demolished, turned into mosques or either face plans regarding their move. Behind these lie the education campus projects. Within the framework of the current urban policy it is obvious that the schools and areas in the city that will be emptied could easily be abused, and the school buildings being emptied creates many opportunities. It brings a potential of turning the schools into something else. Being prepared in a year, having a five month competition period and rapid assessment process shows that the subject is not education based, it is an approval of the urban policies and using architectural environment as a tool in order to legitimize this process. They are serving the education industry, a giant factory of education training all students in the same way. It is clear that the quality of the education will be negatively affected with these mega education campuses, ‘student factories’.

Thus, when taking the information mentioned above into consideration, the education campus projects create a big threat toward educational buildings located in city centers, and in areas where rent is high. It is clear that the subject concerns not only high schools but primary and middle schools as well. Precaution to problems regarding the moving of schools, and emptied school buildings should be taken, and the happenings of their precedents should be prevented. Therefore, as the aim of the thesis, questions such as; how can we reposition a qualified education in the urban fabric? How can we reposition a qualified education in the existing school buildings, in the urban fabric? are answered with the case study: Mimar Kemal Primary School.

⁵⁸ Ertaş, Hülya. (June 2013) “Entegre Eğitim Tesisleri.” (pp. 30-38) *XXI Dergisi* 120th Issue. Retrieved February 17, 2014, from http://issuu.com/xxi_dergi/docs/xxi_haziran13

2.3. Factors on Educational Success

In order to make a good school design it is important to understand the places, tools, people, and policies that make up 21st century learning environment. A learning environment is a place and space – a school, a classroom, a library. In addition to these, today's interconnected and technology-driven world changes the point of view into a learning environment also being virtual, online remote, in which it doesn't have to be a place at all. It should be a place organizing the conditions in which humans learn best. Therefore the structures, tools, and communities that inspire students and educators to achieve the knowledge and skills of the 21st century demands are learning environments.

The design features and components of school building have been proven to have a measurable impact on student learning. In a research done by Georgetown University, the researchers have found that test scores can increase by up to 11% if the school's physical environment is increased. These factors consist of the temperature, optimal thermal conditions, the natural lighting, acoustics, reduction and control of noise, the location and sighting of schools, the school size, class size, age of the building and the building conditions.⁵⁹ Depending on the condition of the building the overall influence a school building has on students can be either positive or negative. It has been found by researches that a lack of any of these features as well as overcrowded school buildings and classrooms have a negative impact upon student performance.⁶⁰ Students attending insufficient schools are handicapped in their academic achievement. Teacher effectiveness and performance are also negatively impacted by poor school facilities; therefore have a negative impact on student performance. All of the studies made demonstrate a positive relationship between student performance and diverse components of the built environment. The study proposes that the weight of evidence supports that a school building has a

⁵⁹ Vandiver, Bert., 2011, p. 19-21.

⁶⁰ Earthman, Glen I., 2002, p.1.

measurable influence on student achievement.⁶¹ It is essential to have buildings that can properly provide a good learning environment for student success. Therefore all factors affecting student achievement must be explored.

2.3.1. Effect of Building Components on Educational Success

All of the factors effecting student achievement are interrelated (Figure 4). They are all parts of a whole, which is “student learning”. In the previous chapter the effects of state policies and regulations were covered.⁶² In this figure the conditions that are directly responsible for the learning of students can be seen as; school and classroom conditions, teachers’ professional communities, and student/family background conditions. There is a similar chart in shown in Figure 5, in which the factors effecting student learning can also be seen. In this figure the ones relaing to our subject are community and family factors, class design, and classroom/building ergonomics.

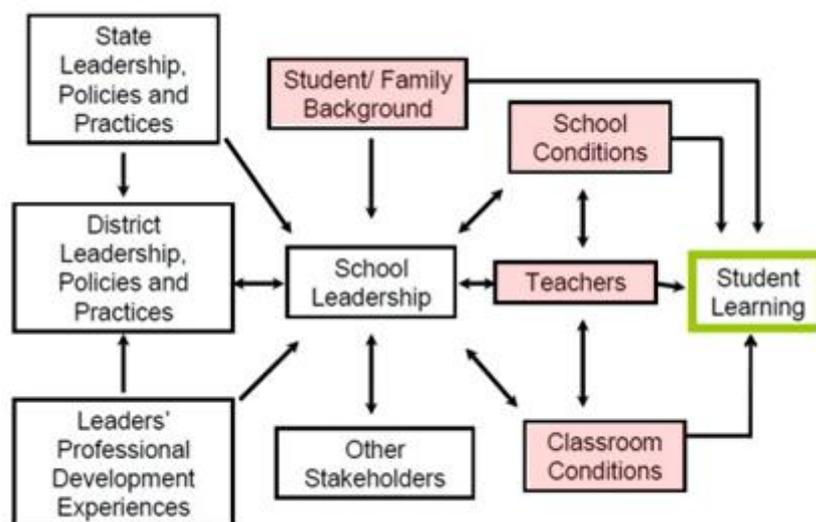


Figure 4 Investigating the Links to Improved Student Learning.

Source: <http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Pages/Investigating-the-Links-to-Improved-Student-Learning.aspx> , last access in 25 March 2014 (coloring of the boxes were done by the author)

⁶¹ Earthman, Glen I., 2002, p.2.

⁶² In the previous sections; 2.1. and 2.2.

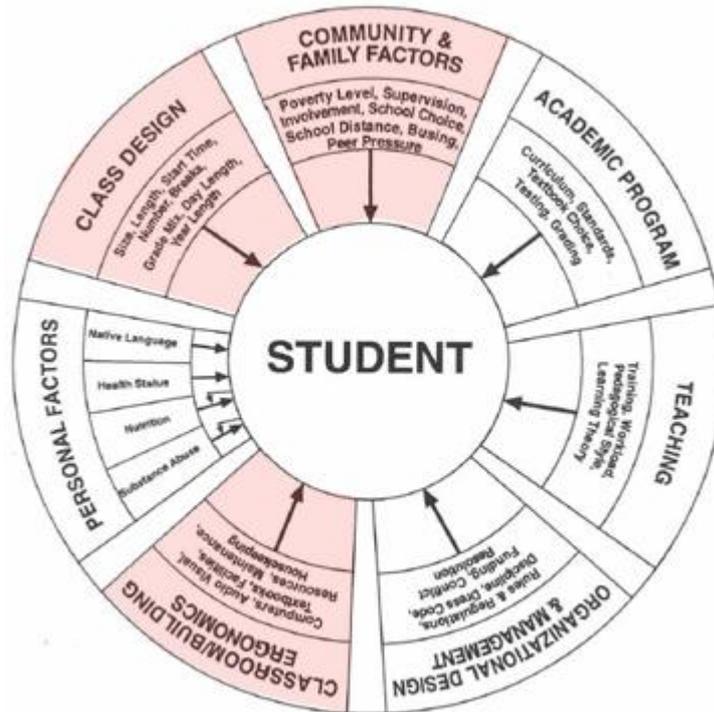
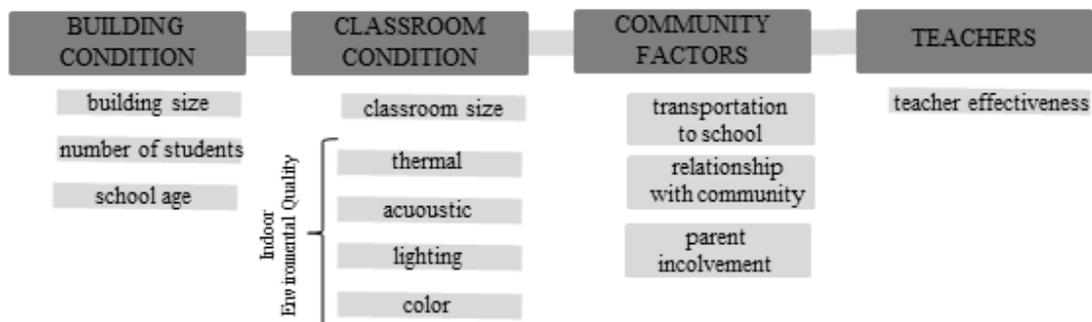


Figure 5 Educational Ergonomics. Source: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.136.733&rep=rep1&type=pdf>, last access 17 February 2014 (coloring of the shapes were done by the author)

When combining these two, the factors can be grouped into four headings, which are building conditions, classroom conditions, community and family factors and teachers. Within the study of this thesis, in order to make right conservation decisions, the effects of building components, are briefly analyzed. The ones that are examined are shown in Table 8.

Table 8 Factors effecting educational success



1- Building Conditions

The notion of buildings that flex accommodate the human relationships, which are critical to successful learning, should be inherent in these designs. It is stated that schools must “create an environment where the kids know each other and know their instructors, not just academically but as people.”⁶³ This will promote cooperation and interaction, and convey friendliness, openness, and accessibility, and reduce tensions that can lead to inattentiveness, acting up, and bullying inside the school.

Comparing the number of students in schools with its capacity has been an evidence that overcrowding conditions of schools are a negative impact on students and teachers. The reason for overcrowded schools lies in many reasons, and whatever they are, the outcome is very troublesome for both teachers and students. It is defined as the number of students being more than its designed number to accommodate the school building. An extreme pressure is exerted upon all of the areas and facilities that teachers, students and administrators need to use for an effective educational program. In small schools, teacher working conditions and job satisfactions also improves, which brings itself the increase in instructional quality. Also, communication is much easier, which brings simplicity and focus. Working together to focus on the school, on learning and building a high quality, coherent curriculum across disciplines is possible for staff in small schools. Researches about this indicated that students in non-overcrowded schools score higher on achievement tests when comparing to students in crowded schools. A high rate of absenteeism among teachers and student as well as stressful and unpleasant working conditions were reported on these researches.⁶⁴ There is a built-in accountability that develops among students, teachers and parents. It promotes a caring culture, an expectation that all will succeed, and a rigor marked by hard work. Parent and community involvement is also stronger. It’s easier for business and community organizations to make links with small schools.

⁶³ “21st Century Learning Environments” (p. 8) *Partnership for 21st century skills.*(n.d.) Retrieved Feb. 11, 2014, from http://www.p21.org/storage/documents/le_white_paper-1.pdf

⁶⁴ Earthman, Glen I., 2002, p.10.

The issue of school size became relevant to the task of improving student performance as the enrollment numbers climbed. There was plenty of blame to go around after the tragedy at Columbine disaster in 1999.⁶⁵ Finding during the investigation of the tragedy showed that there were many signs of potential trouble that could have been prevented if the students were known well enough by the authorities to detect their paths. The teachers and administrators were unable to know a student and how he or she was coping with school life and unable to detect the potential trouble because of the large enrollment at Columbine, 1,870 students.⁶⁶ Creation of smaller schools, with more personalized settings, in which close relationships and an atmosphere of trust are developed by students and teachers, are encouraged by many educators today in order to combat the disconnectedness some students felt at school. Also bonds are stronger in small schools. Students feel a sense of belonging, engagement and more valued when they are known better by their classmates and teachers. Besides fewer incidents of vandalism, violence, or other misbehavior small learning environments led to better student performances.⁶⁷ According to WestEd (2001), school shootings raised the concerns that many students become tragically alienated and got lost in large, impersonal schools.

New studies and also experience from 1990s, from both academics and safety point of views, have supported an already notable consensus on school size, which is smaller is better.⁶⁸ Evidences show that in smaller schools violence is less likely to happen. Researchers suggest a maximum of 300-400 students for elementary schools and 400-800 students for secondary schools. Therefore it can be said that “while large schools tend to be depersonalized, rule governed organizations, small schools

⁶⁵ “An event that occurred on April 20, 1999, at Columbine High School near Littleton, Colorado, in which two heavily armed students, Eric Harris and Dylan Klebold, attacked their schoolmates, killing 12 students and one teacher and injuring another 21 students. The pair then committed suicide.” Source: “Columbine High School Massacre.” *The Free Dictionary*.Farlex,(2012) Retrieved Feb. 12, 2014, from <http://medical-dictionary.thefreedictionary.com/Columbine+shooting>

⁶⁶ Vandiver, B., 2011, p. 43.

⁶⁷ *ibid.*

⁶⁸ “Are small schools better?” (p. 1) *WestEd*. WestEd, 2001. Retrieved Feb. 12, 2014, from http://www.wested.org/online_pubs/po-01-03.pdf

are able to be close-knit, flexible communities where no one is a stranger.”⁶⁹ To student alienation a more human scale is a potent antidote.

Besides the school size factor, **school age** is another factor in relationship to student achievement.⁷⁰ It is normal for an old building to not have all of the important components fully. For example they may not have an adequate space necessary for an efficient learning environment, positive thermal control, proper illumination, and acoustical control measures, but all of these can be done with proper maintenance. Proper care and maintenance of school facilities should be provided at all times. Health of the school improved, teachers were retained in the school, and the school environment became more conducive to high-quality teaching and learning when maintenance and repairs occurred.⁷¹ Also, when looking at the established old schools around the world, it can be seen that their alumni is usually notable.

2- Classroom Conditions

The main component effecting classroom conditions is the **class size**. When looking at the class-size studies, done in Tennessee, the findings indicated that significant differences were found among classroom types on all achievement measures. When comparing the students in regular classrooms, students in the small classes proved a superior academic performance. They found that students in small classes in the primary grades had a long-term improvement when they returned to regular-sized classrooms.⁷²

Two other researches, Rivera-Batiz and Marti (1995), made other reports considering the consequences of overcrowding. Analyze was made by measuring the percentage of students passing the Degrees of Reading Power Test and the Pupil Evaluation Program Test for mathematics. 599 students and 213 teachers in overcrowded

⁶⁹ibid, p. 2.

⁷⁰ Earthman, Glen I., 2002, p.6.

⁷¹ Filardo, M., 2008, p. 6.

⁷² Earthman, Glen I., 2002, p.12.

schools were surveyed to obtain their reactions to the conditions. As a result it has been found that overcrowding negatively affected both classroom activities and instructional techniques. Teachers stated that they only had time to cover the basic material because they didn't have time for further exploration and in smaller classes students participate more fully in discussions, ask more questions and receive more individual attention. Students stated that they had problems concentrating in their classes when learning something new. Smaller classes can enhance the interaction of student and teacher. Also, the level of disruption behavior, the amount of attention available to any students and the amount of individualized instruction can be tolerated.

From a US Department of Education press release,⁷³ the author of the Public Advocate Report stated: "Evidence continues to accumulate that shows that reducing class size improves student achievement, reduces discipline problems, and provides a lasting benefit to both students and teachers." They have indicated that higher achievement is established when class size reduction (below 20 students per class) in the primary grades takes place, student achievement moves the average student from the 50th percentile up to somewhere above the 60th percentile. Ample evidence has been provided that overcrowding conditions are a negative influence upon students and teachers by the studies conducted in the New York City Public Schools and other states.

There are also **indoor environmental qualities** that effect the educational success. Some of them are; the thermal quality, acoustics, lighting and color.

Thermal Quality:

Numbers of researches have provided a comprehensive study on thermal conditions in business and industrial workplace. Researchers concluded that the efficiency of the workers was related to the temperatures in the workplace. Increase in the temperature decreased worker efficiency. Following the researches for work places

⁷³ USDOE, September 2000.

specific researches studied the influences of the thermal quality of the classroom upon students. The experiments were carried in rural classrooms and in regular city as well as experimental laboratories at a local college. Measures of the number of reported illnesses were taken of the students, who were subjected to varying temperatures while in the classroom. In almost all of the studies a good thermal environment of a classroom was stressed as necessary for efficient student performance. In one of the researches air conditioning was the most influential building condition variable that effected student achievement. According to Harner's analysis the ideal temperature for effective learning is between 68° (20°C) and 74° (23°C). Temperatures above 74°F affected reading and mathematics skills, a significant reduction in reading speed and comprehension occurred. Also, there were more reported cases of student illnesses than students in a properly controlled thermal environment.⁷⁴

Acoustics:

The level of noise in the classroom that interferes with student learning was determined by many studies.⁷⁵ For a student's ability to learn in the classroom a proper and accurate hearing is essential. A research found that when the classroom noise level is reduced to 40 decibels students learn more. In a study completed by the Department of Health Services in California relationship between student performance and classroom and community noise were investigated. The analysis was done by comparing the scores of the California Test of Basic Skills on students in grades three and six in schools that were near highways and expressways to similar students in schools in quiet neighborhoods. "Students in grades three and six in the quiet schools scored considerably higher in reading scores than students in noisy schools. In mathematics, the researchers found a measurable impact upon student test scores, but not as large as that found in reading."⁷⁶ The conclusion was reached based upon these result, which was that a negative relationship exists between classroom noise levels and reading achievement.

⁷⁴ Earthman, Glen I., 2002, p.3.

⁷⁵ *ibid.*, p.4.

⁷⁶ *ibid.*, p.5.

The findings of Bronzaft and McCarthy are supported by the results of the California study. They measured students in schools near elevated train tracks in New York City. The results founded that students in classrooms opposite side of the school building scored higher in reading scores than the students in classrooms nearest the trains. Following this study certain noise abatement measures were installed in classrooms. After these installations the California Achievement Test scores of student in classrooms on the noisy side of the building were compared with those students on the quiet side of the building by Bronzaft. “In three of the classrooms on the noisy side of the building, acoustical treatment was applied to the ceilings. In addition resilient rubber pads were installed on the elevated rail track.” The extraneous noise levels for students were effectively reduced after the measures. When comparing the test scores the differences between the scores of students in the noisy and quiet side of the building have disappeared.⁷⁷

The findings of these studies can be relied upon and are important because the researchers were able to control the student population and proper methodology was used. The prerequisite for effective learning goes through the ability to hear clearly and understand what is being spoken. Students do not perform well when this ability is impaired through unwanted noise.

Lighting:

Lighting is one of the most critical physical characteristics of the classroom, and good lighting contributes greatly to the psychological and aesthetic character of the learning space. It also influences the ability of individuals in school to concentrate. Careful consideration is deserved by the importance of an appropriate visual environment for learning tasks. It has been found by the New Stanford Achievement Test that 5th and 6th grade students in well lighted classrooms demonstrate a significant increase in scores compared to regular(poorly lighted) classrooms.⁷⁸

⁷⁷ Earthman, Glen I., 2002, p.5.

⁷⁸ Jago, E., Tanner, K., (1999) “Influence of the School Facility on Student Achievement.” Retrieved Feb. 17, 2014, from <http://sdpl.coe.uga.edu/researchabstracts/visual.html>

Color:

Color also influences student attitudes, learning and behaviors. The teaching/learning process can be impacted by color choices. It affects student's and teacher's sense of time, as well as student's attention span. It has been found that carefully planned color schemes, and paint colors in schools positively affect academic achievement of elementary students, especially students of kindergarten age.⁷⁹ The atmosphere of a school can change from depressing and monotonous into one that is pleasing, exciting and stimulating by the proper use of color.

Researchers associated cooler colors with slight drops in blood pressure, muscles relaxing, and sleep facilitated.⁸⁰ It is believed that the use of color, especially pastel colors, in classrooms stimulate thinking. Warm colors bring about reverse effects such as elevations in blood pressure, increase in muscular tensions, respiration rate, heart action, and brain activity in children. It is evident that in the achievement of students lighting, color choices and windows play a significant role.

According to the researches stated in National Education Journal⁸¹ issue 153-154, people feel more comfortable in red, yellow orange and bright brown colored rooms with low ceilings and with warm glow, on the other hand in blue, green pale or white colored, fluorescent lighted rooms people feel as if they are in a cold environment and they feel uncomfortable. It is also stated that in school buildings the colors should be carefully selected because in schools red, yellow and orange colors has a stimulating effect and increases students mobility, also blue and green colors provides relief. For example, in places such as library, toilets, corridors and cafeteria the cool colors have a calming effect. Another viewpoint is that, in the classrooms warm colors, such as yellow, pink, orange, peach colors should be used until high

⁷⁹ *ibid.*

⁸⁰ *ibid.*

⁸¹ Milli Eğitim Dergisi.

school, and bluish greenish colors are recommended using and after high school. As much as the wall colors the objects are also very important.⁸²

3- Community and Family Factors

This section can be divided into three headings; transportation to school, relationship with community and parent involvement.

Transportation to School

Children's opportunity to be physically fit and healthy will decrease with limit on independent mobility. Studies have been made to show how neighborhood design can affect children's sense of place.⁸³ This is due to placing schools, parks, and playgrounds away from homes and providing inadequate sidewalks and bike lanes to access them. The independent mobility of children and youth is reduced by heavy traffic. It is stated that children can become cognitively disconnected from their community as parents are forced to chauffeur their children throughout their childhood. Children spend less time outside and have a limited range of play activities in neighborhoods where traffic is a threat and a nuisance. The blood pressure, heart rates, and levels of stress hormones of children can be raised by chronic traffic noise. Children are unable to represent any detail of the surrounding environment, they express feelings of dislike and danger.

A Danish study was made in order to see the difference of the performance measure of kids between who walked or cycled to school, rather than traveling by car or public transportation.⁸⁴ The study was part of the project called "Mass Experiment

⁸² National Education Journal (Milli Eđitim Dergisi) issue 153-154/Winter-Spring 2002. Retrieved March 29, 2014, from http://dhgm.meb.gov.tr/yayimlar/dergiler/Milli_Egitim_Dergisi/153-154/uludag.htm

⁸³ Appleyard, B., 2005, p. 7.

⁸⁴ Goodyear, Sarah. "The Link Between Kids Who Walk or Bike to School and Concentration." *The Atlantic Cities*. The Atlantic Monthly Group. (2013) Retrieved Feb. 20,

2012”, which looked at the relation between diet, exercise and concentration. The survey was made to 20,000 Danish kids between the ages of 5 and 19, and it founded that kids who walked or cycled to school performed measurably better on tasks demanding concentration, and it was found that the effects lasted up to four hours after they got to school. It was surprising that the effect of exercise was greater than that of diet.

Auto-dependency and auto-domination decreases the children’s connection and appreciation for the community. Children cannot appreciate and identify the qualities of their neighborhood, which are memorable, positive, or special. Appleyards states that “Building complete and livable streets that are safe for travel via foot, bicycle, and yes, automobiles, is especially important if we want our children to establish a healthy sense of comfort, wellbeing, and connection within their own community.”⁸⁵

One way of helping children develop a positive and holistic view of their community is providing them safe and livable neighborhood streets, with adequate facilities for walking, bicycling and traffic calming. From a child’s vantage point safe school-area streets for walking and bicycling improve a neighborhood’s livability. New walking and bicycling facilities can allow children to explore, connect, socialize, they can also improve a child’s physical health and safety.

Relationship with Community

Connecting with the community and the world at large is an important point in education also. Working together on service projects and internships could be possible for students and community members. Connecting and shearing data across the globe in between learners may be able. In a wider range seeking advice of world-renowned experts to guide the teachers and students in their inquiry-based projects could be possible. Besides these technological connections an important role in

2014, from <http://www.theatlanticcities.com/commute/2013/02/kids-who-walk-or-bike-school-concentrate-better-study-shows/4585/>

⁸⁵ Appleyard, B., 2005, p. 14.

facilitating these essential learning experiences is the building itself, its physical structure.

According to the American Architectural Foundation, innovative sharing of space with the school's local community is one way to do this.⁸⁶ An example of this can be done by making meeting rooms and performance spaces available to general public. Bringing students together in meaningful ways with those much older or younger than they are by developing programs within school facilities will also have positive impacts. Communities establishing pre-school daycare or senior centers within school facilities are a way of developing these programs. In 21st Century Learning Environments by Partnership For 21st Century it is stated that "Schools must become community centers with hours that extend well beyond the current school day to provide access to technology resources, recreational activities, and health services." These will enrich relationship among community members. Good schools are a significant part of the community.

Parent Involvement

In a learning community support is given and taken from families and the local community. A leading expert on school leadership, Michael Fullan, notes "the research is very clear about the benefits, indeed, the necessity of parental involvement."⁸⁷ Numerous studies are cited in The George Lucas Foundation, which shows the outcomes of strong home-school connections; when parent are involved in their children's education; they do better in their school; student achievement is promoted by after school learning opportunities; the academic performance are spurred by community youth development programs; risks are reduced and resilience is promoted in children when schools integrate community services.

⁸⁶ "21st Century Learning Environments" (p.7) *Partnership for 21st century skills.* (n.d.) Retrieved Feb. 11, 2014, from http://www.p21.org/storage/documents/le_white_paper-1.pdf

⁸⁷ Baker, Herman, Bain. "What Makes a Good School? / A Guide to Parents and Communities Seeking Excellence in Education" *The National Center for Research on Evaluation, Standards, and Student Testing.* The Regents of the University of California Part of Center for the Study of Evaluation (1994). Retrieved Feb. 12, 2014, from http://www.cse.ucla.edu/products/articles.php#news_subscribe

The engagement of parents in their children's education is important as it can make a considerable difference to students' attendance rates and build on the effectiveness of teachers' contributions to the students. The difficulty of engaging some parents in their children's education is reported by staff in some disadvantaged schools. Mainly in rural and remote schools where geographical isolation and low population density takes place many parents are unable visit the school to discuss their child's performance with teachers, or fail to ensure their child's attendance.⁸⁸

In good schools in order to establish the schools organization goals they participate with the school. They participate in developing the school's policy on grading, attendance, testing, discipline, promotions and retentions. They come to the school on regular basis, in order to visit with teachers and administrators. They take stock periodically to determine if the school, their child and they are working together in their plans for the child's future. If possible join a school organization.⁸⁹ Therefore good educational performance is linked to high parental involvement in schools and formation of school-community alliances.

4- Teacher Effectiveness

As well as the influences on student achievement, the condition of a school building also influences the work and effectiveness of a teacher. Even though it's difficult to measure teacher effectiveness quantifiably, a rich source of data is provided on perception studies of teachers in good and poor school buildings. The effect of physical environment was also relative to the data.⁹⁰

⁸⁸ "Schools Workforce / Chapter 9 Reducing educational disadvantage." (p. 264) Australian Government Productivity Commission (2012). Retrieved Feb. 12, 2014, from <http://www.pc.gov.au/projects/study/education-workforce/schools/report>

⁸⁹ Baker, Herman, Bain. "What Makes a Good School? / A Guide to Parents and Communities Seeking Excellence in Education" *The National Center for Research on Evaluation, Standards, and Student Testing*. The Regents of the University of California Part of Center for the Study of Evaluation (1994). Retrieved Feb. 12, 2014, from http://www.cse.ucla.edu/products/articles.php#news_subscribe

⁹⁰ Earthman, Glen I., 2002, pp. 8-9.

In a research the relationship between learning climate and physical conditions in elementary schools were investigated. It is stated that “The learning climate was defined as the ethos of expectations and perceptions of teachers, students, parents about self, student achievement, organizational rules and policies and the facility itself.”⁹¹ After using a perception questionnaire, to obtain data from teachers regarding the effect of building condition had upon their performance, the teachers stated that building having design and appearance in poor condition had a negative impact on the learning climate, and good conditioned ones had a positive influence upon the learning climate. Also the size and organization of instructional space had a big influence on learning climate. Therefore following the design and appearance, proper maintenance and repair of the building impacts the learning climate. Descriptive analysis of the feelings of teachers about a school building going through renovation was done. After the renovation changes and improvement to the physical environment were reported as greatly enhancing the teaching and learning environment.

How well teachers know other teachers are significantly affected by the size of the school; which results in affecting the way teachers form workgroups or departments to talk about their work. Teachers’ perceptions of the contexts in which they work become more negative as district and school size increases, and as the poverty and diversity of students served by a school increase. As compared to large and secondary schools, the leadership teachers experience is perceived to be more favorable in elementary and small schools.⁹² Increases in shared leadership are associated with greater district size. Teachers work in schools having most features

⁹¹ *ibid.*, p. 9.

⁹² Luis, Leithwood, Wahlstrom, Anderson. “Investigating the Links to Improved Student Learning / Final report of Research Findings” *The Wallace Foundation*. Center for Applied Research and Educational Improvement/University of Minnesota, Ontario Institute for Studies in Education/University of Toronto (2010). Retrieved Feb. 17, 2014, from <http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Pages/Investigating-the-Links-to-Improved-Student-Learning.aspx>

of the context in rural schools, compared to urban schools, are viewed as more positive.

Conclusion of Factors on Educational Success

From these analyses it can be understood that student achievement is linked with the design factors at every level of system organization, from the building to the classroom to the parent involvement to the surrounding community. This expresses that the confronting issues and problems of education should be tractable to human interventions, factors/ergonomic approaches.

The findings indicate that school size, classroom size, components of the classroom; interior environment quality as well as parent involvement, teachers and community factors have a significant role in the achievement of students. Schools, being as a vital part of the community, can have a profound effect on the social, economic and physical character of a city. Before making any project, transportation impacts of school siting decisions should be analyzed, the relation between school location and travel mode should be presented. Even though schools are built to satisfy shifting regional population, for example the education campus schools are tent to build beyond new development. Transportation burdens will be added on city infrastructure due to these campus schools which will be located on the periphery of communities where there is low-density housing and limited connectivity place. One another important point is that the parent involvement will decrease as the schools are located at the outer peripheries of the city, because the possibility of coming to school on regular basis decreases. Cities, school districts and families will rely on bussing or car transport for students. Urban challenges will be exacerbated by these ‘sprawl schools’, due to inefficient land use patterns and social inequality. Children will be highly dependent on cars and metros for mobility, and will face with the greatest risks from the threats posed by their transportation. Even if the transportation of students is by bus now, at least the distances are shorter and some are able to walk to school. Also, with the campus projects the costs of transporting students will be

considerably higher. The community and good schools are one, and discredit will be brought if failure on either part exists. In this regard, campus projects by the Ministry of Education, built at the periphery of the cities, are far from these expectations.

2.3.2. Twenty First Century Learning Environments

The 21st century learning environment includes learning methods based on project-based activities. This has changed from the simple transmission of knowledge to actively involve students. Therefore, this idea led to consequences impacting the design of school buildings. First of them is that since the traditional classroom can host only limited number of teaching activities it is no longer the only space for learning. Second of them is that rethinking of building layout came into subject, which also brought effective flexibility in the use of spaces. When designing today's and tomorrow's schools these two factors seem to be the major impacting elements. The demands of school buildings are changing in time thus the designs should respond to these demands.

Since the evolution of educational technologies and teaching modalities are unpredictable, and spaces must adapt to changes the future may hold, the most fundamental guideline is stated as “design for flexibility”⁹³, flexible planning, flexible spaces, and flexible classrooms. In order to achieve this flexibility “learning studios” movable furniture and walls, which can easily change for different subjects and class sizes, should be designed by architects. (Figure 6 and 7) The schools should be re-designed in order to reach far beyond traditional classrooms. It must encompass a rich mix of media and devices, varied cultures, and virtual and real-life relationships. The newly designed and restored schools should support the pedagogical ideas of a forward-looking school. Buildings can support it by creating places that support these ideas. Learning outside of the classroom should be

⁹³ “21st Century Learning Environments” (p. 7) *Partnership for 21st century skills.* (n.d.) Retrieved Feb. 11, 2014, from http://www.p21.org/storage/documents/le_white_paper-1.pdf

supported and students should be encouraged to use school spaces in open minded ways.

In another article the prime requirements placed on future school buildings are also listed as transparency, variability and flexibility.⁹⁴ The article “Schools of the Future: The Need for Open and Flexible Spaces” explains how the future school will no longer consist of connecting corridors and continuous classrooms, but instead an open learning hall can be the central space of a school, or it can be an information center, library, or an events square. The main idea revolves around expanding educational opportunities outside the classroom and a flexible space where students can search and produce information independently or work in groups.

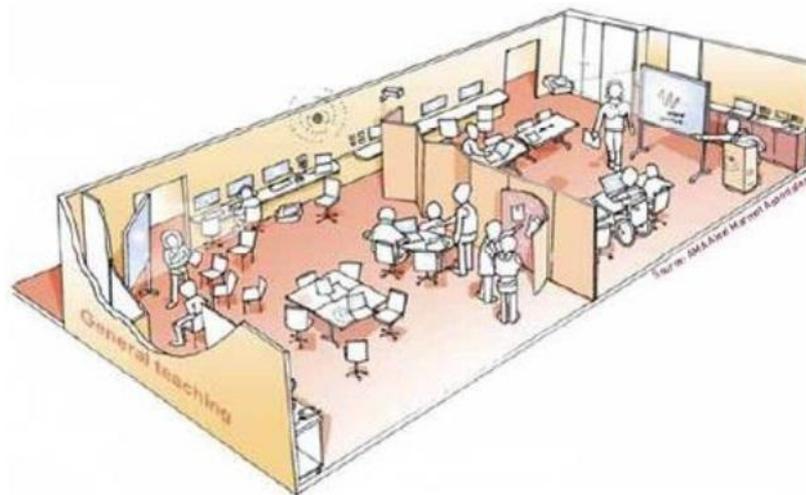


Figure 6 21st century classroom design.

Source: http://www.p21.org/storage/documents/le_white_paper-1.pdf,
_last access in 01 April 2014

⁹⁴ Tapaninen, Reino. “Schools of the Future: The Need for Open and Flexible Spaces.” *Design Share Designing For the Future of Learning*. DesignShare., (n.d.) Retrieved Feb. 17, 2014, from www.designshare.com/index.php/articles/innovative-learning-environments/tapaninen

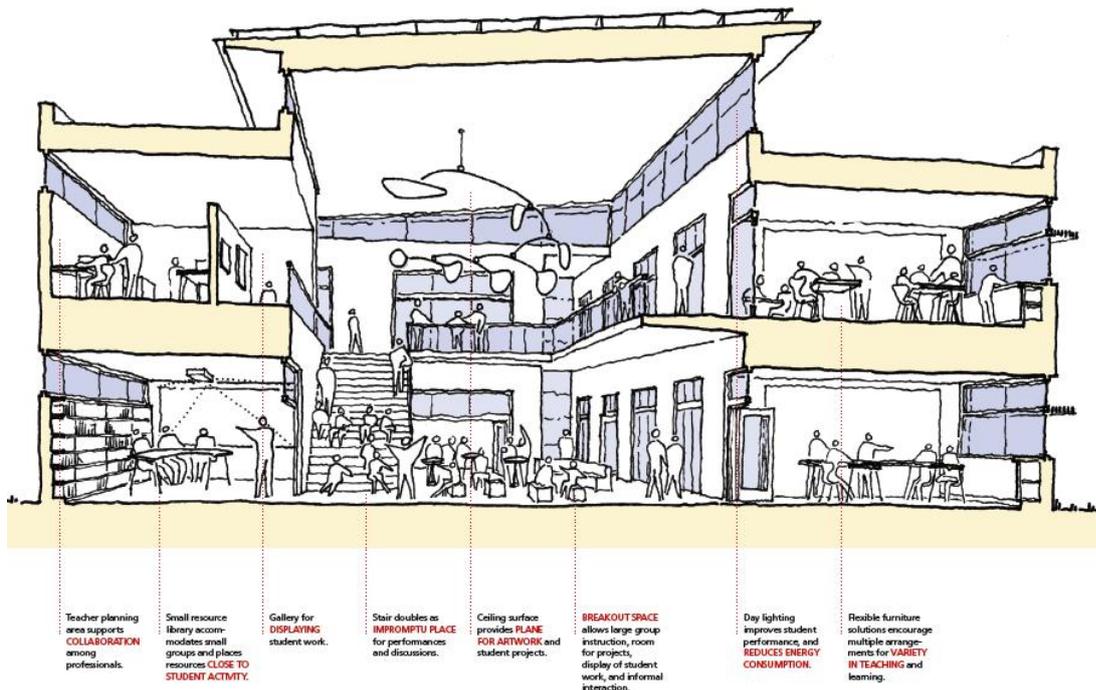


Figure 7 Flexible planning. Source: <http://www.peterbrown.typepad.com/blog/page/3/>, last access in 01 April 2014

The key phrases that define the 21st century educational environments can be listed as; daylight, transparency/connectivity, modern lively interiors, flexibility/adaptable, technology to display, share and present, variety of space and layouts, comfortable furniture and space to work. In addition to this sustainability & re-use and the library (re-conceiving the library) are also specifically influenced by the twenty-first century design.

These days the watchword for any construction project, as well as schools, is sustainability. In communities where building from scratch is not an option renovation of older buildings can be an environmentally sensitive and attractive option. In the thesis *The Impact of School Facilities on the Learning Environment* by Bert Vandiver (2011) it is stated that after building new facilities students' performance by subject areas increased. This shows that more emphasis on academic spaces, such as labs, classrooms, and libraries, should be given by administrators and designers when building or renovating schools.

The school library, which is another traditional learning space, is also influenced by the twenty-first century design. The nerve center of the school should be the library media center, where kids come together to gather and create information, a place where they can escape from the pressures of the day and get excited about learning. Places for formal learning must be offered in a library, where large groups can come together for presentations; places where teams work together on projects; and quiet spaces for reading, relaxation and studying for individuals.

CHAPTER 3

CONSERVATION OF EARLY REPUBLICAN ARCHITECTURE

3.1. Significance of Early Republican Architecture

The recognition of the twentieth-century properties as a part of cultural heritage started to be discussed from the beginning of the 2000s in Turkey. The main aim of these discussions was to increase the level of knowledge about the architecture of the period. This could be possible by the help of the academicians, decision makers and public. Therefore, attracting the attention of these groups was intended. Also, the criteria for selecting properties to be conserved were aimed to be decided. However, even today, the current legislative framework does not answer this goal. The conservation status of the whole collection of the twentieth-century architecture is missing in the current legislative framework; the results of these discussions are not arranged in a way to be embraced by this framework. The selection criteria revolve mainly around the physical qualifications of the properties.

In order to understand the transformation of society with the foundation of the Republic the conservation of the examples of the Modern Movement in Turkey holds a very important place. The attempt to adopt the new ideals of the Republic, and the political reforms that came with it, were all reflected in the social and cultural areas, as well as in architecture. The spatial organization of the country was highly effected by the social and political reforms, from the political background of Turkey in the 20th century. During this period the view towards architects and architecture changed, architect's started to stand out as designers. These are due to the new styles, technology, materials and the change of traditional spatial organizations.⁹⁵

⁹⁵ Omay; Polat; Cengiz., 2008, pp. 181-183.

Therefore it's apparent that special attention should be given to the 20th century architecture in Turkey. However when thinking about the current approach towards the Republican architectural heritage, serious problems are seen. Kayın (2007) summarizes the necessary evaluations of perspectives on the wide categories of issues in three points. First one is that the Republican period architectural products couldn't be documented adequately and they couldn't be evaluated in-depth. Second one is that in order to identify the architectural products of the Republican period as cultural heritage, there are inconsistencies between the issues such as assignment of legal status, development of theories, setting criterion, etc. Lastly, there is no possibility to even discuss the architectural products of the Republican period's potential to be cultural heritage, or if they are valued as cultural heritage, because, the period's remarkable quantity has been lost and still continues to be lost. The lack of the legal status and the consensus of the society are the main reasons for this.⁹⁶

The concept of time is the most important problem in the re-evaluation of the conservation of this period. Unfortunately in Turkey, conserving something for its oldness or historical value are the only common approaches. Since the modern heritage is conserved because they are culturally valuable, not because they are historic or old, they are easily and carelessly destroyed. Especially the destructions are favored by the local managements with profit-oriented motives. This heritage is faced with subjective selection criteria and before being realized they are demolished due to the fast urbanization process in the cities. Even though publications mention important buildings of the 20th century, their conservation studies are complicated by the lack of documentation an inventory studies. This shows that extensive studies are needed in order to conserve these heritages. Even if they have some modern features, with the decorations and the characteristics of the past, the early Republican architecture presents a historicist approach, which is more easily recognized as heritage.

⁹⁶ Atalay, E., 2009-2010, p. 52.

When looking at **the studies on the conservation of the 20th Century Architectural Heritage**, it started with the pioneering of the Chamber of Architects and DOCOMOMO. The first meetings dedicated to the 20th century architectural heritage was the 13th International congress named “Building and Life: Twentieth Century Architectural Heritage” of 2001 arranged by the Chamber of Architects Bursa Branch.

There must be a re-evaluation on the legal system due to its lack of theories, criteria and problems. The first step of conserving these buildings must start with the establishment of research centers and archives, and inventory and documentation studies. DOCOMOMO’s Turkish branch was established in 2002 and in terms of bringing together the architects and academics working in the conservation field it has been a very important step. Also, the subject was introduced to the public. Again in the same year, the conference named “Conservation of the 20th Century Architectural and Industrial Heritage” was organized by ICOMOS in Istanbul.

The Chamber of Architects in Turkey is the other important institution that works actively in the conservation of the cultural heritage. The Chamber of Architects also includes the Industrial heritage and the Republican Architectural Heritage into its ‘The Protection and the Improvement of Cultural Heritage Committee’, which organizes events and conferences that also includes studies with universities and institutions. Also in 2002, to gather document on Republican buildings in Ankara, Ankara branch of Chamber of Architects have started the “Building Identities” project. DOCOMOMO Turkey held its first conference in 2004 in the Architecture Department of Middle East Technical University, Ankara. Later on it continued yearly in different cities. Some of the notable conferences of DOCOMOMO were the IX International DOCOMOMO Conference in 2006 in Ankara and Istanbul. It was based on the theme ‘Other Modernisms’ and ‘How to Preserve a Housing Utopia: The Documentation and Sustainability of Modern Heritage, Case Study: Ataköy/Istanbul.’⁹⁶In 2007 “Cumhuriyet Dönemi Mimari Mirası Çalıştayı” workshop was organized in Kastamonu by the Chamber of Architects. In 2009 the symposium named “Cumhuriyetin Mimarlık Mirası” was held in Ankara, and in 2012 the

symposium named “Cumhuriyet Dönemi Mimarlığı” was held in Konya, which was both organized by the Chamber of Architects.

3.2. The Status of the Early Republican Architecture in the Current Legislative Framework

The main legal document regulating the conservation activities is the 2863 numbered Law of ‘Conservation of the Natural and Cultural Heritage.’ When looking to this Law from the early republican architecture, due to the uncertainty of descriptions and criterions, there are shortcomings in taking registration decisions for early Republican buildings.

In the history of conservation Laws in Turkey there was a change of the defined object to be conserved, from ‘monument’ to ‘cultural heritage’. The ‘monument’ definition in the first conservation law of the Turkish Republic, The Law on Old Monuments⁹⁷. The alteration in the definition took place on the new law, which was The Law on the Conservation of Cultural and Natural Properties⁹⁸ in 1983. The new Law enabled other values, besides the ‘age value’ to be attributed to properties.

In Turkey, the main document on conservation of cultural properties is the Law on the Conservation of Cultural and Natural Properties.⁹⁹ The third section of this Law cultural heritage is defined as “all movable and immovable properties on the ground, underground or under water, which relate to science, culture, religion and fine arts, or relate to the social life of prehistoric and historic times, having authenticity value in terms of scientific and cultural issues”¹⁰⁰ Since the time interval in this article is stated as ‘prehistoric or historic periods’, the 3rd section of the Law includes the early

⁹⁷ 1710 Sayılı Eski Eserler Kanunu, Date: 1973.

⁹⁸ 2863 Sayılı Kültür ve Tabiat Varlıklarını Koruma Kanunu.

⁹⁹ In 2004 some of the articles were changed with the act no: 5226.

¹⁰⁰ "Kültür varlıkları"; tarih öncesi ve tarihi devirlere ait bilim, kültür, din ve güzel sanatlarla ilgili bulunan veya tarih öncesi ya da tarihi devirlerde sosyal yaşama konu olmuş bilimsel ve kültürel açıdan özgün değer taşıyan yer üstünde, yer altında veya su altındaki bütün taşınır ve taşınmaz varlıklardır.”

Republic architecture and also the 20th century heritage. However in the 6th section of the Law¹⁰¹ more comprehensive definitions, specifying a chronological limitation, have been stated as the criteria for identification. In the “6.a” article, the cultural properties are stated as *“Immovable properties built before the end of 19th century.”* In addition to this, the “6.b” article continues with *“Immovable properties built after the 19th century but considered worth of conservation by the Ministry of Culture and Tourism with respect to their significance and characteristics.”* From these articles it is clear that insufficient listing and care is given to the early Republican heritage in Turkey because, the properties talked about consists of properties constructed before the nineteenth century. Thus, value is given to the properties simply because of their “age value”, which does not overlap with the image of modern buildings.

One important point about the 6th section is the “d” article. It states;

“Buildings and sites that witnessed great historical events of the National War of Independence and the proclamation of the Republic of Turkey and houses used by Mustafa Kemal Atatürk, for their relevance to our national history without time and registration limitations.”

Even though some examples of cultural properties are identified, the building types specific to the early Republican period are not specified. Therefore, problems are caused in the registration process of the early Republican period buildings.

¹⁰¹ “...the immovable cultural and natural properties to be conserved are as follows; a) Immovable properties built before the end of 19th century b) Immovable properties built after the 19th century but considered worth of conservation by the Ministry of Culture and Tourism with respect to their significance and characteristics c) Immovable cultural properties located at the site d) Buildings and sites that witnessed great historical events of the National War of Independence and the proclamation of the Republic of Turkey and houses used by Mustafa Kemal Atatürk, for their relevance to our national history without time and registration limitations” “Korunması gerekli taşınmaz kültür ve tabiat varlıkları şunlardır, a) Korunması gerekli tabiat varlıkları ile 19. uncu yüzyıl sonuna kadar yapılmış taşınmazlar, b) Belirlenen tarihten sonra yapılmış olup önem ve özellikleri bakımından Kültür ve Turizm Bakanlığınca korunmalarında gerek görülen taşınmazlar, c) Sit alanı içinde bulunan taşınmaz kültür varlıkları, d) Milli tarihimizdeki önemleri sebebiyle zaman kavramı ve tescil sözkonusu olmaksızın Milli Mücadele ve Türkiye Cumhuriyetinin kuruluşunda büyük tarihi olaylara sahne olmuş binalar ile tespit edilecek alanlar ile Mustafa Kemal Atatürk tarafından kullanılmış evler”. (The Law on Conservation of Cultural and Natural Properties, No: 5863; section 2; article: 6).

The first and only expression about the buildings of the early Republican period is in article “c” of Principle Decision 662.¹⁰² However, in this article again the architectural and aesthetic qualities stick out as reasons for conservation, and the expression is not clear. This can be seen in the expression: “*the buildings that represent the architectural characteristics of their period*”. It does not embrace all buildings; it refers to the buildings before 1950.

In various parts of the legislative documents, the assessment criteria for registration of a property as heritage are stated. The stated values can also embrace the properties of the early Republic but the definition and content of stated values are missing. Since this causes problems, in order to understand and assess the significance of the cultural properties, the definitions of the values should be stated clearly.

3.3. Conservation of the Early Republican Architecture Approaches in International Context

Most of the twentieth-century world’s properties are at risk, in need of analysis and protection because they are undervalued or unrecognized. A strong methodology is needed in order to identify, document and list these 20th century built cultural. The twentieth-century properties were brought up to discussion in the late 1980s in Europe. These discussions were made in international forums to discuss problems, develop strategies and exchange information about this building stock, and to consider different aspects of the twentieth-century heritage by focusing on theoretical challenges of identification and selection of the properties. These main international forums and organizations, whose contributions to the conservation of the twentieth

¹⁰² “...korunması gerekli taşınmaz kültür varlığı envanterlerinin tamamlanmamış olması nedeniyle; a) 2863 sayılı yasaya göre taşınmaz kültür varlığı özellikleri taşımakla birlikte henüz tespit ve tescili yapılamamış olan yapıların, b) Kamu kurum ve kuruluşlarınca kullanılan ve yapıldığı dönemin mimari özelliklerini taşıyan yapıların, c) Erken Cumhuriyet Dönemi yapılarının, Koruma kurulu görüşü alınmadan yıktırılmaması yönünde gerekli önlemlerin, ilgili belediyesi (veya valilik) ile varsa koruma kurulu müdürlüğü, yoksa müze müdürlüğüne alınmasına karar verildi”. (The Principle Decision: Tescil Kaydı Bulunmayan Taşınmaz Kültür Varlığı Özelliğindeki Yapılar ve Yapı Elemanları, Date:, 5.11.1999, Number, 662)

century architecture are noteworthy are the Council of Europe, the Documentation and Conservation - Modern Movement (DOCOMOMO) , the Modern Heritage Committee of the Association for Preservation Technology (APT), the ICOMOS (International Council On Monuments and Sites) International Scientific Committee on Twentieth-Century Heritage, modern Asian Architecture Network (mAAN), UNESCO's World Heritage Center and ICROM (International Center for Renovation and Maintenance of Cultural Heritage Sites; affiliate of UNESCO). An interest is demonstrated by these groups towards the recent past, and they bring together the architectural sector and conservation community, which were not closely aligned previously.

For example the ICOMOS *Seminar on 20th Century Heritage*¹⁰³, which was organized by Finnish National Committee of ICOMOS, and hosted by the Museum of Finnish Architecture in Helsinki 18-19 June 1995, had three specific objectives which were:

- “1- to recognize the state of the art seen in the international context;*
- 2- to explore the ways and means to develop methodologies for a critical process for the analysis and assessment of the significance of the twentieth-century heritage in its various forms and in relation to the social, political, economic and cultural context;*
- 3- to draw conclusions concerning the methodology for the definition and identification of properties of outstanding universal significance in view of their potential inclusion to the World Heritage List of UNESCO.”*

In the General Recommendations of the seminar there was a notable one stating that the 20th century heritage should take into account the whole ecological, social, anthropological, economic and cultural framework, which forms the whole, rather than being defined only with reference to its architectural forms. Also, the need of stressing the importance of memory over considerations of materials was emphasized. One another recommendation was that not only to the traditional building materials and structural forms but, the buildings and ensembles built in new

¹⁰³ “ICOMOS Seminar on 20th Heritage” *International Council on Monuments and Sites*. ICOMOS. (n.d.) Retrieved April 26, 2014 from, http://www.international.icomos.org/20th_heritage/helsinki_1995.htm

technologies should also be taken into consideration, since attention should be paid to the full spectrum of the heritage of the entire century.

The Council of Europe also had recommendations on protecting the 20th century architectural heritage.¹⁰⁴ Considerations for the authorities responsible for protection to adopt specific criteria were listed as:

- “- the need to give protection not only to the works of the most famous designers in a given period or style of architecture, but also to less well-known examples which have significance for the architecture and history of the period;*
- the importance of including, among the selection factors, not only aesthetic aspects but the contribution made in terms of the history of technology and political, cultural, economic and social development;*
- the crucial importance of extending protection to every part of the built environment, including not only independent structures but also duplicated structures, planned estates, major ensembles and new towns, public spaces and amenities;*
- the need to extend protection to external and internal decorative features as well as to fittings and furnishings which are designed at the same time as the architecture and give meaning to the architect's creative work”*

Docomomo, whose foundation was inspired by the work of ICOMOS, was established in 1965 and its aim is to take up the challenge of the protection and conservation of Modern Architecture and Urbanism. In 1988, Docomomo International was founded in Eindhoven. It's goals were listed in the Eindhoven Statement as:

- “- Bring the significance of the modern movement to the attention of the public, the authorities, the professionals and the educational community concerned with the built environment.*
- Identify and promote the recording of the works of the modern movement, including a register, drawings, photographs, archives and other documents.*
- Foster the development of appropriate techniques and methods of conservation and disseminate this knowledge throughout the professions.*

¹⁰⁴ Council of Europe Recommendation R (91) 13 on the Protection of the Twentieth Century Architectural Heritage. Retrieved April 24, 2014 from, <https://wcd.coe.int/com.instranet.InstraServlet?command=com.instranet.CmdBlobGet&InstranetImage=572353&SecMode=1&DocId=597874&Usage=2>

- *Oppose destruction and disfigurement of significant works of the modern movement.*
- *Identify and attract funding for documentation and conservation.*
- *Explore and develop the knowledge of the modern movement.”*

Docomomo International has also proposed a category of criteria that can be applied to a building or landscape to evaluate its significance. These criteria are¹⁰⁵:

- “1- Technological merit: Does the work employ innovative modern technology to solve structural, programmatic, or aesthetic challenges?*
- 2- Social merit: Does the design reflect the changing social patterns of 20th century life?*
Did the designer attempt to improve either living or working conditions, or human behaviors through the work's form or function?
- 3- Artistic and Aesthetic merit: Does the work exhibit skill at composition, handling of proportion, scale and material and detail?*
- 4- Cannonic merit: Is the work and/or architect famous or influential? Is it exemplary work?*
- 5- Referential Value: Did this work exert an influence on subsequent designers as a result of one or more of its attributes?*
- 6- Integrity: Is the original design intent apparent? Have material changes been made which compromise the architectural integrity of the structure or site?”*

In 2012 the Getty Conservation Institute (GCI) launched the Conserving Modern Architecture Initiative. The most commonly cited and interrelated challenges were defined by preliminary researches while considering how the GCI could contribute. They were listed¹⁰⁶ as:

¹⁰⁵ “How to Evaluate Modern Buildings and Sites” *do_co.mo.mo_us*. DOCOMOMO US. (n.d.) Retrieved April 26, 2014 from, http://www.docomomo-us.org/register/how_to_evaluate

¹⁰⁶ Macdonald, Susan. “Modern Matters: Breaking the Barriers to Conserving Modern Heritage” *The Getty Conservation Institute*. The J. Paul Getty Trust.(n.d.) Retrieved April 26, 2014 from, https://www.getty.edu/conservation/publications_resources/newsletters/28_1/modern_matters.html

*“-lack of recognition and protection
-lack of a shared methodological approach
-life span and technical challenges (durability, knowledge, and experience of material conservation, and repair versus replacement)
-obsolescence (functionality, adaptability, and sustainability)”*

To sum up, the architectural heritage of the 20th century is at risk from a lack of appreciation and care. There is a selective and exclusive approach towards them, which sometimes results with incorrect assessment of values and ignorance. Some of them are in great danger, and some of them are already been lost. Since it is a living heritage, in order to keep it for future generations, it's important and essential to understand, define, interpret and manage it well. In all of these international discussions diversity of 20th century architecture in terms of qualitative and quantitative aspects are considered. The whole diversity of this architecture is suggested to be taken into account and, in addition to form, intangible dimensions of this building stock are supported to be respected.

3.4. Summary and Evaluation

To sum up the assessing of the significance of early Republican architecture, the current approach in Turkey is insufficient because of the practice, theoretical discussions as well as the current valuation approaches in the legislative framework. In the current documentation and inventory system only the physical values of properties are considered. Age and rarity values take the first place when a conservation status is gained by buildings. These buildings are usually the buildings done previously to the early Republican era. Therefore, due to the exclusive approach of the current documentation and inventory system, usually canonic buildings can be restored, and because of its lacking physical values, rest of the building stock are at risk. Even though buildings associated with the foundation of the Republic for their symbolic and historical values are enabled to be registered by the law, not all buildings are considered as “buildings that witnessed great historical events.” Therefore, they are again excluded from the legal conservation status. This exclusive approach, considering only the physical characteristics of properties, can

also be seen in the practical decisions as well as the theoretical discussions about the significance of early Republican properties. One of the main reasons for this is also the same exclusive approach of architectural historiography. These approaches are far from understanding the role of architecture in the early Republican period, the comprehensive approach of the “modernity project”, and understanding the political, institutional and social transformations of the period. Therefore, revising the current valuation approaches is necessary. Instead of just the oldness and/or rareness values, and the exclusive approaches, the whole design and formation processes of the properties should be taken into consideration.

CHAPTER 4

MIMAR KEMAL PRIMARY SCHOOL

4.1. History of Mimar Kemal Primary School

Mimar Kemal Primary School, was designed by Kemalettin Bey in 1926, and was first built by the Directorate General of Foundations in 1927 as a “Foundation Sample School”¹⁰⁷. Like all school buildings it was later handed over to the Ministry of National Education. It is situated in a large garden at the intersection of Yüksel Street and Bayındır Street in Kızılay. This school carries all typical characteristics of architect Kemalettin's structures, such as its facade and entrance.¹⁰⁸ Cengizkan thinks that this “sample school's” name is (Mustafa) Kemal, however due to the early death of the architect his name was possibly given. He also states that until 1931 it was almost the single biggest public building of the area, having a two-storied tissue.¹⁰⁹

¹⁰⁷ On an issue of Mimar magazine in 1931, Zeki Selah talks about these “sample schools”. He states in the history of Turkish architecture the madrasas are followed by the neighborhood schools and then the sample schools. He continues by saying, at the time that these buildings were built, all of the buildings were built in the same way and that they were a simple thought product, done only with a sense of nation.

“Tarihi mimarimizde medreselerden sonra mahalle mektepleri, daha sonra nümune mektepleri ihdas edilmiş ve nümune mekteplerinin teessüsünden sonra mektep yapmak ihtiyacı hissolunmuştur... Haricen (otoman) namı verdiğimiz müterreddi bir üslûbu mimaride idi. Görünüşü bariz ve ciddî, ilk görende resmî bir müessese olduğuna fikir peyda ettiren, bir tesir yapmakta idi. Ve bu suretle inşa edilmeleri sırf bir modaya tabi olmaktan başka bir sebebe atfedilemez. Bu binaların inşa edildikleri tarihte, bütün binaların aynı şekilde inşa edilmiş olduklarını ve teknik malûmatsızlıktan basit bir düşünüş mahsulü olarak yalnız millî duygu ile hareket edildiğini görüyoruz. Esas fikir ne kadar iyi ise tatbik o derece fenadır. Mektebi bir hükümet binasına benzetmekte bir faide yoktur. Ancak mahalli mimraide olmsı kâfi ve elzemdir. Fakat resmî üslûpta değil!” “Şüphesiz ki yeni mekteplerimiz modern esaslara göre inşa edilmektedir. Yalnız temennimiz: Yerli, mahalii ruhun mahsulü binalar yaratalım ve mekteplerimiz yabancı san'atların müstemlikesi olmasın. Çocuklarımız en medenî teknik ve konforla, fakat kendi memleketinin ruh ve san'atı tesiri altında yetişsin.” Selah, Zeki. (August, 1931) "Mektep Binalarında Estetik" (pp.253-254) Mimar. Retrieved March 7, 2014, from <http://dergi.mo.org.tr/dergiler/2/276/3851.pdf>

¹⁰⁸ Sariaslan, Ümit. (2005) *Cumhuriyet'in Mimarları : "Kuruluş Ankarası"nda üç mimar, Kemalettin - Ernst Arnold Egli - Bruno Taut.*(p. 123) İstanbul: Otopsi. Print.

¹⁰⁹ Cengizkan, Ali. (2004) *Ankara'nın İlk Planı, 1924-1925 Löcher Planı* (p. 71). Ankara: Ankara Enstitüsü Vakfı, Arkadas Yayıncılık. Print



Figure 8 The School Building from Kemalettin Bey's Own Camera¹¹⁰

In a petition written by the Director of National Education Ministry to the Governorship in 1939 a need for a new building due to the increase in the number of students and the expansion of the garden is wanted. ¹¹¹

In 1945, its annex building, the B block, was built. Its projects were prepared by the Ministry of Public Works. In 1945 an article named “Ankara’da Yeni İlkokullar” ¹¹² gives information about the new building of Mimar Kemal Primary School. The article, sub titled as “Ministry of Public Works Project and Administration Office”, states:

¹¹⁰ Yavuz, Yıldırım.(2009) *İmparatorluktan Cumhuriyete Mimar Kemalettin 1870-1927*.(p.406)Ankara: TMMOB Mimarlar Odası ve Vakıflar Genel Müdürlüğü. Print.

¹¹¹ Appendix B: Documents From Mimar Kemal Primary School's File in the Archive of Greater Municipality of Ankara. Figure 49 Petition concerning the expansion of the garden.

¹¹² “New Primary Schools in Ankara” (pp. 193-194) *Arkitekt* 09-10 (165-166) (1945).

Mimarlar Odası Arkitekt Veritabanı. Retrieved May 15, 2014, from <http://dergi.mo.org.tr/dergiler/2/142/sayi142.pdf>

“In the last few years three elementary schools were ordered to build in Ankara by the Ministry of Public Works. The first one is located in Bahcelievler, the second one in Maltepe, and the third one next to Mimar Kemal Primary School. These schools were built to satisfy the urgent need for schools in a plain and cheap fashion. They were built on more of an economic and realist mentality rather than an architectural one and were designed to fit within their respective neighborhoods.

Since the Mimar Kemal Elementary School is the work of architect Kemalettin, using a completely modern style was avoided in the construction of the new school next to it. It was built using the same proportions of architect Kemalettin’s school building, and using today’s architectural conditions. The other two schools were formed with simplicity and allowance of financial means in mind. In all of these building the plans were given more importance than their outer appearance.”



Figure 9 Sarar Primary School¹¹³

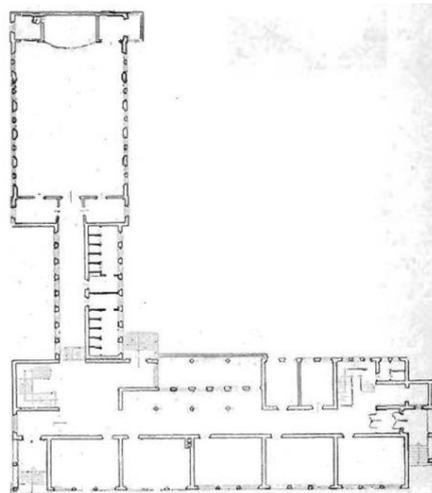


Figure 10 Ground floor plan of Sarar Primary School¹¹⁴

¹¹³ *ibid.*



Figure 11 Bahçelievler Primary School¹¹⁵

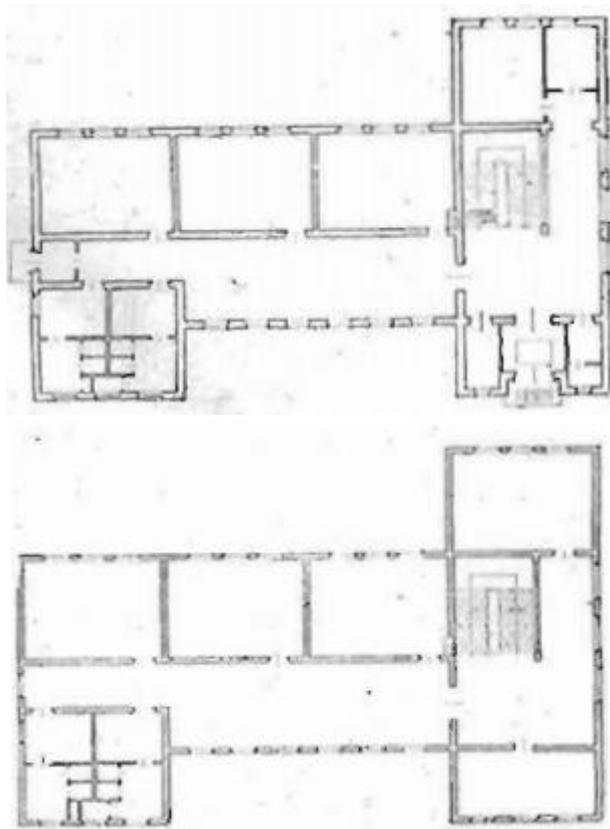


Figure 12 Floor plans of Mimar Kemal Primary School¹¹⁶

¹¹⁴ ibid.

¹¹⁵ ibid.

¹¹⁶ ibid.

In an interview made with Sevinç Kaynak, who lived in Ankara since 1925, she states that when Yenisehir was newly founded, there was only one school, which was Mimar Kemal Primary School. She states that it wasn't like it is today; it did not have any additional buildings.¹¹⁷ The original school built by Kemallettin and its annex, built in 1945, continued to operate under the name "Mimar Kemal Primary School" until 1952, according to the headship. Between 1952 and 1964 this annex building separated from the main building and operated as a middle school. Later on this middle school moved to a different building close to the Kocatepe Mosque under the name Mimar Kemal Middle School. With this move the annex building was named Ergenekon Primary School. In 1983 with a decision given by the Ministry of Education, the two schools sharing the same courtyard were joined under the Mimar Kemal Elementary School (Mimar Kemal İlkokulu), and in 1994-1995 school year the school was named Mimar Kemal Primary School (Mimar Kemal İlköğretim Okulu). These two buildings were joined together through the courtyard in 1994-1995 school year.¹¹⁸

Currently, the school has two nursery classes inside the main building. They are thought to be included in the building after 1962.¹¹⁹ The school also has a multi-

¹¹⁷ "Simdi o zamanın Ankara'sı, Ulus Meydanı dedigimiz yer Tashan. Tashan dedigimiz taa Sümerbank'ın yapılmasına kadar Ulus diye bir sey yoktu. Otobüsler falan Kocatepe yokusu ile Yüksel caddesinin kösesinde biterdi. Ondan sonra, Kocatepe Camii'nin olduğu yer su deposuydu. Su deposunun arkası, yani simdi Esat falan denilen yerler Ankara'nın bağlarıydı. Ve biz çocuklugumuzda Kocatepe'de uçurtma uçururduk. Orası uçurtma uçurdugumuz yerdı. Kızları da düşünün gözünüzün önüne getirmeye çalışın. Bugünkü Mithatpasa Caddesini, biz merdivenle çıkardık, tepeye. O zaman dakışları baska türlü kızlar olurdu. iki üç çocuk, bir merdivene binerdik, taa Sıhhiye'ye kadar kayardık. Düşünebiliyor musunuz? Ama söyle. Yenisehir yeni kurulmustu. Bir tek mektebimiz var, Mimar Kemalettin ilk okulu. Simdiki gibi degil, yanına ilave binalar falan yapıldı. Orası tek basına bir bina. Ve ilk Rus otobüslerini geldigini hatırlarım ben. Yüksel Caddesinin kösesinde söför imtihanı yaptılar. Ve son durak orasıydı. Yüksel Caddesi, Ankara'da ilk yesil yoldu. Hakiki bir yesil yoldu orası. Orada oyun oynardık." (2003)

Özaloğlu, Serpil. (2006) "Transformation of Ankara Between 1935-1950 In Relation With Everyday Life and Lived Spatiality" (p. 331) PhD. Diss. Middle East Technical University. Retrieved May 07, 2014, from <http://etd.lib.metu.edu.tr/upload/12607316/index.pdf>

¹¹⁸ Information was retrieved May 15, 2014 from http://www.ourlives.si/pages/school_tur.htm

¹¹⁹ Even though there is no written information about the nursery classes, it has been told by the school principle that these classes began to be included in the school building from the

purpose hall built in the courtyard, which was opened to use in 1971-1972¹²⁰ school year. From its date it can be understood that it was a 1970 “type” gym project of Ministry of Public Works.¹²¹

In 1978 the main block was registered as an ancient monument to be protected by the Turkish Republic Ministry of Culture, Supreme Council of Antiquities and Cultural Heritage Property due to being one of the public buildings built in Republican period.¹²²

date of the regulations related to it. On June 16, 1962 the first “Kindergarten and Nursery Class Regulations” was published. After the implementation of this regulation, the kindergarten and nursery classes became widespread in public and private institutions in Turkey. Also, major increase in the number of students attending these institutions was seen. Taner Derman, M., Başal, H.A. “Qualitative and Quantitative Developments and Evaluations in Preschol between the Foundation of the Republic and Today” *The Journal of International Social Research* Volume 3 / 11. (2010): 561. Retrieved June 11, 2014, from http://www.sosyalarastirmalar.com/cilt3/sayi11pdf/taner_meral_handanbasal.pdf

¹²⁰ Mimar Kemal Primary School archive.

¹²¹ Between the years of 1950s and 1980s mostly due to the rapid need of more schools “type projects” emerged by the Ministry of Public Works. In 1963, 5 types of schools projects, which consisted of 5,8,12,16 and 21 classrooms, were made by the Ministry of Public Works. They were applied to various places according to their annual investments. Then again in 1970 due to the change in educational program of the schools new “type projects” were made, in which sports halls and conference rooms were added. The Ministry of National Education acknowledged the gyms and conference rooms as an inseparable part of the schools so 5 types of new Middle and High School projects were arranged. Type gyms were added separately to the courtyards of chosen primary and middle schools, that didn’t have gyms. These schools were chosen by the Ministry of National Education.

“Ortaokul ve Lise Yapıları: Tip Projeler ve Açıklamalar.”(1974) Bayındırlık Bakanlığı Yayınları 74/61. Print.

¹²² The date and decision number is obtained from the folder of the school located in the archive of Greater Municipality of Ankara. In the document the following is stated:

15.12.1978

T.C Kültür Bakanlığı Gayrimenkul Eski Eserler ve Anıtlar Yüksek Kurulu Başkanlığı
Prof. Orhan Alsaç (Başkan)

Nemika Altan (Arkeolog)

Sayı:732-06-A-2090

Konu: Ankara ili, Çankaya, Cumhuriyet Mah. Yüksel Cad. No.18 deki MK İlkokulunun tescili hk.

Belediye Başkanlığı İmar Müdürlüğüne

“Özü yukarıda belirtilen konu hakkında Kurulumuz tarafından alınan 17.11.1978 Tarih ve A-1425sayılı karar ekli olarak sunulmuştur.

“Ankara ili, Çankaya, Cumhuriyet Mahallesi Yüksel Caddesi No 18de bulunan Mimar Kemal İlkokulunun, Cumhuriyetin ilk yıllarında yapılmış kamu yapılarından olması nedeniyle 1710 ve 5805 sayılı yasalar uyarınca korunması gerekli eski eser olarak tesciline,

4.1.1. Location of Mimar Kemal Primary School: Ankara and Kızılay Area

With its physical and social structure Ankara has been the most important achievement of Republican revolution. The Independence War holds an important place of the development of Ankara. In 1919, following the 1st World War, the Independence War was started by Mustafa Kemal Atatürk. In 23 April 1920 the National Assembly was opened and Ankara became the center of Independence War. Constructing a modern state and society based on “cultural naturalism” was the aim of the government. The crucial turning point for Ankara was the foundation of the Turkish Republic. In 13 October 1923, Ankara was proclaimed as the capital of the new Turkish Republic. The main reasons for Ankara to become the capital were its railway connection, its sheltered location against invasions, and its closeness to battlefields. The westernization ideals have started to affect Ankara with the beginning of the 20th century. Creating a modern Ankara, far from the ottoman image, imperialism and foreign dependent lifestyle, with cultural and social changes reflecting modern living on urban change and architecture was considered. Ankara was aimed to be model city for other cities in the country.

Planning of Ankara:

Ankara Becoming the Capital and Development of Kizilay Area

1920s were the starting years of planned development in Turkey .The role of symbolizing the ideology of the Republic was given to Ankara, as it became the capital. The city had to transform from an eastern city to a modern administrative center. In 1924 ‘Ankara Sehremaneti’ was established in order to organize construction activities. It was directly connected to the Ministry of Internal Affairs, which shows the demanding of the government to control the development of

binaya yapılmak istenen ek yapının nereye yapılacağı anlaşılamadığından gerekli dökümanlar (projesi) Kurulumuza getirildikten sonra bu konuda karar alabileceğimizin duyurulmasına karar verildi.” Appendix B: Documents From Mimar Kemal Primary School’s File in the Archive of Greater Municipality of Ankara. Figure 50 and Figure 51.

Ankara.¹²³ In the Early Republican Period, three important planning periods were the periods of ‘Lörcher Plan’, ‘Jansen Plan’ and ‘Partial Implementation Plans’.

Lörcher Plan: The first plan of Ankara was the Löcher Plan. Löcher submitted two plans. In 1924 plans for old town (citadel and its surroundings) were created and later in 1925 plans for Yenisehir were created. Those plans are the first search concerning the city’s macroform.¹²⁴ Even though he prepared a separate plan for the Old City, the historic urban tissue does not seem to be conserved in his plan. He added new development areas around the older town. His plans involving important destructions for old town weren’t approved. The castle considered as an important visual object, therefore two important axis were offered to link the castle to the city, both visually and physically.

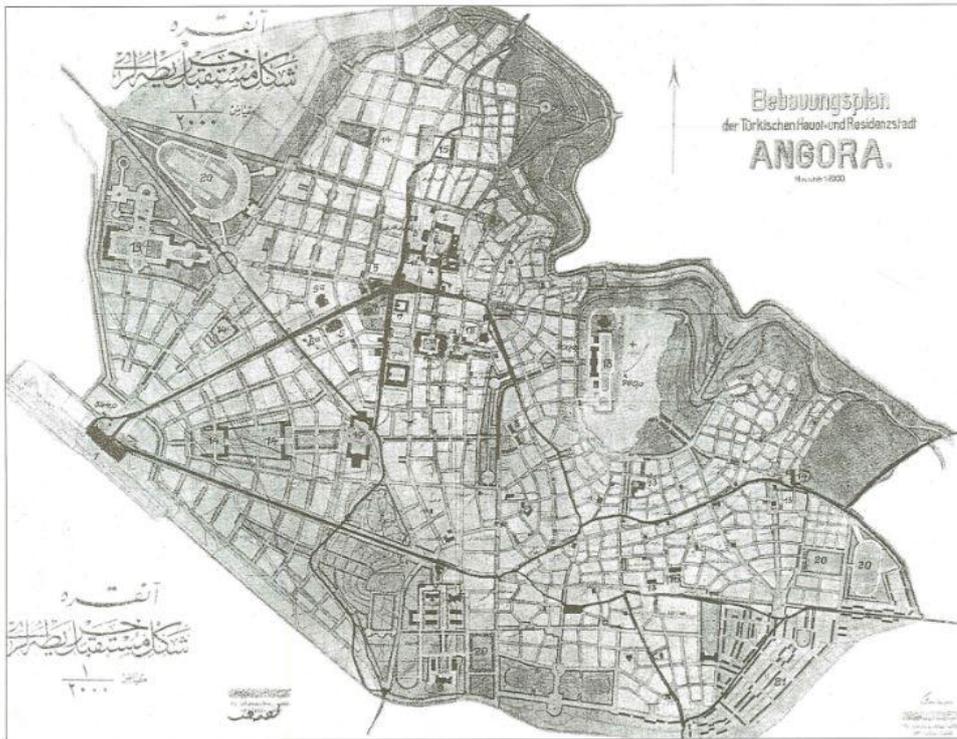


Figure 13 1924 Lörcher old city plan. Source: Cengizkan, Ankara’nın İlk Planı: 39.

¹²³ Albayrak, Mehmet. *Transformative Relations Between Architecture and Urban Space: The Case of Ankara Kizilay Area*. Thesis. Diss. Middle East Technical University, 2000. Print

¹²⁴ Mihcioglu Bilgi, Elif. (2010) “The Physical Evolution of the Historic City of Ankara Between 1839 and 1944: a Morphological Analysis” (p. 186) Masters. Diss. METU. Web. 24.3.2014 <<http://etd.lib.metu.edu.tr/upload/3/12612024/index.pdf>>

For his new urban fabric proposal, he used geometric pattern with grid-iron urban blocks and scarce triangular open areas. The growth of the city towards south, and plans of Kizilay being the city center with its surrounding proposal as Yenisehir was implemented. A ‘state district’ and a residential area were planned in this area. Main decisions were given for Kizilay and its surroundings but unforeseen for citadel and its surrounding. The city center ‘Ulus’ was shaped according to this plan.



Figure 14 1924-1925 Lörcher plan. Source: Cengizkan, Ankara'nın İlk Planı: 245.

In 1925 dated Lörcher Yenisehir plan (Figure 14) the geometric pattern with grid urban blocks can be seen. Besides the main transportation axis and pedestrian roads, it is clear that emphasis is given to open and green areas. One of the emphasized areas that can be clearly noticed in the plan is the location of the case study; location of Mimar Kemal Primary School. It is seen that the road, which is currently Yüksel Street, is widened and a square is planned in that area. It is important because besides the main transportation axis there are few noticeable squares and the schools location

is one of them. When looking at 1924-1925 Lörcher plan (Figure 14) in detail it is seen that some areas are numbered and written for Cankaya which are: Station square, station, parliament, Cumhuriyet square, national theater, movie theater, mosque, Turkish bath, school, sports hall, parks, national park, ministries, library, museums, street of the nation. The area that is written as “school” is the area mentioned above, Mimar Kemal Primary School’s area, which makes it important for the case study. From these plans it can be understood that the school’ location was planned in the first plans of Ankara, Lörcher’s plans.

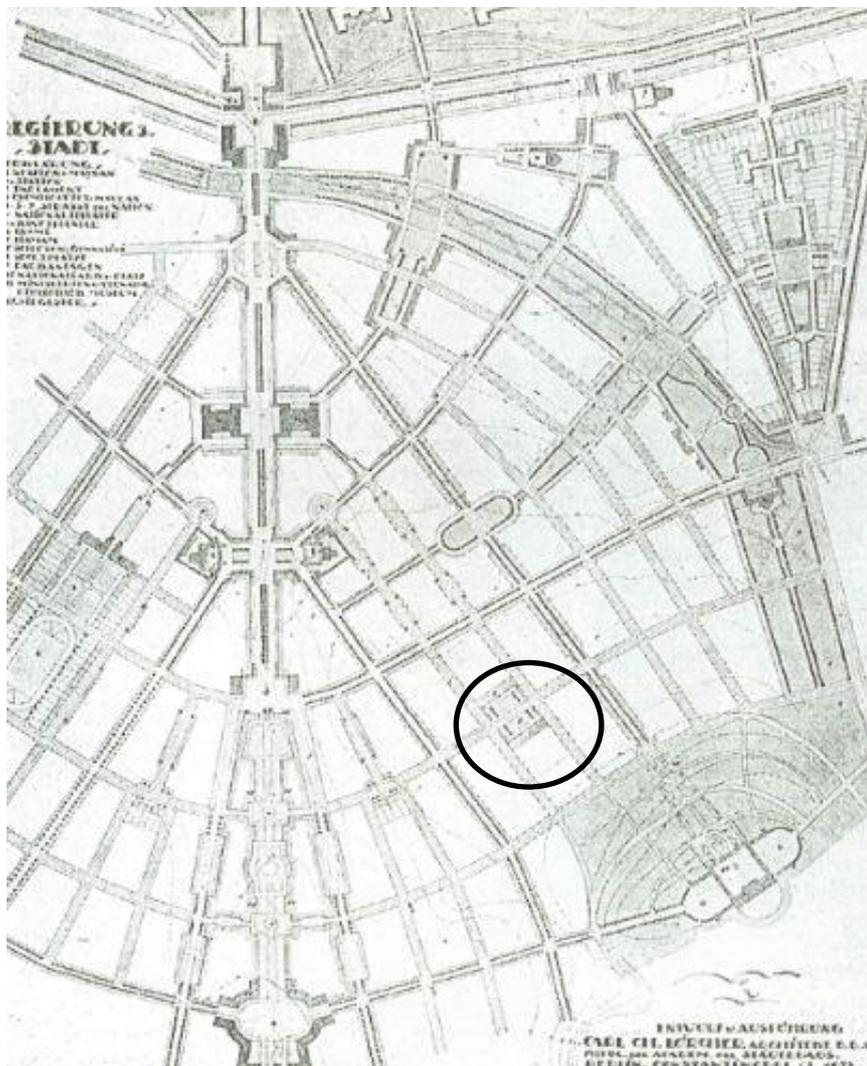


Figure 15 1925 Lörcher Yenisehir plan. Source: Cengizkan, Ankara'nın İlk Planı: 40.¹²⁵

¹²⁵ The black circle is done by the author to show the case study area.



Figure 16 1924-1925 Lörcher plan detail. Source: Cengizkan, Ankara'nın İlk Planı:246

Mimar Kemal Primary School was designed in 1926 and was built in 1927, which is the year between when Lörcher's Plan and Jansen's Plan were made. As mentioned above, during those years Kizilay started to become the city center, and a state district and residential area were planned in this area. It is clear that the children living in those residential areas needed a school; therefore Mimar Kemal Primary School was designed in a lot in Yuksel Street, Kizilay. As mentioned in the previous section in an interview made with Sevinç Kaynak, who lived in Ankara since 1925, he states that when Yenisehir was newly founded, there was only one school, which was Mimar Kemal Primary School.¹²⁶ In the 1928 dated plan showing gas pipe distribution in Yenisehir on the 1925 Lörcher Yenisehir plan (Base Map) (Figure 17) the residential areas that are located mainly at the northern part of Yenisehir can be seen. Also, in this 1928 dated map, the A block of Mimar Kemal Primary School's shape is clear. It is seen that the school is one of the few big buildings in the area. Therefore, all these plans mentioned show the importance of the schools location and the school itself.

¹²⁶ Özaloğlu, Serpil. (2006) "Transformation of Ankara Between 1935-1950 In Relation With Everyday Life and Lived Spatiality" (p. 331) PhD. Diss. Middle East Technical University. Retrieved May 07, 2014, from <http://etd.lib.metu.edu.tr/upload/12607316/index.pdf>

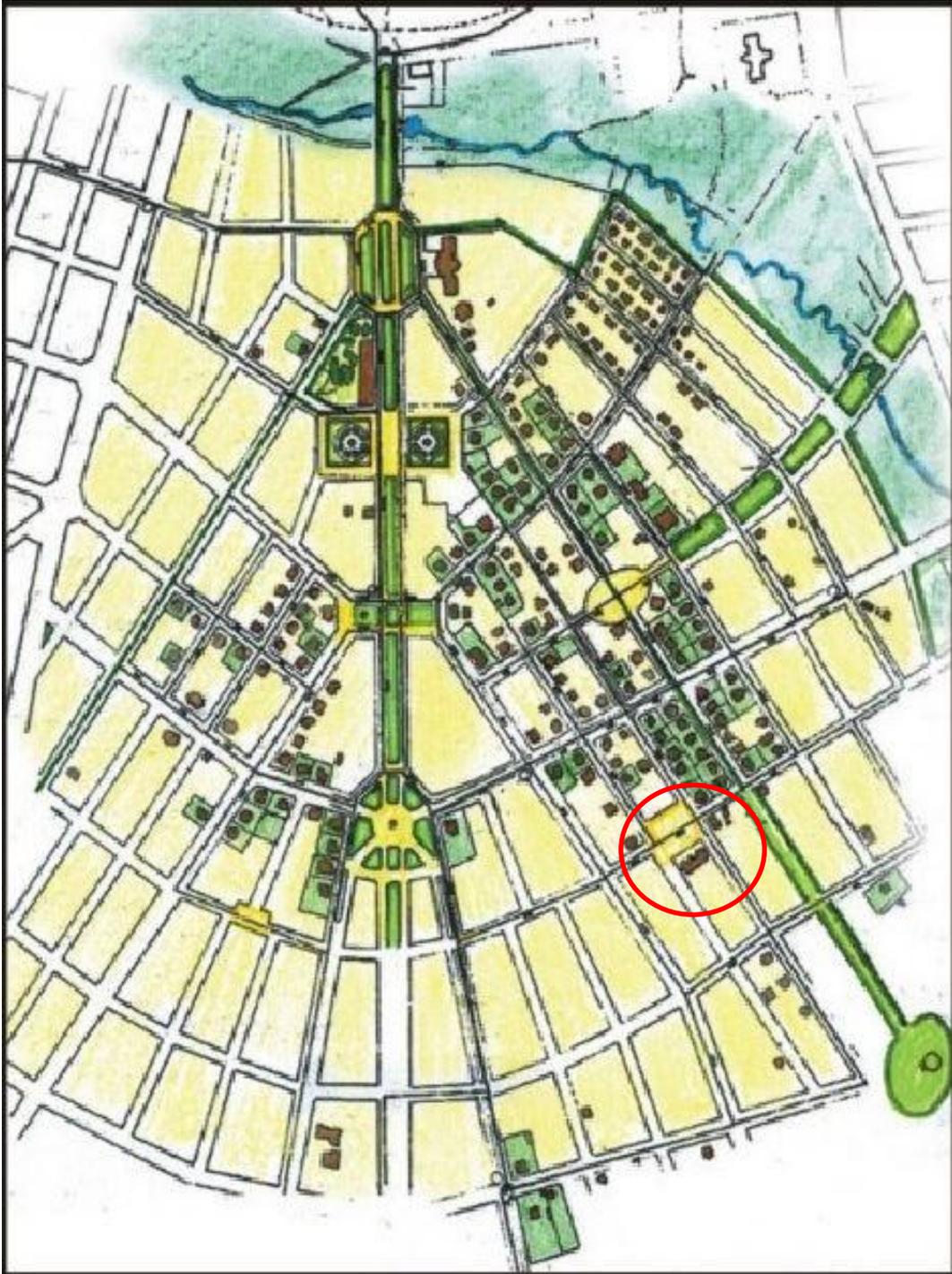


Figure 17 1925 Lörcher Yenisehir plan (Base Map): Plan showing gas pipe distribution in Yenisehir (1928 dated). Source: Ankara Metropolitan Municipality and Cengizkan, Ankara'nın İlk Planı: 46 .¹²⁷

¹²⁷ The red circle is done by the author to show the case study area.

Jansen Plan: The plan for the new city in Lörcher's plan was inadequate; therefore a new plan was needed for the capital city. As a result of this Jansen plan was selected in 1928 as a result of an international competition. It began to be implemented in 1932. Jansen planned the city by zoning lots, which will be connected in the future.¹²⁸ The foreseen plans for Yenişehir were accepted but not many interventions were made to old town. The city was planned in East and West direction. Atatürk Boulevard, connecting old and new, was suggested as the main transportation artery, but it's today situation, high and concentrated, was unexpected. Green areas, sports grounds, playgrounds for children, parks and recreational areas and houses with front and rear gardens were planned. The Republican Plaza (Kızılay Meydani) which had been planned by Lörcher, was transformed into a park. It was an area where upper class society and newcomers built houses according to their taste. "Yenişehir", meaning new-city, with its new life style, functions and structures was thought as a new district. The people living in this area had to come to the older parts of the city to meet their needs, which shows that Yenisehir was not a self-adequate area. Because of the Red Crescent (Kızılay) Society building located in Yenişehir, this area was also known as Kızılay.¹²⁹

In different parts of the district, different type of developments was emerged. These are the Governmental districts, a portion of Atatürk Boulevard between Kızılay and Sıhhiye squares, and residential areas. Apartment type buildings were started to construct on the Boulevard, and commercial activities were allowed on the ground floor of this part of the Boulevard. In addition to the green character along the Boulevard, it was also evident on the park in front of the Red Crescent buildings. Military and governmental functions were what make Kızılay as a part of the city center. These buildings reflected the ideology of the Republic. In 30s it was started to construct the governmental district and Güvenpark on the southern part of

¹²⁸ "Türkiye için Modern ve Planlı bir Başkent Kurmak: Ankara 1920-1950" Retrieved May 21, 2014, from <http://www.goethe.de/ins/tr/ank/prj/urs/geb/sta/trindex.htm>

¹²⁹ Albayrak, Mehmet. *Transformative Relations Between Architecture and Urban Space: The Case of Ankara Kızılay Area*. Thesis. Diss. Middle East Technical University, 2000. Print

Yenisehir.¹³⁰ There were differences in between the 1928 competition and 1932 implementation plan. Due to the migration there was an increase in land-rent values, and these made Jansen resign from consulting, which leaves the implementation to “Ankara Şehri İmar Müdürlüğü”.¹³¹

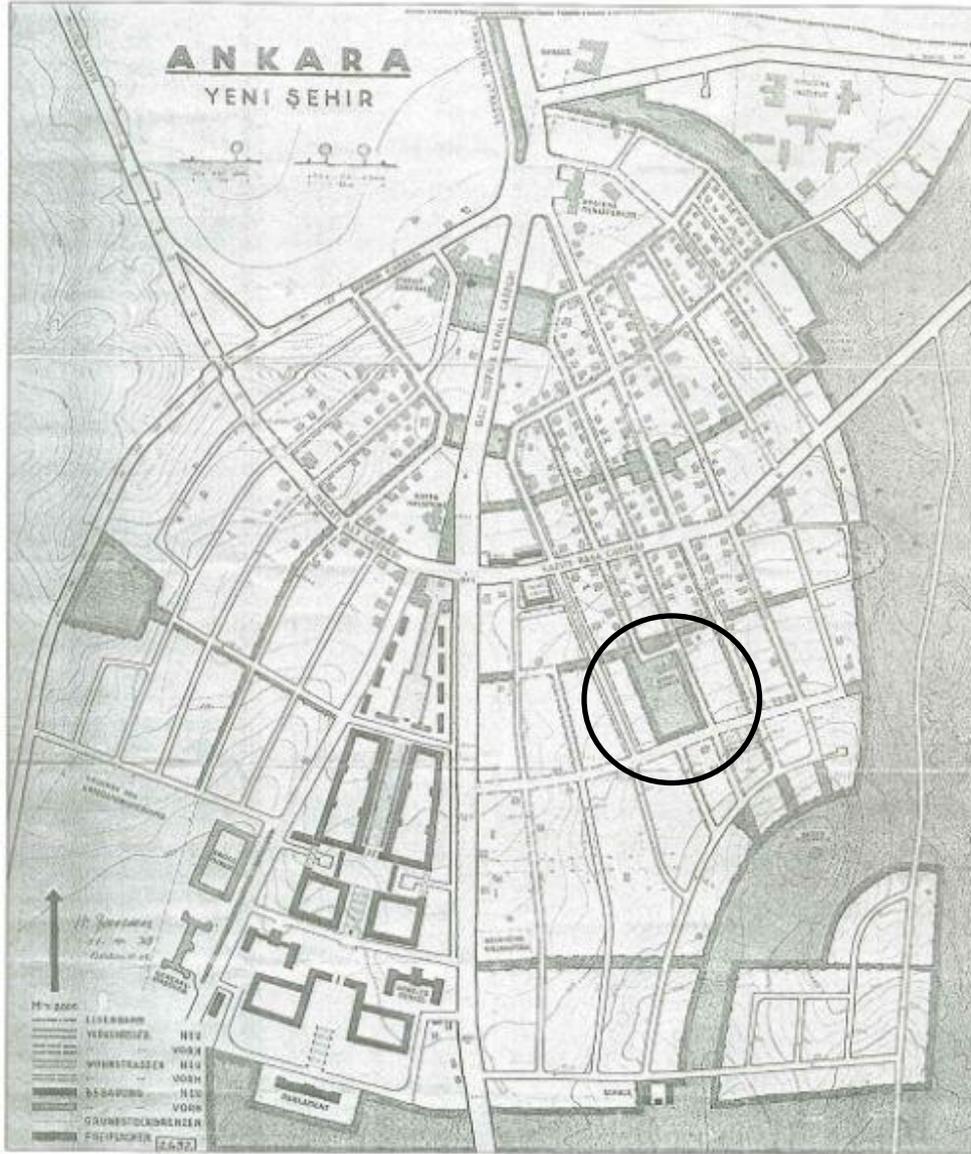


Figure 18 1930 Yenisehir plan by Jansen. Source: Cengizkan, Ankara'nın İlk Planı: 111 ¹³²

¹³⁰ *ibid.*

¹³¹ Mihcioglu Bilgi, Elif. “The Physical Evolution of the Historic City of Ankara Between 1839 and 1944: a Morphological Analysis” Masters. Diss. METU, 2010. Web. 24.3.2014 <<http://etd.lib.metu.edu.tr/upload/3/12612024/index.pdf>>

¹³² The black circle is done by the author to show the case study area.

When looking at the area of the case study in the 1930 Yenisehir plan by Jansen (Figure 18) it is seen that again, importance is given to that area. The road that was at the western side of the school building has been removed and the area of the school is widened. The area looks clearly as an important reference point on the plan.

Mimar Kemal Primary Schools annex building was built in 1945. This shows that it was built in a year between the Jansen Plan and Yucel-Uybadin Plan. As mentioned above, there were a large number of migrations to the city, and more schools were needed. Therefore the Ministry of Public Works ordered three elementary schools to be built in Ankara.¹³³ In 1946 Ankara Touristic Plan (Figure 19) the annex building can be seen next to the main building. In addition to that comparing to 1930 Yenisehir plan a road divides the rectangular area and the area takes a L shape.

¹³³ “New Primary Schools in Ankara” Arkitekt 09-10 (165-166) (1945): 193-194. Mimarlar Odası Arkitekt Veritabani. Retrieved May 15, 2014, from <http://dergi.mo.org.tr/dergiler/2/142/sayi142.pdf>

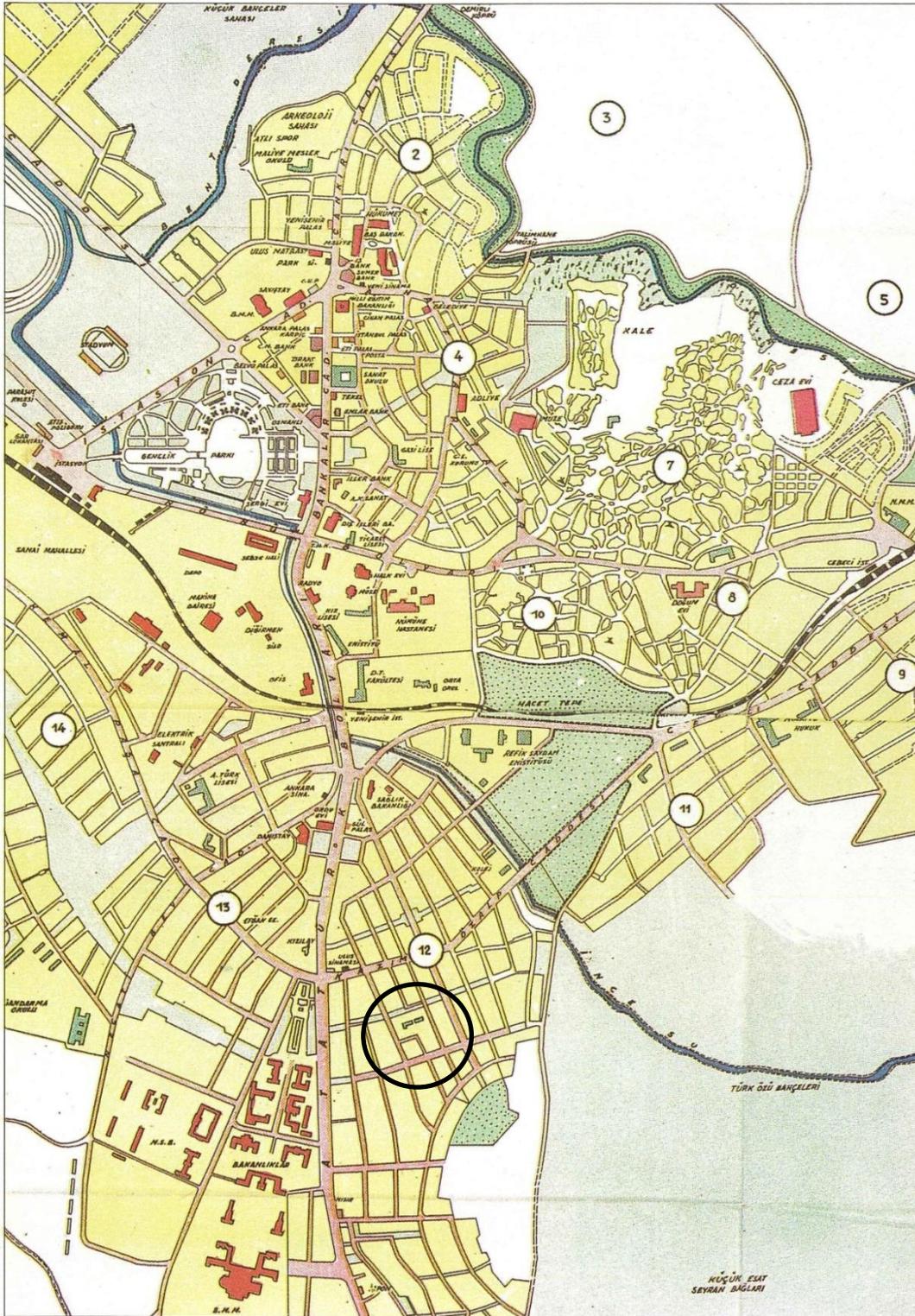


Figure 19 1946 Ankara Touristic plan. Source: Cengizkan, Ankara'nın İlk Planı: 254¹³⁴

¹³⁴ The black circle is done by the author to show the case study area.

Yücel-Uybadin Plan: 1950s were referring to the years in which Turkey opened up to the world. With the increase in population and housing needs in the 1950s, the city re-formatting is started. It is a period in which besides the Jansen Plan, the people who migrate meet their housing needs by themselves. In 1955 a competition was made for the new plan of Ankara, and it was won by Reşat Uybadin and Nihat Yücel, and came into force in 1957. It created a macroform controlling the spreading to the walls of the city. In this plan a railway route at the West and East ends, including work areas, and residential areas designed to be articulated on this line were planned. The most obvious prediction was the ring road.¹³⁵ Since the population of the city continued to grow rapidly illegal constructions outside the municipal boundaries started, and it was clear that higher densities were demanded within the municipal boundaries. Therefore after the flat ownership law in 1965 number of flats were risen, and a plan revision named District Height Regulation approved in 1968. The immigrants from rural areas were settling around Ulus area, which was negatively affecting the areas prestige functions. Therefore, the northern parts of the city were not preferred by the high income groups. Following these and the moving of the Grand National Assembly to its new location, Kızılay started to become a sub-center of service and commercial functions serving the upper income groups.¹³⁶

In 1969, the rapid continuation of the migration caused the forming of Metropolitan Area Planning Bureaus, which highly affected shaping the development of Ankara. It was a transition from physical planning to urban planning in Turkey. In the 1990 structural plan Eskişehir highway was planned in order to satisfy the residential needs. It has been an important axle throughout the 1990s in means of determining the city's transportation and macroform relations. The suggestions in this plan are composed of West-East axle and green belt. Ankara's current urban macroform is mostly based on this Plan. A correct population estimate was made for the first time.

¹³⁵ Mihcioglu Bilgi, Elif. "The Physical Evolution of the Historic City of Ankara Between 1839 and 1944: a Morphological Analysis" Masters. Diss. METU, 2010. Web. 24.3.2014 <http://etd.lib.metu.edu.tr/upload/3/12612024/index.pdf>

¹³⁶ Albayrak, Mehmet. *Transformative Relations Between Architecture and Urban Space: The Case of Ankara Kızılay Area*. Thesis. Diss. Middle East Technical University, 2000. Print

Proposing a development towards the periphery was the most important feature of this plan. Following the 1990 Master Plan, a search for a new plan emerged. A study was conducted for 2015 Ankara Urban Transportation Project, but it was not approved. An upper scale plan was needed. The 2023 Plan is the first plan study in which urban transformation is talked about. To what extent the 2023 plan is envisaged will emerge over time.¹³⁷

Kızılai Today

Kızılai was planned as a garden city with residential neighborhood for the new middle class of the emerging capital. With its restaurants, bars, shops, offices as well as residential and apartment buildings, it was one of the most prestigious and most favored districts during the 1960's and 1970's. However, Kızılai turned from a garden city into a rapidly growing capital. The situation has changed, again. "Today Kızılai is a central business district and entertainment area, overcrowded during daytime and empty and isolated at night. Because of this transformation Kızılai is not only rapidly losing its function as a residential area but is also losing its image as the beloved center of the city."¹³⁸ In figure 20 a synthesis of Kızılai based on blocks can be seen.

Today, in different parts of Kızılai area different urban public uses and urban space characteristics can be seen. Even though a lively public life is exists around the Sakarya Street, the main use of the boulevard is for transportation facilities. According to Jansen's Plan the prestige region of Ankara should be Governmental District, but instead, due to its close vicinity and 'Milli Müdafa' street it is like an urban spot.¹³⁹ During 1980s a pedestrianization project was applied to some streets

¹³⁷ Karaburun, Nursun. "Urban Transformation Projects in Ankara: Challenge for a Holistic Urban Planning System" Masters. Diss. METU. 2009. Web. 24.3.2014
<http://etd.lib.metu.edu.tr/upload/12611331/index.pdf>

¹³⁸ Retrieved May 21, 2014 from <http://www.studioeins.at/?page=work&id=kizilay-urban-jungle>

¹³⁹ Cengizkan, Ali. (2004) *Ankara'nın İlk Planı, 1924-1925 Löcher Planı* (p. 82). Ankara: Ankara Enstitüsü Vakfı, Arkadas Yayıncılık. Print

around Kizilay area, in which Yüksel Street is one of them (Figure 21). The aim was to support the public life and enhance the urban space quality. The aims were accomplished, and as it can be seen in both Sakarya and Yüksel streets by reserving these areas to pedestrians the quality of the urban public space has risen. In terms of quality and esthetical appearance, there exist some deficiencies. These are the garden walls on the pedestrianized streets having different elements, which are fences,

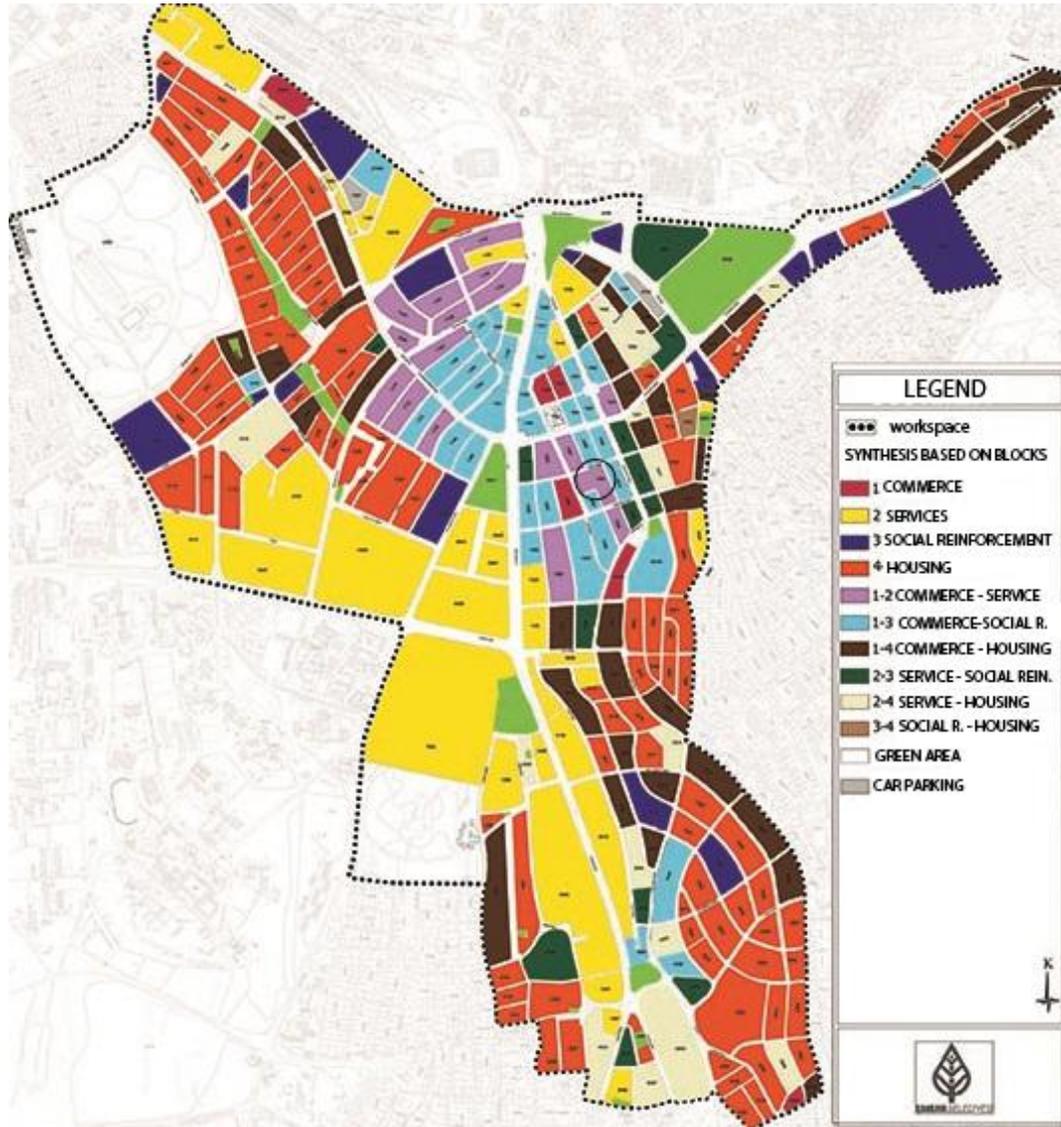


Figure 20 Kizilay areas synthesis based on blocks.¹⁴⁰ Source: Ankara Metropolitan Municipality (the synthesis was made in 2011)

¹⁴⁰ In the figure, the legend was translated to English by the author. In the legend the heading “commerce” consists of: wholesale trade, retail, entertainment-eating-drinking, workshop-garage-craft, market place, liquid fuel and store units. The heading “services” consists of: official institutions, office-professional services, money-lending institutions, and tourism-

different landscaping materials, flooring materials, etc. Therefore different use of materials, different garden uses and existence of parked cars all form a disordered environment. The area is also missing squares and parks. The area known as Kizilay square, now houses the huge Kizilay building, which made the square lose its identity and memory. This is also same for Guvenpark. The park has been sacrificed to circulation and parking areas. Therefore, the historic and symbolic meaning of the area cannot be determined. Even though Kizilay houses these conditions, it is still used for gathering purposes for citizens, public activities, and it is an important part of the city. Its current conditions show that its importance and role of urban public space has not been properly considered by decision makers.¹⁴¹



Figure 21 Pedestrian and vehicular streets (pedestrian streets are marked with green, and vehicular roads were marked with black). Source: Albayrak, 2000¹⁴²

accommodation units. The heading “social reinforcement” consists of: education, health, culture, religious facility and sports units. Also, the a circle around the case area was put by the author.

¹⁴¹ Albayrak, Mehmet. *Transformative Relations Between Architecture and Urban Space: The Case of Ankara Kizilay Area*. Thesis. Diss. Middle East Technical University, 2000. Print

¹⁴² Albayrak, Mehmet. (2000) *Transformative Relations Between Architecture and Urban Space: The Case of Ankara Kizilay Area*. Thesis. Diss. Middle East Technical University.

4.2. Brief History of Kemalettin Bey (1870-1927); architect of Mimar Kemal Primary School

One of the most influential architects of the early Republican period was Kemalettin Bey. His ideas and art were guiding the nationalism movement in Turkish architecture. He was born in Acıbadem, Istanbul as the only child of a middle-class Ottoman family. In 1875 he started his Primary School in Ibrahim Aga *İbtidai Mektebi*, and in 1881 he started his Middle School in Girit. In 1882 Kemalettin Bey returned to Istanbul with his family.¹⁴³

Kemallettin Bey studied his higher education between the years 1887 and 1891 at the *Hendese-i Mulkiye/Mühendis Mektebi*¹⁴⁶ which was founded in 1884 within the structure of *Muhendishane-i Berr-i Humayun*¹⁴⁴, the old name for Istanbul Technical University. Architecture education was detached from engineering at the *Sanayi-i Nefise-i Mekteb-i Alisi*¹⁴⁵ which was founded in 1882 whereas in the *Hendese-i Mulkiye*¹⁴⁶, which was founded in 1884, it was attached to engineering. Two foreign

¹⁴³ Yavuz, Yıldırım.(1981) “Mimar Kemalettin Bey (1870-1927)” (pp. 54-55) *ODTÜ Mimarlık Fakültesi Dergisi*. Cilt 7 Sayı 1. Ankara.Retrieved May 6, 2014 from http://jfa.arch.metu.edu.tr/archive/0258-5316/1981/cilt07/sayi_1/53-76.pdf

¹⁴⁴ Land Engineering/Imperial Military Engineering School.

¹⁴⁵The Imperial School of Fine Arts was opened “under the leadership of Osman Hamdi Bey in the building at the Istanbul Archeology Museums which today houses the Museum of Ancient Near Eastern Artefacts. Connected at that time to the Ministry of Trade (then Ministry of Education), the school opened with 20 students and taught courses in drawing, sculpture, architecture and engraving. The Academy of Fine Arts began under the name *Sanayi-i Nefise Mekteb-i Alisi* (Imperial School of Fine Arts) which changed between 1927 to 1928 to *Sanayi-i Nefise Mektebi* (School of Fine Arts) and from 1928 to 1968 to the Academy of Fine Arts; from 1968 to 1983 it was known as the State Academy of Fine Arts-Istanbul. In 1983 the school transformed to Mimar Sinan University (today Mimar Sinan Fine Arts University).” Retrieved May 6, 2014 from http://www.archmuseum.org/Gallery/Photo_12_1_sanayii-nefise-mektebi-school-of-fine-arts.html

¹⁴⁶“Hendese-i Mülkiye Mektebi” (School of State Engineers) was opened in 1884 to train the first civilian engineers and architects. This school, which was later renamed *Mühendis-i Ali Mektebi* (School of Certified Engineers) was eventually moved to its current location Taskisla and included in Istanbul Technical University with the name “Faculty of Architecture” in 1944 by the new Law on Universities.” Retrieved May 6, 2014 from <http://www.itu.edu.tr/en/academics/faculty/architecture>

architects whose work would influence the approach to architecture of the National Architecture Renaissance, Pan-Turkist Architecture, and later on the First National Architecture Movement were giving lessons at these two schools. *Vallury* at the *Sanayi-i Nefise* and *Jaschmund* at the *Hendese-i Mulkiye*. He completed his studies in 1891 at this school under the supervision of *Jaschmund* to whom he referred to as “My first master in architecture” and in 1892 he was appointed to the same school as an assistant teacher. On January 8th 1895 he was sent to the Berlin Charlottenburg Technische Hochschule¹⁴⁷ for four years under a “Sultan's decree” to enhance his architecture education. He returned to Istanbul after 4 years, on April 6th 1899, after completing his education which consisted of two years of architecture education and two years of professional experience. He started working at the *Hendese-i Mulkiye* on May 14th of the same year and left his position at the *Sanayi-i Nefise* on June 6th 1911. While he was working on the restoration of the *Mescid-i Aksa*¹⁴⁸ he was invited to Ankara on August 1st 1925 to lead the efforts to build up the new capital. He was to design some of the most outstanding buildings of the capital. *Kemalettin* and architect *Vedat Tek*, who also completed his education in Europe and returned to Turkey in 1897, would educate a group architects at both architecture schools in a time when there was only a handful of architects within the country. These architects would generate structures with architectural elements of the Ottoman Empire's monumental past.¹⁴⁹

In 1918, *Ziya Gokalp* wrote these about *Kemalettin*:

..Mimar Kemallettin should never be effaced from Turkish architecture. He has a big impact on the fact that all young architects are Turkists. (...) Turkist architects have spent an effort to set forth the 'National Architectural Renaissance' in parallel to the 'National Literature' movement in literature. Their objective was to rejuvenate classic art and national architecture that had vanished. (Ear-witness: Ural)¹⁵⁰

¹⁴⁷ Technical University of Berlin.

¹⁴⁸ “He was invited to Jerusalem, to restore the Dome of the Rock and the Mosque of Aksa. He was awarded an honorary membership in the British Chamber of Architects, for the successful restoration of these holy buildings.” (Yavuz, 1981: 69)

¹⁴⁹ *Sariaslan, Ümit. (2005) Cumhuriyet'in Mimarları : "Kuruluş Ankarası"nda üç mimar, Kemalettin - Ernst Arnold Egli - Bruno Taut. (p.92) Istanbul: Otopsi. Print.*

¹⁵⁰ *ibid. (p. 93)*

As Celal Esat Arseven stated; “The Neo-nationalist movement was also going to link up with architecture after integrating with economics, politics, philosophy, and literature”. To create a “renaissance” within Turkish architecture it was sufficient to take architectural works of veteran masters as an example. Hence the “new classic style” was born. “Turkist Architects” such as Guilio Mongeri¹⁵¹, Vedat Tek, Kemalettin, Muzaffer Bey, Arif Hikmet Koyunoglu, Ali Talat, Asim Komurcuoglu and the like, played an important role as staff in public works projects during the final years of the Ottoman Empire and the beginning of the Republic.¹⁵²

Architect Kemalettin lead the *Heyeti Fenniye*¹⁵³ of Municipality of Istanbul and was later appointed as head-architect during the reign of Sultan Resat. He would also head the *Evkaf Nezareti İnşaat ve Tamirat Heyeti Fenniyesi*¹⁵⁴. This positions helped architects Kemalettin Bey and Vedat Tek to gain public support for the architectural movement whose implementation they started. This department “would become the school for the First National Architecture Movement” (excerpt from architect Kemalettin's writings).¹⁵⁵

Besides putting his signature under many important structures, one of architect Kemalettin's most important contribution to Turkish Architecture is the fact that he wiped off negative impressions created by minority and foreign architects and proved that Turks too can succeed in such projects. He is also the first Turkish architect mentioned abroad due to his successful restoration works.

Kemalettin Bey is also the founder of the Society of Ottoman Architects and Engineers which was founded during the Second Constitutional Era. This society which was formed on August 15th 1908 was an Ottomanist establishment however

¹⁵¹ Italian architect, was an educator and pragmatist between 1900-1930 in Turkey.

¹⁵² Sarıaslan, Ümit. (2005) Cumhuriyet'in Mimarları : "Kuruluş Ankarası"nda üç mimar, Kemalettin - Ernst Arnold Egli - Bruno Taut. (p. 92-93) Istanbul: Otopsi. Print.

¹⁵³ Office of Technical Affairs at *Evkaf Nezareti* (Ministry of Pious Foundations).

¹⁵⁴ Ministry of Endowment's Scientific Commission for Repairs and Construction.

¹⁵⁵ Sarıaslan, Ümit. (2005) Cumhuriyet'in Mimarları : "Kuruluş Ankarası"nda üç mimar, Kemalettin - Ernst Arnold Egli - Bruno Taut. (p. 93) Istanbul: Otopsi. Print.

during the initial years of the Republic; this society would advocate Turkish nationalism during the debates regarding technical staff selection. This society would foreshadow the heated discussions that would become predominant during 1930's and 40's regarding nationalistic, self-dependent, and independent construction projects.¹⁵⁶

According to Kemalettin Bey¹⁵⁷;

Architecture starts with the skilled usage of the building material found in one's country and the exertion of brilliance while doing so. The flow of communal living and the comfort and ease brought on by civilization help architectural works to emerge. It can be understood that a country's people whose country has its own building material possesses an architectural method which is suitable for its own civilization and country. (...) Even though new constructions resemble shapes brought on by new experiences, causing a new architectural system to emerge, they still have to carry the character of the nation that has created them.

His *Tayyare* Apartments construction perfectly backs this statement. The facades of these apartments resemble 17th century Anatolian residences. *Tayyare* Apartments were the first modern buildings constructed in reinforced concrete and were the first multi-story social-house dwelling.

This means that we have to construct our buildings not with the style of old monuments; we have to use modern building materials that serve modern living requirements within our nations character, and principles and rules brought on by Turkish Architectural style. To achieve this one must comprehend the rules and soul of the Turkish architectural works first, then through inspiration one can build works fitting modern living using modern building materials. Without forgetting that we live in a completely different century!" "Without copying architectural works that were shaped upon the needs of their own times" "Old architectural styles conflict with new living requirements and needs. The best and correct way is to construct the buildings according to their purpose (Mimar Kemallettin's writings; "Turkish Architecture")¹⁵⁸

Kemalettin Bey would later put these thoughts into action; starting with Ankara he would work with his might and main to reconstruct the motherland according to the

¹⁵⁶ *ibid.* (p. 94)

¹⁵⁷ *ibid.*

¹⁵⁸ *ibid.*

“national feeling”. He thought that the areas opened for development by the Republic gave them the “biggest opportunity” to apply this architectural perspective. He would press the issue on abstaining from “wrong, foreign, and ugly impact” during the reconstruction process, especially in the capital of the republic. However Kemalettin Bey would not be able to have the opportunity to realize his envisagement. “Due to his sudden and unfortunate death on July 13, 1927, he was unable to see any of his designs executed to completion in Ankara.”¹⁵⁹ The principles he set forth in the reconstruction project of the capital would get into the mainstream of “western influence”, however, in 1934, this western influenced architectural period would come to an end with the National Architectural Seminar and Kemallettin's principles would gain prominence once again.¹⁶⁰

For the sake of improving modern Turkish architecture, Mimar Kemal suggested that each and every rule that constitute the Turkish tectonic shall be examined and that the “national soul” found in these structures sensed, thus constructing new buildings with inspiration of this inheritance; using modern tools and suiting modern lifestyles. The call to turn to conventional and native methods would gain predominance starting from 1934 with the National Architectural Seminar continuing well in to the 50's, during the Second National Architecture period.¹⁶¹

¹⁵⁹ Yavuz, Yıldırım.(1981) “Mimar Kemalettin Bey (1870-1927)” (p. 73) *ODTÜ Mimarlık Fakültesi Dergisi*. Cilt 7 Sayı 1. Ankara.Retrieved May 6, 2014 from http://jfa.arch.metu.edu.tr/archive/0258-5316/1981/cilt07/sayi_1/53-76.pdf

¹⁶⁰ *ibid.* (p.96)

¹⁶¹ *ibid.*

Table 9 Some of Kemalettin Bey's Major Works¹⁶²

Building	Construction Year	Place
Sadrazam Ahmed Cevad Pasha Tomb	1901	Carsamba / Istanbul
Fethiye Medresa	1909-1911	Carsamba / Istanbul
Kamer Hatun Mosque	1911	Beyoglu / Istanbul
First Foundation Han	1911	Eminonu / Istanbul
Third Foundation Han	1911	Beyoglu / Istanbul
Fourth Foundation Han	1911	Eminonu / Istanbul
Vani Efendi Medrese	1911	Eminonu / Istanbul
Kuloglu Mosque	1911-1913	Bostancı / Istanbul
Mahmud Sevked Pasha Tomb	1911-1913	Şişli / Istanbul
Bebek Mosque	1913	Bebek / Istanbul
İstanbul University Library	1913	Beyazit / Istanbul
Karaagaç Station Building	1913	Edirne / Istanbul
Medreset-ul Kuzat	1913	Beyazit / Istanbul
Sultan Mustafa III Primary School	1913	Uskudar. / Istanbul
Dar-ul Ulum	1915	Medina
Harikzedegan Apartments	1919-1922	Laleli
Restoration of Mescid-i Aksa	1922	Jerusalem / Israel
Foundation Hotel / Ankara Palace	1925-1927	Ankara
Second Foundation Apartment	1925-1927	Ankara
Bellevue Palace	1925-1927	Ankara
Building for the State Railways Administration	1925-1927	Ankara
Mimar Kemal Primary School	1925-1927	Ankara
Gazi İlk Muallim School	1925-1927	Ankara

¹⁶² This list was done according to the informations Retrieved May 12, 2014, from http://www.archmuseum.org/Gallery/architect-kemalettin-a-life-at-one-of-historys-turning-points-18701927_29.html In order to see the date of these buildings clearly they were included in table 10.

Table 10 Timeline of Kemalettin Bey's Life and Works

1870	Born in Acibadem/Istanbul.
1876	Went to Primary School in Ibrahim Aga <i>Mekteb-i Ibtidaisi</i> .
1881	Started Middle School in Girit.
1882	Returned back to Istanbul with his family. Finished Middle School at Semsul Marif Numune-i Terakki
1887-1891	Completed his higher education at Hendese-i Mulkiye
1891-1895	Attended as assistant at Hendese-i Mulkiye. At the same time he had his own private office.
1895-1899	He was sent to the Berlin Charlottenburg Technishe to enhance his architecture education.
1899	Merried Behiye hanim. The marriage lasted until ~1920-1922. They have two children Melika (born in 1901) and Sinan (born in 1903).
1900	Continued giving classes at the Hendese-i Mulkiye.
1901	In addition to giving classes at the Hendese-i Mulkiye, he started to work at the Harbiye Nezareti Ebniye-i Askeriye (military buildings). Gives a class called ""Nazariyat-i Mimariye" at the Sanai Nefise Mektebi. 1901 Sadrazam Ahmed Cevad Pasha Tomb / Fatih.
1908	Founder of the Society of Ottoman Architects and Engineers which lasted until 1919.
1909	Started working at the Evkaf Heyeti Fenniyesi.
1911	1909-1911 Fethiye Medresa / Carsamba 1911 Kamer Hatun Mosque Beyoglu 1911 First Foundation Han / Eminonu 1911 Third Foundation Han / Beyoglu 1911 Fourth Foundation Han / Eminonu 1911 Vani Efendi Medrese Eminonu 1911-1913 Kuloglu Mosque Bostanci, İstanbul 1911 Kamer Hatun Mosque / Beyoglu
1913	1911-1913 Mahmud Sevked Pasha Tomb / Sisli

Table 10 (continued)

1913 Bebek Mosque / Bebek
1913 İstanbul University Library
1913 Karaagaç Station Building / Edirne
1913 Medreset-ul Kuzat / Beyazıt
1913- Sultan Mustafa III Primary School / Uskudar
1914
In addition to his work in Evkaf Nezareti Heyeti Fenniyesi he starts working in Şehremaneti (Istanbul Municipality) Heyet-i Fenniye Musavirligi (consultancy).
1915
1915 Dar-ul Ulum / Medina
1922
1919-1922 Harikzedegan Apartments / Laleli
1922 Restoration of Mescid-i Aksa
1923
He was invited to Jerusalem, to restore the Dome of the Rock and the Mosque of Aksa.
1923
Marries Sabiha hanım.
They have one child, İlhan Mimaroglu (born in 1924).
1925
Invited to Ankara to lead the efforts to build up the new capital.
Appointed as a director at the Evkaf Nezareti İnşaat ve Tamirat Heyeti Fenniyesi.
1926
Appointed as chairman to the Sanayî-i Nefise Commission.
1925-1927 Foundation Hotel / Ankara Palace / Ankara
1925-1927 Second Foundation Apartment / Ankara
1925-1927 Bellevue Palace / Ankara
1926-1927 Mimar Kemal Primary School
1925-1927 Gazi İlk Muallim School / Ankara
1925-1927 Building for the State Railways Administration / Ankara
1927
Dies suddenly and unfortunately on July 13, 1927.

4.2.1. Kemalettin Bey and His School Buildings

Schools constitute a significant part of the buildings that were designed by Kemalettin Bey when he was working at the Ministry of Pious Foundations. Approximately forty school designs, made by Kemattin Bey and his colleagues, were found in the General Directorate of Foundations, Turkish Construction & Art Works Museum. Most of these designs were belonging to primary school buildings, which were highlighting the educational policy of the Constitutional administration. The rest were prepared for the new higher education institutions. All schools designed by Architect Kemalettin are as if they were formed by a “prototype design”. Architect Kemalettin Bey would apply his surface layout guidelines with great care on each and every one of his structures. This eventually gave birth to a “school typology” that is a product of the Kemallettin Ecole, from a stylistic perspective. One of the main characteristics of this “typology” is the fact that all entrances of the schools designed by Kemallettin “try to evoke an eminence”.¹⁶³

The first compulsory education in the Ottoman Empire started with the law enacted in 1824. During those years the management of the elementary schools, called *ibtidai* schools, was given to the Ministry of Pious Foundations. In the first Constitutional period the management of the *ibtidai* schools was given to the Ministry of National Education, and because of their religious content, the management of the madrassas has been left again to the Ministry of Pious Foundations.¹⁶⁴

Due to the tumult within the administration from 1908 to 1913 there were no important developments in the primary education system. However with the Union and Progress party coming to power single handedly, the reforms that were planned were being put to action, and with the *Tedrisat-i Ibtidaiye* law, put into effect on the 23rd of September 1913, *ibtidai* and *rusti*, the two education institutions, were joined

¹⁶³ Yavuz, Yıldırım. (2009) *İmparatorluktan Cumhuriyete Mimar Kemalettin 1870-1927*.(p. 81) Ankara: TMMOB Mimarlar Odası ve Vakıflar Genel Müdürlüğü. Print.

¹⁶⁴ Yavuz, Yıldırım. (2009) *İmparatorluktan Cumhuriyete Mimar Kemalettin 1870-1927*.(p. 77)Ankara: TMMOB Mimarlar Odası ve Vakıflar Genel Müdürlüğü. Print.

under a 6-year long program. Modernization efforts of the madrassas whose education emphasized religious education also started within this period. With a change in legislation in 1909, courses with no religious content were added to the madrassa education system and the period of study was lengthened to 12 years. In 1914 madrassas in Istanbul were joined under a single organization and their period of study was divided to 3 sections, each being 4 years. It is known that Kemalettin Bey materialized at least four new madrassas favorable of the new madrassa education system during the time he worked at the General Directorate of Foundations. Only one of these is more suitable for the old madrassa education system, the remaining were constructions that could answer to the needs of a western influenced education system. It is also known that besides the primary schools and madrassas he designed for the General Directorate of Foundations, Kemalettin Bey also designed two constructions for the higher education system of which one was realized.

Resadiye *Mektebi*, built in 1911-1912 in Eyup-Istanbul, is the first school building of Kemalettin Bey. The building has a simple appearance, and also a well-resolved plan. Lighting of the classrooms were given importance, therefore the classrooms were placed directed to the north. With its facades suitable to the understanding of national architecture, and having the general mass compatible with the environment, the school reflects the educational understanding of the period. Even though Kemalettin Bey designed Resadiye *Mektebi* during the time he worked at General Directorate of Foundations it has no direct connection to the foundations. It was commissioned by Sultan V. Mehmet Resat in 1910, together with the shrine next to it and was administrated by the Ministry of Education.¹⁶⁵

It must be noted that majority of Kemalettin Bey's designs for the General Directorate of Foundations was undertaken with the help of a large team, moreover he used type plans for schools in different locations and also used isomorphous surface arrangements. For example, the design prepared for the Karaagac *Mekteb-i*

¹⁶⁵ *ibid.*

Ibtidai, which was designed in 1913 and probably was unrealized due to the World War II, is considered as the prime model in the construction of most single storey type primary schools in Anatolia and Rumelia, especially in the countryside, during the first 10 years of the newly founded Republic.¹⁶⁶ Having been designed as a single storey, four-classroom village school, the Karaagac *Mekteb-i Ibtidai*, is planned in a symmetrical manner. The classrooms are planned in a way to surround the large hall. The most important design factor is seen as the symmetrical order, and organizing in a way to allow the most possible light in.

The pointed arched windows used in facade arrangements, wide fringes supported with buttresses, plasters grouted in a way to give the impression of cut stones were all unchanged rules of structure elements in rural areas, like the ones similar to the public buildings in cities. One of the main planning issues of these buildings were that, due to health guidelines, the toilets were designed in the garden, and the school buildings had only classrooms, instructors rooms and corridors. In very few of the schools, that have been made during this period places like the toilets, libraries, workshop areas are available.

The simple-plan concept design which dominated the Karaagac *Mekteb-i Ibtidai* can be considered as a leading example to other primary schools constructed in the countryside. The single story Primary School near the Edirne station, which is also located in Karaagac, is one of them. The General Directorate of Foundations, Turkish Construction & Art Works Museum houses a project called six -classroom school by Kemalettin Bey.¹⁶⁷ However the location of the construction is not indicated. Most

¹⁶⁶ *ibid.* (p. 79)

¹⁶⁷ The project is signed by Kemalettin Bey and has the stamp of Ministry of Endowment's Scientific Commission for Repairs and Construction. In each floor plan of this school there are four classrooms, at a size available to be classrooms, and two smaller rooms, at a size available to be teachers' rooms. The building has a symmetric floor plan in respect to the entrance and staircase which are located in the center. The fact that the building is planned with eight large areas could be due to the symmetric design. Like every other *ibtidai* school from that era no toilets are present within the main building; it can be thought that a service building is present next to the main building for such needs. All primary and middle school buildings commissioned by the Ministry of Foundation during the last years of the empire

likely this project was undertaken after the approval of the *Tedrisat-i İbtidaiye* law which joined the *ibtidai* and *rusdi* educational institutions. This two story building is designed in a way such that each floor has four large spaces. The floor plans are very similar to that of the Karaagac *Mekteb-i İbtidai* which again indicates that era's school buildings were designed according to a specific template. This practice continued during the Republic period as well. Mimar Kemal Primary school stands out with similarities to the six-classroom, two story, and symmetric towards the entrance design template.

In opposition to this Kemalettin Bey's schools in Istanbul are planned in a more comprehensive and more complicated way. Bostancı, Ayazma and Goztepe *Mekteb-i İbtidais* are examples of this type of school buildings. Other than the classrooms, meeting rooms and indoor cafeteria are also located within the building. The most important prominent feature of these school types are the similarities seen in facades. All of them are done with brick masonry, and the facades of the buildings have plasters grouted in a way to give the impression of cut stones. The ground floor windows are pointed arched whereas the upper floors have windows having flat lintels. Plaster moldings were circulated between the floors and on top of windows. In each of the three buildings, entrance facades are given at the narrow side of the buildings, in which it is understood that they were arranged according to a prototype design. As in Mimar Kemal Primary School, the ground floor of these schools are also raised half a floor, in a way to allow for coalbunker, storage or other areas in the basement. Therefore the access to these schools is by stairs. A certain dignity was attempted in the entrances, they were emphasized.

and first years of the republic are designed based on variations of this design template. Single story floor plans were used in less populated village schools whereas a two storey floor plan was used in bigger cities. Staircases were placed either on the center or the side of the building. Generally ground floor windows are with pointed arches while upper floor windows are with flat lintels, and were routed continuously with deletions. This general design template was diversified according to the need of each school. (Yavuz, 2009)

Despite the differences in Mimar Kemalettin's school plans, the similarities in his facade arrangements leave the impression that the schools were realized using a prototype design. This proves the fact that Mimar Kemallettin applied façade arrangement rules which reflect the National architectural style with great care in all of his buildings. It can be seen that these rules which caused stylistic similarities in the *Mekteb-i Ibtidai* schools are also applied to the other education buildings designed by the architect, giving birth to a school typology; a product of the "Kemalettin Ecole" from a stylistic perspective. For example just like in his *Mekteb-i Ibtidai* schools his new madrassa and higher education building designs encompass elements such as symmetric design, similar window layout and profile, and surface arrangements.¹⁶⁸

Unlike Kemalettin Bey's first school and madrassa building designs which show a tendency of having similar plans and facade forms, his two higher education institution designs, which were also seen as a symbol of a bright future, shows his extra care and strive to give monumental qualities to these designs. This is perhaps due to the low possibility of being able to construct these designs at other places.

Architect Kemalettin's last design is the Gazi İlk Muallim School. This school, whose purpose was to educate future teachers for the secondary education program, stands out as being the largest construction the architect designed in his last years. The six storey school which encompasses an area of approximately 6000 square meters was build using the reinforced concrete framing technology which was prevalent in Turkey at that time. Despite making no compromises from the National Architectural movement, Kemalettin Bey's latest work modernized the features of modern architecture of the time thus acquiring a rather vivid look. With the contributions of foreign architects who were invited to work on the dense constructional works in Ankara, Gazi Teachers School later known as Gazi Education Institute, become one of the last products of the National Architectural

¹⁶⁸ Yavuz, Yıldırım. (2009) *İmparatorluktan Cumhuriyete Mimar Kemalettin 1870-1927*.(p. 81) Ankara: TMMOB Mimarlar Odası ve Vakıflar Genel Müdürlüğü. Print.

Period, which ended in 1930. It is understood that the design of this building, where young Turkey's major educational policies were undertaken, came under strong criticism while discussions on the selection of the predominant architectural style of the new Ankara were being held. S. Cetintas mentioned that due to the heavy criticism by one of the first foreign architects that came to Ankara, Kemalettin Bey unwillingly made many changes causing the building to lose a lot from its originality. One can think that the reason for the buildings rather relatively stripped down design could be a product of these changes. Determined to cut ties with the past, Modern Turkey's new leaders were definitely influential in putting an end to the First National Architectural Movement, which started during the Second Constitutional Period and got its strength from the historic Ottoman Architecture. It is perceived that one of the most prominent architectural structures under discussion during this complex transition period was the Gazi Teachers School which was completed after the death of Kemalettin Bey. After educating teachers for Turkish middle, and higher education institutions for many years, the school now continues its function as the Gazi University Rectorate building.¹⁶⁹

List of Kemalettin Bey's School Buildings¹⁷⁰:

Reşadiye *Mektebi*, Eyüp-Istanbul 1910.

Gedikpasa Engineering *Mekteb-i Alisi*, Gedikpasa-Istanbul 1911.

Hasanzade Medresa, Fatih-Istanbul 1912.

Karaagac *Mekteb-i İbtidaisi*, Edirne 1913.

Edirne Station Primary School (n.d.).

Medreset-ül Kuzat, Beyazit-Istanbul 1913.

Vani Efendi Medresa, Istanbul 1913-1914.

Ibrahim Pasa *Mekteb-i İbtidaisi*, Bostancı-Istanbul 1913.

Göztepe *Mekteb-i İbtidaisi*, Goztepe-Istanbul 1914.

¹⁶⁹ *ibid.* (p. 89)

¹⁷⁰ *ibid.* (pp. 76-89)

Sultan Abdulhamid-i Evvel Medresa, Yavuz Selim-Istanbul 1915.

Medine *Dar-ul Ulumu*, Medin - Saudi Arabia 1915.

Sultan III. Mustafa *Mekteb-i Ibtidaisi*, Uskudar-Istanbul 1917.

Fethiye Medresa, Carsamba-Istanbul (n.d).

Fusun-u Cedid *Mektebi*, Istanbul (n.d.).

Istinye *Mektebi*, Istanbul (n.d.).

Six-Classroom School project.

Mimar Kemal Primary School, Kizilay-Ankara 1926-1927.

Gazi Education Institute, Ankara 1927-1930.

Table 11 Some of Kemalettin Bey's School Buildings.



Reşadiye Mektebi.
Source: Yavuz, 2009.
(Photo by: Cemal Emden, 2007)



Edirne Station Primary School.
Source: Yavuz, 2009.
(Photo by: Cemal Emden, 2007)



Ibrahim Pasa Mekteb-i Ibtidaisi.
Source: Yavuz, 2009.
(Photo by: Cemal Emden, 2007)



Göztepe Mekteb-i Ibtidaisi.
Source: Yavuz, 2009.
(Photo by: Cemal Emden, 2007)

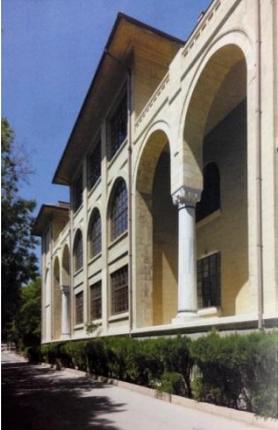
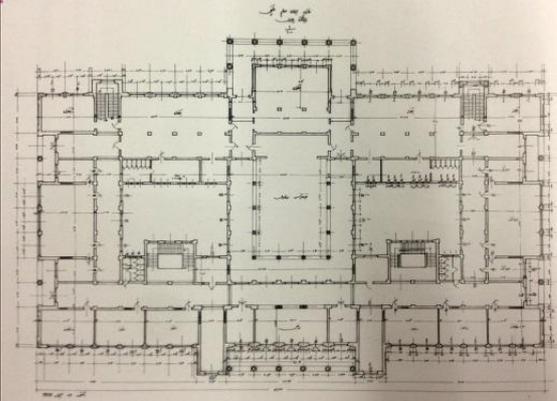
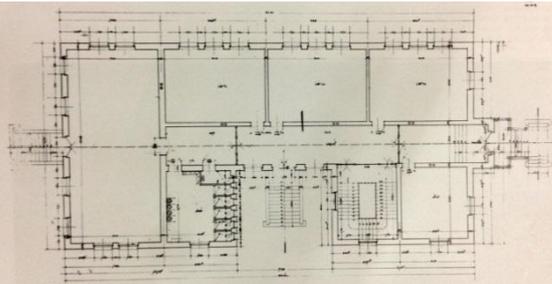
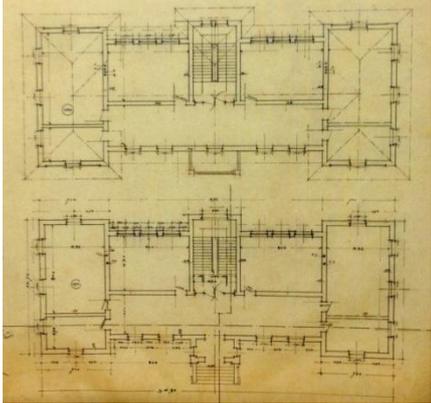
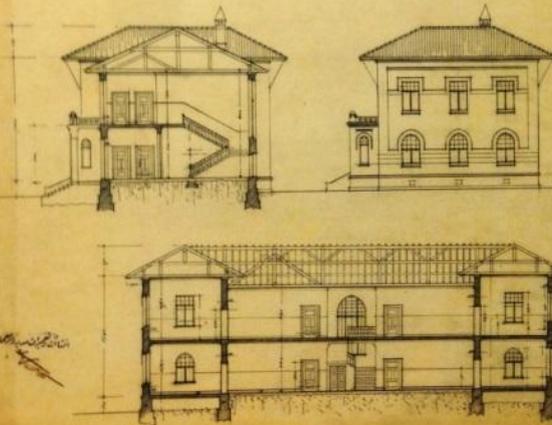
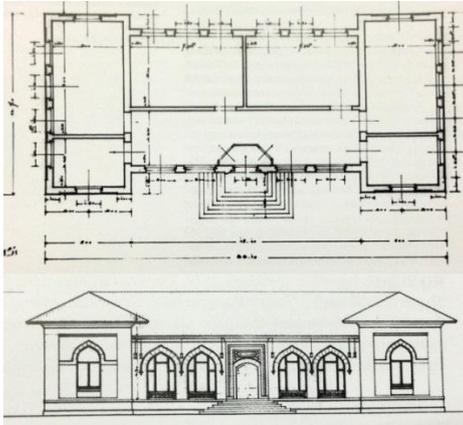


Sultan Abdulhamid-i Evvel Medresa
Source: Yavuz, 2009.
(Photo by: Cemal Emden, 2007)



Sultan III. Mustafa Mekteb-i Ibtidaisi.
Source: Yavuz, 2009.
(Photo by: Cemal Emden, 2007)

Table 11 (continued)

	
<p>Gazi Education Institute. Source: Yavuz, 2009. (Photo by: Cemal Emden, 2007)</p>	<p>Gazi Education Institute. Source: Yavuz, 2009</p>
	
<p>Göztepe Mekteb-i İbtidaisi. Source: Yavuz, 2009.</p>	<p>Six-classroom School, Source: Yavuz, 2009</p>
	
<p>Six-classroom School, Source: Yavuz, 2009.</p>	<p>Karaagac Mekteb-i İbtidaisi. Floor plan and elevation. Source: Yavuz, 2009.</p>

4.3. Features of Mimar Kemal Primary School

The architectural features of Mimar Kemal Primary School are studied under location, the school building and construction materials. Also, comparative analysis of Mimar Kemal Primary School and schools buildings built in Ankara at the same period was made.

4.3.1. Location

As it has been mentioned before the newly established Regime had to reach out to the whole country, by educating the citizens, and the only public buildings that enabled this was the primary school buildings. The primary school buildings served both the educational needs of the citizens and symbolized the existence and power of the new Regime. Therefore, the site selection, the relation between the site and the building, which will be constructed, and its relation with the surrounding environment, all were important criteria, representing the Regime.



Figure 22 Mimar Kemal Primary School and its Surrounding in its Early Years¹⁷¹

Mimar Kemal Primary School was built in Yenisehir (Kizilay), when the school was built Yenisehir was a newly developing part of the city, and due to its scale and architectural quality, the school can be considered as a monument for its period. The changes that the site of the school has gone through can be seen in Figure 23.

¹⁷¹ This image was obtained from the archive of Süleyman Yüzübenli, who is a graduate of Mimar Kemal Primary School.

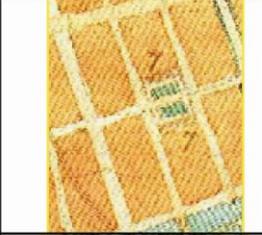
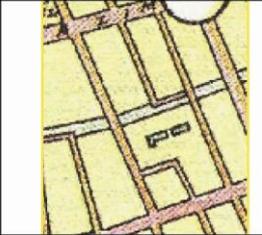
	<p>Yüksel Street</p> <ul style="list-style-type: none"> -Jansen gives importance to open spaces in order to decrease the building density. -In the site a green space is designed. This is the point where Yüksel Street widens and becomes a square. <p>detail of 1925 Lörcher Yenisehir plan. Source: Cengizkan, Ankara'nın İlk Planı: 40</p>
	<ul style="list-style-type: none"> -The green square is a frame to be filled with a school, which will be Mimar Kemal Primary School. -It can be seen that the block in front of the school area is also pushed inwards, to be kept free from buildings and become a square. <p>detail of 1924-1925 Lörcher plan. Source: Cengizkan, Ankara'nın İlk Planı:246</p>
	<ul style="list-style-type: none"> -The shape of the main block of the school building is clear. -The school is on a green strip and connected to the residential areas. <p>detail of 1928 dated Plan showing gas pipe distribution in Yenisehir on 1925 Lörcher Yenisehir plan (Base Map) Source: Ankara Metropolitan Municipality and Cengizkan, Ankara'nın İlk Planı: 46</p>
	<ul style="list-style-type: none"> -In this plan the road that was at the western side of the school building has been removed and the area of the school is widened. -Yüksel Street is designed as a pedestrian greenway, and emphasis is given to the street as well. <p>detail of 1930 Yenisehir plan by Jansen Source: Cengizkan, Ankara'nın İlk Planı: 111</p>
	<ul style="list-style-type: none"> -The site takes a rectangular shape, which is also its current situation. -Residential areas can be seen. -In addition to that comparing to 1930 Yenisehir plan a road divides the rectangular area and the block takes a L shape. <p>detail of 1944 dated Ankara Map. Source: Mihcioglu, 2010: 16.</p>
	<ul style="list-style-type: none"> -In this plan the annex building can be seen next to the main building. <p>detail of 1946 Ankara Touristic Plan. Source: Cengizkan, Ankara'nın İlk Planı: 254</p>
	<ul style="list-style-type: none"> -Currently with its annex and multi purpose hall the school building is placed farther from the street, and entrances of the buildings and the courtyard lie on the same axis. There is no more a square in front of the school, however it has its own courtyard. <p>detail of base map obtained from the Ankara Metropolitan Municipality in 2014.</p>

Figure 23 Site of Mimar Kemal Primary School 1925-2014

It is located in Yüksel Street, having its front facades parallel to the street, and the arms of both U- shaped blocks facing the street. The buildings are placed farther from the street, and entrances of the buildings and the courtyard lie on the same axis. Figure 24.



Figure 24 Location of Mimar Kemal Primary School

As mentioned previously, it was almost the single biggest public building of the area until 1931.¹⁷² In an interview made with Sevinç Kaynak, who lived in Ankara since 1925, she states that when Yenışehir was newly founded, there was only one school, which was Mimar Kemal Primary School. She also mentions that Yüksel Street was the last stop for busses, and the street was the first green path in Ankara, in which they also used to play as kids.¹⁷³ Therefore, it's clear that the selected site was

¹⁷² Cengizkan, Ali. (2004) *Ankara'nın İlk Planı, 1924-1925 Löcher Planı* (p. 71). Ankara: Ankara Enstitüsü Vakfı, Arkadas Yayıncılık. Print

¹⁷³ Özaloğlu, Serpil. (2006) "Transformation of Ankara Between 1935-1950 In Relation With Everyday Life and Lived Spatiality" (p. 331) PhD. Diss. Middle East Technical

consciously kept close to transportation axes, and also it's clear that with its location and size, the school building was embedded into the visual memory of the people.

When the school was first built in 1927 it was built on a large courtyard, which separated it from rest of the built environment and emphasizes the building. In a petition written by the Director of National Education Ministry to the Governorship in 1939 a need for a new building due to the increase in the number of students and the expansion of the garden is wanted. Then, in 1945 its annex was built next to the main building. During the 1971- 1972 school year the gym was opened, which is located on the southeast of the courtyard, back side of the buildings. Currently there is also a children's playground, located at the west side of the gym. It consists of a slide, swings, and a basketball hoop. The changes in the courtyard, and the site, as these additions were made, are seen in figure 26.



Figure 25 Mimar Kemal Primary School and its Surrounding¹⁷⁴

University. Retrieved May 07, 2014, from
<http://etd.lib.metu.edu.tr/upload/12607316/index.pdf>

¹⁷⁴ This image was obtained from the archive of Süleyman Yüzübenli, who is a graduate of Mimar Kemal Primary School.

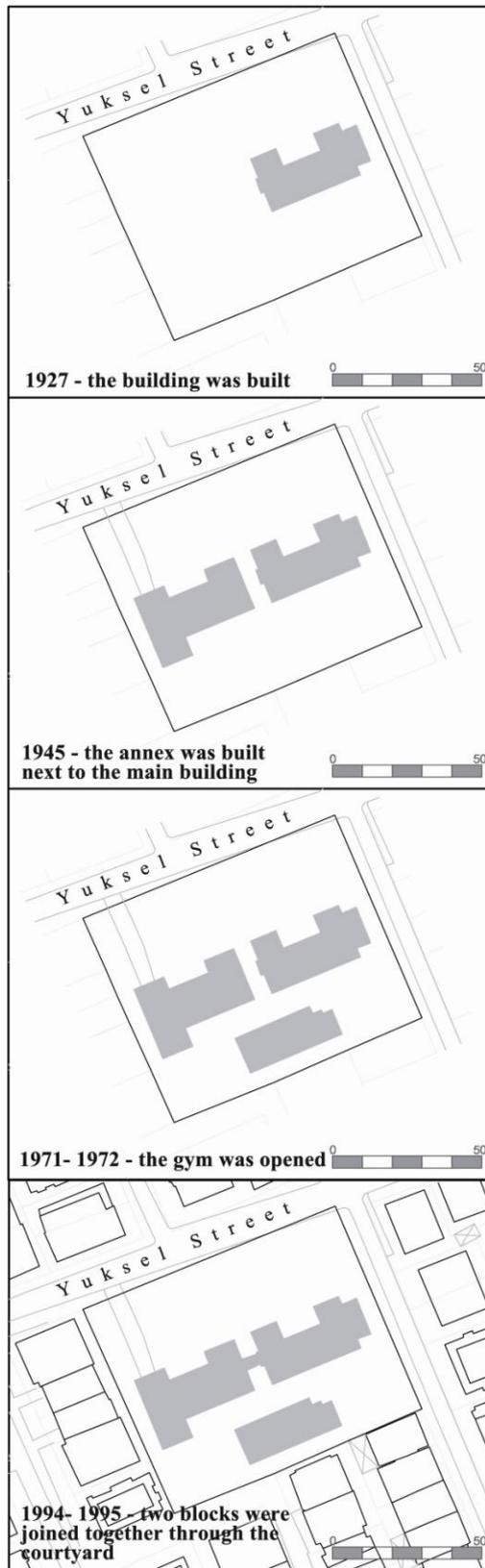


Figure 26 Additions to the site of Mimar Kemal Primary School.

4.3.2. School Building

At the time the school was built the curriculum of the village schools and city schools have already been separated. The curriculum of the city schools were absent in practical courses but rather had a variety of theoretical courses. The buildings had to answer the need for required spaces for wider program. The city schools needed at least five classrooms because of the five year education program and to answer the need of new admissions every year. Even though the buildings were constructed in large gardens, the need for open spaces lessened as the curriculum required closed space. Therefore, the courtyards, open spaces, were used as resting space for students, during recess time.

As mentioned previously Mimar Kemal Primary School consists of two blocks built in different years. It also has a gym located at the backside of these two blocks. The school, with its main building, is one of Kemalettin Bey's most important buildings in Ankara. The original project of the school building cannot be found. As mentioned in the methodology of the thesis neither in the archive of Greater Municipality of Ankara, nor in the Prime Ministry Directorate General of Foundations the main block's plans don't exist. Moreover, in the literature sources the school is mentioned as "the school whose plans cannot be found"¹⁷⁵. However in Leyla Alpagut's thesis "Erken Cumhuriyet Döneminde Ankara'daki Eğitim Yapıları" the plans of the main block is found,¹⁷⁶ the source is written as the archive of the school but in the school's archive another plan is found.¹⁷⁷ Therefore, having these two plans as base plans, on site survey is made. In addition to these plans from oral sources and photographs different phases of the school building was made.

¹⁷⁵ "Mimarın Ankara'daki en önemli yapıtlarından sayılan ve projesi bulunamayan Mimar Kemal İlkokulu'da iki katlı..." Information was retrieved from, Batur, A. *Mimar Kemaleddin Yapıları Rehberi*. Istanbul: TMMOB Mimarlar Odası, 2008. Print.

¹⁷⁶ Appendix C: Plans of Mimar Kemal Primary School. Figure 52 , Figure 53 and Figure 54.

¹⁷⁷ Appendix C: Plans of Mimar Kemal Primary School. Figure 55 , Figure 56, Figure 57 and Figure 58.

The **A block**, which is the **main block** designed by Kemalettin Bey, was built in 1927. It is located at the east side of the site. Its dimensions are 30mX17m. The block is two stories high and has a half basement. It is arranged in symmetrical U-shaped mass and its arms are facing Yuksel Street. The main entrance of the building is made through the stairs located on the north at the symmetry axis. The building is organized in a way that has windows at one side of the corridor and classes at the other side of the corridor. Three co-sized classrooms are located in the south of the ground floor corridor, and windows are located in the north of the corridor. In the eastern and the western end of the corridor offices, classrooms and two-armed staircases are located. The toilets, which are adjacent to the eastern end of the corridor, were excluded from the main mass. Like every other school building in that era, when the building was first build the toilets had a separate entrance from the east side of its mass. (Figure 27)



Figure 27 The school building when it was first built¹⁷⁸

¹⁷⁸ Cengizkan, Ali.(2004) *Kocazade Ahmet Vehbi Bey ve Bir Insaatin Oykusü; Ankara Hukuk Mektebi.* (pp. 46-47) Istanbul: VEKAM. Print.

Later on the outside doors of the toilet were closed and it has become possible to reach from the inside, by opening a door to the wall of the stair head.¹⁷⁹ The ground floor plan is repeated in the first floor. The boiler room and storage spaces, located at the southern direction of the basement, are transformed into classrooms today.¹⁸⁰ One another addition to the building was the corridor and canteen, which connects the A block to the B block from the courtyard. This was done by opening a door to the wall of the stair head that connects the ground floor and basement on the western wing. In a picture, from Kemalettin Bey's own camera, a small buffet-like wooden structure stands on the west side of the building. (Figure 28) It is unclear of what purpose the structure was built, but today the canteen and corridor takes its place.



Figure 28 The School Building from Kemalettin Bey's Own Camera¹⁸¹

¹⁷⁹ "İlk yapıldığında okulun tuvaletleri dışarıda, binanın sol yanında yer alırken, günümüzde bunlar kapalı bir geçitle içerden ulaşılmaya olanaklı duruma getirilmişlerdir." (Batur, 2008)

¹⁸⁰ Alpagut, 2005: 177.

¹⁸¹ Yavuz, Yıldırım. (2009) *İmparatorluktan Cumhuriyete Mimar Kemalettin 1870-1927*. (p. 406) Ankara: TMMOB Mimarlar Odası ve Vakıflar Genel Müdürlüğü. Print.

Elevations of A - block



Elevations of B - block



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Instructor: Dr. Nimet ÖZGÖNÜL ©

Figure 29 Elevations of A and B block



Figure 30 Main block and site plan existing situation

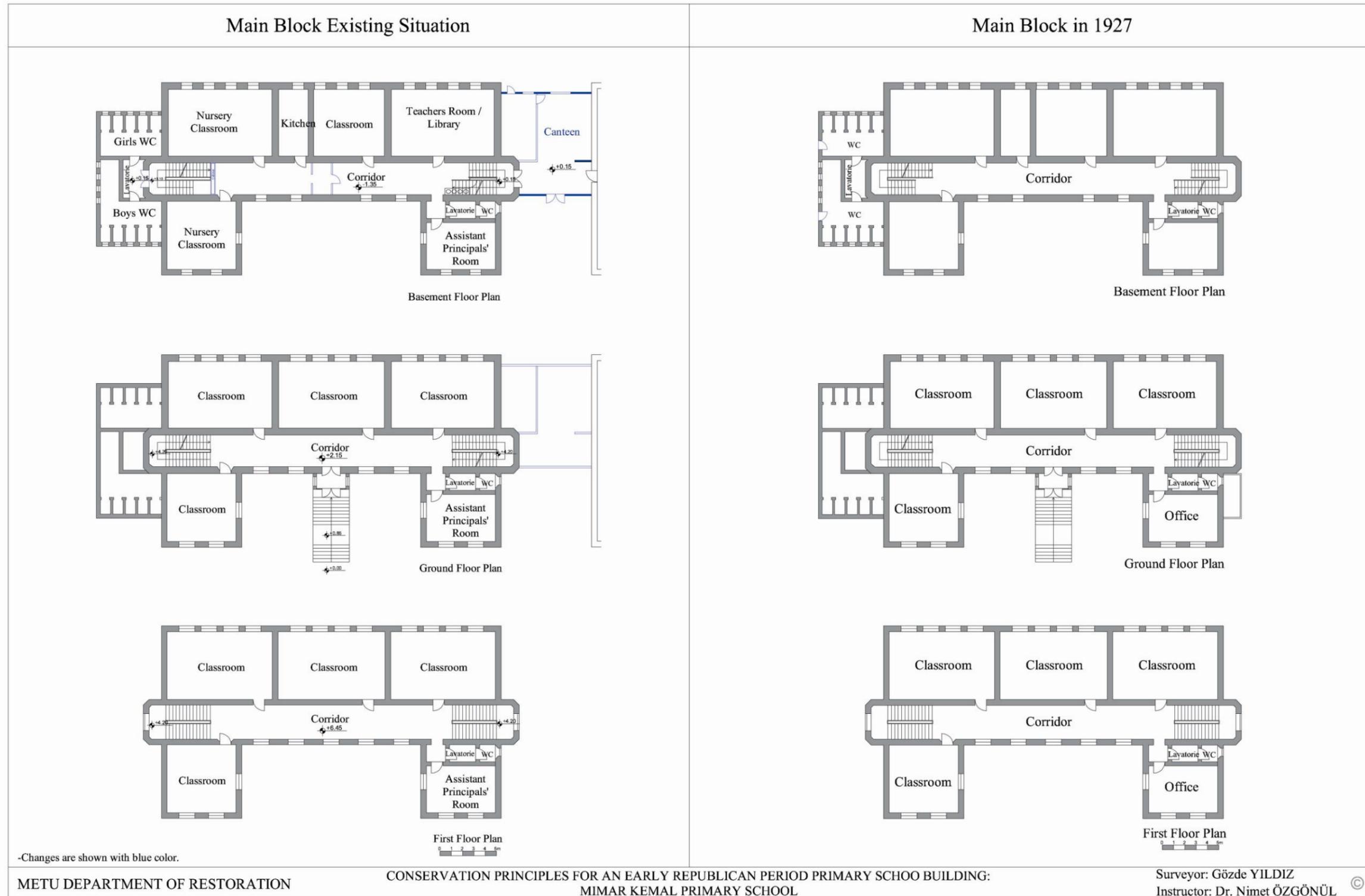


Figure 31 Changes of main block

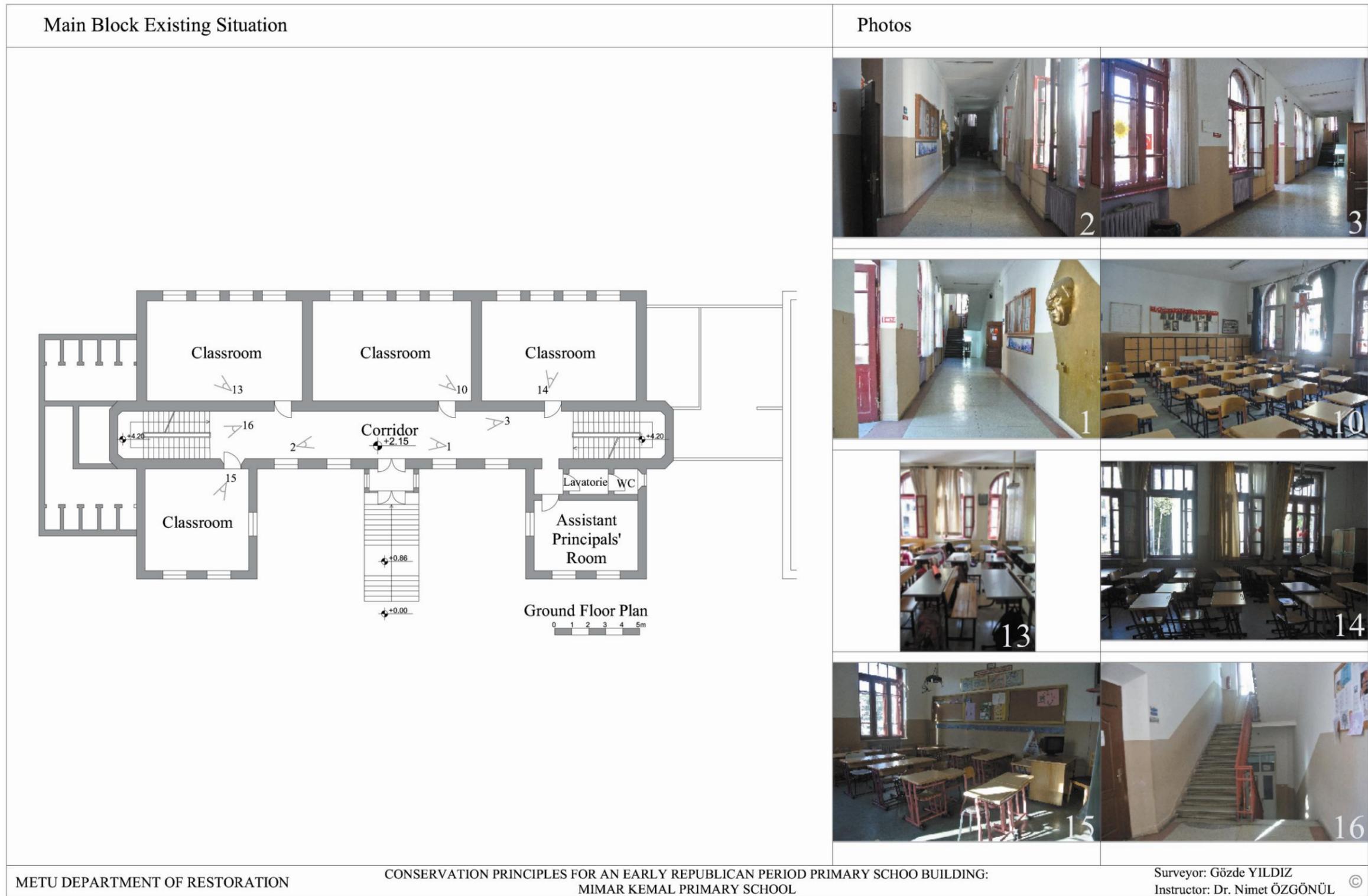


Figure 32 A-block ground floor photos

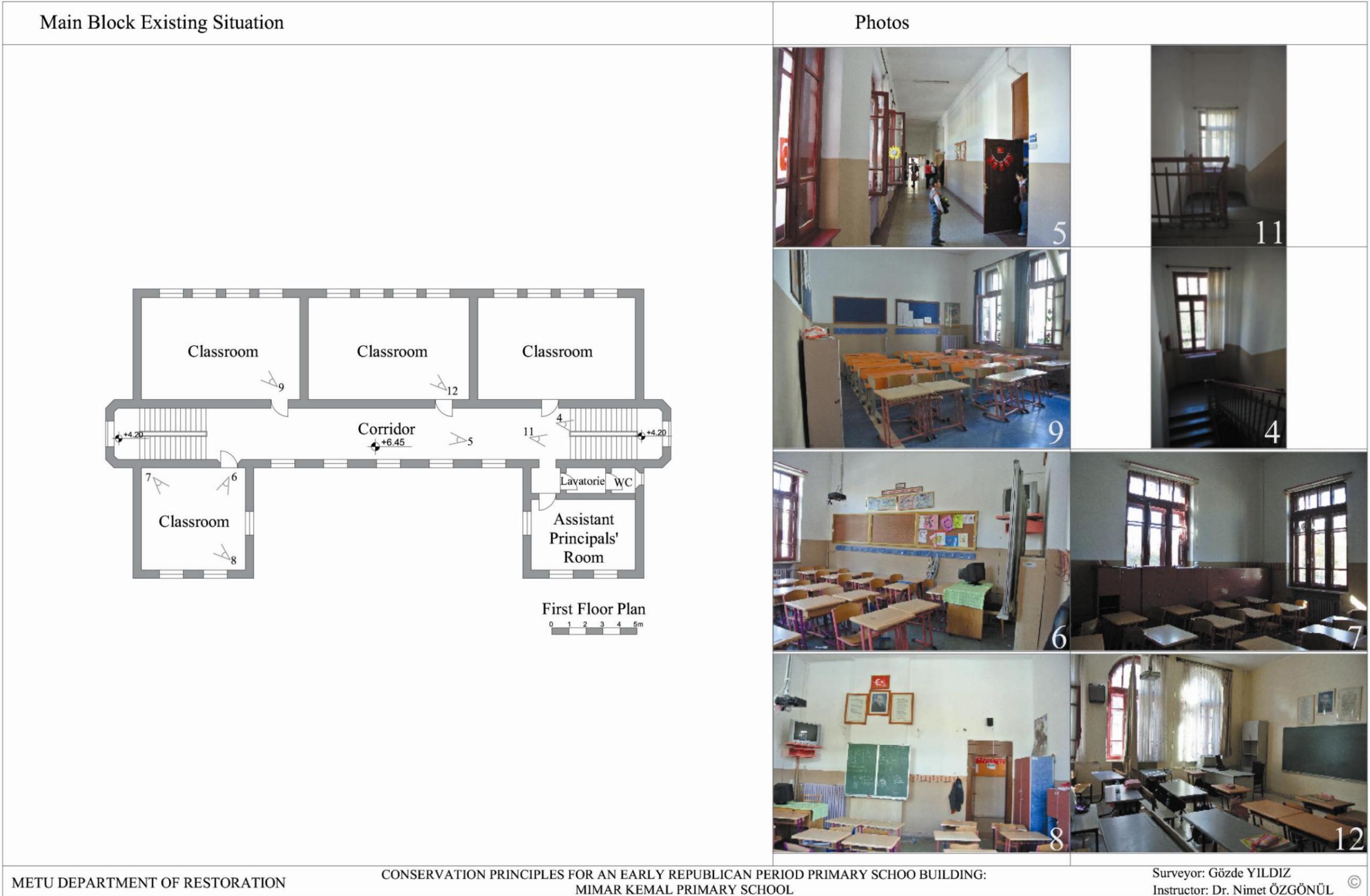


Figure 33 A-block first floor photos

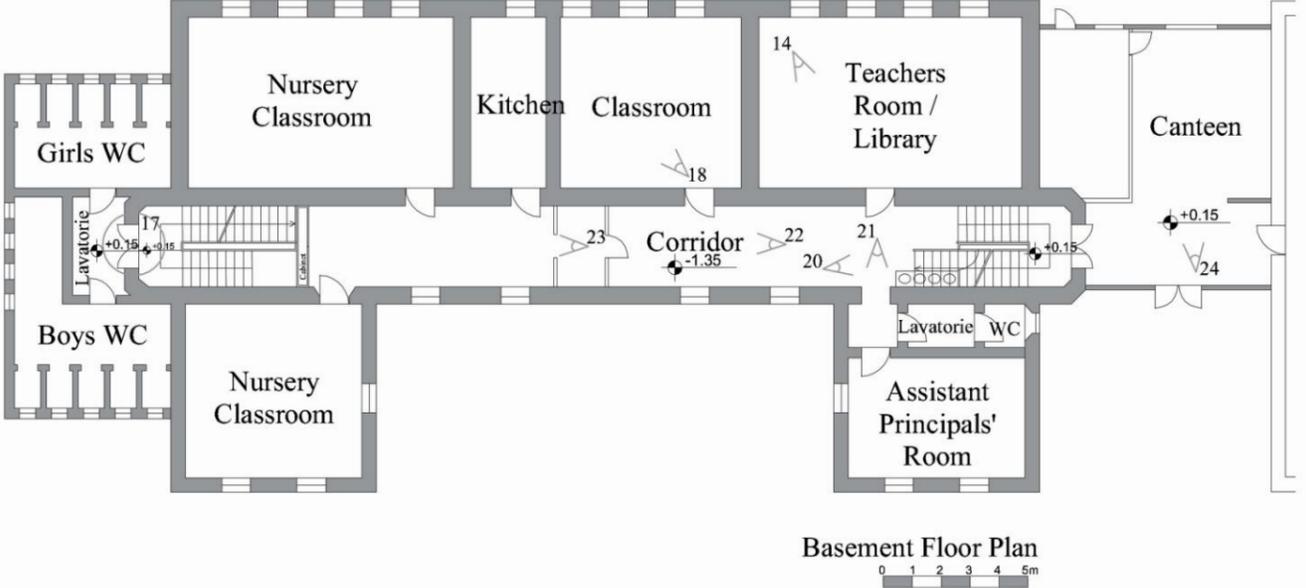
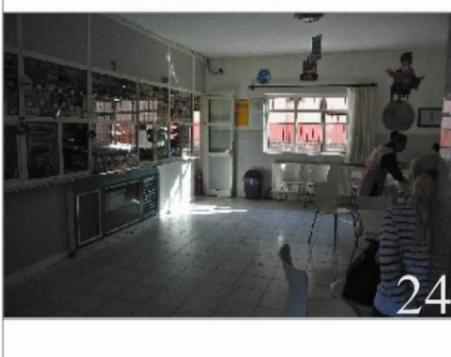
Main Block Existing Situation	Photos	
 <p>Basement Floor Plan</p> <p>0 1 2 3 4 5m</p>	 <p>19</p>	 <p>18</p>
	 <p>17</p>	 <p>20</p>
	 <p>21</p>	 <p>22</p>
	 <p>23</p>	 <p>24</p>

Figure 34 A-block basement floor photos

Due to the increase in the number of students the **B block** was built as an annex to the main block in 1945. It is located at the west side of the site. The projects of the B block were prepared by the Ministry of Public Works. It is connected to the A block from the garden. The B block is three stories high, it has a half basement, and it is also U shaped. The main entrance of the buildings is from the west arm of the building. As mentioned previously, it was intentionally made similar to the main building.¹⁸² At the north of the hall two-armed staircase and classrooms are located, at the west of it three windows are located, and at the east a corridor consisting of classroom takes place. Three co-sized rectangular classrooms are located at the south of the corridor and on the north of it windows and toilets takes place. First and second floors are formed in the same sense of ground floor. Offices are located at the north end of the west hall.

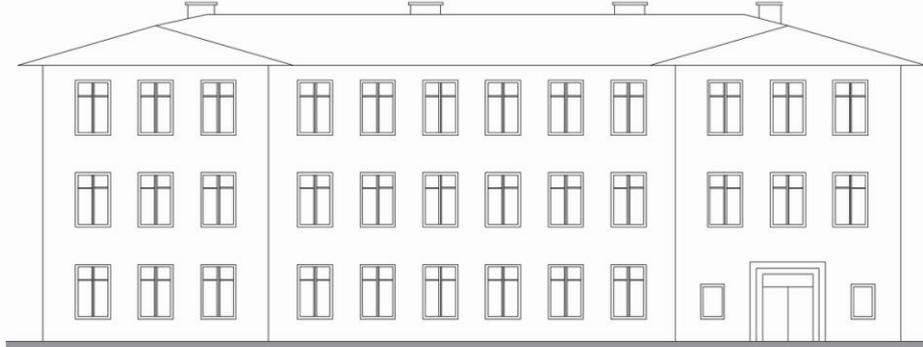
The original plans of the new block were found in the archive of Department of Housing and Urban Development / Greater Municipality of Ankara. They are 26.05.1943 dated and stamped by Municipality of Ankara Department of Housing.¹⁸³ Referring to these plans it's easy to see the additions and interventions made to the building. On the ground floor there is room added to the northern side of the corridor where the windows are located. This small room is used as sports room now, where sports equipment, medals, and related documents are find. On the first floor and second floor this addition is repeated. These two rooms were created with pvc, so it's easy to tell that they were later additions. The room in the first floor is used as photocopy/personnel room, and the room on the second floor is used as storage. One another similar addition is the secretary room in front of the principal's room, in first floor. It was also created with pvc. When the principal was asked about these additions he stated that "these rooms were added due to spatial needs." The three rooms in the corridors have also sinks next to them, which are also later additions. The basement has also gone through changes. In the original plans the rooms on the

¹⁸² "New Primary Schools in Ankara" *Arkitekt* 09-10 (165-166) (1945): 193-194. Mimarlar Odası Arkitekt Veritabani. Retrieved May 15, 2014, from <http://dergi.mo.org.tr/dergiler/2/142/sayi142.pdf>

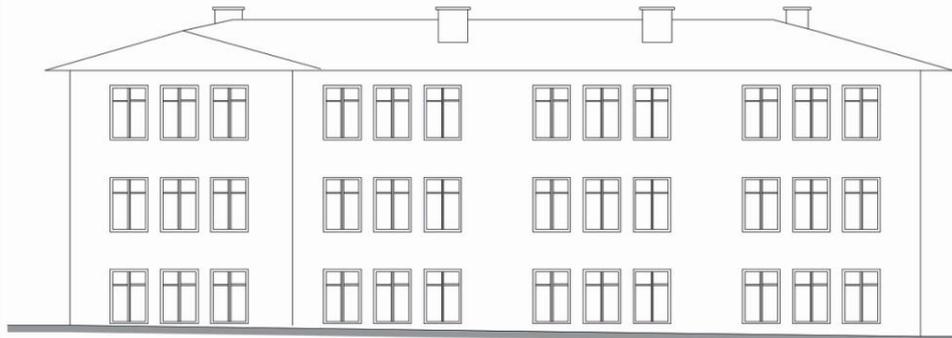
¹⁸³ Appendice C: Plans of Mimar Kemal Primary School.

southern wing of the corridor are written as coalbunker and heater. Now, the coalbunker room has a door and it is change to atelier, the room next to the coal bunker is changed to science lab, and the heater room remains in its place. The western wing of the basement is divided and currently it has an archive and a classroom. The corridor was also divided into rooms, which include the storage room and the addition of kitchen.

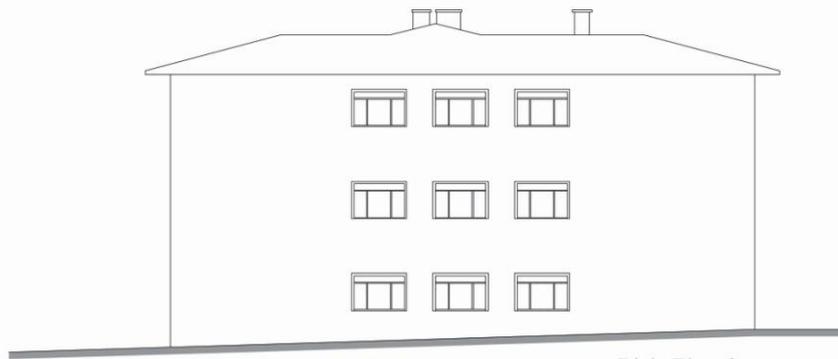
B Block Elevations



Front Elevation



Back Elevation



Right Elevation
0 1 2 3 4 5m

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Figure 35 B-block elevations

Photos of B Block Existing Situation

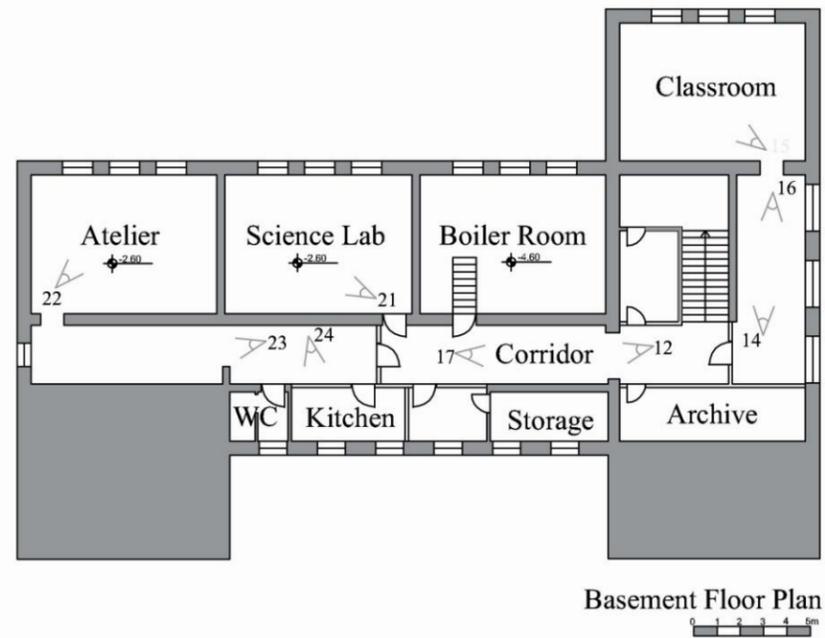
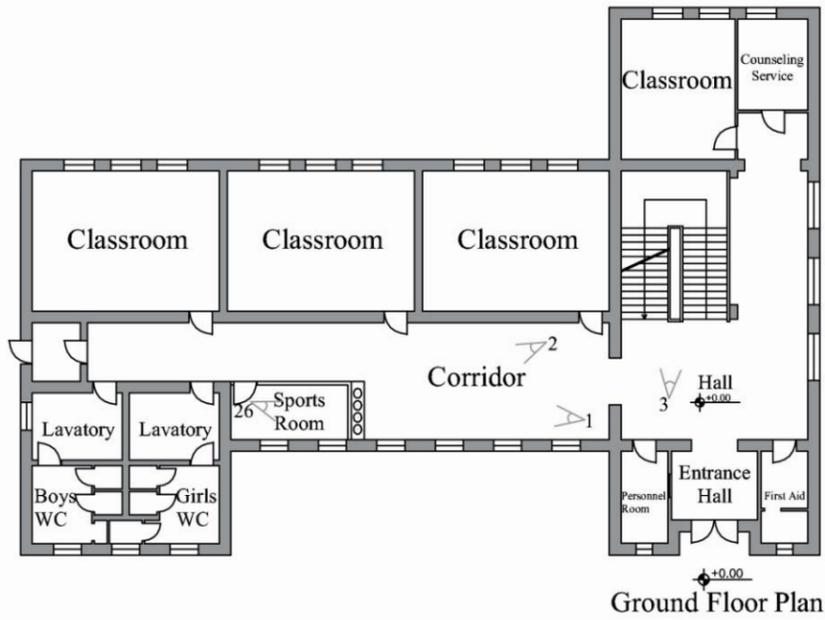
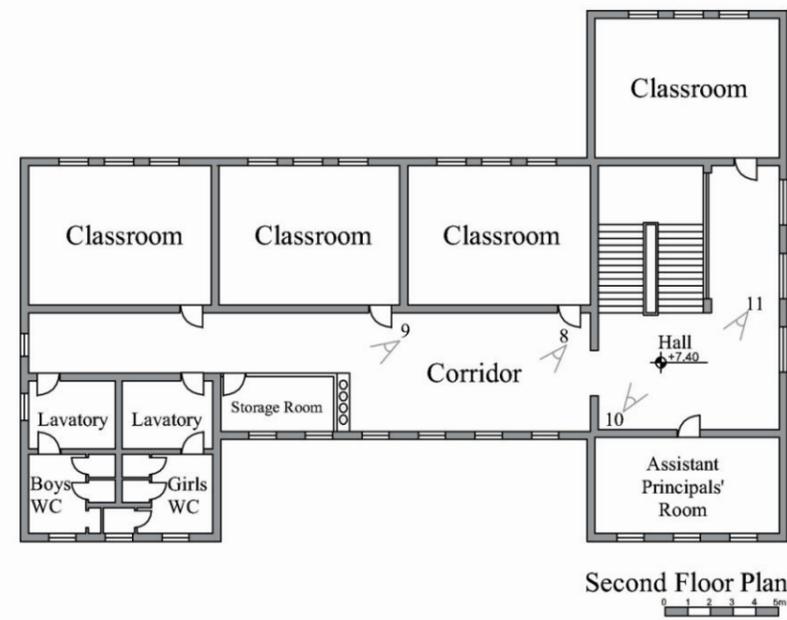
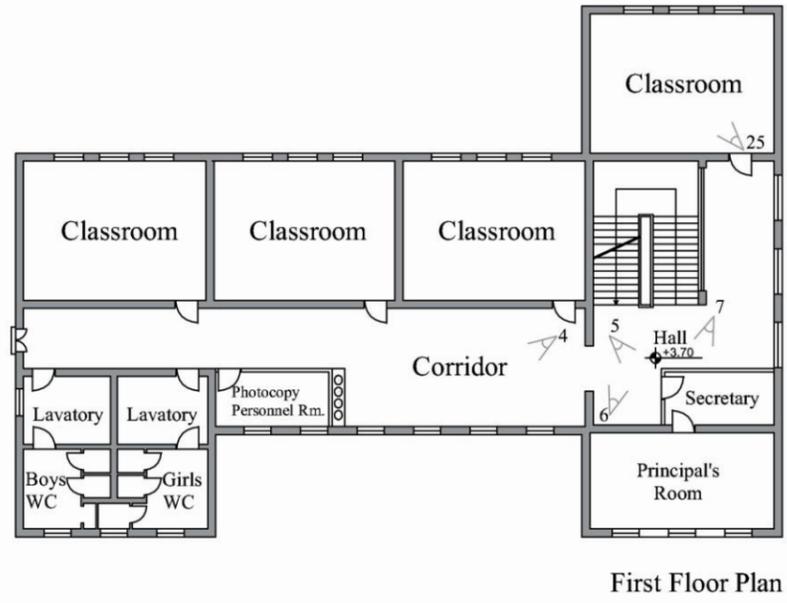


Figure 36 B-block ground floor and basement floor photos

Photos of B Block Existing Situation



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Figure 37 B-block first floor and second floor photos



Figure 38 Changes of B- block

Multi Purpose Hall



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Figure 39 Muti purpose hall

4.3.3. Construction Materials

Both blocks of Mimar Kemal Primary School's structural system are reinforced concrete frame. They are covered with tiled pitched roof, and both of them have wide eaves. All facades are edelputz plastered. The A block is two stories high, and has a half basement. Its walls are made with brick masonry wall systems. Five rows of cut stone are seen on the ground level, and the basement windows are located in this section. On the facades the half basement is separated from other floor by a profile that goes longitudinally throughout the building. Moldings surrounding the windows, seen on facades, were observed to be added later. In the original picture taken by the architect and in a picture taken in 2007, the moldings are not seen. Windows of the ground floor are pointed arched and rectangular on the first floor. The front façade of the building is more attentively formed than the other facades. The building does not have any decorative element. As mentioned in the previous chapters, this shows the financial difficulties in the early years of the Republic, and the transformation in the architectural style. The pointed arched entrance in the middle is shifted outwards in order to emphasize the symmetry axis. It is covered with wide eaves and gable roof. On the East façade the window of the stair well is pointed arched and rectangular on the upper floor. The west façade and the single storey buildings, where the toilets are located, have rectangular windows. Except the pvc windows of the toilet, which are on the west side at the single storey building, all windows are timber, and they are double frame. The floors of the interior spaces are terazzo. This change in the teachers' room/library, which is linoleum, covered that looks like parquet. Also, the restrooms are covered with ceramic tiles. The doors are again timber, except the glass door of the special education classroom, and the pvc doors of the restrooms.

The B block has an entrance section that is pulled back and enclosed by an overflowing frame; it is terminated with an eave. All floors have rectangular windows; the windows are timber looking pvc. The interior doors, except the iron doors on the basement, are made of timber. The exterior door is made of iron. In the basement the science lab, kitchen and restroom have wooden doors, rest of them are

made of iron. The photocopy/personnel room, secretary room and storage room on the corridor, which are all later additions, are made of pvc. Interiors are covered with terrazzo, except the basement and restrooms, which are covered with ceramic tiles. The principal's room and sports room are covered with linoleum that looks like parquet.

4.3.4. Comparative Analyses of Mimar Kemal Primary School and School Buildings Built in Ankara at the Same Period

Mimar Kemal Primary School is a school building designed with First National architectural style. Other two schools that will be compared with it are the Gazi and Latife Schools and Gazi İlk Muallim School¹⁸⁴, which are also buildings of first National architectural style. Besides the school buildings of first National architectural style, the school buildings of international architectural style can be listed as; 10th Year Primary School, Cebeci Middle School, Military Academy, Police Academy Institute of Security Units and Gendarmerie Criminal Department (Police Gendarmerie School), Mamak Municipality Cultural Center and Wedding Hall (School of Musical Education), Gevher Nesibe Health Education Institute (Central School of Hygiene Institute), Ankara High School (Girls High School), Zübeyde Hanım Girls Vocational and Technical High School (İsmet Paşa Institute for Girls), Cankaya Atatürk Anatolian High School (Ataturk High School, Ankara Boys High School), and Gazi High School. Following these, the school buildings done with second National architecture style are Sarar Primary School, Namik Kemal Middle School, Health Education Directorate (Health Officers School), Ankara Trade and Vocational High School (Construction Masters School), and Atatürk Vocational School for Girls (School of Finance).

During the period these schools were built, Ulus was a management and commercial district, and Yenisehir was a newly developing part of the city. From these schools Gazi and Latife schools were located in Ulus, and Mimar Kemal Primary School was

¹⁸⁴ Gazi Muallim Mektebi is also included due to being Kemalettin Bey's work.

built in Yenisehir. Gazi İlk Muallim School was located in Besevler, which was an area where there wasn't any settlement.

The plans of all three of these buildings have common features. They are all formed symmetrically, all of the functions have been placed in one single mass, the ground floor plan is repeated in the upper floor plans, and also symmetry is optimized by the flooding façade arrangements. Long corridors and classes placed on one side of the corridor can be seen in all three of these schools. In Gazi and Latife Schools this corridor continues around the rectangular plan. In all of these buildings the stairs are placed in a way to support the symmetry axis. Different from Gazi and Latife Schools and Mimar Kemal Primary School, due to being a higher education building, Gazi İlk Muallim School has other spaces for a conference hall, laboratories, workshops and dormitories.



Figure 40 Gazi Muallim Mektebi¹⁸⁵

The façade of these buildings are also arranged in a symmetrical way. The symmetry is emphasized by the entrances located in the middle, and the flooding of the form at the two sides of the facades. Gazi and Latife Schools have a more monumental façade. In all of these first National architectural style buildings more importance was given to the entrance facades. The entrances are overflowing the main mass, and

¹⁸⁵ Image was retrieved March 7, 2014, from <http://basin.gazi.edu.tr/posts/view/title/dunden-bugune-gazi-universitesi-88946>

also the two sides of the buildings have overflowing masses in order to emphasize the symmetry. The windows are placed according to the formalist understanding of this period, instead of according to their functions. They vary according to the floors. All of these buildings have pitched roof and wide eaves. The buildings of that period's structural system are reinforced concrete skeleton. All facades are plastered, and the floors of the interior spaces are terazzo. In some parts of Gazi and Latife Schools the floors and ceilings are covered with wood. Decorative elements are seen on only Gazi and Latife Schools and Gazi İlk Muallim School.



Figure 41 Gazi and Latife Schools¹⁸⁶

There have been some architectural changes and deteriorations in these buildings. For example, Gazi İlk Muallim School has lost its original function, and has been used as an administrative building. It is currently used as Gazi University Rectorate building. Shops have been made under the garden, which was in front of Gazi and Latife Schools. Therefore, the stair connecting the street to the school was removed. One problem about Mimar Kemal Primary School is that its garden is used as car-parking during some hours of the day. Therefore, non-educational functions have been added to the building.

¹⁸⁶ Image was retrieved from schools website on March 7, 2014, from http://mebk12.meb.gov.tr/meb_iys_dosyalar/06/01/888088/icerikler/tarihce_185834.html

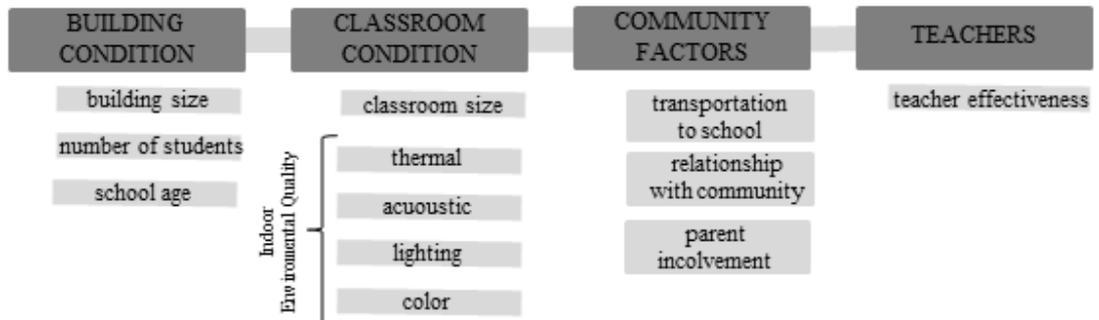
CHAPTER 5

EVALUATION: ACCORDING TO TODAY’S EDUCATIONAL NEEDS, VALUES, PROBLEMS AND POTENTIALS

5.1. Evaluation of Mimar Kemal Primary School According to Today’s Educational Needs

Schools should be places organizing the conditions in which humans learn best. Providing a good learning environment for student success it is essential for the school buildings. It is necessary to evaluate Mimar Kemal Primary School’s function. Therefore, before making an evaluation of Mimar Kemal Primary School according to today’s educational needs, and in order to make right conservation principles, in chapter 2.3 factors on educational success were analyzed. It has been found that the design features and components of school buildings have a significant impact on student learning. These factors were grouped into four headings; building conditions, classroom conditions, community and family factors and teachers. In the following parts Mimar Kemal Primary School is analyzed under these factors.

Table 8 Factors effecting educational success



1- Building Conditions

Building condition was analyzed in three sub sections, which were building size, number of students and school age.

Building size: It was mentioned that smaller learning environments led to better student performances; it is important for students to be known well enough by authorities to prevent potential troubles; educators encourage creation of smaller schools, in which close relationships and an atmosphere of trust are developed by students and teachers; bonds are stronger in smaller schools; and that small learning environments led to better student performances.



Figure 42 A-block. Source: photo is taken by author.



Figure 43 B-block. Source: photo is taken by author.

Comparing to bigger schools or the education campus projects, being a small school, with its smaller learning environments, Mimar Kemal Primary School is suitable for better student performances.

Number of students: It has been found that overcrowded schools have a negative impact on students and teachers. In non-overcrowded schools it was proven that; teacher working condition and job satisfaction improves; instructional quality increases; communication is easier; student score higher on achievement tests; absenteeism is less amongst teachers and students; built in accountability develops between student, teachers and parents; violence is less likely to happen; caring culture is promoted; and also in order for the business and community organizations to make links, smaller schools are easier.

Mimar Kemal Primay School is considered as a non-overcrowded school. Currently the school has 937 students, and approximately 50 teachers. The school has dual education. Currently having 606 students, the morning classes, which are for secondary education, starts at 7:30 and ends at 12:45 and the afternoon classes, currently having 331 students, which are for primary education, starts at 12:50 and ends at 17:50. Therefore in the morning the school is used by approximately 600 students and in the afternoon it is used by approximately 300 students. Previously, in chapter 2.3., it was mentioned that researchers suggest a maximum of 300-400 students for elementary schools and 400-800 students for secondary schools. This shows that in terms of student number Mimar Kemal Primary School meets the required needs for educational success.

School age: School age was mentioned as another factor that is related to student achievement. Mimar Kemal Primary School is a building that has been built 87 years ago. It is an old school. However, since the school is in use, proper maintenance and repairs is done to the school. This answers the need of improving health of the school, retain teachers in the school, and having the school environment more

conductive to high-quality teaching and learning. Also, due to being an old school, the school has notable alumni.

2- Classroom Conditions

Class size has been mentioned as the main component effecting classroom conditions. It has been found that a superior academic performance, and long term improvement has been seen in students in small classes. Currently Mimar Kemal Primary School has 24 students per primary education classes and 30 students in secondary education classes. These numbers are ideal for a class size. Therefore the quality of the classroom activities and instructional techniques are higher.

It was mentioned that indoor environmental qualities also has an effect on educational success. Some of these were the thermal quality, acoustics, lighting and color of the classrooms. As a summary of these findings, in chapter 2.3. , it was found that; student performed better in properly controlled thermal environments, preferably between 20°C and 23°C; accurate hearing is essential for student's ability to learn in classroom, and that a negative relationship exists between classroom noise levels and reading achievement; students in well lighted classrooms demonstrate a significant increase in scores compared to regular (poorly lighted) classrooms; and lastly color choices play a significant role in the achievement of students.

The thermal quality of Mimar Kemal Primary School is controlled properly. In the winter the school is warming with the central heating system, and in summer with its large windows it allows fresh air inside the classrooms, and the school building itself. As for the acoustics, the school is located on a busy street, which is Yüksel Street, and also at a busy area in Kızılay, however, the building is further away from the street because of its large courtyard. Therefore, the school building fulfills the prerequisite for effective learning, which goes through the ability to hear clearly and understand what is being spoken. In case of discomfort, as mentioned previously, acoustical treatment can be applied to walls and ceilings.

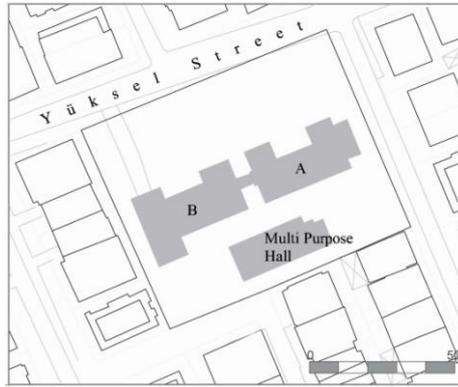


Figure 44 Site plan showing Yüksel Street



Figure 45 Courtyard of Mimar Kemal Primary School. Source: photo is taken by author.

When looking at the lighting of the school building, the school is well lighted with its large windows in classrooms. They allow the maximum natural light in. As for the color of the classrooms; usually white and warm colors are used in the classrooms. It was mentioned that in the classrooms warm colors, such as yellow, pink, orange, peach colors should be used until high school, and Mimar Kemal Primary School fulfills these requirements.



Figure 46 Some of the classrooms. Source: photos are taken by author.

3- Community and Family Factors

Community and family factors were divided into three groups, which were; transportation to school, relationship with community and parent involvement. It was found that students who were less dependent on cars, busses or public transportation, and instead walked or cycled to school performed measurably better on tasks. Also, it was mentioned before that, walking and bicycling facilities can allow children to explore, connect, socialize, and they can also improve a child's physical health and safety. As mentioned in chapter 4.1.1., Kızılay has been changed from a garden city, with residential neighborhood into a central business district, and has been losing its image as the beloved center of the city. However in figure 20, in chapter 4.1.1., a synthesis of Kızılay based on blocks was shown, and from this synthesis it was understood that even though not in the center of Kızılay, there are still residential areas close to the center. When having an interview with Mimar Kemal Primary School's principal he has stated that most of the students use school busses for transportation. Even though the transportation of students is by bus now, when comparing to campus schools, the distances are shorter and some are able to walk to school. Also, with the campus projects the costs of transporting students will be considerably higher and children will be highly dependent on cars, public busses and metros for mobility. Their most valuable times will be spent on transportation and will face threats posed by their long transportation.

In terms of connecting with the community, the setting of Mimar Kemal Primary School is very convenient. According to the previously mentioned findings, good schools are a significant part of the community. Connecting with the community can be done by sharing of space with the school's local community, by making meeting rooms and performance spaces available to general public, and also by bringing students to much older, which will have positive impacts. Mimar Kemal Primary School is suitable for all of the mentioned suggestions. After class hours, senior centers could also be developed within the schools facility in order to develop these programs. Therefore, the school will be even more significant part of the community.

Parental involvement was also mentioned as a significant effect on children's education. Their participation with the school, with its goals and organizations are important in order to be a good school. Kızılay area is almost a business district, and as the school's principal states, most of the students' parents work nearby. Therefore, due to the location of Mimar Kemal Primary School, parents are engaged easily with their children' education and, in order to visit with teachers and administrators, they are able to come to school on regular basis. One another important point is that the parent involvement will decrease as the schools are located at the outer peripheries of the city, because the possibility of coming to school on regular basis decreases.

4- Teacher Effectiveness

One important factor effecting students' performance was also mentioned as teacher effectiveness. The work and effectiveness of a teacher is influenced by the condition of the school building. In the mentioned researches, teachers have stated that good conditioned schools had a positive influence upon the learning climate. Therefore, with its size design and appearance, proper maintenance and repair, Mimar Kemal Primary School provides an environment in which teacher effectiveness can be at high level.

21st Century Learning Environments

The requirements of 21st century learning environments were listed as transparency, variability and flexibility. These were mentioned as the factors that seem to be the major impacting elements to the demands of the changing school building. With its design and plan scheme, Mimar Kemal Primary School has traditional classrooms that can host limited number of teaching activities. Removing the inner walls, between classrooms, will harm the original plan scheme, and will be far from conservation. However, the school has a large courtyard and the flexible spaces,

flexible classrooms, with moveable furniture and walls can be planned in this area. Therefore, learning outside the classroom will be supported.

5.2. Values

The main purpose of conservation is to be responsible for places of cultural heritage value, their cultural meaning, materials and structures.¹⁸⁷ These places have permanent values that can be admired within itself; teach about those who came before us and the past; allow the context framework for community identity ; allow a measure of comparing the modern worlds achievements, and provide variety and contrast to today's achievements; provide clear evidence of the persistence amongst past present and future. All of these values constitute the cultural significance of a heritage. The preservation of the values is depended on the decisions of necessary conservation interventions, and the first step of the conservation activity starts by assessing the values attributed to a heritage. Within the study of this thesis, before conserving an early Republican building, the values, for their recognition as “heritage”, and meanings comprising significance of the early Republican buildings are put forward.

5.2.1. Value Concept

In any conservation decision process, the key importance is value assessment. It has a very important role in the process of defining conservation principles and decisions; therefore it is a significant activity in the conservation of cultural heritages. There are various studies on heritage values, and in the discipline of heritage conservation, the methodology of value assessment has been a debated issue because values can change in different periods and contexts. Moreover, there are

¹⁸⁷ ICOMOS New Zealand Charter for the Conservation of Places of Cultural Heritage Value Revised 2010., Retrieved April 8, 2014 from http://www.international.icomos.org/charters/ICOMOS_NZ_Charter_2010_FINAL_11_Oct_2010.pdf

diverse and complex values attributed to build heritage, and value typologies differ from each other. This is due to the different approaches of experts and institutions.

Table 12 Summary of heritage value typologies devised by various scholars and organizations. Source: Mason, 2002

Reigl (1902)	Lipe (1984)	Burra Charter (1998)	Frey (1997)	English Heritage (1997)
Age	Economic	Aesthetic	Monetary	Cultural
Historical	Aesthetic	Historic	Option	Educational and academic
Commemorative	Associative-symbolic	Scientific	Existence	Economic
Use	Informational	Social (including spiritual, political, national, other cultural)	Bequest	Resource
Newness			Prestige	Recreational
			Educational	Aesthetic

One of the earliest examples of value assessment was an article by Alois Riegl, an Austrian art historian and aesthetician, in 1902 under the title “Modern Cult of Monuments”. Monuments having values based on both past and present is claimed by Riegl. He distinguishes values two kinds of monuments, which are intentional and unintentional. Then he groups values as commemorative and present day values. A commemorative value, as explained by the author, includes age value, historical value, use value; and present-day values are grouped as use value and newness value.¹⁸⁸

Venice Charter (1963) , which is also known as International Charter for the Conservation and Restoration of Monuments and Site, is another publication that has as much as praise as Riegl’s articles. In the Venice Charter the values are mentioned under restoration section, in articles 9 and 11. Important aspects of monuments are mentioned as aesthetic, historic and archeological values of a monument.¹⁸⁹

¹⁸⁸ Riegl, Aloia. (1996) “The Modern Cult of Monuments: Its Character and Origin” (pp.72-88) translated by Bruckner, K. with Williams, K., *Historical and Philosophical Issues in the Conservation of Cultural Heritage*, Los Angeles. Print

¹⁸⁹ Venice Charter, “The International Charter for the Conservation and Restoration of Monuments and Sites”, 1965, ICOMOS.

In the Nara Document on Authenticity (1994), which is conceived in the spirit of the Venice Charter, topics of cultural diversity, heritage diversity, values and authenticity are examined. Mainly importance to authenticity is given.

English Heritage (1997) defines the values as cultural, educational and academic, economic, resource, recreational and aesthetic. According to Mason, on assessment of values it is one of the most comprehensive and balanced studies because significance is given on how the heritage is used and valued.

Bernard M. Feilden and Jukka Jokilehto (1998), two conservators, specified typology of values in *Management Guidelines for World Heritage Sites*, and divided values into two groups; cultural and contemporary socio-economic. According to them the cultural values include identity value, relative artistic or technical value and rarity value, and the contemporary socio-economic values include economic value, functional value, educational value, social value, and political value.¹⁹⁰

In the research report “Assessing the Values of Cultural Heritage” of the Getty Conservation Institute, Randal I Mason (2002) discusses a wide range of values and divides them into two major categories, sociocultural and economic. The sociocultural values are composed of historical value, with educational/academic value and artistic value as sub-types, cultural symbolic value, social value, spiritual/religious value, and aesthetic value. The economic values, on the other hand, consist of use (market) value, and non-use (non-market) value, with the sub types existence value, option value and bequest value. His value typology includes values that are most often associated with heritage sites and conservation issues, however an assumption such as every type of value is associated with every heritage site isn't made. .¹⁹¹

¹⁹⁰ Feilden and Jokilehto, *Management Guidelines for World Cultural Heritage Sites*, 1998.

¹⁹¹ Mason, Randall. (2002) “Assessing values in conservation planning: methodological issues and choices”(p. 9) *Assessing Values of Cultural Heritage*, ed. M. De la Torre, The Getty Conservation Institute, Los Angeles.

As an example from Turkey, in the publication “Kültürel ve Doğal Değerlerin Korunması” by the Chamber of Architects, Emre Madran and Nimet Özgönül (2005) define value types as; continuity value, historical value, commemorative value, mythological value, artistic and technical value, authenticity value, rarity value, uniqueness value, group value, plurality value, homogeneity value, economic value, functional value, traditional value, educational value, and document values.¹⁹²

The “Quebec Declaration on the Preservation of the Spirit of Place” (2008) by ICOMOS is an example of a more human centered conservation approach. In the publishing the “spirit of place” is analyzed with tangible and intangible elements; it is stated intangible heritage must be considered more critically and that the intangible cultural heritages make a place more meaningful and rich.

In “Approaches for the Conservation of Twentieth-Century Architectural Heritage, Madrid Document 2011” the main factors which form the cultural heritage significance are divided as tangible attributes and intangible values.

“The architectural heritage of this particular century (including all of its components) is a physical record of its time, place and use. Its cultural significance may rest in its tangible attributes, including physical location, design (for example, colour schemes), construction systems and technical equipment, fabric, aesthetic quality and use, and/or in its intangible values, including historic, social, scientific or spiritual associations, or creative genius.”¹⁹³

One another example of value assessment is in the article “New Values of Cultural Heritage and the Need for a New Paradigm Regarding its Care” by Iwona Szmelter (2013). Szmelter considers cultural-historical values and contemporary socio-economic values as two key factors in conservation.

¹⁹² Madran, Emre and Özgönül, Nimet. (2005) *Kültürel ve Doğal Değerlerin Korunması* (pp. 61-75) TMMOB Mimarlar Odası, Ankara.

¹⁹³ Madrid Document, Approaches for the conservation of twentieth-century Architectural Heritage, Madrid, June 2011.

Table 13 Cultural-historical values and contemporary socio-economic values based on current state of knowledge and introducing new terms. Source: (Szmelter, 2013)

CULTURAL-HISTORICAL VALUES	CONTEMPORARY SOCIO-ECONOMIC VALUES
relative artistic value	educational value
aesthetic (visual appeal) and age value	economic value (heritage as source of social well)
historical value, including memorial value (memory of place important for the image of place; human memory)	functional value, use value (in the "Rieglian" sense as document of past human activity – idea and performance; witness of historic events)
identity value (role of cultural heritage in the identity of society, both global and regional)	social value (cognisance, knowingness)
scientific value (heuristics in creative thought, discoveries and new theories)	social access value (as a platform for reflective society)
rarity value, uniqueness	political value, regional value
authenticity value (identity and veracity of the work)	operational value (usefulness of record to its creator or receiver in current operations – also called administrative value)
emotional value (provocation of empathy)	newness value (satisfies the natural human pleasure and curiosity about the new)
integrating value (fostering the reflective capacity of society, innovative participatory approaches)	situational value (influences on evaluations of tourism)
associative/symbolic value (cultural and political, sacral, spiritual value)	financial value "value of value"
creative value (the work of human creative genius – artistic or technical)	potential value for future exploitation and generation of value

In the thesis “An Analysis of the Conservation of the Twentieth Century Architectural Heritage in Turkey: The Case of Ankara” done in 2005 by Nimet Elmas an observation was made about the existing evaluation criteria and systems for registration decisions of the Superior Council of Immovable Old Monuments, Conservation Councils and Ankara Regional Conservation Council of Cultural and Natural Properties .¹⁹⁴ The following values were pointed out as the registration of the twentieth century architectural heritage in Ankara: 1. historical value, 2. document value, 3. architectural value, 4. environmental value, 5. memorial value, 6. symbolic value, 7. aesthetic value, 8. usage value, 9. urban value, 10. rarity value, 11. to be a design of an important architect, 12. to be a design of a world famous

¹⁹⁴ Gayrimenkul Eski Eserler ve Anıtlar Yüksek Kurulu and Ankara Kültür ve Tabiat Varlıklarını Koruma Bölge Kurulu.

architect, 13. to be obtained through an architectural competition, 14. to be pioneer at something, and 15. to be exemplary.

In the end of these discussions, in the thesis “A New Approach for Defining the Conservation Status of Early Republican Architecture Case Study: Primary School Buildings in Izmir”, Nurşen Kul groups under three main headings. These are the physical, socio-cultural and economic values. The physical values compose of; aesthetic, age, architectural, artistic, authenticity, environmental, rarity and technological values. The socio cultural values compose of; associative, cultural, document, education, historical, memory, social and symbolic values.

Regarding all mentioned aspects above, various combinations have been formed in the international documents and many scholars in order to achieve a comprehensive and balanced value assessment. However an assumption such as every type of value is associated with every heritage site isn't made. Most of the values that make up the conservation decision are embraced in these documents and studies by scholars, and when making a conservation plan or management these must be considered. In order to be compatible to the context of Mimar Kemal Primary School, different valuation approaches have been examined. Randall Mason's methodology is a significant one, but due to subject primary school's features and current status, the specification of values in the thesis of Nurşen Kul is in a balanced manner without conflicting them with each other, because physical values are listed separately instead of combining both physical and socio-cultural values under socio-cultural values. As a result, it is thought that assessing the values of Mimar Kemal Primary School can be specified in parallel with the methodology of mainly Nurşen Kul, and Mason. Therefore values of Mimar Kemal Primay School are listed under three main headings; physical values, socio-cultural values and economic values.

5.2.2. Values of Mimar Kemal Primary School

Table 14 Values of Mimar Kemal Primary School

Values of Mimar Kemal Primary School		
Physical Values	Socio-cultural Values	Economic Values
Age value	Historic Value	Use Value
Architectural Value	Social Value	Non-use Value
Technical/Artistic Value	Associative Value	
Aesthetic Value	Memory Value	
Authenticity Value	Symbolic Value	
Rarity Value	Educational Value	
Environmental Value		

-Physical Values

Age Value

Age value is when value is attributed to a building because of its age, being older than some other buildings. Mimar Kemal Primary School both with its main building built in 1927 and its annex building built in 1945 are constructed quite a long time ago when compared to surrounding buildings of the Kızılay neighborhood. It's easy to identify them, especially in the cases of them representing both "first national style" and "second national style".

Architectural Value

Mimar Kemal Primary School represents all the features of the common architectural vocabulary of both 1920s and 1940s, both "first national style" and "second national style". It is a significant example of its style/period. Its main building built by Kemalettin Bey, who is one of the most important architects in architecture history of Turkey, was the largest public building in the area in that period. It was also the only public school building of the newly forming area.

A very important point about Mimar Kemal Primary School is that many of the typological changes and developments in the history of architecture can be seen in it; first of all the building was built in 1925 as a “Foundation Sample School” by Kemalettin Bey – reflecting “first national architectural style” ;Kemalettin Bey’s design approach; modernization of both the city and its citizen; and the ideological role of the new Republic - then in 1945 its annex was built by the Ministry of Public Works – reflects the “second national style”; rapid need of constructing more school; and the changes in architectural style. Following these in 1971-72 school years a gym was built in the courtyard as a 1970 type gym project by the Ministry of Public Works – reflects The Ministry of National Education acknowledgments, which was that the gyms and conference rooms were considered as an inseparable part of the schools. Therefore, when looking at the school changes and developments in the history can be seen in it, which contributes to its architectural value.

In 15.12.1978 decision written by Republic of Turkey Ministry of Culture Head of the Supreme Council of Antiquities and Monuments (T.C Kltr Bakanlıđı Gayrimenkul Eski Eserler ve Anıtlar Yksek Kurulu Bařkanlıđı) to Development Directorate Municipality (Belediye Bařkanlıđı İmar Mdrlđne) it states that In 1978 it was certified as an ancient monument because of being built as a public building in the early years of the Republic. So, it is clear that its “architectural value” is at an undeniable dimension.

Technical /Artistic Value

With the establishment of the new Republic a great construction activity took place, and various new materials and techniques were introduced. Mimar Kemal Primary School reflects the information on the school construction policies, and it is one of these buildings in which construction with new materials and techniques took place. Therefore it is a representative example.

Mason describes artistic value as “value based on an object’s being unique, being the best, being a good example of, being the work of a particular individual and so on..” The main building being a design of Kemalettin Bey and both buildings being a good example of their periods add to the school’s artistic values.

Aesthetic Value

In terms of scale, physical qualities and aesthetic qualities Mimar Kemal Primary School is a significant school building. The building was designed by Kemalettin Bey, who was a very important architect and one of the leaders of first national architectural style.¹⁹⁵ The school building represents the common aesthetic vocabulary of its style; first national architectural style. These are; Physical characteristic of the building was given importance, this consist of the mass and outer appearance of the building; The façade is organized according to the features of the classical architecture, with symmetry in particular; The entrance in the middle is shifted outwards in order to emphasize the symmetry axis; No decorative elements were used in the building, it is simple with no excessive decorative elements and simplified forms; The windows have pointed arches on the ground floor and are rectangular on the upper floors; The front facade of the building was made more attentive than other facades; The building is finished with wide eaves; All facades are edelputz plastered. All of these physical qualities make Mimar Kemal Primary School easily identifiable with aesthetic value. Even though economy and simplicity were given more importance, due to the annex building’s similar proportions and characteristics it can be said that it also has aesthetic value.

Besides these visual qualities of heritage Mason also mentions that “aesthetic value is a strong contributor to a sense of well-being” and continues by stating that aesthetic value is possibly the most individualistic and personal of value types.

¹⁹⁵ Please refer to Chapter 4.2., Brief History of Kemalettin Bey; the architect of Mimar Kemal Primary School, for more information.

Authenticity Value

Authenticity in setting: Even though there have been later additions to the site, such as the annex building, the gym and the corridor/canteen between the two buildings, the original open space- building relation continues because its readable. Information on the original open space-building relation within the lot, and lot-street relations within the settlement can still be obtained.

Authenticity in design: The original design principles still exist to ensure the sustainability of its function. There are some minimal interventions such as; closing the toilets doors on the outside of the building and giving them access from inside; reorganizing the basement in order to include classrooms there; and adding the canteen next to the building to provide a corridor between two buildings. There are some additions inside annex building made with pvc material, which makes it easy to be aware that they were added later to the building.

Authenticity in material: The school gives information on the original material choices. However, the color of the façade has been changed several times.

Authenticity in workmanship: The school doesn't have any decorative elements for elaborative workmanship however, it gives information of levels of labor practice of those periods.

Rarity Value

Out of the only three primary school buildings of first National style, Ismet Paşa Primary School is currently used as a cultural center for the physically disabled. This makes Mimar Kemal Primary School and Gazi and Latife Schools the only primary school buildings built in first national style, and currently in use as their original function. Being the only primary school building of Kemalettin Bey in Ankara, and

also being his last building after Gazi İlk Muallim School, contributes to Mimar Kemal Primary School having rarity value.

There are only three primary school buildings built in second national period.¹⁹⁶ One of them is the annex building, built in 1945, of Mimar Kemal Primary School. Its projects were prepared by the Ministry of Public Works, and like the aim behind building school buildings during that era, it was built to satisfy the urgent need for schools in a plain and cheap fashion. However, as mentioned in the article “Ankara’da Yeni İlkokullar”¹⁹⁷, in 1945, a completely modern style was avoided in the construction of the annex building because of the respect towards the architect of Mimar Kemal Primary School, Kemalettin Bey. Therefore, It was built using the same proportions of architect Kemalettin’s school building, and using the day’s architectural conditions. This is a rare occurrence of a building type.

Environmental (Group) Value

Originally the main building was built by itself on the site, currently the original building-open space relation is lost. However, when taking all of components of Mimar Kemal Primary School; the main building and its annex are well combined together. Only the gym isn’t correlated well, however they all have a coherence because of their use, similarities in appearance and materials.

- Socio-cultural Values

Historical Value

The school building has relations to the events that took place in the Republican history, which makes it have historical value. The school building is a physical

¹⁹⁶ For further information see Chapter 2.1.1.

¹⁹⁷ “New Primary Schools in Ankara” *Arkitekt* 09-10 (165-166) (1945): 193-194. Mimarlar Odası Arkitekt Veritabanı. Retrieved May 15, 2014, from <http://dergi.mo.org.tr/dergiler/2/142/sayi142.pdf>

evidence of the transformation of the Republic, its educational policies, change in architectural styles all contribute to its historical value.

Social Value

As Mason states, social connections and networks and other relations are enabled and facilitated by social values of heritage. The relations don't have to be related to central historic values. Using of a site for social gatherings, which are not necessarily capitalize on the historic values of the site, but instead on the shared-space qualities, the public space. The size of the social groups doesn't matter; it can include special interest groups, ethnic groups, families or neighborhood groups.

For years the general assembly of the Union of Chambers of Turkish Engineers and Chambers of Architects are made in the school building. On the weekends or hours when the school classes are over, the school is also used by private teaching institution for making exams. Besides these the gym is also used for some social gatherings, for example it has been used by Folk Dance Group (Hoy-Tur) for dance practices.¹⁹⁸

Associative Value

First of all the school is associative with its architect Kemalettin Bey, which by itself is a very important significance. When the school was first built, Yenişehir was a newly developing area where upper-middle income groups lived. It started to become a prestigious area, and continued for a long time. Mimar Kemal Primary School was the only school in the area therefore it's an establish school with notable alumni. It has been a school from the day it has built, in 1927, and still continues to be a school building. One of the most important one is Bülent Ecevit. According to Bülent Ecevit Mimar Kemal Primary School was "the kitchen of Revolution". The children of the bureaucrats, writers, artists of the Revolution years were educated in that school, and

¹⁹⁸ Information was obtained from the school principle.

like Can Dündar states; they have been cooked in the Republics education fire. Other notable alumni includes; Can Dündar, Çetin Altan, Hasan Cemal, Altan Öymen, Orhan Pamuk, Murat Karayağın, Seçil Heper, Ali Coşkun, Güldal Akşit, Vecihi Timurođlu, Ahmet Oktay and Şevket Pamuk, which are only a few of them.

Memory (Emotional, Commemorative) Value

Perhaps most important of all these features, Mimar Kemal Primary School's being an integral part of the city's and country's collective memory. For 87 years its graduates are all over the country and it's not being restricted with Ankara shows it being a genuine common heritage. Conserving and assessing the values of this heritage will show a respect towards thousands of people integrated with this building. Having a social attribute memory value keeps the ties with the past alive, it has the human element at its focal point and helps to remember the lives of a person in a certain time.

Symbolic (Identity, Representative) / Cultural Value

Mimar Kemal Primary School represents the spatial strategies of the newly found Republic, which was to implement a modernity project throughout the country, to assure its operation and spread these intuitional services. It has an ideological role, representing the new Regime against the Dynasty, and the educational policies that shaped in line in order to adopt the ideals. It was also symbolizing modern civilians and the ideals of the Kemalist revolution, and thus the social fabrics transformation.

The location of Mimar Kemal Primary School is also important. It was the biggest public building built in Yenişehir area, which was a newly developing part of the city, and because of this it provided the building to be seen very easily, and by more people. It was embedded in the visual memory of the people. Its location being in Yenişehir also represents the changes in the city's formation. It is physically symbolic and still continues to be a symbol.

One of the main planning issues of Mimar Kemal Primary School and schools of that era was that, due to health guidelines, the toilets masses were designed in the garden, and the school buildings had only classrooms, instructors' rooms and corridors. This is an evidence of the design style of its period.

Document (Research, Academic, Scientific) Value

Mimar Kemalettin Primary School has documentation value due to being a tangible evidence of the educational policies, that came with the new Republic, the policies and ideas behind building production, and also it is an evidence on the transformation of the social and cultural fabric.

Many of the typological changes and developments in the history of architecture, as well as the different design approaches of three periods can be seen in it; first of all the building was built in 1925 as a "Foundation Sample School" by Kemalettin Bey – gives information about "first national architectural style" ;Kemalettin Bey's design approach; Kemalettin Bey's prototype school buildings; information about the Foundations; by being a "sample" school it also gives information that there are similar schools; modernization of both the city and its citizen; and the ideological role of the new Republic - then in 1945 its annex was built by the Ministry of Public Works – gives information about the "second national style"; design approaches of Ministry of Public Works; rapid need of constructing more school; and the changes in architectural style. Following these in 1971-72 school years a gym was built in the courtyard as a 1970 type gym project by the Ministry of Public Works – gives information about "type projects"; the Ministry of National Education acknowledgments, which was that the gyms and conference rooms were considered as an inseparable part of the schools. All of the information mentioned are given through the school building thus, it has document value.

Educational (Knowledge, Information) Value

Mimar Kemal Primary Schools is informing about the developments in the past eras, it is a physical evidence of the “modernity project” of the new Republic, as well as the new policies of building production, and the transformation of the social and cultural fabric through these spatial strategies. All of the efforts of the new Regime and its aims can be passed through generations from the school building. Also, as mentioned in the architecture value, changes and developments in the history of architecture can be seen in the school building; with its main building, annex building, gym.

- Economic Values

Economic values are related to the economic potential and usage of the heritages. An important aspect of economic values is land cost. The school buildings are subject to demolition because of their valuable lands in the centers. According to Mason, economic valuing is “one of the most powerful ways in which society identifies, assesses, and decides on the relative value of things.”¹⁹⁹ These values are measured by economic analysis, and they relate to the monetary income of cultural property. These values are divided into two categories, use value (market value) and non-use value (non-market value).

Use (Market) Value

These are values that are more easily assigned with price. According to Mason, use values refer to the goods and services that flow from it that are tradable and priceable in existing market. It equals to the monetary worth of cultural property that can be tradable and priceable.

¹⁹⁹ Mason, Randall. (2002) “Assessing values in conservation planning: methodological issues and choices”(p. 12) *Assessing Values of Cultural Heritage*, ed. M. De la Torre, The Getty Conservation Institute, Los Angeles.

The school has use value due to being the utilization of a land in the form of building groups. Being a property that is still in use also adds to its economic value since labor is saved, as well as investment and time in the construction of a new building. Even without the value of the buildings, the value of the land is very high due to being in the city center, being easily accessed from various districts of Ankara.

Non-use (Non-market) Value

Non-use values are difficult to express in terms of price since they are not traded in or captured by markets. These values are specified, and divided into three closely relative values:

Existence Value: Mimar Kemal Primary School has existence value because it is still in use with its original function, and it also has continuity value due to its existence in urban and social life.

Option Value: can be described as: a person/someone valuing the option to visit a heritage place, although they may not have immediate plans to visit it. In this case the school also has option value, it can be by anyone, possible by its alumni, and by the people who wants to keep it in their memory.

Bequest Value: Is the value of satisfaction from preserving cultural heritage for future generations. In parallel to this Mimar Kemal Primary School should be transferred to the future generations by conserving social, cultural and economic values.

5.3. Problems

Mimar Kemal Primary School is located at a significant part of Ankara, it is in the center of Ankara, with its social, cultural and symbolic values. According to literature review Kizilay, or Yenisehir, area was a newly developing area, when the

school was first built, where upper-middle income groups lived. During the 1960s and 1970s, with its restaurants, bars, shops, offices and residential and apartment buildings it was a prestigious area. Also, Yüksel Street was a genuine green road.²⁰⁰

However, Kizilay changed from a garden city into a rapidly growing capital. Due to this rapid transformation, currently Kizilay is losing its function as a residential area, and it is also losing its image as a beloved center of the city. Today, it is an area where it is overcrowded during daytime, with its traffic jam, central business district, commerce, service and social reinforcement areas, and empty and isolated at night.

Yüksel Street also lost its characteristics as a green road. The authentic relation between open and built up spaces is not conserved. In 1980 it was incorporated into a pedestrianization project, so the quality of the urban space has risen. In terms of aesthetic appearance and quality, some deficiencies exist. These consist of the garden with different elements, fences, landscaping materials etc on the street. These different uses of materials, different garden uses and also, existence of parked cars form a disordered environment. After school hours, the courtyard of the school is also used for car parking, which is another problem because instead of car parking it can be an area used by students or community for different purposes. The area is also, lacking parks and squares.

Kizilay building, which has replaced the Kizilay square, made the square lose its identity and memory. This was also seen in Güvenpark, because the park has been replaced to circulation and parking areas. Because of this the historic and symbolic meaning of the area cannot be determined. Even though Kizilay houses these conditions, it is still used for gathering purposes for citizens, public activities, and it is an important part of the city. Its current conditions show that its importance and role of urban public space has not been properly considered by decision makers.

²⁰⁰ Please refer to Chapter 4.1.1., Location of Mimar Kemal Primary School: Ankara and Kızılây Area, for more information.

One another problem is that the land values increased in the recent years, so the building is under pressure for the possible different use of the area.

Since the school is in use there are no such problems like material decay or deteriorations. Structural problems are also not seen in the building. The original masses, plan schemes, façade organization and architectural elements remain. There are some additions, such as the sports room, and secretary room, but its easy to tell that they are additions due to their material. The school has not lost its original identity. The corridor / canteen, connecting the two blocks, was added later to the site, which can prevent the perception of the school.

It covers a large area with a large courtyard, which makes its land value higher owing to the economic interests.

-Legal and Economic Problems

The legal and economic problems of the school are like a chain. In 2009 the Ministry of National Education released a regulation about education campuses, following that a change in the education system occurred, which came into force on April 11, 2012, and after this, on November 30, 2012 the Ministry of National Education announced the education campus competitions. These are all factors affecting the school building.²⁰¹

The new education system changed the compulsory education of eight years to twelve years staged education. It was changed from the 1+8+4 to 4+4+4. This means that elementary, middle and high schools can be formed together or independent from each other. This brings a big threat toward educational buildings located in city centers, and in areas where rent is high.

²⁰¹ Please refer to Chapter 2.2.1., Education Campus Projects by the Ministry of National Education, for more information.

The campus projects, said to be mainly due to the lacking number of classrooms because of the new education system, is a threat towards the school building because, as mentioned in 2.2.1, moving of the schools that are in the city center to outer peripheries of the city is subject.

There are too many existing school buildings that have been converted into *imam hatip* schools²⁰², that are being demolished, turned into mosques or either face plans regarding their move. Behind these lie the education campus projects. Within the framework of the current urban policy it is obvious that the schools and areas in the city that will be emptied could easily be abused, and the school buildings being emptied creates many opportunities. It brings a potential of turning the schools into something else. Being prepared in a year, having a five month competition period and rapid assessment process shows that the subject is not education based, it is an approval of the urban policies and using architectural environment as a tool in order to legitimize this process. The urban policies are based on rent, and the use value of the school buildings isn't taken into consideration, as it should be.

Precaution to problems regarding the moving of schools, and emptied school buildings should be taken, and the happenings of their precedents should be prevented.

5.4. Potentials

The school houses lots of potentials with regard to its interior, exterior qualities and location. Its environmental features, in terms of connecting to the city, are very important. In addition to its spatial and architectural quality the school also has the advantages of being located in a commercially and socially rich environment. Being

²⁰² Religious schools.

close to the community creates a rich potential for the school, since the community and school relations can increase, which is a positive effect in student learning.²⁰³

It is close to vehicular traffic and to important public transportation hubs such as the metro and public bus. The school has a large courtyard. However, the area is in need of more green areas.

Currently, the area, Kizilay, lacks certain features that are needed to ensure quality of living for residents. The changing of Kizilay from a mixed used city center, with housing, nearby parks, schools, offices and shops, to a commercial district of Ankara has slowly driven its inhabitants out of the quarter. However, re-introducing residential living to Kizilay could add a great potential back to the area. In order to recover the old “garden city”, and give back the quality of life provided by it, a new green layer could be added to the area. A new green public space could be possible through the courtyards, and the run-down backyards of the quarter. By this way, a green living space in Kizilay could be created again, it will offer a more attractive residential environment and also will continue being the shopping district with quiet green public space. Also, vertical gardens, consisting with a new layer of gallerias, staircases, private gardens, patios and balconies, could offer a relaxed atmosphere for residents and also visitors.

Due to being in use, the school is structurally in good condition, providing strong use potential. Circulation areas of the school and stairs are large enough to provide circulation for a large group of users. A potential for various purposes is provided through the spatial readability in the school, in terms of dimensions, lighting and height. The organization of various buildings in one site as a school is a potential it should be conserved. When the school was first built it was an empty area, the school developed with its environment. The main block was built in first national period and its annex in second national period. It is one of the oldest school buildings in Ankara,

²⁰³ Please refer to Chapter 2.3.1., Effect of Building Components on Educational Success, for more information.

composed of an annex and a gym. The school building is the only primary school of Kemalletin Bey in Ankara, and it is a potential in the city, which has lost its identity.

It is the symbol of the Republic, symbol of modernization and most of all education. It has been a school building for 87 years. The school provides all components needed for a school building, and for effective learning. In order to answer 21st century School's need, which consists of mainly flexible areas, the courtyard is a great potential.²⁰⁴ The courtyard of the school is large, providing high amount of potential for different uses in there. It has been a school building since today, and still continues to be school building. With its spatial suitability, plan scheme and elements, in case of needing to change the use of school building in the future, it also provides a potential for other uses.

5.5. Summary and Evaluation

In conclusion when making an evaluation based today's educational needs, the factors effecting educational success was divided into four headings; building conditions, classroom conditions, community and family factors and teachers.

In terms of building condition; with its smaller learning environments, building size, number of students and school age, Mimar Kemal Primay School answers the required needs for effective learning. In terms of classroom condition; with its appropriately sized classrooms, and indoor environmental quality; such as its thermal, acoustic, lighting and color properties; the school building is still answering today's educational needs. In terms of community factors; with its setting at the heart of Kizilay, the school building is at a significant part of the community. The involvement of parents is also easy due to its central location, most parent work nearby, therefore it's easy for them to engage with their children' education and, in order to visit with teachers and administrators, they are able to come to school on regular basis. In means of transportation to school, most of the students use school

²⁰⁴ Please refer to Chapter 2.3.2., Twenty First Century Learning Environments, for more information.

busses. It was mentioned that the less students depend on busses or public transportation the better they performed on tasks. Even though the students use busses, there are residential areas not that far away from the school building, therefore the time they spent on the bus is not as much as the planned time that will be spent on the educational campus projects. Also, in terms of teacher effectiveness; the school building has an environment in which teacher effectiveness can be at high level. Also, the requirements of 21st century learning environments can be answered with the large courtyard of the school building, in which flexible spaces can be planned in this area.

Therefore, with the above mentioned evaluations, it is seen that; Mimar Kemal Primary School is a building that has the same function for 87 years, and as of the first year it has been built, the building still answers the needs of today's requirements for its function. This is by itself a very significant value that has been added to the building. It not only has an existence value, due to being still in use with its original function and continuity value, due to its existence on urban and social life, but it also has a **sustainability of answering functional requirements of contemporary needs** value.

The values of the school building are divided into three groups; physical values, socio cultural values and economic values. When comparing to its surrounding buildings the school building is built quite a long time ago, so it has age value. Due to being built as a public building in the early years of the Republic, the main block was registered by Republic of Turkey Ministry of Culture Head of the Supreme Council of Antiquities and Monuments. The school represents all the features of the common architectural vocabulary of both 1920s and 1940s, both "first national style" and "second national style", therefore the school has architectural value. It was constructed with the new materials and techniques of its time, which makes it a representative example. So, it has technical value. In addition to this, the main building being a design of Kemalettin Bey and both buildings being a good example of their periods add to the school's artistic values. Representing the common

aesthetic vocabulary of its style, first national architectural style, the school has aesthetic value. Due to the similar proportions and characteristics of the annex building, it can be said that it also has aesthetic value. In terms of authenticity, with in setting, design, material and workmanship, the school building has authenticity value. Besides Gazi and Latife Schools, Mimar Kemal Primary School Schools the only primary school buildings built in first national style, and currently in use with its original function. It is also the only primary school building of Kemalettin Bey in Ankara. Therefore, it has rarity value. Its annex also contributes to the schools rarity value. In order to respect Kemalettin Bey's design, the annex was built using the same proportions of architect Kemalettin's school building, and using the day's architectural conditions. This is a rare occurrence of a building type. Even though, the original building-open space relation is lost, the main building and its annex are well combined together. The main building, annex and gym, all have coherence because of their use, similarities in appearance and materials. So, it has an environmental (group) value. Due to having relations with the events that took place in the Republican history, which makes it have historical value. Its historical value is also contributed by it being a physical evidence of the transformation of the Republic, its educational policies, change in architectural styles. Social connections and networks and other relations are enabled and facilitated with the school therefore it has social value. The school has associative value most importantly due to being associative with its architect, Kemalettin Bey. Being an old and prestigious school at its time, it also has notable alumni, which adds to its associative value. It has been an integral part of the city's and country's collective memory, so it has memory (emotional, commemorative) value. The school building represents the spatial strategies of the newly found Republic, it has an ideological role, representing the new Regime against the Dynasty, and the educational policies that shaped in line in order to adopt the ideals, therefore it has symbolic (identity, representative) / cultural value. It also represents the changes in the city's formation by being in Yenisehir. So, it's physically symbolic as well. Being a tangible evidence of the educational policies, that came with the new Republic, the policies and ideas behind building production, it has documentation value. It is also evident of the transformation of the social and

cultural fabric, which contributes to its document value. The school building has educational (knowledge, information) value because it is informing about the developments in the past eras. Being the utilization of a land in the form of building groups, and being a property that is still in use also adds to its economic value since labor is saved, as well as investment and time in the construction of a new building, the school has use (market) value. The value of its land, by itself, adds to its use value. Having existence value, option value and bequest value, the school building also has non-use (non-market) value.

Besides these values, as mentioned above, the school has a significant value due to the sustainability of answering its functional requirements of contemporary needs. With all of these values, Mimar Kemal Primary School is a cultural heritage, and worth to be preserved.

The problems of the school building are mainly location, legal and economic based. The location of the school building, Kızılay area, has been changed from a garden city into a rapidly growing capital, and due to this transformation Kızılay has been losing its function as a residential area and becoming a central business district. Yüksel Street, as well as Kızılay square, has also lost their identity and memory as green areas. Therefore, the symbolic and historic meaning of the area cannot be determined. Although these changes, Kızılay is still used for gathering purposes by citizens and the area is an important part of the city. It is clear that the decision makers have not properly considered its importance and role of urban public space.

One another problem is that due to the increase in land values, with its large courtyard and area, the school is owing to the economic interest and it is under pressure for possible different uses. The legal problems are part of this economical problems. With the education campus projects, and moving the city schools to outer peripheries of the city, a big threat toward educational buildings is created, they could easily be abused. The problem is that rent is what the urban policies are based on, and the use value of the school buildings isn't taken into consideration.

With its interior, exterior qualities and also location, the school houses much potential. First and most importantly it is a potential inside the city which has lost its identity. As mentioned above, it provides all components needed for a school building, and for effective learning. It is the symbol of the Republic, modernization and education. The school must be preserved in order for the continuation of the urban identity. Conservation of these values for the next generations is the most significant revelation that Mimar Kemal Primary School carries early Republican period to present. It is one of the most important early Republican period heritages, which needs to be preserved in Turkey.

CHAPTER 6

CONSERVATION PRINCIPLES FOR MIMAR KEMAL PRIMARY SCHOOL

Mimar Kemal Primary School, which is one of the most significant examples of early Republican period school buildings and located in Kizilay having social, cultural, ideological and symbolic significances for the capital city, Ankara, should be conserved and pass on to the next generations. The building not only represents the ideologies of the Republic, it also carries symbolic representing of the modernization project, by both modernizing the citizens with education, and being an example of the transformation from the architectural style of Eastern oriented habits to Western ones. It was representing the ‘new’ with its location, size, and use of new materials and construction techniques. Being one of Mimar Kemalletin Bey’s educational buildings, it holds a significant place.

Today, the school building, with its annex and multi-purpose hall, still continues to answer the educational needs of the city and continues its original function. Due to its use, it’s still in good condition. It is a school building that affects Ankara’s history and people’s life. The school building has been in its location for 87 years and not only for its alumni, but it also provides a sense of identity for the people living in the city. It is a potential inside the city, which has lost its identity. Thus, its sustainable memory is substantially valuable, and its continuity should be provided.

The database of the conservation principles are its evaluation according to today’s educational needs, values, problems and potentials that are mentioned in the previous chapter. The main aim in the conservation process should be to conserving the existing tangible and intangible values, authenticity and integrity of the building and cultural significance. Most importantly, the school building should be conserved with its original function as a school building. If absolutely necessary, the new function

should be carefully decided considering its significance of place. The school building has been in its location with the same function for 87 years, and most importantly, as of the first year it has been built, the building still answers the needs of today's requirements for its function. It answers the needs of contemporary education. This is a very significant value that has been added to the building. It provides a sustainability of answering functional requirements of contemporary needs. Also, school building provides a sense of identity and continuity in the rapidly changing city. If the uniqueness of a townscape, which is one of a cultural value, vanishes, its replacement will not be the same. Therefore, in order to provide continuity, the new function must be education related.

The principles are listed under three headings;

1. Public Interest and Participation
2. Significance of Place
3. Restoration / Intervention Principles

Principle 1: Public Interest and Participation

- For providing background of the conservation process of Mimar Kemal Primary School, the public interest and awareness holds an important place. Its cultural significance might not be apparent to all people, therefore it should be presented.
- Presentation of the school building is essential after the conservation process due to enhancing the larger communities and public's appreciation and understanding of the school.
- The setting of Mimar Kemal Primary School is very convenient in terms of connecting with the community. As mentioned previously by making meeting rooms and performance spaces available to general public, sharing the

schools space with the community, are ways of connecting with the community.

- After class hours and also during summer, when the school building is no longer used by students and teachers, the spaces could be used for other functions that involve the neighborhood, community and citizens. Within the school facility, senior centers could be developed, which will bring the students to much older generations, which is proven to have a positive impact for both children and seniors.
- The schools courtyard is used for auto parking after class hours. This could change, and the above mentioned functions could be integrated in the courtyard. Flexible areas could be designed in the courtyard for both class hours, and for after school hour uses.

Principle 2: Significance of Place

- Mimar Kemal Primary School contributes in protecting the identity of values of its place. It is a document of the past and also an important source of history. It provides a sense of identity in Ankara. Therefore, in order to provide its significance for past, present and future generations, its values should be preserved.
- Its significance is embodied in its physical body; in its location, Kizilay, in its use as a school building, in its alumni, students and public associated with it, in events that have taken place in the school. Therefore, all of its aspects must be preserved in order to provide its continuity.

Principle 3: Restoration / Intervention Principles

- First of all, the A block was registered as an ancient monument to be protected by the Turkish Republic Ministry of Culture, Supreme Council of Antiquities and Cultural Heritage Property in 1978. However, the B block is still unregistered. Therefore, due to the schools integrity and values, the B block should also be registered.
- The most important conservation principle is preserving every single material with its own originality. This also includes the site of the school. Therefore, the boundaries of its site, plan schemes of the school, façade organizations, materials and technical details should all be conserved.
- The school preserved its authentic site, plan scheme and function until present. Original space organizations of the school should be preserved. The original furniture doesn't exist, however its architectural elements, such as doors, windows should be preserved.
- Since the school is in use, it is in good condition; its continuity should be provided.
- The addition between two blocks, which is currently the canteen, can be preserved. It also reflects a phase. It should not be destroyed just to restore the school building to a single time period.
- In the additions in B block, the sports room should be removed. It creates a blur between the old and new, and also harms the original plan shame.
- Since the old and new is distinguishable in the secretary room, photocopy room and sports rooms, and since they answer the current spatial needs, they don't need to be removed.

- If additions are done, they should be distinguishable from the original.
- As mentioned previously, the most important aim of conserving Mimar Kemal Primary School is conserving it with its original function. Before any conservation decisions, the schools' answering today's educational needs should be in mind. It is a building that has the same function for 87 years, and as of the first year it has been built, the building still answers the needs of today's requirements for its function. As stated previously; besides its values, it also has a sustainability of answering functional requirements of contemporary needs value. The only obstacle is, due to the schools original plan scheme, the flexible areas needed for the 21st century's education system might not be answered. However, its large courtyard is a potential for additional flexible areas. The school's function, if it is absolutely necessary to change, must be education related.

As a conclusion, from the infrastructure of the conservation principles for Mimar Kemal Primary School, in the following the early Republican primary schools are covered in general. The threats, such as urban transformation, rapid development, education campus projects, that are valid for the case study are also valid for the early Republican primary school buildings in general. These schools contribute in protecting the identity of values of their place. They are the documents of the past and important source of historical materials. Therefore, it is important to conserve and preserve early Republican school buildings because they provide a sense of identity and continuity in the rapidly changing world. If the uniqueness of a townscape, which is one of a cultural value, vanishes, its replacement will not be the same.

Therefore, series of principles for possible conservation studies on early Republican period primary schools are put forward.

The principles are listed under four headings;

1. Public Interest and Participation
2. Significance of Place
3. Authenticity
4. Restoration / Intervention Principles

Principle 1: Public Interest and Participation

- In order to provide the essential background for both conservation process and presentation process, public awareness on early Republican school buildings holds a high level of importance. This is done through getting organized, which means making plans, recruiting volunteers, building partnership with local government, in short integrating heritage activities within the context of the larger community.
- Many schools' cultural significance is not readily apparent, so it should be explained by interpretation. Interpretation means all the ways of presenting the cultural significance of a place. Therefore, it should be considered a fundamental part of conservation process and should be incorporated to projects developed for the schools, such as planning, financing and management of projects.
- After the conservation process presentation of the schools is an essential component, in order to enhance public appreciation and understanding of the school buildings.

Principle 2: Significance of Place

- Significance of place is very important for conservation of early Republican primary school buildings. In relation to the significance of the place, the impact of the setting, surrounding development and use should also be

considered. As mentioned in the Burra Charter, the cultural significance of a place for past, present or future generations can be provided by preserving the values of the school, such as aesthetic, historic, scientific, social or spiritual value.

- The significances of schools are embodied in them, in their fabric, setting, use, associations, meanings, records, related places and objects. Thus, all of its aspects should be found and must be preserved and restored.

Principle 3: Authenticity

- In order to provide sustainability of all original architectural elements, furniture and equipment, all factors affecting these should be identified and removed in conservation process. This will keep the authenticity of the school buildings.
- Original space organizations of the schools should be preserved, if existing, all original furniture should be preserved as well. In order to keep the school' original plan additional partition walls should be removed. Additions that are built with compatible materials, and that doesn't harm the original circulation organization can be kept in the schools.

Principle 4: Restoration / Intervention Principles

- First of all, the regular maintenance of schools should be made. Future restoration may not be necessary with continuous care. Schools that are physically in bad and critical conditions should be repaired and restored immediately.
- The school buildings that are unused should be reintegrated to the city.

- The locations of the schools that are built in the early Republican period are usually significant because they represent the location selection criteria of their period. Therefore, they have high potentialities that should be taken into consideration during the planning process of conservation.
- Their original fabric should be respected, and repairing of these should be done with similar materials. Without altering its integrity, repairing should be done to return the resource to its prior condition and historic material should be saved at all costs. Even if the school buildings are decided to be re-functioned, the original furniture and equipment should be inserted to the new function with keeping in their original places.
- The historic materials of the schools should be respected. Except, where absolutely necessary, repairing /conserving rather than replacing building materials and finishes should be done. This also includes the original doors and windows. The historical content of the resources in the schools are maintained with minimal interventions. Repairs should be done with extreme care and using compatible materials. Repairs should ideally be reversible. If they are not reversible they shouldn't destroy the historic material.
- The schools' histories should be respected. Later additions to the site or the school buildings should not be destroyed just to restore to a single time period.
- Additions that are done to the courtyards should be analyzed and taken into consideration with their authenticity, artistic /technical value and age value.
- The documentary evidences of the schools should be respected. Restoration should not base on conjecture. Conservation should be based on historic documentation, such as drawings, physical evidence or historic photographs.

Before, during and after conservation works, comprehensive site documentation is essential.

- The restoration works should be reversible. Alterations that will be done to the school buildings should be able to be returned to original conditions when there is a need to do so.
- The new work should be legible and distinguishable from the old. New additions should not blur the distinction between old and new, buildings should be recognized as products of their own time.
- The most important aim of the conservation process should be to keep the schools with their original function. They reflect a significant part of social, political, economic and cultural development of the Early Republican Period. Educational buildings are responsible for implementing Republican ideologies, as well as creating new citizens of the new regime. Conservation of early Republican school buildings in all its variety is the only way of understanding the modernization process. Therefore, before any decisions about them, the schools should be evaluated firstly according to today's educational needs.²⁰⁵ In order to answer 21st century School's need, which consists of mainly flexible areas, if possible the courtyards of the schools could be used. Solutions regarding their needs in order to answer today's requirements should be considered thoughtfully. If change in the function of school buildings is absolutely necessary, it should be carefully decided considering significance of place. The new function must be education related.

²⁰⁵ These are mentioned in chapter 2.3.

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APPENDIX A

DEVELOPMENT OF OFFICIAL SCHOOLS BETWEEN 1926-1972

In the book *Cumhuriyetin 50. Yılında Ankara 1973 il Yıllığı*²⁰⁶, it is stated that in 1926 there were in total of 94 primary schools in Ankara, and during the years 1949-1950 it increased to 631.

RESMİ İLKOKULLARIN 1926 - 1972 YILLARI ARASINDAKİ GELİŞİMİ
(TABLO : 59)

Yıllar	OKUL SAYISI					ÖĞRETMEN SAYISI			Öğrenci Sayısı		
	Toplam	Şehir	Öğretmenli	Öğretmenli Eğitim	Eğitim	Toplam	Erkek	Kız	Toplam	Erkek	Kız
1926 - 27	94	—	—	—	—	219	165	54	7.822	6.202	1.620
1934 - 35	200	37	163	—	—	519	323	196	22.362	13.986	8.376
1939 - 40	495	34	138	—	323	843	580	263	36.961	23.155	13.806
1944 - 45	503	45	149	—	309	1.029	622	407	49.523	29.719	20.804
1949 - 50	631	55	287	49	240	1.347	786	561	64.635	37.845	26.790
1954 - 55	688	82	463	49	94	1.848	988	860	87.013	52.223	34.790
1959 - 60	755	103	556	48	48	2.762	1.519	1.243	124.422	73.523	50.899
1964 - 65	1.230	147	1.083	—	—	4.779	2.900	1.879	204.925	115.510	89.415
1969 - 70	1.335	222	1.124	—	—	7.067	3.842	3.225	279.712	150.573	129.139
1970 - 71	1.422	253	168	—	9	8.337	4.044	4.293	300.970	158.992	141.978

Figure 47 Development of official primary schools between the years of 1926-1972

RESMİ ORTAOKULLARIN 1926 - 1972 YILLARI ARASINDAKİ GELİŞİMİ
(TABLO : 63)

Yıllar	Sayısı Okul	ÖĞRENCİ DURUMU			DİPLOMA ALANLARIN SAYISI			ÖĞRETMEN DURUMU		
		Toplam	Erkek	Kız	Toplam	Erkek	Kız	Toplam	Erkek	Kız
1926 - 27	2	441	293	148	71	51	20	25	17	8
1934 - 35	4	2.024	1.521	503	380	301	79	24	20	4
1939 - 40	7	5.097	3.169	1.928	841	557	284	239	104	135
1944 - 45	9	4.655	2.707	1.948	1.036	630	406	310	107	203
1949 - 50	15	5.548	3.357	2.191	1.104	659	445	295	82	213
1954 - 55	25	9.381	5.950	3.431	1.865	1.163	702	424	150	274
1959 - 60	33	20.881	13.727	7.154	3.652	2.338	1.314	793	410	383
1964 - 65	48	32.828	21.618	11.210	6.986	4.454	2.532	1.401	756	645
1969 - 70	99	65.966	44.327	21.639	13.512	8.939	4.573	2.429	1.346	1.083
1971 - 72	113	83.536	57.062	26.474	—	—	—	2.498	1.257	1.241

Figure 48 Development of official middle schools between the years of 1926-1972

²⁰⁶ Ankara at the 50th Anniversary of the Republic, provincial yearbook 1973, published by the Governorship of Ankara.

APPENDIX B

SUMMARY OF “EĞİTİM YAPILARI ASGARİ TASARIM STANDARTLARI 2013 YILI KILAVUZ”

A summary of some parts of the manual, in the same order, that are related with the thesis are made below:

Some of the criteria listed in this manual are:

- a. Location selection criteria,
- b. General design criteria,
- c. General principles, spatial standards and location fictions,
- d. Open area regulations and landscape standards.

a. Location selection criteria are listed as:

- Close proximity to residential units,
- Effecting less by traffic density,
- Comfortable accessible to places, also with public transportation,
- To be away from noise sources such as airport, railway, highway, factory, (Measured sound levels should not be higher than 95 decibels)
- To be away from the negative environmental factors (trash, dust, poor lighting, etc..)
- To be in or near an area with high development potential,
- Planned infrastructure, such as electricity, gas, water and sewerage,
- Proximity to areas with population density.

b. General design criteria

Intensively used spaces, such as classrooms, play areas, footpaths and ceremonial area, should be designed in the southern direction. The green areas, with right kind of trees, and parking lots should be designed in north and southeast direction.

c. General principles, spatial standards and location fictions

c.1. Architectural design and general principles

In educational buildings the height of the buildings should not be higher than:
basement + ground + 1st floor in preschools,
basement + ground + 2 floor primary schools
basement + ground + 3 floors and high schools

The floor height should be min. $h = 3.50$ m in basement floor and min. $h = 3.00$ m in ground and normal floor. They should have a full basement instead of a partial

basement. The preschools designed inside primary schools should have their separate entrance and have an independent playground. Preschool education spaces on the ground floor should be placed at a different hallway. First classes in primary schools should be on ground floor, second classes should be on first floor. On the entrance halls there should be cloakroom areas where the families help to prepare their children. If possible the basement floors should not be designed to have spaces used by students except for gym and locker rooms.

c.2.Spatial standards

c.2.1 Administrative spaces

- Inside the administrative spaces; principal and assistant principal room, staff room, teachers and coterie of the teachers' room, archive and file room, counseling service room, parent meeting room, school council room, infirmary and wet spaces for administrative personnel should be located.
- **Principles room** should be especially placed in a position where it is easy to see the school entrance and also monitor student activities.
- **Assistant principal's room** should be placed on different floors in order to be in control.
- **Teachers and coterie teachers' room** should be placed at a location that makes observing and be in touch with the students easily.
- In the **teacher's room**, a meeting table, teachers' cabinets, recreational groups and a small kitchen niche should be available.
- **Counseling service** should be preferably near to parents' waiting room, and a location that is easily accessible by students. It should be separated as group study room and individual meeting room. Each room should have cupboard and working tables.
- **Parents meeting room** should be near the waiting space. A meeting table should be available in this room, which is designed in a way that shows inside the room.
- **Student council room** should be on the ground floor and near the administrative spaces. It should also have a meeting table.

c.2.2. Preschool / kindergarten classroom

- Preschool / kindergarten activities and game rooms should have a direct exit to playground.
- Under the monitor of the teachers, activities rooms for playing games and rooms for rest and sleep should be found. The per capita area of sleeping rooms should be 1.50 m².
- Classrooms should be at least for 20 students, at most for 25 students. The per capita area in classrooms and activity rooms should be 2.4 m².
- Different sections in classes should be separated by different flooring materials, elevation differences, furniture, etc.

c.2.3. Education building classrooms

- Classrooms should be planned according to have a capacity of 30 students. If necessary it should allow having 34 students.
- Excluding the storage area, the per capita area for primary schools should be 1.60m² and for middle and high schools it should be 1.90m².

c.2.4. Music classroom

- A storage space associated with the classroom should be designed. Storages should be solved with shelves and cupboards.
- The per capita area in music classrooms, except the storage, should be 1.90 m².
- The ceiling height should be at least 2.50 m.

c.2.5. Art classrooms

- The classroom should allow for different seating arrangements. A storage space will be organized in liaison with shelves, lockers, art classrooms.
- The per capita area in art classrooms, except the storage, should be 1.90 m².

c.2.6. Laboratories

- Laboratories should be designed preferably on the ground floor, a special emergency exits should be considered.
- Laboratories should be associated with the preparation and storage rooms.
- Classrooms should be designed to allow supervision assistance.
- Science and technology laboratory in elementary schools and physics, chemistry and biology laboratories should be designed in high schools.
- The per capita area in laboratories, except the storage, should be 1.90 m².

Chemistry and biology laboratories should allow working for four –person groups, as, internet, acid-resistant sink benches, teacher demonstration table and tooling cabinets and natural ventilation shaft should be found.

Physics laboratories should allow working for 4 -person seating arrangements, electricity, water, gas, internet, acid-resistant sink benches, teacher demonstration table and tooling cabinets and natural ventilation shaft should be found.

Science and technology laboratories should allow working for six –person groups, electricity, water, gas, internet, acid-resistant sink benches, teacher demonstration table and tooling cabinets and natural ventilation shaft should be found.

c.3. Common areas

c.3.1. Libraries

c.3.1.1. Libraries designed inside an educational building:

- Libraries should be on the ground floor, at a place that is easily accessible, and at a quiet area.
- Libraries should have an entry foyer, general reading room, group study rooms, video-audio-internet lounge, technical office, copy room, storage room and wet areas.
- It should have niches for having small group works.
- Reading corners should be made for smaller age groups, they can be cushioned habitable places.
- General reading rooms $\frac{1}{2}$ should be for reading groups, and $\frac{1}{2}$ should be allocated for book shelves.
- The tables in the reading rooms be considered as single units, and should be separated by separators.
- The per capita area for study rooms should be 1.30 m².

c.3.1.2. Libraries designed independent from the educational buildings:

- Libraries should have an entry foyer, general reading room, group study rooms, video-audio-internet lounge, technical office, copy room, storage room and wet areas.
- It should serve 10% of the overall number of at the same time.
- The per capita in study rooms should be 1.50 m².
- The general reading room should be at a place that is quiet and easily reached by students.
- The areas 1 /3 should be general reading room and 2/3 should be preserved for book shelves.
- The tables in the reading rooms be considered as single units, and should be separated by separators.
- Group study rooms should be flexible spaces, it should allow at least 4 and at most 8 persons to work together in groups.
- Desks in video-audio – internet rooms must be separated by separators.
- Wet spaces should be available for disabled students.

c.3.2. Multi-purpose hall

- It should preferably be located in a way that is connected with the entrance hall, or as an addition.
- The multi-purpose hall will be used for performances, concerts, meetings, and also for educational activities.
- Multi- purpose hall should be positioned at an easy access location for students but away from the classrooms.
- In small schools the physical education rooms, gym, can also be used as multi purpose halls, with a stage positioned inside.
- It should have locker rooms (shower - WC) , warehouses, projection room, ventilation plant room and staff rooms.
- A stage with moveable seating arrangement should be made.
- The hall should be separated if needed, therefore separators should be thought.
- Both for girls and boys there should be locker rooms, which has wc, shower, and lockers.
- The per capita area should be 1.20m².

c.3.3. Performing arts / conference hall

- Places where performing arts are exhibited, conferences and briefings are held, ceremony, representation and training purposes are taking places, with platform seating arrangement.
- Inside the performance and conference center there should be artist entrance, guest entrance, foyer and cafeteria, main hall, stage and backstage, projections and light room, wet areas , warehouse and technical areas.
- The per capita area in the main hall should be 0.80 m².
- The height from the bottom platform to the ceiling should be minimum 7.50m and from the upper platform it should be 2.50m
- The stage should be 45cm higher than the main hall, and its height should be minimum 6.00m.

- Inside the backstage, there should be a shower and wc with two dressing rooms and one preparation room.
- In the wet areas for every 20 women there should be 1 WC+1 sink and for every 30 men there should be 1 WC+1sink, as well as 1 urinal for every 20 men.

c.3.4. Sport and physical education center

c.3.4.1. Independent hall of physical education;

- Inside the gym an athlete entrance -foyer, audience entrance-foyer, café, sports hall, tribunes, closed gym hall, locker rooms, showers, WCs, referees rooms and storage and technical units should be available.
- Independent gyms should have controlled entrance and exits.
- Gym should be available to open to the outdoor sports fields.
- The sports field, in which basketball, volleyball and handball can be played, should be 23.00 m x 42.00 m in size, and be at least 7.50m high.
- The height from the ceiling to the highest level of the tribunes should be at least 2.50m.
- The per capita area should be 0.80m².

c.3.4.2. Hall of physical education;

- It should be a natural light and ventilated space suitable for students gymnastics, dance, sports, such as defense and physical training activities, and be near stairs and toilets.
- It should be designed with a rectangular plan.
- It should have separate locker rooms with showers and wc units for female students and teachers as well as male students and teachers.
- Storages and technical areas should be solved at appropriate size.

c.3.5. Canteen-cafeteria

- Canteen consists of sales department, kitchen, store and cafe places. It should be designed in two parts, a convenient cafeteria-style and place to serve food.
- Seating arrangements for 6 people per table should be made, and the space should preferably open to the garden.
- The sales division should be separated with a counter. It should have sink, and storage cupboards as well as ventilation shafts.
- Depending on the size, canteen sales units should be separated as food and stationery.
- The dining hall should be at a size that allows 50% of the students to eat at period of 15 minutes. The per capita area should be designed as 0.55m².
- At educational buildings that do not provide eating services, the per capita area at canteens should be 0.30m², thinking that 70% of the students will shop standing.

c.3.6. Dining hall

- The dining hall should be at a size that allows 50% of the students to eat at period of 15 minutes.
- Inside the dining hall an entry foyer, dining room, student and teacher toilets, kitchen, scullery, staff room, storage room, staff locker-shower-toilet and technical areas should be designed.

- Modules should be placed in a way to allow extensions and different age groups should be considered.
- Per capita in dining halls should be 1.10m² per person, and the height of the ceiling should be minimum 4.50m.
- Cooking units should be considered when designing the kitchen.
- The cooking area should be at a size that is 50% of the dining room area, the kitchen service area should be at a size that is 40% of the dining room area.
- Food service counter heights should be 70-75cm for 4th-8th classes and 80-85cm for 9th-12th classes.
- Storages should be designed in accordance size, cold storage and pantry should only be in the kitchen (cooking area).
- In the dining hall, preparation and service areas, all service entrance and waste output should be designed away from the student transportation point, and students' entrance should be denied.

c.3.7. Entrance hall

- Entrance halls should be designed so that they are connected with the main circulation lines. The students should be easily and fastly dispersed from the areas without any agglomeration.
- Besides the main exists additional emergency exist should be planned and secondary exit doors should be arranged.
- Entrance halls should also be able to use as exhibition halls and collection areas.
- "Atatürk Respect Corner" should be easily recognizable at the entrance hall and a parent waiting area should be organized.
- The preschools should have independent entrance-exit doors.

c.3.8. Ramps

- Disabled ramp slopes should be maximum 6 degrees and its width should be at least 152.5 cm.
- 1.00m high handrails should be made on both sides of the ramps. The diameter of the handrail should be 3.5 cm.
- At the sharp turning point on the ramps, the metal surface should be covered with plastic.
- Non slip materials should be selected on either inside or outside the building.

c.3.9. Wet spaces

- All of the wet spaces should be planned along the same vertical axis. The wc groups should be created separately for students and teachers.
- All of the wet spaces should be reached easily from the general areas; they should be designed preferably near the stairs, and not be placed on top of laboratory, board room, generator room, and kitchen spaces.
- The spatial arrangement should be made in a way that prevents to see inside the toilets when the door is opened, this can be done with niches.
- All of the wc groups should have a natural ventilation shafts, which comes up on the roof, also a suspended ceiling having air ducts for ventilation system will be connected to the shaft.
- Every wc group should have equal number of alaturka toilets and normal toilets.

- Sinks should be at a height appropriate for the student's age.
- Every floor should have a cleaning room, consisting of a sink and dirty water drainer.
- Preschool / kindergarten students wc groups should not have a lock in any way, cabin doors should be opened to the outside.
- The clear width for classic toilet cabins should be minimum 1.10m wide, and the door should open outwards.
- Educational school buildings should have 1 toilet +1 sink for every 20 girls, 1 toilet+1 sink for every 30 boys, and 1 urinal for every 40 boys.
- The toilets for the administrative and teachers should have 1 toilet+1 sink for every 20 teachers (women/men), and 1 urinal for every 20 male teachers.
- For disabled students 1 disabled wc should be on each floor.

d. Open area regulations

d.1. Social spaces, urban reinforcements

Areas accommodating architectural and urban reinforcements should be designed. These areas can be ceremony area, amphitheater, chess court, hopscotch court, sitting groups, sandpit and playgrounds for kindergarten students, etc. Besides having sitting areas, in accordance with the education programs, planting areas where students can experiment the nature should be created. A sandpit and a playground should be designed for preschool students, and it should be at a location receiving constant sun. Natural materials should be used on the grounds as much as possible; it should be resistant to crashes.

d.2. Outdoor sports areas

At least 1 basketball-volleyball court must be found in the school yard. If possible, for every 300 students additional 2 basketball courts should be added. The courts should have a 5m high fence surrounding them. On the edge of these courts seating and walkways should be designed. They should be located in the north-south direction.

APPENDIX C

DOCUMENTS FROM MIMAR KEMAL PRIMARY SCHOOL'S FILE IN THE ARCHIVE OF GREATER MUNICIPALITY OF ANKARA

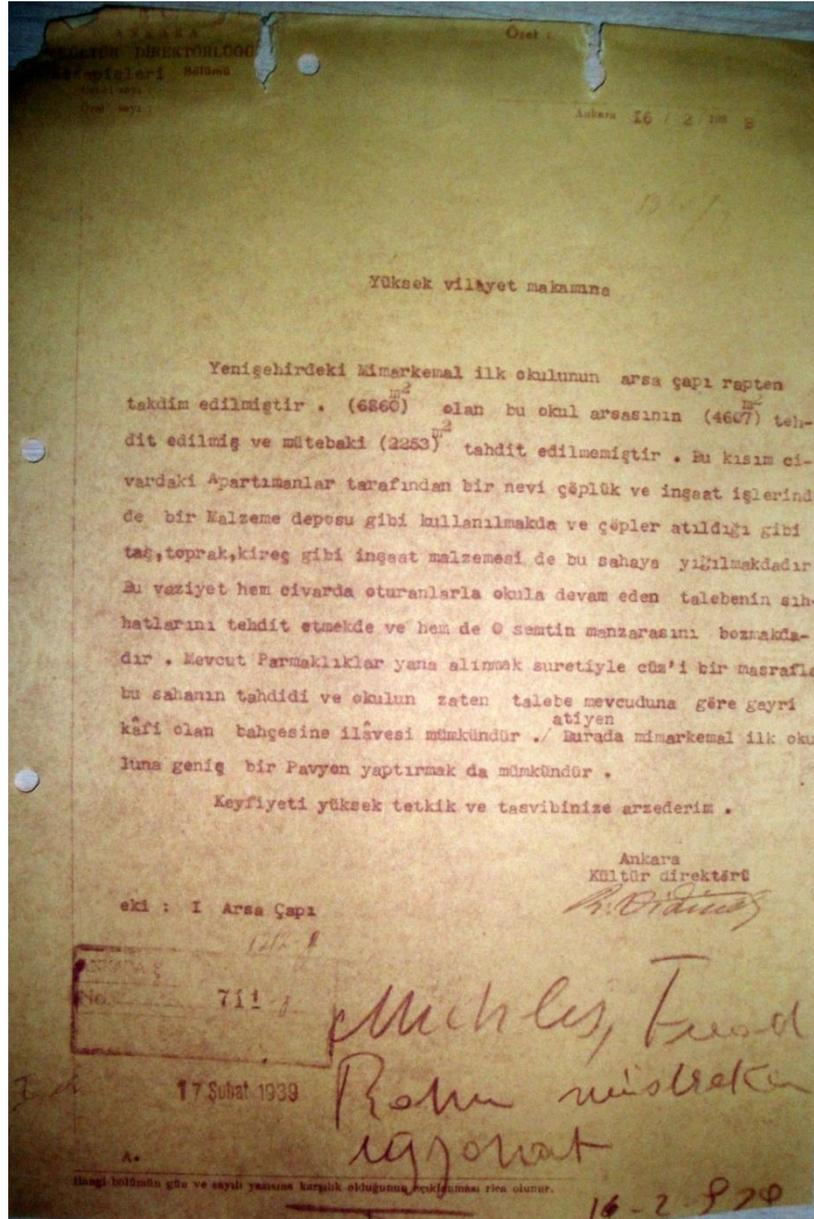


Figure 49 Petition concerning the expansion of the garden.

T.C
KÜLTÜR BAKANLIĞI
GEYRİMENKUL ESKİ ESERLER VE ANITLAR YÜKSEK KURULU
BAŞKANLIĞI

Sayı : 732-06-A-2050

15.12.1978

Konu : Ankara ili, Çankaya, Cumhuriyet Mah. Yüksel Cad. No 18
deki Mimar Kemal ilkokulunun tescili hk.
Belediye Başkanlığı İmar Müdürlüğüne
ANKARA

Önü yukarıda belirtilen konu hakkında, Kurulumuz tarafından alınan
.....17.11.1978.....Tarih veA-1425.....sayılı karar ekli o-
larak sunulmuştur.

Bilgi edinilmesini ve gereği yapılmak üzere adı geçen kararımızın
dağıtımında gösterilen yerlere iletilmesini teminini saygılarımla arz ve
rica ederim.

8/2
Nolu Devre
D A Ğ İ T İ M

Gereği için

-KÜLTÜR BAKANLIĞI

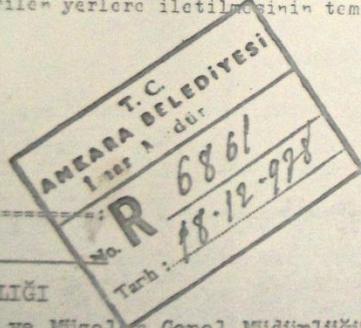
Eski Eserler ve Müzeler Genel Müdürlüğüne/ANKARA

İlgi: 27.10.1978 tarih, 477.2(06)-8745 sayılı yazınız.

Ek: (1) Karar.

-Belediye Başkanlığı İmar Müdürlüğüne/ANKARA

Ek: (1) Karar.



Prof. ORHAN ALSAÇ

BAŞKAN

NEMİKA ALTAN

Arkeolog

Bn. M. SÖNMEZ

20-12-1978

Figure 50 Registration of the main block as an ancient monument 1.

T. C.
KÜLTÜR BAKANLIĞI
GAYRİMENKUL ESERLER ve ANITLAR
YÜKSEK KURULU BAŞKANLIĞI

K A R A R

Toplantı No. ve Tarihi : 298,17.11.1978
Karar No. ve Tarihi : A-1425,17.11.1978

Toplantı yeri :

İ S T A N B U L

Ankara ili, Çankaya, Cumhuriyet mah. Yüksel Cad. No 18 de-ki Mimar Kemal İlkokulunun tescili hk. Kültür Bakanlığı Eski E- serler ve Müzeler Genel Müdürlüğü'nün 27.10.1978 tarih, 477.2(06), 8745 sayılı yazıları okundu, ekleri incelendi, yapılan müzakere- si sonunda;

Ankara ili, Çankaya, Cumhuriyet Mahallesi Yüksel Caddesi No 18 de bulunan Mimar Kemal İlkokulunun, Cumhuriyetin ilk yıl- larında yapılmış kamu yapılarından olması nedeniyle 1710 ve 5805 sayılı yasalar uyarınca korunması gerekli eski eser olarak tesci- line, binaya yapılmak istenen ek yapıların nereye yapılacağı anla- şılamadığından gerekli dokümanlar (projesi) Kurulumuza getiril- dikten sonra bu konuda karar alabileceğimizin duyurulmasına karar verildi.

Prof. ORHAN ALSAÇ

H. KEMALİ SÖYLEMEZOĞLU

Aslı Gibidir
BASEAN

BAŞKANVEKİLİ



NEMİKA ALTAN

Üye Akdoğan (Feridun)	Üye Aktepe (Münir)	Üye Arkeolog Akurgal (Ekrem)	Üye Alkım (Bahadır)	Üye Alsac (Orhan)
			Bulunmadı	
Üye Serdaroğlu (Ümit)	Üye Eyjice (Semavi)	Üye Kırzioğlu (Fahrettin)	Üye Kuban (Doğan)	Üye Kuran (Aptullah)
		Bulunmadı	Bulunmadı	
Üye Bilir (Remin)	Üye Ögel (Semra)	Üye Söylemezoğlu (H. Kemal)	Üye Tayla (Hüsrev)	Üye Tandoğan (Rifat)
Üye Kültür Müsteşarı Serfettin Turan	Üye Vakıflar Genel Müdürü Şener Yılmaz	Üye Eski Eserler ve Müzeler Genel Müdürü Arkeolog Aykut Özet	Üye Turizm Genel Müdürü V. Ömer Faruk Sever	Üye Planlama ve İmar Genel Müdürü Orhan Eronat
	Bulunmadı			
Üye Erder (Cevat)				
Bulunmadı				

Figure 51 Registration of the main block as an ancient monument 2.

APPENDIX D

PLANS OF MIMAR KEMAL PRIMARY SCHOOL

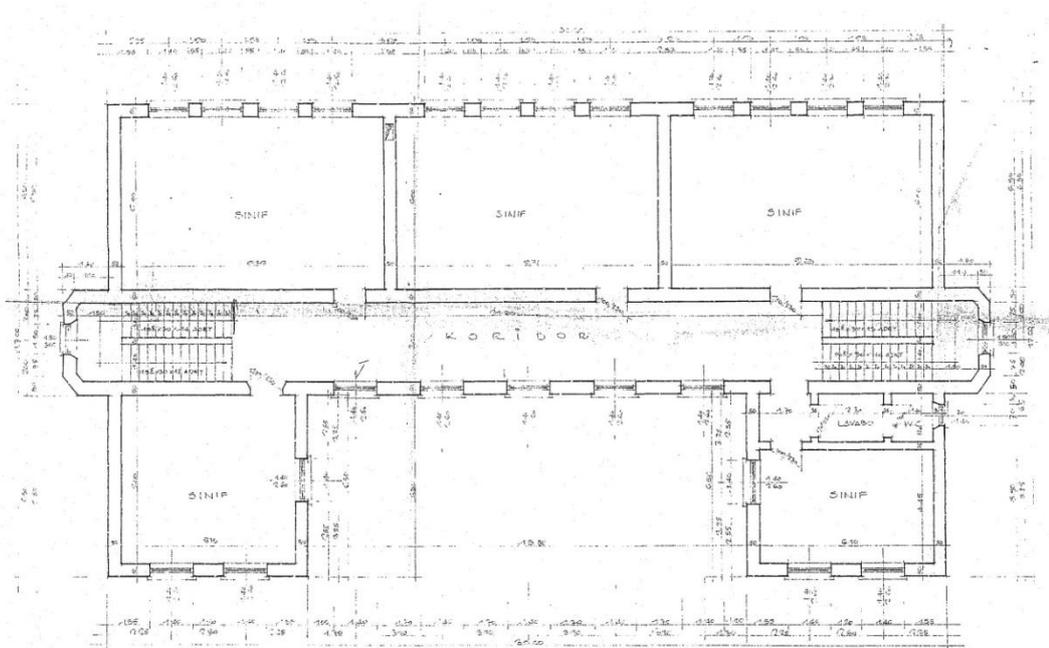


Figure 52 First floor plan of A block from the thesis of Leyla Alpagut. (2005:381)

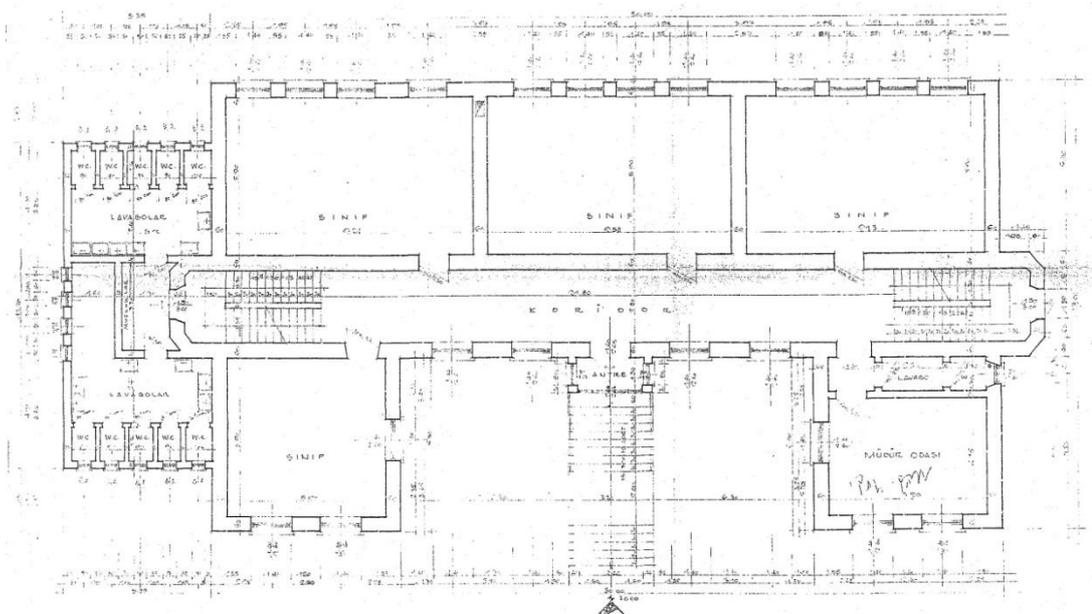


Figure 53 Ground floor plan of A block from the thesis of Leyla Alpagut. (2005:378)

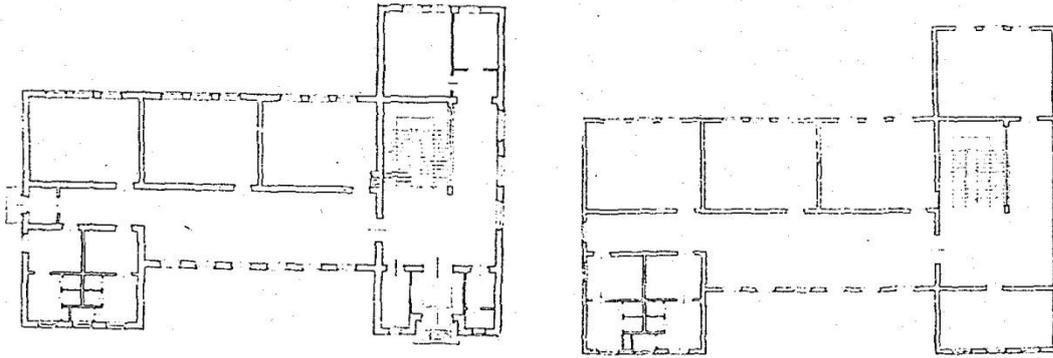


Figure 54 Ground and first floor plan of B block from the thesis of Leyla Alpagut.
(2005:384)

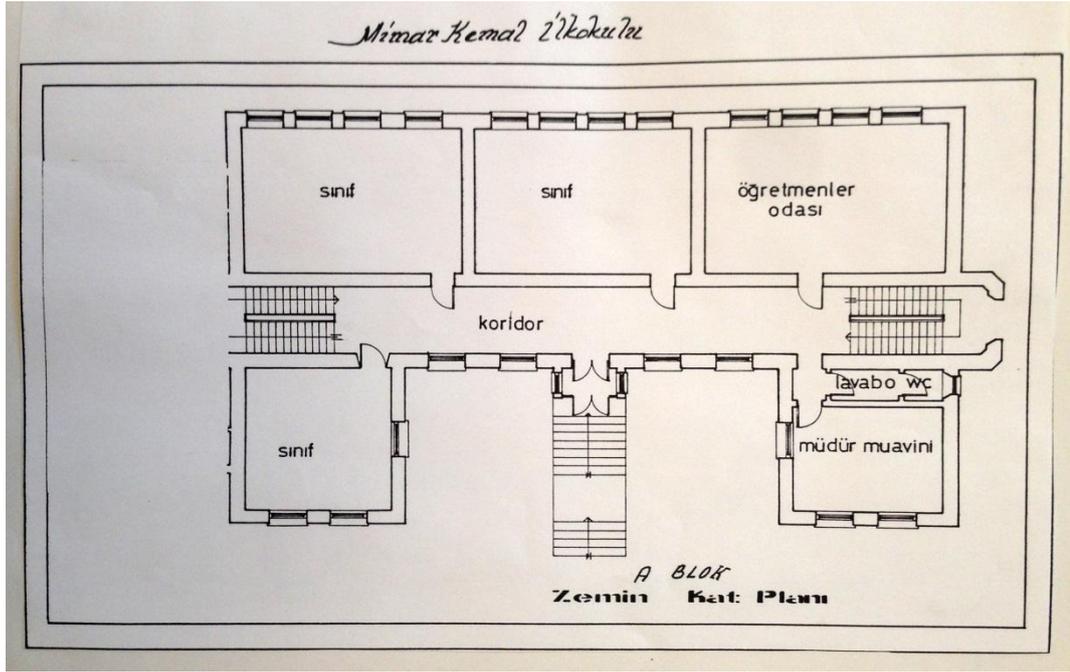


Figure 55 Ground floor plan of A block from the archive of Mimar Kemal Primary School.

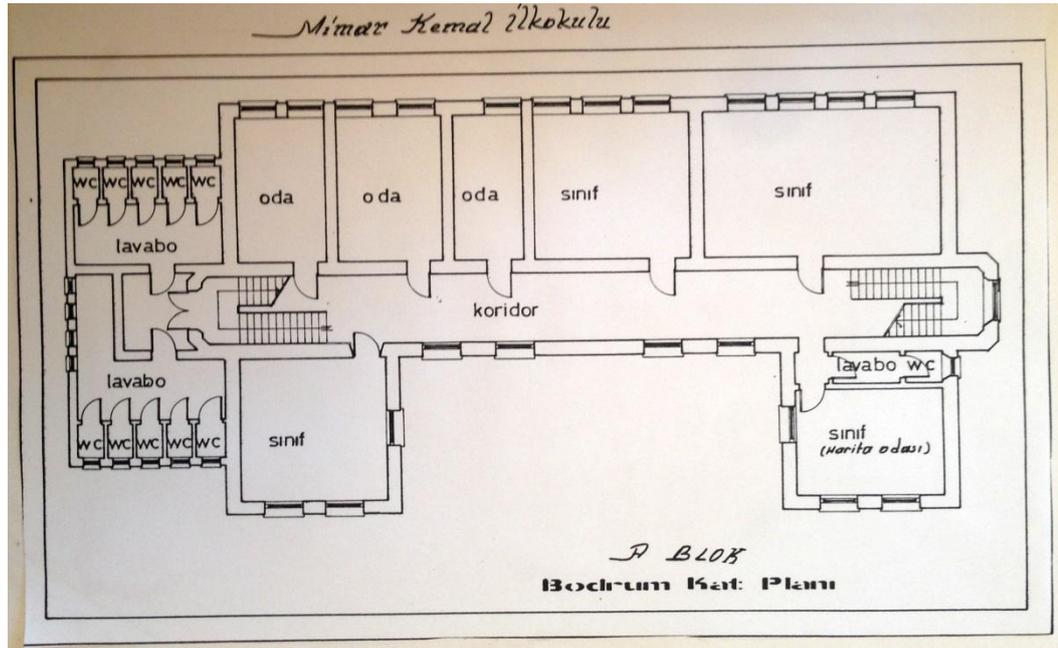


Figure 56 Basement floor plan of A block from the archive of Mimar Kemal Primary School.

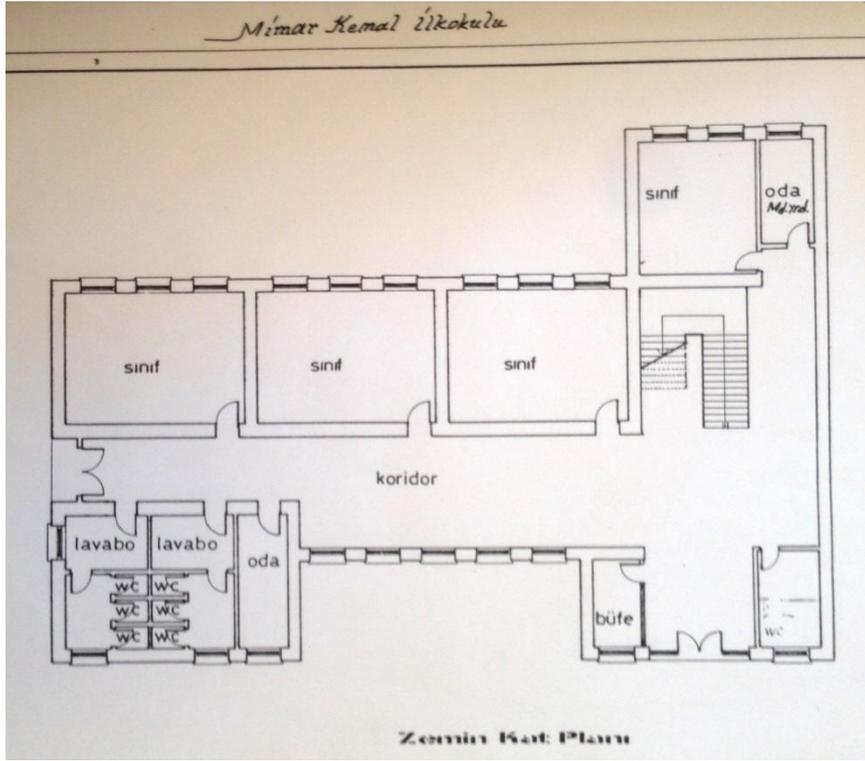


Figure 57 Ground floor plan of B block from the archive of Mimar Kemal Primary School.

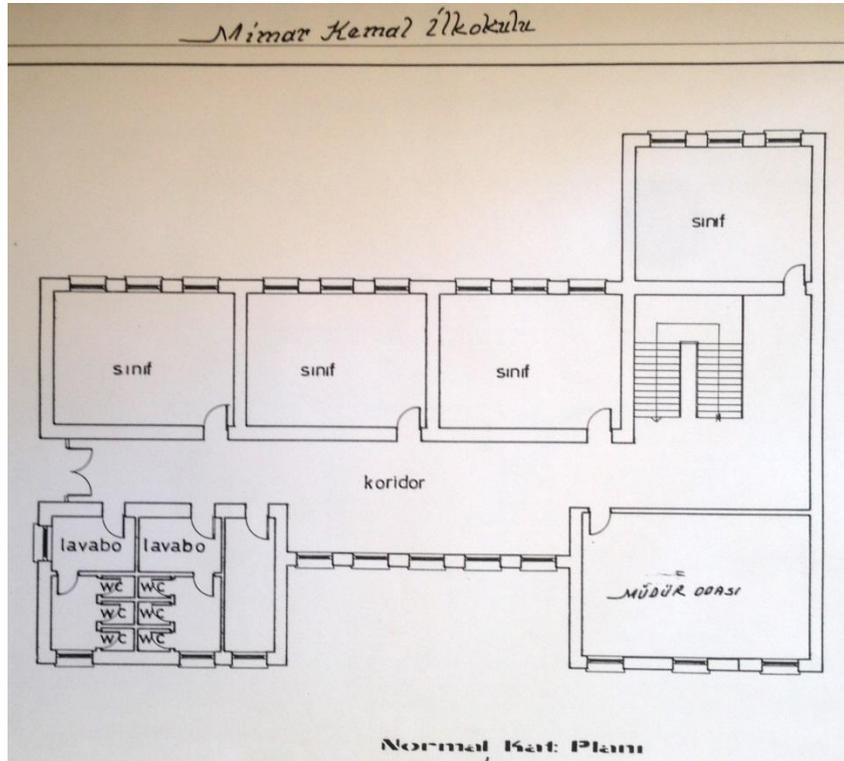


Figure 58 Normal floor plan of B block from the archive of Mimar Kemal Primary School.

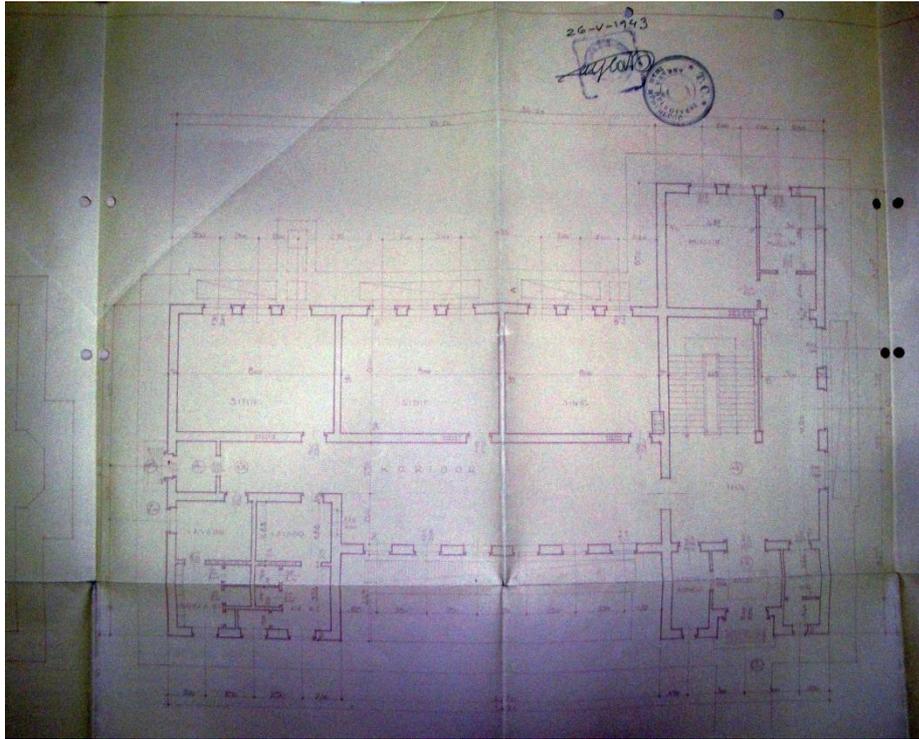


Figure 59 Original ground floor plan of B block. Source: Archive of department of housing and urban development / Greater Municipality of Ankara..

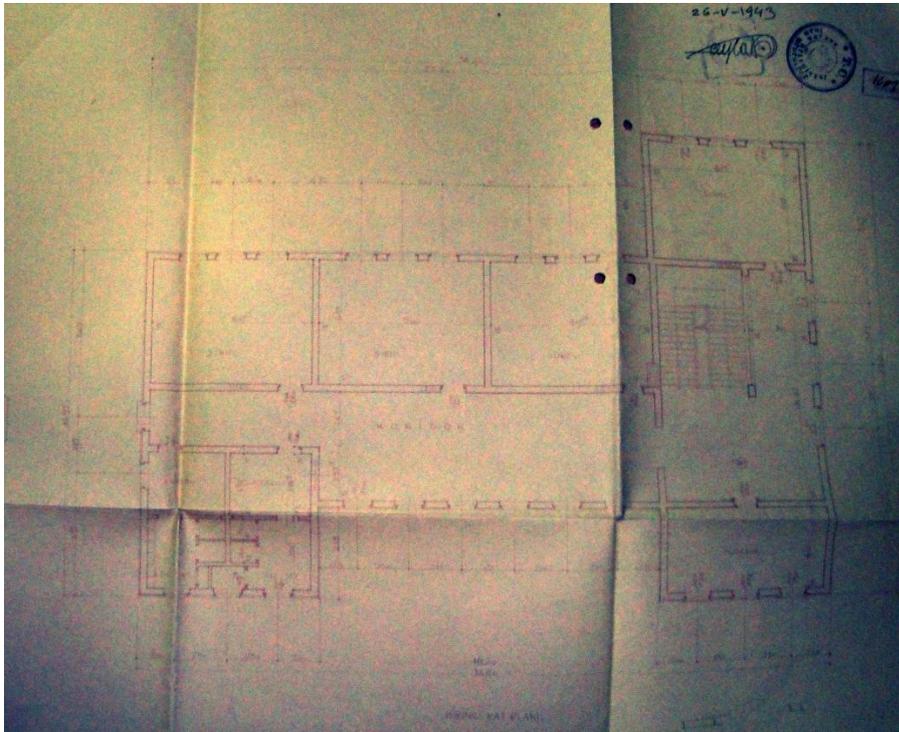


Figure 60 Original first floor plan of B block. Source: Archive of department of housing and urban development / Greater Municipality of Ankara..

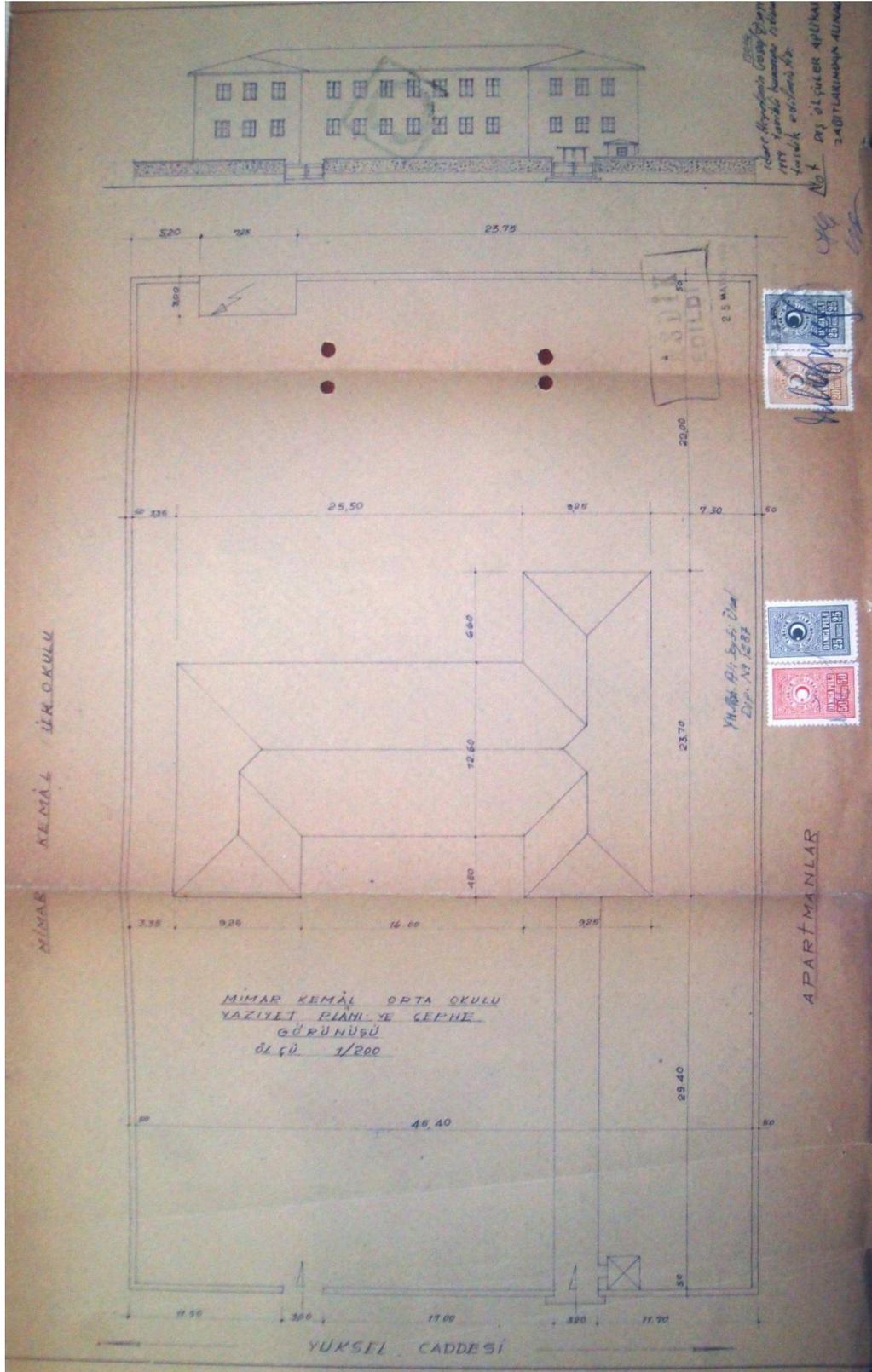


Figure 63 Original roof plan and elevation of B block. Source: Archive of department of housing and urban development / Greater Municipality of Ankara.