

CONSERVATION OF VILLAGE INSTITUTES AS A HERITAGE OF EARLY
REPUBLICAN PERIOD: İVRİZ VILLAGE INSTITUTE

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF NATURAL AND APPLIED SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

AZİME ALADAĞ

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF SCIENCE
IN
CONSERVATION OF CULTURAL HERITAGE IN ARCHITECTURE

DECEMBER 2019

Approval of the thesis:

**CONSERVATION OF VILLAGE INSTITUTES AS A HERITAGE OF
EARLY REPUBLICAN PERIOD: İVRİZ VILLAGE INSTITUTE**

submitted by **AZIME ALADAĞ** in partial fulfillment of the requirements for the degree of **Master of Science in Conservation of Cultural Heritage in Architecture Department, Middle East Technical University** by,

Prof. Dr. Halil Kalıpçılar
Dean, Graduate School of **Natural and Applied Sciences**

Prof. Dr. Fatma Cânâ Bilsel
Head of Department, **Architecture**

Assoc. Prof. Dr. Güliz Bilgin Altınöz
Supervisor, **Architecture, METU**

Examining Committee Members:

Prof. Dr. Neriman Şahin Güçhan
Architecture, METU

Assoc. Prof. Dr. Güliz Bilgin Altınöz
Architecture, METU

Prof. Dr. Tomris Elvan Altan
Architecture, METU

Prof. Dr. Deniz Özkut
Turkish Islamic Archaeology, İzmir Katip Çelebi University

Assoc. Prof. Dr. Mert Nezih Rifaioğlu
Architecture, Hatay Mustafa Kemal University

Date: 06.12.2019

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Surname: Azime Aladağ

Signature:

ABSTRACT

CONSERVATION OF VILLAGE INSTITUTES AS A HERITAGE OF EARLY REPUBLICAN PERIOD: İVRİZ VILLAGE INSTITUTE

Aladağ, Azime

Master of Science, Conservation of Cultural Heritage in Architecture

Supervisor: Assoc. Prof. Dr. Güliz Bilgin Altınöz

December 2019, 266 pages

Following the foundation of the Republic of Turkey in 1923, many modernization movements were started to reconstruct a modern new nation among which ‘education’ had an important role and position. As a reflection of the bottom-up development policy of the new Republic, a new education system of village institutes was established to support rural development via rural education. With the principle of revitalization of the villages, it was aimed to train teachers, agricultural experts, and health officers from and for the villages. In time, it became one of the most organized movements for the modernization of rural areas in Turkey, and by 1948 the number of the village institutes reached 21 spreading all over the country. However, due to the changing development and education policies after the 1950s, the village institutes were dissolved in 1954. As a consequence, the campuses of village institutes, which can be considered as modern period rural heritage places reflecting various tangible and intangible properties and values, started to change or become leftover places.

İvriz Village Institute, located in the province of Konya, was built by the co-work of the institute’s members according to the project obtained by a National Architectural Competition and was opened in 1940. After the closure of the village institutes, the campus has still continued its education function, though with a changing approach and system. Accordingly, the campus kept its land and buildings; however, the

agricultural land, as well as most of the buildings and facilities, were abandoned and left as ruins.

This thesis proposes principles, strategies, and actions for sustainable conservation and management of the village institutes as modern period rural heritage places, focusing on the İvriz Village Institute in Konya, based on a comprehensive understanding of the properties, values, problems and potentials in different scales and periods.

Keywords: Conservation, Heritage, İvriz Village Institute, Konya

ÖZ

ERKEN CUMHURİYET DÖNEMİ KÜLTÜREL MİRAS ALANI OLARAK KÖY ENSTİTÜLERİNİN KORUNMASI; İVRİZ KÖY ENSTİTÜSÜ ÖRNEĞİ

Aladağ, Azime
Yüksek Lisans, Kültürel Mirası Koruma
Tez Danışmanı: Doç. Dr. Güliz Bilgin Altınöz

Aralık 2019, 266 sayfa

Kurulduğu tarihten itibaren Türkiye Cumhuriyeti, yeni, modern bir ulus kurmayı amaçlayan pek çok reformu başlatmıştır. Eğitim bu reformların arasında önemli bir yere sahiptir. Yeni Cumhuriyetin kökten kalkınmayı amaçlayan politikasının yansıması olarak, Köy Enstitüleri, yeni bir eğitim sistemi modeli olarak, eğitim yoluyla kırsal kalkınmayı amaçlamıştır. Köyün canlandırılması söylemi ile 1940lı yıllarda nüfusun yüzde 80'ini oluşturan köylü nüfustan, köyler için, öğretmen, sağlık memuru ve tarım uzmanları yetiştirmek amaçlanmıştır. Zamanla bu okullar, modernleşme aksiyonlarını kırsala taşıyan, en organize kurumlar haline gelmişlerdir. 1948 yılına gelindiğinde enstitülerin sayısı 21'e ulaşmıştır. Ancak, ülkede 1950lerden sonra değişen kalkınma ve eğitim politikalarının sonucu olarak, 1954 yılında bu okullar kapatılmıştır. Modern döneme ait pek çok somut ve somut olmayan değerleri taşıyan, kırsal kültürel miras alanları olarak görülen, köy enstitüleri kampüsleri, bu değişimin sonucu olarak değişmeye ve yok olmaya başlamıştır.

1940 yılında, Konya'da kurulan İvriz Köy Enstitüsü ise, enstitü yaşayanlarının iş birliği ile projesi Ulusal Mimari Yarışma sonucunda elde edilen projeye göre inşa edilmiştir. Enstitülerin kapatıldığı tarihten itibaren, alanda eğitim sürekli sistem

değişikliğine uğrayarak devam etmiştir. Bu değişimle beraber, kampus kendisine ait arazileri korumasına rağmen, bu alanlar terk edilmiş ve kısmen yok edilmiştir.

Bu çalışmanın amacı, İvriz Köy Enstitüsü örneği üzerinden, modern döneme ait kırsal kültürel miras alanları olarak köy enstitüleri kampüslerini, tarihi ve güncel elemanları bileşenleri ile birlikte anlamak, bu yerleşkelerinin değerleri hakkında bütüncül bir değerlendirme yapmak ve bu değerlendirmelere bağlı kalarak, korunması ve sürdürülebilirliğinin sağlanması için koruma prensipleri ve stratejileri geliştirmektir.

Anahtar Kelimeler: Koruma, Kültürel Miras, İvriz Köy Enstitüsü, Konya

To my beloved family, and to the memoir of İsmail Hakkı Tonguç...

ACKNOWLEDGEMENTS

First of all, I would like to thank my thesis supervisor Assoc. Prof Dr. A. Güliz Bilgin Altınöz for her guidance through the study. Her positive attitude and endless encouragement made possible to complete my thesis. I also would like to express my gratitude to the jury members; Prof. Dr. Neriman Şahin Güçhan, Prof. Dr. Tomris Elvan Altan, Prof. Dr. Deniz Özkut, and Assoc. Prof. Dr. Mert Nezih Rifaioğlu for their valuable comments. I also would like to thank Assoc. Prof. Dr. Figen Kıvılcım Çorakbaş for her substantial guidance and ideas throughout the study.

I am expressing my sincere thanks to Dr. Fuat Gökçe, Prof. Dr. Ömür Bakırer, Dr. Nimet Özgönül, and Dr. Pınar Aykaç for their encouraging comments during the seminar course, and primarily jury.

I must thank Hasan Aladağ, Hasan Can, Hacı Angı and Süleyman Başkurt who are the real village heroes graduated from institutes for sharing their knowledge and memoirs with me; their wisdom and well-being make the institutes more memorable.

I would like to thank Nurşah Cabbar for the trip to Hasanoğlu Village Institute, and for the kind assistance during the study. I also would like to thank my travel mate Burçin Görür for accompanying me on the trip and for her support.

It would not be easy to find necessary information about village institutes without the help of the village institute related associations, and the people who work dedicated to transfers the values of the institutes; these are Köy Enstitüleri Çağdaş Eğitim Vakfı, İsmail Hakkı Tonguç Belgeliği Vakfı, and, Yeni Kuşak Köy Enstitülüler Derneği. They were very helpful in finding and sharing any documents and sources, so I would like to thank these kind people.

I also would like to thank the administration of the İvriz Social High School; the headmaster Mahmut Olukçu, for their hospitality during my site surveys, and also for

sharing the archive of the school. I also would like to thank Kamil Tombak for his guidance and help during the site surveys.

It would be impossible to run three different site survey without the help and support of my father, Seyit Mehmet Aladağ, he was very patient and dedicated during my surveys. He was in every part of the difficult tasks, which is a huge part of the thesis. I also would like to thank my sister Özlem Aladağ, and my dearest cousin Beşir Aladağ, for their devoted support during my last site survey, without their hard work, it would not be possible to finish the survey.

I am expressing my sincere thanks to my co-workers from K.Ö.K. Mimarlık; Şule Algın, and Sena Yıldırım and especially to my kind bosses, Gürem Özbayar Sargın, and Zeynep Kutlu, it would not be easy to finish my thesis without their support.

Also, I would like to thank my studio friends from METU Conservation. I would like to thank my dear friends; Cansu Ekici, Merve Gökcü, and Miray Kısaer who make the long library time tolerable, also İkbāl Berk who was my both campus and library mate during my time at METU campus; their positive and kind supports always were deeply appreciated. I am also expressing my sincere thanks to my best friends from İYTE Cansu Çelikyürek, Gülşah Bayazit, Hande Özkan Meltem Gökçe Bayrak Pehlivan, and Tuğçe Köksal for their love, and moral support.

Last, but not least, I would like to thank my lovely family, my loving mother Şerife Aladağ, my dedicated father Seyit Mehmet Aladağ, and my sisters, Özlem and Serap Aladağ; their endless support and love were appreciated deeply.

.

TABLE OF CONTENTS

ABSTRACT	v
ÖZ	vii
ACKNOWLEDGEMENTS.....	x
TABLE OF CONTENTS	xii
LIST OF TABLES.....	xv
LIST OF FIGURES	xvi
LIST OF ABBREVIATIONS.....	xxvii
CHAPTERS	
1. INTRODUCTION.....	1
1.1. Problem Definition.....	3
1.2. Aim and Scope of the Study	5
1.3. Methodology	7
2. AS AN EARLY REPUBLICAN EDUCATION EXPERIENCE: VILLAGE INSTITUTES.....	11
2.1. A look Before the Institutes	11
2.1.1. Educational Settings of Early Republican Period: Theoretical and Educational Approaches.....	11
2.1.2. Interest to the Village During the Early Republican Period.....	14
2.2. Village Institute Experience.....	20
2.2.1. Attempts and Acts About the Village Education Before the Village Institutes	22
2.2.2. The Process of Establishment.....	24

2.2.3. Institutional Aim	26
2.2.4. System of Village Institute	30
2.2.5. Arguments about the Institutes and Their Closure	33
2.3. Village Institutes: From Design to Construction.....	34
2.3.1. Choice of Place	35
2.3.2. Planning and Project Construction Processes.....	41
2.3.2.1. The Means of Providing and Selecting the Projects	42
2.3.2.2. The Design Approaches of the Projects	52
2.3.2.3. The Construction Processes of the Campuses and the Buildings	69
2.3.2.4. Post-Construction Processes: The Life within the Institutes.....	73
2.4. The Village Institutes Today	79
3. İVRİZ VILLAGE INSTITUTE AS AN EARLY REPUBLICAN HERITAGE PLACE	85
3.1. Establishment of İvriz Village Institute: from Design to Construction [First Phase: 1941-54]	86
3.1.1. Planning of İvriz Village Institute	86
3.1.1.1. Choice of Place	86
3.1.1.2. The 14 th and 15 th National Architectural Competition.....	93
3.1.1.3. Site plan layout of İvriz Village Institute.....	100
3.1.2. Construction of İvriz Village Institute	107
3.1.3. Architectural Features of İvriz Village Institute	112
3.1.4. Socio-Cultural Aspects of İvriz Village Institute	131
3.2. The Story of the Site: Changes Through Time [The Period of 1954- 2017].....	136
3.3. The Current State of the Campus [2018].....	161

3.3.1. Current Context	161
3.3.2. Physical Features	165
3.3.2.1. Open Areas	165
3.3.2.2. Built-up Areas.....	168
3.3.3. Socio-Cultural Features	185
4. CONSERVATION AND SUSTAINABILITY OF İVRİZ VILLAGE INSTITUTE AS A MODERN HERITAGE PLACE: PRINCIPLES AND PROPOSALS	189
4.1. An Account on İvriz Village Institute: from its Past and to Present.....	189
4.2. Values and Significance of İvriz Village Institute	198
4.3. Challenges of Conservation and Sustainability of İvriz Village Institute.....	204
4.4. Principles, Proposals, and Actions For İvriz Village Institute’s Conservation and Sustainability.....	210
5. CONCLUSION	221
REFERENCES	231
APPENDICES	
A. Registration Sheets of İvriz Village Institute	243
B. The Documents found in the Archive of İvriz Social Sciences High School ..	249
C. The Inventory sheets of the buildings	253

LIST OF TABLES

TABLES

Table 2.1. Village Institutes opened to competition in the first place and the architects of the winner projects of these Institutes (Terms 1, 1940) (Keskin, 2012, pp. 112-116; Baysal, 2006, p. 108)	44
Table 2.2. Number of the Buildings Asked According to Terms 1 (1940) for twelve village institutes	50
Table 2.3. Number of the Courses and Annual Leave of a Student in the Institutes within five years (Türkoğlu, 2000, p. 213)	74
Table 3.1. The number of the building asked according to Terms 3(1943) and differences according to document dated July 1943 (Aydoğdu & Kaplan, 2014, p. 28)	98
Table 3.2. Table Showing the land use of the İVI (Baykal, 1966, p. 94)	101
Table 3.3. Lists of the building showing construction date together with their construction technique arranged according to a report dating 07.11.1961	110
Table 3.4. The number of the building asked according to Terms 3(1943), and the number of matched buildings with the actual program.....	129

LIST OF FIGURES

FIGURES

Figure 1.1. Methodology of the thesis	9
Figure 2.1. Map showing placement Village Institutes on Turkey map (Anonim, 2003)	26
Figure 2.2. Map showing the influence zone of the institutes over Turkey map (Şimşek & Mercanoğlu, 2018).....	36
Figure 2.3. Antalya- Aksu Village Institute site sketch (Tonguç İ. H., 1997, p. 159)	37
Figure 2.4. Showing the agricultural lands of Aksu Village Institute (Baysal, 2006)	38
Figure 2.5. Isparta- Gönen Village Institute's land and site sketch (Tonguç İ. H., 1997, p. 168)	39
Figure 2.6. sketch showing the location of Çifteler Village Institute (Çorakbaş & Sümertaş, 2014)	40
Figure 2.7. The Building Of Kızılçullu Village Institute former American College, (on left), and former military building that the Cılavuz Village Institute used (Işın, 2012, pp. 201, 220)	40
Figure 2.8. Mualla Eyüboğlu Anhegger was the Head of Construction Department of Hasanoğlu Village Institute (Güneri, 2012, pp. 22,23).....	43
Figure 2.9. Architects of the institutes (Keskin, 2012, p. 120)	46
Figure 2.10. The model of Aksu Village Institute's campus (on left), site plan drawing of the site (on right) (Çetin & Kahya, 2017, p. 140)	54
Figure 2.11. The model of Gönen Village Institute's Campus (Çetin & Kahya, 2017, p. 146)	55
Figure 2.12. Site plan drawing of Gönen (Çetin & Kahya, 2017, p. 146).....	56
Figure 2.13. The model of Düziçi Village Institute's Campus (Anonim, 2003)	57
Figure 2.14. Site plan drawing of Düziçi Village Institute's Campus (Saban & Hulya Yuceer, 2017)	58

Figure 2.15. Site views from the campus of Çifteler Village Institute (Çorakbaş & Sümertaş, 2014)	59
Figure 2.16. Site sketches of Çifteler Village Institute, Hamidiye Section (on the left), Mahmudiye Section (on the right) (Hızlı, 2011).....	59
Figure 2.17. Site plans of Çifteler Village Institute's campus, Hamidiye Section (on the left), Mahmudiye Section (on the right) (Hızlı, 2011)	60
Figure 2.18. Kayseri Pazarören Village Institute Architectural Project Competition model (Keskin, 2012, s. 117)	61
Figure 2.19. A view from Pazarören Village Institute's Campus, (1) Post Office, (2) Infirmary, (3) Administration Office, (4) Cooperative, (5) School Building with Dormitory (Hovardaoğlu, 2014, p. 587)	61
Figure 2.20. Site plan of Pazarören Village Institute's Campus, 1940's (Hovardaoğlu, 2014, p. 587)	62
Figure 2.21. Administration building of Aksu Village Institute (Çetin & Kahya, 2017, p. 143)	64
Figure 2.22. Dining Hall of Aksu Village Institute (Çetin & Kahya, 2017, p. 144) ..	64
Figure 2.23. Two type of Teacher's Houses of Aksu Village Institute (Çetin & Kahya, 2017, p. 144)	64
Figure 2.24. Administration building of Gönen Village Institute (Çetin & Kahya, 2017, p. 149)	65
Figure 2.25. The campus of Gönen Village Institute (on left), Painting workshop of Gönen Village Institute (on right) (Çetin & Kahya, 2017, p. 151)	65
Figure 2.26. Infirmary Building (on left), Teachers' House of Gönen Village Institute (Çetin & Kahya, 2017, p. 151).....	66
Figure 2.27. Teachers' House in Çifteler Village Institute (Hızlı, 2011)	66
Figure 2.28. Hungarian type main building in Çifteler Village Institute (Hızlı, 2011)	67
Figure 2.29. Main building of Pazarören Village Institute (Salman, 2000, p. 48).....	67
Figure 2.30. Teachers' House, (on left), Dormitory, (on right) in Pazarören Village Institute (Hovardaoğlu, 2014, p. 589)	68

Figure 2.31. Bath House, Laundry and Bakery, (on left), Cinema and, Sport Hall (on right) in Pazarören Village Institute (Hovardaoğlu, 2014, p. 589).....	68
Figure 2.32. Tents used during the construction of Hasanoğlu Village Institute (Güneri, 2012, pp. 14,46).....	70
Figure 2.33. Construction Work in Hasanoğlu Village Institute (Güneri, 2012, pp. 72,81).....	70
Figure 2.34. Construction teams from Kepirtepe (on left) and Cilavuz (on right) Village Institutes during construction of Hasanoğlu Village Institute (Güneri, 2012, pp. 34,35).....	72
Figure 2.35. Apiculture in Hasanoğlu Village Institute (on left), Snowboarding courses in Cilavuz Village Institute (on right) (Güneri, 2012, p. 96; Çığ, 2017, p. 49)	74
Figure 2.36. Flexible Use of the Campus in Hasanoğlu; a workshop class outside of the buildings (on left), a class that run in the field (on right) (Güneri, 2012)	75
Figure 2.37. Flexible Use of the Campus in Hasanoğlu (Güneri, 2012, pp. 139, 112)	76
Figure 2.38. A female student playing mandolin (on left), a geography class at Çifteler Village Institute (Işın, 2012, pp. 90, 9).....	76
Figure 2.39. Visits and the activities of students of Hasanoğlu Village Institute to the villages (on left), another activity of the institutes to a village (Güneri, 2012, p. 136; Işın, 2012)	77
Figure 2.40. İsmet İnönü's visit to Hasanoğlu (on left), the visit of students of Hasanoğlu to Anıtkabir (on right) (Işın, 2012, p. 70; Güneri, 2012, p. 135).....	78
Figure 2.41. Teachers' Houses of Pulur Village Institute (Çorakbaş & Yeşiltepe, 2015, p. 162).....	80
Figure 2.42. Cafeteria, and a Teachers' House of Pulur Village Institute (Çorakbaş & Yeşiltepe, 2015, p. 161).....	80
Figure 2.43. New High School buildings built after 2005 (Çorakbaş & Yeşiltepe, 2015, p. 160).....	81

Figure 2.44. a view from the campus of Hasanoğlu Village Institute taken in April 2018 (Aladağ, 2018).....	81
Figure 2.45. a Dormitory, (on left), and a workshop, (on right) building of Hasanoğlu Village Institute taken in April 2018 (Aladağ, 2018)	82
Figure 2.46. Bathhouse of Hasanoğlu Village Institute taken in April 2018 (Aladağ, 2018)	82
Figure 2.47. Restored structures of Hasanoğlu Village Institute, the building of fine arts, (on left), and the amphitheater, (on right), taken in April 2018 (Aladağ, 2018).....	83
Figure 2.48. The program announcement of workshop organized for Düziçi Village Institute.....	84
Figure 2.49. The news of Restoration work of Hasanoğlu Village Institute	84
Figure 3.1. The site sketch showing the location and the nearby of İvriz Village Institute (Anonim, 2003, p. 254).....	87
Figure 3.2. Ereğli train station (Anonym, no date) (on left), Ereğli İstasyon street (Anonym, no date) (on right)	89
Figure 3.3. Map showing the nearby villages around İVI, arranged on aerial map of 1956 (General Command of Mapping, 2017)	91
Figure 3.4. The İvriz rock relief, (on left), The Second rock relief located in Ambarderesi valley, (on right) (Ereğli Belediyesi, 2014; Maner & Menteş, 2018, p. 232)	92
Figure 3.5. Map showing Agricultural use of İVI's campus together with main campus area (arranged on the aerial map year of 1956 (archive of General Command of Mapping).....	103
Figure 3.6. Site plan showing the architectural layout of the buildings (arranged on the aerial map year of 1956.....	104
Figure 3.7. Site plan drawing dated 1951, and found in the Archive of İvriz Social Sciences High School.....	105
Figure 3.8. Zanapa Primary Education School where the Institute started education, (on left) (Aydoğdu & Kaplan, 2014, p. 104), Shed building dated to 1942 located on Södünlü Hill (on right) (Archive of Erdoğan Çavdar)	108

Figure 3.9. The construction work started with the infrastructural work: waterways opened (Aydoğdu & Kaplan, 2014, p. 90).....	109
Figure 3.10. The construction work in the institute (Aydoğdu & Kaplan, 2014, p. 70)	109
Figure 3.11. Four of the L Shaped School Buildings arranged on photo (Archive of Erdoğan Çavdar, 2018).....	114
Figure 3.12. Key map arranged on the aerial map of 1956 (Archive of General Command of Mapping, 2017).....	115
Figure 3.13. Plan Drawing of L Shaped School Building (Archive of İvriz Social Sciences High School).....	115
Figure 3.14. L Shaped School Building (Archive of İvriz Social Sciences High School)	116
Figure 3.15. Different entrances of the different dormitory buildings (Aladağ, 2019)	117
Figure 3.16. Students gathered in front of one of the dormitory building (Archive of Erdoğan Çavdar, 2018).....	117
Figure 3.17. Plan Drawing of Dormitory Building (Archive of İvriz Social Sciences High School).....	117
Figure 3.18. Key map arranged on the aerial map of 1956 (Archive of General Command of Mapping, 2017).....	118
Figure 3.19. Structural techniques can be read with these photos of dormitory buildings, stone and brick masonry walls, on left, the roof construction on right (Aladağ, 2019).....	119
Figure 3.20. Wooden ceilings of the rooms, ceiling of a dorm, on left, ceiling of an entrance, on right, (Aladağ, 2019)	119
Figure 3.21. Some of the wooden windows: double window of a teacher's house in dormitory, on left, windows of a dorm, on right (Aladağ, 2019)	119
Figure 3.22. Some of the wooden of the rooms, a dorm, on left, a room of teacher's house in dormitory, on right (Aladağ, 2019)	120

Figure 3.23. Key map showing the administration building, arranged on the aerial map of 1956 (Archive of General Command of Mapping, 2017)	121
Figure 3.24. Basement Floor Plan Drawing of Administrative Building (Archive of İvriz Social Sciences High School).....	122
Figure 3.25. Ground Floor Plan Drawing of Administrative Building (Archive of İvriz Social Sciences High School)	122
Figure 3.26. L Shaped School Building (Archive of İvriz Social Sciences High School)	123
Figure 3.27. Key map showing the Single Unit Teachers' houses, arranged on the aerial map of 1956 (Archive of General Command of Mapping, 2017)	124
Figure 3.28. Plan Drawing of Single Unit Teachers' houses (Archive of İvriz Social Sciences High School)	124
Figure 3.29. The West, (on left), and the South Elevation, (on right) of Single Teachers' House (Aladağ, 2019).....	125
Figure 3.30. Interiors of the Single Teachers' House (Aladağ, 2019)	125
Figure 3.31. Key map showing the Twin Teachers' houses, arranged on the aerial map of 1956 (Archive of General Command of Mapping, 2017)	126
Figure 3.32. Plan Drawing of Twin Teachers' houses (Archive of İvriz Social Sciences High School)	127
Figure 3.33. The South, (on left), and the East Elevation, (on right) of Twin Teachers' House (Aladağ, 2019)	127
Figure 3.34. Interiors of the Single Teachers' House (Aladağ, 2019)	128
Figure 3.35. Interiors of the Single Teachers' House (Aladağ, 2019)	128
Figure 3.36. Agricultural classes in the institute (on left), Agricultural classes: sapling planting (on right) (Archive of Erdoğan Çavdar, 2018; Angı, 2017, p. 293))	132
Figure 3.37. Sports activities in the campus (on left), a music class practice in the institute (on right) (Aydoğdu & Kaplan, 2014, p. 432; Angı, 2017, p. 299)	132
Figure 3.38. Music classes took place in different places (Aydoğdu & Kaplan, 2014, p. 432)	133

Figure 3.39. Students performing folk games in ceremony area (on left), Republican day celebrations in the campus (on right) (Aydoğdu & Kaplan, 2014, p. 448).....	134
Figure 3.40. May 19 celebrations in Ereğli (Aydoğdu & Kaplan, 2014, p. 442)	135
Figure 3.41. Construction team building a village school (archive of Mehmet Karaman)	136
Figure 3.42. a site trip to Konya (on left), and to Ankara (on right) for the İVI's students (Angı, 2017, p. 302).....	136
Figure 3.43. location of the open-air theater, arranged on the aerial photo of 1969 (General Command of Mapping, 2017).....	138
Figure 3.44. The veranda placed to western façade (on left), and the northeast view of the infirmary building (on right) (Aladağ, 2019).....	139
Figure 3.45. aerial photo of 1969 showing the changes in the site (Archive of General Command of Mapping, 2017).....	140
Figure 3.46. Plan drawing of infirmary (Archive of İvriz Social Sciences High School, 2019).....	141
Figure 3.47. Plan drawing of bathhouse & laundry building (Archive of İvriz Social Sciences High School, 2019).....	142
Figure 3.48. Washing machine room in the laundry building (Aladağ, 2019).....	142
Figure 3.49. roof view of the Bathhouse & Laundry arranged on the aerial map of 1969 (General Command of Mapping, 2017).....	143
Figure 3.50. a view from western side of the Music House (Aladağ, 2019)	144
Figure 3.51. Plan drawing of the Music House (Archive of İvriz Social Sciences High School, 2019).....	144
Figure 3.52. Plan drawing of the bakery (Archive of İvriz Social Sciences High School, 2019).....	144
Figure 3.53. New school building built after 1968 (Aladağ, 2019).....	145
Figure 3.54. Construction of the new dormitory building	146
Figure 3.55. The entrance façade and the façade of added section to change the bathhouse into mosque (Aladağ, 2019)	148

Figure 3.56. Changes in the Bathhouse & Laundry building arranged on original plan drawing (Archive of İvriz Social Sciences High School, 2019)	149
Figure 3.57. roof view of the Bathhouse & Laundry arranged on the aerial map of 1969 (General Command of Mapping, 2017)	150
Figure 3.58. Interior of the mosque, a view from prayer room (on left), mihrab and minbar in the prayer room (on right) Aladağ, 2019).....	150
Figure 3.59. Interior of the mosque, women's prayer room (on left), abdesthane (on right) (Aladağ, 2019).....	150
Figure 3.60. aerial photo of 1969 showing the changes in the main campus (Archive of General Command of Mapping, 2017)	151
Figure 3.61. aerial photo of 1987 showing the changes in the site (Archive of General Command of Mapping, 2017)	152
Figure 3.62. aerial photo of 1987 showing the changes in the main campus (Archive of General Command of Mapping, 2017)	153
Figure 3.63. Indoor photos of indoor; common room and guest room (Aladağ, 2019)	154
Figure 3.64. Changes in the Bathhouse & Laundry building arranged on original plan drawing (Archive of İvriz Social Sciences High School, 2019)	154
Figure 3.65. New multi-storey teachers' houses (Aladağ, 2019).....	155
Figure 3.66. Map showing the İvriz Dam built between 1981-84 arranged on the aerial photo of 1987 (General Command of Mapping, 2017).....	155
Figure 3.67. New school buildings (Aladağ, 2019)	157
Figure 3.68. New school buildings: borders of the education (Aladağ, 2019)	157
Figure 3.69. registered buildings and conservation area arranged on aerial photo of 2010 (General Command of Mapping, 2017)	158
Figure 3.70. aerial photo of 2010 showing the changes in the site (Archive of General Command of Mapping, 2017)	159
Figure 3.71. aerial photo of 2010 showing the changes in the main campus (Archive of General Command of Mapping, 2017)	160

Figure 3.72. Ereğli is located 161 km south-east of Konya (the map prepared on aerial photo retrieved from Yandex maps)	163
Figure 3.73. The map showing the location of the Schools' border together with nearby settlements (the map prepared on aerial photo retrieved from Yandex maps)	163
Figure 3.74. İvriz Rock Relief and İvriz River (Aladağ, 2019).....	164
Figure 3.75. Map showing the nearby of the school; villages, and their agricultural lands, and İvriz Dam (arranged on the aerial photo retrieved from Google Earth in 2019)	166
Figure 3.76. Map showing lots divisions of the schools' land and the rented agricultural lots (arranged on the aerial photo retrieved from Google Earth in 2019)	167
Figure 3.77. Museum in the buildings of İvriz Social Sciences High School (Aladağ, 2019)	168
Figure 3.78. Items from the Museum in the buildings of İvriz Social Sciences High School (Aladağ, 2019)	169
Figure 3.79. the entrance (on right), football field of İvriz Social Sciences High School (Aladağ, 2017, 2019)	169
Figure 3.80. the garden of İvriz Social Sciences High School (Aladağ, 2017, 2019)	169
Figure 3.81. current use of the campus (arranged on the aerial photo retrieved from Google Earth in 2019)	170
Figure 3.82. current use of the buildings in main campus (arranged on the aerial photo retrieved from Google Earth in 2019)	171
Figure 3.83. current use of the buildings in agricultural lands (arranged on the aerial photo retrieved from Google Earth in 2019)	172
Figure 3.84. Teachers' houses built in 1986 (Aladağ, 2019).....	173
Figure 3.85. the entrance and the entrance façade of Mosque (Aladağ, 2017, 2019)	173
Figure 3.86. Interior of mosque (Aladağ, 2017, 2019).....	174

Figure 3.87. the east façade (on left), north façade (on right) of laundry building (Aladağ, 2017, 2019).....	174
Figure 3.88. the west façade (on left), east façade (on right) of guesthouse (Aladağ, 2019)	174
Figure 3.89. interiors of guesthouse (Aladağ, 2019).....	175
Figure 3.90. dormitory buildings (Aladağ, 2019)	175
Figure 3.91. interiors of dormitory buildings (Aladağ, 2019)	176
Figure 3.92. interiors of dormitory buildings (Aladağ, 2019)	176
Figure 3.93. facades of single unit teachers' houses (Aladağ, 2019).....	177
Figure 3.94. interiors of single unit teachers' houses (Aladağ, 2019)	177
Figure 3.95. Exteriors of twin unit teachers' houses (Aladağ, 2019)	178
Figure 3.96. Exteriors of twin unit teachers' houses (Aladağ, 2019)	178
Figure 3.97. Interiors of twin unit teachers' houses (Aladağ, 2019).....	178
Figure 3.98. Exteriors of school buildings (Aladağ, 2019).....	179
Figure 3.99. Exteriors of school buildings (Aladağ, 2019).....	179
Figure 3.100. the slap of administration building's basement floor (Aladağ, 2019)	179
Figure 3.101. Structural condition of the buildings in main campus (arranged on the aerial photo retrieved from Google Earth in 2019).....	181
Figure 3.102. structural condition of the buildings in agricultural lands (arranged on the aerial photo retrieved from Google Earth in 2019)	182
Figure 3.103. Change of the buildings in main campus (arranged on the aerial photo retrieved from Google Earth in 2019).....	183
Figure 3.104. Change of the buildings in agricultural lands (arranged on the aerial photo retrieved from Google Earth in 2019).....	184
Figure 3.105. The online news about the graduates meeting in 2015.....	186
Figure 3.106. forested area by the graduates of İvriz Primary Level Teacher Training School.....	186
Figure 3.107. Another online news about the graduates meeting held in 2013 at school's garden.....	187

Figure 3.108. forested area by Anadolu Ajansı (on right), by the graduates (on the left) (Aladağ, 2018)	187
Figure 4.1. İvriz Village Institute (Aydoğdu & Kaplan, 2014)	191
Figure 4.2. Aksu Village Institute (Çetin & Kahya, 2017).....	192
Figure 4.3. The roads of Hasanoğlu Village Institute (on left), and İvriz Village Institute (on right) (Aladağ, 2018).....	192
Figure 4.4. The roads of Aksu Village Institute (on left), and Gököy Village Institute (on right) (Işın, 2012)	192
Figure 4.5. İvriz Village, (on left) and Picnic site near İvriz river, (on right) (Maner & Menteş, 2018)	201
Figure 4.6. The statement of Significance of İVI as a Sum of the Values of İVI ...	203
Figure 4.7. The Values of İVI.....	204
Figure 4.8. local news about Beşikdüzü Village Institute; reaction to the local Mayor of Beşikdüzü Municipality because of the destruction of village institute's buildings by calling 'barns,' reached on November 17, 2019	206
Figure 4.9. Problems of İVI.....	209
Figure 4.10. Online news about statement of Ministry of National Education: Ziya Selçuk saying that 'Village Institute System should had continued' in November 2018	213
Figure 4.11. Online news about statement of Mayor of city of İzmir: Tunç Soyer saying that 'we will bring the spirit of Village Institutes again' on the celebration of 79 th anniversary of Village Institutes' establishment in April 2019	214
Figure 4.12. The main Conservation Principles defined for İVI with related actions	217
Figure 4.13. <i>The main Conservation Principles defined for İVI with related actions, and actor</i>	220

LIST OF ABBREVIATIONS

ABBREVIATIONS

DOCOMOMO: Documentation and Conservation of Buildings, Sites and Neighborhoods of the Modern Movement

İVI: İvriz Village Institute

KEYAR: Konya Ereğli Survey Project

MEVKA: Mevlana Development Agency

MNE.: Ministry of National Education

NGO: Non-governmental Organization

SDG: Sustainable Development Goals

TKDK: Agriculture and Rural Development Support Institution

TKGM: General Directorate of Land Registry and Cadastre

UN: United Nations

UNESCO: United Nations Educational Scientific and Cultural Organization

CHAPTER 1

INTRODUCTION

The Early Republican period (1923-1950)¹ includes many reforms that aimed to form a nation for the Republic of Turkey. Education was used as a tool to educate the *new* type of citizens for the new Republic during this period. After the 1930s, as a result of growing interest towards rural in political, social, and physical extent starting from 1937, Village Institutes emerged as an educational tool and policy in order to initiate bottom-up development focusing the villages with aim to solve the village related problems and educate the villager.

During the Early Republican period, when modernization was conducted as a governmental policy, village institutes had become one of most organized extent reaching to peasantry, together with example village projects, county trips, actions of People's Houses towards village (Baysal, 2006; Bozdoğan, 2012, p. 114; Batur, 1998; Çetin & Kahya, 2017, p. 134). Again, during this period, to describe the new modern nation-state country, contrasting concepts like traditional-modern, ignorance-enlightenment, and old-new, were used frequently (Bozdoğan, 2012, p. 76; Erkut, 2009, p. 122), Tonguç (1998) also used old-new contrast to describe the education system of the institutes (Tonguç İ. H., 1998, p. 679).

Theoretical bases of the institutes were set by İsmail Hakkı Tonguç, who was the General Directorate of Primary Education, starting with some preliminary attempts. After April 1940, their legal bases were set and spread across the Anatolia in a more organized way with the appointment of Hasan Ali Yücel as the Ministry of National Education. These institutes aimed to educate village teachers, agricultural experts, and

¹ Bozdoğan (2012), symbolically, ends early republican period in 1942 which is the date of architectural competition held for Anıtkabir, but she adds and says, in larger scale, the political and cultural extent of this period continues until 1950 when is date of end single-party regime.

health officers for the village from the villagers. The institutes had a multifaceted program including, technical, and agricultural courses as well as cultural courses. The work-based education method of the institutes led students to be part of the system and to create value through education (Türkoğlu, 2000, p. 224). Institutes had become the educational media for raising the new type of citizen from the peasantry. Most of Tonguç's works are focusing on the question 'how this new type of citizen can be raised?', and 'what kind of system can be designed?' accordingly' (Tonguç İ. H., 1998).

According to Tonguç (1998), the village was the source for the village issue, and, for him, with a holistic approach, the development of the village was the key to the development efforts of the Republic. These institutes had become the regional centers in rural. By 1948, the number of these institutes reached twenty-one.

Institutes started losing their initial purposes in 1946, by some political interferences and educational changes in the system. Eventually, on 27 January 1954, Village Institutes were officially dissolved by turning into Primary Level Teacher Training Schools.

İvriz Village Institute was established in 1941 as the seventieth institute of the Turkish Republic in a province of Konya Ereğli. The story of the İvriz Village Institute is almost the same as the other institutes. With the cooperation of other institutes' students, Düziçi and Akçadağ, the construction of the campus continued till 1943. After 1954 education was continued as Primary Level Teacher Training School until 1974. From this date onwards, the education was converted to normal high school education with different names. During this period, most of the built environment that belongs to the institute were abandoned (MEB, 2017, pp. 188, 189; Aydoğdu & Kaplan, 2014, pp. 28-47, 69-77) ²

²http://ivrizsbl.meb.k12.tr/meb_iys_dosyalar/42/12/344002/dosyalar/2017_08/10153736_tarihYe.pdf?CHK=07635563390ec561c906de881f4c99d4, accessed on May 2018

1.1. Problem Definition

The modernization movement of Turkey is mostly discussed on the urban scale, especially by focusing on Ankara (Çetin & Kahya, 2017, p. 133; Polat & Can, 2008, p. 183)³. However, the scale of the modernization movements had reached the rural areas by governmental policies of that period. Modern village models had been produced starting from 1933; they were the idealized, modern villages produced with top-down decisions, which considered an act of modernization movement towards the village ⁴ (Bozdoğan, 2012, p. 114). Village institutes, with purposes of meeting the peasantry with the modern methods and educating the peasantry, had been another important modernization movement towards village, implemented in an organized way (Çetin & Kahya, 2017, p. 133; Sezer, 2010, p. 191), and different from other actions, the village was the main inspiration of the method used in village institute experience. Therefore, village institutes are an important part of the modernization policy of Turkey during the Early Republican Period, trying to reach to peasantry, which is worth to discuss.

Campuses of Village Institutes, as the extent of the holistic system, they were constructed in an organized way, there is a specific architectural program defined by the Ministry of National Education and for the design of the campuses, National Architectural Competitions were held ⁵, which during the Early Republican Period, many architectural competitions were held as a way of providing projects⁶. These campuses were constructed by the organization of the institutes itself and by mostly the physical efforts of the students and the villagers from nearby villages. Multipurpose, flexible program of the institute allowed to reveal the authentic features

³ In the studies concerning the Modern Architecture during the Early Republican Period, there are limited mentions about the effects of modernization movement of the Republic to the villages, which these mentions mostly focus on the effects of People's Houses, Modern Village Design, etc. Besides, there are barely references to the village institutes in these studies, (Batur, 2005; Bozdoğan & Akcan, 2012; Bozdoğan, 2012).

⁴ Bozdoğan (2012) called these 'colonization of the countryside' (Bozdoğan, 2012, p. 114)

⁵ See. Terms 1 (1940), Terms 2 (1941), and Terms 3 (1943)

⁶ For more information about the architectural design competition between 1931-1969 see (Özçelebi, 1999).

of the place where the institute settled and encouraged to be part of the place. Furthermore, the work-based program also contributed to the place and allowed students to create value from the place.

However, with law number 6234 on Merging Village Institutes and Primary Level Teacher Training Schools, actions that create the campus and evolve with the campus were left. Although the education has been continued on campuses, there have been many changes through time, and today, in most of the campuses there is a high school (Milli Eğitim Bakanlığı, 2017, s. 4)⁷. The change of education system started to let the campuses of the institutes to change and even let them become leftover places. The case; İvriz Village Institute did also exposed to these changes and most of the built environment belong the institute has been left, and even some part of it demolished.

Village institutes have been discussed and studied, almost, since the day they were closed. These arguments have developed in different fields and levels.

Most of the studies about village institutes are on educational and pedagogical concerns. On educational studies, there is mostly the description of the system by explaining institutional philosophy and by making a comparison before and after the situation. Some say that it is an enlightenment movement suits very good with the early republican revolutions. Socio-economic studies focused on the conditions of the time and how these institutes tried to be compatible with these conditions, and also bring solutions to problems, because, these institutes worked regionally by reconstructing the region with the villagers inside. Each of the institute had a self-sufficient mechanism that works uniquely for each institute, which was a big success considering the economic conditions of the time.

However, studies having spatial concerns about settlements of village institutes are less by comparing to other fields and even lesser in the conservation field. These studies are mostly site-based. Some of them examines campus of institutes within its

⁷ Twenty out of twenty-one of the institutes are in the list of One hundred Historical High School, prepared by MNE

historical and socio-economic context and try to understand their architectural development over on a case (Hovardaoğlu, 2014; Çetin & Kahya, 2017; Çetin & Kıran, 2019), some studies stresses the reflection of institutes' system on the campuses and also examines changes though time (Çorakbaş & Sümertaş, 2014; Çorakbaş & Yeşiltepe, 2015), some studies examines development of village institutes together with development of rural settlements in the context of the Early Republican Period (Baysal, 2006), while some of them makes a value assessment of a campus of village institute (Çakıcı & Çorakbaş, 2013; Çorakbaş, 2014; Çorakbaş, 2013), and some studies offer some ideas and principles and suggestions to maintain these campuses as a cultural heritage places (Çorakbaş, 2013; Saban & Hulya Yuceer, 2017; Çorakbaş, 2014). Apart from these studies, there are also some architectural competitions and summer schools arranged for these campuses like; Hasanoğlu Yüksek Köy Enstitüsü Değerlendirme Projesi Ulusal Fikir Yarışması⁸ made in 2007 organized by, Ankara Chamber of Architects, *TMMOB Mimarlar Odası Ankara Şubesi*, ve TMMOB İnşaat Mühendisleri Odası, Kepirtepe Architectural Summer School in 2006⁹, Hasanoğlu Student Summer School; 23 July-01 August 2010, *Hasanoğlanda Tarih Canlanıyor, Hasanoğlu Öğrenci Yaz Okulu* (TMMOB Mimarlar Odası Ankara Şubesi, 2011).

1.2. Aim and Scope of the Study

The village institutes are considered the most organized way of reaching villages among many implementations towards the village, like People Houses, Model villages. They were the modernization tool of the New Republic extending to rural. The multipurpose system, sustainable of the institutes resulted in a multifunctional campus area located twenty-one points of Turkey. Although each of these institutes was according to one common system, the flexibility in the program encourages institutes to become unique parts of the whole system that works for the same purposes.

⁸ Accessed through; <http://www.mimarlarodasiankara.org/hasanoglan/>, in May 2019

⁹ Accessed through; <http://v3.arkitera.com/h10424-kepirtepe-de-mimarlik-yaz-okulu.html>, in May 2019

In this point, the main research questions are, what is the properties, meaning, and values of Village Institutes and İvriz Village Institute?, what is the significance of Village Institute and İvriz Village Institute as a modern heritage place?, what are the challenges of conservation of Village Institutes and İvriz Village Institute? and what can be the principles and strategies to preserve as a heritage place?.

The first aim of the study is to picture a Village Institute with its all historical, socio-cultural, and physical features. In this point, Chapter 2 is purposed to explain these features. Starting with analyzing the historical and educational context of the period focusing on the village, and continue with explaining the Village Institutes, from the experimental period, till their establishment, aims, and end of the experience.

There are common points in the design and construction of the campuses of the village institutes. General guidelines and principles are answered on İvriz Village Institute to locate the institute in the network of Village Institute.

The campus of the İvriz Village Institute had been through many changes in the system of education starting from 1954 till today. Naturally, the campus of the village institute that produced to meet the need of its program, affected by these changes. Not only the physical environment, but the socio-cultural features that live with the campus also have been changed in the site. Explaining assessing the site with these program-based changes is another critical step in study. The campuses of other village institutes have also been through the same process of change; that is, although the education function is still active on the campuses, there have been many changes and destruction due to change in the system. Therefore, the topics that will be discussed for İvriz Village Institute can contribute to the existing literature, academic, and practical studies on this issue.

In all, as a part of education network in the early republican period, settlements of village institutes carry many tangible and intangible values such as architectural, historical, commemorative, cultural and social, and as a part of this educational network, the campus of İvriz Village Institute carries its own unique values as well.

As mentioned, studies seeing campuses of village institute as a cultural heritage of the Early Republican Period are not much. Therefore, with this study, it is aimed, to make an overall evaluation, about the values of institutes as heritage places, focusing on the İvriz Village Institute; understand the place with all its historical and contemporary components and aspects and based on these evaluations and develop conservation principles and strategies for its conservation and sustainability.

1.3. Methodology

Although the method of the study consists of four main sections; as follows, literature survey, archival survey, site surveys, and interviews, the way of merging of all into the study is mixed.

The literature survey in the study is helpful, not only understanding and describing the entire process of Village Institutes but also helping to picture the system with its all elements in their physical environment. The scope of literature survey includes the process; before the institute, the educational context of the Early Republican Period focusing on the village, the process of establishment, and the story of the village institutes from design to construction. These titles are used as a guideline in understanding the campus of İvriz Village Institute. The archive of literature survey includes academic studies, research sources on village institutes, and articles, etc. As the advocate and activist behind the movement (Keskin, 2012, p. 112), the studies of İsmail Hakkı Tonguç are among the main sources of the study (Tonguç İ. H., 1998; Tonguç İ. H., 1997; Tonguç İ. H., 2004). The earliest academic study on village institutes is the doctorate study of Fay Kirby (Kirby, 2000). She published her doctorate thesis in 1961 at Columbia University depending on the active research¹⁰ on the village institute between 1951-54. In addition to research, academic studies, the memoirs of the graduates are also used to, especially, understand life in the institutes.

The archival survey, whereas, mostly focuses on the planning and construction process of the village institutes' campuses. These archives are, the archive of the İvriz

¹⁰ Fay Kirby visited most of the institutes and the villages during her research (2000)

Social Sciences High School, İsmail Hakkı Tonguç Archives Foundation ¹¹, General Command of Mapping, and Konya Preservation Board of Cultural and Natural Resources. Some plan drawings, a site sketch dated to 1951 and some reports about the buildings have found on the Archive of the İvriz Social Sciences High School. Aerial photos dated 1956, 1969, 1987, and 2010, which considered one of the most important official documents on the campus of İvriz Village Institute, were accessed from the archive of General Command of Mapping. The case was registered in 2000, and the registration documents were accessed from the Konya Preservation Board of Cultural and Natural Resources in 2017.

Three different site survey was run on November 2017, March 2018, and May 2019 for the case. The first two site survey was run together with the graduates; the first one with Hasan Aladağ, the other one with the Hasan Can. Since there are limited documents about the campus of İvriz, these site surveys helped to understand the site, together with the information from official documents. During these site surveys, a museum about the case organized by a teacher of the institute, Mehmet Karaman, was also visited. The museum is the rooftop room of Mehmet Karaman's house, and the museum includes mostly old photos of the site and graduates, there is also a model of the temporary shed building constructed during the construction period of the campus on Sdnl Hill. The last site survey includes an archival study on İvriz Social Sciences High School together with the documentation of the buildings. 22 buildings out of 43 were examined on plan and faade organization. 6 of these 43 buildings are the buildings built after 1968 ¹², which the survey did not include these buildings.

In addition to these two interviews, another interview was conducted with Hacı Angı who also graduated from İvriz Village Institute. These interviews are used mostly to understand the site, its historical context, the process of establishment, along with the socio-cultural aspects of the campus. Additionally, suggestions, wishes, and ideas

¹¹ Accessed through Aye Ilıcak Library of TED University in 2019

¹² By this date the main campus begins to be abandoned, mostly due to the educational system change in the campus area.

about the future of the site were obtained from these interviews. The interview with the management of İvriz Social High School, whereas, was helpful to explain the current context of the site which includes the border of education in the High School, current use of the buildings constructed between 1942-1958, the use of the agricultural lands, etc.

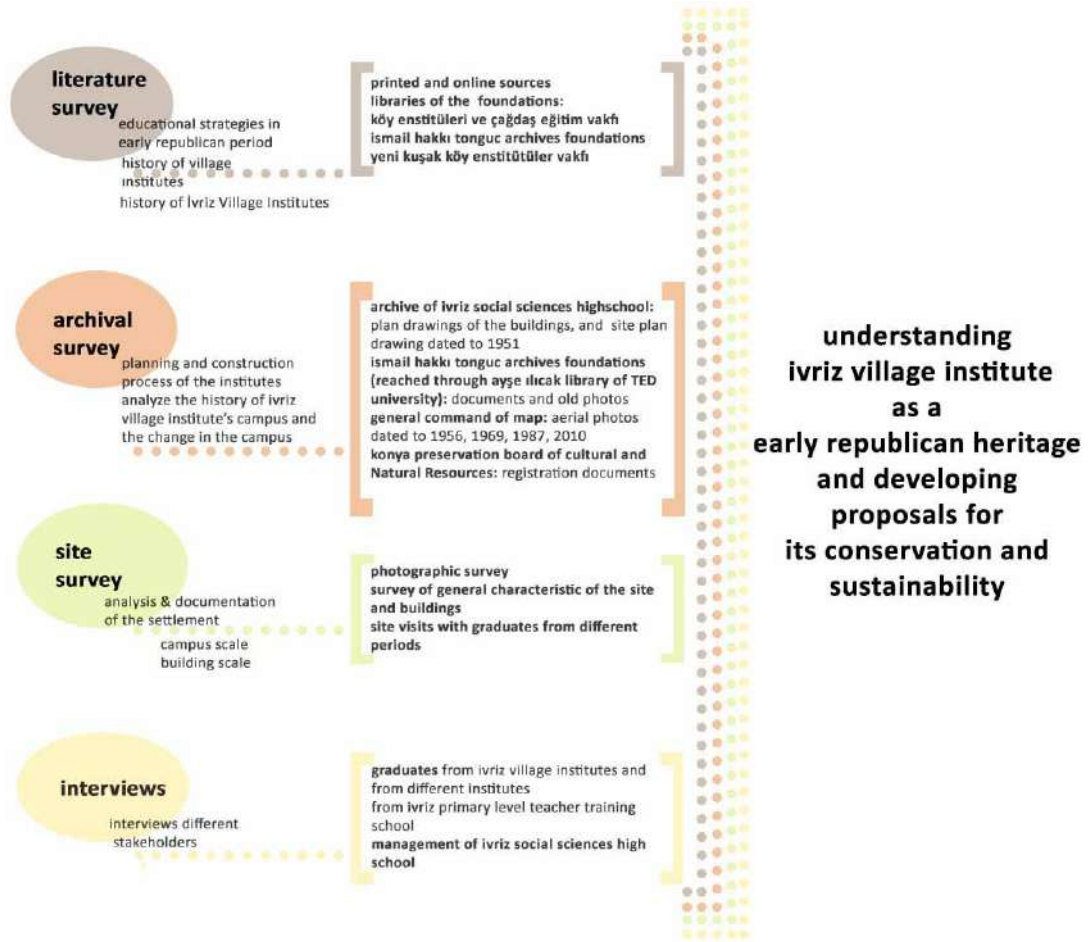


Figure 1.1. Methodology of the thesis

CHAPTER 2

AS AN EARLY REPUBLICAN EDUCATION EXPERIENCE: VILLAGE INSTITUTES

2.1. A look Before the Institutes

The Early Republican period is the period of a new republic that was trying to build a nation aiming to reach every corner of the country with the light of revolutions. The new education system of the new republic was considered as a tool that could shape the new generations according to the needs and purposes of the Turkish Republic. The purpose was not only educating young generations but also to make them believe in new values of the new republic (Gök, 1999, p. 9). ‘Reaching to rural,’ ‘an education system that matches the social, economic needs of the country,’ ‘a national education’ and ‘new against old’ were the main topics of the educational theories of the new Republican period (Topses, 1999). At this point, Village Institutes were the idealized institutes that were shaped with these aims. It is essential to understand the educational thinking of the period to understand the context of the Village Institutes, which, later, will give an idea of how these institutes were shaped conceptually and spatially.

2.1.1. Educational Settings of Early Republican Period: Theoretical and Educational Approaches

According to Topses (1999), ‘education of the republican period and its progress is the result of national cultural revolutions carrying to modern world which expected for a long time after feudal, theocratic ruins of Ottoman Empire...aim of creating a new nation and new society will come true with a new cultural philosophy suitable to new content of the new republic.’ Başgöz & Wilson (1968) adds and says ‘the insufficient number of schools and teachers, the lack of insufficient funds and the high percentage of illiteracy were not the only difficulties which had to be faced. The

education system which had been established under the empire and the theoretical bases of that system had been transferred to the new era by the same group of teachers and educational thinkers' (Başgöz & Wilson, 1968, p. 55).

Between these problems, supportively, national education '*milli terbiye*' had become one of the most important themes of the arguments about the education system during the early phases of the Republican Period (Topses, 1999, p. 9). By national education, it was mainly implied to be being authentic and proper to the needs of the Turkish Nation, which was emphasized by Atatürk during speak in Ankara Educational Congress, *Ankara Maarif Kongresi*, 1921. He describes a national education program as a program that is convenient to our national and historical character and away from the superstition of old periods, effects of eastern and western ideologies, which is not suitable to our disposition (Türk Tarih Kurumu, 1997). For Başgöz& Wilson (1968) primary task of the new education system was to a comprehensive and viable education that is also answering social and economic conditions of the country and compatible to evaluate to a developing country.

The law on Unification of Education, Law of Unification of Instruction¹³, in March 1924, considered the very first official step of constituting the education system (Topses, 1999, s. 10). With this law contradiction called madrasah-school, which started during the Tanzimat period in the 19th century eliminated (Çağlar, 1999, pp. 128,129). Later, Emphasis of this dilemma was also used as an old school vs. new school comparison to show the institutional aim of the village institutes by Tonguç (Tonguç İ. H., 1998, p. 679). Unification in the education system considered an important essential step in the modernization of Turkish education (Başgöz & Wilson, 1968).

Between these arguments, starting from 1924, some foreign educational specialists were invited to the country as an adviser and asked a report depending on their survey. John Dewey who is an American philosopher, educational reformer, and pioneer

¹³ Translation cited from (Başgöz & Wilson, 1968)

pragmatist theoretician of its time, offered steps on making a teaching a profession, he also offered to pay attention to the administrative staff of the education system (Topses, 1999). For some of his ideas and advice affected the republican education arguments deeply, even to the establishment of village institutes (Altunya N. , 2014, p. 37). In 1925, Alfred Kühne, who is a German pedagogue known as defenders of ‘work school, *iş okulu*, along with Kerschensteiner in Europe, emphasized the importance of technical and vocational schools and encouraged establishing specialized education programs. Additionally, Kühne reported the need for using a new alphabet. Similar to Kühne, in 1927 Omar Buyse who is a Belgian specialist, also underlined the importance of the technical education, differently, he offers regional, economic, vocational schools which address to needs of its region (Kirby, 2000, p. 23; Topses, 1999, p. 14).

These foreign visits and their reports are critical to understand argument topics on education and evaluate actions that come consequently. Although some actions could be related to these arguments, for some, they were not permanent (Altunya N. , 2014). There was a discrepancy between the actions and social and economic truth of the newly established republic, which they did not regard economic and cultural substructure of the country (Altunya N. , 2014; Topses, 1999; Başgöz & Wilson, 1968, p. 73). For Altunya (2014). They were coming from the counties where they already completed their industrial revaluation. Başgöz& Wilson (1968) say ‘the strength of the reform movement was dissipated by the leaders seeing education only in part rather than as a whole.’

İzmir Economic Congress held in 1923 was one of the first official meetings where the education for rural was discussed. Some of the recommendations of the İzmir Economic Congress about education were; ‘to introduce practical industrial and agricultural courses in all primary and secondary schools, to establish boarding schools at a primary level that would serve groups of neighboring villages in every district of the country, to allot a suitably large plot of land to each of these schools,

and to include, both theoretical and applied agricultural instruction' (Başgöz & Wilson, 1968, p. 56).

Latinized alphabet considered another vital step in making education compatible with the modern world (Topses, 1999). With the Law on the Adoption and Implementation of Turkish Alphabet on 2 November 1928, National Schools, *Millet Mektepleri*, were spread all over the country by a governmental program starting from 1929 to solve out illiteracy problem. Till 1932 these schools had successful results; more than 1, 5 million citizens learn reading and writing (Başgöz & Wilson, 1968, p. 120), and after 1932, these schools slowly disappeared.

Taking education to the peasantry was another problem of the period. The National schools did serious results in raising the literacy rate among the villages, but they were not institutionalized for further education (Başgöz & Wilson, 1968). Although there was an emphasis on theories about the education of villagers, until the 1930s, an obvious step could not be taken to solve the problem of educating villagers, who were the majority of the society.

Knowing all these theories and actions that had been made during the first decade of the Republic will help to understand the theoretical context of the period. In addition to these arguments, starting from the 1930s, the wind changes towards to village due to different concerns like; spreading the ideology to the masses, economic development of the country, agricultural problems, etc. In the end, all these concerns connected to education in the villages and creating a qualified village teacher for the villagers.

2.1.2. Interest to the Village During the Early Republican Period

After the 1930s, there was a growing interest in the peasantry (Karaömerlioğlu M. A., 1998, p. 48) with many different concerns like educational, economic and ideological. National Schools changed the literacy rate of the peasantry considerably. However, there was still a significant problem of educating the villagers in their villages with a proper teacher. Additionally, economic conditions of the time were challenging with

the effects of the Great Depression, as in many other countries around the world (Karaömerlioğlu M. A., 1998, p. 49). Turkey was an agricultural society, according to the population census made in 1935, 80 percent of the people were living in rural areas and yet its contribution to the economy was not enough for neither peasantry nor the Republic, because of many reasons, like insufficient infrastructural conditions, old fashion agricultural methods, and oppressive control of landlords (Başgöz & Wilson, 1968). Therefore, along with educational concerns, rural development was a necessity for the economic development of the newborn Republic (Başgöz & Wilson, 1968). Moreover, in the 1930s, it was noticed that there was also a delay in communicating ideologically with the peasantry via revolutions of the New Republic. For Karaömerlioğlu (2006), it was seen after the transition to a multi-party system in 1930 that there was a resistance to actions of the government from grassroots of the nation (Karaömerlioğlu A. , 2006, p. 52).

Regarding the concerns and arguments during the period, notions on ‘rural development, work-based education, and importance of peasantry’ were started to take place in political debates and also in pedagogical debates (Başgöz & Wilson, 1968, p. 134). Again, during the time, ‘The real owner and master of the country is the peasant,’ *köylü milletin efendisidir*, Mustafa Kemal’s slogan were stated again in the press after 1930 (Başgöz & Wilson, 1968). For Başgöz and Wilson (1968), during that time, it was accepted the fact that if a rural development did not succeed, there could not be a proper practice of the revolutions. For Karaömerlioğlu, institutions like (1998), People’s Houses, later Village Institutes and many other series of attempts were the results of these concerns trying to solve the village problem (Karaömerlioğlu M. A., 1998, p. 54).

People’s Houses can be considered one of the first organized governmental institutions trying to connect masses that had not been connected yet. They were meeting places with a comprehensive, variable program that brings people from different parts of society together (Başgöz & Wilson, 1968, p. 151). In 1931, after the Congress of the Republican People’s Party, it was decided to open People’s Houses,

to every province of Anatolia (Başgöz & Wilson, 1968). For Başgöz & Wilson (1968), the working model of People's House was inspired by Soviet Russia, central Europe and Italian practices, which they reached successful results in their time of existence. By 1945, there were 437 People's Houses (in provincial centers) and 2688 People's Rooms, *halk odaları*, (in towns and villages), which they worked as village extensions of People's Houses (Başgöz & Wilson, 1968, p. 152).

With the concern of broadening the boundary of revolutions through the country, especially to the villages which are the base of the population during the period (Karaömerlioğlu A. , 2006, p. 58), People's Houses took an active role in as a governmental, institutionalized, centers of this mission. Yasa Yaman (1996) adds 'Peoples' Houses, was purposed to introduce the revolutions to the people of Anatolia and ensure a cultural common ground via exhibitions, village tours, people's classrooms, and with the conferences.' (Yaman, 1996, p. 36). At this point, it can be said that the interest towards the village also found its physical evidence after the 1930s, that is, the magazine called *Arkitekt*, many articles published about the villages, as well as these country trips (Gurallar, 2014).

Although these governmental houses were established to main provinces, there was a concern to reach rural areas; therefore, they opened People's Rooms to smaller towns and villages. Thus, among the institutional aims of People's houses, there was the concern of filling the gap between the educated intelligentsia and uneducated masses below via education. These Houses were also aimed to carry aid rural villages by, for example, providing medical service, rehabilitating villages and helping the peasants. Therefore, a team of mobile services from the Houses carried the services to the peasantry (Başgöz & Wilson, 1968, p. 157)

Apart from basic physical aids or educational concerns, country trips were organized to introduce the artist and their works with peasantry by Republican People's Party and People's Houses. Yasa Yaman (1996) says 'country trips intended to bring artist and folk together, close the gap between 'new' art and 'old' folk, to make the artists

leave İstanbul and face Anatolian truth and it was also thought that by this way, the transition to Republican culture from imperial culture could be sustained (Yaman, 1996, p. 39). Since the economic conditions of the country were not enough to make villagers travel as in Germany, a visit program was designed to take art and artists to them.’ Similarly, architectural trips were organized by the Republican People’s Party across the country (Mimarlık, 1944). It is emphasized that these trips could help to build a national identity in architecture (Mimarlık, 1944). It is stated that in Mimarlık magazine (1944) ‘these trips, surveys and publications about them that will be carried out by the architects will help a lot in terms of architectural studies, finding a better way shaping local material, climate, construction technique, and lifestyle, and help Turkish architects to have a holistic information in country scale’ (Mimarlık, 1944, p. 1)

All these efforts gave a chance to the intelligentsia to understand the villages and villagers’ life. This interest resulted in variable peasantism arguments between artists, writers. Examining these different points of view towards the village is important to understand the ideological context of the period, which gives a better chance to understand the ideological basis of village institutes.

Karaömerlioğlu (2006) evaluates variable peasantism ideas, mostly depending on the authors of *Ülkü* magazine, which was publications of People’s Houses, during the 1930s. There was a growing interest towards village after the 1930s in many places around the world as well as in Turkey (Karaömerlioğlu A. , 2006, pp. 52, 53) Karaömerlioğlu (1998) says ‘in the industrialized world, peasantism was mainly a reaction to disintegrating and malevolent consequences of industrialization.’ On the other hand, in developing countries, peasantism used as a tool to modernize the rural area and used as a policy seeing the rural areas as an implementation area of the authority. However, in Turkey, peasantism was purposed both by a different part of society. That is, during the time, folk culture valued, romantically, for example, rural was pure places where the essence of the real Turkish was hidden and waiting to explore but at the same time, it was also supported the promotion of rural social and

economic growth which was seen as a must to complete development of the country (Karaömerlioğlu A. , 2006, p. 55). According to Kirby (2000), especially after ‘Yaban’ released by Yakup Kadri Karaosmanoğlu, a movement emerged between authors, artists like ‘knowing the villagers’, ‘seeing villagers’ problem with the perspective of a villager’ and ‘using village language in literature.’ Some parts of the intelligentsia started to see villagers as a source and noticed that rather than teaching the villagers, they could learn from villagers (Kirby, 2000; Karaömerlioğlu A. , 2006). Later, İsmail Hakkı Tonguç added to these arguments with a revised point of view. Tonguç called the graduated students ‘the arm of heroes’ and said; ‘Heroes, and not great scholars or artists will first understand what the village is, and they will be the ones to explain it to scholars and craftsmen.’ (Tonguç İ. H., 1998). He believed that the village society has common parts with Republican principles, different from the romantic view of peasants, *köycü*; he saw power of peasantry to change intelligentsia (Kirby, 2000, p. 78).

Efforts of People’s Houses with the cooperation of the Republican People’s Party did achieve many things matching with their institutional aims, like bringing people together, taking art and artists to the places that never reached before and finding a national inspiration from the core (Başgöz & Wilson, 1968). However, for some, these efforts were not enough to change and help the peasantry (Kirby, 2000; Başgöz & Wilson, 1968). For Karaömerlioğlu (1998), the acts of People’s Houses made peasant object of the actions, for Başgöz& Wilson (1968), these centers had become the centers of bureaucrats. Eventually, these efforts, for Başgöz& Wilson, showed the need for serious governmental reforms to aid the peasantry.

The importance of reaching peasantry, in Turkey, was strongly linked with economic development for an agricultural society. There were similar concerns and arguments in many countries in Europe because of the great depression in the economy (Karaömerlioğlu M. A., 1998, p. 55). Therefore, educating people within these conditions was one of the biggest topics among educational theoreticians, at this point, according to Kirby (2000), suggestions of pedagogues like Pestalozzi on ‘work,

business school,' *iş okulu*, got popular. The idea was making the output of vocational schools a part of the production process; in this way, the expense of education could be decreased.

These arguments find a reflection on pedagogic theories in Turkey too. Differently, in this case, the educational problem means taking the education to the peasantry. Education was considered a tool to create rural development which also means economic development. In the way 'reaching to peasantry' through education, the teacher was important, Başgöz & Wilson (1968) says;

'this idea of linking education to the village economy and fitting the teacher's role in economic production became a common feature in virtually all of the educational theories proposed in the early 1930s. writers of contrasting political and economic view such as Yunus Nadi, Hıfzırrahman Raşit Öymen, Hilmi A. Malik, Halil Fikret Kanat and İsmail Tonguç all argue that the teaches should be made a part economy by assigning a plot of land to him.' (Başgöz & Wilson, 1968, p. 136)

To understand the educational distance to peasantry which could not be closed till 1940, till Village Institutes (Başgöz & Wilson, 1968, p. 127), it is important to look at the number reflecting the problem. According to the population census made in 1935, the rate of literacy was 15 percent; within this number, 80% of people who were living in urban areas had a chance for education while this rate was only 20% in rural areas. Among 40 thousand schools in villages, only 5400 of them have schools (Altunya H. , 2012, pp. 61, 62).

Training teachers for rural areas was another topic during the period. Başgöz & Wilson (1968) say: 'the training of teachers who could not only succeed in village training but also contribute to the upgrading of village life itself has long been a problem in Turkish education.' It noticed during the period of Mustafa Necati, who was the Minister of Education between 1925- 1929, training teachers who came from cities could not have insight about the needs and problems of the villagers (Başgöz & Wilson, 1968, p. 132). Therefore, Mustafa Necati opened two experimental teacher training schools, Village

Teacher Training School, with the law no: 789, in Denizli and Kayseri, Zincirdere (Altunya N. , 2014; Bařgöz & Wilson, 1968, p. 133). These schools called ‘forerunners of the Village Institutes’ by Bařgöz & Wilson (1968), they were opened in large fields outside of the cities. Students who mostly selected from villages educated in a combination of theory and practice for three years (Altunya N. , 2014). However, Mustafa Necati’s death in 1929, their programs were abandoned (Bařgöz & Wilson, 1968). Reřit Galip, who was the Minister of Education between 1932- 1933, formed a Village Affairs Commission with the cooperation of the Ministry of Agriculture and Health. In the report of this commission, the role of the village teachers was defined and says; ‘We must create a new type of village teacher who will not only attempt to modernize the beliefs of the peasants and their social institutions but will also change the material and economic life of the village itself.’. It was also expected from the teacher to be the pioneer of taking principles of the revolutions to the villages to raise the economic and physical standards of the villages by teaching agricultural methods (Bařgöz & Wilson, 1968).

After Saffet Arıkan was assigned the new Minister of Education by Mustafa Kemal himself, more serious steps were taken by educating the village teacher (Bařgöz & Wilson, 1968). Saffet Arıkan had met with İsmail Hakkı Tongu when he was the teacher of drawing and handicraft in Gazi Teachers Institute, (Bařgöz & Wilson, 1968, p. 140). Later Arıkan appointed Tongu to General Director for Elementary Education, İlköğretim Genel Müdürü, in 1935 (Tongu E. , 2009). Bařgöz & Wilson (1968) say about this appointment; ‘in doing so, Arıkan opened a significant chapter in the history of Turkish education.’

2.2. Village Institute Experience

Village Institutes are multifaceted institutes that were designed to improve the development efforts of the country. They reached to the rural/peasantry to build up a network connecting from twenty-one points across Anatolia, during the Early

Republican Period. They are unique institutes in terms of their methodology that sees the problem as a whole.

Starting with appointment of İsmail Hakkı Tonguç as General Director for Elementary Education by Saffet Arıkan in 1935, till 1946, he stayed on this position. During this time of period, 1935-1946, together with Hasan Ali, Tonguç is the one who is in charge of Village Institute Experience, starting from the early experimental practices, till the time, when they started to devolve after 1946.

During his time of service, Tonguç published many books, reports, and articles. They were about his observations based on his international and national trips, his inspirations and his reports which help to theoretic bases of institutes. One of his books called '*Eğitim Yolu ile Canlandırılacak Köy*'; first published 1939 and revised in 1947 is the critical source among others. In this book, first, he describes physical, socio-economic and educational conditions of the villages before and after World War I. Additionally, he explains the idea of *seeing the village as a source* and answers the questions of; '*what kind of education, what kind of revival?*' and '*who will educate, who will revive?*' (Türkoğlu, 2000, p. 146). Tonguç also made many visits to provinces and villages along the Anatolia before the institutes established and during the Institutes were working.¹⁴ As a person who was in the process of every process of the village institutes' experience, he becomes one of the essential sources to look at for this survey about the institutes.

Village institutes had become an experience creating a new lifestyle for the new type of living for the New Turkish Republic, apart from training village teachers. In this regard, understanding the experience; the process of establishment, their way of work, with their setup, would be helpful to create a whole picture of a village institute. Consequently, this image would be helpful to understand to see the spatial reflections of the layout design.

¹⁴ Tonguç (1998) says: after visiting 61 province centers, 305 towns, and 9150 villages, he wrote the book, *Eğitim Yolu ile Canlandırılacak Köy* (Tonguç E. , 2009, p. 682)

In this part, the design of the system of Village Institutes will be examined as an experience that includes the whole process, starting from the early experiments and till their closure.

2.2.1. Attempts and Acts About the Village Education Before the Village Institutes

As soon as Tonguç started his mission as General Director of Primary Education, he prepared a very detailed report about problems of primary education.¹⁵ This report clearly showed the facts of education in Turkey with numbers and statistical analysis. The report did not only define the problem qualitatively or quantitatively, but it also explained the economic side of the problem (Türkoğlu, 2000, p. 118). In this report, Tonguç also offered solutions including all the extent of the problem. This report can be considered the first official step by Tonguç himself towards the establishment of the Institutes.

Tonguç offered a new approach to education, handling the problem as a whole focusing on the villages. Başgöz and Wilson (1968) say;

‘he clearly saw that improvements in the economic life of the villages were closely connected with an improvement in their educational standards. A school alone was not enough, but a school in a contextual constructive relationship suited to the needs of its students and their families could accomplish a great deal’ (Başgöz & Wilson, 1968).

To understand the education problem in the villages during the period, checking the numbers from Tonguç’s reports would be helpful. There were approximately 40 thousand villages in Turkey, among them, in 32 thousand villages, the population was less than 400. Within these villages, approximately 10 million citizens could not reach education. According to the calculations of Tonguç, 15 thousand teachers had to be

¹⁵ This report considered such a compressive report that, Kirby (2000) says, there is no any other equivalent example seen around the World (Kirby, 2000, p. 110).

educated (Tonguç E. , 2009). Therefore, developing a rational agricultural economy via education was considered the main solution (Kirby, 2000, p. 113)

Accordingly, as a quick solution to village education, training village instructor, *eğitmen*, was offered in 1937. Law numbered 3238 on Village Instructor accepted 11 June 1937, the village instructor defined as ‘ employed to undertake the education and training of villages without enough population to be assigned teachers and guide villagers in conducting agricultural affairs in a scientific manner’ ...trained in courses opened by the Ministries of Education and Agriculture in schools or farms suited for agriculture’ (Altunya H. , 2012, p. 61).

Instructors, firstly selected from men who completed their military services as corporals or sergeants, knew how to read and write and compatible with the agricultural works (Başgöz & Wilson, 1968, p. 143). After 4 months of training, they appointed to the villages (Altunya N. , 2014, p. 26). Their job in villages defined by Başgöz and Wilson (1968) as; ‘the instructor on the job was not only expected to teach school, take part in constructing school buildings, teach adults’...but also to set up nurseries, develop orchards encourage the planting of trees, help in improving farm productivity and introduce new seeds new implements and new methods provided by Ministry of Agriculture’ (Başgöz & Wilson, 1968, p. 148).

First Instructor training school was opened in Mahmudiye, Eskişehir in 1937. Since they got successful results (Başgöz & Wilson, 1968, p. 148), they maintained their actions until 1948, together with village institutes. By 1947, 8675 village instructors were trained (Tonguç İ. H., 1998, p. 548).

The successful result of the Instructor Training experiment supported to take further steps on educating village teachers. For Tonguç (1998), organization of Village Institute grounded the organization of the Instructor Training Schools (Tonguç İ. H., 1998, p. 528).

Accordingly, Village Teacher Training Schools were opened first in Eskişehir, Çifteler, in 1937 later three more opened in İzmir, Kızılçullu, Edirne, Kırıntepe, and Kastamonu, Gököy (Altunya N. , 2014). Their education period was three years.

2.2.2. The Process of Establishment

‘Article 1 of ‘Law on Village Institutes’ number 3803 and dated 17 April 1940 states, ‘Village Institutes are opened by the Ministry of Education in areas with arable land to train village teachers and other professional experts that will improve the villages.’ (Law number 3803, Article 1)¹⁶

The village teacher, according to Law numbered 3803, is more than a teacher. A village teacher is a ‘professional expert,’ *meslek erbabı*, who is capable of helping villages in every aspect they need (Law number 3803, Article 1).

‘Since, in the facilities where a village teacher are educated together with a teacher, other essential elements for the village will be raised too, so naming these new facilities as Village Institute would be suitable’ (Tonguç İ. H., 2004, s. 325)

As stated in Article 3, students selected from villages were accepted to the institutes, and they educated in the institutes for five years. After the law number 3803 enacted in 1940, 4 Village Teacher Training schools, established between 1937-1939, named Village Institute, ten more Village Institutes were established. By 1944, the number of institutes reached twenty, and the last institute was opened in Erniş, Van in 1948, the total number of the institutes reached twenty-one across the Anatolia (Altunya N. , 2014, p. 30).

Anatolian geography was tried to divide evenly into regions to provide access from every point (Türkoğlu, 2000, p. 188). Every institute worked as a developmental unit

¹⁶Taken from:

https://www.tbmm.gov.tr/tutanaklar/KANUNLAR_KARARLAR/kanuntbmmc021/kanuntbmmc021/kanuntbmmc02103803.pdf , translation cited from; Altunya N., 2012, s.91

for their nearby surroundings (Topses, 1999, p. 17). As a result, the project of the Village Institute worked as a whole model with the twenty-one working pieces.

Name of the Village Institutes are listed below, according to their year of establishment (Türkoğlu, 2000, p. 188) (Altunya N. , 2012)¹⁷

1. Çifteler Village Institute, Eskişehir, 1937
2. Kızılçullu Village Institute, İzmir, 1937
3. Kepirtepe Village Institute, Edirne, 1938
4. Gököy Village Institute, Kastamonu, 1939
5. Düziçi Village Institute, Adana, 1940
6. Arifiye Village Institute, Kocaeli, 1940
7. Aksu Village Institute, Antalya, 1940
8. Savaştepe Village Institute, Balıkesir, 1940
9. Gönen Village Institute, Isparta, 1940
10. Cılavuz Village Institute, Kars, 1940
11. Akçadağ Village Institute, Malatya, 1940
12. Pazarören Village Institute, Kayseri, 1940
13. Ladik Village Institute, Samsun, 1940
14. Beşikdüzü Village Institute, Trabzon, 1940
15. Hasanoğlu Village Institute, Ankara, 1941
16. İvriz Village Institute, Konya, 1941
17. Yıldızeli Village Institute, Sivas, 1942
18. Pulur Village Institute, Erzurum, 1942
19. Ortaklar Village Institute, Aydın, 1944
20. Dicle Village Institute, Diyarbakır, 1944
21. Ernis Village Institute, Van, 1948

¹⁷ There is different list of Institutes in different sources, for this list, information from Türkoğlu (2000, p.188) and Altunya N. (2012, p.88) are mixed.

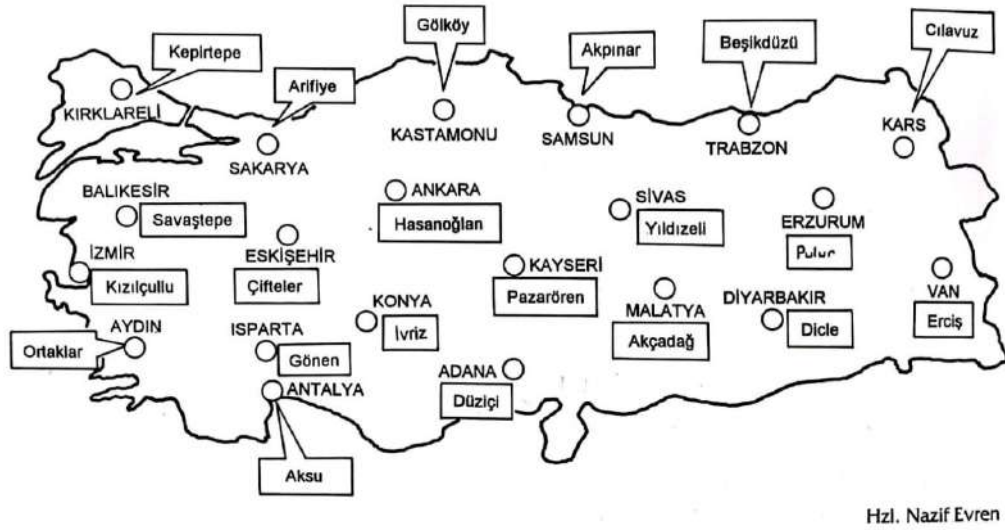


Figure 2.1. Map showing placement Village Institutes on Turkey map (Anonim, 2003)

2.2.3. Institutional Aim

In the method of understanding the existing system of Village Institute and the physical references that comes consequently, understanding the institutional aims and their theoretical base is a critical step.

In this part of the study, the institutional aims of the institutes will be discussed. Arguments will mostly depend on Tonguç's theories and other interpretations to him from the related authors as well as with the official discourses, like enacted laws¹⁸. *The revival of the villages, seeing the village as a source, network of education towards villages via institutes, and missions of the village teachers* are the main themes of these arguments.

To better understand what Tonguç meant by saying the revival of the village (Tonguç İ. H., 1998), it is important to understand his peasantism ideas. The village, for him, was a source, and the source should feed the new republic. Rather than a top-down intervention to the rural, he talks about reviving the village from within;

¹⁸ Law number 3803 on Village Institute enacted on 17 April 1940

Law number 4274 on the Organization of Village Schools and Institutes enacted on 19 June 1942

‘contrary some people assume, the village issue, *köy meselesi*, does not merely entail the mechanical development (in a form) of the village, but rather a meaningful and conscious resurgence of the village from within. The villagers must be revived and informed to the extent that no power... can able to exploit them ruthlessly for its own account... Like any other citizen, they too should attain their rights. This is what the village issue entails’ (Tonguç İ. H., 1998)¹⁹

For him, the village is the source/ key to creating a new society;

‘What revival of the village also means the releasing of the source of village. The essence of national power is hidden there. Unless this source is released, a strong, fortunate, happy, and wealthy Turkey cannot be created. The Turkish nation's ability to create a culture depends on taking inspiration and power from this source.’ (Tonguç İ. H., 1998, p. 548).

Villages deprived of the modern opportunities of the cities had started to break down, and the key to fix this problem and revive the village is education. The villager who is underdeveloped in terms of socially, economic and cultural needs to be a part of the new order, and for this reason, *a new type of citizen* should be raised (Tonguç İ. H., 1998, pp. 19, 547).

Within this scope, the design of the village institute system offered an overall network bounding all the parts of the Anatolia. The revival started from the village and provided by Institutes would also help to the development of the Republic. Law number 4274 on the Organization of Village School released in 1942 ²⁰ helps to understand the system of reaching to the village via education. The law describes the organization of primary education to the villages (Altunya N. , 2012). In this organization schema, each village institutes were center for their regions (Tonguç E. , 2009); the basic structure of the stepped organization was described as;

¹⁹ Translation cited from; Altunya N., 2012, p.84

²⁰Retrieved from: <http://www.resmigazete.gov.tr/arsiv/5141.pdf> , in May 2019

‘... mobile headmaster including 15- 30 villages, a regional inspectorate of primary education including 3- 5 mobile headmaster regions, a village institute region that units every 15- 20 regional inspectorate of primary education, and a General Directorate of Primary Education directing the 20 village institutes and the whole organization of primary education.’ (Tonguç E. , 2009)

In addition to this organization system, In June 1943, the Village Institute of Higher Learning opened in Hasanoğlu, Ankara. Institute of Higher Education worked as an upper institute in the system.

According to regulation, *talimatname*, on Village Institute of Higher Learning released on 24 July 1943; the aims of the Village Institute of Higher education was ‘training teachers for Village Institutes, training mobile teachers for regional village schools, training mobile headmasters and inspectors of regional primary education, investigating the necessary subjects which are related to village schools and institutes and dissemination them for those who are concerned, and to constitute a center on village investigations.’ (Regulation on Village Institute of Higher Learning, article 2).

The primary education movement was planned and regulated comprehensively, starting from a theoretical background to laws and regulations supporting the system. Within this system, the village teacher is the keystone on the way of reviving the village and create a new type of citizen.

Article 6 of Law no 3803 explains the duty of the teacher as;

‘Teachers graduated from Village Institutes undertake all the education and training tasks of the villages to which they are appointed. With the model fields, vineyards and orchards, and workshops they will create personally to conduct agricultural affairs in a scientific manner, they will guide the villagers and allow them to take advantage of such facilities...’ (Law number 3803, Article 6)²¹

²¹ Translation cited from; Altunya N., 2012, s.91

For Tonguç, (1998), the village teacher should be equipped to create an environment in the village as described in article 6 of law number 3803. He stated;

‘A village school will become a school of life and work, *hayat ve iş okulu*. Achieving this goal is not as easy as believing it or make it seem like believing it. To turn a school into the character of a school of life and work, the school should include the practice fields, workshops, and game and sports fields...In order to fulfill the other needs of the school, the school will have a co-operative and a charity constituted by donations of students’ parents. They will be utilized in terms of both, reviving the village, and fulfilling educational and national aims. The students who attend the studies of classrooms, workshops, garden, field, barn, coop, co-operative, benefit from game and sports fields will be educated on different field of study equipped by technical tools in the integrity of work-life arranged by the village...this is the meaning of life school based on work education. What does reviving the village via education means is to make that village to have such a school and have a teacher who can run this school according to principles of vocational education’ (Tonguç İ. H., 1998, p. 688).

Article 10 of law number 4274 on the Organization of Village Schools and Institutes defines the duties of village teachers and instructors. The part of a teacher is versatile in the village. According to article 10, for example; ‘to work in the construction of the village school building and workshop, as well as the garden...’²², again clause five of article 10 says

‘To prevent and surmount any circumstances that would threaten the health of the students and take – and have others take- precautionary measures demanded by such circumstances.’²³

²² Translation cited from; Altunya N., 2012, s.93

²³ Ibid., p.93

Additionally, section B in article 10 of law number 4274 says; ‘The duties and authorities of village teachers and instructors with respect to training the village residents’ and the clause number one of section B says; ²⁴

‘To augment the national culture of the village populace; to educate them in social life in accordance with the demands and needs of the period; to take the necessary measures for spreading and strengthening the positive values of village culture...’. ²⁵

Again, clause number three of section B also says;

‘to collaborate with the mukhtar, villagers, and other relevant bodies to restore the ruins and other historic works and monuments in and around the village that constitute *national heritage* in terms of their natural and technical value and to identify and protect animals and plant species that require preservation.’²⁶

In all, the village teacher who has a wide scope of duty in the village, like from educating the villager to give cultural, environmental awareness to the villagers, to the healthcare issues of the villagers. More than just a teacher, as Tonguç’s conceptualize, the teacher is a village leader who is missioned the revive the village

In order to achieve to train teachers with the new missions, a comprehensive and multifaceted way of education was needed. The village institute system was established on pedagogical methods that could achieve to educate this new type of citizens/ teachers (Çetin & Kahya, 2017, p. 135).

2.2.4. System of Village Institute

To describe how educational and informal life were shaped in the campus of institutes, describing the educational system from organizational schema to pedagogical methods would be helpful.

²⁴ Ibid., p.93

²⁵ Ibid., p.93

²⁶ Ibid., p.94

Village institutes are unique in terms of constituting ideational bases, organizing them via laws, regulations, and the way of implementing the system. They were the regional centers of the whole educational movement. From these centers, the movement reached the village via their graduate students. They were the educational institutes that aimed to raise the teachers that would help the social, economic, and cultural development of the village. Therefore, a multifunctional layout of education was needed for the institutes.

A big part of Tonguç's study focuses on the new methods of teaching that concerns creating a new type of citizen (Tonguç İ. H., 1998; Tonguç İ. H., 2004, s. 309; Çetin & Kahya, 2017, p. 135; Türkoğlu, 2000). He describes *the new school* by explaining the difference from *the old school* (Tonguç İ. H., 1998, p. 679). For example, the building of the old school was not sufficient conditions in terms of technical equipment, hygienic, and education in the old school was only on the level of reading and writing. Students in the old school were passive, and the old school taught students to stay silent. The old school did not consider the body and mental development of the children and did not offer a program in the education system that aims students' coordination of hand, eye, ear, and throat. The old school did not inspire from the village and village life, so it did not have animals, gardens, trees, that is, the old school lost connection with nature (Tonguç İ. H., 1998, pp. 680, 681).

According to Tonguç's idea, the new school had the opposite features of the old school. For him, 'reviving the village' is not just a simple issue of the village school, and education of the villager (Tonguç İ. H., 1998, p. 608). The new school should be the school of life and raise the village teachers who will revive the village (Tonguç İ. H., 1998, p. 688).

Tonguç's education system criticizes the gap between real life and school (Çetin & Kahya, 2017, p. 135). The school where only the theoretical information existed, which is the old school (Tonguç İ. H., 1998, p. 680), could not raise the new type of citizen. Therefore the method should be changed for all the lessons and lessons should

be learned ‘work in, through, and for work,’ ‘iş içinde, iş yoluyla’ (Tonguç İ. H., 1998, p. 174).

Education work in, through, and for work does not only aim to improve the hand skills of the students but also aims to improve the individual or production. The work is not a lesson or a program; it is a philosophy. Work in the village institutes is the tool, the goal, and also the method (Türkoğlu, 2000, p. 175). Tonguç’s idea of vocational education is to give proper vocational education. To him, to give professional education in the work of that profession is the issue of education (Türkoğlu, 2000, p. 175).

Tonguç did inspire from some of the pioneer pedagogs’ ideas on vocational education like; Pestalozzi’s ‘How Gertrude Teaches her Children’, Blonski’s ‘Labour School’ or Kerschensteiner’s ideas. However, more than a ‘vocational school, iş okulu,’ his method defines a ‘school of production.’ For Türkoğlu (2000), this method, making the education a part of a production process, provided an opportunity for students to create value (Türkoğlu, 2000, p. 174).

The circular, prospectus published in 24.06.1940, on the educational work of Village Institutes (Altunya N. , 2014, p. 224) explains features of the education and the prospectus gives an idea about the life in the institutes at the same time. Articles of the prospectus about the quality of education in institutes create an image of the new school and the new student of the institutes. The prospectus talks about to teach students to drive a bicycle, motorbike, and automobile, swimming, horse riding, climbing, according to opportunities the region of the institute, to teach students, boating, sailing, and motor vessels (article 3), article 7 says, every student will learn to play to mandolin, and teaching students planting works of the institute’s land, draining the swamps, constructing, roads and water channels are the other duties defined on article 5. The prospectus also has adjustments concerning nearby villages; article 10 says students should encourage to visit nearby villages and conduct research about them, and article 14 says, in every institute, there will be a museum where

historical, ethnographic, geologic, and agricultural good are collected from the region of the institute (article 15).

The prospectus gives an image towards students who graduated from the institutes and the attitude of the institutes towards, nearby, village. Students encouraged to take all the advantages of modern learning tools and yet encouraged them to stay connected with the village.

2.2.5. Arguments about the Institutes and Their Closure

As stated, Law number 3803 (1940), to improve the village, many village students were educated. By 1947, 5542 village teachers, 1756 village instructors, 521 health officers were graduated from institutes (Türkoğlu, 2000, p. 483). Accordingly, many issues about the village improved during this period, between 1940-1946, 15.000-decade land were cultivated, 750.000 saplings were planted, additionally, between 1937-1946, 150 main buildings, 60 workshops, 210 teachers' houses, 36 storages, 48 barns, 12 powerhouses, 16 water houses, 12 agricultural storages, 3 fish houses, 100 km long road was constructed. Waterways and sewage systems were developed (Gedikoğlu, 1971, s. 245). By the time they were officially closed, 741 workshops, 875 new village schools, 993 teachers' houses were built and 851 village schools were repaired (Şimşek & Mercanoğlu, 2018, p. 269). As Kirby (2000) stated, village institutes had become the central point of rural development (Kirby, 2000, p. 308).

Above all these improvements, there are many arguments about the institutes since they were established until today from a different group of people from different backgrounds. Some of these opponents' ideas criticized heavy physical conditions of the institutes, and heavy workloads of the students; some said that the system of the village institute was delaying the industrialization of the country by keeping the villagers in the village. Some politicians, like Emin Sazak who was a member of parliament from Eskişehir and a landlord, thought the institutes would become a thread if these poor children of the institutes would claim rights in the future, some politicians and thinkers blamed to have communist influenced implementations of institutes.

Coeducation, work-based education system, inadequate institute teachers and directors were the other topics of these opposing ideas (Altunya N. , 2014, pp. 118-130).

With all these arguments, their progress was started to damage in 1946 by dismissal of Hasan Ali Yücel and İsmail Hakkı Tonguç from their mission. The program of the institutes was changed in 1947. First, in November 1947, Hasanoğlu Village Institute of Higher Learning was dissolved and then, in April 1948, Village Instructor Courses were closed and most of the instructors were dismissed. In 1950 co-education was ended in the institutes and girl students were transferred to Kızılçullu and Beşikdüzü Village institutes and consequently, the number of girl students decreased in the institutes. Eventually, on 27 January 1954, Village Institutes were officially dissolved, with the law no: 6234 on Merging Village Institutes and Primary Level Teacher Training Schools (Tonguç E. , 2012, s. 49; Altunya N. , 2014, pp. 142, 143).

Today, with the support of many foundations and institutes²⁷ , many events, symposiums, memorials were organized, archival studies have been conducted and many publications related to institutes have been organized by these institutes to maintain memories and values of village institutes to the future.

2.3. Village Institutes: From Design to Construction

The campuses of the institutes are planned campuses; that is, the holistic system of the village institute did also plan the campuses according to the need of the program which is explained in Chapter 2.1. In this part of the study, the questions of how the program of education was reflected in the physical environment, and how these campuses were designed will be explained.

The process of design, which is started with the choice of place, will be the topic of this part. From the early establishment period of the institutes, and the construction of

²⁷ Some of these foundations and institutes are: İsmail Hakkı Tonguç Archives and Foundations, Yeni Kuşak Köy Enstitütöler Derneđi, Köy Enstitöleri ve Çağdaş Eğitim Vakfı, İstanbul Resarch Institute, Library of TED University.

the campuses, until the architectural competitions, and the life within and outside of the campuses are the primary headlines chosen to picture of a campus of village institute. To exemplify these topics, some of the other village institute campuses²⁸ will also be explained under the related topics.

2.3.1. Choice of Place

Village Institutes are the regional educational centers that are part of an educational network expanding through the Anatolia. They aimed to reach the village and revive the village from within via education (Tonguç İ. H., 1998). Therefore, specifying the place where the institute would settle is one of the critical topics in the establishment process of the institutes.

The country was divided into four main educational regions according to population density, geographical, and social-economic conditions; these four regions involved three to four cities, and within these cities, locations suitable village institutes were selected (Türkoğlu, 2000, p. 186).

Before the law number 3803, during village instructor project, the search for a location had started, and most of the locations for the village institutes were selected (Türkoğlu, 2000, p. 185). With the leadership of Tonguç, a committee including managers of educator course and teachers' school, new candidates of director, specialists from the ministry of agriculture and local managers, started a trip to every region of Anatolia and searched for locations in suitable cities near to the suitable villages (Türkoğlu, 2000, p. 185). These locations were selected outside of the city and near to a village (Türkoğlu, 2000, p. 186). Being in touch with the nearby village was a critical point for the institutes because education in the institutes started before the construction of buildings; therefore the needs of the students like; accommodation, material supply, etc. needed to be supplied from the nearby village like (Kirby, 2000, p. 216).

²⁸ Necessary information about the selected cases is obtained from the published studies that mostly concerns physical features of village institutes' campuses.

For Türkoğlu (2000), selecting the barren lands, away from the cities, helped to find permanent solutions to the problems and difficulties of village conditions, within the conditions of the village. They supposed to the regional institutes dealing with the solutions to the problems of the village. Rather than escaping from the problems, seeing the problems, and solving them with a rational way within the work was the goal of the institutes (Türkoğlu, 2000, p. 187).

According to the sketch drawings of the institutes, nearby regional centers, river, lake, the railway were other factors to select the location for the institute (Tonguç İ. H., 1997, p. 168; Kirby, 2000, p. 217). For example, Aksu Village Institute is near to the important water sources; Aksu, in which the institute took its name, and Sarısu rivers, Düziçi Village institute is in the borders of Düziçi Plain and near to villages of Seyhan, Bahçe and Haruniye villages which is available to Sabun Stream and Ceyhan River, and the Çifteler Village Institute was established near to Seydisuyu River in Mahmudiye Village, (Çetin & Kahya, 2017, p. 139; MEB, 2017, pp. 161, 165, 178; Çorakbaş & Sümertaş, 2014; Saban & Hulya Yuceer, 2017; Kocabaş, 2012)

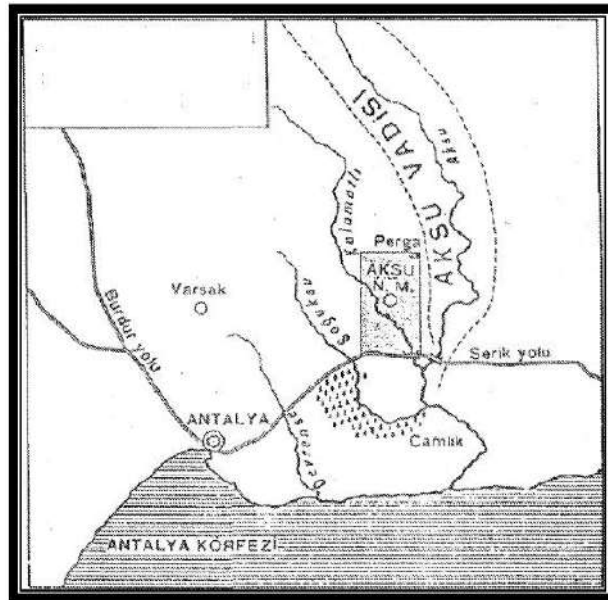


Figure 2.3. Antalya- Aksu Village Institute site sketch (Tonguç İ. H., 1997, p. 159)

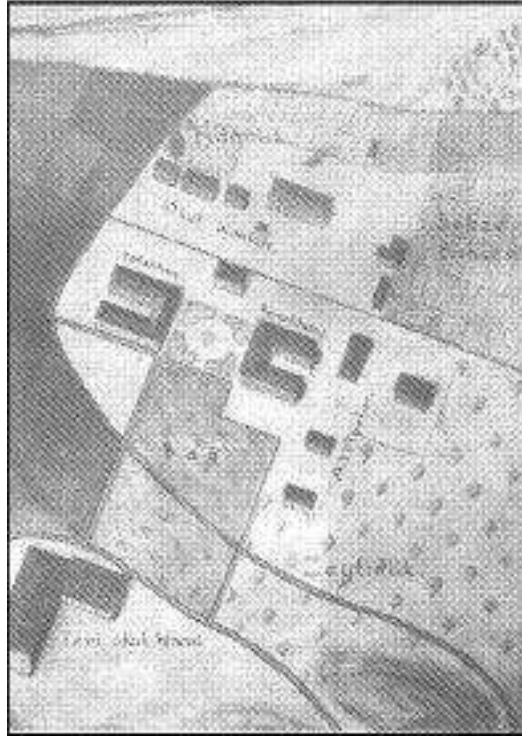


Figure 2.4. Showing the agricultural lands of Aksu Village Institute (Baysal, 2006)

Within these concerns, the railway connection was one of the main criteria connecting the institute network with the centers across the Anatolia (Güneri, 2012; Aydoğdu & Kaplan, 2014, p. 69). For Example, this connection was emphasized in the example of Gönen Village Institute was four km to the railway stop called Kırkçayır in Isparta, Düziçi Village Institute was connected to Berlin-Baghdad railway, which is common with the İvriz case (See. Chapter 3.1.1.1.). For Ortaklar Village Institute the land chosen for the institute was near to the Germencik district of Aydın where locates on Söke Junction of Alsancak-Afyon railway, and lastly, for the Hasanoğlu Case, train station was also an important part of the site choose decision in which it also had become, and important part of the life in the institute (Çetin & Kahya, 2017, p. 145; Saban & Hulya Yuceer, 2017; Güneri, 2012; Kocabaş, 2012, p. 119)

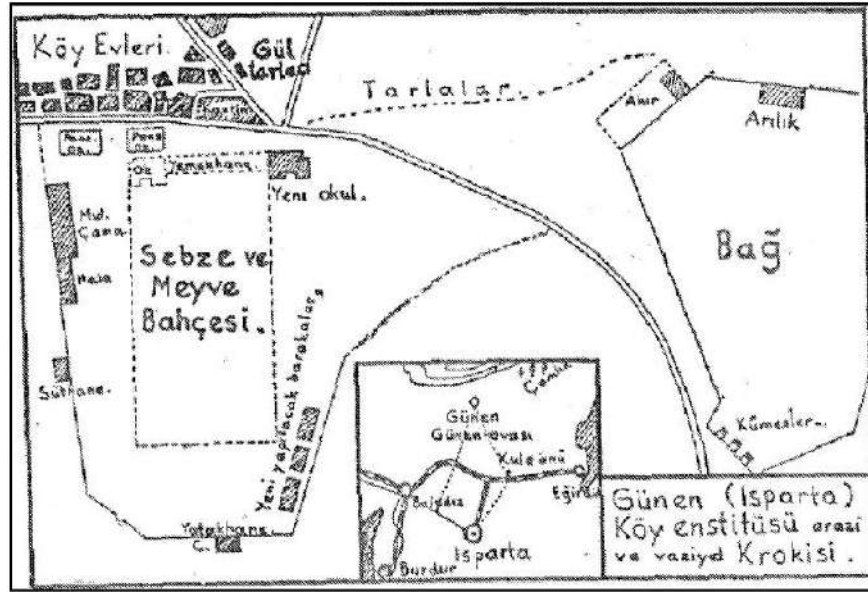


Figure 2.5. Isparta- Gönen Village Institute's land and site sketch (Tonguç İ. H., 1997, p. 168)

As seen in the selected cases, in terms of site selection, the accessibility, train way connection, the existence of the water sources are the prior features, being the governmental lands or the amount of the lands to be purchased are the other common features in choosing the site. Besides the existence of the buildings that can be used during the establishment period or to be used permanently is also important criteria for most of the examples, it is stated Aksu Primary School was used by Aksu Village Institute (Çetin & Kahya, 2017, p. 140), the villagers of Gönen village offered their lands for the use of the school together with their primary school building and Mosque, called Ulu Cami, to solve the accommodation and study area problems during the establishment phase of the Gönen Village Institute (Çetin & Kahya, 2017, p. 148). Cilavuz Village Institute also used the some of the existing buildings that were used as during the Russian invasion by repairing them (Gümüsoğlu, 2012, p. 76), and lastly, Kızılcıullu used the former American College (Kıllı, 2012, p. 31).

Additionally, there are some references to the historical significance of the selected places for some institutes, for example; for the Aksu case, one of the main reasons in

choosing the site was to be near Perge ruins near to the land called Karanlıksokak where the institute was settled (Tonguç İ. H., 1997, p. 168). The site of the Çifteler Village Institute can be considered as another example because the site first was settled in Mahmudiye Village, which was an important agricultural center, Çiftliğ-i Hümayun, during the Ottoman period. Çifteler case is a different case in terms of using two different campus centers near to two villages called Mahmudiye and Hamidiye villages (Çorakbaş & Sümertaş, 2014).



Figure 2.6.sketch showing the location of Çifteler Village Institute (Çorakbaş & Sümertaş, 2014)

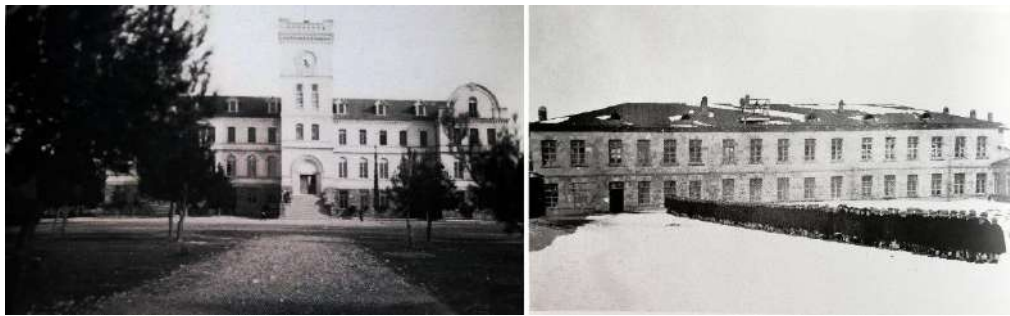


Figure 2.7.The Building Of Kızılçullu Village Institute former American College, (on left), and former military building that the Cılavuz Village Institute used (Işın, 2012, pp. 201, 220)

In all, the decision-making process in the choice of site is suitable for the principles of the system. The land and the nearby surrounding where the institute settled is the impact zone of the institute. With four educational zones and twenty-two institutes, the whole Anatolian land was the impact area of the village institutes.

The land of the institutes was selected outside of city centers and yet close to a village because they were the institutes aiming to reach the village and solve the village related problems. Intentionally ‘Presently barren public lands with potential productivity through cultivation’ was selected. The site also needed to be big and sufficient enough to meet the need of one thousand people. Suitable physical conditions like water sources, climate, the wind were also critical factors in the choice of place. Physical accessibility was another concern while choosing the site in terms of supplying material and aid from nearby centers. Accessibility was also a critical topic in terms of transportation of the students from villages. In this point, high way connections, but especially railway connections, to the villages become a critical factor in choosing the site. In most of the institutes, there is an emphasis on railway connection. Apart from common factors affecting the decision of site selection, different factors that are unique to each institute also affected the choice of place.

2.3.2. Planning and Project Construction Processes

‘...One of the principles to be taken into consideration in the establishment of village institutes was to determine the terms of the project competition to be run for the site plan and the buildings according to planned works of the institute and to the number of students in the future, to implement the winning project selected according to the competition held between the architects of our country, in the construction and art classes by the students of the institute...’ (Tonguç İ. H., 1998, p. 530).

After law number 3803 on Village Institute on 17 April 1940, starting from May 1940, in order to prepare General Layout Plans and Preliminary Designs, ‘*Genel Yerleşim Planlarını ve Avan Projeleri*’, of the village institutes, national architectural competitions were held by Ministry of Education (Keskin, 2012, p. 112). For Keskin (2012), these architectural competitions constitute the first substantial competition series in Turkey. Three different architectural competitions published between 1940-1943. These competitions obtained fifteen design projects of the village institutes out of twenty-one.

Since there are limited sources about the physical organization of the institutes, three of the terms and conditions of the architectural competitions became the primary source in this part of the study. Apart from these three architectural competition terms, there is some information in limited sources, but most of these contain personal opinions. However, these opinions are still important to understand the institute in peoples' minds. Some of the academic works of Yıldız Keskin²⁹ and the thesis of Ebru Baysal³⁰ are one of the primary works on architectural and design features of Village Institutes; besides, there are also some articles related to architectural features of the village Institutes (see. Chapter 1.2.)

In this part of the study, the question of how the education system did find its physical reflection on the village institutes' campuses will be explained. In doing so, not only the project production process or the design approaches of these projects will be explained, but also the construction process and the life during and after the construction process will also be described. Considering the aims of the institutes and the content of the education, all of these titles become important to define a village institute's campus as a whole.

2.3.2.1. The Means of Providing and Selecting the Projects

Keskin (2012) categorized the project production process of Village Institutes into two; the first one is Proto-Village Institutes Phrase between 1936-1940. This phrase includes the period of the Village Instructor Courses and Village Teacher Training Schools between 1936-1940. The second one is the Village Institute Phase between 1940-1951. Keskin (2012) explained this phase by dividing into two; 'project production through National Architectural Competition,' and 'project production within the Village Institutes Organization' (Keskin, 2012, p. 111). The organized project production process starts with National Architectural Competitions held for the campuses. In the time, the village institute organization started to produce projects

²⁹ (Keskin, 2012; Keskin, 1998)

³⁰ (Baysal, 2006; Baysal, 2012)

for the campuses; that is, architects like Mualla Eyüboğlu Anhegger³¹, Asım Mutlu, Recai Akçay, Orhan Alsaç started to take place in the institutes both in terms of both designing campuses and educating building specialists, *yapı uzmanları*, in the Construction Department of the Village Institute of Higher Learning (Baysal, 2012, s. 142; Yalçın, 2012; Tonguç E. , 2012). For five of the institutes, Cılavuz, Dicle, Erniş, Kızılçullu, Ortaklar, no competitions were held, and their projects were produced within the organization of Institutes (Keskin, 2012, p. 121).



Figure 2.8. Mualla Eyüboğlu Anhegger was the Head of Construction Department of Hasanoğlu Village Institute (Güneri, 2012, pp. 22,23)

In this part of the study, national architectural competitions will be examined in detail by including their common and different points, their highlights, as well as with the architectural program defined in these Terms. These Terms are one of the few official documents about the architectural features of the campuses, so they become critical for this part of the study.

First, for the first for twelve institutes, National Architectural Competitions were organized in May 1940 with Terms 1 (1940). Later, for Hasanoğlu Village Institute, the second competition was organized with Terms 2 (1941) published in May 1941, the Terms 3 (1943) was published for the Konya, İvriz, and Sivas, Yıldızeli Village Institutes in May 1943 on Tebliğler Dergisi of Ministry of Education.

³¹Mualla Eyüboğlu designed two campuses of the institutes; Ortaklar Village Institute in Aydın and Pulur Village Institute in Erzurum (Baysal, 2006, p. 108; Çandar, 2003)

In the competition Terms, it says a jury in which includes the members selected by the Ministry of Education will choose the 1st and 2nd prize of the competition (Terms 3, 1943, Section 1/8). The competition jury included different members from different disciplines like doctors, General Directors, village institute directors, agricultural specialists, and architects (Türkoğlu, 2000, p. 203; Keskin, 2012, p. 122). MNE, General Director of Primary Education İsmail Hakkı Tonguç, MNE Inspector Hayrullah Örs were the two permanent members of these juries (Keskin, 2012, p. 122). The selection criteria are defined in the terms as;

‘the projects participating in the competition would be examined in terms of a) Compliance with layout and Terms of Competition, b) Plan technique and use, c) Ability to fulfill the objectives in terms of architectural, urban administrative, and economic aspects, d) The use of local materials and construction techniques.’ (Terms 1, 1940, Section 1/7; Terms 2, 1941, Section 1/7; Terms 3, 1943, Section 1/7)³².

In three of these competition Terms, it is asked for the architects to stay in the selected site for the institute ³³. They are asked to study the general condition of the site; its view, connecting ways, and local construction techniques, available local materials, and the quality of these materials (Terms 1, 1940, Section 1/1, Terms 2, 1941, Section 1/1, Terms 3, 1943, Section 1/1). In this way, the designer also took active part in the process of connecting the institute to its environment.

The first National Project Competitions opened in May 1940, for twelve Village Institutes.

Table 2.1. *Village Institutes opened to competition in the first place and the architects of the winner projects of these Institutes (Terms 1, 1940) (Keskin, 2012, pp. 112-116; Baysal, 2006, p. 108)*

Name of the Institute	The end date of the Competition	Architects of the Institutes
-----------------------	---------------------------------	------------------------------

³² Translation cited from; Keskin, 2012, p.113, 114

³³ it is asked for architects would stay at least three days in the Term Number 1 (1941, Section 1/1), but it is asked to stay at least one day in other two Terms, Term number 2 (1940, Section 1/1, and Term number 3 (1943, Section 1/1),

Antalya, Aksu Village Institute	15 July 1940	Master Architect Asım Mutlu
Samsun, Akpınar Village Institute	22 July 1940	Master Architect Leyla A. Turgut
Malatya Akçadağ Village Institute	10 August 1940	Master Architect Ahsen Yapanar
Trabzon, Beşikdüzü Village Institute	15 August 1940	Master Architect Ahsen Yapanar
Balıkesir, Savaştepe Village Institute	24 August 1940	Master Architect Tahir Tuğ
Kocaeli, Arifiye Village Institute	16 September 1940	Master Architect Recai Akçay
Isparta, Gönen Village Institute	14 October 1940	Master Architect Celal Biçer
Kayseri, Pazarören Village Institute	4 November 1940	Master Architect Ahsen Yapanar
Kastamonu, Gölköy Village Institute	14 November 1940	Master Architect Asım Mutlu
Adana, Düziçi Village Institute	16 December 1940	Master Architect Recai Akçay
Kırklareli, Kepirtepe Village Institute	30 December 1940	Master Architect Emin Onat, Leman Tomsu
Eskişehir, Çifteler Village Institute	2 January 1941	Master Architect Emin Onat, Leman Tomsu

The thirteenth National Architectural Competition was held for Hasanoğlu Village Institute, Ankara, between 23 May 1941- 3 July 1941. The architects of the Institute are Master Architect Kemal Ahmet Aru, Orhan Safa, and Adnan Kuruyazıcı (Keskin, 2012, p. 116).

The fourteenth and fifteenth National Architectural Competition was held for Yıldızeli Village Institute in Sivas, and, İvriz Village Institute in Konya, between 5 June 1943 and 14 July 1943. Master Architect Mukbil Gökdoğan, Master Engineer Eyüb Asım Kömürcüoğlu, Master Architect Emin Necip Uzman were the winners of both of these competitions (Keskin, 2012, p. 119).

Together with the winners of the competitions, fourteen different architects attended to these competitions. Other architects who participate to competitions were Ali Saim Ülgen, Nehçet Ünsal, Bekir İhsan Ünal, Berç Zartar, Celal Biçer, Fazıl Aysu, Kemali Söylemezoğlu, Leyla Asım Turgut, Mehmet Ali Handan, Muhittin Güreli, Necmi Ateş, Neriman Birce, Sedad Hakkı Eldem, Seyfî Arkan, Şinasi Şahingiray (Keskin, 2012, p. 119). As understood from the list, these architects are the pioneer people from the Republican period, who also put a mark to the period (Keskin, 2012, p. 121)



Figure 2.9. Architects of the institutes (Keskin, 2012, p. 120)

According to Keskin (2012), for fifteen Institutes, eighty-five projects submitted with the architectural competitions and 903 buildings and other establishments were designed by these competitions (Keskin, 2012, pp. 121-122).

The three of the Terms of the competition consist of three sections and the first section of these Terms is titled Main Terms. The second section is titled the Buildings to be Prepared Plans where the type of buildings and their purposes, their physical features; like story height, material, and size are specified. The third section gives the number of buildings defined in section two. Each of these terms includes, special demands, notes, specific to the institutes that are asked to design. For example, in Terms 3 (1943), for example for Pamukpınar Village Institute, the water sources are asked to be considered within the lands of the institute (Terms 3, 1943, Notes). In Terms 1 (1940), for Aksu Village Institute, it is asked ‘not to cover with the new buildings area that is near to the Coliseum and theater of the Perge Ruins.’

The main emphasis is almost the same in the first section of the three Terms. The section emphasized institutes' way of relating to its environment. As mentioned before, it is asked by the designer to stay in the selected site for a while to make sure he/she understand the site; its local features, its topography, etc. It is asked to pay attention to local features, landscape, and characteristic of the site, types of village houses and their conditions, natural elements like forest and sea, additionally, in Terms 2 (1941), and Terms 3 (1943), the main ways connecting the institute to the village, the railway connection, and the north and west winds are asked to pay attention. (Terms 1, 1940, Section 1/2, Terms 2, 1941, Section 1/2, Terms 3, 1943, Section 1/2).

Again, in the section of Main Terms, it is asked to be compatible with the topography and asked to avoid large-scale excavation. It is asked to keep the existing buildings. For the new suggested buildings, it is asked to be one-story, if not defined otherwise. The mains roads, existing and suggested bridges, important water sources, and sewage pit locations are asked to be shown in the site plan (Terms 3, 1943, Section 1/5).

Lastly, Main Terms part also includes the requirements from the designers for their projects. In Terms 1 (1940), site plan, plans of the buildings, sections, elevations, general perspective drawings, and the model are asked, but in the Terms 2 (1941) and the Terms 3 (1943), elevations and the perspective drawings are not asked.

These articles from the first section called Main Terms of the terms describe *the general design principles of the campus of the institutes*. These principles, like; being aware of the local environment, being compatible with the local features and with the topography, emphasis to the physical connection to the institute, emphasis on village connection, and emphasis to the natural elements of the environment can be considered the main principles according to these terms.

The second section of the terms, titled as Buildings to be prepared Plans, includes the list of required lists of buildings. Terms 2 (1941), prepared for the Hasanoğlu Village Institute is more advanced in terms of scale and the type of the buildings than the other two Terms. The campuses are asked to design according to institute population of 600,

together with public and service areas allowing to accommodate to 800 people for the first twelve institutes as well as for İvriz and Pamukeli Village Institutes. For the competition of the Hasanoğlu, the Institute is asked to design for 800 people.

List of Buildings defined in Terms 1 (1940) is listed below;

- **School Building;** including; two dormitories for twenty students each, dining hall and an office for forty students, a classroom where suitable to work as, reading room, and also it should be used for sewing-tailoring, typewriting, home economics classes, biology, physics, chemistry experiments, and also for paper, bookbinding works for forty students, an administrative office, a teachers' office for a teacher suitable to accommodate with his/her family with two rooms, a hall, a bathroom, a kitchen and a toilet. For the basement, it is asked to have woodshed/coal bunker, laundry drying areas, shaving room for twenty students and storages.
- **Assembly Hall;** can also be used as an indoor recess hall, gym, conference hall, movie theater, library, and canteen for 800 people. The hall also has toilets, sinks, and storages.
- **Workshops;** suited for wood, iron, and construction work for twenty-five students each with storage.
- **Kitchen building, Laundry Facilities and Bathroom;** these buildings are asked to be in the central place of the site plan. Kitchen building is asked to be enough to cook for 800 people together with a dishwashing place, supply storages, and resting room for the workers. Laundry facility is asked to be enough for 800 people together with a drying place. Bathrooms are asked to be enough for forty students to take a shower with a bathhouse, *hamam*, for twenty students together.
- **Administrative Building;** including a room for one director, three rooms assistants to the director, a teachers' room for thirty teachers, a room for an accountant and a secretary, file storage, a room for ten servants to rest, and toilets.

- **Stables, Barns, and Poultry Houses;** each is asked to be one-story structures and constructed with clay, for fifteen to twenty horses, for twenty to thirty cattle, for 100 chickens with a meteorological station.
- **Storages:** are asked to build separately or together with one-story height and constructed with stone material. The storages are asked for agricultural tools, agricultural products, students' goods (for 600 students), construction materials, fuel tanks, and a garage for trucks and cars.
- **Infirmary:** including medicine and medical dressing room, an isolation room for fifteen people with a toilet and bathroom, a nurse's office, a doctor's office with a toilet and bathroom. The building is asked to design for forty students.
- **Public Toilets and Face Washing Units;** units with toilets, sinks, and potable water installation placed according to need.
- **Teachers' Houses;** there can be two to three houses in one structure; it is asked to have a basement floor. Two rooms, a hall, a bathroom, a cellar room, toilet and sink are asked to design.

There are no requests for open areas in Terms 1 (1940), but there is a note asking for sports fields for 900 students.

There are some differences between Terms 1 (1940), and Terms 3 (1943) in terms of the content of the program, the differences of Terms 3 (1943) are listed below;

- The school building and students' dormitory with teacher's accommodation were separated from the School Building. Dormitory and school buildings became two different buildings.
- For the school buildings, two different entrances were asked; one for the classroom and one for the dining hall.
- A reading room added to the assembly hall for forty-fifty people.
- If possible, an open-air theater was asked to show in the site plan near to the assembly hall.
- Storage was also asked for the teacher into the workshop buildings.

- The kitchen, laundry room, and bathrooms were separated into three different buildings.
- An exhibition building was added to the program, and the building was sized to 240- 300 m² with two workshops sized to 25-30 m².
- 2000 m² agricultural fields were added for animals and plants garden, *bitkiler bahçesi*, and, if possible, these fields were asked to be placed near to the exhibition building.
- Open-air program is more specific in Terms 3 (1943), especially for the sports fields, which are football, volleyball, basketball, fields, swimming pool, gymnastic field, additional fields for other sports, and running fields around the football field.

As understood from the open area program was expanded in the Terms 3 (1943) comparing to Terms 1 (1940). Separation of the school building into separate functions as, dormitory and the school building is the biggest difference affecting the site plan organization of the institutes. Additionally, open-air theater and the exhibition building were the new cultural building added to the program.

Table 2.2. *Number of the Buildings Asked According to Terms 1 (1940) for twelve village institutes*

Name of Institutes	Number of buildings
Antalya, Aksu Village Institute	44
Samsun, Akpınar Village Institute	46
Malatya, Akçadağ Village Institute	57
Trabzon, Beşikdüzü Village Institute	42
Balıkesir, Savaştepe Village Institute	44
Kocaeli, Arifiye Village Institute	55
Isparta, Gönen Village Institute	46
Kayseri, Pazarören Village Institute	58
Kastamonu, Gököy Village Institute	58
Adana, Düziçi Village Institute	46
Kırklareli, Kepirtepe Village Institute	44
Eskişehir, Çifteler Village Institute	65

The number of buildings asked for İvriz, and Pamukeli Village Institutes is 82 ³⁴, according to Terms 3 (1943).

Terms 2 (1941), the architectural competition held for Hasanoğlu Village Institute has a more advanced architectural program than the other two terms. The program is for 800 students. The number of buildings is 111 ³⁵, according to Terms 2 (1941).

The extent of the exhibition buildings and sports fields are more detailed in Terms 2 (1941). Together with exhibition building, a museum is also asked. An aquarium, terrarium, cage for birds of prey, and a cage for wild animals are asked in addition to as a museum (Terms 2, 1941 Section 2/14). The school building was also separated as a dormitory and school buildings as in Terms 3 (1943).

The separation of the school building into two different functions was a significant result affecting the settlement layout of the village institutes' campuses. The main administrative unit of the institutes, called clusters, was managing the life within the institutes. The school building defined in Terms 1 (1940), the school building was unit for forty students and one teacher, cluster-heading, where they study, sleep, cook and eat together; therefore, the school building became the *structure of the cluster* (Keskin, 2012, p. 130). Kirby (2000) says, 'cluster units constituted the architectural layout in Akçadağ and Pazarören Village Institutes', and for him, this system allowed institutes' students to build these buildings on their own and see the good and missing sides of the architectural plan (Kirby, 2000, p. 247). The separation of the school building in Terms 2 (1941), and Terms 3 (1943) changed the architectural layout of the campuses, but the cluster type organization of the campus did continue³⁶.

³⁴ The number of the sports fields and playground was 8, this number is not added to the number of building (Term number 3, 1943, Section 3)

³⁵ The number of the sports fields and playground was 15, this number is not added to the number of building (Term number 2, 1941, Section 3)

³⁶ Although there was a separation of the school building as 'school' and 'dormitory in Term number 2 (1941), Keskin (2012) says, in practice, 'cluster type organization' was applied in architectural organization of Hasanoğlu Village Institute (Keskin, 2012, s.133).

The architectural program defined in the Terms was functional, comprehensive, and multifunctional; that is, the program was the action program of the institutes on the way of setting up the new life in the rural. Keskin (2012) sees the architectural program as an ‘urgent need program’ and says, ‘After all, in the course of the process, the institutions transform into campuses that extended far beyond the action program determined by the competitions.’ (Keskin, 2012, s. 123). In other words, the development within campuses of the Institutes was unique for each; in time, the program was extended according to the need of the institutes. Some of the buildings added after competitions which are, varying housing types; for married and single teachers, music school, indoor movie theater, bakery, hairdresser, printing house, construction office, kindergarten and playground, practice school, regional school, medical school, and hospital, guesthouses, material production kilns for brick, tile, stone, lime, etc., and cooperative, etc.’. Keskin (2012) categorizes these buildings as ‘housing, education, culture/social, economic, healthcare, technical infrastructure, administrative and recreational areas’ (Keskin, 2012, p. 129).

2.3.2.2. The Design Approaches of the Projects

Although the architectural program of the competitions is well defined in terms of explaining the content of a village institute’s campus, it would be helpful to show some cases to see ‘how these programs were interpreted to site plans and what are the general architectural features of the village institutes’ buildings?’

Site Plan Interpretation of the Program

There are limited documents about the way of interpretation of the architectural program defined by the competitions. Some of the cases that have published studies, mostly concerning physical features of the institutes, are chosen to explain this interpretation codes better.

For Aksu Village Institute, as mentioned before, there is a special term in Terms 1 (1940) asking to consider the placement of historical place; Perge ruins. Additionally, due to the climate condition of the site, it was also asked to take necessary precautions

in sizes and placement of the openings of the buildings and asked to place important buildings to more airy and breezy places (Terms 1, 1940). The project of master architect Asım Mutlu won the competition (Keskin, 2012, p. 113). Baysal (2006) makes this comment by looking at the model of the winning project; ‘six of the teacher’s houses and twelve of the school buildings were placed compatible with topography and parallel to the valley and Perge ruins. This placement created a sphere place in between the buildings located in a diagonal route...’ (Baysal, 2006, p. 131). According to Çetin & Kahya (2017), buildings with different functions, like production, accommodation, education, administration and social activity places, placed in groups with geometric order. Each group of the building was put on different levels of the topography which allow an equal view to each; additionally, thanks to this placement, the breeze coming from the sea was easily reaching the inner parts of the campus. The buildings located systematically along two main axes were cut through by diagonal roads parallel to the slope. Open areas with similar size and equal placement in between the buildings and diagonal roads emphasized the strict geometric order of cluster type of placement. Proper to Terms 1 (1940), the buildings were located parallel to the Perge Ruins, compatible with the topography (Çetin & Kahya, 2017, p. 140). The road coming from the northern side of the campus reaching to Macun Village, which is 2-3 km to the campus, and Perge ruins was the road used to reach the campus. The storage, garage building, and toilets located to the lowest point of the site plan layout, as the site decreasing, administration building, cooperative, library and ceremony place were seen in the site. Starting from the point of the school building, dining hall, the topography started to increase to the north and the road following this route was cut through by the village road. The slope continued to increase by following the infirmary and teachers’ houses and stop at the highest point that reaches to the houses of the people working in administrative units and workshops. The agricultural lands, whereas, were placed to the highest part of the campus where the slope is lower (Çetin & Kahya, 2017, p. 141), (figure 2.10.)

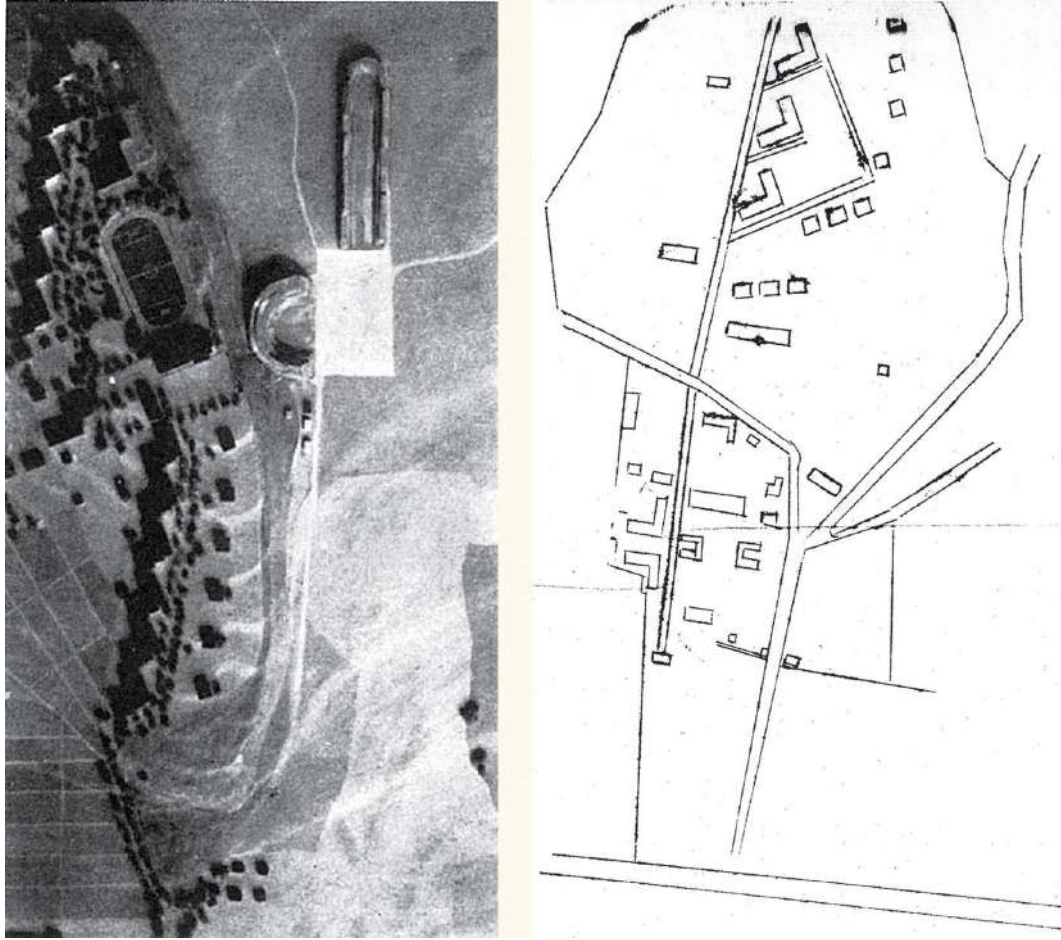


Figure 2.10. The model of Aksu Village Institute's campus (on left), site plan drawing of the site (on right) (Çetin & Kahya, 2017, p. 140)

Master architect Celal Biçer won the competition held for Gönen Village Institute. In the Terms 1 (1940), 46 buildings were asked to be designed, moreover, there is also note for the Gönen Village Institute asking to relate to the pinetum, *çamlık*, (Terms 1, 1940). The geometric site plan layout was also emphasized in the site plan layout of Gönen Village institute. the buildings grouped according to their function were placed again in groups divided by straight roads. the main road reaching to the station, was cut through the campus and connected to the upper part of the Gönen village. The buildings located along this road in a way that respects their views, and this main road was divided three parallel roads creating rectangular blocks in the site plan. Each of these blocks was filled with different functions. Cherry groves and forests were in

northern and northwest of the campus, while southern and southwest parts used for educational and administrative purposes. The buildings located on a line north-west direction, this line starts with the teachers' house expanding on east-west direction, agricultural storages, barns, poultry houses, which are mostly earthen structures, toilets, and bathhouse located to south of these buildings. the mainline of the site plan layout continues with the dormitories, dining hall, storages and bakery, and eight of the teachers' houses located to east of these buildings separated by a road. on the northeast part of this mainline, multifunctional building including, sports hall, cinema hall, and school and administration building located. There is a small recreational area with a small pool located in front of the administration building. Later new school buildings were built to the northern side of these buildings. An amphitheater was constructed to the north of the multipurpose building, on the slope, for 1500-2000 people. On the western side of the mainline, workshops, garage, power plant building, toilets, and showers were located. On the lower levels of this part the campus, houses for the employees, music house and infirmary buildings were located (Çetin & Kahya, 2017, p. 147), (figures 2.11. and 2.12.)

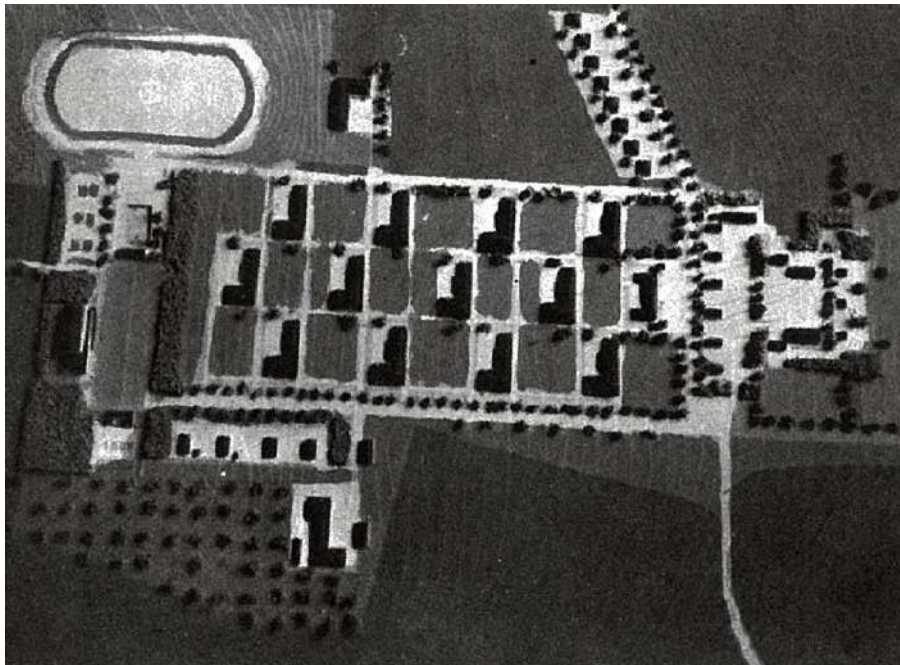


Figure 2.11. The model of Gönen Village Institute's Campus (Çetin & Kahya, 2017, p. 146)



Figure 2.12. Site plan drawing of Gönen (Çetin & Kahya, 2017, p. 146)

For the Düziçi Village Institute's Campus, 46 buildings were asked to be designed for the campus, according to Terms 1 (1940). Baysal (2006), explains the site plan layout of the campus through the model and says, 'the roads that connect the institute to the outside are passing within the campus by dividing the campus into three main regions in a distinguished way. The middle part along with the playgrounds, is stressed by locating the school buildings in two groups. The buildings were settled in a straight geometry by creating their own open spaces without closing each other' (Baysal, 2006, p. 134). The grouping of the buildings can also be seen in the site plan of the campus, that is, in the site layout, teachers' houses and the dormitories of the students were located in groups on the different sides of the main road that dividing the campus into two main regions. Saban & Yuceer (2017) add and say, 'It can also be noted that common buildings were grouped, while the lecture halls, the swimming pool, and the infirmary were positioned on the northeast corner of the campus, the workshops, the cinema, and public bath were located on the south-eastern corner of the site. The most

central building on the campus was the dining hall (multi-purpose hall). The usage of local construction materials and techniques is also emphasized in the buildings of Düziçi. They are modest, diagonal and functional divided by the diagonal roads and created straight open areas between them. The open areas were emphasized by the trees and enriched by the open-air theater and small recreational areas' (Saban & Hulya Yuceer, 2017, p. 133), (figures 2.13. and 2.14.)

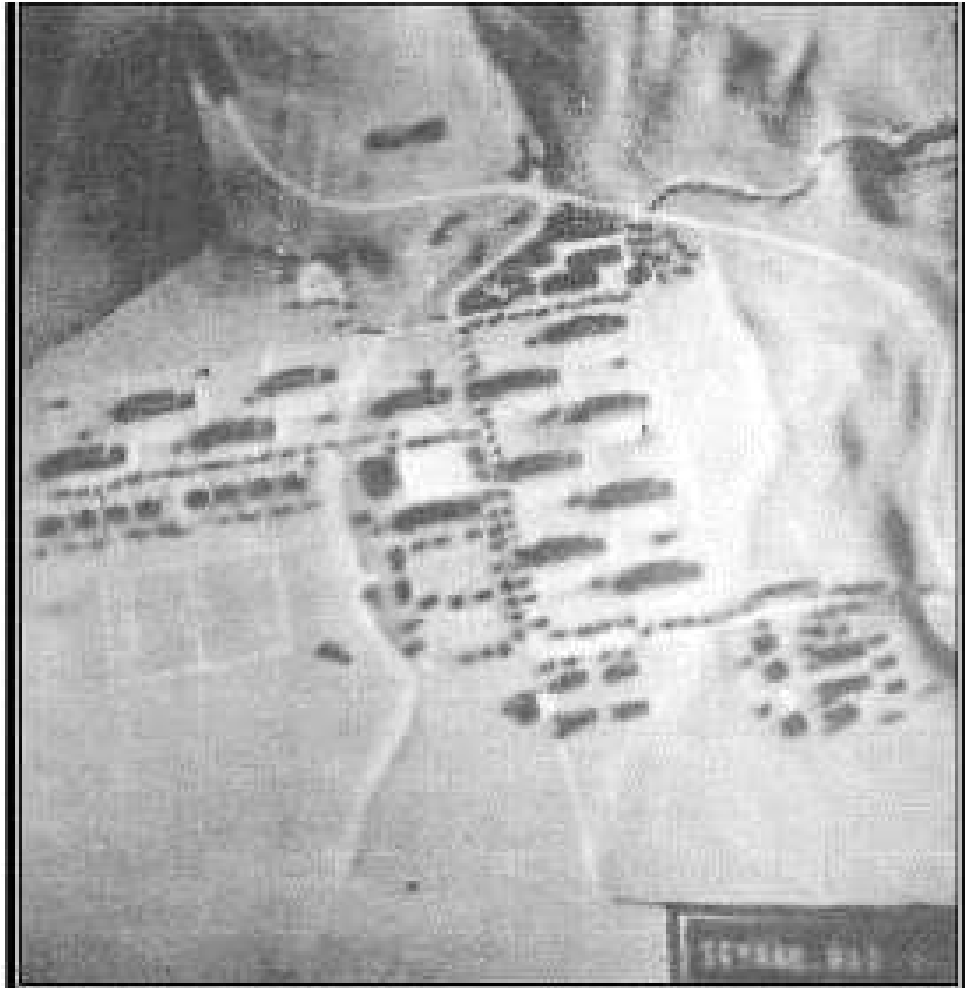


Figure 2.13. The model of Düziçi Village Institute's Campus (Anonim, 2003)

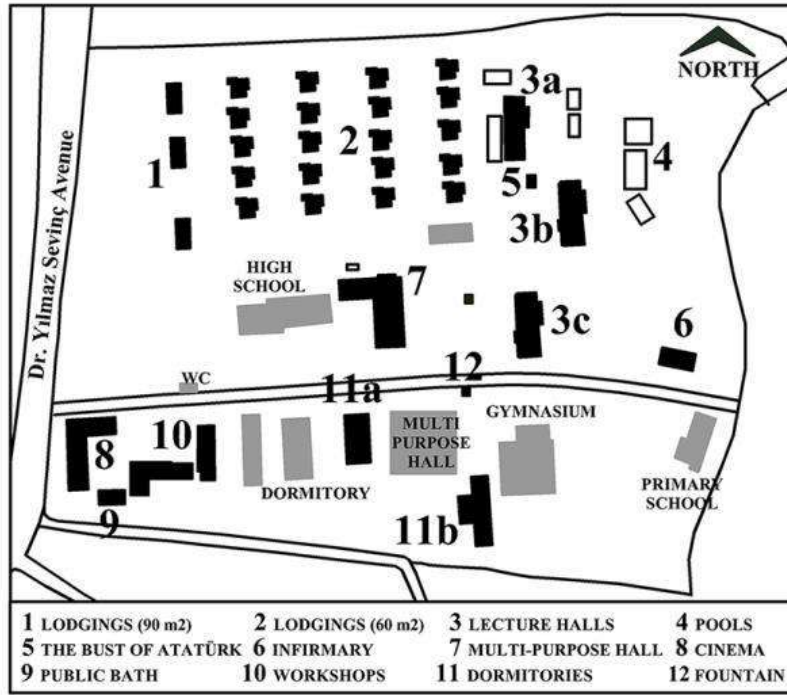


Figure 2.14. Site plan drawing of Düziçi Village Institute's Campus (Saban & Hülya Yuceer, 2017)

For the campus of Çifteler Village Institute, thirty buildings to Mahmudiye part and thirty-five buildings to Hamidiye part, sixty-five buildings in total were asked for the campus according to Terms 1 (1940). In January 1941, the project of Emin Onat and Leman Tomsu won the competition. According to Çorakbaş & Sümertaş (2014), in the design of both campus area, the design of the open areas has become an important element in the site plan. There is the main campus area where most of the buildings were located, and the production lands located just outside of the main campus. For the agricultural production, the lands that have the potential of irrigation were considered for farming of fruit groves and vegetables, while the barren, hillside lands, were considered for vineyards. The agricultural storages, barns, and stables were located near to these agricultural lands, and for the lands near to Seydisuyu were planned as a meadow for husbandry; additionally, the electric power was supplied from the Seydisuyu for Hamidiye section of the campus (Çorakbaş & Sümertaş, 2014; Yakut, 2014, p. 28) (figures 2.15., 2.16, and 2.17.)



Figure 2.15. Site views from the campus of Çifteler Village Institute (Çorakbaş & Sümertaş, 2014)

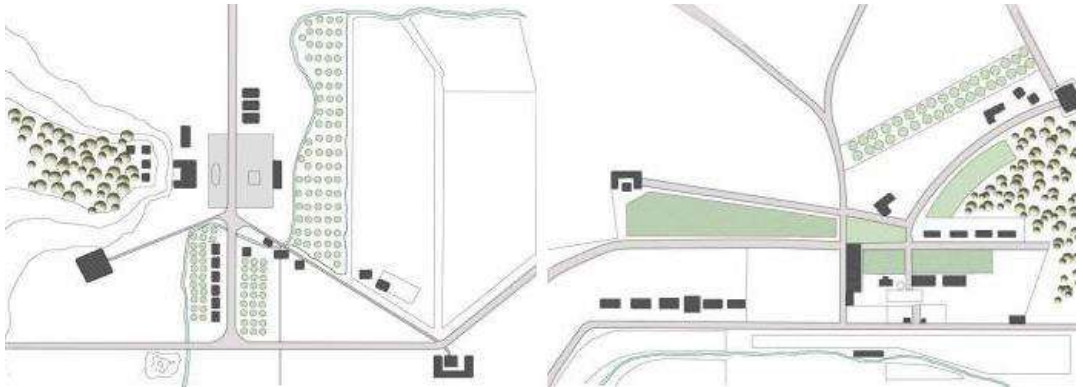


Figure 2.16. Site sketches of Çifteler Village Institute, Hamidiye Section (on the left), Mahmudiye Section (on the right) (Hızlı, 2011)



Figure 2.17. Site plans of Çifteler Village Institute's campus, Hamidiye Section (on the left), Mahmudiye Section (on the right) (Hızlı, 2011)

In November 1940, the project of Master Architect Ahsen Yapaner won the competition open for the design of the campus. In terms of accessibility, irrigation opportunities, easiness of communication the site was found suitable to establish a village institute. According to Project report published by Hovardaoğlu (2014), the institute was decided to settle on the hillside on the south of Pazarören, and the buildings were lined along the way going from south to north by placing the long elevation of the building to the south (Hovardaoğlu, 2014, p. 585). The design layout of the Pazarören Village Institutes' campus gives strong references to the village. According to Hovardaoğlu (2014), the main road of the campus reaches to the connection point with the village, and the commercial areas of the village were located near to the entrance of the institute, The Village Room, mosque, fountain were also near to this area (Hovardaoğlu, 2014, p. 593). The grouping of the buildings in the site plan was also seen the campus of Pazarören; according to Kirby (2000), the cluster units defines the main architectural team of the campus and for him, the campus of Pazarören Village Institute is a good example of combining the science of architecture and pragmatic architecture of the village (Kirby, 2000, p. 229). According to Hovardaoğlu (2014), having the education and the practice at the same in the system of education is the primary factor shaping the environment, at this point she explains the campus of Pazarören by dividing into two main part. The first part has the administration building, school buildings and practice areas, accommodation

buildings, and the place where the socio-cultural and sports activities took place, while the other part has the practice fields for the institute. The first part located on the western of Kayseri- Malatya road, on sloping land in the center of Pazarören and this part was bordered by garden walls (Hovardaoğlu, 2014, p. 586). The design of the campus is compatible with the topography of the site, which makes the open areas in between buildings more varied in terms of physical experience, with arranged recreational areas and stairs, etc. (figures 2.18., 2.19, and 2.20.)

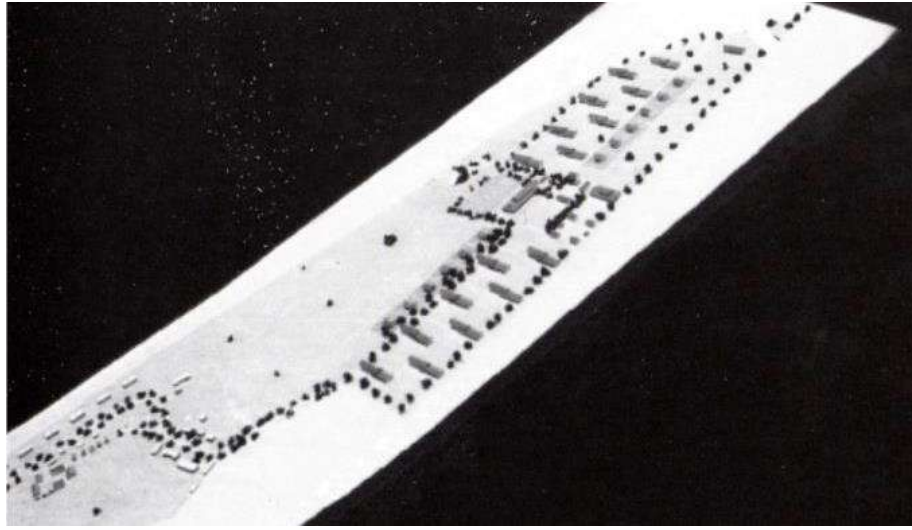
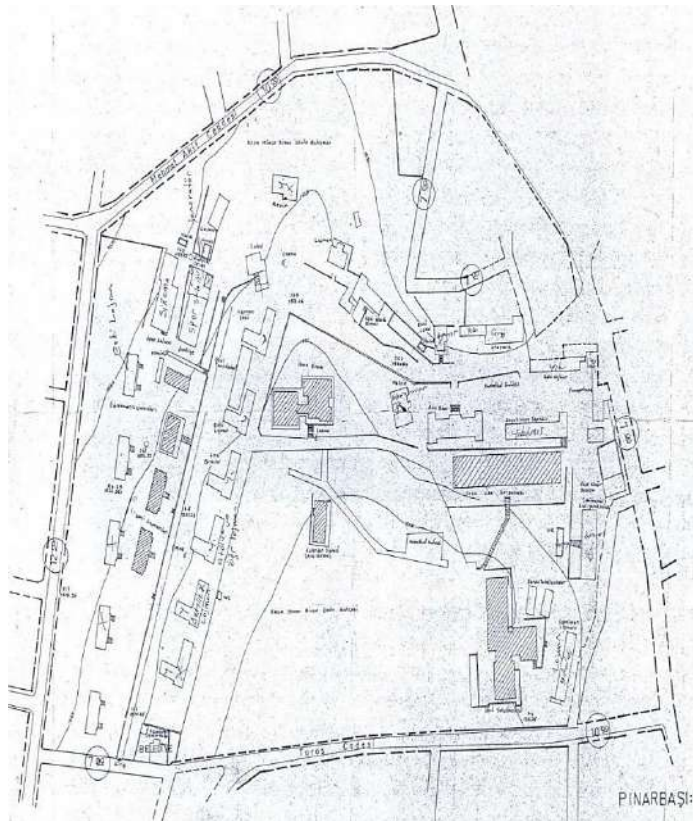


Figure 2.18. Kayseri Pazarören Village Institute Architectural Project Competition model (Keskin, 2012, s. 117)



Figure 2.19. A view from Pazarören Village Institute's Campus, (1) Post Office, (2) Infirmary, (3) Administration Office, (4) Cooperative, (5) School Building with Dormitory (Hovardaoğlu, 2014, p. 587)



diagonal well-defined open areas in between buildings, some of them have organized as a recreational area, and the separation of the agricultural practice area and the main campus areas are the primary similarities that can read through the site plan of the examples. As stated in Terms 1 (1940), the topography is an important reference affecting the site plan of the campuses; additionally, the village reference is another critical issue on the design of the campuses.

Architectural Features of the Village Institutes' Buildings

In the Terms of the architectural competitions, requirements of each of the buildings are defined in a detailed way, which explained before (see chapter 2.3.2.1.) Generally, one-story, with or without basement floor, buildings were asked to design, for the buildings in big scale, like, dining hall, exhibition building, another floor was asked to be designed (Terms1, 1940, Terms 2, 1941, Terms 3, 1943). Moreover, the terms like, being compatible with the topography, and asking to take into consideration the local features, local materials, and construction techniques, are giving clues about the architectural features of the buildings. However, these architectural terms are not enough to describe these buildings specifically. Therefore, based on examples from other institutes, it is aimed to read the features of these buildings.

According to Çetin & Kahya (2017), in the buildings of Aksu Village Institute, mostly stone and brick masonry construction technique was used along with the timber-frame and mixed construction techniques. The administration building and the dining hall which was also used as a cultural house, are considered the most comprehensive buildings in the site. The dining hall was stone masonry up to the basement level and the uppers parts of the walls were with brick masonry. The hipped timber construction roof was covered by Marseilles tile. The hall was also used for cultural purposes and timber roof truss in the ceiling was revealed, which makes the building different from others. Additionally, three different types of teachers' houses were built for the campus, which is considered an addition to the architectural program defined by the competition. In all generally, one-story buildings with diagonal plan end elevation

layout were preferred in the site. The plain buildings were constructed with local materials and construction techniques by avoiding details to make them easy to construct (Çetin & Kahya, 2017, p. 141), (figures 2.21., 2.22, and 2.23.).

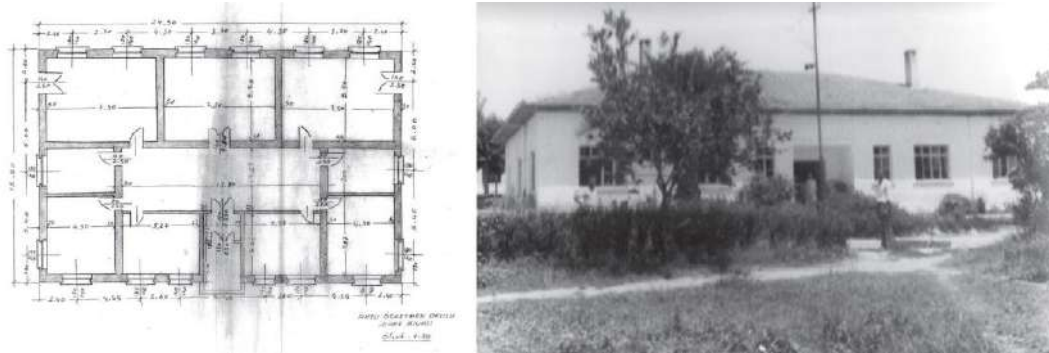


Figure 2.21. Administration building of Aksu Village Institute (Çetin & Kahya, 2017, p. 143)



Figure 2.22. Dining Hall of Aksu Village Institute (Çetin & Kahya, 2017, p. 144)



Figure 2.23. Two type of Teacher's Houses of Aksu Village Institute (Çetin & Kahya, 2017, p. 144)

Çetin & Kahya (2017) also examines the buildings of Gönen Village Institute and adds, buildings are functional, diagonal with regular, and have plain plans and elevation layout. Local materials like küfeki stone were used on stone masonry buildings; in addition, concrete, brick, clay, and red Marseilles tiles on the roofs are the other materials used on the construction of the buildings. Big scale multifunctional building differs from other buildings with its scale and its monumental entrance consisted of exposing the load-bearing elements (Çetin & Kahya, 2017, pp. 147, 148), (figures 2.24., 2.25, and 2.26.).

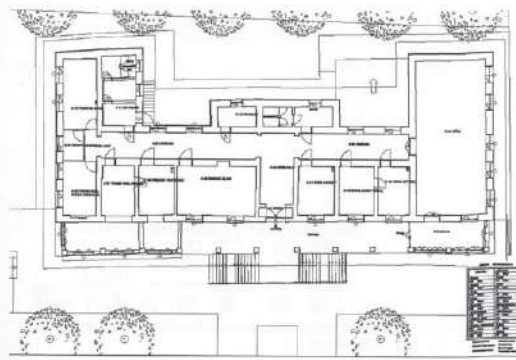


Figure 2.24. Administration building of Gönen Village Institute (Çetin & Kahya, 2017, p. 149)

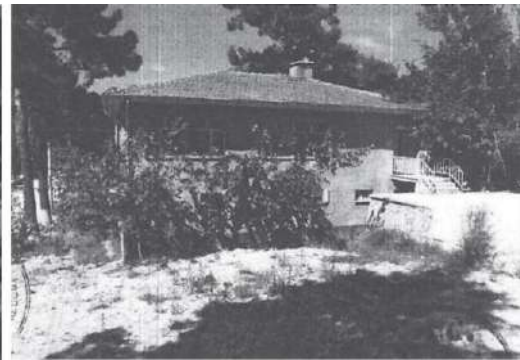


Figure 2.25. The campus of Gönen Village Institute (on left), Painting workshop of Gönen Village Institute (on right) (Çetin & Kahya, 2017, p. 151)



Figure 2.26. Infirmary Building (on left), Teachers' House of Gönen Village Institute (Çetin & Kahya, 2017, p. 151)

According to Çorakbaşı & Sümertaş (2014), in Çifteler Village Institute, local materials, masonry construction technique and hipped roofs were preferred in the buildings of the institute. In some of the buildings, like the sports hall and assembly hall, reinforced concrete was also preferred. Additionally, some of the elevations were emphasized by the high entrances with stairs, exposed timber posts. The buildings designs of Emin Onat and Leman Tomsu differs by the use of vertical windows in the elevation of the buildings (Çorakbaşı & Sümertaş, 2014). Differently, the main building located Mahmudiye section of the site, called Hungarian³⁷ Type main building, distinguished from other buildings in terms of scale, roof type and elevation layout (Hızlı, 2011), (figures 2.27., and 2.28).



Figure 2.27. Teachers' House in Çifteler Village Institute (Hızlı, 2011)

³⁷It is considered the effect of Hungarian construction master, Macar Siri Layoş to the buildings, in 1938 students of the school built the building with the guidance of him (Hızlı, 2011)

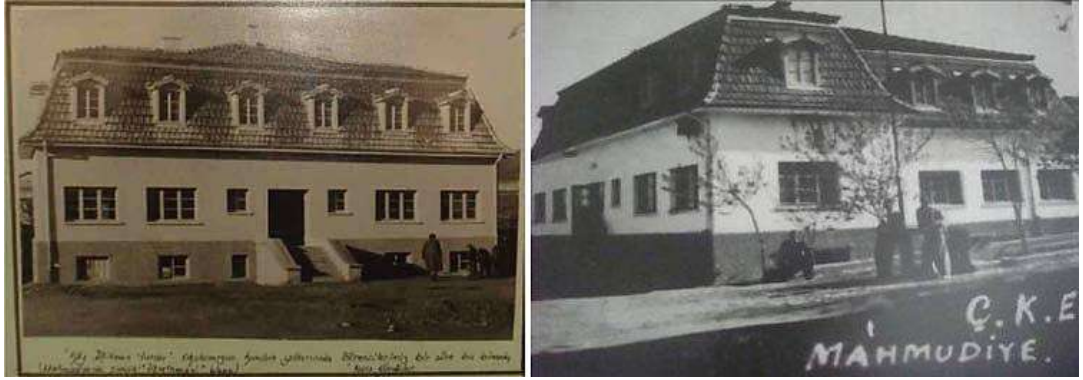


Figure 2.28. Hungarian type main building in Çifteler Village Institute (Hızlı, 2011)

The buildings of Pazarören village were built by using the local stone carved from a nearby quarry, as stated in the special note section of Terms 1 (1940) (Hovardaoğlu, 2014, p. 586). Although the buildings are modest and easy to construct, in terms of elevation order, the buildings of Pazarören differentiate from other examples examined for the study, that is, some monumental entrances of the institute are more detailed, and the usage of exposed beveling stones on the corners of the buildings are some of the features making the elevations more distinguished than others (figures 2.29., 2.30, and 2.31.)



Figure 2.29. Main building of Pazarören Village Institute (Salman, 2000, p. 48)



Figure 2.30. Teachers' House, (on left), Dormitory, (on right) in Pazarören Village Institute (Hovardaoğlu, 2014, p. 589)



Figure 2.31. Bath House, Laundry and Bakery, (on left), Cinema and, Sport Hall (on right) in Pazarören Village Institute (Hovardaoğlu, 2014, p. 589)

In all, in terms of architectural features of the buildings, it is common that all the institutes used the building like village schools, mosques, etc. one or two-story buildings were favored to build to make them easily built, and the plan and elevation of the buildings have diagonal, functional layout. The elevation of the buildings also doesn't have many details. However, it is often seen in some of the buildings that are generally multifunctional, big scale buildings, entrances are often emphasized by placing them symmetrical and using staircases and exposing vertical elements to create monumentality on the elevations. The buildings of the Pazarören Village Institute are exceptional at this point; the buildings have more elaborate elevations. In terms of construction technique, stone and brick masonry is favored among the institutes, in addition to other techniques, which depend on the opportunities of the institutes like, earthen construction and reinforced concrete. The material was mostly

supplied from the nearby for the construction, and some of them produced their brick stones.

2.3.2.3. The Construction Processes of the Campuses and the Buildings

The construction of the campuses of the institutes was integrated with the early establishment period and the works of institutes. The education program was flexible in the institutes, and the program was differing according to the season, the type of work, and the need of the institute. Especially in the first years of establishment of the institutes, the construction was the primary work in the institutes (Türkoğlu, 2000, p. 210). The education started in the institutes while the members of the institutes constructed the campuses. This part of the study will describe the general aspects of the construction process of the institutes.

After selecting the proper land for the institute, education started in these campuses in very short of time, without waiting to construct the entire campus. After the directors of the institutes appointed and sent their institutes, their primary job was to prepare for their institutes. These preparations contained to finish the expropriation of the site, if necessary, and prepare the topographical maps and sketches of the site and send them to the Ministry of Education, which would be required to design the campuses (Türkoğlu, 2000, p. 202).

After the projects of the institutes were prepared, these projects were either winning projects of the national architectural competitions or the projects prepared by the organization of the institutes, the copy of a model of the project together with the plan would send to related institute (Türkoğlu, 2000, p. 203). With the lead of the construction masters, and construction groups, and together with the students and the teachers, the construction of the buildings started by checking and discussing the model and the plans of the buildings (Türkoğlu, 2000, p. 204).

Since the construction work and education started at the same time, in order to solve the accommodation problem, tents, temporary buildings, sheds, *baraka*, or nearby

available buildings like school buildings or mosques in nearby villages were used (Türkoğlu, 2000, p. 204).

For example, in the institutes like Kars Cılavuz, İzmir Kızılcıllu, Hamidiye, Adana Düziçi, the old, existing structures or barracks were used at the beginning (Türkoğlu, 2000, p. 188). During the establishment of Hasanoğlu Village Institute, Güneri³⁸ (2012) says that approximately five hundred people were working on the construction of the institute, for the accommodation, additional tents were provided by Kızılay (Güneri, 2012, s. 3).

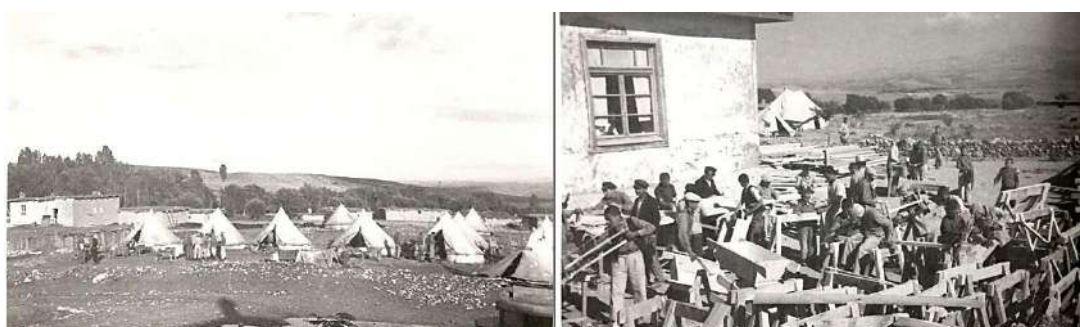


Figure 2.32. Tents used during the construction of Hasanoğlu Village Institute (Güneri, 2012, pp. 14,46)



Figure 2.33. Construction Work in Hasanoğlu Village Institute (Güneri, 2012, pp. 72,81)

The urgent jobs of the institutes were the infrastructural works, like, constructing the ways, bridges, digging water channels, setting electricity wiring (Türkoğlu, 2000, p.

³⁸ Mustafa Güneri was deputy manager and the headmaster of the art and building between 1941 and 1951 in Hasanoğlu Village Institute. He documented and described the establishment period of Hasanoğlu in a very detailed way in his book (Güneri, 2012)

210; Baysal, 2006, p. 80; Güneri, 2012, pp. 2,3). Together with the craftsmanship works like producing doors, windows, chairs, tables together with sewing-tailoring, weaving, in some institutes, extensive construction work began in the institutes (Baysal, 2006, p. 81).

Proper to the principle of Tonguç's (1998), 'work in through, and for work,' buildings were constructed by students with the guidance of construction master and teachers by dividing into stages (Türkoğlu, 2000, p. 210; Güneri, 2012). In this way, the construction work in the institutes made progress in a short period, and in a very economical way (Türkoğlu, 2000, p. 204). The architectural program defined by the Terms would also allow building the building in stages because, in the terms, the functions of the buildings were separated and for each of the building the numbers were given in the terms (Terms 1, 1940, Terms 2, 1941, Terms 3, 1943), which allows constructing the urgent buildings with less numbers at the first place.

In order to conclude the construction work in a short period, a group of students from other institutes would go to the newly established institute and help to construct some of the buildings. Tonguç called these group of students as 'construction team,' *'yapıcı ekip'* (Tonguç İ. H., 1998, p. 641). Construction teams were a part of the system connecting the institutes.

These teams consist of fifteen to twenty students, sometimes more. Students experienced in construction works or a cluster with a cluster-leading teacher together with a construction teacher became a construction team (Türkoğlu, 2000, p. 244; Güneri, 2012, p. 1). When these teams sent to an institute, they were asked to finish a building or a group of buildings, for example, one school building, one pool, or ten teachers' houses (Tonguç İ. H., 1998, s. 642). In Hasanoğlu Village Institute, many of the buildings, like, dormitory, dining hall, workshops, and open-air theater were completed by many teams from different institutes (Türkoğlu, 2000, p. 244).

Tonguç published some of the memories of the student from the construction teams of the institutes (Tonguç İ. H., 1998, p. 642). A student from İvriz Village Institute's

construction team send to Hasanoğlu told that they were given a task to build a school building in fifty days after they finished the building successfully, they were asked to build the pool as well (Tonguç İ. H., 1998, p. 642). Apart from construction works of the institutes, it is known that these teams would also send to the villages to build village schools, and to the construction works of the regional schools as well (Türkoğlu, 2000, p. 244).



Figure 2.34. Construction teams from Kepirtepe (on left) and Cilavuz (on right) Village Institutes during construction of Hasanoğlu Village Institute (Güneri, 2012, pp. 34,35)

The purpose of this exchange of work was not only to help the construction work in the institutes after they finished their jobs, a trip was organized for the construction teams to see the nearby settlements, city centers, and cultural places (Tonguç İ. H., 1998, p. 649; Türkoğlu, 2000, p. 245). By these trips, the actions that aim to reach peasantry via art and cultural interaction started in the 1930s were achieved by the village institutes differently; that is the villager, students of the institutes, were sent to make these country trips by themselves which was found challenging during the 1930's economic conditions. For Türkoğlu (2000), 'Thus, the job of sending a 'construction team ' was established and developed in the timeline of the system as a pedagogical and cultural study, which exceeded its aid and economic purpose and also aimed country trips and social relations.' (Türkoğlu, 2000, p. 245).

In all, the construction of the campuses was conducted in the work education by members of the institute with the guidance of master builders and construction teachers by dividing into phases. Thanks to collective work between the institutes, the

construction work was achieved more economical way and in a short period. This collective works became bound between the institutes in many ways. Additionally, this collective share also became a part of cultural-dimensional exchange through the institutes. The life starting in the impermanent accommodations was constructed in the organization of the institutes from the infrastructural settings to the buildings, gardens, etc.

2.3.2.4. Post-Construction Processes: The Life within the Institutes

With all the elements constituting the institute, institutional aim, education system, administrative system, the institute started to unite with their physical environment. Apart from these elements, daily routines, special events; celebrations, visits, etc., which was mostly unique to each institute, contribute the life and help to understand how the physical environment combines and revolves with the institute.

The work-based, multifunctional education methodology of the institutes encourages them to get in touch with the physical environment, and the content of the courses would contribute to this connection; that is technical, cultural and agricultural courses spread into this process of learning (see Chapter 2.2.4.)

The type of courses and the hours of these courses was defined through regulations and. However, the distribution of these courses throughout the year differed according to the primary works of the institutes, season and to the management of the institute.

There is a fixed program hour of the courses that need to be completed in five years, but there was flexibility with the timing of these courses which differs according to conditions of the institute (Türkoğlu, 2000, p. 213). For example, if there was a call to build a village school to a village, construction teams were sent to the villages; therefore, the program rearranged for those students by the cluster teachers (Türkoğlu, 2000, p. 214).

‘Continuity’ was another the keyword to describe the way of implementing the program of the institutes (Türkoğlu, 2000, p. 212), that is, the education was

continuous throughout the year. For Türkoğlu (2000), the continuity in such a program which half of the content was technical and production, was a necessity and normal (Türkoğlu, 2000, p. 213). For example, the annual leave of the teachers and students which was six weeks for each was programmed and distributed evenly throughout the year in a way that does not affect the flow of the institute. Therefore, together with the program, life in the institutes was also continuous.

Table 2.3. *Number of the Courses and Annual Leave of a Student in the Institutes within five years*
(Türkoğlu, 2000, p. 213)

Cultural Courses	114 weeks
Agricultural Courses and Practices	58 weeks
Technical Courses and Practices	58 weeks
Annual Leave	30 weeks
Total	260 weeks



Figure 2.35. Apiculture in Hasanoğlu Village Institute (on left), Snowboarding courses in Cilavuz Village Institute (on right) (Güneri, 2012, p. 96; Çığ, 2017, p. 49)

Although there was a common content of the courses, this content was also flexible and opened to be shaped according to needs and authentic features of the institute, like fishing activities in Arifiye and Beşikdüzü village institute, husbandry in Cilavuz, and beekeeping in Kepirtepe and Hasanoğlu (Baysal, 2006, p. 91; Güneri, 2012, p. 56; Gümüsoğlu, 2012, p. 83). Additionally, sports activities also added according to opportunities of the institute, climate and seasons. In this way, the content of the

program encouraged the relation with the surroundings and added a unique feature to the institutes.

The work method the program also affected the life of the institute. According to the need of the program, the active student could be in the fields, in the workshops or the classrooms. This work routine and the cultural courses were shared into clusters by the institute itself. The weekly program was defined for clusters and shared throughout the year.

There is also flexibility in the use of open and closed places in the institutes. According to the work program of the institute or seasons, open areas could also be used for the cultural courses (Güneri, 2012, p. 112). The shadow of a building under a tree or a quarry could be used for the classes. Free reading hours, music sometimes workshop classes and spare time activities accompanied to this flexible routine.

Hasan Ali Yücel describes this routine as:

‘some students are grooming horses; some students are at history classes telling the invasion of Scythians and Egypt. Some of them are at the nature class learning about poppy plants... some of them are busy at learning to preserve their cabbage leaves from cutworms, while, some of them are busy at building a roof for their teachers’ houses, and some of them are cleaning the vegetables of the day’ (Yetkin, 2017, s. 233)

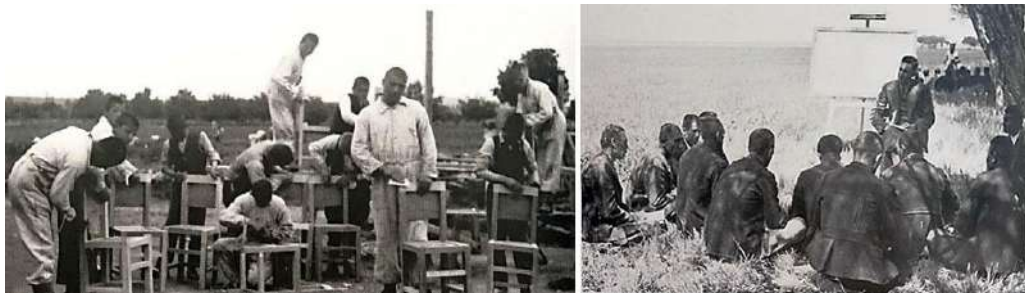


Figure 2.36. Flexible Use of the Campus in Hasanoğlu; a workshop class outside of the buildings (on left), a class that run in the field (on right) (Güneri, 2012)



Figure 2.37. Flexible Use of the Campus in Hasanoğlu (Güneri, 2012, pp. 139, 112)



Figure 2.38. A female student playing mandolin (on left), a geography class at Çifteler Village Institute (Işın, 2012, pp. 90, 9)

Apart from the works and courses of the institutes, there is a common daily routine in the institutes. For example, according to Kirby (2000), the institute woke up early, after dressing up and cleaning, students gathered and did some group activity like, playing folk games, doing some exercises (Kirby, 2000, p. 249). Different from the daily routine, national ceremonies, celebrations, the visits of the important people to the institutes, the visits of the construction teams enriched the life in the institutes (Türkoğlu, 2000, p. 384; Güneri, 2012, p. 186).

Since one of the aims of the institutes was the village, solving the village related matters and developing the village, outside of the campus, that is, the village and the nearby surrounding was in the influence area of the institute. With this aim, activities, to reach the village, could be practiced either within the program or spontaneously.

Practice schools were the closest unit to the campus providing the connection to the village. Students of these schools could also be the village kids from nearby villages, and students of village institutes did their internships in these schools (Türkoğlu, 2000, p. 326). Apart from these schools, institutes students were also sent to the nearby villages to practice their internships at least for twenty days (Türkoğlu, 2000, p. 330). It is also known that one of the missions of the institutes was to help to build village schools to the villages, therefore, often, construction teams of the institutes were sent to the nearby village to build a school (Türkoğlu, 2000, p. 384).



Figure 2.39. Visits and the activities of students of Hasanoğlu Village Institute to the villages (on left), another activity of the institutes to a village (Güneri, 2012, p. 136; Işın, 2012)

Villagers who could be the parents, the relatives of the students, or the people from nearby villages could also visit the institutes even stay in the institute. Türkoğlu (2000) states that Talip Apaydın said ‘there was no wall border in the institutes during the time of the institutes (Türkoğlu, 2000, p. 388). They were hosted pleasantly and allowed to examine the institute. Türkoğlu (2000) says Tonguç needed to tell the village issue to the villagers outside of the Institute (Türkoğlu, 2000, p. 384).

For the nearby villages, the institute was the place for medical aid, because in every institute they were infirmary units. There was a mutual relation between the villages and the institutes in terms of providing aid. Especially during the establishment period of the institutes surrounding settlements were used to provide necessary aid like; accommodation, construction materials, etc. (Türkoğlu, 2000, p. 386). Apart from programmed visits and providing physical aid, sometimes national celebrations,

entertainments took place in the village or villagers come to the institutes to watch these ceremonies (Türkoğlu, 2000, p. 385; Güneri, 2012).

Outside connection of the institutes was not only the nearby villages. Within the possibilities of the institute, students were encouraged to visit other institutes, important cities, or heritage places. This tradition started during the construction phases of the institutes with the construction teams, did continue after. These visits often mentioned in the memoirs of the writers from the institutes (Angı, 2017, pp. 84, 90).



Figure 2.40. İsmet İnönü's visit to Hasanoğlan (on left), the visit of students of Hasanoğlan to Anıtkabir (on right) (*Işın*, 2012, p. 70; *Güneri*, 2012, p. 135)

In all, campuses of the institutes, as a reflection of the program, were multifunctional. Depending on the worked based program, the routine in the institute was flexible. It was encouraged to be in contact with the place together with the surrounding. This contact was developed for each of the institutes authentically and by taking advantage of the place; as a result, these schools had started to become a part of their places. The learning place was also flexible; that is, learning could be in the fields, workshops or the classrooms as it could be in open areas like, in between buildings, shadows, etc. There was continuity in the schedule as a reflection of the work-based, multipurpose program; as a result, the education and the life were also continuous on the campuses. This program was also scheduled and developed by the institutes according to the conditions and possibilities of that institute. From the beginning, the contact of the institute with the village was a significant part of the design of the system. With this

regard, the physical and social contact with, especially nearby, villages had also become a significant part of life in the institutes. This contact was sometimes about carrying aid, mutually, or, sometimes, it was about making social and cultural share with the villagers. As Tonguç (1998) described, the campuses of the institutes were different from the old school. It did not have long dark aisles, locked only in a closed building. The new school had no exact physical boundary; it embraced the surroundings and provided an open relation to the site and the village. In time, these new schools became part of the place in their own ways by revealing the significant characteristics of the place.

2.4. The Village Institutes Today

With the law no: 6234 on Merging Village Institute and Primary Level Teacher Training Schools, all campuses of village institutes had become Primary Level Teacher Training School. Before this law, the program of these schools had rearranged, technical and agricultural courses added to the program, and three years of education changed to six years; seventy-five percent of students were selected from the villages. This change is the first and common change in the education system after village institutes. After this day on, education function has been kept in the campuses of village institutes by changing names and forms, and today, in the campuses of the there is a high school³⁹ (Dursunoğlu, 2003; Şimşek & Mercanoğlu, 2018, pp. 272, 273).

Although there are not many studies explaining the effects of the change in the education system, it is known that, especially during the first years of the change, the transition of the campuses was not so radical. When the Institutes changed into Primary Level Teacher Training Schools, the campuses was still the teacher training schools located in rural areas and select most of its students from the rural areas; additionally, adding some of the technical courses to the program let to keep the some

³⁹ In the campus area of Pamukpınar Village Institute, today, there is now called Pamukpınar Regional Boarding Secondary School (Şimşek & Mercanoğlu, 2018, p. 273)

of the program elements belong to institute, like agricultural practice lands, workshops areas, etc.



Figure 2.41. Teachers' Houses of Pulur Village Institute (Çorakbaş & Yeşiltepe, 2015, p. 162)

For example, according to Çorakbaş & Yeşiltepe (2015), in Pulur Village Institute, Erzurum, after 1954 when the institute system had left, till the end of 1960s the buildings that built according to institute's program were still in use, and also the agricultural and animal production maintained in the campus area till 1978, (Çorakbaş & Yeşiltepe, 2015). After 1973, as a result of general change in the Turkish education system trying to take the vocational education to higher-level education by opening new faculties and department in the universities, the education in the campus of the institutes turned into Teacher Training High Schools (T.C. Yükseköğretim Kurulu, 2007, p. 32; T.C. MEB, 2019). The change in the campus of İvriz Village Institute is also similar which explained a very detailed way in chapter 3.



Figure 2.42. Cafeteria, and a Teachers' House of Pulur Village Institute (Çorakbaş & Yeşiltepe, 2015, p. 161)



Figure 2.43. New High School buildings built after 2005 (Çorakbaş & Yeşiltepe, 2015, p. 160)

Today, according to study of Şimşek & Mercanoğlu (2018), the settlement of village institutes is still away from the city centers, the closest institute is 9 km to the city center; Kızılçullu Village Institute, İzmir, the farthest on is İvriz Village Institute where is 165 km to the city center, the proximity of the distance of the institutes to the closest city center is 80 km. On the other hand, today most of the campuses are in centers of townships, those are; Aksu Village Institute, Arifiye Village Institute, Beşikdüzü Village Institute, Cilavuz Village Institute, Düziçi Village Institute, Gönen Village Institute, Pamukpınar Village Institute, Pulur Village Institute. The distance those that locate outside of the townships changes 2 km to 57 km. Eighteen of the institutes out of twenty-one was established to the villages, or closer to the villages than the townships, today only nine of them located in the villages, which now called ‘neighborhood,’ including İvriz. (Şimşek & Mercanoğlu, 2018, pp. 270, 271, 272, 273).



Figure 2.44. a view from the campus of Hasanoğlan Village Institute taken in April 2018 (Aladağ, 2018)



Figure 2.45. a Dormitory, (on left), and a workshop, (on right) building of Hasanoğlu Village Institute taken in April 2018 (Aladağ, 2018)



Figure 2.46. Bathhouse of Hasanoğlu Village Institute taken in April 2018 (Aladağ, 2018)

The settlements of the institutes started to be registered after 1999 by the efforts and studies of Chamber of Architecture, depending on the literature and the studies about the institutes up to that day (Ekinci, 2000)⁴⁰. Today, All the schools located on the campuses of village institutes are in the list of *One-hundred Historical High School* prepared and published by the Ministry of National Education (MEB, 2017). According to the published study of Çorakbaş and Yeşiltepe (2015), in the case of Pulur Village Institute, the registration decision was broken in 2003, which registered in 2000 (Çorakbaş & Yeşiltepe, 2015). In the case of Hasanoğlu Village Institute, which now Hasanoğlu Atatürk Science High School locates, after the partial

⁴⁰ See (Hovardaoğlu, 2014; MEB, 2017, p. 174; Çakıcı & Çorakbaş, 2013; Atalay, 2018, s. 33; Çetin & Kahya, 2017, pp. 141, 155), for more information about registered institutes.

registration of the site in 2003, in 2006 the whole site was registered (Çakıcı & Çorakbaş, 2013). In 2007, a competition was held by Ankara Chamber of Architects for the campus of Hasanoğlu Village Institute, and 2011 an Architectural Summer School was also organized by Ankara Chamber of Architects (TMMOB Mimarlar Odası Ankara Şubesi, 2011; Çakıcı & Çorakbaş, 2013). The restoration studies of the open-air theater and the building of Fine Arts belong to Hasanoğlu Village Institute had started in 2009, the studies completed in 2012⁴¹. Apart from the Hasanoğlu case, in 2006 another Architectural Summer School was organized for the Campus of Keçiören Village Institute in 2008 (Baysal, 2006), and a documentation workshop together with a conference was organized for Düziçi Village Institute by the Architecture Department of Çukurova University in 2018⁴². The village institute related foundations are also a supporter of these organizations together with the Chamber of Architecture, and Department of Architectures, some of them are, Yeni Kuşak Köy Enstitüler Derneği, İsmail Hakkı Tonguç Archives and Foundation.



Figure 2.47. Restored structures of Hasanoğlu Village Institute, the building of fine arts, (on left), and the amphitheater, (on right), taken in April 2018 (Aladağ, 2018)

⁴¹ Accessed from; <http://www.mimarlarodasiankara.org/index.php?Did=4723>, and <http://ankara.mo.org.tr/index.php?Did=4717> on 19.10.2019.

⁴² Accessed from; <https://mimarlik.cu.edu.tr/mimarlik-bolumu-duzici-koy-enstitusu-calismalari/>, on 19.10.2019

CHAPTER 3

İVRİZ VILLAGE INSTITUTE AS AN EARLY REPUBLICAN HERITAGE PLACE

İvriz Village Institute was established on November 1941 as the seventeenth village institute in Ereğli district of Konya, 161 km south-east of Konya city center and 10 km to Ereğli center, nearby to Gaybi, Durlaz and Dedeköy villages (Aydoğdu & Kaplan, 2014, p. 69). The institute named after to another nearby İvriz Village, where the İvriz Rock Relief located⁴⁵.

In this part of the study İvriz Village Institute, *İVI*, will be examined as a part of the education network located in Konya. The main principles of the network village institute are explained in the second chapter of the study from the establishment to their design and construction. These principles are the common guides to understand any village institute, including İvriz.

There is a limited original document about the İVI, some of them published in Aydoğdu & Kaplan's book (2014) which they were taken from İsmail Hakkı Tonguç Archives Foundation (Aydoğdu & Kaplan, 2014, p. 28). Apart from this book, memoirs of the students who graduated from İVI⁴⁶ have become a critical part of this chapter. Site visits and interviews with the graduates also contributed to this part of the study.

The way of each institute using the principles described throughout chapter two is unique to every institute, that is, they were shaped differently in each of the institutes; therefore, it is important to read those through İVI. In all, reading these principles

⁴⁵ Neo-Hittite (1180-700 B.C.) period rock reliefs is on the list of Tentative World Heritage List of UNESCO since 15 April 2017; <https://whc.unesco.org/en/tentativelists/6244/>

⁴⁶ (Angı, 2017; Candoğan, 1990; Baykal, 1966; Özer, 2001)

through İVI would be a unique way of understanding a village institute, which is the main aim of the following chapter.

3.1. Establishment of İvriz Village Institute: from Design to Construction [First Phase: 1941-54]

Although the İVI was established in November 1941, as in most of the institutes, construction and the design phases of the institutes were mixed, that is, since the education in the site started before the construction, members of the institute accommodated and studied nearby places.

For the İvriz case, starting from November 1941 till June 1942, the institute could not be settled in their main zone area. From this day on, they started to stay in the campus area in tents and sheds (Aydoğdu & Kaplan, 2014, p. 71; Özer, 2001, p. 46). The education and construction work of the institute were run together. The national architectural competition was held between 5 June 1943- 14 July 1943 for İvriz Village Institute and Pamukpınar Village Institute (Aydoğdu & Kaplan, 2014, p. 28).

In this part of the study, the process of establishment of İVI will be explained between the years of 1941- 1954 will be discussed. Since there is no distinct separation between the establishment, no chronological order followed in the wording of this process.

3.1.1. Planning of İvriz Village Institute

As in most of the institutes, the planning process started with the selection of the place (see. Chapter 2.3.1.), later life and the construction were started in the place. Followingly, the planning phase of the site will be discussed starting from the choice of place.

3.1.1.1. Choice of Place

As mentioned, the place is the most important part of making the institute unique. As a place where the revival had begun, each institute was the center of the network revival project for their surroundings. For the İvriz case, the choice of the place had also become an important criterion making the place unique for its surroundings.

After the separation of four main regions, a committee would take a trip to select the institutes' place (see. Chapter 3.2.1.1.). According to a document accessed from İsmail Hakkı Tonguç archives and published in Aydoğdu & Kaplan's book (Aydoğdu & Kaplan, 2014, p. 31) Director of Primary Education İsmail Hakkı Tonguç, MNE Inspector Hayrullah Örs was also in the part of the team selecting the place for İVI. In this document dated to 1941⁴⁷, it says;

‘...the land is located in 7,5 km south of Ereğli, in the center of the triangle of the villages, Lüffi Hamidiye, Gaybi, and Durlaz. Institute's place is 250 hectares in size. Ereğli city road and the summer water channel, *yazlık ark*, are passing from the north of the land. High voltage, İvriz-Ereğli aerial power line is also passing through the land...’ (Aydoğdu & Kaplan, 2014, p. 31).



Figure 3.1. The site sketch showing the location and the nearby of İvriz Village Institute (Anonim, 2003, p. 254)

Starting from August 1941, expropriation jobs had started by the Ministry and it was offered to make the necessary repair for Zanapa⁴⁸ Primary Education School to use the building temporarily until the institute settled to its main campus zone (Aydoğdu & Kaplan, 2014, p. 32).

⁴⁷ There is no detailed date on this document apart from the year.

⁴⁸ Zanapa is now called Halkapınar

Recep Gürel, who was the first director of İVI (Altunya N. , 2012, p. 88), listed the reasons in the selection of place, which follows;

1. Closeness to railway,
2. Easiness to supply water for both agriculture and drinking,
3. Being close to the Governorates that included to its region, and easiness to communicate with them
4. Being away from malaria, sıtma, zone, and being situated in a high point, and also being open to the north winds
5. Having available lands in nearby villages for, especially, growing vegetables and fruit trees.
6. Easiness to reach construction materials with good quality like stone, sand,
7. Crossing of the power line through the site, going from İvriz Power Plant to Ereğli Fabric Factory, Ereğli *dokuma fabrikası*, to the city. (Aydoğdu & Kaplan, 2014, p. 69)

These are the primary reasons for choosing the place for the institute. To understand the historical context of İvriz's nearby, it is critical to examine the Ereğli district and the nearby villages. Ereğli was an important agricultural settlement due to its water sources and fertilized agricultural land situated in between Central Anatolia and Çukurova. The historical background of the agrarian settlement of the city starts from Twana Kingdom⁴⁹ between 1200 BC to 742; later, the settlement kept its position as a center throughout different historical layer. Roman and Byzantium period between 64 BC to 1077, in 1077, the city was conquered by Anatolian Seljuks and in 1276, the city was taken over by Karamanids and became the first capital of the city and in 1457 city was started to control by Ottomans (MEVKA, 2017)⁵⁰.

As a part of Berlin-Bagdad railway network project that designed during Ottoman Period, Konya-Karaman-Ereğli railway track was opened on 25 October 1904, in

⁴⁹ Twana, Warpalawas of Tuwanuwa, city state, Noe-Hittite Kingdom found after disappearing of Hitit Empire

⁵⁰ <http://www.mevka.org.tr/Page.asp?Dil=0&pid=1607>, reached in May 2019

order to improve the trade between the connections on this track (Uca & Ülker, 2013, p. 444). According to a development map dated December 1917, some factories were also considered to establish in a region including Ereğli ⁵¹.

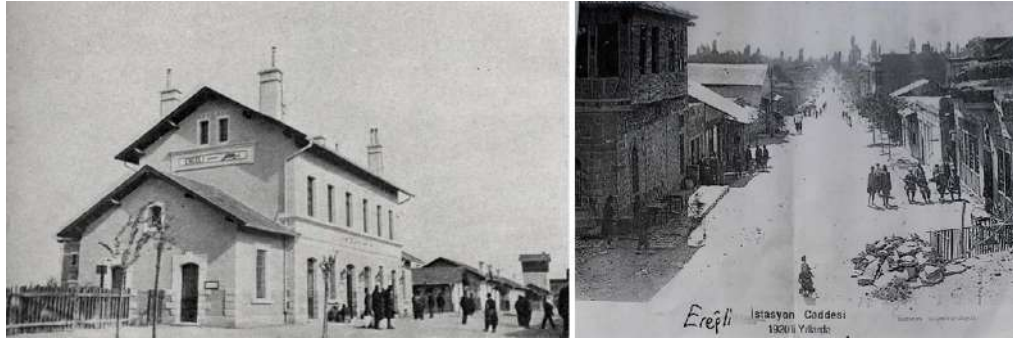


Figure 3.2. Ereğli train station (Anonym, no date)⁵² (on left), Ereğli İstasyon street (Anonym, no date)⁵³ (on right)

During the Early Republican Period, as a part of the First Five Years Development, primarily weaving factories were established across the country, Sümerbank was one of them established in 1933⁵⁴ to Ereğli. The foundations of the Sümerbank textile factory were laid in 1934, and the factory inaugurated in April 1937. The waterways potential of the region was one of the reasons for choosing Ereğli. The energy for the production was provided from a hydroelectric power plant located in the valley of İvriz village. Thus, the railway connection was supported to supply materials, like cotton, from south Anatolia, that is, the factory is located on the street called; İstasyon Street (Maner & Menteş, 2018, p. 231; Nurol, 2007, p. 47). Modernization of Ereğli had started during the Early Republican Period, the city developed economically, socially and started to become the new cities of the Republic.

⁵¹ According to Uca & Ülker (2013) this plan was never fully applied because of World War 1 (Uca & Ülker, 2013, p. 444), (Nurol, 2007)

⁵² Retrived from; <https://i.pinimg.com/originals/64/11/34/641134f6801d79d2ee41bb9743d81219.jpg>, in July 2019

⁵³ Accessed from museum of İvriz Social Sciences High School, in May 2019

⁵⁴ <http://www.sumerholding.gov.tr/tr/kurumsal/sirket/tarihce.aspx>

Zanapa⁵⁵ is another settlement near to the institute, and it is located 10 km east of the institute. İvriz village is affiliated to Zanapa. Zanapa was the second big settlement in the region after Ereğli, according to the population census made in 1940 (Başbakanlık, 1940)⁵⁶. The town located southeast of Ereğli, 4 km north of İvriz village. In the first year of İVI, the school building and the mosque were opened for the institute to use (Aydoğdu & Kaplan, 2014, p. 71).

Dedeköy, Gaybi, Yıldız, and İvriz village are the closest nearby villages. Although the Gaybi and then Yıldız villages are the closest villages to the institute, the Institute took its name from İvriz Village due to its historical significance.

The village is located on the slopes of the Mound Bolkar in the middle of Taurus Mountain, *Toros Dağları*. The village consists of mud-brick houses, which are characteristic in the region. The famous two of Neo Hittite reliefs; the main one in İvriz, the smaller one is in Ambarderesi valley near to İvriz, and a small Neo-Hittite altar, as well as a Byzantine monastery (843-1543 AD), are in İvriz Village. The 8th-century main rock relief was carved by the king, Warpalawas of Tuwanuwas, depicting the king together with Lutwian weather of god Tarhunzas. 4.2 m tall and 2.40 wide is also known as İvriz rock relief (UNESCO, 2017; Maner & Menteş, 2018, pp. 231-232).

⁵⁵ Today Zanapa is now called Halkapınar; <http://www.halkapinar.bel.tr/sayfa/19/halkapinar-tarihi>

⁵⁶ Accessed from: <https://www.sehirhafizasi.sakarya.edu.tr/wp-content/uploads/2018/05/1940-nüfus-sayımı.pdf>, in July 2019

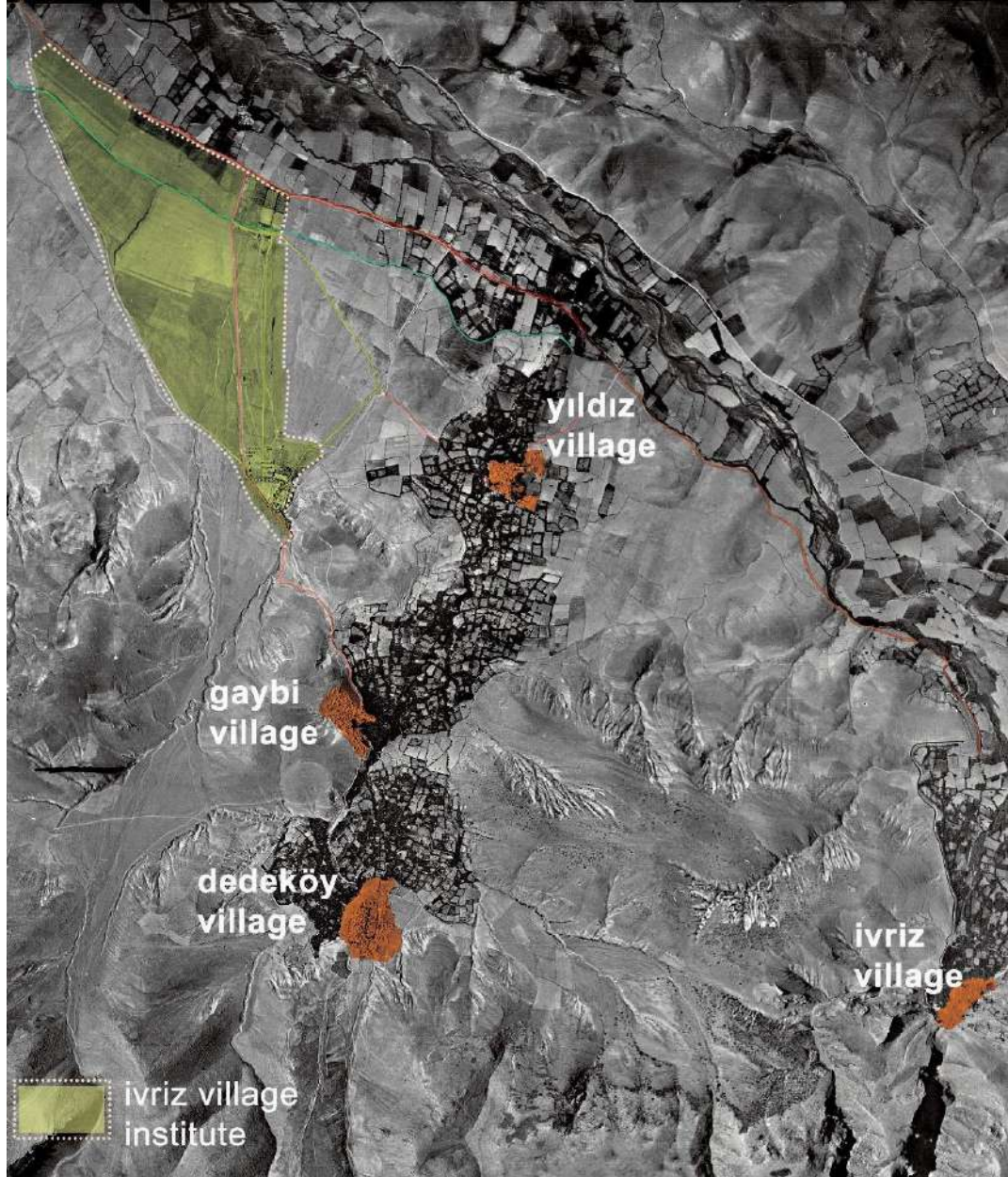


Figure 3.3. Map showing the nearby villages around İVİ, arranged on aerial map of 1956 (General Command of Mapping, 2017)



Figure 3.4. The İvriz rock relief, (on left), The Second rock relief located in Ambarderesi valley, (on right) (*Ereğli Belediyesi, 2014; Maner & Menteş, 2018, p. 232*)

The nearby surrounding of İVI have significant historical, and economic features. The agriculture was always important in the region due to its rich water sources and fertile lands. Additionally, according to the population census made in 1940, seventy-nine percent of the population of Ereğli district was living in the villages (Başbakanlık, 1940). During the Early Republican Period, due to its hydroelectric power plant potential and railway connection, the economic potential of the region was broadened. Nearby villages supported the institute during and after the construction of the institute in terms of physical and social aid.

The main campus zone of the institute was settled in between the villages of Gaybi, Yıldız, and Dedeköy villages in a land called Kelercik Yakası⁵⁷. The Institutes' border was in between Kelercik and Ereğli road (Figure 3.5.). According to Özer (2001), most parts of the land were public lands, 1000 decares land was bought from the villagers (Özer, 2001, p. 27; Aydoğdu & Kaplan, 2014, p. 32). Parts of the land close to the İvriz river were considered for agriculture, whereas Kelercik Yakası was selected for the campus area due to its firm ground (Özer, 2001, p. 29).

The place chosen for İVI is matching with the general factors affecting the choice of place for an institute (see. Chapter 2.3.1.). The institute was located outside of a city center and yet, physically connected with the city, due to railway connection. Selected

⁵⁷ The land was also called Hakvermez Yakası (Özer, 2001)

land for the institute was mostly barren public land but there was a potential for agriculture due to irrigation opportunities from İvriz river. Relation with the nearby villages was emphasized in choosing the site. Differently, from most of the institutes, the historical significance of the place was emphasized; that is, the institute took its name after the İvriz village where the Neo-Hittite rock reliefs located.

3.1.1.2. The 14th and 15th National Architectural Competition

The national architectural competition held between 5 June 1943 and 14 July 1943 for İvriz and Yıldızeli institutes. Terms 3 was published on 31 May 1943⁵⁸.

The winners of both these competitions were Master Architect Mukbil Gökdoğan, Master Engineer Eyüb Asım Kömürcüoğlu, Master Architect Emin Necip Uzman (see. Chapter 2.3.2.1.). The second price was given Kemal Ahmet Aru, Adnan Kuruyazıcı, Orhan Safa for İvriz Village Institute, and to Kemal Ahmet Aru, Mehmet Ali Handan, and Orhan Safa for Yıldızeli Village Institute (Keskin, 2012, p. 119).

The competition term for the general site plan and preliminary designs of the buildings is the most important published official document for the design of the İVI's campus.

As discussed in Chapter 2.3.2.1., the primary structure of all three terms is similar; the first section called Main Terms is mostly similar in all three Terms. Differently in Terms 3 (1943), and in Terms 2 (1941), elevation and perspectives were not asked.

The main difference is in the second called Buildings to be Prepared Plans, which includes the list of the required buildings. These buildings are;

1. **School Building** is asked to have
 - a. A classroom enough for forty students and suitable to use for discussion sessions, and when necessary, it should be able to use for

⁵⁸ Terms of Competition of the Site Plans and Preliminary Designs of Village Institutes opened in İvriz near Ereğli, Pamukeli near Yıldızeli in accordance with low:3803, Maarif Vekilliği, Tebliğler Dergisi, 5/226, 31 May 1943, pp. 185-186

sewing-tailoring, typewriting, home economics classes, and biology, physics, chemistry experiments, and also paper, bookbinding works.

- b. A dining hall for forty students to eat and a kitchen for six students to cook.
- c. An office suitable enough for three people to work together
- d. Woodsheds and storages for the surplus goods.

It is asked to have basements and ground floors for the school building. Besides, the classroom and dining hall are asked to have single doors, and outside doors are asked not to open directly to the outside.

2. **Dormitory Building** is asked to have

- a. Two separate dormitories for twenty people each, including toilets and face washing rooms.
- b. Accommodation for a teacher to live with his/her family with two rooms, a hall, a bathroom, a kitchen and a toilet.
- c. Storage and woodsheds placed according to need

It is stated that the building may have a basement, ground and first floors. The entrances to the dormitory and teacher's accommodation asked to be separate.

3. **Assembly Hall** is asked to have

- a. A hall used as Gym, conference, performance hall and movie theater for 600 students. It is asked for this place to be suitable to use as an indoor recess hall with library and cafeteria,
- b. Storages linked directly with hall to store gymnastic equipment and surplus
- c. Toilets and sinks

If possible, it is asked an open-air theater for 1500- 2000 people located to the near of this building provided the plan of the theater by showing the location in the site plan

4. **Workshop** is asked

- a. To be suitable for wood, metal, and construction works for 25 students. An engine must be able to fit in, when necessary, and the main door must be big enough to allow the cars in.
- b. To have storage for teacher and the unused equipment, and another storage for the used equipment with a chimney, it is asked not to must not exceed 8 meters in width

They are asked to be single-story, no basement floor is asked, and the floor asked to be stone and wood.

5. **Kitchen** is asked

- a. To be suitable enough to cook for 700 people with a dishwashing unit
- b. To have storage or storages, and a room for the officer of the kitchen, a resting room for the kitchen's employees with a toilet and sink

6. **Laundry** is asked

To be big enough, 700 people to do laundry. Storages for clean and dirty clothes and a drying porch, *kurutma sundurması*, are also asked in this building.

7. **Bathhouse** is asked

To have a suitable bathing room for fifty students to take a shower, and for twenty students to take a bath. Locker rooms and toilets also asked in this building.

8. **Administrative Building** is asked to have

- a. an office for the director, three separate offices for the assistants to the director, a teachers' room for thirty teachers, and an accountant's office.
- b. A dorm for ten savants to rest
- c. Five separate offices for *nöbetçi öğretmen*⁵⁹
- d. Enough toilets and sinks

⁵⁹ They are hall monitors in the school selected from teachers

It is stated that the building may have a basement and ground floors.

9. Stables, barns, and poultry houses

- Stables for fifteen to twenty horses
- Barns for twenty to thirty cattle
- Poultry for 100 kitchens

It is asked to be one-story buildings constructed with earth, stone, or clay construction materials.

10. Storages for

- a. agricultural equipment (sized 5x8 or 6x10 m)
- b. agricultural products (sized 5x6 or 6x10 m)
- c. boarding students' goods for 600 students.
- d. Wood and coal (sized 5x8 m)
- e. construction materials (6x10 m)
- f. garages for two trucks for four cars
- g. fuel

it is asked for these one-story storages to located either in groups or separated. Only stone construction material is suggested for construction.

11. The infirmary is asked to have

- a. a sickroom for twenty students with toilet and bathroom
- b. a medical dressing and medicine room
- c. an isolation room for ten people
- d. a bedroom for a caretaker
- e. a room for the doctor with a toilet, sink

It is stated that this building may have a basement, ground and first floors.

12. Public Toilets and Face Washing Units are asked

to be a building located in the site according to the need for ten people

13. Teachers' Houses asked to have

A house with two rooms, a hall, a bathroom, a cellar room, with toilet and sink. This housing unit is asked to be either single houses or o be one building including two to three units.

14. Exhibition Building asked

to be a building-sized to 240- 300 m² with a workshop sized to 40-50 m², and two storages sized to 25-30 m².

It is asked to have a built-in showcase, along the walls of the hall but not exceeding 1/3 height of the walls. Some of the pedestals of these showcases are asked to be 0,20-0,30 m, and the others 0,80 m in height. Depth of them is asked to be 0,50 m, and the height of them is asked not to exceed two meters from the ground line. The windows are asked to place properly according to the placement of the exhibition.

There is also note asking to leave 2000 sqm land for animals and plants around to this building by showing the location of it in the site plan.

15. Sports fields

- a. A football field 125 x 75 m in size
- b. Two volleyball courts 9,15 x 18,30 m in size
- c. Two basketball courts 29 x 16 m in size
- d. A swimming pool 12 x 25 m in size
- e. A gymnastic field 25 x 30 m in size
- f. A field for other sports 30 x 100 m in size

It is asked to add running field around to football field 6 x 400 m in size (Terms 3, 1934)

The third section of the term gives the number of these buildings. However, according to a document dated 15 July 1943 and published by Aydoğdu & Kaplan (2014)⁶⁰, the number of buildings varies. The differences in numbers between these documents are given in the following table.

Table 3.1. *The number of the building asked according to Terms 3(1943) and differences according to document dated July 1943 (Aydoğdu & Kaplan, 2014, p. 28)*

Name of the Building	Number of the building (according to Terms 3)	Number of the building (according to document)
1. School building	10	8
2. Dormitory building	10	8
3. Assembly Hall	1	1 ⁶¹
4. Workshops	4	6
5. Kitchen building	1	1 ⁶²
6. Laundry	1	-
7. Bathhouse	1	-
8. Administration	1	-
9. Stables, barns and poultry houses	2	2
a. Stables	2	2
b. Barns	4	6
c. Poultry houses		

⁶⁰ According to Aydoğdu & Kaplan this document was accessed via İsmail Hakkı Tonguç Archives Foundation (Aydoğdu & Kaplan, 2014, p. 28)

⁶¹ There is note in near to this information saying for 500 people, but in the term number 3 (1943) is asked to be for 600 people.

⁶² There is note in near to this information saying for 500 people, but in the term number 3 (1943) is asked to be for 600 people.

10. Storages		
a. For agricultural equipment	3	2
b. For agricultural products ⁶³	4	-
c. For students	2	4
d. For wood & coal	3	-
e. For construction materials	3	-
f. Hangar	2	1
g. For fuel	1	-
11. Infirmary Building	1	-
12. Public toilets and face washing units	6	4
13. Teachers' houses	10	15
14. Exhibition Building	1	Not specified
15. Game and Sports fields	8	6
Totally	81	82 ⁶⁴

The assessment of the projects was made 19 July 1943 (Aydoğdu & Kaplan, 2014, p. 29), and it was asked from the winners of the competition to complete their overall drawing submissions till 15 October 1943 (Terms 3, section 1/10, 1943).

Apart from the competition terms or some documents related to competition, any other documents of the winning project like; drawings or photos of the model, etc., are not found. Therefore, the architectural program defined via Terms 3 will be discussed through the site plan drawing dated 1951⁶⁵ and through the aerial map⁶⁶ dated to 1956. Additionally, there are plan drawings of the buildings found, again, in the archives of the High school.

⁶³ There is note in the Term number 3 (1943) saying that; location of the buildings listed as a and b will be specified by the directors of the institutes and these locations will not be shown in the site plan.

⁶⁴ Open-air theater is also included to this number

⁶⁵ Accessed through Archives of İvriz Social Sciences High School on 15 May 2019

⁶⁶ Accessed through Archives of General Command of Mapping in December 2017

3.1.1.3. Site plan layout of İvriz Village Institute

As in most of the Village Institutes, construction in İVI started before the project prepared according to the national architectural competition. For the İvriz case, architectural program defined in Terms 3 (1943) was also interpreted according to the actual architectural layout of the institute; that is, there are some additional buildings as well as missing buildings. In this part, the site plan of İVI will be discussed in terms of location, the connection of the institute with surrounding, the relation with the topography, and the interpretation of the architectural program through the documents. There is systematic order in the interpretation of the architectural program divided according to functions like production, education, accommodation, open areas.

The institute located in a land sized 2500 decares between the Ereğli-İvriz main road and Gaybi village in the north-south direction. The land of the institute divided by the connection road of Gaybi village to the Ereğli-İvriz road. The slope of the land used by the institute is approximately five percent in the north-south direction in 2,6 km, which is not so high. İvriz river was passing parallel to Ereğli-İvriz road, and a water channel taken the water from the İvriz river was crossing the İVI's site in the east-west direction (figure 3.5.)

Mostly northern part of the site, close to the Ereğli road was used for irrigated agriculture, like, due to easiness to irrigate to these land (Özer, 2001, p. 30), whereas the eastern part of the Gaybi road; between part from main campus zone to the water channel, was used to plant fruit groves. There were crop fields in the western part of the Gaybi road (figure 3.5.).

The main campus zone located in, what they called, Kelercik Yakası. The ground in Kelercik was consist of conglomerate, *konglomera*, which is a very firm ground for farming. There is Sūdūnlū hill, in the eastern side of the main campus zone, which is the highest part of the site. In time, crops were planted to the western side of this hill, and a stream was occurring on the foothills of this hill during the rainy seasons (figure 3.7.)

The architectural program was interpreted by grouping buildings with the same function in a certain order. The geometric order was divided by straight pedestrian ways defined by trees along with the sites. The geometric layout of the site plan was emphasized with the regular placement of the buildings and equal distances between them. In all, the main campus zone shaped a triangle by expanding to the north side of the site, between Gaybi road on the southwest side, Södünlü Hill on the southeast, and secondary road on the northern side. Outside of this triangle, agricultural and husbandry buildings with storages and toilets, and the practice school were located (figure 3.6.)

Gaybi village road was one of the main elements defining the geometric order of the site plan together with Södünlü Hill. This road worked like a physical and visual connection line with the village. This situation was emphasized with the triangle shape ceremony area. The southwest side of the triangle-shaped area was opened to the everyday road of the villagers, so frequently, villagers would see and attend to events like; ceremonies, national celebrations, debates, Saturday meetings, etc. The northern and the eastern corner of the triangle was divided by the secondary inner road connecting to the Gaybi road (figure 3.6.)

Apart from the main road, there was another road parallel to Gaybi road passing through the fruit groves. It is considered that this road was used to reach the agricultural fields from the main campus. Specifically, this road was directly going into the ceremony area. Within the main campus zone, buildings were divided by straight pedestrian ways.

Table 3.2. *Table Showing the land use of the İVI (Baykal, 1966, p. 94)*

Decares	<i>Type of the fields</i>
110	Buildings, sports and work places
50	Fruit groves
30	Vegetable garden
20	Vineyard

1200	Fields
765	Meadow and Postures
5	Plantation, <i>fidanlık</i>
20	Afforestation areas, <i>Gölge ağaçlığı</i>

Although the cluster structure (Keskin, 2012, p. 131) was left in Terms 2 (1941) and Terms 3 (1943) dividing the school building as school and dormitory, the grouping between the buildings in terms of functions like; production, accommodation, and education are still seen in the site plan.

The main campus area, including education, accommodation, cultural-social, production buildings along with sports fields and parks, was the most intense part of the site. Triangle shaped ceremony area is considered as a specific area in the site plan. Seven single unit teacher's houses from the northern corner and L shaped school buildings from the eastern corner was surrounding the ceremony area (figure 3.6.)

Some of the school buildings were located on the other side of the road that divides the triangle from the Södünlü hill. Together with two of the school buildings, service buildings, bathhouses, toilets, storages located here according to the site plan dated to 1951 (figure 3.8.). According to Özer (2001), the reason choosing here for the wet spaces was the easiness of carrying the wastewater to the stream called Kuru Çay, which was in the border separating the institute from the hill (Özer, 2001, p. 51). It is also seen that there is a small recreational area between the L shaped school buildings and service building. The landscape design can be read in this recreational area, there was a small pool locating in this part, together with an organized green area near to the pool, and trees lined the borders of this area (figure 3.6.)

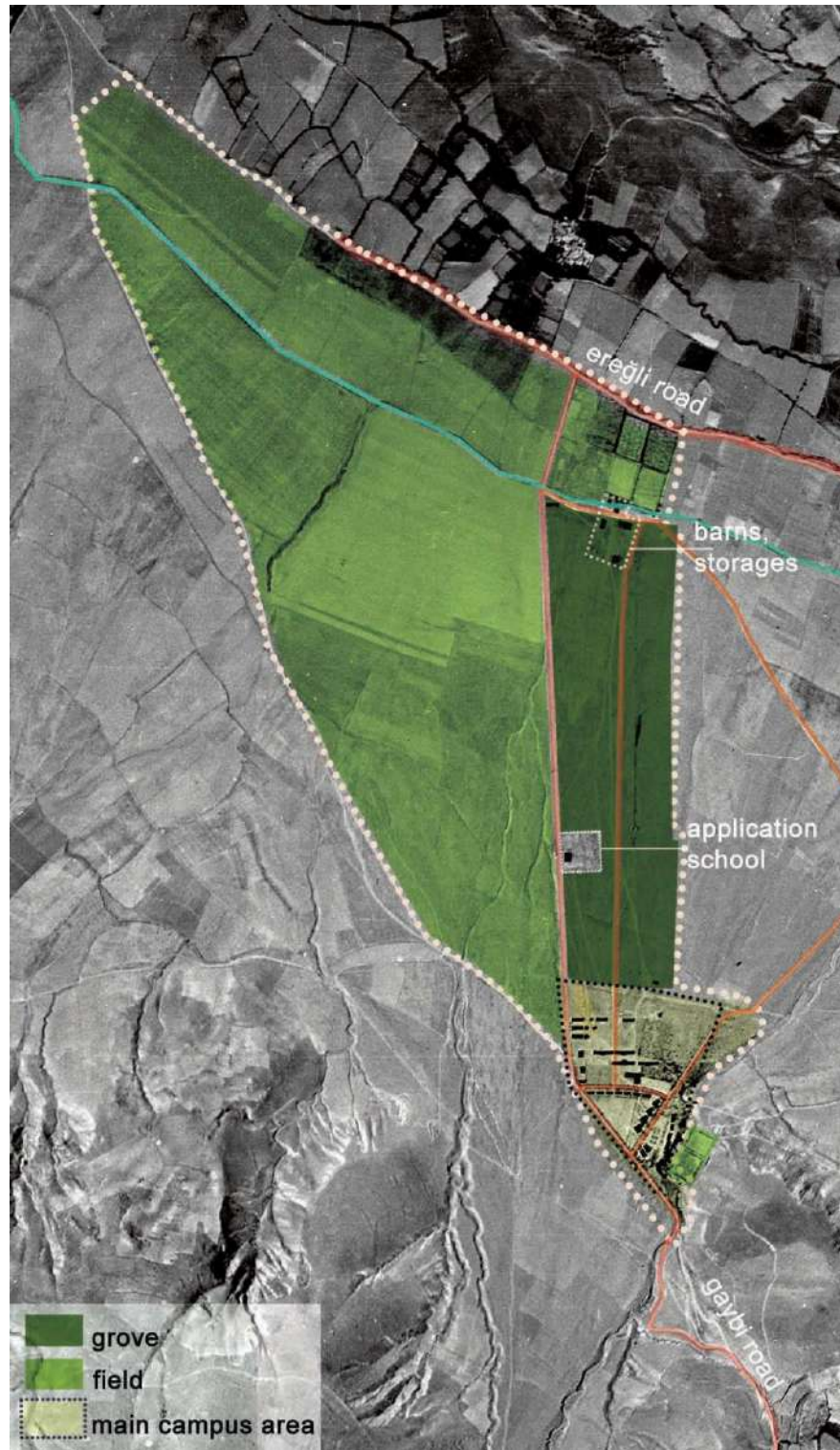


Figure 3.5. Map showing Agricultural use of İTİ's campus together with main campus area (arranged on the aerial map year of 1956 (archive of General Command of Mapping))

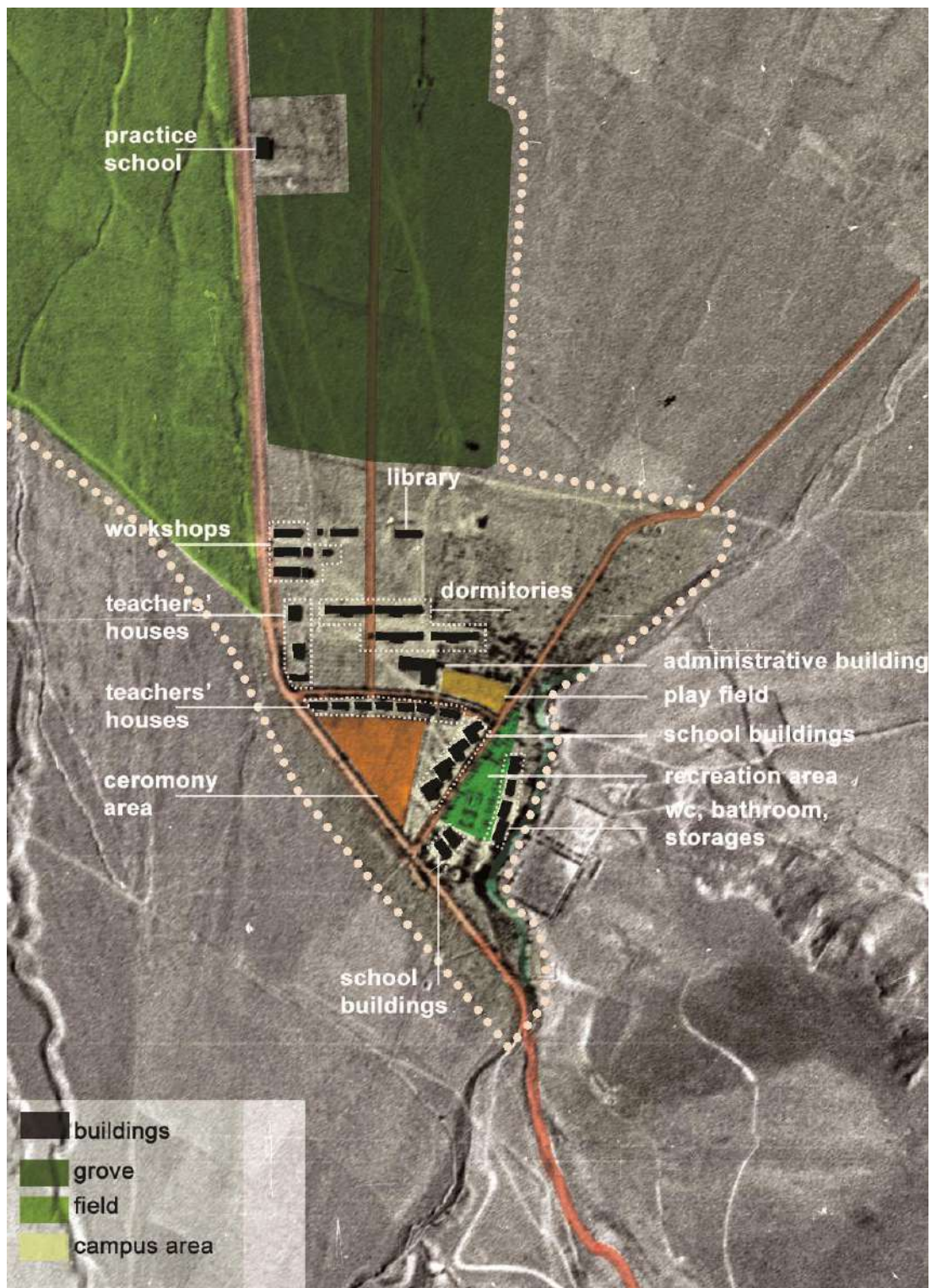


Figure 3.6. Site plan showing the architectural layout of the buildings (arranged on the aerial map year of 1956)

Two of the twin teacher's houses and a single unit teacher house were located on the other side of the road dividing the ceremony area from the north. Again, L shaped administration building, which was one comprehensive building on the campus, was located just near to this road. Four dormitory buildings were located to the north of this building and the open-air sports field was near to the administrative building. Workshops and garages were located on the northernmost side of the main campus zone, and according to the site plan, and there was also a library building near to these buildings.

Outside of the main campus zone, to its north, application school with its small garden was located to the side of the Gaybi road. Additionally, on the northernmost side of the institute, near to water channel, agricultural buildings, storages, a garage building toilets, and husbandry buildings were located (figure 3.6.)

As in most of the Institutes, the full architectural program defined in the competition terms (1943), was not interpreted to the site. Since the establishment process and the education started at the same time, the architectural project was applied gradually in the institutes, that is, the building was built according to the priority requirement of the campus.

Although the number of the required building are less than the implemented number of building, almost from every use of buildings were located to the site. Exhibition building was not seen in the both maps, which was seen one the most significant part of the architectural program different that the first twelve institutes' architectural program (Terms 1, 1940). It is known that till 1956, there is no an open-air theater in site⁶⁷. It is not also clear that, the pool located west side of the Sūdünlu Hill was a swimming pool, because it could be a decorative pool due to the landscape design around the pool.

⁶⁷ According to the aerial map dated to 1969, there was traces of a theater located to Sūdünlu Hill, but it is not clear that the theater was located according to the plan prepared during Institute time of the site.

However, there are also different types of buildings different than building types defined in the architectural program. A cooperative building, for example, was a new addition to the program. The building was located on the southernmost side of the campus on the west side of the Gaybi road. Application School was another addition to the program, although the application school was not mentioned in any of the competition terms. The application school together with its small garden and accommodation area, was a crucial part of the village institute system built in almost every village institute campus (Baysal, 2006, p. 123; Keskin, 2012, p. 125).

The additions to the open area were one of the most significant interpretations of the implemented project was the ceremony area with the flagpole. The area had become the connection zone with the village thanks to its placement in the site plan. Additionally, this area was frequently mentioned in the memoirs of the graduates, it is told that ceremonies, celebrations, meetings, entertainments took place in this square (Angı, 2017; Özer, 2001; Aydoğdu & Kaplan, 2014; Baykal, 1966). Additionally, the recreational area located on the east side of the main campus zone was another interpretation. The six of the school buildings were opened to this recreational area together with service buildings located on the foothills of the hill.

It is considered that the implemented project interpreted the actual architectural program defined with the competition terms (1943) according to topographic, physical features of the place. The project used the flexibility of the competition terms in a way that encourages to take advantage of the surrounding. Important parts of the village institute system, like the connection with the village, open area usage, production areas, were also emphasized in the site plan of İVI.

3.1.2. Construction of İvriz Village Institute

The construction of the institutes was integrated with the work-based education system. The education started in the institutes as soon as the institutes established; therefore, the institutes were constructed gradually by the organization of the institutes itself (see. Chapter 2.3.2.3.)

İvriz Village Institute did also follow a similar process of establishment with the other institutes; that is, after the selection of the site, education started in temporary places, in the meantime, the institute, with the help of other institutes, started to build their campus in stages.

After the establishment of the institute, the institute started to select students from the villages of Konya, Niğde, Karaman and Aksaray districts. The institute used Zanapa Primary Education School, and the mosque of the village was used for accommodation (Aydoğdu & Kaplan, 2014, p. 31).

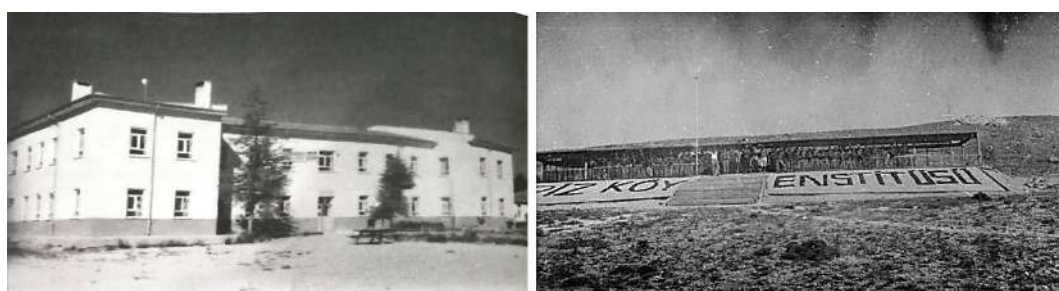


Figure 3.8. Zanapa Primary Education School where the Institute started education, (on left) (Aydoğdu & Kaplan, 2014, p. 104), Shed building dated to 1942 located on Sūdūnlū Hill (on right) (Archive of Erdoğan Çavdar⁶⁸)

Till July 1942, according to Özer (2001), students of the institute walked to the campus area, which was 6 km to Zanapa, and joined to construction works of the buildings, and turned back to the school. Agricultural and cultural courses also took place in-between times. Due to construction work, some of the courses were delayed. After this date, the Institute moved to its campus area; for a while, students stayed in the tents and sheds. A shed for 100 people was built during this period to the Sūdūnlū Hill, and this shed was called *Emek*, later this building was demolished (figure 3.9.) (Aydoğdu & Kaplan, 2014, p. 111).

Construction teams from other institutes, mostly from Düziçi Village Institute, Akçadağ, Çifteler, Pazarören, Kızılçullu institutes did also help the construction work

⁶⁸ He is a local photographer in Ereğli.

of the institute. Between the 1942-1943 school year, enough buildings for 220 students were built (Aydoğdu & Kaplan, 2014, pp. 71, 72).

According to memoirs of the institute's first graduates, as in most of the institutes, the settling process to the institute initiated with the infrastructural works of the institutes. For example, drinking water was carried from Dedeköy village. Surrounding was also used to supply construction materials, like stone, lime, etc., again, some construction masters were found to guide the students during the construction process (Aydoğdu & Kaplan, 2014, pp. 33-111-120; Baykal, 1966, p. 90).



Figure 3.9. The construction work started with the infrastructural work: waterways opened (Aydoğdu & Kaplan, 2014, p. 90)



Figure 3.10. The construction work in the institute (Aydoğdu & Kaplan, 2014, p. 70)

According to some construction reports, fifteen buildings were built till 1943, after this date, an architectural competition was held for İvriz and Pamukeli village institutes, and the organization of the construction was applied in stages according to this plan (Aydoğdu & Kaplan, 2014, p. 72).

After 1943, there is no clear information about construction stages of the institute, but a report dated 07.11.1961 found in the Archive of İvriz Social Sciences High School, the name of the buildings built till 1961, were listed together with their construction date and construction technique (see Appendix B). Since only the name of the buildings is written in this report, that is, there is no map showing the location of the building, determining these buildings on the map would be specious based on just this information.

Table 3.3. *Lists of the building showing construction date together with their construction technique arranged according to a report dating 07.11.1961*⁶⁹

Construction date	Name of the Building	Construction technique
1942	Laundry	Earthen structure
	Toilets	Earthen structure
1943	Library	Masonry (stone & brick) ⁷⁰
	Teachers' social building/ Öğretmenler lokali	Masonry (stone & brick)
	Two storages, For supplies and inventory	Earthen structure
	a School building	Masonry (stone & brick)
	Dormitory building	
1943	a Teacher house	Masonry (stone & brick)

⁶⁹ This report was accessed through from archives of İvriz Social Sciences High School in 2018 (see Appendix B)

⁷⁰ According to field study held in 2017 and May 2019, the basement levels are stone masonry above is brick masonry.

	Cooperative building* ⁷¹	Earthen structure
1944	Tailor building	Masonry (stone & brick)
	Poultry house	
	Garage	
	Storage	
1945	Power house	
	Barn	
	Barbershop*	
1946	Two school buildings	
	A workshop	
1947	Application school*	
	Administrative building together with kitchen and dining hall	
	Toilets together with fire storage	
1948	Fuel storage	Reinforced concrete
	School building	Masonry (stone & brick)
	Workshop	
	Dormitory	
1954	Teachers' houses	
1955	Transformer building*	Reinforced concrete
	Bakery*	

⁷¹ * signed buildings are the buildings that are not defined in the architectural competition terms (Term number 3, 1943)

1955	Infirmary	Reinforced concrete
1956	School building	
1958	Laundry and bathhouse	
1959	Students' social house*/ <i>Öğrenci lokali</i>	

In all, since there is no information about of winning project of the architectural competition, according to available documents, the design of the site plan can be seen. Most of the buildings were built after 1943, which is the year of the architectural competition was held for İVI (see Table 3.3.). There should be infirmary, and laundry and bathhouse buildings in the aerial map of 1956, according to Table 3.3., but these buildings are seen on the aerial map of 1969, which is discussed in Chapter 3.2. The construction of the campus did last till 1959, and the process of construction was run in stages⁷². Nearby settlements were also used during this process, in terms of supplying construction materials or finding construction masters, etc. As in most of the institutes, construction teams from different institutes helped during the first phases of the construction. As a result, the institute settled to the site, with the guidance of a plan, in its way, and by the efforts of the organization of the institutes.

3.1.3. Architectural Features of İvriz Village Institute

The Architectural Competition Terms defined by the Ministry of Education emphasized the local feature (see. 2.3.2.1.). At this point, it can be said that the architectural features of each institute were shaped by referring to these local features.

In this part of the study, the architectural features of the İvriz Village Institute will be discussed in terms of scale, construction technique, and material of the buildings. Firstly, the general characteristic will be discussed as defined; later, according to

⁷² After 1968, education started to move to the new buildings, and buildings built during 1942- 1958 started to be left.

collected documents, the architectural features of each building from the same group will be explained.

Description of the campus, according to graduate's memoirs, tells something about the architectural features of the institute, as follows 'White, well-kept buildings in a row, some of them were taller whereas others had a normal length. They were covered with red tiles. He was surprised to see these red and white beautiful buildings.' (Özer, 2001, p. 58).

As seen in the architectural program defined in the terms, although the campus asked to design for 600 people, the buildings were separated according to their functions with the needed number. In this way, according to Baysal (2006), the construction process of the campuses made it easy to execute in stages, and in an easy, quick, and economical way (Baysal, 2006, p. 151). The site plan of the institutes consists of many small-scale buildings placed in groups and spread in a broad area in a geometric layout. For Baysal (2012), although, functional, geometric, disciplined site plan layout of the campuses may be perceived as contrary to the village fabric, in terms of scale, that is, the campus mostly consists of small-scale one-story buildings, the physical formation of the campus refers to the village in the third dimension (Baysal, 2012, s. 148). In some of the memoirs of the institute's graduates, descriptions like; 'like a village', 'a new village with new order', about the campuses of institutes, also gives emphasized to physical resemblance with the village (Baykal, 1966, p. 123)

As defined in Terms 3 (1943), it is also seen that the construction technique also refers to the local features of the environment. According to table 3.3. Most of the building built before 1954 was either masonry (stone and brick) or earthen structure, except the L shaped administration building built in 1947, and fuel storage. Due to its rapid construction, earthen structures⁷³ are preferred in small scale buildings like; storages, toilets, etc., but most of the buildings are brick and stone masonry. Often, stone and wooden lintels are used to pass the opening, and sometimes arched entrances are also

⁷³ These buildings could not detach in the field studies held in 2017 and May 2019

seen in some of the teachers' houses. Larger buildings like administration building and buildings built after 1954, infirmary, some of the school buildings, laundry and bathhouse building, and bakery are reinforced concrete. Floor and ceiling coverings are mostly wooden. The roofs are built with wooden construction, and they either saddle or hipped construction covered with Marseille tile.

Buildings generally have diagonal simple and plan facade layout. Some of them have symmetrical entrances with open staircases, which can be seen in dormitory buildings. Each building with the same groups will be explained in a more detailed way, starting with the main campus area, according to existing documents⁷⁴ and field studies held in December 2017, March 2018 and May 2019.

Firstly, L shaped School buildings placed in the eastern corner of the triangle will be explained. Masonry buildings were placed side by side. The main entrance of the buildings was provided from the recreational area (figure 3.11.)

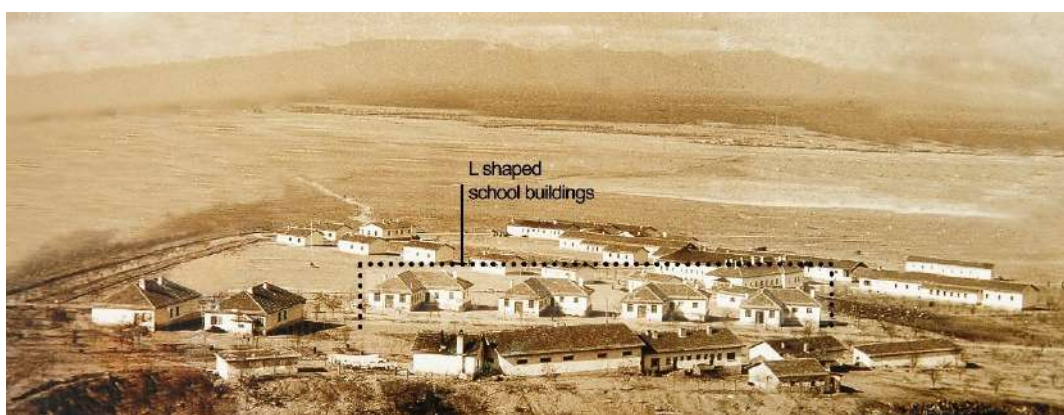


Figure 3.11. Four of the L Shaped School Buildings arranged on photo (Archive of Erdoğan Çavdar, 2018)

⁷⁴ There are some plan drawings found in the Archives of Social Sciences High School and some old photographs of the site.

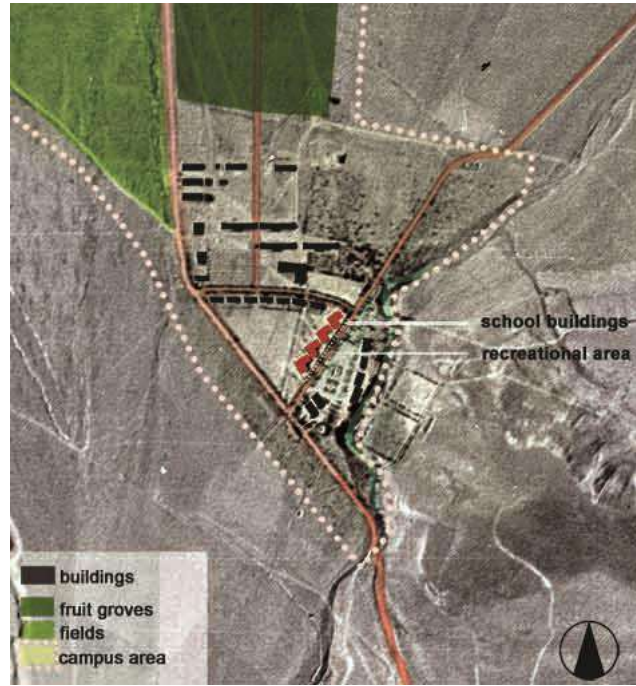


Figure 3.12. Key map arranged on the aerial map of 1956 (Archive of General Command of Mapping, 2017)

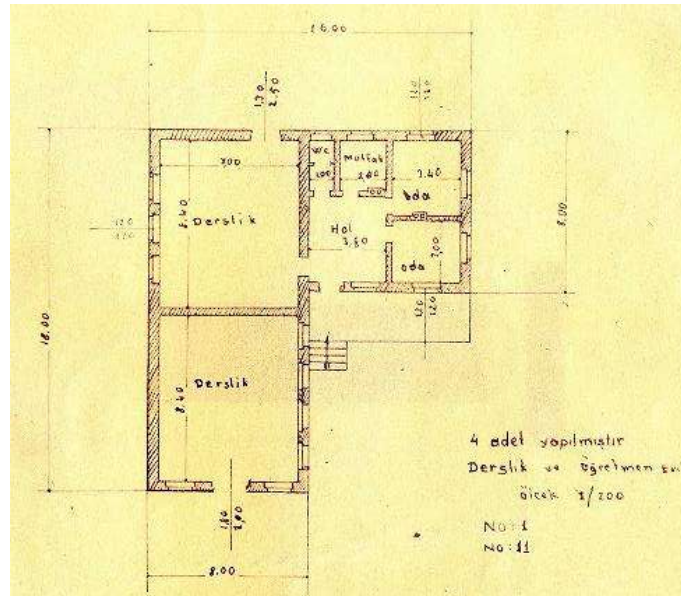


Figure 3.13. Plan Drawing of L Shaped School Building (Archive of İvriz Social Sciences High School)

The one-story building has a basement floor ⁷⁵. The ground floor is on 1.5-meter height, and it is reached from a veranda with an open staircase. As defined in the architectural program (see. Chapter 3.2.1.2.), apart from two classrooms, the ground floor has a small kitchen, toilet and two small rooms, they all have separate entrances and they all connected from a hallway connecting to the veranda. One of the classrooms is only opening directly to outside, whereas the other one is opening both common hallway with the service unit and to outside (figure 3.12, and 3.13). The classrooms have three wide rectangular windows. These buildings have a hipped wooden structure roof covered with tiles.



Figure 3.14. L Shaped School Building (Archive of İvriz Social Sciences High School)

Four of dormitory buildings were located in the central zone of the main campus area. Four similar dormitory buildings were built with minor changes. Additionally, there is another teacher's house located near to these buildings. These buildings are almost identical in terms of plan and elevation layout. There are slight differences among them; for example, during the side survey, it is seen that the entrance of one of the dormitory buildings is more emphasized than others by providing porch above the entrances⁷⁶ (figure 3.15., 3.16., 3.17., 3.18.)

⁷⁵ There is no a basement floor plan drawing for the buildings and during the field study, detailed examinations could not be conducted because of the current function of the building.

⁷⁶ Although in the plan drawing of dormitory building, the entrances of the students and the teacher have porch, the porched entrances are only seen in one of two buildings during the field study.



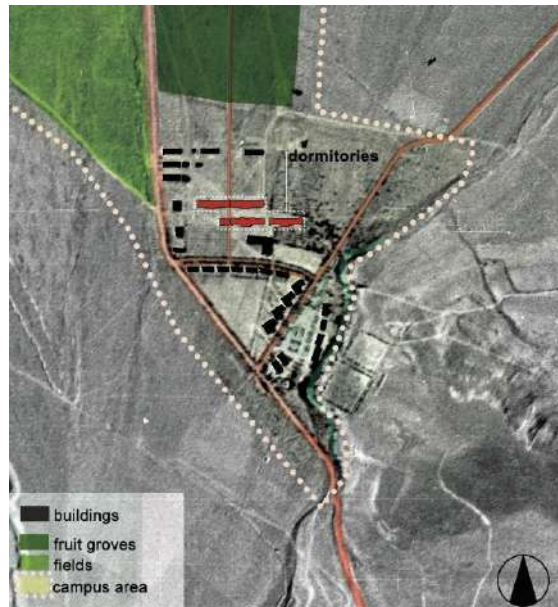


Figure 3.18. Key map arranged on the aerial map of 1956 (Archive of General Command of Mapping, 2017).

As in most of the buildings, masonry buildings are mixed stone and brick masonry, that is, generally, up to ground floor level, stone masonry, the walls after plinth level, and the separation walls are brick masonry. The timber frame hipped roof is covered with red tiles. In the dorms, it is seen that the ceilings under the roof construction are wooden. The ceilings of all the rooms are wooden covered. The floors, whereas, differ, that is, the floors in the teacher's house, except the wet places, are wooden, the floors of the dorms, entrances, and the wet places have cement finish. Wooden openings of the rooms, which were produced by the institute in the workshops, are modest and functional. The wooden windows are generally double casement windows, their sizes, however, change according to rooms. Some of the windows in the teacher's house are double windows. The doors are also plain wooden elements with changing sizes according to place (figure 3.19., 3.20., 3.21, and 3.22.)



Figure 3.19. Structural techniques can be read with these photos of dormitory buildings, stone and brick masonry walls, on left, the roof construction on right (Aladağ, 2019)



Figure 3.20. Wooden ceilings of the rooms, ceiling of a dorm, on left, ceiling of an entrance, on right, (Aladağ, 2019)



Figure 3.21. Some of the wooden windows: double window of a teacher's house in dormitory, on left, windows of a dorm, on right (Aladağ, 2019)



Figure 3.22. Some of the wooden of the rooms, a dorm, on left, a room of teacher's house in dormitory, on right (Aladağ, 2019)

The administration building was built in 1947. Since the building was demolished ⁷⁷, the building will be explained according to very limited information like plan drawings, competition terms (Terms 3, 1943), site plan and the memoirs of the graduates⁷⁸.

Although the building is called Administration building, L shaped building was a complex merging different functions defined in the Terms 3 (1943); administrative units, kitchen, assembly hall that was also used as a dining hall, cinema hall. The building was the biggest in scale. Since the building had two different entrances, one for the administration section and one for the dining hall which the basement floor of this section had the kitchen, dishwashing unit and storages, these two sections of the building worked separately (figure 3.24., and 3.25.)

⁷⁷ Today only the remains of the basement floor are existed in the site (see)

⁷⁸(Aydoğdu & Kaplan, 2014), <http://ivrizde-okudum.blogspot.com>, accessed in May 2019

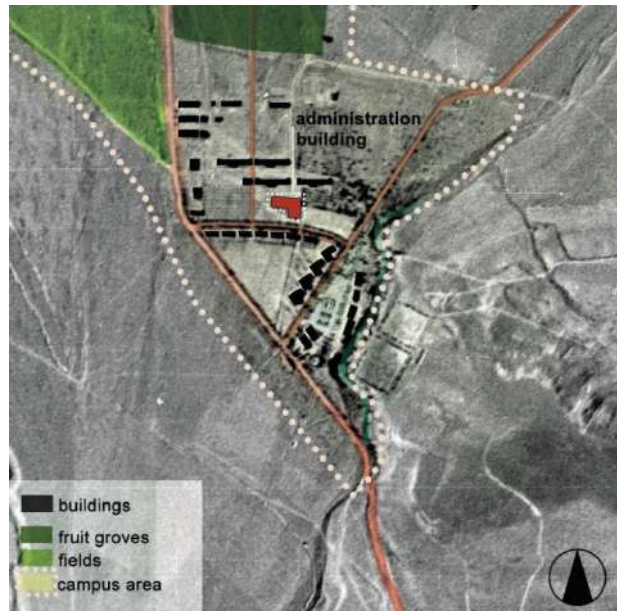


Figure 3.23. Key map showing the administration building, arranged on the aerial map of 1956 (Archive of General Command of Mapping, 2017)

The entrance to the administration section of the building was provided from the southern part of the site, and this rectangular section was extending in the north-south direction. The units that are described in Terms 3 (1943) were placed on the long sides of the rectangular plan layout. There was a passage connected to the dining hall section of the building after these administration units. The entrance to the Dining Hall section of the building was provided from the western side of the building with an open staircase⁷⁹. The cinema hall which entertainments also took place in this hall, located close to the entrance, and there was a small dining hall for the teachers⁸⁰. After these rooms, the big dining hall, which was approximately 300 m², was extending in the east-west direction. According to the plan drawing of this floor, there was another entrance from the eastern side of the building, and the wet spaces were located close to this entrance (figure 3.24., and 3.25.)

⁷⁹ The direction of the staircase is different than photo, which is the only photo of the building

⁸⁰ Taken from the blog page of a graduate <http://ivrizde-okudum.blogspot.com>, reached in May 2019

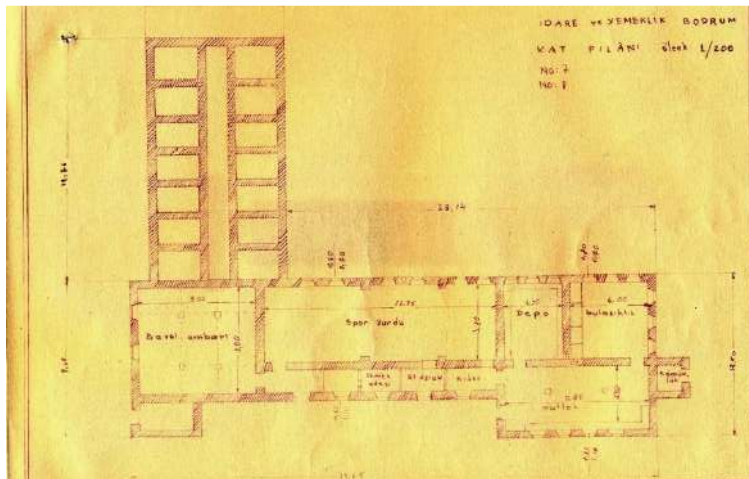


Figure 3.24. Basement Floor Plan Drawing of Administrative Building (Archive of İvriz Social Sciences High School)

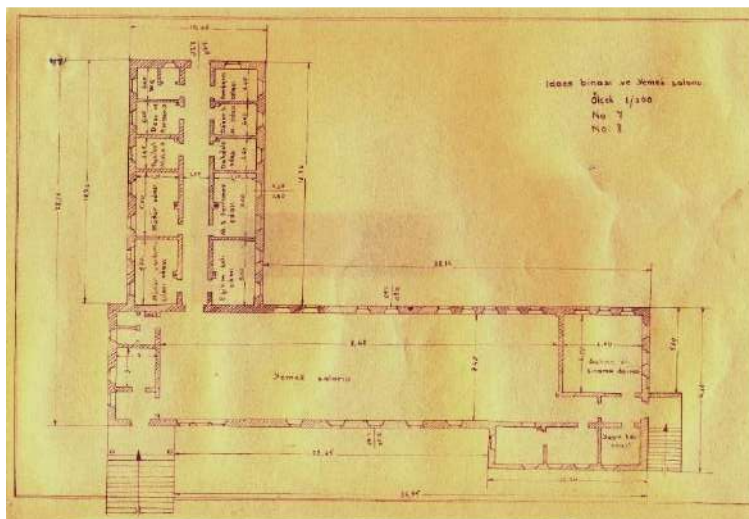


Figure 3.25. Ground Floor Plan Drawing of Administrative Building (Archive of İvriz Social Sciences High School)

The Hipped roof of the building was covered by red tiles. The elevation consisted of rectangular windows and entrances with regular placement, according to the only old photo of the building. The western entrance of the building was emphasized by the raised open staircase (figure 3.26.)



Figure 3.26. L Shaped School Building (Archive of İvriz Social Sciences High School)

In Terms 3 (1943), there is not much detailed definition for the teachers' houses as the other definition of buildings. There is a definition of a housing unit that consists of two rooms, a hall, a bathroom one storage and one toilet, and it says this unit can be single, twin or triplet under the same roof; that is, there is flexibility in designing these houses. Accordingly, in the plan drawings that found in the archive of the High School, there are three types of teachers' houses; two type of twin houses and one type of single-unit houses, but only two of these plans was matched with existing buildings; one type of twin house and single-unit house during the site study.

Single unit houses were built one story, and the ground floor was reached after stairs. Seven of these single-unit houses were lined to the northern side of the ceremonial area in the site plan. A single-unit house consists of two rooms, one saloon, one entrance hall, one kitchen, and a bathroom and toilet. The entrances to these houses were provided from the western elevation, and the kitchen and the wet spaces were located just after the entrance. After the entrance hall, there is a saloon with a balcony placed to north elevation, and two of the rooms were located on the east side of the plan. There are small differences between the plan drawing and the existing buildings; for example, the balcony was closed in all of the existing buildings and there is a stair after the kitchen going a storage place downstairs (figure 3.28.)

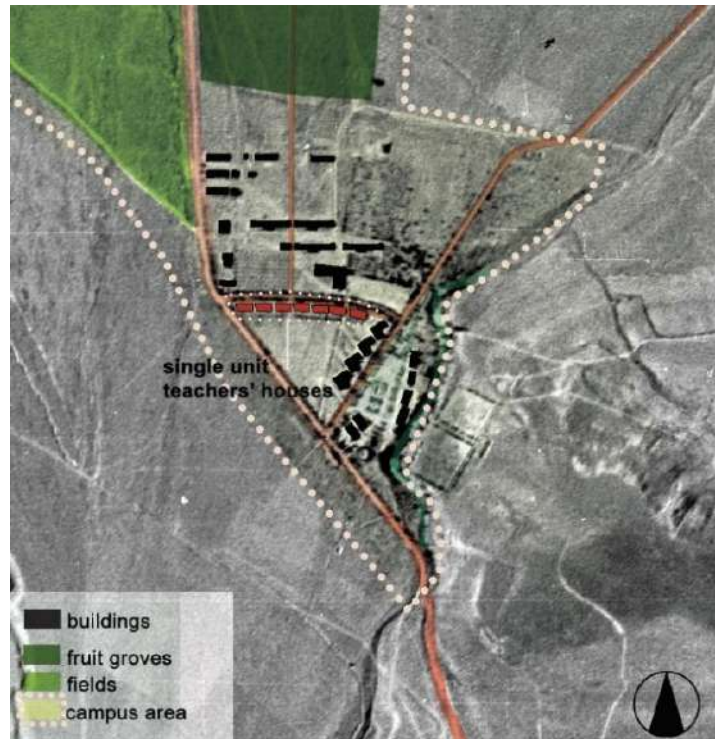


Figure 3.27. Key map showing the Single Unit Teachers' houses, arranged on the aerial map of 1956 (Archive of General Command of Mapping, 2017)

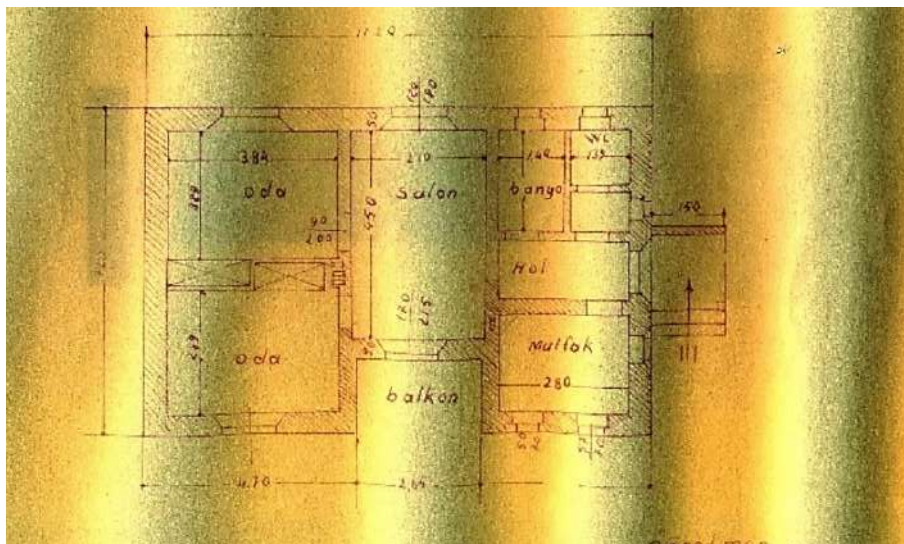


Figure 3.28. Plan Drawing of Single Unit Teachers' houses (Archive of İvriz Social Sciences High School)



Figure 3.29. The West, (on left), and the South Elevation, (on right) of Single Teachers' House (Aladağ, 2019)



Figure 3.30. Interiors of the Single Teachers' House (Aladağ, 2019)

The ceilings and the floor of the rooms are wooden covered, but the floors of the entrance section of the buildings have cement finish. Wooden windows have square splits; the double wooden door between the saloon and balcony differs from another door in size. There are built-in wooden cupboards placed symmetrically in the two of the rooms. The elevation of these buildings was emphasized by the entrance with a porch, and by the balcony closed with a square split window, and lastly, saddle roofs were covered by red tiles.

The twin houses placed in the site plan, whereas, are two-story height. Two of these buildings were placed to the west of the dormitory building just near to the Gaybi village road. There is a basement floor that can be reached from outside, and the ground floor can be reached after eleven steps stairs from the northern side and five steps stairs from the southern side of the buildings because of the slope of the land.

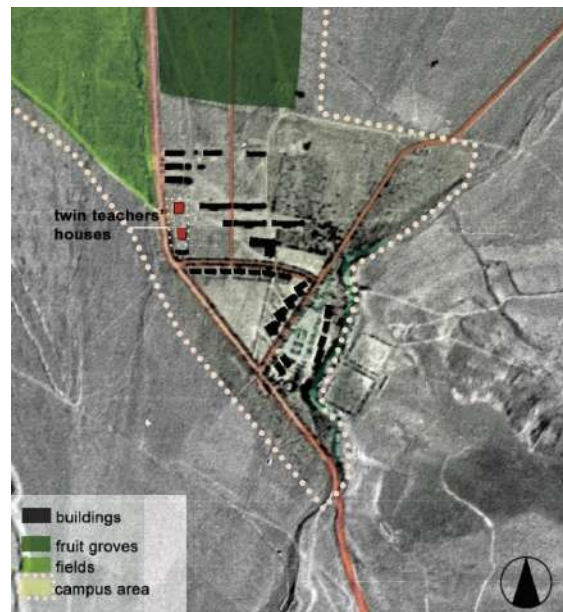


Figure 3.31. Key map showing the Twin Teachers' houses, arranged on the aerial map of 1956
(Archive of General Command of Mapping, 2017)

Each of the units has two rooms, a kitchen, a hall connecting the kitchen and wet spaces, and a balcony that can be reached from the saloon. The entrances of these symmetrical units are from north and south of the buildings. The big room could be used as a living room, because the room doesn't have a cupboard, and the balcony is opening to this room, and there is no saloon in the plan drawings. The other room, whereas, has a built-in cupboard and two windows, one smaller window is opening the balcony. The balconies were placed on the western side of the buildings along with the two of the rooms. Different than the single houses, there is a fireplace in the kitchens of each of the units. The floors and the ceilings of the rooms and the hallway are wooden covered, but the floors of the kitchen and the wet spaces are cement finished along with the hallway. The wooden windows have square splits as in the single units, and the ratio of the opening is also similar to single units.

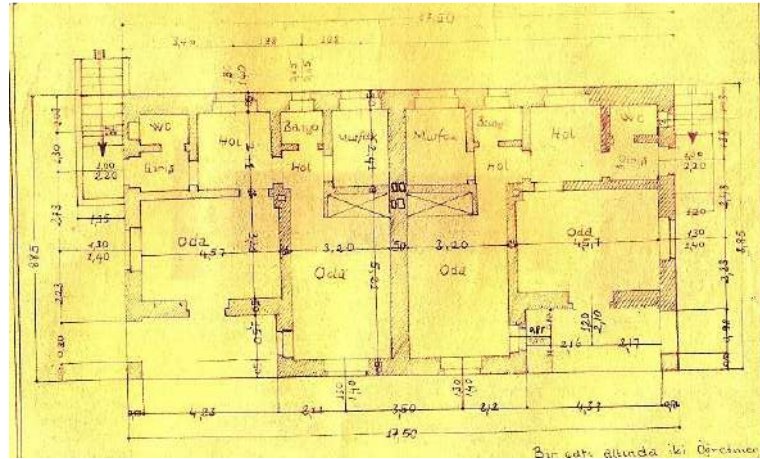


Figure 3.32. Plan Drawing of Twin Teachers' houses (Archive of İvriz Social Sciences High School)

Twin houses are stone and brick masonry, and they have a saddle roof with wooden structure and covered with red tiles. Wooden supporters are seen in the openings and as well as within the masonry walls. In terms of elevation, these houses differ from the single houses in size and height, because they have two units and a basement floor. The most notable feature in the elevation is the balconies with the arched wall element. It is also seen that there are lines made with the exterior plaster emphasizing this arch, in which, by this reason these building also differs from rest of the buildings in the site in terms of elevation layout.



Figure 3.33. The South, (on left), and the East Elevation, (on right) of Twin Teachers' House (Aladağ, 2019)



Figure 3.34. Interiors of the Single Teachers' House (Aladağ, 2019)



Figure 3.35. Interiors of the Single Teachers' House (Aladağ, 2019)

The third type of teachers' houses cannot be matched with any of the existing buildings⁸¹, but according to plan drawing, this twin type of house has units three rooms, an entrance hall, a kitchen, and wet spaces. In the plan drawing, two different elevated entrances are seen, but the one opened from the kitchen side could be a secondary entrance with a balcony.

⁸¹ There are some buildings that cannot be examined detailly during the field trip, because they were locked.

The buildings that described until here are major buildings or buildings groups, which exemplify uses like, accommodation; for both students and teachers, educational, administrative, and social. The list of the built buildings given in with a table (table 3.3.), music house, infirmary and bathhouse and laundry building that built after 1954 were in the tables, that is, these buildings were a part of the architectural program of the İVI, and the detailed examination of these building are in Chapter 3.2.

To compare the architectural program defined in the Terms 3 (1943) with the building program of İVI, it can be said that almost all the buildings with different numbers obtained by the competition found their place, but the actual building program was extended from this program by adding buildings with different functions. Table 3.4. shows the matched building of the actual building program⁸² with the program of Terms 3 (1943). The different types of buildings are classrooms for social sciences, physic, painting, reading rooms, and the application school, workers' social house, and teachers' social house. Additionally, barbershop, the bakery, powerhouse, and transformer building are the other building that found different from the program defined by the competition.

In all, although the program defined by the terms are the common source for the buildings in the campus, it is considered as 'urgent need program' (Keskin, 2012, p. 123); that is, the program defined by the competition was interpreted by the designer by combining the different functions and also by extending the building program.

Table 3.4. *The number of the building asked according to Terms 3(1943), and the number of matched buildings with the actual program*

Name of the Building	The Number of the building (according to Terms 3)	The Number of matched buildings
----------------------	---	---------------------------------

⁸² The required information defining the actual program is depending on the plan drawings and on the report dating 07.11.1961 found in the archive of the İvriz Social Science High School as well as on the site survey.

1. School building (L shaped)	10	4
2. Dormitory building	10	4
3. Assembly Hall, kitchen Administration, storage for students	1	1
4. Workshops	4	2
5. Kitchen building* ⁸³	1	-
6. Laundry & bathhouse	1	1
7. Bathhouse*	1	-
8. Administration *	1	-
9. Stables, barns and poultry houses		
d. Stables, barns	2	2
e. Barns*	2	-
f. Poultry houses	4	3
10. Storages		
h. For agricultural equipment	3	
i. For agricultural products ⁸⁴	4	1
j. For students*	2	1
k. For wood & coal	3	-
l. For construction materials	3	1
m. Hangar	2	1
n. For fuel	1	1
11. Infirmary Building	1	1
12. Public toilets and face washing units	6	4
13. Teachers' houses	10	11
14. Exhibition Building	1	-

⁸³ (*) signed buildings are the buildings combined with other buildings

⁸⁴ There is note in the Term number 3 (1943) saying that; location of the buildings listed as a and b will be specified by the directors of the institutes and these locations will not be shown in the site plan.

15. Game and Sports fields	8	No specific number ⁸⁵
Totally	81	39 ⁸⁶

3.1.4. Socio-Cultural Aspects of İvriz Village Institute

The link between the institute's life routine and life outside of this routine is strongly connected with the evaluation of the institutes. To picture the campus of the İvriz Village Institute, understanding the use of the campus with its all socio-cultural aspects together with the physical aspects would be helpful.

With the guidance of the general features defined in Chapter 2.3.2.4., the İvriz case will be discussed. The work-based life routine of the institute was flexible and depended on the management of the institute. '*continuous*' life in the institute was enriched by the additions to the program, like special events, celebrations, visits, and trips, etc. To describe the İvriz case in terms of all these issues, published memories of the institute's graduates are used guidance as well as the interviews with them⁸⁷.

Students of the institute, generally, used the train to reach to Ereğli, according to some of the memoirs, they describe as their first train travel in their life (Candoğan, 1990, p. 23; Kaymakçioğlu, 2017, p. 44; Angı, 2017; Aydoğdu & Kaplan, 2014, pp. 110, 126, 131, 161, 192, 205,).

The work schedule was crucial in programing the life within the institute. Construction work of the buildings was primary jobs in the institute during the establishment period of the institute. Missing cultural classes were completed within the year, during winter

⁸⁵ There is an area used as a multifunctional sports field (figure 3.6)

⁸⁶ According to plan drawings that found in the archive of İvriz Social Sciences High School, 52 building were planned to be built.

⁸⁷ There different interviews were run with the graduates of İVI, one is Fahrettin Aladağ graduated in 1953, the other is Hasan Can who graduated from İVI in 1953 and the last one is Hacı Angı who graduated in 1952.

(Özer, 2001, p. 30). After the establishment periods of the institute, agricultural work was in the center of the work program; therefore, most of the cultural courses were scheduled for the winter seasons (Baykal, 1966, pp. 96, 105). The clusters' teacher arranged the flexibility of the program, in this way, the fixed program hours of the system applied in five years (Aydoğdu & Kaplan, 2014, p. 17; Candoğan, 1990, pp. 46, 65).

Thanks to the continuous program layout of the institutes, the active life of the institute retained in the campus of İVI, the annual leaves of the institutes were shared by the management of the institute (Candoğan, 1990, pp. 73, 74).



Figure 3.36. Agricultural classes in the institute (on left), Agricultural classes: sapling planting (on right) (Archive of Erdoğan Çavdar, 2018; Angı, 2017, p. 293))

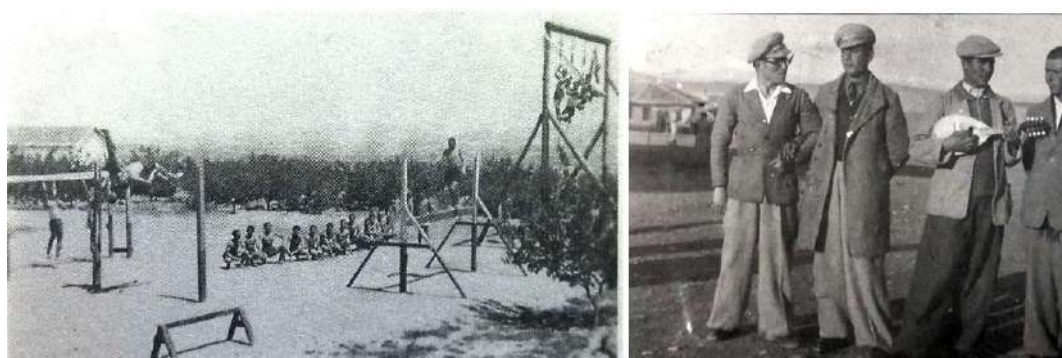


Figure 3.37. Sports activities in the campus (on left), a music class practice in the institute (on right) (Aydoğdu & Kaplan, 2014, p. 432; Angı, 2017, p. 299)

The learning and production place integrated with the campus. For example, agricultural courses were applied in the fields, near to the İvriz River, in the Sdnl Hill, or the fruit groves parallel to the village road. The technical courses were run in the workshops, and they were also production places, for example, metal and woodworks of the institute were provided from these workshops (Candoĝan, 1990, p. 97; Baykal, 1966, pp. 91, 92). Aside from these courses, outside of the buildings such as, under of a tree, shadow of a building, limestone quarry, in front of the poultry house, gardens, etc. could be the place for the cultural courses, especially music courses, although they were school buildings and classrooms for these courses, (Baykal, 1966, p. 99; Candoĝan, 1990, p. 148; zer, 2001, p. 78)., it is often stated in the memoirs of the graduates that any break time from the courses, which could be run in the fields or the classrooms, was generally used for reading, so many places as described above, were also used for a reading activity. Again, outside of the education program, planting works were run by the institute, within the main campus area; in between buildings, along with the pedestrian ways, etc. (Candoĝan, 1990, p. 167).

In all, the flexible program layout made the campus use flexible, lead to organize the new type of lifestyle.



Figure 3.38. Music classes took place in different places (Aydoĝdu & Kaplan, 2014, p. 432)

There is a common daily routine description in the memoirs of the graduates, the institute woke up early in the morning, after cleaning and organization of the dormitories, students gathered in the ceremony area around the flagpole, and did some exercises or played folk games with music. Later, every cluster was separated into

their classrooms, to the fields or to the workshops by the clusters' teachers (Candoğan, 1990, p. 133; Özer, 2001, p. 57; Candoğan, 1990, p. 33).

National ceremonies, celebrations, and special visits, etc. enrich the use of the institute. May 19, national ceremonies took place at different places like, at the ceremonial area of the institute, at the ceremonial square of Ereğli Textile factory or at the stadium of Ereğli (Özer, 2001, pp. 79, 80; Kaymakçioğlu, 2017, p. 122; Candoğan, 1990, p. 119). April 17⁸⁸ celebrations generally took place on the campus. Almost every part of the institute used for this celebration and the celebration consisted of agricultural, art exhibitions, the tour of the campus, sports competitions, folk games, and theater performances, etc. Villagers from nearby villages; Gaybi, Durlaz, İvriz, as well as the people from the city centers joined to these celebrations (Baykal, 1966, pp. 114, 115; Candoğan, 1990, p. 64). Although, the Saturday entertainments was something special to the institute, often, visitors from villages joined to these entrainments (Candoğan, 1990, p. 60). Apart from these celebrations, the institute was visited by important people, like İsmet İnönü visited the campus on June 1942 (Özer, 2001, p. 44) and Tonguç visited the campus three times (Özer, 2001, p. 68), Aşık Veysel also visited the site (Türkoğlu, 2000, p. 542; Kaymakçioğlu, 2017, p. 89; Candoğan, 1990, p. 128).



Figure 3.39. Students performing folk games in ceremony area (on left), Republican day celebrations in the campus (on right) (Aydoğdu & Kaplan, 2014, p. 448)

⁸⁸ April 17, the anniversary of the foundation of village institutes, was celebrated in the institutes



Figure 3.40. May 19 celebrations in Ereğli (Aydoğdu & Kaplan, 2014, p. 442)

The nearby villages were also in the impact zone of the institute, and there was a mutual relationship with the nearby village, as described in Chapter 2.3.2.4. For İVI, these villages are, Gaybi, Durlaz, and İvriz. Especially during the establishment period, these villages were used for the urgent of the institute. It is known that the connection with the village was run within the program of the system. For example, there was an application school on the campus where the students selected from nearby villages were educated, and the institute's students practiced their internships in there (Candoğan, 1990). Often, construction teams were sent to the villages to repair the village schools or build one (Candoğan, 1990, p. 128). Mobile headmasters, from the institute, sent to the villages of Konya and Niğde (Baykal, 1966, p. 108). Besides, students of the institute often visited villages, for example, in good weather, İvriz village and the İvriz river visited to have a picnic (Candoğan, 1990).

The outside connection was not only limited to the villages, as in most of the institute, the institute also organized cultural visits for the students. These visits often arranged for the construction team during the first years of the institute (Türkoğlu, 2000, p. 229). After these years, students visited the city center, Ankara, Konya, and nearby institutes also visited during their visits (Angı, 2017, p. 84; Aydoğdu & Kaplan, 2014, p. 165).



Figure 3.41. Construction team building a village school (archive of Mehmet Karaman)

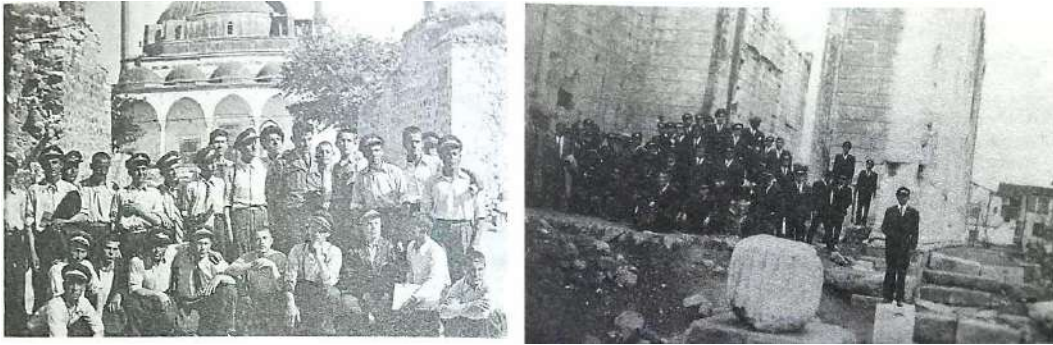


Figure 3.42. a site trip to Konya (on left), and to Ankara (on right) for the İVI's students (Angi, 2017, p. 302)

The campus of the institute was more than just an education place, due to the institutional aims, and the system, the institute had become center in its region. While educating village teachers, the campus area was constructed and cultivated by the institute. Free from the buildings, any place could be used for common share as well as with education, and production purposes. The *continuous* and *flexible* flow of the institute supports the campus to become a multipurpose interaction place in its impact zone.

3.2. The Story of the Site: Changes Through Time [The Period of 1954- 2017]

With law no: 6234, Village Institutes and the Primary Level Teacher Training Schools merged, and İvriz Village Institute named İvriz Primary Level Teacher Training School in Jan 1954. From this day on, the education system changed forms and names; as a result, the physical entity got affected by these changes. These education changes and their effects will be discussed followingly.

İvriz as a Primary Level Teacher Training School (1954-1974)

Primary Level Teacher Training School was a teacher training school founded in the city centers. They were established in 1924, students who graduated from junior High School, *ortaokul*, were educated for three years. With Law number 6234 on Merging Village Institutes and Primary Level Teacher Training Schools, the program of these schools was rearranged inspired by the institute, for example, all the graduates also had to make their compulsory services in village schools (Dursunoğlu, 2003) (see Chapter 2.4.)

The transition of the education system did affect the routine of the campus, but, according to the memoirs of the graduates, these changes did not occur suddenly. That is, elements, traditions, most of the features of the institute had been kept, especially, during first ten years of the change, according to memoirs of the graduates (Akıncı, Anonym)⁸⁹.

Additions of agricultural and technical courses to the program of the Primary Level Teacher School ensure the continuity of the campus life. It is known that agricultural lands were cultivating and the production areas, workshops, was also used during this period.

The open-air theater, whereas, is considered the most important addition to the main campus area. There isn't any information about when it was constructed, or it was in the construction program of the institute. The only information about the theater is found on the memoirs of the graduates; according to Mustafa Durlaz⁹⁰ graduated in 1970, theater was built by the teachers and students of 4th and 5th grade and he says, some entertainments and theaters took place at this theater (Museum archive of İvriz Social Sciences High School, 2019). it is asked an open-air theater for 1500-2000 people in the architectural program of the institute, and it is asked to locate near to the

⁸⁹Retrieved from a blog website of a graduate: <https://www.mehmetakinci.com.tr/anilarim/ivriz-ilkogretmen-okulu/ivrizde-egitim-ve-ogretim-anlayisi>, reached in May 2019

⁹⁰ Retrieved from a blog website of a graduate; <http://www.gaybi-mustafadumlu.com/index.php/ivriz-ogretmen-okulu>, reached in May 2019

assembly hall (see. Chapter 3.1.1.2.), for İvriz case it was the administrative building. But the theater was located on the slope of Sdnl Hill. The reason behind this decision could be to take advantage of the topography of the hill because the slope in the site where the other buildings were located is low and the land has hard soil. According to field study held in 2019, the theater was formed by excavating, shaping the land, and bordering by stones, that is, there is not seen any covering or filling material like concrete. The part of the theater that shaped like a stage approx. forty-seven meters in size, dept of the theater is approx. Fifty meters, and the overall size is approx. 175 sqm. According to traces seen on the aerial map, a pathway passing in the middle of the agricultural field located on Sdnl Hill was used to reach the theater (figure 3.43)



Figure 3.43. location of the open-air theater, arranged on the aerial photo of 1969 (General Command of Mapping, 2017)

The main campus area, whereas, had been exposed to some changes. It is assumed that the architectural program of the institute was applied for a while. According to table 3.3., infirmary building, laundry and bathhouse, bakery and students' social houses, and music houses were built between 1955-59. Since these buildings are also listed in the list of asked buildings, it could be said that these buildings belong to the construction program prepared for the institute (figure 3.44).

The buildings built between 1955-59 are one-story reinforced concrete buildings. All these buildings located in the eastern part of the site, they were lined to the south. One of these buildings is the infirmary building, and it is located north of the dormitory buildings between the library and dormitories (figure 3.44)

The building was located on the slope; therefore, the southern façade has 3,5 meters height while the northern façade has approximately 5,3 meters height. The reinforced concrete building has a hipped roof covered by red tiles, and the roof cut through two chimneys. The one-story building has a basement floor that can be reached from outside and from the east façade. The basement level painted with a darker color from the ground floor level in the façade. The main entrance is from the south façade, and the window of the medicine room is opened to the entrance. Façade consists of openings placed according to the plan layout. Differently, there is a veranda in the western façade dividing the elevation symmetrically. It is emphasized with wooden supporters and one the dorm opens to this veranda. Wide eaves emphasize the overall façade organization. After the entrance door, there is another door and the doctor room, and the pharmacy room can be reached from this part in between these two doors. The second door opens a hallway and the rest of the program placed to the sides of this hallway; quarantine room, toilets and sinks, nurse room and the dorms. One of the dorms has a door opening to veranda placed on to the western façade of the building with eight wooden supporters (figure 3.45, and 3.46.)

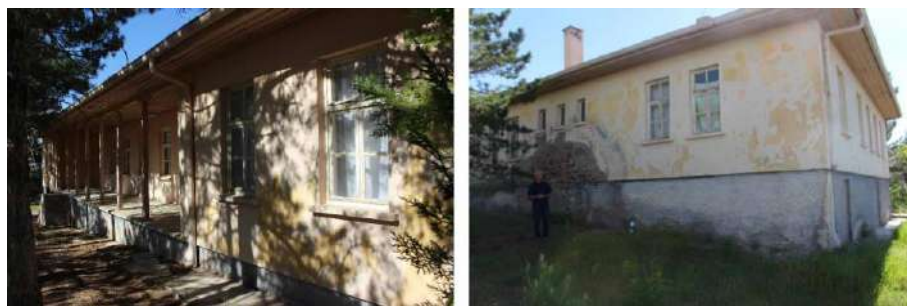
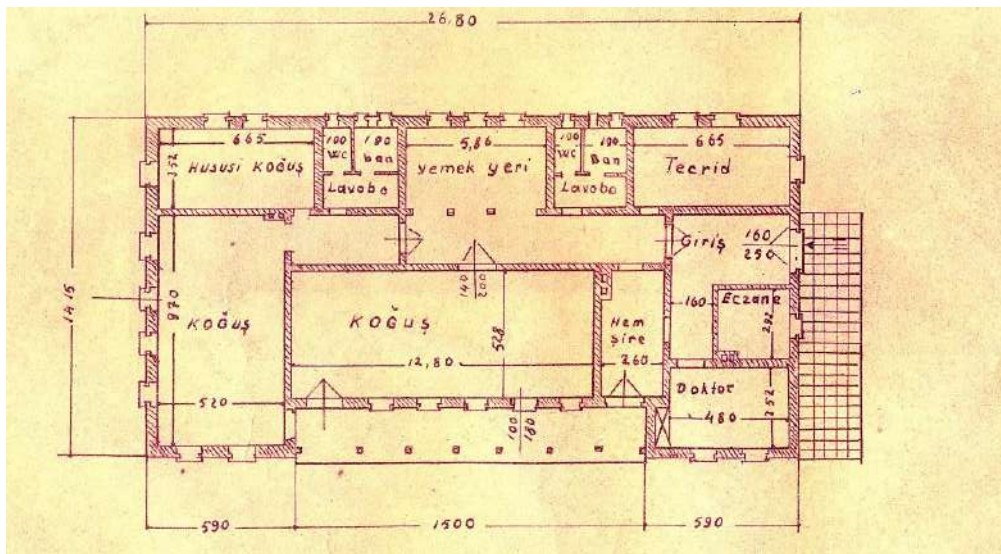


Figure 3.44. The veranda placed to western façade (on left), and the northeast view of the infirmary building (on right) (Aladağ, 2019)



Figure 3.45. aerial photo of 1969 showing the changes in the site (Archive of General Command of Mapping, 2017)



common fireplace for both bathhouse and laundry, and the entrance of this place in on the east façade of the building.

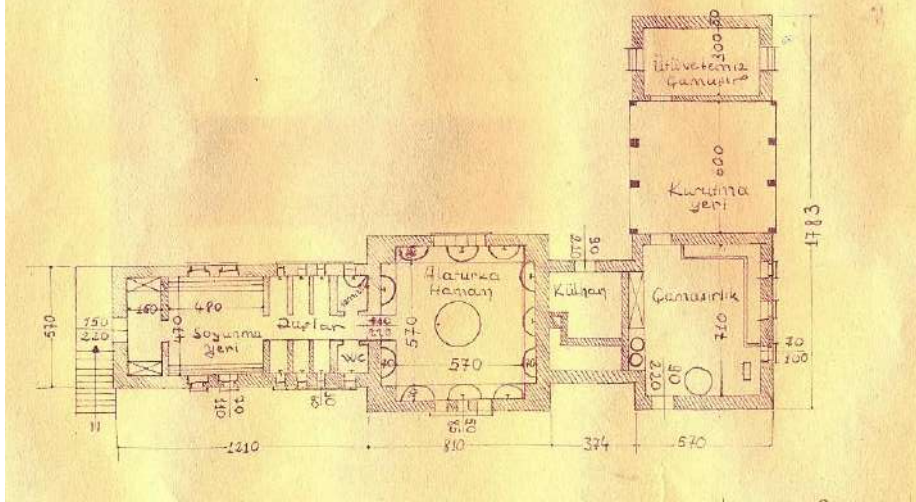


Figure 3.47. Plan drawing of bathhouse & laundry building (Archive of İvriz Social Sciences High School, 2019)



Figure 3.48. Washing machine room in the laundry building (Aladağ, 2019)

Laundry part of the building consists of three parts, laundry room, drying porch and a pressing room, *ütü odası*, which is also used as a storage for clean clothes. The laundry room is reached from the west façade of the building, and a big washing machine is placed into this room. Concrete columns of 10x10 cm size bound the drying porch. This part seemed open in the plan drawing, but according to field trip examination, this part was closed by a brick wall, and there is no information about the original state of this part (figure 3.47, 3.48, 3.49., and 3.50.)



Figure 3.49. roof view of the Bathhouse & Laundry arranged on the aerial map of 1969 (General Command of Mapping, 2017)

The other building is the Music House; the one-story reinforced concrete building was built on a stone foundation. Red tiles cover the hipped roof. As a reflection of the plan layout, the facades are pointed out by regular the openings. The ground floor is reached after three steps open staircase. The floor consists of one main study hall, eight smaller study rooms, storage, and a teachers' room. After the entrance door, it is reached to a hallway where doors of the teachers' room, storage, music hall, and one of the study rooms opened. The other seven study rooms are opening to the music hall and each of these rooms is divided by the windows (figure 3.51, and 3.52)

The last building of in this group of buildings is the bakery. Since the bakery building was demolished, there is not much information about this building, except plan drawing and a document giving the sizes of the building taken from the archive of İvriz Social Sciences High School. The single unit building was 5 meters in height. The reinforced concrete building had two different levels divided from inside (figure 3.53).



Figure 3.50. a view from western side of the Music House (Aladağ, 2019)

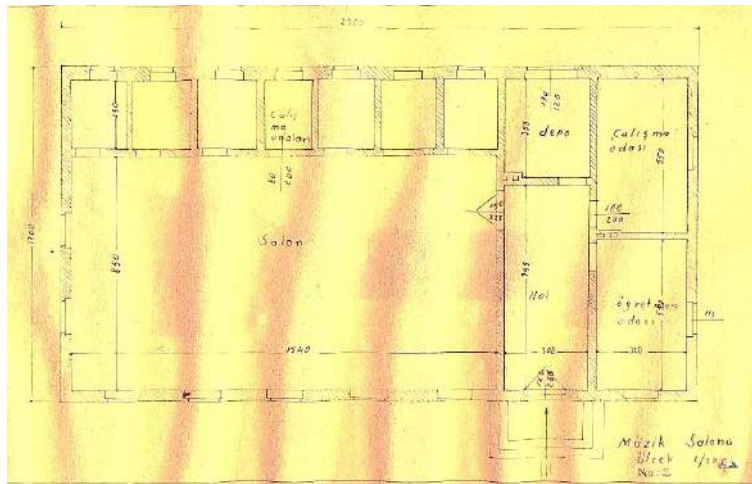


Figure 3.51. Plan drawing of the Music House (Archive of İvriz Social Sciences High School, 2019)

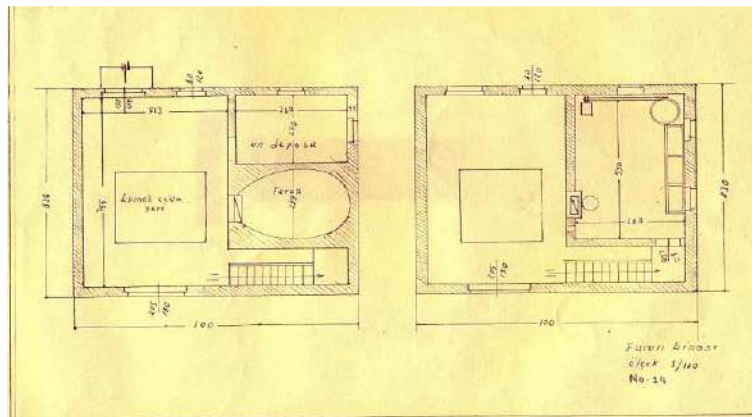


Figure 3.52. Plan drawing of the bakery (Archive of İvriz Social Sciences High School, 2019)

In some of the memoirs and reports found in the archive of İvriz Social Sciences High School, after a while, complaints started for the buildings. these complaints were about

insufficient classrooms, heating problems of the dormitories and school buildings, and a need for a closed sports hall⁹¹, etc. As a result, a reinforced concrete school building having 16 classrooms were built out of the construction program of the institute ⁹² after 1968⁹³.



Figure 3.53. New school building built after 1968 (Aladağ, 2019)

As the new building started to build after 1968, buildings belonging to the institute had started to abandon and even some of them demolished. The first demolished building was the administrative building. There is not much information about these changes and their date; these changes can be seen from the aerial maps. Again, after this date, construction preparation was started for the other new buildings which are a new dormitory building with a dining hall, and a closed sports hall ⁹⁴.

Despite all these changes in the physical place, traditions belong to the institute continued for a while according to the blog writings of the graduates. However, it can be said that the programmed village relation got weaker starting from this period. The village connection of the institute was limited by site visits or joining of the villagers to the celebrations in the school. Apart from these, visits to Ereğli for either visit of

⁹¹Retrieved from a blog website of graduates: <http://ivrizde-okudum.blogspot.com>, in May 2019

⁹²Ibid.

⁹³ There is not a clear information about the construction date of this building.

⁹⁴ Trace seen in the aerial photo of 1969, considered the foundation excavation of the new dormitory building.

the students in their free time, or the national celebrations also continued for a while⁹⁵. Although, all of the other institutes also turned into Primary Level Teacher Training Schools, no clue is found confirming the connection between these schools.



Figure 3.54. Construction of the new dormitory building ⁹⁶

In all, the change in the education system led to many changes in the educational, social routine of the campus, as well as in the physical environment. The program of the Primary Level Teacher Training Schools had been through some changes which made the transition smoother, but some of the fundamental institutional aims of the village institute had been changed. The construction program from the institute time was applied and three new buildings were constructed. The connection with the village was damaged during this period, and the village institute system that worked as a whole was corrupted by losing the connection between the other institutes. Although keeping the technical and agricultural courses led to maintain the use of most of the campus, there were no construction courses in the new education system, which damaged the self-governing construction program of the school. Eventually, new buildings were constructed in the campus outside of the institute's program, and some

⁹⁵ Retrieved from a blog website of graduates: <http://ivrizde-okudum.blogspot.com>, <http://www.gaybi-mustafa-dumlu.com/index.php/ivriz-oegretmen-okulu/koey-enstitueleri>, <https://www.mehmetakinci.com.tr/anilarim/ivriz-ilkogretmen-okulu/ivrizde-bir-gunluk-ogrenci-yasami>

⁹⁶ Retrieved from a blog website of graduates, <http://ivrizde-okudum.blogspot.com>

of the existing building was destroyed after 1968. It is known by 1974, most of the building belong to institute was left.

İvriz as a Teacher Training High School (1974-2004)

In 1973- 1974 education year, education system and its form changed again, and education form was changed from higher education level to high school level, and Primary Level Teacher Training Schools were turned into Teacher Training High Schools. Students after junior high school, ortaokul, accepted to these high schools and educated there for three years. These teacher training institutes exposed to radical change (T.C. Yükseköğretim Kurulu, 2007, p. 28). Additionally, in 1989, there is another changed in the name of the education, the school turned into İvriz Anatolian Teacher Training High School, and the students selected according to an exam that ÖSYM⁹⁷ defined for four years (MEB, 2017, p. 188).

Before this change, construction of the new school building, dormitory and dining hall and sports hall was already completed, and most of the buildings built according to the construction program of the institute were left, as well as with the production areas of the school. The school became a high school raising students for faculties of education (T.C. Yükseköğretim Kurulu, 2007, p. 28).

Since the agricultural and technical courses were left, agricultural lands also lost their function. Before, these fields were cultivated by the management of the school, income of these areas was run by the school, and for the school. With system change, the school lost its self-governing management style.

Publication, blog pages, or Facebook pages, including the memoirs, have also not been found related to this period. Therefore, there is even lesser limited source including information telling the change in the campus. Aerial maps are the main source to describe this chance.

⁹⁷ Assessment Selection and Placement Center, Öğrenci Seçme ve Yerleştirme Merkezi

The village road going to Gaybi village seemed renewed during this period, and the part of the road that passes near the ceremonial area was changed. As seen in the aerial photo, the new road was moved away from this area, which is a critical change because, before this part of the road worked as a visual and physical connection with the village (figure 3.58.)

After stopping cultivating the agricultural land of the campus, other important changes in the open areas of the campus, foresting of the ceremonial area, happened during the 1980s according to the aerial photo of 1987 (General Command of Mapping, 2017). According to comment of a Facebook comment, this area is forested in year of 1983 by the graduated of Primary Level Teacher Training School⁹⁸ (figure 3.58.)

The changes main campus area could not be detached because of lack of information, but it is assuming that the schools' employee used some of the teachers' houses and the school buildings for accommodation. Apart from that, only the bathhouse section of the bathhouse & laundry building turned into a mosque in 1986, and infirmary building turned into a guesthouse in 2000.

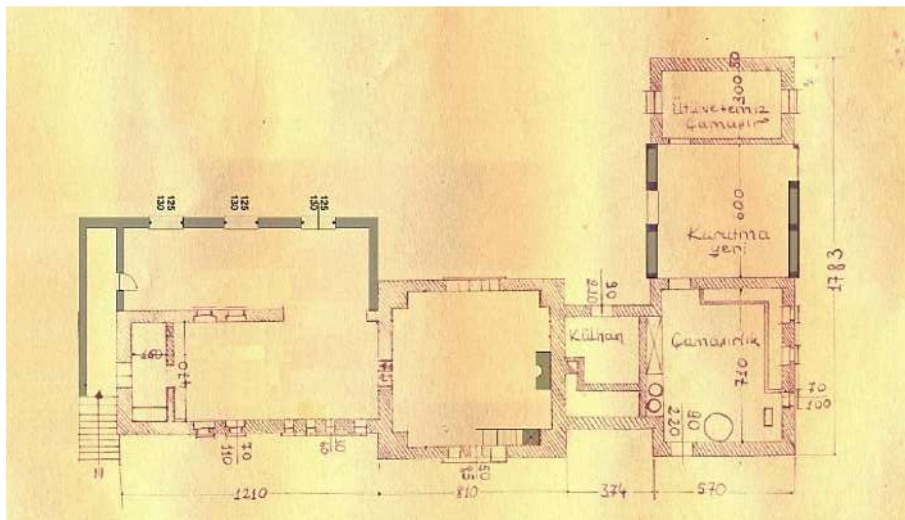


Figure 3.55. The entrance façade and the façade of added section to change the bathhouse into mosque (Aladağ, 2019)

It is assumed that the bathhouse & laundry building lost its function after new multistory reinforced buildings were built. According to signboard hanged in the entrance of the building, in 1986 bathhouse section of the building, turned into mosque

⁹⁸<https://www.facebook.com/119347181465341/photos/a.289428971123827/289433064456751/?type=3&theater>, reached in May 2019

The bathhouse section of the building was turned into another prayer room and mihrab and minbar were added here (figure 3.56.) Although the dome is kept covering the main prayer room, this part was also covered by a roof (figure 3.61.). Openings of the bathhouse were kept and new three PVC windows opened to women's prayer room. In all, there have been many changes in the building, although the change in the building is noticeable (figure 3.59., 3.58)



149



Figure 3.57. roof view of the Bathhouse & Laundry arranged on the aerial map of 1969 (General Command of Mapping, 2017)



Figure 3.58. Interior of the mosque, a view from prayer room (on left), mihrab and minbar in the prayer room (on right) Aladağ, 2019)



Figure 3.59. Interior of the mosque, women's prayer room (on left), abdesthane (on right) (Aladağ, 2019)

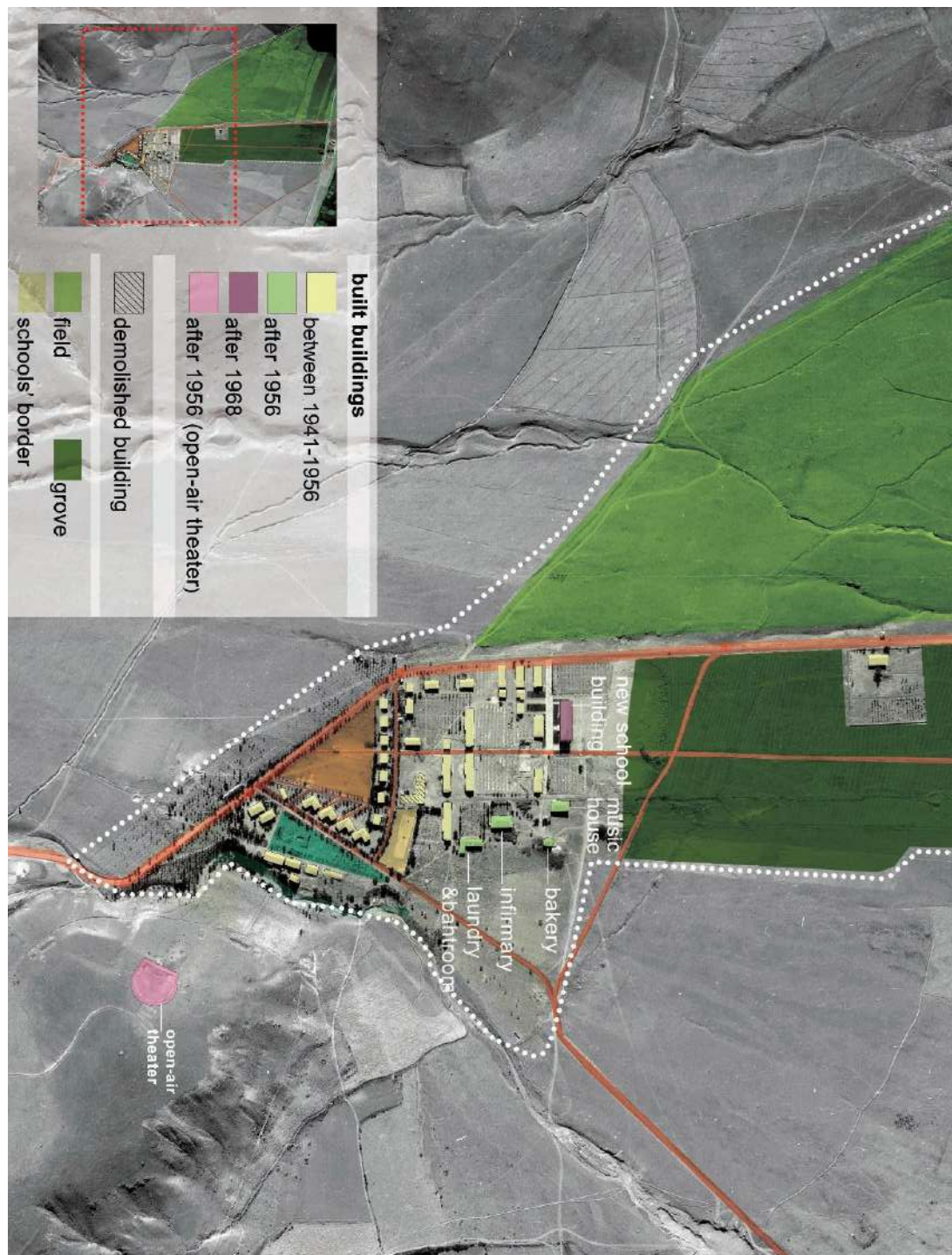


Figure 3.60. aerial photo of 1969 showing the changes in the main campus (Archive of General Command of Mapping, 2017)

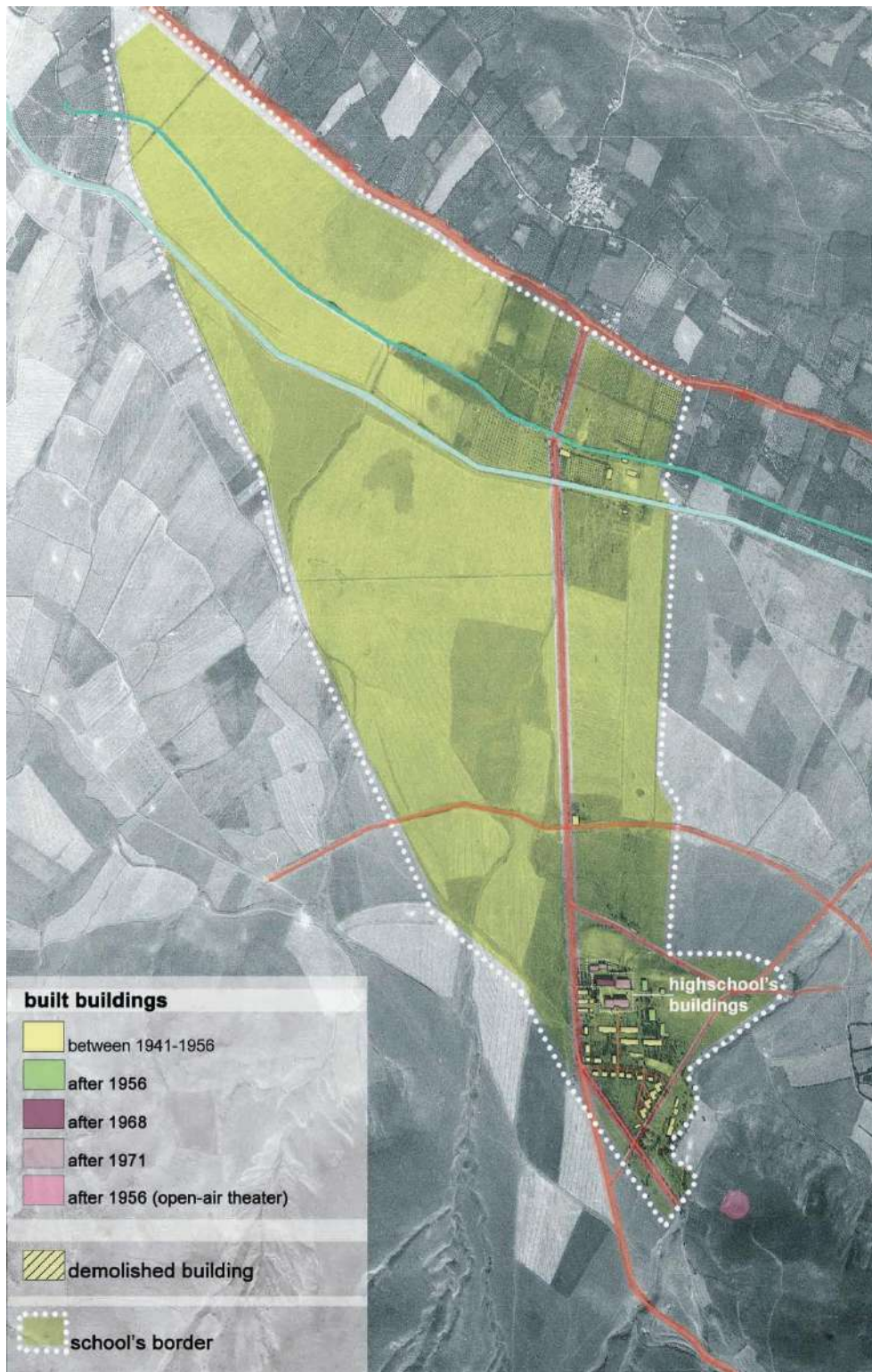


Figure 3.61. aerial photo of 1987 showing the changes in the site (Archive of General Command of Mapping, 2017)

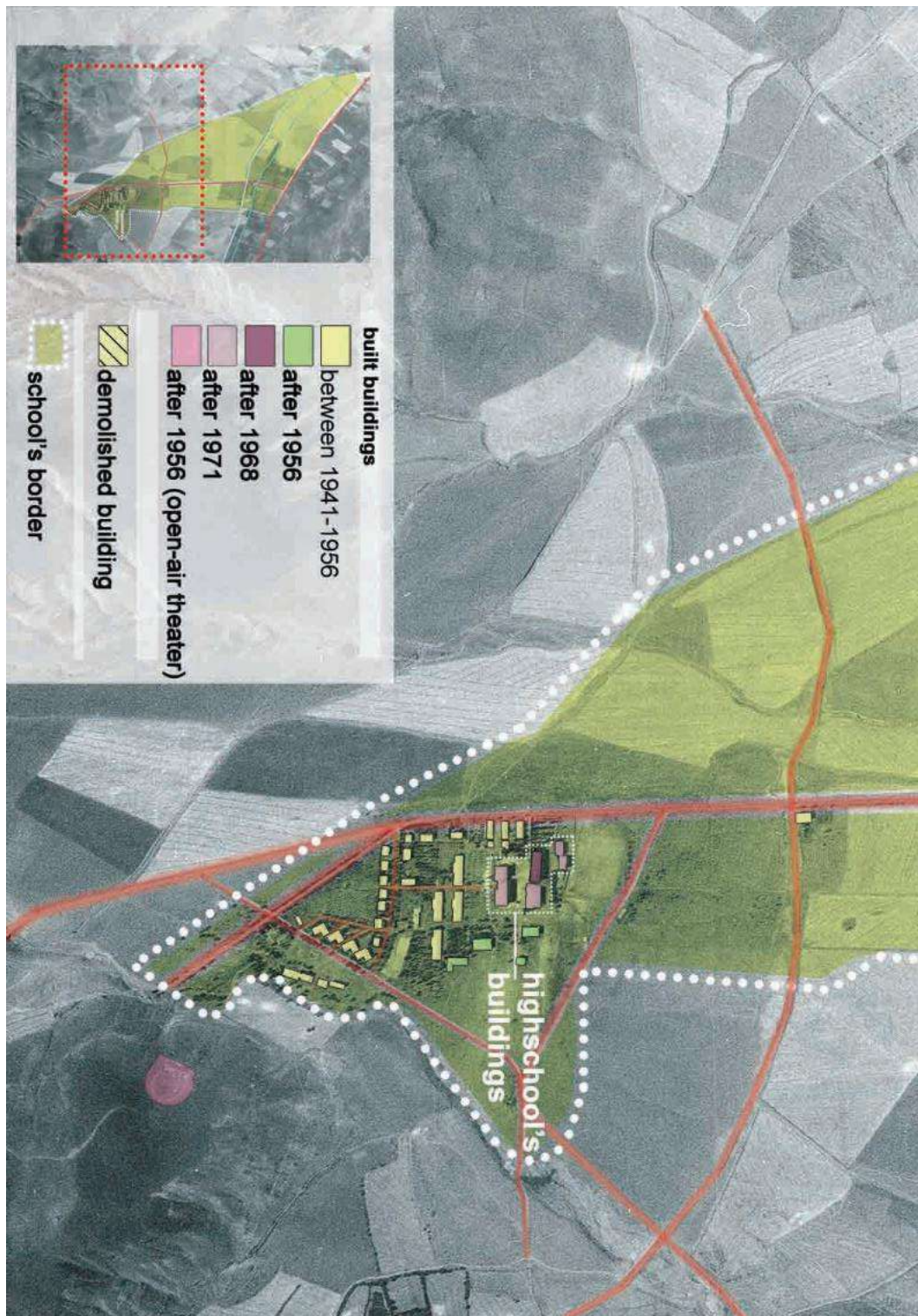


Figure 3.62. aerial photo of 1987 showing the changes in the main campus (Archive of General Command of Mapping, 2017)

The change in the infirmary building, whereas did only affect some part of the plan layout. Some wall division was added to the plan to have rooms while making these changes to the guesthouse. The nurse room, medicine room, dining hall and one of the patient rooms were turned into guest rooms. Quarantine room located near to the entrance was divided and used as two guest rooms by providing another door opening to the entrance hall. The biggest patients' rooms were turned into a common room. The other room opening to the common room was divided from this room, and some parts of it used as a kitchen (figure 3.63., 3.64.)



Figure 3.63. Indoor photos of indoor; common room and guest room (Aladağ, 2019)

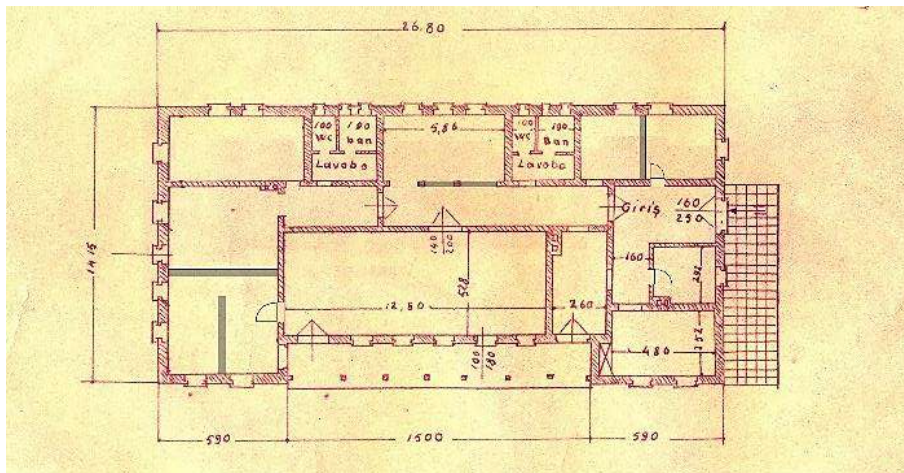


Figure 3.64. Changes in the Bathhouse & Laundry building arranged on original plan drawing (Archive of İvriz Social Sciences High School, 2019)

The application school, whereas, is another destruction made during this period. In 1989, new five stories, teachers' houses were built. Two of these reinforced concrete

buildings used only for only five years according to interviews with school administration, and later these buildings were emptied (figure 3.66.)

There had been important changes in the nearby settlement. One of the most important change is the construction of the İvriz Dam between 1983-85 with a full volume of 5.915.000 m³ (DSİ, n.d.). Apart from it, historical recognition of the place had increased; second rock relief was discovered in 1972 (Maner & Menteş, 2018, p. 232).



Figure 3.65. New multi-storey teachers' houses (Aladağ, 2019)

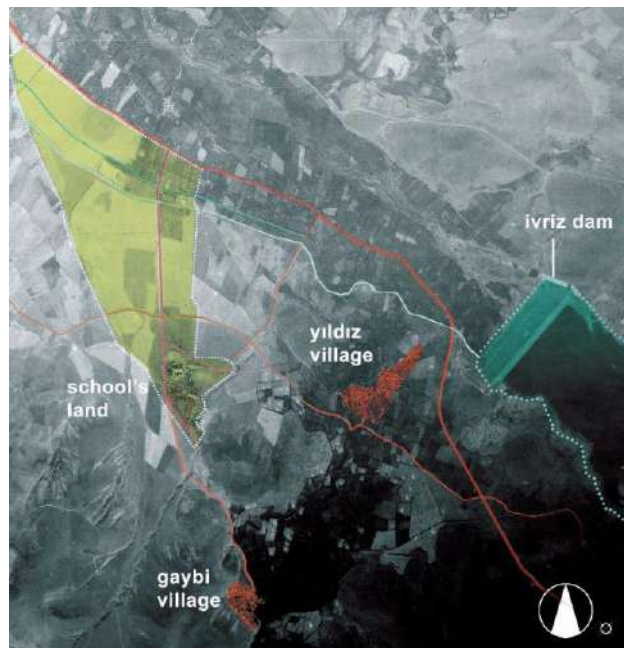


Figure 3.66. Map showing the İvriz Dam built between 1981-84 arranged on the aerial photo of 1987 (General Command of Mapping, 2017)

Ivriz as a heritage place: Registration of the Site (2000)

In 2000, the campus of İVI registered by Konya Preservation Board of Cultural and Natural Resources on 12.05.2000, and the conservation area was defined on 29.10.2009 (see Appendix A.). Official document dated on 4 January 2000 says that

‘as a major contributor to our social enlightenment and the world as an exemplary educational institution in many countries, they witnessed to important historical and cultural process and they symbolized goal of modern society aiming to implement Atatürk’s principles, for these reasons Village Institutes structures are cultural assets that are needed to conserve according to 6th article of act no. 2863’ (Köy Enstitüleri Vakfı, 2009)

According to the registration decision effects the building on lot number 551, which is the lot where the main campus area located. These buildings listed as infirmary (guesthouse), some of the teachers’ houses⁹⁹, dormitories, music house, and bathhouses (mosque) (figure 3.69.)

In 2009, again with the decision of the Konya Preservation Board of Cultural and Natural Resources, conservation area had defined the conservation border covers the main campus area including the new school buildings, which is the lot of the school¹⁰⁰ (see Appendix A.)

A changing Educational Role Defined with Borders: Ivriz Social Sciences High School (2014)

The last change in the education system was made in 2014, and the school turned into İvriz Social Sciences High School. The role of training teachers or prep teacher training school was changed. Apart from, guesthouse, the mosque and some of the teachers’ houses and school buildings that are used by the school’s employees were in use; that is, the use of the school was mostly limited by the new buildings built after

⁹⁹ L shaped school buildings were listed as Teachers’ houses

¹⁰⁰ The information about the statue of the lots obtained from; <https://parselsorgu.tkgm.gov.tr>, in August 2019.

1968. Additionally, a reinforced concrete wall was built this period to limit the students from going to outside of the new building.

Again, the publication, blog, or Facebook pages, including the memoirs of the students, have not been found; therefore, it hard to make assumptions about the life and the routine in the campus area.



Figure 3.67. New school buildings (Aladağ, 2019)



Figure 3.68. New school buildings: borders of the education (Aladağ, 2019)

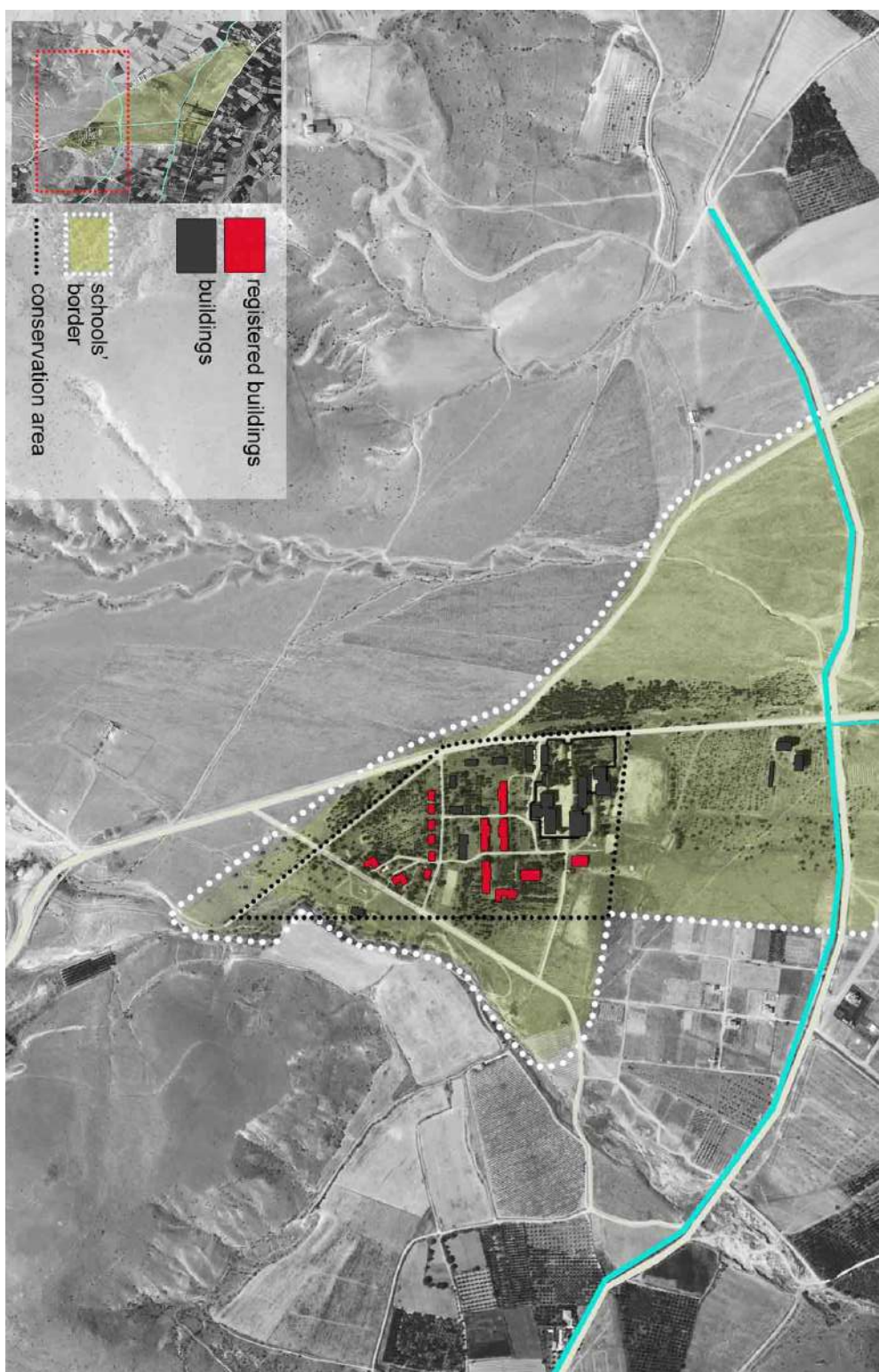


Figure 3.69. registered buildings and conservation area arranged on aerial photo of 2010 (General Command of Mapping, 2017)

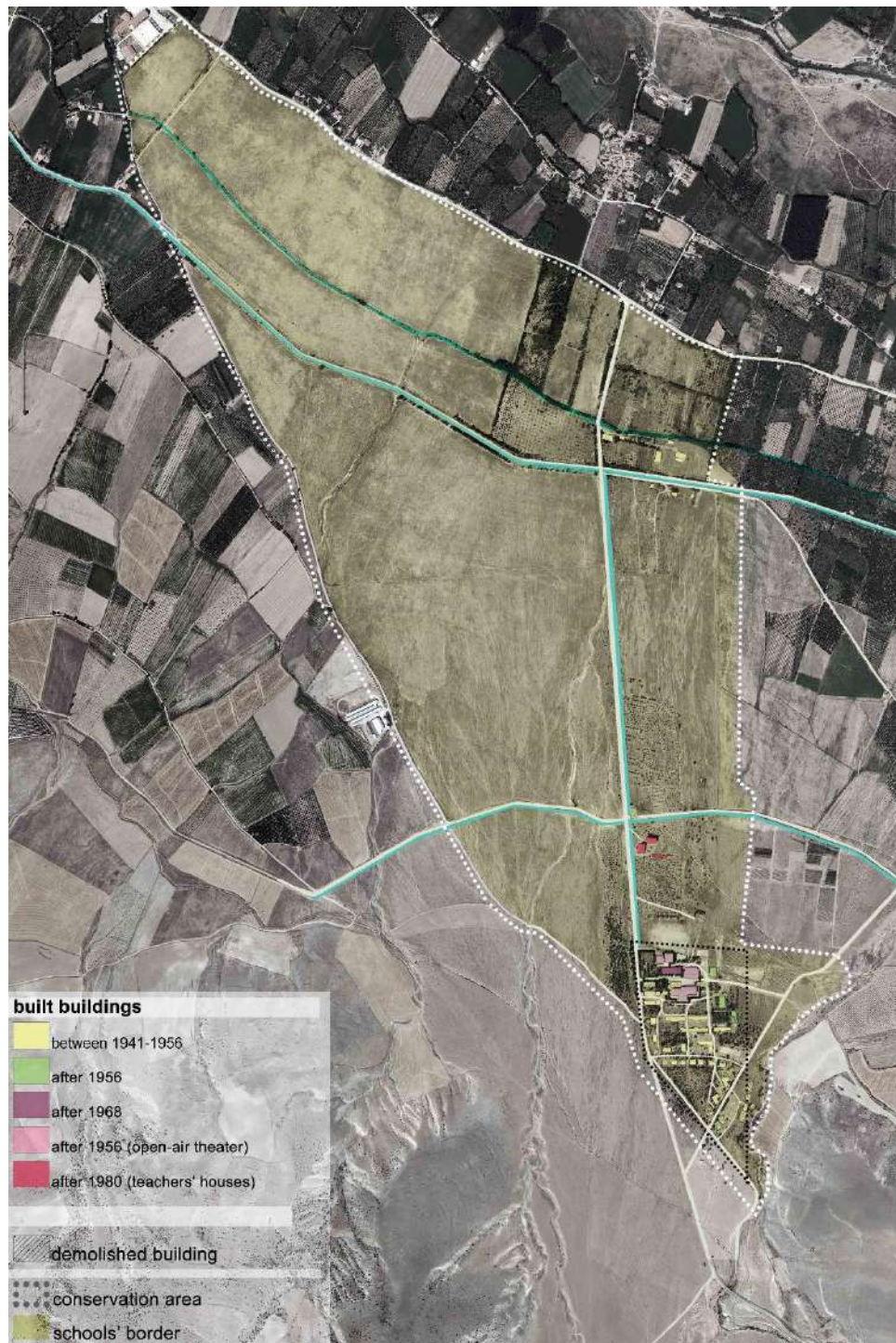


Figure 3.70. aerial photo of 2010¹⁰¹ showing the changes in the site (Archive of General Command of Mapping, 2017)

¹⁰¹ The Walls of the schools' garden is added to the aerial photo

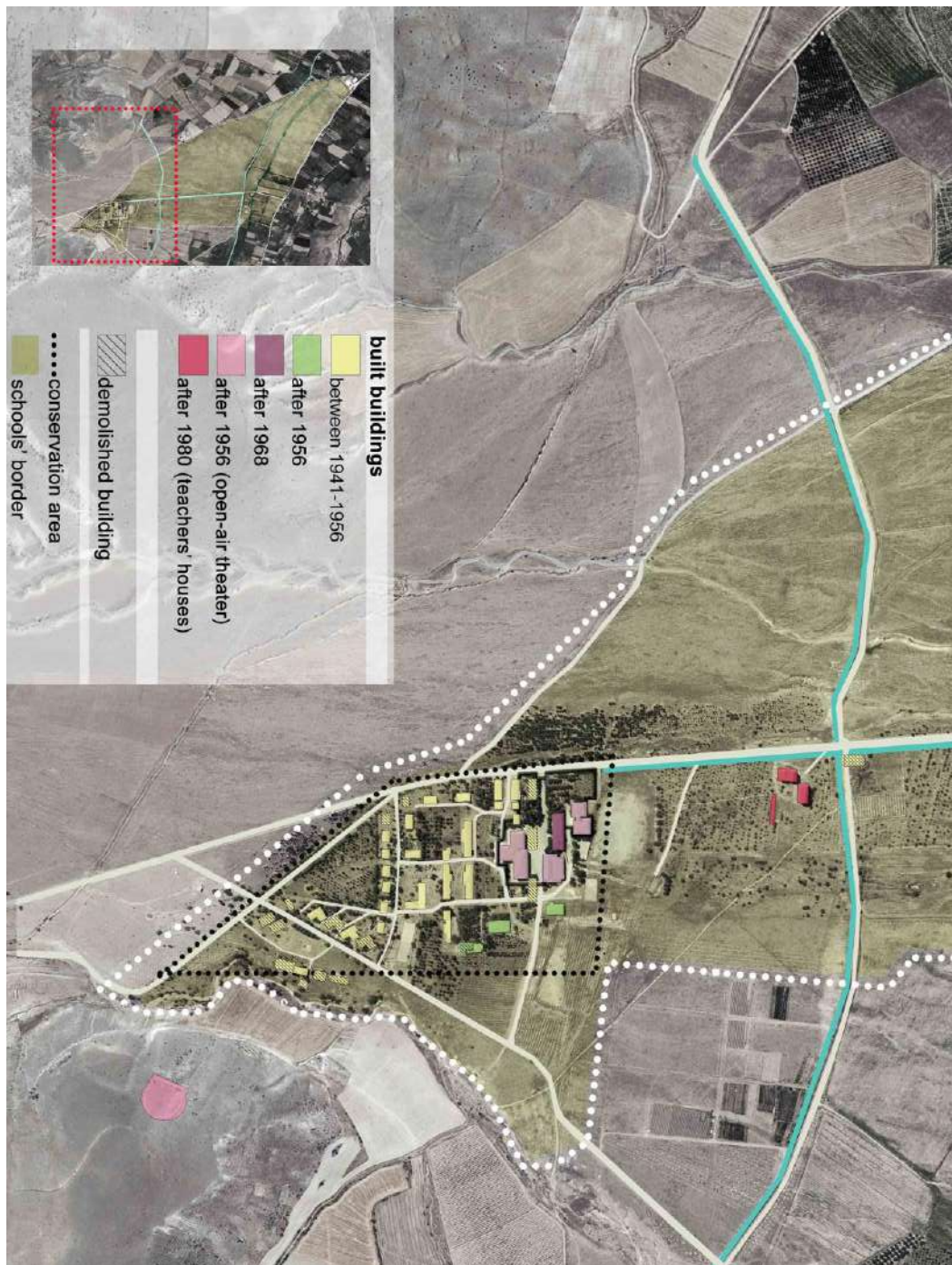


Figure 3.71. aerial photo of 2010¹⁰² showing the changes in the main campus (Archive of General Command of Mapping, 2017)

¹⁰² The Walls of the schools' garden is added to the aerial photo

3.3. The Current State of the Campus [2018]

Today, İvriz Social Sciences High School is still running on the campus border of İvriz Village Institute, which is the management of the campus, including the buildings and the agricultural lands belonging to the management of the High School. Although the education role in the site has changed, the agricultural role of the region has been improved. The current definition of the site with its changing context will be described followingly.

3.3.1. Current Context

To describe the current situation of the campus area, examining the surrounding settlements, Ereğli, Zanapa and to the nearby villages, which now they are called, the neighborhood becomes important.

In terms of population, Ereğli is the biggest district of Konya after central districts of Konya, that is, the district consists 6,6 percent of the Konya's population according to TÜİK's data of 2018 (TÜİK, 2018). Twenty-eight percent of the population in the Ereğli district live in the villages, according to population cercus made in 2012 after 2012 villages joined to central administration (MEVKA, 2014, p. 5).

The economy of the district depends on the agricultural and husbandry production (MEVKA, 2012). White cherry, black carrot, and apple are one of the most significant agricultural products specific to the region, thanks to its irrigation possibilities. Additionally, dairy products and their industry are also important sources of income in the region¹⁰³. Animal production is also important in the region, approx. Ten percent of the pasture lands of Konya are in this region (MEVKA, 2014, pp. 3,6, 8, 12).

the industry has been improved in Ereğli district, especially after the Early Republican Period. Sümerbank Textile Factory was privatized on September 11, 1987, and the factory was sold to the Albayrak Group of Companies in 1997 (Nurol, 2007, pp. 48, 49). Today, the factory has produced 40 percent of clothes requirements of the Turkish

¹⁰³ 35 percent of the feta cheese production is met in Ereğli (MEVKA, 2014, p. 6)

Armed Forces with the name of Ereğli Tekstil ¹⁰⁴. The agricultural industry has been improved in the region; there is a Sugar Factory, *Ereğli Şeker Fabrikası*. Additionally, the juice factory, *Ersu*, dairy products production factories are the other industries in the Ereğli district (MEVKA, 2014, pp. 12, 13).

There are two faculties of Necmettin Erbakan University; Ereğli Faculty of Education and Faculty of Engineering and Natural Sciences. Additionally, Ereğli Justice Vocational School of Higher Education, Ereğli Kemal Akman Vocational School of Higher Education are also in the center of the district. Eleven educational institutes on secondary education located in Ereğli. Although there is a Vocational High School, Ereğli Vocational and Technical Anatolian High School, the school does not have an agricultural department (Ereğli Belediyesi, 2019; MEVKA, 2014, pp. 15, 16; T.C. MEB, 2019).

In all, Ereğli is an important district in its region. It is located important cross-section main transportation arteries of Turkey West-East, South-North, and it is in the center of East-west railway network. The distance to Karaman is 85,5 km, Niğde 91 km, Aksaray 131 km, and 153 km to Konya city center. Ereğli has been an agricultural settlement thanks to its water sources, and today this mission in the region is still active.

To talk Halkapınar district where the İvriz neighborhood is in the township of it was a town of Ereğli till 1954. After this date the town has become a district of Konya, and in 1962, the district name was changed to Halkapınar. After the construction of İvriz Dam, which in the administration zone of the district, an important portion of the fertile agricultural land has flooded. Some of part the population of the district has migrated to nearby centers like Ereğli, Mersin. (Halkapınar Belediyesi, 2019), today the Halkapınar has 4354 inhabitants (TÜİK, 2018).

¹⁰⁴ Accessed from <http://www.ereglitekstil.com/hakkimizda.aspx>, in 2019

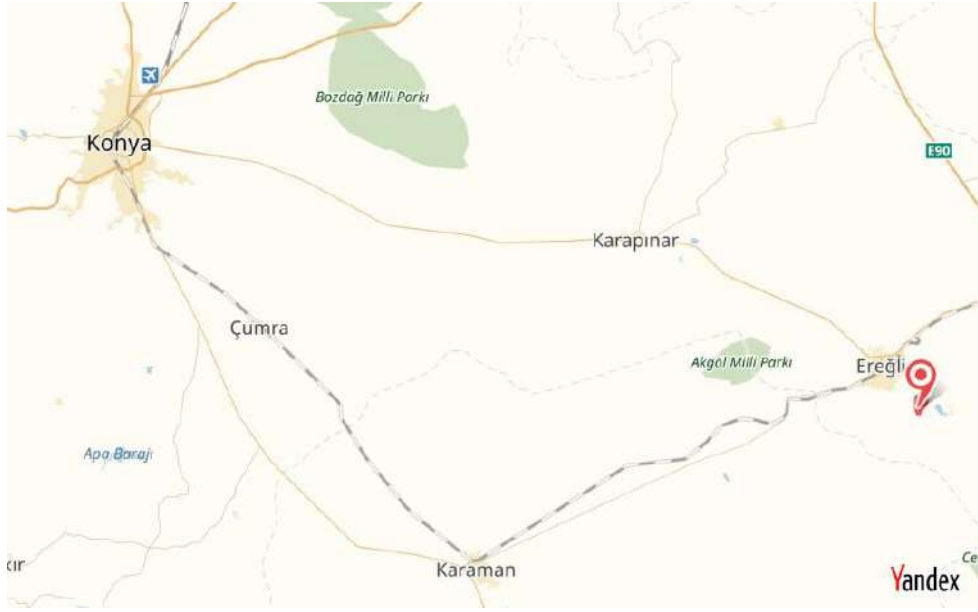


Figure 3.72. Ereğli is located 161 km south-east of Konya (the map prepared on aerial photo retrieved from Yandex maps)

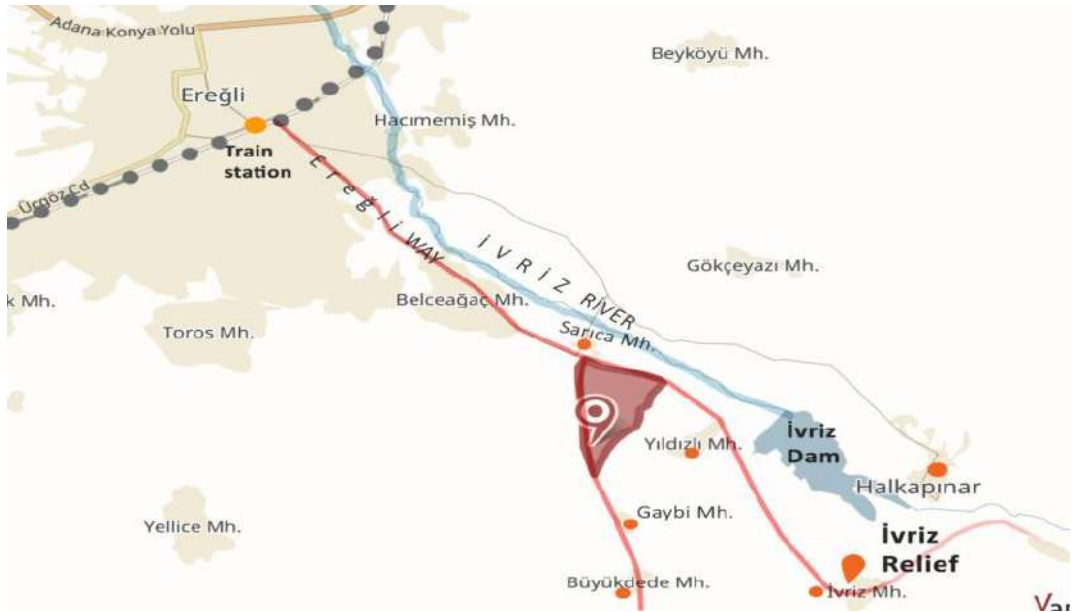


Figure 3.73. The map showing the location of the Schools' border together with nearby settlements (the map prepared on aerial photo retrieved from Yandex maps)

A survey project called Konya Ereğli Survey Project, (KEYAR), has been conducted in the region including, Ereğli, Karapınar, Halkapınar and Emirgazi provinces since 2013 by Koç University. The purpose of this group to examine the Bronze and Iron

age landscape in the region, along with the settlements in the region (Maner & Menteş, 2018, p. 233).

The historical significance of the region has improved, especially due to İvriz village with the rock reliefs in it. The village with İvriz rock relief, the smaller rock relief in Ambarderesi, the Byzantine Monastery, and the castle were registered as a 1st-degree archeological site. Additionally, the village is the Tentative World Heritage list since 2017 as İvriz Cultural Landscape (UNESCO, 2017). There is an association named ‘Association for Conservation and Promotion of İvriz, which aims to enhance, protect and promote the heritage of the village. Inhabitants of the village are mostly farmer, additionally, thanks to popularity of the village, local tourism has become income for the village (Maner & Menteş, 2018, pp. 233, 235).



Figure 3.74. İvriz Rock Relief and İvriz River (Aladağ, 2019)

The İvriz village is a popular touristic destination not just due to its historical significance, but also its natural significance. There is a picnic area by the water; visitors from nearby provinces come here.

Additionally, outdoor sports are popular in the region thanks to the topography of the region. Outdoor sports clubs, mountaineering clubs used this region. ERDAK, Ereğli Mountaineering Club, is one of the active groups in the region. The club has been organizing a climbing festival to the Aydos mountain for nine years (TDF, 2018).

In all, the agricultural significance of the nearby surrounding of the Campus of the school did not change in time; on the contrary, agricultural production in the region

has been improved and varied thanks to improved irrigation systems and agricultural techniques. The development of the agricultural industry did also contribute to improving the agricultural income of the region. MEVKA, *Mevlana Kalkınma Ajansı*, Mevlana Development Agency, has been producing projects and organizing seminars to improve the region in terms of agricultural, animal production ¹⁰⁵. There is also an active Agricultural Cooperative, 2602 number, In addition to agricultural significance, and the historical significance of the region has been improved in time, thanks to new discoveries, studies, and promotion of the region. As a result, cultural and natural tourism in the region has also improved.

3.3.2. Physical Features

3.3.2.1. Open Areas

The use of the campus area has changed as a result of the change in the system. Today although the school still has the land that the institute has, education continues in a small area. Open areas also have been affected by this change, forested areas, recreational areas, in between buildings, and sports fields lost their function together with the agricultural lands. There have been some additions and alternative uses because of the need for the school. Followingly, the use of the open area will be analyzed.

According to the aerial photo, agricultural areas outside of the schools' border have been broadened. Irrigation facilities have been improved in time, two new water channels have constructed to meet the need for those agricultural land, and two of these channels are passing in the schools' land.

Today, the remains of the open-air theater located on Södünlü hill can still be seen, although wild plants cover the surface of it. However, physical accessibility of the theatre is difficult today. There is a rented field between the theatre and the campus

¹⁰⁵ Here is the list of projects, studies, and promotions organized by MEVKA on Ereğli; <http://www.mevka.org.tr/Ara.asp?text=eregli>, reached in May 2019

area, additionally, due to small river, which now it is dry, the valley between the campus and the hill got deeper.



Figure 3.75. Map showing the nearby of the school; villages, and their agricultural lands, and İvriz Dam (arranged on the aerial photo retrieved from Google Earth in 2019)

According to the interview made with the administration of İvriz Social Sciences High School, some lots were rented by the school to be used as agricultural land. As seen in the aerial photo, most of the land is agricultural land. According to TKGM, General Directorate of Land Registry and Cadastre, the status of these lands is listed as a field, or grove. There is two different lands' status in the main campus area, which are the school and sports lands (figure 3.76).

Today, the open areas in the main campus area are mostly unused. Starting from the institute period until today, the main campus area has been forested until today by the graduates. According to the interview with the school's administration, students of the school don't allow these areas; therefore, any activity could not be seen in these areas by the students during the field studies. However, some of the buildings are used by the school's employees and they have small gardens around these places. The school is using its own garden in the new boundary of the school. Apart from that, there is a football field outside of the campus area (figure 3.76.)

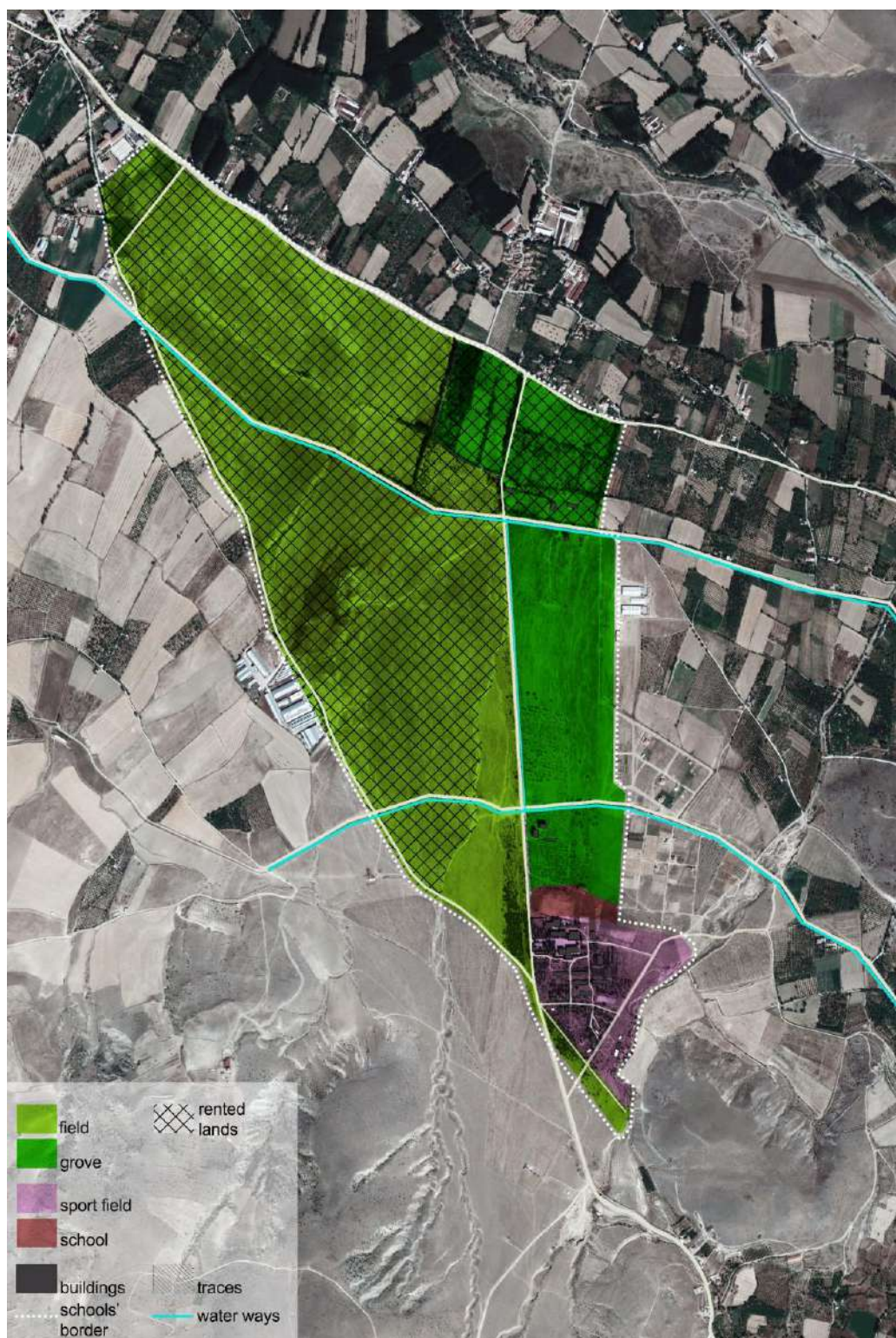


Figure 3.76. Map showing lots divisions of the schools' land and the rented agricultural lots (arranged on the aerial photo retrieved from Google Earth in 2019)

3.3.2.2. Built-up Areas

During the field study, twenty out of thirty buildings were examined by plan and façade, and ten buildings were examined from outside, the new, multistory buildings of the High School were not included in these numbers. Because of legal restrictions, new school buildings were barely studied.

Today almost all buildings built during the institute time are not in use; only a few of them are in use by changing their function. The education is run in the new multi-story buildings. There are four main buildings, two school buildings where the classrooms are placed. One of the new school buildings also includes administrative units. The archive of the school is on the basement floor of this building, and the condition of this room is not good. Because of the rising dam problem of the building, that is, there are discoloration and damages in most of the schools' documents. In the other school building located north of this building, a museum was organized to the entrance hall of the ground floor. Some old pictures, writings including the memoirs of the graduates, musical instruments, and some of the old equipment are exhibited at this area. The building next to administration/ school building is sports hall and the building placed south of these building is dormitory building, which also includes dining hall.



Figure 3.77. Museum in the buildings of İvriz Social Sciences High School (Aladağ, 2019)



Figure 3.78. Items from the Museum in the buildings of İvriz Social Sciences High School (Aladağ, 2019)

A reinforced concrete wall surrounds these buildings, and there is also a security shed at the entrance of the school's garden located on the western side of the garden. There is another exit, which is also a controlled exit, from the eastern side of the garden, connecting to the mosque and guesthouse. The pavement of the garden is asphalt-covered, there are seen some arrangements in the garden, that is, some outdoor-use tables are located under the big trees, and students are generally resting under these trees.



Figure 3.79. the entrance (on right), football field of İvriz Social Sciences High School (Aladağ, 2017, 2019)



Figure 3.80. the garden of İvriz Social Sciences High School (Aladağ, 2017, 2019)



Figure 3.81. current use of the campus (arranged on the aerial photo retrieved from Google Earth in 2019)

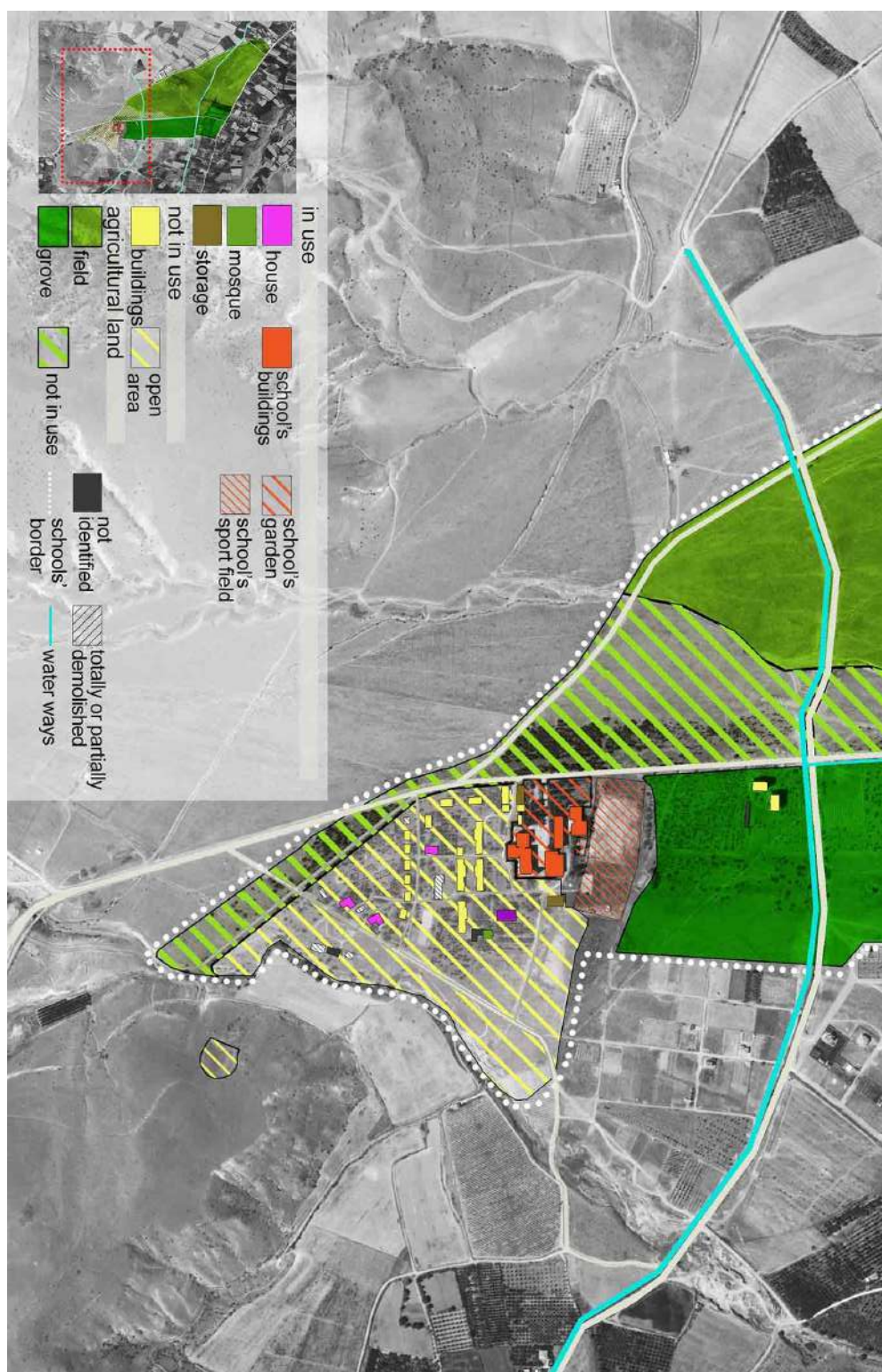


Figure 3.82. current use of the buildings in main campus (arranged on the aerial photo retrieved from Google Earth in 2019)



Figure 3.83. current use of the buildings in agricultural lands (arranged on the aerial photo retrieved from Google Earth in 2019)

Another new building is the new multi-story teachers' houses located north of the main campus area. These buildings have been emptied. Windows joineries, doors, and the balcony railings of these buildings were removed. The structural condition of these neglected buildings is getting worse and they are also exposed vandalism.



Figure 3.84. Teachers' houses built in 1986 (Aladağ, 2019)

The mosque, old bathhouse building, is still in use, but the laundry section of the building with the heating section is not in use. A stove placed in the prayer room is heating the mosque. The Mosque section of the building is in good condition, whereas the laundry section of the buildings is not the same. The hipped roof seen in the aerial photo does not exist today; there is only a concrete slab instead. Apart from structural cracks and material detachment, the building is also exposed to vandalism. The remain of the old washing machine is in the building.



Figure 3.85. the entrance and the entrance façade of Mosque (Aladağ, 2017, 2019)



Figure 3.86. Interior of mosque (Aladağ, 2017, 2019)



Figure 3.87. the east façade (on left), north façade (on right) of laundry building (Aladağ, 2017, 2019)

It is known that the guesthouse is still in use. The changes have applied by changing the wall divisions (see Chapter 3.2.). Apart from that, generally, the condition of the façade and interior features of the building are good.



Figure 3.88. the west façade (on left), east façade (on right) of guesthouse (Aladağ, 2019)



Figure 3.89. interiors of guesthouse (Aladağ, 2019)

There are four dormitory buildings on the campus, after the registration of these buildings, no intervention has been applied, and none of these buildings are in use. For these reasons, there are serious structural problems in this group of buildings. The roofs of the buildings located easternmost, and the northeast corner of this group of buildings have been demolished, so the structural condition of them is worse. All the buildings have been exposed to structural deteriorations; material loses, plaster detachments, shallow and deep cracks; additionally, vandalism is also seen in these buildings.



Figure 3.90. dormitory buildings (Aladağ, 2019)

The plan layout of these buildings is mostly conserved; there are severe deteriorations in the interiors. Since the wooden roof structures of these buildings are damaged, there are serious material loses on plasters and stone and brick materials with the discoloration due to lack of rainwater penetration. Especially, the wooden ceilings got affected by these problems; that is, material losses and discoloration on wood material

are also observed in the interiors. Differently, in one of the dormitory building, the one located on the northwest corner of the group of building, the sewage system is broken, the dormitories floor were floated; therefore, the interiors in this building is even worse.



Figure 3.91. interiors of dormitory buildings (Aladağ, 2019)



Figure 3.92. interiors of dormitory buildings (Aladağ, 2019)

Five out of seven, single-unit teachers' houses now exist in the site, and all those buildings are not in use today. There is no information about when the two of these buildings destroyed but traces of one of them can still be observed. It is also not known when exactly these buildings left, and it is known that teachers' houses kept their function for a while after the system change. There are some additions to the entrances some of the building in which is considered that they were small poultry houses of residents. There are some changes in architectural element level like, changing the wooden windows to PVC framed windows, which is seen in only one of them. Apart from these changes, almost no change in the plan and façade layout is observed during

the field study. However, there are problems like detachments of plasters, discoloration on the facades, and material losses, which some of them are structural level, and discoloration and vandalism together with shallow and deep cracks in almost all of these buildings. Since the structural condition of the roof of these buildings is good, the structural condition of these buildings is mostly fair.



Figure 3.93. facades of single unit teachers' houses (Aladağ, 2019)



Figure 3.94. interiors of single unit teachers' houses (Aladağ, 2019)

Two of the twin teachers' houses are on the site today. Their situation is similar to the single houses, that is, they kept their original plan and elevation layouts, but there are some deterioration problems. Material losses, in brick material of especially the interior walls, detachment in the plasters, discoloration, and vandalism are the main problems of these buildings. Additionally, there are some structural problems on the exterior of the building seen as material losses and the deformation on the wooden load-bearing elements. Both of these buildings are not in use today.



Figure 3.95. Exteriors of twin unit teachers' houses (Aladağ, 2019)



Figure 3.96. Exteriors of twin unit teachers' houses (Aladağ, 2019)

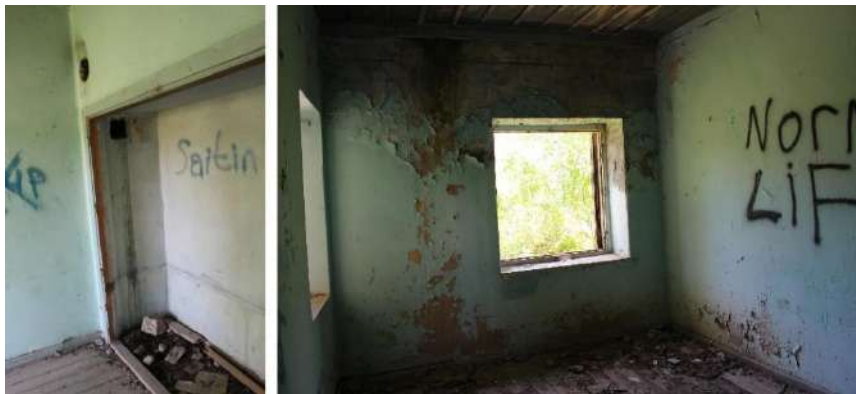


Figure 3.97. Interiors of twin unit teachers' houses (Aladağ, 2019)

The changes in the school buildings, however, are more comparing to teachers' houses. Since these buildings are used as houses by the school's employees, it was not possible to enter these buildings and make an examination, that is, the observations depend on the study made from outside of the buildings. Apart from function change,

some masses are added to the facades of these buildings, like an extra place that is reached from inside or small poultry houses made with mud-brick. Some deteriorations like detachments of plasters, some minor material losses, are seen on the elevations of these buildings.



Figure 3.98. Exteriors of school buildings (Aladağ, 2019)



Figure 3.99. Exteriors of school buildings (Aladağ, 2019)



Figure 3.100. the slap of administration building's basement floor (Aladağ, 2019)

Some parts of the basement floor's slab of the administration building can be seen as well as some part of the brick masonry walls (figure 3.100.)

Apart from these buildings examined in a more detailed way than the rest of the building groups during the site survey, the workshop buildings, which one of them was not accessible, powerhouse and a twin unit teachers' house are the other buildings that are examined without matching with a plan drawing. However, the conditions are similar to other buildings in terms of change and structural condition.

In all, mostly the buildings built after the 1960s, which are the buildings of the High School, are in use today, except the multi-story teachers' house located just outside of the main campus area. Apart from these buildings, the guest house, mosque, one of the teachers' houses and the school buildings are in use locating the outside of the High School's walls. Although, the buildings of the institute kept their authenticity, the structural condition of these buildings are treating the physical integrity of them. Especially the condition of partially destroyed dormitories and the laundry buildings are critical at this point (figure 3.102., 3.103., 3.103., and 3.104.)

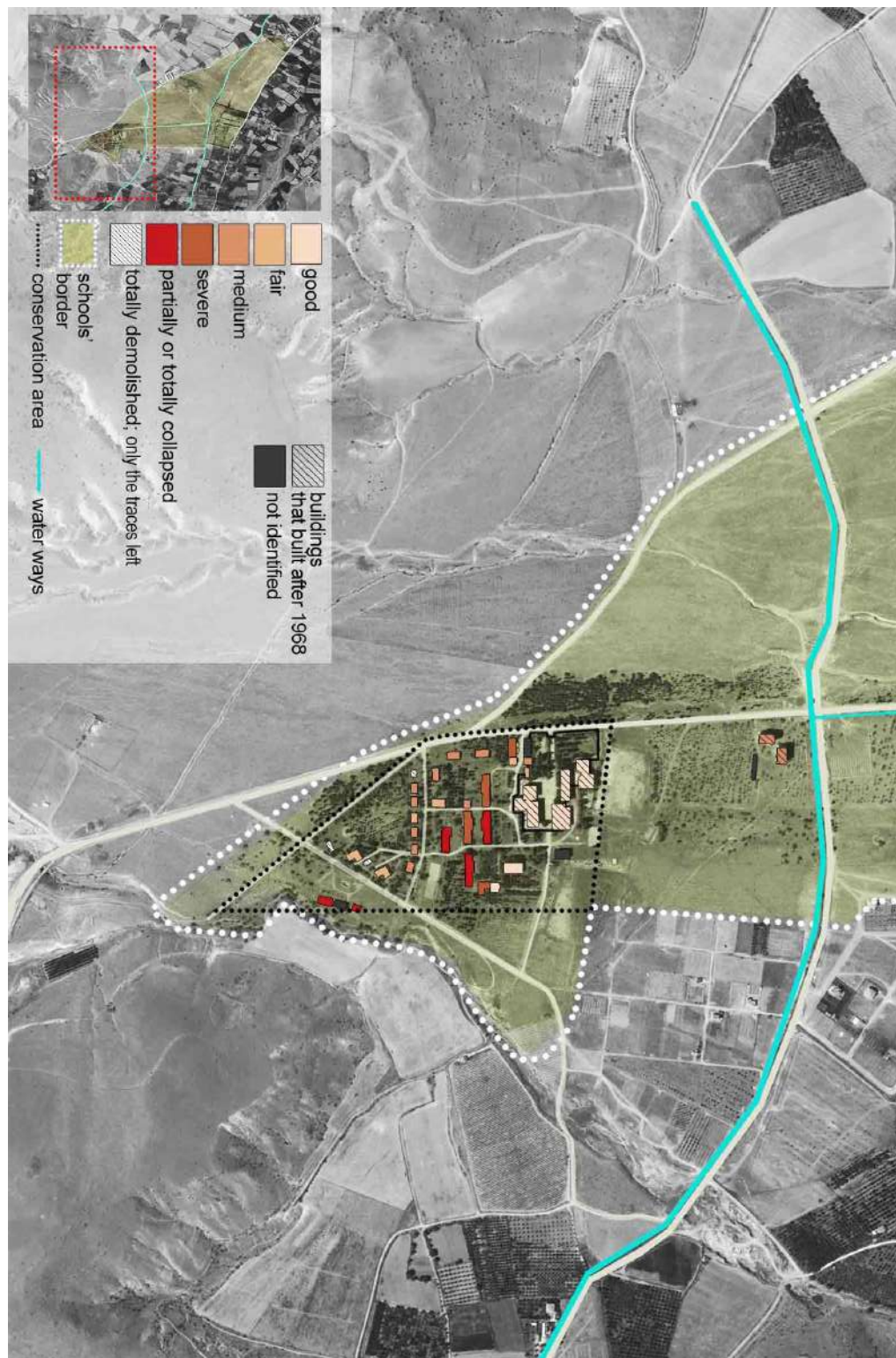


Figure 3.101. Structural condition of the buildings in main campus (arranged on the aerial photo retrieved from Google Earth in 2019)



Figure 3.102. structural condition of the buildings in agricultural lands (arranged on the aerial photo retrieved from Google Earth in 2019)



Figure 3.103. Change of the buildings in main campus (arranged on the aerial photo retrieved from Google Earth in 2019)

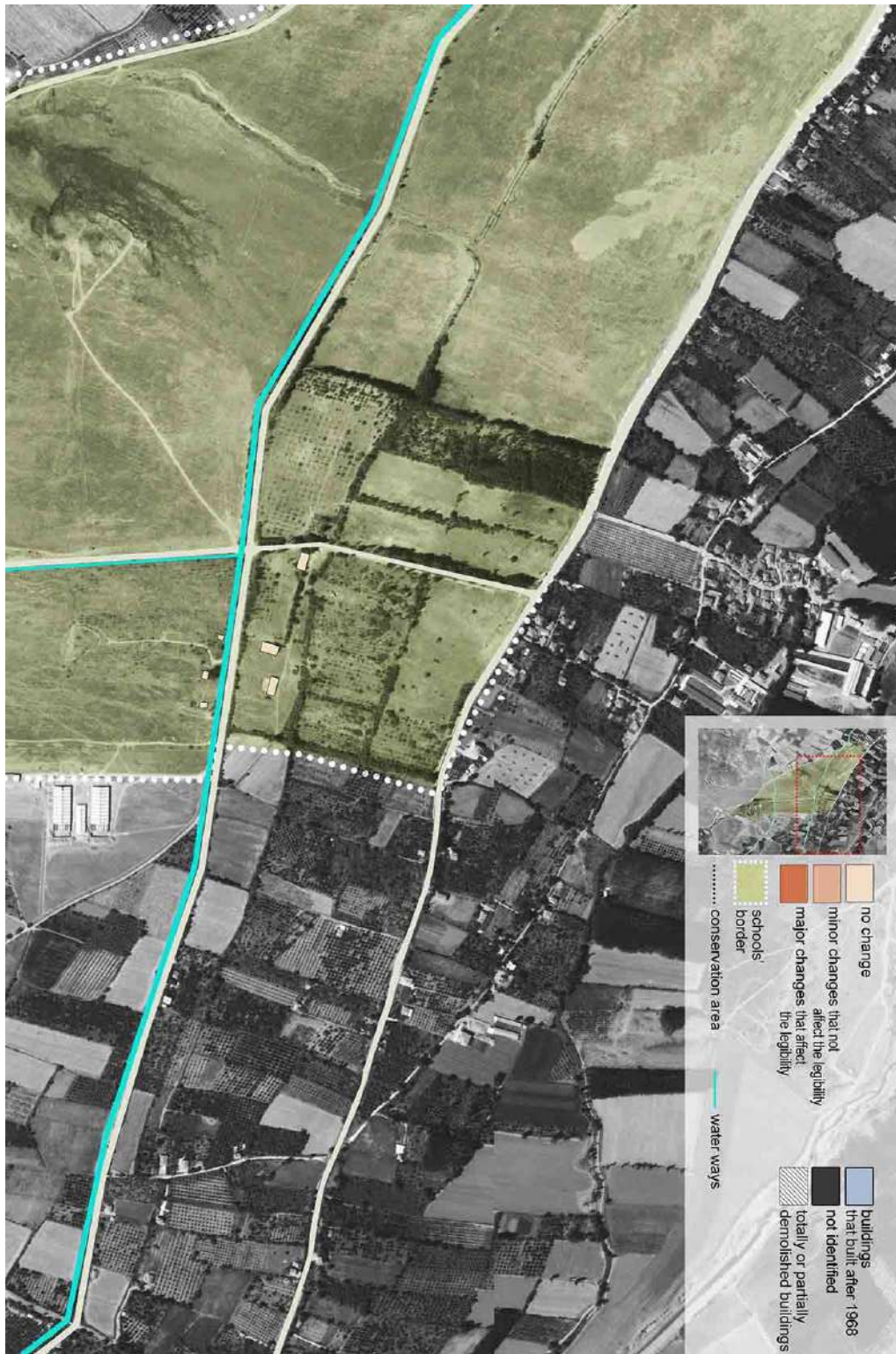


Figure 3.104. Change of the buildings in agricultural lands (arranged on the aerial photo retrieved from Google Earth in 2019)

3.3.3. Socio-Cultural Features

Since the program of the new education changes in the campus area, it is not possible to mention multifunctional use of the campus area as in the institute or primary level teacher training time of the school. The routines, daily life, a different type of courses that placed into the work-based system has been lost in the campus, together with the village connection, and the connections with the other institutes. That is, not only the physical environment, the things that live and evolve with the physical environment have been lost in the campus area.

The routine of High school is limited by the border of the new school building. The students spent their breaks and free time in the garden of the new high school. Students are allowed to use the mosque. There is also a football field just outside of the new school buildings for the students. All the celebrations, ceremonies took place either in the sports hall that also used as a multifunctional hall for special occasions or in the garden of the High School.

The administration of the school limits the outside connection. However, it is known that the graduates from different periods of the school, especially the graduates from the institute and primary level teacher training school, visit the school every 17 April, which has been also celebrated as Institute Day. Time to time, the administration of the high school held these organizations. According to an interview with the school's administration, held on 17.05.2019, and the online news¹⁰⁶, the program of the meetings contains speeches of the graduates, and headmaster of the school, and visits the buildings of the institute. The graduates also organized foresting activities around the campus. These foresting studies on the campus are organized by graduates'

¹⁰⁶The online news about meeting of the graduates:

<https://www.ertajans.net/ivriz-koy-enstitu-mezunlari-hasret-giderdi>,

<http://www.merhabahaber.com/ivriz-mezunlari-bulustu-10071h.htm>, accessed on 21.08.2019

foundations or by individual affords¹⁰⁷. Additionally, according to signboards in the forested areas, some of these activities were conducted by other official organizations.



Figure 3.105. The online news about the graduates meeting in 2015¹⁰⁸



Figure 3.106. forested area by the graduates of İvriz Primary Level Teacher Training School¹⁰⁹

¹⁰⁷a graduate from the institute: Hasan Can stated that in the interview held in 2017; he forested some part of the institute campus.

¹⁰⁸ Accessed from: <https://www.ertajans.net/ivriz-koy-enstitu-mezunlari-hasret-giderdi/>, on 21.08.2019

¹⁰⁹ Accessed from: <https://www.facebook.com/119347181465341/photos/a.289428971123827/289433064456751/?type=3&theater>, on 21.08.2019.



Figure 3.107. Another online news about the graduates meeting held in 2013 at school's garden¹¹⁰



Figure 3.108. forested area by Anadolu Ajansı (on right), by the graduates (on the left) (Aladağ, 2018)

As a result, the campus of İVI has been exposed many changes, not only the physical aspects of the campus have been changed, but also the meaning of the campus given by the users of it has also changed. The village institute system and some features of the Primary Level Teacher Training School were allowing the campus to become an education center using almost all parts of the physical environment. The socio-cultural share of the campus is also restricted due to the current education system and administration.

¹¹⁰ Accessed from: <https://www.ertajans.net/mezunlar-okul-bahcesinde-bulustu/>, on 21.08.2019

CHAPTER 4

CONSERVATION AND SUSTAINABILITY OF İVRİZ VILLAGE INSTITUTE AS A MODERN HERITAGE PLACE: PRINCIPLES AND PROPOSALS

Village Institutes had a holistic program that has certain rules and regulations and yet allows each of the institutes to evolve uniquely. The İvriz case had also become part of the education mechanism located in Ereğli, Konya accepting students mostly from the villages of Konya, Nevşehir, and Karaman.

In this chapter, after an assessment about İvriz including the place of İVI among other institutes, firstly, the values of the campus of İVI will be discussed to define the significance of the place which includes the story of the place; its historical and current context by regarding its institutional connection with other institutes. Later, the chapter continued by defining the challenges treating these values and the challenges towards these values. Depending on these assessments, principles and strategies will be developed for its conservation and sustainability. In doing so, the site will be evaluated on different scales, as follows; the institutional, nearby environment, and campus and building scales.

4.1. An Account on İvriz Village Institute: from its Past and to Present

Before defining the values of İvriz, making an account about İVI from the beginning till today, including the place of İvriz among other institutes, would be helpful to evaluate the case better. While doing so, firstly, İvriz will be explained between other institutes according to research that made in Chapter 2, later the case will be summarized with a small assessment to understand the effects of the change through time.

İvriz Village Institute Within the Village Institutes' Network

Before evaluating the campus of İVI, it would be valuable to define the place of İvriz Village Institute in its institutional network. In doing so, the assessments depending on the comparison with other institutes will be the origin of this definition. Required information for this part will be mostly provided from the second chapter of the study, title numbered as 2.3.1., and 2.3.2. The assessments made under this title depends on the scope of the research for this study, which includes detailed literature, archival surveys with the site surveys and interviews for the İVI, and literature and archival surveys for other institutes (see. Chapter 1.3.)

In terms of site selection; İvriz case shared common features with others; accessible water sources are the most common one as in the cases of, for example, Aksu, Düziçi, Gököy or Çifteler cases. Railway connection is also emphasized for the İvriz case, and the same railway line is shared with Düziçi Village Institute, Berlin-Bagdad network. The historical significance of the nearby is another important reference for the İvriz case, as in the cases of Aksu, by Perge Ruins or Çifteler cases. Being reachable to the surrounding villages; Gaybi, Yıldız, Dedeköy and İvriz villages the site is also seen in İvriz case as in the cases, for example; for Aksu Macun village, for Çifteler, Hamidiye and Mahmudiye Villages, etc.

However, İVI also have some features that differ from others. Ereğli, where agricultural production goes back to Neo-Hittite time, 1200 BC, but by the establishment of Textile Factory in 1937, Ereğli has become one of the centers developed during the Early Republican Period. It is an important criterion for İVI because the power line of the factory crosses the Institute's land (see. Chapter 2.3. and Chapter 3.1.).

National Architectural competition was held for the İvriz in 1943 along with Yıldızeli Village Institute, after the two different sets of competition; one for the twelve village institutes, and one for Hasanoğlu Village Institute. As mentioned before, the architectural terms defined for the last two institutes is different than the other two,

the main difference is the separation of the school, according to Keskin (2012); this separation is considered a movement that breaks the cluster type of planning (Keskin, 2012, p. 133). In terms of open area program, Terms3 (1943) is more comprehensive.

In terms of site interpretation of the program, the main characters, defined in Chapter 2.3.2., are almost the same. The site plan layout of the case is divided into two main parts; agricultural practice lands are separated from the main campus area, which is also a common aspect used in selected cases described in Chapter 2. The diagonal site plan was divided by forested, straight roads. The Gaybi village road, as in the case of Aksu Village Institute, is a critical design element shaping the site plan of the campus, that is, one side of the triangle-shaped site plan layout was the village road. The straight triangle-shaped site plan layout is also different than other examples like Aksu, Gönen, Düziçi, Çifteler, and Pazarören village institutes (see. Chapter 2.3. and Chapter 3.1.)



Figure 4.1. İvriz Village Institute (Aydoğdu & Kaplan, 2014)

Mostly, one or two-story buildings with a hipped roof covered by red tiles are the common features with other cases. Some of the elevations are emphasized by elements like raised entrances and exposed vertical load-bearing elements. Different from the architectural definition on Terms 3 (1943), different types of teachers' houses, twin or single units with or without raised basement floors, were built in the site as in the Aksu Village Institute case. In terms of monumentality or elevation setups of the buildings,

the buildings of İVI are more modest comparing to the building of examples like Pazarören, Aksu, or Çifteler.



Figure 4.2. Aksu Village Institute (Çetin & Kahya, 2017)



Figure 4.3. The roads of Hasanoğlan Village Institute (on left), and İvriz Village Institute (on right) (Aladağ, 2018)



Figure 4.4. The roads of Aksu Village Institute (on left), and Gököy Village Institute (on right) (Işın, 2012)

Mostly, one or two-story buildings with a hipped roof covered by red tiles are the common features with other cases. Some of the elevations are emphasized by elements

like raised entrances and exposed vertical load-bearing elements. Different from the architectural definition on Terms 3 (1943), different types of teachers' houses, twin or single units with or without raised basement floors, were built in the site as in the Aksu Village Institute case. In terms of monumentality or elevation setups of the buildings, the buildings of İVI are more modest comparing to the building of examples like Pazarören, Aksu, or Çifteler.

Today, İvriz is 165 km to the closest city center, Konya, and the campuses of village institute are still far away from the city centers, except Kızılçullu Village Institute. Besides, Ereğli kept its agricultural importance in the region¹¹¹. As in most of the institute, education is still active in the site but limited by the new multi-story and multifunctional buildings (see Chapter 2.4.). According to Çorakbaş & Yeşiltepe (2015), in the campuses like Hasanoğlu, Çifteler, Ortaklar, and Pulur Village Institutes, with the constant change of the education system, new, closed, multifunctional buildings were built instead of small-scale buildings designed with its open areas relating with its environment (Çorakbaş & Yeşiltepe, 2015), that is, İvriz case shares the same story with these institutes.

İvriz Village Institute; from its Past to Present

İvriz Village Institute had become the part of the education network affecting the Konya, Nevşehir, and Karaman cities located in the Central Anatolia Region. The historical and agricultural significance of the nearby environment; Ereğli, and İvriz village, had become the main reasons in choosing the site, in addition to the features, the railway connection, having fertile, mostly governmental, lands, being near to İvriz river are the other important aspects in choosing the place. The education that started in temporary places in 1941 had been run with the construction work of the institute, and the design of the main campus area had opened a competition in 1943 with

¹¹¹ There is no published work done for other institutes explaining the current agricultural potential of the region.

Yıldızeli village institute. The construction work was followed by dividing it into stages according to the plan that is obtained by the competition (see Chapter 3.1.)

In the site plan layout of the campus, the separation of the production and practice places, and the place that includes almost all buildings described in the architectural program, called the main campus area, is emphasized. The waterways and the Gaybi village road emphasized this separation. The agricultural practices took place in the northern side of the campus land where is near to İvriz River and Ereğli-İvriz roads, which is appropriate for irrigation, while the main campus area located in the southern part of the site in between Gaybi village road and Sūdünlu Hill. The triangle-shaped ceremony area emphasizes the shape of the main campus area. Apart from the ceremonial area, a small triangle recreational area had designed in between school buildings, and service place locates on the foothills of Sūdünlu Hill. The buildings in the architectural program of the campus had been settled by dividing into groups, teachers' houses, school buildings, dormitories, and workshop buildings. The buildings were divided by straight ways and lined by the trees (figure 3.6)

The buildings are mostly brick and stone masonry, but the buildings that built after 1954 are reinforced concrete, additionally small-scale buildings like, agricultural storages, toilets, poultry house, etc. are earthen structure. The local features like construction techniques, materials, or local construction masters from nearby villages have affirmed in the buildings İvriz with functional, perpendicular plan and elevation layouts. Some of the elevations have emphasized by open staircases, like in the administration building and twin teachers' houses; porches, like in the infirmary building, symmetrical entrances; like in the dormitory buildings, and arched entrances like in the teachers' houses (see Chapter 3.1.3.)

The life in the institute was strongly connected with the work-based life of the institute, the routine defined by the institute shared by groups, called *clusters*. Thanks to the education system of the institute, the program differed according to seasons, and the work in the institute. Accordingly, life continued uninterruptedly throughout the

year. Apart from the theory and practical courses, the music and the sports activities and classes took place in the institute. Although the learning and practice place could take place in the buildings, outside of the buildings, open areas could also be the learning places. Being in touch with the nearby villages, Gaybi, Yıldız, Dedeköy, and İvriz villages, was a critical aspect for the institutes, including İVI. This connection was emphasized with the campus design and continued with the physical and cultural share with the village programmed and applied according to the program of the institute. Apart from the village, visits to other institutes, to the centers, like Ereğli, Konya, Ankara, and historical sites for the students, were also programmed by the İVI (see Chapter 3.1.4.)

Five hundred fifteen teachers graduated from the school till the end of 1951-52 education year, 25 of whom were girls, and 490 of whom were boys, and 319 educators graduated till 1948 (MEB, 2017, p. 189). After the end of the village institute system in 1954, the education system had changed and turned İvriz Primary Level Teacher Training School. This is the first main change in the campus area; from this change until 2014, the education system has changed in the campus area with different names. The transition of the Village Institute to Primary Level Teacher Training School was smooth compared to other changes, that is, the agricultural land and some of the other practice places like workshops. Since the management and the teachers had kept during the first five years after the change, some of the program elements belong to the institute had continued. Again, during the first phase of this change, the architectural program belongs to the institute had followed; buildings like Music House, Bakery, Infirmary, and Laundry and Bathroom buildings were built after 1954. However, the direct connection with the village had damaged. By 1968, physical change also has started in the campus area with the construction of the new school building, and the administration building was destroyed during this period (see Chapter 3.2.)

In 1974, another major change occurred in the education system of the campus area by naming the school as İvriz Teacher Training High School. By this change, the

higher education level training teachers had turned into High School, that is, students who graduated from the school had to take higher education to become a teacher. The new school building, dormitory building with dining hall, and sports hall were already built before this change. In addition to these buildings, just near to the main campus area where the practice school located before, two multi-story teachers' houses have built used only for five years. Additionally, according to the education program of the high school, open areas, agricultural lands, production and practice areas have been dysfunctional. The Gaybi Village road has renewed during this period, and the road passing near to the ceremony area of the institute has been dysfunctional; that is, the main physical reference to the village in the campus designed has damaged (figure 3.45., and 3.62.)

Additionally, more buildings have destroyed during this period; functions of the unused buildings have changed; for example, the bathhouse changed into a mosque, and the infirmary building has become a guesthouse. In 2000, along with some of the other institutes, the campus of İvriz Village Institute by the decision of Konya Preservation Board of Cultural and Natural Resources, and the conservation area of the site was decided in 2009. After the registration decision, no documentation and restoration interventions has been run by the authorities.

With another change in the education system that is run in 2014, the High School has become İvriz Social Sciences. Along with this last change in the education system, the site lost its teacher training role completely. A wall constructed around the new buildings of the school, that is, the physical connection with the rest of the campus has also restricted. It is also seen that after the school has become a high school, the number of published memoirs and blog pages belong to graduates has decreased, the rituals like a celebration with the local people, meetings, and celebration among the members of the school, have been lost.

Today, Ereğli is still a major agricultural center of Konya. According to MEVKA (2012), Ereğli has been kept the mission of being an important agricultural center until

today, by improving the infrastructural requirement; for example, İvriz Dam was built in 1985. Accordingly, the agricultural industry has also improved on the site. During the Early Republican period, the industry in the districted has also developed, and today, industry depending on agricultural production is dominant in the region. Zanapa, today called Halkapınar has become another district of Konya in 1962, but due to the construction of İvriz Dam, the district lost a big portion of agricultural lands along with its inhabitants. The İvriz Village, administratively, is a neighborhood of Halkapınar. Historically, the region is a critical topic of academic studies, which is resulting in new publications and projects mostly focusing on the İvriz village and the İvriz rock relief. Besides, due to historical and natural significance¹¹², the region has become a popular touristic destination (figure 3.75.)

Whereas, today, the campus of İVI, along with the many changes in the education system, almost all the open and closed areas belong to institute has now become unused areas. Agricultural lands that belong to the institute, which still today these lands belong to management of the High School, are unused, but some of the lands have been rented to use as agricultural lands by the management of the High School. Except, the school garden which was bordered by a wall and a sports field located just near to the High School buildings, no open area is used, some part of these lands has been forested. In built-up areas, the picture is also similar, except mosque, guesthouse and some of the teachers' houses, most of the buildings are abandoned. The education is run only in the multi-story and multifunctional reinforced concrete buildings. Although the authenticity has mostly been kept in most of the buildings, structural conditions of the abandoned buildings, including the registered ones, are not good (see Chapter 3.3.)

Along with physical and administrative changes in the site, the socio-cultural aspects of the campus have also changed. The celebrations, organizations belong to High School take place in the new border of the high school. However, the graduates of the

¹¹² Toros Mountains is a popular destination for outdoor sports activities

school, mostly from the Institute and Primary Level Teacher Training Periods, are organizing regular visits to the campus; some of these organizations are favored and hosted by the management of the High School. Apart from the visits, graduates organize a foresting activity to the lands of the school.

As a result, because of the educational and administrative changes that the campus of İVI have been exposed to, the meaning of the site has also changed along with the physical change; the functional and social components of the holistic system have damage. Although the nearby environment kept its significant aspects, the campus lost its mission to be the leading development institution for the region and the rural by limiting itself on the administrative and physical borders of the High School. Despite all these changes, the authenticity of the physical environment has mostly kept; moreover, the site is still keeping the connection with its past users. Followingly, the values of İVI will be discussed along with the effects of these changes in a detailed way.

4.2. Values and Significance of İvriz Village Institute

Conservation of a heritage place is a value-based process, according to Mason (2002), ‘Assessment of the values attributed to heritage is a very important activity in any conservation effort since values strongly shape the decisions that are made.’ (Mason, 2002, p. 1). To offer principles and strategies for the conservation of the İvriz Village Institute’s Campus, the values, and the significance of the campus should be well defined. The required analysis and assessment have been worked in a very detailed way as a topic of this study.

As discussed, and explained in the whole structure of the study, although each of the village institutes settled and worked separately, as a whole, they were all part of the whole village institute system, that is, each of the institutes has its values as well as common values coming from the system itself. Therefore, defining the values of the institutes become important to explain İvriz as one of them.

Village Institutes were the organized extent of the modernization movement towards village and village education run during the Early Republican Period. Contrast terms; the old-new comparison was also used for the village institute movement in describing the aims of the movement, in which these terms frequently used during the Early Republican Period. In doing so, the aim, and also the inspiration was the village, which was considered as the key for the total development of the Republic. Since the village institute system designed as a whole but sharing the Anatolian geography from different education centers, all the elements of the system were essential components of the system. Therefore, village institutes are the political and ideological symbol of the Early Republican Period, that is, they carry *historical, ideological and political, and symbolic values*.

Each of the institutes was purposed to educate villagers from their regions for that region; in doing so, the required materials, which could be construction materials or local production techniques and opportunities, were also provided from that region according to the plan of the village institutes' system and that institutes. The economy of each of the institutes depended on the local production cycle that occurs as a result of the work-based education system of the institutes; that is, there was a sustainable cycle in each of the institutes that were run and organized by the whole Village Institute organization. Therefore, each of the institutes also has *sustainability* value.

The design of the campuses was also planned and constructed according to certain organizations. Site plans were prepared as a result of the National Architectural Competition and constructed by co-work within the Village Institute's organization. Functional grouping, separating theory and practice places, and the buildings with different functions are the critical keywords for these campuses. At this point, the campuses of village institutes carry the features of the modern movement in its period but by being local at the same time also, which is, according to Çorakbaşı (2013), unique to village institutes' campuses (Çorakbaşı, 2013, p. 330). Regarding these features, village institutes' settlements have *planning* value, *architectural*, and

document values, and for all these reasons, these campuses are open to new studies from different disciplines, which means they also have *educational* value.

The worked-based education program defined by the movement was shared into groups by the institute proper to their condition. The routine of these schools was continuous; that is, as a result of the distribution of cultural studies, practice, and work in the school, there was a flexible and continuous life within the campus. This routine got varied by different activities and visits. The nearby villages were also in the impact zone of the institutes. The interaction between the institutes enlarged the outside connection of the campuses. Therefore, the campuses of village institutes are also memory places for the people from different parts of the society as well as for its graduates; that is, these settlements also have *memory* value.

Today, as described in Chapter 2.4., education is still active in the campuses of village institutes; therefore, they have also used and *economic* values. Additionally, these schools have graduated students from different periods, and graduates mostly from institute time are organizing meetings between them, sometimes in their schools, which also emphasizes the *memory* value of the campuses.

İvriz Village Institute, as a part of the educational network of the village institute, carries the values described for the village institutes' campuses, but it has its own keywords and highlights.

First of all, İVI has values related to its **context**. Ereğli has been an important agricultural production center in the region; today, the economy in the region depends on it. Ereğli, including nearby of the campuses, is surrounded by fertile lands for agricultural and animal production. As a result, the region has *agricultural* value, which means the region has *economic* and *use* value. Thanks to İvriz Rock Relief and more discoveries in the region, the nearby of the İVI also have historical value. The studies researching the Bronze and Iron phases of the regions run by Koç University have been continuing in the site; Therefore, the region also has *educational* value. For these reasons, the region, especially İvriz Village, is a popular touristic destination,

which also emphasizes the economic value of the region. Besides, thanks to İvriz river, and Bolkar and Aydos mountains, the region has also *natural* value that attracts the tourists. Thanks to these topographical features, outdoor sports are active in the region, which emphasizes the economic value of the region.



Figure 4.5. İvriz Village, (on left) and Picnic site near İvriz river, (on right) (Maner & Menteş, 2018)

The **campus of İVI** have the values described for the campuses of village institutes; which are *symbolic, historical, planning, document, educational, and sustainability* values. İvriz was a part of this education network located in Central Anatolia. İvriz Village Institute carries the main principles of being ‘*an Institute*,’ but these design principles also emphasized and encouraged to be local and unique to the effect zone of the institute. That is, İvriz was designed to be unique to *its place* but worked with other parts of the educational network. Therefore, the institute had evolved in its region, and it carries the features unique to its region; that is, the campus has its *authenticity* and *document* value.

There is a high school in the campus area, and some parts of the agricultural lands that used to be the practice and production lands of the institute are rented by the administration of the current high school, which highlights the *agricultural, economical and use* values of the campus. Besides, sustaining agricultural production in some of these lands also supports its *authenticity* value. In addition to its agricultural significance of the campus, the *landscape design* of the open areas, especially in the main campus area was also programmed by the institutes, by foresting to the in-

between buildings and the sides of the roads or by arranging recreational areas, later foresting of the campus run by the graduates and by some organizations has continued.

There are many graduates from different periods, and especially the graduates from institute and primary level teacher training school have been visiting the site, and they also have published memoirs, blog pages about life in the site; therefore, the site also has its own *memory* value.

It is a campus where the **buildings** with different functions like; schools, workshops, dorms, houses, administration building, dining hall, cinema hall, sports facilities, service places like bathhouse, infirmary, and storages, and agricultural buildings; garage, barns, and stables were in the site plan of the campus. Mostly local materials were used in these buildings as well as the materials produced by the institute or provided by the institute's organization; that is, the **buildings** of İVI carry the features; construction techniques, architectural forms as a being village institute's building. Therefore, the buildings built during the institute period have architectural and technical values.

Almost all of the existing buildings which are dormitories, teachers' houses, workshops, music-house have conserved their original plan and elevation layout; that is, they have authenticity value. The buildings like, infirmary, school buildings, some of the teachers' houses, some part of the guest house, and music house have also use value.

Significance of İVI

The totality of the values that İVI has, reveals the significance of the place, as Mason (2002) says 'Statements of significance flow directly out of the value assessments' (Mason, 2002, p. 23). The case is an example of the village institute campus unique to its region, which sustains the agricultural, historic, and natural significance. İvriz is also an example keeping most of its authentic features physically by keeping the socio-cultural relation with its graduates in its current context.

By characteristics like, keeping its authenticity and partially keeping authentic relation with its nearby environment, the significance of İvriz differs from the other village institute examples, that is, the case has its own place in the village institute's network. However, the shared features with other institutes emphasized the significance of the place by being a component of an educational network designed as a whole.

If we want to put the statement of the significance of İvriz, we can say that; İvriz Village Institute is the symbol and the physical reflection & evidence of the policy and the ideology of rural development and education in the Early Republican Period, which sustains its functions, its connection with its past users, and their memoirs.

ivriz village institute is...

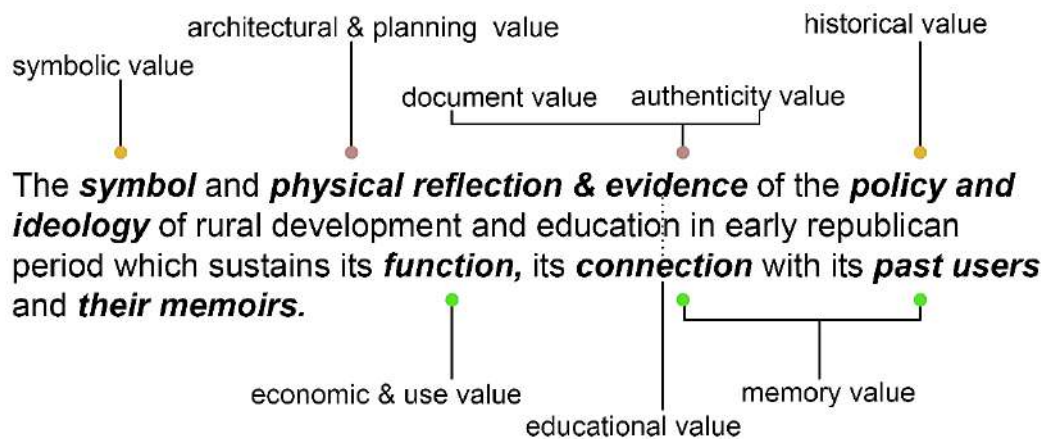


Figure 4.6. The statement of Significance of İVI as a Sum of the Values of İVI

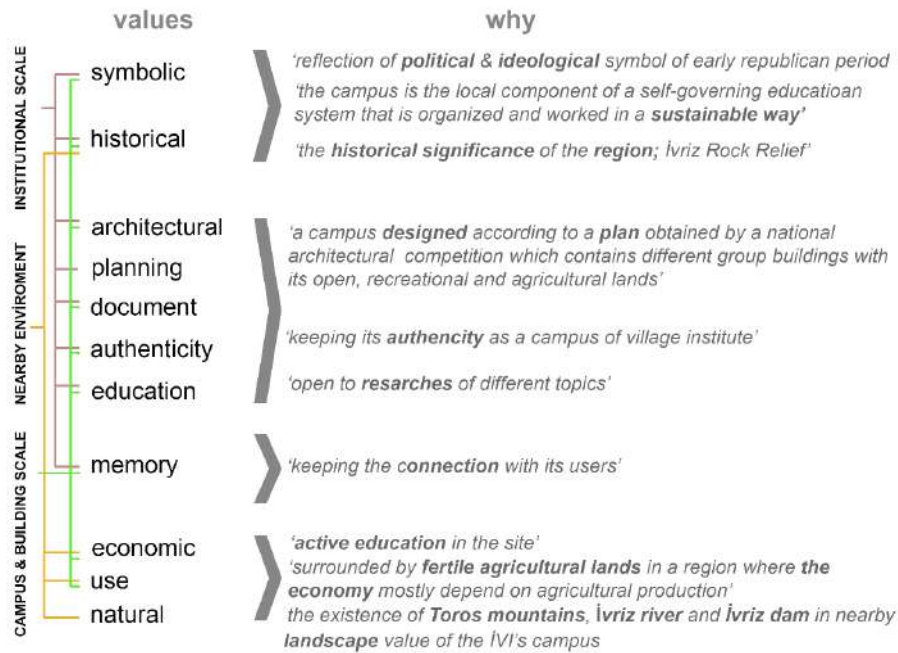


Figure 4.7. The Values of İVI

4.3. Challenges of Conservation and Sustainability of İvriz Village Institute

Having mentioned the values and significance of the place, problems threatening these should also be examined. Concerning the purposes and the method of the study, these challenges will also be discussed regarding the fact that the campus of İVI is a part of the Village Institute's system. Therefore, first, general challenges conserving the campuses of village institutes will be discussed, later continued by focusing on the İvriz case.

In 1954, with law number 6234 on Merging Village Institutes and Primary Level Teacher Training Schools, the system that used to work together was broken and the collaboration among the institutes, which is the basis of the way the system was organized (see Chapter 2). After this date, the educational network was lost; accordingly, the physical and socio-cultural connection between them was damaged. Since this organization was sustainable, allowing the work together and solve the problems of the institutes, this break between them is considered the first problem for the institutes; that is, the sustainable cycle between the institutes has broken. Although

the education is still active in these sites, the constant changes in the education systems also damaged the contact between the institutes. Besides, as described in Chapter 2.4., these changes affected the physical environment constructed by the institutes along with the meaning of these campuses.

The village institutes have been discussed since the day they established by different parts of society, and they are the historical and ideological symbol of their period. As described in Chapter 2.2.5., there was a reaction and some accusations towards institutes. Although it is not so visible, the effect of these arguments is still seen today, according to some local news¹¹³, that is, they are seen as controversial symbols due to their political and ideological significance. Besides, in some of the registered campuses, for example in Pulur and Beşikdüzü Village Institutes, the registration decisions was abolished, and some of the buildings were demolished (Çorakbaş & Yeşiltepe, 2015; Atalay, 2018).

Conservation of modern heritage, its arguments and conservation criteria have started in the beginning of 2000 in Turkey by a limited number of scholars (Polat E. E., 2008, p. 57)¹¹⁴. For Polat (2008), Turkey is on the first phase of conservation of modern heritage which is ‘being aware’ and ‘being anxious’ about it (Polat E. E., 2008, p. 57). Therefore, conservation of modern heritages is already considered a problem, due to many reasons like; lack of information, use and economic values of these heritages, or political approaches of the authorities, etc. (Polat & Can, 2008, p. 183; Erkut, 2013), some reactions towards village institutes make harder to conserve these campuses.

IVI case has also been exposing the same threads that described for all village institutes’ campuses. Since the historical and current context of the case differs for each case, the problems of İVI also differ. Regarding the assessments made for the

¹¹³ <http://www.hurriyet.com.tr/yikilan-eski-koy-enstitusu-binalari-icin-ahir-40707927>, reached on November 17, 2019

¹¹⁴ DOCOMOMO_Türkiye was established in 2002, reached through <http://www.docomomo-tr.org/hakkinda>, on 20.12.2019

case, the problems will be defined for the nearby environment, campus, and buildings, accordingly.



Figure 4.8. local news about Beşikdüzü Village Institute; reaction to the local Mayor of Beşikdüzü Municipality because of the destruction of village institute's buildings by calling 'barns,' reached on November 17, 2019

Having mentioned the significance of the Ereğli region and its villages, now called neighborhoods, which can be sum up as keeping importance historically, economically, and naturally, there occur some threads towards these. According to reports of the development agency, MEVKA, these threads are mostly related to agricultural, and husbandry production of the region, as well as with the problems affecting the natural and historical values of the region (MEVKA, 2014; MEVKA, 2012; Maner & Menteş, 2018).

The water sources around Ereğli are critical, especially for agricultural production, and they are also important natural sources that attract tourists to the region. However, desertification has started in the region, Meke Lake, for example, has recently dried (MEVKA, 2012).

Apart from that, the big portion of these problems are related to agricultural production of the region, and most of these problems are related with lack of education in using agricultural methods, which can be sum up as follows;

- Wrong irrigation techniques and lack of education of the farmers on these techniques
- fallow (nadas) habits of the farmers
- Lack of information of the farmers on managements of the agricultural products
- Lack of information of the farmers on using the agricultural pesticide, *ilaçlama*, fertilization.
- Lack of information of the farmers on organic agricultural techniques
- Lack of connection with the research institutes and universities in providing farmers with the new agricultural techniques.
- The lack of interest of the young generation to the agricultural sector
- Not having been identified with all the characteristics of the land inventory in the district

Apart from these, lack of diversity of agricultural production, lack of agricultural cooperation on the local level, etc. are the other problems according to these reports (MEVKA, 2014, p. 24; MEVKA, 2012, p. 41). Besides, the big portion of land in Ereğli is meadow (MEVKA, 2012, p. 13), which is considered as a problem for sustainable production.

Population exchange from villages to the town is another problem, according to these reports. Besides, the lack of social opportunities in the villages is stated as one of the reasons for migration as well as the common tendencies all around the country. There is not enough published material about the nearby villages, except İvriz. According to Maner & Meneş (2018), the main problems are ‘the destruction of the traditional civil architecture,’ and loss of the intangible values of the İvriz village accordingly. There

are also infrastructural problems due to mass tourism around İvriz River (Maner & Menteş, 2018, p. 238).

Regarding the agricultural importance of the region, a big part of the problems is also related to it, which is mostly about the lack of education of farmers about agricultural techniques and taking the authorities to the producers. Besides, İvriz village is separated from other villages by having the problems threatening the tangible and intangible values of the village.

Due to the constant educational change in **the campus** of İVI, the mission of the campus has been lost in the region, which becomes important regarding the problems of the nearby environment. The new education in the site is not compatible with the historical, economic, and current context of the site.

The borders of the campus are surrounded by agricultural lands as well as with the school's agricultural lands, which creates a problem due to the economic and use value of the institute's lands. Besides, there have been some attempts to move the current high school from the campus ¹¹⁵.

On **building scale**, problems are more serious that threaten the physical integrity of the campus. Since most of the buildings are not in use, the structural condition of these buildings is getting worse. Since there hasn't been any architectural documentation about the campus, the physical condition of these buildings become more critical.

The structural condition of the dormitories, some of them are partially destroyed, and the laundry building is, especially, critical, because their roof was destroyed. Additionally, the old washing machine is still located in the laundry buildings, but the physical condition of it is also very critical. The changes that the infirmary building has exposed while turning into guesthouse are not disturbing the original plan and

¹¹⁵ <https://www.sozcu.com.tr/2018/yazarlar/saygi-ozturk/koy-enstitusu-binalarina-da-tahammul-edemiyorlar-2585641/>, reached on November 17, 2019
https://www.ereglihaberleri.com/Gundem-Etyemez_Son_Noktayi_Koydu-h15799.html, reached on November 17, 2019

elevation layout of the building, but the changes in the bathhouse and school buildings are affecting the authenticity of these buildings.

The structural condition of the multi-story teachers' houses built just outside of the campus is also a problem for the campus. Moreover, six-story houses are not also compatible in terms of scale with the general architectural features of the campus.

Additionally, since there is not a fully organize archive about the history of the place, the memory value of the place is threatened. Although there are some archives like the museum of the school, and the personal archive of Mehmet Karaman, they are not organized, and accessible to everyone.

In all, the problems of the nearby environment of the campus are mostly related to its agricultural and economic value of the region. The mission of the institute in its region has been lost, since the broken of the village institutes' system, and with the changes in the education system, the physical environment has also been changing along with the meaning of the campus.

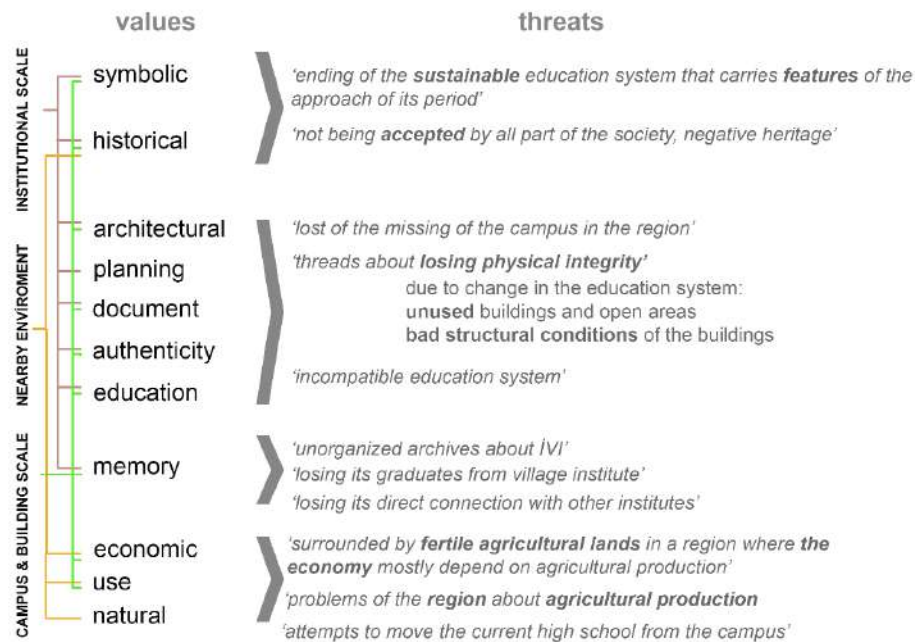


Figure 4.9. Problems of İVI

4.4. Principles, Proposals, and Actions For Ìvriz Village Institute's Conservation and Sustainability

According to the assessments of ÌVI, its values, significance, and the problems, that has made in different scales, aspects, a main statement of principle has defined for the conservation and sustainability of Ìvriz. Depending on this statement, five different principles have defined. Followingly, some actions have defined regarding the potentials of the ÌVI with different scales and with related stakeholders.

The main principle would be *to maintain the values of Ìvriz Village Institute in a sustainable way and offer proposals that are compatible with the historical, socio-economic, and contemporary context of Ìvriz Village Institute by cooperating with different stakeholders.*

Regarding this main principle, other **five principles** are; maintaining the physical integrity of the campus, keeping the education function within the campus area, keeping the memory value, revising the network relation with other village institutes' campuses, and regenerating the agricultural production for socio-cultural and economic empowerment of the region. Although some of the actions defined under these titles are mostly related to those principles directly, most of these actions are supporting each other and aiming the same purpose. a table was added to show the relations between them, besides there are some potentials related to these principles and actions which will also be explained (SEE.) Followingly, the meaning and the content of these principles will be explained with their direct actions.

Since the **physical integrity** of the campus is the main evidence of its values, keeping this evidence/heritage to future generations would be the most crucial step in conserving the place. Therefore, taking the necessary cautions for maintenance of the campus and the buildings would be critical for this decision. For the buildings with a bad structural condition, such as dormitories and laundry building, taking immediate precautions become very critical for the maintenance of these buildings. Registration decision is one of the most important tools in conserving these places, and school

buildings, single teachers' houses, dormitories, infirmary, bathhouse, and music house are the registered buildings, in addition to these buildings, twin-teachers' houses, workshop buildings should also be registered.

Since there has not been any documentation study that has been run on the campus, an extensive documentation study should be organized, including historical research of İVI as well as its physical and social aspects. The management of the current high school, Ministry of Culture and Tourism are the main actors in taking these actions; besides, Village Institute related foundations and associations, such as; İsmail Hakkı Tonguç Archives and Foundations, Yeni Kuşak Köy Enstitütüler Derneği, Köy Enstitüleri ve Çağdaş Eğitim Vakfı, Chamber of Architects and Architecture Departments can also support these studies, which was done for Hasanoğlu Village Institute in 2009 (See Chapter 2.4.).

On the campuses of village institutes, there is a **continuity in education function** despite the changes in the system of education, therefore **keeping the education function** in these sites becomes very important in keeping the meaning, as well as keeping their authentic function. Therefore, sustaining the education function in the campus of İVI becomes very important.

However, the extent of the current high school is not compatible with the whole extent of the campus area; therefore, new alternative educational activities that are compatible with the historical and contemporary context should be run in the campus area. These activities could also aim to solve the problems of its nearby environment.

As explained in the previous title, the problems of the Ereğli and its surrounding area about the agricultural production, and these problems mostly focuses on the lack of education in agricultural production; such as wrong irrigation techniques, lack of information in using the new techniques, or lack of information about organic agriculture, additionally, there is also problem taking the necessary education to farmers from the related research institutes or universities. Considering the historical missions of the campus of İVI, which one of them was solve the agricultural problems

of its region by educating the local people and improving the region, the campus of İVI can be used for these educational activities both practice and theory studies, besides running such educational activities would also give reference to the historical context of the campus which also support its memory value. Besides, the status of agricultural lands of the school are still either field or grove, and some of them were rented by the high school to be used for agricultural production, which can be considered as a potential to be used for these activities. The management of the high school is also the main actor for these activities, but the local development agency, MEVKA, TKDK¹¹⁶, Ereğli Agricultural Cooperative, Local NGOs, Agriculture Faculties in the region; Selçuk University or University of Food and Agriculture¹¹⁷, and Ereğli municipality could also be the other actors in the organization of these activities.

Apart from agricultural education, some other activities with educational concerns should be organized for the campus of İVI. For example, as in the examples organized for campuses of Hasanoğlu, Kepirtepe, and Düziçi village institute, architectural summer school or workshops that include documentation activities and historical research about the case should also be organized; in doing so, documentation researches of the site could also be supported.

In addition to the architectural studies, symposiums, conferences, exhibitions should be organized for İVI within the campus, which there are many examples organized for other institutes, some of them are not organized within the campus area of that institute¹¹⁸.

¹¹⁶ TKDK, Tarım ve Kırsal Kalkınmayı Destekleme Kurumu, Agriculture and Rural Development Support Institution

¹¹⁷ There is a Faculty of Agriculture and Natural Sciences, Tarım ve Doğa Bilimleri Fakültesi, in University of Food and Agriculture; <https://tdbf.gidatarim.edu.tr/en>, accessed on 24.11.2019

¹¹⁸ Activities and exhibitions of Pera Museum in different locations in different times titled as; *Düşünen Tohum, Konuşan Toprak- Cumhuriyetin Köy Enstitüleri: Tonguç'a Taş Taşımak*: <https://www.peramuzesi.org.tr/images/pdf/pera-film/dusunen-tohum1.pdf>, in 2012 İstanbul <http://www.telgrafhanesanat.org/dusunen-tohum-konusan-toprak-cumhuriyetin-koy-enstituleri-1940-1954-ile-tonguca-tas-tasimak-etkinlikleri-yapildi-2332.html>, in 2016 Ankara, 2017 in İzmir

Although the reactions from some part of the society, it is also seen that there is a growing interest to the village institutes their values and their campuses; that is, there is some news coming from the authorities emphasizing the importance of the Village Institutes¹¹⁹, which can be considered to be used against the negative image of these sites, and organize more informative activities towards these sites. Regarding the fact that there is almost none such activities¹²⁰ organized for İvriz, encouraging the related actors; Management of the High School, Ministry of National Education, village institute related foundations and associations, Universities in cooperating with different faculties such as Architecture, Faculty of Education, etc., Chamber of Architecture to take action about organizing such activities should be valuable to grow attention to the site from different part of the society.



Figure 4.10. Online news about statement of Ministry of National Education: Ziya Selçuk saying that ‘Village Institute System should had continued’ in November 2018¹²¹

<https://www.atso.org.tr/detay/2/2/1/6336/aks'in-“dusunen-tohum-konusan-toprak:-cumhuriyet'in-koy-enstituleri-aksu-koy-enstitusu”-sergisini-go.html>, in 2018 Antalya, accessed on 24.11.2019

¹¹⁹ <https://t24.com.tr/haber/milli-egitim-bakani-ziya-selcuk-koy-enstituleri-devam-etmeliydi,740239>, <https://www.egehaber.com/izmir/izmir-in-yeni-baskani-tunc-soyer-koy-enstitulerinin-ruhunu-h276828.html> reached on 24.11.2019

¹²⁰ Except the memorials organized by a small group of graduates of the school in every April 17 (see. Chapter 3.)

¹²¹ <https://t24.com.tr/haber/milli-egitim-bakani-ziya-selcuk-koy-enstituleri-devam-etmeliydi,740239>, reached on 24.11.2019



Figure 4.11. Online news about statement of Mayor of city of İzmir: Tunç Soyer saying that ‘we will bring the spirit of Village Institutes again’ on the celebration of 79th anniversary of Village Institutes’ establishment in April 2019¹²²

The Village Institutes’ campuses are more than just physical heritage places; their significance emphasizes by meaning attributed by their past and current users’ **memories**, therefore to maintain the heritage of village institutes’ campuses and their significance, it becomes crucial to **keeping the memory values** of these sites. Running historical researches, including the socio-cultural aspects of the İVI should also contribute to keeping the memory value of the site. Although there are some archives¹²³ of İVI, none of them are systematic and fully organized¹²⁴. Considering these archives and published memoirs as well as the graduates of the school from different periods as a potential and a source or the history of İVI, organizing an archive, which could also be an online archive¹²⁵, and a museum for them within the campus of İVI are a necessity for the maintenance of memory value of İVI. Moreover,

¹²² <https://www.egehaber.com/izmir/izmir-in-yeni-baskani-tunc-soyer-koy-enstitulerinin-ruhunu-h276828.html> reached on 24.11.2019

¹²³ Museum of the current High School, archive of the High School, archive in Mehmet Karaman’s House (see Chapter 3.)

¹²⁴ The physical condition of the archive in the High School are bad according to the site trip organized in May 2019

¹²⁵ There is an online archive organized by İsmail Hakkı Tonguç Archives Foundation and TED University that can be reached from Nazlı Ilıcak Library of TED University

organizing events, meetings, symposiums to inform about the history of İvriz should also contribute to maintaining the memory value of the site.

As emphasized many times through this study, Village Institutes was designed as a **network** working separately for their region, depending on a certain educational program. There was a constant interaction between them that provided them a sustainable organization. Therefore, **revising the network relation** between other institutes becomes critical to sustaining the values of Village Institutes' System as well as conserving them separately. A shared online archive should be organized about the history of village institutes, including the archival study of each institute separately. At this point, the archive of İsmail Hakkı Tonguç Archives and Foundation is an important potential which could be the base for this archive, the extent of the archive of İsmail Hakkı Tonguç Archives and Foundation could be broadened by adding more historical and archival researches about all institutes, it should also be more accessible for everyone¹²⁶. Since all these institutes are in the list of *MNE's One-hundred Historical High School*, and most of them are registered by Ministry of Culture and Tourism, revising a historical connection between these schools could be easier by the help of Ministry of National Education and by Ministry of Culture and Tourism as well as the contributions of the village institute related foundations and associations.

Each of the institutes was the **generator** for the development of their region through education by providing them different means of empowerment. Regarding the significance, problems, and the potentials of the İVI and its region, **regenerating the agricultural production for socio-cultural and economic empowerment of the region** would be very important for the region and also for revising the mission of the school in the region. The actions about agricultural education mentioned under the principle of keeping the education function are also directly related to this principle. In a region where the economy depends on agricultural production, giving this mission

¹²⁶ The current archive of İsmail Hakkı Tonguç Archives and Foundation can only be reached from the Nazlı Ilıcak Library, or from the İsmail Hakkı Tonguç Archives and Foundation, which an official permission also needed to access to both of these places.

to, **again**, an institute would be an important step for sustaining the regional development.

Since the content of this study mostly focuses on the İVI, talking about the themes like regenerating the agricultural production for regional development becomes possible. When you think of each institute in the entire network, many of which are still closer to rural areas than to urban centers (see Chapter 2.4.), it is possible to use each institute as a generator to ensure, as Çorakbaş (2013) suggested, rural development and regional development (Çorakbaş, 2013, p. 336). Çorakbaş (2013) suggested that Hasanoğlu Village Institute could become a pioneer in revising this network as in the village institute system (Çorakbaş, 2013, p. 336).

Considering the current development arguments, the principles, and the suggestions about becoming the generator for regional development through production and education could also give references to Sustainable Development Goals, SDGs, defined in the United Nations 2030 Agenda¹²⁷. The village Institute System was already connected with most of the future visions, goals, and targets of SDGs defined in 2015. For example, SDG4 which is about equitable quality education, and some of its targets such as; target (4.3) which is about equal and affordable education for all including technical, vocational, tertiary education and university, target (4.7) which is about ‘promoting sustainable development through education, and promoting sustainable lifestyle, human rights, gender equality, etc., which the education system of Village Institute achieved this without naming it, SDG2 which promotes sustainable food production methods (see. target 2.4), SDG6 which is about clean water and sanitation, SDG12 which is about sustainable production and consumption and especially target (12.2) about ‘sustainable management and efficient use of natural sources,’ and SDG15 which is about biodiversity, forests and desertification are some of goals and targets that the village institute system included¹²⁸.

¹²⁷Accessed through; <https://www.un.org/sustainabledevelopment/> , on 25.11.2019

¹²⁸See. <https://www.un.org/sustainabledevelopment/> accessed on 25.11.2019, and Culture2030Goal campaign, 2019, for the detailed explanations and of the SDGS and their targets.

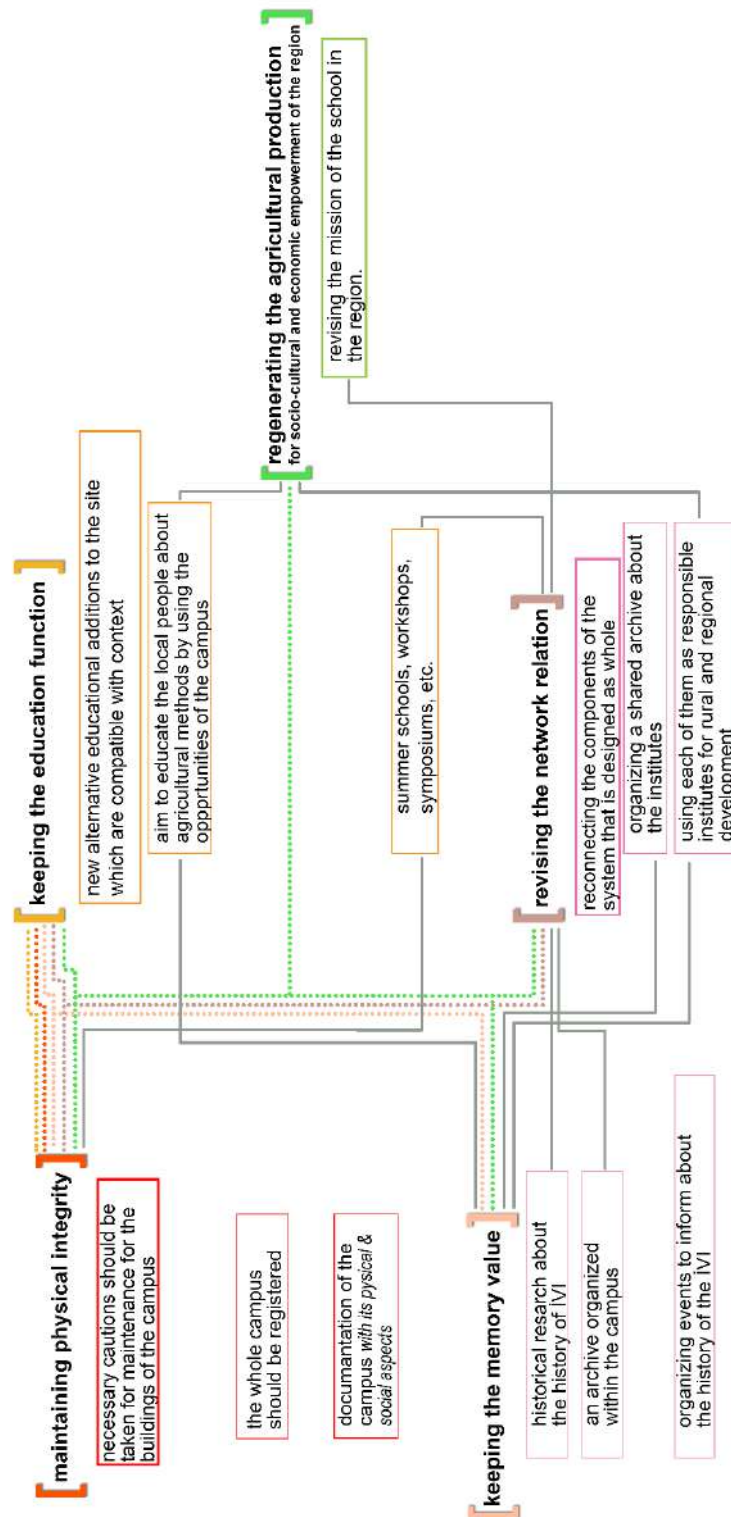


Figure 4.12. The main Conservation Principles defined for IVI with related actions

Considering the purposes of the SDGs for sustainable development for the future, most of the actions that are defined for İVI and Village Institute Network are suitable for some of these SDGs, which is natural considering the aims and the way of work of the institutes. According to report of UN SDG Summit taking place on 24-25 September 2019 named as Culture in the Implementation, Culture2030Goal campaign (2019), which also contains the summary of the implementations of SDGs, ‘conservation’ keyword is one of the most cited keywords in these implementations (Culture2030Goal campaign, 2019, p.76), therefore maintaining the physical integrity of İVI and maintaining the values of İVI as a heritage place means, first of all, implementing Target (11.4) which is about protecting and safeguarding the world’s cultural and natural heritage. Moreover, providing educational activities to improve the local production techniques can be related to SDG 4, sustainability in education, and SDG2, SDG6, SDG8, SDG12, SDG15 which are related to the sustainable means of production and use of natural resources.

Regenerating of İVI and network of village institute system would also be implementation area many of these SDGs (SDG2, SDG4, SDG6, SDG12, SDG15), but most importantly, these institutes could be the generator for the empowerment for, firstly, nearby rural settlement, and for the urban settlements. In doing so, SDG11, which is mostly related to the sustainable evaluation of urban and rural settlements (Culture2030Goal campaign, 2019, p.96), can be supported. In all, as defined in the values of İVI and the Village Institute, the whole system was a sustainable system aiming the improve their regions through education by using and regarding the local opportunities, they can be the tools for sustainable development according to suggestions of UN future visions.

The main purpose of the conservation principle for the campus of İvriz Village Institute is to keep the significance of the place within its contemporary and socio-economic context, its potentials and problems, but also regarding the historical significance of the place. Although the features, therefore the conservation principles, should be unique to the campus, conservation of the campus can only be fully achieved

by considering it was a piece of the whole Village Institute's system. Accordingly, conserving İVI within its institutional network by revising the possible means of connection is an inseparable part of the conservation process. In doing so, a sustainable way of development can also be achieved by thinking visions of international organizations (United Nations) about sustainable development.

Since the conservation of place is a multidisciplinary process that includes many layers and aspects, the stakeholders responsible for these actions also vary and interact with each other. The main actors are the Management of the current High School, therefore the Ministry of National Education, Ministry of Culture and Tourism, Village Institute related Foundations and Associations, Development Agency, MEVKA, local NGOs, and TKDK, additionally, Chamber of Architects, Chamber of City Planners, Universities with different departments and faculties such as, Architecture, City Planning, Faculties of Agriculture, and Faculties of Education can take active action in conserving the place.

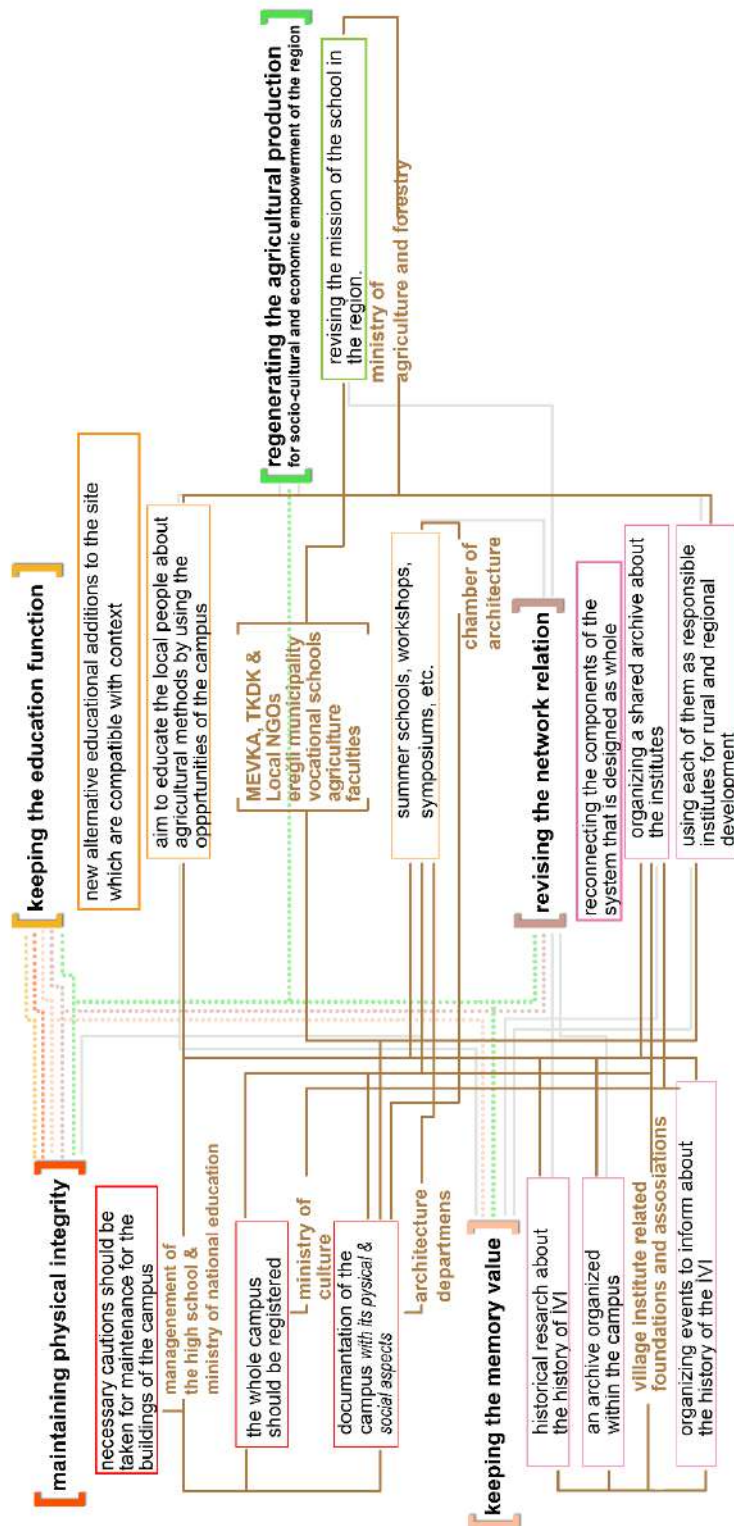


Figure 4.13. The main Conservation Principles defined for İVI with related actions, and actor

CHAPTER 5

CONCLUSION

The Village Institute System had been an experience formed as a result of the political, economic, and social context of the Early Republican Period. This context of the Early Republican Period included the actions of the Republic to have a nation that is suitable for the *new* and *modern* purposes of the country. As a result of growing interest towards rural after the 1930s, these actions started to take the peasantry as a goal, and theories and ideas about the village had become more visible. During this period, the village institutes had become the most organized educational institutes on taking the modernization movement of the country to the rural by setting up twenty-one connecting centers as well as with the Instructor courses, Village Institute, High Learning Village Institute, Application Schools, and Regional Schools.

The educational debates also focused on keywords like *national*, *productive*, and *new against old*. The village institute system was also formed on these by educating the *ideal citizen* selecting from the villagers and for the village. As Tonguç describes, the aims of these institutes were more than just educating village teachers, the village was the *source*/ key element for the total development and this source must be *released* to *revive* the village, therefore to the country.

The Village Institute movement was improved by the leadership of Tonguç starting from the early experiments of training village teachers started in 1937 and became more organized and official by appointment of Hasan Ali Yücel. Twenty-one institutes were established between 1940-48, and the system was ended in 1954.

The system had also formed its way of settling to their regions. Although some principles and official regulation are affecting the physical aspects of the campuses, they change and differ as a result of the content of these certain principles, which is one of the main topics of this research.

The whole country was the main influence area for this movement, and these institutes were located by dividing smaller effect zones. The place and its nearby of these institutes were the regions that the institute was responsible for; at this point, selecting the place had become the initial point in the design. Accessibility, therefore the railway connection, was one of the important keys to select these places, which also emphasizes the importance of the railway politics of the Early Republican Period.

They were mostly presently *barren, mostly governmental lands with potential productivity through cultivation*, accessible water sources, and accessible to the village; besides, historical references, and existing opportunities also became the key points in choosing these places.

The National Architectural Competitions were the main sources for the design of the campuses, but in time, the organization of institutes had designed the campuses without competition, but within the organization of the system. The Terms (1940, 1941, 1943) of these competitions worked like design principles with multifunctional and comprehensive buildings and open area definitions. By emphasizing the local terms, opportunities, and features of the place, and the program was evolved with the place by exceeding the architectural program defined in the terms.

According to the extent of this research, some common points have defined for the interpretation of the site plan, which are separation of the main campus side and the practice areas from each other, grouping buildings, according to their functions, some called cluster type of organization, by dividing them by straight forested roads and created well-defined open areas, sometimes with recreational areas. As defined in terms of the competitions, they were constructed and designed according to local opportunities, topography, view, and the climate condition of the lands. Most of the buildings that are one or two-story buildings with functional and basic plan and elevation layout were favored to build with local construction materials and techniques. The elevations of these buildings were emphasized by elevated entrances with, sometimes, porched staircases or exposing the vertical supporting elements.

The construction and the establishment period of the institutes were run together. The components of the institute constructed the institute with the co-work between the institutes, and the help of the villagers by dividing into phases. In doing so, all of the institutes were constructed in a very fast and economical way. After the construction, the life within the institutes was organized in their work and practice schedule, depending on a certain program. The flexible work-based program was expanding by the other elements of the program by interacting with its nearby environment but also with other institutes.

İvriz Village Institute was the seventieth component of the network affecting a region of Konya, Nevşehir, and Karaman. The place took references of İvriz river, historical İvriz village, the railway connection, and the opportunities of the Ereğli. As in most of the institutes, the campus area located near to the three villages were separated as an agricultural practice area and main campus area. The village connection was emphasized in the triangle-shaped campus area. Mostly one-story rectangular buildings were placed in groups divided by straight pedestrian ways lined by the trees according to their function.

After 1954, the education system has changed constantly on the site. The first common change in the institutes is turning to Primary Level Teacher Training Schools in 1954, and after this day on, the system of education has been changed as in most of the institutes. Although the program of these schools was altered according to the program of Village Institutes, some of the very primary principles of Institutes were left. For the İvriz case, these changes were followed by being İvriz Teacher Training High School in 1974, in which the education was degraded to High School level from Higher Education level. By this change, most of the production lands of the institute became dysfunctional, in addition to the destruction of some of the buildings built by the İVI, and construction of new multi-story and multifunctional buildings. With the efforts of Chamber of Architecture, starting from 2000, the campuses of village institutes were registered as well as İvriz. Lastly, in 2014, the high school has become

Ívriz Social Sciences High School, in doing so, the site has also lost, considerably, the direct mission to train teachers.

All these changes in the education system lead to change to the meaning and mission of the school as an institute in that region, especially for the nearby villages and villagers, as well as the physical changes within the campus area. Importantly, the school has lost its network relation with other institutes, which is considered one of the vital elements that allowed to work the whole system sustainably. Education has been continued in the site, which is still very important for the meaning and also conserving the site, but current education its extent and border are not sufficient and aware enough to conserve the values of the place.

The village institute system, its historical context, its aims and requirements, and the way of finding its physical forms as well as the socio-cultural forms were discussed. As an inseparable part of this educational network, Ívriz Village Institute was examined to define its place in the system in a more detailed way, its history, its design, and construction processes, including the socio-cultural aspects that lived with the place were also examined. Additionally, the process of change of the institute in changing educational systems and context was also described by giving references to some of the village institutes' campuses.

The village institute system carries the features of a specific historical period being a unique experience in rural education by aiming the overall, sustainable rural development, and Ívriz Village Institute is an important component of the system carrying the features of the Village Institute System and yet, run and evolved uniquely in, and for, its region.

The whole structure of the study follows the holistic approach, which also refers to the Village Institute System. Since it is not possible to study ÍVI by separating from its network context, the meaning, therefore, the values of the place are also defined regarding the Village Institutes' network. The campuses of village institutes find their physical reflection and lifestyle of a system that is designed, planned, applied in an

organized way, and run sustainably depending on certain theoretical bases. At this point, values like document, historic, political, symbolic, sustainability, and planning values become more prominent values of these institutes, in addition to values like architectural, educational, and economical. Additionally, for İvriz, authenticity, memory, which is also unique to every institute, use value are the featuring values for İvriz in addition to common values of the campuses.

The values of the village institute's system and the values of İVI regarding the values of its current context of the campus defines the significance of the campus; the campus of İVI is a strong evidence reflecting the features the means of a rural education and development movement run during the Early Republican Period by keeping its function and contact with its users.

The place of Village Institutes in modernizing the village during the Early Republican Period barely explained in the studies concerning the period. The actions of People's houses, the village rooms, country trips were considered the important actions to take the new aims of the republic to the peasantry. Village house designs, village models were designed according to these discussions, however, these ideas and their physical meaning evaluated by Bozdoğan (2012) as 'colonization of the countryside' and emphasized by 'the absence of communication' with the peasantry (Bozdoğan, 2012, p. 121).

The manner of the Village Institute system, however, differs from these arguments, they have become the symbols of the bottom-up approach to top-down socio-cultural development in the Early Republican Period. That is, the institutional aims of the institutes are referring to the new national aims of the Turkish Republic by encouraging the development of the country, and creating new type of citizens in the new type of school, as Tonguç (1998) described specifically, but these aims and the decisions do not exclude the things that belong to local; as Tonguç (1998) says, the village was *the source* used as key element in the system of village institute.

The definition of these campuses as the modern rural heritage places, surely has an important argument in the content of modern heritage studies, especially in Turkey, but this definition is also differing from them at some point.

For example, for Polat (2008), the symbol of modernism in architecture in Turkey field was described by ‘national’ and ‘modernist’ approaches, mostly giving references to the political and ideological context of the Republic (Polat E. E., 2008, p. 57). Additionally, the modernist features of heritage of the Early Republican Period was emphasized on the dilemma of old-new, what is new, for Polat (2008) is the design approaches which is described as holistic and functional, usage of materials like, concrete, steel, etc., and usage of new construction techniques, etc. (Polat E. E., 2008, p. 58). The campuses also represent a specific historical breaking point in the history of the Turkish Republic in rural education, and rural development depending on an organized and sustainable system, in which emphasizes of being a modern heritage site belong to the Early Republican Period (Polat E. E., 2008, p. 59). The campuses of village institutes also carry these features. Besides, campuses of village institutes that are emphasized by values like the symbolic, historical, and memory values also find a place in the modern period heritage definition in Turkey (Polat E. E., 2008, p. 125).

However, different from the examples of the modern heritage sites, especially the ones locating in urban areas, Village Institutes focuses on creating a new campus/school and lifestyle by encouraging to use of local features¹²⁹ of that region. That is, what is ‘*more*’ modern for the campuses of village institutes is the idea, therefore, the system village institutes, and finding a physical way interpretation of the system in campuses of village institutes and also the life within the campuses, rather than the design of the buildings. In all, the campuses of Village Institutes should not be seen and evaluated as the modern heritage site located in urban areas; they should be considered as

¹²⁹ Architecturally, what is meant as local features is the use of local materials, construction techniques and even construction masters and produce a new functional, geometric buildings building, not the local plan and design style of the buildings.

modern period heritage places that reflected a modern education system located in rural areas.

Since the history of all the village institutes and the story of these campuses have many common aspects, the challenges towards these campuses are also similar. Contributing to the studies about these places by running systematic research and listing the values of them can help cope with these challenges.

In addition to the problems concerning institutional scale, as well as the controversial image of the institutes as the symbol of modern movement of Early Republican Turkey; İVI has its challenges in its contemporary context. The problems of the region, whereas, are mostly related to the agricultural, economic, and use aspects of the region, which also threatens the campus of İVI by being a part of this region. The physical conditions of the buildings and the open areas are the other challenges threatening the physical integrity of the campus. Besides, the campus has been losing its past users, which is threatening the document, social, and memory values of the site. Considering the challenges and the threats to the İVI, registration of the campus has been protecting the site from these problems to some point, but the registration decision has also limited the physical intervention to the buildings, which lead to more damage in the structural condition of the buildings.

The conservation principles, first of all, should aim to respond to these challenges and maintain the values of the place sustainably. Additionally, another critical concern within these principles is to take İVI within its institutional context, because it is not possible to separate İvriz from a whole system. The other principles defined to maintain the physical integrity of the campus, keep the education function within the campus area, keep the memory value, revising the network relation with other village institutes' campuses, and regenerate the agricultural production for socio-cultural and economic empowerment of the region by cooperating with different stakeholders. By these principles, a sustainable way of conservation was aimed to achieved also

considering the potentials of the İVI and the Village Institutes' System, which is also can be referenced to the Sustainable Development Goals of UNs 2030 Agenda.

Keeping the ownership, including the agricultural lands, which belongs to the current High School, therefore, to the Ministry of National Education, becomes very critical to sustain these principles and conserve the place.

Since no studies are examining the İVI in the fields of architectural, planning, and also conservation field, running a detailed study about the case becomes a valuable step in conserving the site. Besides, as well as with the literature study, archives researchers and field trips, taking interviews with the graduates, and including the memoirs, blog pages, social media pages highlighted memory value as well as the historical, educational, document, architectural values.

By this study, a conservation approach of a modern, and, comparably, modest cultural heritage place was defined by emphasizing the values and significance of the place regarding village institutes' network, within the context of the institute. Sustainable system sustained by the network was emphasized throughout the study and also proposed as the key point of the approach in conserving the physical integrity of the campus together with values of the site.

This research can be helpful to understand and document of İvriz Village Institute within the village institutes' network. There are very limited documents concerning the physical aspects of campuses of village institutes, which is even lesser for the campus of İvriz Village Institute. In this regard, the research and the method of the research that is run for this study become more important.

The campuses of Village Institutes have many outputs that can be discussed in many ways; that is, these sites open different researches examining these places by many different types of approaches. In fact, considering the limited literature about them, they need to be worked more. The physical reflection of the education program, the meanings of these campuses today, and, for İvriz case, especially, the relation of the campus with the nearby villages and the perception of the villagers about the campus

in its contemporary context are the some of the examples to these further studies which can contribute to existing conservation literature and studies of a Village Institute's Campus as a modern rural heritage places.

REFERENCES

- Aksu, M. (2012). Aksu Köy Enstitüsü. In E. Işın (Ed.), *Düşünen Tohum Konuşan Toprak Cumhuriyetin Köy Enstitüleri: 1940- 1954. 2*, pp. 104-117. İstanbul: İstanbul Araştırmaları Enstitüsü.
- Aksu, M. (2012). Aksu Köy Enstitüsü. In E. Işın (Ed.), *Düşünen Tohum Konuşan Toprak Cumhuriyetin Köy Enstitüleri: 1940- 1954. 2*, pp. 104-117. İstanbul: İstanbul Araştırmaları Enstitüsü.
- Altunya, H. (2012). Türkiye'de 'Köy Eğitmeni Yetiştirme' Deneyimi (1936-1948). In E. Işın (Ed.), *Düşünen Tohum Konuşan Toprak: Cumhuriyetin Köy Enstitüleri 1940-1954. 1*, pp. 60-81. İstanbul: İstanbul Araştırmaları Enstitüsü Yayınları.
- Altunya, N. (2012). Köy Enstitüsü Sistemine Toplu Bakış. In E. Işın (Ed.), *Düşünen Tohum Konuşan Toprak: Cumhuriyetin Köy Enstitüleri 1940-1954. 1*, pp. 81-109. İstanbul: İstanbul Araştırmaları Enstitüsü Yayınları.
- Altunya, N. (2014). *Köy Enstitüsü Sistemine Toplu Bakış*. İstanbul: Cumhuriyet Kitapları.
- Angı, H. (2017). *İvriz'den Cumhuriyet'in Başkentine Bir Köy Enstitülünün Anıları*. İstanbul: Türkiye İş Bankası Kültür Yayınları.
- Anonim. (2003). *Köy Enstitüleri 1-2*. Ankara: Köy Enstitüleri Çağdaş Eğitim Vakfı.
- Atalay, B. (2018, Nisan). Beşikdüzü Köy Enstitüsü'nde Bir Yeniden Yapım/ Bir Yıkım. *Serbest Mimar*, 30-35.
- Aydoğdu, D., & Kaplan, M. (2014). *Toroslardan Doğan Güneş*. İzmir: Yeni Kuşak Köy Enstitülüler Derneği Yayınları.

- Başgöz, İ., & Wilson, H. E. (1968). *Educational Problems in Turkey 1920-1940*. Bloomington: Indiana University Publications.
- Batur, A. (2005). *A Concise History: Architecture in Turkey During the 20th Century*. Ankara: the Chamber of Architects of Turkey.
- Baykal, İ. (1966). *Yaşantılar ve Eğitim Bir Öğretmenin Anıları*. Konya: Yeni Kitap ve Basımevi.
- Baysal, E. (2006). *Erken Cumhuriyet Döneminde Köy mekanına Bakış ve Köy Enstitülerinde Mekansal Deneyimler*. Ankara: Gazi Üniversitesi, Fen Bilimleri Enstitüsü, Yüksek Lisans Tezi.
- Baysal, E. (2012). Köy Enstitülerinde Mekan Kurgusu ve Mimari Yapılanma. In E. Işın (Ed.), *Düşünen Tohum Konuşan Toprak: Cumhuriyetin Köy Enstitüleri 1940-1954. 1*, pp. 136-158. İstanbul: İstanbul Araştırmaları Enstitüsü.
- Bozdoğan, S. (2012). *Modernizm ve Ulusun İnşası Erken Cumhuriyet Türkiye'sinde Mimari Kültür* (3. ed.). İstanbul: Metis Yayınları.
- Bozdoğan, S., & Akcan, E. (2012). *Turkey; Modern Architectures in History*. London : Reaktion Books Ltd .
- Candoğan, G. (1990). *İvriz Köy Enstitüsündeki Öğrencilik Yıllarım*. Konya: Sebat Ofset.
- Çağlar, A. (1999). *75. Yılında Cumhuriyet'in İlköğretim Birikimi*. İstanbul: Türkiye Ekonomik ve Toplumsal Tarih Vakfı.

Çandar, T. (2003). *Hitit Güneşi Mualla Eyuboğlu Anhegger*. İstanbul: Doğan Kitap.

Çetin, S., & Kahya, A. (2017). Kırdaki Bir Modernleşme Projesi Olarak Köy Enstitüleri: Aksu ve Gönen Örnekleri Üzerinden Yeni bir Anlamlandırma Denemesi. *METU Journal of The Faculty of Architecture*, 133-166.

Çetin, S., & Kıran, G. (2019). Ortaklar Köy Enstitüsünde Modern Mimarlığın İzleri. *Journal of Arts*, 2(3), 169-180.

Çığ, M. İ. (2017). Türkiye Eğitim Tarihinde bir Köşe Taşı: Kars Cilavuz Köy Enstitüsü. *Bütün Dünya*, 46-50.

Çorakbaş, F. K. (2013). Hasanoğlan Köy Enstitüsü ve Yüksek Köy Enstitüsü Yerleşkesinin Mekansal Tarihi, Mimari Değerleri ve Korunması. In K. Kocabaş (Ed.), *Hasanoğlan Yüksek Köy Enstitüsü 70 Yaşında* (pp. 322-336). İzmir: Yeni Kuşak Köy Enstitülüler Derneği Yayınları.

Çorakbaş, F. K. (2014). Mimari Koruma Perspektifinden Ortaklar Köy Enstitüsü Yerleşkesi ve Mualla Eyüboğlu. In K. Kocabaş (Ed.), *Ortaklar Köy Enstitüsü 70 Yaşında* (pp. 88-98). İzmir: Yeni Kuşak Köy Enstitülüler Derneği Yayınları.

Çorakbaş, F. K., & Sümertaş, F. M. (2012, Aralık). Köy Enstitüleri Proje'nin ilk Tohumu Çifteler Köy Enstitüsü. *Eski Yeni*, 12-17.

Çorakbaş, F. K., & Sümertaş, M. F. (2014). Çifteler Köy Enstitüsü Yerleşkelerinin Mekansal Süreklilik ve Dönüşümleri. *Mimarlık Dergisi*(380).

Çorakbaş, F. K., & Yeşiltepe, A. D. (2015, Mayıs). Köy Enstitüleri Yerleşkelerinde Eğitim Sistemi Değişikliklerinin Mekansal Yansımaları: Erzurum Pulur Köy Enstitüsü Yerleşkesi. *Sosyal Bilimler*(10-11), 149-165.

DSİ. (n.d.). *Bölge 04: İşletmedeki Baraj ve Göletler*. Retrieved 2019, from Devlet Su İşleri: <http://bolge04.dsi.gov.tr/isletmedekitesisler/baraj-ve-gölet>

Dursunoğlu, H. (2003). Cumhuriyet Döneminde İlköğretime Öğretmen Yetiştirmenin Tarihi Gelişimi. *Milli Eğitim Dergisi*(160). Retrieved from https://dhgm.meb.gov.tr/yayimlar/dergiler/Milli_Egitim_Dergisi/160/dursunoglu.htm

Ekinci, O. (2000). Köy Enstitüleri Artık 'Tescilli'... *Mimarlık*(293), 70-71.

Ereğli Belediyesi. (2014, May 29). *İvriz Kaya Anıtı*. Retrieved from İvriz Belediyesi Web sitesi: <http://www.eregli.bel.tr/tr-407946456-a407962410/Ivriz-Kaya-Aniti>

Ereğli Belediyesi. (2019). *Ereğli Tarihçesi*. Retrieved from Ereğli Belediyesi: <http://www.eregli.bel.tr/tr-407946442/Tarihcesi>

Erkut, E. A. (2009). Cumhuriyet Dönemi Mimarlığı: Tanımlar, Sınırlar, Olanaklar. *Türkiye Araştırmaları Literatür Dergisi*, 7(13), 121-130.

Erkut, E. A. (2013, Mayıs-Haziran). Cumhuriyet Dönemi Mimarlığı; Yirminci Yüzyıl Modern Mimarlık Mirası Korunmalıdır! DOCOMOMO Türkiye: 10 Yılın Ardından... *Mimarlık*(371). Retrieved Kasım 17, 2019, from <http://www.mimarlikdergisi.com/index.cfm?sayfa=mimarlik&DergiSayi=385&RecID=3160>

Gedikoğlu, Ş. (1971). *Evreleri, Getirdikleri ve Yankılarıyla Köy Enstitüleri*. Ankara: İş Matbaacılık.

Gök, F. (1999). 75 Yılda İnsan Yetiştirme Eğitim ve Devlet. In F. Gök, *75 yılda Eğitim*. İstanbul: Türkiye Ekonomik ve Toplumsal Tarih Vakfı.

Gurallar, N. (2014, Eylül-Ekim). Kent ve Köy Algısı: Arkitekt (1930'lar). *Mimarlık*(379).

Gümüsoğlu, F. (2012). Kars Cilavuz Köy Enstitüsü. *Düşünen Tohum Konuşan Toprak: Cumhuriyetin Köy Enstitüleri 1940-1954*, 2 (pp. 70-93). İstanbul: İstanbul Araştırmaları Enstitüsü.

Güneri, M. (2012). *Hasanoğlu Hatırası, Bir Öğretmenin Kaleminden ve Objektifinden, 1941-1951*. İstanbul: İş Bankası Kültür Yayınları.

Halkapınar Belediyesi. (2019). *Halkapınar (Zanapa) İlçesinin Tarihçesi*. Retrieved from T.C. Halkapınar Belediye Başkanlığı: <http://www.halkapinar.bel.tr/sayfa/19/halkapinar-tarihi>

Hızlı, N. (2011). Çevre Sistemine Dayalı Kırsal Mimari Tasarımı: Eskişehir Çifteler Köy Enstitüsü. *Çevre Tasarım Kongresi, Eskişehir, 8-9 Aralık 2011*, (pp. 425-436).

Hovardaoğlu, S. Ç. (2014, Eylül). Pazarören Köy Enstitüsü'nün Sosyo-Mekansal Etkilerinin Değerlendirilmesi Üzerine Bir Kırsal Tarih Araştırması (1938-1954). *Tarih Okulu Dergisi*(7), 581-599.

ICOMOS; UCLG. (24-25 September 2019). Culture in the Implementation of the 2030 Agenda. In D. E. Yıldırım (Ed.). New York . Retrieved November 25, 2019, from

https://www.icomos.org/images/DOCUMENTS/UN_SDG/culture2030goal_1ow.pdf

İlgaz, D. (1999). Köy Enstitüleri. In F. G. (ed.), *75 yılda Eğitim* (pp. 211-333). İstanbul: Türkiye Ekonomik ve Toplumsal Tarih Vakfı.

Işın, E. (Ed.). (2012). Katalog. *Düşünen Tohum Konuşan Toprak: Cumhuriyetin Köy Enstitüleri 1940-1954* (pp. 175-324). İstanbul: İstanbul Araştırma Enstitüler Yayınları.

Karaömerlioğlu, A. (2006). *Orada Bir Köy Var Uzakta: Erken Cumhuriyet Döneminde Köycü Söylem*. İstanbul: İletişim Yayınları.

Kaymakçıoğlu, B. (2017). *İvriz Köy Enstitüsü Anılarım*. Ankara: Ürün Yayınları.

Keskin, Y. (1998). Cumhuriyet'in 75. Yıldönümünde Devrim Mimarisi Olarak Köy Enstitüleri'ne 'Resmi Geçit'. *Mimarlık*(284), 8-15.

Keskin, Y. (2012). Köy Enstitüleri İçin Açılan Mimari Proje Yarışması ve Sonrası. In E. Işın (Ed.), *Düşünen Tohum Konuşan Toprak: Cumhuriyetin Köy Enstitüleri 1940-1954. 1*, pp. 110,135. İstanbul: İstanbul Araştırmaları Enstitüsü.

Kıllı, O. (2012). 'Şartlar Müsait' İzmir Kızılçullu Köy Enstitüsü. *Düşünen Tohum Konuşan Toprak: Cumhuriyetin Köy Enstitüleri 1940-1954. 2*, pp. 28-47. İstanbul: İstanbul Araştırmaları Enstitüsü.

Kirby, F. (2000). *Türkiyede Köy Enstitüleri*. Ankara: Güldiken Yayınları.

Kocabaş, A. (2017). Village Institutes In Turkey and Cooperative Learning. *European Journal of Education*, 47-64.

Kocabaş, K. (2012). Tanıklarla Ortaklar Köy Enstitüsü. In E. Işın (Ed.), *Düşünen Tohum Konuşan Toprak Cumhuriyetin Köy Enstitüleri: 1940- 1954*. 2, pp. 118-137. İstanbul: İstanbul Araştırmaları Enstitüsü.

Köy Enstitüleri Vakfı. (2009, Temmuz-Ağustos). Yönetimden. *Köy Enstitüleri*, 1.

Law No. 3803 on Village Institute (1940), *Tebliğler Dergisi* (68), 189, 190

Law No. 4274 on the Organization of Village School and Institutes (1942), *T.C. Resmi Gazete* (5141), 3243

Law No. 6234 on Merging Village Institutes and Primary Level (1954), *T.C. Resmi Gazete* (8625),

Maner, Ç., & Menteş, A. (2018). An Attempt of Communiy Archaeology in İvriz Village: The Role of Archaeological Heritage, During the Process of Rural Regeneration. *Türkiye Bilimler Akademisi Arkeoloji Dergisi, Tübe-Ar*(23), 227-240.

Mason, R. (2002). *Assessing Values in Conservation Planning: Methodological Issues and Choices*. (M. d. Torre, Ed.) Los Angeles: USA: Getty Conservation Institute.

MEB. (2017). *Tarihi 100 Lise*. Ankara: Milli Eğitim Bakanlığı Yayınları.

MEVKA. (2012). *Ereğli İlçesinde Yüksek Katma Değerli Tarım Ürünleri Üretilmesi İçin Fizibilite Projesi*. Konya: T.C. Mevlana Kalkınma Ajansı.

MEVKA. (2012). *Meke Gölü Tabii Varlıklarının Korumunun Planlanması*. Konya: T.C. Mevlana Kalkınma Ajansı.

MEVKA. (2014). *Ereğli İlçe Raporu*. Konya: MEVKA. Retrieved from <http://www.mevka.org.tr/Yukleme/Uploads/Dsyj6eRvM719201733707PM.pdf>

MEVKA. (2017, July 20). *Ereğli Tarih ve Kültür Rehberi*. Retrieved from <http://www.mevka.org.tr/Page.asp?Dil=0&pid=1607>

Nurol, B. (2007). *Social Consequences of Privatization Sümerbank Ereğli Cotton Plant Case*. Ankara : Middle East TEchnical Univarsity, The Graduate School of Social Sciences, Master Thesis.

Özçelebi, E. (1999). *An inquiry on the impact of competitions in architectural practice: Documentation of architectural design competitions in Turkey between the years 1931-1969*. Ankara : Middle East Technical University, Department of Architecture, Master Thesis .

Özer, M. (2001). *Köy Enstitülerin Ana İlkeleri Işığında İvriz Köy Enstitüsü: Araştırma-Deneme- Anılar- Belgeler- İvrizden İsimler*. İzmir: Ekbil Matbaacılık.

Polat, E. E. (2008). *Türkiye'nin Modern Mimarlık Mirasının Korunması: Kuram ve Yöntem Bağlamında bir Değerlendirme*. Yıldız Teknik Üniversitesi, Fen Bilimleri Enstitüsü, Doktora Tezi.

Polat, E. O., & Can, D. (2008). Modern Mimarlık Mirası Kapsamı: Tanım ve Kapsam. *Megaron, E-Journal of YTÜ Faculty of Architecture*, 3(2).

Saban, D., & Hulya Yuceer, R. T. (2017). Village Institutes as a Witnesses of the Fading Past: The Case of Düziçi Village Institute. *International Conference on Conservation of Architectural Heritage and Urban History 'Architectural Heritage'17*. İstanbul.

Salman, A. (2000). Kayseri - Pazarören Köy Enstitüsü. *Mimarlık*(292), 48 - 50.

Sezer, Ö. (2010). *Erken Cumhuriyet Döneminde Kırsalın İfadesi Bağlamında Demiryolları ve Köprüler [1930- 1945]*. İstanbul: İstanbul Teknik Üniversitesi, Fen Bilimleri Enstitüsü, Mimarlık Anabilim Dalı, Yüksek Lisans Tezi.

Şimşek, G., & Mercanoğlu, C. (2018). Bir 'Planlama Örneği' Olarak Köy Enstitüleri Deneyimi. *Planlama*, 261-281.

Terms of Competition of the Preliminary Design of Village Institute Buildings (13 May 1940), *Maarif Vekilliği, Tebliğler Dergisi* (2/70) pp.199-203

Terms of Competition of the Preliminary Designs of the Institute Opened in Hasanoğlu Village Ankara in accordance with low no: 3803 (26 May 1941), *Maarif Vekilliği, Tebliğler Dergisi* (3/121), pp. 170-172

Terms of Competition of the Site Plans and Preliminary Designs of Village Institutes opened in İvriz near Ereğli, Pamukeli near Yıldızeli in accordance with low:3803 (31 May 1943), *Maarif Vekilliği, Tebliğler Dergisi* (5/226), pp.185,186

T.C. MEB. (2019). *Tarihçemiz*. Retrieved from Konya/ Ereğli, Ereğli Mesleki ve Teknik Anadolu Lisesi: http://konyaereglieml.meb.k12.tr/icerikler/tarihcemiz_108192.html

T.C. Yükseköğretim Kurulu. (2007, Temmuz). Öğretmen Yetiştirme ve Eğitim Fakülteleri. Ankara, Türkiye. Retrieved from <https://www.yok.gov.tr/Documents/Yayinlar/Yayinlarimiz/ogretmen-yetistirme-ve-egitim-fakulteleri.pdf>

TDF. (2018). *ERDAK 8. AYDOS Şenliği Daveti* . Retrieved from Turkish Mountaineering Federation : <https://www.tdf.gov.tr/14560/8-aydos-senligi-daveti/>

TMMOB Mimarlar Odası Ankara Şubesi. (2011). *Hasanoğlan'da Tarih Canlanıyor, Hasanoğlan Öğrenci Yaz Okulu (23 Temmuz- 01 Ağustos 2010)*. (A. Akçam, Ed.) Ankara: TMMOB Mimarlar Odası Ankara Şubesi.

Tonguç, E. (2009). *Bir Eğitim Devrimcisi: İsmail Hakkı Tonguç: yaşamı, öğretisi, eylemi*. İzmir: Yeni Kuşak Köy Enstitüler Derneği.

Tonguç, E. (2012). Bir Eğitim Devrimcisi: İsmail Hakkı Tonguç. In E. Işın (Ed.), *Düşünen Tohum Konuşan Toprak: Cumhuriyetin Köy Enstitüleri 1940-1954* (pp. 38-51). İstanbul Araştırmaları Enstitüsü: 1.

Tonguç, İ. H. (1997). *Kitaplaşmamış Yazılar*. Ankara: Köy Enstitüleri ve Çağdaş Eğitim Vakfı.

Tonguç, İ. H. (1998). *Eğitim Yolu ile Canlandırılacak Köy*. Ankara: Köy Enstitüleri Çağdaş Eğitim Vakfı yayınları.

Tonguç, İ. H. (2004). *İlköğretim Kavramı*. Ankara: Piramit Yayınları.

- Topses, G. (1999). *Cumhuriyet Dönemi Eğitimin Gelişimi*. İstanbul: Türkiye Ekonomikve Toplumsal Tarih Vakfı.
- Türk Tarih Kurumu. (1997). *Atatürk'ün Söylev ve Demeçleri 1-3*. Ankara: Türk Tarih Kurumu.
- Türkoğlu, P. (2000). *Tonguç ve Enstitüleri: Araştırma-İnceleme*. İstanbul: Türkiye İş Bankası.
- Uca, A., & Ülker, A. (2013, march). 1917 Tarihli Karaman-Konya-Ereğli Haritası ve Değerlendirmesi. *History Studies*, 5(2), 443-470.
- UNESCO. (2017, April 15). *UNESCO tentavie list*. Retrieved from UNESCO: <https://whc.unesco.org/en/tentativelists/6244/>
- Yakut, K. (2012). Çifteler Köy Enstitüsü. In E. Işın (Ed.), *Düşünen Tohum Konuşan Toprak Cumhuriyetin Köy Enstitüleri*. 2, pp. 6-27. İstanbul: İstanbul Araştırmaları Enstitüsü.
- Yakut, K. (2014). *Çifteler Köy Enstitüsü*. Eskişehir: Tepebaşı Belediyesi.
- Yalçın, G. (2012). Trabzon Beşikdüzü Köy Enstitüsü. In E. Işın (Ed.), *Düşünen Tohum Konuşan Toprak: Cumhuriyetin Köy Enstitüleri 1940-1954*, 2. 2, pp. 48-69. İstanbul: İstanbul Araştırmaları Enstitüsü
- Yetkin, Ç. (2017). *Karşı Devrim, 1945-1950*. Ankara: Kilit Yayınları.

APPENDICES

A. Registration Sheets of İvriz Village Institute

1.Registration Document dated 12.05.05


T. C.
KÜLTÜR BAKANLIĞI
KONYA KÜLTÜR VE TABİAT VARLIKLARINI KORUMA KURULU

K A R A R

Toplantı Tarihi ve No. : 12.5.2000 - 361 Toplantı Yeri : KONYA-EREĞLİ
Karar Tarihi ve No. : 12.5.2000 - 3793

Konya İli, Ereğli İlçesi, Gaybi Köyü, N32-a-08-a, N32-a-08-b pafta, 551 parselde hazine adına kayıtlı, intifa hakkı Millî Eğitim Bakanlığı, İvriz İlköğretmen Okulu'nda olan İvriz Köy Enstitüsü Binasının tesciline ilişkin, Kurulumuzun 14.4.2000 gün ve 3765 sayılı kararı okundu, eki dosya incelendi, yerinde yapılan inceleme sonunda;

Konya İli, Ereğli İlçesi, Gaybi Köyü, N32-a-08-a, N32-a-08-b pafta, 551 parsel bulunan İvriz Köy Enstitüsü Binasının (İvriz Anadolu Öğretmen Lisesi) okul ve idari binasının yıkılıp yeniden yapılması nedeniyle Kurulumuzun 24.9.1999 gün ve 3626 sayılı kararıyla korunması gerekli kültür varlığı olarak tescilli uygun bulunmamıştır. Ancak yerinde yapılan inceleme sonunda İvriz Köy Enstitüsü yapı kompleksine ait ekli haritada işaretli, dönemin özelliklerini yansıtan yapı gruplarından sağlam kalabilen revir (misafirhane), lojman ve yatakhane, 3386 sayılı kanunla değişik 2863 sayılı yasa gereği korunması gerekli kültür varlığı olarak tesciline, anıt fişlerinin onaylanmasına karar verildi.


KURUL KARARI

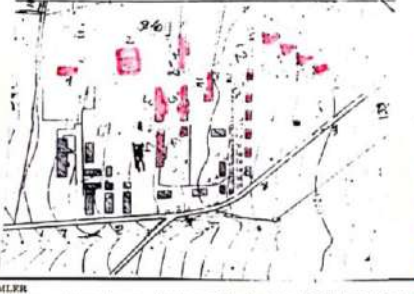

BAŞKAN
BAŞ(ALT)

BAŞKAN YARDIMCISI
KAPLAN(Hülagü)

Üye Üye Üye Üye Üye

MENEKŞE(A.Meral) VARDAR(Nalan) YÜZGÜLDÜ(Mine)
(Bulunmadı) Konya Valiliği Temsilcisi

Üye Üye Üye

AVRUPA KONSEYİ		DOĞAL VE KÜLTÜREL VARLIKLARI KORUMA ENVANTERİ		ANIT		ENVANTER NO.	
TÜRKİYE		KÜLTÜR VE TABİAT VARLIKLARINI KORUMA GENEL MÜDÜRLÜĞÜ		ANIT		HARİTA NO.	
İLİ : KONYA	İLÇESİ : ERGELİ	MAHALLE KÖY VEYA MEVKİİ :	KORUMA DERECEİ :	ANITSAL	1	2	3
DOKAK VE KAFİ NO :	KADASTRO PAFTA : N32a	PARSEL : 551	ÇEVRESEL	1	2	3	
YAPILIN ADI : İvriz Küy Enstitüsü	YAPTIRAN :	YAPAN :	MİMARİ ÇAĞI (ÜSLUP) :	Cumhuriyet Dönemi			
YAPIM TARİHİ :	KITABE :	VAKFIYE :					
GENEL TANIM : İvriz Küy Enstitüsü binasına şerhlik ve idari bina günümüzde yıkılıp, yerine yeni binalar yapılmıştır. Bugün müzikhane, revir, hama (moscid), çamaşırhane, yatakhane ve lojmanların bir kısmı ayaktaadır. Yapı malzemesi taş olup, tek katlı yapılardan oluşmuştur.							
KORUMA DURUMU	A İVİ	TAŞIYICI YAPI	A DİŞ YAPI	A ÜST YAPI	A İÇ YAPI	A SÖYLEME ELEMANLARI	A RUTUBET
B DHTA	B	B	B	B	B	B	B
C FENA	C	C	C	C	C	C	C
VAZİYET PLANI	 						
ÖZLEMLER							
Yapıların bir çoğu bugün kullanılmamakta, bakımsız ve harap durumdadır.							

BÜGÜNKÜ SAHİBİ :	Maliye Bakanlığına ait intifa hakkı Milli Eğitim Bakanlığı, İvriz Öğretmen Okulu'na ait	BAKIMDAN SORUMLU OLMASI GEREKEN KURULUŞ :	Milli Eğitim Bakanlığı
YAPILAN ONARIMLAR :	Basit onarım niteliğinde onarımlar görülmüştür.		
AYRINTILI TANIM :	<p>Günümüzde İvriz Küy Enstitüsü resmi binaları yerine yeni yapıldığı anlaşılan çok katlı İvriz Anadolu Öğretmen Lisesi binası, karşısında idari bina ve yanında tek katlı ek binası bulunmaktadır. Bahçe içerisinde 1950'li yıllarda yapıldığı tahsin edilen tek katlı, kırış çatılı, tuğla taş basamaklı girişi bulunan müzikhane binası yer alır. Bu bina arkasında fırın bulunduğuna, ancak zaman içinde yıkıldığı öğrenilmiştir. Müzikhanenin batısında yine tek katlı revir binası vardır. Yatakhaneler yine tek katlı birbirine paralel sıralanmaktadır, bugün çok harap durumdadır. Bazılarının yıkıldığı olduğu görülmüştür. Öğretmenler için yapılmış, lojman binalarının bazıları halen kullanılmaktadır, bunlarında onarım ihtiyacı vardır. Hama binası onardan mesicde dönüştürülmüştür, yanında bulunan çamaşırhane içerisinde büyük kazanlar bulunmakta, ancak bu bölüme halen kullanılmamaktadır.</p> <p>Su konusu yapıların, 1940'lı yıllardan itibaren ihtiyaç doğurduğunda zemilerin iletilmesiyle öğrenciler tarafından yapıldığı öğrenilmiştir. Yapı malzemesi taş, tek katlı yapılardan bir kompleks.</p>		
YATIN DİZİNİ	EKLER : RAPOR : FOTOĞRAF : BOLOVE PROJESİ : RESTORASYON PROJESİ : HARİTA : KROKİ : KİTAP : VAKFIYE :	TEKNİK BİLGİLER : SU : ELEKTRİK : ISITMA : KANALİZASYON : ORJİNAL KULLANIMI : BUGÜNKÜ KULLANIMI : ONERİLEN KULLANIMI : HAZIRLAYANLAR : AYDINUR ARAR : MÜHÜR ARKEOLOJİSİ : ARKEOLOG : KURULUŞUN ADI : KURULUŞUN NO : REVİZYON : KURULUŞ KARIŞLARI :	

[illegible]


1.Document Defining the Conservation Area dated 26.06.2009

T.C.
KÜLTÜR VE TURİZM BAKANLIĞI
Konya Kültür ve Tabiat Varlıklarını Koruma Bölge Kurulu

KARAR


Toplantı Yeri: KONYA


Toplantı Tarihi ve No : 29.6.2009 -228
Karar Tarihi ve No : 29.6.2009 -3127



KURUL KARARI

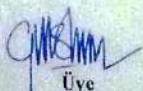
Konya İli, Ereğli İlçesi, Gaybi Köyü'nde bulunan ve Konya Kültür ve Tabiat Varlıklarını Koruma Kurulu'nun 12.5.2000 tarih, 3793 sayılı kararı ile korunması gerekli kültür varlığı olarak tescil edilen İvriz Köy Enstitüsü Yapı Kompleksine ait 34 pafta, 551 nolu parselde kayıtlı revir (misafirhane) lojman ve yatakhane'nin koruma alanlarının belirlenmesine ilişkin, Ereğli Kaymakamlığı, Müze Müdürlüğü'nün 8.6.2009 tarih, B.16.0.KVM.4.42.48.00-222.10/2006 sayılı yazısı okundu, eki dosya incelendi, yapılan görüşmeler sonunda;


Konya İli, Ereğli İlçesi, Gaybi Köyü'nde bulunan ve Konya Kültür ve Tabiat Varlıklarını Koruma Kurulu'nun 12.5.2000 tarih, 3793 sayılı kararı ile korunması gerekli kültür varlığı olarak tescil edilen İvriz Köy Enstitüsü Yapı Kompleksine ait 34 pafta, 551 nolu parselde kayıtlı revir (misafirhane) lojman ve yatakhane'nin koruma alanlarının ekli 1/5000 ölçekli haritada işaretlendiği şekilde belirlenmesine karar verildi.

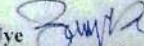

Başkan
Prof. Dr. Ali BAŞ



Başkan Yardımcısı
Yrd. Doç. Dr. İlhan KOÇ

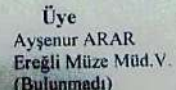

Üye
Prof. Dr. Mehmet AYAN



Üye
Yrd. Doç. Dr. M. Çağlar MEŞHUR



Üye
Yrd. Doç. Dr. Çiğdem ÇİFTÇİ

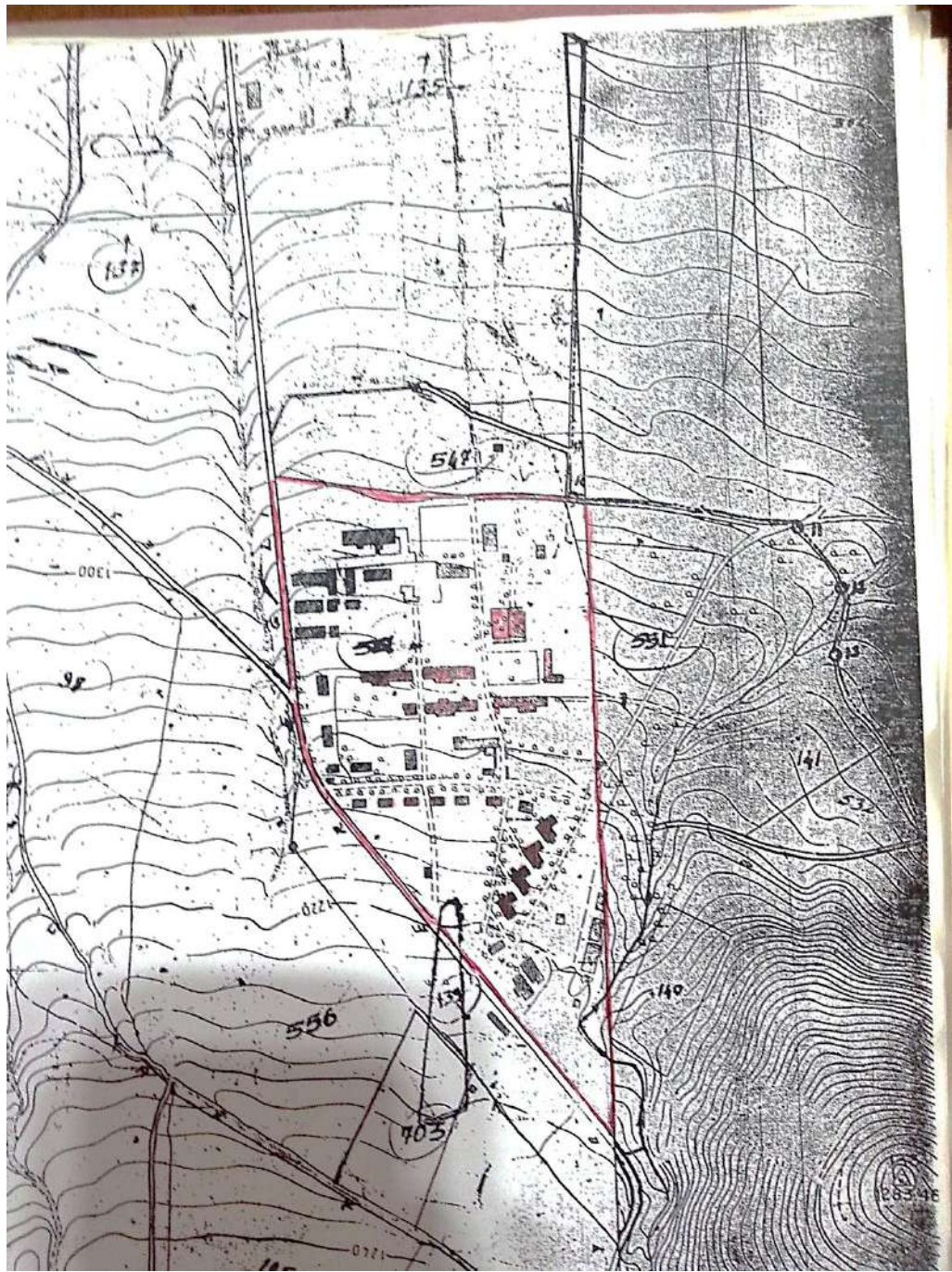

Üye
Prof. Dr. Levent ZOROĞLU


Üye
M. Mustafa KÖMÜR
Konya Valiliği
Temsilcisi


Üye
Ayşenur ARAR
Ereğli Müze Müd. V.
(Bulunmadı)


Üye


Üye



B. The Documents found in the Archive of İvriz Social Sciences High School

1.The report dating to 07.11.1961

-4- -7-
B O L U M I.

ÖĞRETMEN OKULI BİNALARININ SON DURUMLARINI GÖSTERİR SİCİL FİŞİ FORMU

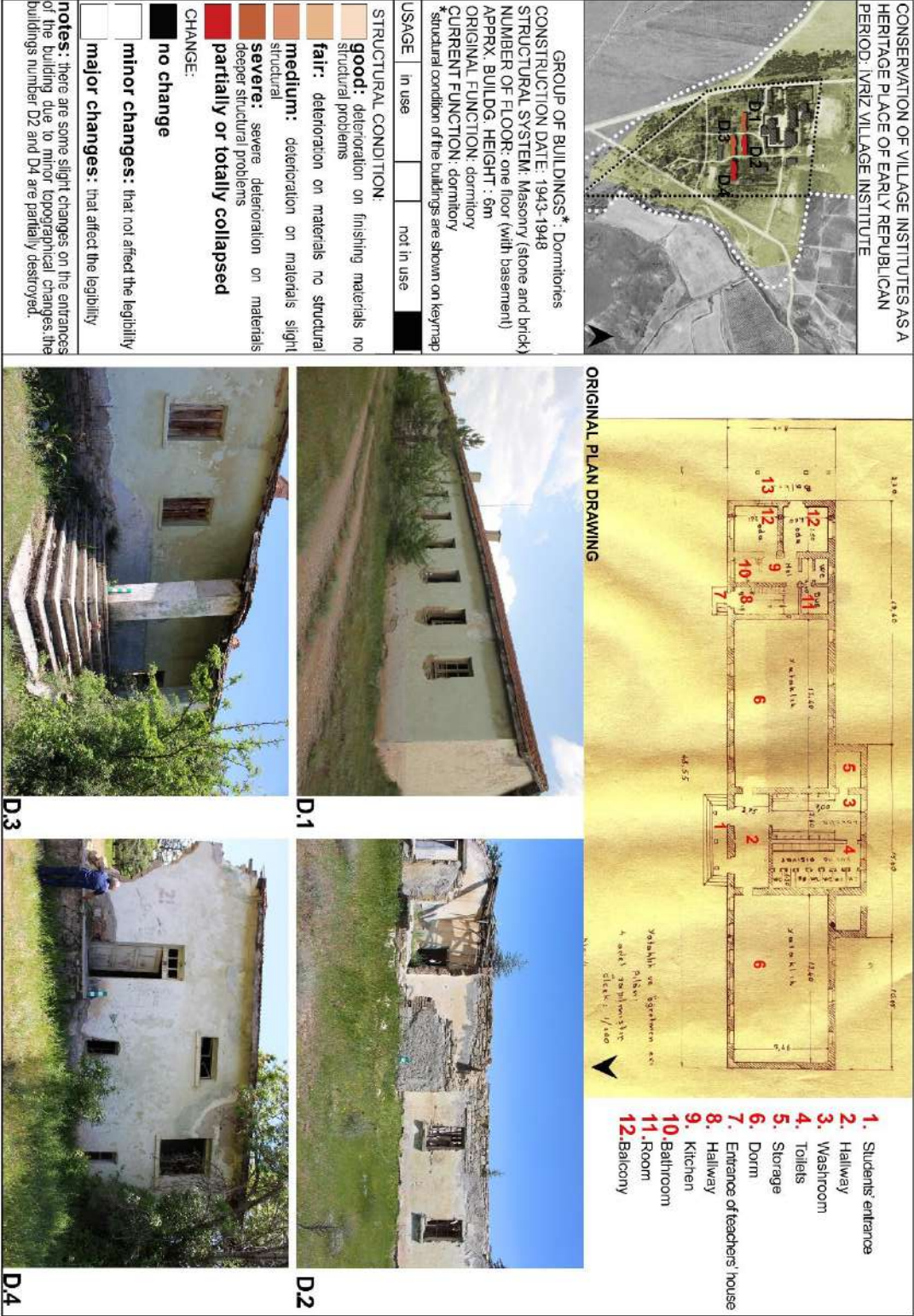
1- Lojmanlar ve barakalar şu tabii olmak üzere, okulunuzda mevcut bütün binalara, hizmete giriş tarihlerine göre genel durum planınıza verilen numaralara bağlı kalmak suretiyle sırayla yazınız.

Sıra No:	Hangi hizmet için kullanılmakta	Binanın evsafı	Hizmete giriş tarihi
16	Çamaşırılık ve 1-Ekim-1960 tarihinden itibaren Terslik	Kerpiç	1942
24	Yüzünmuralar	"-kegiş	"
6	Kitaplık (Önce Terslik)	"	1943
9	Öğretmen lokali " ")	"	"
13	Erzak ambarı ve Asmirbağ deposu	"	"
21	Alet deposu	"	"
1	Terslik olarak kullanılmakta	Kağış	"
4	Yatakhane olarak	"	"
11	Öğretmen lojmanları olarak kullanı.	"	"
12	Kooperatif olarak kullanılmakta	Kerpiç	"
15	Küçük deposu ve bir kısmı terzihane	Kağış	1944X
22	Kline olarak kullanılmakta	"	"
23	Garaaj olarak kullanılmakta	"	"
31	Depo olarak kullanılmakta	"	"
17	Santral " "	"	1945
20	Tavla " "	"	"
19	Berber salonu olarak kullanılmakta	"	"
2	Özel Terslik " "	"	1946
3	Atelye " "	"	"
10	Terslik " "	"	"
5	Uygulama okulu ve evi	"	1947
7	Yemekhane ve mutfak binası	"	"
8	İşare binası olarak kullanılmakta	"	"
4	Yüzünmuralar ve yangın deposu olarak kul.	"	"
18	Akaryakıt deposu olarak kullanılmakta	Betonarme	1948
1	Terslik olarak kullanılmakta	Kağış	"
3	Atelye olarak	"	"
4	Yatakhane " "	"	"
11	Öğretmen lojmanları olarak kullanılmakta	"	1954
25	Transformatör sairesi " "	Betonarme	1955
14	Fırın olarak kullanılmakta	"	"
26	Pevir " "	"	"
2	Özel Terslik olarak	"	1956
27	Çamaşırılık ve banyo olarak kullanılmakta	"	1958
31	Öğrenci lokali (Amerikan barakası)	"	1959

-8-					
12	170	1	3.00X3.00X2.75 ota 3.00X4.60X2.75 Y. ota 2.80X3.00X2.75 M. ota 2.60X3.00X2.75 hol 2.60X3.00X2.75 Mutfak 1.40X2.80X2.75 Banyo 1.00X1.50X2.75 W. C.	Oğretmen evi (2 aettir)	
13	164	1	3.00X4.30X2.50 3.00X3.60X2.50 3.00X6.00X2.50	Köpperatif " Deposu İşçiler lokali	
14	172	1	6.00X8.50X3.50 4.30X6.00X3.50	Kömür deposu Tersihane	
15	208	1	5.00X5.50X2.00 Kütüphane 1.40X5.50X2.00 Hol	E 2 aettir	
16	213	1	8.00X17.00X4.00 3.20X3.60X3.00 (4 ota) 7.20X12.55X3.00	Garaaj Mashtahtan evi Tahum deposu ve W. C.	
17	174	1	4.80X3.80X3.50	Depo olarak kullanılmakta	
18	195	1	6.80X8.35X4.00	Elektrik santrali	
19	207	1	11.00X14.40X4.00 3.50X5.60X4.00 3.30X4.35X4.00 (3 aet)	Tavla Yem ve Z. sanatlari ota Tavla işçi ota	
20	200	1	3.80X6.20X3.00 3.00X6.20X3.00	Barber salonu Depo	
21	198	1	8.50X10.60X3.50 4.00X4.00X3.00 6.00X8.50X3.50 6.40X12.00X3.50	S. Bilgiler özel aeraligi " Öğretmen ota Merdivenlik Resim özel aeraligi	
22	201	1	6.40X7.00X3.50 3.40X4.00X3.50 3.00X4.00X3.50 (1 ota) 2.10X3.00X3.50 (1 ota)	" " " " Öğretmen ota Çöğür evi	
23	196	1	8.20X13.60X4.50 (2 aettir) 4.20X4.70X4.50 3.80X6.00X4.50 3.80X6.00X4.50	Atelye Öğretmen ota Makine aeralisi Takim ota	
24			10.40X3.30X3.00 (2 sınıfli) 3.80X3.00X3.00 3.80X6.00X3.00 5.55X6.25X3.00 3.20X3.60X3.00 (2 ota) 3.60X5.80X3.00 hol 1.00X1.50X3.00 W. C. 2.10X2.40X3.00 Mutfak	Uygulama okulu Öğretmen ota Hol W. C. Uygulama okulu Öğretmen evi	
25-	109	1	11.00X5.00X2.30 4.50X5.70X2.30 6.00X5.80X2.30 3.80X17.75X2.30 8.00X9.00X2.30 1.70X4.00X2.30 1.70X4.00X2.30 1.70X4.00X2.30	Mutfak Erzak ota Bulaşıkhanesi Depo ve spor yurdu Bavulhanesi Kiler Et kolaba Ekmeç deposu	
		2	8.40X30.00X3.50 6.00X6.00X7.50 3.00X3.00X3.50 3.00X6.00X3.50 3.00X3.00X3.50 3.20X5.00X3.00 (4 aet)	Yemekhane salonu Sahne Arşiv ota Öğretmenler yemekhanesi Yayın kolü ota Kütüphane, Bağıyarıncı, Eğitim Şefi ve M. Yr. ota	

-2-				
		2	2.40X3.20X3.00 (5 adet)	Hesap Me., maktilo, v. S. say liği v. v. mesurluğu, makar v. otaları.
		2	2.40X3.20X3.00	W. C.
26	167	1	3.00X9.00X2.00	Umumi beld
			3.00X9.00X2.00	Yangın teposu
27		1	3.74X6.70X3.00	Akaryakıt teposu
28		1	6.00X8.35X4.00	Merhalik
29		1	2.12X5.00X2.50	Trafo tesisi.
		1	2.12X5.00X2.50	" "
		2	2.12X5.00X2.50	" "
30		1	5.13X7.55X5.00	Bonelik kılması yeri
			2.55X3.60X1.00	Firin
			2.70X3.80X2.50	Un teposu
		2	3.80X5.50X2.50	Bamurhane
31		1	5.20X12.00X3.00	Büyük kokuş
			5.20X9.70X3.00	Orta "
			3.57X6.65X3.00 (2 adet)	Tecrit yeri
			5.00X5.00X3.00	Yemekhanesi
			3.52X4.00X3.00	Okul otası
			2.60X5.20X3.00	Pansuman otası
			3.00X2.00X3.00	Böcekhanesi
			1.00X1.50X3.00 (2 adet)	W. C.
			1.00X1.50X3.00	"
32		1	6.30X10.10X3.00 (2 adet)	Fizik-Kimya özel merhaligi
			3.40X3.30X3.00	Öğretmen otası
33		1	8.50X15.40X3.50	Müzik özel merhaligi
			3.20X5.50X3.50 (2 adet)	Öğretmen otaları
			3.00X3.50X3.50	Alet otası
			2.00X2.50X3.50 (7 adet)	Enstrüman otaları
34		1	7.00X7.00X6.00	Kamam kubbeli
			4.70X4.80X2.50	Soyunma yeri
			1.00X1.50X2.50 (6 adet)	tuşlar
			1.00X1.50X2.50 (2 ")	tesislik yeri ve W. C.
			5.00X7.10X2.50	Çamaşır yıkama yeri
			6.00X5.00X2.50	" kurutma "
			5.00X3.00X2.50	" du "
35		1	7.10X8.00X3.00	W. S. makarı
36		1	13.55X6.60X3.00	Öğrenci lokali (amerikan baraka)
37		1	4.00X6.00X3.50	Su teposu

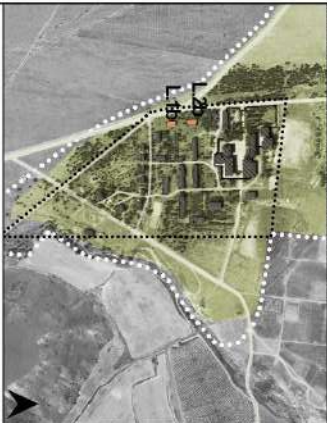
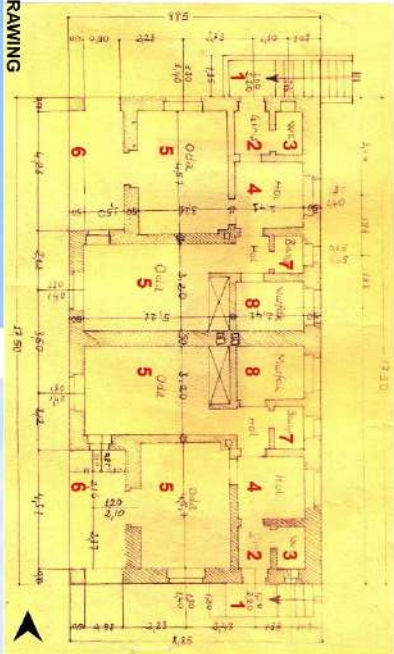




C. The Inventory sheets of the buildings









CONSERVATION OF VILLAGE INSTITUTES AS A HERITAGE PLACE OF EARLY REPUBLICAN PERIOD: IIRIZ VILLAGE INSTITUTE			
GROUP OF BUILDINGS*: Twin Teachers' Houses CONSTRUCTION DATE: 1943- 1954 STRUCTURAL SYSTEM: Masonry (stone and brick) NUMBER OF FLOOR: one floor (with basement) APPRX. BULD.G. HEIGHT : 5.8m ORIGINAL FUNCTION: teachers' house CURRENT FUNCTION: teachers' house *structural condition of the buildings are shown on keymap			
USAGE		ORIGINAL PLAN DRAWING	
in use			
not in use			
STRUCTURAL CONDITION:			
good: deterioration on finishing materials no structural problems			
fair: deterioration on materials no structural			
medium: deterioration on materials slight structural			
severe: severe deterioration on materials deeper structural problems			
partially or totally collapsed			
CHANGE:			
no change			
minor changes: that not affect the legibility			
major changes: that affect the legibility			
notes: there are some slight changes on the entrances of the building due to changing topography.			
			
			



USAGE	in use	not in use
-------	--------	------------

USAGE	in use	not in use
-------	--------	------------

good: deterioration on finishing materials no structural problems

fair: deterioration on materials no structural

medium: deterioration on materials slightly structural

Severe: severe deterioration on materials deeper structural problems

partially or totally collapsed

CHANGE:
no change

minor changes: that not affect the flexibility

major changes: that affect the legibility

notes: there are some slight changes on the entrances of the building, a small poultry houses was added next to the entrances of some of them.

Architectural floor plan of a house with seven numbered rooms. The plan includes dimensions, room labels, and a north arrow.

- Room 1:** Entrance area with a door labeled "11" and a small room labeled "P.O.I."
- Room 2:** A small room labeled "P.O.I."
- Room 3:** A room labeled "b.d.n.g.e" with dimensions 4.45 and 4.55.
- Room 4:** A room labeled "b.u.t.o.h" with a dimension of 2.80.
- Room 5:** A room labeled "b.s.c/o.n" with dimensions 4.10 and 5.12.
- Room 6:** A room labeled "b.o.k.s.o.p" with a dimension of 2.60.
- Room 7:** A room labeled "o.c.d.o" with dimensions 2.12 and 4.10.

The plan also shows a central hallway, a staircase, and various structural elements like walls and doors. A north arrow is located in the bottom right corner.

1. Entrance
2. Hallway
3. Bathroom
4. Kitchen
5. Salon
6. Balcony
7. Room



A photograph of a two-story building with a tiled roof and a large glass-paned door, surrounded by greenery. The building has a light-colored facade with some peeling paint. The roof is covered in reddish-brown tiles. There are several windows, including a large one with multiple panes on the ground floor and smaller ones on the upper floor. The building is situated in a lush, green environment with trees and bushes.





CONSERVATION OF VILLAGE INSTITUTES AS A
HERITAGE PLACE OF EARLY REPUBLICAN
PERIOD: IVRIZ VILLAGE INSTITUTE



BUILDING*: Mosque
CONSTRUCTION DATE: 1958
STRUCTURAL SYSTEM: mixed**
NUMBER OF FLOOR: one floor (with basement)
APPRX. BLDG. HEIGHT: 4.8m-mosque X 3m-bathhouse
ORIGINAL FUNCTION: Bathhouse & Laundry
CURRENT FUNCTION: Mosque & Laundry
* structural condition of the buildings are shown on keymap

USAGE	In use***	not in use
-------	-----------	------------

STRUCTURAL CONDITION:

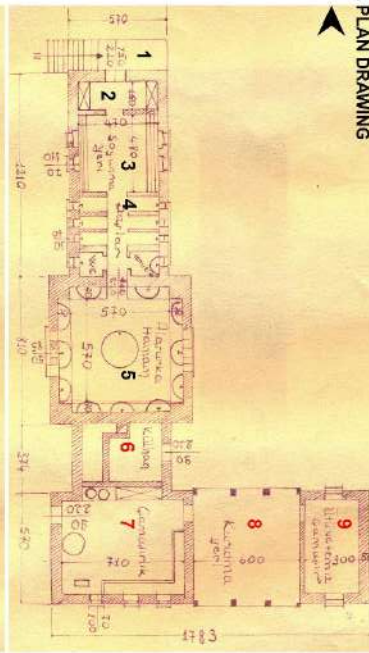
- good:** deterioration on finishing materials no structural problems
- fair:** deterioration on materials no structural
- medium:** deterioration on materials slight structural
- severe:** severe deterioration on materials deeper structural problems
- partially or totally collapsed**

CHANGE:

- no change**
- minor changes:** that not affect the legibility
- major changes:** that affect the legibility

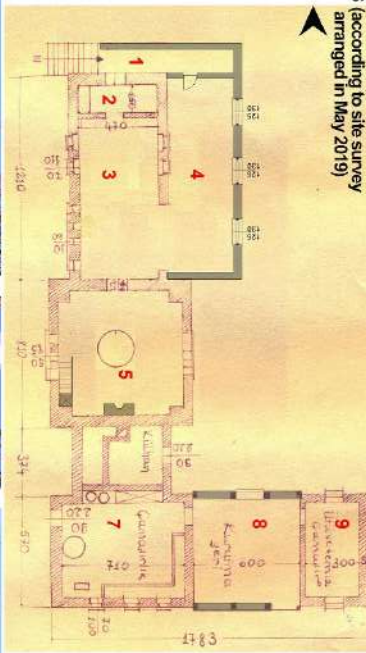
notes:**bathhouse section is reinforced concrete laundry section is stone masonry
***bathhouse section of the building are not in use , and the structural condition of this section is bad comparably to the other section.

ORIGINAL PLAN DRAWING



1. Entrance
2. Entrance Hall
3. Locker room
4. Showers
5. Bathhouse
6. Furnace
7. Laundry room
8. Drying porch
9. Pressing room

CHANGES
(according to site survey
arranged in May 2019)



1. Entrance Hall
2. Washroom
3. Small prayer room
4. Women's prayer room
5. Main prayer room
6. Furnace
7. Laundry room
8. Drying porch
9. Pressing room







CONSERVATION OF VILLAGE INSTITUTES AS A
HERITAGE PLACE OF EARLY REPUBLICAN
PERIOD: IVRIZ VILLAGE INSTITUTE



BUILDING*: (G) Guesthouse
CONSTRUCTION DATE: 1955
STRUCTURAL SYSTEM: reinforced concrete
NUMBER OF FLOOR: one floor (with basement)
APPRX. BLDG. HEIGHT: 3.5m from **soffit**, 5.3m from
north**
ORIGINAL FUNCTION: Infirmary
CURRENT FUNCTION: Guesthouse

USAGE: ☒ in use ☐ not in use

STRUCTURAL CONDITION:
good: deterioration on finishing materials no structural problems
fair: deterioration on materials no structural
medium: deterioration on materials slight structural
severe: severe deterioration on materials deeper structural problems
partially or totally collapsed

CHANGE:

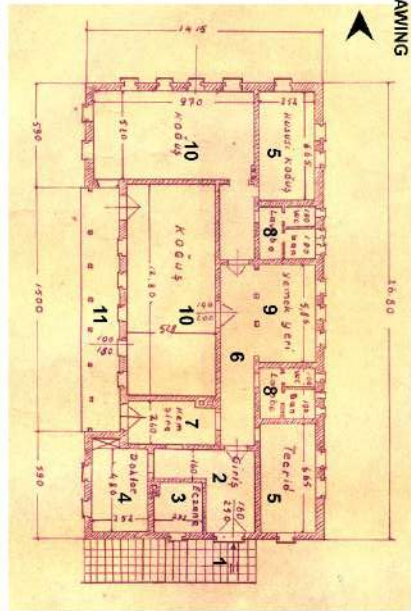
☐ no change

☒ **minor changes**: that not affect the legibility

☐ **major changes**: that affect the legibility

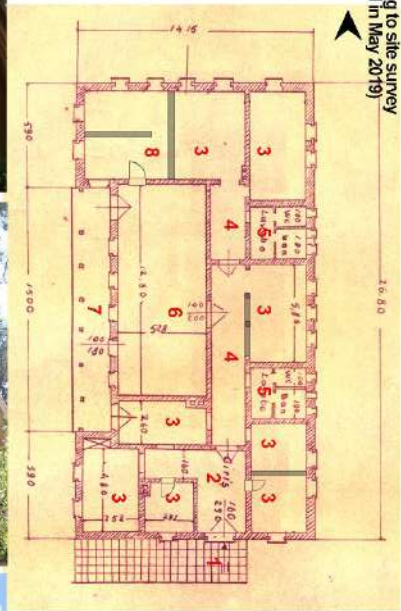
notes**the height of the buildings differs due to the topography.

ORIGINAL PLAN DRAWING



1. Entrance
2. Entrance Hall
3. Pharmacy room
4. Doctor's room
5. Quarantina room
6. Hallway
7. Nurse's room
8. Toilets
9. Dining hall
10. Dorm
11. Veranda

CHANGES (according to site survey
arranged in May 2019)



1. Entrance
2. Entrance Hall
3. Guest room
4. Hallway
5. Toilets
6. Common room
7. Veranda
8. Kitchen



