A NEW APPROACH FOR DEFINING THE CONSERVATION STATUS OF EARLY REPUBLICAN ARCHITECTURE
CASE STUDY: PRIMARY SCHOOL BUILDINGS IN İZMİR

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ABSTRACT

A NEW APPROACH FOR DEFINING THE CONSERVATION STATUS OF EARLY REPUBLICAN ARCHITECTURE
CASE STUDY: PRIMARY SCHOOL BUILDINGS IN İZMİR

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International discussions on the conservation of the twentieth-century architectural heritage emphasize the diversity of the whole of the built environment of the entire century, rather than limiting consideration to canonic examples of the architectural historiography during the identification and assessment of the properties to be conserved. In contrast to this international holistic and inclusive approach, the approach to the identification and assessment of the properties in Turkey has in general been selective and exclusive. The early Republican architectural heritage of Turkey is defined through canonical examples drawn from the architectural historiography. On the other hand, more modest, anonymous examples, which constitute the great majority of the built environment of the period, are excluded from conservation status.

The main argument of this dissertation is that the current exclusive approach, which selects only some important properties for conservation according to their physical characteristics, is far from understanding the political, institutional and social transformations of the early Republican period, as well as the role of architecture in this transformation. On the basis of this idea, a new assessment approach is proposed in this dissertation which could enable to gain conservation status to the whole diversity of early Republican architecture including more modest examples as well as the canonical ones. Contrary to the current exclusive approach which assesses the end product of a process according to its physical characteristics, the proposed approach is inclusive, taking into consideration the formation and usage processes with all their participating meanings and values and considering these processes along with the final physical form of the building

itself. The proposed new approach is tested here on the specific case of the primary school buildings of Izmir, the great majority of which are currently remain out of conservation status due to their rather modest physical qualifications.

The dissertation concludes that these buildings are an integral part of the education policies of the early Republican period, of the cultural and social transformations informed by these policies, and of the role of architecture in this process, and that these buildings are the tangible evidences of the meanings and values of this formation process. It then goes on to reveal the necessity of understanding the formation process through extensive research in order to be able to incorporate these meanings and values into the assessment phase.

Keywords: early Republican architectural heritage, inclusive assessment approach, primary school buildings, Izmir

ÖZ

ERKEN CUMHURIYET DONEMI MİMARLIĞININ KORUMA STATÜSÜNÜN TANIMLANMASINA YÖNELİK YENİ BİR YAKLAŞIM
ÖRNEK ÇALIŞMA: İLKOKUL BİNALARI, İZMİR

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20. yüzyıl mimarlık mirasının korunmasıyla ilgili uluslararası tartışmalarda korunacak yapıların seçiminde sadece mimarlık tarih yazımının önemli örnekleri ile sınırlı kalınmaması ve bu dönemde üretilmiş yapı stoğunun tüm çeşitliliğiyle temsil edilmesinin gerekliliği üzerinde durulmaktadır. Uluslararası platformda yapılan tartışmaların bu bütüncül ve kapsayıcı yaklaşımına rağmen ulusal platformda seçmeci ve dışlayıcı bir yaklaşım olduğu görülmektedir. Türkiye'de erken Cumhuriyet dönemi mimarlık mirası, mimarlık tarih yazımında önemleri kabül görmüş *canon* örnekler ile tanımlanmaktadır. Dönemin yapılı çevresinin büyük bir bölümünü oluşturan anonim ve mütevazi örnekler ise bu tanımın dışında kalmaktadır.

Bu tez, mevcut seçmeci ve dışlayıcı koruma yaklaşımı ile sadece önemli örneklerinin temsil edildiği bir fiziksel çevrenin, Cumhuriyetin kurulması ve kurumsallaşması sürecini, bu süreçle gelen toplumsal ve kültürel dönüşümleri ve mimarlığın bu dönüşümlerdeki rolünü yeterince anlatamadığı fikrini savunmaktadır. Bu düşünceyle bu tezde, erken Cumhuriyet dönemi mimarlığının tüm çeşitliliğiyle koruma altına alınabilmesine olanak sağlayacak kapsayıcı bir değerlendirme yaklaşımı önerilmektedir. Önerilen bu yeni yaklaşım, yapıyı fiziksel niteliklerine göre değerlendiren mevcut dışlayıcı yaklaşım yerine; yapının oluşum ve kullanım süreçlerini ve bu süreçlerin taşıdığı anlam ve önemleri ortaya koyarak bütün bu verileri yapının kendisi ile bir bütün olarak ele alan kapsayıcı bir değerlendirme yaklaşımıdır. Önerilen bu yeni yaklaşım, mütevazi fiziksel niteliklerinden

ötürü büyük bir çoğunluğu koruma kapsamı dışında olan İzmir'de erken Cumhuriyet döneminde inşa edilmiş ilkokul binaları örneğinde sınanmıştır.

Çalışma sonucunda, incelenen yapıların dönemin eğitim politikalarının, bu politikalarla biçimlenen politik, sosyal ve kültürel dönüşümlerin ve mimarlığın bu süreçteki rolünün ayrılmaz bir parçasını oluşturdukları ve yapıların bütün bu sürecin taşıdığı anlam ve önemlerin somut tanıkları oldukları ortaya konmuştur. Yapıların oluşum sürecinin anlaşılabilmesi ve değerlendirme aşamasına aktarılabilmesi için ise bu sürecin kapsamlı bir araştırma ile ortaya konmasının gerekliliği vurgulanmıştır.

Anahtar sözcükler: erken Cumhuriyet dönemi mimarlık mirası, kapsayıcı değerlendirme yaklaşımı, ilkokul binaları, İzmir

To my loving grandmother; Feride Özçelik…

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ABBREVIATONS

CEM: Cumhuriyet Eğitim Müzesi (Republican Education Museum)

DOCOMOMO: DOcumentation and COnservation of buildings, sites and neighborhoods of the MOdern MOvement

ICOMOS: International Council on Monuments and Sites

ICCROM: International Centre for the Study of the Preservation and Restoration of Cultural Heritage

İMEM: İl Milli Eğitim Müdürlüğü (Provincial Directorate of National Education)

İLMEM: İlçe Milli Eğitim Müdürlüğü (District Directorate of National Education)

İÖO: İlk Öğretim Okulu (Primary School)

KTVKBK: Kültür ve Tabiat Varlıklarını Koruma Bölge Kurulu (Regional Council for Conservation of Cultural and Natural Properties)

KTVKYK: Kültür ve Tabiat Varlıklarını Koruma Yüksek Kurulu (High Council for Conservation of Cultural and Natural Properties)

mAAN: modern Asian Architectural Network

MAU: Metropolitan Autonomoud University of Mexico

MEB: Milli Eğitim Bakanlığı (Ministry of National Education)

NGO: Non Governmental Organization

TCBDAGM: Türkiye Cumhuriyeti Başbakanlık Devlet Arşivleri Genel Müdürlüğü (General Directorate of State Archives)

UNESCO: United Nations Educational, Scientific and Cultural Organization

WHC: World Heritage Center

CHAPTER 1

INTRODUCTION

1.1 Definition of the Problem

The approach to the built heritage has evolved from the initial tendency to conserve "monuments" on the grounds of their physical characteristics, towards the conservation of "cultural heritage", a term embracing the whole range of human activities and achievements over time[1]. This broadest scope is required in order to recognize wider-ranging and more inclusive types of values, rather than limiting consideration to physical characteristics. Consequently, today, although not entirely acted upon, all cultural products are identified as a part of a culture's heritage, and any attribute presenting a cultural context is accepted as having a certain heritage value[2].

Since the end of the 1980s, the approach of this theoretical framework, which developed and expanded to include the whole of the built environment within its remit, has raised questions regarding the recognition of twentieth-century properties as a part of cultural heritage[3]. The main agenda of these discussions concentrates on the identification and assessment problems of the twentieth-century building stock. The general approach to identification and assessment in these discussions incorporates a comprehensive understanding in the evaluation process, which is not limited only to the individual masterpieces of this era but also considers many other built forms, and regards the "whole collection" of the twentieth-century to be as representative and as inclusive as possible[4].

Eurocentric discussions on the recognition of twentieth-century properties as a part of cultural heritage have been reflected on the national stage, and began to be discussed from

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[1] Feilden, B.M. & Jokilehto, J., 1998, *Management Guidelines for World Cultural Heritage Sites*, Rome: ICCROM, p.11.

[2] Uçar, M., 2007, *Assessment of User-Ascribed Values for Cultural Properties in Relation with Planning Process, Case Study: Tarsus*, Unpublished Ph.D. Thesis, Middle East Technical University, Ankara, p.34.

[3] For detailed information about the international context of valuation approaches for assessment of the twentieth-century architectural heritage, see Chapter 3.2.

[4] Oers, R.V., 2003, "Introduction to the Programme on Modern Heritage, in *Identification and Documentation of Modern Heritage, UNESCO World Heritage Papers 5*, Retrieved in 23 May 2006 from http://whc.unesco.org/documents/publi_wh_papers_05_en.pdf, p.10., Grementieri, F., 2003, "The preservation of nineteenth-and twentieth-century heritage", in *Identification and Documentation of Modern Heritage, UNESCO World Heritage Papers 5*, Retrieved in 23 May 2006 from http://whc.unesco.org/documents/publi_wh_papers_05_en.pdf, p.89.

the beginning of the 2000s[5]. The main goal of these discussions has been the adaptation of international debates to national conditions and the identification of the criteria that should form the basis for conservation. These discussions are followed by a very limited number of academics and NGOs, and thus the theoretical and legal frameworks and the practical requirements have not yet been arranged to embrace the results of these discussions.

However, although these international discussions attach importance to all built forms of this period besides the canonic examples of architectural historiography, the general understanding in assessing the significance of twentieth-century properties in Turkey adopts an exclusive approach which relies heavily on the physical qualifications[6] of the properties in question for the following reasons;

- architectural historiography generally attaches importance to particular architectural products
- related articles of the legislative framework that refer to twentieth-century properties mainly consider important buildings
- the current identification and inventory system primarily considers physical values

These factors all affect the theoretical discussions and the practical decisions of the conservation field as an exclusive approach considering mainly some buildings the importance of which are recognized by the architectural historiography.

Concerning historiographical studies, the architectural developments of the Republican period are generally handled by focusing on the end product of a context and process, highlighting its qualifications and aiming to ascribe values to it regardless of the context and process that created it. The scope of this context-free and building-focused approach is further reduced by stylistic, typological and geographical limitations[7]. Consequently, architectural developments of the period are illustrated by representatives of certain architectural styles, innovative examples in terms of style or period, examples of important building types, designs by important architects, and prize-winning buildings, all of which are found in city centers, especially in Ankara, Istanbul and Izmir. The physical qualifications and

[5] For detailed information about the national discussions on the conservation of the early Republican architecture, see Chapter 3.3.

[6] Physical qualifications are derived from the physical characteristics of heritage based on art historical narratives and aesthetic canons. The common approach of assessing significance rely heavily on these physical values which are aesthetic, age (oldness), architectural, artistic (art and craft), authenticity, environmental (townscape, plurality, group), rarity (scarcity, uniqueness), technological (technical) values. For detailed information, see Chapter 3.1.

[7] Ergut, E.A., 2009a, "Cumhuriyet'in Mekanları/Zamanları/İnsanları: Mimarlık Tarih Yazımı Üzerine Bir Değerlendirme, in Ergut, E.A. & İmamoğlu, B. (eds.), *Cumhuriyet'in Zamanları/Mekanları/İnsanları*, Ankara, pp.11-22.

For detailed information about the historiography of the period, see Chapter 2.1.

features attributed to the buildings in this selective historiographical narration are reflected as assessment criteria in theoretical discussions and practical issues on conservation[8].

The vagueness of existing definitions of cultural heritage, and value expansions in the current legislative framework, are further problems in defining the conservation status of twentieth-century properties. The exclusive approach of the current identification and inventory system, which mainly considers the physical qualifications of properties, disregards twentieth-century properties whose physical values are controversial when compared to previous periods' buildings. The limited number of articles of the current legislative framework referring to twentieth-century properties in particular only covers buildings considered important according to their association with the foundation of the Republic, while excluding properties constructed after the 1950s completely from the scope of law[9].

Consequently, mainly the canonical examples, the importance of which are recognized by architectural historiography on the basis of their physical values can be conserved as a result of all shortcomings and deficiencies of the selective and exclusive approaches of the architectural historiography, the legislative framework and identification and inventory system. On the other hand, the remaining majority of the early Republican building stock, which consists of modest examples found in or out of city centers, anonymous buildings and buildings that do not have or are not considered to have physical values, are mostly excluded from conservation status.

However, early Republican architecture is not simply the indicator of the architectural developments of the period, but also signifies the foundation and institutionalization process of the Republic through political, cultural, social and spatial transformations as well as architectural. The construction activities of the period, which comprise the whole country and which consist of various new building types with different physical qualities, not only include the introduction of public services to each citizen, but also represent the existence and power of the new regime and helped ensure the adaptation of a modern understanding and modern lifestyle that befitted the new Republic[10]. Consequently, the absolute understanding of the modernization process of the country, the social and cultural impacts of the political revolution, as well as of the ideological and pivotal role of architecture in this process, could only be achieved by the conservation of early Republican architecture in all its diversity, including more modest examples as well as canonical buildings.

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[8] For detailed information about the current approaches to the valuation of early Republican architecture in terms of legislative framework, theoretical discussions and practical issues, see Chapters 3.3.1, 3.3.2 and 3.3.3.

[9] For detailed information on the current legislative framework in Turkey with respect to the identification and assessment of early Republican properties, see Chapter 3.3.1.

[10] For detailed information about the early Republican construction strategies, which is intended to comprise the whole country, see Chapter 2.1, footnote 19.

1.2 Aim of the Study

As stated previously, the buildings of the early Republic are mainly evaluated on the basis of the physical qualities of the end product, which is the individual building, without considering the process and context that shaped them. This exclusive assessment approach results in ignorance of those more modest examples of early Republican architecture out of conservation status. However, the significance of these modest examples comprises something more than simply their physical qualities. Their significance is rather hidden in their formation process, comprising all design, construction and usage phases, as well as their relation with the institutionalization process of the Republic and the ideological role they were given. The end products, the buildings, are the tangible evidence of the meanings and values concealed in their formation process. Thus, for a right and fair evaluation of this building stock, all contextual factors and their contribution to the formation of the buildings should be analyzed and integrated into the assessment process.

Consequently, in this study, it is claimed that **modest buildings, which could not gain conservation status according to the current exclusive assessment approach, can only gain conservation status if their formation process is taken into account, along with all its participating values and meanings**. Therefore, this study aims to discuss a new assessment approach as an alternative to the existing exclusive approach, which is primarily based on the physical characteristics of buildings. The proposed new approach is inclusive, taking into account the whole formation process with all the meanings and values of the participating features, but without overlooking the end product; the building itself. This approach will be tested on the specific case of the primary school buildings in Izmir, with the following objectives:

- To identify the whole formation process of primary education buildings, with all participating ideological, institutional and architectural features.

- To examine the essentials of considering the formation process on national, local and case-specific scales, without disregarding their interdependence.

- To discuss the necessity of integrating the formation process into the assessment phase.

- To define the principles of the proposed inclusive approach for the assessment of primary school buildings in Izmir.

- To discuss the adaptability of the proposed approach for the specific case of the primary school buildings in Izmir to other cases.

1.3 Definition of the Case Study

This research, due to its nature, should be tested on a specific case study. Thus the primary school buildings in Izmir, constructed in the period 1923-50, are selected as this project's case study. The case study has three main limitations in terms of chronology, building type and geography. The limitations of the study are as follows:

Chronological Limitation: Early Republican Period. The chronological context of this study is limited to 1923-1950, which covers the foundation and institutionalization of the Republic. This era, generally known as the early Republican period, is selected for the following reasons;

- Today, the common opinion about the built environment of the early Republican period is that there is a certain acceptance of the conservation of these properties both in the legislative framework and by public opinion[11]. However, the buildings which it is agreed should be conserved are canonic examples, whose importance is recognized by architectural historiography on the grounds of their physical values. The remaining majority of the building stock of the period is generally excluded from conservation status due to its lacking physical values. These buildings are subject to rapid demolition or at least extensive alterations as they come to the end of their economic life-spans or come to be unable to meet the changing demands of contemporary requirements, or simply to enable the construction of new buildings in their place. For this reason, the priority for discussions on the conservation of twentieth-century architecture in Turkey should be to focus on early Republican architecture in order to be able to conserve whole diversity of this built environment in line with an exclusive assessment approach.

- The era between 1923 and 1950 was a single-party period in which all institutional policies were determined by a single decision-making authority. Thus, the year 1950 defines a breaking point not only in the field of politics, but also in all other fields due to their close relations with politics, architecture included. Although architecture before 1950 is handled with different approaches by different experts, there is a common acceptance that architectural practice after 1950 is completely different from that of the early Republican period[12]. The year 1950 also defines a breaking point in the educational policies of the Republic. The goals and priorities of education policies before 1950 totally differ from those after 1950[13]. Thus, as a

[11] Omay Polat, E., 2008a, *Türkiye'nin Modern Mirasının Korunması: Kuram ve Yöntem Bağlamında Bir Değerlendirme*, Unpublished Ph.D. Thesis, Yıldız Technical University, Istanbul, p.59.

[12] For detailed information, see Chapter, 2.1.

[13] For detailed information on the education policies of the early Republican period, see Chapter, 2.2.1.

common breaking point both in the architectural and the educational field, 1950 has been selected as the end date of this study's scope.

Limitation Related to Building Type; Primary School Buildings: As mentioned in the previous part, modest examples of early Republican architecture fall outside of legal conservation status due to their rather modest physical values. However, these modest buildings, which constitute the great majority of the built environment of the period, should also be conserved in order to enable a comprehensive understanding of the foundation and institutionalization process of the Republic, the political, cultural, social and spatial transformations of this process, as well as the role of architecture in this transformation. The prerequisite for the conservation of these modest buildings is the identification of the whole formation process of every individual building type, considering national, local and case-specific aspects, and the integration of the data derived from the formation process into the assessment phase. However, due to its limitations, this study can only deal with one of these building types[14]. The building type selected for this case study is *education buildings*, for the following reasons:

- Several institutions were established with the proclamation of the Republic and construction activities took place across the whole country to ensure the operation of these institutions. All of these Republican institutions are important for their undoubted contributions to the foundation and acceptance of the new regime. However, the education institution, which was charged with the responsibility for creating the new citizens of the new regime in accordance with Republican ideologies, was considered especially important due to its key role. Particular attention was given to the success of education policies and education buildings are constructed country-wide. Thus, primary education buildings are the most widely-constructed building type of the early Republican period. As a result, educational buildings, which were constructed according to a comprehensive approach intended to reach the whole country, are a suitable case for the testing of the hypothesis of this study.

- Various primary school buildings differing in scale and quality were constructed according to the education and school construction policies peculiar to this period. The great majority of these schools, which can not be conserved on the basis of

[14] There are various modest building types or modest examples of building types which are not considered in architectural historiography. For example, the health services of the period are exemplified through some well-known hospitals in Ankara and in some other city centers such as Hıfzısıhha Health Complex, Ankara Numune Hospital, and Izmir Behçet Uz Hospital. However, there is no information about how the health services were introduced in provinces and villages, and the role of architecture in this process. Similarly, there is very little information about the modest examples of the communication, administration, education, public service building types as well as rural planning activities. The majority of the limited number of surviving examples of these building types is all excluded from conservation status.

their rather modest physical values, are a suitable case for the testing of the hypothesis of this study.

- Primary school buildings are not among the building types most often studied by architectural historiography. Knowledge of the design, formation and utilization process of these buildings is minimal. Education buildings are therefore a suitable case for testing the hypothesis of this study, being examples of a less well-known building type, the importance of which is not yet recognized.

Geographical Limitation; Izmir: This study's initial research showed that Ankara, Istanbul and Izmir are among the leading cities in which Republican education and school construction policies were successfully initiated[15]. The geographical limitation of this study is determined as Izmir due to the following reasons;

- Izmir is a good example of an area in which Republican education policies were successfully initiated at both an urban and a rural level. Thus, Izmir offers the necessary information on the local dimension of school construction policies.

- Izmir is the second city in terms of the number of school buildings built in the early Republican period. It thus has a significant number of schools that fall within the scope of the case study.

- Izmir displays a homogeneous distribution of school buildings both in the city center and in rural areas. Thus, it offers the possibility of studying a diverse range of school buildings differing both in scale and in quality.

- Izmir is one of the cities which often has a significant part in architectural historiographic studies. However, the studies on the early Republican architecture of Izmir mainly focus on the city center and on important public and residential buildings. On the other hand, the case study undertaken for this research project covers the rural settlements in addition to the city center. This study thus transcends the geographical limitations of the current understanding of the architectural historiography.

1.4 Methodology of the Study

The terms "twentieth-century architecture", "modern architecture", "modern movement buildings" are used to define the building stock of the twentieth-century in Eurocentric

[15] For detailed information, see Chapter 2.2.

discussions of the issue. In the case of Turkey, the beginning of the century also overlaps with the foundation of the Turkish Republic. For this reason, the architecture of this period in Turkey is defined as “Republican architecture”. The period before 1950, which covers the foundation and the instutionalization period of the Republic, is labelled the “early Republican period”. Accordingly, the architecture of this period is defined as “early Republican architecture”. Consequently, there are various concepts used in national debates to define the built environment of the last century, such as “twentieth-century architecture”, “modern architecture”, “Republican architecture” and “early Republican architecture”. This study focuses on the period 1923-50. For this reason, “early Republican architecture” is adopted here. However, “twentieth-century architecture” is used in Chapter 3.2, where the international context of the valuation approaches to the periods’ architectural heritage is discussed.

This study is composed of four main phases. The methodologies of each phase are given in detail at the beginning of the related chapters.The aim and content of the phases of the study are as follows:

1. In the first phase, the architecture of the early Republican period, the historiographical handling of the period, and the place of primary school buildings in this historiography are identified. The primary school buildings, which the exclusive approach of the historiography does not take sufficiently into consideration, are researched in order to identify the full extend of the national context within which they were planned and constructed. Primary and secondary literature and archival sources are used in this research. The results are given in Chapter 2.

2. In the second phase, current approaches in assessing the significance of the early Republican architecture are analyzed against a background of international valuation approaches to the assessment of the architectural heritage of the twentieth century. This analysis shows that although international discussions consider the conservation of the whole diversity of twentieth-century building stock, all the theoretical, legislative and practical processes of the national context rely heavily on the physical qualities of the properties, rendering it impossible to gain conservation status for modest buildings. Secondary literature sources are used in this research, the results of which are given in Chapter 3.

3. The third phase of the study is composed of two parts. In the first part, the case study research was carried out in Izmir with a view of understanding the whole formation process of the primary school buildings studied. The buildings, the national importance of which is identified in phase 1 in Chapter 2, are considered with respect to their local and individual formation processes. Primary literature, primary

archival material, secondary literature, site surveys and oral history research methods are used in this phase. In the second part of the third phase, information on the national, local and case-specific aspects influencing the formation processes of primary school buildings is gathered through a comprehensive program of research, and this and the information obtained through site surveys is integrated into the assessment process. The implications and potential of integrating the formation process into the assessment phase are evaluated and the proposed inclusive approach for defining the conservation status of the primary school buildings in Izmir is identified and defined. The results of the third phase of the study are given in Chapter 4.

4. The fourth and final phase comprises the summary, evaluations and conclusion of the study. The results are given in Chapter 5.

1.5 Sources of the Study

Studies concerning the field of education of the early Republican period generally focus on the historiography of educational and pedagogical developments of the Ottoman and Republican periods[16]. Although these are very useful sources for understanding educational developments, they include very little information on the physical reflections of these developments, specifically the school buildings. The absence of information on the school buildings in the current literature made it necessary to conduct this study through examination of primary sources. These primary sources, as well as the secondary sources examined and evaluated, are as follows:

1. Primary Sources: published and unpublished sources giving detailed information on the design and formation process of school buildings, and on legislative frameworks and construction policies covering national, local and case specific dimensions.

a. Primary literature sources

i) Books and articles

ii) Annuals and guidebooks of various cities

iii) Periodicals of Ministries of Education and Public Works

[16] Some of the main literature sources on the subject are;

Başgöz, İ., Wilson, H.E. 1968, *Educational Problems in Turkey: 1920-1940*, Indiana: Indiana University Publications.
Gök, F. (ed.), 1999, *75 Yılda Eğitim,* İstanbul: TC İş Bankası Yayınları.
Kaya, Y.K. 1974, *İnsan Yetiştirme Düzenimiz*, Ankara: Nüve Matbaası.
Kazamias, A. M. 1966, *Education and the Quest for Modernity in Turkey*, London.
Sakaoğlu, N. 2003, Osmanlı'dan *Günümüze Eğitim Tarihi*, İstanbul: İstanbul Bilgi Üniversitesi Yayınları.
Tekeli, İ., 1985, "Tanzimat'tan Cumhuriyet'e Eğitim Sistemindeki Değişmeler", *Tanzimat'tan Cumhuriyet'e Türkiye Ansiklopedisi,* v.2, pp.456-475.
Unat, F.R., 1964, *Türkiye Eğitim Sisteminin Gelişmesine Tarihi Bir Bakış*, Ankara.

b. Primary archive sources

i) National archives

ii) Local archives

iii) Private archives

2. Secondary sources: published bibliographical sources giving information on the legislative framework affecting the education system, and pedagogic developments.

It is necessary to explain the data included in the primary sources, which are the main sources examined and evaluated to introduce the formation process of the education buildings studied. The primary sources of the study, and brief definitions of the content of each type of source, are given below.

Primary Literature Sources: Books, articles, annuals, guidebooks and periodicals published in the period 1923-1950 are the primary literature sources used in this study.

Books and articles: Books and articles published in the period 1923-1950 give information on the educational and pedagogical developments of the period, as well as on the design and formation process of the education buildings, covering legislative and practical aspects as well. These bibliographic sources are examined thoroughly in order to understand the aim and scope of national education policies, the place of school constructions in these policies, and the design and formation process of education buildings. In order to have a complete awareness regarding the design and formation process of school buildings in Izmir, books and articles giving information on a local scale were also studied. Thus, information on the local organization of the education system and school constructions could be gained through these bibliographical sources.

Various primary literature sources, composed of books and articles, which are given in the bibliography in detail, are examined and evaluated, some of which are as follows:

- Anon. 1937, *Köy Okulu Binası*, Ankara: T.C. Tarım ve Kültür Bakanlıkları Köy Eğitmenleri Yetiştirme Kursları Neşriyatı.
- Anon. 1943, "Köylerde Yaptırılacak Okul Binaları Hakkında Tamim"*, TC Maarif Vekilliği Tebliğler Dergisi,* 6, 250, pp.69-70.
- Izmir İli Köy Bürosu, 1946, "Izmir'de Eğitim Faaliyetleri", *Izmirde Köycülük*, 23.
- Lihotzky, M.S. 1939, *Yeni Köy Okulları Bina Tipleri Üzerinde Deneme*, Ankara: Maarif Vekilliği.
- Tonguç, İ.H. 1944, İlk *Okul Öğretmenleri İçin Yaptırılacak Evler*, np.

Annuals and guidebooks: Annuals were published for various cities, especially at the 10th and 15th anniversaries of the Republic. These annuals gave illustrated information on the cultural, social and spatial transformations in these cities. The developments in the field of education, which were one of the main tools of the Republican regime in transforming the entire social fabric, have always had a place in these annuals. Numerical developments in school constructions were always mentioned in these annuals, which also included rich visual materials. Thus, these annuals and guidebooks were analyzed in order to gain information on various types of school buildings constructed throughout the country. Various annuals and guidebooks, which are given in the bibliography in detail, are examined and evaluated, some of which are as follows:

- Anon, 1933, *Çankırı'da 10 Senelik Cumhuriyet Eserleri,* Çankırı.
- Anon., 1938, *Cumhuriyetin 15. Yılında Konya*, np.
- Anon., 1938, *Cumhuriyetin 15. Yılında Manisa,* Istanbul: Kemal Basımevi.
- Anon, 1938, *Izmir Cumhuriyetin 15. Yılında*, Izmir.
- Izmir ve Havalisi Asarıatika Muhipler Cemiyeti. 1934, *Izmir Rehberi*, Istanbul: Resimli Ay Matbaası.

Periodicals of Ministries of Education and Public Works: The Ministries of Education and Public Works, which were the two institutions responsible from school construction, gave regular information about their construction activities, the plans implemented, and the responsibilities of the concerned institutions and people. Thus, the periodicals of these two institutions were analyzed for information regarding their design and construction policies. These periodicals are as follows;

- Nafia İşleri Mecmuası (Bayındırlık İşleri Dergisi)
- Maarif Vekaleti Mecmuası (Kültür Bakanlığı Dergisi, Eğitim Bakanlığı Dergisi)
- TC Maarif Vekilliği Tebliğler Dergisi

Primary Archival Sources: National, local and private archives were searched to obtain visual and written data on the national, local and case-specific formation process of primary school buildings.

National Archives: To obtain written and visual information on education policies, the place of school constructions in these policies, and the design and formation process of education buildings, the national archives were searched. These archives are:

- Başbakanlık Cumhuriyet Arşivi
- Milli Kütüphane

- Bayındırlık Bakanlığı Kütüphanesi
- Milli Eğitim Bakanlığı Kütüphanesi

Local archives: To obtain visual and written information on the local organization of the education system, on school construction policies, on the types of school constructed in Izmir, and on the current conservation status of these buildings, various local archives were searched. These archives are:

- MEB Izmir İl Milli Eğitim Müdürlüğü Archive
- MEB Bergama İlçe Milli Eğitim Müdürlüğü Archive
- MEB Ödemiş İlçe Milli Eğitim Müdürlüğü Archive
- MEB Tire İlçe Milli Eğitim Müdürlüğü Archive
- Izmir Cumhuriyet Müzesi Archive
- Izmir 1 Nolu KTVKBK Archive
- Izmir 2 Nolu KTVKBK Archive
-

Private Archives: To obtain visual and written information on school buildings constructed in Izmir various archives were searched. These archives are:

- Bergama Zübeyde Hanım İÖO Archive
- Bergama Yukarıbey İÖO Archive
- Bornova Pınarbaşı İÖO Archive
- Bornova Işıklar İÖO Archive
- Buca Tuğsavul İÖO Archive
- Güzelbahçe Vali Kazım Paşa İÖO Archive
- Karşıyaka Fevzi Paşa İÖO Archive
- Karşıyaka Örnekköy Kazım Dirik İÖO Archive
- Konak Duatepe İÖO Archive
- Konak Vali Kazım Paşa İÖO Archive
- Konak Inkılap İÖO Archive
- Konak Halitbey İÖO Archive
- Konak Topaltı İÖO Archive
- Konak Yıldırım Kemal İÖO Archive
- Konak Zafer İÖO Archive
- Ödemiş Bademiye Şükrü Saraçoğlu İÖO Archive
- Ödemiş İnönü İÖO Archive
- Ödemiş 3 Eylül İÖO Archive
- Ödemiş Konaklı Şehit Er Kamil Akan İÖO Archive
- Ödemiş Kaymakçı Şehit Öğretmen Lokman Çeker İÖO Archive
- Tire Cumhuriyet İÖO Archive

- Tire Boynuyoğun İÖO Archive
- Tire Atatürk İÖO Archive

CHAPTER 2

AN OVERVIEW OF EARLY REPUBLICAN ARCHITECTURE WITH PARTICULAR EMPHASIS ON PRIMARY SCHOOL BUILDINGS

Within the scope of this Chapter, the architectural developments of early Republican period, the historiographic handling of these developments and the place of primary school buildings in this historiography are identified in Chapter 2.1. The primary school buildings, which are seen that not sufficiently considered in this historiography, are researched and analyzed for identification of the whole dimensions of the process and context effective in their formation. The results of this research are given in Chapter 2.2.

2.1. An Overview of Early Republican Architecture

The Turkish Republic was proclaimed on October 29, 1923, under the leadership of Mustafa Kemal and revolutionary measures were taken in every aspect of life aiming to break all the associations with the Ottoman past and to create a modern Republic in a western sense. To be able realize the intended aims; a modernization project was put into practice comprising the whole country for defining the identity of the new Regime and for realizing its institutional organization[17]. This modernization project ought to introduce a new spatial order in which all the public and civil spaces are transformed from top to bottom according to the spatial strategies determined by the state[18]. The purpose of all these spatial transformations was primarily to ensure the operation of the Republican institutions and to make these institutional services reach the whole country. The secondary but not least important goal of these transformations was the ideological role they were attributed; to symbolize the new against the old, the modernity against the tradition, thus the Republican Regime against the Dynasty. Therefore, spreading of the spatial strategies which came with the Republic to the overall country meanwhile means to be able to explain the Republic to the whole country and to ensure its operation and to engrave the polity to the public memory and to secure its acknowledgement. The government of the Republic, being aware of this, attached particular importance to the spatial strategies and made meticulous effort to spread this “modernity project” to the whole country[19].

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[17] Arıtan, Ö., 2008, “Modernleşme ve Cumhuriyetin Kamusal Mekan Modelleri”, *Mimarlık*, 342, pp.49-56.
[18] Arıtan, Ö., 2008, pp.49-56.
[19] Tekeli, İ., 1998, *75 Yılda Değişen Kent ve Mimarlık*, İstanbul:Tarih Vakfı Yayınları, pp.4-5.

However, considering the architectural historiography studies of the period, it is seen that all of these spatial transformations comprising the whole country were not included adequately. Therefore, the architectural historiography of the period does not effectively explain the political, social and institutional transformations of the period and the role of architecture on these transformations. The exclusive approach of architectural historiography and its critical evaluation is discussed in the following.

2.1.1. Historiography of Early Republican Architecture

The aim of this Chapter is the evaluation of the different researches which constitute the architectural historiography studies of the early Republican period. As the methodology, the approaches of different experts towards the period, sub categorization in terms of periodic and stylistic approaches, the properties heeded for the selection of the samples have been analyzed. In the study, the sources which approach the period between 1923 and 1950 as a whole and through a complete building practice are used primarily. The sources, which

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Within the outline of the spatial transformation which aims the foundation of the new Regime itself and its institutions, modern understanding and modern lifestyle, many spatial strategies were developed and put into practice. The major ones of these spatial strategies are as follows (Batur, A., 1984b, "Cumhuriyet Döneminde Türk Mimarlığı", *Cumhuriyet Dönemi Türkiye Ansiklopedisi*, 5, pp.1383-1387., Tekeli, İ., 1998, pp.5-6., Ural, S., 1974, "Türkiye'nin Sosyal Ekonomisi ve Mimarlık, 1923-1960", *Mimarlık,* 1-2, p.20):

-The construction of Ankara as the capital: The founding of new capital in Ankara and its construction with the new building types those are necessary for the new institutions of the Republic such as ministries, banks, as well as modern residential buildings according to an appropriate urban planning was a "prestige project" of the new Republic. For this reason, the government forced its economic possibilities for the construction of her new capital.

-Public improvement works: One of the major goals of the new regime was an orderly human environment which is the indicator of a contemporary society (Batur, A., 1984b, p.1384). To establish an urban life style which befits a civilized country, the government made large scale urban planning efforts. Various experts were invited to Turkey to provide the urban plans of cities. These planned, modern cities not only introduced good quality of urban environment, paved roadways, sweeping, drainage, and lighting, but also new building types such as municipality buildings, banks, schools, hospitals, post offices, mass houses as well as recreation venues such as parks, theatres and cinemas.

The development actions aiming to create an orderly human environment has not been limited to only cities. The practice of planning exemplary villages and immigrant villages is an important part of the construction program which is carried out by the state of the period. The policy that Atatürk put forth in 1935 saying "*…One of the aims we care first is making all of our cities-small or large- including villages, as duties of spaciousness and development, each, in Turkish land… The spaces which are a household to the Turk will be an example of health, cleanliness, beauty, and modern culture..."* has been tried to be realized with the means of the period (Quoted from Ural, S., 1974, p.39).

-Railroad network: Railroad construction became a political symbol of the Republic and "covering the motherland with an iron web of railroads" became one of the main goals of the period. New buildings were introduced into Anatolian cities such as railroad terminals and their service buildings and the provinces were connected to the centre authority in Ankara by this web of railroads.

-Industrial buildings: The construction of factories was supported according to the first Five Year Industrial Plan and factories were built throughout Anatolia. The locations for the factories have been selected as small Anatolian cities on the path of the railroad. This decision is the most concrete evidence of the desire to spread the modernity project throughout the country (Tekeli, İ., 1998, p.5).

-Education buildings: The education buildings played a central role in transformation of the society from Eastern oriented habits to Western ones. The education policy was shaped in order to create a new type of Turkish citizen and society for the sustainability of the modern, democratic and secular state. The Ministry of Education gave importance to education at all levels. But primary education formed the backbone of the education policy, as it enabled the education of numerous young individuals in accordance with ideals of the Regime. In order to achieve the primary education to all citizens, the main objective of primary education policy has been "a primary school in each district and village". This objective, is the indication of the desire to make the "modernity project" spread throughout the country.

-Administrative buildings: The buildings representing the state authority and other buildings belonging to public services.

approach the period in certain parts in terms of sub periods, styles, building types and architects, are used to support the study, as well.

The researches regarding the architectural historiography of the Republic started in the 1970s in Turkey[20]. Within the scope of these researches, the period dated between the years 1923 and 1950, which is defined as the early Republic architecture[21], is taken in hand with differentiating approaches and differentiating sub-headings (See Figure 2.1.).

In the evaluation of the architecture before 1950, it is a common approach to deal with the period as history of consecutive decades differing in style which are shaped as reaction against each other as "national" and "international" styles. Alsaç(1973,76), Eldem(1973), Yavuz(1973), Sözen&Tapan(1973), Aslanoğlu(1980), Sözen(1984), Sey(1998) and Holod&Evin&Özkan(ed)(2005) explains the architectural developments of the period as the expression of history of styles, covering similar periods. Generally describing, the first period is between 1923-1930, which is known as "first national style", starting with the westernization attempts of Ottoman Empire and continued through the first years of the Republic. The second period covers the 1930s in which an international-rational approach was adopted in line with the ideological goals of the Republic that is to reach the level of contemporary civilizations. The third period is the "second national style" of 1940s, shaped under the nationalism movements that arose in Europe nourished by the psychological effect of World War II.

The common point where all these authors meet is that the period from the foundation of the Republic until 1930 is in the character of the continuation of the architectural style of the late Ottoman period, which had been shaped by nationalist ideologies. The style of the period leaded by Mimar Kemalettin and Vedat Bey is named as "national architecture" "Turkish classical style", and "first national architectural style". The reasons for the continuation of the style throughout the late Ottoman and early Republican periods are explained as the continuation of the architectural acts of Mimar Kemalettin and Vedat Bey in the Republican period, the number of architects being low and the unawareness of the existing architects about the styles other than the national style[22], inability to follow the function oriented

[20] The first study related to the consideration and evaluation of Republican architecture is the forum named "Mimarlığımız 1923-59" (Our Architecture 1923-50), which was published in the *Mimarlık* periodical in 1973 (*Mimarlık*, 1973, 2, pp.19-62). This forum includes answers of people, who participated in the theoretical and applied efforts in the area of architecture beginning from the foundation of the Republic, to six questions which are determined by the magazine. These people are Zeki Sayar, Kemali Söylemezoğlu, Behçet Ünsal, Rebii Gorbon, Naci Meltem and S.Sonad. The articles of S.H.Eldem, Y.Yavuz and Üstün Alsaç, which were published in *Mimarlık* periodical in the same year, can be considered as the first historiography studies of Republican architecture (*Mimarlık*, 1973, 11-12, pp.5-44). In the same year, a book published by M. Sözen and M. Tapan named "Elli Yıllık Türk Mimarisi" (Turkish Architecture of Fifty Years). This is the first book considering the architectural developments of the period as a whole.

[21] The term "early Republican architecture", which was first pronounced by İnci Aslanoğlu in 1980, is being used commonly today and it refers to the architectural practice between 1923 and 1950.

[22] The reason behind this is the educational background of the institutes that they were graduated. The native and foreign professors in the School of Fine Arts (Sanayi-i Nefise Mektebi) and the School of Civil Engineering

developments that emerged at that period in Europe and the presence of the Union and Progress Party (İttihat ve Terakki Partisi) members in the foundation staff of the Republic who were active in the emergence of the "national architecture" and who were sincerely supporting this style.

The architectural features of the "first national architectural style" are defined with a stylistic approach considering the physical characteristics of the buildings, namely the outer appearance, mass of the building, and formation of the architectural elements. These formal characteristics are defined as "tri partite" arrangements of facades according to features of Renaissance architecture (symmetry and axiality in particular), priority of facade arrangements in building design followed by plan solutions, unequal treatment of facades according to their importance, use of projections supported by different types of brackets, use of rounded corners or treatment of corners as towers by the use of pseudo-domes, placement of entrances on symmetry axis and their treatment as portals, use of different types of balustrades in balconies such as simple vertical stone ones, richly decorated facades with Seljukid and Ottoman decorative elements such as stalactite ornamentation, tiles, rosettes, intricate geometric patterns, and attached columns, use of pointed arches to cross the window and door openings and use of new construction techniques such as reinforced concrete, iron and steel[23].

For the exemplification of the architectural practice of the period, the buildings which reflect the physical properties of the styles come forth and these are usually the buildings of a limited number of well-known architects. In general the indicated examples are the Headquarters of the Republican Peoples Party[24] by Vedat Tek, Ankara Palas by Vedat Tek and Kemalettin Bey, Second Vakıf Apartments and Gazi Teachers' Collage by Kemalettin Bey, İş Bankası Headquarters, Agricultural Bank (Ziraat Bankası), and General Directorate of the State Monopolies (İnhisarlar İdaresi) by Gulio Mongeri, Ministry of Foreign Affairs (Dışişleri Bakanlığı), Museum of Ethnography (Etnoğrafya Müzesi), Ministry of National Education (Milli Eğitim Bakanlığı) and The Turkish Hearth (Türk Ocağı)[25] by Arif Hikmet Koyunoğlu, Gazi and Latife Schools by Mukbil Kemal Taş, and Ministry of Finance (Maliye Vekaleti) by Yahya Ahmet and Mühendis İrfan. Other than these examples in Ankara, the other cities that come forward with the "first national architectural style" buildings are İzmir

(Hendese-i Mülkiye Mektebi), the most important institutions that were giving architectural education at that period, were only providing education in "national style". Thus, they could only be able to rise a generation with similar affinities (Sözen, M., Tapan, M. 1973, *50 Yılın Türk Mimarisi*, Istanbul: Türkiye İş Bankası Kültür Yayınları, pp.28-29).

[23] Aslanoğlu, İ. 2001, *Erken Cumhuriyet Dönemi Mimarlığı 1923-1938*, Ankara:ODTÜ Mimarlık Fakültesi Yayınları, pp.31-33., Yavuz, Y., 1981, *Mimar Kemalettin ve Birinci Ulusal Mimarlık Dönemi*, Ankara: ODTÜ Mimarlık Fakültesi Yayınları, p.viii., Sözen, M., Tapan, M., 1973, p.106., Sözen, M., 1984, *Cumhuriyet Dönemi Türk Mimarlığı (1923-83)*, Ankara: Türkiye İş Bankası Kültür Yayınları, pp.30-31.

[24] The building was used as the Second National Assembly for a long time in the early Republican period and today it is used as the Museum of the Republic.

[25] The Turkish Heart building was used as People's House after 1932 and today houses the National Gallery of Art (Devlet Resim ve Heykel Müzesi).

and Konya. Turkish Heart (Türk Ocağı) by Necmettin Emre, National Cinema (Milli Sinema) and National Library (Milli Kütüphane) by Tahsin Sermet, Ottoman Bank (Osmanlı Bankası), Palace of Exchange (Borsa Sarayı) and Büyük Kardiçalı Hanı are the examples in İzmir whereas Central Post Office (Merkez Postanesi) by Falih Ülkü, Boys' High School (Erkek Lisesi) by Mimar Muzaffer are among the examples in Konya.

Most of the buildings indicated in the architectural historiography studies are the public buildings in the capital: Ankara. The development of Ankara was a prestige project indicating the power of the new Regime, thus the failure of this project was the failure of the Regime as well[26]. For this reason, the public buildings of the capital not only come into prominence as the buildings in which the new institutions coming with the Republic get functionalized, but also with the significance of their representing the existence and the power of the Regime. Though limited to a number, some buildings constructed outside Ankara, in other big cities like İstanbul, İzmir, Konya, which reflect the typical characteristics of architectural styles and which are the buildings of important architects are used in the exemplification of the period. But there is not any information about the construction activities in other cities and provinces and about names and works of other architects who had great contribution to the built environment of the period. Sözen indicates the names of some other lesser-known architects and states that in order for the architectural medium of the period to be understood, researches about the stories and works of these architects has to be made[27].

From the end of the 1920s, it is seen that making constructions with the "national style" is expensive, takes longer and results in loss of time. Thus, parallel to the developments in Europe, modern style starts to find acceptance. In general, the reason of the acceptance of the architectural style which is dated between 1930 and 1940 and named as "functionalism", "Ankara-Vienna cubic architecture", "international architectural forms", "international style", "modernism", are the death of Kemalettin Bey who had been the supporter of the "national architecture", foreign architects beginning to become active in Turkey[28], the changes in the

[26] Tekeli, 1998, p.6.

[27] These architects were; Ahmet Burhanettin Tamcı, A. Kemal, Ahmet Kemalettin, Alaettin Özaktaş, Ali Talat, Aram Hancıyan, Cemil, Denari, Ekrem Hakkı Ayverdi, Galip, Hafi, İbrahim Beykozlu, D.J.'Armi, Kavafyan, Kiryakidis, İrfan, Küçük Kemal, Kemal Altan, Mehmet Fesçi, Leon Güreğyan, M.D. Çurvadis, Nafilyan,Pappa, Peçilas, Rafael Rus, Tanaş Yamas, Taşçıyan, Terziyan, U.Ferrari, Vangel, Yorgiadis, Mesut Özok, Mehmet Nihat Nigizberk, Muzaffer, Nesim Sisa, Nuri Nafiz, Şefik, Tahsin Sermet, Yahya Ahmet, Ziya, and Zühtü Başar (Sözen, M., 1984, p.33).

[28] The clearly articulated goal of the Republic was to catch up with the material culture and technology of the west; therefore foreign experts were called from west to put their culture and technology into practice (Batur, A.,1984a, "To Be Modern: Search for a Republican Architecture", in R. Holod& A. Evin (Ed), *Modern Turkish Architecture,* University of Pennsylvania Press, p.76). In 1927, the Law of Encouragement of Industry provided the foreign specialists to employ in Turkey. Some of these foreign architects were Ernst Egli, Hans Poelzig, Martin Elsaesser, Bruno Taut, A. Vorhölzer, Gustav Oelsner, Wilhelm Schütte, Clemens Holzmeister, Debes, Paul Bonatz, Friedrich Hess, Tiedje, Rolf Gutbrod, Gerhard Graubner, Dilz Brandi, Bruno Zevi, Jürgen Joedicke, Wilhelm Landzetter, Robert Öerley, V. Hüttig, Theodor Jost, Paolo Vietti-Violi and Hand Koepf (Sözen, M., 1984, p.168., Aslanoğlu, İ. 1992, "1923-1950 Yılları Arasında Ankara'da Çalışan Yabancı Mimarlar", *Ankara Konuşmaları*, pp.118-128). The major public buildings were consistently commissioned to foreign architects, among whom Clemens Holzmeister played a key role in establishing the public face of architecture in the new capital (Nalbantoğlu, G.B., 1990, "Architects, Style, and Power: The Turkish Case in the 1930s", *Twentieth-Century Art&Culture*, 1, 2, p.41).

architectural education[29], world economic depression and its effect on architecture[30] and the emergence of the idea that the "national architecture" conflicts with the ideals of the new Regime[31].

The architectural developments between 1930 and 1940 is taken as a whole and evaluated as the "modern style" by Alsaç, Eldem, Yavuz, Sözen and Sey. Aslanoğlu, on the other hand, indicates that two significant styles developed parallel to each other during this period- the "international style" and the "neo-classical style". The formal character of the "international style" is defined with search for pure geometric forms and asymmetry in forms, an organic relation between form and function, complete abandonment of decoration, simplicity, employment of reinforced concrete frame, flat roof, large panes of glass, ribbon and corner windows, and coarse gray stucco (edelputz) for facades[32]. The buildings which are used for the exemplification of this formal language are Ismetpaşa Institute for Girls, Exhibition Hall (Sergi Evi), Chemistry-Bacteriology Building of Hıfzısıhha Institute (Hıfzısıhha Enstitüsü, Kimyahane-Bakteriyoloji Binası) in Ankara, Gazi Primary School in İzmir, and Laboratory Building for Agriculture (Ziraat Haşarat Laboratuvarı) in Adana. On the other hand, many houses that were mainly designed by Turkish architects; Sait Bey House and İzzet Bey House in Adana by Semih Rüstem, Dr Mustafa Bey House in Ankara by Mimar Şevki, Rıfat Bey House in Ankara by Bekir İhsan Ünal, Dr. Sani Yaver House in Istanbul by Zeki Sayar, Yusuf Bey House in Istanbul by Rebii Gorbon, Ayaspaşa Üçler Apartment in Istanbul by Seyfi Arkan were some of residential buildings representing this style.

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[29] To spread the modern architecture among Turkish architects, the Ministry of National Education changed the program in the Faculty of Fine Arts and the studios of Guilio Mongeri and Vedat Bey, who were teaching previous revivalist styles, were closed and only the studio of Ernst Egli, who was teaching the principles of modern architecture, was left (Ünsal, B., 1973, "Mimarlık Forum, Mimarlığımız: 1923-1950", *Mimarlı*k, 2, p.36). Egli reorganized the curriculum of the Architecture Department of the Academy of Fine Arts after central European models.

[30] There was a high demand for different types of new buildings from public buildings to factories, hospitals, schools, as well as houses but limited budget of the Republic was suffering from excessive decorations of the National Style. The national economy was worsened by the additional pressure of the world economic depression at the end of the decade. For this reason International style that is rational, functional, and free from decoration was accepted easily to meet the vast necessity of building activity of the Republic.

[31] Turkish architects as well as the levels of administration realized that they were trying to keep the architectural understanding of the past with old and aging appearance buildings, conflicting with the basic quality of the Republic; that is being young and new (Söylemezoğlu, K., 1973, "Mimarlık Forum, Mimarlığımız:1923-1950", *Mimarlı*k, 2, p.25). For this reason they started to search for a brand-new treatment in line with the ideology of the new regime that is to transform the entire country into western styles. The modern architecture was seen as the indicator of this transformation and was applied as an official program implemented by the bureaucrats and the professional elites (Bozdoğan, S., 1993, "Modern Architecture and Cultural Politics of Nationalism in Early Republican Turkey", in Gaehtgens, T.W. (ed.), Artistic Exchange, Proceedings of the 28th International Congress of History of Art, Berlin:Akademie Verlay, p.441).

Modern architecture was chosen as the symbol of the modern country and was used in public buildings all over the country to represent the stability of the new regime and her willingness to participate in contemporary civilization. Some of existing classical and Ottoman revivalist buildings of 1920s, which were seen as inharmonious with the ideology of the regime, were refaced in new modern facades as in the cases of Court of Financial Appeals (Sayıştay) in Ankara and Teachers' School in Adana (Anon., 1933a, "Adana Erkek Muallim Mektebi Tadil İnşaatı", *Mimar*, 3, 3, pp.71-73).

[32] Aslanoğlu, İ., 1986, "Evaluation of Architectural Developments in Turkey within the Socio-Economic and Cultural Framework of the 1923-38 Period", Ankara: METU Journal of the Faculty of Architecture, 7, 2, pp.19-20., Sözen, M., 1984, pp.171-172.

The Neo-Classical Style is used mostly as the formal style of the public buildings, in order to display the power and authority of the state, like in the examples in Germany and Italia in this period[33]. The buildings in this style had monumental scale, symmetry, high colonnaded entrances, and stone dressed facades[34]. The buildings of the Administrative District (Devlet Mahallesi) such as Ministry of National Defence (Milli Savunma Bakanlığı), General Staff Building (Genelkurmay Başkanlığı), Presidential Palace (Başbakanlık), Ministry of Interior (İçişleri Bakanlığı), the Ministry of Commerce (Ticaret Bakanlığı), the Ministry of Public Works (Bayındırlık Bakanlığı), the Ministry of Health, Supreme Court of Appeal (Yargıtay), Central Bank, Emlak Kredi Bank, Music Trainers School (Musiki Muallim Mektebi), Ankara Faculty of Law (Hukuk Fakültesi), were some of the examples designed according to the principles of neo-classic style.

It is seen that the physical properties of buildings are considered in the evaluation of the architecture of the 1930s, like it has been the case before. It is indicated that in 1930s, due to the etatist economic policies, the state was the arbiter on architecture and it used architecture for its ideological purposes. These purposes were to explain to the public and make them adopt the social and political lifestyle that the new Regime brought, through the public buildings. But in the representation of the Regime through buildings, again Ankara and major public buildings stick out. It is mentioned that importance was attached to administration, health, education, security, transportation, industrial, cultural buildings as a government policy, there has been efforts to widespread them throughout the country, but it is seen that the indicated or exemplified buildings are located in major cities, and that certain building types are the ones that represent the styles.

From the end of the 1930s, the modernist style begins to get criticized. The main reasons for these criticisms are explained as the construction of buildings disregarding the local and climate conditions and thus their rapid deterioration[35], the economic and psychological effects of Second World War[36], reaction of Turkish architects against foreign architects[37], the

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[33] Aslanoğlu, İ., 1986, p.20.

[34] Aslanoğlu, İ., 1986, p.20.

[35]These terraced roofed, dark plastered buildings were criticized because they could not age well in time. The modern buildings of 1930s were getting old in 10-15 years and creating drainage, material and maintenance problems (Eldem, S. H., 1973, "Elli Yıllık Cumhuriyet Mimarlığı", *Mimarlık,* 11-12, p.6).

[36] The state could not import construction materials such as steel, glass and cement due to war, resulting prerequisite to return regional building material alternatives and regional methods of construction.

[37] The opposition was not against the existence of foreign architects in the academy as educators or in the state offices as advisors but their existence in the profession. Each work that was taken by foreign architects meant the missed opportunity of Turkish architects for their practice, knowledge and economic income (Tümer, G., 1998, *Cumhuriyet Döneminde Yabancı Mimarlar Sorunu*, İzmir: Mimarlar Odası İzmir Şubesi Yayınları, p.92). The struggle of Turkish architects against foreign superiority became an opposition to modern architecture which was being identified with foreign architects (Batur, A., 1984a, p.88).

According to Tümer, insufficient number and experience of Turkish architects, migration of Austrian and German architects to Turkey who escaped from Nazi pressure as well as Atatürks' support to foreign experts were the main reasons of foreign architects' appearance in Turkey. Besides, the government doesn't want to waste its limited economic sources in the hands of non-expertise architects. (1998, pp.12-16, 50). In the first years of the Republic foreign architects not only took the responsibility of planning the cities and designing the governmental buildings, but

effect of Seminar on National Architecture in the Academy and the contribution of foreign architects on the idea of national architecture[38]. The style that defined the architectural medium throughout the 1940s and named as the "second national architectural sStyle" developed in the leadership of Sedat Hakkı Eldem and climate conditions, traditional architecture, use of local materials and techniques were respected, traditional building elements were modernized and earlier styles of Turkish architecture, civilian and rural building types were studied as a source of inspiration. Taşlık Coffee House (Taşlık Kahvesi) in Istanbul by Sedat Hakkı Eldem, Cenap And House in Ankara, Emin Onat House in Istanbul and Vali Konağı (Residence of the Governor) in Bursa by Emin Onat, Saraçoğlu Quarter in Ankara by Paul Bonatz, can be mentioned as examples of this style.

A second effective approach in the architectural practice of the 1940s is the monumental neo-classical style, which was flourished sometimes by the use of Turkish structural and decorative elements. The monumental neo classical approach became the official discourse of the public buildings starting from the mid 1930s and continued so through the 1940s to show the power and authority of the government. Some of the buildings of 1940s were the Directorate of Turkish State Railways (Devlet Demiryolları Genel Müdürlüğü) by Bedri Uçar, Faculties of Science and Letters of Istanbul University (Istanbul Universitesi Fen ve Edebiyat Fakülteleri) by Emin Onat and Sedat Hakkı Eldem, Atatürks' Mausoleum (Anıtkabir) by Emin Onat and Orhan Arda, Ankara Faculty of Sciences (Fen Fakültesi) by Emin Onat and Sedat

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also commissioned to establish architectural education in western standards. Starting from the 1930s onwards, the number of Turkish architects reasonably increased and they started to ask for their rights in the profession since almost all the public buildings were commissioned to foreign architects with high prices and without knowing the expertise of them whether they foreign architects suit the job or not.

Starting with the issue of architectural periodicals such as Mimar (Arkitekt), Yapı, and Mimarlık, the Turkish architects found the floor for expressing their criticism, complaints and demands. These periodicals, especially Mimar (Arkitekt) were pioneering the struggle of Turkish architects against foreign dominancy and were only publishing the designs of Turkish architects. In many articles published in the periodical, it is claimed that the professional ability of Turkish architects was as successful as foreigners. For example in an article, the success of Turkish architects in competitions were mentioned and it is claimed that Turkish architects were capable of designing all the new buildings that the country needed and there was not need to pay ten times more salary and price to foreigners while there were Turkish similar (Alaattin Cemil, 1934, "Türk Mimarı", *Mimar*, 4, 7, p.212). In another article Mimar Abidin points out the problems of Turkish architects as being respected inadequately, being distrusted, economic problems, lack of private ateliers, and lack of building experience possibilities. But he attracts attention of success of Turkish architects in architectural competitions in spite of the problems they faced and desires equal reliance, tolerance and economic possibilities as foreigners (Mimar Abidin, 1933, "Memlekette Türk Mimarının Yarınki Vaziyeti", *Mimar*, 3, 5, pp.129-130).

Mimar Behçet and Bedrettin were on the other hand, claim that the good and bad buildings of foreigners are proliferating in the country while a young and idealistic generation of Turkish architects is kept sterile and orphaned. According to them, the Turkish architects were competing with the foreigners in their experimental works and whoever helps them in improving their profession should be respected. On the other hand, the techniques of European experts should be benefited but the foreign architects could never achieve the Turkish sprit and experience (Mimar Behçet Bedrettin, 1933, "Türk Inkılap Mimarisi", *Mimar*, 3, 9-10, p.265).

[38] Bruno Taut who came to Turkey in 1937 and also taught in the Academy of Fine Arts was advocating regionalism in architecture, respecting the climate and topographic inputs in design process (Alsaç, Ü, 1973, "Türkiye'deki Mimarlık Düşüncesinin Cumhuriyet Devrindeki Evrimi", *Mimarlık*, 11-12, p.15). He took special care to integrate his rather formalist version of regionalism into practice His Faculty of Letters (Dil Tarih ve Coğrafya Fakültesi) building in Ankara displays such features of alternating brick and stone coursing walls of Ottoman style on the main façade. Saraçoğu Quarter in Ankara shows the regionalist approach of Paul Bonatz. Similarly, Egli claims that modern architecture would make sense only if its internationalist seeds were used to improve regional forms, hence the starting point of Turkish students should be the folk architecture of Anatolia rather than the imported European styles (Nalbantoğlu, G.B., 1990, 1, 2, p.45). Holzmeisters' works could also be evaluated in a regionalist manner in which he used Ankara stone to face the brick walls in the ministry buildings and acknowledging that the Turkish climate demanded relatively small windows (Nalbantoğlu, G.B., 1990, 1, 2, p.45).

Hakkı Eldem, and Istanbul Radio House (Radyo Evi) by İsmail Utkular, Doğan Erginbaş and Ömer Günay.

The researches discussed till this section are the sources which are examining the period under similar headings in terms of style and period. Batur, on the other hand, makes a periodization with correspondence to the previous researches, but avoids notably of stylistic narrations. According to Batur, the discourse and form define the nature of the professional architecture of quality, which has the characteristics of being foreseen, planned and supervised and official/academic, and is not consider the physical environment formations outside it like the marginal and anonymous formations and even the realizations outside the metropolis[39]. However, these formations are present and they cannot be ignored from the point of view of determining the characteristics of the period[40]. For this reason, in architecture, evaluation has to be made without disregarding problems about style, but not with simplification to a description of styles[41]. According to Batur, the approach foreseen would have a dual perspective, which would include construction policies, programs, organizations, constructed buildings, quality problems, codes and urbanization in response to the social necessities, on one hand, and the forms of reflection and conceptualizing, on the other[42].

Batur interprets the periods that the previous researchers defined as consecutive decades representing national and international styles in a different way. The period between 1923 and 1939 is “foundation years” and is comprised of two sub-periods named “transition period” and “modernist period”. The period between 1923 and 1927 is the “transition period”, in which priority was given to the realization of emergency construction programs. She explains this period through the limited number of public buildings concentrated in Ankara. It is the “modernist period” between 1929 and 1938 and there are two phenomena defining the development and environment transformations of this period. The first was the ideological framework of the foundation and revolutionary steps. In this period, an effective ideological program, with the help of the conditions of the uncontested government, is defining the method and content of a modernization model for Turkey. The second phenomena is the state controlled economy, which emerged as an unavoidable policy with the effect of the World Economic Depression of 1929, and industrial investment attempts, aimed at achieving rapid growth and countering the effect of the economic depression. The construction program of the period and the listing of the priorities in the construction policy were public improvement works in order to orient urban development, service and industrial buildings, health and education buildings, public housing buildings, and construction of Ankara as the

[39] Batur, A., 2005, A Concise History: Architecture in Turkey During the 20th Century, Ankara: Chamber of Architects of Turkey, pp.1-2.

[40] Batur, A., 2005, p.2.

[41] Batur, A., 1984b, p.1380.

[42] Batur, A., 2005, p.2.

capital of the new state[43]. This construction program, apart from determination of the architectural requirements, shouldered the representation of the formal ideology. Buildings are being used to "display" the proceedings about advances, improvements and changes of the period. The "form" of this "display" is the modern architecture, which is thought to represent the level of contemporary civilization[44]. Batur defines the period which is generally referred as "second national architectural style" between 1939 and 1950 as the "war years" and indicates that the political, economical and ideological dimensions defined by the Second World War were effective on the shaping of architecture.

Although Batur tries to discuss the period apart from description of styles, in her exemplification, it is seen that she selects buildings over a certain architectural quality. She says that the public buildings of the period are used as the tools to represent the existence and power of the new Regime, but she explains this representation through only significant buildings. Therefore, although she brings a different methodological approach, the exemplified buildings and architects are similar to those in previous studies.

Another approach in the evaluation of early Republican period architecture, evaluates the period between 1923 and 1950, as a whole, within the "national architecture style" that is shaped as the reflection of the nationalist ideology, which is also supported by the state. Somer Ural considers the period with this approach. Ural indicates that the problem of architecture and urbanization in Turkey can be put in its proper place once the material relationship of them to economical system, production relations, on which politics, ideology and culture are built, are examined[45]. Ural points out that the researches on architectural historiography of his time shows "descriptive" approach and the researches made through the formal construction activities, which are determined according to the priorities of the development program of the government, are shallow and insufficient. Considering that in 1970s there were not any approaches other than national-international style labels, the way that Ural discusses the architecture of the period can be described as original and pioneering. Ural evaluates the period from 1908 Young Turks Revolution to 1950 as "national architecture", however he differentiates the periods before and after 1930. But the difference after 1930 is a change in the "national architecture" style, shaped by the state controlled economy and chauvinist nationalist ideology which emerged in Germany and Italy.

Ural indicates the program and priorities of the architectural sphere between 1923 and 1950 as the development of Ankara, formal buildings (governmental buildings which represent the authority of the state, primary schools, healthcare buildings, post offices, abattoirs in various cities…etc.), lodging for government employees, village houses, immigrant houses and

[43] Batur, A.,1984b, p.1382.
[44] Batur, A.,1984b, p.1387.
[45] Ural, 1974, p.6.

worker houses[46]. Although Ural brings a different methodological approach, the exemplified buildings and architects are similar to the previous studies, but nevertheless it is important for its being the first to propose that the period has to be analyzed aside from the "descriptive" approach through the significant public buildings.

2.1.2. Evaluation of the Historiography of Early Republican Architecture

The historiography of early Republican architecture in Turkey is generally a descriptive history of consecutive styles, where "national" and "international" styles follow each other. The second approach for the discussion of the architectural developments of the period considers the whole period between 1923 and 1950 within "national architecture", which is shaped as the reflection of the nationalist ideology supported by the government of the period.

In the studies which consider the period as the history of styles, it is observed that there is an exemplification done through the best and most significant representatives of the styles. This approach, which follows the styles, highlights the buildings with their outstanding aesthetical and architectural features. The examples are generally public buildings. These buildings, although come into prominence with undertaking the duty to form the institutional organization of the state, usually are the ones representing the styles and thus are over an aesthetic and architectural quality. Similar approach is observed also in the studies which consider the period out of stylistic descriptions. Therefore, it is seen that certain architectural and aesthetic quality is also considered in studies in which descriptive stylistic narrations are avoided and which put forward the ideological role of architecture during the institutionalization process of the Republic as well as the determining attitude of the Regime in the formation of the built environment. While well-known Turkish and foreign architects and their works are mentioned in the historiography, very little information takes place about other architects and their buildings which constitute the great percentage of the built environment of the period. Apart from these, the criteria like being the first, being the last[47] and projects obtained through architectural competitions[48] are mentioned in the architectural historiography studies. As a result, in the historiography of the early Republican architecture, the buildings hold a place due to the following criteria:

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[46] Ural, 1974, pp.37-40.

[47] For example, the Gazi Teachers' Collage (Gazi Eğitim Enstitüsü) by Kemalettin Bey in Ankara is considered as the last building constructed in the so called "first national style" whereas Ministry of Health and Ministry of National Defense buildings as the first building in "international style". The Palace of Justice (Adalet Sarayı) and Hilton Hotel in Istanbul are take place in the architectural historiography for being the first examples in modern style of 1950s. In addition to being the first and/or last examples of their style/period, the architects who are considered to be first in their period are also mentioned in the historiography. For example, Leman Tomsu and Münevver Belen are considered in the historiography for being one of the first women architects in the profession.

[48] For example, in all the historiographic sources, Ankara Exhibition Hall (Sergi Evi) is considered as a prize-winning project.

- to define certain breaking points in terms of architectural developments (being the first, last, iconic…, etc.)
- to reflect the style/architectural characteristics of their period, which possess artistic/aesthetical value
- to be an example of most significant building types
- to be designed by important architects
- to have historic and symbolic value related to their association with the foundation of the Republic but at the same time over a certain aesthetical quality

Apart from this, it is seen that the buildings are mostly concentrated in limited number of city centers; Ankara, Istanbul and Izmir taking the first places, so there is a geographical limitation. However, there is no or very limited information about the other public-civil buildings, which constituted the majority of the built environment of the period, or what kind of an architectural practice existed outside the urban centers and who were responsible for design and construction phases of these buildings. It is known that with the foundation of the Republic, architecture took on the role of creating the new building types which fulfill the political, economical, social, cultural and educational requirements of the new Republic. In other words some building types didn't exist before the Republic. However, in the architectural historiography studies, these new building types are evaluated independent from the process shaped them, but through the physical qualities of the buildings, which is the end product of their formation process. The evaluation of the final product ignoring the process shaped it, results in the evaluation limited to the stylistic and aesthetic concerns.

However, the early Republican architecture in Turkey is not simply important for being the indicator of architectural developments of its period. Its importance is rather related with its ideological role on the political, social, institutional and economical transformations during the establishment and institutionalization process of the Republic. The period from the foundation of the Republic to the formation of a multiparty system, is a process where all these political, social, institutional and economical changes of a new state are reflected on architecture. These reflections can be recognized through new building types with different functions required by the new institutions of the new Regime, industrial and transportation buildings, urban site projects, and examples of civil architecture. However, it is not possible to make this recognition through an exclusive approach considering only significant buildings and architects with typological and geographical limitations as in the case of current historiographic approaches. Thus, the comprising architectural practice of the period, which aims to be spread to the whole country, should also be handled with a comprehensive

approach in the historiography studies not only focusing to the physical qualities of the end product of a process but also considering the process created it[49].

As far as the approach of architectural historiography is considered with special emphasis on primary school buildings, which are the subject of this study, it is seen that there is an exclusive approach as in the case of other building types that have been discussed in the previous part of this Chapter. The Republican Regime attached particular importance to education, particularly primary education, and considered conveying of primary education service to all citizens as the only way to ensure the continuity and integrity of the Republic. School buildings are considered important more than the other public buildings, and *"…all types of educational buildings became the symbols of progressive ideals of Kemalist Revolution…"* and "*…building these became synonymous with the building of the nation itself…"*[50]. In respect to their scale and physical properties, it can be thought that middle and high educational buildings have priority in the mission of "representing the Republic". However, primary school buildings have a significant importance of being the single building type through which the state reaches its citizens, and the most important media in the transformation of the social fabric in line with the Republican principles. Nevertheless, there is almost no information regarding primary schools in architectural historiography and the existing information is limited to a few school buildings designed by well-known architects[51]. These buildings take part in the historiography for reflecting the architectural styles of their period and only considered in terms of their physical characteristics. The context in which these buildings had been shaped has not been mentioned. Thus, in the next part of the study, the primary school buildings will be analyzed and evaluated with all participating ideological, institutional and architectural features which are effective in their formation.

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[49] The aim of this evaluation is not to critique the historiographic studies of the period. It is the regular process of historiographic studies to start from canonic examples and then to expand to include all the products of the built environment. However, the problem in the particular Turkish case is that the processes of gathering information about the buildings through research and the demolishment of the buildings do not run parallel to each other. Particularly early Republican architecture buildings are being demolished or being lost their characteristics to a great extend. Considering the lack of primary sources on the architectural scene of the period, lack of archives of related institutions, and loss of private archives, the necessity of researches, which should investigate the architectural developments of the period with a comprehensive approach, emerges. These researches addressing the different qualifications of whole built environment of the period will contribute to the conservation framework for being "aware" of these buildings and for deciding the criterions which could provide their handling in the scope of cultural heritage.

[50] Bozdoğan, S. 2002, *Modernizm ve Ulusun İnşası: Erken Cumhuriyet Türkiye'sinde Mimari Kültür,* İstanbul: Metis Yayınları, p.104.

[51] The primary school buildings that take part in the architectural historiography are the Gazi and Latife Schools in Ankara, Gazi Mustafa Kemal in Konya and Atatürk in Bursa all of which were constructed according to the same prototype plan in 1920s and all of which are used for the exemplification of the so called "first national architectural style". On the other hand, Izmir Gazi and Istanbul Fındıklı 13 are the most widely used examples for exemplification of the so called "international style" of 1930s. Bursa Haşim İşcan, which is constructed according to the principles of so called "second national architectural style" and widely used for the exemplification of this style.

The only source considering the primary school buildings in detail is "Educating People" section of the book named "Modernism and Nation Building" by Sibel Bozdoğan (2002, pp.104-114). Bozdoğan mentions that the institutional and architectural infrastructure of educating the people had a distinct priority on the ideological agenda of the Republic. She points out the efforts of the Regime for spreading the educational services throughout the country and gives examples of the proto-type projects particularly designed for this purpose.

Table 2.1. The historiographical studies on early Republican architecture

			1908-1923	1923-1930	1930-1940	1940-1950
1973	Mimarlık	Ustün Alsaç	National Architecture(Milli Mimarlık)		Functionalism(Fonksiyonculuk)	Second National Style (Ikinci Milli Mimarlık)
1973	Mimarlık	S.H. Eldem	Ottoman Renaissance (Osmanlı Rönesansı) / Turkish Classical Style ('Türk Klasik' Tarzı)		Ankara-Vienna Cubic Architecture (Ankara-Viyana Kübik Mimarisi)	Milli Mimari (Taş Devri)
1973	Mimarlık	Yıldırım Yavuz	National Architecture(Milli Mimari)		International Architectural Styles (Enternasyonel Mimarlık Biçimleri)	Second National Architecture(Ikinci Milli Mimari)
1973	Metin Sözen&Mete Tapan		First National Architectural Period (Birinci Ulusal Mimarlık Dönemi)		Developments After First National Architectural Style (Birinci Ulusal Mimarlık Dönemi Sonrası Gelismeler)	Second National Architectural Period (Ikinci Ulusal Mimarlık Dönemi)
1974	Somer Ural		Before 1950-National Architecture (1950 Oncesi-Milli Mimari)			
			Before 1930(1908-1930)		After 1930(1930-1950)	
1976	Ustün Alsaç		First National Architectural Style (Birinci Ulusal Mimarlık Akımı)		Rational-Functional Architectural Style (Rasyonel Fonksiyoncu Mimarlık Akımı)	Second National Architectural Style (İkinci Ulusal mimarlık Akımı)
1980	İnci Aslanoğlu			1923-1932	1932-1938	Second National Architectural Style (Ikinci Milli Mimarlık Uslubu)
			First National Architectural Style (Birinci Ulusal Mimarlık Uslubu)		International Style (Uluslararası Üslup) / Neo-Classical Style(Neo Klasik Üslup)	
1984	Metin Sözen		First National Architectural Period		Developments After First National Architectural Style	Second National Architectural Period
1984 1998 2005	Afife Batur			The Foundation Years:1923-1939 (Kuruluş Yılları)		The Years of War:1938-1950
				The First Years:Transition Period (1923-27)	The Modernist Period:1927-1938	
					1927-1932/33 The First Phase / 1933-36 The Second Phase / 1937-38 The Third Phase	
1998	Yıldız Sey		National Architectural Style (Milli Mimari Akımı)		Modernism (Modenizm)	Second National Architecture (Ikinci Milli Mimari)
2005	Holod, Evin, Ozkan (eds)		The First National Style (Yavuz&Ozkan)	The First National Style (Yavuz&Ozkan)	To be Modern:Search for a Republican Architecture (Afife Batur)	The Second Period of Turkish National Architecture (Ustün Alsaç)

2.2. Primary Education System and School Buildings in the Early Republican Period

As it has been stated in the previous section, the aim of this part is to analyze and evaluate the primary school buildings constructed in the early Republican period with respect the ideological and institutional processes and context which is effective in their formation. However, in order to understand the school construction policies and the school buildings formed by these policies, it is necessary to have knowledge of the education system, in which all the construction and formation policies are shaped. For this purpose, first the education policies of the period are studied. Secondly, the method used for the planning and construction process of school buildings is presented, and finally the evaluation of the study is made.

2.2.1. Primary Education System

The new Turkish Republic witnessed a series of reforms after its establishment in 1923. Although radical reforms were undertaken in all fields of social and political life, the ones in the field of education had a clear priority among the others, since the administration was aware that the revolution would be successful only if it succeeded in educating the broad mass of the population[52]. In other words, it was essential to secure public support for the revolutions and to make citizens inform, understand and accept the nature and the results of these reforms. For this reason, the government intended to shape the education system according to its own targets and aimed to create a new type of Turkish citizen and society to be the protector of the Republican ideology, which was to establish a modern, democratic, secular state.

But the government had to face many extremely difficult problems in 1920s because the education system of the Empire had been transferred to the Republic by the same group of teachers and educational thinkers and this transformation brought the problems of the previous era, such as an insufficient number of schools and teachers, lack of sufficient funds, and a high percentage of illiteracy, and most importantly the lack of an education system compatible with the country's social and economic structure and adequate for further growth[53].

In order to reshape the education system, one of the most important reforms of the Republic, the Law on the Unification of Education (Tevhid-i Tedrisat Kanunu), was accepted in 1924. All of the educational institutions were reshaped under the authority of the Ministry of

[52] Ahmad, F.1993, *The Making of Modern Turkey*, London and New York: Routledge, p.81.

[53] Başgöz, İ., Wilson, H.E. 1968, *Educational Problems in Turkey: 1920-1940*, Indiana: Indiana University Publications, p.55.

National Education and the dual control and organization of the schools was abolished[54]. Primary education became free of charge and compulsory for all Turkish citizens by the same law[55]. Co-education started at university level in 1923-24 and this came to include secondary schools, middle schools, and high schools after the new Turkish Civil Code of 1926, which granted equal rights to women in every aspect of life[56]. The religious schools were closed in 1925 and the latinization of the alphabet took place in 1928.

The Nation Schools (Millet Mektepleri) were launched in 1929 to teach the new script to adults, and a mass education movement started which would be known as the "literacy campaign". It became obligatory to attend Nation Schools for all citizens, male and female, between 15 and 45 years: the schools thus aimed to make the population between 15-45, constituting almost half of the population, literate in two or three years[57]. More than one million people learned to read and write in Nation Schools in two years,[58] and in total about 2.5 million people had attended these courses by the end of 1937[59]. In addition to Nation Schools (Millet Mektepleri), the People's Houses (Halkevleri)[60] in city centers and People's Rooms (Halk Odaları) in small towns and villages took the responsibility of educating people via cultural and educational activities, and the army took the responsibility of making soldiers literate[61].

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[54] In the traditional Ottoman education system, the primary education was under the responsibility of the religious institutions; *vakıfs.* There was not a state authority or control over the primary education institutions, which were called *sıbyan mektebs.* These *mektebs* were only aimed to provide religious education to children and to indoctrinate them with the Muslim philosophy of life (Başgöz, İ., Wilson, H.E., 1968, p.16).

The first modernization movements in the education system of the Empire started in the second half of the 18th century parallel to the westernization movements of the military institutions. Modern military schools were opened for the improvement of the military forces. Though modernization mainly aimed to train the army in European methods, the movement gradually spread into other levels of the education system, covering primary education as well. The modernization movements in the education system aimed to create an educational agency free from religious control. The Ministry of Education began organizing the education institutions into an efficient and unified national educational system financially supported by the government. But these attempts could not embrace traditional institutions since they were under the control of religious authorities that were completely opposed to any Western development. Thus, although limited in number, new primary schools in the western style were opened by the government as an alternative to *sıbyan mektebs,* and to distinguish these from traditional *sıbyan mektebs* they were named *İptidai Mektep, Usul-i Cedide Mektebi* and *Taş Mekteb* (Çağlar, A. 1999, "75. Yılında Cumhuriyetin İlköğretim Birikimi", in Fatma Gök (ed), *75 Yılda Eğitim,* İstanbul:TC İş Bankası Yayınları, p.128). These schools were financially supported by the government and, contrary to the *sıbyan mektebs*, the control and influence of religious authorities was avoided. Consequently, there were two system of administration during the final years of the empire: state and religious schools.

[55] The obligatory of primary education was firstly depicted by Mahmud II in 1824 (Kaya, Y.K. 1974, *İnsan Yetiştirme Düzenimiz*, Ankara: Nüve Matbaası, p.70). The Regulations for General Education (Maarif-i Umumiye Nizamnamesi) of 1869 made provisions for making primary education free and compulsory. However, these regulations never could be put into practice due to administrative and economic problems of the Empire.

[56] Başgöz, İ., Wilson, H.E., 1968, p.109.

[57] Sakaoğlu, N. 2003, Osmanlı'dan *Günümüze Eğitim Tarihi*, İstanbul:İstanbul Bilgi Üniversitesi Yayınları, pp.191-192.

[58] 602,927 people graduated from millet mektepleri in 1928-29, and 488,051 in 1929-30 (İstatistik Umum Müdürlüğü, 1930, *İstatistik Yıllığı 1930*, Ankara, p.117).

[59] Anon., 1938a, *Cumhuriyet Halk Partisi On Beşinci Yıl Kitabı*, İstanbul: Cumhuriyet Matbaası, p.174.

[60] The Turkish Hearth Clubs (Halk Ocakları) were replaced by The People's Houses in 1931. The People's houses had been principally designed to fulfill the gap between the educated elite at the top of Turkish society and the large uneducated masses below (Başgöz, İ., Wilson, H.E., 1968, p.157).

[61] Sakaoğlu, N., 2003, p.192.

In order to reshape the education system, education experts from foreign countries were invited to investigate the current situation in Turkey and to advice on the development of a national education system. Among these advisors were John Dewey, who came to Turkey in 1924, Prof. Kuhne in 1926, Omar Buyse in 1927, and Kemerrer Group in 1933. Dewey's recommendations were mainly about improvements to the peasants' education and the adaptation of education to local conditions and needs. Kuhne gave advice about the need for skilled labor and technicians whereas Buyse recommended the technical and vocational education. The Kemerrer group stressed the close relation of the economy and education and recommended training labor for the improvement of the economy[62].

These reports and recommendations, though prepared by foreign experts, drew attention to significant problems in the education system and suggested some wise solutions. They appeared, however, at a moment when the energies and resources of the new Republic were absorbed in other tasks. For this reason, the suggestions of these experts could not be put into practice until the end of 1930s and some could never be applied since they were culturally and economically unrealistic solutions for the conditions of that time[63].

The Ministry of National Education reflected the basic organizational structure of the Ottoman Ministry until the Law on the Organization of the Ministry of Education (Maarif Teşkilatına Dair Kanun) in 1926, which concerned the reorganization of the Ministry for the first time in Republican history. According to this law, primary education organization was structured thus, as city and town schools, city and town boarding schools, village schools and village boarding schools[64]. The city and village schools were separated from each other with this law. Primary school education was for five years for both city and village schools, and there was not a different curriculum for village schools. But this legal five year program was never implemented in the villages and instead the first three years of the city school curriculum was taught.

In spite of the economic, social and political constraints that the Ministry of National Education faced, the number of schools, students and teachers tolerably increased in the 1920s. But the numbers were far from the intended goal, of making literate every individual of the Republic, and opening a primary school in all villages and town quarters as soon as possible, since 89.4 percent of the population was illiterate according to 1927 census[65].

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[62] Başgöz, İ., Wilson, H.E., 1968, pp.63-72.

[63] For example Dewey suggested sending the teachers to Europe periodically which was impossible under the existing financial conditions. Buyse, on the other hand, suggested that school girls should be taught to make ladies' hats and mourning veils ignoring the fact that mourning veils had never been a part of Turkish dress (Başgöz, İ., Wilson, H.E., 1968, pp.73-75).

[64] The Law on the Organization of Education (Maarif Teşkilâtına Dair Kanun), Date: 22.03.1926, Number of Law: 789, Article: 5, Quoted from: TC Milli Eğitim Vekaleti, 1953, *Milli Eğitimle İlgili Kanunlar*, Ankara:Milli Eğitim Basımevi, p.3.

[65] İstatistik Umum Müdürlüğü, 1930, pp.41, 49.

Besides, the disparities in literacy levels between rural and urban centers were dramatic. According to the 1927 census, the literacy rate for the cities and towns was 32.04 percent, whereas it was only 5.97 percent in the villages[66].The literacy differences were even more tragic between different regions of the country, especially in East and South East Anatolian cities, where the rural inhabitants constituted almost all of the population.

Illiteracy was higher among women than men. The 3.67 percent of the female population was literate according to the 1927 census, whereas it was 12.99 for men[67]. The disparity between the literacy levels of men and women was very high even in the most literate cities, but the difference grew dramatically in the villages and in East and South East cities. The literate male population was 21.71, the female 10.33 percent in cities, whereas it was 5.16 for men and 0.81 for women in villages[68].

The construction of new school buildings had always been one of the main problems for the Republic, not only in the 1920s but also in the fallowing decades as well[69]. Another problem for the 1920s was the shortage of qualified teachers. There were 24 teachers' schools in 1925, all of which could graduate only 300-400 teachers each year. On the other hand, according to the 1927 cencus, there was a need for a total of 1,911 teachers in the cities, towns and in the villages[70]. The existing teachers' schools were unable to meet the responsibility since the needed number was five times more than the graduated teachers, and the existing financial conditions meant the Ministry could not afford to establish new teachers' schools. Mustafa Necati developed a plan for training village teachers and four such schools were opened in between 1925-28, but Necati's death brought an end to this plan[71].

The 1920s was a transition and preparation period in which the legal framework was constituted for the implementation of a secular and modern education system. Many radical reforms were launched, laws, regulations and directives were drafted and many ideas were expressed for the improvement of the education system in the 1920s, but little could be done in reality since time was needed to launch an educational plan, build schools, train needed teachers and improve the budget of the Ministry of National Education for all of these issues.

Total population	:13,646,270
Population of 7 and over	:10,483,529
Population of literate	:1,111,496
Population of illiterate	:12,517,992
Literacy proportion of population of 7 and over	:%10.6
Literacy proportion of total population	:%8.6

[66] Zaim, S., 1932, "İstatistikler ve Köyde Maarif", *Dönüm*, 4, p.24.

[67] Zaim, S., 1932, p. 23.

[68] Zaim, S., 1932, p.24.

[69] For detailed information on the school design and construction activities, see Chapter 2.2.2.2.

[70] Tonguç, İ.H. 1938, *Köyde Eğitim,* Ankara:Kültür Bakanlığı Yayın Direktörlüğü, p.187.

[71] Başgöz, İ., Wilson, H.E., 1968, p.132.

For this reason, the intended goals in primary education couldn't be reached throughout the 1920s, especially in rural areas.

After 1930, as the State began to take an active role in the economy, the leaders began to realize the importance of the peasantry, rural development and the improvement of village conditions[72]. The necessity of incorporating education into the national economy by providing practical agricultural study in schools, thus improving the conditions of students, future peasants, teachers and the national economy was mentioned at the very beginning of the Republic in 1923 at the Izmir Economic Congress, but the Ministry of National Education took little notice of these issues during the 1920s since it was inadequately financed and staffed and was heavily burdened with routine administrative duties[73]. But starting from the beginning of the 1930s, it became the common idea of all the reformists and intellectuals and it was realized that as long as the Turkish village was not rescued from its miserable conditions and the Turkish peasant from his ignorance, the reforms of the revolution could not be expected to succeed[74].

The necessity of educating peasants was also widely stressed in the press, starting from the beginning of the 1930s. Many books and journals were published supporting the improvement of the quality of life of the village population as the departure point for the development of the country[75]. For example, in 1932, Sedat Zaim mentioned the current weakness of education activities in the villages, declared the main problem of the Republic as the education of villagers and stressed the education of peasants as the primary necessity of any kind of improvement of the whole state[76]. Similarly, Muallim Nuri mentioned the priority of the Republic as the education of villagers, who constituted 70 percent of the total population. He focused attention on the current remoteness of the school from village life and proposed to adapt education to the economic, agricultural and social necessities of

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[72] Başgöz, İ., Wilson, H.E., 1968, p.134.

Actually, the necessity of education of the village and the peasants, which forms the skeleton of the Republican education policy, had its ideological background during the Second Constitutional Period. The education of peasants had been seen as the primary necessity of development starting from the Second Constitution Period and depicted several times until the establishment of the Republic but these ideas could not be put into practice.

[73] Başgöz, İ., Wilson, H.E., 1968, pp.56-58.

[74] Başgöz, İ., Wilson, H.E., 1968, p.134.

[75] Some of the books about the books on this issue were

Eyüp Hamdi Akman, 1936, *Türk Köylüsünün Kalkınma Yolları*.
İsmail Hakkı Tonguç, *1938, Köyde Eğitim*.
İsmail Hakkı Tonguç, 1939, *Canlandırılacak Köy*.
Nusret Kemal Köymen, 1934, *Halkçılık ve Köycülük*.
Nusret Kemal Köymen, 1939,*Türk Köyünü Yükseltme Çareleri*.
M.Tarhan Toker, 1935, *Inkılabın Köy Muallimi*.
Şeri Tekben, 1947, *Canlandırılacak Köy Yolunda*.

Some of the periodicals on this issue were,

Bizim Köy
Kadro
Köy ve Eğitim
Kültür

[76] Zaim, S., 1932, p.23-26.

the village[77]. According to him, village teachers should be in the key position for opening the village to the outside world, should know village life, should teach in the school but also contribute to the upgrading of village life and should have the necessary knowledge to fulfill all of these roles[78].

By 1935, the literacy rate had almost doubled from that of 1927 and stood at 20.4 percent of the population[79]. But the disparities in literacy levels between rural and urban centers, between different regions of the country, especially in East and South East Anatolian cities, and between women and men, continued to be high. The attempt to spread primary education among the peasants who constituted the great majority of the population had not been successful.

The great majority of the population lived in a total of 40,000 villages. 32,000 of these villages had a population of less than 400, and the number of students in these villages was about 28-40 children[80].16,000 of these 32,000 villages had a population of less than 150[81]. Only 5,000 of the villages had a primary school[82] and establishment of a school in each of other 35,000 villages was impossible, at least under the existing financial conditions. Plus, it was impossible to charge one teacher for each of these villages and to pay the teachers' salary.

Education in the cities was relatively good, since the population was not scattered, and the existing teachers' schools could meet the demand of city schools. On the other hand, there were many acute problems in village education. The village schools were unsuccessful in programming themselves to the economic life of villages. Their program was the same as those in city schools, which was too long and gave unnecessary knowledge that was not useful for village children. The peasants were reluctant to send their children to school since they needed the children to work in the fields.

Another problem was the teachers. The current teachers' schools were failing to prepare the teachers to work successfully under the conditions of village life, because their training taught them nothing about the characteristics and problems of rural areas. For these reasons, teachers were confronted with extremely difficult problems when they went to

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[77] Muallim Nuri. 1932, " Köy Mektebi", *Dönüm*, 3, pp. 24-26.

[78] Muallim Nuri.1932, "Köy Muallimi", Dönüm, 6, 21-24.

[79] Aykut, Selim Sabit. 1945, *İktisadi ve İçtimai Türkiye*, Vol V, (Türkiye'de Nüfus), Ankara:TC Başbakanlık İstatistik Umum Müdürlüğü, p.18.

[80] Anon., 1937a, *Köy Okulu Binası*, İstanbul:T.C. Tarım ve Kültür Bakanlıkları Köy Eğitmeni Yetiştirme Kursları Neşriyatı, p.5.

According to 1935 population census, 14,103,072 of total 18,790,174 populations had been living in villages and sub districts (Başbakanlık İstatistik Genel Müdürlüğü, 1950, *Milli Eğitim İlk Öğretim İstatistikleri 1948-1949*, Ankara, p.40).

[81] Anon., 1941a, *Köy Enstitüleri I,* İstanbul:Maarif Matbaası, p.3.

[82] Anon., 1936a,*"Köy Okullarımızın Durumu ve Köylerimizin Hususiyetleri", Kültür*, 3, 58, p.2.

villages, such as not being able to get used to village life, being left alone, being subject to the objections of the villagers, lacking lodgings, and economic difficulties. Besides, the Ministry was unable to pay the salaries of some teachers because of economic problems. On the other hand, the number of teachers was so limited that it could hardly cover the needs of the city schools. Some new village school buildings, which were constructed under very difficult economic conditions, waited years to open because of a lack of teachers. In the 1928-29 semesters in Izmir, 14 schools were closed for this reason[83].

These problems led the members of the Ministry to think about a new education system in villages based on production and economy. This new system required a new type of teacher specifically trained to educate in villages. An experimental program was developed by Tonguç in 1936 for training village educators; *eğitmen*. Village men who had been recently released from military service and who were literate were assigned to a one-year course in Mahmudiye State Farm in Eskişehir. This course was operated by the Ministries of Education and Agriculture and the students graduated as trainers (*eğitmen*) to the village schools to teach and to act as advisors to the villagers in the use of scientific methods in agriculture.

After the success of the experimental *eğitmen* program, the Law on Village Educators (Köy Eğitmenleri Kanunu, Law Number: 3238) was introduced to the assembly in 1937. The aim of the law was declared in the first article as being to educate *eğitmens* for the villages whose populations were inconvenient for the commission of a teacher. According to this law, trainees were to be chosen from among young men, who knew village life, had successfully fulfilled their army service, and knew how to read and write. The trainers were not only expected to teach the children but also to teach the adults, to take part in construction of school buildings, set up plant nurseries, develop orchards, encourage the planting of trees, help in improving farm productivity and introduce new seeds, new implements and new methods provided by the Ministry of Agriculture[84]. The *eğitmens* were sent to their own villages or to other villages close to their home villages and the villagers were obliged to construct the school buildings and the teacher's lodgings according to the plans sent from the Education Directorates (Maarif Müdürlüğü).

The *eğitmens* received a salary from the Ministry of National Education but the amount was less than that paid to regular teachers. The educators were mainly supported by the economy of the village. Land was allotted to them by the village and the Ministry of Agriculture provided seeds, farm implements and the necessary credit to develop their own farm units. These farms also served for demonstration purposes for the agriculture lessons.

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[83] Tutsak, S. 2002, *İzmir'de Eğitim ve Eğitimciler (1850-1950)*, Ankara:Kültür Bakanlığı Yayınları, p.287.
[84] Başgöz, İ., Wilson, H.E., 1968, p.142.

In 1938, nine new courses were opened for training *eğitmens* for village schools. The curriculum of village schools, which was the same as city schools, changed in 1939 and a new curriculum was introduced, compatible with the economic and social life of the villages[85]. The *eğitmen* program continued until 1947 and graduated 8,675 *eğitmens* between 1936 and 1947[86]. The *eğitmen* program resolved the village education problem to some degree but the necessary number of *eğitmens*, that is one for each village, could not be trained. The literacy level rose to 22.4 percent in 1940[87] but this ratio was still far from what the Ministry of National Education aimed.

According to a survey of 1940, 34.3 percent of city children and 74.6 percent of village children could not go to school[88]. To solve the education problem of the whole country, there was a need for 5,594 schools in cities and 44,289 schools in the villages, and 5,597 teachers were needed for the city schools whereas the demand was for 44,289 teachers for the village schools[89]. According to these numbers, the problem in the rural areas was still acute although the Ministry was pushing all its resources towards solving the problem.

To educate the necessary number of teachers to solve the education problem of the villages, the most significant experiment in modern Turkish education, Village Institutes (Köy Enstitüleri), were established in 1940. The Law on Village Institutes (Köy Enstitüleri Kanunu, Law Number: 3803), was introduced in 1940. According to this law, village children graduated from village primary schools were trained in Village Institutes that were set up in 21 selected villages[90] for a period of five years, and in turn they were expected to be the prospective teachers, technical leaders and advisers of the villages in which they were appointed. The teachers were responsible for all kinds of teaching in the village, both indoors and outdoors. They were to set up their model fields, vineyards, gardens and workshops to serve as models and guides for the villagers and they were also responsible for making the villagers benefit from these facilities[91]. They were given the necessary technical knowledge in the Institutes. Half of the lessons of the curriculum were composed of practical lessons such as agriculture and cattle breeding for boys and girls, building carpentry, smiting for boys, and sewing, tailoring and weaving for girls. In the Hasanoğlan Institute, there was a

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[85] Gündüzalp, F., 1958c, "Cumhuriyet Devrinde Köy Okulları Problemi III", *Köy ve Eğitim,* 5, 49, 1-4, p.1.

[86] Özel, M. 2000, *Köy Enstitüleri*, Ankara:Kültür Bakanlığı Yayınları, p.5.

[87] Kaya, Y.K., 1974, p.115.

[88] Anon., 1941a, p.4., Ayas, N., 1948, *Türkiye Cumhuriyeti Milli Eğitimi: Kuruluşlar ve Tarihçeler,* Ankara:Milli Eğitim Basımevi, pp.150-151.

[89] Ayas, N., 1948, pp.150-151.

[90] İzmir Kızılçullu, Eskişehir Çifteler, Kırklareli Kepirtepe, Kastamonu Gölköy, Sakarya Arifiye, Antalya Aksu, Balıkesir Savaştepe, Isparta Gönen, Adana Düziçi, Kayseri Pazarören, Samsun Akpınar, Trabzon Beşikdüzü, Kars Cılavuz, Malatya Akçadağ Village Institutes were established in 1940. Konya İvriz, Ankara Hasanoğlan, Sivas Yıldızeli were established in 1941, Erzurum Pulur in 1942, Diyarbakır Dicle, Aydın Ortaklar in 1944, and Van Erciş Village Institute in 1947. Among these, İzmir-Kızılçullu and Eskişehir-Çifteler were established before in 1937 as Village Teacher's Schools as well as , Trakya-Kepirtepe in 1938 and Kastamonu-Gölköy in 1939. These four schools turned into Village Institutes in 1940 (Özel, M., 2000, p.6).

[91] Anon., 1941a, p.10.

senior section where selected graduates of the Institutes were trained to be teachers in the Village Institutes.

Similar to the *eğitmens*, the teachers were sent to their own or close villages and land was allotted to them and the seeds, cattle breeding animals, farm implements and other necessary equipment were obtained by the state as well. The school buildings, lodgings, workshops and other related educational buildings were to be constructed by the villagers according to the prototype plans given by Education Directorates (Maarif Müdürlüğü). The buildings had to be completed before the arrival of the teacher. For this reason Education Directorates (Maarif Müdürlüğü). had to inform the villagers 3 years before the arrival of the teacher to allow the necessary time for obtaining the materials, money and the labor for the construction[92].

The purpose of Village Institutes was more than to train the village teachers; it was also to raise the general level of village communities, to spread knowledge and the acceptance of the Kemalist revolution, to bridge the gap between the educated elite and the uneducated populace, and to foster the economic development of the country[93].

In 1942 the Law on the Organization of Village Schools and Institutes (Köy Okulları ve Enstitüleri Teşkilat Kanunu, Law Number: 4274) was introduced. According to this law, the primary education schools were[94];

1. City Schools
2. Village Schools
    a. Village schools with trainer (Eğitmenli Köy Okulları)
    b. Village schools with teacher (Öğretmenli Köy Okulları)
    c. Village schools with trainer and teacher (Eğitmenli ve Öğretmenli Köy Okulları)
    d. Village boarding schools (Yatılı Köy Okulları)
    e. Evening Schools (Akşam Okulları)
    f. Village and Region Vocational Courses (Köy ve bölge Meslek Kursları)

The village schools with an *eğitmen* were for three years, whereas all the other types of primary school were for five years. The village schools had a different curriculum to the city

[92] Anon., 1944a, "Köy Enstitüleri Mezunlarının Yerleştirilmeleri ile İlgili İşler Hakkında Tamim", *TC Maarif Vekilliği Tebliğler Dergisi*, 6, 280, pp.195-196.

[93] Kazamias, A.M.1966, *Education and the Quest for Modernity in Turkey*, London, p.125.

[94] The Law on the Organization of Village Schools and Institutes (Köy Okulları ve Enstitüleri Teşkilat Kanunu), Law Number: 4274, Article 1.

schools. There were practical agriculture, cattle dealing, and craft lessons to pass on skills to village children that would be useful in their further life.

The ratio of villages that had a school was 23.6 percent during the establishment of Village Institutes in 1940. The ratio rose to 33.7 percent at the end of 1945 and to 45.5 at the end of 1950[95]. The literacy level rose to 29 percent in 1945 and to 33.6 in 1950[96]. There were 1,000-1,500 graduates of the Institutes every year and it was aimed to graduate the needed number of 44,289 village teachers[97], so that in a few years the education problems of the country would be solved.

But the Village Institutes were subjected to harsh criticism after 1945, in the multi party period, especially by Democrat Party members. The idea of awakening the peasants by teaching them to read and write, teaching them about health care and efficient agriculture and thus giving them a new sense of self-reliance and confidence, was seen as dangerous by the conservatives[98]. The Institutes were accused of propagating socialist and communist ideologies. Thus, the most original and colorful idea of the early Republican education policy had a very short life. The curriculum of the institutes was changed into the curriculum of regular teacher training schools in 1952, and they closed completely and converted into Primary Teachers Schools in 1954[99].

2.2.2. Primary School Buildings in General

Parallel to the institutional measures, new administrative and financial policies were adopted for construction of school buildings throughout the country. The Ministry of National Education and the Ministry of Public Works were the two governmental bodies responsible for design and construction of school buildings. The following Chapter gives the results of the research carried on this subject.

2.2.2.1. Organization and Finance

The Regulation for General Education issued in 1869 (Maarif-i Umumiye Nizamnamesi) is the first legal document aiming to establish an organized educational system throughout the Empire before the foundation of the Republic. In this Regulation, there are articles such as those for opening primary schools in each quarter and village, taking necessary legal precautions for the implementation of compulsory primary education, and the establishment

[95] Kaya, Y.K., 1974, p.97.
[96] Kaya, Y.K., 1974, p.115.
[97] See supra p.35.
[98] Ahmad, F., 1993, p.83.
[99] Gündüzalp, F., 1958c, p.3.

of educational administrations and boards in cities under the authority of Ministry of Education[100]. In the 4th article of this Regulation, it is indicated that the construction and repair costs of the primary schools and the salaries of the teachers are to be supplied by the quarter and village community[101]. Until the Provisional Law on Primary Education (Tedrisat-ı İptidaiye Kanun-ı Muvakkati) of 1913 became operative, the Regulation remained in effect formulating the primary education policy of the Empire. However, many of the items could not be implemented due to the social and political conditions of the period.

The Provisional Law on Primary Education (Tedrisat-ı İptidaiye Kanun-ı Muvakkati) brought a similar organization and financing model to that of the 1869 Regulations, and became the basis for the primary education organization of the Republic, undergoing changes from time to time, until 1942[102]. In the 15th article of the law, it is mentioned that the cost for provision of the land required for the primary schools to be constructed, the construction of the school buildings, payment of the salaries of the teachers, school directors, assistant to the directors, repair of the school buildings, provision of the materials for schools, and the salaries of the janitors have to be met by the village and neighborhood community, and it is indicated that the necessary money would be collected by the district, shire or city board administration[103]. According to the 65th and 66th articles of the law, in case of necessity, the expenditures of primary education can be supported by the state and city budgets[104]. In order to ensure that the programs and laws accepted by the Ministry of Education are applied, the Provisional Law on Primary Education directed that, in cities, Boards of Primary Education (Tedrisat-ı İptidaiye Meclisleri) were to be present under the chairmanship of the governor[105]. Likewise, the responsibilities of primary educational issues were given to District Education Councils (Kaza Maarif Encümenleri) chaired by governors in districts and proprietors (mutasarrıf) in shires[106].

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[100] The Regulations for General Education (Maarif-i Umumiye Nizamnamesi), Date:01.9.1869, Quoted from: Özalp, R.,1982, Milli Eğitimle İlgili Mevzuat (1857-1923), İstanbul: Milli Eğitim Basımevi, pp.165-244.

[101] "*Sıbyan mekteplerinin masarif-i inşaiye ve tamiriyesi ve muallimlerinin muhassasatı ve mesarif-i sairesi mahalle ve karyesinde bulunan cemaatlerinin heyeti umumiyesi tarafından tesviye olunacaktır*" [The Regulations for General Education (Maarif-i Umumiye Nizamnamesi), Article:4]

[102] Tonguç, İ.H. 1947, *Eğitim Yolu ile Canlandırılacak Köy*, İstanbul:Güven Basımevi.

[103] " *Mekatibi iptidaiye tesisine muktazi arsanın tedariki ve mektep binasının ve muallim ve muallime ve muavin ve muavinleri maaşatı ile süknaları masarıfı inşaiyesi ve bedeli icarı ve bunların tamiri esası mektebin ve levazımı tedrisiyenin tedarik ve tecdidi, dershanelerin teshin ve tenviri, hademe ücretleri kariye ve mahalle ahalisinin zimmetine ait masarıfı mecburedendir"* [Provisional Law on Primary Education (Tadrisat-ı İptidaiye Kanun-ı Muvakkati), Date: 23.9.1329, Number of Law:305, Article:15, Quoted from: Özalp, R.,1982, pp.83-102]

[104] Article 65: "*Tedrisatı iptidaiyei umumiyenin masarifi adiyesi bu kanunla münderiç usule tevfikan devlet ve vilayet bütçelerinden tesviye olunur"* Article:66: "*Devletçe görülecek lüzum üzerine bazı mahallerde tesis ve idare edilecek tedrisatı iptidaiye müessesat ve mekatibinin masarifi inşaiye ve talimiyeleri kısmen veya tamamen devlet bütçesinden verilecektir*", (Provisional Law on Primary Education (Tadrisat-ı İptidaiye Kanun-ı Muvakkati).

[105] Article 27: "*Her vilayet merkezinde bir tedrisatı iptidaiye meclisi teşkil edilecektir. Bu meclise vali riyaset eder. Vilayet Maarif Müdürü reisi sani olup meclis berveçhi ati teşekkül eder*", Article 30: [Provisory Law on Primary Education (Tadrisat-ı İptidaiye Kanun-ı Muvakkati)]

[106] "Kaza Maarif Encümenleri Kaymakamın, livalarda Mutasarrıfın tahtı riyasetinde in'ikat eder" [Provisory Law on Primary Education (Tadrisat-ı İptidaiye Kanun-ı Muvakkati), Article: 33]

The financial organization left from the Empire remained the same after the foundation of the Republic. The Law on the Organization of the Ministry of Education (Maarif Teşkilâtına Dair Kanun) of 1926 indicates that the expenditures of boarding schools are to be met by the Ministry, and all the expenditures of other primary schools by the Special Provincial Administrations (Il Özel İdare)[107]. Thus, as previously, the expenditures of primary education are charged by the budgets of local administrations. The scheme of educational organization in the city centers and provinces continued likewise in the Republican period, being determined by the laws of 1869 and 1913. In this system, the Central Organization of the Ministry of Education (Maarif Vekaleti Merkez Teşkilatı) was responsible for all the educational issues in the country. Boards of Primary Education (Tedrisat-i İptidaiye Meclisleri) were founded under the chairmanship of the governor in cities and under the district governor in districts. These boards were in charge of the application of decisions made by the Ministry as well as the supervision of educational affairs. After 1935, all the responsibility for educational affairs fell to the Education Directorates (Maarif Müdürlüğü) in cities and to the Education Officials (Maarif Memurluğu) in districts. These units were subordinated to the city governorship.

To be able to run the educational affairs of the cities on a regular basis, five-year educational plans were prepared, and the programs for school construction were a part of these plans. The Law on the Organization of the Ministry Education issued in 1926 forbids school construction by parties other than the *İnşaat Bürosu* (Construction Bureau)[108]. The prototype projects prepared by the *İnşaat Bürosu* (Construction Bureau) were sent to Education Directorates (Maarif Müdürlüğü) in the provinces and upon with the joint decision of the administrator of the settlement and the Education Directorates (Maarif Müdürlüğü), the most suitable plan for that settlement was selected and built. In some cases, the projects of the *İnşaat Bürosu* (Construction Bureau) had to be revised according to the conditions of the site on which the school was to be built. In such a case, Education Directorates (Maarif Müdürlüğü) could make revisions, informing the *İnşaat Bürosu* (Construction Bureau). These revisions could be made by the architects employed in the municipality or in the Education Directorates (Maarif Müdürlüğü), or by the *İnşaat Bürosu* (Construction Bureau) according to the instructions of the Education Directorates (Maarif Müdürlüğü).

In cities and districts, the schools were constructed by the Special Provincial Administrations (İl Özel İdare), but all the expenses of the construction were met through taxes collected

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[107] "*Gündüz ilkmektepleri vilayetlerin idarei hususiye varidatiyle açılır. Şehir ve kasaba yatı mekteplerini muhtaç ve kimsesiz çocuklara mahsus olmak üzere Maarif Vekaleti açar*" [The Law on the Organization of Education (Maarif Teşkilâtına Dair Kanun), Date: 22.03.1926, Number of Law: 789, Article: 5, Quoted from: TC Milli Eğitim Vekaleti, 1953, pp.3-9]

[108] Article 24 of the Law says: "*The official school buildings, libraries and museums to be constructed in Turkey are made according to the projects prepared by the Ministry of Education"*

"*Türkiyede yapılacak resmi mektep binaları, kütüphaneler ve müzeler ancak Maarif Vekaletinin hazırladığı projeler dairesinde yapılır"* (The Law on the Organization of Education (Maarif Teşkilâtına Dair Kanun), Date: 22.03.1926, Number of Law: 789, Article: 24).

from the public. In the construction of village schools, there was a totally different system. Village schools were constructed not only with the financial support of the villagers, but also with their labor force. In the 12th article of the Village Law (Köy Kanunu), dated 1924, it was included in the responsibilities of the villages *"…to construct a school according to the sample provided by the Education Directorates..."*[109]. The same responsibility is defined for the villagers also in The Law on Village Institutes (Köy Enstitüleri Kanunu)[110] of 1940 and The Law on the Organization of Village Schools and Institutes (Köy Okulları ve Enstitüleri Teşkilat Kanunu)[111] of 1942. In 1948, the articles related to construction in laws 3803 and 4274 have been reorganized. This new arrangement also directs that the village schools are to be constructed with the financial and labor support of the peasant[112].

All of the laws mentioned above place the obligation that the construction of the village school buildings, prototype projects of which are designed by the Ministries of National Education and Ministry of Public Works, are to be carried out by the villagers. But it is valid that from time to time professional support was to be provided to the villagers during construction of these schools. As an example, in the 8th article of law 5210 it is said that *"…in*

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[109] Village Law (Köy Kanunu), Date:7.4.1924, Number of Law::442, Quoted from: TC Milli Eğitim Vekaleti, 1953, 719-742.

[110] "*The buildings of the schools to which village teachers are to be assigned and teacher houses are constructed according to plans provided by Maarif Vekaleti following the Village Law, by the council of elders of the village, under the supervision of local education inspectors and mobile headmasters, and declared to the villages to which teachers are to be assigned three years before. Measures are taken from the village budget accordingly. The school building and the teacher house are to be finished before the teacher starts duty. The expenses of the repairs of the school building and the constant expenses of the school are obtained by the council of elders of the villag*e"

"Köy öğretmenlerinin tayin edilecekleri okulların binaları ve öğretmen evleri Maarif Vekilliğince verilecek planlara göre Köy Kanununa tevfikan, bölge ilk tedrisat müfettişi ile gezici başöğretmenin nezaretinde köy ihtiyar heyetleri tarafından yaptırılır ve öğretmen tayin edilecek köylere üç yıl önce bildirilir. Köy bütçesinden de ona göre tedbirler alınır. Öğretmen işe başlamadan evvel de okul binası ile öğretmen ev tamamen bitirilir. Köy okulları binarının tamiri ve okulun daimi masrafları köy ihtiyar heyetlerince temin edilir" (Köy Enstitüleri Kanunu, date:17.4.1940, Number of Law: 3803, Quoted from: TC Milli Eğitim Vekaleti, 1953, pp.64-69)

[111] It is said in article 25 of the Law: "*Every citizen of the public of the village, who have been residing in the village for at least six months, with age between 18 and 50, are held obliged to work for at most twenty days within a year in the construction of village and nearby schools, provision of water to these buildings, laying down of school roads and gardens and works related to the repair of these, until they are complete".*

"Köy halkından olan veya en az altı aydan beri köyde yerleşmiş bulunanlardan onsekiz yaşını bitiren ve elli yaşını geçmeyen her vatandaş, köy ve bölge okulları binalarının kurulmasına, bu binalara su temin edilmesine, okul yollarıyla bahçelerinin yapılmasına ve bunların onarılmasına münhasır işler tamamlanıncaya kadar yılda en çok yirmi gün çalışmaya mecbur tutulur" (Köy Okulları ve Enstitüleri Teşkilat Kanunu, Date:19.6.1941, Number of Law: 4274, Quoted from: Ergin, H.(ed). 1946, *Köy Eğitmenleri ve Enstitüleri Kanunu ile bu Kanunlarda Sözü Geçen diğer Kanunlar*, Istanbul: Işıl Matbaası, pp.11-46)

[112] According to article 1 of the Law: "*The buildings to which teachers who are graduates of Village Institutes are to be assigned, teacher houses, the houses to be constructed for the village health officials and village obstetricians, at the centers where they will serve, are constructed by the city governorships, according to the proto-type plans which are provided or approved by the Ministries of Education and Public Works, with the aids obtained from the following sources: a. With the consideration of the tasks to be done each year, cash or property that falls to the share of each city from the funds allocated from the government and city governorship budgets. b. The obligation of the village citizens to work, according to articles 5 and 6 of this Law"*

"Köy enstitüsü mezunu öğretmenlerin tayin edilecekleri okulların binalarıyla öğretmen evleri ve köy sağlık memurlarıyla köy ebelerinin hizmet görecekleri bölge merkezlerinde bunlar için yapılacak evler, Milli Eğitim ve Bayındırlık Bakanlıkları tarafından tespit edilecek veya onanacak tip planlara göre valiliklerce aşağıdaki kaynaklardan sağlanacak yardımlarla yaptırılır; a. Her yıl devlet ve özel idareler bütçelelerinden ayrılacak ödeneklerden programa göre yapılması gereken işler gözönünde tutularak her ile düşecek hisse nakit veya ayın, b. Bu kanunun 5. ve 6. maddeleri gereğince köylü yurttaşların çalışma mükellefiyetleri".

Articles 5 and 6 of the Law brings statutes similar to article 25 of Law numbered 4274. (3803,4274 ve 4456 Sayılı Kanunların Köy Okulu, Öğretmen Evi, Köy Sağlık Memurları ve Ebeleri Evleri İnşa Ettirilmesiyle İlgili Maddelerin Değiştirilmesi ve 5012 ve 5082 Sayılı Kanunların Kaldırılması Hakkında Kanun(Tarih:24.5.1948, Kanun no:5210), Quoted from: TC Milli Eğitim Vekaleti, 1953, pp.124-127)

Directorates of National Education, it is permitted to use master builders, foremen, technicians, engineers, architects, guards and workers temporarily for dealing with the technical aspects of constructing school buildings, teacher, healthcare employee and obstetrician's houses…"[113]. Therefore, both master builders and foremen will assist villagers during the construction, and architects and engineers who offer consultancy against problems emerging during the implementation and who ensure that the schools are constructed according to the prototype projects, are commissioned.

The obligation on the villagers to construct their own buildings in the early Republican period played a major role in school construction and thus in spreading of primary education. This policy led to political reactions from time to time and Democratic Party promised to cancel this program and put it in its declaration prepared for elections in 1950. After Democratic Party came into power, city and village schools were united under a common program, the period of primary school education was equalized for city and village schools, and the obligations on citizens regarding school construction were cancelled. As a result, the policy of spreading primary education and thus the education of new citizens in harmony with Republican principles slowed down[114].

2.2.2.2. The Role of Ministries in Design and Construction Processes

The construction of new school buildings had always been one of the main problems of the Republic, not only in the 1920s but also in the following decades as well. The problem of finance was so basic to all educational development throughout the 1920s that the budget of the Ministry of National Education was incapable of meeting the expenses of the construction of new school buildings. For this reason, buildings that remained from the Empire were transformed for the new education system and existing schools, as well as mansions, churches and other civil and religious buildings, were converted into school buildings[115]. In 1923, there were 2,594 *mektebs* and 1,207 other school buildings which were originally not designed for modern educational requirements[116]. There were a total of 3,801 primary schools that belonged to the government. On the other hand, there were 959 buildings provided by renting[117]. The majority of these buildings were not suitable for use as schools. For example, 70 school buildings remained from the Empire in Afyon, none of which had the necessary space, equipment and hygiene conditions for a modern education that the

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[113] "Milli Eğitim müdürlüklerinde okul binalarının, öğretmen, sağlık memuru ve ebe evlerinin inşaatına ait teknik işlerle uğraşmak üzere geçici olarak yapı ustası ve kalfası, fen memuru, mühendis ve mimar, bekçi ve işçi kullanılabilir"

[114] Sakaoğlu, N., 2003, p.259.

[115] The *tekkes*, *zaviyes* and *medreses*, although abolished for being the emblems of the religious education and were conflicting with the new Republican ideology, were also used when necessary during the first years of the Republic. For example a law passed in 1925 gives permission to transform *tekkes* and *zaviyes* into schools if they are suitable for this function (TCBDAGM Cumhuriyet Arşivi Katalogları, 51.0.0.0./12.104.21).

[116] Faik Reşit.1933, "İlk, Orta, Yüksek Tedrisatımızın On Senelik Plançosu", *Fikirler*, 100, p.22.

[117] Faik Reşit., 1933, p.22.

Republic aspired for its children[118]. Similarly, 91 schools remained from the Empire in Denizli, 14 of which had the necessary sanitary and space conditions. All the other 77 buildings were old, had experienced material and structural deterioration, and suffered from hygiene problems[119].

Sanitary and space problems were common to almost all the converted buildings from the Empire, but it was the only solution to the shortage of buildings under the economic conditions of 1920s. The only thing that the Ministry of National Education could do for these buildings was to change their names and to name them after important days or events of the War of Independence or Republic, such as İstiklal, Cumhuriyet, Inkılap, Zafer, Hakimiyet-i Milliye and Gazi. For example, the Kenzül-irfan Zükür İbtidai Mektebi in Aydın was renamed as 7 Eylül İlk Mektebi, which was the independence day of the city[120].

In spite of economic problems, the Ministry of National Education forged ahead with the construction of new school buildings. A *İnşaat Dairesi* (Construction Bureau) was established under the Ministry of National Education in 1926 for the planning of new, modern school buildings. A team of architects was commissioned under the leadership of a foreign architect, Ernst Egli to design the new school buildings[121].

According to the 24th article of the Law on the Organization of the Ministry of National Education, official school buildings could only be constructed with the permission of the Ministry and according to projects designed in the *İnşaat Dairesi* (Construction Bureau)[122]. However, there exists a similar article in the Provisory Law on Primary Education (Tadrisat-ı İptidaiye Kanun-ı Muvakkati) of 1913. According to the 21st article of this law, the primary

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[118] Anon., 1938b, *Afyon Cumhuriyetin 15 Yılı İçinde*, İstanbul:Tan Matbaası.

[119] Anon., 1938c, *Cumhuriyetin 15. Yıldönümünde Denizli*, Denizli:Cumhuriyet Matbaası, p.50.

[120] Anon., 1938d, *Cumhuriyetin 15. Yılında Aydın*, Aydın:CHP Basımevi, p.60.

[121] Tonguç, İ.H., 1947, p.352.

Ernst Egli started to work as the consultant architect of the *İnşaat Dairesi* (Construction Bureau) in 1927 (Aslanoğlu, İ. 1992, p.124). In 1930, Egli was appointed to modernize the curriculum of the Architecture Department of the Academy of Fine Arts. Thus, he transferred the *İnşaat Dairesi* (Construction Bureau) to the Academy. The *İnşaat Dairesi* (Construction Bureau) was named as *Tatbikat Bürosu* in the Academy. After Egli, Bruno Taut and Robert Volhoelzer were worked as the consultant architects of Bureau (Demir, A., 2008, Güzel Sanatlar Akademisi'nde Yabancı Hocalar, İstanbul: Mimar Sinan Güzel Sanatlar Üniversitesi, p.15). Besides, Erick Zimmermann, Franz Hillinger, Wilhelm Schütte, Margrete Schütte-Lihotzky, Friederich E.Grimm and Paul Hoffman were worked in the Bureau as experts.

In a report dated 1930, it is mentioned that to bring information about the designs of new schools of the Construction Bureau of the Ministry, an appointment was made with Egli and H. Shnel (Anon., 1930a, " Zabıt ve Müzakereler Hülasaları", Türkiye Maarif Eminleri ve Müfettişi Umumilerinin Maarif Kongresi, 15 Temmuz 1930, *Maarif Vekaleti Mecmuası*, 19, p.38). H. Shnel might also be a foreign expert working in the Construction Bureau of the Ministry. But no other information has been found to support this hypothesis.

Unfortunately, there is not sufficient information about the Turkish architects commissioned in the Construction Bureau. It is known that Şinasi Lügal was worked as an associative chief of Ernst Egli and Bruno Taut until 1939 (Demir, A., 2008, pp.39-40). In his memoirs, Asım Mutlu mentions that after he graduated from the Academy, he started to work in the Construction Bureau and Rebii Garbon, Lütfi and Şekure Niltuna were working in the same Bureau as well (Mutlu, A., 51). The other names that could be traced and their appointment dates to this Bureau are Burhan Arif, 1933, Mahmut Bilen, 1937, Muzaffer Vanlı ,1944, and Cihad Burak, 1944 (Mimar-Arkitekt Periodicals). Kemali Söylemezoğlu was also appointed as consultant architect to the Bureau in 1943. He worked for only one year.

[122] For detailed information, see footnote 108.

school buildings should be constructed according to the plans given by the Ministry of Education[123]. But there is no information about how or from whom the Ministry obtained these plans. On the other hand, Yavuz mentions that various school buildings were designed in the Ministry of Pious Foundations between 1913 and 1916 when primary education became the responsibility of this Ministry[124]. For example, the Gazi and Latife Schools, which were used as the most common prototype plan of the 1920s and constructed in almost every city and provincial town[125], were designed by Mukbil Kemal Taş, while he was working in the Anatolia Section of Ministry of Pious Foundations (Anadolu Mıntıka-i Vakfiyesi), from 1911 to 1917[126] (See Figure 2.1. and Table 2.2).

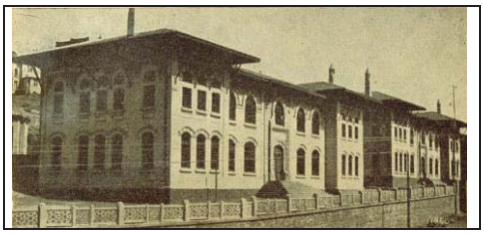

Figure 2.1 Ankara Gazi and Latife Schools (Source: Anon., 1943a, *Türkiye Cumhuriyeti Maarifi: 1941-42*, Ankara: Maarif Vekaleti)

Edirne Karaağaç Mektebi is another type of primary school building of this kind. The building was designed by Kemalettin Bey while he was working in the Ministry of Pious Foundations from 1909 to 1919[127]. But this plan was never able to be implemented in Edirne and used as a prototype for the construction of school buildings in villages during the last decade of the Empire as well as in the first decade of the Republic[128] (See Table 2.3).

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[123] "…Mektepler tedrisatı iptidaiye müfettişlerinin tahtı nezaretinde olmak üzere Maarif Nezaretinden verilecek planlara tevfikan inşa edilecektir…" (Provisory Law on Primary Education (Tadrisat-ı İptidaiye Kanun-ı Muvakkati), Article: 21)

[124] Yıldırım Yavuz indicates that there are forty school designs, most of which belong to primary school buildings, designed by Kemalettin Bey and his friends, in the archive of Vakıflar Genel Müdürlüğü Türk İnşaat ve Sanat Eserleri Museum (1981, p.40). But in the conversation with the Vakıflar Genel Müdürlüğü Türk İnşaat ve Sanat Eserleri Museum, it has been discovered that there is no such archive.

[125] This plan was implemented in Ankara Mustafa Kemal, Çankırı Şabanözü, Çankırı Ilgaz, Afyon Cumhuriyet, Afyon Kadınana, Konya İsmetpaşa, Konya Gazi Mustafa Kemal(1926-1938), Denizli İsmetpaşa (1933), Kayseri Cumhuriyet, Denizli 4 Eylül (1926-1928), İzmir Yıldırım Kemal (1927), İzmir Ödemiş Cumhuriyet, Konya Karaman, Konya Hakimiyet-I Milliye, Yozgat Cumhuriyet, Konya 23 Nisan Egemenlik, Konya Doğanhisar, Çankırı Çerkeş, Çankırı Yapraklı, Denizli Gazi/Atatürk(1931), İzmir Halitbey (1929).

[126] Cengizkan, A., 2003, "Mukbil Kemal Taş (1891-?): Bir Geçiş Dönemi Mimarı, *Arredamento*, 11, pp.112-113.

Aslanoğlu mentions the architect of Gazi Latife Schools as Mukbil Kemal Taş (Aslanoğlu, 2001, p.162). On the other hand, Cengizkan mentions that Mukbil Kemal Taş might be the architect of the buildings or might be only the constructer.

[127] Yavuz, Y., 1981, p.42.

[128] Yavuz, Y., 1981, p.42.

Table 2.2 The same prototype plan of Gazi and Latife Schools applied in one and two floors

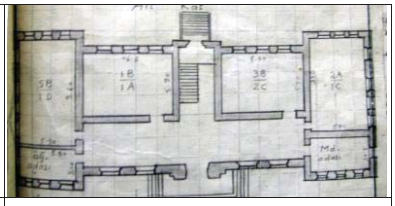
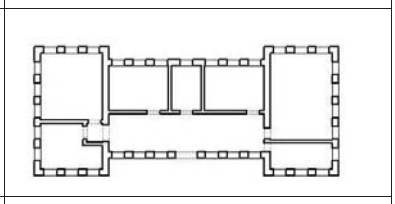
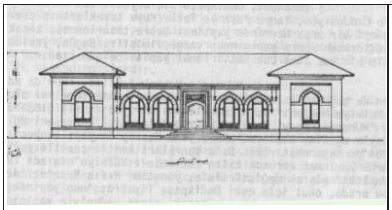
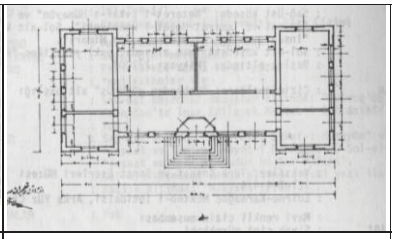
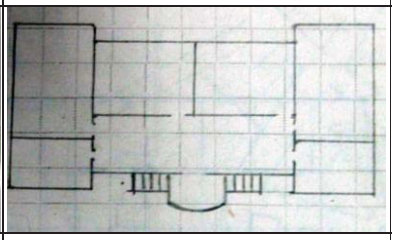
	
A. İzmir Konak Yıldırım Kemal-1926-27 Source: Yıldırım Kemal İÖO Archive	İzmir Konak Yıldırım Kemal Source: Yıldırım Kemal İÖO Archive
	
B. Izmir Ödemiş Konaklı-1928-30 Source:F.N.Kul, November 2008	İzmir Ödemiş Konaklı Source: F.N.Kul

Table 2.3 Edirne Karaağaç Mektebi and the application of its plan as a prototype: Izmir Konak Zafer

	
3.2.1 Edirne Karaağaç Mektebi Source: Yavuz, Y. 1981,329.	Edirne Karaağaç Mektebi Source: Yavuz, Y. 1981,328.
	
3.2.2 İzmir Konak Zafer -1926 Source: Zafer İÖO Archive.	İzmir Konak Zafer) Source: TC İzmir İMEM İlk Okullar İnşaat Bürosu Okul Bina Fişi, 1965.

The similarities of these two examples, which are frequently constructed in the 1920s and 1930s, makes one think that all these buildings were designed by the same team (See Figure 2.1., Tables 2.2. and 2.3). Therefore, most of the schools constructed in the early

years of the Republic could have been built in accordance with the projects prepared in the Ministry of Pious Foundations (Evkaf Nezareti) during the Second Constitutional Period. However, the different examples with applications of the same plan scheme with alternate sizes, one or two storey with different façade arrangements, indicate altered forms of the same design, rather than different designs. This situation makes one think that, as a second alternative, the projects prepared by the Ministry of Pious Foundations could have been revised -enlarged or downsized- after the Republic by the *İnşaat Dairesi* (Construction Bureau) or Education Directorates according to the needs of the settlement in which they were to be built[129].

The buildings constructed according to the demands of the new education policy were designed for education function, had the requirements of modern school buildings and were adequate for the education that the government intended for its citizens, but, more importantly, they were attributed an ideological meaning. The new school buildings were seen as the symbols of the scientific and progressive ideals of the Kemalist revolution, and their construction was seen as synonymous with nation building itself[130]. These buildings were highly praised and "being designed as a school building" was always stressed in the publications of the period[131]. In the 1938 annual of Kastamonu, the Murat Bey Mektebi was mentioned as "a magnificent building which was originally designed for education function"[132].

Starting from the end of the 1920s, the decorative architecture understanding of "first national architecture style" was replaced with a new understanding that emphasized functional needs. The "international style", which was rational, functional and free from decoration, was accepted easily as the vocabulary of the Kemalist project of modernization, since there was a high demand for new buildings, but the limited budget of the state was suffering from excessive decorations in the "national style". The new architectural vocabulary was also compatible with the goals of the Ministry of National Education, namely, to construct simple, cheap but comfortable and healthy school buildings. The form of the school buildings changed to the international style, starting from the very beginning of 1930s. In some early examples, the vocabulary of 1920s architecture; tri-partite and symmetric

[129]The scarcity of the documents related to the school buildings of both pre-Republican and Republican periods makes the contents of this research limited to a few plans which could be located and photographs compiled mostly from city annuals. Therefore, the information as to by which institutions and within which process the school buildings were constructed in the period between the foundation of the *İnşaat Dairesi* (Construction Bureau) in 1926 and the following few years when the staff had been established and activities of design and construction had been started, will be revealed after the subject has been researched thoroughly.

[130] Bozdoğan, S., 2002, p.89.

[131] But surprisingly Tonguç mentions that, in spite of the necessity of modern school buildings, some officials of the government considered the construction of modern, comfortable and hygienic school buildings as a luxury and a waste of money. He states that the members of the government who had been delegated the responsibility of directing Turkish education grew up in rural culture and lacked the foresight of the necessity of such modern buildings, although they were self-sacrificing in their willingness to do something for the improvement of the education system (Tonguç, İ.H,. 1947).

[132] Anon., 1938e, *Cumhuriyetin 15. Yılı Anması:Kastamonu Yıllığı*, İstanbul, p. 97, Tonguç, İ.H., 1947, pp.351-352.

arrangement of facades, the placement of the entrance on symmetry axis and the projection of corners continued by eliminating the excessive façade decorations. In some cases, the 1920 plans were implemented, changing the arched windows to rectangular ones, in order to adapt the buildings to modern style as well as to construct the buildings more cheaply as in the case of A.1.-B.1., A.2.-B.2., A.3.-B.3, and A.4.-B.4. examples (See Table 2.4). A good example of façade modernization is Valde Mektebi. The prototype plan that was implemented in various parts of Istanbul during the 1920s was also implemented in 1930 in Valde Mektebi, but the facades of the building were modernized by Mimar Sırrı Arif. However, the architect was not allowed to make any change to the plan (See Table 2.4., A.3.-B.3)[133].

The 1930 report of Board of Education Inspectors (Maarif Müfettişleri Teftiş Heyeti) mentions various problems of primary school buildings[134]. According to this report, the majority of existing primary schools use old houses and old school buildings, all of which have serious sanitary and structural problems, while the rooms are not suitable for education in size and spatial quality. The buildings do not have adequate gardens for the children's games. These kinds of inadequate buildings can be seen even in the most developed cities such as Istanbul, Adana, and Bursa. The report mentions that in Konya, İzmir, Amasya, Çanakkale, Çorum and Istanbul, there is plenty of construction activities but the new schools are very few compared with the old ones.

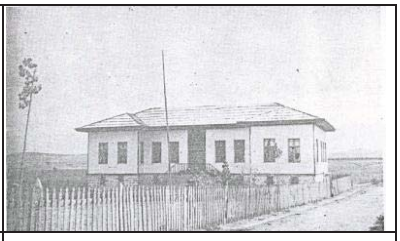
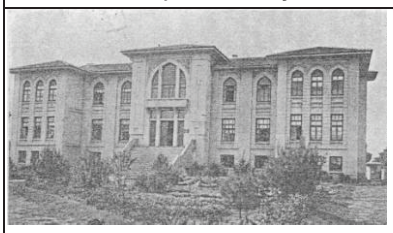
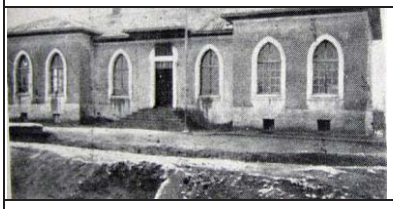
Some construction activity in some cities was also criticized in the report, considering that the budget of Special Provincial Administrations was not taken into consideration at the beginning and therefore the buildings could not be finished in time, while large and decorated buildings, which were not compatible with the environment, as well as having problems in terms of sanitation, water installation…etc., were constructed[135]. The report also mentions that the personal tastes and desires of the administrators were sacrificed to health and pedagogic necessities. According to the report, these problems arose from unsystematic and unplanned construction activity and could only be solved by a planned construction policy on the part of the Ministry of National Education. For this reason, all the school buildings had to be constructed according to the plans of the *İnşaat Dairesi* (Construction Bureau) of the Ministry and any construction activity had to only start after the approval of the *İnşaat Dairesi*.

[133] Mimar Sırrı Arif ,1931, "Valde Mektebi", Mimar, 1, 2, pp.37-40.

[134] Anon., 1930b, "Maarif Müfettişleri Teftiş Heyetinin Umumi Raporu", *Maarif Vekaleti Mecmuası*, 19, 4-5, pp.25-26.

[135] The primary schools in Erzurum, Hasankale, Tercan, Adapazarı, Giresun and Denizli Köy Yatı Mektebi were given as examples of buildings that couldn't be finished for years due to the limited budget of the Special Provincial Administrations not being taken into consideration at the very beginning.

Table 2.4 The adapted prototype plans from the so called “national style” to the “international style”

	
A.1. İzmir Konak Zafer Souce: MEB İzmir İMEM Archive	B.1. Zonguldak Eflani Source: Anon., 1938f, *Cumhuriyetin 15. Yıldönümü Hatırası: Zonguldak*, İstanbul.
A.2. Çankırı Bayındır Source: Anon., 1933b, *Çankırı'da 10 Senelik Cumhuriyet Eserleri,*Çankırı.	B.2. Çankırı Yenice Source: Anon., 1933b, Çankırı.
	
A.3. İstanbul Kadıköy 35. Okul Source: Anon., 1936b, *İstanbul Okulları Klavuzu,* İstanbul, p.98.	B.3. İstanbul Valde Mektebi Source: M. Vedat, 1931, “Valde Mektebi”, *Mimar,* 1,1, p.37.
	
A.4. Konya Uluırmak Source: Anon., 1938g, *Cumhuriyetin 15. Yılında Konya*, p.48.	B.4. İzmir Ödemiş Ortaköy Source: Ödemiş Emmioğlu İÖO Archive.

Starting from the beginning of the 1930s, these planned construction activities suggested in the report of 1930 could be put into practice. Various prototype plans for cities and villages were produced in the *İnşaat Dairesi* and were sent to Education Directorates for construction. In 1933, the Ministry prepared a booklet composed of different types of prototype plans in different sizes classified according to the number of students and the material of construction. Sizes varied from one to three classrooms, maximum sixty students per classroom, and each type was designed in three different material alternatives such as mud-brick, stone and timber. Prototype plans were also prepared for teachers' lodgings in two types, one for bachelors and one for families (See Figure 2.2). The aim of the booklet was explained in the first page as being to obtain economic and healthy alternative plans for construction[136].

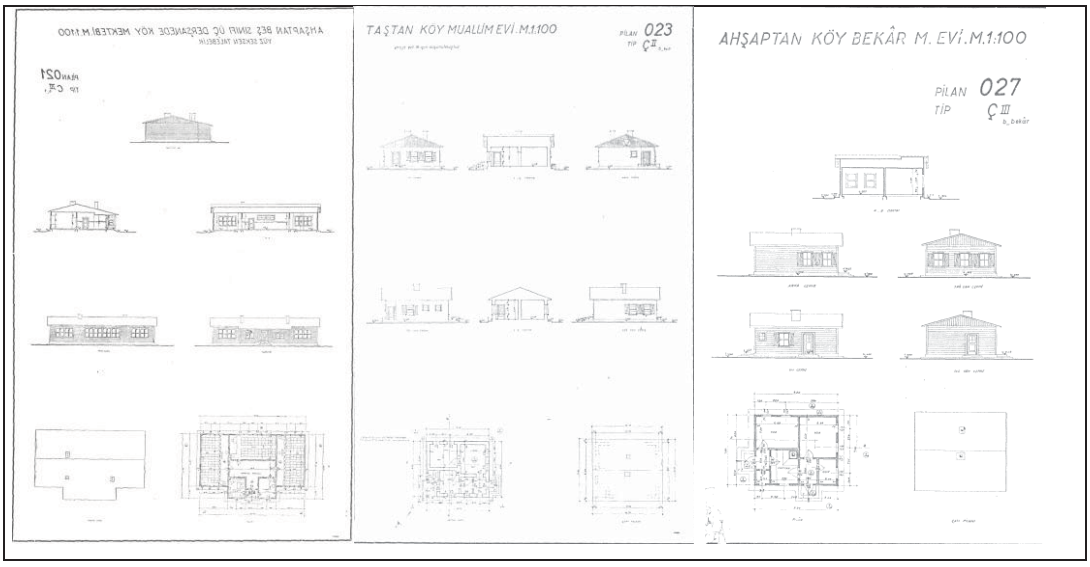


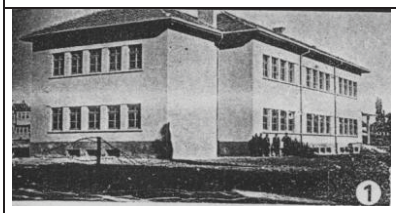
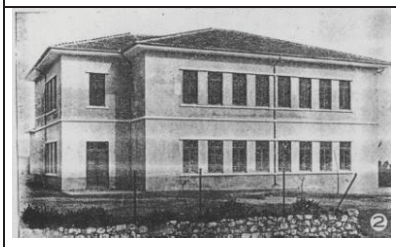
Figure 2.2 Prototype school and lodging designs of Ministry of National Education for villages (Source: Anon., 1933c, *İlkmektep Planları Albümü*, Ankara:Maarif Vekaleti İlk Tedrisat Dairesi.)

In 1935, the General Directorate of Construction Works was established under the Ministry of Public Works to collect all the public building activities under the state authority. Thus, the Ministry of Public Works also designed and constructed school buildings covering the primary schools as well. The Ministry of Public Works established a School Design Office (Okul Proje Bürosu) responsible for designing prototype primary school buildings for cities,

[136] Anon., 1933, *İlkmektep Planları Albümü*, Ankara:Maarif Vekaleti İlk Tedrisat Dairesi.

towns and for villages[137]. The prototype plans of this office applied almost in all regions of the country with the same construction material and without considering the climatic conditions and regional differences (See Table 3.5). However, the Ministry of Construction did not construct as many school buildings as the Ministry of Education which continued to be the leading institute designing primary school buildings[138].

Table 2.5 Some examples of the prototype primary school designs of the Ministry of Public Works

	A Samsun Ladik Source: Bayındırlık İşleri Dergisi, 1938, 5. Other examples of same prototype plan: Ordu-1940 Agrı-1937 Kütahya Konya Ereğli Adapazarı Sakarya-1937 Samsun Havza Kütahya Simav-1938 Manisa Turgutlu Lütfü Kırdar-1938 Muğla Milas 2 Nolu Okul Adapazarı Sakarya-1937
	**B** Primary School in Sivas Source: Bayındırlık İşleri Dergisi, 1938, 5. Other examples of same prototype plan: Elazığ-1943 Eskişehir Yunus Emre Kütahya Girls Institute-1943 Niğde İnönü
	**C** İzmir Seydiköy-1938 Source:Bayındırlık İşleri Dergisi, 1938, 5.

After the Law on Village Educators in 1937, many *eğitmens* (educators) were trained and commissioned to work in the villages. This resulted in a vast need for school buildings as well as lodgings in the villages that these *eğitmens* were sent to. For this reason, the Ministry of Education prepared two prototype plans which were simple, economic, and easy to construct both in technical terms and thanks to the accessibility of materials (See Figures

[137] Kulski, J.E. 1962, *Türkiye'de Okul Mimarisi*, (trans. Talat Gönenç, Ekrem Dorukman), Amerikan Milletlerarası Kalkınma Teşkilatı Okul Mimarisi Müşaviri Tarafından Hazırlanan Ön Rapor,Ankara:MEB Yayınları, p.10.

[138] The ministry of Public Works constructed 37 primary school buildings in between 1933-1942 and 236 primary school buildings in between 1943-1952 (Mutlu, N.Y., 2005, *Bayındırlık Bakanlığı Tarihi (Ekim 1848-31 Aralık 2004),* Ankara).

2.3. and 2.4)[139]. Both plans were composed of one classroom, differing in size, one for 40 and the other for 60 students, with a corridor and the *eğitmens'* lodging and the village room adjacent to the school. An illustrative booklet was added to the plans which gave some technical information helpful to the villagers in the construction process. The information covered some tips on the selection of the site, on the location of the building, on the laying of the foundations, on the selection and preparation of construction materials with different alternatives for different regions, on roofing, with different alternatives for different climatic conditions, and on chimneys.

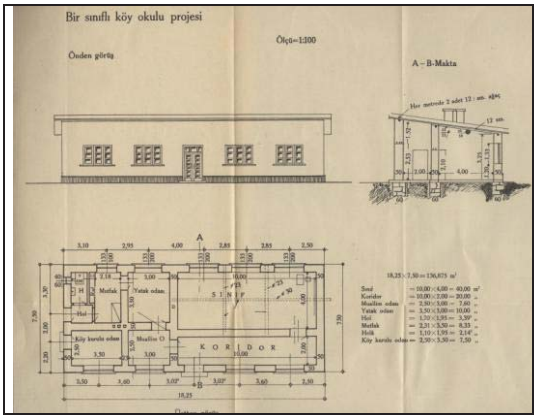


Figure 2.3 Prototype school design of Ministry of National Education for villages according to the Law on Village Educators-I (Source: Anon., 1937a.)

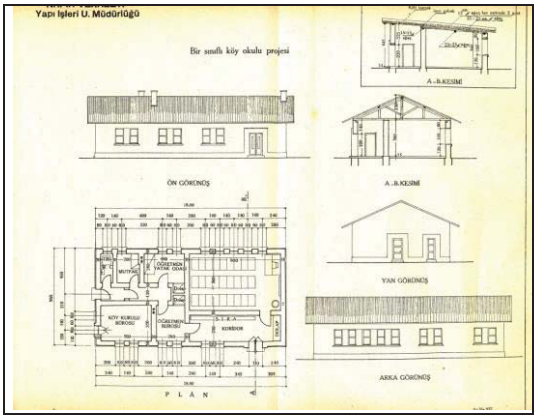


Figure 2.4 Prototype school design of Ministry of National Education for villages according to the Law on Village Educators-II (Source: Anon., 1937a.)

[139] Anon., 1937, Köy Okulu Binası.

Margrete Schütte-Lihotzky was one of the experts worked in the *İnşaat Dairesi* (Construction Bureau), which was named as *Tatbikat Bürosu* in the Academy of Fine Arts[140]. Margrete Schütte-Lihotzky designed primary school buildings while she was working in the *İnşaat Dairesi* (Construction Bureau). Lihotzky stated that *"in order for the school projects and their technical details to be applied without even the existence of well trained workers, they have to be as simple as they can be. The style of the village schools has to be entirely different depending on the location in the country where they are to be constructed, climate, site, local construction materials and the size of the village or the district. … There is the necessity of being dependent on local life and local labor force entirely for village school construction in Turkey…*"[141]. This indicates the issues that had to be considered in the preparation of school plans. Lihotzky, considering these issues, designed seven types with different sizes, prepared a table showing alternatives for each type with timber, mud brick, stone or brick building material for cold and hot climates, and again roof finish and slope suitable for these climates, and construction alternatives for the location of the school to be constructed, and suggested the selection of the most suitable type to be made according to the data in this table.

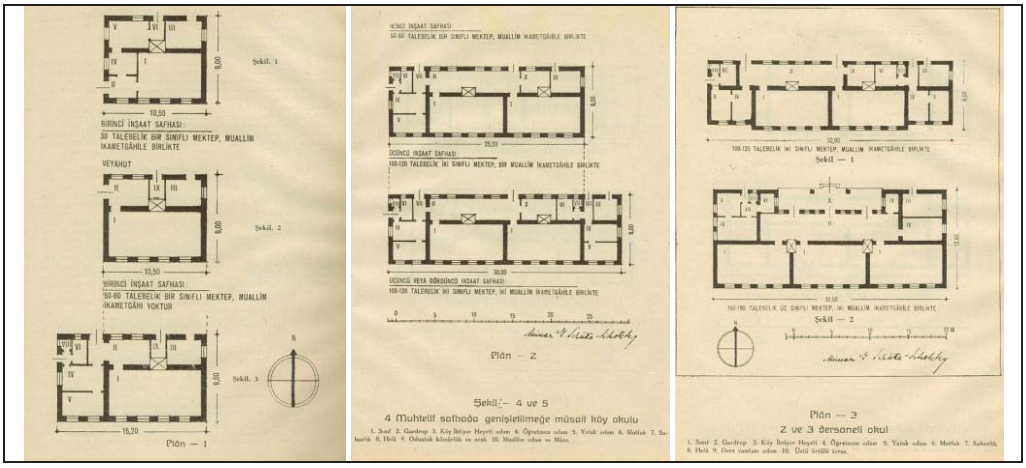


Figure 2.5 Prototype school designs of Margrete Schütte-Lihotzky (Source: Lihotzky, M.S. 1939, *Yeni Köy Okulları Bina Tipleri Üzerinde Deneme*, Ankara.)

Margrete Schütte-Lihotzky's prototype plans were all based on a modular system (See Figure 2.5). All types had two modules; one classroom and its services, and the teacher's lodging. These modules made it possible to extend the school if needed by constructing

[140] For detailed information, see footnote 121.

[141] Lihotzky, M.S. 1939, p.1.

another module adjacent to the main building. Lihotzky suggested using different materials in different regions according to the accessibility of the materials, which were wood, mud brick, brick or stone. She considered the climate, topography, the local construction materials, the size of the village, and flexibility: hence the possibility of enlargement and the easy applicability of the plans in her prototype designs, but these designs never implemented by the Ministry.

Although the Ministry of National Education mainly used prototype designs for schools, there are also some particular primary schools that were designed and constructed during the 1930s either by foreign experts, or by Turkish architects. Inönü (Fındıklı 13. İlkokul) in Istanbul by Georges Debes, Gazi in Izmir by Necmettin Emre, a primary school in Ergani by Sedat Emin, a primary school in Dikmen in Ankara by Behçet Ünsal can be mentioned among some examples of these schools (See Figures 2.6 and 2.7).

Figure 2.6 A well-known primary school building of 1930s: İstanbul Fındıklı 13(İnönü) by Georges Debes (Source: Anon., nd., *TC Maarifi: 1923-43*, Ankara:Maarif Vekaleti)

After the establishment of Village Institutes, an architectural competition was held in 1941 to obtain the plans of 12 new Village Institutes[142]. To solve the need for school buildings as well

[142] The winners were (Anon., 1941a.):

Antalya-Aksu Köy Enstitüsü	:Asım Mutlu
Isparta Gönen Köy Enstitüsü	:Celal Biçer
Kocaeli Arifiye Köy Enstitüsü	:Recai Akçay
Trakya Kepirtepe Köy Enstitüsü	:Emin Onat&Leman Tomsu
Eskişehir Çifteler Köy Enstitüsü	:Emin Onat&Leman Tomsu
Kastamonu Gölköy Köy Enstitüsü	:Asım Mutlu
Kayseri Pazarören Köy Enstitüsü	:Ahsen Yapanar
Malatya Akçadağ Köy Enstitüsü	:Ahsen Yapanar
Seyhan Düziçi Köy Enstitüsü	:Recai Akçay
Samsun Akpınar Köy Enstitüsü	:Leyla A. Turgut
Trabzon Beşikdüzü Köy Enstitüsü	:Ahsen Yapanar
Balıkesir Savaştepe Köy Enstitüsü	:Tahir Tuğ

Some of the other institutes were designed by Mualla Eyüboğlu (Türkoğlu, P. 1997, Tonguç ve Enstitüleri, İstanbul:Yapı Kredi Yayınları, p.189).

as lodgings that the Village Institute's graduates would use when they returned, another competition was held in 1941 to obtain plans for schools, lodgings and workshops (işlik). The main expectations of the competition were the design of easily applicable, simple and cheap buildings, in which local construction materials and techniques could be utilized. These expectations were mentioned in the competition specification in detail and it was indicated that participating projects would be evaluated accordingly[143].

The competition was won by Asım Mutlu and Ahsen Yapanar[144]. Asım Mutlu and Ahsen Yapanar's designs came out when the Second National Style was the common vocabulary of architecture, in the 1940s. Climate conditions, local materials and techniques were respected by Mutlu & Yapanar designs, reflecting the general characteristics of "second national style". Mutlu & Yapanar designed primary school complexes for different types of climate; hot, cold and mild temperatures. Local construction materials were also taken into consideration (See Table 2.6).

After competition it became obligatory to construct every primary school according to the designs of Asım Mutlu and Ahsen Yapanar[145]. The boarding schools had to be constructed according to the same designs with additional dormitory and dining hall buildings that were also designed by the same architects. Site plans were also prepared by the architects to be helpful in the construction of different buildings in accordance with local conditions. The construction of additional school building in the case of necessity should also be done according to prototype school and site plan[146]. The school building, teachers' lodging and the workshop were designed in the same building by Asım Mutlu and Ahsen Yapanar. But separate teachers' lodgings and workshops were designed as well for the villages that had already had a school building constructed before.

The three plans that won in the competition in 1941 were revised by the same architects for practical use. However, the plans were objected to minor changes during their use, probably by the architects working in the Education Directorates, since they were allowed to do so according to the necessities of the settlements in which the plans were going to be implemented[147].

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[143] It is said in article 7 of the competition specifications that"…The projects of the competitors will be examined according to their compliance to the competition specifications, planning techniques and usability, suitability to the aims in terms of administrative and economic criteria, matching of local material and construction plans..."

"…müsabakaya girenlerin projeleri, şartnameye uygunluk, plan tekniği ve kullanış, idari ve iktisadi bakımlardan maksada elverişlilik, mahalli malzeme ve inşaat planlarına tetabuk ediş noktalarında tetkik edilecektir…"

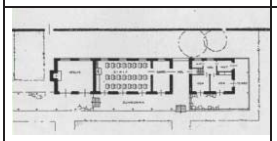
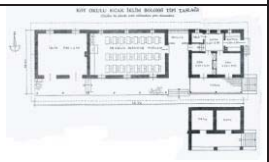
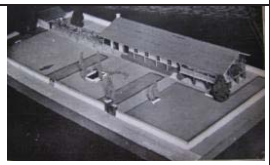
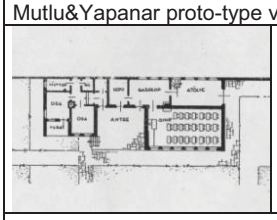
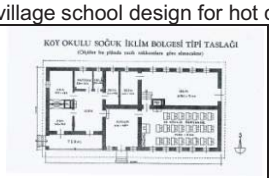
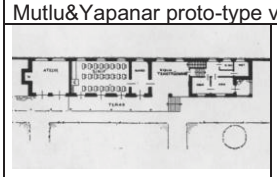
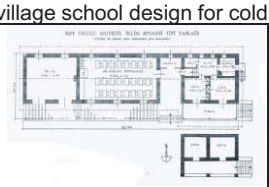
[144] The secondary was Zeki Sayar, and the third was Rebii Garbon (Anon., 1941a.).

[145] Anon., 1943b, "Köylerde Yaptırılacak Okul Binaları Hakkında Tamim", TC Maarif Vekilliği Tebliğler Dergisi, 6,250, p.69.

[146] Anon., 1943b, pp.69-70.

[147] For further information, see Chapter 2.2.2.1.

Table 2.6 Prototype school designs of Mutlu&Yapanar for villages (Sources: Anon., 1941b, "Köy Okulları Proje Müsabakası", *Arkitekt*, 11, 1-2, pp.12-15., Anon, *1941*a, Anon., 1944b, *Köy Enstitüleri II*, İstanbul.)

Competition drawing	Revised drawing	Competition model	Picture
			
Mutlu&Yapanar proto-type village school design for hot climate			
			
Mutlu&Yapanar proto-type village school design for cold climate			
			
Mutlu&Yapanar proto-type village school design for mild climate			

To conclude the design and implementation phases of the primary school building in the early Republican period, the Ministry of National Education and Ministry of Public Works were responsible for the planning of city and village school buildings. However, the Ministry of National Education had always been the main responsible body in designing and constructing primary school buildings. The two Ministries generally designed the buildings in their own construction departments but sometimes employed foreign architects, and held design competitions to obtain the plans.

The school buildings that were designed for cities were relatively splendid, symbolizing the importance given to education and being attributed an ideological meaning as emblems of the Kemalist revolution. The state, through Special Provincial Administrations, was responsible for constructing primary schools in cities and towns. These buildings had five or more classes and had other units such as sports halls and conference halls. The village schools, on the other hand, generally had one, two, three or five rooms depending on the population of the village. They were constructed in big lands that were used for practical agriculture lessons. There were additional buildings for village schools such as stables,

poultry houses, storage and workshops, as well as gardens. The teacher's lodgings were placed in the school land as well. The primary schools were charged with the same Kemalist mission as the city schools in the villages. But due to economic conditions and the vast number of villages that needed a school building, economy and simplicity, but at the same time modernity, health and hygiene, were the basic principles of the village prototype school designs. Prototype plans were also prepared for the teacher's lodgings and the workshops, and the local people were legally responsible for the construction of the necessary buildings in the village according to the prototype plans that were obtained from the Education Directorates. The construction materials were obtained by the villagers as well. For this reason, the local materials, easy applicability of the plans, and flexibility were the other issues that were considered in preparing the prototype plans.

2.2.3 Summary and Evaluation

The Republican administration, which aimed to create a new society compatible with Republican ideologies, departed from the education system of the Ottoman Empire, which educates people with different purposes and qualifications. In order to educate new citizens who are suitable to the society that has been aimed to create, a very central role has been given to education, and the education policy has been shaped according to this purpose. Though importance was given to education at all levels, primary education formed the backbone of education policy, as enabling the education of a large number of young individuals in the ideals of the Regime. The main objectives of the primary education policy of the early Republican period were to ensure a hundred percent literacy rate within a short time, to educate the public as individuals who will adopt the Republic, and to spread and develop the Republican ideology. The prerequisite of the rooting and functioning of all other institutions instigated by the Republic was the success of the education policies. As for the prerequisite of the success of the education policies, the construction of school buildings in which this education would be given was essential. Therefore, particular importance was attached to school construction, and various school buildings with very different properties were built according to policies oriented to meet the immediate and large number of school buildings demanded. There are three main factors affecting the design and construction process of these buildings. The first of these is the ideology of the new Regime that both shaped the education policies and architecture, the second is the education policies, and the third is the discipline of architecture itself.

The Ideology and the Buildings: Although the nation-state had been established politically, it had to be eligible at the level of public consciousness. To achieve this goal, the State gave important roles to spatial strategies[148]. Many new building types and public services were

[148] Tekeli, 1998, p.53.

spread throughout the Anatolian cities and towns. These new buildings represented the new Regime against the old. Therefore architecture, especially "modern architecture" from the 1930s on, was chosen as the visual vocabulary of the political reforms. Due to the key importance of architecture in representing the existence, power and authority of the Regime, the Regime itself has been determinant on the formation of architecture. For this reason, before anything else, school buildings are the products of an architectural practice that are shaped as public buildings under the control of the Regime.

Primary education institutions, Gazi Schools in particular, completed the minimum building program for almost all the settlements in which the Republican Regime is symbolized, together with a state office building and a People's House[149]. Thus, Gazi Schools are one of the prestige buildings which reflect the ideology of new regime in the city centers. On the other hand, village schools are the only buildings that symbolized the Regime in rural areas. The role of the primary school in the symbolic building formula of the settlements is also observed in the exemplary village projects. These villages, mostly designed for immigrants, are composed of residential units located around a linear or radial center where administrative units are concentrated. The primary school is always located in the center of the village as a prestige building[150]. Therefore, primary school buildings are the public buildings which realize the aim of spreading the existence and power of the new Regime throughout the country and especially for rural areas, as the only state institution, in the most widespread way.

The Education System and the Buildings: As explained above, the widespread educational system is one of the main goals of the new regime. For this reason, the problems of city and village schools were considered within their own contexts and taken into hand under two different programs, and this difference influenced the formation of village and city schools. The system implemented until 1951, which separated the education of city schools and village schools, was reflected in the architectural programs of the buildings[151]. Apart from this, the Ministry endorsed different policies of school construction for village and city schools and this difference affected the architectural program, form and material selection of the buildings.

The necessity of constructing a large number of schools within a short time to achieve the goal of a hundred per cent literate society meant that the construction and administration

[149] A set of symbolic urban elements uniformly employed in the building or the reconstruction of all settlements consisted of the main street of the town (Gazi Bulvarı) leading to a Republican Square, in the middle of which would stand a statue of Atatürk. In small towns, this formula was realized with a bust of Atatürk placed in the middle of a symmetrically organized garden in front of the municipal building. (Batur, 1984a, p. 69.).

[150] For example, in the plan of Sincan Village designed by Behçet Ünsal, in the administrative center which is in a broad green strip which divides the village in two, there exist the Village Chamber, health building, laundry, electrical station, market place, mosque, reading room, park and also a school (Ünsal, B., 1940, pp.15-16).

[151] For further information, see "The Architecture and the Buildings" section.

expenditures of the buildings had to be met by the taxes collected by the local administrations. In villages, where the majority of the total population lived, schools were constructed by the villagers since the government budget could not meet requirements. This system was also deliberately reflected in the design process, and it was intentionally preferred that the school buildings be simple, pure, easily applicable and constructed with local materials and techniques. As for the city schools that were built by the state, there were no preferences regarding the design process for simplicity, easily applicability and consideration of local materials and techniques. However, due to the financial limitations of the state, economy was also considered in city school construction, except in the case of prestigious buildings.

The priority of the national education policy was to give priority to primary education until the beginning of the 1950s. Although the purpose of "a school in each village and district" was never achieved, the policy on primary school construction was sustained successfully until 1950. From the 1950s on, the priority of education policy changed to higher education, the policies which accelerated the construction of schools before 1950 were abandoned, and the obligatory financial support of the public and labor force contribution in villages were abolished[152]. As a consequence, the speed of school construction, and therefore the education of individuals in conformity with Republican principles, slowed down.

The Architecture and the Buildings: Due to the specific education and building construction policies of the period, various school buildings were constructed in different scales and qualities. All the village schools were constructed with quite simple and easily applicable prototype projects. This was required for the success of the policy which demanded the construction of buildings by the villagers, apart from the necessity of solving the urgent need for schools. For this reason, the accessibility of materials, the use local construction techniques that the local people is familiar with, the harmony between climatic conditions and the material were examined carefully by the *İnşaat Dairesi* (Construction Bureau) and incorporated into the design process. Although it might be thought of as a "local architecture" conception for the consideration of local materials and climate conditions, there is no such understanding. The incitement of usage of local material and techniques was only a necessity thought to provide the success of the construction policies suggested by the Ministry.

The syllabus of educational program of village schools, which focuses on practical courses rather than the theoretical courses, is also affected the building program. As a result, a classroom, teachers' room and circulation space was adequate in village schools. The same syllabus gave importance to the open spaces and service buildings as much as the building

[152] Sakaoğlu, N., 2003, p.259.

itself in these schools. The scenario created by this syllabus also included teachers' lodgings and service buildings for practical courses such as workshops, barns, and coops. Another prominent room of the village schools was the open-spaces. All village schools are located in large lands in which agricultural courses and practices were also given. Therefore it is possible to think about the village schools of the period as educational complexes, which are constituted of buildings serving different functions, and open-spaces in which these buildings are located and which are a part of this education process.

The schools in the towns were generally constructed according to prototype projects but single examples designed by significant architects can also be found. All of them were relatively big in scale and attempts were made to build them in as splendid as possible, as they would represent the Regime. The absence of practical courses but abundance and variety of theoretical courses in these schools, together with the need for specialized spaces like laboratories, museums, spaces specialized for different activities like sports and shows required a wider architectural program in city schools. With the high number of classrooms and the other specialized spaces, the scale of city schools got larger. The solution of the close-space requirements imposed by a syllabus dominated by theoretical courses lessened the need for open-spaces. For that reason, the open-spaces in city schools were thought of as the break-space used between lessons and playground, and when compared to the open spaces in village schools, they are quite small spaces.

As indicated above, the architectural vocabularies of city and village schools were considered differently, as a part of the education and school construction policies of the period. All of the village schools were constructed using very simple and easily applicable prototype projects. However, there is no information about these school buildings in the architectural historiography studies of the period. City schools, on the other hand, are relatively large and imposing buildings. Being prototype projects most of the time, there are also single examples designed by well-known architects. In architectural historiography, the designs of well-known architects and a few of the largest and most imposing prototype projects hold a place. However, the research documented within this Chapter has shown that all of the education buildings of the period had been designed and constructed to serve for the same purpose under the same ideological and institutional goals. For this reason, in order to be able to understand the differentiating characteristics of city and village schools under the same main goals, the education policies constituted with the foundation of the Republic, the policies of building production, as well as the transformation of the social and cultural fabric, it is necessary for these buildings to be considered as a whole. Therefore the primary school buildings, even though they might not be considered a part of the architectural historiography studies today, since they are not considered to possess the necessary physical characteristics for importance to be attached to them, are nevertheless

indispensable parts of this system. Understanding the period as a whole is possible only by making these buildings subject to detailed studies and analysis.

CHAPTER 3

ASSESSING THE SIGNIFICANCE OF EARLY REPUBLICAN ARCHITECTURE

The main aim of conservation is to retain the "cultural significance" of a heritage for present and future generations[153]. This "cultural significance" to be retained consists of a collection of various values associated with a heritage and together constituting its importance[154]. Therefore, assessment of the values attributed to a heritage is the first step of any conservation activity since values shape the decisions taken regarding a building's "heritage" status and any necessary conservation interventions for the preservation of these values. Consequently, a prerequisite for the conservation of early Republican properties is to put forward the significance of these buildings, comprising all their values and meanings for their recognition as "heritage".

The aim of this chapter is to understand the current valuation approaches deployed in the assessment of early Republican properties in Turkey. With this aim, the first sub-chapter presents an overview of value considerations in the theoretical framework. Secondly, the valuation approaches for assessment of twentieth-century heritage in international context is identified. A critical evaluation of the value considerations attributed to early Republican architecture in Turkey is presented in the following sub-chapter and finally an overall summary and evaluation of the study is made.

3.1. An Overview of Value Typologies

Due to the key importance of value assessment in any conservation decision, there are various studies on heritage values. Rather than offering an exhaustive survey in order to understand these different values, therefore, a representative sample of the main approaches and value typologies of various scholars and organizations are here evaluated.

[153] Burra Charter, Article 2.1.,Retrieved September 2, 2008, from http://australia.icomos.org/burra.html

[154] Worthing, D., Bond, S., 2008, *Managing Built Heritage: The Role of Cultural Significance*, Oxford, UK; Malden, MA, USA , p.47.

Riegls' typology on values is noted for being the first study to identify and understand the value of cultural properties, as well as for providing the grounding for subsequent studies. Riegl (1902) [155] categorizes values under two headings:

> 1) Commemorative values of the past: (a) *age value:* being old and presenting the effects of time, (b) *historical value:* presenting the development of human activity, (c) *deliberate commemorative value:* the value bestowed by keeping a monument alive and present in perpetuity in the consciousness of later generations.
>
> 2) Present day values: (a) *use value:* being still in use, (b) *newness value*: the completeness and appearing new.

According to Feilden and Jokilehto (1998)[156], value considerations should include both cultural values and contemporary socio-economic values. They categorize values as:

> 1) Cultural values: (a) *identity value*: emotional ties of society to specific objects or sites. It includes the features of age, tradition, continuity, memory, legend, wonder, sentiment, spirituality, religion, symbolism, politics, patriotism and nationalistic values, (b) *relative artistic or technical value*: technical, structural and functional concept and workmanship, (c) *rarity value*: rarity, representativeness or uniqueness according to the same type, style, builder, period, region or some combination of these.
>
> 2) Contemporary socio-economic values: (a) *economic value*: value generated by the heritage resource or by conservation action, (b) *functional value*: continuity of the original type of function or the initiation of a compatible use of a building or an area, (c) *educational value*: awareness of culture and history, (d) *social value*: value related to traditional social activities and to compatible present-day use, (d) *political value*: reflecting specific events in the history of the heritage resource in respect to its region or country.

Mason (2002)[157] discusses a wide range of values associated with heritage. Mason categorizes values as;

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[155] Riegl, A., 1996, "The Modern Cult of Monuments: Its Essence and Its Development", in Price, N.S., Talley Jr., M.K., Vaccaro, A.M., (eds.*), Historical and Philosophical Issues in the Conservation of Cultural Heritage*, Los Angeles: The Getty Conservation Institute, pp.69-85.

[156] Feilden, B. M., Jokilehto, J. 1998, pp.18-21.

[157] Mason, R.,2002, "Assessing Values in Conservation Planning: Methodological Issues and Choices" In de la Torre , M. (Eds), *Assessing the Values of Cultural Heritage, The Getty Conservation Institute Research Report*, Retrieved May 10, 2009, from http://www.getty.edu/conservation/publications/pdf_publications/assessing.pdf, p.10.

1) Socio- cultural values: (a) *historical value*: relation or reaction to the past. It includes the features of age, association with people or events, rarity, uniqueness, technological qualities, archival/documentary potential. Historical value has two important sub-types; i) *educational/academic value*: presenting knowledge about the past, ii) *artistic value:* value based on an objects being unique, being the best, being a good example of its kind, being a work of a particular individual (b) *cultural/symbolic value*: ideas, materials and habits passed down through time. Cultural/symbolic values include the features of political value, craft-or work-related values, and values used to stimulate ethnic-group identity (c) *social value*: social connections and networks, (d) *spiritual/ religious value*: beliefs and teachings of organized religion, (e) *aesthetic value*: visual qualities of heritage

2) Economic values: (a) *use (market) value*: goods and services that flow from heritage which are tradable and priceable, (b) *non-use (non-market) value*: economic values that are not traded in markets and are difficult to price. Non-use values are categorized under three sub-titles as: i) *existence value*, ii) *option value*, iii) *bequest value*

Throsby (2006)[158], on the other hand, offers a six point categorization of values, all of which are sub-categories of cultural value. The value categories of Throsby are as follows;

Cultural values: (a) *Aesthetic value:* beauty, harmony, (b) *spiritual value:* understanding, enlightenment, insight, (c) *social value:* connection with others, a sense of identity, (d) *historical value:* connection with the past, (e) *symbolic value:* objects or sites as repositories or conveyors of meaning, (f) *authenticity value:* integrity, uniqueness.

Worthing and Bond (2008)[159] categorize the values under headings which they explain as follows;

(a) *Aesthetic:* aesthetic value includes aspects of sensory perception, (b) *scenic and panoramic*: sweeping outward vistas, (c) *architectural/technological*: representing innovation, development, pinnacles of achievement in relation to architectural ideas and movements, and also in the works of individuals, (d) *historical*: relation or reaction to the past. Historical value is closely linked to social and associational values, (e) *associational:* to represent links with a person or event, (f) *archaeological:*

[158] Throsby, D., 2006, "The Value of Cultural Heritage: What Can Economics Tell Us?" in *Capturing the Public Value of Heritage*, London, English Heritage, Retrieved May 10, 2009, from http://www.helm.org.uk/upload/pdf/Public-Value.pdf, p.43.

[159] Worting, D., Bond, S., 2008, pp.62-69.

representing a source of information about the past through scientific investigation (g) *economic*: money generated by heritage resource, either directly through admissions and sales of services and goods at the site, or directly in the sense of visitors to a place purchasing goods and services, (h) *educational*: awareness of culture and history, (i) *recreational:* representing enjoyment as a source of recreation, (j) *artistic:* to be a work of a particular person or an artistic or architectural movement, to be unique, pivotal or representative, (k) *social value*: the meaning that a place might have for individuals or groups because of some kind of association they have with it or with the events that occurred there, (l) *commemorative value:* differs from associational value in that the commemorative place may or may not be located where the event actually took place, (m) *symbolic/iconic*: the symbolism of places, (n) *spiritual and religious:* beliefs and teachings of organized religion as well as secular experiences provoked by visiting worship places, (o) *inspirational*: gaining inspiration from a heritage asset, (p) *ecological:* having ecological significance, (r) *environmental:* having environmental significance.

Orbaşlı (2008)[160] proposes a categorization composed of diverse types of values. Orbaşlı's categorization of values is as follows;

(a) *Age and rarity value:* age value is being old. Rarity value relates to the occurrence of a building type or technique in an area where it is not commonly found, (b) *architectural value*: representing exemplary qualities of design and proportion, representing an architectural style or period, being the definitive work of a well regarded architect, use of pioneering building techniques, (c) *artistic value*: the quality of craftsmanship of a building or the quality of an artwork that is integral to the building, (d) *associative value*: the association that a building or place has with an event or personality in history, (e) *cultural value*: representing the continuity of past traditions, (f) *economic value:* the monetary income derived through tourism, (g) *educational value*: awareness of a period of history, a past way of life, social relations or construction techniques, (h) *emotional value*: the emotional attachments of people to heritage, (i) *historic value*: having played a role in the history, being linked to certain events or periods in history, (j) *landscape value*: appreciation of the context and the setting of heritage, (k) *local distinctiveness*: the contribution of a heritage site to the local distinctiveness of a place, (l) *political value*: reflecting specific events in the history of the heritage resource in respect of its region or country, (m) *public value*: value attributed to places or buildings by the public (n) *religious and spiritual values*: value embodied in places of worship, (o) *scientific, research and knowledge value*: presenting information on building practices of the

[160] Orbaşlı, A., 2008, *Architectural Conservation,* Oxford: Blackwell , pp.40-46.

period. Scientific, research and knowledge value is linked to education value, (p) *social value:* the meaning of a historic place to a local community, (r) *symbolic (memorial) value*: representing commemorative events in history (s) *technical value*: representing advancing building technologies of its time (t) *townscape value*: value gained by contribution to a group of buildings, street or townscape.

The value categories given above show that the values attributed to build heritage are diverse and complex. Some of the value definitions are different expressions of the same qualities, whereas some of the values are defined differently by different scholars[161]. Briefly, the value typologies differ from each other in terms of grouping, variety, definition and content. These differences are related to the different approaches of experts and institutions. For this reason, within the scope of this thesis, it is necessary to identify these value definitions into appropriate value groupings as definite reference points for the discussions on valuation approaches of examples of early Republican architecture. Additionally, this value grouping is also necessary for a fair measuring and justifying of the case study buildings, in order to suggest their significance.

Within the scope of this study, the values are grouped under three main headings as; physical, socio-cultural and economic values according their different recognition methods. The values recognized through observation are grouped under physical values, which have priority in the decisions taken regarding a building's "heritage" status. The values which are equally important with physical qualifications but are generally ignored during the identification process are grouped under socio-cultural and economic values. The recognition of socio-cultural and economic values requires research and analysis. The values under these three main headings and their definitions within the scope of this thesis are given below. The validity of these values in assessing the early Republican architecture, as well as their changing hierarchy in the assessment process, is also discussed. It is worth noting that the values presented here do not embrace all the eligible value categories in the conservation platform but rather the ones related to the building type and chronological limitations of this study.

1) Physical Values: Physical values developed from the physical characteristics of heritage based on art historical narratives and aesthetic canons. Today, although any attribute presenting cultural context is accepted to be a heritage value in the modern conservation

[161] For example, the definition of *artistic value* by Mason and Worthing & Bond has similarities with the definition of *architectural value* by Orbaşlı. As a consequence, the *artistic value* definition of Orbaşlı differs from Masons' and Worthing & Bonds'. On the other hand, what Feilden & Jokilehto define as *identity value* is called *associational value* by Worthing & Bond and *emotional value* by Orbaşlı. Similarly, the *educational/academic value* of Mason corresponds to the *scientific/research/knowledge value* of Orbaşlı. On the other hand, what Feilden & Jokilehto define as *political value* is equivalent to Orbaşlı's definition of *historical value*.

theory, the common approach of assessing significance[162] still relies heavily on these physical values which are related to aesthetic, age, architectural, artistic, authenticity, environmental, rarity and technological values.

Aesthetic value: *Aesthetic value* refers to the visual qualities of heritage. It is one of the prime criteria of common approach in assessing the significance which mainly evaluate properties according to their physical qualities. *Aesthetic value* is also a valid criterion in assessing early Republican architecture. However, the peculiar aesthetic vocabulary of some examples of this building stock, which is formed of simple and pure geometric forms and the complete abandonment of decoration, generally runs counter to the common aesthetic understanding of those responsible for decision-making, as well as of the public since the aesthetic value is a subjective criterion and depends on the individualistic evaluations. Thus, many of the early Republican period buildings remain out of conservation status during the inventory process due to the subjective evaluations of non-expert documentation teams coming from different disciplines and unfamiliar with the importance of these buildings[163]. For this reason, establishing *aesthetic value* as a priority in the identification and assessment process causes difficulties in the registration of modest early Republican architectural properties which do not considered to have *aesthetic value* but are important for a comprehensive understanding of their period. As a result, although it is a valid criterion for early Republican architecture, the priority of *aesthetic value* in the identification and assessment process should be questioned.

Age (oldness) value: *Age value* is being old and presenting the effects of time. It is one of the basic criteria defining the object to be conserved in the common approach in assessing the significance as well as in public opinion. The passage of time sees the loss of buildings. For this reason, the older the building is, the more value is attributed to it[164].

However, “being old” is a subjective criterion and its scope differs in different cultures. In Turkey, where there are sources dating back to many centuries, the Republican period buildings are hardly identified as having *age value*. In the case of early Republican architecture, since these buildings are constructed quite a long time ago compared to more recent periods’ properties, it is more easy to identify them with *age value* especially in the cases of so called “first national style” or “second national style” buildings. The traditional elements that these buildings utilized make it easier to identify them with the common understanding of “being old”. However, *age value* is also considered less relevant in some other cases which are still in use or which are constructed in the so called “international

[162] The term “common approach of assessing significance” is used to express the art historical point of view widespread in the conservation field, which mainly privileges the physical qualities of the properties.

[163] For further information, see Chapter 3.3.1.

[164] Orbaşlı, A., 2008, p.40.

style". Thus, the priority of seeking *age value* in accordance with the common approach in assessing the significance causes problems for a right and fair assessment of the early Republican buildings. For this reason, the priority given to *age value* in the identification and assessment process should be questioned, since there is not a direct proportion between the age of a property and its significance[165].

Architectural value: *Architectural value* asks if a building is an example of a particular style, an architectural typology, or of typological changes and developments in the history of architecture. Being a definitive work of a well-known architect, notable for the use of pioneering building techniques, being a good or being the best example of its type, period, style, etc. will also form part of *architectural value*[166]. This definition shows that early Republican architecture may also have *architectural value*. But the general tendency in assessment is to consider *architectural value* with respect to the canonical buildings of architectural historiography. This tendency causes problems in assessing properties that do not have or that are not considered to have *architectural value.* However, it is necessary to investigate *architectural value* for all buildings that constitute part of the built environment. For example, the research on the school buildings of this thesis shows that there are some other factors effecting the formation of architecture of primary school buildings other than style, form and aesthetic qualities[167]. These factors shaping the architecture should be defined in *architectural value* or in *document value* for being influential on architectural vocabulary.

Artistic (art and craft) value: *Artistic value* relates with the quality and craftsmanship of a building or an artwork that is integral to the building[168]. The early Republican architecture may also have *artistic value* as in the case of Ankara Palas Hotel. The Ottoman structural and decorative elements on the front façade, Ottoman decorative motifs, tiled panels, plaster ceiling decorations and stalactite columns of the entrance floor of this building reflects the quality of the craftsmanship employed in the prestigious buildings of the new established Republic.

Authenticity value: *Authenticity* can be understood in relation to the creative process that produced a building as a genuine product of its time, and includes the effects of its passage through historic time[169]. *Authenticity* is an important aspect in the assessment of heritage resources and it relates to (1) design of form, (2) material, (3) techniques, traditions and

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[165] Asatekin, G., 2004, *Kültür ve Doğa Varlıklarımız Neyi, Niçin, Nasıl Korumalıyız?*, Ankara: Kültür ve Turizm Bakanlığı Yayınları, pp.50-51.

[166] Orbaşlı, A., 2008, p.40.

[167] For detailed information, see Chapter 2.2.3.

[168] Orbaşlı, A., 2008, p.41.

[169] Feilden, B. M., Jokilehto, J. 1998, p.17.

processes, (4) place, context and setting, (5) function and use[170]. The Eurocentric theoretical discussions attach particular importance to the material authenticity since it is seen as the only concrete evidence of the history. As the level of authenticity increases, the level of knowledge on the buildings and the period they represent also increase. However, while material authenticity is a key feature to Western interpretation, in other cultures the authenticity of place, design and the spirituality of place may be much important than the value of the material relics[171]. Due to the different understanding of *authenticity* in different cultures, it is necessary to adapt this concept to the conditions of each particular case.

In the case of twentieth-century buildings, although to keep the material authenticity as much as possible is also important, this may not always be possible due to deterioration of the material because of the short time durability and impossibility of the salvage of the authentic materials. Therefore, authentic visual appearance, its detailing, its dimensions, its colors and textures reflecting the idea and conceptual starting points of the original architect is more respected as opposed to the material authenticity valued in previous periods' buildings[172]. Thus, the common accepted approach in the theoretical and practical matters about the issue of *authenticity* is to conserve the authentic physical context and perception as close as possible to the time of construction in order to capture the spirit of the original design[173].

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[170] Orbaşlı, A., 2008, p.52.

[171] Orbaşlı, A., 2008, p.52.

[172] Henket, H. J., 1998. "The Icon and the Ordinary", in A. Cunninghan (Ed.), *Modern Movement Heritage,* London: E&FN SPON, p.16.

[173] For example, in the restoration project at Zonnestraal Sanatorium in Hilversum, Holland, the original state of the building as it was completed in 1931 was taken as a reference point regarding the interior layout, functional clustering and elevations, as well as architectural and technical solutions, in order to capture the spirit of the original design. The building was designed by Jan Duiker as a tuberculosis sanatorium and was transformed into a general hospital in 1957. The building had various alterations such as extensions to the mass, refurbishment, alteration of interior arrangements and changes in plan and façade. Very little of the original authentic materials were left in the building. During the restoration process; the facades, partitions and finishes were reconstructed according to the original to revitalize the architectural concept of Duiker (De Jonge, W., 2003. "Zonnestraal: Restoration of a Transitory Architecture, Concept, Planning and Realisation in the Context of its Authenticity", Paper for the Proceedings of the 7th International DOCOMOMO Technology Seminar at Viipuri Library, Vyborg, Russia, September 18-19, 2008, Retrieved June 14, 2007 from http://www.wesseldejonge.nl/resources/www.wesseldejonge.nl/content/files/Zonnestrall_project%20ENG.pdf).

In the restoration project of House of Culture, the aim was to revive the original expression and atmosphere of the building which has faded over the years and to combine necessary new technical requirements and functions with the original. The building was constructed in between 1955-58 by Alvar Aalto in Helsinki, Finland as a meeting place and cultural venue for workers. During the restoration process, different spaces are treated differently. Some spaces and details were retained in their present state, others, like the cafe and cinema, were returned as closely as possible to their original condition to catch the authentic sense of these spaces (Mustonen, T. 1998, "The House of Culture, Helsinki (Alvar Aalto)", in A.Cunninghan, (Ed.), *Modern Movement Heritage,* London: E&FN SPON, pp.96-102).

In the Paimio Sanatorium, Paimio, Finland, the continuity and authentic use of the building have been of central importance in the restoration project, even though renewals and alterations have been made for hospital-related technical reasons. The building was designed by Alvar Aalto as a tuberculosis sanatorium and it was completed in 1933. During the restoration process, authentic materials were retained wherever possible but, for sanitary reasons, surface materials such as the linoleum floor covers were renewed periodically to keep the authentic sprit and appearance of the spaces (Finnish National Board of Antiquities, 2005, *Nomination of Paimio Hospital for Inclusion in the World Heritage List*, Report no: 13, Retrieved February 03, 2007 from http://www.nba.fi/tiedostot/c760469d.pdf, p.45).

In the Sant'Elia Infant School in Como, Italy, the restoration approach was to transform the building as it was at its opening in 1937. The building was designed by Guiseppe Terragni and was constructed in between 1934-1937. The building experienced several alterations and refurbishments in time. The restoration project had three principle objectives; to reinstate the original plan, to bring the building technically up to date and to secure the structure. Thus, to preserve all the parts and finishes which could be repaired and to employ contemporary materials and

Considering the early Republican architecture, the concept of *authenticity* should not only be limited to material authenticity parallel to the theoretical discussions on the issue. Material authenticity is important to understand the material possibilities and construction techniques of the period. But, authenticity of design of form, place, context and setting, function and use should also be respected. Consequently, although *authenticity* is a valid criterion for early Republican architecture, its priority and importance in the identification and assessment process should be questioned.

Environmental (townscape, plurality, group) value: *Environmental value* relates the value of a settlement to its integration into its original totality, landscape, buildings, roads, planning style, scale, and lifestyle[174]. Early Republican sites and building groups may also have *environmental value*, as in the case of the Saraçoğlu Quarter. This housing estate was registered as an urban site since not only the single buildings but also the whole planning understanding with its total buildings, open areas, roads, as well as original functions is important. Similarly Youth Park (Gençlik Parkı) and Güven Park in Ankara, and Izmir Fairground (Izmir Fuar Alanı) have *environmental value* since these were designed as recreation areas and represent the open-space planning understanding of their design period. Similarly, Ankara University Agriculture Faculty, formerly the Higher Agriculture Institute (Yüksek Ziraat Enstitüsü), also has *environmental value*, since the education buildings as well as the administrative and service buildings of this Faculty were designed together.

Rarity (scarcity, uniqueness) value: *Rarity value* relates to the occurrence of a building type, style, builder, construction system, material use, function, period, region or some combinations of these in an area where it is not commonly found[175]. The extreme point of this value, which is named as "*uniqueness value*", is being the one and the only example of its type[176].

The common approach in assessing the significance emphasize *rarity value* in relation to *age value* since the corrosive effects of time result in the loss of buildings as they get older.

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techniques which, while meeting up to date specifications of performance, were compatible with those used originally (Casciato, M., Dell'Erba, C.M., 1998. "Sant'Elia Infant School, Como (Guiseppe Terragni)", in A.Cunninghan, (Ed.), *Modern Movement Heritage,* London: E&FN SPON, pp.103-108).

In the Tugendhat Villa in Bruno, Czech Republic, the original furniture that was designed by Mies van der Rohe, and the original interior decoration of the building, although destroyed in time due to various reasons, was re-implemented to capture the original appearance in the light of original documents, drawings, and old photos (Tarman, M.K., 2001. "Çek Cumhuriyeti'nde Üç Modern Anıt", *Arredamento Mimarlık*, 9, p.96).

In the restoration project of Müller House is Prague, Czech Republic, a restitutional approach was implemented eliminating the additions that the building experienced in time, according to the principles of stylistic restoration. All the additions and alterations were transformed to the original according to the original project of Adolf Loos The original furniture and accessories that were kept in a museum were placed back and the similar of missing ones were tried to be replaced form antiquary or flea market, or taken from another building from the same period (Tarman, M.K., 2001, pp.98-99).

[174] Uçar, M., 2007, p.49.

[175] Feilden, B. M., Jokilehto, J. 1998, p.19.

[176] Uçar,M., 2007, p.48.

For this reason, more value is attached to rare buildings. Considering the early Republican architecture, *rarity value* may be a valid criterion due to the rapid demolitions that these buildings are subjected to. A great proportion of early Republican buildings have been demolished without completing their economic life-span[177] Thus, the remaining buildings gain *rarity value* for being rarely found examples of their type. For example, Hazık Ziyal Villa in Istanbul is registered as one of the rare examples of rich family dwellings of the Republican period on Bağdat Avenue in Istanbul[178]. Similarly, Emin Onat House in Istanbul is also registered for being one of the rare dwelling examples of the early Republican period[179]. Thus, although rarity value is a valid criterion in assessment of early Republican architecture, its priority in the assessment process should be questioned.

Technological (technical) value: The technological systems used in the construction of a building, and its contribution to advancing building technologies, together constitute *technological value*[180]. *Technological value* is a valid criterion in assessing the significance of early Republican architecture. The intense construction activity following the establishment of the Republic brought the introduction of various new materials and construction techniques. Those buildings and structures constructed with new materials and techniques throughout the country have *technological value*, as in the case of Kemah Bridge in Erzincan, which is the first steel suspension bridge constructed in Turkey[181].

2) Socio-cultural values: Socio-cultural values are the values attached to a building or place over and above physical values, because it holds social and cultural meanings for people or social groups. The socio-cultural values are; associative, cultural, document, education, historical, memory, social and symbolic values.

Associative value: The association that a building or place has with an event or personality in history is its *associative value*. Early Republican buildings may also have *associative value.* For example, Florya Deniz Köşkü, which was constructed as the summer residence of Atatürk, has *associative value.*

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[177] For example, many buildings were pulled down in Ankara before completing their economic life-span. The Lozan Palas was pulled down to enable the construction of Akbank; Belvü Palas was pulled down to enable the construction of Merkez Bank; more than 40 residential and commercial buildings on Anafartalar Street were pulled down in order to construct new ones that do not add anything of architectural merit to the design of the buildings they have replaced and Körfez Restaurant was pulled down to enable the construction of an office block (Madran E., 2004, "Kentin Kaybolan İzleri", paper presented in the Arhitecture Week Activities of Ankara Branch of the Chamber of Architects).

[178] For further information, see Chapter 3.3.3.

[179]Fpr further information, see Chapter 3.3.3.

[180] Orbaşlı, A., 2008, p.46.

[181] Örmecioğlu, T., Çakıcı S., 2008, "Kemah Köprüsü: Türkiye Cumhuriyetinin İlk Asma Demir Köprüsü", poster presented in *Türkiye mimarlığında Modernizmin Yerel Açılımları IV*, Bursa.

Cultural (traditional) value: *Cultural value* deals with the relation of a property with societies' settled attitudes, lifestyles, beliefs, knowledge, and design styles[182]. Early Republican buildings may have *cultural value* if they reflect the lifestyle of their period. These buildings and their elements are evidence of the attitudes, knowledge and design style of their period. For example, running water, electricity, sanitary, bathroom and kitchen fittings of the first modern houses and apartments reflect the changing hygiene habits and lifestyle of the society in the early Republican period from traditional to a modern style.

Document (academic, scientific, research) value: *Document value* relates to the signification of cultural property in understanding the social, economic and technical aspects of past civilizations by analyzing the construction system, material use, design mentality, space use and changes of property[183]. In this respect, the buildings of the early Republican period have *document value* as representatives of the developments in the built environment shaped in the light of social, political, cultural, design and technological possibilities of the century.

Establishment of the Republic witnessed a "modernization project" aiming to reach to the whole country to define the identity of the new Regime and to realize its institutional organization. Architecture took a very central role during this process and various new building typologies were introduced into the built environment of the period such as administrative, education, industrial, health, transportation and communication buildings as well as public improvement works. The examples of all these building types are the documents of the institutionalization process of the Republic; the building types required for realization of the institutional organization as well as the policies adopted to spread these buildings thus the "modernization project" to the whole country. These buildings are also the evidences of the architectural sphere of the period such as different architectural styles adopted in different periods, the material possibilities and construction techniques utilized, the dominancy of foreign architects in the profession and the struggle of Turkish architects for their professional rights.

However, although the great majority of these built forms are modest examples in terms of physical qualities, they are important for gaining a wide-ranging knowledge on the political, social and institutional transformations of the period as well as architectural. Thus, it is important to clearly define the *document value* for the early Republican architecture to be able to gain conservation status to this building stock.

Education (knowledge, informational) value: Properties having *document* value are important in the sense of education for today's people, as they are tangible evidence of a

[182] Uçar, M. 2007, p.43.
[183] Uçar, M. 2007, pp.49-50.

historical period, a past way of life, past social relations or construction techniques[184]. Gaining awareness of culture and history of a place through cultural tourism is also considered to form a part of education value[185].

Being documents of social, political, cultural, architectural and technological documents of their period, early Republican buildings also have document value for being the physical evidences of the "modernity project" of the Republic and for informing us about the developments in this period.

Historical (historic) value: *Historical value* emerges from the relation of a property or site with the developments, changes or events that have taken place in the history of a city or the nation[186]. This definition shows that early Republican architectural properties may also have *historical value.* For example, almost all the Ministry buildings from the early Republican period are registered on the account of their importance in the history of the Turkish Republic.

However, there is not a fixed and clear definition of the content of this value type. The terms *historical value* and *document value* are used in different sources to describe different attributes of the same definition and content[187]. Usually the term *historical value* is used instead of *age value*[188]. The indefiniteness of the definition of *historical value* as well as its confusion with *age value* causes problems in the assessment of early Republican architectural properties. Thus, it is necessary to define the content of *historical value*, which is one of the basic criteria of traditional value judgment, to provide terminological consistency between different experts and organizations that take part in the identification and assessment process.

Memory (emotional, commemorative) value: *Memory value* is the emotional attachments of individuals, groups or nation to buildings or sites because of their relation with a memory or historical event. Early Republican buildings may also have *memory value*, since these buildings are the products of the recent past and mostly still in use. Therefore, people may have memories related to them.

Memory value gains importance in the case of early Republican properties since these buildings and/or open spaces are still part of the urban environment. Thus, these buildings still constitute a very important component of the visual and spiritual memory of the

[184] Orbaşlı, A., 2008, p.41.

[185] Feilden, B. M., Jokilehto, J. 1998, p.20.

[186] Uçar, M., 2007, p.44.

[187] For example, Mason evaluates *education/academic value* as a sub-type of *historical value*.

[188] For example, Mason relates *historical value* to the heritage site's material age. Similarly, the *term historical value* is always accepted as being similar in meaning to *age value* in the national theoretical framework.

individuals using these spaces, not only physically but also visually. Thus, the *memory value* of early Republican architecture can be of positive importance in the making of registration decisions regarding these buildings, as well as in generating public support for these decisions.

Social value: *Social value* includes the use of a building or site for social gatherings. *Social value* also includes the "place attachment" aspects of heritage value. Place attachment refers to the social cohesion, community identity, or other feelings of affiliations that social groups derive from the specific heritage and environment characteristics of their home territory[189]. *Social value* is a valid criterion for early Republican buildings. For example, the Ulus Quarter in Ankara, which was the business, commercial, and leisure center in the early Republican period, still continues to be the gathering place for different functions and different sections of the community. Thus, it has *social value*.

Symbolic (identity, representative) value: *Symbolic value* points to the importance of a cultural property as the symbol of a region or building because of its specialties and relations with historic events, historical people and traditional and regional elements[190]. This definition shows that early Republican buildings may also have *symbolic value*. These buildings not only represent the developments of the built environment of the period but also the ideological role of the architecture in the foundation process of the nation-state. In this period, architecture took a key role in the formation of the new Republican institutions. But even more, architecture was ideologically charged as a propaganda tool. Each public building was charged to show the stability and the power of the regime. Thus, all the public buildings of early Republican period have *symbolic value*.

Representing the identity of a settlement will also form part of *symbolic value*. For example, the coalfield buildings in Zonguldak, Sümerbank Cotton Mill in Kayseri, and the ministry buildings in Ankara characterize the identity of the city that they belong to. Thus, these building groups also have *symbolic value*.

3) Economic values: Economic values relate to the monetary income of cultural property and they are measured by economic analysis. Economic values are continuity value and economic value.

Continuity (functional, use) value: *Continuity value* is the continuity of the original function or the initiation of a compatible use of a building or a site[191]. In this respect, early Republican buildings have *continuity value* since almost all of them are still in use with their original

[189] Mason, R., 2002, p.12.
[190] Uçar, M., 2007, p.45.
[191] Feilden, B. M., Jokilehto, J. 1998, p.20.

function or with other re-functions. The Ministry Buildings, Faculty of Letters (Dil Tarih Coğrafya Fakültesi), and Numune Hospital in Ankara are some examples of buildings that keep their original function, whereas Exhibition Hall (Sergievi) and Turkish Hearth (Türk Ocağı) serve purposes other than their original function. All these buildings have *continuity value* due to their existence in urban and social life.

Economic value: *Economic value* relates to the monetary value of cultural property as real estate. Every piece of land on earth has an economic value. If this piece of land is utilized to meet the specific needs of human beings in the form of a real estate, its monetary value gradually increases. Early Republican properties have *economic value* in this respect, for being the utilization of a land in the form of a building or a building group. Besides, their *economic value* increases for being properties still in use which enable the saving of labor, investment and time in the construction of a new building.

Economic value may not be restricted to a financial value but it may be understood as a value generated by the heritage resource or by conservation action[192]. For example, Headquarters of the Republican Peoples Party, which was used as the Second National Assebly for a long time in the early Republican period, is conserved and used as the Museum of the Republic today.

3.2. Valuation Approaches for Assessment of Twentieth-Century Architectural Heritage in International Context

The discussions on the recognition of twentieth-century properties as a part of cultural heritage have started in the late 1980s in Europe and various international forums have been organized to discuss problems, exchange information and develop strategies for the conservation of this building stock[193]. Although the themes of the latest conferences were

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[192] Feilden, B. M., Jokilehto, J. 1998, p.19.

[193] In 1989, Council of Europe organized a meeting called "Twentieth-Century Architectural Heritage: Strategies on Preservation and Evaluation" in Vienna. Council of Europe organized another meeting in Barcelona in 1990 and agreed an outline for a policy on the protection of the twentieth-century architectural heritage in Europe. The proposals of Barcelona meeting were adopted in a Recommendation in 1991 [Recommendation R (91)13 on the Protection of the Twentieth Century Architectural Heritage.

Starting from 1990s, ICOMOS put the issue on its agenda and organized several meetings to provide opportunities for professionals to discuss problems, exchange information and develop strategies for the conservation of twentieth-century properties. These meetings are;

1995, Helsinki	ICOMOS, ICCROM, UNESCO (WHC), *Seminar on 20th Century Heritage*.
1996, Mexico	ICOMOS, MAU, *Seminar of Experts on the Conservation of 20th Century Heritage.*
2001, Australia	ICOMOS, *20th Century Heritage: Our Recent Cultural Legacy.*
2002, Istanbul	ICOMOS, *Conservation of the 20th Century Architectural and Industrial Heritage.*
2003, -,	ICOMOS, *20th Century Heritage: Recognition Protection and Practical Challenges.*

ICOMOS established its international scientific committee on the issue. In 2001, ICOMOS developed Montreal Action Plan on 20th century architecture and in line with this plan, the International Day for Monuments and Sites was dedicated to the twentieth-century properties on 18th April 2002 and a special emphasis was put on twentieth-century heritage in the 2002 edition of the Heritage at Risk Report (www.icomos.org).

In 1988 DOCOMOMO was established as a small network of experts in the Netherlands working on the conservation of modern Dutch buildings. In 1990, DOCOMOMO organized its first international conference in

expanded to include some practical and technical issues, these meetings mainly focus on the theoretical challenges of identification and selection of the properties considering different aspects of the twentieth-century heritage.

The building stock of the twentieth-century differs from the previous centuries in qualitative and quantitative aspects[194]. Twentieth century witnessed the emergence of new building typologies aiming to respond the changing social demands such as housing for lower income groups, factories, offices, hospitals, sport complexes and schools. Contrary to the previous centuries, the designs of these buildings are not so much focused on the extraordinary any longer but on the ordinary[195], thus, they do not reflect the monumental and imposing physical qualifications which could facilitate the recognition of them as cultural heritage. Besides, far more has been built in this century than in all previous ages put together, and is not possible

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Eindhoven and DOCOMOMO International was established. At its founding conference DOCOMOMO issued its manifesto, the so-called Eindhoven Statement. According to this document, the aim of DOCOMOMO is to facilitate and exchange of documentation and conservation information, to protect threatened Modern Movement buildings, draw attention to Modern Movement, to work for the inclusion of modern architecture on the World Heritage List, and to create a register of significant Modern Movement buildings and sites through an international register centralize research by national working parties (www.docomomo.com). DOCOMOMO is the leading and growing non governmental organization concerned exclusively with the issues and problems of conservation of modern architectural heritage. DOCOMOMO organizes biannual thematic conferences in different parts of the world to get together the professionals interested in the field. These conferences are;

1990, Eindhoven	1st DOCOMOMO International Conference, -
1992, Dessau	2nd DOCOMOMO International Conference,-
1994, Barcelona	3rd DOCOMOMO International Conference, -
1996, Bratislava	4th DOCOMOMO International Conference, *Universality and Heterogeneity*
1998, Stockholm	5th DOCOMOMO International Conference, *Vision and Reality: Social Aspects of Architecture and Urban Planning in Modern Movement*
2000, Brazil	6th DOCOMOMO International Conference, *Brasilia 2000: the Modern City facing the Future*
2002, Paris	7th DOCOMOMO International Conference, *Image Use and Heritage: The Reception of Architecture of Modern Movement*
2004, New York	8th DOCOMOMO International Conference, *Import-Export: Postwar Modernism in Expanding World, 1945-1975*
2006, Istan.-Ankara	9th DOCOMOMO International Conference, *Other Modernisms*
2008, Rotterdam	10th DOCOMOMO International Conference, *Challenge of Change: Dealing with the Legacy of the Modern Movement*

In 2000, mAAN was established to study, preserve, and rehabilitate the modern architecture, townscape, and civil-engineering heritage in Asia. The preparatory meeting for the establishment of mAAN was held in Guangzhou. The organizational structure, agenda, and action plan are officially adopted in the 1st mAAN international conference in Macau in 2001 (http://www.m-aan.org). It is worth noting that mAAN do not just focus on the architectural heritage of the Modern Movement but covers the entire heritage belonging to the modernization period of Asia, which sometimes reaches back to the nineteenth century. mAAN organizes annual conferences to get together the professionals interested Asian context of modernism and its conservation. These conferences are:

2001, Macau	1st International mAAN Conference
2002, Singapore	2nd International mAAN Conference, *Towards Modern Asian Architecture*
2003, -	3rd International mAAN Conference, *Documenting Built Heritage: Revitalization of Modern Architecture in Asia*
2004, Shanghai	4th International mAAN Conference, *Safeguarding and Revitalizing Local Heritage*
2005, İstanbul	5th International mAAN Conference*, Re-thinking and Re-constructing Modern Asian Architecture*
2006, Tokyo	*6th* International mAAN Conference, -
2009, New Delhi	7th International mAAN Conference, *Asian Cities-Legacies of Modernity*

Other than DOCOMOMO, mAAN, Council of Europe and ICOMOS, the contributions of UNESCO's World Heritage Centre and ICCROM to the conservation of twentieth-century architecture is also noteworthy. World Heritage Centre works in collaboration with other organizations to promote the nomination of twentieth-century properties for the World Heritage List. ICCROM, on the other hand, additional to its collaboration with other organizations to get together professionals working on the subject, organizes thematic courses on the subject. The ICCROM course called "MARC", concentrates on the conservation of modern architecture was first held in 1999 following with 2002 and 2006 versions in Finland.

[194] Henket, H., 1998, p.14.

[195] Henket, H., 1998, p.14.

to conserve all these buildings[196]. The disparities and diversity of the twentieth-century building stock in these qualitative and quantitative aspects requires the consideration of these issues in identification and assessment processes. Consequently, although the notion of conservation of twentieth-century architecture has started with the appreciation of the individual masterpieces of the architectural historiography of the period, there has been an accelerating consideration of the other non-monumental resources and other built forms[197]. Accordingly, the art historical approach that emphasizes physical qualities in identification and assessment phase is being superceded by the one that considers cultural factors, technology, and function in addition to form[198].

For example, the Recommendation of the Council of Europe on the protection of the twentieth century architectural heritage commends the consideration of the whole diversity of the architecture of the period and suggests to take into account the following issues while adopting selection criteria for the conservation of this period's buildings[199];

- The desirability of acknowledging the value of the most significant works taken from the whole range of styles, types and construction methods of the twentieth-century;
- The need to give protection to not only the works of the most famous designers in a given period or style of architecture, but more anonymous examples which have significance for a period's history;
- The importance of taking, among the selection factors, not only aesthetic aspects but the contribution made in terms of the history of technology and cultural, economic and social development;
- The crucial importance of extending protection to every component of the built environment, including not only independent structures but also:
  - Duplicated structures,
  - Planned estates, major units and new towns,
  - Public spaces and amenities;
- To supplement existing legislation by specific measures where this particular category of the heritage is not protected, or is inadequately protected by it.

The *ICOMOS Seminar on 20th Century Heritage,* which aimed to explore methods for the analysis and assessment of the significance of twentieth-century heritage and to consider how to identify the properties that could potentially be included in the World Heritage List, is

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[196] Henket, H., 1998, p.14.

[197] Bronson, S., Jester, T.C., 1997, "Conserving the Built Heritage of the Modern Era: Recent Developments and Ongoing Challenges", *APT Bulletin*, 28, 4, p.5. Retrieved in November 23, 2008 from http://www.jstor.org/stable/1504588.

[198] Bronson, S., Jester, T.C., 1997, p.8.

[199] Recommendation R (91)13 on the Protection of the Twentieth Century Architectural Heritage (Madran, E., Özgönül, N. (eds), 1999, *International Documents Regarding the Preservation of Cultural and Natural Heritage*, Ankara: METU Faculty of Architecture Press, pp.410-411).

another important document that put emphasis on the necessity of recognition of the whole diversity of this architecture[200]. In the General Recommendations of the seminar, it is noted that the twentieth-century heritage should not be defined only with reference to its architectural forms but broad ecological, social, anthropological, economic and cultural framework which forms the whole should also be taken into consideration. It is also mentioned that all the building types and even modest examples of twentieth-century heritage should be respected and attention should be paid to the full spectrum of the heritage of the entire century including buildings and ensembles built in new technologies as well as those using traditional building materials and structural forms.

The Montreal Action Plan is developed in 2001 by ICOMOS as an international action plan and a scientific and co-operative program to define a consistent action on the twentieth-century properties[201]. Montreal Action Plan emphasizes that the issue of twentieth-century heritage can not be reduced to the appreciation of a few great monuments of modern architecture and it is necessary to understand the full diversity of this heritage and of the issues related to its recognition and conservation.

Docomomo International, the leading organization concerned exclusively with the issues of conservation of modern architectural heritage, emphasizes that during the selection of the properties to be conserved, the idea, the concept should be more respected than the physical form[202]. Docomomo proposes a six category of criteria to evaluate the significance of twentieth-century building or landscape. These criteria are[203]:

- Technological merit: Does the work employ innovative modern technology to solve structural, programmatic, or aesthetic challenges?
- Social merit: Does the design reflect the changing social patterns of 20th century life?
  Did the designer attempt to improve either living or working conditions, or human behaviors through the work's form or function?
- Artistic and Aesthetic merit: Does the work exhibit skill at composition, handling of proportion, scale and material and detail?
- Canonic merit: Is the work and/or architect famous or influential? Is it exemplary work?
- Referential Value: Did this work exert an influence on subsequent designers as a result of one or more of its attributes?

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[200] ICOMOS, 1995, ICOMOS Seminar on 20th Century Heritage, in cooperation with UNESCO (WHC) and ICCROM. Retrieved in December 10, 2008, from http://www.international.icomos.org/20th_heritage/helsinki_1995.htm.

[201] ICOMOS, 2001, Montreal Action Plan. Retrieved in December, 2008, from http://www.international.icomos.org/20th_heritage/20th_c_survey.htm

[202] Oers, R., V, 2003, p.10.

[203] http://www.docomomo.org.

- Integrity: Is the original design intent apparent? Have material changes been made which compromise the architectural integrity of the structure or site?

To sum up, the appreciation of twentieth-century heritage still primarily follows art and architecture historiography and criticism[204]. But as Grementieri mentions, "dealing with tangible and immovable heritage, there is a serious risk of assessing the appreciation of the buildings and sites through the powerful strength of official modern historiography *raccontos* that transformed architecture into an autonomous discipline and its history into a sort of 'Darwinian' scheme of survival of the most original, and a 'biological' diagram of influences and transformations"[205]. This selective and exclusive approach sometimes results with the ignorance or incorrect assessment of the values of the twentieth century architecture.

Being aware of this problem, the international discussions particularly consider the diversity of twentieth-century architecture in terms of qualitative and quantitative aspects. Thus, these discussions suggest to take into account the whole diversity of this architecture and advocate respecting the intangible dimensions of this building stock in addition to form.

3.3. Assessing the Significance of Early Republican Architecture

The international discussions on the recognition of the twentieth-century properties as a part of cultural heritage found reflections on the national platform and is being discussed starting from the beginning of the 2000s[206]. The main concern of these discussions is to attract the

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[204] Grementieri, F., 2003, p.83.

[205] Grementieri, F., 2003, p.87.

[206] In 2001, the conference named "Building and Life: Twentieth Century Architectural Heritage" was held in Bursa. This conference is important for being the first meeting discussing the conservation of modern buildings in Turkey. In 2002, ICOMOS organized its international conference named "Conservation of the 20th Century Architectural and Industrial Heritage" in İstanbul.

Docomomo_tr, the most effective NGO in the field, was recognized in 2002 in Paris after the 7th International Conference of DOCOMOMO. The aims of the Working Party are to create a documentation centre for making inventories, to create pressure for registration of modern buildings, to study for widening the working party and to create awareness of public and academicians on the problems and potentials of the modern buildings. Docomomo_tr organizes poster presentations and panel discussions every other year in different cities (2004 Ankara, 2005 Izmir, 2007 Kayseri, 2008 Bursa, 2009 Diyarbakır) to support the documentation centre as well as to create a platform of discussions on the problems of conservation of modern buildings in Turkey (Ergut, E.A., 2009b,Değerlendirme: Cumhuriyet Dönemi Mimarlığı'nın Belgelenmesi ve Korunması", *Korumada Yeni Tanımlar Yeni Kavramlar: Cumhuriyet Dönemi Mimari Mirasının Korunması,* Ankara: Mimarlar Odası Yayınları, p.92).

Ankara Branch of Chamber of Architects have started "Building Identities" project in 2002 aiming to gather documents on the Republican buildings in Ankara. The outcomes of the project have been presented to public by publications and exhibitions. Istanbul Branch of the Chamber published a four volumes of "Istanbul Architectural Guide", one of the volumes of which are comprised modern buildings. Similarly, Izmir, Adana and Antalya Branches were prepared architectural guides comprising the modern buildings of these cities (Ergut, E.A., 2009b, p.92-93).

Another important activity on the issue is the inquiry taken by the Chamber of Architects in 2003 named "*Türkiye'de Çağdaş Mimarlığın (1923-2003) Önde Gelen 20 Eseri*" (The Leading 20 Works of the Modern Architecture in Turkey (1923-2003)) which aims to create a collection of 20 leading buildings.

In 2006, the 9th International DOCOMOMO Conference named "Other Modernisms" was held in Istanbul and Ankara. The first international workshop of DOCOMOMO, "How to Preserve a Housing Utopia: the Documentation and Sustainability of Modern Heritage, Case Study: Ataköy – İstanbul" was held within the scope of this conference (Ergut, E.A., 2009a, p.92).

In 2007, Chamber of Architects organized a workshop in Kastamonu named "Cumhuriyet Dönemi Mimari Mirası Çalıştayı". The symposium called 'Cumhuriyetin Mimarlık Mirası' was held in Ankara in 2009 by the Chamber of

attention and the support of the academicians, decision makers and the public about the significance and conservation of the twentieth-century properties and to increase the level of knowledge about the architecture of the period. Another important focus of these discussions is to decide the criterions to be the basis for selection of the properties to be conserved. However, these debates have not yet been come up with agreed results to the conservation problems of the twentieth-century properties in Turkey. Besides, the current legislative framework is not arranged to embrace the results of these discussions yet and has shortcomings to gain conservation status to the whole collection of the twentieth-century architecture. The deficiencies of the legislative framework and the theoretical discussions found its reflections in practice as a selective approach in which the properties are mainly selected according to their physical qualifications.

This part of the study aims to evaluate these valuation approaches for assessing the significance of early Republican properties. In the first sub-chapter, a critical evaluation of the current legislative framework is presented. The following sub-chapter explores academic, theoretical approaches. The consecutive sub-chapter evaluates practical approaches in the field. However, discussions at national level are relatively new and there are very limited printed sources about the outcomes of these discussions. Thus, the research on Chapter 3.3.1 and 3.3.3 are based on a limited number of available sources. Nevertheless, the overlapping concepts of practical and theoretical approaches show that, although based on limited sources, the outcomes of the research reflect the general tendencies.

3.3.1. A Critical Evaluation of the Current Legislative Framework

Discussion of the "*conservation of early Republican architecture*" is a relatively new subject and the legislative framework is not arranged to embrace the results of these discussions yet[207]. For this reason, the current legislative framework has shortcomings in taking registration decisions for early Republican buildings due to the insufficient definitions in some articles of the Law as well as the exclusive approach of the identification and assessment process.

The first conservation law of the Turkish Republic, which is called The Law on Old Monuments (1710 Sayılı Eski Eserler Kanunu, Date: 1973), defined the object to be conserved as a "monument". The Law on Old Monuments was replaced by a new law, The Law on the Conservation of Cultural and Natural Properties (2863 Sayılı Kültür veTabiat Varlıklarını Koruma Kanunu) in 1983, and the object to be conserved was changed to "cultural heritage". This alteration in the definition of the object to be conserved abolished the

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Architects. Various discussions on the theoretical and technical problems of the Republican Architecture were presented in the symposium.

[207] Omay Polat, E., 2008a, p.76.

provision of “being old” for recognition as heritage. It therefore enabled the registration of properties embodying values other than “age value”. At the same time, this alteration abolished the provision of considering certain qualities in terms of scale and physical characteristics which originated in the concept of the “monument”.

The Law on the Conservation of Cultural and Natural Properties (some articles of which were changed in 2004 with act no: 5226) is the main document on the conservation of cultural properties in Turkey today. The Law defines cultural heritage as “*all movable and immovable properties on the ground, under ground or under water, which relate to science, culture, religion and fine arts, or relate to the social life of prehistoric and historic times, having authenticity value in terms of scientific and cultural issues*”[208].

The time context of law, which is defined as “*prehistoric and historic times*”, does not have any limitation. In other words, a building constructed in the recent past may gain heritage status according to the values it possesses[209]. However, the “a” article of the 6th section brings a time limitation to the definition of cultural heritage by stating the scope of immovable cultural properties as "*immovable properties built up to the end of the nineteenth century".* But to avoid the risk of excluding properties built after the nineteenth century from legal conservation status, the “b” article makes provision for *"Immovable properties built after the nineteenth century but considered worthy of conservation by the Ministry of Culture and Tourism with respect to their significance and characteristics"*[210].

Although the cultural heritage definition of the law does not have any time limitation, “*the end of the nineteenth century” statement* of the “6.a” article specifies a chronological limitation. This statement provides heritage status to every property constructed before the nineteenth

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[208]“… “Kültür varlıkları”; tarih öncesi ve tarihi devirlere ait, bilim, kültür, din ve güzel sanatlarla ilgili bulunan veya tarih öncesi ve tarihi devirlerde sosyal yaşama konu olmuş bilimsel ve kültürel açıdan özgün değer taşıyan yer üstünde, yer altında veya su altındaki taşınır ve taşınmaz varlıklardır” (The Law on Conservation of Cultural and Natural Properties, No: 2863; section 1; article: 3-a-1).

[209] Madran E., Özgönül, N.,2005, *Kültürel ve Doğal Değerlerin Korunması*, Ankara: TMMOB Mimarlar Odası Yayını, p.7.

[210] “…the immovable cultural and natural properties to be conserved are as follows;

a) Immovable properties built before the end of 19th century

b) Immovable properties built after the 19th century but considered worth of conservation by the Ministry of Culture and Tourism with respect to their significance and characteristics

c) Immovable cultural properties located at the site

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

“Korunması gerekli taşınmaz kültür ve tabiat varlıkları şunlardır,

a) Korunması gerekli tabiat varlıkları ile 19. uncu yüzyıl sonuna kadar yapılmış taşınmazlar,

b) Belirlenen tarihten sonra yapılmış olup önem ve özellikleri bakımından Kültür ve Turizm Bakanlığınca korunmalarında gerek görülen taşınmazlar,

c) Sit alanı içinde bulunan taşınmaz kültür varlıkları,

d) Milli tarihimizdeki önemleri sebebiyle zaman kavramı ve tescil sözkonusu olmaksızın Milli Mücadele ve Türkiye Cumhuriyetinin kuruluşunda büyük tarihi olaylara sahne olmuş binalar ile tespit edilecek alanlar ile Mustafa Kemal Atatürk tarafından kullanılmış evler”. (The Law on Conservation of Cultural and Natural Properties, No: 5863; section 2; article: 6).

century but requires a different process for the registration of twentieth-century buildings. Thus, the statement has resulted in the insufficient listing and care of the early Republican heritage in Turkey.

The nineteenth-century limitation of law signifies the continuing priority of the "old monument" concept, which is not a written statement in the current law but is still the main criterion formalizing the legislative framework as well as registration decisions. The buildings constructed before the nineteenth century gain conservation status simply because of the "age value" that they acquired by the date of construction[211]. The art neuveau, art deco and national style buildings of the earlier period of the twentieth-century are easily ascribed with "age value" for being examples of discontinuing architectural styles[212]. However, the image of modern buildings does not overlap with the concept of "age value", which causes problems in conservation decisions[213].

The "d" article on the other hand, without time and registration limitations, refers to the buildings that witnessed great historical events of the National War of Independence and the proclamation of the Republic of Turkey, and the houses used by Mustafa Kemal Atatürk[214]. This article requires registration of these buildings due to their *historical, symbolic* and *associative* values. However, the definition and the content of "*buildings and sites that witnessed great historical events*" is not clear, and it predicates an emphasis on important buildings in terms of their relation with historical events. Thus, the buildings associated with the great events of the Republic such as assemblies, ministries, and other monumental government buildings are registered with respect to "d" article. On the other hand, modest buildings, which are important documents of the political, social and cultural transformation of their period, can not gain conservation status since they are not considered in the scope of "*the buildings that witnessed great historical events*".

Parallel to the chronological limitation of the "6-a" article, the "6-d" article identifies examples of cultural properties that belong to the nineteenth century and previous periods[215]. There are not any building types specific to the early Republican period such as cinemas, stations,

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[211] Omay Polat, E., 2008b, "Modern Mimarlık Mirasını Onaylamak: Yasal Süreç ve Tescil Kararlarına Bakış", *Mimarlık*, 340, pp.49-50.

[212] Omay Polat, E., 2008b, 340, p.50.

[213] Omay Polat, E., 2008b, 340, p.50.

[214] See footnote 22, article "d"

[215] The law identifies some examples of cultural properties as fallows:

Rock-cut tombs, inscribed painted and carved rocks, painted caves, mounds, tumuli, sites, acropolises and necropolises, castles, fortresses, citadels, historic barracks, military buildings with connected guns, ruins, caravanserais, khans, public baths and madreses, mausoleums, tombs and inscriptions, bridges, aqueducts, water conduits, cisterns and wells, remains of historic roads, milestones, obelisks, altars, shipyards, ports, historic palaces, kiosks, houses, sea-side residences and mansions, mosques, mescids, public places for funerals and prayers, fountains and sebils, public kitchens, mints, hospitals, clock rooms for prayer times, silvershops, tekkes and zaviyes, cemeteries, graveyards, shops, covered bazaars, sarcophagi, steles, synagogues, basilicas, churches, monasteries, complexes, remains of old monuments and walls, frescoes, mosaics, and similar immovable. *(*Conservation of Cultural and Natural Heritage Act No:2863; section 2; article: 6-d)

ministries, assembly buildings, university complexes, schools, or hospitals given as examples of cultural properties. The absence of building types specific to the early Republican architecture in this article shows the determinant effect of "age value" in the selection of building types. Thus, the absence of building types specific to the early Republican period in this article causes problems in the registration process.

The scope of the law is expanded with Principle Decisions for solutions to the problems and shortcomings in practice. The principle decision numbered 662 is the only legal document including the terminology of "*the buildings of early Republican period*"[216]. However, "*the buildings that represent the architectural characteristics of their period*" expression of the Principle Decision does not propose additional content over and beyond the "*immovable properties built after the nineteenth century but considered worth of conservation by the Ministry of Culture and Tourism with respect to their significance and characteristics*," expression of article "6-b" of Law 2863. In both expressions, the architectural and aesthetic qualities stick out as reasons for conservation.

"*The buildings of the early Republican period*" expression in article "c" of Principle Decision 662 is important for being the first and only expression in legislative documents covering early Republican architecture. However, the content of this expression is not clear. Consequently, Principle Decision 662 does not bring an innovative approach embracing all buildings rather than the current exclusive approach. Additionally, "*the buildings of the early Republican period*" expression of the Principle Decision refers to buildings constructed before 1950, as in the case of article 6-d of the Conservation Law[217]. Thus, the exclusive approach of conserving only canonic buildings of early Republican architecture is not even valid for buildings constructed after 1950.

The assessment criteria for registration of a property as heritage are stated in various parts of the legislative documents as cultural, historical, religious, aesthetic (fine arts, artistic), social, economic, architectural, regional, scientific, authenticity, and archaeological values[218]. These various values cover almost all the value considerations of the theoretical framework (See Table 3.1). Thus, the value considerations of law provide a flexible scope for evaluation that can embrace properties from the early Republican period as well. However, there is no

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[216] "...korunması gerekli taşınmaz kültür varlığı envanterlerinin tamamlanmamış olması nedeniyle;

a) 2863 sayılı yasaya göre taşınmaz kültür varlığı özellikleri taşımakla birlikte henüz tespit ve tescili yapılamamış olan yapıların,

b) Kamu kurum ve kuruluşlarınca kulanılan ve yapıldığı dönemin mimari özelliklerini taşıyan yapıların,

c) Erken Cumhuriyet Dönemi yapılarının,

Koruma kurulu görüşü alınmadan yıktırılmaması yönünde gerekli önlemlerin, ilgili belediyesi (veya valilik) ile varsa koruma kurulu müdürlüğü, yoksa müze müdürlüğünce alınmasına karar verildi". (The Principle Decision: Tescil Kaydı Bulunmayan Taşınmaz Kültür Varlığı Özelliğindeki Yapılar ve Yapı Elemanları, Date:, 5.11.1999, Number, 662)

[217] For the definiton of the article 6-d, see footnote 215.

[218] Uçar, M., 2007, pp.65-66.

information about the definition and content of stated values. It is therefore complicated to understand what is meant[219]. The ambiguity in the definition and content of the values prevents the effective use of these various values. For this reason, the content of the value definitions should be clearly stated for understanding and assessing the significance of cultural properties, including the ones from the early Republican architecture as well. It is also worth noting that there can not be general criteria for assessment and there is always a need for specific solutions in each specific case. For this reason, it is impossible to state all value considerations in the law since there should always be a specific case exposing different values from those stated. Besides, values alter in time in relation to contextual factors[220]. In this respect, the law must give the possibility for different expansions to embrace changing value considerations.

On the other hand, although there are various value considerations in legislative documents, the documentation and registration process of the legislative framework states a very limited valuation approach. The 7th article of Law identifies the legal documentation and registration structure. The article points out the documentation criteria as historical, artistic, regional and other features of cultural and natural properties.[221]. Some other details about the documentation and registration procedure are given in The Regulations Regarding Inventory and Registration of Immovable Cultural and Natural Properties (Korunması Gerekli Taşınmaz Kültür ve Tabiat Varlıklarının Tesbit ve Tescili Hakkında Yönetmelik). These regulations state the criteria for the recognition as heritage as "…*having structural, decorative, constructional, material, technological, and physical specialties within artistic, architectural, historical, aesthetic, local, archeological values*".[222]. These limited definitions consider only the physical and historical aspects of a property. The same limited approach can also be observed in the heritage recording system. The current inventory system, as stated in the 5th article of The Regulations Regarding Inventory and Registration of Immovable Cultural and Natural Properties, identifies the inventory documents as the inventory form, photos, dia-positives, drawing showing the location and the boundaries of the cultural property, report pointing out the documentation teams' observations about the cultural property[223] and other related documents seen as necessary by the documentation

[219] According to Uçar, there are contextual and systematical problems in the value considerations of the law. The values stated in law fall short of setting a common understanding as a result of a lack of definitions, and there are not systematic value categorizations and considerations in recent legal statements, just as there are terminological problems in its statements (2007, p.59).

[220] Mason,R., 2002, p.5.

[221] "Yapılacak tespitlerde kültür ve tabiat varlıklarının tarih, sanat, bölge ve diğer özellikleri dikkate alınır. Devletin imkanları gözönünde tutularak, örnek durumda olan ve ait olduğu devrin özelliklerini yansıtan yereri kadar eser, korunması gerekli kültür varlığı olarak belirlenir" *(*Conservation of Cultural and Natural Heritage Act No:2863; section 2; article: 7)

[222] Taşınmazın sanat değeri, mimari, tarihi, estetik, mahalli, arkeolojik değerler kapsamı içinde; strüktürel, dekoratif, yapısal durum, malzeme, yapım teknolojisi, şekil bakımından özellik arzetmesi (Section 2, article 4.f.)

[223] The required information to be collected within the report is the address (city, town, neighborhood/village, cadastral number, and building number), investigation reason and date, location and general description of the property, registration decisions about the property and its environment, description of the recent situation of the property and its close environment, and opinions.

teams. Among these requirements, the inventory forms are the base to record the characteristics of the cultural property. However, the inventory forms require collecting limited information at the site with only physical characteristics and condition of a property[224] generally executed by non-expert documentation teams through personal observations[225].

3.3.2. Valuation Approaches of Different Scholars

In recent years, scholars from different disciplines have completed studies on different aspects of Early Republican architecture and developed criteria for its conservation. In the following, the current theoretical situation is analyzed with respect to these different studies.

The congress called "Building and Life: Twentieth Century Architectural Heritage" which was organized by Bursa Branch in 2001 is important for being the first and only meeting discussing the definitions and the criterions of Early Republican architecture in Turkey[226]. The participants proposed different value considerations for assessment of these buildings. For example, Kayın mentions the present tendencies in evaluating Early Republican architectural properties in Turkey[227]:

- The building constitutes an important part of architectural history or is one of the masterpieces of the era
- It takes place among the first samples of its period, or, in other words, it implies an innovation in its field
- It is one of the works of a famous architect blazing a trail
- The identity of users or the experienced events bear the quality of having some historical importance attributed
- It has other special values in architectural terms

Kayın suggests additional values for evaluating the single buildings based on five main topics[228]:

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[224] The requred information to be collected within the inventory forms is the identity information (inventory number, map number, address), visual information (map, photos), architectural features (number of storeys, construction techniques, architectural elements), recent physical condition, infrastructural information (electricity, telephone and sewer system), and notes.

[225] As Uçar mentiones, in most cases, the professional abilities of the documentation teams who are charged to assign the values of a property are inadequate to adress all dimensions of that property. Sometimes documentation teams work in areas that lie outside their professional abilities. Thus, every documentation team makes its own valuation based on individual knowledge, approaches and experience. Within this structure, the inventory system is based on personal observations and evaluations rather than shared objective criteria(2007, 62).

[226] Yapı ve Yaşam 2001: 20. Yüzyıl Mimari Mirası, 26-26 Mayıs 2001, TMMOB Mimarlar Odası Bursa Şubesi, Bursa.

[227] Kayın, E., 2001. "Yirminci Yüzyılın Mimarlık Mirasının Belirlenmesine İlişkin Kriterler ve Koruma Alanındaki "Yapı Değeri", Kavramı Üzerine Bir İrdeleme", *Yapı ve Yaşam 2001: 20. Yüzyıl Mimari Mirası*, Bursa, p.51.

[228] Kayın, E., 2001, pp.54-55.

- Values related to space order, aesthetic, material, details, and authentic architectural characteristics of the building
- Values originated from the relationship between the buildings and their environment
- Values originated from transferring the characteristics of the culture that it belong
- Values originated from transferring the information of the lifestyle and (social, political) events of their era
- Values originated from giving identity to the environments they found

Zengel and Bahtiyar give five parameters for the evaluation of the Early Republican buildings[229]:

- Examples of new building typologies
- Buildings that symbolize works of certain architects in relation to architectural styles
- Buildings that witnessed technological improvements of the century
- Awarded building units or urban settlements
- Buildings or settlements that give a character, an identity to the city, the place they are located

In the same congress, Hamamcıoğlu mentioned that the conventional art historical based assessment approach considering the characteristics of style, form, and aesthetics is changing. According to Hamamcıoğlu, it is necessary to emphasize the concepts of variety, time, authenticity and sustainability, instead of existing art historical narratives[230].

Another study on displaying the qualities of early Republican architecture is the inquiry called "*Türkiyede Çağdaş Mimarlığın (1923-2003) Önde Gelen 20 Eseri*" which was completed by the Chamber of Architects in 2003[231]. The selective approach of this inquiry, which tries to identify important examples of architectural practice, is open to criticism. However, it is also important for showing this selective approach as well as the assessment criterions in selection[232]. These criteria are grouped under different headings as follows[233];

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[229] Zengel, R., Bahtiyar, M. K., 2001. "20. Yüzyıl Mimari Mirası Koruma Ölçütlerinin Belirlenmesinde Analitik Yaklaşım", *Yapı ve Yaşam 2001: 20. Yüzyıl Mimari Mirası*, Bursa, pp.59-61.

[230] Zengel, R., Bahtiyar, M. K., 2001, pp.113-116.

[231] Cengizkan; A., 2003, "Türkiye Çağdaş Mimarlığının Önde Gelen 20 Eseri, Dosya: Soruşturma 2003: Mimarlık Geçmişini Değerlendiriyor", *Mimarlık*, 311, pp.24- 32.

[232] The selected properties are; 1. Türk Tarih Kurumu, Ankara, 1967, Turgut Cansever, Ertun Yener * 2.ODTÜ Kampüsü, Ankara, 1961-80, Behruz ve Altuğ Çinici * 3.Sergievi, Ankara, 1934, Şevki Balmumcu * 4.Zeyrek Sosyal Sigortalar Kurumu, İstanbul, 1970, Sedat Hakkı Eldem * 5.Milli Reasürans, İstanbul, 1987, Şandor ve Sevinç Hadi * 6.Ankara Garı Kompleksi, 1937, Şekip Akalın * 7.Anıt Kabir, Ankara, 1953, Emin Onat, ve Orhan Arda * 8. Ankara Üniversitesi Dil ve Tarih Coğrafya Fakültesi, 1937, Bruno Taut * 9. Meclis Camii, Meydan ve İbadet Kitaplık Kompleksi, 1987, Behruz ve Can Çinici * 10. Hilton Oteli, İstanbul, 1954, SOM ve Sedat Hakkı Eldem * 11. ODTÜ Mimarlık Fakültesi, 1963, Behruz ve Altuğ Çinici * 12. Florya Cumhurbaşkanlığı Deniz Köşkü, İstanbul, 1936, Seyfi Arkan * 13. Eski İş Bankası Genel Müdürlük Binası (BDDK), Ankara, 2976, Ayhan Böke ve Yılmaz Sargın * 14. Türk

Historical value: to be symbol of modernism, to be a successful example of the modern movement achieved by a Turkish architect, to be a leading example of Early Republican Period or the modern aesthetics; to be a representative of a period; to be an icon example; to be an evolving example from first national style to modern.

Architectural value: functionalism, the successful application of mass and form, internal and external integrity, purity, design qualities in serenity, material use and successful details, modern aesthetics.

Locality value: original design, authenticity, having local values, respect for local and universal values, contemporary design of traditional building elements, to be modern according to its period.

Ecological value: being compatible with the environment and making a contribution to the environment, considering climatic conditions and being ecological.

Other than the values defined by scholars in the academic field such as architectural historians, theoreticians, design educationalists, etc., the values defined by the architects in the field of application are also mentioned. These value considerations are:

High design quality: having symbolic and representative vision, being functional and of economic design, having cultural, moral and aesthetic values, having qualified interior spaces, etc.

Attributing identity: to be the first of its kind, to be an inspiring example, representing Turkish architecture, being an urban monument, being the symbol of its settlement, etc.

Being specific to its location and context: searching modernity in the context of locality, being respectful to the environment, being the first example of modernism in a historic environment, etc.

Having high spatial attributes: being able to stay young while getting older, having street patternship intensely used by the public, etc.

Economic value: being still is use and continuity of the function.

The representative attributes such as being representative of an architectural style, being an important example of a style or period, or being a symbol, are among the leading attributes of selection criteria. The fundamental reason for these representative attributes originates from the exclusive approach of architectural historiography, which defines the period with subsequent phases differing in style, based on stylistic descriptions with geographical and

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Dil Kurumu, Ankara, 1978, Cengiz Bektaş * 15. İller Bankası, Ankara, 1937, Seyfi Arkan * 16.İstanbul Üniversitesi Fen-Edebiyat Fakültesi, 1944, Sedat Hakkı Elden ve Emin Onat * 17. Emek İşhanı, Ankara, 1959, Enver Tokay ve İlhan Tayman * 18. Büyükada Anadolu Kulübü, İstanbul, 1959, Abdurrahman Hancı ve Turgut Cansever * 19. Demir Tatil Köyü, Bodrum, 1983, Turgut Cansever * 20. Atatürk Kültür Merkezi, İstanbul, 1966, Hayati Tabanlıoğlu.

[233] Cengizkan, A., 2003, 311, pp.24-32.

typological limitations[234]. The selected buildings show the determinative effect of this exclusive of architectural historiography while deciding the criteria. Almost all the selected buildings are in Istanbul and Ankara. Besides, the majority of them are prize-winning buildings, the designs of well-known architects, public buildings or the first of their period and style.

As a result, although limited in number, the concepts emerging from the discussions on assessing early Republican architectural properties show similarities. These are,

- to have an important role in the architectural historiography
- to be one of the best examples of its period/style
- to be the first/innovative
- to be an example of new building typologies
- to be witness to technological improvements
- to be a work of a famous architect
- to be a prize-winning building
- to have aesthetic, authenticity, environmental, social, document, historical, symbolic, economic and use values

However, most of these concepts are not values but rather the definition of the existing value types. For example, concepts such as having an important role in the architectural historiography, being one of the best examples of its period/style, to be the first/innovative, to be an example of new building typologies, to be a work of a famous architect, to be a prize-wining building are not particular value types, but the qualities defining *architectural value*[235]. Nonetheless, the values considered in these theoretical discussions largely overlap with the values that are found in the Law (See Table 3.1). However, the main approach seems to be the conservation of canonic buildings as suggested by the Law which is discussed in Chapter 3.3.1 in detail. Although there are references to socio-cultural values in these discussions, the main approach is the prior consideration of physical values. The priority of considering physical values in assessment process appears markedly in practical issues. The dominancy of physical values as well as other problems and shortcomings of the practical process are discussed in the following.

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[234] Ergut, E.A., 2003, "Mimarlık Tarihyazımı Üzerine Düşünceler: Türkiye Çağdaş Mimarlığının Önde Gelen 20 Eseri", *Mimarlık*, 312, p.12.

Ergut notes that, if the architectural products are analyzed in terms of representatives of consecutive categories, the products which do not fit within such a scheme, in other words, the disparities and contrasts within the categories are omitted. This exclusive approach attaches importance to only some architectural products. Thus only some products are seen as worthy of research and learning, and are therefore given importance and conserved. Some products of the built environment are respected as "architectural products", whereas some are not considered to reach this "grade".

[235] For the definition of architectural value, see Chapter 3.1.

3.3.3. Valuation Approaches in Practice

Concerning the assessment criteria used in the registration process of early Republican architectural properties, it is seen that the valuation attributes have similarities with the concepts of theoretical discussions as well as of the architectural historiography. For example, being a product of the first years of the Republic, being an early Republican architecture building, being a design of an important architect, being the first example of a particular style or building type are the main attributes considered in registration decisions of early Republican architectural properties in Ankara[236]. "*Being an architectural product of the first years of the Republic*" exists among the registration reasons of Sandal Restaurant, Sıhhıye Officers Club (Sıhhıye Orduevi), Rocket Factory (Fişek Fabrikası), Haymana Village Room (Haymana Köy Odası), and Polatlı Sazılar Train Station. The same attribution is phrased as "*being an architectural product of the early Republican period"* in Refik Saydam Health Institute (Refik Saydam Hıfzısıhha Enstitüsü). "*To be constructed according to the prototype plan obtained through an architectural competition*" is one of the criteria among the registration reasons for Nallıhan Public House (Nallıhan Halkevi). The Saraçoğlu Quarter is registered for being a design of Paul Bonatz, whereas Cenap And Evi for being designed by Emin Onat and Sıhhıye Officers Club for being Holzmeisters' design. Additionally, the Saraçoğlu Quarter gains "*to be the first of something*" attribution for "*being the first housing estate constructed by the state*".

The emphasis of the Law on important buildings in terms of their relation with great historical events results in the registration of public buildings in particular[237]. Among the 275 registered twentieth-century properties in Ankara, 71 are traditional dwellings, 5 of which are registered for being houses used by Atatürk, 14 natural site, 5 religious buildings, 32 houses/apartments and 30 statues/monuments[238]. The other 123 buildings are public buildings, 27 of which are for education (high school and higher education buildings in particular), 12 for administration (assemblies and ministries in particular), and 39 for other public purposes.

"*To be a design of an important architect*" is one of the major attributes referred to in registration decisions. For example, in the registration request report of the Emin Onat House in İstanbul, it is mentioned that *"... the Emin Onat House, which belongs to one of the leading architects of Turkish architecture…has qualities and values as an immovable cultural*

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[236]Elmas, N., 2005. *An Analysis of the Conservation of the Twentieth Century Architectural Heritage in Turkey: the Case of Ankara.* Unpublished Master Thesis, Middle East Technical University, Natural and Applied Sciences, Ankara, pp.90-113.

Other than these attributes; document, historical, environmental, memorial, aesthetic, architectural, symbolic,functional, and rarity values, which are valid for every period's buildings, are also used in registration decisions of twentieth-century buildings (Elmas, N., 2005, p.113)

[237] See Chapter 3.3.1.

[238] This information is obtained through the list of registered buildings in Ankara, from the study of Elmas, N., 2005.

heritage to be conserved….for being one of the outstanding examples of Republican architecture and for being one of the rare dwelling examples of the period although it belongs to the recent past…"[239]. The registration reason for Hazık Ziyal House in Göztepe, which is also designed by Emin Onat, is explained so: *"The building is designed by Emin Onat, one of the important architects of the Republican Era… In addition to having prior place in modern architectural historiography, it is also one of the rare examples of rich family dwellings of the Republican Period constructed on Bağdat Avenue in İstanbul…The building has architecture and document value as one of these villas, the great majority of which are lost; as well as for being a representative of the social evolution of Kadıköy"*[240]. Considering the registration decisions of these two examples, it can be seen that "*being a design of an important architect*" is a pre-qualification of registration decisions. Besides, the buildings were registered with respect to document value for being representatives of their period, as well as with respect to rarity value for being examples of their types.

The settled image of the conservation object in public opinion is based on aesthetic qualities. It is possible to observe the negative impact of this settled image in registration decisions. For example, the registration decision regarding the Emin Onat House in Istanbul which the owner of the house wanted to demolish, claiming that *"…the building does not have any quality to be registered as an immovable cultural property…"*[241]. Similarly, the registration decision regarding the lodgings in Kayseri Sümerbank Complex, which it was argued should be demolished because "…*the lodgings do not have any qualities and characteristics to be registered, they are stone buildings with ordinary façades, the great majority of the building stock of the Republican period uses the same construction materials, there are hundreds of buildings with the same style and characteristics around the Factory…*"[242]. Another example on the same issue is the Mecidiyeköy Liqueur Plant (Mecidiyeköy Likör Fabrikası). The KTVKBK refused the registration request of this Plant, giving the reason that "*…there are not any buildings having registration requirements according to the site examination and there is no information and no documents in the Council archive that would form the basis for*

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[239] "*... Cumhuriyet dönemi Türk Mimarlığı'nın büyük isimlerinden tanınmış mimar Prof. Emin Onat'ın ...evinin ...Cumhuriyet dönemi mimarlığının seçkin örnekleri arasında yer almakta ve yakın tarihe ait olmakla birlikte bu dönemin sayısı çok azalan konut örneklerinden biri olarak... korunması gerekli taşınmaz kültür varlığı niteliği ve değeri taşıdığı…*" [The registration application submitted to İstanbul KTVKBK (No: 3), by D.Kuban, A.Batur, Z.Ahunbay, and N. Akın (Kösebay, Y., 2001. "20. Yüzyıl Yapılarının Korunma Sorunları", *Mimar.ist*, 1, pp.49-50)].

[240] "…*Cumhuriyet Dönemi'nin yetiştirdiği önemli mimarlarımızdan Emin Onat'ın eseridir...Bina, modern mimarlık alanında öncelikli bir yere sahip olmanın yanısıra, 1940-1960 yılları arasında özellikle Bağdat Caddesi üzerinde yeralan ve Cumhuriyet Dönemi'nin seçkin modern aileleri tarafından yaptırılmış villa örneklerinden biridir....Bugün büyük çoğunluğunu yitirdiğimiz bu villalardan biri olarak hem mimari hem de Kadıköy'ün sosyal topoğrafyası açısından belgesel bir değere sahip…*" (Kösebay, Y., 2001, p.51).

[241] *"...korunması gerekli kültür ve tabiat varlığı olarak tescili gerektirecek herhangi bir özellik taşımamamaktadır..." (*Kösebay, Y., 2001, p.50).

[242] *"...lojmanların tescile değer nitelik ve özellik taşımadığı, taş duvar üzerine yığma betonarme tarzında inşa edilen yapılarda herhangi bir özgün taş işçiliği olmadığı, sıradan cephe görüntüsüne sahip taş binalar olduğu,Cumhuriyet dönemiyle ülkemizde yapılan yapılaşmanın büyük bir kısmının aynı malzemeden yapıldığı.....fabrikaya yakın mahallelerde aynı tarzda benzer özellikler taşıyan yüzlerce binanın mevcut olduğu..." (*Omay Polat, E., 2008b, p.52).

registration…[243]. All of these negative statements arise from the widespread aesthetic appreciation of the decision-makers and the public, which conflicts with the simplicity that these buildings and complexes display as an important part of their design philosophy. For this reason, the aesthetic valuation of a property should be based on objective and scientific interpretations of related academic disciplines rather than the subjective valuations of individuals and non-expert documentation teams.

The prioritization of *age value* in accordance with common approach in assessing the significance causes problems for a right and fair evaluation of early Republican buildings. For instance, the registration decision on Cenap And House in Ankara which the owner of the house wanted to demolish, claiming that *"…the building is not an old property being just 23 years old*…(and)*... there should be a 50-year limitation for recognition as an old property…."*[244]. The *"…building is also not monumental in scale…*" phrase in the same application is important as evidence of the priority of the "monumentality" concept and the reminiscent visual expression of it among registration criteria.

Another attribution in registration decisions is to refer to the Law itself. For example, the registration reason of Ankara Refik Saydam Health Institute (Refik Saydam Hıfzısıhha Enstitüsü) is "*having many characteristics stated in Law2863*"[245]. However, if these characteristics of law are not stated specific to the property, some problems may occur, as in the case of the Kayseri Sümerbank Complex. This complex was registered as "*having many characteristics stated in Law 2863*"[246]. However, since these characteristics are not stated particular to the Complex, an attempt was made to overturn the registration decision with the claim that "*…the buildings and the trees in the site do not have any peculiarities, if they had the stated peculiarities; the complex should have already been registered before, the registration reasons are not stated in the Councils' decision*[247].

In addition to the stated criteria, to be the first example of its period and/or building type are the other commonly referred attributes in the registration decisions. For example, in the registration request report of Mecidiyeköy Liqueur Plant; to be the first industrial building of İstanbul and the twentieth century is stated, in addition to being a design of Rob-Mallet

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[243], *"... yerinde yapılan incelemede tescil niteliği taşıyan yapılar görülmediği gibi, kurul arşivinde yapılan incelemede tescile esas teşkil edecek bilgi ve belgeye rastlanmadığı..."* [The decision of KTVKBK dated: 16.07.2003, numbered: 15170. The plant has registered after the re-request of the registration (Omay Polat, E., 2008a, p.81)].

[244] "*…yapının 23 yıllık olması sebebiyle eski eser olmadığı... bir yapının eski eser olabilmesi için en az 50 sene geçmesi gerektiği..."* (Elmas, N., 2005, p.94).

[245] "*…2863 sayılı yasada belirtilen özelliklerin çoğuna sahip olması..." (*Elmas, N., 2005, p.94).

[246] Omay Polat, E., 2008a, p.52.

[247] *"...taşınmaz mal üzerindeki yapı ve ağaçların hiçbir özellik taşımadığı, taşınmazın şehir merkezinde oluşu ve konumu itibarı ile anılan özelliklere sahip olsa idi anılan kurulca daha önceden koruma altına alınması gerektiği, taşınmaz malın hangi özelliklerinden dolayı koruma altına alındığının kurulun kararında belirtilmediği..."* (Omay Polat, E., 2008b, p.52).

Stevens[248]. Similarly, Istanbul İnönü Stadium is registered for *" being one of the sports buildings reflecting modern architectural understanding in terms of architectural and structural features…as the first sports building in Istanbul…"*[249], just as Istanbul Levent Settlement is registered for "....*being one of the first housing estates ..."*[250].

To conclude, within the scope of the limited available registration decisions, it can be seen that various values are used in these decisions. The variety of values overlaps with the theoretical framework to a great extent (see Table 3.1). However, the priority in the assessment process is searching for physical values. If the property is recognized as having sufficient physical qualities, the socio-cultural and economic values are mentioned as complementary qualifications. This is the unavoidable result of the exclusive approach of the current inventory system, realized through site observation, considering mainly the physical properties as discussed in Chapter 3.3.1 in detail.

Similar to the theoretical discussions, most of the concepts used in registration decisions are not values but rather the definition of the existing value types[251]. The registered properties are all mentioned in the historiography for being representatives of the architectural styles of their period, being canonical buildings, for being the first or last examples of their style or period, for having aesthetic values, for being an example of important building types, for being important examples of certain building types, designs of important architects, and prize-winning buildings. These concepts used in registration decisions originate from architectural historiography as in the case of theoretical discussions[252]. Thus, it is possible to say that the selective approach in practice considering the physical values of properties is a reflection of the selective approach of architectural historiography, which is based on stylistic descriptions.

3.4. Summary and Evaluation

To sum up, within the scope of the discussions until now, it is identified that the current approach in assessing the significance of early Republican architecture in Turkey has deficiencies for gaining conservation status to the "whole collection" of this building stock due to the problems of the current valuation approaches in the legislative framework and theoretical discussions, as well as in practice. These problems can be summarized as follows:

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[248] The registration request of HABITAT, date: 25.06.1997 (Omay Polat, E., 2008a, p.80-83)

[249] *"...mimari ve yapısal özellikleri bakımından modern mimarlık anlayışını yansıtan spor yapılarından biri, ... İstanbul'daki ilk spor yapısı olması ..."* (Omay Polat, E., 2008b, p.90)

[250] The decision of İstanbul KTVKBK Numbered 3, Date:10.04.2007, Decision number: 2408 (Omay Polat, E., 2008a, p.94)

[251] See Chapter 3.1.

[252] For further information on the historiography of the period, see Chapter 2.1.

- The current documentation and inventory system, which is the basis of all conservation activities, is an exclusive approach considering only the physical values of properties. The visual observations of the documentation team are the main tool for the identification of heritage values. The previous periods' buildings gain conservation status due to their age and/or rarity value that they acquired thanks to the date of construction. However, in the case of early Republican architecture, the popular public notion of the kind of building suitable for conservation, which emphasizes physical characteristics in particular, works against the conservation of the majority of this building stock. Thus, mainly the canonic buildings can be conserved as a result of the exclusive approach of the current system. The remaining majority of the building stock of the period is largely excluded from conservation status due to its lacking physical values.

- The law enables the registration of buildings associated with the foundation of the Republic for their symbolic and historical values. However, related articles emphasize only important buildings in terms of their relation with "*great historical events*" of the foundation of the Republic. Other buildings, which are not considered within the scope of "*buildings that witnessed great historical events*", are excluded from conservation status without examining the validity of any other values. Yet the related articles of the legislative framework that refer to the early Republican period also have an exclusive approach and only include important buildings constructed during the foundation of the Republic. The remaining majority of the building stock of the period that is not considered as important enough, as well as the buildings of the near past, are completely out of legal conservation status.

- Parallel to the legislative framework, the theoretical discussions as well as the practical decisions about the significance of early Republican properties display an exclusive approach which mainly considers the physical characteristics of properties. The fundamental reason for these physical attributes originates in the exclusive approach of architectural historiography, which attaches importance to some architectural products according to their physical properties. The historiographic account of the period highlighting important buildings according to their physical qualifications imposes the conservation platform as an exclusive assessment approach bound to the limited physical values of the properties.

Contrary to the comprehensive approach of the "modernity project" aiming to reach and convert the whole country, the current exclusive approach, which selects only some important properties according to their physical characteristics, is far from understanding the political, institutional and social transformations of the early Republican period, as well as the role of architecture in this transformation. For this reason, it is necessary to revise the current

approach for understanding and assessing the entire significance of early Republican properties. These properties should be handled with an inclusive approach considering the whole design and formation, as well as the usage processes with all contributing values and meanings, rather than the current exclusive approach dealing only with physical values.

Table 3.1. Value types in theoretical and legislative frameworks, of different scholars and in practice

	Values in Theoretical framework	Values in Legislative framework	Valuation approaches of different scholars in Turkey	Valuation approaches in practice
Physical values	Aesthetic	Aesthetic	Aesthetic	Aesthetic
	Age (oldness)	Age*		
	Architectural	Architectural	Architectural**	
	Artistic (art and craft)	Artistic, fine arts		Architectural**
	Authenticity	Authenticity	Authenticity	
	Environmental (townscape, plurality, group)	Density, environmental, urban	Environmental	Environmental
	Rarity (Scarcity, uniqueness)			Rarity
	Technological (technical)	Technological	Technological	
Socio-cultural values	Associative			
	Cultural (tradition)	Cultural, tradition	Cultural	
	Document (academic, scientific, research)	Scientific	Document	Document
	Education (knowledge, informational)			
	Historical (historic)	Historical	Historical	Historical
	Memory (emotional, commemorative)	Memory		Memory
	Social	Social	Social	
	Symbolic	Symbolic	Symbolic, identity	Symbolic
Eco. values	Continuity (functional, use)	Continuity	Use	Functional
	Economic	Economic	Economic	

*Age value refers to the 19th century time limitation of law.
**To have an important role in the architectural historiography, to be one of the best examples of its period/style, to be the first/innovative, to be the first/last example of its period/style, to be a work of a famous architect, to be a prize-wining building

CHAPTER 4

CASE STUDY

The evaluation of the data collected within the scope of the case study, which was performed in Izmir, is presented in this part of the study under three sub-chapters. In the first sub-chapter, the methodology followed within the whole study is presented. In the second sub-chapter, the results of the research into the local organization process and context regarding the education system and related school construction policies in the specific case of Izmir, and to identify the primary schools constructed in Izmir between the years 1923 and 1950, are acknowledged. Finally, the results achieved within the scope of the site study are clarified.

4.1. Methodology of the Case Study

Research into the national context of the primary education system and related school construction policies, the results of which are given in Chapter 2.2, shows that these policies were successfully executed in big cities such as Istanbul, Izmir and Ankara. Among these cities, Izmir offers itself as a successful example of the homogenous execution of these policies, both in the city center and in the rural settlements. Various school buildings were constructed in Izmir, especially during the governorship of Kazım Dirik (1926-1935), who worked hard for the improvement of village conditions and who strongly believed in education as a prerequisite for this improvement. The governors after him also supported and continued his legacy on the improvement of the living conditions of the peasants through education, and managed to extend educational services to every school-aged child just before 1950[253].

As an example of successfully executed education policies and as representative of the homogeneous distribution of school buildings both in the city and in the rural settlements, Izmir is chosen as the specific case study of this research. The case study is conducted in three main phases. These phases are as follows;

1. (i) to understand the local context of the primary education system and the formation process of school buildings; (ii) to discover the primary school buildings constructed

[253] For detailed information, see Chapter 4.2.1.

between 1923 and 1950 and to identify the limits of site survey in the light of obtained data

2. Site survey
3. Evaluation of the site survey findings

The aim and content of these three phases and the methodology followed in each phase are as follows;

Phase 1: The national context of the primary education system and school construction policies of the early Republican period, with all participating ideological, institutional and architectural features, is identified in Chapter 2.2. To understand the local scale of these policies, the local organization of primary education system and local construction policies is examined and evaluated in Chapters 4.2.1 and 4.2.2. Primary and secondary bibliographic sources and primary archive sources are used in this part of the study.

Another aim of this phase is to identify the primary school buildings constructed between the years 1923 and 1950 and to determine the limits of site survey in the light of obtained data. To achieve this aim, first of all, Izmir İMEM and Izmir CEM archives are searched and the names of 250 primary schools are identified[254]. This figure is half of the total number of schools constructed in Izmir in the early Republican Period[255]. However, there is no reliable information about the current existence of these 250 buildings in both archives. The inventory system of Izmir İMEM comprises only the buildings in use. Thus, there is no information about the buildings which are not used, are abandoned, or are destroyed. On the other hand, the inventory system of Izmir İMEM is based on the opening dates of the buildings. Hence, if a building is pulled down and a new school is constructed instead, this information is never recorded in the inventory. Thus, it is impossible to understand whether the original building exists or not from the current inventory system[256].

The first obtained data on the primary school buildings in Izmir, which is the list of 250 primary schools' names, is used in formulating the site survey phase as detailed in the following sub-chapter. The number of schools which are identified as having been opened in the period 1923-50, reaches 271 in the light of information derived from archive research, literature study and site surveys. Visual materials belonging to 93 of these buildings are

[254] For the whole list of these 250 buildings, see Appendix A, Table A.1.

[255] According to the 1973 almanac of Izmir, there were 534 primary school buildings in the academic year 1949-50. However, there is no information about how many of those 534 were constructed originally for education function and after the Republic. On the other hand, according to the 1939 statistical abstract, there were 404 primary school buildings, 379 of which were constructed after the proclamation of the Republic. Thus, 25 of these buildings were converted from old houses or were constructed before the Republic. In the light of this information, it can be assumed that approximately 500 of the 534 primary school buildings that existed in 1950 were constructed after the Republic and to serve an educational function.

[256] The absence of information on the existence of buildings in the archives was the main problem complicating the site survey. During the site survey it is observed that the great majority of the buildings, which seemed to exist according to the inventory system, had actually collapsed.

found[257]. The data obtained through visual materials, which are composed of plans and/or photos of 93 buildings, are utilized for understanding the types of schools constructed in Izmir. The findings of this study are discussed in Chapter 4.2.3.

One of the main sources providing visual data is the Record Card on the Village Schools and Its Services (Köy Okulları ve Tesislerine Ait Fiş), which were prepared in 1949[258]. These record cards compile information on the construction and opening dates of the school, the expenditure on construction works, construction materials, the area in square meters of the courtyard, as well as plan sketches of the courtyard and the school drawn by the schools' directors (See Figure 4.1). Separate record cards were also prepared for each service building. Thus, these record cards are the main information source on the primary school buildings of the early Republican period, considering that there are no project archives of the Ministry of National Education and the Provincial Education Directorates. But unfortunately, the vast majority of these record cards have been lost.

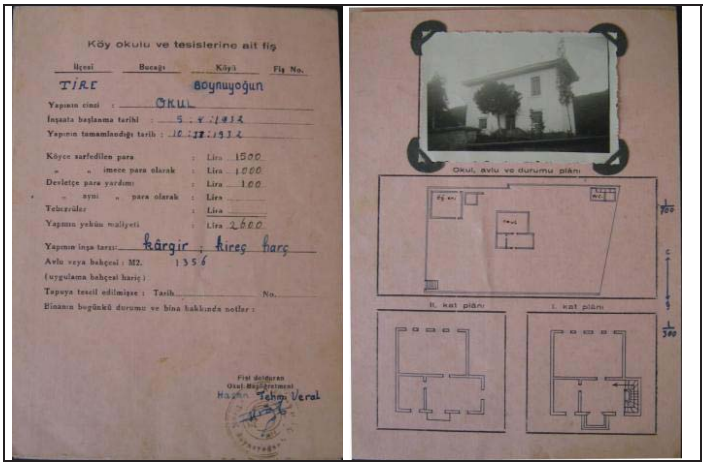

Figure 4.1 The front and back page of *"Köy Okulları ve Tesislerine Ait Fiş"* of Tire Boynuyoğun Primary School (Source: Tire Boynuyoğun İÖO Archive)

[257] The sources of these documents are MEB Izmir İMEM Archive, MEB Bergama İLMEM Archive, MEB Tire İLMEM Archive, Izmir CEM Archive, İzmir Cumhuriyet Müzesi Archive, Izmir KTVKBK (No:1) Archive, Izmir KTVKBK (No:2) Archive, Zübeyde Hanım and Yukarıbey İÖO archives in Bergama, Pınarbaşı and Işıklar İÖO Archives in Bornova, Tuğsavul İÖO Archive in Buca, Vali Kazım Paşa İÖO archive in Güzelbahçe, Kazım Dirik, and Fevzi Paşa İÖO archives in Karşıyaka, Halitbey, Inkılap, Topaltı, Vali Kazım Paşa, Yıldırım Kemal, and Zafer İÖO archives in Konak, Şükrü Saraçoğlu, İnönü, 3 Eylül YİBO, and Şehit Er Kamil Akan İÖO Archives in Ödemiş, Cumhuriyet, Boynuyoğun, and Atatürk İÖO archives in Tire, site study information gathered by the author as well as the literature study.

[258] These record cards are obtained mainly from Izmir İMEM and Bergama İLMEM archives. A few of them are obtained from the school archives.

These cards were prepared two years before changing the curriculum of village schools into the curriculum of city schools. Thus these cards were probably part of an inventory aiming to understand the physical qualities of village schools and whether or not they could provide five-year education.

Another important source providing visual data on the school buildings are the Record Cards of School Building (Okul Bina Fişi) prepared in 1965 by the Primary School Construction Unit of Izmir İMEM (Izmir Milli Eğitim Müdürlüğü İlk Okullar İnşaat Bürosu)[259]. These cards are part of an inventory aiming to understand the state of the buildings and compile information on the construction date, construction materials, number of classrooms, and the existence of electricity, water and fire installations. The cards also include the plan sketches of the courtyard, school and services, which were drawn by the schools' directors (See Figure 4.2).

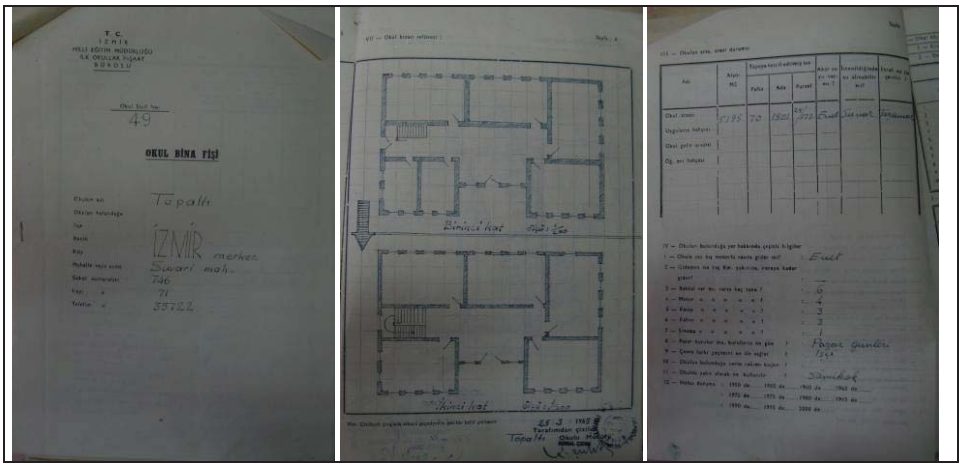

Figure 4.2 Some pages of *"Okul Bina Fişi"* of Konak Topaltı Primary School (Source: MEB Izmir İMEM Archive)

The main problem faced during the case study was the lack of current sources on the subject. The absence of secondary sources required the execution of the research through the primary sources. The names of 271 of these 500 schools can be reached through a detailed research in various archives, literature sources and site study. However, there is no information and documents relating to the remaining half of the 500 schools. On the other hand, visual data of approximately 20 percent of all 500 buildings can be found, due to the inadequacy or lack of archives of the institutions in concern.

As identified in Chapter 4.2.1 in detail, the school construction policies in Izmir were planned in detail and executed precisely. The location and size of every school building is documented in detail and an inventory system is established comprising information on schools with service buildings, including their plan sketches and photos. However, these

[259] These record cards were obtained mainly from Izmir IMEM and Bergama ILMEM archives. A few of them were obtained from the school archives.

inventory cards are to a large extent lost, and a new inventory system could not be realized. There is therefore no information about the destroyed buildings, or about the abandoned ones in the Provincial Directorates of National Education, who are the main bodies responsible for these buildings.

Phase 2: The second phase of the case study is the site survey. The site survey is formulated according to the preliminary data obtained on the primary school buildings, which is the list of 250 primary schools' names. The primary schools in this list are distributed according to their provinces, thus, the number of schools constructed in each province is identified (See Table 4.1). The first phase of the site study is focused on the city schools, and the primary school buildings in Bornova, Güzelbahçe, Karşıyaka, Konak and Narlıdere were analyzed in October 2007. According to the preliminary list, there were 29 school buildings constructed in these five provinces between 1923 and 1950. All these 29 buildings were examined on site and 11 of them are documented as the original school building constructed before 1950. The other 18 are converted buildings or buildings demolished to enable the construction of a new building.

The second phase of the site survey is focused on village schools. The three provinces that have the highest number of schools are identified in the second phase of the site survey. These provinces are Bergama, Ödemiş and Tire. The fieldwork was carried out in August 2008 in Bergama, and in November 2008 in Ödemiş and Tire. It was attempted to survey all the school buildings that exist in the preliminary list within the time and site constraints. Those schools which, thanks to oral information, were known to have collapsed or have been demolished, were excluded from the site survey. In addition, although not included in the preliminary list, several existing schools were identified through oral information. The great majority of 21 schools in Bergama, 35 in Ödemiş and 20 in Tire were surveyed on site and 5 in Bergama, 6 in Ödemiş and 6 in Tire were documented as buildings constructed between 1923 and 1950. At the end of the first and second phases of the site survey approximately 90 buildings had been examined on site and 28 of them were documented as primary school buildings constructed in between 1923-1950.

Building inventory forms, which were prepared by the author, were used for the documentation of the buildings during the site survey. Information on the building (its name, construction and opening date, owner, etc), the source of this information, the current use of open and closed spaces, architectural elements, construction and finishing materials, and the condition of the fabric were systematically noted down in these fiches. The building with its courtyard and all the service units within the courtyard were documented with drawings and photographs. Attempts were made to identify the alterations in the building and in the courtyard through visual observation and oral information. For each surveyed school, whether original or not, the archive sources were searched for information on the original

building. Interviews were conducted with the schools' directorates, teachers and, if found, with graduates, to find out their opinions about the building.

Table 4.1 Distribution of 250 school buildings according to their existence in provinces

Province	**School Number**
Aliağa	6
Balçova	1
Bayındır	15
Bergama	21
Beydağ	11
Bornova	5
Buca	3
Çeşme	1
Çiğli	5
Dikili	9
Foça	4
Gaziemir	1
Güzelbahçe	3
Karaburun	8
Karşıyaka	7
Kemalpaşa	13
Kınık	10
Kiraz	10
Konak	13
Menderes	9
Menemen	14
Narlıdere	1
Ödemiş	35
Seferihisar	4
Selçuk	5
Tire	20
Torbalı	8
Urla	8
Total	**250**

The main problem during the site survey was the lack of information on the current existence of buildings in the Izmir İMEM and Provincial İLMEM Directorates. For this reason all the buildings in the preliminary list had to be investigated at site. Therefore much time and energy was spent on the identification of the existence of schools which the author would have liked to spend documenting more original school buildings.

Phase 3: The third phase of the study comprises the evaluation of the site survey findings. This phase consists of two stages. In the first stage, the data obtained through the site study is systematically compiled in catalogue sheets. In the second stage, the findings of the site study are evaluated in the light of the information obtained from all the stages of the research.

Cataloguing the findings: During the site survey, information about the current condition of the buildings, current use of open and closed spaces, plan and façade characteristics, construction materials and techniques, structural and material problems and hints about the original condition of the buildings were collected through the traces on the buildings and oral information. Later the original plan and façade characteristics of the buildings, the original materials and the original use of the buildings and the courtyards are identified. In this phase of the study, the sources that give information about the original condition of the buildings, which were obtained from Izmir İMEM, Provincial İLMEM Directorates and school archives, were used, alongside a comparative study method. In the next phase of the study, the original condition and the current condition of the buildings were compared to determine the level of alteration on the plan and the façade, and to identify the remaining original architectural elements. A similar method was used to determine the original use and the level of alteration of the courtyards.

All these collected data were transferred to separate sheets for each building and catalogued. The catalogue sheets are composed of two sections. In the first section, the current condition of the school, service buildings and the courtyard is given. In this identification sheet, primarily the current name of the building, its original name, address, construction date, architect if known, property owner, lot number, area of the building and the courtyard, construction materials and techniques, registration information, date of the site survey and the sources of the graphical and written information are given. The current use of the courtyard and the service buildings is shown on the map displaying the relation of the courtyard with its surroundings. On the identification sheet where the plan and front façade of the school is found, the photographs of the existing school and the service buildings located in the courtyard are also included.

In the second section of the catalogue sheets, the analysis relating to the school building and the courtyard is given. On these analysis sheets, the restitution drawings of the school buildings are presented. The overall alteration status and the remaining original architectural elements of the building are indicated by plotting on the plans and facades. This information was obtained by comparing the original and current condition of the building. The possible remaining original architectural elements in the courtyard, and the data accessed regarding the original use of the courtyard, are displayed using the same method, on the courtyard plan. Lastly, on the analysis sheet, the old photographs of the school and service buildings

are given. All the photos, plans and graphical illustrations in the identification and analysis sheets are produced by the author unless otherwise is mentioned.

Evaluating the findings: The data obtained through site survey was evaluated in the light of information gained from past research aiming to understand the national and local formation process of these buildings. Thus, the evaluation of the site study is not limited to the current condition of the buildings apprehended through observation, but rather covers the whole formation process from their design phase until now, apprehended through research and site observation. The results of the evaluation of the site study are given in Chapter 4.3.

4.2 Local Organization of Primary Education System and Primary School Buildings in Izmir

The operational scheme of primary school construction policies in Izmir, numerical analysis of school constructions, typological information regarding the schools constructed in Izmir and, finally, an evaluation of the whole research, are given in the following.

4.2.1 Local Organization of Primary Education System: Izmir Case

As has been noted in Chapter 2.2., from the establishment of the Republic, responsibility for all educational institutions was given to Maarif Vekaleti (The Ministry of Education). School construction without the consent of the Ministry was prohibited, and it become an obligation to construct school buildings in accordance with the projects designed by the *İnşaat Dairesi* (Construction Bureau). On the other hand, local authorities were given the responsibility of deciding the venues of the schools to be constructed and of financing the construction and administration of the school.

The Education Directorates found in all cities prepared five-year educational plans in order to be able to carry out educational policies in an orderly fashion. The school constructions were a part of these five-year plans. In Izmir, the first educational plan was prepared in the year 1926[260]. This was followed by the plans prepared in the years 1932 and 1937, and a ten-year plan became effective in the year 1948. Two maps obtained from the BCA show that school construction in Izmir were carried out following detailed plans and programs. The document “Izmir Maarif Haritası” (Izmir Education Map), dated 1932, shows the number of schools present in each district and their distribution, indicating also the number of rooms in each of these schools, in the years 1931 and 1932[261]. On the same map, there is also information about minority schools and to which minority groups these schools belong. Another map accessed in the same archive is named “932,33te İnşa Edilecek Mektepler”

[260] Tutsak, S., 2002, p.251.
[261] See Appendix A, Figure A.1.

(Schools to be Constructed in 932, 33). On this map, which is probably a part of the five-year educational plan of 1932, the number of schools in each district whose construction is ongoing is given. The map also includes information about the schools, which are planned to be constructed in the years 1932 and 1933, and their number of rooms[262].

All these schools were being constructed in accordance with the prototype projects prepared by the *İnşaat Dairesi* (Construction Bureau)[263]. These prototype projects were sent to the Education Directorates that exist in each city by the *İnşaat Dairesi* (Construction Bureau), and the project that was most suitable for a settlement was selected and constructed, with the joint decision of the local governor and the Education Directorates.

In the research regarding projects implemented in Izmir, it has been observed that the projects prepared by the *İnşaat Dairesi* (Construction Bureau) were sometimes constructed with some revisions[264]. For example, one project, which was used frequently throughout the city and district centers, was implemented in four different ways (Table 4.2). Likewise, revisions are observed in the applied examples of the prototype village school projects designed by Asım Mutlu and Ahsen Yapanar (Table 4.3). There is no information regarding by whom these projects were revised. But the revised examples of the same projects indicate that either permanent employees or temporarily commissioned architects, according to the 8th article of Law 5210, were working under the Provincial Education Directorates[265]. Architects under the organization of the municipality or the governorship could also have taken on roles within this process[266].

The expenditure of the schools was met from the budgets of the Special Provincial Administrations, which were constituted by the taxes paid by the public in cities; and from the

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[262] See Appendix A, Figure A.2.

[263] In the Early Republican Period, the majority of schools were designed by the Construction Bureau of the Ministry of Education. But though limited in numbers, the Ministry of Public Works designed and constructed schools as well. For detailed information, see Chapter 2.2.2.2.

[264] As is indicated in chapter 2.2.2.1, when the prototype projects were to be revised, Education Directorates could make revisions with the knowledge of the Construction Bureau. These revisions could be made by the architects employed in the Municipalities or the Directorates, or by the Construction Bureau with the directives of the Directorates.

[265] For detailed information, see Chapter 2.2.

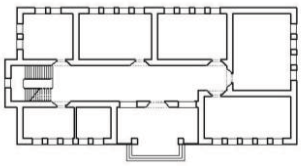
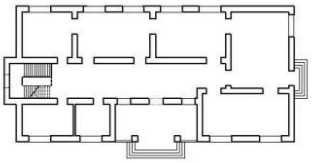
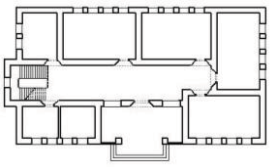
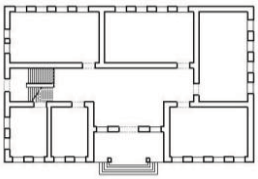
[266] In the Periodical of the Ministry of National Education (Maarif İşleri Mecmuası) in 1937, it is said that in order to make school constructions *"…at a lower cost, to ensure security and beauty in the construction of the buildings, constant masters and architects have to be kept present within the Ministry personnel, like teachers found within the personnel of Special Provincial Administrations…"* .

"… (okul inşaatlarını) ucuza maletmek, binaların yapılışında emniyet ve güzellik temin edebilmek için Bakanlık Kadrosunda, hususi idarelerin kadrolarındaki öğretmenler gibi daimi inşaat ustaları, mimarlar bulundurmak (gerektiği)…" (Anon., 1937b, "İlköğretim ve Eğitim Meselesi", *Kültür Bakanlığı Dergisi*, 20-1, p.25). But there is no information weather this suggestion has been applied or not.

Necmettin Emre, in his text "Çok Mektep Hedefi ve Kazım Dirik" (The Objective of Many Schools and Kazım Dirik), found in a memorial book about Kazım Dirik, explains that he traveled to many villages with Kazım Dirik and they attended an official opening ceremony of a village school together. However, he does not explain the reasons for these trips (Emre, N., 1946, "Çok Mektep Hedefi ve Kazım Dirik", in Soyer, R.(ed), *General Kazım Dirik,* İzmir:Yeniyol Matbaası, pp.117-118). The village trips of Necmettin Emre with Kazım Dirik, whose name had become synonymous with school constructions, makes one think that Emre was in charge as an inspector in school constructions. Therefore, one of the names responsible for the plan revisions may be Necmettin Emre.

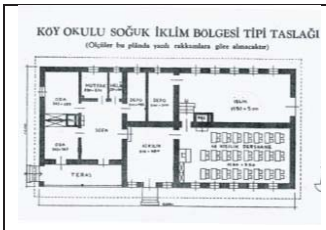
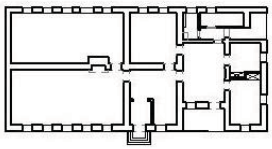
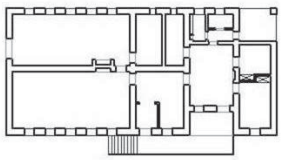
village budgets and *salma* collected from the peasants in villages. On the other hand, it is understood that sometimes school constructions were supported by the state as well, although the degree of this support was very limited[267]. By way of example, information on the construction costs of 14 school buildings in Bergama was gathered. Two of these were funded by the village budget alone, and in five of them the village fund was supplemented through the *salma* collected from the peasants. As for the state, it contributed to the construction of six buildings, but this contribution covered a very limited part of the total construction cost. For example, 300 Liras of a total 6300 Liras in Yeniköy, 500 of 8500 Liras in Aşağıbey, 200 of 1900 Liras in Dereköy, 500 of 2500 Liras in Tepeköy, 500 of 2400 Liras in Karaveliler, and 500 of 2000 Liras in Aşağıcuma were paid by the state.

Table 4.2 The 5.C prototype plan and its revised implementations

		
5.C.Type-Karşıyaka FevziPaşa-Konak ValiKazımPaşa-Birgi KazımPaşa-Torbalı KazımPaşa-		
		
5.C. Type-Revised1, Güzelbahçe Vali Kazım Paşa		
		
5.C. Type, Revised2, Tire Atatürk-Kemalpaşa Ören		
		
5.C. Type, Revised3, Konak Topaltı		

[267] There is no information regarding whether the aid pronounced as 'financial aid given by the state' in the Record Cards on the Village Schools and its Services was given by the Special Provincial Administrations or the budget allocated to school constructions under the body of the Ministry.

Table 4.3 Mutlu&Yapanars' village school design and its revised applications

	
The plan of Mutlu&Yapanar design and its application in Bergama İsmailli (Source of plan&photo: Anon., *1943b*, p.250., İzmir İMEM Archive.	
	
Revised plan of Mutlu&Yapanar design and its application in TireYeniçiftlik (Source of photo: İzmir İMEM Archive	
	
Revised plan of Mutlu&Yapanar design and its application in Tire Saruhanlı	

Apart from the material support of the villagers, all village schools were constructed with the labor force of the peasants. All village citizens aged from 18 to 50 were obliged to work on the construction and the later care and maintenance of village schools, according to the Village Law[268]. The Village Law was applied strictly in Izmir, and its necessity was generally admitted by the public as well. However, from time to time, complaints regarding the issue also came up. For instance, in a memory book about Kazım Dirik, Necmettin Emre indicates that Kazım Dirik had been dispirited by a trip they made to the villages, and when asked the reason, *"showing a telegram sent to the government center"* said that *"there were complaints about the burden imposed on the villagers by school and road constructions"*[269]. But in the same memory book, many people indicate that the most requested thing from Kazım Dirik in his trips to villages was school building. For example, Nadir Uysal, the District Governor of Ödemiş, mentions that "*all the villagers were complaining about being without a school and*

[268] For further information, see Chapter 2.2.2.1.

[269] *"…hükümet merkezine çekilmiş bir telgraf göster (erek)… mektep ve yol yaptırmak suretiyle köylüye tahmil edilen fazla yükten şikayet edildiği…*" (Emre, N., 1946, pp.117-118).

requesting a school building" during their trips to the villages of Ödemiş together with Kazım Dirik[270].

4.2.2 Primary School Buildings in Izmir

After the proclamation of the Republic, the remaining school buildings from the Empire, as well as mansions, churches and other civil and religious buildings, housed the first schools of the city. But the majority of these buildings were not suitable to be schools, since most of them were originally designed for other functions and were old, and had space, sanitary and structural problems[271]. In addition, some buildings were rented, which sometimes caused problems with the owners. For example, the owner of the Zafer Girls Primary School building wanted the building back during the 1922-23 semesters. Some of the students transferred to other schools but some could not because there were not enough schools to host all the students[272].

Nevertheless, the number of schools increased during the 1920s. There were 190 primary school buildings in the 1923-24 semesters: this figure had increased to 258 by the 1929-30 semesters[273]. Most of these buildings were converted from other types of buildings, especially houses and mansions (See Figure 4.3). The primary school buildings constructed during the 1920s were mainly based on the prototype plans prepared before the Republic[274].

Figure 4.3 A primary school converted from a house (Source: Ödemiş İnönü İÖO Archive)

[270] "*…köylülerin hepsi mektepsizlikten dert yanarak mektep binası istiyorlardı…*" (Uysal, N., 1946, in Soyer, R.(ed), *General Kazım Dirik,* İzmir:Yeniyol Matbaası pp.34-35.)
[271] Tutsak, S., 2002, p.282.
[272] Türk Sesi, 18 Eylül 1339, Quoted from Tutsak, S., 2002, p.282.
[273] See Appendix A, Table A.2.
[274] For example Konak Zafer, Ödemiş Konaklı, Ödemiş Zafer, Ödemiş Suludere, Konak Halitbey, Konak Yıldırım Kemal, Tire Cumhuriyet, and Ödemiş Cumhuriyet Schools were constructed according to the prototype plans that were prepared before the Republic. For further information on school-planning activities before the Republic, see Chapter 2.2.2.

Starting from the end of the 1920s and throughout the 1930s, with the efforts of Kazım Dirik and the public, a large-scale school construction movement began. Kazım Dirik, who had been the governor of Izmir between 1926 and 1935, was one of the model governors, much needed in that period. His diligence and harmony with the public ensured the production of many public services, including infrastructure, public utilities and transportation. But Kazım Dirik attached particular importance to school construction, because he was aware that the political revolution could only be rooted in education. According to him, "*these stone buildings (schools) … are the rivets which will eternalize the Republic on Turkish land. Each school is an ineradicable and* unfailing *screw of the revolution*"[275]. More than 300 schools were constructed during his governorship[276], and the name Kazım Dirik became synonymous with school construction (See Figure 4.4).

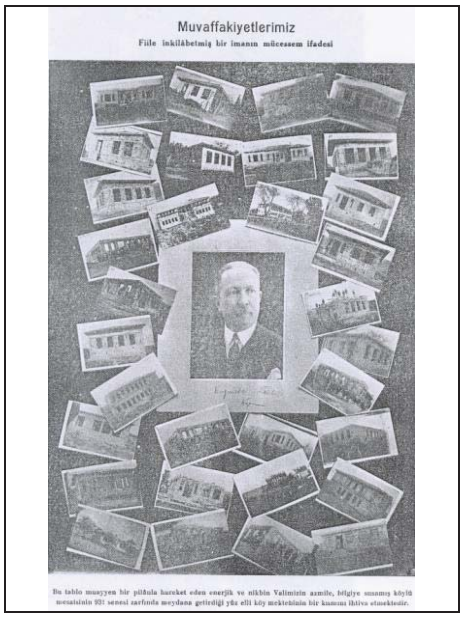


Figure 4.4 The newspaper clipping showing the efforts of Kazım Dirik about school constructions (Source: Sadettin, R., 1932,"İzmir Valisi Kazım Paşanın Köyleri" *Fikirler*, 4, 77, 2-3)

With the school construction movement which began with the efforts of Kazım Dirik, the number of schools reached to 254 in 1931-1932[277]. On 29 October 1933, on the tenth anniversary of the establishment of the Republic, 250 new school buildings were opened in

[275] "*…bu taş binalar (okullar), …Cumhuriyeti Türk toprağında ebedileştirecek perçinlerdir. Her mektep, inkılabın sökülmez ve gevşemez bir vidasıdır…"* (Ton, R.S., 1946, "İzmir Valisi Kazım Paşa'nın Köyleri", in Soyer, R.(ed), *General Kazım Dirik,* Izmir:Yeniyol Matbaası , p.86).
[276] Soyer, S., 1946, "Hatıralar", in Soyer, R.(ed), *General Kazım Dirik,* Izmir:Yeniyol Matbaası, p.95.
[277] See Appendix A, Table A.2.

the city[278]. The number of schools reached 322 in October 1934[279]. By 1941-1942, this figure had reached 465, and with this number, Izmir became the city with the second highest number of schools in the country[280]. In 1945, every child of school age was going to school[281]. Thus, the main goal of the Ministry of National Education, to educate every individual of the Republic, became true in Izmir in 1945. In 1949-50, the number of schools reached 534. There were still 218 villages without a school[282] but the students were attending boarding schools in the neighbor villages; thus every child in school age was in primary education.

4.2.3 Types of Schools

The plans and/or photos of 93 primary school buildings constructed in between 1923-1950 were obtained[283]. A typology was created based on the location of the building; city or village, and the classroom number[284]. The grouping of 93 buildings is as follows;

1-One Room Village Schools
- -One Room Single Village School (1.A.i, 1.A.ii, 1.B, 1.C)
- -One Room Village School + Teachers' Lodging (1.D, 1.E, 1.F, 1.G)
- -One Room Village School + Teachers' Lodging + Workshop (1.H.i, 1.H.ii, 1.I., 1.J, 1.K)

2-Two Rooms Village Schools (2.A.i, 2.A.ii, 2B)

3-Three/Four Rooms Village/City Schools[285] (3.A, 3.B, 3.C.i, 3.C.ii, 3D, 3.E)

4-City Schools (5.A, 5.B., 5.C, 5.E)

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[278] Yeni Asır, 1 Teşrin-I Sani 1933, Quoted from Tutsak, S. 2002, p.290.

[279] Tutsak, S., 2002, p.290.
33 of these were in Izmir, 24 were in the provinces; 4 each in Bergama, Ödemiş, Tire, 3 each in Menemen, Urla, 2 each in Kuşadası, Çeşme, Seferihisar, and 1each in Foça, Bayındır, Torbalı. The other 262 schools were in the villages.

[280] Aykut, Selim Sabit, 1945, p.9.

The number of schools in Izmir in 1941-42 semesters was given as 474 in this publication. According to this number, the cities that had the most schools were as follows;

Istanbul	517
Izmir	474
Ankara	472

[281] A.B., 1945, "İzmir İlinin Bir Senede Yaptığı Büyük İşler", *İzmirde Köycülük*, 19, p.1.

[282] Tutsak, S.,2002, p.295.

[283] The source of these documents is MEB Izmir İMEM Archive, MEB Bergama İLMEM Archive, MEB Tire İLMEM Archive, Izmir CEM Archive, Izmir KTVKBK (No:1), Izmir KTVKBK (No:2) Archive, some of the primary school archives in Izmir, Bergama, Ödemiş, and Tire, site study information gathered by the author as well as literature study.

[284] For the typology of these 93 buildings, see Appendix A, Table A.3.

There were two different types of education system and program for village and city schools until the beginning of 1950s. The difference in the program and system affected the school buildings and the buildings for cities and villages were considered differently. The terms 'village school' and 'city school' were used to differentiate the two types. Both the city and village school buildings were classified according to their room numbers in that period. The classification according to the room number is still in use to define every kind of primary and secondary school buildings.

[285] The existing plans do not have the legend giving information about the use of spaces. For this reason, the grouping covers both three and four class buildings.

In addition to the school buildings, plans and/or photos of 18 teachers' lodgings and 9 workshop (işlik) buildings were discovered. The grouping of these buildings is:

A-Lodging-Type1 (Asım Mutlu & Ahsen Yapanar plan)
B-Workshop-Type1
C-Workshop-Type2

The plan characteristics of 93 school buildings and 27 service buildings whose graphical documentation (plan and/or photos) could be found are examined and analyzed in the following, in order to gain knowledge on the school buildings constructed in Izmir. This study will also help us to better understand the buildings examined in the site survey, which is the next stage of the research.

One Room Village Schools: The "one room village school type" has three sub groups; single school building, school and lodging together, and school building, lodging and workshop together.

One-room single school buildings have four sub-types, differing according to the size or location of the classroom. The plan scheme is almost the same for all four; a small entrance hall that is also used for breaks in cold weather, a small teacher's room, and a classroom, both entered from the hall. There is no information about the designer of these buildings. The 1.A.i type is mentioned as a "village school type for the west of Turkey" in a report about school architecture in Turkey in 1962[286]: it is therefore evidently a regional plan. The one-room single school building types, especially 1.A.i. and 1.A.ii., were widely constructed in the first half of the 1930s, during the governorship of Kazım Dirik.

The other one-room village school type in which the school and teachers' lodging are in the same building were mainly constructed after the Village Educators Program of 1937. 1.D and 1.E types were designed in the *İnşaat Dairesi* (Construction Bureau) of the Ministry of National Education to meet the vast necessity for village school buildings to which the educators (eğitmen) would be sent according to the Law on Village Educators (Köy Eğitmenleri Kanunu, No:3238) of 1937[287]. Thus, the plan of this type is named as "the plan related to Law 3238" in the Record Cards of the Village Schools and Its Services.

The one-room village school with teachers' lodging and workshop was constructed after the attempts to introduce practical, technical and agricultural lessons to village schools' curricula for the improvement of the economy of the villages. The 1.H.i, 1.H.ii, 1.I. types are the revised plans of the "cold climate type village school" designed by Asım Mutlu and Ahsen

[286] Kulski, J.E. ,1962, p.23.
[287] For detailed information, see Chapter 2.2.

Yapanar to meet the needed school buildings to which teachers would be sent according to The Law on Village Institutes (Köy Enstitüleri Kanunu) in 1940[288]. Similarly, 1.J. and I.K. types shelter the school and the lodging as well as the workshop. Although there is no information about the designer of these two types, their plan organization and construction dates shows that they are some other prototype plans constructed after the Law on Village Institutes.

Two Rooms Village School: There are two types of "two-room village school type". The first, 2.A.i and 2.A.ii, were based on the same plan, with small differences in the façade organization. The plan scheme is almost the same as that for the "one room single village school type"; a small entrance hall that is also used for breaks in cold weather, a small teacher's room, and two classrooms entered from the hall. This prototype plan was widely used in the first half of the 1930s, during the governorship of Kazım Dirik. The 2.B type, on the other hand, has two floors. The plan scheme is similar to the "one-room single village school type". There is no information about the planning institution or designer of this type.

Three/Four Rooms Village/City School: There are five types of three/four room schools. These schools were constructed in the cities and provinces as well as in highly populated villages. The 3.A. type is a prototype plan used in the 1920s, and it reflects the architectural vocabulary of the period, the so called First National Architectural Style. This type has the same plan organization as that of Edirne Karaağaç Mektebi which was designed by Mimar Kemalettin while he was working in the Ministry of Pious Foundations[289]. Thus, the building might have been designed in the Ministry of Pious Foundations as a prototype plan, or might be a revision of the plan of Edirne Karaağaç Mektebi.

The 3.B type is a single floor application of the Gazi and Latife Schools designed by Mukbil Kemal Taş while he was working in the Ministry of Pious Foundations[290].This plan was also prepared before the Republic, and widely implemented in its first decade. On the other hand, the 3.C.i and 3.C.ii types, which are almost the same with little plan and façade differences, repeat the mass characteristics of 1920s architecture; tripartite and symmetric arrangement of facades, the placement of the entrance on symmetry axis and the projection of corners. However, contrary to the common architectural vocabulary of 1920s so called First National Style, the excessive façade decorations were eliminated. These two types were widely used at the end of the 1920s and in the first half of the 1930s, during the governorship of Kazım Dirik.

[288] For detailed information, see Chapter 2.2.
[289] For detailed information, see Chapter 2.2.
[290] For detailed information, see Chapter 2.2.

The 3.E. type was commonly used in the first half of the 1930s, during the governorship of Kazım Dirik. The plan was mainly implemented in Izmir, but a few examples can also be seen in Muğla[291]. Although the designer of this type is not known, it can be said that it is a regional plan.

City Schools: There are various types of city schools in Izmir, almost all of which were constructed according to prototype plans, with the exception of Gazi Primary School. The 4.A type is a very common primary school building constructed in almost every city or provincial town in the 1920s and at the beginning of the 1930s. The prototype plan was designed by Mukbil Kemal Taş[292]. The 4.B type has a similar plan to 4.A, but the facade organization is completely different. This building might be constructed according to the prototype plan of 4.A by re-designing the facades according to the principles of modern architecture, which was the tendency at the beginning of the 1930s.

The 4.C type is a regional prototype plan mainly used in Izmir and, in a few cases, in Muğla[293]. This type is the two-floor application of the 3.E type. There is no information about the planning institution or designer of this type. This type was mainly constructed during the governorship of Kazım Dirik, and most of the buildings were named after him. The 4.D type was designed by the School Design Office (Okul Proje Bürosu) of The Ministry of Public Works. This prototype plan was implemented in all regions of the country[294]. Gazi Primary School was designed by Necmettin Emre. The building was finished in 1933 and it was the biggest primary school building in the country in 1933[295].

Service Buildings: There were additional service buildings such as workshops, (işlik) and teachers' lodgings in the village schools. After the Law on Village Educators (Köy Eğitmenleri Kanunu) of 1937, the lodgings and the workshops were mainly located within the same building as the school. But there was a need for separate teachers' lodgings and workshops for the villages that already had a school building. There are many additional lodgings and workshops in Izmir, because a significant number of schools were constructed in Izmir before 1937 thanks to the great school campaign of Kazim Dirik. To solve the lodging problems of these existing schools, Asım Mutlu & Ahsen Yapanars' single-room lodging type was widely used in Izmir (Lodging-Type1). There were two workshop types used as well. Both types consist of a big rectangular space (Workshop-Type1) and one type has an additional portico in front of the entrance (Workshop-Type2).

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[291] Bodrum Mumcular Köyü Primary School (Anon., 1938, *Muğla Cumhuriyetin 15. Yılında*, İzmir:Marifet Basımevi, p.82).

[292] For detailed information, see Chapter 2.2.

[293] Bodrum 1 Numaralı Primary School, Muğla 3 Numaralı Primary School (Anon., 1938h, *Muğla Cumhuriyetin 15. Yılında*, İzmir:Marifet Basımevi, p.81).

[294] See Chapter 2.2.

[295] Emre, N.,1934, "Gazi İlk Mektebi", *Mimar*, 7,pp.191-193.

4.2.4 Evaluation

This part of the research, which aims to understand the local organizational context, the processes of the educational system and how it functioned in Izmir, shows that the education policy of the Ministry of National Education, in line with the objective of "educating citizens who will adopt and own the Republic" was carried out with success in this city. This success of the education policy was not only limited to the city center, but reached to the villages, too. Izmir, therefore, is an example of an area where the educational policies were applied successfully both in the urban and rural areas and where schools demonstrated a homogenous distribution across the whole city.

The efforts of Kazım Dirik in particular for the development of villages, and his seeing the education of the peasants as the prerequisite for this development, made it possible for many schools to be constructed during his period. Administrators coming after Kazım Dirik also continued his legacy, and at the very beginning of the 1950s, they succeeded in extending primary education to every child of school age.

The role of Governor Kazım Dirik in the construction of schools can be recognized from the names of the schools constructed during his governorship. Many of the 3.E. and 4.C. types of schools, which were frequently constructed in this period, were named after Kazım Dirik, who worked hard for their construction[296]. These schools, especially the 4.C type, were the largest school buildings after Gazi Primary School in Izmir, at the time they were built. Thus, while the largest primary school building in Izmir bears the name of the founder of the country, the second largest primary school buildings bear the name of the top authorized official, namely the governor of the city. Consequently, "*it can be said that Kazım Dirik put his own mark on the face of the city of Izmir with these splendid buildings and these will cause his great name to be mentioned with charity as long as the city of Izmir stands*"[297].

The majority of the schools constructed in Izmir follow prototype projects prepared by the *İnşaat Dairesi* (Construction Bureau) of the Ministry of National Education. While some of these projects are the examples implemented across the whole county, some prototype projects are local and were only applied in Izmir or in the Region. In the prototype projects applied nationwide, it is evident that revisions were made for topographical and functional reasons from time to time.

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[296] The name of Kazım Dirik became so synonymous with this typical project that in the Record Cards on the Village Schools and its Services and Record Cards of School Buildings, the expressions 'single storey Governor Kazım Dirik type school' for the 3.E type and 'Governor Kazım Dirik type school' for 5.C type buildings.

[297] *"…Denilebilir ki Kazım Dirik, Izmir şehrinin çehresine bu muhteşem binalarla kendi firmasını(markasını) vurmuştur ve bunlar, onun büyük adını, Izmir şehri durdukça hayır ile yadettirecektir…"* (Soyer, S., 1946, p.95)

Izmir is one of the cities where the highest number of schools were constructed in early Republican period. Thus, it is possible to recognize school construction activities and a great percentage of prototype projects prepared on national and regional scales through the Izmir case. On the other hand, it is possible to learn much from the written sources about the attitude of the public towards the schools, the awareness of the responsibility for the duties assigned to them in this period and complaints from time to time. Accordingly, it is possible to understand not only the technical information related to the schools, but also the political and social context in which the school constructions took place.

4.3. Evaluation of the Site Study

The studies made thus far contributed to the site study both methodologically and as an accumulated base to make possible the successful interpretation of the buildings examined. In the site study, the limits and scope of which are defined in the light of this information, 28 homogenously distributed city and village school buildings are examined. The 28 school buildings surveyed are analyzed and evaluated in terms of architectural characteristics, their problems and their state of conservation. The data on which this analysis and evaluation stands, is obtained by transferring information about each building on separate sheets as a catalogue in the following.

4.3.1 Catalogue

The identification and analysis information related to the buildings and the courtyards, transferred to sheets for each of the 28 buildings which are examined within the scope of the site study, is given in the attached catalogue[298]. The purpose of this catalogue is primarily to make a detailed inventory of these buildings, which have not been subject to any research before. This inventory not only includes the current information about the buildings, but also contains the accessed original sources (graphical material, written information, etc.) and evaluation of the changes to the buildings. Thus, the catalogue study does not only remain only as an inventory, but has also been used as a source in the analysis and evaluation of architectural features and the buildings' problems.

[298] The schools included in the catalogue are as follows: Konak Gazi (Tables 4.4, 4.5, 4.6), Ödemiş İnönü (Tables 4.7, 4.8) Ödemiş Birgi Kazım Paşa (Tables 4.9, 4.10) Karşıyaka Fevzipaşa (Tables 4.11, 4.12) Konak Vali Kazımpaşa (Tables 4.13, 4.14), Güzelbahçe Vali Kazım Paşa (Tables 4.15, 4.16) Tire Atatürk (Tables 4.17, 4.18), Konak Topaltı (Tables 4.19, 4.20), Bergama Zübeyde Hanım (Tables 4.21, 4.22) Bornova Işıkkent (Tables 4.23, 4.24), Güzelcan Kardeşler Lisesi (Pınarbaşı) (Tables 4.25, 4.26), Karşıyaka Örnekköy Kazım Dirik (Tables 4.27, 4.28), Konak İnkilap (Tables 4.29, 4.30) Narlıdere Oğuzhan (Tables 4.31, 4.32) Ödemiş 3 Eylül YİBO (Tables 4.33, 4.34) Ödemiş Bademli Şükrü Saraçoğlu (Tables 4.35, 4.36) Bornova Naldöken Muharrem Candaş (Tables 4.37, 4.38), Ödemiş Kaymakçı Şehit Öğretmen Lokman Çeker (Tables 4.39, 4.40) Ödemiş Konaklı(Adagüre) Şehit Er Kamil Akan (Tables 4.41, 4.42), Tire Boynuyoğun (Tables 4.43, 4.44) Bergama Karaveliler (Tables 4.45, 4.46), Tire Kızılcaavlu (Tables 4.47, 4.48) Tire Ayaklıkırı (Tables 4.49, 4.50) Tire Saruhanlı (Tables 4.51, 4.52), Bergama Cevaplı (Tables 4.53, 4.54) Tire Çobanköy (Tables 4.55, 4.56) Bergama Aşağıcuma (Tables 4.57, 4.58), Bergama Hisarköy (Tables 4.59, 4.60)

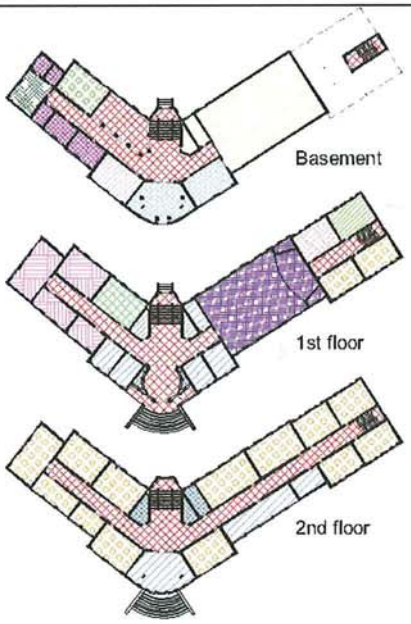
Table 4.4 Identification sheet of Gazi Primary School, Konak

Current name		GAZİ İLKÖĞRETİM OKULU
Original name		GAZİ İLK MEKTEBİ
Address		Talatpaşa Bulvarı NO:22 Alsancak
		Konak
Constr. date		1933
Architect		Necmettin Emre
Owner		Special Provincial Administration
Lot number		189/1167/1
Lot square		-
Constr. area		-
Cons. status		Registered
Survey date		October 2007
Source of doc.	Site map	http://www.izmir.bel.gov.tr
	Old photo	T.C.Maarifi: 1940-41, 1941. İzmir Rehberi, 1934.
	Historical	İzmir Cumhuriyetin 15 Yılında,1938. Mimar, 1934, 191-193.
	Others	İzmir İMEM Archive
Construction s.		Concrete frame
Construction m.		Concrete+brick

First school building
Annex
Courtyard wall
Courtyard entrance
Building entrance

SITE PLAN-CURRENT USE OF THE BUILDINGS AT THE COURTYARD

FRONT ELEVATION

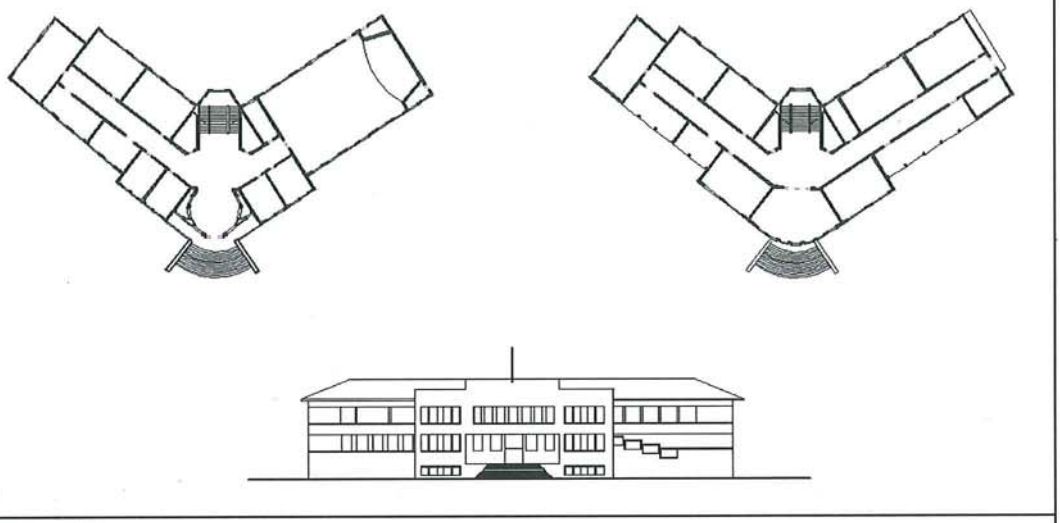


Administration
Class
WC
Labratory
Circulation
Storage
Servants' room
Canteen
Dressing room
Kind.gar.
Library
Sports hall
Conf. hall
Technical r.
Comp.room
NA

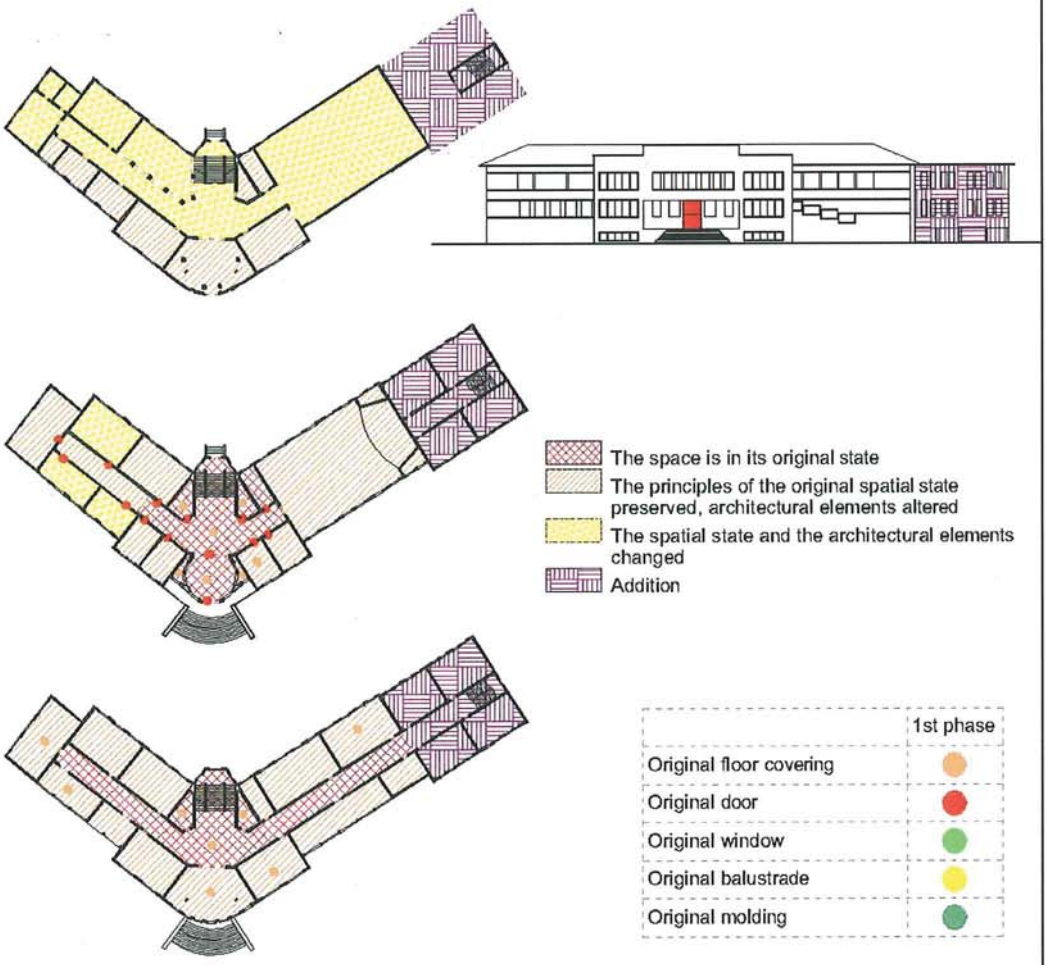
CURRENT USE OF SPACES

PHOTOS OF THE BUILDING (OCTOBER 2007)

Table 4.5 Analysis sheet of Gazi Primary School-I

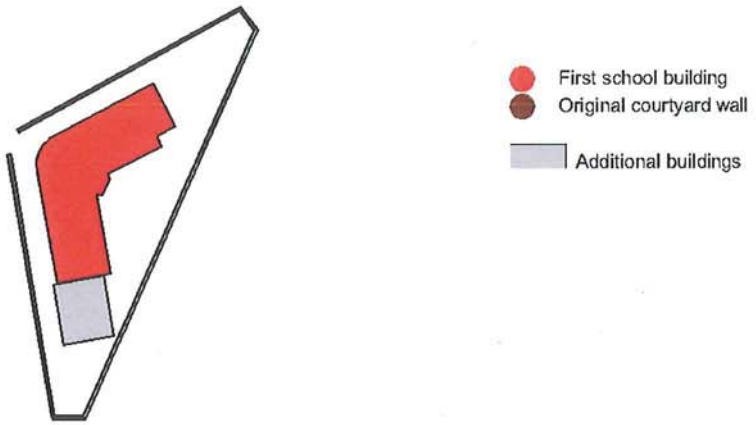


RESTITUTION

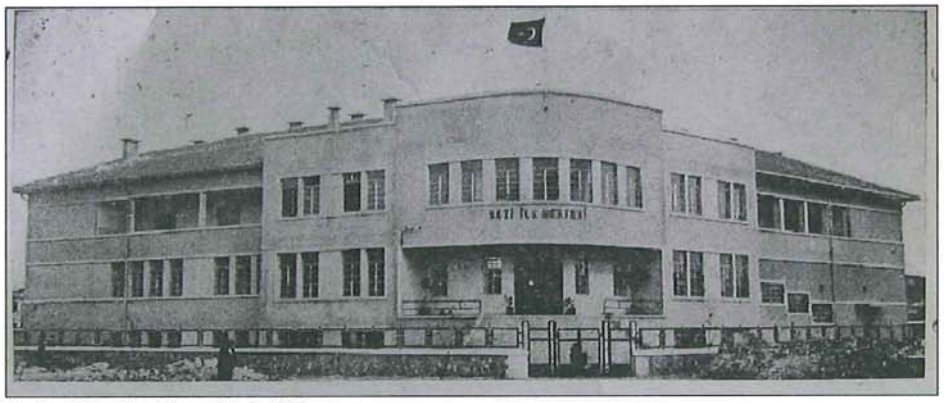


OVERALL EVALUATION OF THE CHANGES IN THE BUILDING

Table 4.6 Analysis sheet of Gazi Primary School-II



OVERALL EVALUATION OF THE CHANGES IN THE BUILDING



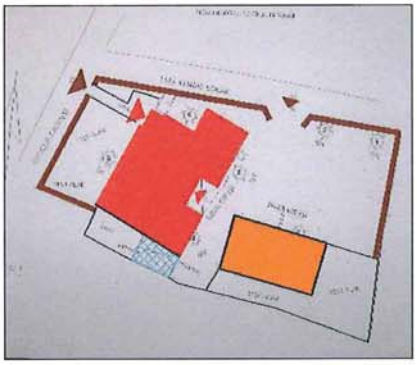
The front facade of the school, 1934

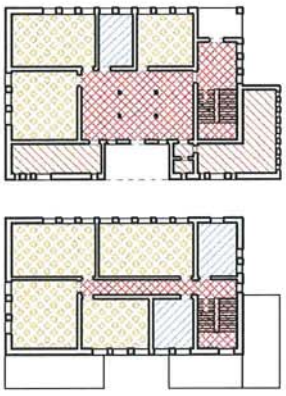
The front facade of the school, nd.

OLD PHOTO(S) OF THE BUILDING

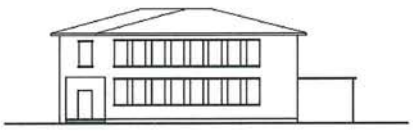
Table 4.7 Identification sheet of İnönü Primary School, Ödemiş

Current name	İNÖNÜ İÖO	
Original name	EMMİOĞLU İLKOKULU	
Address	Emmioğlu Mh.Gençlik Cd. No: 34	
	Ödemiş	
Constr. date	1938	
Architect	NA	
Owner	Special Provincial Administration	
Lot number	17/83/43	
Lot square	-	
Constr. area	-	
Cons. status	Not registered	
Survey date	November 2008	
Source of doc. Site map	İnönü İÖO Archive	
Source of doc. Old photo	Nafia İşleri Dergisi,1938. İzmir Cumhuriyetin 15.Yılında,1938.	
Source of doc. Historical	İzmir İMEM Archive	
Source of doc. Others	-	
Construction s.	Load bearing	
Construction m.	Brick	

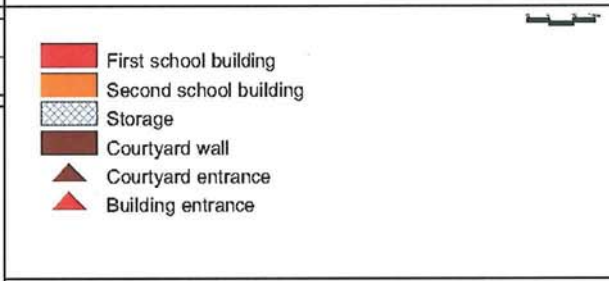




CURRENT USE OF SPACES 0 5 10 15m



FRONT ELEVATION 0 5 10 15m

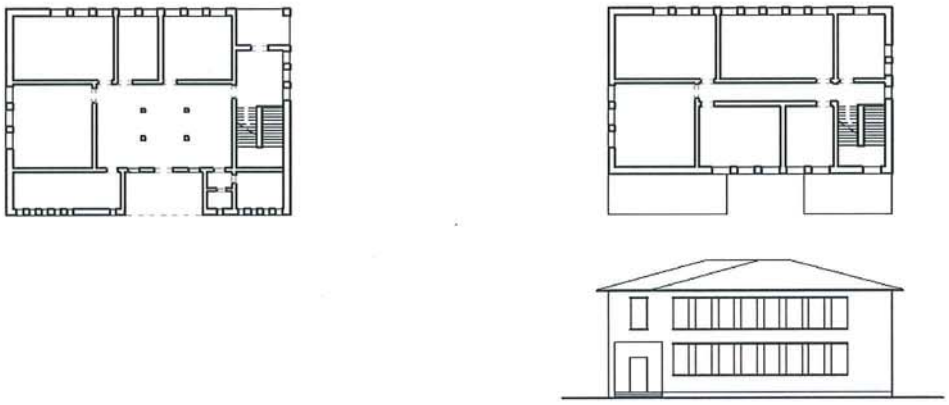


SITE PLAN-CURRENT USE OF THE BUILDINGS AT THE COURTYARD

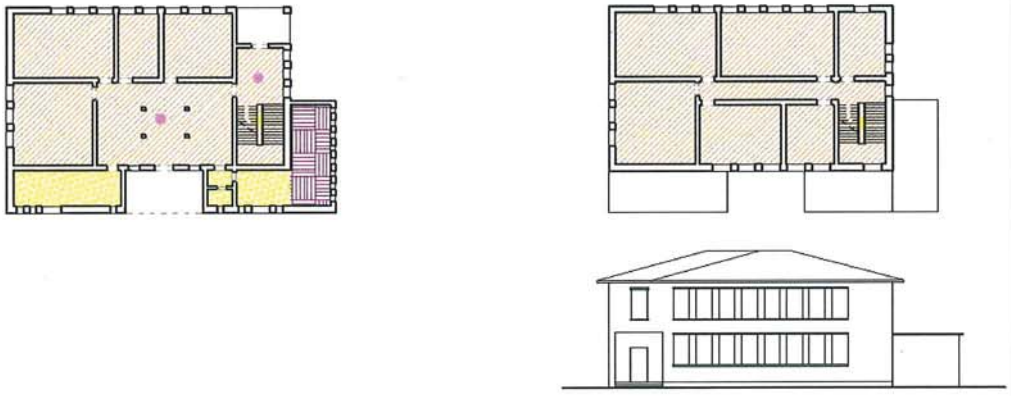
PHOTOS OF THE SERVICE BUILDINGS AT THE COURTYARD-NA

PHOTOS OF THE BUILDING (NOVEMBER 2008)

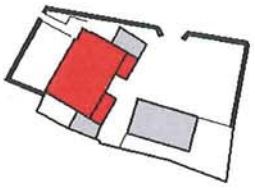
Table 4.8 Analysis sheet of İnönü Primary School



RESTITUTION



OVERALL EVALUATION OF THE CHANGES IN THE BUILDING



OVERALL EV.OF THE CH. AT THE CY.

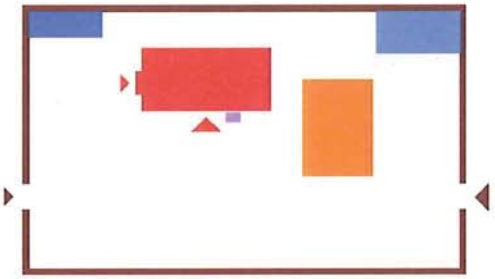
The back facade of the school-1938

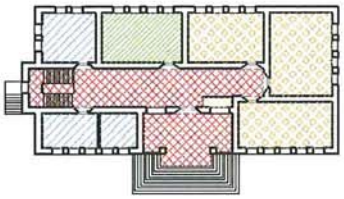
The front facade-1938

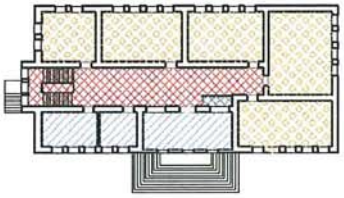
OLD PHOTO(S) OF THE BUILDING

Table 4.9 Identification sheet of Kazımpaşa Primary School, Birgi, Ödemiş

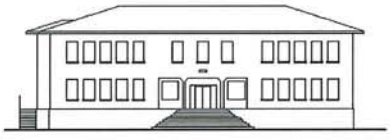
Current name		KAZIMPAŞA İÖO
Original name		KAZIMPAŞA İLKOKULU
Address		-
		Birgi-Ödemiş
Constr. date		1932
Architect		NA
Owner		Special Provincial Administration
Lot number		-
Lot square		2842m2
Constr. area		740m2
Cons. status		Not registered
Survey date		November 2008
Source of doc.	Site map	Sketch drawn by author (Nov.08)
	Old photo	Köy Okul ve Tesis, ait Fiş (1949) Obtained fr: İzmir İMEM Archive
	Historical	İzmir İMEM Archive
	Others	-
Construction s.		Load bearing
Construction m.		Brick







CURRENT USE OF SPACES 0 5 10 15m



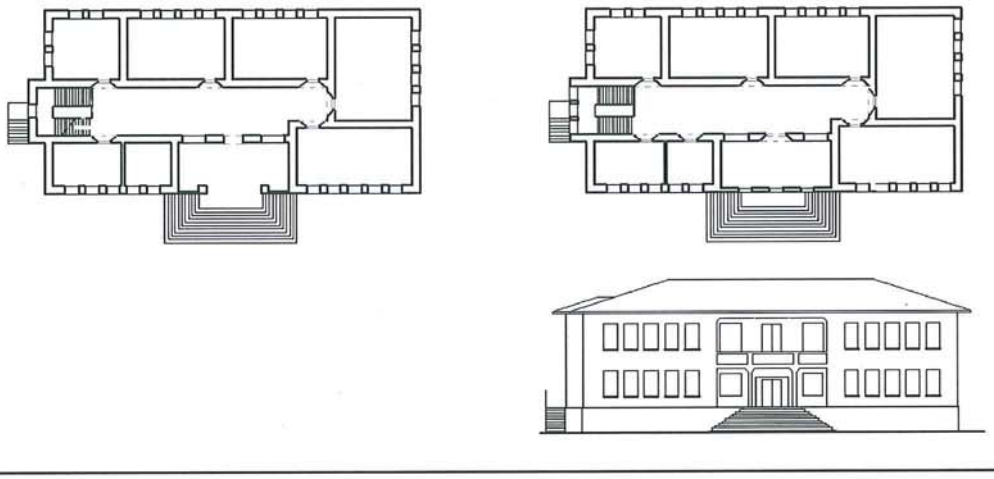
FRONT ELEVATION 0 5 10 15m

SITE PLAN-CURRENT USE OF THE BUILDINGS AT THE COURTYARD

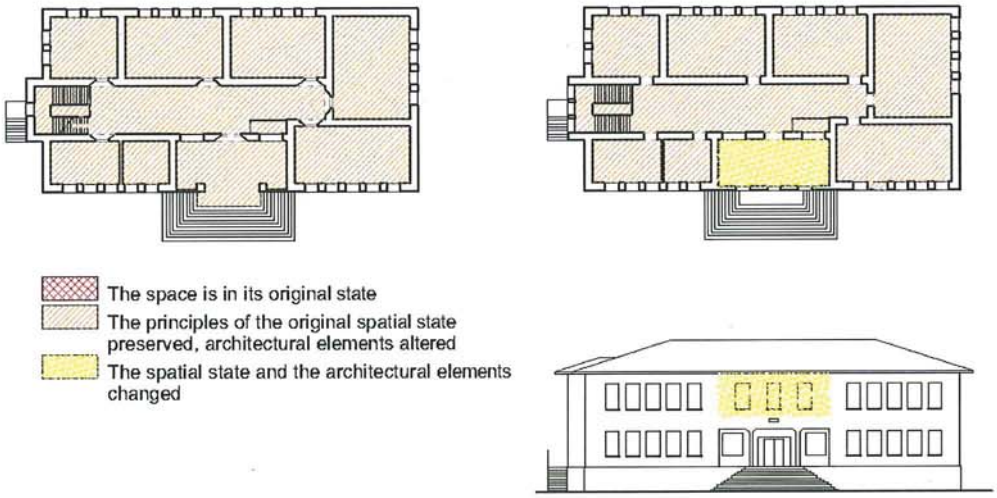
PHOTOS OF THE SERVICE BUILDING AT THE COURTYARD

PHOTOS OF THE BUILDING (NOVEMBER 2008)

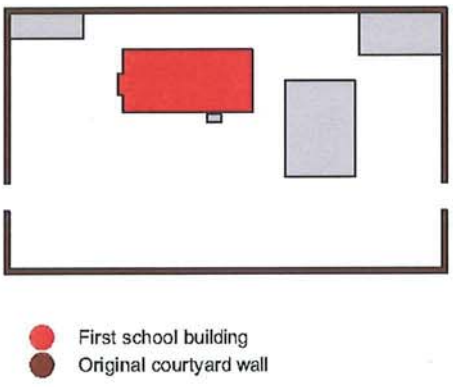
Table 4.10 Analysis sheet of Kazımpaşa Primary School



RESTITUTION



OVERALL EVALUATION OF THE CHANGES IN THE BUILDING



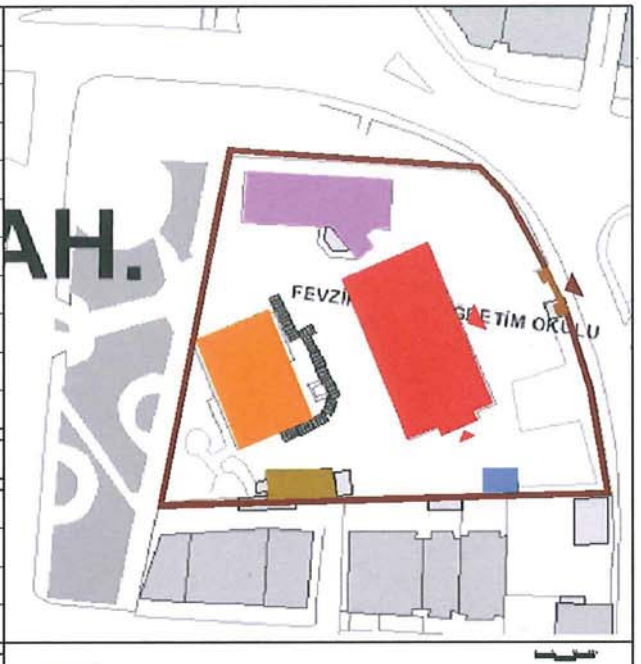
EVALUATION OF THE CHANGES AT THE COURTYARD

The front facade of the school original balcony, original color scheme, 1949

OLD PHOTO(S) OF THE BUILDING

Table 4.11 Identification sheet of Fevzipaşa Primary School, Karşıyaka

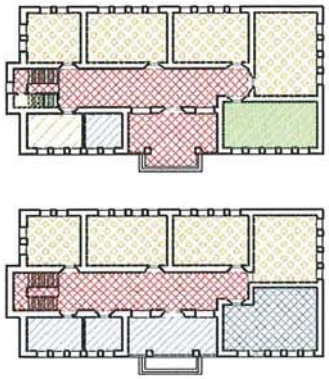
Current name		FEVZİPAŞA İLKÖĞRETİM OKULU
Original name		FEVZİPAŞA İLKOKULU
Address		Zübeyda Hanım Cad. No:105/A
		Karşıyaka
Constr. date		1931-1933
Architect		Maarif Mimarı Murat Bey
Owner		Special Provincial Administration
Lot number		61/201/41
Lot square		2980m2
Constr. area		740m2
Cons. status		Not registered
Survey date		October 2007
Source of doc.	Site map	http://www.izmir.bel.gov.tr
	Old photo	Fevzipaşa İÖO Archive
	Historical	Fevzipaşa İÖO Archive
	Others	
Construction s.		Load bearing
Construction m.		Brick



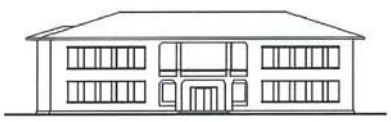
SITE PLAN-CURRENT USE OF THE BUILDINGS AT THE COURTYARD

PHOTOS OF THE SERVICE BUILDING AT THE COURTYARD

PHOTOS OF THE BUILDING (OCTOBER 2007)

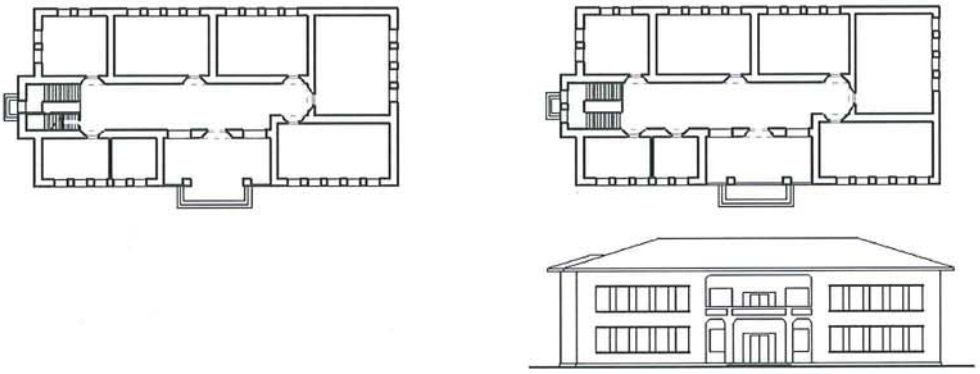


CURRENT USE OF SPACES 0 5 10 15m

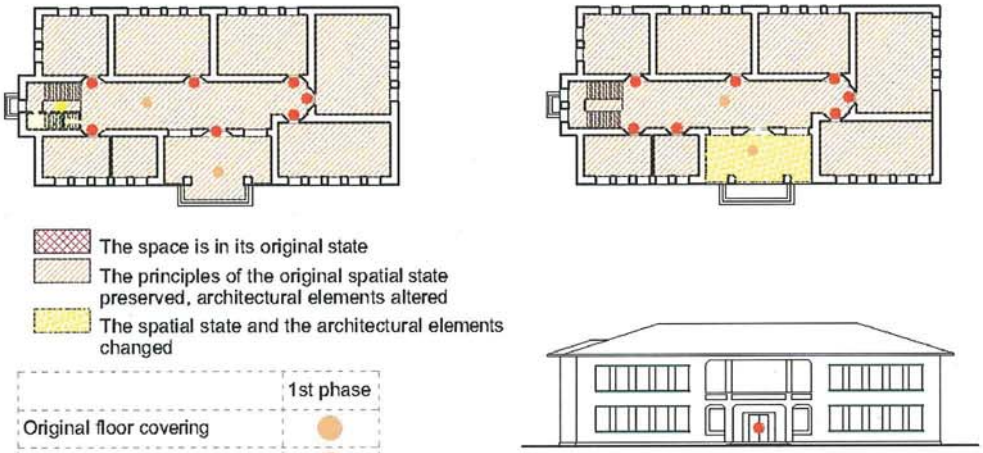


FRONT ELEVATION 0 5 10 15m

Table 4.12 Analysis sheet of Fevzipaşa Primary School

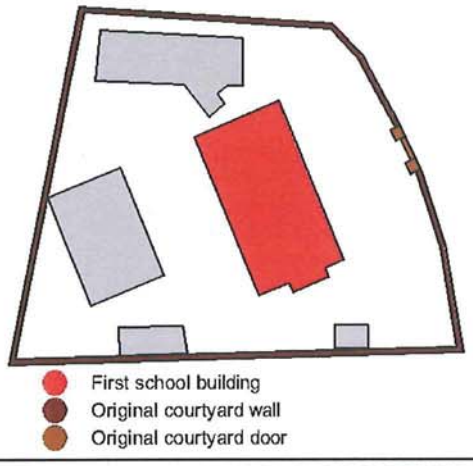


RESTITUTION



	1st phase
Original floor covering	
Original door	
Original balustrade	
Original molding	

OVERALL EVALUATION OF THE CHANGES IN THE BUILDING



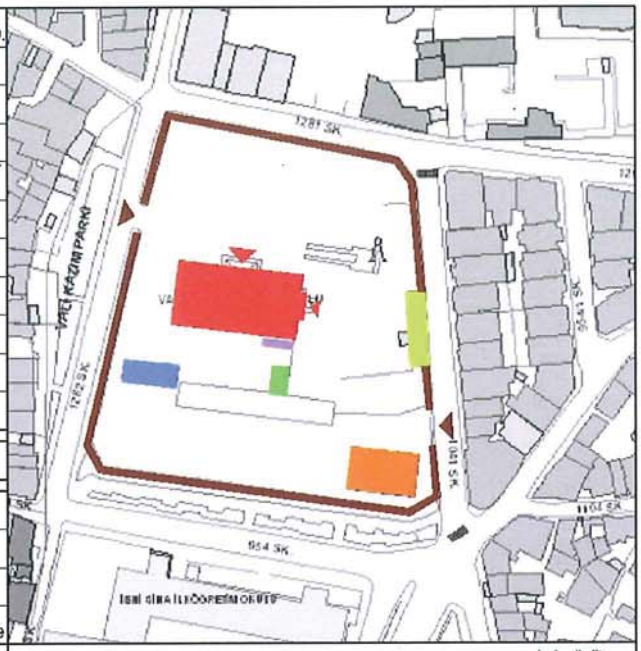
EVALUATION OF THE CHANGES AT THE COURTYARD

The front facade of the school original balcony, original color scheme, nd

OLD PHOTO(S) OF THE BUILDING

Table 4.13 Identification sheet of Vali Kazımpaşa Primary School, Konak

Current name		VALİ KAZIMPAŞA İLKÖĞRETİM O.
Original name		VALİ KAZIMPAŞA İLKOKULU
Address		1282 Sok. No:23 Kapılar
		Konak
Constr. date		1931-1933
Architect		NA
Owner		Special Provincial Administration
Lot number		222/1601/1
Lot square		10912m2
Constr. area		740m2
Cons. status		Not registered
Survey date		October 2007
Source of doc.	Site map	http://www.izmir.bel.gov.tr
	Old photo	Vali Kazımpaşa İÖO Archive
	Historical	Okul Bina Fişi (1965) Obtained fr: VKP İÖO Archive
	Others	Konak Vali Kazımpaşa İÖO Archive
Construction s.		Load bearing
Construction m.		Brick

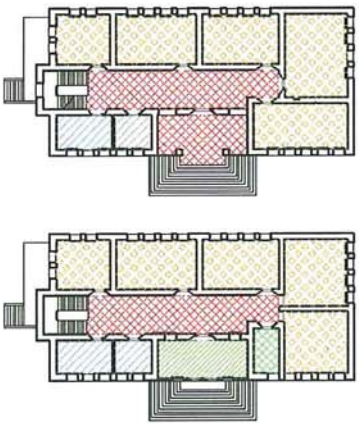


First school building-1933
Annex-1950
WC
Canteen
Service (storage,...)
Courtyard wall
Statue
Courtyard entrance
Building entrance

SITE PLAN-CURRENT USE OF THE BUILDINGS AT THE COURTYARD

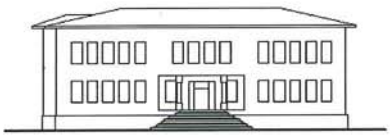
PHOTOS OF THE SERVICE BUILDING AT THE COURTYARD

PHOTOS OF THE BUILDING (OCTOBER 2007)



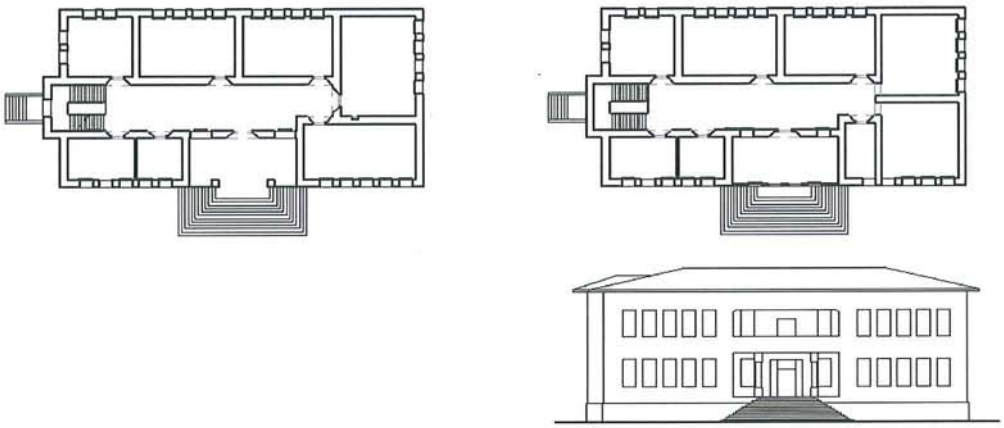
Administration
Class
Computer room
Library
Circulation
servants' room

CURRENT USE OF SPACES 0 5 10 15m

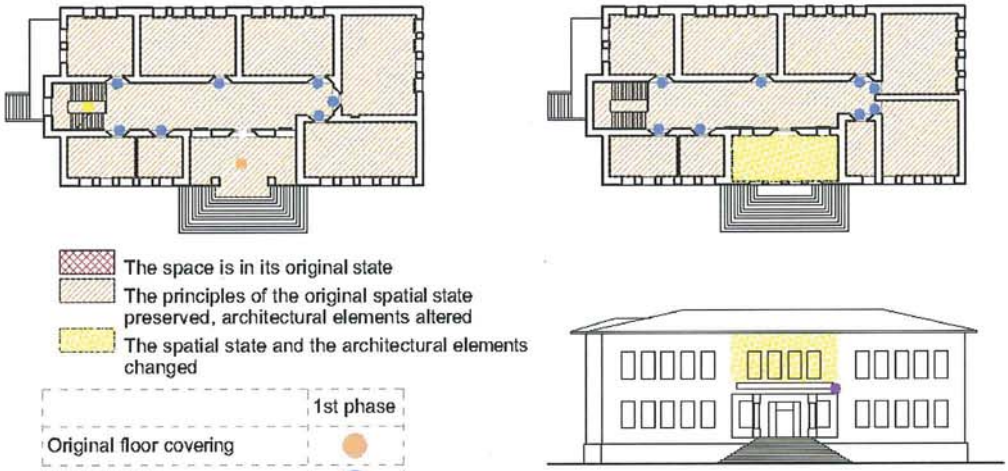


FRONT ELEVATION 0 5 10 15m

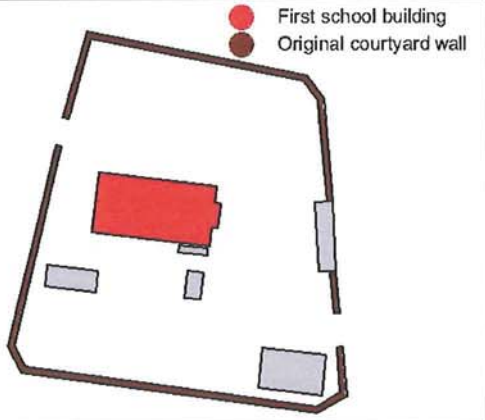
Table 4.14 Analysis sheet of Vali Kazımpaşa Primary School



RESTITUTION



EVALUATION OF THE CHANGES IN THE BUILDING



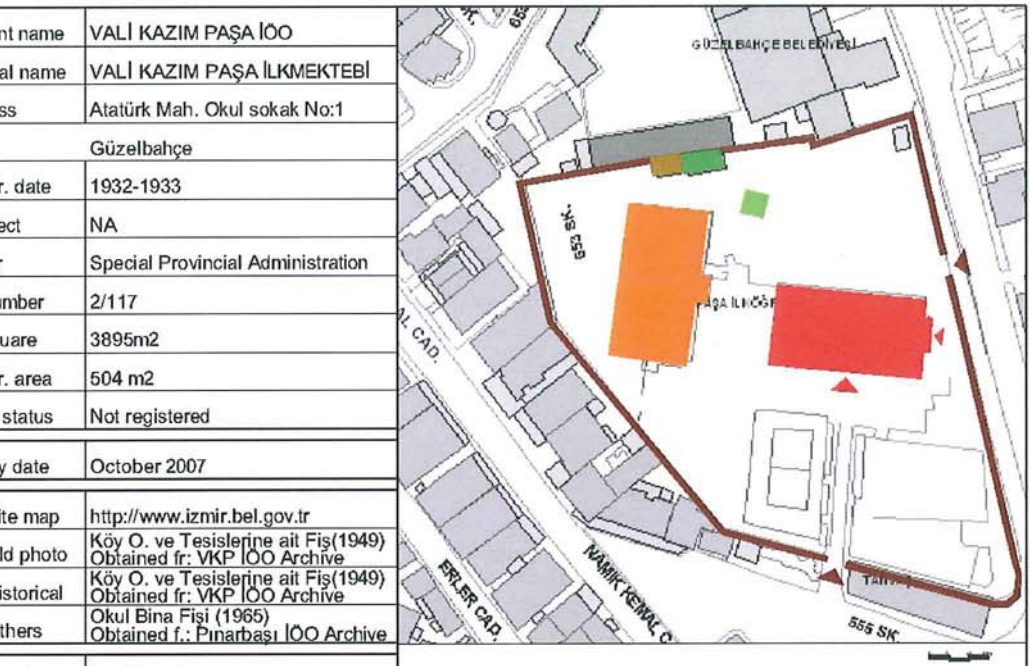
EVALUATION OF THE CHANGES AT THE COURTYARD

The front and side facade of the school original inscription panel, nd

OLD PHOTO(S) OF THE BUILDING

Table 4.15 Identification sheet of Vali Kazım Paşa Primary School, Güzelbahçe

Current name		VALİ KAZIM PAŞA İÖO
Original name		VALİ KAZIM PAŞA İLKMEKTEBİ
Address		Atatürk Mah. Okul sokak No:1
		Güzelbahçe
Constr. date		1932-1933
Architect		NA
Owner		Special Provincial Administration
Lot number		2/117
Lot square		3895m2
Constr. area		504 m2
Cons. status		Not registered
Survey date		October 2007
Source of doc.	Site map	http://www.izmir.bel.gov.tr
	Old photo	Köy O. ve Tesislerine ait Fiş(1949) Obtained fr: VKP İÖO Archive
	Historical	Köy O. ve Tesislerine ait Fiş(1949) Obtained fr: VKP İÖO Archive
	Others	Okul Bina Fişi (1965) Obtained f.: Pınarbaşı İÖO Archive
Construction s.		Load bearing
Construction m.		NA

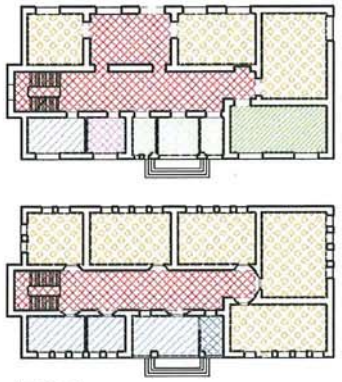


First school building
Second school building-1999
Yemekhane
Canteen
Teachers' lodging
Courtyard wall
Courtyard entrance
Building entrance

SITE PLAN-CURRENT USE OF THE BUILDINGS AT THE COURTYARD

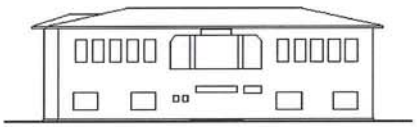
PHOTOS OF THE SERVICE BUILDINGS AT THE COURTYARD

PHOTOS OF THE BUILDING (OCTOBER 2007)



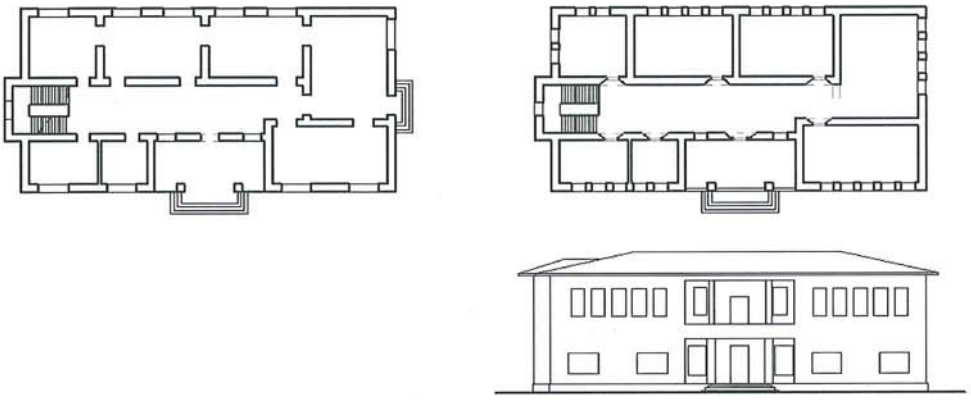
Administration
Class
WC
Computer room
Circulation
Storage
Servants' room
Dressing room

CURRENT USE OF SPACES 0 5 10 15m

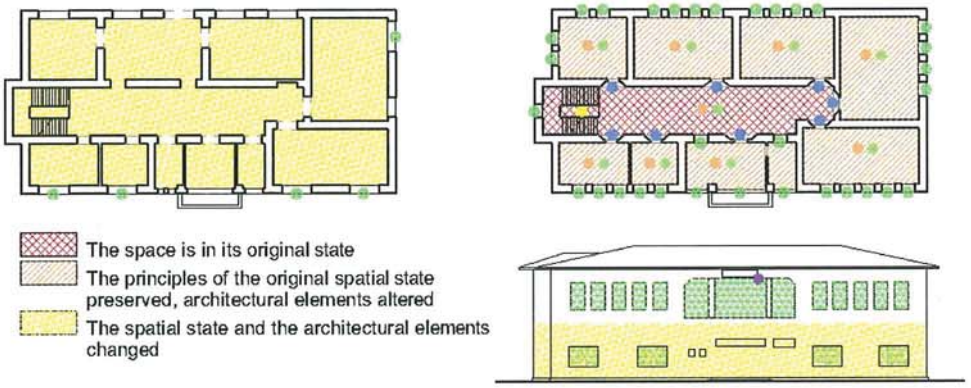


FRONT ELEVATION 0 5 10 15m

Table 4.16 Analysis sheet of Vali Kazım Paşa Primary School

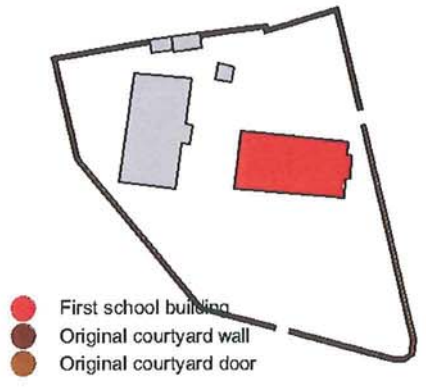


RESTITUTION



	1st phase	2nd phase		1st phase	2nd phase
Original floor covering			Original molding		
Original ceiling covering			Original balustrade		
Original door			Original inscription panel		
Original window			Original eave		

OVERALL EVALUATION OF THE CHANGES IN THE BUILDING



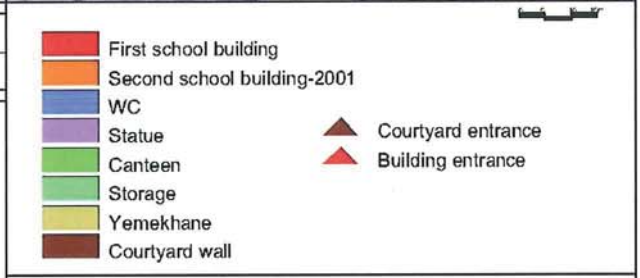
EVALUATION OF THE CHANGES AT THE COURTYARD

The front facade of the school-1949

OLD PHOTO(S) OF THE BUILDING

Table 4.17 Identification sheet of Atatürk Primary School, Tire

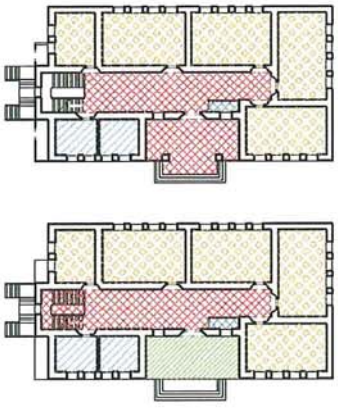
Current name		ATATÜRK İÖO
Original name		ATATÜRK İLKOKULU
Address		Dere Mah. Bahçekahve Cd.No:48/B
		Tire
Constr. date		1932
Architect		NA
Owner		Special Provincial Administration
Lot number		-
Lot square		3500m2
Constr. area		-
Cons. status		Not registered
Survey date		November 2008
Source of doc.	Site map	http://www.googleearth.com
	Old photo	Köy Okul ve Tesis, ait Fiş (1949) Obtained fr: İzmir İMEM Archive
	Historical	Okul Bina Fişi (1965) Obtained fr: İzmir İMEM Archive
	Others	Atatürk İÖO Archive
Construction s.		Load bearing
Construction m.		Brick



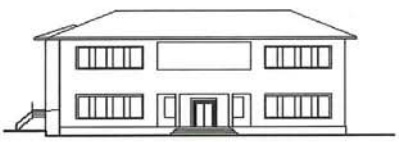
SITE PLAN-CURRENT USE OF THE BUILDINGS AT THE COURTYARD

PHOTOS OF THE SERVICE BUILDING AT THE COURTYARD

PHOTOS OF THE BUILDING (NOVEMBER 2008)

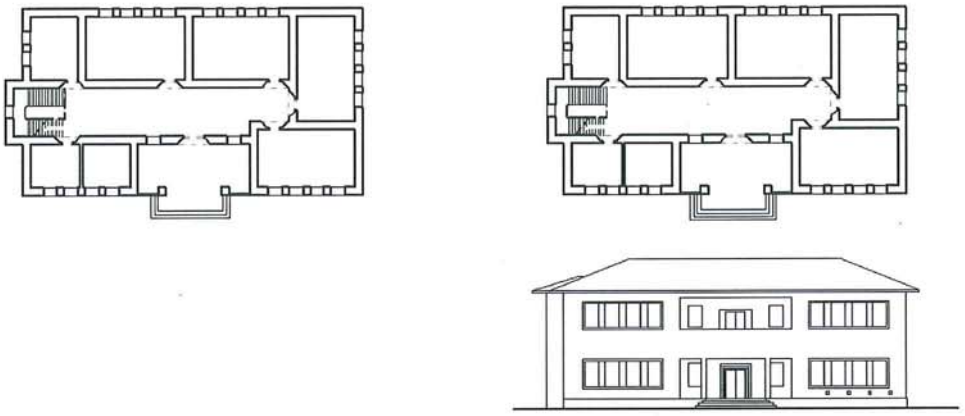


CURRENT USE OF SPACES 0 5 10 15m

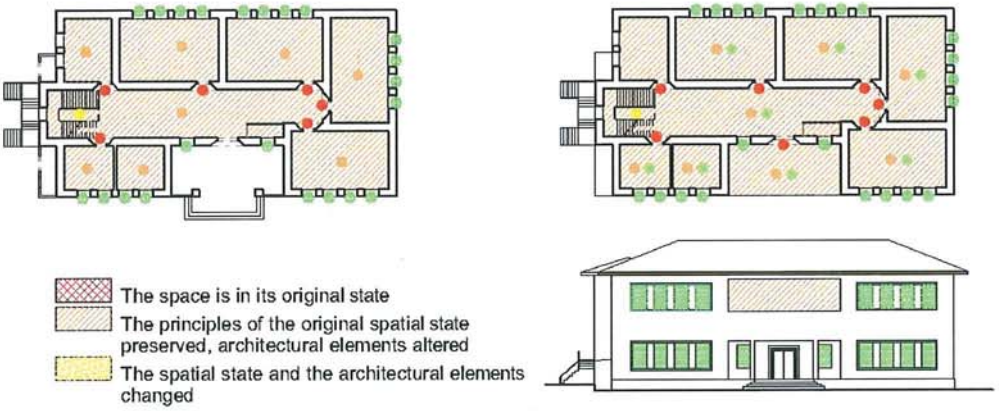


FRONT ELEVATION 0 5 10 15m

Table 4.18 Analysis sheet of Atatürk Primary School



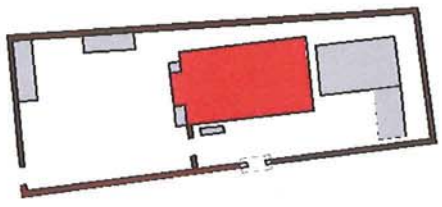
RESTITUTION



	1st phase	2nd phase
Original floor covering		
Original ceiling covering		
Original door		
Original window		

	1st phase	2nd phase
Original molding		
Original balustrade		
Original eave		

OVERALL EVALUATION OF THE CHANGES IN THE BUILDING



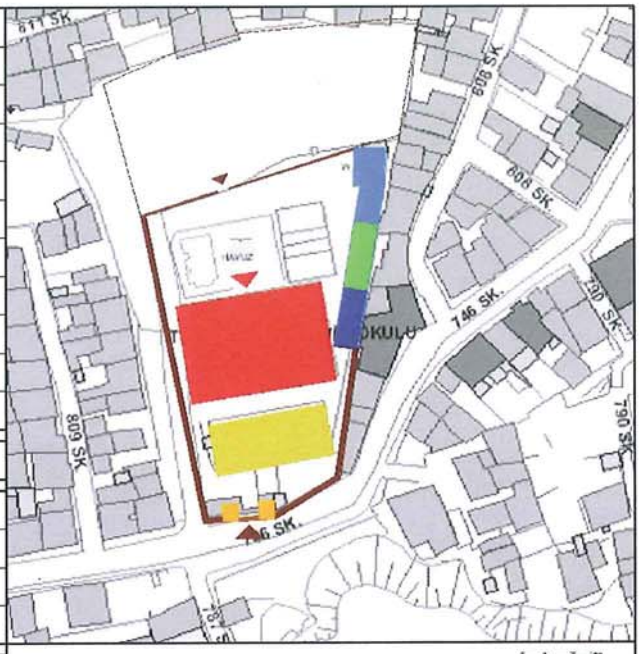
The front facade of the school original balcony, original color scheme, nd

EVALUATION OF THE CHANGES AT THE COURTYARD

OLD PHOTO(S) OF THE BUILDING

Table 4.19 Identification sheet of Topaltı Primary School, Konak

Current name		TOPALTI İLKÖĞRETİM OKULU
Original name		TOPALTI İLKOKULU
Address		746 Sok. No:71 Süvari Mah.
		Konak
Constr. date		1928
Architect		NA
Owner		Special Provincial Administration
Lot number		70/1801/25
Lot square		5159m2
Constr. area		600m2
Cons. status		Not registered
Survey date		October 2007
Source of doc.	Site map	http://www.izmir.bel.gov.tr
	Old photo	-
	Historical	Okul Bina Fişi (1965) Obtained fr: Topaltı İÖO Archive
	Others	Topaltı İÖO Archive
Construction s.		Load bearing
Construction m.		NA

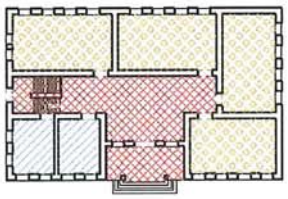


Old school building
Annex
WC
Canteen
Administration
Courtyard wall
Courtyard door
Security cabin(former lodging)
Courtyard entrance
Building entrance

SITE PLAN-CURRENT USE OF THE BUILDINGS AT THE COURTYARD

PHOTOS OF THE SERVICE BUILDING AT THE COURTYARD

PHOTOS OF THE BUILDING (OCTOBER 2007)

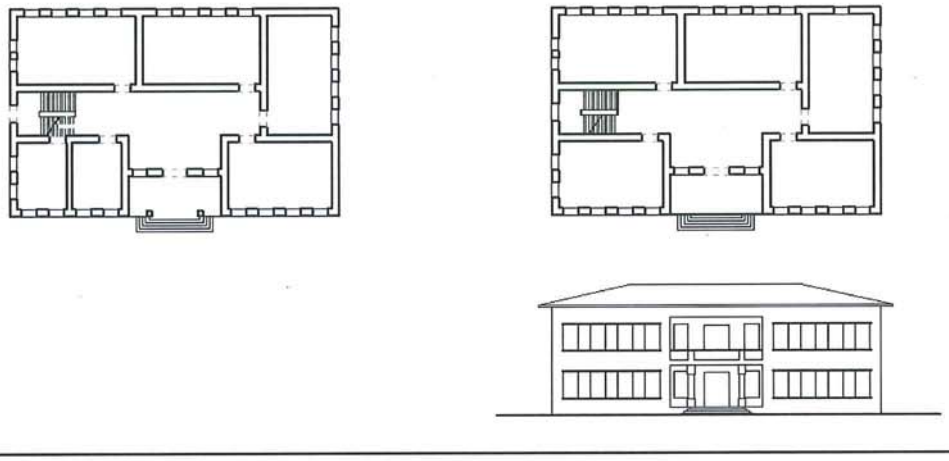


Administration
Class
Computer room
Circulation

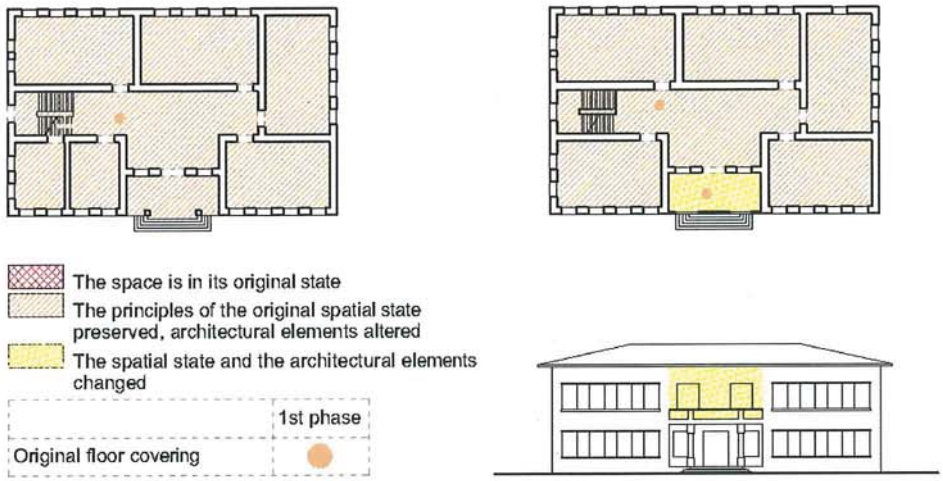
CURRENT USE OF SPACES 0 5 10 15m

FRONT ELEVATION 0 5 10 15m

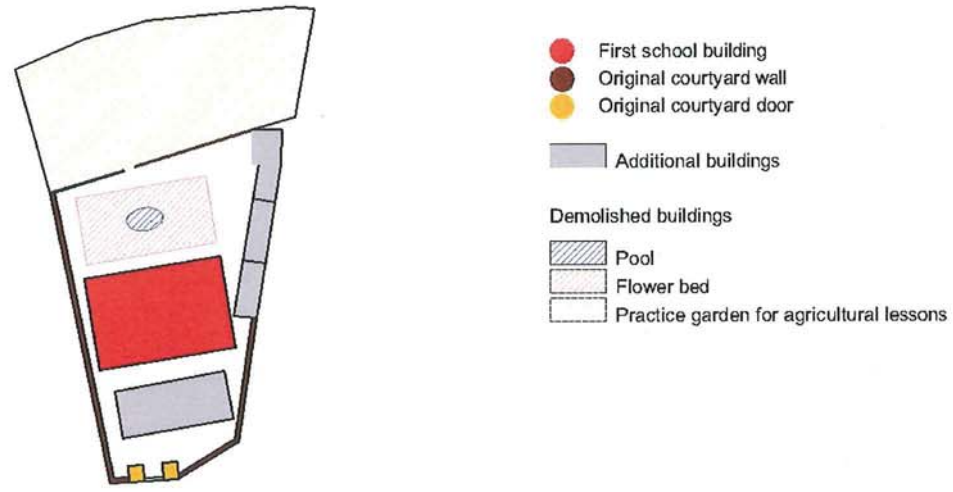
Table 4.20 Analysis sheet of Topaltı Primary School, Konak



RESTITUTION



EVALUATION OF THE CHANGES IN THE BUILDING



EVALUATION OF THE CHANGES AT THE COURTYARD

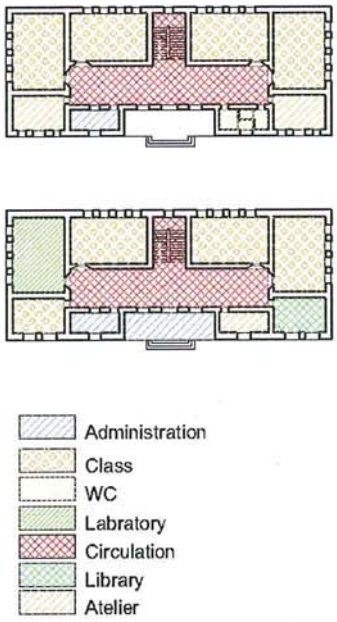
Table 4.21 Identification sheet of Zübeyde Hanım Primary School, Bergama

Current name		ZÜBEYDE HANIM İÖO
Original name		ZÜBEYDEHANIM İLKOKULU
Address		Cumhuriyet Cad. Zafer M. Bergama
Constr. date		1932
Architect		-
Owner		Special Provincial Administration
Lot number		225/22
Lot square		6277m2
Constr. area		-
Cons. status		Not registered
Survey date		August 2008
Source of doc.	Site map	Zübeyde Hanim İÖO Archive
	Old photo	Köy O. ve Tesislerine ait Fiş(1949) Obtained fr: İzmir İMEM Archive
	Historical	Köy O. ve Tesislerine ait Fiş(1949) Obtained fr: İzmir İMEM Archive
	Others	İzmir İMEM Archive
Construction s.		Load bearing
Construction m.		Brick

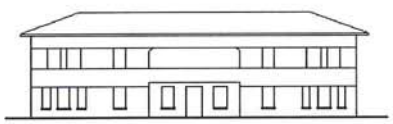
SITE PLAN-CURRENT USE OF THE BUILDINGS AT THE COURTYARD

PHOTOS OF THE SERVICE BUILDING AT THE COURTYARD

PHOTOS OF THE BUILDING (AUGUST 2008)

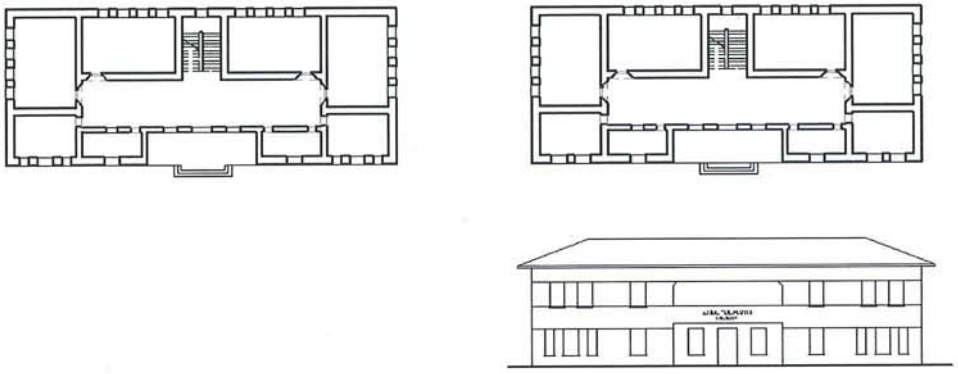


CURRENT USE OF SPACES 0 5 10 15m

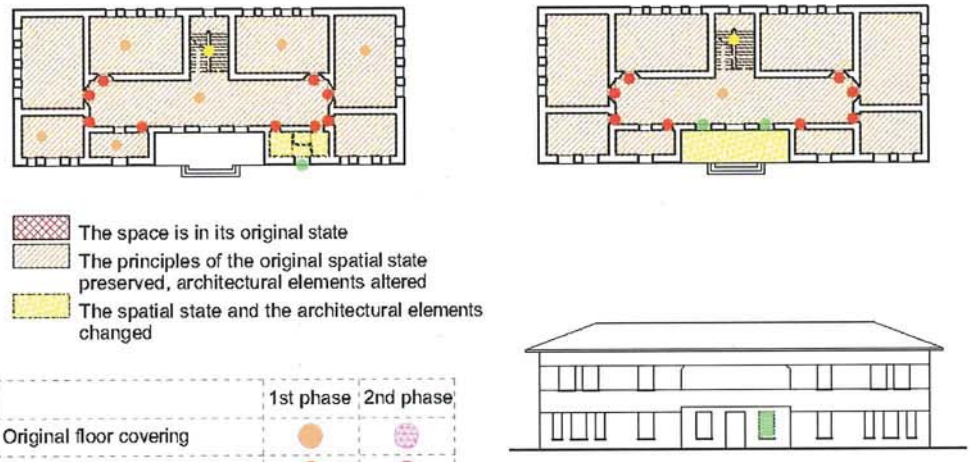


FRONT ELEVATION 0 5 10 15m

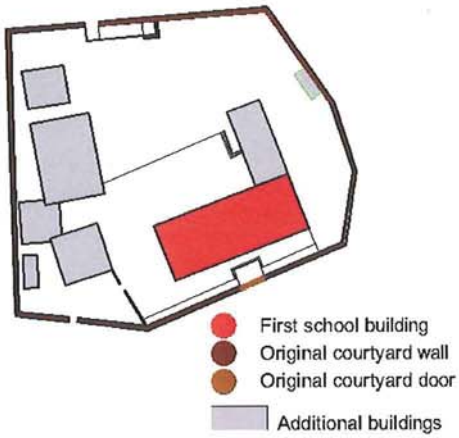
Table 4.22 Analysis sheet of Zübeyde Hanım Primary School



RESTITUTION



OVERALL EVALUATION OF THE CHANGES IN THE BUILDING



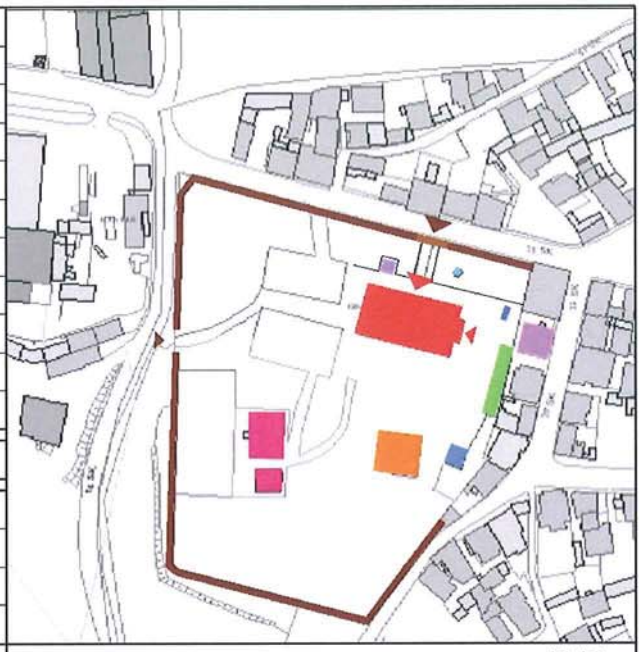
EVALUATION OF THE CHANGES AT THE COURTYARD

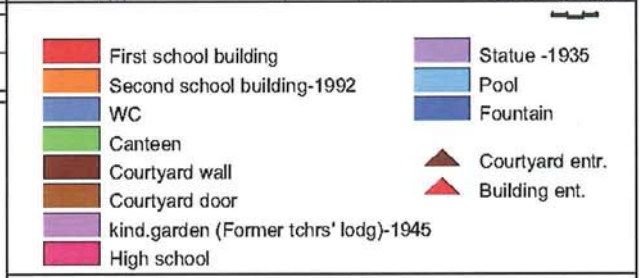
The front facade of the school original balcony, 1949

OLD PHOTO(S) OF THE BUILDING

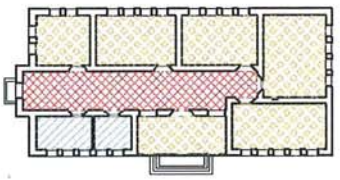
Table 4.23 Identification sheet of Işıkkent Primary School, Bornova

Current name		IŞIKKENT İLKÖĞRETİM OKULU
Original name		IŞIKLAR KÖYÜ İLKOKULU
Address		Salih Omurtak Cad. No:61 Işıkkent
		Bornova
Constr. date		1931-1933
Architect		NA
Owner		Special Provincial Administration
Lot number		20/..../1341
Lot square		3000m2
Constr. area		512 m2
Cons. status		Not registered
Survey date		October 2007
Source of doc.	Site map	http://www.izmir.bel.gov.tr
	Old photo	-
	Historical	-
	Others	-
Construction s.		Load bearing
Construction m.		Brick



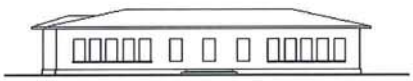


SITE PLAN-CURRENT USE OF THE BUILDINGS AT THE COURTYARD



CURRENT USE OF SPACES 0 5 10 15m

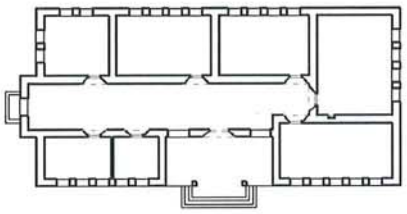
PHOTOS OF THE SERVICE BUILDINGS AT THE COURTYARD



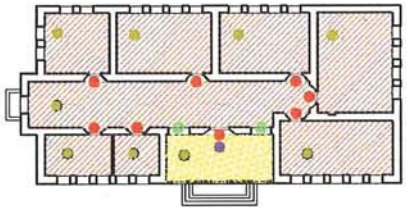
FRONT ELEVATION 0 5 10 15m

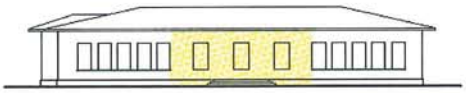
PHOTOS OF THE BUILDING (OCTOBER 2007)

Table 4.24 Analysis sheet of Işıkkent Primary School



RESTITUTION





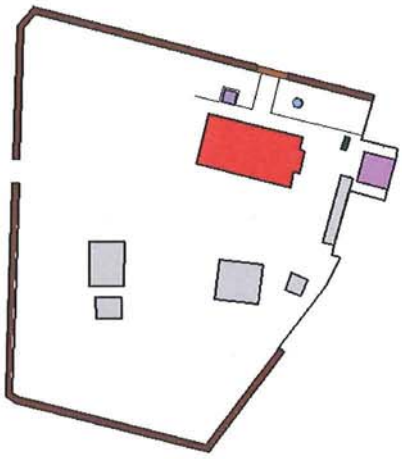
The space is in its original state

The principles of the original spatial state preserved, architectural elements altered

The spatial state and the architectural elements changed

	1st phase	2nd phase
Original floor covering		
Original ceiling covering		
Original door		
Original window		
Original molding		

OVERALL EVALUATION OF THE CHANGES IN THE BUILDING



First school building
Original courtyard wall
Original courtyard door
Original statue
Original pool
Original lodging

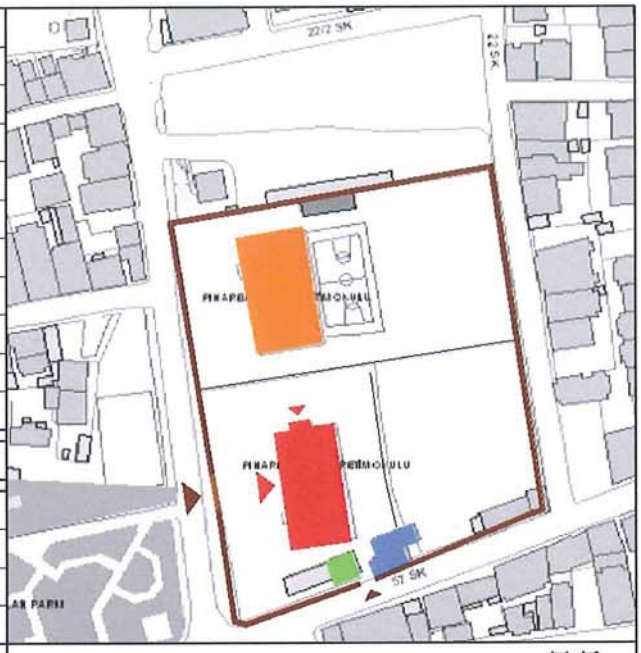
Additional buildings

OVERALL EVALUATION OF THE CHANGES AT THE COURTYARD

OLD PHOTO(S) OF THE BUILDING-NA

Table 4.25 Identification sheet of Güzelcan Kardeşler Lisesi (Pınarbaşı P. School), Bornova

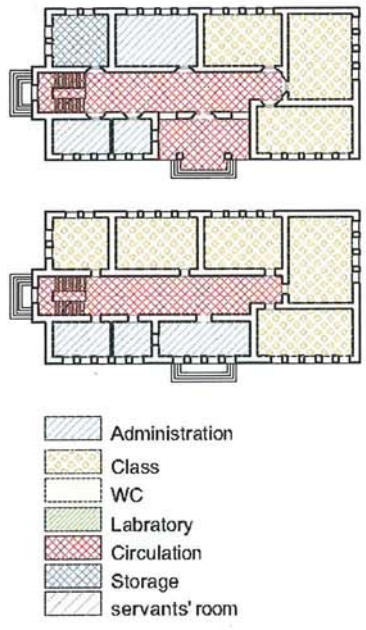
Current name		GÜZELCAN KARDEŞLER LİSESİ
Original name		PINAR BAŞI İLK MEKTEBİ
Address		Çanakkale C. No:12 Pınarbaşı
		Bornova
Constr. date		1932-1933
Architect		-
Owner		-
Lot number		L18B06A/...../1194
Lot square		8100m2
Constr. area		-
Cons. status		Not registered
Survey date		October 2007
Source of doc.	Site map	http://www.izmir.bel.gov.tr
	Old photo	Köy O. ve Tesislerine ait Fiş(1949) Obtained fr:Pınarbaşı İÖO Archive
	Historical	Köy O. ve Tesislerine ait Fiş(1949) Obtained fr:Pınarbaşı İÖO Archive
	Others	-
Construction s.		Load bearing
Construction m.		Brick



SITE PLAN-CURRENT USE OF THE BUILDINGS AT THE COURTYARD

PHOTOS OF THE SERVICE BUILDING AT THE COURTYARD

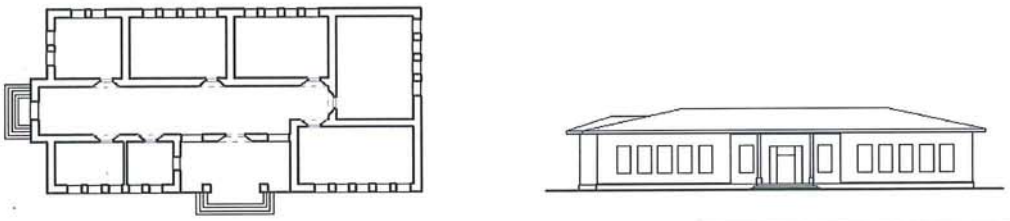
PHOTOS OF THE BUILDING (OCTOBER 2007)



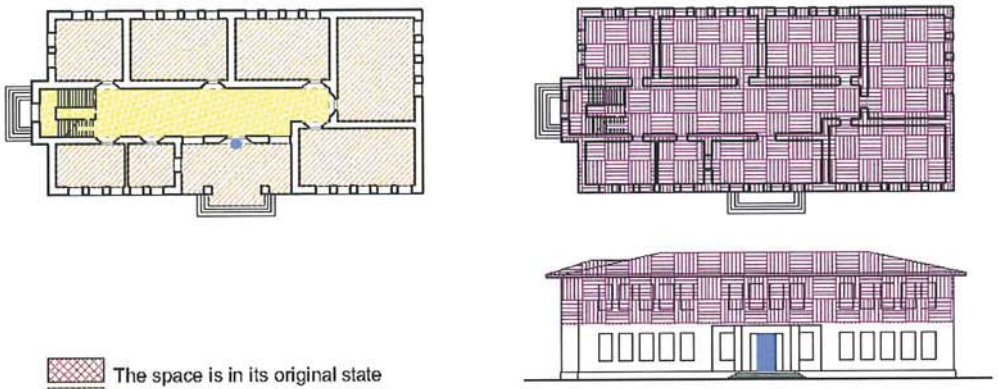
CURRENT USE OF SPACES 0 5 10 15m

FRONT ELEVATION 0 5 10 15m

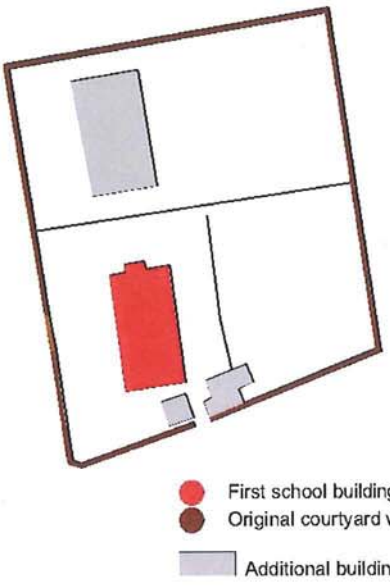
Table 4.26 Analysis sheet of Güzelcan Kardeşler Lisesi (Pınarbaşı Primary School)



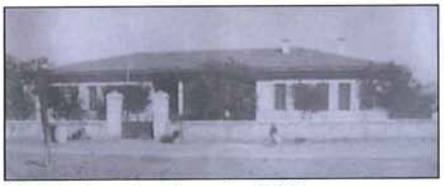
RESTITUTION



OVERALL EVALUATION OF THE CHANGES IN THE BUILDING



EVALUATION OF THE CHANGES AT THE COURTYARD

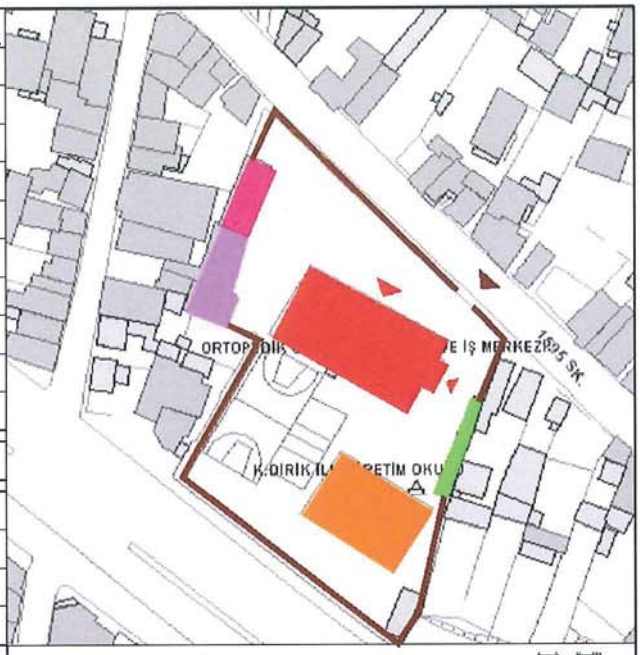


The front facade of the school-1949

OLD PHOTO(S) OF THE BUILDING

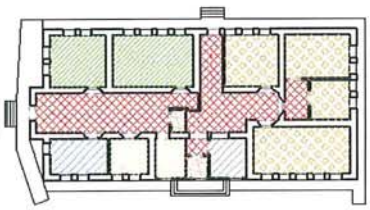
Table 4.27 Identification sheet of Kazım Dirik Primary School, Örnekköy, Karşıyaka

Current name		KAZIM DIRIK İÖO Ortopedik Özürlüler Eğitim ve İş Mer.
Original name		ÖRNEKKÖY İLKOKULU
Address		-
		Örnekköy-Karşıyaka
Constr. date		1935-1938
Architect		NA
Owner		-
Lot number		-
Lot square		2208m2
Constr. area		-
Cons. status		Not registered
Survey date		October 2007
Source of doc.	Site map	http://www.izmir.bel.gov.tr
	Old photo	-
	Historical	Köy O. ve Tesislerine ait Fiş(1949) Obtained fr: İzmir İMEM Archive
	Others	Okul Bina Fişi (1965) Obtained fr: İzmir İMEM Archive
Construction s.		Load bearing
Construction m.		Brick

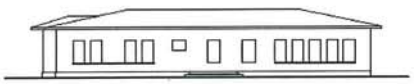


SITE PLAN-CURRENT USE OF THE BUILDINGS AT THE COURTYARD

PHOTOS OF THE SERVICE BUILDINGS AT THE COURTYARD



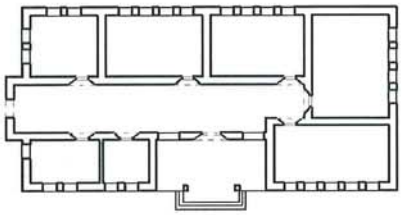
CURRENT USE OF SPACES 0 5 10 15m



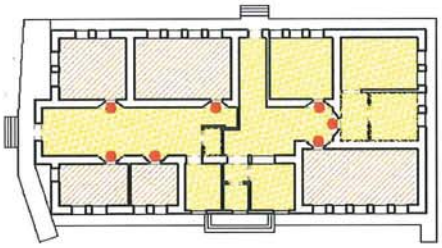
FRONT ELEVATION 0 5 10 15m

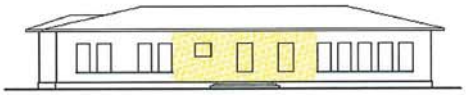
PHOTOS OF THE BUILDING (OCTOBER 2007)

Table 4.28 Analysis sheet of Kazım Dirik Primary School



RESTITUTION





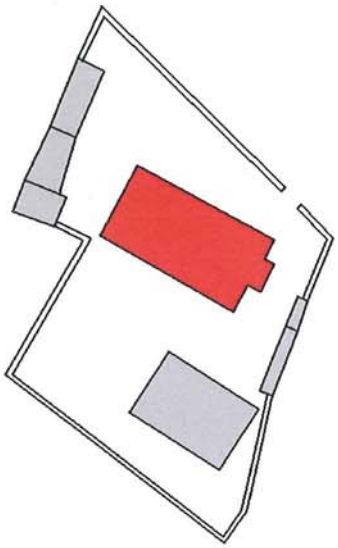
The space is in its original state

The principles of the original spatial state preserved, architectural elements altered

The spatial state and the architectural elements changed

	1st phase
Original door	
Original molding	

OVERALL EVALUATION OF THE CHANGES IN THE BUILDING



First school building

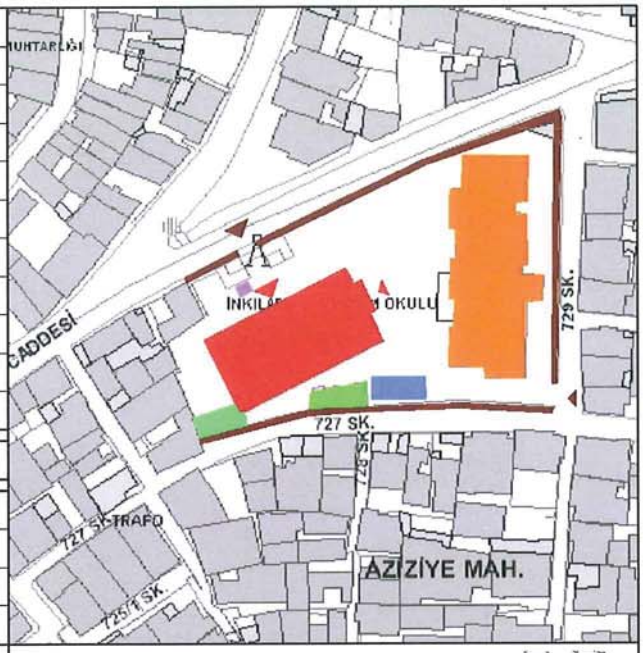
Additional buildings

OVERALL EVALUATION OF THE CHANGES AT THE COURTYARD

OLD PHOTO(S) OF THE BUILDING-NA

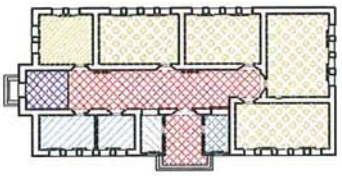
Table 4.29 Identification sheet of İnkilap Primary School, Konak

Current name	İNKİLAP İLKÖĞRETİM OKULU	
Original name	İNKİLAP İLKOKULU	
Address	Rakım Elkutlu Cad. No:262	
	Kadifekale Konak	
Constr. date	1933	
Architect	NA	
Owner	Special Provincial Administration	
Lot number	23MII.D/3640I/I	
Lot square	3588m2	
Constr. area	512 m2	
Cons. status	Not registered	
Survey date	October 2007	
Source of doc.	Site map	http://www.izmir.bel.gov.tr
	Old photo	Konak İnkilap İÖO Archive
	Historical	Okul Bina Fişi (1965) Obtained fr: İnkilap İÖO Archive
	Others	
Construction s.	Load bearing	
Construction m.	Brick	



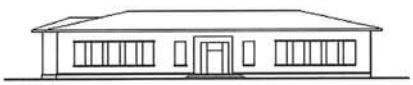
First school building-1933
Second school building-1964
WC-1987
Canteen
Service (storage,...)
Courtyard wall-1939-1940
Courtyard entrance
Building entrance

SITE PLAN-CURRENT USE OF THE BUILDINGS AT THE COURTYARD



Administration
Class
Circulation
Atelier
Stage
Storage
Servant room

CURRENT USE OF SPACES 0 5 10 15m

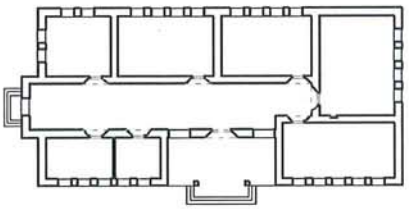


FRONT ELEVATION 0 5 10 15m

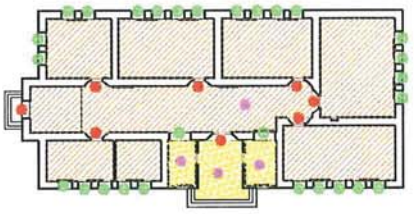
PHOTOS OF THE SERVICE BUILDING AT THE COURTYARD

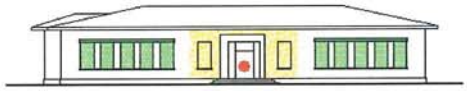
PHOTOS OF THE BUILDING (OCTOBER 2007)

Table 4.30 Analysis sheet of İnkilap Primary School



RESTITUTION





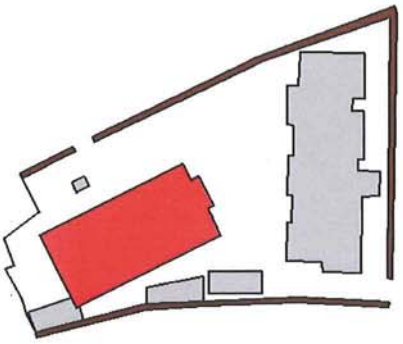
The space is in its original state

The principles of the original spatial state preserved, architectural elements altered

The spatial state and the architectural elements changed

	1st phase	2nd phase
Original floor covering		
Original ceiling covering		
Original door		
Original window		
Original molding		

EVALUATION OF THE CHANGES IN THE BUILDING



First school building

Original courtyard wall

Additional buildings

EVALUATION OF THE CHANGES AT THE COURTYARD

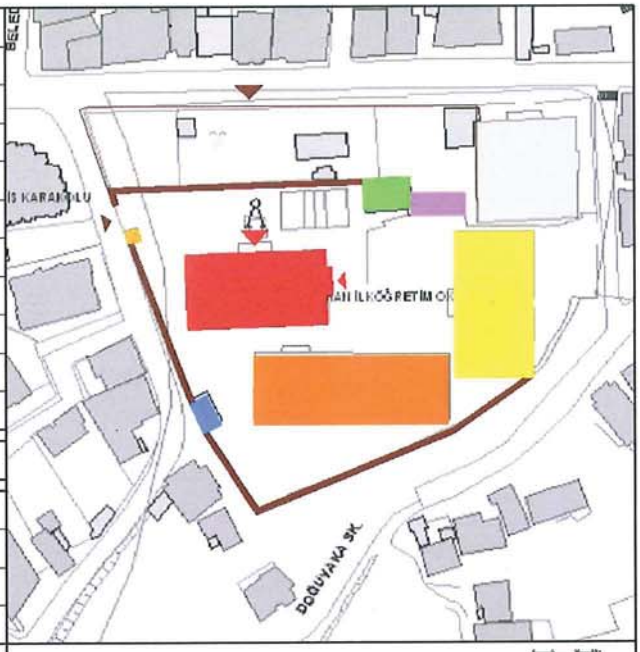
The front facade of the school
1930s

The side facade and the
secondary entrance-1937

OLD PHOTO(S) OF THE BUILDING

Table 4.31 Identification sheet of Oğuzhan Primary School, Narlıdere

Current name		OĞUZHAN İÖO
Original name		-
Address		Güngören Cd. Çamtepe M. No: 33 Narlıdere
Constr. date		1933
Architect		-
Owner		-
Lot number		6/126/14
Lot square		-
Constr. area		-
Cons. status		Not registered
Survey date		October 2007
Source of doc.	Site map	http://www.izmir.bel.gov.tr
	Old photo	-
	Historical	İzmir İMEM Archive
	Others	
Construction s.		Load bearing
Construction m.		Brick

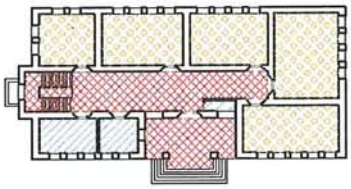


First school building
Second school building-1983
WC
Canteen
Courtyard wall
Courtyard door
kind.garden
Security cabin(former lodging)
Courtyard entrance
Building entrance

SITE PLAN-CURRENT USE OF THE BUILDINGS AT THE COURTYARD

PHOTOS OF THE SERVICE BUILDING AT THE COURTYARD

PHOTOS OF THE BUILDING (OCTOBER 2007)

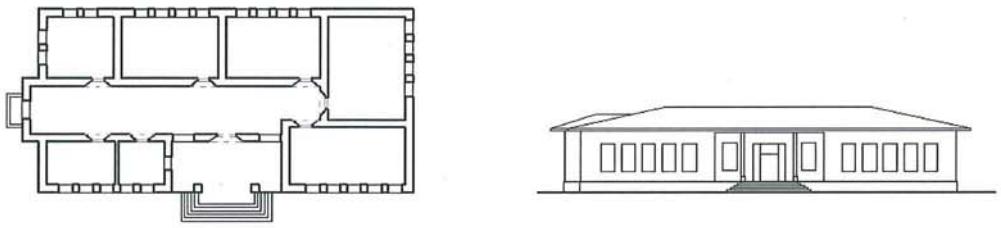


Administration
Class
Circulation
Storage
servants' room

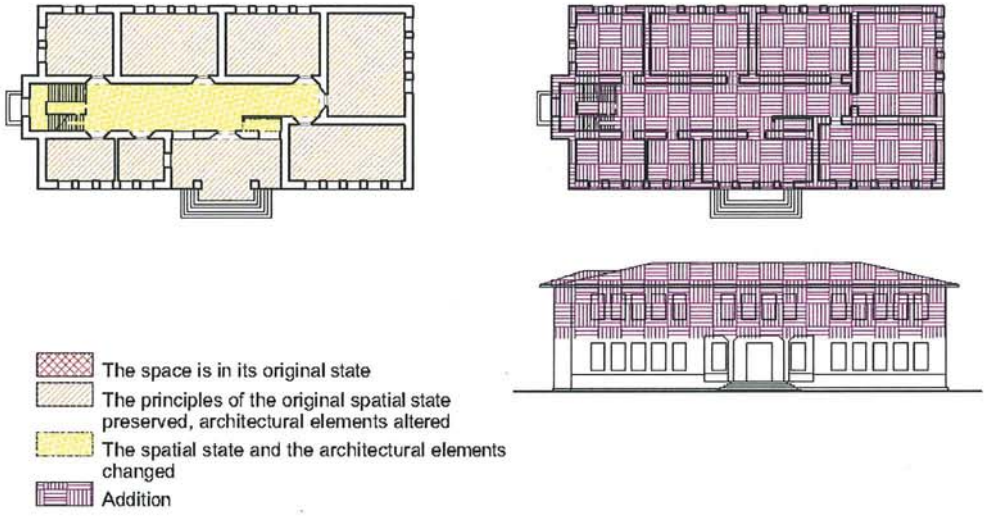
CURRENT USE OF SPACES 0 5 10 15m

FRONT ELEVATION 0 5 10 15m

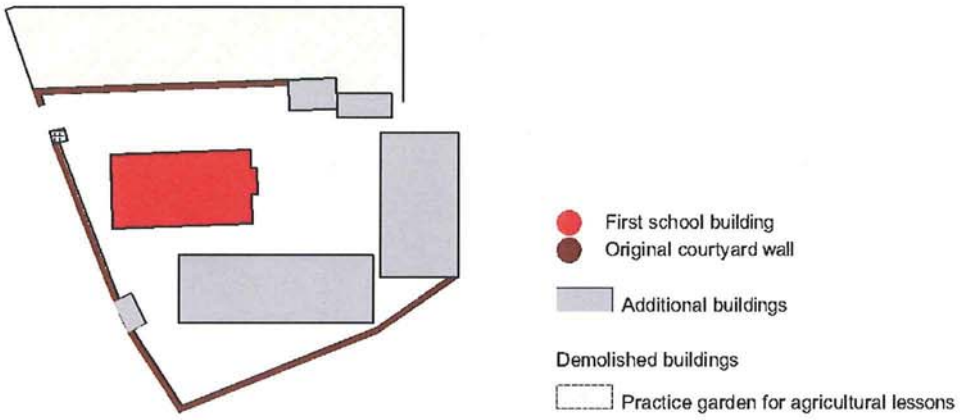
Table 4.32 Analysis sheet of Oğuzhan Primary School



RESTITUTION



OVERALL EVALUATION OF THE CHANGES IN THE BUILDING

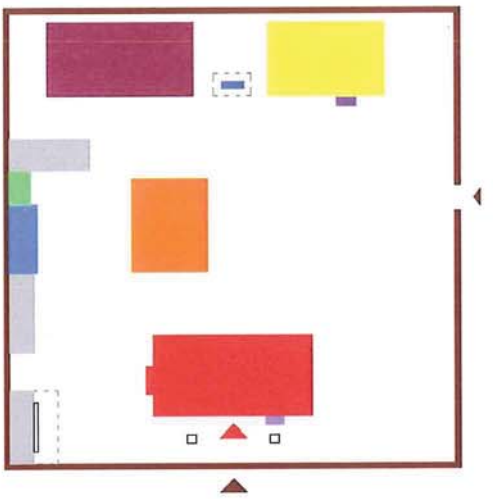


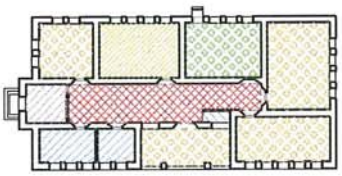
EVALUATION OF THE CHANGES AT THE COURTYARD

OLD PHOTO(S) OF THE BUILDING-NA

Table 4.33 Identification sheet of 3 Eylül YİBO Primary School, Ödemiş

Current name	3 EYLÜL,YİBO	
Original name	-	
Address	-	
	Ödemiş	
Constr. date	-	
Architect	NA	
Owner	Special Provincial Administration	
Lot number	-	
Lot square	-	
Constr. area	512 m2	
Cons. status	Not registered	
Survey date	November 2008	
Source of doc. Site map	Sketch drawn by author (Nov.08)	
Source of doc. Old photo	3 Eylül YİBO Archive	
Source of doc. Historical	-	
Source of doc. Others	-	
Construction s.	Load bearing	
Construction m.	Rubble stone+brick	

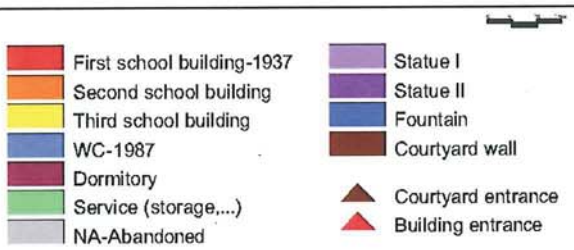




Administration
Class
Circulation
Atelier
Servant room
Canteen
NA

CURRENT USE OF SPACES 0 5 10 15m

FRONT ELEVATION 0 5 10 15m

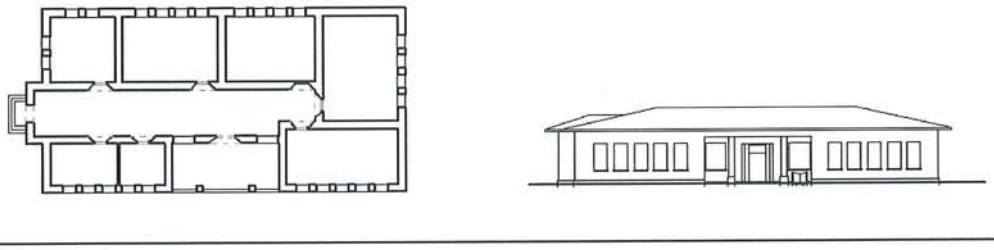


SITE PLAN-CURRENT USE OF THE BUILDINGS AT THE COURTYARD

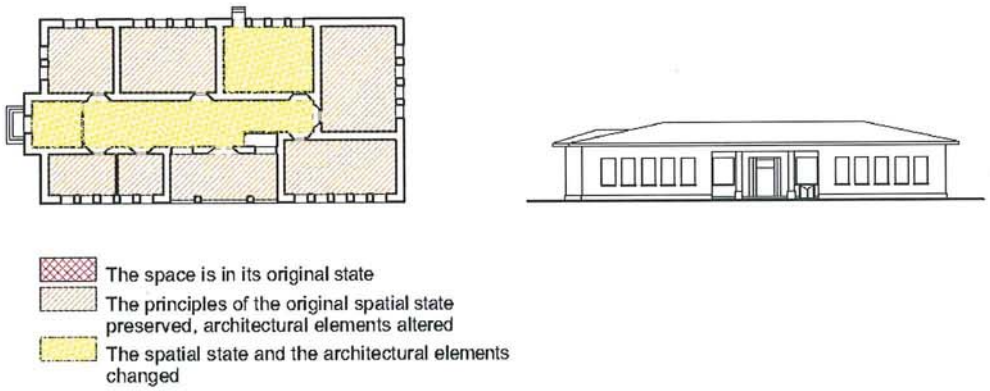
PHOTOS OF THE SERVICE BUILDING AT THE COURTYARD

PHOTOS OF THE BUILDING (NOVEMBER 2007)

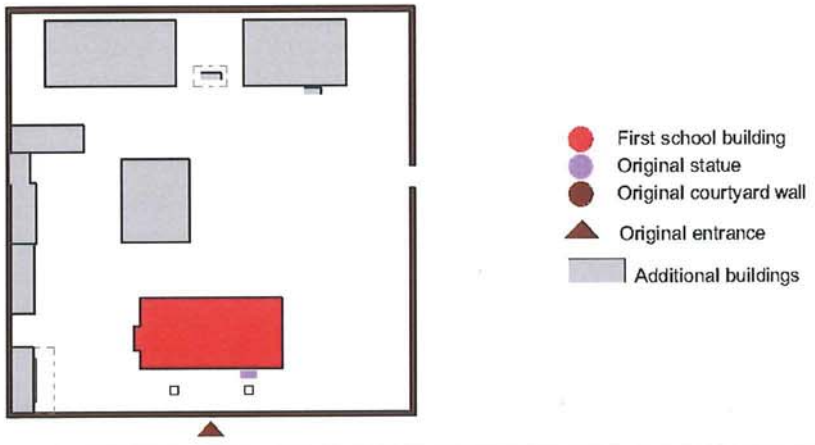
Table 4.34 Analysis sheet of 3 Eylül YİBO Primary School



RESTITUTION



EVALUATION OF THE CHANGES IN THE BUILDING



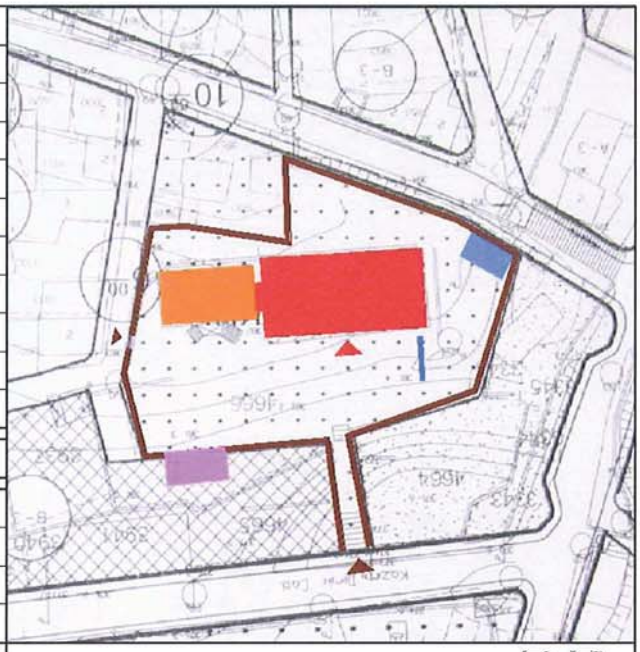
EVALUATION OF THE CHANGES AT THE COURTYARD

The building in construction phase-nd

OLD PHOTO(S) OF THE BUILDING

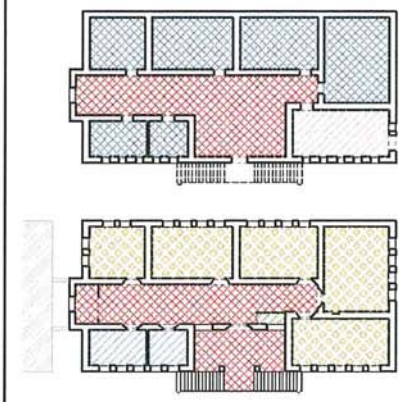
Table 4.35 Identification sheet of Şükrü Saraçoğlu Primary School, Bademli, Ödemiş

Current name		ŞÜKRÜ SARAÇOĞLU İÖO
Original name		ŞÜKRÜ SARAÇOĞLU İLKOKULU
Address		
		Bademli-Ödemiş
Constr. date		1935
Architect		NA
Owner		Special Provincial Administration
Lot number		25/.../1441-1443-4409
Lot square		4836m2
Constr. area		-
Cons. status		Not registered
Survey date		November 2008
Source of doc.	Site map	Şükrü Saraçoğlu İÖO Archive
	Old photo	Köy Okul ve Tesis, ait Fiş (1949) Obtained fr: İzmir İMEM Archive
	Historical	Şükrü Saraçoğlu İÖO Archive
	Others	Şükrü Saraçoğlu İÖO Archive
Construction s.		Load bearing
Construction m.		Brick



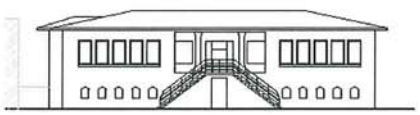
SITE PLAN-CURRENT USE OF THE BUILDINGS AT THE COURTYARD

PHOTOS OF THE SERVICE BUILDING AT THE COURTYARD



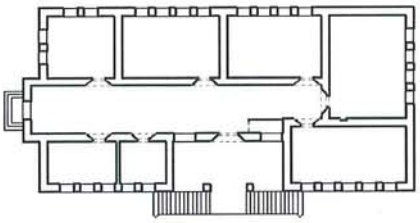
CURRENT USE OF SPACES 0 5 10 15m

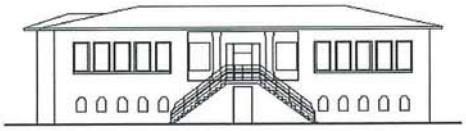
PHOTOS OF THE BUILDING (TAKEN ON NOVEMBER 2008)



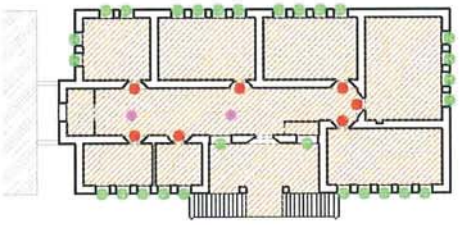
FRONT ELEVATION 0 5 10 15m

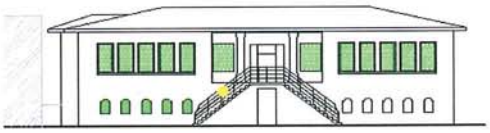
Table 4.36 Analysis sheet of Şükrü Saraçoğlu Primary School





RESTITUTION





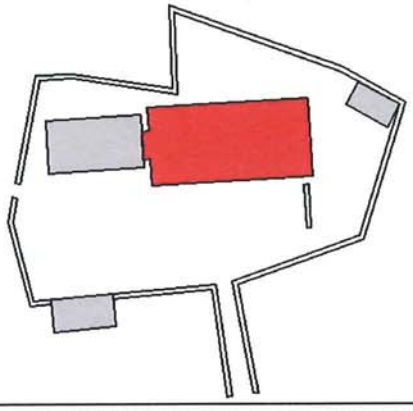
The space is in its original state

The principles of the original spatial state preserved, architectural elements altered

The spatial state and the architectural elements changed

	1st phase	2nd phase
Original floor covering		
Original door		
Original window		
Original molding		
Original balustrade		

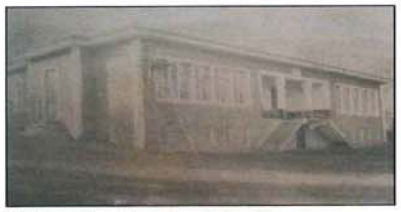
EVALUATION OF THE CHANGES IN THE BUILDING



First school building

Additional buildings

EVALUATION OF THE CHANGES AT THE COURTYARD



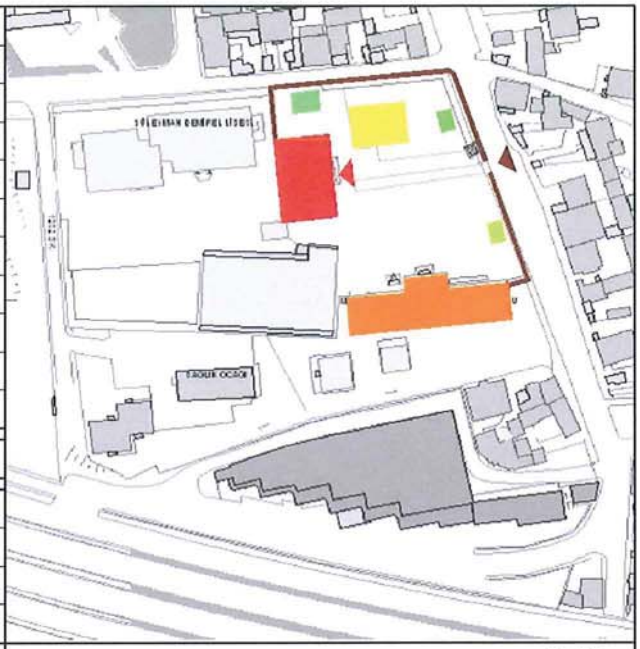
The front facade of the school
1930s

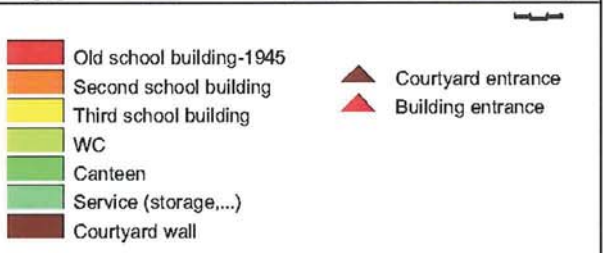
The front facade of the school
1930s

OLD PHOTO(S) OF THE BUILDING

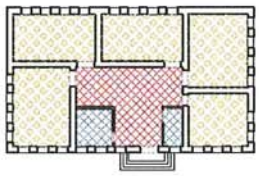
Table 4.37 Identification sheet of Muharrem Candaş Primary School, Naldöken, Bornova

Current name		MUHARREM CANDAŞ İÖO
Original name		NA
Address		-
		Naldöken-Bornova
Constr. date		1945
Architect		NA
Owner		NA
Lot number		10/..../966
Lot square		-
Constr. area		384
Cons. status		Not registered
Survey date		October 2007
Source of doc.	Site map	http://www.izmir.bel.gov.tr
	Old photo	-
	Historical	-
	Others	
Construction s.		Load bearing
Construction m.		NA



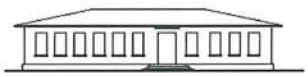


SITE PLAN-CURRENT USE OF THE BUILDINGS AT THE COURTYARD



CURRENT USE OF SPACES 0 5 10 15m

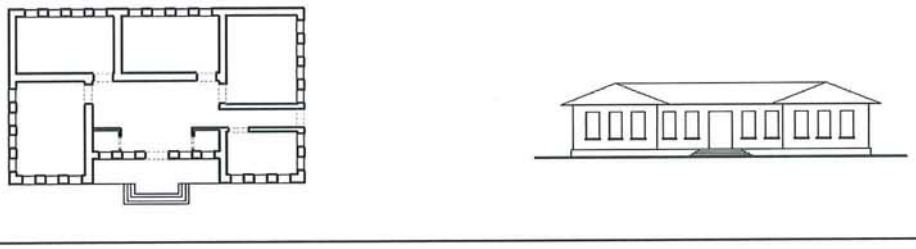
PHOTOS OF THE SERVICE BUILDING AT THE COURTYARD



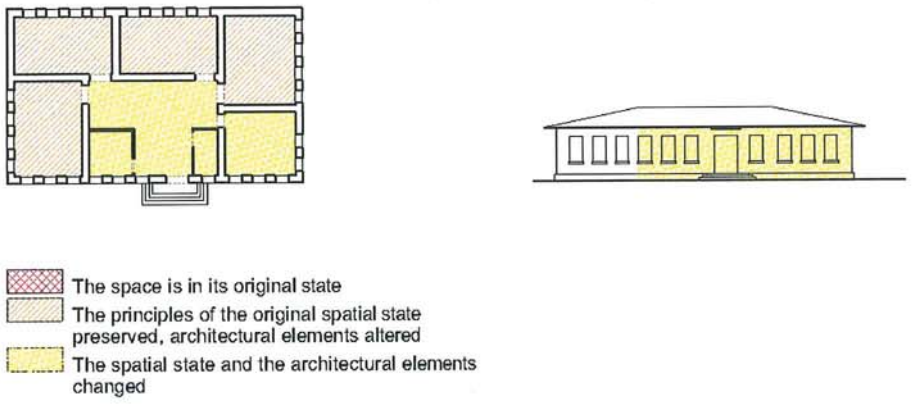
FRONT ELEVATION 0 5 10 15m

PHOTOS OF THE BUILDING (OCTOBER 2007)

Table 4.38 Analysis sheet of Muharrem Candaş Primary School



RESTITUTION



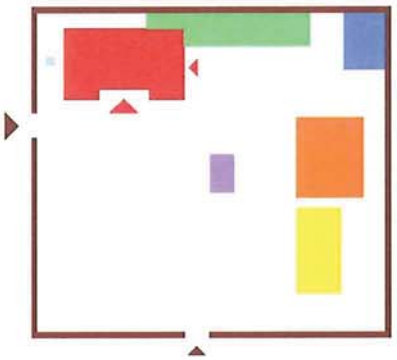
OVERALL EVALUATION OF THE CHANGES IN THE BUILDING

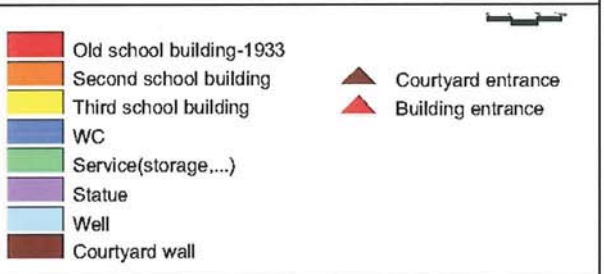
OVERALL EVALUATION OF THE CHANGES AT THE COURTYARD

OLD PHOTO(S) OF THE BUILDING-NA

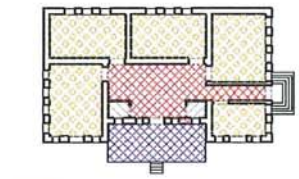
Table 4.39 Identification sheet of Şh. Öğretmen Lokman Çeker P.School, Kaymakçı, Ödemiş

Current name		ŞEHİT ÖĞR. LOKMAN ÇEKER İÖO
Original name		KAYMAKÇI MERKEZ İLKOKULU
Address		Cumhuriyet Mah. Kültür Sok.
		Kaymakçı-Ödemiş
Constr. date		1933
Architect		NA
Owner		NA
Lot number		7/.../2474
Lot square		-
Constr. area		384m2
Cons. status		Not registered
Survey date		November 2008
Source of doc.	Site map	Sketch drawn by author (Nov.08)
	Old photo	Ödemiş İnönü İÖO Archive
	Historical	Okul Bina Fişi (1965) Obtained fr: İzmir İMEM Archive
	Others	İzmir İMEM Archive
Construction s.		Load bearing
Construction m.		Rubble stone+brick





SITE PLAN-CURRENT USE OF THE BUILDINGS AT THE COURTYARD



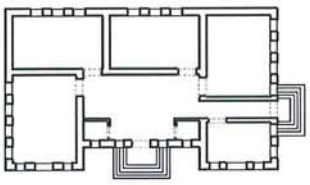
CURRENT USE OF SPACES 0 5 10 15m

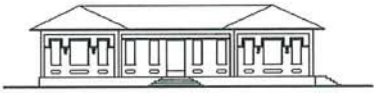
PHOTOS OF THE SERVICE BUILDING AT THE COURTYARD

FRONT ELEVATION 0 5 10 15m

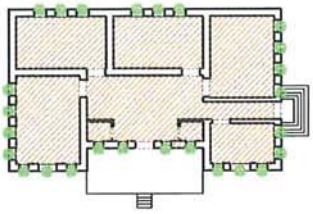
PHOTOS OF THE BUILDING (NOVEMBER 2008)

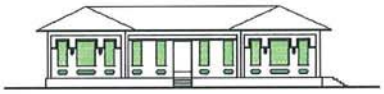
Table 4.40 Analysis sheet of Şehit Öğretmen Lokman Çeker Primary School





RESTITUTION





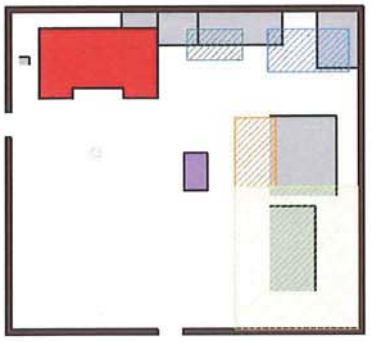
The space is in its original state

The principles of the original spatial state preserved, architectural elements altered

The spatial state and the architectural elements changed

	1st phase	2nd phase
Original window		
Original molding		

OVERALL EVALUATION OF THE CHANGES IN THE BUILDING



First school building

Original statue

Original courtyard wall

Additional buildings

Demolished buildings

Annex

WC

Well

Storage

Practice garden for agricultural lessons

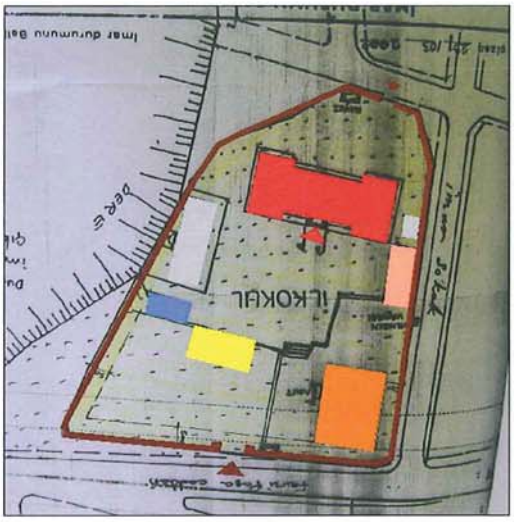
OVERALL EVALUATION OF THE CHANGES AT THE COURTYARD

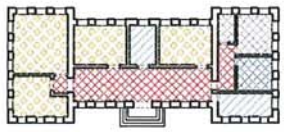
The building in construction phase-nd

OLD PHOTO(S) OF THE BUILDING

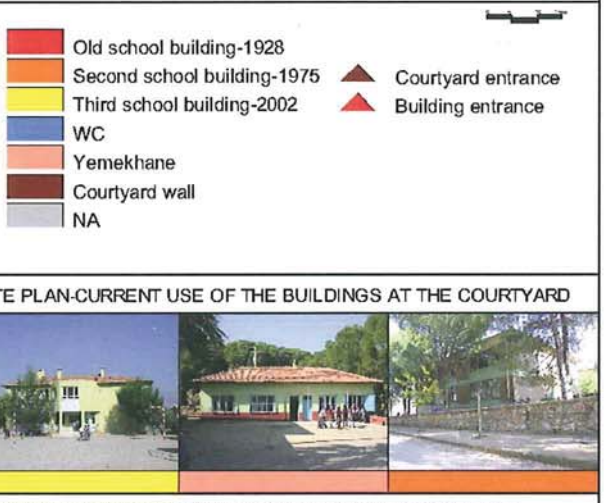
Table 4.41 Identification sheet of Şh. Er Kamil Akan P. School, Konaklı(Adagüre), Ödemiş

Current name		Şehit Er Kamil Akan İÖO
Original name		Adagüre İlkokulu
Address		Davut Dede Mh.
		Konaklı(Adagüre)-Ödemiş
Constr. date		1928
Architect		NA
Owner		NA
Lot number		80/.../4189
Lot square		-
Constr. area		-
Cons. status		Not registered
Survey date		November 2008
Source of doc.	Site map	Şehit Er Kamil Akan İÖO Archive
	Old photo	Şehit Er Kamil Akan İÖO Archive
	Historical	Şehit Er Kamil Akan İÖO Archive
	Others	İzmir İMEM Archive
Construction s.		Load bearing
Construction m.		Rubble stone+brick



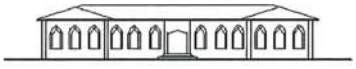


CURRENT USE OF SPACES 0 5 10 15m



SITE PLAN-CURRENT USE OF THE BUILDINGS AT THE COURTYARD

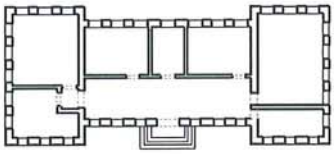
PHOTOS OF THE SERVICE BUILDING AT THE COURTYARD

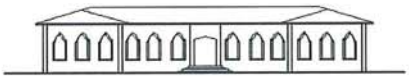


FRONT ELEVATION 0 5 10 15m

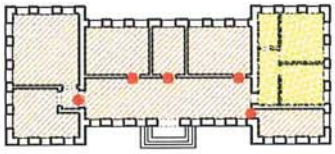
PHOTOS OF THE BUILDING (NOVEMBER 2008)

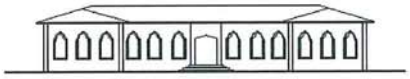
Table 4.42 Analysis sheet of Şehit Er Kamil Akan Primary School





RESTITUTION





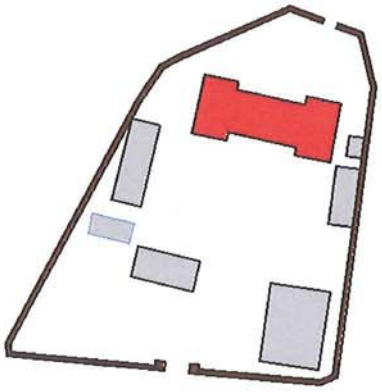
The space is in its original state

The principles of the original spatial state preserved, architectural elements altered

The spatial state and the architectural elements changed

	1st phase	2nd phase
Original door	●	●
Original molding	●	●

OVERALL EVALUATION OF THE CHANGES IN THE BUILDING



First school building

Original courtyard wall

Additional buildings

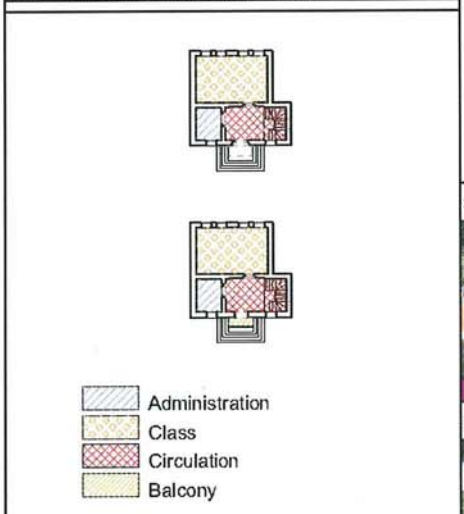
OVERALL EVALUATION OF THE CHANGES AT THE COURTYARD

The building in construction phase-nd

OLD PHOTO(S) OF THE BUILDING

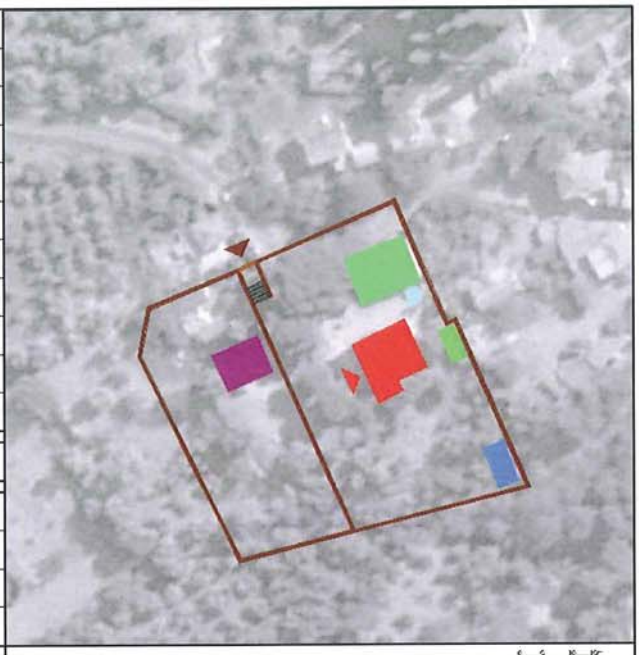
Table 4.43 Identification sheet of Boynuyoğun Primary School, Tire

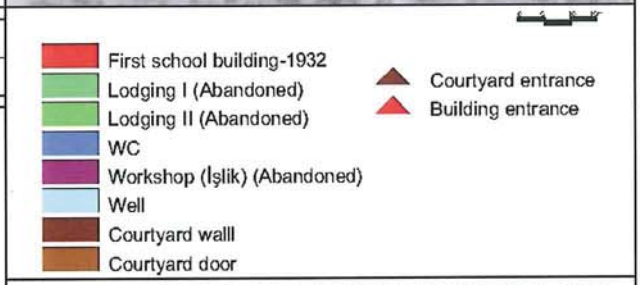
Current name		BOYNUYOĞUN İLKÖĞRETİM O.
Original name		BOYNUYOĞUN KÖYÜ İLKOKULU
Address		Boynuyoğun Köyü
		Tire
Constr. date		1932
Architect		NA
Owner		-
Lot number		23/.../1168
Lot square		1356m2
Constr. area		-
Cons. status		Not registered
Survey date		November 2008
Source of doc.	Site map	http://www.googleearth.com
	Old photo	Köy Okul ve Tesis. ait Fiş (1949) Obtained fr: Boynuyoğun İOO Ar.
	Historical	Köy Okul ve Tesis. ait Fiş (1949) Obtained fr: Boynuyoğun İOO Ar.
	Others	İzmir İMEM Archive
Construction s.		Load bearing
Construction m.		Rubble stone+brick



CURRENT USE OF SPACES 0 5 10 15m

FRONT ELEVATION 0 5 10 15m



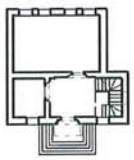


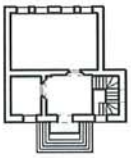
SITE PLAN-CURRENT USE OF THE BUILDINGS AT THE COURTYARD

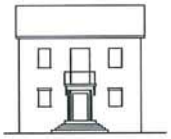
PHOTOS OF THE SERVICE BUILDING AT THE COURTYARD

PHOTOS OF THE BUILDING (NOVEMBER 2008)

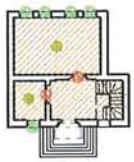
Table 4.44 Anaysis sheet of Boynuyoğun Primary School

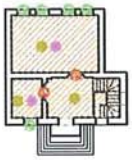


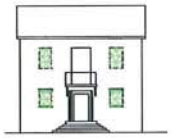




RESTITUTION







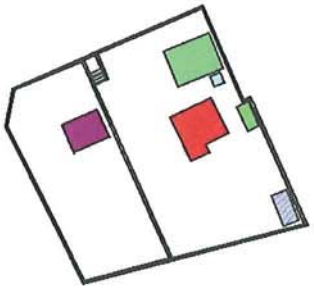
The space is in its original state

The principles of the original spatial state preserved, architectural elements altered

The spatial state and the architectural elements changed

	1st phase	2nd phase
Original floor covering		
Original ceiling covering		
Original door		
Original window		
Original molding		

EVALUATION OF THE CHANGES IN THE BUILDING



First school building
Original Lodging I
Original lodging II
Original workshop
Original well
Original courtyard wall
Original courtyard door

Additional buildings

Demolished buildings

WC

EVALUATION OF THE CHANGES AT THE COURTYARD

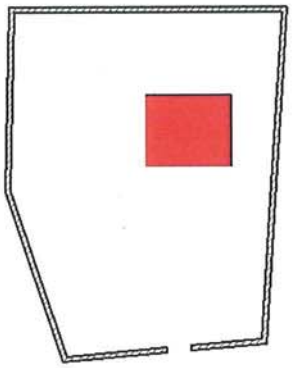
The building in construction phase-nd

The front facade of the school-1949

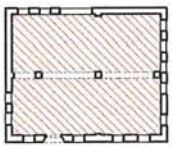
OLD PHOTO(S) OF THE BUILDING

Table 4.45 Identification sheet of Karaveliler Primary School, Bergama

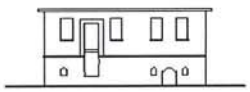
Current name	-	
Original name	KARAVELİLER İLKOKULU	
Address		
	Karaveliler-Kozak-Bergama	
Constr. date	1931-36	
Architect	NA	
Owner	NA	
Lot number	NA	
Lot square	800m2	
Constr. area	-	
Cons. status	Not registered	
Survey date	August 2008	
Source of doc. Site map	Sketch drawn by author (August 08)	
Source of doc. Old photo	Köy O. ve Tesislerine ait Fiş(1949) Obtained fr: İzmir İMEM Archive	
Source of doc. Historical	Köy O. ve Tesislerine ait Fiş(1949) Obtained fr: İzmir İMEM Archive	
Source of doc. Others		
Construction s.	Load bearing	
Construction m.	Rubble stone+brick	



SITE PLAN-CURRENT USE OF THE BUILDINGS AT THE COURTYARD



CURRENT USE OF SPACES 0 5 10 15m

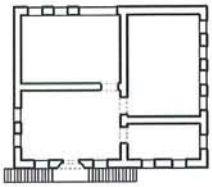


FRONT ELEVATION 0 5 10 15m

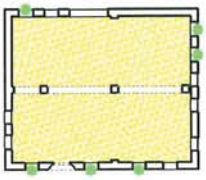
PHOTOS OF THE SERVICE BUILDING AT THE COURTYARD

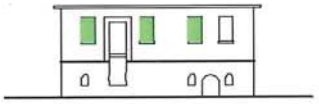
PHOTOS OF THE BUILDING (AUGUST 2008)

Table 4.46 Analysis sheet of Karaveliler Primary School



RESTITUTION





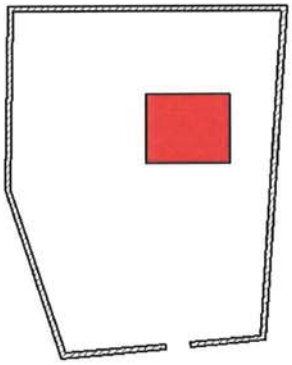
The space is in its original state

The principles of the original spatial state preserved, architectural elements altered

The spatial state and the architectural elements changed

	1st phase
Original window	

OVERALL EVALUATION OF THE CHANGES IN THE BUILDING-NA



First school building

Demolished buildings

Courtyard wall

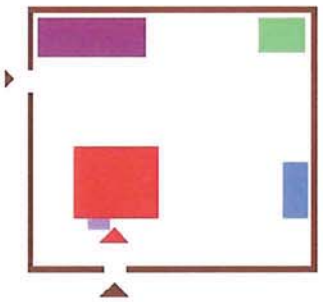
OVERALL EVALUATION OF THE CHANGES AT THE COURTYARD

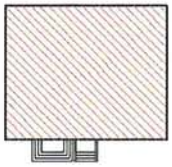
The front facade of the school-1949

OLD PHOTO(S) OF THE BUILDING

Table 4.47 Identification sheet of Kızılcaavlu Primary School, Tire

Current name		KIZILCAAVLU İLKÖĞRETİM O.
Original name		KIZILCAAVLU İLKOKULU
Address		
		Gökçen-Kızılcaavlu-Tire
Constr. date		1932-33
Architect		NA
Owner		NA
Lot number		36/.../604
Lot square		2737m2
Constr. area		-
Cons. status		Not registered
Survey date		November 2008
Source of doc.	Site map	Sketch drawn by author (Nov.08)
	Old photo	Köy Okul ve Tesis, ait Fiş (1949) Obtained fr: İzmir İMEM Archive
	Historical	Köy Okul ve Tesis, ait Fiş (1949) Obtained fr: İzmir İMEM Archive
	Others	İzmir İMEM Archive Ödemiş İnönü İOO Archive
Construction s.		Load bearing
Construction m.		Rubble stone+brick

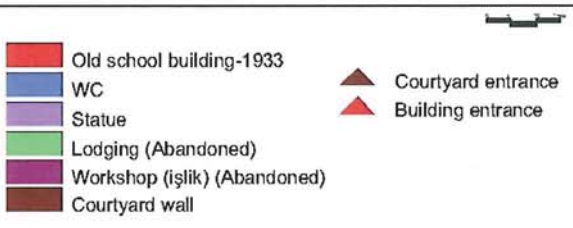




Could not entered

CURRENT USE OF SPACES 0 5 10 15m

FRONT ELEVATION 0 5 10 15m

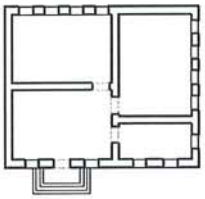


SITE PLAN-CURRENT USE OF THE BUILDINGS AT THE COURTYARD

PHOTOS OF THE SERVICE BUILDING AT THE COURTYARD

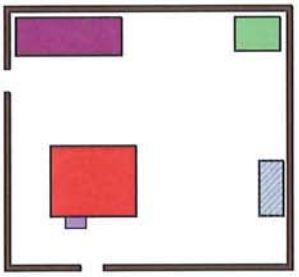
PHOTOS OF THE BUILDING (AUGUST 2008)

Table 4.48 Analysis sheet of Kızılcaavlu Primary School



RESTITUTION

OVERALL EVALUATION OF THE CHANGES IN THE BUILDING-NA



First school building
Original Lodging
Original workshop
Original courtyard wall

Additional buildings

Demolished buildings
WC

OVERALL EVALUATION OF THE CHANGES AT THE COURTYARD

The front facade of the school-1949

The building in construction phase-nd

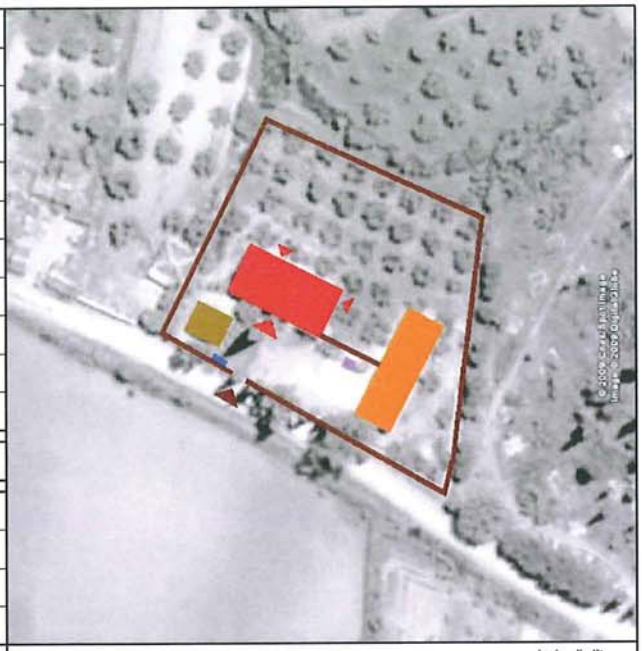
The front facade of the lodging-1949

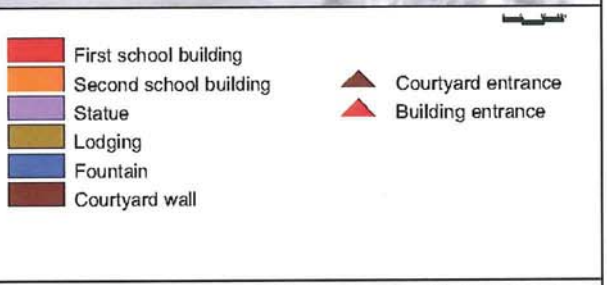
The workshop (işlik)-1949

OLD PHOTO(S) OF THE BUILDING

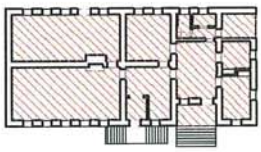
Table 4.49 Identification sheet of Ayaklıkırı Primary School, Tire

Current name	-	
Original name	AYAKLIKIRI İLKOKULU	
Address	Ayaklıkırı Köyü	
	Tire	
Constr. date	-	
Architect	Asım Mutlu, Ahsen Yapanar	
Owner	-	
Lot number	69/247/438	
Lot square	-	
Constr. area	740m2	
Cons. status	Not registered	
Survey date	November 2008	
Source of doc. Site map	http://www.googleearth.com	
Source of doc. Old photo	-	
Source of doc. Historical	İzmir İMEM Archive	
Source of doc. Others		
Construction s.	Load bearing	
Construction m.	Rubble stone+brick	





SITE PLAN-CURRENT USE OF THE BUILDINGS AT THE COURTYARD



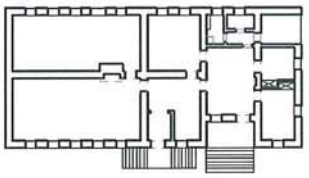
CURRENT USE OF SPACES 0 5 10 15m

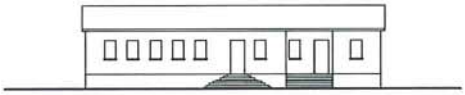
PHOTOS OF THE SERVICE BUILDING AT THE COURTYARD

FRONT ELEVATION 0 5 10 15m

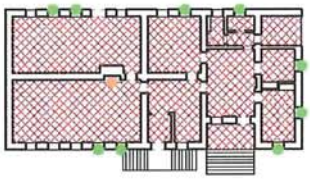
PHOTOS OF THE BUILDING (NOVEMBER 2008)

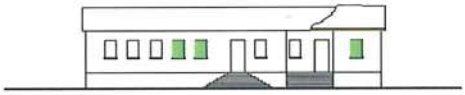
Table 4.50 Analysis sheet of Ayaklıkırı Primary School





RESTITUTION





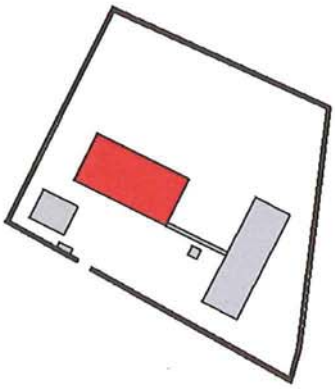
The space is in its original state

The principles of the original spatial state preserved, architectural elements altered

The spatial state and the architectural elements changed

	1st phase
Original window	
Original ocak	
Original eave	

OVERALL EVALUATION OF THE CHANGES IN THE BUILDING



First school building

Original courtyard wall

Additional buildings

OVERALL EVALUATION OF THE CHANGES AT THE COURTYARD

OLD PHOTO(S) OF THE BUILDING-NA

Table 4.51 Identification sheet of Saruhanlı Primary School, Tire

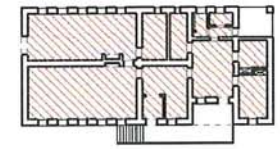
Current name		-
Original name		SARUHANLI İLKOKULU
Address		Saruhanlı Köyü
		Tire
Constr. date		1949
Architect		Asım Mutlu, Ahsen Yapanar
Owner		-
Lot number		-
Lot square		-
Constr. area		740m2
Cons. status		Not registered
Survey date		November 2008
Source of doc.	Site map	http://www.googleearth.com
	Old photo	-
	Historical	-
	Others	
Construction s.		Load bearing
Construction m.		Rubble stone+brick

Old school building

Courtyard entrance

Building entrance

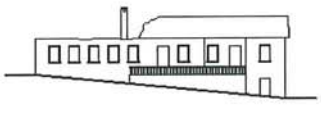
SITE PLAN-CURRENT USE OF THE BUILDINGS AT THE COURTYARD



Abandoned

CURRENT USE OF SPACES 0 5 10 15m

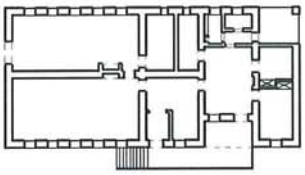
-



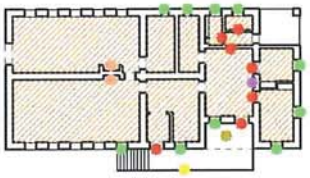
FRONT ELEVATION 0 5 10 15m

PHOTOS OF THE BUILDING (NOVEMBER 2008)

Table 4.52 Analysis sheet of Saruhanlı Primary School



RESTITUTION



The space is in its original state

The principles of the original spatial state preserved, architectural elements altered

The spatial state and the architectural elements changed

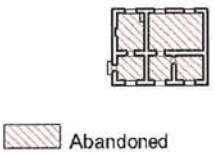
	1st phase
Original ceiling covering	
Original door	
Original window	
Original ocak	
Original eave	
Original niche	
Original balustrade	

OVERALL EVALUATION OF THE CHANGES IN THE BUILDING

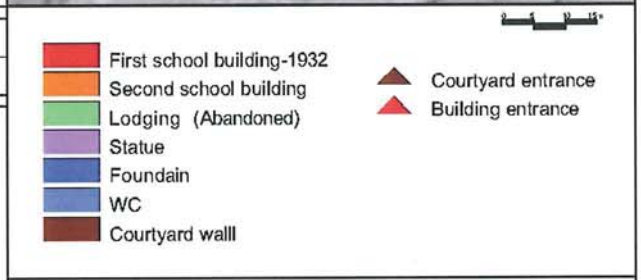
OLD PHOTO(S) OF THE BUILDING-NA

Table 4.53 Identification sheet of Cevaplı Köyü Primary School, Bergama

Current name	-	
Original name	CEVAPLI KÖYÜ İLKOKULU	
Address	Cevaplı Köyü	
	Bergama	
Constr. date	1946	
Architect	NA	
Owner	-	
Lot number	-	
Lot square	-	
Constr. area	-	
Cons. status	Not registered	
Survey date	August 2008	
Source of doc. – Site map	http://www.googleearth.com	
Source of doc. – Old photo	-	
Source of doc. – Historical	-	
Source of doc. – Others		
Construction s.	Load bearing	
Construction m.	Rubble stone	



CURRENT USE OF SPACES 0 5 10 15m



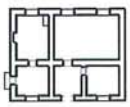
SITE PLAN-CURRENT USE OF THE BUILDINGS AT THE COURTYARD

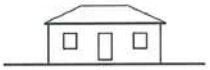
PHOTOS OF THE SERVICE BUILDING AT THE COURTYARD

FRONT ELEVATION 0 5 10 15m

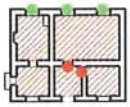
PHOTOS OF THE BUILDING (AUGUST 2008)

Table 4.54 Analysis sheet of Cevaplı Köyü Primary School





RESTITUTION



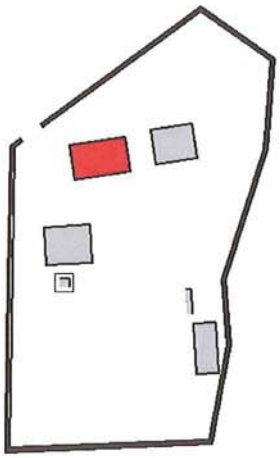
	1st phase
Original door	
Original window	

The space is in its original state

The principles of the original spatial state preserved, architectural elements altered

The spatial state and the architectural elements changed

EVALUATION OF THE CHANGES IN THE BUILDING



First school building

Original courtyard wall

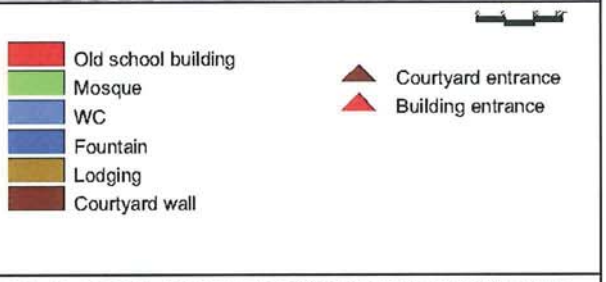
Additional buildings

EVALUATION OF THE CHANGES AT THE COURTYARD

OLD PHOTO(S) OF THE BUILDING-NA

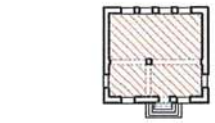
Table 4.55 Identification sheet of Çobanköy Primary School, Tire

Current name	-	
Original name	COBANKÖY İLKOKULU	
Address	Çoban Köyü	
	Tire	
Constr. date	NA	
Architect	NA	
Owner	NA	
Lot number	NA	
Lot square	-	
Constr. area	-	
Cons. status	Not registered	
Survey date	November 2008	
Source of doc. Site map	http://www.googleearth.com	
Source of doc. Old photo	-	
Source of doc. Historical	-	
Source of doc. Others		
Construction s.	Load bearing	
Construction m.	Rubble stone	



SITE PLAN-CURRENT USE OF THE BUILDINGS AT THE COURTYARD

PHOTOS OF THE SERVICE BUILDING AT THE COURTYARD

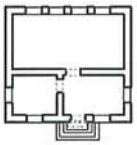


CURRENT USE OF SPACES 0 5 10 15m

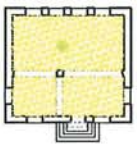
PHOTOS OF THE BUILDING (NOVEMBER 2008)

FRONT ELEVATION 0 5 10 15m

Table 4.56 Analysis sheet of Çobanköy Primary School



RESTITUTION



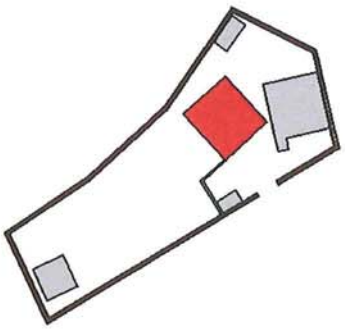
The space is in its original state

The principles of the original spatial state preserved, architectural elements altered

The spatial state and the architectural elements changed

	1st phase
Original ceiling covering	
Original eave	

OVERALL EVALUATION OF THE CHANGES IN THE BUILDING



First school building

Original courtyard wall

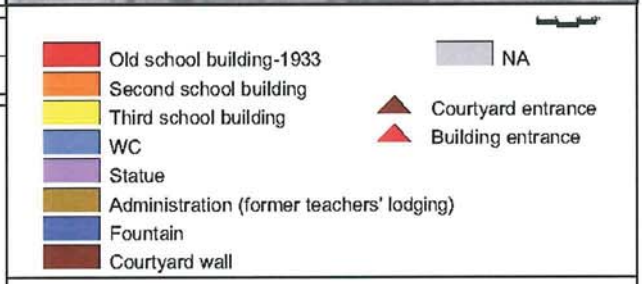
Additional buildings

OVERALL EVALUATION OF THE CHANGES AT THE COURTYARD

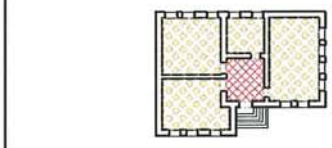
OLD PHOTO(S) OF THE BUILDING-NA

Table 4.57 Identification sheet of Aşağıcuma Primary School, Bergama

Current name		AŞAĞICUMA İLKÖĞRETİM O.
Original name		AŞAĞICUMA İLKOKULU
Address		Aşağıcuma Köyü
		Kozak-Bergama
Constr. date		1933
Architect		NA
Owner		NA
Lot number		NA
Lot square		-
Constr. area		-
Cons. status		Not registered
Survey date		August 2008
Source of doc.	Site map	http://www.googleearth.com
	Old photo	Köy O. ve Tesislerine ait Fiş(1949) Obtained fr:Bergama İMEM Archive
	Historical	Köy O. ve Tesislerine ait Fiş(1949) Obtained fr:Bergama İMEM Archive
	Others	
Construction s.		Load bearing
Construction m.		Rubble stone



SITE PLAN-CURRENT USE OF THE BUILDINGS AT THE COURTYARD



CURRENT USE OF SPACES 0 5 10 15m

PHOTOS OF THE SERVICE BUILDING AT THE COURTYARD

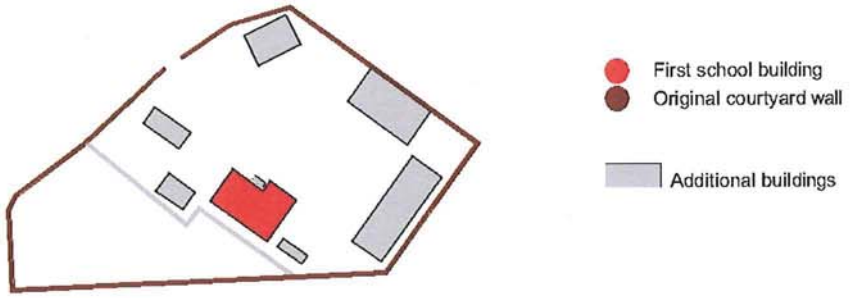
FRONT ELEVATION 0 5 10 15m

PHOTOS OF THE BUILDING (AUGUST 2008)

Table 4.58 Analysis sheet of Aşağıcuma Primary School

RESTITUTION

OVERALL EVALUATION OF THE CHANGES IN THE BUILDING



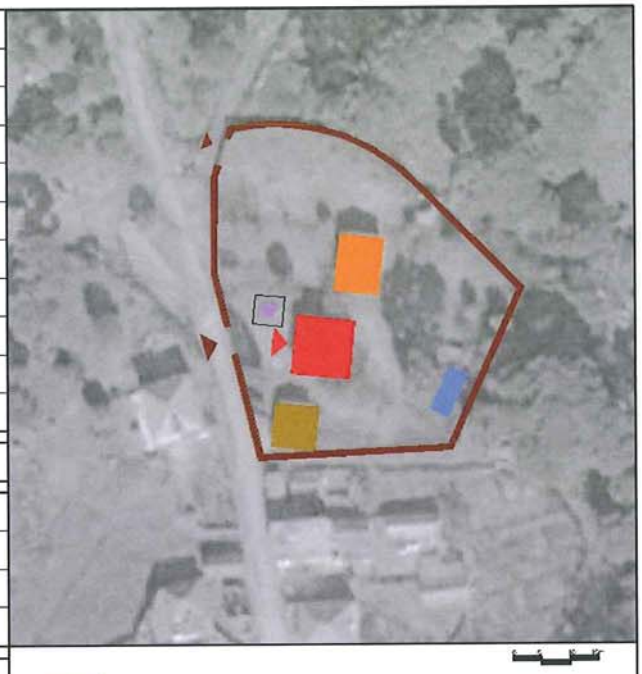
OVERALL EVALUATION OF THE CHANGES AT THE COURTYARD

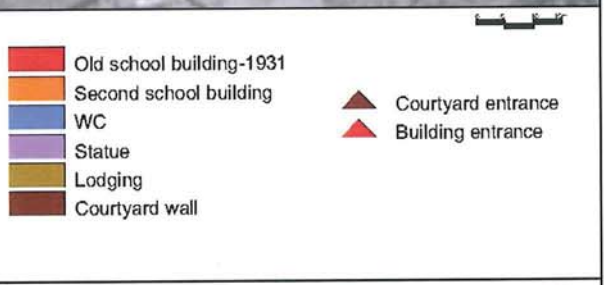
The front facade of the school-1949

OLD PHOTO(S) OF THE BUILDING

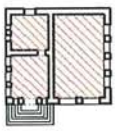
Table 4.59 Identification sheet of Hisarköy Primary School, Bergama

Current name	-	
Original name	HİSARKÖY İLKOKULU	
Address	Hisar Köyü	
	Kozak-Bergama	
Constr. date	NA	
Architect	NA	
Owner	NA	
Lot number	NA	
Lot square	2000m2	
Constr. area	110m2	
Cons. status	Not registered	
Survey date	August 2008	
Source of doc. Site map	http://www.googleearth.com	
Source of doc. Old photo	-	
Source of doc. Historical	-	
Source of doc. Others		
Construction s.	Load bearing	
Construction m.	Rubble stone	





SITE PLAN-CURRENT USE OF THE BUILDINGS AT THE COURTYARD



Abandoned

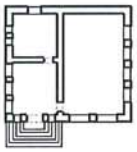
CURRENT USE OF SPACES 0 5 10 15m

PHOTOS OF THE SERVICE BUILDING AT THE COURTYARD

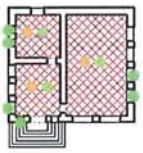
FRONT ELEVATION 0 5 10 15m

PHOTOS OF THE BUILDING (AUGUST 2008)

Table 4.60 Analysis sheet of Hisarköy Primary School



RESTITUTION



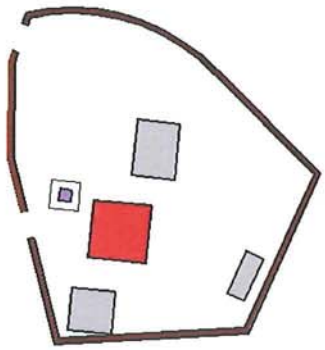
The space is in its original state

The principles of the original spatial state preserved, architectural elements altered

The spatial state and the architectural elements changed

	1st phase
Original floor covering	
Original ceiling covering	
Original door	
Original window	
Original eave	

OVERALL EVALUATION OF THE CHANGES IN THE BUILDING



First school building

Original Statue

Original courtyard wall

Additional buildings

OVERALL EVALUATION OF THE CHANGES AT THE COURTYARD

OLD PHOTO(S) OF THE BUILDING-NA

4.3.2 Architectural Features

The architectural features of the school buildings are studied under the headings of location, architectural program, construction materials, and architectural elements and symbols in the following.

4.3.2.1 Location

As has been stated in Chapter 2.2, the primary school buildings are the only public building type which enabled the newly established Regime to reach out to the whole country and especially to the rural areas in the broadest way. Therefore, primary school buildings not only answered the need for education, but also represented the existence and power of the new Regime throughout the country. In these buildings, apart from the idea of representation, the perception of this representation was recognized as being of great importance. The idea of the representation of the Regime and the perceptibility of this representation are the defining criteria in the selection of the site in which the building would be constructed, the location of the building in this site, its relations to the surrounding environment and its architectural formation.

When the site selection of the 28 examples is examined, only Bergama Zübeyde Hanım Primary School, among the 19 buildings which are part of an urban environment, is in a lot looking onto the city square. The building can be thought as a part of the minimum symbolic building program consisting of a school, municipality building, Governmental Palace and People's House, within the set of symbolic urban element formulation constituted by the main street, Gazi Boulevard, leading to Republican Square, in the middle of which would stand the statue of Atatürk that defined the city centers of the period[299]. The building, which is located on Cumhuriyet Street, is situated in the urban nucleus in which all the administrative buildings are found. The building is positioned with the idea of forming an urban square with other buildings, to overlook and be perceived from the square. In the old photographs of the building, a round flowerbed design can be seen in front of it, a typical urban formulation of small cities[300]. This bed was removed later during the widening of Cumhuriyet Street. But the relation of the building with other public buildings, the position of it overlooking the open space in front of it, and the quality of its perceptibility, still remain.

The other 18 buildings which are part of an urban environment are either located on the only main transportation axis of the city or in a lot which is adjacent to at least one main artery. It can be seen that the aim of making the building perceivable by as many people as possible was one of the determinants in the selection of the site for the schools, apart from the other

[299] Batur, 1984b, p.1384.
[300] Batur, 1984b, p.1384.

aims of being accessible, closeness to main roads, and the ability to enter from at least one transportation artery. Except for Konak Gazi Primary School, all of the buildings are constructed according to prototype projects. Therefore the environmental input which would ease the perception of the school was not integrated into the design process. But still, the perception of the building from the street is considered more than factors like climate and sun in the application of the buildings on the site. Buildings are situated so that they are close to the street, and their front façades are, in general, parallel to the street. This practice, deployed to enhance the perception of the buildings from the street, is further emphasized by placing the courtyard walls at a height which will not obstruct the view of the building, and by raising the building from the ground.

At Ödemiş İnönü, Karşıyaka Fevzipaşa, Tire Atatürk, Ödemiş 3 Eylül, Konak Inkılap, Karşıyaka Örnekköy Kazım Dirik, Narlıdere Oguzhan and Bornova Pınarbaşı Primary Schools, the entrance to the courtyard is from the main street and the buildings are situated in their lots close to the street, with their front facades parallel to the street, and with the building entrances placed so as to be on the same axis as the courtyard entrances[301]. On the other hand, Ödemiş Konaklı(Adagüre) Şehit Er Kamil Akan, Bornova Naldöken Muharrem Candaş, Ödemiş Kaymakçı Şehit Öğretmen Lokman Çeker and Ödemiş Bademli Şükrü Saraçoğlu Primary Schools are located again with their front facades parallel to the street and so that the building entrances and courtyard entrances lie on the same axis, but they are placed farther from the street. In Konak Vali Kazımpaşa and Birgi Kazımpaşa Primary Schools, the building is in the middle of the courtyard, and is positioned so that the short façade is turned towards the main street. The location of both schools on a sloped site makes this positioning necessary. Similar topographical conditions made it necessary for Konak Topaltı Primary School to be placed opposite to the courtyard entrance.

Of the 28 buildings studied, the only building designed specifically for its site is Gazi Primary School. All the advantages bestowed by the site of the building have been deployed to emphasize the dominance of the building over its environment and its perceptibility from the environment. In the corner lot, which is located at the junction of two main roads, the building, with an L-shaped plan that has facades on both streets, is of a scale and architectural quality that can be considered monumental for its period[302].

Of the 28 buildings studied, 9 are in villages today. These schools are located at the borders of the villages in general. The positioning of the schools outside the villages could have resulted from the determination to provide the quiet environment that an educational building requires, or from the difficulty of finding a suitably large area for the school to be constructed

[301] In Ödemiş 3 Eylül and Narlıdere Oğuzhan Primary Schools, the original courtyard entrances are closed.

[302] Izmir Gazi Primary School is the largest primary school in the building when it started its service in 1933. The building was visited and liked by Atatürk, as well (Emre, N., 1934, p.191).

within the village[303]. The lot in which the school is to be constructed is always on the village road. This way, while access to the school becomes easier, it is ensured that the school is to be perceived by everyone. In Bergama Hisar, Bergama Aşağıcuma, and Tire Boynuyoğun villages, the site of the school is right at the entrance of the village, therefore it is the first noteworthy building one encounters upon entering the village[304]. In Bergama Cevaplı, the school lot is adjacent to an open space which can be defined as the village square. In Tire Ayaklıkırı and Tire Saruhanlı, the building is located far from the village but on the main road which accesses the other nearby village. Therefore it again possesses a high perceptive quality. In Bergama Karaveliler, the school building is located a little off the village road. But the school, located on a sloped hill, is again the first building to be perceived from the entrance to the village. In Tire Kızılcaavlu and Tire Çobanköy, the schools were constructed at the periphery of the village and on the road, but today, they are inside the settlement due to the expansion of the village.

There are similarities between the location of village schools in their lots and the city schools. In the schools of Tire Ayaklıkırı, Bergama Hisar and Tire Kızılcaavlu, as in the city schools, the buildings are located at the side of the lot close to the road, with the front façade parallel to the street, and with the courtyard entrance on the same axis with the building entrance. In Bergama Karaveliler, the front façade runs parallel to the street and the courtyard and building entrances are on the same axis, but the building is situated away from the street. In the schools of Tire Saruhanlı, Tire Boynuyoğun and Bergama Aşağıcuma, the main façade is oriented to be perpendicular to the street. In Tire Çobanköy and Bergama Cevaplı, the building is placed with the entrance opposite to the entrance to the courtyard. In the example of Cevaplı, the desire to turn the building towards the courtyard can be explained in terms of the determination to position the building to dominate the courtyard. But in Çobanköy, the turning back of the building toward the courtyard and the lack of topographical constraints requiring such a positioning makes one think that the prototype project was applied wrongly in this site.

As a result, similar criteria are kept in consideration in the site selection of the village and city schools which are examined and in the location of the buildings in these sites. The buildings are consciously used as a means of propaganda to represent the existence and power of the Regime, apart from ensuring the education of the young generation in the ideals of the

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[303] As has been stated before, there was a need for large areas for practical agricultural courses in the village schools. It is hard for such a large area to be located in the village and the cost of confiscation of lands within the village was high. Therefore, it was chosen in the selection of the area in which the school building was to be constructed to use public lands in the first instance. This way, the cost of the school constructions was controlled. Public lands are the areas which are usually located outside the village. Therefore, it can be thought that in the placement of school buildings outside the village, the desire to build the school on public land was more influential than the will to create the quiet environment needed by an educational building.

[304] *"…In almost all villages the most apparent thing is the white, erect, firm walls of schools, right beside the village houses..."*

"...Hemen her köyde gördüğümüz en bariz şey...köy evlerinin yanı başında yükselen beyaz, dik, sağlam mektep duvarlarıdır..." (Refet Sadettin. 1932, " İzmir Valisi Kazım Paşanın Köyleri", *Fikirler,* 77, p.2)

Regime. The site's selected for the buildings were consciously kept close to transportation axes, in order both that access to them was eased, and that the symbols representing the new Regime were embedded into the visual memory of the people. In the location of the buildings, the dominance of extroversion and the idea of external perception are evident, within the bounds of topographic and environmental possibilities. Although these buildings can not be recognized as such within the expanding settlements and changed scale of the built environment today, they were the largest and most splendid buildings first to catch the eye, in the period in which they were built, both in cities and in rural settlements.[305]. These buildings were "new", "different" and "prominent" within the built environment of the period, with their different architectural characteristics. These characteristics were further emphasized by placing the buildings in large courtyards, thus separating them from the rest of the built environment. Therefore, the primary school buildings constructed in Izmir during the early Republican period embed the "new", namely the Republic, into the memory of the public, both with their architectural formation and the placement of this formation within the settlements.

4.3.2.2. Architectural Program

The education system that was implemented until the year 1951 and which separated the education systems in village and in city schools also affected the architectural program of the buildings. The emphasis on practical courses in village schools and the limited number of theoretical courses made the architectural program which consisted of a classroom, teachers' room and circulation area adequate for school buildings[306]. On the other hand, the curriculum of village schools made the open spaces and service buildings gain an importance as great as that of the school itself.

There were two types of service buildings in village schools. The first of these was the lodging which was used for the accommodation of the teacher/instructor. Meeting the accommodation needs of the teachers sent to villages became a task undertaken by the government, given that there did not exist houses for rental in villages in that period and access to the cities was difficult. There were one or two lodgings in all village schools to meet the teachers' accommodation needs. These lodgings could be designed and constructed together with the school or as separate buildings.

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[305] The schools in the city center are the buildings attracting attention first, not only from the land, but also from the sea. *"When coming to Izmir from the sea, as soon as the sight/silhouette of the city is seen, the first buildings attracting attention are the large primary schools he (Kazım Dirik) has constructed here and there in Izmir"*

"...Denizden Izmir'e gelirken, uzak mesafelerden şehrin siması görülür görülmez ilk nazara çarpan binalar, Izmir'in şurasında burasında yaptırdığı (Kazım Dirik'in) büyük ilkmektep binalarıdır..." (Soyer, S., 1946, p.95).

[306] Education in village schools is for three years. The students enrolled at the village school receive education for three years and during this period no other student is accepted to the school. After these three years the students graduate and another new three year education period starts. For this reason, especially in the villages with low populations, schools with single classrooms satisfy the need.

The second type of service building seen in village schools such as the workshop, barn, coop, etc., were used for the practical courses. The workshop buildings were used for timber and metal working classes. Workshops came on the scene in conjunction with the spreading process of an educational system focused on crafts, with the foundation of Village Institutes. Therefore the workshops started being used after the 1940s. Buildings like barns and coops were used for the courses related to husbandry. As stated before in Chapter 2.2.3, open spaces are another important space that comes into prominence in the use of village schools. All the village schools were located in large areas and practical agricultural courses were given in these areas. Sometimes, large fruit groves, suiting the agricultural potential of the region, can be found in the school garden. Thus the village schools of the period were small educational complexes formed of buildings serving different functions and open spaces in which these buildings are located and which belonged to the education process.

The absence of practical courses in city schools, but the abundance and variety of theoretical courses, together with the need for specialized spaces for different activities, such as laboratory work, sports, stage play/performance, requires buildings with a wider program. As stated in Chapter 2.2.3, the effective five year education and the admission of new students every year, required that at least five classrooms be included in the architectural program in city schools. The scale of the city schools got larger, with a higher number of classrooms and other specialized spaces. But the requirement for closed spaces brought about by the curriculum's emphasis on theoretical courses lessened the need for open spaces. For this reason, the open spaces in city schools are organized more as resting space used between lectures and the playground.

There are village and city schools among the 28 buildings examined within the scope of this study[307]. Some of the buildings which were constructed as village schools were left in the settlement and lost the original building-open space relations over time. The removal of practical courses from the curriculum, population increase, and the need for schools with multiple classrooms, together with the change in the educational system, resulted in the demolition of buildings in villages, their alterations, the loss of the characteristics of the open spaces and the demolition of service buildings.

Among the buildings constructed as village schools, in the Bergama Cevaplı, Tire Ayaklıkırı and Tire Saruhanlı Primary Schools, the classroom, lodging and/or the workshop are all

[307] Bergama Hisar, Bergama Aşağıcuma, Bergama Cevaplı, Tire Çobanköy, Tire Saruhanlı, Tire Ayaklıkırı, Tire Kızılcaavlu, Bergama Karaveliler, Tire Boynuyoğun, Bornova Işıklar, Karşıyaka Örnekköy, and Bornova Pınarbaşı schools are built as village schools. But with the expansion of the settlements that these schools are found, Işıklar, Örnekköy Kazım Dirik, Pınarbaşı schools are located within the boundaries of the city today. Konak Gazi, Konak Topaltı, Ödemiş Bademiye Şükrü Saraçoğlu, Bergama Zübeyde Hanım, Ödemiş İnönü, Ödemiş Birgi Vali Kazım Paşa, Karşıyaka Fevzi Paşa, Güzelbahçe Vali Kazım Paşa and Tire Atatürk schools on the other hand, are constructed as city schools. Information regarding whether Ödemiş Konaklı Şehit Er Kamil Akan, Ödemiş Kaymakçı Şehit Öğretmen Lokman Çeker, Bornova Naldöken Muharrem Candaş, Ödemiş 3 Eylül, Narlıdere Oğuzhan schools are constructed as city or village schools could not be obtained: these schools are located in districts today.

contained within the same building. In all of the other village schools, there have to be separate lodgings and workshop buildings as well. But in the sources, there is information only about the existence of a lodge in Bergama Aşağıcuma, a lodge and workshop in Tire Kızılcaavlu, a lodge and workshop in Tire Boynuyoğun, a lodge in Bornova Işıklar and a lodge in Bornova Pınarbaşı[308]. There are only two examples that retain the original workshop and lodge buildings. These are the schools of Tire Boynuyoğun and Tire Kızılcaavlu. The original building-open space relation remains in both examples. In both examples, the workshop buildings have been converted to lodges, but the mass and façade characteristics have mostly conserved their originality. The lodging and workshop buildings of other schools have been demolished over time and all information about these buildings is lost since there is no inventory regarding the demolished buildings.

The only building for which information about the use of courtyards for agricultural courses could be obtained is Bornova Pınarbaşı Primary School. On a document found in the archive of the school, the parts of the garden used as orchard and vegetable garden are identified on a sketch plan, and it has been indicated in the attached text that all the garden arrangements should be made according to the plan. Therefore it can be said that the areas used for the agricultural courses, which were an important part of the education curriculum of the period, were arranged according to certain plans. Apart from this, the buildings used for husbandry courses like barns and coops were demolished because of the changing educational system and because they had generally been built with temporary materials.

It is observed that the buildings examined within the scope of the research which were constructed as city schools are also located in large gardens. But there were no practical courses in these gardens and they were organized as woods or flowerbeds. Gazi Primary School, on the other hand, has a lot with a size suitable only to be used as a playground. There is evidence that in a very few of the city schools there existed lodgings[309]. The location of the buildings in Izmir city center and district centers makes one think that there were no accommodation problems there, and that therefore there was no need for the construction of lodgings.

As a result, the differentiation between the education system in village and city schools emerges as the major factor defining the architectural program of the buildings. In village schools, the minimum building program consisting of classroom, corridor and teacher's room was adequate but there was a need for open spaces for part of the education process. Furthermore, teacher lodging and workshop buildings were the most important service

[308]This information has been gathered from the Record Cards on the Village Schools and its Services (Köy Okulu ve Tesislerine Ait Fiş) dated 1949 and Record Cards of School Buildings (Okul Bina Fişi) dated 1965.

[309] Ödemiş Bademiye Şükrü Saraçoğlu, Karşıyaka Fevzipaşa, and Güzelbahçe Vali Kazım Paşa schools have lodgings.

buildings, the existence of which was required in the village schools. The effective educational system in city schools, on the other hand, required a dense architectural program consisting of at least five classrooms and specialized spaces for different activities. This heavy architectural program differentiates city schools from village schools in terms of scale. The differences in the scale and the materials used can give a false impression that city schools were cared about more than village schools[310]. It is correct that there are disparities between city and village schools in terms of architectural program, scale, materials, and workmanship, but the reasons for this are the different education curriculum imposed by the educational system and the differences between the planning and construction process of city and village schools[311].

4.3.2.3. Construction Materials and Techniques

The different construction process of city and village schools is reflected in the selection of building materials and construction techniques as well. The site study shows that the school construction policy that the Ministry formulated by letting the villagers construct their own schools, using the materials and techniques they were familiar with, was implemented successfully in Izmir. Village schools were built with local materials and local construction techniques according to the directions of the Ministry of National Education.

In the Tire Çobanköy, Bergama Cevaplı, and Tire Ayaklıkırı Primary Schools, the foundation and main walls are rubble stone masonry walls. In the Tire Boynuyoğun and Bergama Karaveliler, the foundation walls are rubble stone; the main walls are rubble stone and brick masonry. In both schools smooth openings could be obtained with the use of brick around doors and windows. In Bergama Hisar Primary School, alternating stone and brick masonry walls are used, whereas brick is used around all the openings to obtain leveled edges. In Tire Saruhanlı Primary School, different from the other schools, the walls are constructed with only brick. In all of the village schools, the floor and ceiling finishing, interior and exterior door and window frames and eaves are of timber. The roofs are pitched and finishing material is either over-and-under or French tile. The outer facades of village schools are plastered. In Bergama Cevaplı School, a local surface technique called *sıvama derz* (flush joint) is used. In the Ödemiş Kaymakçı Şehit Öğretmen Lokman Çeker and Ödemiş Konaklı Şehit Er Kamil Akan Primary Schools, the rubble stone masonry walls are leveled with two layers of brick at certain heights. To have straight edges on door and window openings, brick has been used; in Konaklı Şehit Er Kamil Akan Primary School, the door and window jams are constructed with brick as well.

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[310] See Chapter 4.3.2.3 for information about the selection of materials for buildings.

[311] For the differences between the educational system in village and city schools and the differences in the planning and construction process of the buildings, see Chapter 2.2.

In the city schools examined, the foundation walls are rubble stone masonry and the main walls are brick masonry. In city schools, the original doors, windows and eaves were made of timber. The exterior doors of the buildings were made of iron. The roofs are pitched and the roofing is either over-and-under tile or French tile. But differences are to be observed in the finishing materials and especially the floor finishing, depending on the budget allocated for each school and the importance of the building. For example, while in Bergama Zübeyde Hanım and Ödemiş İnönü Primary Schools all floor finishing are made of mosaic, on the second floor of Güzelbahçe Vali Kazım Paşa and on all of the floors of Karşıyaka Örnekköy Kazım Dirik, the finishing material is timber. Apart from this, differentiation of materials is observed within the building according to the importance of the spaces. In Karşıyaka Fevzipaşa, Konak Inkılap, Ödemiş Kaymakçı, and Tire Atatürk Primary Schools, the floor material is mosaic in circulation areas and administrative spaces but timber in classrooms.

Within the examined city schools, the only building constructed with a concrete frame is Konak Gazi Primary School. The basement floor walls of the building are rubble stone and the others are brick. In Gazi Primary School, the classrooms have timber floor finishing; the floor finishing of circulation areas and administrative spaces are mosaic tile[312]. It is stated by the architect of the building that linoleum would be laid over the timber boarding in classrooms[313]. The desire to use a material like linoleum, which is exported, scarce and not seen in other schools, can be explained with its being a prestigious primary school, being the largest and most modern educational building of its period and the only school carrying the name of the founder of the State in Izmir.

As a result, in the examined buildings, it can be seen that the construction techniques and materials of village and city schools are distinctly differentiated. In villages, using traditional construction materials and techniques, rubble stone, stone-brick mixed and stone-brick alternating masonry buildings were constructed. As the buildings of city schools were made built by professional masters for Special Provincial Administrations, and broader economic support could be provided for building construction compared to village schools, differences in building materials can be seen. The importance of the building is also definitive in the choice of materials. Therefore, while in the most prestigious building of the city, Gazi Primary School, the latest technologies and materials were used, in other city schools the selection of materials was affected by both the hierarchy among the schools and the hierarchy of importance among the spaces within each building.

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[312] Necmettin Emre explains the floor materials of the building as *"…the floor material in the spaces where people constantly sit, such as classroom, handiwork rooms, conference halls is timber boarding. In other places the cement tile is cladded".*

"…Dershane, elişi odaları, konferans salonu ve buna mümasil daimi oturulan yerlerde döşemeler rabutadır. Diğer yerlerde karosiman ferşedilmiştir…"

(1934, p.191)

[313] Emre, N., 1934, p.191.

4.3.2.4. Architectural Elements and Symbols

As it has been stated before, primary school buildings not only served to meet educational needs, but also to represent the Regime. Thus, the buildings themselves were symbols representing the Republic. In the schools examined within the research, it has been observed that there are architectural elements used as symbols reinforcing this representation. For this reason, in this stage of the research, these elements and symbols are studied. The changes to, and loss of, the original condition of the buildings and their open spaces, because of various additions and interventions, make it difficult to access satisfactory information about their architectural elements and symbols. Therefore the extent of this research is limited to the information that could be obtained through the 28 buildings of the site survey. It is possible to analyze those architectural elements and symbols which reinforce the perceptibility of the schools under two headings, as those found in the courtyard and those which are part of the building.

The architectural elements and symbols which are found in the courtyard: In the examined 28 buildings, the architectural elements found in the courtyard can be listed as the courtyard wall and the courtyard entrance, the bust of Atatürk and its base and flagpole.

Courtyard wall and courtyard entrance: The courtyards of city and village schools are surrounded by walls. As it has been stated before, these walls are constructed at a height so as not to block the view of the building. All of the courtyard walls are rubble stone without plaster. Different formations are observed at the courtyard entrances according to the location and importance of the building[314]. In village schools, the entrance to the courtyard was either made through a simple opening in the wall, or the entrance has been emphasized, with two columns located on either side. In Bergama Hisar, Bergama Cevaplı, Tire Ayaklıkırı, Tire Kızılcaavlu, Bornova Işıklar, and Bornova Pınarbaşı Primary Schools the entrance has been emphasized by two columns. Ödemiş Konaklı Şehit Er Kamil Akan and Ödemiş Kaymakçı Şehit Öğretmen Lokman Çeker Primary Schools (which are located in district centers today; it could not be ascertained whether they used to be village schools originally) have a similar courtyard entrance. In Konak Inkılap and Tire Boynuyoğun Primary Schools, due to the slope, the courtyard entrances are equipped with stairs. All of the current door wings in village schools are made of iron but no information regarding their originality could be obtained.

The examples of city schools in which the courtyard entrances are emphasized by the columns formed at the sides of the opening are Ödemiş İnönü, Ödemiş Birgi Vali Kazım

[314] As the original entrances of Ödemiş 3 Eylül, Ödemiş Bademiye Şükrü Saraçoğlu, Narlıdere Oğuzhan, Güzelbahçe Vali Kazım Paşa schools could not be identified, and as there have been no courtyard walls or the walls have been demolished in Bergama Karaveliler and Tire Saruhanlı schools, these buildings have been left out of the evaluation.

Paşa, Konak Vali Kazım Paşa Primary Schools. In Bergama Zübeyde Hanım, Tire Atatürk, Karşıyaka Fevzipaşa and Konak Topaltı, the courtyard entrance is a concrete frame higher than the wall level and is emphasized with either an eave or a molding located at the top level of the frame. In Fevzipaşa and Topaltı, there are two small spaces at the two sides of the courtyard entrance formed like towers. These spaces are used as security checkpoints. In city schools, existing door wings are all iron but none of these are original.

Konak Gazi Primary School is surrounded by courtyard walls, like all other school buildings. But the height of the wall has been kept lower than that of other buildings and a second railing has been placed over the wall made of iron frames. In this way, security controls could be carried out and the perception of the building from the street enhanced. The entrance to the courtyard is through an opening in the wall. In the old photographs of the building, it can be seen that there was a barred gate at the entrance of the courtyard at the same height as the wall and the railing[315]. In Gazi Primary School, the choice of a form for the courtyard door which does not block the view must be the result of the desire to make the building as visible as possible.

In the examined village and city schools, in the examples where the courtyard and building entrances are placed on the same axis, it can be seen that the path between the two entrances and the front garden located on the two sides of this path were dealt with through a special environment planning formulation. In this formulation, the path between the two entrances is surfaced with either stone or concrete. In Bergama Zübeyde Hanım, Bornova Işıklar, Bornova Naldöken Muharrem Candaş, Bornova Pınarbaşı, Karşıyaka Örnekköy Kazım Dirik, Ödemiş 3 Eylül, Tire Atatürk, Tire Çobanköy and Tire Kızılcaavlu Primary Schools, two rows of trees exist, running from the courtyard entrance to the building entrance. Among these examples, in Bornova Pınarbaşı, the traces of the original environmental design can still be observed.

Bust of Atatürk and its base: There is no certain information as to whether the busts of Atatürk and their bases, which exist in all primary school buildings today, have been a part of the architectural program of all schools since the foundation of the Republic. Within the 28 buildings examined, the only base with an exact date is dated 1935 and is in Bornova Pınarbaşı Primary School. On the base is written "*For the Great Savior Atatürk-1935*"[316] in capital letters. The base is situated in front of the building so that the bust's face is turned towards the street. Thus, although they are part of the school, the bust and the base can be perceived from the street as well. In Ödemiş 3 Eylül Primary School, on the base located at the entrance of the building, can be found the text "*Happy is the one who says I am a Turk*" and the birth date of Atatürk. It could be deduced that Atatürk was alive at the time because

[315] The existing barred iron door of the building is not original.

[316] *"Büyük kurtarıcı Atatürk için"*

of the absence of his date of death, or it might be interpreted as implying that he is still together with us after his death, spiritually. In fact, on the bust located in Ödemiş Kaymakçı Şehit Er Lokman Çeker Primary School, only the birth date of Atatürk is indicated. But on the base, the phrase "*The country is grateful to you*"[317] said by İsmet İnönü in 1938, after the death of Atatürk, is written. Therefore it might be thought that the bases in both Ödemiş 3 Eylül and Ödemiş Kaymakçı were built shortly after the death of Atatürk. The location of both busts in the courtyard is again close to the courtyard entrance and in a position where they can be seen from the street. In all of the buildings examined, the base and bust of Atatürk exist, but all of these are new. In distinction from the other schools, however, at Konak Inkılap Primary School a statue of Atatürk exists. The location and base are original to this statue, which is not original itself. The base, at the corner of the courtyard looking towards the street, is elevated from the street on retaining walls, so that it can be seen from a wide area. The position of the text "*education is the power that creates nations as free and independent*"[318], written on the base so that it is turned to the street rather than the school, shows that the base is oriented so as to make it visible from the street as much as it is from the school.

Flagpole: Among the examined buildings, the only school which originally had a flagpole is Konak Inkılap Primary School. The pole, which does not exist today, was located right in front of the building. The flagpole, located at the corner of the courtyard close to the street, is elevated from the street on retaining walls. It was both used in school ceremonies, and could be seen from a wide area, as it is located on an elevated level. In the other buildings there are no traces of a flagpole which could be original. It is understood from the old photographs that portable flagpoles were generally used.

The base, bust and flagpole located in the courtyards of school buildings are the elements that we are familiar with today. But when the conditions of the period are considered, it can be seen that the government, which was bringing in a new Regime diametrically opposed to the old one, was trying to imprint the symbols of this new Regime on the public memory by using them as much as possible[319]. School buildings themselves were one of these symbols. The elements which society was not familiar with until that day, like the bust of Atatürk and the Turkish Flag, were the complementary symbols of these buildings and care has been taken to place them so that they can be perceived from the schools' surroundings as easily as possible[320].

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[317] *"Vatan Sana Minnettardır"*

[318] "*milletleri hür ve müstakil olarak yaratan güç eğitimdir"*

[319] Yeşilkaya, N.G., 2003, *Halkevleri:İdeoloji ve Mimarlık*, İstanbul, pp.154-155.

[320] In her study about another type of education building of the period, People's Houses, Yeşilkaya mentions about some similar symbols and signs observed in all People's Houses buildings such as "script", "statue of Gazi", "six arrows", "Turkish flag", and "tower". According to Yeşilkaya, these symbols and signs were consciously chosen to imprint the symbols of the new Regime on the public memory (Yeşilkaya, N.G., 2003).

Architectural elements and symbols located on the building: The architectural elements found on the 28 buildings which were examined can be listed as balcony, entrance, and entrance stairs and flagpole.

Balcony: In Güzelbahçe Vali Kazım Paşa, Karşıyaka Fevzipaşa, Konak Topaltı, Konak Vali Kazım Paşa, Ödemiş Birgi Vali Kazım Paşa, Tire Atatürk Primary Schools, which were constructed according to the same prototype plan, and Bergama Zübeyde Hanım and Tire Boynuyoğun, there is a balcony on the second floor located over the main entrance of the building. The existence of the balcony on all two-storey schools, which was not a part of the architectural program of the school, makes one think that this element was used as a 'speech balcony' in formal ceremonies at which speeches were made. Interviews with the graduates of the schools confirm this idea.

Speech balconies are found in two-storey buildings and therefore are an element seen in city schools. But the existence of a balcony in the only two-storey school constructed in a village, Tire Ayaklıkırı Primary School, shows that the frequent use of this element in city schools does not originate in the village-city school distinction, but is a result of an architectural constraint resulting from the number of storeys. The inability to construct a balcony on single storey buildings was overcome with the use of the entrance platform for this purpose, which is elevated by the use of stairs. In some cases, the entrance stairs were converted to speech platforms with special solutions[321].

The speech balcony, which is used in all examples of another educational institution of the period, the People's Houses, "*meets the needs of the public to see the rulership*" and "*enables (the public) meet the rulership*", according to Yeşilkaya[322]. For Yeşilkaya, speaking of the leaders to the public presented a design problem that had to be solved, and speech balconies were the solution to this problem[323].

Entrance stairs: In all of the examples examined, the entrance is elevated from the ground. The entrance, which is at the height of the basement wall and which is accessed by three or four steps, is usually elevated even higher to make the perception of the building better from the schools' surroundings, although there is no topographical necessity for this elevation. In the examples of Konak Vali Kazım Paşa, Narlıdere Oğuzhan, Tire Boynuyoğun, Bergama Aşağıcuma, Birgi Vali Kazım Paşa, Ödemiş Bademli Şükrü Saraçoğlu, and Tire Ayaklıkırı, the building, which is located on flat ground, is elevated almost half the height of a storey. In Konak Gazi, Bergama Karaveliler, and Tire Saruhanlı, there is another storey under the entrance level.

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[321] See the item 'staircase'.

[322] Yeşilkaya, 2003, p.156.

[323] Yeşilkaya, 2003, p.24.

In village schools, as a constraint brought by the number of storeys, there were no speech balconies. But here, the stair landings were used instead. In Tire Saruhanlı, Bergama Karaveliler and Ödemiş Bademiye Şükrü Saraçoğlu Primary Schools, the entrance platforms, elevated from the ground by the height of a storey and surrounded by guardrails, served the function of speech balconies.

Flagpole: The only example that had a flagpole on the building itself among the examined buildings is Konak Gazi Primary School. The flagpole, which does not exist today, is at the rounded corner of the L-shaped building, and thanks to this location, selected on purpose, it can be seen from a wide area.

4.3.3. Problems

It is possible to analyze the problems observed in the examined buildings under the following headings: demolition of the buildings; abandonment of the buildings; interventions such as additions and alterations; structural and material problems; and attitude/oblivion of the inhabitants.

4.3.3.1. Demolitions

Among the 90 buildings analyzed within the scope of the site study, 28 original buildings constructed before 1950 are standing. Other buildings were demolished as they could not satisfy the needs of the changing educational system, pedagogical developments and increasing population. The Ministry and Directorate administrators only valued the functional and economical benefits of the buildings. In most cases, school buildings which could be repaired and used were demolished and replaced with new ones even before having completed their economical lifespans. Site studies performed in Bergama, Tire and Ödemiş showed that the majority of the village schools constructed with single classroom before 1950 were demolished in the 1960s and 1970s, and again, schools with single classrooms were built in their place.

The inventories of all of the buildings were created in the period they were built, including plan sketches and photographs of them[324]. But today, the majority of these inventories are lost, and a new inventory system has not been created. The demolitions were performed without making any documentation. Therefore the information regarding primary school buildings constructed in Izmir during the early Republican period has been substantially lost. In the 28 buildings which were examined, although the main building is standing, the original service buildings had for the most part been demolished. As no documentation of these

[324] See Chapter 4.2.

demolitions was made, the information about the original use of the courtyards and service buildings is lost.

4.3.3.2. Abandonment

The city schools still function thanks to the additional buildings constructed in the courtyards of the schools. The abandonment of schools is a problem specific to village schools and two main reasons were observed for these abandonments. The first is the need for, and construction of, a new building in a different site in the village because of the increase in the population. In Bergama Karaveliler and Tire Saruhanlı villages, schools were abandoned for this reason. The second reason for the abandonment of village schools was the decrease in the number of children of school-age because of the decrease in the population. In such cases, the children of the village are sent to the schools in central villages via transportation. In Bergama Cevaplı, Bergama Hisar, Tire Ayaklıkırı and Tire Çobanköy, the schools are abandoned for this reason.

In the case of the abandonment of the buildings, the neglected condition arising from the lack of concern of the Education Directorates and village administration towards the buildings results in material and structural problems in the buildings, which then result in the acceleration of the demolition process[325]. The inability to keep control of the abandoned buildings results in the alteration and loss of originality of the buildings through vandalism, inappropriate uses, and unauthorized interventions. For example, in Tire Ayaklıkırı and Tire Saruhanlı schools, the floor, ceiling and roof materials were removed and used in other buildings. In Tire Çobanköy and Bergama Karaveliler, all the interior partitions of the schools, which were used for storage purposes without permission, were removed in order to obtain the required amount of space. Bergama Cevaplı School on the other hand, is being used as a barn.

4.3.3.3. Interventions

In the schools still functioning, various alterations and additions have been made, depending on the schools' functional needs. It is possible to analyze these alterations and additions under two headings, as interventions made in the courtyards and interventions made in the buildings.

The interventions made in the courtyards: There are two main problems emerging in the open spaces of the schools. The first of these is that of new buildings. Additional buildings on

[325] The ownership of city schools belongs to the Special Provincial Administrations and the ownership of village schools belong to the legal entity of the villages and Special Provincial Administrations. But the right to use all of the city and village schools and the inspection responsibility for their use falls on the Ministry of National Education through City and District Education Directorates.

a different scale and with different characteristics have been built to meet the spatial requirements of the increase in population, and changes in the educational system and in pedagogical developments. These additional buildings can be one or two school buildings; each constructed according to prototype projects, or can be service buildings such as day-care centers, canteens, or toilets.

In 26 of the 28 examined buildings, the original building-open space relation is lost. The additional buildings have changed the relative position of the buildings in the lot and their relation with the environment, which is grounded on the idea of representing the Regime and the visibility of this representation. The relation between building and environment, built on the idea of being extrovert, being visible from the outside originally, changed to an introverted character, turned inward to the courtyard, due to the desire to create common functional areas, with the construction of the additional buildings. Connected to this new organization, the courtyard entrances on the main streets were either closed, or become secondary entrances. In Karşıyaka Örnekköy Kazım Dirik, Bornova Işıkkent, and Güzelbahçe Vali Kazım Paşa Primary Schools, the main entrance from the street has been closed and a second entrance has been opened.

Additional buildings, although they bring these negative aspects, are the most important factors for the main buildings to remain standing. The problem here is not the existence of the additional buildings, but the impossibility of bestowing a design and functional unity upon the additional and existing buildings in the courtyard. The main reason for this problem is that the buildings are not considered as heritage[326]. Therefore the additions and alterations made in the courtyard are carried out free of any control; architectural solutions specific to the characteristics and problems of each case and respecting the main building have not been able to be produced.

A second problem observed in the courtyards of the schools is the division of large courtyards in two, and the construction of a high school in the separated part. The large areas that belong to Bornova Pınarbaşı and Bornova Işıkkent Primary Schools are divided in two and allocated to other educational institutions. In Pınarbaşı, for example, the primary school moved to the building constructed in the separated part and the original primary school was converted to a high school. With the splitting of the lots, the original building-open space relations and original building-environment relations have been lost.

The interventions made in the building: The interventions observed in school buildings can be examined under three headings as alteration of the mass, alteration of the plan and alteration of the architectural elements.

[326] For the registration conditions of the buildings, see Chapter 5.1.

There are two types of mass alterations observed in the buildings. The first is the mass alteration made with the addition of a floor. Bornova Pınarbaşı and Narlıdere Oğuzhan Primary Schools were originally single storey buildings. A second storey was introduced to these buildings later. The second type of mass alteration is the addition of another mass to the building. In Konak Gazi Primary School, the mass of the building has been changed by the elongation of one of the wings of the L of the symmetrical L-shaped building. In Bergama Aşağıcuma, the original building has also been extended with a mass addition.

Another intervention type is plan alterations. Plan alterations can be evaluated under three groups, according to the relation to the original plan schemes of the buildings. In the first type of plan alteration, the original plan scheme of the building has been completely changed and it has become unrecognizable. In Karşıyaka Örnekköy Kazım Dirik Primary School, the building has been divided in two and each part has been reorganized as separate units. In Tire Çobanköy and Bergama Karaveliler, all of the interior partitions of the buildings have been removed. On the ground floors of Güzelbahçe Vali Kazım Paşa and Tire Kızılcaavlu, the location of the main entrance has been changed and the plan has been rendered unrecognizable. Because of the plan alterations made in Bornova Naldöken Muharrem Candaş Primary School and the entrance floor of Konak Gazi Primary School, the original plan scheme can not be recognized.

In the second type of plan alteration observed in the buildings, the intervention is not on the whole building but only in a single space. Therefore only the scheme of a single space has changed, and the plan scheme of the building is readable in general. Ödemiş 3 Eylül, Ödemiş Konaklı Şehit Er Kamil Akan, Ödemiş İnönü, Konak Inkılap, Bornova Işıkkent Primary Schools are the schools in which the second type of plan alteration was observed.

The third type of plan alteration is the minimal intervention type, which means the enclosing of the balcony of the upper floor. The enclosing of the balconies has been done with a glass partition in Güzelbahçe Vali Kazım Paşa, Karşıyaka Fevzi Paşa and Tire Atatürk examples. In Konak Topaltı, Konak Vali Kazım Paşa and Ödemiş Birgi Vali Kazım Paşa examples, the window arrangement of adjacent classrooms has been used in the enclosing of the balconies and the existence of the balconies has been rendered unnoticeable.

Another intervention type seen in the buildings is the alteration of the architectural elements. The architectural elements have been replaced substantially in the schools whose function as schools has endured. In the abandoned buildings, the architectural elements can not be recognized either because of deterioration and deformation, or because they have been removed for other uses.

4.3.3.4. Alterations of Function

Six buildings which were originally designed as primary school buildings are not being used today[327]. 20 of the functioning 22 schools are being used as primary school buildings. Bornova Pınarbaşı Primary School is being used as a high school. The original primary school building which is located in the courtyard of Karşıyaka Örnekköy Kazım Dirik Primary School today, has been divided into two. One half is being used as a primary school, and the other half as an education center for the physically disabled. Therefore, although two of the examined 28 buildings are not being used as primary school buildings today, their function as educational buildings is continuing.

4.3.3.5. Material and Structural Problems

In the schools with functional continuation, maintenance and repairs connected to the use of the building have been made. In the maintenance and repair process, as the deteriorated materials are renewed, the original materials of the buildings have been altered to a large extent. The remaining original materials do not have problems on a structural scale. In Tire Atatürk, Ödemiş İnönü, Bergama Zübeyde Hanım, Karşıyaka Fevzipaşa, Konak Inkılap, Konak Topaltı Primary Schools, the original mosaic tile floor finishing has eroded at the main entrance of the building, the classroom entrances and the service entrances, where there is heavy circulation. A slight deterioration can be observed in all the original timber ceiling, floor and eave materials. The architectural elements which could stay original, like the main entrance door, classroom door, staircase railing, upper floor balcony door, and window, do not have material problems.

But there are material and structural problems in the abandoned schools, which suffer from neglect and destruction. In Tire Saruhanlı, Bergama Karaveliler, and Tire Ayaklıkırı Primary Schools, the roofs have been dismantled for their materials to be used elsewhere. The roof of Bergama Cevaplı Primary School has collapsed due to neglect. In these four buildings, the absence of a roof has resulted in the exposure of the walls to the weather conditions, which has led to material and structural problems. In the case of another two buildings which have also been abandoned in Tire Çobanköy and Bergama Hisar Primary Schools, the roofs are in good condition. Therefore these two buildings are protected against weather conditions. There are no structural problems in these two schools although material deterioration due to neglect can be observed.

[327] See Chapter 4.3.3.2.

4.3.3.6. Attitude and Oblivion of the Inhabitants

The results of the site study show that although the additional buildings could have been built with specific solutions to the characteristics of the original building and more sensitive results could have been achieved, the opposite situation is in fact the case. A similar observation is also valid of the interventions to the buildings. Although the buildings could have been used by conserving the original form and materials as much as possible, they have to a great extent lost their mass, plan and material characteristics.

The main reason for these insensitive interventions performed on the buildings and the courtyards is the lack of consideration for these schools as cultural heritage. This inconsiderate attitude has resulted in the loss of almost all the original plan schemes, details and materials, with well-intentioned but senseless applications in most cases. For example, Karşıyaka Fevzipaşa Primary School has been renovated by İzbeton, changing all of its windows, doors, roof, interior and exterior finishing material, and original inscription panel located on the courtyard door, the courtyard door, and the original environmental design formulation in its garden. Many details giving information about the school and open spaces were lost during the renovation process. This well-intentioned application, which aims to provide a healthy environment for children, has not been controlled by any authority other than the school administration, since the building is not registered.

In the interviews with the officials, teachers and graduates of the school, it was observed that the people who had been students in the school are sensitive about the building; they are against its demolition, and they support the conservation of the original materials and elements during technical interventions as much as possible. The emotional ties of these people with the buildings and the “memory value” that they attached to the buildings can be used positively to provide public support for registration decisions. On the other hand, according to the school officials who have no emotional ties with the buildings, these are old buildings, inadequate to meet requirements, and should be pulled down to enable the construction of a new building.

4.4. Summary and Evaluation of the Case Study

In this chapter, the whole formation process of primary education buildings with all participating ideological, institutional and architectural features has been identified and analyzed, together with the end product of this process: the buildings. The results of this research provided a rich source of information on the design, formation and usage of these school buildings with participating political and social context and the contribution of these

factors in the formation of the physical end product. The results of this part of the study can be summarized as follows.

- The buildings observed in the site survey are the tangible evidences of the instutionalization process of the education policies of the Republic with all its participating meanings and values. Thus, understanding and evaluating these meanings and values could only be achieved by acquiring an absolute knowledge about the formation process of these buildings through research.

- Various components observed building up the structure could only be understood and evaluated in the light of information derived through research of the formation process.

- The assessment of the buildings based on principally their physical qualifications through the site observation as the main tool for identification of the heritage values results in ignorance as to the meanings and values hidden in the formation process. For this reason, these values and meanings should be integrated into the assessment process by a full understanding of the formation process through research.

Thus, these buildings, which could not gain conservation status through the current exclusive assessment approach that considers mainly physical characteristics, could gain conservation status with an inclusive approach that considers the whole formation process, with all the meanings and values of the participating features but without overlooking the end product, the building itself.

4.5 Definition of the Conservation Status of Primary School Buildings in Izmir

In this part of the study, the primary school buildings analyzed within the scope of the case study are assessed according to the proposed inclusive approach. Firstly the current legal conservation status of the buildings is analyzed. The significance of primary school buildings, which is introduced in the light of the proposed approach, is presented in the subsequent sub-chapter. Finally, the principles of the proposed approach are discussed.

4.5.1 Current Conservation Status

Among the 28 buildings examined within the scope of the site study, only Gazi Primary School is registered. The building was registered in 1993 as *“representing the characteristics*

of cultural heritage to be conserved"[328]. The other 27 buildings are not registered. Although not registered, because Ödemiş Birgi Vali Kazım Paşa Primary School is within the urban site boundaries, any intervention to the building and its courtyard requires the permission of the Conservation Council.

The number of registered school buildings in Izmir, out of the total of about 500 schools built during the early Republican period, is only 5[329]. These are Konak Gazi, Kemalpaşa Ulucak, Menemen Şehit Kemal, Urla Uzunkuyu and Torbalı Kazımpaşa Primary Schools[330]. Of these, Kemalpaşa Ulucak Primary School lost its registration status and was demolished. Therefore there are a total of four registered primary school buildings in Izmir today.

Torbalı Kazım Paşa Primary School was registered at the request of the school administration, according to principle decision 662, to perform repairs on the building. The building was registered after this request for the following reason; "*...within the extent of Law2863, its' registration is considered appropriate as 2nd degree cultural heritage…*"[331]. In the registration of Urla Uzunkuyu Primary School, a similar process was followed. Urla Education Directorates applied to the Conservation Council in accordance with principle decision 662, due to the structural problems of the building and in response to the claim that; *"...it is appropriate for the building to be demolished immediately in order not to give rise to any accidents..."*[332]. Following the site inspection, it was decided to *"...register the building, which was constructed in the period of Governor Kazım Dirik and which reflects the architectural characters of this period, as cultural heritage to be conserved, with identification of its conservation status as 2nd degree according to principal decision 660..."*[333].

Among the registered buildings, the most comprehensive example in terms of registration reasons is Kemalpaşa Ulucak Primary School. It has been decided that *"…Kemalpaşa Çeşmesi…, Vali Kazım Dirik Arch found on the road between Torbalı and Kemalpaşa,…. and Ulucak Primary School and the bust of Atatürk located in its garden are registered as 1st degree immovable cultural heritage, as being among the immovable properties of the early Republican period within the cultural data forming the material history of the public and having historic, symbolic, memory and aesthetic characteristics indicated in the principle decision of KTVKYK dated 19.4.1996 numbered: 428…"* which are found in Kemalpaşa

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[328] The decision of Izmir KTVKBK (No: 1), Date: 9.6.1993, Decision no: 4556.

[329] This information has been obtained through research conducted in Izmir KTVKBK (No: 1) archive in October 2007 and Izmir KTVKBK (No: 2) archive in November 2008.

[330] The information that Menemen Şehit Kemal School is registered is oral information obtained from the reporters of the Council. But the documents of the building could not be accessed in Izmir KTVKBK (No: 2) archive.

[331] The decision Izmir KTVKBK (No: 2), Date: 27.06.2007, Decision no: 3106.

[332] The destruction request application of Urla Governorship, Date 7.05.2004, No: 2425.

[333] *"...Vali Kazım Dirik döneminde inşa edilmiş ve bu dönemin mimari karakterini yansıtan eski okul binasının 2863 sayılı...Kanunun 6. maddesi kapsamında korunması gerekli kültür varlığı olarak tesciline , ...660 sayılı ilke kararı doğrultusunda 2. grup korunması gerekli taşınmaz kültür varlığı olarak koruma grubunun belirlenmesine..."*
Decision of Izmir KTVKBK (No: 1), Date: 03.06.2004, Decision no: 11336.

District[334]. However, Ulucak Municipality objected to this registration decision and requested its abrogation. The proposed reasons for the rejection of the registration request were the addition of a storey to the building; it's not having any architectural features, the absence of historic, memory and symbolic values and of any aesthetic qualifications[335]. An expert survey was decided upon together with an examination on site to determine whether the building possesses the qualifications of cultural heritage or not. In the expert report, it was said of the building that *"the building in its appearance today, possesses the features of a modern building constructed recently...it certainly does not carry the characteristics of early Republican architecture, it has lost its original properties completely with the repairs and additional constructions made recently and gained the appearance of a modern building'*: it was indicated that for these reasons the building had completely lost its characteristics and *"the registration of the disputed building as cultural heritage to be conserved is* ineligible*"*[336]. Consequently, the Conservation Council removed the registration decision in accordance with the expert report.

The limited number of registration decisions reviewed show that the buildings are noticed and registered by the Conservation Councils thanks to principal decision 662. But the inadequacy of the information about the significance and qualifications of these buildings leads to registrations based on inexplicable justifications such as "displaying the characteristics of immovable cultural heritage" or 'within the meaning of Law 2863'. The process and cancellation of the registration of Kemalpaşa Ulucak is interesting as it demonstrates the general tendencies regarding the conservation of early Republican buildings in Turkey. The statements saying that the registration decision is wrong because the building "displays the features of a modern building constructed recently" and "because it does not carry the characteristics of early Republican architecture" reveal the predominance physical values, particularly "age" and "aesthetic" values, over other qualifications.

Considering these limited number of registration decisions, it is obvious that the registered buildings do not represent the education policies of the period, the design and construction phases of the primary school buildings decided according to these education policies, and the cultural transformation of the society parallel to this process in quantitative and qualitative aspects. In quantitative aspect, the registered four buildings do not represent the

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[334] *"...Kemalpaşa Çeşmesi,...Torbalı Kemalpaşa yolu üzerinde yeralan Vali Kazım Dirik Kemeri ve....Ulucak İlkokulu ve bahçesindeki Atatürk Anıtı'nın Kültür ve Tabiat Varlıklarını Koruma Yüksek Kurulu'nun 19.4.1996 tarih ve 428 sayılı ilke kararında belirtilen erken Cumhuriyet dönemine ait taşınmazlardan olması ve toplumun maddi tarihini oluşturan kültür verileri içinde tarihi, simgesel, anı ve estetik niteliği içermesi nedeniyle 1. grup korunması gerekli taşınmaz kültür varlığı olarak tesciline..."*

Decision of Izmir KTVKBK (No: 1), Date: 15.1.1998, Decision Number: 7026.

[335] The application of Ulucak Municipality, Date:10.5.1998.

[336] *"...bugünkü görünümüyle yakın tarihte inşa edilmiş modern bir yapı özelliklerine sahip..."* olduğu, *"...bugünkü şekliyle erken Cumhuriyet dönemi mimarisinin özelliklerini kesinlikle taşımadığı, yakın zamanda yapılan onarım ve ek inşaatlarla orjinal özelliklerini tamamen yitirdiği ve modern bir yapı görünümü kazan[ması]..."* sebepleriyle "*...dava konusu yapının korunması gerekli kültür varlığı olarak tescili uygun değildir".* The expertise report presented to the Izmir KTVKBK (No: 1) on 20.10.1999.

variety of prototype projects utilized in the school constructions in Izmir during the early Republican period. Considering the qualitative aspect, the registered four examples compose of one of the canonic examples of the architectural historiography that is the Gazi Primary School, and the large scale and imposing examples of the prototype projects. Thus, the village schools, which were considered as a special design problem to solve the education deficiencies of the rural settlements, are not represented in the current registration decisions.

The primary school buildings is the most widely-constructed building type among the other building typologies, which are introduced after the foundation of the Republic to ensure the operation of the new institutions of the new Regime. Various primary school buildings differing in scale and physical qualifications were constructed during this period. Some of these are the prestigious public buildings and are part of the historiographic studies as in the case of Gazi Primary School. On the other hand, the great majority of the primary school buildings are relatively modest examples as in Izmir case. However, it is important to gain conservation status to these modest examples as well to achieve a comprehensive knowledge about the education policies of the period, the cultural transformation of the society in line with these education policies and the role of architecture in this process. Nevertheless, the current conservation status of the primary school building reviewed n this chapter show that the exclusive assessment approach selecting the properties according to mainly their physical qualifications results in an ignorance of the modest examples out of conservation status.

4.5.2 The Significance of Education Buildings

In this part of the study, the values of primary school buildings, which are examined within the scope of the case study, are identified, in light of the research results given in Chapter 2 and Chapter 3, as well as of the results of the site survey documented in Chapters 4.1, 4.2. and 4.3. The value grouping proposed in Chapter 3.1 is used for this evaluation. The validity of all the value categories under the physical, socio-cultural and economic value groupings are questioned with regard to every individual building, without prioritizing any value typology or value grouping. The significance of the buildings is discussed in national, local and case-specific terms, without omitting consideration of their interdependence.

However, as stated before in Chapter 3.1, there cannot be general criteria for assessment and there is always a need for specific solutions in each specific case. For this reason, it is impossible to consider a general value grouping template for assessment. Thus, although the value grouping proposed in Chapter 3.1 is used; other values that might be relevant to the buildings are also taken into consideration. The results of this study are discussed in the following;

Aesthetic value: The main goal of school construction policies in the early Republican period was the erection of a large number of cheap but healthy and modern schools within a short time. To be able to meet this objective, prototype project implementations were adopted and all the village schools and a great number of city schools were constructed according to these prototype projects. The village schools were designed by the *İnşaat Dairesi* (Construction Bureau) of the Ministry of National Education and were constructed by the peasants *de jure*. This legal obligation was also deliberately reflected in the design process, and functional but simple plan façade solutions, which the peasants could easily understand and would not have difficulty in applying, were intentionally preferred. Due to their intentional simplicity, none of the village schools are considered to have significant aesthetic value. This is the case throughout the country as well as of those schools examined within the scope of the case study.

The city schools were also mainly constructed according to prototype projects. These prototype projects differ in scale and physical characteristics and in some specific cases might have aesthetic value. Particular school designs, on the other hand, differ from the prototype projects in terms of scale and physical and aesthetic qualities. Gazi Primary School, which is a particular school design, differs from the rest of the examined buildings in terms of style, scale and architectural qualifications. Special attention was given to this school on account of its bearing the name of the founder of the country, as well as on account of its having been planned to open on the tenth anniversary of the foundation of the Republic. The building was designed by Necmettin Emre, a well-known architect of the period, and represents the common aesthetic vocabulary of the 1930s; pure geometric forms, the complete abandonment of decoration, simplicity, the employment of reinforced concrete frame, flat roofs, large panes of glass, ribbon and corner windows, and coarse gray stucco(edelputz) for facades. Gazi Primary School is the only building within the scope of the case study that can easily identified with aesthetic value, thanks to these physical qualities.

However, there is a point which should be taken into consideration when considering the other buildings. The absence or controversial aesthetic qualities of the village schools is the result of a conscious choice. The school construction policy utilized in the villages, in which the buildings were constructed by the peasants, specifically required the design of simple buildings. The same point is also valid for city schools constructed according to prototype projects, because the budgets of the Special Provincial Administrations that funded their construction were also limited. For this reason, economy and simplicity were considered as much as possible in the construction of city schools. Consequently, the absence of aesthetic qualities in these modest buildings, which is a conscious as well as a designed architectural solution, emerges as an important quality, which should be considered within the scope of document and education values.

On the other hand, as stated previously, aesthetic value is a subjective criterion and depends on the personal and individualistic evaluations[337]. Thus, the assessment of the validity of the aesthetic value for the primary school buildings within the scope of the case study is the personal evaluation of the author based on her individualistic observations during the site survey. These buildings might be considered to have aesthetic value in other studies carried out by different experts. Consequently, this subjectivity of the aesthetic value shows that establishing aesthetic value as a priority in the identification and assessment process causes difficulties for a fair measuring and justifying the significance of the modest primary school buildings.

Age (oldness) value: The buildings examined within the scope of the case study do not have age value. On the other hand, as stated previously, the early Republican buildings are more easily identified as having age value since these buildings are constructed quite a long time ago compared to more recent periods' properties[338]. However, attributing age value to this period's buildings in registration decisions causes problems such as abrogation requests of registrations claiming that the property is not old as in the case of Kemalpaşa Ulucak Primary School[339]. This subjectivity of the age value shows that its priority in the identification and assessment process causes problems for a fair measuring of the significance of the primary school buildings.

Architectural value: As has been mentioned, the urgent need for a large number of schools required modest architectural solutions in terms of aesthetic and architectural qualities. Consequently, in general, there are very few primary school buildings that have architectural value. Gazi Primary School, examined within the scope of the case study, is one of these buildings. The building represents all the features of the common architectural vocabulary of the 1930s. The building has always had a place in architectural historiography studies as a successful example of its style/period[340]. The building, which was designed by Necmettin Emre, was the largest primary school built in the county in that period. It also differs from the rest of the buildings thanks to the choice of materials[341]. Consequently, Gazi Primary School has architectural value as a good representative of 1930s architecture, the so-called "international style", and for being the design of an important architect.

Among the buildings studied, there are two examples constructed according to the prototype projects obtained through competitions. These are Tire Saruhanlı and Tire Ayaklıkırı Primary Schools. These schools were constructed according to the prize-wining prototype project

[337] For further information, see Chapter 3.1.
[338] For further information, see Chapter 3.1.
[339] For further information, see Chapter 3.1.
[340] For example; Aslanoğlu, İ., 2001, pp.178-179.
[341] For further information, see Chapter 4.3.2.3.

obtained through the competition held for designs for village schools that the Village Institute graduates would use upon their return. This project was designed by Asım Mutlu and Ahsen Yapanar. Thus, Tire Saruhanlı and Tire Ayaklıkırı Primary Schools have architectural value as the products of designs by important architects, and for being prize-wining projects.

However, as discussed under the aesthetic value heading, the absence or controversial aesthetic and architectural qualities in the entire village and the great majority of the city schools was a conscious choice aimed at meeting the need to construct a large number of schools in a short time with low budgets. Consequently, these issues emerge as an important attribute which should be considered within the scope of document and education values.

Artistic (art and craft value): The buildings examined within the scope of the case study do not have artistic value. Although these buildings reflect the different construction techniques and material choices employed differently in village and city schools and the level of workmanship utilized in the constructions, they do not have the quality and craftsmanship or an artwork that is integral to the building that could provide their recognition as having artistic value. On the contrary, especially the village schools generally have poor workmanship and details since they were constructed by the non-expertise villagers. Consequently, although these buildings do not have artistic value, the information obtained about the construction techniques and material choices as well as the level of workmanship utilized in the constructions should be evaluated within the scope of document and education values.

Authenticity value: The authenticity value of the buildings within the scope of the study is analyzed in four sub-headings, as authenticity in setting, design, material, and workmanship.

Authenticity in setting: Among the buildings analyzed within the scope of the case study, there exist only two examples in which the original open space-building relation continues within the original plot boundaries. These schools are Tire Boynuyoğun and Tire Gökçen Kızılcahavlu. Thus, these two schools have authenticity value in respect to setting and give information on the original open space-building relations within the lot, and lot-street relations within the settlement.

Authenticity in design: The buildings examined within the scope of the case study have mostly lost their original design principles in ensuring the sustainability of their function[342]. However, in some buildings, which experienced minimal interventions, the original design principles are preserved to a great extent. It is thus possible to gain information about the original design characteristics of primary school buildings through these examples. These

[342] For further information, see Chapter 4.3.3.3.

are Konak Gazi, Bergama Zübeyde Hanım, Ödemiş Bademiye Şükrü Saraçoğlu, Ödemiş Kaymakçı Şehit Öğretmen Lokman Çeker, Tire Boynuyoğun, Karşıyaka Fevzipaşa and Tire Atatürk Primary Schools. On the other hand, all the abandoned village schools preserve their original design principles. These are Tire Ayaklıkırı, Tire Saruhanlı, Bergama Cevaplı, and Bergama Hisarköy.

Authenticity in Material: Those buildings which are still in use have lost their material characteristics to a great extent, due to the repairs that they underwent to ensure their ongoing viability as schools. The remaining buildings, which give information on the original material choices, are Konak Gazi, the second floor of Güzelbahçe Vali Kazım Paşa, Tire Atatürk, Bergama Zübeyde Hanım, Bornova Işıkkent and Ödemiş Bademiye Şükrü Saraçoğlu.

On the other hand, although the abandoned buildings still retain their original materials, these materials are being gradually lost due to the destructive effects of the weather, vandalism, and inappropriate use. Those village schools which preserve their original materials are Tire Ayaklıkırı, Tire Saruhanlı, Bergama Cevaplı, Bergama Karaveliler, Tire Çobanköy and Bergama Hisar. These buildings increase our level of knowledge of the building, its form, and its architectural and constructional qualifications.

Authenticity in workmanship: As stated previously, construction materials and techniques varied between city and village schools due to their differing construction processes. The village schools that preserve their original workmanship not only offer information on the availability and applicability of the workmanship, but also on the skill level of the peasants, since these buildings were constructed by them. The village schools that still preserve their original workmanship to a large extent are Bergama Hisarköy, Tire Çobanköy, Bergama Cevaplı, Tire Saruhanlı, Tire Ayaklıkırı, and Bergama Karaveliler.

On the other hand, the city schools that preserve their original workmanship give information on the levels of labor practice of the period. The city schools that preserve their original workmanship to a large extent are Konak Gazi, Güzelbahçe Vali Kazım Paşa, Konak Inkılap, Tire Atatürk, Ödemiş Bademiye Şükrü Saraçoğlu, and Bornova Işıkkent.

Environmental (townscape, plurality, group) value: The buildings evaluated within the scope of the case study have to a great extent lost their original building-open space relations[343]. There are only two examples left that retain their original building-open space and courtyard-street relations. Thus, these two examples, Tire Gökçen Kızılcaavlu and Tire

[343] For further information, see Chapter 4.3.3.3.

Boynuyoğun Primary Schools, have environmental value, as still representing their original integrity, buildings, open spaces, planning style, and scale.

Rarity (scarcity, uniqueness) value: Although the primary school buildings constructed during the early Republican period have been lost to a great extend, there are still certain amount of remaining buildings. Thus, the buildings examined within the scope of the case study do not have rarity value.

Technological (technical) value: The buildings studied within the scope of the case study offer a wealth of information on the school construction policies and construction techniques and materials of the period. The disparities between city and village education systems necessitated the use of different construction materials and techniques in city and village schools. The village schools were constructed with local materials and techniques that the villagers were familiar with, in order to ensure the success of the village schools construction policy. On the other hand, relatively contemporary materials and techniques were used in city schools since they were constructed by professional workers. However, the information obtained on school construction techniques should be evaluated within the scope of document value since technological value refers to technological developments which are new for their time. In this respect, within the scope of the case study only Gazi Primary School has technological value, since the latest construction technologies and materials, which were new for their period, were used in this school thanks to its status as one of the most prestigious buildings in the city, named after the founder of the Republic[344].

Associative value: The school construction policy foreseen during early Republican period gives the responsibility of deciding the location of the buildings to the Education Directorates. On the other hand, the construction expenditures and execution of the construction was the responsibility of Special Provincial Administrations. However, all this system is under the control of the Governor. Thus, the educational services and the school constructions in a city develops or falls behind related with the governors' sensibility and awareness on the importance of education. Considering the cities that take possession of the education mobilization, it is seen that the governors of these cities play an important role in this possession as in the case of Izmir. Kazım Dirik, who had been the governor of Izmir between 1926 and 1935, was one of the model governors of the period. He attached particular importance to school constructions, because he was aware that the political revolution could only be rooted with education. For this reason, he became the initiator of the school constructions both in the city and in the villages and he mobilized all the resources of the governorship to complete the constructions[345].

[344] For further information, see Chapter 4.3.2.3.

[345] For further information on the role of Kazım Dirik on school constructions in Izmir, see Chapter 4.2.2.

23 of the 28 buildings studied within the scope of the case study were constructed during the governorship of Kazım Dirik[346]. It is possible to view the contribution of Kazım Dirik to constructions from the inscription panels which remain as original today[347]. Most of the 5.C type primary school buildings, which were the largest school buildings after Gazi Primary School at that time, were named after Kazım Dirik who worked hard for their implementation. These prototype school buildings became synonymous with Kazım Dirik insomuch as that, in the "Record Cards on the Village Schools and Its Services" and in the "Record Cards of School Buildings", the 5.C. type school buildings were named as "Kazım Dirik type school". Similarly, the 3.C. type schools, which are the single storey application of 5.C, are named as "single storey Kazım Dirik type school" in the same cards.

Consequently, the 23 school buildings implemented during the governorship of Kazım Dirik have associative value for being constructed by his hardworking affords. On the other hand, there are many other people and institutions that worked hard for the construction of these school buildings. These people and institutions contributed to school constructions can be acknowledged through more detailed researches. Thus, the scope of associative value may expand to include more other buildings in the course of information obtained from these researches.

Document (research, academic, scientific) value: As it has been mentioned in Chapter 2.2.2 in detail, the problems of city and village schools were considered within their own contexts and taken into hand under two different programs, and this difference influenced the formation of village and city schools. All of the village schools were constructed using very simple, pure and easily applicable prototype projects. The city schools were also mostly constructed according to prototype projects but single examples designed by significant architects can also be found. The results of the researches carried out in Chapter 2.2 and in Chapter 4 showed that all the education buildings in this period were designed and constructed within the same ideological and institutional framework and aiming to serve for the same purpose. Thus, all the village and city schools throughout the country and those examined within the scope of the case study have document value for being the tangible

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[346] The buildings constructed during Kazım Dirik Period were; Konak Gazi, Birgi Kazım Paşa, Karşıyaka Fevzipaşa, Konak Vali Kazımpaşa, Güzelbahçe Vali Kazım Paşa, Tire Atatürk, Konak Topaltı, Bergama Zübeyde Hanım, Bornova Işıklar, Bornova Pınarbaşı, Karşıyaka Örnekköy, Konak Inkılap, Narlıdere Oğuzhan, Ödemiş 3 Eylül, Ödemiş Şükrü Saraçoğlu, Kaymakçı Şehit Öğr. Lokman Çeker, Konaklı Şehit Er Kamil Akan, Tire Boynuyoğun, Bergama Karaveliler, Tire Kızılcahavlu, Tire Çobanköy, Bergama Hisar, Bergama Aşağıcuma.

[347] For example, on the original inscription panel of Güzelbahçe Vali Kazımpaşa,it is written that "*Blessed work of the Republic, constructed during Kazım Dirik period with the the great effords of the village and with the support of the Special Provincial Administration*".

"Cumhuriyetin mübarek eserlerinden, köyün büyük gayreti ve idarei hususiyenin yardımile Vali Kazım Paşa zamanında yaptırılmıştır"

On the original inscription panel of Pınarbaşı School, it is written that *"The Pınarbaşı Primary School, which is a blessed work of the Republic, is constructed during Kazım Dirik period with the the great effords of the villagers and with the support of the Special Provincial Administration"*

"Cumhuriyetin mübarek eserlerinden Pınarbaşı İlk Mektebi köylünün büyük himmeti, hususi muhasebenin yardımı ile Vali Kazım Paşa zamanında yapılmıştır"

evidences of the education policies constituted with the foundation of the Republic, the policies of building production, as well as the transformation of the social and cultural fabric. On the other hand, considering document value in case-specific scale, it is seen that each building display other additional values. These buildings with additional document value are as follows;

Gazi Primary School provides information related on many different subjects of the period. First of all, the building documents the architectural developments, aesthetic appreciations and construction and material technology of the period through its physical qualifications. The building also provides information about the formation process of city schools which differentiates from villages according to the school construction policies of the period. The information that the difference of the curriculum of city schools than the village schools requires more and particular spaces for different functions than the village schools whereas open spaces are not needed as much as village schools all of which can be acknowledged through Gazi Primary School[348].

It is known that Ministries of National Education and Public Works were the main institutions designing the primary school buildings of the period. Due to the urgent need for vast number of schools, both Ministries worked with prototype designs. However, the approach of two Ministries to the school designs completely different from each other. Ministry of Education, considering climatic conditions and availability of materials, designs regional projects and foresees the utilization of local materials and construction techniques. However, there is not such sensitivity in Ministry of Public Work's designs. The same design is envisaged to be constructed within the whole country with the same construction materials and technique[349]. Thus, the prototype buildings acknowledged within the scope of the case study are the documents of different approaches of two Ministries to the school constructions. For example, Ödemiş İnönü is one of the prototype projects of the Ministry of Public Works implemented throughout the country. Thus, it documents the design approach of the Ministry of Public Works. On the other hand, the other village schools constructed according to the prototype projects of the Ministry of Education in which local materials and construction techniques were used. Thus, these schools are the documents of the design approach of the Ministry of National Education.

Birgi Kazım Paşa, Karşıyaka Fevzi Paşa, Konak Vali Kazım Paşa, Güzelbahçe Vali Kazım Paşa, Tire Atatürk, Konak Topaltı schools are the revised examples of the same prototype project (5.C) according to the requirements of the settlements that they were built. Bornova

[348] For further information on the impact of education system on the architectural program of primary school buildings, see Chapters 2.2.3 and 4.3.2.2.

[349] For further information on the role of two Ministries in design and construction of primary school buildings, see Chapter 2.2.2.2.

Işıkkent, Bornova Pınarbaşı Karşıyaka Kazım Dirik, Konak Inkılap, Narlıdere Oğuzhan, Ödemiş 3 Eylül YİBO, and Ödemiş Bademli Şükrü Saraçoğlu Schools are the single floor implementations of the 5.C prototype project. Thus, all of these buildings give information on the local process of the school constructions; on how the prototype projects were revised to the needs of the settlements that they were built, how the same proto-type projects were implemented in different sites and what were the effective factors in their application in site.

Bornova Işıkkent Primary School is one of the rare examples in which the original courtyard design formulation and the courtyard elements still remain.[350]. Thus, it is an important example documenting the original courtyard design and use. Tire Atatürk Primary School, on the other hand, gives additional information on the construction process, contribution of the public to this process as well as their attitude against schools[351].

Zübeyde Hanım Primary School has document value for giving information on the modernized façade implementations of the prototype projects designed according to the so called "first national style". The prototype project designed by Mukbil Kemal Taş was implemented by eliminating excessive façade decorations starting from the beginning of the 1930s[352]. Bergama Zübeyde Hanım is one of these examples in which the prototype project was implemented with small plan revisions and with a modern façade design. Similarly, Ödemiş Konaklı Şehit Er Kamil Akan Primary School is a one storey application of Mukbil Kemal Taş design[353]. Thus, the building has document value for giving information on the

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[350] Although the open spaces of the school changed to a great extend, the remaining parts gives information on the original design and use of the open spaces. For further information, see Chapter 4.3.2.2.

[351] Some problems appear during the construction of Tire Atatürk Primary School, which was planned to be constructed on Bahçekahve Graveyard, where the local people believe that the graves of the Muslim saints found. Ahmet Şerbetçioğu, who worked in the school construction, quotes that; *"…We dig the foundation pit during the day time, when we come back in the morning we find the pit damaged. We were still dealing with the foundations although one month was passed. Indeed, some workers ceased the work on the ground that '…the great saints do not want a school here'… The Governor of Izmir, Kazım Pasha, wanted the construction to go ahead on the base level at the earliest possible date. Governor Kazım Pasha heard that what we have doing in the morning is being damaged at night…One early morning a jib is appeared in front of the graveyard. Governor Kazım Pasha got out of the jip. Than the armed soldiers appeared behind him…Dirik Pasha was angry. He ordered to his soldiers. They brought a big thick rope from the boot. The Governor hanged the rope to the biggest tree in front of the building under construction. After, he got on the top of the car and addressing the neighborhood people and us, explaining the benefits of school and education,…and said that 'I will swing whoever touches these foundations, even if my father. It should known so'. The speech of Kazım Pasha was really effective. The foundations that we could not be able to finish for one month raised the level of base in a few days. Pasha was glad to get such results. He congratulated us for working such a beneficial aim and turned back…"*

Okulun temel inşaatında çalışan Ahmet Şerbetçioğlu olayı şu şekilde aktarır; *"…Biz gündüz temelleri kazıyoruz, sabah geldiğimizde temelleri bozulmuş buluyoruz. Bir ay olmasına karşılık biz hala temellerle uğraşıyorduk. Hatta bazı işçiler, 'büyük zatlar burada okul yapılmasını istemiyor' diyerek işi bıraktılar. …İzmir Valisi Kazım Paşa'da biran önce temellerin su basmanına gelmesini istiyordu. Bizim gündüz çalıştıklarımızın gece bozulmasını Vali Kazım Dirik Paşa duymuş. ….bir sabah erkenden mezarlığın önünde bir cip durdu. İçinden Vali Kazım Dirik Paşa çıktı. Ardından silahlı askerler belirdi. …Dirik Paşa kızgındı. Askerlerine emretti. Cipin arkasından büyük kalın bir urgan getirdiler. Vali urganı inşaatın önündeki en büyük ağacın dalına astı. Ardından da toplanan mahalle halkına ve bize hitaben cipin üzerine çıkarak, okulun, eğitimin faydalarını anlattıktan sonra …'eğer bir daha bu temellere elini kim sürecek olursa babam da olsa işte bu ağaca attığım urganda sallandırırım. Bu böyle biline' dedi. Kazım Paşanın konuşması gerçekten de etkili olmuştu. Daha önce bir aydır tamamlayamadığımız temeller su basmana birkaç gün içinde çıkmıştı bile. Paşa neticeyi alınca sevindi. Bizleri, böyle hayırlı bir işte çalıştığımız için tebrik ederek gitti…".* Source: Tire Atatürk İÖO Archive.

[352] For further information, see Chapter 2.2.2.2.

[353] For further information, see Chapter 4.2.3.

one and two floor applications of the same prototype plan according to the population density of different settlements that the buildings constructed.

On the other hand, Tire Boynuyoğun and Tire Gökçen Kızılcahavlu Primary Schools are the only remaining two schools in which the original open space-building and original service buildings still stay. Thus, they give information on original courtyard design and on original lodging, workshop and other service buildings.

Education (knowledge, informational) value: As stated previously, the primary school buildings have document value for being the tangible evidences of the education policies constituted with the foundation of the Republic, the policies of building production, the transformation of the social and cultural fabric and the role of architecture in this process. Thus, today, we acknowledged about the efforts for the placement of the political revolutions during the establishment of the Republic, the role of the education in this process, the works to increase the cultural level of the community and the developments in this process. Therefore, all the primary school buildings have education value.

Considering the buildings studied within the scope of the case study, each building display additional education value related with their document value as discussed previously in detail.

Historical (historic) value: All the primary school buildings examined within the scope of the case study have historical value since these buildings have close relations with the events that taken place in the Republican history. As stated in previous chapters, the success of the education policies were seen as the prerequisite of the rooting and functioning of all the institutions instigated by the new established Republic. The primary school buildings were charged as the ideological centers of the Republic educating the new citizens of the new society that aimed to be created as individuals, who will adopt the regime and the modern way of life that the regime befits. These buildings were utilized in line with the ideological policies aiming to transform the entire fabric of the new established Republic in terms of political, cultural and social aspects. Thus, these buildings are the physical evidences of these transformations. Consequently, to be able to understand these transformations that take place in the history of the Republic, the education policies and the school buildings shaped in the light of these policies should be acknowledged.

Memory (emotional, commemorative) value: The primary school buildings constitute an important part of many people's childhood memories. The buildings have memory value not only for their graduates but as well as for their teachers, administrators as well as the people worked there. On the other hand, every individual building constituting the urban environment becomes a part of the visual memory of the inhabitants of that settlement

whether having a direct relation with the building or not. Thus, all the primary school buildings have an important place in the visual memory of the inhabitants of the settlement where the building is stood. Consequently, the primary school buildings have memory value for everybody living in the settlement where the building is found.

Social value: The buildings examined within the scope of the case study do not have social value since they are not used for continuing social gatherings.

Symbolic (identity, representative) value: The symbolic value of primary school buildings should be evaluated under two headings; the first one is the intentional symbolic value of these buildings which was influential in their formation on purpose. The second is the symbolic value of these buildings for us today due to their specialties and relations with the foundation period of the Republic.

All the public buildings constructed during the early Republican period were representing the new Regime against the old. Thus, all the public buildings of the period were designed and constructed considering their intentional symbolic values. The education buildings, on the other hand, were seen as the symbols of the scientific and progressive ideals of the Kemalist revolution, and their construction was seen as synonymous with nation building itself[354]. Thus, all the school buildings, for being public buildings and for serving education purposes, were representing the Republic as well. The results of the case study shows that the symbolic values of all the buildings were intentionally considered in that period and the idea of representation of the Regime and the perceptibility of this representation are the defining criteria in the selection of the site in which the building will be constructed, the location of the building in this site and its relations to the surrounding environment and its architectural formation[355]. Besides, this representation is further emphasized with the architectural elements found in the courtyards and/or on the buildings[356].

Although the idea of the representation is considered in all the buildings, it is seen that this representation is further emphasized in some particular cases. One of these particular cases is Gazi Primary School. It is the only primary school designed specifically for its site within the scope of the case study and the advantages brought by the lot of the building have been used for the strengthening the representation of the building. Thus, it is provided the building to be seen by more people and in this way, symbols representing the new Regime are embedded into the visual memory of more people.

[354] Bozdoğan, S., 2001, p.89.

[355] For further information, see Chapters 4.3.2.1, 4.3.2.2. and 4.3.2.3.

[356] For further information, see Chapter 4.3.2.4.

Another building in which the idea of representation is emphasized is Bergama Zübeyde Hanım Primary School. The building is a part of the minimum symbolic building program, which defines the city centers of the period, consisting of a school, municipality building, Governmental Palace and People's House, within the set of symbolic urban element formulation constituted by the main street Gazi Boulevard leading to Republican Square in the middle of which would stand a statue of Atatürk. The building is positioned in the site within the ideas of forming an urban square with other buildings, overlooking the square, and to be perceived from the square[357]. Thus, it is provided the building to be seen by more people and in this way, symbols representing the new Regime are embedded into the visual memory of more people.

The same emphasize on the representation of the Republic is also seen in Konak Inkılap School. The building, which is elevated from the street on retaining walls, is oriented towards the street such as to make it perceivable from the close environment as much as possible. The statue of Atatürk and its base in front of the building is also oriented such as to make it perceivable from the street as much as possible.

The symbolic values of the primary school buildings for us today relates with their specialties and relations with the foundation period of the Republic and has close relations with their intentional symbolic values. All the primary school buildings constructed in early Republican period have symbolic value for being representatives of the education policies shaped in line with ideological purposes like explaining the revolution to society and encouraging it to adopt the revolution's ideals, and educating new citizens in a manner consistent with Republican principles. Thus, the buildings also have symbolic value for representing the transformation of the social fabric.

Continuity (functional, use) value: The 22 of the 28 buildings studied within the scope of the case study is still being used for education purposes[358]. On the other hand, 20 of these 22 buildings are used as primary school building, thus with their original functions today. Bornova Pınarbaşı is being used as lyceum whereas Karşıyaka Örnekköy Kazım Dirik is for training center for handicapped. Thus, these two buildings are also being used for education purposes. Consequently, all the 22 buildings have continuity for being serving with their original function or the initiation of a compatible use.

Economic value: All the primary school buildings examined within the scope of the case study have economic value for being the utilization of a land in the form of a real estate.

[357] For further information, see Chapter 4.3.2.1.

[358] Bergama Karaveliler, Tire Saruhanlı, Bergama Cevaplı, Bergama Hisar, Tire Ayaklıkırı and Tire Çobanköy buildings are abandoned. For further information, see Chapter 4.3.3.2.

Besides, the economic value of the buildings which are still in use increases for being enabling to save labor, investment and time in the construction of a new building.

To sum up, it is seen that, the primary school buildings examined within the case study do not have physical values such as aesthetic, age, architectural, artistic, environmental and rarity values that the common approach of assessing significance heavily rely on (See Table 4.2). There are two main reasons of this. First of all, age and rarity values, which are the two the basic criteria defining the object to be conserved in common approach of value judgments as well as in public opinion, are not valid criterions for the twentieth-century buildings[359]. Secondly, aesthetic and architectural values, which are again the two basic value categories in common approach of assessing significance, are not valid for the great majority of the modest building stock of the period as well as for the modest buildings examined within the scope of case study.

On the other hand, when the formation process of these buildings, comprising all design, construction and usage phases, as well as their relation with the institutionalization process of the Republic is analyzed and integrated into the assessment phase it is seen that these modest buildings possess rich and diverse socio-cultural and economic values other than the physical ones (See Table 5.1). Being aware of these values necessitates an inclusive assessment approach, comprising the whole formation process with all the meanings and values of the participating features, but without overlooking the end product; the building itself. The principles of this proposed approach in the assessment phase is discussed in the following.

5.3. The Tool for Eliciting Significance: Inclusive Approach and Its Principles

The results of this study shows that the modest properties, which are not possible to gain conservation status by the current exclusive assessment approach interested only in the physical characteristics of the buildings, could only achieve conservation status with an inclusive assessment approach in which the whole formation process is comprised and evaluated together with the building itself. Within the scope of the inclusive assessment approach tested on the specific case of primary school buildings in Izmir, the following principles are taken into consideration;

- *A comprehensive consciousness is gained about the formation process of the buildings on national, local and case-specific scales through research*: Rather than the current exclusive approach limited to examination and evaluation of the buildings with respect to only their physical forms, their formation process and

[359] On the other hand, when it comes to early Republican buildings, *rarity value* may be a valid criterion in some cases due to the rapid demolitions that these buildings are subjected to. For further information, see Chapter 4.1.

context is also analyzed and researched to have a complete consciousness on the ideological, institutional and architectural factors effective in the formation of the buildings. The results of the researches showed that the significance of these primary school buildings is concealed in their formation process, comprising all design, construction and usage phases, as well as their relation with the institutionalization process of the Republic and the ideological role they were given. The end product, the building, is the tangible evidence of these meanings and values. Thus, a complete understanding and evaluating these meanings and values could only be achieved by gaining an absolute knowledge about the formation process through research.

- *A complete awareness is achieved about the physical characteristics of the buildings through site survey:* Although the objectives of this study highlight the importance of understanding the formation process and context for a fair assessment of the buildings, it never rejects the importance of understanding the physical object as well. For this reason, all the buildings within the scope of the case study are analyzed and evaluated through a comprehensive site survey aiming to have a complete consciousness on the physical characteristics of the buildings.

- *The research on the formation process and the site survey on the physical qualifications are not limited with the individual buildings but rather on the buildings with its open spaces and services, simply their physical context*: The researches within the scope of this study shows that, these school buildings are a part of a building group constituted of buildings serving for different functions and found in an open-space which is also a component of the education process. For this reason, considering only the school buildings in particular will be short of a comprehensive understanding of context as well as the effect of this context on the formation of the buildings. For this reason, both the researches aiming to understand the formation process and the site survey aiming to understand the physical qualifications are not limited to only the school buildings but deal with the lot as a whole comprising all the buildings and open spaces.

- *The information on the formation process obtained through research and the data obtained on the physical qualifications of the buildings through site survey are evaluated together and integrated into the assessment phase*: The researches within the scope of the study shows that the researches aiming to understand the formation process and the site survey aiming to understand the physical qualifications are complementary of each other and it is not possible to entirely understand one of these without being aware of the other. For this reason, the data

obtained through these two different research methods are evaluated together. Thus, the formation process of the buildings can be fully acknowledged as well as various physical features, which could not be evaluated with only the site observations, can be understand and evaluated in the light of information derived through research of the process. Consequently, contrary to the current approach for statement of the significance, which is based on understanding the limited physical qualifications of the property through site survey, all the data derived from research and site survey is evaluated together and integrated into the assessment phase for an inclusive understanding of the whole meanings and values of the buildings thus for a right and comprehensive statement of the significance.

- *The predetermined priority of physical values in the assessment phase is omitted*: Instead of the current assessment approach bringing the physical values forward, all value categories are considered of equal importance. In this new approach, none of the particular value category is assumed to be more important than another. Besides, none of the value categories or groups is allowed to dominate the assessment phase.

Table 4.61. The values of primary school buildings

		Physical								Socio-Cultural							Economic	
		Aesthetic	Age	Architectural	Artistic	Authenticity*	Environmental	Rarity	Technological	Associative	Document	Education	Historical	Memory	Social	Symbolic	Continuity	Economic
1	Konak-Gazi	X		X		D,M,W			X	X	X	X	X	X		X	X	X
2	Odemiş-İnönü (Emmioğlu)										X	X	X	X		X	X	X
3	Odemiş Birgi Kazım Paşa									X	X	X	X	X		X	X	X
4	Karşıyaka Fevzipaşa					D				X	X	X	X	X		X	X	X
5	Konak-Vali Kazımpaşa									X	X	X	X	X		X	X	X
6	Güzelbahçe-Vali Kazım Paşa					M,W				X	X	X	X	X		X	X	X
7	Tire-Atatürk					D,M,W				X	X	X	X	X		X	X	X
8	Konak-Topaltı									X	X	X	X	X		X	X	X
9	Bergama-Zübeyde Hanım					D,M				X	X	X	X	X		X	X	X
10	Bornova Işıkkent					M,W				X	X	X	X	X		X	X	X
11	Bornova Güzelcan Kardeşler(Pınarbaşı)										X	X	X	X		X	X	X
12	Karşıyaka-Örnekköy Kazım Dirik									X	X	X	X	X		X	X	X
13	Konak-İnkılap									X	X	X	X	X		X	X	X
14	Narlıdere-Oğuzhan										X	X	X	X		X	X	X
15	Odemiş-3 Eylül YIBO									X	X	X	X	X		X	X	X
16	Odemiş-Bademiye-Şükrü Saraçoğlu					D,M,W				X	X	X	X	X		X	X	X
17	Bornova Naldöken M.Candaş										X	X	X	X		X	X	X
18	Odemiş-Kaymakçı Şehit Öğr.Lokman Ç.					D					X	X	X	X		X	X	X
19	Odemiş-Konaklı Şehit Er Kamil Akan										X	X	X	X		X	X	X
20	Tire-Boynuyoğun					S, D	X				X	X	X	X		X	X	X
21	Bergama Karaveliler					M,W					X	X	X	X		X	X	X
22	Tire-Gökçen-Kızılcaavlu					S	X				X	X	X	X		X		X
23	Tire-Ayaklıkırı			X		M,W					X	X	X	X		X		X
24	Tire-Saruhanlı			X		M,W					X	X	X	X		X		X
25	Bergama Cevaplı					M,W					X	X	X	X		X		X
26	Tire-Çobanköy					M,W					X	X	X	X		X		X
27	Bergama Aşağıcuma										X	X	X	X		X	X	X
28	Bergama Hisarköy					M,W					X	X	X	X		X		X

* Authenticity in; S=setting, D=design, M=material, W=workmanship

CHAPTER 5

CONCLUSION

This chapter includes the conclusions of the study. In this context, the first sub-chapter presents a brief summary clarifying the general approach of the study. The second sub-chapter comprises a general evaluation. In the third sub-chapter, the conclusions of the study are presented.

5.1. Summary of the Study

Running parallel to developments in the field of conservation, discussions of the recognition of twentieth-century properties as a part of cultural heritage have been reflected at national level, although followed by a limited number of academics and NGOs. However, while international discussions attach importance to all built forms of the twentieth-century rather than mainly the canonical examples, the general understanding in assessing the significance of twentieth-century properties in Turkey adopts an exclusive approach which relies heavily on the building's physical characteristics. Therefore this study has aimed to discuss an inclusive assessment approach as an alternative to the existing exclusive approach, in order to bestow conservation status upon early Republican architectural properties the great majority which is currently ignored in identification and assessment phases, due to their lacking physical values. In this respect, the study explored the following issues:

- First, the literature research was presented to provide the study's starting point. The literature survey was done in two stages. In the first stage, the architectural developments and the handling of these developments in the historiography was analyzed. This analysis showed that, although the construction activities of the period extended across the whole country, the historiography has hitherto adopted an exclusive approach to these comprehensive construction activities, considering mainly a limited number of important buildings. A similar situation is also the case for the education buildings which are examined within the scope of this study. Therefore, the second phase of the literature survey looked to gain a comprehensive knowledge of primary school buildings constructed in the early Republican period. A comprehensive picture of the national process and context effective in the formation of primary school buildings was limned; firstly to draw

attention to the values and meanings hidden in the national scale of the formation process, and secondly to provide preliminary research findings for the following phases of the study.

- Second, the current approaches to the assessment of the significance of the early Republican properties are analyzed. With this aim, firstly the value considerations in the theoretical framework are identified. The valuation approaches for assessment of twentieth-century heritage in international context is clarified and a an analysis of the value considerations attributed to early Republican architecture in Turkey is presented in terms of legislative framework, academic discussions and practical issues. This analysis showed that all the theoretical, legislative and practical processes rely heavily on physical qualities, and it is not possible for modest buildings to gain conservation status in the light of these selective and exclusive approaches.

- Third, a case study was conducted to identify the local and case-specific formation process of primary school buildings, in order to test the proposed inclusive approach to gain conservation status to the modest buildings. The primary school buildings in Izmir were selected as specific case study. The case study is performed in four phases. In the first phase, a literature research was undertaken in order to understand the local scale of the formation process, local education and construction policies, and to discover the primary school buildings constructed in the early Republican period in Izmir. In the second phase of the case study, a site survey intended to obtain data on the physical qualifications of the buildings was presented. In the third phase, the findings of the case study were evaluated in the light of information obtained through the literature research and site survey. Consequently, it was established that the site survey and research methods are complementary sources of information and should be handled together for a comprehensive understanding of the buildings. Accordingly, in the fourth phase of the study, the significance of the buildings was presented in line with the proposed inclusive approach, in which the whole formation process is examined through research and evaluated together with the building itself.

- Fifth, the results of the study are evaluated from the perspective of the contribution of an inclusive approach might make to define the conservation status of modest properties.

5.2. A General Evaluation of the Study

This study was initially begun to answer the question of “How modest primary school buildings, which are important in providing a comprehensive understanding of early Republican education policies, but are excluded from obtaining conservation status due to their rather modest physical qualifications, can gain a conservation status?” To this end, a historical research of the conservation process was launched with the aim of highlighting the context and importance of these buildings; however it became apparent that previous studies into this particular building type were very limited. In attempting to discover why this was the case, a new question was raised, being “Which building types are deemed worthy of research?” in historiographical studies. An analysis of this particular subject revealed that many researchers interested in the built environment of the period are concerned mainly with some representatives of the period with stylistic, geographical and typological limitations. From this point, it became necessary in this study to make a critical evaluation of previous historiographical studies and it is identified that the historiography, which studies mainly important buildings according to their physical qualifications, influence the conservation platform as attaching importance and conserving mainly important buildings. This part of the study, which played an important role in helping to formulate the hypothesis of the dissertation, also helped in devising the idea that to be able to acknowledge the early Republican period and all its dimensions, the whole diversity of its building stock should be conserved. This leads naturally to the conclusion that to be able to gain conservation status for the whole diversity of this building stock, the content of historiographical studies should be expanded to include the entire built environment of the period.

The lack of previous literature on primary school buildings in historiographical studies necessitated a comprehensive research into this particular building typology as a vital part of the study. Invaluable documents from primary sources were accessed during the literature survey, the majority of which were found in unpublished archives. However, a major problem faced in any Republican study is the lack of awareness of the importance of the archival sources from this period, and this hurdle was also faced during the course of this study. Archives that had been lost by the institutions responsible for the design and construction of the schools; an absence of inventories of the buildings and their projects, and the loss of existing inventories; and demolition of buildings without documentation were the main difficulties faced during this study.

The results of this dissertation are important in revealing the importance of primary school buildings, which have previously been largely ignored in historiographical studies. The early Republican period witnessed a country-wide construction program to erect institutional buildings that would represent the existence and power of the new regime; and among these buildings, it was the primary school building typology that was most prevalent. Thus, primary

school buildings realized the representation of the Regime in a most widely way among the other building typologies. During the initial phases of the study, it was considered that city schools had a primary role in this representation, however as the research progressed it became clear that the village schools were designed and constructed with the same ideological and institutional objectives, being considered as ideological centers where the social and physical model of the new lifestyle envisaged by the leaders of the new Republic for its villagers could flourish. It is understood that the modest physical qualities of these schools was an intended design and construction policy that was implemented to ensure the success of the school construction policies.

Although these buildings are generally considered to have modest physical characteristics, the results of this dissertation have revealed that they possess rich socio-cultural and economic values; and it has been identified that the documentation, education, historical, symbolic and memory values are the key attributes that can ensure the gaining of conservation status by these buildings. The results of the study also identified the importance of the historical research phase of the conservation process as a necessary tool for the recognition of these socio-cultural values.

5.3. Conclusions

The conclusions of the study are given in the following based on the research and case study summarized in the previous part.

5.3.1. The Necessity of an Inclusive Approach in Defining the Conservation Status of Early Republican Architecture

As was previously stated, the spatial strategies of the early Republican period aimed primarily at ensuring the functioning of Republican institutions and ensuring that these institutional services reached the whole country. A variety of ideological, institutional and architectural policies were put into practice for the realization of the goals of these spatial strategies, and various buildings in different scales and physical qualities were constructed accordingly. Consequently, to be able to gain a comprehensive understanding of the political, social, and spatial developments of the period and the role of architecture in this process, it is necessary to consider the whole diversity of early Republican architecture in conservation decisions.

However, although significant cases exist among early Republican architecture of buildings which should be considered and conserved comprehensively, the great majority consists of modest examples. These modest examples generally remain out of conservation status because of the current exclusive assessment approach which is primarily interested in the

physical characteristics of the buildings and which is based on the subjective evaluations of the people responsible. Therefore, for conservation status to be open to the modest examples of early Republican architecture, they should be handled with the proposed inclusive assessment approach, since the proposed approach entails the consideration of the whole formation process with all its related values and meanings. Thus, rather than considering only physical qualifications, based on subjective evaluations, the socio-cultural and economic aspect of this buildings stock, which is recognized through objective evaluations based on research of the formation process, should also be acknowledged and integrated into the assessment phase. As was identified previously, the proposed inclusive approach entails;

- gaining a comprehensive consciousness about the formation process of the buildings through research
- gaining a complete awareness about the physical characteristics of the buildings through site survey
- considering the properties with their physical context rather than focusing on the individual buildings
- evaluating the research and site survey phases together and to integrate the outcomes of this evaluation into the assessment phase
- ignoring the predetermined priority of physical values in the assessment phase

The key point of the proposed inclusive approach necessitates the proper understanding of the formation process, which requires a comprehensive research. Within the scope of this study, the proposed inclusive approach was tested in the case of primary school buildings in Izmir, about which rich diversity of sources can be reached to be able to precisely acknowledge the formation process with all its contributing meanings and values. However, the formation process clarified within the scope of this study may differ for each particular building type and even for every individual building within the same building type, depending on the diversity and content of the available sources as well as the context of each particular case. Nevertheless, it is necessary to examine the national, local and case-specific formation process of every building type and each particular building in order to be able to explain their significance in holistic terms, and thereby to grant them conservation status.

5.3.2. Suggestions for the Adaptation of the Inclusive Approach

The new approach proposed within the scope of this study offers a new perspective, which necessitates a holistic approach to the identification and assessment of the properties to be nominated as cultural heritage. However, the proposed approach is not sufficient alone to gain conservation status to modest early Republican properties. For the success of the proposed approach, it is necessary to resolve the problems identified in different parts of this

study originated from the shortcomings and deficiencies of the architectural historiography, legislative framework and the current identification and inventory system. However, the solution proposals of these different aspects require extensive and deep research, which exceeds the scope of this study and all of which needed to handle in different particular studies. On the other hand, it is considered necessary to provide the key solution proposals for each particular problem group to complete this work and also for guiding the future researches. Consequently, In the light of research conducted on current approaches for assessing the significance of early Republican architecture and the analysis made within the scope of the case study, it is suggested that the following issues be considered for the adaptation of the proposed inclusive approach into the current theoretical, legislative and practical framework;

- *The methodology and content of historiographic studies should expand to include the entire built environment of the early Republican period*. The proposed inclusive approach within the scope of this study necessitates the consideration of the socio-cultural and economic values, which are recognized through the understanding of the formation process, together with the physical values. Thus, the basic principle of the success of the proposed approach requires the research of the formation process. In this point, the importance of the historiographic studies arises in terms of gaining conservation status to the built environment of the early Republican period. Because, as stated previously, the main reason for the failure to grant conservation status to early Republican properties is the poor understanding and knowledge of this architecture. The existing approach of the historiography mainly considers canonical examples within stylistic, typological and geographical limitations. This exclusive approach, selecting only some properties, informs conservation decisions, considering only some buildings whose importance is already recognized by architectural historiography. Therefore, the preconditions for considering all early Republican architecture as potentially worthy of conservation status can only be met by expanding the boundaries of historiographic studies to comprise the whole built environment of the period, including all building types, buildings and the actors taking part in the formation of this built environment. Such studies, which do not focus only on the physical qualities of buildings but also consider the contextual factors shaping the formation of their physical forms, will also contribute to raising awareness of such buildings among those responsible for conservation decisions; they will make a comprehensive knowledge of the formation process possible, thus enabling decision-makers to appreciate their true significance.

- *The scope, cultural property definitions and value considerations of the legislative framework should expand to cover Republican architecture*. The scope, definitions

and the value considerations of the current legislative framework represent an exclusive approach that takes into consideration only a few important properties constructed during the foundation of the Republic in accordance with their symbolic, historical and associational attributions. With this current exclusive approach, it is generally impossible for conservation status to be granted to the remaining building stock of the period, the majority of which is composed of mainly modest examples. Hence, the scope, definitions and the value considerations of the legislative framework should be re-defined to incorporate the socio-cultural and economic aspects of the built environment.

- *The current inventory system based on the recognition of primarily physical values should be re-defined to embrace socio-cultural and economic values*. The current inventory system identifies heritage values via the observations of the documentation team and usually without any kind of research. This approach results in the consideration of primarily physical values which can be recognized through observation. On the other hand, socio-cultural and economic values, whose recognition necessities comprehensive research and analysis, are ignored by this system, and consequently only canonic buildings can usually be registered. Although this problem is valid for every period's buildings, the previous periods' buildings can gain conservation status simply because of the age and/or rarity value that they acquired thanks to the date of their construction. But in the case of early Republican architecture, the great majority of the building stock falls outside these criteria for the granting of conservation status. Therefore, the current inventory system should be re-defined to embrace all kinds of tools in recognition of heritage values. The inventory procedure should begin with research to facilitate the understanding of the formation process. The data derived through research should be included in inventory forms for a better recognition and a clearer understanding of the physical form as well as the values and meanings hidden in the formation process.

- *Awareness about the necessity of the conservation of early Republican architecture should be gained both at professional and public levels*. The main difficulty in the conservation of early Republican properties is the refusal to recognize this building stock as part of the nation's cultural heritage. This negative response comes not only from the public but also from those concerned with the conservation of these properties. The lack of knowledge of the architects, members of the conservation councils, members of the documentation teams, and the experts on the significance of these buildings results in ignorance with regard to the properties during the documentation process and the registration process, as well as negative expert reports on the abolition of the conservation status of the buildings. For this reason,

to be able to secure the conservation of early Republican architecture it is necessary to win recognition of the significance of early Republican architecture both in professional and public circles.

5.3.3. Suggestions for the Conservation Approaches and Future Use of Primary School Buildings

The aim of this study is to discuss a new assessment approach that will enable modest primary school buildings to be granted conservation status. Questions of "How these buildings should be conserved?" and "What possible uses can be suggested?" require extensive research and analysis that exceed the aim and content of this study; however, to facilitate future studies it is deemed necessary to present here a brief evaluation of the approaches to conservation and the future use of buildings based on the perspective of the author, which have been shaped during the course of this study. The evaluation presented herein does not contain proposals for intervention, but rather puts forward conservation approaches that any decisions related to intervention should be based on. Consequently, the following issues should be considered when considering approaches to the conservation of such buildings:

- This particular study has concluded that all the primary school buildings, aside from Konak Gazi, were constructed according to different prototype designs on different scales and in different qualities between 1923–1950 in Izmir. To be able to propose conservation approaches to these buildings, it is necessary to understand the diversity of these buildings by compiling a comprehensive inventory. Such an inventory should detail the type and variety of prototype designs, their number and location, the current state of the building, and their related services and open spaces. After doing this, the buildings that are worthy of conservation and the level of intervention in each particular case can be determined.

- There should be different conservation approaches to the different cases. These approaches should be vary from minimal intervention to reconstruction, depending on the importance of the building and the current state of each particular case. However, in order to be able to propose a suitable conservation approach to each case, a complete inventory of all buildings in this category needs to be compiled.

- The case study contained herein identified that primary school buildings have undergone different additions, alterations and removals over the course of time. While many of the buildings have lost their original plans, facade characteristics, materials, and their original relations with the service buildings and open spaces, others have preserved these qualities to a great extent. It is also clarified that

although the buildings do not have structural problems, aside from a few exceptions, they have all suffered different kinds and levels of material deterioration. The current state of the buildings can be helpful in deciding the level of intervention necessary for each building. For example, to be able to acknowledge the original building-lot-surrounding relations, it may be necessary to conserve some examples retaining these authentic characteristics. Rather than re-erecting these relations in an altered case, the buildings that have preserved these relations can be conserved with minimum intervention in terms of these relations. Similarly, to understand and provide information on the original materials and construction techniques, the buildings that still preserve these characteristics can be conserved, rather than re-constructing a replica using original materials and construction techniques.

- The results of this study identified that primary school buildings were not planned and constructed as single structures, but they rather complete a whole with their open spaces and service buildings. It was also clarified that site selection within the settlement and the location of the buildings within this site were factors that were considered during the planning of these buildings. Thus, the intervention decisions should not be limited to only the school buildings but should also embrace its services and open spaces, all of which constitute an integral part of the ideological facet of these buildings.

- Most primary school buildings have been demolished on the grounds that they could no longer satisfy the space requirements of the changing educational system, pedagogical developments and increasing population. However, this study has clarified that the large open spaces on which primary school buildings have been built would allow the construction of additional buildings. Problems related to space could be solved through the construction of annexes in the courtyards, allowing the original buildings to be conserved. In addition, the construction of annexes may also reduce the functional over-use of the original buildings, thus permitting more appropriate conservation decisions. However, any proposed annex buildings should be designed taking the style of the original building and its relations with the open spaces and services, as well as the close environment, into account.

- It is put forth that in some cases, the interventions resulting in the loss of the authentic characteristics of the buildings, services and the open spaces are well intentional applications aiming to “conserve” the buildings. Even some of these interventions remain as simple repairs; they have done irreversible harm to the buildings. To prevent such senseless applications it is necessary to prepare guidelines that set out sensible solutions for the repair of these buildings; which

should be distributed among the institutions responsible for their upkeep. The guidelines should include suggestions for the repair of deteriorated surface materials, such as floor and ceiling coverings; paintwork; roof coverings; architectural elements, such as doors and windows; and the façade finishings.

- An important component of these buildings is their movable and fixed furniture, however the site study has revealed that much furniture has been lost to a great extent. Such furniture should be considered together with the buildings in any conservation approach, and solutions should also be found for their conservation.

- City schools are still used in accordance with their intended original functions, to a great extent. Although two of the city schools are no longer used as primary school buildings, their function as places of education has been maintained in the form of a high school and an education center for the physically disabled, meaning that such facilities have not suffered problems of re-functioning. On the rural side, however, the question of “How abandoned village schools should be returned to use?” is a serious problem. Re-functioning these buildings will help prevent further neglect and vandalism, inappropriate use, unauthorized intervention and material and structural problems originating from the abandonment of the buildings. But, any proposed new function should be compatible with the building’s original function, and should respect the physical capacity of these buildings. In this respect, a project led by the Ministry of National Education, which was launched in 30 pilot cities at the beginning of the 2009–2010 education semester, and which aims to increase the duration of compulsory education to nine years, seems to be important. This project foresees the opening of previously abandoned village primary schools as kindergartens. This proposed function is in line with the original function of the buildings along with their services and open spaces and will prevent their over-use.

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Archives

MEB İzmir İl Milli Eğitim Müdürlüğü Archive

MEB Bergama İlçe Milli Eğitim Müdürlüğü Archive

MEB Ödemiş İlçe Milli Eğitim Müdürlüğü Archive

MEB Tire İlçe Milli Eğitim Müdürlüğü Archive

Izmir Cumhuriyet Eğitim Müzesi Archive

Izmir Bornova Işıklar İlköğretim Okulu Archive

Izmir Bornova Pınarbaşı İlköğretim Okulu Archive

Izmir Buca Tuğsavul İlköğretim Okulu Archive

Izmir Güzelbahçe Vali Kazım Paşa İlköğretim Okulu Archive

Izmir Karşıyaka Fevzipaşa İlköğretim Okulu Archive
Izmir Karşıyaka Örnekköy Kazım Dirik İlköğretim Okulu Archive
Izmir Konak Duatepe İlköğretim Okulu Archive
Izmir Konak Halitbey İlköğretim Okulu Archive
Izmir Konak Inkılap İlköğretim Okulu Archive
Izmir Konak Topaltı İlköğretim Okulu Archive
Izmir Konak Vali Kazımpaşa İlköğretim Okulu Archive
Izmir Konak Zafer İlköğretim Okulu Archive
Izmir Konak Yıldırım Kemal İlköğretim Okulu Archive
Izmir 1 Numaralı Kültür ve Tabiat Varlıklarını Koruma Kurulu Müdürlüğü Archive
Izmir 2 Numaralı Kültür ve Tabiat Varlıklarını Koruma Kurulu Müdürlüğü Archive
Ödemiş Bademiye Şükrü Saraçoğlu İlköğretim Okulu Archive
Ödemiş İnönü İlköğretim Okulu Archive
Ödemiş 3 Eylül İlköğretim Okulu Archive
Ödemiş Konaklı Şehit Er Kamil Akan İlköğretim Okulu Archive
Ödemiş Kaymakçı Şehit Öğretmen Lokman Çeker İlköğretim Okulu Archive
Tire Cumhuriyet İlköğretim Okulu Archive
Tire Boynuyoğun İlköğretim Okulu Archive
Tire Atatürk İlköğretim Okulu Archive
Bergama Zübeyde Hanım İlköğretim Okulu Archive

Periodicals

Arkitekt (İstanbul, 1931-1934)
Mimar (İstanbul, 1934-)
Nafia İşleri Mecmuası (Bayındırlık İşleri Dergisi)
Maarif Vekaleti Mecmuası (Kültür Bakanlığı Dergisi, Eğitim Bakanlığı Dergisi)
TC Maarif Vekilliği Tebliğler Dergisi

APPENDIX A

COMPLEMENTARY MATERIALS

Table A.1. The list of 250 of 500 primary school buildings constructed between years 1923 and 1950 in Izmir

PROVINCE	NAME OF SCHOOL	OPENING DATE	ADRESS	EXISTANCE	SOURCE OF INFORMATION
Aliağa	Aşağışakran İÖO	1931	Aşağışakran Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Aliağa	Çıtak İÖO	1932	Çıtak Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Aliağa	Çaltıdere İÖO	1945	Çaltıdere Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Aliağa	Helvacı İÖO	1934	Helvacı Kasabası Fatih Mh.	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Aliağa	Horozgediği İÖO	1949	Horozgediği Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Aliağa	Uzunhasanlar BS İÖO	1939	Uzunhasanlar Köyü	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Balçova	Ertuğrulgazi	1945	Eğitim Mah. Ertuğrul Gazi Sk. No: 4	not exist(İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Bayındır	Gaziler	1934	Gaziler Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Bayındır	Kızılcaova Köyü İÖO	1931	Kızılcaova Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Bayındır	Zeytinova İÖO	1931	Cumhuriyet Mah.Çatal Cad.	exists (İzmir MEM)	İzmir İl MEM Archive
Bayındır	Yakacık Köyü İÖO	1932	Yakacık Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Bayındır	Çırpı Mustafa Adanır İÖO	1933	Çırpı Beldesi	exists (İzmir MEM)	İzmir İl MEM Archive
Bayındır	Kazım Dirik İÖO	1933	M.Paşa Mh.Atatürk Cd.No:28	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Bayındır	Sarıyurt Köyü İÖO	1933	Sarıyurt Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Bayındır	Alanköy İÖO	1934	Alanköy	exists (İzmir MEM)	İzmir İl MEM Archive
Bayındır	Balcılar Köyü İÖO	1934	Balcılar Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Bayındır	Kızılkeçili Köyü İÖO	1934	Kızılkeçili Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Bayındır	Pınarlı Köyü İÖO	1936	Pınarlı Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Bayındır	Hasköy İÖO	1939	Hasköy	exists (İzmir MEM)	İzmir İl MEM Archive

Table A.1. continued.

Bayındır	Karahalilli Köyü İÖO	1947	Karahalilli Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Bayındır	Fatih İÖO	1949	S.paşa Mh.İstasyon Cd.No:78	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Bayındır	Turan Köyü İÖO	1950	Turan Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Bergama	Göçbeyli İÖO	1929	Göçbeyli Kasabası	NA	İzmir İl MEM Archive
Bergama	Aşağıkırıklar İÖO	1931	Aşağıkırıklar Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Bergama	İ.Bozyerler İÖO	1931	İsmailli Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Bergama	Çamavlu İÖO	1932	Çamavlu Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Bergama	Zübeyde Hanım İÖO	1932	Zafer Mah. Cumh.Cad.	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Bergama	Çitahmetbeyler İÖO	1933	Çitahmetbeyler	exists (İzmir MEM)	İzmir İl MEM Archive
Bergama	Dereköy EBSO İÖO	1933	Dereköy	exists (İzmir MEM)	İzmir İl MEM Archive
Bergama	Tırmanlar İÖO	1933	Tırmanlar Köyü	NA	İzmir İl MEM Archive
Bergama	Ayas İrfan Kırdar İÖO	1934	Ayazkent	exists (İzmir MEM)	İzmir İl MEM Archive
Bergama	İncecikler İÖO	1934	İncecikler Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Bergama	Maruflar İÖO	1935	Maruflar Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Bergama	Tepeköy İÖO	1935	Tepeköy Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Bergama	Karaveliler İÖO	1936	Karaveliler Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Bergama	Ayvatlar İÖO	1939	Ayvatlar Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Bergama	Demircidere İÖO	1939	Demircidere Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Bergama	Ürkütler İÖO	1939	Ürkütler Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Bergama	Eğrigöl İÖO	1944	Eğrigöl Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Bergama	Hamzalı Süleymaniye İÖO	1944	Hamzalı Süleymaniye Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Bergama	Çamoba İÖO	1949	Çamoba Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Bergama	Ondört Eylül	1927	Talatpaşa M.	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Bergama	Sağancı	1943	NA	not exist (İzmir MEM)	İzmir İl MEM Archive
Beydağ	Beyköy İÖO	1938	Beyköy Mah.	NA	İzmir İl MEM Archive İzmir CEM Archive
Beydağ	Adagüre İÖO	1942	Adagüre Köyü	NA	İzmir İl MEM Archive İzmir CEM Archive
Beydağ	Tabaklar İÖO	1945	Tabaklar	NA	İzmir İl MEM Archive İzmir CEM Archive
Beydağ	Pazaryeri	1934	NA	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Beydağ	Beyköy İÖO	1938	Beyköy Mahallesi	exists (İzmir MEM)	İzmir İl MEM Archive

Table A.1. continued.

Beydağ	Aşağı Aktepe İOO	1938	Aşağı Aktepe	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Beydağ	Bakır İOO	1932	Bakır Köyü	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Beydağ	Erikli İÖO	1927	Erikli köyü	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Beydağ	Halıköy	1945	Halıköy	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Beydağ	Mutaflar	1937	Mutaflar Köyü	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Beydağ	Yağcılar Köyü İÖO	1945	Yağcılar Köyü	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Bornova	Kavaklıdere Saliha-Hüseyin Özyavuz	1932	Kavaklıdere Köyü	NA	İzmir İl MEM Archive
Bornova	Işıkkent İOO	1933	Salih Omurtak Cad. No:61 Işıkkent	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Bornova	Naldöken Muharem Candaş İÖO	1945	Naldöken Mah.	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Bornova	Hüsnü Bornovalı İÖO	1931	Okul Cad. No:1 Doğanlar	not exist (Site Survey)	İzmir İl MEM Archive İzmir CEM Archive
Bornova	Yakaköy	1948	Yakaköy	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Buca	Yukarı Kaynaklar Köyü BS İOO	1935	Atatürk C. No:32 Kaynaklar Beldesi	NA	İzmir İl MEM Archive İzmir CEM Archive
Buca	Tuğsavul İOO	1948	Namık Kemal Cd. 492 Sk. No:2	not exist (Site survey)	İzmir İl MEM Archive İzmir CEM Archive Tugsavul İÖO Archive
Buca	Kırıklar	1933	Kırıklar Köyü	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Çeşme	Germiyan İÖO	1926	Germiyan Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Çiğli	Büyükçiğli İÖO	1928	Köyiçi Mah. No: 2	NA	İzmir İl MEM Archive İzmir CEM Archive
Çiğli	Balatçık İÖO	1950	1672 Sk. No: 1071 Balatçık	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Çiğli	Çamaltı Tuzlası İÖO	1936	NA	NA	İzmir İl MEM Archive İzmir CEM Archive
Çiğli	Kaklıç İÖO	1928	Kaklıç Köyü	NA	İzmir İl MEM Archive İzmir CEM Archive
Çiğli	Küçükçiğli	1931	Anadolu Cad. No: 1014	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Dikili	Bademli Mehmet Ertuğrul Denizolgun İÖO	1932	Bademli Köyü	NA	İzmir İl MEM Archive
Dikili	Kocaoba Köyü İÖO	1933	Kocaoba Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Dikili	Demirtaş İÖO	1934	Demirtaş Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Dikili	Salihler İÖO	1934	Salihler Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Dikili	Katıralanı İÖO	1935	Katıralanı Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Dikili	Gökçeağıl İÖO	1946	Gökçeağıl Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Dikili	Denizköy İÖO	1947	Denizköy Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Dikili	Ali Çetinkaya İÖO	1949	İsmetpaşa Mah. 7/1 Sok.No:10	exists (İzmir MEM)	İzmir İl MEM Archive

Table A.1. continued.

Dikili	Yahşibey İÖO	1950	Yahşibey Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Foça	Bağarası Cemil Midilli İÖO	1933	Kazımdirik Mah. Bağarası Beldesi	exists (İzmir MEM)	İzmir İl MEM Archive
Foça	Bağarası Kocamehmetler İÖO	1933	Kocamehmetler Mahallesi Bağarası	exists (İzmir MEM)	İzmir İl MEM Archive
Foça	Ilıpınar İÖO	1933	Ilıpınar Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Foça	Kozbeyli İÖO	1935	Kozbeyli Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Gaziemir	Yahya Kemal Beyatlı İÖO	1938	Gazi Mh. Önder Cd. No: 63	NA	İzmir İl MEM Archive
Güzelbahçe	Vali Kazım Paşa İÖO	1933	Atatürk M. Okul Sk. No:1	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Güzelbahçe	Çamlı Köyü	1933	NA	NA	İzmir İl MEM Archive İzmir CEM Archive
Güzelbahçe	Yelki Hamdi Dalan	1933	Yelki	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Karaburun	Sarpıncık Köyü İÖO	1934	Sarpıncık Köyü	NA	İzmir İl MEM Archive
Karaburun	Saip Anbarseki İÖO	1935	Saip-Anbarseki Köyü	NA	İzmir İl MEM Archive
Karaburun	Kösedere		Kösedere Köyü	not exist (İzmir MEM)	İzmir İl MEM Archive
Karaburun	Eğlenhoca		Eğlenhoca Köyü	not exist (İzmir MEM)	İzmir İl MEM Archive
Karaburun	Mordoğan	1932	Mordoğan	not exist (İzmir MEM)	İzmir İl MEM Archive
Karaburun	Yayla	1934	Yayla Köyü	not exist (İzmir MEM)	İzmir İl MEM Archive
Karaburun	Bozköy	1936	Bozköy	not exist (İzmir MEM)	İzmir İl MEM Archive
Karaburun	İnecik	1932	İnecik Köyü	not exist (İzmir MEM)	İzmir İl MEM Archive
Karşıyaka	Aydoğdu İÖO	1928	1734 Sk. No: 32	NA	İzmir İl MEM Archive
Karşıyaka	Fevzi Paşa İÖO	1931	Z.Hanım Cad. No: 105/A	exists (İzmir MEM)	İzmir İl MEM Archive
Karşıyaka	Mualla Muzaffer Yersel İÖO	1936	7195 Sk. No: 9 Doğançay	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Karşıyaka	Karşıyaka İÖO	1932	1727 Sokak No: 23	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Karşıyaka	Mustafa Reşit Paşa	1925	1738 Sk. No: 166/A Bostanlı	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Karşıyaka	Örnekköy Vali Kazım Paşa	1938	1595 Sk. N0:103 Örnekköy	exists (İzmir MEM)	İzmir İl MEM Archive
Karşıyaka	Şemikler	1934	6487 Sk. No: 2 Yalı Mah.Şemikler	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Kemalpaşa	Ansızca İÖO	1932	Ansızca Köyü	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Kemalpaşa	Halilbeyli İÖO	1933	Halilbeyli Köyü	NA	İzmir İl MEM Archive
Kemalpaşa	Sarılar Sinancılar İÖO	1933	Sarılar-Sinancılar Köyü	NA	İzmir İl MEM Archive
Kemalpaşa	Bağyurdu Kazım Dirik İÖO	1934	Bağyurdu	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Kemalpaşa	Ören İÖO	1935	Turgutlu Cad. No:48Ören Köyü	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive

Table A.1. continued.

Kemalpaşa	Ulucak İÖO	1935	Ulucak Kasabası	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Kemalpaşa	Yiğitler İÖO	1935	Yiğitler Köyü	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Kemalpaşa	Yukarı Sütçüler İÖO	1941	Yukarı Sütçüler	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Kemalpaşa	Gökyaka İÖO	1947	Gökyaka Köyü	NA	İzmir İl MEM Archive
Kemalpaşa	Ören İstiklal İÖO	1948	Ören Köyü	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Kemalpaşa	Sütçüler	1947	Sütçüler Köyü	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Kemalpaşa	Damlacık	1933	Damlacık Köyü	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Kemalpaşa	Tekeköy	1938	Tekeköy	NA	İzmir İl MEM Archive
Kınık	Sucahlı İÖO	1932	Sucahlı Köyü	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Kınık	Cumalı İÖO	1933	Cumalı Köyü	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Kınık	Örtülü İÖO	1933	Örtülü Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Kınık	Hamza Hocalı İÖO	1939	Hamza Hocalı Köyü	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Kınık	Kalem Köy İÖO	1941	Kalem Köy	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Kınık	Karatekeli İÖO	1943	Karatekeli Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Kınık	Balaban	1938	Balaban Köyü	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Kınık	Dündarlı	1932	Dündarlı Köyü	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Kınık	Kocaömer	1933	Kocaömer Köyü	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Kınık	Musacalı	1932	Musacalı Köyü	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Kiraz	Ören Köyü İÖO	1933	Ören Köyü	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Kiraz	Sarısu Köyü İÖO	1938	Sarısu Köyü	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Kiraz	Doğancılar Köyü İÖO	1938	Doğancılar Köyü	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Kiraz	Gedik Köyü İÖO	1928	Gedik Köyü	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Kiraz	Çayağzı	1949	Çayağzı Köyü	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Kiraz	Karaman	1936	Karaman Köyü	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Kiraz	Sırımlı	1943	Sırımlı Köyü	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Kiraz	Yenişehir	1946	Yenişehir Köyü	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Kiraz	Aydoğdu	1925	Aydoğdu Köyü	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Kiraz	Veliler	1929	Veliler Köyü	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Konak	Topaltı İÖO	1928	Süvari Mah. 746. sok. No:71	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive

Table A.1. continued.

Konak	Necatibey İÖO	1929	156 Sok. No:17-Hatay	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Konak	Vali Kazım Paşa İÖO	1933	1282 Sok. No:23 Kapılar	exists (İzmir MEM)	İzmir İl MEM Archive
Konak	Kahramanlar İÖO	1937	1419 SOK. NO:9 35230 KAHRAMANLAR	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Konak	Kemal Reis İÖO	1938	Turgutreis M. Halil Rıfat Paşa C. No:244	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Konak	Mehmet Akif Ersoy İÖO	1933		not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Konak	Zafer İÖO	1926	636 S. No:29 Eşrefpaşa	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Konak	Halitbey İÖO	1926	384 Sokak No:66	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Konak	Gazi İÖO	1933	Talatpaşa Bulvarıl NO:22 Alsancak	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Konak	Uzundere	1931	3968 Sok. no:20	NA	İzmir İl MEM Archive İzmir CEM Archive
Konak	İsmet Paşa İÖO	1923	Sakarya M. 826 S. No:65 İkiçeşmelik	exists (İzmir MEM)	İzmir İl MEM Archive
Konak	Kestelli Şerife Eczacıbaşı İÖO	1936	İkiçeşmelik	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Konak	Kavacık	1939	Kavacık Köyü	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Menderes	Çile Köyü İÖO	1936	Çile Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Menderes	Değirmendere İÖO	1936	Değirmendere Beldesi	exists (İzmir MEM)	İzmir İl MEM Archive
Menderes	Gölcükler Adnan Olcay İÖO	1936	İstasyon Cd. Gölcükler Mh.	exists (İzmir MEM)	İzmir İl MEM Archive
Menderes	Yeniköy İÖO	1936	Yeniköy Deniz Cad. No:80	exists (İzmir MEM)	İzmir İl MEM Archive
Menderes	Çamönü Köyü İÖO	1937	Çamönü Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Menderes	Sancaklı Köyü İÖO	1938	Sancaklı Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Menderes	Çatalca Köyü İÖO	1939	Çatalca Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Menderes	Küner Şehit Binbaşı Ercan İÖO	1945	Küner Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Menderes	Çakaltepe İÖO	1950	Çakaltepe Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Menemen	Şehit Kemal İÖO	1930	NA	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Menemen	Haykıran Adem Saatçi İÖO.	1932	NA	NA	İzmir İl MEM Archive İzmir CEM Archive
Menemen	Türkelli İÖO	1935	Fatih Mah.Türkelli	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Menemen	Maltepe İÖO	1942	Cumhuriyet Mah.Gediz Cad.No:116	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Menemen	Çavuşköy İÖO.	1944	NA		İzmir İl MEM Archive
Menemen	Ayvacık Orgeneral Cemal Tural İÖO.	1945	Ayvacık	exists (İzmir MEM)	İzmir İl MEM Archive
Menemen	Harmandalı İÖO	1947	Harmandalı	not exist (İzmir MEM)	İzmir İl MEM Archive

Table A.1. continued.

Menemen	Bağcılar İÖO.	1950	Bağcılar	NA	İzmir İl MEM Archive
Menemen	Belen	1950	Belen Köyü	NA	İzmir İl MEM Archive
Menemen	Hatundere	1947	NA	NA	İzmir İl MEM Archive
Menemen	Ulucak İÖO	1933	Ulucak Kasabası	NA	İzmir İl MEM Archive
Menemen	Buruncuk	1945	NA	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Menemen	Musabey	1935	NA	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Menemen	Asarlık	1940	NA	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Narlıdere	Oğuzhan İÖO	1933	Güngören Cd. Çamtepe Mah. No: 33	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Ödemiş	Zeytinlik İÖO	1928	Zeytinlik Bucağı	NA	İzmir İl MEM Archive İzmir CEM Archive
Ödemiş	Konaklı İÖO	1930	Davut Dede Mh.Konaklı Bucağı	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Ödemiş	Kaymakçı Şehit Öğretmen Lokman Çeker İÖO	1933	Cumhuriyet Mh.Kaymakçı Bucağı	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Ödemiş	Kızılcaavlu İÖO	1934	Kızılcaavlu Köyü	NA	İzmir İl MEM Archive İzmir CEM Archive
Ödemiş	Bademli ŞükrüSaraçoğlu İÖO	1935	Bademli Bucağı	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Ödemiş	3 Eylül Pansiyonlu İÖO	1937	Kuvvetli Mh.Barbaros Cd.No:2	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Ödemiş	İnönü İÖO	1938	Emmioğlu Mh.Gençlik Cd. No: 34	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Ödemiş	Ocaklı Köyü İÖO	1940	Ocaklı Köyü	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Ödemiş	Güney İÖO	1947	Güney Köyü	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Ödemiş	Çamyayla Yayla Mh. İÖO	1949	Çamyayla Köyü	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Ödemiş	Oğuzlar	1950	Oğuzlar Köyü	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Ödemiş	Cumhuriyet	1927	3 Eylül Mh.Ordu Cd.No: 69	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Ödemiş	Bayırlı	1944	Bayırlı Köyü	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Ödemiş	Ovakent	1945	Ovakent	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Ödemiş	Yeniceköy	1932	Yeniceköy	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Ödemiş	Ertuğrul	1932	Ertuğrul	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Ödemiş	Yolüstü	1925	Yolüstü	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Ödemiş	Köfündere	1933	Köfündere	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Ödemiş	Günlüce	1929	Günlüce	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Ödemiş	Mesçitli	1942	Mesçitli	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive

Table A.1. continued.

Ödemiş	Emirli	1932	Emirli	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Ödemiş	Çayır	1950	Çayır	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Ödemiş	Demirci	1933	Demirci	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Ödemiş	Birgi Kazım Paşa	1931	Birgi	not exist (İzmir MEM)	İzmir İl MEM Archive
Ödemiş	Yeniköy	1948	Yeniköy	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Ödemiş	Bozcayaka	1938	Bozcayaka	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Ödemiş	İlkkurşun	1932	İlkkurşun	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Ödemiş	Dolaylar	1948	Dolaylar	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Ödemiş	Balabanlı	1926	Balabanlı	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Ödemiş	Üzümlü	1948	Üzümlü	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Ödemiş	Kazanlı	1933	Kazanlı	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Ödemiş	Bucak		Bucak Köyü	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Ödemiş	Lübbey		NA	not exist (İzmir MEM)	İzmir İl MEM Archive
Ödemiş	Uzundere		NA	not exist (İzmir MEM)	İzmir İl MEM Archive
Ödemiş	Gereli	1933	NA	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Seferihisar	Ulamış İÖO	1928	Ulamış Mh.	not exist(Site survey)	İzmir İl MEM Archive
Seferihisar	Eski Orhanlı İÖO	1931	E.Orhanlı Mevki/Orhanlı Köyü/Seferihisar	exists (İzmir MEM)	İzmir İl MEM Archive
Seferihisar	Gödence Köyü İÖO	1935	Gödence Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Seferihisar	Düzce	1934	Düzce Köyü	exists (Site survey)	İzmir İl MEM Archive Site Survey
Selçuk	İsabey	1934	NA	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Selçuk	Belevi	1929	NA	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Selçuk	Çamlık	1932	NA	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Selçuk	Havutçulu	1947	NA	not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Selçuk	Gökçealan Köyü İÖO	1933	Gökçealan Köyü	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Tire	80. Yıl Cumhuriyet İÖO	1924	Yeni Mah. Atatürk Cd. No:42	exists (İzmir MEM)	İzmir İl MEM Archive
Tire	Akkoyunlu Köyü İÖO	1931	Akkoyunlu Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Tire	Boynuyoğun Köyü İÖO	1933	Boynuyoğun Köyü	exists (Site survey)	İzmir İl MEM Archive İzmir CEM Archive
Tire	Büyükkale Mediha İçel İ.Ö.O.	1933	Büyükkale Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Tire	Derebaşı İÖO	1933	Derebaşı Köyü	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive

Table A.1. continued.

Tire	Kaplan Köyü İÖO	1933	Kaplan Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Tire	Kırtepe Köyü İÖO	1933	Kırtepe Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Tire	Yeniçiftlik İÖO	1933	Yeniçiftlik Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Tire	Doyranlı İÖO	1934	Doyranlı Köyü	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Tire	Eskioba İÖO	1934	Eskioba Köyü	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Tire	Kızılcaavlu İÖO	1934	Kızılcaavlu Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Tire	Akyurt Köyü İÖO	1935	Akyurt Köyü	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Tire	Atatürk İÖO	1937	Dere Mah. Bahçekahve Cd.No:48/B	exists (İzmir MEM)	İzmir İl MEM Archive
Tire	Kürdüllü Köyü İÖO	1946	Kürdüllü Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Tire	Gökçen İÖO	1947	Fatih Mah. No: 3	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Tire	Saruhanlı İÖO	1949	Çobanköy	exists (İzmir MEM)	İzmir İl MEM Archive
Tire	Çobanköy		Çobanköy	exists (İzmir MEM)	İzmir İl MEM Archive
Tire	Akmescit Köyü İÖO	1950	Akmescit Köyü	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Tire	Ayaklıkırı		Ayaklıkırı Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Tire	Eğridere	1933		not exist (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Torbalı	Çaybaşı İÖO	1931	Çaybaşı Beldesi	exists (İzmir MEM)	İzmir İl MEM Archive
Torbalı	Kazım Paşa İÖO	1932	Muratbey Mahallesi	exists (İzmir MEM)	İzmir İl MEM Archive İzmir CEM Archive
Torbalı	Aslanlar İÖO	1933	Aslanlar Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Torbalı	Yazıbaşı İÖO	1933	Yazıbaşı Beldesi	exists (İzmir MEM)	İzmir İl MEM Archive
Torbalı	Helvacı İÖO	1934	Helvacı Köyü	NA	İzmir İl MEM Archive
Torbalı	Pamukyazı Tamsa Seramik Fabrikaları A.Ş. İÖO	1934	Pamukyazı Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Torbalı	Pancar Muzaffer Hanım İÖO	1938	Pamukyazı Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Torbalı	Kuşçuburun İÖO	1948	Kuşçuburun Köyü	NA	İzmir İl MEM Archive
Urla	Kadıovacık İÖO	1931	Kadıovacık Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Urla	Birgi İÖO	1932	Birgi Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Urla	Gölcük İÖO	1936	Gölcük Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Urla	Özbek Köyü İÖO	1938	Özbek Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Urla	Şehit Kemal İÖO	1939	Sıra Mah. Zafer Cad.	exists (İzmir MEM)	İzmir İl MEM Archive

Table A.1. continued.

Urla	Yağcılar Köyü İÖO	1958	Yağcılar Köyü	exists (İzmir MEM)	İzmir İl MEM Archive
Urla	Zeytinalanı İÖO	1932	Zeytinalanı Mah. Muammer Aksoy Bul.	exists (İzmir MEM)	İzmir İl MEM Archive
Urla	Balıklıova İÖO	1927	Balıklıova	NA	İzmir İl MEM Archive İzmir CEM Archive

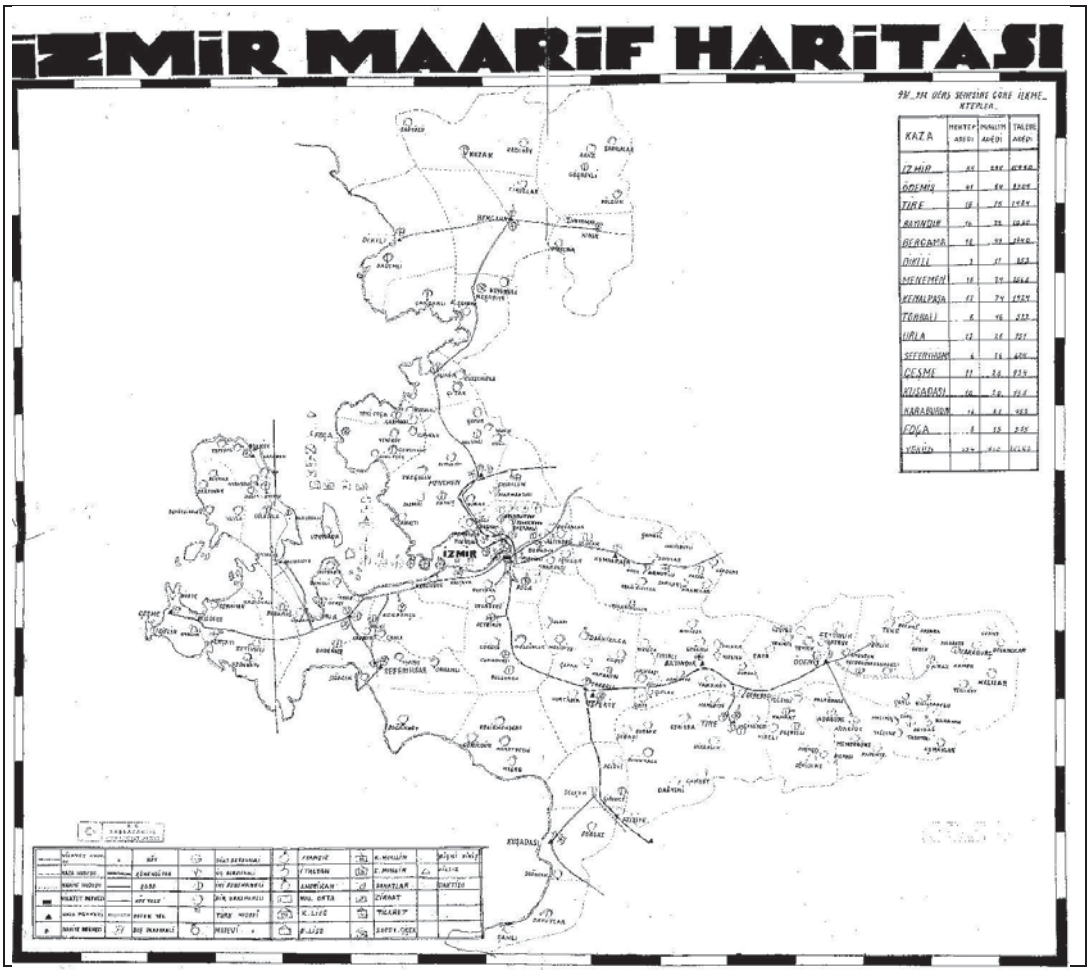


Figure A.1. The *Izmir Maarif Haritası* (Izmir Education Map) showing the number of schools and their distribution in the districts in the years 1931 and 1932 (Source: TCBDAGM Cumhuriyet Arşivi Katalogları, 30.10./142.17.3.)

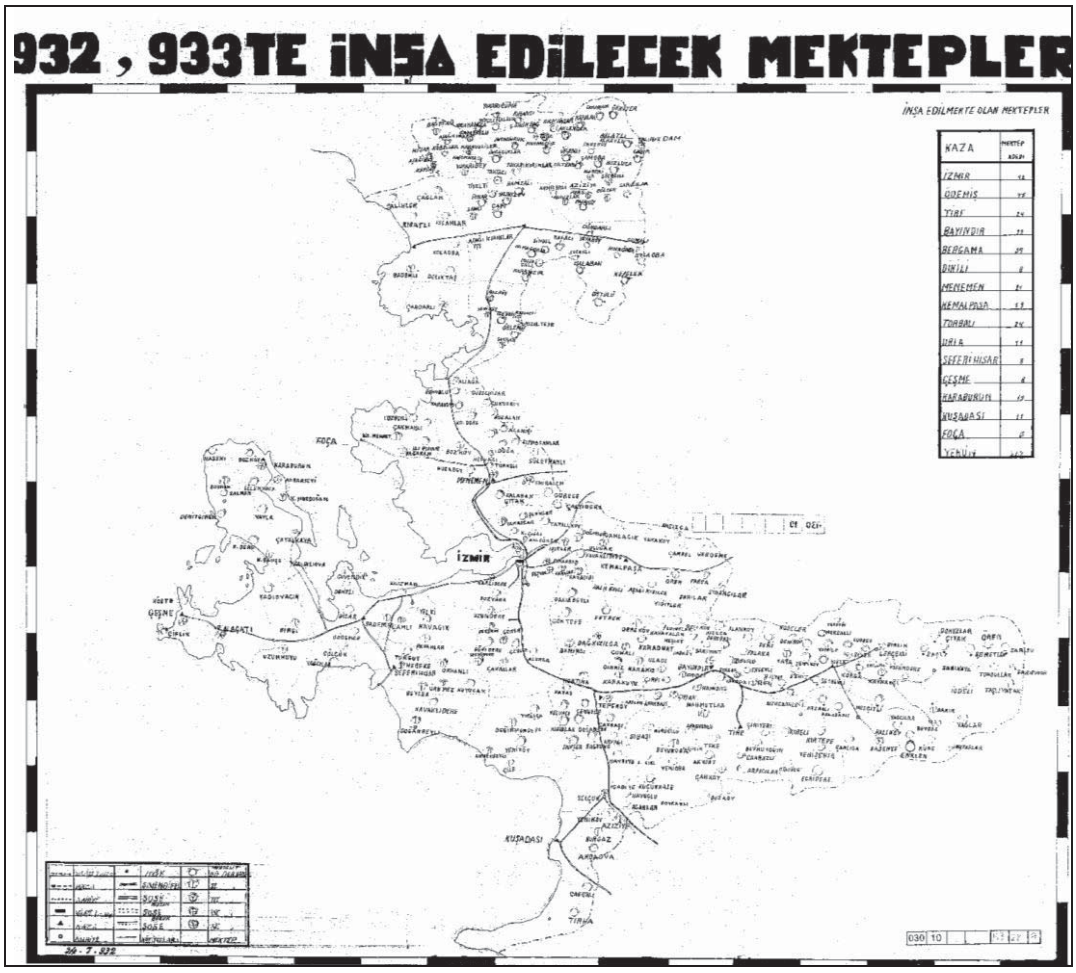


Figure A.2. The map of *932,33te İnşa Edilecek Mektepler* (Schools to be constructed in 932, 33) showing the schools under construction in each district and the ones planned to be constructed in the years 1932 and 1933 (Source: TCBDAGM Cumhuriyet Arşivi Katalogları, 30.10./143.28.7.)

Table A.2. The number of primary schools, teachers and students in Izmir from 1923 to 1950 (Sources: Anon., 1973, p.219, Türkiye Cumhuriyeti İzmir Vilayeti İstatistik Müdürlüğü, 1939, *İstatistik Yıllığı 1937-1938*, pp.56-57. İzmir ve Havalisi Asarıatika Muhipler Cemiyeti, 1934, *İzmir Rehberi,* p.167)

Years	Number of schools	Number of teachers	Number of students
1923-24	190	330	15,148
27-28	198	587	20,621
28-29	233	601	24,071
29-30	258	585	25,652
30-31	238	672	24,874
31-32	253	687	28,780
32-33	280	761	32,976
33-34	321	853	39,876
34-35	377	916	47,198
35-36	387	990	50,515
36-37	354	970	50,245
37-38	404	1,022	53,969
38-39	442	1,085	54,018
39-40	441	1,115	55,237
40-41	471	1,128	55,915
41-42	465	1,160	55,141
42-43	458	1,133	55,494
43-44	479	1,033	52,395
44-45	460	1,289	65,146
45-46	474	1,323	72,313
46-47	481	1,395	71,497
47-48	498	1,332	69,987
48-49	502	1,404	69,544
49-50	534	1,425	73,159

Table A.3. The typology of the primary school buildings in Izmir

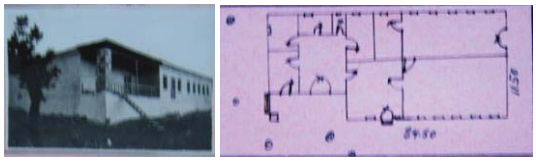
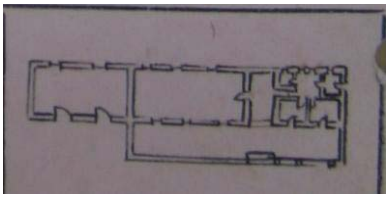
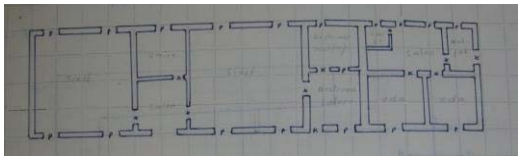
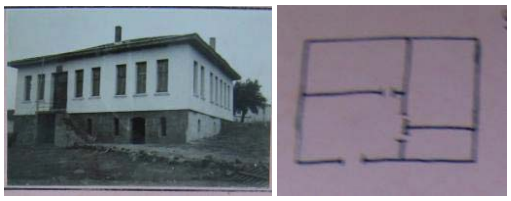
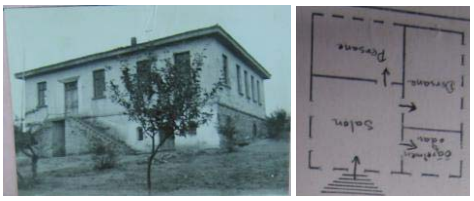
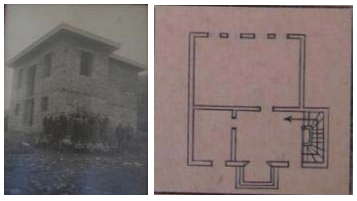
<table>
<tr><td colspan="2">1. ONE ROOM VILLAGE SCHOOL +TEACHERS' LODGING+WORKSHOP</td></tr>
<tr><td>1.H.i</td><td>1.H.ii</td></tr>
<tr><td> </td><td> </td></tr>
<tr><td>Tire Yeniçiftlik 1945-48
Menemen Çavuşköy 1945-48
Ödemiş Lübbey
Buca-Tuğsavul
Mutlu&Yapanar Cold Climate Type revised</td><td>Tire Ayaklıkırı
Tire Saruhanlı
Mutlu&Yapanar Cold Climate Type revised</td></tr>
<tr><td>1.I</td><td>1.J</td></tr>
<tr><td>  </td><td>  </td></tr>
<tr><td>Bergama-İsmailli
Mutlu&Yapanar Cold Climate Type</td><td>Menemen-Hatundere 1945-47</td></tr>
<tr><td>1.K</td><td></td></tr>
<tr><td>  </td><td></td></tr>
<tr><td>Menemen-Belen</td><td></td></tr>
<tr><td colspan="2">2. TWO ROOMS VILLAGE SCHOOL</td></tr>
<tr><td>2.A.i</td><td>2.A.ii</td></tr>
<tr><td>  </td><td>  </td></tr>
<tr><td>Tire-Gökçen-Kızılcaavlu 1932-33
Bayındır-Pınarlı-Burgaz 1932-34
Bergama-Aşağıkırıklar 1930-31
Bergama-Çitahmetbeyler
Bergama-Kozak-Yukarıbey</td><td>Foça-Kozbeyli
Bergama-Kozak-Karaveliler 1931-36
Bergama-Zeytindağ-Yeniköy
Bergama-Yukarıbey-Aşağıbey
Ödemiş-Üzümlü</td></tr>
<tr><td>2.B</td><td></td></tr>
<tr><td>  </td><td></td></tr>
<tr><td>Tire Boğaziçi Akyurt 1932-34
Tire Boynuyoğun 1933</td><td></td></tr>
</table>

Table A.3. continued.

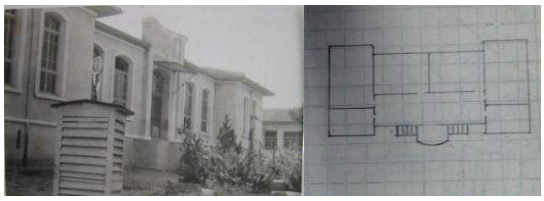
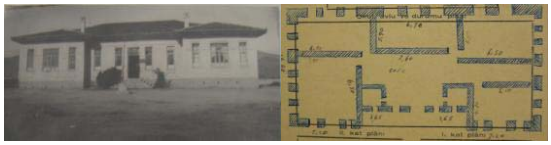
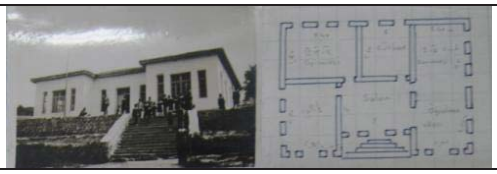
<table>
<tr><td colspan="2">3. THREE/FOUR ROOMS VILLAGE/CITY SCHOOLS</td></tr>
<tr><td>3.A</td><td>3.B</td></tr>
<tr><td>  </td><td> </td></tr>
<tr><td>Konak-Zafer</td><td>Ulamış-Konaklı</td></tr>
<tr><td>3.C.i</td><td>3.C.ii</td></tr>
<tr><td>  </td><td>  </td></tr>
<tr><td>Seferihisar-Ulamış 1928
Bergama-Göçbeyli Yatılı Okul 1931-32
Ödemiş-Kaymakçı
Menemen-Ulucak 1932-33
Urla-Uzunkuyu
Bornova-Naldöken-MuharremCandaş 1944-45</td><td>Karaburun-Mordoğan 1931-32</td></tr>
<tr><td>3.D</td><td>3.E</td></tr>
<tr><td></td><td> </td></tr>
<tr><td>Ödemiş-Zafer</td><td>Foca-Bagarası 1932-33
K.yaka-Örnekköy-KazımDirik 1935-38
Ödemiş-Bademiye-Ş.Saraçoğlu 1935
Narlıdere-Oğuzhan 1931-33
Ödemiş-3 Eylül
Karaburun-Saip 1932-35
Pınarbaşı 1931-33
Işıkkent 1931-33
Konak-Inkılap 1933</td></tr>
<tr><td colspan="2">VILLAGE SCHOOLS (plans could not reached)</td></tr>
<tr><td> </td><td> </td></tr>
<tr><td>Ödemiş-Günlüce</td><td>Ödemiş-Suludure+ 4 other schools in Ödemiş</td></tr>
<tr><td> </td><td></td></tr>
<tr><td>A Primary School in Ödemiş+ 1 school in Ödemiş</td><td></td></tr>
</table>

Table A.3. continued.

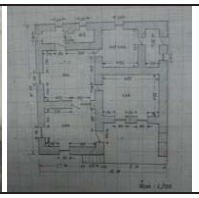
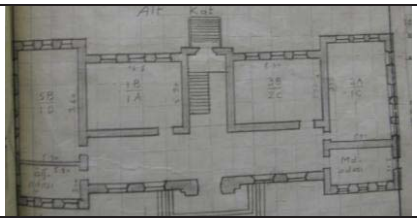
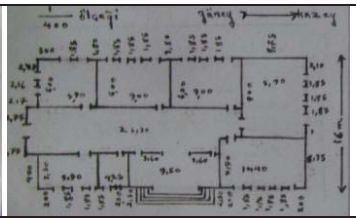
SERVİCE BUILDINGS	
Lodging-Type 1	
	
Buca-Kırıklar (1946-47) Bayındır-Pınarlı-Burgaz Bayındır-Kızılkeçili Tire-Kızılcaavlu Karaburun-Sarpıncık Seferihisar-Ulamış Bergama-Göçbeyli Karaburun-Mordoğan Kemalpaşa-Ören Tire Akyurt Bornova-Pınarbaşı(1945-47) Urla-Kızılbahçe-Zeytinalın (1946-47) Seferihisar-Hereke(Düzce) (1946-47)	
Workshop-Type1	**Workshop-Type2**
Urla-Kızılbahçe-Zeytinalın(1946-47) Karaburun-Mordoğan-İnecik (1947) Bergama-Aşağıkırıklar (1948)	Bayındır-Pınarlı-Burgaz Tire-Gökçen-Kızılcaavlu Seferihisar-Ulamış

Table A.3. continued.

4.A CITY SCHOOL	
	
Konak-Halitbey 1929 Konak-Yıldırım Kemal	Tire Cumhuriyet Ödemiş Cumhuriyet
4.B CITY SCHOOL	
Bergama-Zübeyda Hanım	
4.C CITY SCHOOL	
	
Konak-Vali Kazımpaşa-1931-33 K.paşa-Ören Köyü 1932-33 Güzelbahçe-Vali Kazım Paşa 1932-33 Ödemiş-Birgi-1932 Karşıyaka-Fevzi Paşa 1930	Konak Topaltı Torbalı-Kazım Paşa 1929-1931 Tire-Atatürk-1936-37 Bayındır-Kazım Dirik 1931-33
4.D CITY SCHOOL	
Ödemiş Emmioğlu (1938)	
4.E CITY SCHOOL	
Gazi Primary School-1933	

CURRICULUM VITAE

PERSONAL INFORMATION

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Place of Birth	**:** Trabzon-TURKEY
E-mail	**:** nursenkul@yahoo.com

EDUCATIONAL BACKGROUND

Degree	**Institution**
M.Arch. 2003	Middle East Technical University, Department of Architecture-Restoration Graduate Program Thesis: "Restoration Project of the Medrese in Düzce(Hereke) Village, Seferihisar, Izmir"
B.Arch. 1998	Karadeniz Technical University, Department of Architecture

PROFESSIONAL EXPERIENCE

1999-Present	Research Assistant, Middle East Technical University, Faculty of Architecture, Department of Architecture (Home University: Izmir Institute of Technology, Izmir) The courses participated; ▪ Design in Restoration I, II, III ▪ Principles of Restoration and Conservation ▪ Theory of Restoration ▪ History of Architecture in the Middle East