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PRIMARY SCHOOLS OF İZMİR (1923-1950) (1)

F. Nurşen KUL*

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1. This paper is adapted from a part of the author's Ph.D. thesis (Kul, 2010), completed in the Graduate Program of Restoration in the Department of Architecture, Faculty of Architecture, METU. The author would like to express her gratitute to her supervisor Assoc. Prof. Dr. Emre Madran, co-supervisor Assoc. Prof. Dr. Elvan Altan Ergut and the jury members; Assoc. Prof. Dr. C. Abdi Güzer, Assoc. Prof. Dr. Can Binan, Assoc. Prof. Dr. Suavi Aydın, and Assoc. Prof Dr. Güliz Bilgin Altınöz for their valuable suggestions and comments. The author would also like to thank her colleague B. Nilgün Öz who kindly commented on an earlier version of this paper.

2. The Republican Regime attached high 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 Republic. Thus, an ideological meaning was attributed to education buildings. In Bozdoğan's (2002, 89) words; "...all types of education buildings became the symbols of the scientific and progressive ideals of the Kemalist revolution" and "...building these became synonymous with the building of the nation itself".

* Department of Architectural Restoration, İzmir Institute of Technology, İzmir, TURKEY.

This study aims to identify primary school buildings constructed in İzmir between the years 1923 and 1950 and understand them within the national context and its reflection on the local. For this purpose, the national primary education system and school construction policies were researched, and their local reflections were discussed through the specific case of İzmir.

The results of this research demonstrate that the national policies, instigating the extension of school buildings throughout the country, were successfully implemented in İzmir, and contrary to numerous other cities, new school buildings were constructed homogenously not only in the city and sub-province centers but also in the villages. This meant that, a wide spectrum of schools differing in their scales and qualities, ranging from multi-spaced city and sub-province schools built in highly populated areas to single-spaced village schools constructed in settlements of low population levels were built in İzmir. Detailed archival research, site surveys and literature reviews showed that 500 new primary schools were built in 1923-1950, 99 of which provided information in more detail in the form of visual and written documents. Based on this data, it was possible to establish the type of projects that were implemented in İzmir, the designing persons or institutions, their design criteria and the school construction processes.

NATION BUILDING (2): SCHOOL CONSTRUCTION POLICIES

As much as the educational developments of the early Republic Period are identified with the revolutionary identity of the new regime, the fact was that the Republic had found many of the revolutions and novelties it was going to introduce in due course as a ready-made formula, the intellectual foundations of which was built during the II. Constitutional Period. Similarly, the Provisional Law on Primary Education (Tedrisat-ı İptidaiye Kanun-ı Muvakkati, No:315) of 1913, which brought a similar

organization to that of the Regulation for General Education (*Maarif-i Umumiye Nizamnamesi*) of 1869, forms the basis of the primary education organization of the Republic. According to the Provisional Law on Primary Education, all the expenses of primary education, such as provision of land for the primary school, construction, maintenance and repair costs, employee salaries and lecture materials, are to be met by local authorities. They, in turn, are expected to cover these costs from two sources (Article: 15): the education share taken from the tithe tax (*aşar vergisi*) and the *mesarif-i mecbure*, which was a special education tax imposed on citizens. However, the irregularity in the collection of tithe tax during the last years of the Empire and the predominant use of collected tax in covering foreign debts resulted in the primary education expenses to be covered by the *mesarif-i mecbure* (Başgöz, 2005, 90).

In this period, when a school was to be built, the total construction cost was calculated and this amount was split among the households of that village or neighborhood, and the building was constructed with this collected sum of money. However, this construction financing model meant that the smaller the settlement was, the more each household had to contribute as *the mesarif-i mecbure*, as a result of which constructing school buildings in small settlements proved to be difficult (Başgöz, 2005, 90). To set a balance between the income of citizens and the collected tax, the Amendment Law on Law of Provincial Administrations and Decree of Primary Education (İdarei Vilayat Kanuniyle Tedrisatı İptidaiye Kararnamesinin Tadiline Dair Kanun, No:326) was adopted in 1923 (Başgöz, 2005, 108). The public contribution to the construction of schools and further operational expenditures was decided to be %35 of the total cost at settlements of up to the 500 houses, %50 at settlements of up to 1500 houses and %85 at larger settlements that were of more than 1500 houses (Article: 1). The primary education tax (*tedrisat-ı iptidaiye vergisi*), which constituted %1 of the salaries of all government employees (Article: 4), contributed towards the meeting of primary education expenditures.

1925 saw the abolishment of the tithe, which meant that all expenses of primary education were to be met by taxes collected from all citizens. The relevant tax, called the 'school tax' (*mektep vergisi*), is defined in the first article of the Law of School Tax (Mektep Vergisi Kanunu, No: 616), enacted the same year, as "…the contribution of the public to the necessary expenditures for the education of those who are at the compulsory education age…" However, the collection of primary education expenses from the public created a strong reaction against education, as a result of which the collection of these expenses as a separate and distinct type of tax was abolished and the expenses were decided to be covered by the surcharges made to several other taxes such as land, income and *sayım* (**3**) following the Law About Education Tax (Maarif Vergisi Hakkında Kanun, No: 1130) adopted in 1927 (Başgöz, 2005, 109).

The Law on the Organization of the Ministry of Education (Maarif Teşkilatına Dair Kanun, No:789) adopted in 1926 brought a similar organizational and financing model to that of the 1913 Law and stated that all expenditures of primary schools other than boarding schools are to be met by the budgets of Special Provincial Administrations (Article:5). The 1926 Law continued the central and provincial educational organization already determined by the regulations of 1869 and the law of 1913. In this scheme, the Central Organization of the Ministry of Education (Maarif Vekaleti Merkez Teşkilatı) is responsible for all educational issues in the

3. *Sayım* is a particular type of tax the amount of which depended on the number of animals one owned.

country. Boards of Primary Education (Tedrisat-ı İptidaiye Meclisleri) founded in the cities under the chairmanship of the governor were in charge of the application of decisions made by the Ministry as well as the supervision of educational affairs.

According to the Law of 1926, official school buildings could only be constructed with the permission of and according to the plans sent by the Ministry (Article: 24). The same year saw the establishment of a Construction Bureau (İnşaat Dairesi) under the Ministry of National Education for the planning of new and modern school buildings. The prototype projects prepared by the Construction Bureau were sent to the Education Directorates (**4**) (Maarif Müdürlüğü) and the most suitable prototype project for a settlement was selected by the joint decision of the local authority and the Education Directorates based on the population and educational needs. The selected projects were constructed by the Special Provincial Administration, but all construction expenses were covered by the taxes.

There was a totally different system in the construction of village schools. They were constructed not only with the financial support of the villagers but also with their labor force – an obligation described as one of the responsibilities of villagers in the Village Law (Köy Kanunu, No: 442) of 1924 as "...to construct a school according to the sample provided by the Education Directorates..." (Article:15). The same responsibility is also defined for villagers in the Law of the Village Institutes (Köy Enstitüleri Kanunu, No:3803) of 1940 and the Law on the Organization of Village Schools and Institutes (Köy Okulları ve Enstitüleri Teşkilat Kanunu, No:4274) of 1942. According to the 1942 law,

> "…every citizen of the village, who has been residing in the village for at least six months, aged between 18 and 50, is obliged to work for a maximum of twenty days within a year in the construction of village and nearby schools, to provide water to these buildings, to build school roads and gardens, and carry out other works related to the repair of these, until they are completed…" (Article: 25).

The same law provided the villagers with several options, including the possibility of hiring someone to work on their behalf, or to pay the occupational wage according to the current value for their obligatory working days. For those who work with their wheeled vehicles or farm implements such as plow, one working day is considered as three days (**Figure 1, 2**).

It would be unrealistic, however, to consider that school buildings were constructed solely by the villagers themselves and without any professional contribution. At this point, the decision of the General Directorate of Primary Education of the Ministry of National Education (Milli Eğitim Bakanlığı İlköğretim Genel Müdürlüğü), accepted in 1948, sheds light on village school construction processes. It specifies the type of work to be carried out by the villagers collectively during the construction process as follows (BCA, No: 080.18.01.02.117.54.1.);

- extraction and transportation of stone and sand,
- preparation and transportation of mud-brick,
- laying the foundation and leveling of the ground,
- preparation of mortar; transportation of firewood, straw, stone, earth and water for the preparation of lime, tile and brick,

4. After 1935, all the responsibilities of Boards of Primary Education were devolved to Education Directorates.

Figure 1. The villagers working at a school construction (Köy Okulu Binası, 1937). Close examination of the photo reveals that women also worked at constructions. Right in front of the building, a woman is mixing mortar with a shovel, and other women are carrying construction materials to the building and other places as needed.

Figure 2. The villagers fulfilling their obligations by working with wheeled vehicles (Köy Okulu Binası, 1937).

- transportation of all types of building materials from designated centers
- any additional rough construction work not mentioned above

In the same decision, it is stated that "…where possible, skilled people, recruited through obligatory wages, should be preferred to work alongside the masters". Therefore, professional workers were employed during the construction process, and the villagers contributed to the preparation, processing and transportation of materials, digging the foundations, and carrying out other rough construction works and thereby decreasing the amount of money to be paid to the professionals as well as shortening the construction time. These professional employees were defined in the law adopted in 1948 (**5**), which stated

> "…the Directorates of National Education can temporarily employ master builders, foremen, technicians, engineers, architects, guards and workers for dealing with the technical aspects of constructing school buildings, and lodgings for teachers, health officers and midwives…" (Article: 8).

The later date of this law might make it difficult to conclude that a similar process was followed throughout the early Republic Period; however it is highly likely for an equivalent law to have been enacted in the years leading to 1948 because it was fairly common for the same prototype project to be used in different settlements. The fact that the villagers had no right to change the prototype project, and also the quality of the changes made, demonstrate that professionals were employed during this process.

SCHOOL BUILDING: PROTOTYPE PROJECTS

After the establishment of the Construction Bureau, a team of architects under the leadership of a foreign architect Ernst Egli was commissioned for the planning of new and modern school buildings (Tonguç, 1947, 352; Aslanoğlu, 1992, 124). While this Bureau designed and constructed some prominent educational buildings of the early Republican architecture (**6**), it was also designing prototype projects for primary schools of different scales to be constructed in the cities, provinces and villages. Until these projects were prepared however, the prototype projects designed during the last years of the Empire continued to be used. In reality, the school construction policies of the Republic were a continuation of the system established during the late Ottoman period. A good example is an article of the 1926 Law that forbids school constructions other than through the

5. The Law on the Modification of the Articles Relating to the Construction of Village Schools, Lodgings for Teachers, Village Health Officers and Midwives in the Laws no: 3803, 4274, and 4456, and the abolishment of Laws no: 5012 and 5082 (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, No:5210).

6. Balıkesir Necatibey Teacher's Training School, Ankara Music Trainers School are some well known educational buildings designed by the Construction Bureau.

Figure 3. Bursa Karacabey Mektebi, constructed according to the prototype designed by Mukbil Kemal Taş (TC Milli Eğitim Bakanlığı Eğitim Teknolojileri Genel Müdürlüğü, 1999, 18).

Figure 4. A single-floor application of Mukbil Kemal Taş's prototype in Trabzon (TC Milli Eğitim Bakanlığı Eğitim Teknolojileri Genel Müdürlüğü, 1999, 256).

architectural drawings sent by the Ministry, which in effect is a repetition of Article 21 of the 1913 Law. This certifies that, construction of modern schools to provide improved education conditions was on the agenda prior to the establishment of the Republic and architectural projects were prepared for this purpose. Although the questions as to which units within the period's educational organization prepared these projects and who they were prepared by may be answered only through more comprehensive research, there are certain clues that might be considered as adequate within the scope of this research. For example, Yıldırım Yavuz (1981, 40) mentions that various school buildings were designed in the Ministry of Pious Foundations (*Evkaf Nezareti*) between 1913 and 1916, when primary education became the responsibility of this Ministry. He also indicates that there are 40 school projects, mostly of primary school buildings, designed by Kemalettin Bey and his friends, to be found in the archive of the Turkish Foundation Construction and Artworks Museum (*Türk İnşaat ve Sanat Eserleri Müzesi*) (Yavuz, 1981, 40) (**7**). It is possible that some of these prototype projects were used after the Republic. Edirne Karaağaç Mektebi, for example, was designed by Kemalettin Bey while he was working in the Ministry of Pious Foundations from 1909 to 1919 (Yavuz, 1981, 42). Although this plan was never implemented in Edirne, it was used as a prototype for the construction of school buildings in various villages during the last decade of the Empire as well as in the first decade of the Republic (Yavuz, 1981, 42). Similarly, another prototype project that was

7. Unfortunately, a conversation with the General Directorate of Pious Foundations – Turkish Engineering and Artistic Works Museum revealed that this archive no longer exists.

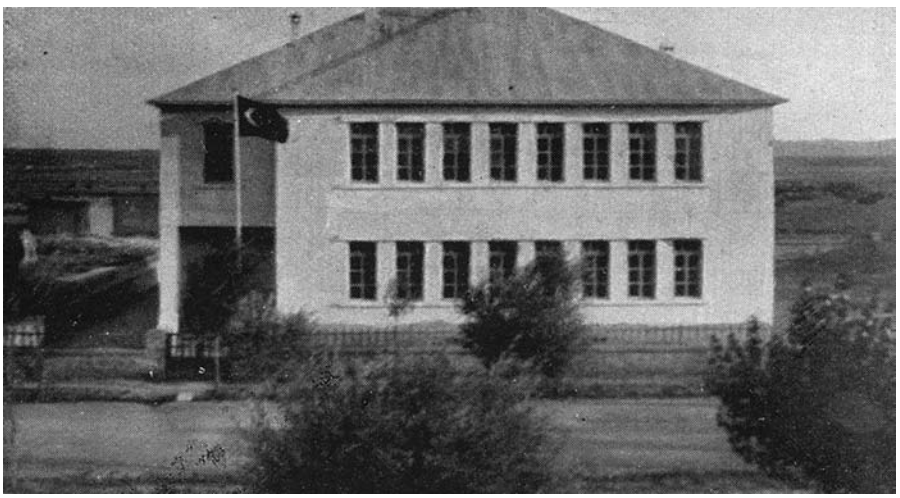


Figure 5. Ağrı Karaköse Secondary School. This building was constructed according to the prototype primary school design of the Ministry of Public Works but was used as a secondary school (Yücel, 1938).

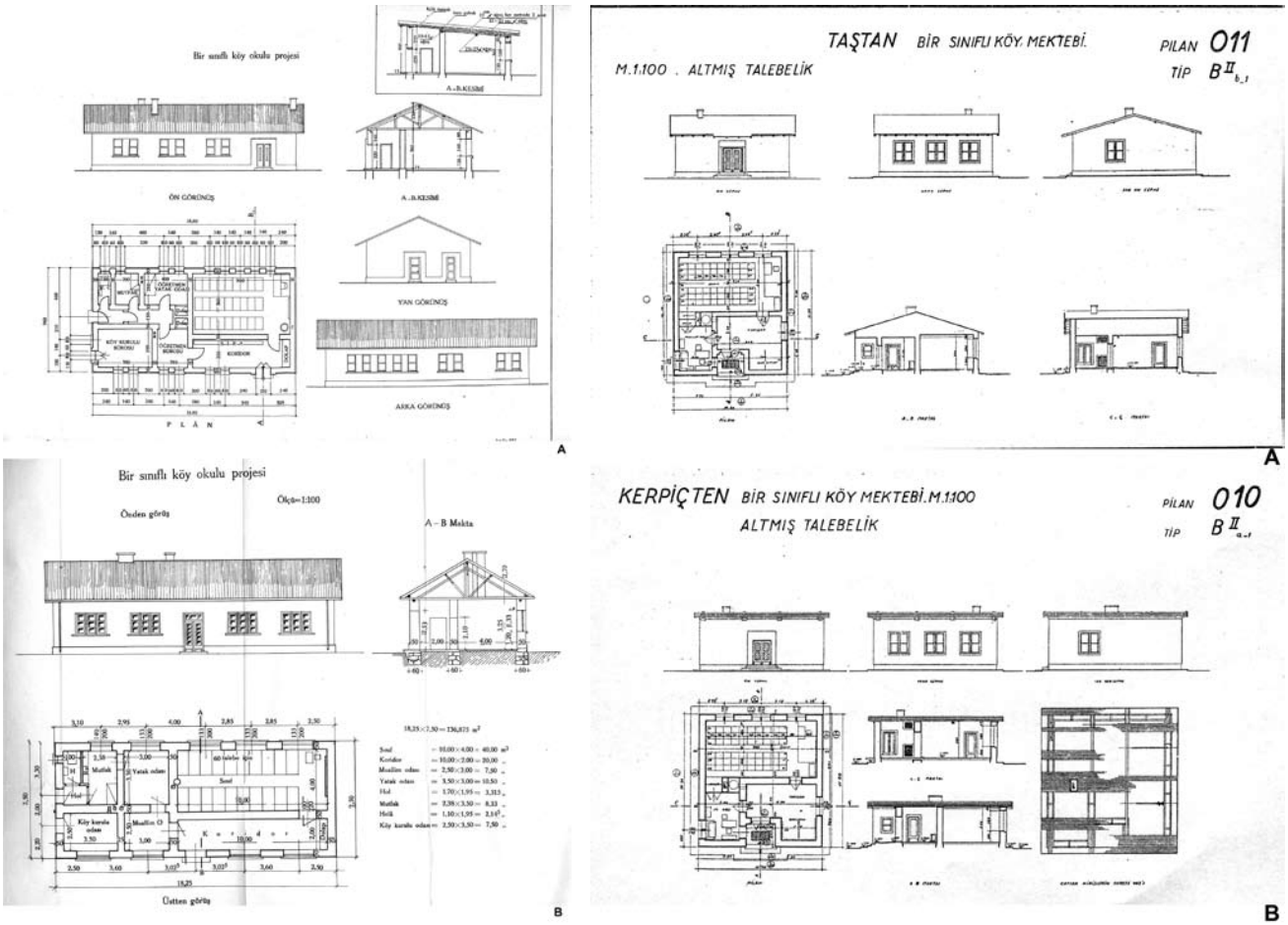


Figure 6. Two similar prototype designs of the Ministry of Education for village educators. Both designs were to be constructed in different regions with different construction material alternatives such as stone, brick, mud-brick and timber, compatible with the climatic conditions and available material alternatives of that region (Köy Okulu Binası, 1937).

Figure 7. In 1933, the Ministry of Education prepared a booklet to be sent to the Education Directorates. This booklet contained different types of prototype plans of varying sizes, each designed in three different construction material alternatives, mud-brick, stone and timber. This figure shows the technical drawings of the same prototype plan with two alternatives of construction material; A: stone, B: mud-brick (İlkmektep Planları Albümü, 1933).

commonly used during 1920s and 1930s in almost every city and provincial town was the one designed by Mukbil Kemal Taş while he was working in the Anatolian Section of the Ministry of Pious Foundations (*Anadolu Mıntıka-i Vakfiyesi*), from 1911 to 1917 (Cengizkan, 2003, 112-3) (**Figure 3,4**).

However, the Ottoman period prototype projects and those designed throughout the 1920s reflected the stylistic language of the 'national architectural style', which was a cost-increasing factor in terms of construction expenses, and an issue that would cause reaction not only from the public, who were charged with having to meet the expenditures, but also from the executive staff in the Ministry. For example, the Board of Education Inspectors Report in 1930 (*Maarif Müfettişleri Teftiş Heyeti*) mentions that the budget of Special Provincial Administrations was wasted with large and decorative buildings that fail to meet the minimum requirements and have pedagogical and sanitary problems (**8**)**.** For this reason, the 'international style', which dominated the architectural vocabulary of the 1930s and whose stylistic language was defined by pure geometric forms and abandonment of decoration, was adopted as the sole solution for the construction of numerous school buildings that were needed. As a result, projects designed according to the principles of the 'international style' are started to be constructed around the country. These prototypes were designed by two separate ministries, the Ministry of Education and the Ministry of Public Works (**9**). However, their design approaches were very different owing to their different school construction

processes (Bozdoğan, 2002, 90). First of all, the Ministry of Public Works mainly dealt with higher education buildings. The primary schools constructed by this Ministry were limited in number and they were mainly in the cities and provinces. The same prototype project could be built with the same technique and materials in different parts of the country (**Figure 5**). The Ministry of Education, on the other hand, also designed prototype projects and constructed schools in the cities and provinces, but concentrated primarily on village schools, especially concerning itself with finding local solutions. Accessibility of materials, use of local construction techniques, and harmony of materials with climatic conditions were all carefully examined by the Construction Bureau and incorporated into the design process for the success of a policy that demanded the construction to be carried out by the villagers. Other important criteria in the design of schools included being economical, simple and easily applicable. For instance, the main considerations in the projects designed for village educators (**10**) were described as being economical, simple and solid while serving its purpose (TC Tarım ve Kültür Bakanlıkları, 1937).

The main design approach of the 1930s was to implement the same prototype plan across the country using local materials and local traditional building techniques (**Figure 6, 7**). In the 1940s, the concern for localism

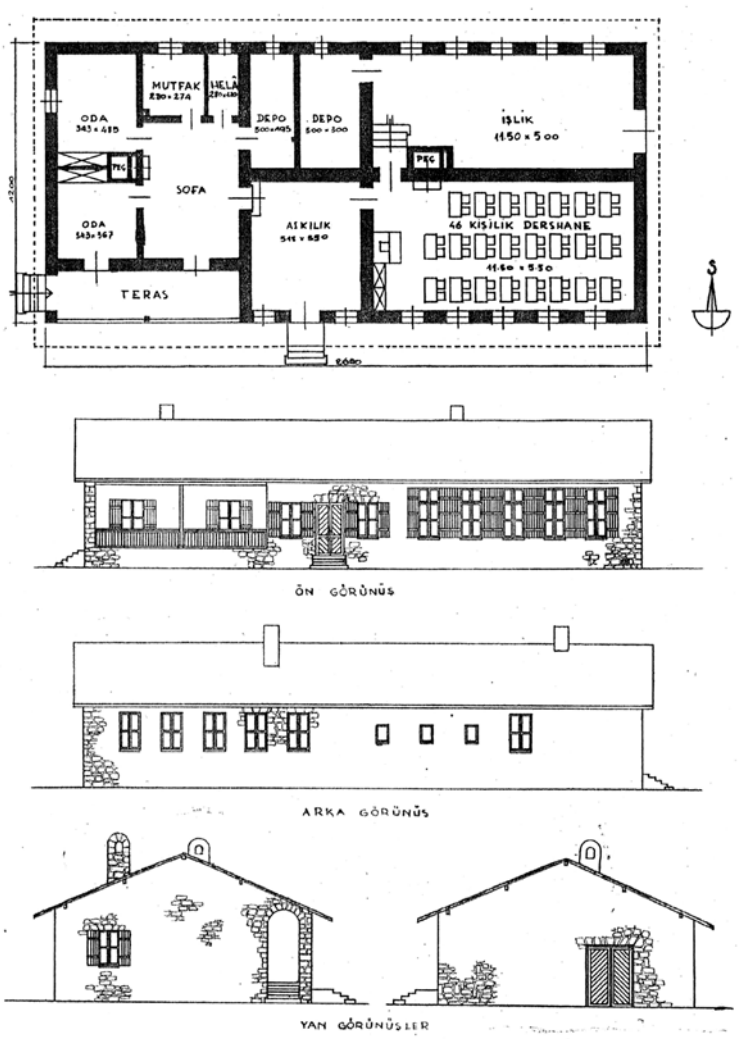


Figure 8. Cold climate village school type of Mutlu and Yapanar (TC Maarif Vekaleti, 1943).

8. The primary schools in Erzurum, Hasankale, Tercan, Adapazarı, Giresun and Denizli Köy Yatı Mektebi were given as examples of buildings that could not be completed for years due to the limited budged of the Special Provincial Administrations not being taken into consideration at the very beginning (TC Maarif Vekaleti, 1930, 4).

9. The Ministry of National Education was the only institution responsible from primary school constructions until 1934. That year, the General Directorate of Construction Works (Yapı İşleri Umum Müdürlüğü) was established under the Ministry of Public Works in order to collect all public building activities under one state organization. Therefore, the Ministry of Public Works also designed and constructed school buildings including primary schools.

10. Educators (*eğitmen*) were specifically trained teachers to teach in villages. An experimental program was developed in 1936 for training these educators. Village men who had recently been released from military service and who were literate were assigned a one-year course in Mahmudiye State Farm in Eskişehir. The graduates of this course, operated by the Ministries of Education and Agriculture, became trainers at village schools where they taught and advised 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, No: 3238), was introduced to the Assembly in 1937.

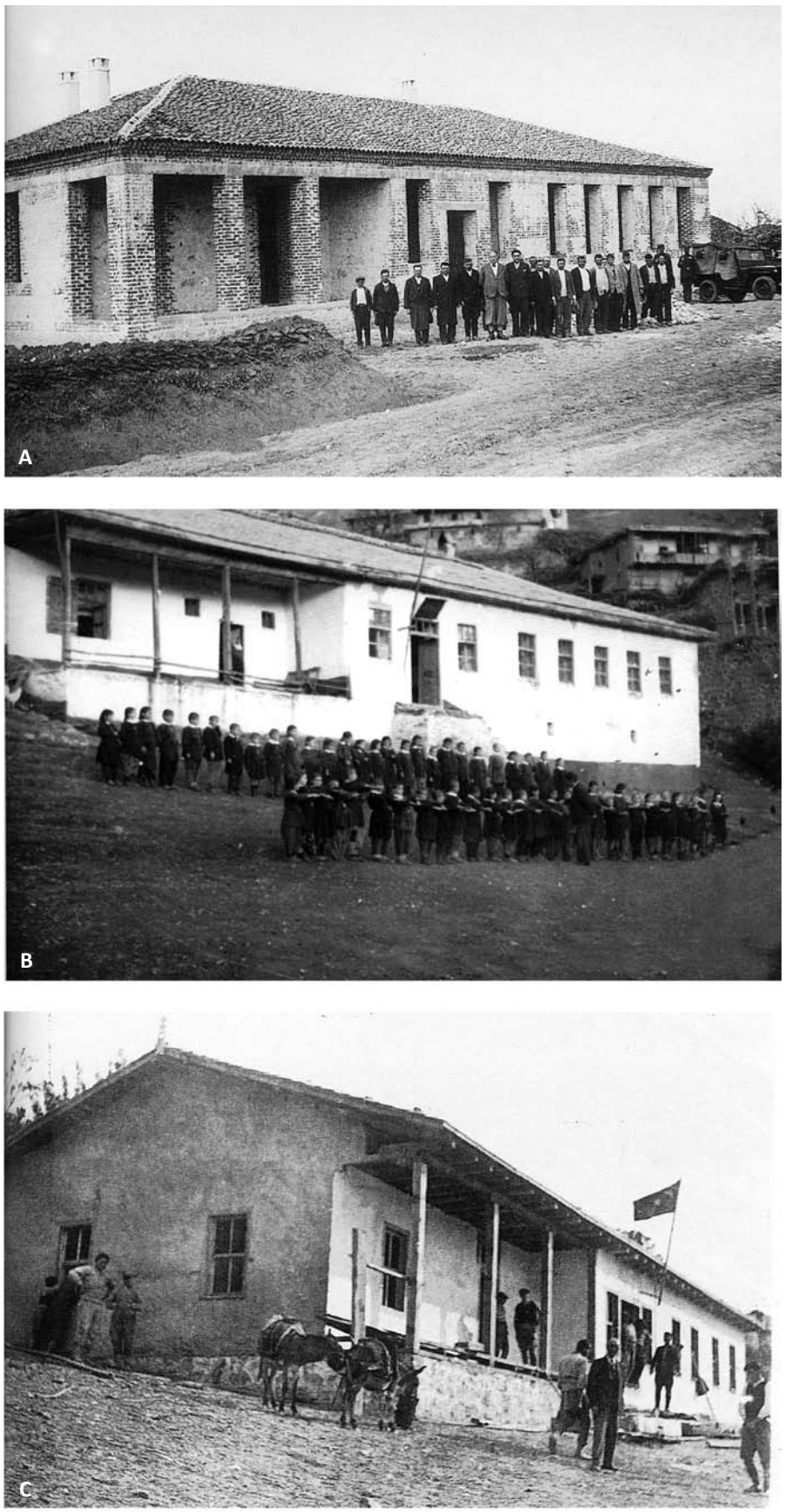


Figure 9. Different school buildings constructed in different settlements according to the cold climate village school type of Mutlu&Yapanar. A: İğneler Village, Çorlu (Özel, 2000, 185); B: Kuruçay Village, Bozkır (Özel, 2000, 210), C: An anonymous village (Özel, 2000, 186).

Figure 10. Fındıklı 13. İlkokul (İsmet İnönü Primary School), designed by George Debes in İstanbul (Türkiye Cumhuriyeti Maarifi: 1940-41, 1941).

Figure 11. Gazi Primary School, İzmir (designed by Emre, 1934, 191).

evolved to include not only materials and building techniques but also in devising locally suitable plan types. For instance the prototype projects designed by Asım Mutlu and Ahsen Yapanar for the Village Institute's graduates (**11**) were for three different types of climates; hot, cold and mild temperatures (**12**). These three different types were constructed with the traditional materials and construction techniques available in different regions (**Figure 8, 9**). Parallel to the developments in the architectural world, the 'second national architectural style' comes out as the chosen vocabulary of the prototype designs in the 1940s.

The practice of working with prototypes with the aim of setting a particular standard in school buildings was a topic of important and interesting debates with criticisms made extensively especially in the early 1930s by Zeki Sayar, the founding editor of *Mimar* (*Arkitekt*) (Bozdoğan, 2001,

11. As the most significant experiment in modern Turkish education, the Village Institutes (Köy Enstitüleri) were established in 1940 in order to educate the necessary number of teachers who were going to solve the educational problem of villages. That same year, the Law on Village Institutes was introduced. According to this law, village children who graduated from village primary schools were trained at Village Institutes for a period of five years in one of the 21 in Turkey, and in turn they were expected to be the prospective teachers, technical leaders and advisers of the villages to which they were appointed to.

12. In 1941, an architectural competition was held to obtain plans for schools, lodgings and workshops (*işlik*) that would be used by the Village Institute's graduates. 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. The winners of this competition were Asım Mutlu and Ahsen Yapanar. The runner-up was Zeki Sayar, and Rebii Garbon was third (Köy Okulları Proje Müsabakası, 1941, 12).

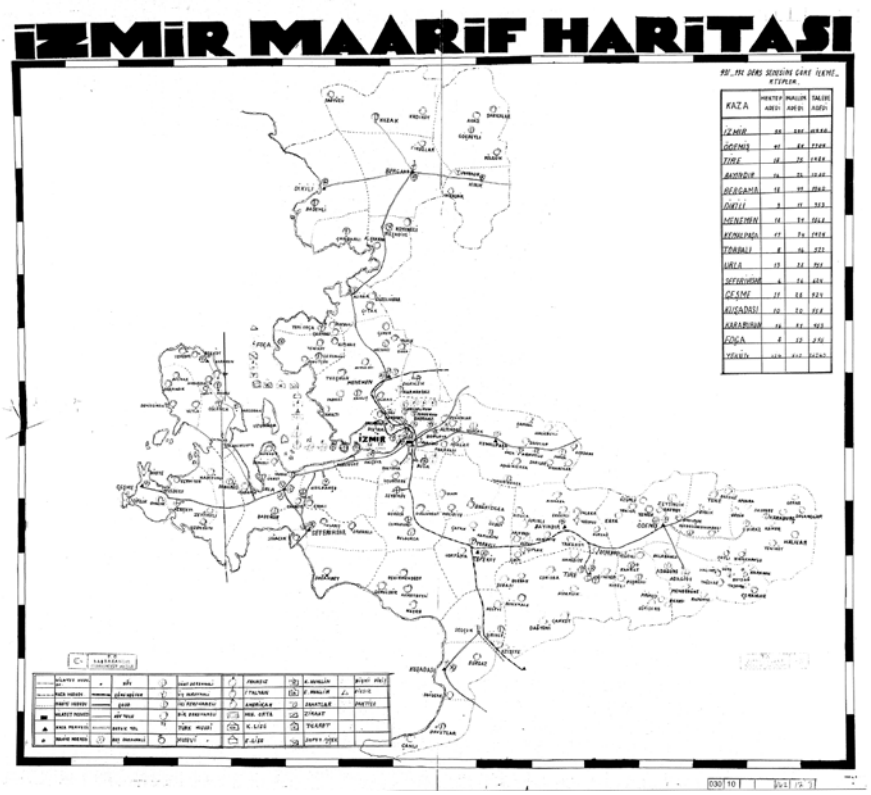


Figure 12. *İzmir Maarif Haritası* (İzmir Education Map) showing the number of schools and their distribution in the provinces in the years between 1931 and 1932 (BCA, No: 30.10./142.17.3.).

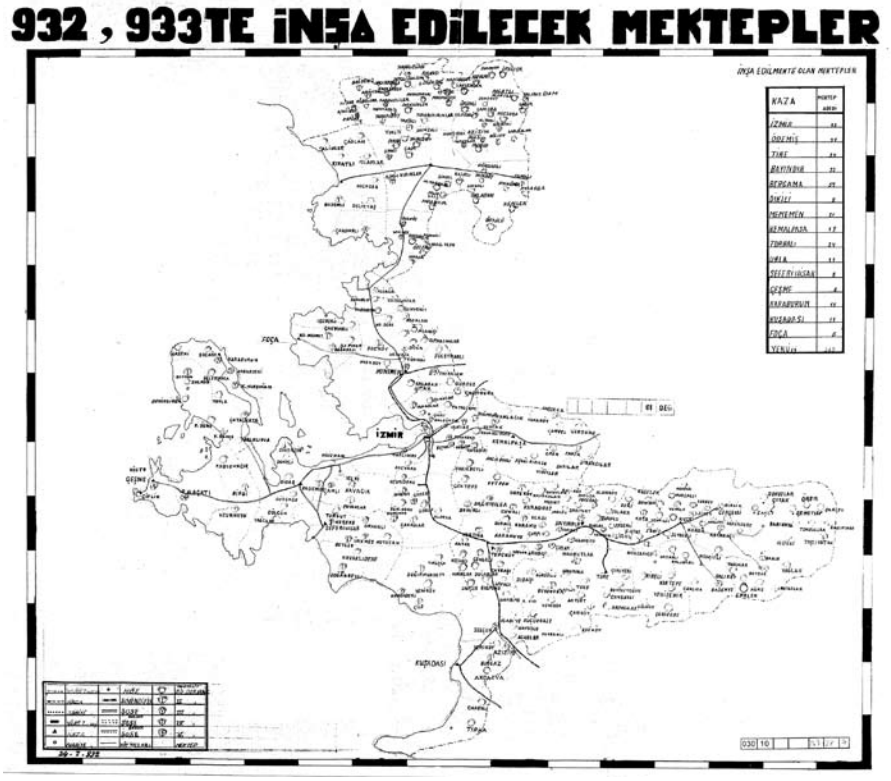


Figure 13. *932,933te İnşa Edilecek Mektepler* (The Map of Schools to be constructed in 932, 33) showing the schools under construction in each district and the ones planned to be constructed between the years 1932 and 1933 (BCA, No: 30.10./143.28.7).

89). According to Sayar (1931, 124-5), prototype solutions can only be acceptable for village schools, but not for city schools because of the different peculiar characteristics of each urban site in terms of topography, orientation, access, and other factors. However, the low number of architects, the fact that most architects worked in major cities, and the financial burden it would bring to the state if each school building was commissioned to a different architect meant that the typical project method continued to be used throughout the early Republic period (until the present), leaving Sayar's longing of designing for "…a specific place rather than an imaginary one…" to be realized only at prestigious primary schools in big cities (**Figure 10, 11**).

INERADICABLE AND UNFAILING SCREWS OF REVOLUTION: PRIMARY SCHOOL BUILDINGS IN İZMİR

Local Organization of School Building Policies: İzmir Case

Although the Ministry of Education was responsible for all educational institutions in the country and it was prohibited to construct schools without its consent, it was the duty of local authorities to decide on the locations of new schools and of financing their construction and administration. The Education Directorates in all of the provinces prepared five-year educational plans to carry out educational policies in an orderly fashion. School constructions were part of these plans. In Izmir, the first educational plan was prepared in 1926 (Tutsak, 2002, 251), which was followed by the plans prepared in 1932 and 1937. A 10-year plan came into effect in 1948. Two maps obtained from the BCA are important documents giving information about how school constructions were programmed.

İzmir Maarif Haritası (İzmir Education Map), dated 1932, is in the form of an inventory that documents existing school buildings (**Figure 12**) showing the number of schools present in each district and their distribution, indicating also their sizes (number of rooms in each of the schools) in 1931 and 1932. Another map accessed in the same archive is titled *932-33te İnşa Edilecek Mektepler* (Schools to be Constructed in 932, 33) (**Figure 13**). On this map, the number of schools that were being constructed at the time is given. The map also includes information about the schools that were planned to be constructed in 1932 and 1933, and their sizes. These two documents demonstrate that, planning for new schools involved establishing the numbers of existing school buildings and their sizes, and most likely these figures were then correlated with settlements censuses to map where school buildings were insufficient, where they needed to be

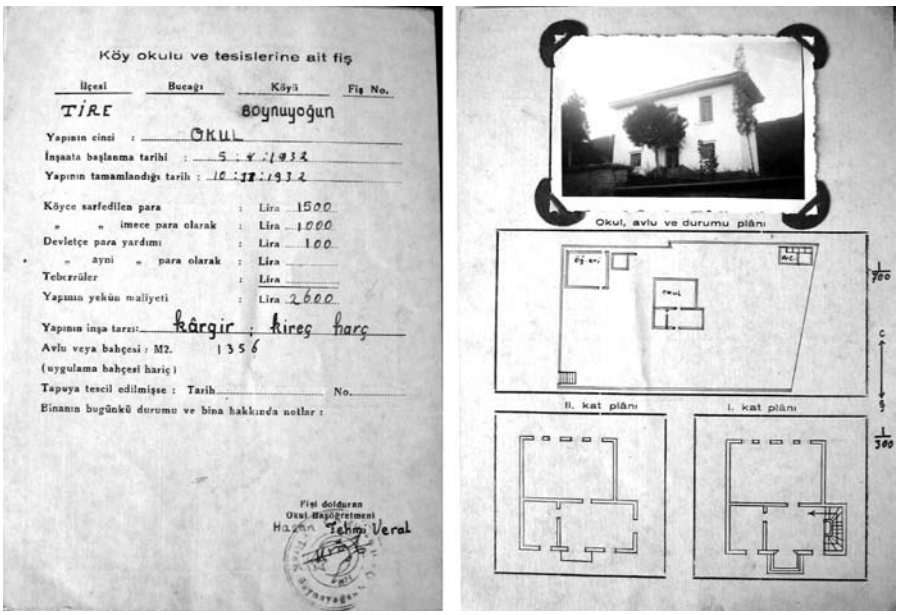


Figure 14. The front and back pages of the *Köy Okulları ve Tesislerine Ait Fiş* of Tire Boynuyoğun Primary School (Tire Boynuyoğun İÖO Archive).

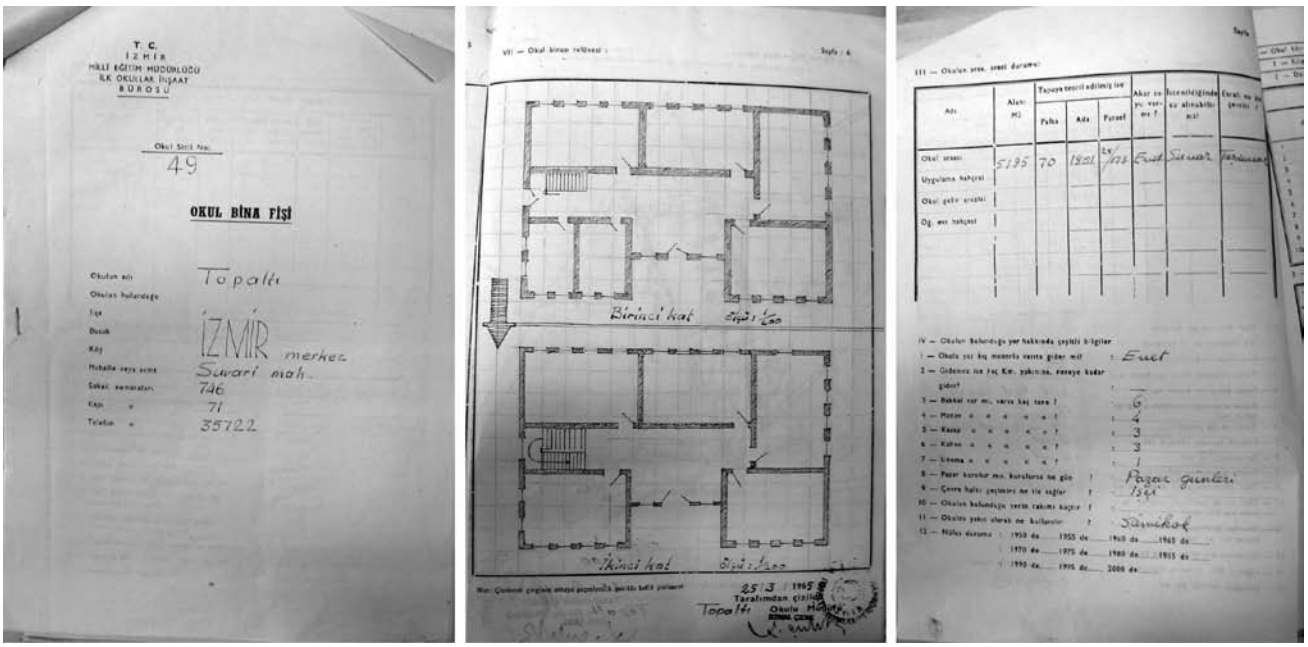


Figure 15. Several pages of the *Okul Bina Fişi* of Konak Topaltı Primary School (MEB İzmir İMEM Archive).

reconstructed or what size of a school building was needed at a settlement without any schools.

The preparation of these plans, but more importantly, their implementation within the given time frame in accordance with the plans, was directly related with the provincial governor's belief in the national educational campaign. The Education Directorates are subordinate to the Governor's Office and therefore the governor is the highest responsible authority regarding educational issues and school constructions. Therefore "…education in the provinces developed based on the presence of hardworking administrators who believed in the value of education…" (Başgöz, 2005, 103). Kazım Dirik, who was the governor of İzmir between 1926 and 1935, is an important figure in the education history of the city. His diligence as well as accord with the public ensured the provision of many public services, including infrastructure, public utilities and transportation. But he attached particular importance to school construction as he was aware that the revolution could only be rooted through 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" (Ton, 1946, 86).

Dirik, with his military background, strictly applied the Village Law and the statutory obligations related with school constructions. More than 300 schools were constructed during his governorship (Soyer, 1946, 95) and thanks to his assiduous efforts İzmir became the city with the second highest number of schools in the country (Aykut, 1945, 9). However, from time to time, complaints would be raised regarding public obligations during school construction processes (**13**) owing to the considerably serious responsibilities brought upon the public, especially to the villagers. Although the public's economical contribution to school constructions were legally lowered to reasonable levels, in practice, village schools were still mostly constructed with the financial contribution of the villagers (**14**). Nevertheless, it would not be very accurate to claim that these complaints reflect the general attitude (**15**). The numerical achievement of İzmir in the school construction campaign does also show that such success cannot be achieved without the support and appreciation of the public.

Data and their Sources

An extensive archive research, site survey and literature review made it possible to decipher the early Republican primary school buildings in İzmir. The main information categories and the nature and scope of obtained data are as follows;

Archive Research: Various archives in İzmir and its provinces were researched (**16**). One of the main sources of information in these archives was the Record Card(s) on Village Schools and their Premises [*Köy Okulları ve Tesislerine Ait Fiş(ler)*] prepared in 1949 (**Figure 14**). These record cards are in the form of inventory cards that compile information on the dates when construction began and the school opened, the expenditure on construction works, the building materials used, the size of the courtyard (in square meters), and a site plan and a plan of the school building as drawn by the schools' directors as well as a photo of the building (**17**). Separate record cards were also prepared for each service building.

The second main source of information were the Record Cards of School Buildings (*Okul Bina Fişi*) prepared in 1965 by the Primary School

13. For instance, in his memoirs, Necmettin Emre remembers seeing a dispirited Kazım Dirik during a trip to the villages, and upon asking the reason, Dirik showed him a telegram sent to the government which contained "complaints about the burden imposed on the villagers by school and road constructions" (Emre, 1946, 117-8).The story of the construction process of Tire Atatürk Primary School also gives information about the operational procedures of school constructions and the participation and attitute of the public in this process. According to this story, several problems appeared during the construction of schools, which were planned to be constructed on Bahçekahve Graveyard, where the locals believed were the graves of Muslim saints. Ahmet Şerbetçioğu, who worked in the school construction, said
"…We would dig the foundation pit during the day and when we came back the next morning we would find the pit damaged. After a month, we were still dealing with the foundations. Indeed, several workers left their jobs on the ground that "…the great saints do not want a school here"… The Governor of İzmir, Kazım Pasha, wanted the construction to reach the basement level in no time. Governor Kazım Pasha heard of the damage done at nights to our efforts of the day… One early morning, a jeep appeared in front of the graveyard. Governor Kazım Pasha got out of the jeep. Armed soldiers appeared behind him…Dirik Pasha was angry. He ordered his soldiers. They brought a big thick rope from the boot. The Governor hung the rope on the branch of the biggest tree in front of the construction. Then, he got on the top of the jeep and addressing the locals who had gathered and us, explained the benefits of schools and education,…and said 'If anyone so much as touches these foundations, I will have him hanged from this rope, even if it were my own father. It should be known as such'. Kazım Pasha's speech was very effective. The foundations that we were not able to be finished in a month were raised to the basement in a few days. The Pasha was pleased when he heard of the result. He congratulated us for working for such a beneficial cause and left…" (Tire Atatürk İlköğretim Okulu Archive).

14. By way of example, information on the construction costs of 14 school buildings in Bergama reveal that two of the schools were funded by the village budgets alone, and in five of them, the village fund was supplemented by the *salma*, a kind of local tax collected from the public. The state contributed to the construction of six buildings, but this contribution covered a very limited portion 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.

15. For example, Nadir Uysal, the District Governor of Ödemiş, expresses the positive attitute of the villagers, during their trips to the villages of Ödemiş together with Kazım Dirik, saying "…all the villagers were complaining about being without a school

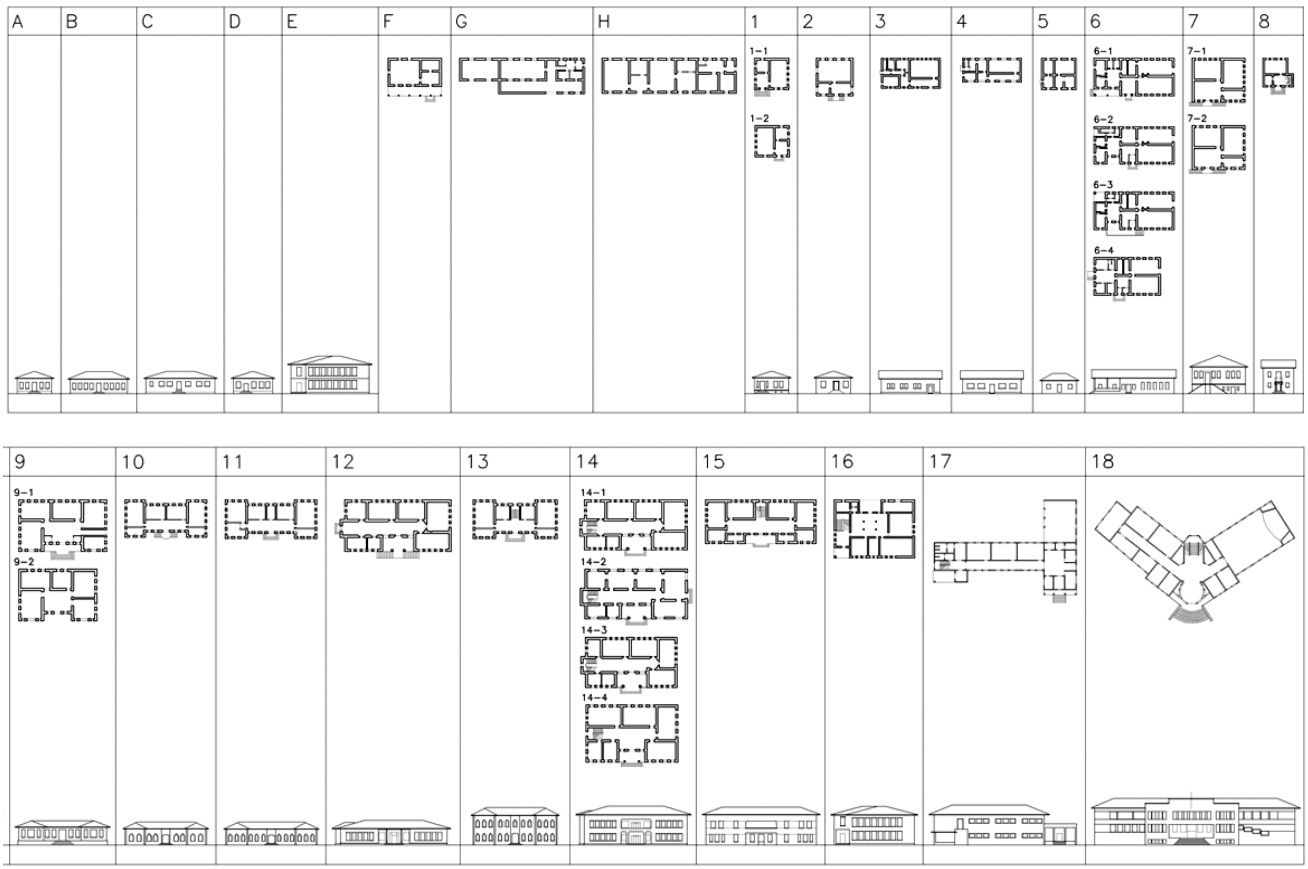


Figure 16. 26 different projects identified to be implemented in İzmir between 1923 and 1950.

Construction Unit of İzmir İMEM (*İzmir Milli Eğitim Müdürlüğü İlk Okullar İnşaat Bürosu*) (**Figure 15**). These cards were part of an inventory to establish the state of the buildings and compile information on the construction date, building materials, size of the building (number of classrooms), and the existence of electricity, water and fire installations. The cards also include plan sketches of the courtyard, school and its services, drawn by the schools' director. These cards are less in number than the Record Card on Village Schools and their Premises and they do not contain photos. Another important source of information is the 27-piece photograph collection of various school buildings (**18**).

Site Survey: As has been stated previously, İzmir displays a homogeneous distribution of school buildings both in the city center and in rural areas. Thus, the site survey was formulated to reflect this homogeneity. The first phase of the site survey focused on the city schools and the primary school buildings in Bornova, Güzelbahçe, Karşıyaka, Konak and Narlıdere were analyzed during October 2007. 29 buildings were examined on site, revealing that 11 of them original school buildings constructed before 1950. The second phase of the site survey focused on village schools. The primary school buildings in Bergama, Ödemiş and Tire, which are

Figure 17. Table showing groups of sources of information regarding the prototype projects.

	A	B	C	D	E	F	G	H	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Old Photo	X	X	X	X	X				X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X
Plan sketch						X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X
Site survey									X	X			X	X	X	X	X	X	X	X	X	X	X	X		X
Literature				X	X				X		X	X		X				X	X		X			X		X

Figure 18. An anonymous village school in Ödemiş constructed according to Type A (Ödemiş İnönü İÖO Archive).

Figure 19. The primary school in Günlüce Village, Ödemiş, constructed according to Type B (Ödemiş İnönü İÖO Archive).

Figure 20. Güzelyalı Primary School constructed according to the Type C (Nafia İşleri Dergisi, 1938).

Figure 21. The primary school in Suludere Village, Ödemiş, constructed according to Type 10 (Ödemiş İnönü İÖO Archive).

identified as the three provinces that have the highest number of schools, were examined. The fieldwork was carried out in August 2008 in Bergama, and in November 2008 in Ödemiş and Tire. Approximately 100 buildings were examined on site in the villages and sub-province centers, revealing that 5 schools in Bergama, 6 in Ödemiş and 6 in Tire as original buildings constructed before 1950.

Literature Research: The main goal of the literature review was the identification of the political, administrational and economical background of school constructions, but this review also resulted in information related to individual school buildings (**19**).

Information concerning 99 of the 500 primary school buildings could be found following the achieve research, site survey and literature review **(20)**. These 99 buildings were identified to be constructed according to 26 different projects (**Figure 16**). Information of varying types and details were gathered concerning these 26 projects (**Figure 17**). For example, for some, only plan sketches were available, while for others old photos and plan drawings were found. In addition, the buildings were investigated on site and historical information was derived from the literature survey. As a result, the scope and reliability of each project differed from one another. All accessible data, regardless of whether they were less reliable, was decided to be conferred and to that end all projects were displayed using a table. This table shows the following: in cases where only photos were available, the elevation drawings of schools based on their photos; in cases where only plan sketches were available, the plan drawings of schools; in cases where plan-photo/archival information was available, the plan and elevation drawings of schools. The group of projects with less reliable information, although shown in this table, were considered too short on information in order to carry out a correct evaluation, and therefore project types A, B, C, D and E where only photos were reached, and project types F, G and H, where only plan sketched of poor quality were available, were left out of the evaluation (**Figure 18, 19, 20**).

and requesting a school building" (Uysal, 1946, 34-35).

16. The main archives that provided comprehensive information on the buildings were İzmir İMEM and Bergama İLMEM archives. Other than these, information related to fewer buildings was obtained from the following archives: MEB Tire İLMEM Archive; İzmir Eğitim Müzesi Archive; İzmir KTVKBK (No:1) Archive; İzmir KTVKBK (No:2) Archive; Zübeyde Hanım and Yukarıbey İÖO archives in Bergama; Pınarbaşı İÖO Archive in Bornova, Tuğsavul İÖO Archive in Buca; Vali Kazım Paşa İÖO archive in Güzelbahçe; Halitbey, Inkılap, Topaltı, Vali Kazım Paşa, Yıldırım Kemal, and Zafer İÖO archives in Konak; Bademiye Şükrü Saraçoğlu, Emmioğlu (İnönü), 3 Eylül, and Konaklı İÖO Archives in Ödemiş; Cumhuriyet, Boynuyoğun, and Atatürk İÖO archives in Tire.

17. These cards were prepared shortly before the curriculum of village schools were changed into the one of city schools. Thus, they were probably part of an inventory to establish the physical qualities of village schools and whether or not they could provide a five-year education.

18. These photos were obtained from Ödemiş Emmioğlu (İnönü) İlköğretim Okulu Archieve. Some of the photos belong to converted school buildings from traditional residential units. In some photos, the name of the building is written at the front or the back. Although there is no concrete information about the date of these photos, it is considered that they are of the late 1920s.

19. The main sources utilized for this purpose are the Periodicals of the Ministry of Public Works (*Nafia İşleri Dergisi*), and

Figure 22. Cumhuriyet Primary School in Ödemiş constructed according to Type 13 (Ödemiş İnönü İÖO Archive).

Figure 23. The single-floor application of Type 13 in Adagüre Village, Konaklı, Ödemiş (Ödemiş İnönü İÖO Archive)

Figure 24. Göçbeyli Village School, Bergama (İzmir İLMEM Archive).

Figure 25. The school building in Uzunkuyu Village, Urla (Kul, 2011). The prototype, built close to the original project in Göçbeyli, was implemented with its façades refaced in the 'modern' style in Uzunkuyu.

annuals and guidebooks of İzmir published in various years, (especially 10th, 15th and 50th anniversaries of the Republic).

20. The main problem faced during the study was the loss of archives of both ministries responsible from the design and construction of primary school buildings. For this reason, the Record Cards on Village Schools and their Premises and the Record Cards of School Buildings constitute the main source of information related to this particular building type. Unfortunately, these inventory cars are largely lost and some information categories and photos are not available on some of the cards. Also, some plan sketches of poor quality are hardly legible. The main problem faced during the site survey was the lack of information about existing, destroyed or abandoned buildings in the Provincial Directorates of National Education.

The Schooling Adventure of İzmir: A Chronological Reading through Prototype Projects

While public, private and religious buildings such as schools, mansions and churches accommodated the first schools after the Republic, construction of new school buildings began. In İzmir, as elsewhere in the country, prototype projects dating to the Empire continued to be used in this process. For example, Type 10, designed by Mimar Kemalettin as the Edirne Karaağaç Mektebi İdadisi but which was commonly used as a prototype project, was also implemented in İzmir (**21**) (**Figure 21**). Similarly, Type 13, designed by Mukbil Kemal Taş, was implemented both in the city center as well as in several sub-provinces (**22**) (**Figure 22**). This double-storey proto-type project was also applied as single-storey, which became Type 11, in under-populated settlements as well as in crowded villages (**23**) (**Figure 23**).

Towards the end of the 1920s and especially in the 1930s, the prototype projects designed in the 'national architectural style' during the Empire period and the first years of the Republic were mostly applied with their façades refaced in the modern style, in line with the architectural leanings of the period (**24**). As example, Type 9, which was implemented in eight buildings, was applied with the 'national style' façade organization in Göçbeyli (1931-1932) and in another anonymous village, while in the other six, the arched windows were changed to rectangular ones and the façade decorations were eliminated in order to adapt the building to modern style (**25**) (**Figure 24, 25**). Similarly, two different photos of Type D show that this project was implemented with two different façade organizations (**26**) (**Figure 26**). The designers and the design years of Type 9 and Type D are

Therefore, research had to be carried out to establish the existence of schools, resulting in loss of valuable research time, which, had the archives still existed, could have been used to further document original buildings.

21. Konak Zafer (1926), Ödemiş Suludere.

22. Konak Halitbey (1929), Konak Yıldırım Kemal, Ödemiş and Tire Cumhuriyet. At this point, it is useful to denote that the project seen in the literature as Mukbil Kemal Taş is in fact the same as the proto-type project of Mimar Kemalettin but with an added staircase in the middle. Therefore, the commonly accepted view that Taş was the designer of the project because he was part of the construction team of the Gazi and Latife Schools in Ankara may not be reflecting the truth. As Cengizkan (2003) pointed out, Mukbil Kemal Taş may only have been the contractor of this proto-type project during the implementation of the Gazi and Latife Schools.

23. Ödemiş Konaklı Adagüre.

24. 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 façades of the building were modernized by Mimar Sırrı Arif without making any changes in plan – something he was not allowed to do. (Mimar Sırrı Arif, 1931, 1,2, 37-40).

A

B

Figure 26. Two different implementations of Type D with two different façade organizations. A: An anonymous village school (İzmir Cumhuriyet'in 15. Yılında, 1938).; B: Üzümlü (Ödemiş) Village School (Ödemiş İnönü İÖO Archive).

not known. However, the mentioned findings as well as the construction dates of the projects reinforce the idea that these were designed during the last years of the Empire or during the 1920s, and in the following years were applied with their façades reconstructed.

When the projects applied in the villages in the 1930s are examined, in addition to Type 9 and 10, which are observed mostly in more densely populated villages, the types 1, 2, 3, 4, 7 and 8 can be seen in less populated villages. Among these, the one-space Type 1, designed for under-populated villages, is the most widely used (**27**) (**Figure 27**). A report about school architecture in Turkey hails Bozdağ (Ödemiş) village school, constructed

25. Seferihisar Ulamış (1928), Ödemiş Kaymakçı, Menemen Ulucak (1932-1933), Urla Uzunkuyu (1933), Bornova Naldöken (1944-1945), Karaburun Mordoğan (1931-1932).

26. Type D was implemented with a 'modern' facade organization in Ödemiş Üzümlü Village School, whereas it was implemented with a 'national style' façade organization in an anonymous village school.

27. Bayındır Sarıyurt (1932-1934), Bayındır Gaziler (1933-1934), Bayındır Kızılkeçili (1932-1934), Bayındır Alan (1933-1934), Bergama Turanlı Dereköy (1932-1933), Bergama Hisarköy, Bergama Kozak Aşağıcuma, Bornova Kavaklıdere, Buca Kırıklar (1930-1932), Ödemiş Bozdağ, Ödemiş Ocaklı (1931-1933), Ödemiş Gerçekli, Seferihisar Düzce (1933-1934), Urla Kızılbahçe Zeytinalın (1932-1934).

Figure 27. Hisar Village School, Bergama, constructed according to Type 1 (Kul, 2008).

Figure 28. Kaplan Village School, Tire, constructed according to Type 2 (Tire İLMEM Archive).

Figure 29. Two different façade implementations of Type 7. A: Yukarıbey Village, Kozak, Bergama (Aşağıbey İÖO Archive); B: Karaveliler Village, Kozak, Bergama (Kul, 2008).

Figure 30. Boynuyoğun Village School, constructed according to Type 8 (Kul, 2008).

according to this project, as the "…village school type for the west of Turkey…" (Kulski, 1962, 23). It is therefore evidently a regional plan. Type 2, which is very similar to Type 1, was again designed for and constructed at under-populated villages (**28**) (**Figure 28**). In relatively more populated villages, Type 7, with two classrooms, was mostly constructed (**29**) (**Figure 29**). Another prototype design used in rural settlements during the 1930s is Type 8, a two-storey two-spaced building (**30**) (**Figure 30**). Considering that there is no lack of land in villages, and the fact that constructions costs would increase with a two-storey building in the then-current practice which involved villagers building their own schools, it is questionable as to why such a project was designed. The small number of implementations of this project demonstrates that this prototype project was indeed not favored.

Type 3 and 4 are two similar projects designed by the Ministry of Education to meet the vast necessity of village school buildings to which the educators would be sent according to the 1937 Law on Village Educators (**Figure 6**). In addition to the classroom and teacher's room, both designs comprise lodging and village administrator room. The information and documents accessed through this research show that, while this type was frequently used in other cities, it was not implemented as much in İzmir (**31**).

28. Bayındır Keçiköy (1932-1934), Bergama Kozak Demircidere (1937-1939), Bergama Sağancı, Karaburun Bozköy (1933-1936), Karaburun Sarpıncık, Kemalpaşa Tekeköy, Tire Çobanköy, Tire Kaplan (1932-1933).

29. Tire Gökçen Kızılcaavlu (1932-1933), Bayındır Pınarlı Burgaz (1932-1934), Bergama Aşağıkırıklar (1930-1931), Bergama Çitahmetbeyler, Bergama Kozak Yukarıbey, Foça Kozbeyli, Bergama Kozak Karaveliler (1931-1936), Bergama Zeytindağ Yeniköy, Bergama Yukarıbey Aşağıbey, Ödemiş Üzümlü.

30. Tire Boğaziçi Akyurt (1932-1934), Tire Boynuyoğun (1933).

31. Type 3: Ödemiş Dolaylar; Type 4: Ödemiş Uzundere, Ödemiş Bucak, Asansör.

Figure 31. Fevzipaşa Primary School, Karşıyaka, constructed according to Type 14 (Kul, 2007).

Figure 32. Şükrü Saraçoğlu Primary School, Bademiye, Ödemiş, constructed according to Type 12 (Kul, 2008).

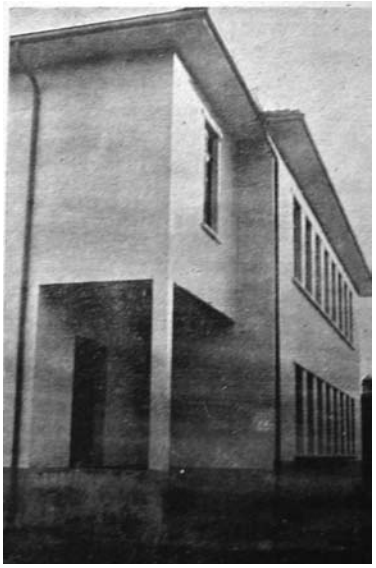


Figure 33. Zübeyda Hanım Primary School, Bergama (Kul, 2008).

Figure 34. Emmioğlu (İnönü) Primary School, Ödemiş (İzmir Cumhuriyet'in 15. Yılında, 1938, 96).

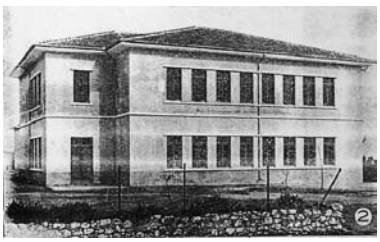


Figure 35. Seydiköy Primary School (Nafia İşleri Dergisi, 1935).

Figure 36. Urla Şehit Kemal Primary School (Nafia İşleri Dergisi, 1938).

32. Konak Vali Kazımpaşa (1931-1933), Kemalpaşa Ören (1932-1933), Güzelbahçe Vali Kazım Paşa (1932-1933), Ödemiş Birgi Kazımpaşa (1932), Karşıyaka Fevzipaşa (1930), Konak Topaltı, Torbalı Kazım Paşa (1929-1931), Tire Atatürk (1936-1937), Bayındır Kazım Dirik (1931-1933).

33. Foça Bağarası (1932-1933), Karşıyaka Örnekköy Kazım Dirik (1935-1938), Ödemiş Bademiye Şükrü Saraçoğlu (1935), Narlıdere Oğuzhan (1931-1933), Ödemiş 3 Eylül, Karaburun Saip (1932-1935), Bornova Pınarbaşı (1931-1933), Bornova Işıkkent (1931-1933), Konak Inkılap (1933).

Research into the prototypes constructed in the city center and in the sub-provinces throughout the 1930s reveals five different types (Type 12, 14, 15, 16 and D) in addition to Type 13, mentioned above. The buildings constructed according to the two-storey Type 14 were the second largest primary school buildings of the city after Gazi Primary School, and these were mainly built during the governorship of Kazım Dirik (**32**) (**Figure 31**). For this reason, most of them were named after him, who worked hard for their construction. This type was also implemented as single-storey (Type 12) in under-populated settlements as well as densely populated villages (**33**) (**Figure 32**). Only one implemented example of Type 15 was discovered, which is the Zübeyde Hanım Primary School in Bergama (**Figure 33**). Type 16 is a design of the Ministry of Public Works (**Figure 5**). This type was commonly implemented in the cities and sub-provinces throughout the country; however, the only identified implemented example in İzmir is the Ödemiş Emmioğlu (İnönü) Primary School (**Figure 35**). Type E, whose plan scheme could not be reached, is also a design of the Ministry of Public Works for cities and sub-provinces and was implemented countrywide just like Type 16. The only identified implemented example of this type in İzmir is the Seydiköy Primary School (**Figure 35**). Another design of the Ministry of Public Works is the Urla Şehit Kemal Primary School (1938); however, there is no information whether it is a proto-type or not (**Figure 36**).

In the 1930s, the only primary school, the architect of which is known is the Gazi Primary School (**Figure 11**). A building of a significant place within the Republican architecture, and frequently used to describe the stylistic qualities of the architectural canon of the 1930s defined as the 'international style', it was designed by the prominent architect of the period, Necmettin Emre, and opened for education by Atatürk himself in 1933 as part of the Republic's 10th anniversary celebrations. It was the greatest primary school building the year it was opened, boasting a much richer architectural program when compared with other schools (**34**).

According to the archive documents, the vast majority of schools constructed in İzmir date back to the 1930s. Indeed, the literary sources confirm this information. A major education campaign was realized during

Figure 37. Two revised implemetations of cold climate village school type of Mutlu&Yapanar. A: Saruhanlı village, Tire (Kul, 2008). B: Ayaklıkırı Village, Tire (Kul, 2008).

Figure 38. Cevaplı Village School, Bergama (Kul, 2008).

the governorship of Kazım Dirik, and the number of schools rose to 322 in 1934 and to 404 in 1938 from 190 in 1923 (Tutsak, 2002, 290), thereby considerably solving the school building problem by the 1940s. For this reason, research into prototype projects used in the 1940s revealed only two types, both of which were implemented in the villages throughout this decade. Among these, the first (Type 6) is the 'cold climate type village school' designed by Asım Mutlu and Ahsen Yapanar for the Village Institute's graduates (**35**) (**Figure 8, 9, 37**). This single-room type was implemented with four revisions and comprises teachers' lodging and workshop for technical and practical courses in addition to the classroom. The second type of the 1940s is the single-room Type 5. The only example of this type in İzmir was constructed in 1946 in the Cevaplı Village of Bergama (**Figure 38**).

The knowledge obtained through archival research, site survey and literature review shows that the early Republican education policies, which separated the education systems in the villages and the cities, affected the architectural program of the buildings. The emphasis on practical courses and the limited number of theoretical courses in village schools meant that the architectural program of a classroom, a teachers' room and a circulation area, was adequate for school buildings (**36**). On the other hand, the curriculum of village schools attributed as great an importance to open spaces and service buildings as to the school itself.

There were a number of service buildings in village schools. One of the most important was the lodging of the teacher/instructor. 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, as is in the case of Type 3, 4 and 6, or they could be built separately. Two different prototype projects for lodgings were identified, both consisting of a single-room, constructed throughout the 1940s (**37**). The first of these was designed by Mutlu and Yapanar to solve the lodging problem of existing school buildings (**Figure 39, 40**). There are fewer buildings built according to the second type, the designer of which could not be identified (**Figure 41**).

34. The designer of the building, Necmettin Emre (1934), points out the significance of the school among other schools with the words "İzmir Gazi Primary School is the greatest primary school to be constructed within the Turkish Republic."

35. Bergama İsmailli, Menemen Çavuşköy (1945-48), Tire Ayaklıkırı, Tire Saruhanlı, Tire Yeniçiftlik (1945-48), Buca Tuğsavul, Ödemiş Lübbey.

36. Education in village schools was for three years during which time no new students were taken in by the school. Following the graduation of these students, a new three-year period started. For this reason, especially in villages of low population levels, schools with single classrooms were adequate.

37. The fact that no lodging dating to the 1920s and1930s were identified suggests that the existing buildings were demolished in this period and new lodgings were built according to these prototype projects.

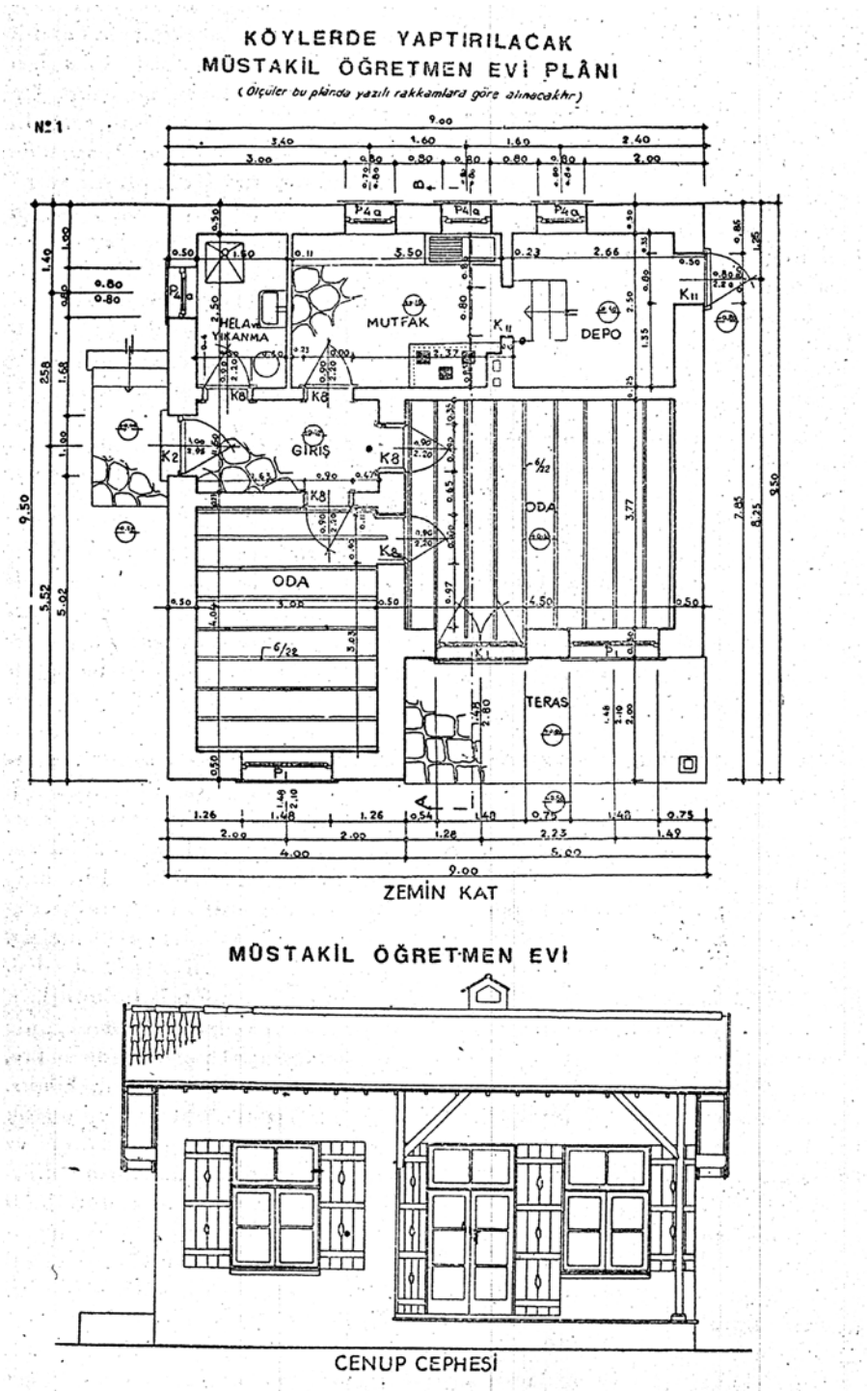
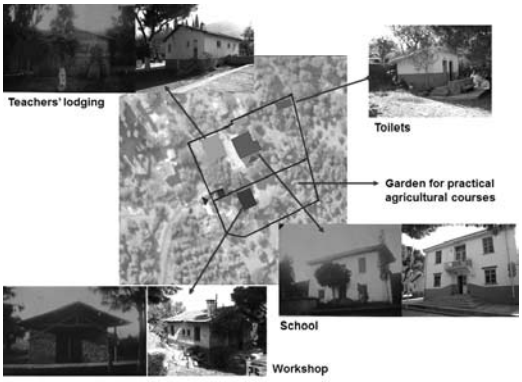


Figure 39. The prototype lodging designed by Mutlu and Yapanar (Tonguç, 1944).

The second important type of service buildings seen in village schools was workshops. These buildings were used for practical courses such as timber works and metal works. Workshops emerged following the foundation of Village Institutes, which prioritized an educational system that focused on crafts, and as a result, they can be observed in schools built during and after the 1940s. All of the workshops identified in Izmir were built according to the prototype project of Mutlu and Yapanar, in two alternatives, with or without a shelter.

Figure 40. The lodging constructed according to the prototype design of Mutlu and Yapanar; Kızılcaavlu Village, Tire. (Kul, 2008)

Figure 41. The lodging in Boynuyoğun Village, Tire (Kul, 2008).



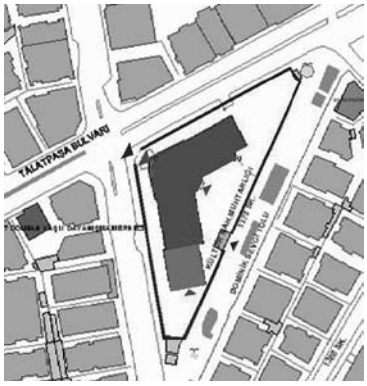


Figure 42. A village school complex, Boynuyoğun Village, Tire.

Figure 43. Building-courtyard relationship of Gazi Primary School.

Other service buildings of village schools included buildings such as barns, haylofts, chicken coops, and depots, which were used in courses related to husbandry. The design and construction of these building were left at the discretion of the school teacher. These buildings, most likely constructed as temporary structures, disappeared altogether with the changing educational system.

Another important space in village schools was the open spaces. All village schools were built on wide lands that were also used for practical agricultural courses. Sometimes orchards and olive groves could be found in the school garden depending on the climate of the region. All in all, in village schools, the combination of all these buildings and spaces that served different purposes actually created small educational complexes (**Figure 42**).

On the other hand, 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, required buildings with a wider architectural program. 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 increased, with 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 spaces used between lectures, and as the playground (**Figure 43**).

FINAL REMARKS

This study aims to search the primary school buildings in İzmir between the years 1923 and 1950 in relation with the national and local context that influenced their formation. Within this context, the national primary education system and school construction policies were examined, their local reflections were discussed and the way this process shaped school buildings is revealed with the specific case of İzmir.

Information on 99 of the 500 primary school buildings in İzmir derived from archival research, site surveys and literature reviews. Although these 99 buildings provide sufficient information about school construction policies as well as school building processes, the silence of these sources about the remaining 400 buildings is a significant matter that needs to be considered. Identification of school constructions in the five-yearly education plans, the Record Card(s) on Village Schools and their Premises of 1949 and the Record Card(s) of School Building(s) of 1965 prove that inventories were prepared for these buildings in the period they were built, in 1949 and in 1965. However, the archival research demonstrated that these inventories were largely lost. Similarly, the archives of both institutions responsible from the design and construction of primary school buildings in this period, namely the Ministry of Education and the Ministry of Public Works, were also lost.

The absence of archival sources about this particular building type makes the existing buildings even more valuable. However, these buildings are faced with a rapid process of extinction. Most of them were demolished and replaced with new ones because they could no longer meet the needs of the changing educational system, pedagogical developments and increasing population. In the school buildings still in use, various alterations and additions have been made to meet the new requirements, resulting with the loss of original characteristics of the buildings. Most of the remaining village schools were abandoned, especially after the transition to mobile education. The lack of concern of education directorates and village administrations towards these buildings results in material and structural problems, which accelerate their demolition process.

In recent years, there has been an ongoing debate about the use of abandoned school buildings as sources for generating revenue through their sale or lease. In such a case, new uses of these buildings should be determined through a compatible conservation approach that will not harm their original characteristics; and this can only be achieved by affording them with conservation status. At present, only a small number of early Republican school buildings are registered as cultural assets (**38**). This is a result of a lack of knowledge pertaining to their significance and a lack of concern for their conservation. An important factor in this lack of concern is that these buildings are deemed not to conform to some of the values of cultural heritage, such as age, rarity and aesthetics, which are especially prioritized in the Turkish conservation circles. This assessment approach, based primarily on the evaluation of physical characteristics, eliminates the ideological and social backgrounds that affected the formation of these buildings. For this reason, for a correct and fair evaluation of this building stock, all contextual factors and their contribution to the formation of these buildings should be analyzed and integrated into the assessment process. The methodology of such an inclusive assessment approach is planned to be discussed in a subsequent paper.

38. The number of registered school buildings in İzmir, out of the total of about 500 schools built during the early Republican period, is only four. These are Konak Gazi, Kemalpaşa Ulucak, Urla Uzunkuyu and Torbalı Kazım Paşa Primary Schools. Of these, Kemalpaşa Ulucak Primary School lost its registration status and was demolished. When this article was being prepared, there are ony three registered primary school buildings in İzmir.

ABBREVIATIONS

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*)

MEB: Milli Eğitim Bakanlığı (*Ministry of National Education*)

BCA: Başbakanlık Cumhuriyet Arşivi (*Prime Minister's Republican Archive*)

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Anahtar Sözcükler: erken Cumhuriyet dönemi mimarlığı; ilkokul yapıları; İzmir.

İZMİR'DE İLKOKULLAR (1923-1950)

Bu çalışma, erken Cumhuriyet döneminde İzmir'de inşa edilmiş ilkokul binalarını oluşumlarında etkili olan ulusal ve yerel kontext içinde ele alarak incelemeyi amaçlamıştır. Bu amaç doğrultusunda öncelikli olarak ulusal ölçekteki ilköğretim ve okul inşaat politikaları incelenmiş, bu politikaların yerel yansımaları tartışılmış ve bu sürecin okul binalarını nasıl biçimlendirdiği İzmir örneği üzerinde ortaya konmuştur. Araştırma sonuçları, İzmir'de erken Cumhuriyet dönemi eğitim politikalarının başarıyla uygulanmış olduğunu ve kalabalık nüfuslu yerleşimlerde inşa edilen çok sınıflı şehir ve kasaba okullarından az nüfuslu yerleşimlerde inşa edilen tek sınıflı köy okullarına kadar birçok farklı ölçek ve nitelikte okul binası inşa edildiğini göstermiştir. Kapsamlı bir arşiv, arazi ve literatür araştırması sonucunda 1923-1950 yılları arasında yaklaşık 500 ilkokul binasının inşa edildiği saptanmış, bunlardan 99 tanesine ilişkin ise daha ayrıntılı görsel ve yazılı bilgi ve belgelere ulaşılmıştır.

Bilgi ve belgesine ulaşılan 99 yapı üzerinden ulusal okul inşaat politikalarının İzmir'deki yansımalarını okumak olanaklıdır. Cumhuriyet'in ilk yıllarında tüm ülke genelinde olduğu gibi İzmir'de de İmparatorluk'tan kalan projelerin uygulanmasına devam edilmiştir. 1920'lerin sonundan itibaren gerek imparatorluk döneminde ve gerekse Cumhuriyet'in ilk

yıllarında 'milli mimari üslubu'nda tasarlanmış tip-projeler, dönemin mimarlık alandaki eğitilimlerine paralel olarak çoğunlukla cepheleri 'modernleştirilerek' uygulanmışlardır. 1930'lu yıllarda ise Milli Eğitim ve Bayındırlık bakanlıklarının 'modern' projeleri uygulanmaya başlamıştır. Ancak iki bakanlığın tasarım yaklaşımlarının arasında, inşaaat süreçlerinin ayrışmasından kaynaklanan farklılıklar vardır. Herşeyden önce Bayındırlık Bakanlığı daha çok üst kademelerdeki eğitim yapılarını ele almış, tasarladığı ve inşa ettirdiği ilkokul binaları hem sayıca az olmuş ve hem de kent ve kasaba merkezlerinde yoğunlaşmıştır. Bayındırlık Bakanlığı tarafından hazırlanan tip-projeler ülkenin birçok farklı şehrinde olduğu gibi İzmir'de de aynı malzeme ve teknikle inşa edilmiştir. Milli Eğitim Bakanlığı ise şehir ve kasabalar için de tip-projeler üretmiş olmakla birlikte daha çok köy okulu tasarımlarına yoğunlaşmakta ve köyler için hazırlanan tip-projelerde yerellik kaygısı göze çarpmaktadır. 1930'lu yıllar boyunca bu kaygı aynı plan şemasının farklı bölgelerde o bölgedeki geleneksel malzeme ve teknikle inşa edilmesi şeklindedir. Ucuzluk, sadelik ve kolay uygulanabilirlik köy okulları tasarımlarında öne çıkan diğer önemli kriterlerdir. Şüphesiz, Milli Eğitim Bakanlığı'nın tasarımlarında öne çıkan bu ölçütler, köylülerin kendi okullarını inşa etmelerinin zorunlu tutulduğu örgütlenme ve finansman modelinin bir gereğidir. Bu nedenle köylülerin anlayabileceği, uygulamada zorluk çekmeyeceği ve ucuza mal edebileceği tasarımlar benimsenmiştir. Bu ilkeler doğrultusunda hazırlanan bir çok farklı tip-proje İzmir'de bölgenin geleneksel yapım sistemi ve malzeme seçenekleri doğrultusunda ve köylülerin maddi ve işgücü katkılarıyla inşa edilmiştir.

Arşivlerden gelen belgelere göre İzmir'de inşa edilen okulların büyük bir çoğunluğu 1930'lu yıllara tarihlenmektedir. Nitekim literatür kaynakları da bu bilgiyi doğrulamaktadır. Şehirde 1930'lu yıllar boyunca ve özellikle Vali Kazım Dirik döneminde büyük bir okul inşaat seferberliği gerçekleştirilmiş, dolayısıyla 1940'lı yıllara gelindiğinde okul binası ihtiyacı büyük oranda çözülmüştür. Bu nedenle 1940'lı yıllarda daha az sayıda okul inşa edilmiştir. 1940'lı yıllarda inşa edilen yapıların mimari dili de 'ikinci milli mimari üslub'a evrilmiş ve özellikle köy okullarında sadece malzeme ve inşa tekniği seçimlerinde değil, plan çözümlerinde de bölgesel farklılıklar göz önünde bulundurulmuştur.

F. NURŞEN KUL; B. Arch., M. Sc., Ph.D.
Received her bachelor's from Karadeniz Technical University (1998) and her master's and doctoral degrees from the Middle East Technical University (2003, 2010). Currently works at the Department of Architectural Restoration at İzmir Institute of Technology. nursenkul@iyte.edu.tr