

THE TURAN NUMUNE MEKTEBI IN ESKIŞEHİR

by

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## ABSTRACT

This is a study on the Turan Numune Mektebi, which is a XX. century Ottoman structure, in Odunpazarı, Eskişehir. The construction date of the building is 1915-1916.

The aim of the study is to analyze the building, make historical and comparative research, and prepare a restoration scheme.

The first section of the study is based on the survey of the building in terms of descriptive analysis and the historical research.

In the second section, architectural elements of the Turan Numune Mektebi is studied in comparison with other examples of elementary school buildings that had been constructed between 1908-1930.

In the third section, a study on the restitution of the building is presented based on the information gathered in first and second sections.

The fourth section is the analysis of the possibilities of a new function and the details of the restoration work to be carried out.

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## INTRODUCTION

This thesis, 'Turan Numune Mektebi' in Eskişehir, aims to restore the building and to analyze in general the primary school buildings built between the years 1908-1930.

In this work, presented as a master thesis, restoration is the main point. Thus, the factors leading to the selection of this subject are as follows :

- . The building is the oldest elementary school in Eskişehir.
- . Since it is not in use, the effects of time have been quickened the decaying. As a result of this some structural failures of the building have been observed.
- . It carries typical elements of a definite architectural era.

I believe that, due to these factors, to protect this building by way of restoration is a historical and cultural duty.

In addition to its historical importance, its location and plan scheme makes it possible to give suitable functions.

**ANALYSIS**  
**of the**  
**BUILDING**

## 1. ANALYSIS OF THE BUILDING

### 1.1. METHODOLOGY

#### 1.1.1. GENERAL APPROACH

The general approach includes the analysis of the building, the restitution, conservation, restoration and refunctioning of the building.

The analysis of the building includes the physical and the historical analysis. For the physical analysis of the Turan Numune Mektebi, all the necessary measurements were taken, a description of the building was written, necessary photographs were taken and samples from the the important points of the building were collected.

The historical analysis was based on the written sources about the elementary schools built between 1908-1930 in general and the Turan Numune Mektebi in particular.

Both the physical and the historical analysis were necessary for the evaluation of the building leading to the restitution scheme.

According to the information obtained by the analysis of the building and the restitution scheme, a conservation and refunctioning proposal has been prepared including the written explanations and the necessary drawings.

### 1.1.2. METHODOLOGY OF SURVEYING

The drawings have been prepared according to the measurements taken between the 20th of March, 1980 and the 30th of May, 1980, by the author and varying number of helpers. The building has been measured in two stages: the horizontal measurements and vertical measurements.

The horizontal measurements carried by triangulation method have been used for the drawing of plans. That is, each point is determined by at least two other known points. The instruments used were steel tapes of various lengths. (3m., 30m., 50m.)

For the vertical measurements of elevation and sections, a datum line was established along all the walls of the building, at a reasonable height. This datum line was established by means of stretched rubber strings. A transparent water hose was used to obtain the exact horizontality of the datum line. All the necessary vertical measurements were taken with respect to the datum line by a plumb bob attached to the tip of the rod.

### 1.1.3. METHODOLOGY FOR THE WRITTEN ANALYSIS

#### 1.1.3.1. METHODOLOGY OF THE DESCRIPTIVE ANALYSIS

The description begins with the study of environment. Then the Turan Numune Mektebi is described first from exterior and then interior, following a clockwise movement and starting from the entrance facade.

Each storey of the three storeyed building is explained separately. For this: at first, the storey is described in general and then, starting from the ground floor, each hall and room within the storey is explained in details from floor up to structure. The description of the entrance and staircase are made separately.

Then each individual element of the building was analyzed under the title of structural and architectural elements. The first part of the study terminated with the analysis of the materials and the defects of the building.

#### 1.1.3.2. METHODOLOGY OF THE HISTORICAL ANALYSIS

This study is in the order of from general to particular. Information has been gathered through the written sources and published documents about general and elementary education in Turkish-Moslem population in Ottoman Empire, and then the sources was searched for the history related directly to the Turan Numune Mektebi.

The historical analysis terminated with the information for the comparative study of the Turan Numune Mektebi with the related elementary school buildings.

#### 1.2. DESCRIPTIVE ANALYSIS

##### 1.2.1. LOCATION

The Turan Numune Mektebi is located in Odunpazarı, Eskişehir. The building occupies an important place due to its location in Odunpazarı, since it is the oldest and best preserved site in Eskişehir.

The Turan Numune Mektebi is an attraction point from Yediler Road.

(Photo. 1) It is surrounded by Seyitgazi Road on the north, Kurşunlu Camii Street on the east (Photo. 2) and Şeyh Şahabettin Street on the west. (Photo. 4) A high wall separates the backyard from the Odunpazarı Police Station and the Park on the south. (Photo. 3)

The station for the municipal busses takes place on the north and the carpark for taxis on the west.



Photo. 1 A view from balcony The Yediler Road



Photo. 2 The Kurşunlu Camii Street

1.2.2. EXTERIOR DESCRIPTION



Photo. 3 A view from Turan Numune Mektebi



Photo. 4 Şeyh Şahabettin Street

### 1.2.2. EXTERIOR DESCRIPTION

The Turan Numune Mektebi is a three storey building, including a basement, built on a slightly trapezoidal lot, sloping in two directions from north to south and east to west.

#### 1.2.2.1. NORTH FACADE

The north facade, which is the main facade, faces the Seyitgazi Road. This facade is divided into three sections, namely middle, east and west sections. (Photo. 5)

##### 1.2.2.1.1. MIDDLE SECTION

This section is being characterized mainly by the presence of the covered entrance.

The covered entrance is on the axis of symmetry and projects out from the facade of the middle section up to the height of the ground floor and stresses the entrance. There is a stair leading to the entrance door of the covered entrance of which treads are of marble. The door is topped with a pointed arch. On the upper part of the covered entrance, there is a balcony surrounded by a parapet made of stone. (Photo. 6)

The windows are described in accordance with the vertical module.

Rectangular windows of upper floor are 1.52m. x 2.62m. whereas the windows of the ground floor which are topped with tangential arches are 1.52m. x 2.80m. The windows of the basement floor which are topped with segmental arches have the same width as 0.98m. Their heights are different. (The heights of the windows are given as the distances from the window sills to the highest point of the arches.)

Depending on the features of windows given above, there are two vertical modules of windows on both sides of the covered entrance on the middle



Photo. 5 North Facade



Photo. 6 North Facade Entrance

section, with the exception that the basement floor window of second module from east has been replaced by a door (1.20m. x 2.20m.).

In order to describe the panels and other features, it is necessary to give brief information on the mouldings. Two horizontal stone mouldings, the lower one being discontinuous and profiled, the upper one continuous and profiled, surround the building. They are 0.20m. thick. Except the covered entrance these mouldings are seen along the middle section. The plastered and white-washed brick mouldings, which pass over the tops of the rectangular upper floor windows and the windows of ground floor which are topped with tangential arches, provide a continuation on all facades as in the middle section of the north facade. There are also profiled mouldings below the window sills.

"Taş yansılmalı yatay derzli sıva"<sup>1</sup> below the springing level of the ground floor windows are treated as five rows of equal height and it is interrupted by the covered entrance in the middle section.

There are recessed panels below the ground floor window sills. The other recessed panels, including the windows of basement floor which are topped with segmental arches and the door on the north, end at the lower moulding. (Photo. 7-8)

#### 1.2.2.1.2. EAST and WEST SECTIONS

Since these are similar, it is convenient to describe them together in order to avoid the repetition.

West and east sections of the north facade are separated from the middle section by projecting on the horizontal plan and being higher.

The form and dimensions of the windows are as same as the ones existing in the middle section.



Photo. 7 North Facade

The recessed panel on the east facade is 11.75m. in width and 6.80m.



Photo. 8 North Facade

The panels are 5.24m. in width and 6.91m. in height. They start from the upper end of the "taş yansılmalı yatay derzli siva" and include the ground floor window arches and upper floor windows.

At each corner of the sections there are vertical mouldings started from the upper stone moulding and extended to the timbers underneath the eaves. The profiled stone corbels between these profiled mouldings carry the metal diagonal bracings which support the large eaves.

#### 1.2.2.2. EAST FACADE

It faces the Kurşunlu Camii Street. (Photo. 9)

There are three rows of windows on this facade. They are as same as the ones on the north facade. The height of basement floor windows are 1.20m. and they all have iron bars.

The recessed panel on the east facade is 11.95m. in width and 6.88m. in height.

The upper stone moulding lies along the east facade. The lower stone moulding makes a perpendicular bend of 1.75m. from the present ground level at a 1.46m. distance to the north corner. It continues uninterruptedly below the basement floor windows at a distance of 1.32m. to the south corner with a height of 1.35m. from the present ground level and a same angle in an upward direction, it reaches the lower stone moulding of south facade. Brick mouldings over the tops of arches, vertical mouldings at the corners, stone corbels and metal diagonal bracings are as same as the ones on the north facade.

Below the lower stone moulding, irregular coarses of rubble stone are seen throughout the facade whereas the corners are constructed by regular coarses of cut stone. (Photo. 10)



Photo. 10 East Facade

The "isq yanzional: ystey derall eyes" is continuous on this section and as same as on the other sections of south facade.



Photo. 9 East Facade

### 1.2.2.3. SOUTH FACADE

South facade faces a garden adjacent to the Odunpazarı Police Station and Park. This facade is composed of five sections; middle, east side of middle section, west side of middle section, east section and west section. (Photo.11)

#### 1.2.2.3.1. MIDDLE SECTION

This section is on the symmetrical axis and projects out towards south stressing the exit from the building to the backyard. There is a five stepped platform leading to the entrance.

The window topped with a pointed arch is 2.26m. x 4.68m. and provides light to the staircase. Another window topped with a segmental arch and next to the door is 0.85m. x 1.55m. (Photo. 12)

The "taş yansılmalı yatay derzli sıva" is continuous on this section and as same as on the other sections of south facade.

The panel is 3.25m. in width and 5.00m. in height.

There are two more stone corbels in addition to the others existing in the remaining sections. They also carry the metal diagonal bracings supported the eaves.

#### 1.2.2.3.2. EAST and WEST SIDES OF MIDDLE SECTION

These two sections are similar. (Photo. 12-13)

There are three rows of windows on both sections. The heights of basement floor windows on the east side of middle section are as same as the ones on the east facade and the ones on the west side of middle section are the same as the windows on the west facade.

The lower stone moulding continues uninterruptedly below the basement



Photo. 11 South Facade



Photo. 12 South Facade



Photo. 13 South Facade



Photo. 14 South Facade

floor windows on the east side of the middle section. (Photo. 14)

Other architectural and decorative elements are similar to the ones on the middle section of north facade.

#### 1.2.2.3.3. EAST and WEST SECTIONS

These sections are similar to east and west sections of north facade. Except, the height of basement floor window on the east section is the same windows as on east facade. The height of the basement floor window on west section is 1.34m.

#### 1.2.2.4. WEST FACADE

It faces the Şeyh Şahabettin Street. (Photo. 15)

This facade is similar to east facade with some exceptions. Such as; the height of the basement floor windows is the same as windows on west side of middle section of south facade. The lower stone moulding extends uninterruptedly under the basement floor windows.

#### 1.2.2.5. ROOF

It is a gable roof of timber construction. It has large eaves with geometric wooden lath decoration. The upper parts of chimneys are ruined.

#### 1.2.3. INTERIOR DESCRIPTION

##### 1.2.3.1. GENERAL

The plan scheme of the building at all floors can be summarized as a hall surrounded by rooms on three sides.

On the ground floor, the entrance which is on the transversal symmetry axis of the ground floor leads to the central part of a hall which is

placed perpendicular to this axis. Due to various functions given to it in time, the hall has been divided into three parts. A staircase opposite to the entrance connects the floors. Below the landing of this staircase there is another exit to the backyard and porch. The rooms of this floor pass to the side halls.



Photo. 15 West Facade

The walls are plastered and white-washed.

The windows topped with pointed arches, one is on the east, the other on the west wall are 0.80m. x 2.85m. Window sills are approx. 1.04m. in height from the ground floor level and are made of timber. Inner entrance on the south side opening to the central hall of the ground floor has a segmental arch and a swinging door. There are convex shaped gypsum made rows on the ceiling of this space.

#### 1.2.3.5. STAIRCASE

The staircase leading to basement and to upper floor is placed on the

placed perpendicular to this axis. Due to various functions given to it in time, the hall has been divided into three parts. A staircase opposite to the entrance connects the floors. Below the landing of this staircase there is another exit to the backyard and pentry. The rooms of this floor open to the side halls.

The hall of upper floor has not been divided and whole spaces are opened to it. The access to the roof is provided by a metal stairway from the hall.

On the basement floor, the staircase, toilets, the door leading to northern frontyard and two side halls open to the central hall. The east hall on this floor serves to only one room and is separated from central hall by a "bagdadi"<sup>2</sup> wall; the west hall serves to two rooms and is separated from central hall by a partition.

The ceiling and the floor coverings of the building are timber. Walls are plastered and white-washed.

#### 1.2.3.2. COVERED ENTRANCE

Dimensions are 1.89m. x 3.70m. x 4.65m. The floor is paved with stone. The walls are plastered and white-washed.

The windows topped with pointed arches, one is on the east, the other on the west wall are 0.80m. x 2.85m. Window sills are approx. 1.04m. in height from the ground floor level and are made of timber. Inner entrance on the south side opening to the central hall of the ground floor has a segmental arch and a swinging door. There are convex shaped gypsum made rows on the ceiling of this space.

#### 1.2.3.3. STAIRCASE

The staircase leading to basement and to upper floor is placed on the

south side of the entrance hall. It has fifteen timber steps to the landing and eleven steps to the upper floor. The steps are approx. 0.34m. x 1.76m. and 0.20m. in height and in good condition. L profiled iron bars are placed on the frontal edges of the steps to prevent wearing and tearing. The timber balustrades are carved. (Ref. to measured drawing 4)

The timber skirting of staircase is 0.30m. in height.

The walls are plastered and white-washed. On the east wall of the landing there are two iron bearing bars (0.10m. x 0.60m.) to which tension bars of room 4 are clamped. On the south wall of the landing, the window topped with a pointed arch is 2.43m. x 4.75m. The window sill is at a height of 1.20m. from landing level and is made of timber. The corner of the window is chamfered up to a height of 1.12m. from the inner window sill. Iron bearing bars on the west wall are similar to the ones on east wall. (Photo. 16)

The ceiling of the staircase is surrounded by a timber border which is similar to the one in the central hall. Two iron tension bars parallel to the south wall are placed at 0.55m. and 1.05m. from the wall just below this border of the ceiling. (Photo. 17)

Under the landing between ground and upper floor, there are two spaces. Dimensions of the first space are 1.76m. x 2.14m. x 2.52m. The floor is paved with stone. Two doors, one is on the north wall opens to the central hall and the other on the south wall opens to the backyard. Second space has been used as a pantry (1.67m. x 1.70m. x 2.52m.). The north wall of the pantry is ply-wood up to the 1.15m. height and the upper part has been left open up to the ceiling as a service window. The window topped with a segmental arch is on the south wall. Along the west and south walls there is a 0.60m. counter at a height of 0.80m.



Photo. 16 Staircase the central part. At the basement floor, on the east side of the staircase, there is a room. Its floor is covered with



Photo. 17 Tension Bars over the Staircase

These walls have been covered with ceramic tiles from the counter level up to a height of 0.60m. The wash basin on the counter is in front of the window.

On the west side of the upper floor landing, there is another space. Dimensions are 1.80m. x 2.20m. x 4.35m. (Photo. 18) The north wall is timber whereas the south and west walls are of "bagdadi" type. The door (0.70m. x 2.16m.) on the west wall opens to the upper floor landing. The window on the south side of the door is 1.30m. x 1.10m. The other window is on the south wall (0.95m. x 1.30m.). The window sills are 0.86m. from the floor level. On the southwest corner, the plaster has fallen off and the "bagdadi" construction has come out.

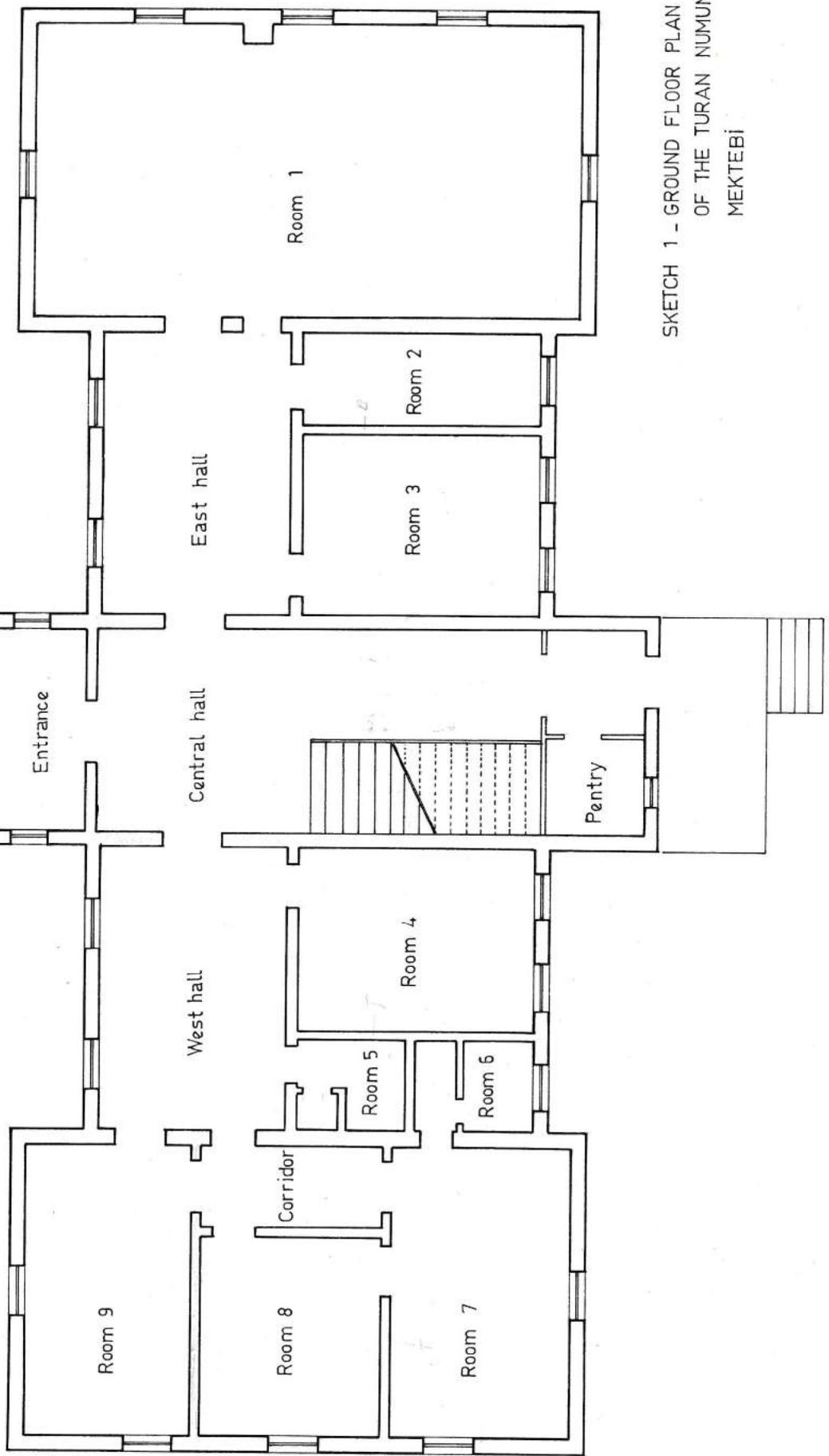
The staircase leading to the basement is in one direction and fifteen steps out of stone, (0.35m. x 1.48m. x 0.24m.). (Photo. 19) The steps have been worn out in the central parts. At the basement floor, on the east side of the staircase, there is a space. Its floor is covered with concrete and 0.25m. higher than the floor level of the central hall. This space used as a toilet has been divided into three parts. First part has a wash basin on the west. The door on the north opens to the central hall. The other two are toilets. On the north wall of each of the toilets, there is a door which opens to the first part. (0.70m. x 1.90m.) On the south wall of each, a window is 0.60m. x 0.50m. These windows look over another space which has the connection only with the backyard. The door connecting this space to the backyard is on the east wall of the middle section of south facade and is 0.90m. x 2.06m. The floor of the space is earth. The walls neither plastered nor white-washed and made of irregular rubble stones. Because of the inclination on the ceiling in the north-south direction, it has been supported by 0.10m. x 0.10m. timber posts. The window topped with a segmental arch



Photo. 18 Upper Floor Landing



Photo. 19 Staircase leads down to Basement



SKETCH 1 - GROUND FLOOR PLAN  
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is on the west wall, (0.90m. x 0.50m.). Just front of the window, at a height of 0.80m. from the earth floor level, is a water basin. Underneath the staircase has been filled up with the rubble stone.

#### 1.2.3.4. GROUND FLOOR

##### 1.2.3.4.1. GROUND FLOOR HALL

Ground floor will be examined in three sections.

##### 1.2.3.4.1.1. CENTRAL HALL (photo. 20)

Dimensions are 3.76m. x 4.00m. x 4.46m. The planks of floor are covered with linoleum. The skirting surrounding the hall is 0.18m. in height. Walls are grey whitewashed up to a height of 1.15m. from the floor level. Rest of the walls are white-washed.

On both sides of the door, there are two horizontal timber bands placed at 1.06m. and 2.20m. heights from the floor level. Two doors on the east and west walls open to the side halls. At the south side, there is a staircase. Ceiling of the hall is surrounded with a border and strips of profiled timber are placed on timber boards in the east-west direction. The first and last two strips intersect each other.

On the west wall, at a distance of 0.35m. from the NW corner, and at a height of 1.65m. from the floor level the plaster has fallen down and the "bağdadi" construction exposed. On the east wall and on the floor in front of it, there are very noticeable moisture stains.

##### 1.2.3.4.1.2. EAST HALL (Photo. 21)

Dimensions are 3.96m. x 8.65m. x 4.46m. The floor, the skirting, whitewash of walls and ceiling are the same as of central hall. On the west wall, a door opened to the central hall is 1.42m. x 2.40m. On the

north wall, two windows which are topped with tangential arches are 1.64m. x 2.37m. The window sills have approx. 0.7m. height from the



Photo. 20 Ground Floor Central Hall This hall is similar to the east hall.

The water leakage from the pipe of the fire extinguishing system had



Photo. 21 Ground Floor East Hall NE corner



Photo. 22 Ground Floor West Hall NE corner

north wall, two windows which are topped with tangential arches are 1.64m. x 2.85m. The window sills have approx. 0.90m. height from the floor level and made of timber. Two sides of the windows are chamfered up to 1.55m. height from the inner sills, A pipe which is the part of the fire extinguishing system is on the same wall. The horizontal timber bands are placed between the corners and windows on this wall. On the east wall, two doors lead to the room 1. Along the east wall there is a step (0.90m. in width and 0.05m. in height from the floor level) before the door.

Two doors on the south wall open to room 2 and room 3. The horizontal timber bands on the south wall are similar to the ones of the north wall. There are very noticeable moisture stains on the timber of the ceiling and above the door on the east wall.

#### 1.2.3.4.1.3. WEST HALL (Photo. 22)

Dimensions are 3.95m. x 8.33m. x 4.46m. This hall is similar to the east hall.

The water leakage from the pipe of the fire extinguishing system had affected the north wall causing the plaster to fall down and accumulate at the floor in the NE corner.

#### 1.2.3.4.2. GROUND FLOOR ROOMS

##### 1.2.3.4.2.1. ROOM 1 (Photo. 23)

Dimensions are 5.82m. x 12.48. x 4.46m. Floor is covered with timber planks. On the floor, a lid is 1.00m. x 1.50m. It is parallel to south and west walls and is at a distance 0.60m. from the south and 0.55m. from the west walls.

0.89m. high timber panels extend around three walls of the room. Rest of the walls are grey whitewashed as in central hall. At the bottom of these whitewashed parts, the skirting is 0.18m. in height. Upper parts of the grey whitewashed and timber panels are white-washed. The room is also surrounded with timber band 0.12m. in width and 2.20m. in height from the floor level.

Two entrances on the west wall, the one is 1.30m. x 2.40m. with two leaves; the other is 0.80m. x 2.40m. and single leaf. On the same wall, a stove pipe hole has 0.12m. diameter. Two bearing bars holding the tension bars are placed at a distance of 0.40m. and 0.97m. to the SW corner. Two more bearing bars on this wall are 0.86m. and 3.42m. from the NE corner. The heights of those bars are the same and 3.42m. from the floor level.

On the east wall, there is a projection with dimensions of 0.40m. x 0.63m. x 4.46m. Three windows placed on this wall are 1.64m. x 2.86m. Of two windows, one on the north wall and the other on the south are the same as the ones on east wall.

The timber beam (0.20m. x 5.28m. x 0.25m.) dividing the ceiling into two parts, is parallel to the south wall and 3.12m. away from it. Borders, surrounding these two parts, are the same as the ones in central hall.

The room is in good condition because there is no structural and material defects.

#### 1.2.3.4.2.2. ROOM 2 (Photo. 24)

Dimensions are 2.90m. x 5.49m. x 4.46m.

Timber skirting is the same as room 1. Walls are white-washed. At the level of the door lintel there is a timber band extending on the north,

east and west walls on both sides of the windows. The door, connecting the room with the east hall, is on the north wall and 1.08m. x 2.40m.

On the east wall, there is a stove pipe hole and under of it a cleaning hole for soot. The tension bar can be observed where the east wall meets the floor.

A window on the south wall is the same as the ones in room 1. On the west wall, there are traces of a later applied plaster and the plaster around the stove pipe hole has fallen down exposing the "bagdadi" construction.

The borders of the ceiling is the same as the borders of central hall.

#### 1.2.3.4.2.3. ROOM 3 (Photo. 25)

Dimensions are 5.04m. x 5.49m. x 4.46m.

The features of this room that differ from the room 2 are as follows : Walls are green whitewashed. The door (1.00m. x 2.40m.) on the north wall connects the room to the east hall. A stove pipe hole on the east wall is closed up with a cardboard. On the same wall, the plaster has fallen down in some places and the "bagdadi" construction is visible.

#### 1.2.3.4.2.4. ROOM 4

Dimensions are 4.85m. x 5.61m. x 4.45m. This room is symmetrical and similar to room 3. Except, the windows are rectangular since the arches have been blocked up and the dimensions are 1.64m. x 2.00m.

#### 1.2.3.4.2.5. ROOM 5-6 (Photo. 26)

This space between the room 4 and 7 is divided by a brick wall which is in the east-west direction and is apart from the north wall.

The room 5 on the north of the partition is 2.44m. x 2.74m. x 4.41m.

Its floor is concrete and is raised 0.05m. from the floor level of the west hall. The walls are painted blue up to a height of 1.06m. from the floor level and the rest is white-washed. There are traces of a wash basin on the south wall. An urinal is on the west wall and 0.45m. from the SW corner.

Room 5 is further divided to form a space of 1.10m. x 1.26m. x 2.25m. The toilet is placed here. On the east wall, the door opens to this toilet and its leaf is missing.

A door with the dimensions of 0.68m. x 1.90m. on the east wall of room 7 opens to a space (room 6) which is on the south of the brick partition.

Dimensions of room 6 are 2.74m. x 2.90m. x 4.41m. Floor is concrete and 0.05m. higher than the floor level of room 7. Room 6 is divided again by a wall that is parallel and 0.93m. away from the partition at north. The section on the south of the partition is 1.65m. x 2.74m. x 4.41m. A door which is 0.70m. x 1.90m. on the north wall opens to this space. The floor and the walls of this space is covered with mosaics up to a height of 1.06m. from the floor level. There is a bath tub on the east wall. A window on the south wall is the same window as in room 2. Except, the arched part is covered by ply-wood. At SW corner there is a toilet. The ceiling of room 5 and room 6 are the same as of room 2.

There is a noticeable crack in the mosaics over the SE corner of the window.

#### 1.2.3.4.2.6. CORRIDOR (Photo. 27)

Dimensions are 1.50m. x 3.82m. x 4.46m. The planks of floor, skirting and whitewash of the walls show the same characteristics as of east hall.



Photo. 23 Ground Floor Room 1 SE corner



Photo. 24 Ground Floor Room 2  
NE corner



Photo. 25 Ground Floor Room 3  
NE corner



Photo. 26 Ground Floor Room 6  
SE corner



Photo. 27 Ground Floor Corridor  
SE corner

A door (1.00m. x 2.50m.) on the west wall of the hall opens to this corridor. On the east wall, there is a stove pipe hole and under of it a cleaning hole. The tension bar has been placed at the intersection of the east wall and floor. The white-wash has fallen down in places just below the cleaning hole and the plaster is visible.

This corridor provides a passage from the west hall to room 7,8 and 9.

The ceiling is similar to room 4.

#### 1.2.3.4.2.7. ROOM 7

Dimensions are 4.90m. x 5.82m. x 4.46m. Floor coverings and skirting are similar to the ones seen in the room 4. Walls are purple whitewashed.

The door (0.88m. x 2.50m.) on the north wall connects the room to the corridor. On the same wall, another door (0.75m. x 2.05m.) opens to room 8.

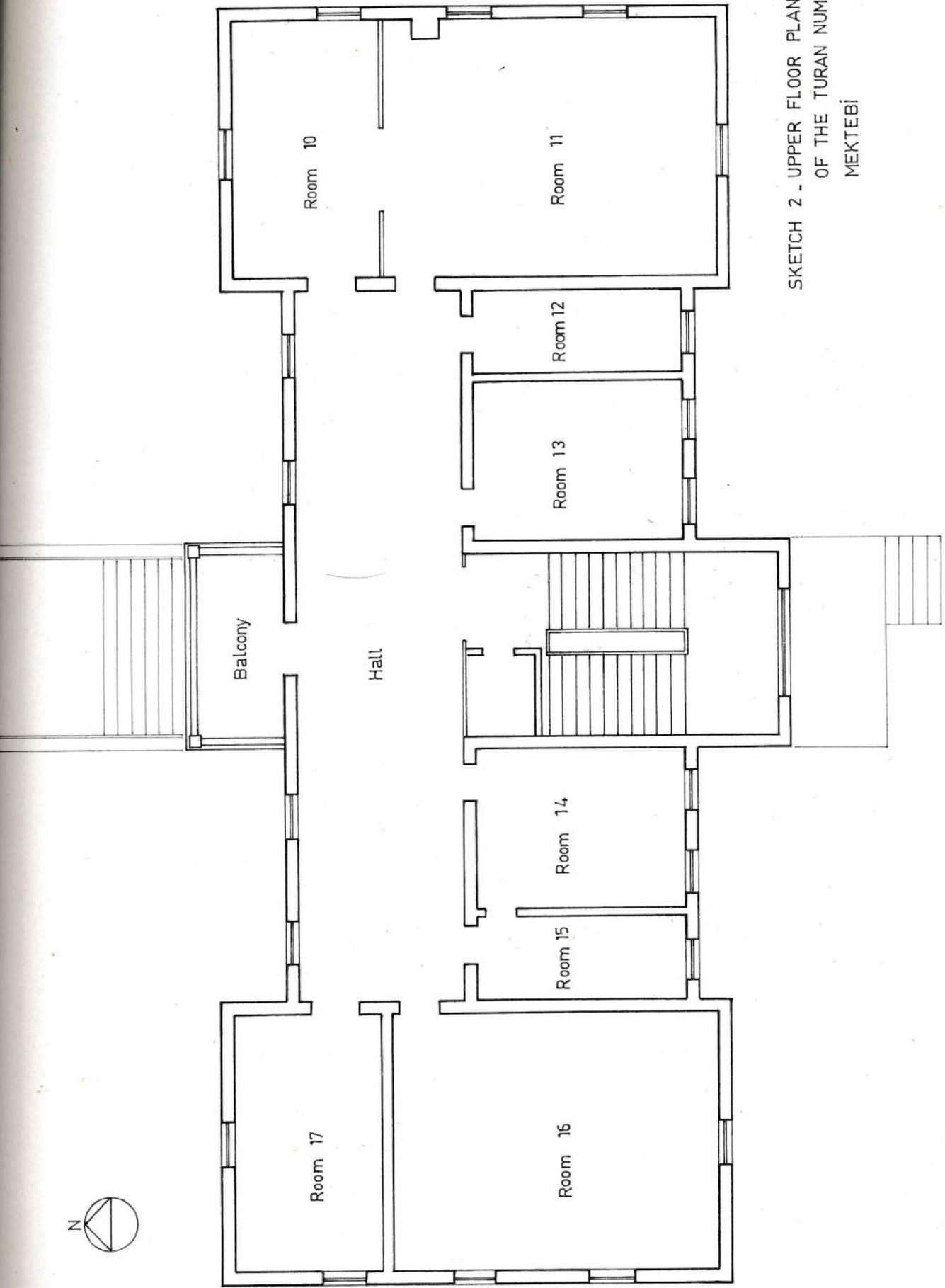
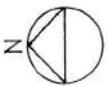
On the east wall, there is a tension bar placed at the intersection of east wall and floor and also there are two bearing bars similar to the ones in room 1.

The windows on the south and west walls are of the same dimensions as the windows of room 4. The white-wash below the windows has fallen down at some places and the yellow whitewash under it is visible.

The ceiling is similar to room 4.

#### 1.2.3.4.2.8. ROOM 8

Dimensions are 4.15m. x 3.80m. x 4.46m. The timber planks of floor, the dimensions of the door on the east wall and connecting the room with corridor, also the dimensions of the window on the west wall, the ceiling are similar to those in room 7.



SKETCH 2 - UPPER FLOOR PLAN  
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MEKTEBI

On the other hand, the walls are green whitewashed, there is another door on the south wall having dimensions 0.88m. x 2.05m. The walls are in good condition because there is no structural and material failure.

#### 1.2.3.4.2.9. ROOM 9

Dimensions are 3.40m. x 5.82m. x 4.46m. The planks of the floor and skirting are similar to the ones in room 8. Walls are blue whitewashed.

The door which connects the room with the hall is on the east wall and the same as the door of room 4. Two bearing bars on the same wall are the same as the ones in room 7. Another door on the south wall is the same as on east wall.

The windows on the north and west walls are the same as the windows of room 4.

Border of the ceiling and boards are similar to the ones in room 7.

#### 1.2.3.5. UPPER FLOOR

##### 1.2.3.5.1. UPPER FLOOR HALL (Photo. 28-29)

Dimensions are 4.00m. x 21.28m. x 4.35m. Floor is covered with timber planks. Skirting, whitewash of walls and timber bands are similar to the ones in ground floor, central hall.

Entrance from the staircase to the hall is through a door with double leaves placed on the timber separation between the hall and upper floor landing. On the south wall, there are doors leading to the room 12, 13, 14, 15. Two tension bars, one is at a height of 0.18m. from the floor level and the other just below the border extend along the north wall.

The doors opening to room 10, 11 are on the east and room 16, 17 on the west wall. On each wall under the border a tension bar is placed



Photo. 28 Upper Floor Hall SW corner

is a door leading to the hall, (1.42a. 2.2.75a.) The bearing bars



Photo. 29 Upper Floor Hall NW corner

extending from north to south.

The door (1.68m. x 3.60m.) leading to the balcony is on the north wall. Two pipes of the fire extinguishing system and an iron ladder up to the roof and tension bars passing along under the border in the east-west direction are on the same wall.

Two parallel bands placed on the timber boards of the ceiling form rectangular motives being one within another.

#### 1.2.3.5.2. UPPER FLOOR ROOMS

##### 1.2.3.5.2.1. ROOM 10 (Photo. 30-31)

Dimensions are 3.50m. x 5.95m. x 5.46m. Walls are pink whitewashed.

The different features of this space are as follows : The timber band with a height of 2.74m. surrounds the room, except south wall. There is a door leading to the hall, (1.02m. x 2.75m.). The bearing bars (0.10m. x 0.60m.) have been clamped together with the tension bars on the same wall.

Two windows, one is on the north and the other on the south, are the same as the ones in the hall, but timber bands on the frames are designed differently.

The south wall is a partition separating room 10 from room 11 and a door with three leaves, in the middle, connects these two rooms.

##### 1.2.3.5.2.2. ROOM 11 (Photo. 32-33-34)

Dimensions are 5.95m. x 8.95m. x 5.46m. Walls are yellow whitewashed. Bearing bars on to which tension bars are clamped and the entrance door on west wall are dimensionally the same as the ones in room 10. There are also three stove pipe holes, two of them being on top of each other



Photo. 30 Upper Floor Room 10  
NE corner



Photo. 31 Upper Floor Room 10  
SW-NW corners



Photo. 32 Upper Floor Room 11  
SW corner



Photo. 33 Upper Floor Room 11  
SE corner



Photo. 34 Upper Floor Room 11 NE-NW corners Partition

and having a diameter of 0.12m. and two rectangular lids (0.20m. x 0.25m.) covering the cleaning holes. The service window (0.62m. x 0.60m.) opening to room 12 is on the same wall.

On the east wall, there is a perpendicular projection up to the ceiling. A cupboard has been placed between this projection and the partition, on the north wall. Two windows on this wall and one on the south wall are the same as the windows of room 10.

1.2.3.5.2.3. ROOM 12 (Photo. 35-36)

Dimensions are 3.00m. x 5.57m. x 4.35m.

The door (1.03m. x 2.50m.) connecting the room with the hall is on the north wall.

This room is similar to the room 2, except that there is a window topped with a segmental arch on the south wall and additional stove pipe hole and cleaning hole on the east wall.

1.2.3.5.2.4. ROOM 13 (Photo. 37)

Dimensions are 5.57m. x 5.15m. x 4.35m.

Entrance from the hall is through a door on the north wall. This room is similar to the room 3, except the windows topped with segmental arches on the north wall. Their dimensions are the same as the ones in room 11.

1.2.3.5.2.5. ROOM 14 (Photo. 38-39)

Dimensions are 5.10m. x 5.68m. x 4.35m.

This room is symmetric to and plan elements are similar to room 13, except the door (1.02m. x 2.75m.) on the south wall opening to room 15. The door leaf is missing.



Photo. 35 Upper Floor Room 12 Ceiling



Photo. 36 Upper Floor Room 12  
SE corner



Photo. 37 Upper Floor Room 13  
SE corner



Photo. 38 Upper Floor Room 14  
SW corner



Photo. 39 Upper Floor Room 14  
NE corner

On the same wall, because of fallen parts of plaster, "bağdadi" construction has been exposed.

1.2.3.5.2.6. ROOM 15 (Photo. 40-41)

Dimensions are 2.75m. x 5.70m. x 4.35m.

This room is symmetrical and similar to room 12.

1.2.3.5.2.7. ROOM 16 (Photo. 42-43)

Dimensions are 5.95m. x 8.90m. x 5.46m.

This room is symmetrical and similar to room 11, with the exceptions that instead of timber separation there is a brick wall on the north.

The lower section of the partition of whole room is covered by timber panels up to a height of 1.15m. On the south wall, the window is blocked up from inside.

1.2.3.5.2.8. ROOM 17 (Photo. 44-45)

Dimensions are 3.40m. x 5.95m. x 5.46m.

This room is symmetrical and similar to room 10, with the exceptions that the south wall is brick.

1.2.3.6. BASEMENT FLOOR

1.2.3.6.1. BASEMENT FLOOR HALL

This hall will be examined in three sections.

1.2.3.6.1.1. CENTRAL HALL (Photo. 46-47-48)

Dimensions are 3.70m. x 10.35m. x 2.65m. The timber planks in direct contact with earth are spoiled by moisture and deformed. Walls are green whitewashed from the floor level up to a height of 1.02m.



Photo. 40 Upper Floor Room 15  
SW corner



Photo. 41 Upper Floor Room 15  
NE corner



Photo. 42 Upper Floor Room 16  
NW corner



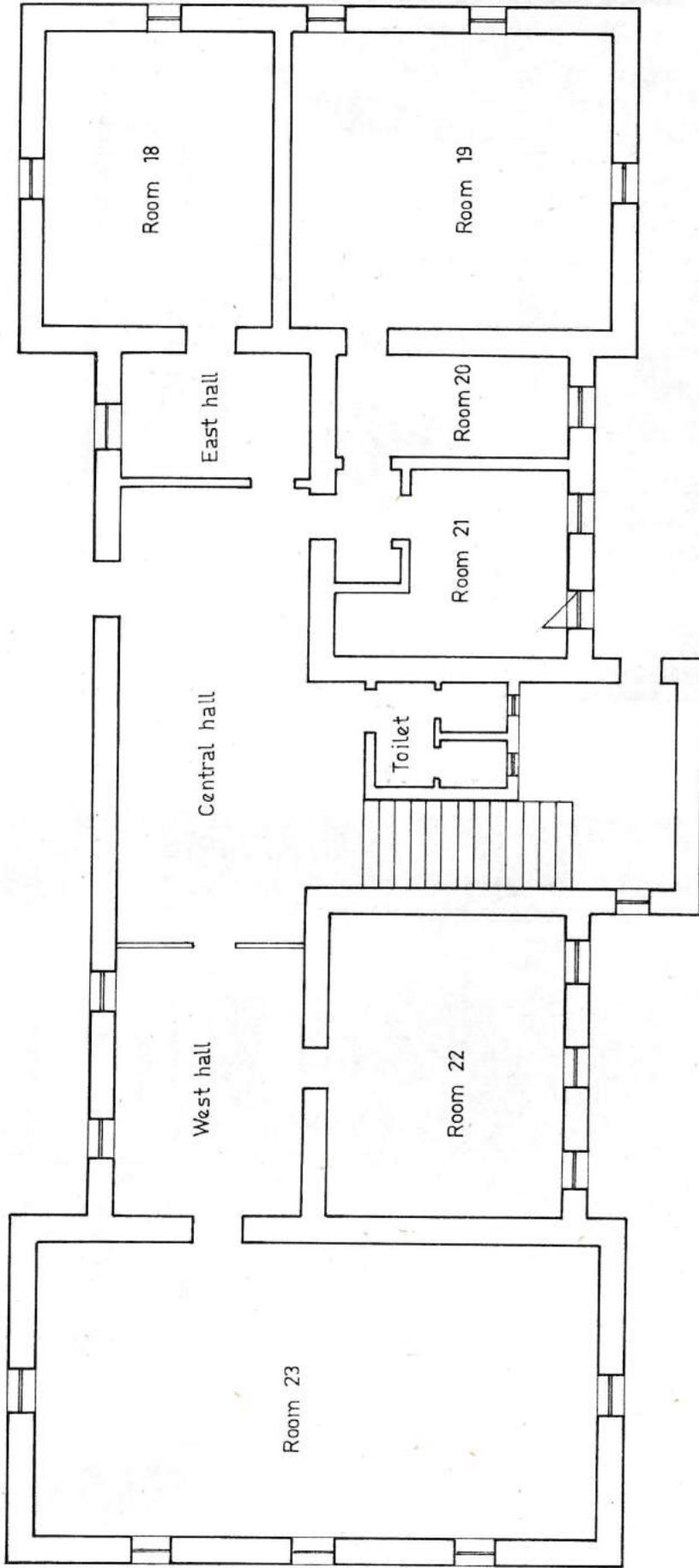
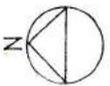
Photo. 43 Upper Floor Room 16  
SE corner



Photo. 44 Upper Floor Room 17  
SE corner



Photo. 45 Upper Floor Room 17  
NW corner



SKETCH 3 - BASEMENT FLOOR  
PLAN OF THE TURAN  
NUMUNE MEKTEBI



Photo. 46 Basement Floor Central Hall SW corner



Photo. 47 Basement Floor Central Hall NE-SE corners

Remaining parts are yellow whitewashed.

The passage to the garden at the front is through a door on the north wall, (1.20m. x 2.20m.). On NW corner the plaster has fallen down completely. Water still leaks through the pipe of fire extinguishing system which is on the north wall and there are water puddles on the floor. The door on the east wall opens to the east hall.

The staircase and toilet make a recession of 0.80m. in the south wall. A door topped with a segmental arch on the south wall opens to the passage which provides access to the rooms. On the same wall, up to different heights from the floor level, plaster falling is noticeable. There is a timber separation between west and central hall.

#### 1.2.3.6.1.2. EAST HALL

Dimensions are 3.70m. x 3.67m. x 2.65m. Timber skirting is 0.08m. in height. Walls are white-washed.

A door with single leaf on the west wall provides access to the central hall. Just over the door there is a window. The window topped with a segmental arch on the north wall is 0.97m. x 2.00m. The connection between the east hall and room 18 is provided by a door topped with a segmental arch.

#### 1.2.3.6.1.3. WEST HALL (Photo. 49)

Dimensions are 3.70m. x 6.75m. x 2.65m. Planks of floor, whitewash of walls are similar to the ones in central hall.

The door on the partition provides access to the west hall from central hall. There are segmental arched doors with single leaf; one on south wall opens to room 22, and the other on the west wall opens to room 23. On both walls, moisture stains are noticeable.



Photo. 48 Basement Floor Central Hall NW corner

The window on the north wall is the same as the one in the east hall.



Photo. 49 Basement Floor West Hall NE corner

Two windows topped with segmental arches on the north wall are the same as the one in the east hall. The plaster above the arch of the window near to NE corner has fallen off completely. The brick construction can be seen.

#### 1.2.3.6.2. BASEMENT FLOOR ROOMS

##### 1.2.3.6.2.1. ROOM 18 (Photo. 50)

Dimensions are 4.85m. x 5.42m. x 2.60m. The floor level is higher than the floor level of east hall. The whitewash of the walls and skirting are similar to the ones in the east hall.

The connection of the room with the east hall is through a door with a segmental arch, (0.90m. x 2.20m.). The moisture stains are noticeable above the door and between the door and SW corner.

The window on the north wall is the same as the one in the east hall. The window topped with a segmental arch on the east wall is 1.06m. x 1.66m. On the walls and ceiling boards moisture stains are visible.

##### 1.2.3.6.2.2. ROOM 19 (Photo. 51)

Dimensions are 5.42m. x 6.95m. x 2.75m. The floor level is lower than the east hall. The floor is concrete. The whitewash of the walls is the same as of central hall. The door with a segmental arch on the west wall is 1.10m. x 2.20m. On the same wall there is a cleaning hole.

Three windows, one on the south wall and others on east wall are the same as the one on the east wall of room 18.

The timber ceiling has been plastered and white-washed. There are extensive moisture stains on the ceiling and on the north wall. On the lower parts of south wall, whitewash has fallen down and the plaster is visible.

1.2.3.6.2.3. ROOM 20 (Photo. 52)

Dimensions are 2.86m. x 5.15m. x 2.65m. Planks, skirting and whitewash are similar to those in the east hall.

The entrance of the room is through a door on the west wall, (1.04m. x 2.20m.). On the same wall, there is a service window which opens to room 21. Opposite to the door on the west wall, another door opens to room 19. A window topped with a segmental arch is on the south wall and 1.07m. x 0.85m.

Moisture stains are noted in the lower parts of the south and west walls and also all over the north wall and part of the ceiling near to it.

1.2.3.6.2.4. ROOM 21 (Photo. 53)

The room is L shaped. The dimensions are 1.59m. x 1.74m. x 2.65m. + 3.55m. x 4.82m. x 2.65m. NE corner of the room is divided by a brick wall and plastered. The dividing space is 1.41m. x 2.90m. x 2.65m. and used as a passage to room 19, 20 and central hall.

Skirting, whitewash, boards of ceiling are similar to those in room 20.

A single-leaf door (0.90m. x 2.20m.) gives way to the passage. A service window on the east wall opens to room 20.

On the south wall, there is a window which has similar features and dimensions of the window of room 20. Next to this window, the door topped with a segmental arch is 1.37m. x 2.15m.

A case left in front of the door has caused the timber floor to be broken at this part. Moisture stains on the south wall are noticeable at various heights.

1.2.3.6.2.5. ROOM 22 (Photo. 54)

Dimensions are 5.30m. x 7.65m. x 2.67m. 1.00m. from the west wall, the floor is soil, the rest is timber. Skirting, whitewash and boards of ceiling are similar to those in room 21.

The door (1.00m. x 2.20m.) topped with a segmental arch on the north wall connects the room to the west hall.

The plumbing pipes of the ground floor toilets run down along the NW and SW corners of the room.

Moisture stains on the north and west walls are very noticeable. Also water accumulation is seen at various places on the floor.

On the south wall, the windows topped with segmental arches are the same as the ones on the east wall of room 19.

#### 1.2.3.6.2.6. ROOM 23 (Photo. 55)

Dimensions are 5.40m. x 12.15m. x 2.70m. Timber paneling surrounds the room up to a height of 0.90m. from the floor level. Rest of the walls are white-washed.

The door topped with a segmental arch on the east wall connects the room to the west hall. A stove pipe hole and a cleaning hole are placed on the same wall.

On the east wall and the floor moisture stains are noticeable.

There are five windows in this room. The window on the south wall is the same as the one on the south wall of room 19. Other three on the west wall are the same as the one on the south wall of room 20. The window on the north wall is the same as the ones on the north wall of west hall.



Photo. 50 Basement Floor Room 18 SW corner



Photo. 51 Basement Floor Room 19  
SW corner



Photo. 52 Basement Floor Room 20  
SE corner

1.2.4. FEATURES

1.2.4.1. STRUCTURAL FEATURES



Photo. 53 Basement Floor Room 21 SE corner the floor have been replaced with concrete. The ceiling boards have been plastered and white-washed. (Photo. 51)



Photo. 54 Basement Floor Room 22 NW corner



Photo. 55 Basement Floor Room 23 SE corner

#### 1.2.4. FEATURES

##### 1.2.4.1. STRUCTURAL FEATURES

###### 1.2.4.1.1. FOUNDATIONS

The construction techniques and the material used for foundations could not be examined.

###### 1.2.4.1.2. FLOORING

The flooring of each storey of the building has been made out of timber planks nailed to the timber joists. The section of the joists is 0.20m. x 0.20m. and placed at 0.40m. - 0.50m. intervals. The solid bridging has been installed at 0.35m. - 0.40m. intervals.

Intervals have been filled with 0.05m. thick coal slags in order to maintain heat and noise isolation between ground and upper floors.

In basement intervals have been filled with soil.

In the room 19 of the basement, the timbers of the floor have been replaced with concrete. The ceiling boards have been plastered and white-washed. (Photo. 51)

###### 1.2.4.1.3. WALLS

Since the walls have been plastered and white-washed, it is very difficult to give information about the materials except the sections where the plasters have fallen off partially or completely.

The main walls of Turan Numune Mektebi are all load bearing.

In basement floor rubble stone has been used in 1.60m. height. The rest of the basement floor, ground and upper floor walls have been constructed with brick. Lime mortar has been used in between.

The exterior corners of basement floor have been built of cut stone blocks. This can be seen on northeast and southeast corners where the plaster has fallen off. The courses of cut stone are regular and precise in vertical and horizontal directions. They elevate up to a level of the lower stone moulding. (Photo. 10) The bottom section of this stone moulding has been constructed with irregularly shaped rubble stones.

The thickness of the walls in the basement, in the ground floor and in the upper floor are 0.80m., 0.65m., 0.58m. respectively.

The partitions have been given in the description of the building.

#### 1.2.4.1.4. STAIRCASE

Staircase is on the south of central hall and on the axis of symmetry of the building. The detailed information about staircase has been given in the description of the building under the STAIRCASE heading.

#### 1.2.4.1.5. ROOF

Building is covered with a gable roof. Flat tiles have been used as a covering material. It has large eaves and has been surrounded by gutter. The upper parts of chimneys have been demolished.

#### 1.2.4.2. ARCHITECTURAL FEATURES

##### 1.2.4.2.1. COVERED ENTRANCE

It is on the north facade and also on the symmetry axis of the building. The necessary detailed information has been given in the description of the building under the COVERED ENTRANCE heading.

##### 1.2.4.2.2. DOORS

The function of the building has been changed from time to time. As a

result of this, some spaces have been divided or new spaces have been added. Consequently, in order to provide entrance to these modified or newly added spaces, new doors supplemented, the place of the existing ones changed or some of them cancelled.

The original doors can be identified by the dimensions and decorative features. (Ref. to measured drawings-details )

During conversation with Hasan Doğru,<sup>3</sup> he himself had shown the original doors and told that these doors were timber and once, their surfaces have been varnished. This subject will be considered in the Restitution section of this dissertation.

In Turan Numune Mektebi, the doors open to the backyard and room 1 have two leaves. Two swinging doors, one is placed between central hall and covered entrance in the ground floor and the other between staircase landing and hall in the upper floor. The leaves of other doors are single. These doors are topped with segmental arches in basement floor. They are rectangular in ground and upper floors. The main entrance door is topped with a pointed arch.

#### 1.2.4.2.3. WINDOWS

Windows used at each floor are of the same type but different from the ones of the other floors. The basement floor windows are topped with segmental and ground floor windows with tangential arches. The windows of upper floor are rectangular. Whereas interior facades of the windows on the upper floor segmental arches are used instead of lintels. On the north facade the window of the basement (third one from the northeast corner) has been replaced by a door. The same situation can be seen on the west side of the middle section of the south facade. Here, the element has been constructed as a window for the exterior and as a door

for the interior. (Photo. 53)

#### 1.2.4.3. CONSTRUCTION MATERIAL AND TECHNIQUES

##### 1.2.4.3.1. STONE

The stone used for facing at the corners of the building in basement is "fine cut stone". The courses are not isodomic. Their heights differ at each course. This quality of stone used in construction can be seen on northeast and southeast corners which are not plastered.

Again in basement, different sizes of rubble stone are used at the inner parts of load bearing walls. On the east facade where the cut stone is not used as a facing, this situation can be seen. In the construction of stone mouldings and corbels stone has been used. The parapet surrounding the balcony has been made out of stone too.

##### 1.2.4.3.2. BRICK

In the basement, the stone wall elevates up to 1.60m. and then leaves its place to brick. The construction of ground and upper floors, the only material used is brick. Use of brick on facades with 0.05m. recession, provides an aesthetic appearance. The dimensions of these bricks are 0.24m. x 0.11m. x 0.05m. On those bricks, the word, "KIRIMLI" has been embossed.

##### 1.2.4.3.3. TIMBER

As a structural element the timber has been used for the floors, roof and staircase connecting the ground and upper floors. Additionally, it has been also used for the staircase balustrade, the leaves of the doors, and as a timber band and skirting for the walls. As a result of undurable character of the timber, some of them has been replaced by the

new ones and/or some of them continued to be used after painting.

Information about material defects will be given in the related section.

#### 1.2.4.3.4. MORTAR

In the building, lime mortar has been used at approximately 0.03m. thickness. (see Appendix 5)

#### 1.2.4.3.5. PLASTER

Generally, it has been applied at 0.03m. - 0.04m. thickness. Today it is mostly in a very dirty and blackened condition with certain parts fallen down due to rising damp and/or excessive moisture leaking from the fire extinguishing system.

#### 1.2.4.4. DEFECTS

##### 1.2.4.4.1. STRUCTURAL DEFECT

In the report dated 24.1.1955 (Encl. 12), it has been indicated that rainwater running from the backyard and the eaves has accumulated in the lighting of southeast corner of the building resulting in a huge crack starting from the foundation and extends, up to eaves. Moreover, the same report emphasized that the tension bars had prevented the enlargement of this crack more than 1cm.

The date of the appearance of this crack is not known and today it is not visible due to the plaster covering it.

Hasan Doğru has told that the tension bars have been placed to the building by Bayram Karatan after the Liberation of Eskişehir from the enemy occupation. Also, when he came back to school with a teaching post, these tension bars were present. Therefore, it is appropriate to think that these tension bars were put during 1923-1924 in order to prevent

the demolishing of the building because of the crack.

#### 1.2.4.4.2. MATERIAL DECAY

It is observed that surface waters contribute a lot to rising damp. In the basement floor, the decay of the timber planks has been facilitated as a result of bringing them in the direct contact with soil. The rising damp has caused the crumbling of the mortar and falling plaster. On the other hand, the plaster in the vicinity of the window near the northeast corner of the west hall with the help of soluble salts has fallen and constructional materials have exposed. (see Appendix 5)

In the ground floor, the water pipes have been damaged. Water leaking from these parts has caused the decay of the timber planks. The decay also has been facilitated by the linoleum cover.

Contribution of ground water to rising damp is not known and it has to be investigated.

### 1.3. HISTORICAL ANALYSIS

#### 1.3.1. THE EDUCATION OF THE TURKISH ISLAMIC POPULATION IN THE OTTOMAN EMPIRE

##### 1.3.1.1. GENERAL

In the Ottoman Empire with a state concept based on religious principles, educational institutions open to Moslem public consisted of "sıbyan" schools providing religious socialization of the child in the public and the "medrese" (Moslem theological schools) for training the "ulema" (jurisprudents and religious teachers) until XVIII. century.<sup>4</sup>

Of these institutions satisfying the educational requirements of the public for centuries in scholastic educational organization, the medrese held its stand until the fall of Empire although losing greatly of its scientific character.<sup>5</sup> After the establishment of the Republic, medreses were closed down for being contrary to "lâicisme" (lâiklik) of the state. The sıbyan schools on the other hand, with renovations in their curriculum during the westernization process, formed the nuclei of today's elementary schools.<sup>6</sup>

Therefore, in this section, first the sıbyan schools, and then the effects of westernization on the elementary education will be examined. After giving brief explanations on the development of the elementary education, "numune" schools will be studied since this latter concept is closely related to the main object of this study ( The Turan Numune Mektebi ).

### 1.3.1.2. THE ELEMENTARY EDUCATION BEFORE WESTERNIZATION

#### SIBYAN SCHOOLS

The sibyan schools had been used to form the initial phase of the Ottoman educational organization . Before the westernization period, four to seven years-old Moslem children called "sabi" were required to attend for their elementary education which were based on the religious principles, and they were called sibyan schools.<sup>7</sup>

According to the foundation charters, the aim of the sibyan schools founded by Mehmet II and Bayezit II for a limited number of orphans or poor children was to teach to recite Koran and Moslem way of praying.<sup>8</sup> Later the founders of the similar schools followed more or less the same principles.

Since the teaching of religious information was compulsory due to religious reasons, sibyan schools were always respected by the public. However, at the beginning of the XVIII. century, it was noted that, for financial reasons, some children became apprentices in a trade instead of being sent to schools. As a result of this deviation from the elementary education, with an Imperial Decree, Mahmut II made elementary education compulsory in 1824.<sup>9</sup>

The foundation of the school buildings, their administration, teaching program and brief information on the teaching staff can be summed up as follows.

The school buildings were usually constructed by the orders of the sultans in the lead, their relatives, high-ranking state officials or charity-oriented citizens. Since there was not a central educational organization for the whole Empire, each sibyan school had its own "vakıf" and were run by the income from these in accordance with the

foundation charters of each school.<sup>10</sup> Until the Second Constitutional Monarchy (II. Meşrutiyet), the state did not take the responsibility of constructing or supervising the educational institutions, except for solving the judicial problems of each school. Therefore, sıbyan schools carried on their educational functions as private schools financed formerly as pious organizations and later by also weekly tuitions of its pupils.<sup>11</sup>

As can be understood from the aim of these schools, teaching program was based on religious principles. Until the Tanzimat Period, the curriculum of sıbyan schools comprised of nothing more than Koran, Arabic and Religious Principles.<sup>12</sup> In XVIII. century, the mother and the wife of Mahmut I, each founded a sıbyan school with a curriculum including writing, literary style, Arabic and Persian, but other schools did not follow these examples, and the educational level of sıbyan schools remained as described above.<sup>13</sup> Until 1846, these schools were not divided into classes, nor did they have a fixed period of education. Upon a request by the family, the child at the age of education could start school on any day of the year, with a ceremony called "amin alayı"; and with the recital of the Koran by the child, education was considered to be completed. Following the recital ceremony (hatim töreni), the student who completed the sıbyan school would either attend to a "medrese" (higher school), or start a trade.<sup>14</sup> Finally, the staff of these schools in general, is composed of teacher and an assistant called "kalfa". Criteria for selecting the teaching staff, as understood the school foundation charters, consisted of being able to recite the Koran from the memory, to know the conditions and proper procedure for the Islam daily prayers, and to capable of training children.<sup>15</sup> According to the information obtained from the

various charters in some cases, the staff is increased to include teachers of writing, literary style, Arabic and Persian languages.

### 1.3.1.3. THE ELEMENTARY EDUCATION DURING WESTERNIZATION PROCESS

#### 1.3.1.3.1. THE FIRST SCHOOLS FOUNDED UNDER THE INFLUENCE OF WESTERNIZATION

The development of free thought as a result of the Humanism, Renaissance and Reform movements in the western countries,<sup>16</sup> and in conjunction with these, immense progress in the science and technology, as a consequence of these developments, the rise of the armies equipped with modern technology and war techniques, all had an adverse effect on the Ottoman Empire. The Ottoman armies using obsolete methods of war and the weapons, could not stand against western armies and military defeats followed each other.

Since it had become impossible to stand against the military powers of that period of the western countries, during the reign of Selim III, Ottoman Empire began to feel the necessity of reorganization in the military and thus attempts initiated in the military educational field.<sup>17</sup>

Initial step was the opening of the School of Engineering of Imperial Navy (Mühendishane-i Bahri Hümayun) in 1773. Other schools following this example were the School of Engineering of Imperial Army (Mühendishane-i Berri Hümayun) in 1795, Imperial Medical and Surgical School (Tophane-i Amire ve Cerrahane-i Mamure) in 1826, School of War Science (Mekteb-i Ulumu Harbiye) in 1834, and School of Imperial Band (Mızıka-i Hümayun) in 1834.<sup>18</sup>

Although these developments can be characterized as a progress, from the point of view of administration, the background of the students admitted to these schools were quite weak. They, not only lacked the

essential knowledge to follow the programs but also were unable to read and write in Turkish. Therefore, the education of the first group of students in these schools took fourteen years.<sup>19</sup> The difficulties encountered in the educational level of these schools once more brought into light the inadequacy of primary education in the Ottoman Empire. Hence, as a result of the insufficiency of the primary education, in 1838, the most important advisory and executive of Tanzimat Period, the Supreme Council (Meclisi Vâlâ) took over the organization of the education reform. The Supreme Council decree stated that certain schools should be selected in Istanbul to give higher education than sıbyan schools.

Sıbyan schools, being the education for the beginners at the primary educational level, were called by the Supreme Council as first phase of the primary education and schools which were within the limits of primary education but higher than sıbyan schools were called second phase. However, Mahmut II did not approve the name second phase and renamed this level of education as "Rüştiye". This name was used in the educational organization until 1923.<sup>20</sup>

#### 1.3.1.3.2. RÜŞTIYE SCHOOLS

After establishing the necessity of Rüştiye as a means for the primary education, in 1839 the foundation of this school was decided and Ministry of Rüştiye Schools (Mekatib-i Rüştiye Nezareti) were also organized to administer these schools. But, until 1845, the sıbyan schools retained their former status.<sup>21</sup>

By the formation of a new commission in Babıâli in 1845, educational matters were taken up more seriously. The members composing this commission had been trained in Europe and exposed to western culture.<sup>22</sup>

This commission proposed to the government the reorganization of sıbyan and rüştıye schools to meet the requirements of that period and to provide religious and scientific education and a boarding school called "Darülfünun" and an Educational Assembly (Maarif Meclisi) to prepare the administrative regulations and curriculum for all the schools. These proposals given above were accepted and approved by the government.<sup>23</sup>

The first rüştıye school, in accordance with the decision of the General Education Assembly (Meclis-i Maarif-i Umumiye) was opened in the building of the Davutpaşa Sıbyan School in Istanbul. The curriculum of this school composed of teaching Arabic, Persian, arithmetic, geometry, geography in the "New Manner". (see Appendix 1)

After receiving the royal approval, other rüştıye schools were also put into service.<sup>24</sup> According to the bills of the time, the students graduating from sıbyan schools would attend rüştıye for two years and then would be admitted to the Darülfünun.<sup>25</sup>

#### 1.3.1.3.3. İPTİDAİ SCHOOLS

During this period, a new progress has been achieved on the elementary education level. From 1862 onwards, besides sıbyan schools, new primary schools began to be founded. The teaching program in these schools had been rearranged in accordance with new manner. Among 360 sıbyan schools existed in Istanbul, 36 of them were selected to initiate application of new method. The schools using this method are called "iptidai" schools. Therefore, iptidai schools can be defined as nothing but sıbyan schools involving the application of teaching in the new manner.

During Tanzimat Period, this attempt to reform sıbyan schools by

Ministry of Education (Maarif Nezareti) gained significance manifesting itself on improving education before rüstiye. This accelerated also the diffusion of primary education throughout the country.

The pioneer of the diffusion of primary education was Mithat Pasha. He was, at that time, the Governor of Tuna Province (Tuna Eyalet Valisi). He managed to open hundreds of primary schools even in the villages in that part of Thrace (Trakya).<sup>26</sup> Thessaloniki (Selanik) was an important center in the development and diffusion of primary schools.<sup>27</sup>

The significance of the experience of Mithat Pasha can be expressed in forming the funds for constructing such a huge number of school building by successive collection of the contributions of people.

The Ottoman educational organization found its first clear identification in the "Educational Regulation" (Maarif Nizamnamesi) published by the Minister of Education, Saffet Pasha in 1869. According to this regulation the standards of educational level were set accordingly in villages and sections of towns as sıbyan school; in towns of 500 houses as "rüstiye"; in towns of 1000 houses as "idadi"; and in cities as "sultaniye". Darülfünun and professional schools were colleges in the university level.<sup>28</sup>

The Ministry of Education made an attempt between the years 1871-1876 to follow the example set by Mithat Pasha in Thrace, and formed local commissions in each section in order to administer the primary schools in their areas. However, this attempt was unsuccessful because of the disapproval of the Ministry of Evkaf and fanatic circles and because of the confused atmosphere caused by the Ottoman-Russian War which broke out at that time. These schools continued to be administered by the Ministry of Education.<sup>29</sup>

1.3.1.3.4. ELEMENTARY EDUCATION AFTER TANZIMAT PERIOD (1876-1923)

During the period of First Constitutional Monarchy (I. Meşrutiyet) declared in 1876 and following reign of Abdülhamit II, indemnities to be paid due to losing the war, were added to the heavy debts of the government. Thus, it was impossible for the bankrupt Ottoman treasury to open new iptidai and rüştiye schools in spite of the great need felt for them.

Up to the Second Constitutional Monarchy declared in 1908, in order to satisfy the requirements for education, two significant attempts had been made. One of them was the proposal made in 1891 to open three-years iptidai schools in the cities and a detailed curriculum was prepared for the elementary education. According to this program, the lessons to be taught in these schools would be: the alphabet, the Koran, reciting the Koran to a rythm, elements of religion, ethics, Ottoman grammer, spelling, reading, Ottoman history, abridged geography of the Ottoman Empire, arithmetic, writing.<sup>30</sup>

The other attempt was to meet the educational requirements partially by free enterprices. Initially in Istanbul, later in other cities, private schools began to come into being. These schools called "hususi mektep" used the new teaching methods and some provided only primary education while others offered a combination of iptidai as well as rüştiye. In Educational Almanac (Maarif Salnamesi) of 1903, the names of about thirty private schools are mentioned.<sup>31</sup>

The period of Second Constitutional Monarchy (II. Meşrutiyet) starting in 1908 and lasting till the fall of the Empire is an era in which important improvements had been accomplished in elementary education, in spite of the political, military and economic difficulties the state

had to face.

It had finally been realized that in order to bring the chaotic conditions to an organized form in the field of education, a new educational reform was necessary. This necessity caused a discussion regarding the characteristics of the reform among the educational philosophers. Head of the Teacher Training College (Darülmüallimin) Satı Bey was supporting the view that the reform should start at the elementary education level, whereas Kırklareli deputy (Kırklareli mebusu) educationalist Emrullah Bey, in his "Tuba Tree Theory" (Tuba Ağacı Teorisi) demanded that the reform should start at the highest level of education.<sup>32</sup>

Emrullah Bey became twice the Minister of Education, in 1909 and then 1911. However, seeing the dramatic condition of the elementary education and the limited financial sources of the state, in contradiction to his own theory, he started a reform in elementary education. Basically, using the French educational system, he prepared a draft bill on elementary education and presented it to the Assembly of Deputies (Mebusan Meclisi). The bill was passed on September 23th, 1913 under the title of Law of Primary Education (Tedrisat-ı İptidaiye Kanunu) excluding the articles regarding minority schools and to be temporarily in effect until the passing of the Law for General Education (Maarif-i Umumiye Kanunu).<sup>33</sup>

With this temporary bill, the schools known as iptidai and rüştiye combined together and their administration and financial responsibility was given to the governors. Thus, the idea of receiving funds from the public for expenses finally institutionalized. The temporary bill of elementary education divided the General Elementary Education (Mekatib-i İptidaiye-i Umumiye) into three phases: Devri İptidaiye, Devri Vasatiye, Devri Aliye; that is primary, middle and high. Among these Devri

Iptidaiye corresponding to primary education was free and compulsory, and the starting age to these schools which last 5-6 years, was 7.<sup>34</sup>

According to this law, the curriculum of the elementary educational institutions included: the Koran, religious knowledge (for non-Moslem students, their own religion would be taught), reading and writing, Ottoman language, arithmetic and geometry, geography (especially Ottoman geography), history, biology and applied health, knowledge of the body, ethics, crafts and art, physical education and school games, military training (for boys), home economy and sewing (for girls).<sup>35</sup>

Although with this law the organization of elementary education was systematized and financial sources was found to meet the needs of teachers, buildings, teaching aids, etc., a unity could not be attained in the educational programs because of number of institutions having authority to open schools.<sup>36</sup> This problem remained to be solved until after the proclamation of the Republic and the passing of the Law for Unification of Education (Tevhidi Tedrisat Kanunu) in 1924, and the adaptation of one type elementary school system.<sup>37</sup>

However, one of the significant aspect of this law (Tedrisat-ı İptidaiye) was to form base for the "numune" schools which will be examined in the next section seperately.

#### 1.3.1.3.5. NUMUNE SCHOOLS

One of the benefits the Temporary Law for Primary Education for the country was to provide the medium for the foundation of numune schools. In fact, by 1923, in Istanbul and other parts of the country, the number for these sort of schools had reached to 55.<sup>38</sup>

The essential characteristics of these schools is the inclusion of the

teaching of foreign language to their schedule. However, there was a background and accumulation of experience for this foreign language teaching.

In the westernization process, for the Turkish and Moslem population of the Ottoman Empire, the greatest difficulty in making direct contact with the western culture was the language barrier. When military schools were founded, it was decided that certain lessons should be given in French and English. But, neither this decision to teach foreign languages nor the schools opened in Paris and Istanbul had been successful.<sup>39</sup> Thus, in case of foreign relations, it had become necessary to use interpreters who were members of the minority groups.

Meanwhile, during the Tanzimat Period, some families began to send their children to the schools of minority groups and to schools opened by developed western countries so that the children could receive an education in foreign language.<sup>40</sup> However, attendance of Turkish children to these schools had been prohibited by Abdülhamit II and permission for going abroad for educational purposes had also been suspended.<sup>41</sup>

Thus, at the time of the proclamation of II. Meşrutiyet, all the fields that require the knowledge of language had been closed to the Turkish population. However, existence of minority schools, the schools opened in the country, sending students to abroad, all provided accumulation of experience from the point of view of methodology of language teaching.

As an extreme example, the three schools opened in Istanbul by the City Council (Şehir Meclisi) which have been located in Kadıköy, Nişantaşı and Kasımpaşa of which curriculum was similar to Jesus Alliance School can be given. However, these programs have been revised later on in

accordance with the previously mentioned law.

Bearing the socio-economic importance, the foreign language problem was taken into consideration at the elementary education level when the reform in this field was being prepared. It was decided to establish new schools which would be at the elementary school level but of a higher quality from the stand point of building, program, teaching staff and teaching aids and also conducting education in French language. In the Regulation of General Education at elementary level published in 1915, the name for those schools is given as "Numune Mektebi".

On the other hand, the curriculum and the financial background of those schools were in accordance with the framework of "Tedrisat-ı İptidaiye Kanunu". This can be clearly exposed by the following information : Numune schools were schools of six classes. In these schools, the teaching staff includes in addition to the six regular teachers, a maximum of five rotational teachers to teach art, crafts, physical education, music, military training, foreign language, sewing and cooking. The age for beginning to these schools were seven. Also, the financial requirements of those buildings had been procured from the funds allocated by local administration (mahalli idare) and the contributions of the people. This point will be clarified while analyzing the curriculum of the Turan Numune Mektebi which is the main object of this study.

The historical process during which these schools get abolished can be briefed as follows; by the Law for the Unification of Education following the proclamation of Republic, foreign language lessons were deleted from the elementary education programs and the six-year period

was reduced to five. Thus, numune schools had lost their character and left their places for a certain period of time to schools for "applied living",<sup>42</sup> and when these schools had been decided to be abolished, they left their places to the present day elementary schools.<sup>43</sup>

### 1.3.2. OTTOMAN ARCHITECTURE ON THE ELEMENTARY SCHOOL BUILDINGS

#### 1.3.2.1. ARCHITECTURE UP TO NATIONAL ARCHITECTURE PERIOD

Ottoman architecture can be examined in the primary level educational institutions with limited possibilities. Thus, as far as the context of this study is concerned, there is some information on sibyan schools which can be summed up as follows.

Sibyan schools were housed in buildings close to mosque, or as parts of mescids.<sup>44</sup> The plan developed for these schools consisted of a large classroom, a smaller adjacent room for the teacher, an entrance hall and a toilet. They were generally built out of brick and some of them were two storeyed. Surviving sibyan schools are the Sibyan School of Mihrimah Sultan Complex<sup>45</sup> in Üsküdar built in the XVI. century by Mimar Sinan and Şehzadegan School of Topkapı<sup>46</sup> can be given as examples.

The first reflection of western influence on Ottoman architecture, as far as educational buildings are concerned, began to show itself in military school buildings. The first military school building were constructed by foreign architects in neo-classical style.<sup>47</sup>

In the XIX century, reforms in civilian education followed the reforms in military education. However, although it was decided to reorganize the boys' schools and to open new secondary schools, any sort of significant development has not been achieved in the architectural side of civilian school buildings due to bureaucratic and financial obstacles

and the strong resistance coming from conservative circles. At the same time, although certain progress had been achieved in the spreading out of primary education during Tanzimat and First Constitutional Monarchy, the educational process had been maintained in either "köşk"s, or leased buildings. Therefore, for this period it is not possible to identify specific architectural features for elementary school buildings.

Whereas, it is possible to give some information on architectural features of minority schools. The influence of eclecticism in primary education buildings was noted in new school buildings belonging to these groups or schools opened in various parts of the country by western powers.

In 1913, the administration of silyan schools was transferred from the Ministry of Education to the Ministry of "Evkaf" and later started a campaign of building new schools in Istanbul. Initially, school building in the name of Hamit I in Bostancı, and in the name of Mustafa III in Üsküdar, Ayazma were built. The Ministry prepared a project of construction of fifty school buildings to replace the old silyan schools which were not feasible for a new use. A map indicating the places of primary school buildings, which would be constructed, was also prepared. However, when the First World War broke out the application of this project became impossible.<sup>48</sup>

The first important step in constructing new school buildings in 1913 was the Temporary Law for Primary Education.<sup>49</sup> Leaving the administration of elementary education to local administrations, this Law introduced in Paragraph 15, a tax named Elementary Education tax, provided necessary funds, thus enabling the governors to build new schools throughout the country in spite of the First World War.<sup>50</sup> It should be noted that the predominant style in the construction of these school buildings

was the late period Ottoman neo-classical style. (National Architecture Movement)<sup>51</sup>

### 1.3.2.2. NATIONAL ARCHITECTURE

The national architecture covering approximately the period of 1908-1930 is a product of Turkish Nationalist Movement developed in the direction of the ideas of Ziya Gökalp. During the period defined as the neo-classical period of architecture, certain architects adapted a national style of architecture design derived from the principles of Turkism, and conformed with certain common principles in their work, apart from some details of design and decoration. Their efforts were towards creation of a national architecture free from foreign influences.<sup>52</sup>

In this period, when XIX century western eclecticism was used as a method, Turkish architects created Turkish neo-classical style by means of copying architectural and decorative elements from the classical Ottoman buildings.<sup>53</sup>

The enthusiasm for revitalizing the sumptuous style of the past in the new works can be said to be the most remarkable feature of National Architecture Period.<sup>54</sup>

The neo-classical style developed within the context of national architecture affected the designs of elementary school buildings constructed between 1908-1930 in several parts of the country. (see Appendix 4)

### 1.3.3. HISTORY RELATED TO THE TURAN NUMUNE MEKTEBİ

#### 1.3.3.1. THE HISTORY OF REGION

As an old settlement center, the history of Eskişehir dates back to the

paleolithic and neolithic times. The city which was believed initially to be under the reign of Hittites, had gained its significance during Phrygians, and later, in between 546-334 B.C., remained under the Persian rule. In 190 B.C. it had passed to the reign of Romans and subsequent to this rule, during the long lasting era of the East Roman and Byzantine Empire from 334 to 1073 A.C., Eskişehir become one of the prominent Christian cities of Anatolia. Finally, in 1074, the city seized by Turkish armies and annexed to the reign of Seljuks.

In 1289, the city was included to the Ottoman territories by Osman Bey, the founder of Ottomans. Later, in 1451, the city as a Sanjak was attached to Kütahya Beylerbeyliği and in 1841, the city changed its status and became a part of Hüdavendigâr Province. This status has been preserved until 1925.

In 1925, Eskişehir has become a province and a period of progress begun. The city has taken on a new look with an increase in population and consequent establishment of new commercial centers and industrial and social installations.

A detailed information about history which may of concern is given in Appendix 2.

#### 1.3.3.2. HISTORIC DATA OF CONSTRUCTION

The Turan Numune Mektebi was built as a school building and opened for education in 1916.<sup>55</sup> Its latest function was a public building for military affairs. (In real estate records, its owner is recorded as Hazine Genel Müdürlüğü.)

The oldest real estate record regarding the building is of October 1926 bearing the number 173-174. A footnote on the present state plan states: "Prepared by the City Municipality Architect (Belediye Mimarı)

on February 1926 with the construction being already completed." (Encl.1)

Education has started temporarily, in September, 1915, in Gülizar-ı Terakki, later in Malhatun and finally in Ülkü İlkokulu (this building does not exist today). Meanwhile, a need for a new school building has been strongly felt among the people and thus, by the financial contributions of them, the construction of Turan Numune Mektebi has been initiated in the 7th of August, 1915. The construction has been completed in the 16th of December, 1916,<sup>56</sup> and the education has been started to be carried out in this building in the 17th of December, 1916. The inscription for the school was carved on a marble by one of the school teachers, Abdülkerim Bey, and the writing was painted in gold. This inscription is kept in the new building of the Turan Elementary School, which is the continuation of the Turan Numune Mektebi, at Odunpazarı. The photograph of the original inscription and its translation into English is given in Encl.2.

For a temporary period, during the War of Independence, the school ceased functioning.

In 1930, as a result of public demand, it was decided to open a lycée (lise) in Eskişehir. The Turan Numune Mektebi was selected as the building suitable for this purpose. From 1930 to 1934, it served as the "Eskişehir Lisesi", until the new building for lycée was constructed.<sup>57</sup> When the lycée moved to its new building, the school was not given back to Turan Elementary School, but was utilized as an additional building of the Office of Governor, for the Financial Affairs Section.<sup>58</sup> When the new government building was completed and all scattered governmental functions were housed in that building, Turan Numune Mektebi was once more vacated. The building was again allocated to educational services, and this time, it became a Jr. High School for Girls (Kız

Ortaokulu).<sup>59</sup>

While it was being utilized as a Girls' School, two reports were prepared stating the insufficiency of the building for this particular use. The first of these reports was prepared by İsmet Aktop, an architect of the Construction Department, and was dated the 15th of October, 1953. It points out the insufficiency of the foundation, structural instability due to construction failures, and the perils of the timber flooring.(Encl.10) The second report prepared by Tuğrul Kansu, an architect of the Ministry of National Education, and dated the 14th of June, 1954. This document states that the school building is beyond repair and that it should be vacated. Depending on these reports, the school was vacated on the 5th of December, 1954. (Encl.3)

Following this, various requests were submitted from the Office of the Governor of Eskişehir asking for permission and funds to demolish the present building, and construct a new building on that site. (Encl. 4-5-6-7-8-9)

In response to these requests, the Ministry of Finance ordered a survey by a team of three engineers to determine if the building could be utilized for an official purpose than a school building; and if the building be decided unsuitable for this purpose too, it then could be sold to the municipality or to a government agency. (Encl. 10)

As a result, Military Area Command ordered a team of three authorities to survey the building. On the 25th of January, 1955, depending on their report, the command requested that the building be allocated to their use. (Encl. 11-12)

Since the report stated that there was no sound reason against the use of building, following a period of correspondence between government

agencies, the Board of Ministers gave the right to utilize on the 21st of May, 1955, reference no. 4/5172, to the Ministry of Defence. (Encl. 13-14-15-16-17)

On the 23rd of July, 1955, the Ministry of Finance transferred the right of the building to the Ministry of Defence, and the building was used as the Headquarters of the Military Area Command until 1960.

From then until 1977, it was utilized for recruiting station. When this office moved to its new building, the building was given to the First Tactical Air Force Command on the 15th of November, 1977. (Encl. 18)

When the recruiting station moved to its building, the Eskişehir Office of Governor request that the vacated building be given back to them on the 1st of October, 1977. (Encl. 19-20)

In the meantime, Ministry of Culture General Directorate of Antiquities and Museums (Kültür Bakanlığı Eski Eserler ve Müzeler Genel Müdürlüğü) decided that on the 13th of June, 1978, reference no. 477.3 (26), the building is a relic of the past. This decision was approved by the High Council of Real Estate Relics and Monuments (Anıtlar Yüksek Kurulu) on the 12th of May, 1978, reference no. A-1152 and thus registered as a historic monument that should be preserved. (Encl. 21-22a-b)

Presently, the building belongs to the First Tactical Air Force Command and is vacant.

#### 1.3.3.3. AN INTERVIEW RELATED TO THE TURAN NUMUNE MEKTEBİ

(see Appendix 3)

**COMPARATIVE  
STUDY**

## 2. COMPARATIVE STUDY

(see Appendix 4)

### 2.1. METHODOLOGY

This comparative study is based on those twenty-three primary schools which have been identified as been constructed between 1908-1930.

Thirteen of them including Turan Numune Mektebi, have been built in the period of Second Constitutional Monarchy and ten of them during the first years of Republic.

Since regular archives about primary school buildings which have been built during National Architectural Period are not established and publications and researches analysing these buildings from architectural point of view, are practically non existent, documents concerning buildings in various regions of Turkey has been collected with limited possibilities.

Primarily the city almanacs have been consulted to achieve the works performed and as a result of this literature survey thirty-six buildings have been identified which have been built to serve as primary schools.

The buildings that are located in the cities Konya, Ankara, Eskişehir and Bilecik have been visited and examined by the author. For the rest of existing buildings city governors have been corresponded with and asked to send documents. (Date of construction, architect, construction technique and material, plan or sketch, photographs, alterations.)

Nevertheless, the documents about these buildings, of which the number is twenty-three, provided sufficient basis for a comparative study.

The information to be obtained shall permit the author to determine the place and importance and to realize the historical value of Turan Numune Mektebi within the history of the Turkish Architecture.

The method to be followed during the course of the comparative study is primarily to determine whether Turan Numune Mektebi, the date of construction and original situation of which are derived from historical research, carries the features of National Architectural Style or not. A typological experiment shall be tried to realize by means of further detection of these features in the other primary schools of the same period.

## 2.2. THE PLAN TYPES

Turan Numune Mektebi has a symmetrical plan arrangement according to the entrance axis. This arrangement is one of the features of National Architectural Period.<sup>60</sup> Except Malhatun Primary School in Eskişehir (no.12), and Hacı İlyas Primary School in Bursa (no.7), rest of the examples show the same plan arrangements.

The rooms on both ends of rectangular layout are accentuated both in plan arrangement and in facade treatment. Turan Numune Mektebi is an example for this attitude. Although there are some differences on facade treatments, 9. Akşam Sanat School, Atatürk Primary School in Ankara (no.2-3), Kadınana Primary School in Afyon (no.1), Cumhuriyet Primary School in Kırşehir (no.16), Gazi Mustafa Kemal, Hakimiyet-i Milliye, İsmet Paşa Primary Schools in Konya (no.17-18-19), Atatürk Primary School in Muğla-Yatağan (no.20) and Gazi Kemal Primary School in Uşak (no.22) have very similar plan arrangements.

These buildings represent a common understanding of plan arrangement, but no document could have been found to confirm this view.

Hacı İlyas Primary School in Bursa (no.7) and Yusuf Hoca Primary School in Edirne (no.10) have rectangular plan arrangements.

The rooms on both sides of the building are projected on one facade as Mimar Kemal Primary School in Ankara (no.4), Gazi Kemal Primary School in Antalya (no.5) and İstiklal Primary School in Edirne (no.9).

The rooms on one end of the rectangular layout are accentuated in plan arrangement as Malhatun Primary School in Eskişehir (no.12).

Denizli Lycée is rectangular with internal courtyard plan arrangement (no.8).

### 2.3. PLAN ELEMENTS

The spaces that are necessary for the function of primary schools as halls, classrooms, director's room, teachers' room, multi-purpose hall, teaching aids room, workshop, storage and toilets (generally outside of the building) can be seen in the plans of those buildings compared.

#### 2.3.1. HALLS

In Turan Numune Mektebi, main entrance and the staircase opposite to it takes place on the transversal symmetry axis of the rectangular layout. Rectangular halls take place on one side and have the same direction with the main rectangle and are similar on all storeys.

Halls which are surrounded on three sides with classrooms, serve as the common closed space for students.

Kadınana Primary School in Afyon (no.1), 9. Akşam Sanat School, Atatürk

and Mimar Kemal Primary Schools in Ankara (no.2-3-4), İstiklal Primary School in Edirne (no.9), Cumhuriyet Primary School in Kırşehir (no.16), Gazi Mustafa Kemal, Hakimiyet-i Milliye and İsmet Paşa Primary Schools in Konya (no.17-18-19), Atatürk Primary School in Muğla-Yatağan (no.20) reflect similar hall layouts and present same characteristics.

In the Gazi Kemal Primary School in Antalya (no.5), Hacı İlyas Primary School in Bursa (no.7), Yusuf Hoca Primary School in Edirne (no.10), Sakarya Primary School in Muğla-Milas (no.21) the halls are surrounded on two sides with classrooms.

### 2.3.2. CLASSROOMS

Classrooms around the halls generally have a rectangular form and necessary requirements are fulfilled. These classrooms have the dimensions needed to fulfill the requirements of 25 to 40 students.<sup>61</sup> In Turan Numune Mektebi, the spaces used as classrooms have dimensions of 5.45m. x 8.05m. x 4.46m. in ground floor, and 5.60m. x 8.30m. x 4.35m. and 6.00m. x 8.95m. x 5.46m. in upper floor. The dimensions of the classrooms in schools with similar plan arrangements with Turan Numune Mektebi are close to those of Turan Numune Mektebi.

### 2.3.3. DIRECTOR'S AND TEACHERS' ROOM

In Turan Numune Mektebi the director's room is in ground floor and teachers' room has been placed to the northeast section of upper floor.

Hakimiyet-i Milliye, Gazi Mustafa Kemal, İsmet Paşa Primary Schools in Konya (no.17-18-19), 9. Akşam Sanat School and Atatürk Primary School in Ankara (no.2-3) which are still used as primary schools, those director's and teachers' rooms are located on the same floor

as in Turan Numune Mektebi.

#### 2.3.4. TEACHING AIDS ROOM

According to the statements made by Hasan Doğru, space having connection with director's room in Turan Numune Mektebi has been used as a teaching aids room. (Photo. 70) Some of the teaching aids were kept in cupboards. (Photo. 68-69)

#### 2.3.5. WORKSHOP

According to the explanations given by Hasan Doğru, rooms in the basement floor, from time to time, had been used as a workshop. These rooms include school properties like work-bench, power points, tools' closet and wash basin necessary for a workshop. In Turan Numune Mektebi due to the over population (1924), these rooms are used as classrooms.

#### 2.3.6. MULTI-PURPOSE HALL

The space which is 5.82m. x 12.48m. x 4.46m. in the ground floor of Turan Numune Mektebi has been used, according to Hasan Doğru as a conference hall. This hall of which stage adjustment is portable had been used for concerts, exhibitions and also for the religious activities. (Photo. 60)

Multi-purpose hall, located in the direction of the main entrance, in Edirne Ticaret Lycée (no.11) which had initially been put into service under the title of Nimet-i Hürriyet Mektebi is the only example of its type.

#### 2.3.7. STORAGE

There is no independent space planned as storage in Turan Numune Mektebi. It is understood from the explanations of Hasan Doğru that at the

basement floor, the space beside the staircase has been screened with partition and used as a storage. In the schools which were included in the framework of the comparative study, although there exist spaces assessed as a storage, it was not possible to decide whether these have been original spaces or not.

#### 2.3.8. TOILETS

Toilets had been built in the garden as a separate unit. This space in Turan Numune Mektebi is in a ruined stage and located in southeast of the backyard.

The toilet sections of the building with similar plan arrangements with that of Turan Numune Mektebi cannot be observed within the building. There is no information about their locations.

The toilets of Malhatun Primary School in Eskişehir (no.12) occupies a place in the south-west section of the backyard. The one in Kırşehir Cumhuriyet Primary School (no.16) placed in the eastern part of the yard and finally in Muğla-Milas Sakarya Primary School (no.21), it is in the northern backyard.

#### 2.4. STRUCTURAL AND ARCHITECTURAL ELEMENTS

##### 2.4.1. STRUCTURAL ELEMENTS

###### 2.4.1.1. FOUNDATIONS

The foundations of Turan Numune Mektebi and the other primary school buildings are not available for the examination.

###### 2.4.1.2. FLOORS

The floor of the buildings which are compared are made out of planks resting on the timber joists. During the restoration activities, some

of them had been replaced by concrete.

In present, the ones which have planks are Ertuğrul Gazi Primary School in Bilecik (no.6), Hacı İlyas Primary School in Bursa (no.7), Malhatun Primary School (no.21) and Turan Numune Mektebi in Eskişehir, Nakkastepe Primary School in Istanbul (no.14), Atatürk Primary School in Muğla-Yatağan (no.20), Sakarya Primary School in Muğla-Milas (no.21) and Gazi Kemal Primary School in Uşak (no.22).

#### 2.4.1.3. WALLS

The main walls of Turan Numune Mektebi are all load bearing. In the basement floor rubble stone is used up to 1.60m. height. Above this height of the basement floor and ground and upper floor walls are made of brick. Lime mortar is used in between. (see Appendix 5) These walls are plastered on the interior and exterior and whitewashed. The exterior corners of the basement floor have been built of cut stone blocks. This can be seen on NE and SE corners where the plaster has fallen off.

The construction technique of the walls of the buildings cited within the comparative study cannot be observed underneath the whitewash. Edirne Ticaret Lycée (no.11) is the unique example among the buildings compared. The facades of the building are covered with cut stones.

During the following years, the building has been repartitioned for uses other than educational purposes and this partitions are made of "bagdadi" (without any infill) and brick.

#### 2.4.1.4. STAIRCASE

The staircase located on the axis of symmetry in Turan Numune Mektebi. The part between the basement and ground floor is made of stone steps

and the other one between the ground and the upper floor is of timber. The steps are approx. 0.34m. x 1.76m. and 0.20 in height.

In the Ticaret Lycée in Edirne (no.11), Mimar Kemal Primary School in Ankara (no.4), the staircases are placed on both ends of the rectangular layout.

In the Hacı İlyas Primary School in Bursa (no.7), the staircases are placed on both sides of the entrance which are not on the symmetry axis.

The staircase is placed on one end of the rectangular layout in İstiklal Primary School in Edirne (no.9), and Malhatun Primary School in Eskişehir (no.12).

The main entrance is raised on a platform by a few steps in Turan Numune Mektebi. Similar situation can be observed in the other school buildings.

#### 2.4.1.5. THE ROOFING SYSTEM

Turan Numune Mektebi is covered with a gable roof symmetrically. Eaves of 1.14m. are supported by metal diagonal bracings. This type of construction is one of the characteristics of the National Architectural Style.<sup>62</sup>

The roofs of 9. Akşam Sanat School and Atatürk Primary School in Ankara (no.2-3), Gazi Kemal Primary School in Antalya (no.5), Ertuğrul Gazi Primary School in Bilecik (no.6), Malhatun Primary School in Eskişehir (no.12), Nakkastepe Primary School in Istanbul (no.14), Gazi Kemal Primary School in Uşak (no.22) have been constructed with the same technique.

Originally, the roof cover was of Turkish tiles, but present covering

is of flat tiles in Turan Numune Mektebi. The roof coverings of the buildings compared are similar to the Turan Numune Mektebi.

#### 2.4.2. ARCHITECTURAL ELEMENTS

##### 2.4.2.1. COVERED ENTRANCE

On the north facade of Turan Numune Mektebi, there is a covered entrance made out of cut stone blocks. (Ref. to descriptive analysis) Top of the covered entrance serves as a balcony for the upper floor with a stone parapet around. The corners of the parapet are emphasized by ornated stone elements.

Turan Numune Mektebi is the only example with a balcony over the covered entrance.

Mimar Kemal Primary School in Ankara (no.4), is the second example with its covered entrance. Except that it is topped with flat tiles.

##### 2.4.2.2. DOORS

In Turan Numune Mektebi, the doors open to the backyard and multi-purpose hall have two leaves. There are also two swinging doors, one is placed between central hall and covered entrance in the ground floor and the other between staircase landing and hall in the upper floor. The leaves of the other doors are single. These doors are topped with segmental arches in basement floor. They are rectangular in ground and upper floors. All doors have carved timber door panels. The heights of the doors vary between 2.50m.-2.80m.

The doors in Kadınana Primary School in Afyon (no.1), 9. Akşam Sanat School and Atatürk and Mimar Kemal Primary Schools in Ankara (no.2-3-4), Ertuğrul Gazi Primary School in Bilecik (no.6), Hacı İlyas Primary School in Bursa (no.7), Ticaret Lycée in Edirne (no.11), Malhatun

Primary School in Eskişehir (no.12), Nakkaştepe and Göztepe Primary Schools in Istanbul (no.13-14), Gazi Mustafa Kemal, İsmet Paşa and Hakimiyet-i Milliye Primary Schools in Konya (no.17-18-19), Gazi Kemal Primary School in Uşak (no.22) reflect similar characteristics due to their dimensions and decorations of the building compared. However, the examples do not provide enough information for a typological study.

Main entrance doors of the compared schools have the following forms :

. Kadınana Primary School in Afyon (no.1), Gazi Kemal Primary School in Antalya (no.5), Malhatun Primary School in Eskişehir (no.12), are topped with segmental arches.

. Mimar Kemal Primary School in Ankara (no.4), Turan Numune Mektebi in Eskişehir, Atatürk Primary School in Muğla-Yatağan (no.20) are topped with pointed arches.

. İstiklal Primary School in Edirne (no.9) is topped with semicircular arch.

. Yusuf Hoca Primary School in Edirne (no.10), Nakkaştepe Primary in Istanbul (no.14), Sakarya Primary School in Muğla-Milas (no.21) are rectangular.

#### 2.4.2.3. WINDOWS

In Turan Numune Mektebi basement floor windows are topped with segmental and ground floor windows with tangential arches. The windows of upper floor are rectangular. Whereas interior facades of the windows on the upper floor segmental arches are used instead of lintels.

Gazi Kemal Primary School in Antalya (no.5) has similar window arrangements as Turan Numune Mektebi.

In the Kadınana Primary School in Afyon (no.1), Gazi Mustafa Kemal,

Hakimiyet-i Milliye, İsmet Paşa Primary Schools in Konya (no.17-18-19), Gazi Kemal Primary School in Uşak (no.22), the windows of basement floors are rectangular. The windows of ground floors are topped with segmental and upper floor windows with tangential arches.

In the Mimar Kemal Primary School in Ankara (no.4) and Göztepe Primary School in Istanbul (no.14), basement and upper floor windows are rectangular. The windows of ground floors are topped with pointed arches.

9. Akşam Sanat School and Atatürk Primary School in Ankara (no.2-3), Hacı İlyas Primary School in Bursa (no.7), Cumhuriyet Primary School in Kırşehir (no.16), ground floor windows are topped with segmental and upper floor with tangential arches.

In the Ebusuut Jr. High School (Eyub Reşadiye Numune Mektebi) in Istanbul (no.15), ground floor windows are topped with tangential arches. Upper floor windows are rectangular.

In the Malhatun Primary School in Eskişehir (no.12), basement floor windows are rectangular. Upper floor windows are topped with tangential arches.

In these buildings the windows used at each floor are of the same type but different from the ones of other floors. This is one of the features of National Architectural Style.<sup>63</sup>

This window arrangement cannot be seen in the Ertuğrul Gazi Primary School in Bilecik (no.6) and Ticaret Lycée in Edirne (no.11). On both schools all the windows are rectangular.

#### 2.4.2.4. DECORATION

In these buildings general decorative elements of the facades can be

grouped as mouldings, recessed panels and madalions. Generally, the entrances are more emphasized than the rest of the facades by different decorative arrangements. "Taş yansılmalı yatay derzli sıva" is another typical decorative feature. We see it on the facades of Turan Numune Mektebi, Ebusuut Jr. High and Göztepe Primary Schools in Istanbul (no.13-15), İstiklal Primary School in Edirne (no.9), Gazi Kemal Primary School in Uşak (no.22).

Wooden lath decoration with geometric patterns is used to decorate the eaves of Turan Numune Mektebi. Except Yusuf Hoca Primary School (no.10), Ticaret Lycée (no.11) and İstiklal Primary School (no.9) in Edirne, (the eaves are concrete), all the examples of comparative study are decorated as in Turan Numune Mektebi:

Decorations with stone carving technique used on parapets surrounding the balcony in Turan Numune Mektebi is also used in staircases of Kadınana Primary School in Afyon (no.1), Göztepe Primary School in Istanbul (no.13).

The ground floor of Turan Numune Mektebi has been emphasized with horizontal mouldings. These mouldings are seen in all examples of comparative study.

This kind of emphasizing with horizontal mouldings are one of the features of National Architectural Style.<sup>64</sup>

## 2.5. THE EVALUATION OF THE BUILDING

. The plan arrangements of Turan Numune Mektebi and twenty school buildings out of the twenty-two compared are symmetrical according to the entrance axis. These arrangements are one of the features of National Architectural Period.

. Planning and decoration in Turan Numune Mektebi and the buildings compared differ the planning and decoration in sibyan schools. These school buildings have been constructed in accordance with the new understanding in primary education. (see Appendix 1) The fact that some of these buildings still carrying on their original functions as primary schools strenghten our observation.

. The typology could be considered for Turan Numune Mektebi and the other nine buildings compared according to the plan arrangements.

. All the features of the National Architectural Style are reflected on the facades of Turan Numune Mektebi and the buildings compared.

The work performed shows that Turan Numune Mektebi which has been constructed during the years of 1915-1916 is a product of the National Architectural Period.

# RESTITUTION

### 3. THE RESTITUTION SCHEME

#### 3.1. METHODOLOGY

The restitution study is based on to the information obtained from :

- . The building itself
- . The historic research included in the published sources about the building
- . The interview with a person who once worked as one of the teaching staffs of Turan Numune Mektebi.

According to the data explained above, architectural and structural features are evaluated as follows :

- . Original elements of the building that are definitely known
- . Later additions and removals
- . Replaced elements.

The results are shown on the restitution drawings.

#### 3.2. THE SITE

The oldest available written source related to the building is the record of registration and its annex of which file number is 173 and 174 and date is October 1926. (Encl.1) In the annex of this document, there is a map of which scale is 1/500 and it has been prepared by the architect of municipality at 18th of February 1926.

From this map and the record of registration, it is possible to understand the site plan of the building related to 1926. According to this plan, the building was surrounded by the roads in the north, east and

west directions. At the southeast corner of the backyard, there were school toilets adjacent to the wall and at the southwest corner the toilets for common use. Also there were 13 shops in a row, facing to Odunpazarı Square, located along the wall adjacent to these spaces. The spaces can be seen in the photograph taken by Bayram Karatan. (Photo. 59)

On the other hand, in this photograph it is possible to see the wall surrounding the frontyard was at the same height as the discontinuous stone moulding in the east. Today, the building is also surrounded by roads in the north, east and west directions, but the toilets are missing and the area provided by Odunpazarı Square is used as a park. Moreover, the additional space which has been identified to be constructed later years, is used for the present as a police-station and is out of the schoolyard. (Encl. 10)

There is no definite information available about the construction date of the walls surrounding the school. However, in photographs 56-57, which show the opening ceremonies, these walls are not present. Consequently, the date of construction can be identified as period corresponding to 1916-1923. (Photo. 59) Today, the upper parts of walls of the frontyard have been removed.

### 3.3. THE USE OF THE BUILDING

Turan Numune Mektebi has been constructed between 1915-1916. This information has been obtained from the inscription panel of the building. (Encl. 2) On the other hand, the determination of the original form of building has become possible by examining the various photographs taken by Bayram Karatan and evaluating the conversation made with Hasan Doğru. (see Appendix 3)

Turan Numune Mektebi has been used as a lycée in 1930. Then the building has never been returned to its original function, but used for different purposes. These are as follows :

- . When the new building of lycée had been constructed, it has been used as Financial Office.
- . Then the building has been used as Girls Junior High School.
- . In accordance with the Governmental Decree published in 21.5.1955, (Encl. 15-16) the building was handed over to Armed Forces for the use of "1. Yurtiçi Bölge Komutanlığı". From 1960 till 1977 it was the Eskişehir Recruiting Station.
- . It was handed over to First Tactical Air Force Command in 15.11.1977, (Encl. 18) and from on it has not been used and now still vacant.

When the original and present form of the building compared, it has been concluded that various modifications and repairs have been done at different periods. But, since it was not possible to find out any document, the exact date for these variations could not be determined.

As mentioned above, since the building has been used for different purposes at different times, these modifications and repairs will be evaluated in this respect and the date of them will be given as a period. Our criteria for this evaluation will be the material and techniques used in additions, and the differentiation on functions.

Mortar and stone specimens taken from the building have been carefully examined in the laboratory, but the results obtained from these works could not give any clue about the constructonal phases. (see Appendix 5)

#### 3.4. EXTERIOR FACADES

The photographs taken on the opening ceremony day of the school show the original form of the north and south facades. (Photo. 56-57)

. In these photographs, I beams, which are present today, at each corner of the building beginning from the upper stone moulding and extending up to underneath the eaves do not exist. These I beams are the clamping points of the inner tension bars surrounding the building like a corset. Hasan Doğru told that these iron bars were added to the construction by Bayram Karatan but he could not tell us the reason and the date of this addition.

According to the brochure prepared by Turan Primary School, during the Independence War, the teachers had joined armed forces. After the war, the school had been repaired and put into service for education. The crack mentioned Encl.12, could be appeared during this period and these tension bars might be put in order to prevent the increasing defect. This idea is supplemented by the information given by Hasan Doğru. When he came back to the school in 1924, he saw the presence of these bars. Also basing on this information, we can say that the period in which these bars added is between 1923-1924.

. Hasan Doğru pointed out that the building had two doors. The one in north was used by the teachers and the other in south had been used by the students.

Whereas today, in addition to these two doors, there are three more doors. One of them is in the north and provides access to the frontyard. The reason for the addition of this door (Ref. to measured drawing of basement floor plan) can be stated as follows :

Hasan Doğru told that in 1924, girl students were enrolled to the school and backyard were reserved for the girls and frontyard for the boy students as playgrounds. Later on, as a result of the increase in the number of students, some of the spaces in the basement which were

used previously as a storage area had been converted into classrooms. Therefore, this new door opened in the north facade provided access to the frontyard from the basement while preventing the interference of the teachers' door by the students.

After the construction of the toilets in the basement, the connection to the backyard has been cancelled. Consequently, in order to provide new entrance to the backyard the window in the south wall of the room 21 (Photo. 53) might possibly be converted into door. However, it is not possible to indicate an exact date in the relation to the construction. Since the toilets for the usage of school personnel and students are the ones in the backyard, the construction of the toilets in the basement cannot be attributed to the period during which the building functioned as a school. Therefore, this door should be added after the building handed over Armed Forces.

Some of the sections in the basement floor have been used as canteen, eating hall and dormitory by the soldiers. This door could possibly be opened in order the soldiers could reach the toilets at the backyard.

. The exterior facades of the building have been whitewashed. This situation clearly manifests itself in photograph 59. The surroundings of the panels, the mouldings of the ground and upper floor windows have been whitewashed in dark colors. But, the covered entrance has not been whitewashed.

. The original forms of window leaves are seen on the photographs 56-57. During the restoration in 1923 there have been certain additions to the timber bands of the window leaves. (Photo. 72)

. The original roof of the building had been covered by Turkish tiles. Today, it is covered by flat tiles. The date of replacement is not

known. The top of the chimneys does not exist today. But, it is also possible to see the original form of the chimneys in photograph 72. Gutters are not seen in photographs 56-57. The replacement date of the present gutters have not been known.

### 3.5. INTERIOR

#### 3.5.1. GROUND FLOOR

. Photograph 65 has been taken in order to keep alive the memory of exhibition held in 1917. According to this photograph, the ground floor hall has not been divided. Present appearance of the ceiling boards and floor planks is in close agreement with the corresponding elements seen in the photograph. Consequently, the present division should belong to a period during which the building has been used by Financial Office because of the various functions of a staff office.

. In photograph 65, there exist two doors on the south wall of the hall and in both sides of the staircase. They indicate the rooms to which they lead should not be partitioned. For the present, those spaces divided into two subspaces by "bağdadi" walls. The appearance of the ceiling and floor planks indicates that these partitions have been constructed in later phases. The doors leading to these new rooms differ in forms and dimensions from the original ones. (Photo. 24)

. There are two doors to permit entrance to the multi-purpose hall. The one with the single leaf is different from the others in dimensions and decorations. The construction date and purpose of this door could not be detected. It can be thought that a partition has been constructed and later cancelled.

. The space obtained by changing the original form of room 4, it has

been divided into two and the resulting new spaces and after modifications, used as a toilet and bath. This conversion should have been done during the military use of building after 1955 in order to meet the toilet and the bath requirements of the officers on duty.

. The doors seen in photographs 64-65 belong to the director's room and teaching aids room taking place on the west section of the ground floor. There is an original door between the teaching aids room and director's room. (Photo. 70) Hasan Doğru also confirm the presence of this door. The place of the door has been altered for the present, it provides connection between room 9 and the corridor.

. Teaching aids room has been divided into three spaces. The appearance of the ceiling and floor planks, differences in form and dimensions of the doors, all imply that this partitions are not original.

. Since room 7 paves the way to the toilet and bath, the suggestion for room 4 is also valid for the teaching aids room.

. The staircase landing has been used as a pantry. This should be done during the military use of the building since the sign-board reading "çay ocağı" on the wall is in close agreement with the military standards.

### 3.5.2. UPPER FLOOR

. The space in the staircase landing might be used as a service room. (Photo. 18) It is not possible to define a period for this usage because it can be used for this function at any time.

. The timber partition between hall and staircase landing is original. Also the timber partition between room 10 and room 11 is original too. (Hasan Doğru confirmed this conclusion and also told that the room 10

was used as teachers' room.) From the point of view of construction technique and form, they are quite similar. (Photo. 34)

. Photo. 29 shows the west section of the upper floor hall. The original doors in the upper floor belong to the two rooms placed on both sides of the staircase. These rooms also divided into two. The doors leading to these rooms differ in dimensions and decorations from the original doors. (Photo. 28) Since the dimensions of these rooms do not permit them to be used as a classroom, this partition should have been performed after the building handed over to other organizations.

. In room 16 the window on the south wall has been blocked up with brick from inside. (Photo. 43) This window can be seen in the south facade. This room might be used by the Financial director or the military commander. The supporting evidences for this suggestion are as follows :

The window blocked up from inside well suits for placing panel or the photograph of the founder of Turkish Republic K. Atatürk as a requirement for the decoration of room. The trace of the nails on this space confirms this view.

### 3.5.3. BASEMENT FLOOR

. As in the case for ground floor, the appearance of the ceiling and floor planks indicates that original basement hall was not divided. (Photo. 46) However, for the present, the existing partition which divides the hall into two separate spaces, is quite similar to the construction techniques and materials of the "bağdadi" in other floors. In this case, these partitions must be done after the building handed over to Financial Office.

Same suggestion can also be said for the partition between room 20 and 21.

. The wall between the room 18 and room 19, and the door, which provides an exit for room 19, between the room 19 and room 20 must have been placed in later years. The combination obtained by the rooms 19, 20 and 21 seems suitable for military purposes. If the room 19 has been used as a dormitory, then the room 20 must have been suitable to be used as an undressing room. Room 18 with its single entrance and control possibilities could have been used as an archive or an ammunition room.

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# RESTORATION

#### 4. THE RESTORATION SCHEME

##### 4.1. AIM OF RESTORATION

. Turan Numune Mektebi is one of the few examples in Turkey and the only school building in Eskişehir constructed as a primary school during the Second Constitutional Monarchy.

. It shows typical characteristics of the "National Architecture Movement".

. It presents an harmonious integrity with surrounding buildings in Odunpazarı district which preserve the traditional characteristics.

For these reason, Turan Numune Mektebi is an historic monument that deserves to be restored and refunctioned in order to be available for future generations.

##### 4.2. FACTORS FOR CHOOSING A NEW FUNCTION

"The conservation of monuments is always facilitated by making use of them for some socially useful purpose such use is therefore desirable but it must not change the layout or decoration of the building. It is within these limits only that modifications demanded by a change of function should be envisaged and may be permitted."<sup>65</sup>

Refunctioning a historic monument is very important for its conservation and the continuation of its life. The proposed function must be suitable, to the building itself and to the activities and requirements of its environment. It should also not be dangerous for the

material condition of the building.

#### 4.3. FUNCTION SELECTED FOR TURAN NUMUNE MEKTEBI

. After an interview with the officials of the Eskişehir National Education Bureau, it has been understood that the Odunpazarı district, where Turan Numune Mektebi is located, is in need of a school.

. The building had been designed as a primary school and has mostly served for this purpose during various periods of utilization.

. Its land and location and plan arrangement is still suitable for functioning as a school.

. Furthermore, similar buildings in other cities still function adequately as schools, (e.g. Hakimiyet-i milliye, Gazi Mustafa Kemal Primary Schools in Konya and Atatürk Primary School in Ankara).

Therefore, according to these criteria it is decided to use the building as a school.

#### 4.4. PROGRAM

The new function shall be applied to the building according to and taking into account of the program of requirements applicable to the city primary schools with five classrooms prepared by the "T.C. Bayındırlık Bakanlığı Yapı İşleri Genel Müdürlüğü Mimari Proje Dairesi" and the "Araştırma ve Geliştirme Dairesi". This is the up-to-date program. In addition to the standard program, a preparatory class, a library, a teaching aids room, eating hall and a kitchen shall be added to the restoration program of Turan Numune Mektebi as the special requirements of the new design.

The eastern part of the frontyard shall be rearranged as a playground for the students of the preparatory class.

The standard program for the requirements of a city-primary school with five classes is as follows :

MANAGEMENT	PERSON	AMOUNT	AREA (m <sup>2</sup> )
. School Master	1	1	15
. Dep. School Master	1	1	12
. Teachers' room	5	1	20
. Secretary and archive			
. Janitor	1	1	18

EDUCATION

. Entrance hall

(to be used as a covered recreation room and with facilities for exhibition)

. Classrooms	40	5	48
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(there shall be desks for two and not fixed on the ground, a blackboard, teacher's desk, a place for wardrobe needs, a cupboard for class instruments and a cabinet for books.)

. Workshop

(it shall be contain work-benches, each to accommodate eight students around it, teacher's desk, a blackboard and an instrument cabinet.)

. Canteen	1	1	16
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. Toilets for girls and boys

. Coal/wood cellar

(suitable for the central heating fittings, when necessary)

4.5. RESTORATION CRITERIA AND THEIR APPLICATION

4.5.1. RESTORATION CRITERIA

The criteria to be taken into account for the restoration scheme of

Turan Numune Mektebi are listed below :

4.5.1.1. The characteristics of the original architectural and structural elements of the building shall not be damaged in the process of the adaptation of its new function.<sup>66</sup>

4.5.1.2. The architectural and structural elements, amongst those known to be added later years shall be preserved if they conform with the new function of the building.<sup>67</sup> (e.g. certain partitions and tension bars)

4.5.1.3. The architectural elements to be added because of the new function of the building and processes of strengthening of the structure shall carry the imprints of our time and they shall be different from the elements existing prior to restoration, as far as the technique and materials are concerned.

#### 4.5.2. APPLICATION

##### 4.5.2.1. RESTORATION OF STRUCTURAL ELEMENTS

###### 4.5.2.1.1. RESTORATION OF THE FLOOR STRUCTURE

. The documents (Encl. 10) mention about the possible dangers of the timber floor structures in case of the utilization of the building as a school. In present timber joists and planks are attacked by insects and also the dampness caused decay in some parts.

(see Appendix 5)

For the consolidation, the timber joists of ground and upper floors shall be replaced with steel I beams.

By using steel system, the dead weight on to load bearing walls will be decreased, because it will be possible to place the I beams

one meter apart from each other. Timber planks shall be placed on timber joists that will rest on the steel I beams, the total thickness of the existing floor would not be altered. Sound and heat isolation will be provided in the space between intervals. I beams will be left exposed and painted.

The existing planks which are in good condition would be used in the new floor system. In this stage all the timber planks of Turan Numune Mektebi must be examined one by one. All decayed planks should be removed and replaced with sound ones. Remaining timbers must be treated by fungicidal and insecticidal preservatives to prevent further deterioration.

Due to the humidity of the ground, the flooring of the basement has severely affected. Hence, the flooring of the basement would be changed. We propose to replace it with a concrete pavement.

Rain water leaking from the backyard and the eaves has accumulated in the lighting of the southeast corner of the building. Therefore, a new drainage system will be applied again to this section.

#### 4.5.2.1.2. RESTORATION OF THE STAIRCASE STRUCTURE

The joists in the stairs shall be replaced by steel I beams too. The same methods used for the timber planks in the restoration of flooring shall be applied for each timber step.

#### 4.5.2.1.3. RESTORATION OF THE ROOF

The damp proof course will be laid over in the roof. The broken French tiles and the worn out water pipes will be changed with new ones. The chimneys shall be built on their original traces, to the height of 1.75m. from the top of the roof.

#### 4.5.2.2. DISTRIBUTION OF THE FUNCTIONS TO THE SPACES OF THE TURAN

##### NUMUNE MEKTEBİ

#### 4.5.2.2.1. BASEMENT FLOOR

The partitions which have been added later in the basement floor shall be removed to bring this floor back to its original situation as identified in the restitution project. However, although they are not original, the door between the rooms 19 and 20 and the door of the room 21 which permits exit to the backyard shall be kept as they are. These doors shall make service possible to the kitchen space introduced by the new function.

The basement floor is seen adequate space for the kitchen, toilet, eating hall and workshop. (Ref. to restoration drawings)

Brick shall be used in the construction of the partitions needed by the kitchen and toilet spaces and they shall be covered by tiles up to the ceiling.

The section under the landing of the ground floor is thought to be planned as a teachers' toilet space. The door in that section shall be replaced by a window. (Ref. to restoration drawings)

#### 4.5.2.2.2. GROUND AND UPPER FLOORS

The partitions known to be constructed later and which extend between rooms 7 and 8 in the ground floor shall be kept because this section is suitable for the administrative unit.

On the other hand, the partitions in the ground and upper floors which are built later years shall be removed to bring back the floors to their original situation. These spaces will be utilized as the recreation halls.

A classroom, administration unit, preparatory class and library shall be placed in the ground floor. The hall shall be arranged suitable for exhibitions. (Ref. to restoration drawings)

In the upper floor, there shall be the classrooms, teaching aids room and the janitor room.

The decayed plaster must completely be scraped both in exterior and interior. (Ref. to material defects) It must be replastered and white-washed with similar materials prepared by the criteria discovered of laboratory reports. (see Appendix 5)

#### 4.5.2.3. RESTORATION OF ARCHITECTURAL ELEMENTS

##### 4.5.2.3.1. COVERED ENTRANCE

During its later stages of utilization, the covered entrance has been grey painted. The paints on these stones must be removed. For this, the type of paint must be identified and carefully assessed before any decision is taken as to the best method of removal.

##### 4.5.2.3.2. RESTORATION OF OPENINGS

###### 4.5.2.3.2.1. DOORS

The details on the original doors have lost their original form because of the paints applied on them during different periods of the building's history. Therefore, as a result of analysis, mechanical or chemical cleaning shall be applied according to the type of wood and after the impregnation of the wood, paint or varnish films shall be applied on them.

The doors to be added to the building as necessiated by its new function shall be made in simple forms, making use of the same

materials.

#### 4.5.2.3.2.2. WINDOWS

The same treatment will be used for the windows, as well.

### 4.6. THE TECHNICAL DETAILS

#### 4.6.1. HEATING SYSTEM

The hot water system will be brought to the building. The space needed for this system is planned in the backyard, so that there shall be no danger for the school. The necessary pipes will be placed under the ground from the backyard in a channel. (Ref. to restoration drawings)

#### 4.6.2. ELECTRIC RESTORATION

For general artificial lighting, incandescent light sources will be used giving reflected light.

Cables will run through white plastic pipes which will be placed underneath I beams.

The standard service illuminances which are given below are the illuminances recommended for the activities of interiors.<sup>68</sup>

- . 100 lux illuminance for recreation room section where recreational activities take place. Fluorescent lamps are chosen for this space because, the day light can only mix with this kind of artificial light.
- . 200 lux illuminance is required for office, classrooms and workshop.
- . 150 lux illuminance is needed for multi-purpose hall and eating hall.

**APPENDICES**  
**ENCLOSURES**  
**NOTES**  
**BIBLIOGRAPHY**

## APPENDIX 1

### "NEW MANNER", A PROGRESS IN OTTOMAN EDUCATION

The renovation movement in the Ottoman educational organization initiated by opening military schools, had also affected the primary education level immediately after 1838. This renovation movement was called "New Manner" in education at this level and manifested itself in planning of education, course planning, training the teachers, methods of education, planning and internal decoration of the schools. The renovation in comparison with the classical type can be summed up as follows :

1. During the classical period, primary education was not organized by the Ottoman State. Sibyan schools were institutions governed by their own foundations (vakif) and the education in these schools were beginning in any day of the year. After learning how to perform the Moslem way of praying and reading and memorizing the Koran, the education was getting completed.

During the westernization period, the primary education was supervised and managed by the state. The age to enroll these schools was determined by taking into consideration the mental and physical development of the children. Also, education had been divided into classes being complementary to each other.

2. In addition to the programs of sibyan schools given in item 1, in the schools performing the education in "New Manner", new courses

such as Turkish, Arabic, Persian, history, geography, arithmetic, physical training, drawing were included to the education programs.

3. The quality of the teachers of sibyan schools and the schools performing education in "New Manner" also differ. In the former case, to be a teacher one should commit Koran to memory and know the rules and methods of Moslem way of praying. Professional capabilities were not a criteria to become a teacher and also there was no educational institute to graduate teachers having this sort of capabilities before the westernization period. After 1838, one of the renovations was the foundation of schools graduating teachers.

4. In the sibyan schools, it was not possible to give even a clue about the presence of educational methods concerning the mental and physical development of the students. The schools performing the education in "New Manner" differentiate from the sibyan schools also in this aspect. In case of the latter type, the scientific methods taken from the western communities such as experiment, observation, research, examination were applied successfully.

5. Sibyan schools comprised only one classroom. In this classroom, the students were performing their educations by sitting cross-legged on the matting and sheepskin laid out directly on the floors. In case of the schools performing the education in new level, concept of classroom has been applied. New spaces such as various classrooms, multi-purpose hall, workshop, teacher and director rooms have been included into plans of the school buildings. The classrooms of these schools have been equipped with desks, teacher desks, blackboards, etc.

6. One of the fundamental characteristics of the "New Manner" was the introduction of means and facilities for lecturing. The students were

equipped with the course books written in Turkish, materials for writing, map and similar sort of course materials. Before westernization, in case of sibyan schools, the students even did not possess book, note-book and pencil.

## APPENDIX 2

### THE HISTORY OF ESKIŞEHİR

Eskişehir lies in the northwest of Central Anatolia, in the area including the level land where the Sakarya River and the Porsuk and Seydi Suyu run.

As an old settlement center, the history of Eskişehir dates back to the paleolithic and neolithic times. The Hittites, who founded a great civilization in Boğazköy, are believed to have reigned in Eskişehir also.

The city became notable during the time of the Phrygians. It is believed that Eskişehir was founded as a Phrygian city by a Phrygian King, Doryleas of Eretria and was named Dorylain. In the VII. century B.C., the area where Phrygians were settled, fell to the hand of the Lydians. A main part of the "King's Road" built by the Lydians, passes through Yazılıkaya and Ballıhisar within the boundaries of Eskişehir. This road was later used by occupation armies too. In the mid-VI. century, the city saw short attacks by the Persians.

Eskişehir remained in Persian rule from 546 B.C. until the war of Gronikos between the Persians and Alexander the Great, in 334 B.C.

In 190 B.C. when the Hellenic states fell, Eskişehir passed to the reign of the Romans. In the middle ages, Eskişehir became one of the prominent Christian cities of Anatolia during the long lasting era of the East Roman and Byzantine Empire (334 to 1073 A.D.).

In order to attack the Byzantines from the south, the Arabic armies came up to Eskişehir. They occupied the city for short periods in 708 and 778. As the Byzantine Empire strengthened and expanded eastward, these Arab attacks ended.

Following the War of Malazgirt in 1071, the fate of Eskişehir changed with coming of Seljuks to Anatolia. The city was seized by the Turkish armies from the Byzantines in 1074. Due to the attacks of the Christian armies passed through Eskişehir under the command of Kontrat in 1144 and under the command of Frederic in 1187.

Eskişehir remained a Seljuk city from the birth until the fall of the Anatolian Seljuk State. In spite of this, not many Seljuk works have remained to date from these times. Those remaining to date are a mosque built by Alaettin Keykubat to his own name, and baths in Seyitgazi, built by his mother Ümmühan Sultan.

In 1289, following the death of Ertuğrul Bey, Osman Bey, the founder of Ottomans, included Eskişehir and İnönü in his area of reign. The Ahi leaders living in this area, were of great assistance in Osman Bey's getting a stronghold in Eskişehir and the surrounding area. When the Ottoman land was distributed for the purpose of management, Eskişehir was given to Gündüz Bey, brother of Osman Bey. The city underwent many changes during the times of the Ottoman Empire.

During the early days of Mehmet the Conquerer, Eskişehir was a Sanjak, attached to the Beylik of Ankara. From 1451 on Eskişehir was annexed to the Beylerbeylik of Kütahya. Following the discontinuation of the Beylerbeylik system and an administrative reorganization, Eskişehir remained in the State of Kütahya (1825).

When another reorganization was realized in 1841, Eskişehir became a

part of Province of Hüdavendigâr, with Bursa being the state capital. This lasted until 1925.

Being of the initial foundation centers of the Empire, Eskişehir had seen great interest from the Empire's leaders, but during the Era of Cessation and especially the Era of Recession, the city was given little, if any, attention. The city was occupied during the Celâli Rebellion (1601), but the Celâlis could not hold on in the area for a long time and retreated.

After Ottoman-Russian War in 1877-1878, immigrants began to come to Eskişehir and the population of the city increased. This resulted in a advancement in the city, but the real advancement was realized with the opening of the railway works.

Eskişehir was occupied by the British from the 30th of October, 1918 until the 25th of September, 1919; and by the Greeks from the 20th of July, 1921 until the 2nd of September, 1922. During the War of Independence, national armies were sheltered in Eskişehir and the city also served as Headquarters of the National Army.

In 1925, Eskişehir became a province and a period of progress was begun. The city has taken on a new look with an increase in population and consequent establishment of new commercial centers and industrial and social installations.

APPENDIX 3

AN INTERVIEW RELATED TO THE TURAN NUMUNE MEKTEBİ

This section is based on the interview with Hasan Doğru (80), a retired teacher, who had paid several visits to the Turan Numune Mektebi when he was a student at the Eskişehir Teacher Training School (Eskişehir Öğretmen Okulu) and later served there as a teacher during the period 1924-1926. It is further included an assessment made by Hasan Doğru on a group of historical photographs donated to the National Library by Bayram Karatan, who was one of the earlier directors of the school. (Served during the years 1916-1927)

QUESTION: What are the oldest memories in your mind concerning the Turan Numune Mektebi?

ANSWER: I came to Eskişehir as a student of the Teacher Training School functioning in the building of the former British School which was closed during the First World War. In this time, there were a great deal of educational activities in Eskişehir. Many new schools were opened by the endeavors of Mr. Ethem Nejat, Director of Education. Among these schools, the Turan Numune Mektebi had an exceptional reputation not only for the beauty of its building but also its educational status, exhibitions, theatricals, conferences and several social activities such as scouting. (Photo. 71) Other schools also used the Turan Numune Mektebi to exhibit their similar activities. (Photo. 61-62-63-64-65) These photographs were taken at the school during a mixed

exhibition joined by the other schools of Eskişehir. The visiting boys and girls are the other students of different schools. (The young student pointed by an arrow on Photo. 64 is Hasan Doğru when he was a student in Teacher Training School.)

QUESTION: You served at the Turan Numune Mektebi. Would you give more information concerning the use of school building in those years?

ANSWER: I served at school during the period 1924-1926 for two years. As you know, it is a three storeyed building. (Photo. 56-57-59) The main entrance reached from the frontyard, above the stairs, on the ground floor was reserved for the teachers. The students used the second entrance on the ground floor opened to the backyard. There was no other entrance to the building besides these. There were four classrooms on the upper floor. Of two rooms in the east of upper floor hall, the one in the NE was the teachers' room and the other in the SE was a classroom. Between these rooms, there was a partition.

On the ground floor, two rooms adjacent to the staircase were classrooms, the room in the NW of the hall was the director's room and the other in the SW was the teaching aids room.

On the ground floor, the large room in the east of the hall was conference hall. Stage and an organ were placed in this hall. (Photo. 66)

Our music teacher used to play this organ.

The rooms on the basement floor were used to serve as workshops. The students used to go down to these rooms for their handicraft classes. I used one of the rooms in the east of the basement floor as a photographic laboratory during the period I worked in the school.

I owned many photographs of school and Eskişehir, but I lost them during the transportation.

While I was working in the school, the number of the students had a sudden increase since the girls were enrolled to school. (Photo. 67) When the school turned into mixed school the workshops were used as classrooms. Meanwhile, the door on the basement floor and the frontyard were allocated to the boy students.

QUESTION: Are the toilets, placed under the staircase and the basement, original features of the building?

ANSWER: No, there were no toilets inside the building. All toilets were constructed outside the building and adjacent to the southern wall of the backyard. The space under the staircase you mentioned was covered by a timber partition and used to serve as a storage.

QUESTION: The recorded document mentions about an annex in the south of the school. Was this annex constructed at the same time with the school?

ANSWER: No, its construction took place later. The space behind the schoolyard was employed as a produce market.

QUESTION: There were lath and plaster works in the halls and rooms. Are they original?

ANSWER: No, there were no lath and plaster works inside the building.

QUESTION: There are iron tension bars in the building. Do you have an idea when they were constructed?

ANSWER: Bayram Karatan put these tensions bars into places after he had returned from the military service. I cannot recall the reason. Security precautions might be the idea.

QUESTION: Would you give more information about the educational status of the school?

ANSWER: Turan Numune Mektebi was a public school for period of six years. The boys at the age of seven were being accepted to the school. (Photo.58) There were seperate teachers for each lesson. Another word, we had a specialized teaching system.

The classrooms contained blackboard, desks, and teacher's desk. Most of the teaching aids were brought from the different countries of Europe. They were kept in the cupboards. (Photo. 68-69-70) Further, there were a rich collection of maps and tools used in handicraft classes.

QUESTION: I read about foreign language teaching in numune schools. Was there any foreign language included in the program of Turan Numune Mektebi?

ANSWER: French and German were taught until the title "Numune" was abolished.

QUESTION: There is a lid behind the stage in the conference hall. Do you know what was that used for?

ANSWER: No. But, since there was no entrance to the stage, it might have served as a back entrance to the stage from the basement through the stairs. I cannot say anything definite since it was not used in my time.



Photo. 56



Photo. 57



Photo. 58



Photo. 59





Photo. 61





Photo. 63



Photo. 64





Photo . 67

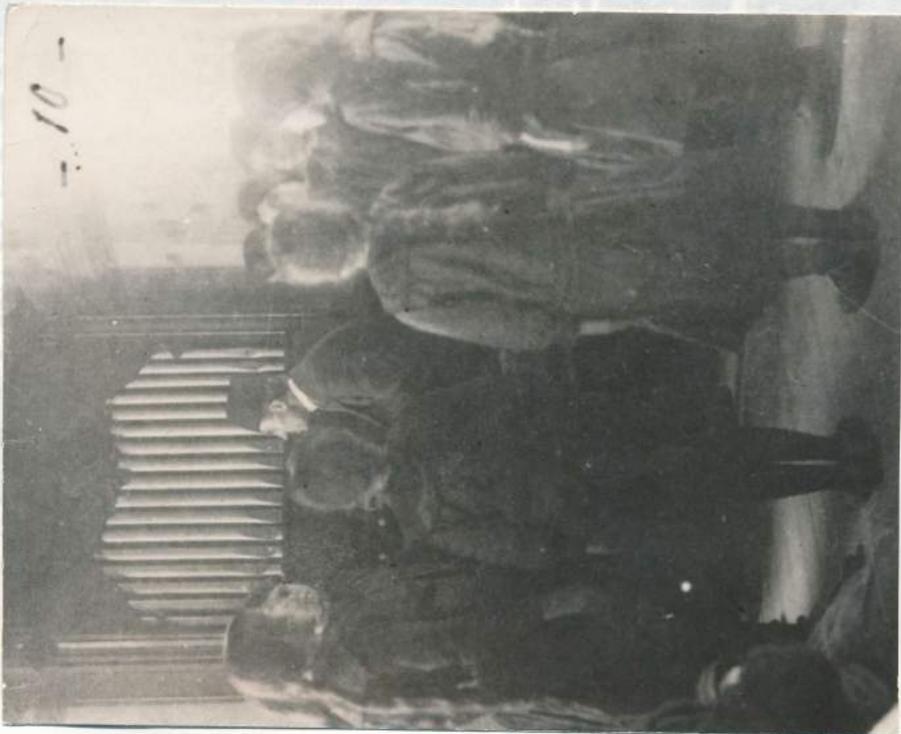


Photo . 66



Photo . 69



Photo . 68

Photo. 71

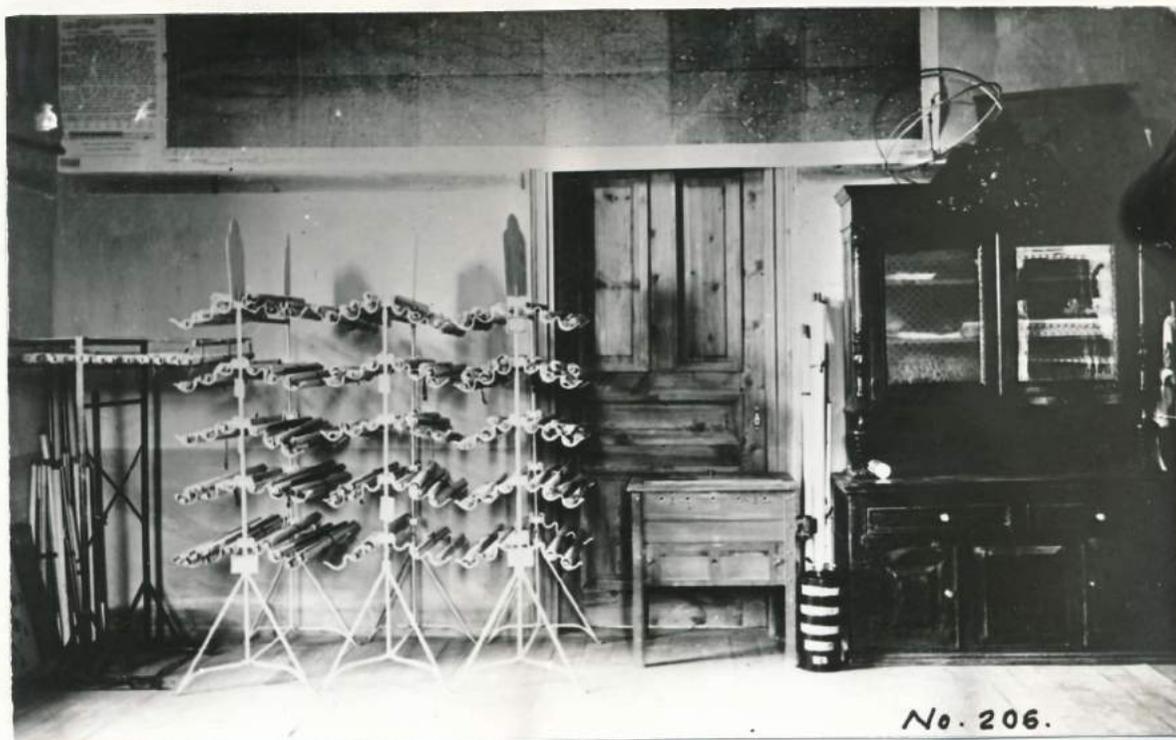


Photo. 70

Photo. 72



Photo. 71

213

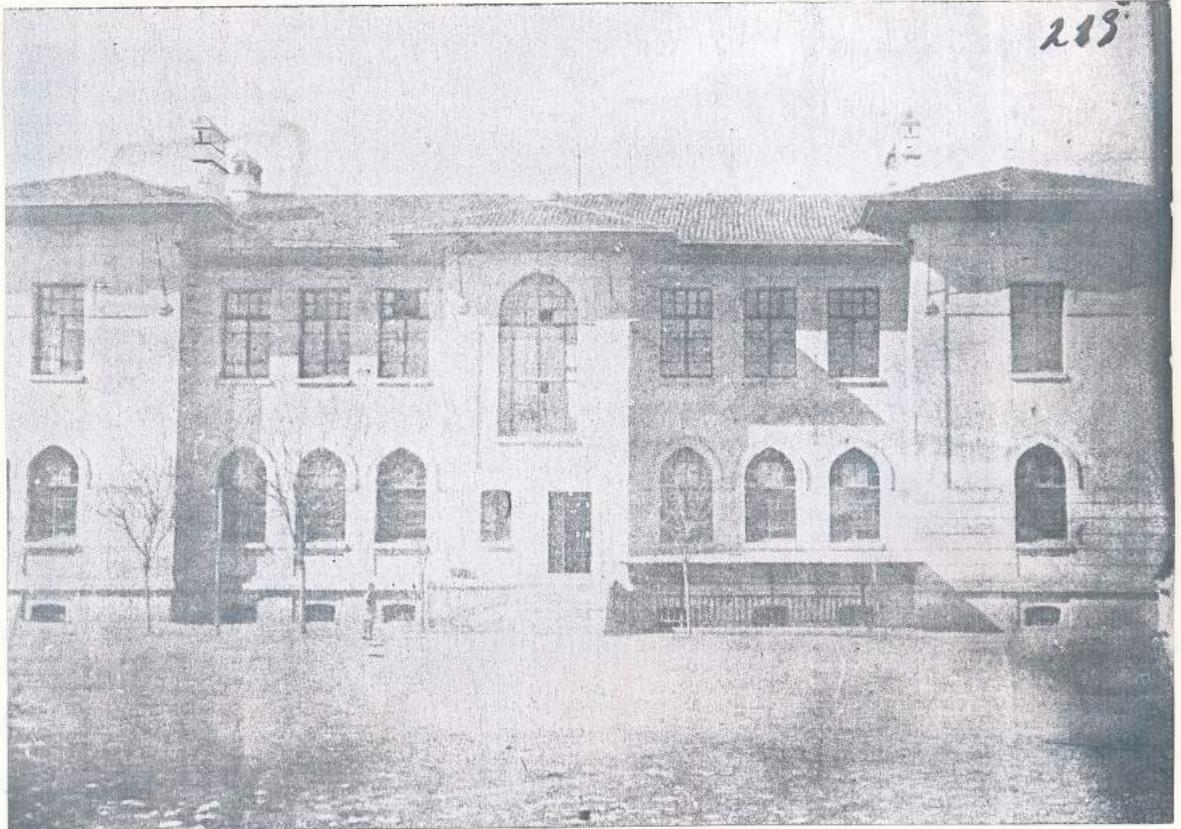


Photo. 72

Gazi Mustafa Kemal Primary School	1916
Cumhuriyet Primary School	1910
Çağlayan Primary School	1918
Tekeli Primary School	1924
Merkez Primary School	1926
Fatih Primary School	1914
Selçuk Primary School	1917
<u>BİLECEK</u>	
Ertuğrul Gazi Primary School	1906
<u>BURSA</u>	
Hacı İlyas Primary School	1912
<u>BİRLİK</u>	
Kumana Primary School	1924-1925

BENİZLİ

Benizli Lycée

1911-1928

ERZURUM

İstiklal Primary School

APPENDIX 4

Yusuf Hoca Primary School

1909

The schools which have been built between 1908-1930 are defined in city almanacs (il yıllıkları) of 1973 as follows :

AFYON

Kadınana Primary School

1927-1928

ANKARA

9. Akşam Sanat School

1924

Atatürk Primary School

1924

Mimar Kemal Primary School

1927

ANTALYA

Gazi Mustafa Kemal Primary School

1916

Cumhuriyet Primary School

1910

Çağlayan Primary School

1918

Tekeli Primary School

1924

Merkez Primary School

1926

Fatih Primary School

1914

Selçuk Primary School

1917

BİLECİK

Ertuğrul Gazi Primary School

1908

BURSA

Hacı İlyas Primary School

1912

BİTLİS

Numune Primary School

1924-1925

DENİZLİ

Denizli Lycée 1917-1928

EDİRNE

İstiklal Primary School 1909

Yusuf Hoca Primary School 1909

Ticaret Lycée 1909-1910

ESKİŞEHİR

Malhatun Primary School 1925

Turan Numune Mektebi 1915-1916

İSTANBUL

Göztepe Primary School 1915-1924

Nakkaştepe Primary School 1911-1914

Eyup Ebusuut Jr. High School 1911-1912

KİRSEHİR

Cumhuriyet Primary School 1926-1927

Yeşilyurt Primary School 1923

KONYA

Gazi Mustafa Kemal Primary School 1926

Hakimiyet-i Milliye Primary School 1927

İsmet Paşa Primary School 1926

KOCAELİ

Ulugazi Primary School 1927

Eşref Sait Primary School 1927

MUĞLA

Atatürk Primary School 1925

Sakarya Primary School 1922

Cumhuriyet Primary School 1910

SİNOP

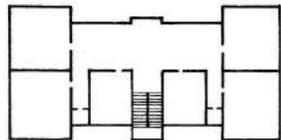
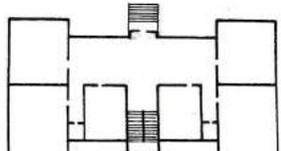
Gazi Mustafa Kemal Primary School 1913

Cumhuriyet Primary School 1923

UŞAK

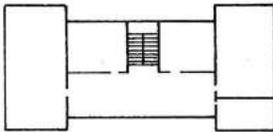
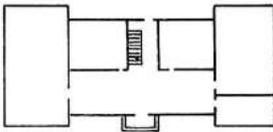
Gazi Kemal Primary School 1912

NAME of SCHOOL	Kadınana Primary School	No	1
LOCATION	Afyon		
DATE of CONSTRUCTION	1927-1928		

HISTORY	PLAN TYPE	Storey	3
<p>The building has been constructed as a primary school. The architect is not known.</p>	 <p>upper floor</p>  <p>ground floor</p>		

ALTERATIONS
<p>In 1967, the timber floors have been replaced by concrete.</p>

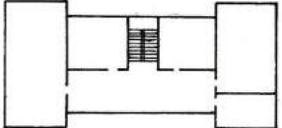
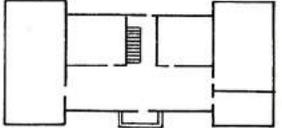


NAME of SCHOOL	9. Akşam Sanat School	No	2
LOCATION	Ankara		
DATE of CONSTRUCTION	1924		
HISTORY	<p>Its architect is Kemal Mukbil Taş. Initially it was put into service under the name of "Gazi Erkek Numune Mektebi". Then its name was changed as Atatürk Primary School II. Since 1979 it has served as 9. Akşam Sanat School.</p>	PLAN TYPE	Storey
			2
		 <p>upper floor</p>  <p>ground floor</p>	

ALTERATIONS



NAME of SCHOOL	Atatürk Primary School	No	3
LOCATION	Ankara		
DATE of CONSTRUCTION	1924		

HISTORY	PLAN TYPE	Storey	2
<p>The architect of the building is Kemal Mukbil Taş. Initially it was put into service under the name of "Gazi Kız Numune Mektebi" . Then its name was changed as Atatürk Primary School I.</p>	 <p>upper floor</p>  <p>ground floor</p>		

ALTERATIONS



NAME of SCHOOL	Mimar Kemal Primary School	No	4
LOCATION	Ankara		
DATE of CONSTRUCTION	1927		
HISTORY	PLAN TYPE	Storey	3
The architect of the building is Kemalettin Bey.	<p>upper floor</p> <p>ground floor</p>		

ALTERATIONS

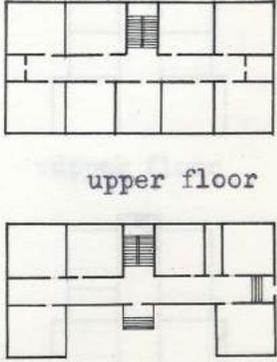


NAME of SCHOOL	Gazi Kemal Primary School	No	5
LOCATION	Antalya		
DATE of CONSTRUCTION	1916		
HISTORY	PLAN TYPE	Storey	3
<p>This building has been constructed by Governor Sabur Sami Pasha in 1916 as a school. The architect of the building is not known.</p>	<p>upper floor</p> <p>ground floor</p>		

#### ALTERATIONS

In 1976, three rooms have been added to the space exist in the entrance facade.

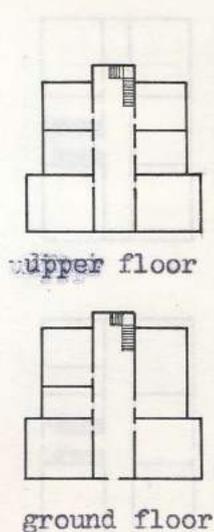


NAME of SCHOOL	Gazi Kemal Primary School	No	5
LOCATION	Antalya		
DATE of CONSTRUCTION	1916		
HISTORY	PLAN TYPE Storey 3		
<p>This building has been constructed by Governor Sabur Sami Pasha in 1916 as a school. The architect of the building is not known.</p>		 <p>upper floor</p> <p>ground floor</p>	

#### ALTERATIONS

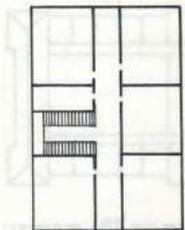
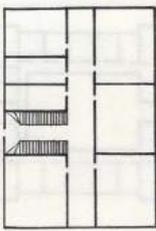
In 1976, three rooms have been added to the space exist in the entrance facade.



NAME of SCHOOL	Ertuğrul Gazi Primary School	No	6
LOCATION	Bilecik-Söğüt		
DATE of CONSTRUCTION	1908		
HISTORY	PLAN TYPE	Storey	2
<p>The architect of the building is not known. On the upper part of the door there is a great seal (Tuğra) of Abdülhamit II.</p>	 <p>upper floor</p> <p>ground floor</p>		

ALTERATIONS

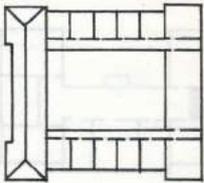
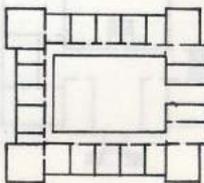


NAME of SCHOOL	Hacı İlyas Primary School	No	7
LOCATION	Bursa		
DATE of CONSTRUCTION	1912 - 1927		
HISTORY	<p>The construction of the building has been initiated in 1912, under the leadership of Governor Tevfik Bey using the contributions of the people and the money allocated by "Özel idare". During the military occupation of Greece, the construction process has been interrupted and after ten years of interruption, in 1927, the construction of the building has been completed and put into service for education.</p> <p>It has been shared by primary and secondary school and after 1933 it has been used as a high school.</p>	PLAN TYPE	Storey
			2
			upper floor
			ground floor

#### ALTERATIONS

- 1946- Three rooms have been added. They were placed in between entrance hall and inner garden.
- 1964- Timber staircase has been removed.
- 1967- Timber floor has been replaced with concrete.

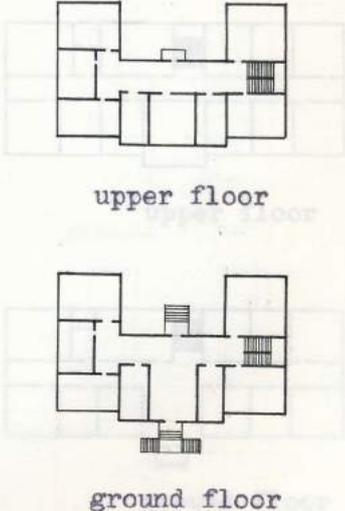


NAME of SCHOOL	Denizli Lycée	No	8
LOCATION	Denizli		
DATE of CONSTRUCTION	1917-1927		
HISTORY	<p>The construction of the building has been initiated in 1917, under the leadership of Governor Tevfik Bey using the contributions of the people and the money allocated by "özel idare". During the military occupation of Greece, the construction process has been interrupted and after ten years of interruption, in 1927, the construction of the building has been completed and put into service for education.</p> <p>It has been shared by primary and secondary school and after 1933 it has been used as a high school.</p>		
	PLAN TYPE	Storey	3
	 <p>upper floor</p>  <p>ground floor</p>		

#### ALTERATIONS

- 1946- Three rooms have been added. They were placed in between entrance and hall and inner garden.
- 1964- Timber staircase has been removed.
- 1967- Timber floor has been replaced with concrete.



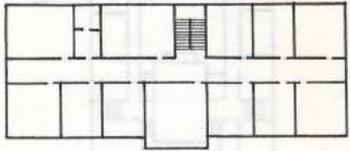
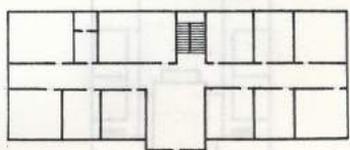
NAME of SCHOOL	İstiklâl Primary School	No	9
LOCATION	Edirne		
DATE of CONSTRUCTION	1909		
HISTORY	PLAN TYPE	Storey	2
<p>The building has been constructed by the governor of Edirne, "Hacı Adil Bey" in 1909. The architect is not known. It has been used as a governing center of Trakya and Paşaeli cemiyeti (Association) during the War of Independence. After the war, the name of the school has changed three times as 1923-1924 Jr. High School for Girls, 1924-1927 Gazi Paşa Primary School, 1927 İstiklâl Primary School.</p>	 <p>upper floor</p> <p>ground floor</p>		

**ALTERATIONS**

During the restoration in 1976, the exterior walls have been preserved and the interior parts of the building have been reconstructed with concrete. Second floor has been added.



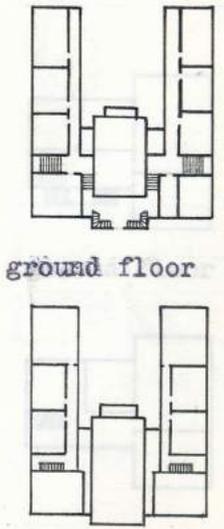
NAME of SCHOOL	Yusuf Hoca Primary School	No	10
LOCATION	Edirne		
DATE of CONSTRUCTION	1909-1910		

HISTORY	PLAN TYPE	Storey	2
<p>The building has been constructed in 1909 by the teacher Yusuf Hoca. The architect is not known. Initially, the school was known as Dar-ül İrfan but, for a certain period of time renamed as "Namık Kemal Mektebi" and subsequently, in order to keep alive the memory of builder the title "Yusuf Hoca" has been given to the school.</p> <p>into service as a primary school but later on it was used as Jr. High School for Girls. After 1947 it was used as a commercial school and named as Ticaret Lisesi.</p>	 <p>upper floor</p>  <p>ground floor</p>		

ALTERATIONS
<p>The building has been burnt (1974) and after the fire, preserving the exterior walls, the interior parts have been replaced with concrete.</p>



NAME of SCHOOL	Ticaret Lycée <i>Primary School</i>	No	11
LOCATION	Edirne <i>city</i>		
DATE of CONSTRUCTION	1909-1910		

HISTORY	PLAN TYPE	Storey	2
<p>The school building has been constructed by Rafet Bey, the Commander of Gendarme Battalion. (jandarma tabur komutanı) The funds for the building has been formed by the contributions of the people and the members of "İttihat ve Terakki Cemiyeti". The school building was named as "İttihat ve Terakki Mektebi". Initially, the building was put into service as a primary school but later on it was used as Jr. High School for Girls. After 1947, it was used as a commercial school and named as Ticaret Lycée.</p>	 <p>ground floor</p> <p>basement floor</p>		

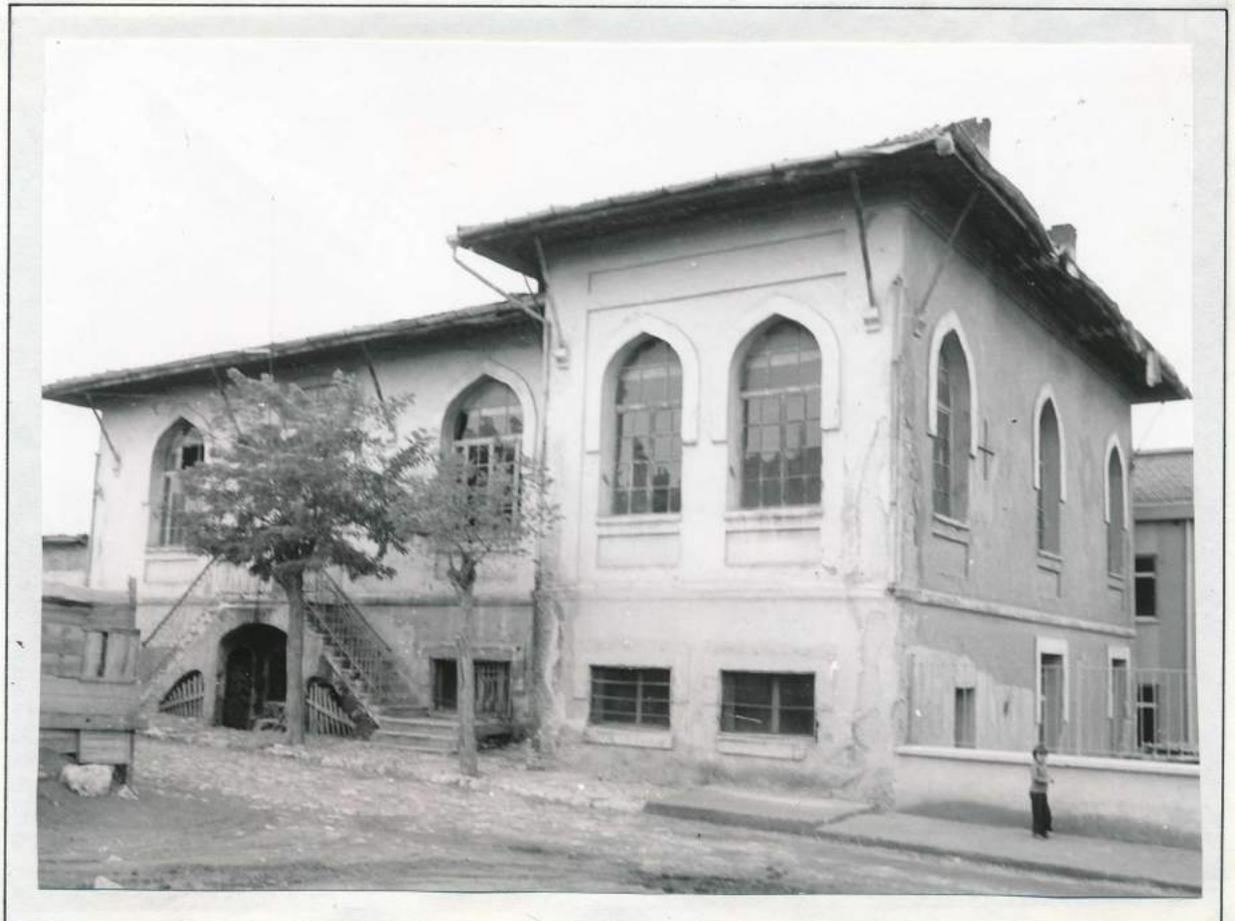
ALTERATIONS
<p>The roof tiles have been replaced and partitions added.</p>

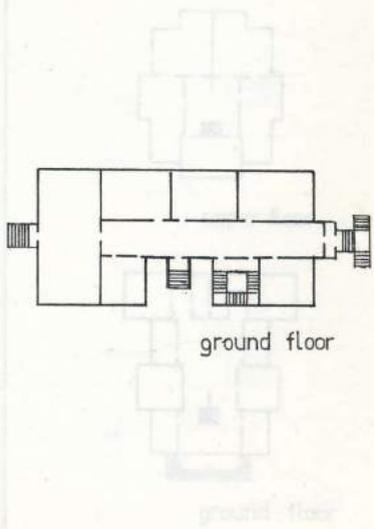


NAME of SCHOOL	Malhatun Primary School	No	12
LOCATION	Eskişehir		
DATE of CONSTRUCTION	1925		
HISTORY	<p>In 1915, the construction of the building has been completed. The school has been built in 1925 by "Özel Idare". Initially its name was "İnas Mektebi", but later on the name has changed to "Malhatun" and for a certain period of time it has been used under the title "İnönü Primary School".</p> <p>The school was founded on the 1st of November, 1924. Since 1946, it has been used as a primary school with pension. The architect is Kemalettin Bey.</p>		
	PLAN TYPE	Storey	2
	 <p>ground floor</p> <p>basement floor</p>		

#### ALTERATIONS

The roof tiles have been replaced and partitions added.

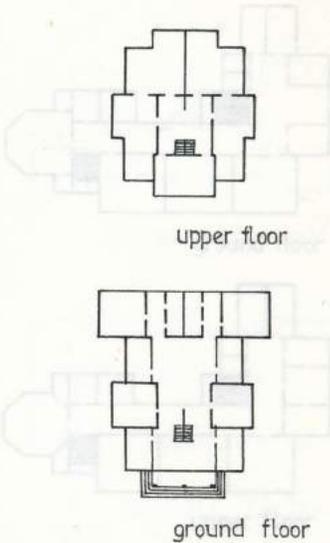


NAME of SCHOOL	Göztepe Primary School	No	13
LOCATION	Istanbul		
DATE of CONSTRUCTION	1915-1924		
HISTORY	PLAN TYPE	Storey	3
<p>In 1915, the construction of the building has been initiated by "Evkaf Nezareti" in Göztepe. During the military intervention the construction process has been interrupted and after the declaration of Republic, it has been completed and put into service for education in the 1st of November, 1924. Since 1946, it has been used as a primary school with pansion. The architect is Kemalettin Bey.</p>	 <p>ground floor</p>		

#### ALTERATIONS

During the previous restoration refractory and wood strage have been added. In 1967, the wood storage has been enlarged and converted into recreation room.

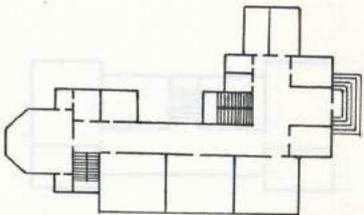
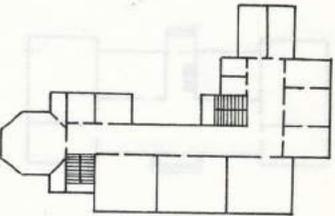


NAME of SCHOOL	Nakkaştepe Primary School	No	14
LOCATION	Istanbul		
DATE of CONSTRUCTION	1911-1914		
HISTORY	PLAN TYPE	Storey	2
<p>In 1911, the construction of the building has started on the plot of land awarded by Sultan Resat. It has been financed by the contributions of the people and the construction completed in 1914. It has been put into service for education under the name "Nakkaştepe İnas Mektebi". This building was administrated during the initial years by "İttihat ve Terakki Cemiyeti" and "Müdafai Hukuk Kuruluşu" and later on handed over to the administration of "Maarif Nezareti".</p>			

#### ALTERATIONS

During the previous restoration refractory and wood storage have been added. In 1967, the wood storage has been enlarged and converted into recreation room.

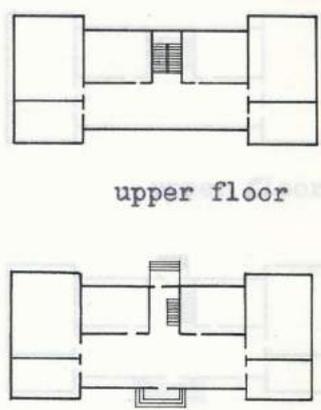


NAME of SCHOOL	Ebusuut Jr. High School	No	15
LOCATION	Istanbul		
DATE of CONSTRUCTION	1911-1912		
HISTORY	PLAN TYPE	Storey	2
<p>This building has been constructed by Sultan Reşat in between 1911-1912. Architect is Kemalettin Bey. During 1912-1913 educational period, this building has been put into service for education under the name "Eyup Reşadiye Numune Mektebi". Later on, it was used as primary school, rüştiye, secondary school. Next to the building there is Sultan Reşat's Mouseleum.</p>	 <p>ground floor</p>  <p>upper floor</p>		

#### ALTERATIONS

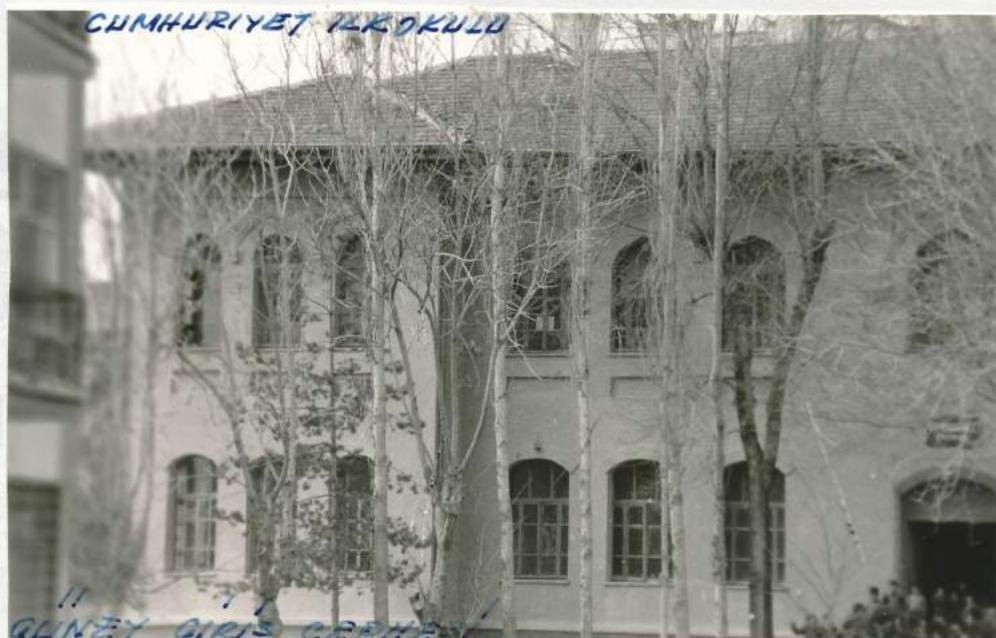
Recently, central heating facilities have been installed and the timber floor has been replaced with concrete. and after the restoration in 1945, the school has started to education again under the name Cumhuriyet F.S.

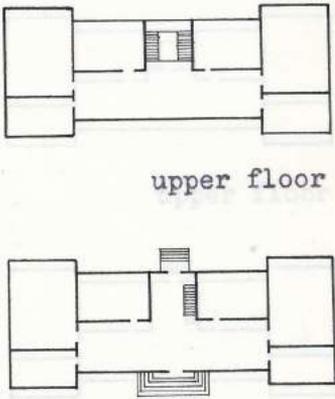


NAME of SCHOOL	Cumhuriyet Primary School y School	No	16
LOCATION	Kırşehir		
DATE of CONSTRUCTION	1926-1927		
HISTORY	<p>The school has been built on the plot of land which has been donated by Arif Bey during 1926-1927 and put into service for education in 1927. The architect of the building is not known. It has been told that this building has been built in accordance with the typical projects of 1910's.</p>		
	PLAN TYPE	Storey	2
	 <p>upper floor</p> <p>ground floor</p>		

#### ALTERATIONS

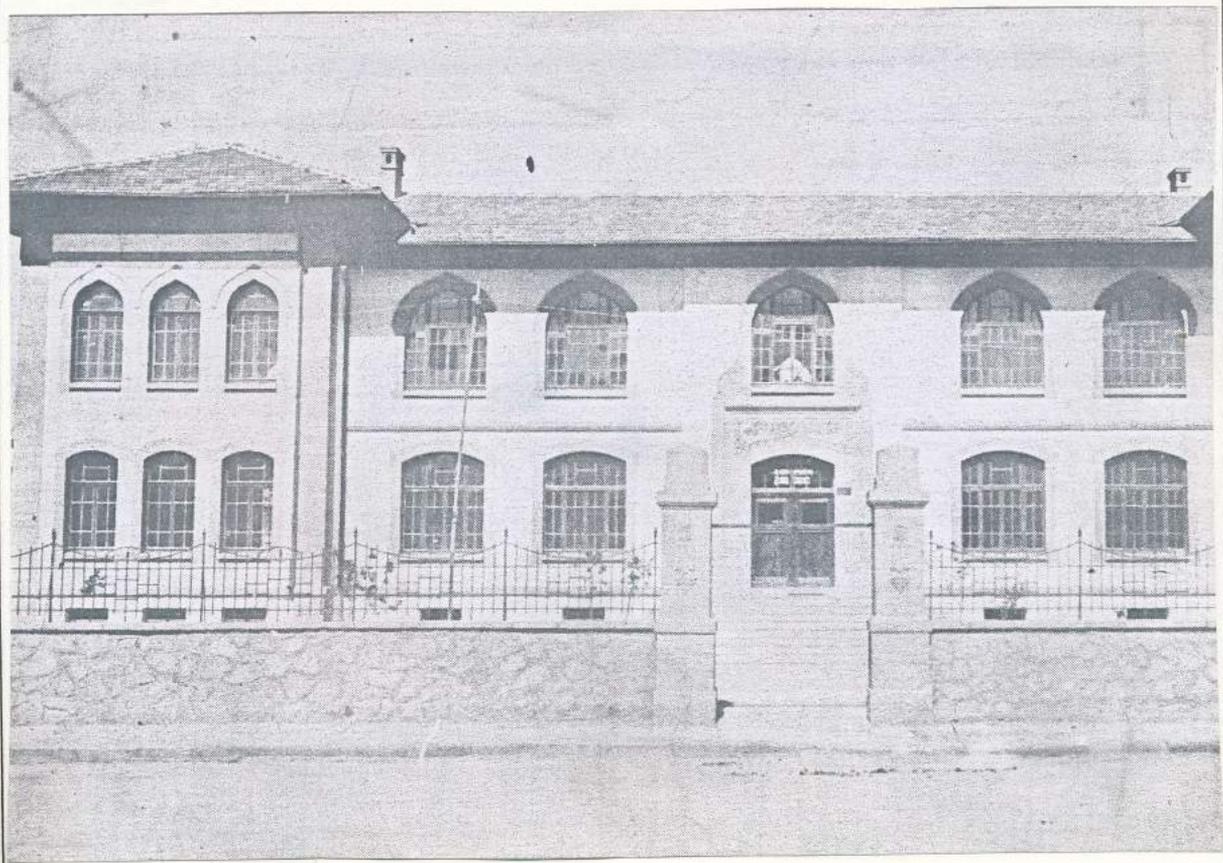
Due to the damages caused by 1938 earthquake, the building has been evacuated for a certain period of time, and after the restoration in 1945, the school has started to education again under the name Cumhuriyet P.S.

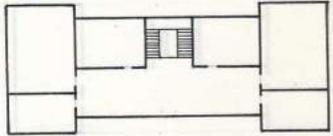
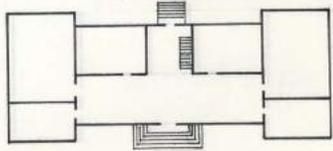


NAME of SCHOOL	Gazi Mustafa Kemal Primary School	No	17
LOCATION	Konya		
DATE of CONSTRUCTION	1926		
HISTORY	PLAN TYPE	Storey	3
<p>This building has also been constructed by Lenz Company of Germany, during 1926-1927. The plan type of the school is "E".</p>	 <p>upper floor</p> <p>ground floor</p>		

**ALTERATIONS**

In 1971, central heating facilities have been installed.



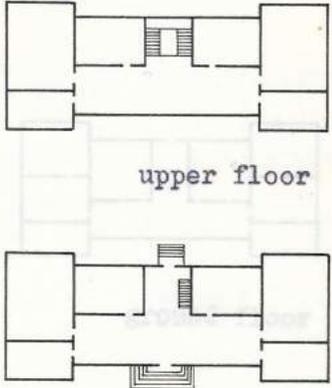
NAME of SCHOOL	Hakimiyet-i Milliye Primary School	No	18
LOCATION	Konya		
DATE of CONSTRUCTION	1927		
HISTORY	PLAN TYPE	Storey	3
<p>The building has been built in between 1926-1927 by Lenz Company from Germany. The Governor of Konya, İzzet Paşa had contributed much to the construction of the building. Up to 1945, it has been used as primary school and after this date it has been institute for girls. Since 1961, it has been used as primary school.</p>	 <p>upper floor</p>  <p>ground floor</p>		

ALTERATIONS

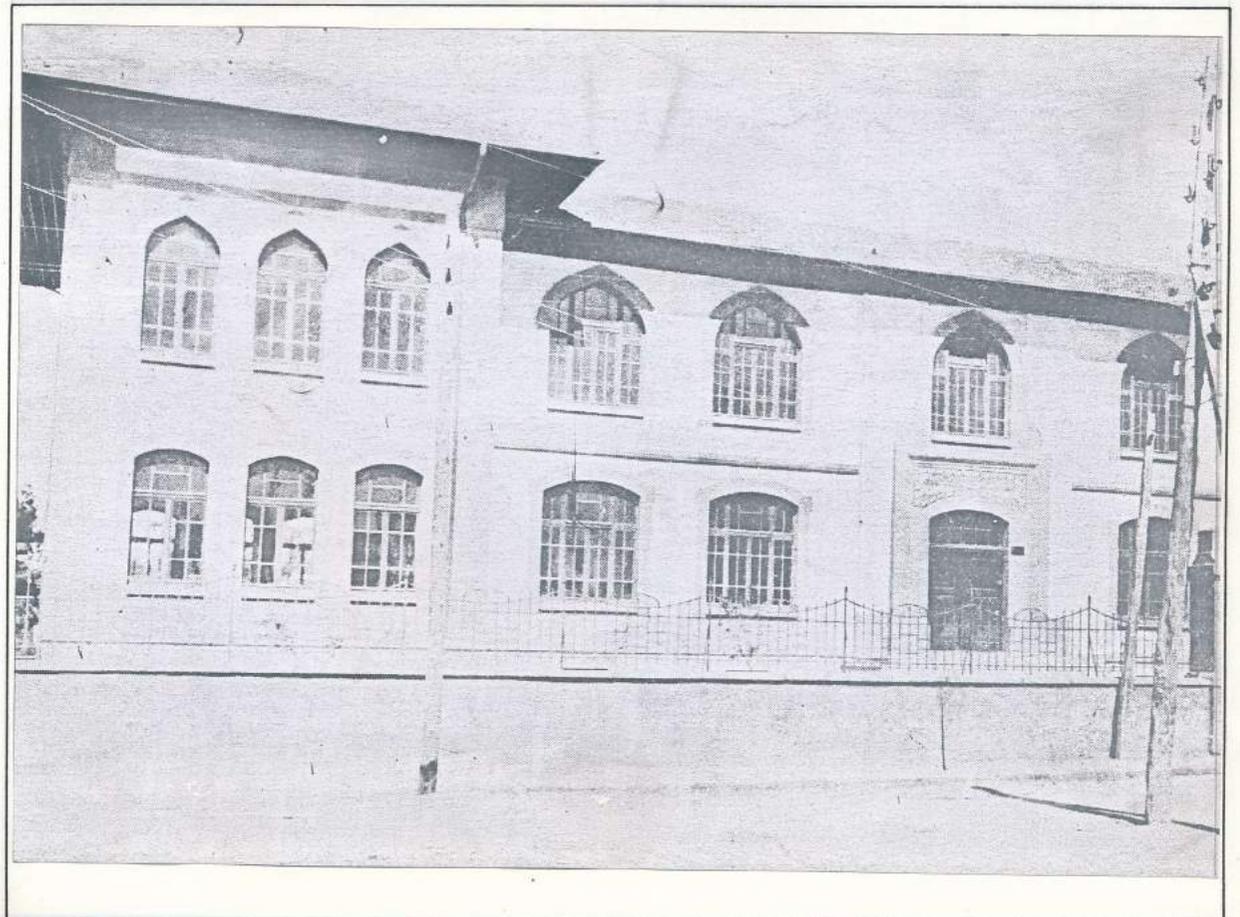
The roof tiles have been replaced and in 1969, central heating facilities have been installed.

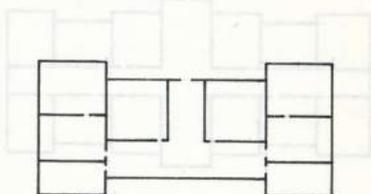


NAME of SCHOOL	İsmet Paşa Primary School	No	19
LOCATION	Konya - Talas		
DATE of CONSTRUCTION	1926		

HISTORY	PLAN TYPE	Storey	3
<p>This building has also been constructed by Lenz Company from Germany. Its architect is not known. The Governor of Konya, İzzet Paşa had contributed much to the construction of the building. Up to 1945, it has been used as primary school and after this date it has been institute for girls. Since 1961, it has been used as primary school.</p>	 <p>upper floor</p> <p>ground floor</p>		

ALTERATIONS
<p>In 1978, the timber floors have been replaced with concrete. The electric installations renewed and the roof has been covered by zinc. In 1978, the Turkish tiles of the roof have been replaced with flat tiles.</p>

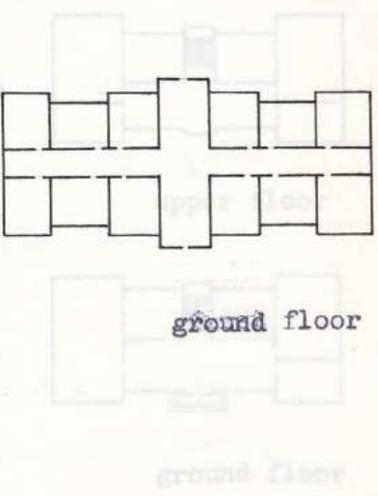


NAME of SCHOOL	Atatürk Primary School	No	20
LOCATION	Muğla - Yatağan		
DATE of CONSTRUCTION	1925 <del>1924</del>		
HISTORY	PLAN TYPE	Storey	2
<p>The school of which construction has been commenced in 1925, was put into service for education in 1927. Since then it has been used for the same purpose. The architect of the school building is not known but it has been told that the building has been constructed by Italian master workmen.</p>	 <p>ground floor</p>		

**ALTERATIONS**

The building has been restored by preserving its original form. (Door and window frames has been changed and partitions have been added.) In 1978, the Turkish tiles of the roof have been replaced with flat tiles.



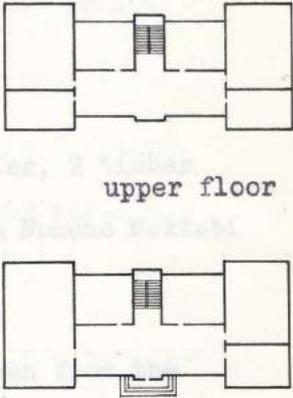
NAME of SCHOOL	Sakarya Primary School	No	21
LOCATION	Muğla-Milas		
DATE of CONSTRUCTION	1922-1924		
HISTORY	PLAN TYPE	Storey	2
<p>The school has been built in 1922-1924 under the leadership of the Governor of Muğla, Müştak Bey with the title "Numune Mektebi". The architect of the school building is not known but it has been told that it was constructed by Hungarian master workmen.</p>	 <p>ground floor</p>		

#### ALTERATIONS

Due to 1957 earthquake, the building has been damaged but restored in accordance with the original form.



NAME of SCHOOL	Gazi Kemal Primary School	No	22
LOCATION	Uşak		
DATE of CONSTRUCTION	1912		

HISTORY	PLAN TYPE	Storey	3
<p>The school has been started to education under the title "Necmi Edip" in 1912, has been renamed as "Bir Numaralı Kız Mektebi" in 1922.</p>	 <p>upper floor</p> <p>ground floor</p>		

ALTERATIONS
<p>1. COMPOSITION OF MORTARS AND PLASTERS</p> <p>1.1. MORTARS</p>



APPENDIX 5

20 samples, that is 6 mortar, 2 stone, 1 brick, 7 plaster, 2 timber pieces and 2 soil samples from different parts of Turan Numune Mektebi are taken.

The soil, plaster and mortar samples are especially taken from the same locations. These are examined at the Chemistry Laboratory of the Department.

The Laboratory studies of the examples are given below.

1. COMPOSITION OF MORTARS AND PLASTERS

1.1. MORTARS

The experiments are done over the mortars which are numbered as 399, 400, 401, 402, 403, 404.

The samples are taken from :

- . Ground floor - west hall  
behind the pipe of fire extinguishing system on the north wall.  
(sample no.399)
- . Basement floor - room 23  
under the second window on the west wall. (sample no.400)
- . North facade  
east side of the door which opens to the frontyard. (sample no.401)
- . Basement floor  
north wall of the central hall. (sample no.402)

. West facade

between NW corner and the panel surrounding the window (sample no.403)

. Upper floor - north wall of the hall

east side of the door which opens to the balcony (sample no.404)

Each sample is weighted and treated with 5% dilute HCL. Then they are filtered, washed with distilled water and dried under the Infrared Lamps and weighted again. Percentages of acid soluble and insoluble parts are calculated.

The size distribution of aggregates are determined by sieve analysis and pipette method.

Aggregates are examined under the microscope

According to the information derived from the experiments

. The aggregates are round and probably they come from the river beds.

. Non of the samples contain organic materials and/or coal.

The size distribution of aggregates are more or less the same. (see Fig. 1, Chart. 1)

Mortar samples show approximately similar characteristics except sample no.399.This sample is different from the others. It has a very little lime content and all sizes of aggregates appear around 12.5%.

The analysis informed us that the mortars though their places are different, have approximately the same properties. This may be due to the use of the local materials and the mortars which will be used in the restoration of Turan Numune Mektebi should have similar composition.

## 1.2. PLASTER SAMPLES

The experiments are done over the plasters which are numbered as 440, 441, 442, 443, 444, 445, 446.

These samples are taken from :

- . North facade  
east side of the door which opens to the frontyard.(sample no.440)
- . North facade  
east side of the balcony. (sample no.441)
- . Ground floor - west hall  
east side of the window arch on the north wall. (sample no.442)
- . Ground floor  
"bagdadi" wall between the central hall and the east hall  
(sample no. 443)
- . Basement floor - room 23  
under the second window on the west wall. (sample no.444)
- . Basement floor - room 19  
east side of the window on the south wall. (sample no.445)
- . Ground floor - west hall  
behind the pipe of the fire extinguishing system on the north wall.  
(sample no. 446)

The same experimental procedures are used for the plaster samples.

According to the information derived from the experiments

- . The aggregates are round and probably they come from the river beds.
- . Non of the samples contain organic materials and/or coal.

The size distribution of aggregates are quite similar. (see Fig. 2-3, Chart 2)

Samples no. 441, 446 taking from different places show very similar characteristics and composition from the other samples.

It can be said that while fire extinguishing system was setting its place, it might have given damage to the plaster and cause it fall,

and also the plaster on the east side of the balcony might have been affected by the natural defects. So that those places might have been repaired at the same time.

It can be concluded that the use of local materials and the same construction technique have continued.

## 2. STONE

Rubble stone was identified as travertine. It is porous.

## 3. TIMBER

The timber samples were examined by Orman Bakanlığı Araştırma Enstitüsü. In these samples the woodworm (*Anobium punctatum* from Anobiidae) was found.

## 4. TESTS FOR SOLUBLE SALTS

Presence of soluble salts were tested in the mortar, brick and the soil samples and in the undersides of plaster samples.

For this approximately 4 grams of each sample are weighted and put in beakers containing distilled water. Then they are filtered and clear solutions are analyzed for soluble salts.

### 4.1. RESULTS

- . The soluble salts ( $\text{Cl}^-$ ,  $\text{NO}_3^-$ ,  $\text{SO}_4^-$ ,  $\text{PO}_4^{=}$ ) are found in all soil samples
- . They are existent in all mortar and plaster samples taken from basement. The samples from ground floor have very little or no soluble salts.

### 4.2. INTERPRETATION

The soil contains  $\text{Cl}^-$ ,  $\text{NO}_3^-$ ,  $\text{SO}_4^-$ ,  $\text{PO}_4^{=}$  salts. They rise up in the walls

of the building by the help of rising damp in the basement and stop before reaching ground floor (up to a height of 1.40m. - 1.80m.).

To solve this problem, the timber joists of basement floor which are direct contact with soil will be replaced with concrete and also the floor will be insulated and water proofed in horizontal and vertical directions to prevent bridgings of rising damp.

Sample number	THE PERCENTAGE OF AGGREGATES (size in microns)							
	$x > 3350$	$x > 2000$	$x > 1000$	$1000 > x > 500$	$500 > x > 250$	$250 > x > 125$	$125 > x > 53$	$53 > x$
399	66.35 %	7.24 %	8.71 %	7.80 %	6.50 %	1.94 %	0.61 %	0.82 %
400	1.04 %	12.91 %	19.73 %	22.31 %	30.84 %	9.67 %	2.07 %	1.39 %
401	1.98 %	5.04 %	18.39 %	28.35 %	33.76 %	8.34 %	2.03 %	2.06 %
402	9.33 %	10.39 %	16.82 %	21.35 %	27.39 %	9.23 %	3.12 %	2.32 %
403	29.31 %	5.74 %	16.25 %	18.22 %	19.61 %	6.89 %	2.15 %	1.78 %
404	2.67 %	12.66 %	16.78 %	23.62 %	35.80 %	4.89 %	1.19 %	2.35 %

Chart 1. Results of mortar sample tests

Sample number	THE PERCENTAGE OF AGGREGATES (size in microns)							
	$x > 3350$	$x > 2000$	$x > 1000$	$1000 > x > 500$	$500 > x > 250$	$250 > x > 125$	$125 > x > 53$	$53 > x$
440	5.71 %	6.40 %	23.25 %	24.37 %	25.32 %	9.50 %	2.54 %	2.86 %
441	-	2.18 %	5.19 %	22.49 %	46.90 %	16.37 %	3.78 %	3.05 %
442	1.25 %	2.25 %	17.55 %	29.77 %	32.39 %	11.06 %	3.09 %	2.60 %
443	8.21 %	7.84 %	22.48 %	24.51 %	23.28 %	8.38 %	2.86 %	2.41 %
444	-	3.61 %	19.43 %	31.42 %	32.93 %	10.28 %	1.47 %	0.84 %
445	-	2.50 %	17.27 %	31.23 %	34.92 %	10.56 %	2.33 %	1.17 %
446	3.87 %	2.29 %	8.23 %	22.04 %	49.06 %	10.05 %	2.39 %	2.04 %

Chart 2. Results of plaster sample tests

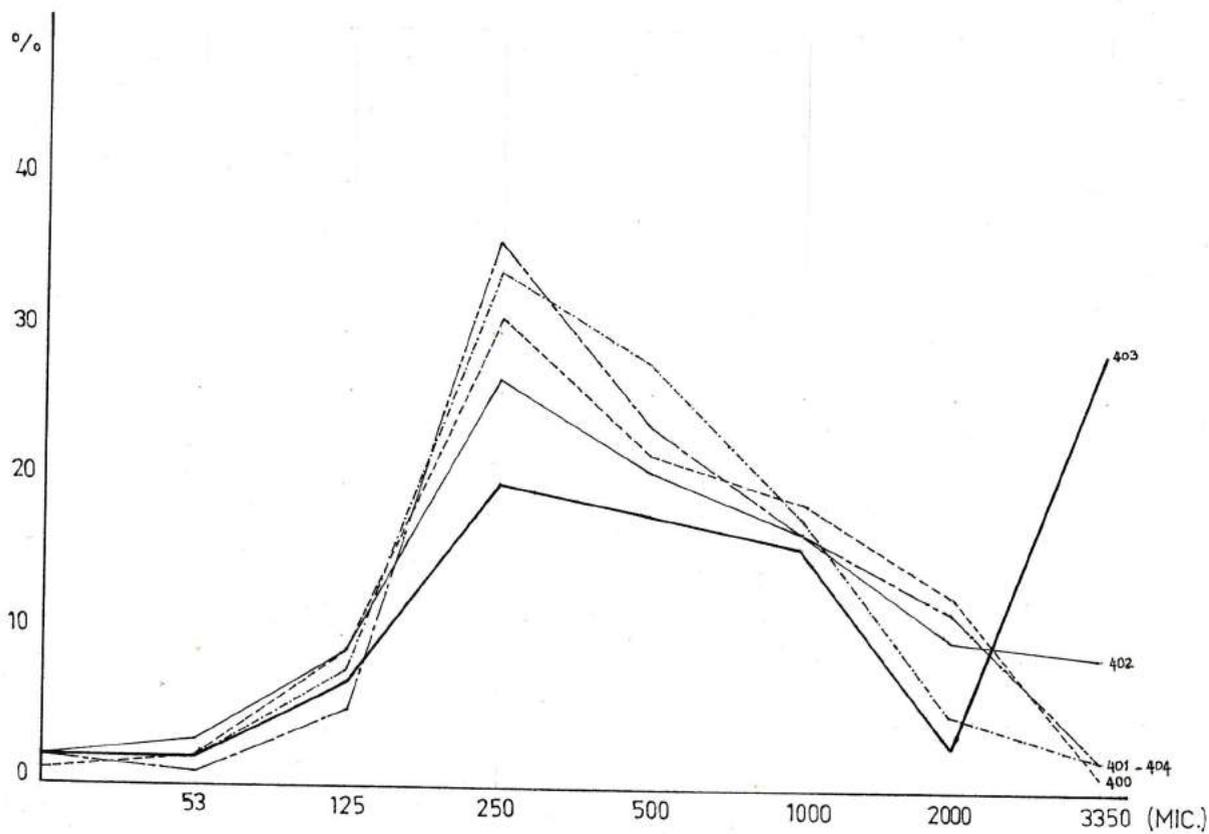


Fig. 1 Size distribution of mortar aggregates

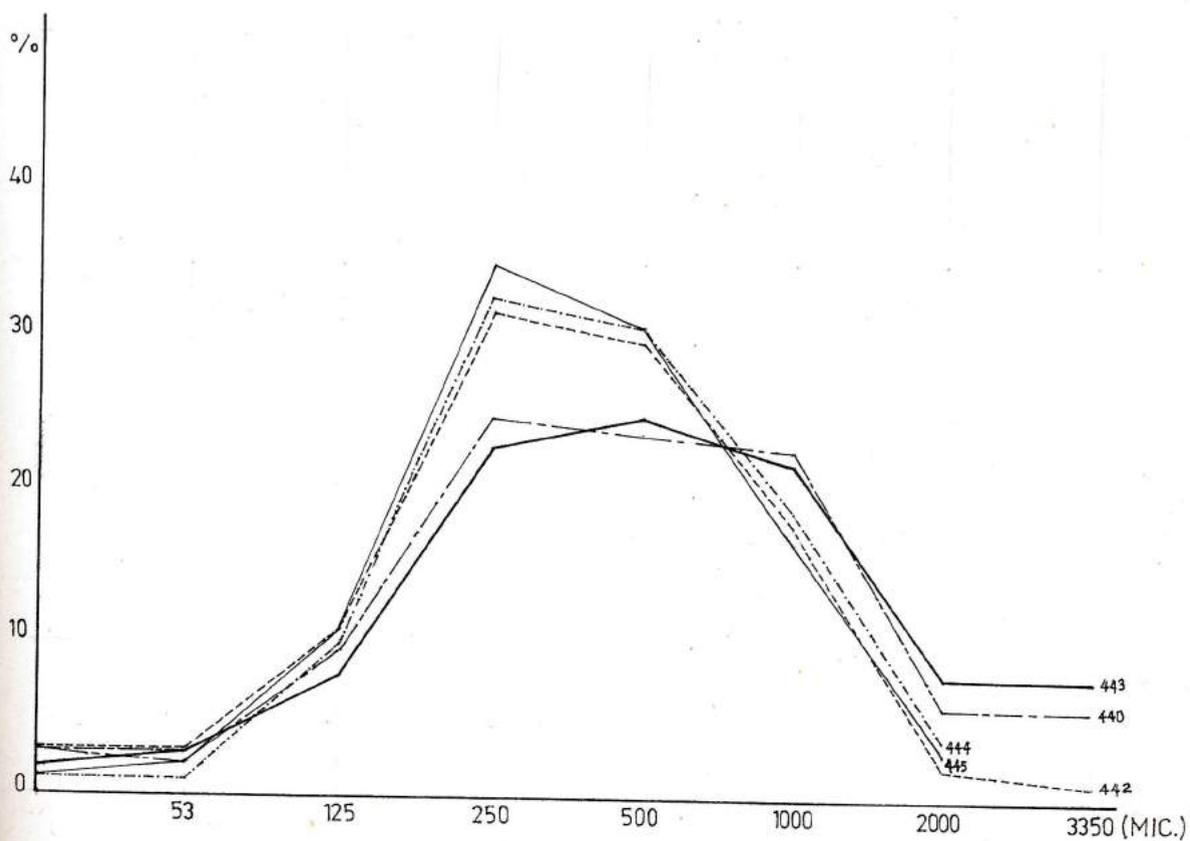


Fig. 2 Size distribution of plaster aggregates

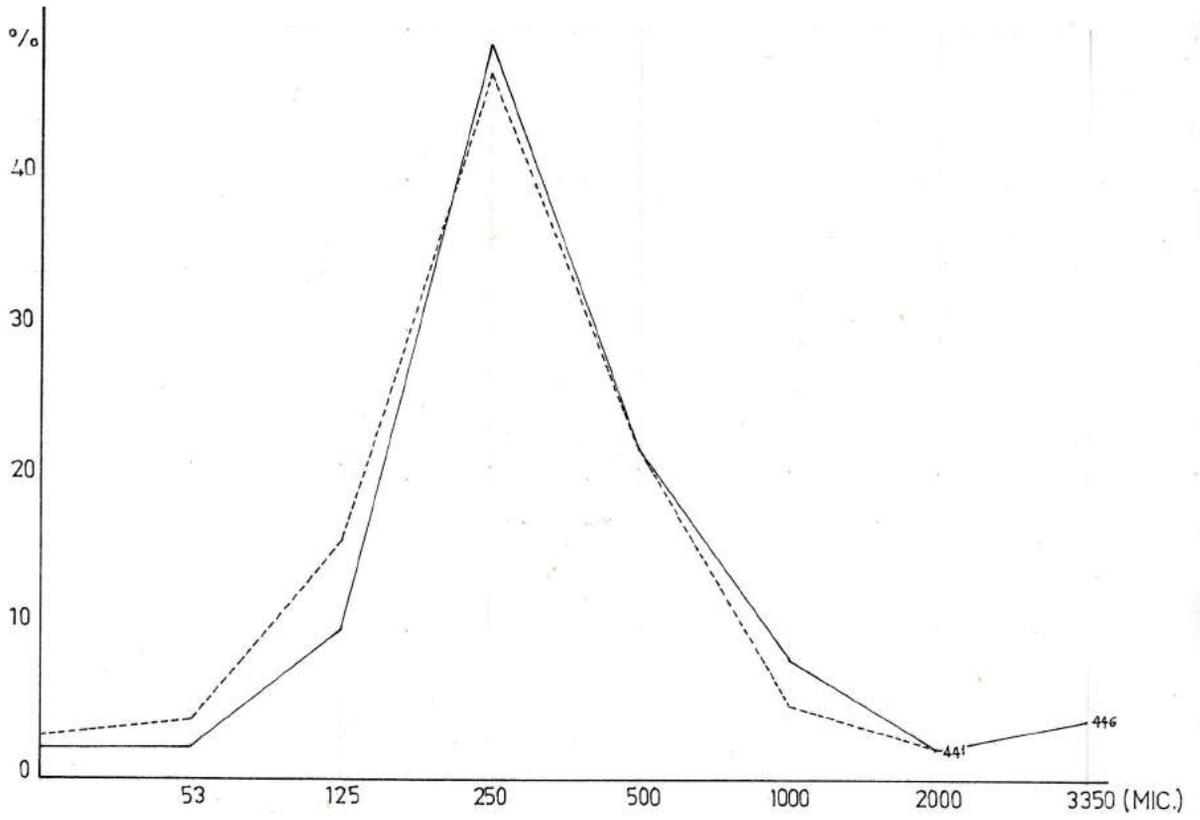


Fig. 3 Size distribution of plaster aggregates

*[Handwritten signature]*

BELDİYE MİMARİ

(1M2A)

18 Aralık 1976

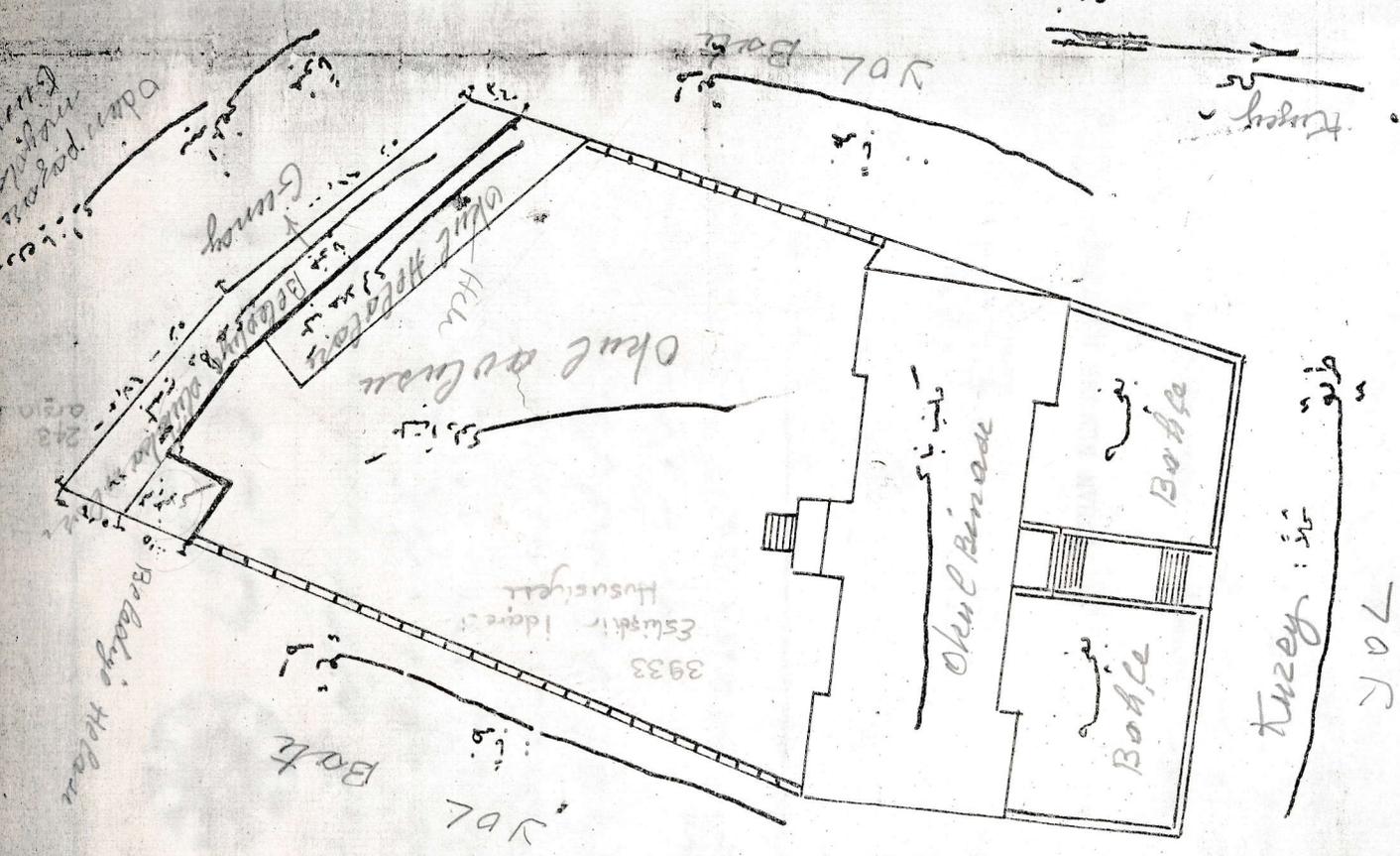
Yazınca Köyü  
"Özel Bina" için

Yol No 2  
2260,85  
222,10

YAZINCA  
3933,88

DUKKAN 138,00  
HEKİM 22,10  
TOPRAK 17,00  
168,80

ÖZEL DARENİN ODUN PAZARINDA OLAN OKUL BİNALARI VE ARASI  
500 m<sup>2</sup> ile 500 m<sup>2</sup> arasında bir alan  
Günay





# تورانه نمونه مکتبی



دولت عثمانیه، آلمانیا، اوستریا، بھارستان و بلغاریستان ممتنع حکومتلری، فرانسه، روسیه، ایتالیا، بلجیکا، صربستان، قسره طاع، بولگریز، رومانیا و ژاپونیا ائتلاف حکومتلری، عسکری صربلری، تصادف ایله ۳۳۱ و ۳۳۲ سنه مالیه لشمده مقصدی رفعت و معارف مدیری ادهم نژاد کلرک اداره لری زماننده یادورسکری معمار طلال بن طرفندون ترتیب و ترسیم، نظام فنیسی لوانا فو سهندسی جلال بک جانجینده ایضا ایله نژاد بک لیا صرقیده انسا ایدلر.

۱۳۳۲ کانون اول ۱۶

اساسک مکتب لشم ۱۳۳۱

## TURAN NUMUNE MEKTEBI

Devleti Osmaniye Almanya, Avusturya, Macaristan ve Bulgaristan müttefik kuvvetleriyle İngiltere, Fransa, İtalya, Belçika, Sırbistan, Karadağ, Portekiz, Romanya ve Japonya İtilaf hükümetlerinin unumi harplerine tesadüf eden 331 ve 332 seneyi maliyelerinde Mutasarrıf Re'fet ve Maarif Müdürü Etem Nejat Beylerin idareleri zamanında plan ve resimleri Mimar Kemal Bey tarafından tertip ve tersim, nezareti fenniyesi Mühendis Celâl Bey canibinden ifa edilerek beşbin lira sarfıyla inşa edilmiştir.

Esasın vaz'ı tarihi: 7 Ağustos 1331 İkmal tarihi: 16 Kânunevvel 1332

KERİM

Özet:Eskişehir kız orta oku-  
lu Hk.

Eskişehir Valiliğine

8/Haziran/1954 tarihli, 11722 sayılı yazımıza ektir.

1- Vilâyetiniz kız orta okulunun mevcut binası,kız Enstitüsü için sitütasyon vermek üzere şehrinizde bulunduğu sırada vekâletimiz yüksek mimarlarından Tuğrul Kansu tarafından incelenmiştir.

Adı geçen yüksek mimarın bu hususta hazırladığı 14/VI/1954 tarihli raporda, ortaokul binasının tamirinin mümkün olmadığı belirtilerek binayı tahliye etmenin uygun bir tedbir olduğu neticesine varılmaktadır.

1954 yılı bütçesinde alınan yapı ödeneği tamamen programa bağlanan işlere tahsis edilmiş bulunmaktadır. Esasen 11/Mayıs/1954 tarihli 6637 sayılı yazımıza ilişik "Vilâyetiniz Maarifinin genel durumuna ait" raporda da işaret olunduğu veçhiyle ödenek temin olunsa dahi zaman bakımından binanın bu yıl ikmal edilerek hizmete açılmasına maddeten imkân görülememektedir.

2- Lise binası, Lisenin 41 şubesi ve 1990 öğrencisine ilâveten bu orta okulu da içine alabilecek bir vüsatte değildir. Tarih ve numarası yukarıda işaret edilen yazımıza göre kız orta okulu için ilk okul binalarından istifade etmek veya bu orta okula kira ile bir bina bulmak imkânları da bulunmamaktadır.

3- Vilâyetin yeni bir orta okul binasına olan ihtiyacının tazyiki ile mahallen teşebbüse geçildiği, teşebbüsün verimli olacağı, halktan 11000 bin lira toplanıldığı, tuğla ve kiremit gibi inşaat malzemesinin halk tarafından tamamen sağlanacağı, vekillüğimizce 60000 bin liralık yardım yapılması lâzımgeldiği 6/4/1953 tarihli, 3128 sayılı yazımızla bildirilmesi üzerine Eskişehir için çok yerinde ve lüzumlu olarak baş gösteren bu hareketin Vekillüğimizce de desteklenmesi maksadıyla 1953-1954 yılları bütçelerinden 10 ar bin liralık yardım ödeneği gönderilmiş, yaptırılacak binanın projesi hazırlanmak üzere 20/Mayıs/1953 tarihli, 10810 sayılı, 27/Mart/1954 tarihli, 5451 sayılı yazılarımızla makamınızdan lüzumlu malumat istenilmiş ise de bu yazılarımıza cevap alınmamıştır. Yalnız 12/Mayıs/1954 tarihli, 6637 sayılı yazımıza ilişik raporun 4 cü maddesinde, yaptırılacak binanın 150000 liraya mal olabileceği, derneğin elinde 1953 yılında yollanan 10000 liralık ve belediyeden verilen 5000 liralık yardım parasından başka bir para bulunmadığı, bu duruma göre derneğin teşebbüs ve faaliyetinin başarılı olamayacağı kanaatine varıldığı açıklanmaktadır.

Ceryan eden bu muamele ile elde edilen neticeye göre :

a) Eskişehir kız orta okuluna vekillüğimizce bu yıl yeni bir bina yaptırılmasına,

b) Öğrenci kesafeti ve şube sayısının çok fazla bulunması hasebiyle binası tehlikeli bir durumda olan bu orta okulun esas Lise binasına nakline,

c) Vilâyetiniz merkezinde orta okul olmaya elverişli kirall bir bina bulunmasına,

d) Yeni bir orta okul binası yaptırmak üzere mahallen faaliyete geçtiği bildirilen derneğin teşebbüs ve faaliyetlerinde bir başarı sağlanmasına imkân görülmediği anlaşıldığından kız orta okulunun önümüzdeki öğretim yılı başında durumunun ne olacağına dair bir karara varılmak üzere bu husustaki mütalealarımızın etraflıca bildirilmesini ehemmiyetle rica ederim.

Maarif Vekili  
imza

14 / XII / 1954

T. C.

ESKİŞEHİR

Millî Eğitim Müdürlüğü

Muhasebe İşleri

SAYI: 166.1 / 15355

Özet: Eski Orta okulun tahliyesi HK.

Vilâyet Yüksek Makamına

Yüksek malûmları olduğu veçhile fennî mahzurdan ötürü kız orta okulu binası 5/XII/1954 günü tahliye edilerek kız Enstitüsü binasında 6/XII/1954 tarihinde öğretime başlamıştır. Yeni binada müsait yer bulunmadığından kız orta okuluna ait bir kısım eşyaeski binanın bir odasına konarak kapusu kilitlenmiştir.

Hazineye ait tahliye edilen eski binanın anahtarları teslim hazırdır.

Durumöbilgilerine saygı ile arz ederim.

Maarif Müdüğü

*Dünya*

ESKİŞEHİR BEĞERKALAZI	71-1
MÜHÜR EVRAK KALESİ	
Sayı: 19610	Tarih: 15.12.1954
	ERİ:

MILLÎ MÂLİ MÜHÜR	
71-222	2843
	16.10.1954

30/12/1954

T.C.

6228

Vilâyet Makamına

Dos: /

23/12/1954 Gün ve 41-222/2688 Milli Emlâk Müdürlüğü sayılı yazı üzerine Odunpazarı Paşa mahallesinde kâin Kız Orta okuluna gidilerek yerinde yapılan tetkikte :

Takriben 356 m2. saha üzerine oturan binanın beden duvarları kârgir bölmeler bağdadî olup döşeme , tavan ve marsilya tipi kiremitle örtülü bulunan çatının ahşap olduğu görülmüştür .

Mezkûr binanın kâim enkazının bu günkü rayıca göre 6500.00 lira kıymetinde bulunduğu ve binanın hedmi tarihinden başlamak üzere iki ay zarfında yıkılıp yerinin temizlenebileceği kanaatine varılmıştır .

Gereği yapılmak üzere evrakın Vilâyet Defterdarlığına havalesine müsaadeleri saygı ile arz

olunur .

Nafia Müdürü  
Adnan Çiçer

U.K.	31.12.1954
20654	

yer çatlamlar olmayıp yukarıda belirtildiği gibi yalnız arka ve sol köşeden bir çatlaklık görülmüştür. Raporda yazıldığı gibi cer demirlerinden 5 cm.lik bir ayrılma görülmemiştir. Böyle bir şey olsa binada 5 cm.lik bir ayrılma ve her yönden çatlamlar olması lazım gelirdi.

d. Temel harcının mukavemetsiz olması iddiasını yine bina 40 senelik mazisiyle gürütmektedir.

NETİCE :

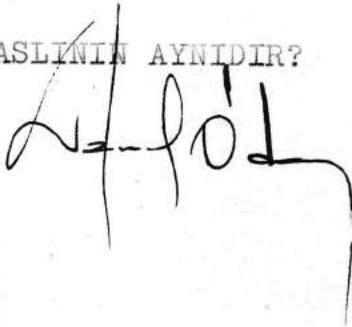
Binanın yağmur olukları tamir ve temele nüfuz eden suların uzaklaştırılması ile bugün kullanılabilecek duruma ve şehirdeki mümasili kargir binalar sağlamlığında olduğu kanaatinde bulunduğumuzu: binada cam, çerçeve, kapı ve kısmen döşeme, sıva onarımı umumi olarak iç ve dış badana çatı aktarılması ve elektrik sıhhi tesisat gibi teferruata şamil onarımının yapılması halinde her hangi bir Kurumun uzunca yıllar emniyetle vazife göreceği surette binayı işgal etmesinde fenni mahzur görmediğimizi tasdik ve arz ederiz.

7-Şubat-1955

Hey'et Başkanı	Üye	Üye	Üye
1 nci Yurtiçi Bölge K. İnşaat ve Emlak Müdürlüğünde			
İs. Kd. Bnb?	Svl. Müh. (354)	Y. İnş. Müh. Atğm.	Y. Mim. Müh. Atğm.
Fahir ŞEREN	Mehmet SAĞLAM	Rahmi ÇALIŞKAN (121463)	Suat GÜVEN (121321)
İmza	İmza	İmza	İmza

Mühür

ASLININ AYNIDIR?



## ESKİŞEHİR KIZ ORTA OKULU BİNASI HAKKINDA RAPORDUR

1 nci Yurtiçi Bölge Komutanlığınının 24-1-955 gün ve 35145 sayılı emirleriyle aşağıda isimleri yazılı heyetimiz 25-1-955 günü yerinde keşif yapmış ve neticeyi aşağıda sıralanan maddeleri muhtevi rapor ile tesbit etmiştir.

1. 3 katlı kargir olan bina yer yer şakuli, arzani, tulani olarak cer demirleriyle bağlanmış olup bu demirler emniyet gerilmesini aşabilecek bir kuvvete maruz kalmamıştır.

2. Binanın döşeme ve tavanları ahşap olup gayet mazbut bir durumdadır.

3. Merdivenler onarılmış olup halihazır sağlam durumdadır.

4. Çatı durumu esas itibarile sağlam olup yalnız oluklar onarıma muhtaçtır.

5. Ana duvar taş ve tuğladan gayet sağlam olmakla beraber binanın giriş kapısına nazaran sağ arka bahçeye bakan köşesinde gerek bahçeden ve gerekse bozuk saçaktan gelen suların mevcut aydınlık için yapılmış kanal yolu ile temele işlemesi yüzünden bu köşede temelden çatıya kadar pencerelerin mihverinden olmak üzere bir çatlaklık meydana getirmiştir.

6. Bu çatlaklığa rağmen cer demirlerinin mevcut oluşu ve çatlak açıklığının da 1 cm.yi geçmemesi bizde bu binanın herhangi bir anormal tabii tesiriyle çökme tehlikesi civarda bulunan mümasili binalardan daha tehlikeli bir durum arzermeyeceği kanaatini uyandırmıştır.

Bina için Eskişehir Nafia Mühendislerinden Y.Mühendis İsmet AKTOP tarafından verilen 15-10-953 tarihli rapor heyetimizce incelenmiş ve işbu rapor aşağıdaki şekilde varit görülmemiştir.

a. Moloz duvarlarda hatıl olmadığı ve bunun bina mukavemetini düşürdüğü yazılmakta isede binada hatıl olup olmadığını anlamak için bir tetkik yapıldığına dair bize tesadüf edilmemiştir. Bu halin bina mukavemetini düşürdüğü kabul edilse, bu binanın 40 senelik bir maziye sahip olmaması lazım gelirdi.

b. Raporda temeldeki gerilme hesaplanarak  $1,3 \text{ Kg/cm}^2$  bulunmuş mezarlık ve dolma arazide bu yükü zeminin taşımayacağı yazılmaktadır. Bina bugün hala ayakta durmakla bu durumu tekzip etmektedir.

c. Yağmur ufki oluklarının bozuk ve aydınlık yeri istinat duvarlarının düzensiz ve yıkık olmasından suların bodruma hücum ettiği kaydedilmektedir. Bu mahzurlar ufak bir tamiratla giderilecek durumdadır. Ve binada y

41-222

175

1.inci Yurt İçi Bölge  
Kumandanlığına

Odun Pazarında Paşa Mahallesiinde kâin olup Hazinesinin mülkiyetinde bulunan Orta Okul binası bazı fennî mahzurlar dolayısıyla tahliye edilmiştir.

Tahliyeye sebep olan rapor, beş altı yıl talebenin bu binada bulunmasının mahsurlu olacağı, Orta Okul için tamiri mümkün olamayacağı hakkındadır.

Bina Okul tarafından tahliye edilince Maarif Vekâleti ne tesis edilmiş bulunan tahsisi keyfiyetide zail olmuştur.

Su hale nazaran mezkûr binaya Kumandanlığınızca ihtiyaç görüldüğü takdirde bir kerre de fen adamlarınız marifetile tetkik ettirilerek işgale ve istimale mani bir fennî sebep bulunmadığı takdirde tanzim olunacak raporun bir suretinin gönderilmesi ve hangi maksat için kullanılacağına Millî Müdafaa Vekaleti adına tahsis için acele bildirilmesini saygile rica ederim.

Vali

NOT: Bina anahtarı Millî Emlâk Müdüründen alınır.



A. C.

ESKİŞEHİR: BELEDİYESİ  
FEN İŞLERİ

H. Za. B/190

Sayı :

G. 1068

Vilâyet Makamına

Eskişehir

Eskişehir  
19 / I / 1955

MİL.	VİLÂ: KÜLTÜR
41-222-174	21.1.1955

Millî Emlâk Müdürlüğü ifadesi ile gelen 4I-322-14 sayılı yazıya K:

Paşa mahallesinde kain olup Kız orta okulu olarak kullanılmakta iken bu kere tahliye edilmiş olduğu bildirilen Hazine mülkiyetindeki bina imar planında ekli krokide görüldüğü gibi aynen muhafaza edilmiş bulunmak-tadır.

Bu bina yıkıldığı takdirde arsa etrafında kafi derecede bahçe bırakılmak şartıyla yeni bir resmi bina yapılabileceği ancak bu durum kar-sısında Belediyemizle temas edilmesi icabetmektedir.

Saygılarımla arz ederim.

Belediye Reisi

J. Q. İmza

ESKİŞEHİR ÜÇÜNCÜ BAŞBAĞI  
MÜHÜRÜ AYRAK PALEMİ

Sayı:	Tarih:
1068	20.1.1955

41-222

344

## Maliye Vekâletine

1

Millî Emlâk Umum Müdürlüğü

11/1/1955 gün ve 3121-348/703 sayılı yazıları karşılığdır.

1- Kız Orta Okulu olarak kullanılan Hazineye ait ve Maarif Vekâletine tahsisli binanın harabiyeti ileri sürülerek mezkûr okulca tahliye edilmiş ve bina Defterdarlığa teslim edilmiştir.

2- Millî Emlâk 1.inci Yurtiçi Bölge Kumandanlığı üç kişilik komisyon hey'eti tarafından binaya tetkik ettirmiş ve tanzim edilen ve ilişik olarak takdim kılınan raporu göndererek daha uzun yıllar basit bir tamirle dayanabilecek olan bu binayı 1.inci Yurtiçi Bölge Kumandanlığının karargah ve şubeleri için müsamul olduğundan Millî Müdafaa Vekâletine tahsisi istenilmiştir.

3- Şehrinize gelerek mezkûr binayı gezmiş bulunan Maarif Vekâleti Orta tedrisat ve Teknik tedrisat Umum Müdürleriyle, yapı ve İmar işlerinden bir zat müştereken bu binanın yıkılarak yerine yeni bir okul binası inşasının muvafık olacağını bildirmişlerdir.

Olunacak memelenin tayin ve iş'arına müsaadeleri arz olunur.

Vali  
Arif Özgen



6. 1.25 5

41-222

66

Kız Orta Okulu bina  
sının tahliyesi Hk.

Cok Acele

Maliye Vekâletine

Ek: 2

Millî Harâk Unvan Müdürlüğü

İlimiz Odun pazarında Paşa mahallesinde Kâin Kız Orta Okulu olarak kullanılmak üzere Maarif Vekâletine muhassas bina fennî bakım dan tehlike arzemesi dolayısıyla okulca tahliye edilmiş bulunmaktadır.

Bu bina hakkında Nafia Müdürlüğü Yüksek mühendislerinden İsmet Aktop imzalı rapor ve Nafia Müdürlüğünün yazısı sureti ilişik olarak sunulmuştur.

Binanın yıkılma tehlikesi mevzuu bahis olduğundan bina enkâzının kâimen satışı düşünülmektedir.

Haritelerinizin iş'arına müsaadeleri saygı ile arz olunur.

Vali

C.

1 NCI YURTIÇI BÖLGE K. LIĞI  
Mrk. İnş. ve Emk. Md.  
Ks. 2

Eskişehir

8-Şubat-955

Sayı : Şube : 35145/8958/ Öz :  
Evrak : 75925

Eskişehir Valiliğine

Milli Emlâk Md.lüğü 21-1-955 tarih ve 41-222/175 sayılı yazı-  
rına karşılıktır :

1. Odunpazarı Paşa mahallesinde kâim ve hazinenin mülkiyetinde  
lunan eski kız orta okul binası için tanzim edilen rapor eklidir.  
Fenni rapora göre mevcudiyetinden daha uzun yıllar faydalanabileceğ  
durumda olduğu anlaşılan bu binaya 1 nci Yurtiçi Bölge K. liğinin  
ve Şubeleri ile intikali mükerrer olup M.M.Vekâletine bu yolda tek-  
lifte bulunulacaktır. Nakilden önce gerekli onarımın da yapılabilmesini  
teminen binanın Vekâletçe ciheti askeriye tahsisi ile devir ve tesli-  
mi için gerekli emrin verilmesine ve muktezi formalitenin yapılmasına  
emir ve müsaadelerini arz ve rica ederim.

İlişiği :(1)

1 nci Yurtiçi Bölge K.  
Tung.  
Kâzım Arguvanlğıil

*K. Arguvanlğıil*

Ankara 22 Mart 1955

Orn Kızortaokulunun boşalttığı  
bina Hk.

Eskişehir Valiliğine

Defterdarlık:

C: 9/2/955 gün ve 41-222/344 sayılı yazıya:

Kız Ortaokulunun işgalinde iken harabiyetinden bahisle boşaltılmış olan Hazineye ait binanın, üç kişilik fen heyeti raporu na nazaran tamirinin mümkün bulunduğu anlaşıldığına ve I inci Yurt- içi Bölge Kumandanlığınca kullanılması istenildiğine göre, bahis ko- nusu binanın yıktırılmıyarak Millî Müdafaa Vekâletine tahsisi muva- fık görülmüş ve lüzumlu kararnamenin istihsali müşarünileyh Vekale- te yazılmıştır.

Mezkûr kararnamenin vujudunda bir örneği ayrıca gönde- rilecektir.

Bilgi edinilmesi rica olunur.

Maliye Vekili

Defterdarlık

23. III

Maliye Vekili

2221 860  
26-7-55

ŞEHİR DEFTERDARLIĞI  
UMUMİ EVRAK KALEMİ  
Sıra: 5030 Tarih: 153/55

17/3/1955.

- Not: 1 - Bu yazı ..... tarihinde tekit edilecektir.  
2 - Geryana-ayrı ayrı harçlık yazılması, harçlıkların yazılma- sına tarih ve numaralarının tam olarak gösterilmesi rica olunur.

T. C.

BAŞVEKALET

KANUN VE KARARLAR

Davetlik Defteri

Karar Sayısı

K A B A R N E M E S U R E T İ

3172

İlişik cetvelde mahalleriyle miktarları yazılı Hazineye ait bina, arazi ve arsaların, askerlik hizmetlerinde kullanılmak üzere li Müdafas Vekaletine terk ve tahsisi; Maliye Vekaletinin talasına dayanan Milli Müdafas Vekaletinin 6-7/5/1955 tarihli 25089/133-1/50565, 25096/420-A 50568, 25091/386-A/50570, 50569, 25093/383-B/50566, 2483/227-F/54624, 24750/331-E/60199, 23785-230-K/53170, 310/23788-383-D/53179 sayılı yazıları üzerine , 3887 sayılı Kanunun 1 inci maddesine göre icra Vekilleri Hey'eti 21/5/955 tarihinde kararlaştırılmıştır.

REİSİCUMHUR

C. BAYAR

Vekiller imzası

Aşlının Aynıdır.

*S. Sevilirag*

Gayrimenkul  
mahalli

cinsi

Miktarı M2

Tapu kaydının  
tarih, cilt ve sıra numarası

tehsis edildiği  
hizmetler

1- Dikcah	Arazi	1500	Kadastronun 1003 ada 4 No. parselinde	İnşaat kurulumu bina 52 için.
2- Çamlıca	Arazi	3450	Tapunun 4/12/950 tarih, cilt 73, sahif- fe 52/53-B, sıra yevmiye 3650 maddesinde	elheti askeriye için
3- Hüpa	Arazi	960	Tapunun 17/2/954 tarih ve cilt 23 sahife 3 ve 4 sıra maddesinde	Şube binası için
4- Erşincah	Arazi	7860	Tapunun 25/10/954 tarih, cilt 2, sahife 367, yevmiye 1261 ve cilt 3, sahif 401 yevmiye 1216 sıra maddesinde kayıtlı	Kolonda oto ill. için,
5- İstambul	Arazi	6549	Tapunun 11/1/955 tarih ve cilt 125, sahife 61, yevmiye 6:76 sıra maddesinde kayıtlı	Gilasti askeriye için
6- Berince	Arazi	52000		Dış. Bakanca İle biyazi için
7- Eskişehir (Eski kızorta okulu binası)	Bina			Kararları ve şube bina- ları için
8- Erzurum (Samsat arazi bina içerisinde satın alınan)		11650		Kararları binası için
9- Çatalca kazası-arazi, bina bu bölgede kilyada (P.C.T içerisinde satın alınan)		130		Gilasti askeriye için

Maliye Vekâleti

Müdürlüğü

Özü Kız Orta okulunda

H.

Ek

Eskişehir Valiliğine

Defterdarlık

Ek: 2/4/955 gün ve 7062 sayılı yazıya

Vilâyetimiz Merkezinde bulunan ve Kız Orta Okulu tarafından tahliye edilen Hazineye ait binanın 1. inci Yurtiçi Bölge Kumandanlığına kullanılmak üzere Millî Müdafaa Vekâleti adına tahsisin muvafık görüldüğü evvelce bildirilmişti.

Bu kerre 3887 sayılı kanun gereğince bu hususta icra Vekilleri Hey'etinden alınan 21/5/955 gün ve 5172 sayılı kararnamenin bir örneği ilişikte gönderilmiştir.

Mezkûr binanın usulü dairesinde Ciheti Askeriyeye teslimi ile Millî Emlak esas kayıtları üzerinde buna göre gerekli meşruhatın verilerek düzenlenecek (A) cetvelinin irsali rica olunur.

Maliye Valisi

ESKİŞEHİR DEFTERDARLIĞI		
UMUMİ EVRAK KALEMİ		
Savısı:	Tarihi:	Eki:
17064	21. VII. 955	2
Bu yazı		

41-222	28.7.55
28.7.55	

tarhinde tekit edilecektir.

2 — Her yazımıza ayrı ayrı karşılık yazılması, karşılıklarda yazımın tarih ve numarasının tam olarak gösterilmesi rica olunur.

V. C.  
M. S. B.  
Askerlik Şubesi Başkanlığı  
ERZİSİR

İNCİ Ks. :6121-77/6671

KONU :Eski Eskişehir As.Ş.Binası.

15/11/1977

MÜHÜR	NO
1687	

İL DEFTERDARLIĞINA

ESKİŞEHİR

İLGİ :11/11/1977 gün ve 310-42/3309 sayılı yazınız.

İlgi yazınızda adı geçen eski şube binası 1 no 1 Taktik Hava Kuvvet komutanlığına tahsis edildiğinden mazkür bina adı geçen komutanlığa teslim edilmiş olup şubemizle bir ilişkisi kalmamıştır bilgilerinizi rica ederim.

Ser. Çeşniğine  
17/11/1977

Şevki ÇELER  
Prs.Alb.  
Eskişehir As.Ş.Bsk.

T. C.  
ESKİŞEHİR İLİ  
Milli Eğitim Müdürlüğü

SAYI : Yapım-Planlama, 715.2/22814  
KONU : Tahsis ve devir.

Eskişehir : 19 Ekim 1975

ESKİŞEHİR DEFTENDARLIĞINA

Millî Emlâk Müdürlüğü:

Şehrimizin Akcamî mahallesinde bulunan tapunun 1 pafta, 161 ada, 4 parsel sayıda ve 135 kütükte kayıtlı 1850 m2.lik arsa ve üzerindeki bina Odunpazarı Askerlik Şubesi yeri olarak Millî Savunma Bakanlığınca tahsisli ve Maliye Hazinesi adına kayıtlı bulunmaktadır.

Belirtilen arsa ve üzerindeki bina 1955 yılına kadar Maliye Hazinesi adına kayıtlı ve Millî Eğitim Bakanlığınca tahsisli iken Maliye Bakanlığının 23.7.1955 gün ve 3121-3448/15464 sayılı emirleriyle Millî Savunma Bakanlığının tahsis edilmiştir. Ancak, son yıllarda şehrin hızlı nüfus artışına paralel olarak öğrenci sayısında da önemli bir artış olmuş ve okul sıkıntısı çekilmektedir. Ayrıca, şehrimizin yeni askerlik şubesi binası ikmal edildiğinden ve belirtilen binaya ihtiyaç kalmayacağından tekrar aynı hizmet için ilkokul olarak kullanılmak üzere Eskişehir Vilâyeti adına Özel İdare Müdürlüğüne devri uygun görülmektedir.

İlişik imar paftasında belirtilen arsa ile üzerindeki binanın ilkokul hizmetlerinde kullanılmak üzere Maliye Bakanlığınca gerekli bulunan devir ve tahsis işleminin yapılmasının teminini önemle rica ederim.

N. Ak.

F.Ü.

Semahattin İNEL  
Vali Yardımcısı  
Vali Y.

Ek: 2

29.9.1975

Millî Emlâk Müdürlüğü	
Talep No.	Sıra No.
100/115/1/112	
Tarih	
10.10.1975	

H. Dağ  
10/10/1975

17.11.1977

310-42/ 3309

Odunpazarı Askerlik  
Şubesi Hk.

ESKİŞEHİR ASKERLİK ŞUBESİ BAŞKANLIĞINA  
ESKİŞEHİR

İlimiz Akcaami Mahallesi Toktaş mevkiinde kâin 2 pafta 161  
ada 4 parsel numaralı 1850 M2. miktarlı Hazineye ait ve Maliye Bakanlı-  
ğının 23.7.1955 gün ve 3121-3448/15464 sayılı emri ile Milli Savunma  
Bakanlığına 1. Yurtiçi Bölge Komutanlığı binası olarak tahsisli ( Odun-  
pazarı Askerlik Şubesi ) ve halen boş durumda bulunan binanın Defterdar-  
lık Milli Emlâk Müdürlüğüne teslim edilmesi önemle rica olunur.

Vahdettin YILDIRIM  
Defterdar Muavini  
Dexterdar Y.

9.11.1977

H. 7.0/150  
2024

Sayı G.

T. C.

ESKİŞEHİR BELEDİYESİ

Fen İşleri Müdürlüğü

İmar

Servisi

ESKİŞEHİR

26 Haziran 1978

Milli Emlak Müdürlüğüne

ŞEHİR

948

27.6.1978

Kültür Bakanlığı Eski Eserler ve Müzeler Genel Müdürlüğünün 13.6.1978 gün ve 477.3(26) sayılı yazılarında, Akosmi mahallesi Toktaş sokak 1 parseldeki 1. Taktik Hava Kuvvetlerine ayrılmış olan yapı eski eser olarak septanmış ve Gayrimenkul Eski Eserler ve Anıtlar Yüksek Kurulunun 12.5.1978 gün ve A-1152 sayılı kararı ile onanmıştır.

Gereğinin yapılmasını ve sonucun bildirilmesini rica ederim.

R. DİNÇ  
A. SEZER

Hicri SEZEN  
Belediye Başkanı

NOT : Cevaplarda yazılmayan tarih numarasının bildirilmesi

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

6 Haziran 1978

Sayı : 732-26-A - 873

Konu : Eskişehir İli, Merkez Akcaşi Mah. Tokta. Sok. 2 paf. 161 ada, 1 par.  
I. Taktik Hava Kuvvetlerine tahsisli yapı hk.

I. Taktik Hava Kuvvetleri Komutanlığına

ESKİŞEHİR

Özü yukarıda belirtilen konu hakkında, Kurulumuz tarafından alınan  
..... 12.5.1978 ..... Tarih ve ... A-1152 ..... Sayılı karar ekli o-  
larak sunulmuştur.

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

D A Ğ İ T İ M

=====:

Gereği için :

-KÜLTÜR BAKANLIĞINA

(Eski Eserler ve Müzeler Genel Müdürlüğü)

İlgi: 17.4.1978 tarih ve 477-3(26)-2929 sayılı yazınız;

Hki: ( 1 ) Karar.

-Eskişehir Valiliğine

Hki: ( 1 ) Karar.

-I. Taktik Hava Kuvvetleri Komutanlığına/ESKİŞEHİR

Hki: ( 1 ) Karar.

Prof. ORHAN ALSAÇ

BAŞKAN . 4

NEMİKA ALTAN  
Arkolog

Ataç Sok, No: 7/14 Yenişehir-ANKARA Tel. 178956

1.6.1978:05/AS

Encl. 22a

K A R A R

Toplantı No. ve Tarihi : 293-12.5.1978

Karar No. ve Tarihi : A-1152-12.5.1978

Toplantı yeri :

İ S T A N B U L

Hekimöhir İli, Merkez Akcaşi Mah. Toktaş Sok.2 par.161 ada,1 par.1. Fak-  
tik Hava Kuvvetlerine tahsisli yapı hakkında Kültür Bakanlığı, Eski Eserler  
ve Müzeler Genel Müdürlüğü'nün 17.4.1978 tarih ve 477-3(26)-2929 sayılı yasa-  
ları okundu, ekleri incelendi, yapılan müzakeresi sonunda:

Hekimöhir İli, Merkez Akcaşi Mah. Toktaş Sok.2 par.161 ada,1 par. bulunan  
binanın Cumhuriyetimizin ilk yıllarına ait bir yapı olması nedeniyle  
1710-5805 sayılı yasalar gereğince korunması gerekli eski eser olarak tes-  
siline ve gerektiğinde ahşap döşeme ve bölümlerinin kâğıze çevrilmek sureti-  
le yapılacak onarım projeleri Kurulunuzdan geçirildikten sonra onarım olarak  
kullanılmasının uygun olacağına karar verildi.

Aslı Gibidir.

Prof. ORHAN ALSAÇ

H. KEMALİ SÖYLEMEZOĞLU



B A S K A N

NEMİKA ALTAN

B A Ş K A N V E K İ L İ

Üye Arkeolog

Üye  
Aksoyan (Feridun)

Üye  
Aktepe (Münir)

Üye  
Akurgal (Ekrem)

Üye  
Alkım (Bahadır)

Üye  
Alsaç (Orhan)

Bulunmadı

Bulunmadı

Üye  
Atam (Sedad H.)

Üye  
Eyice (Semavi)

Üye  
Kurzioğlu (Fahrettin)

Üye  
Kuban (Doğan)

Üye  
Kuran (Aptullah)

Üye  
Biler (Reşin)

Üye  
Ögel (Semra)

Üye  
Söylemezoğlu (H. Kemali)

Üye  
Tayla (Hüsrev)

Üye  
~~Yenen (Mehmet)~~

Üye  
Kültür Müsteşarı  
~~Engin (Emrah)~~

Üye  
Vakıflar Genel Müdürü  
~~Çataklı (Osman)~~  
Orhan Fıncı

Üye  
Eski Eserler ve Müzeler  
Genel Müdürü  
Gürçay (Hikmet)

Üye  
Turizm Genel Müdürü  
~~Kezer (Aydin)~~  
Ömer Faruk Sever

Üye  
Planlama ve İmar  
Genel Müdürü  
~~Yücel (Kazım)~~

Üye  
İstanbul Vakıflar  
Baş Müdürü  
Endoğan (Rifat)

Bulunmadı

Orhan Bronat

1.6.1978:G3/AS

NOTES

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