

TED ANKARA COLLEGE:
AN EDUCATIONAL INSTITUTION AND
ITS PLACES OF URBAN LIFE IN KOLEJ DISTRICT

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ABSTRACT

TED ANKARA COLLEGE: AN EDUCATIONAL INSTITUTION AND ITS PLACES OF URBAN LIFE IN KOLEJ DISTRICT

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This study aims to discuss the relation between TED Ankara College, an educational institution, and Kolej district, its context of urban life. *Türk Maarif Cemiyeti* was founded in 1928 in order to support the education reform in Republican Turkey. Its initial aim was to open schools that would compete with foreign schools in the country and this was realized in Ankara in 1931 with Yenışehir School, which will be renamed as TED Ankara College in 1951. The school is historically significant as the product of an important Republican institution, *Türk Maarif Cemiyeti* (later renamed as *Türk Eğitim Derneği*). Besides, the school buildings of TED Ankara College that were constructed from the 1930s to the 1960s are examples of the architectural production of different periods of the Turkish Republic through the twentieth century.

The location of the school campus that was in the center of the new capital city of Ankara provides the perspective to study architecture in relation to the urban

context. The district, where TED Ankara College was located, began to be called as Kolej district in that time. The evaluation of Kolej district as an urban sub-center of Ankara under the light of the main planning decisions of the city, is correlated to the assessment of the school in reference to its contributions to the socio-spatial life of its close environment. In line with the development of Yenişehir-Kızılay as the new region of Ankara from the early Republican decades onwards, the district of Kolej developed in its northeast together with the school. This study will evaluate the formation of TED Ankara College and its impact on Kolej district becoming a characteristic urban sub-center with its places of urban life.

Keywords: Ankara, TED Ankara College, Kolej district, educational institution, urban life

ÖZ

TED ANKARA KOLEJİ: BİR EĞİTİM KURUMU VE KOLEJ SEMTİNDEKİ KENTSEL YAŞAM MEKANLARI

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Bu çalışma, bir eğitim kurumu olan TED Ankara Koleji ve onun kentsel yaşam bağlamı olan Kolej semti ile arasındaki ilişkiyi tartışmayı amaçlamaktadır. Türk Maarif Cemiyeti, 1928 yılında Türkiye'deki eğitim alanındaki modern değişimleri desteklemek amacıyla kuruldu. Cemiyetin birincil hedefi, ülkedeki yabancı okullarla rekabet edebilecek ulusal okullar açmaktı ve bu hedef 1931 yılında Ankara'da (TED Ankara Koleji olarak 1951 yılında yeniden adlandırılacak olan) Yenişehir Okulu ile gerçekleştirildi. Cumhuriyetçi bir kurum olan (ilerleyen yıllarda ismi Türk Eğitim Derneği olarak değiştirilen) Türk Maarif Cemiyeti'nin bir ürünü olarak ortaya çıkan TED Ankara Koleji tarihi bir öneme sahiptir. Ayrıca, TED Ankara Koleji'nin 1930-1960 yılları arasında farklı yıllarda inşa edilmiş okul binaları, Türkiye Cumhuriyeti'nin farklı dönemlerine ait tipik mimari örneklerdir.

Okul kampüsünün modern başkent Ankara'nın merkezindeki konumu, mimarlığı kentsel bağlamla ilişkili olarak inceleme imkanı vermekte ve bu çalışmaya başka bir bakış açısı sunmaktadır. TED Ankara Koleji'nin konumlandığı bölge zaman içinde Kolej semti olarak anılmaya başlanmıştır. Kolej semti, kentin ana planlama kararları ışığında Ankara'nın kentsel alt merkezlerinden biri olarak değerlendirilmektedir. Aynı zamanda okul yakın çevresinin sosyo-mekansal yaşamına katkı sağlamaktadır ve bu durum Kolej semtinin gelişimiyle ilişkilendirilmektedir. Yenişehir-Kızılay'ın Cumhuriyet'in ilk yıllarından itibaren Ankara'nın yeni kent bölgesi olarak gelişmesine paralel olarak, kuzeydoğusundaki Kolej semti de içinde barındırdığı TED Ankara Koleji ile birlikte bu gelişime ayak uydurmuştur. Bu çalışma, TED Ankara Koleji Yenişehir kampüsünün oluşumunu ve Kolej semti üzerindeki etkisi sonucunda semtin kentsel yaşam alanları ile karakteristik bir kentsel alt merkez haline gelmesini değerlendirmektedir.

Anahtar Kelimeler: Ankara, TED Ankara Koleji, Kolej semti, eğitim kurumu, kentsel yaşam

To my grandfathers,
Tufan Aksoy and Erdoğan Acar

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CHAPTER 1

INTRODUCTION

1.1. Aim and Scope

This thesis examines the relation between TED Ankara College, an educational institution, and the Kolej district, its urban context. *Türk Maarif Cemiyeti* (Turkish Education Society; later renamed as *Türk Eğitim Derneği* and abbreviated as TED), which was founded in 1928 in order to support the education reform in Republican Turkey, opened a school in Ankara in 1931, which was initially called as Yenişehir School, and then renamed as TED Ankara College. The school is historically significant as the product of an important Republican institution, *Türk Maarif Cemiyeti*. The eleven school buildings that formed the campus of TED Ankara College over the years are worthy of analysis as examples of architectural production of different periods of the Turkish Republic through the twentieth century. The fact that the school was located in the center of the new capital city of Ankara, provides another perspective to the study in relation to the urban context. The evaluation of the district, where the school was located, as an urban sub-center of Ankara under the light of the main planning decisions of the city, was correlated to the assessment of the school in reference to its contributions to the socio-spatial life of its close environment. In line with the development of Yenişehir as the new region of Ankara from the early Republican decades onwards, the district of Kolej developed in its northeast together with TED Ankara College itself.

This study aims to evaluate the relationship of the school with the surrounding built environment and its urban life, which reveals the character of Kolej district and its community from the 1930s, when the first school buildings were constructed on one

side of the Ziya Gökalp Street, to the 1960s, when the school was completed as a campus with the construction of new buildings on the other side. The relationship continued for years and eventually ended when TED Ankara College left the Yenisehir Campus in 2004 to move to a new location.

The study attempts to understand TED Ankara College in the educational context of Ankara as a young capital, in which *Türk Maarif Cemiyeti* was established and functioned as an important education institution. The language of the education in English that led to the change of the name of the school to “College” is similarly understood in the context of the post-war decades in Turkey.

In such a context of institutional history, the study examines the spatial history of TED Ankara College by analyzing the school buildings constructed from the 1930s onwards, and the final campus formed in the 1960s in Kolej district. Following this, the main focus of analysis is on the evaluation of TED Ankara College Yenisehir Campus in terms of its social and spatial relationship with Kolej district.

The study intends to write an architectural history of TED Ankara College as intertwined with the urban history of Kolej district in Ankara, rather than as a history of a collection of single buildings. This study was structured not as a narrative of architectural history based on architecture and the design processes, but as a narrative of the multi-layered relationship of the experienced built environment with individuals, institutions and the surrounding. It was intended to tell more about space and life, rather than space and design. The initial concern is not to examine the history of the TED institution and TED Ankara College; in a broader sense, it is aimed to examine an extraordinary example of how effective an institution can be in the identity of a part of the city. It aims to evaluate the socio-spatial formation and the urban life of Kolej district for a better understanding of its interaction with the school. By investigating the school in terms of its role in the educational system of the country from the early Republican era to the mid-twentieth century contexts, and its buildings in terms of their relation with their urban context, the study evaluates

how TED Ankara College became the College of the modern capital Ankara with its educational approach, and how its settlement grew in relation to, and influenced the development of the Kolej district, which is named after the school itself.

To analyze the institutional and architectural history of TED Ankara College as well as its relationship with its close environment, a specific urban terminology is used in the study, for which Kevin Lynch's *The Image of The City* (1982) is taken as a reference. Lynch defines five major elements to in a city that form its image.¹ These five elements are listed as “paths”, “edges”, “districts”, “nodes” and “landmarks”. The study does not take these terms as its frame of analysis, but use them in related meanings to Lynch’s definitions. The term “district” is central to this research, defining the urban context of TED Ankara College. The terms “path” and “node” are applicable for defining the mostly used sites around the school, which are analyzed to have formed the routines of urban life in the area. Certain features of the environment of the school are discussed with reference to the term “edge” in order to define the characteristics of the boundaries of the built environment of the school. The term “landmark”, on the other hand, could be taken as referring to the school itself in discussing its place in its urban context.

During the period until the 1960s, both TED Ankara College and the Kolej district had developed spatially and embraced their new identities. From the 1960s onwards, the relationship between the school and the district began to be perceived as an inseparable whole. What is more, the name “Kolej” began to be used for the district. The neighborhood was never officially named as “Kolej”; the northern side of the school and Kurtuluş Park are in the Fidanlık neighborhood, the western side is in the Kültür" neighborhood, and the residential area extending to the east is in the Ön Cebeci neighborhood. Nonetheless, the area started to be called as “Kolej” after the school took that title in the 1950s. The name Kolej began to be used commonly and was highly adopted by both the people living in the district and the students of the

¹ Lynch, K. (1982). *The Image of the City*. Cambridge, MASS. (U.A.): M.I.T. PR.

College as well as the citizens of Ankara in general – as exemplified in the name of “Kolej” given to the station of the *Ankaray* metro in front of the school.

In the terminology of Lynch,

Landmarks, the point references considered to be external to the observer, are simple physical elements which may vary widely in scale. There seemed to be a tendency for those more familiar with a city to rely increasingly on systems of landmarks for their guides—to enjoy uniqueness and specialization, in place of the continuities used earlier.²

Thus, the school itself turned into a “landmark” in its own vicinity, Kolej district, which was named after the school. The fact that the first two and the last two school buildings of TED Ankara College were registered as natural and cultural assets supports this idea as well.

On the other hand, Lynch identifies districts as,

...the medium-to-large sections of the city, conceived of as having two-dimensional extent, which the observer mentally enters "inside of," and which are recognizable as having some common, identifying character. ... The physical characteristics that determine districts are thematic continuities which may consist of an endless variety of components: texture, space, form, detail, symbol, building type, use, activity, inhabitants, degree of maintenance, topography.³

Taking this point of view, it can be stated that a district is an area that can accommodate different neighborhoods within and can define its character through a building type. In reference to that, Kolej is a district that contains fragments from different neighborhoods within and forms its character focusing on a school structure. Kolej is not legally defined as a neighborhood (*mahalle*), but it is a locus⁴

² Lynch, K. (1982). *The Image of the City*. Cambridge, MASS. (U.A.): M.I.T. PR, p. 78.

³ Lynch, K. (1982). *The Image of the City*. Cambridge, MASS. (U.A.): M.I.T. PR, p. 41, 67.

⁴ The discussion conducted by the author with Prof. Dr. Baykan Günay on August 8, 2019, Ankara.

(*mahal*) that forms a district in Lynchian terminology. Kolej district has uncertain boundaries but Kurtuluş Park, as an edge, sets a limit for a specific part of it.

Districts have various kinds of boundaries. Some are hard, definite, precise... Other boundaries may be soft or uncertain... to whose existence and approximate location most people would testify. ... They (edges) may set limits to a district, and may reinforce its identity, but they apparently have less to do with constituting it.⁵

Path and node are commonly used urban terminologies that are among the five elements of Kevin Lynch's structure. For Lynch, paths are, “the channels along which the observer customarily, occasionally, or potentially moves. They may be streets, walkways, transit lines, canals, railroads. For many people, these are the predominant elements in their image.”⁶ Nodes, on the other hand, are “the strategic foci into which the observer can enter, typically either junctions of paths, or concentrations of some characteristic. ... They may be primarily junctions, places of a break in transportation, a crossing or convergence of paths, moments of shift from one structure to another.”⁷

The concept of node is related to the concept of path, since junctions are typically the convergence of paths, events on the journey. It is similarly related to the concept of district, since cores are typically the intensive foci of districts, their polarizing center.⁸

This is how Lynch identified the most basic elements of an urban analysis, and these elements and their definitions are used as a general frame in developing the discussions of this study to evaluate the impact of TED Ankara College as a

⁵ Lynch, K. (1982). *The Image of the City*. Cambridge, MASS. (U.A.): M.I.T. PR, p. 69, 70.

⁶ Lynch, K. (1982). *The Image of the City*. Cambridge, MASS. (U.A.): M.I.T. PR, p. 41.

⁷ Lynch, K. (1982). *The Image of the City*. Cambridge, MASS. (U.A.): M.I.T. PR, p. 72, 41.

⁸ Lynch, K. (1982). *The Image of the City*. Cambridge, MASS. (U.A.): M.I.T. PR, p. 42.

landmark in Kolej district, affecting the formation of paths and nodes of urban life in an intertwined relation.

1.2. Method

In the study, the fundamental sources of architectural history that focus on 20th century Turkey⁹ and Ankara¹⁰ were used as the primary references. Other resources were also examined for getting in-dept information about TED Ankara College and Kolej district, which has not been comprehensively included in the existing literature. The historical research on the generation of a district called Kolej with an educational institution called TED Ankara College at its focus, also made use of cartographic documents, written documents (official publications, newspaper and letters of the institution), old photographs and oral history studies.

The main cartographic documents that consisted of architectural drawings of the school were obtained from the archives of Çankaya Municipality and Ankara Büyükşehir Municipality, the city maps were collected from Baykan Günay's personal archive. Although obtaining those cartographic documents was not difficult, using them inside the research posed some problems. The school buildings were built in different years, starting from 1937 and continuing in 1938, 1954 and 1958. It seemed that the fragmentary formation of the school campus over the years had created difficulties in keeping the original documents. The two parcels of the school land were bought piece by piece during the process. Each time a new building was needed, a new parcel was purchased; sometimes, if there was a building on the parcel, it was demolished and this new parcel was included to the land of the school. The changes in the parcel information as such caused problems in terms of archival responsibility. Neither Çankaya Municipality archive nor Ankara Büyükşehir Municipality archive have the original drawings of all the buildings,

⁹ For example, Bozdoğan, S., & Akcan, E. (2012). *Turkey*. London: Reaktion.

¹⁰ For example, Aydın, S., Emiroğlu, K., & Özsoy, E. D. (2005). *Küçük Asyanın Bin Yüzü: Ankara*. Ankara: Dost Kitabevi.

they only have only the layout plan and some later plans of the modifications. Many modifications were applied to the buildings in years. Almost in every building an additional floor was added or the function was changed. It is only possible to follow these procedures from the meeting reports of *Türk Maarif Cemiyeti*. The information given in a layout plan is also limited. There is the letterhead part on the document but the date and the name of architects are not indicated. What is more unfortunate is that the surrounding was not drawn in the layout plan. Only with additional information gathered from some other cartographic documents, could the sources become useful for the study.

An official license document of the high school buildings that were built in 1958 was found from the archives of Çankaya Municipality and information about the contractor architect of this building was obtained from this document. The document also provided information about the institution, from which the plot was procured, how many floors the building would have, its structural features and its cost.¹¹ In order to obtain more information, old newspaper archives were also examined. The articles about TED Ankara College (at that time *Türk Maarif Cemiyeti Koleji*), which was built in Yenışehir, were also used in the study.

The main written documents used in this study are the meeting reports and decision minutes of the General Assembly of *Türk Maarif Cemiyeti*. The original pre-1960 documents were unfortunately not found in the TED archive. However, Suat Ballar's book¹² contributed to the literative survey. The book contains selective board decisions from all general assembly meetings from 1928 to 2001. The fact that this book was a compilation source did not cause problems for the study; in fact, many important dates are confirmed from the information taken from this book. Therefore, the book has become one of the primary sources for the study.

¹¹ See Chapter 3.

¹² Ballar, S. (2004). *Bir Atatürk Kurumu: Türk Eğitim Derneği*, Beykoz, İstanbul: TED İstanbul Koleji Vakfı.

There is one comprehensive study focusing on the history of TED Ankara College. In 2011 (in the 80th anniversary of the school), Turan Tanyer was commissioned by the school to write its history. In this book, Tanyer gave detailed information especially the 1928-1960 part. As this is a very good collection of archives, the book has also become an important source for used in this study.

Türk Eğitim Derneği (Turkish Education Society) has five series of publications, which are *TED Meşale* journal, Science Board Publications, *TED Education and Science* journal, *Türk Eğitim Derneği* Publications and *COMMITTED* journal. *TED Meşale* and *COMMITTED* are contemporary periodicals so they were not used as the major sources in the study. *TED Education and Science* journal has been active since 1976. The Science Board Publications and *Türk Eğitim Derneği* Publications include a wide range of articles mostly related to the education system in Turkey and TED Ankara College. As such, they were used in the study.

Visual materials such as old photographs of the school, the tree nursery, İncesu Stream and the environment, as well as leaflets, and commercial materials are very important for documentation. Because written sources were not adequate to investigate the social life of the district and how they integrated with TED Ankara College, the visual materials were used to spot such connections. Foto Naci, who has been a photographer of TED Ankara College for nearly 60 years, is located in the apartment building next to the school since 1958 and has photographed the school, its students and the surrounding frequently. Its archive, therefore, is an important source that contributed to the study.

“Oral historians document the past by preserving insights not found in printed sources.”¹³ Even though Kolej is visible in all Ankara plans, in real life it is a faded district when compared with the other parts of Yenışehir-Kızılay region. Some written sources include the most distinctive places of the Kolej district such as TED

¹³ Russell, D. E. (2017, September 13). Oral History Methodology, The Art of Interviewing. Retrieved June 2, 2019, from <https://www.library.ucsb.edu/special-collections/oral-history/oralhlec>

Ankara College, Kurtuluş Park and İncesu Stream, but they do not present detailed information. Hence, it was decided to conduct interviews to gather information about the neighborhood and to construct the relationship between the neighborhood and the school.

In order to better evaluate the educational and the spatial role of the *College* in the Kolej district, interviews were made with College graduates and Kolej inhabitants (old residents and shopkeepers). The interviews were conducted with people of different age groups who could give information about the urban life of the school and the district. Oral survey method supplied very crucial data for the study, as it disclosed the socio-spatial formation and the urban generation of the Kolej district. The memories of the inhabitants of the area provided detailed information about the relation between the social life and the spatial structure.

Resuloğlu's (2011) dissertation¹⁴ was taken as an exemplary study that used oral history method to understand the socio-spatial formation of Tunalı Hilmi Street in Ankara. In this regard, it became a premise for the methodology of this study. One of the most crucial reasons why Resuloğlu used oral survey methodology in her study that examined the development of the street in the 1950-1980 period of the modern capital Ankara, was to understand the role of urban life in the spatial development of the street. This study has a similar purpose, and likewise, the oral history method used by Resuloğlu (semi-structured, face-to-face interviews) became a reference for the framework of this study.

This (semi-structured [system]) means the interview is not highly structured, as is the case of an interview that consists of all closed-ended questions, nor is it unstructured, such that the interviewee is simply given a license to talk freely about whatever comes up. Semi-structured interviews offer topics and questions to the interviewee, but are carefully designed to elicit the interviewee's ideas and opinions on the topic of interest, as opposed to leading

¹⁴ Resuloğlu, Ç. (2011). *The Tunalı Hilmi Avenue, 1950s-1980s: The Formation Of A Public Place In Ankara* (Unpublished doctoral dissertation). METU.

the interviewee toward preconceived choices. They rely on the interviewer following up with probes to get in-depth information on topics of interest.¹⁵

Semi-structured interviews do not consist of directional questions and answers but instead have a flexible structure to gain multi-directional information. The topics to be focused on are determined beforehand. However, the questions that will be asked in the interviews are not highly concretized. In a certain frame of topics to be questioned, a two-way communication is started by drafted questions and it is pursued with more questions produced at that moment. By this way, interviewees give more details about their experiences and more qualitative and comparable data is provided.

The interviews in this study were conducted face-to-face in order to benefit more from the “semi-structured interview” method. A draft questionnaire was prepared before making the interviews and it was tested on two different interviewees. The draft questionnaire consisted of open-ended questions in order to encourage the interviewees not only to answer specifically but also to talk about their experiences at length. All interviews are recorded with the permission of the interviewees.¹⁶ The shortest interview lasted about 7 minutes and the longest nearly one hour; but most of them are 15 minutes long.

Before starting the interview, the aim of the study was explained and personal information about the interviewee was collected. For the graduates of the school, the personal information that was asked was name, date of birth, gender, occupation, the schools attended in Ankara and the years of studentship in TED Ankara College.¹⁷ An important aspect of the interview was to encourage the narrator and to warm up the setting before starting to ask significant questions.

¹⁵ Zorn, T. (2008). Designing and Conducting Semi-Structured Interviews for Research. *Waikato: Waikato Management School*.

¹⁶ The transcription of sound recordings and thier translation from Turkish to English were made by the author.

¹⁷ For the shopkeepers and Kolej residents, the information of the schools s/he went in Ankara and the years s/he was student in TED Ankara College were not seeked.

The questions that focus on the topic(s) of interest should be broad, open-ended questions that allow the interviewee latitude in constructing an answer. Usually, qualitative researchers want to understand the interviewee's language and meanings, and open-ended questions encourage this.¹⁸

The questions that were asked in the study are grouped under three main topics: Kolej district, TED Ankara College and its relation with its environment, and the memories of the interviewees about these. The first topic, Kolej district, aimed to understand the usage pattern of the area while the second topic, TED Ankara College and its relation with its environment, encouraged interviewee to give more details about his/her daily experience pattern of the area as a TED Ankara College student. The third topic, memories of the interviewees, aimed to make the speaker fully focus on the case and to gather information from his/her personal stories.

Judgment sampling, also referred to as judgmental sampling or authoritative sampling, is a non-probability sampling technique where the researcher selects units to be sampled based on his own existing knowledge, or his professional judgment.¹⁹

Because the study is based on a specific school and its bond with a specific environment, "judgment sampling" is taken as an effective method that allows the researcher to sample relevant people about a specific issue. That is why "judgment sampling" was used for determining the primary interviewees of the study. The secondary interviewees were selected by using "snowball sampling" technique.

Snowball sampling method is based on referrals from initial subjects to generate additional subjects. Therefore, when applying this sampling method, members of the sample group are recruited via chain referral.²⁰

¹⁸ Zorn, T. (2008). Designing and Conducting Semi-Structured Interviews for Research. *Waikato: Waikato Management School*.

¹⁹ Foley, B. (2018, August 05). An Introduction to Judgment Sampling. Retrieved July 18, 2019, from <https://www.surveygizmo.com/resources/blog/introduction-to-judgment-sampling/>

²⁰ Dudovskiy, J. (n.d.). Snowball sampling. Retrieved July 18, 2019, from <https://research-methodology.net/sampling-in-primary-data-collection/snowball-sampling/>

Two main groups of interviewees were formed. The inner ring of the main interviewees was selected from the immediate circle of the researcher, who consisted of architects and city planners and were graduates of TED Ankara College. The second group is composed of other TED Ankara College graduates, shopkeepers of Kolej and Kolej residents. It was a relevant task to talk to the graduates of TED Ankara College to understand their evaluation of its urban context. It became possible to revive the daily atmosphere of the old years according to this oral history studies. However, doing this only with the TED Ankara College graduates would constitute a single narrative. For this reason, interviews were also conducted with a group of people who lived or managed a commercial business in the district of Kolej at any time between 1930-2005.

Table.1.1. Group of Interviewees Distributed by Gender

	Female	Male	Total
Interviewees who are architects or city planners, and were students in TED Ankara College	1	3	4
Other interviewees who were TED Ankara College graduates	6	2	8
Interviewees who were students in TED Ankara College and also lived in Kolej district	1	1	2
Interviewees who are shopkeepers of Kolej district	1	2	3
Interviewees who were Kolej district residents	3	1	4
Total	12	9	21

A balance between the age and gender of interviewees was tried to be maintained. The relationship of TED Ankara College and the Kolej district began to form in the 1960s and the main material used from the oral history study is composed of the information given on this period. This was taken into consideration for the age distribution of TED Ankara College graduate interviewees. The relation of the district and the school could vary within time periods so having a wide range of ages of interviewees was targeted.

Table.1.2. Age and Gender Distribution of Interviewees

	1949-1964	1965-1979	1980-1995	Total
Female	6	5	1	12
Male	5	3	1	9
Total	11	8	2	21

The analysis in the study mainly focuses on the time frame between the 1960s and 2000s, i.e. starting from the period when the TED Ankara College Yenişehir Campus was completely formed, and continuing until the time when TED Ankara College left its campus in the Kolej district. Hence, while choosing the interviewees, one of the criteria as the period of their experiences when the school in Kolej. Interviewees who to associate different periods were selected to gather a variety of experiences in different time intervals.

Table.1.3. Studentship Period in TED Ankara College

	1955- 1964	1965- 1974	1975- 1984	1985- 1994	1995- 2004	Total
Female	0	0	5	2	1	8
Male	1	1	2	1	1	6
Total	1	1	7	3	2	14

Table.1.4. Year of Residency/Work in Kolej District

	0-10 Years	10-20 Years	20-30 Years	More than 30 Years	Total
Female	1	1	2	1	5
Male	0	1	1	2	4
Total	1	2	3	3	9

In addition, the fact that the author of this study is affiliated with TED Ankara College schools and *Türk Eğitim Derneği* institution has also helped in the evaluations of the experience of daily life in the school and its environment. The author studied at TED Ankara College between 2003-2012. In 2016, she became one of the first graduates of TED University, which was established by *Türk Eğitim Derneği* in 2009. She has been working as a research assistant at TED University since 2017.

Written and visual documents, especially the cartographic documentation, formed the integrity of the study. However, it is the oral history study data that added a new axis to the information layer created by these documents. The questions that were asked to the interviewees were basic and short. Interviewees were encouraged to point out the nodes and path they remembered. Oral history study, as such, helped to better evaluate the use of the urban context and the relation of TED Ankara College with its environment mainly in the 1960-2004 period. However, it should not be

forgotten that oral history studies needed to be interpreted. The data obtained from oral history studies furthermore must be processed, and in this case, the information obtained from other sources is of great importance. All written, visual, cartographic and verbal sources used in the study revealed different layers of information. Not only oral history study but with all the documents found, the role of TED Ankara College as an educational institution in its urban context will be investigated in the study.

1.3. Structure

Aiming to understand the role of TED Ankara College as an educational institution on the development and use of its places of urban life in Kolej district, the study reveals the urban context of TED Ankara College in layers of experiences. In order to achieve this aim, it is foremost necessary to make a detailed research on the critical points of the subject. The way to understand how TED Ankara College gained the title of “college” and gave its name to Kolej district is to look at its institutional history, which is examined in Chapter 2. The establishment of *Türk Maarif Cemiyeti* and the opening of a school by the institution in the Yenışehir region of Ankara are explained. In this chapter, it is discussed that the school, which changed and developed depending on the institutional identity of *Türk Maarif Cemiyeti*, accomplished its aim to give education in English in the 1950s, when it also gained the title of “college”.

Chapter 3 examines the spatial history of the school buildings and the formation of the school campus. The school moved many times between 1931-1938, finally settling in 1938 in the first building of its campus located on a site that had İncesu Stream and a tree nursery on one side. Four additional school buildings were constructed until 1956 in the area where the first building was located, and the area of the campus expanded in 1958 by the purchase of the site across Ziya Gökalp Street, where new school buildings were constructed. As a result, the campus of the

school was formed on both sides of Ziya Gökalp Street, with a variety of buildings having different functions.

The spatial changes within the school campus that developed over a period of 20 years, and the social changes introduced by the students and their families who became active users of the area caused urban developments around TED Ankara College. An important factor in the analysis of the urban developments is the dynamics of urban life that took place in the immediate environment and experienced by the users. In Chapter 4, TED Ankara College and its places of urban life in Kolej district are the main topics. In this chapter, the development of Kolej district in terms of urban planning and its socio-spatial characteristics are examined. The urban context with the paths and nodes formed by the graduates of the school and the inhabitants of the district are analysed in order to reveal the urban life patterns that were generated around TED Ankara College.

Chapter 5 concludes the study by commenting on how TED Ankara College became a focal point of its vicinity. The students of the school, who were the continuous users of the nearby urban context, affected the transformations happening in Kolej district. Depending on the analyses in the earlier chapters, it is discussed in this chapter that TED Ankara College as an educational institution had an impact on its places of urban life in Kolej district.

CHAPTER 2

INSTITUTIONAL HISTORY OF TED ANKARA COLLEGE

The establishment and development of TED Ankara College is directly related to the modern history of education in Turkey. The attempts to constitute a modern education system in Turkey started during the War of Independence years and continued with important reform programs in the first years of the Republic. One of the results of such attempts was the establishment of *Türk Maarif Cemiyeti* in 1928 and relatedly the opening of Yenişehir School in 1931. Later in the 1950s, the school will be named as TED Ankara College and it will start to set English as its language of education. The identity of a “college” as its used in Turkish for institutions offering education in English, will be earned entirely in the following years. This chapter examines the history of education in TED Ankara College in two phases. In the beginning, the history of education in Turkey is reviewed in order to give a brief background about the educational context. This introduction is followed by the institutional history of *Türk Maarif Cemiyeti* and also the establishment of Yenişehir School well up to 1950s when the school became a “college”.

2.1. Education in Early Republican Turkey

Starting from the end of the 17th century, the failures of the Ottoman Empire in wars resulted in loss of land and population. The defeats necessitated, the need to make reforms to regain the power of the state. Some of the significant interventions of the *Tanzimat* reform movements that took place from 1839 onwards, in this sense, were related to education. The education system of the Ottoman state incorporated madrasahs and primary schools. These schools were generally financed by the government or supported by foundations (*vaqfs*), communities and foreigners. The

advanced science, technology and military developments of the Western countries were taken as a reference and the new educational institutions were established in the Western model. The schools of the late Ottoman period in this context operated in the following system:

The schools were structured in three main channels in the form of mutually exclusive horizontal structures. The first and most common group was local schools and *madrassahs* based on Arabic, the Koran, and the memorization thereof. The second group comprised the reformist schools of *Tanzimat* referred to as middle school (*idadi*) and lycee (*sultani*) and the third group was constituted of schools such as some foreign colleges and minority schools offering education in foreign languages. In these three distinct institutions, three different segments of the society were educated from the points of three different life styles, three different world- views and three historical periods.²¹

During the last period of the Ottoman Empire, the missionary and non-Muslim schools were attracting Muslim children because of the good education they gave.²² At the end of the First World War, when the Independence War of Turkey (1919-1921) started in Anatolia, various minority and missionary schools ran anti-Turkish campaigns.²³ In addition, the enemy troops used some of these schools as shelters. When the distrust of the Republican regime in the foreign schools combined with these conditions, it was no surprise that many of them were closed, American colleges were among the main reasons for the decision. The state aimed to open colleges that provided education equivalent to those schools.²⁴

Beyond these, the general problem of the field of education in the Ottoman Empire was mainly related also to the presence of a multi-headed education system that not

²¹ Gençkaya, O. F. (2011). *Ankara: Capital of Education*. Ankara: Turkey, p.46.

²² Aydın, S., Emiroğlu, K., Türkoğlu, Ö., & Özsoy, E. (2005). Eğitim, Bilim, Sanat ve Örgütlenme. In *Küçük Asyanın Bin Yüzü: Ankara*(p. 466). Ankara: Dost Kitabevi.

²³ Sakaoğlu, N. (2003). *Osmanlıdan Günümüze Eğitim Tarihi*. İstanbul: İstanbul Bilgi Üniversitesi Yayınları, pp.17-18.

²⁴ Aydın, S., Emiroğlu, K., Türkoğlu, Ö., & Özsoy, E. (2005). Eğitim, Bilim, Sanat ve Örgütlenme. In *Küçük Asyanın Bin Yüzü: Ankara*(p. 466). Ankara: Dost Kitabevi.

only led to a complicated situation but also deepened the educational gap with western countries. Despite the reform movements in education, the biggest problem faced by the Ottoman state was that the modern educational institutions established by the state, i.e. neighborhood schools and *madrasahs*, and the foundations and missionary schools established by foreign states, had different educational systems and approaches.²⁵ This situation continued until the Republican period and was also considered by the new regime as the biggest problem of the education system.

During the Independence War of Turkey, Hamdullah Suphi Bey was the Deputy of Education in the government of the newly established Grand National Assembly in Ankara. When it was announced that a congress was going to be held in 16-21 July 1921 for the purpose to discuss new education policies, the public reacted to Hamdullah Suphi Bey stating that this was an unnecessary act during a war period. Despite all the pressures of the Greek army against the Turkish forces at the time, the commander Mustafa Kemal Pasha deemed this as appropriate and even stated that he would make a speech in the congress. In the 1st Education Congress (*Maarif Kongresi*) that was held, despite the objections, the importance of national culture and the need for a national educational system were discussed. This congress formed the basis of the planning of a national, secular and modern educational system in Turkey.²⁶

In September 1922, the war ended victoriously and the peace negotiations that started have led to the foundation of the Turkish Republic on October 29, 1923. In line with the establishment period of a new system in the country, actions were carried out in all fields and the improvements education system have continued in the same pace as it had started during the war years. In 1923, *idadi* schools and girls' and boys' teaching schools were included into the general budget, and put under the

²⁵ Toprak, Z. (2002, September). Türk Maarif Cemiyeti/ Türk Kültür Kurumu: Ankara'nın İlk Özel Koleji 1928-1938. *Toplumsal Tarih Dergisi*, 54-57.

²⁶ Tanyer, T. (2011). *Cumhuriyetin Meşalesi TED Ankara Koleji: 80 Yılın Hikayesi*. Ankara: TED Ankara Koleji Vakfı, pp.24-28.

authority of the Ministry of Education. In the 1922-23 academic year, there were 74 *rüştiye* schools (secondary schools), 19 male and female *sultani* schools (high schools), and the total number of students was 3.851.²⁷

Education occupied a vital place in the modernization program of the country and reforms in the field were seen as a necessity for raising new generations according to the Republican ideology to protect the Republic. The traditional education system was seen to be inadequate and, in the light of criticisms against it, the basic principles of the new education system were determined. The most important of these principles was to obtain a higher level of literacy throughout the country and in this way, to educate citizens as nationalist, populist, revolutionary, secular and republican citizens.²⁸

The Republic turned *sıbyan* schools of the Ottoman Empire to “primary schools”, *idadi* and *rüştiye* schools to “middle schools” and *sultani* schools to “high schools”. In the 1923-24 academic year, there were 72 secondary schools and 23 high schools and the number of students increased to 7.146. In the same period, the number of official primary schools was 4.894 and there were 341.941 students. This meant that most of the children at elementary school age were not attending schools. Moreover, not all of the students who had completed primary school education were continuing their education in an upper level. A year later, the number of students increased to only 50.000, and the number of primary schools increased only to 5.987. The real problem was to build schools in the villages. Although there were 46 thousand villages in the country at that time, there were only 1.100 active village schools.²⁹

²⁷ Tanyer, T. (2011). *Cumhuriyetin Meşalesi TED Ankara Koleji: 80 Yılın Hikayesi*. Ankara: TED Ankara Koleji Vakfı, p. 33.

²⁸ Çelebi, M. (2015). Atatürk'ün Himayesinde Kurulan Türk Maarif Cemiyeti (1928-1933). *Tarih İncelemeleri Dergisi*, 19 (2), p.37. Retrieved from <http://dergipark.gov.tr/egetid/issue/5048/68803>

²⁹ Yücel, H. A. (1994). *Türkiyede Orta Öğretim*. Ankara: T.C. Kültür Bakanlığı Millî Kütüphane Basımevi, pp. 20-21.

During the Second Constitutional Monarchy (*II. Meşrutiyet*), it was aimed to bring all the schools under the roof of Ministry of Education (*Maarif-i Ummumiye Nezareti*) and some steps were taken towards this goal. However, due to both the objections of religious circles and the obstructions of capitulations, “tevhid” (monotheism) could not be realized.³⁰ On March 3, 1924, the Law of Unification of Education (*Tevhid-i Tedrisat Kanunu*) was accepted which represent one of the most important steps for the foundation of a modern education system in the country. “The Law on the Unification of Education had two important features: the *democratization* of the educational system and the implementation of secularism in the field of education.”³¹ With the new law, every school became united under the roof of the Ministry of Education and money allocated to the schools was transferred to the general educational budget. With this law, the education system of the Turkish Republic became united under national, secular and modern aims.³²

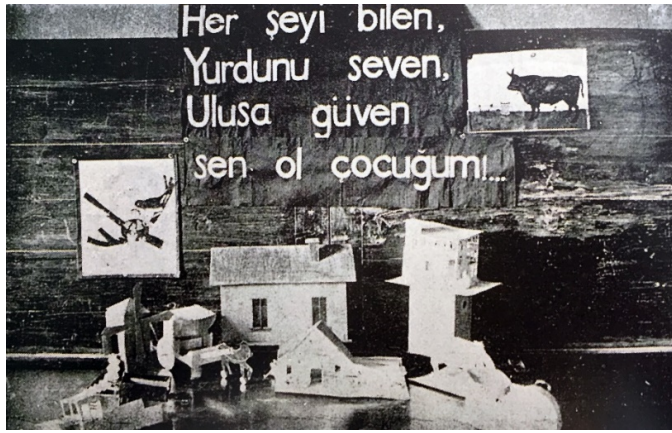


Figure 2.1. In English: My child, become a person who knows everything, loves his/her country and trusts in his/her nation. (Source: 1935/36 Annual)

³⁰ Toprak, Z. (2002, September). Türk Maarif Cemiyeti/ Türk Kültür Kurumu: Ankara'nın İlk Özel Koleji 1928-1938. *Toplumsal Tarih Dergisi*, 54–57.

³¹ Gençkaya, O. F. (2011). *Ankara: Capital of Education*. Ankara: Turkey, p.47.

³² Çelebi, M. (2015). Atatürk'ün Himayesinde Kurulan Türk Maarif Cemiyeti (1928-1933). *Tarih İncelemeleri Dergisi*, 19 (2), p.37. Retrieved from <http://dergipark.gov.tr/egetid/issue/5048/68803>

For the founders of the new Turkish Republic, it was not possible to modernize a country and a society without modernizing its education. When it was asked to Mustafa Kemal, the commander in chief in the Independence War and the founding president of the new state, what he would do next as he now saved the country, he answered: “My utmost concern is to be the Minister of Education to raise the national knowledge level.”³³ A new educated generation is seen as the key to develop the country and protect the Republic. With this intention many reforms in the education system started to be realized.

Literacy, reading and education were central to the projection of the image of the modernizing republic. Perhaps the ultimate expression of the identification between the state and literacy came in 1928 when Mustafa Kemal famously toured the country with chalk and blackboard in a campaign to promote the abandonment of the Arabic script in favor of the Latin alphabet. But well before the “language reform” – a rather gentle translation of the Turkish term “language revolution,” (*dil devrimi*) – and even before the republic had been established the embryonic nationalist government in Ankara had turned its attention to educational matters.³⁴

1928 is an important year in the Turkey’s education history as this is the year when Latin alphabet was accepted. With the support of the Deputy Minister of Education Mustafa Necati Bey and Mustafa Kemal Pasha, a step had been taken in 1926 to leave the Arabic letters used in the Ottoman times.³⁵ A Language Committee was

³³ Çelebi, M. (2015). Atatürk’ün Himayesinde Kurulan Türk Maarif Cemiyeti (1928-1933). *Tarih İncelemeleri Dergisi*, 19 (2), p.36. Retrieved from <http://dergipark.gov.tr/egetid/issue/5048/68803>

³⁴ Fortna, B. C. (2011). *Learning to Read in the Late Ottoman Empire and the Early Turkish Republic*. Basingstoke: Palgrave Macmillan, p.22.

³⁵ Starting from the first quarter of the 19th century, The Turks began to discuss the Arabic alphabet, which they acquired after becoming a Muslim for more than a thousand years. These debates over the language and writing in the Ottoman Empire were exacerbated especially by the adoption of the Latin letters by the Albanians during the years of the Second Constitutional Monarchy. In this period, unlike the previous discussions, concrete proposals and practices have been tried to be put into force. With the outbreak of the First World War, the issue of letters lost its priority. The period in which the debates of the alphabet took place in the Ottoman Empire, although not widespread, was actually a process in which the Latin alphabet was used in schools and bureaucracy in practice. In 1922, the issue of the alphabet, which was dropped from the agenda by the First World War, will be on the agenda of the country again. (See: Ulu, C. (2014). Osmanlıda Alfabe Tartışmaları Ve Latin Alfabesinin Kabulü Sürecinde Mustafa Kemal’in Çıktığı Yurt Gezileri: Tekirdağ Örneği. *Ankara Üniversitesi Tarih Araştırmaları Dergisi*, 33(55), 277–302. Retrieved from <http://dergiler.ankara.edu.tr/dergiler/18/1900/19970.pdf>)

established for this purpose in the Ministry of Education. On May 29, 1928, the Ministry of Education established a Language Board, which would work to adopt Latin letters to the Turkish language. The Latin alphabet which began to be used in some of the official newspapers became the national Turkish alphabet after a while.³⁶ On November 3, 1928, the law on the “Acceptance and Application of Turkish Letters” was accepted. Starting from 1928-1929 academic year, schools started to teach in the “Turkish alphabet”. On January 1, 1929, *Millet Mektepleri* (public schools) were opened to teach the public how to read and write with the new letters. It was made compulsory for all illiterate citizens aged 15-45 to attend these courses. The courses were held in school buildings; in the absence of school buildings around, the courses were organized as mobile classes.³⁷



Figure.2.2. *Halk*, 38, Teşrinievel 1929, İstanbul Devlet Matbaası. (Turan Tanyer Arşivi)
(Retrieved from: <https://blog.iae.org.tr/sergiler/genc-cumhuriyet-ve-egitim>)

³⁶ Tanyer, T. (2011). *Cumhuriyetin Meşalesi TED Ankara Koleji: 80 Yılın Hikayesi*. Ankara: TED Ankara Koleji Vakfı, pp. 48-49.

³⁷ Wilson, H. E., & Başgöz, I. (1968). *Türkiye Cumhuriyetinde Millî Eğitim ve Atatürk*. Ankara: Dost Yayınları, pp. 119-120.

2.2. Establishment of *Türk Maarif Cemiyeti* and Yenışehir School in Early Republican Turkey

Türk Maarif Cemiyeti (Turkish Education Society) was established in 1928 in line with the developments of the new Turkish Republic in the field of education. It played an important role in education in the following decades by opening the Yenışehir School, later to be named as TED Ankara College. The school was opened in Ankara:

The headquarters of the National Struggle, Ankara, was not only a political and administrative capital but also the capital of the total mobilization toward educational and cultural modernization and renewal. The new Republic of Turkey gave as much importance to social progress as it did to economic and fiscal policies. Everywhere, at all ages and at all levels, the provision of education was the engine for social progress. It was seen that there could be no modernization without education, thus reforms became constant in the field of education. Ankara was the leader in this area as well.³⁸

The first step for establishment of *Türk Maarif Cemiyeti* was the speech made by President Atatürk at the Grand National Assembly in November 1, 1925, to ask for support from the well-off members for poor children who were financially unable to go to school. In those days, the economic power of the government, the staff and the budget that could be devoted to education were very limited. There was an improvement in the state of education, but there was much work to be done and support was needed.³⁹

Following Atatürk's call, on December 22, 1927, a meeting in the presidency of Education Deputy Necati Bey was held in the National Assembly building with the participation of 18 high authority people (10 of them were members of the parliament). Necati Bey has stated that the meeting was not an official one and the

³⁸ Gençkaya, O. F. (2011). *Ankara: Capital of Education*. Ankara: Turkey, p.75.

³⁹ Tanyer, T. (2011). *Cumhuriyetin Meşalesi TED Ankara Koleji: 80 Yılın Hikayesi*. Ankara: TED Ankara Koleji Vakfı, p. 57.

focus of the meeting was the educational issues of Turkey. It was concluded in the meeting, it was concluded that the work of the government alone was not sufficient for the promotion of education in Turkey. The two great wars had dried up all the resources and everything had to be done from ground up. The aim was to establish a strong “society” to overcome all of these impossibilities and to achieve this goal with the help and participation of the intelligentsia of the country. They would work on the field of education and find sources of income; for example, they would establish student dormitories and education institutions to compete with foreign schools, and provide support to students who were unable to complete their education due to financial reasons.⁴⁰

On December 27, 1927, the documents for the constitution of an education society started to be prepared by Nafi Atuf Bey, Ruşen Eşref, İbrahim Alaeddin, Zeki Mesut and Dr. Hasan Ferid Bey. They focused on issues such as membership to the society, admission requirements, sources of income, and the structure of central and provincial organizations. The aims of *Cemiyet* were set in a month in the establishment process. In the 1927-1928 academic year, the total number of high schools in the country was 19 and 6 of them were in İstanbul.⁴¹ Similarly, the only university in the country was in İstanbul. The number of young people who went to İstanbul or other provinces to study was high, but the opportunities they found were very insufficient. For this reason, one purpose of *Cemiyet* was to open dormitories for young people who were studying in different cities. At the same time, *Cemiyet* would provide the financial needs of one or more children who would go to

⁴⁰ Çelebi, M. (2015). Atatürk’ün Himayesinde Kurulan Türk Maarif Cemiyeti (1928-1933). *Tarih İncelemeleri Dergisi*, 19 (2), p.38. Retrieved from <http://dergipark.gov.tr/egetid/issue/5048/68803>

⁴¹ Yücel, H. A. (1994). *Türkiyede Orta Öğretim*. Ankara: T.C. Kültür Bakanlığı Millî Kütüphane Basımevi, pp. 47-48.

school.⁴² One other major aim, which had priority, was to open schools and prevent young people from attending foreign schools.⁴³

January 31, 1928 was declared as the foundation day of the Turkish Education Society (*Türk Maarif Cemiyeti*). More than 200 people including representatives, deputies, scientists and high bureaucrats who attended the meeting in the National Assembly,⁴⁴ accepted to act as the founding members of the society, including the Grand National Assembly President Kazım, Fevzi Çakmak Pasha, and İsmet Pasha who also accepted to be its first general president.⁴⁵



Figure.2.3. Logo of *Türk Maarif Cemiyeti* (Source: Ballar (2004))

⁴² Tanyer, T. (2011). *Cumhuriyetin Meşalesi TED Ankara Koleji: 80 Yılın Hikayesi*. Ankara: TED Ankara Koleji Vakfı, pp. 64-65.

⁴³ Aydın, S., Emiroğlu, K., Türkoğlu, Ö., & Özsoy, E. (2005). Eğitim, Bilim, Sanat ve Örgütlenme. In *Küçük Asyanın Bin Yüzü: Ankara*(p. 466). Ankara: Dost Kitabevi.

⁴⁴ Tanyer, T. (2011). *Cumhuriyetin Meşalesi TED Ankara Koleji: 80 Yılın Hikayesi*. Ankara: TED Ankara Koleji Vakfı, p. 67.

⁴⁵ Çelebi, M. (2015). Atatürk'ün Himayesinde Kurulan Türk Maarif Cemiyeti (1928-1933). *Tarih İncelemeleri Dergisi*, 19 (2), p.39. Retrieved from <http://dergipark.gov.tr/egetid/issue/5048/68803>

In the Article 1 of the Charter of Turkish Education Society, the name of the Association is referred to as “*Türk Maarif Cemiyeti*”. In the second article, the purpose of the Turkish Education Society was explained as:

- a) To provide accommodation, maintenance and protection of dormitories for Turkish students inside and outside of the country,
- b) To support intelligent and hard-working students who could not find financial means to continue their education,
- c) To open schools that will make Turkish children not to apply to foreign schools⁴⁶

It was emphasized that the Turkish Education Society had no political purpose, and would only deal with the education and training of the youth in the country. On February 4, 1928, three representatives of *Cemiyet* visited Mustafa Kemal Pasha at his Çankaya Mansion, who told them that he would support the society.⁴⁷ In the following two months, the first administrative committee was established and an office was rented at Koçzade Han near Millet Square.⁴⁸ The center of the Turkish Education Society was selected as Ankara, which immediately started to work on opening branches in other cities. The first attempt was to open a branch in İstanbul, and during 1928-1931, the society established a network in 32 cities including İzmir, Konya, Edirne, Erzurum, Bursa, and Balıkesir. Within three and a half years, together with the founding members, the total number of members of the society reached to 2247 people.⁴⁹

⁴⁶ Çelebi, M. (2015). Atatürk’ün Himayesinde Kurulan Türk Maarif Cemiyeti (1928-1933). *Tarih İncelemeleri Dergisi*, 19 (2), p.41. Retrieved from <http://dergipark.gov.tr/egetid/issue/5048/68803>

⁴⁷ Tanyer, T. (2011). *Cumhuriyetin Meşalesi TED Ankara Koleji: 80 Yılın Hikayesi*. Ankara: TED Ankara Koleji Vakfı, p. 81.

⁴⁸ Ballar, S. (2004). 4 Şubat 1928 Tarihli Toplantı Kararları. *Bir Atatürk Kurumu: Türk Eğitim Derneği*. Beykoz, İstanbul: TED İstanbul Koleji Vakfı, p. 94.

⁴⁹ Tanyer, T. (2011). *Cumhuriyetin Meşalesi TED Ankara Koleji: 80 Yılın Hikayesi*. Ankara: TED Ankara Koleji Vakfı, p. 88.

The first dormitory was opened in İstanbul, then in Bursa and Ankara. First, financial aids were given to students who were in need. On November 15, 1928, Necati Bey, Deputy of Education, opened the student dormitory in Kadırga, İstanbul. The dormitory was initially open to students who went to *darülfünun* (university) but later it began to accept high school students as well. In the dormitory, 50 students had stayed on a paid basis and 50 students stayed as free of charge. On September 18, 1928, a dormitory was opened in Bursa to accomodate 75 students.⁵⁰ In the same year, Ankara Student Dormitory was opened in a building purchased in Yenişehir. By 1931, there were 106 students staying in that dormitory.⁵¹

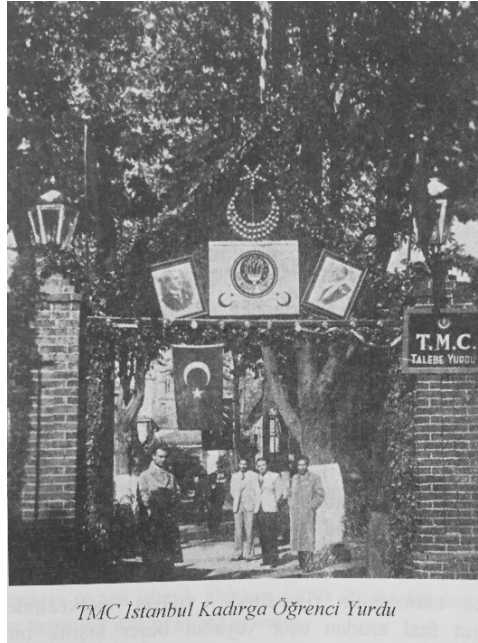


Figure.2.4. *Türk Maarif Cemiyeti* Student Dormitory in İstanbul. (1928) (Source: Ballar (2004))

⁵⁰ Ballar, S. (2004). 18 Eylül 1928 Tarihli Toplantı Kararları. *Bir Atatürk Kurumu: Türk Eğitim Derneği*, Beykoz, İstanbul: TED İstanbul Koleji Vakfı, p. 100.

⁵¹ Ülgen, R. (1940). *Türk Maarif Cemiyeti: 1928-1940 Çalışmaları ve Yaptıkları Yardımlar*. Ankara: Türk Maarif Cemiyeti, pp.201-204.

Cemiyet gave interest-free loans to students who needed money to complete their studies. Some school students were also supported to buy course materials and schoolbooks. The number of students who were helped in various provinces was around 200.⁵² Another work conducted by *Cemiyet* in Ankara was the organization of a student camp called “*Talebe Tatil Kolonisi*” (Student Holiday Colony) located in Keçiören, a district was far from the city center and covered with vineyards and gardens. In July and August 1929, this camp hosted students of ages varied between 9-12.⁵³ The aim of the camp was to gather students who could not spend their holidays in the countryside, at the seaside or outdoors and to give them an opportunity of making a summer holiday, that included playing games, doing excursions, studying lessons and relaxation. It was a paid camp and it could be organized only once.

Cemiyet also supported the teaching of the new Turkish alphabet. In Bursa, İzmir, Kütahya and Ankara, classrooms were opened for teaching public the new letters. In addition, French, German and English language courses were also held at the headquarters of the society in Ankara.⁵⁴

The main problem *Cemiyet* had to face was that it had to find or create its own resources. Steady incomes were limited to membership fees, profits from the sale of books and badges, the income obtained from the dormitories, and ticket prices sold for balls and plays. In the second half of 1931, important sources of income were created; such as organizing raffles and the advertizing official announcements.

⁵² Tanyer, T. (2011). *Cumhuriyetin Meşalesi TED Ankara Koleji: 80 Yılın Hikayesi*. Ankara: TED Ankara Koleji Vakfı, pp. 93-94.

⁵³ Ballar, S. (2004). 12 Haziran 1929 Tarihli Toplantı Kararları. *Bir Atatürk Kurumu: Türk Eğitim Derneği*, Beykoz, İstanbul: TED İstanbul Koleji Vakfı, p. 102.

⁵⁴ Tanyer, T. (2011). *Cumhuriyetin Meşalesi TED Ankara Koleji: 80 Yılın Hikayesi*. Ankara: TED Ankara Koleji Vakfı, p. 97.

These were not however the only important developments in 1931; in the same year more importantly, a school was established.⁵⁵

Türk Maarif Cemiyeti Ana Mektebi (nursery school), which was officially opened on May 1, 1931, started to give education with two teachers and 24 students aged between 4 and 7.⁵⁶ The first two grades of the primary school also started education by September of 1931. In June 8, 1932, a meeting was held by who decided to open all the grades of the primary school. The school was enlarged to have all the five grades of the primary school and the first year of the middle school in 1933.⁵⁷



Figure.2.5. Nursery school students in handicraft class (1940s)
(Source: TED Ankara College Institution Archive)

In 1932, *Cemiyet* purchased the building of American College in Bursa and opened Bursa Girls' High School (*Bursa Kız Lisesi*). At Bursa Girls' High School, the foreign language education was considered very important. In June 1932, *Cemiyet*

⁵⁵ Tanyer, T. (2011). *Cumhuriyetin Meşalesi TED Ankara Koleji: 80 Yılın Hikayesi*. Ankara: TED Ankara Koleji Vakfı, pp. 97-98.

⁵⁶ Tanyer, T. (2011). *Cumhuriyetin Meşalesi TED Ankara Koleji: 80 Yılın Hikayesi*. Ankara: TED Ankara Koleji Vakfı, pp. 109-112.

⁵⁷ This will be discussed in detail, in Chapter 3.

became the administrator of the school, which was opened by the State Railways in Eskişehir.⁵⁸



Figure.2.6. *Türk Maarif Cemiyeti* Bursa Girl's High School (1932) (Source: Ballar (2004))

At the General Assembly meeting held on December 27, 1934, the issue of the word "cemiyet" being of non-Turkish origin was discussed⁵⁹, in line with those years' intensive studies on the roots of the Turkish language. Shortly after, in 1935, the name of *Türk Maarif Cemiyeti* was changed to *Türk Kültür Kurumu* (Turkish Cultural Association). A year later, the Society changed its name one more time and renamed itself as *Türk Kültür Cemiyeti* (Turkish Cultural Society). The continuous change of name became a problem even in the official media, such as in newspapers, as they could not follow it.⁶⁰ In the seventh General Assembly, on June 8, 1946, the

⁵⁸ Çelebi, M. (2015). Atatürk'ün Himayesinde Kurulan Türk Maarif Cemiyeti (1928-1933). *Tarih İncelemeleri Dergisi*, 19 (2), p.48. Retrieved from <http://dergipark.gov.tr/egetid/issue/5048/68803>

⁵⁹ Ballar, S. (2004). 27 Aralık 1934 Tarihli Umumi Merkez Heyeti Toplantısı. *Bir Atatürk Kurumu: Türk Eğitim Derneği*, Beykoz, İstanbul: TED İstanbul Koleji Vakfı, p. 124.

⁶⁰ Tanyer, T. (2011). *Cumhuriyetin Meşalesi TED Ankara Koleji: 80 Yılın Hikayesi*. Ankara: TED Ankara Koleji Vakfı, p. 137.

name of the society was finally declared as *Türk Eğitim Derneği* (Turkish Education Association).⁶¹

2.3. Education in English in Mid-20th Century Turkey: TED Ankara College

The word “college” comes from Old French, from Latin *collegium* meaning ‘partnership’.⁶² In English, “college” is a term that dates back to the Middle Ages when it was used to mean some kinds of dormitories or hostels that housed poor students, which were usually located close to hospitals or religious institutions in the vicinity, it is now a name of educational institutions providing education in different levels in various countries. Over time, they places developed and became secondary education institutions.⁶³ Nowadays, this term is mostly used for higher education institutions in the USA and England, and it is rarely used for secondary education institutions as well. The term “college” is used in Turkey to define “public or private Turkish and foreign high school equivalent schools that focus on teaching a foreign language in their programs”.⁶⁴ Based on the expression "college" in English, the term "kollej" was used in Turkish for a while.⁶⁵

In addition to its role on the development of education during the early Republican decades, the most vivid contribution of *Türk Maarif Cemiyeti* was the constitution of a college to the post-war period in order to offer education in English.

⁶¹ Çelebi, M. (2015). Atatürk’ün Himayesinde Kurulan Türk Maarif Cemiyeti (1928-1933). *Tarih İncelemeleri Dergisi*, 19 (2), p.51. Retrieved from <http://dergipark.gov.tr/egetid/issue/5048/68803>

⁶² Retrieved from <https://www.oxfordlearnersdictionaries.com/definition/english/college?q=college>

⁶³ Öncül R. (2000). *Eğitim ve Eğitim Bilimleri Sözlüğü*. İstanbul: M.E.B., p. 711.

⁶⁴ (1988). *Büyük Larousse Sözlük ve Ansiklopedisi*(Vol. XIII, p. 6881). İstanbul: Milliyet Yayınları.

⁶⁵ In the 1950s, the structuring of state schools that will give education in foreign languages took place. With the decision taken in 1954, *Maarif Kolejleri* were opened in İstanbul, İzmir, Eskişehir and Konya. The term “college” was officially used in the name of these schools as it was referring to schools that offered education in a foreign language. With the decision taken in 1975, the name of Maarif Colleges was changed to *Anadolu Liseleri* (Anatolian High Schools). From this point on, the word “college” was only used by private schools teaching in foreign languages. (See: Gündüz, M. (2017). *Türkiye’de Yabancı Dilde Öğretim Yapan Resmi Ortaöğretim Kurumları: Maarif Kolejleri* (Unpublished doctoral dissertation). İstanbul Üniversitesi.)

During the second half of the 19th century and until the beginning of the 20th century, the number of foreign educational institutions in the Ottoman Empire had increased sharply. Such schools were opened even in small cities. In 1914, the US alone had more than 500 schools, of all levels, in Anatolia and in the Near East. In these schools, more than 25 thousand students were receiving education. There were also hundreds of French, German, Austrian, British and Italian educational institutions active in the country.⁶⁶

During the First World War, however, most of these schools were closed. With the Peace Treaty of Lausanne at the end of the Independence War, permission was given to reopen some of the schools that had been approved before October 30, 1914. In the following years, about 100 foreign schools were reopened, but some could not adopt to the education system of the Republic and were closed again. The governing units of the opened schools however were approached with suspicion. At the General Assembly Meeting held on November 11, 1956, Emin Eriřirgil's words had summarized this situation: "In the early periods of the Republican education approach, private foreign schools were seen as bad. Maybe there was not enough time to forget the bad movements of foreign schools during the War of Independence."⁶⁷ For this reason, *Türk Maarif Cemiyeti* took it as its mission to open a private⁶⁸ school that aimed to compete with foreign schools in terms of the level of education.⁶⁹

⁶⁶ Tanyer, T. (2011). *Cumhuriyetin Meşalesi TED Ankara Koleji: 80 Yılın Hikayesi*. Ankara: TED Ankara Koleji Vakfı, p. 65.

⁶⁷ Ballar, S. (2004). *Bir Atatürk Kurumu: Türk Eğitim Derneği*, Beykoz, İstanbul: TED İstanbul Koleji Vakfı, p. 957.

⁶⁸ There were very few private schools in the years when *Türk Maarif Cemiyeti* School was established. In addition to *Türk Maarif Cemiyeti* School, in 1932, there were three private schools in Ankara: Bizim Mektep, Sizin Mektep and Türk Musevi Mektebi. In 1930s, there were not enough non-Muslims to open a private school in Ankara, but the Jews did not demand the status of a minority, which was framed by the Lausanne Treaty and this school was started to be considered as a private school in 1924 with *Tevhid-i Tedrisat Kanunu*. (See: Aydın, S., Emiroğlu, K., Türkoğlu, Ö., & Özsoy, E. (2005). Eğitim, Bilim, Sanat ve Örgütlenme. In *Küçük Asyanın Bin Yüzyü: Ankara*(p. 467). Ankara: Dost Kitabevi.)

⁶⁹ Tanyer, T. (2011). *Cumhuriyetin Meşalesi TED Ankara Koleji: 80 Yılın Hikayesi*. Ankara: TED Ankara Koleji Vakfı, p. 65.



Figure.2.7. First grade students during leisure time (1938)
(Source: TED Ankara College Institution Archive)

After *Türk Maarif Cemiyeti* had opened its first nursery and primary schools in Ankara in 1931, it was decided, in 1932, to start foreign language education from the third grade of the primary school onwards. Educator and pedagogue Miss Nosser was invited from the United States to prepare the English program of the school who has stayed in Ankara for 30 years.⁷⁰ In his memoirs, Teoman Özalp, a graduate of the school, mentions that Miss Nosser was a self-disciplined teacher. He says that she would immediately spot those students who really wanted to learn English and took care of them. Many people thus, were honored to say, "I am a student of Miss Nosser."⁷¹

In 1933, the idea of opening a secondary school that would provide English education came into agenda.⁷² Like the primary school, the secondary school was opened gradually: in the first year the first grade was opened and in the following year the second and third grades. A second English teacher Seniha Meriçelli who

⁷⁰ Tanyer, T. (2011). *Cumhuriyetin Meşalesi TED Ankara Koleji: 80 Yılın Hikayesi*. Ankara: TED Ankara Koleji Vakfı, pp. 114-116.

⁷¹ Özalp, T. (2006). *Tanıklık Ediyorum: Cumhuriyet ve Atatürk Anıları*. İstanbul: Epsilon Yayıncılık, pp.72-73.

⁷² Ballar, S. (2004). 25 Mart 1933 Tarihli Toplantı Kararları. *Bir Atatürk Kurumu: Türk Eğitim Derneği*, Beykoz, İstanbul: TED İstanbul Koleji Vakfı, p. 112.

graduated from Bursa Teacher School and Robert College in İstanbul was hired with the opening of these grades.⁷³ The importance given to English classes increased each year which made the school more preferable. Some of the ambassadors who were working in Ankara in that period enrolled their children to the school.⁷⁴ With the English education provided, students learned to read English in both primary and secondary schools; they started to speak and communicate and also to write in English.⁷⁵

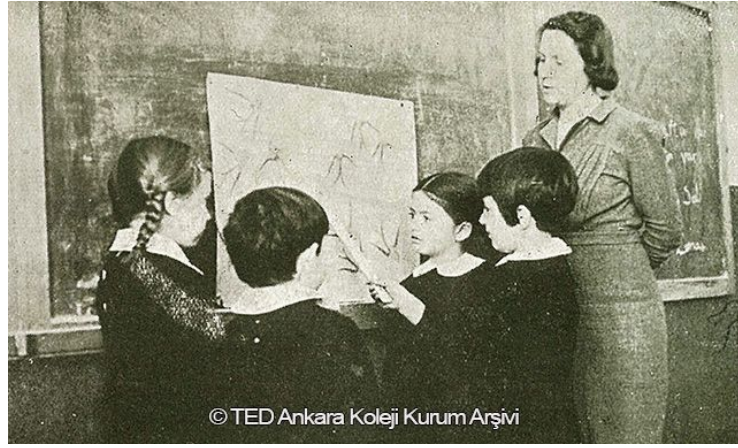


Figure.2.8. First grade students in the class (1938) (Source: TED Ankara College Institution Archive)

Establishing a college in Ankara, i.e. a school that would provide intensive English education, was being thought, planned and decided in the very stages of the establishment of *Türk Maarif Cemiyeti*. In the 1930s, “Kolej” name was being used for the high school part. Indeed, the school had already become a college in the social perception as it was commonly called as *Türk Maarif Cemiyeti Maarif Koleji*

⁷³ Tanyer, T. (2011). *Cumhuriyetin Meşalesi TED Ankara Koleji: 80 Yılın Hikayesi*. Ankara: TED Ankara Koleji Vakfı, p. 127.

⁷⁴ Özalp, T. (2006). *Tanıklık Ediyorum: Cumhuriyet ve Atatürk Anıları*. İstanbul: Epsilon Yayıncılık, pp. 91-96.

⁷⁵ Tanyer, T. (2011). *Cumhuriyetin Meşalesi TED Ankara Koleji: 80 Yılın Hikayesi*. Ankara: TED Ankara Koleji Vakfı, p. 132.

or *Türk Maarif Cemiyeti Yenişehir Koleji*.⁷⁶ Its education system, however, could not be regarded to fulfill the demands of a “college” at the time. From the 1930s onwards, both American and English teachers were hired. What is interesting is that some of those foreign teachers were originally science teachers, which meant that some courses, other than the language courses, were also planned to be taught in English; this could not however be realized. The English classes at Yenişehir School were always considered as one of the most important classes. The English teaching system was different from the other high schools in the country as there were 14 hours of English lessons per week.⁷⁷ In this sense, the goal of becoming a “college” would be achieved.

Until the 1950s the school continued to work to become a college but the economic crisis caused by the Second World War also affected the *Türk Maarif Cemiyeti*. Due to financial crises, it became difficult for the Society to manage the schools and the student dormitories. There also occurred some administrative problems related to the economic difficulties.⁷⁸ The interest in *Türk Maarif Cemiyeti Maarif Koleji* was thus decreasing in the 1940s.

In 1951, the Minister of Education said in a speech: “We want to make Yenişehir School in Ankara a real college teaching English. So the superiority of the American Colleges will also be relatively avoided.”⁷⁹ In this context, *Türk Maarif Cemiyeti* got the support of the Ministry in realizing their policy to become a college that would teach in English intensively.

This aim was in line with the general political situation of the 1950s in Turkey since the American influence became dominant in the country after the Democrat Party

⁷⁶ Tanyer, T. (2011). *Cumhuriyetin Meşalesi TED Ankara Koleji: 80 Yılın Hikayesi*. Ankara: TED Ankara Koleji Vakfı, p. 267.

⁷⁷ Tanyer, T. (2011). *Cumhuriyetin Meşalesi TED Ankara Koleji: 80 Yılın Hikayesi*. Ankara: TED Ankara Koleji Vakfı, pp. 266-267.

⁷⁸ Tanyer, T. (2011). *Cumhuriyetin Meşalesi TED Ankara Koleji: 80 Yılın Hikayesi*. Ankara: TED Ankara Koleji Vakfı, p.255.

⁷⁹ (1951, May 22). *Hürriyet*. (Original in Turkish, translated to English by the author)

came to power and.⁸⁰ The French education policy, which had been practiced since the *Tanzimat* period in mid-19th century, was thus replaced by the American one in this decade. Indeed, just after the Second World War, on December 27, 1947, an educational cooperation agreement was signed with the United States of America. In this context, during the mid-twentieth century, the number of Turkish educators studying in the United States increased, and in parallel to this various educational advisors and teachers from the United States came to Turkey.⁸¹ For this reason, the wish of *Türk Maarif Cemiyeti* to have an English based college was in line with the educational understanding of the period.



Figure.2.9. High school students in literature class (1938)
(Source: TED Ankara College Institution Archive)

Türk Maarif Cemiyeti in about the same years decided to turn the Yenışehir School into a college. At the meeting held on February 15, 1950, two members of *Cemiyet*, Yusuf Mardin and Orhan Alisbah, undertook the responsibility of preparing a report to convert Yenışehir High School to Yenışehir College with the help of other

⁸⁰ Batur, A. (2005). *A Concise History Architecture in Turkey During the 20th Century*. Istanbul: Chamber of Architects of Turkey, p.51.

⁸¹ Hesapçioğlu, M . (2013). Türkiye’de Cumhuriyet Döneminde Eğitim Politikası ve Felsefesi. *Eğitim Bilimleri Dergisi*, 29 (29), 129-131.

experts. Yusuf Mardin had previously worked at American Colleges in İstanbul and had ideas about what to do about it. According to the report prepared, Yenişehir High School would continue to operate as a college starting from the 1951-1952. There was a three-year transition period awaiting the school. It was planned to increase the number of English teachers each year. The aim was to recruit a total of 18 English teachers in the academic year of 1955-1956 and to recruit a headmaster who was fluent in English. Determining the English textbooks to be used was another important task.⁸² On September 16, 1950, Yusuf Mardin's "Ankara College" anthem was accepted, before the school was officially admitted as a college.



Figure.2.10. Ankara College Anthem (Source: Ballar (2004))

Lyrics⁸³:

A green home in the steppes, a home of knowledge
 There, hearts are filled with friendship
 All children, girls and boys, are holding hands
 Tomorrow they're all *torches*⁸⁴ of the country

Our school is unique in Turkey
 Ankara College lightens the minds

⁸² Tanyer, T. (2011). *Cumhuriyetin Meşalesi TED Ankara Koleji: 80 Yılın Hikayesi*. Ankara: TED Ankara Koleji Vakfı, pp. 268-274.

⁸³ The lyrics were translated to English by the author.

⁸⁴ Torch, which means "meşale" in Turkish, is the symbol of *Türk Maarif Cemiyeti* and it is also used in the logo.

On July 19, 1951, with the approval of the Ministry of Education, Yenişehir School was accepted as a “college”. In the 1951-1952 academic year, the school started to give education as a college in relation to certain conditions demanded by the Ministry.⁸⁵ The name “college” was met with great interest and hence many families wanted to enroll their children in the school. The capacity of the school needed to be increased from 1952 onwards. The whole education language was changed into English, and the name of the school was changed as TED Ankara College. From that point on, the school officially became the “college”.⁸⁶



Figure.2.11. Name plate of Ankara College (Source: Ballar (2004))

Being a “college” was not just a label showing that the education was in English; a “college” spirit and mentality needed to be established as well. In the following years, English became an indispensable and central part of education. Baykan Günay, who studied at the school between 1956 and 1963, mentions that they would

⁸⁵ Tanyer, T. (2011). *Cumhuriyetin Meşalesi TED Ankara Koleji: 80 Yılın Hikayesi*. Ankara: TED Ankara Koleji Vakfı, p. 275.

⁸⁶ Tanyer, T. (2011). *Cumhuriyetin Meşalesi TED Ankara Koleji: 80 Yılın Hikayesi*. Ankara: TED Ankara Koleji Vakfı, pp. 262-263.

watch English movies with subtitles and played theaters in English. He even mentions how he was using English in his social life:

We've had some American friends because we could speak English. We played basketball, we played American football, and we even played baseball. We could talk to them and it was a luxury.⁸⁷

Lale Özgenel, a student of TED Ankara College in 1972-1983, also has a memory about this issue:

My English was very good in the middle school. I was selected for a Sea School that collaborated with the Americans. There was a selected group of TED Ankara College students talking good English, and American Base school students were matched with us. We went to a ten-day summer school on a ship from Mersin to İstanbul. There was a fee, but my dad said it was okay. I was so excited to meet my partner. One weekend I stayed with my partner's family and one weekend she stayed with us. That was the rule. Afterwards, we had a long correspondence with Lisa, my partner, but then we lost communication. I used to read lots of novels in English. My English was really good. The College gave me a lot in every sense.⁸⁸

The school's emphasis on English lessons never diminished. Eren Özarslan, who was a student between 1981 and 1993, remembers the English classes at the school with the following words:

I never took extra classes for getting into a university. Yasemin Polat is the person who made me an English teacher. Our teachers would say, "If you are a College student you don't need to take extra classes." There was never an idle class. They always made us solve an exam or do a translation. In that sense, they sent us to university in full capacity. I passed the preparation exam without any inconvenience and I directly started the department. I loved the English language. We had some native teachers at TED Ankara College. Mr. Diccario was a science teacher at the secondary school. Mr. Fraser was a

⁸⁷ The interview conducted by the author with Baykan Günay (COLLEGE GRADUATE: 1956-1963), on April 11, 2019, Ankara.

⁸⁸ The interview conducted by the author with Lale Özgenel (COLLEGE GRADUATE: 1972-1983), on May 14, 2019, Ankara.

mathematics teacher. We had native speaking teachers in high school but I can't remember their names. In high school, two different teachers attended our English classes. One was more like the main course and the other was on communicative practice. The schedule of our high school was very busy. We had 16 hours of English lessons in a week.⁸⁹

Since 1928, *Türk Maarif Cemiyeti* has contributed to education in many areas. TED Ankara College school was the most permanent one among its contributions. The demand in school, which diminished during the 1940s, was later revived in the 1950s under the name of “college”. In fact, in the 1950s, the only school that remained under the structure of *Cemiyet* was TED Ankara College. The right steps taken in terms of establishing an institutional identity have fed the spatial development of the school. The number of school buildings in Yenışehir has been increased and a city campus has been created with the prestige and interest provided by the “college” identity. In the light of these, the next chapter will address the spatial development of the school in Yenışehir.



Figure.2.12. Republic Day celebration in the garden in 1960s.
(Source: TED Ankara College Institution Archive)

⁸⁹ The interview conducted by the author with Eren Özarslan (COLLEGE GRADUATE: 1981-1993), on April 24, 2019, Ankara.

CHAPTER 3

SPATIAL HISTORY OF TED ANKARA COLLEGE

The examination of how the site of the TED Ankara College was selected, how its buildings were located and it developed to become a campus, and how it was related to its surrounding are the points that forms the spatial history of TED Ankara College in Kolej district. In the first step, the analysis is focused on a larger scale of the city (Ankara), the region (Yenişehir-Kızılay) and the district (Kolej). Then, as a second step, the formation of the TED Ankara College campus piece by piece and the variety of architectural details in the building scale are analyzed. Thus, the construction of the Yenişehir School of the Turkish Education Society are evaluated in the frames of the urban and architectural developments in Ankara.

3.1. Kolej District in Yenişehir/Kızılay Region of Ankara

Ankara had a crucial role as a trade center of middle Anatolia in the Ottoman period. It had been a typical Ottoman settlement –not an insignificant one but neither had a special place among all other Ottoman settlements of that scale, until 1892 when the construction of the railroad gave a new chance to Ankara to grow. However, Ankara at this time was a small city consisting of two-storey mud-brick houses, lacking infrastructure systems such as clean drinking water and sewerage, and was a difficult land to construct due to the marshlands formed by the streams.⁹⁰ Many streams such as İncesu, Bülbülderesi, and Kavaklıdere were stretching out to portions of Ankara, and were creating marshlands. Çubuk Creek in the north used to irrigate the green areas of the city with the canal and waterway of Debbaghane Stream. A part of the Debbaghane Stream was also known as Bent Stream. At that

⁹⁰ Şenyapılı, T. (2004). "*Baraka*"dan *Gecekonduya*. İstanbul: İletişim, p.45.

time, İncesu Stream passed southwest to the Forest Farm and mixed into Çubuk Creek around Akköprü.⁹¹ Bent Stream and İncesu Stream would flow together side-by-side for a while, and then they would both mix into the Çubuk Creek, thus forming the Ankara Creek.⁹²

In 1916, to make matters worse, a huge fire took place in Ankara and the central part of the city was significantly ruined as it consisted of wooden buildings. As a result of such problems, until the mid-1920s, Ankara had remained as a modest settlement.⁹³ However, from the 1920s onwards, Ankara would be the scene of an intensive construction program and undergo several planning periods.

Before the First World War, the population of Ankara was not more than twenty thousand.⁹⁴ After the declaration of the Republic of Turkey in 1923, instead of İstanbul that was taken as a symbol of the Ottoman State, Ankara, which had been the center of the National Struggle, was chosen as the capital city of Turkey. Ankara experienced problems in its growth, as it became the governmental center. It did not have a development plan, a development strategy or arrangements about regulations against land speculations although its population was rapidly increasing. In 1927, the population of Ankara became seventy five thousand, which was already more than three times of the population of seven years ago.

In order to plan the development of the city, architects from Europe were invited to Ankara. German architect Carl Christoph Lörcher, who made the first studies about the Ankara plan in 1924-25, emphasized the historical center and a newly formed settlement and defined two new urban areas. One of these areas was that of the train

⁹¹ Ortaylı, İ. (1994). 19. Yüzyılda Ankara. In E. Batur (Ed.), *Ankara Ankara* (p. 115). İstanbul: Yapı Kredi Yayınları.

⁹² Kortan, E. (2014). *Ankara 1939-1945 II. Dünya Harbinde Gölgesinde*. Turkey: Boyut Yayın Grubu, p.67.

⁹³ Tankut, G. (1988). *Ankara'nın Başkent Olma Süreci*. ODTÜ MFD, pp. 93-104.

⁹⁴ Şenyapılı, Ö. (1970). Ankara '70, *Mimarlık* 8(3), pp. 26-29.

station and the other was the new settlement, *Yenişehir*.⁹⁵ The spatial infrastructure of the new modern education and training center was planned to be established in this new part to the south of the old city.

On the south of the train station, the pattern of *Yenişehir* started to emerge with the Lörcher Plan. The formation of Atatürk Boulevard, together with Sıhhiye Square, Zafer Square, the entrance square of Tuna and Izmir Streets, Mithatpaşa Street and Necatibey Street were provided according to the plan. The proposal of the plan included a green axis all along the *Yenişehir* area, also incorporating İncesu Stream.⁹⁶

The Lörcher Plan of 1924-25, on the one hand, was inadequate to encourage construction around Old Ankara due to high land prices; on the other hand, the low-density rural image that was created in *Yenişehir* was not found satisfactory. In 1928, a competition was held for plan proposals discussing a city of 250-300 inhabitants with a 40-50 year projection to manage the effects of population growth, which quadrupled in about five years, on urbanization.⁹⁷ The plan of German architect Hermann Jansen chosen after the competition opened in 1928 suggested a simple zoning for the capital city of Ankara; as it was requested from the competitors, he took the constructions carried out in the light of 1924-25 Lörcher Plan as a basis. Jansen's Plan highlighted the development of the city in the north-south direction. It had a basic single artery, i.e. Atatürk Boulevard, which would connect the new Governmental Quarter proposed to be constructed in *Yenişehir* in the south with the old town in Ulus. The second artery was proposed in parallel to the railroad and provided the east-west extension of the new town. Jansen located

⁹⁵ Cengizkan, A. (2004). *Ankara'nın İlk Planı: 1924-26 Lörcher Planı*. Ankara: Ankara Enstitüsü Vakfı ve Arkadaş Yayıncılık.

⁹⁶ Günay, B. (2015). *TED Ankara Koleji'nin Yeni Yerleşkesinin Öyküsü* (Vol. 23, Cep Kitapları Dizisi). ODTÜ MF, p.6.

⁹⁷ Cengizkan, A. (2010). *Türkiye İçin Modern ve Planlı Bir Başkent Kurmak: Ankara 1920-1950*. Retrieved from <http://www.goethe.de/ins/tr/ank/prj/urs/geb/sta/trindex.htm>

many public buildings between the new and the old towns for their integration.⁹⁸ With this plan, Yenisehir and the east part of the city started to grow. The Cebeci region in the southeast of the Old City had already been growing mainly as a housing district; but after the Jansen Plan, it started to further develop in relation with the newly constructed Yenisehir. Thus, another axis was created perpendicular to Atatürk Boulevard.

In the intersection of Yenisehir and Cebeci, the Kolej district emerged in this urban context. The school, which will be settled in this region in 1937, is located in Yenisehir, close to Cebeci, which is an education-oriented area, on a secondary axis (Ziya Gökalp Street), which cuts the main axis (Atatürk Boulevard), on the side of a stream (İncesu) and a park (at first tree nursery, then Kurtuluş Park). All of these components of the vicinity will be discussed, in the following sections.

According to Günay (2015), the development in Maltepe region in the west of Yenisehir and the Cebeci region in its east were among the utmost contributions of Jansen's plan. In the central part of Cebeci, Jansen proposed the "High School Area" (Hochssschul Viertel).⁹⁹ (Figure 5) Urban development extending from Yenisehir to the east was thus supported by educational function.¹⁰⁰ In the Ankara Zoning Plan Report, Hermann Jansen placed the educational structures in Cebeci under the title of "Şehrin Taksimati" (Divisions of the City): "The peaks of Cebeci are very suitable for monumental construction. It is recommended that the educational institutions

⁹⁸ Günay, B. (1988). *Our Generation of Planners: The Hopes, The Fears, The Facts Case Study for Ankara*. Scupad SS 20th Anniversary Congress, pp. 1-37.

⁹⁹ Some important educational buildings that were constructed in the Cebeci district after the 1920s are listed as follows: Music Instructors' School and The Conservatory (1928), Mülkiye (The School of Political Science) (1936), Institute of Merkez Hıfzı Sıhha (1936) and Cebeci Middle School (1938), The Law School (1940). (See: Şenol Cantek, F., & Zirh, B. C. (2014). Bir Semt Monografisine Doğru: Cebeci'ye Bakmak. *İdealkent*, (11), 138-170.)

¹⁰⁰ Günay, B. (2015). *TED Ankara Koleji'nin Yeni Yerleşkesinin Öyküsü* (Vol. 23, Cep Kitapları Dizisi). ODTÜ MF, p.10.

should be united in a group on the mentioned peaks, instead of gradually transferring them to Ankara.”¹⁰¹

Ankara was developing also with its green areas. With the trees growing in the parks and in the Maltepe Green Belt (continuing through Kumrular Street and Yüksel Avenue from the entrance of Atatürk’s Mausoleum Anıtkabir to Bülbülderesi Avenue), as well as the boulevards and main streets surrounded by trees, the ‘dusty’ image of Ankara of the 1920s started to change. Jansen tried to implement Sitte's Garden City standards through some of the green pedestrian lanes, connecting them with Ankara Castle and the newly created Youth Park, the Governmental District, the Universities District, and the Workers’ District.¹⁰² Thus, the Kolej district developed in time in the convergence of green areas as well as an extension of “High School Area”.

In 1929, Ankara Municipality decided to utilize the water resources of the area and created a small tree nursery in this part of the city to increase the number of trees and flowers in the city. The soil was fertile in the area so later it was decided to expand the nursery. Additional lands were purchased from their owners and expropriated. The swamp was dried, the land improved, and flowers and trees were planted. There was a total of 250 decares of nursery land. In 1937, there were 78 thousand saplings in the nursery. İncesu Stream, which was not polluted at the time, was crawling through the nursery. There were wooden railings around the nursery and a presentable park was provided inside where people of Ankara often took a stroll. For a while, both sides of the nursery were empty. In 1937, the *Turkish Maarif Cemiyeti* School would be adjacent to the tree nursery.¹⁰³

¹⁰¹ Jansen, H. (1936) "Ankara İmar Planı Raporu" *Belediyeler Dergisi* 2, p. 33.

¹⁰² Cengizkan, A. (2010). *Türkiye İçin Modern ve Planlı Bir Başkent Kurmak: Ankara 1920-1950*. Retrieved from <http://www.goethe.de/ins/tr/ank/prj/urs/geb/sta/trindex.htm>

¹⁰³ Tanyer, T. (2011). *Cumhuriyetin Meşalesi TED Ankara Koleji: 80 Yılım Hikayesi*. Ankara: TED Ankara Koleji Vakfı, pp. 170-171.



Figure.13.1. The location of the tree nursery, İncesu Stream and Yenişehir School in the map dated 1946 (Source: Zeki Kamil Ülkenli's personal archive)

Starting from its declaration as the capital city and until the 1970s, Ankara was a population attraction center. Its limits were being pushed with migrations.¹⁰⁴ The overpopulation transformed the city in spatial sense. Inadequate housing in Ankara was the main problem in the 1930s. In 1935, in Yenişehir, constructing 4-5 storey buildings were permitted, which was a neighborhood of 1-2 storey houses until then. One year after that, not only multi-storey apartment buildings but also commercial spaces started to emerge in Yenişehir.¹⁰⁵ Yenişehir, which was defined as a public, administrative and residential area, will change into a commercial, cultural and entertainment area after this year.

¹⁰⁴ Aydın, S., K. Emiroğlu, Ö. Türkoğlu & E.D. Özsoy (2005). Ak Devrimden Darbelere, *Küçük Asya'nın Bin Yüzü: Ankara*. Dost Kitabevi, pp. 530-531.

¹⁰⁵ Aydın, S., K. Emiroğlu, Ö. Türkoğlu & E.D. Özsoy (2005). Ak Devrimden Darbelere, *Küçük Asya'nın Bin Yüzü: Ankara*. Dost Kitabevi, p.534.

The building of Kızılay Headquarters, which gave the square its present name, was established as an expression of the national solidarity approach of the period and it was built in 1929. After this building, *Havuzbaşı* began to be called as Kızılay Park, the square named as Kızılay Square and Yenışehir began to be called as Kızılay district.¹⁰⁶ Between 1932 and 1940, the Bakanlıklar district was largely completed. The southern end of the district was assigned to the Güven Monument, which was opened in 1934, and the construction of 3rd TBMM (Turkish Grand National Assembly) building began in 1938. The embassies along the boulevard, Çankaya Pavilion in the south (1932), Hariciye Pavilion (1935) and Foreign Guest House (1937) have drawn the border of Çankaya.¹⁰⁷

Gazi Mustafa Kemal Boulevard in the west, and Ziya Gökalp Street in the east of the center of Yenışehir/Kızılay region created new axes that intersected with Atatürk Boulevard at this center. In the decades following the 1950s, Kızılay developed as the new central business area of the city.¹⁰⁸ Developed according to Jansen Plan, the region became a civilian place that offered different experiences for modern city life, mainly to bureaucrats and civil servants of Ankara.¹⁰⁹ While the public buildings built in Kızılay defined the area as a bureaucratic and political center, cinemas and bookstores opened to serve new housing areas also instilled a cultural significance to Kızılay.

¹⁰⁶ Sahil, S. (1990). Başkent Ankara'daki Devlet Yapılarının Kentsel Mekanın Oluşma Sürecindeki Yeri. *Gazi Üniv. Müh. Mim. Fak. Der.*,5(1-2), 65-80. Retrieved August 3, 2019.

¹⁰⁷ Aydın, S., K. Emiroğlu, Ö. Türkoğlu & E.D. Özsoy (2005). Ak Devrimden Darbelere, *Küçük Asya'nın Bin Yüzi: Ankara*. Dost Kitabevi, p. 537.

¹⁰⁸ Günay, B. (2015). *TED Ankara Koleji'nin Yeni Yerleşkesinin Öyküsü* (Vol. 23, Cep Kitapları Dizisi). ODTÜ MF, p.10.

¹⁰⁹ Bayraktar, N. (2017). *Ankara Yazıları*. Ankara, Turkey: Nobel Akademik Yayıncılık, p.43.



Figure.3.2. Kızılay Square from 1940s. (Source: EskiAnkaraResimlerii internet archive)

Unlike what Jansen Plan had proposed, the permission to construct shopping and office buildings in Kızılay was given in 1951. What is more, by a decision taken in 1952, the ground and basement floors of buildings were arranged as commercial areas, allowing the construction of attached apartment buildings along Atatürk Boulevard and making Kızılay a commercial center.¹¹⁰ From that point on, the two-centered structure of Ankara began to change and Kızılay became the prestigious trade center of Ankara, while Ulus acquired the character of a center for the low-to-mid income population of the city.¹¹¹ With the uptrend of Kızılay, an axis for commercial areas and pedestrian density was defined between Kızılay-Sıhhiye-Mithatpaşa-Meşrutiyet.¹¹² As a result, the Kolej district also gained an importance being close to Kızılay and Sıhhiye and connecting to Mithatpaşa and Sakarya Streets. With the development of Kızılay region, Kolej district came to the fore. After the 1950s, the increasing commercial, recreational and cultural activities in Kızılay spread to Kolej district as well. As a result, Kolej district became an urban sub-center of modern Ankara.

¹¹⁰ Bayraktar, N. (2017). *Ankara Yazıları*. Ankara, Turkey: Nobel Akademik Yayıncılık, pp. 46-47.

¹¹¹ Aydın, S., K. Emiroğlu, Ö. Türkoğlu & E.D. Özsoy (2005). Ak Devrimden Darbelere, *Küçük Asya'nın Bin Yüzü: Ankara*. Dost Kitabevi, pp.545-546.

¹¹² Şenyapılı, Ö. (1970). Ankara '70, *Mimarlık Dergisi* 8(3), p.35.

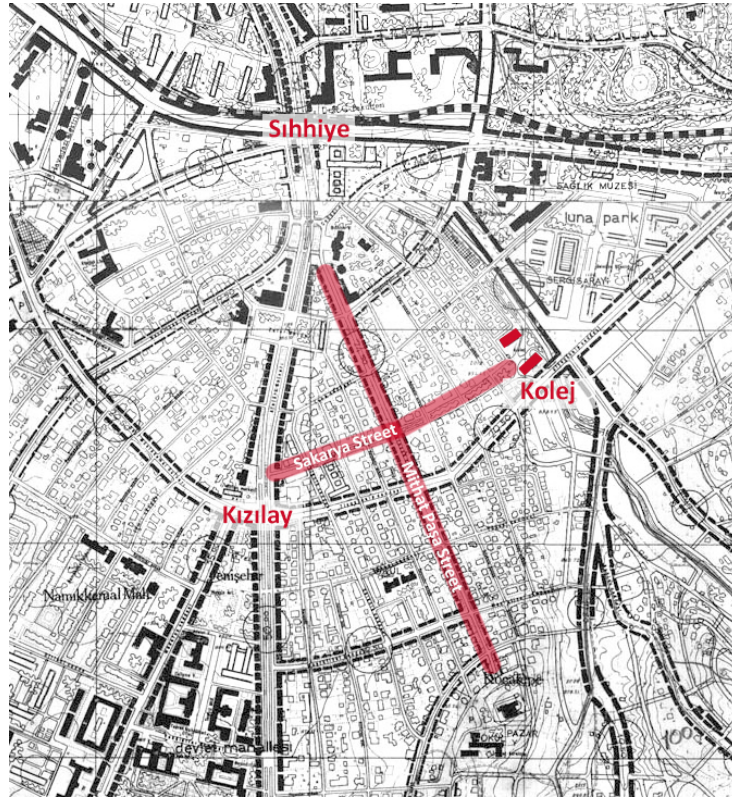


Figure.3.3. A part of Uybadin-Yücel Plan (1954) that indicates Mithat Paşa Street, Sakarya Street, Kızılay district, Sıhhiye district and Kolej district. (Prepared by the author)

The spatial change from houses to apartments in the region was significant, as recalled by a resident of Yenişehir, Kolej district:

My childhood was on the street. We left the house at 9 am on Saturdays and Sundays. We played ball in the streets until the evening. Only some people in the district had cars. We would ask them to pull their cars a little further. We used to play in the middle of the road or in the schoolyards. The district was covered with apartments. There were one or two small villa type houses with gardens. They were pulled down over time. I remember, as you turned to Samur Street, there were three villas on the left. They had gardens full of trees. In time, they were demolished and replaced by apartments.¹¹³

¹¹³ The interview conducted by the author with Erdinç Cebeci (Kolej Resident: 1964-1993), on July 24, 2019, Ankara.

Even though Jansen Plan was still effective on the city planning of Ankara, the intensity of the problems started to destroy its aims. In 1954, another competition was needed to be held for a new plan. Nihat Yücel and Raşit Uybadin won the competition, whose plan proposed the development of Yenimahalle, Etlik, Keçiören and Aydınlıkevler districts in the north, and Bahçelievler, Balgat, Dikmen, Çankaya, Gaziosmanpaşa, Seyran and Abidinpaşa districts in the south.¹¹⁴



Figure.3.4. Atatürk Boulevard and Emek İşhanı from 1960s.
(Source: EskiAnkaraResimleri internet archive)

Emek İşhanı was built at one corner of Kızılay Square in 1959 as the highest building in the city at the time. This scale leap and the decisions of *Bölge Kat Nizamı* (Regional Order for Floor Permit) taken afterwards affected the spatial transformation of the region. In 1968, the construction of seven to eight storey buildings for along Atatürk Boulevard was permitted. Under intense rent pressure, the public identity of the boulevard gradually disappeared. A part of Güvenpark was

¹¹⁴ Günay, B. (2015). *TED Ankara Koleji'nin Yeni Yerleşkesinin Öyküsü* (Vol. 23, Cep Kitapları Dizisi). ODTÜ MF, pp.12-13. Raşit Uybadin did not participate in the Reconstruction Board for the implementation of the plan and later in 1968 Nihat Yücel was also dismissed from the board.

turned into a bus stop in 1970s, and after this point Kızılay Square lost its public spatial identity. Kızılay Park had largely disappeared in the expansion work of the boulevard. Finally, in 1979, Kızılay building, which had given its name to the district, was demolished and the social identity of Kızılay region was thus transformed.¹¹⁵

In the 1970s, the core area of the city was overloaded, starting to extend towards areas in its topographic thresholds, which were then filled with squatter houses. The Metropolitan Area Regulations Office, which was founded in 1990 with the purpose of producing a new master plan to solve the problems of unplanned urbanization, adopted a strategy that coordinated planning decisions and implementation, instead of producing a comprehensive plan and later implementing it. In this context, it is assumed that the existing plans would continue to control the core area and the city would continue to be shaped accordingly.¹¹⁶ In 1985-86, it was decided to obtain a new plan for Ankara and the process was undertaken by the General Directorate of Electric, Gas and Bus (EGO) of the municipality. The working group at Middle East Technical University City Regional and Planning Department (İlhan Tekeli, Özcan Altaban, Raci Bademli, Ali Türel, Murat Güvenç and Baykan Günay) was also involved in this process and Ankara 2015 Structural Plan was obtained through their analyses. According to the plan, the subway system would be constructed in Ankara. Most significantly, sudden increases in population growth had then shown that Ankara should switch from a single corridor to a multi-corridor system, and a double-veined transport network was proposed.¹¹⁷

Kızılay region, which began to be overpopulated and overbuilt from the 1950s onwards, also affected Kolej district. Once Kızılay became a city center, Kolej

¹¹⁵ Bayraktar, N. (2017). *Ankara Yazıları*. Ankara, Turkey: Nobel Akademik Yayıncılık, p. 47.

¹¹⁶ Günay, B. (2015). *TED Ankara Koleji'nin Yeni Yerleşkesinin Öyküsü* (Vol. 23, Cep Kitapları Dizisi). ODTÜ MF, p.13.

¹¹⁷ Günay, B. (2015). *TED Ankara Koleji'nin Yeni Yerleşkesinin Öyküsü* (Vol. 23, Cep Kitapları Dizisi). ODTÜ MF, p.18.

district turned into its sub-center. Unfortunately, some of these urban changes caused negative effects.

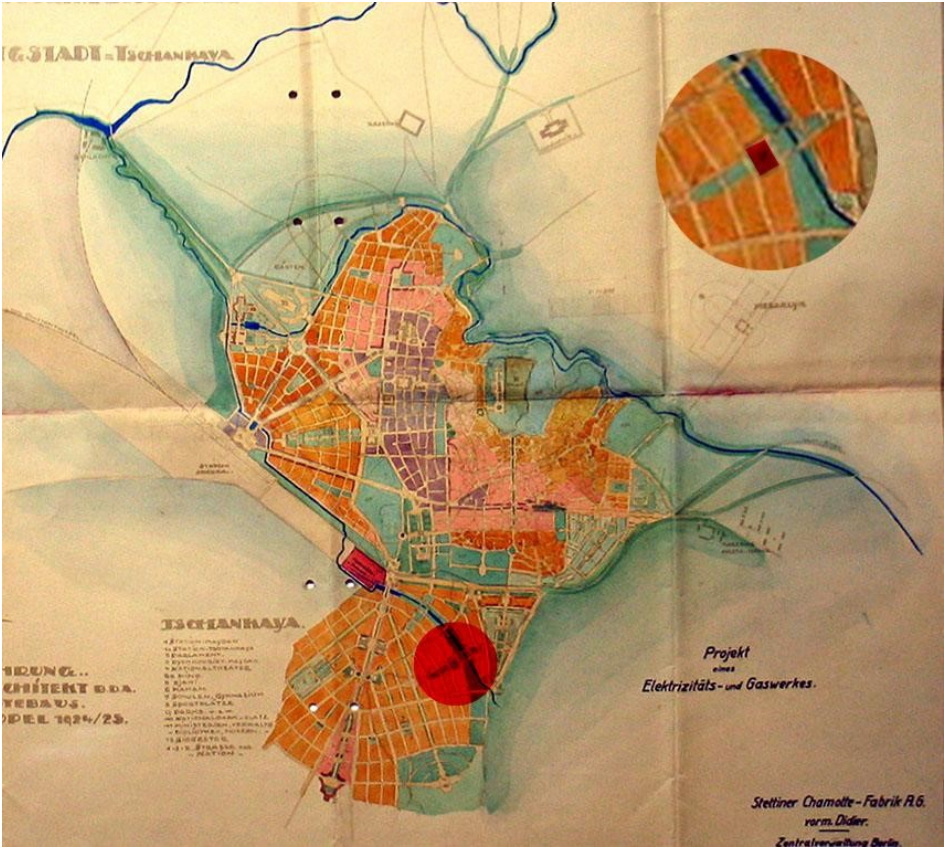


Figure.3.5. Lörcher's Ankara Plan and the future location of Yenişehir School (Source: Baykan Günay's personal archive)



Figure.3.6. Kolej district is indicated on Jansen's Land Use Plan (1928)
 (Source: Baykan Günay's personal archive)

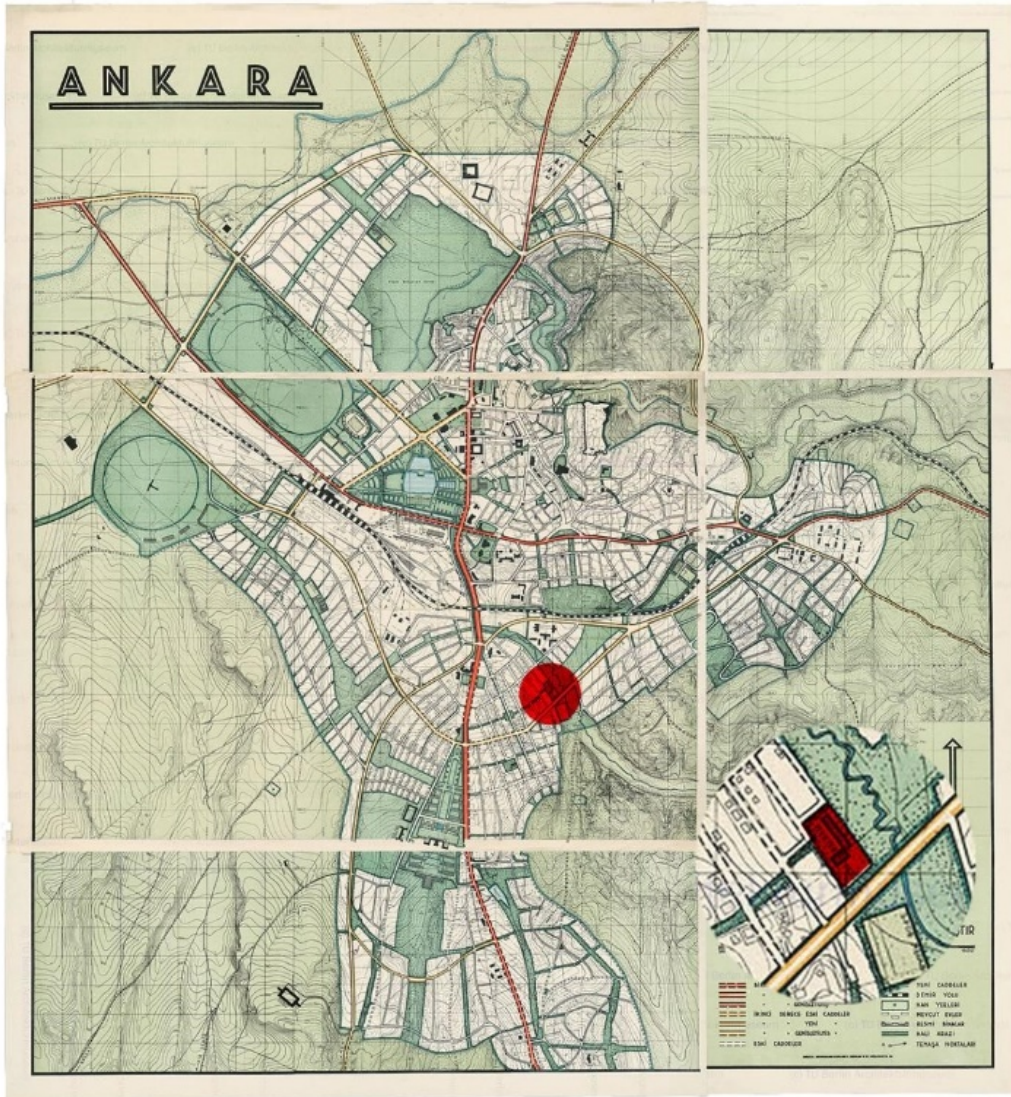


Figure.3.7. Jansen's 1932 Ankara Plan and the location of Yenişehir School
 (Source: Baykan Günay's personal archive)

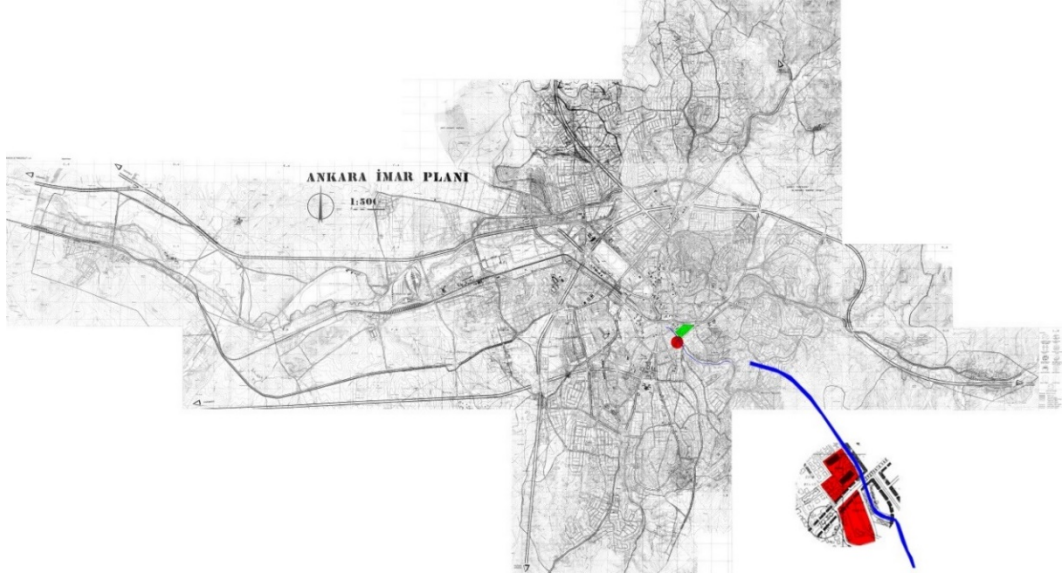


Figure.3.8. Uybadin Yücel's Ankara Plan and the location of TED Ankara College, tree nursery and Icesu Stream (Source: Baykan Günay's personal archive)

3.2. Early Buildings of Yenişehir School

Türk Maarif Cemiyeti established a student dormitory in Ankara, in Necati Bey's house, and later it became the school of *Türk Maarif Cemiyeti* until the end of the 1930s. For those years, Tanyer (2010) referred to the school as "the school at the poolside"¹¹⁸.

There were two pool fountains in Yenişehir, in which water flowing from water containers were carried by a group of girl statues in baroque style. One was in front of the Ministry of Health and Social Welfare¹¹⁹ and the other was at the intersection

¹¹⁸ Tanyer, T. (2011). *Cumhuriyetin Meşalesi TED Ankara Koleji: 80 Yılın Hikayesi*. Ankara: TED Ankara Koleji Vakfı, p.108

¹¹⁹ The location of these statues have been changed many times. The statue placed in front of the Ministry of Health in 1927 in Sıhhiye is smaller than the other and it is a fountain with a bronze pool decorated with baby nymphs and cupid figures. The statue in the center of Yenişehir was located very close to the city center called "Kurtuluş Square" ("Kızılay Square" as it is today). The people of Ankara started to call here "Poolside" in time. A few years later, the statue was moved in front of the mansion of the first Minister of Internal Affairs of the Republic, Mehmet Cemil Uybadin, in Yenişehir. The statue was moved from Kızılay in 1933 and moved from there to there for years. (See: Duyan, U. (2011). Su Perileri: "Başkentin Kayıp Heykelleri". *İdealkent*,(4), 130-146.)

of four roads in the center of Yenisehir. The region of the Ministry of Health and Social Welfare was called “Below Poolside” (*Aşağı Havuzbaşı*) and the region beyond was called “Upper Poolside” (*Yukarı Havuzbaşı*). Many names have been given to the square where the roads intersect at the “Upper Poolside” in Yenisehir; the central square of Yenisehir, which is named as Kızılay Square today, was once called as *Havuzbaşı* Square due to the pool fountain.¹²⁰ Before reaching the Cebeci neighborhood from Upper *Havuzbaşı*, the road reaching the nursery at the place where İncesu Stream was passing was called Kazım Özalp Street (currently Ziya Gökalp Street) that was constructed in 1927. Two sides of the street were filled with two-storey houses with gardens.¹²¹

Even though the area (Yenisehir) had been envisioned as composed of two-storey modest houses, such as the houses on Kazım Özalp (Ziya Gökalp) Street, villa type houses were also constructed in Yenisehir as a result of land speculations. Some of the known private houses around Yenisehir are known by their owners’ names.¹²²

At the other side of Upper *Havuzbaşı*, Necati Bey Street (currently Gazi Mustafa Kemal Boulevard) took place (Figure 22). The reason why the name of Minister of Education Necati Bey, who died at a young age, was given to the street was because his house was located there. When Mustafa Necati Bey died, *Türk Maarif Cemiyeti* bought the house.¹²³ It was aimed to establish a student dormitory there.¹²⁴ Necati

¹²⁰ Tanyer, T. (2011). *Cumhuriyetin Meşalesi TED Ankara Koleji: 80 Yılın Hikayesi*. Ankara: TED Ankara Koleji Vakfı, pp. 106-107.

¹²¹ Avcı Hosanlı, D. (2018). *Housing The Modern Nation: The Transformation Of Residential Architecture In Ankara During The 1920s* (Unpublished doctoral dissertation). METU, p. 144.

¹²² Hosanlı, D. A., & Altan, T. E. (2018). The Residential Architecture of Ankara during the 1920s: The Housing Types in the Settlement Zones of the New Capital City. *Journal of Ankara Studies*,6(2), 183-210.

¹²³ Ballar, S. (2004). 5 Haziran 1930 Tarihli Toplantı Kararları. *Bir Atatürk Kurumu: Türk Eğitim Derneği*. Beykoz, İstanbul: TED İstanbul Koleji Vakfı, p. 104.

¹²⁴ Tanyer, T. (2011). *Cumhuriyetin Meşalesi TED Ankara Koleji: 80 Yılın Hikayesi*. Ankara: TED Ankara Koleji Vakfı, p.107.

Bey's house was used by *Türk Maarif Cemiyeti* for several years in the 1930s, later for a time by Tax Administration, and then it was demolished.¹²⁵



Figure.3.9. The first building of *Türk Maarif Cemiyeti* Nursery School and Primary School, Gazi Mustafa Kemal Boulevard, 1931. (Source: TED Ankara College Private Schools archive and Aslanoğlu (2010))

Necati Bey's house with a garden was a typical house for the early years of the capital Ankara. It is known that this structure was built in 1920s but there is no information about its architect. The house was designed for a single family with a basement floor, a raised floor, a first floor and one attic room. The spaces in each floor open to the hall area where the middle staircase is located. The left corner of the entrance designed as a tower providing an asymmetric mass order, the formation of a bay window by projecting out the other corner of the first floor, wide eaves, use of arches for some of the openings, and ornamented facades were all architectural features of the "national" style of the 1920s. The entrance door and most of the windows are enclosed in recessed frames.¹²⁶

¹²⁵ Aslanoğlu, I. (2010). *Erken Cumhuriyet Dönemi Mimarlığı, 1923-1938*. İstanbul: Bilge Kültür Sanat, p. 306.

¹²⁶ Aslanoğlu, I. (2010). *Erken Cumhuriyet Dönemi Mimarlığı, 1923-1938*. İstanbul: Bilge Kültür Sanat, p. 306.



Figure.3.10. The location of the first building of *Türk Maarif Cemiyeti* School (early 1930s) (Necati Bey's house) (Source: Günay (2015))

Maarif Koleji was opened by *Türk Maarif Cemiyeti*, which was established in Ankara on January 31, 1928 under the protection of Mustafa Kemal to raise the level of education of children, to study English, to provide dormitories, scholarships and other services for Turkish students. The first building in Yenişehir-Kızılay was a three-storey building with a garden at the corner of Mustafa Kemal Boulevard and İzmir Street. Here, nursery, primary and secondary school education was held.¹²⁷

When *Türk Maarif Cemiyeti* School was established in 1931, three years after the establishment of *Türk Maarif Cemiyeti*, the Nursery School opened as the initial unit of the school was located in Necati Bey's house, which had earlier been used as a dormitory. At the time, the student dormitory was settled to the building that belonged to Şefik Bey, next to Necati Bey's house.¹²⁸

These (1920s style) houses became markedly distinct from the traditional residential architecture in terms of form and layout; however, this change was hidden by their facades. The first type of, one-two storeys high simpler houses, was built by the Municipality and the second type was built by the richer, who could afford ostentations houses, generally according to the designs of known architects or master-builders of the period. One to two storeys high modest or two to three storeys high villa type single detached garden houses in block lots

¹²⁷ Kortan, E. (2014). *Ankara 1939-1945 II. Dünya Harbinde Gölgesinde*. Turkey: Boyut Yayın Grubu, p.125.

¹²⁸ Ballar, S. (2004). 20 Ekim 1931 Tarihli Toplantı Kararları. *Bir Atatürk Kurumu: Türk Eğitim Derneği*. Beykoz, İstanbul: TED İstanbul Koleji Vakfı, p. 109.

could be seen along the Gazi Mustafa Kemal Boulevard, from Sıhhiye to the Kazım Özalp (Ziya Gökalp) Street, from the Kazım Özalp Street to the street currently known as the Meşrutiyet Street and towards the Çankaya vineyards. All the new in Yenışehir were built in block lots with large gardens.¹²⁹

In a period of two months, as the first and the second grades of the Primary School were also opened, and as all grades of the Primary School were opened over time as well as the first grade of the Middle School that started education in the 1933-1934 academic year¹³⁰ to be followed with other grades until 1935-1936 academic year,¹³¹ the existing building became inadequate, and a new building was started to be sought for to move the nursery school and, if possible, the first two classes of the Primary School. Tekirdağ deputy Cemil Uybadin's mansion¹³² in *Havuzbaşı* (Figure 23) was initially considered. However, it was not possible to rent the mansion because Cemil Uybadin would continue to live there. The garden area of the existing building (Necati Bey's house) where students could go out and play was also quite small. Students were thus often playing in Emniyet Abidesi Park (Güvenpark) or in the pool garden of the *Hilal-i Ahmer Cemiyeti* (Kızılay) building.¹³³

¹²⁹ Avcı Hosanlı, D. (2018). *Housing The Modern Nation: The Transformation Of Residential Architecture In Ankara During The 1920s* (Unpublished doctoral dissertation). METU, p. 141.

¹³⁰ Ballar, S. (2004). 4 Haziran 1933 Tarihli Toplantı Kararları. *Bir Atatürk Kurumu: Türk Eğitim Derneği*. Beykoz, İstanbul: TED İstanbul Koleji Vakfı, p. 112.

¹³¹ Tanyer, T. (2011). *Cumhuriyetin Meşalesi TED Ankara Koleji: 80 Yılın Hikayesi*. Ankara: TED Ankara Koleji Vakfı, pp.114-129.

¹³² Uybadin Mansion was demolished in the 1950s and Emek İşhanı was built in its place.

¹³³ Tanyer, T. (2011). *Cumhuriyetin Meşalesi TED Ankara Koleji: 80 Yılın Hikayesi*. Ankara: TED Ankara Koleji Vakfı, pp.146-153.



Figure.3.11. Uybadin mansion in the 1930s. (Source: EskiAnkaraResimleri internet archive)

At the end of the 1935-1936 academic year, the Middle School had its first graduates. Meanwhile, the unexpected increase in the population of the new capital Ankara caused a demand in the field of education and soon it was decided that the High School should also be opened. When the first grade of the High School (*Türk Maarif Cemiyeti Yenişehir Lisesi*) was opened in 1936-1937 academic year, there were 29 students at the Nursery School, 223 students at the Primary School, 137 students at the Secondary School and 21 students at the newly opened High School. Thus, it was no longer possible to fit Yenişehir School as a whole in the building at *Havuzbaşı*. In 1936, the Middle School and the newly established High School moved to the three-storey house with a garden in Sıhhiye opposite the Ministry of Health, which was owned by Architect Bedri Bey.¹³⁴ Again in 1936, for the first time, the classes were divided into boys and girls and till the end of 1966 this separation was continued.¹³⁵

¹³⁴ Ballar, S. (2004). 15 Kasım 1937 Tarihli Toplantı Kararları. *Bir Atatürk Kurumu: Türk Eğitim Derneği*. Beykoz, İstanbul: TED İstanbul Koleji Vakfı, p. 153.

¹³⁵ Özalp, T. (2006). *Tanıklık Ediyorum: Cumhuriyet ve Atatürk Anıları*. İstanbul: Epsilon Yayıncılık, p. 108.

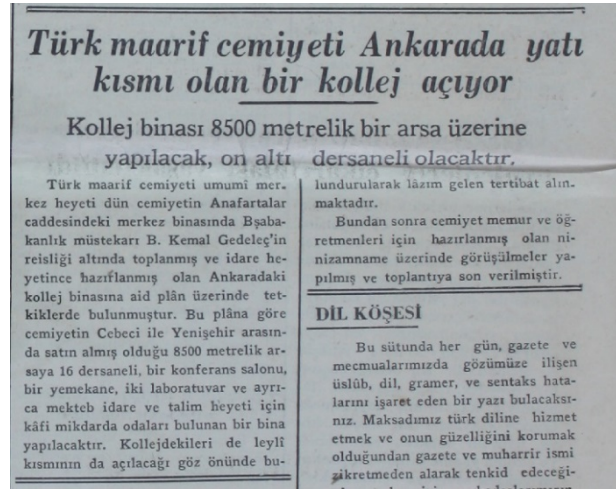


Figure.3.12. Newspaper report about *Türk Maarif Cemiyeti* opening a school
(Source: (1936, June 2). Ulus.)

A new site for the Yenışehir School to develop its spaces into a campus started to be sought for as early as 1934. The first site that was considered to be purchased was between Ministry of Defense and Emniyet Square (Kızılay Square) and the second was at the back site of Embassy of Germany. However, both attempts were useless. After two unsuccessful trials, the site¹³⁶ at the end of Kazım Özalp Street (currently Ziya Gökalp Street), near the tree nursery and the İncesu Stream, was purchased from the municipality to build an educational structure.¹³⁷

According to the second decision of the Board of Directors meeting of the *Türk Maarif Cemiyeti* dated 1 June 1936, the plan for the new school building in Ankara prepared by architect Selim¹³⁸ was examined and approved.¹³⁹ Tendering procedure

¹³⁶ What is interesting about this site is that there is a trace of a public building in Jansen's plan there. Günay (2015) indicates there is no evidence whether it is Yenışehir School or not. (See: Günay, B. (2015). *TED Ankara Koleji'nin Yeni Yerleşkesinin Öyküsü* (Vol. 23, Cep Kitapları Dizisi). ODTÜ MF, pp. 11-12.)

¹³⁷ Tanyer, T. (2011). *Cumhuriyetin Meşalesi TED Ankara Koleji: 80 Yılın Hikayesi*. Ankara: TED Ankara Koleji Vakfı, pp.174-175.

¹³⁸ This person, who was mentioned as architect Selim, was Selim Sayarı. First of all, a research was carried out about the architects of the period and it was found in the list of architects of the period published by Architects' Association that there were only two architects named "Selim" at the time. Selim Zeki Benar was the other other with the same name, but he was an İstanbul-based architect and had no contact with Ankara. On the other hand, Selim Sayarı was an architect of Ankara origin. In 1929 he graduated from the Academy of Fine Arts. He was known to work in the construction office of the Grand National Assembly. It is very likely that he had a relative

was decided to be applied for the construction of the new school building, but only one contractor participated in the tender and the price was much higher than the cost that had been endorsed.¹⁴⁰ Another tender was then initiated, but again there were high priced bids. As a result, the construction was decided to be realized as a forced account work. A commission, consisting of Refet Ülgen, Ali Haydar Taner and Hüseyin Avni Bey,¹⁴¹ was formed to monitor the work.¹⁴² The construction started on July 10, 1936. The cost of the construction was covered by the sale of land and shops owned by *Türk Maarif Cemiyeti* in Gaziantep, and also financial support received from the government.

relationship (could be brothers) with Süruri Sayarı who graduated from the Academy of Fine Arts in the same year. In the architect directory, Süruri Sayarı's office was recorded as Ankara, Yenişehir, Kazım Özalp Street, Düzenli Street, no: 23. From a deeper research, it is found that Selim and Süruri Sayarı were registered as founding members of Yenişehir Sports Club in 1953. Selim Sayarı was mentioned as master architect and his address was Ziya Gökalp Street, no: 29. Süruri Sayarı was indicated as contractor and his address was Ataç Street, no: 37. (2016, November 21). (See: Yenişehir Gençlik ve Spor Kulübü Derneği Tüzüğü. Retrieved from <http://www.yenisehirspor kulubu.com.tr/>)

In addition, "Plan, Building, Material Bureau" advertisement of Selim Sayarı was found and the address written was Sakarya Street, no: 36. (See: Appendix A) (All of these addresses that are mentioned are close to TED Ankara College.) As it is known from the report of the 11th General Assembly of the Chamber of Architects Ankara, Selim Sayarı passed away in 1965. It is possible that this underrecognized architect, whose name was not mentioned in the important publications of the period (*Arkitekt*, etc.), might have contributed to many projects but his name was misspelled in the records. Some of the projects referred to as realized by Selim "Sayar" are Çorlu, Isparta, Gebze and Kırklareli Community Center buildings and Yüzbaşıoğlu Apartment in Ankara Altındağ. (See: Yüzbaşıoğlu Apt. No:12. Retrieved from <http://sivilmimaribellekankara.com/>)

¹³⁹ Ballar, S. (2004). 1 Haziran 1936 Tarihli Toplantı Kararları. *Bir Atatürk Kurumu: Türk Eğitim Derneği*. Beykoz, İstanbul: TED İstanbul Koleji Vakfı, p. 134.

¹⁴⁰ Ballar, S. (2004). 29 Haziran 1936 Tarihli Toplantı Kararları. *Bir Atatürk Kurumu: Türk Eğitim Derneği*. Beykoz, İstanbul: TED İstanbul Koleji Vakfı, p. 135.

¹⁴¹ Refet Ülgen was the chairman and Ali Haydar Taner and Avni Bey were the members of *Türk Maarif Cemiyeti*. They were selected as construction commission in the meeting dated 9 July 1936.

¹⁴² Ballar, S. (2004). 9 Temmuz 1936 Tarihli Toplantı Kararları. *Bir Atatürk Kurumu: Türk Eğitim Derneği*. Beykoz, İstanbul: TED İstanbul Koleji Vakfı, p. 136.

School moved to the site near the tree nursery in 1938. The southern building (G Block) became the Girls' College while the northern building (B Block) became the Boys' College.¹⁴³ As such, we can assume that the initial of the word "Girls" was given to the Block G, and the initial of the word "Boys" to the Block B.

The building close to the street was reserved for female students, and the second building was for male students, and between them, the curtain made of two meters high cage-wire divided the garden into two equal parts. During the breaks, girls and boys could see each other but could not be together.¹⁴⁴



Figure.3.14. Newspaper report about *Türk Maarif Cemiyeti* opening a school (Source: (1936, August 30). Ulus.)

It is certain that the architect of G Block building was architect Selim, but there is an uncertainty about the architect of B Block building. It is possible that the plans of the B Block building were designed also by architect Selim due to the similarity in the architectural approach of the buildings and the closeness of the construction dates.

¹⁴³ Tanyer, T. (2011). *Cumhuriyetin Meşalesi TED Ankara Koleji: 80 Yıllık Hikayesi*. Ankara: TED Ankara Koleji Vakfı, pp.183-186.

¹⁴⁴ Kortan, E. (2014). *Ankara 1939-1945 II. Dünya Harbinde Gölgesinde*. Turkey: Boyut Yayın Grubu, p. 126.

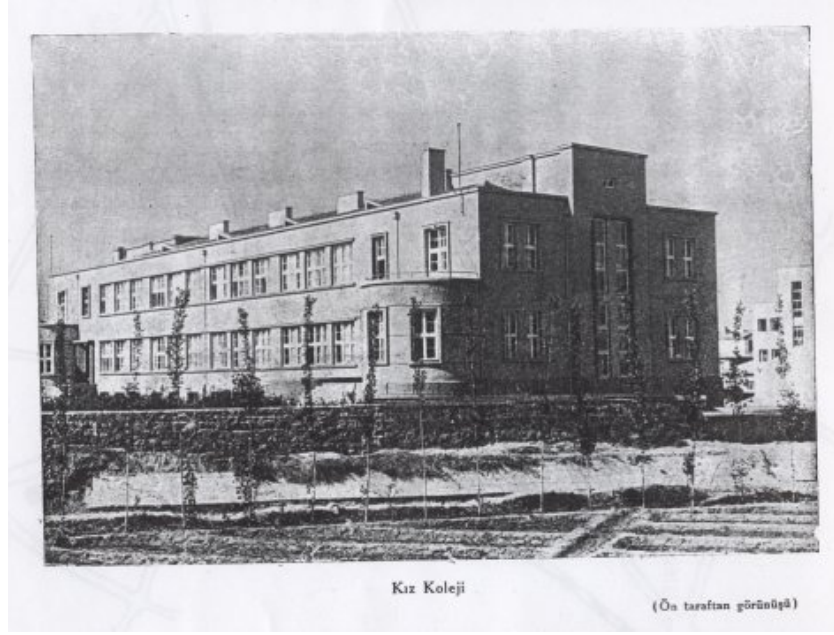


Figure.3.15. Girl's School (1937) (G Block) (Source: TED Ankara College Private Schools archive)

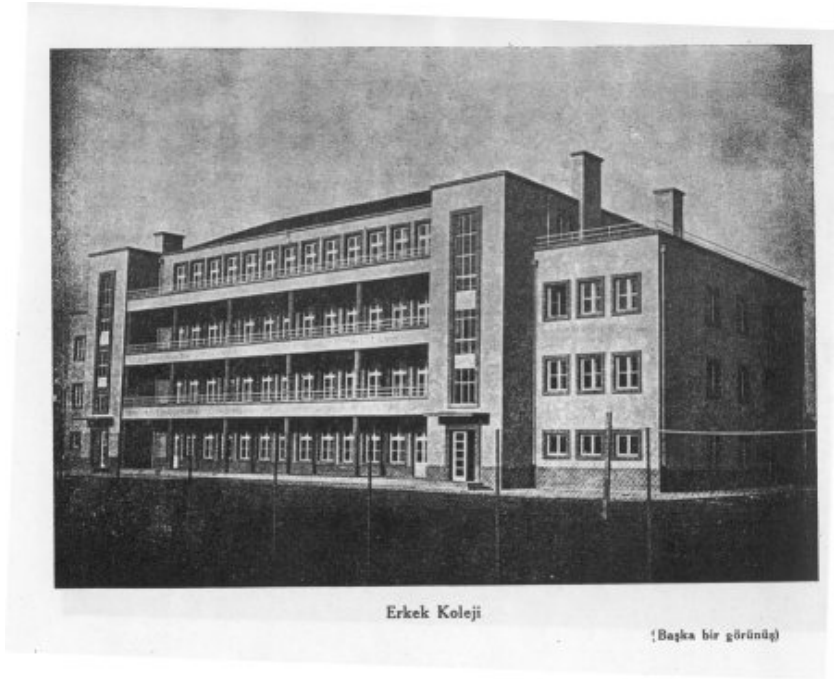


Figure.3.16. Boy's School (1938) (B Block) (Source: TED Ankara College Private Schools archive)



*Figure.3.17. The construction of Girl's School (G Block) (1936)
(Source: TED Ankara College Private Schools archive)*

The school buildings were situated as parallel to Kazım Özalp Street (currently Ziya Gökalp Street) on the southern side of the site. On the eastern side of the site, there was İncesu Stream, which separated the school from the tree nursery; on the western side there was Yiğit Koşun Street (currently Sağlık Sokak), and on the northern side Balk Street (currently Halk Street). The two buildings were facing each other and there was a large garden in the middle.

The G Block was constructed as a three-storey and the B Block as a four-storey building. The structures are constructed with reinforced concrete bearing system, hollow-tile floor slabs and brick walls. The floor plans of both blocks are formed of rows of classrooms connected by long corridors. The floors were covered with cast mosaic.

From the report of the General Assembly meeting of May 28, 1937, we can get information about the original features of the G Block. In the report, it was mentioned that the tender had been started for a two-storey building but later one more floor was added to the building. It was also emphasized that the best materials were chosen for constructions, and that the floors were mosaic and the windows

were double.¹⁴⁵ In the G Block, there were large classrooms as well as female dormitories, an infirmary, dining halls and a small greenhouse on the rooftop.¹⁴⁶

In the 1940s and 1950s, as the need of more space emerged as a result of the increasing number of students, the school had to go through new construction phases. One of the interventions of the period was the addition of a conference room. In 1943, the lower floor of the G Block was renovated and a conference hall for 300 people was added.¹⁴⁷ The larger changes that led to the change of the façade of the building took place in the 1950s. The school had the rule to form classrooms of 35 students at the most; and it was not possible to build an additional class because both buildings had no appropriate free space for such a use. The Boy's College building (B Block) had especially to be enlarged to house all the students. Thus, in 1952, the fourth floor of B Block was expanded by covering its large terraces and transforming this space into dormitories.¹⁴⁸ In June of the same year, a floor was added to the Girls' College building (G Block) as well.¹⁴⁹ Like the B Block, the terraces of the G Block also disappeared by this addition.¹⁵⁰ Unfortunately, these transformations significantly damaged the architectural identity of both buildings.¹⁵¹

¹⁴⁵ Ballar, S. (2004). *Bir Atatürk Kurumu: Türk Eğitim Derneği*. Beykoz, İstanbul: TED İstanbul Koleji Vakfı, pp.162-164.

¹⁴⁶ Tanyer, T. (2011). *Cumhuriyetin Meşalesi TED Ankara Koleji: 80 Yılın Hikayesi*. Ankara: TED Ankara Koleji Vakfı, p.180.

¹⁴⁷ Türk Maarif Cemiyeti (1944), *Türk Maarif Cemiyeti Altıncı Umumi Heyeti*. Ankara: Başvekalet Devlet Matbaası, p. 5.

¹⁴⁸ See the difference between Figure 3.16 and 3.21.

¹⁴⁹ Tanyer, T. (2011). *Cumhuriyetin Meşalesi TED Ankara Koleji: 80 Yılın Hikayesi*. Ankara: TED Ankara Koleji Vakfı, pp.294-295.

¹⁵⁰ See the difference between Figure 3.15 and 3.18.

¹⁵¹ In the following years, the G and B Blocks underwent another transformation. We can see from the photos that another floor was added to the B Block in an unknown date. (See the difference between Figure 3.21 and 2.12) The G Block was extended along the transverse horizontal axis and its mass was enlarged longitudinally. This transformation was probably realized after the construction of the A Block, because it was seen that the A and G Blocks were interconnected in the following years.



Figure.3.18. Girl's School (G Block) (Source: TED Ankara College Private Schools archive)

The formal properties of the G and B Blocks reflect the 1930s architectural style of early Republican Turkey. Ornament-free façades¹⁵² together with simple lines, rhythmic window layouts, the use of vertical and horizontal windows together, the prominence of side masses and the semi-cylindrical spaces placed in the corners on the ground floor of the G Block are the architectural features that make these buildings exemplary of the modernist approach¹⁵³ of the period. The reflections of the educational building style that was created by foreign architects Ernst Egli and Bruno Taut, who worked as the chief architect and advisor to the Ministry of National Education during the 1930s and were influential in the design of contemporary schools, can be seen in these Yenışehir School buildings as well.¹⁵⁴

¹⁵² The color of the façades of the G and B Block buildings was gray for a long time. In the photographs from the 1990s it is seen that the color of the façades of every TED Ankara College building, including the G and B Blocks, was pink.

¹⁵³ Aslanoğlu, I. (2010). *Erken Cumhuriyet Dönemi Mimarlığı, 1923-1938*. İstanbul: Bilge Kültür Sanat, p.p. 73-79.

¹⁵⁴ During the research process of the architect of the first buildings of TED Ankara College, interviews were made with Zafer Akay. During the meeting held by Zafer Akay and the author on 17 August 2019 in İstanbul, some discussions were held on this issue. As Zafer Akay (2019) mentioned, the fact that G and B Block buildings are "Ankara Viyana kübiği", as it is popularly called, that reflect "the modest modernist style of the period" has led to rumors that the architect of the buildings might be Ernst Egli, who was the most well-known architect of many educational buildings of the era in Ankara. Since the original plans of the buildings could not be reached, the information obtained about the architect of the buildings was collected from the Reports of the

One entity that makes the G Block different from the B Block is its external staircase. The B Block completely sits on the floor and the entrance is from the ground level. For the Block G, the situation is different: The level of the schoolyard starts below the street level. As you walk down the street, the front gates of the G Block could be seen, but in fact they are not on the same level as the schoolyard. There are two entrance doors on both long sides of the building and these entrances are reached by stairs of 9 to 12 steps. There is also a basement under the ground floor. On the façade facing Kazım Özalp Street (currently Ziya Gökalp Street), we can see the basement as a half floor, but on the façade facing the inner courtyard it reveals itself as a full floor. On the inner courtyard façade, the basement floor can be reached directly. Still, the entrances are from above on both side of the building, reached by stairs.



Figure.3.19. The front façade of G Block (Source: TED Ankara College Private Schools archive)

General Assembly of *Türk Maarif Cemiyeti*. From the information from the reports, we know that the architect of G Block is architect Selim, and so it is understood that the implementation of these structures did not take place under the supervision of Egli. In any case, Egli's contribution to the project remains unclear. (See: Akay, Z. (2019). *Yıkıp Yeniden Yapmak. İnci Aslanoğlu İçin Bir Mimarlık Tarihi Dizimi*, E. Altan & S. Enginsoy Ekinci, Eds.. Ankara: ODTÜ Mimarlık Fakültesi Yayınları, pp.1-6)



Figure.3.20. The back façade of G Block and a part of schoolyard (1955)
(Source: TED Ankara College Private Schools archive)



Figure.3.21. The B Block and a part of schoolyard with the school canteen (1955)
(Source: TED Ankara College Private Schools archive)

The stairs of the G Block building on the courtyard are as riveting as the stairs on the main façade facing the boulevard. The movement on the vertical axis is lifted by the overlapping stairs all along the floors. The width of the staircase decreases towards the top floors. This situation, which is quite unusual for a school structure, is probably due to the later addition of the top floor. Another issue is the intensity of students that flowed to those tiny staircases. What is told by Lale Özgenel, who was a student at TED Ankara College between 1972 and 1983, is interesting in this regard:

The staircase issue was very interesting. As soon as the bell was ringing, we tried to get down the stairs to the garden as fast as possible. The steps seemed to be made of cast mosaic. For years, the steps of the school were slightly sloping because of the abrasion. Actually, it was dangerous. We were going down a lot and we would slip there too fast. Everybody pushed each other and we would skip a few steps. The staircase was a great entertainment venue. The garden had to be reached immediately; that was our priority.¹⁵⁵

¹⁵⁵ The interview conducted by the author with Lale Özgenel (COLLEGE GRADUATE: 1972-1983), on May 14, 2019, Ankara.



*Figure.3.22. Aerial photograph of Ankara from 1942.
Yenisehir School structures are indicated in red.
(Source: Zeki Kamil Ülkenli's personal archive)*

3.3. TED Ankara College Campus in Kolej District

The 1940s were a breaking point for *Türk Maarif Cemiyeti*. When the Second World War started, Turkey's economic situation was negatively affected even though Turkey did not take part in the war. Due to financial problems at the time¹⁵⁶, *Cemiyet* had difficulty in managing the schools and dormitories in its possession. Financial aid could not either be provided by the government. By the end of the 1940s, the number of students in Bursa Girls' High School had also decreased and finally the school that had been functioning for 18 years was closed in 1949. The high school part of Ege School was also closed in 1945 and its building was sold. Uşak High School was closed in 1949 due to lack of financial assistance. Kadırga Student Dormitory was transferred to the Ministry of National Education in the same year due to financial difficulties.¹⁵⁷

The only school of *Türk Maarif Cemiyeti* then was the one in Ankara. Until the 1950s, another construction could not be afforded in the site of the school. However, from 1950 onwards, *Cemiyet* started to implement some developments in educational terms. At the General Assembly Meeting held on January 29, 1950, it was discussed that the school would become a school where instruction would be in English, i.e. a “college” as such schools are defined in Turkey. In line with the modernization process of the current Democrat Party government that aimed at having closer relations with the United States of America, the introduction of education in English was realized in 1951-1952 academic year, and the school began

¹⁵⁶ The constant financial source of *Türk Maarif Cemiyeti* was the money received from official announcements published in newspapers. In 1931, this right was deprived. *Cemiyet* established its own private company in 1936 and began to manage the publication of official announcements through newspapers. (See: Ballar, S. (2004). 1 Ağustos 1936 Tarihli Toplantı Kararları. *Bir Atatürk Kurumu: Türk Eğitim Derneği*. Beykoz, İstanbul: TED İstanbul Koleji Vakfı, pp. 136-139.) At first, this was even more profitable than the old situation. However, in 1943, it was decided to transfer all official advertising to the Press Association. Although it was decided that the Press Association would pay a certain amount of money to *Türk Maarif Cemiyeti* every year, after 1946, the money was not received. From this point on, the schools and the dormitories had become increasingly difficult to manage. See: Tanyer, T. (2011). *Cumhuriyetin Meşalesi TED Ankara Koleji: 80 Yılın Hikayesi*. Ankara: TED Ankara Koleji Vakfı, pp.252-254.

¹⁵⁷ Tanyer, T. (2011). *Cumhuriyetin Meşalesi TED Ankara Koleji: 80 Yılın Hikayesi*. Ankara: TED Ankara Koleji Vakfı, p.255.

to be called as a *College*. This new identity of the school increased the interest in the school, but its buildings were not able to meet the demand of the increasing number of students. Therefore, from 1952 onwards, new buildings started to be built.¹⁵⁸



Figure.3.23. Key map for A Block and H Block (Prepared by the Author)

On October 21, 1952, the foundation of a building to be used by the Primary School was laid. Bursa Girls' High School buildings were sold in order to provide money for the construction. The study report prepared before the General Assembly in 1954 includes information on this subject:

Our primary school building, conference hall, the additional construction of the dormitory part for the Boys' College and the additional construction of the Girls' College are completely finished and these places are ready for use. The construction of our large gymnasium, labs, library and Girls' College building

¹⁵⁸ Tanyer, T. (2011). *Cumhuriyetin Meşalesi TED Ankara Koleji: 80 Yılın Hikayesi*. Ankara: TED Ankara Koleji Vakfı, p.289.

are almost finished. In addition, an area of 8000 square meters on the other side of the stream has been provided as a garden so that 2200 students could not be deprived of a playground.¹⁵⁹

The indoor sports hall had been planned to be built with the Primary School building but later it was changed to a music hall. Still, the idea of building an indoor sports hall was not abandoned and in 1955 the sports hall (F Block) was built.¹⁶⁰ In 1954, the construction of the building for the Primary School (A Block) was completed. According to the first decision of the Board of Directors meeting of the *Türk Maarif Cemiyeti* dated 5 September 1952, the offer of Selim Sayarı and his partner Necmi İnanç was approved for the construction of A Block building.¹⁶¹ The A Block as the primary school, the B Block as Boys' College and the G Block as Girls' College together composed a small campus area and defined a courtyard in the middle.¹⁶² With the construction of the Primary School building on the site, the large garden got smaller. In 1956, *Türk Maarif Cemiyeti* sold many of its lands in Keçiören, Ayrancı, Sağlık Sokak and Çankaya, and with the financial gain, the H Block was built next to the G Block.¹⁶³ There is no record about the architect of H Block building. Besides, the construction date of E Block is unknown and so its architect.

¹⁵⁹ TED (1954), *Türk Eğitim Derneği Ondördüncü Genel Kurulu (Çalışma Raporu)*. Ankara: Yıldız Matbaası, pp. 7-8.

¹⁶⁰ Tanyer, T. (2011). *Cumhuriyetin Meşalesi TED Ankara Koleji: 80 Yılı Hikayesi*. Ankara: TED Ankara Koleji Vakfı, p.315.

¹⁶¹ Ballar, S. (2004). 5 Eylül 1952 Tarihli Toplantı Kararları. *Bir Atatürk Kurumu: Türk Eğitim Derneği*. Beykoz, İstanbul: TED İstanbul Koleji Vakfı, p. 224.

¹⁶² Although the A Block building has the same architect as the G and B Block buildings, its architectural language is quite different. In fact, A Block is the most enclosed and the least characteristic mass, comparing to others. The A Block building was the one which has a close relationship with İncesu Stream and the tree nursery. It is not known why a placement such as the U and Z Blocks, which were extending like arms embracing the stream, was not planned for A Block, but instead it becomes a blockage.

¹⁶³ Ballar, S. (1968). *40. Yıldönümünde TED*. Ankara: TED, p.33.

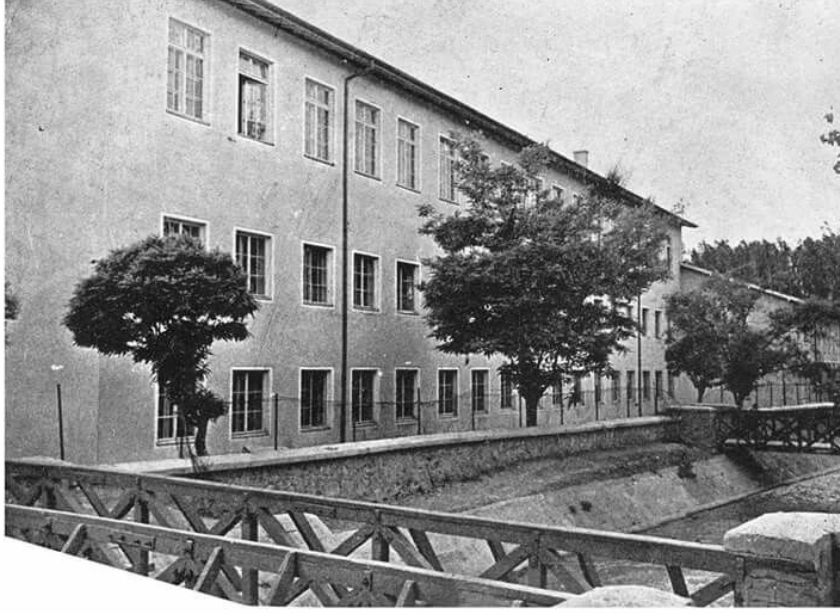


Figure.3.24. Primary School (A Block) and the wooden bridges on İncesu Stream (1954)
(Source: TED Ankara College Private Schools archive)



Figure.3.25. Primary School (A Block) (1955)
(Source: TED Ankara College Private Schools archive)



Figure.14. H Block (at the back of the tree on the left) next to G Block
(Source: Zafer Akay's personal archive)

There was no space in the site for another building while there was still a need for more space to accommodate the increasing number of students. For this reason, a new site began to be sought. The first place that came to mind was the tree nursery next to the site. In the 1950s, the tree nursery was no longer a place full of different types of trees and flowers as it used to be. It had become a place that could be described as a grove or a park and it was seen as appropriate for construction. However, new school buildings were not built in the nursery but the empty land across Ziya Gökalp Street, which was accepted as more convenient.¹⁶⁴

It was decided to construct a building to be used as the Boys' College on this site, located on the southern side of Ziya Gökalp Street at the back of the Institute of Cancer. From the right lower corner of 1956 dated project drawing (Appendix A), it is understood that the buildings were designed by Hüseyin Güngör Proje Bürosu. From the license at Çankaya Municipality archives (Appendix A), it is also understood that the contractor architect of the buildings constructed on this site was

¹⁶⁴ Tanyer, T. (2011). *Cumhuriyetin Meşalesi TED Ankara Koleji: 80 Yılım Hikayesi*. Ankara: TED Ankara Koleji Vakfı, p.299.

Sadrettin Kürklü.¹⁶⁵ Moreover, as it is learned from the same document, the agreement for the land was between *Türkiye Emlak Kredi Bankası* and *Türk Eğitim Derneği*. The document states the planned built area as 14,389-meter square. The building is six-storey in total, with one floor below the road level.

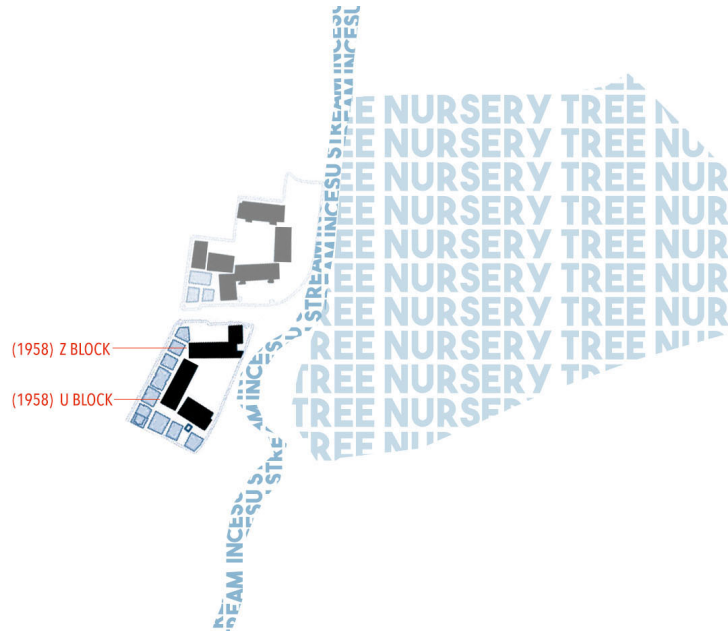


Figure.3.27. Key map for U and Z Blocks (Prepared by the Author)

¹⁶⁵ According to Tanyer (2011), the construction of the buildings was commissioned to Sadrettin Kürklü by Türkiye Emlak Kredi Bankası. Kürklü is not a well-known architect of the era. The contribution of Sadrettin Kürklü on the design of the building is unknown. It is understood that he was the person who carried out the construction and it was most likely that he had only worked as a contractor. In the researches, it was learned that Sadrettin Kürklü was the son-in-law of Osman Hilmi Taner who was Malatya deputy for the 5th, 6th, 7th and 8th terms. In a memoir, it was mentioned that in 1958, Sadrettin Kürklü had built a cinema structure in the garden of two adjacent apartments owned by Osman Hilmi Taner in Malatya. (See: Güngör, N. (2011, February 2). Güle Güle Renkli Sinema. Retrieved from <https://fenciler.wordpress.com/2011/02/02/gule-gule-renkli-sinema/>)

In 1968, Sadrettin Kürklü founded Domsan, one of the first companies to play a pioneering role in the transition from atelier to industrial system in the woodwork and furniture sector. (See: Domsan Doğrama Mob. San. A.Ş. Retrieved from <http://www.designforexport.org/TR/belge/1-61/domsan-dograma-mob-san-as.html>)

In 1988, he wrote an article titled "Ankara Organize Sanayi Bölgesi" in ASO magazine. His wife Sühendan Kürklü made a charity work for a middle school building and her name was given to that school in Sincan, Ankara. (See: Ankara/ Sincan - Sühendan Kürklü Ortaokulu. Retrieved from <http://suhendankurklu.meb.k12.tr/tema/index.php>)

Sadrettin Kürklü, who graduated from academy in 1951, passed away in 1999 as understood from the report of the General Assembly of Chamber of Architects Ankara.

The construction of the buildings in the site (U and Z Blocks) started in 1956. Turkey's economy was passing through a difficult period at the time. There was shortage of materials and prices were increasing every day. In 1958, Kürklü informed the bank that, due to the prolongation of the construction period, the prices of materials, and amount of wages increased and he thus lost money. *Dernek* paid the architect's loss; however, after a while, Kürklü applied to the bank again. The currency of Turkish lira was devalued as it went up from 2.80 to 9.00 against dollar. The architect claimed that he was on the brink of bankruptcy due to labor and material expenses and demanded payment. *Dernek* paid this money as well.¹⁶⁶

In 1958, the temporary acceptance was made for the classroom areas, the canteen and the administrative building in the site addressed as “Ziya Gökalp Street Number 48”. Nonetheless, there were many deficiencies in the buildings. The temporary acceptance of the dormitory and the sports hall was made in December 1959. It took time to fix the defective and incomplete processes, and in August 1, 1961, the final acceptance of all buildings was made.¹⁶⁷

¹⁶⁶ Tanyer, T. (2011). *Cumhuriyetin Meşalesi TED Ankara Koleji: 80 Yılın Hikayesi*. Ankara: TED Ankara Koleji Vakfı, pp.303-304.

¹⁶⁷ Tanyer, T. (2011). *Cumhuriyetin Meşalesi TED Ankara Koleji: 80 Yılın Hikayesi*. Ankara: TED Ankara Koleji Vakfı, p.304.

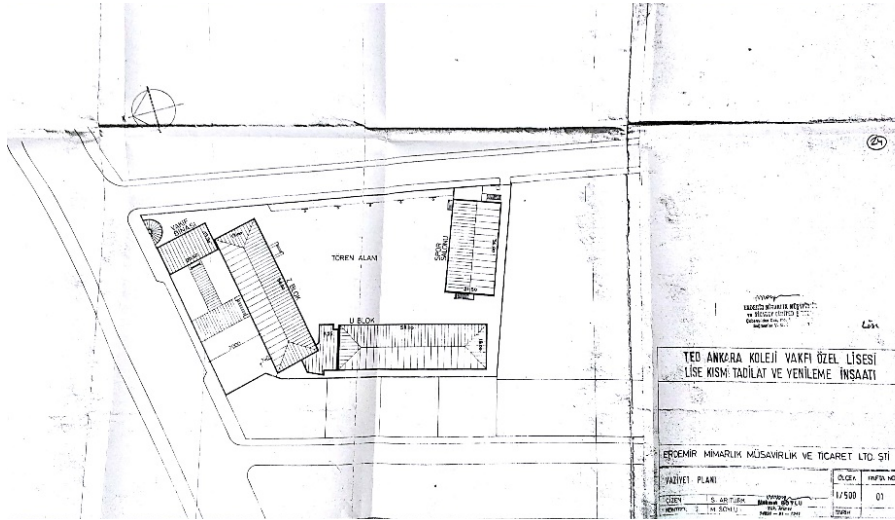


Figure.3.28. Site plan of southern campus with the Z Block, U Block, Administration Building and Sports Hall. (Source: Çankaya Municipality Archive)

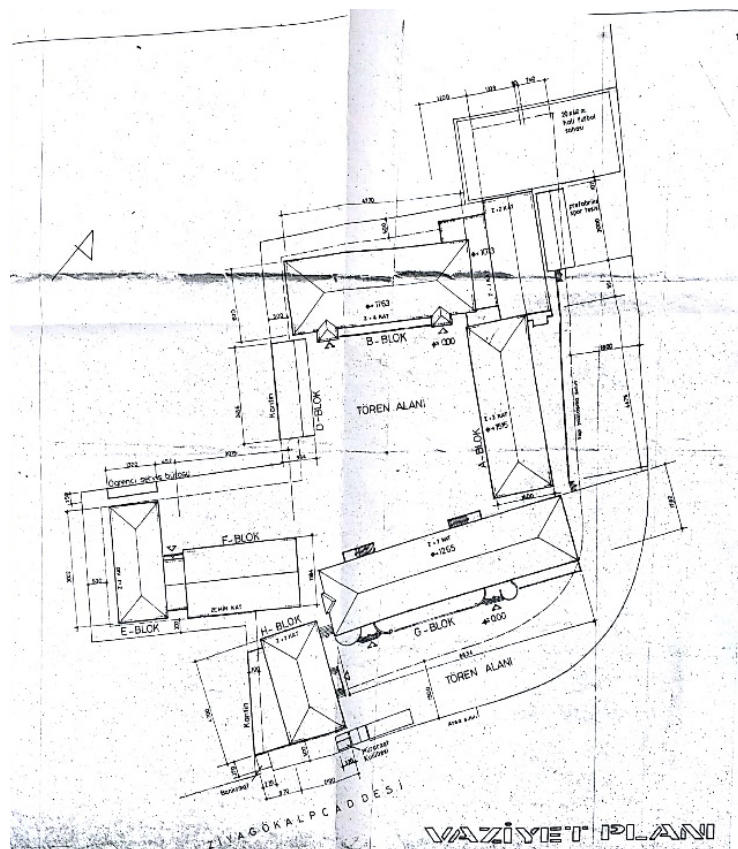


Figure.3.29. Site plan of the northern campus with the A Block, B Block, D Block (Canteen), E Block, F Block, G Block, H Block. (Source: Çankaya Municipality Archive)

The U and Z Blocks together with the sports hall and the administration block were on the new site on the southern side of Ziya Gökalp Street while A, B, E, F, G and H Blocks were on the initial site on the northern side. Herewith, the campus of Ankara College was complete at the beginning of the 1960s.



Figure.3.30. The northern and southern parts of the campus, Ziya Gökalp Street, İncesu Stream and tree nursery (early 1960s) (Source: Foto Naci archive)

Türk Eğitim Derneği also had a huge debt on itself at the time. Because of the constructions, the debt to *Türkiye Emlak Kredi Bankası* was millions of lira. Towards the 1960s, the political atmosphere was tense in Turkey, leading to a military intervention in May of 1960. The years between 1960-1965 were uneasy, both for Turkey in general and for Ankara College. There was difficulty in collecting school fees. In the end, *Dernek* started to look for ways to get out of this financial dead-end. At the General Assembly dated May 12, 1963, the school was given the status of *Türk Eğitim Derneği Ankara Koleji* (Turkish Education Association Ankara College) and it was accepted that Ankara College would now

manage itself. The administration of Ankara College was placed under TED Ankara College Foundation.¹⁶⁸ The official deed of the foundation was prepared and approved. Thus, the foundation gained legal identity. With the law of July 15, 1965, a solution was found for the accumulated debts. *Türk Eğitim Derneği* liquidated its debts to *Türkiye Emlak Kredi Bankası* and General Directorate of Foundations.¹⁶⁹

In 1962-1963 academic year, the separation of girls and boys ended and all school buildings merged together.¹⁷⁰ The U and Z Blocks on the southern site started to be used as high school buildings, while the A, B and E Blocks in the northern site became middle school buildings and the G and H Blocks there became primary school buildings.¹⁷¹ As the school administration did not want older and younger students to be together, the solution to the division of the same area into two different school units was to put an iron gate in the open corridor formed between the facades of the building G and H Block.¹⁷²

¹⁶⁸ The name of the school would be changed to TED Ankara Koleji Vakfı Özel Okulları (TED Ankara College Foundation Private Schools) in 1982.

¹⁶⁹ Tanyer, T. (2011). *Cumhuriyetin Meşalesi TED Ankara Koleji: 80 Yılın Hikayesi*. Ankara: TED Ankara Koleji Vakfı, pp.346-350.

¹⁷⁰ Günay, B. (2015). *TED Ankara Koleji'nin Yeni Yerleşkesinin Öyküsü* (Vol. 23, Cep Kitapları Dizisi). ODTÜ MF, p. 56.

¹⁷¹ TED (1962), *TED 22. Umumi Heyeti 30 Ekim 1962*. Ankara: TED, p. 11.

¹⁷² The interview conducted by the author with Elçin Cengiz (COLLEGE GRADUATE: 1973-1981), on April 24, 2019, Ankara.



Figure.3.31. The Primary School and Middle School (A, B, D, E, G, H Blocks), Ziya Gökalp Street on the right and Kurtuluş Park on the top (1968)
(Source: TED Ankara College Private Schools archive)

The U and Z Blocks in the new site consisted from rectangular floor plans. Both of the buildings were opening to the garden in the middle, which was the area where the interaction was the most among students. The U and Z Blocks, along with the sports hall building, formed the three sides of a trapezoidal area, while the fourth side was defined by Çaldıran Street in the east of the area. This inner garden schema is similar to the courtyard garden in the older site of the campus. The main entrance of the High School was from the Z Block on Ziya Gökalp Street. The level of the schoolyard was below the street level, and the front garden that was formed in-between Ziya Gökalp Street and the Z Block as well as the inner garden were fenced.

The administration building was a two-storey prismatic mass with a square like plan. It was a very small building compared to any building in the school area. Its entrance was from the front garden on Ziya Gökalp Street and it had inner

connections to the Z Block from both floors. The mass was transparent in the ground floor as there was a large welcoming area and some offices there. The connection to the Z Block from the ground floor could not be used by students. In the first floor, there was a conference hall and students were permitted to use the connection from the Z Block from this floor. The sports hall was also a two-storey building. It is a completely separate mass, which was reached from the inner garden.



Figure.3.32. U Block and the Sports Hall (1958)
(Source: TED Ankara College Private Schools archive)

The main entrance of the school at the Z Block was highlighted with an eave. The building had staircases on the two sides of the entrance. The columns in the building were cylindrical and covered with glass mosaic. The ground floor had series of offices connected with a long corridor. The basement floor was for service and storage spaces. The upper floors consisted of rows of classrooms on both sides of long corridors. The U Block was defined to be a dormitory at first. In 1963, it began to be used as a school unit with classrooms as well. The U and Z Blocks were connected to each other in 1970. This connection was not a passage but it was a structure that completed two blocks to become one. There was an emergency

staircase in this connection. In the U Block, similar to the Z Block, the basement floor was for service and storage spaces. In the ground floor of the U Block, there was a cafeteria and a canteen. The other floors of the U Block were converted to be rows of classrooms on both sides of long corridors, just like in the Z Block. The only difference is that, as the U Block was once a dormitory, its corridors were much narrower.



Figure.3.33. Z Block, Administration Building and Ziya Gökalp Street (1958)
(Source: TED Ankara College Private Schools archive)



Figure.3.34. Z Block and the Administration Building (1958)
(Source: TED Ankara College Private Schools archive)



Figure.3.35. The façade of Z Block (Source: TED Ankara College Private Schools archive)

The structural system of the U and Z Blocks were reinforced concrete. Their façades were plastered in pink and all windows had cornices. The front façade was more elaborated than the back façade. The rhythm of the windows together with the vertical and horizontal cornices created a unique façade. The massiveness of the structure was moderated with these transparent and linear elements of the façades. In both of the U and Z Blocks, a simple language of the 1950s-1960s modern architecture¹⁷³ could be seen as they were unornamented, using the simplicity of masses, and the rhythmic window layout dominating the façade.

¹⁷³ Batur, A. (2005). *A Concise History: Architecture in Turkey During the 20th Century*. Ankara, Turkey: Chamber of Architects of Turkey, pp. 48-50.



Figure.3.36. The inner garden of High School buildings in the southern part of the campus (1960s)
(Source: Foto Naci archive)

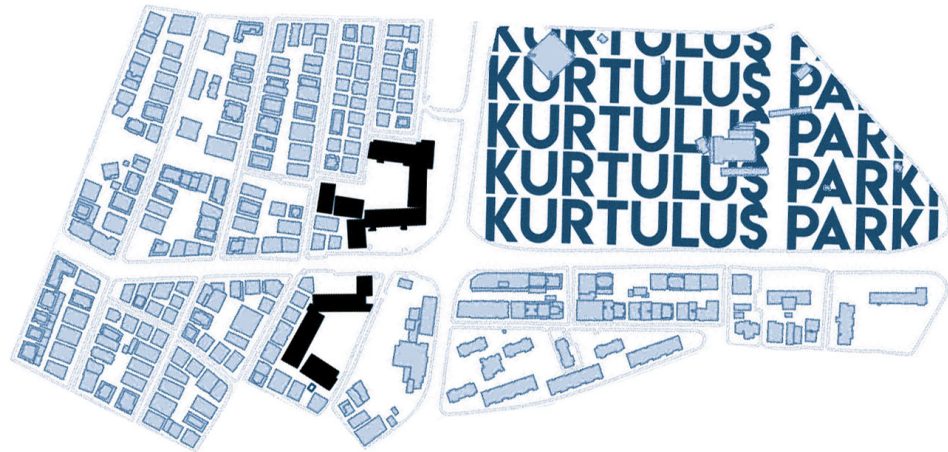


Figure.3.37. Key map as a site plan (after 1970) (Prepared by the Author)

The campus of TED Ankara College was completed in the early 1960s. It started with a building in the 1930s and became a complex stretching to both sides of Ziya Gökalp Street in decades. The masses of the school structure have a proportional and modernist appearance, but they are all extremely symmetrical. G Block building has maintained its symmetrical structure for a long time despite many renovations.

However, on an unknown date (necessarily after the construction of A Block building), the mass of G Block was extended towards the Kurtuluş Park side and the right cylindrical mass (referring to the Ziya Gökalp Street façade) was destroyed. Only its surface was maintained and became an extension of the landing of the stairs. (See Figure 3.38) This situation has [unsuccessfully] broken the symmetry in the building, but the building has largely lost its architectural character.

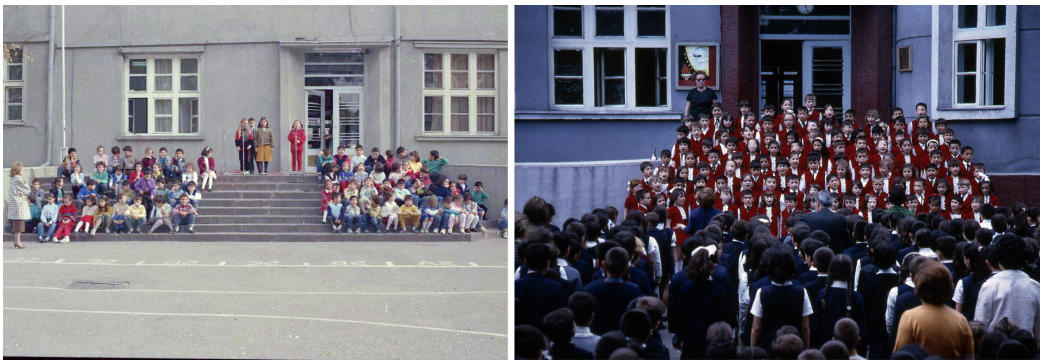


Figure.3.38. Two photographs in the same place, in different periods. In the right one the semi-cylindrical mass can be seen, but in the left one it is missing. (Source: Foto Naci archive)

The positioning of the buildings has created large courtyards and useful outdoor spaces, but there are no semi-open spaces and rich internal-external relationships. Roof terraces were planned in the initial designs of the first built G and B Block buildings, but over several years, closing these terraces and the adding floors consumed the semi-open space. The long colonnaded balconies of B Block looking through the central schoolyard and the balcony surfaces occurred above the mass protrusions of G Block are the only semi-open spaces within the whole school complex of 11 buildings. Particularly, A Block building is a very rough and closed mass. At an unknown date, G and A Block and U and Z Block masses are interconnected. This enriched the interior flow of the spaces but made the masses even more closed. One issue that can be considered as a positive contribution is that the ground floor of the U and Z Block masses is permeable to the garden.

Ali Cengizkan describes as follows:

On the lower floor of the U Block building, towards the center, there was a canteen. The ground floor was very enjoyable. Imagine a ground floor that is completely open. It was kind of a lounge area and it was a raised floor. Some exhibitions would be opened especially in the lounge of Z Block. The other side would be used as canteen area with seats. The canteen was an ordinary area, but with this function of the ground floor it would become a commonly used area.¹⁷⁴

Despite the fact that the campus was formed by an additive approach, the inner courtyards that the buildings created and the references that the buildings gave to each other are noteworthy. When we compare the buildings constructed earlier in the northern site of the campus with the later buildings of the southern side, it is seen that, although they were built in different periods, a common language define the architectural identity of the school campus, reflecting the modernist approaches of the 1930s and the 1950s-1960s when they were constructed. All buildings on the school campus are typical examples reflecting their architectural periods. On both sides, decisions about large-scale site designs and forms of the masses and (later adapted) pink color of the buildings are similar. However, the buildings that were constructed later in the new site are more massive and have less detailed but more rhythmic façades than those that were constructed earlier in the first site of the campus.

Within this context, there were also some administrative decisions given by the school that affect spatial transformations. The first of these is the separation of buildings as boys and girls and an accompanying decision is that it is a boarding school. These decisions affected the use of school spaces and the transformations in the following years. For example, the reason for the additional floor added to G and B Block buildings is to make dormitories for boarding students. When they were first constructed in 1959-1960, U and Z Block buildings were used as Girl's College.

¹⁷⁴ The interview conducted by the author with Ali Cengizkan (COLLEGE GRADUATE: 1966-1973), on July 19, 2019.

The dormitory for female students has been moved from G Block to U Block. In 1966-1967 academic year, the school passed to mixed-sex education. With this decision, school buildings were divided according to their levels of school units. At the one side of Ziya Gökalp Street, U and Z Block buildings served as high school units, on the other side of Ziya Gökalp Street, G and H Block building started to be used as primary school, A and B Block facing middle courtyard were the middle school buildings, and E Block was used as preparatory school.

As the campus of the school developed, there were also some spatial developments around its sites. One important change was undertaken to connect the two sides of the campus that was divided by Ziya Gökalp Street. In order for students not to use the street, which started to have a heavier traffic even in the 1950s, a pedestrian underpass was constructed in the 1960s.¹⁷⁵ Another change in the vicinity of the campus was about the İncesu Stream. In the mid-1950s, the stream was polluted and started to produce bad smell, especially in summer times. Negotiations were held with the municipality on this issue, but finally the solutions were not applied and the stream was completely closed in 1962.¹⁷⁶

The planning of Ankara allowed the school to expand according to the needs and student capacity until the 1960s. After these years, the school remained in a very accessible, and central region of the city, but its expansion became impossible and its campus as defined in the 1960s remained unchanged in the later decades.

¹⁷⁵ TED (1956), *TED 16. Genel Kurul Toplantısı 11 Kasım 1956*. Ankara: TED, p.36. There is no certain information whether it was a private underpass or a public one.

¹⁷⁶ TED (1962), *TED 22. Umumi Heyeti 30 Ekim 1962*. Ankara: TED, p. 12.



Figure.3.39. Top view photograph from 1968. (Source: Foto Naci archive)

Thus, TED Ankara College, which gained the character of a "college" with education in English in the mid-twentieth century, also acquired the space of an educational campus at the time. Expanding its spaces, the educational and cultural environment of the school also influenced the development of the "Kolej" district where it was located, which simultaneously grew on the periphery of the central Yenisehir/Kızılay region of Ankara. At the same time, the school buildings formed examples of modern architecture of their respective periods. As a result, TED Ankara College became a significant case in analyzing the impact of an educational institution on its larger urban context.

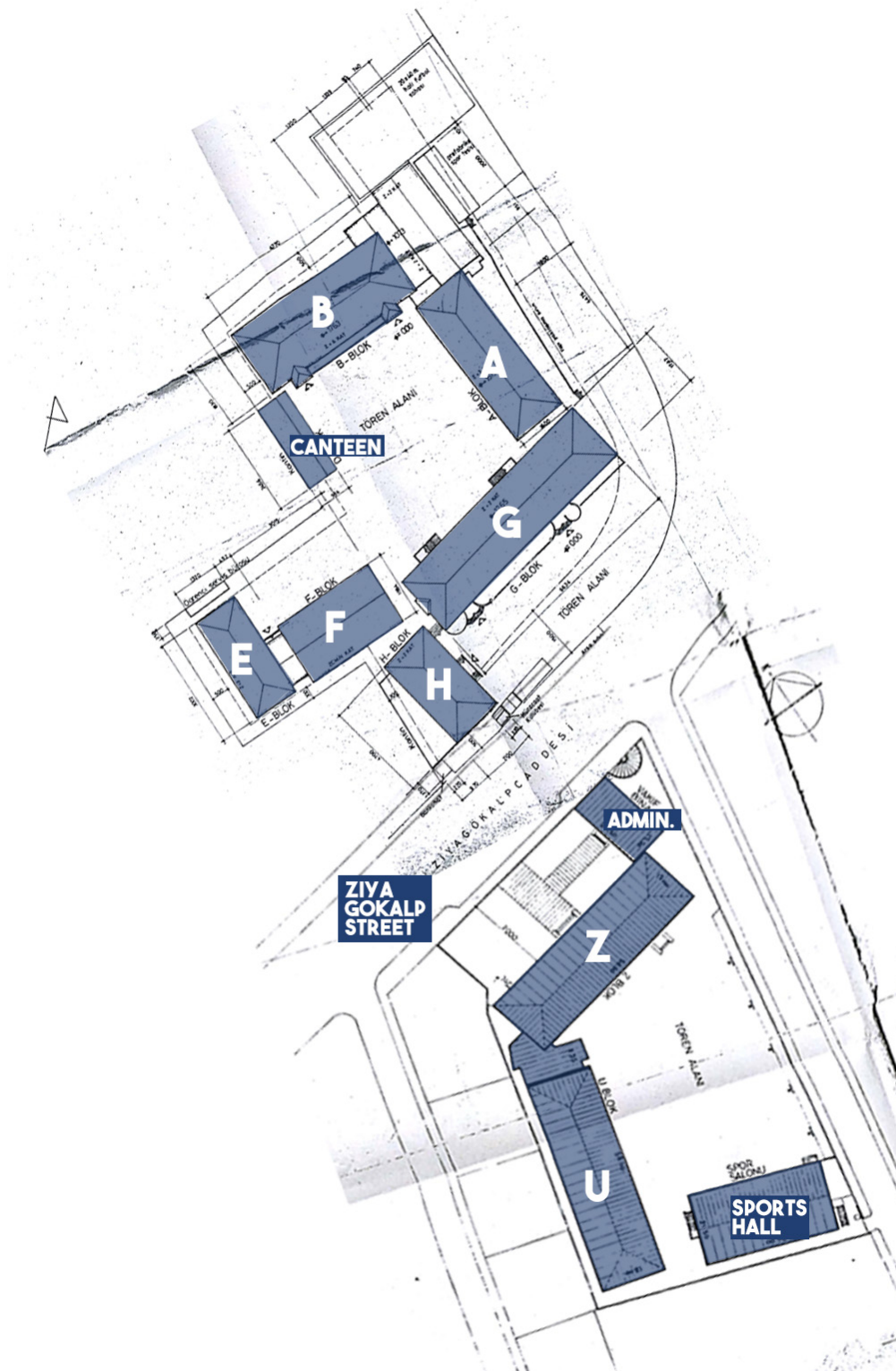


Figure.3.40. Site Plan of the Yenişehir School Campus (Prepared by the author)

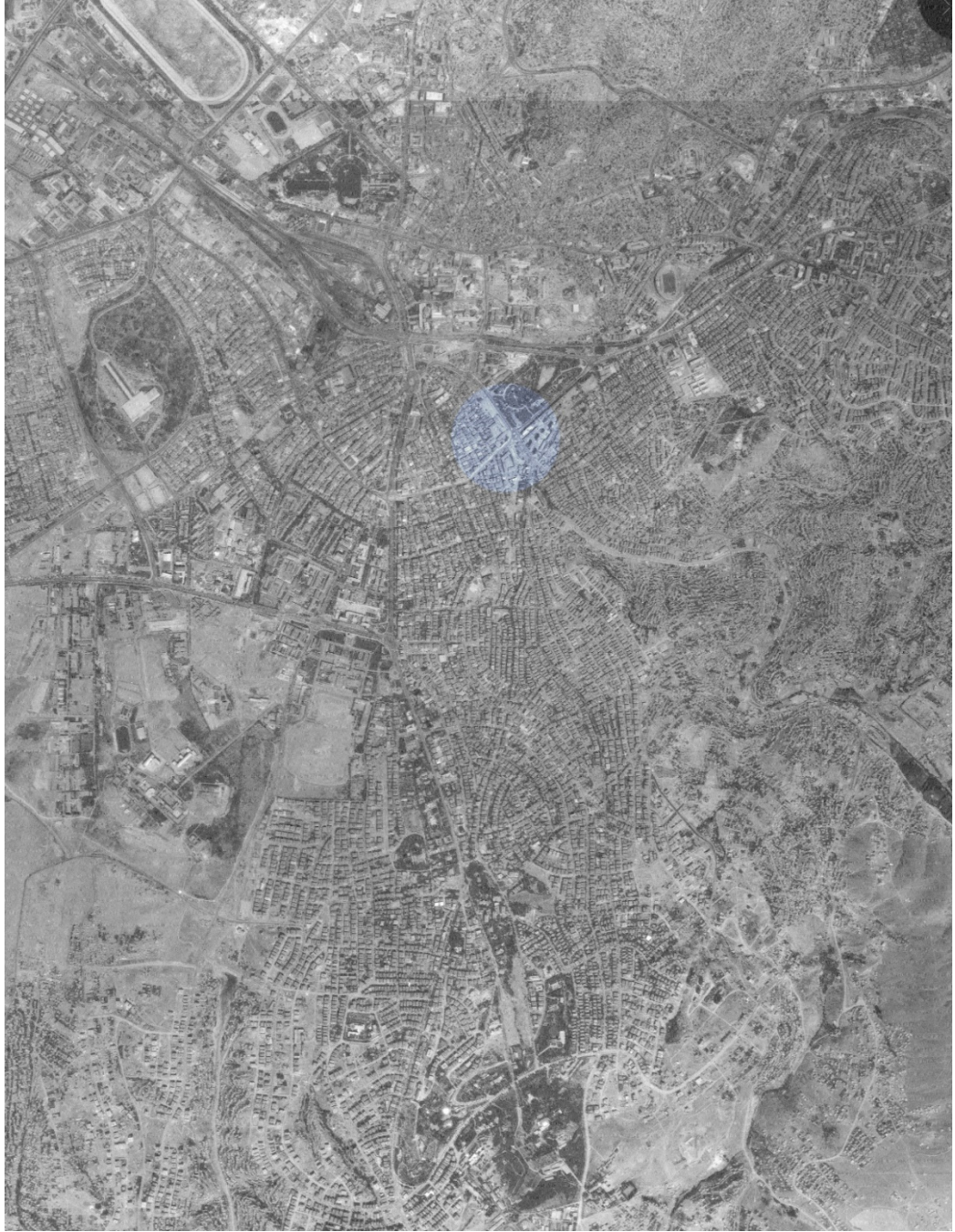


Figure.3.41. Aerial photograph of Ankara from 1978.
The site of TED Ankara College Yenişehir Campus is indicated as a blue zone.
(Source: Zeki Kamil Ülkenli's personal archive.)

CHAPTER 4

TED ANKARA COLLEGE AND URBAN LIFE IN KOLEJ DISTRICT

The vicinity where TED Ankara College is located has commonly been called by the people as the “Kolej” district although it is not the administrative formal name of the neighborhood. This is indicative of the strong relation that the school had with its urban context. In this chapter, firstly, the urban context of the school is examined by analyzing the development of the area as well as its socio-spatial characteristics. Later, the impact of TED Ankara College in its context is analyzed in order to evaluate the relationships that the school established with the urban life in the Kolej district with reference to the paths and nodes of activities around the school that the students experienced and affected.

4.1. Urban Context of TED Ankara College

TED Ankara College welcomed its campus in the Kolej district, which was completed in the 1960s, and until 2004, the school continued to function there. When the first school buildings were built in the late 1930s, the Yenisehir region of the new capital Ankara was still developing. Nonetheless, in the second half of the 20th Century, the region, which started to be called as Kızılay then, turned into the second main center of the city together with the old city center Ulus. Consequently, it affected development on both the western and the eastern sides of the Kızılay center, and the Kolej district in the eastern side where the school was located became in time its most important extension.

During the period until the 1960s, both the school and the district had developed spatially and embraced their new identities. From the 1960s onwards, the relationship between the school and the district began to be

perceived as an inseparable whole. What is more, the name “Kolej” began to be used for the district. The neighborhood was never officially named as “Kolej”; the northern side of the school and Kurtuluş Park are in the Fidanlık neighborhood, the western side is in the Kültür" neighborhood, and the residential area extending to the east is in the Ön Cebeci neighborhood. Nonetheless, the area started to be called as “Kolej” after the school took that title in the 1950s. The name of Kolej district, which is used by both the people living in the district and the students graduated from the College, is very common and highly adopted. The name of “Kolej” was even given to the station of the *Ankaray* metro in front of the school.¹⁷⁷

This part of the study will examine the urban context of TED Ankara College in relation to its development and socio-spatial characteristics in order to provide the basis to evaluate the active role of the school in the formation of urban life in the Kolej district to be examined in the following part.

4.1.1. Urban Development of Kolej District

Kolej district that is defined around TED Ankara College, was dominantly a residential area and less a commercial area from the 1950s to the 1990s. Cultural and recreational activities of the district were shaped, in the early years of the Republic, by the natural environmental elements of the region. In the following years, with the development of the city according to large-scale plans, and especially with the resultant new identity that the Kızılay region acquires as the center of the city, the Kolej district also transformed.

The branches of Ankara Stream, which defined the boundaries of the old Ankara, were designed as green bands in the Lörcher Plan of the mid-1920s, which was the first plan of Ankara as the new capital. In his planning approach, Lörcher incorporated the principle of preserving the integrity of green and the city. In the Jansen Plan of the late 1920s, green bands were further developed and became dominant elements that designated the boundaries of districts. İncesu Stream

¹⁷⁷ See Chapter 1.2.

determined the eastern end of Yenisehir in early Republican years. The stream was cutting the main axis, which would later become Atatürk Boulevard, in Sıhhiye with its own meanders, flowing towards Ulus and forming the southern border of the site of today's Youth Park and by on the south border of the Hippodrome it was continuing to the west within Gazi Forest Farm. İncesu Stream, was flowing through the east of Yenisehir, near the school building to be later turned into TED Ankara College, and was passing through the site of the Ministry of Health building designed by Theodor Jost. Lörcher connected Akay, Yüksel, Sakarya and Tuna streets as green walking bands to the İncesu valley, which formed the green band starting from Kocatepe in the Yenisehir district.¹⁷⁸

The zoning decisions made in the Lörcher Plan were effectively reflected in the plans of the following years. Cengizkan (2004) draws attention to the two regions in the Lörcher Plan, where marshes caused by İncesu Stream had to be dried in order to make them suitable for construction. Youth Park, which is one of these regions, was envisioned as a “school district” in the plan. The other region is the Kurtuluş Park area, which was thought to be the “settlement district” of the administrative region to be constructed in Yenisehir and it was called Çankaya District in Lörcher Plan. “Hermann Jansen envisaged construction in both regions in the 1929 Competition Plan. It is interesting, however, that both areas later turned into green areas.”¹⁷⁹

When the drawings and reports of the Lörcher Plan were being prepared during the 1920s, the face of Yenisehir had already begun to change. In 1925, the residences built by Ankara Municipality in the area were finished. Except for the buildings on Millet Avenue (later Atatürk Boulevard), single and double storey houses were rapidly constructed from Yenisehir Station Square (later Sıhhiye Square) to Zafer Square, Millet Square to Kurtuluş Square, and then to Kocatepe and Kavaklıdere roads. The architectural style of these houses represented the historicist approach of

¹⁷⁸ Cengizkan, A. (2004). *Ankara'nın İlk Planı: 1924-25 Lörcher Planı*. Ankara: Arkadaş, p. 84.

¹⁷⁹ Cengizkan, A. (2004). *Ankara'nın İlk Planı: 1924-25 Lörcher Planı*. Ankara: Arkadaş, p. 87.

the time.¹⁸⁰ For example, the villas extending from Yenışehir to Kavaklıdere generally had towers, eaves and arched windows as typical elements of the current “national style”. However, the approach in architectural style of the early Republican years would change soon and a modern architecture that has a rather international character would be introduced in the following years.¹⁸¹

Yenişehir was developing rapidly from its center, and in its east, the Kolej district was part of this development. TED Ankara College, founded in 1931 as Yenışehir School, had always been in Yenışehir: the house of Minister of Education Necati Bey where the school started education, Uybadin Mansion where it planned to move but could not realize the idea, the house of Architect Bedri Bey where the newly opened parts of the school moved, and ultimately the buildings of school built in 1937 and 1938, were all located in this newly developing part of Ankara.

In the early 1940s, the nearby environment of the school consisted of İncesu Stream flowing next to the school, a large tree nursery as a continuation of the green belt of the city, and a few 2 to 3-storey houses that were located on Kazım Özalp Street (later called Ziya Gökalp Street). The density of the Kızılay district, Kurtuluş Square (later Güvenpark) and Atatürk Boulevard began to increase from the 1950s onwards with the implementation of the Uybadin-Yücel Plan. Consequently, the 4-5 storey buildings with commercial areas in lower floors began to be built also around the Kolej district. İncesu Stream was closed in 1962.¹⁸² A part of the tree nursery was turned into a residential area and another part became Kurtuluş Park in 1968¹⁸³, designed to act as a recreational area where culture, entertainment and education would meet. From the 1970s onwards, as a tradesman of the district remembers as

¹⁸⁰ Hosanlı, D. A., & Altan, T. E. (2018). The Residential Architecture of Ankara during the 1920s: The Housing Types in the Settlement Zones of the New Capital City. *Journal of Ankara Studies*,6(2), 183-210.

¹⁸¹ Cengizkan, A. (2004). *Ankara'nın İlk Planı: 1924-25 LÖRCHER PLANI*. Ankara: Arkadaş, pp. 94-96.

¹⁸² TED, *TED 22. Genel Kurul Toplantısı*, p.12.

¹⁸³ Arslan, M., & Barış, M. E. (2012). *Ankara Park ve Bahçeleri Egzotik Ağaç ve Çaluları*. Ankara: Ankara Büyükşehir Belediyesi Çevre Koruma ve Kontrol Dairesi Başkanlığı, p. 194.

follows, the surrounding area of TED Ankara College started to transform into a higher density urban context:

In the 1970s, all the buildings on Ziya Gökalp Street were 7-8 storey high. The building next to the 4 or 5 buildings of the primary school was the only 2-storey building in the surrounding area. That building was also eventually destroyed. There was also a one-storey building on the three apartments next the high school and it was a bakery for years. In the mid-2000s, unfortunately, they demolished it and a 7-8 storey apartment was built in its place.¹⁸⁴

On the way to the 1990s, as the identity of the area changed into mainly a commercial center of the city, all the apartments in the Kızılay district turned into offices, many of them with shops on ground floors, but the situation was different for the Kolej district. It was TED Ankara College itself that was influential in the differentiation of these two areas that had been developing parallel to each other for years. TED Ankara College, which had been a part of the Kolej district from the beginning of its development, affected the district to a certain extent. In the early years of the school, the students used the İncesu Stream and the tree nursery area in their immediate vicinity:

Beyond the educational activities, in their daily life, students crossed İncesu River, which was not closed yet in that period, played sports in the tree nursery, experienced the environment in an efficient manner and transformed the periphery of Yenışehir into a 'place' from an education area solely.¹⁸⁵

During and after the war, the streams of Ankara flowed through the city and offered beauty and coolness to the environment. For example, İncesu Stream passes right next to TED and when we play ball during breaks, our ball goes to the stream from time to time. The stream, which continues its way, passed under Sıhhiye Railway Bridge and Atatürk Boulevard and flowed in parallel to the Boulevard. Bent Stream and İncesu Stream were large creeks passing

¹⁸⁴ The interview conducted by the author with Bülent Samlı (Zeki Kırtasiye: 1969- on-going) , July 4, 2019, Ankara.

¹⁸⁵ Yabacı, A. E., Yavuz, I., Ataç, E. (2018). Within and Against Urban Regeneration: Kolej as a Locus of Modern Heritage. *Urbanistica Informazioni (special issue)*, p.478.

through the city. Sometimes, as a result of heavy rainfall, the streams would overflow and harm the environment.¹⁸⁶

In later years of the post-war decades, with the increasing pedestrian and vehicle density of Ziya Gökalp Street and the increasing commercial function of the Kolej district by the opening of stores in the ground levels of apartment blocks in line with the changing character of the Kızılay region as a whole, a significant number of new residential blocks also became part of the district.



Figure4.1. Aerial photograph of Kolej district from the 1970s. (Source: Foto Naci archive)

Both the spatial and institutional development of TED Ankara College took around 30 years until the end of the 1950s. The end of these 30 years is also a breaking point for the development of the Kolej district. Thus, in addition to the spatial factors introduced by urban development in the larger city scale, there were small-

¹⁸⁶ Körtan, E. (2014). *Ankara 1939-1945 II. Dünya Harbinde Gölgesinde*. Turkey: Boyut Yayın Grubu, p. 67.

scale factors about the Kolej district's becoming an urban sub-center, and as significant among them, TED Ankara College played a role in this transformation.

4.1.2. Socio-Spatial Context of Kolej District

In every period of Ankara, its population growth rate has been constantly above the population growth rate of Turkey. While in 2000, the population of the country reached 5 times the population in 1927, the population of Ankara reached 45 times in the same period. Between the years 1927-1950, due to being a new capital, Ankara was growing twice the rate of urbanization in Turkey. In 1950-1975 period, it was able to maintain a growth remaining above the average pace of urbanization in Turkey. In the period of 1975-1990, a significant decrease was observed in Ankara's population growth rate for the first time.¹⁸⁷

The Lörcher Plan foresaw a low-rise, residential area in the Yenışehir region that it proposed. Beginning in 1927, constructions increased in Ankara, and in the 1950s, the density of the city shifted to the Yenışehir region, which began to be called as Kızılay at the time.¹⁸⁸ During this process, the highest population growth rate in Ankara in the 1950s was in the Çankaya sub-province, which included the Kızılay and Kolej districts.

¹⁸⁷ 2023 Ankara Başkent Nazım İmar Planı(Rep.). (2006). Retrieved on August 10, 2019, from Ankara Büyükşehir Belediyesi website: <https://www.ankara.bel.tr/ankara-buyuksehir-belediyesi-nazim-plan>, p. 185.

¹⁸⁸ 2023 Ankara Başkent Nazım İmar Planı(Rep.). (2006). Retrieved on August 10, 2019, from Ankara Büyükşehir Belediyesi website: <https://www.ankara.bel.tr/ankara-buyuksehir-belediyesi-nazim-plan>, pp. 315-316.

YILLAR	ANKARA TOPLAM	MERKEZ	ÇANKAYA
1923	30.000	-	-
1927	74.533	-	-
1935	122.720	-	-
1940	157.242	-	-
1945	226.712	-	-
1950	288.536	185.408	103.127
1955	451.241	171.281	180.989
1960	650.067	129.934	304.077
1965	905.660	130.520	470.454
1970	1.236.152	114.419	653.290
1975	1.701.004	94.964	895.005
1980	1.877.755	77.168	921.882
1985	2.235.035	-	665.128
1990	2.584.035	-	712.304
2000	3.203.362	-	758.490

YILLAR	ANKARA OKUMA YAZMA BİLEN	ANKARA OKUMA YAZMA BİLMEYEN
1965	65.29	34.71
1970	71.25	28.75
1975	77.65	22.35
1980	80.36	19.64
1985	87.22	12.78
1990	89.51	10.48
2000	93.28	6.72

Figure.4.2. Table on the left shows the population of Ankara, center (Ulus) and Çankaya from 1923 to 2000. Table on the right shows the literacy ratio from 1965 to 2000. (Source: <https://www.ankara.bel.tr/ankara-buyuksehir-belediyesi-nazim-plan>)

The rate of those who could read and write in Ankara also rapidly increased over the years. In 1935, while 36.2 % of men and 13.6 % of women were literate, this ratio increased to 97.12 % for men and 89.3 % for women in 2000.¹⁸⁹ The impact of the schools opened in Ankara was influential in this development, and TED Ankara College, which started education in 1931, became one of the pioneers of change in the education level of the population on the city. TED Ankara College was a paid school and the families of the students who attended the school were in good economic condition. These families generally preferred to reside around the school. In Ziya Gökalp Street, Sağlık Street, Ataç Street, as well as Umut Street, Servi Street and Samur Street around the school, many of the College students and their families were living. For this reason, the locus defined as the Kolej district was inhabited by high economic and cultural leveled people. Öznur Ertem Ürer, a shop owner at the district, describes the district in the 1960s with the following words:

It was one of the most decent regions of Ankara at the time. This was due to the fact that TED Ankara College was right in front of us. The Kolej district was named after TED Ankara College. At the same time, Kolej district was a

¹⁸⁹ 2023 Ankara Başkent Nazım İmar Planı (Rep.). (2006). Retrieved on August 10, 2019, from Ankara Büyükşehir Belediyesi website: <https://www.ankara.bel.tr/ankara-buyuksehir-belediyesi-nazim-plan>, p. 206.

5-minute walk from Kızılay, the center of Ankara. For the shops like us, the Kolej district was a good place for investment.¹⁹⁰

Kolej district could be perceived as a continuation of the route from Kızılay through Cebeci district. In Cebeci district, various primary, secondary and high schools as well as conservatories and universities together with hospitals were located. Thus, the district of Kolej was also affected from the socio-cultural characteristics of the Cebeci district as a result of its relationship with Cebeci axis.

Having completed both spatial and institutional development in the 1960s, TED Ankara College underwent a stable process until its relocation in 2004. On the other hand, urban life of Kolej district changed not only as a result of city plans that provided connections among Kızılay, Cebeci and Sıhhiye on the larger city scale but also by TED Ankara College itself:

Kolej junction is a very critical one. On the one hand, the axis extends through Numune, Hıfzısıhha, Ankara Tıp, Hacettepe hospitals, i.e. to the health center of Ankara. When you go straight ahead, it goes directly to Sıhhiye via Abdi İpekçi Park, which was formed in the 1980s. At that place, there used to be a very active open marketplace area. Yenişehir Pazarı was a very essential place for the district. Many people would come to this open marketplace and do their weekly shopping. In that sense there was a constant movement. On the opposite side, to Libya Street, towards Bülbülderesi Street, that area was very active as well. These were living and densely populated places [when the school was located in Kolej district].¹⁹¹

The chaotic environment before the 1980 military coup in Turkey was also reflected in the Kolej district because of its proximity to the universities on one side and to the governmental center on the other side. As remembered by those who lived there, at the time:

¹⁹⁰ The interview conducted by the author with Öznur Ertem Ürer (Foto Naci: 1963/4- on-going), on August 6, 2019.

¹⁹¹ The interview conducted by the author with Burçhan Sakarya (COLLEGE GRADUATE: 1975-1986) (KOLEJ RESIDENT: 1969-1982), on July 29, 2019, Ankara.

On Ziya Gökalp Street and on the side of Libya Street-Bülbülderesi Street, there would be a lot of political conflicts. There were dormitories in Libya Street, and at that time the dormitories were divided into leftists and nationalists. There was a constant incident there. Before the 1980s, Kolej and Kurtuluş districts were very active places. We were living in Umut Street in Kurtuluş Apartment and in front of our apartment there was a military housing called Martı Apartment. Especially in 1979 and 1980, when the events escalated, there was always gunfight in Martı Apartment; even there was always a picket there. The guns were fired every night. As neighborhood children, we used to collect hives in the morning. We would take the hives we collected to Kurtuluş Police Station and receive one candy per one hive.¹⁹²

In fact, there was no big difference in the district before and after the military coup in the 80s. Half of the district was right-wing and other half was left-wing before the coup. After the coup, everything was as if like nothing happened. However, there was always an incident happening in this area because it was the junction point. On the way to Mimar Kemal High School (Libya Street) there were right-wing dormitories. The area of the open marketplace was completely leftist. TED Ankara College was in the middle, so in front of it was a fight zone. Once or twice a week, stones would fly in the air. Our windows would be broken too many times.¹⁹³

In every period of social and political issues that flared in Turkey, other incidents or riots continued to occur in the Kolej district. Political approaches and people's revolts against them changed in Turkey but the strategic location of the Kolej district remained constant. As a graduate of the College recalls of the 2003:

I was on the karate team of the primary school, so I was coming to school on weekends. At the very end of the high school there was a gymnasium building and at the basement floor we used to do trainings. I had training on my birthday. I had invited my friends to my house so I was about to get out of training around 12 and get ready for my friends. There was no problem when I entered the training. Since we were in the basement, we couldn't hear any noise or see the outside. When the training was over, I went out and saw people shouting slogans. What is more, people were ripping off the pavement stones and throwing them to the police. The school building did not have a

¹⁹² The interview conducted by the author with Burçhan Sakarya (COLLEGE GRADUATE: 1975-1986) (KOLEJ RESIDENT: 1969-1982), on July 29, 2019, Ankara.

¹⁹³ The interview conducted by the author with Bülent Samlı (Zeki Kırtasiye: 1969- on-going) , July 4, 2019, Ankara.

direct entrance to the gymnasium building. As we were passing to the school building, a gas bomb fell into the garden. Our coach and the parents, who were there, hurriedly pushed us into the school. I had a birthday party, but I couldn't go. I couldn't get out because the subway was not stopping at the Kolej station because of the riot. My parents couldn't come as the roads were closed. We were trapped in school, but fortunately we weren't too much affected from the gas bomb. After five hours, things got quiet and my parents came and picked me up. In short, I couldn't go to my own birthday.¹⁹⁴

Despite such problems experienced in the district at times due to its physical location close to the city center, the district was also accepted as a prestigious part of Ankara as related to the social identity that it acquires also by the effect of TED Ankara College. This is the reason why the name of “Kolej” was used for the district instead of the official names of the neighborhoods that are located there. Although the names of these neighborhoods, i.e. "Fidanlık" (tree nursery) and "Kültür" (culture) also prove the importance of the spatial values of the area, its popular naming as “Kolej” signifies how the urban context was related with the school:

The name of “Kolej” is used because of the existence of the school. Even the neighborhood of Ön Cebeci, which is a little further away from the school, calls itself as “Kolej” because living in the Kolej district is prestigious and special.¹⁹⁵

Hence, the socio-spatial character of the district was defined in relation to the school and the environment that it created. TED Ankara College was associated with the urban context over the years and correspondingly it shaped the urban life of the district.

¹⁹⁴ The interview conducted by the author with Batuhan Önder (College Student: 2002-2012), on April 10, 2019, Ankara.

¹⁹⁵ The interview conducted by the author with Erdinç Cebeci (Kolej Resident: 1964-1993), on July 24, 2019, Ankara.

4.2. Urban Life Around TED Ankara College

In order to understand TED Ankara College's impact on the development of its urban context, it is necessary to understand how the students of the school were living in this environment. The experiences of the students, as stated in the interviews undertaken, situate the school in its urban context. This part of the chapter will analyze the main paths formed of streets from the school to the Kızılay region used by students for reaching the school from their houses and vice versa, as well as those they used for spending free time, in order to understand the relation of the school with its urban context. The main nodes of student activities as commercial, recreational and cultural places will also be analyzed in order to understand how urban life was formed in the district.



Figure.4.3. Key map for “Paths of Urban Life” (Prepared by the Author)



Figure.4.3. The last day of High School in 1968.
(Source: TED Ankara College Private Schools archive)

4.2.1. Paths of Urban Life

The most dominant axis that can be read on the map of the district is **Ziya Gökalp Street**. The street had initially been called as Kazım Özalp Paşa Street before the 1950s.¹⁹⁶ Not only did the name of the street change, but it also witnessed a spatial deflection in the plan. The axis of Kazım Özalp Paşa Street proposed in the Lörcher Plan connected the green belt intertwined with İncesu Stream to Atatürk Boulevard linearly. However, for an unknown reason¹⁹⁷, in 1932 Jansen Plan the axis of Kazım Özalp Paşa Street was broken to the north from the intersection with Adakale Street (later Mediha Eldem.Street) This deflection caused the division of some parcels specified in Lörcher Plan and created some unpractical trapezoid parcels. It seems that the parcels where TED Ankara College is located also changed. If the linearity of Kazım Özalp Paşa Street axis in the Lörcher Plan was maintained, both parts of

¹⁹⁶ Changing street names is a common thing in many countries; in this case as Cengizkan (2004) points out, the change was probably an indication of an ideological change. Although it was a small-scale alteration, it caused ideological confusion and the loss of meaning in the city. (See: Cengizkan, A. (2004). *Ankara'nın İlk Planı: 1924-25 Lörcher Planı*. Ankara: Arkadaş, pp. 122-123.)

¹⁹⁷ It can be speculated that the street has become a more important axis in the Jansen Plan, and so with the deflection created it continues its way centering Cebeci region with the fracture, rather than going straight and ending at İncesu Stream.

TED Ankara College would be in the same parcel and would be able to answer the expansion needs within the same area.

We know from various studies and from the reports of the committee meetings that every new building constructed or any spatial expansion done by *Türk Maarif Cemiyeti* was a consequence of a need emerged over the years. For this reason, it is unlikely that the primary and high school sites were purchased as a whole parcel, to be later divided into two by the deflection of Kazım Özalp Paşa Street. Instead, there are reasons to believe that the two areas already divided by the Jansen Plan were purchased separately. When there is no space to expand in the primary school site, negotiations were held with the municipality for possible sites in 1950s.¹⁹⁸ This also indicates that the society did not have any available land beforehand for further construction.



Figure.4.5. Lörcher Plan (1924) on the left and Jansen Plan (1932) on the right, showing the deflection of Kazım Özalp Paşa Street. (Source: Baykan Günay's personal archive)

Ziya Gökalp Street extends through Mithatpaşa Bridge and Sakarya Street, and more importantly it creates the main spine of the Kolej-Kızılay route. There is no doubt that the life that it holds in its mid-branches feeds TED Ankara College. Ziya Gökalp Street separates the two sides of the TED Ankara College campus. Baykan Günay, one of the interviewees who was a *College* student in 1956-1963 period, describes Ziya Gökalp Street on his student days as follows:

¹⁹⁸ More detailed information can be found in Chapter 3.

That road (Ziya Gökalp Street) was empty, but the cars of our English teachers were parked there. They had a car called “British Consul”. Such strange British cars were parked on Ziya Gökalp Street. Some of them had their wheels on the right. Then, the trolleybus came and our area expanded to Cebeci-Bahçelievler. Many came to the Kolej district from the north of the city. Aydınlıkevler, Etlik... but there were mostly children of this district [as students of the school].¹⁹⁹

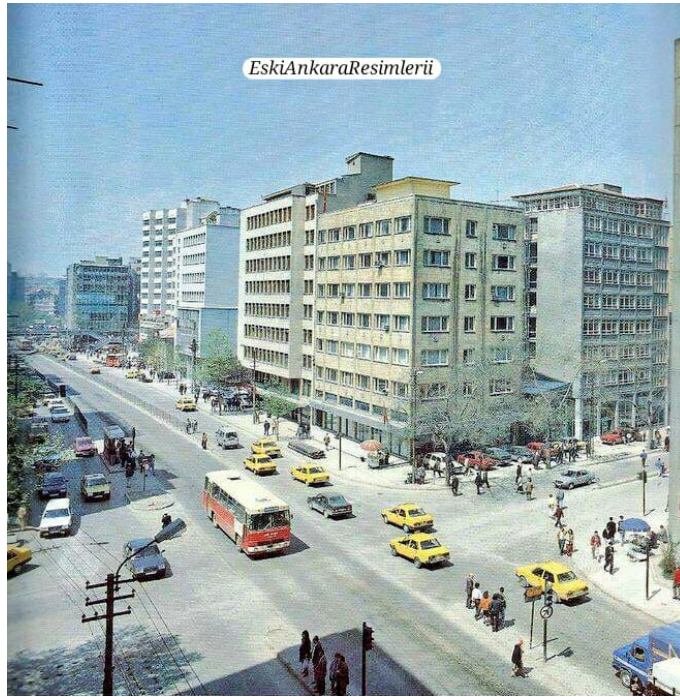


Figure.4.6. The junction of Mithatpaşa Street and Ziya Gökalp Street
(Source: EskiAnkaraResimleri internet archive)

Until the mid-1980s, most of the high school College students were intended to use public transportation to commute to the school. Güvenpark was the main spot for *dolmuş* and bus stops. College students were walking on Ziya Gökalp Street to reach Güvenpark. Lale Özgenel, a College student in 1972-1983, answers the question “How would you get to school?” as follows:

¹⁹⁹ The interview conducted by the author with Baykan Günay (COLLEGE GRADUATE: 1956-1963), on April 11, 2019, Ankara.

Since I was a freshman in the elementary school, my father took me to the school in the mornings and picked me up in the evenings. At that time, there was also *dolmuş* facility to transport from Emek-Bahçeli to Kızılay. From the second grade on, my father used to take me to school in the mornings on his way to work, in the evenings I would walk to Kızılay, and I go to Emek by *dolmuş*. I think that until my high school years, my father dropped me off at school and I returned by *dolmuş*. When we moved to Yüksel Sitesi, I remember that I went by bus as an alternative. In short, I was a hard walker... Yes, I always walked on Ziya Gökalp Street.²⁰⁰

In another interview, when two College '81 graduates were asked whether they had gone to Kızılay at school time, the answer was as follows:

We used to go back to Kızılay only on our way home. It was socialization, too. That's why we wouldn't go in and out of the streets. We would flood into Kızılay. There were transportation vehicles that changed very often, but the distance was short and transportation had a fee. Nobody would pay extra.

There was only one purpose for me not to take the school bus and it was to walk that way.²⁰¹

It was a very cool thing to go to Kızılay, especially going with friends on foot. It had a beautiful view. The sidewalks were covered with uniformed College kids. We would walk and chat.²⁰²

At some point, Ziya Gökalp Street became more than a direction that connected Güvenpark to TED Ankara College, and it transformed itself to be the social axis for the College students. They would walk together and invade the entire street casually. It can be estimated that this effect decreased after the construction of *Ankaray* Kolej

²⁰⁰ The interview conducted by the author with Lale Özgenel (COLLEGE GRADUATE: 1972-1983), on May 14, 2019, Ankara.

²⁰¹ The interview conducted by the author with Elçin Cengiz (COLLEGE GRADUATE: 1973-1981), on April 24, 2019, Ankara.

²⁰² The interview conducted by the author with Mualla Çelik Hidiroğlu (COLLEGE GRADUATE: 1973-1981).

station for underground transportation started in 1992 and ended in 1996.²⁰³ Onur Yüncü, '96 graudate of the school, remembers the construction of the station with these words: “During our time in high school, College *Ankaray* station was being built on Ziya Gökalp Street. For three years, Ziya Gökalp Street, which was between the high school and the primary school, was a pit and we would watch the construction.”²⁰⁴



Figure.4.7. Ziya Gökalp Street (1940s) (Source: EskiAnkaraResimleri internet archive)

In the 1990s, after the construction of *Ankaray* Kolej station, some students who used public transportation stopped walking from Ziya Gökalp Street to Güvenpark. This is the primary factor in the isolation of the axis of Ziya Gökalp Street. Batuhan Önder was one of the youngest interviewees and he was using *Ankaray* to come and go to the school.

There is not much detail in my memory of the environment. I didn't have much connection with the surface world because I used the subway to come and go to school. However, I remember everything about the underground. I

²⁰³ Öncü Yıldız, A. M. (2017). 20. Yüzyılda Ankara'nın Kentsel Yapısı ve Ulaşım Sistemindeki Gelişmeler. *Ankara Araştırmaları Dergisi*,5(1), 108-122.

²⁰⁴ The interview conducted by the author with Onur Yüncü (COLLEGE GRADUATE: 1985-1996), on April 25, 2019, Ankara.

remember how the colors of the wall stones changed according to the station. I remember play of light at the Tandoğan station.²⁰⁵

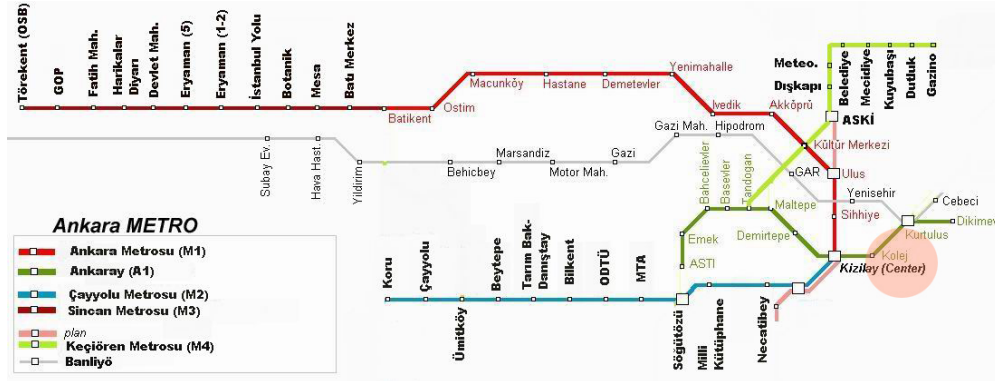


Figure.4.8. Metro network of Ankara, including the Kolej stop of Ankaray. (Source: <https://www.nerede-haritasi-adresi.com/seyahat/ankaray-hatti-ve-ankaray-duraklari-haritasi.html>)

Ziya Gökalp Street was a walking direction that was also frequently used during lunch breaks. Most of the time it was used because it was the main direction connecting the school to Kızılay. Ziya Gökalp Street was the most direct way to reach the activity venues and lively side streets in Kızılay, which stretched towards Atatürk Boulevard. It is not surprising that this direction, over time, became not merely a walking route, but also started to define activities on itself.

Baykan Günay answers the question “Where would you go for lunch?” as follows: “Our route was always the same. There were places on Ziya Gökalp Street for lunch. When we were younger, we didn't extend our route to the Boulevard.”²⁰⁶ Levent Acar, a student of the school at another period, answers very similarly: “We didn't go out too much for lunch in middle school; and when we went out, we would

²⁰⁵ The interview conducted by the author with Batuhan Önder (COLLEGE GRADUATE: 2002-2012), on April 10, 2019, Ankara.

²⁰⁶ The interview conducted by the author with Baykan Günay (COLLEGE GRADUATE: 1956-1963), on April 11, 2019, Ankara.

usually be in the immediate vicinity. In high school, we always went out. There were many places to eat on Ziya Gökalp Street.”²⁰⁷

Sakarya Street is another street that interacted with College students as well as Ziya Gökalp Street. It is the parallel axis of Ziya Gökalp Street in the north and different from that, it was pedestrianized in 1979.²⁰⁸ Günay (2015) explains:

The location of Yenişehir High School at that time was in relation with the two pedestrian spines organized by Jansen. Yüksel and Sakarya Streets provided pedestrian access to the school and this approach had an important place in the city planning principles in that period. Especially, Sakarya Street provided access to the students from Kızılay reaching from different parts of the city to the school on foot. Likewise, it gave opportunity to use the central functions of Kızılay during lunch breaks and participate in Kızılay trips in the evenings.²⁰⁹

When talking about Sakarya Street as a route, it should be noted that it included many activities and thus it was not a place to pass by, but going there was the activity itself. Nevertheless, its character as a route for the College students was strong with its connection to the primary school land. The pedestrian axis was reached by the stairs leading up through the park. The College students often used this route.²¹⁰

Çaldıran Street is the other side street next to the high school building. It also cuts Ziya Gökalp Street vertically and it forms a buffer zone between Aksu Street and the school. This buffer zone was once the bed of İncesu Stream.

²⁰⁷ The interview conducted by the author with Levent Acar (COLLEGE GRADUATE: 1976-1984), on April 12, 2019, Ankara.

²⁰⁸ Öncü Yıldız, A. M. (2017). 20. Yüzyılda Ankara'nın Kentsel Yapısı ve Ulaşım Sistemindeki Gelişmeler. *Ankara Araştırmaları Dergisi*,5(1), 108-122.

²⁰⁹ Günay, B. (2015). *TED Ankara Koleji'nin Yeni Yerleşkesinin Öyküsü* (Vol. 23, Cep Kitapları Dizisi). ODTÜ MF, pp.10-11.

²¹⁰ The interview conducted by the author with Eren Özarslan (COLLEGE GRADUATE: 1981-1993), on April 24, 2019, Ankara.

According to Aylin Özman, from 1971 to 1976, Sağlık Street was used as a waiting area for school buses.²¹¹ On the other hand, Mualla Çelik Hıdıroğlu, who was a College student in 1973-1985 period, tells that “Çaldıran Street was the area for the students to get in - get off the school buses. For safety, it was a must.” It does not matter if the school buses used Sağlık Street or Çaldıran Street to stop but what is worthy of note is that Aksu Street and Ziya Gökalp Street were dense areas that could carry school bus traffic but side streets were the ones to carry that. As Onur Yüncü also remembers:

Our school buses would stop on Çaldıran Street. I think some of them would wait on a close street to elementary school building, but the school buses that were going to my neighborhood were at Çaldıran Street. Between the end of the school and the departure of the school bus, we would enjoy that forty-five minutes. We were going Çaldıran Street through the main gate that was opening to Ziya Gökalp Street. Primary school students went through the underpass and went directly to Çaldıran Street. Secondary and high school students were walking on the sidewalk. We really enjoyed that street. The whole street would be full of children; everyone would do something in a corner.²¹²

In addition to the dominance of all these side streets, **Aksu Street**, which extends as a perpendicular axis from the point where Ziya Gökalp Street ends, is not adequately included in the memoirs of the College students. The primary reason for this could be that Aksu Street did not exist before the 1970s, when İncesu Stream was flowing from the axis of the street. Another College graduate of 1993, Eren Özarlan, mentioned about Aksu Street while describing a sports activity at the school: “In middle school, there were basketball courts on Aksu Street as a side axis of the school. We used to play basketball on lunch breaks, both girls and boys together.”²¹³

²¹¹ The interview conducted by the author with Aylin Özman (COLLEGE GRADUATE: 1971-1982), on May 7, 2019, Ankara.

²¹² The interview conducted by the author with Onur Yüncü (COLLEGE GRADUATE: 1985-1996), on April 25, 2019, Ankara.

²¹³ The interview conducted by the author with Eren Özarlan (COLLEGE GRADUATE: 1981-1993), on April 24, 2019, Ankara.



Figure.4.9. Female students playing in the schoolyard and Çaldıran Street seen on the right.
(Source: Foto Naci archive)



Figure.4.10. Aksu Street after İncesu Stream was closed
(Source: TED Ankara College Private Schools archive)



Figure.4.11. The construction work of closing İncesu Stream
(Source: EskiAnkaraResimleri internet archive)

TED Ankara College had another hidden axis that is not visible on the maps: the **underpass**. The underpass allowed College students to go from the high school to the primary school and vice versa without using Ziya Gökalp Street. It is not exactly known when the underpass was built, but since it connected the two sides of the school, it must be after the 1960s. It is even possible that it was built at the same time as the construction of the high school buildings. As a resident of Kolej district Erdinç Çelebi remembers:

When the underpass of TED Ankara College was built, everyone was curious about it. It was as if a dam was built. Everybody would say: “You come in here, you get out of there, I can't believe it.” The idea of students passing from the bottom instead of walking on the street was very safe. It should have been built between 1974-1976. Even if three cars were passing from the road, they [the administration] cared about the students and built that underpass. The public did not pass through the underpass in the early days. It was private for students. Then they made it public and it was ruined.²¹⁴

²¹⁴ The interview conducted by the author with Erdinç Cebeci (KOLEJ RESIDENT: 1964-1993), on July 24, 2019, Ankara.

The underpass is connected to the subway as well. As the subway was built after the underpass in the 1990s, the subway connection of the underpass had to be adapted. It would not be right to define the underpass as a social axis. In fact, no one has specific memories of the underpass. When it is asked to the interviewed graduates of the school, they recall some points as follows:

The underpass was very damp and dirty on mid-1980s. It was really like a tunnel and it was open to public. The people on the street could use it. The exit of the underpass was not inside of the school border; it was going out on the street.²¹⁵

The underpass was not a very good place. It was opening to the street. All the people could use it. So it was not a place that was allowed by families. Sometimes they would close the entrance from the street and sometimes they would open it. It was always an isolated place. It was more problematic for girls to use it because of safety issues. What is more, it flooded too many times.²¹⁶

Interviewees say that the underpass was connecting the high school part to the primary school part, and that was a problem indeed, as the school administration does not want older and younger students to mix. Some interviewees claimed that there were certain restrictions about the access to the underpass. “We couldn't pass from high school to middle school by using the underpass. The underpass was opening to the primary school area. An iron gate was separating the primary school and the middle school areas. They did not want the older and younger students to mix.”²¹⁷

²¹⁵ The interview conducted by the author with Berna Şeran (COLLEGE GRADUATE: 1984-1991) (KOLEJ RESIDENT: 1984-1989), on April 24, 2019, Ankara.

²¹⁶ The interview conducted by the author with Mualla Çelik Hidroğlu (COLLEGE GRADUATE: 1973-1981), on April 24, 2019, Ankara.

²¹⁷ The interview conducted by the author with Elçin Cengiz (COLLEGE GRADUATE: 1973-1981), on April 24, 2019, Ankara.

The underpass has not been spatially located in the memory of the College students. The underpass was defined as isolated and was used as a transition axis without a social function. An elderly blind man who was selling pens in the underpass every day is correlated with the underpass in the memories of some students:

I remember the underpass. We used it when we needed to cross Ziya Gökalp Street. As soon as I recall, it leads to where the school door was. There would be a blind man in the underpass selling only red pencils. He used to sit in the underpass every day. Whoever studied at the College in those years, would remember that man.²¹⁸

There was an underpass. I remember the hawkers in the underpass and there was one particular blind man. We'd watch out for bad children trying to scam that guy. Some children would say to the blind man that she/he would give one lira, but they put fifty *kuruş* instead.²¹⁹

4.2.1.1. Dwelling Places

The urban context around TED Ankara College was also shaped according to the profiles of the dwellers in the district, who included the students of the school as well as their families. The increase in the number of immigrants in the new capital city of Ankara during the early Republican era, caused significant housing problems. Among those who needed housing were also students who moved to the city for education. Until the 1950s, public institutions tried to provide accommodation for students by themselves. One of those institutions was TED Ankara College. The top floor of the first block, G Block, built in 1938, was used as a dormitory. In 1952, one floor was added to B Block and it was also used as a dormitory. Later, in 1958, U Block started to be constructed and one of the uses of the building was the dormitory. By the mid-1990s, all of the dormitories in the different buildings of the

²¹⁸ The interview conducted by the author with Levent Acar (COLLEGE GRADUATE: 1976-1984), on April 12, 2019, Ankara.

²¹⁹ The interview conducted by the author with Onur Yüncü (COLLEGE GRADUATE: 1985-1996), on April 25, 2019, Ankara.

school were turned into classrooms²²⁰, and the school was no longer boarding. Ali Cengizkan remembers the dormitories as follows:

I had a boarding student friend. In secondary school, the upper floor of B Block was used as a dormitory. That's where the male students were sleeping. The girls' dormitory was in the school building across the street. I've never seen them. There were probably girls' dormitories at U Block.²²¹

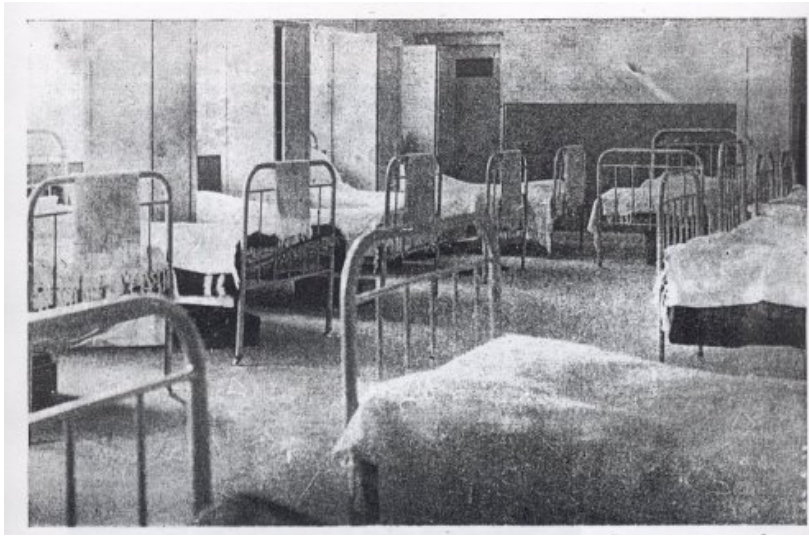


Figure.4.12. Female dormitory in G Block (1938)
(Source: TED Ankara College Private Schools archive)

In these dormitories, students coming from other cities and people who had relations with the institution could stay. Mehman Soysal, a Kolej resident, stated that his father was living in the dormitory of the school in 1948 to 1949 while working at Refik Saydam Hıfzısıhha Enstitüsü.²²²

²²⁰ There are differences in scale comparing the primary classrooms and later converted classrooms (from dormitory areas).

²²¹ The interview conducted by the author with Ali Cengizkan (COLLEGE GRADUATE: 1966-1973), on July 19, 2019.

²²² The interview conducted by the author with Mehman Soysal (KOLEJ RESIDENT: 1963-1989), on July 24, 2019. Mehman Soysal states that her father was working at Refik Saydam Hıfzısıhha Enstitüsü as a health

... Yenişehir College, close to the city center, created an education center, which played an important role in the rise of a modern and contemporary society at the intersection of the axes designed in the Jansen Plan. Taking this into consideration, the schools of the Turkish Education Association, serving in a campus where the education capacity was high and the students' accommodation was provided, became a focus not only for Ankara but also for surrounding cities.²²³

In addition to the boarding function of TED Ankara College, many of the student families living in Ankara or who decided to move to Ankara choose to live in the Kolej district. Ataç Sokak, Sağlık Sokak and Ziya Gökalp Street around the school were popular residential areas preferred by the families of College students. The graduates of the school comments on this situation as follows:

Kolej district had a higher quality compared to other districts. If you ask why, the families of Ankara College students were either rich or cultured. In those times, there were no other colleges. The ones who were studying there was either very hardworking and intelligent or rich. Therefore, their families also lived around. ... [For example, minister of the later years] Ali Babacan was always an elegant and very clean-cut boy. He was going to Ankara College. His family had their own apartment in Samur Street and that apartment had an elevator. It was the only apartment that had an elevator in the neighborhood. The elevator was only opened with a key so only the residents of the apartment could get on the elevator. When someone came to visit them, they would go down and open the elevator.²²⁴

Kızılay, Ziya Gökalp Street and Ataç Street were the places of very high quality people. For example, [musician] Zülfü Livaneli is a College graduate and lived in Bahadırlar Street. [Author] Ayşe Kulin is also a College graduate

technician, with Prof. Dr. Kamile Mutlu. He stayed in TED Ankara College dormitories for a while and look after Prof. Dr. Kamile Mutlu's children who were students in the school. The uncle of Bülent Ecevit gave a reference about Mehman Soysal's father, for the relations with Mutlu family.

²²³ Yabacı, A. E., Yavuz, I., Ataç, E. (2018). Within and Against Urban Regeneration: Kolej as a Locus of Modern Heritage. *Urbanistica Informazioni (special issue)*, p.477. Retrieved from http://www.urbanisticainformazioni.it/IMG/pdf/ui_272si_04_sessione_04.pdf

²²⁴ The interview conducted by the author with Erdinç Cebeci (KOLEJ RESIDENT: 1964-1993), on July 24, 2019, Ankara.

and lived in the apartment that used to be in the place of Soysal Pasajı. Kızılay was the place where the rich families lived.²²⁵

The majority of the upper floors of the apartments on Ziya Gökalp Street were used for residential purposes. It was prestigious to live in the apartments on Ziya Gökalp Street. This sentence of Erdiñç Cebeci, a resident of the district, is remarkable: “I had a friend living in Ziya Gökalp Street, in the apartment where Foto Naci was located. For us, it was as if our friend was living at a house with the view of the Bosphorus.”²²⁶



Figure.4.13. Key map for “Dwelling Places” (Prepared by the author)

²²⁵ The interview conducted by the author with Evrim Cebeci (KOLEJ RESIDENT: 1973-1993), on July 24, 2019, Ankara.

²²⁶ The interview conducted by the author with Erdiñç Cebeci (KOLEJ RESIDENT: 1964-1993), on July 24, 2019, Ankara.

Sağlık Street is the closest side street to the school that cuts Ziya Gökalp Street vertically. Although it is a side street, it would not be wrong to say that it was the street that was most intertwined with the school. Besides containing other functions, the street can be described mainly as a housing area, as Baykan Günay remembers:

Many of our friends lived in Sağlık Street. I think there were a lot of important people living in Sağlık Street. A friend's father-in-law was a doctor and his mother-in-law was a member of the Court of Cassation and they lived right there on Sağlık Street. There was a famous National Unity Committee member and soldier named Cemal Madanoğlu. I remember his son or his grandson. If I remember correctly, Selçuk Ural may be the child of these places too. So there were people residing here. At that time the stream was open and a friend's house was looking out over the stream. We would go there on foot. We were friends with his mother and father. The family relations were strong in these days. Then, there were people residing on Adakale Street [closer to Kızılay]. For instance, there was a child named Rasih and his father was the manager of Petrol Ofisi. We'd go to his house as well.²²⁷

Berna Şeran, another graduate of the school, tells that she was living in Sağlık Street with her family in the 1980s. “I passed the English exam and started TED Ankara College. Then we lived here on Sağlık Street in the Kolej district. My father is actually a former teacher at TED Ankara College. He was a literature teacher; his name is Erol Şeran.”²²⁸

Aylin Özman, a graduate of 1982, answers the question “For what and when would you come to the Kolej district?” as follows: “We knew a lot of people who lived on Sağlık Street. We came to visit them, especially during the holidays.”

There were College students residing in **Ataç Street** as well as in Sağlık Street. Ataç Street is the parallel street of Sağlık Street and it extends to both sides of Ziya

²²⁷ The interview conducted by the author with Baykan Günay (COLLEGE GRADUATE: 1956-1963), on April 11, 2019, Ankara.

²²⁸ The interview conducted by the author with Berna Şeran (COLLEGE GRADUATE: 1984-1991) (KOLEJ RESIDENT: 1984-1989), on April 24, 2019, Ankara.

Gökalp Street just like Sağlık Street. It was a residential area dominated by College students, as stated by the graduates:

The houses of my close friends were usually in this (Kolej) district. They were on Ataç Street, or close to Kocatepe Mosque and so.²²⁹

I had a friend who lived in Ataç Street. All his friends were going to the College. Most of the families living on that street were graduates of the College.²³⁰

I had friends who were residing in the Kuğu Apartment on Kızılay, on Ataç Street, on Meşrutiyet Street. The majority of the people studying at College lived in the Kolej district. We would go to my friends who had their houses on Meşrutiyet Street, from Ataç Street. Therefore, I know Ataç Street very well.²³¹



Figure.4.14. TED Ankara College students in the schoolyard. The construction of High Blocks can be seen at the back. (Source: Foto Naci archive)

²²⁹ The interview conducted by the author with Füsün Şener (COLLEGE GRADUATE: 1971-9179), on May 8, 2019, Ankara.

²³⁰ The interview conducted by the author with Evrim Cebeci (KOLEJ RESIDENT: 1973-1993), on July 24, 2019, Ankara.

²³¹ The interview conducted by the author with Aylin Özman (COLLEGE GRADUATE: 1971-1982), on May 7, 2019, Ankara.

In addition to these streets, the houses constructed in the Kolej district from the 1920s onwards shaped the identity of the built environment around TED Ankara College. On Ziya Gökalp Street, and the streets around it, 2-3 storey houses with gardens designed in the historicist style of the period, were constructed, forming the residential character of the area. In time, especially after the 1950s when the population of the areas significantly increased, these houses were replaced with apartment blocks in the modernist style of the post-war period. Among these, some residential blocks need to be specifically mentioned as influential in the formation of the modern identity of the built environment in the Kolej district. The most important of these are **Martı, Kurtuluş and Kültür High Blocks**. The architect of these three buildings with 12 floors was Vedat Dalokay and was built in 1959. Martı Apartment was painted in pink, Kurtuluş Apartment in white and Kültür Apartment in blue. Martı Apartment was housing military officers. **İmar Blokları** are located on the side parcel of these high blocks. Vedat Dalokay and Nejat Tekelioğlu were the architects of these 4-storey houses built in 1959.²³² Away from the school, towards the Cebeci direction, **96lar Apartment** is located. This modern apartment building designed by Arman Güran²³³ was constructed in 1957.²³⁴

²³² Bayraktar, N., Batuman, B., & Ayhan, E. S. (Eds.). (2014). *Sivil Mimari Bellek: Ankara 1930-1980*. Ankara: VEKAM Yayınları, p.151.

²³³ Uysal, Z. Ç. (2011). 96'lar Apartmanı. *TMMOB Mimarlar Odası Ankara Şubesi Bülteni*, (April), 76–81.

²³⁴ Bayraktar, N., Batuman, B., & Ayhan, E. S. (Eds.). (2014). *Sivil Mimari Bellek: Ankara 1930-1980*. Ankara: VEKAM Yayınları, p. 109.



Figure.4.15. TED Ankara College High School building and Martı Apartment on the left
(Source: Foto Naci archive)

With the construction of such high-rise buildings together with the standard five-storey apartments of the post-war decades, the environment of the school changed especially after the 1960s, providing a modern urban context in terms of function as well as aesthetics in the district.²³⁵

4.2.2. Nodes of Urban Life

Open-close, natural-man made, commercial-recreational places around TED Ankara College became nodes²³⁶ of activities for the urban life of the College students, who were an important group of users in the district. The two main factors behind that were the high number of students and the spatial relationship between the school buildings and the environment. The cluster of school buildings dominating on both sides of Ziya Gökalp Street axis was widely effective and enabled the creation of

²³⁵ Aydın, S., K. Emiroğlu, Ö. Türkoğlu & E.D. Özsoy (2005). Ak Devrimden Darbelere, *Küçük Asya'nın Bin Yüzü: Ankara*. Dost Kitabevi, p. 534.

²³⁶ Node is a commonly used urban terminology; it is one of the five elements in Kevin Lynch's book "The Image of the City". Very basically, nodes are strategic focus points, which can also occur to be a junction point of the immediate environment. (See: Lynch, K. (1982). *The Image Of The City*. Cambridge, MASS. (U.A.): M.I.T. PR.)

urban contexts of different uses. Side streets and inner areas of the Kolej district were mostly residential areas and they supported the commercial and recreational/cultural activities in the urban context. In this sense, a mutual relationship emerged between the school and the district.

4.2.2.1. Commercial Places

There were large-scale public spaces such as rivers and green spaces, as well as many small shops serving the district and the social life of the community, including that of TED Ankara College. In the district, the shops where students of the College were regularly visiting were known and labeled in the district as the location of College students.²³⁷

Of all these shops, **Foto Naci** is the most popular one. Foto Naci, a tiny shop on the ground floor of the apartment building next to the primary school, H Block, has continued to function from 1958 until today. Foto Naci's first shop was on Selanik Street in Kızılay. In those years, Naci Ertem and his family were living in an apartment on Ziya Gökalp Street (no.45) right next to the school. In the 1960s, Naci Ertem rented a small shop on the lower floor of the apartment they were living and he moved Foto Naci there. Öznur Ertem Ürer, the daughter of Naci Ertem, said that her father had been in contact with TED Ankara College from the very beginning, even when the shop was on Selanik Street. Since the mid-1960s, Foto Naci has been the photographer of TED Ankara College.²³⁸

²³⁷ The interview conducted by the author with Oya Günel (KOLEJ RESIDENT: 1982-2010), on July 24, 2019.

²³⁸ The interview conducted by the author with Öznur Ertem Ürer (Foto Naci: 1963/4- on-going), on August 6, 2019.



Figure.4.16. Naci Ertem taking photo of TED Ankara College High School building
(Source: Foto Naci archive)



Figure.4.17. The first shop of Foto Naci in Selanik Street. (Source: Foto Naci archive)

It can be said with certainty that all of the graduates of the school who were interviewed for this study, remember Foto Naci. For many of them, it is even the first place that comes to mind when the urban context of the school is discussed. As Mualla Çelik Hıdıroğlu and Elçin Cengiz remember:

Foto Naci was essential. That was a socialization place for us because Foto Naci would take our photos in the schoolyard. So we would buy our photos from there. Even better, if there were people you were interested in but couldn't be with, you'd go and look at his photos. It was a periodical phase of platonic love.²³⁹

The aim of the photography profession is to eternalize the memories on a frame of two dimensions. Foto Naci worked as a photographer of TED Ankara College for many years. He took a part as an actor in the history of the school as the photographer of the College. Eren Özarslan states:

Of course, I remember Foto Naci. He was coming all the time on lunch breaks to the middle school. It was the same in the high school too. We used to have our photo taken randomly. At that time, we had no other opportunity to have such photos taken. For example, that day was an important day for us or it was someone's birthday, we would have our photo taken and buy the ones we liked. That's why we went to Foto Naci often. We were so used to go to Foto Naci and say: "We had a photo taken in the garden the day before."²⁴⁰

Another commercial space that is well known like Foto Naci is **Hüdaverdi Pastanesi**. The patisserie located on the ground floor of the apartment building that is diagonally across the high school building Block Z. It is in the junction point of the school, Ziya Gökalp Street axis and Sağlık Sokak axis. It is difficult to say whether it became a node for College students and the district because of its location, or the shop somehow defined a social life in itself. In any case, Hüdaverdi Pastanesi is known to be a place where College students routinely spent time. Lale Özgenel states:

If I remember correctly, it was necessary to get permission from parents to go out for lunch at primary and secondary school. However, in the high school, we could get out in the first 10-15 minutes of lunch breaks. I remember that I

²³⁹ The interview conducted by the author with Mualla Çelik Hıdıroğlu (COLLEGE GRADUATE: 1973-1981) and Elçin Cengiz (COLLEGE GRADUATE: 1973-1981), on April 24, 2019, Ankara.

²⁴⁰ The interview conducted by the author with Eren Özarslan (COLLEGE GRADUATE: 1981-1993), on April 24, 2019, Ankara.

was going out and buying *prences* or mosaic cake from Hüdaverdi Pastanesi next door. Ninety percent of my lunch breaks were like this.²⁴¹

Its spatial closeness to the high school part, made it closer to the high school students sentimentally as well. For elementary and middle school *College* students, especially after 1990s, going to Hüdaverdi Pastanesi was more like an adventure, as Batuhan Önder remembers:

Once, if I remember correctly, it was Hüdaverdi Pastanesi because my memory takes me there, we decided to eat hot dogs in Hüdaverdi Pastanesi. We took money from our parents that day. We went to Hüdaverdi Pastanesi, sat down, and ordered. We felt like adults. We ate our hot dogs, drank lemonade, and went back without any problem. This whole thing lasted only 20 minutes and it is one of the most mature memories of my childhood.²⁴²



Figure.4.18. Hüdaverdi Pastanesi (Source: <http://www.hudaverdikolej.com/>)

²⁴¹ The interview conducted by the author with Lale Özgenel (COLLEGE GRADUATE: 1972-1983), on May 14, 2019, Ankara.

²⁴² The interview conducted by the author with Batuhan Önder (COLLEGE GRADUATE: 2002-2012), on April 10, 2019, Ankara.

Yanikkaya family, which is engaged in pastry as a family profession, opened Hüdaverdi Pastanesi in 1973 at Ziya Gökalp Street, no.63. Celil Yanikkaya describes the relationship of *College* students with the Hüdaverdi Pastanesi with the example of the times when the school entrances from Ziya Gökalp Street were closed during the years of the construction of the *Ankaray* station, stating that even then College students were coming to the patisserie by walking through side streets. He mentions that, at lunchtimes, the whole patisserie was full of students. “While giving the name of the patisserie, Hüdaverdi, a cartoon character who would be sympathetic to the students, was chosen.” This is an indication that they wanted to establish a relationship with the school from the beginning. He says they count themselves from the *College* family.²⁴³

Hüdaverdi Pastanesi is iconic for the Kolej district. It is even possible to define Hüdaverdi Pastanesi as a landmark²⁴⁴ as well. It was observed that interviewees accepted this specific pastry shop as a reference point in every directions in the neighborhood by explaining other places with reference to it, such as “opposite of Hüdaverdi Pastanesi”, “the street next to Hüdaverdi Pastanesi”, “right next to Hüdaverdi Pastanesi”... etc.

Savaş Fırın²⁴⁵ was located on Ziya Gökalp Street, between Sağlık Street and Ataç Street. We know that Savaş Fırın had been opened before Hüdaverdi Pastanesi because Baykan Günay, who was educated at TED Ankara College in between 1956 and 1963, remembers it. Bülent Samlı, the owner of Zeki Kırtasiye, remembers the bakery as follows:

Across the street (Ziya Gökalp Street, no.40) there was a single-storey building for years and it was a very famous bakery. Unfortunately the building

²⁴³ The interview conducted by the author with Celil Yanikkaya (Hüdaverdi Pastanesi: 1973- on-going), on July 09, 2019.

²⁴⁴ “Landmarks are another type of point-reference, but in this case the observer does not enter within them, they are external.” (See: Lynch, K. (1982). *The Image of the City*. Cambridge, MASS. (U.A.): M.I.T. PR)

²⁴⁵ This bakery, remembered by both College students and residents of the district, does not exist today.

was demolished in the mid-2000s. That bakery was the symbol of Ziya Gökalp Street. The woman who owned the building said: “You won't sell it until I'm dead.” When the woman died, the heirs unfortunately sold it and the building was demolished.²⁴⁶

The owner of Hüdaverdi Pastanesi, Celil Yanıkkaya, talks about the patisseries around the vicinity in the late 1970s and says that Savaş Fırın opened a patisserie in the side street (probably Sağlık Street), but it did not take long and it was closed after 5-6 years.²⁴⁷

Hüdaverdi Pastanesi is not the only patisserie that is remembered in the district. There were many other famous pastry shops in the Kızılay region such as **Penguen Pastanesi, Sergen Pastanesi, Tuna Pastanesi, Kızılay Pastanesi**. In the immediate vicinity of the school, **Manolya Pastanesi** was located. It was the shop at the intersection point of Sağlık Street, next to the building where Foto Naci is located. Most of the interviewees could not remember the name of the patisserie and instead they described it. Berna Şeran, who lived in Sağlık Street, is the one who remembers the name of the patisserie: “Manolya Pastanesi was at the corner that was directly opposite of Hüdaverdi Pastanesi. This shop stayed in this neighborhood for many years. It was a long-established patisserie. I don't know what happened to it. It was either handed over or closed.”²⁴⁸ Celil Yanıkkaya, the owner of Hüdaverdi Patisserie, stated that, after TED Ankara College had moved from the neighborhood, all patisseries and bakeries except themselves were closed.²⁴⁹

Bakeries around the school were the most popular among *College* students as they could only spend short times in lunch breaks out of the school site. On the other

²⁴⁶ The interview conducted by the author with Bülent Samlı (Zeki Kırtasiye: 1969- on-going), July 4, 2019, Ankara.

²⁴⁷ The interview conducted by the author with Celil Yanıkkaya (Hüdaverdi Pastanesi: 1973- on-going), on July 09, 2019.

²⁴⁸ The interview conducted by the author with Berna Şeran (COLLEGE GRADUATE: 1984-1991) (KOLEJ RESIDENT: 1984-1989), on April 24, 2019, Ankara.

²⁴⁹ The interview conducted by the author with Celil Yanıkkaya (Hüdaverdi Pastanesi: 1973- on-going), on July 09, 2019.

hand, especially high school students were also going further to the Kızılay region, and having lunch at various places there. Social life on Sakarya Street in the Kızılay region was much more lively than Ziya Gökalp Street. One of the most well known of the places to eat there was Ankara's first McDonald's restaurant, opened in late 1980s. Many College students of the period often used Sakarya Street direction to eat there, as Onur Yüncü remembers:

We would walk to Sakarya Street in middle school. We'd walk out of the door on Halk Street and climb out of the park. There were a lot of places in Sakarya Street. At the very end, the first McDonald's in Ankara opened at the corner where Sakarya Street was connected to Atatürk Boulevard. We used to walk there once a week in junior high. We would eat at McDonald's during lunch break and then go back to school.²⁵⁰

Around the school, on the other hand, there was also a commercially developing stationery sector, serving the school needs of students. **Kolej Kırtasiye, Nesli Kırtasiye, Zeki Kırtasiye, İşler Kırtasiye and Dungeon**, are the nearby stationeries mentioned by the interviewees.²⁵¹

In 1919, Zeki Kırtasiye opened its first branch in Gaziantep. In 1969, it opened its first branch in Ankara at Ziya Gökalp Street, no.37. Bülent Samlı, the third generation owner of Zeki Kırtasiye, explains why they decided to open a shop on Ziya Gökalp Street in those years as follows: “The potential of TED Ankara College was considered. The proximity to the school and Kızılay were the reasons.” He also states that the other stationeries were closed one by one after TED Ankara College left Yenışehir.²⁵² The graduates of the school also remembers these stationaries:

²⁵⁰ The interview conducted by the author with Onur Yüncü (COLLEGE GRADUATE: 1985-1996), on April 25, 2019, Ankara.

²⁵¹ Among these stationeries, only Zeki Kırtasiye is still active in the Kolej district.

²⁵² The interview conducted by the author with Bülent Samlı (Zeki Kırtasiye: 1969- on-going), July 4, 2019, Ankara.

There was Kolej Kırtasiye; it was the shop right next to Foto Naci. There was also Nesli Kırtasiye in a shop next to it. The owner of it was an industrial designer. It used to sell more professional things, cool things.²⁵³

There was a place called Dungeon. It's like stationery, but it mostly sold Pokemon cards.²⁵⁴

I guess I was always going to İşler Kırtasiye. I remember Zeki Kırtasiye, but I wouldn't use it.²⁵⁵

In addition to stationeries around, **Tarhan Kitabevi** also became an important place for College students. Tarhan Kitabevi, which was mainly selling English publications, was the place where students were buying some textbooks. As the graduates of the school remember: “The opening of Tarhan Kitabevi was a very important event for Ankara. It was selling foreign publications.”²⁵⁶

There was a Tarhan Kitabevi. We'd take a couple of our English books there. For example, we bought our College Physics book from there. Tarhan Kitabevi had brought the book especially for College students, but generally we would buy our books from the school. My father used to pay our school installment every month. My parents used to give me money for the books. Then I'd do my shopping with the money they gave.²⁵⁷

²⁵³ The interview conducted by the author with Onur Yüncü (COLLEGE GRADUATE: 1985-1996), on April 25, 2019, Ankara.

²⁵⁴ The interview conducted by the author with Batuhan Önder (COLLEGE GRADUATE: 2002-2012), on April 10, 2019, Ankara.

²⁵⁵ The interview conducted by the author with Selen Güngör (COLLEGE GRADUATE: 1996-2008), on May 16, 2019.

²⁵⁶ The interview conducted by the author with Aylin Özman (COLLEGE GRADUATE: 1971-1982), on May 7, 2019, Ankara.

²⁵⁷ The interview conducted by the author with Baykan Günay (COLLEGE GRADUATE: 1956-1963), on April 11, 2019, Ankara.



Figure.4.19. Tarhan Kitabevi in Selanik Street. (Source: EskiAnkaraResimlerii internet archive)

Besides Ziya Gökalp Street and places closer to the center of Kızılay region such as Sakarya Street, Ataç Street and Sağlık Street around the school were also known by many College students as places with shops, as the graduates remember:

A lot of boutiques were opened on Ataç Street. The boutiques could not hold much, almost all closed.²⁵⁸

There were various small shops at Sağlık Sokak and Ataç Sokak. In 1970s Turkey, there were no product diversity. The most interesting things for the children would be small toy shops, hardware stores (because they would buy plastic pipes and they would make a blowtube), stationeries and sports equipment shops. These were ten square meters of boutique shops and the shopkeepers were all from our district. We used to look at the shop windows and try to see if a new brand come. For example, some shops would bring team jerseys, but of course they would not be lisenced. They were knitted, yellow navy blue stripped, no emblem, fake jerseys. We would look at them, and wonder if we could convince our mother to buy them.²⁵⁹

²⁵⁸ The interview conducted by the author with Aylin Özman (COLLEGE GRADUATE: 1971-1982), on May 7, 2019, Ankara.

²⁵⁹ The interview conducted by the author with Burçhan Sakarya (COLLEGE GRADUATE: 1975-1986) (KOLEJ RESIDENT: 1969-1982), on July 29, 2019, Ankara.

4.2.2.2. Recreational and Cultural Places

İncesu Stream and later **Kurtuluş Park** were the most important natural sites near TED Ankara College. The part of this extension that came right next to TED Ankara College was the tree nursery. Over the years, both İncesu Stream and the tree nursery had a close relationship with both College students and Kolej residents. TED Ankara College was close to the developing city center and also intertwined with nature. However, the green band formed along the extension of İncesu Stream began to disappear from the 1950s onwards. In 1962 İncesu Stream was closed and in 1968 a part of the tree nursery was turned into a public park called Kurtuluş Park as a small and artificial green area that was not on the side of the stream anymore.



Figure.4.20. TED Ankara College students posing to be photographed on the wooden bridge on İncesu Stream (Source: TED Ankara College Private Schools archive)

As the stream was closed in the early 1960s, it could not have a place in the memories of later graduates of the school. The site of İncesu Stream provided a transition area between the College students and the tree nursery area and offered

some social activities all along its borders. Baykan Günay remembers the stream area as follows:

More importantly, the stream was open. There was no Aksu Street. I think an area in the tree nursery was the college's sports field, and I think it was the property of the college. We would cross the two wooden bridges to the football field and play our football. Then we would go back to school passing the same bridge. We used to play a game on the stream. We would look at the opposite side of the stream. We would all feel like the stream was not flowing but we were going. Then I never tried it again; I did not stand on the bridge and look at the stream. In the spring, the water of the stream would rise. You know that its water was coming from Lake Eymir. Little baby fishes would come in the river. Sometimes we would drop our ball into the stream, but it was not a problem as the water of the stream was clean. After the 70s, the creek was closed and started to be used as a sewer. Sometimes races were held in Kurtuluş Park. Students would take a tour around Kurtuluş Park and compete as to see who would come first. There was a rich boy. He would come in with Cadillac. He's the son of a famous family, but I will not say his name. He came to the race in Kurtuluş Park with his car and cheated, but he got caught. We have such kinds of memories.²⁶⁰

Erdoğan Cebeci, as a resident of Kolej district, remembers the stream also states: “My friends and I played ball near the stream and that ball always fall to the stream.”²⁶¹ Thus, for those living in the district, the stream was a recreational area. The inhabitants of the Kolej district continued to remember the stream even after it was closed. However, after İncesu Stream was closed, in a way it was mythologized by College students in stories such as the following: “The back of A Block was the basketball court. The stream should have been passing under that area. We could hear the sound of the stream.”²⁶²

²⁶⁰ The interview conducted by the author with Baykan Günay (COLLEGE GRADUATE: 1956-1963), on April 11, 2019, Ankara.

²⁶¹ The interview conducted by the author with Erdoğan Cebeci (KOLEJ RESIDENT: 1964-1993), on July 24, 2019, Ankara.

²⁶² The interview conducted by the author with Levent Acar (COLLEGE GRADUATE: 1976-1984), on April 12, 2019, Ankara.

Mehman Soysal, another resident of the district, stated in her interview with that the entire İncesu Stream was not yet closed in 1968 and that some parts of it were left open. When she was studying at İncesu High and Middle School in 1973-1981, she explained that İncesu Stream was open on the Bademlik side and they often went down to the stream during the flowering periods, for agriculture classes.²⁶³ Oya Günel, who has lived in the Kolej district since 1983, mentions that İncesu Stream was the cause of the floods that they frequently experienced during rainy times.²⁶⁴



Figure.4.21. İncesu Stream overflows in Sıhhiye Square in 1961
(Source: EskiAnkaraResimlerii internet archive)

The following information given by the graduates of the school and the residents of the district about Kurtuluş Park in the 1970s and the 1980s, attests its significance:

Since I was living in the Kolej district, the meaning of Kurtuluş Park was different for me. I was spending a lot of time in Kurtuluş Park. I used to go to the park with my friends at school, but we were usually spending time at the

²⁶³ The interview conducted by the author with Mehman Soysal (KOLEJ RESIDENT: 1963-1989), on July 24, 2019.

²⁶⁴ The interview conducted by the author with Oya Günel (KOLEJ RESIDENT: 1982-2010), on July 24, 2019.

area that was close to the Kolej stop. There was a very nice concrete pool there. The pool consisted of three different square pools and these squares were at different levels and at different angles. It was a very nice pool where the water would move between these levels. The other corner of the park, which is now towards Vedat Dalokay Wedding Hall, was also very beautiful and green. But, in fact, there was a little pond in the inner part of the park. It was even a greener and safer area. There was an ice rink that was built in the 1980s. Thanks to the ice rink, the vitality inside the park increased. In summers, they would convert the ice rink into a roller skating rink. Our girl friends from middle school used to go rollerblading at lunch breaks. The park was actually discovered with the arrival of that skating rink. It was more secure as it was started to be used more.²⁶⁵

We wandered in Kurtuluş Park. We used to play football there. There was an ice rink. There would be times when we went as a family. It was a very pleasant place. Now it lost its reputation.²⁶⁶

In primary school, the school organized a trip to Kurtuluş Park. They would do it especially in autumns so that we could collect leaves when we went there.²⁶⁷ Kurtuluş Park was not a secluded place. Especially at noon times, lovers would go to sit among the trees. There were no buildings in Kurtuluş Park on these days.²⁶⁸

²⁶⁵ The interview conducted by the author with Burçhan Sakarya (COLLEGE GRADUATE: 1975-1986) (KOLEJ RESIDENT: 1969-1982), on July 29, 2019, Ankara.

²⁶⁶ The interview conducted by the author with Erdinç Cebeci (KOLEJ RESIDENT: 1964-1993), on July 24, 2019, Ankara.

²⁶⁷ The interview conducted by the author with Aylin Özman (COLLEGE GRADUATE: 1971-1982), on May 7, 2019, Ankara.

²⁶⁸ The interview conducted by the author with Bülent Samlı (Zeki Kırtasiye: 1969- on-going), July 4, 2019, Ankara.



Figure.4.22. TED Ankara College students playing in the tree nursery
(Source: TED Ankara College Private Schools archive)

What is also remembered about the park was that athletic auditions and trainings would be held there:

I remember Kurtuluş Park. They used to make us run at Kurtuluş Park once a year for athletics selection.²⁶⁹

We had a physical education teacher. He was then President of Athletics Federation. As such, he would aim to train athletes in the school. There were not many sport facilities. We used to run a hundred yards in the schoolyard and 1500-3000 meters around the Kurtuluş Park. The full tour of Kurtuluş Park was 3000 meters.²⁷⁰

When we were in the elementary school, our physical education teachers made us use Kurtuluş Park. There was a 1500-meter racetrack and we ran that. We didn't go to the park very often after school, but when we went, we used to do nasty things. I remember we did a stone war, for example. If we couldn't find a

²⁶⁹ The interview conducted by the author with Levent Acar (COLLEGE GRADUATE: 1976-1984), on April 12, 2019, Ankara.

²⁷⁰ The interview conducted by the author with Ali Cengizkan (COLLEGE GRADUATE: 1966-1973), on July 19, 2019.

field to play football or basketball at school, we would go to Kurtuluş Park. It was the secondary sports field for College students.²⁷¹

For some College graduates, on the other hand, Kurtuluş Park does not take part in their memories:

I don't remember the park much. Probably the school wouldn't let us go there. I don't remember anything about the park from that time. I studied at *Ankara Tıp* (Ankara Medical School). In the memories of that time, there is Kurtuluş Park. I'm from the Kolej district, and we went to those high blocks to visit our family friends too many times. I should have seen the park on the balcony of the high blocks. Somehow, there is no such thing as Kurtuluş Park in my memories.²⁷²

What is remembered about Kurtuluş Park varies from person to person. Some state it as the area where athleticism auditions were held, and others remember it as a dangerous area where families warned students not to go. There are also people who do not remember this park, which indeed covers a large part of the Kolej district. In the light of these, even if we conclude that Kurtuluş Park had the potential to be a serious social node, we understand that the reality was not so. It would be more accurate to call Kurtuluş Park as an edge²⁷³ for the urban life in the Kolej district instead of a node.

The political conflict of 1970s and 1980s in Kolej district was also reflected in Kurtuluş Park, the largest public area of the vicinity. Kurtuluş Park acted as the wall of Kolej district: on one side there was the area where armed conflicts took place, on the other side there was TED Ankara College where primary school students were

²⁷¹ The interview conducted by the author with Burçhan Sakarya (COLLEGE GRADUATE: 1975-1986) (KOLEJ RESIDENT: 1969-1982), on July 29, 2019, Ankara.

²⁷² The interview conducted by the author with Füsün Şener (COLLEGE GRADUATE: 1971-9179), on May 8, 2019, Ankara.

²⁷³ Edge is another one of the five elements in Kevin Lynch's book "The Image of the City". Basically, edges are the linear elements not used or considered as paths by the observer. They are the boundaries between two phases, linear breaks in continuity. (See: Lynch, K. (1982). *The Image of The City*. Cambridge, MASS. (U.A.): M.I.T. PR.)

educated. Because of what happened in those years, Kurtuluş Park carried the image of an insecure place for years:

Before the 80s, the park evolved into a place where political events, conflicts and clashes took place. For this reason, the children of the 70s would not go that way instinctively. We stayed close to the school because it was the place where public oversight existed, close to public transport and the police.²⁷⁴

In the 1980s, the İncesu district was like Texas. There would be armed clashes between the İncesu district and 50. Yıl district. The reputation of Kurtuluş Park was also damaged in those years. The anarchists sat under the trees. Bad women settled in there. Thus and so, its reputation was damaged.²⁷⁵

For the early 1980s, Mualla Çelik Hıdıroğlu do not mention any insecurity issues about Kurtuluş Park but she clearly says that they were not using the park much: “Kurtuluş Park was not used much. It was on my way. There wasn't much to do in Kurtuluş Park. It was just a green field. We wouldn't go there.”²⁷⁶ However, during the 1985-1995 period, as Berna Şeran and Onur Yüncü remembered, the park was in a bad condition:

At that time, Kurtuluş Park was a disaster. The park was completely enclosed. Nobody would know what's going on inside, if someone was strangling men we would not know. It was an isolated park. Now it's so beautiful. They've completely opened their façades. Those façades were covered with wires and trees but now they've been opened up. It looks more beautiful and has joined people's lives. At that time, not many people entered there. There was no light, nothing. It was uncanny.²⁷⁷

²⁷⁴ The interview conducted by the author with Burçhan Sakarya (COLLEGE GRADUATE: 1975-1986) (KOLEJ RESIDENT: 1969-1982), on July 29, 2019, Ankara.

²⁷⁵ The interview conducted by the author with Erdinç Cebeci (KOLEJ RESIDENT: 1964-1993), on July 24, 2019, Ankara.

²⁷⁶ The interview conducted by the author with Mualla Çelik Hıdıroğlu (COLLEGE GRADUATE: 1973-1981) and Elçin Cengiz (COLLEGE GRADUATE: 1973-1981), on April 24, 2019, Ankara.

²⁷⁷ The interview conducted by the author with Berna Şeran (COLLEGE GRADUATE: 1984-1991) (KOLEJ RESIDENT: 1984-1989), on April 24, 2019, Ankara.

We didn't go to Kurtuluş Park a lot. In our day, the people there were a little scary.²⁷⁸

In fact, Eren Özarslan, who was a College student at those times, stated with a more positive comment that she used the ice skating rink in Kurtuluş Park and therefore came to the Kolej district instead of the school routine: “We were coming to Kurtuluş Park. There was an ice rink. We were usually coming there on the weekends.”²⁷⁹



Figure.4.23. Aerial photograph from late 1970s. Sevcihan Özveren Park on the left corner.
(Source: Foto Naci archive)

By the end of the 1990s, it can be estimated that the College students were disengaged from Kurtuluş Park. Selen Güngör answers the question “Have you ever been to Kurtuluş Park?” as “No, I never went there.” In fact, the fate of Kurtuluş

²⁷⁸ The interview conducted by the author with Onur Yüncü (COLLEGE GRADUATE: 1985-1996), on April 25, 2019, Ankara.

²⁷⁹ The interview conducted by the author with Eren Özarslan (COLLEGE GRADUATE: 1981-1993), on April 24, 2019, Ankara.

Park is similar to **Sevcihan Özveren Park**, which is another park in the vicinity. Sevcihan Özveren Park is an important node that connected the pedestrian axis of Sakarya Street with the school. However, the social life it contained was troubled:

We would spend some time in the park on the way to Sakarya Street. We used to hang out on those stairs. At that time, the park was not a good place. We'd find some ugly objects and have fun with them.²⁸⁰

Besides the green public places around the school, the College students were usually going to cinema and theater as social activities out of school time. Kızılay, which was the city center from the 1960s onwards, was a place that provided quite a possibility in this regard. Baykan Günay states the names of the old Ankara cinemas as follows: **Ulus Sineması**, **Büyük Sinema**, **Ankara Sineması** and **Gölbaşı Sineması**. What is more, Aylin Özman talked about **Kızılırmak Sineması**. On the other hand, **Konak Sineması**²⁸¹ was another movie house mentioned by the interviewees living in the district. They emphasize that it attracted great interest because it was the only cinema in the district.²⁸² There were also many state theaters around Kızılay. Although the interviewees cannot give much detail in the spatial sense, it is understood that the College students liked theater as an activity. Baykan Günay's recollections include College students playing English theater as well:

Both social life here, sports life, cultural life ... We had our theater in the school. They used to play English theater. The College had created a culture spreading to the life of its immediate environment, the life of Ankara, the life of Turkey.²⁸³

²⁸⁰ The interview conducted by the author with Onur Yüncü (COLLEGE GRADUATE: 1985-1996), on April 25, 2019, Ankara.

²⁸¹ The building of Konak Sineması on Selvi Street is currently used as a wedding hall.

²⁸² The interview conducted by the author with Evrim Cebeci (KOLEJ RESIDENT: 1973-1993), on July 24, 2019, Ankara.

²⁸³ The interview conducted by the author with Baykan Günay (COLLEGE GRADUATE: 1956-1963), on April 11, 2019, Ankara.

Ali Cengizkan, who studied at TED Ankara College between 1966 and 1973, mentions about the **library of İngiliz Kültür Heyeti (British Culture Committee)** as one of the places that he frequently used:

I don't know between which years, but if I spent a total of 7 years at TED Ankara College, for about 5 years I went to the library of İngiliz Kültür Heyeti just like a subscriber. The library was located at the corner of Mediha Eldem Street, former Adakale Street. It was a very good library in this period. You could sit inside and study and read. I used it a lot. There were two books that I constantly took from the library: Moths and Butterflies. These two books were the most important support for my butterfly collecting activity especially in summer months. I think the library was closed about 20 years ago. I've never even heard the news. They gave away most of the books.

Selim Sırrı Tarcan Spor Salonu could also be taken as a node for sporting activities of College students although it was not located in the Kolej district. The teams of TED Ankara College was successful in the basketball field and it was a common activity to go to the games and support the team, as the graduates remember:

We used to go to basketball games. They were taking place at Selim Sırrı Tarcan Spor Salonu. After the game, we would go to Gençlik Parkı. The school was also supportive of us going to the matches. Especially if any of our classmates was playing, the teachers would encourage us to go and support them. They would even come with us. It was the College spirit. We would go so that they wouldn't play by themselves. The school would not arrange any transportation; we used to jump in a taxi ourselves. We would skip the course. When we heard that there was a match in the afternoon, we would definitely go to support them, at Selim Sırrı Tarcan Spor Salonu or Atatürk Kapalı Spor Salonu.²⁸⁴

Finally, there are three other places that could not become a node for urban life of College students but should not be omitted when talking about Kolej district: **Sıhhiye Çok Kath Otoparkı, Yenişehir (Sıhhiye) Pazarı** and **İncesu Pazarı**. Both

²⁸⁴ The interview conducted by the author with Eren Özarslan (COLLEGE GRADUATE: 1981-1993), on April 24, 2019, Ankara.

of these open marketplaces were important for the people living in the district and so in most of the interviews with the residents, these areas were mentioned. Even one of the College graduate interviewees, Eren Özarlan, recalled that she would sometimes use Yenişehir Pazarı with her family. However, for multi-storey car park named Sıhhiye Çok Katlı Otoparkı, we cannot say the same. Even in the 1990s, when the number of cars increased, residents parked their cars in front of their apartments. College students, on the other hand, were not at the age of driving yet, so it was not a place for them as well, as seen in the remarks of the graduates:

In the 1970s, the market place was in the area of Sıhhiye Çok Katlı Otoparkı. I can clearly remember the construction of the multi-storey car park. It could not be used effectively for too long. It was expected to solve the problem of parking especially on the surrounding streets, but it did not. It was empty for a while. They didn't know how to operate it. Then, they converted the lower floors of the building into ridiculous shops and rented them out.²⁸⁵

4.3. A Landmark and Beyond: The Impact of TED Ankara College on Its Urban Context

The TED Ankara College campus formed a reference point in the urban context of the Kolej district, even giving its name to the area. Nonetheless, as analyzed in this chapter, TED Ankara College and the Kolej district had an intertwined relationship beyond the meaning of the campus in its physical presence. The development of the school affected the development of the district as some parts of the urban context turned into paths of urban life for the College students and some commercial and recreational-cultural places in the district became important nodes visited by them.

²⁸⁵ The interview conducted by the author with Burçhan Sakarya (COLLEGE GRADUATE: 1975-1986) (KOLEJ RESIDENT: 1969-1982), on July 29, 2019, Ankara.



Figure.4.24. TED Ankara College students marching in Kızılay Square. (Source: Foto Naci archive)

We can say that TED Ankara College always had a positive relationship with the district. The social and cultural environment created by the school was effective on the district. Living in the Kolej district, to which the school gave its name, was perceived as prestigious. Most of the people living in the district had at least a friend who was studying at TED Ankara College. There was quite a close relation between those people who were living in the district and those who were studying in the school, because many of the College students also lived in the district.

The fact that the school consisted of 11 different buildings enabled the campus to be open to its close neighborhood visually if not always physically. The gaps between different buildings provided a visual relationship with neighboring buildings and streets around. In addition, the buildings' angular references to each other in the plan led to the formation of large social activity outdoor spaces in the middle and anterior areas. Watching College students playing basketball was commonplace for Kolej residents crossing the street.²⁸⁶ The fact that the school structures were not more than 5 floors also had a positive contribution to the urban environment, as the scale was similar to the other structures in the vicinity.

²⁸⁶ The interview conducted by the author with Oya Günel (KOLEJ RESIDENT: 1982-2010), on July 24, 2019.



Figure.4.25. From a ceremony on TED Ankara College. (Source: Foto Naci archive)

What is more important for the relation of the school campus and its district is the fact that the students of the school had become in time active users of the places around before and after school time and during lunch breaks. Nodes of commercial, recreational and cultural activities on the paths used by College students increased over the years. There were also many College students and their families residing in the Kolej district; as a result, some of the surrounding residential population was also associated with the school. As a graduate of the school commented:

When the school time was over, the students would shop around. They would have ice cream in one hand and hot dog in the other hand ... We were jealous of them. We had friends from Ankara College in the district. Everybody admired those College kids. Only College students were wearing gray trousers, navy blue jacket with the coat of arms. In our school, everyone had different outfits, and the end of school was always a mess. But when Ankara College students went out on the street, nobility would spread. The district was also a good place under the influence of those students.²⁸⁷

²⁸⁷ The interview conducted by the author with Erdinç Cebeci (KOLEJ RESIDENT: 1964-1993), on July 24, 2019, Ankara.

In one sense, the Kolej district acquired many of its features related to its urban identity from TED Ankara College as the school and the district, sharing the same name, had an intersection set composed of people and places. This led them into an intertwined relationship in both social and spatial terms: "...the neighborhood took the name 'Kolej' like the campus, the school created the identity of place and gained ground on the memories of the city and the citizens [of the district]."²⁸⁸

From 1937 to 2004, TED Ankara College was in the Kolej district of the Yenisehir/Kızılay region. It generated the daily use of the urban context as an educational institution. The school always influenced the urban life of the district. There is, of course, a history of the urban life in the Kolej district outside the context of TED Ankara College. However, housing one of the oldest constructions in the vicinity, the school witnessed every period of the district, and thus has to be placed in this history in order to better evaluate the urban context of the school in a more comprehensive perspective.

²⁸⁸ Yabancı, A. E., Yavuz, I., Ataç, E. (2018). Within and Against Urban Regeneration: Kolej as a Locus of Modern Heritage. *Urbanistica Informazioni (special issue)*, p.478.

CHAPTER 5

CONCLUSION

From 1937 to 2004, TED Ankara College continued to offer education in its campus in the Kolej district. The school, which had completed its campus formation in 1958 with buildings constructed in time on two sides of Ziya Gökalp Street, became the focal point of the district. From the 1970s on, the interior and exterior spaces had started to be inadequate due to the growing interest in the school, related with the ever-increasing population of Ankara. The school, which had built a new building in the face of every new need until this time, needed to provide a wider campus at this point. From the early 1970s on, the Kolej district had developed as a sub-center, as an extension of the new city center Kızılay, and due to resultant over accumulation in the district, the school could no longer expand its area. For this reason, the search for a new school campus area had started, and in 2004, this goal was realized when TED Ankara College started the process of moving to İncek, a newly developing region in the south of Ankara, where the construction of a new school campus started. Eventually in 2005, all units of TED Ankara College Schools left Kolej district and moved to İncek.

With the school moving out, the College students as the most important consumer actors in the environment went and problems started in the commercial activity in the district. Furthermore, the social profile of the people living in the district also changed. The houses in the Kolej district, which had been rented by the families of TED Ankara College students, were emptied. The residential structure of the district changed after this point. The graduates of the school comment on the change of the district as follows:

Nothing remains empty in physics. If you pour the water out, the air will replace it. Having the school here was providing families living around here. There were no business centers, offices here at that time. When the school moved away, the families moved away too. The social structure began to change. The school had an impact not only economically but also socially. At that time when the houses began to be emptied, all kinds of offices began to emerge. There are 16 flats in this apartment and none of them was a workplace. Now, there are only five or six families are residing in the flats; the rest is occupied by offices.²⁸⁹

The move of TED Ankara College affected the district. The family contexture of the neighborhood was ruined. In the past, there were teachers or wealthy families whose children were in the College living in here. They're all gone. ... The district has never been the same as the days when TED Ankara College was here.²⁹⁰

The impact of the school on its urban context was related to both its institutional and spatial characteristics. First of all, *Türk Maarif Cemiyeti / Türk Eğitim Derneği*, which founded the school, is one of the most important educational institutions in the history of modern Turkey. It took many steps to pioneer modern education reforms.²⁹¹ When *Türk Maarif Cemiyeti* was founded in 1928, it initiated the studies on the education field in line with the visionary aims of a country that had just laid the foundations of the Republic. The utmost aim of *Cemiyet* was to establish modern and advanced schools so that Turkish children would not need to go to foreign schools.

Accordingly, in 1931, the school of *Türk Maarif Cemiyeti* was established in Ankara. It was emphasized even during its first years that the education in this school should be in English. Under the conditions of those early Republican

²⁸⁹ The interview conducted by the author with Bülent Samlı (Zeki Kırtasiye: 1969- on-going) , July 4, 2019, Ankara.

²⁹⁰ The interview conducted by the author with Celil Yanıkkaya (Hüdaverdi Pastanesi: 1973- on-going), on July 09, 2019.

²⁹¹ An important indicator of this is that “La Turquie Kemaliste”, a publication that introduced the new Turkish Republic to the world, included TED Ankara College in its no.43 issue on educational reforms in Turkey. (See Appendix A)

decades, the school started to offer education with only the first year class of the nursery school section, in the house of the former Deputy of Education Necati Bey. In each year, the school added another class, opened every section of the school, accelerated its educational activities, and moved to its own two buildings completed in 1938, called as Girls' and Boys' Colleges. At this point, the relationship began between the school and its vicinity, which would be later called as the Kolej district. Thus, the vision and mission of *Türk Maarif Cemiyeti* as a non-governmental institution signified the role of actors beyond the state in the field of education in Turkey, which was analyzed in this study in terms of the spatial relations within the school and with its environment.

The components identifying the urban context where the first buildings were established were initially a bend of İncesu Stream passing through the city of Ankara and the tree nursery on the fertile soil on a parallel band of the stream. These natural components of the environment and the school significantly affected the newly developing neighborhood pattern of the Kolej district in the 1940s. By 1950, the school had acquired the identity it had long sought for; the language of education was turned into English and the school gained officially the “college” status – as schools educating in English are called in Turkey. Although being a college seems to be just an institutional identity, it also played a positive role in the spatial development of the school. The interest in the school, which was now a college, increased much more than before. Desiring to respond to this intense demand, the school began to construct new buildings. While gradually creating a campus area, it became more dominantly related to its own environment. The school completed its spatial development in 1958, with the acquisition of the site across the site of the first buildings on Ziya Gökalp Street, and with the new extension, the school campus acquired its final form on both sites of the street.

The formation of the campus by one-by-one construction of buildings over the years had its positive and negative aspects. The school campus consisted of a series of buildings that adopted different architectural styles but all were based on similar

ideas in terms of upper scale decisions. The mass and orientation references of the buildings to each other in the campus were quite successful despite the absence of a master plan. Another success of the resulting form was the coherence and permeability of the school structures, and the resultant physical relation that they provided with the streets around the campus (including the side streets and Ziya Gökalp Street) that were performing as outer corridors. On the other hand, the details of the architectural formation of the campus could not be known as the process was scattered and not well-documented. That is why, despite in-depth research was undertaken, information about all of the architects who designed the projects of a total of 11 buildings at the campus could not have been provided. There is only information about the architects of the first buildings, Girls' and Boys' Colleges, the primary school building called A Block and of the latest buildings, U and Z Block, on the other side of Ziya Gökalp Street. However, neither sufficient information nor necessary references could have been obtained especially about the structures with more secondary functions, such as the conference hall or the sports hall buildings. Those buildings remained as secondary actors of the campus formation.

The school campus achieved spatial completeness in 20 years. Meanwhile, it had become a focal point of its vicinity. The school was opened close to the Yenışehir (later renamed as Kızılay) region, which had been formed during the early Republican decades, and underwent significant development in every planning period of the modern capital Ankara. The 1920s' ornamented villa type garden houses of Yenışehir left their places to the 1950s' 3 to 4-storey apartment buildings, and later in the 1970s, 7 to 8-storey apartment-type offices surrounded the environment. The Kolej district, where the school was located, was also formed and transformed as an important sub-center of the Yenışehir-Kızılay region. The school kept pace with these urban transformations with its changing spatial patterns over the years, and the students of the school, who witnessed the phases of these transformations, became the continuous users of the urban context. In all of the

urban transformation phases of the district, the school and its students played their roles by triggering or developing changes. One of the reasons for the increasing housing demand in the district over the years, for example, was that families whose children were students at the College chose to live in the Kolej district close to the school. Likewise, a variety of commercial activities in the district developed as largely related with the needs of the school, the students of the school and the families of the students. As a result, many places in the Kolej district, such as stationeries and bakeries, became the nodes of urban life as used by those somehow related to the school. In addition, the students of the school were also the active users of the recreational and cultural places in the district, turning certain sites similarly to important nodes of urban life around the school. These places of commercial, recreational and cultural functions, which attracted College students as the most intense and active users of the environment, were connected along the paths of urban life routines in the district. Sometimes the paths preferred by College students created site-specific nodes, and sometimes the connections between the nodes created the paths, and this whole experience of the urban context largely formed the urban daily life of the Kolej district.

The impact of TED Ankara College on its urban context can be discussed in the two aspects of planning and usage, which were analyzed in order to evaluate the school's contribution to the development of the district. Jansen defined the Cebeci region as an area of education when planning the land use in Ankara. In the 1950s, while Cebeci developed as a school and university region, the Yenisehir / Kızılay region became the new center of the city. The Kolej district developed between these two important regions and was affected by both of them. The growing population of Kızılay was reflected in the Kolej district. Like the Kızılay region, the Kolej district developed as a residential area in the 1930s, and then also as a commercial area since the 1950s. After the 1970s, Kızılay became a business center. However, the Kolej district did not keep up with this change. The resident profile of the district, which was composed of TED Ankara College students and their families, did not

change and the district of Kolej did not lose its residential identity. In addition, with TED Ankara College, the Kolej district could be read as an extension of the educational region in Cebeci, located at the the closest end of the axis of educational buildings to the Kızılay district. It can be speculated that the Kolej district developed not as a transition area but as a common intersection area that hold its own character, and TED Ankara College became its focus.

The whole Kızılay region was first formed as largely a residential and then a commercial center of the city. For the Kolej district, the existence of TED Ankara College changed the intensity, rate and shape of this transformation. The existence of the school attracted both earlier or longer-term viable commercial investments (such as *Zeki Kirtasiye*, *Hüdaverdi Pastanesi*) as well as a longer residence time and delayed the conversion to offices. In this case, Kızılay markedly changed its character, while the Kolej district maintained a mix-use character longer and more consistently.

TED Ankara College is an important point of reference, i.e. a landmark, for its urban context. Nonetheless, the discussion undertaken in this study on daily urban experiences could not be provided only by the conventional approach of architectural history that focuces on buildings and especially on their formal features:

The chief difference between architectural historians and others who examine the built environment is the desire of the former to illuminate the resulting urban and architectural forms. The visual and material rather than the social and political are foregrounded in their studies and examined for the ways they interact with other systems of meaning and social discourse. This is accomplished by considering such issues as urban identity, the theater of social relations, collective memory, and the practice of everyday life in the light of knowledge intrinsic to architecture, such as building typology and style.²⁹²

²⁹² Stieber, N. (1999). Microhistory of the Modern City: Urban Space, Its Use and Representation. *Journal of the Society of Architectural Historians*, 58(3), 382–391. doi: 10.2307/991532, p. 385.

In line with such an aim to understand the architecture of a school in relation to its wider socio-spatial context, the study showed that the meaning of the school campus in its urban context could better be understood by evaluating not only its role as a landmark but also its impact on the formation of urban life routines, affecting the formation of the nodes and paths in its vicinity as significant places of urban life. As Relph described in his influential work:

Places are fusions of human and natural order and are the significant centres of our immediate experiences of the world. They are defined less by unique locations, landscapes, and communities than by the focusing of experiences and intentions onto particular settings. Places are not abstractions or concepts, but are directly experienced phenomena of the lived-world and hence are full with meanings, with real objects, and with ongoing activities. They are important sources of individual and communal identity, and are often profound centres of human existence to which people have deep emotional and physiological ties.²⁹³

That is why, the urban context is a perceptual and social place that is defined by people, rather than only by physical land pieces. The way to evaluate such socio-spatial elements and the urban experiences associated with daily life was to carry out interviews by the graduates of TED Ankara College and the inhabitants of the Kolej district. In this way, this study has shown that the relation between an urban landmark and its urban district as well as the paths and nodes of urban life around it, is formed by the experiences of people.

TED Ankara College nursery school, primary school, middle school and high school started to move to İncek campus in 2004. In the same year, the first built G, B Block and the last built U, Z Block were registered as cultural heritage. Some of the buildings in TED Ankara Yenişehir Campus were rented and used by Çankaya Municipality for a while. In 2009, *Türk Eğitim Derneği* decided to open TED University. The university, which started education in 2012, was located on the

²⁹³ Relph, E. (1976). *Place and Placelessness*. London: Pion Limited, p. 141.

southern campus, in U and Z Blocks, for three years. During this process, G, B and H Blocks were preserved, and others were demolished to construct new buildings in the northern campus. Since 2015, the whole old campus of TED Ankara College has been in use as the campus of TED University.

The story of *Türk Eğitim Derneği* started with TED Ankara College and later continued with TED University. In this sense, the transformation did not result negatively in terms of the relation of the school buildings with their urban context because one educational institution was replaced by another. In addition, these educational institutions, TED Ankara College and TED University, are the schools of the same institution and most of their buildings have been preserved. TED Ankara College's 68-year history in the Kolej district is currently being rewritten by TED University by similar actors but in a different way. Many nodes of urban life in the district such as *Hüdaverdi Pastanesi*, *Foto Naci* and *Zeki Kırtasiye* that were associated with TED Ankara College, and paths formed by streets around the school where College students and their families experienced their daily routines, are now developing a relationship with TED University.

TED Ankara College was established as an important educational institution of the early Republican history, in line with the demands of modern Turkey. The root of the school, *Türk Maarif Cemiyeti*, is one of the pioneers in structuring modern education in the country. This important educational institution of Ankara has acted as the education center for many young people, and during the period of its existence in its campus in the Kolej district, it also affected the social and spatial identity of the district. With the buildings of its campus in the Kolej district, which are exemplary of the early Republican and post-war modernist architecture in Turkey, TED Ankara College also had a significant place in the architectural history of Ankara. Hence, focusing on the impact of TED Ankara College on urban life in the Kolej district, the analysis of this study provides a better understanding of the institutional and socio-cultural as well as architectural and urban formation of the modern context of Ankara during the twentieth century.

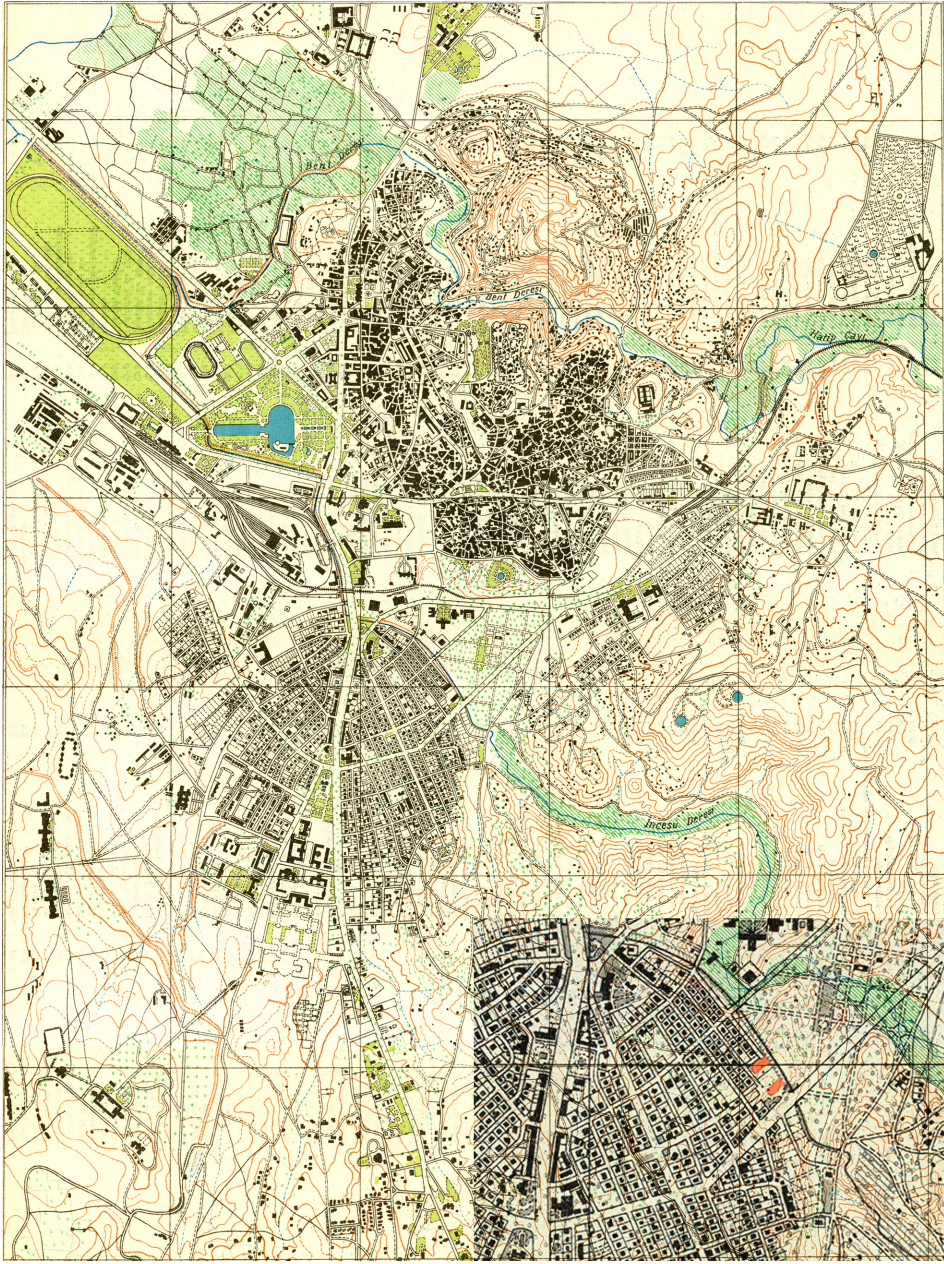


Figure.5.1. 1948 Map of Ankara. A zoom-in section of the map showing TED Ankara College buildings is on the right below corner. (Source: Baykan Günay's personal archive)

EPILOGUE

THE MOVE OF TED ANKARA COLLEGE FROM KOLEJ DISTRICT IN THE 2000s

The relocation of some parts of TED Ankara College began to be included in the agenda of Turkish Education Association Foundation (*Türk Eğitim Derneği Vakfı*) in the 1970s. Trapped in its limited land in the city center, Ankara College cannot provide efficient education at the Yenışehir Campus. The most important reason for the emergence of the idea to move the school to another place was related to the fact that the school buildings were inadequate and the campus was impossible to grow. The school was very crowded. In the garden students were bumping into each other. Some of the spaces, such as laboratories, were transformed from classes and they remained inefficient. Aylin Özman, who was a student at TED Ankara College Elementary School in the 1970s, recalled a memory about this experience:

I have an interesting memory about the school. In the primary school, they used to keep students in the garden during lunch breaks and did not allow us to enter the classes. Such a method was used for the ventilation of classes, but we [students] did not like to be forced to stand in the garden.²⁹⁴

In the early 1990s, TED Foundation purchased a site reserved for educational use in the southeast of the Batıkent region. TED management asked Ali Türel, Özcan Altaban and Baykan Günay from Middle East Technical University (METU) to evaluate this land's appropriateness to be used by Ankara College. Studies had shown that most of Ankara College students were living in the south of the city. Although it was predicted that the subway planned to be constructed in Ankara

²⁹⁴ The interview conducted by the author with Aylin Özman (COLLEGE GRADUATE: 1971-1982), on May 7, 2019, Ankara.

would have a positive contribution, the idea of relocating the school in Batıkent in the western part of the city was accordingly abandoned. Again during this period, a land belonging to the Atatürk Forest Farm (*Atatürk Orman Çiftliği-AOÇ*) was considered, but this could not be the solution either due to the special law and status of the farm.²⁹⁵

In the 1990s, the idea of moving TED Ankara College to an area out of the city center became the most important item on the agenda. In this sense, negotiations started with Middle East Technical University for a part of its land that was 176 thousand square meters and located in the Ahlatlıbel region in the southern part of the city. In the 1/5000 Master Plan that was prepared by METU and accepted by Ankara Büyükşehir Municipality, according to the Metropolitan Area development principles, this area along İncek Road was defined as an "urban service area" and was suitable for building educational facilities. As the agreement was made with the university, a competition was held to obtain the projects of the facilities.²⁹⁶

A limited, national and single stage competition was opened in 1996 for an architectural project that would include school buildings and related social facilities together with landscaping.²⁹⁷ Some of the features that were decided to be provided in the new campus could not have been realized in Yenişehir campus. These features included four schools (pre-school, primary school, middle school and high school) remaining together, the creation of flexible spaces, the integration of nature and the school, and the design of a school in accordance with the innovative and creative architectural approach of the 2000s.²⁹⁸

²⁹⁵ Günay, B. (2015). *TED Ankara Koleji'nin Yeni Yerleşkesinin Öyküsü* (Vol. 23, Cep Kitapları Dizisi). ODTÜ MF, pp.18-20.

²⁹⁶ Günay, B. (2015). *TED Ankara Koleji'nin Yeni Yerleşkesinin Öyküsü* (Vol. 23, Cep Kitapları Dizisi). ODTÜ MF, pp.22-23.

²⁹⁷ Günay, B. (2015). *TED Ankara Koleji'nin Yeni Yerleşkesinin Öyküsü* (Vol. 23, Cep Kitapları Dizisi). ODTÜ MF, p.25.

²⁹⁸ Günay, B. (2015). *TED Ankara Koleji'nin Yeni Yerleşkesinin Öyküsü* (Vol. 23, Cep Kitapları Dizisi). ODTÜ MF, p.27.

Şanziment-Neşet-Emre Arolat's project was awarded as the first prize of the competition.²⁹⁹ The target year for the end of the construction of the campus was 2000. However, this could not happen. The first objection came from the Chamber of Civil Engineers. It was stated that the competition was invalid because a civil engineering report had not been requested and there was not a civil engineer jury member. However, the TED Foundation Administration stated that they did not have such an obligation as a foundation and they started preparations for the construction process. However, after a while, the land was declared a forest area by the General Directorate of Forestry and a protected area by the Ministry of Culture. As a result, a new process of negotiation with METU started.³⁰⁰

This time, a land of 309 thousand square meters was assigned by the Middle East Technical University in the vicinity of İncek, outside the natural protection area of METU Forest. The second competition, this time for the new site, was opened in 1998. In this process, the needs were revised and a new architectural program was prepared. The new land was larger and flatter than the first one. The principles in the first competition continued to be taken into account, but land use was also evaluated. Finally, only the first and second prizes were awarded by the jury. The project by Semra-Özcan Uygur was the winner of the first prize.³⁰¹

The groundbreaking ceremony was held on Friday, November 24, 2000 with the participation of the President of the Republic Ahmet Necdet Sezer. Most of the campus construction was completed in 2003. At TED Ankara College's İncek campus, monumentalism, historicism and symmetry were rejected and a dynamic and powerful architecture was created with the adaptation of basic forms. A modern and purist architectural language was in the foreground by the use of bare concrete,

²⁹⁹ Günay, B. (2015). *TED Ankara Koleji'nin Yeni Yerleşkesinin Öyküsü* (Vol. 23, Cep Kitapları Dizisi). ODTÜ MF, p.28.

³⁰⁰ Günay, B. (2015). *TED Ankara Koleji'nin Yeni Yerleşkesinin Öyküsü* (Vol. 23, Cep Kitapları Dizisi). ODTÜ MF, pp.35-41.

³⁰¹ Günay, B. (2015). *TED Ankara Koleji'nin Yeni Yerleşkesinin Öyküsü* (Vol. 23, Cep Kitapları Dizisi). ODTÜ MF, pp.46-53.

bricks and joinery.³⁰² In the first stage, high school students left Yenışehir and moved to İncek campus. In the 2004-2005 academic year, the entire units of TED Ankara College started education at the İncek campus.³⁰³



Figure.E.1. The B Block, 2013 (Source: Azize Elif Yabancı's personal archive)



Figure.E.2. The exterior stairs of the G Block, 2013 (Source: Azize Elif Yabancı's personal archive)

³⁰² Günay, B. (2015). *TED Ankara Koleji'nin Yeni Yerleşkesinin Öyküsü* (Vol. 23, Cep Kitapları Dizisi). ODTÜ MF, pp.58-60.

³⁰³ Tanyer, T. (2011). *Cumhuriyetin Meşalesi TED Ankara Koleji: 80 Yılın Hikayesi*. Ankara: TED Ankara Koleji Vakfı, pp. 389-392.



Figure.E.3. The interior stairs of the G Block, 2013 (Source: Azize Elif Yabacı's personal archive)



Figure.E.4. The canteen, 2013 (Source: Azize Elif Yabacı's personal archive)



Figure.E.5. The F Block, 2013 (Source: Azize Elif Yabacı's personal archive)



Figure.E.6. The A Block, 2013 (Source: Azize Elif Yabancı's personal archive)



Figure.E.7. The Administration Hall, 2011 (Source: Sibel Acar's personal archive)



Figure.E.8. The U and Z Blocks, 2011 (Source: Sibel Acar's personal archive)



Figure.E.9. The Sports Hall and the U Block, 2011 (Source: Sibel Acar's personal archive)



Figure.E.10. The G, H, F, E Blocks and the canteen (Source: Azize Elif Yabaci's personal archive)



Figure.E.11. The A and G Blocks (Source: Azize Elif Yabaci's personal archive)



Figure.E.12. The entrance of the Z Block (Source: Sibel Acar's personal archive)



Figure.E.13. The interior of the Z Block (Source: Sibel Acar's personal archive)



Figure.E.14. The interior stairs of the Z Block (Source: Sibel Acar's personal archive)

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APPENDICES

A. ARCHIVAL DOCUMENTS

80
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Ankara, 1/3/1940

Türk Maarif Cemiyeti
Genel Merkezi

Kurumları : Ankara ana, ilkö, ilçe okulları, Bursa kız lisesi, İstanbul, İzmir, Çorum, Adana, Çatalca talebe yurtları.

No. 1

T. C.
BAŞBAKANLIK
CUMHURİYET ARSIVI

Saygı Değer Sayın Bay
Dr. Refik Saydam
Cemiyetinizin Genel Başkanı ve çok değerli
Başvekilimiz

Yüksek varlığınızın çok değerli himayetleri altında gelişmekle on büyük zevk duyan Türk Maarif Cemiyeti Umumî Hey'eti tarafından kabul edilen gelir ve gider bütçelerinin bir kopyesini yüce katınıza arz ve takdim ediyorum.

Bu bütçe ile önümüzdeki ders yılı içinde Cemiyetinizin yapacağı işler ve okutacağı talebelerden parasız ve paralı olanların sayısı kısaca aşağıda gösterilmiştir.

Görülecek işler:

- 1- Ankara'da yaptırılacak okul binası (plânı takdim kılınmıştır.)
- 2- Bursa kız lisesinde kıyılık teneffüşhane.
- 3- İzmir Ege lisesinde bir pavilyon.

Yatılı olarak okutulacak talebeler:

	Paralı	Parasız ve yardımla okuyular	Yekûn
Ankara kız ve Erkek Kolu	1100	100	1200
Bursa kız lisesi	350	50	400
İzmir Ege lisesi	300	50	350
İstanbul Talebe Yurdu	70	140	210
İzmir kız talebe yurdu	38	29	67
İzmir Erkek " "	62	98	160
Adana Talebe yurdu	20	80	100
Hetay " "	50	50	100
Çorum " "	30	25	55
Çatalca " "	20	30	50
Konya " "	50	50	100
	2100	692	2792

48 + 4 Fotoğraf

030 10 80 526 9 1

Figure.A.1. The number of students attending *Türk Maarif Cemiyeti* Ankara Boys' and Girls' College in 1940 is seen. (Source: Başbakanlık Cumhuriyet archive)

40
29

Türk Eğitim Derneği (eski Türk Maarif Cemiyeti) 31.Ocak.1928 tarihinde kurulmuştur. Dernek genel menfaatlara yarar kurumlardandır.

Derneğin tüzüğüne göre başlıca amacını:

A) Yurdum iç ve dışındaki kültür merkezlerinde Türk öğrencisi için özel öğrenci yurtları kurmak, devam ettirmek ve korumak.

B) Kimsesizliği ve fakirliği dolayısıyla okuma imkanı bulamayan anlayışlı ve çalışkan Türk çocuklarının tahsillerinin temini için yardıma bulunmak.

C) Türk çocuklarına yabancı dil öğreten okullar açmak ve Derneğin maksatlarını elde ettirecek her türlü yayında bulunmak.

D) Olabildiği kadar Türk çocuklarının Ulusal ve sosyal eğitimini yükseltecek girişimlerde bulunmak.

gibi hizmetler teşkil etmektedir.

Derneğin yönetimi altında bulunan kurullar okulları, öğrenci yurtlarıdır. Derneğin Ankara'daki liseleri ile Bursa Kız Lisesinin özelliğini yabancı dil öğretimindeki ilerilik teşkil eder.

Yabancı dil programı resmî okulların programından farklıdır. Bu program Millî Eğitim Bakanlığının Talim ve Terbiye Dairesince de onanmıştır.

Dernek son yıllarda başlıca çalışmasını öğrenci yurtlarında toplamıştır. Bir taraftan okullarının gelişmesini sağlamak için çalışırken diğer taraftan memleketin büyük bir ihtiyacı olan öğrenci yurtlarının sayı ve değer yönünden geliştirmeye uğraşmaktadır.

Derneğin Adana, Antakya, Çorum, Edirne, İstanbul, İzmir ve Konya'da birer öğrenci yurdu bulunmaktadır. Öğrenci yurtlarının okullardan farkı tahsil çağında bulunan öğrenci gündüzlü olarak bir okula devam eder, yurtda yer, içer, yatak. Öğrenci yurtları da tamamiyle bir terbiye kuruluğudur. Her öğrenci yurdunun başında mektepçi bir müdür, lüzumu kadar muavin veya müzakereci öğretmen bulunur.

Bu öğrenci yurtlarına girebilmek için evvelamirde öğrencinin hangi okula devam ettiğini bildiren bir belge getirmesi lâzımdır. Öğrenci okul bittikten sonra yurda gelir ve müzakereci öğretmenlerin gözetimi altında ertesi günkü derslerini hazırlar, zorlu-

030	10			80	526	9
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15

Figure.A.2. The report about the works that Türk Eğitim Derneği accomplished, page 1 (Source: Başbakanlık Cumhuriyet archive)

ga düşerse müzakereci öğretmenler sorar, böylece tam manasile bir okul disiplini taşıyan öğrenci yurtları Derneğin Yönetim Kurulu tarafından hazırlanmış olan iç tüzüklerine göre yürütülür.

Yurtlarımız gittikçe daha verimli bir hale gelmekte, daha ihtiyaca yeter bir şekilde düzenlenmektedir. Yurtlarımızın etüd, sağlık yiyecek yönünden iyi birer eğitim kurulu olabilmesi için Derneğimiz gereken yardımları yaptığı gibi kurumlarımızın başında bulunan arkadaşlarımızın gayretleri bu çalışmayı tamamlamaktadır.

Bu yurtların hemen hepsinde öğrencinin faydalanabileceği kitaplık bulunduğu gibi öğrencinin sınıf durumu ile ilgili doktor ve hastabakıcı da bulunmaktadır. Öğrenci yurtlarımızın her birisi ayrı, ayrı bir varlıktır. Bir hudut şehrimiz olan güzel Edirnedeki öğrenci Yurdumuz cidden övünebileceğimiz bir kurumdur. Bu yıl Edirne öğrenci yurduna fazla öğrenci geldiği için bina yetmemiş, ikinci bir yurt binasının kiralanması kararlaştırılmıştır.

Çeşitli tahsil durumunda 300 öğrencisi bulunan İstanbul öğrenci yurdu 1.Ocak.1947 tarihinde Cumhuriyet Halk Partisinin İstanbul'daki iki kız ve bir erkek öğrenci yurduunun Dernege geçmesi üzerine bugün 940 öğrenciyi bağrında yaşatan bir temsil yuvası haline gelmiştir. İstanbul gibi geniş kültür çevresinin ihtiyacına lâyık olmaya çalışan eğitim, yönetim bakımından zengin bir kitaplığa malik oluşu yönünden bu yurt tam manasile öğrenciler için güvenilecek bir yuttur.

İzmir öğrenci yurdu da çevresinde gittikçe artan büyük bir ilgi görmekte ve öğrenci sayısı gittikçe artmaktadır.

Konya öğrenci yurdu hayırsever Konyalıların kültüre verdikleri değerim güzel bir örneğidir. Konyadaki öğrenci yurdumuz yüz kişilik içindir. İkinci yüz kişilik binanın temeli atılmıştır. Bina en çok iki yılda bitmiş bulunacak bu suretle han köşelerinde bakımsız, perişan yüz vatan yavrusu daha kurtulmuş ve korunmuş olacaktır.

Bu yıla kadar daha ziyade Sanat okulunu öğrencileri için iyi bir terbiye yuvası olan Çorum öğrenci yurdunun, bu yıl Millî Eğitim Bakanlığının Çorumda lise açması münasebetiyle, yeni bir bina ilâve edilerek genişletilmesi düşünülmektedir.

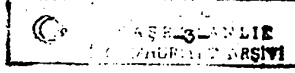
Adana, Antakya yurtlarımız da iyi ve müsbet çalışmaktadır. İstanbul hariç olmak üzere bütün öğrenci yurtlarımızda lise, Ortsokul, Sanat okulu öğrencileri bulunur.

Öğrenci yurtlarımızda da Dernek tarafından parası verilerek himaye edilen oldukça önemli sayıda öğrenci vardır. Gerek Okullarımızda, gerek Yurtlarımızda Dernek tarafından okutulmuş ve yatırılan öğrencilerin çalışkan, cidden yardıma muhtaç olmaları esastır. Dernek okuttuğu ve barındırdığı öğrencilere bu yardımları karşılıksız

030	10			80	526	9
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16

Figure.A.3. The report about the works that *Türk Eğitim Derneği* accomplished, page 2
(Source: Başbakanlık Cumhuriyet archive)



yapmakta, yalnız Üniversiteye, Yüksek Okullara devam eden gençlerden bir yüklenme senedi almaktadır. Bu gençler tansillerini bitirdikten sonra Derneğin yardım kadrosunun genişlemesine hizmet etmek amacıyla Derneğin kendilerine yaptığı yardımı bu suretle yerlerine daha fazlasının alınmasını sağlamak için ödemeye mecburdur. Gerek okul, gerek Yurtlarımızda 2500 öğrenci bulunmaktadır. Bunlar içinde parası Dernek tarafından ödenmek suretiyle okutulmuş ve himaye edilen öğrenci sayısı ortalama % 13 ü bulur. Bu ölçü % 20-25 e kadar çıkmaktadır.

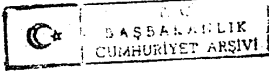
Derneğin yaptığı bu kültür işlerinden başka sıhhi durumu müsait olmayan fakir öğrencilere yardımda bulunmak gibi sosyal hizmeti de vardır. Bu hizmet küçük de olsa bir Türk gencinin kurtarılması, yurda faydalı, sağlam bir insan olarak yetişmesi yönünden büyük bir değer ifade eder.

Derneğin hizmetleri arasında fakir öğrenci, yurtlara yardım gibi başlıca masarflar sıklet merkezini teşkil eder.

030	16		80	526	9
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Figure.A.4. The report about the works that *Türk Eğitim Derneği* accomplished, page 3 (Source: Başbakanlık Cumhuriyet archive)



Türk Maarif Cemiyeti
Genel Merkezi

Kurumları : Ankara ana, ilk, lise
okulları, Bursa kız lisesi, İstanbul, İzmir,
Çorum, Adana, Çatalca talebe yurtları.

No.....

Ankara,.....

**Türk Maarif Cemiyetinin şimdiye kadar gördüğü
işlerin kısaltılmış yazısı.**

Türk Maarif Cemiyeti 1928 yılında kuruldu. İlhamını yurda her gün yeni bir varlık yaratan ve yaşatan büyüklerinden alan Cemiyet, büyük bir hızla yurdun kültür işlerine olabildiği kadar yardımlarda bulunmuştur.

Her yıl bir önceki yıldan daha verimli, daha kuvvetli ve geniş bir programla iş alanına atılan Cemiyet, büyük işler başarmak ve yapmak varlığını göstermiştir.

Bunları kısaca arz ediyorum.

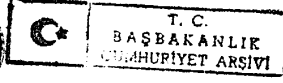
1- Ankara okulları:

Cemiyet ilk işe başladığı zaman Ankara'da bir Ana okulu açmış tır. Her yıl bunun üzerine yeni bir sınıf daha koymak suretile bugün Ankara'da Ana, ilk, kız ve erkek çocuklara ayrı, ayrı özgü tam devreli iki kolleji vardır. Orta ve lise kısımlarını içine almış olan kollejde lise programı tatbik edilmekte beraber yabancı dil olarak İngilizceye önem verilmektedir. İlk okulun üçüncü sınıfından İngilizce başlar. Orta ve lise kısımlarında derslerin bir kısmı İngilizce olarak gösterilmektedir. Bu okullarda dile çok değer verilmekte, buradan yetişecek çocukları, diğer bilgilerde olduğu gibi dile de hakim kılmak esası güdülmektedir. Bunun için Cemiyet her türlü fedakârlığı esirgememekte, okula bir çok yardımlar yapmaktadır. Bütün öğretmen-

030	10			80	526	9
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Figure.A.5. The details about *Türk Eğitim Derneği* Ankara Schools, page 1
(Source: Başbakanlık Cumhuriyet archive)



Türk Maarif Cemiyeti
Genel Merkezi

Kurumları : Ankara ana, ilk, lise
okulları, Bursa kız lisesi, İstanbul, İzmir,
Çorum, Adana, Çatalca talebe yurdları.

No.

-2-

Ankara,

lerini ve özgüleyin yerli ve yabancı dil öğretmenlerini en kuvvetli öğretmenlerden seçmektedir. Bu iki okulun öğrenci kadrosu "400" yatılı ve "600" gündüz olmak üzere "1000" üzerinden yapılmıştır.

Cemiyetin büyük fedakârlık yaparak geçen yıl ve bu yıl 300,000 lira sarf ile yeniden yaptırdığı fotoğrafları bağlı olarak sunulan iki büyük ve güzel bina ve büyük bahçe spor ve tenis yeri Kültür alanında büyük boşluğu dolduran öğrenmeye değer iki varlıktır.

Bundan başka Ankara'da fakir çocuklara özgü ve tamamen parasız bir okul daha yaptırılacaktır. Bunun için Kültür Direktörlüğü ve il-baylıkla temasta ve onların direktiflerini beklemektedirler.

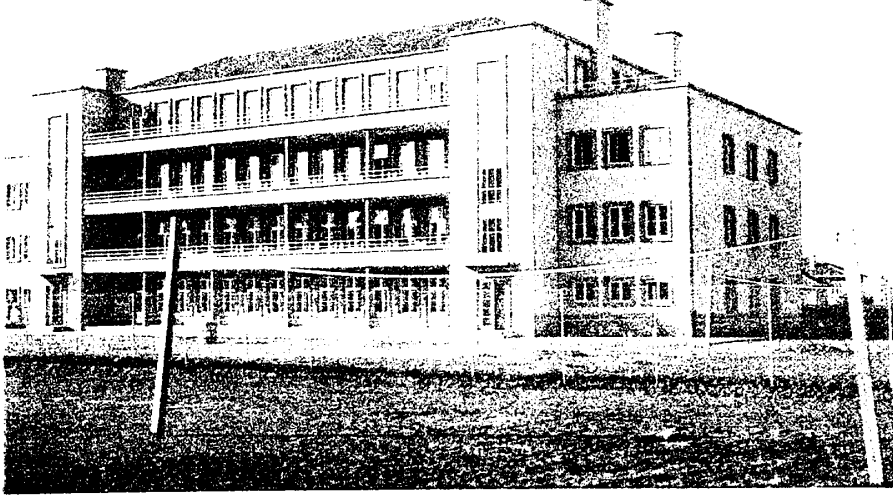
2- Bursa kız lisesi:

Cemiyet, Bursa'da Amerikalıların kız kollejinin satın alarak orada da güzel bir kız lisesi kurmuştur. Okulda yurdun uzak yerlerinden gelip okuyan bir çok öğrenciler vardır. Satın alınan bina, başvuran öğrencilere dar gelmeğe başladığından Cemiyet orası için de bir çok para fedakârlığı yaparak orta ve liseye ait bütün dershaneleri içine alan yeni bir bina yaptırdı. Bundan başka yemekhane, banyo, mutfak, çamaşırhane, ütü, kiler ve diğer teferruatı olan büyük bir bina daha yaptırdı. Orasında güzel bir hale koymak suretile Kültür ihtiyacını olabildiği kadar karşılamaya çalıştı. Burada okuyan "150" yatılı ve "200" gündüz öğrencinin hepsi iyi yetişmektedir. Bu okulda yatılı öğrencilerden fakir ve kudretsiz olan "50" kadarı parasız ve yarı parasız olarak okumaktadırlar. Gündüz öğrencilerden de alınan ücret

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Figure.A.6. The details about Türk Eğitim Derneği Ankara Schools, page 2
(Source: Başbakanlık Cumhuriyet archive)

Genel Başkanımız Sayın Bay Celâl Bayar'ın
himmetiyle 1938 yılında yaptırılan Türk Maarif
Cemiyeti Erkek Kolej Binası



Genel Başkanımız Sayın Bay Celâl
Bayar'ın himmetiyle 1938 yılında yaptırılan Türk
Maarif Cemiyeti Erkek Kolej Binası

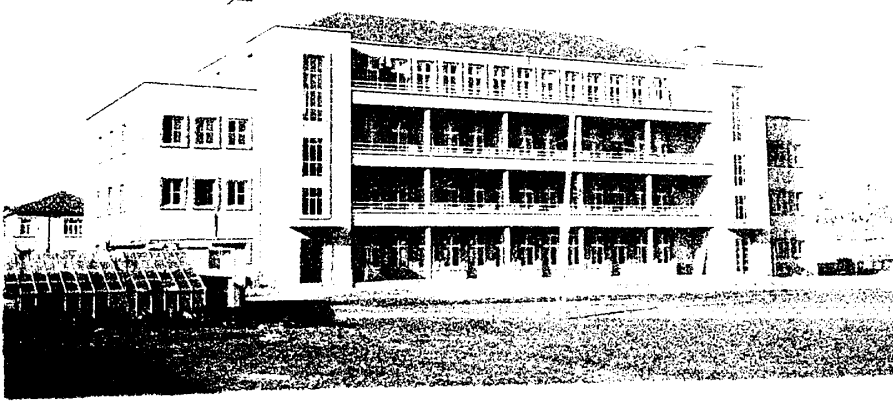
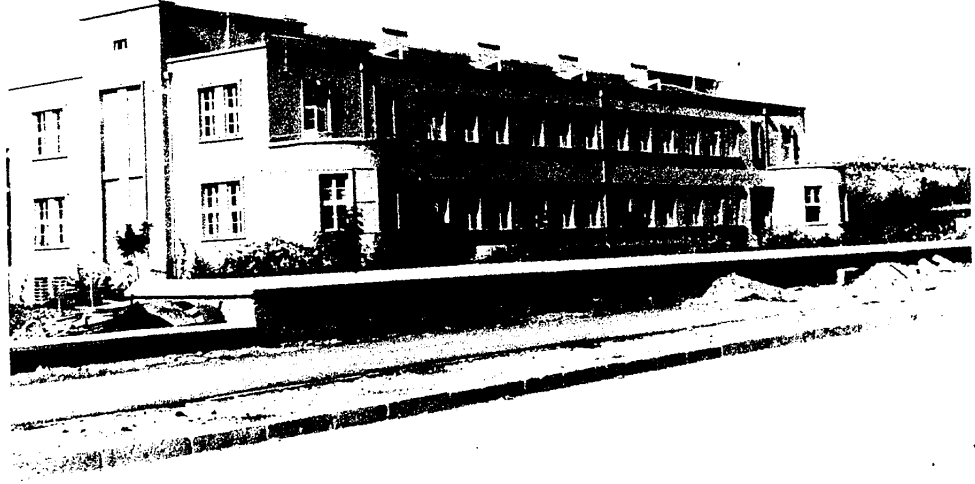


Figure.A.7. The pictures of the first school buildings of Türk Maarif Cemiyeti attached to a file
(Source: Başbakanlık Cumhuriyet archive)

Sayın İsmet İnönü'nün Genel Başkan bulunduğu
1936-1937 yılında büyük ilgi ve yardımlarıyla yaptırılan
Türk Maarif Cemiyeti Kız Koleji binası



Sayın İsmet İnönü'nün Genel Başkan
bulunduğu 1936-1937 yılında büyük ilgi ve yardımlarıyla
yaptırılan Türk Maarif Cemiyeti Kız Koleji binası

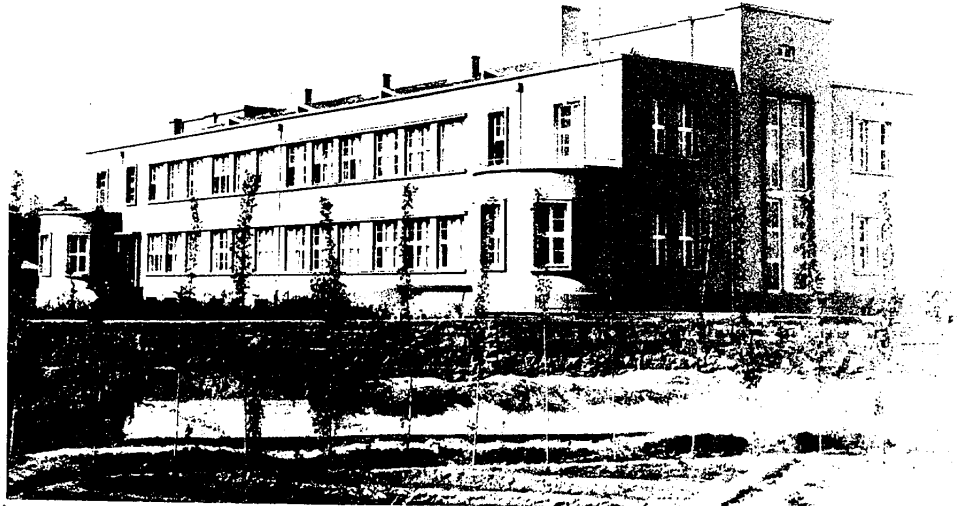


Figure.A.8. The pictures of the first school buildings of Türk Maarif Cemiyeti attached to a file
(Source: Başbakanlık Cumhuriyet archive)



Umumi Merkez Heyeti Tarafından Kongraya
Arz edilmek üzere tanzim olunan Rapor

Türk Maarif Cemiyeti 31 Ekim 1928 tarihinde Büyük Gazimizin yüksek himayeleri altında kurulmuştur. Cemiyetimiz kuruluşunu ilham eden de yine Büyük Gazimizin 1 Temmuz 1926 tarihinde Büyük Millet meclisinde irat buyurmuş oldukları nutuktur. Bu nutukta Gazi Hazretleri Maarif işlerinden bahsederken buyuruyorlardı ki:

(Büyük millet meclisinin ve Hükümeti Cumhuriyetin azamî vesait ve gayretleri sarfettiği mücellen olmakla beraber ilim ve tahsilin feyiz ve nuruna olan ihtiyakı umumî tatmin edilebilmeğe pek uzaktır. Ümmümüzdeki sene için devlete yapılacak azamî fedakârlığı rica ederken erbabi yazardan olan vatandaşlarımızı da şahsî sahabet olan çocuklarımızı hususî teşebbüslerle okutup yetiştirmelerini ehemmiyetle tavsiye ederim.)

Gazimizin bu irşatlarından ilham alarak Maarif-sever bir çok arkadaşlarımızın yardımları ile İsmet Paşa Hazretlerimizin Umumi rüyasetlerinde olmak üzere Cemiyetimiz kuruldu. Cemiyetimiz teşekkülü için gayretler sarfeden ve bu gün aramızda bulunmayan merhum Necati Beyin hatıralarını ihtiramla yad ederiz.

Hazırlanmış Cemiyete 4 gaye gösterilmektedir.

1-Mevlaket dahilinde ve haricinde irfan merkezlerinde Türk talebesine mahsus yurtlar tesis, idare ve himaye etmek,

2-Yüksek tahsilini ikmale maddî imkân bulamayan zeki ve çalışkan talebeye tahsillerini bitirmek için tayin edilecek şerait dahilinde muavenette bulunmak,

8

030	10			80	526	9
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41

Figure.A.9. The aims of *Türk Eğitim Derneği*, page 1 (Source: Başbakanlık Cumhuriyet archive)

(2)

5-Türk çocuklarını cemevi mekteplere müracaattan varfete kılacak mektepler vacuda getirmek,

4-Cemiyetin maksatlarını temine matuf her mevî neşriyatta bulunmak.

Bu raporumuzda bu dört maksat etrafında nasıl çalışmış ve neler yapılmış olduğunu arzedeceğiz:

1-Memleket dahilinde şimdiye kadar 5 talebe yurdu açmış bulunuyoruz. Tesis tarihleri itibarıyla bu yurtlar hakkında malûmat vereceğiz.

A-Istanbul talebe yurdu. Kadırgadaki bu yurt bilhassa istanbula yüksek tahsillerini yapmak için gelmiş gençlere mahsustur. 100 mevcutlu olan bu yurdumuzun 50 si meccamidir. Diğer 50 sinden de ayda altı lira gibi az bir para alınmaktadır. Yine ufak bir ücret mukabilinde de talebenin laşesi temin edilmektedir. Kütüphanesi, mütalaa salonu, gazinosu mevcut bulunan bu yurt istanbulda tahsilde bulunan gençliğin hakiki bir ihtiyacına cevap vermektedir.

B)Bursa Talebe Yurdu.

Bursa mekteplerine tahsil için müracaat eden talebenin çekliğini göz önüne alarak erada da Lise ve Orta mektep talebesine mahsus olmak üzere bir yurt açmış bulunuyoruz.

70 kadrele olan bu yurtda talebenin yatıp kalkması, yemesi, çalışması tam bir intizamla temin olunmuştur. Bu Yurdumuzda Bursanın her kazasında bir talebe meccamen devam etmektedir.

C-Ankara Talebe Yurdu.

Tedricen bir irfan şehri haline gelmekte olan Ankara'da Yenışehirde

030	10			80	526	9
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42

Figure.A.10. The aims of Türk Eğitim Derneği, page 2 (Source: Başbakanlık Cumhuriyet archive)

(3)

Ankara Vilâyetinin de yardımlarile kurulmuş bir yardımuz vardır. Bu senenin Teşrinisanzinde açılmış bu yardım talebeleri Ankara vilâyeti kazalarında gelmiş 14 gençten ibarettir. Önümüzdeki yıl içinde bu miktarın artacağını tahmin etmekteyiz.

D)Adana talebe yurdu.

Adanada Lise, Orta mektep ve Ticaret mekteplerinin en muhtaç ve çalışkan talebesinden 12 çocuğu sinesine almış bir yardımuz vardır. Yalnız tahsillerini mekteplerinde takip eden bu talebenin her türlü ihtiyaçları Cemiyetimizce temin olmaktadır.

C)Çerem Talebe Yurdu.

Çeremdeki gündüzlük Orta mektebine devam etmek isteyen ve fakat barınacak sıhhi ve emni bir yer bulamayan Çerem muhiti çocuklarına mahsus bir yardımuzda erada faydeli bir vazife ifa etmektedir.

2)Memleket dahil ve haricindeki irtifa müesseselerinde tahsilde ikon para bulamamak yüzünden tahsilleri tehlikeye düşmüş bazı talebeye yardım ettik. Ve bu gençlerin tahsillerini bitirmelerini temin ettik.

Bu yardımda esasımız kendilerine muktezi yardımı ikraz suretile vermektir. Faizsiz olarak yapmakta olduğumuz bu yardımları usulüne tevfikkan bir mukaveleye bağlayarak avdetlerinde teâricen tahsil ediyoruz. Bu suretle yardım ettiğimiz talebe şunlardır:

030	10			80	526	9
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43

Figure.A.11. The aims of Türk Eğitim Derneği, page 3 (Source: Başbakanlık Cumhuriyet archive)

(5)

3)Geçen sene Keçiörende açmış olduğumuz yaz talebe kampından almış olduğumuz neticeleri de ihtiva etmek üzere (Tatil Kelemleri) namile bir risale neşrettik.

4)Bilhassa Cemiyetin faaliyetlerini tanıtmak üzere aylık (Dilek Bağı) mecmuası çıkarıyoruz. maksat Cemiyet mesaisini tanıtmak olmakla beraber faydalı bilgileri ihtiva eden makaleleri de neşrediyoruz. Neşriyat vadiisinde Cemiyet asıl bu sene daha feyizli bir mesai devresine girmiş bulunuyor. Neşriyat işleriyle meşgul olmak üzere teşekkül eden bir komisyon gençliğe faydalı bazı eserlerin tercüme edilerek basılmasına karar vermiştir.

Musufi bir itima ile seçilen bu eserlerin tercüme ve basılma işleri bittikce Cemiyet neşriyatı olarak neşredecektir.

Diğer Faaliyetler:

1)Yeni Türk harflerinin kabul delayısıyla Cemiyetimizde Bursa, Kütahya, İzmir gibi bazı merkezlerinde dersaneler açarak yeni harflerin tamimine çalışmıştır.

2)Ankara da 1929 sonesinde Keçiörende mekteplerin tatili zamanında bir Tatil Kelemleri açmıştır. On beş çocuk devam etti. Yazın iki ay devam eden bu keleden talebe bilhassa sıhhat itibarile çek istifade etti. Neşretmiş olduğumuz (Tatil Kelemleri) risalesinde alınan bu faydalı neticeler yazılmıştı.

3)Ankara da yaz ayları müstesna olarak diğer aylarda saat 17 den sonra devam etmek üzere Fransızca, İngilizce, Almanca dersleri açtık.

030	10			80	526	9
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45

Figure.A.12. The aims of Türk Eğitim Derneği, page 4 (Source: Başbakanlık Cumhuriyet archive)

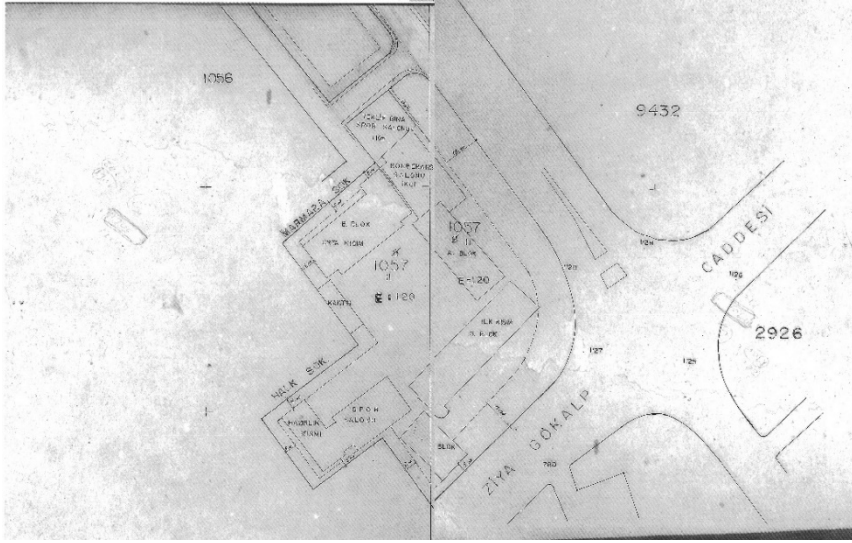


Figure.A.13. Parcel no 1057/11, showing the northern side of TED Ankara College campus
(Source: Ankara Büyükşehir Municipality archive)

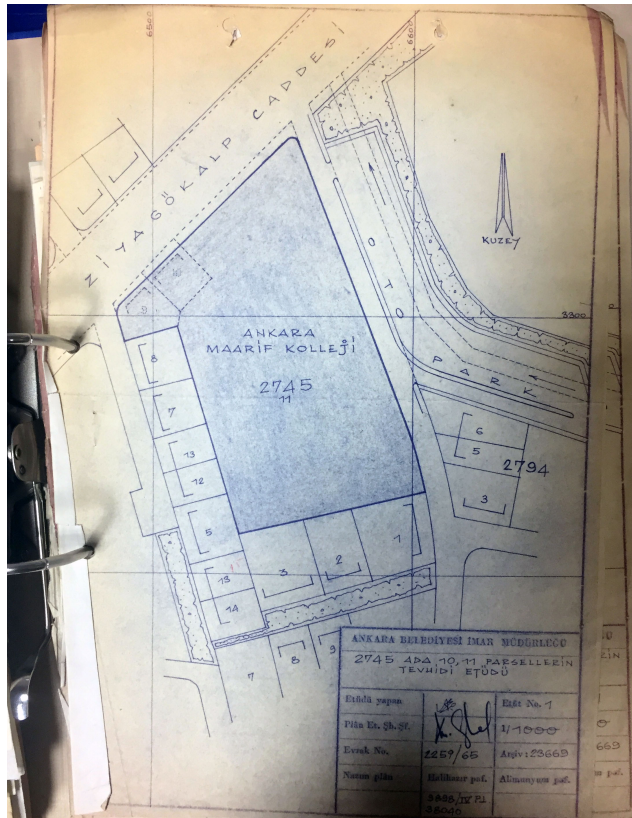


Figure.A.14. The plan showing the parcels of the southern site of TED Ankara College campus
(Source: Ankara Büyükşehir Municipality archive)



Figure.A.15. The original photograph that was taken by Foto Naci and the labels showing the parts of the school (Source: Foto Naci archive)

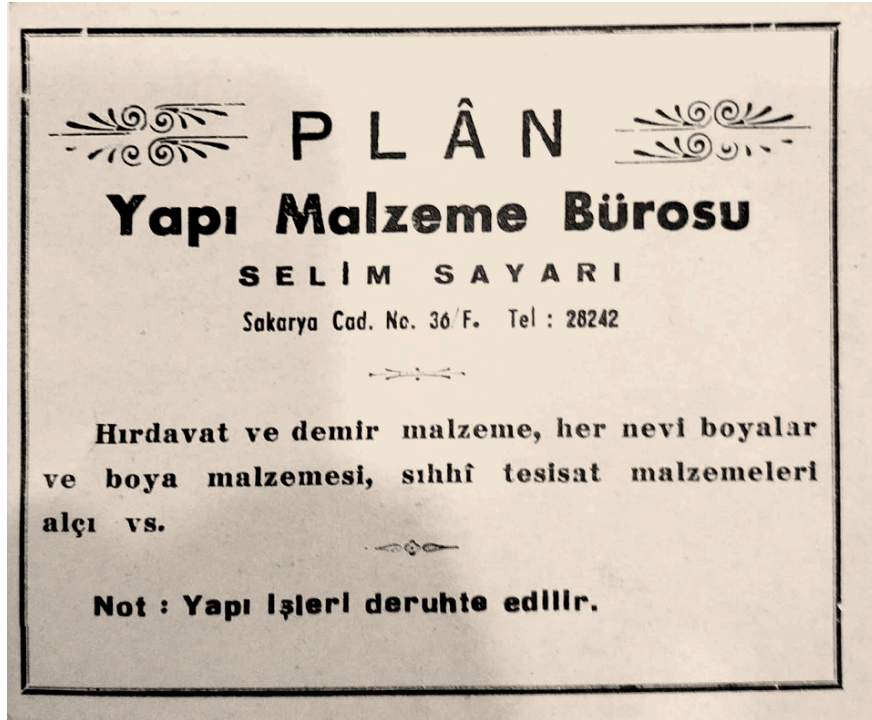


Figure.A.16. The flyer of Selim Sayarı's office named as "Plan, Building, Material Office" (Source: author's personal archive)

A Yeni İnşaat
No. 177

Bölüm 1 - Yapının Yeri (Adresi) (Bölüm 2 - Yapının Sahibi ve Fenni Mes'ulü)

Yapı Türü ve İhtiva İçin İsmi (Rakımlarına)		Yapı Sahibi Adı ve Soyadı: T. Enlak kredi Bankası	
Bölüm 1 - Yapının Yeri (Adresi)		Rakım, Daire ve İsmi :	
Sokak		Şirket veya Kurum İsmi	
Yapı Kapı Numarası :		Yapı Mesuliyetini	
Adı ve Parsel	Kodları	Adı ve Soyadı :	Sekretterin Köklü
Numarası	İsmi	Unvanı :	Y. Mimar
2745/11			

Kanuni ikametgâhi : T. Enlak kredi Bankası

Bölüm 3 - Yeni İnşaat (Bu rubriğe, Yeni Yapı, İskan veya Yapı İşleri), [Tadilat], [Müstemsitme işi veya İmar] gibi işlemler kapsamında yapılmıştır. ADI: KOLEJ BİNASI

(LAVELERDE ESKİ YAPILAR VE İHUSİYETLERİNİ NAZARİ İTİBARA ALMAYINIZ)

a. Yapı için tahsis edilmiş alanlar (M ² olarak)				b. Yapının kullanılmak üzere tahsis edilmiş alanlar (M ² olarak)		c. Yapı alanı (ev) veya apartman için kaç daireli alanlar?	
Kullanım	M ²	Kullanım	M ²	1. Çelik iskele		4. Yapı kaç katlı alanlar?	Kolej Binası
1. Apartman		10. Kütüphane		2. Betonarme iskele	X	1. Yol seviyesinin üstünde	Altı
2. Ofis		11. Restoran		3. Alüminyum iskele		2. Yol seviyesinin altında	Beş
3. Hava		12. Müstemsitme		4. Tıy yapımı		Yapının yüksekliği (Metre) ?	19.60 M
4. Dükkan		13. Tuvalet		5. Tuğla yapımı	X	Yapının hissiyatına ve kullanılacak yapıya göre bir M ² sinin takribî maliyet fiyatı ?	400 TL
5. Fabrika		14. Lâve	1438	6. Kiremit kaplama		Yapının Bölümlerine tahsis edilmiş hissiyatı? (Araç kıymeti hariç)	774200 TL
6. Okul		15. Kolej		7. Diğer			
7. Sinema		16. Diğer					
8. Okul		Toplam					
9. Cami							

(Herhangi bir alanın veya malın kullanılmak üzere tahsis edilmiş alanlar için ayrı ayrı yazınız.)

(Hangisi ise inşaatın kısıtlı alanlarıdır.)

Bölüm 4 - Tamiyat

1 - Yapının ekli ve malîyetlidir? (Lütfen Kredi ve FİM'de Gösteriniz.) T.L.

2 - Bu tamiyatın Belediye tarafından malîyet kısmı kaç liradır? T.L.

Bölüm 5 - Belediye Geliri

Gelinin Maliyeti	Lira	Krp.	DİŞÜNÇÜLER
Harç	8632	00	İmar Müdürlüğü'nün 2/II/956 T ve 9850 sayılı yollarla gelen tasdıklı Kolej binası projelerine uygun olarak yapılmıştır.
Gece			
Toplam	8632	00	

Yukarıda belirtilen alan ve yerler yazılı olarak, bütçe 29/4 / 1958 tarih 1758 kolej için T. Enlak kredi Bankası tarafından tahsis edilmiş ve yapı mesuliyetini deruhke edilmiş imzaları alınmıştır.

Yapı Mesuliyetini Alanın İsmi: Sekretterin Köklü Y. Mimar

Kolej için T. Enlak kredi Bankası

Belediye Başkanı: N. Ertürker

Belediye Başkanı: N. Ertürker

Belediye Başkanı: N. Ertürker

Figure.A.17. The building licence of TED Ankara College, parcel no: 2745/11, date:1958 (Source: Çankaya Municipality archive)

ANKARA BÜYÜKŞEHİR BELEDİYESİ
İmar Müdürlüğü
Umumi No. 992/59
Hususi No. 9P.50.

Ankara, 12-9-59

Ada- 2745
D- 11

Sadrettin Kürklü
Yenişehir Selânik Cad. No: 46/1
Ankara

Senti : Cebeci
Ada No. : 2745
Parsel No. : 11

7418/1959 günlü dilekçenize K :

Sahibi bulunduğunuz parselin hudutları mahallinde, huzurunuzda tesbit edilmiş ve aplikasyon tutanağı ekli olarak sunulmuştur.

Ek :
Aplikasyon Zaptı

İmar Müdürü
O. Genç

1.21.9.

ANKARA BÜYÜKŞEHİR BELEDİYESİ
23/10/59
ZARFA
ÇOK AÇ

relti geçidi
apısının geç
inmamıştı.
rim.

K. B. AL. D. B. İ. İ.
Vali K. U. E. V. İ.
ankara Vali İ.

boydan

MEMLUKAT

Figure.A.18. A petition that Sadrettin Kürklü's name and his address was written on
(Source: Ankara Büyükşehir Municipality archive)

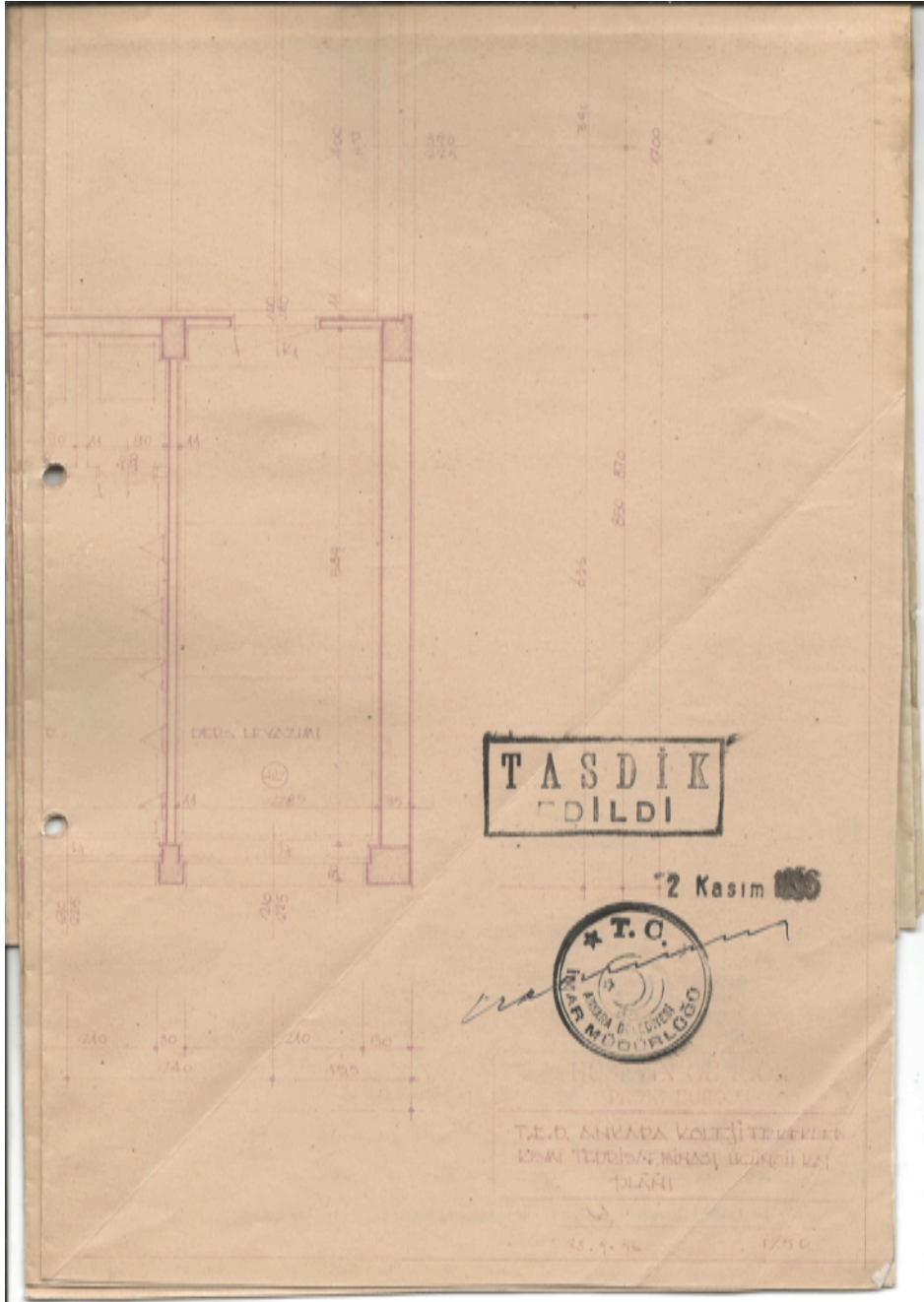


Figure.A.19. A part of the project drawing of the 3rd floor of Boy's College building (U and Z Block) (1956)
(Source: Ankara Büyükşehir Municipality archive)

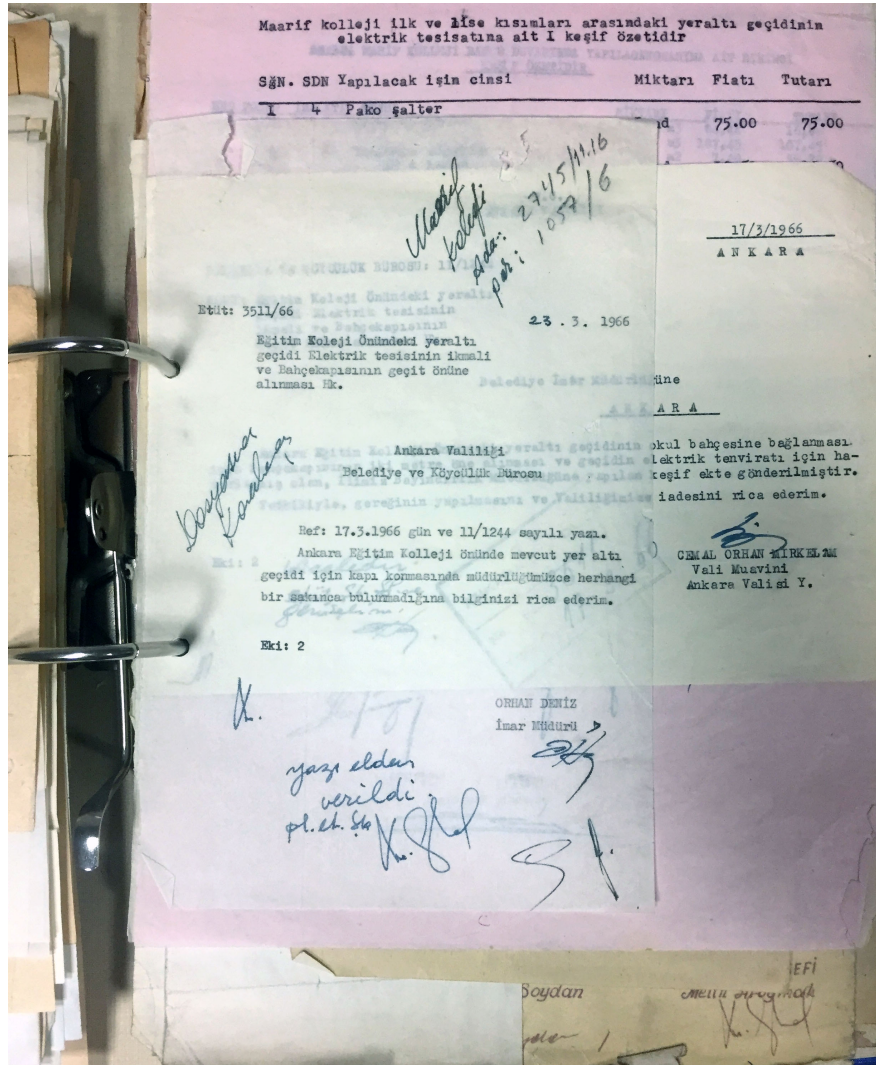


Figure.A.20. 1966 dated document stating that the school wanted to install a door to the underpass below Ziya Gökalp Street
(Source: Ankara Büyükşehir Municipality archive)

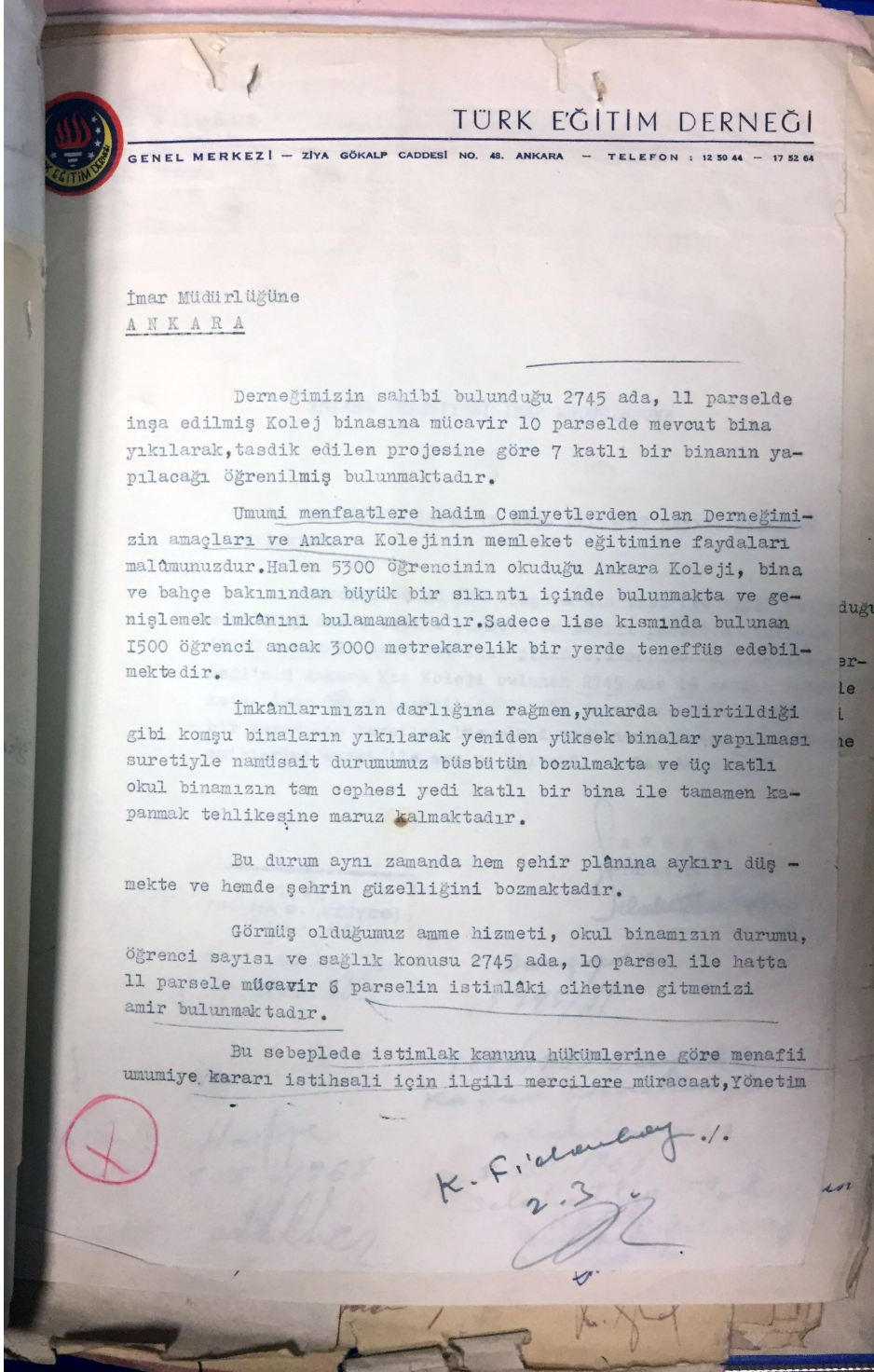


Figure.A.21. A document indicating that the school was complaining about the 7-storey buildings planned to be built next to it (Source: Ankara Büyükşehir Municipality archive)

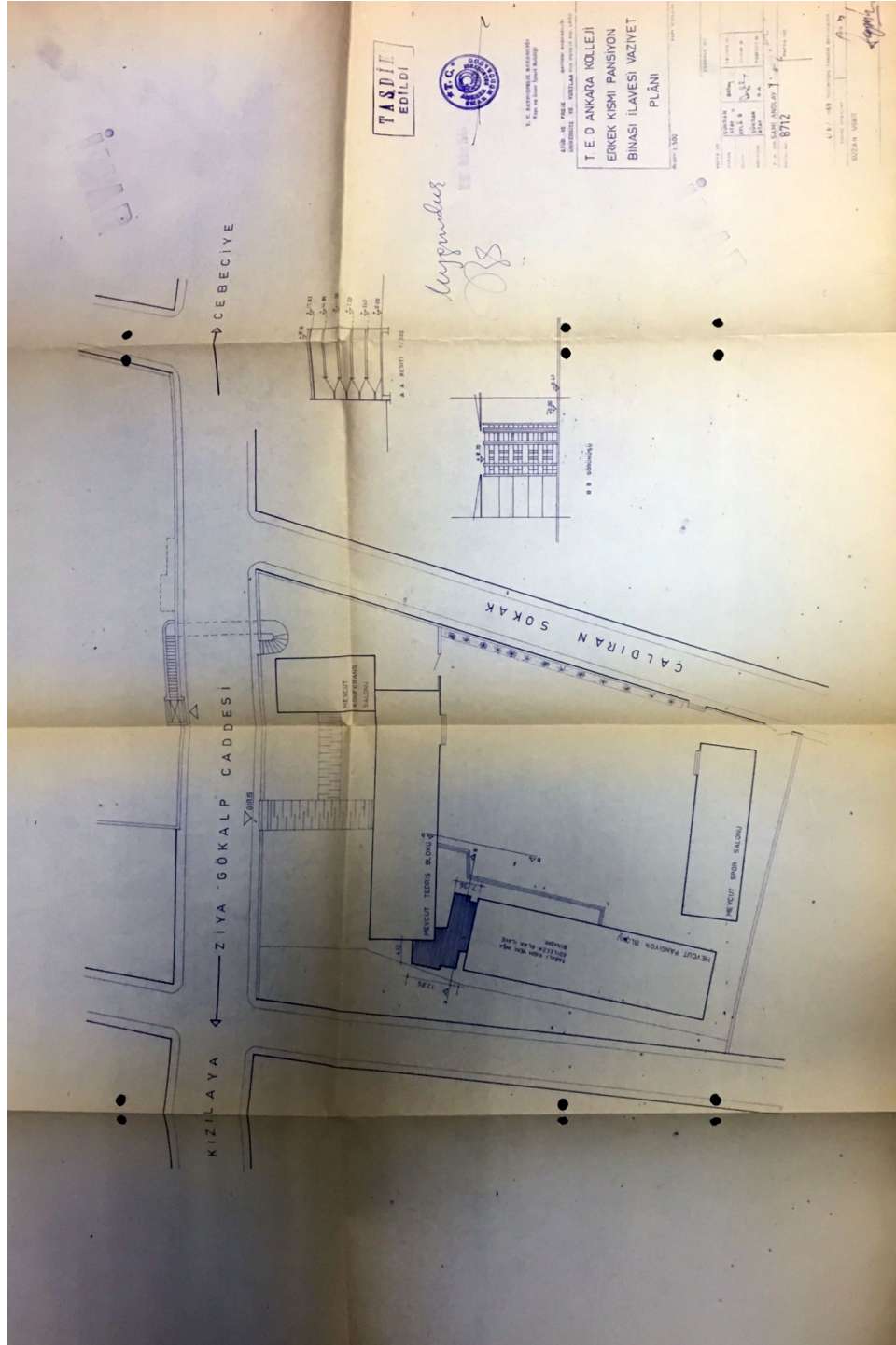


Figure.A.22. The plan of the additional block between the U Block and Z Blocks (1969)
 (Source: Ankara Büyükşehir Municipality archive)



Aperçu sur l'éducation des masses en Turquie

Par REŞAT Ş. SİBER

LA TURQUIE s'est attachée à rechercher depuis douze ans la méthode la plus moderne et la plus rationnelle pour arriver à combattre, en un minimum de temps, l'ignorance des masses, et notamment des paysans, qui représentent soixante-quinze pour cent de la population turque. Le but idéal est, de leur inculquer les notions primaires, dont ils ont tant besoin, de permettre aux paysans d'être plus en mesure d'apprécier la valeur du progrès humain, et de s'adapter ainsi plus rapidement aux conditions modernes des travaux tech-

niques qui les concernent. De la sorte, les conditions de la vie matérielle seront améliorées, et les paysans pourront tirer de soi-mêmes les richesses illimitées qu'il recèle en son sein, croissant ainsi que la Turquie est un pays offrant les plus grandes variétés de culture. En l'occurrence, les efforts et l'énergie déployés ne ont pas été vains et les résultats obtenus, sont dignes d'être considérés avec attention.

La plus grande et la plus importante des réformes accomplies par la Turquie, dans le domaine social, est l'adoption de la culture et de la civilisation mondiale,

qui en développant sa propre culture nationale basée sur la civilisation occidentale, est la réforme de l'alphabet Turc.

C'est le 9 Août 1928, que K. Atatürk réalisa la réforme de l'alphabet, qu'il projeta depuis longtemps, et il prononça, à cet effet, un discours annonçant au peuple Turc l'adoption de l'alphabet latin aux lieu et place des caractères arabes employés jusqu'alors.

L'adoption immédiate du projet, fut prévue, avant la fin de 1928 tout un peuple devait avoir appris à lire et à écrire avec les nouveaux caractères, et tous les établissements publics et officiels avaient l'obligation d'adopter effectivement l'alphabet Latin.

Par contre la mise en application de ce nouvel alphabet, provoqua des craintes pour certaines classes sociales cultivées l'alphabet latin n'étant pas encore de tous



Figure.A.23. An article about TED Ankara College in *La Turquie Kemaliste*, (43), 2-3. (Source: <http://www.boyut.com.tr/ltk/default.asp>)



une masse populaire, commençant à peine, à s'habituer aux nouveaux caractères. De sorte qu'il fallut, en même temps qu'était promulguée la loi relative à l'adoption du nouvel alphabet, élaborer un programme des études appropriées, destinées à préserver de l'ignorance un nombre de personnes considérable.

Ce fut, par conséquent, ce besoin pressant qui amena la création des écoles du soir, à l'usage de tous les adultes ayant passé l'âge des études scolaires. Ainsi quelques semaines après le discours historique de Kemal Atatürk, le nouvel alphabet turc, étant composé et appliqué dans tout le pays, et au début de Septembre, tous les fonctionnaires puis dans toutes les catégories du corps enseignant connaissaient déjà parfaitement les caractères dans et près de nouvel alphabet, et s'étaient mis en devoir de les enseigner aux fonctionnaires du gouvernement, ainsi qu'aux agents de profession libre fréquentant les cours du soir ouverts à leur usage.

En outre, les officiers les enseignants aux soldats faisant leur service militaire. Les efforts déployés furent si intenses qu'en peu de temps, plusieurs milliers d'intellectuels turcs savaient parfaitement lire et écrire les nouveaux caractères latins.

En Octobre 1928, La Grande Assemblée Nationale de Turquie promulgua la loi obligeant tous les établissements et bureaux privés et officiels à employer le nouvel alphabet pour toutes formalités et les relations d'affaires.

Il fallait, en outre, procéder également à l'instruction des fonctionnaires d'Etat et en général, de tous les intellectuels du pays. Ce fut donc, pour ins-

truire ces différentes couches de la population, que furent créés des écoles initiales (écoles Populaires) dont le fonctionnement et l'organisation s'opéra comme suit:

A partir du premier Janvier 1929, les parents et les frères et sœurs aînés des enfants occupant les bancs des écoles, venaient à la sortie de classe des enfants, et même quelques moments avant la sortie, prendre la place qu'occupaient les écoles, et les mêmes instituteurs, qui au moment auparavant, étaient occupés à enseigner aux petits enfants, se mettaient maintenant en devoir d'apprendre aux grandes personnes le nouvel alphabet turc. Les élèves de ces écoles populaires étaient répartis en deux classes différentes: l'une fréquentée par les personnes ayant fait leurs études primaires et l'autre par celles ne les ayant pas faites. Ces dernières étaient non seulement initiées aux connaissances caractères latins mais, au même temps, il leur étaient enseignées des notions générales du programme des études primaires. Durant les leurs premières années, qui s'élevaient à 1929, Fort vs 2.323.775 citoyens fréquentant ces écoles populaires eurent au point de vue développement de la culture du peuple turc, constitué une expérience des plus intéressantes.

Les écoles populaires existent encore actuellement et sont en pleine activité. Mais ce point corrélatif est que le nombre des élèves suivant ces cours n'est pas aussi considérable que les premiers jours, et qu'il en est de même pour le nombre des diplômés diplômés. Les écoles ayant déjà subi de l'ignorance un grand nombre de personnes le nombre de celles ayant besoin de suivre les cours a diminué d'année en année.

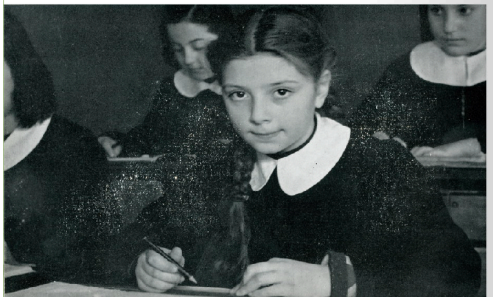


Figure.A.24. An article about TED Ankara College in *La Turquie Kemaliste*, (43), 4-5. (Source: <http://www.boyut.com.tr/ltk/default.asp>)



Il était particulièrement difficile de lire et d'écrire la langue turque avec ses caractères arabes abandonnés en 1928. Avec ces caractères en homme moyen les jeunes adultes pendant une dizaine d'années n'étaient pas capables de lire et d'écrire correctement. Nous disons en poche, car il arrivait même à certaines catégories de lettres de commettre parfois des erreurs en lisant et en écrivant. D'autre part, ceux qui avaient fréquenté l'école, pendant trois, cinq et même six années, n'étaient pas en mesure de tirer un profit appréciable de l'expérience reçue. C'est d'ailleurs pour cela que l'enseignement primaire, si susceptible d'être répandu dans les masses, ne jouissait d'aucun prestige aux yeux des parents puisqu'il s'agissait d'un grand nombre de personnes. Il est facile de se rendre compte que, dans ces conditions, l'écriture n'avait pas, dans l'ancienne Turquie, bénéficié de la diffusion nécessaire. Ainsi, au moment de la proclamation de la République, on était même pas en mesure d'assurer l'écriture de cinquante pour cent de la population des villes et la situation était encore pire dans les villages, où 5 pour cent, à peine, des enfants, en âge de scolarité, pouvaient recevoir l'enseignement primaire. La situation est toute différente aujourd'hui.

Actuellement dans les villages la préparation des enfants, en âge de recevoir l'enseignement primaire et qui fréquente des écoles est de 80 pour cent. Dans les dix années à venir, nous espérons arriver progressivement à cent pour cent. En outre, dans les villages, la coopération avec les quinze années précédentes, le moment des écoles a été établi le plus tôt en application. On espère qu'en 1960 chaque village aura une école primaire, chaque enfant (sans avoir la possibilité d'y être inscrit).

Pour former des instituteurs, il faut évidemment du temps et il est tout naturel d'utiliser ces institutions,

d'abord, dans les agglomérations les plus importantes et d'un autre côté, il va de soi, également que les villages les moins importants soient dans l'obligation d'attendre quelques temps leur tour pour bénéficier de cet investissement, on a imaginé en Turquie, un nouveau système, qui a été originalement pour servir le peuple et les enfants des villages, obligés d'attendre l'achèvement de la formation des instituteurs à ses débuts. Ce système consiste à former des instituteurs de village, et à les employer rapidement. Les futurs instituteurs sont choisis, dans les villages, parmi les jeunes gens, qui ont fait leur service militaire, ou leur fait servir pendant huit mois, des cours particuliers, comportant notamment l'enseignement de certaines notions pratiques se rapportant à l'agriculture. On rendait également leurs connaissances en lecture, écriture et arithmétique. Les jeunes gens ainsi formés se rendent ensuite à l'école avec un programme simple et facilement applicable, enseignent la lecture, l'écriture et le calcul ainsi que toutes les matières des trois premières années d'étude primaire, aux enfants en âge de scolarité des villages, qui leur a été désigné.

D'autre part les instituteurs de village conseillent les parents pour la culture scientifique de leurs enfants. Chaque année, on arrive dans à moins mille dans les villages et les résultats obtenus sont très satisfaisants, et qui prouvent que l'éducation donnée ainsi au peuple, s'adapte parfaitement aux conditions locales de la Turquie.

Une autre des mesures imaginées et mises en application pour le relèvement des villages, c'est la création des Instituts de village. Ces Instituts sont en général, organisés dans les centres de centres agricoles ou situés dans les villages mêmes. Leur but essentiel est de préparer les enfants choisis dans les villages au rôle d'instituteur. On leur enseigne donc dans ces



Instituts entre les différentes méthodes d'agriculture et les soins à donner aux animaux, l'arboriculture, la sériciculture, la culture des légumes et l'industrie de la laine et des conserves. On leur donne en même temps certaines notions relatives pour la vie de village et ce qui concerne le travail de la ferme, la menuiserie, la menuiserie, la coopération et la réparation des moteurs. De la sorte, une grande partie des élèves reçoit de la connaissance de métiers diversément des éléments de travail utiles à la vie villageoise. D'autre part, un certain nombre de jeunes filles qui sont admises à fréquenter l'institut reçoivent un enseignement tel, qu'elles sont, à l'occasion, capables de se livrer à des travaux de couture et aussi de séjournier les maladies. Dans quelques années les premières diplômées de ces Instituts auront terminé leur formation et dans la suite, chaque année des milliers d'instituteurs de village assureront des leçons à la population. Ils ont également pris soin de la maintenance de ces instituteurs, qui sont de remarquables instruments, solides et sûrs pour l'élevation rapide du niveau de la Culture Nationale.



Figure.A.25. An article about TED Ankara College in *La Turquie Kemaliste*, (43), 6-7. (Source: <http://www.boytut.com.tr/ltk/default.asp>)

B. INTERVIEWEE PROFILES

Table.A.1. The profile of TED Ankara College graduates

<i>Name and Surname</i>	<i>Gender</i>	<i>Year of birth</i>	<i>Profession</i>	<i>Education profile (other than TED Ankara College)</i>	<i>The years as TED Ankara College student</i>
Batuhan Önder	M	1994	Electric & Electronic Engineer	Gülen Muharrem Pakoğlu İlkokulu	2002-2012
Baykan Günay	M	1945	City Planner/ Academician	Kocatepe İlkokulu, Mimar Kemal İlkokulu	1956-1963
Levent Acar	M	1966	Civil Engineer	Yükseliş Koleji	1976-1984
Mualla Çelik Hıdıroğlu	F	1963	TED University Deputy Secretary General	Saimekadın İlkokulu	1973-1981
Elçin Cengiz	F	1963	Political Scientist	Ahmet Vefik Paşa İlkokulu	1973-1981
Eren Özarslan	F	1975	English Instructor		1981-1993
Onur Yüncü	M	1979	Architect/ Academician		1985-1996
Aylin Özman	F	1964	Academician		1971-1982
Fusun Şener	F	1962	Medical Doctor	Yunus Emre İlkokulu	1971-1979
Lale Özgenel	F	1966	Architect/ Academician		1972-1983
Selen Güngör	F	1989	Corporate Communications Assistant Specialist		1996-2008

Table.A.1. (cont'd)

Ali Cengizkan	M	1954	Architect/ Academician	Mehmet Akif Ersoy İlkokulu	1966-1973
Berna Şeran	F	1973	Human Resource Manager	Hamdullah Suphi İlkokulu	1984-1991
Burçhan Sakarya	M	1969	Economist		1975-1986

Table.A.2. The profile of Kolej district residents

Name and Surname	Gender	Year of birth	Profession	The years she/he was living in Kolej district
Berna Şeran	F	1973	Human Resource Manager	1984-1989
Burçhan Sakarya	M	1969	Economist	1969-1982
Erdinç Cebeci	M	1964	Business Manager	1964-1993
Evrin Cebeci	F	1969	Retired	1973-1993
Oya Günel	F	1975	Civil Servant	1982-2010
Mehman Soysal	F	1963	Retired	1963-1989

Table A.3. The profile of Kolej district shopkeepers

Name and Surname	Gender	Year of birth	Profession and Statue	The years shop was in Kolej district
Bülent Samlı	M	1959	The current owner of Zeki Kırtasiye	1969- ongoing
Celil Yanıkkaya	M	1963	The current owner of Hüdaverdi Pastanesi	1973- ongoing
Öznur Ertem Ürer	F	1958	The current owner of Foto Naci	1963/4- ongoing

C. QUESTIONNAIRE FORMS (TURKISH & ENGLISH)

ANKET 1 (TED ANKARA KOLEJİ MEZUNLARI)

Tarih:

KİŞİSEL BİLGİLER

Adı:

Soyadı:

Doğum yılı:

Kadın/Erkek:

Mesleği:

Ankara'da eğitim gördüğü okullar:

TED Ankara Koleji'nde okuduğu yıllar:

1. Kolej Semti

- Ankara'da ikamet ettiği yerleri söyleyebilir misiniz?
- Kolej semtine ne için, ne zaman, hangi sıklıkla giderdiniz?
- Kolej semtine ulaşımınızı nasıl sağladınız?

2. TED Ankara Koleji ve çevresi

- Okul aralarında veya çıkışlarında çevrede zaman geçirdiğiniz yerler/mekanlar nerelerdi?
- Okulun çevresinde başka hangi mekanları/yerleri/noktaları hatırlıyorsunuz?

3. Anılar

- Kolej semtine dair hatırladığınız özel bir olay var mı?
- TED Ankara Koleji'ne dair hatırladığınız özel bir olay var mı?
- TED Ankara Koleji'nde hatırladığınız, sizin anılarınızda yer eden özel bir mekan var mı?

ANKET 2 (KOLEJ SEMTİ ESNAFLARI)

Tarih:

KİŞİSEL BİLGİLER

Kurumun adı:

Görüşülen kişinin adı:

Görüşülen kişinin doğum yılı:

Görüşülen kişinin mesleği:

Görüşülen kişi ile kurumun bağlantısı:

1. Kuruma Dair

- a. Kaç yılında açıldınız? İlk dükkanınız neredeydi?
- b. Neden Ziya Gökalp Caddesi üzerinde bir dükkan almaya karar verdiniz?
- c. Ankara'da o yıllarda sizin alanınızdaki ticari aktiviteler nasıldı?

2. Kolej Mahallesine Dair

- a. İlk açıldığınızda Ziya Gökalp Caddesi ve Kolej mahallesi nasıl bir yerdi?
- b. İlerleyen yıllarda Kolej mahallesi ne tür değişimlere uğradı?
- c. Çevrede başka hangi mekanları/yerleri/noktaları hatırlıyorsunuz?

3. TED Ankara Koleji'ne Dair

- a. Kolej öğrencilerinin sizi tercih etme sıklığı neydi?
- b. TED Ankara Koleji'nin yakınında olması sizin için ne anlam ifade etmektedir?

ANKET 3 (KOLEJ SEMTİNDE İKAMET EDENLER)

Tarih:

KİŞİSEL BİLGİLER

Adı:

Soyadı:

Doğum yılı:

Kadın/Erkek:

Mesleği:

1. Kolej Mahallesi

- a. Hangi yıllar arasında Kolej mahallesinde ikamet ettiniz?
- b. Oturduğunuz yıllardaki Kolej mahallesini tanımlar mısınız?
- c. Neden Kolej mahallesinden taşındınız?

2. Yerler

- a. Kolej mahallesinde oturduğunuz yıllarda çevrenizde zaman geçirdiğiniz yerler/mekanlar nelerdi?
- b. Mahalledeki başka hangi mekanları/yerleri/noktaları hatırlıyorsunuz?

3. TED Ankara Koleji

- a. TED Ankara Koleji'nin, Kolej mahallesi için önemi sizce nedir?

QUESTIONNAIRE 1 (TED ANKARA COLLEGE GRADUATE)

Date:

PERSONAL INFORMATION

Name:

Surname:

Birth Date:

Female/Male:

Occupation:

The schools she/he went in Ankara:

The years she/he was a student in TED Ankara College:

1. Kolej District

- a. Where did you live in Ankara?
- b. For what reasons, when and how often would you come to Kolej district?
- c. How would you come to Kolej district?

2. TED Ankara College and its vicinity

- a. In which places did you spend time in or around the school?
- b. What other places or spots do you remember around the school?

3. Memories

- a. Do you remember anything special about Kolej district?
- b. Do you remember anything special about TED Ankara College?
- c. Is there any special place or spot in TED Ankara College that you remember?

QUESTIONNAIRE 2 (SHOPKEEPERS OF KOLEJ DISTRICT)

Date:

PERSONAL INFORMATION

Name of the shop:

Name of the interviewee

Birth date of the interviewee:

Occupation of the interviewee:

The status of the interviewee:

1. About the shop

- a. When was your shop opened? Where was the first shop?
- b. Why did you decide to buy a shop on Ziya Gökalp Street?
- c. How was the commercial activities in your field in those years in Ankara?

2. About Kolej district

- a. When you first opened, how would you describe Ziya Gökalp Street and Kolej district?
- b. In the following years, what kind of changes did Kolej district undergo?
- c. What other places or spots do you remember in Kolej district?

3. About TED Ankara College

- a. What was the frequency of College students coming to your shop?
- b. What does TED Ankara College mean to you?

QUESTIONNAIRE 3 (RESIDENTS OF KOLEJ DISTRICT)

Date:

PERSONAL INFORMATION

Name:

Surname:

Birth Date:

Female/Male:

Occupation:

1. Kolej District

- a. When did you reside in Kolej district?
- b. Could you describe Kolej district in your years?
- c. Why did you move out of Kolej district?

2. Places

- a. In which places you spent time around when you were living in Kolej district?
- b. What other places you remember from Kolej district?

3. TED Ankara College

- a. What is the importance of TED Ankara College for Kolej district?

D. INTERVIEWEE MAPS



Figure.A.26. The base map for marking the paths and the nodes mentioned in TED Ankara College graduate interviews (prepared by the author)

aylin özman 71-82

hüda-verdi pastanesi, fırın, buket pastanesi,
aspava, koza davetiyecisi, foto naci,
king burger, goralı sandviççi, penguen pastanesi,
sergen pastanesi, tarhan kitabevi, foto güzel,
park bravo, express/frankfurter, kızılırmak sineması
bulvar palas

kurtuluş parkı
ataç sokak
ziya gökalp caddesi



Figure.A.27. Paths and Nodes Map of Aylin Özman

batuhan önder 02-12

hüdaverdi pastanesi, foto naci, dungeon

kolej ankaray metro istasyonu



Figure.A.29. Paths and Nodes Map of Batuhan Önder



Figure.A.30. Paths and Nodes Map of Berna Şeran

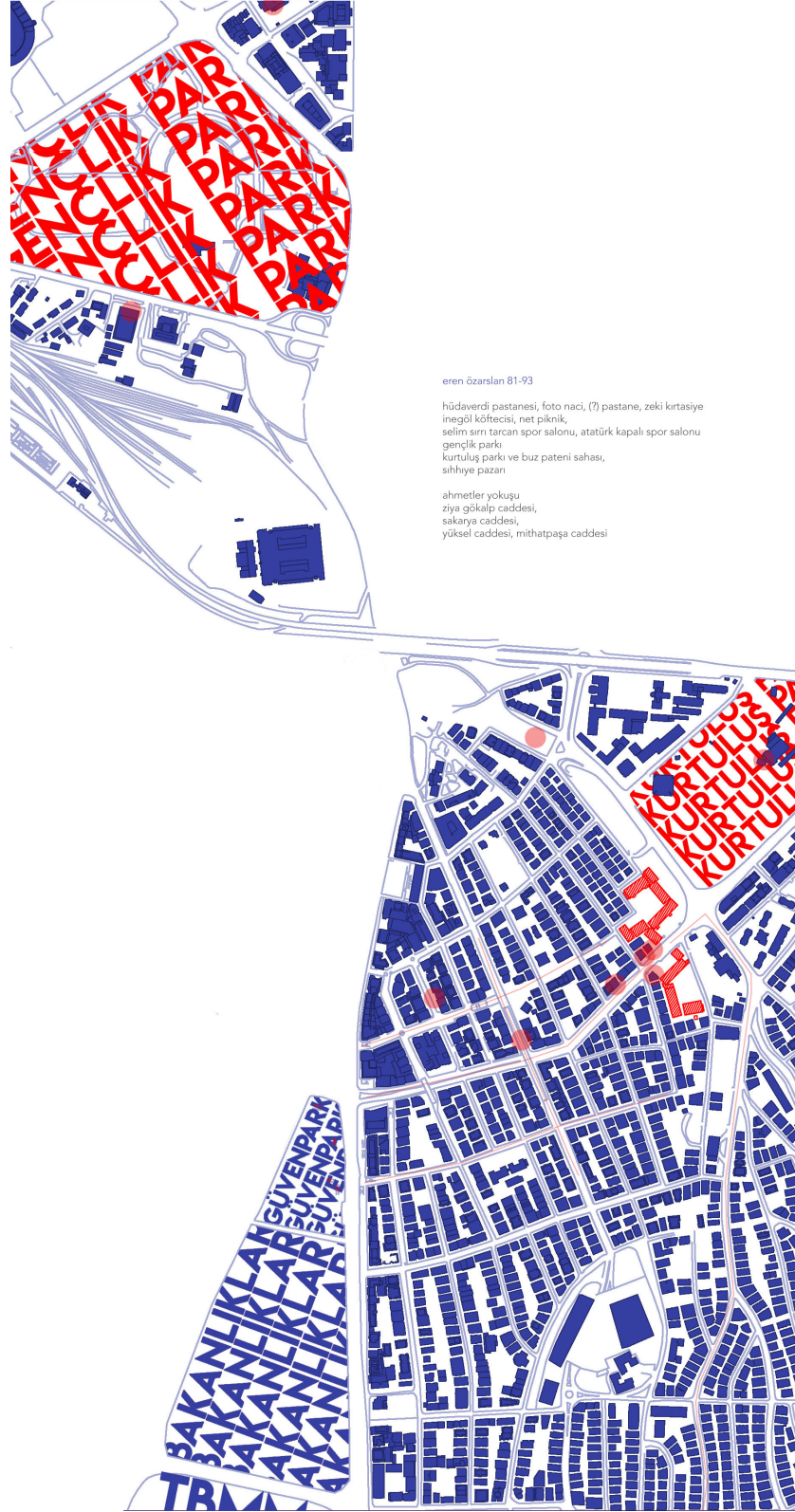


Figure.A.31. Paths and Nodes Map of Eren Özarıslan



Figure.A.32. Paths and Nodes Map of Füsün Şener

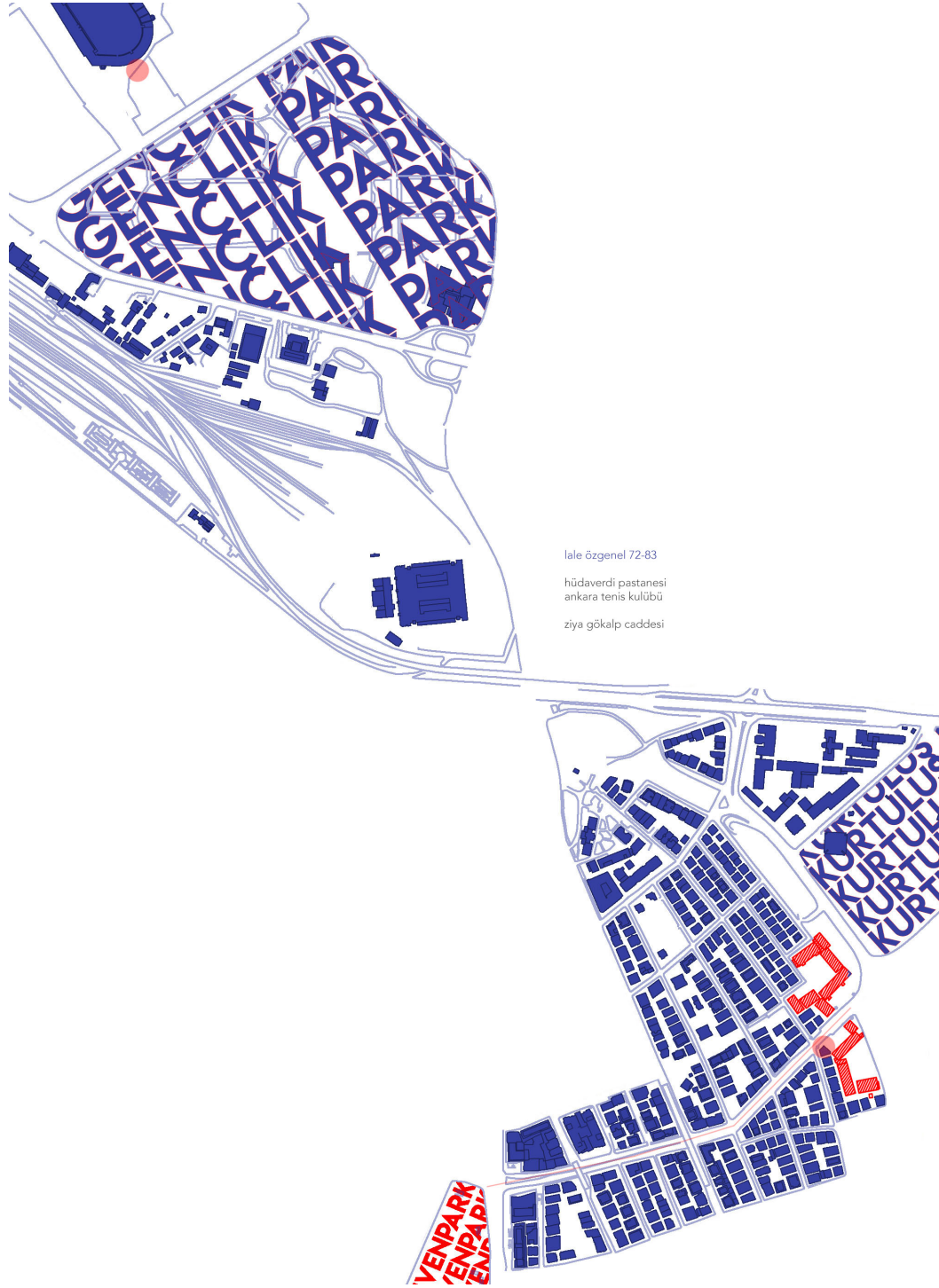


Figure.A.35. Paths and Nodes Map of Lale Özgenel



Figure.A.36. Paths and Nodes Map of Mualla Çelik Hidroğlu and Elçin Cengiz

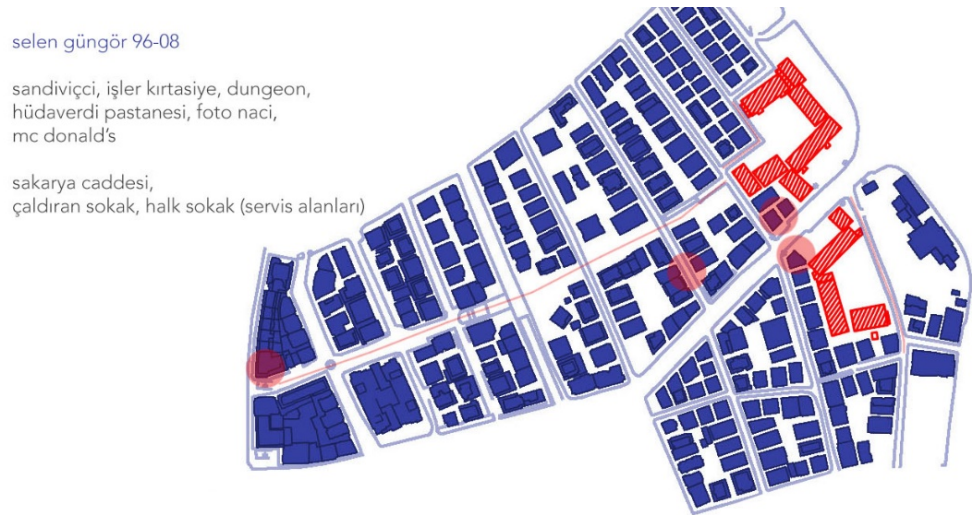


Figure.A.37. Paths and Nodes Map of Selen Güngör



Figure.A.38. Paths and Nodes Map of Ali Cengizkan

burçhan sakarya 75-86

foto naci, ? dönerci, kolej kırtasiye,
anka ajans, ingiliz kültür heyeti,
hüsman aga turşucusu

yenişehir pazarı, çok katlı otopark,
kurtuluş parkı
buz pateni salonu

umut sokak
sağlık sokak ve ataç sokak
libya caddesi

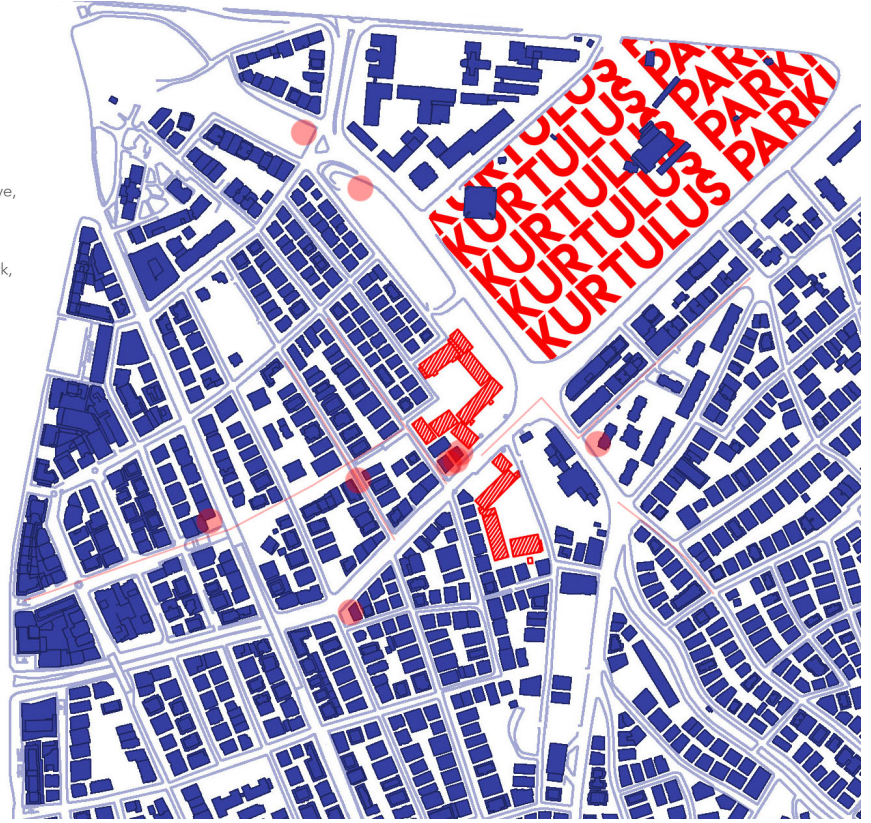


Figure.A.39. Paths and Nodes Map of Burçhan Sakarya

E. TURKISH SUMMARY/ TÜRKE ÖZET

Bu tez, bir eğitim kurumu olan TED Ankara Koleji ile kentsel bağlamı olan Kolej semti arasındaki ilişkiyi irdelemeyi amaçlamaktadır. TED Ankara Koleji'nin mimarlık tarih yazımını yalnızca bir yapı bütünü üstünden ele almak yerine Ankara'nın, ve özellikle Kolej semtinin, kentsel tarihi ile bağlantılı bir tarih yazımı sunulması amaçlanmaktadır. Bu çalışma, tasarım süreçlerine dayanan bir mimarlık tarihi anlatısı olarak değil; deneyimler üzerinden yapı çevrenin bireyler, kurumlar ve çevresi ile olan çok katmanlı ilişkisinin bir anlatımı olarak yapılandırılmıştır. Bu sayede, mekan ve kentsel yaşam ilişkisi hakkında bir değerlendirme yapılması hedeflenmiştir. Çalışmanın birincil hedefi, Türk Eğitim Derneği kurumunun ve TED Ankara Koleji'nin tarih anlatımını oluşturmak değildir; kurumsal ve mekansal analizle kurgulanan daha geniş bir çerçeveden, özel bir kurumun bir kent parçasının kimliğinde nasıl etkili olabileceğine dair olağan dışı bir örneği incelemektir.

Kolej semtinin TED Ankara Koleji ile ilişkisini çözümlmek için bu kent bölgesinin sosyo-mekansal oluşumu ve kentsel yaşamı bu çalışma boyunca değerlendirilmektedir. TED Ankara Koleji, hem erken Cumhuriyet döneminden 20. yüzyılın ortalarına kadar ülkenin eğitim sistemindeki rolü hem de binalarının kentsel bağlamları ile olan ilişkileri yönünden incelenmektedir. Bunların doğrultusunda, TED Ankara Koleji'nin sağladığı eğitimle nasıl modern başkent Ankara'nın "kolej"i haline geldiği, bu süreçte okul yerleşkesinin hangi kararlarla büyüdüğü ve adını verdiği Kolej semtinin bu durumun etkisinde ne yönde geliştiği anlatılmaktadır.

TED Ankara Koleji'nin kuruluşu ve gelişimi, Türkiye'nin modern eğitim tarihi ile doğrudan ilgilidir. Türkiye'de modern bir eğitim sistemi kurma girişimleri Kurtuluş Savaşı yıllarında başlamış ve Cumhuriyet'in ilk yıllarında önemli reform hareketleriyle devam etmiştir. Bu yenilikçi girişimlerin sonuçlarından biri ise 1928 yılında Türk Maarif Cemiyeti'nin kurulmasıdır.

Türk Maarif Cemiyeti'nin kuruluşunun ilk adımı, Cumhurbaşkanı Mustafa Kemal Atatürk'ün 1 Kasım 1925'te Büyük Millet Meclisi'nde yaptığı konuşma ile atılır. Atatürk bu konuşmasında maddi durumu yetersiz olan ve bu sebeple okula gidemeyen çocuklar için maddi durumu iyi olan vatandaşlardan yardım istendiğini dile getirir. Bu konuşmanın ardından, 22 Aralık 1927'de Büyük Millet Meclisi'nde dönemin Milli Eğitim Bakanı Necati Bey'in başkanlığında bir toplantı yapılır. Sonuç olarak, eğitim konusundaki türlü imkansızlıkların üstesinden gelmek için bir cemiyet kurulmasına karar verilir. Bu cemiyet, eğitim alanında çalışacak ve bu amaç için gelir kaynakları bulacaktır.

31 Ocak 1928, "Türk Maarif Cemiyeti" nin kuruluş günü olarak ilan edilir. Tüzüğü'nün birinci maddesi cemiyetin adını belirtirken, ikinci madde amaçlarını sıralıyordu. Bu amaçlar; yurtiçi ve yurtdışında Türk talebeler için yurtlar tesis, idame ve himaye etmek, maddi imkanı olmayan zeki ve çalışkan talebelere eğitimlerini tamamlamaları için gerekli yardımlarda bulunmak ve, en önemlisi, Türk talebelerin ecnebi okullara gitmesine engel olacak, aynı kalitede eğitim veren okullar açmaktı.

Türk Maarif Cemiyeti 1928 yılında kurulduğu andan itibaren Cumhuriyet'in temellerini yeni atmış bir ülkenin eğitim alanındaki ileri görüşlü amaçlarına yönelik çalışmalar başlattı. İlk talebe yurdu 1928 yılında önce İstanbul'da, daha sonra Bursa'da açıldı. Aynı yıl Ankara'nın Yenişehir bölgesinde satın alınan bir binada "Ankara Talebe Yurdu" açıldı. 1931'de, bu yurttaki kalan 106 öğrenci vardı. Cemiyet'in en önemli amacı, Türk çocuklarının ecnebi okullara gitmesine gerek duymayacağı modern ve gelişmiş eğitim veren okullar kurmaktı. Cemiyet'in kuruluşunun üçüncü yılında, 1 Mayıs 1931'de, "Türk Maarif Cemiyeti Ana Mektebi" açıldı ve iki öğretmen ve 24 öğrenciyle eğitime başladı. İlkokulun ilk iki sınıfı da aynı yılın Eylül ayında eğitime başladı.

1932'de, Türk Maarif Cemiyeti Bursa'daki Amerikan Koleji binasını satın aldı ve "Türk Maarif Cemiyeti Bursa Kız Lisesi" açıldı. Aynı yılın haziran ayında, cemiyet Eskişehir'deki Devlet Demiryolları tarafından açılan okulun yöneticisi oldu.

Açıldığı ilk yıllardan itibaren Türk Maarif Cemiyeti Yenişehir Okulu'nun İngilizce eğitim veren bir kolej olması planlanıyordu. Cemiyet içinde bu okulun İngilizce eğitimine ağırlık verilmesi gerektiği sürekli olarak vurgulanıyordu. 1932 yılında Türk Maarif Cemiyeti Yenişehir Okulu'nda ilkokul üçüncü sınıftan itibaren yabancı dil eğitimi verilmeye başlandı. 1930'larda okulun lise kısmına "Kolej" deniyordu; "Türk Maarif Cemiyeti Maarif Koleji" veya "Türk Maarif Cemiyeti Yenişehir Koleji" olarak adlandırılan okul toplum içinde çoktan bir kolej haline gelmişti. Ancak, okulun eğitim sisteminin henüz bir kolej olarak değerlendirilmesi mümkün değildi. Türk Maarif Cemiyeti, 1950 yılında Yenişehir Okulu'nu resmi bir kolej yapmaya karar verdi ve bu konudaki çalışmalara başlandı. Okula yeni yabancı uyruklu öğretmenler getirildi ve eğitim müfredatı İngilizce'ye çevrilmeye başlandı. 16 Eylül 1950'de, daha henüz okul resmi olarak kolej değilken, Yusuf Mardin'in bestelediği "Ankara Koleji Marşı" okulun resmi marşı olarak kabul edildi.

19 Temmuz 1951'de Milli Eğitim Bakanlığı'nın kararı ile Yenişehir Okulu kolej olarak kabul edildi. Eğitim dili tamamen İngilizce'ye çevrildi ve okulun adı "TED Ankara Koleji" olarak yenilendi. Bu noktadan itibaren okul resmi olarak bir kolej olarak eğitim vermeye başladı. Okulun yeni kimliği büyük bir ilgiyle karşılandı ve birçok aile çocuklarını okula kaydettirmek istedi. Artan talebi karşılamak için 1952'den itibaren okulun mekansal kapasitesi arttırıldı.

Okulun mekansal tarihi, Türk Maarif Cemiyeti'nin Necati Bey Caddesi'ndeki (günümüzdeki adı Gazi Mustafa Kemal Bulvarı) Milli Eğitim Bakanı Necati Bey'in vefatının ardından 1929 yılında evini satın almasıyla başlar. Bu ev bir süre talebe yurdu olarak kullanılır. Daha sonra, Türk Maarif Cemiyeti'nin 1931 yılında açılan okulunun ilk birimi olan anaokulu bu eve yerleştirilir. Her geçen yıl okulun yeni bir sınıfı ya da yeni bir kısmı açılmaktadır. 1936-1937 eğitim-öğretim yılında, "Türk Maarif Cemiyeti Yenişehir Lisesi" nin ilk sınıfı açılır ve bu noktada okulun tüm birimlerinin Necati Bey evine sığması mümkün olmaz.

Bunun üzerine, Kazım Özalp Caddesi'nin sonunda (günümüzdeki adı Ziya Gökalp Caddesi), fidanlığın ve İncesu Deresi'nin yanında bulunan arazi eğitim alanı olarak kullanılmak üzere belediyeden satın alınır. G Blok binası, Kazım Özalp Caddesi'ne paralel bir biçimde, arazinin güney kısmına inşa edilmeye başlanır ve 27 Kasım 1937'de kullanıma açılır. Ancak, bu binaya tüm öğrencilerin sığması da mümkün değildir; bu sebeple, yalnızca kız öğrenciler G Blok binasına yerleşir. Bu sırada arazinin kuzey kısmında B Blok binasının inşaatına başlanır ve kısa bir sürede, 1938 yılında, bina tamamlanır. Bu tarihte güneydeki bina (G Blok) “Kız Koleji”, kuzeydeki bina (B Blok) ise “Erkek Koleji” olarak kullanılmaya başlanır. Tam bu noktada, daha sonralarda Kolej semti olarak anacağımız kentsel çevre ve okulun ilişkisi de başlamış olur.

G Blok üç katlı, B Blok ise dört katlı olarak inşa edilmiştir. Her iki yapıda da betonarme taşıyıcı sistem, asmolen döşeme ve tuğla duvarlar kullanılmıştır. İki bloğun da kat planları, uzun koridorlarla birbirine bağlanmış sınıf sıralarından oluşmaktadır. Döşemeler dökme mozaikle kaplanmıştır. G ve B Bloklarının biçimsel özellikleri, 1930'ların başlarındaki Cumhuriyet Türkiye'si'nin mimari tarzını yansıtmaktadır. Basit çizgilerle birlikte süslemesiz cepheler, ritmik pencere düzenleri, dikey ve yatay pencerelerin birlikte kullanılması, yan kütlelerin belirginliği ve G Blok'un köşelerinde zemine yerleştirilen yarı silindirik kütleler bu dönemin modernist yaklaşımına uygundur.

Bu iki bina yıllar içinde bazı dönüşümler geçirmiş ve özgün tasarımlarından farklılaşmışlardır. 1952'de, B Blok kütesinin iki ucundaki açık teras alanları kapatılarak dördüncü kata ilave edilmiştir. Genişletilen kat erkek yatakhane olarak kullanılmaya başlanmıştır. Aynı yılın Haziran ayında, G Blok binasına ilave bir kat eklenmiştir. B Blok gibi, G Blok binasının da terasları bu ekleme ile yok edilmiştir. G Blok binasında son kata doğru çıkan merdivenlerin genişliği azalmaktadır. Bir okul yapısı için alışılmadık olan bu durum muhtemelen sonradan yapılan kat eklemesinden kaynaklanmaktadır. Ne yazık ki, bütün bu dönüşümler her iki binanın da mimari kimliğine önemli ölçüde zarar vermiştir.

G Blok binası 1960'larda başka bir dönüşüm daha geçirmiştir. Bina kütlesi Kurtuluş Parkı (eskiden fidanlık alanı) tarafına doğru, (1954'te inşası tamamlanan ilkokul binası olan) A Blok kütlesinin kısa kenarını kapatacak şekilde uzatılmıştır. G Blok binasını özgün kılan kütlenin her iki ucuna yerleştirilmiş yarı silindirik kütlelerden bir tanesi bu dönüşümle tahrip edilmiştir. Bu müdahaleyle, anlamlı bir büyüklüğe sahip olan binadaki simetri bozulmuş, kütle fazlasıyla hantallaşmış ve yapı mimari karakterini büyük ölçüde kaybetmiştir.

Türk Maarif Cemiyeti'nin 1 Haziran 1936 tarihli Yönetim Kurulu Toplantısı'nın ikinci kararına göre, Ankara'daki okul binasının planı Mimar Selim tarafından hazırlanmıştır ve bu plan yönetim kurulu tarafından incelenip onaylanmıştır. Dönemin mimarlarıyla ilgili yapılan araştırmalara göre, kayıtlarda Mimar Selim olarak geçen bu kişinin Y. Mimar Selim Sayarı olduğu düşünülmektedir. G Blok binasının Y. Mimar Selim Sayarı tarafından projelendirildiği söylenebilseyse de, B Blok binasının mimarı hakkında kesin bir bilgi yoktur; ancak, yapım tarihinin yakınlığı sebebiyle, bu binanın da aynı mimarın tasarımı olduğu tahmin edilmektedir.

II. Dünya Savaşı'nın yarattığı küresel ekonomik bunalımdan dolayı 1940'lar Türkiye için sıkıntılı geçmekteydi. 1940'ların sonuna gelindiğinde, yaşanan maddi sıkıntılar sebebiyle, Türk Maarif Cemiyeti'nin elinde kalan tek okul Ankara'da bulunan Yenişehir Okulu'ydu. 1951 yılında okul resmen kolej olarak eğitim vermeye başlayıp okula olan ilgi artınca, G ve B Blok binaları tek başlarına artan öğrenci talebini karşılayamadığı için 1952'den itibaren yeni binalar inşa edilmeye başlandı.

1954 yılında ilkokul binası olarak tasarlanan A Blok binasının yapımı tamamlandı. 5 Eylül 1952 tarihli Türk Maarif Cemiyeti Yönetim Kurulu Toplantısı'nın ilk kararına göre A Blok binasının inşaatı için verilen tekliflerden Selim Sayarı ve ortağı Necmi İnanç'ın teklifi onaylanmıştır. Bu durumda, inşa edilen ilk üç binanın (G, B ve A Blok) mimarının aynı olduğu varsayılabilir. 1956'da, G Blok'un yanına H Blok

binası inşa edildi. H Blok binasının mimarı hakkında hiçbir kayıt bulunmamaktadır. Ayrıca, arazinin en batısında yer alan E Blok binasının ne yapım tarihi ne de mimarı hakkında bilgi bulunmaktadır.

Kantin, konferans salonu ve spor salonu, A, B, E, G, H Blokları ile beraber sekiz binanın bulunduğu arazide başka bir binanın yapılması için yer kalmadığından yeni bir arazi arayışına girilmiştir. Bu arayış sonucunda, Kanser Enstitüsü'nün arkasında, Ziya Gökalp Caddesi'nin güney tarafında yer alan arazi "Erkek Koleji" olarak kullanılacak yeni binalar inşa etmek üzere satın alınır. Yeni arazideki idari bina, spor salonu, U ve Z Blok binalarının inşaatı 1956 yılında başlanır. 1958 yılında "Ziya Gökalp Caddesi No 48" olarak adlandırılan alandaki sınıf alanları, kantin ve idari bina için geçici kabul yapılır; 1 Ağustos 1961'de de bu arazideki tüm binaların kesin kabulü yapılır.

U ve Z Blok binalarının yapısal sistemi betonarmedir. Cephe pencerelerinde kullanılan dikey ve yatay kornişler özgün ve ritmik bir cephe oluşturmaktadır. Hem U hem de Z Blok'ta 1950-1960'ların modern mimarisinin basit mimari dili, yalın ve basit kütle seçimleri ve cepheyi kaplayan ritmik pencere düzeni kullanımı şeklinde yansıtılmıştır.

İdari bina, kare planlı iki katlı prizmatik bir küttedir. Okuldaki herhangi bir diğer binaya kıyasla boyutu oldukça küçüktür. Girişi Ziya Gökalp Caddesi'ndeki ön bahçeden sağlanmaktadır ve ayrıca Z Blok ile her iki katından iç bağlantısı vardır. Z Blok ile zemin katından kurulan bağlantı öğrenciler tarafından kullanılamaz, ancak birinci katta konferans salonu olması sebebiyle bu bağlantı öğrencilerin kullanımına açıktır. Spor salonu ise iki katlı bir binadır. İç bahçeden ulaşılan tamamen ayrı bir küttedir.

Çankaya Belediyesi arşivlerinde bulunan temel ruhsatından anlaşıldığı üzere, bu arazi üstündeki binaların müteahhit mimarı Y. Mimar Sadrettin Kürklü'dür. U ve Z Blok binalarının proje çiziminin künyesinden elde edilen bilgiye göre ise binaların tasarımı Hüseyin Güngör Proje Bürosu tarafından yapılmıştır.

U ve Z Blok binaları başta ayrı kütleler olarak tasarlanmıştır ve sadece zemin kattan birbirlerine bağlanmaktadır. 1969 yılında U ve Z Blok kütlelerinin arasında kalan boşluk ek bir kütle ile doldurulmuş ve bloklar tamamen birbirine bağlanmıştır.

1962-1963 eğitim öğretim yılında kız ve erkek öğrencilerin ayrı alanlarda eğitim görmesi durumu sona erer ve tüm okul binaları karma eğitim yapıları olarak kullanılmaya başlanır. Güney arazideki U ve Z Blok binaları lise kısmı olarak kullanılmaya başlanırken, kuzey arazideki A ve B Blok binaları orta okul kısmı, G ve H Blok binaları ilkokul kısmı ve E Blok binası hazırlık kısmı olarak tanımlanır.

Okul kampüsünün üst plan kararı olmadan süreç içinde tek tek yeni binaların eklenmesiyle oluşmasına rağmen, bina yerleşimlerinin yarattığı iç avlular ve binaların üst ölçekten birbirine verdiği referanslar dikkat çekicidir. İlk inşa edilen kuzey kampüs binaları güney kampüs tarafındaki binalarla karşılaştırıldığında, farklı dönemlerin yapıları olmalarına rağmen, ortak bir mimari dilin okul kampüsünün mimari kimliğini tanımladığı söylenebilir. Okul kampüsündeki tüm binalar mimari dönemlerini yansıtan tipik örneklerdir; 1930'ların ve 1950-1960'ların modernist yaklaşımları binalarda görülmektedir.

Kampüsün kent içindeki yerini değerlendirmek için Ankara'nın planlama süreçlerini incelemek gerekmektedir. Alman mimar Carl Christoph Lörcher, 1924-25 yıllarında Ankara planı ile ilgili ilk çalışmaları yapar. Tren istasyonunun güneyinde Yenişehir bölgesi Lörcher Planı ile ortaya çıkmaya başlar. Plan önerisi, ayrıca, Yenişehir bölgesi boyunca İncesu Deresi'ni de içine alan yeşil bir bant içermektedir. Hermann Jansen'in 1928 Ankara Planı ile kentin doğu kesimi ve Yenişehir büyümeye başlar. Bu kentsel bağlamın içinde, Yenişehir ve Cebeci bölgelerinin kesişim noktasında Kolej bölgesi ortaya çıkmıştır. 1930'lu yılların ortasına kadar Yenişehir bölgesi 1-2 katlı binaların olduğu bir semt olarak gelişir, ancak 1935 yılında 4-5 katlı binaların inşaatına izin verilmesiyle bölgede hızlı bir değişim baş gösterir ve bölgede sadece çok katlı apartmanlar değil, ticari alanlar da oluşmaya başlar.

1950'lerde Kızılay olarak adlandırılmaya başlanan Yenişehir bölgesinin kent merkezi olarak gelişmesiyle beraber Kızılay-Sıhhiye-Mithatpaşa-Meşrutiyet arasında ticari alanlar ve yaya yoğunluğu olan bir eksen tanımlanır. Kolej semti bu yıllarda Kızılay ve Sıhhiye'ye yakın olması ve Mithatpaşa ve Sakarya Caddeleri'ne bağlanması sayesinde önemli bir odak haline gelir. Kızılay semtinin gelişmesi Kolej semtinin de kent içinde önem kazanmasını sağlar. 1950'lerden sonra Kızılay'da artan ticari, eğlence ve kültürel faaliyetler daha az yoğunlukta da olsa Kolej bölgesine de yayılır. Sonuç olarak, Kolej semti modern Ankara'nın kentsel alt merkezlerinden biri haline gelir.

Kızılay merkezi hızla gelişimini sürdürürken doğusundaki Kolej bölgesi bu gelişimin bir parçası olur. 1940'ların başlarında okulun yakın çevresi, okulun yanından geçen İncesu Deresi'nden, kentin planlamasında öngörülen yeşil kuşağının devamı olarak tanımlanan geniş bir ağaç fidanlığından ve Kazım Özalp Caddesi boyunca sıralanan 2-3 katlı evlerden oluşuyordu. Kızılay bölgesinin yoğunluğu, Uybadin-Yücel Ankara Planı'nın uygulanmasıyla beraber 1950'lerden itibaren artmaya başladı. Sonuç olarak, alt katlarda ticari alanlara sahip 4-5 katlı binalar, Kızılay'da olduğu gibi, Kolej bölgesinde de inşa edilmeye başlandı. İncesu Deresi 1962'de kapatıldı ve üstü araba yoluna dönüştürüldü. 1968'de fidanlığın bir kısmı yerleşim alanına çevrildi, diğer kısmı ise bir rekreasyon alanı olarak tanımlanan Kurtuluş Parkı olarak yeniden tasarlandı.

Okulun eğitim ve kültür ortamı aynı zamanda yakın çevresi olarak tanımlanan Kolej bölgesinin gelişimini de etkiledi. 1960'lara kadar olan dönemde, hem okul hem de semt mekansal olarak gelişti ve yeni kimliklerini benimsediler. 1960'lardan itibaren okul ve semt arasındaki ilişki iç içe geçmiş bir örüntü halini aldı. Okulun kuzey tarafı ve Kurtuluş Parkı "Fidanlık" mahallesi, okulun güney tarafı ise "Kültür" mahallesi olarak adlandırılmaktaydı. Bu mahalle isimleri her ne kadar resmi kullanım olsa da okulun 1950'lerde kolej olmasıyla beraber bölge "Kolej" olarak anılmaya başlandı.

1990'larda Kızılay bölgesi kentin ticari merkezi haline geldiğinde, Kızılay'daki tüm daireler boşaldı ve ofislere dönüştü. Ancak bu durum Kolej bölgesi için farklıydı. Yıllarca birbirine paralel gelişen iki semtin değişimindeki bu farklılaşmaya sebep olan etken TED Ankara Koleji'ydi. TED Ankara Koleji ücretli bir okuldu ve okulda okuyan öğrencilerin aileleri genel olarak üst-gelir grubundanda. Bu aileler genellikle okulun çevresinde ikamet etmeyi tercih ediyorlardı. Özellikle Ziya Gökalp Caddesi, Sağlık Sokak, Ataç Sokak, Umut Sokak, Servi Sokak ve Samur Sokak'da birçok TED Ankara Koleji öğrencisi ve ailesi oturmaktaydı. Bu sebeple, okulun varlığı semtin yaşam alanı kimliğini sürdürmesini sağlıyordu.

TED Ankara Koleji 1937 yılından 2004 yılına kadar Ziya Gökalp Caddesi'nin iki kolundaki Yenişehir yerleşkesinde eğitim vermeye devam etti. 1960'ların başında kampüs oluşumunu tamamlayan okul, yeni kent merkezi Kızılay'ın bir uzantısı olan Kolej semtinin odak noktası oldu. Ankara'nın devamlı artan nüfusu ve okula olan ilginin büyümesi sebebiyle 1970'li yıllardan itibaren okulun iç ve dış mekanlarının yetersizlikleri baş gösterdi. Bu zamana kadar her yeni ihtiyaç karşısında yeni bir bina inşa ettiren okul bu noktada kilitlendi. 1970'li yılların başından itibaren Kolej semti bir kent alt merkez haline gelmişti ve bu yoğunluğun içinde okulun büyümesine artık imkan yoktu. Bu sebeple, yeni bir okul yerleşkesi konusunda araştırmalar yürütülmeye başlandı. 2004 yılında ise bu amaç gerçekleştirildi ve TED Ankara Koleji yeni inşası tamamlanmış olan İncek Yerleşkesi'ne taşınma sürecini başlattı. 2005 yılında ise TED Ankara Koleji okullarının tüm birimleri Kolej semtini terk etti.

TED Ankara Koleji binalarının yıllar içinde tek tek yapılmasının bazı olumlu ve olumsuz etkileri olmuştur. Okul yerleşkesini, farklı mimari üslupları benimseyen ancak üst ölçek kararları bakımından benzer düşünceleri temel alan bir yapı dizisi oluşturmaktaydı. Bu durumun bir başka getirisi şüphesiz ara sokakların ve Ziya Gökalp Caddesi'nin oluşturduğu ara koridorların okul yapısıyla olan birlikteliği ve geçirgenliğidir. Kantin, spor salonları, konferans salonu ve vakıf binasıyla (idari bina) birlikte 11 yapının projesinde en azından iki farklı mimarın varlığını

bilmekteyiz. İlk yapılan kızlar ve erkekler koleji binaları ve ilkokul binası, ve son yapılan Ziya Gökalp Caddesi'nin diğer tarafındaki binalar hakkında bilgiler bulunmaktadır. İlkler ve sonlar olma durumları belli ki onlara bir değer katmıştır. Ancak, özellikle konferans salonu gibi daha ikincil işlevlere sahip yapıların hakkında ne yeterli bilgi ne de gerekli referanslar elde edilebilmektedir. Onlar, yerleşke oluşumunun ikincil aktörleri olarak kalmıştır.

İlk binaların kurulduğu çevreyi tanımlayan elemanlar boylu boyunca Ankara kentinin içinden geçen İncesu Deresi'nin bir kıvrımı ve ona paralel bir bant olarak tanımlanan verimli toprak arazinin üstündeki ağaç fidanlığıydı. 1940'lı yılların henüz gelişmekte olan kent dokusu içinde bu doğal elemanlar ve yeni okul binaları önemli bir rol oynamaktaydı. 1950 yılına gelindiğinde okul uzun zamandır hedeflediği kimliğini kazandı; eğitim dilini İngilizce'ye çevirdi ve resmi olarak bir kolej olarak eğitimini sürdürdü. Kolej olma durumu sadece kurumsal bir kimlik gibi gözükse de, okulun mekansal gelişiminde de olumlu bir rol oynadı. Artık bir kolej olan okula karşı ilgi eskisine oranla çok daha fazla arttı. Bu yoğun talebe karşılık vermek isteyen okul, bünyesine yeni binalar eklemeye başladı. Kendine yavaş yavaş bir kampüs alanı yaratan okul, başta çevresine karşı daha mütevazı bir karakterdeyken gittikçe daha baskın bir hale geldi. 1958 yılında Ziya Gökalp Caddesi'nin karşı tarafındaki arsaların alınması ve okul yerleşkesinin yeni bir uzantısının orada oluşturulmasıyla okul mekansal gelişimini tamamladı.

Okul yerleşkesi yirmi yılda mekansal bütünlüğü elde etmiş ve bu süreçte içinde bulunduğu semtin önemli bir odak noktası haline gelmiştir. Okul, Cumhuriyet'in ilk dönemlerinde kurulmuş ve, daha sonra Kızılay olarak adlandırılan, Yenişehir bölgesine yakın bir yerde açılmıştır. Modern başkent Ankara'nın her planlama döneminde, Yenişehir farklı dönüşümler geçirmiştir. 1920'lerin gösterişli villa tipi bahçeli konutlarının yerini 1950'lerde 3-4 katlı apartmanlar almış, 1970'lere gelindiğinde ise 7-8 katlı apartman tipi ofisler çevreyi sarmıştır. Okul, yıllar içinde değişen mekansal düzenleriyle bu kentsel dönüşümlere ayak uydurmuş ve bu dönüşümlerin aşamalarına tanık olan okul öğrencileri, kentsel bağlamın sürekli

kullanıcıları olarak kendilerini göstermişlerdir. Semtin geçirdiği tüm kentsel değişimlerde okul ve öğrenciler kimi zaman tetikleyici kimi zaman da geliştirici olarak rol almıştır. Örneğin, yıllar içinde semtte artan konut talebinin bir sebebi çocukları TED Ankara Kolej’inde öğrenci olan ailelerin okulun yakın çevresinde ikamet etmeyi tercih etmeleridir. Aynı şekilde, semtte oluşan ticari faaliyetler büyük oranda okul, okulun öğrencileri ve çevrede ikamet eden öğrencilerin aileleriyle ilişkili olarak gelişmiştir. Sonuç olarak, Kolej semtinde etkin faaliyet gösteren kırtasiyeler (örneğin, Zeki Kırtasiye) ve pastaneler (örneğin, Hüdaverdi Pastanesi) gibi birçok yer kentsel hayatın mekanları haline gelmiştir. Ayrıca, Kolej öğrencileri ticari mekanların yanı sıra bölgedeki rekreasyon ve kültürel yerlerin de aktif kullanıcılarıdır. Bu sayede, bu alanlar da kentsel hayatın önemli mekanları haline gelmiştir. Kolej öğrencilerini çevrenin en yoğun ve aktif kullanıcısı olarak kendine çeken bu ticari, rekreasyonel ve kültürel mekanlar, semtin kentsel yaşam rutinlerini tanımlamıştır. Kentsel hayat rutinlerinin bir diğer elemanı olan yollar, mekanlar ile ilişki içindedir. Kolej öğrencilerinin tercih ettiği yollar kimi zaman mekanlar arasında kurulan rutinlerle tanımlanmış, kimi zaman ise yolların üstünde yeni kentsel mekanlar oluşmuştur. Tüm bu deneyimler Kolej semtinin kentsel hayatını büyük ölçüde tanımlamıştır.

TED Ankara Koleji, kentsel bağlamı için önemli bir referans noktasıdır, hatta bir kent simgesidir (*landmark*). Bununla birlikte, bu çalışmada günlük kentsel deneyimler üzerine yapılan değerlendirme, yalnızca binalara ve özellikle bunların biçimsel özelliklerine odaklanan geleneksel mimarlık tarihi yaklaşımı ile sağlanmamıştır. Bir okulun mimarisini sosyo-mekansal bağlamı ile ilişkili olarak anlamaya yönelik yapılan bu çalışma, okul kampüsünün kentsel bağlamdaki anlamını ve rolünü değerlendirmektedir. Kentsel yaşam rutinleri, etrafındaki yerlerin özelliklerinin oluşumuna ya kentsel “düğümler” (*nodes*) ya da kent “yollar” (*paths*) olarak etki eder. Bu nedenle, kentsel bağlam, yalnızca fiziksel arazi parçalarıyla değil, insanlar tarafından tanımlanan algısal ve sosyal bir alandır. Bu çalışmada, bu tür sosyo-mekansal unsurları ve günlük yaşamla ilgili kentsel deneyimleri

değerlendirmenin yolu olarak, TED Ankara Koleji mezunları ve Kolej semti sakinleri ile görüşmeler yapılmıştır. Bu sayede, bu çalışma, bir kent simgesi olan TED Ankara Koleji ile Kolej semti arasında kentsel yaşam “yolları” ve “düğümleri”nin oluşumuyla kurulan ilişkinin, insanların deneyimleriyle oluştuğunu göstermiştir. Geçen yıllar boyunca, TED Ankara Koleji kentsel bağlamıyla ilişki kurmuş ve buna bağlı olarak çevresinin kentsel yaşamını şekillendirmiştir.

TED Ankara Koleji, modern Türkiye’nin erken Cumhuriyet tarihine ait önemli bir eğitim kurumudur. Kökenindeki dernek kurumu, Cumhuriyet Türkiye’sinin eğitim alanındaki modern yapılaşmanın öncüllerinden biridir. Ankara’nın bu önemli eğitim kurumu ülkenin birçok gencinin eğitim yuvası olmuştur ve bunun yanı sıra, bir başkent olma yolunda gelişen Ankara’nın bir semtine değer katmıştır. Erken Cumhuriyet dönemi ve 1950-1960’ların mimari üsluplarının etkilerini taşıyan binaları ile TED Ankara Koleji, Ankara’nın kültürel ve mimari miraslarından biri olarak kabul edilmektedir.

Elbette Kolej bölgesinin TED Ankara Koleji’nin kapsamı dışında kalan bir kentsel yaşam tarihi de vardır. Ancak, semtin her değişim ve gelişim dönemine tanık olan ve çevredeki en eski yapıların bir kısmını barındıran TED Ankara Koleji kampüsünün kentsel bağlamını kapsamlı bir bakış açısıyla değerlendirmek için bu tarihin bir parçası olarak okunması gerekmektedir.

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