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

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

NATION BUILDING (2): SCHOOL CONSTRUCTION POLICIES

As much as the educational developments of the early Republic Period are identified with the revolutionary identity of the new regime, the fact was that the Republic had found many of the revolutions and novelties it was going to introduce in due course as a ready-made formula, the intellectual foundations of which was built during the II. Constitutional Period. Similarly, the Provisional Law on Primary Education (Tedrisat-ı İptidaiye Kanun-ı Muvakkati, No:315) of 1913, which brought a similar
organization to that of the Regulation for General Education (Maarif-i Umumiye Nizamnamesi) of 1869, forms the basis of the primary education organization of the Republic. According to the Provisional Law on Primary Education, all the expenses of primary education, such as provision of land for the primary school, construction, maintenance and repair costs, employee salaries and lecture materials, are to be met by local authorities. They, in turn, are expected to cover these costs from two sources (Article: 15): the education share taken from the tithe tax (aşar vergisi) and the mesarif-i mecbure, which was a special education tax imposed on citizens. However, the irregularity in the collection of tithe tax during the last years of the Empire and the predominant use of collected tax in covering foreign debts resulted in the primary education expenses to be covered by the mesarif-i mecbure (Başgöz, 2005, 90).

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

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

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

3. Sayım is a particular type of tax the amount of which depended on the number of animals one owned.
country. Boards of Primary Education (Tedrisat-ı İptidaiye Meclisleri) founded in the cities under the chairmanship of the governor were in charge of the application of decisions made by the Ministry as well as the supervision of educational affairs.

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

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

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

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

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

- extraction and transportation of stone and sand,
- preparation and transportation of mud-brick,
- laying the foundation and leveling of the ground,
- preparation of mortar; transportation of firewood, straw, stone, earth and water for the preparation of lime, tile and brick,
transportation of all types of building materials from designated centers

any additional rough construction work not mentioned above

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

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

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

SCHOOL BUILDING: PROTOTYPE PROJECTS

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


6. Balıkesir Necatibey Teacher’s Training School, Ankara Music Trainers School are some well known educational buildings designed by the Construction Bureau.
architectural drawings sent by the Ministry, which in effect is a repetition of Article 21 of the 1913 Law. This certifies that, construction of modern schools to provide improved education conditions was on the agenda prior to the establishment of the Republic and architectural projects were prepared for this purpose. Although the questions as to which units within the period’s educational organization prepared these projects and who they were prepared by may be answered only through more comprehensive research, there are certain clues that might be considered as adequate within the scope of this research. For example, Yıldırım Yavuz (1981, 40) mentions that various school buildings were designed in the Ministry of Pious Foundations (Evkaf Nezareti) between 1913 and 1916, when primary education became the responsibility of this Ministry. He also indicates that there are 40 school projects, mostly of primary school buildings, designed by Kemalettin Bey and his friends, to be found in the archive of the Turkish Foundation Construction and Artworks Museum (Türk İnşaat ve Sanat Eserleri Müzesi) (Yavuz, 1981, 40) (7). It is possible that some of these prototype projects were used after the Republic. Edirne Karaağaç Mektebi, for example, was designed by Kemalettin Bey while he was working in the Ministry of Pious Foundations from 1909 to 1919 (Yavuz, 1981, 42). Although this plan was never implemented in Edirne, it was used as a prototype for the construction of school buildings in various villages during the last decade of the Empire as well as in the first decade of the Republic (Yavuz, 1981, 42). Similarly, another prototype project that was
commonly used during 1920s and 1930s in almost every city and provincial town was the one designed by Mukbil Kemal Taş while he was working in the Anatolian Section of the Ministry of Pious Foundations (Anadolu Mıntıka-i Vakfiyesi), from 1911 to 1917 (Cengizkan, 2003, 112-3) (Figure 3, 4).

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

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

Figure 7. In 1933, the Ministry of Education prepared a booklet to be sent to the Education Directorates. This booklet contained different types of prototype plans of varying sizes, each designed in three different construction material alternatives, mud-brick, stone and timber. This figure shows the technical drawings of the same prototype plan with two alternatives of construction material; A: stone, B: mud-brick (İlkmektep Planları Albümü, 1933).
processes (Bozdoğan, 2002, 90). First of all, the Ministry of Public Works mainly dealt with higher education buildings. The primary schools constructed by this Ministry were limited in number and they were mainly in the cities and provinces. The same prototype project could be built with the same technique and materials in different parts of the country (Figure 5). The Ministry of Education, on the other hand, also designed prototype projects and constructed schools in the cities and provinces, but concentrated primarily on village schools, especially concerning itself with finding local solutions. Accessibility of materials, use of local construction techniques, and harmony of materials with climatic conditions were all carefully examined by the Construction Bureau and incorporated into the design process for the success of a policy that demanded the construction to be carried out by the villagers. Other important criteria in the design of schools included being economical, simple and easily applicable. For instance, the main considerations in the projects designed for village educators (10) were described as being economical, simple and solid while serving its purpose (TC Tarım ve Kültür Bakanlığı, 1937).

The main design approach of the 1930s was to implement the same prototype plan across the country using local materials and local traditional building techniques (Figure 6, 7). In the 1940s, the concern for localism
Figure 9. Different school buildings constructed in different settlements according to the cold climate village school type of Mutlu&Yapanar. A: İğnele Village, Çorlu (Özel, 2000, 185); B: Kuruçay Village, Bozkır (Özel, 2000, 210); C: An anonymous village (Özel, 2000, 186).
evolved to include not only materials and building techniques but also in devising locally suitable plan types. For instance the prototype projects designed by Asım Mutlu and Ahsen Yapanar for the Village Institute’s graduates (11) were for three different types of climates; hot, cold and mild temperatures (12). These three different types were constructed with the traditional materials and construction techniques available in different regions (Figure 8, 9). Parallel to the developments in the architectural world, the ‘second national architectural style’ comes out as the chosen vocabulary of the prototype designs in the 1940s.

The practice of working with prototypes with the aim of setting a particular standard in school buildings was a topic of important and interesting debates with criticisms made extensively especially in the early 1930s by Zeki Sayar, the founding editor of Mimar (Arkitekt) (Bozdoğan, 2001,
According to Sayar (1931, 124-5), prototype solutions can only be acceptable for village schools, but not for city schools because of the different peculiar characteristics of each urban site in terms of topography, orientation, access, and other factors. However, the low number of architects, the fact that most architects worked in major cities, and the financial burden it would bring to the state if each school building was commissioned to a different architect meant that the typical project method continued to be used throughout the early Republic period (until the present), leaving Sayar’s longing of designing for “…a specific place rather than an imaginary one…” to be realized only at prestigious primary schools in big cities (Figure 10, 11).

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

**Local Organization of School Building Policies: İzmir Case**

Although the Ministry of Education was responsible for all educational institutions in the country and it was prohibited to construct schools without its consent, it was the duty of local authorities to decide on the locations of new schools and of financing their construction and administration. The Education Directorates in all of the provinces prepared five-year educational plans to carry out educational policies in an orderly fashion. School constructions were part of these plans. In Izmir, the first educational plan was prepared in 1926 (Tutsak, 2002, 251), which was followed by the plans prepared in 1932 and 1937. A 10-year plan came into effect in 1948. Two maps obtained from the BCA are important documents giving information about how school constructions were programmed.
İzmir Maarif Haritası (İzmir Education Map), dated 1932, is in the form of an inventory that documents existing school buildings (Figure 12) showing the number of schools present in each district and their distribution, indicating also their sizes (number of rooms in each of the schools) in 1931 and 1932. Another map accessed in the same archive is titled 932-33te İnşa Edilecek Mektepler (Schools to be Constructed in 932, 33) (Figure 13). On this map, the number of schools that were being constructed at the time is given. The map also includes information about the schools that were planned to be constructed in 1932 and 1933, and their sizes. These two documents demonstrate that, planning for new schools involved establishing the numbers of existing school buildings and their sizes, and most likely these figures were then correlated with settlements censuses to map where school buildings were insufficient, where they needed to be...
Ahmet Şerbetçioğlu, who worked in the Aşağıcuma were paid by the state. According to this story, several problems appeared during the construction of schools, which were planned to be constructed on Bahçekahve Graveyard, where the locals believed were the graves of Muslim saints. Ahmet Şerbetçioğlu, who worked in the school construction, said “...We would dig the foundation pit during the day and when we came back the next morning we would find the pit damaged. After a month, we were still dealing with the foundations. Indeed, several workers left their jobs on the ground that “…the great saints do not want a school here”… The Governor of İzmir, Kazım Pasha, wanted the construction to reach the basement level in no time. Governor Kazım Pasha heard of the damage done at nights to our efforts of the day… One early morning, a jeep appeared in front of the graveyard. Governor Kazım Pasha got out of the jeep. Armed soldiers appeared behind him…Dirik Pasha was angry. He ordered his soldiers. They brought a big thick rope from the boot. The Governor hung the rope on the branch of the biggest tree in front of the construction. Then, he got on the top of the jeep and addressing the locals who had gathered and us, explained the benefits of schools and education,…and said ‘If anyone so much as touches these foundations, I will have him hanged from this rope, even if it were my own father. It should be known as such’. Kazım Pasha’s speech was very effective. The foundations that we were not able to be finished in a month were raised to the basement in a few days. The Pasha was pleased when he heard of the result. He congratulated us for working for such a beneficial cause and left…” (Tire Atatürk İlkokulu Arşivi).

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

Data and their Sources

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

Archive Research: Various archives in İzmir and its provinces were researched (16). One of the main sources of information in these archives was the Record Card(s) on Village Schools and their Premises [Köy Okulları ve Tesislerine Ait Fiş(ler)] prepared in 1949 (Figure 14). These record cards are in the form of inventory cards that compile information on the dates when construction began and the school opened, the expenditure on construction works, the building materials used, the size of the courtyard (in square meters), and a site plan and a plan of the school building as drawn by the schools’ directors as well as a photo of the building (17). Separate record cards were also prepared for each service building. The second main source of information were the Record Cards of School Buildings (Okul Bina Fiş) prepared in 1965 by the Primary School.
Construction Unit of İzmir İMEM (İzmir Milli Eğitim Müdürlüğü İlk Okullar İnşaat Bürosu) (Figure 15). These cards were part of an inventory to establish the state of the buildings and compile information on the construction date, building materials, size of the building (number of classrooms), and the existence of electricity, water and fire installations. The cards also include plan sketches of the courtyard, school and its services, drawn by the schools’ director. These cards are less in number than the Record Card on Village Schools and their Premises and they do not contain photos. Another important source of information is the 27-piece photograph collection of various school buildings (18).

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

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

Figure 17. Table showing groups of sources of information regarding the prototype projects.
identified as the three provinces that have the highest number of schools, were examined. The fieldwork was carried out in August 2008 in Bergama, and in November 2008 in Ödemiş and Tire. Approximately 100 buildings were examined on site in the villages and sub-province centers, revealing that 5 schools in Bergama, 6 in Ödemiş and 6 in Tire as original buildings constructed before 1950.

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

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

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

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

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

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

16. The main archives that provided comprehensive information on the buildings were İzmir İMEM and Bergama İLMEM archives. Other than these, information related to fewer buildings was obtained from the following archives: MEB Tire İLMEM Archive; İzmir Eğitim Müzesi Archive; İzmir KTVKKB (Ne:1) Archive; İzmir KTVKKB (Ne:2) Archive; Züleyse Hanım and Yukarıbey İOO archives in Bergama; Pınarbaşı İOO Archive in Bornova, Tuşçavul İOO Archive in Buca; Vali Kazım Paşa İOO archive in Güzelbahçe; Halihbe, İnkılap, Topaltı, Vali Kazım Paşa, Yalıçiflik Kema, and Zafer İOO archives in Konak; Balıkesir district archives; Emmioglu (Inönü), 3 Eylül, and Konakli İOO Archives in Ödemiş; Cumhuriyet, Boy núyungun, and Atatürk İOO archives in Tire.

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

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

19. The main sources utilized for this purpose are the Periodicals of the Ministry of Public Works (Nafia İşleri Dergisi), and...
The Schooling Adventure of İzmir: A Chronological Reading through Prototype Projects

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

Towards the end of the 1920s and especially in the 1930s, the prototype projects designed in the ‘national architectural style’ during the Empire period and the first years of the Republic were mostly applied with their façades refaced in the modern style, in line with the architectural leanings of the period (Figure 24, 25). Similarly, two different photos of Type D show that this project was implemented with two different façade organizations (Figure 26). The designers and the design years of Type 9 and Type D are
Therefore, research had to be carried out to establish the existence of schools, resulting in loss of valuable research time, which, had the archives still existed, could have been used to further document original buildings.


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

23. Ödemiş Konaklı Adagüre.

24. A good example of façade modernization is Valde Mektebi. The prototype plan that was implemented in various parts of Istanbul during the 1920s was also implemented in 1930 in Valde Mektebi but the façades of the building were modernized by Mimar Sırrı Arif without making any changes in plan – something he was not allowed to do. (Mimar Sırrı Arif, 1931, 1, 2, 37-40).

25. An anonymous village school (İzmir Cumhuriyet’in 15. Yılında, 1938); B: Üzümlü (Ödemiş) Village School (Ödemiş İhlini İÖO Archive).

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


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

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

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

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

When the projects applied in the villages in the 1930s are examined, in addition to Type 9 and 10, which are observed mostly in more densely populated villages, the types 1, 2, 3, 4, 7 and 8 can be seen in less populated villages. Among these, the one-space Type 1, designed for under-populated villages, is the most widely used (27) (Figure 27). A report about school architecture in Turkey hails Bozdağ (Ödemiş) village school, constructed
according to this project, as the “…village school type for the west of Turkey…” (Kulski, 1962, 23). It is therefore evidently a regional plan. Type 2, which is very similar to Type 1, was again designed for and constructed at under-populated villages (28) (Figure 28). In relatively more populated villages, Type 7, with two classrooms, was mostly constructed (29) (Figure 29). Another prototype design used in rural settlements during the 1930s is Type 8, a two-storey two-spaced building (30) (Figure 30). Considering that there is no lack of land in villages, and the fact that constructions costs would increase with a two-storey building in the then-current practice which involved villagers building their own schools, it is questionable as to why such a project was designed. The small number of implementations of this project demonstrates that this prototype project was indeed not favored.

Type 3 and 4 are two similar projects designed by the Ministry of Education to meet the vast necessity of village school buildings to which the educators would be sent according to the 1937 Law on Village Educators (Figure 6). In addition to the classroom and teacher’s room, both designs comprise lodging and village administrator room. The information and documents accessed through this research show that, while this type was frequently used in other cities, it was not implemented as much in Izmir (31).
Research into the prototypes constructed in the city center and in the sub-provinces throughout the 1930s reveals five different types (Type 12, 14, 15, 16 and D) in addition to Type 13, mentioned above. The buildings constructed according to the two-storey Type 14 were the second largest primary school buildings of the city after Gazi Primary School, and these were mainly built during the governorship of Kazım Dirik (32) (Figure 31). For this reason, most of them were named after him, who worked hard for their construction. This type was also implemented as single-storey (Type 12) in under-populated settlements as well as densely populated villages (33) (Figure 32). Only one implemented example of Type 15 was discovered, which is the Zübeyde Hanum Primary School in Bergama (Figure 33). Type 16 is a design of the Ministry of Public Works (Figure 5). This type was commonly implemented in the cities and sub-provinces throughout the country; however, the only identified implemented example in İzmir is the Ödemiş Emmioğlu (İnönü) Primary School (Figure 35). Type E, whose plan scheme could not be reached, is also a design of the Ministry of Public Works for cities and sub-provinces and was implemented countrywide just like Type 16. The only identified implemented example of this type in İzmir is the Seydiköy Primary School (Figure 35). Another design of the Ministry of Public Works is the Urla Şehit Kemal Primary School (1938); however, there is no information whether it is a proto-type or not (Figure 36).

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

According to the archive documents, the vast majority of schools constructed in İzmir date back to the 1930s. Indeed, the literary sources confirm this information. A major education campaign was realized during
34. The designer of the building, Necmettin Emre (1934), points out the significance of the school among other schools with the words “İzmir Gazi Primary School is the greatest primary school to be constructed within the Turkish Republic.”


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

37. The fact that no lodging dating to the 1920s and 1930s were identified suggests that the existing buildings were demolished in this period and new lodgings were built according to these prototype projects.
The second important type of service buildings seen in village schools was workshops. These buildings were used for practical courses such as timber works and metal works. Workshops emerged following the foundation of Village Institutes, which prioritized an educational system that focused on crafts, and as a result, they can be observed in schools built during and after the 1940s. All of the workshops identified in Izmir were built according to the prototype project of Mutlu and Yapanar, in two alternatives, with or without a shelter.
Other service buildings of village schools included buildings such as barns, haylofts, chicken coops, and depots, which were used in courses related to husbandry. The design and construction of these building were left at the discretion of the school teacher. These buildings, most likely constructed as temporary structures, disappeared altogether with the changing educational system.

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

On the other hand, the absence of practical courses in city schools, but the abundance and variety of theoretical courses, together with the need for specialized spaces for different activities, such as laboratory work, sports, stage play/performance, required buildings with a wider architectural program. The effective five-year education and the admission of new students every year required that at least five classrooms be included in the architectural program in city schools. The scale of the city schools increased, with higher number of classrooms and other specialized spaces. But the requirement for closed spaces brought about by the curriculum’s emphasis on theoretical courses lessened the need for open spaces. For this reason, the open spaces in city schools are organized more as resting spaces used between lectures, and as the playground (Figure 43).
FINAL REMARKS

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

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

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

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

38. The number of registered school buildings in İzmir, out of the total of about 500 schools built during the early Republican period, is only four. These are Konak Gazi, Kemalpaşa Ulucak, Urla Uzunkuyu and Torbalı Kazım Paşa Primary Schools. Of these, Kemalpaşa Ulucak Primary School lost its registration status and was demolished. When this article was being prepared, there are only three registered primary school buildings in İzmir.
ABBREVIATIONS
İMEM: İl Milli Eğitim Müdürlüğü (Provincial Directorate of National Education)
İLMEM: İlçe Milli Eğitim Müdürlüğü (District Directorate of National Education)
İÖO: İlk Öğretim Okulu (Primary School)
KTVKBK: Kültür ve Tabiat Varlıklarını Koruma Bölge Kurulu (Regional Council for Conservation of Cultural and Natural Properties)
MEB: Milli Eğitim Bakanlığı (Ministry of National Education)
BCA: Başbakanlık Cumhuriyet Arşivi (Prime Minister’s Republican Archive)

BIBLIOGRAPHY


İlkmektep Planları Albümü (1933) Maarif Vekaleti İlk Tedrisat Dairesi, Ankara.

İzmir Cumhuriyetin 15. Yılında (1938), İzmir.
İzmir ve Havalisi Asarlıta Muhipler Cemiyeti (1934) İzmir Rehberi, Resimli Ay Matbaası, İstanbul.

Köy Enstitüleri I (1941) Maarif Matbaası, İstanbul.
Köy Enstitüleri II (1944) Maarif Matbaası, İstanbul.

Köy Kanunu (Village Law, No:442) Date:7.4.1924, in TC Milli Eğitim Vekaleti (1953) Milli Eğitimle İlgili Kanunlar, Milli Eğitim Basımevi, Ankara; 719-42.


Köy Okulu Binası (1937) TC Tarım ve Kültür Bakanlıkları Köy Eğitmeni Yetiştirme Kursları Neşriyatı, İstanbul.


Maarif Müfettişleri Teftiş Heyetinin Umumi Raporu (1930), Maarif Vekaleti Mecmuası (19) 3-33.


Maarif-i Umumiye Nizamnamesi (The Regulations for General Education, Date:01.9.1869) in Özalp, R. (1982) Milli Eğitimle İlgili Mevzuat (1857-1923), Milli Eğitim Basımevi, İstanbul; 165-244.


TC Milli Eğitim Bakanlığı (1949) Cumhuriyet Devrinde İstanbul.


İZMİR’DE İLKOKULLAR (1923-1950)


Arşivlerden gelen belgelere göre İzmir’de inşa edilen okulların büyük bir çoğunluğu 1930’lu yıllara tarihlenmektedir. Nitekim literatür kaynaklarına da bu bilgili doğrudan gelmektedir. Şehirde 1930’lu yıllar boyunca ve özellikle Vali Kazım Dirik döneminde büyük bir okul inşaat seferberliği gerçekleştirmiş, dolayısıyla 1940’lı yıllarda gelinip gelip inşa edilmiş büyük oranda çözülmüştür. Bu nedenle 1940’lı yıllarda daha az sayıda okul inşa edilmiştir. 1940’lı yıllarda inşa edilen yapıların mimari dili de ikinci milli mimari üslub’a evrilmış ve özellikle köy okullarında sadece malzeme ve inşa tekniği seçimlerinde değil, plan çözümlerinde de bölgesel farklılıklar göz önünde bulundurulmuştur.