



ŞAH SULTAN COMPLEX, EDUCATIONAL SCHOOL and FOUNTAIN- RESTORATION SUGGESTIONS

ŞAH SULTAN KÜLLİYESİ, SIBYAN MEKTEBİ VE SEBİLİ - RESTORASYON ÖNERİLERİ

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Abstract

The Şah Sultan Complex, built in 1800-1801 by Şah Sultan, the sister of Selim III, consists of a sebil- küttâp, outbuildings, a fountain, and a hazire, which were endowed by the Sultan. Dating to the end of the eighteenth century, the Şah Sultan's Sıbyan School and Sebil are unique structures called sebil- küttâp, which were designed with the function of a sebil on the lower floor and a school on the upper floor. This new type of building, which emerged in Egypt under Mamluk rule, was built in two different types in the Mamluk and İstanbul traditions over time. Sıbyan Schools, which formed the cornerstone of the education system of the Ottoman period, are educational institutions that correspond to today's primary education and continued to be built until the late Ottoman period. Very few of the early Ottoman sıbyan schools have survived to the present day. Although many of the sıbyan schools built in the classical and late periods have survived to the present day, some of them have lost their function, abandoned or dilapidated, and some have lost their original architectural fiction with unqualified interventions, they should be kept alive as cultural assets that need to be preserved as part of our education and training tradition. In the eighteenth century, it is seen that many sıbyan schools were built in many parts of the expanding Ottoman city under the influence of westernization. The Westernization period also showed its influence in architectural works primary school for a while.

Keywords: Şah Sultan, Sebil-i Küttap, Sıbyan Mektebi, Revitalization

Öz

Şah Sultan Külliyesi, III. Selim'in kız kardeşi Şah Sultan tarafından 1800-1801 yıllarında yaptırılmıştır. Külliye, sebil-küttâp, müştemilat, çeşme ve padişahın vakfettiği hazireden oluşmaktadır. On sekizinci yüzyıl sonlarına tarihlenen Şah Sultan Sıbyan Mektebi ve Sebili, alt katı sebil, üst katı okul işlevi görecektir şekilde tasarlanmış sebil-küttâp adı verilen özgün yapılarıdır. Memlûk yönetimi altında Mısır'da ortaya çıkan bu yeni yapı tipi, zamanla Memlûk ve İstanbul geleneklerinde iki ayrı tipte inşa edilmiştir. Osmanlı dönemi eğitim sisteminin temel taşı olan oluşturan Sıbyan Mektepleri, günümüz ilköğretimine karşılık gelen ve Osmanlı'nın son dönemlerine kadar inşa edilmeye devam eden eğitim kurumlarıdır. Erken Osmanlı sıbyan mekteplerinden çok azı günümüze ulaşabilmiştir. Klasik ve geç dönemlerde inşa edilen sıbyan okullarının birçoğu günümüze ulaşmış olsa da, bir kısmı işlevini yitirmiş, terk edilmiş veya harap olmuş, bir kısmı da niteliksiz müdahalelerle özgün mimari kurgusunu kaybetmiş olsa da, eğitim ve öğretim geleneğimizin bir parçası olarak korunması gereken kültürel varlıklar olarak yaşatılmalıdır. On sekizinci yüzyılda, batılılaşmanın etkisiyle genişleyen Osmanlı kentinin birçok yerinde çok sayıda sıbyan okulu inşa edildiği görülmektedir. Batılılaşma dönemi bir süre mimari eserlerde de etkisini göstermiştir.

Anahtar Kelimeler: Şah Sultan, Sebil-i Küttap, Sıbyan Mektebi, Revitalizasyon.

INTRODUCTION

"Mekteb-i Sıbyan" were basic schools where boys and girls between the ages of 5-6 and 11-12 were taught together, that is, co-education. In these schools, basic knowledge on subjects such as reading, writing, Quran and calculus were taught. *Sıbyan Mektebi*, *Mahalle Mektebi*, *Mekâtib*, *Küttab* and *Taş Mektep* (Kılıç, 2002) were also known as *Küttab-ı Sebil* (sebil- küttap) or Mekteb-i Sebil. *Sebil- küttap* is the name given to the buildings that emerged in Egypt under Mamluk rule, where the lower floor was used as a sebil and the upper floor as a school. The Şah Sultan's Sıbyan Mekteb, built at the end of the eighteenth century, which is the subject of this article, is one of the most beautiful examples of the *sebil- küttap* typology that has survived to the present day (Baş and Eriş Kızgın, 2023; Buluç, 1997).

Sıbyan schools began in the Islamic world with the Umayyads and were carried on through the Seljuks and the Principalities until the Ottomans (Figure 1). Sıbyan schools, which formed the cornerstone of the Ottoman education system, are educational institutions that correspond to today's primary education, aiming to teach religious education and the Quran to girls who have equal rights with boys, although initially only to boys (Dikmen and Toruk, 2017). In fact, it is possible to call these schools, which continued to be built until the late Ottoman period, as the first regular educational institutions in the Ottoman Empire (İnci, 2007). The westernization period of the Ottoman Empire, which began in the eighteenth century and had an impact in every field, also had its share in the sıbyan schools. This period affected both the educational institutions and the architectural cores of the schools. Sıbyan schools are usually single or two-storey buildings with one or two storeys, wooden or masonry materials, domes, vaults or wooden roofs, used as classrooms. Sıbyan schools were built as single buildings within a complex, near a masjid or in neighbourhoods (Dikmen and Toruk, 2017).

Built in 1800, Şah Sultan Sıbyan School and Sebil , preserves its original architecture largely today. However, the ground floor plan, the layout of the ground floor south façade and the flooring were changed with the repair in the 1960s. The Baroque pencil decorations on the building were destroyed with the said repair. Şah Sultan Complex, which is part of the cultural memory of Istanbul and Eyüpsultan District, is a late eighteenth century building that has preserved its original architectural design and spatial integrity largely. It is known that the school served until 1924 when the Law on Unification of Education came into force and continued education as a primary school in the first years of the Republic (Özyalvaç, 2011).



Figure 1. A Depiction of a Sıbyan School in the 1800s (Anonymous Image)

Objective

In the Şah Sultan Sebil- Küttap building, partial changes were made in the façade and plan fiction, original materials and elements with the repair it underwent in the early 1960s. Today, Şah Sultan's Sıbyan School has been allocated to an association operating under the name of 'Association for the Protection of Antiquities' and the spaces of the building are organized and used in line with this function. As a result of cultural and social changes from past to present, it is determined that these architectural works reflecting the codes of our historical and cultural heritage have lost their original functional properties and, have been changed with different unqualified interventions according to the purpose of usage. Their importance and visibility have decreased in the environment and city (Figure 2). In addition, it has been observed that many of the *sıbyan school buildings* that have survived to the present day, have

been abandoned over time, and unfortunately, due to the natural destruction caused by the years, unqualified interventions made according to the purpose of the new usage. They are about to disappear if not intervened. As a cultural heritage, these school buildings have important qualities worth preserving and transmitting to future generations.



Figure 2. View of Şah Sultan Complex in the 1830s (Anonymous Image)

The aim of the study is to investigate the *sıbyan schools*, which constitute the cornerstone of the education system in the Ottoman Period. And also in terms of their development, location, settlement layout, spatial structure, architectural fiction, construction technique in the historical process and to transfer the building to future generations with its historical character with suggestions for its preservation and functionalization with a holistic approach. In this context, it has been emphasized that the historical building should be documented in detail, material deterioration and damage determinations should be made specifically for Şah Sultan Sıbyan School and Sebil. In Şah Sultan Complex, which has an important place in the cultural memory of the city and the district and is used by an association today. Children's activities are carried out some days of the week in accordance with the spirit of the place (Kara and Birinci, 2012). However, another goal of this study is to make the building more visible in today's living space by developing additional suggestions in the traditional line for functional use that makes it more accessible and visible in the social life of the city. As a result of cultural and social changes from the past to the present, it is determined that these architectural works, which reflect the codes of our historical and cultural heritage, have lost their original functional functions, have been changed with different unqualified interventions according to the purpose of use, and their importance and visibility have decreased in the environment and city. It is aimed to investigate the historical development, location, settlement layout, spatial structure, architectural fiction, construction technique, etc. of the *sıbyan schools*, which constitute the cornerstone of the education system in the Ottoman Period, and to transfer the building to future generations with its historical character with suggestions for its preservation and functionalization with a holistic approach. In Şah Sultan Complex, which has an important place in the cultural memory of the city and the district and is currently used by an association, children's activities are carried out some days of the week in accordance with the spirit of the place. However, another goal of this study is to make the building more visible in today's living space by developing additional suggestions in the traditional line for functional use that makes it more accessible and visible in the social life of the city.

Method

As a preliminary preparation for the study, first of all, the historical development of Eyüpsultan District, one of the first settlements of the Outer Walls, the literature on the *Sıbyan Schools* in the region and throughout the province of Istanbul, and the typology of *sebil küttap* structures were reviewed and academic studies, articles and publications on the subject were examined. Afterwards, written and visual sources related to the Ottoman Period *Sıbyan School* and education system were scanned, and the survey of Şah Sultan Sıbyan School and Sebil, (approved by the Regional Directorate for the Protection of Cultural Assets in the Renovation Area of Istanbul No. 1 in 2017), was obtained from the Cultural Assets Archive and the project was examined on site.



Figure 3. Şah Sultan Complex - Tomb, Sıbyan School and Sebil (Anonymous)

In addition to written and visual documents, the architectural traces in the building were followed and the data obtained were evaluated together with the sıbyan schools examined.

Location and Environmental Findings

Eyüpsultan district, one of the oldest Turkish settlements in Istanbul, is located in the Marmara region, on the west side of the city of Istanbul, on the Çatalca Peninsula. The district is surrounded by Sarıyer, Şişli, Kâğıthane in the east, the Golden Horn in the southeast and Beyoğlu District on the opposite side of the Golden Horn, Fatih and Zeytinburnu Districts in the south, Gaziosmanpaşa, Bayrampaşa, Sultangazi and Başakşehir Districts in the west, and Arnavutköy District in the northwest. It is surrounded by the Black Sea to the north.

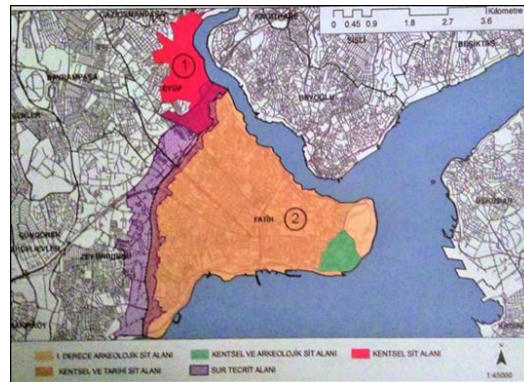


Figure 4. Istanbul Historical Peninsula and Eyüpsultan District (Eyüpsultan Municipality, 2020)

Eyüpsultan District, which has monumental examples of the city's historical and cultural heritage within the urban protected areas in Istanbul, is the largest urban protected area with an area of 360 hectares. Eyüp Sultan Complex and its immediate surroundings, and the areas covering Merkez, Nişanca, Defterdar, Düğmeciler, Topçular neighbourhoods were declared as urban protected areas in 1977 with the decision of the Supreme Council of Monuments dated 15.01.1977 and numbered 9591 (Altun, 2023). Eyüpsultan, which is one of the first protected areas declared in Istanbul, should be considered as a cultural heritage site, as well as its natural features that should be considered together with the Golden Horn shore and the natural and historical heritage features of the cemetery areas. It is also at the forefront due to its geopolitical location right next to the Historical Peninsula, which is defined as a 'World Heritage Site' (Figure 5).

In the XIXth century, the town of Eyüp was introduced to industrialization with the influence of westernization. The state established its first factory, Feshane, in this fascinating and natural wonder. With the industrialization that started on both sides of the Golden Horn in 1835, state institutions such

as shipyards, slaughterhouses and Silahtarağa Thermal Power Plant were built. During the reign of Mahmud II, the area around the Rami Barracks on the Eyüpsultan ridges were opened to settlement as part of the attempts to renew the army (Figure 5). All these industrialization initiatives damaged the magnificent beauty of the Golden Horn and the region (Yaşar, 2021).



Figure 5. Satellite View of Şah Sultan Complex (Eyüpsultan Municipality, 2020)

The main lesson of the *sıbyan schools*, whose teaching staff consisted of a teacher and his assistant, the kalfa, was to teach children the recitation of the Koran and some prayers. Writing was generally not taught. However, in Istanbul and in some large cities, some sıbyan schools also taught writing. It is observed that the founder of the *sıbyan school* recorded this in the foundation document. For example, in the *sıbyan school* founded by Grand Vizier Yusuf Pasha, it was stated in the foundation document that a person who knew *hüsn-i calligraphy* and *fenn-i kitabet* would teach these subjects to children two days a week. It is thought that these writing lessons were intended for children who could become civil servants there in the future, as the school was close to the *Bâb-ı Âli* (Aslan and Eyüpgiller, 2014). Although most of the large complexes built by Mimar Sinan include a school building, not all of them are included in the documents listing Sinan's works.

A total of seven schools are mentioned in *Tuhfet-ül Mimarın*:

1. Haseki Sultan
2. Yavuz Sultan Selim
3. Şehzade Mehmet (1st School)
4. Şehzade Mehmet (2nd School)
5. Suleymaniye
6. Sultan Selim II (Edirne)
7. Atik Valide

When analyzed in terms of geographical distribution, it is observed that all of them except Edirne Selimiye were built in Istanbul.



Figure 6. Şah Sultan's Sebil-i Küttab, East Facade (Sana archive, 2020)

Sıbyan schools have survived through various repairs and changes. It is observed that the most changed and destroyed parts are the entrance porticoes with wooden roofs (Figure 6). Although some of them have undergone many repairs over time, they are dilapidated and dysfunctional. Some of them have been repaired and re-functionalized in recent years. However, it is observed that the repairs were faulty in some buildings and some original traces were lost because of repairs.

In all complexes, schools are independent buildings with separate entrances. Their relationship with the ground varies. Yavuz Sultan Selim and Atik Valide schools are on the same level with the surrounding road elevation. In the Haseki, Süleymaniye and Selimiye schools, the classroom is raised above the ground. It was also observed that high sofas were created in the entrance and summerhouse sections. Evliya Çelebi gives the number of sıbyan schools in Istanbul in the seventeenth century as 1933. However, most of them were inadequate, lacking health and pedagogical conditions and were simple institutions. The most important of these schools were generally built as a unit of large complexes. As such, they were well endowed and their teachers were distinguished. In this century, it is seen that the tradition of the two-part dome-covered Sıbyan schools with alternating walls continued. There is a portico with two arches in front of the Selimiye Sıbyan Schools. (Ekim, 2023: 93).

Although the Sıbyan schools have similar characteristics in principle, they have some differences in terms of planning, details and construction techniques (Evliya Çelebi: Evliya Çelebi in today's Turkish, 2021). Şah Sultan Sıbyan School located in Nişanca Neighbourhood, Eyüpsultan district of Istanbul province, Nişanca Neighbourhood, Block 65, Parcel 20, is a nucleus of the *küllîye* structure consisting of a fountain, mausoleum and treasury area. With the decision of the *Supreme Council of Monuments* dated 15.01.1977 and numbered 9591, the building was registered as a cultural property in need of protection within the Urban Conservation Area. Perimeter walls on the west surround the complex and north sides, including the *hazire*, and garden walls with metal grids on the south and partially on the east sides. On the right side of the complex is the Zal Mahmud Pasha Complex and on the left is the building that was once the Eyüp Military Planting House and is now used by Eyüpsultan Municipality. Today, Şah Sultan Sıbyan School is allocated to an association operating under the name of '*Association for the Protection of Antiquities*' and the spaces of the building are organized and used in line with this function (Figure 7).

The 110-m² Şah Sultan's *Sıbyan School* has a rectangular plan and two storeys developing in the east-west direction; it consists of a ground floor, an intermediate floor and a normal floor (Figure 8). The entrance hall and classroom space on the first floor protrude from the main mass along the southern façade of the building and are carried by the portico formed by six marble columns on the ground floor. In its original architectural design, the first floor consists of two architectural volumes, open and closed. On the ground floor of the school, there is a fountain protruding from the eastern façade, and rooms for the janitor and attendants. Later, an intermediate floor was created in the ground floor spaces. In front

of these rooms, there is a portico with six marble columns connected by a round arch. The facades are plastered with cement-based mortar and recently painted in ochre colour. The storey heights are emphasized with a profiled stone, unplastered moulding. A profiled stone cornice with a concave curve under the eaves surrounds the facade. On the eastern façade, just below the eaves, there is an elegant and remarkable birdhouse with a unique C and S curved design of Baroque-Rococo style sitting on a wide platform with a single support (Uğurlu, 2012).

All floors of the building, including the upper floor ceiling slab, were renewed with reinforced concrete. The upper cover is a wooden hipped roof over the reinforced concrete ceiling. The hipped roof is covered with lead. There is a bronze *alem* the peak of the roof. The cornice under the eaves is continued along all facades (Figures 7, 8). In the southwest direction of the building, there is a chimney with a square body in the upper cover and double and single symmetrical chimney openings on opposite sides. The upper cover of the chimney is covered with a hipped cone. Accordingly, the hearths, whose locations can be determined from the architectural traces and wall thickness, indicate that there was a hearth on the same axis on the ground floor and the first floor in the original design of the building (Uğurlu, 2012).

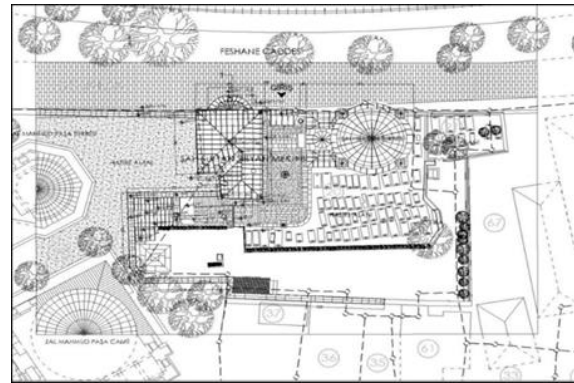


Figure 7. General View of the Complex (EYSAM, 2015) **Figure 8.** Site Plan (IBB Archive–Kutup Arch.)

The Şah Sultan Complex, where there is also a nursery school, is entered through the rectangular, round arched, wooden double-winged, inscribed and richly decorated main entrance gate located on the central axis of the facade facing the Golden Horn. The floor of the courtyard where the gate opens is covered with Marmara marble. There is a water well to the left of the door. In the centre of the courtyard, there is a small marble ornamental pool with a fountain placed later. A second water structure located directly opposite the entrance axis is the Baroque style marble courtyard fountain. The fountain sits on a small parapet wall with a marble cladding of about 50 cm that separates the ground level of the *hazire* (cemetery) from the ground level of the courtyard. The round-arched, five-columned porticoes of the ground floor of the school are 20 cm higher than the courtyard level (Figure 9). The floor of the portico section was largely renovated with Marmara marble. Only the floor covering of the column bases is partially original marble (Figure 10).



Figure 9. View from the Portico, Entrance and *Hazire* (Sana archive, 2021)



Figure 10. Warehouses, toilets and fountain (IBB Archive -Kutup Arch., 2021)

Z01, which is one of the built-up spaces on the north side of the parcel, is located adjacent to the north wall of the courtyard in the direction of Zal Mahmut Pasha Complex. The space used as a storage room has a usage area of 5.3 m². A 71 cm wide wooden door with round arches (Figure11) provides the entrance from the courtyard to the storage room (Z01). Just above the door is 22x103 cm eaves resting on small wooden furrows. On the western wall of this room, facing the courtyard, there is a 110 cm wide hearth parallel to and adjacent to the outside wall.



Figure 11. Z1 and Z2 (Sana archive, 2021)

The floor of room Z (2) is covered with cement screed. The walls are of zero-joint cut stone masonry, also referred to as *akçe geçmez*, and the ceiling is a plastered and painted reinforced concrete slab. The width of the walls separating the space from the courtyard is 16 cm, and the width of the wall separating it from the other storage room Z02 is 21 cm. Located on the same level with the entrance landing, space Z02 is separated from the corridor by walls 18 cm thick. The 5.6 m² space is accessed through an unqualified metal door 80 cm wide on the south side of the interior (Figure 12).



Figure 12. General Plan of the Entrance, Portico Area, Room and Fountain (IBB Archive -Kutup Arch., 2021)



Figure 13. Z1 Warehouse, Z2 Warehouse, Z3 Entrance Landing (Sana archive, 2021)

Z03 has a usage area of 8 m² and forms an L-plan corridor with an entrance landing. Around this corridor, Z02 storage room, Z04-Z05-Z06 toilet rooms and Z07 ablution room were placed (Figure 13). The walls of this space, which contains all these architectural volumes, are moulded stone and built in masonry system.

Z03 corridor space is entered from the south side of the courtyard through a wooden single-leaf door with round arches. Just opposite the entrance landing of this door is the Z02 storage room. Located on the same level with the entrance landing, Z02 is separated from the corridor by 18 cm thick walls. With a 5.6 m² usage area, an unqualified metal door 80 cm wide on the south side of the interior provides the entrance to the space. The floor of the corridor (Z03) and the storage room (Z02) is paved with moulded stone (Figures 14, 15).



Figure 14. Warehouse and Toilets Entrance (Sana archive, 2021)



Figure 15. Partial Plan (IBB Archive -Kutup Arch. 2021)

Toilet door openings have round arches and wooden single-leaf doors rise up to the level of the arch stirrups. The surface of the barrel-vaulted upper cover of the toilets are covered with glass mosaic stones. The floors and walls of the toilets are covered with ceramic tiles measuring 40x70 cm (Figure 16).



Figure 16. Altered Toilets (Sana archive, 2021)

Another space located on the ground floor, outside the main mass of the building, in the courtyard is Z09, a semi-open and original ablution room. The ablution room is located under the main arch that carries the staircase to the first floor and its area is 5, 18 m2. There are three ablution fountains on the eastern wall of the ablution room (Figure 18, 19). Apart from the main mass of the ground floor, all of these spaces in the courtyard are located in the northern direction of the parcel and the floor to which these spaces open is raised by a step of 18 cm from the portico level.



Figure 17. The Ablution room under the staircase and the original mirror stone, (Sana archive, 2021)



Figure 18. West Façade, semi-open ablution (Sana archive, 2019)

On the ground floor, to the left of the entrance door, in the interior space of the concave part of the façade, there is a built-in toilet (Z10), which is thought to have been added to the building for its intended use in the recent period. Z11 is separated from the hall by a 16 cm thick partition wall. The floor covering of the toilet, which has 1.32 m² of usable area, is 40x40 ceramic tiles. The walls and ceilings are whitewashed over cement binder plaster. A 35 cm wide ventilation window with *PVC* joinery and bar and iron bars is opened to the concave wall separating the toilet from the portico. Space Z(11) is accessed from the portico on the south façade of the ground floor through a single-leaf rectangular iron door opening measuring 93x191 cm from the portico to the hall space Z11 (entrance landing). The marble threshold of the door opening is 3 cm higher than the portico and about 8 cm higher than the floor of the hall. While the floor of the small landing of the entrance hall (Z11) is covered with 40x40 square section marble flooring, the floor of the part 8 cm higher than this area is covered with wooden parquet and is not original. This part of the entrance landing with wooden parquet is used as a kitchen.



Figure 19. IBB Archive -Kutup Arch. (2021)

On the ground floor, on the exit axis of the stairs, the original window opening on the north side was closed and turned into a niche with wooden shutters. On the west side, the stove, which can be identified from architectural traces and whose corner stones can be seen, was closed with wooden covers and turned into a cupboard.

The floor and ceiling of the entire mezzanine floor are made of reinforced concrete. The ceiling covering in both spaces is of classical slatted type and has wooden, flat slats. Again, the floor in both spaces is covered with wooden parquet and carpet. The walls are whitewashed over plaster. The fact that no niche or window opening is detected on the north side of the space and that the windows overlooking the arcaded courtyard are included also support the fact that this mezzanine floor was added to the structure later.

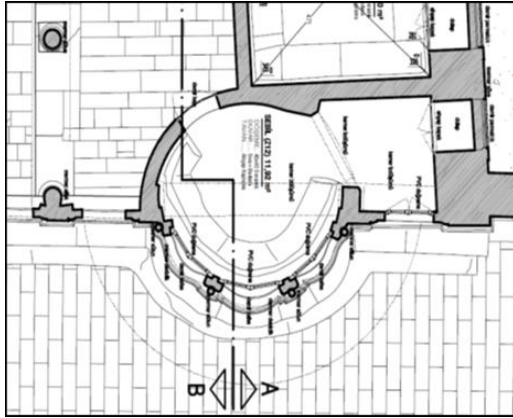


Figure 20. IBB Archive -Kutup Arch. (2021)



Figure 21. Inner windows (Sana archive ,2021)

The first floor of the building is the floor where the primary school classroom is located. This floor was expanded towards the courtyard and superimposed on the porch on the ground floor. It consists of a semi-open hall (gallery) and a closed classroom (classroom) in its original architectural design. The first floor is reached from the courtyard, on the west side of the building, by a straight, solid staircase with a two-armed central landing from the outside. This staircase, built of limestone, has largely preserved its original architectural design to the present day, although it has undergone various interventions over time. The railings of the staircase, consisting of twenty-five risers and twenty-four steps, are solid marble (Figures 22, 23). The starting level of the staircase is +30, while the middle landing is +172, and the landing, which provides access to the first floor and is reached by twenty-five risers, is at +554. The first arm of the staircase is 145 cm wide; the second arm is 164 cm wide. The order adjacent to the border of the staircase ends with rubble stone masonry on the north and east, garden walls made of limestone and a moulded coping. The main entrance door of the classroom section of the school is located on the landing at the +554 level. This unique, wooden, double-winged and 184x229 door first opens to the hall area. This hall has a kitchen) on the south side and a classroom on the east side. The first floor of the building is where the primary school classroom is located. This floor was expanded towards the courtyard and superimposed on the portico on the ground floor. It consists of a semi-open hall (gallery) and a closed classroom (classroom) unit in its original architectural design. The first floor is reached from the courtyard, on the west side of the building, by a straight staircase with a central landing and two arms. This staircase, built of limestone, has undergone various interventions over time, but has largely preserved its original architectural design to the present day. The garden walls of rubble stone, adjacent to the border of the staircase, end with a limestone and moulded coping on the north and east sides. The main entrance door of the classroom section of the school is located from the landing at the +554 level. This unique, wooden, double-winged door, measuring 184 x 229, first opens to the hall. To the south of this hall is the kitchen and to the east is the classroom.



Figure 22. Stairs leading to the classroom (Sana archive ,2021)



Figure 23. Classroom Plan (IBB Archive, Kutup arch.).

The rectangular hall has an area of 7.5 m². There is a special wooden coat rack parallel to the main wall of the hall on the north side and a 20x78 cm wooden covered niche right next to it. The hall is separated from the kitchen by a special 16 cm thick wall on the south side and from the classroom by a 71 cm thick main wall on the east side. The original architectural design of the classroom section of the building reflects the plan typology of open and closed dual-space primary schools. However, the hall, which was designed as a semi-open summer classroom of the school, has been divided by a special wall today and converted into two separate spaces as hall and kitchen. The floor of hall is covered with laminated wooden parquet and all walls and ceiling are covered with paint on cement plaster. While the floor of the hall is between +553 and +555 elevations, its ceiling is at +937 elevation (Sana, 2021). A two-winged wooden-core door with an original rectangular marble jamb provides the entrance to the classroom from the hall and round arch, placed in a door opening that is 100 cm wide in the direction of the hall and 145 cm wide in the direction of the classroom. A profiled moulding surrounds the rectangular marble frame of the door. Just above the arch, there is a gold leaf written *besmele' hüsn-ü hati* in a cartridge with concave edges. On the marble flat scarf above the arch, there is an oval-shaped gold leaf written *maşallah* calligraphy placed in a way that coincides with the centre axis of the entrance opening.

The classroom space is a rectangular space with a square-like plan with an area of 52.57 m² (Figures 24, 25). The classroom; except for the western wall where the entrance facade is located, the other three facades (facades facing the Golden Horn, the courtyard and the graveyard of the Zal Mahmut Pasha Complex) are illuminated by four windows with low arches and marble frames inside a round arched niche (Figure 25).

The niches where the windows are located are wider on the interior side of the wall, while they narrow towards the exterior, merging with the marble jamb surrounding the window opening on the facade. All windows have been renewed with double-wing PVC joinery, and there are original iron grids that fit onto the marble jamb outside the joinery. The dimensions of the joinery are around 95-96 cm in width and 190-192 cm in height. The round-arched window niches where the windows are placed have a skirt elevation of around +600-+602 in the interior direction and a top elevation ranging from +833 to +836 (Sana, 2021).

Starting from the lower window elevations of the classroom, there are divans surrounding the space from three directions (Figure 26).

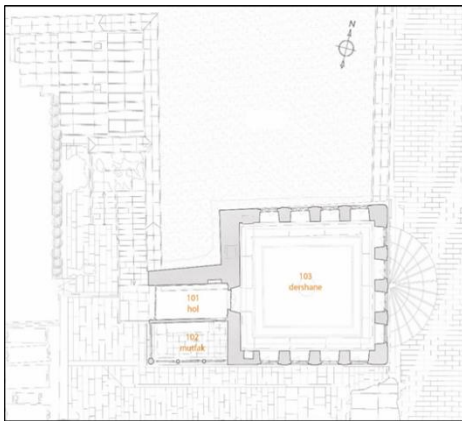


Figure 24. Classroom Entrance (Sana archive, 2021) **Figure 25.** Classroom Entrance (Sana archive, 2021)

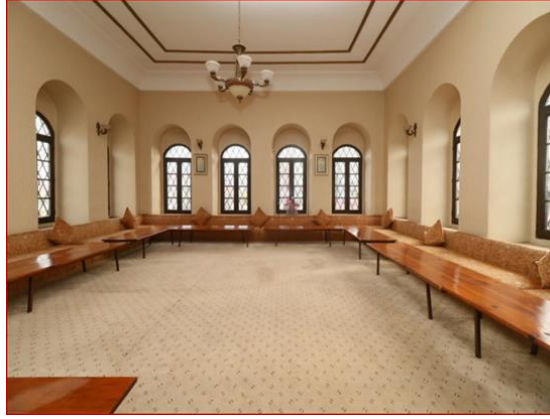


Figure 26. Classroom Space (Sana archive, 2021)

East Facade

The 8.50 m wide east facade of Shah Sultan Primary School has a symmetrical facade arrangement. The baroque style fountain on the ground floor is placed in the middle axis of the facade. The school has four windows on the upper floor, each with marble sills, profiled mouldings, flat arches and metal grids, and the window *PVC* joinery is double-winged (Figure 28). Under the profiled moulding (cornice) under the eaves of the facade, just above the upper window level, there is one of the highly qualified birdhouses in the Baroque-Rococo style, sitting on a single console circular platform in the middle axis (Figure 27).



Figure 27. Şah Sultan Sebil Library, East Facade Birdhouse (Sana archive, 2021)



Figure 28. Eastern Facade of the Şah Sultan Sebil Complex (Sana archive, 2021)

On the ground floor of the facade, there is a marble fountain in baroque style. A semi-circular planned, wide eave facade fountain projects outward from the main mass of the school in the east direction.

It is designed on a marble set (bench) or base with a height of one-step, projecting outward from the main mass (Figure 28). However, due to the rise of the original ground level today, the stone bench or step with a height of another step is below the ground level.

The facade layout of the fountain generally consists of the base (skirt wall where the windows are located), the body (the part where the fountain windows are located and the fascia (front plate) and the eaves covered with lead, which took its current form with different interventions. The main mass consists of one window on the right and left axes and one protruding, oval-planned window located in the middle axis. The circular-shaped facade is divided into three equal axial surfaces by activating it vertically with wall piers and columns, and on the horizontal side, it is emphasized as the skirt wall, body and front plate under the eaves with a stepped profiled moulding set protruding from the surface. The circularity is continued from the skirt wall (base) to the eaves.

West Facade

The most prominent architectural element of this facade is the staircase that provides access to the classroom section of the school, is resolved adjacent to the structure and shows imperial influences. The staircase, which has a two-armed central landing, partly with a unique marble railing, and is made of cut stone, has a landing that provides access to the upper floor at +553 level and sits on a buttress and a profiled stone console at +433 and +534 levels. The stone console integrates with the landing with a profiled floor moulding on the facade. The staircase riser line is shaped on a half-arched arch. The peak where the arch meets the foot carrying the landing is at +425 level. The round-arched arcade section of the ground floor can be seen to the right of the ablution area positioned under the staircase arch. This stone console of the staircase is partially flush with the round lacquered arch of the columned arcade that supports the classroom section of the school in the southwest direction, cutting off the front view of the arch.

South Facade

The south facade of the building is the widest facade facing the central courtyard of the complex. The width of the facade is 1370 cm. On this facade, the portico located on the ground floor of the school also extends parallel to the central courtyard. The facade, like the other facades, is painted with cement mortar-based plaster and a colour between pink and salmon, which are the cycle colours of red. Behind the portico, there are the shrine keeper and servant rooms, one of which is a mezzanine floor. The facade arrangement of these spaces is quite simple. On the northeast corner of the portico, the architectural design in the circular plan of the fountain reflects to the outside and shows a simple feature. The ground and first floor heights of the school are emphasized with a profiled stone moulding along the facade. On the southwest entrance axis of the upper floor, there is a corner-facade sofa (gallery). The round arches of the sofa sit on four columns.

North Facade

The facade facing the tomb and graveyard of the Zal Mahmut Pasha Complex has a simpler layout compared to the other facades. The floor moulding that continues along the other facades is not visible on this facade. Almost the entire facade is plastered with cement-based mortar and painted. There are three windows with marble plain lintels and marble frames on the ground floor level. These windows are closed in the ground floor spaces they open to and used as cabinets. There are diamond-shaped grids formed by cross iron bars intersecting each other on these windows. Wooden joinery is partially visible behind the iron grids.

The windows on the other facades at this level are covered with iron grids, are under thick cement plaster, and have lost their proper form. There is *PVC* joinery on the windows. They are under thick cement plaster and have lost their proper form.

CONCLUSION

Şah Sultan Primary School and Fountain is one of the works of the Westernization Period of the late XVIII.th century, which has the status of a second-degree historical monument in the historical and cultural heritage area of Istanbul. The fact that Şah Sultan Primary School and Fountain is located on an important axis in Istanbul's urban transportation and is on the shore of the Golden Horn has made the implementations to be more meticulous and privileged. The structure has remained in the midst of the intensity of city life today and has undergone many structural interventions.

Although the structure underwent interventions in 1960, it has generally preserved its visual integrity and architectural structure until today. However, when examined in terms of original details, it was determined that the unqualified interventions made in the original building materials and elements in 1960 caused significant damage to the texture of the historical structure.

During this repair, the school's floors and upper covering system were renewed with reinforced concrete and an intermediate floor was added to the ground floor. Therefore, the restoration project aimed to remove the unqualified additions and interventions that were added to the structure over time and damaged the original texture. For example, it is deemed appropriate to remove unqualified interventions such as reinforced concrete floor slabs and roof slabs from the building and renew them with original materials and traditional methods.

The main purpose of the restoration is to preserve the historical texture and aesthetic values of the structure, which are documents, and to preserve it with the least intervention in all applications to be carried out in order to transfer the national cultural heritage to future generations. The degree of interventions was determined under the headings of cleaning, integration, reinforcement, renovation, etc. with meticulous and careful consideration on a scale increasing from reinforcement to partial renovation in accordance with the original. Therefore, in the restoration carried out in line with the restitution works, it was suggested that the structure be repaired using original materials and traditional construction techniques, with restoration methods suitable for the structure, and in addition, a change of function be addressed. Accordingly; considering that the original function of the structure is education and training, a place was considered that aims to collect and introduce traditional children's games played in the past but are now forgotten, as well as children's daily skills, activities and game activities, and to instill traditional handicrafts (marbling, tile, glass and felt art, ceramics, wooden toys specific to Eyüpsultan). In this way, oral traditions and a part of the intangible heritage will be preserved through games that will be passed on to future generations. In all applications, including the new function to be implemented during the restoration process of the building, which is a registered cultural asset of the second degree. In this context, the first condition of the interventions determined according to the unique character of the building is to protect the historical identity and historical document value of the building. In this section, it has been adopted as a principle that the original elements of the building within the scope of simple repair should be made and the missing/deficient ones should be made neutrally in the original material form and technique, and the unqualified additions that damage the original texture and architectural character of the building should be removed from the building. The values of these buildings, which are a bridge from the past to the future, should be conveyed to future generations.

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