



Reflections of the Turkish National Architecture on the Educational Buildings: The Sample of İsmet Paşa Primary School¹

Işıl ESEN^{1,*}, Nur URFALIOĞLU²

¹ 0000-0002-0344-5625, Yildiz Technical University, Faculty of Architecture, Department of Architecture, Istanbul – TURKEY

² 0000-0002-6451-193X, Yildiz Technical University, Faculty of Architecture, Department of Architecture, Istanbul – TURKEY

Article Info

Received: 19/03/2024
Accepted: 04/06/2024

Keywords

Architecture of Late Ottoman and Early Republican Period, Education Politics, Turkish National Architecture, First National Architecture, İsmet Paşa Primary School

Abstract

Turkish National Architecture is the name of an architectural style which emerged in 1908 in the Ottoman Empire and lasted until the 1930s, the first years of the new republic. Named “National Architecture” and “National Architecture Renaissance” during its reign, this period was rather called “First National Architecture” after the 1970s. In recent eras, the wider preferred name for the period is “The Architecture of Late Ottoman and Early Republican Period”. This style was reinforced by the nationalism and Turkism concepts of names like Ziya Gökalp and Yusuf Akçura. The ideas of Turkish identity and nationalism, which emerged in the late Ottoman period, were effective in the educational politics of the new republic era. Between 1921 and 1938, education politics were based on the Atatürk’s reforms and a secular, modern and democratic path was accepted. One of the very first goals was to increase the literacy percentage of the population. For this purpose, the number of primary schools has risen. Construction of these new school buildings was rapid, practical, and cost-effective. They were also designed to represent the architectural ideology of the era. In 1923, the “Construction Bureau of the Ministry of Education (Maarif Vekaleti İnşaat Bürosu)” was established. Article 24 of 1926 mentions “The official school, library, and museum buildings of Turkey are designed in the construction bureau of the Ministry of Education.”. Therefore, the primary school buildings were erected in identical projects with minor modifications. The subject of this study, the İsmet Paşa Primary School building in Konya, Turkey is one of the representatives of the mentioned structures. Konya is one of the pioneering cities in Turkey with samples of the educational buildings from the early republican era, such as Gazi Mustafa Kemal Primary School and Hakimiyet-i Milliye Primary School. Therefore, the place of İsmet Paşa Primary School in the era and its plan type, façade and decoration features are going to be evaluated in this study.

1. INTRODUCTION

Long-established states are expected to hold an identity concept. Educational improvements are important for the generations who recognize their own national identity. Therefore, many of the very first reforms of the new Turkish republican era were linked with education. Education was perceived as important as independence, during the republican era. The gathering of the Education Congress (Maarif Kongresi) in Ankara on 16 July 1921, during the Battle of the Sakarya, was a clear manifestation of this attitude.

The educational reform movements rooted in the Tanzimat era of the Ottoman Empire. The first Tanzimat reforms were about the military. The rise of the nation-state concept in Europe, civil rebellions, and the loss of territories in ongoing wars, all forced the Ottoman Empire to pay attention to military education, to maintain their central authority. The 19th-century reforms led the civil administration to rule the state and an urgent need for qualified civil servants emerged. In 1938, an organisation called “Meclis-i Umur-u Nafia” was established to rule the educational processes [1]. Therefore, the first samples of the periodically monitored schools appeared. The educational reforms, which began in the Ottoman period,

¹ The preliminary version of this paper was presented at the Mimar Kemaleddin Symposium organized by Gazi University Faculty of Architecture in Ankara on December 27-29, 2023.

* Corresponding author: esenisil00@gmail.com

were accelerated in the republican era. School buildings were constructed in Anatolia. Since it was the post-war period and there was a scarcity of educated architects, identical plan types were followed. The structures needed to be functional, easily constructed and were expected to reflect the national values.

2. METHOD

There are numerous primary school buildings in Turkey, with distinct features. However, it is spotted that not many of them reflecting the “national architecture” were mentioned in the literature. There are samples of those primary school buildings in Anatolia still in use without any major modification. Konya city was chosen for a narrow perspective. Konya comes front with its dense building stock since the Anatolian Seljukid era, having a greater land area and a large number of government buildings and residences.

First, the relevant resources about “national architecture” and “nationalism” concepts were investigated for this study. The study continues with a focus on the educational politics of the republican era and the construction of primary school buildings. With the aid of those studies and the plan drawings gained from the KUDEB (Koruma Uygulama ve Denetim Bürosu, “Conservation-Implementation and Inspection Bureau”) of Konya, the İsmet Paşa Primary School building was studied. The building was visited and photographed. The other educational structures, which were built in the same era in Konya, were also visited to spot the similarities and differences.

The study focuses on the similarities between the İsmet Paşa Primary School building and those mentioned educational buildings, based on the facts learnt from the literature and archive files. It is obvious that the İsmet Paşa Primary School building is an example of late Ottoman – early republic era architecture, however it was also affected by the different styles of the period as well.

3. THE EMERGENCE OF THE TURKISH NATIONAL ARCHITECTURE STYLE

The nation-state concept, which emerged during the French Revolution, was also the case for the Ottoman Empire in the late 19th century. The nationalism process affected both Europe and the Ottomans. Figures like Ziya Gökalp and Yusuf Akçura have a clear role in the spread of that idea.

Akçura formed the “Türk Derneği (Turkish Association)” with friends like Veled Çelebi and Necip Asım in 1908. The association aimed to pursue studies on Turkish history, literature, language, and social structure, and share the results with the population. They published a magazine with the same name of the association for seven issues [2]. According to Güler, an idealist positivism called “social idealism” was behind the nationalist ideology of Ziya Gökalp. Gökalp summarized this ideology as “We are the Turkish nation, İslam ummah, and Western civilisation.” [3].

One of the most distinctive studies of Ziya Gökalp about nationalism was his stress on the absence of ethnographic museums. He claimed that those museums would be inactive even though they were built. According to him, they would be beneficial only if the Turkish Hearths (Türk Ocakları) established them [4].

These ideal movements were active in the Ottoman Empire during the late 19th century and affected the political, cultural, and social reforms in the Tanzimat and Constitutionalism (“Meşrutiyet”) eras. However, the ethnocultural differences accelerated the collapse of the Ottoman Empire and the emergence of the nation-states at the beginning of the 20th century. The simultaneous emergence of the ideological consciousness also rapidly affected the architectural style. Celal Esat Arseven was the first scholar who mentioned that this was a unique Turkish art [5].

With the effect of the Industrial Revolution, new materials and techniques have emerged in architecture, such as glass and concrete which replaced the traditional masonry construction. The pioneering architects of the era, Mimar Kemalettin (“Kemalettin the architect”), Mimar Vedat, Arif Hikmet Koyunoğlu, Mimar Muzaffer, Giulio Mongeri, all created a new architectural attitude by merging the traditional decoration

and construction features of Ottoman and Seljukid architecture with modern materials. This period was called “Turkish National Architecture” and spanned between 1908 and 1930s [6].

The spread of the national architectural style into Anatolia with government structures like the city council, municipality palace, school, and post office, clearly proves that it was a state ideology. General features of this style were wider eaves, different window types on the ground and upper floor, a definitive entrance, segmental arches on doors and windows, sometimes eave decorations, mostly symmetrical plans, and cut stone claddings. Konya was a city featuring the national architectural style of Anatolia, especially with the educational, governmental, and monumental structures designed by Mimar Muzaffer, another one of the pioneering architects of the era (Figure 1).



Figure 1. Konya Central Post Office Building, Architect Muzaffer and Architect Fatih Ülkü (Wikimedia Archive, 2023)

4. EDUCATION REFORMS IN REPUBLICAN ERA

After the proclamation of the Republic, Atatürk's reforms gained momentum, with significant changes occurring particularly in the field of education. Up to that time, education had been governed by the “Tedrisat-ı İptidaiye Kanun-ı Muvakkati”, which had been in effect since 1913. The 15th article of this law regulated various expenses related to the establishment of primary schools, from procuring land for school construction to paying the salaries of teachers, school principals, and assistants, which were expected to be covered by the residents of villages or neighborhoods. Additionally, it stipulated that the responsibility for collecting these expenses would be assumed by the district or provincial council administrations to which the village or neighborhood was affiliated [7].

After the foundation of the republic, the first reform was to disconnect the school and madrasah relationship and to adopt a secular education approach. For this purpose, the Education Union Law (“Tevhid-i Tedrisat”) and the Alphabet Reform were applied. The Education Law stresses that all schools are ruled by the Ministry of National Education [8]. These approaches unified the education issue and increased the level of modernism and literacy.

While the reforms in the Ottoman era were for the permanence of the empire (military reforms to maintain central authority), reforms in the republican era were about to foundation of a new state and a new education model [3]. During the War of Independence, Atatürk demonstrated a keen commitment to education, culminating in the establishment of the Ministry of National Education (“Maarif Vekaleti”) on May 6, 1920. Preceding the foundation of the Republic of Turkey, the Ministry of National Education initially emerged as the Ministry of National Education and Culture on March 3, 1920. However, the subsequent series of reforms and amendments led to its transformation into its present form, aligning with the date of May 2, 1920. This date is recognized as the official inception of the Ministry of National Education, celebrated annually as "National Education Day." Its fundamental objective revolves around

the modernization and organization of schools based on contemporary and scientific principles. The articles of one of the first Education Congress were as follows:

- Gaining the statistical information about the numbers of present schools, students, and teachers
- Current status of the schools, continuation of paused constructions
- The status of agricultural and industrial schools
- Abolishment of foreign and private schools.
- Modification of the primary school model, the establishment of a region and requirement-based system
- 5-year education period for primary schools
- The check of educated experts for a local and national production model

The Assembly were gathered on 14 August 1923 for subjects such as the education of children, the education of the people, increasing the numbers of high schools for girls, industrial secondary schools for girls, teacher schools for girls, and converting the primary school attendance to compulsory [8].

Parallel to the educational reforms, the “national culture” was also coined as an important subject and “building a nation” was targeted. The “national” concept was centralised. When asked “You rescued the country. What is next?”, Atatürk replied “Raising the national wisdom is my main goal.”[9].

In the early republican era, schools can be considered as designed according to the republican ideology. The main concept of the era, nationalism, can also be observed in the school buildings.

5. THE CONSTRUCTION OF PRIMARY SCHOOL BUILDINGS

After the connection of all schools to the Ministry of Education with the Education Union Law, a 1926 law banned any school construction unless the plans were sent by the ministry [10]. Certain plan types, prepared by the ministry, were sent to the local Directory of Education (“Maarif Müdürlüğü”) units and built by Special Provincial Administration (“İl Özel İdaresi”) units according to the local population and needs [10]. The expenditures were covered by the local taxes. In the villages, local people also contributed their workforce during the construction. This obligation was set on the 1924 Village Law Article 12 as “constructing a school building according to the sample delivered by the Directory of Education [10]. Construction Bureau of the Ministry of Education (“Maarif Vekaleti İnşaat Bürosu”) ruled the issues such as gaining the building site for primary school buildings, the construction, salaries of teachers, provision of teaching materials [11].

In 1927, the German architect Ernst Egli was appointed as the head of the bureau, where Robert Vorhoelzer and Bruno Taut were the successors [12]. Egli prepared technical trips around Anatolia. Stone, wood, and adobe were selected as building materials and the plans were designed over those present materials in a cost-effective approach. Two plan types were provided as one-classroom and three-classroom village schools. Also, a toilet and teacher housing facilities were designed. For towns and cities, five-classroom plan types were chosen [13].

Educational structures were built according to type projects which were modified due to the student population and local building site features. The economic problems of the post-war era and the scarcity of architects forced people to use type projects. These projects mostly had a central circulation axis with an entrance corridor and a well-defined entrance on the façade. Samples have minor differences and sizes vary according to the local population (Figure 2).



Göztepe Primary School
Architect: Kemalettin Bey, Year of Construction: 1924,
Location: Istanbul,
Source: <https://kulturenvanteri.com/tr/tema/mimar-kemalettin-yapilari/>



Hakimiyet-i Milliye Primary School
Architect: Mukbil Kemal Taş, Year of Construction: 1926,
Location: Istanbul,
Source: Parlak, O., & Yıldız, F. (2017). Konya'da Erken Cumhuriyet Dönemi İlkokul Yapıları.



Mimar Kemal Primary School
Architect: Kemalettin Bey, Year of Construction: 1927,
Location: Ankara,
Source: <https://kulturenvanteri.com/tr/tema/mimar-kemalettin-yapilari/>

Figure 2. Primary school building samples from Turkey

Plan types for the primary schools varied like “I” type and “U” type [14] (Figure 3). They were named after the circulation schemes. “I” plan types obtain daylight from the façade. Gazi and Latife School in Ankara, and İsmet Paşa (table no:1), Hakimiyet-i Milliye (table no:2) and Gazi Mustafa Kemal (table no:3) primary schools in Konya are the samples. In “U” plan type, the circulation scheme is on the ends of “U” and symmetrical. Kara Mustafa Paşa Primary School in Merzifon (figure 3) is an example [14].

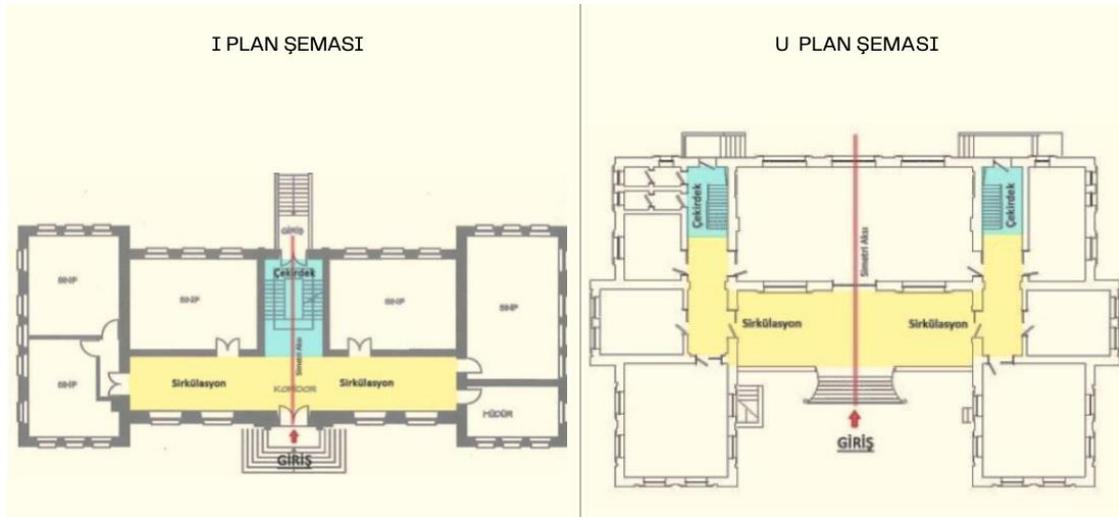
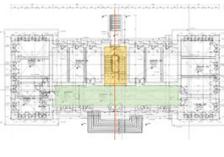
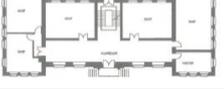
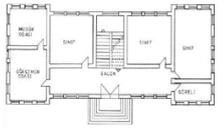
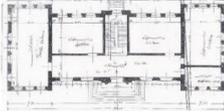
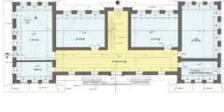
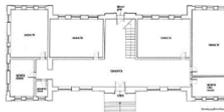


Figure 3. Plan types of primary school buildings [14]

The table below shows the primary school buildings around Anatolia. They are all in the “I” plan type (figure 3 and table 1). The “I” plan type is more cost-effective and time-effective, compared with the “U”. These features may be the reasons for wider preference. The “U” plan type was rather selected for secondary schools and high schools for their larger student population.

Table 1. The comparison of the primary school buildings of the National Architecture Style

no	Building Name	Building Year	City	Architect	Plan type	Plan	Façade View
1	İsmet Paşa Primary School [18]	1926-1927	Konya, Karatay District	Unknown	“I” Plan Type		
2	Hakimiyet-i Milliye Primary School [18]	1926-1927	Konya, Karatay District	Unknown	“I” Plan Type		

3	Gazi Mustafa Kemal Primary School [18]	1926-1927	Konya, Karatay District	Unknown	“I” Plan Type		
4	Gazi ve Latife Primary School [19]	1924	Ankara, Altındağ District	Mukbil Kemal Taş	“I” Plan Type		
5	Akşehir Cumhuriyet Primary School [20]	1927	Konya, Akşehir District	Unknown	“I” Plan Type		
6	Mehmet Akif Ersoy School [21]	1927	Sinop, Ayancık District	Mukbil Kemal Taş	“I” Plan Type		
7	Orhan Gazi Primary School [19]	1929	Düzce, Akçakoca District	Mukbil Kemal Taş	“I” Plan Type		
8	Kadınhanı Primary School [20]	1927	Konya, Kadınhanı District	Unknown	“I” Plan Type		

6. İSMET PAŞA PRIMARY SCHOOL

The building is on the İstanbul Boulevard, Karatay District, Konya Province, and is still in use as a primary school (table no:1). Konya Cultural Heritage Preservation Regional Board (“Konya Kültür Varlıklarını Koruma Bölge Kurulu”) registered the building on 13 November 1982. The Mayor İzzet asked to build İsmet Paşa Primary School along with Gazi Mustafa Kemal and Hakimiyet-i Milliye primary schools in 1926. The construction was carried out by the German Lenc (Leno) Company. Completed and started working in 1927 [15, 16].

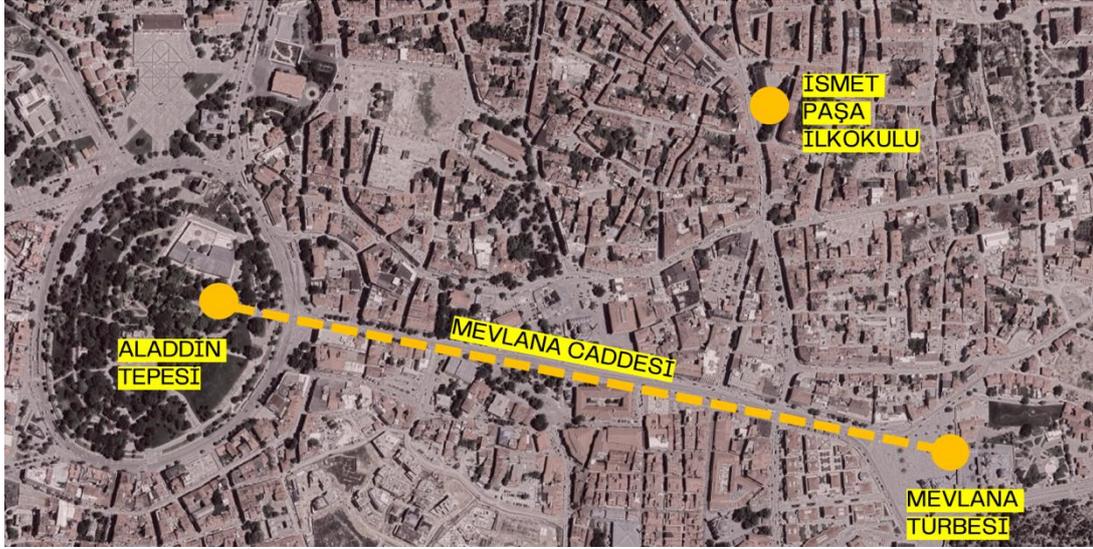


Figure 4. The location of İsmet Paşa Primary School in Konya (Modified on Google Earth image, 2023)

In 1936, with the order of the Technical Teaching Directorate for Girls', the İsmet Paşa Primary School began to serve also as the Industrial School for Girls, in the evenings. Skills like sewing, needlework, clothes washing, and cooking were taught to the primary school graduate ladies. The education period was two years [17].

Architectural features;

The building has a rectangular and symmetrical plan and was located on the north-south axis. It has two floors over the basement. The entrance is on the east-west axis over the symmetry axis. It has an "I" plan type corridor with a natural lighting feature. The first floor is identical to the ground floor. The basement, which also has natural lighting support, has a library, storage, and archive functions.

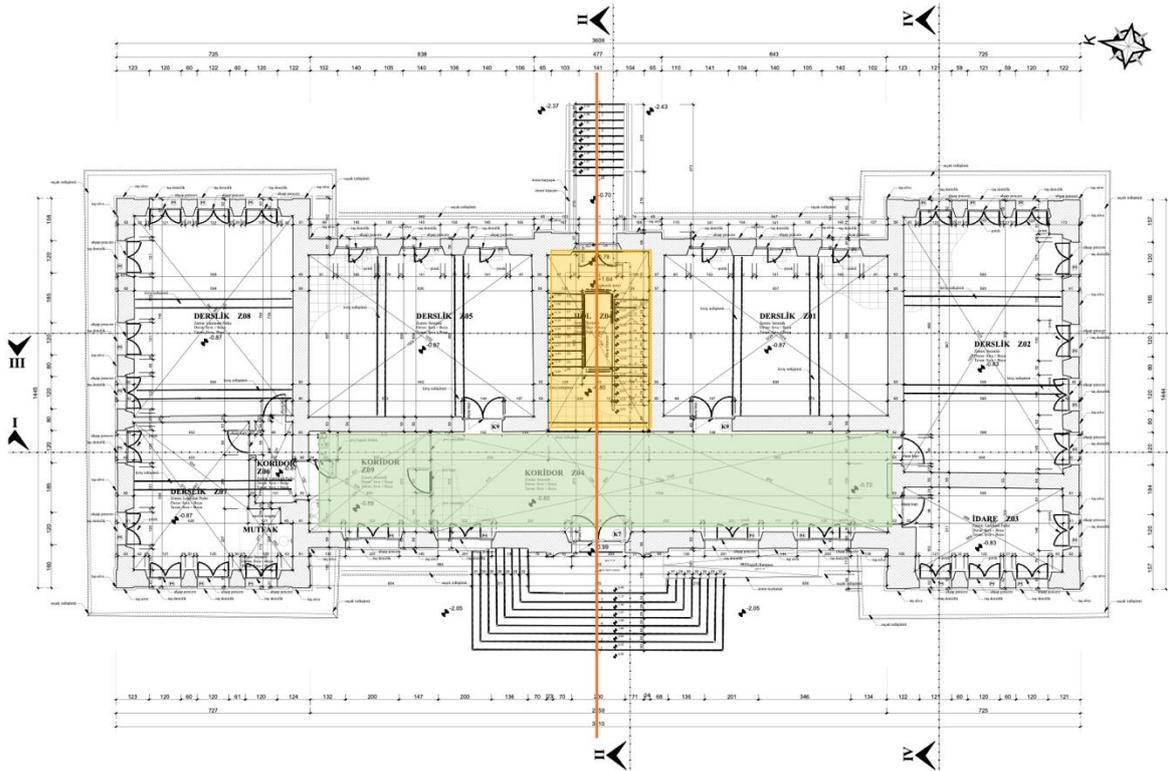


Figure 5. İsmet Paşa Primary School ground floor plan [18].

The first repair of the building was in 1978. The National Education Directorate has repaired the plumbing services and the roof.



Figure 6. *İsmet Paşa Primary School west façade, (Authors' archive, taken on 20.11.23 by Işıl Esen)*

On the façade, the effect of the National Architecture Style is obvious. The lower-floor windows have short arches whereas the ones on the upper floor have pointed arches (table no:1,2,3). The eaves are wider and decorated. There also are some rectangular decorations between the roof and the upper floor.



Figure 7. *İsmet Paşa Primary School east façade, (Authors' archive, taken on 20.11.23 by Işıl Esen)*

Yet another interesting feature of the building is its different design for front and back façades. In recent times, the west façade has been used for entrance. The big yard in front of this façade is used for morning ceremonies and sports classes. Since the east façade is adjacent to a crowded street, there cannot be a gathering space here. Therefore, the west façade is used for this purpose. On the east façade, there is a large stone-frame entrance door whereas the west façade has segmented arched entrance door under a narrow and high pointed arched window.

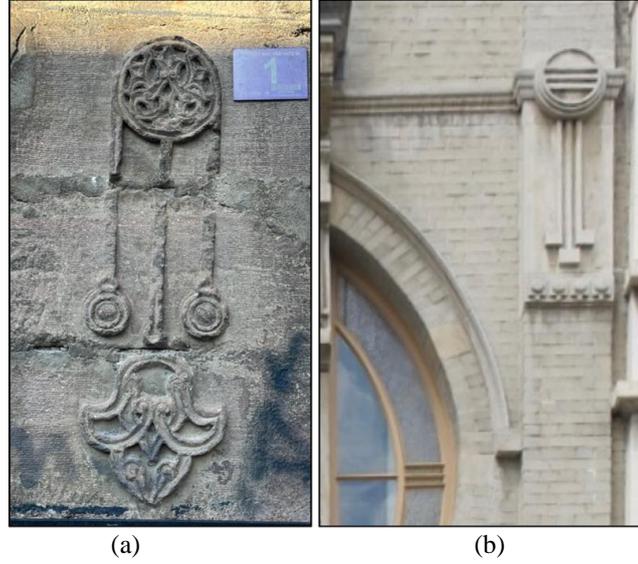


Figure 8. (a) İsmet Paşa Primary School garden wall ornamentation (Authors' archive, taken on 20.11.23 by Işıl Esen), (b) Art Nouveau residence façade in Brussels on right (Authors' archive, taken on 20.05.13 by Nur Urfalıoğlu)

The “rumi” an “palmet” ornamentations on garden walls are the unique features of the building (Figure 8). Those remind European Art Nouveau style façade ornamentations but also has Ottoman and Seljukid inspirations. The emblem with a longer middle part and shorter side parts are similar with the righter image of an Art Nouveau façade (Figure 8). Kemalettin the architect, who were active in the era, also used Art Nouveau ornamentations on his Natural Architecture Style works. “Rumi” and “palmet” ornamentations are considered not simultaneous with the construction date. However, the research could not achieved the exact building date of the garden wall.



Figure 9. İsmet Pasha Primary School interior photographs were taken by Jule Eriç Horosanlı on March 24, 2024, The old photographs were obtained from the administration of İsmet Pasha Primary School

7. DISCUSSION AND CONCLUSION

This study covers the educational reforms in Turkey and their architectural reflections. The educational reforms focused on the military sector in the Ottoman era with the Tanzimat whereas in the republican era, education was considered as important as independence.

The National Architectural Style concept was created by the influence of the nation-state and nationalist movements. Philosophers like Ziya Gökalp and Yusuf Akçura aimed to reinforce the Turkish identity and the national culture. These concepts affected the architecture in the republican era and the National Architectural Style emerged, combining traditional Turkish patterns with modern construction materials. Buildings of the era were generally in symmetrical plan type, having wide eaves, symmetrical façades, and two storeys. Façades have well-defined entrances and dynamic façades with cymatia and windows with pointed or segmental arches. The most frequently used plan type of the era was the “I” type which was designed by architect Mukbil Kemal Taş. This plan type was first applied in Gazi and Latife Schools in Ankara. The plan type has the general architectural features of the era.

As seen in Table 1, the primary school buildings around Anatolia have major similarities. They are generally on the “I” plan type whereas the “U” plan type was preferred for secondary school and high schools in more crowded districts (Figure 3). Gazi and Latife Schools in the Altındağ district of Ankara, Mehmet Akif Ersoy School in the Ayancık district of Sinop, and Orhan Gazi Primary School in the Akçakoca district of Düzce were all in the “I” plan type and designed by Mukbil Kemal Taş. Besides having differences, they all had symmetrical façades and entrances on the axes of symmetry. Also the Akşehir Cumhuriyet Primary School, the Kadınhanı Primary School, and the İsmet Paşa Primary School in Konya province are all based on the “I” plan type, too. Therefore, these structures with unknown architects may be designed by Mukbil Kemal Taş, too.

The façade designs of İsmet Paşa Primary School, Hakimiyet-i Milliye Primary School, and Gazi Mustafa Kemal Primary School are identical, as well as their plan type. These three schools were constructed in a short period by the same company (Leno). The materials, façade features, and plan similarity remind the works of Mukbil Kemal Taş. Among these projects, the İsmet Paşa Primary School has a unique garden wall ornamentation. The “rumi” and “palmet” patterns have both Turkish ornamentation art (Figure 8) and European Art Nouveau influence. The reservation of the İsmet Paşa Primary School, which is a sample of early republican era architectural style, with the unique function is very important for the architectural memory of Konya.

Finally, it can be put forward that the relationship between education and architecture in Turkey has always been subject to change in history. The republican era reforms and the concept of the National Architecture Style heavily affected the architecture of educational structures, which became a part of the reinforcement attempts of Turkish national identity.

REFERENCES

- [1] Kodaman, B. (1991). Abdülhamid Devri Eğitim Sistemi. Ankara: Türk Tarih Kurumu Basımevi.
- [2] Bilgen, Ç. (2020). Tc Kültür Ve Turizm Bakanlığı Kültür Varlıkları Arşivinde Yer Alan 1943 İle 1973 Yılları Arasında Yapılmış Terfi Tezi Örneklerinin Mimarlık Tarihi Açısından Değerlendirilmesi (Doctoral Dissertation).
- [3] Güler, O. (2020). Cumhuriyet Dönemi Eğitim Felsefesi (Doctoral Dissertation, Bursa Uludağ University (Turkey)).
- [4] Karaduman, H. (2007). Türk Ocakları Ve Hars Müzeleri, Vakıflar Dergisi, Aralık 2007, Sayı.Xxx, Ankara, S.503-518.
- [5] Arseven, C. E. (1984). Türk Sanatı. (No Title).
- [6] Aktemur, A. M., & Arslan, M. (2006). I. Ulusal Mimarlık Akımı Ve İstanbul-Karaköy'deki Örnekleri, Güzel Sanatlar Enstitüsü Dergisi, (16), 1-32
- [7] Uyanık, E., Kaya, M. M., & Elçiçeği, B. (2021). İi. Meşrutiyet Döneminde Eğitim Tartışmaları Ve 1913 Tarihli Tedrisat-I İptidaiye Kanunu'nun Uygulanması. Kocaeli Üniversitesi Eğitim Dergisi, 4(1), 163-185.
- [8] Sakaoğlu, N. (2004). Cumhuriyet Dönemi Eğitim Tarihi. Eronus Books.
- [9] Afet İnan, Atatürk Hakkında Hatıralar Ve Belgeler, İstanbul: İş Bankası Yayıncılık, 2007, S. 255
- [10] Kul, F. N. (2011). Erken Cumhuriyet Dönemi İlkokul Binaları. Mimarlık Dergisi (360).
- [11] Gürtekin, B. (2022). İstanbul'da Erken Cumhuriyet Dönemi İlkokul Binaları (1923-1945) (Master's Thesis, Trakya Üniversitesi Fen Bilimleri Enstitüsü).
- [12] Aslanoğlu, İ. (1992). "1923-1950 Yılları Arasında Ankara'da Çalışan Yabancı Mimarlar".
- [13] Dere, M. E. (2020). Erken Cumhuriyet Döneminde Ernst Arnold Egli'nin Köy İlköğretim Planları Ve Eğitimin Önemi. Sosyal Ve Beşeri Bilimler Araştırmaları Dergisi, 21(47), 252-277.
- [14] Parlak, Ö., & Yıldız, E. (2017). Konya'da Erken Cumhuriyet Dönemi İlkokul Yapıları.
- [15] Parlak, Ö. (2018). Birinci Ulusal Mimarlık Dönemi Yapı Tipolojileri Ve Konya'daki Eğitim Yapılarının Analizi (Doctoral Dissertation, Necmettin Erbakan University (Turkey)).
- [16] Burkut, E. B. (2015). İsmet Paşa İlkokulu.
- [17] Bozkurt, T. (2012). İsmet Paşa İlköğretim Okulu Ve Binası. Konya Ansiklopedisi, 359-360.
- [18] Konya Kudeb Arşivi, 2021.
- [19] Sahtiyancı, E., & Yıldız, N. B. (2020). Erken Cumhuriyet Dönemi İlkokul Yapılarına Akçakoca'dan Bir Örnek: Orhan Gazi İlkokulu. Sanat Tarihi Dergisi, 29(2), 589-603.
- [20] Öner, G. Ö. (2019). Konya Merkez ve İlçelerinde Erken Cumhuriyet Dönemi Eğitim Yapıları. Social Sciences, 14(3), 881-903.

- [21] Atıcı, A. (2021). Sinop-Ayancık'ta Erken Cumhuriyet Dönemi İlkokul Binası: Kurtuluş İlkokulu (Mehmet Akif Ersoy Ortaokulu). *Sanat Tarihi Dergisi*, 30(1), 435-455. <https://doi.org/10.29135/std.752482>
- [22] Internet: Konya Central Post Office Building, Architect Muzaffer and Architect Fatih Ülkü, Wikimedia Archive (Accessed Date: 20.11.2023)
- [23] Internet: The location of İsmet Paşa Primary School in Konya (Modified on Google Earth image (Accessed Date: 20.11.2023).
- [24] Internet: Primary School Photos Online. <http://www.kulturenvanteri.com> (20.11.2023)