



Muallim School and Education Institute Restitution Period Analysis¹

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Abstract

In the first years of the Republic, innovative solutions were tried to be brought to the problems of education in the education programs and in the efforts to adapt education to the national culture and contemporary civilization at the same time. The fact that "National Education" and "National Culture" issues were addressed in the studies in the field of education and that education was the complementary and most important element in the activities aimed at nation building showed that education was the complementary and most important element. The Inspection Board of the Ministry of National Education, which convened in Konya in 1925, stated that there was a need to open a boarding "Middle Teacher (Muallim) School".

Gazi Middle School of Education was one of the schools established for this purpose. The importance of the First National Architecture period and the last building designed by Architect Kemaleddin Bey in the history of Turkish education is indisputable. In the times when the Republic of Turkey was struggling with poverty, the repairs, renovations and restorations that the building, which is the symbol of modern education built using the latest technology of the period, has undergone from yesterday to today, presented chronologically within the scope of this paper.

The aim of this study is to contribute to the preservation of the Architect Kemaleddin Bey building, which is one of the monumental buildings and continues to be used as Gazi University Rectorate Building, and to transfer it to future generations correctly.

1.INTRODUCTION

Ankara, which has been home to many civilizations and has a deep-rooted history and cultural heritage, was officially declared the capital city with the law enacted on October 13, 1923, and the first steps of its development as a city were taken with the zoning works that started afterwards.

Between 1923 and 1927, the Ulus area, which constitutes the business center of the city, was the center of intense zoning activities, Gazi and Latife schools, public buildings were located on the Atatürk Boulevard axis, and they took their place among the representatives of the 1st National architectural style.

Gazi Middle School of Education was one of the schools established for this purpose. In the early years of the Republic, the most important institutions training teachers were the Higher School of Education in Istanbul and the Middle School of Education, or Gazi Institute of Education, in Ankara.

In the first years of the Republic, Mustafa Necati Bey, the Minister of Education, aimed to open a school in Ankara, the center of the Republic, equipped to meet the need for teachers throughout the country. Accordingly, the Middle Teacher Training School in Konya was transferred to Ankara on October 25, 1927, and the first attempt was made for the school planned to be opened here.

However, this school did not have a service building to provide education. For this reason, it is understood from the date on the original project that the design of the building, the work of Architect

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Kemalettin Bey, one of the important architects of the First National Architecture Period, was completed in 1927. Attempts to expropriate the land where the building is located are understood from the Council of Ministers Decree dated July 21, 1926.

Opened in 1930, the Middle School of Education played a pioneering role in changing social and cultural life in Turkey. Architect Kemaleddin Bey completed the design of the school in 1927 and the foundation stone was laid in the same year. In November 1929, its construction was completed and it was one of the important buildings belonging to the I. National Architecture period as "Gazi Middle School of Teaching and Education Institute". Since 1984, the building has been used by Gazi University, and today it is used by Gazi University Rectorate and offices, Gazi Education Faculty Dean's Office and administrative units. From 1930 to the present day; old documents, photographs, traces from the building and comparative study data and period analyzes within the building constitute the main subject of the paper. As a result of the source evaluations, four main periods were identified throughout the building, and it was seen that the main mass of the building did not change within these periods. Depending on the changing function of the building over the years, changes in the scale of materials and architectural elements were identified. The period from 1930 until 1984, when it was used only as an educational building, constitutes the first period of the building. The period until the early 1990s, when the High Board of Immovable Cultural and Natural Assets of the Ministry of Culture and Tourism decided that the necessary repairs should be made in order to be used as Gazi University Rectorate Building, is considered as the second period.

The period from 1993 to the present day is considered as the third period and during this period, the original stone coatings of the building were replaced with stone imitation plaster starting from the ground floor, the Painting and Sculpture Museum in the basement became operational in 2007, and this change of function caused changes in the scale of architectural elements in the building. The Mimar Kemaleddin Hall has survived with the additions made during this period.

In 2018, the survey, completion, restitution and restoration projects of Gazi University Rectorate Building were completed in 2021 and prioritized work items were carried out for the protection of the building within the scope of simple repair between 2021-2023. In this period, which is considered as the fourth period, the simple repair of the building was completed in accordance with today's technology and requirements.

2.METHOD

This study was conducted through literature and archive research, field surveys, and documentation. In the initial phase of the study, written sources and archive documents were examined. The original drawings of Architect Kemaleddin and the restitution projects from different periods were obtained during archive scanning.

Within the scope of the Period Analysis studies, old documents, photographs, traces from the building and in-building comparative study data were utilized. As a result of these source evaluations, three main periods were identified throughout the building. It was observed that the building did not undergo a change in mass dimension within these periods. In addition, it has been determined that the building has shown some changes in the scale of materials and architectural elements depending on its changing function over the years.

In the period analysis studies, the original project of the building and the survey plan, section and elevation were examined. Partition walls added later to the building, which were not in the original plan scheme, stone imitation plaster repairs made on the facade, the change of window joinery, which did not change the form from the old photographs but the opening direction was determined to have changed, and door changes that were incompatible with the original doors within the building were determined.

Regarding the contemporary restoration projects² addressed in the study, the author of this study has worked as a supervising architect.

This method aims to contribute to the preservation of cultural heritage and to social and architectural sustainability.

3.THE POSITION OF GAZI MIDDLE SCHOOL OF EDUCATION CAMPUS IN URBAN PLANNING

3.1.Location of the Building

It was built on the land between Konya road and Silahtar street in Gazi neighborhood of Ankara province Yenimahalle district (7358 Block 10 Parcel), which is used as Gazi University central campus today. (Fig.1)

Year of Construction: 1927 -1930

Architect Kemaleddin Bey

Old usage: Gazi Education Institute

Current use: Gazi University Rectorate Building



Figure 1. Satellite image of the building

Building tag: The building has a total area of 15.700 m² with 5223 m² of built-up area. The building height is 31.12 meters for the observatory dome. (+886.09) There are 2 inner courtyards of 245 m² symmetrical to the central axis of the building.

The area of land allocated for the construction of Gazi Middle School of Education has shrunk over time. In the 1930s, the land on which Gazi Middle School of Education and the Institute of Education was located was 360,000 square meters, while the campus area was 282,192 square meters according to the records of the Rectorate Building Works Department in 2023. Today, faculties including Gazi Faculty of Education, Gazi University Rectorate and units affiliated to the Rectorate serve in the campus area.

3.2 History

The foundations of the building, which is used today as Gazi University Rectorate Building, were laid in 1926 at the request of Gazi Mustafa Kemal Atatürk in order to meet the country's need for teachers. The building, built on land taken from Atatürk Forest Farm, was opened for education in 1929-1930 as one of the first examples of Republican architecture and the last work of Architect Kemaleddin.

² The project drawings, prepared within the scope of the "Survey, completion, restitution, restoration, and landscaping project of the Gazi University Rectorate Building" by Strata Restoration Project Construction Limited Company.²

The projects prepared by Architect Kemalettin Bey were criticized by Ernst Egli, the chief architect of the Ministry of Education, who was in Turkey at the time for the realization of modern educational buildings, on the grounds that they emphasized Islamic architectural style and were luxurious, but Mustafa Necati Bey, the Minister of National Education of the period, stood by Architect Kemalettin, who thought that the building would lose much of its beauty and nobility as a result of the changes Egli wanted, and had the building completed. (Fig 2., Fig.3, Fig.4., Fig.5.)

Under the leadership of the Minister of Education Mustafa Necati Bey, the project preparations were completed and the foundation of the school was laid on August 8, 1927. The construction of the middle school building took 25 months and was completed in November 1929.

The name of the school was changed to Gazi Education Institute in the 1940s. Architect Kemalettin's Ankara Gazi Middle School of Education building later became the Rectorate building of Gazi University with the decision of the High Board of Immovable Cultural and Natural Assets of the Ministry of Culture and Tourism dated 25.09.1984 and numbered 408 "It is appropriate to make the necessary repairs in order to be used as Gazi University Rectorate building".

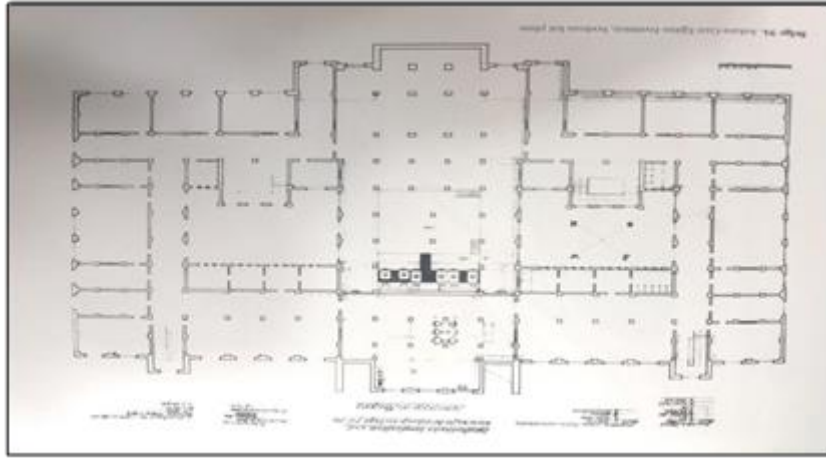


Figure 2. Gazi Education Institute, Basement Floor Plan, (Yavuz, Y, Empire to Republic Architect Kemalettin 1870-1927, Source: GEEA)

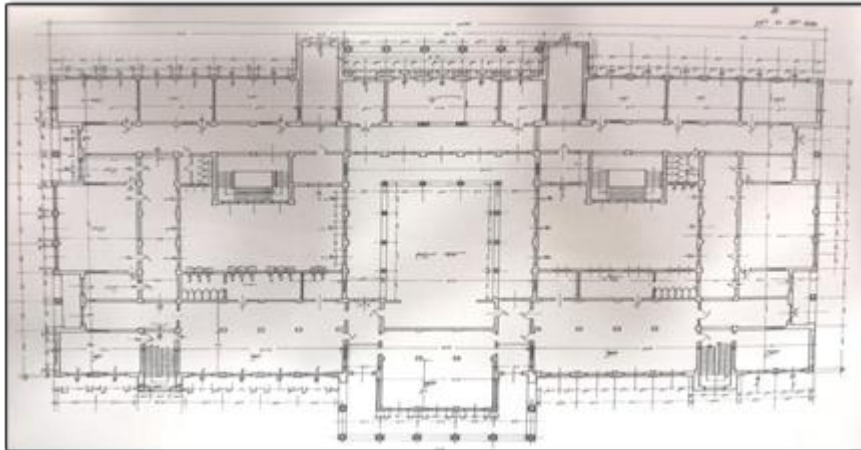


Figure 3. Gazi Education Institute, Ground Floor Plan, (Yavuz, Y, Empire to Republic Architect Kemalettin 1870-1927, Source: GEEA)

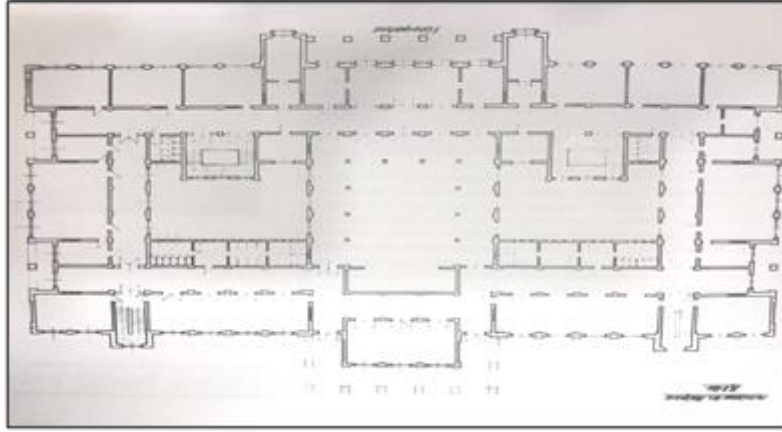


Figure 4. Gazi Education Institute, First Floor Plan, (Yavuz, Y, *Empire to Republic Architect Kemalettin 1870-1927*, Source: GEEA)

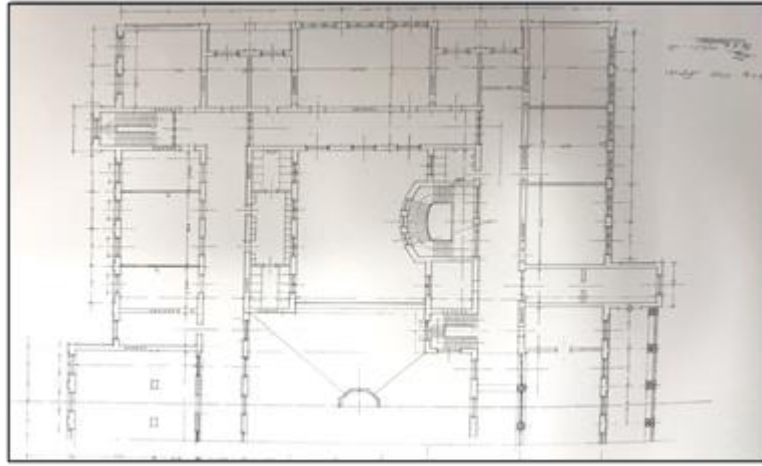


Figure 5. Gazi Education Institute, Second Floor Plan, (Yavuz, Y, *Empire to Republic Architect Kemalettin 1870-1927*, Source: GEEA)

3.3. Typological Research

The period between 1910-1930 is the period that was influential in Turkish architecture and called the First National Architecture Movement after the 1970s. It can also be said to be the reflection of the nationalism that emerged with the declaration of the Constitutional Monarchy in 1908. The pioneers of the movement are Architect Kemalettin and Architect Vedat in this period, which is against the eclectic period in which western neoclassical elements, which were especially effective in the 19th century, were frequently applied in architecture, but in essence, the styles of Turkish architecture were handled on a new platform instead of western elements with an eclectic understanding. They continued this style from the declaration of the Second Constitutional Monarchy until the first periods of the Republic. Their aim was to create a national movement away from foreign influences in the process of creating Turkish architecture. Although these architects completed their education abroad, they built monumental buildings with an eclectic understanding that reflected some elements of Classical Ottoman architecture (such as muqarnas, tiles, wide eaves, dome, pointed arch).

The building is the last work of Architect Kemalettin Bey. "Gazi Orta Muallim Mektebi" was one of the last works of the 1st National Architecture Period, which started to lose its influence in 1927 and ended in 1930 with the influence of foreign architects called to work in the intensive construction works of the new capital Ankara.

The architects of the First National Architecture Period did not reflect the developed understanding of space seen in the monumental buildings of Ottoman Architecture to new building types, but were

influenced by the western style in the plan schemes of these buildings. It is seen that the architectural design features taught at the French Academy of Fine Arts (Beaux Arts) were applied in the buildings. In the buildings of this period, care was taken to organize the plans symmetrically according to the entrance axis. Since the architects of this period were trained in façade design in educational institutions, they paid particular attention to the arrangement of façades in their applications.

The main and most basic feature of the buildings of the First National Architecture Period is the symmetrical arrangement of the facades and plans according to the entrance axis. On the facades, flat, pointed or flat arches in various forms used in the Ottoman and Seljuk periods are used in a new order. The facades animated by these arches have no reflection on the interior. Stone rosettes, column capitals with diamonds or muqarnas, and moldings between floors are used as ornamental elements. Such elements can only be used on the entrance facade depending on the importance of the building. The design of the façade is shaped according to its relationship with the street or alley where it is located. Other facades exhibit a simpler design compared to the entrance facade.

The First National Architecture Period educational buildings have reinforced concrete skeleton as their structural system. The facades of the buildings are usually covered with edelputz plaster (It is called decorative plasters prepared by using homogeneously colored and sieved special gravel (Edelputz Gravel) and white lime (marble) paste and colored cement (the same color as Edelputz gravel) that has been rested for at least one month after it has been extinguished.). Ankara stone was generally used on the facades of the basement floors. Stone is generally used on the floors of the entrances. In the interiors, marble and/or cast mosaic were used on the floor coverings of the entrance halls. Wooden paneling was used on the floor and wall coverings of the conference halls and lecture halls of the period.

3.4. Architectural Specifications of the Building

3.4.1. Plan Organization of the Structure

Gazi Orta Muallim Mektebi is located in Beşevler neighborhood where there was no construction at the time it was built. The area where the building is located has been transformed into a campus by continuing the construction process over time. The plan organization of the building is symmetrical in accordance with the formalist understanding of the First National Architecture Period and all functions are solved within a single mass. The ground floor plans are repeated on the upper floors. On the façade, protruding arrangements emphasizing symmetry were made. Corridors follow the rectangular plan scheme and are located on the same parallel axis. The stairs providing vertical circulation between the floors are symmetrically placed on the two side symmetries of the central axis of the building and on the two corner axes on the rear façade. All functions in the building are placed on the wings of the rectangular mass with a symmetrical approach.

Designed as a basement, ground floor and 2 normal floors, the fifth floor of the building, the attic floor, is partially used in line with the slope of the roof, and the area designed as an observatory consisting of two floors with an octagonal plan scheme on the entrance axis, which is the center point of the building, constitutes the highest elevation of the building with its domed top cover. Since the observatory could not be furnished with the necessary tools (telescopes, etc.), it has never been used in accordance with its function. (Fig 6., Fig.7, Fig.8., Fig.9., Fig 10., Fig.11, Fig.12.)

The facade of the building, which was built according to the reinforced concrete skeleton building system, is covered with andesite stone at the basement level, the main mass is covered with cut stone and stone imitation plaster and covered with a hipped wooden roof covered with tiles. There are skylights on the roof surface.

Information from the late 1970s and early 1980s, when the building was used as the Gazi Education Institute, reveals that the symmetrically planned building originally had large classrooms on the ground floor, side by side on the main entrance façade, dining halls in three large halls in the rear section, and

large laboratories on the right and left axes. Opposite the main entrance, there is a large meeting hall, now known as Mimar Kemaleddin Hall, which is two stories high and has a balcony and a stage.

In the original design of the building, there are service spaces such as toilets, showers, etc. around the courtyards on both sides of the meeting hall. The horizontal circulation of the floors is provided by four staircases symmetrically placed according to the entrance, two on the rear façade and two illuminated from the courtyards in the center. In the basement, where various service spaces are located, the heat center is located under the meeting hall, while the kitchen and laundry facilities are located under the dining halls. On the first floor, in addition to other classrooms and laboratories, there is a library, painting and music workshops in the back section, and teacher and administrator rooms above the entrance in the front section, while the other two floors are reserved for dormitories.

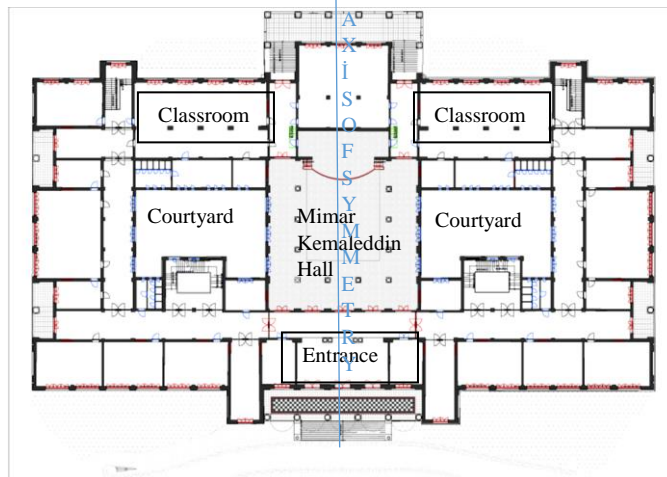


Figure 6. Ground Floor Plan

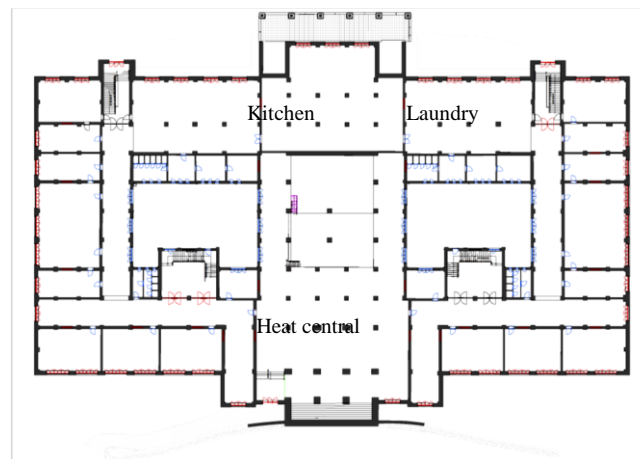


Figure 7. Basement Floor Plan

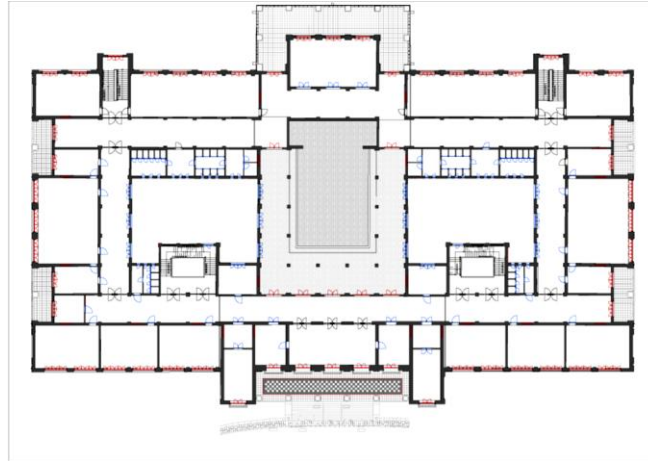


Figure 8. First Floor Plan

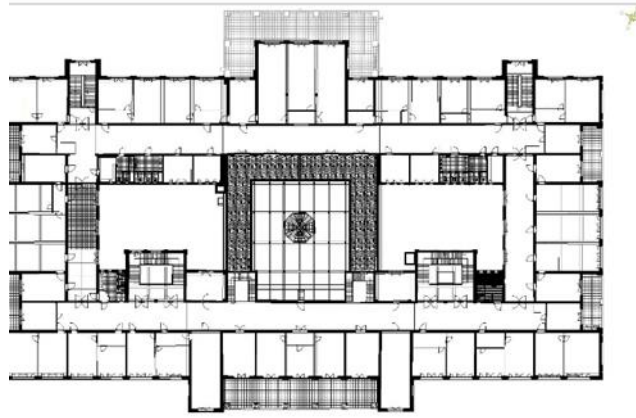


Figure 9. Second Floor Plan

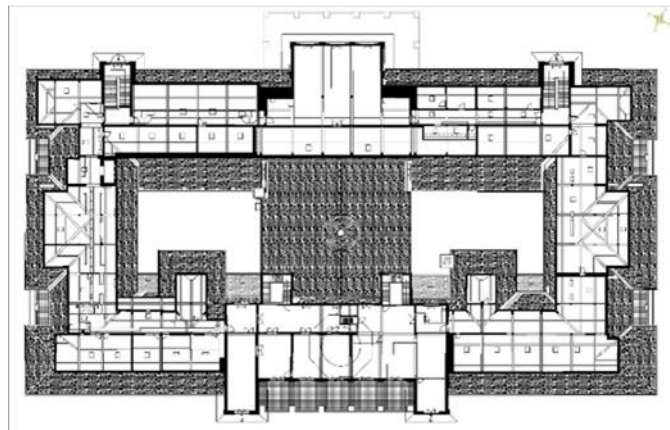


Figure 10. Attic Floor Plan

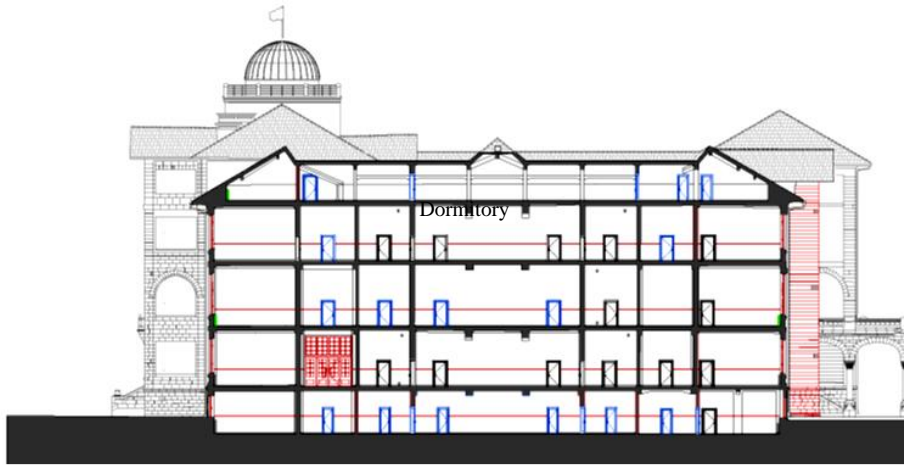


Figure 11. Cross Section

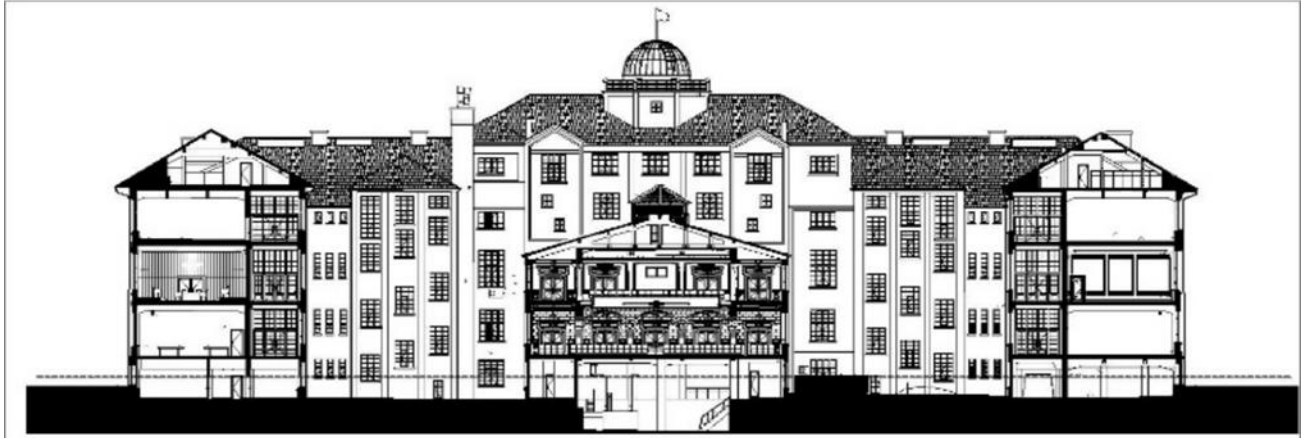


Figure 12. Length Section

Observatory; (Fig 13., Fig.14, Fig.15.) the dome has copper roofing, dome height 350 cm, dome width approximately 550 cm. in diameter, 60 cm opening designed on the dome for telescope use, and the space has an observatory area of 24 square meters. From the 68 square meter observatory room, 20 steps of steel structure stairs lead to the observatory space. The 55 square meter intervention terrace, which is accessed from the observatory area, is located around the octagonal main body wall with a side length of 400 cm. On top of the 215 cm main body wall height, there is a 330 cm high hemispherical form made of iron box profiles covered with wooden rafters and wooden cladding board and copper roofing on the outermost surface.

Although it is referred to in the sources as the first observatory of the Republican Period as the Istanbul University Observatory of 1934-1936, the observatory located in the building designed by the I. National period architect Architect Kemalettin Bey as Gazi Primary and Secondary Education School, whose foundation was laid in 1927 in Ankara, the capital city of Anatolia, and whose construction was completed in 1929, has adopted the functionalist, rationalist approach of the "national architecture" approach of the Early Republican period.



Figure 13. Observatory(2023 Restoration)



Figure 14. Observatory(2023 Restoration)

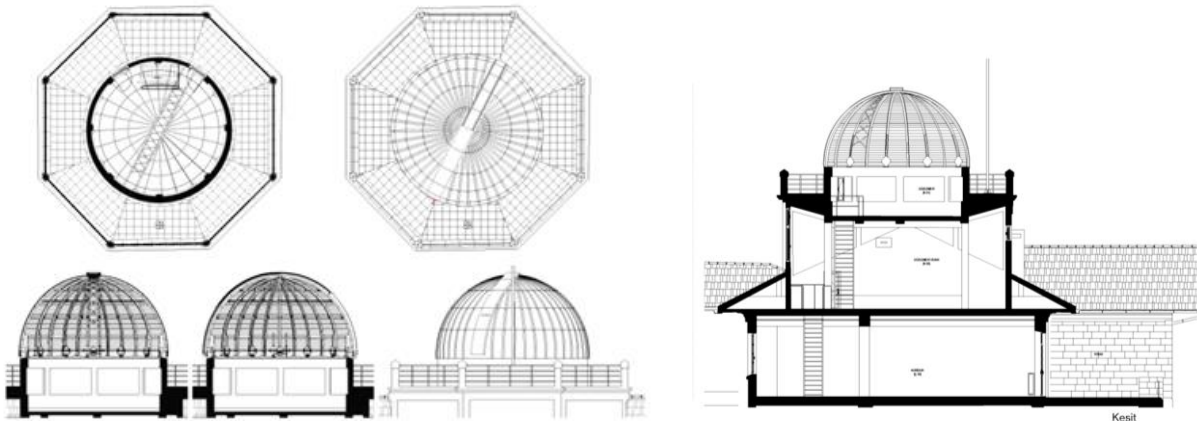


Figure 15. Observatory Plan-Section (2023 Restoration)

3.4.2 Facade Organization of the Building

When the central axis of the building mass is taken as a basis, the building surfaces are symmetrically arranged according to this axis; the first floor windows are crossed with pointed arches; the windows on the other floors are shaped as large rectangular or square openings. The central axis and the entrance are emphasized by extending the central axis of the building outwards from the general building surface on the front and rear facades; the emphasis is increased by enlarging the rooms on either side of the entrance on the front facade; the staircases at the corners on the rear facade outwards from the general eaves surface; and the appearance of towers reinforcing the symmetry by being covered with gable roofs forms the facade organization of the building. On the main entrance facade; there is a high entrance portico defined by five pointed arched openings carried by white marble columns two floors high and a closed balcony above it, defined by square openings. Above this covered balcony is an open terrace accessed from the top floor. On the rear facade, there is an open-terraced entrance portico with openings with basket arches, which surrounds the projection of the dining hall in the original plan scheme in the central axis and provides access to the entrances on either side of it. The symmetry on the side faces is

emphasized by the recesses on either side of the laboratories, which are defined by a pair of open terraced openings with pointed arches, two stories high. The basement floor of the building is separated from the other floors by a continuous stone belt passing through the ground floor slab level; all windows are opened into vertical panels recessed from the surface and the surface arrangement is finished with wide eaves. (Fig 16., Fig.17.)

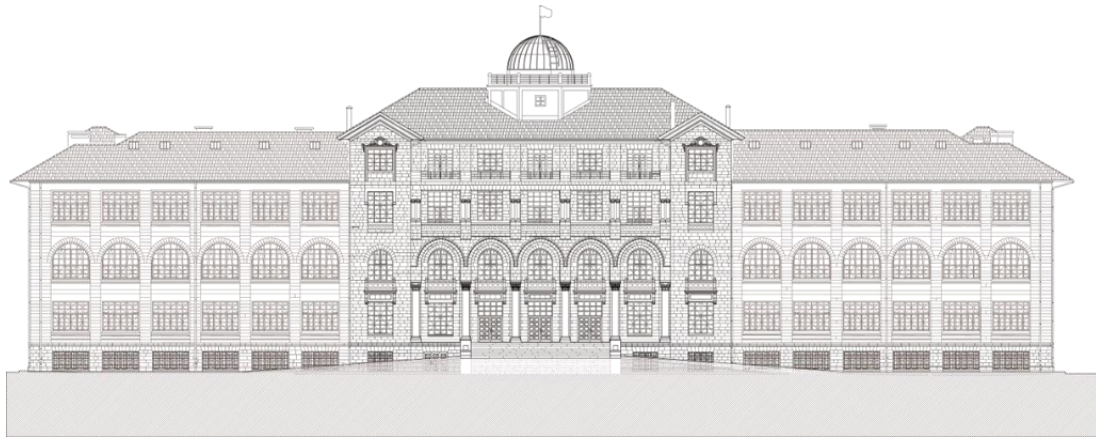


Figure 16. Entrance Facade (2023 Restoration)

On the building surfaces symmetrically arranged to the central axis, the first floor windows are crossed with pointed arches; the other windows are shaped as large rectangular or square openings. The central axis of the building is emphasized by projecting outwards from the general building surface on the front and rear facades; the rooms on either side of the entrance on the entrance facade and the stair buckets on the corners of the rear facade are projected outwards from the general eaves surface and covered with gable roofs, giving them the appearance of towers reinforcing the symmetry.

At the main entrance, there is a high entrance portico defined by five pointed arched openings carried by white marble columns two stories high and a covered balcony above it, defined by square openings. Above this covered balcony is an open terrace accessed from the top floor.

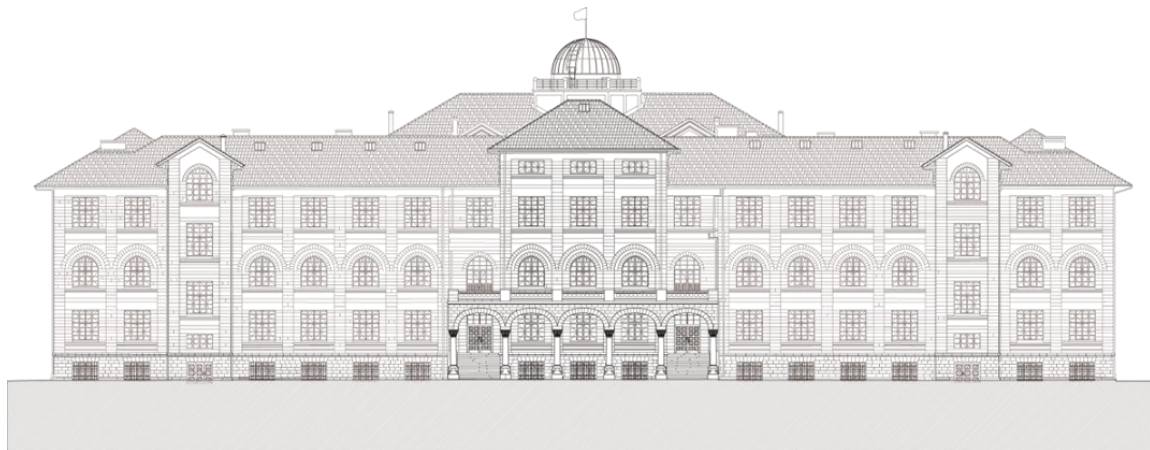


Figure 17. Back Facade (2023 Restoration)

The symmetry on the side facades is emphasized by the recesses on either side of the laboratories, which are defined by a pair of open terraced, double-height pointed arched openings.

The basement floor of the building is separated from the other floors by a continuous stone belt passing through the ground floor slab level; all windows are opened into vertical panels recessed from the surface and the surface arrangement is finished with wide eaves.

In the porticoed sections of the main entrances, marble columns are complemented with stalactite capitals, while the balcony above the entrance portico has four red marble columns. The tower-shaped projections to the right and left of this axis have rumi decorated capitals with medallions in the center on the windows of the fourth floor. Architect Kemaleddin Bey used these columns in the design to visually soften the sharp line form on the façade in accordance with the principles of national architecture rather than their load-bearing properties.

The continuation of the symmetry order of the facade program with the projection movement, the evaluation of the marble columns with pedestals and stalactite capitals, the ornamental elements on the projections, and the monumental form of the building are features that fully reflect the characteristics of the First National Architecture period.

3.4.3. Construction Technique and Material Properties of the Building

The structural system of the building is reinforced concrete frame. The building is covered with stone at the basement level. It is observed that stone imitation plaster and stone cladding are used together on the upper floors. The front and rear entrance porticoes of Gazi Middle School of Education, built with a reinforced concrete frame system, and the carriers of the balcony in the meeting hall are solved with reinforced concrete columns made with cast mosaic technique, emphasizing their visual and aesthetic qualities as well as their carrier qualities. Marble coating was also used on the floors of the entrance stairs and ground floor entrance halls. Apart from this, the floors are generally poured mosaic. In Architect Kemaleddin Hall, it is understood from old photographs that the flooring is wooden. The original doors and windows of the building have wooden joinery and the railings of the building are finished in wood on metal grids.

4. RESTITUTION PERIOD ANALYSIS

Completed in 1929, the building was used as Gazi Muallim Mektebi Building. In 1940, the building was renamed Gazi Education Institute and continued to serve only as an educational building until 1984. This period from 1930 to 1984 constitutes the first period of the building. Along with the main mass of the building, the architectural elements whose existence is proven in original drawings (Fig 2., Fig.3, Fig.4., Fig.5.) and photographs are grouped as the first period. As a written source, the plans of Architect Kemalettin from 1927, which Yıldırım Yavuz found in Gazi University Archive and included in his book "Empire to Republic Architect Kemalettin 1870-1927", were used.

It became the Rectorate building of Gazi University with the decision of the High Board of Immovable Cultural and Natural Assets of the Ministry of Culture and Tourism dated 25.09.1984 and numbered 408 "It is appropriate to make the necessary repairs in order to be used as Gazi University Rectorate Building." The period starting from 1984 until the early 2000s is considered as the second period. During this period, the walls and ceilings of the Rectorate and Dean's Offices, Senate and Meeting Room were covered with wooden paneling and the floors were covered with carpet. It is thought that the mezzanine floor made of steel construction on the ground floor and the wooden coverings in this section were also built during this period.

The period from 1993 to the present day is accepted as the third period of the building. During this period, the deterioration of the original stone coatings of the building was completed with stone imitation plaster starting from the ground floor. The Museum of Painting and Sculpture was opened in the basement in 2007. In 2011, one of the halls of the museum was transformed into the Mimar Kemalettin Museum. In 2013, the Mimar Kemalettin Museum was reorganized and added to the Intangible Cultural Heritage Museum. Suspended ceilings and lighting elements were added to the basement floor due to the changing function, and changes were made to the floor slabs. (Table 1)

Again in this period, new space arrangements were made with panel walls for functional requirements within the building. In the Rectorate and Dean's offices, in the second period, arrangements were made on a material scale as required by the function. In 2014, arrangements were made in Mimar Kemalettin Hall,

ground floor offices. Although the exact date is not known, it is thought that all window joinery in the building was also changed in this period.

Table 1. *Restitution Timeline of the Building*

I.PERIOD	<ul style="list-style-type: none"> •Completed in 1930, the building was first used as the Gazi Teacher Training School building. •In 1940, it was renamed Gazi Education Institute and continued to be used as an education building in its original function until 1984. •The period between 1930-1984 is accepted as the 1st restitution period.
II.PERIOD	<ul style="list-style-type: none"> •It became the Rectorate building of Gazi University with the decision of the High Board of Immovable Cultural and Natural Assets of the Ministry of Culture and Tourism dated 25.09.1984 and numbered 408. •The period starting from 1984 until the early 2000s is considered as the second period.
III.PERIOD	<ul style="list-style-type: none"> •The period from 1993 to the present day is accepted as the third period of the building.



Figure 18. *In the inner courtyard, two arches and galleries (2023 Restoration)*

During the drainage works in the inner courtyard, two arches and galleries were found under the natural ground level. It was determined that the arches and galleries were blinded due to the disappearance of the necessity of use over the years. The space behind the arch and galleries is the boiler room, and since natural gas boilers are used today, chimney connection has been made according to this system. Since the system was revised according to the natural gas heating system, the excavation was not continued since it is thought that the arches and galleries were used in coal boiler systems. (Fig 18., Fig.19.)

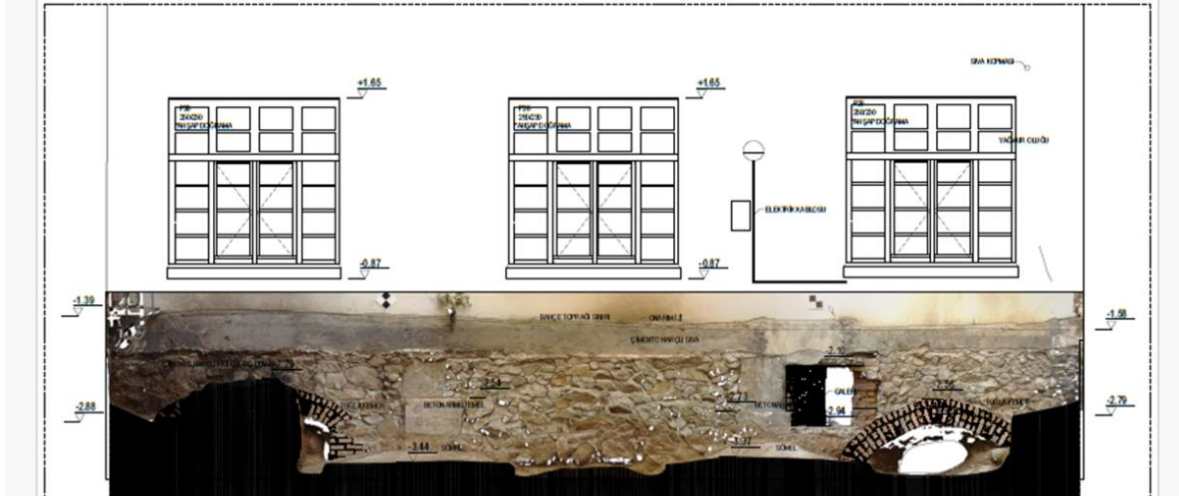


Figure 19. In the inner courtyard, two arches and galleries (2023 Restoration)

5.CONCLUSION

As a result of the source research on the building, three main periods of use were identified throughout the building. The first of these is the period when it was first opened and used as an educational institute until 1984; the second period is the period when it started to be used as the rectorate and deanery building affiliated to Gazi University, and the third period is the period from the 2000s to the present day. It has been observed that the building has not undergone a change in mass dimension during these periods. In addition, it has been determined that the building has shown some changes in the scale of materials and architectural elements depending on its changing function over the years. These changes are compulsory additions made as the requirements of today's technological needs and regulations. In 2019, the architectural scheme of the building was not intervened within the scope of the restoration project, and compulsory repairs and modifications were made in the production items of waterproofing, drainage, roof and joinery replacement in order to prevent irreversible permanent damages to the building.

Due to the significant reliance of restoration efforts on restitution projects, a thoroughly researched, scientifically-oriented restitution study has been presented, avoiding speculative and hypothetical approaches. In this context, it is envisaged that the study will contribute to the field of cultural heritage preservation at both national and international levels. Considering the monumental nature of the structure and the importance of its transmission to future generations, the main motivation of this study is to remain faithful to the original in terms of the main mass and functional context and to preserve it.

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