

Captions

Fig.1 Map of Tang Chang'an City
Fig.2 Location of West market museum in ancient West Market and New West Market Project
Fig.3 Master plan of New West Market project
Fig.4 Architectural layout of west market museum
Fig.5 – Fig.10 Plans and elevations of west market museum
Photo a-b. West market museum in urban context
Photo.1 Archaeology excavation of cross street ruin
Photo. 2 Exhibition hall of cross street ruin
Photo. 3 City living hall of west market museum
Photo.4 Corner between exhibition room and lounge
Photo.5 Bird view of west market museum
Photo 6 and.7 Rammed-earth-like concrete panel
Photo.8 Multi-use space

Within and Against Urban Regeneration: Kolej as a Locus of Modern Heritage

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Introduction

The Turkish Republic was founded in 1923 by Mustafa Kemal Atatürk, who was also the first president of Turkish parliament. The new Republic started an intense modernization mobilization and the parliament accepted intense reforms rapidly to create a secular modern nation-state. Within the scope of these reforms Sultanate was already abolished in 1922. Following that in 1924 caliphate was also abolished and the educational system was renewed to abolish Islamic education. In 1925, religious lodges (*tekke*), shrines (*türbe*), and spaces of fraternities (*zaviye*) were abolished in the path of modernization in the field of education and the alphabet was changed from Arabic to Latin in 1928. In addition, women rights were improved and in 1934 Turkey became one of the earliest countries in Europe that granted women the right to vote and to get elected.

For the Republican ruling class, education has always been an important aspect of the modern Turkish society. As a result, the education system underwent a total reformation and not only primary and secondary education, but higher education was also renewed. The higher education reform in 1933 has played a double role for the Turkish Republic; firstly, it made it possible to invite European professors; and secondly it became possible to commission them state funded public projects. Following this reform, European professors (mostly German) came to Turkey to construct Turkish cities and educate Turkish architects.

After the establishment of the Republic, the government paid specific attention both to the programs for training labor force which was essential for social transformation, and to the design and construction of proper modern educational buildings for these programs. These buildings designed with modernist architectural language were the shell of the modernist ideas and the modern life that they embody. In relation to this effort, educational buildings, with their location in cities and their design features that meet the requirements of modern educational programs, were a matter of prestige of the Early Republican Period (Yabac, Dinler, 2017).

Ankara was already the center of Ankara Government which was government established against the Empire by Mustafa Kemal Atatürk and his military friends. After the foundation of the Republic, with the intention of getting detached from the Ottoman past and establishing a new modern nation, Istanbul – the capital city of the Empire – was abandoned and Ankara was chosen as the capital city for the Republic. After the declaration, as mentioned above, the Republic invited European and urban planners to create a modern city that can be the representative of the new modern Turkish republic and be a pioneer and example for the rest of the country. The invited architects and urban planners began to teach in academia besides making important contributions to raise modern nation both in architectural terms and in social and cultural terms.

A Building in a Developing Capital: Ankara Yenişehir Ana Mektebi

The new society, idealized as the utopia of the Republic, and the footprints of the physical environment in which this new society will experience, can be found in the work of architects and planners invited through contests. The paradigms of urbanism that prevailed in the beginning of the twentieth century have been influential in the process of planning the modern capital of the Republic and designing the modern spaces of these architects and planners. The spatial formation of the Kolej neighborhood was not isolated from these processes but was shaped by the planning practices of the production of the new city and gained new meanings at different times. The multi-layered relations of the area with the city and the dialogue it builds between the past and present by bringing these experiences today will be explained with the plans, drawings and photographs that affect the formation of the space from a historical perspective.

The first spatial representation of the utopia of the Republic can be seen in the 1924-25 Development Plan created by Carl Christoph Lörcher. The planner did the preliminary studies on the historic center and the new urban extension and in the end, suggested

an urban fabric radially growing from the two cores (Cengizkan, 2004). One of the focal points of this developments is train station and the other is the new center of the city, mentioned as *Regierungsviertel* Çankaya and later excepted as *Yenişehir* (New City) –. Yenişehir has created the spatial ground of the idealized modern society and contemporary practices. New human resource required by the reforms executed rapidly in varying fields met the spatial needs of housing, work and socialization in Yenişehir. The spatial infrastructure of the teaching and learning practice, which played a key role in the raise of modern generations, was also based here. Accordingly, the Turkish Education Association, which was founded in 1928, made the first steps by buying the house of Mustafa Necati Bey – the Minister of Education of the time – in Yenişehir Havuzbaşı to establish a *Talebe Yurdu* (Dormitory) here. This structure was located on Gazi Mustafa Kemal Boulevard, which has shaped the neighborhoods of the new city proposed in the Lörcher Plan (BYEGM, 2014).

The city plan prepared by Hermann Jansen, who participated in the contest opened to realize the idea of the modern and planned capital city Ankara with the name *Innerhalb der Grenzen des Möglichen* (In the Limits of Possibility), created a spatial base for the future breakthroughs of the Turkish Education Association. Hermann Jansen took Garden City Movement as a reference in the design of the modern city as a reaction to the negative effects of the urbanization that emerged in the age of industrialization. The Garden City model, a milestone in the planning paradigm of the twentieth century, aims to improve the unhealthy living conditions and working conditions in industrial cities by positioning the different functions such as work and residential areas in different places – zones – of the city in order to reduce the tension between rural and urban areas and to increase the recreation and transportation infrastructure. Consequently, Jansen separated the city into segments according to their functions and presented a scheme which constituted the open space relation between the parts through *freiflächen* (free surfaces) in the draft plan dated 1927 (Burat, 2008). The city was foreseen to grow on the northern and southern axis by Lörcher; and with the Industrial Development Area in the west and *Hochschul-Viertel* (Higher Education District) in the east as an extension of *Yenişehir* which created a second spine in the east and west direction perpendicular to the main axis was proposed by Jansen led a new direction in the growth of the city. This vision formed the basis of the character of Kolej, Kurtuluş and Cebeci districts that constitute the education center in Ankara with the existence of the campuses of Ankara University and TED University today.

The 1932 Plan was formed by refining the draft plan proposal dated 1927 with the spatial references of Ankara. Jansen, who took the circulation network where pedestrian activity is a priority as the basic principle in the plan, reconsidered the spatial pattern forming Yenişehir. In the Plan, the Boulevard forming the main axis of Yenişehir and the vertical traces that feed this axis and supports it to be the spine are legible. Two of these traces Higher Education District and Sakarya and Yüksel Streets which are important for strengthening the spatial relationship of Yenişehir with the residential area proposed in Higher Education District. Jansen applied a principle of urbanism theory and practice to create the character of these streets and created pedestrian spines between city center and neighborhoods with *grünstreifen* (green stripes). Furthermore, Ziya Gökalp Street, which became evident in the Lörcher Plan, transformed into a main transport channel between the mentioned regions, branched off by the Jansen Plan. On the other hand, *İnce Su* which is one of the rivers that Jansen predicted as an grünflächen (open space corridor) between the countryside and the city, both aimed to make this area connect with the north of Yenişehir and also aimed to create a recreation area for the users of both areas. In addition, it appears that *İnce Su* constituted the axis of social facility complexes. One of these settlements was *Hıfzısıhha Enstitüsü* (Hygiene Institute) and the other is the trace of a structure that was not named yet and became Yenişehir College existence of which was based on this axis. As a result, in the Plan prepared by applying the urban planning principles which influenced the period on Ankara the utopia of the Republic, the pattern of Kolej, Kurtuluş and Cebeci districts housing TED University today was formed.

A Campus on the Edge of Yenişehir: Turkish Education Association Yenişehir College

The School of Turkish Education Association which was operating as a kindergarten, primary and secondary school in the years that it was founded, was in search of a new space to meet the increased educational capacity by opening the high school section. In 1936, the middle school and the newly opened high school section were moved to the house of Mimar Bedri Bey in Sıhhiye with the name of Turkish Education Association Yenişehir High School for a temporary period. The lands around Yenişehir was visited and the land, which was proposed as the open green area on the edge of İnce Su in Fidanlık (nursery) area and which was seen as social facility area in Jansen Plan, was purchased from Municipality and Foundations Trust to build an education campus. The construction of the building, now known as Turkish Education Association Yenişehir College, located on the north of Ziya Gökalp Street was begun in 1936 (Tanyer, 2011). The first building in the south of the site designed by Architect Selim was opened in 1937 as a girl's high school. In 1938, with the addition of the second building to the west of the area, the male high school and middle school sections in the house in Sıhhiye were moved to the campus in Fidanlık.

The growth of the city has developed largely in the form prescribed by Jansen until the first half of the twentieth century. The ideas of creating a capital city in Ankara was realized with the plans and projects implemented that produced the environment in Yenişehir. In this context, the Yenişehir College, close to the city center, created an education center which played an important role in the raise of modern and contemporary society at the intersection of the axes designed in Jansen Plan. Taking this into consideration, the schools of Turkish Education Association, serving in a campus where the education volume was high and the student's accommodation infrastructure was established, became a focus not only for Ankara but also for surrounding cities.

The restructuring of the language of education in English in the middle of the twentieth century constituted the agenda of most educational institutions and the Turkish Education Association proposed the idea of es-



Figure 1– The northern and southern parts of the Campus as a whole (1960)

tablishing a "college" in the Fidanlık campus in 1949. The idea of the college first brought foreign college education at the same level as the leading colleges of the era, and in 1951, preparatory class education began. At this point, the creation of "college" gained an integrity from two points of view. In addition to the use of foreign languages in education, the relationship between the actors in education was redefined, firstly (Tanyer, 2011). The second one has a spatial value besides all these. Beyond the educational activities, students crossed the Ince Su River, which was not closed yet in that period, in their daily life, played sports in Fidanlık, experienced the environment in an efficient manner and transformed the wall of Yenişehir into a 'place' from an education area solely. In 1956, after the land against the street was bought from the Undersecretariat of Treasury, the southern extension was attached to the campus which strengthened the relationship of the students with the city. By the time, the neighborhood took the name 'Kolej' (college) as the campus, the school created the identity of place and gained ground on the memories of the city and the citizens.

Günay (2015) explains the relation established by the settlement to Yenişehir as:

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

In the second half of the twentieth century, Ankara witnessed a rapid immigrant movement from surrounding cities and a new city plan was needed for the future of the city. A plan was prepared by Raşit Uybadin ve Nihat Yücel in 1957 but the population of the city continued to increase at a several times faster than predicted. After the District Level Order applied due to the increasing density and demand in Yenişehir, the area surrounding the Kolej Campus developed with high density (Günay, 2015). In addition, the city developed rapidly in all directions, planned and unplanned, whereas the area where the Yenişehir College would develop in spatial terms to meet the increasing demand was limited. In the following years, Yenişehir College was named TED Ankara College. College was unable to provide adequate services both in terms of increasing demand in every level of education related with the increasing population, as well as education spaces required by newly developed technology in its current location giving rise to a need for a new campus.

In the meantime, the production of a new master plan was necessitated after the unplanned development in the city as an aftermath of the rapid migration from rural areas towards the end of the twentieth century. In 1990, Master Plan Bureau has produced plans and programs so that the problems of unplanned urbanization was sorted and

new visions for future development was developed. The main strategy of the master plan led city to grow into west and southwest direction. Consequentially, in line with two competitions dated 1996 and 1998, the location and characteristics of the campus was determined. In the end, the search began in a building in the heart of Yenişehir in 1931continued in 2003 with the transfer of TED Ankara College to a wider campus in İncek, at the periphery of southwest development. At this point, the main question revolves around what happened to Kolej campus that characterizes a part of the city with the people and places it produces for about a century.

Return to "Kolej": TED University

Today, in the light of the Republic's ideals, a total transformation of the environment produced in order to create a new individual and a new society model with piecemeal projects is witnessed. At the heart of these interventions, there are modern buildings that produce the space for modern living spaces. As an alternative approach to these destructive implications, Yenişehir Campus which is in a strategic point in the city center, has become the locus of TED University. Until the establishment of the university, the high school section was temporarily rented to institutions such as French Culture Institute and primary and secondary school section was rented to Çankaya Municipality. Significant changes and interventions was done in the buildings of the campus on both spatial and material basis, especially in the period that buildings were used by the municipality due to the different functional spaces required different from their original function. However, in the process of the transformation of the buildings to the university, it was seen that the interventions were reversible implementations; and today, the original floor coverings and walls are uncovered in these buildings. Besides, it can be said that the original spatial features of the buildings were tried to be preserved except the spaces formed in line with the needs of the university and the interventions required by technological inputs. Apart from these buildings, the quality of the educational environment of the campus was increased with new buildings constructed within the boundaries of the campus and defined open spaces created in both parts of the campus.

Besides, the revitalization of the campus by returning to its original function, with the return of the students, this time university students with different needs and contributions, led a revitalization in the surrounding neighborhood. Especially, in Ziya Gökalp Street, the axis connecting the university to Kızılay, began to transform in terms of commercial activities as a route of most of the students to reach to the school or way back home. In addition to the opening of new groceries, patisseries, etc. that are the branches of some commercial entities, the already-existing ones underwent a transformation in this process, they are expanded in terms of both service and space. Likewise, Kolej and Kurtuluş neighborhoods were the areas witnessed and effected from the re-existence of the educational institution in the area, also. The dormitories that TED University had an agreement on the stay of the students were chosen to be close to the university and are located in Kurtuluş which are also serving to students of Ankara University Cebeci Campus. Furthermore, the students began to rent houses in these neighborhoods to be close to the university which is a different input in the transformation of surrounding area; and the zone defined as *Hochschul-Viertel* (Higher Education District)) in the east of Yenişehir by Jansen began to be defined not just by existence of the educational buildings but also with the existence and stay of the students in the neighborhood. Moreover, this year, a group of students opened a restaurant in the street next to the campus, to serve as an alternative cafeteria to the university's. Lastly, *Kurtuluş Parkı* is the part of these districts that is survived by the existence of TED University nearby. This green area called as Fidanlık defined by Jansen was used by the students of TED Ankara College which was then turned into a derelict area left to use of the addicts, alcoholics, etc. Yet, today, with the re-functioning of the buildings with educational purpose again, the Park revitalized and began to be used in relation with the increasing student number and their need of open spaces within the city center. Especially, the Department of Architecture and the Department of City and Regional Planning established within the boundaries of TED University made significant contribution to the use of *Kurtuluş Parkı* by the students by giving projects on the area, by making some classes in the Park, or having quick exercises in the area. This input is also valid for the neighboring districts like Kurtuluş and Cebeci since there are also projects given with the aim of documentation and gaining awareness about the surrounding of the University by the instructors of these departments in the scope of departmental courses. In the end, the movement of students in and between these neighborhoods and meet their needs in the surrounding area make significant influence on this pre-established part of the city with Lörcher and Jansen Plans.

With the refunctioning of the buildings with education, again, the relationship that buildings established with the city and the neighborhood they transformed which was interrupted for a period was revitalized and continues with an increasing momentum today with the re-existence of the students in the area.

Conclusion

The search for modern people and modern society, which was idealized together with the Republic, was started to find the spatial balance with the election of Ankara as the capital city and invited foreign architects and planners worked to shape the future of the city. This educational institution, which started to serve as a kindergarten in the new urban area, developed by witnessing the formation of Yenişehir in years, finally settled and rooted in Fidanlık. The institution gained the identity of "college" and made spatial expansions, contributing to the development and change of the characteristic of the neighborhood developing on the periphery of Yenişehir besides giving the name of the 'Kolej' (Güzer, 2013). Although the campus has undertaken different functions during the period from its transfer to Incek in order to meet the increasing demand in 2003 to the opening of TED University in 2012, the campus still forms an education center and plays an important role in the development of its environment today. Regarding of the original function in re-functioning of the campus is an achievement both in terms of institution and district. This intricate relationship between the city and the institution is preserved and transferred to the future. With this work, the effect of the conservation of the TED Ankara College campus, which has

been built in the capital city Ankara, where the bases of modernization were laid and reached today, on the continuity of the dialogue between past and present is presented besides the process that shows the rebirth of a district – Kolej – with the re-existence of the educational function in the area.

1. Abbreviation of Turkish Education Association

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Conflicts behind the transformation of Kampong Bharu (Malaysia): Neo-liberal planning versus context of place

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Abstract

The paper aims to look at the village of Kampong Bharu (KB), Malaysia to demonstrate how conflicts embedded within the land ownership and cultural heritage of the site challenge its sustainable transformation and hence the production of new sustainable regeneration standards. KB, located approximately 1km from the Petronas Twin Towers remains the only indigenous Malay land within the city centre and its prime location is creating increasing pressure and interest for redevelopment. The village is the home and workplace of a range of individuals and communities, significantly contributing to the dynamism of the city with a range of activities shaping the environment and its socio-economic patterns. It is feared that new modern high-rise development would result in the displacement of this unique and historic neighbourhood thus displaying severe tensions behind the aim of the capital city to position itself as an aspiring world city while protecting its cultural heritage and identities.

Introduction

The phenomena of regenerating city centres became a key issue in Europe, and typically, in the UK from the 1980s. It also moved to Asia and developing countries in the early twenty-first century. Skyscrapers, urban flagships, mega-events and large-scale projects have been strategies used as means for generating economic growth and competitiveness (Kong, 2007; Swyngedouw et al., 2002; Hoijertz, 2013). Such thinking has been highly influential on urban regeneration policy framework and urban transformation in Asian cities – resulting in the reclamation of land for commercial and other urban uses; iconic buildings; and flagship projects to attract investors (Abidin, 2017). Whereas the aspect of design roles gained