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Starting and today of the interior architecture education; a comparative research on the models of mimar sinan fine arts university, sanayi-i nefise mekteb-i alisi (former mimar sinan fine arts university) and ecole des beaux arts

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Abstract

The aim of the research is to examine the education model and architecture and decorative arts programmes formed by taking the “Ecole des Beaux Arts” as model in which Alexander VALLAURY, the founder of the Sanayi_i Nefise Mekteb-i Alisi which is the first school that trains certified architect in the Ottoman and Turkish Republic, received education and to compare it with the MSGSÜ Department of Interior architecture. This research covers the France, Ecole des Beaux Arts Department of architecture (approximately 1796-1907), Sanayi-i Nefise Mekteb-i Alisi Departments of Architecture and Decorative Arts (Turkish Republic Education Board published in hijri 1340) and MSGSÜ, Faculty of Architecture, Department of Interior Architecture. For this research, the resource and literature review have been done and the data belonging to the first education model which has been determined to continue till 1930 and regulations and programmes have been examined and the comparisons have been made.

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1. Introduction

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Regarding the family of French origin Levantine architect Alexander Vallaury who was born in 1850 in İstanbul, different information takes place in many resources. It has been said that he took his high school education in İstanbul Saint Joseph French High School which was an institution affiliated to the French Society of Priests ("Frères des Ecoles Chrétiennes") whose foundation was put by Saint Jean-Baptiste de la Salle in the city of Reims of France in the year of 1860. As the foundations of the school building were put in the year of 1857, this seems possible and as the school was evacuated during the First World War, the documents before 1920 got lost. It has been determined during the interview made with the Saint Joseph High School that it will not be possible to verify this due to this reason.

In the 3rd November 1839, the Tanzimat Reform which can be considered as the first steps of the democratization and westernization movements in the Ottoman history opened the doors of a new world understanding and this changing process have also affected the design and architectural areas which are open to continuously have metaphor with the social events and agenda. In this period, the parents directed their children to the profession of architecture which they thought that it was promising and Vallaury was also directed to Paris for getting education and he took education that lasted for eight years in M.Coguart workshop at Ecole Nationale Supérieure des Beaux Arts.

When he returned to İstanbul, the friendship of Vallaury exhibiting his projects, surveying and other works with Osman Hamdi Bey played an important role in the establishment of Sanayi-i Nefise Mektebi. The first building of Sanayi-i Nefise Mektebi, İstanbul Archeology Building Asar-ı Atika (ancient monuments) was the artifact of Alexander Vallaury, and he established the Sanayi Nefise Mektebi Department of Architecture in 1883 with the support of Osman Hamdi Bey and he gave education in the field of Architecture and transferred his experiences to the future generations for 25 years as of its establishment. The Architectural works which were executed by the masters getting education in Hassa Mimarları Ocağı till the 19th century before the establishment of the Sanayi-i Nefise Mektebi reached to the undergraduate education level with the opening of the first school that educates certified architect with the establishment of the Sanayi-i Nefise Mektebi. (Yavuz, 1976) Till the new system that Professor Arnold Egli brought, the architecture education was given over the foundation which was formed by Alexander Vallaury and shaped with the Ecole Nationale Supérieure des Beaux Arts école. In this context, Vallaury was not only the founder of the Sanayi Nefise Mektebi Department of Architecture, but also he was the creator of the first education model that educated diplomaed architect in Turkey.

2. Methodology

For this research, the resource and literature review have been done and the data belonging to the first education model which has been determined to continue till 1930 and regulations and programmes have been examined and the comparisons have been made.

3. Results and Discussion

According to Article 19 of the Chapter 3 Education of the Ordinance of Turkish Republic Education Board Sanayi-i Nefise Mekteb-i Alisi (Fine Arts Academy Regulation) which was published in hijri 1340 by İstanbul Matbaa-i Amire, 'The education of the Department of the Decorative Arts is the same with the Education of the Department of Art. The student which finishes only the second grade with the success selects one or two of the expertise sections such as the (1) Decorative embroidery (2) Interior decorations (3) Industrial decoration (4) Frescoes and panels. After the second grade, the exercises of the practice studies of the student are realized over the issues depending on the expertise section on which they select the competitions. Among the students who complete second grade, the (composition) competition is made for four times in every year and the drawing competition is made for four times in every year.'

Table 1

No	Name of the department	Content
1	Embroidery Ornamentation	Shop panels, poster, announcements, door covers, ornamentation... etc.
2	Interior Ornamentation	Interior Ornamentation of the buildings with certain styles, furniture, flooring...etc.
3	Official Industrial Ornamentation	Carpeting and similar fabrics, tiles, wallpaper, pearl, leather and glass and metal artifacts pictures ... etc.
4	Frescoes and Panels	Wall, ceiling and dome ornamentation and theatre decors...etc.

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