

# Erratum to: Educating Architects in Turkish Culture, Gains and Loses: A Historical Perspective

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This *erratum* corrects some mistakes appearing in the original article.

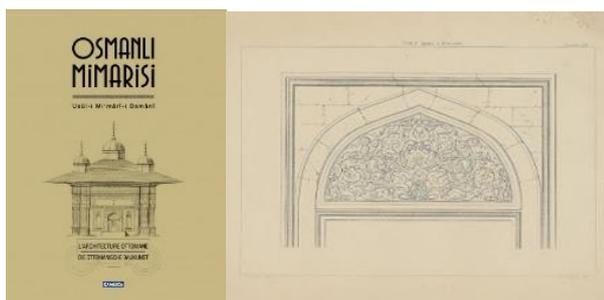
**Page 1** The first paragraph of (heading) Introduction should be continued with a sentence “It is generally accepted that “societal idea” governs architect’s intellectual formation reflective in external expressions, yet understanding an architect and his/her Works in depth can only be possible by transcending beyond what is visible on the surface.”

**Page 2** Before the last paragraph of (heading) Empire, Eclecticism Period (1808-1876)”, add:



Fig. 3. Huber Mansion by Raimondo D'Aronco

**Page 3** Figure 3 should read “Figure 4. Book Usul-i Mimari-i Osmani” with revision on the picture.



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**Page 3** The fifth paragraph of (heading) Recent Shift in Turkish Architecture should be continued with a sentence “Of course the degree of moral education beside the technical education is questionable.”

**Page 3** After the seventh paragraph of (heading) Recent Shift in Turkish Architecture, as it is a subheading, there should be a bullet on the sentence “The first formally educated architects were graduated from this school”.

**Page 3** A figure added at the end of (subheading) The first formally educated architects were graduated from this school:



Fig. 5. a. Mongeri’s St.Antuan Church and Is Bank Headquarters, b. Vedat Tek’s Büyük Postahane and Kadıköy İskele buildings

**Page 3-4** A figure added between the second and the third paragraph of (subheading) First Nationalistic Movement Architecture.



Fig. 6. a. Yenikapı Mevlevihisi by Mimar Kemalettin, b. Ankara Ciflik Train Station by A. Burhaneddin

**Page 4** After the third paragraph of (subheading) First Nationalistic Movement Architecture, there should be another subheading “Modernization”. The subheadings, in sequence, are listed below:

- The first formally educated architects were graduated from this school
- First Nationalistic Movement Architecture
- Modernization
- Second Nationalistic Movement Architecture

**Page 4** A figure added before (subheading) Second Nationalistic Movement Architecture, as an illustration of TBMM building.



Fig. 7. Parliament TBMM building by Clemens Holzmeister

**Page 4** A figure added at the end of (subheading) Second Nationalistic Movement Architecture, as an illustration of Social Insurance Buildings by Sedat Hakkı Eldem and Turkish History Research Center by Turgut Cansever.



Fig. 8. a. Social Insurance Buildings by Sedat Hakkı Eldem, b. Turkish History Research Center by Turgut Cansever

**Page 4** After (heading) The Gain in Architectural Education, “Contemporary schools and contemporary education around the 1940s maybe 1930s on words still they establish of the Higher Education Council of Turkey.” should read “Contemporary schools and contemporary education have taken place around the 1930s onwards Under the ministry of education. In 1982 by the establishment of the Higher Education Council of Turkey higher education is separated from the primery.”

**Page 4** “There are 4 types of education programs in architecture:” should read “Mainly there were 4 types of education programs in architecture:”

**Page 4** “Fig. 4. Four Types of Educational Programs in Architecture” should read “Fig. 9. Four Types of Educational Programs in Architecture”

**Page 4** In the third paragraph of (heading) The Gain in Architectural Education, these two sentences: “Then come to the establishment of the higher educational

council in Europe. There is abolishment of the academies in university.” should read “By the establishment of the Higher Educational Council. Academies were abolished and integrated in the bodies of the universities.”

**Page 4** In the fourth paragraph of (heading) The Gain in Architectural Education, this sentence: “These education systems, however, changed in 2010 on works under the United European decision in an effort called the Bologna Process.” should read “The architectural education has been reorganized under the European Union decisions in 2005. However, changes have taken place since 2010 onwards in parallel with the Bologna Process.”

**Page 4** A figure added after the fourth paragraph of (heading) The Gain in Architectural Education.

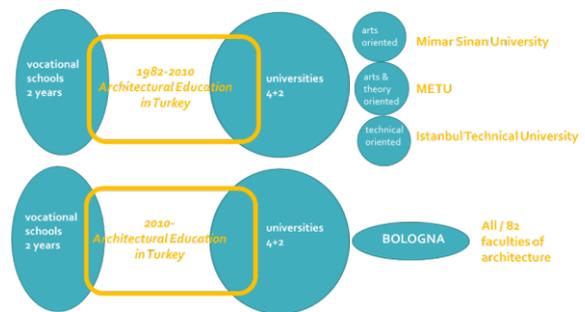


Fig. 10. Educational Programs in Architecture in Turkey before and after Bologna Process

**Page 4** In the last paragraph of (heading) The Gain in Architectural Education, “The gain during this process are the provision of systematic architectural education, equipped with a set of well-defined learning outcomes.” should be read “During this process the provision of systematic architectural education, equipped with a set of well-defined learning outcomes is deduced.”

**Page 4-5** The first paragraph of (heading) The Loss in Architectural Education should be divided into two paragraphs. The first paragraph consists of the first three sentences (from “Return to...until...the Ottoman time.”). The second consists of the rests (from “So of the book...until...the Ottoman era.”)

In the first paragraph, “Return to Ottoman architectural education to analyze what has been lost.” should be read “To analyze what has been lost in the Turkish architectural education, it necessitates to referring back to Ottoman architectural education.”

Also, at the end of the first paragraph there should be a body note: “(Numan,2017)”.

In the second paragraph, “So of the books out there are Teziretul Bunyan of Sai Mustafa Celebi the narration of Mimar Sinan and Risale-I Mimariyye was about Mehmet Aga, the architect of Sultan Ahmet Mosque by Cafer Efendin in (1614) from these we clearly convinced that Mimara Haca Ocag Sultan’s Architectural Chamber had great role in Architectural Education during The Ottoman era.” should be read “Few books like “Teziretü’l Bünyan” by Sai Mustafa Celebi based on the narrations of Mimar

Sinan and “Risale-I Mimariyye” about Mehmet Aga, the architect of Sultan Ahmet Mosque by Cafer Efendi in (1614) were the essential ones to be mentioned. From these we clearly convinced that “Mimarân-ı Hassa Ocağı”, the Sultan’s Architectural Chamber had great role in Architectural Education during The Ottoman era.”

**Page 5** A figure added after the third paragraph (the second in the original article) of (heading) The Loss in Architectural Education.



Fig. 10. A Miniature Painting Showing (Architect Sinan ?) and apprentices at work

**Page 5** A sentence added at the beginning of the fourth paragraph (the third in the original article) in (heading) The Loss in Architectural Education: “Under a chamberlain several assistant master architects, minaret builders, masons, carpenters, gilders, marble and iron-smiths were working, teaching and learning.”

**Page 5** in the last paragraph of (heading) The Loss in Architectural Education, “The book of Mimar Sinan mentions, “It can be deduced that as long as man, as the domain of heart and soul, does not build the pavilion of his existence and does not decorate the ‘mosque of the heart’ with the tapestry of the beauty of good morals, and make it flourish, he cannot make his environs flourish either” (Crane & Akin, 2006).” should read “From the book of Mimar Sinan what he mentions (Crane & Akin, 2006), “It can be deduced that as long as man, as the domain of heart and soul, does not build the pavilion of his existence and does not decorate the ‘mosque of the heart’ with the tapestry of the beauty of good morals, and make it flourish, he cannot make his environs flourish either” (Numan, 2017).”

**Page 5** In (heading) Return to the Spirit, there should be a body note: “(Numan,2017)” at the end of the first sentence in the third paragraph and the end of the fourth paragraph.

**Page 5-6** A source added in the list of references.

Numan,İ., (2017) “*Understanding Ottoman Arts and Architecture in light of the Islamic Concept of Unity*”, ISL@H, IIUM-FSMVU joint Conference, KL, Malaysia