

The Phenomenon of Housing, Culture and Space in Illustrated Children's Books

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Abstract

The concept of housing, where the basic need for shelter is met, gains a physical context in books as a space and is frequently the subject of literature. This relationship between literature and architecture on the common denominator of space has been a subject that is often ignored, although it is frequently included directly or indirectly in children's picture books, which are the equivalent of early years literature. From this point of view, this study aims to examine the similarities of the residential areas and spaces conveyed in children's picture books with today's life dynamics in an architectural context. For this purpose, 10 illustrated children's books addressing the preschool period were selected and analyzed in the study. The places where the events in these books take place (trees, houses), the characters in the books and the themes addressed (neighbourhood, friendship, urban life, etc.) were conveyed by making inferences about the concepts of housing, culture and space. When the findings within the scope of the research are evaluated in general, it is concluded that architecture is in our lives in every period starting from childhood. Based on these inferences, predictions were developed and an answer was sought on how to bring an effective application to the discipline of architecture from childhood.

Keywords: Illustrated children's books; Preschool period; Housing; Culture; Space.

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Resimli Çocuk Kitaplarında Konut, Kültür ve Mekân Olgusu

Öz

Temel ihtiyaçlardan biri olan barınmanın karşılandığı konut kavramı, bir mekân olarak kitaplarda fiziksel bağlam kazanmakta ve edebiyata sıklıkla konu olmaktadır. Edebiyat ve mimarinin mekân ortak paydasında kurduğu bu ilişki, erken yaş edebiyatının karşılığı olan resimli çocuk kitaplarında doğrudan ya da dolaylı olarak sıklıkla yer almasına rağmen genellikle göz ardı edilen bir konu olmuştur. Buradan hareketle bu çalışma, resimli çocuk kitaplarında aktarılan konut alanları ve mekânların günümüz yaşam dinamikleri ile benzerliklerini mimari bağlamda incelemeyi amaçlamaktadır. Bu amaçla çalışmada okul öncesi döneme hitap eden 10 resimli çocuk kitabı seçilerek irdelenmiştir. Bu kitaplardaki olayların geçtiği mekânlar (ağaç, ev); kitaplardaki karakterler ve ele alınan temalar (komşuluk, arkadaşlık, kent yaşamı vb.) konut, kültür ve mekân kavramlarına ilişkin çıkarımlar yapılarak aktarılmıştır. Araştırma kapsamında bulgular genel olarak değerlendirildiğinde mimarinin çocukluk çağından itibaren her dönemde hayatımızın içerisinde olduğu çıktısı elde edilmiştir. Çıkarımlardan hareketle öngörüler geliştirilerek mimarlık disiplinine çocukluk döneminden itibaren etkin bir uygulamanın nasıl getirileceğine yanıt aranmıştır.

Keywords: Resimli çocuk kitapları; Okul öncesi dönem; Konut; Kültür; Uzay.

Introduction

Housing is the most important type of structure that meets people's need for shelter, protects them from external influences and enables them to continue their lives in a sheltered manner (Arcan and Evcı, 1999). The activities carried out in a dwelling, the way they are carried out and the areas designed for these activities vary depending on many factors such as the culture, lifestyle, socio-economic characteristics and religious beliefs of the users (Zorlu, 2010). Ulrich et al. argue that cultural values, physical factors (climate, settlement, topography, and materials) and socio-economic factors affect the form of housing (Ulrich, 1983). With a similar approach, Rapoport states that physical and socio-cultural factors are influential in the formation of housing, but that cultural factors are more prominent than other factors

(Rapoport, 1969). Heidegger (1971) states that cultural habits are revealed through the phenomenon of housing, which is one of the important reflectors of lifestyle.

According to Gür, the cultural determinants of housing form are worldview, attitudes, lifestyle, ways of using the environment and space, and norms regarding the use of housing. He also emphasizes that the design of housing is parallel to the lifestyles of the people who will use it (Gür, 2000). Rapoport, on the other hand, has taken a more comprehensive approach to these determinants and listed them as privacy, social identity, eating habits, religious beliefs, traditions, customs, kinship relations, family structure (size-quality), production, and marriage patterns. (Rapoport, 1980).

The relationship between housing and culture in architecture has been the exemplification of many different disciplines since ancient times. Academic studies in the field of architecture take place in many different fields such as literature, history, engineering, cinema and represent interdisciplinary diversity (Güzer, 2024a). Architecture, where different disciplines meet on the common denominator of space, is not only a building, but also a form of architecture opened up with cultural inputs. The relationship between literature and architecture defines a more permeable area than other disciplines. Güzer says, “If you are an architect, designer or artist, literature is not a field you can stay away from. The thought that forms the background of the design waits to be told and understood” (Güzer, 2024a). Works for early childhood (illustrated children's books) are among the genres in which literature uses architecture as an illustration field. Books addressing this period have an important place in children's development, as they contribute to visual learning (Güzer, 2024b).

The approach of adapting the teaching of architecture to the early period, which is a prominent topic in recent years, is an accepted practice in European countries. Teaching architecture to children starts by drawing attention to the living spaces that children witness closely (Sulima, 2020) and is often supported by illustrated children's books as part of their curriculum. One of the important steps in this regard is the “Learning by Design” program developed in the 1980s in the United States, and within the scope of education program, various workshops were carried out for primary school children to gain awareness of the environment they live in (Sandler, 1989). Although the relationship between the discipline of architecture and children is on the

agenda in Turkey, it has not yet been put into a system. Birol (2009) is one of the important researchers in this field with his study titled “Where is a Child Friendly City in Turkey?”. Çiftçi and Acer, (2015a) examined the education program of Arkki School of Architecture, a well-known example of architectural education for children in Finland, and the Museum of Finland. Dedeoğlu et al. (2021) examined children's books in a cultural context in their study titled “A Cultural Analysis on Illustrated Children's Books Published in Turkey”. Gözen (2015) conducted a study on the adaptability of architectural education for children, involving children between the ages of 6 and 11, and found significant differences in the participants' development of design skills. Güzer (2024b), on the other hand, compiled the relationship between children and architecture through the writings of different authors and wanted to comment on this relationship from different perspectives. While this subject is included in the education curriculum from an early age in European countries on the grounds that it contributes to children's imagination, increases creative thinking and helps them understand how they look at the environment they live in, it is limited to workshops organized by academics and independent organizations in Turkey (Balcı Öztürk, 2023; Dereli, 2017; Ekşi Akbulut et al., 2013; Gökmen, 2008, Şahin and Türkün Dostoğlu, 2012). In this context, this study is based on the determination that the housing and culture phenomenon (Demirhan Kiriş and Özaslan, 2022), which forms the basis of the discipline of architecture, is included in children's books directly or indirectly and aims to reveal this. In addition, this research aims to offer suggestions on where to start on this issue in Turkey, where a road map has not yet been created. From this point of view, by tracing the spatial traces of the interaction between housing and culture in illustrated children's books addressing the preschool period, a selection of 10 illustrated children's books was evaluated. In the study, an effort was made to reveal the existence of this content that touches upon the concepts of housing, culture, and space through different channels for children and its similarities regarding today's life dynamics.

Materials and Method

This research, which aims to examine the way in which the phenomenon of housing and culture appears directly or indirectly in preschool period picture books, is a descriptive study in the survey model. Büyüköztürk

et al. defined survey research in their book *Scientific Research Methods* as, “Studies that aim to collect data to determine certain characteristics of a group are called survey research” (Büyükoztürk et al., 2023). Content analysis, which is also described as a type of survey conducted to determine the characteristics of texts, books, etc., is defined as examining the data in line with certain expectations by developing quantification measures in advance. The main purpose of content analysis is to transform verbal and non-verbal data into a quantitative form (Karasar, 2002). At the end of the study, evaluations and suggestions were made regarding the elements identified.

Population and Sample

The population of the study consists of illustrated children's books. While determining the sample, care was taken to represent the universe and it was determined by the criterion sampling method. The sample of the study consists of illustrated children's books written by different authors that appeal to 4 to 5 year old children belonging to the preschool period obtained from libraries, bookstores, and private collections. During the selection of the books, attention was paid to the fact that they appeal to preschool children, that the illustrated children's books have a story feature, and that there are housing, culture, and space phenomena in the books (within the scope of the book's subject or pictures). In this context, the texts and visuals in the picture books were evaluated through content analysis.

Data Collection Tool and Data Analysis

Among the 1,000 best-selling books in the field of children's literature, 10 books that included the phenomena of housing, culture, and space were included in the research (Table 1). The books were evaluated and selected by a group of 5 experts consisting of preschool teachers and architects. Books without pictures, densely written, belonging to the primary school period and touch-and-feel books for ages 0 to 3 were excluded from the study. The evaluation criteria (titles) were determined as production, eating habits, privacy, and lifestyle by a group of 5 experts by analysing the literature. Accordingly, these criteria were taken as a criterion when examining illustrated children's books. Separate charts were created for each book in order to prevent data loss and confusion during the examination.

Table 1. Selected Children's Books

Selected Books		Author Information
1.	The Perfect Picnic	Giara Flood
2.	The Squirrel Looking for Its Hazelnuts	Jörg Hilbert
3.	Your House, My House	Marianne Dubue
4.	Frankie Frog and the Throaty Croakers	Freya Hartas
5.	A Day in the City	Olivia Brookes
6.	The Best Nest	Jenny Wood
7.	Those Pesky Rabbits	Ciara Flood
8.	The Scariest Thing of All	Debi Glori
9.	Kitsy Bitsy's Noisy Neighbours	Melissa Crowton
10.	Wafer And His Father	Ian Whybrow

Findings

In this study, illustrated children's books for 4-to 5-year-old children were analyzed in terms of physical, illustrative, and content characteristics. Frequency and percentage distributions of these characteristics are presented in tables.

Table 2. Main Subject of the Books Reviewed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neighbourliness	2	25.0	25.0	25.0
	City Life	2	25.0	25.0	50.0
	Friendship	2	25.0	25.0	75.0
	Be Confident	2	25.0	25.0	100.0
	Total	8	100.0	100.0	

When the 10 children's books within the scope of the research were examined in terms of subject matter, it is noteworthy that the books concentrate on 4 main topics: neighbourhood, friendship, city life, and self-confidence (25%) (Table 2).

Table 3. Prominent Topics in the Illustrations of the Books Analyzed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Lifestyle-housing Relationship	4	50.0	50.0	50.0

Crowded City Life	2	25.0	25.0	75.0
Apartment Life	2	25.0	25.0	100.0
Total	8	100.0	100.0	

When the main subject featured in the pictures were investigated, it was determined that the reflection of the lifestyle on the housing was featured in most of the books (50%). Apartment life and crowded city life are equally distributed (25%) (Table 3).

According to Bachelard, housing is “a means of analysing human identity” and “a part of personal identity” (2008, 30). From this point of view, it is possible to say that personal characteristics and lifestyle can permeate our shelters, where we spend the most time, and which are our primary living spaces. With reference to this, we can say that personal characteristics and lifestyle can be reflected in shelters the most. This is also observed in illustrated children's books. To give an example from the selected books, the reflection of lifestyle on housing can be easily read through the characters of the squirrel and the mole in the book *The Perfect Picnic*. In the book, the squirrel's carefully arranged porcelain sets with Art Nouveau influences and carefully covered bedroom furniture show that the perfectionist nature of the squirrel permeates the house. In the same book, the mole's reckless lifestyle is reflected in its haphazardly placed furniture (Figure 1). In addition, the peacock building the most ornate nest in the book *The Best Nest* (Figure 2) and the owl living on the top floor in the book *Your House, My House* can be evaluated as a user lifestyle-housing relationship.

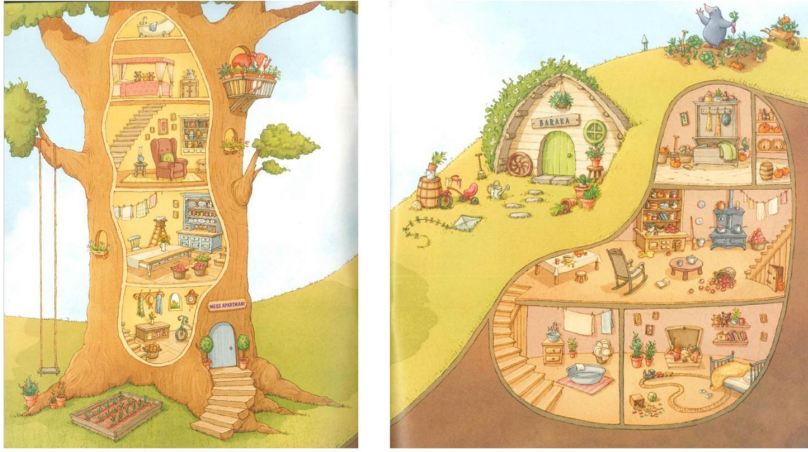


Figure 1. A Sketch Drawing from the Houses of Squirrel and Mole in the book *The Perfect Picnic* (Flood, 2019).



Figure 2. A Sketch Drawing from the Book *The Best Nest* (Wood, 2018).

When the books are analyzed spatially, it can be seen from Table 4 that indoor and outdoor spaces are mostly (75%) used together. This response is concentrated on the fact that the *Perfect Picnic* book includes both indoor and picnic areas, the book *The Mischievous Rabbits* includes both the dwellings and gardens of the bear and the rabbits, and the book *Sancho the Frog and his Merry Orchestra* includes the classroom and living space in the indoor area and the concert area in the outdoor area.

Table 4. Space Analysis in the Reviewed Books

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Outdoor	1	12.5	12.5	12.5
	Indoors	1	12.5	12.5	25.0
	Both of Them	6	75.0	75.0	100.0
	Total	8	100.0	100.0	

When the remarkable elements in illustrated children's books were investigated in the architectural context, it was determined that the focus was on apartment buildings and residential spatial arrangement, as seen in Table 5. Ergonomics and the street phenomenon are the other architectural elements that are less remarkable in the books.

Table 5. The Remarkable Elements in the Architectural Context in the Reviewed Books

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ergonomics	1	12.5	12.5	12.5
	Street Phenomenon	1	12.5	12.5	25.0
	Apartment Building	3	37.5	37.5	62.5
	Residential Spatial Arrangement	3	37.5	37.5	100.0
	Total	8	100.0	100.0	

In the book *Frankie Frog and the Throaty Croakers*, the arrangement of toilets, windows and classroom desks according to the sizes of frogs, -which are small animals- and the use of clover leaves as concert areas for frogs are related to scale and refer to the concept of ergonomic furniture in architecture (Figure 3). In addition, in the *Perfect Picnic* book, the tree functions as a living space and attention is drawn to the organization of space in the interior arrangement of the dwelling. When the books are examined in terms of spatial organization, it is clearly seen that they refer to today's life model. In shelters, there is an entrance, followed by the kitchen or living area, and at the very back of the house are the bedrooms, which are the most private areas. Looking at children's books in the context of the apartment phenomenon, it was found that *Kitsy Bitsy's Noisy Neighbours*, *A Day in the City* and *Your House is My House* explicitly included this issue, and in the book, *Squirrel Looking for His Nuts*, it was determined that many creatures on the tree were referred to through the act of sheltering (Figure 4).



Figure 3. A Sketch Drawing of the Concert Venue from the Book *Frankie Frog and the Throaty Croakers* (Hartas, 2019).



Figure 4. A Sketch Drawing from the Book *the Squirrel Looking for Its Hazelnuts* (Hilbert, 2022).

When the characteristics of housing in the books analyzed in the study are questioned, two topics come to the fore (Table 6). The first of these is today's lifestyle. For example, the books *Your House My House*, *Kitsy Bitsy's Noisy Neighbours* and *A Day in the City* describe the apartment life model. Both books draw attention to the phenomenon of housing that houses many families and appeals to different life and user groups. The books *Kitsy Bitsy's Noisy Neighbours* (Figure 5), and *A Day in the City* refer to today's apartment life in the center of the bazaar, where each of them leads a different life, and refer to the busy working life and the café culture that is highly preferred today.

Table 6. The Element Highlighted in the Housing Phenomenon in the Books Reviewed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fit Your Lifestyle	3	37.5	37.5	37.5

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Similar to Today's Residences	5	62.5	62.5	100.0
Total	8	100.0	100.0	



Figure 5. A Sketch Drawing from the Book *Kitsy Bitsy's Noisy Neighbours* (Faber and Crowton, 2022).

The book *Your House, My House* refers to the post-industrialisation period in which the transition from detached houses, where cooperation and neighbourly relations were strong, to the apartment structure (Figure 6).

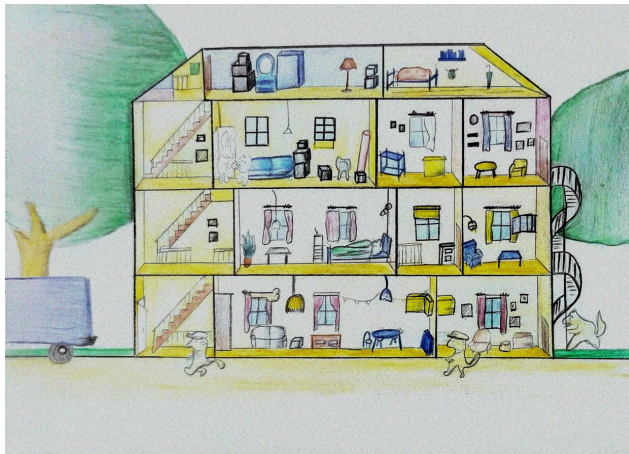


Figure 6. A Sketch Drawing from the Book *Your House, My House* (Dubuc, 2022).

Addressing housing in terms of shaping the space according to the individual is another issue that draws attention in the books. Especially in the book “Those Pesky Rabbits”, the change in the way of life is described and visualised when a crowded rabbit family moves close to the big bear who is used to living alone (Figure 7).



Figure 7. A Sketch Drawing from the Book *Those Pesky Rabbits* (Flood, 2017).

The prominent areas in the analysis of outdoor spaces in children's books were mostly determined as nature (Table 7). The reason for this is that animal figures are intensively included in children's books, since nature is also used as an outdoor space for animals. We can show the book *The Scariest Thing of All* as an example of this situation. In addition, heavy traffic and neighbourhood relations in children's books are the second most noteworthy topics in children's books. Heavy traffic stands out especially in the books *A Day in the City* (Figure 8) and *Kitsy Bitsy's Noisy Neighbours* (Figure 9).

Table 7. Outdoor Space Highlighted in the Books

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Traffic	2	25.0	25.0	25.0
	Neighbourhood Concept	2	25.0	25.0	50.0
	Nature	3	37.5	37.5	87.5
	Garden	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

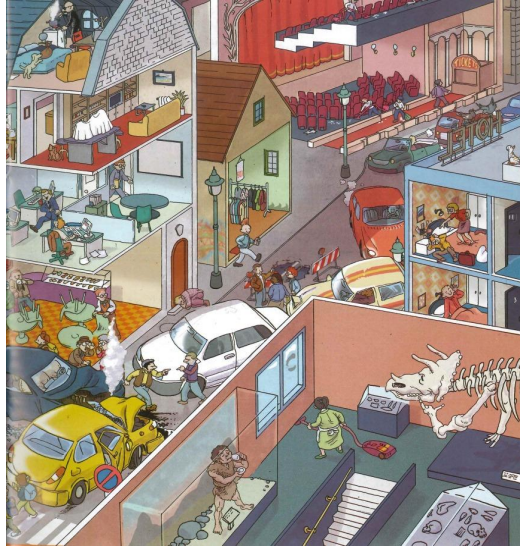


Figure 8. A Sketch Drawing from the Book *a Day in the City* (Brookes, 2017).



Figure 9. A Sketch Drawing from the Book *Kitsy Bitsy's Noisy Neighbours* (Faber and Crowton, 2022).

Neighbourhood relations are mentioned both when referring to the apartment building structure and the phenomenon of detached houses. Especially in the book *Those Pesky Rabbits*, neighbourhood relations are prioritised both as a subject and in the illustrations (page 24 and onwards)

(Figure 10).



Figure 10. A Sketch Drawing from the Book *Those Pesky Rabbits* (Flood, 2017).

In the book *The Squirrel Looking for Its Hazelnuts*, the importance of friendship, cooperation and neighbourliness is highlighted with the sentence "The higher the tree, the more friends you have".

When the main idea desired to be explained in the architectural context is questioned in the books analyzed, the title of architecture being everywhere in life from childhood onwards comes to the fore (Table 8). Another prominent title is the influence of lifestyle on architecture. The reflection of the personal differences of the squirrel and the mole in the perfect picnic book on the interior design of their dwellings, furniture placement and organization are an example of this situation.

Table 8. Architectural Inference from Books

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Lifestyle Shapes Space	3	37.5	37.5	37.5
	Architecture has been Everywhere since Childhood	5	62.5	62.5	100.0
	Total	8	100.0	100.0	

Children's books mostly (75%) include table manners in the cultural sense (Table 9). For example, in the book *Wafer and Her Father*, they eat dinner together at the table (Figure 11). Another cultural action that is

emphasized in the books is the phenomenon of privacy, and this issue is intensely emphasized in the book *The Mischievous Rabbits*. In the book, the big bear reacts to the moving of other animals (rabbits) to the place where he lives because he thinks that the notion of privacy (his lifestyle) is being harmed. The other cultural topic that is emphasized is production culture (12.5%). In the book *Perfect Picnic*, the fact that these animals are engaged in gardening and production caused them to need storage space in their dwellings. In the books (12.5%), the culture of entertaining guests is included at a similar rate as the culture of production. For example, in the book *Senin Evin Benim Evim (Your House, My House)*, the rabbit invites all his neighbours to his birthday party and the neighbours bring gifts to the party.

Table 9. Features in Books that Affect Architecture in Cultural Context

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Eating Culture (Table Manners)	3	37.5	37.5	37.5
	Production Culture	1	12.5	12.5	50.0
	Privacy	1	12.5	12.5	62.5
	Hospitality	1	12.5	12.5	75.0
	Other	2	25.0	25.0	100.0
	Total	8	100.0	100.0	



Figure 11. A Sketch Drawing from the Book *Wafer and His Father* (Whybrow, 2009).

Discussion and Suggestion

The analyzed children's books draw attention to the fact that architecture is in our lives in every period, starting from childhood. In this title, some predictions have been developed by searching for an answer to how to bring an effective application to the discipline of architecture from childhood.

Suggestion 1: Even if it is not directly presented to the reader within the scope of the books examined in the study, it is underlined that housing is a marker of lifestyle, and the effect of personal characteristics and lifestyle on shelters is revealed. It is foreseen that a representative relationship between children's books and architecture can be established by addressing the concepts of housing, culture and space, which are indirectly included in preschool storybooks, directly by the discipline of architecture.

Suggestion 2: It is thought that the direct inclusion of architecture in children's picture books will form the infrastructure of housing, culture and space accumulation in children. Togetherness, solidarity, cooperation, neighbourhood relations, which are highlighted in the books, show that today's life dynamics are reflected in the books.

Suggestion 3: Architecture, which affects every period of our lives, is a discipline that can be taught to children through education. It is envisaged that this subject, which is included in children's books in the preschool period, can be included in the school curriculum of students in the school period and can be offered as an elective course in the following period. In this way, it is thought that an opportunity will be provided for the promotion of architecture faculties (model, workshop, etc.) where a different education model is applied according to primary, secondary and high school curricula. As a result, it will be possible for architecture students, who are put through an applied education filter, to get to know the field beforehand. Akdemir Veryeri (2024) states in his study that in the curriculum of children's education, terms such as mosque, fountain, inn, hammam, museum, castle, bridge are mentioned in the Life Science course between the ages of 6-10, and national culture accumulations are mentioned through the Social Studies course between the ages of 11-14. At this point, a more detailed approach to the education curriculum will allow children to get acquainted with architectural details earlier.

Suggestion 4: Including courses that introduce architecture in pre-school, primary, secondary and high school curricula will allow students who prefer the faculty of architecture at university to get to know the field. It is inevitable that students who go through high school education with multiple-choice exams and rote memorization will have difficulties when they start an education that focuses on art and design fields that emphasize creativity in universities where they settle by getting a certain score (Bayraktaroğlu et al., 2016). This situation will also prevent students from coming to the field without recognising it. In this regard, Akdemir Veryeri (2024) argues that it is a difficult process to structure architecture education within the centralised system in Turkey and that it can be solved more easily with local content producers. Of course, the support of local organizations on this issue is undeniably important, but even if it is difficult, integrating the teaching of architecture into the education system will produce effective, sustainable and successful results.

Suggestion 5: It is possible to mention the existence of a small group of architects and academicians who organize workshops and training programs for children in architecture. By developing design studios and supporting participation in workshops, children will develop their psycho-motor skills and imagination (Said, 2017) and will be allowed to question the environment they live in and make conscious decisions about it (Acer, 2016).

Suggestion 6: The Archigram group, which aimed to draw attention to architecture with the comic book genre in the 1960s, both pioneered interdisciplinary work and succeeded in producing products for different audiences (Demirhan Kiriş and Özaslan, 2022). With a similar approach, within the scope of this publication, it is aimed to bring the architectural discipline to life from childhood and to arouse interest in architecture.

Suggestion 7: Providing architectural education to children will help them understand the built environment by contributing to their understanding of how they look at the environment they live in, apart from transferring knowledge (Çiftçi and Acer, 2015b).

Suggestion 8: Demirhan Kiriş and Özaslan, (2022) refer to the relationship between art and architecture by saying that architectural representation is “a reflection parallel to art” apart from its technical education. The artistic side of architecture can only be learned by getting to

know this discipline at an early age. It is thought that this situation, which is addressed in the scope of the study in terms of books, can be evaluated in different branches and awareness can be created on architecture through painting, music, cinema, etc. For example, it is foreseen that awareness can be raised through TV (cartoons) starting from childhood and interest can be attracted to this subject through series and movies in the following period. In addition, children can be introduced to the environment they live in by making models in lessons such as business education, etc. This will both contribute to the students' recognition of the environment they live in and develop their imagination.

Results

Within the scope of the study, making sense of the impact of the discipline of architecture on children through illustrated children's books was the focus of the study, and 10 illustrated children's books between the ages of 4-6 belonging to the preschool period, which were included in the most read list, were evaluated. The common feature of the selected books is that the concept of space is one of the elements that gain direct or indirect physical context and allows socio-cultural spatial readings. In this context, the spatial traces of housing-culture interaction were traced in these books.

Within the scope of the analysis made in the study, it was determined that the phenomenon of housing and culture was presented directly to the reader in some books, while in others it was indirectly included within the scope of the pictures. In the books analyzed, indoor and outdoor spaces were frequently combined. It was determined that the main subject of the books concentrated on 4 topics: neighbourhood, friendship, city life and self-confidence. In the books, it was found that housing design was referred to through pictures as areas where the space is constructed in a personalized way. In the architectural context, attention was drawn to apartment building and the spatial organization of the dwelling, and in the cultural context, it was observed that table manners were very intense. Through these books, it has been concluded that architecture is in our lives in every period from childhood onwards, but awareness is not made effective at this point. It has been determined that lifestyle is an important parameter in housing formation. In addition, it has been inferred that housing in the context of illustrated children's books is frequently included in the context of the search for a place in the world in terms of being personalized spaces beyond shelter. The

predictions developed based on these inferences aim to raise awareness about the relationship between architecture and children. Architecture will add colour and aesthetic perception to the child's world, help him/her develop his/her imagination and provide three-dimensional thinking skills. An architecture teaching that will be integrated into the education curriculum in the process after childhood will allow us to make sense of the environment we live in.

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