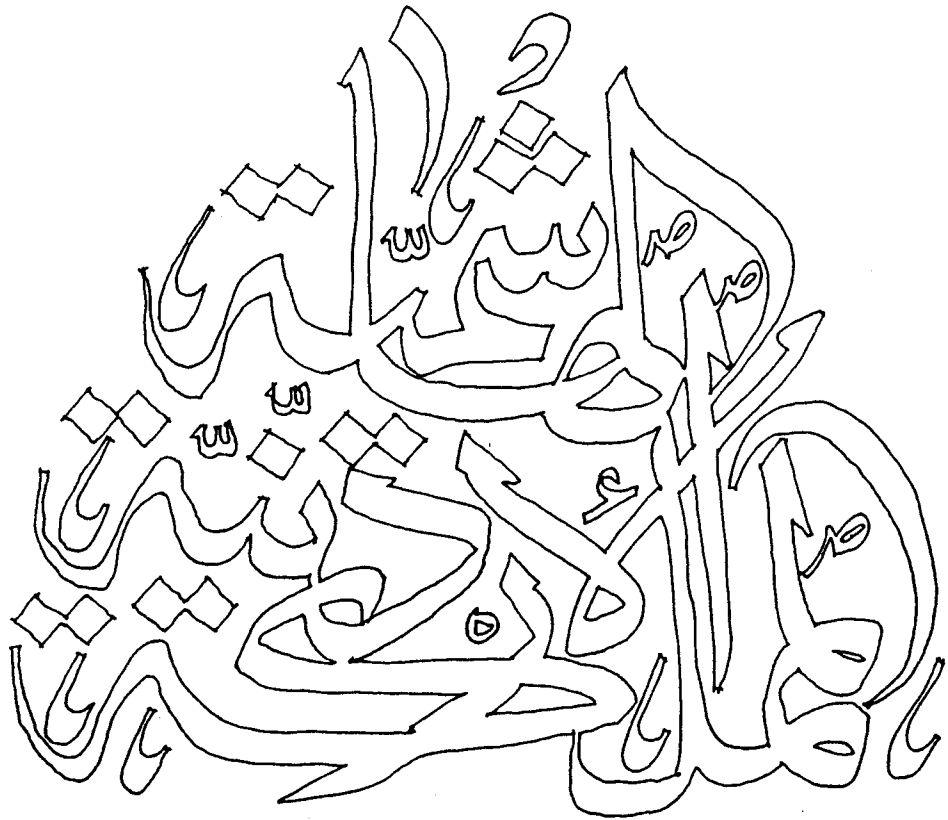


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THE JUBILEE SCHOOL



THE HASEMITE KINGDOM OF JORDAN



MOH'D AL—BILBEISI

SUZANNE RODGERS



CREATIVE COMPONENT

PROGRAM FALL 1988

This project is the keystone of our academic career
at Oklahoma State University School of Architecture.

We would like to dedicate this effort to our parents;
the individuals who have made it all possible.

study
H. P. Dill



DEDICATION



The successful completion of this professional project would not be possible without the the valuable efforts and support of several people. We hope that our work will merit this outstanding group of advisors and resource people.

We thank you.

Professor Bob Heatly - Professional Project Advisor.

101 Architecture Building
Stillwater, OK. 74078-0815
Tel. (405) 744-6043

Professor Nigel Jones - Design Resource Consultant.

101 Architecture Building
Stillwater, OK. 74078-0815
Tel. (405) 744-6043

Professor Jeff Williams - Design Resource Consultant.

101 Architecture Building
Stillwater, OK. 74078-0815
Tel. (405) 744-6043



RECOGNITION



Professor Alan Brunken - Programming Advisor.

101 Architecture Building

Stillwater, OK. 74078-0815

Tel. (405) 744-6043

Dr. Deke Johnson - Education Consultant.

304 Gunderson Hall

Stillwater, OK. 74078

Tel. (405) 744-7244

Mrs. Nawal Hashisho Kamal

The Royal Endowment for Culture and Education

P. O. Box 927226

Amman, Jordan

Tel. 637-341



The growth and modernization of Jordan's commercial and industrial base requires a pool of well prepared leaders who can also contribute to the general quality of life in the country. The Jubilee School will provide educational opportunities for such students to fully reach the potential of their talents and to assume responsible leadership roles in the country.



MISSION STATEMENT



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The Hashemite Kingdom of Jordan, an Arab state of southwest Asia, is a young nation that occupies an ancient land associated with the civilization of antiquity. Situated on the banks of the Jordan River, it is bounded to the north by Syria, to the east by Iraq, to the south and southeast by Saudi Arabia. Jordan has 12 miles of coast-line on the Gulf of Aqaba in the southwest, where Aqaba, its only port, is located. The total area is 96,188 square kilometers, and the population is 2.9 million. Jordan's capital is Amman.

As an international entity, Jordan came into being after World War I, gaining its independence from the U.K. as a hereditary constitutional monarchy in 1946. The present king, Hussein ibn Talal, ascended the throne in 1953.

Jordan's gross national product nearly quadrupled between 1954 and 1967. The gross national product for 1985 was 2.0 billion Jordanian Dinars, approximately 5.4 billion U.S. dollars.

There are four major physiographic regions: the Jordan desert, the East Bank uplands, and the Jordan rift valley.



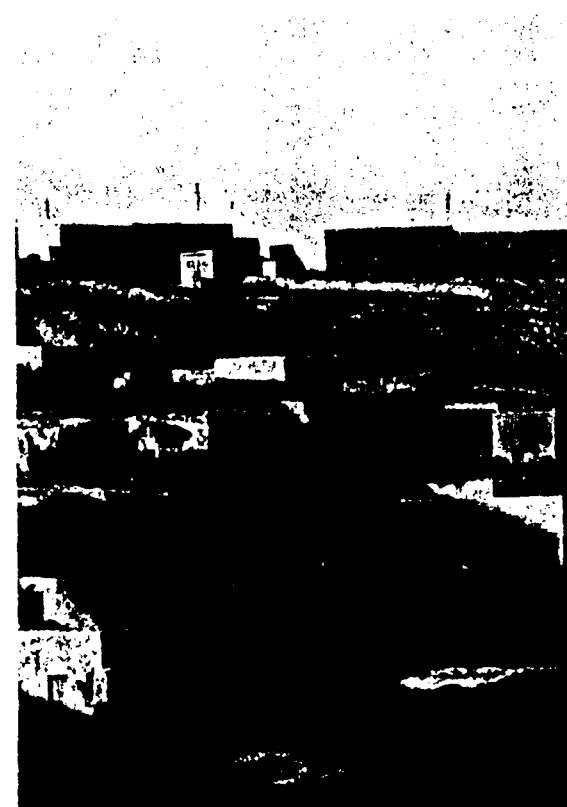
BRIEF HISTORY OF JORDAN



The desert is located in the eastern part of the country, occupying about four-fifths of the country. Its northern part is composed of volcanic lava and basalt, and its southern part of outcrops of sandstone and granite. The East Bank uplands, an escarpment overlooking the rift valley, has an average altitude of between 2,000 and 3,000 feet; elevation increases to about 5,750 feet in the south. In the northern uplands, several valleys and perennial streams run west, non perennial valley streams run east toward the desert.

The Jordan Valley, nearly 1,300 feet below sea level at the Dead Sea, contains the lowest point on the world's surface. The Dead Sea occupies the central area of the valley. To its south, Wadi Arabah, a completely desolate region, may contain mineral resources.

The plant and animal life of Jordan fall into three distinct types: that associated with the Mediterranean, with the steppe (treeless plains), and with the desert. In the uplands, the Mediterranean type predominates. In the drier steppe region sagebrush predominates. In the desert, scant vegetation grows in depressions and on the sides and floors of the valleys.



There is a great variety of animal life, including wild boars, as well as ibex, jakals, foxes, wildcats, hyenas, wolves, mole rats, mongooses, and a few panthers also occur. Among the domesticated animals, horses, mules, donkeys, camels, cattle, sheep, and goats are most common. Centipedes, scorpions, and various types of lizards are also to be found. Birds include the golden eagle and the vulture, while wild fowl include the pigeon and the partridge.

About 94 percent of the population is Sunni Muslim and about 6 percent Christian. The most important non-Arab minority are the Shishan (Chechen) and the Cherkess (Circassian). The population density is 780 per square mile. In 1971, more than half the population was under the age nineteen.

Abercrombie, Thomas. "Jordan: Kingdom in the Middle".
National Geographic vol. 165, no. 2, Febuary 1984.

Jordan Information Bureau, Facts and Figures. Amman.
1988.



Muslim education was launched by a man who was, according to tradition, an illiterate. Muslims count this circumstance as a miracle. It began with Mohammed's first experience of the divine revelation. He was commanded by the angel-messenger: "Read!" To the plea that he was no reader, the command was repeated in the name of God "who taught man that he knew not".

Illiteracy was almost universal in Arabia before Islam. The literate exceptions lived in the cities and smaller settlements. Pre-Islamic Arabian educational tradition was oral. Indeed, the Koran itself, was first proclaimed orally and transmitted by word of mouth. Men of learning in the Islamic tradition were placed in a position second only to the prophets. The Koran represents Mohammed as a teacher of the divine message, but a teacher who, unlike others, expected no reward for his labor except from God. In order to spread Islam, Mohammed sent preachers out to new communities that embraced Islam. Such men were the first teachers, just as places of worship, the mosques, became the first schools in Islam.

The association of mosques with education remained one of its characteristics throughout history. Within its walls justice was dispensed; on its floor sat preachers and teachers surrounded by adults and children seeking knowledge and instruction.

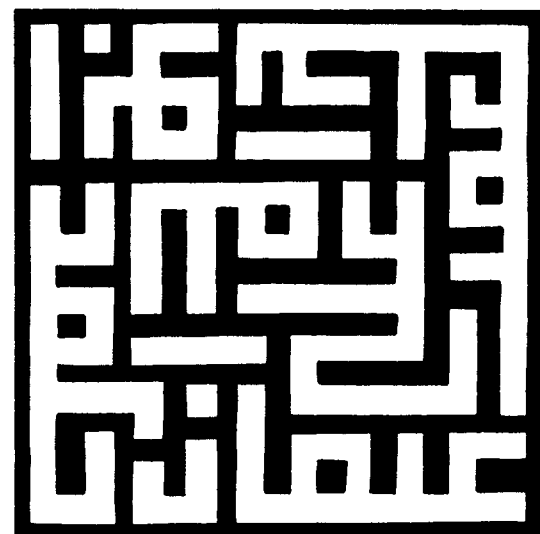


ISLAM AND EDUCATION



After the death of Mohammed, his followers spread Islam to other regions such as Iraq, Syria, and Egypt, combining administrative with religious and educative functions. To verify the correct reading of a Koranic verse, it became necessary to travel to distant lands in order to question and learn from authorities. The practice soon acquired all the characteristics of a permanent institution and remained one of the prominent features of Muslim education in the classical age.

The second caliph, who established the working system of administration in which religious education was as hitherto entrusted to the administrators of the community, neglected to make specific provision for elementary education. This very circumstance contributed to the rise of a class of private teachers who taught in their homes. Individual pupils sought their services. But both the demand and the teachers' need to earn his living formalized the service. A place thus assigned for instruction became ultimately known as Maktab or Kuttab, both derived from the Arabic root "to write". According to the sources, what was taught in such places included poetry, in addition to reading and writing. Boys much more than girls were also taught to recite short chapters of the Koran.



When government business was "Arabicized" there was a sudden demand for literate Arabs who could act as clerks and accountants. Hence the new importance of the Maktab and the emphasis now laid in the sources on its teaching of arithmetic. The education provided at this private school was auxiliary to religious purposes. It had now to serve also another material and secular purpose. Another change was the rise of a class of special teachers, very highly qualified and entrusted with the education of princes and sons of the wealthy. A small minority was the scholars who journeyed in quest of the widening range of Islamic learning. Another minority of seekers of the enlightenment frequented the circles of learned men, usually held in mosques. The Maktab remained for the first four centuries of Islam the only universal institution where these skills could be acquired.

The fifth century of Islam witnessed the rise of a new adult education known as Al-Madrasah. It was established by the state for the dissemination of the dogma of the rulers. For the first time in the history of Muslim education teachers in the new institution became practically civil servants paid by the state. Students received free tuition, and under certain foundations, also free lodging and food. The central

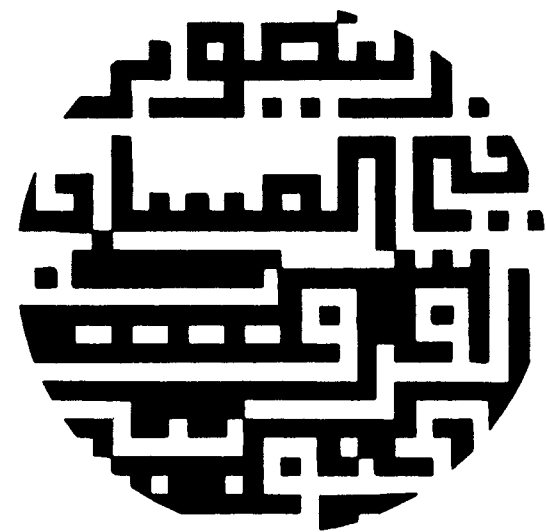


core was religious studies and theology. It was the Islamic scholar, Al-Ghazali (well known to medieval Europe as Al Gazel) who introduced the concept of Zawiyah, which means a corner. This was a parallel to the Maktab in that it taught the elements, but superior to it in that it provided education at a higher level.

The caliphs in Cairo claimed descent from the prophet, and fortified their claim through a well-planned state education designed principally for adults, known as Dar Al-Ilm (literally house of learning). This mosque is now well known as Al-Azhar, supposed to be the oldest university in the world.

The Islamic Arab world was subjected to major events which altered its natural course. such institutions of learning did not evolve into a comprehensive system of education. Several factors such as power struggles, wars and colonization stalled its development. These traditional houses of learning disappeared with the introduction of the Western concepts of education.

Tibawi, A.L. Islam Education. New York: Crane, Russak and Co. 1972.



Many Jordanians like to measure their nation's progress by the impressive advances it has made in the field of education. They take pride in noting that educational opportunities are no longer the privilege of a select few, but have become the available right of all. In Jordan, education is free and compulsory to the ninth grade, and the government has made certain that schools and teachers are within reach of every child throughout the kingdom, whether in city, town, village or desert.

Since the earliest days of its statehood, Jordan has worked diligently to expand and improve its public educational system. It began in 1921 with less than a dozen primary schools inherited from the Ottomans and in one short year succeeded in increasing that number to 44. Continuing at that same pace through the years, Jordan now has over 2,500 government schools, where free instruction is available not only in the basic academic disciplines up through secondary school level, but also in a good range of technical and vocational fields. There are, in addition, a large number of private schools, as well as 193 UNRWA schools for Palestinian refugee children.



HISTORY OF EDUCATION IN JORDAN



During the past decade alone, the strides in education have been as outstanding as the rise in Jordan's GNP. The country's literacy rate, now at 70 percent, is one of the highest in the Middle East. Since 1970, student enrollment has doubled, the average student/teacher ratio has improved to 27, and the government's annual budget for education has tripled. Jordan now spends 7 percent of its national budget on education.

Significantly, the increase in the number of children attending school has been far more rapid than the population growth. While school enrollment has been going up at the rate of six percent annually during the past several years, the population growth has averaged about three percent. Another statistic that makes education so important in Jordan is that fifty percent of its population is under the age of fifteen. It is hardly surprising then that one out of every three Jordanians is a student.



The philosophy of education in Jordan is one that integrates the idealism of Arab Islamic culture with the pragmatism and technological knowledge of contemporary Western culture. The emphasis is on the concept of change, in the individual and in society, in a constantly changing world, with an accompanying concern for the total development of the individual, physically, intellectually, emotionally and socially in a democratic society. Education in Jordan, while rooted in the valuable cultural traditions of its people, seeks to instill all the knowledge, skills and concepts required to build a society and nation well equipped to take its place in this modern world.



PHILOSOPHY OF EDUCATION



The Jubilee School is the first residential secondary school in Jordan to provide educational opportunities for outstanding students with special abilities and talents to reach their full potential in terms of their talent and to assume responsible leadership roles in the country.

The philosophy of the Jubilee School emphasizes faith in God, commitment to the ideals of the Arab Nation, pride in cultural heritage and values, and belief in the unity and freedom of the Arab world.

In accordance with this philosophy, the school will have other important purposes. It will:

1. Serve as an example of the commitment to quality education and as a laboratory to put advanced programs into practice;
2. Stimulate higher standards of education for secondary education;
3. Contribute to the development and testing of curricula, instructional methods and materials, and supporting educational activities;
4. Provide programs and experiences for faculty from other schools in the kingdom and neighboring countries.



PHILOSOPHY OF THE JUBILEE SCHOOL



CHARACTERISTICS OF GIFTED AND TALENTED STUDENTS:

1. Displays a great curiosity about objects, situations, or events; has the capacity to look into things and be puzzled; gets involved with many exploratory activities; is interested in a wide range of things.
2. Is a self-initiating student, usually needing little help in knowing what to do; starts on his own; pursues individual interests and seeks own direction.
3. Reveals originality in oral and written expression; consistently gives unusual, clever, unique responses or ideas away from the cliché or stereotype.
4. Has unusual talent to express himself in the arts; ie., music, dance, drama, drawing, play activities and/or artistic expression.
5. Has the ability to generate many alternatives; seeks many directions and is flexible in thinking by going at angles to the main stream of thought in the classroom.
6. Is perceptually open to his environment; uses all of his senses to be aware of the things around him; keenly observant and alert to things that are done as well as things that are not done.
7. Displays a willingness for complexity; thrives on problem situations; selects a more difficult response, solution, or problem over the easier; seeks complex asymmetrical forms compared to symmetrical forms; has a preference for "digging into" things.
8. Has the capacity to use knowledge and information other than to memorize, store and recall; seeks new associations among items of information; combines elements of materials or knowledge in a unique fashion.



STUDENT CHARACTERISTICS



9. Shows superior judgment in evaluating things; reasons things out; seeks logical answers; can see implications and consequences; makes decisions easily.

10. Is a good elaborator; produces a variety of detailed steps; continually adds on to ideas, responses, or solutions; loves to embellish materials and ideas.

11. Is a good guesser; is able to hypothesize; is full of wonder about things; is a risk-taker; makes good educated guesses.

12. Makes consistently good grades in most subjects.

13. Learns rapidly, easily, and efficiently.

14. Has the ability to see relationships among unrelated facts, information, and concepts.

15. Uses a lot of common sense; seeks the most practical approach.

16. Retains and uses information which has been heard or read.

17. Uses a large number of words easily and accurately.

18. Asks many questions of a provocative nature; inquisitive about knowing why instead of what; has the capacity to inquire.

19. Performs academically at a level two years in advance of the class on one or more disciplines of knowledge.

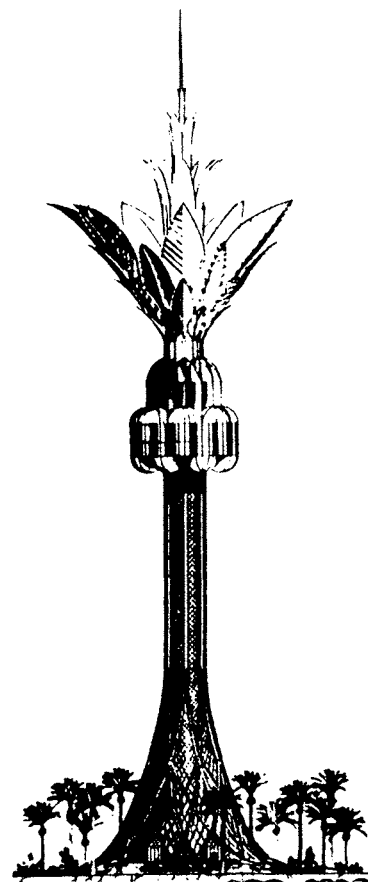


The absurdity of imposing Western architecture on traditional societies has reached great heights in the Arab Islamic societies in general and the Gulf States in particular. An architectural heritage that has survived centuries because of geometric, technical and constructive principles that work for the society, is being sadly distorted under the guise of modernization. Traditional buildings are being abandoned as it is believed that they reflect underdevelopment and poverty. The irony in the belief that substituting modern forms and materials for old dwellings represents advancement and progress, is that the new buildings are actually more expensive, less well built, and require modification by the users to make them comfortable. The main reason for the failure of these modern buildings is that they are not defined in advance, with the Islamic Arab conception of space and order.

Developing societies should, of course, enjoy the benefits of new technological advancements, but understanding the fundamental difference in the way cultures have always shaped their living space will provide insights into how to incorporate new elements. Middle East architecture is not just minarets and arches. It is developed with a profound understanding of local climate, materials, and traditions.



CONTEMPORARY ARAB ARCHITECTURE



The beginning of this century witnessed great changes in the West. Advanced transportation had the most dramatic effect on lands east of the Mediterranean. Not only did it bring its own products, but it also brought the people who exercised a jurisdiction which, in contrast with the late Ottoman period, was rather strict. It introduced a state of relative stability in the area. The result was a boom in construction and a rise in population. This construction boom, 1890-1920, was reinforced by the arrival of the Chechens and the Circassians. By 1930, Jordan was spotted with hundreds of living villages, mainly on the mountains and plateaus east of the Jordan Valley, within a linear strip of land 40 km from west to east and 250 km from the Yarmuk River to Wadi-Musa.

Most villages, if not all of them, appeared on old sites that provided nearby water springs, water cisterns that were still functioning, piles of cut stones from old structures, parts of older structures that were usable, arable lands and caves that gave shelter while houses were built. They were environments that resulted in visible architectural achievements which, in case of war, would become targets.

In the past, people of Jordan spent thousands of years "researching" by trial and error, the fixed number



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of materials offered by their environment, an environment within very limited boundaries. These boundaries were not the Jordan Valley on the west and the desert on the east, but the very mountains and valleys that their goats grazed. Stone, mud, wood, water, light, wind and communal manpower were the materials and elements that settlers east of the Jordan River explored and understood comfortably over a very long period of time.

When the site and the traditional local technology of using what the site can offer are combined, they become the architect. The limitations of the site in what it offers and the local technology in how much it allows us to use become the agency which issues the zoning ordinances, the codes, and the aesthetics of an architecture that is most appropriate on that specific site.

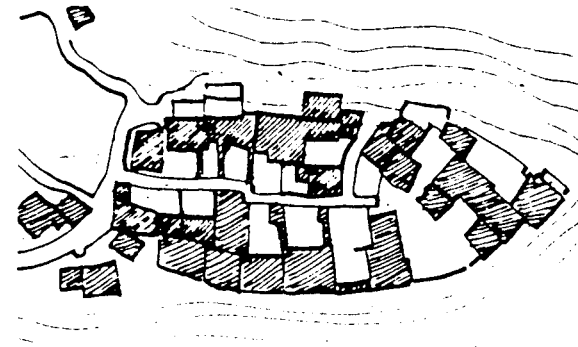
Traditionally people did not create an architecture of unlimited fantasy; the decisions were often not theirs at all, but the environment's. It dictated to them and educated them while they remained humble, looking to their instructor with fear and respect: fear of its climate that, each year, caused the feeble to fail, and respect of its willingness to give.



A Jordanian village has a well defined perimeter created by the arrangement of the houses facing inward and resembling what could be seen from the outside as a village wall. Seen from the side of the village, the elevation is formed by the back walls of the houses that are constructed on the edge of the flat top of the hill. The houses have access to the inside with courtyards in front that separate them from the only walkway of the village. This walkway begins at the village entrance and ends with a secondary "back door" that leads to farm land. The main entrance, being well defined usually with a tree, becomes the gathering place for the villagers. The walls of the courtyards are high enough so that one cannot see what is inside.

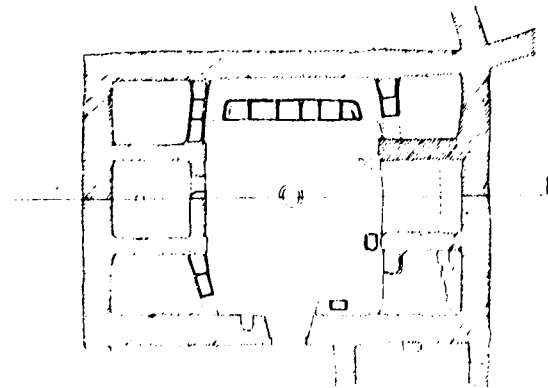
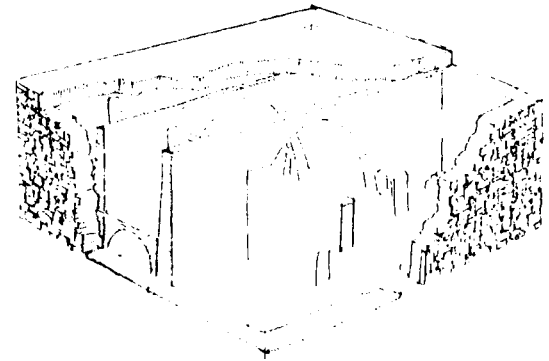
Inside the wall one can see the entrances to the houses and to structures that are specially constructed for sheltering animals. These stables are made of vaults that span 3 to 4 meters and 5 to 6 meters deep. The entrance of the vault is totally open in the full shape of the vault, and in the sides are niches filled with food for the animals - usually horses, donkeys and cows.

Also in the courtyard one often finds a ramp leading to the roofs of the houses. This ramp is called a Hammaleh. The roofs of the houses meet to form a single



roof which covers a large part of the village. It is often easier to use the roof of the village to go from one courtyard to another than it is to go by an exterior route. The roof's finish is of earth, it is hardly distinguishable from the natural landscape. This common roof allows for getting large amounts of hay and grain into the storage units of the houses. Grain is brought up and poured through an opening in the roof called a Rozana. The roof of the village is also used for drying foods and for sleeping in the summertime. Sometimes a tent would be built on top of the house to provide a lofty place for the family to enjoy fresh air and distant views.

Khammash, Ammar. Notes on Village Architecture in Jordan. Lafayette, Louisiana. 1986.



The Royal Academy for Islamic Civilization Research
(Al Albait Foundation), Amman, Jordan.

Rasem Badran, Architect.

Badran's project emphasizes a mosque that, despite its small size, is considered the heart of the public building which also houses a museum, exhibition and conference halls. This entire section is turned toward Makkah in accordance with the traditional Madrasah scheme.

The mosque retains its historical role, and reminds us of the atmosphere in the Islamic schools, where the dome is considered a historical symbol reflecting religious and spiritual meanings.

According to Badran, the second most important of this architectural composition is the library which, along with audio-visual archives, computer center, print shop, restaurant and visitors' housing is in the foundation's private section. The library is divided into four Iwans, two of which are for reading, one an entrance and the fourth a reference room.

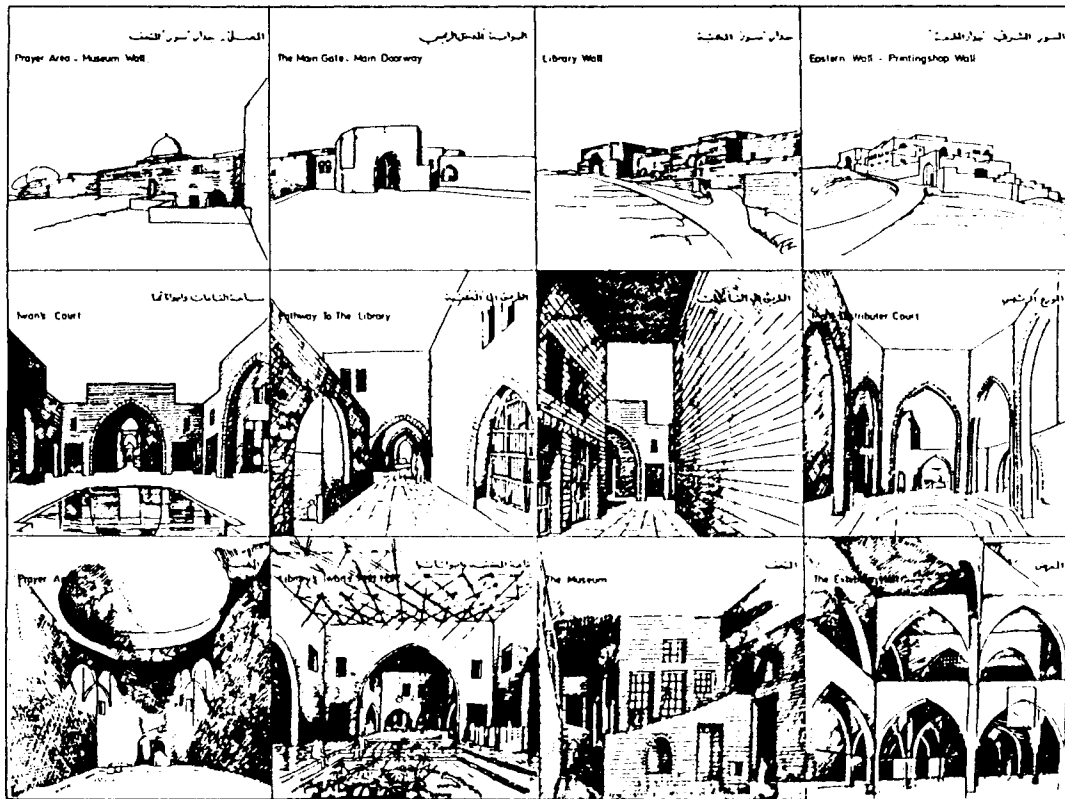
Badran emphasizes the overall significance of his proposal as a contemporary complex of entrance, gateway, porch and column design that draw heavily on historical inspiration.

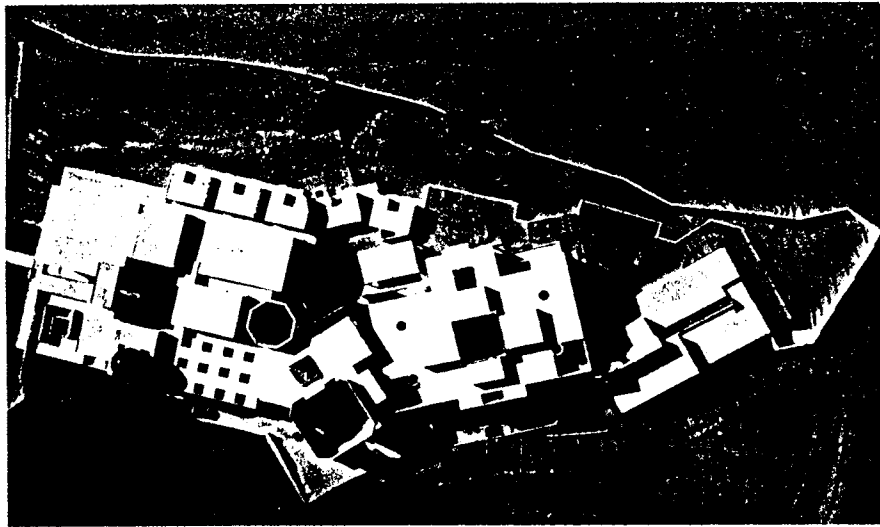
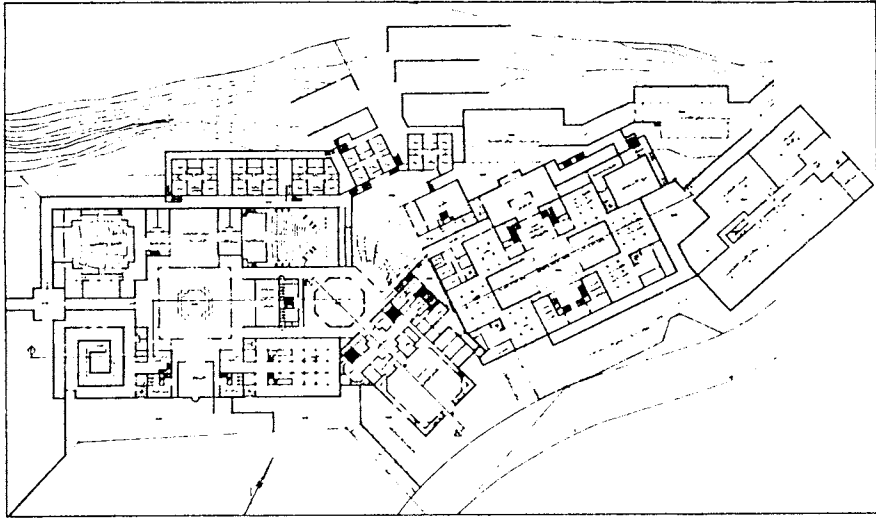


AL-ALBAIT
FOUNDATION



The high closed walls of street facades evoke a sense of grandeur and protection that yields to softer spaces, less massive volumes and more open elevations once one enters the project.





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Р.П.П.П.П.П.П.

Qatar University, Saudia Arabia.

The University buildings have special features which make them one of the hallmarks of the landscape of Doha, and identify Qatar with the modern world. The originality of the University form is that it creates a new image in the eyes of the country without disguising the past. It makes reference both subtly and openly to traditional building forms, providing a sense of cultural continuity for all those involved with it.

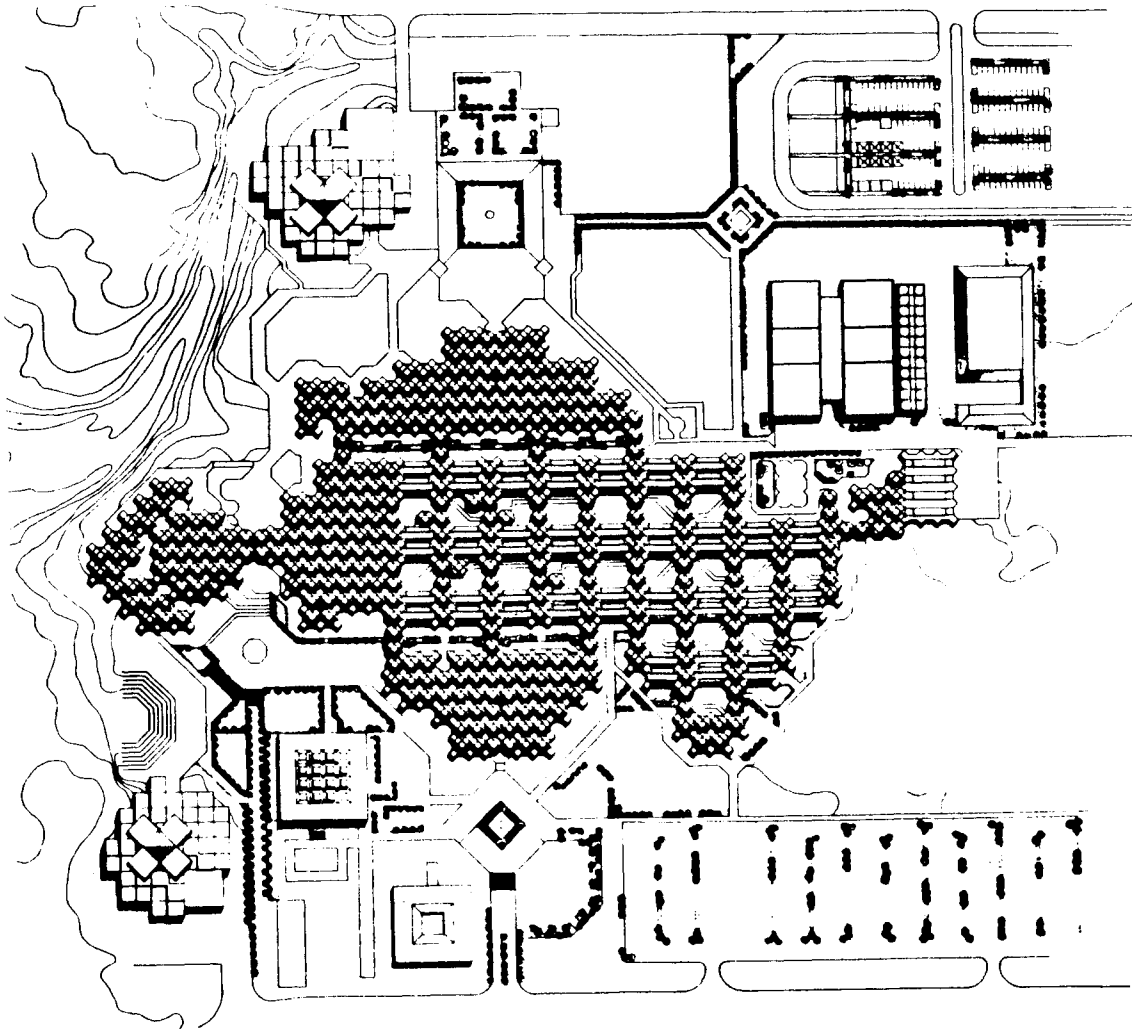
The main features of the complex include the wind towers, the towers of light, the courtyards, and the octagonal rooms.



QATAR
UNIVERSITY



Master plan of the University. Clearly visible are the individual administrative and recreational buildings (lower left), future mosque (upper left), and grouped modular units for the library (centre left) and for various faculties. Noteworthy are the courtyards created in the interstices.



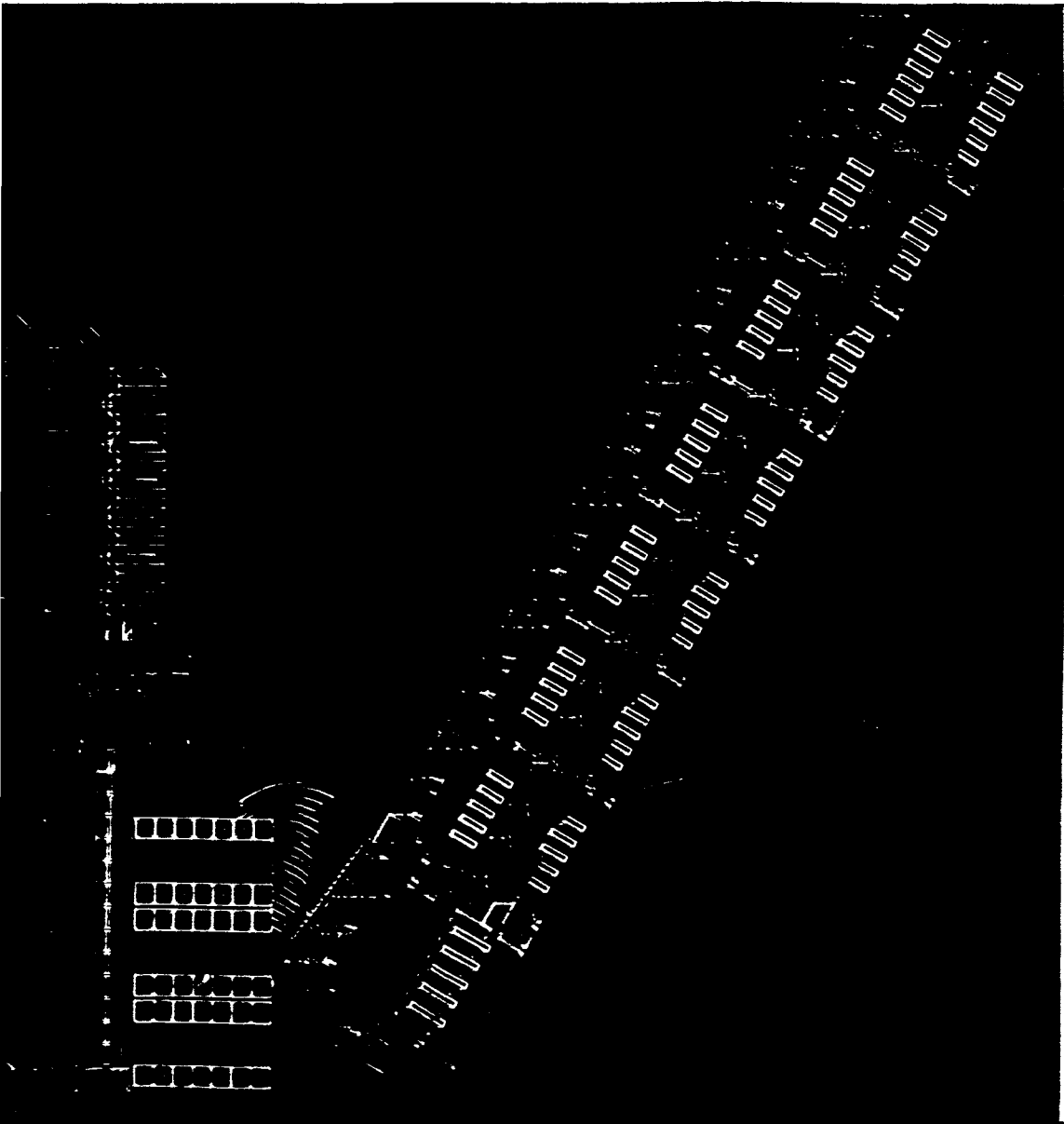
A Secondary School at Morbio Inferiore. Mario Botta,
Architect.

Botta approached the commission for a "secondary school at Morbio Inferiore" as an opportunity to participate in, and respond to, the unique conditions of the site. Because the area lacked a focus, Botta aspired- with the school- to "achieve a center of interest through the new complex which will constitute a meeting point and a landmark... for the entire regional district." That aspiration is expressed in an amphitheatre. Though the tiered wedge appears to have been inserted into the space left over after the classroom building and the adjacent gymnasium were pulled apart, it is in fact a grand entry to the school and the centerpiece of the complex.



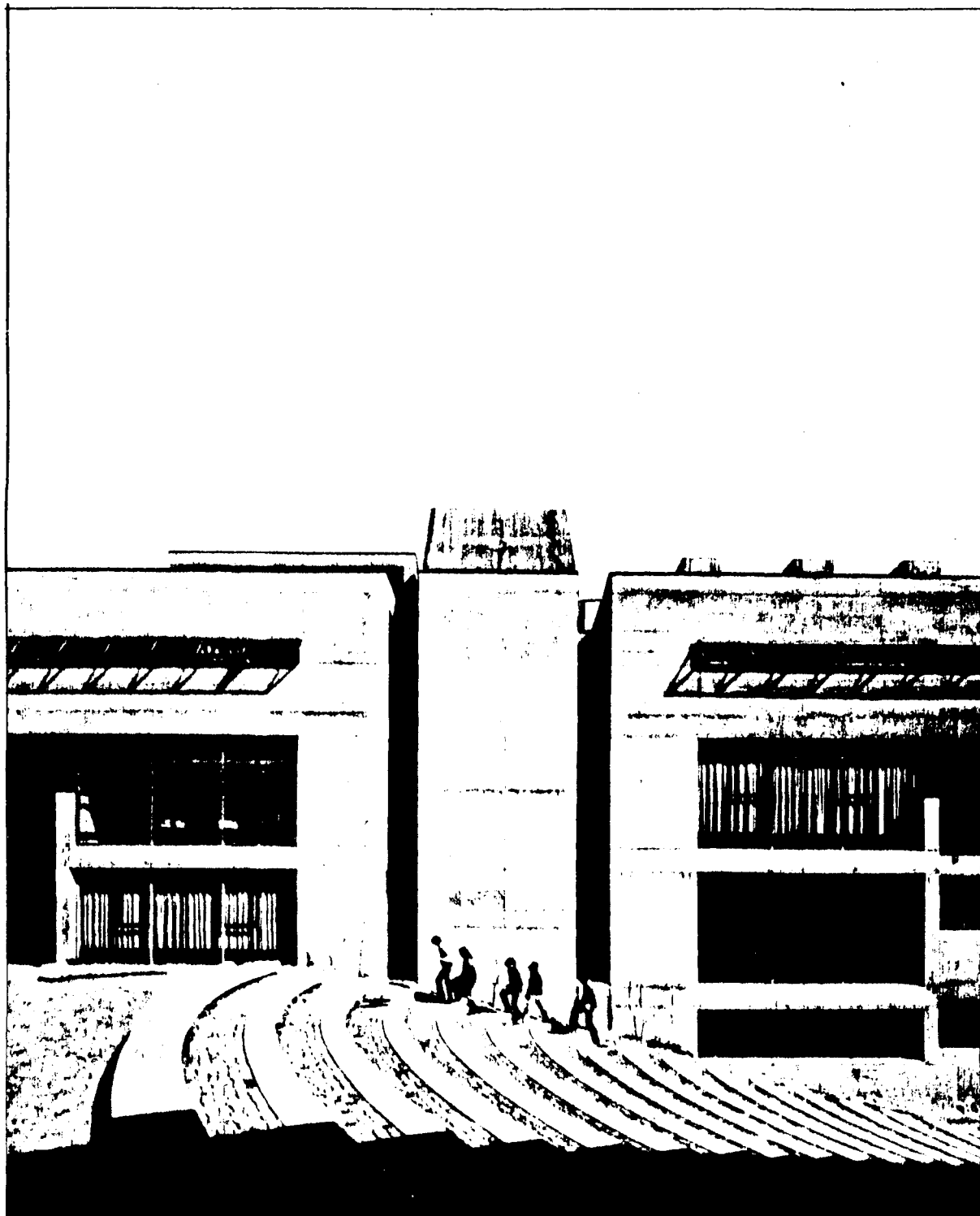
MORBIO INFERIORE





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Desert View Elementary School, Sunland park, New Mexico.

For an arid terrain in southeastern New Mexico, where typical buildings are often colorful, but very unassuming and practical, architects Perkins and Will have developed this prototype elementary school that translates simple concrete block and bar joists into eye-catching structures.

An early decision was made to keep the schools small-scale and complete in themselves. The school is encircled by a low, native-rock wall to separate irrigated, planted areas adjoining the building from the surrounding wind-blown, sandy desert.

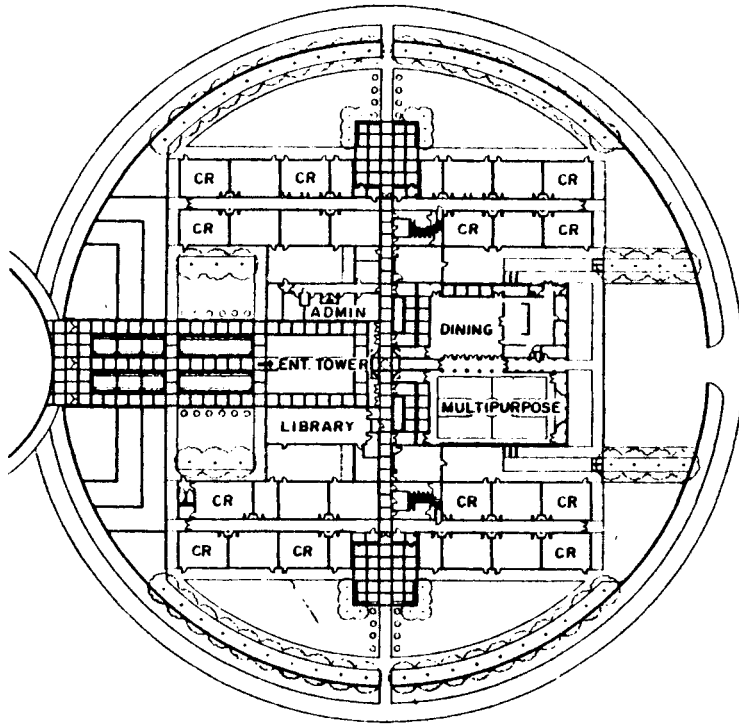
The school plan is simple, but clearly zoned and arranged around courts. Walkways are shaded by translucent fiberglass roofs and canvas awnings. Classrooms are repetitive standard sizes, off double loaded corridors, flanking the shared facilities: administration, library, cafeteria, and a multi-purpose room. The scale and massing of the gabled pavilions housing the last two areas - together with a rather sculptural entrance tower - signal their added use for numerous community functions. The other areas are shed-roofed, off clerestoried spines.

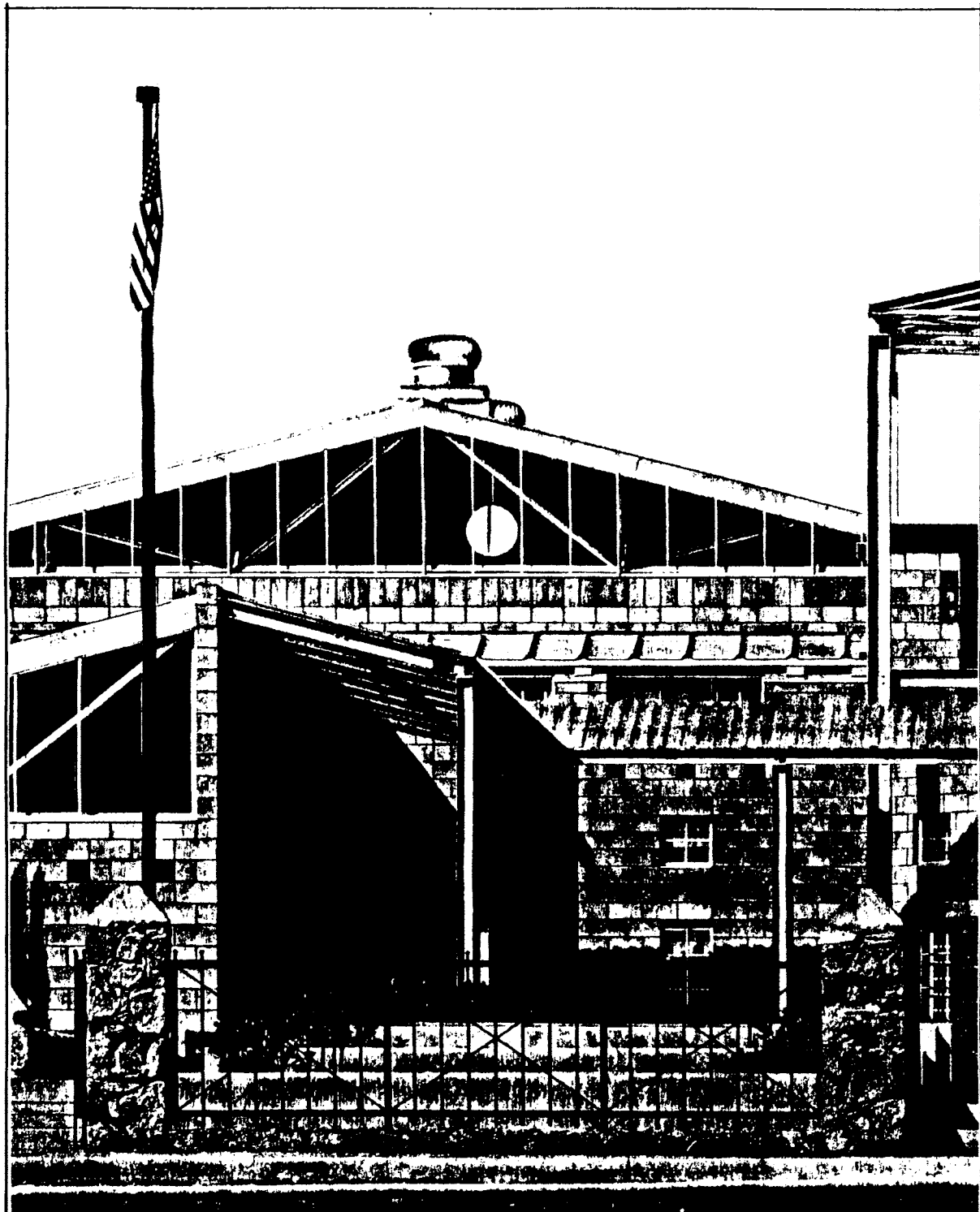


DESERT VIEW SCHOOL



It all adds up to a strong associative regionalism for the desert climate, without depending on direct recall or stylistic historicism.





AMERICAN

AMERICAN



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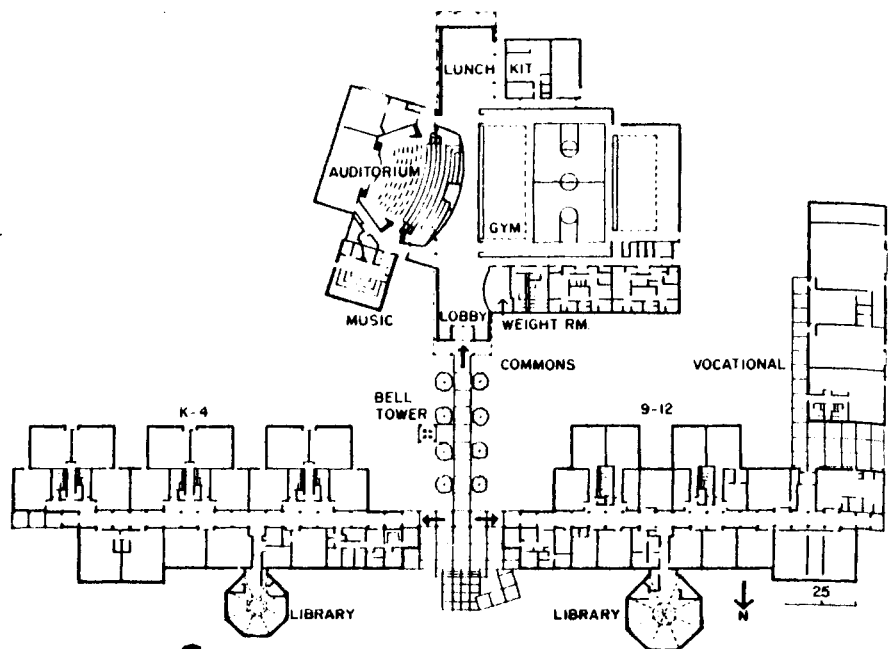
The Wray School, Wray, Colorado.

Clustered villagelike amidst wheatfields punctuated by bluffs of stratified limestone, this appealing school complex deftly reflects the surrounds and the indigenous building forms of farm and prairie settlements of the Republican River basin around the town of Wray in eastern Colorado. Though it is an sizable facility of about 106,000 sq. ft., an active interplay of building heights and shapes give it an impression of being an assemblage of varied-scale structures, silos and tall grain elevators. All is visually tied together by an arcade that serves as a circulation spine, and forms an impressive entrance loggia to the complex. Its strong horizontal lines repeat that of fields and cliffs.



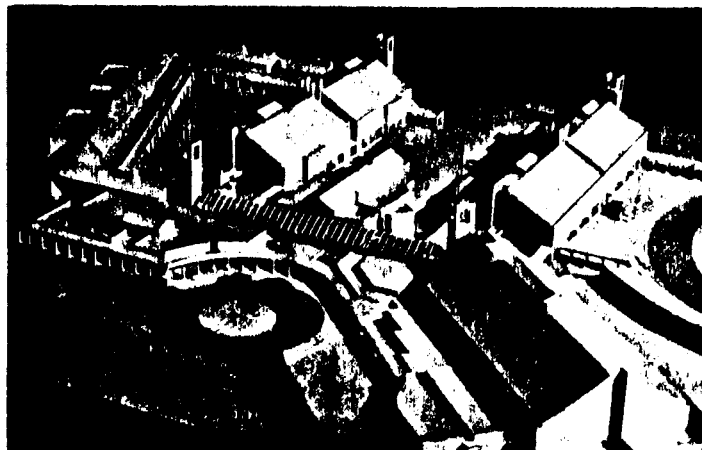
THE WRAY SCHOOL





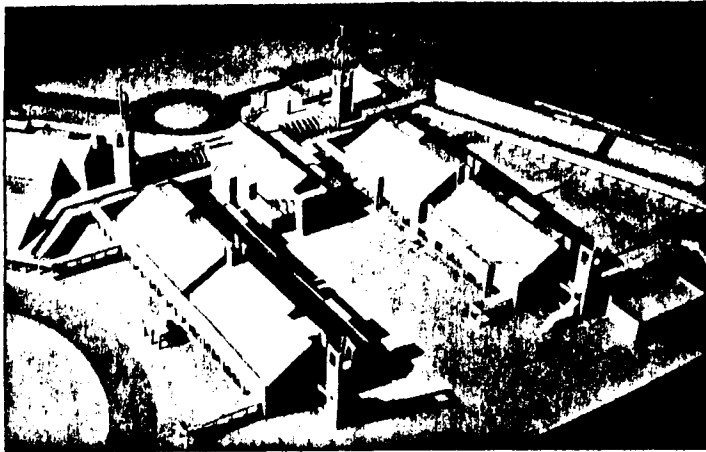
Glenwood School, Dallas, Texas. Earl R. Flansburgh
+ Associates.

The concept of "project areas" accessible from a series of flexible classrooms lies at the heart of this design for a K-12 school. Sliding or folding doors enable these spaces to alternate as separate teaching units or open-plan clusters, according to changing requirements. Individual offices for teachers and curriculum coordinators adjoin each three or four classroom group, along with a complement of conference areas serving smaller classrooms. The shared facilities of library, gym, and lecture hall help to provide a unifying community focus for Glenwood's three main divisions - and take fullest advantage of a relatively constricted site. Outdoor activity spaces, linked by open paths as well as covered walkways, encourage the enjoyment of handsomely landscaped grounds.

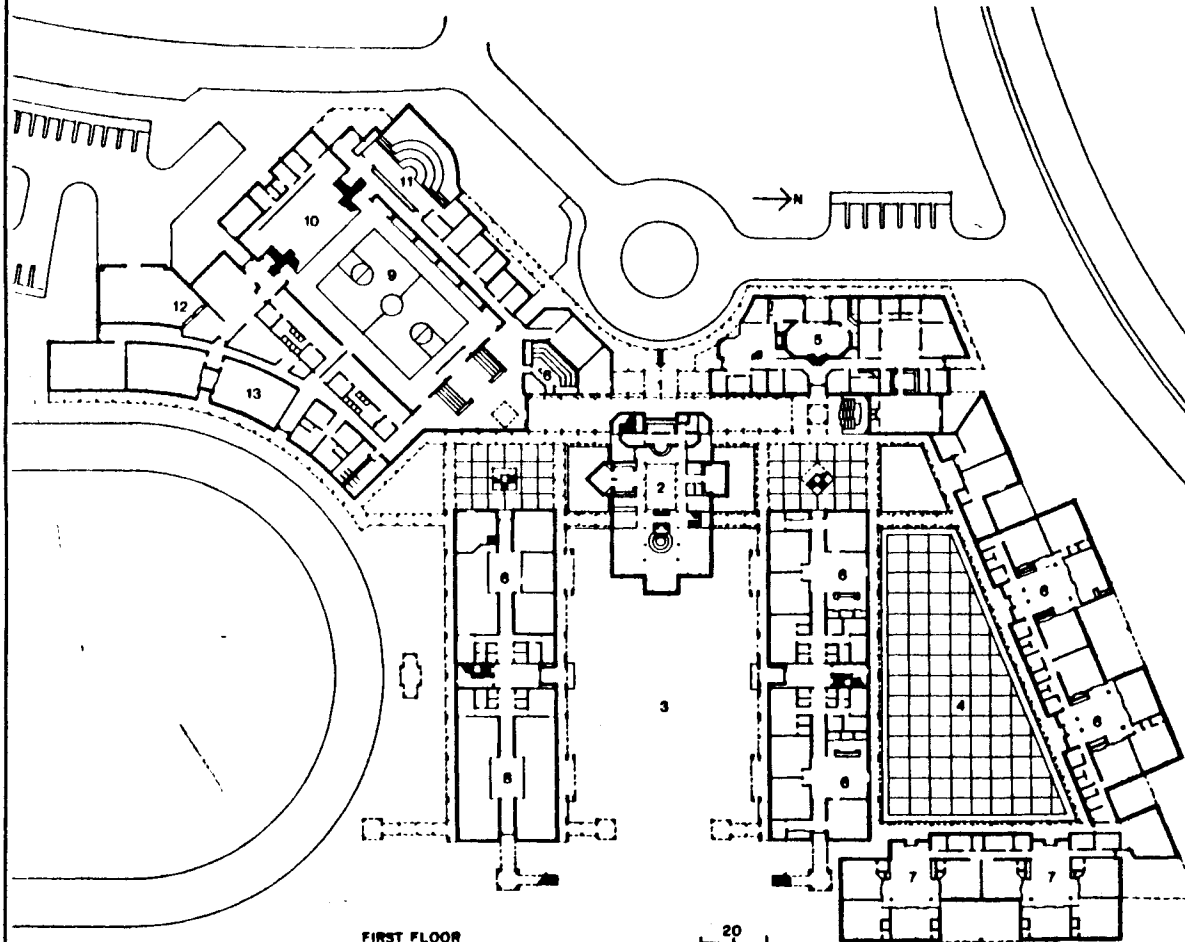


GLENWOOD SCHOOL





1. Entrance
2. Library
3. Lawn
4. Courtyard
5. Administration
6. Classrooms
7. Pre-kindergarten
8. Special labs
9. Gymnasium
10. Stage
11. Music
12. Receiving
13. Multipurpose



The students are the very heart of The Jubilee School. Gifted students, who often feel different from their peers, will find themselves as part of a group in which they are the norm. The primary criteria for admission would be academic achievement, personality, physical fitness, and potential for superior performance.

Because the school is residential, similar interests and knowledge can be reinforced through peer-interaction. Competition is a natural result of this peer-interaction; it is viewed as a positive aspect of the learning process which will develop within the student a positive attitude toward the challenge of learning.



USERS



The faculty is the inspiration for the developing young students, and therefore the school must contain the most qualified and gifted teachers in the country along with non-Jordanian specialists where this is appropriate to enhance instruction.

The faculty will serve as a role model, and must have a professional attitude for continued learning and a commitment to teaching beyond the classroom.

A low teacher-student ratio, 1-12, will allow individualized attention for the students and a variety of activities that are related to a full education program.

Special programs will be designed for selected outstanding teachers from other schools in Jordan to allow them to work with teachers from The Jubilee School and acquire direct experience in methods of teaching developed at the school. They will in turn be able to share their experience and knowledge with colleagues in their own districts and contribute to the quality of education in the country.



USERS



The staff is responsible for the day to day administrative operations of the school. These tasks include providing overall leadership of the individual programs within the school, providing general student services, records maintenance, and faculty services such as typing and general clerical tasks.

The importance of the staff to the success of the school can not be over emphasized, and as such it is crucial that the solutions be sensitive to their psychological, aesthetic and functional space needs.



USERS



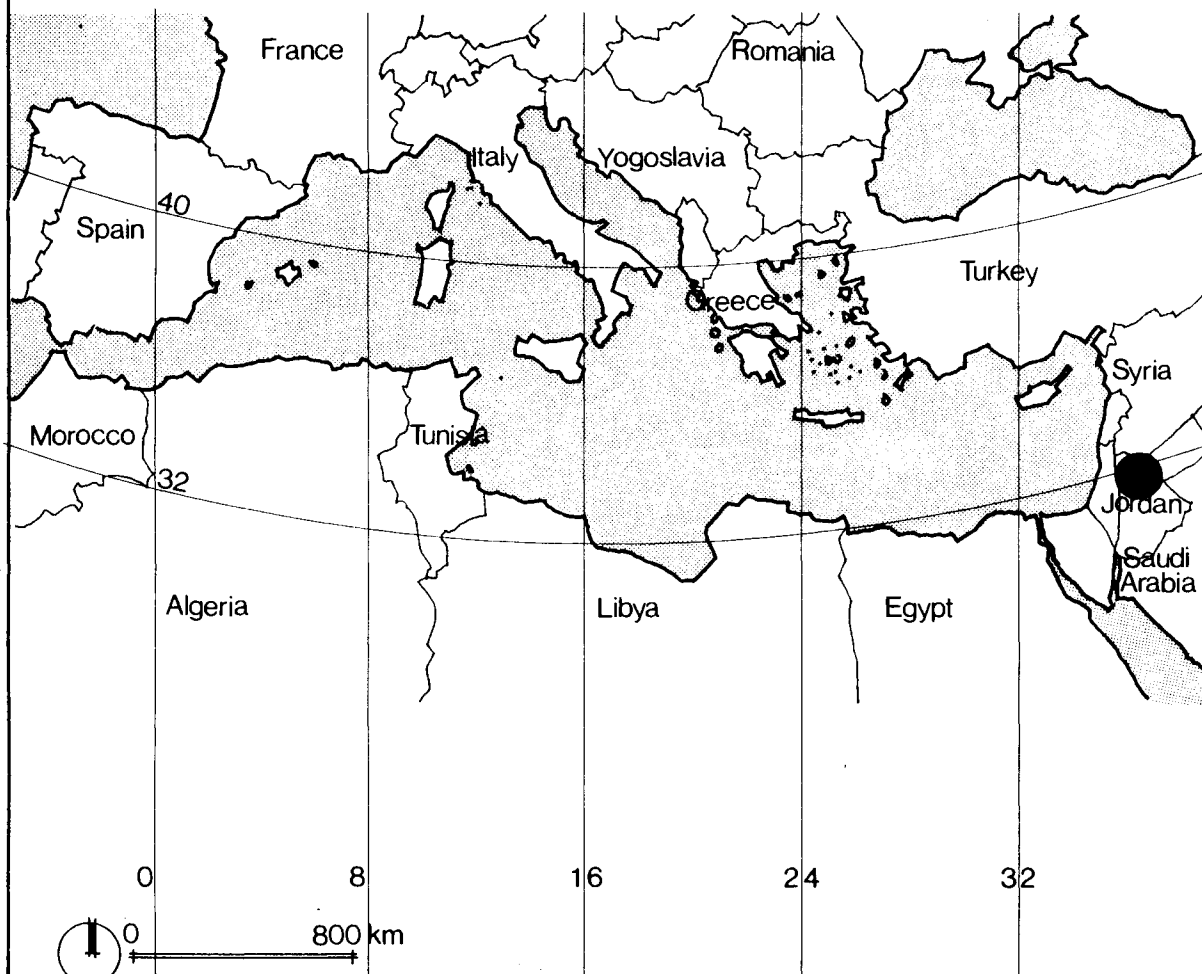
Jordan is located at the crossroads of the Middle East
and of three continents - Europe, Asia, and Africa.



THE WORLD

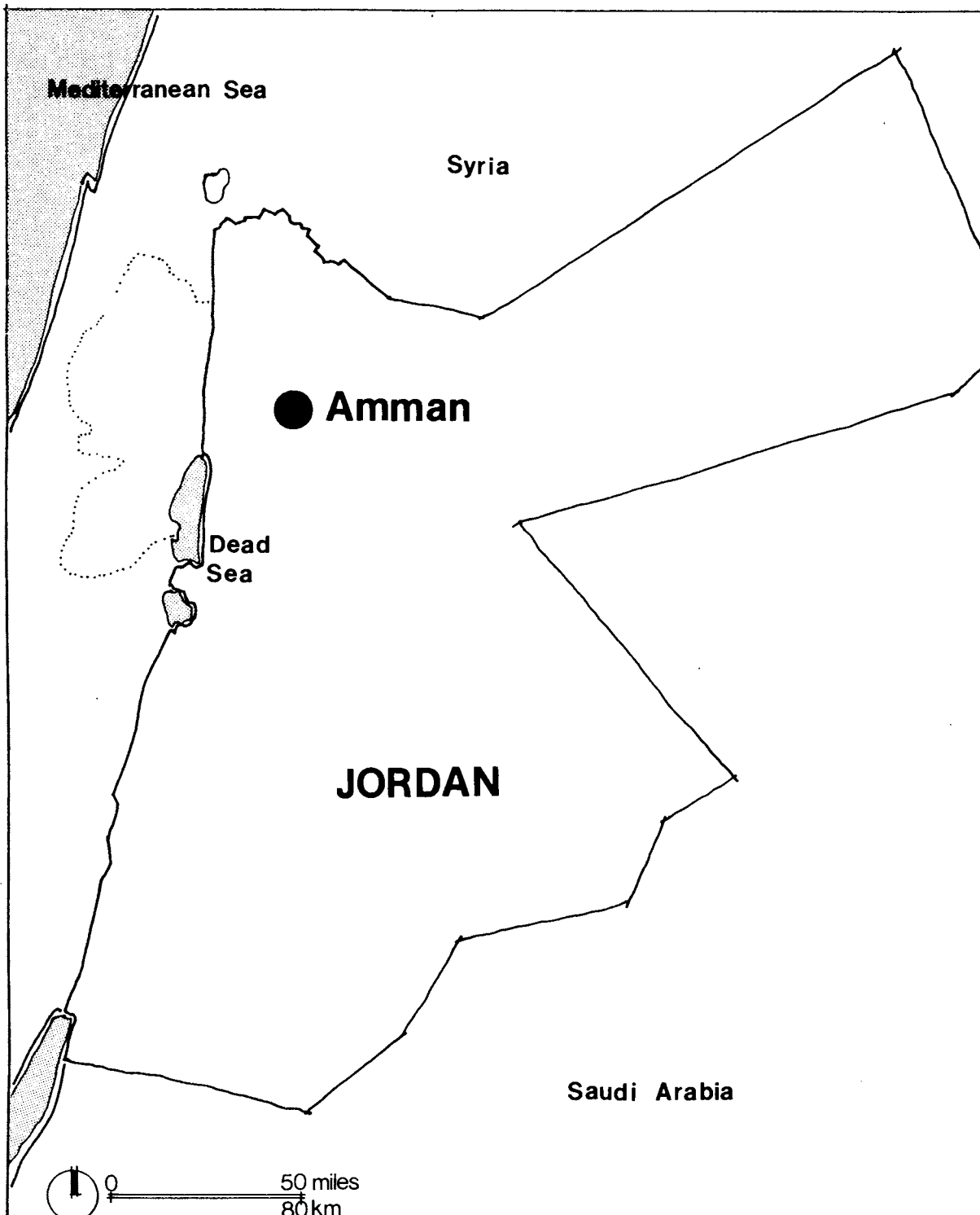


Positioned on the eastern edge of the Mediterranean Basin, Jordan shares borders with Syria to the north, Iraq to the east, Saudi Arabia to the east and south, and the Occupied Territories to the west. The city of Amman is the capital of Jordan.



THE MEDITERRANEAN AREA



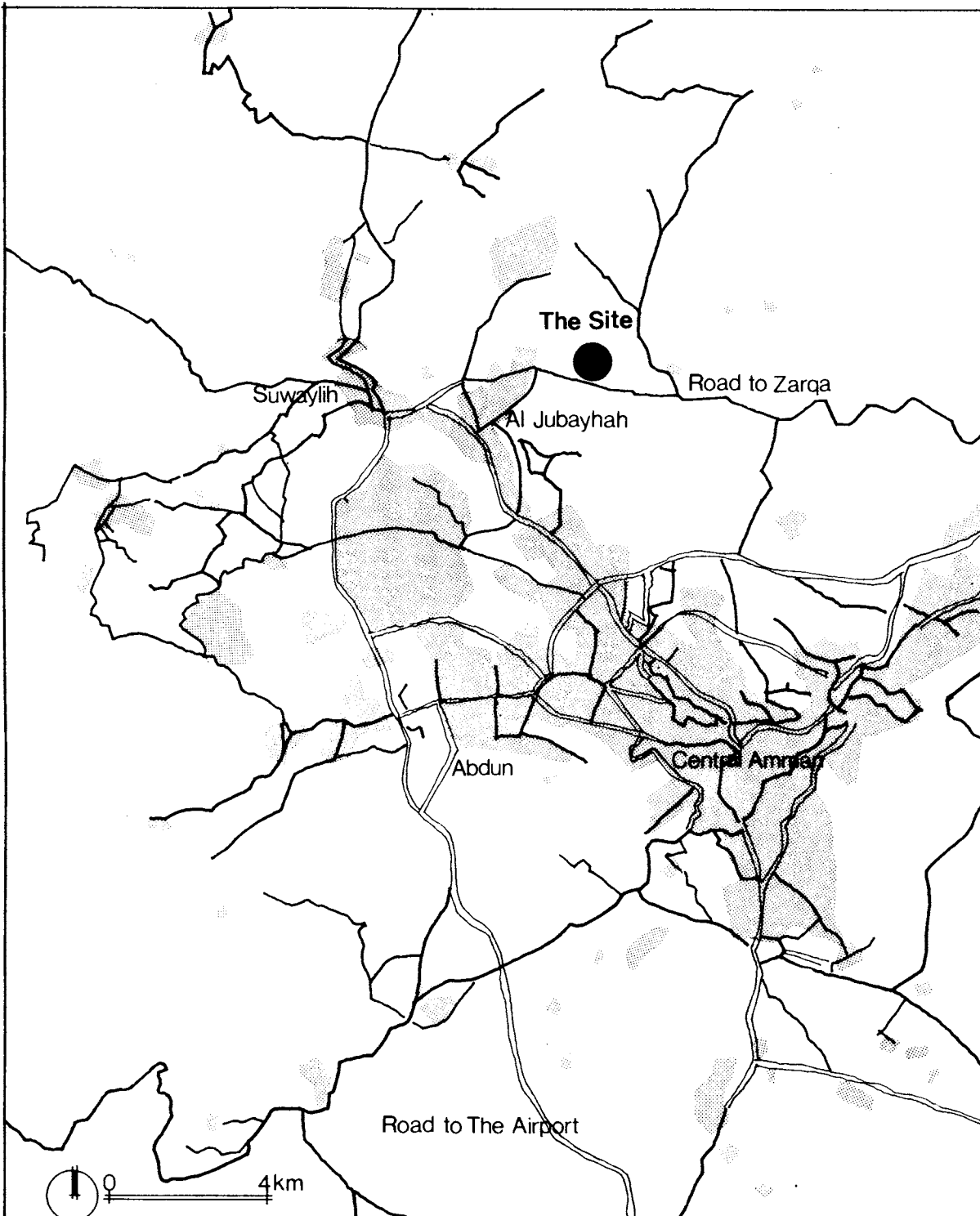


JORDAN





AMMAN

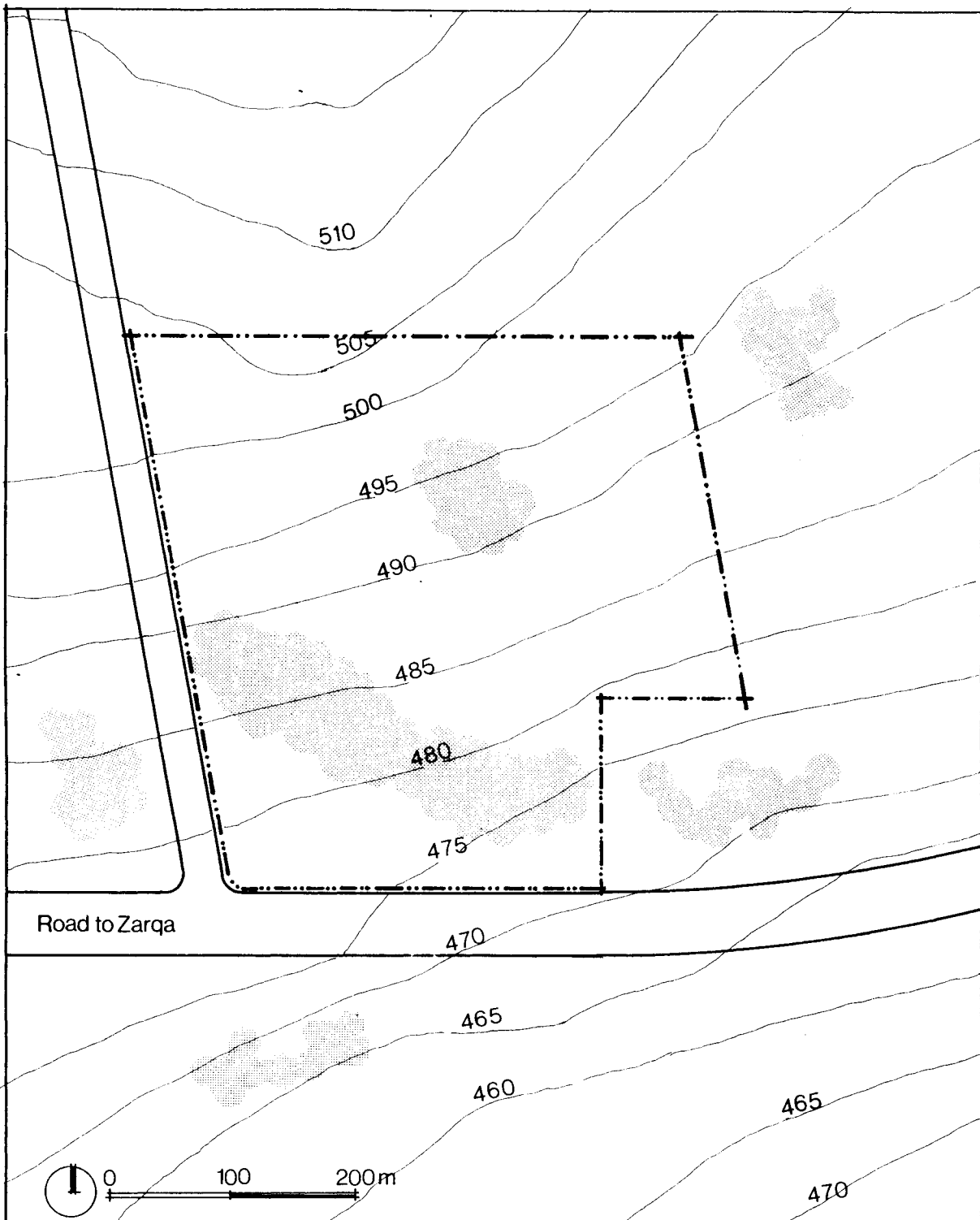


Jordan's capital, a busy commercial and administrative metropolis built on seven hills, has a long and fascinating history. In Biblical times it was known as Rabbath Ammon, and later under the Ptolemies as Philadelphia. Today Amman is a thoroughly modern city, with first rate hotels, many fine restaurants and a variety of entertainment and sports.





THE SITE



The two hundred ten dunums site (approximately 50 acres) is located at the edge of the rural part of the city in Um Zweitineh / Jubeiha, in close proximity to the Royal Scientific Society and Jordan University. This location will permit easy use of these facilities and access to experts from these institutions. Students in the final year of the secondary cycle may take university level studies.

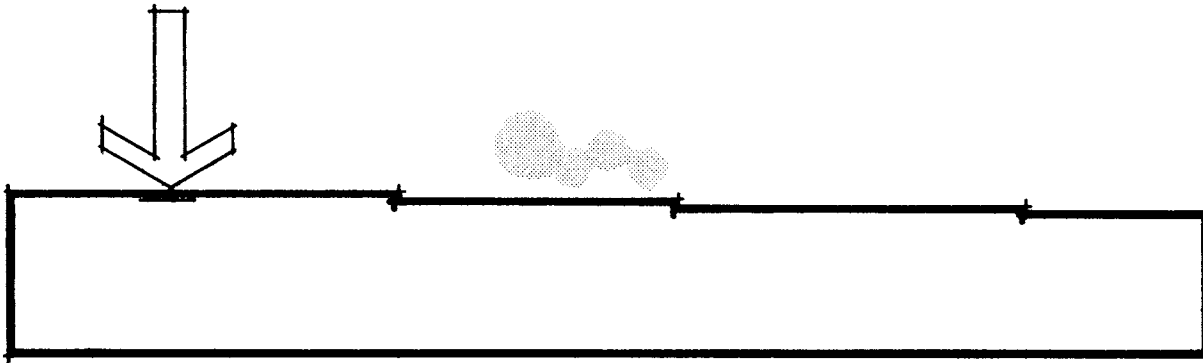




SITE SECTIONS

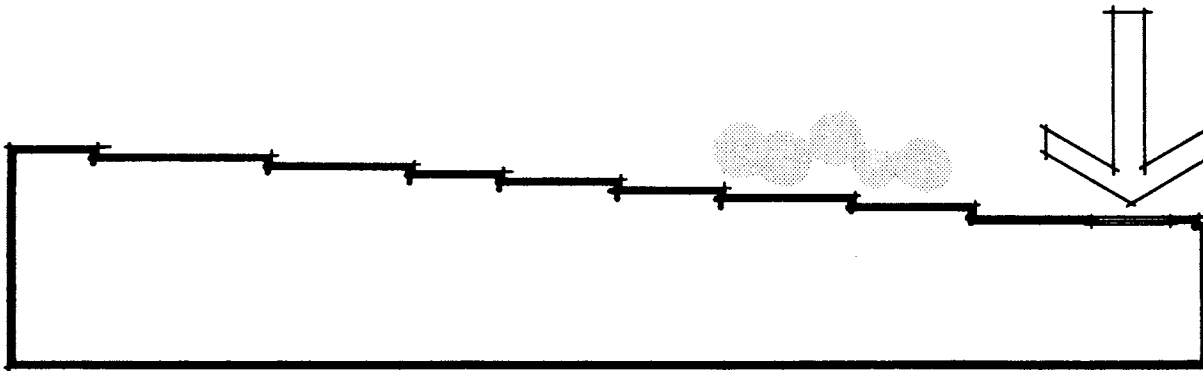


side Road

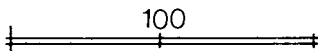


W—E Section

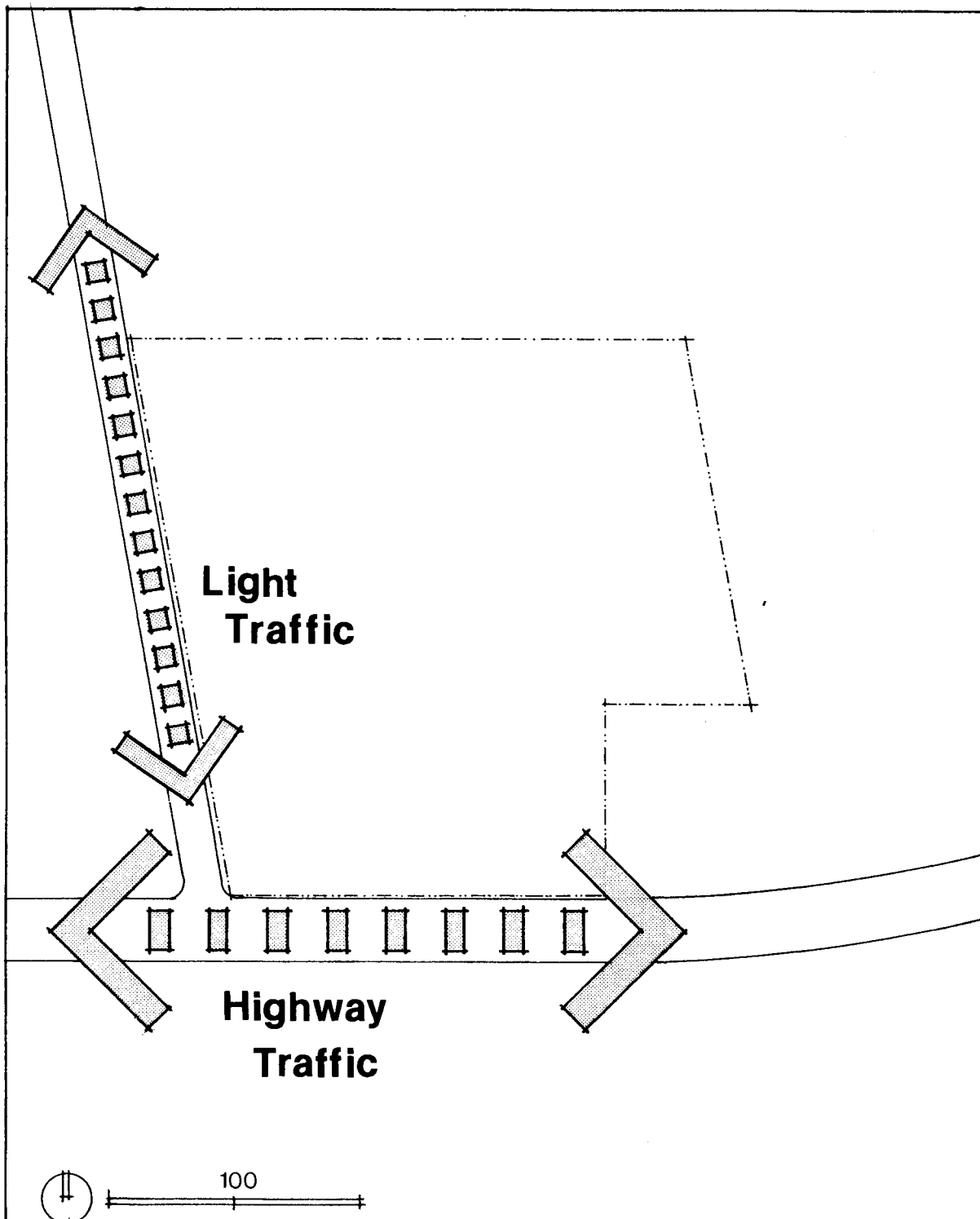
Zarqa Highway



N—S Section



The Site Sections show a slope from North to South toward the Zarqa Highway, and a more gentle slope West to East away from the side road. Vegetation happens randomly across the Site.



TRAFFIC



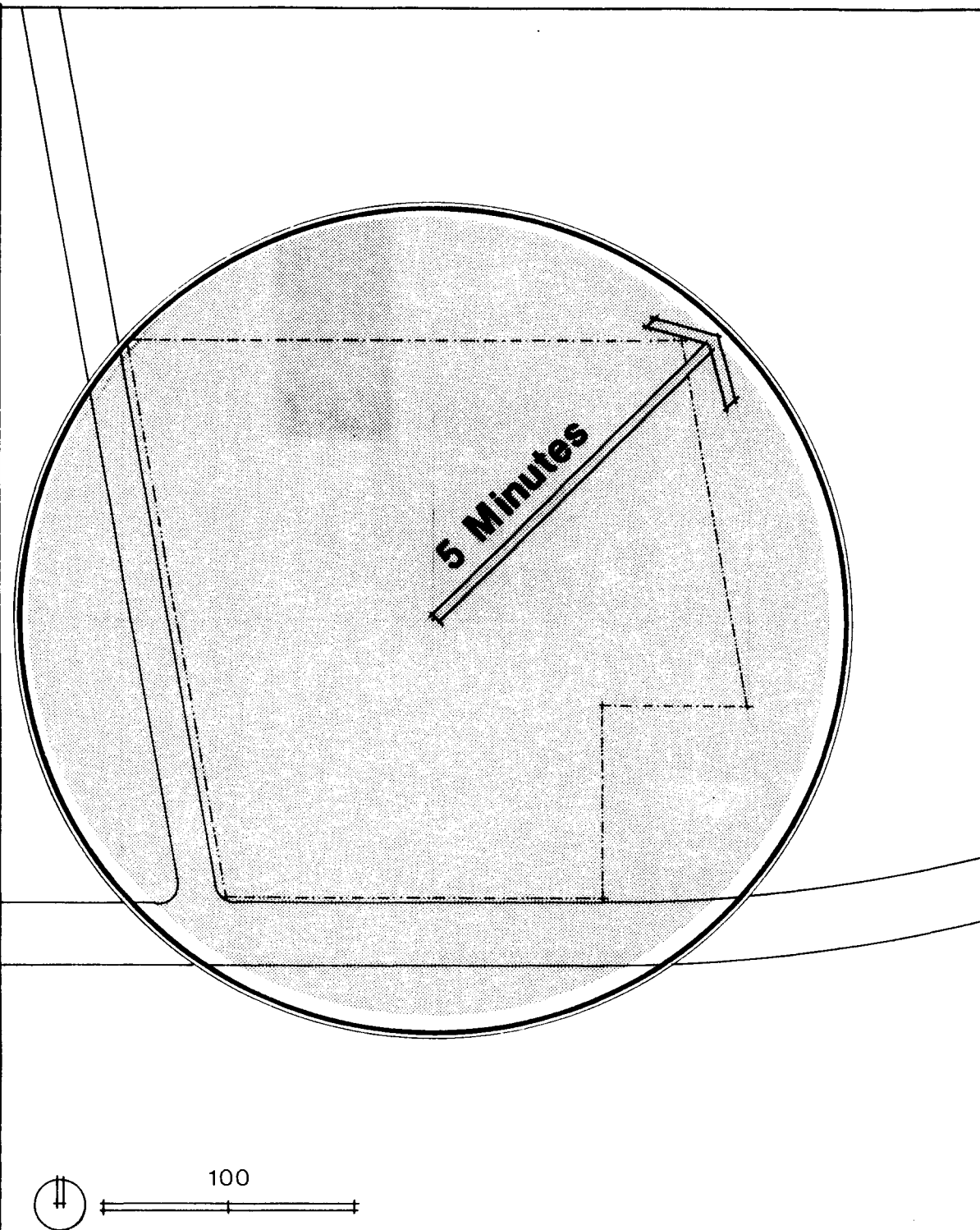
The Site is bounded to the South by the Highway to Zarga; this highway is greatly used. A secondary circulation bounds the Site to the West; it experiences light traffic as it primarily serves the housing addition to the North.



WALKING TIME



It is possible to walk to any point on the Site from the center within five minutes.

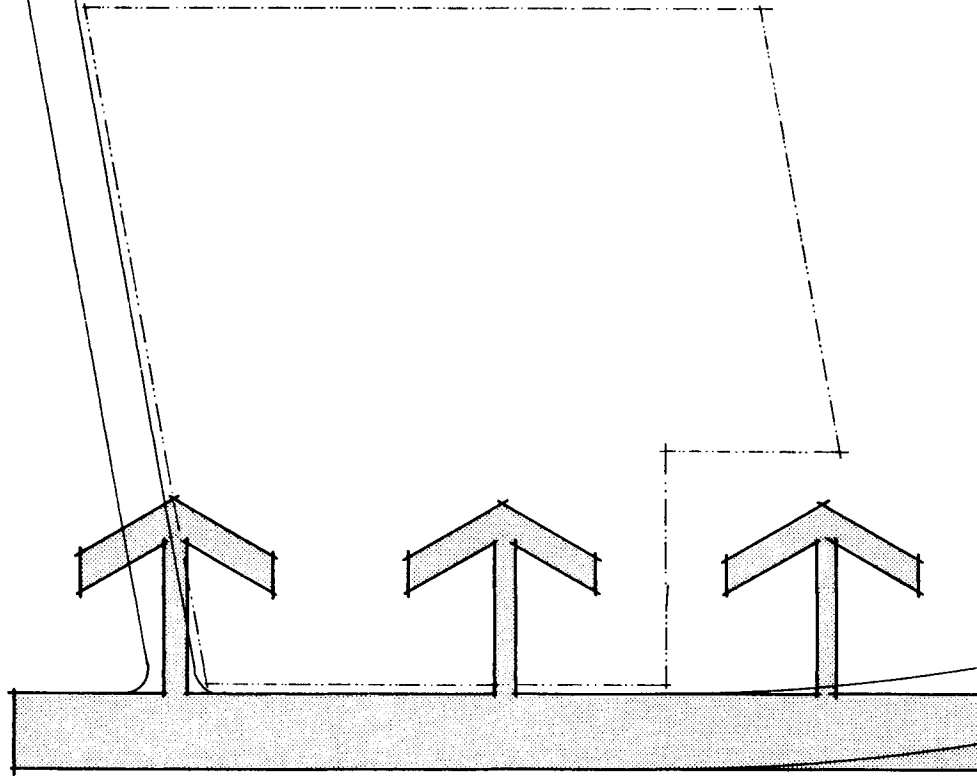




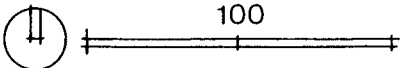
NOISE



The Zarqa Highway is the prime generator of noise in the area. Many large vehicles use this road as Zarqa is an industrial city which distributes goods over the country.



Traffic Noise

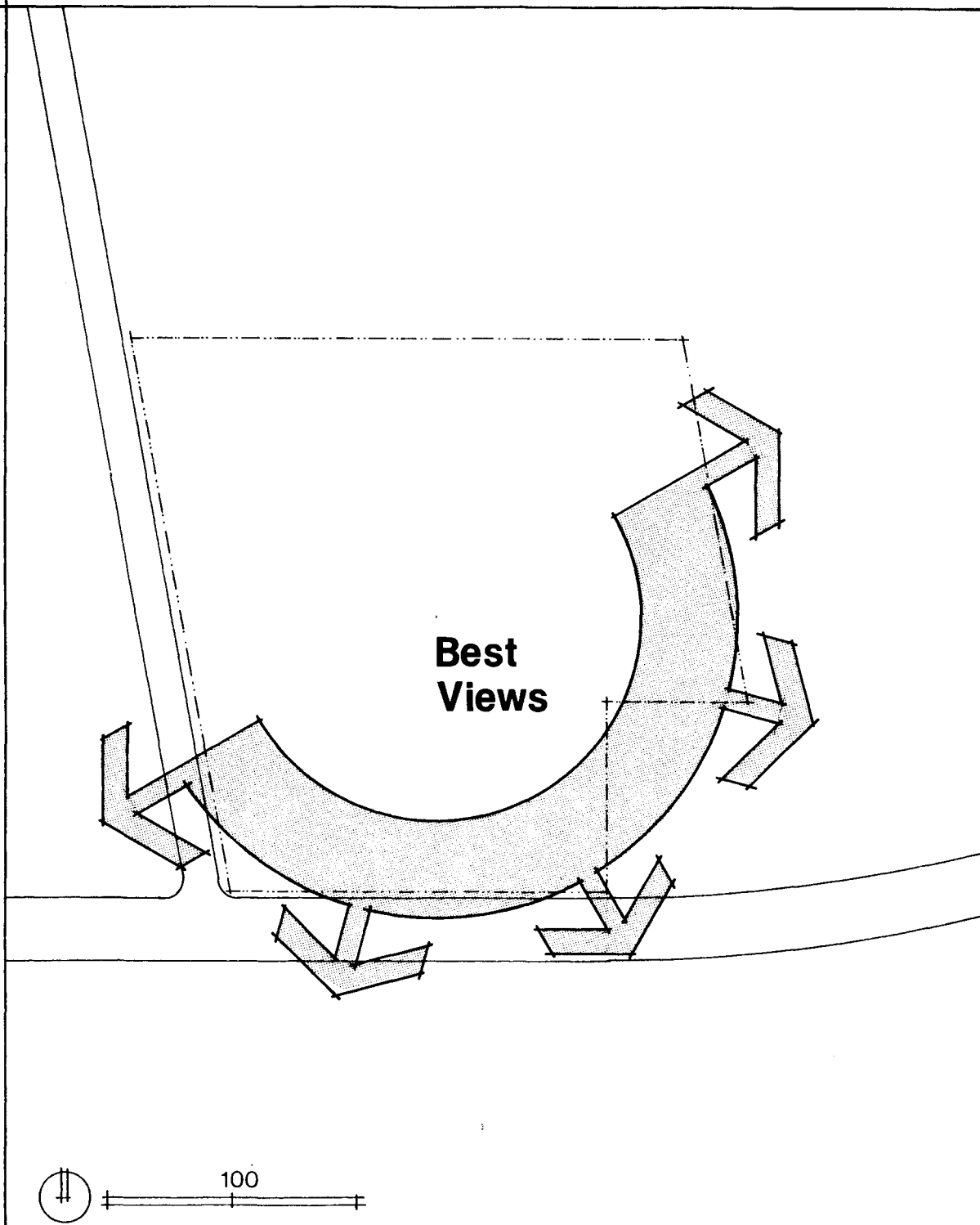


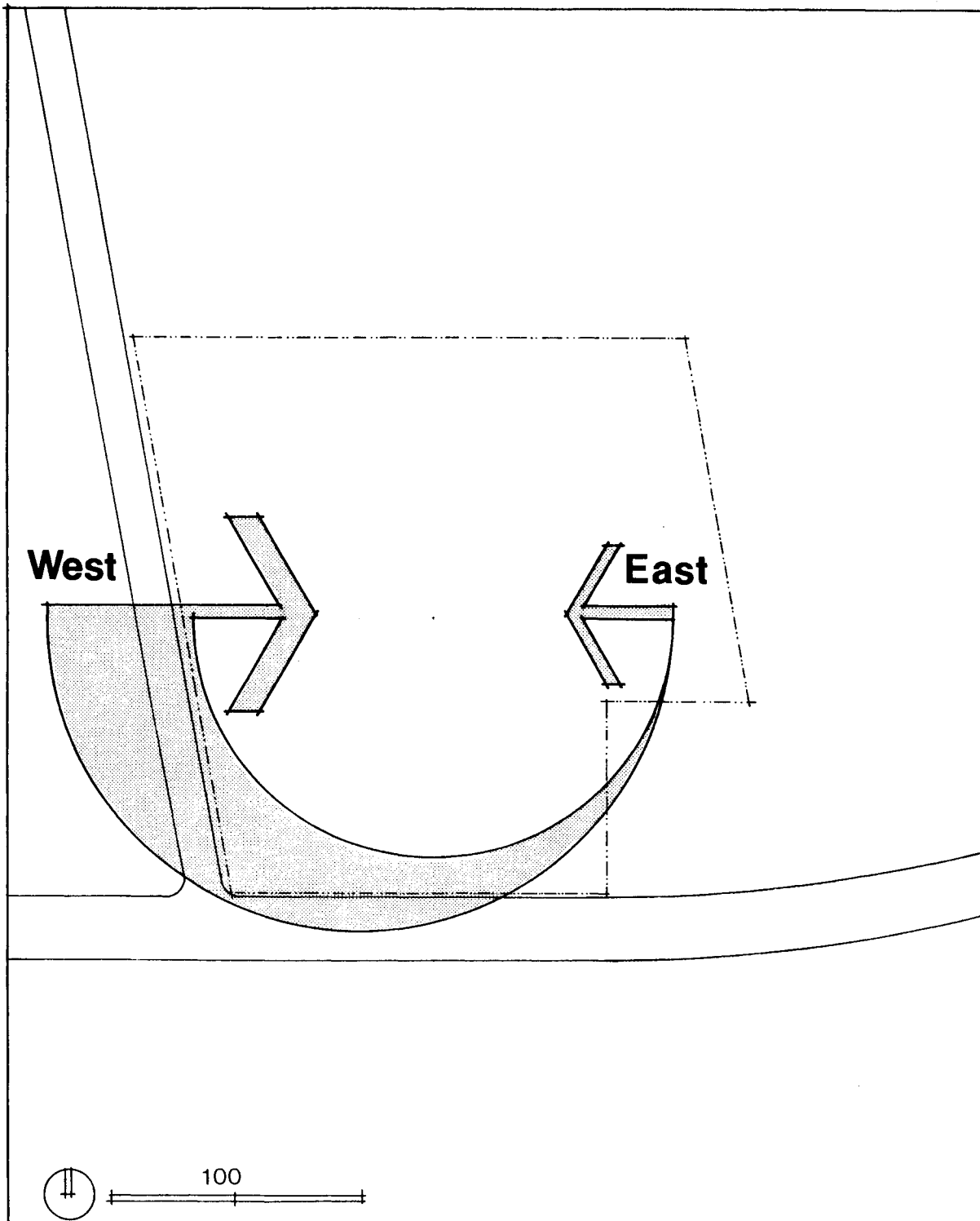


VIEWS



The best views from the Site are to the South and Southeast. The Site gently slopes Southward to allow for these views of the city.





SUN INTENSITY

SUN INTENSITY

SUN INTENSITY

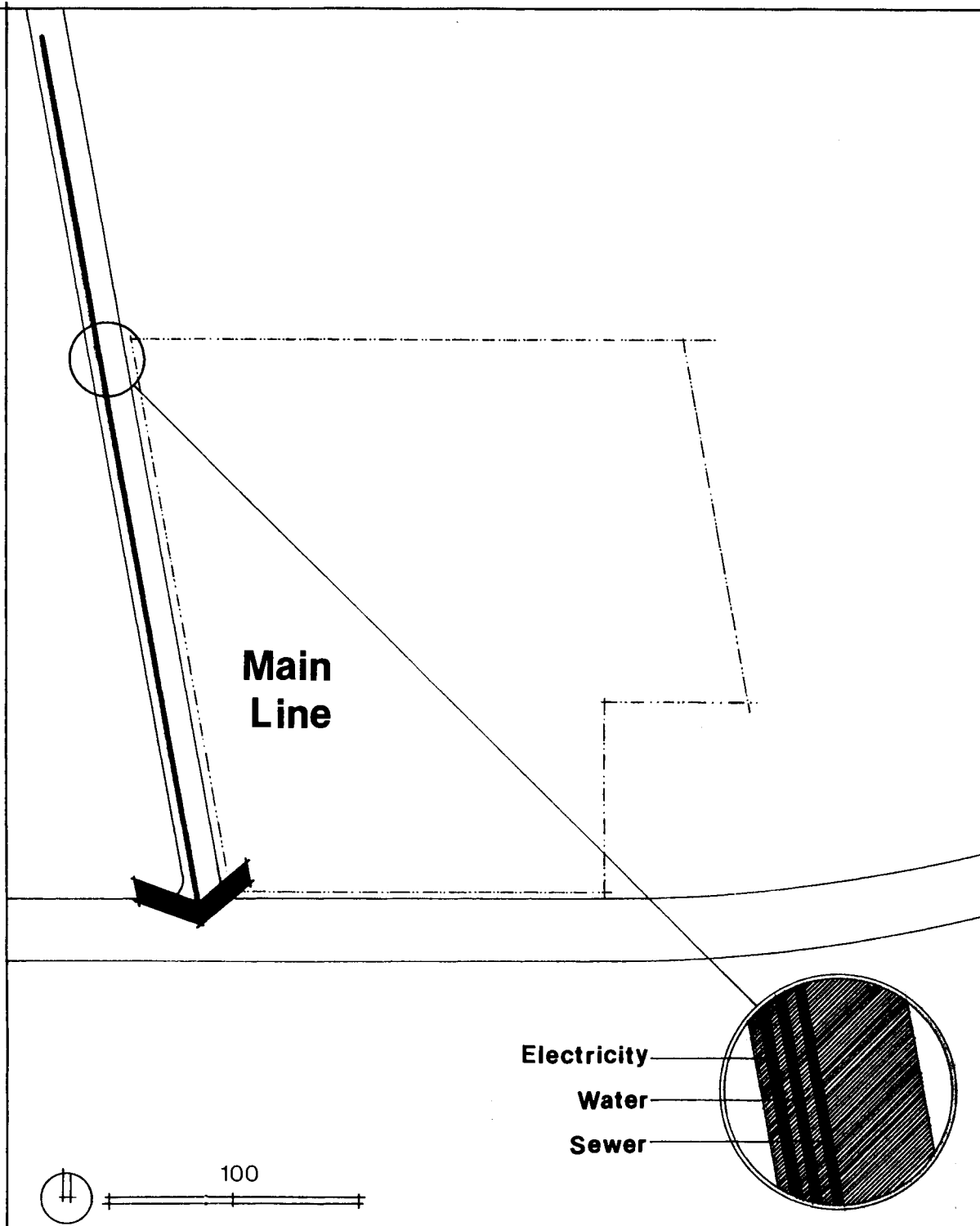
The Site experiences a great degree of solar intensity. It is the most intense in the evening, when the sun sets in the West. The many trees on the Site help to alleviate some of the heat.



UTILITIES



The accessible trunk line for utilities runs North South along the road that borders the Site to the West. Electricity is run overhead, with Water below grade. Sewer lines do not exist but will be put in place for this development.



Jordan's climate varies from the Mediterranean type in the western part of the country, to the desert type in the east, but is generally arid. The proximity of the Mediterranean Sea is the major climatic influence, although this influence is modified by continental air masses and by altitude.

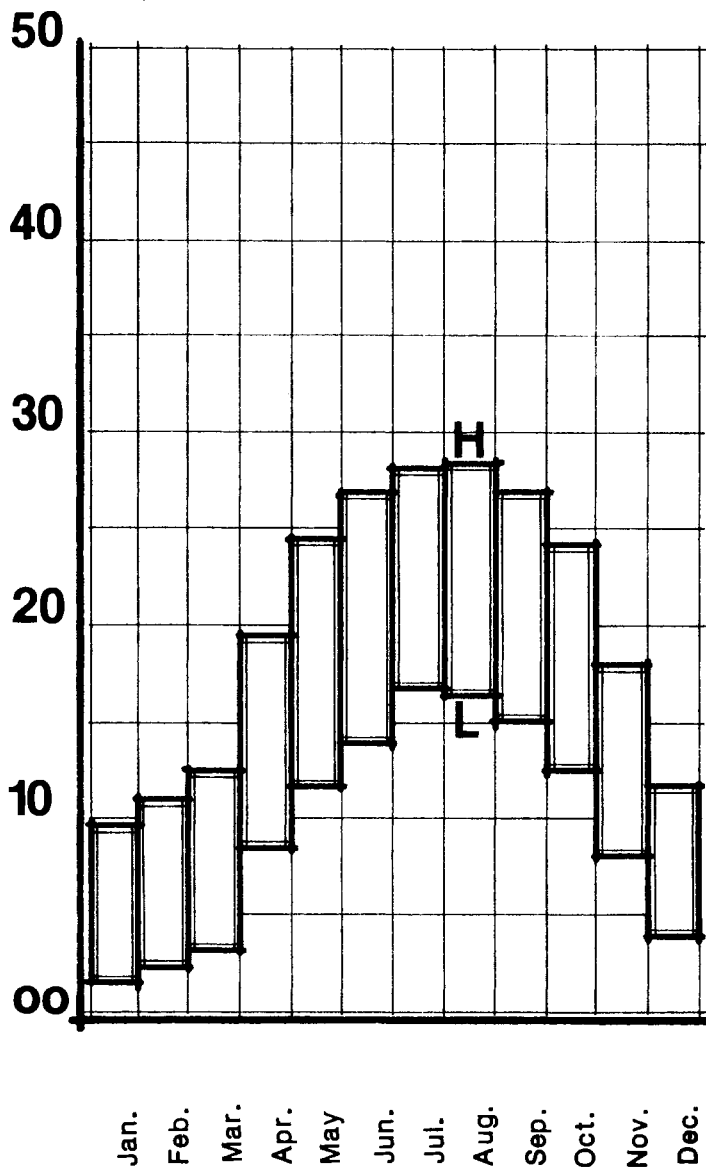
Mean monthly temperatures for the site (788 meters above Sea Level) range from 2.2° to 28.7°C. The prevailing wind throughout the country is westerly to southwesterly. Rainfall occurs in the short cool winters, with an average in Amman of 475mm annually. Occasional snow and frost occur in the uplands.



CLIMATE

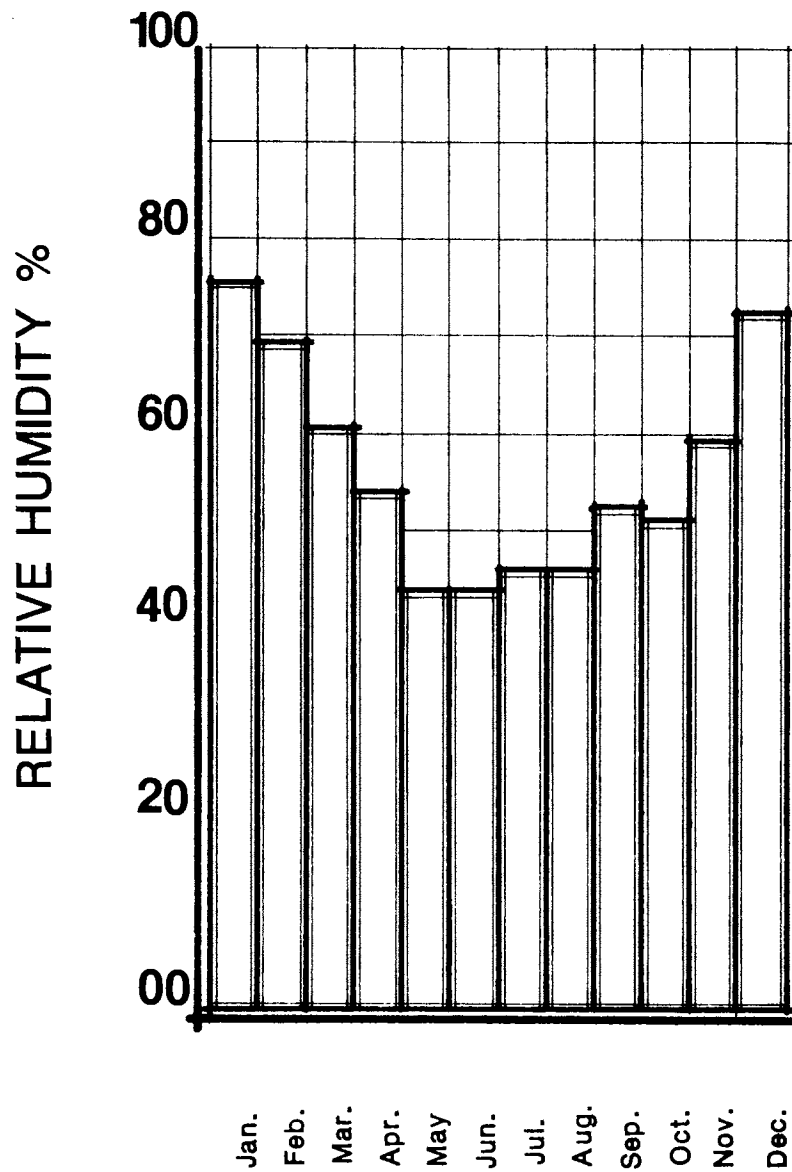


AVERAGE TEMPERATURE • C



TEMPERATURE

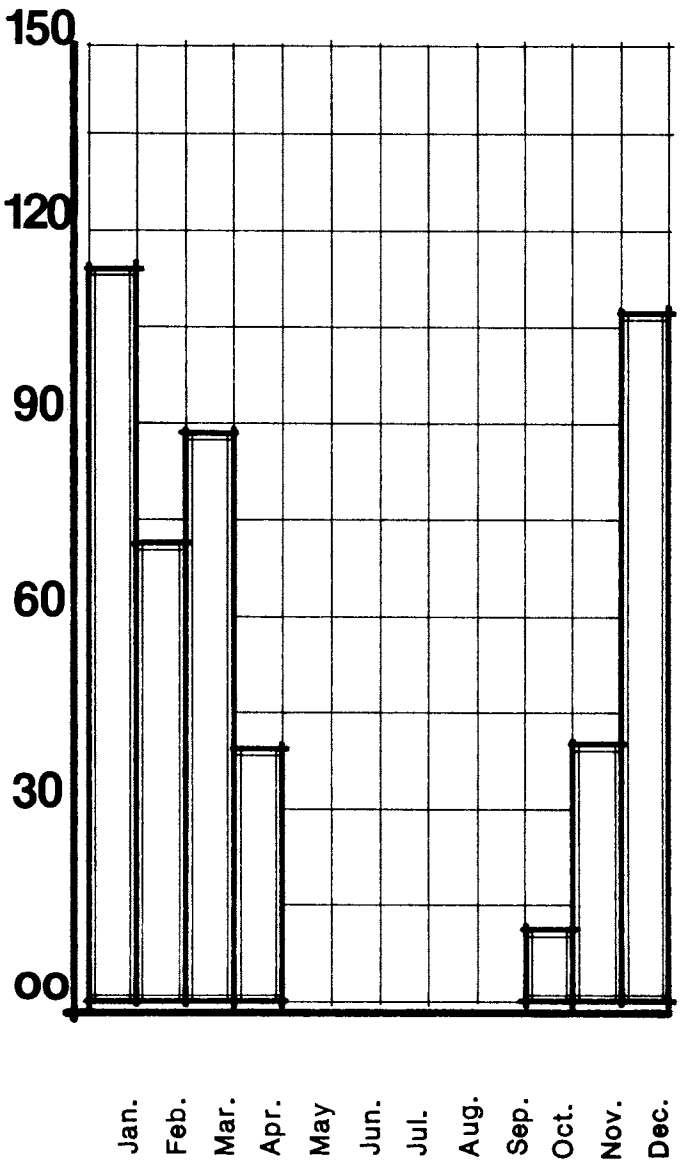




HUMIDITY



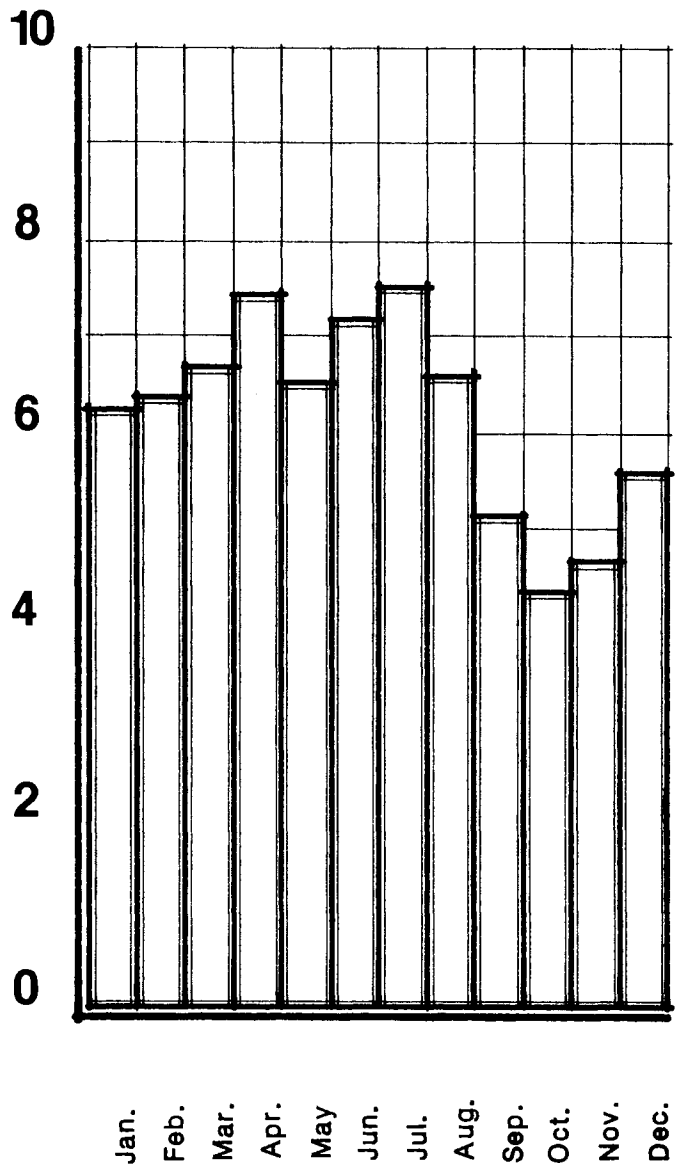
AVERAGE PRECIPITATION IN mm



PRECIPITATION



WIND SPEED KNOTS



WIND





SOLAR ANGLES

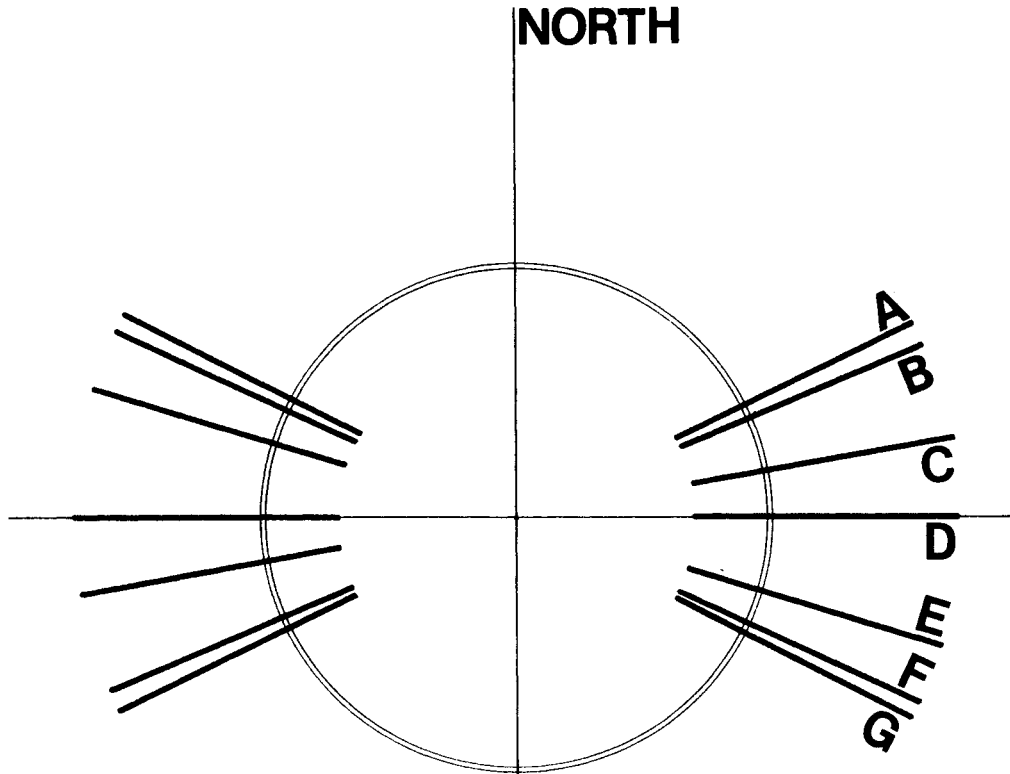


ANGLES OF SOLAR ALTITUDE

A	June 21.....	8
B	May and July 21.....	7
C	April and August 21.....	7
D	March and September 21.....	5
E	February and October 21....	4
F	January and November 21....	3
G	December 21.....	3



SOLAR ANGLES



ANGLES OF SOLAR AZIMUTH

A	June 21.....	6
B	May and July 21.....	6
C	April and August 21.....	8
D	March and September 21.....	9
E	February and October 21...	10
F	January and November 21...	11
G	December 21.....	11

As earthquake occurrence is mostly restricted to faults and zones of weakness in the earth's crust, it has been already established that the Jordan rift zone, which extends from the Gulf of Aqaba in the south to Turkey in the north, remains the major potential zone of considerable seismic risk in this country.

Further branching zones exist but with lower activity in both magnitude and frequency of occurrence. Major destructive earthquakes of the last 2000 years seem to have occurred along the major zone of the rift, some of which had magnitudes greater than 6.2. Theoretical studies however, indicate that the maximum expected earthquake along the Jordan rift is of the order of 7.5-8.0.

Statistical studies on a wide range of earthquake data revealed recurrence periods of destructive earthquakes in the Dead Sea rift as shown in table 1. It should also be mentioned that the last destructive earthquake ($M=6.25$) has occurred some thirty kilometers north of the Dead Sea in 1927.

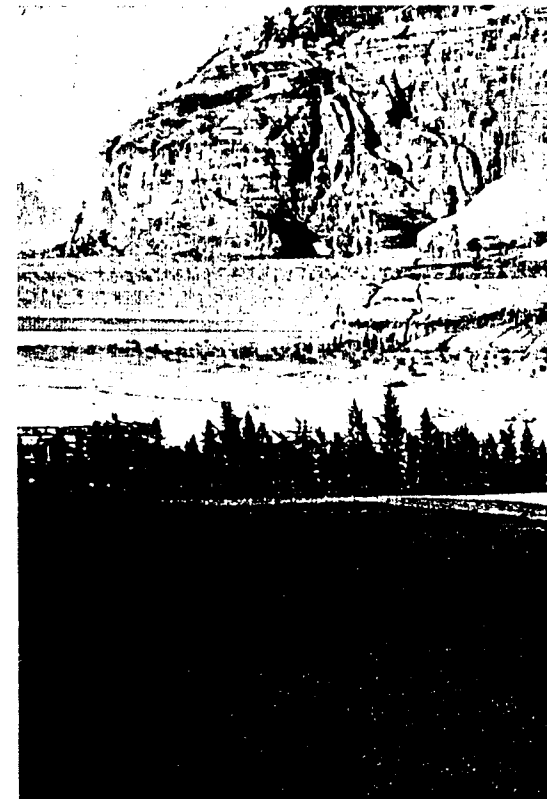


SEISMIC

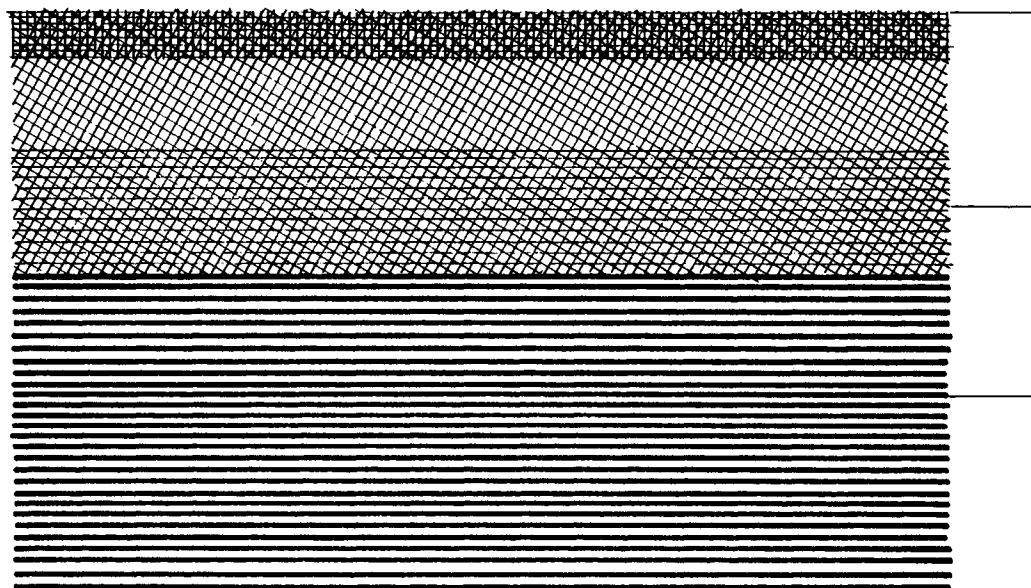






Magnitude	Recurrence Period (Years)
5.0	16
5.5	42
6.0	110
6.5	300
7.0	830

The site is located some thirty kilometers east of the seismic zone of the Dead Sea rift. The need for an earthquake-resistant design is thus essential for all sorts of civil constructions in this area. Table 1 shows that it is pointless to design against magnitudes greater than 6.5 for any structure which is not intended to live more than 300 years, but at the same time accepting the risk of a sudden high magnitude earthquake which is likely to occur in tectonically active regions such as the Dead Sea rift due to unforeseen subsurface processes.



The whole area of the site is covered with light brown, dry, loose, silty clay with gravels of limestone and organic materials as roots. The thickness of this top soil varies. Under the top soil, the bedrock of limestone, chalky limestone, and marly limestone appear.



-  Light brown, dry, loose, silty clay with limestone gravel.
-  Pale yellow, dry, weak chalky marl.
-  Mixture of light grey to white chalky marl and limestone.
-  Light grey to white hard limestone.

REPORT

SOIL

REPORT

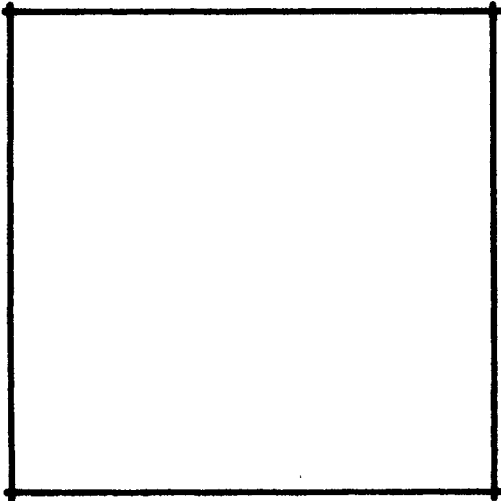
All handicap access and building exiting requirements, similar to UBC requirements, shall be observed. No height limitations or setbacks exist for the site as it is still under development and owned by the government of Jordan. Utility services are not presently available to the site. The planning for these will be determined at a later time.



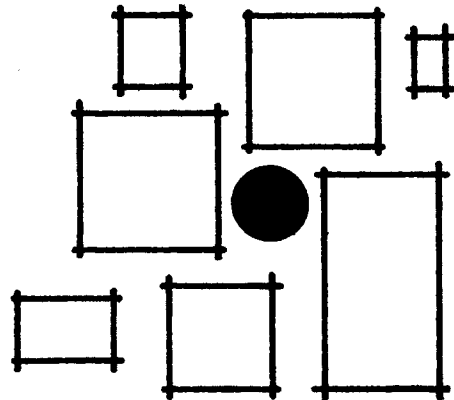
CODES



Goal: Maintain a sense of identity for the students.



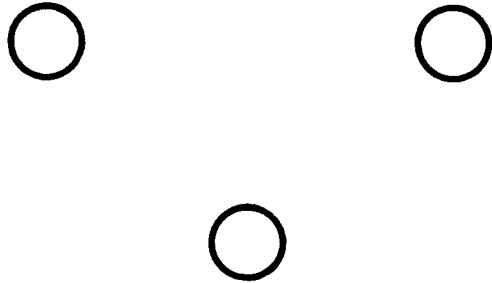
Concept: Divide up the architectural components of the school into small enclaves.



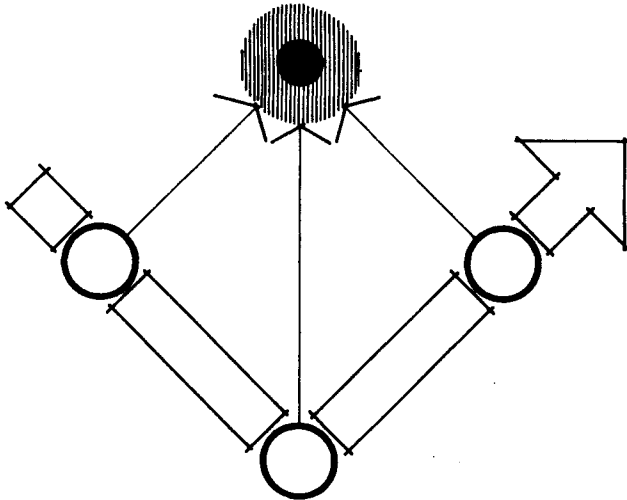
FUNCTION



Goal: Provide a reference point for the students to orient themselves within the complex.



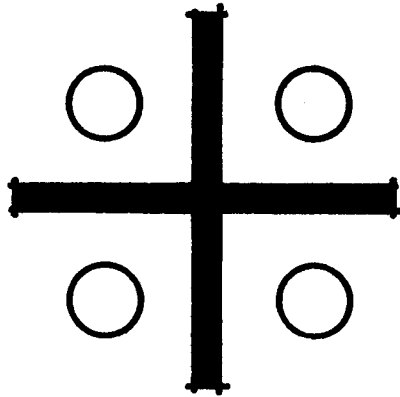
Concept: Establish a physical or psychological center for the campus.



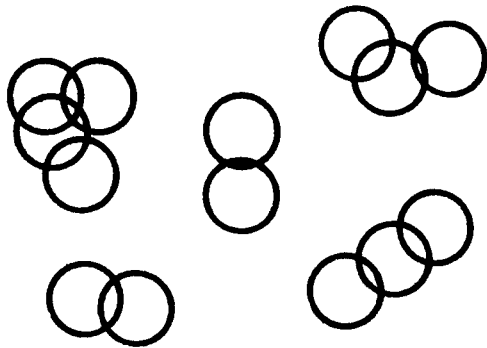
FUNCTION



Goal: Promote various student interactions and activities.



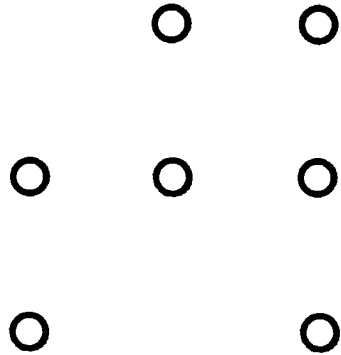
Concept: Provide spaces for unplanned encounters and meeting spaces for different size groups at various locations throughout the complex.



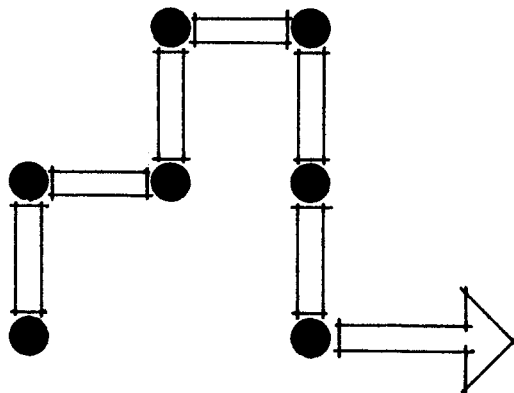
FUNCTION



Goal: Provide a clear and easy access for the students to all academic departments.



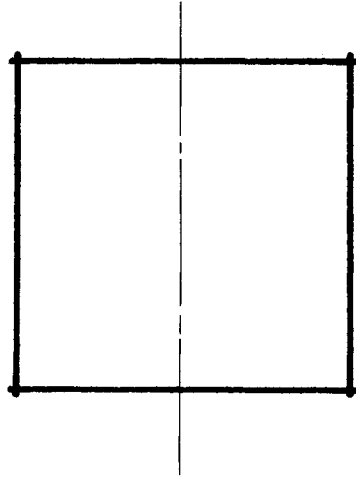
Concept: Organize circulation in a logical and efficient manner.



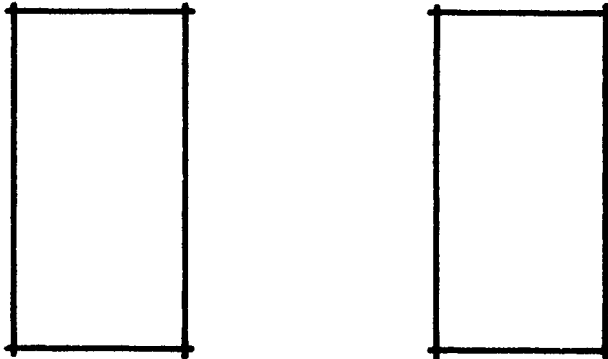
FUNCTION



Goal: Provide segregation and adequate privacy and identity in the living quarters for the students.



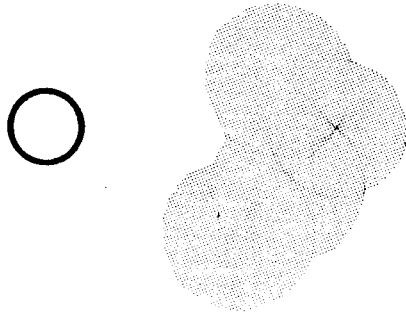
Concept: Physically separate male housing from female housing, break the blocks into comprehensible areas and provide for group as well as individual identity.



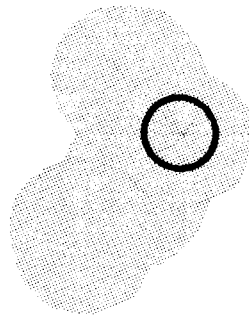
FUNCTION



Goal: Deepen the emotional ties between the students and their land.



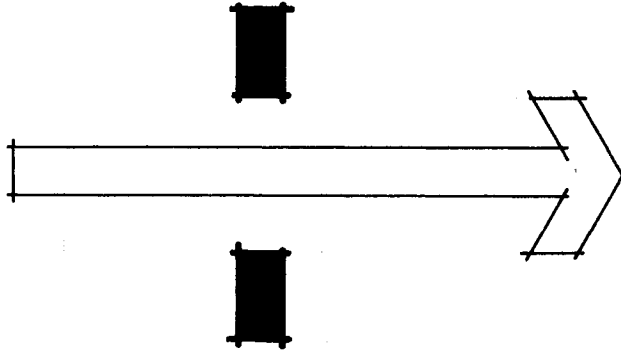
Concept: Implement major green areas cultivated and cared for by the students.



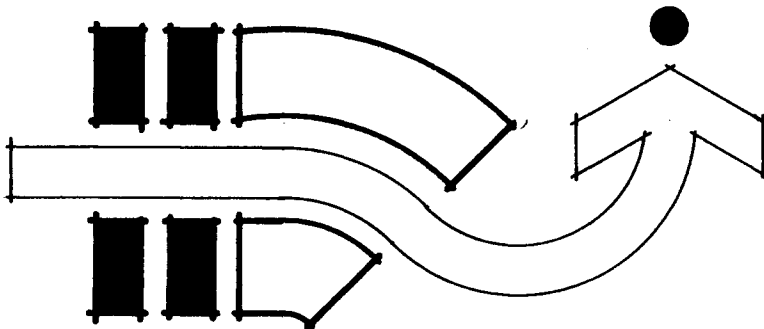
FUNCTION



Goal: To induce a sense of identity and arrival into the complex.



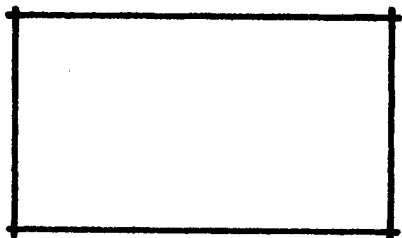
Concept: Introduce the notion of an architectural promenade to signify the entrance and the beginning of new experiences.



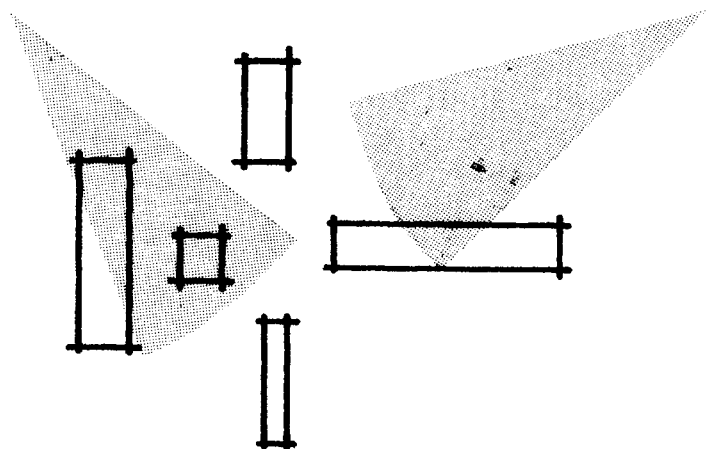
FORM



Goal: Present an appropriate image that reflects the purpose, aim, and aspirations of the academic complex.



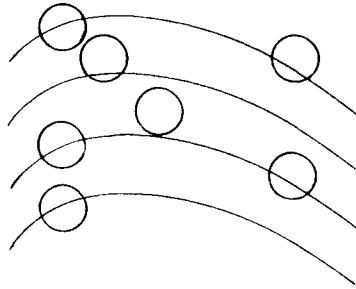
Concept: Establish functional relationships within the complex that can be realized through the viewing corridors around the site.



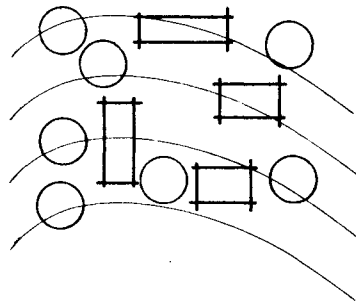
FORM



Goal: Take advantage of existing amenities on the site.



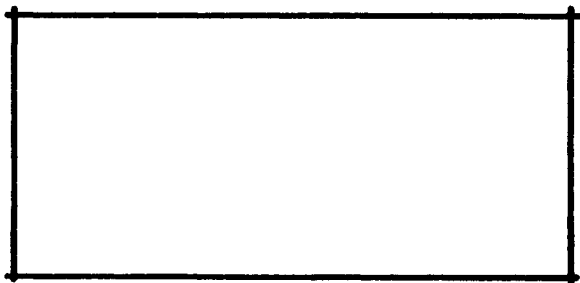
Concept: Leave the trees and natural environment relatively untouched, preserve the views to and from the site, and adapt the architecture to the sloping site.



FORM



Goal: Develop in the students an appreciation of their architectural heritage.



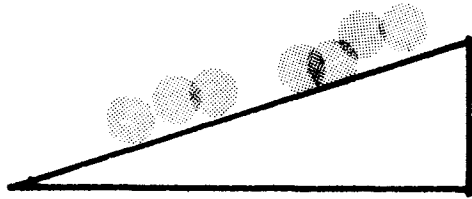
Concept: Employ traditional ordering systems and planning techniques in the design and development of the project.



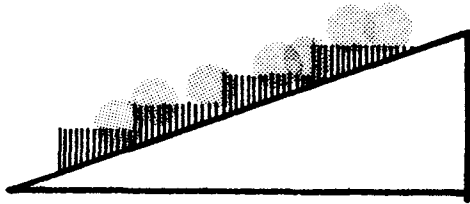
FORM



Goal: Reinforce the scale of the local environment.



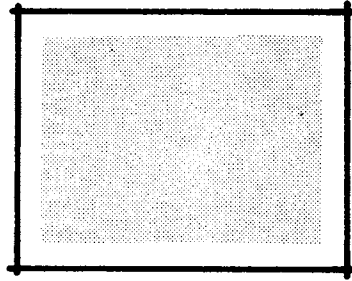
Concept: Create low rise building components that is in keeping with the philosophy of traditional Jordanian architecture.



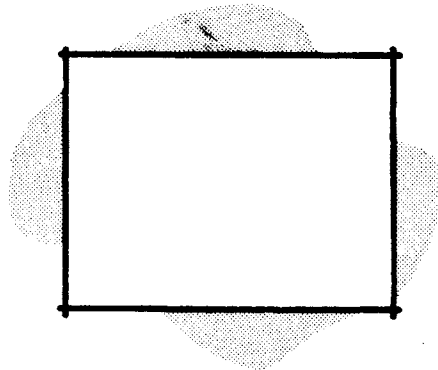
FORM



Goal: Reduce operating costs to a minimum.



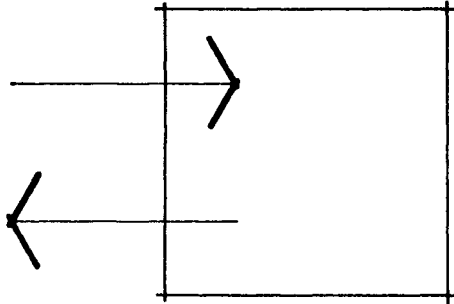
Concept: Employ high quality systems and materials to facilitate longevity of use.



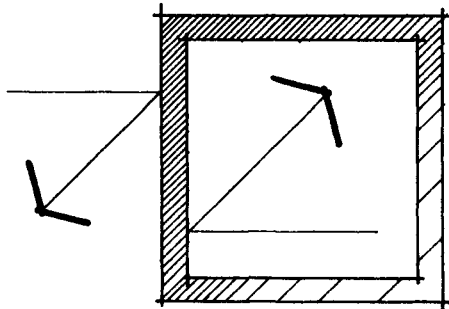
ECONOMY



Goal: Reduce energy costs:



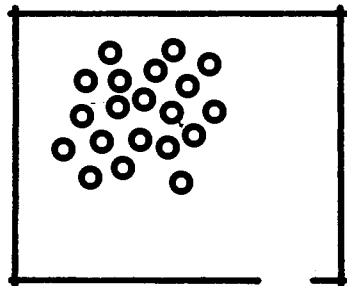
Concept: Incorporate passive solar design techniques.



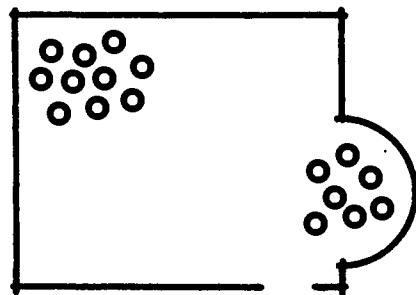
ECONOMY



Goal: Allow teaching programs to change as educational experiments progress.



Concept: Provide flexible spaces that are adaptable to many uses.



TIME



° Since the students are of a young age and not used to being away from their environment, an intimate learning atmosphere with positive academic and social student interaction should be provided.

° Since the library is the focal point of the school, it should be physically apparent and easily accessible from all points on the campus.

° Since the security and comfort of the students is a prime objective of the school, the complex should be secured at all times with controlled access points.



FUNCTION



° Since the basic concept of the school is of a Western origin, the image of the school should represent the successful integration of the Western concept of education and the vernacular culture of Jordan.

° Since there is no immediate context except that of the surrounding natural environment (as the site consists of 44 acres), the complex should evolve from the local character in terms of materials, techniques and scale.

° Since the students are being exposed to a completely unknown setting, the character of the complex should be humble in scale to provide a comfortable living and learning environment.



FORM



° Since this school is the crown jewel of the educational system in Jordan, the initial cost should not be a primary consideration.

° Since the program demands that the school be receptive to physical expansion, the structure should be a modular column and beam structure, and the plan organization should be receptive to growth.



ECONOMY



The Jubilee School will provide immediate educational opportunities for outstanding students to more fully reach the potential of their talents and assume responsible leadership roles in the country. Because of King Hussein's commitment to education and with the help of other interested parties, initial funding for the Jubilee School has been achieved. The operational costs will be met through income to the Jubilee School from the establishment of a trust fund and:

- Periodic voluntary contributions.
- Government participation.
- Grants from private foundations for developmental programs.
- Grants from industrial agencies for teacher training, cultural exchanges, etc.



ECONOMY



If any expansion occurs it will most likely be the addition of horizontal floor space to the library and the computer facilities.

A maximum number of students has been established at 600. More than this would not allow the personal interaction for the students that is deemed necessary for individual development. If the interest in this type of facility proves that there is more demand for this kind of educational experience, a new facility would be proposed at a different site.



TIME



° Since the curriculum will be' changed according to the needs of new developmental programs, the facilities should be able to adapt to change easily.



TIME



"Jordan's Education." Jordan, volume 5, no. 1 (winter 1980): 26-31.

"History of the Kingdom." Jordan, volume 10, no. 2 (1985): 2-16.

"Planning Development." Jordan, volume 11, no. 2 (fall 1986): 13-20.

Taylor, Brian. "Qatar University." Mimar 16 (Apr-Jun 1985): 20-28.

Abu Hamdan, Akram. "Rasem Badran of Jordan." Mimar 25 (September 1987): 50-71.

"Search for Meanings." Architectural Record (August 1980): 86-89.

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Abercrombia, Thomas. "Jordan: kingdom in the middle." National Geographic, volume 165 (Feb 84): 236-268.

Jordan Information Bureau. "Facts and Figures, The Hashemite Kingdom of Jordan." 1988.

"Jordan." Encyclopedia Brittanica (volume 10), 15th. edition.



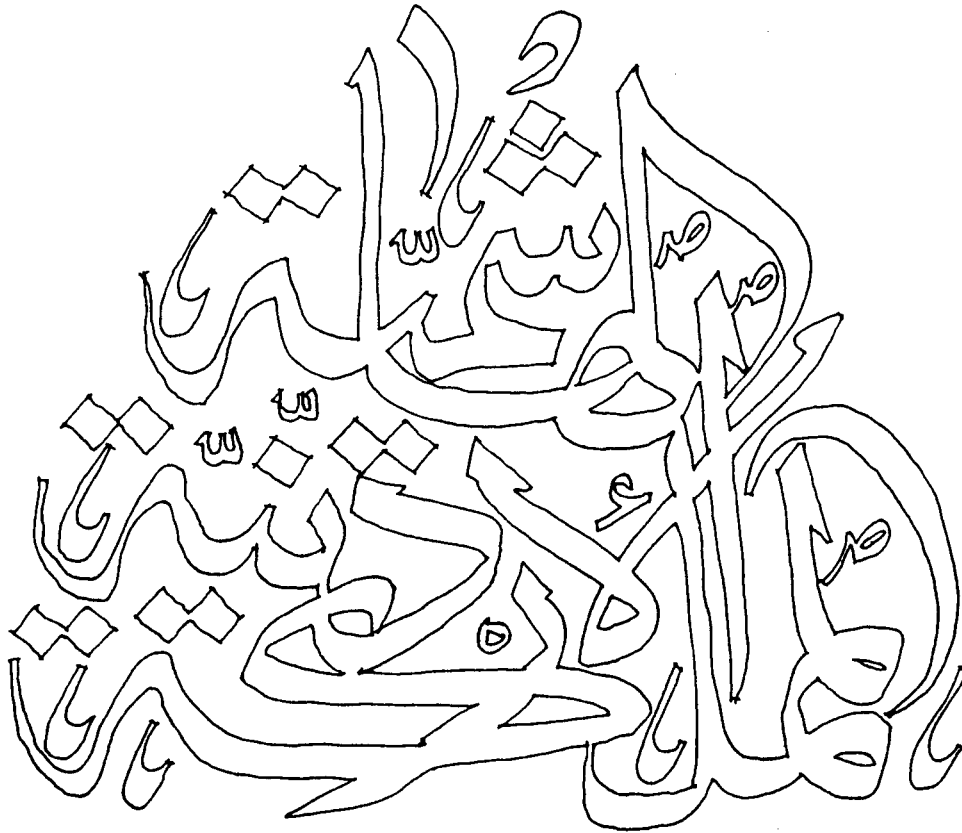
Tilawi, A.L. "Islam Education." New York: Crane, Russak and Co., 1972.

Khammash, Ammar. "Notes on Village Architecture in Jordan." Lafayette: University Art Museum, 1986.



ARCH.
LIBRARY
Thesis
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THE JUBILEE SCHOOL



THE HASEMITE KINGDOM
OF JORDAN

AREA NEEDS

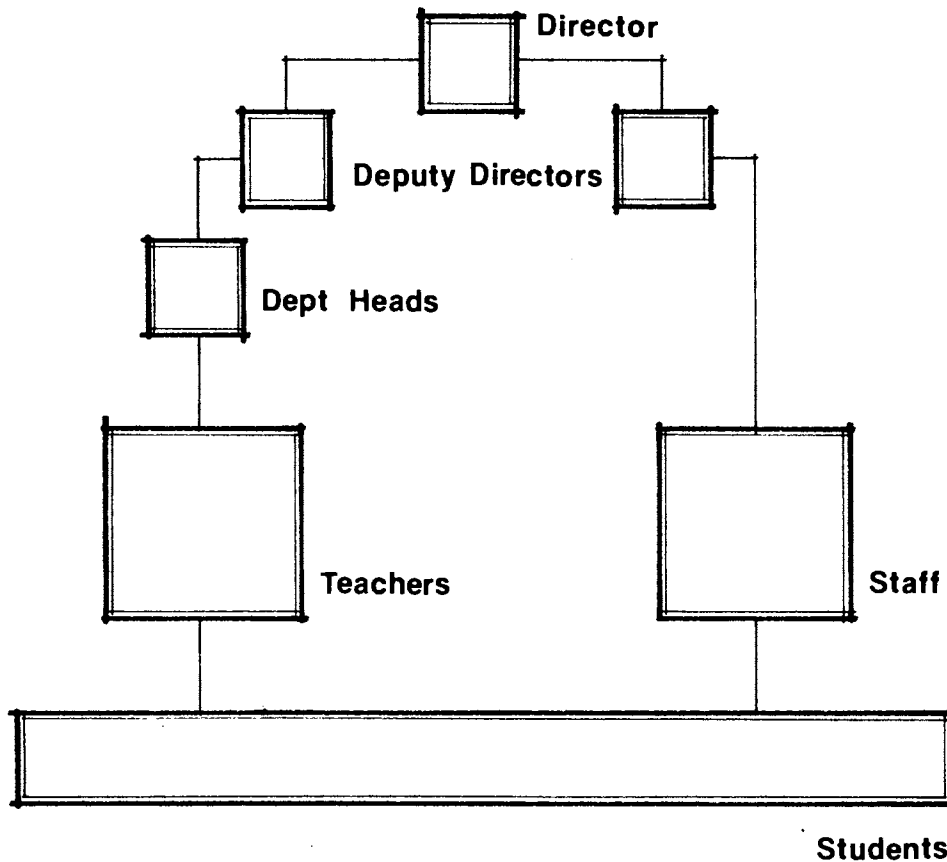
Administration Flow	1
Area Relationships	2
Administration	4
Library	22
Clinic	28
Computer Lab.	35
Mathematics	39
Foreign Language	46
Natural Science	56
Human Science	71
Art, Vocation and Home	86
Physical Education	120
Dining Hall	131
Student Housing	137
Faculty Housing	150



TABLE OF CONTENT



The Jubilee School operates under a simple administrative system. The principal Director oversees the entire functioning of the school, with two Deputy Directors; one over the administration of the individual departments, and the other over the general organization of the school. Teachers report to their Department Head, the students directly contact their teachers on a daily basis.



ADMINISTRATIVE FLOW



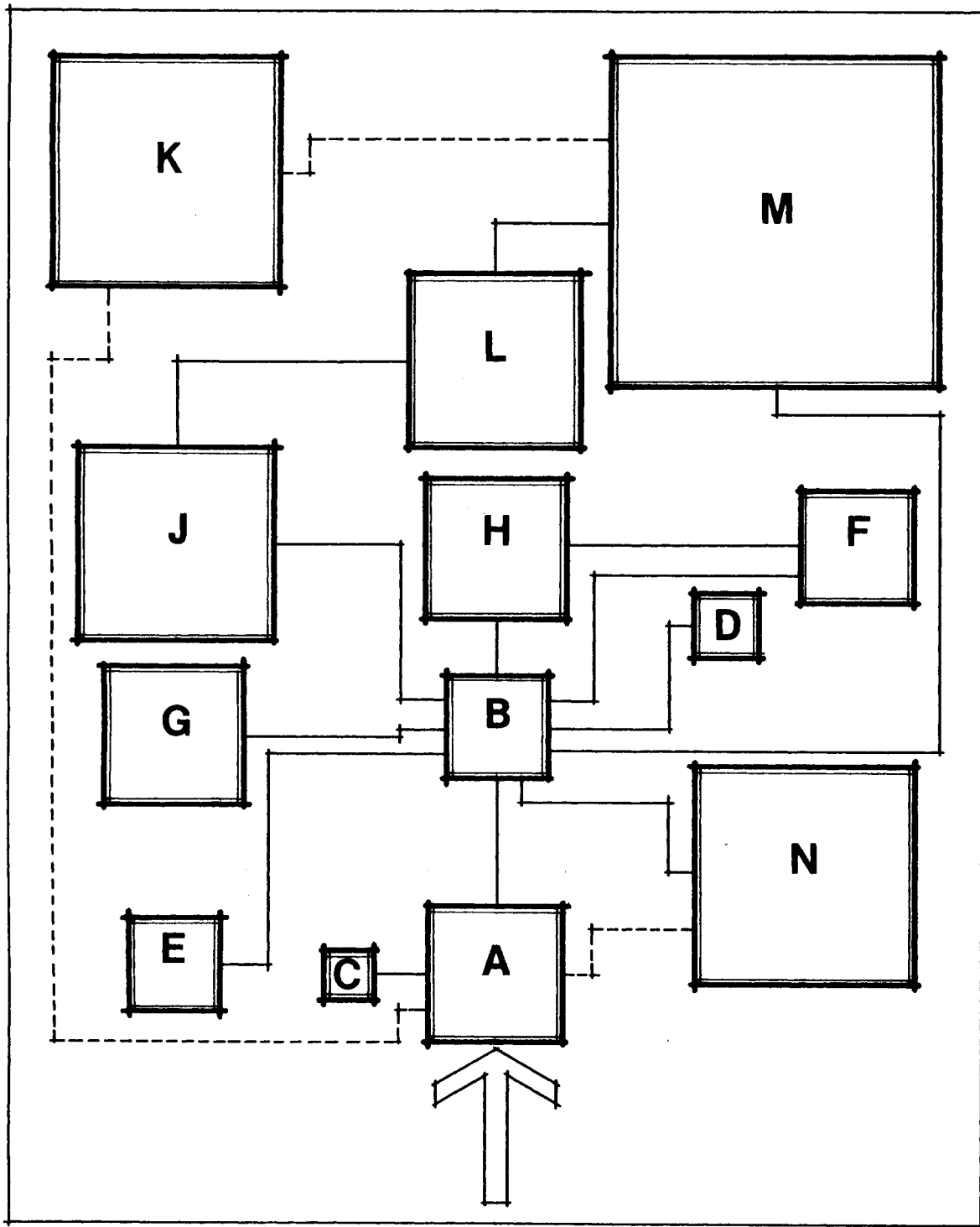
The Jubilee School is divided into fourteen categories or departments, each with special requirements and purposes. The educational areas are as follows: Library, Computer, Mathematics, Foreign Languages, Natural Science, Human Science, Art and Music, Home Science and Workshops, and Physical Education.

The different sections should be given a special atmosphere according to the subjects to be taught there. The required number of subject rooms is directly related to the students' choice of different subjects. This will vary, of course, from year to year, and so a high degree of flexibility is requested for the use of different subject rooms. Since individual studies is one of the main issues of the school, all educational areas should be arranged, furnished, and equipped to facilitate individual work as well as studies in groups of varied sizes.



AREA RELATIONSHIPS

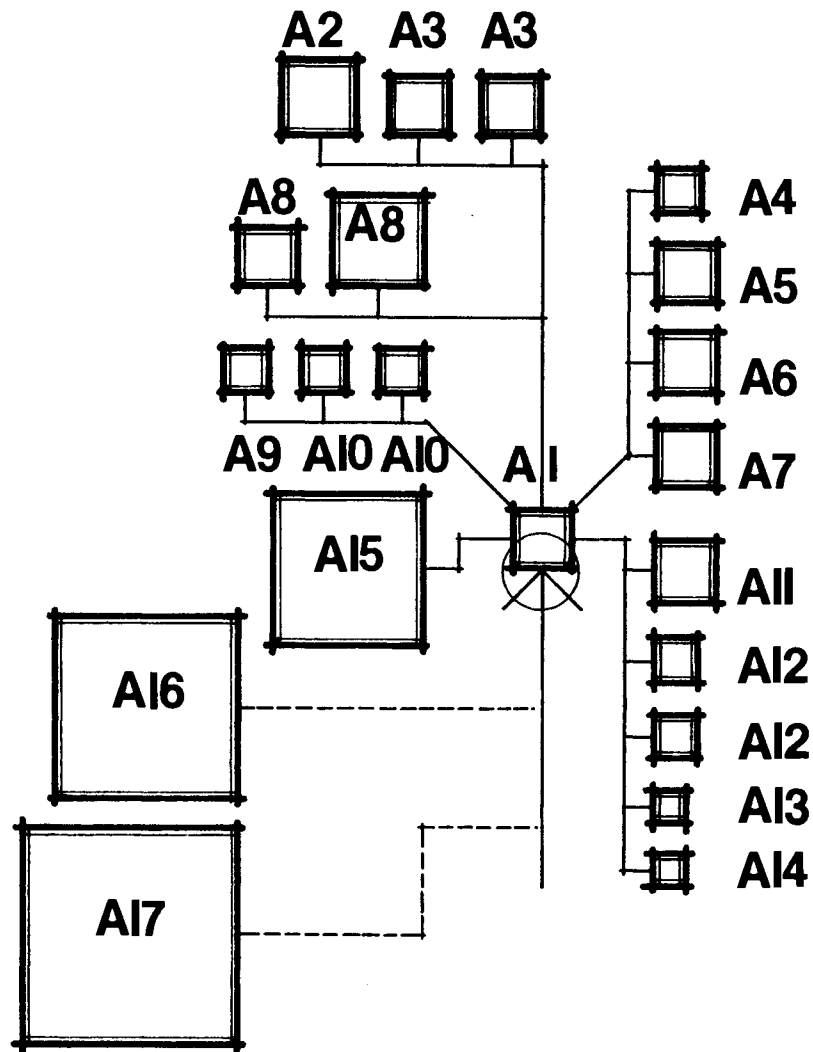




- A. Administration.
- B. Library.
- C. Clinic.
- D. Computer Lab.
- E. Mathematics.
- F. Foreign Language.
- G. Natural Science.
- H. Human Science.
- J. Art, Vocation and Home.
- K. Physical Education.
- L. Dining Hall.
- M. Student Housing.
- N. Faculty Housing.

The Administration Building is to be located at the main entrance of the site, placed so as to enable the control of the flow into and out of the complex (visitors and students). This building houses the mechanism which operates the school.

It should be related to the Staff Housing, the Library, and the Theatre.



ADMINISTRATION



- A 1 Reception
- A 2 Director
- A 3 Deputy Directors
- A 4 Chief Clerk
- A 5 Clerical Staff
- A 6 Accountant
- A 7 Filing Room
- A 8 Meeting Rooms
- A 9 Student Affairs
- A 10 Advisors
- A 11 Typing Room
- A 12 Tel. Operator
- A 13 Copy Room
- A 14 Restrooms
- A 15 Teacher's Room
- A 16 General Storage
- A 17 Mechanical

RECEPTION AND SECRETARY

SPACE NEEDS

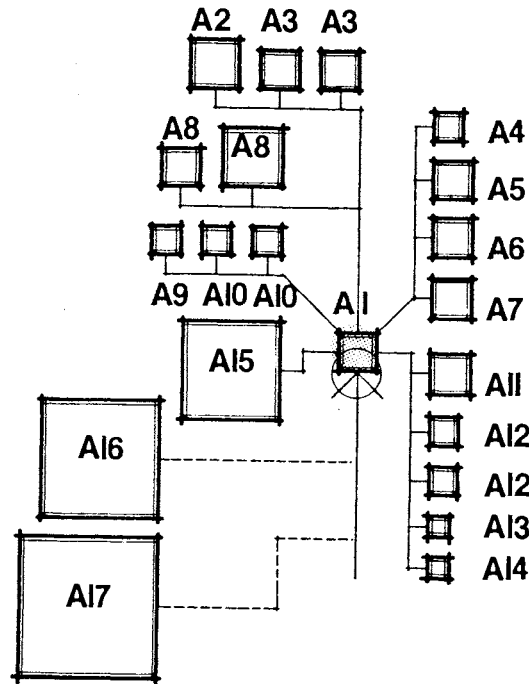
AREA: 20m²

HEIGHT: 2.7m

IMAGE: Inviting

WALLS: Fabric.

FLOOR: Low-pile carpet.



SYSTEMS

HVAC: Multi-zone, low velocity.

PLUMBING: None.

LIGHTING: Daylighting, indirect fluorescent.

ELECTRICAL: Duplex outlets as needed.

FURNITURE: Desk with return, secretary chair.



ADMINISTRATION



USER: Secretary, Receptionist.

FUNCTION: Receive visitors perform secretarial duties.

SPECIAL REQUIREMENTS:

Located near the entrance of the school, with access to the Director's office.

DIRECTOR'S OFFICE

SPACE NEEDS

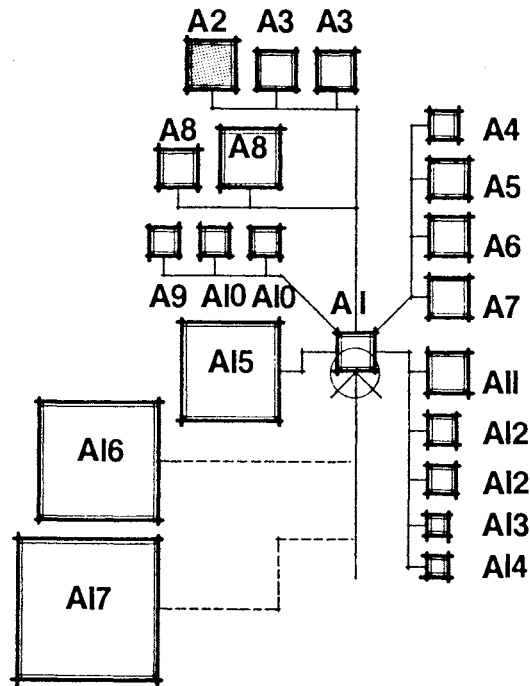
AREA: 30m²

HEIGHT: 2.7m

IMAGE: Personal Office.

WALLS: Fabric.

FLOOR: Low-pile carpet.



SYSTEMS

HVAC: Multi-zone, low velocity.

PLUMBING: None.

LIGHTING: Daylighting and indirect fluorescent.

ELECTRICAL: Duplex outlets as needed.

FURNITURE: Executive chair and desk, four club chairs and meeting table, credenza.



ADMINISTRATION



USER: Director.

FUNCTION: Administer and direct school affairs.

SPECIAL REQUIREMENTS:

Located within the administration building, near the entrance. Desirable to have a general view over the campus.

DEPUTY DIRECTORS

SPACE NEEDS

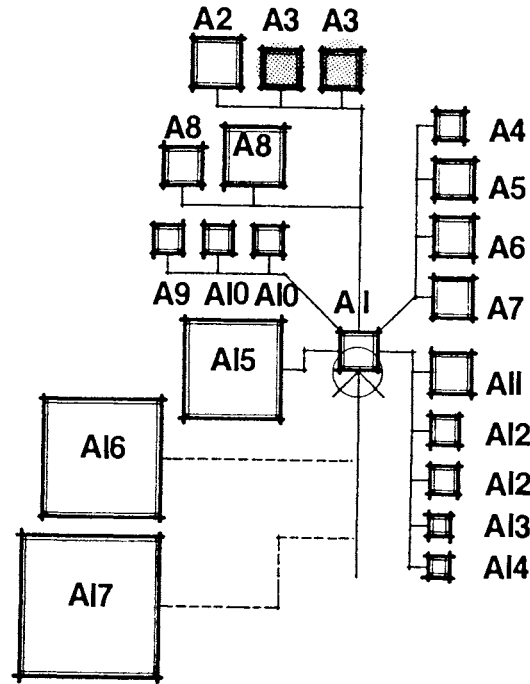
AREA: 20m² each, 40m².

HEIGHT: 2.7m.

IMAGE: Personal office.

WALLS: Fabric.

FLOOR: Low-pile carpet.



SYSTEMS

HVAC: Multi-zone, low velocity.

PLUMBING: None.

LIGHTING: Daylighting, indirect fluorescent.

ELECTRICAL: Duplex outlets as needed.

FURNITURE: Executive desk and chair, credenza.



ADMINISTRATION



USER: Deputy Directors.

FUNCTION: To assist the Director.

SPECIAL REQUIREMENTS: Located near the Director and the Secretary.

CHIEF CLERK

SPACE NEEDS

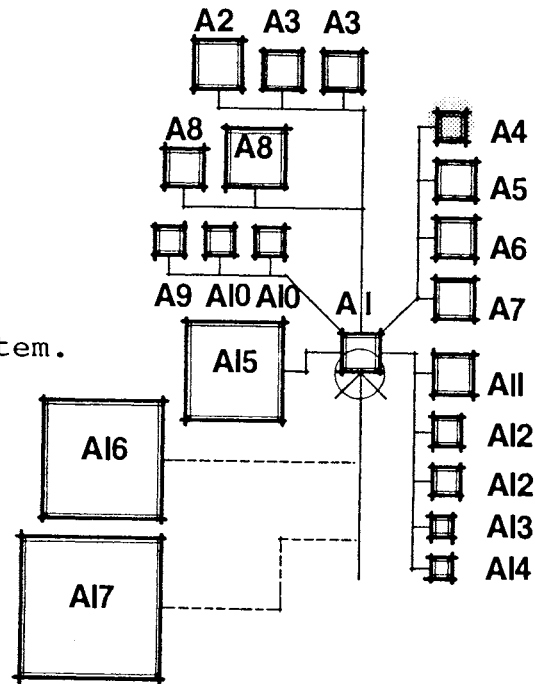
AREA: 12m².

HEIGHT: 2.7m.

IMAGE: Semi-open panel system.

WALLS: G.W.B., painted.

FLOOR: Low-pile carpet.



SYSTEMS

HVAC: Multi-zone, low velocity.

PLUMBING: None.

LIGHTING: Daylighting, indirect fluorescent.

ELECTRICAL: Duplex outlets as needed.

FURNITURE: Desk with return, chair, filing areas.



ADMINISTRATION



USER: Clerks.

FUNCTION: Monitor clerical staff and report to Deputy Director.

SPECIAL REQUIREMENTS: Access to Deputy Director, filing room, clerks, and Secretaries.

CLERICAL STAFF

SPACE NEEDS

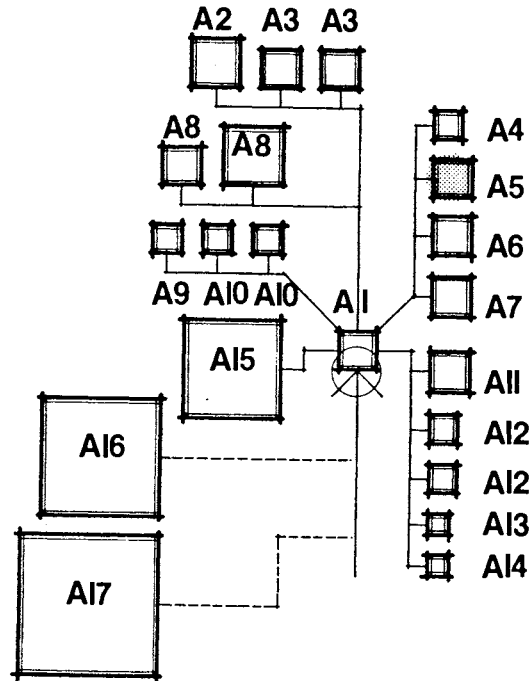
AREA: 15m².

HEIGHT: 2.7m.

IMAGE: Open.

WALLS: G.W.B., painted.

FLOOR: Low-pile carpet.



SYSTEMS

HVAC: Multi-zone, low velocity.

PLUMBING: None.

LIGHTING: Daylighting, indirect fluorescent.

ELECTRICAL: Duplex outlets as needed.

FURNITURE: Desk with return (2), chair (2), filing units.



ADMINISTRATION



USER: Two clerks.

FUNCTION: Perform clerical duties.

SPECIAL REQUIREMENTS:
Located near Chief Clerk and filing room.

ACCOUNTANT

SPACE NEEDS

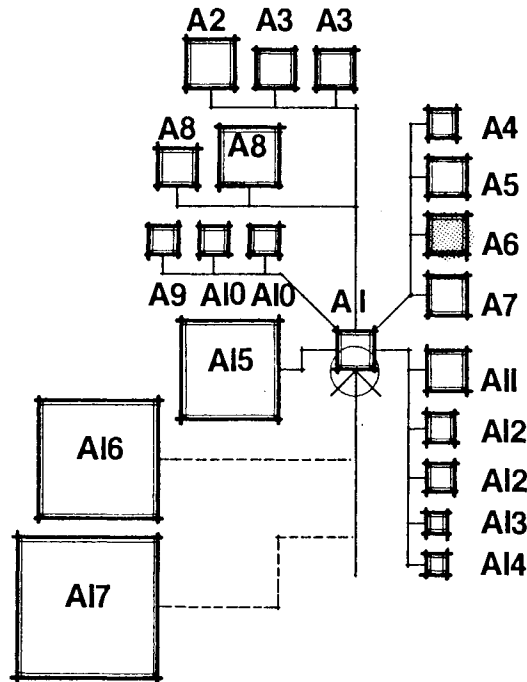
AREA: 12m².

HEIGHT: 2.7m.

IMAGE: Executive

WALLS: G.W.B. Painted.

FLOOR: Low-Pile Carpet.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Daylighting, Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Desk with chair, Filing units, Shelving.



ADMINISTRATION



USER: Accountant.

FUNCTION: Personal office to keep the books for the school.

SPECIAL REQUIREMENTS: Located near the Filing Rm. and the Clerks.

FILING ROOM

SPACE NEEDS

AREA: 15m².

HEIGHT: 2.7m.

IMAGE: Closed, secure.

WALLS: Fireproof construction.

FLOOR: Concrete with tile.

SYSTEMS

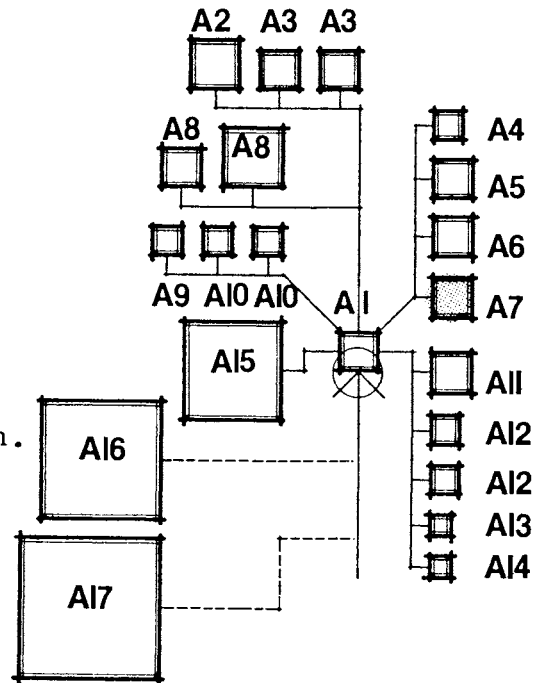
HVAC: Multi-zone, low velocity.

PLUMBING: None.

LIGHTING: Fluorescent.

ELECTRICAL: Duplex outlets.

FURNITURE: Standard 36" lateral filing units.



ADMINISTRATION



USER: Secretaries and staff.

FUNCTION: Record storage.

SPECIAL REQUIREMENTS:
Centrally located with limited access.

MEETING ROOMS

SPACE NEEDS

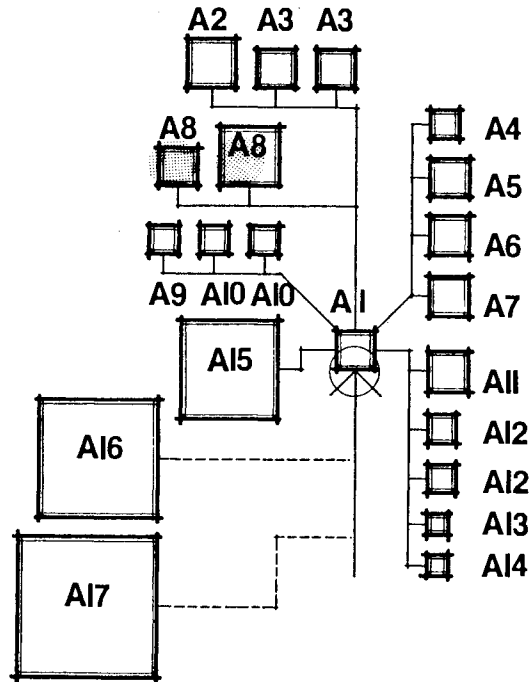
AREA: One of 20m²,
One of 30m².

HEIGHT: 2.7m.

IMAGE: Semi-private.

WALLS: Fabric.

FLOOR: Low-Pile Carpet.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Incandescent.

ELECTRICAL: As needed.

FURNITURE: For each: Conference Table with eight chairs, Video/ Audio equipment.



ADMINISTRATION



USER: All Staff.

FUNCTION: A soundproof comfortable meeting area.

SPECIAL REQUIREMENTS:
Located near reception and the Director's office.

STUDENT AFFAIRS

SPACE NEEDS

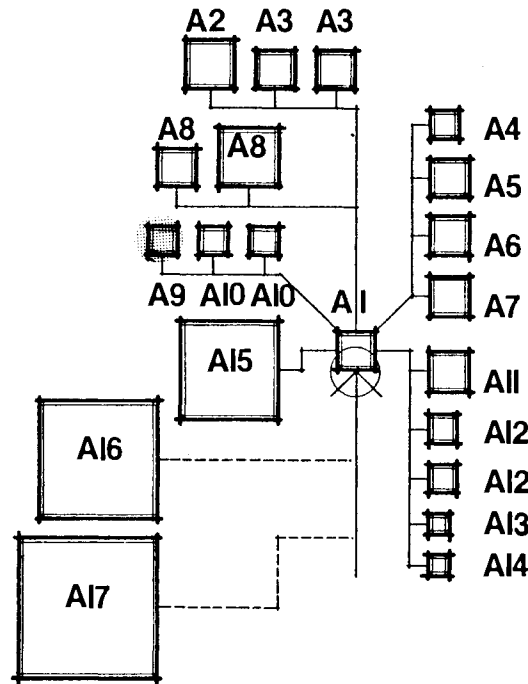
AREA: 12m².

HEIGHT: 2.7m.

IMAGE: Private office.

WALLS: G.W.B. Painted.

FLOOR: Low-Pile Carpet.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Daylighting, Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Two of each: desk with return and chair, Filing cabinet.



ADMINISTRATION



USER: Two counselors.

FUNCTION: Space for them to approve all campuswide student activities.

SPECIAL REQUIREMENTS:

Near reception area.

ADVISORS

SPACE NEEDS

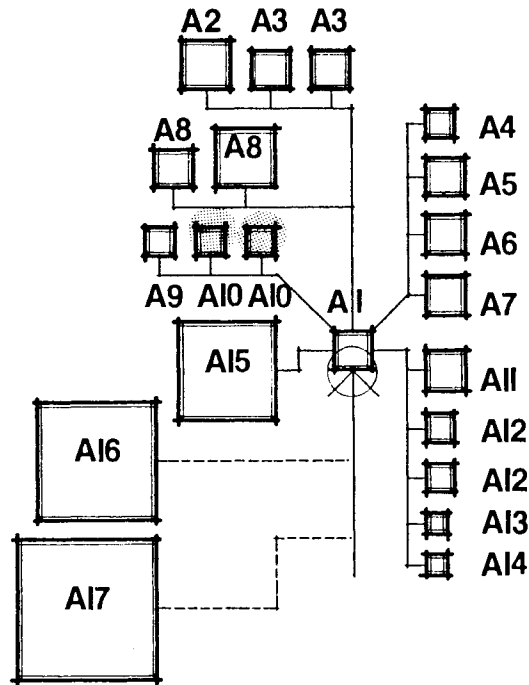
AREA: two rooms of 12m².

HEIGHT: 2.7m.

IMAGE: Private.

WALLS: G.W.B. Painted.

FLOOR: Low-Pile Carpet.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Daylighting, Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Desk with return, two guest chairs, Filing units.



ADMINISTRATION



USER: Advisors and Students

FUNCTION: Space to advise students in their academic affairs.

SPECIAL REQUIREMENTS: Located near the reception.

TYPING ROOM

SPACE NEEDS

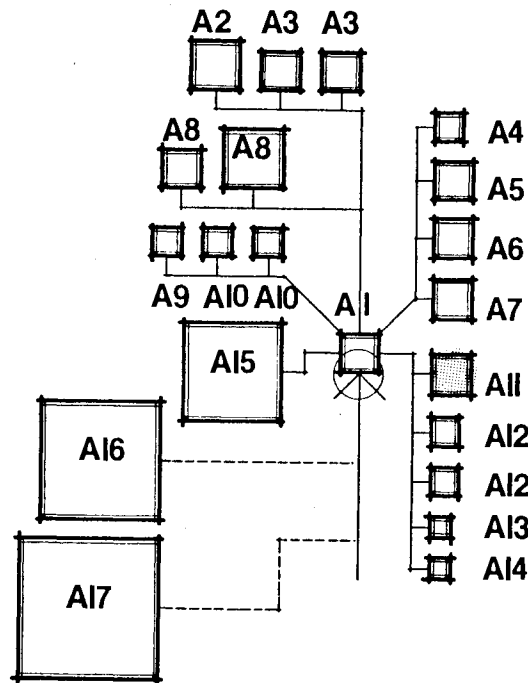
AREA: 20m².

HEIGHT: 2.7m.

IMAGE: Open planning.

WALLS: G.W.B., painted.

FLOOR: Low-pile carpet.



SYSTEMS

HVAC: Multi-zone, low velocity.

PLUMBING: None.

LIGHTING: Direct fluorescent.

ELECTRICAL: Duplex outlets as needed.

FURNITURE: Desk with return (4), chair (4), filing units.



ADMINISTRATION



USER: Four typists.

FUNCTION: Type all memos and official documents.

SPECIAL REQUIREMENTS: Access to secretary stations.

TELEPHONE OPERATOR

SPACE NEEDS

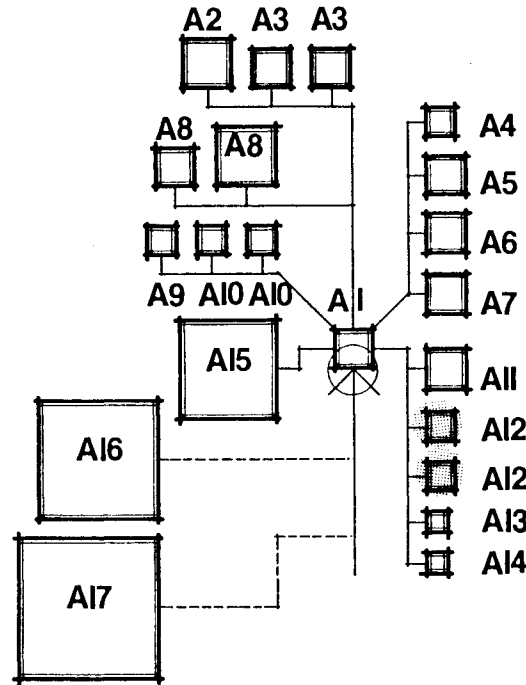
AREA: 10m².

HEIGHT: 2.7m.

IMAGE: Private.

WALLS: G.W.B. Painted.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Direct Fluorescent.

ELECTRICAL: As required by equipment.

FURNITURE: Secretary chair, side table.



ADMINISTRATION



USER: Telephone operator.

FUNCTION: Central system for connecting all calls to the campus.

SPECIAL REQUIREMENTS:
Near the secretary area.

COPY ROOM

SPACE NEEDS

AREA: 12m².

HEIGHT: 2.7m.

IMAGE: Semi-open.

WALLS: G.W.B. with acoustical treatment.

FLOOR: Floor Tile.

SYSTEMS

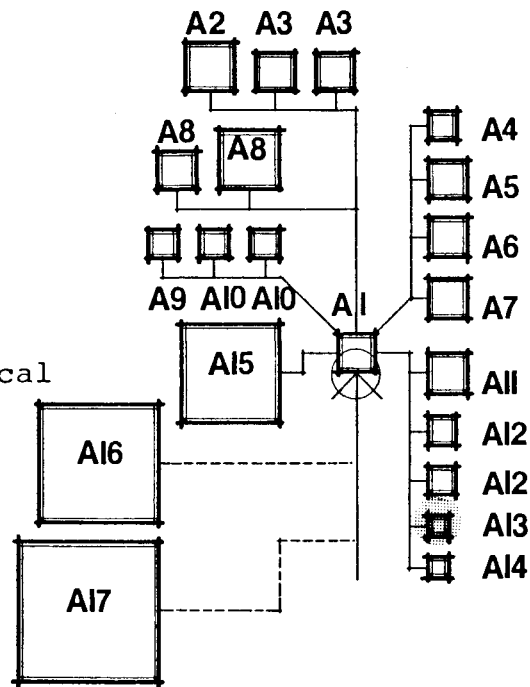
HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Copy machine, Side Table, Computer Table with Chair.



ADMINISTRATION



USER: Staff.

FUNCTION: To house the copy machine and word processor.

SPECIAL REQUIREMENTS: Located near secretary area.

RESTROOMS

SPACE NEEDS

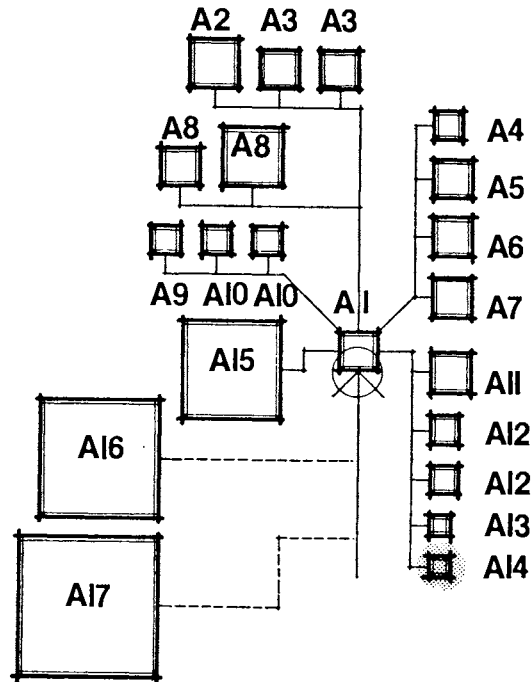
AREA: Two rooms of
7m² each.

HEIGHT: 2.7m.

IMAGE: Clean

WALLS: Ceramic Tile.

FLOOR: Ceramic Tile.



SYSTEMS

HVAC: Multi-zone, Ventilated.

PLUMBING: Water hook-ups.

LIGHTING: Direct Fluorescent.

ELECTRICAL: As needed.

FURNITURE: One fixture and washbasin per room.



ADMINISTRATION



USER: Staff.

FUNCTION: To provide
Sanitary Accomodation.

SPECIAL REQUIREMENTS:
Isolated from Public areas.

TEACHER'S ROOM

SPACE NEEDS

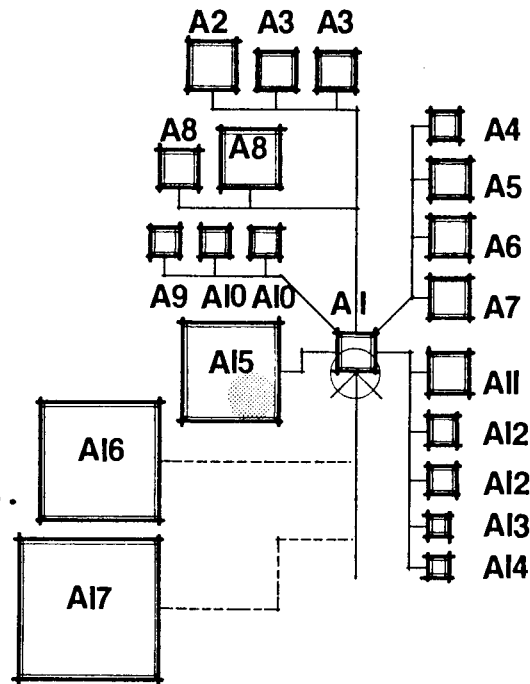
AREA: 100m².

HEIGHT: 3.5m.

IMAGE: Private.

WALLS: G.V.B. Painted.
Blackboard surfaces.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Daylighting, Fluorescent.

ELECTRICAL: Outlets as needed.

FURNITURE: Ten Tables with fifty chairs,
Overhead projector



ADMINISTRATION



USER: Teachers, Staff.

FUNCTION: A space for general meetings of all teachers and staff.

SPECIAL REQUIREMENTS:

Located near the Administration area.

GENERAL STORAGE

SPACE NEEDS

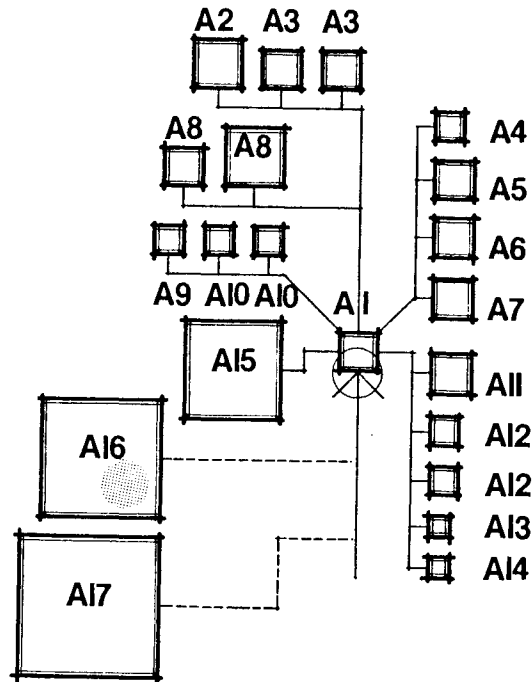
AREA: 150m².

HEIGHT: 3.5m.

IMAGE: Secure.

WALLS: G.W.B. Painted.

FLOOR: Concrete.



SYSTEMS

HVAC: Single-zone.

PLUMBING: None.

LIGHTING: Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Shelving.



ADMINISTRATION



USER: Staff.

FUNCTION: To store material not in use such as desks, chairs, etc.

SPECIAL REQUIREMENTS:
Out of public view.

MECHANICAL

SPACE NEEDS

AREA: 200m².

HEIGHT: 4m.

IMAGE: Secure.

WALLS: Concrete.

FLOOR: Concrete.

SYSTEMS

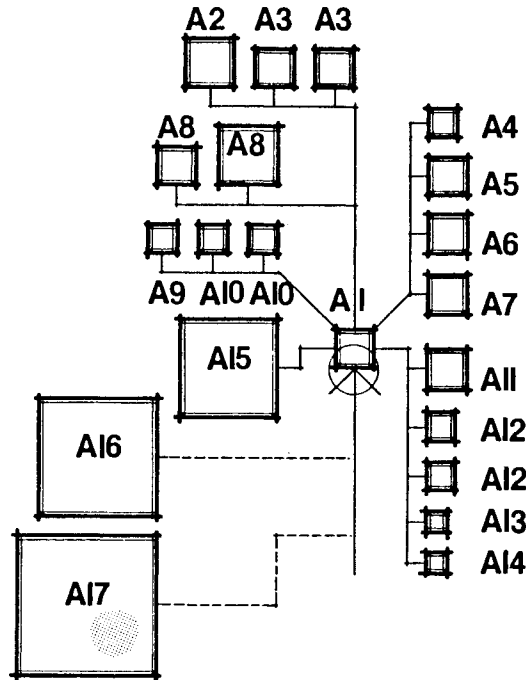
HVAC: Single-zone.

PLUMBING: Water and Gas as needed.

LIGHTING: Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Equipment as necessary.



ADMINISTRATION



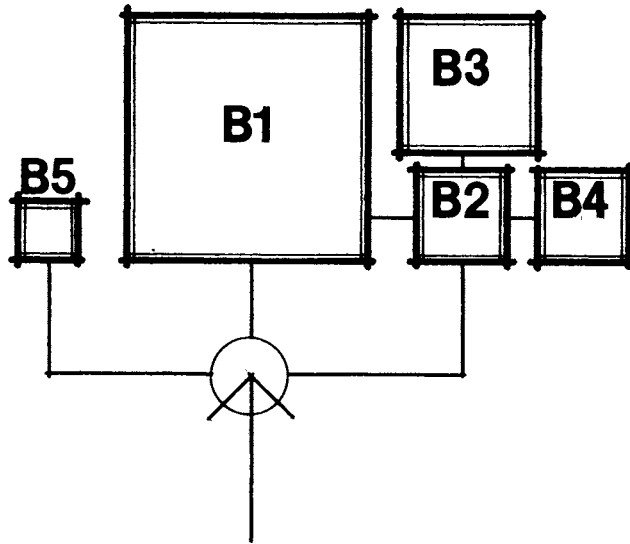
USER: Staff.

FUNCTION: To house Mechanical equipment.

SPECIAL REQUIREMENTS:
Out of public view.

The school has realized the recommendation that the educational process should focus more upon teaching students how to search for information, rather than memorizing the textbooks. Thus, the Library carries a central role as the heart of the curriculum and physical centrality of the Jubilee School.

The Library must be accessible twelve hours per day.



LIBRARY



- B 1 Stack Space
- B 2 Librarian
- B 3 Resource Center
- B 4 Storage
- B 5 Restrooms

STACK SPACE

SPACE NEEDS

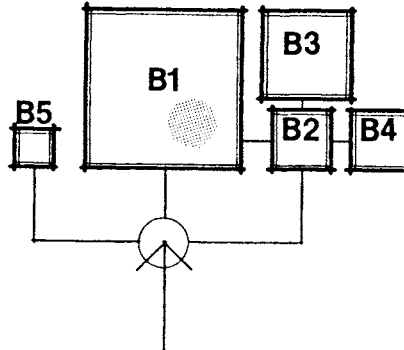
AREA: 250m².

HEIGHT: Variable.

IMAGE: Open Area.

WALLS: Acoustical Fabric.

FLOOR: Low-pile Carpet.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Controlled Daylighting, Indirect Fluorescent.

ELECTRICAL: Duplex Outlets as Necessary.

FURNITURE: Unit Shelving.



LIBRARY



USER: Students, Teachers
and Staff.

FUNCTION: To house the
permanent collection of
books and periodicals.

SPECIAL REQUIREMENTS:
Visual supervision is
required, to be supplied by
the librarian.

LIBRARIAN ROOM

SPACE NEEDS

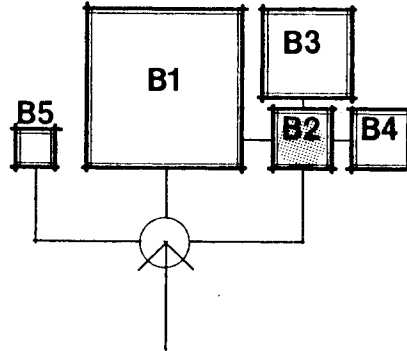
AREA: 40m².

HEIGHT: 2.7m.

IMAGE: Personal Office.

WALLS: Fabric with tack surfaces.

FLOOR: Low-pile Carpet.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Daylighting, Indirect Fluorescent.

ELECTRICAL: Duplex Outlets as needed.

FURNITURE: Desk with return, 2 Chairs, Filing Units, Credenza.



LIBRARY



USER: Librarian.

FUNCTION: To attend library needs and functions.

SPECIAL REQUIREMENTS: Located near the check-out desk, with easy access to the stack area.

RESOURCE CENTER

SPACE NEEDS

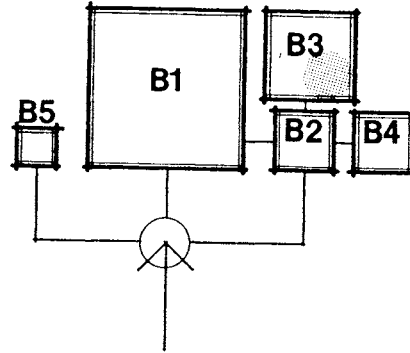
AREA: 70m².

HEIGHT: 2.7m.

IMAGE: Secure, yet inviting.

WALLS: G.W.B. Painted.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Direct Fluorescent.

ELECTRICAL: Duplex and Special Outlets as needed.

FURNITURE: Shelving units, carrel units with audio hook-up.



LIBRARY



USER: Staff and students primarily.

FUNCTION: To house and provide Audio Visual aids.

SPECIAL REQUIREMENTS:

Located near Librarian's office.

STORAGE

SPACE NEEDS

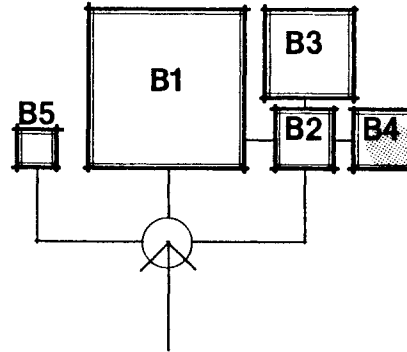
AREA: 40m².

HEIGHT: 2.7m.

IMAGE: Secure.

WALLS: G.W.B. Painted.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: As required.

LIGHTING: Direct Fluorescent.

ELECTRICAL: Duplex Outlets.

FURNITURE: Shelving Units as Required.

PLUMBING

LIBRARY

PLUMBING

USER: Staff.

FUNCTION: To store misc.
items.

SPECIAL REQUIREMENTS:
Located near Librarian's
office.

RESTROOMS

SPACE NEEDS

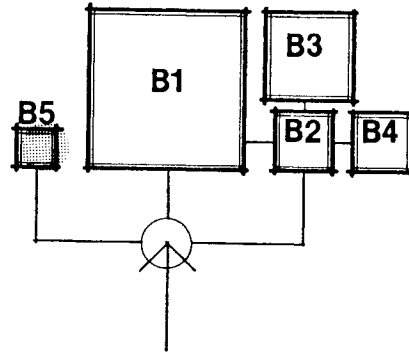
AREA: 14m².

HEIGHT: 2.7m.

IMAGE: Closed.

WALLS: Ceramic Tile.

FLOOR: Ceramic Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity, Ventilation as Required.

PLUMBING: Two toilets and one washbasin per restroom.

LIGHTING: Direct Fluorescent.

ELECTRICAL: Waterproof outlets as required.

FURNITURE: Two toilets and one washbasin per room.



LIBRARY

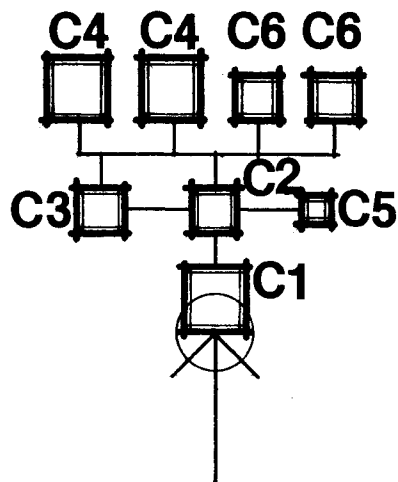


USER: Staff and students.

FUNCTION: To provide Sanitary accomodation.

SPECIAL REQUIREMENTS: Isolated.

A school health center is provided for the immediate care of minor emergencies and sicknesses of students and staff. More comprehensive care is available at the Hospital of the University of Jordan, if necessary.



CLINIC



- C 1 Reception
- C 2 Waiting
- C 3 Treatment and Lab
- C 4 Sick Rooms
- C 5 Storage
- C 6 Shower and w.c.

RECEPTION

SPACE NEEDS

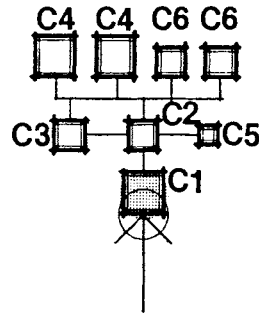
AREA: 20m².

HEIGHT: 2.7m.

IMAGE: Open Area.

WALLS: G.W.B. Painted.

FLOOR: Low-pile Carpet.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Controlled Daylight, Indirect Fluorescent.

ELECTRICAL: Duplex Outlets as needed.

FURNITURE: Seating area, Coffee Table, Counter space.



CLINIC



USER: Students, Teachers,
and Staff.

FUNCTION: Receive
patients.

SPECIAL REQUIREMENTS:

Located at the entrance to
the clinic and containing
the waiting area.

WAITING

SPACE NEEDS

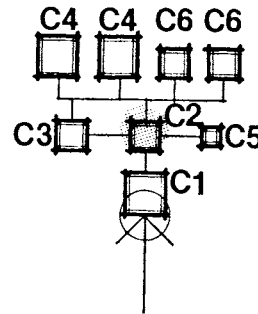
AREA: 10m².

HEIGHT: 2.7m.

IMAGE: Open area.

WALLS: G.W.B. Painted, Painted.

FLOOR: Low-pile Carpet.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Controlled Daylighting, Indirect Fluorescent.

ELECTRICAL: Duplex Outlets as needed.

FURNITURE: Seating area, magazine table.



CLINIC



USER: Students, Teachers
and Staff.

FUNCTION: Accomodate
waiting patients.

SPECIAL REQUIREMENTS:
Contained within the recep-
tion area.

TREATMENT AND LAB

SPACE NEEDS

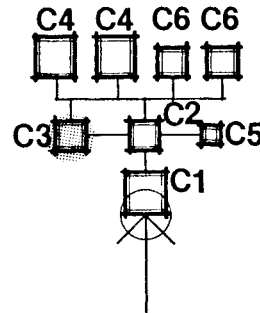
AREA: 10m².

HEIGHT: 2.7m.

IMAGE: Closed.

WALLS: Ceramic Tile.

FLOOR: Ceramic Tile.



SYSTEMS

HVAC: Multi-zone, low velocity.

PLUMBING: Two washbasins required.

LIGHTING: Direct Fluorescent.

ELECTRICAL: Duplex and Special outlets as required.

FURNITURE: Treatment table, wall storage and chair.



CLINIC



USER: Patients, Staff.

FUNCTION: To provide minor treatment to students and teachers.

SPECIAL REQUIREMENTS: Positioned near the waiting room and the sick rooms.

SICK ROOMS

SPACE NEEDS

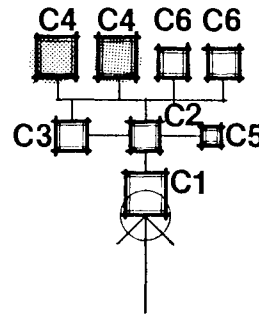
AREA: 2 Rooms , 15m² each.

HEIGHT: 2.7m.

IMAGE: Private.

WALLS: G.W.B., Painted.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: As needed.

LIGHTING: Controlled Daylighting, Direct Fluorescent.

ELECTRICAL: Duplex and Special outlets as needed.

FURNITURE: One patient bed, two chairs, and one credenza per room.



CLINIC



USER: Patients, Staff.

FUNCTION: To hold ill students.

SPECIAL REQUIREMENTS: Located near the treatment rooms.

STORAGE

SPACE NEEDS

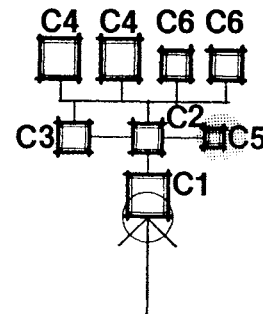
AREA: 5m².

HEIGHT: 2.7m.

IMAGE: Closed, secure.

WALLS: G.W.B., Painted.

FLOOR: Hard Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Direct Fluorescent.

ELECTRICAL: Duplex Outlets as needed.

FURNITURE: Shelving units as needed.



CLINIC



USER: Staff.

FUNCTION: To house
miscellaneous items.

SPECIAL REQUIREMENTS:
Near the treatment and lab
rooms.

SHOWER AND W.C.

SPACE NEEDS

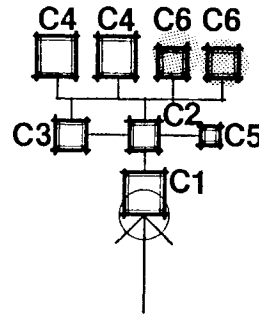
AREA: Two rooms, 10m² each.

HEIGHT: 2.7m.

IMAGE: Private, isolated.

WALLS: Ceramic Tile.

FLOOR: Ceramic Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity, Ventilated.

PLUMBING: As needed.

LIGHTING: Direct Fluorescent.

ELECTRICAL: Duplex outlets as needed.

FURNITURE: Two shower stalls, two wasbasins, two toilets each.



CLINIC



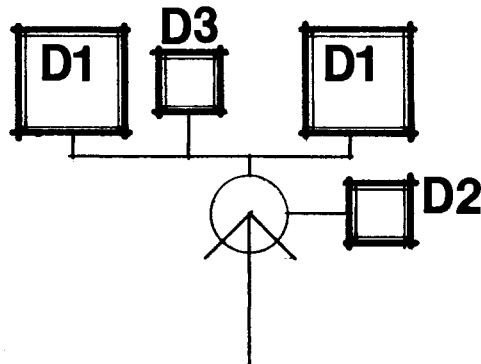
USER: Patients.

FUNCTION: To provide Sanitary Accomodation.

SPECIAL REQUIREMENTS: Located near the sick room.

The rise in the developments in technology of the entire world demands the teaching of computers and their science to the upcoming generation. The computer facility is provided to expand the experiences of the students through programming and research, and extend the resources of the Library.

The Computer Lab should be accessible to the students twelve hours per day, and be located near the Library.



COMPUTER LAB



- D 1 Computer Rooms
- D 2 Reading Area
- D 3 Storage

COMPUTER ROOMS

SPACE NEEDS

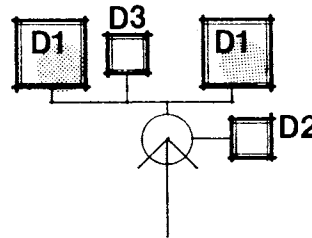
AREA: Two rooms, 60m² each.

HEIGHT: 2.7m.

IMAGE: Open yet secure.

WALLS: G.W.B. Painted, tack surfaces.

FLOOR: Raised floor system to facilitate cabling.



SYSTEMS

HVAC: Single-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Direct Fluorescent, controlled daylighting.

ELECTRICAL: Special outlets as needed, security system.

FURNITURE: Computer counter with return, typing chairs, filing cabinets, shelving units.



COMPUTER LAB



USER: Teachers, students.

FUNCTION: To house the computer systems used for research.

SPECIAL REQUIREMENTS: Positioned near the library and administration building

READING AREA

SPACE NEEDS

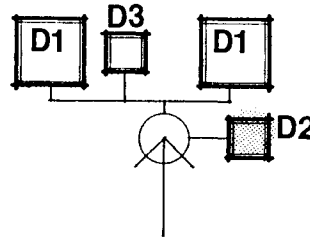
AREA: 20m².

HEIGHT: 2.7m.

IMAGE: Open and inviting.

WALLS: G.W.B. Painted.

FLOOR: Low-Pile Carpet.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Controlled Daylighting, Indirect Fluorescent.

ELECTRICAL: Duplex outlets as needed.

FURNITURE: Ten individual study carrels and two tables with chairs, shelving units.

REQUIREMENTS

COMPUTER LAB

REQUIREMENTS

USER: Teachers, Students.

FUNCTION: An area to provide students with computer literature and printed materials.

SPECIAL REQUIREMENTS: Adjacent to the computer rooms.

STORAGE

SPACE NEEDS

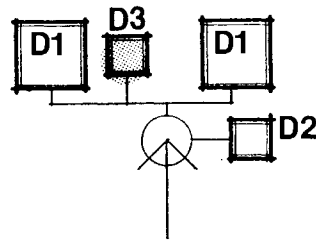
AREA: 20m².

HEIGHT: 2.7m.

IMAGE: Secure.

WALLS: G.W.B. Painted.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Single-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Direct Fluorescent.

ELECTRICAL: Duplex outlets as needed.

FURNITURE: Filing units as required.



COMPUTER LAB

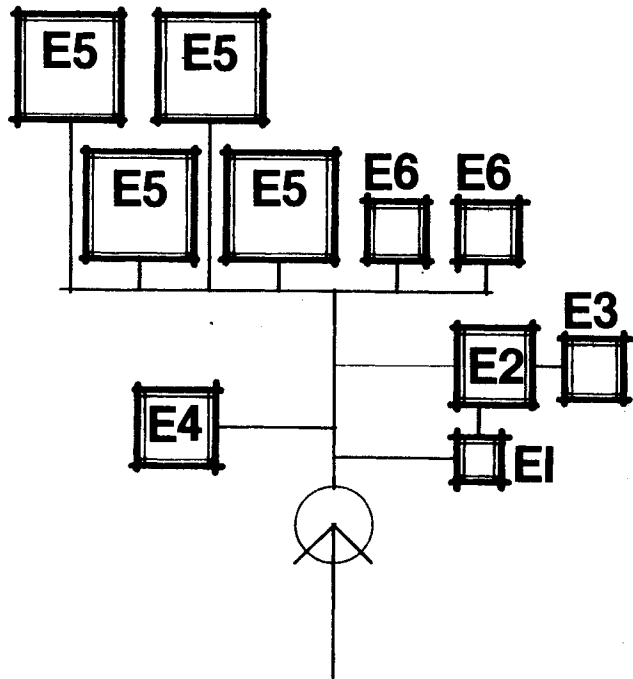


USER: Staff, Teachers.

FUNCTION: To store misc. materials needed for the operation of the computers.

SPECIAL REQUIREMENTS: Adjacent to the computer rooms.

The Jubilee School places heavy emphasis on mathematics as a fundamental of education. Many ideas and concepts will be explored, such as Calculus, Trigonometry, and Descriptive Geometry.



MATHEMATICS



- E 1 Head of Dept.
- E 2 Teacher's Office
- E 3 Storage
- E 4 Individual Studies
- E 5 Subject Rooms
- E 6 Seminar Rooms
- E 7

HEAD OF DEPARTMENT

SPACE NEEDS

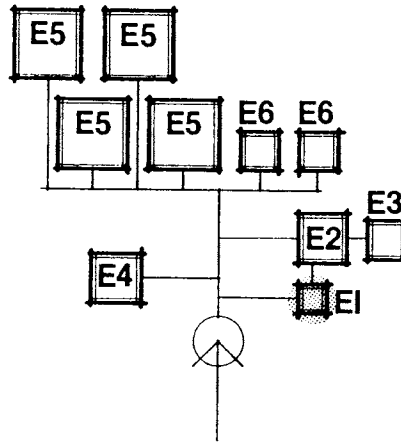
AREA: 12m².

HEIGHT: 2.7m.

IMAGE: Private Office.

WALLS: Fabric.

FLOOR: Low-Pile Carpet.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Daylighting, Indirect Fluorescent.

ELECTRICAL: Duplex Outlets as needed.

FURNITURE: Executive desk with chair, work table,
Two guest chairs, shelving.



MATHEMATICS



USER: Department Head.

FUNCTION: Personal Office

SPECIAL REQUIREMENTS:
Easily accessible, highly visible area of the department, certain sense of privacy.

TEACHER'S OFFICE

SPACE NEEDS

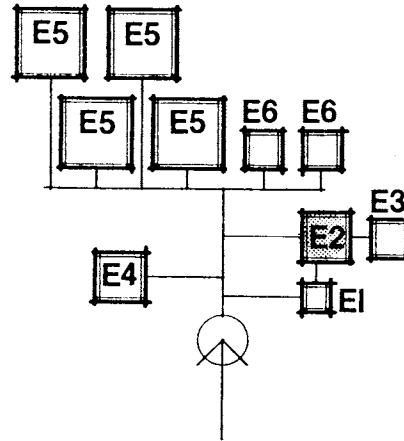
AREA: 27m².

HEIGHT: 2.7m.

IMAGE: Open Plan Office.

WALLS: G.W.B. Painted.

FLOOR: Low-Pile Carpet.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Indirect Fluorescent, Daylighting.

ELECTRICAL: Duplex outlets as needed.

FURNITURE: Six desks with return, six chairs, four guest chairs, shelving.

PROGRAM

MATHEMATICS

PROGRAM

USER: Six Teachers.

FUNCTION: Office space.

SPECIAL REQUIREMENTS:
Located near Head of the
Mathematics department.

STORAGE

SPACE NEEDS

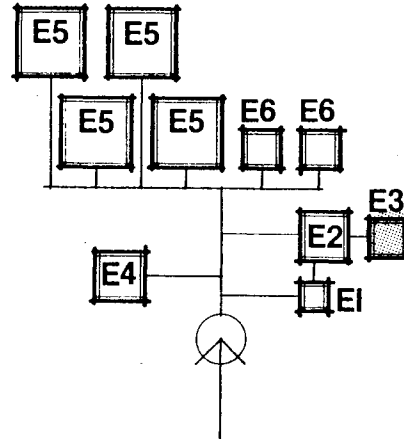
AREA: 20m².

HEIGHT: 2.7m.

IMAGE: Secure, private.

WALLS: G.W.B. Painted.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Direct Fluorescent.

ELECTRICAL: Duplex outlets as needed.

FURNITURE: Shelving cabinets, Filing units.



MATHEMATICS



USER: Staff, Teachers.

FUNCTION: Store textbook
and classroom materials.

SPECIAL REQUIREMENTS:
Located near Teacher's
office.

INDIVIDUAL STUDIES

SPACE NEEDS

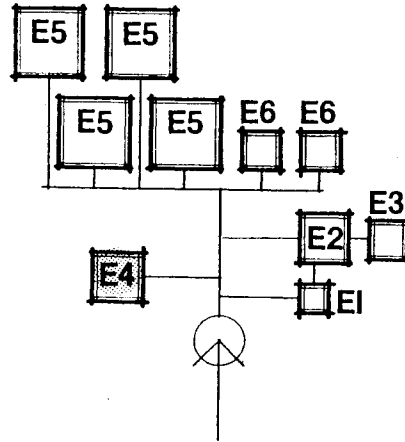
AREA: 30m².

HEIGHT: 2.7m.

IMAGE: Open, Inviting.

WALLS: G.W.B. Painted.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Fluorescent, Daylighting.

ELECTRICAL: Duplex outlets as needed.

FURNITURE: Six study carrels with chairs.



MATHEMATICS



USER: Students.

FUNCTION: Areas for individuals to study.

SPECIAL REQUIREMENTS: Positioned near the office of the teachers.

SUBJECT ROOMS

SPACE NEEDS

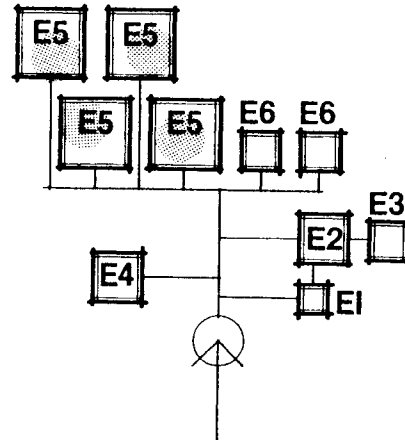
AREA: Four rooms of 50m² each.

HEIGHT: 3.5m.

IMAGE: Private Classrooms.

WALLS: G.W.B. Painted.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Daylighting, Direct Fluorescent.

ELECTRICAL: Duplex Outlets as needed.

FURNITURE: Twenty-four student desks with chair,
Teacher's desk and chair, overhead projector.



MATHEMATICS



USER: Teachers, Students

FUNCTION: House class-
room activities.

SPECIAL REQUIREMENTS:
Rooms located near the
Teacher's office.

SEMINAR ROOMS

SPACE NEEDS

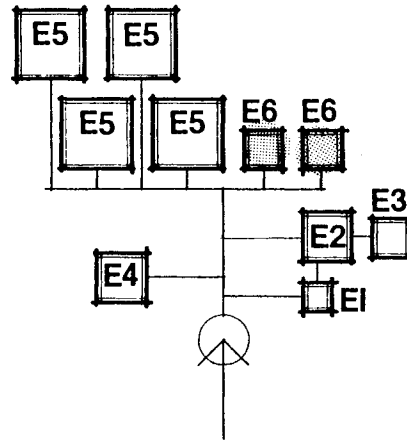
AREA: Two Rooms of 20m² each.

HEIGHT: 2.7m.

IMAGE: Private Classrooms.

WALLS: G.W.B. Painted, with tack surfaces.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Daylighting, Direct Fluorescent.

ELECTRICAL: Duplex Outlets as needed.

FURNITURE: Two large tables with a total of twelve chairs, overhead projector.



MATHEMATICS



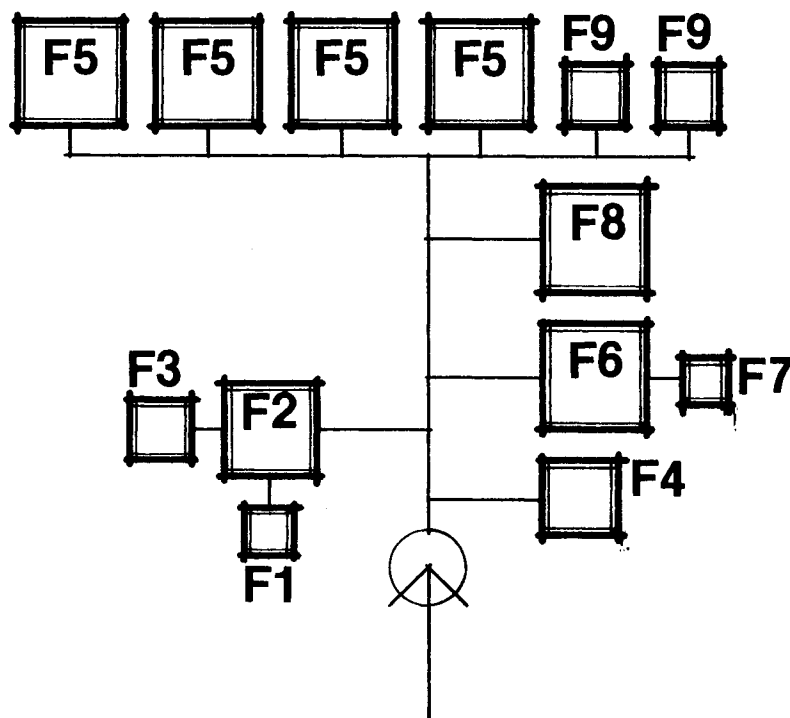
USER: Teachers, Students

FUNCTION: To house seminar class activities.

SPECIAL REQUIREMENTS:
Located near Teacher's office,

The Foreign Language department is based on the study of English and French, as most research and documentary materials exist in these languages. The success of the student in his research work depends upon the understanding of reference materials in a foreign language.

This section should be located near the Library.



FOREIGN LANGUAGE



- F 1 Head of Dept.
- F 2 Teacher's Office
- F 3 Storage
- F 4 Individual Studies
- F 5 Subject Rooms
- F 6 Language Lab
- F 7 Lab Storage
- F 8 Typing Room
- F 9 Seminar Rooms

HEAD OF DEPARTMENT

SPACE NEEDS

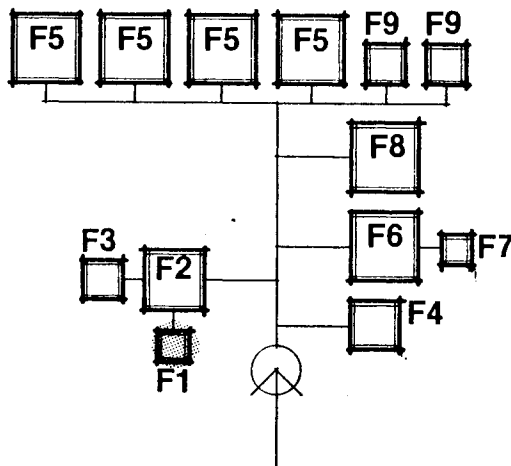
AREA: 12m².

HEIGHT: 2.7m.

IMAGE: Private Office.

WALLS: Fabric.

FLOOR: Low-Pile Carpet.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Daylighting, Indirect Fluorescent.

ELECTRICAL: Duplex Outlets as needed.

FURNITURE: Executive desk and chair, work table, two guest chairs, shelving.



FOREIGN
LANGUAGE



USER: Department Head.

FUNCTION: Personal Office

SPECIAL REQUIREMENTS:
Highly Visible area of the
department. certain sense
of privacy.

TEACHER'S OFFICE

SPACE NEEDS

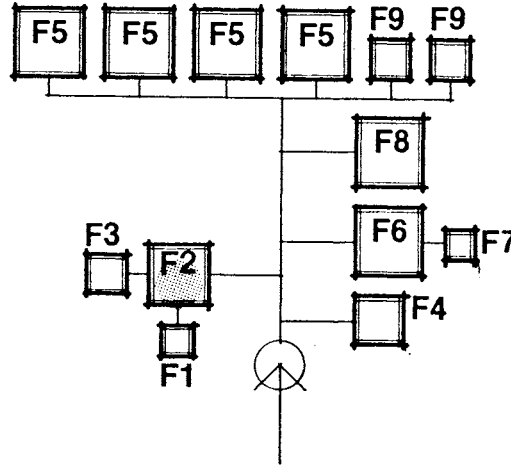
AREA: 36m².

HEIGHT: 2.7m.

IMAGE: Open Plan Office.

WALLS: G.W.B. Painted.

FLOOR: Low-Pile Carpet.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Daylighting, Fluorescent.

ELECTRICAL: Duplex outlets as needed.

FURNITURE: Eight desks with return, eight chairs, four guest chairs, shelving.

PROGRAM: PROGRAM

FOREIGN
LANGUAGE

PROGRAM: PROGRAM

USER: Eight Teachers.

FUNCTION: Private Office.

SPECIAL REQUIREMENTS:
Located near the Head of
the department.

STORAGE

SPACE NEEDS

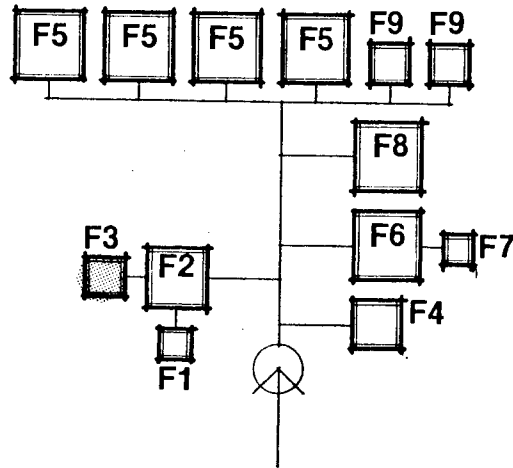
AREA: 20m².

HEIGHT: 2.7m.

IMAGE: Secure.

WALLS: G.W.B. Painted.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Direct Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Filing Units, Shelving.

FOR INFORMATION

FOREIGN
LANGUAGE

FOR INFORMATION

USER: Staff.

FUNCTION: Store class
materials.

SPECIAL REQUIREMENTS:
Adjacent to the Teacher's
office.

INDIVIDUAL STUDIES

SPACE NEEDS

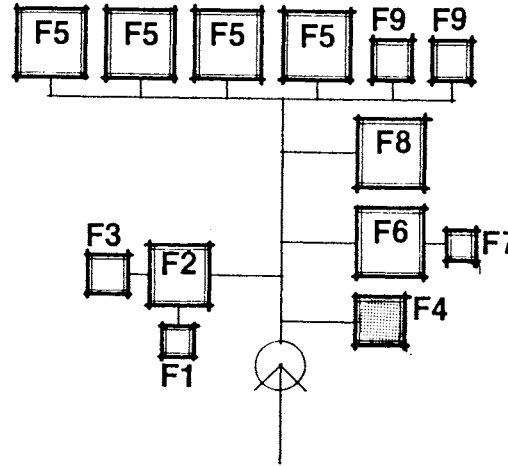
AREA: 30m².

HEIGHT: 2.7m.

IMAGE: Open, inviting.

WALLS: G.W.B. Painted.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Daylighting, Fluorescent.

ELECTRICAL: Duplex Outlets as needed.

FURNITURE: Six study carrels with chair.



FOREIGN LANGUAGE



USER: Students.

FUNCTION: Areas for
individuals to study.

SPECIAL REQUIREMENTS:
Located near the Teachers
office.

SUBJECT ROOMS

SPACE NEEDS

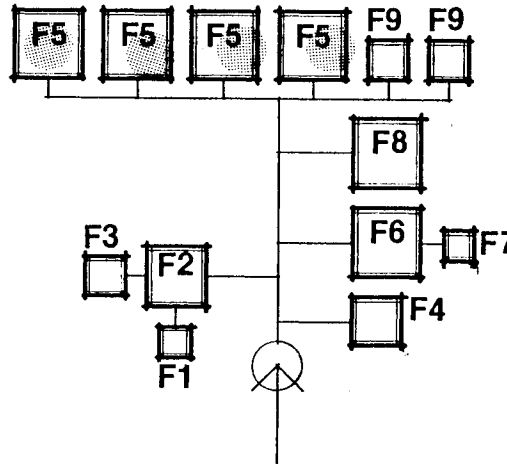
AREA: Four rooms of 50m² each.

HEIGHT: 3.5m.

IMAGE: Private Classrooms.

WALLS: G.W.B. Painted,
tack surfaces.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Direct Fluorescent, Daylighting.

ELECTRICAL: Duplex outlets as needed.

FURNITURE: Twenty-four small desks with chairs,
Teacher's desk and chair, overhead projector.



FOREIGN
LANGUAGE



USER: Students, Teachers.

FUNCTION: House classroom
activities.

SPECIAL REQUIREMENTS:
Located near teacher's
office.

LANGUAGE LAB

SPACE NEEDS

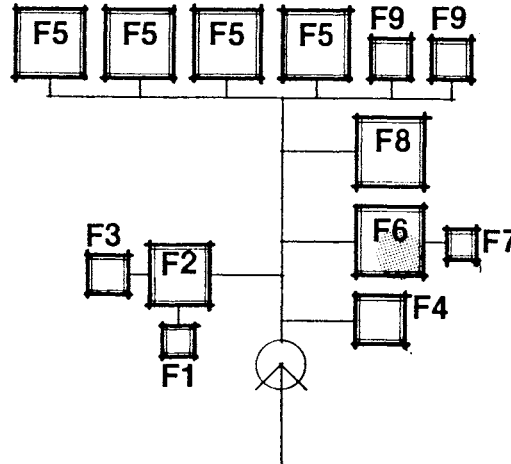
AREA: 50m².

HEIGHT: 3.5m.

IMAGE: Laboratory.

WALLS: G.W.B. Painted,
tack surfaces.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Direct Fluorescent, Daylighting.

ELECTRICAL: Special and duplex outlets as needed.

FURNITURE: Ten carrels with audio hook-up, four
small tables, twenty-six chairs.

PROGRAM

FOREIGN
LANGUAGE

PROGRAM

USER: Students, Teachers.

FUNCTION: To provide
audio and tutorial aids for
the study of foreign lang-
uages.

SPECIAL REQUIREMENTS:
Located near the Teachers'
office.

LAB STORAGE

SPACE NEEDS

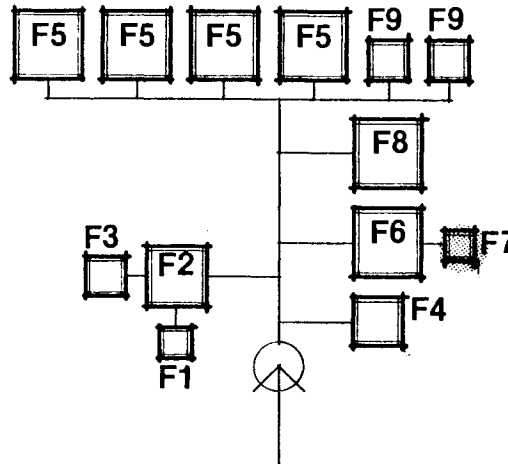
AREA: 10m².

HEIGHT: 2.7m.

IMAGE: Secure, private.

WALLS: G.W.B. Painted.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Direct Fluorescent.

ELECTRICAL: Duplex outlets as needed.

FURNITURE: Filing cabinets, shelving units.

REQUIREMENTS

FOREIGN
LANGUAGE

REQUIREMENTS

USER: Staff.

FUNCTION: Store labora-
tory materials.

SPECIAL REQUIREMENTS:
Adjacent to lab.

TYPING ROOM

SPACE NEEDS

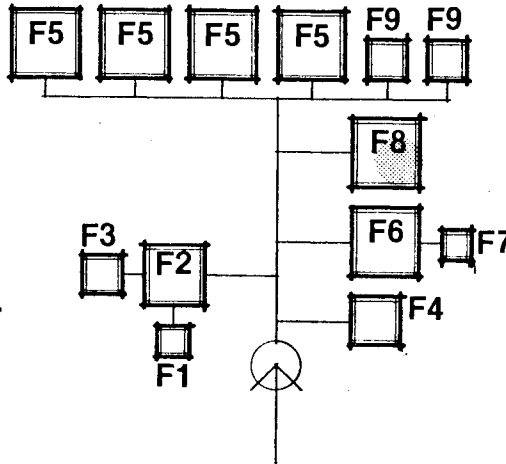
AREA: 50m².

HEIGHT: 3.5m.

IMAGE: Private Classroom.

WALLS: Acoustical Materials.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Direct Fluorescent.

ELECTRICAL: Duplex outlets as needed.

FURNITURE: Twenty typewriters, desks and chairs,
Teacher's desk and chair.

FOR: TYPING ROOM

FOREIGN
LANGUAGE

FOR: TYPING ROOM

USER: Students, Teachers.

FUNCTION: To administer
English typing lessons.

SPECIAL REQUIREMENTS:
Located near Teacher's
office.

SEMINAR ROOMS

SPACE NEEDS

AREA: Two rooms of 20m² each.

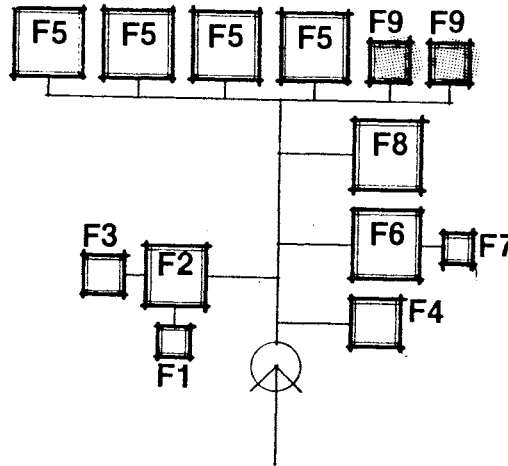
HEIGHT: 3.5m.

IMAGE: Private Classroom.

WALLS: G.W.B. Painted.

Tack surfaces.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Fluorescent, Daylighting.

ELECTRICAL: Duplex outlets as needed.

FURNITURE: Two large tables with twelve chairs,
Overhead projector.

PROGRAM

FOREIGN
LANGUAGE

PROGRAM

USER: Students, Teachers.

FUNCTION: To house seminar
class functions.

SPECIAL REQUIREMENTS:
Located near Teacher's
office.

One foundation of the Jubilee School is the exploration of the Sciences, namely Physics, Biology, Chemistry, and General Science. The Laboratory is the foremost element of the Science Department, as the philosophy of the school encourages individual participation and the seeking of knowledge through experimentation.

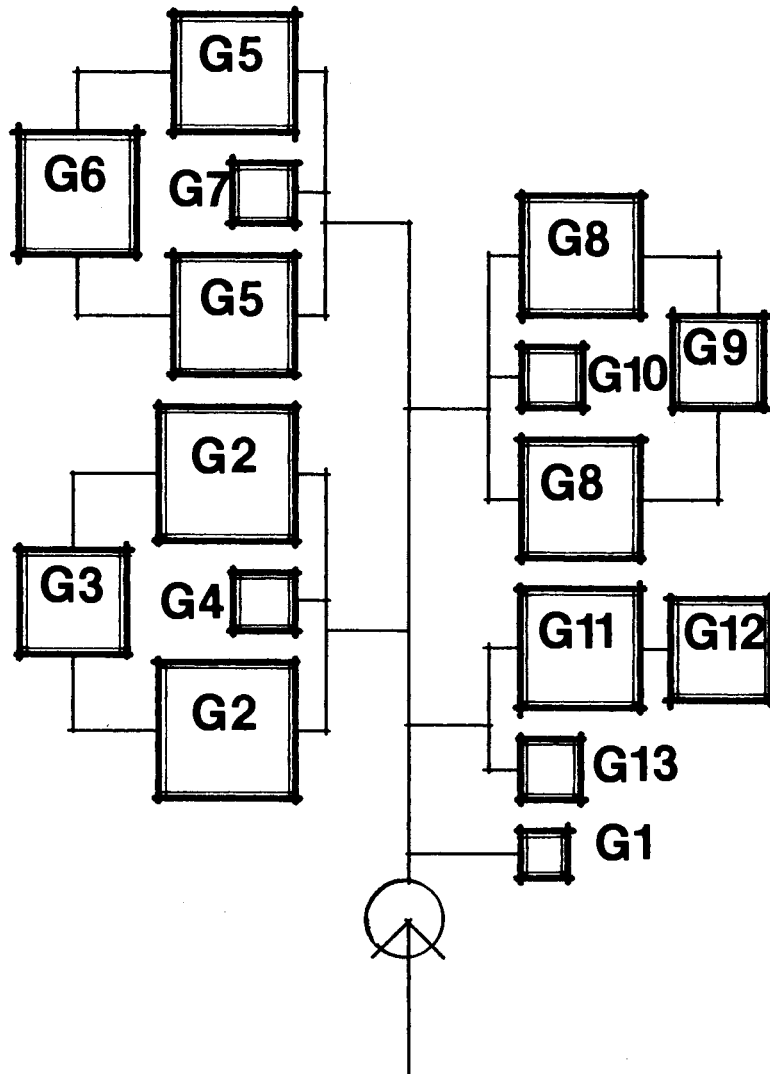


NATURAL SCIENCE





NATURAL SCIENCE



- G 1 Head of Dept.
- G 2 Lab (General)
- G 3 Lab Storage
- G 4 Groupwork Area
- G 5 Lab (Physics)
- G 6 Lab Storage
- G 7 Groupwork Area
- G 8 Lab (Chemistry)
- G 9 Lab Storage
- G 10 Groupwork Area
- G 11 Lab (Biology)
- G 12 Lab Storage
- G 13 Groupwork Area

HEAD OF DEPARTMENT

SPACE NEEDS

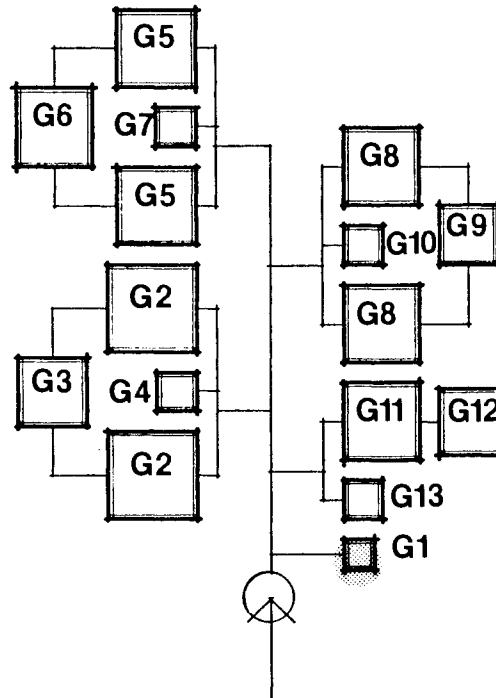
AREA: 12m².

HEIGHT: 2.7m.

IMAGE: Private

WALLS: Fabric.

FLOOR: Low-Pile Carpet.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Daylighting, Indirect Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Executive desk and chair, work table, two guest chairs, shelving.



NATURAL SCIENCE



USER: Department Head.

FUNCTION: Personal Office

SPECIAL REQUIREMENTS:

Highly visible area of the department, certain sense of privacy.

LAB

SPACE NEEDS

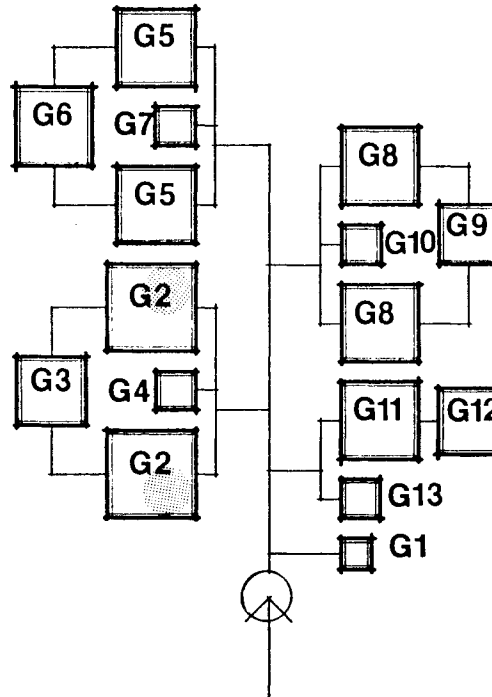
AREA: Two labs of 90m² each.

HEIGHT: 3.5 m.

IMAGE: Private classrooms.

WALLS: G.W.B. Washable Paint.
Blackboard surfaces.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity, Ventilated.

PLUMBING: Gas and Water hook-ups.

LIGHTING: Direct Fluorescent.

ELECTRICAL: Special and Duplex outlets as needed.

FURNITURE: Twelve small tables, twenty four chairs,
Lab Counters, Storage areas, Fume Hood.



NATURAL SCIENCE



USER: Students, Faculty.

FUNCTION: Laboratory for
General Science.

SPECIAL REQUIREMENTS:

LAB STORAGE

SPACE NEEDS

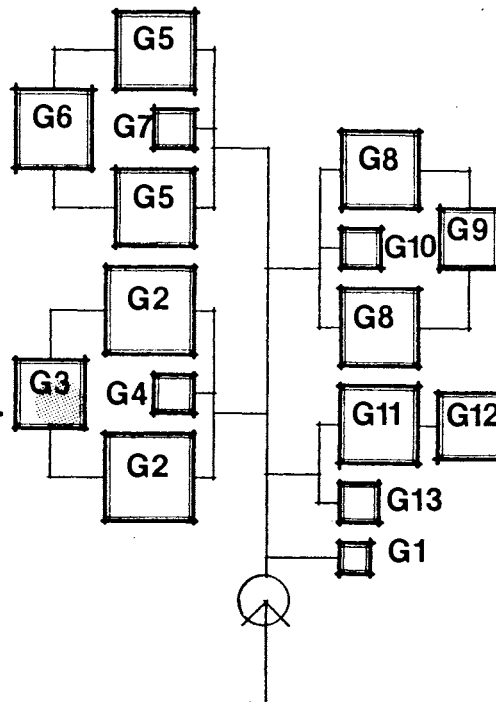
AREA: 50m².

HEIGHT: 3.5m.

IMAGE: Secure.

WALLS: G.W.B. Washable Paint.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity, ventilated.

PLUMBING: Water hook-up.

LIGHTING: Direct Fluorescent.

ELECTRICAL: Special and Duplex outlets as needed.

FURNITURE: Lockable cabinets, counters, Teacher's desk and chair, work table.



NATURAL SCIENCE



USER: Faculty and Student

FUNCTION: Store and prepare laboratory materials.

SPECIAL REQUIREMENTS:
Must be adjacent to the
Science labs.

GROUPWORK AREA

SPACE NEEDS

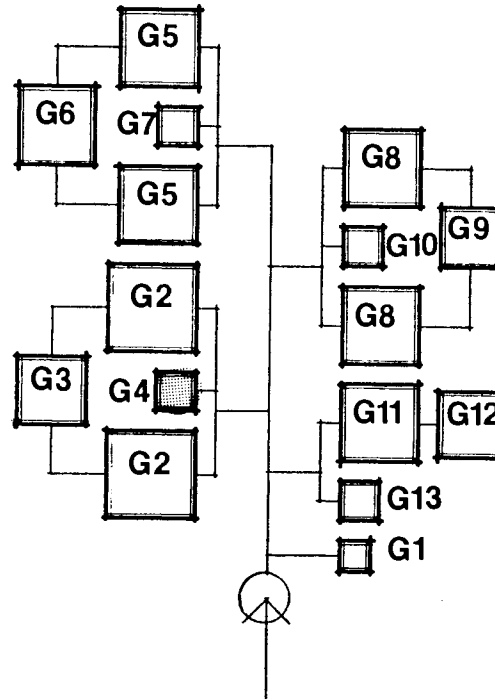
AREA: 20m².

HEIGHT: 2.7m.

IMAGE: Open.

WALLS: G.W.B. Painted.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Direct Fluorescent.

ELECTRICAL: Duplex outlets as needed.

FURNITURE: Four small tables with eight chairs.



NATURAL
SCIENCE



USER: Students.

FUNCTION: Area for students to prepare group work.

SPECIAL REQUIREMENTS:
Near the labs.

LAB

SPACE NEEDS

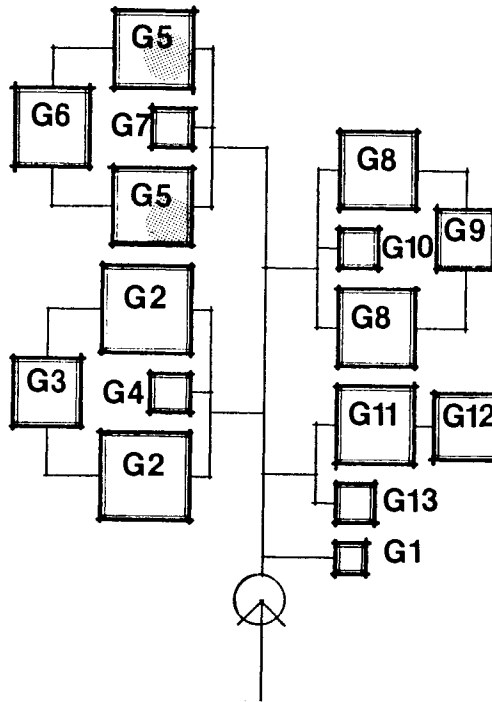
AREA: Two labs of 70m² each.

HEIGHT: 3.5m.

IMAGE: Private classrooms.

WALLS: G.W.B. Washable Paint.
Blackboard surfaces.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: Water and Gas hook-ups.

LIGHTING: Direct Fluorescent.

ELECTRICAL: Special and duplex outlets as needed.

FURNITURE: Ten small tables, twenty chairs, counters,
Storage areas, overhead projector.



NATURAL
SCIENCE



USER: Faculty and Student

FUNCTION: Laboratory for
Physics.

SPECIAL REQUIREMENTS:

LAB STORAGE

SPACE NEEDS

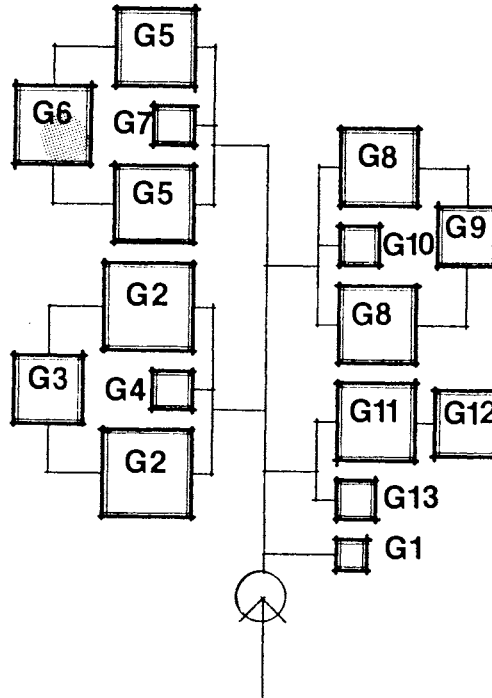
AREA: 60m².

HEIGHT: 3.5m.

IMAGE: Secure.

WALLS: G.W.B. Washable Paint.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: Water hook-up.

LIGHTING: Direct Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Teacher's desk and chair, Lockable storage cabinets, work table.



NATURAL SCIENCE



USER: Teacher and student

FUNCTION: Store and prepare materials.

SPECIAL REQUIREMENTS:
Must be adjacent to labs.

GROUPWORK AREA

SPACE NEEDS

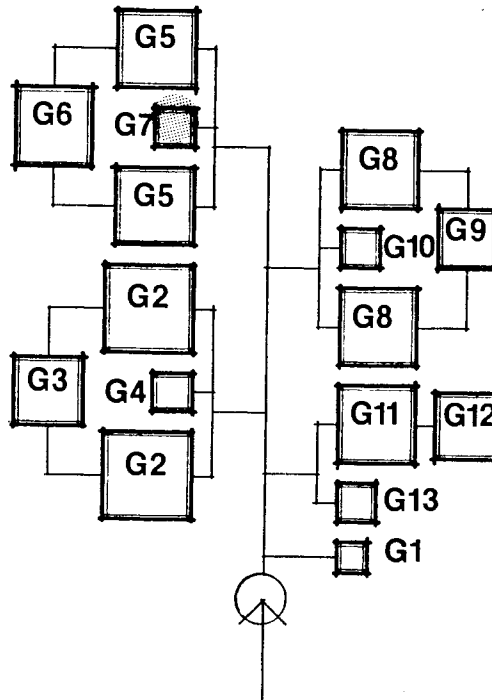
AREA: 20m².

HEIGHT: 2.7m.

IMAGE: Open.

WALLS: G.W.B. Painted.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Direct Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Four tables, eight chairs.



NATURAL SCIENCE



USER: Students.

FUNCTION: Area for students to prepare group work.

SPECIAL REQUIREMENTS:

Near the labs.

LAB

SPACE NEEDS

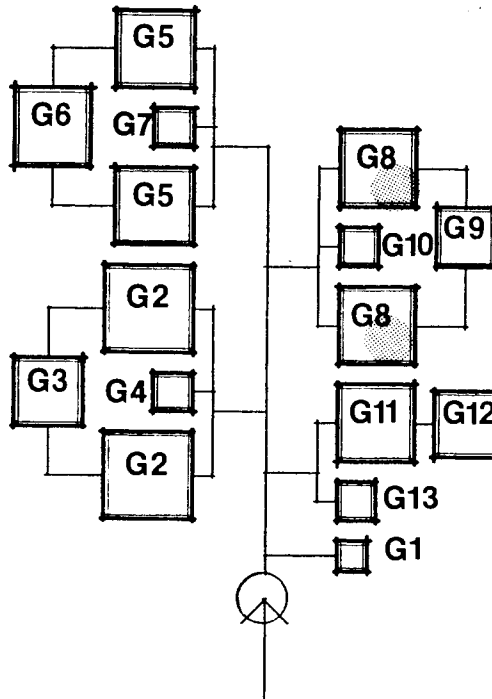
AREA: Two labs of 70m² each.

HEIGHT: 3.5m.

IMAGE: Private classrooms.

WALLS: G.W.B. Washable Paint.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity, Ventilated.

PLUMBING: Water and Gas hook-ups.

LIGHTING: Direct Fluorescent.

ELECTRICAL: Special and duplex outlets as needed.

FURNITURE: Ten tables, twenty chairs, counter space, Storage areas, Fume hood.



NATURAL SCIENCE



USER: Faculty and students

FUNCTION: Laboratory for
Chemistry.

SPECIAL REQUIREMENTS:

LAB STORAGE

SPACE NEEDS

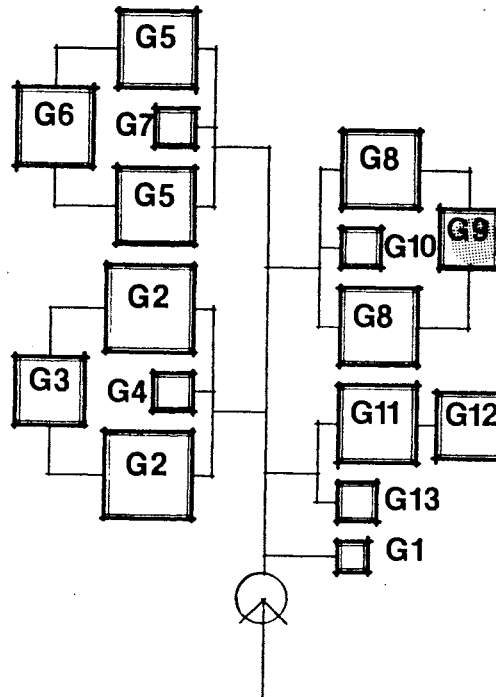
AREA: 40m².

HEIGHT: 3.5m.

IMAGE: Secure.

WALLS: G.W.B. Painted.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: Water and Gas hook-ups.

LIGHTING: Direct Fluorescent.

ELECTRICAL: Outlets as needed.

FURNITURE: Counter space, Lockable Storage units, Work tables, Teacher's desk and chair.



NATURAL
SCIENCE



USER: Faculty and Students

FUNCTION: Store and pre-
pare lab materials.

SPECIAL REQUIREMENTS:

Must be adjacent to the
Chemistry Labs.

GROUPWORK AREA

SPACE NEEDS

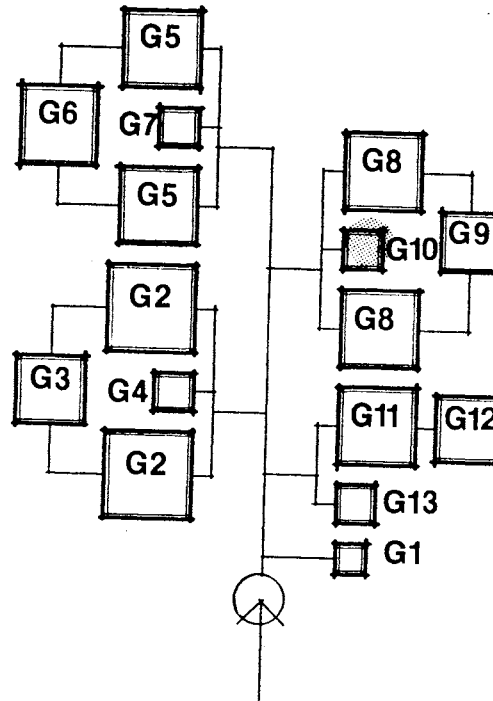
AREA: 20m².

HEIGHT: 2.7m.

IMAGE: Open.

WALLS: G.W.B. Painted.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Direct Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Four small tables and eight chairs.



NATURAL SCIENCE



USER: Students.

FUNCTION: Area for students to prepare group work.

SPECIAL REQUIREMENTS:
Located near the Labs.

LAB

SPACE NEEDS

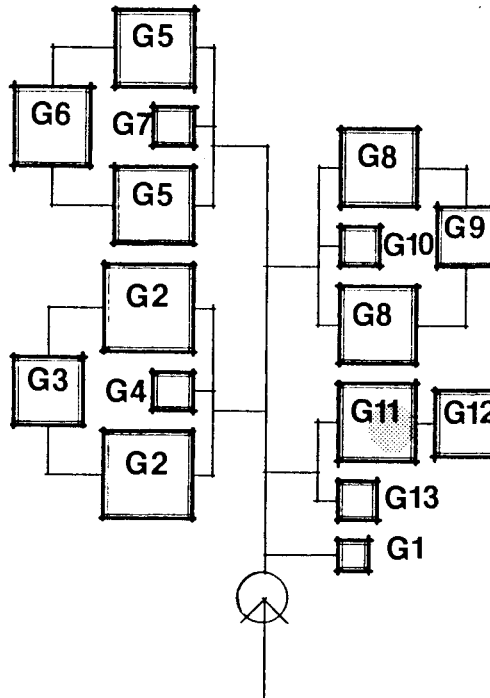
AREA: 70m².

HEIGHT: 3.5m.

IMAGE: Private classroom.

WALLS: G.W.B. Painted.
Blackboard surfaces.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: Water and Gas hook-up.

LIGHTING: Direct Fluorescent.

ELECTRICAL: Special and Duplex outlets as needed.

FURNITURE: Ten small tables, twenty chairs. counter space, Storage areas, overhead projector.



NATURAL
SCIENCE



USER: Faculty and Student

FUNCTION: Laboratory for
Biology.

SPECIAL REQUIREMENTS:

LAB STORAGE

SPACE NEEDS

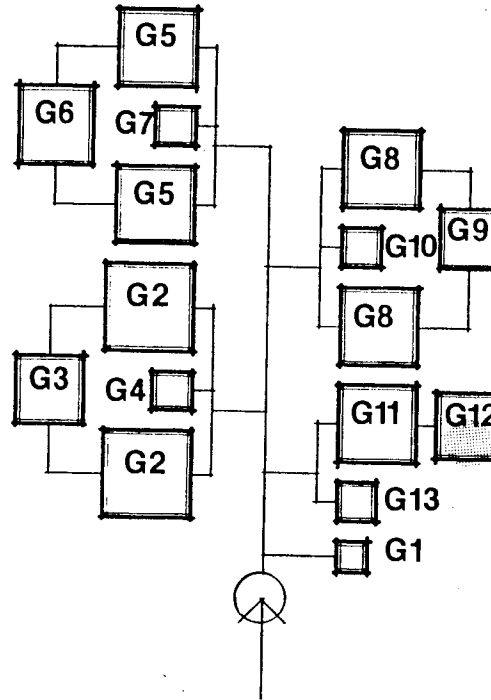
AREA: 50m².

HEIGHT: 3.5m.

IMAGE: Secure.

WALLS: G.W.B. Painted.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: Water and Gas hook-ups.

LIGHTING: Direct Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Work Tables, Counters, Lockable Storage Units, Teacher's desk and chair.



NATURAL
SCIENCE



USER: Faculty and Student

FUNCTION: To store and
prepare lab materials.

SPECIAL REQUIREMENTS:
Must be adjacent to the lab

GROUPWORK AREA

SPACE NEEDS

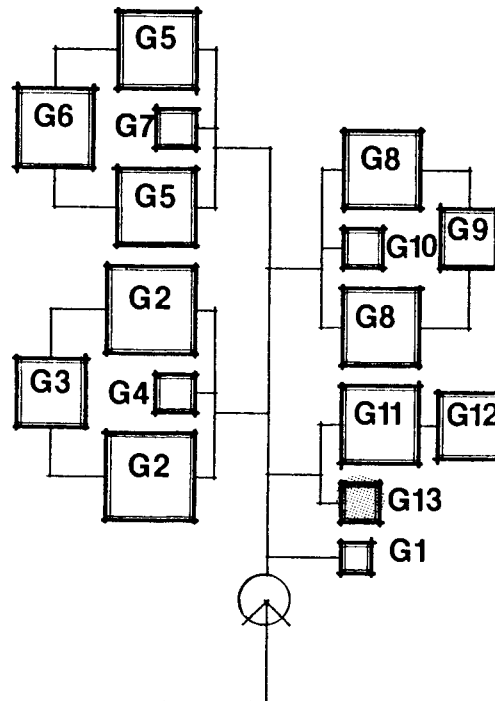
AREA: 20m².

HEIGHT: 2.7m.

IMAGE: Open.

WALLS: G.W.B. Painted.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None,

LIGHTING: Direct Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Four small tables and eight chairs,



NATURAL SCIENCE



USER: Students.

FUNCTION: Area for students to prepare group work.

SPECIAL REQUIREMENTS:
Near the lab.

The Human Science Department places emphasis on many areas pertaining to the man-made society, both broad and specific in nature. These areas include Islamic Education, Arabic Language, History, Geography, Philosophy, the Palestinian Cause, and the Arab Community.

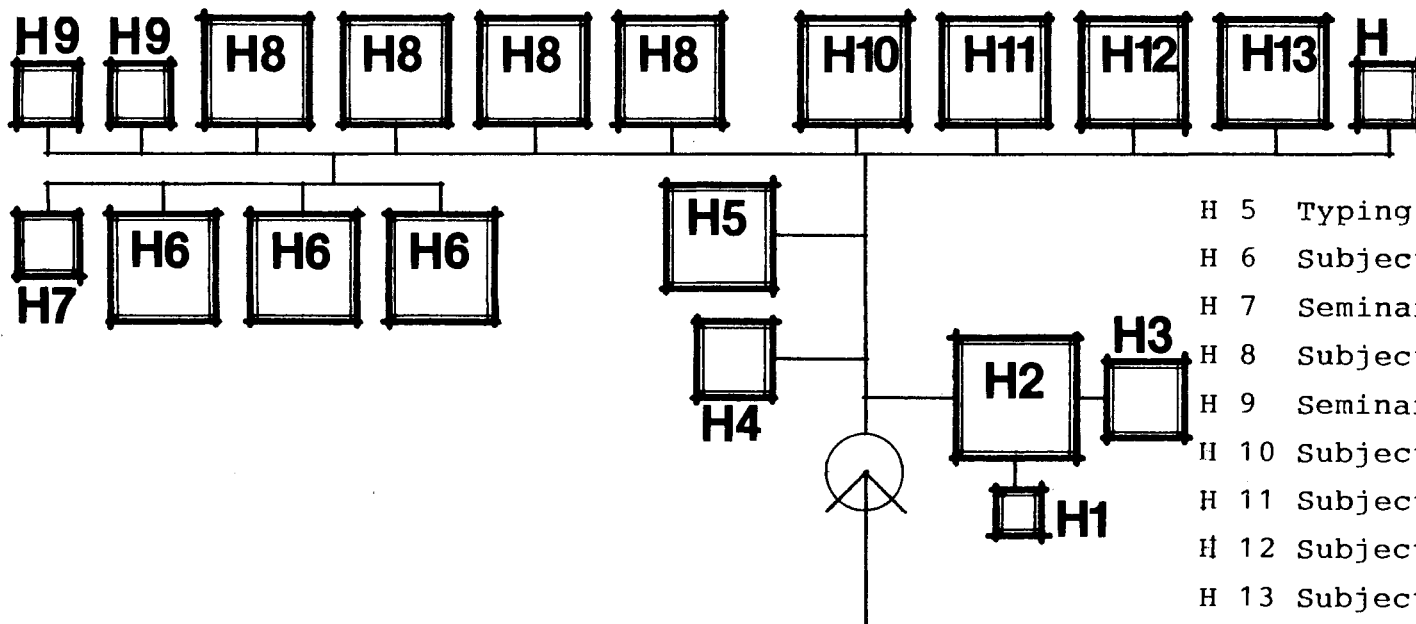
This section should have easy access to the Library and the Foreign Language Department.



HUMAN SCIENCE



- H 1 Head of Dept.
- H 2 Teacher's Office
- H 3 Storage
- H 4 Individual Studies



- H 5 Typing Room
- H 6 Subject Rooms
- H 7 Seminar Room
- H 8 Subject Rooms
- H 9 Seminar Rooms
- H 10 Subject Room
- H 11 Subject Room
- H 12 Subject Room
- H 13 Subject Room
- H 14 Seminar Room

HEAD OF DEPARTMENT

SPACE NEEDS

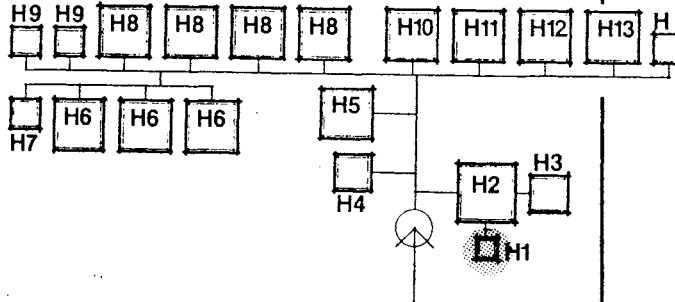
AREA: 12m².

HEIGHT: 2.7m.

IMAGE: Private Office.

WALLS: Fabric.

FLOOR: Low-Pile Carpet.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Indirect Fluorescent, Daylighting.

ELECTRICAL: As needed.

FURNITURE: Executive desk and chair, work table, two guest chairs, credenza, shelving.



HUMAN SCIENCE



USER: Department Head.

FUNCTION: Personal Office

SPECIAL REQUIREMENTS:

Highly visible area yet a certain sense of privacy.

TEACHER'S OFFICE

SPACE NEEDS

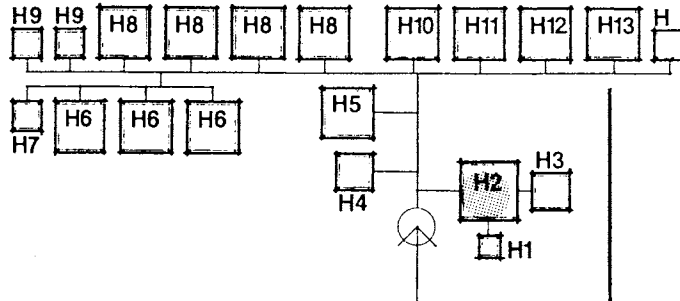
AREA: 60m².

HEIGHT: 3.5m.

IMAGE: Open Office Plan.

WALLS: G.W.B. Painted.

FLOOR: Low-Pile Carpet.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Direct Fluorescent, Daylighting.

ELECTRICAL: As needed.

FURNITURE: Thirteen desks with return, Twenty chairs, Shelving Units.



HUMAN SCIENCE



USER: Faculty.

FUNCTION: Office for thirteen teachers.

SPECIAL REQUIREMENTS:

Located near the Department Head.

STORAGE

SPACE NEEDS

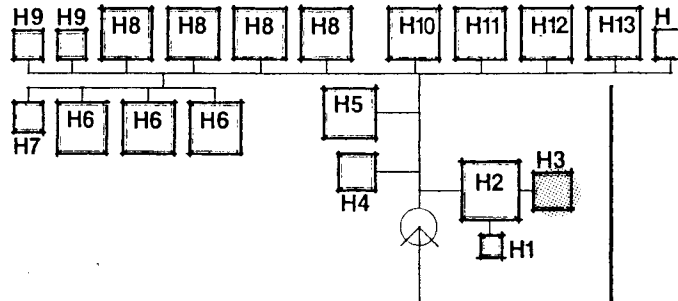
AREA: 30m².

HEIGHT: 2.7m.

IMAGE: Secure.

WALLS: G.W.B. Painted.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Direct Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Filing Units, Shelving areas,



HUMAN SCIENCE



USER: Faculty, Staff.

FUNCTION: To store class materials.

SPECIAL REQUIREMENTS:
Located near Teacher's office.

INDIVIDUAL STUDIES

SPACE NEEDS

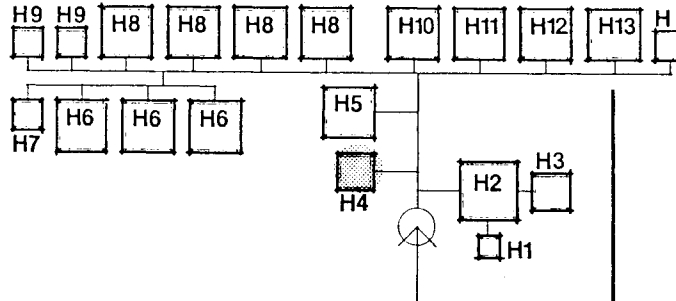
AREA: 30m².

HEIGHT: 2.7m.

IMAGE: Open, Inviting.

WALLS: G.W.B. Painted.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Daylighting, Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Six study carrels with chair.



HUMAN SCIENCE



USER: Students.

FUNCTION: Area for students to study individually.

SPECIAL REQUIREMENTS:

Located near the Teachers' office.

TYPING

SPACE NEEDS

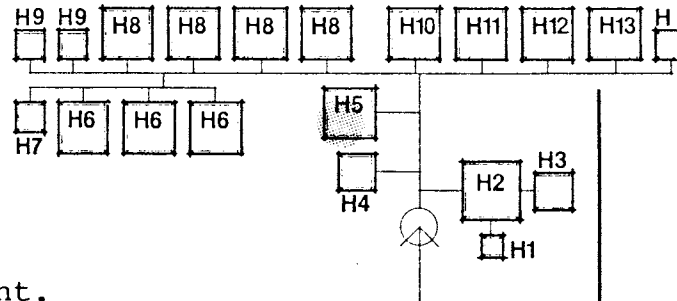
AREA: 50m².

HEIGHT: 3.5m.

IMAGE: Private Classroom.

WALLS: Acoustical Treatment.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Daylighting, Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Twenty-four small desks with typewriters and chairs.



HUMAN SCIENCE



USER: Faculty, Students.

FUNCTION: To provide a facility for typing.

SPECIAL REQUIREMENTS:
Located near the Teacher's office.

SUBJECT ROOMS

SPACE NEEDS

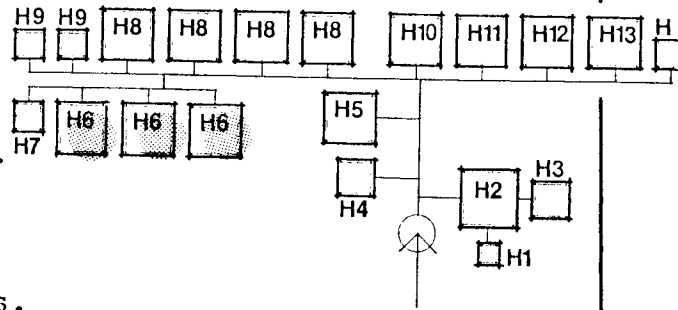
AREA: Three rooms of 50m² each.

HEIGHT: 3.5m.

IMAGE: Private classrooms.

WALLS: G.W.B. Painted.
Blackboard surfaces.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Daylighting, Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Twenty-four small desks with chairs,
Teacher's desk and chair, shelving.

RAM:RAM:RAM:RAM:RAM

HUMAN SCIENCE

RAM:RAM:RAM:RAM:RAM

USER: Faculty, Students.

FUNCTION: To provide for
the teaching of Islamic
heritage.

SPECIAL REQUIREMENTS:

SEMINAR ROOM

SPACE NEEDS

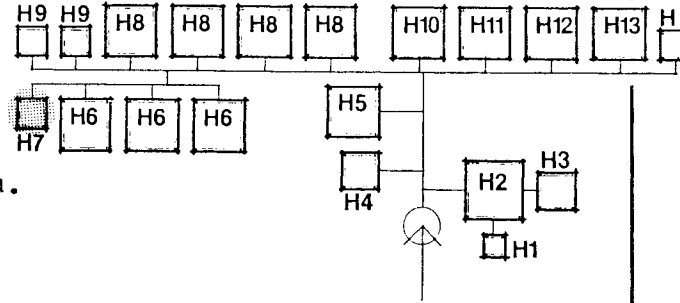
AREA: 20m².

HEIGHT: 2.7m.

IMAGE: Private classroom.

WALLS: G.W.B. Painted.
Tack surfaces.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Fluorescent, Daylighting.

ELECTRICAL: As needed.

FURNITURE: Two large tables with ten chairs.



HUMAN SCIENCE



USER: Faculty, Students.

FUNCTION: To provide for seminar activities of the Islamic heritage.

SPECIAL REQUIREMENTS: Near the Islamic subject rooms.

SUBJECT ROOMS

SPACE NEEDS

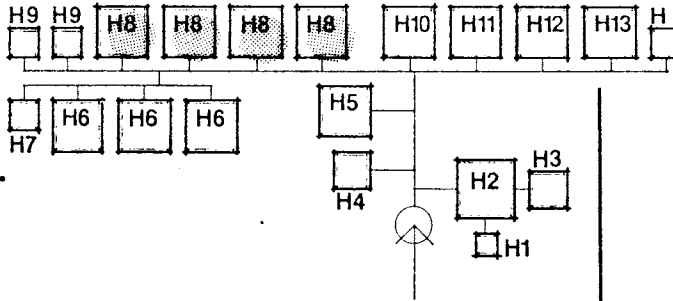
AREA: Four rooms of 50m² each.

HEIGHT: 3.5m.

IMAGE: Private Classrooms.

WALLS: G.W.B. Painted.
Blackboard surfaces.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Fluorescent, Daylighting.

ELECTRICAL: As needed.

FURNITURE: Twenty-four small desks with chairs,
Teacher's desk and chair, Overhead Projector.



HUMAN SCIENCE



USER: Faculty, Students.

FUNCTION: To provide for
the teaching of the Arabic
language.

SPECIAL REQUIREMENTS:

SEMINAR ROOMS

SPACE NEEDS

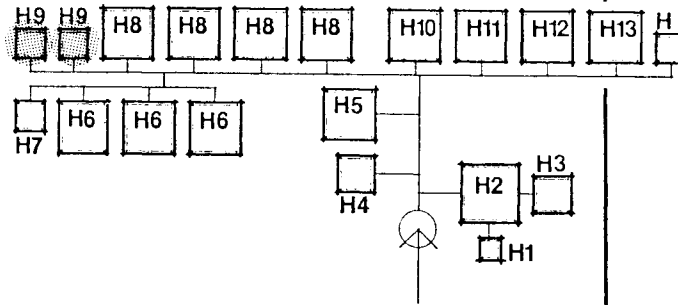
AREA: Two rooms of 20m² each.

HEIGHT: 2.7m.

IMAGE: Private classroom.

WALLS: G.W.B. Painted,
Tack surfaces.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Daylighting, Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Two large tables with ten chairs.



HUMAN SCIENCE



USER: Faculty, Students.

FUNCTION: To provide for
seminar activities.

SPECIAL REQUIREMENTS:

Located near the Arabic
subject rooms.

SUBJECT ROOMS

SPACE NEEDS

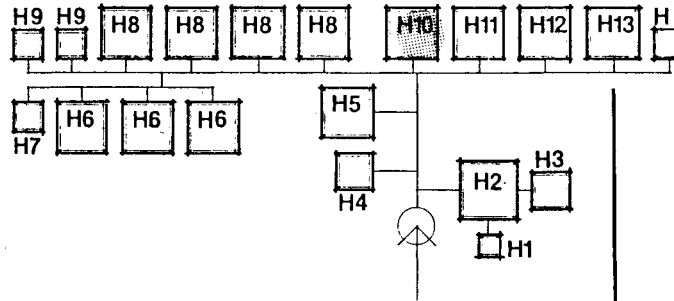
AREA: 50m².

HEIGHT: 3.5m.

IMAGE: Private Classroom.

WALLS: G.W.B. Painted,
Blackboard surfaces.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Daylighting, Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Twenty-four small desks with chairs, Teacher's desk and chair, overhead projector.



HUMAN SCIENCE



USER: Faculty, Students.

FUNCTION: To provide for
the study of History.

SPECIAL REQUIREMENTS:

SUBJECT ROOMS

SPACE NEEDS

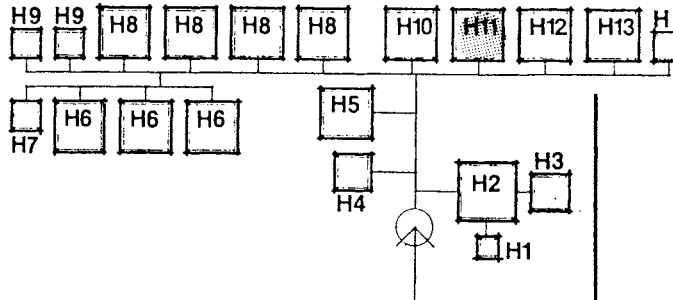
AREA: 50m².

HEIGHT: 3.5m.

IMAGE: Private Classroom.

WALLS: G.W.B. Painted,
Blackboard surfaces.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Daylighting, Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Twenty-four small desks with chairs,
Teacher's desk and chair, Overhead projector.



HUMAN SCIENCE



USER: Faculty, Students.

FUNCTION: To provide for
the study of Geography.

SPECIAL REQUIREMENTS:

SUBJECT ROOMS

SPACE NEEDS

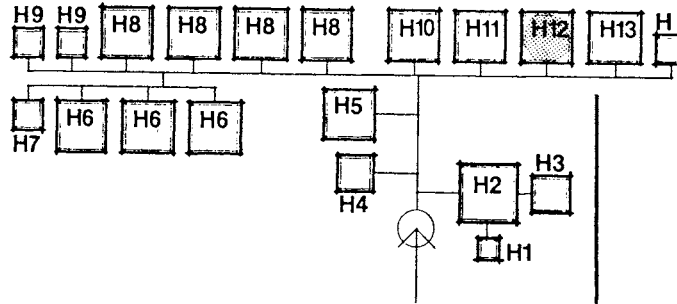
AREA: 50m².

HEIGHT: 3.5m.

IMAGE: Private Classroom.

WALLS: G.W.B. Painted,
Blackboard surfaces.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Daylighting, Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Twenty-four small desks with chairs,
Teacher's desk and chair, Overhead Projector.

PHILOSOPHY

HUMAN SCIENCE

PHILOSOPHY

USER: Faculty, Students.

FUNCTION: To provide for
the study of Philosophy.

SPECIAL REQUIREMENTS:

SUBJECT ROOMS

SPACE NEEDS

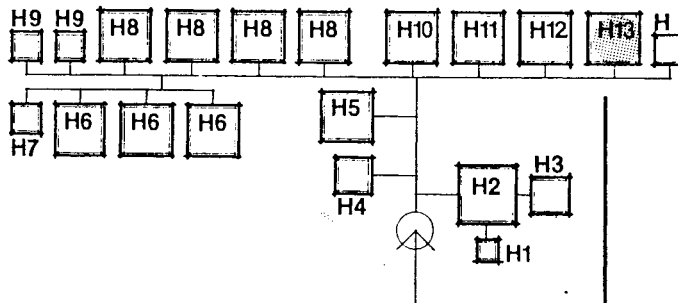
AREA: 50m².

HEIGHT: 3.5m.

IMAGE: Private Classroom.

WALLS: G.W.B. Painted,
Blackboard surfaces.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Daylighting, Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Twenty-four desks with chairs, Teacher's desk, Overhead Projector.

PALESTINIAN

HUMAN SCIENCE

PALESTINIAN

USER: Faculty, Students.

FUNCTION: To provide for
the study of the Palestin-
ian cause.

SPECIAL REQUIREMENTS:

SEMINAR ROOMS

SPACE NEEDS

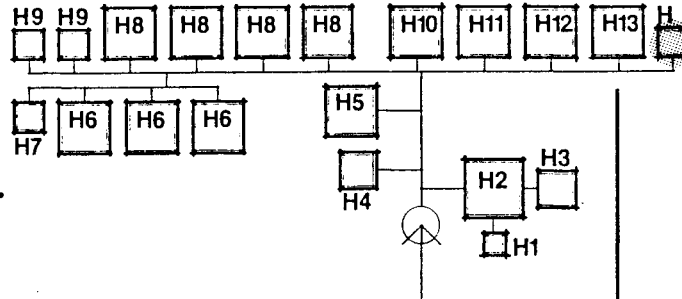
AREA: 20m².

HEIGHT: 2.7m.

IMAGE: Private Classroom.

WALLS: G.W.B. Painted,
Tack Surfaces.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Daylighting, Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Two large tables with ten chairs.



HUMAN SCIENCE



USER: Faculty, Students.

FUNCTION: To provide for seminar activities concerning the Arab Community.

SPECIAL REQUIREMENTS:

Within the Art, Vocational Education and Home Science Department exist many goals. A goal of the Art Department is to provide creative education to include aesthetics and creative growth activities. A major goal of the Vocational Education and Home Science Department is to integrate theoretical principles of science with their application.

The Programme Objectives of the entire Department are as follows:

- ° to provide the appropriate atmosphere for aesthetic growth
- ° to stimulate creative expression
- ° to understand art concepts
- ° to promote cultural understanding
- ° to encourage independence and individualism
- ° to appreciate the local environment
- ° to experiment with tools and materials
- ° to encourage project and group work
- ° to share and coordinate experiences.



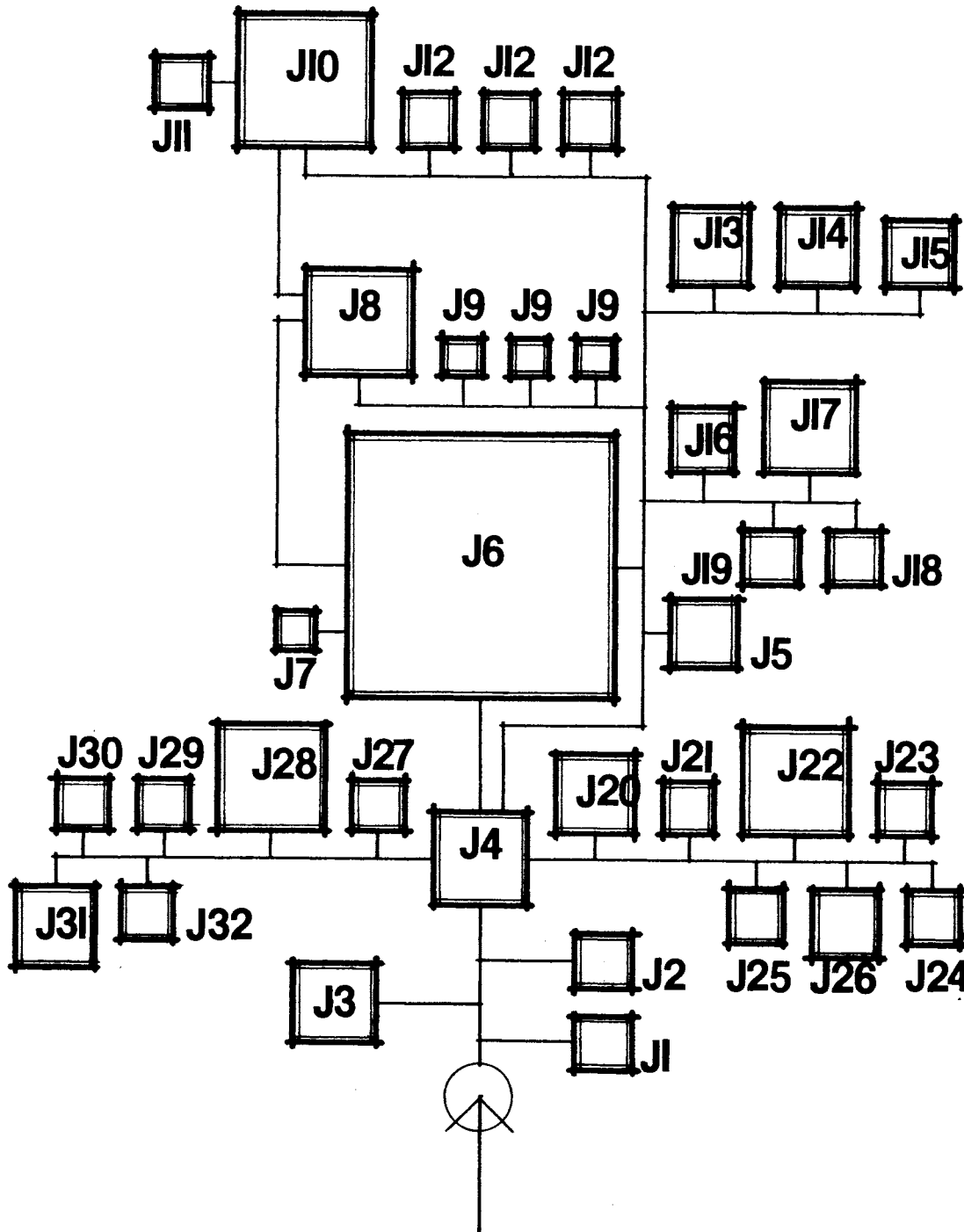
ART, VOCATION AND HOME SCIENCE



- J 1 Head of Dept.
- J 2 Head of Dept.
- J 3 Lecture Room
- J 4 Gallery
- J 5 Teacher's Office
- J 6 Theatre Hall
- J 7 Projection Room
- J 8 Stage
- J 9 Backstage Rooms
- J 10 Music Room
- J 11 Storage
- J 12 Training Rooms
- J 13 Subject Room
- J 14 Subject Room
- J 15 Subject Room
- J 16 Subject Room
- J 17 Subject Room
- J 18 Subject Room



ART, VOCATION AND HOME SCIENCE



- J 19 Darkroom
- J 20 Teacher's Office
- J 21 Subject Room
- J 22 Subject Room
- J 23 Subject Room
- J 24 Subject Room
- J 25 Subject Room
- J 26 Subject room
- J 27 Teacher's Office
- J 28 Subject Room
- J 29 Subject Room
- J 30 Subject Room
- J 31 Subject Room
- J 32 Subject Room

HEAD OF DEPARTMENT

SPACE NEEDS

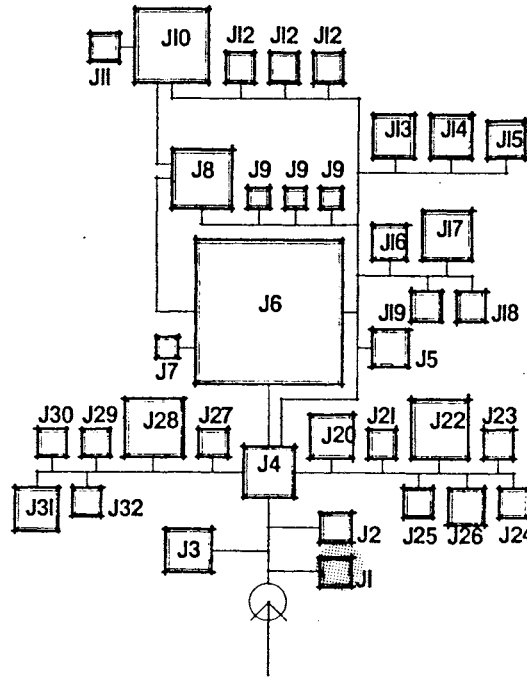
AREA: 12m².

HEIGHT: 2.7m.

IMAGE: Private Office.

WALLS: Fabric.

FLOOR: Low-Pile Carpet.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Daylighting, Indirect Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Executive desk and chair, Credenza, Work Table, Two Guest Chairs.



ART, VOCATION
AND
HOME SCIENCE



USER: Department Head.
Vocation Department.

FUNCTION: Personal Office

SPECIAL REQUIREMENTS:
Highly visible area of the
department, certain sense
of privacy.

HEAD OF DEPARTMENT

SPACE NEEDS

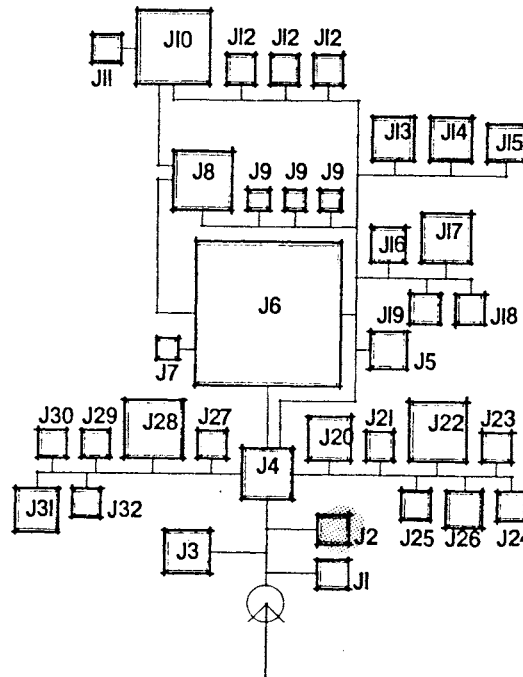
AREA: 12m².

HEIGHT: 2.7m.

IMAGE: Private.

WALLS: Fabric.

FLOOR: Low-Pile Carpet.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Daylighting, Direct Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Executive desk and chair, Work Table, Two Guest Chairs, Credenza, Shelving.



ART, VOCATION
AND
HOME SCIENCE



USER: Department Head.
Art Department.

FUNCTION: Personal Office.

SPECIAL REQUIREMENTS:

LECTURE ROOM

SPACE NEEDS

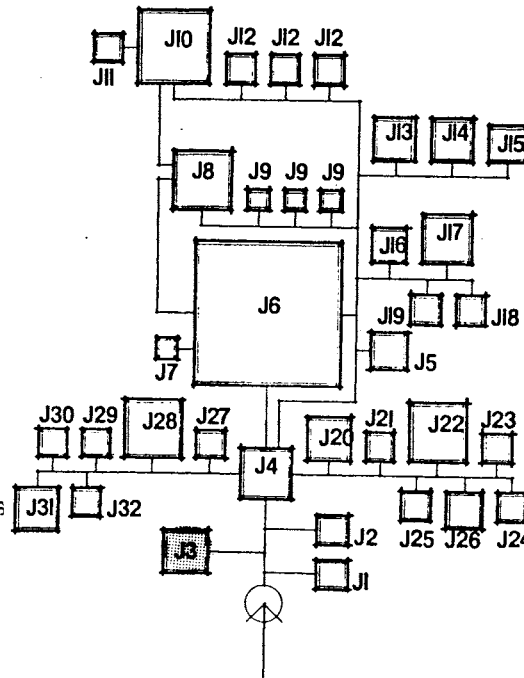
AREA: 40m².

HEIGHT: 3.5m.

IMAGE: Private Classroom.

WALLS: G.W.R. Painted,
Blackboard Surfaces

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Daylighting, Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Twenty-four desks and chairs, teacher's desk and chair.



ART, VOCATION
AND
HOME SCIENCE



USER: Students.

FUNCTION: Classroom.

SPECIAL REQUIREMENTS:

Centrally located in the
Department.

GALLERY

SPACE NEEDS

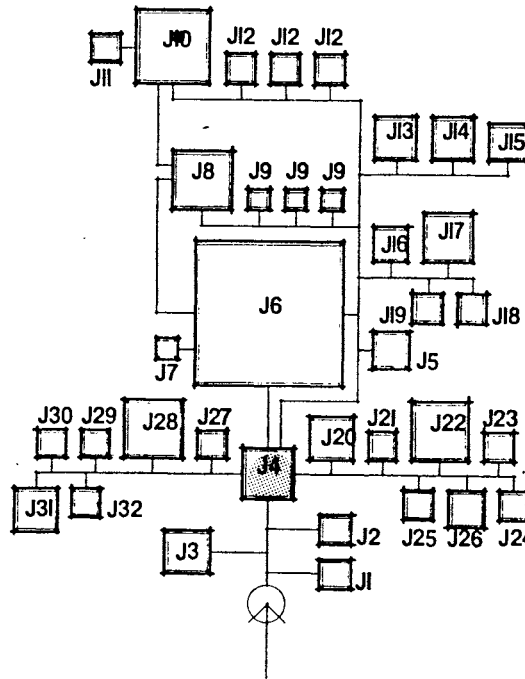
AREA: 50m².

HEIGHT: 3.5m.

IMAGE: Open Gallery.

WALLS: Display Cabinets,
G.W.B. Painted.

FLOOR: Stone.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Daylighting, Indirect Lighting.

ELECTRICAL: As needed.

FURNITURE: Seating and display panels.



ART, VOCATION
AND
HOME SCIENCE



USER: Students.

FUNCTION: Gathering space
for students and exhibi-
tion areas for the work.

SPECIAL REQUIREMENTS:
The entry point for the
Department.

TEACHER'S OFFICE

SPACE NEEDS

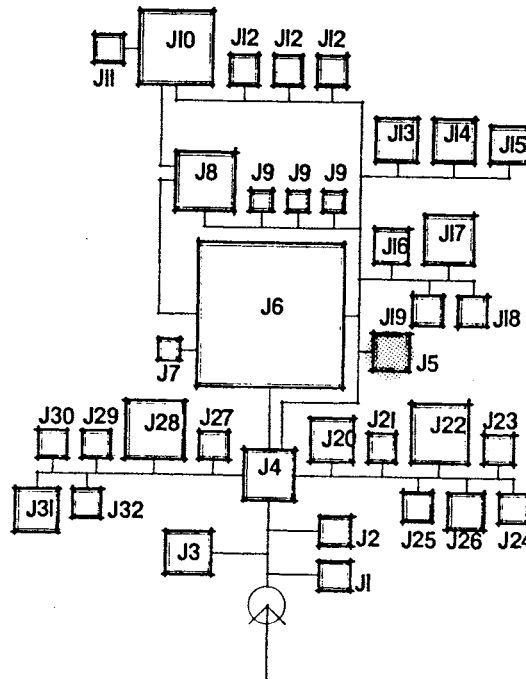
AREA: 30m².

HEIGHT: 2.7m.

IMAGE: Private.

WALLS: G.W.B. Painted.

FLOOR: Low-Pile Carpet.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Daylighting, Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Four Teachers desks with chair, Two guest chair
Chairs, Shelving.



ART, VOCATION
AND
HOME SCIENCE



USER: Faculty.

FUNCTION: Open office
plan for four teachers of
the Fine Arts Department.

SPECIAL REQUIREMENTS:
Located near the Fine Arts
Department.

THEATRE HALL

SPACE NEEDS

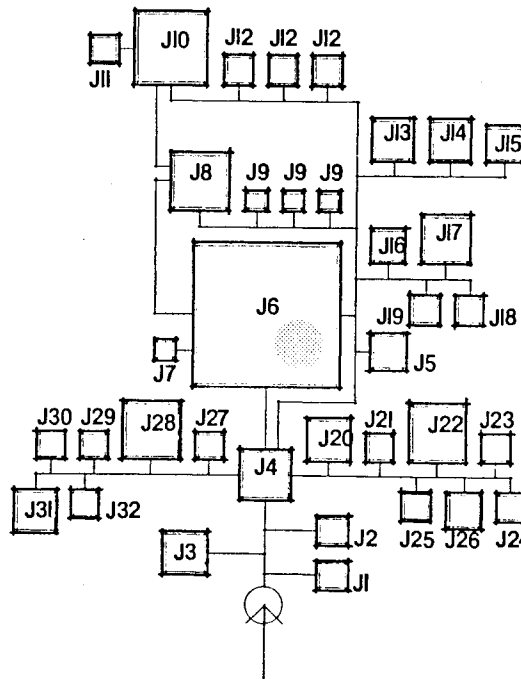
AREA: 420m².

HEIGHT: Varying.

IMAGE: Impressive.

WALLS: Acoustical Materials.

FLOOR: Low-Pile Carpet.



SYSTEMS

HVAC: Multi-zone. Low Velocity.

PLUMBING: None.

LIGHTING: Incandescent and special lighting.

ELECTRICAL: Outlets as needed.

FURNITURE: Fixed Seating.



ART, VOCATION
AND
HOME SCIENCE



USER: Students, Staff,
and the General Public.

FUNCTION: A facility
for the production of plays
concerts and the like.

SPECIAL REQUIREMENTS:
Must be easily accessible
to the public, near the
Theater and Music depart-
ments.

The Theatre should accomo-

PROJECTION ROOM

SPACE NEEDS

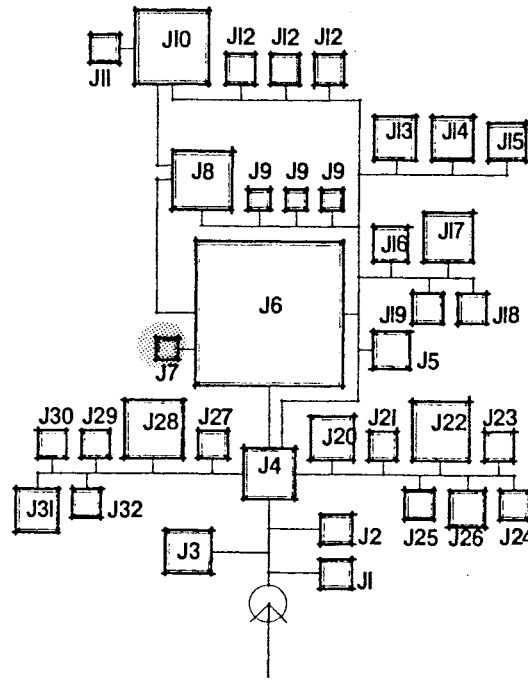
AREA: 10m².

HEIGHT: 2.7m.

IMAGE: Secure, private.

WALLS: G.W.B. Painted.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Direct Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Projection shelf, Storage units, Work table.



ART, VOCATION
AND
HOME SCIENCE



USER: Staff.

FUNCTION: Space to house
projector for movies and
slides.

SPECIAL REQUIREMENTS:
Located at the rear of the
Hall.

STAGE

SPACE NEEDS

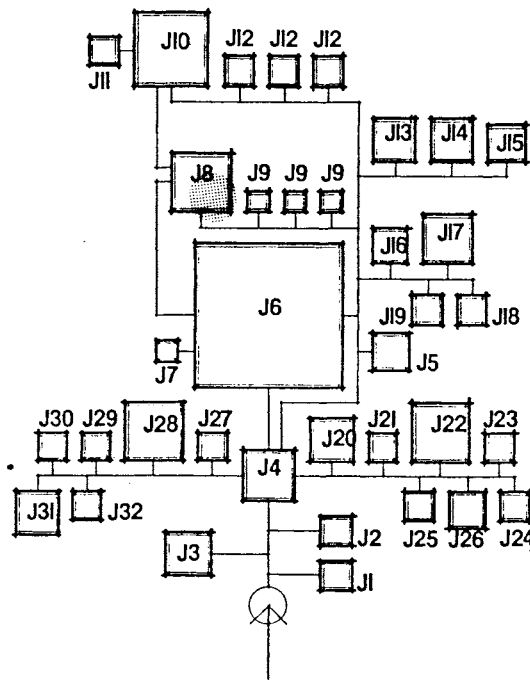
AREA: 60m².

HEIGHT:

IMAGE: Raised.

WALLS: Acoustical materials.

FLOOR: Hardwood.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Special Stage Lighting.

ELECTRICAL: As needed.

FURNITURE: None.



ART, VOCATION
AND
HOME SCIENCE



USER: Performers.

FUNCTION: Stage area,
focus for the hall.

SPECIAL REQUIREMENTS:
Attached to the Theatre
Hall. On the same level as
the Music Room.

BACKSTAGE ROOMS

SPACE NEEDS

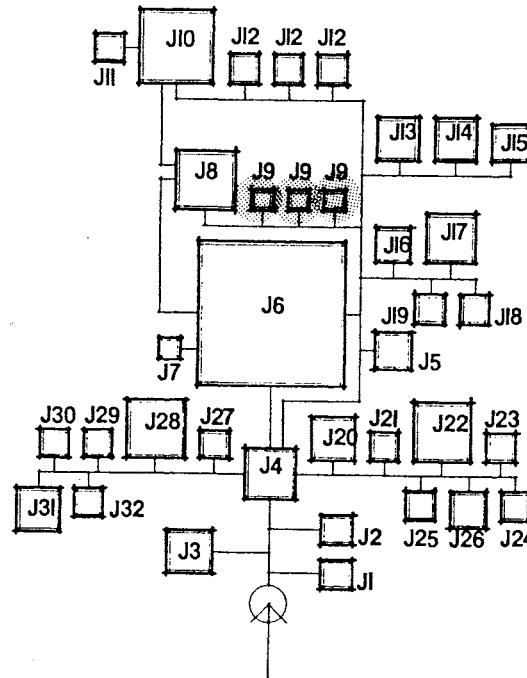
AREA: Three rooms of
10m² each.

HEIGHT: 2.7m.

IMAGE: Private.

WALLS: G.W.B. Painted.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: Water hook-up.

LIGHTING: Direct Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Dressing table with mirror and chair,
Storage areas.



ART, VOCATION
AND
HOME SCIENCE



USER: Performers and
Stagehands.

FUNCTION: Area to prepare
for performance.

SPECIAL REQUIREMENTS:
Adjacent to the Stage.

MUSIC ROOM

SPACE NEEDS

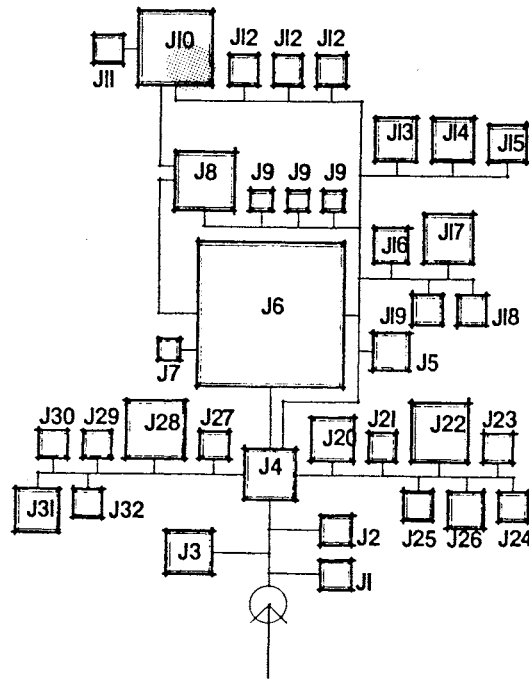
AREA: 90m².

HEIGHT: 4.5m.

IMAGE: Open.

WALLS: Heavy Curtains over
G.W.B. Painted.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Direct Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Folding chairs for 48 students, podium.



ART, VOCATION
AND
HOME SCIENCE



USER: Musicians (student)
Faculty.

FUNCTION: To provide the
proper acoustical and
functional conditions to
allow for the yeaching of
music.

SPECIAL REQUIREMENTS:
Must be on the same level
as the stage, adjacent to
the theatre.

STORAGE

SPACE NEEDS

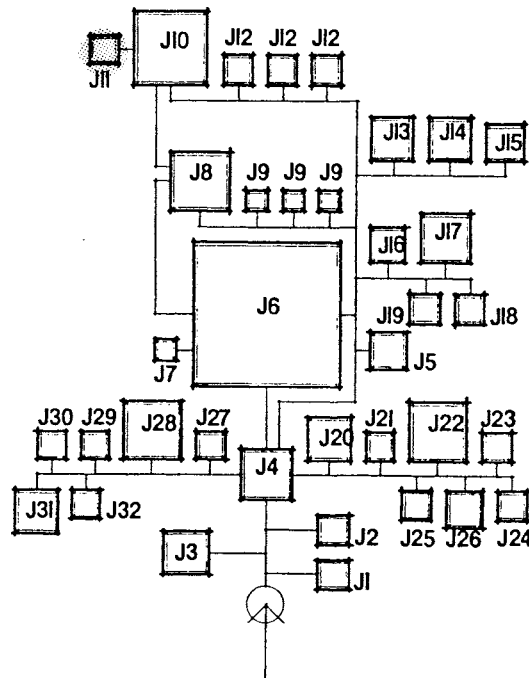
AREA: 20m².

HEIGHT: 2.7m.

IMAGE: Secure.

WALLS: G.W.B. Painted.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Direct Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Shelving.



ART, VOCATION
AND
HOME SCIENCE



USER: Staff.

FUNCTION: To store music
stands, printed music sheet
and miscellaneous items.

SPECIAL REQUIREMENTS:
Adjacent to Music room.

TRAINING ROOMS

SPACE NEEDS

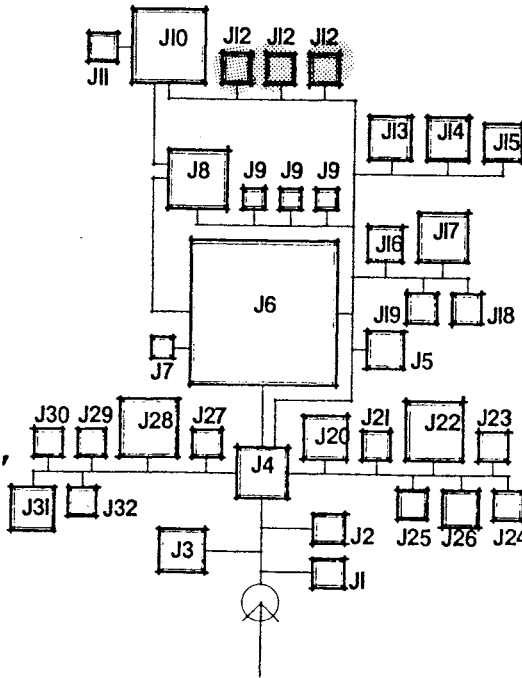
AREA: Three rooms of
20m² each

HEIGHT: Varying.

IMAGE: Private.

WALLS: Acoustical Materials,
Non-Parallel Walls.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity,

PLUMBING: None.

LIGHTING: Direct Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Folding chairs, Music Stands.



ART, VOCATION
AND
HOME SCIENCE



USER: Students, Faculty.

FUNCTION: Rooms for
practicing music.

SPECIAL REQUIREMENTS:
Near the Music Room.

SUBJECT ROOM

SPACE NEEDS

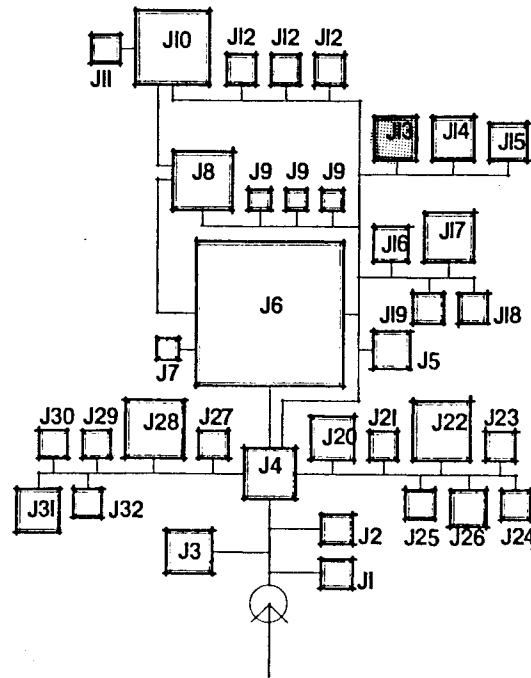
AREA: 40m².

HEIGHT: 3.5m.

IMAGE: Open.

WALLS: G.W.B. Painted,
Tack Surfaces.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: Water Hook-ups.

LIGHTING: Daylightind, Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Five work tables with twenty chairs,
twenty easels, Sink with counter.



ART, VOCATION
AND
HOME SCIENCE



USER: Faculty, Students.

FUNCTION: Painting Studio

SPECIAL REQUIREMENTS:

Access to North light is
required.

SUBJECT ROOM

SPACE NEEDS

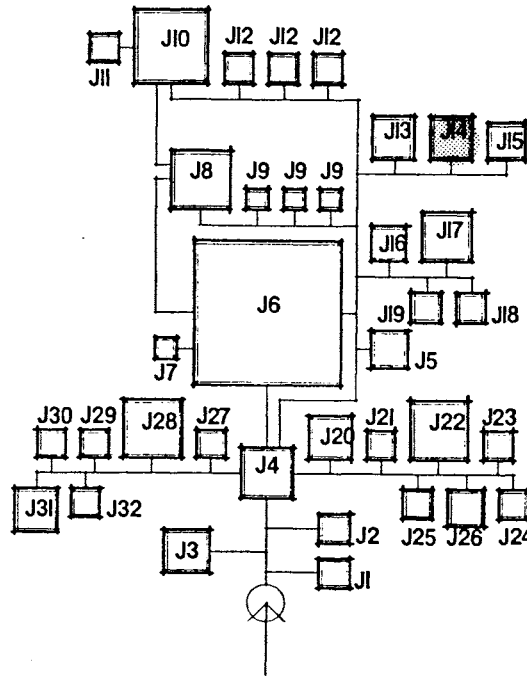
AREA: 40m².

HEIGHT: 3.5m.

IMAGE: Open.

WALLS: G.W.B. Painted,
Tack Surfaces.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: Water hook-ups.

LIGHTING: Direct fluorescent, Daylighting.

ELECTRICAL: As needed.

FURNITURE: Twelve tables with twenty-four chairs,
Teacher's desk and chair.



ART, VOCATION
AND
HOME SCIENCE



USER: Faculty, Students.

FUNCTION: Studio space
for Graphic Art.

SPECIAL REQUIREMENTS:

SUBJECT ROOM

SPACE NEEDS

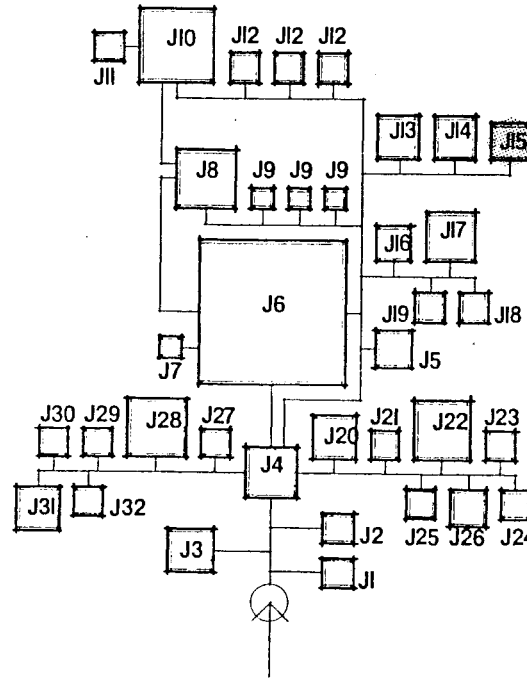
AREA: 30m².

HEIGHT: 3.5m.

IMAGE: Open.

WALLS: G.W.B. Painted

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: Water hook-up.

LIGHTING: Direct Fluorescent, Daylighting.

ELECTRICAL: As needed.

FURNITURE: Twelve work tables with twenty-four chairs.



ART, VOCATION
AND
HOME SCIENCE



USER: Faculty, Students.

FUNCTION: Studio space
for three-dimensional art.

SPECIAL REQUIREMENTS:

SUBJECT ROOM

SPACE NEEDS

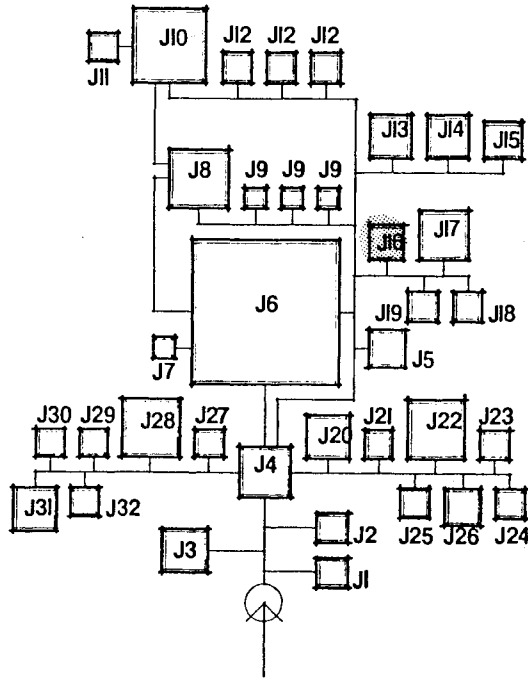
AREA: 30m².

HEIGHT: 3.5m.

IMAGE: Open.

WALLS: G.W.B. Painted,
Tack Surfaces.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: Water hook-ups.

LIGHTING: Direct Fluorescent, Daylighting.

ELECTRICAL: As needed.

FURNITURE: Twelve tables with twenty-four chairs,
Large Basin.



ART, VOCATION
AND
HOME SCIENCE



USER: Faculty, Students.

FUNCTION: Studio space
for print-making.

SPECIAL REQUIREMENTS:

SUBJECT ROOM

SPACE NEEDS

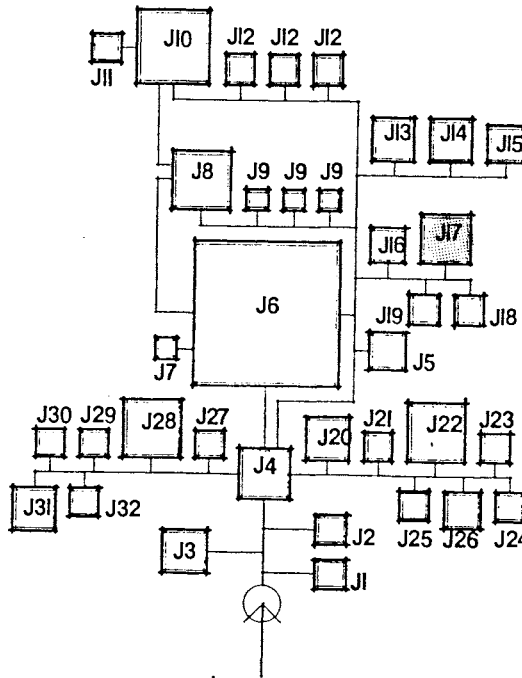
AREA: 50m².

HEIGHT: 3.5m.

IMAGE: Open Studio.

WALLS: G.W.B. Painted.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: Water hook-up.

LIGHTING: Fluorescent, Daylighting.

ELECTRICAL: As needed.

FURNITURE: Twelve tables with twenty-four chairs.



ART, VOCATION
AND
HOME SCIENCE



USER: Faculty, Students.

FUNCTION: Studio space
for craft activities.

SPECIAL REQUIREMENTS:

SUBJECT ROOM

SPACE NEEDS

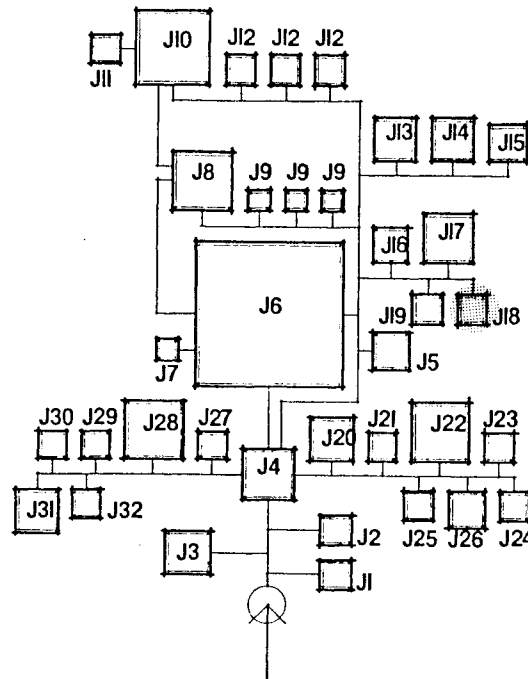
AREA: 20m².

HEIGHT: 2.7m.

IMAGE: Private Workroom.

WALLS: G.W.B. Painted.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Direct Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Six worktables and twelve chairs.



ART, VOCATION
AND
HOME SCIENCE



USER: Faculty, Students.

FUNCTION: Area to design
and fabricate puppets and
costumes.

SPECIAL REQUIREMENTS:
Located near the Drama area

DARKROOM

SPACE NEEDS

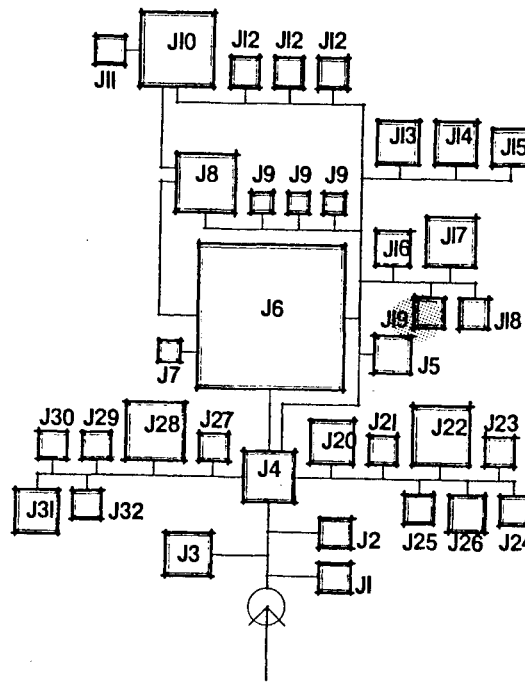
AREA: 20m².

HEIGHT: 2.7m.

IMAGE: Private, secure.

WALLS: G.W.B. Painted.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Single-zone, Low Velocity.

PLUMBING: Water hook-ups.

LIGHTING: Red lights, Fluorescent.

ELECTRICAL: Counter space, work table, chair, basin.

FURNITURE:



ART, VOCATION
AND
HOME SCIENCE



USER: Students, Faculty.

FUNCTION: Darkroom for
the photography class.

SPECIAL REQUIREMENTS:

TEACHER'S OFFICE

SPACE NEEDS

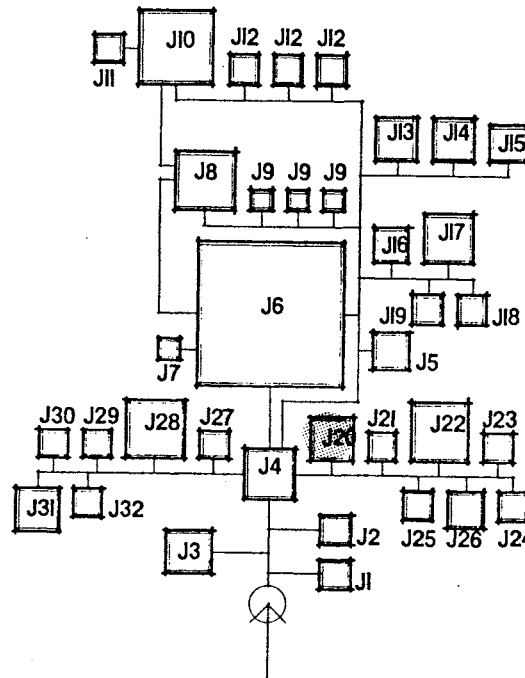
AREA: 40m².

HEIGHT: 3.5m.

IMAGE: Open Plan Office.

WALLS: G.W.B. Painted.

FLOOR: Low-Pile Carpet.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Daylighting, Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Six desks and chairs, shelving.



ART, VOCATION
AND
HOME SCIENCE



USER: Six Teachers.

FUNCTION: Personal Office

SPECIAL REQUIREMENTS:
Located near the Industrial
Arts Department.

SUBJECT ROOM

SPACE NEEDS

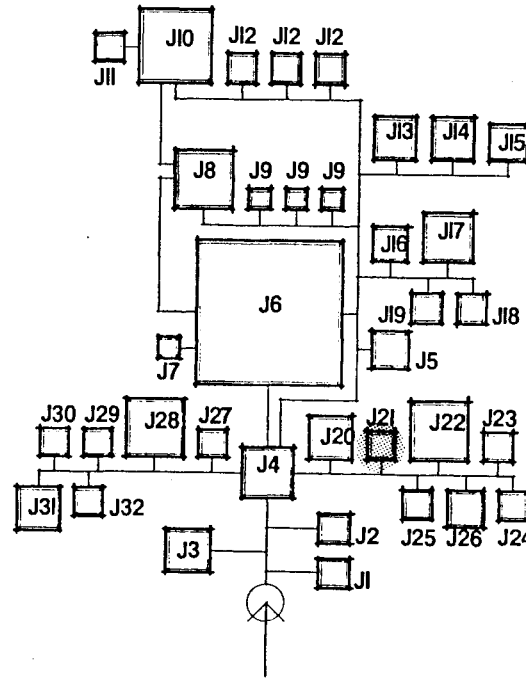
AREA: 20m².

HEIGHT: 3.5m.

IMAGE: Open Space.

WALLS: G.W.B. Painted.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: Water hook-up.

LIGHTING: Direct Fluorescent

ELECTRICAL: As needed.

FURNITURE: Ten work tables with twenty chairs.



ART, VOCATION
AND
HOME SCIENCE



USER: Faculty, Students.

FUNCTION: Area to study
and fabricate metal product

SPECIAL REQUIREMENTS:

SUBJECT ROOM

SPACE NEEDS

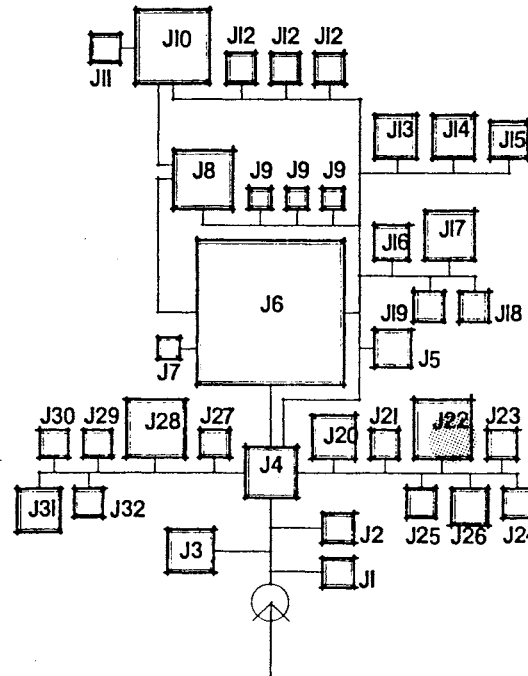
AREA: 60m².

HEIGHT: 3.5m.

IMAGE: Open Space.

WALLS: G.W.B. Painted.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: Water hook-up.

LIGHTING: Direct Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Twenty chairs, ten tables, Tables for Machinery.



ART, VOCATION
AND
HOME SCIENCE



USER: Students, Faculty.

FUNCTION: Area to study
and fabricate wood products

SPECIAL REQUIREMENTS:

Ventilated.

SUBJECT ROOM

SPACE NEEDS

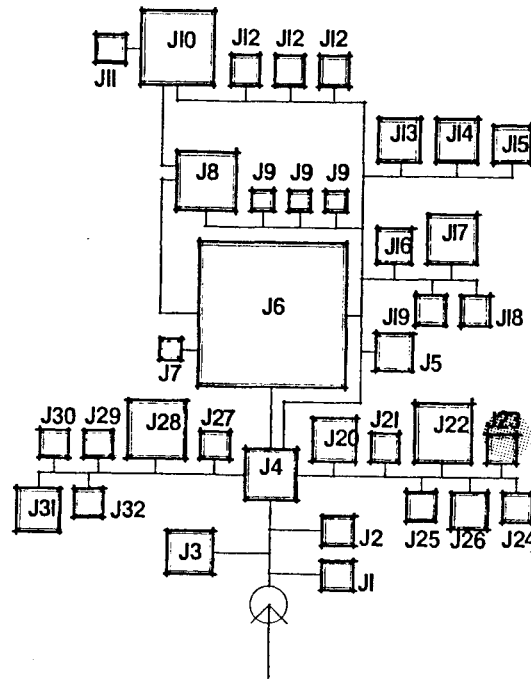
AREA: 20m².

HEIGHT: 3.5m.

IMAGE: Private Workroom.

WALLS: G.W.B. Painted.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Direct Fluorescent.

ELECTRICAL: As needed, with special outlets.

FURNITURE: Ten work tables with twenty chairs.



ART, VOCATION
AND
HOME SCIENCE



USER: Students, Faculty.

FUNCTION: To study and
fabricate electric prod-
ucts.

SPECIAL REQUIREMENTS:
Fireproof precautions.

SUBJECT ROOM

SPACE NEEDS

AREA: 20m².

HEIGHT: 3.5m.

IMAGE: Private Classroom.

WALLS: G.W.B. Painted.

FLOOR: Floor Tile.

SYSTEMS

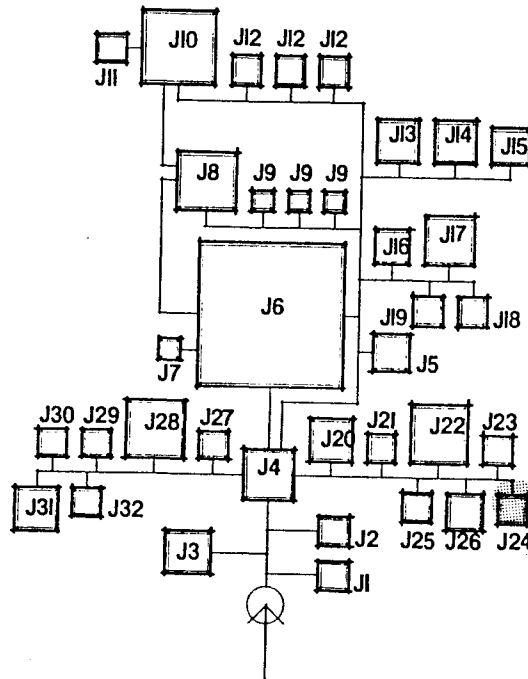
HVAC: Multi-zone, Low Velocity.

PLUMBING: Water.

LIGHTING: Direct Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Ten tables with twenty chairs.



ART, VOCATION
AND
HOME SCIENCE



USER: Students, Faculty.

FUNCTION: To study and
fabricate electronic prod-
ucts.

SPECIAL REQUIREMENTS:

SUBJECT ROOM

SPACE NEEDS

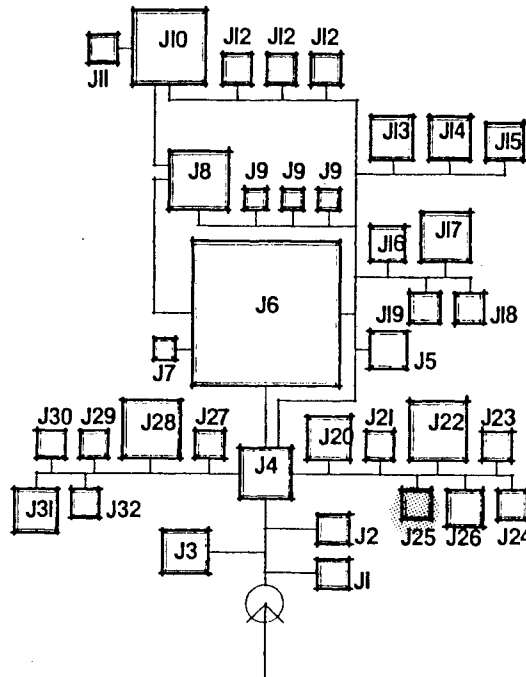
AREA: 20m².

HEIGHT: 3.5m.

IMAGE: Private Classroom.

WALLS: G.W.B. Painted.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: Water hook-up.

LIGHTING: Direct Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Ten tables with twenty chairs.



ART, VOCATION
AND
HOME SCIENCE



USER: Students, Faculty.

FUNCTION: To provide for
the study of piping systems

SPECIAL REQUIREMENTS:

SUBJECT ROOM

SPACE NEEDS

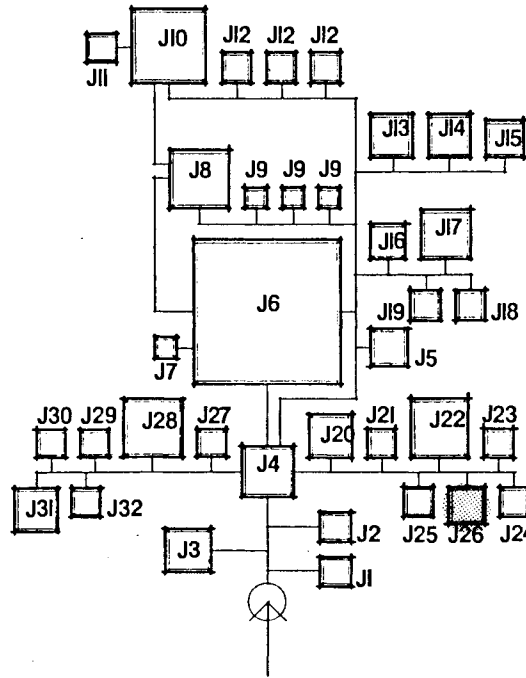
AREA: 30m².

HEIGHT: 3.5m.

IMAGE: Private Classroom.

WALLS: G.W.R. Painted.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: Water hook-up.

LIGHTING: Direct Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Ten tables with twenty chairs.



ART, VOCATION
AND
HOME SCIENCE



USER: Students, Faculty.

FUNCTION: To provide for
the study of engines and
automobiles.

SPECIAL REQUIREMENTS:

TEACHER'S OFFICE

SPACE NEEDS

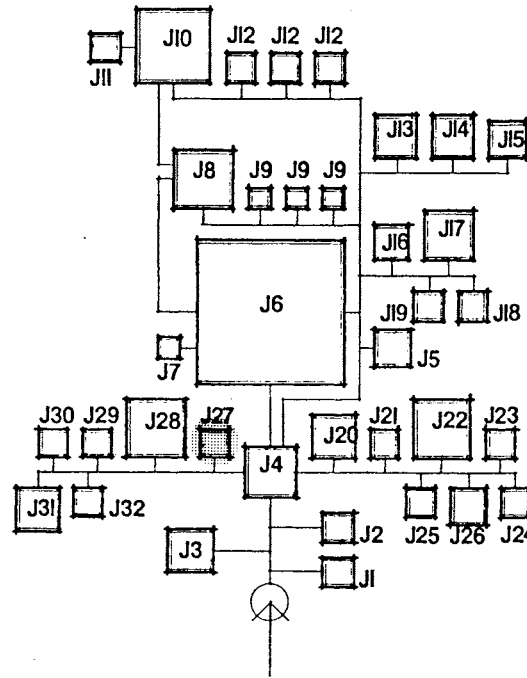
AREA: 20m².

HEIGHT: 2.7m.

IMAGE: Open Office Plan.

WALLS: G.W.B. Painted.

FLOOR: Low-Pile Carpet.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Daylighting, Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Two Desks and Chairs, One Guest Chair, Shelving.



ART, VOCATION
AND
HOME SCIENCE



USER: Two Teachers.

FUNCTION: Personal Office

SPECIAL REQUIREMENTS:

Located near the Home
Science Department.

SUBJECT ROOM

SPACE NEEDS

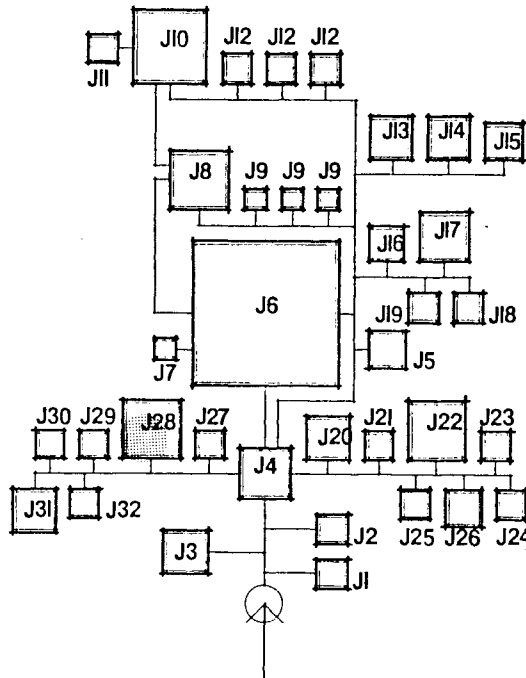
AREA: 70m².

HEIGHT: 3.5m.

IMAGE: Open.

WALLS: G.W.B. Painted.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.
Well Ventilated.

PLUMBING: Water and Gas hook-ups.

LIGHTING: Daylighting, Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Ten tables with twenty chairs, Storage Units,
Counter Space, Kitchen Equipment.



ART, VOCATION
AND
HOME SCIENCE



USER: Students, Faculty.

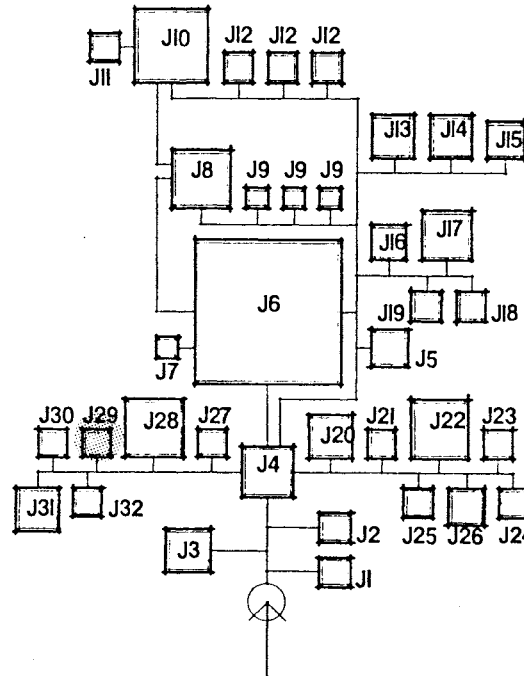
FUNCTION: To provide an
area to teach nutrition and
food preparation.

SPECIAL REQUIREMENTS:

SUBJECT ROOM

SPACE NEEDS

AREA: 20m².
HEIGHT: 2.7m.
IMAGE: Private.
WALLS: G.W.B. Painted.
FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.
PLUMBING: None.
LIGHTING: Daylighting, Fluorescent.
ELECTRICAL: As needed.
FURNITURE: Twenty small desks with chair, Fifteen Sewing Machines, Teacher's Desk and Chair.



ART, VOCATION
AND
HOME SCIENCE



USER: students, Faculty.

FUNCTION: To provide for
a beginning sewing class.

SPECIAL REQUIREMENTS:

SUBJECT ROOM

SPACE NEEDS

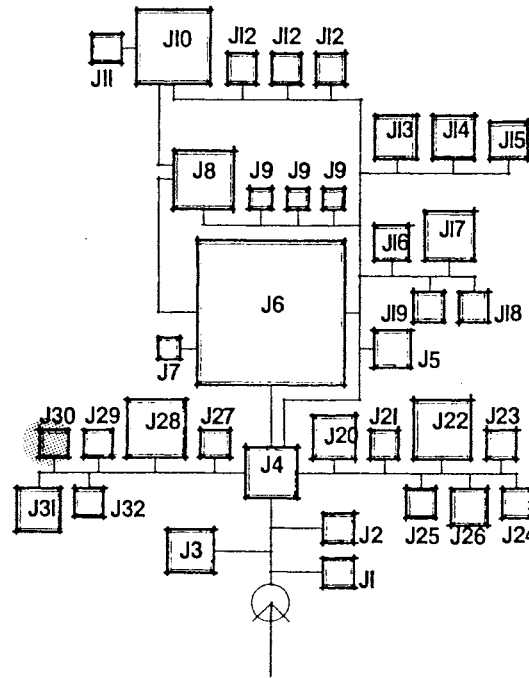
AREA: 20m².

HEIGHT: 3.5m.

IMAGE: Private Classroom.

WALLS: G.W.B. Painted.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: Water hook-up.

LIGHTING: Daylighting, Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Ten tables with twenty chairs.



ART, VOCATION
AND
HOME SCIENCE



USER: Students, Faculty.

FUNCTION: To provide for
the study of agriculture.

SPECIAL REQUIREMENTS:

SUBJECT ROOM

SPACE NEEDS

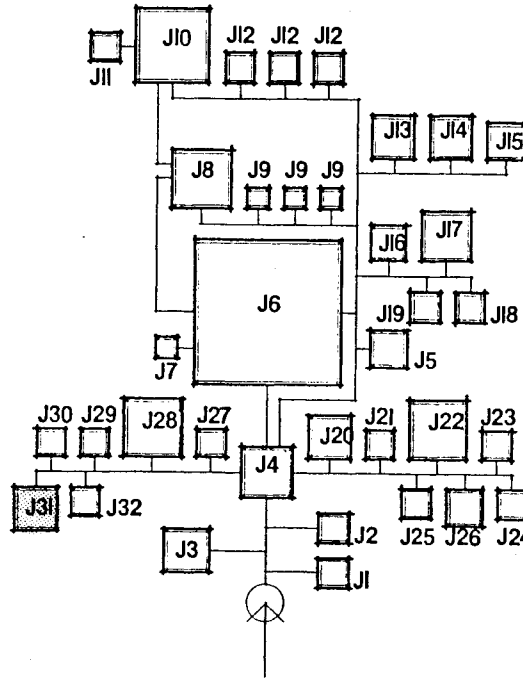
AREA: 40m².

HEIGHT: 3.5m.

IMAGE: Private.

WALLS: G.W.B. Painted,
Tack Surfaces.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Direct Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Ten Desks with Twenty Chairs, Teacher's
Desk and Chair.



ART, VOCATION
AND
HOME SCIENCE



USER: Students, Faculty.

FUNCTION: To teach the
management of the home.

SPECIAL REQUIREMENTS:

SUBJECT ROOM

SPACE NEEDS

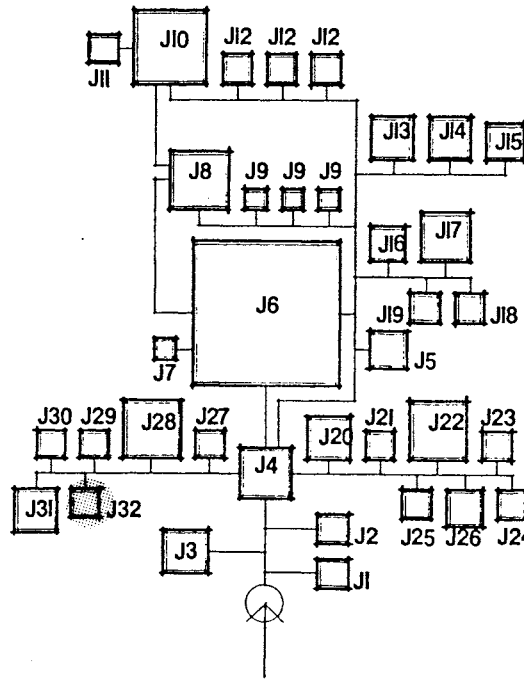
AREA: 20m².

HEIGHT: 2.7m.

IMAGE: Open.

WALLS: G.W.B. Painted.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Daylighting, Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Ten tables and twenty chairs.



ART, VOCATION
AND
HOME SCIENCE

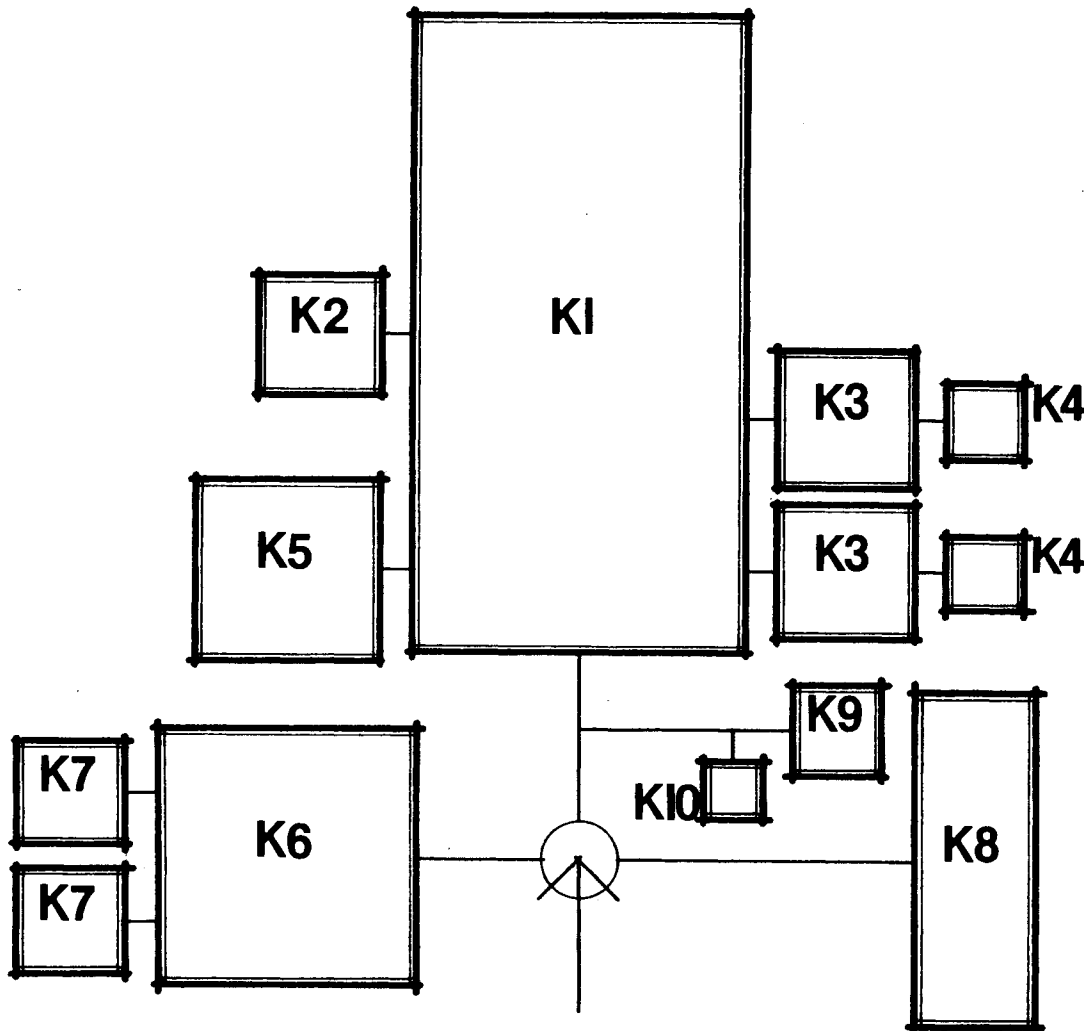


USER: Students, Faculty.

FUNCTION: To provide an
atmosphere to teach proper
child care.

SPECIAL REQUIREMENTS:

Physical Education is one of the important disciplines within the curriculum. In addition to regular Physical Education classes, the school will sponsor intramural sports for groups and individuals, extramural activities for official school teams, and recreational activities.



PHYSICAL EDUCATION



- K 1 Main Hall
- K 2 Storage
- K 3 Changing Rooms
- K 4 Restrooms
- K 5 Training Hall
- K 6 Swimming Pool
- K 7 Changing Rooms
- K 8 Squash Courts
- K 9 Lecture Room
- K 10 Teacher's Office

MAIN HALL

SPACE NEEDS

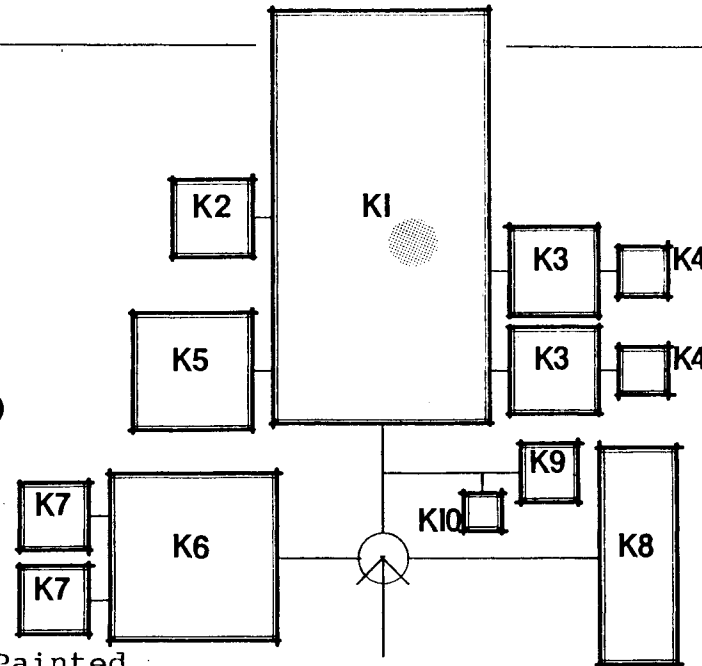
AREA: 925m².
(22m x 42m)

HEIGHT: 9m.

IMAGE: Open.

WALLS: Concrete, Painted.

FLOOR: One Roof-Mounted Folding.
Sports Indoor Flooring.



SYSTEMS

HVAC: Single-zone, High Velocity.

PLUMBING: None.

LIGHTING: Daylighting, Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Equipment for various sports activities.



PHYSICAL EDUCATION



USER: Students, Faculty.

FUNCTION: A facility for
various sports.

SPECIAL REQUIREMENTS:
Natural Light, Ventilation.

STORAGE

SPACE NEEDS

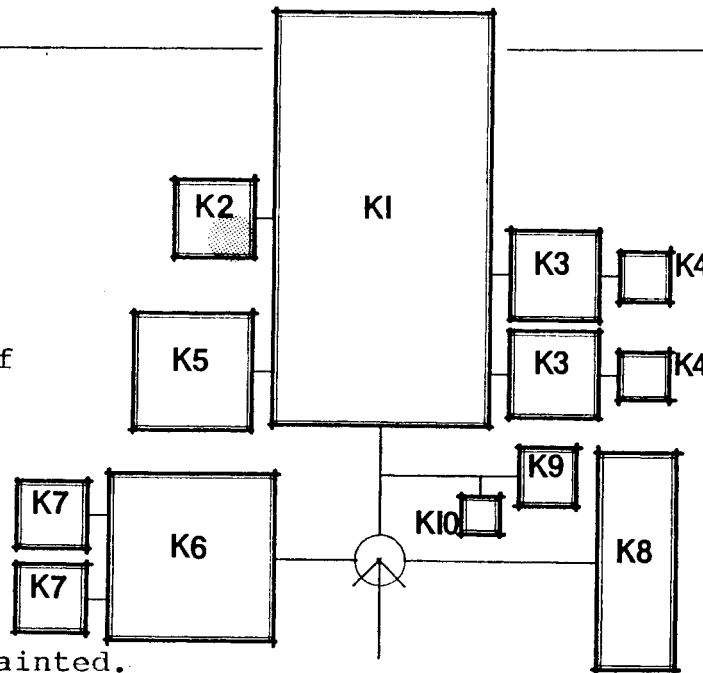
AREA: Two rooms of
30m² each.

HEIGHT: 5m.

IMAGE: Secure.

WALLS: Concrete, Painted.

FLOOR: Concrete.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Shelving.



PHYSICAL EDUCATION



USER: Faculty.

FUNCTION: To store all
kinds of sports equipment.

SPECIAL REQUIREMENTS:
Adjacent to Main Hall.

CHANGING ROOMS

SPACE NEEDS

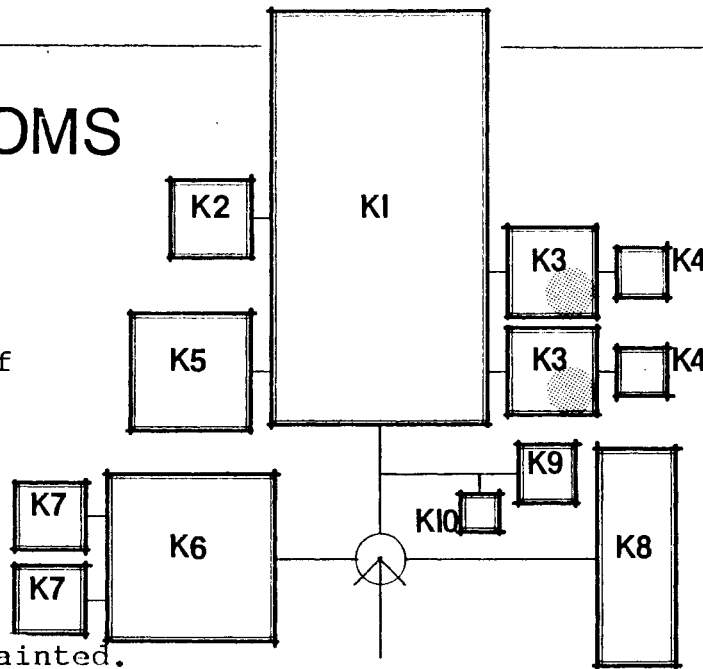
AREA: Two rooms of 80m².

HEIGHT: 3.5m.

IMAGE: Private.

WALLS: Concrete, Painted.

FLOOR: Concrete.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: Water hook-ups.

LIGHTING: Direct Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Lockers, Benches, Washbasins.



PHYSICAL EDUCATION



USER: Students.

FUNCTION: Area to change into gym clothes.

SPECIAL REQUIREMENTS: Adjacent to Main Hall.

RESTROOMS

SPACE NEEDS

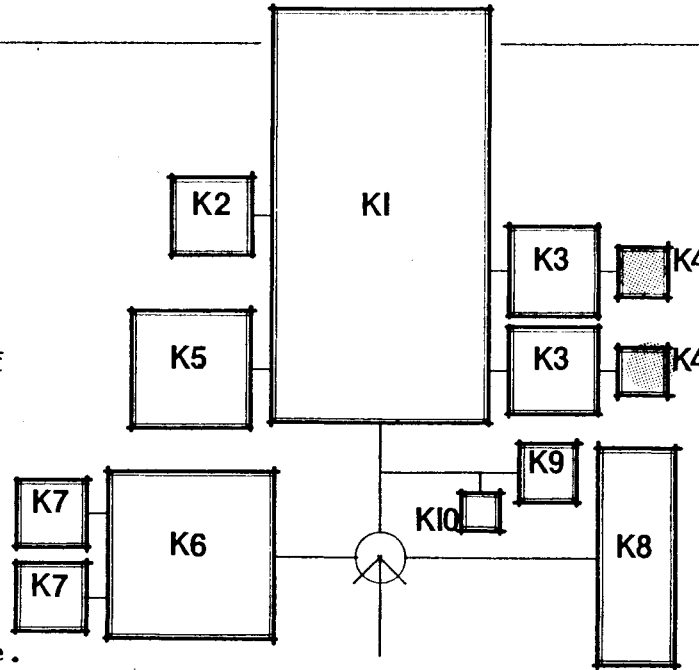
AREA: Two rooms of
20m² each.

HEIGHT: 3.5m.

IMAGE: Private.

WALLS: Ceramic Tile.

FLOOR: Ceramic Tile.



SYSTEMS

HVAC: Ventilated, Single-zone.

PLUMBING: Water hook-ups.

LIGHTING: Direct Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Toilets and Shower Equipment.



PHYSICAL EDUCATION



USER: Students.

FUNCTION: To shower.

SPECIAL REQUIREMENTS:
Adjacent to the Changing
Rooms.

TRAINING HALL

SPACE NEEDS

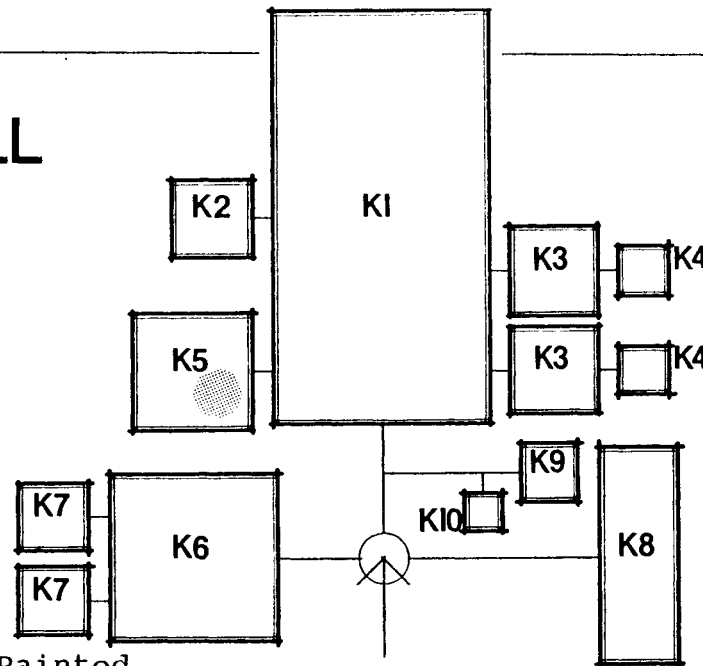
AREA: 150m².

HEIGHT: 5m.

IMAGE: Open.

WALLS: Concrete, Painted.

FLOOR: Sports Indoor Flooring.



SYSTEMS

HVAC: Multi-zone.

PLUMBING: None.

LIGHTING: Daylighting, Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Equipment as required.



PHYSICAL
EDUCATION



USER: Students, Faculty.

FUNCTION: To house additional sports functions.

SPECIAL REQUIREMENTS:
Must be adjacent to the
Main Hall.

SWIMMING POOL

SPACE NEEDS

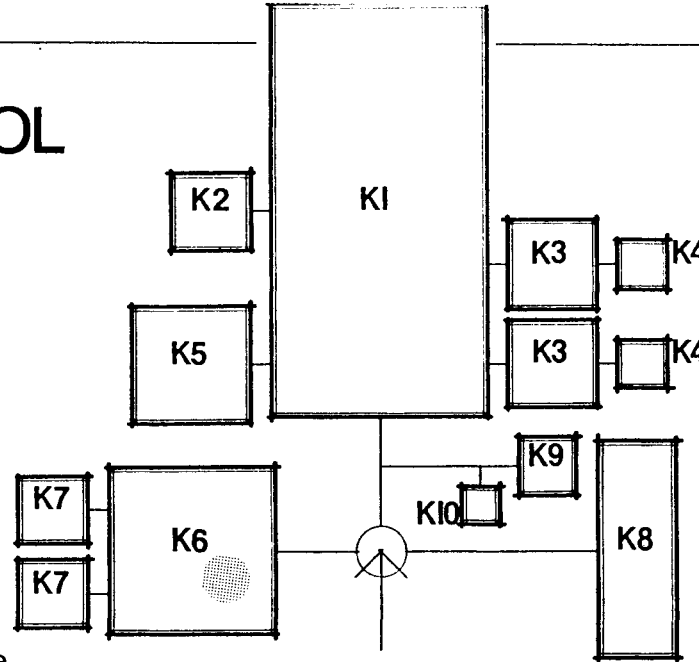
AREA: 300m².

HEIGHT: 8.4m.

IMAGE: Open.

WALLS: Ceramic Tile.
One wall of Glass to outside.

FLOOR: Ceramic Tile.



SYSTEMS

HVAC: Single-zone.

PLUMBING: Water.

LIGHTING: Fluorescent, Daylighting.

ELECTRICAL: None.

FURNITURE: Benches, Three Diving Platforms.



PHYSICAL EDUCATION



USER: Students, faculty.

FUNCTION: Swimming Facility to be used by the General Public in the Summer.

SPECIAL REQUIREMENTS:
Easily accessible to the Public.

CHANGING ROOMS

SPACE NEEDS

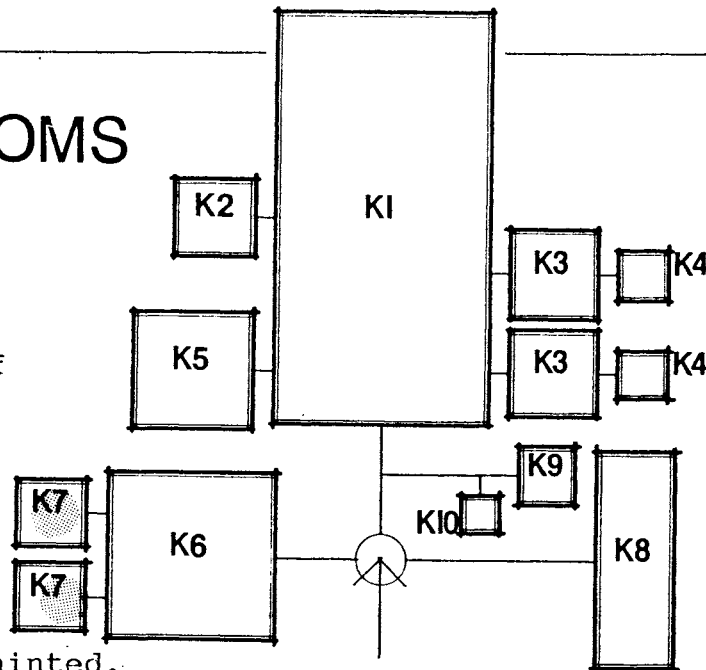
AREA: Two rooms of
50m².

HEIGHT: 3.5m.

IMAGE: Private.

WALLS: Concrete, Painted.

FLOOR: Concrete.



SYSTEMS

HVAC: Single-zone, Ventilated.

PLUMBING: Water hook-ups.

LIGHTING: Direct Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Lockers, Benches, Washbasins.



PHYSICAL EDUCATION



USER: Students.

FUNCTION: Area to change
for swimming facility.

SPECIAL REQUIREMENTS:
Must be adjacent to the
Swimming Pool.

SQUASH COURTS

SPACE NEEDS

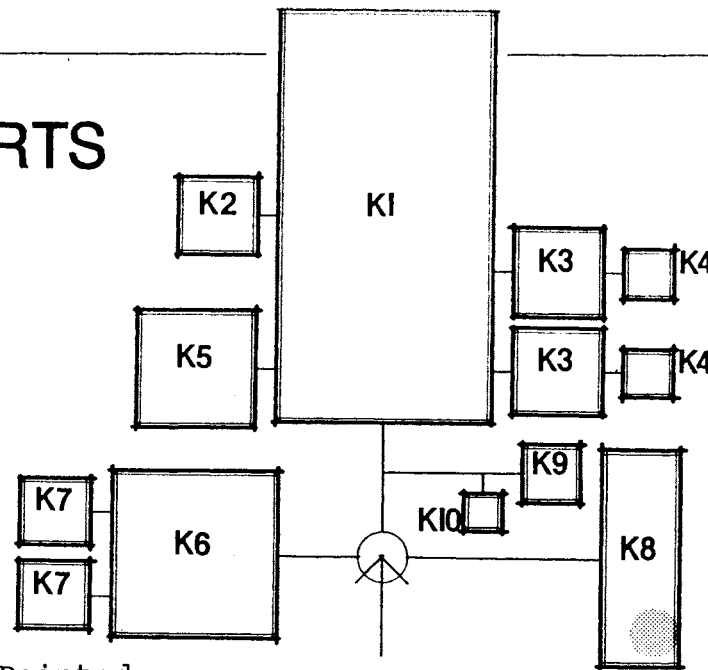
AREA: 175m².

HEIGHT: 6.6m.

IMAGE: Open.

WALLS: Concrete, Painted.

FLOOR: Concrete.



SYSTEMS

HVAC: Ventilated, Single-zone.

PLUMBING: None.

LIGHTING: Fluorescent.

ELECTRICAL: None.

FURNITURE: None in the Courts, Folding Chairs or Benches for the Spectators.



PHYSICAL
EDUCATION



USER: Students, faculty.

FUNCTION: Provide a Court
area and a spectator area.

SPECIAL REQUIREMENTS:
Easily Accessible for
Spectators.

LECTURE ROOM

SPACE NEEDS

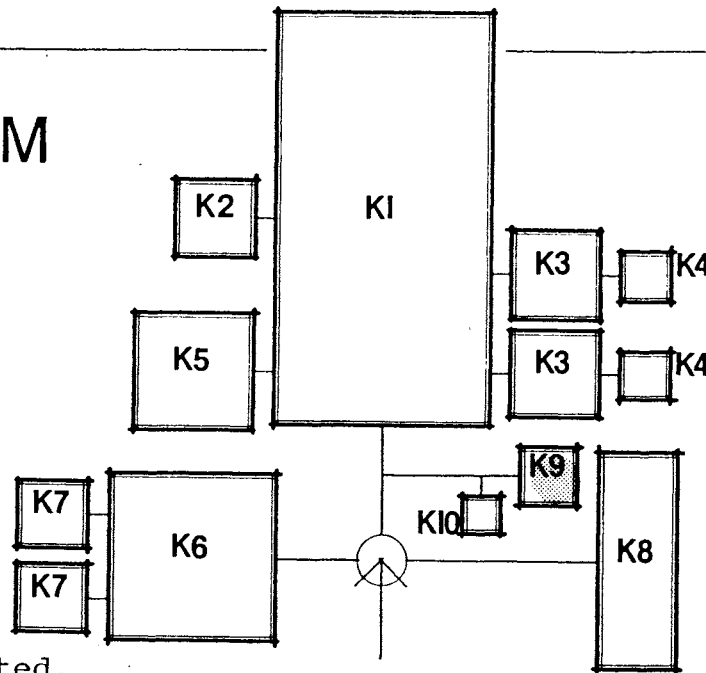
AREA: 40m².

HEIGHT: 3.5m.

IMAGE: Private

WALLS: G.W.B. Painted.

FLOOR: Blackboard Surfaces.
Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Daylighting, Direct Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Twenty small desks, chairs, Overhead Projector



PHYSICAL
EDUCATION



USER: Students, Faculty.

FUNCTION: Lecture Hall for
Physical Education classes.

SPECIAL REQUIREMENTS:
Adjacent to the Main Hall.

TEACHER'S OFFICE

SPACE NEEDS

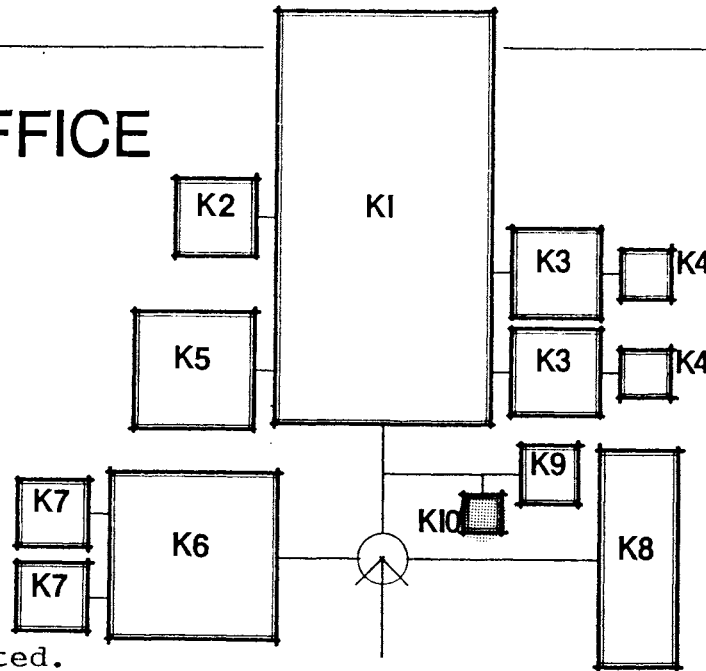
AREA: 15m².

HEIGHT: 2.7m.

IMAGE: Private.
Open Office

WALLS: G.W.B. Painted.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Daylighting, Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Three desks and chairs, filing units.



PHYSICAL
EDUCATION



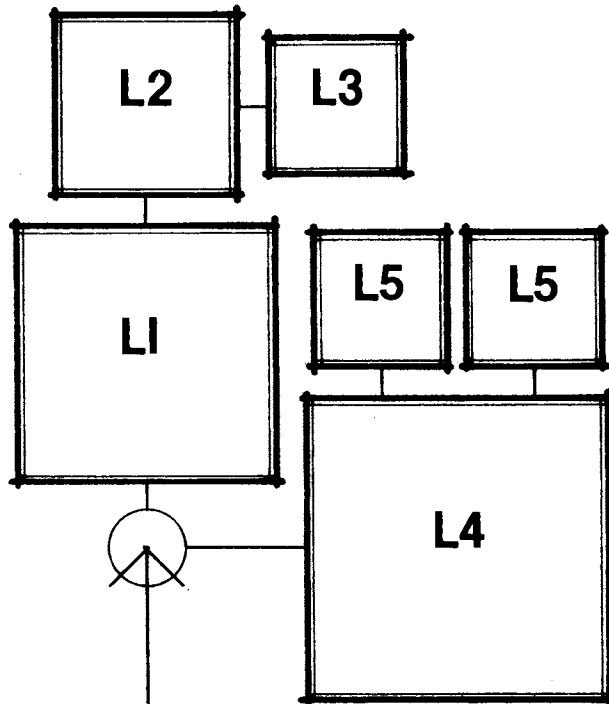
USER: Three teachers.

FUNCTION: Personal office.

SPECIAL REQUIREMENTS:
Adjacent to the Main Hall.

The atmosphere of the Dining Hall should be like that of a restaurant, with plants and divisions giving a degree of intimacy. A self-service system with trays will be employed in obtaining meals. Teachers and students will dine together.

The Dining Hall should be easily accessible to the students, as it also contains a student lounge and canteen area. The Hall should be located near the theatre as well, to provide for functions after performances.



DINING HALL



- L 1 Dining Hall
- L 2 Kitchen
- L 3 Staff Accomodation
- L 4 Lounge
- L 5 Canteen

DINING HALL

SPACE NEEDS

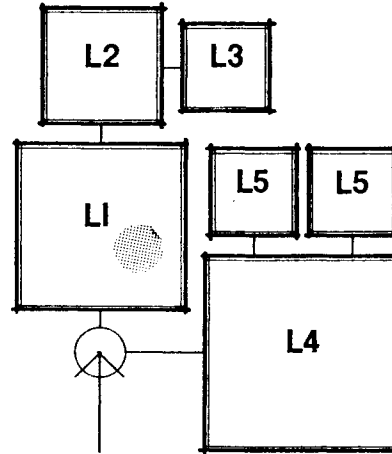
AREA: 300m².

HEIGHT: 6.6m.

IMAGE: Open.

WALLS: G.W.B. Painted.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Single-zone.

PLUMBING: None.

LIGHTING: Daylighting, Indirect Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Forty tables for ten people, four hundred chairs, or combinations thereof.



DINING HALL



USER: Students, Faculty,
General Public.

FUNCTION: To dine.

SPECIAL REQUIREMENTS:
Must be easily accessible
from the housing, the admir-
istration, and the Theatre.

KITCHEN

SPACE NEEDS

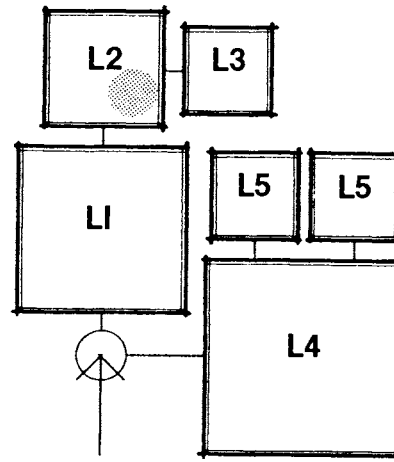
AREA: 150m².

HEIGHT: 3.5m.

IMAGE: Secure.

WALLS: Ceramic Tile, G.W.B.
Painted.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Ventilated, Single-zone.

PLUMBING: Water and Gas hook-ups.

LIGHTING: Direct Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Heavy Kitchen Equipment.



DINING HALL



USER: Staff.

FUNCTION: To prepare the
foods.

SPECIAL REQUIREMENTS:
Direct relationship to the
Dining Hall.

STAFF ACCOMODATION

SPACE NEEDS

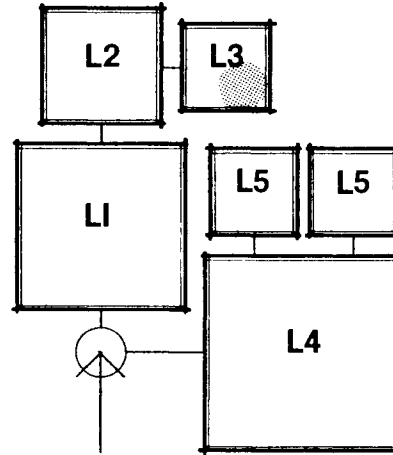
AREA: 90m².

HEIGHT: 3.5m.

IMAGE: Private.

WALLS: G.W.B. Painted.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: Water hook-up.

LIGHTING: Direct Fluorescent, Daylighting.

ELECTRICAL: As needed.

FURNITURE: As needed.



DINING HALL



USER: Staff.

FUNCTION: Area for kitchen management to direct its affairs, receive goods, and provide employee facilities.

SPECIAL REQUIREMENTS: Adjacent to the Kitchen.

LOUNGE

SPACE NEEDS

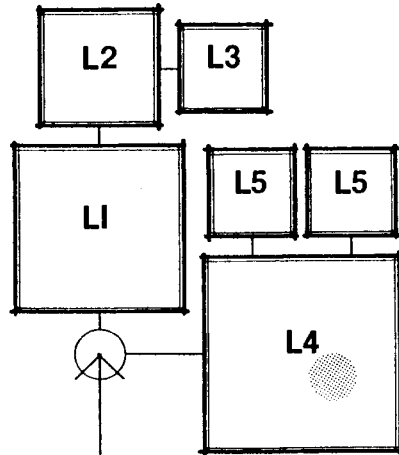
AREA: 400m².

HEIGHT: 3.5m.

IMAGE: Open.

WALLS: G.W.B. Painted.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Daylighting, Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Several seating areas and study areas.



DINING HALL



USER: Students.

FUNCTION: To provide a relaxation and gathering space for the students.

SPECIAL REQUIREMENTS:
Located for the convenient access of all students.

CANTEEN

SPACE NEEDS

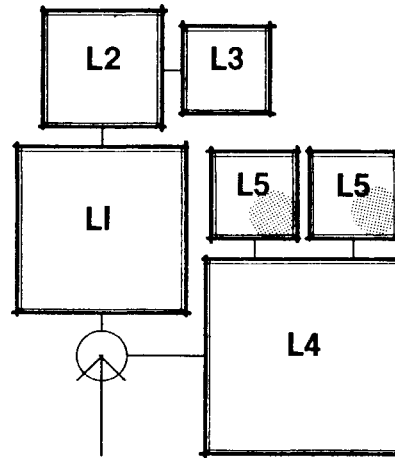
AREA: Two of 100m²
each.

HEIGHT: 3.5m.

IMAGE: Open.

WALLS: G.W.B. Painted.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Single-zone.

PLUMBING: Water hook-up.

LIGHTING: Daylighting and fluorescent.

ELECTRICAL: As needed.

FURNITURE: Ten tables with forty chairs.



DINING HALL



USER: Students.

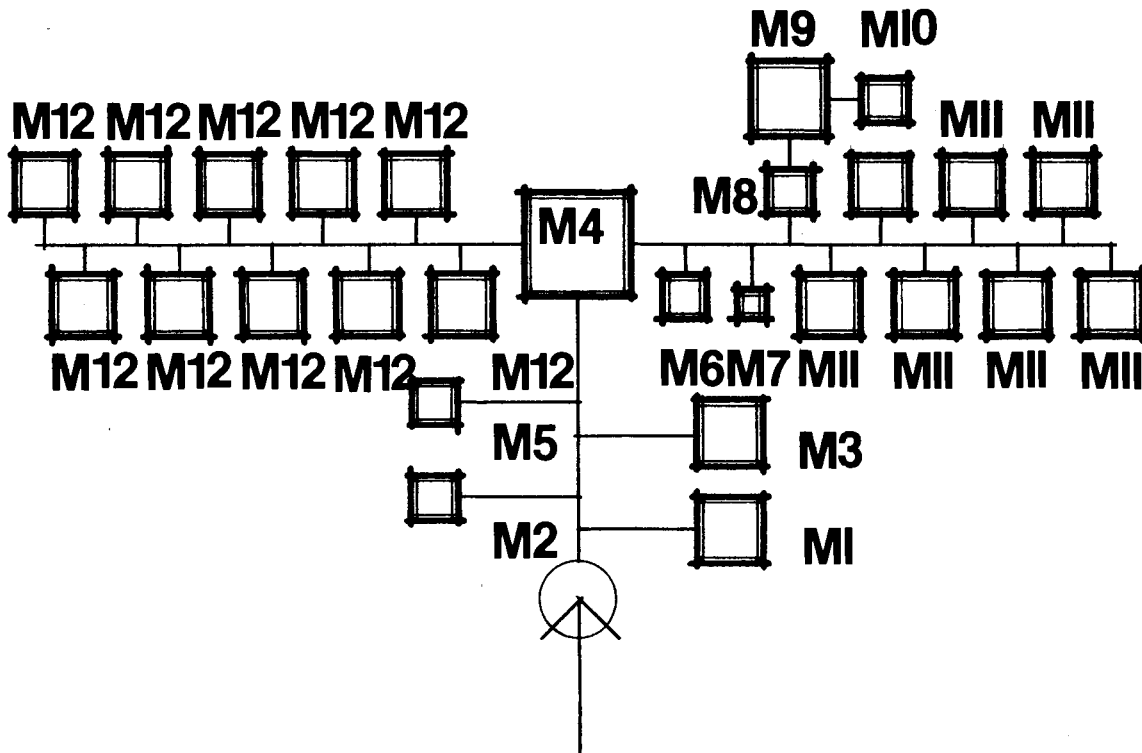
FUNCTION: Snack area.

SPECIAL REQUIREMENTS:

One located near the lounge,
One located near the housing

Boys and girls will be housed in separate sections on the School's grounds. Each section is to have five buildings for sixty students each. The purpose of dividing the students into small buildings is to achieve an intimacy that is not possible in a typical institutional setting. The design is to be more along the lines of a large one-family house.

Each building will include bedrooms, sanitary facilities, a lounge area, small areas for individual studies, a small laundry, a sick room, a guest room, and an apartment for the House Mother.



STUDENT HOUSING



- M 1 House Mother
- M 2 Guest Room
- M 3 Sick Room
- M 4 Lounge
- M 5 Laundry
- M 6 Storage
- M 7 Garbage Disposal
- M 8 Wash Room
- M 9 Toilet Room
- M 10 Showers
- M 11 Bedrooms
- M 12 Bedrooms

HOUSE MOTHER

SPACE NEEDS

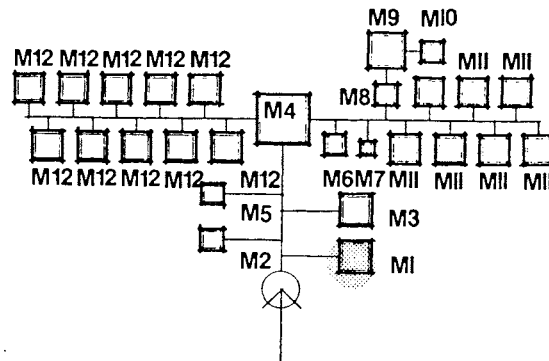
AREA: 20m².

HEIGHT: 2.7m.

IMAGE: Private.

WALLS: G.W.B. Painted.

FLOOR: Low-Pile Carpet.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: Water.

LIGHTING: Daylighting, Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Personal furniture to be provided by the House Mother.



STUDENT HOUSING



USER: House Mother.

FUNCTION: Personal Room.

SPECIAL REQUIREMENTS:

Located near the entry of the residence hall.

GUEST ROOM

SPACE NEEDS

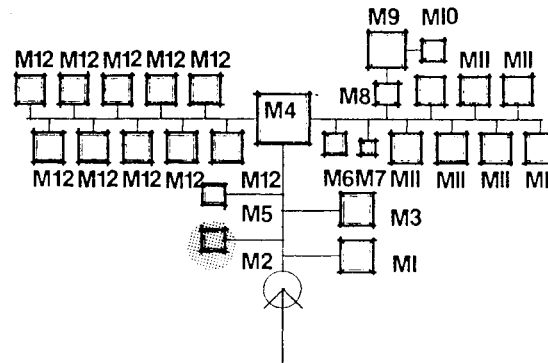
AREA: 10m².

HEIGHT: 2.7m.

IMAGE: Private.

WALLS: G.W.B. Painted.

FLOOR: Low-Pile Carpet.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Daylighting, Fluorescent.

ELECTRICAL: As needed.

FURNITURE: One bed, chair and cupboard.



STUDENT HOUSING



USER: Guests.

FUNCTION: To provide
accommodations for visitors

SPECIAL REQUIREMENTS:
Located near the House
Mother's room.

SICK ROOM

SPACE NEEDS

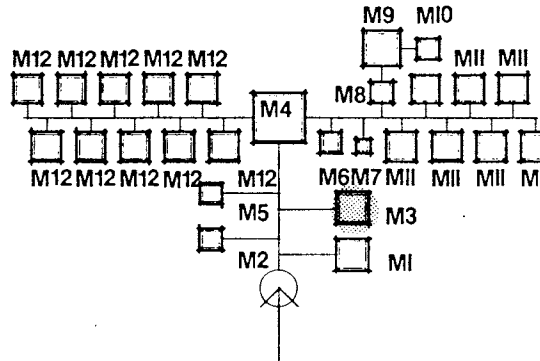
AREA: 15m².

HEIGHT: 2.7m.

IMAGE: Private.

WALLS: G.W.B. Painted.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone. Low Velocity.

PLUMBING: Water hook-up.

LIGHTING: Daylighting, Fluorescent.

ELECTRICAL: As needed.

FURNITURE: One bed, chair and cupboard. One toilet fixture with sink.



STUDENT HOUSING



USER: Students.

FUNCTION: To provide for the isolation and care of sick persons.

SPECIAL REQUIREMENTS:

Located near the House Mother's room.

LOUNGE

SPACE NEEDS

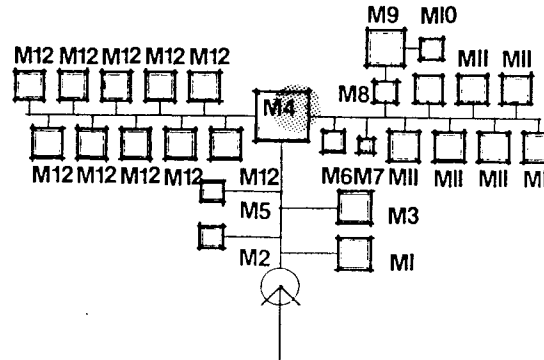
AREA: 40m².

HEIGHT: 3.5m.

IMAGE: Open.

WALLS: G.W.B. Painted.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: Water for Kitchenette.

LIGHTING: Daylighting, Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Two couches, Several easy chairs, Three Study Tables with Chair.



STUDENT HOUSING



USER: Students.

FUNCTION: To provide a space for relaxation and gathering.

SPECIAL REQUIREMENTS:

Located in central area, accessible to all residents.

LAUNDRY

SPACE NEEDS

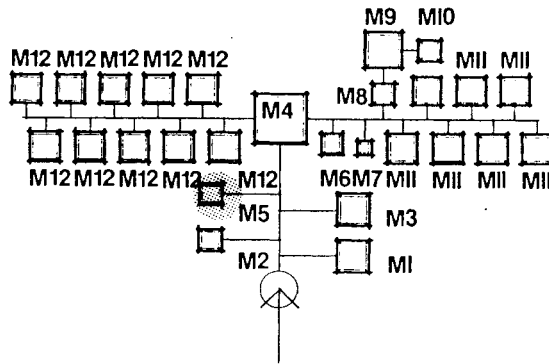
AREA: 8m².

HEIGHT: 2.7m.

IMAGE: Private.

WALLS: G.W.B. Painted.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Ventilated, Multi-zone, Low Velocity.

PLUMBING: Water and Gas hook-ups.

LIGHTING: Direct Fluorescent.

ELECTRICAL: Special outlets as needed for equipment.

FURNITURE: Two washing machines, two dryers, one Ironing Board, One Folding Table.



STUDENT HOUSING



USER: Students.

FUNCTION: To provide the facility for laundry and ironing of personal clothes.

SPECIAL REQUIREMENTS:
Discreetly located.

STORAGE

SPACE NEEDS

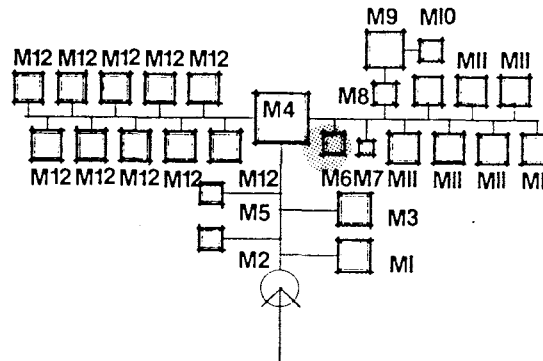
AREA: 10m².

HEIGHT: 2.7m.

IMAGE: Secure.

WALLS: G.W.B. Painted.

FLOOR: Floor Tile.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Direct Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Shelving and cabinet for clean linens.



STUDENT HOUSING



USER: Staff, Students.

FUNCTION: To store clean linens and cleaning supplies.

SPECIAL REQUIREMENTS:

Located near sanitary accommodations.

GARBAGE DISPOSAL

SPACE NEEDS

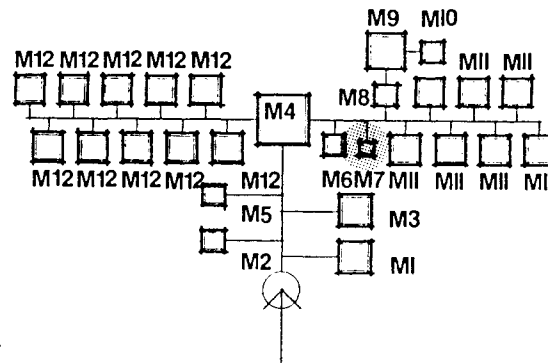
AREA: 2m².

HEIGHT: 2.7m.

IMAGE: Sanitary.

WALLS: Concrete

FLOOR: Concrete, with drain.



SYSTEMS

HVAC: None. Ventilated.

PLUMBING: Water hook-up.

LIGHTING: Direct Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Garbage Cans.



STUDENT HOUSING



USER: Staff, Students.

FUNCTION: To collect and
hold Garbage.

SPECIAL REQUIREMENTS:

Located near sanitary
accomodation.

WASH ROOM

SPACE NEEDS

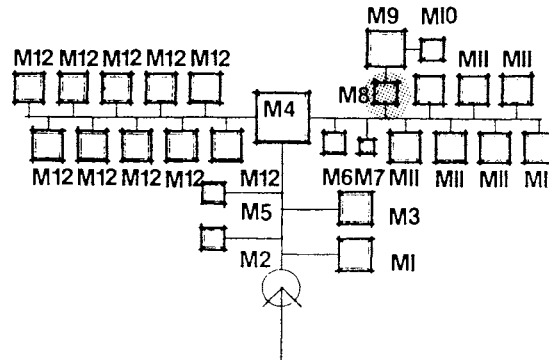
AREA: 10m².

HEIGHT: 2.7m.

IMAGE: Private.

WALLS: Ceramic Tile.

FLOOR: Ceramic Tile.



SYSTEMS

HVAC: Single-zone, Low Velocity.

PLUMBING: Water hook-ups.

LIGHTING: Direct Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Fifteen fixtures and counter top.



STUDENT HOUSING



USER: Students.

FUNCTION: Wash room.

SPECIAL REQUIREMENTS:

Directly adjacent to the
Shower and Toilet rooms.

TOILET ROOM

SPACE NEEDS

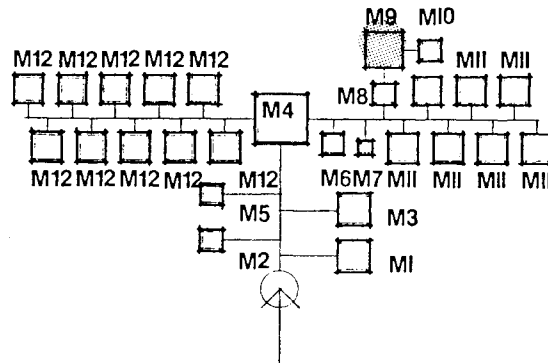
AREA: 20m². / per building.

HEIGHT: 2.7m.

IMAGE: Private.

WALLS: Ceramic Tile.

FLOOR: Ceramic Tile.



SYSTEMS

HVAC: Single-zone, Ventilated.

PLUMBING: Water hook-ups.

LIGHTING: Direct Fluorescent.

ELECTRICAL: As needed.

FURNITURE: Twelve fixtures, each in private stall.



STUDENT HOUSING



USER: Students.

FUNCTION: Toilet room.

SPECIAL REQUIREMENTS:

Adjacent to Shower room and handbasin room.

SHOWERS

SPACE NEEDS

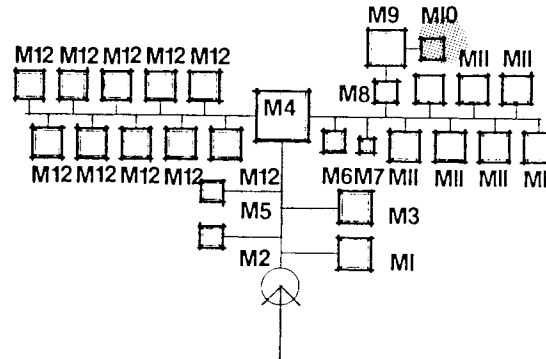
AREA: 10m².

HEIGHT: 2.7m.

IMAGE: Private.

WALLS: Ceramic Tile.

FLOOR: Ceramic Tile.



SYSTEMS

HVAC: Single-zone, Low Velocity.

PLUMBING: Water hook-ups.

LIGHTING: Direct Fluorescent.

ELECTRICAL: None.

FURNITURE: Six fixtures, each in private stall.



STUDENT HOUSING



USER: Students.

FUNCTION: Shower Facility.

SPECIAL REQUIREMENTS:
Directly adjacent to the
Toilet and Handbasin rooms

BEDROOMS

SPACE NEEDS

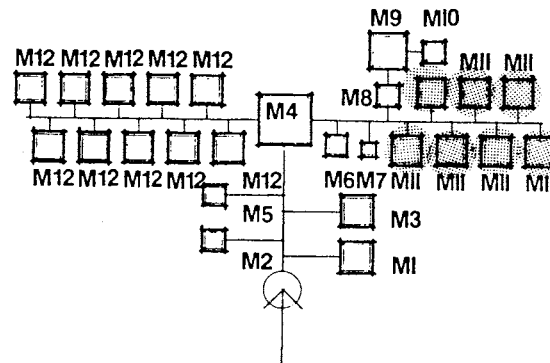
AREA: Seven rooms of
16m² each/ per building.

HEIGHT: 2.7m.

IMAGE: Private Room.

WALLS: G.W.B. Painted.

FLOOR: Low-Pile Carpet.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Indirect and Direct Fluorescent, Daylighting.

ELECTRICAL: As needed.

FURNITURE: Three of each: bed, cupboard, desk and chair.



STUDENT HOUSING



USER: Students.

FUNCTION: Living quarters
for three student's.

SPECIAL REQUIREMENTS:

BEDROOMS

SPACE NEEDS

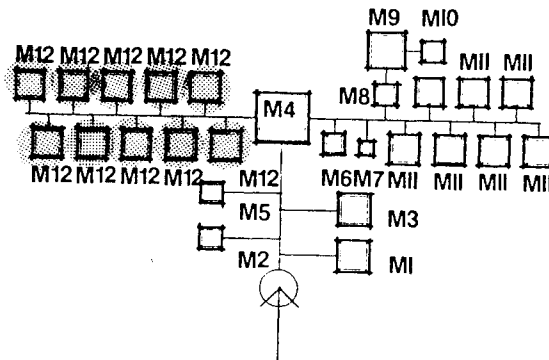
AREA: Ten rooms of 16m^2
each/ per building.

HEIGHT: 2.7m.

IMAGE: Private room.

WALLS: G.W.B. Painted.

FLOOR: Low-Pile Carpet.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: None.

LIGHTING: Indirect Fluorescent and Direct.
Daylighting.

ELECTRICAL: As needed.

FURNITURE: Four of each: bed, cupboard, desk and
chair.



STUDENT HOUSING



USER: Students.

FUNCTION: Living quarters
for four students.

SPECIAL REQUIREMENTS:

Faculty Housing should have some degree of privacy within the complex. Each house will act as a self-contained unit, providing for all needs within.

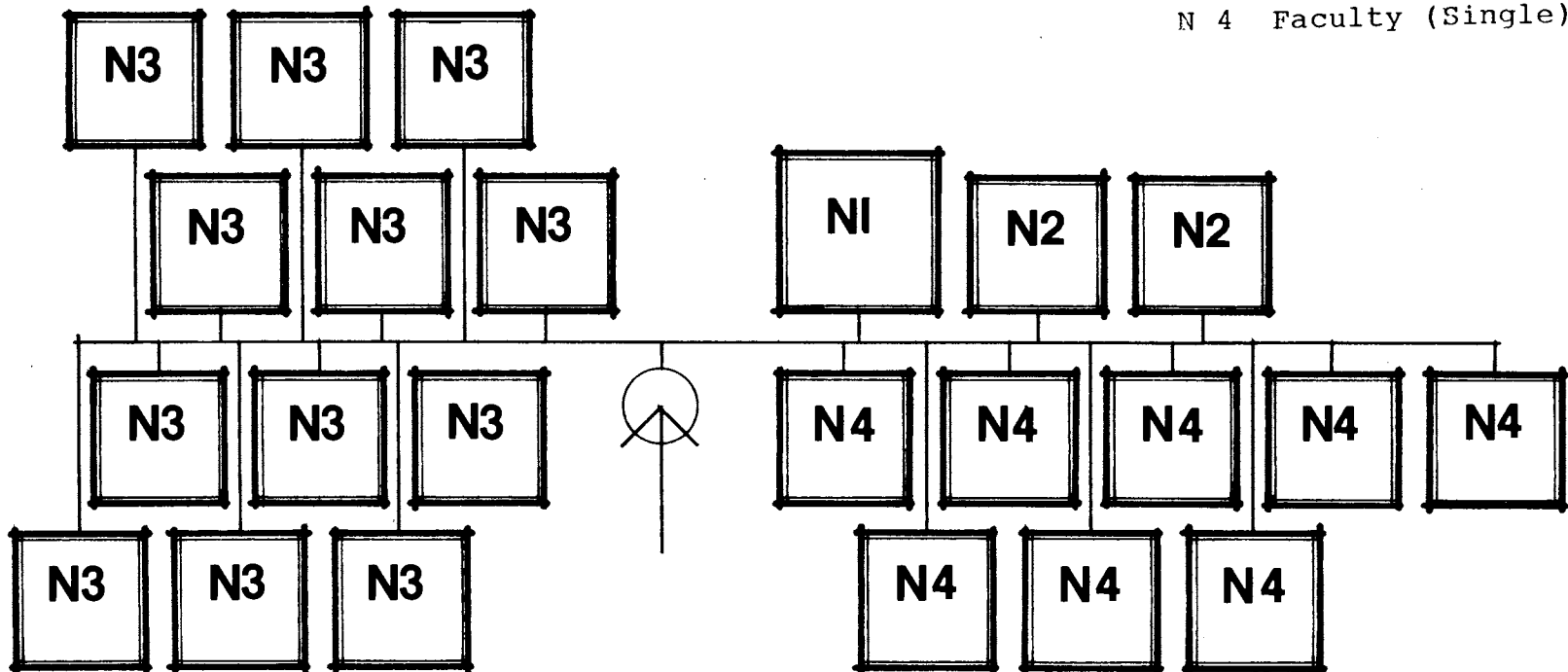
The houses for Directors, Teachers, and Staff are to be located near the Administration Building.



FACULTY HOUSING



- N 1 Director
- N 2 Deputy Directors
- N 3 Faculty (Families)
- N 4 Faculty (Single)



DIRECTOR

SPACE NEEDS

AREA: 120m².

HEIGHT: 2.7m.

IMAGE: Private.

WALLS: G.W.B. Painted.

FLOOR: Low-Pile Carpet.

SYSTEMS

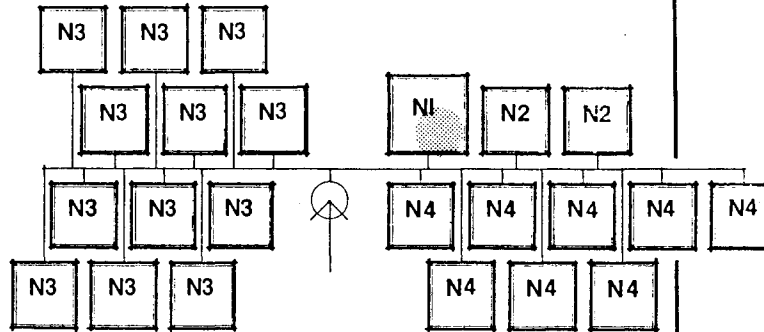
HVAC: Multi-zone, Low Velocity.

PLUMBING: Water and Gas hook-ups.

LIGHTING: Daylighting, Incandescent.

ELECTRICAL: Outlets as needed.

FURNITURE: Personal furniture by occupant.



FACULTY HOUSING



USER: Director.

FUNCTION: Personal Home.

SPECIAL REQUIREMENTS:

ASSISTANT DIRECTORS

SPACE NEEDS

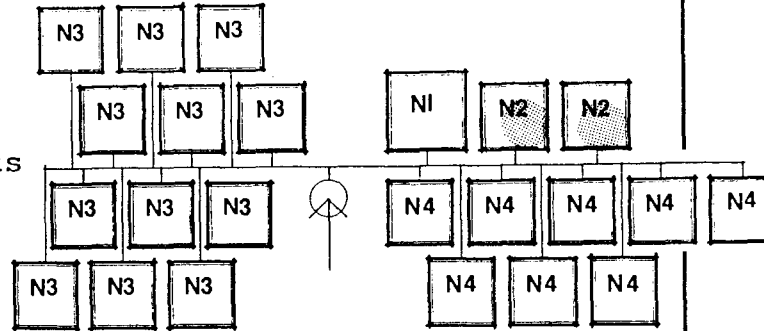
AREA: Two apartments
90m² each.

HEIGHT: 2.7m.

IMAGE: Private.

WALLS: G.W.B, Painted.

FLOOR: Low-Pile Carpet.



SYSTEMS

HVAC: Multi-zone, Low Velocity.

PLUMBING: Water and Gas hook-ups.

LIGHTING: Daylighting, Incandescent.

ELECTRICAL: Outlets as needed.

FURNITURE: Personal furniture by occupant.



FACULTY HOUSING



USER: Assistant Directors.

FUNCTION: Personal Home
foreach Assistant Director.

SPECIAL REQUIREMENTS:

FACULTY

SPACE NEEDS

AREA: Ten apartments
of 90m² each.

HEIGHT: 2.7m.

IMAGE: Private home.

WALLS: G.W.B. Painted.

FLOOR: Low-Pile Carpet.

SYSTEMS

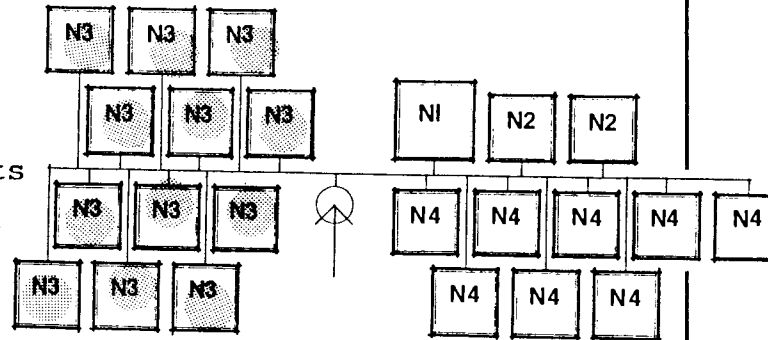
HVAC: Multi-zone, Low Velocity.

PLUMBING: Water and Gas hook-ups.

LIGHTING: Daylighting, Incandescent.

ELECTRICAL: Outlets as needed.

FURNITURE: Personal furniture by occupant.



FACULTY HOUSING



USER: Staff (married).

FUNCTION: Personal Home.

SPECIAL REQUIREMENTS:

FACULTY

SPACE NEEDS

AREA: Eight apartments
of 90m² each.

HEIGHT: 2.7m.

IMAGE: Private.

WALLS: G.W.B. Painted.

FLOOR: Low-Pile Carpet.

SYSTEMS

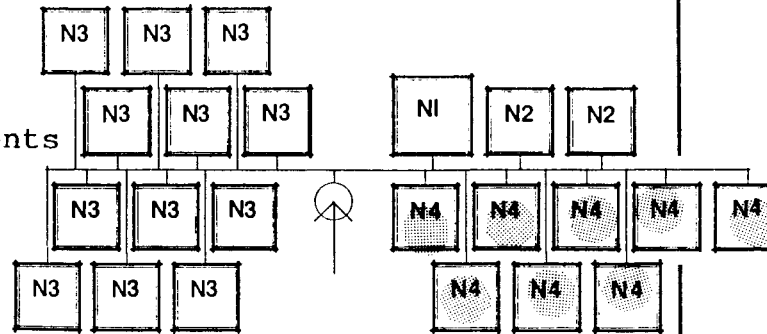
HVAC: Multi-zone, Low Velocity.

PLUMBING: Water and Gas hook-ups.

LIGHTING: Daylighting, Incandescent.

ELECTRICAL: Outlets as needed.

FURNITURE: Personal furniture by occupant.



FACULTY HOUSING

USER: Staff (unmarried).

FUNCTION: Personal Home.

SPECIAL REQUIREMENTS:

OKLAHOMA STATE UNIVERSITY LIBRARY



3 6135 00010 4705