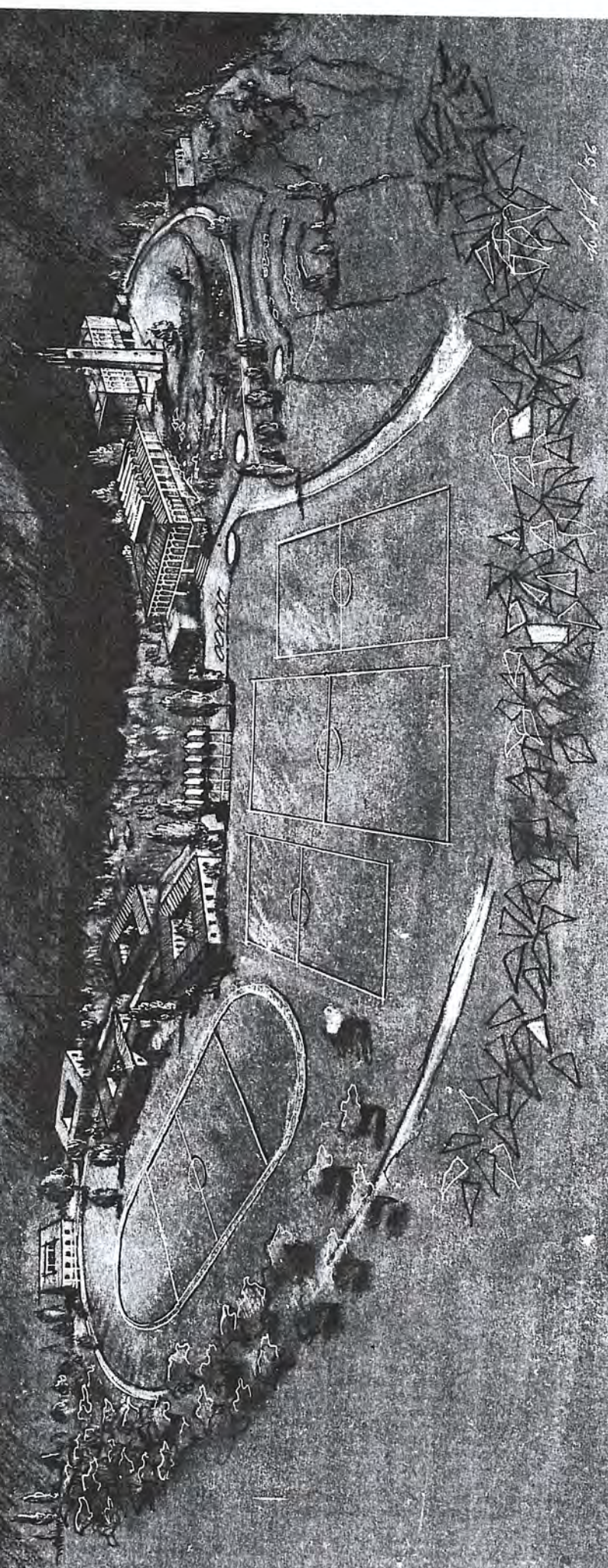


Dec. 1956

DOMINIORY
HOUSES

GYMNASIUM

ASSEMBLY, DINING, & ADMINISTRATION.
CHAIRROOMS & LABORATORIES



1956

I N D E X

ENGLISH SECONDARY SCHOOL FOR BOYS IN THE LEBANON

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ENGLISH SECONDARY SCHOOL FOR BOYS IN THE LEBANON

Job No. 591.

PROGRAMME OF ACCOMMODATION.

The programme asked for by the Board, and discussed in detail with the Education Committee, comprised in general, the following: -

1. Teaching accommodation for 360 boys capable of extension for 500.
2. Assembly Hall and Central Dining Accommodation for the whole School.
3. Gymnasium.
4. Swimming Pool.
5. Residential accommodation for 300 boys arranged in five houses.
6. Day Boys "House".
7. Housing for Headmaster and married and unmarried teaching staff.
8. Living accommodation for essential domestic staff, janitors and groundsmen.
9. Siting for Agricultural buildings if required.
10. Roads, playing fields, landscaping, drainage and services.

Of the above, the immediate construction programme is to include 1, 2, 5, a proportion of 7 and 10, with the balance to follow.

1. SITING.

The site is one of great character and beauty having fine views in all directions but particularly along the river gorge from the South East round to the North West.

The falls in the ground are precipitous apart from a central plateau; there are many trees, particularly olive trees but also some large fig trees, carob, and pine; much of the ground is terraced and there are a number of threshing floors; there are several small stone buildings and huts on the site, particularly on the western promontary or "acropolis" where there is also one house of traditional design and apparently sound construction.

The main approach road is from the North West. The remains of the old road joining the main road to the North East were examined but the gradient and economics of repair ruled this out of consideration as a secondary access.

In considering the use of the site and the layout of buildings, we have been at pains to make the most of these natural features, and to consider the orientation to the sun and the prevailing winds. An additional consideration is that the whole layout will be seen from the main road Damour to Beit el Din as from the air, and the design therefore presents a challenge in organized "roof scape".

2. LAYOUT.

After detailed survey and study on the site it became clear (a) that the main plateau must be reserved for playing fields uninterrupted by building; (b) that the western "acropolis" formed the best setting for the main school buildings, owing to the dramatic views both from this point, and of it, when seen from the approach road. From this it followed that the Boys Residential houses should be grouped along the edge of the plateau facing South down to the river, with access to the Playing Fields to their North. The Gymnasium and Swimming Pool form the link between the main school and the houses, since these are used from both, and the Day Boys' House is included at this point, since this must also be near the main entrance for bus access.

The existing traditional house on the "acropolis" is adapted and improved to become the Headmaster's house. The Headmaster has a unique status in the school organism, having to be accessible to the main school building, to visiting parents, to teaching staff and to boys alike, but in some sense remains independent of them all - as the ultimate and impartial arbiter - and it is therefore fitting that his house should be in a special position. By using this old house we shall also get a visual link between the traditional Lebanese vernacular and the new building behind it, and one which, with the tower, will form an interesting grouping as seen from the approach road.

Other small existing buildings on the site will be used either as stores and houses for groundsmen or for the boys' voluntary activities and hobbies, including the Scouts. In these cases, there may be an educational advantage in letting the boys themselves work out and construct any improvements and alterations to these simple buildings.

Whilst the other existing buildings on the "acropolis" must be pulled down to make way for the Teaching and Assembly block, it is our intention to incorporate the base walls of these in the landscaping and as a plinth for the tower, and in this way, (as also in the use of the threshing floors for various purposes) we hope to preserve a sense of evolution in the use of the site.

We have also suggested a remodelling of the existing slope and terracing below the "acropolis" to form an open air amphitheatre.

All the above are primary elements in the school organism. In addition there are secondary and supporting elements, such as housing for teaching staff and domestic staff (married and single) and agricultural buildings for the production of vegetables for the school kitchen. It is not essential to accommodate these on many school sites but it may be found necessary to do so on this one. Therefore, we have made provision for siting them on the slopes to the north of the playing fields and independent from, though accessible to, the essential school buildings; they would be sited so that houses for teaching staff would be to the west, followed by servants's houses, if found necessary, further to the east and ending on the agricultural buildings at the extreme east where the prevailing south west wind will blow any smells and flies from manure heaps away from the other buildings on the site. This last is also on the best cultivated area of the site (some of it planted with fruit trees) and could be developed for rural science teaching should the demand arise.

A gate house "check point" controls the entrance to the site.

3. BUILDING FORMS IN RELATION TO SITE.

The grandeur of the natural surroundings calls for buildings of simple geometrical form following the contours of the ground and looking out on the views rather than in on themselves. These forms are economical in construction and should, therefore, afford some additional expenditure in terrace walls and planting so as to weld the various buildings into one flowing composition along the curve of the slope.

4. ROADS AND TRAFFIC.

The primary road circuit is over 1 kilometre in length and designed to a width of 4 metres of metalled surface. There are secondary circuits to serve the Staff Housing and to go round the main School Building and Headmaster's House. These total $3/4$ kilometre and may be reduced to 3 metres width in places (where economy of cutting requires it) but allowing 'passing places' at suitable intervals.

The parking space at the Main School Entrance allows for up to 40 cars in two rows, as well as adequate turning space for two school buses (for Day Boys). It is not economical to plan for metalled parking space for all visitors cars on peak occasions (such as Speech Day receptions) and in these cases, it must be assumed that additional cars can be parked on the football fields nearest the drive, which will not be in use at the time.

Parking and turning space is also planned for each group of Boys' houses.

In assessing the traffic requirements we have allowed for cars for visitors and masters, buses for Day Boys, trucks for kitchen and other supply requirements, bicycles for 66% of the resident pupils and motor scooters for the senior 33%. We have allowed for covered parking for Masters' cars, boys' bicycles and motor scooters by Houses and for two School buses; we have assumed that no boys will be allowed to keep cars at the school, since this would imply a differentiation between boys, in terms of wealth, which is quite out of keeping with the democratic basis of the educational system envisaged.

A petrol pump may be considered necessary and if so this could be included in the design of the Gate House.

5. HEADMASTER'S HOUSE.

When the existing building has been surveyed, detailed plans for alterations will be submitted. We suggest that the accommodation should comprise not less than four bedrooms and preferably more (so that visiting lecturers and other guests may be accommodated) two living rooms, a study, garage for two cars, and servants quarters.

6. MAIN SCHOOL BUILDING.

This is designed as three inter-connecting elements -

- A. Assembly Block.
- B. Classroom and Science Block.
- C. Craft Block.

Owing to the slope of the ground the main entrance is one floor below the upper ground level.

7. ASSEMBLY BLOCK.
Lower Ground Floor.

The main entrance and car park leads into an Entrance Hall from which rises the main staircase to the Assembly and Dining floor above.

From this Entrance Hall there is access at one side to a School Shop (for personal stationery and Sports Equipment) Boys' Lavatories, School Stationery and Bulk Stores, a Cleaner's store and Janitor's bedroom with bathroom.

at the East end there is an additional entrance from the direction of the Boys' Houses and off this, suitably secluded from the main circulation, is the Administration Section.

The Janitor's desk commands a view of the main entrance and car park as well as the approach to the Administration Section, and since it backs on to the kitchen service area, can supply refreshments to visitors and Administrative Offices from this point.

The Entrance Hall will be finished in local stone in general.

The Kitchen area is planned below the Dining Room Floor with service yard access on the East, out of sight of the main entrance.

A light well in the centre of the building together with ample windows on the East will give adequate daylighting to the kitchen. This light well will be sealed from other parts of the building and by means of fan extracts will act as an exhaust shaft for smells from the kitchen and serveries; and by drawing off air in this direction it will minimise the possibility of kitchen smells escaping from windows on the East, and entering the windows of the rooms above. Walls and floors between the kitchen and other rooms will be of adequate density and mass to avoid sound penetration, and finishes will be impervious and easy to clean.

The Kitchen is planned to best current English standards as regards equipment and sequence of food preparation.

We intend to seek the advice of a catering expert in Beirut to check on any variations required to meet local cooking methods or to allow for preparation of special dishes.

The cooking fuel to be used has not yet been decided and requires further investigation on cost and convenience. On present findings we do not advise Mazout because of smell and dirt, and would prefer cylinder gas if possible.

Food is served to the Dining Room Servery above by two large lifts. We propose that these should be hand operated rather than electric to avoid risk of failures and accidents. In the upper servery the food will be taken out of the lifts and distributed to waiters from a counter (equipped with electric hot plates).

A careful study must be made of the types and sizes of crockery in relation to the types of meal served, and design of storage, but the plan allows for all Dining Room crockery and cutlery to be washed and stored in the Dining Room Servery, whilst Kitchen utensils only are kept in the kitchen below.

Plastic?

We have also assumed that Dining arrangements will be by tables for about ten boys, each table having large dishes of food passed round from one boy to the next; this system, traditional to old colleges and Universities in England, would seem to have an educational advantage in terms of courtesy over the cafeteria approach.

Plastic?

Next to the Kitchen entrance there are lockers and lavatories for kitchen staff of both sexes, together with a dining room and pantry for them. A laundry is provided for washing linen and towels for the Main School building as a whole. This is in line with the decision to have small laundry rooms in each building rather than one central laundry for the whole site.

A store for Kitchen waste bins is screened from the road and enclosed in fly wire.

8. TUCK SHOP.

This is a separate pavilion accessible from the kitchen service yard for supplies and staff access, but raised above it. This Tuck Shop, where boys can buy sweets and refreshments, is sited as being reasonably accessible from the Main School Building (during breaks) and from the Houses, and it overlooks the Swimming Pool. Two existing threshing floors are used - one to take the Tuck Shop and the other to act as an open-air sitting space.

9. SUB FLOOR.

Owing to the falls in the ground an additional semi-basement floor can be made under the Administration Section, and this will house the garage for two school buses, the main intake and meter room for the site, and a boiler house and oil fuel storage for the heating system,

which provides heating for the main building and hot water for this, for the kitchens, and for the Gymnasium block.

10. UPPER GROUND FLOOR - FOYER.

The main staircase leads to a generous Foyer (with a fine view down the valley,) which, together with the gallery which runs East and West from it, can be used also as Exhibition space. Opening as it does on to the Dining Room, Assembly Hall, Library Reading Room and Masters' Common Room, it will form a generous and airy centre to the more leisured activities of the school, and for such occasions as Speech Days and stage productions.

11. Two Masters' Common Rooms are provided with lavatory and locker accomodation between. The Common Room adjoining the Foyer is furnished for relaxation and meals and refreshments can be served to it from the Dining Room servery. On special occasions when the assembly Hall is used by visitors, this Common Room could do duty as a Ladies' Retiring Room. The other Masters' Common Room will be mainly a workroom for marking examination papers, and working out curricula, will be equipped with furniture for this purpose, and is sited adjacent to the Teaching Block.

12. The Dining Room has views on three sides, and access to an open terrace over the Administration wing. It can be divided by means of a folding screen. The ceilings will be treated with accoustic absorbents, and the tables could be finished in rubber or linoleum to deaden sound (not Formica which is a serious noise source).

13. The Library is planned in two sections, that nearest the Teaching block being for study and reference, and having shelving for some 5.000 books, and the section near the Dining Room, arranged as a Reading Room with racks for Periodicals and pin up boards for Current Affairs data and furnished with easy chairs and with access on to an open balcony overlooking the view. This part of the Library would be open at all times but the reference section would be under the supervision of the Librarian whose office (combined with store and repair bench) will command a view of the room. Additional book storage will be provided in the Lower Ground Floor.

14. The Assembly Hall will seat 488 as shown, with an additional 100 in the gallery. Seat spacing is comparatively generous and the numbers on the floor could no doubt be increased; in addition seating for 100 or more could be placed in the side aisles for special peak occasions. Where such occasions do not require the stage (e.g. speeches) the stage area could also be used for seating and the speeches could be made from one aisle.

The rear part of the Hall is stepped to give adequate sight lines, the remainder being flat. This brings the stage 1 metre above the main floor of the Hall, but level with the surrounding floors and side aisles and, thus makes it possible to move heavy equipment (e.g. a piano) on or off the stage without going up steps. Seating in the hall will be in units of four seats and it will be possible to move these and store them in voids under the side aisles when a clear floor is required. It would, therefore, be possible to use the Hall for dancing, boxing tournaments, gymnastic displays etc. The void under the stage can also be used for storage.

Daylighting to the Hall comes from high level windows under a multiple pitch roof which is used as an acoustic reflector. The floor would be of hardwood block and the panelling of the side aisles in olive wood.

15. The Stage is designed to serve not only as a platform for Theatrical productions and Concerts viewed from the auditorium, but also as an independent working and teaching space at other times. It will be separated from the Assembly Hall by a heavy curtain to reduce sound penetration, and can be used as a projection theatre for educational films, or as a Drama practice studio or for other purposes. The portable box units shown can be used to build up tiers for orchestral or choral performances or for stage scenes, and these can be stored under the stage when not required. Daylighting is from high level windows, and sufficient electrical points will be provided to serve stage lighting requirements. Adjacent to the stage are a general store as well as full height cupboards in the corridor to take scenery flats vertically. These cupboards also act as a sound deadening barrier between the Stage and Music Room.

16. PROJECTION APPARATUS.

Projection and sound track equipment will be fixed on mobile trolleys and kept under the gallery stairs. From this point it can project on to a proscenium screen for full scale film shows, but can equally be wheeled about for use in other rooms such as the stage, Dining Room, Music Room or Library. In this way the projection apparatus can be used for many educational purposes in addition to film shows.

17. The Music Room is planned behind the stage and does double duty as a Green Room for stage productions. Similarly the Music Practice Rooms with adjacent lavatories can be used for stage dressing rooms as also can the VI Form rooms nearby.

It will be appreciated that the essence of School Productions is that large numbers of boys are involved - not only as actors but as stage technicians and scene shifters, and since these occasions are fairly infrequent it is necessary to allow for classrooms and other school accommodation to be accessible from back-stage.

18. CLASSROOM BLOCK - GENERAL.

The Classroom Block is served by two staircases, one connecting with the South West hall of the Assembly Block and the other with the Craft section. The Classroom Block is left open at Upper Ground Floor level so as to provide a generous covered recreation area.

Both Classrooms and Laboratories are planned on two floors above this covered area, using a wide central corridor in the direction of the prevailing wind through which all teaching areas will get cross ventilation.

The decision to house general teaching and Science Laboratories in the same block arose from the need to make the building as simple as possible in circulation and economy of construction and services, and also to make it as flexible as possible for future changes of requirements.

Deep suspended ceilings are used so that laboratory services and plumbing can be fixed within them, and maintained or altered by access through removeable ceiling panels. The main structural framework is set within the building and the outer skin which is cantilevered 1 metre in front of the structure, will consist of light concrete mullions at 2 m. intervals up to which internal partitions can be built where required. The growth of the school and the proportion of science teaching in the future cannot be determined, and this arrangement will allow of Classrooms being converted to additional Science Laboratories if necessary.

Should eventual expansion in numbers warrant it, it would be possible to absorb all the classrooms for Science teaching, and to build a new Classroom Block for general subjects lower down the slope towards the South East.

In our view this is a more practical solution for allowing for future expansion than to build additional wings on to existing buildings, and causes less disorganisation to the running of the school at the time.

19. FORM ROOMS.

There are altogether 13 classrooms for an average of 24 boys each with 3 small rooms (Division Rooms) for an average of 10 boys each. In addition the two Lecture Demonstration Rooms and the Geography Room will serve as Form Rooms for 24 boys each. This gives a total initial Form Room accommodation for 414 boys in 19 Forms, apart from the Science, Art, Craft, Music, Library, Assembly or Physical Training accommodation.

20. GENERAL TEACHING ROOMS.

Classrooms will be equipped with table desks and wall storage fittings to hold a certain proportion of books and equipment. In general it is assumed that Boys will be issued with their own books which will be their own

responsibility and which they will keep in the lockers in their houses, where they also do their "prep." Therefore, in general they will bring the books for each day's work from their houses to the school building, but the Classrooms will require enough shelving to take individual boys books which are not in use for the current lesson.

Classrooms in common with all other teaching spaces in the school will be designed with chalk boards and considerable areas of "pin-up" board.

21. SPECIAL SUBJECTS.

Science Laboratories for Chemistry, Physics and Biology, and Craft Rooms for Art, Light Craft and Wood and Metal-work are each a subject in themselves.

They have been planned with reference to the relation of one subject to others and zoned for noise, dirt and smell factors, Their detailed planning equipment and services will be the subject of large scale layout drawings which will be in line with current English practice, and which will be available for detailed check by such authorities as the Board may wish to nominate.

22. CLOCK TOWER.

The Clock Tower is considered a vital requirement. Apart from its visibility from all parts of the site it will complete the design of the main School Group as seen from all parts of the valley. The small rooms which it will contain, one above the other, can be used for Boys' activities, such as Stamp and Photographic Clubs and a Meeting Room for the Head Boys of respective houses.

23. GYMNASIUM AND DAY BOYS' HOUSE.

These are combined in one building, for reasons of siting and also so that the showers and lavatories can serve both the Gymnasium and the Day Boys. This is because the showers will be required for the Gymnasium mainly during teaching periods, whereas the Day Boys will need them mainly during recreation periods; and the dual use does not, therefore, overlap.

Apart from this and the fact that there is no residential side, the Day Boys' House has similar accommodation to the Residential Houses, and will operate on the same principle.

The Gymnasium is designed on the Upper Floor and is large enough to take a Basket Ball court. The instructor's changing room also overlooks the Swimming Pool. A store for Gymnasium apparatus is provided and access to the playing fields by means of a ramp so that apparatus can be carried down for open air classes.

A small visitors' gallery is planned overlooking the Gym with a view over the Swimming Pool also.

A small laundry unit is designed under the ramp for washing towels for the changing room.

24. BOYS' RESIDENTIAL HOUSES - GENERAL POINTS.

Plans show the design of one house, but all will vary to some degree owing to different angles of orientation and means of approach, and we intend that each should have an individual character of its own as far as possible.

The human composition of the house is roughly on a family basis, with the Housemaster, assisted by the House Tutor at the head. In terms of discipline and esprit de corps the Housemaster works through the Prefects and senior boys, who in turn look after and have a degree of authority over the younger boys; the Prefects enjoy certain privileges in return for the responsibilities which they carry. In terms of physical well-being the Housemaster and his wife are responsible; they have the services of the House Matron, who should have some knowledge of treatment of minor ailments and who in addition acts under the Housemaster's wife as the boys' housekeeper, and is responsible for organizing, cleaning, mending and laundry.

In planning for this intricate "house community" it is necessary to allow for a measure of privacy for those in authority, both from each other and from the boys, but without making them inaccessible from either; as for the boys, there must be provision for noisy and quiet activities and for the needs of different ages, interests, temperaments and stages of development.

The accommodation is designed round an open courtyard, the Boys' Entrance being at the corner nearest the School with bicycle storage and Hobby Room below. An additional entrance on this side gives direct access from the Changing Rooms to the school Playing Fields.

25. The Common Room serves a number of purposes - for general assembly, for recreation, and for preparation periods in the evening. One side of this room is divided into four bays with personal lockers for ten boys and a large central table in each. These will be used by the junior and middle age groups both for personal activities and for doing preparation. The personal lockers will be designed to hold school books as well as personal stationery, photographs and private hobby items.

A small pantry adjacent to the Common Room will be for the preparation of hot drinks at bed time etc., and there is a storage space for recreation kit (e.g. table tennis) and garden chairs, nearby.

26. The Quiet Room is next door to the Common Room and will be used during free periods for reading, chess playing etc. It will also be used as a preparation space and locker base for ten senior boys who, though not yet prefects, will have certain privileges by reason of age and development.

27. The Prefects Room will be set aside for the ten senior boys in the house and is placed in a position where they can keep an eye on activities whilst being relatively independent.

28. The Main Entrance serves the Housemaster's flat and is also the formal entrance used by visitors. The House Janitor has his office and living quarters at this other point and separates the Boys' from the servants' accommodation and the house laundry.

29. Dormitories are placed on the upper floor and are divided into two units for eleven junior boys each, with a prefect in charge, four units for six boys of the middle age group with a prefect in each, three units of four senior boys each and a private study bedroom for the Head Boy of the House.

All dormitories are planned with small wardrobe units for each boy. A certain amount of washing accommodation is placed on the dormitory floor, but the showers and majority of W.C.s. are planned on the ground floor since their peak use will be after games, and during the day time rather than with dormitories and in any case this is the most economical position for them.

30. OTHER ACCOMMODATION.

The upper floor also includes a Sick Room with bathroom for boys who are ill, a small dispensary for treatment by the Matron of simple ailments, cuts, and bruises, a Linen Room for mending and sorting of laundry, and small flats for the Matron and House Tutor.

The Housemaster's flat is planned as a separate wing and because of the rising ground has direct access on to a private garden.

31. SWIMMING POOL.

This is built into the existing sharp defile below the Gymnasium. It is designed to competition length with a diving bay to the side.

The filtration plant will be housed underneath the southern end owing to the steep fall in the ground.

32. PLAYING FIELDS.

2 Football pitches (full size)
2 " " (junior)

Space for 4 Basketball pitches.
4 Tennis Courts.
Running Track.

A Games Pavilion is planned on the South side of the main football pitch and running track.

Pitches will be grass and it is intended to experiment with the possibilities of planting this with bitumen spray (stabilized turf principle).

(Tarabulsi)
Dr. Hanania
Re Sports fields

GENERAL CONSIDERATIONS.

33. DAYLIGHTING.

Natural daylighting will not be less than 3% in any part of a room used for teaching or study and in most cases will exceed this. Where glass areas are likely to cause glare at certain times of the day or seasons of the year, internal Venetian blinds or external wooden shutters will be provided.

34. ELECTRICITY.

It is hoped that the main supply can be carried round the site in an underground pipe on the road verge, thus avoiding overhead wires. Lighting will be in the main by Tungsten lamps in suitable fittings, though Fluorescent lighting may be considered in Craft rooms.

Minimum Illumination intensities in Lumens per square foot (Foot Candles) will be Teaching Areas 20; Assembly and Gymnasium 15; Common Rooms 6-10; Dormitories 10. Outlet plugs will be provided where necessary for projectors and other equipment. The question of voltage transformers must be considered in view of the likelihood of the main supply being changed in the future from 110 to 220 volts. ?

35. Heating and Ventilating.

Heating will be provided to all Teaching and Administration rooms, to the Assembly Hall, Dining Room and Gymnasium, and to all House Common Rooms.

In the Main Building the system will consist of re-circulated warmed air system, by which heating units are supplied on a pump circulated and thermostatically controlled circuit from oil fired boilers, and the air in the room is circulated through grilles in these units by means of fans.

During hot weather the fan circulation can also be used without heating.

Natural ventilation is used and all teaching areas will have natural cross ventilation either direct to the open air or to corridors which, themselves have a strong air flow down them.

36. TELEPHONE.

Switchboard in the Main Administration Section with internal lines to Headmaster's House and all House-masters' flats, which will also have direct lines of their own.

How far the internal telephone system is to extend (e.g. to Librarian, Science Labs. Craft area, Gymnasium, Gate House) is a matter on which we require a ruling and to this end we will if required obtain estimates of cost.

} Automatic Internal System

37. BUILDING MATERIALS.

In general construction will be of reinforced concrete frames with stone in-filling, rough stone being used at bases of buildings and sawn or chiselled stone in upper floors.

The District School in the Lebanon
 Site Layout
 Drawing No. 291 - Scale 1/8" = 1'-0"
 Vertical Interval - 1' whole contours.

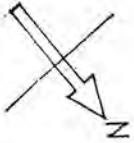
1. College House
2. Ice Van House
3. Home School - Administration
4. Home School - Assembly
5. Home School - Classroom (Science)
6. Home School - Canteen
7. Home School - Clerk's Office
8. Home School - Book Shop
9. Swimming Pool
10. Gymnasium (Design later made)
11. Boys' House
12. Home School - Shop
13. Staff House
14. Other Buildings
15. Sports Field
16. Agricultural Buildings
17. Existing Building adapted as playground pavilion
18. Art Studio

- ▣ New Buildings
- ▤ Existing Buildings (shaded in many)
- Existing Foot Paths
- New Foot Paths
- New Roads
- Existing Roads
- New Walls
- New Fences
- Existing Utility Poles
- Existing Primary Trees
- Existing trees to be retained or planted
- Existing trees to be removed when possible
- Existing trees to be planted when possible

Topographical Data and Buildings
 Adapted from the Lebanon School
 Architects - ... (faded)



Certificates of land
 registration Nos
 10 to 20 & 21 to 23
 in Symbal hand
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 of sale no. 9 in
 45. Nos 20, 2, 65



SUB FLOOR

1. Garage
2. Motor Room
3. Fuel
4. Boiler House

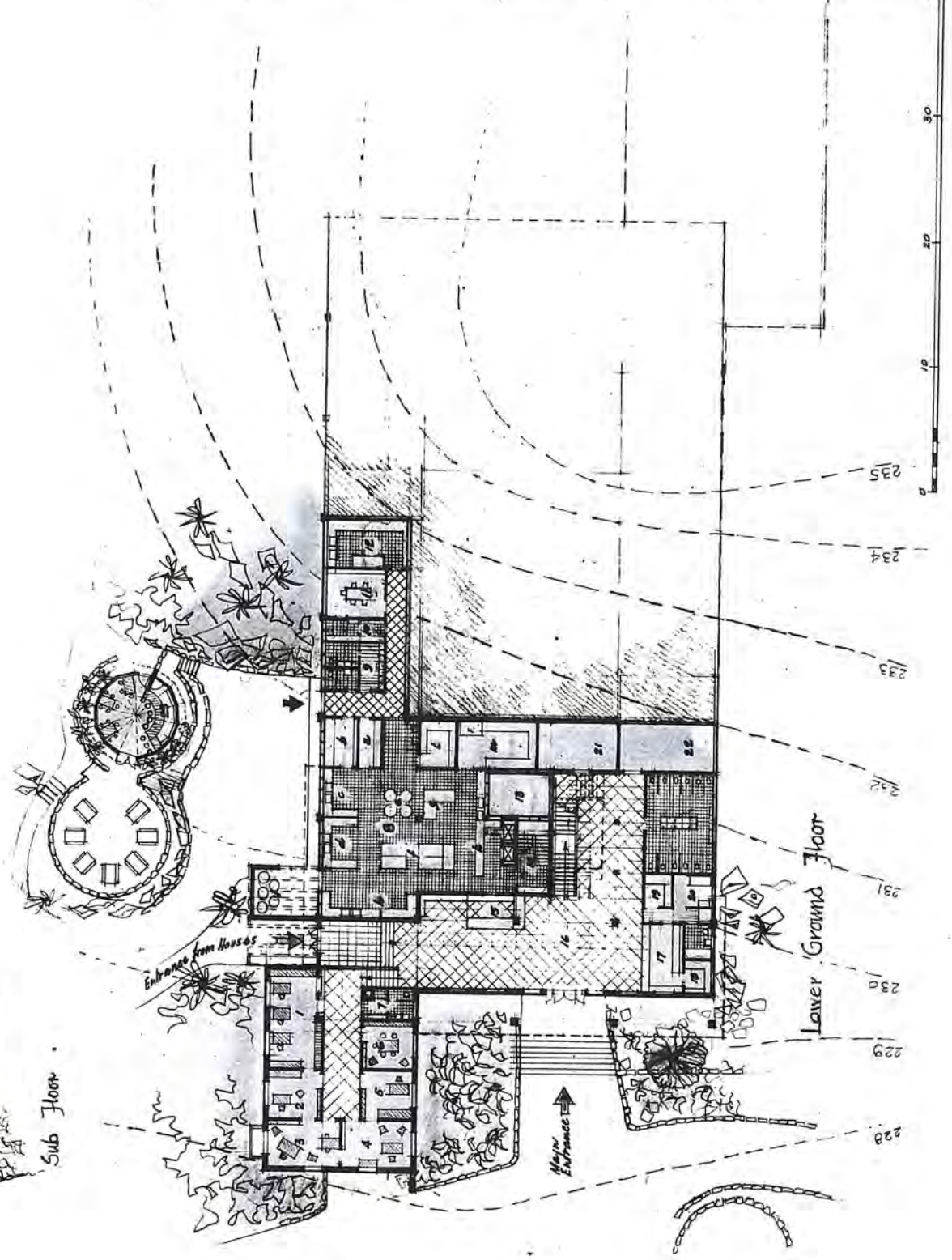
LOWER GROUND FLOOR

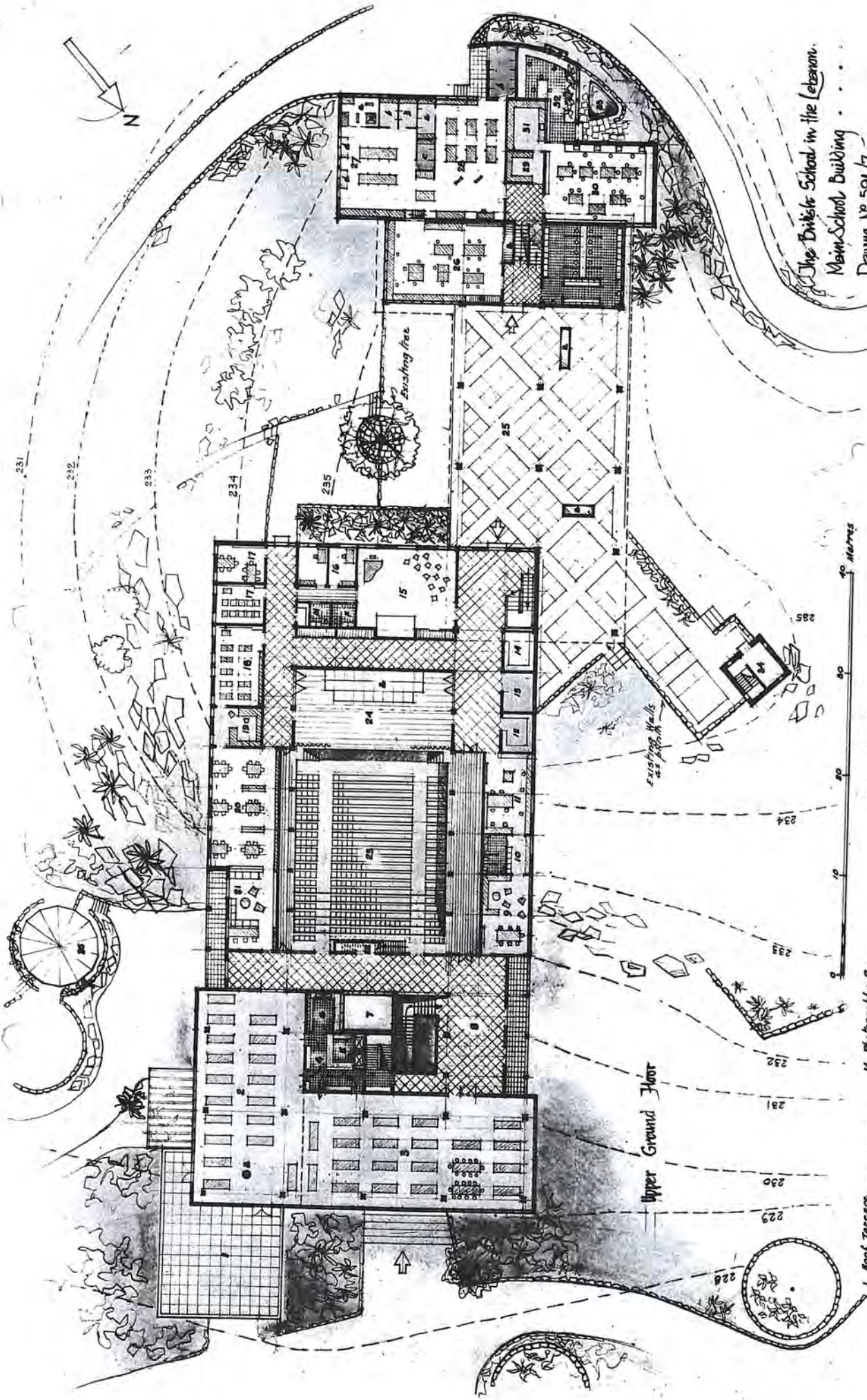
1. General office & Tel. Room.
2. Secretary
3. Headmaster
4. Bursar
5. Bursar's Clerk
6. Waiting Room
7. Class-rooms
8. Kitchen
 - a. Inspector
 - b. High-stove
 - c. Fry-plate
 - d. Meat, fish
 - e. Boiling pans
 - f. Range
 - g. Pastry
9. Kitchen Staff Lockers & Lairs
10. Store
11. Staff Dining Room
12. Staff Hall
13. Staff Wash
14. Service Stair
15. Janitor
16. Entrance Hall
17. School Shop (Stationery & sports)
18. Shop store
19. Cleaners Store
20. Janitors Bedroom
21. Stores
22. Teachers' Shop.

The British School in the Lebanon.
 Main School Building
 Drawing No 591/6

Frankland Park and Partners
 in association with Aslam Soliman
 Architects Beirut December 1956

40 Metres





The British School in the Lebanon.
 Main School Building
 Drawing No 591/7
 J. Frankland Dark and Partners
 in association with Assen Suleman
 Architects . . . Beirut December 1956

- 1. Roof Terrace.
- 2. Dining Room - Junior (a. Abs.)
- 3. Services Pantry Junior
- 4. Services Pantry Senior
- 5. Left Storey
- 6. Wash Up
- 7. Light No. 1
- 8. Messrs' Club & Lounge
- 9. Common Rm (Bank)
- 10. Storey & Bank Store
- 11. Stage & Chair Store

- 14. Photography Room.
- 15. Music Room
- 16. Music Practice Rooms (also as Dressing Rm).
- 17. Staff Rm
- 18. Staff Rm
- 19. Library Store, Admission, & Book mounting
- 20. Librarian's & Reading Room
- 21. Projection Booth & Projector & Film Store
- 22. Assembly Hall (chair storage under seats)
- 23. Stage (a. Available for unit stand under)
- 24. Corridor (Play 1958, 1959)
- 25. Art Room (also as hall walls)

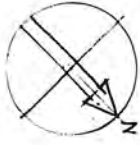
- 26. Light Craft Room - a. Storage
- 27. Woodwork & Machinery: c. Workstore: d. Lathes
- 28. Woodwork: a. Workstore: b. Timberstore: c. Lathes
- 29. Dark Room
- 30. Biology Laboratory
- 31. Preparation Room
- 32. Assembly Room
- 33. Study Rm
- 34. Teacher's Rm
- 35. Trade Shop

Upper Ground Floor

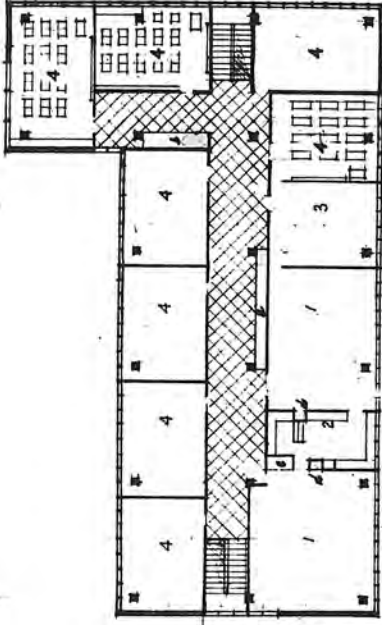
SUMMARY OF FORM BASES.

- GROUND FLOOR**
- 1 CLASS ROOM @ 45 M²
 - 2 DIVISION ROOMS @ 22 M²
 - 4 CLASS ROOMS @ 45 M²
 - 1 GEOGRAPHY RM @ 76 M²
 - 1 LECTURE ROOM @ 47 M²
 - 1 DIVISION ROOM @ 30 M²
- FIRST FLOOR**
- 1 " @ 47 M²
 - 1 " @ 55 M²
 - 1 LECTURE RM @ 47 M²

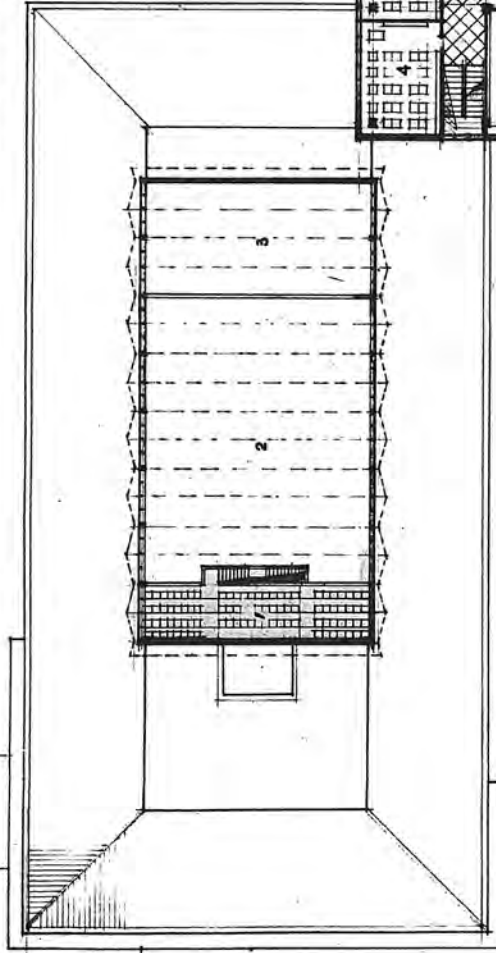
Note.
This does not include
the Music Room,
or Library which
might be used as
Form Bases if
numbers increase.



Prevailing Wind.



SECOND FLOOR



FIRST FLOOR

- FIRST FLOOR**
1. Gallery, 16 seat 90.
 2. Upper Part of Assembly Hall.
 3. Classrooms & Roof Deck.
 4. Division Room.
 5. Geography Room.
 6. Lecture Demonstration Rm.
 7. Physicist Laboratory.
 8. Preparation Room.

- SECOND FLOOR**
1. Chemistry Laboratories.
 2. Preparation Room.
 3. Lecture Demonstration Rm.
 4. Classrooms.

5. Platforms for Lab. Coats.
6. General Store.
7. Dark Room.
8. Fume cupboard.
9. Book Projector.

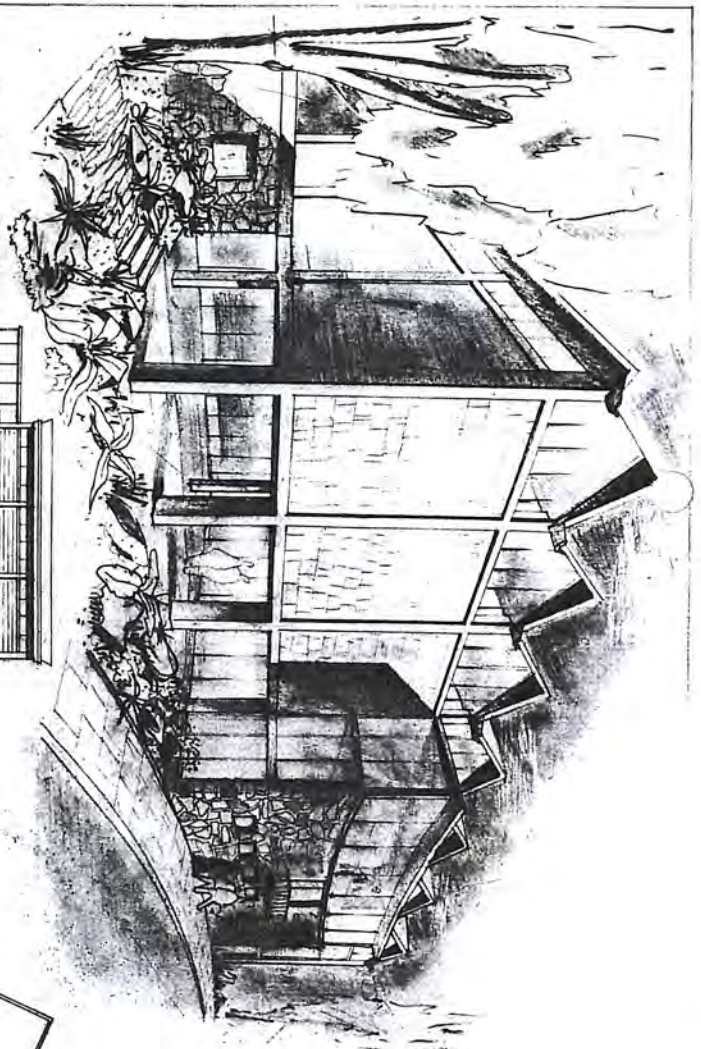


TOWER

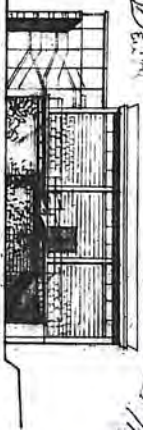


The British School in the Lebanon.
Main School Building
Drawing No 591/B
by J. Frankland

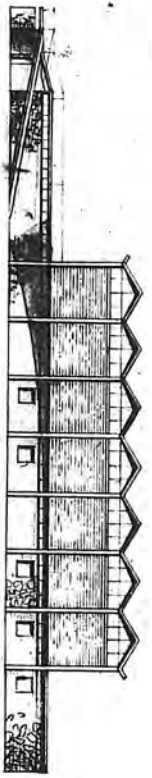
Frankland Dark and Partners
in association with Agasson Salomon
Architects . . Beirut December 1956



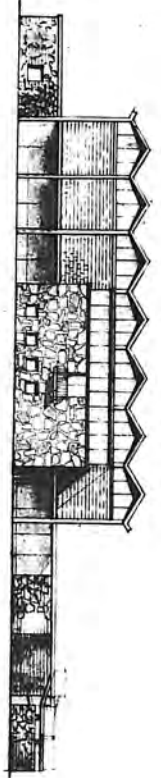
View from South-East



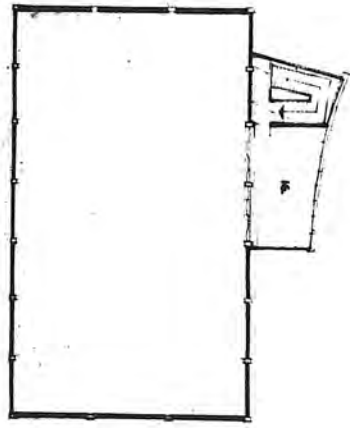
East Elevation.



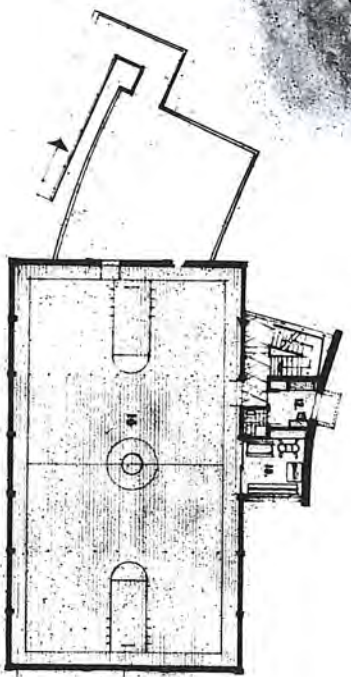
North Elevation.



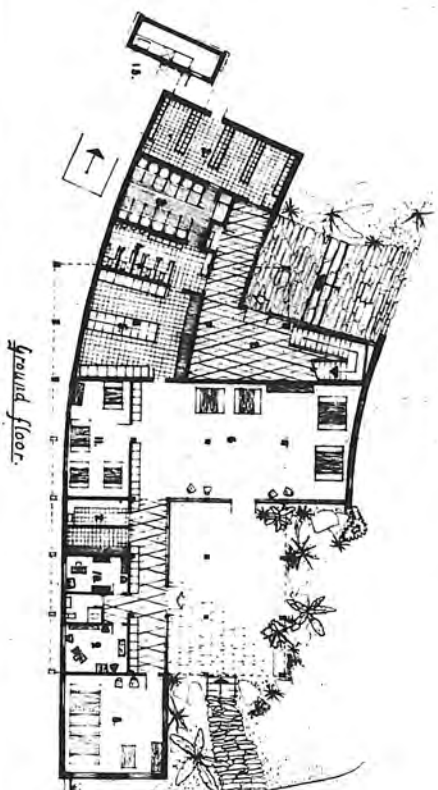
South Elevation.



Second floor.



First floor.



Ground floor.

- GROUND FLOOR.**
1. Gym Entrance.
 2. Changing Room.
 3. Showers.
 4. Laundry (Gym & Day Boys).
 5. Day Boys' Games Lockers.
 6. Common Room.
 7. Party.
 8. Prefect.
 9. Musicmaster's Study.
 10. Master's Office.
 11. Junior Study.
- FIRST FLOOR.**
12. Rector's Office.
 13. Gym Equipment Store.
 14. Gymnasium.
 15. Room to be used as playing field.
- SECOND FLOOR.**
16. Swimming Gallery.

*The British School in the Lebanon.
Gymnasium
Drawing No 591/12 Scale 1/200.
Frankland, Dark and Partners
in Association with Assam Salama.
Architects . . Beirut January 1957.*

