

THESIS  
THE ARCHITECTURAL DESIGN  
of THE MANSHIA MUNICIPAL SCHOOL  
IN JAFFA

PRESENTED BY  
FATHI AS'AD WAFA

10<sup>TH</sup> MAY, 1949

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THE ARCHITECTURAL DESIGN  
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PRESENTED BY FATHI AS'AD WAFI

MAY 1949

THIS THESIS SUBMITTED TO THE CIVIL ENGINEERING  
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Fathi A.Wafa

Beirut, May 10, 1949

## INTRODUCTION

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Jaffa is one of the large cities of Palestine. It is lying on the coast line and is coming in contact with Tel-Aviv on the north and Bat-Yam on the south. It forms a center to a wide region of central Palestine, distributing imported goods and food stuffs to all villages around, and exporting through its harbour more than half of the citrus products of the whole country. The population of the city within the municipal boundaries was in 1947-1948, about 75,000 Arabs and 50,000 Jews, making a total of 125,000 people. This important commercial city was, since the 2nd World War, growing and flourishing due to improvements in transportation, and becoming the sea inlet to the commerce of Trans-Jordan.	
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## I N T R O D U C T I O N

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1. The Government schools were 51 in number, three for Jaffa. Jaffa is one of the large cities of Palestine. It is lying on the coast line and is coming in contact with Tel-Aviv on the north and Bat-Yam on the south. It forms a center to a wide region of central Palestine, distributing imported goods and food stuffs to all villages around, and exporting through its harbour more than half of the citrus products of the whole country. The population of the city within the municipal boundaries was in 1947-1948, about 75,000 Arabs and 30,000 Jews, making a total of 105,000 people. This important commercial city was, since the 2nd World War, growing and flourishing due to improvements in transportation, and becoming the sea inlet to the commerce of Trans-jordan.

The Jewish population of Jaffa was depending on the Jewish Agency for opening schools and keeping them running. The municipality was paying to the Jews the part of the taxes provided for their education, to be spent by them on their own schools.

The Arab population of Jaffa was having three kinds of schools : And this is what made the Jaffa municipality to appropriate different plots in every quarter for schools to be built during a five years scheme.

1. The Government schools were six in number, three for girls and three for boys taking a total number of three thousand students.

2. The municipal schools were a combination of small private schools, bought and run by the municipality. These schools take around 2000 students maximum and are composed of 1/4 for girls and 3/4 for boys.

3. Different schools including schools belonging to English and French missionaries, schools belonging to Religions bodies either Moslem or Christian, and lastly private schools and kindergartens. This class of schools could not take more than 2000 students, both girls and boys.

From this it could be seen that only seven thousand students can find a school to go to. While if we suppose that only one quarter of the arab population, if not more, are boys and girls of school age, this leaves about 12,000 students without schools.

This rough estimate <sup>o</sup>shows how large the school shortage is in Jaffa. And this is what made the Jaffa municipality to appropriate different plots in every quarter for schools to be built during a five years scheme.

### REQUIREMENTS

This thesis is supposed to help in solving the problem of schools shortage by finding a complete unit for children kindergarten until matriculation class, fourth Secondary.

To accommodate as large a number of students as possible, each class has to be divided into two or three divisions. These divisions are to occupy ordinary class-rooms, and it is the choice of the planner to have large sized class-rooms with less number of divisions or to have medium sized class-rooms with an average number of divisions.

The administration is to have a director, his secretary, registrar and his clerk, treasurer, his cashier and clerk.

A dining room has to be provided for students living a little far from school and like to have their lunch at school. They will bring it with them in the morning, deposit it in special shelves or cupboards, and at noon borrow the necessary plates, cups, knives or spoons and have their lunch easily.

A gymnasium was found to be necessary for body improvement, and winter sports. At the same time it can be used for small meetings. The athletic office is to be near or attached to the Gymnasium.

A first-aid room is very necessary, while another room is required for the doctor who is supposed to visit the school.

## REQUIREMENTS

The design of the school has to be so flexible so as to render itself usable as a school and as a social center. To accommodate as large a number of students as possible, each class has to be divided into two or three divisions. These divisions are to occupy ordinary class-rooms, and it is the choice of the planner to have large sized class-rooms with less number of divisions or to have medium sized class-rooms with ~~an~~ average number of divisions.

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every now and then to give his medical advice and make a periodical examination and inoculation of all the students.

The land for which this school is proposed; has a rectangular shape with one side equal to 125 meters and the other is 150 meters. It is surrounded by three roads, and the fourth side extending along the sandy sea shore.

An auditorium is to be provided to serve many purposes, e.g. a meeting place, a theatre for school plays, a cinema for projecting educational films and many other things.

A library with spacious reading hall will be very useful for the students and the public.

The roads lying on the north and south sides are secondary roads of the dead-end type, while the third is the main road joining the Manshia quarter with the business center of Jaffa. This is HassanPask El-Jabi Street, after the name of the old far-sighted Turkish Governor, who encouraged the people of Jaffa to get outside the walls of the old city and live in Manshia, since composed of clean white sand dunes. The weather in Jaffa is moderate; not cold in winter nor very hot during summer due to the presence of the well known Orange groves that surround the city like a green belt.

The prevailing wind, is from the south-west, while in the mornings till noon it is liable to be from the south due north.

## THE SITE

The land for which this school is proposed; has a rectangular shape with one side equal to 175 meters and the other is 150 meters. It is surrounded by three roads, and the fourth side extending along the sandy sea shore.

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F. Wafa  
May 1949

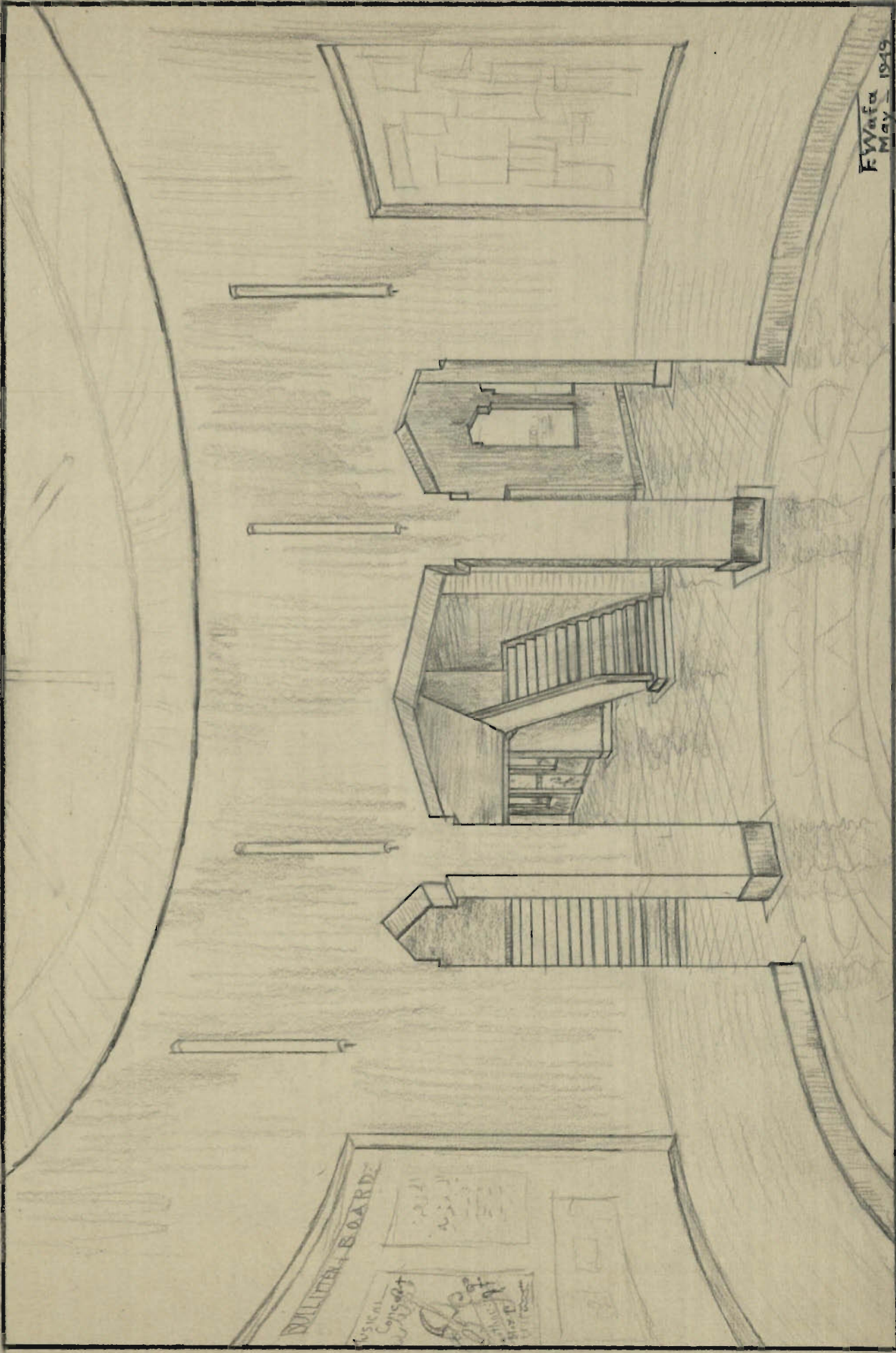


fig 1

## GROUND FLOOR

The school was planned to have two symmetrical wings extending along the two roads intersecting at the north-eastern corner. A third wing was added in between to contain the important utilities shared by all students. The three wings are interconnected by means of a central rush hall which serves as a meeting place for all movements from outside to the three wings and from the ground floor to the first floor through the two flights, 160 cms. wide stairs.

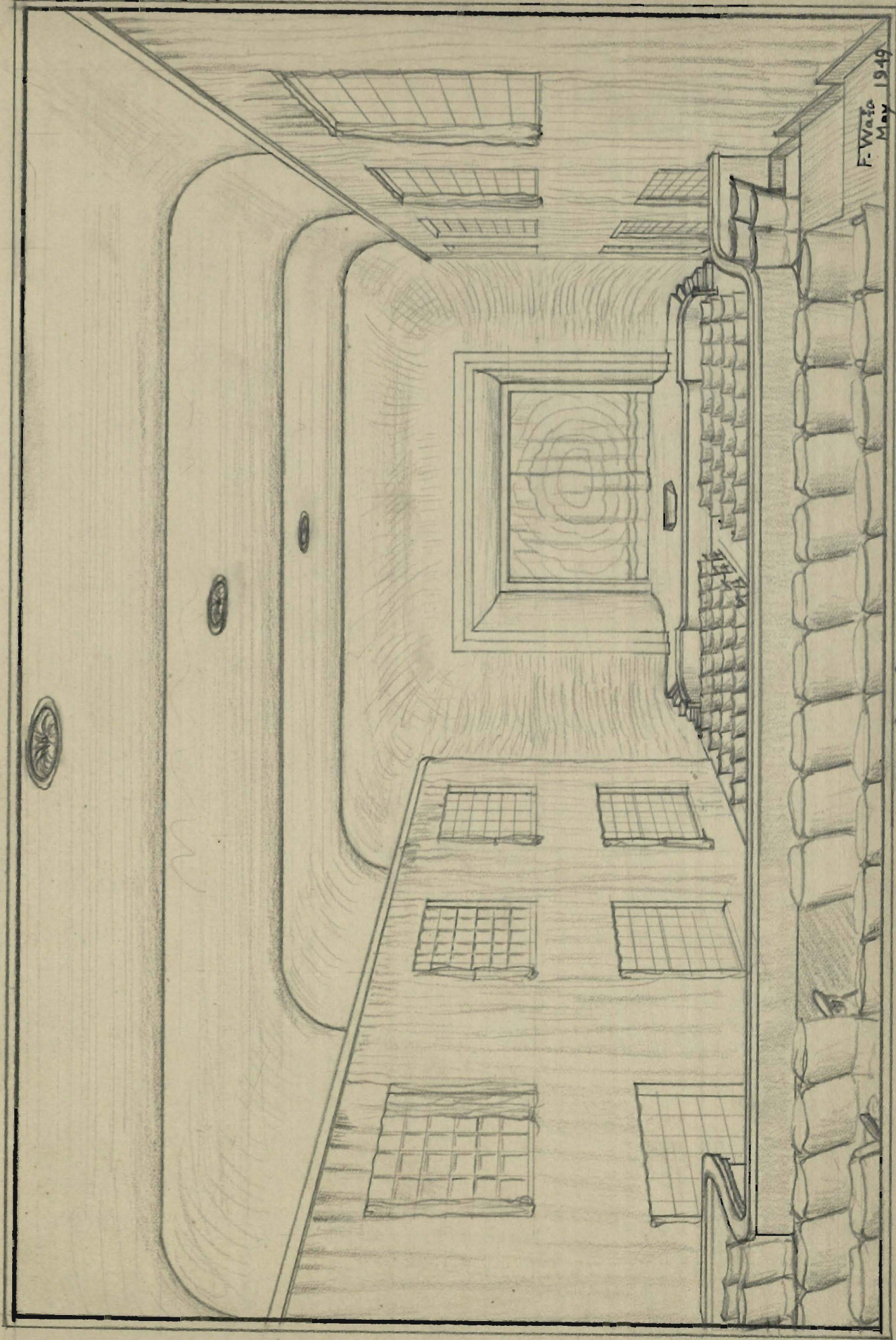
The entrance lobby (Fig.1) with its clear cut shape and openings give the impression of cleanliness and simplicity. The built in bulletin boards speak all the story about the active life of the school through its advertizements; administrative notices, and student daily life and activities.

To the right of the visitor are the offices of the director and registrar connected in such a way that the director will have possibility of meeting the people through his secretary, and at the same time communicating with the registrar.

To the left is provided a sitting room for visitors. And beside it there is the treasurer's office with arrangement for efficient orderly work for both the staff and the people.

The total area of the ground floor is 1700 square meters including all roofed areas.

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May 1949



## FIRST FLOOR

This floor is identical with the lower one, but it differs in the use of some parts. The four central rooms adjacent to the round sitting room are reserved for the instructors. The area that is occupied by the janitor in the ground floor is to be used as a staircase for the second floor, while the main stairs are stopped at the first floor.

The last big rooms in each wing have a special use. Those in the side of the upper classes are used as laboratories; and those on the other side can be used as art classes, student societies meeting room or exhibitions at various periods.

At the central wing in this storey there is the auditorium (Fig. 2). Before entering the hall, there are two rooms - the one to the right is to be used as a cloak room and for selling tickets, while the one to the left is reserved for ladies at times of performances. The capacity of the auditorium is about 370 seats both down and up in the balcony.

The stage is arranged to serve as a theatre with curtains and dressing rooms, or as a cinema with a screen and loud speaker.

There is an auxiliary circular stair leading from the stage to the door of the Athletic office and serves as a back-door for the stage.

The design of the auditorium is simple. The roof is supported on steel trusses 3.00 meters at centers. The trusses are obstructed from the audience by a suspended reinforced concrete slab, forming a cove for installing hidden lamps. The side walls are covered with velvet carpets to absorb all echoes. The ceiling and the remaining uncovered walls have to be plastered with a special acoustic plaster.

other parts of the building, and attractive in its geometrical shape and symmetry. -----

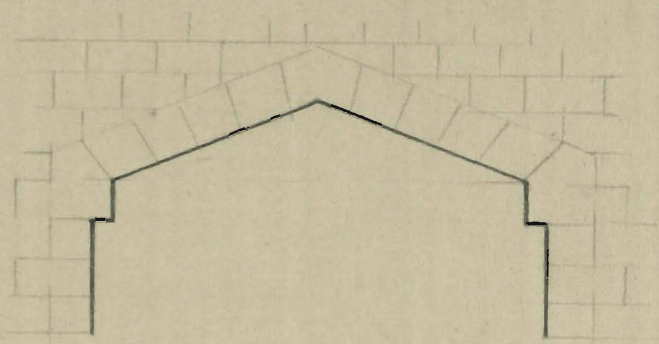


fig 3

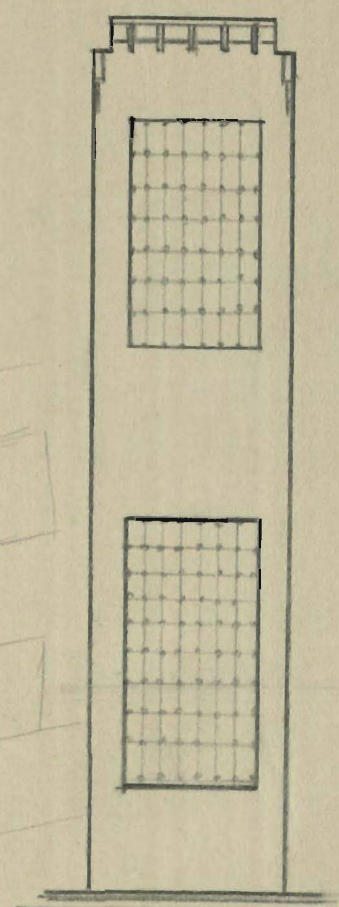


fig 4

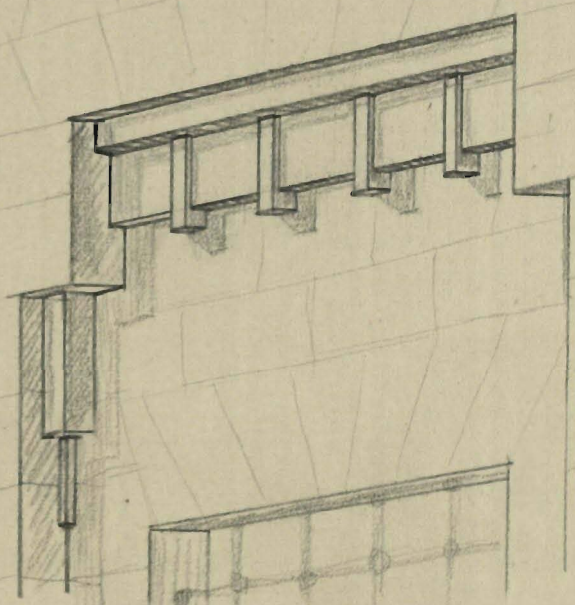
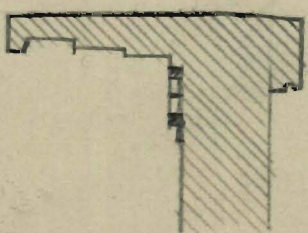


fig 5



Sect. A-A

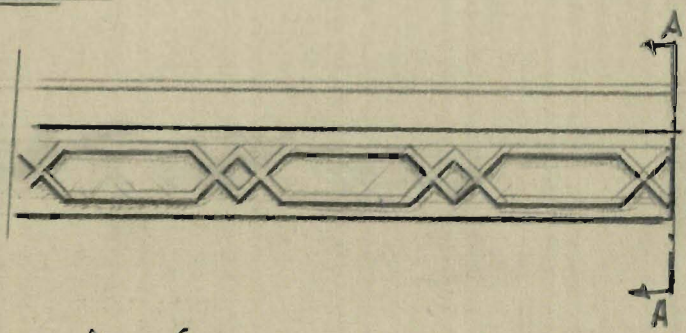


fig 6



## ARCHITECTURAL CONDITIONS

The need for schools in Jaffa was equally important to the need of having public buildings with a special impressive-nature. The buildings should have hold appearance together with smoothness and simplicity of planning. It was thought that these conditions could be aquired by combining simple modern, planning with a type of architecture that adds to the national pride of the arab community.

In this thesis the Arab architecture, known as Saracen architecture, was introduced. The pointed straight arches, (Fig.3): were used in the main entrance and in the arches of the corridor leading to the left and right wings.

The tall windows inscribed within a tall panel surmounted with a shouldered flat arch. The decorations chosen for the top of the panel (figure 5) are a combination of rectangular cubes arranged in a very simple manner to produce a stalactite from resulting in a moulded effect.

The wide extending symmetrical facade of the building, with the central tower crowned with the lofty dome, give the school, a monumental appearance. The last part of each wing is projecting out and higher, tending to stop the eye and give it the impression of an end, and more over, it joins tightly the flowing wing to the central part.

