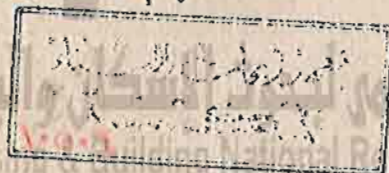


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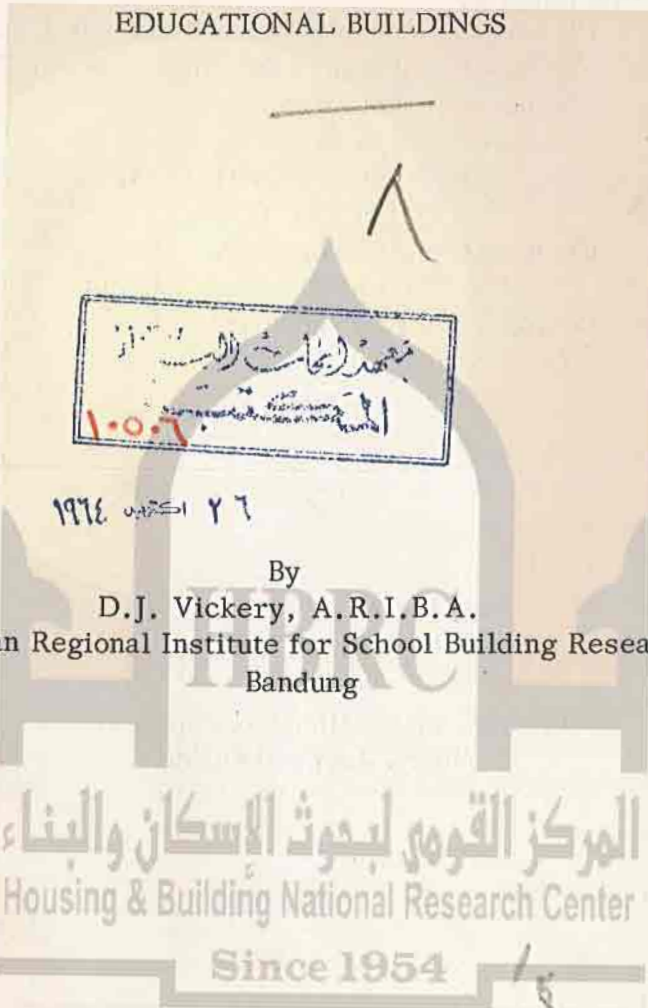
A COMPARATIVE STUDY OF MULTI-PURPOSE ROOMS IN EDUCATIONAL BUILDINGS

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A COMPARATIVE STUDY OF MULTI-PURPOSE ROOMS IN
EDUCATIONAL BUILDINGS



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By

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PREFACE

This paper has been written to describe ways in which economies can be effected through careful planning of school buildings and particularly through the consolidation of spaces that are used intermittently throughout the school day.

About 241 million extra primary school places have to be provided in Asia before 1980 (1), and this, in turn, will necessitate a big increase in the number of secondary school and teacher training college places provided.

Faced with a programme of such magnitude, no Asian country can afford to waste space in its school buildings. Space costs money. Money saved will enable more buildings to be built.

Some of the richer communities in the world are able to afford a separate space for every school activity - separate gymnasiums, assembly halls and cafeterias, separate workshops for each craft, exhibition halls, play rooms and so on. The fact that these spaces may be unused for much of each day is of no consequence, as sufficient money is available to pay for this scale of accommodation.

Such a state of affairs is unlikely to be encountered in Asian communities. Indeed, in both the temperate and tropical zones, increasing emphasis is being placed on the need to make full use of every unit of area in the school building for teaching throughout the school day and for community use in the evenings and at weekends.

This paper suggests the use of spaces suitable for a multiplicity of purposes, and introduces a "use-factor" as a measure, not of the amount of usable space but of the time for which usable space is actually used during the school day.

In conclusion, lest it be thought that author is preaching to the converted and that this paper is a statement of the obvious, several of the many examples of waste of space here shown are from countries in which universal primary education has not yet been achieved due to the shortage, among other things, of school buildings.

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