

PATTERN LANGUAGE FOR  
THE NEW EISHIN SCHOOL

The names of faculty and students of the Eishin School that are listed in the pattern statements, identify the originator of a pattern, or a contribution to a pattern.

Center for Environmental Structure

Alexander

King

Neis

Nakano

Peterman

Anninou

SHORT VERSION OF THE LANGUAGE

1. THE GLOBAL CHARACTER

- . The buildings and the site are given their character by stone foundation walls, wood columns, white walls, a few special places with red lacquered wood, wide overhanging roofs, dark roof surfaces, stones and grass on the ground.
- . There is an outer boundary which surrounds the site.
- . Inside the outer boundary, there is an inner boundary which surrounds a smaller area; about one-fifth of the whole site.
- . The area inside the inner boundary is called the inner precinct. It is a dense area where the school and college have their major buildings.
- . Between the inner and outer boundary is the outer precinct: an area filled with gardens, sports fields, and various free standing outer buildings.

## 2. THE INNER PRECINCT

- . The entrance to the inner precinct, begins at the outer boundary. At a key point in the outer boundary, there is a gate.
- . This main gate, is a building.
- . From the main gate, to the inner boundary, there is an entrance street. The entrance street is flanked with walls or trees, and is extremely quiet.
- . Where the entrance street meets the inner boundary there is a second gate.
- . Inside the second gate, there is a public yard. This public yard, is formed by a great hall, which forms the main side of the yard.
- . Beyond the public yard, and through a third gate, is the essential center of the school and university. This essential is reached through several layers, which have been described. And it contains further layers and further levels of quietness, within itself.
- . This essential center is fairly large - itself a world, bounded, within the inner precinct and formed by paths and gates. This essential center contains a large part of the

high school, and a large part of the university.

- . Opening from this essential center, are those parts of the university and high school which are specialized and separate.
- . Since the essential center, is at one and the same time, the heart, and crossroads of the school and university, it has the rough form of a cross - formed by crossing paths. Because it resembles the character ta, we have therefore named it the tanoji center.
- . At the crossing of the streets and paths which form the tanoji center, there is a smaller center: this place is the kernel of the busy part of the tanoji center.
- . And, opening from the far side of the tanoji center, is a higher, and most peaceful place - we call the college cloister. This is the inner sanctum of the university, and the most peaceful place of all. It is chosen to be in a place which invites contemplation.
- . Also opening directly from the tanoji center, is the home base street. The homebase street is a wide, lively, sunny street formed by the individual home room buildings where the high school students have their classes.

. Opening through gates on another side of the tanoji center, is a lawn. This lawn, especially for the use of college students, is surrounded by the college buildings...and leads directly to the lake.

. The lake is a peaceful place, to rest.

### 3. THE BUILDINGS OF THE INNER PRECINCT

- . The main building of the public yard, is the great hall. This is a long hall, with seating for 600 people, surrounded by rooms and galleries, so that it can seat a full congregation of 1200, for important meetings.
  
- . The second building of the public yard, is the Eishin museum: a small house, which explains the place and its philosophy to visitors. There are other minor buildings to surround the yard.
  
- . The buildings which form the tanoji grid, are the college departments. These are organised so that one feels the college as a whole. These are placed around the edge, so that one feels the college as a whole, whenever one walks through.
  
- . Each of these college departments has a garden. When you study there, you feel the presence of the garden.
  
- . At the very heart of the tanoji center, is the student house: a building three stories high...which stands exactly at the axis of the crossing paths.
  
- . In addition, there are other buildings, shared by college and high school, which form the streets and centers inside



the tanoji grid: these buildings include the judo hall, a small gymnasium, clubrooms, smaller classrooms and lecture halls.

- . The buildings which form the homebase street, are the individual homeroom buildings. Each of these buildings is two stories high, and has one classroom on each floor, the upper one with its own staircase leading to the ground.
- . The main center of the homebase street, is the large gymnasium, which stands at one end of the street, and forms the street.
- . The secondary center of the homebase street, is the faculty hall, which stands somewhere near the middle of the street, as easily accessible to all the homerooms as it can be.
- . The buildings which form the college cloister, are the research buildings for the college faculty. These are buildings where intensive discussion about the problem of local government, and research, take place.
- . The main center of the college cloister is the library. It stands two storeys high, with the main reading room on the second floor, and with the lower floor open and accessible, and open so that people can pass through.

#### 4. THE STREETS OF THE INNER PRECINCTS

- . The public yard has a gravel surface, with stone paths crossing it. It is informal, and quiet in character.
- . The tanoji center's streets, are wide streets, which form a cross. The streets have stone surface: at the central point, of the cross itself, there is a space, which is the crucial busy center of the high school and the university.
- . The homebase street is even wider than the streets of the tanoji center. There are trees in the middle, and the street is flanked by raised terraces, along both sides, where the buildings stand. The buildings are colorful, and spontaneous.
- . The college cloister is extremely quiet. It is raised, perhaps with a lawn or garden in the middle, and an arcade around the edge.
- . The lawn, which leads down to the water of the lake, is relaxed, and pleasant and informal: a place where students can lie in the grass and have discussions.
- . One-half of the tanoji center is more public and more busy. It is the place where students are moving every day.

It is also the place where graduation ceremonies pass.

- . The other half of the tanoji center is more mysterious.

It is the part, towards the college cloister, perhaps behind the student house. This part is glimpsed through gateways, or through columns and arcades: but it is quiet and unreachable for high school students. The glimpses they have of it, give them a longing for the part of their education when they will be studying there.

- . Within the inner precinct, and especially in the tanoji center and the homebase street, there are many arcades - structures of roofs and walls or columns, where people can walk in the rain.

- . In addition, there are many subtle level changes according to the rise and falling of the land.

- . If possible, the homebase street has three zones at slightly different levels, corresponding to the three grades of the school.

- . And somewhere very important in the homebase street there is a special terrace, surrounded by balustrade or sitting wall, where students often meet.

- . Opening into this special terrace, is the high school dining room, where the high school students meet and eat their lunch.
  
- . The college students also have their own eating place. It is a cafe which is part of the student house at the heart of the tanoji center.
  
- . Within the inner precinct, all connections between buildings and public spaces, are marked by wooden gateways - much less imposing than the main gateway, but small and nicely shaped and distinct.
  
- . Around the tanoji, but inside the inner boundary, there is an additional passage, a very quiet passage, with small doorways leading to the open fields beyond.

## 5. THE OUTER PRECINCT

- . The wall which surrounds the inner precinct, is quite irregular, and follows the buildings, and paths, and terrain. It is similar to the inner wall of a great Japanese castle.
  
- . Outside this irregular inner wall, is the outer precinct, which is made up of alternating sports fields, gardens, and important outbuildings.
  
- . The alternation between sports fields, gardens, and outbuildings is done in such a way that each one of these things always forms a separate and distinct entity by itself.
  
- . This means that each sports field is always standing by itself, not next to others, and is instead surrounded by a hedge, wall, separated from the space next to it by a free standing building, otherwise surrounded and made distinct.
  
- . In addition, every sports field, is always attached to some building, which has nothing to do with the particular sports function. Thus, for instance, the tennis courts, may be next to the art studio, and placed so that people entering the art studio, are just at that place where the tennis court is most enjoyable to watch.

- . The different sports fields, gardens, and outbuildings which make up this chain of alternating space, are the following ones:
  - . There is an orchard, tended by the students.
  - . There are the science labs, mainly used by high school students, but also open to those college students who wish to continue scientific work.
  - . There is a soccer field.
  - . There a carpentry workshop, where various kinds of tools and equipment are available for students to make things.
  - . There are two tennis courts, preferably on grass.
  - . There is a music studio. This music studio, should be behind the great hall, somehow, so that musicians have easy access for practice and performance.
  - . There are several small fields of tea bushes left from the present agricultural state, and farmed by local farmers.
  - . There is the art studio, which has space for painting, and sculpture.

- . Somewhere close to one end of the homebase street, but still in the outer precinct, there is a small building which contains the sewing and the cooking laboratories.
- . There is a swimming pool, in a place that is fun to watch, and fairly close to the inner precinct.
- . There is a small museum and maintenance center, which contains the record of the construction of the project, and is the shop from which ongoing construction and maintenance are done.
- . There is a volley ball court.
- . There is covered sports area, about 12x30 meters, with a roof, and open sides, where students can play active games in rainy weather.
- . Somewhere there is a quiet area, with benches, trees and ponds. This quiet area, might most naturally be at the far side of the college lawn, so that it creates a destination for people who cross the lawn.
- . There is an open air basketball court.
- . There are handball courts, or squash courts, with walls and roofs.

3. There is a building which contains clubrooms for sports.

4. Somewhere there is a wild garden.

. And there is a gardener's shed, for storage of tools and equipment that are used by people who look after the grounds.

5. And finally, there is a path, which goes all around the outer precinct, near the outer boundary, passing from one thing to another, tying them together, in such a way that it is possible to take a pleasant walk, by walking all around the outside of the outer precinct.



6. INTERNAL STRUCTURE OF THE IMPORTANT BUILDINGS

- . Inside the inner precinct, the buildings and exterior spaces are placed in such a way there is a subtle, indirect path, passing through the school, and always reaching places which are more indirect and more private and more secluded, with changes of direction, and subtle barriers.
- . The buildings themselves continue this feeling, in their inner structure...All the buildings are organised internally to produce a rather intimate collection of larger rooms and smaller rooms, entirely without the formal corridors and stairs typical of modern schools and universities.
- . The college departments, arranged around their gardens, each contain about 6 seminar rooms, individual rooms for professors, and common rooms where students can read and study.
- . The high school homeroom buildings, are two storey buildings, with one classroom upstairs, and one down, and a stair going directly to the ground from the upper classroom.
- . The faculty hall, contains a common room for faculty, with rooms for group discussions grouped around it on the first floor: and individual study and discussion rooms upstairs.

- . The library, also a two storey building, has a large quiet reading room on the second floor, with shelves, and tables and carrels, and beautiful windows. Underneath there are open passages, arcades, and extra storage for the library.
  
- . And the great hall, contains a central space, which is a long narrow hall, with pews that seat 600 people, surrounded by raised rooms, with sliding screens, which can be removed to seat a total audience or congregation of about 1200 people.
  
- . The homerooms are small, for 30 students each, and with a very private character.
  
- . The 24 smaller classrooms, suitable for seminars and individual learning will have special character by three different room sizes, and also by the specific subject taught.
  
- . There are two different kinds of clubrooms for high school students, 10 rooms for sports clubs, and 10 rooms for cultural clubs.
  
- . For college students there are special clubrooms, where they can discuss endlessly, philosophy, politics, arts, and local government problems...These clubrooms are highly visible.

- . The science lab building contains a physics lab, a chemistry lab, two preparation rooms, and a small lecture room.
- . The music studio contains two music rooms, wood paneled, with two smaller classrooms, and practice rooms.
- . The judo hall contains two areas of fifty mats, surrounded by the galleries and open space for people watching.
- . The small gymnasium contains wall bars, equipment for dance and gymnastics, and long mirrors on the wall.
- . The administration building contains administration for both high school and college in a single building.
- . The two examination halls, have space in them for lectures to a hundred students, or for showing films, and also formal examinations.
- . The university cafe, contains a dining room for university students, a dining room for faculty, a kitchen, and a small public coffee shop.
- . Opening off the entrance street, there are bicycle sheds, to hold 70 - 100 bicycles.

- . There are various small spaces for storage and other miscellaneous functions
  
- . There is a calligraphy room, with tatami floor, and traditional interior, at some point in the grid, looking out over one of the internal gardens of the quadrant.
  
- . Somewhere in the school, perhaps outside the calligraphy room, there is a small exhibition space or gallery, where student's work can be displayed.

7. SPECIAL OUTDOOR DETAILS

- . The approach to many of the buildings is indirect, and passes through a green area, with a change of direction, bushes, gardens and fences.
- . There will be stone paths, particularly in the inner precinct, following the main lines of movements.
- . At gates between the outer precinct and the inner precinct, there will be a shallow water trough for cleaning outdoor shoes.
- . Planted throughout the school, there are Keyaki trees, and other trees, enough of them to line the many public spaces, and to give shade in summer.
- . Somewhere there is a carp pond, with very ancient fish in it.
- . Also, in the grounds, there is a traditional Japanese tea house with an outer garden, and an inner garden.
- . There is also one garden, so secret, that it does not appear on any map.

- . And there are flowering cherry trees, where they are very visible in spring.

## 8. INTERIOR BUILDING CHARACTER

- . The interior character is warm and subdued: wooden columns, floors and walls in places; pale yellow wall color, comparable to golden chrysanthemums, paper or silk; near white sliding screens and ceilings.
- . Floors of many buildings are raised, slightly more than usual, off the ground.
- . Classrooms have polished wooden floors, or carpets on the floor, and shoes are off inside the classrooms.
- . All homebase classrooms will have big windows facing south.
- . Many rooms have gallery spaces to one side, where light comes in beyond, and shines through screens.
- . Many walls and other surfaces are wooden, with natural unfinished wood.
- . The classrooms and other rooms are furnished with very solid mason wooden desks, which several students share.
- . In the larger buildings, there are mirrors, where students see themselves.

. Outside the buildings, there are often flower beds.

. And inside, here and there, throughout the school, there are surprising soft highlights of color, shining out among the subdued colors of the rest...a figure painted in pale kingfisher blue...in one place; a golden yellow iris in another.



## 1. THE GLOBAL CHARACTER

EXTERIOR BUILDING CHARACTER

The buildings and the site are given their character by:  
 stone foundation walls, wood columns, white walls, spots  
 of some red lacquered wood, wide overhanging roofs, dark  
 roof surfaces, stones and grass on the ground.

Concrete or stone <sup>and base</sup> foundation walls;

White walls;

Wooden columns, heavy wood;

Roofs overhanging;

~~Red painted wood, near lacquer;~~

Natural bushes and trees;

Paving w/cracks for paths;

Some spots of  
Red painted wood, near lacquer;

Walls have concrete or slate top;

Sliding doors and windows;

Dark roof surface, slate, dark tile perhaps;

Gates of lacquered wood;

Overall, materials with natural color

Post and beam construction

Buildings get better over time

Materials are easy to maintain

- Toruoka
- Hosoi
- Taketsu (stud)
- Katsamatu (stud)
- Suzuki
- Nodera
- Suyama

OUTER BOUNDARY

There is an outer boundary, which surrounds the site.

One possibility:

A white, 60 cm high wall serves as the base for a wooden fence. The fence varies in material and character. There are high wooden ~~walls~~ very closed parts; at other places there is bamboo and ~~xi~~ climbing plants, and there are openings to look through. At other places the boundary will be formed by the existing landscape. The fence is punctured <sup>by gates</sup> at important points, perhaps with a darker concrete or stone foundation, which surrounds the project, and allows one to reach inside into the school.

There will be ~~two or three~~ <sup>several</sup> buildings set into the outer boundary, connecting the school with the surrounding ~~area~~ community.

~~Tomizu~~  
 Tomizu  
 Igarashi  
 Hosoi

INNER BOUNDARY

Inside the outer boundary, there is an inner boundary, which surrounds a smaller area: about one fifth of the whole site.

A second wall, ~~wall~~<sup>far</sup> inside the first, which contains the school itself, and forms an in between boundary zone ~~xxx~~ between the first wall and ~~the~~<sup>the</sup> second wall. The zone between the two walls ~~xx~~ can be used for various activities, sports, and others, but leaves the arrival at the school itself as a definite act with meaning.

The inner wall is not continuous, and does not enclose the inner precinct completely. Instead it suggests, creates feeling of enclosure, but leaves the precinct open at many spots, where it communicates directly with the outer precinct.

Number 1

## INNER PRECINCT

The area inside the inner boundary is called the inner precinct. It is a dense area where the school and college have their major buildings.

The inner precinct is the area where most of the daily life of students and faculty will take place, it is the place for meeting and interaction. It is a very dense area with streets, yards, small gardens and court yards, and all the major buildings for college and highschool. It is here where the intense activity of learning takes place, and where both students and faculty can feel that this is a place for study.

Oginawa

## OUTER PRECINCT

Between the two boundaries is the outer precinct: an area filled with gardens, sports fields, and various free standing outer buildings.

The site is basically divided into two kinds of areas: one that has most of the buildings, and is intense in interactions; and one that is wide open, that allows for freedom of movement and the possibility of being alone. By separating these functions, each area becomes distinct; and the complementary character of these areas create the larger whole; creates unity.

The outer precinct is the area between the inner and outer boundaries that contains sports fields and tea fields and natural vegetation where the students can get away from the pressures ~~and~~ of school.

The area also contains some special learning facilities, located in various places between ~~between~~ the fields, such as art studios, lab buildings and work shops.

A path around the site, mostly adjacent to the outer wall, will tie together the vario-s functions of the outer precinct, and can itself be enjoyed for walking and strolling.

## 2. THE INNER PRECINCT

## THE MAIN ENTRANCE

The entrance to the inner precinct, begins at the outer boundary.  
At a key point in the outer boundary, there is a gate.

The main entrance is critical to the character of the whole campus and its placement on the edge of the site must be done with great care.

Of course, there may be other outlets in the boundary, but clearly, it is the main entrance where everybody will pass Kurahashi  
through <sup>at least once</sup> during the day. Tomizu

Parking may be close to the main entrance, but not necessarily very close.

In the existing school there are 15 spaces for parking cars. Because the new site will be much further at the outskirts of Tokyo it is expected that more cars will be used by faculty to reach the site. A number of 50 spaces has been proposed by the building committee ~~xxx~~, for faculty, ~~and additional 20 spaces for~~ visitors and others.

Assuming 25 m<sup>2</sup> per car a total of 1250 m<sup>2</sup> for parking is needed.

Also, close to the main entrance, in the outer boundary, there is a place for the minibuses which bring students from the station, drop the students off, and also park during the day.

Hosoi  
Nodera  
Suzuki



MAIN GATE

This main gate, is a building.

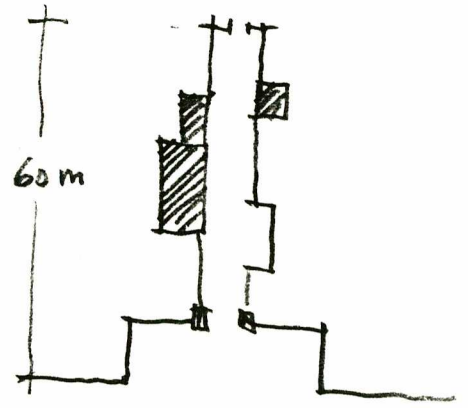
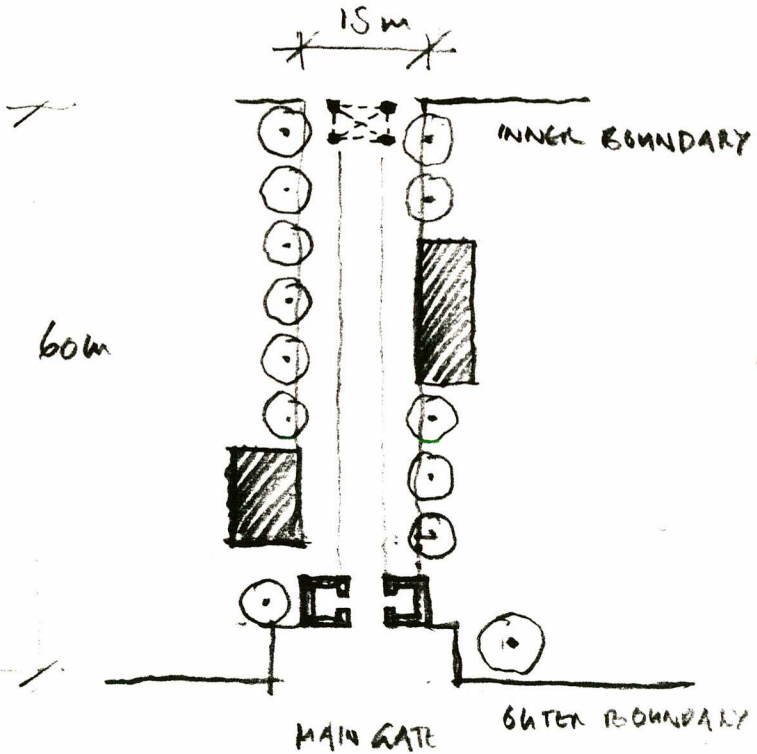
I have the idea of a main gate for the whole complex, a place where entrance clearly happens, a ~~relatively~~ relatively imposing building, not just a gate in a wall, but ~~something~~ something which has height and volume - possibly two or three storeys high.

THE ENTRANCE STREET

From the main gate, to the inner boundary, there is an entrance street. The entrance street is flanked with walls or trees, and is extremely quiet.

The street is on the order of 60 meters long and 15 meters wide. It has tall stone walls or trees on both sides, interrupted by occasional smaller buildings and openings. Such smaller buildings may include a caretaker's cottage and a bicycle shed. If the path around the site crosses the entrance street, this will happen, preferably, close to the main gate. The street may be paved in the middle, and have planted strips on the sides.

Kurahashi  
Oginawa



## INNER GATE

Where the entrance street meets the inner boundary, there is a second, smaller, gate.

## Kurahashi

Both, inner gate and outer gate are ceremonial in character, they are buildings which make you feel to enter a place of learning and education.

PUBLIC YARD

<p>Inside the second gate, there is a public yard. This public yard is formed by a great hall, which forms the main side of the yard.</p>
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One arrives in the school in a calm formal yard. One then faces the main assembly building, which is an imposing building. There also might be a smaller building opening off this yard, the Fishin House which for example might ~~contain~~ contain the school. one or both of the museums that have been proposed for

Again this is a place of repose and dignity. There should be some big trees.

Kurahashi

## ESSENTIAL CENTER

Beyond the public yard, and through a third gate, is the essential center of the school and university. This essential center, is reached through several layers, which have been described. And it contains further layers and further levels of quietness within itself.

There is one essential center, where the sun shines on the buildings, and which catches the spirit of the whole school. It is an open place, where very important buildings lie, sun shining on them.

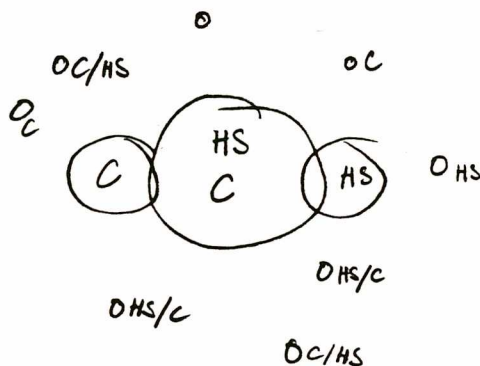
(Something is there, do not know exactly what, that makes this place catch the spirit of the whole school, and stays in the memory)

This essential center is fairly large - itself a world, bounded within the inner precinct, and formed by paths and gates. This essential center contains a large part of the high school, and a large part of the university.

It is the buildings and open spaces and functions that are shared ~~what holds the school together~~ by the highschool and the college, that hold the school together and make it one school.

There are ~~clearly~~ <sup>clearly</sup> aspects of both college and highschool that should be kept separate in order for the internal life of either to come into its own.

The ~~relationship~~ relationship between highschool, college and communal territory should not ~~be~~ <sup>be</sup> like 3 sparate realms, but more like an overlapping of ~~territories~~ territories, each with a distinct center of gravity.



THE HIGH SCHOOL

The high school consists of ~~two~~ two main ~~parts~~ parts: The home base street, where most of the morning classrooms are located; and the center of the grid, where the small meeting rooms, and public functions are located.

THE UNIVERSITY.

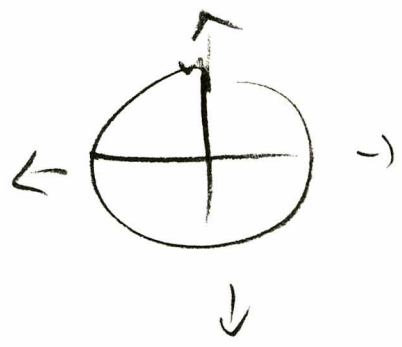
The university consists of two main parts: the buildings around the ~~large center~~ <sup>large center</sup>, which form a great ~~space~~ <sup>space</sup>, surrounded by continuous arcade, ~~with~~ one and two storeys high, with continuous gardens and small classrooms juxtaposed; and the the ~~main~~ <sup>main</sup> library cloister, which is the main part, that contains the library and the central intellectual heart of the university, where ~~the~~ teachers hold ~~the~~ seminars and ~~discussions~~ <sup>discussions</sup> among themselves.

ARMS OF THE ESSENTIAL CENTER

Opening from this essential center, are those parts of the university and high school which are specialised and separate.

Since this essential center is the largest part of the university-school complex - ~~and since it is~~ ~~also~~ also the heart, ~~it~~ it is quite natural that this essential center must ~~have~~ have a central position - and thus be the central stem or trunk, from which all other functions branch outward.

If we imagine a large, and highly regular place, which has the power to be the essential center --- and we also imagine the fact of other functions branching outward from it, this leads immediately, to the idea of the tanoji - the cross -- since a large regular rectangle, with gates leading outward in four directions is the simplest and ~~most~~ most architectypal form of connection which can exist.



## THE TANOJI CENTER

Since the essential center, is at one and the same time, the heart, and crossroads of the school and university, it has the rough form of a cross - formed by crossing paths. Because it resembles the character ta, we have named it therefore the tanoji center.

The tanoji center is the central area of the school, which unifies college and high school, and which connects all the other important functions of the inner precinct.

The tanoji center is an extremely intricate space, and it is very important to understand it correctly.

First of all, it is a cross of two very wide streets of about 15-20 meters each. In the four corners of this cross, the area behind the streets, the five departments are located as squares around gardens.

The connection to the cross of very wide streets, is achieved by open arcades with roofs, so that one can get a glimpse, and that one can see from the streets, the college department gardens. In fact, then one has not only a feeling of two crossing streets, which are formed by buildings, arcades and gates, but one also has a feeling of a larger entity, which surrounds the tanoji center at its edges, and forms it.

At the four ends of the crossing streets, there are very important functions of the school: at one end of a street, there is the great hall, behind a gate; at another end of a street, there is the inner sanctum of the college, around the cloister; from a third end of a street, there continues the homebase street of the high school; and finally at the fourth end of a street, there is a gate, leading to the lawn and the lake.

In the streets themselves, there are, at particular locations, especially at the areas of transition, public buildings, which are being used by the whole community. These buildings in the streets, are more intricate and special in nature.

Altogether, it is very important to understand, that all of the functions, buildings, and spaces, create together a definite center, which has a feeling of intricacy, and which is capable of unifying the whole school.



THE KERNEL

<p>At the crossing of the streets and paths which form the tanoji center, there is a smaller center. This place is the kernel of the busy part of the tanoji center.</p>
--

The hub of the school has the form of two intersecting streets, which are lined by the communal and lively functions of the school, with the college departments, located in the areas behind the streets, surrounding interior gardens..

At this most lively place, the middle of the tanoji center, one of the most active functions should be located: it is likely that the student house will find its appropriate place here.

And, opening from the far side of the tanoji center, is a higher, and most peaceful place - we call the college cloister. This is the inner sanctum of the university, and the most peaceful place of all. It is chosen to be in a place which invites contemplation.

The heart of the college is a separate, enclosed court. The research institute for higher learning is located here and also the main library.

The college cloister aims to represent the holy of holies in the school, and to be the special territory of the college. It is essential that the college has, at its core, a seminar, or institute of seminars, ~~we~~ where senior and junior faculty, and invited professors and scholars, maintain a continuous discussion of major issues about self government, politics, religion, etc.

The character of the place should be considerable more calm than the rest of the school, with a sense of simplicity and containment.



Sigihara  
Igarashi  
Hosoi

HOME BASE STREET

Also opening directly from the tanoji center, is the home base street. The home base street is a wide, lively, sunny street - formed by the individual home room buildings, where the high school students have their classes.

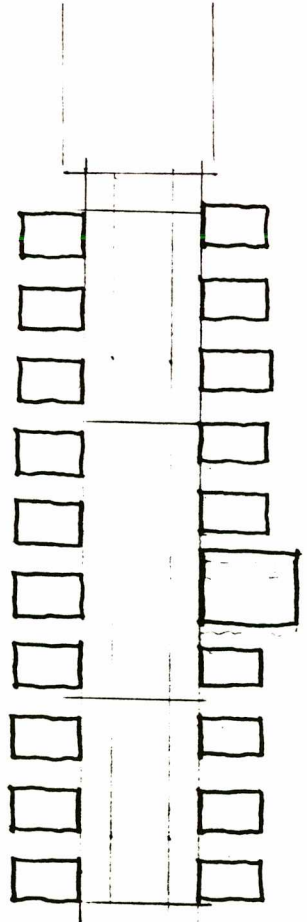
In the existing school one of the most intense places are the corridors during the recess time. In the new school the long and narrow homebase street with individual classroom buildings will provide an intense physical place which permits for the release of students energy.

The homerooms are arranged ~~in~~ in a series of ~~smaller~~ smaller buildings along a wide streetlike yard. All the homerooms have easy access to ground, and there is plenty of space for the students to run and play, in the homebase street as well as in the fields beyond.

The nuclear core of the highschool is the homeroom, where the students receive their most intense accademic training as well as establish their stable daily peer group. Their basic education is concentrated in the 4 early hours in the day, durin which all of the 1200 highschool students a shared territory. This represents an extreme amount of pent<sup>up</sup> energy.

It is our contention that this pent- up energy must be taken seriously for the accademic instruction to have a chance. It seems to us that a considerable improvement would be for the recess to be made soemwhat longer, so that the students ~~is~~ could get outside to play or rest, between each lesson. It is possible that this could be achieved simply by making the recess 15 minutes and the lesson 45 minutes, ~~and~~ as well as by making the physical organization of the school to the utmost amenable to the ~~restless~~ physical restlessness of the students.

Iihama



## THE LAWN

Opening through gates on another side of the tanoji center, is a lawn, This lawn, especially for the use of college students is close by the college buildings ... and leads directly to the lake.

A ~~central~~ wide lawn, perhaps 100 m x <sup>50 meters</sup> ~~100m~~, surrounded by college buildings which open onto it. This green is a place for resting, lying, sitting,

It is important that the different spaces around the green, open into it directly, with ~~sliding~~ <sup>sliding</sup> doors, so that surrounding interior spaces communicate with the central green effectively.

Tokuoka  
Hagiwara

Either this area, or some others, provide the same feeling for the school: there is a substantial green area where there are lawns, flowers, places to sit, lie, read, talk, some kinds of games.

Suzuki, M.  
Iihama

## RAINWATER LAKE

The lake is a peaceful place, to rest.

at the lowest point of the land, there is a lake, with grass and trees along the edges, placed so that the lawn, and ~~gxi~~ tanoji center, and cloister all communicate in some way with the distant lake.

A large lake at the north end, at the low point of the site, which is capable of holding all the drainage from a heavy rain on the site.

Say 15 cm of rain in a short period, over 70,000 ~~m<sup>2</sup>~~ m<sup>2</sup>, will be 1.5 m deep, in a lake of about 7000 m<sup>2</sup>. This is about the largest it can be, without making too big an impact on the site, and about the smallest it can be to be useful.

Hosoi

3. THE BUILDINGS OF THE INNER  
PRECINCT

## GREAT HALL

The main building of the public yard, is the great hall. This is a long hall, with seating for 600 people, surrounded by rooms and galleries, so that it can seat a full congregation of 1200, for important meetings.

~~Also~~ The main assembly is the building ~~XXXXXXXXXXXX~~ that in particular symbolizes the overall community of the school. Rather than seeing this building in the middle of the hub of the activity, we see it as the most public building, and the building that is separated out, that you confront as an entity ~~by~~ itself in the space that you come into when you have entered the school.

The building should be imposing, with a beautiful roof, and face the entrance broad side. ~~XXXXXXXXXXXX~~

thelocus

The main assembly is ~~XXXX~~ for ~~XXXX~~ <sup>major</sup> events such as the fall festival. It is also where larger scale lectures are given in the college, and where all larger forms of assembly take place.

There also seem to be potential ~~for~~ in the Eishin achool for ~~a~~ much extensive musical activities, ranging from classical to rock. It seems that the assembly should be designed so that it ~~also~~ <sup>also</sup> functions as a music hall with a stage. Conceivably the music studios of the school should be adjacent to ~~XXXXXX~~ this ~~is~~ hall, so that it could be utilized ~~XXXXXXXXXXXX~~ <sup>during</sup> teaching hours.

We also assume that the assembly could serve a considerable public function for the community around, in the form of concert, lectures and performances.

It is important that the building in this position not be too large, and we estimate that an area of 700 m<sup>2</sup> may be adequate. With the use of continuous seating - benches - it seems like the area required per person could be as low as .5 m<sup>2</sup>, or that 1200 people which represents the overall number of highschool students, would occupy 600 m<sup>2</sup>.

Aida  
Murakoshi

## EISHIN MUSEUM

The second building of the public yard, is the Eishin museum: a small house, which explains the place and its philosophy to visitors. There are other minor buildings to surround the yard.



## COLLEGE DEPARTMENTS

The buildings which form the tanoji grid, are the college departments. These are organised so that one feels the college as a whole. They are placed around the edge, so that one feels the college as a whole, whenever one walks through.

The college departments are located in the quadrants of the tanoji center, around gardens. To the streets there are arcades, so that one always can get a glimpse of the gardens from the streets.

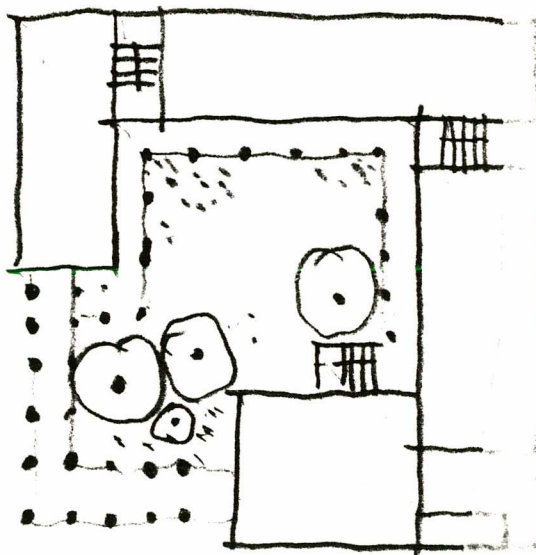
The college is made up of the following departments:

- A. Financing and Budget
- B. Local Government Administration
- C. Public Enterprise and Public Utilities
- D. Local Cultures
- E. Local Government Studies

Hosoi  
Oginawa

## COLLEGE BUILDINGS AROUND GARDENS

Each of these college departments has a garden. When you study there, you feel the presence of the garden.



## STUDENT HOUSE

At the very heart of the tanoji center, is the student house: a building three stories high .... which stands exactly at the axis of the crossing paths.

The student house is a building which contains space for high school students, and college students, and space for student government, and places where students can meet informally.. a kind of student lounge.

The building might have three levels. Common space, with- student liunge (table tennis), chairs, TV( ?), maybe coffee shop, on the first floor.

Second floor meeting space for college student government.

Third floor meeting place for high school student government.

Also, some rooms in the Student House can be used to accomodate 40-50 overnight visitors, informally, with mats on the floor.

## SHARED BUILDINGS IN THE TANOJI CENTER

In addition, there are other buildings, shared by college and high school, which form the streets and centers inside the tanoji grid: these buildings include the judo hall, a small gymnasium, clubrooms, small classrooms and lecture halls.

HOME BASE BUILDINGS

<p>The main buildings which form the homebase street, are the <del>x</del> individual homeroom buildings. Each of these buildings is two stories high, and has one classroom on each floor, the upper one with its own staircase leading to the ground.</p>
---

The homerooms should be organized in relatively ~~xsmaller~~ freestanding buildings, each of which may contain anywhere from 2 to 6 homerooms. The identity of each ~~homeroom~~ <sup>home</sup> room and homeroom building should be as strong as possible. The second story ~~homerooms~~ <sup>home</sup> rooms should have ~~xxxxxxx~~ outside and as direct as possible access to the ground, preferably each ~~homeroom~~ <sup>home</sup> room a separate open stair to the ground.

Hashimura

One homebase building at the far end of the street, close to the gymnasium, will be specially insulated with regard to sound, and ~~xx~~ can be used by the rock band in the afternoon for practice.

The space in between homebase buildings will be pleasant in character. It is here where stairs will lead to the upper classrooms , at various places bathrooms will be located here, and occasionally openings will led to the ~~xxxxxxx~~ lawn and outer precinct.

## GYMNASIUM

The main center of the homebase street, is the large gymnasium, which stands at one end of the street, and forms the street.

This building is large, has a beautiful shape, and forms the head of the high school, in a very prominent position, at one end of the homebase street, all the time visible for everybody. The roof will be totally different from the modern standard gymnasium roof in Japan.

The gymnasium will be large enough, so that there is room for spectators in full basketball game. This implies that the gym will not include a second indoor court for formal volleyball game. The second volleyball court will be in the covered sports area.

Spectators will sit on bleachers, or in a gallery along one side of the building.

## HALL OF FACULTY OFFICES

The secondary center of the homebase street, is the faculty hall, which stands somewhere near the middle of the street, as easily accessible to all the homerooms as it can be.

All high school faculty offices will be in this building, including the principal's office, close to students, and homerooms, at the center of gravity of the homebase street.

Kurahashi  
Tanaka  
Tokuoka

## THE RESEARCH INSTITUTE

The buildings which form the college cloister, are the research buildings for the college faculty. These are buildings, where intensive discussion about the problem of local government, and research, take place.

It is the academic center of the college, a very important place. It provides senior and junior faculty with the facilities for pursuing research; and it provides the ambiente, where a continuous discussion of major issues about local government problems, politics, economics, and law, can take place.

Igarashi



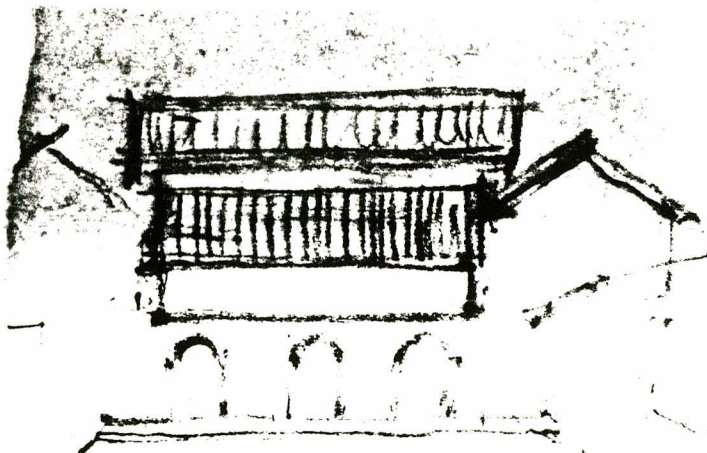
## MAIN LIBRARY

The main center of the college cloister is the library. It stands two storeys high, with the main reading room on the second floor, and with the lower floor open and accessible, and open so that people can pass through.

In the university, ~~the~~ a ~~main~~ place of very great importance, a main place, quiet, and with quiet walks and gardens near it, and leading in cycles from it and back to it again.

A main beautiful reading room, on the second storey, large, quiet, with floor to ceiling shelves, forming alcoves with big windows, where there are open tables and comfortable chairs. More dense stacks at one end, or on the ground level. The whole building raised on columns which are open, so it is possible to walk through underneath.

About 800 m<sup>2</sup>, used by both, highschool and college students.



Kajiyama  
Oginawa  
Tomizu  
Sato

4. THE STREETS OF THE INNER  
PRECINCT

~~THE~~ PUBLIC YARD CHARACTER

The public yard has a gravel surface, with stone paths crossing it. It is informal and quiet in character.

The main assembly faces faces the entrance through the inner boundary across a small public yard. This yard should be ~~xxxxxxx~~ ~~xxxxxxx~~ roughly as wide as the assembly is long. If the assembly is 35 m long, the yard should be 30 - 35m wide.

In some ways the yard is more ~~xxxxxxx~~ ~~xxxxxxx~~ like a forcourt to a major building. Yet the term yard is more appropriate, since we imagine that the ~~xxxxxxx~~ <sup>ground</sup> is hardpacked dirt or gravel, and not paved. Also we imagine that the building is sitting ~~xxx~~ among larger x trees ~~xxxxxxx~~ ~~xxxxxxx~~ which makes it ~~xxxxxxx~~ ~~xxxxxxx~~ feel sheltered and appropriate, the way large farm buildings are surrounded by trees in the middle ~~xxx~~ of wide open fields. There are also other trees in the yard, and may be some grassy areas. There may be quiet out of the way spots among the buildings.

## THE TANOJI CENTER STREETS

The tanoji center streets, are wide streets, which form a cross. The streets have stone surface. At the central point, of the cross itself, there is a space, which is the crucial busy center of the high school and the university.

The homebase street, is even wider than the streets of the tanoji center. There are trees in the middle, and the street is flanked by raised terraces, along both sides, where the buildings stand. The buildings are colorful and spontaneous.

The homebase street is the forum where the highschool students sense themselves as ~~the~~ a large group, and where the liveliness of this mass of teenagers can have a chance to unfold,

It should be surrounded by a roofed walkway, that connects the buildings and that provide shelter on rainy days. Similar walkways should occasionally cross the street, and some suggestion of respective territory for the different grades may be suggested in this manner, if judged desirable. This could also take place by distinctions in the terrain.

Small club houses should be located within the street, as well as in nearby areas to the sides.

Volley ball courts and basketball nets should be available within the street, and there should be easy access to further sportsfacilities nearby.

It is very important to have a clear idea of this place, and its detailed feeling.

First, the ground, between the two sides, is a little wide, with earth or gravel on the ground, and trees growing, for shade.

Next to ~~the~~<sup>this</sup> lowest part, there is a ~~xxxxx~~ terrace, slightly raised, on both sides, running parallel. The terrace is quite wide, stone, or gravel, with stone or concrete foundation.

Then, ~~xxxxxxxxxxxxxxxx~~ A few steps up from the terrace, is a plinth, again on both sides. This raised plinth, also stone or concrete, is continuous. ~~xx~~

Standing on the plinth, are regularly spaced buildings, two <sup>two storey</sup> storeys, columns, maybe even raised off the ground (off the plinth) on columns. These buildings are quite formal, and are also ~~x~~ quite brightly colored in some way.

Hanging from the buildings, are ~~xx~~ flags, or banners, which may announce the name of the teacher, the class... there may also be signs hanging out which denote special character of each building. The whole ~~the~~ thing is quite formal, but very happy, and joyful.

The homebase street will follow the contours of the landscape, and it may be straight or not according to the landscape.

" Horizontal movement is more convenient than vertical movement."

Tsurumaki, Honda

## CLOISTER GARDEN

The college cloister is extremely quiet. It is raised, perhaps with a lawn or garden in the middle, and an arcade around the edge.

## LAWN CHARACTER

The lawn, which leads down to the water of the lake, is relaxed, and pleasant and informal: a place where students can lie in the grass and have discussions.

## THE BUSY AREA OF THE TANOJI CENTER

One half of the tanoji center is more public and more busy.  
It is the place where students are moving everyday. It is also  
the place where graduation ceremonies pass.



## THE CALM AREA OF THE TANOJI CENTER

The other half of the tanoji center is more mysterious. It is the part, towards the ~~xxxxxxx~~ college cloister, perhaps behind the student house. This part is glimpsed through gateways, or through columns and arcades: but it is quiet and unreachable for high school students. The glimpses they have of it, give them a longing for the part of their education when they will be studying there.

## ARCADES FOR RAIN

Within the inner precinct, and especially in the tanoji center and the homebase street, there are many arcades - structures of roofs and walls or columns, where people can walk in the rain.

~~Are~~ Open arcades are placed so that you never have to go more than a few feet in the open rain.

Sometimes, a strongly overhanging roof can fulfil the ~~are~~ same function.

In the homebase street, there is an open crossing arcade, at intervals going from one side to the other - perhaps at the break between grades.

## SUBTLE CHANGE OF LEVELS

In addition, there are many subtle level changes according to the rise and falling of the land.

## VERY SLIGHT SEPARATION BETWEEN GRADES

If possible, the homebase street has three ~~slightly~~ zones, at slightly different levels, corresponding to the three grades of the school.

These zones are only subtly separated, by a slight change of height, or by a low wall, or by an arcade which connects the two sides of the street.

## HIGH SCHOOL TERRACE

And somewhere, very important in the homebase street, there is a special terrace, surrounded by balustrade or sitting wall, where students often meet.

As well , this is a place where there are one or two concrete ping pong tables, shielded from the wind.

Opening onto this ~~is~~ special terrace, is the high school dining room where the high school students meet, and eat their lunch.

There is a central dining room, with enough space for students to meet, and with a place immediately outside it, where the students can sit and eat sandwiches, meet their friends,

Possibly, there is an icecream shop, also near the outside.

This is the place to talk and rest in recess; possibly a place where faculty can go as well??

Student Osawa

Suzuki, M

Tamura Student  
Oginawa

The existing dining room is probably the most intense space for students for the one ~~hour~~ hour lunchtime period ~~where~~ where everybody can watch everybody else. In order for the high school to remain a strong social entity, it is necessary that its members feel themselves as part of the whole, that each member is involved in an activity, which expresses the energy and liveliness of the young.

## UNIVERSITY CAFE

The college students also have their own eating place. It is a cafe, which is part of the student house, at the heart of the tanoji center.

A place for university students to sit, talk, eat...

Possibly equipped with enough of a kitchen so meals can also be served there - especially for faculty.

Should have a terrace, and an outdoor feeling.

Within the inner precinct, all connections between buildings, and public spaces, are marked by wooden gateways - much less imposing ~~than~~ than the main gateway, but small and nicely shaped and distinct.

The inner precinct contains a variety of different buildings and open spaces, and the transition between these should be marked by gateways. These should be lighter in feeling than major gateways, and in general represent a smaller scale element in contrast to the buildings. The repetition of this entity would strengthen the coherence of the whole.

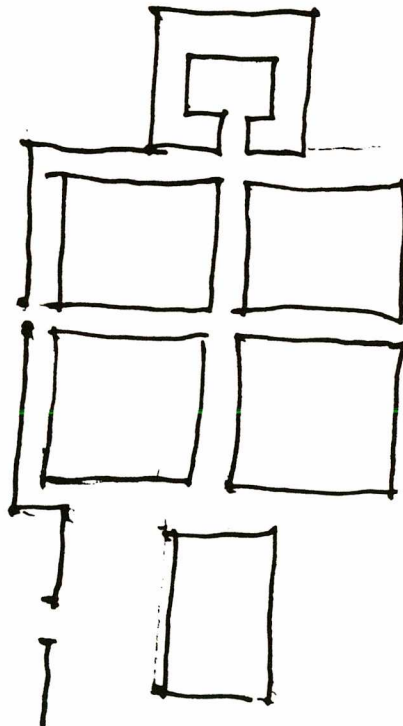


## OUTSIDE PASSAGE

Ahd tanoji

Around the grid, but inside the inner boundary, there is an additional passage, a very quiet passage, with small doorways leading to the open fields beyond.

Around the grid, the inner wall will be arranged in such a way that a passage can be formed, a sort of a ring street connecting the major entities of the inner precinct.



5. THE OUTER PRECINCT

## CHARACTER OF THE INNER WALL

The wall which surrounds the inner precinct, is quite irregular, ~~and~~ and follows the buildings, and paths, and terrain. It is similar to ~~the~~ the inner wall of a great Japanese castle.

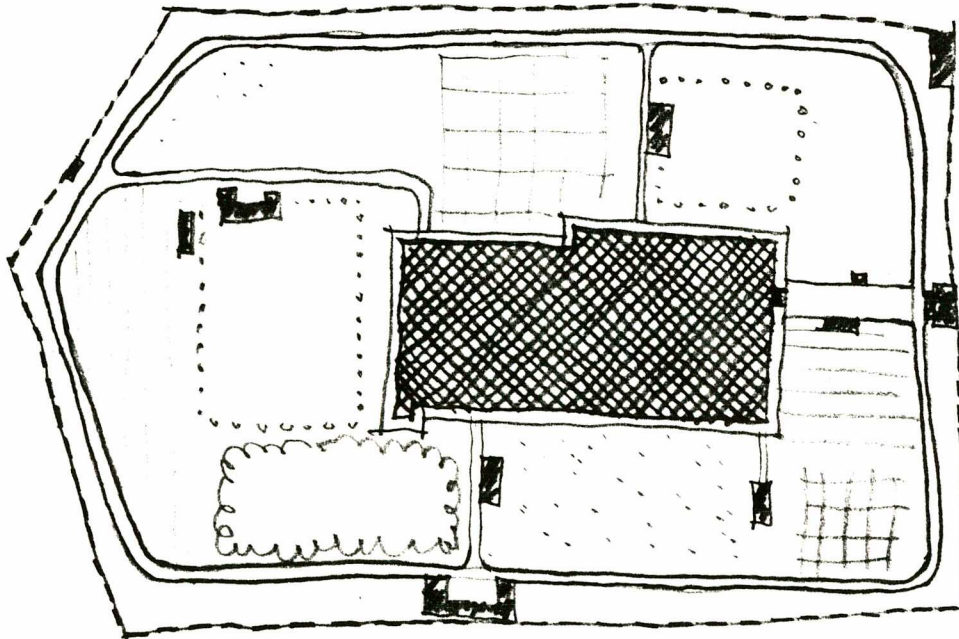
This wall may not be continuous but open in various areas; it includes many buildings and may be heavy at times; at other places it may be similar to the outer wall.

Outside this irregular inner wall, is

<sup>and</sup> The outer precinct, which surrounds the inner precinct, <sup>which</sup> is made up of alternating sports fields, gardens, and important out buildings.

The outer precinct is divided into a series of roughly square pieces of land, each with it's own character and purpose. Between each parcel is a free-standing building, which serves to separate one piece of land from the next and to emphasize that each is a ~~separate~~ distinct and special place. The path around the ~~site~~ site joins each building and each piece of land, ~~forming~~ forming a band of discrete places that surround the inner precinct: courts for playing tennis and volleyball, laboratories for science experiments, gardens for sitting and thinking, studios for painting and drawing-- every activity and every building fitted perfectly into its place on the site.

All people in the school will find something to do here. High school students will come here in their afternoons to run and yell and to let off pent-up ~~xxx~~ energy. College students will come when they can get away for an hour or two, to play sports with their friends, to study in the grass around the lake, ~~or~~ or to walk ~~xxxxx~~ on the path. This domain belongs to everyone, for ~~xxxxx~~ recreation and special academic work.



The alternation between sports fields, gardens, and outbuildings is done in such a way that each one of these things always forms a separate and distinct entity by itself.

In order to bring the idea of individuality learning into sports, just as it is brought into the classroom and intellectual learning, it is necessary ~~to give less emphasis to the gymnasium (which tends to produce mass-learning of physical sports)~~, and to put more emphasis on many different small sports, which ~~many~~ students can do in small groups.

Thus, for instance:

Volley ball, basket ball, baseball, tennis, pingpong, golf, soccer, rugby, handball... also athletic sports, track, running, jumping... also judo and kendo... also swimming... even such things as zen archery and gateball (a form of croquet).

All these sports functions will be located in the outer precinct, together with other functions like gardens, tea-fields, and outer buildings. All of these will be distinct entities by themselves, woven together in an intricate way, creating a park like atmosphere, without emphasizing only one function like sports.

This means that each sports field is always standing by itself, not next to others, and is instead surrounded by a hedge, wall, separated from the space next to it by a free standing building, or otherwise surrounded and made distinct.

If all field sports are provided <sup>made in different places</sup> ~~places~~ inside the outer precinct in definite, identifiable places, the sports become a memorable activity in the student's minds.

In addition, different functions next to ~~particular~~ sports-fields will help to make sports more particular and distinct in itself.

Thus: An interlinked system of small sports fields, ~~Nodera~~ each one for a particular sport, each with some ~~Iwamoto~~ slight sense of enclosure, near the next one, but not quite adjacent to it, and with some small buildings in between the different fields, and slightly separating them from one another.

Nodera

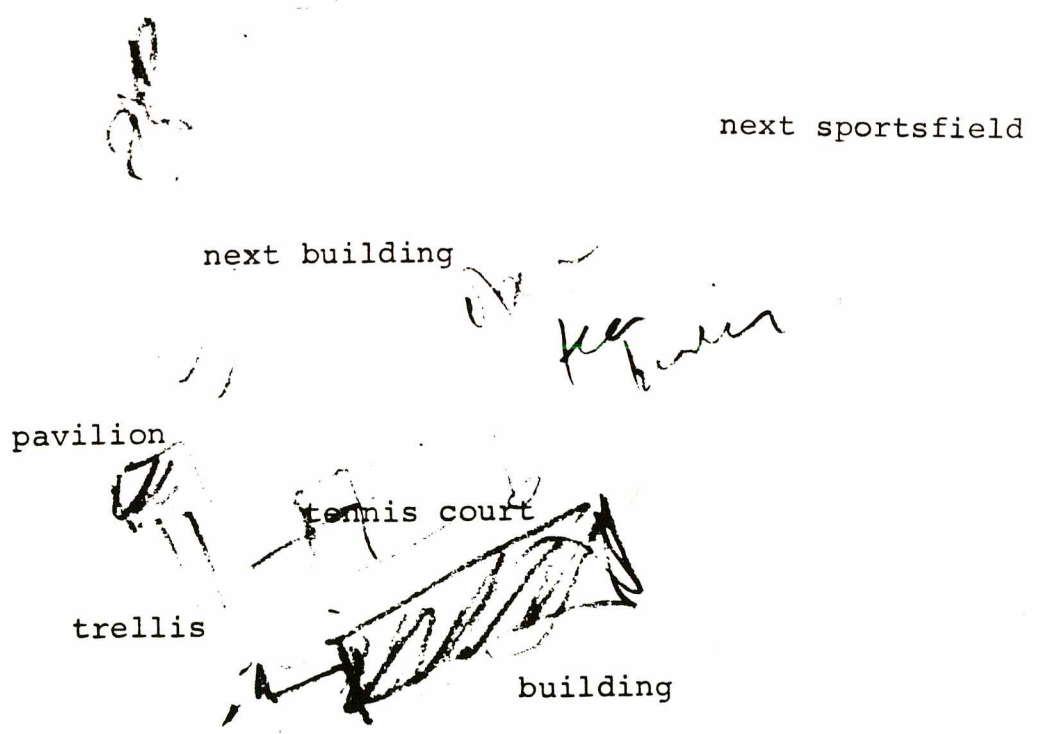
Student Osawa

Iwamoto?

SPORTS FIELDS ATTACHED TO BUILDINGS

In addition, every sports field, is always attached to some building, which has nothing to do with the particular sports function. Thus, for instance, the tennis courts, may be next to ~~the~~ the art studio, and placed so that people entering the art studio, are just at that place where the tennis court is most enjoyable to watch.

Individual sports areas, form centers, next to buildings, usually, if possible, with open view on at least one side, and with walkways, trellis, sitting areas or some pavilison forming a second side with the building.



In particular, sports facilities will be close to the homebase street so that PE classes in the morning can function well. For the afternoon, sports facilities close to the homebase street will help to create a lively atmosphere.

CONTENTS OF THE OUTER PRECINCT

The different sports fields, gardens and outbuildings, which make up this chain of alternating space, are the following ones:



ORCHARD

5.7

There is ~~an~~ an orchard, tended by the students.

A formal garden of fruit trees, useful to the students, and part of their studies to keep it alive, and a ~~pm~~ good place to go.

Yoshioka

QUESTION

Can horticulture be part of the program, either in the high school, or in the university.

SCIENCE LABS

There are the science labs, mainly used by high school students, but also open to those college students who wish to continue scientific work.

A separate building, possibly with a forecourt, where outdoor experiments could take place, where physics and chemistry classes are conducted.

This facility is conceivably shared with the college.

For highschool use the building should contain a physics and a chemistry lab, each of which should have a preparation room. In addition there should be a small lecture room, for student group of 30, for lecture and demonstration purposes, which would be shared between the labs.

The area of this facility ~~xxx~~ should be roughly <sup>405</sup> ~~300~~ m<sup>2</sup>. It may have to be larger if also used for college instruction.

Area of science lab for shared use with college.

~~XXXXXXXXXX:~~

2 labs with preparation rooms + lecture room

(present 2 labs with preparation rooms, ~~xxxxxx~~)

roughly	250 m <sup>2</sup>	
proposed lecture room	70 m <sup>2</sup>	320 m <sup>2</sup>
		<hr/>
	25 % circulation	75 m <sup>2</sup>
	TOTAL	405 m <sup>2</sup>

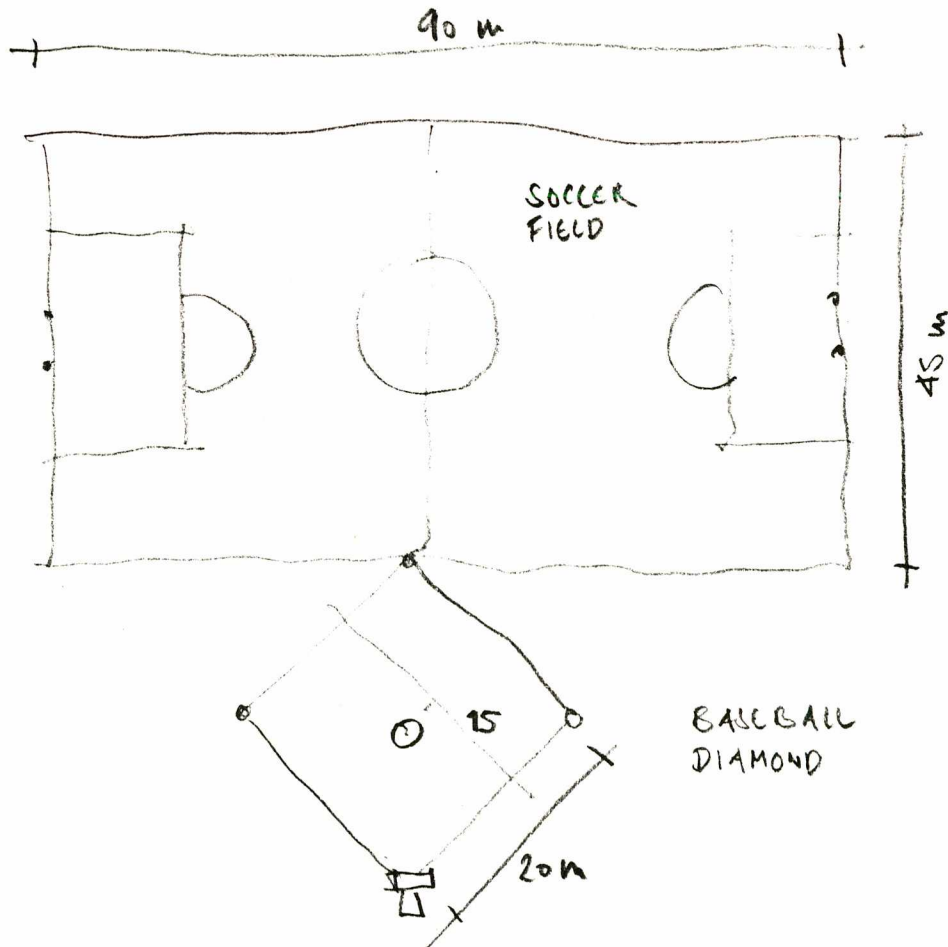
Nodera  
Kojima

SOCCKER FIELD

We will provide a minimum soccer field (min. 45 x 90, perhaps bigger if possible), with bleachers and adjacent baseball diamond,

The field may be grass, if this seems feasible to maintain. Otherwise earth. In case it has to be earth, we will surround the field with trees, so that earth is screened, and does not disturb the pleasant feeling of the project.

Baseball probably cannot be provided separately, since there will probably not be enough room. If possible, we will put a softball field, on one side of the soccer field, with diamond, or anyway plate and catcher, outside the field.



CARPENTRY  
WORKSHOP COMPOUND

5.10

There is a <sup>carpentry</sup> workshop compound, where various kind of tools and equipment are available for students to make things.

A place where students may learn carpentry. To be used by both college and highschool. Also a place where students ~~may~~ (and Staff) may use the tools to make things for themselves.

Should be located in a separate building, with a substantial outdoor workarea, which could be in the form of a forecourt. There should be a goodsized space for workspace and electrical tools, and a substantial space for storage and additional workspace. Area: 150 m<sup>2</sup>.

Suyama

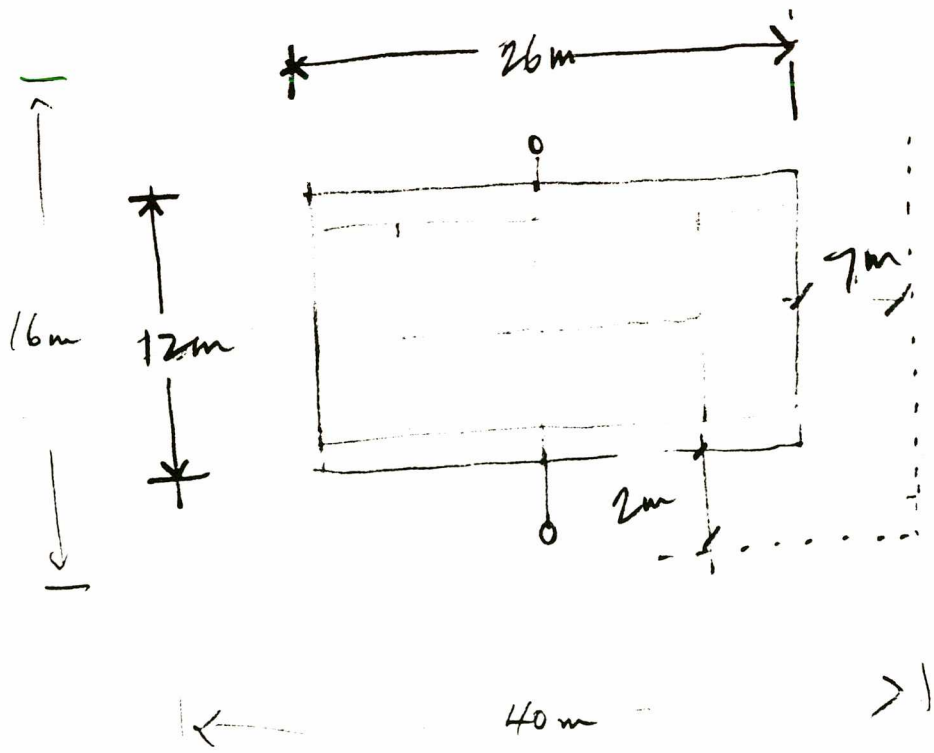
There are ~~XXXXX~~ two tennis courts, preferably on grass.

Tennis games are both beautiful and exciting to watch; they are not noisy, the sound of tennis is pleasant. It seems like the courts for tennis games should be located in a very integral fashion with quiet or dignified outdoor activity. ~~XX~~ This kind of unusual adjacency ~~XXXXXXXXXX~~ of functions tend to give great vitality, and enhance both functions.

In order for this mutual enhancement to take place, the space encompassing both of the functions, need to be somewhat contained

Examples of combined ~~XXXXXXXXXX~~ ation ....

Dimensions of tennis court .....



Nishizono  
Student Tamura

## MUSIC STUDIO

There is a music studio. This music studio, should be behind the great hall, somehow, so that musicians have easy access for practice and performances.

The music studio should be located in a separate building, or perhaps be attached to the auditorium. The use of the auditorium for musical practice or for special events may be very fruitful <sup>for</sup> classes and activities associated with music. It seems very likely that <sup>also</sup> college students may want to participate on an extra curricular basis, in ~~the activities~~ musical activities.

The following is based on highschool needs, and conceivably should be expanded if music ~~is~~ is to be a central ~~activity~~ activity in the whole school.

Two music rooms slightly larger than ~~the~~ what there <sup>is</sup> ~~is~~ now; should be on the ground, with wood paneling and tall ceilings; preparation room large enough to store instruments. Area: 290 m<sup>2</sup>.

Suzuki  
Mochizuki

several small

There are fields of tea bushes, left, from the present agricultural state, and farmed by local farmers.

A tea field, usually on a sloping site, has rows of tea bushes, planted, with walks between them, all parallel, the bushes are about 1 meter high, and the spacing between rows of bushes varies, from ~~about~~ 30 cm to about 150 cm.

#### QUESTION

Is it possible to make tea fields in which the walks between tea bushes can be used by many people, ~~without~~ as a ~~kind~~ place to walk, without damaging the tea bushes themselves too much.

Hosoi

Total area about 15000 m<sup>2</sup> - ~~mainly~~ possibly subdivided. The best tea bushes on present site are south and south east ~~side~~ areas.

There is the art studio, which has space for painting, and sculpture.

A separate building, possibly with a forecourt, where art and studio classes are held.

This can be shared between high school and college.

It must contain at least two classrooms plus preparation for high school purposes, and a perhaps equal amount for the college, thus a total area of ~~220~~ 320 m<sup>2</sup>.

<del>Studio classrooms, 100 m<sup>2</sup> each</del>	200 m <sup>2</sup>
2 studio classrooms, 100 m <sup>2</sup> each	200 m <sup>2</sup>
preparation area, <del>for</del> 25 m <sup>2</sup> for each studio	<u>50 m<sup>2</sup></u>
	250 m <sup>2</sup>
Circulation 25%	<u>60 m<sup>2</sup></u>
Total area	310 m <sup>2</sup>



SEWING AND COOKING LABORATORIES

Somewhere close to one end of the home base street, but still in the outer precinct, there is a small building which contains the sewing and cooking laboratories.

KNITTING AND SEWING STUDIO

Separate ~~building, for~~ part of ~~separate~~ building for household skills. Area: 125 m<sup>2</sup>.

COOKING STUDIO

Separate ~~building, for~~ part of ~~separate~~ building for household skills. Area: ~~100m<sup>2</sup>~~ 125 m<sup>2</sup>.

SWIMMING POOL

5.16

There is a swimming pool, in a place that is fun to watch, and fairly close to the inner ~~area~~ precinct.

Very important place, ~~perhaps~~ with changing rooms and some ~~a~~ kind of enclosure,

Best size is 25 m long, 11 or 12 m wide, with surround area perhaps a total of ~~50~~<sup>50</sup> by 20 m.  
including perhaps 100 m<sup>2</sup> for changing rooms.

1000 m<sup>2</sup>

Kuharashi  
Taira  
Student Anzai  
Student Sunaga

There is a small museum and maintenance center, which contains the record of the construction of the project, and is the shop from which ongoing construction and maintenance are done.

museum with workshop

Inside: whole history of how school was built

process of construction

pattern list

material for each stage

records of persons, panels

materials used for buildings

tools

construction method

samples

exhibit of natural and social involvement of community

increasing involvement: expansion of exhibit

also maintenance center for buildings

list of materials, how to get

tools

cards on how to make things

workshop also, where you can fix

doors

walls ~~XXXXXXXXXX~~

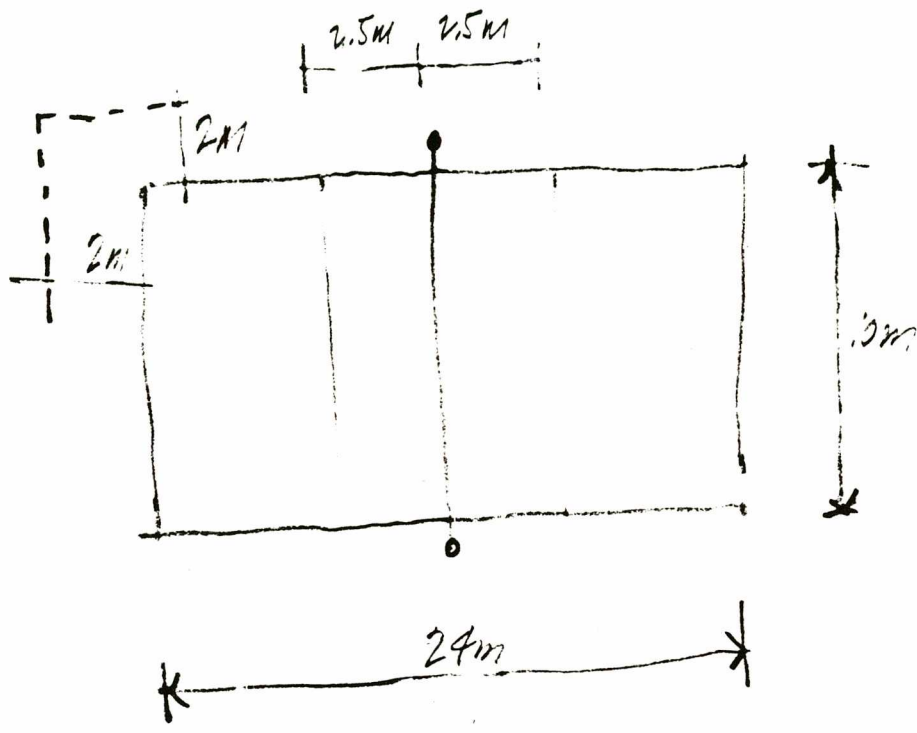
painting

all problems solved

doesn't know where the building is located, or how it is staffed

Hosoi

There is a volley ball court.



Nishimoto  
Mizoguchi  
Sekine

There is a covered sports area, about 12x30 meters, with a roof, and open sides, where students can play active games in rainy weather.

If the site area allows, there could be a roofed sports area for use ~~xxxxxx~~ during rainy day, and also to supplement the other sportsfacilities generally.

For such a roof structure to accommodate regulation size courts of the larger size, such as basket-ball courts, it would tend to be very wide, and therefore ungainly. A roof structure that is for example 12 x 30 m<sup>2</sup> could still serve very nicely for many kinds of games and activities.

Area: 360 m<sup>2</sup>.

Soemwhere there ia a quiet area, with benches, trees and ponds. This quiet area, might most naturally be at the far side of the college lawn, so that it creates a destination for people who cross the lawn.

One area, where there are benches, trees, and ponds... a very quiet place, where classes, and students can peacefully talk, walk....

There may be a system of ponds which connects to the lake, but is not the same as the lake, and has some kind of sequence to it...

Nodera

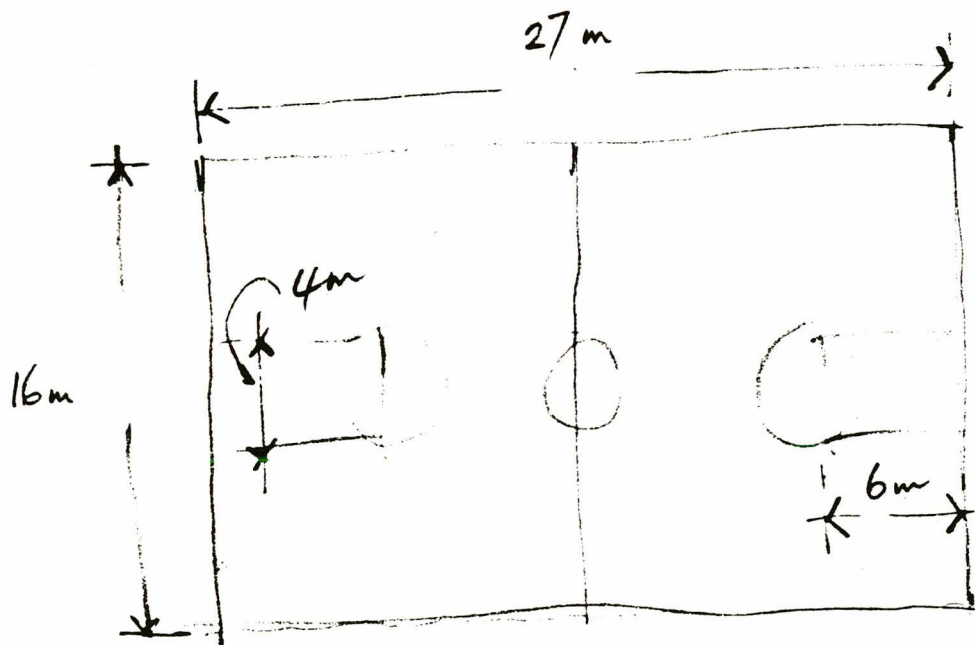
There may be a students garden... a dream corner ... an adventure field... It is a place with a lawn, wide swings, simple shelter like summer house, half enclosed, may be a total area of about 150 m<sup>2</sup> (40-50 tsubo).

Mrs. Shoji

## BASKETBALL COURT

an openair  
There is a basketball court, ~~in an openair~~

There will be one open air basketball court, preferably close to the highschool street. This will be a paved court, and there will be some bleachers at one side.

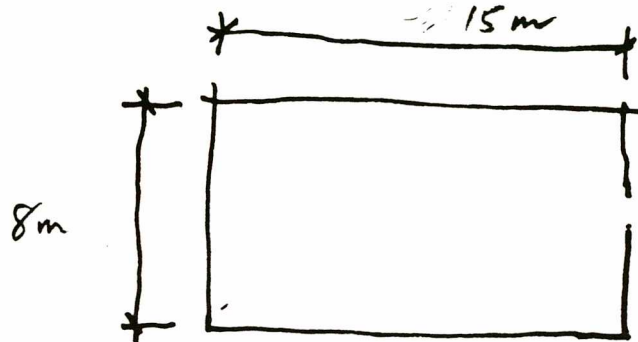


Sekine  
Mizoguchi  
Taira

There are handball courts, ~~for~~ or squash courts, with walls and roofs.

Area: roughly 105 - 110 m<sup>2</sup>

FOUR WALL COURT





## SPORTS CLUBROOMS BUILDING

There is a building which contains clubrooms for sports.

This building will contain 9 rooms, each about 6 mats, or slightly larger with storage, and shared by two clubs.

The building is located in a place which makes it clear, that this is student territory, possibly slightly hidden.

Somewhere there is a ~~wild~~ <sup>wild</sup> garden.

There is a sort of a wild garden, a pure piece of nature, where nothing is added by the human ~~hand~~ hand, a wild forest.

Okahara

And there is a gardeners shed, for storage of tools and equipment ~~equipment~~ that are used by people who look after the grounds.

This is a separate building, ~~possibly with a forecourt~~, that primarily serve as a base for people who concern themselves with gardening and ecology projects. It may be appropriate for the enclosed open space to be substantially bigger than the actual building in this case, perhaps include ~~xxx~~ separate a greenhouse.

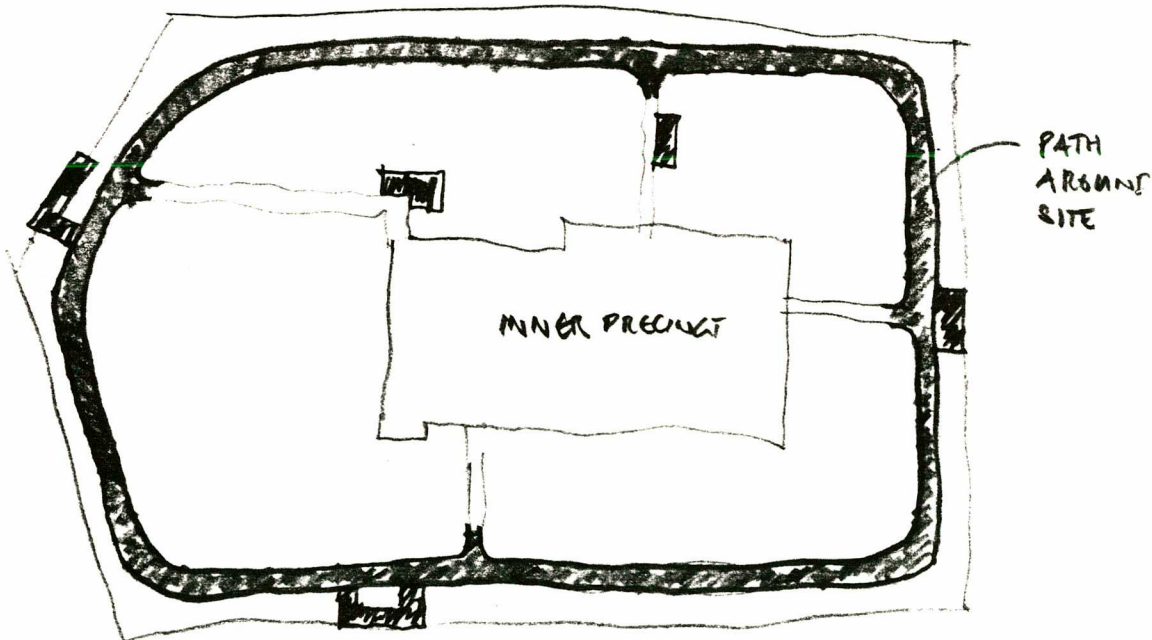
There should be a multipurpose room, large enough to accommodate ~~10~~ and a large storage room. ~~20~~ <sup>20</sup> m<sup>2</sup>.

PATH AROUND THE SITE

And finally, there is a path, which goes all around the outer precinct, near the outer boundary, passing from one thing to another, tying them together, in such a way that it is possible to take a pleasant walk, by walking all around the outside of the outer precinct.

A path around the site, with gravel on the ground, for walking and informal jogging... it will follow the outer boundary, often directly adjacent to the wooden fence.

The path will connect all the functions of the outer precinct, and it will connect smaller paths coming from the inner precinct.



6. INTERNAL STRUCTURE OF  
THE IMPORTANT BUILDINGS

## CHARACTER OF THE INNER PRECINCT

Inside the inner precinct, the buildings and exterior spaces are placed in such a way that there is a subtle, indirect path, passing through the school, and always reaching places which are more indirect and more private and more secluded, with changes of direction, and subtle barriers.

Tokuoka

## INTERNAL STRUCTURE OF THE IMPORTANT BUILDINGS

The buildings themselves continue this feeling, in their inner structure .... all the buildings are organised internally, to produce a rather intimate collection of larger rooms and smaller rooms, entirely without the formal corridors and stairs typical of modern schools and universities.

Tokuoka

The college departments, arranged around their gardens, each contain about 6 seminar rooms, individual rooms for professors, and common rooms where students can read and study.

The average department is 800 m<sup>2</sup>

Seminar Space

Each section should accommodate ~~80~~ <sup>80</sup> ~~160~~ students

There will be ~~5~~ <sup>S</sup> seminar rooms a 40m<sup>2</sup> 200 m<sup>2</sup>  
 one seminar room a 80m<sup>2</sup> 80

Faculty and Research

Four individual work spaces for professors à 10m<sup>2</sup> 40  
 Larger spaces for meetings and conferences 2 à 60 120  
 Small kitchen 2 à 5 10

Administration

Section head 20  
 Reception 10

Student Workspace and small Reading Room

One or two rooms with tables (desks), comfortable seating and shelves with periodicals 2 à 40 80  
 Small kitchen 2 à 5 10

---

TOTAL 570  
 CIRCULATION (plus storage, toilets) 230

---

TOTAL 800 m<sup>2</sup>

Hosoi  
 Kai  
 Hagiwara



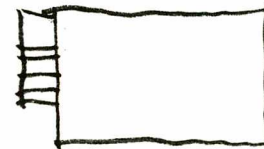
INTERNAL STRUCTURE OF HOMEROOM BUILDINGS

The high school homeroom buildings, are two storey buildings, with one classroom upstairs, and one down, and a stair going directly to the ground from the upper classroom.

Small versions of homerooms only.

2 homerooms

2nd



GROUND



## INTERNAL STRUCTURE OF HALL OF FACULTY OFFICES

The faculty hall, contains a common room for faculty, with rooms for group discussions grouped around it on the first floor: and individual study and discussion rooms upstairs.

Its heart is a common faculty lounge, with all the smaller faculty offices grouped around this very comfortable space.

These offices should be in one building, at the center of gravity of the home base street. Building should contain one common room (lounge); then three rooms for three grades, perhaps on the same floor. Then individual study rooms, where teachers can prepare their work. Then there should be ~~some~~ some small alcoves, for two persons, where teacher and student can have comfortable and private talk. (small rooms might be upstairs).

There should be many separate entrances, so students feel free to access, without having to pass through or near teachers they dont like.

The office of the principal will be part of the hall of faculty offices.

Tokuoka  
Kurohashi

Tanaka  
Taketsu stud.  
Sunaga stud.  
Katsumata stud.  
Ohwaki

The library, also a two storey building, has a large quiet reading room on the second floor, with shelves, and tables, and carrels, and beautiful windows. Underneath there are open passages, arcades, and extra storage for the library.

The most important space in the library is the large reading room. It is located on the second floor, and is a rectangular space with a row of tall windows along both sides. The ceiling is 16 - 20 feet high.

The stacks are on the ground floor, and along the exterior walls are work carels.

Also, in the library building will be located 2-4 small classroom/seminar rooms to be jointly by high school and college and, a special research room with workdesks for highschool faculty.

Highschool ~~students~~ <sup>students</sup> would tend to use the library more occationally, ~~while college students~~ while college students ~~would use the library both for research~~ <sup>research</sup> as well as a place to work. Both highschool and college faculty would use the library for research.

Kajiyama  
Oginawa  
Tomizu  
Sato

## INTERNAL STRUCTURE OF THE GREAT HALL

And the great hall, contains a central space, which is a long narrow hall, with pews that seat 600 people, surrounded by raised rooms, with sliding screens, which can be removed to seat a total audience or congregation of about 1200 people.

For example:

The great hall contains seating for 600 people, in a format that is relatively long and narrow, and very high, with a stage for performance. Seats will be quite narrow, like church pews, to save space.

In addition, there will ~~be~~ be raised smaller rooms at the two long sides of the hall. The walls of these rooms can be removed, so that additional space for seating can be provided, together with the narrow hall and narrow seating, there will be seating for 1200

Also, ~~it~~ it may be possible to find some realistic way to open one side of the great hall up, towards outdoor space, so that larger audience can congregate together.



The homerooms are small, for 30 students each, and with a very private character.

The single factor ~~number~~ which has the highest correlation with good education, is the student faculty ratio. When the number of students per instructor is low, the quality of education is high. When the number of students per instructor is high, the quality of education must be low.

A home room with 40-45 students is too large. Students throw paper and chalk; attention drops; discipline problems occur; students do not have intimate relation with teacher; extent to which any individual student can participate in discussion drops drastically;

It is essential, to improve quality of education, and feeling of concentration of students, that the home room have a maximum of 30 students. Every teacher knows this from experience.

At the same time, the simple economies of student teacher ratios, cannot provide more than one <sup>home room</sup> teacher for every 40 students.

How can the problem be solved.

Consider ~~a~~ 120 students. Economics can provide them with 3 home room teachers, A,B,C, not four. Now, it is possible to arrange all class schedules, so that each teacher is only teaching 30 students, ~~as~~ in the following way:

30	30	30	30
A	B	C	X

The 30 students who have X, are doing any one of the following things, which does not require direct involvement of a teacher.

1. Sports, which are supervised by senior students.
2. Class taught by college student (legally considered as a teacher).
3. Writing, or examination, in which the students work by themselves, unsupervised.
4. Writing, film, or examination, which is done in a large hall, in groups of 90 or 120, under supervision. This version is very economical, and meets ministry requirement for direct teacher supervision.

~~Perhaps the second most obvious improvement is that~~

However parallel to making the class smaller, the individual student also need more space than he has now. It seems like, if the present arrangement of 6 rows with ~~seven~~<sup>7</sup> students in each, was replaced by 5 rows with 6 students in each, the distinction between an anonymous mass of bodies and individual people in space seems to exactly be achieved. Since the present classroom is approximately 70 m<sup>2</sup>, we take 70/30 to be the right amount of space per student in the homeroom. (2.3 m<sup>2</sup> per student.)

Also each of the desks should be somewhat bigger (?) and ~~the~~  
~~the~~ desks as well as other furniture should exude friendly robustness.

Also the teacher should ~~be~~ have a desk and a chair from which he/she can conduct most of the class sitting down.

The type of blackboard and its placing will be done according to specification of teachers.

There will be small closets for storage in each homeroom.

Sakaida  
Kuharashi

Inagaki  
Nishizono

24 SMALL CLASSROOMS

The 24 smaller classrooms, suitable for seminars and individual learning, will have a special character by three different room sizes, and also by the specific subject taught.

8 Large rooms	30 persons	about 50 m <sup>2</sup>
8 Middle rooms	20 persons	about 35 m <sup>2</sup>
8 Small rooms	10 persons	about 20 m <sup>2</sup>

For individual learning in the early afternoon (1-3~~pm~~pm) there are 126 courses offered right now, of which 75 deal with academic subjects, 25 deal with sports and 25 deal with ~~English~~ cultural subjects, mainly arts.

Courses for individual learning:

75	academic
25	arts
25	sports

Since sports does not need special class rooms, we are dealing here with 100 individual courses of which each one is being taught once a week distributed over 4 days. This calculation leaves us with 100 courses divided by 4 days, which comes down to 25 smaller class rooms which are possibly needed for individual learning in the afternoon.

Question: If ~~the~~ all of the individual learning is taught in small class rooms, what is happening with the homebase rooms in the afternoon? Are they empty?

These rooms scattered in the tanoji center, in twos and threes. For economy's sake, they will be used by college students in the mornings (high school program can only use them in the afternoon). Therefore they have a comfortable relationship with the college departments.

Kawahashi

## CLUBROOMS FOR HIGH SCHOOL STUDENTS

There are two different kinds of clubrooms for high school students, 10 rooms for sports clubs, and 10 rooms for cultural clubs.

Two ~~gxxx~~ different groups of clubs, sports clubs and cultural clubs. A total of 20 clubrooms.

Sports clubs need <sup>9</sup>~~nam~~ rooms, each room about 6 mats, or slightly large with storage, and shared by two clubs.

Cultural clubs need building with about ~~10~~ 8 rooms, each of 6 mats or more.

Judo club, drama club, and music club may have special rooms near judo hall, and great hall.

Both groups of clubrooms are hidden very private, located in a place which makes it clear that it is student territory. Sports ones in hidden place out on site; cultural ones in hidden place inside the tanoji center.

The cultural rooms will be grouped in one building; the clubrooms for sports may be in different buildings in the outer precinct.

Nodera



CLUBROOMS FOR COLLEGE STUDENTS

For college students there are special clubrooms, where they can discuss endlessly, philosophy, politics, arts, and local government problems.... These clubrooms are highly visible

Club activities are even more important for college students than for high school students. The Eishin philosophy, when extended, will require more extensive use of development learning for college students.

Typical of college students, that they discuss endlessly, philosophy, politics, ~~and~~ art, etc. This can very naturally happen in the context of clubs.

We suggest therefore, that the ~~rooms~~ <sup>clubrooms</sup>, as ~~physical~~ <sup>physical</sup> places should be highly visible in the college - so that one is immediately aware of the very strong presence of student dominated activities in the college.

I suggest that clubrooms whould be highly prominent, beautiful windows stick out from other buildings, possibly on second storey, and very visible,... maybe colored?

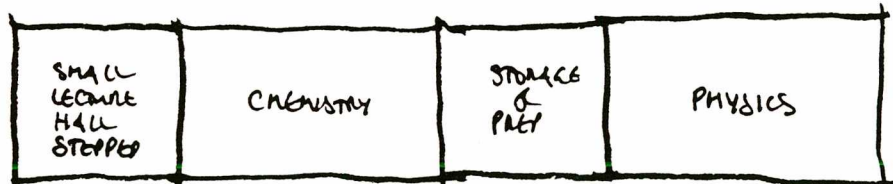
# INTERNAL STRUCTURE OF SCIENCE LABORATORIES

6.12

The science lab ~~xxxxxxx~~ building contains a physics lab, a chemistry lab, two preparation rooms, and a small lecture room.

Basically the science lab will consist of one chemistry lab and one physics lab, there will be two preparation rooms, and a small lecture room which is stepped.

The college does not seem to have a natural science curriculum, but physics and chemistry may be taken as electives by college students. Since the lab is usually not used by HS students in the afternoon, that is for individual learning and not for club activities, special courses may be taken by C students in this time. In other words, science laboratories will be used by highschool as well as by college students.



Tomizy  
Ejima  
Jodera

INNER STRUCTURE OF MUSIC STUDIOS

6.13

The music studio contains two music rooms, wood panelled, with two smaller classrooms, and practise rooms.

Two music rooms slightly larger than what there is now; should be on the ground; with wood paneling and tall ceilings. Preparation room large enough to store instruments. ~~XXXXXX~~<sup>2</sup>.

Used in conjunction with assembly building.

Should include two smaller classrooms/seminar rooms for joint use highschool/ college.

Suzuki  
Mochizuki

## JUDO HALL

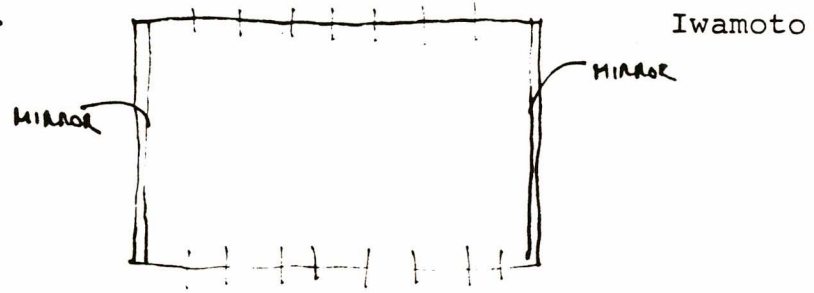
The judo hall contains two areas of fifty mats, surrounded by the galleries and open space for people watching.

HIRO NAKANO, PLEASE INSERT DRAWING

SMALL GYMNASIUM

The small gymnasium contains wall bars, equipment for dance and gymnastics, and long mirrors on the wall.

There will be ~~gymnasium~~ <sup>a small gymnasium</sup>, about 10 x 15 m in size, with mirrors (big mirrors) at the smaller sides of the building, for watching yourself when you dance, and windows at the longer sides of the building.



This building could be located close to the lawn and possibly close to the main assembly, also possible closer to a quiet area.

The administration building contains administration for both high school and college in a single building.

This building should be located at the beginning of the grid close to the main assembly, so that a visitor easily can find it.

The administration will contain the following functions with the following area requirements.

Individual rooms for 7 directors 1 office 16m <sup>2</sup>	112 m <sup>2</sup>
Space for clerical offices for college	100
Space for clerical offices for high school	100
Conference room	30
Xerox room	16
Janitors	20
	378 m <sup>2</sup>
Circulation	95 m <sup>2</sup>
	473 m <sup>2</sup>

The high school section of the administration building contains space for general affairs, accounting, and maintenance, with other smaller rooms.

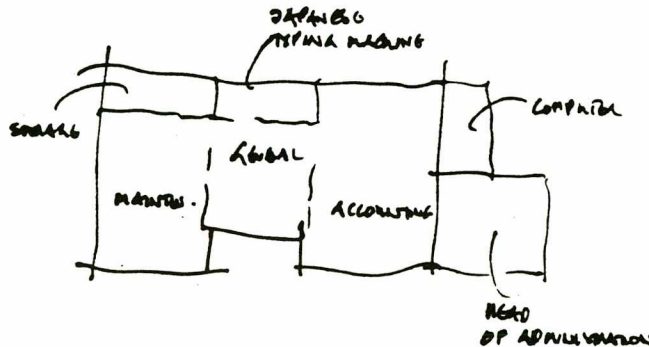
There will be a space for HS administration. This space will consist of three smaller spaces: - general affairs

- accounting
- maintenance

- plus some smaller rooms :
- computer room
  - Japanese typing machine room
  - storage
  - possibly a small retreat room.

In addition, there may be a small room for the head of the clerical administration, close to the janitors.

Sakaguchi  
Takabe



The administration building may be part of the campus or part of the public yard.

## LECTURE AND EXAMINATION HALLS

The two examination halls, have space in them for lectures to a hundred students, or for showing films, and also formal examinations.

These examination halls might be quite special places, perhaps upstairs, light and memorable.

One teacher is in charge of about 100 high school students who are reading and doing their own studies; from time to time there will be a lecture or a movie.

There is need for two of these lecture halls; it is also intended that they are used by the college.

## THE UNIVERSITY CAFE- INTERNAL ORGANIZATION

The university cafe, contains a ~~kitchen~~ dining room for ~~xxx~~ university students, a dining room for faculty, a kitchen, and a small public coffee shop.

The university cafe consists of:

- the coffee shop
- college students dining room
- faculty dining room
- kitchen
- circulation

The university cafe will be part of the student house in the middle of the tanoji center.

The coffee shop will be a special place, which can be used by college students as well as high school students.

The dining room for faculty and college students will be located adjacent to the coffee shop.



BICYCLE SHEDS

6.79

Opening off  
from the entrance street, there are bicycle sheds, to hold  
at least <sup>70-</sup>100 bicycles,

Near the entrance direction which is used by students arriving on bike, long bike sheds, with racks, and covers overhead.

It may be necessary to have enclosed bicycle space.  
Takabe

## MISCELLANEOUS SPACES

There are various small spaces for storage and other miscellaneous functions.

Audio visual room  
 Dressing and shower rooms  
 Broadcasting room  
 Guardhouse  
 Facilities for fire  
 House phone system  
 Clinic  
 Labor union room

There will be a storage building, subdivided in smaller entities and organised in a double row.

Takabe

Restrooms for highschool and college:

In the Tanoji center restrooms will be located inside the buildings. For the ~~high~~ highschool, restrooms will be located ~~along~~ <sup>close to</sup> the arcades of the homebase street, they will be hidden but conveniently accessible. Restrooms, always, will be attached to buildings.

The following standards will be applied:

20 girls - 1 toilet  
 50 boys - 1 toilet  
 25 boys - 1 urinal

There is a calligraphy room, with tatami floor, and traditional  
~~interior~~ interior, ~~at~~ at some point in the grid, ~~with~~ looking out  
 over one of the internal gardens of the quadrant.

Special rooms, with tatami on the floor, raised platforms,  
 take off shoes at entrance... for calligraphy... with  
 low tables for the work, and tokonoma with special thing.

Suyama

Caligraphy rooms are a real part of the <sup>school</sup> ~~xxxxxxx~~ as a whole, they  
 can be equally used by HS students as well as college students.

A SPACE FOR INFORMAL EXHIBITION

6.22

Somewhere in the school, perhaps outside the calligraphy room, there is a small ~~g~~ exhibition space or gallery, where students ~~e~~ works can be displayed.

There will be an exhibition space close by the faculty building of the HS for monthly display of art work and calligraphy. This ~~w~~ space will be located in such a way that people who just walk by can see the displays without having to go into a ~~parxx~~ special room.

Honda

7. SPECIAL OUTDOOR DETAILS

The approach to many ~~of~~ of the buildings is indirect, and passes through a green area, with a ~~a~~ change of direction, ~~by~~ bushes, gardens and fences.

The approach to the buildings is more like traditional approach to traditional Japanese buildings... through green areas, bushes, gardens, ... perhaps a gravel approach way... with ~~even~~ changes of direction, passing through different courtyards... gates

Suyama

## STONE PATHS

There will be stone paths, particularly in the inner precinct, following the main lines of movements.

The home room street, has paved terraces along both sides, with an earthen street in the middle where there are trees - maybe gravel on the ground. This middle part is crossed every now and then by paved portion, so it is possible to cross on hard surface.

In the Tanoji center there is paving at least 3 meters wide in the streets... possibly trees or grass along sides, depends on overall feeling.

Homeroom street at least 15 meters wide.

Tanoji street at least 10 meters wide.

## WATER TROUGH

At gates between the outer precinct and the inner precinct, there will be a <sup>shallow</sup> water trough for cleaning outdoor shoes.

Since outerprecinct will contain many muddy areas, ~~wh~~ which will easily contmainate the ~~xx~~ areas inside the school, it has been suggested that at each place where muddy outside paths, come to the paving of streets of inner precinct, there is a water trough. You wash bottom of shows in water trough, then dry shoes, then pass onto relatively clean surface of inside paving.

This could occur each time there is a gate.



and other types of tree  
Planted throughout the school, there are Keyaki trees, enough  
of them to line the ~~the~~ many public spaces, and to give shade  
in summer.

Right now,  
There is a group of Keyaki  
~~these~~ trees with very hard wood, and small leaves, ~~and~~ which are  
growing ~~presently~~ on the site now, in a nursery, and can  
be replanted to form avenues, or squares, or other  
formations, in some special place.

Other types of trees to be planted on the site at particular  
locations or for particular purposes will have to be determined.

Somewhere there is a carp pond, with very ancient fish in it.

A small pond, somewhere, with very old fish swimming slowly in a circle, under bushes, and in a way that allows people to sit and talk and be quiet near it.

Also, in the grounds, there is a traditional Japanese tea house, with an outer garden, and an inner garden.

A traditional Japanese tea house, placed with an outer garden, and inner garden, a fence separating the two, and a stone path leading through the outer garden, through the inner garden, to the tea house ~~itself~~ itself.

There is also one garden, so secret, that it does not appear on any map,

the garden is really hidden, you have to look for it to find it  
very few people will know about it

100 sq.m

2 trees for shade, not tall

under trees, rocks and tree trunk

rocks also serve as table ~~xxx~~ or desk

lawn also good

if alone, lie down in the shade and read a book

discussion among friends

several rocks and iron bars, 7 or 8

a group of people may also have a barbeque

location between inner and outer boundary

screened by two natural fences, double, trees, hedges

players nearby cannot see in, it looks like a dead end

there also has to be psychological barriers

wonders how many people will know about it

the importance of the pattern, is that it never must be publicly  
announced, must not be in siteplan

except for a few, nobody should be able to find it

Hosoi

And there are flowering cherry trees, where they are very visible in spring.

Occasionally there will be cherry trees, placed at particular locations where they please the eye.

Hosoi

8. INTERIOR BUILDING CHARACTER

The interior character is warm and subdued: wooden columns, floors and walls in places; pale ~~not white, mellow golden~~ <sup>yellow</sup> wall color, comparable to ~~ix~~ golden chrysanthemums, paper or silk; near white sliding screens and ceilings.

Wooden columns, often visible;

Wood floors in classrooms;

Passages and more public areas, floors of <sup>Soft red</sup> tile;

Wooden walls, dark;

Pale, not white, ~~mellow golden~~ <sup>yellow</sup> wall color, comparable to yellow ~~golden~~ chrysanthemum paper or silk;

Ceilings, off white, bamboo or cloth;

Wooden windows;

Near white sliding screens;

Painted wood walls used in places;

Sufficient room for shelves, particularly in classrooms

Floors of many buildings are raised, slightly more than usual, off the ground.

To give buildings a reasonable height, capable of holding the project together, we will raise the floor off the ground, thus giving each building an extra two feet of height... and helping to make the whole thing a little more stately.



## CLASSROOM FLOORS

Classrooms have polished wooden floors or carpets on the floor, and shoes are off inside the classrooms.

The classroom has a single floor, no teachers platform, with a highly polished <sup>or durable carpet</sup> wooden floor. Students sit on cushions, not chairs, and have a low desk in front of them. They take their shoes off at the entrance to the classroom, and come in in their socks.

Illumination is indirect, there is no fluorescent light; the walls have some wood also, and perhaps mud plaster between the wood or with the wood.

Izumori

Since many buildings are separated, it is inevitable that people will wear outdoor shoes to move between buildings. They can keep these shoes in inside certain places, like great hall, cafe, dining room... However, they must take them off in classrooms. Since many classrooms are separated, it is probably too difficult to have special indoor shoes, available, at every classroom. Therefore, classroom will be made in such a way that students can take off shoes entirely, when they come inside.

This implies surface of the classrooms floor is something very clean. Possibly ~~xxx~~ polished wood; possibly carpet. If carpet, must be very heavy duty carpet, which will stand years of wear and tear.

## CLASSROOMS FACE SOUTH

All homebase classrooms will have big windows facing south.

If possible, the glare from these windows, may be modified by the existence of a gallery, about 1meter away from the window, where there are sliding screens, translucent, running parallel to window. These screens cannot be shoji, since paper will be damaged. Might be some other type of sliding screen.

Izumori

Many rooms have gallery spaces to one side, where light comes in beyond, and shines through screens.

Tomizu

walls and other wooden  
Many surfaces are ~~wooden~~, with natural unfinished wood.

In the school, almost all surfaces are wooden. In particular, there are wooden floors, that make a sound when people walk and run on them; wooden walls; wooden window frames; small panes; sliding doors of wood.

Tokuoka

As many walls as possible wooden: both for comfort and feeling, and also so that things can easily be pinned up.

## HEAVY FURNITURE IN THE CLASS ROOM

The classrooms and the rooms are furnished, with very solid, massive wooden desks, which several students share.

The class rooms in the homebase street will be furnished with wooden solid desks, ~~for one or two students.~~

or benches  
If students will sit on chairs, the ~~chairs~~ will be solid and heavy wood ~~type~~.

In case students will sit on the floor, there will be <sup>m</sup> smaller wooden ~~x~~ desks. for one or two students

It is hoped that the solidity and heavyness of the wooden furniture will contribute to the ~~xx~~ sincerity of the learning process.

In the larger buildings, there are mirrors, where students see themselves.

everywhere many mirrors  
especially in high school  
small, as well as big enough to see whole figure

teenagers like to see themselves often in the mirror  
frequency in a day more often than we would expect  
close relationship between children and mirror, deep, close  
it is not meant to be seen as a way to make children behave themselves  
this is NOT important  
it is just important for teenagers to be able to see themselves

there is a mirror now in the corridor in front of his office:  
70 % of all students look at themselves when they pass this mirror  
100 % look at themselves when they walk by alone

Mr. Hosoi was quite surprised at this, felt that there was ~~axxixnifxex~~  
significance in the mirror

the mirror has a value to the students

Hosoi

Outside, next to the buildings, there are often flower beds. Looking after flowers and plants is one of the main things which the students in the school are taught to do.

In places around entrances, and other important places, there are flowers and bushes, looked after by students as part of voluntary or individual learning.

Student Tamura

A large part of the new school ~~is~~ consists of either gardens, trees, outdoors, or agriculture. Since the school is not a palace, there is no way to pay for gardeners to look after all this, and keep it in good shape. ~~is~~, except maybe for one farmers family, who will devote themselves to the place.

It is required, therefore, that process of maintaining, growing things, looking after plants, and having resposinble attitude to the place, becomes part of the curriculum, so that students learn to do these things, and become helpful in keeping the place in shape.

This~~4~~ will require the appointment of two or three teachers, who have specific skill in teaching about plants, agriculture, horticulture, ... so that the students can be inspired, guided, and disciplined in this work by the faculty members.

Here and there, throughout the school, there are suprising soft highlight of color, shining out among the subdued colors of the rest... a figure painted in <sup>pale</sup> kingfisher blue... in one place; a golden yellow iris in another.

For the most part, the school is composed of materials with beautiful, subdued, natural colors; wooden columns, plaster walls, and ~~xxxxxxx~~, ~~xxxxxxx~~ wooden floors, stone paths. But occassionally, and only where necessary, highlights of lively colors are used. These places with bright color are not harsh or garish, but givxe the campus the same ~~amtm~~ sort of life that wild flowers give to a meadow in the spring.