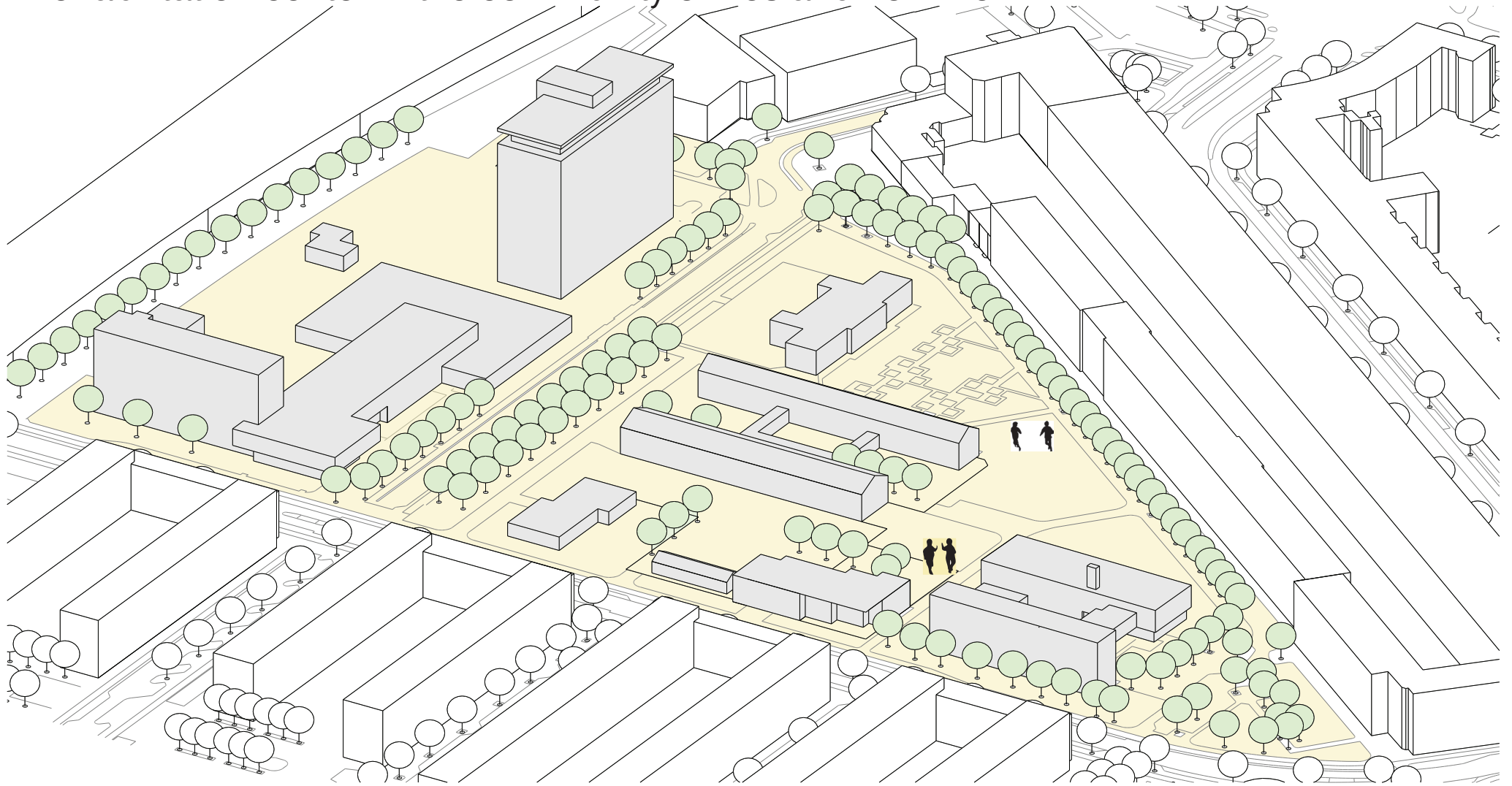


A school for all

A rehabilitation center in the community of Bos and Lommer



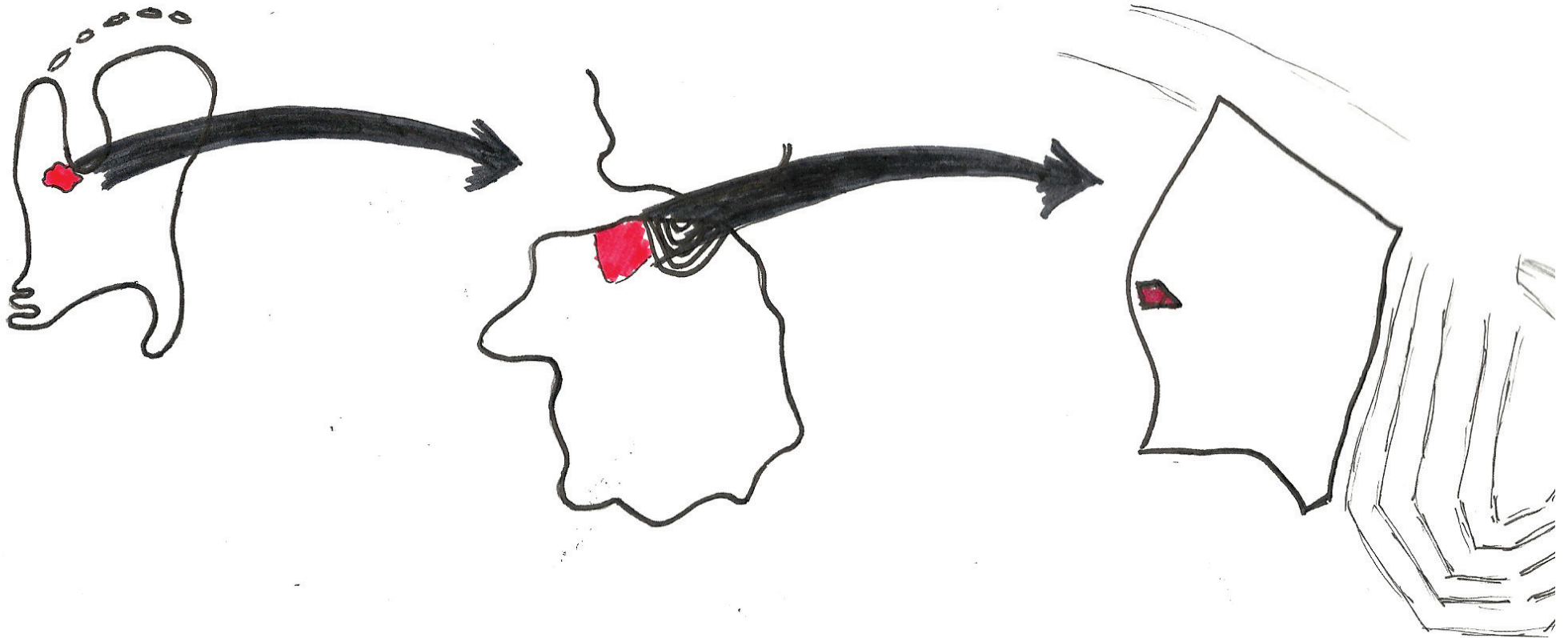
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Introduction

This is the thesis plan written by Nynke-Anna Bellinga. This thesis plan is a framework created for the graduation project “reuse in Amsterdam West”, a project of the graduation studio “mixed projects” at the Delft University of Technology. In this report you can read the plan of action and what steps should be taken to execute an graduation project of scientific level. At the end of this report there is a planning for the coming graduation year. To envision my thesis plan you will find a few reference projects in this document which are related to my thesis proposal: a new rehabilitation center in the community of Amsterdam West.

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The location of Amsterdam, Amsterdam West and The Scholendriehoek.(Bellinga, 2012)

Personal motivation

2007 was the year I arrived in Delft to start my study Architecture. As a Frisian girl, I had little know-how of the deeper meanings of the world's architecture. But I was very keen to learn all the ins and outs. I had great expectations of all the courses. And soon I discovered this was the study where my technical side and my creative side could express and develop.

I grew up in a small village on the countryside, where Architecture is not a big issue. My parents took us to the "Randstad" to visit the Dutch larger cities. Here I was always impressed by the many historical buildings, other than the beautiful classic Frisian farms. I also experienced that old historic buildings alongside new buildings could function, though they were standing side-by-side. My experience of Frisian cities was that new districts of a village or town were always built on the outskirts of the center.

In my first project I learned a lot about how to look at architecture. And Architecture is not as clear as black and white; my fellow students could have different interpretations than me. There are many different opinions about architecture. Over the years you get taught by the teachers of the University, you also get to know their different opinions. Sometimes this was confusing, because you did not know what was right or wrong. But in the end, all the different observations taught me to create my own perspective on Architecture.

All the experiences and memories throughout your life can be of great inspiration to help you to develop and to improve your design. Even memories of your subconsciousness can pop-up during designing. By making use of them in my designs I make them a personal work of art. In my last project, MSc 2 "Tools for design", we have focused on this topic. By researching and analyzing reference projects, texts and ideas of (famous) architects, it can change your design subconsciousness and thereby your design. Your mental library of experiences and memories is growing, to be used in the next steps of future projects. And now in my final graduation thesis.

My personal choice to do the RMIT studio, came from experiences

of previous projects in this studio. In my BSc 6 project and my MSc 1 project I enjoyed to design in relation to the existing building and its context. Each building has a story. Stories on social, economical, political or cultural level. I am very interested in the ideas behind each existing area and building and how it developed throughout the years. I try to find a way to express this in my design.

As a Frisian girl, the vacancy that I knew was mostly due to people and companies that left their building or area for economical more attractive areas. This vacancy often had nothing to do with dis functioning of the building. But in my experience and the perspective of the Randstad, dis functioning of a building can be a reason to move out. These different motivations for leaving a building is summarized in the following questions; "how do we ensure that companies or people want to stay?" "How do we keep the area/building attractive?" These three questions can come together in the topic 'reuse'. For me, this is a very interesting topic in the studio RMIT.

Reuse is a wide term and demands to be approached at different levels. From country scale, to city and to district level, from neighborhood to the ensemble of a building block, to the level of detailing level and vice-versa. For a good functioning reuse, it has to deal with all these level. For me it is also important to look to the social aspects on the different scales. Questions like "what kind of people lives in the district/ neighborhood?" "What moves them?" The social aspect to reflect on the different scales is for me the challenge. I try to find this challenge in the core of reuse.

I am trying to catch today's actuality and blend in the cultural heritage and earlier ideas of the architect and urbanist, to make it one design. For me reuse means that an area or building has to be redesigned on different scales. But all with respect to the architectural value of the area or building. Designing with respect to the historical value makes that you generate added value. This does not mean that you can not remove or add things. By adding or removing you can revitalize an area or building.



Picture from the study guide 2012/2013 of the studio RMIT source: www.tudelft.nl

In the end it is subservient to its users and needs to function properly. To take this into account I am trying to find a good balance in my design between conservating the old an creating the new.

The studio Rmit offered two different projects. A renovation project at Bos en Lommer and a reuse project in Amsterdam West. For me, the renovation project was not new. Earlier, I did a project at this location with a same type of renovation. That is the reason for me to choose for Mixed projects. The large and diverse area offers many kinds of projects. For me there are many opportunities that can be transformed to high quality redevelopments on spatial and building level in the area of Amsterdam West.

Description of the context

Amsterdam is located in the western part of The Netherlands and has a short history in comparison to other Dutch cities. Funny, since it is today's capital of Holland. Historically, Amsterdam was only connected to the former 'Zuiderzee' by the IJ, but today it also has a bypass to the North Sea by the 'Noordzee-kanaal'.

In the year 1000 people started with the development of the wilderness on the spot where Amsterdam is located now. In 1275 Duke Floris founded a small hamlet on the dam at the Amstel. From this place they had a great way to gain toll money and the possibility for a free way to the Zuiderzee. In a natural and slow process the nature changed to urban use. The first church was founded in the small hamlet on the dike at 1300 on the Amstel bank. At 1323 the small city had a monopoly on trade to the rest of the country. In our area, today's western part, there was only land or sea at that moment.

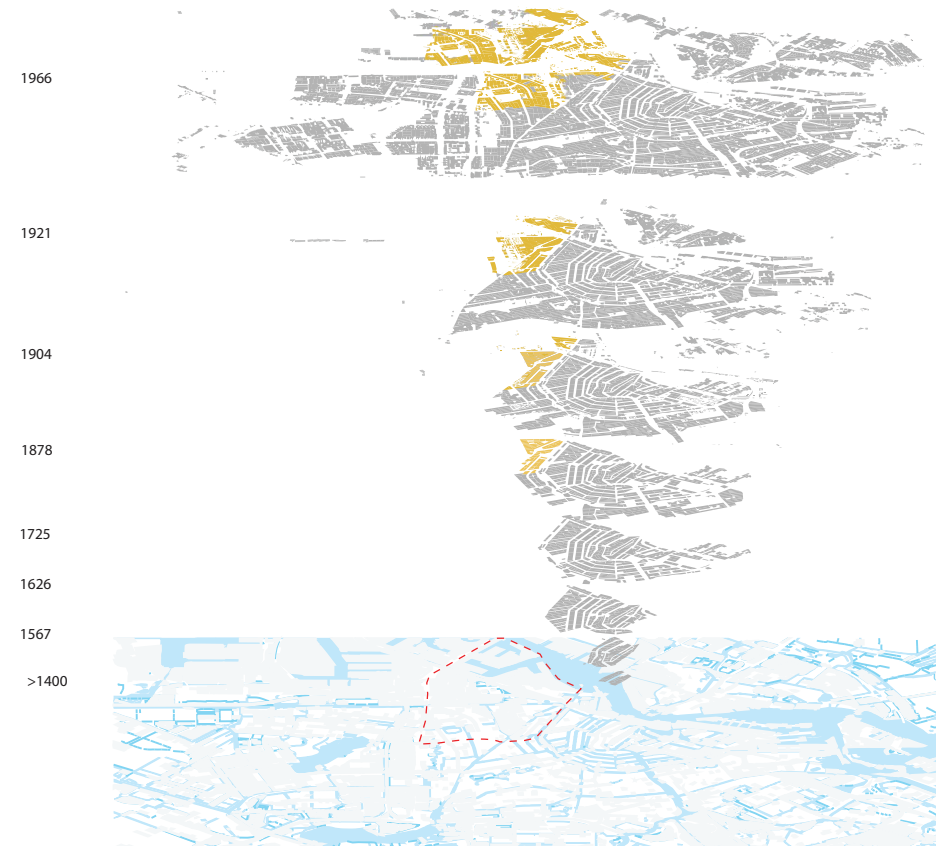
During the centuries that the city grew, the Dam stayed the centre of Amsterdam. The new canals were laid out as rings around this centre point, to obtain more and more embankment length and to allow more space for the ships and warehouses.

In 1602 the VOC was founded, this stimulated the growth of the harbour in the direction of the IJ, which formed the link to the Zuiderzee and indirect the North Sea.

At the 17th century there was a big expansion of the city, the canal structure extended and the Jordaan was created (the first district that was located on the outside of the canal structure).

With the introduction of iron and steam the industrialization of Amsterdam started at the 18th century. This gave the city a new economical impulse. Unfortunately there was a large majority that still lived in poverty. The working class was housed in new working class housing areas.

The opening of the North Sea canal and the Suez canal (Egypt) in the Middle East made possible the trade with new parts of the world. The first ships with diamonds from South Africa entered the city harbours. The expansion of the harbours continued and now also in the Western



The growth of Amsterdam. The brown parts are visualizing the growth in Amsterdam West (Bellinga, 2012)

direction. At this time you see the foundation of the working class neighbourhoods. By the rapid creation of these neighbourhoods there was no attention paid to the quality of the environment, nor the housing quality. The inhabitants of this part of Amsterdam were living in poor conditions. The growth of the city was linked to the industrialization; people from the country migrated to Amsterdam.

The expansion plan of Amsterdam during this period was designed by Jan Kalff. He made the first expansion plan for Amsterdam that was realized.

In 1889 the Central station was opened and gave the possibility for transport over land by new made railway tracks through the country. Important for the urban structure in 20th century is the Housing Decree (Woningwet). This gave the city council a tool to make provisions for the construction of new housing.

In the northern part the harbours grew around the IJ banks.

The Annexation with neighbouring municipalities was the first step to a larger expansion of Amsterdam. Also the Housing Decree (Woningwet), which prescribes the qualities of housing, made the decisive factor on urban planning and architecture. The first Garden Cities (Tuindorpen) were founded. Also the construction of housing in the northern part of Amsterdam started, here the idea was to combine living and working. This stimulated the industry in the northern part of Amsterdam, although slowly.

In the last decades the city grew based on different city plans, first the city plan Zuid & West made by Berlage. The plan West is important for the growth of our research area. Later there was the AUP "algemeen uitbreidingsplan". This plan gave a global structural vision on the expansion of Amsterdam and reacted on the 19th century belt. The structure of the current situation is based on these plans.

All these sequential periods of rapid expansion are the root causes for a divided area.

In my research I focus on the scholendriehoek (triangle of schools). A group of buildings in a green area at Bos en Lommer.

After the growth of the harbor there was more need for housing for the workers. The municipality built a lot of row housing and half opened housing blocks, based on the functionality and the idea of spacious housing floated with daylight and fresh air.

The scholendriehoek is an area that was left by its users in the last decade. The area is bordered by the Sara Burgerhartstraat, the Wiltzanghlaan and the Highway A10. The Krelis Louwenstraat is going across the triangle. The name of the triangle came from the shape of the area.

After the baby boom, there was a huge need for schools. From the functionalist ideas, that stated that functions should be separated, the scholendriehoek was filled with an educational function. Four kind of schools with four different organization plans. Primary schools (Prinses Beatrix and Multatuli school), ULO (Daniel goedkoop school) and UTS (Hendrick de keijzerschool).

Problem statement

As well Amsterdam West as the scholendriehoek have some qualities, but also some problems can be defined very easily. I will indicate on each level what the qualities and problems are.

Amsterdam West

Amsterdam West is a neighborhood with many different types of buildings. This arose from the planned building ideas, that followed up on each other. Every plan brought its own ideas and architectural expression. Even the different views from the different time periods are playing a role. This ensures in a inconsistency in Amsterdam West. With the arrival of the A10 through the west part of Amsterdam, a better transport connection occurred with the surrounding cities and villages. This ensured that Amsterdam could developed on different areas. However, the A10 has also ensured that the area has been split up by a hard barrier. In Bos en Lommer this is certainly the case. In the earlier plans there was space left for a railway around the city Amsterdam. But they ended up with a road which would be on a higher level than the street, that made the barrier even higher.

In the north part of Amsterdam West there is a hard barrier formed by the railway to Haarlem. This railway is located next to the canal "Haarlemmertrekvaart". If we look a little further in the north direction, we have the north sea canal. Three barriers in the north part of Amsterdam. But it is possible to break through this barriers; the water by boat and the A10 and the railway by viaduct or tunnel.

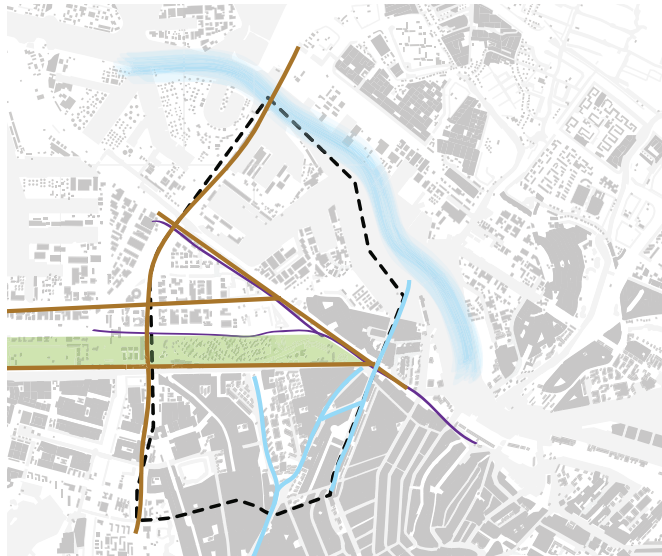
The green barrier is dividing the industrial part from the housing area of the research area. This area is called the Brettenzone, the green structure between Amsterdam and Haarlem. This zone was the connection between these cities. These cities were connected by water, the Haarlemmervaart, and later by the railway connection.

The brown line indicates the main streets, which are important axes through the area. This is in contrast to the small streets in the other parts of the area.

However, these hard barriers also gives the area qualities. There is a good access possible in various ways. And the green zone is a buffer for the industry in the north. Still The high correlation in this (large) area is missing.

Bos and Lommer & scholendriehoek (triangle of schools)

The scholendriehoek is clearly an area in itself. There is not a direct connection with the surrounding buildings. Because it takes a different function than the direct context, there arise strict boundaries between the different function zones. The qualities of the area are the open and green characteristics, which has established itself in the neighborhood. Because it is public, it gives the scholendriehoek a social function. The people, who live around the scholendriehoek, make use of the green zone, trees, shrubs and grass, as a meeting place. In the years 50-60s, the same function was clustered in this district. The scholendriehoek, the name speaks for itself, it consists mostly of schools. Schools, each with a different education typology. All these different schools were functioning in their own way at the time. The problem is that today there is only one school in use for educational purposes. Gradually there were schools vacant, and the office building in the north part of the scholendriehoek, is also vacant today. Some buildings are now being used by foundations and other small businesses. However, all this is done temporarily to ensure that it is not completely empty. Many plans have already passed the municipality and the developers for developing the area. Only the hendrick de keyser school has a temporary function that works. The vacancy of the schools can be explained by the fact that there are less children, compared to the period of construction. Last years the schools have chosen to merge with each other and have chosen for new buildings. The school also did not meet the high demands which are asked by the government. Because the area contains various functions and vacancy it is no longer in line with the bigger urban picture. With a master plan for the entire scholendriehoek it can enlarge the interaction in the area by making physical and visual changes. This

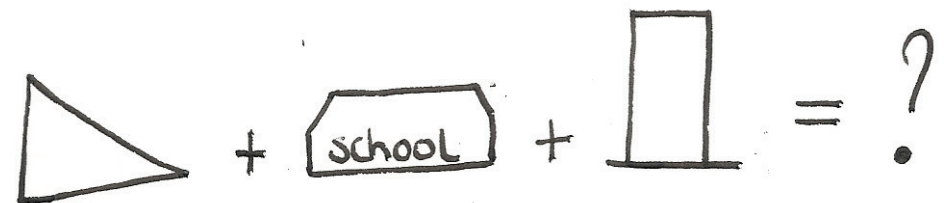


Physical barriers in Amsterdam West.
(Bellinga, 2012)



Scholendriehoek at Bos en Lommer (Bellinga, 2012)

improvements may be the cause for restoring the coherency again. Like Jo Coenen points out in his book *Noties* “de letterlijke betekenis van het woord ensemble is “samen”” (the metaphrase of the word Ensemble is together). (Coenen, 2010) Unfortunately, in the current scholendriehoek ensemble it is not present anymore. By bringing the scholendriehoek back to one ensemble, it can give the qualities at different levels a boost.



(Bellinga, 2012)

Research question

The research question I ask myself and where I want to start my research and design studies is stated as follows;

How can the scholendriehoek, situated in the district Bos en Lommer in Amsterdam, be transformed into an educational and accommodating place for physically handicapped children who are in a rehabilitation process?

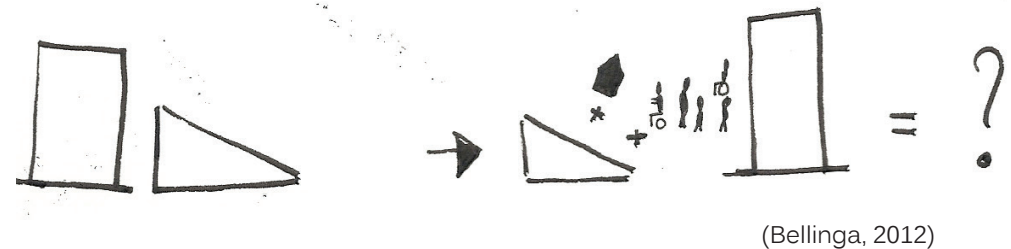
Subquestions that followed out of this research question are;

Questions on topic level

- What is a rehabilitation center?
- what are the requirements for a rehabilitation center?
- What are the different typologies for rehabilitation centers?
- What are the (general) requirements for disabled children In a rehabilitation process?

Questions on Scholendriehoek and urban context level

- What is the meaning of the scholendriehoek for Amsterdam, Amsterdam West, Bos en Lommer, and the adjacent context?
- What is the relationship between a hospital and a rehabilitation center?
- How can the different buildings of the scholendriehoek work together to create one ensemble?
- How can we integrate the Multatuli school, with its functioning program, in this kind of rehabilitation center?
- What is necessary to redevelop the Daniel goedkoopschool \ into a rehabilitation center?
- Which qualities of the Daniel Goedkoopschool are important for his architectural composition? And how can I improve that?



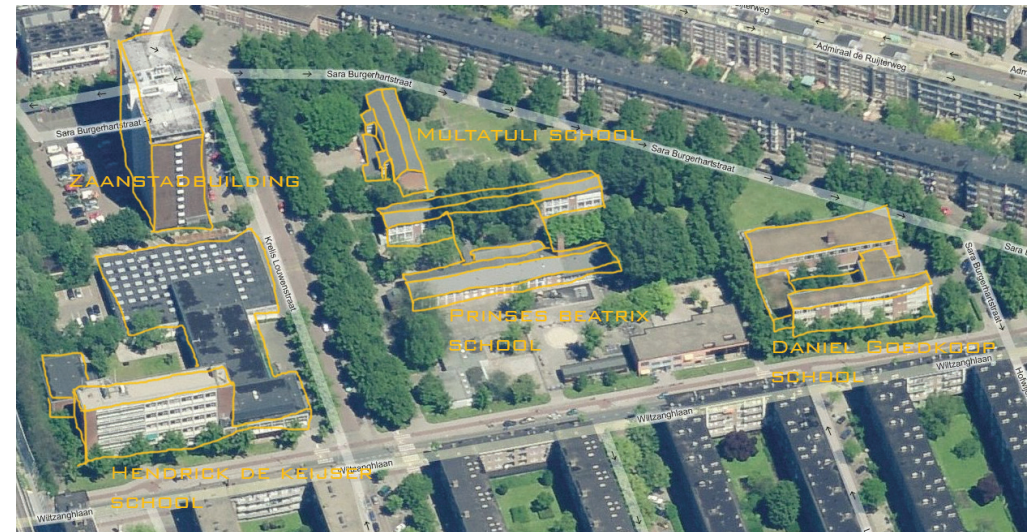
Research Goal

The main goal of this thesis is to answer the research question; the outcomes of the research will be used as a tool for the design. I want to create an interactive and coherent area in the scholendriehoek, where the educational function has fully returned and can cooperate with the new rehabilitation center for children. This should be a place where physically handicapped children, who are in a rehabilitation process, can rehabilitate in a social environment. This should be the place where a child can be a child, and where he can find the care and learn the skills for accepting his physical handicap. Like Esther Vergeer (the paralympic tennis-player) said in the program 'NOS Esther Vergeer (NOS, 2012)': "Kinderen met een handicap worden nog wel eens vergeten". (Disabled children are sometimes forgotten.) By letting these children be a part of the scholendriehoek and thereby the local society, they get the opportunity to be part of the society.

By redevelopment of the scholendriehoek i hope to create coherence between the different buildings, but also create an interface between the varied urban areas around the scholendriehoek. By researching the scholendriehoek at first and by making an urban concept I can search for the current strengths of the area. But also to research the weaknesses. By making a strong concept there can be formed a coherence in the area.

In the image on the right you can find an overview of the scholendriehoek area. The Daniel goedkoopschool will be redeveloped into the main building and be the link between the society and the rehabilitation center. When designing this part of the scholendriehoek, you have to take into account the urban planning, architecture and building technology. All these scales have to work together to make a good design with the specific requirements of the target group; handicapped children. I want to make an ambitious but realistic design. In the beginning of the 20th century they started thinking about organized rehabilitation. But since then it was not easy to integrate these programs in primary parts of our society: family, schools, living areas. (Voordt, 1983)

This is why I see this as an opportunity to redevelop the scholendriehoek and ensure that handicapped and not handicapped people can come together in this unique triangle of education.



(Bellinga, 2012)



(Bellinga, 2012)

Research Methodology

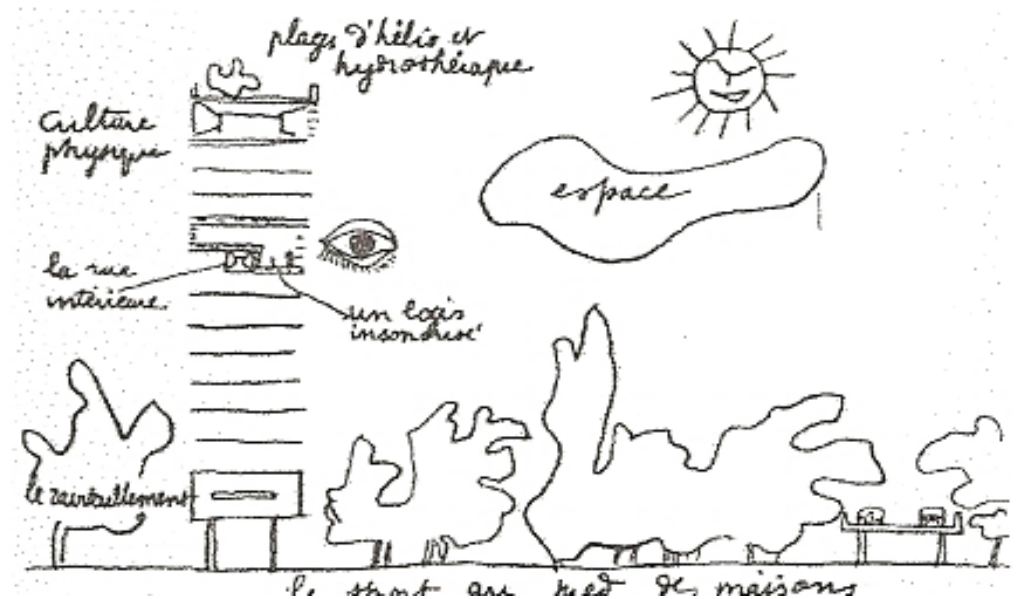
I want to approach this project by making use of my experiences in previous projects. Because we now have the time to do extensive research, I also want to make use of new research methodologies. I will certainly bring this into my research process.

My previous projects were all structured in phases. In the figure on the next page you see a diagram which shows the different phases that will be completed. The phase Design is a phase that can be subdivided into several phases.

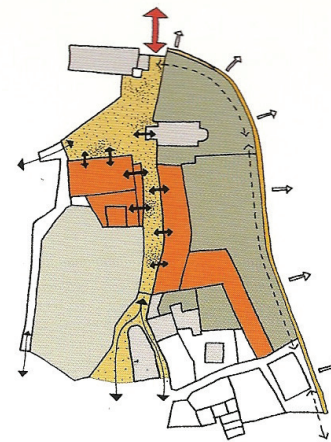
In the analysis and research phase, research and analysis work will be done on different scales. The analysis on urban level, architectural level and building technology level is already done. This phase of analyzing will result in a value assessment and a conclusion, which can be the basis for the next steps. The value assessment and the conclusions will result in a list of preconditions. These preconditions will provide a framework for design studies.

The next phase is making a concept. "Concepten zijn te beschouwen als denkbeelden of visuele voorstellingen van een oplossing van een ontwerpogave. In iedere fase van het ontwerpproces kan dat voorkomen." (Bax, 1992) (Concepts can be seen as visual representations of ideas or a solution for a design task. At each stage of the design process it can occur.) Or like de Jong write in his book 'Ways to study. Urban, architectural and technical design', a concept is used to organize your design choices. In the picture on the right, You see a concept drawing of Le Corbusier for his building 'Unité d'Habitation'. By defining my concept I want to make a good starting point for the next design steps.

The concept is the starting point for further design steps and design studies. The concept is formed by sketching. Because there are no specific requirement given, further research on the end users is needed. Here follow requirements for all the different users, in my case for children, handicapped children and their caretakers. This research step can be done by interviews and research on physical human measurements and care activities.



Concept Le corbusier (Jong, 2002)



Reference, a school on a old ensemble. (canizares, 2009)

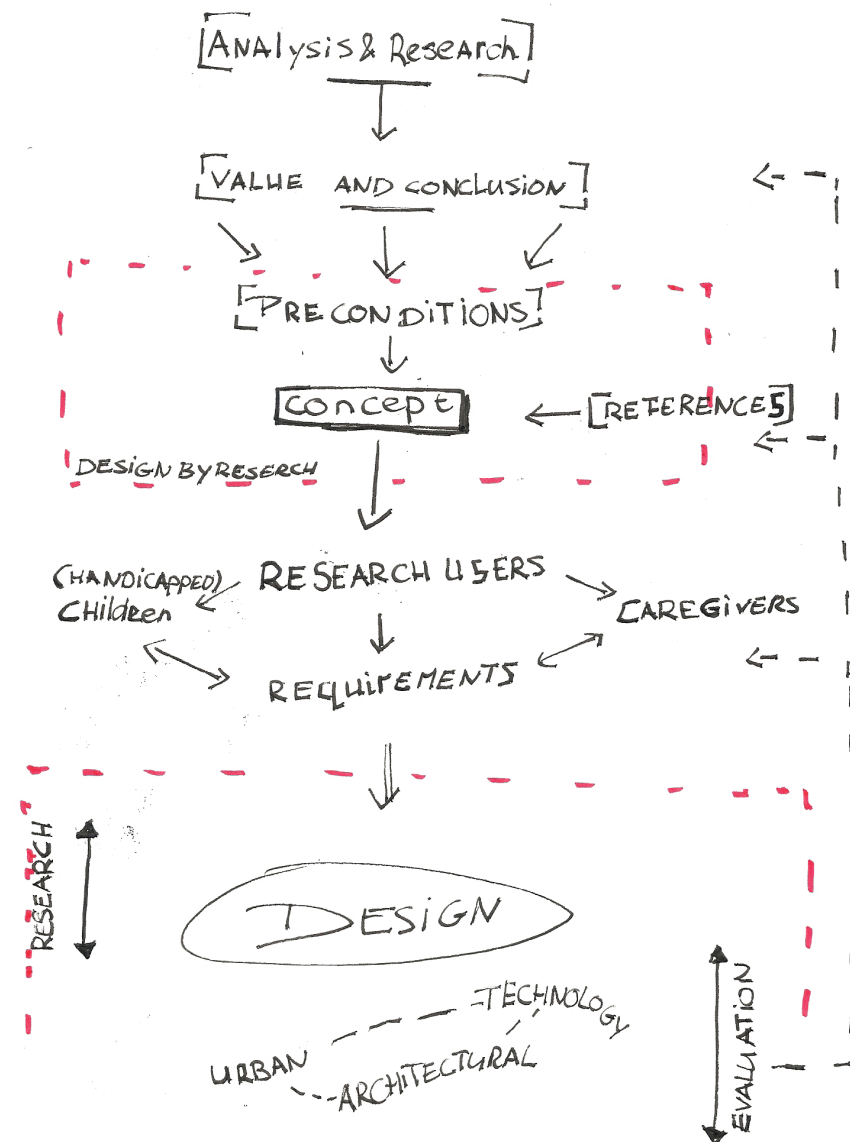


Reference, a design for specific groups. (Onix, 2012)

The last phase is the phase of designing. This is a time consuming phase which can be subdivided in different levels. See image. I am used to study my design by making models. Global models, but also very detailed models. Also studying references can play an important role in my design. In the pictures on the previous page you see two designs. One of a school which makes a relation with the old context. The other is a design by Onix: a design for a residential community designed for people with disabilities. To take a look at such kind of projects I can discover how to deal with the requirements of the specific groups.

In my last project, MSc 2, I designed by making a lot of sketches. Perspective drawings and section drawings were transformed in a perspective drawing. That kind of drawings give me more adhesion on the detail of the building. Because this is my graduation project I want to get more grip on my design to bring it to a higher level. Like de Jong describes in his book 'ways to study', by the application of icons after each conclusion you can make a guidebook for your design. (Jong, 2002) With the book "Architecture, form, space and order" (ching, 2007), I hope to create my own way for making Icons.

In the designing process I plan evaluation moments to take an overview of my design. And use the evaluation moment to improve my design. I will take a look at my previous determined values, concept and the requirements. By this feedback moment I hope to keep grip on my principles and concept.



(Bellinga, 2012)

Delivery Products

The delivery products I will produce are related to my design process and to the specific requirements (TUDelft 2011/2012). The year is split up in 5 phases. The first phase will be finished by the end of this week (9th of November 2012).

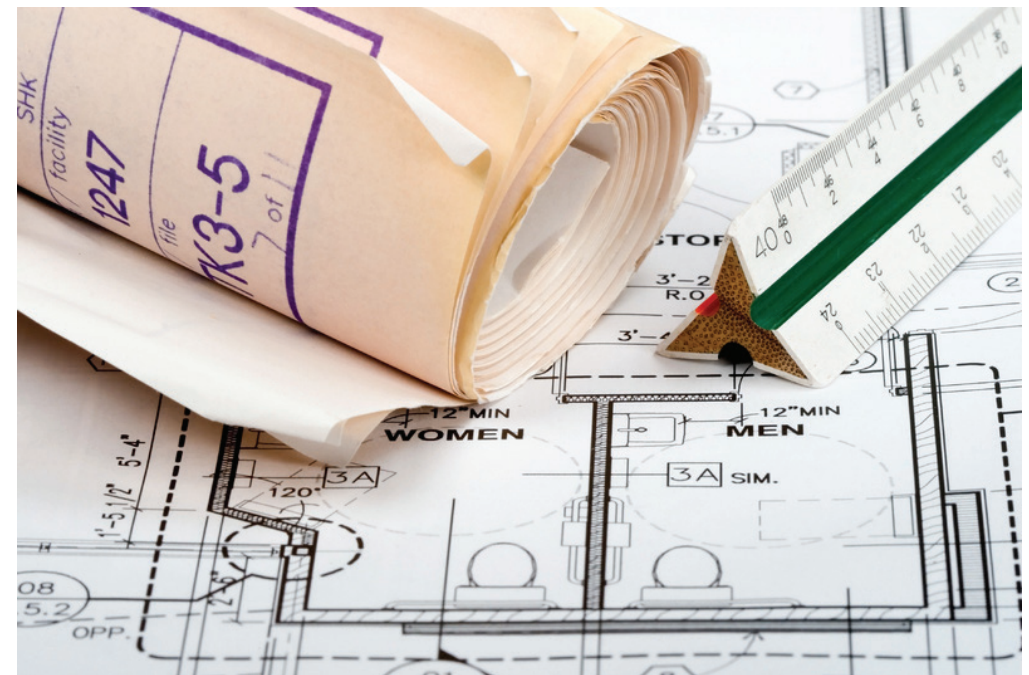
In the first phase we made a group analysis of the area Amsterdam west. Based on this analysis I started with my own research question on urban scale. For me the research question was defined: "What are the root causes of diversity in the western part of Amsterdam?" The next phase was an analysis on architectural scale. I choose for the office building Zaanstad. A building which is a part of the scholendriehoek. Because the scholendriehoek is an area on itself it was needed to do a research on this urban scale, before I could started with my architectural analysis. After the architectural analysis you zoom in to the detail level. On all the levels there I made a value assessment.

After the P1 presentation there was a chance to switch to another building. I have chosen to go on with the scholendriehoek. Though, I decided not to proceed with the Zaanstad office building but to switch to the Daniel Goedkoop school.

On the end of the second period there should be a program with requirements, a draft design and an urban plan on scale 1:1000 or 1:500. Also called a first design. In this period there should be done a lot of research in the way of your design proposal.

By the P3 presentation the first design is worked out in a scale of 1:110/1:50. And there are details presented scale 1:5. There should be a connection between all these different scales. As explained earlier, you have to switch between all the scales and take reflection moments to hold grip on your design. Only in this way you can bring a design to a higher level.

The P4 presentation contains a final design with all the drawings in scale of 1:5000 up to 1:5. Like situation drawings, plans, facades, sections, details and fragments of the facade. After this presentation there is a focus on 3D-pictures and a 3D model to further investigate your design. This will result in the P5; the graduation.



Source; www.rommetimmerwerken.nl

Scientific and social relevance

The social relevance can be found in a few ways. Since the beginning of this century the scholendriehoek has to deal with vacancy. So I have searched for a project which can make use of the existing program which is still functioning. I want to try to combine this with a new function, a rehabilitation center for children. This can give the area a new impulse by making use of the vacant buildings. In this way the habitants of this district can experience that the qualities of the area will be strengthened. But also the new inhabitants can enjoy the qualities of living in the city of Amsterdam. An area which is lively and a meeting point for different kind of people. An area which find his balance between social and physical needs.

Another reason for this topic is my personal choice; I am very interested in architecture with a large social impact. Consequently, I came to a project for physically handicapped children. Partly because I have experiences with physically handicapped people, since I am board member of a foundation that organizes holidays for disabled people. Besides, I was very impressed by the paralympic athletes of last summer. For children with a handicap there are existing schools where they can go to when they are in a rehabilitation process. Most of the schools are specified to the requirements of this kind of children. Likely the Mytyschools and the Tytyschool, but why should they be segregated from normal schools? Why is there a difference between children without and children with a handicap? They are all children of our society!

I did not find a school (yet) with that kind of goal. However, I found schools which are related with rehabilitation centers. An example is at Haren, this is a school which is connected to a rehabilitation program of the UMCG in Groningen. With the research I want to do in this topic, I hope to design a typology for this kind of combined education and rehabilitation.

On scientific level I hope that it is a typology which could be developed at different places in the Netherlands and maybe later internationally.

And ensures that existing buildings with an education function can be expanded whit this new kind of education.



Kids at the Johan Friso School Haren. Source; www.pfjharen.nl

Summary and final products Period 1

The scholendriehoek is an area that needs a transformation to prevent it from shattering. My idea is to add a function which can revitalize this area and make it a whole. The existing function, education, should be preserved in their current form.

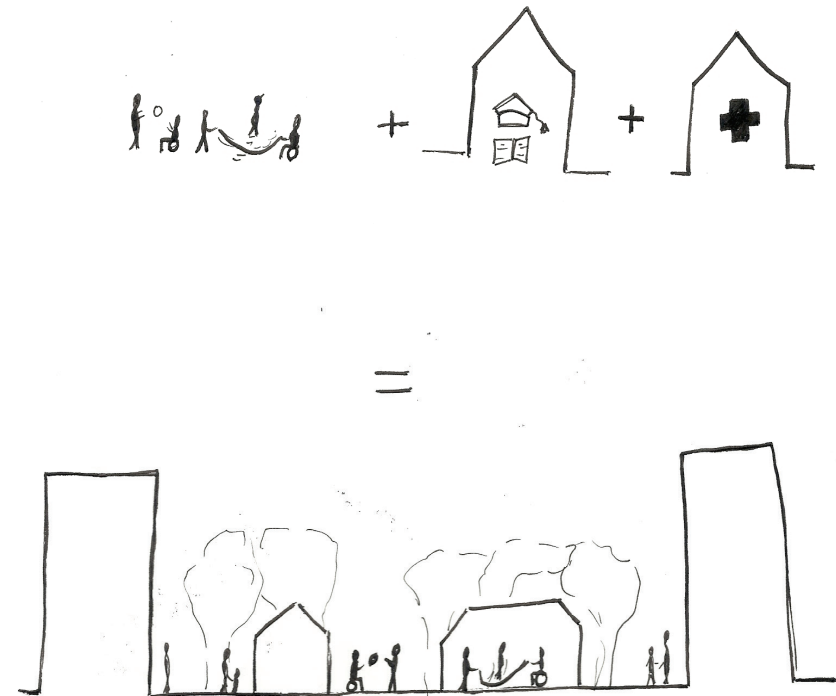
My plan is to make a rehabilitation center for children. The existing schools can be used as part of the rehabilitation process. The physical handicapped children can be part of the society.

By researching this topic I hope to find a typology which is a solution for the Scholendriehoek. And a typology of kind of school system which can be set as an example for other rehabilitation centers.

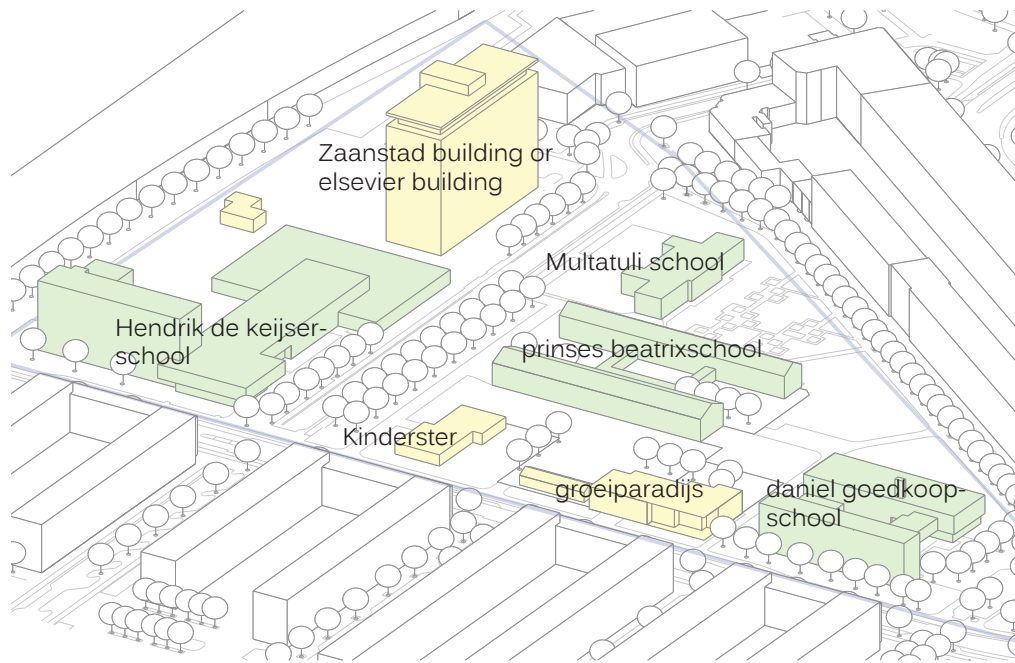
The next steps will be to do research and making a value assessment on the Daniel Goedkoopschool.

The final products of the first period are summarized in the next pages. Because I made an analysis of the Elsevier building (also called Zaanstad building), the value of this building is added in this report. The values are given on three scales: Urban, architectural and building technology.

I will continue my graduation project with the scholendriehoek and my focus of reuse will be on the Daniel Goedkoop school. By the p2 i will add my analysis and value assessment of this building to the Thesis plan.



(Bellinga, 2012)



Value assessment and conclusion on bos en lommer scale.

Source: T.Reijvers & N.A. Bellinga

The scholendriehoek has on cultural-historical and urban level, a positive influence. From the years 50-60's, the neighborhood was built up from the idea of separating the functions. This separation is at neighborhood and district level visible. The scholendriehoek ensemble includes the educational function while the surrounding buildings focused on housing.

Furthermore, at the urban level the phasing of districts is noticeable. De scholendriehoek is an area enclosed by two different building periods and therefore two different districts, Landlust and Bos & Lommer. The triangle is part of the district Bos & Lommer and is also part of the neighborhood ideas of this district: the separation of functions.

At district level, the area was important for the society, since during the

sixties schools were needed. After the second world war there was a baby boom and all those children who grew up needed education. In the surrounding areas they were in need of education. It was therefore necessary that schools were built during that time.

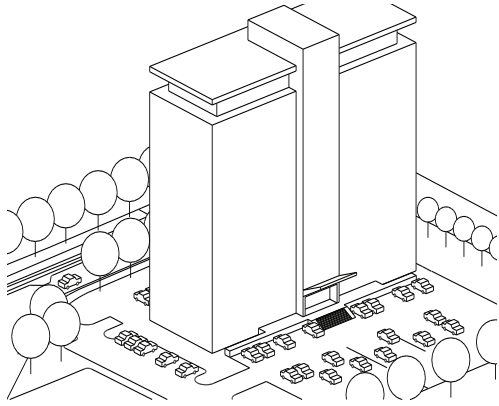
When we look at the qualities that give value to the scholendriehoek we can point out two qualities that emerge. The first is the quality of construction. On building scale, we can see four different typologies for making schools. The clustering of schools with different typologies gives this area a unique position on architectural level.

Another strong existing quality is the green area. We find green grass plots, trees and shrubs. The green is one of the few pieces of greenery in the district and therefore has value to the residents in a social way. The green is mainly open to the public. Because it is publicly available it serves as a social meeting point for the neighborhood.

When we look to the existing buildings the Zaanstad building gets an indifferent value, it has no connection with the surrounding buildings in scale and functionality. Although it is related with the district because of the direction and the shape of the building, a long volume situated from the north to the south.

The Hendrick de Keyzerschool and the Daniel Goedkoopschool get a positive value, because of the former educational ideas combined with their composition and internal organization. These buildings get their own separate value on construction, composition and structure.

The Multatuli school and the Prinses Beatrixschool receive a positive value, due to their position in the area and the different ways in floor plan design compared to the other schools in the area. The concierge dwelling, the Kinderster and the Groeiparadijs are buildings which are added in a later stage to the area. The Total value for this area is positive!



Information

Source: Archief NAI



In the North-West part of the scholendriehoek, we find the Elsevierbuilding. A big office building orientated to the A10. In the manner of writing the building is in use by anti-squatting people who are living at the 4th till the 12th floor. The basement and the first 3 floors are used by a foundation called 'connect initiatieven'. The exact date that Elsevier left the building is not known. Though, we are sure that after the departure of Elsevier there is nothing changed on the installations and the floor plans. The current owner is Rochdale, an investor in real estate. The building has a GFA of 10.800 m².

When this building was designed they named it the 'Zaanstad kantoorflat'. Today, it is known as the Elsevierbuilding. When we look at the drawings we see that it was designed for the Rotterdamse Bank. The initiator for the building was D. Eggink. The investors were Blaauwhoed N.V. And the foundation Pensioenfonds de Koninklijke Shell. The fund of these two companies was called Blaauwfonds. The development is done by N.V. Combinatiebouw and the building is built by Amsterdam Ballast Maatschappij.

Architect

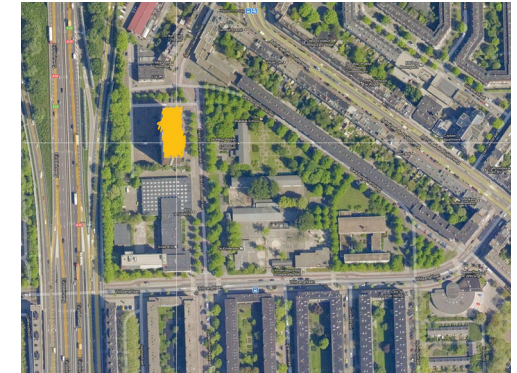
Source: Archief NAI



The architects that were selected to design this building were W.M. Dudok and his companion R.M.H. Magnee. Both were employees of the municipality of Hilversum. Later they started with an architecture firm called Dudok en Magnee. They started this firm to get detached from the municipality to get more design freedom in their designs for housing in Hilversum. This couple designed a few buildings in Amsterdam; a famous building is the Havengebouw at the IJ.

Location

Source: Maps.google.nl



The building is situated in the northern part of Bos en Lommer. This district is a part of Amsterdam West. On the north side we find the Sara Burghartstraat, the east way is the Krelis Louwensweg and on the south side of the plot you find the Hendrik the Keyser school. The entrance of the building is situated on the west side next to the A10. The research question that came up from this given information is; Why is the building with its entrance turned to the A10 and with its back to the Scholendriehoek?

GAK building 1960

Source: Beeldbank Amsterdam

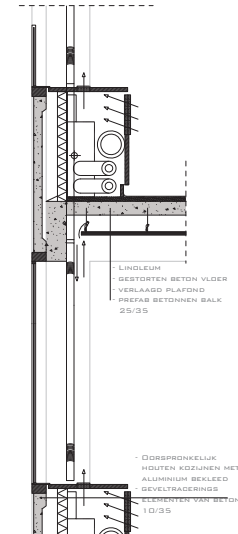
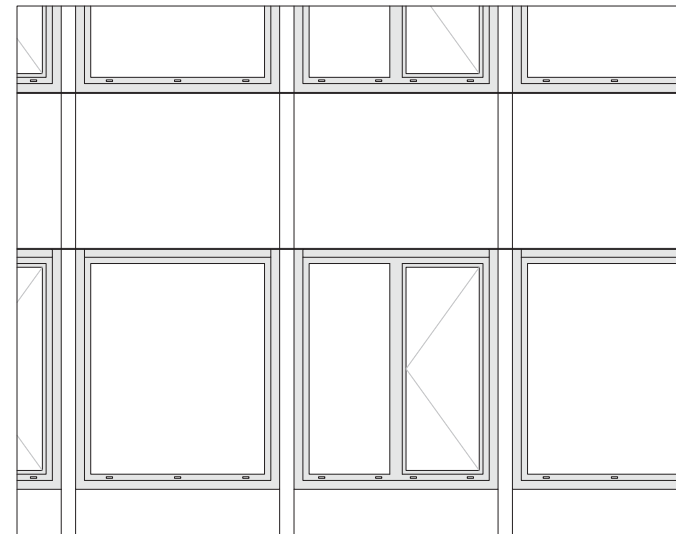


Havengebouw

Source: Beeldbank Amsterdam

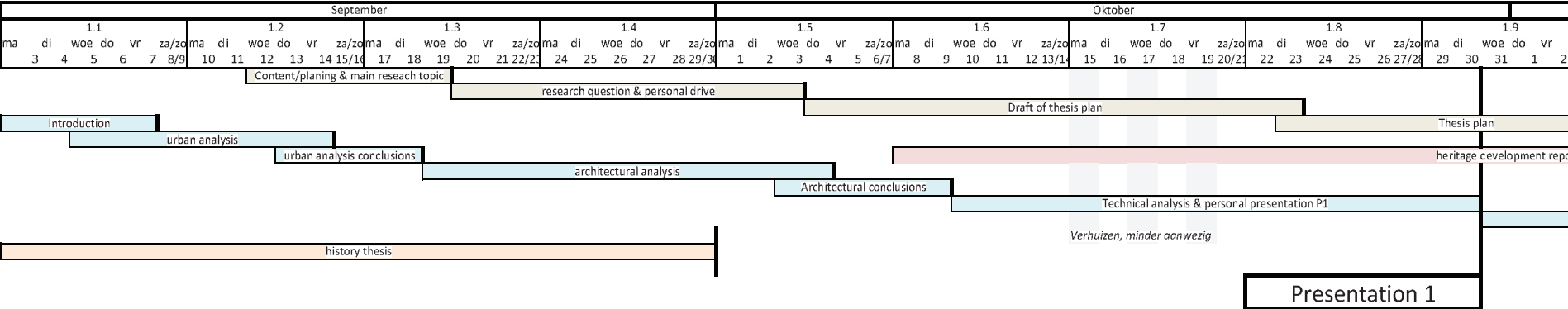


To make a good insight of the time and the architect, I made a comparison with the GAK building and the Havengebouw. The GAK building is a building built in the same district as the Zaanstad building, Amsterdam West on the A10. The architect of the building is Ben Merkelbach. An architect of the trend Het Nieuwe Bouwen. He was the municipality architect of Amsterdam. This building was the largest office building at that time period. And the cooling by a groundwater system was very progressive for its time. Till 2003 it was in use as an office building. Now the owner, AM, transformed it in different studio's for students. Around the building there is enough space for parking, as in the case by the Zaanstad building. The plot of the GAK building is also different from the direction of the plots of Bos and Lommer. When we look at the architecture of the facade we see agreements. First the horizontal direction in the facade, derived from the partition in the closed and unclosed parts. In the middle a volume sliced the stretched building. The Havengebouw is a building on the IJ and designed by W.M. Dudok and R.M.H. Magnee, the same architects as the Zaanstad building. This building is built at 1951-1965. This is in the same time period as the Zaanstad building. When we look at the facade we see that there is a same structure in directions. The main direction is vertical, the secondary direction is horizontal and comes from the different materials in the skin.

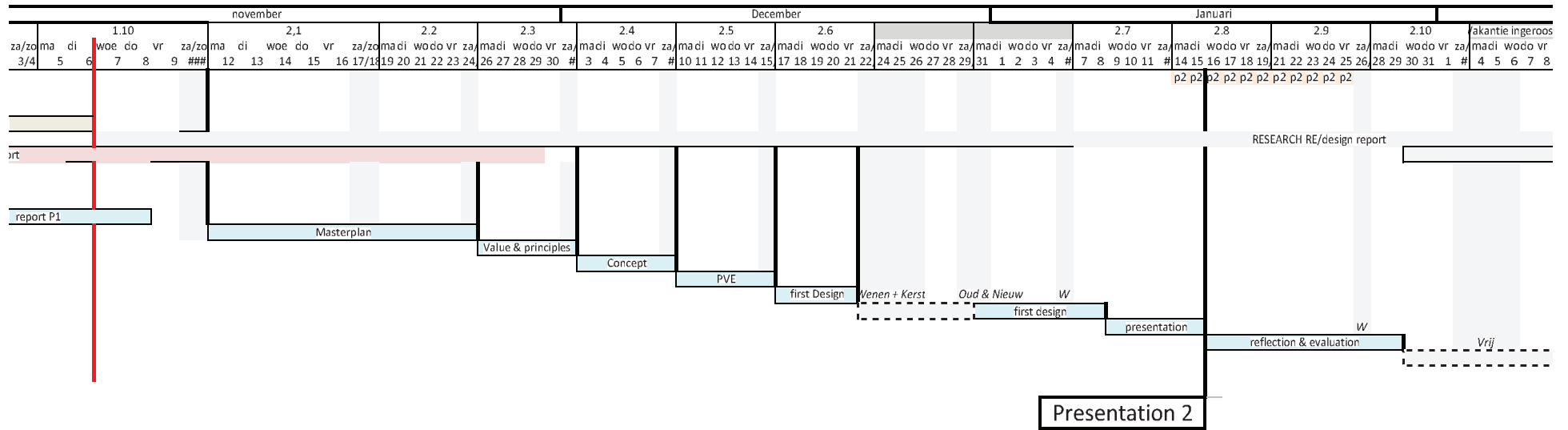


When we overlook the whole situation, the Zaanstad building is built on the scale of Amsterdam and is not an Icon of his period. Because it is built on the scale of Amsterdam the Building has no historical value for the area. When we take a look on technical level, the building has also an indifferent value. The building has no specific details with historical value, which are necessary to conserve for a next generation. But the building is in a good condition, that means that by a minimum of renovation this building could be used as an office building or for another function. Integration of new installations is easy to do. The Architects had thought about the necessary spaces for installations. The total value will be indifferent.

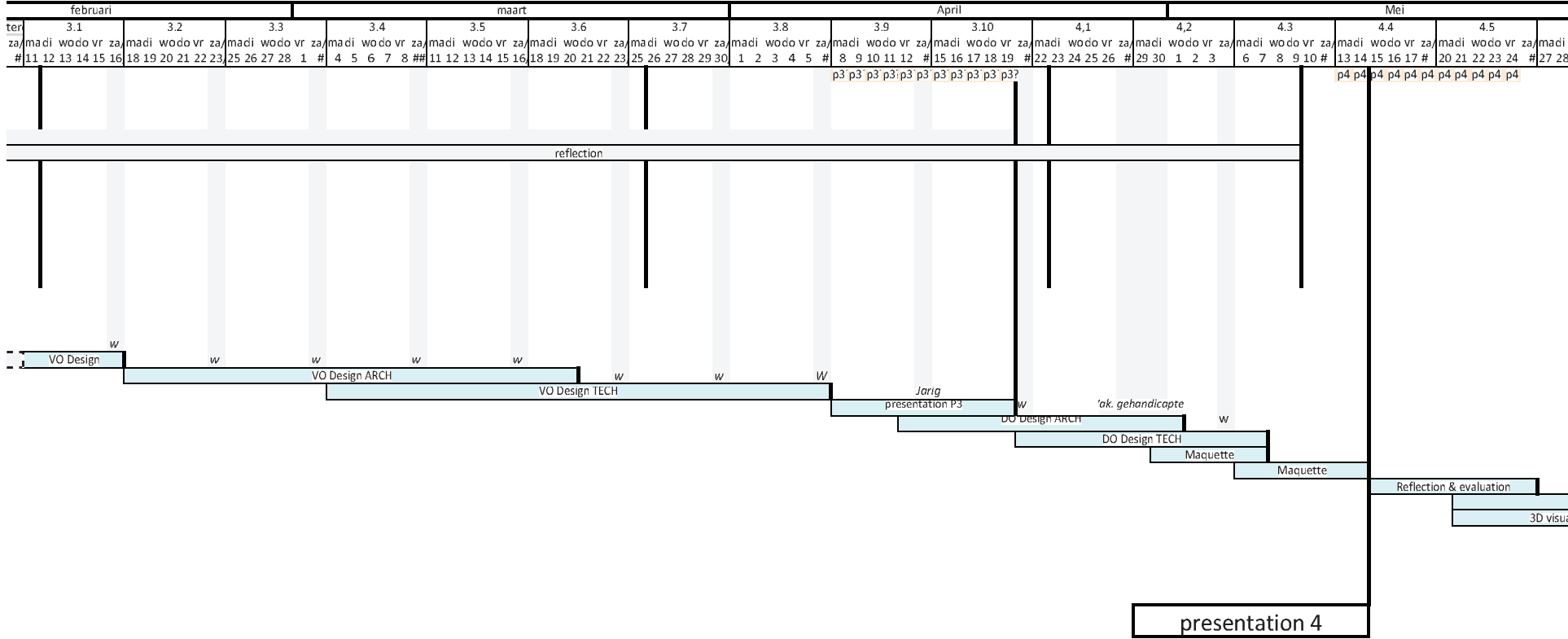
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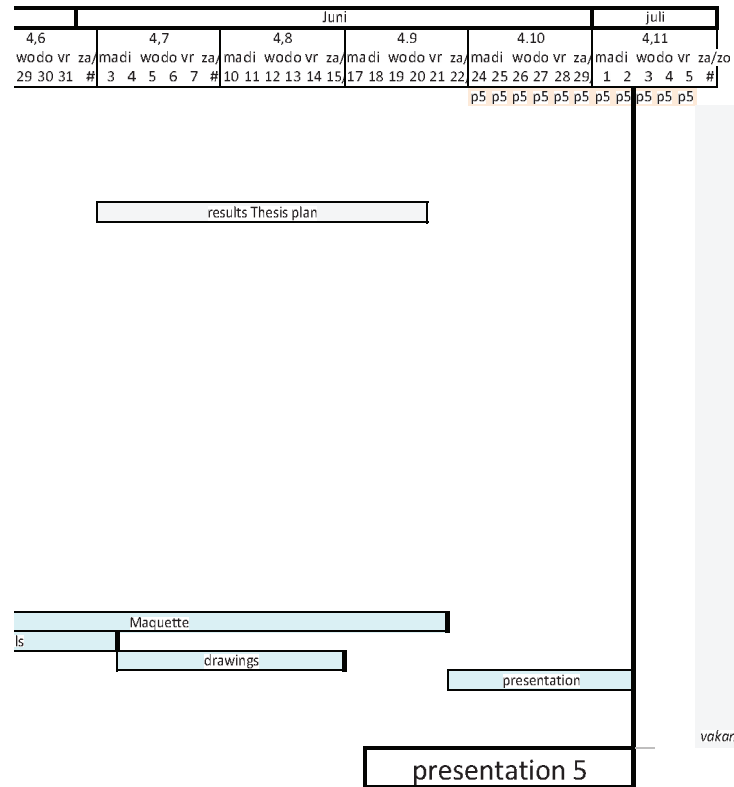
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