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Elle est basée sur le «House-System» et comprend de ce fait deux bâtiments avec réfectoires et salles communes pour 800 enfants env.

Le complexe se compose de 7 constructions. On pénètre dans l'enceinte par le sud. La première cour est entourée de pavillons bas. Au nord de cette cour se trouvent l'entrée de l'administration et l'aula qu'une passerelle relie, à l'étage de la bibliothèque, au bâtiment des classes ordinaires. En passant sous la passerelle on arrive dans la deuxième cour. La salle de gymnastique, et l'aile des laboratoires et des classes spéciales l'entourent au nord et à l'ouest. Une plateforme surplombant un étang sert de scène pour le théâtre en plein-air. Les spectateurs disposent du gazon alentours. L'aile de l'administration a deux salles: l'une a but multiple et l'aula. Entre-deux se trouve la scène intérieure du théâtre. Elle s'ouvre sur les deux locaux sus-mentionnés. Près de l'entrée a été aménagé une salle d'exposition donnant sur deux étages. Un escalier conduit à la galerie de l'aula.

Le bâtiment des classes comprend 16 salles. La bibliothèque se trouve au premier étage. Les salles communes peuvent aussi se transformer. Il suffit de partager une salle par une paroi, et il en résulte 2 classes normales.

Comme matériaux de construction l'architecte employa le béton, la brique et le bois. Les fenêtres sont en métal. Coût de l'œuvre env. sfr. 3.636.000.-.

Arne Jacobsen

Ecole Nyager à Rødovre (pages 307-308)

Jacobsen construit actuellement une école comprenant 34 classes, 2 salles de gymnastique et une série de locaux complémentaires pour 900 à 1000 élèves. Cette construction se situe dans la banlieue de Copenhague.

Le plan est une unité à angle droit. Toutes les classes sont disposées le long d'un corridor central et sont opposées. Au centre l'aile des classes ordinaires avec les aménagements pour l'enseignement en plein-air. A l'ouest un bâtiment très allongé avec un hall de jeux pour les petits, et les classes spéciales. Au sud les deux salles de gymnastique et la piscine. Les vestiaires et les toilettes lient cette aile au corps central. Au nord une place de jeux avec préau couvert et trois groupes de WC. Plus loin un autre emplacement identique, mais pour les plus grands. L'est donne sur l'habitation du concierge et le parking à vélos.

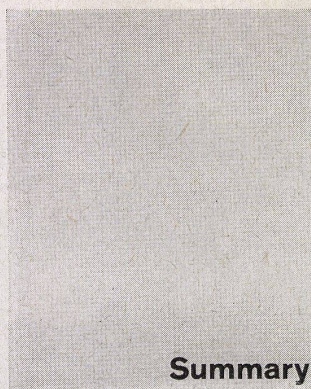
Les murs extérieurs sont en briques apparentes jaunes. Ceux de l'intérieur sont teintés en blanc. L'élément porteur du toit est une construction de béton armé en porte-à-faux. Il est revêtu de bois. Un vitrage supérieur éclaire les corridors. Les bâtiments de sport sont en béton armé exécuté sur place.

Ernst Zietzschmann, Balz Koenig

Ecole et home d'enfants à Zurich-Schwamendingen (pages 311-314)

Dans un quartier du nord de Zurich, une petite parcelle avait été réservée pour une école avec home. La situation ainsi que les circonstances obligèrent l'architecte à une solution très ample.

Il fut projeté une entrée pour la classe de rééducation de la parole ainsi que de l'école enfantine et une autre pour le home. Ces trois pièces sont reliées à un pavillon annexe qui contient les entrées, les vestiaires, les toilettes et le matériel. Les aires de bricolage ainsi que la cuisine se trouvent à côté des salles. Il fut aménagé une pièce particulière avec miroirs dans l'école enfantine. Pour que les petits puissent s'ébattre 3 préaux de jeux se trouvent à l'est de l'école. La construction est en bois. Cela reflète une ambiance chaude. Des bancs très larges ont été fixés le long des fenêtres. La statue dans le préau est d'Arnold Daltri. L'autre pour grimper et ramper de Willi Neukomm.



Summary

Franz Füg
Associate Gerard Staub
School at Kleinlützel
(pages 275-281)

After Laufon and branching off towards the French frontier, one ends up in a village which seems to be slumbering: Kleinlützel. At first glance time seems to have forgotten it. A closer examination, however, reveals that the place is inhabited by workers and artisans, while farmers have become quite rare. Over the last few years the social structure has undergone a fundamental and definitive development.

For the conscientious architect who is asked to build in such a locality, the responsibility is a heavy one. The site, the visual aspect, the habits and customs of a town which has grown and aged over the course of several centuries tolerate neither the false rustic style, which does not correspond to modern reality, nor the abstract buildings of our time. He can only attempt with infinite tact to adapt the new to the old. Each epoch has employed the construction materials at its disposal. The same was the case for the new school: the contractor has used metal, glass, concrete and bricks. All the fitting jobs, the locks and fixtures, windows, furniture, the facades, were carried out by local people. What appears to be new for the village is not the materials as such, but rather their novel expressions and shapes. None will be able to raise the question whether the manner of handling the materials is wrong or whether, on the contrary, it harmonizes with the immediate surroundings. I believe that the siting of the school on the hill cannot be regarded as shocking in its architectural expression. The different buildings have been kept in harmony with the landscape and the neighbouring village. The complex is wedded intimately to the contours of the terrain.

The project comprises four buildings: two for the upper and lower classes. In the interspace and connecting them the building containing special classrooms with the auditorium and finally the gymnasium, the caretakers' flat and the teachers' room. A recreation yard has been laid out in the midst of these four wings. The lower and upper classes are connected by glassed corridors crossing the centre of the special classroom building. The auditorium is the core of the whole complex. It is constituted by an enlargement of the connecting corridors. It has a multiple aim: recreation hall for bad weather, cinema and slide showings, lectures and exhibitions. During special occasions, like banquets, the glassed wall can be opened to the outside. The pupils have even succeeded in putting on a Christmas play by utilizing the stairs as a stage. Their parents were seated in the auditorium.

The lay-out of the school is on an axial plan corresponding to its functions. The secondary premises such as the teachers' room and the caretaker's flat are not very happily installed in the gymnasium wing. The desire for unity required the glazing of the outer walls, entailing thereby certain inconveniences. The contractor has tried to remedy these by fitting blinds and curtains in front of the large bays, but the disagreeable orientation of the rooms remains.

A number of considerations comes to mind with regard to the classrooms.

Is it right to glaze them completely? In certain cases this entails no disadvantages, but there are other cases where it is utterly superfluous. I believe that if the school were situated in the centre of an agglomeration, on a street with heavy traffic, the question would become problematical. Another point deserves to be raised: the effect on the rooms of the round of the seasons, even if the classrooms are oriented towards the east and the west and possess an adequate ventilation and air-conditioning system.

The plan is based on a grid measuring 2.16x2.16 m. The classroom of 4 grids for 48 or 36 pupils are square. The adjustable desks were designed by the architect. The masonry walls are supporting walls. The ceilings and floors are of raw untreated reinforced concrete. The woodwork is left natural. The designs and colour schemes are restrained. The value of the project consists in its spatial conception. This school built at Kleinlützel is no doubt unique and can hardly bear comparison or imitation. It expresses and reflects a conviction which calls for our admiration both for its modesty of expression and the grandeur of the final result.

Architectural Associates Hirsch

High School at Frankenthal

(pages 282-285)

This building measuring 95x51 m with an interior courtyard of 36x28 m comprises three floors. One part only is excavated. The recreation halls as well as some special rooms break in places the transparency of the ground floor where the interior and the exterior blend harmoniously. The classrooms and other premises are distributed over the upper floors. The contractor decided to integrate the entire program within one single building. Despite a very concentrated plan the visitor is astonished by the spatial possibilities that are here apparent.

Whereas a primary school is composed of several classrooms each representing a unit where teacher and pupil spend the hours of work in one room, the high school is different. Teachers and students continually change rooms. If the architectural expression of an elementary school can be reflected in its elevation in a very clear manner, the problem posed by this particular case is much more ambiguous. The necessity to avoid long routes among the rooms demanded a great concentration of plan. We have sought to express this clarity, this discipline and this straightforwardness that accompany higher studies. From the outset of the planning the artistic element occupied a preponderant place. The interior courtyard with its clinker flagging and its fountain, the great facade relief, its siting in front of the art and music room adorned by sculptures, the amphitheatre near the old oak, the auditorium finally and many other details denote a need to enliven by way of contrast a work that is in itself very sober.

The high school with its 24 classrooms has attained its optimum capacity. Later on when the school programme will comprise a complete curriculum, it will be possible to build on the east side a pavilion for the kitchen and the dining-room, and this all the more as the heating plant is located nearby.

On the east side of the recreation yard are situated the classrooms, on the south the gymnastic rooms, on the west the administration offices and the science rooms, on the north the auditorium. A covered promenade surrounds the courtyard. The placement of the porter's lodge makes for effective supervision of the different entrances. A special access for day students with WC has been installed. Near the porter's lodge is a cloakroom as well as a place for the cleaning materials.

Classrooms:

A grid of 2.25m with 4 and 5 axes defines the rooms. The width of the latter is 6.80m, the length 11.00m or 8.75m. 48 pupils have at their disposal 74.80m² and 36 pupils 59.5m². Cupboards built in along the corridors are intended for school materials or as display windows.

Arts and crafts:

On the ground floor of the auditorium facing north are the drafting and music rooms. A wall protects them from the Place Parceval. The courtyard thus created serves as an open-air teaching area. The woodworking shops with storage and the ceramic shop with furnace come next. The surfaces presented by the different partitions offer to the pupil an opportunity to express himself in a material medium. A windowless projection room with mechanical ventilation and the auditorium cloakrooms complete the lay-out of this floor.

The auditorium:

Located on the upper floor reached via the main stairway, 725 people can be accommodated. Gallery seats have been installed on the second level. The auditorium as room with multiple functions has not been designed on a step plan. Thus it is possible to adapt the furnishings to various needs. Even the stage has a multiple function.

Science rooms:

The physics, chemistry and biology rooms are located on the second floor of the west wing. They correspond in their lay-out and location to the requirements of the Mathematics and Natural Sciences Institute for teaching at Recklinghausen. In front of the auditorium in an opening crossing two floors there has been attached a Foucault clock. The entrance houses the aquariums.

Gymnasium 16.80 m x 28.00 m, eurythmics room 14.00 m x 14.00 m:

The former is intended especially for ball games, whereas the latter is reserved for exercises. All the required utility rooms are adjoining.

Construction and materials:

The selection of the latter was not dictated solely by a consideration of the purchase price, but also by that of maintenance costs. The static part of the building is a skeleton of reinforced concrete. The elements of the recessed windows are of wood. They have thermopane glazing. The parapets consist of enamelled metal panels. On the east and the west Venetian blinds give protection from the sun. The flat roof consists of an insulating layer, 4 cm of cork, 4 layers of tarpaper and gravel. The flooring consists of flagging, clinker and tiles. The walls of the ground floor and those of the corridors of the upper floors are of clinker. All the other are of wood panels.

Architects: L. Hafner + A. Wiederkehr

St Michael's Catholic Seminary at Zug Project 1958, built 1959-61 (pages 286-289)

It was only after a competition held in 1958 that final planning began. The new seminary had to be added to the already existing buildings: the church and the training college. Moreover the project was not to detract from the "presence" of these two older buildings. This consideration formed the basis of all the work that was carried out.

The small amount of land within which the architect could operate defined the area of the new seminary. It was on the basis of these factors that the architects attempted to obtain results that would correspond to the needs and aims of the training-college.

By way of an access drive the visitor comes to a courtyard and from there enters the entrance hall, which links the school and the living-quarters. The view from this hall on to the gardens, the assembly hall, the studies and the walks is an all-embracing one. Thanks to its location the hall represents and expresses the seminary as a whole. The assembly hall is not a room as such but is rather a covered space allowing for a multitude of uses both inside and outside. The classrooms, visiting-rooms, club, rectory and organ-loft are grouped round the assembly hall. To the west of the courtyard there is a staircase leading to the basement. Here we find the refectory, the pantry, the study room, the library and other studies and practice rooms. In front of this floor there is a large yard and a garden for study in the open air.

On the ground floor of the residential wing, set back from the hall, there are

the administration offices, reception, and rooms for chemistry, biology and physics. The wood and metal workshops have been located in the basement, as have the music rooms. The upper floors contain the bedrooms, each with 4 beds, as well as the living-rooms and studies. The sisters, who have their single bedrooms, refectory and oratory here, make the number of people housed within the building up to about a hundred.

The project is essentially a sober one in its appearance. The buildings rest on a one-storey high sub-foundation, the colours used being white and a bluish grey. The interior is similarly coloured with the addition of some touches of red and grey, natural wood being employed to heighten the effect.

Novotny + Mähner

Ernst Reuter School at Offenbach (Main)-Rumpenheim
(pages 290-293)

In 1958 a competition was held and the prize-winning scheme was carried into execution. The siting and town-planning factors were influenced by the presence of a green belt between Offenbach and Rumpenheim. The gymnasium, which is next to the playing-fields, the caretaker's block and the main entrance give onto the access drive.

On the ground floor, which can be reached by four entrances, there are the administration offices, the library, the recreation hall with its display windows and the lavatories. The standard classes with open-air teaching facilities in front of them are recessed. The special classes have been set on the upper floor, which is reached by a staircase running from the hall. The junction corridors between the blocks constitute charming internal courtyards. The recreation yard in front of the porch forms the

central feature. There is a cycle park in the basement.

Natural materials were employed when the school was being built.

Cost of construction including landscaping, playing-fields, gymnastics yard and special work: DM 1,600,000.-. Time of construction: 19 months.

K. + H. Sirén

School at Kauklahti

Project 1955-56, built 1958

(pages 294-296)

On a triangular plot of land about 35 km away from Helsinki a school had to be built containing 4 primary classes, 6 secondary plus classrooms for the natural sciences, domestic science and wood and metal workshops.

The primary block lies to the south. Between this block and that of the secondary classes the architects have set the gymnasium and the special classes. There are three entrances to these buildings.

Special rooms and the caretaker's flat are in the basement. The staff live in two separate buildings, in which seven flats have been installed.

The bearing walls are of concrete; the outer and inner walls are of wood. Asbestos has been used for the external cladding. The ceilings are made of toja panels. The school is heated by radiators; the ventilation is carried out mechanically.

Richard Sheppard, Robson + Partners

High School at Bloxwich near Birmingham

(pages 297-299)

This secondary school has been built in a district of Bloxwich on a hill

facing north. It is based on the house system and therefore has two buildings with refectory and joint rooms for about 800 boys and girls.

The complex is made up of seven buildings, with entry to the school grounds from the south. The first yard is surrounded by low blocks. To the north of this yard there is the entrance to the administration offices and assembly hall which at library level are linked by a bridge to the block for standard classes. Passing below the bridge, one reaches the second yard, which is surrounded to the north and to the west by the gymnasium, the laboratory block and the special classes. A stage overhangs a pool to serve for open-air performances; the spectators sit on the nearby lawn. The administration wing has two halls—a multi-purpose one and the assembly hall. Between them is the indoor stage, which opens on to the two halls already mentioned. Near the entrance is an exhibition room on two levels. There is a staircase leading to the gallery of the assembly hall.

The classroom block holds 16 classes. The library is on the first floor. The joint rooms can be altered by installing a partition to form 2 standard classes.

The architect has used concrete, brick and wood in this building. The windows are metal. Cost: about Sfr. 3,636,000.-.

Arne Jacobsen

Nyager School at Rødovre

(pages 307-308)

At the present time Jacobsen is building a school with 34 classes, 2 gymnasiums and a number of subsidiary rooms for 900 to 1,000 pupils. The school is sited in a Copenhagen suburb.

The plan is limited to right-angled units. All the classrooms are set facing one another along a central corridor. Sited in the centre is the block for standard classes with the open-air teaching facilities. To the west there is a very long block with a playhall for the infants and the special classes.

To the south we find the 2 gymnasiums and the swimming-pool. To the north there is an infants' playground with covered seating-facilities and three lavatory buildings. Further on there is a similar site for the older children.

The east of the complex is terminated by the caretaker's flat and a cycle park. The external walls are being carried out in unfaced yellow brick.

Those inside are white and have been washed. The bearing element of the roof is a system of projecting reinforced concrete beams resting on a brick partition. The corridors receive light through skylights. The gymnasiums have been carried out in reinforced concrete executed on the building-site.

Ernst Zietzschmann, Balz Koenig

School and Day Nursery at Zurich-Schwamendingen

(pages 311-314)

In a district to the north of Zurich a small plot of land had been laid aside for a school and nursery. The size of the site forced the architect to build up most of the land.

An entrance was envisaged to the remedial speech training school and kindergarden and one to the nursery. These three elements are linked by a junction building, which contains the entrances, the cloakrooms, the lavatories and the equipment stores. The play nooks and the kitchen are adjacent to the three main rooms.

Inhaltsverzeichnis

Roland Gross, Zürich	Neue Ziele der Schule II	267-274
Franz Füeg, Solothurn	Schule in Kleinlützel	275-281
Werkgemeinschaft Hirsch, Karlsruhe	Gymnasium Frankenthal	282-285
Leo Hafner + Alfons Wiederkehr, Zug	Katholisches Lehrerseminar St. Michael, Zug	286-289
Novotny-Mähner, Offenbach	Ernst-Reuter-Schule Offenbach-Rumpenheim	290-293
Kaija und Heikki Sirén, Helsinki	Volksschule in Kauklahti	294-296
Richard Sheppard, Robson + Partners, London	Mittelschule in Bloxwich bei Birmingham	297-299
F. W. Kraemer, Braunschweig	Volksschule in Dortmund-Rahm	300-306
Arne Jacobsen, Kopenhagen	Volksschule Nyager in Rødovre	307-308
Novotny-Mähner, Offenbach	Volks- und Mittelpunktschule Groß-Auheim (Main)	309-310
Ernst Zietzschmann, Balz Koenig, Hannover-Zürich	Kindergarten und Tagesheim In Zürich-Schwamendingen	311-314
	Chronik	
	Konstruktionsblätter	