

# Summary

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## Summary

### Kindergarten in Coventry (pages 317—319)

Three groups of two classrooms each are clustered around an open garden court. A connecting hallway forms the western boundary of this green area. The right of this hallway opens on an ante-room which leads into four classrooms. From the left side of this connecting hallway you enter a group of common rooms, centering on an all-purpose hall which can be used for games, gymnastics and social events of all sorts. In the center of the double-classroom wing lies an installation and storage shaft containing boys' and girls' WC, a warm-air heating element and lockers. Each classroom has an equally large ante-room or hobby room, in which are found lavatories, a shoe-rack and cloakroom. Both ante-room and classroom open on the garden court. Construction: supporting transverse walls of brick, with wooden roof and windows. The auditorium uses pre-fabricated standard steel braces and supports, with a pre-fabricated concrete roof. Foundation rests on short concrete piers. Interior: walls rendered and coated with emulsion paint. Ceilings plastered, except for the dining-room which has acoustic tiles. Floors of hardwood strips, except for the entrance corridor which is surfaced with plastic tiles. Auditorium: vertical pillars covered with beech-wood, with ceiling tiles of plywood inlaid with beech. Heating: warm-air heating in school-rooms and auditorium.

### "Im Feld" Primary School, Wetzikon (pages 320—322)

The four classrooms are situated on the south and east sides. Each classroom is directly connected with an open-air teaching area. A roomy central hall serves as indoor recess area and school center. Rooms are accessible from all sides of this lobby. It is disposed diagonally to the whole complex. On the north-west a double doorway leads from the lobby into a kind of patio completely walled in and thus sheltered from the wind. The pupils in the four classes constitute their own small school family with their own recess areas.

#### Materials:

Outside walls: untreated concrete.  
Inside walls: rendered brick.  
Ceilings: untreated concrete.  
Flooring in classrooms: artificial resin.  
Flooring in corridors: hard burnt brick.  
Windows: compound glass sliding windows, other panes DV glazing.  
Wall cupboards and doors natural oak.  
The cost for the first stage came to Sfr 92.80 per cu.m.

### Primary School at Tapiola near Helsinki (pages 323—325)

Our example showing a 16-room elementary school in the new garden suburb of Tapiola near Helsinki is characteristic of a new trend in Finland. The design is radically simple, wooden elements being utilized. The overall plan is U-shaped. Two arms of the U contain the classrooms; the connecting section comprises the special rooms, the flexible dining-room and the gymnasium. The school is entered from the west with a cloakroom lobby located in front of the gymnasium which can also be used as a theatre. To the right there are aligned six lower classrooms on both sides of a corridor. On the inside to the south there are two groups of lavatories and, accessible through a south entrance, a covered recess hall. Straight ahead of the cloakroom lobby is a wide corridor lighted from south opening by way of a folding wall into the library and the handicrafts room; it can thus be enlarged into a large dining-room for all the pupils. A door opens from this spacious room directly into the school yard. Farther to the east

there are two special classrooms and the upper school wing housing 10 classrooms. In the school yard built around on three sides there is an open-air classroom worked out like a roofless box open to the south.

### Primary School with Community Hall at Kulosaari near Helsinki (pages 326—327)

The community of Kulosaari near Helsinki required a 9-room elementary school along with various special-purpose classrooms, a gymnasium and an auditorium to serve at the same time as a community center. This auditorium constitutes the core of the whole complex. All the other rooms of the school are disposed around this central section on four sides, some of them accessible only by way of stairs running up to galleries from the auditorium itself, the classrooms being reached from these galleries. This auditorium-community center is set in the slope, the site being on a gentle incline. Corresponding to the descending line is a second ascending line permitting the lateral sections to go up to from one to three stories. The auditorium requires a stage. The architect has been most ingenious in utilizing the gymnasium as stage. It is placed at right angles to the auditorium and is 1.20 m. higher than the lowest three rows of seats. Cyclorama and lighting installations are built in behind and above the stage. The school is entered from the south, the cloakroom lobby being located beneath the gymnasium. To the left of the cloakrooms are the lavatories, showers and dressing rooms connected with the gymnasium by a spiral staircase; to the right next to the cloakrooms are a laboratory and the janitor's flat. On the same level, accessible from the auditorium, there is left a classroom, right the chemistry and physics room. Stairs leading up from the auditorium itself give access to one classroom each, and above the laboratory and the janitor's flat the administration and teacher's rooms. Additional flights of stairs lead up on intermediate level to classrooms for biology and, opposite, for domestic science.

### Secondary School at Chaddesden, Derbyshire (pages 328—330)

The secondary school for 600 children is located on the north slope of a valley running east and west. The one- to four-storey buildings are so disposed on the steep incline that a continuous level from the entrance connects all the buildings on different floors. There is created a difference in height among the individual sections amounting to a maximum of two stories. The various heights of the dining-room, small and large auditorium are accommodated under one continuous roof: the rooms are interconnected by short flights of stairs. Associated with the entrance lobby in the one-storey central section are the hobby rooms on the north, dining-room and kitchen on the south; gymnasium and dressing rooms extend the auditorium structure to the south. Next to the lobby is the two-storey library, which for its part is connected with the three-storey section at different heights. In this case nearly the entire intermediate floor between the manual training rooms on the upper and the science rooms on the lower floor, along with cloakrooms and lavatories is reserved for circulation. A bridge leads from here to the second floor of the free-standing four-storey section. Every three classrooms are disposed on each floor around a common work room.

The construction is based on a skeleton of light steel sections with a base unit of around 1.2 m., a type that has proved its worth. The exterior glazing is mounted in vertical T-sections of rolled steel, which were attached directly to the skeleton. Horizontal sections of similar cross-section define windows and edges of ceilings. The walls are on the inside covered with three-ply plywood on an intermediate layer of asbestos-cement slabs which were glued under pressure to a 2.5 cm. cork layer and outside glazed in bright colours. This interior covering is screwed to braces welded to the T-sections thereby creating an air space. The brilliant colour outside is visible through the floated glass skin. The ceilings of rendered asbestos slabs are suspended on the supporting skeleton sections. Wall cupboards and heating space serve nearly everywhere as additional acoustic insulation. All floors in classrooms and corridors are paved with plastic tiles; in the lobby and in the gymnasium the floors are of hardwood, on stairs and in vestibules of linoleum.

### Secondary School for Girls in Sheffield, Yorkshire (pages 331—333)

The site is in the midst of flat hedgerow country. Old coal shafts beneath the site had to be taken into consideration in devising the foundation. The building was planned on a base unit of around 1.20 m. The classrooms are in three-storey structures on the corners of a central, one-storey central section housing the auditorium and the entrance lobby, this central section representing the core of all the school activities. One room for practical instruction and three domestic science rooms constitute together with the dressing rooms a north wing; the other rooms for practical instruction are disposed between the classrooms. Each storey is a self-contained unit: nearly all of them are grouped about a work room. The library is immediately next to the entrance. Three rooms form an elevated gallery on three sides of the auditorium: the stage, a lateral gallery and the small auditorium connected with the large one by a folding wall. The construction is based on a steel skeleton with curtain wall suspended in front. In places where the elevations are intended to be opaque this glass skin backed by a clinker wall enamelled in colours. Partitions are of dry gypsum slabs. The ceilings too are prefabricated; individual elements can be removed to permit access to the electric wiring mounted under the ceilings. Floors in corridors, classrooms and lavatories are of plastic tiles; in the auditorium and in the science room there are wooden block floors, in the gymnasium beading floors. Kitchen floors and parts of the domestic science rooms are paved with stone flagging.

### Burleigh County Secondary School in Hatfield, England (pages 334—337)

This example is an English secondary school with an auditorium, which can also be used as a community center. Three of the classrooms are used both as such and also as dining-rooms. Since there is an airplane factory in the vicinity of the school in which planes are also tested, the school was kept to one storey with as few windows as possible on the side facing the factory. As many trees and shrubs as possible are planted around the building to dampen the noise. The school yard constitutes, along with adjoining auditorium, the core of the school. The construction is based on a wooden skeleton. The V-shaped hardwood supports rest in a metal foundation plate secured by four bolts. The main girders span breadths of from 3 to 10 m. and are of timber lattice construction covered on both sides with 6 mm. hardwood paneling. All outside walls with the exception of the gymnasium are non-supporting. The windows were set in the wooden skeleton frames taking the form of aluminium sliding windows or as a suspended pivoting window of around 2 to 3 m. with fixed glazing. The fixed units of the outside covering consist of 12 cm. wide beading of untreated red cedar insulated with fibre glass. These units were delivered in widths of 2 and 1 m. The interior plywood boarding was affixed on the spot. 12 cm. thick hollow partitions were rendered on both sides. Ceiling elements are of perforated gypsum slabs. The acoustic ceiling over the stage is fixed to steel brackets on the under side of the ceiling and laterally to the nearest girder. Auditorium, hobby room and science room have wooden block floors, gymnasium and stage beading floors. Teachers' rooms and library have cork floors and the other rooms have flooring of plastic tiles.

### Intermediate School at Mörbý near Stockholm (pages 338—341)

A 23-room secondary school had to be built on a south slope on a traffic artery leading north out of Stockholm, the site being roughly triangular, the lower half nearly level. English school hours have been introduced in Swedish schools so that the program had to include a large lunch room with kitchen and utility rooms. Special-purpose rooms of all kinds, a gymnasium and an auditorium with seating capacity of 700 are also comprised in the plan. Four single rows of classrooms are disposed to left and right of a central section which follows the contour of the slope. There is a third section at the top of the slope adjoining the central unit; it contains on the west side a two-wing building with special-purpose rooms, on east side the auditorium. The grade percentage corresponds exactly to one storey per unit so that in every case the ground floor of an upper wing is the equivalent of the first floor of the next lowest wing. The central section contains recess halls from which stairs ascend

and descend and at the lowest end of which is located the main entrance to the school. The gymnasium is placed on the lowermost level east of the school proper. All classroom wings are of two stories. All school rooms located on the first floor have windows on south side in addition to a narrow north skylight.

### Heidelberg Business College (pages 342—345)

The whole project falls into two sections:

1. Business School.
2. Higher Commercial College and Economic Institute.

The area involved in these two cases is approximately equal. But the consideration that both schools are devoted to different educational purposes and had to be adapted to different categories of students determined the working out of different, in fact diametrically opposed structures: the 5-storey compact rectangular block for the business school and the 2-storey (partly 3-storey) spacious courtyard building for the Commercial College and Economic Institute. Since the Commercial College houses the entrance for both schools, but is not to be used as thoroughfare by business school students, a several storey recess hall with stairs was placed in the courtyard area, from which both schools can be reached. The building site lies around 3 meters lower than the driveway. The school is entered on the intermediate level with only one stairway leading to higher or lower floors. The entrance, therefore, even in vertical section, is located in the core of the complex.

The inside walls are of raw brick in the hallways, in the classrooms built-in cupboards of natural wood, in the stairwells concrete. The floors in the passages are paved with grey, yellow and blue tiles and Solnhofen slabs and in the classrooms linoleum, PVC, etc. The outside walls of the passages are of masonry rendered in colours; the outside walls of the classrooms have a wall-high element of wooden frames with glassed window sections and enamelled sheet metal parapets (blue and yellow) on insulation slabs.

Protection against sunlight is furnished by outside continuous light metal blinds, along with air vents above and casements below; this system was so effective in the hot summer of 1957 that this school could remain open whereas other schools had to be closed; the members of the commercial college attributed this to the excellently functioning ventilation and the system of blinds on the outside. The volume involved measures 34,000 cu.m., and the net construction cost comes to around 80 German Marks per cu.m.

### Orange Coast College, Costa Mesa, California (pages 346—348)

The construction presented here is of an English-language institute, a part of a college complex which has developed slowly over a period of years in English-speaking countries, a sort of link between the school and the outside world. Here the general public assembles, but especially the patrons of the institute and the pupils. These institutes, which are always connected with a theatre, do away with libraries, which are available in every American city and town. In addition to language instruction, singing and instrumental music are also taught, and on certain occasions this activity culminates in theatrical presentations and concerts. A theatre-in-the-round can be erected on the stage of the auditorium. The American institutions of this nature support experimental theatres, which have a wide-felt influence on the entire American stage. These institutes often see the origin of quite modern plays with new acting techniques and new relationships between auditorium and stage, most of which have the effect of increasing direct contact between the performed drama and the audience.

### Project for St. Saviour's and St. Olaf's Girls' Grammar School in London (pages 349—352)

The school constitutes part of an entire district building plan and forms its core with a number of athletic fields and playgrounds. Two four-storey classroom buildings flank a central structure with three gymnasiums. There are four classrooms for each stairway. Special classrooms project south-west from the three gymnasiums. The theatre forms the actual core of the whole complex. It has a small stage. The theatre is interesting in that it has a partially clincher-built broach roof furnished with slot-like skylights on a star-shaped plan. The gymnasiums possess suspended ceilings.