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might provide a full and stimulating general education were described as follows:

1. general academic—suitable for professions such as teaching, the law, and the arts of music or drama;
2. general practical—suitable for nursing, dietetics, physiotherapy, and the practical aspects of music or drama;
3. science academic—suitable for scientific research, technology or medicine;
4. science practical—suitable for student apprenticeships, trades, etc.;
5. commerce academic—suitable for business executive work or social sciences;
6. commerce practical—suitable for secretarial work, retail buying and selling, etc.

It was anticipated that during the first two years the work of all pupils would be basically similar. Divergencies on the lines indicated in paragraph 18 would begin to appear in the third year. Courses 1, 3 and 5, the so-called academic courses, would be maintained for a full seven year period; the remainder would last for at least five years.

It was decided that the first two years should be organised in eight forms of 30 and that the course of instruction should be of a general nature leading to one of the specialised courses undertaken later on. In the third, fourth and fifth years, however, pupils would have selected the special course they wished to follow and would then be organised in six groups, or courses, per year, each group consisting of 20 pupils. These years, therefore, would be composed of 18 teaching groups instead of the 12 forms more characteristic of grammar school organisation.

These educational ideas, and many more that were voiced during the early discussions, encouraged the team of architects to reconsider the accommodation usually provided for a grammar school and to give special attention to that required for:

1. general and specialist teaching rooms for groups of twenty and for the particular use of sixth form pupils;
2. social accommodation in form rooms, houses and common rooms and for dining;
3. provision for the practice of music, drama and crafts;
4. accommodation for physical education.

Development of the schedule of accommodation

The architects contributed a number of suggestions about the way space could be arranged, juxtaposed or used for a number of different purposes, so that the building should be as flexible as possible in use. One example of this was the way in which the teaching needs of the middle school were linked with space needed for house activities and for dining to give an arrangement of rooms capable of fulfilling all these purposes. As a result there are available, within the framework of any one house, rooms for large or small teaching groups, for the private study of individuals and for staff.

The hall

The hall at Arnold is designed as the social focus of the school. It is placed in the middle of the school and provides an area of 2,800 sq. ft. for assembly, music and drama. The aisles can be used for circulation between teaching periods. This, together with variations in floor and ceiling levels, and the use of rich and lively wall materials such as curtains and wood-strip panelling (which also serve an acoustic purpose), should save the hall from a feeling of bleak emptiness which might well inhibit its general use.

Music Rooms

The small hall has been designed mainly for music. It will, however, seat an audience of 100-120 so it could also be used for lectures, when for instance, the headmaster or a visiting speaker wished to speak to the pupils of one year. In the main music room, tables and chairs can be arranged for formal teaching, e.g., in musical appreciation, or can be stacked away so that the pupils can be grouped for singing or orchestral playing.

The musical instruments themselves present problems of storage. They will be used both in the music rooms and in the assembly hall, in and out of school hours. Storage facilities have been provided in a circulation space serving the music rooms, which is also adjacent to the assembly hall. To ensure even temperature conditions a thermostat has been provided, and this controls a radiator, which is placed well away from the instruments. Although the boiler house is adjacent to this space, it is thermally well insulated from it and care has been taken to see that no heating pipes pass through it.

Athletics shed

The athletics shed takes the form of a "dutch barn" with a span of 75 ft. and a length of 116 ft., giving a total usable area of 8,430 sq.ft. The roof continues 5 ft. beyond the span, sloping downward to give protection against rain. The height of the shed, to the underside of the trusses, is 20 ft. Most of one end of the shed is bounded by a full height wall, the other by a 9 ft. wall. The floor of the shed is covered with tarmac. Nets can be arranged to divide the various activities from one another.

While primarily designed for games and athletics, this shed can fulfil another purpose—as a kind of marquee on speech days or similar functions. While, as explained in paragraph 40, the assembly hall has been deliberately limited in size, the athletics shed provides plenty of room—it can seat 1,600, which will allow every pupil to be present and to bring at least one parent. To allow for this kind of assembly the loudspeaker apparatus provided for the hall is demountable and can be erected in the athletics shed.

General library

One of the working areas has been designed as a general library for use by classes of twenty or thirty. The aim, however, has been to make it different in

character from a classroom, as the library is meant to occupy a unique position in the school. The walls are lined with books and there are large tables at which pupils can spread their books in comfort. The cork tiled floor, and the window-curtains, will, it is hoped, contribute richness and vitality and, at the same time, reduce the level of noise. Window-seats and easy chairs have been provided to encourage the use of the library for private reading outside school hours. At one end of the library there is a small bay in which books of particular interest to the younger children may be kept. There is a librarian's table, with card indexes and catalogues near it, so that pupils may be shown how to find books; also, of course, there may be a lending service run by the pupils themselves.

Study library

The second working area has been designed as a private study library. Here the needs of the older student have been the main consideration. A number of single tables, each 2 ft. 6 in. by 2 ft. and fitted with a desk lamp, have been provided. Sound absorbent ceiling, cork floor, soft, unobtrusive wall colours, and individual lights, have been employed to create a quiet, comfortable atmosphere which will be conducive, it is hoped, to concentration.

Lower school

In the lower school there are eight rooms each 510 sq.ft. in area and measuring 26 ft. 2 in. by 19 ft. 6 in. In this size and shape it is just possible to arrange all the necessary wall-benching and furniture for a class of thirty, but there is little room to spare. These classrooms are equipped with dual tables, measuring 3 ft. 8 in. by 1 ft. 10 in.

Middle school

The general teaching spaces for the middle school are arranged to form the accommodation for six houses, each of thirty boys and thirty girls drawn from the third, fourth and fifth years. As with the lower school, these pupils have a special entrance to their part of the school buildings, and each house can be entered direct from a paved courtyard. This courtyard has a central free area for circulation and informal recreation, while on three sides are a number of bays with seats. These are screened by planting set in tiered flower beds.

The accommodation for each house consists of a house-room of 683 sq. ft., a group-room of 369 sq. ft., and two studies for the housemaster and housemistress. These rooms are grouped round an entrance hall, domestic in scale, from which there is access to the kitchen, coat-hanging facilities and sanitary accommodations which are shared by each pair of houses. The house-room and group-room serve also as teaching spaces, the former for only half its time because it is also used for dining.

Sixth form

Observations led to the provision at Arnold of a sixth form common-room of

850 sq. ft. It is designed as a club-room for the older pupils, treating them more as students than as school children. Along one wall runs a long, fixed seat. There are square tables for groups of four and individual hinged writing tables. A wall-bench fitted with a sink and griller, and with cupboards above, provides the means of preparing tea and snacks. On two sides of the room there are bays of book lockers, whose internal dimensions are 30 in. by 11 in. by 9 in., sufficient in number for the whole of the sixth form.

The common-room opens on to a south facing terrace, which is part of the house courtyard but separated from it by being raised 4 ft. above the general level. The balustrade to this raised terrace is designed to form a continuous seat, and in addition the chairs and tables can be brought out from the common-room and placed on the terrace in fine weather. Though designed primarily for informal use, the common-room may on occasion be used for special teaching purposes, e.g., a debate, or a lecture to the whole sixth form on some general subject.

Science accommodation

The science accommodation is in a three-storey block approached from the school through a glazed corridor, which forms one side of a science courtyard. As designed, this corridor is adequate only for circulation. An additional module in width would have increased the value of this space considerably by making it possible to create small experimental or exhibition bays, possibly associated with the courtyard. But there is, of course, a limit to what can be added in this way. There is, however, at the entrance to the block, an exhibition space, with a small study bay for about six pupils, which can be used either for a small class or for private study.

On the ground floor of the block are the two chemistry laboratories and the biology laboratory. The latter opens on to the science courtyard which contains a greenhouse, experimental planting beds and a pond. On the first floor are the physics, mathematics and general science laboratories and, on the top floor, the lecture demonstration room and the geography, technical drawing and commerce rooms. A small service lift connects the preparation rooms on each floor, so that equipment can easily be taken up to the lecture demonstration room.

Mies van der Rohe

Krupp Administrative Building in Essen (pages 315-318)

Work on this building will start in 1962; it will be the first building put up by Mies in Europe for 30 years. The building will be sited on a fine hill outside the town of Essen. The lower part of the building will be in the form of a terrace and well adapted to the topography of the area. The upper part is a steel skeleton. The general treatment promises to be a great success.

Biografische Notizen

Roland Gross

Geboren 1934 in Altstätten, SG. Studium an der Kunstgewerbeschule Zürich und Bauzeichnerlehre in Zürich. Eigenes Büro in Zürich seit 1956. Seit 1960 Assistent bei Prof. Moser an der ETH.

Bauten:

Schulhaus Riedenhalde 1956—60 (zusammen mit Escher und Weilenmann, Zürich)

Friedrich Stettler

Geboren 1924. Studium am Kantonale Technikum in Biel und an der Kunstgewerbeschule Basel. Seit 1954 Konstrukteur der Basler Eisenmöbelfabrik Sissach.

Fritz Haller

Geboren 1924 in Solothurn. Praktikum in Holland. Studien im Wachsmann-Seminar, Lausanne. Eigenes Büro seit 1949 in Solothurn.

Wichtigste Bauten:

Schulhaus Wasgenring in Basel
Wohnhaus Steiner in Bellach
Quartierschulhaus in Solothurn

Yolande Custer

Geboren 1909 in Zürich. Ausbildung an der Handelsschule Zürich. Mitarbeit im Wohnbedarf. Ausbildung als Photographin am Photographischen Institut der ETH und bei Werner Gräff; Kurse an der Kunstgewerbeschule Zürich.

Walter Custer

Geboren 1909 in Rheineck. Studium an der Eidgenössischen Technischen Hochschule Zürich und an der Technischen Hochschule Berlin-Charlottenburg (Prof. H. Poelzig). Mitarbeit im Wohnbedarf Zürich, Entwicklung von Typenmöbeln. Mitarbeiter bei Alvar Aalto, Werner Moser und Gebr. Volkart, Winterthur. Seit 1948 eigenes Büro in Zürich. Seit 1960 a. o. Professor für Architektur an der ETH Zürich.

Wichtigste Bauten:

Lagerhausanlage in Bombay
Presshouse in Colombo, Ceylon
Fabrikanlage in Schaffhausen
Kehrichtverbrennungsanstalt in Zürich
Primarschulhaus Zürich-Neubühl

Urs Beutler

Geboren 1933 in Basel. Hochbauzeichnerlehre, Tätigkeit in Basel und Stockholm. Studium an der Hochschule für Gestaltung in Ulm, Diplomabschluss 1960.

Eberle M. Smith

Geboren 1906. Studium an der University of Michigan. Seit 1940 eigenes Büro in Detroit. Inhaber und Präsident der Firma Eberle M. Smith Ass. Spezialisiert auf Schulhausbau. Für die Schule in Greenfield erhielt er 1956 den National Award für Schulhausbau.

Tobi Gersbach

Geboren 1927 in Basel. Studium an der Eidgenössischen Technischen Hochschule Zürich. Praktikum in den USA 1955—60. Mitarbeiter von Yamasaki und Saarinen. Teilhaber der Firma Eberle Smith, Detroit 1957—60. Seit 1961 eigenes Büro in Zürich.

Bauten zusammen mit Eberle Smith:

Senior High School in Pontiac
High School in St. Joseph
Henry Ford Community-College in Dearborn
Schultheater in Wayne