

# Summary

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## Summary

Max Rasser and Tibère Vadi, Basel

### Junior high school at Binningen near Basel

(Pages 130-139)

#### Initial circumstances:

As a consequence of a Cantonal decision regarding schools, the Canton of Baselland had to build its own junior high schools to accommodate the children of 30,000 inhabitants dispersed throughout the five neighbouring communes of Baselland.

Winners of a competition of 1960, Rasser and Vadi were assigned the job of building this school beside an already existing upper school.

This complex with 16 classrooms, which proves empirically to be the most economic size, also comprises 20 special rooms (natural sciences, drawing, music) and a reception room for visitors.

The complex is situated on a east slope, which is bounded on the north by large trees.

#### Analysis:

##### General site:

The problem was to integrate this program with the already existing school (Arch.: Kinzel, 1962) composed of four volumes on two to four levels, parallel (on the south) and perpendicular (on the north) to the slope.

##### Program:

The architects have grouped all the tracts in a single block on three levels, square in plan, measuring 34 meters along a side. The first recess yard, accessible from the sunken road, is located beneath the volume, which is at grade level on the east; there is access to the building itself via ramps and stairways across two open-air yards.

##### Plan:

The module of 8.55 meters corresponds to a standard classroom (8.55/8.55 m.). Four aligned classrooms face east and west; between the classrooms there are the special classrooms, which are open toward the north and the south. On the second upper level there are the art room, the natural science room along with the collections and the supply rooms.

On the first upper level there are recreation areas, the lavatories with toilets; then on the ground floor there are the principal's office, the staff rooms, the library and the supply room as well as the girls' handicrafts room. The ground floor hall faces east and commands a view. The stairways located in the centre of the building are illuminated by a large skylight. The basement accommodates the modelling room and four music rooms. The underground areas of the basement level comprise the shelters, a community kitchen and the technical installations.

##### Faces:

The storey heights are 3.40 meters. The panel elements measuring 8.55 m. x 3.40 m. are subdivided into four vertical panels and three horizontal ones. These twelve panel units constitute the closed and  $\frac{2}{3}$  glazed elevation subdivisions.

##### Construction:

Structure of raw reinforced concrete insulated on the inside. The decks are 28 cm. thick, permitting the incorporation of the lighting fixtures, Venetian blinds, shutters, loudspeakers, projectors, etc.

A glazed strip at high level runs all round the faces to furnish solid walls as well to the corner classrooms. This division is found too in the inter-

mediate partitions, which have at high level a dark separation joint.

#### Critical remarks:

The conception of the building is very severe.

It is expressive of the same purity of design as a construction of Mies van der Rohe. The architects have not succumbed to the purely formal manner of handling concrete, i.e., the "brutalist" style, and the plastic composition is exceedingly restrained. It is, in effect, neither an air-raid shelter nor an Aztec monument such as can be seen springing up all over Switzerland at the present time.

It is adapted to rationalized construction methods without for all that suffering the drawbacks of pre-fabrication, when it is handled by speculators. The effect of this building is by no means a poor one. Along with Haller's school in Baden, it is one of the cleanest constructions of recent years in Switzerland.

Dieter Oesterlen, Hanover/Brunswick Associate: J. Schindelhauser  
Landscape architects: W. Rossow and H. Bourmat, Berlin

### Andreanum School, sited next to St. Michael's Church in Hildesheim

(Pages 140-143)

#### General site:

Favourable situation on St. Michael's hill.

In immediate vicinity of ancient St. Michael's Church.

View over the south-west district of Hildesheim.

Grounds accessible from three sides. Level differential of 7 meters compensated by a retaining wall 6 meters high; south slope. Old lime-tree to be preserved, situated in the centre of the site.

Site taken advantage of by grouping of the different volumes on the north side of the site, from where there is a general view from all units.

Volumes are staggered owing to the natural slope.

Sole access to the school on the north side, corresponding to the location of the districts involved.

Access to residence unit from the north, to flats from the east.

There was a problem regarding the protection of historical monuments: The school is subordinated to the church from all points of view.

Decomposition of the program into four volumes, ensuring reduced scales for all volumes. Architectural detailing is finely articulated.

Orthogonal complex: very cubic expression (flat roofs) constituting a sharp contrast to the richly articulated silhouette of the church.

Preservation of old gates and retaining walls (ancient closes).

Volumetric structuring: articulation: At the upper part of the site, special classrooms on two levels, with entrance, administration and leisure area, with view.

On a lower level area, two volumes on three levels, comprising the ordinary classrooms. Volume on two levels is situated near the entrance, with auditorium and gymnasium. Despite this great differentiation as to volume, the complex is highly concentrated.

#### Green areas:

The entire school is surrounded by green areas. All the recess yards are located in front of end walls, not classrooms (covered: 2.45 sq.m. per pupil/open: 4.75 sq.m.). In front of the classroom windows there are interior garden courtyards.

Playgrounds between gymnasium and residence unit. Open-air space designed for theatrical performances and other school events, located behind the auditorium.

#### Construction:

Linear structure of apparent concrete with visible brown brick fill. Upper level of the special classroom wing everywhere of apparent concrete, with canopy structure on all faces extending 3 meters, above the ancient close.

The same brown brick with anthracite-coloured joints appears again on the interiors. Parapets of ground-floor classrooms as well as retaining walls and foundations are of washed concrete.

Rambald von Steinbüchel-Rheinwall, Frankfurt am Main

### Girls' secondary school in Kuwait

(Pages 144-148)

#### Site and program:

On a site 1 km. long on the outskirts of Kuwait the problem was to provide a school for 1000 girls, 350 residents, and teaching staff, with an auditorium seating 1600 persons with complete stage, along with a music centre, a swimming pool and sports grounds with grandstands.

#### Climatic conditions:

The temperature differentials in Kuwait are very large. With an average humidity quotient of 95%, there are temperatures soaring to 45° or 50°.

At night winds blowing off the sea bring coolness. Moreover, there are very severe sandstorms which cover the city with thick layers of sand.

Thus, the sunbreak is an element of primary importance in such a climate. Along the exterior walls it was necessary to provide a constant vertical circulation of air. The roof structures are double, and the roofs are used in part as dormitories at night. All the buildings enjoy cross ventilation, ensuring relative coolness. Only the kitchen with the dining room, the auditorium and the music room are air-conditioned. For reasons of health, air-conditioning was not adopted for the other tracts, seeing that chilly temperatures are not easily borne by the local people.

#### Architecture and program:

Separation between the school proper, comprising the special classrooms, the sports ground, the swimming pool and the gymnasium, accessible directly from the road, the completely isolated residence wing and connected with the school via the library and the dining room, and the part that is accessible to the public, comprising the auditorium and the music room. Since the girls must not be seen by men, there was required a close with supervisors' lodges, completely separating the internal part from the public part. Owing to the power of the sun here, all the corridors are covered.

#### Construction:

The complex is realized in apparent reinforced concrete painted vivid colours. All the detailing is very sturdy, because there is not enough labour available for repair work.

Arne Jacobsen, Klampenborg

### Covered tennis courts at Landskrona

(Pages 149-152)

Here is the realization of the plan presented in B+W 6/62. The execution corresponds by and large to the original conception (some spiral staircases have been eliminated).

The articulated steel structure, supported by 10 double columns, rests on a solid concrete foundation, the slab of which is only 20 cm. above grade level; this arrangement is to preserve an unimpeded view towards the sea and the forest, the outdoors thus being optically integrated in the building even in the winter.

The access to the halls for participants is located on the north, in connection with the cloakrooms and the basement lavatories.

#### Structure:

The complex is based on a module of 1 meter. Above the tennis courts, at a height of 4 meters, there are steel lattice girders 2 meters high, which carry a secondary Robertson steel-section structure and roofing made up of 5 cm. of cork and adhesive gravel insulation.

The end-walls are faced with polyester panels ( $\frac{1}{4}$  meters). Ventilation is effected between the lattice girders via the suspended ceiling.

Osmo Sipari, Helsinki

### Russian and Finnish school in Helsinki

(Pages 153-156)

#### Site:

The school is sited on terraces on a gentle west slope covered with a stand of very tall pines. The classrooms are arranged parallel, one row behind the other, stepped in conformity with the contours of the ground.

#### Program:

17 standard classrooms, many roomy special classrooms, a gymnasium, an auditorium and a residence tract.

#### Organigram:

There is access from the west to the three entrances interconnected by means of steps leading to the three classroom wings, which are staggered, and the residence tract. On the north side, there are located the gymnasium and the auditorium, which are disposed perpendicularly to the slope, beneath which are the cloakrooms at grade level.

The main volume, following the contours of the slope, houses the administration offices, the library, the dining room and the kitchens. Between the classroom wings are interior courtyards which are closed off on the south by a covered passage giving access to the toilets and lavatories.

Arne Jacobsen, Klampenborg

### Nyager public school at Rødovre

(Pages 157-162)

#### Site and program:

This school is located in the environs of Copenhagen beside a town-hall built by the same architect (B+W 11/56). It has 22 classrooms (with special rooms) accommodating 900 to 1000 pupils. The site is square measuring 11,000 sq. meters and adjoins a sports field.

#### Design:

Main access on the north side, leading to a court facing west towards the building and east onto a feeder road serving the bicycle park. Stairways lead to two interior courtyards situated between the three wings of the comb-shaped building. The classrooms are accessible via three central corridors which are interconnected across one end.

The main building comprises the administration offices, special classrooms, the library, the teachers' rooms and the playroom for the small children. The complex is closed off on the south by two gymnasiums and an indoor swimming pool.

The nearly square classrooms are illuminated, aside from the ordinary windows, by a high glazed strip, which guarantees good light in the backs of the classrooms. The ceiling is slightly pitched in the direction of the corridor, which is lighted by central skylights, fitted with deep cylinders. Beneath the corridor skylights, serving the special classrooms, are exhibition windows.

The specific architecture of this complex is characterized by the pitch of the roof structures, consisting of two staggered planes, over the classrooms as well as by the gymnasiums. The interior courtyards in front of the classrooms are subdivided by low screens which optically divide off one classroom from the other.

#### Construction:

The roof structures are carried by broad canopy stringers of concrete resting on the corridor walls. The roofing is of wood. The low wooden roofs on steel columns set in front of the windows. There are walls of apparent yellow brick on the outside, and of white brick on the inside.