

# Summary

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## Summary

### On this Issue

In No. 11/1966 of Building + Home there was presented a competition project of W. Plüss. He has since then been able to realize his conception. In this Flashback we describe in detail the experiences accumulated now that the school has been in use for a long period of time.

Werner Plüss, Geneva. Associates: Franz Roth, Edouard Reimann

Contractor: Emil Aeschbach  
District Secondary School, Buchs

The architect sought to design the school in such a way that it could be used both by the school administration and by the community at large. Moreover, the school had to accommodate group instruction methods and be able to adapt to developments in this field. The access routes are laid out on the east and south sides. The car parks are sufficiently countersunk so as not to be apparent in the silhouette of the building. The west recess yard is furnished with inclined seating making possible outdoor classes and theatrical performances.

A gymnasium and a swimming-pool on the north side as well as an auditorium and a second school are envisaged as extensions. The rooms on the ground floor (music room, entrance hall) are polyvalent and also serve extra-scholastic uses. The upper level is reserved for teaching. It is very flexibly designed and contains no "hard core". Owing to overhead illumination, it makes possible the organization of groups of varying sizes. Finally, the basement accommodates special classrooms for subjects like drawing, manual training and handicrafts.

### Integrated school complex

Jan C. Bassenge, Kay Puhon-Schulz, Hasso F. Schreck, Berlin, and Manfred Kiemle, Hermann Kreidt, Wolfgang Pohl, Berlin

### School complex of Fröndenberg

(Pages 110-113)

The school is accessible via an upper entrance and a lower entrance. The specific zones are articulated in accordance with a functional order: central zone with restaurant, classroom zone with library, recreation zone with leisure areas. Possibility of group instruction with various size groups, thanks to variable spaces and flexible furnishings. The large central hall and the theatre can be used for certain public occasions. The restaurant, which is optically tied in with the athletic zone, can be used as a foyer. The recreation zone is organized in terraces and grandstands built into the slope of the site.

The external athletic zone comprises: 1 gymnastics area, a running track, 3 playing fields, various jumping installations and equipment.

### Mümmelmannsberg integrated school complex, Hamburg

Author of Project: J. B. Bakema, H. Graaf, P. P. Schweger, J. P. Weber  
Planning: Reifenstein, Schweger, Stüvecke, Weber

(Pages 114-117)

The erection of the Mümmelmannsberg complex with a total of 7200 homes is one of the most important operations undertaken by the municipality of Hamburg. The complex is based on a strict system of orthogonal traffic movements. The school group is integrated; here the pupils are differentiated in accordance with what they have elected to do, their capacities and their interests. 200 teachers are assigned to 2400 pupils. The Mümmelmannsberg school is also at the disposal of the residents of the district with its library, a young people's centre and polyvalent premises.

### Open Space School

Gerd Fescl and Karl-Ulrich Bechler  
Darmstadt

### Trends in school construction in the USA

(Pages 123-126)

During a study tour taken with a view to examining flexible school buildings, the authors managed to visit 80 American schools of this type. In contrast to schools in West Germany, which are stacked vertically, American teaching is characterized by permanent osmosis operating throughout the schooling period. Starting from an elementary school, corresponding to our primary school, the pupil can go straight up to the university determining his own course of study (self-pathing studying).

To concretize this highly differentiated teaching system, there are needed premises permitting work in assemblies (20% up to 150 pupils), in groups (20% from 12 to 30 pupils) and individual work (60% from 1 to 4 pupils).

The 3 examples presented: Greenglade Elementary School, Kelsey L. Pharr Elementary School, Eisenhower Elementary School, are typical of this trend. The buildings are compact and have one or two levels. The internal organization is very flexible, and separations are limited to partitions and mobile lockers. The outside windows have minimum surface, if they exist at all. The rooms are air-conditioned and illuminated artificially. In general, there is to be noted a trend toward a unitary type. The restaurant with kitchen is very often integrated, for this is a full-time school. The kindergarten is also included (junior primary school).

The physiological and psychological influences of the artificial environment on the children (air-conditioning, artificial lighting) have not yet been subjected to systematic and determinative study.

### Types of primary schools

Gerd Fescl, Darmstadt

### Example: Primary school of Neu-Isenburg

(Pages 127-132)

In the state of Hesse an administrative reform assigned responsibility for school construction, as from 1970, to the regional authorities. The municipality of Offenbach took advantage of this possibility in order to rationalize its building program.

There were developed types of flexible schools that can be adapted to varied topographical conditions, that lend themselves to differentiated forms of teaching and that keep within the budgets established by the state government.

The building codes applied to school construction do not take into consideration the modern technical resources that would permit the avoidance of certain inconveniences. Moreover, they do not allow for the new methods of teaching or the use of the school premises by the community.

The series comprises a type GST 4 (four standard classroom groups) that can be extended into GST 8 and GST 12. In all the types there is a polyvalent core in the shape of a large freely subdivisible volume. The group classrooms are articulated around this core. Except for the sanitary blocks and the supports, there are no fixed points. All the dividing-walls (exterior of aluminium, interior of sheet metal) are easily movable. The ventilation and lighting systems are based on a flexible combination of natural and artificial means.

Example: GST 12, Neu-Isenburg.

Air-conditioned school with minimum window surface. The site is surrounded on 3 sides by heavily travelled roads. The large central volume was quickly popular, and the children have copiously decorated the glazed interior surfaces. The influence of permanent air-conditioning and artificial illumination was studied by a group of specialists from different disciplines. The constancy of environmental factors, the minimum contact with the outside, the fact that no site is privileged, all stimulate the child's interest in the community and in work. The study commission for this reason unanimously recommended that the directives on school building in force up to now be revised.

### "Im Moos" school, Rüschlikon

Jakob Zweifel and Heinrich Srickler,  
Zürich  
Associate: Rolf Brüderlin

(Pages 136-138)

The buildings erected within the scope of this operation, which can still have 5 classrooms added to it, are part of a larger complex constituting the centre of a neighbourhood, with shops, cafeterias, a high-rise apartment house and a kindergarten.

At the present time the big yard with lawn forms the core of the school around which there are grouped the 3-storey wings on the south as well as the general premises, the library, a music room and a materials store on the north.

All the premises that can be utilized by the residents of the neighbourhood possess an independent entrance. The grounds planned by the landscape architect Cramer harmonize well with the composition of the complex.

In the very centre of the complex the two recreation courts are connected up by a very animated sculpture made up of elements and conceived by the sculptor Bernard Schorderet.

Total cost: Fr. 6,318,000.-  
Cost per m<sup>3</sup> SIA: Fr. 189.-

### Convention and exhibition hall in Chicago

C. F. Murphy and Associates, Chicago  
Director of project: Gene R. Summers

### Two-Year Junior College Malcolm X College, Chicago

(Pages 140-146)

After the fire destroying the installations of McCormick Place in 1967, in Chicago, the most important convention city of the USA had lost much of its attraction. Since then, the complex has been reconstructed in the form of two building volumes surrounding an esplanade.

One of the buildings offers 300,000 sq. ft. of exhibition surface while the other houses a theatre with a seating capacity of 4300, with restaurants and conference rooms. The structure of the roofs, with their canopied lattice girders, spanning 75 meters, is such that the intermediate esplanade can be covered over. The two levels situated beneath this esplanade, which were spared by the fire, have been reorganized, and they accommodate a reception hall, an exhibition room, the lobby of the theatre, etc. . . . These premises are interconnected with the main buildings by escalators and lifts. These lower levels also give access to the car parks, and there is a garage for 2000 cars.

Malcom X College is a school intended for the west side of Chicago, which in a two-year program offers the equivalent of a junior college. The complex also serves as an evening school, theatre and athletic centre for the neighbourhood.

The three buildings with steel skeletons can accommodate 10,000 students. Because of the small size of the site, the architects concentrated all services in one single volume containing large foyers and furnished with two recess yards.

The central theatre, a round structure, in the shape of a countersunk amphitheatre, can accommodate 450 spectators. The complex is completed by a gymnasium, a swimming-pool, a library, all of which function without disturbing the operations of the college proper.