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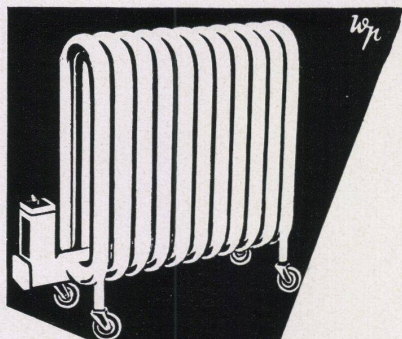


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d'habitations, gracieusement disséminées dans de vastes espaces de verdure, offrent à leurs habitants une très belle vue sur les montagnes de part et d'autre du fleuve. Chacune (Godesberg-Muffendorf, Bonn-Tannenbusch et Godesberg-Plittersdorf) est parfaitement indépendante et bien aménagée, avec jardin d'enfants, pavillon scolaire, piscine, cinéma, magasins. L'ensemble est une belle réussite architecturale et sociale, et les colonies d'habitations, notamment, constituent pour l'Allemagne un exemple.

**Internat Vassar, Poughkeepsie, N.Y.**  
(pages 211-215)

Le programme était le suivant: des chambres pour 27 jeunes filles, un réfectoire, une chambre-studio pour un maître, une salle commune, un salon à l'étage des chambres, des bains et douches, la cuisine et ses dépendances à côté du réfectoire, un bureau.

Pour assurer aux chambres-studios tout ensemble la tranquillité et le plus de lumière possible, l'architecte les a disposées au premier étage. Celui-ci faisant saillie sur le jardin, il en résulte, au rez-de-chaussée, un grand espace couvert pour les jeux et le repos. Le bâtiment tout entier y gagne en outre une légèreté en accord avec la vivacité des jeunes filles qui l'habitent, et pose un accent gracieux parmi les constructions vieillottes des maisons d'alentours.

La grande salle commune, où les girls se récréent en compagnie, mangent, font de la musique, ainsi que le bureau de la direction et les locaux de service sont logés dans une aile d'un seul étage venant s'insérer à angle droit sous le corps principal.

**Nouveaux meubles suisses**  
(pages 216-218)

Meubles Bellmann: la grande table de salle à manger est faite d'un châssis laqué noir en tubes d'acier, sur lequel repose un plateau recouvert de matière plastique d'un jaune très clair. Le buffet est en bouleau laqué en diverses couleurs, et pourvu de poignées sur toute la hauteur des portes.

Meubles Franz Füeg, Soleure: ces meubles de salle à manger et de chambre à coucher ont été conçus de façon à pouvoir être exécutés même par de petits menuisiers ne disposant pas d'un grand parc de machines. Ils n'en sont pas moins beaux de forme, bien que peu coûteux.

## Summary

**Successes and Problems in School Building** (pages 179-183)

At the end of the twenties and the beginning of the thirties a movement was initiated on the Continent whose significance and effect we can only fully appreciate at present after the hiatus due to the years of crisis, war and reaction.

Today, after twenty years, we realize how fertile these suggestions and experiments were. Their world-wide influence is in evidence particularly in England and the U.S.A.

Comparison of the latest Swiss developments with those abroad demonstrates that both the American structures, which are on a larger scale and more differentiated, and the very economically contrived solutions displayed by the latest English advances, are striking out along essentially different paths.

If we are successful in breaking up the office-like sequence of room and corridor, we shall have made the first step towards avoiding a stereotyped and sometimes almost factory-like atmosphere and imparting to the total structure another more organic character.

**The Class-room and its natural Lighting** (pages 184-187)

If architects design class-rooms so that work-places in every part of the room and in every form of arrangement are well lit, all the conditions are fulfilled for modern school work: in groups and in rows, individual and collective.

In assessing lighting requirements two particular factors should be taken into account:

1. the lighting of the rows of desks away from the windows should not only be objectively adequate; there must be no excessive difference of sunlight between places by the window and those by the wall.

2. even where desks are arranged in groups, i.e. not with the left side towards the window, suitable distribution of light should ensure that working surfaces are sufficiently lit.

**Darmstadt Council School Project**  
(page 188)

Prof. Hans Scharoun's project for a council school in Darmstadt is characterized by a most carefully devised and purposively formulated articulation of the individual groups of rooms and the adjoining spaces.

What is requisite is the engrafting of a living school structure into the new living structure of the town. The sequence is:

- The child in the family - in isolation - i.e. a phase of biologically conditioned fulfilment
- The child in the kindergarten - in the aggregate - i.e. the child participates in an association conditioned by instinct
- Finally the special abilities of the adolescent, which have been recognized in the meantime, are developed by vocational and higher schools until his path debouches into a community which is now experienced from a fresh angle and may be conceived as an effectively disintegrable community residing on a basis of spiritual forces and demands.

**Council School at Aichschiess near Esslingen on the Neckar** (pages 189-190)

Thanks to splendid collaboration between the mayor, council, architect and teaching staff, it was possible to erect a school-house designed in accordance with modern practice which may serve at the same time as a cultural centre for the village.

At present 1 teacher has 65 children to instruct, later it is planned to have 2 teachers for 90 pupils. Accordingly a large class-room 7.65 x 12 metres and a smaller one 7.65 x 8 metres have been provided.

The ground floor contains a gymnasium 7.80 x 11.60 x 2.70 metres which will serve for both free-time activities of youth groups and lantern and film lectures; in addition there are showers for pupils and baths for the villagers.

**New Schools at Kiel** (pages 191-193)

The condition of Kiel schools at the end of the war was a matter for despair: 55 % of the schools were completely destroyed, the remainder more or less severely damaged.

In Kiel, as in most bomb-damaged cities in Germany, school building along with house-building were given first priority from the very start.

The Municipal Building Department, under the direction of Mr. Rudolf Schroeder, the Magistrat Baudirektor, took as its starting point in its reconstruction scheme the best traditions of the early English council school design of the beginning of the century and the novel German experiments of the twenties.

After a trial period of several years, the new Kiel schools are increasingly popular with parents, children, teachers and authorities. The great liking evinced by the population for these new schools may be gauged by the fact that advertisements appear in the papers for an exchange of living accommodation: parents are trying to find a flat in the neighbourhood of these schools so that they may send their children there.

**Hughes Fields Primary School, London** (pages 194-195)

Hughes Fields School is the first of a group of seven new elementary schools of the pavilion type which the London County Council is having built by its architectural department.

Hughes Fields is a densely built-up district of London. The new school stands on the site of a multi-storey school destroyed during the war. It is a typical small district school for 4-5 classes of approximately 40 children aged from 5 to 8. Some 150 children are given dinner in the main hall.

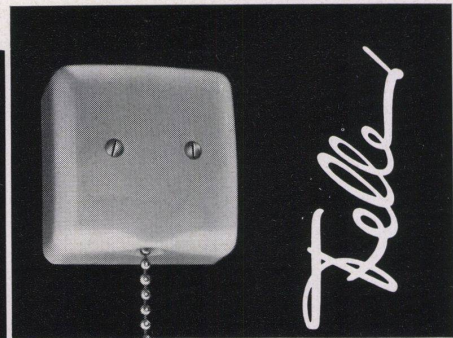
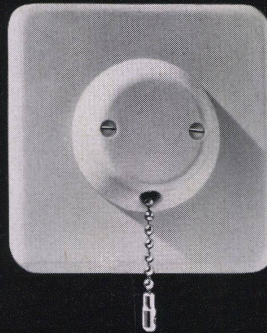
**Post-war Developments in the Building of Secondary Schools in Great Britain** (pages 196-197)

For reasons of economy, the government was obliged to reduce the upper limit to 240 as from 1951. The Architect's Branch was faced with the alternative of either drastically cutting all local building pro-



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grammes or developing a new type of secondary school on novel principles which would bring it within the prescribed cost limits.

The new recommendations of the Ministry include the following points:

Greater flexibility in the utilization of rooms instead of an over-developed differentiation which limits their field of use. More weight is given to the importance of the class-room and rather less to that of special rooms. Proposals for enlarging class-rooms not only for formal teaching but also with a view to facilitating other activities in the class-room on an increasing scale.

Drastic reduction of corridor surface area, which previously made up an average of 28 % of the total area or 32 sq. ft. per school place.

### Project for a Secondary School at Wokingham, Berkshire (pages 198-199)

The Wokingham project typifies a practical architectural interpretation of the official directives relating to the new English secondary schools. Marked concentration of the 9 standard classes in a 4-storey central block; novel and ingenious arrangement of the class-rooms in the 3 upper storeys. Free development of the various groups of special-purpose rooms in the first-floor wing.

### Warren Wood Secondary School (Rochester, Kent) (pages 200-202)

In a suburb of the town of Rochester a girls' school for 600 children was to be designed. The building had to be effected in two stages.

In addition to a class-room structure, which was built in two-storey form, another two-storey structure for special-purpose rooms was provided for, as well as a wing with a gymnasium and subsidiary rooms, a wing with an aula, entrance hall and stage, and finally a group of rooms with the school kitchen and auxiliary rooms.

Bilateral lighting of the class-rooms was essential.

The centre of the lay-out is formed by the two-storey class-room structure, to which

on the one side the elongated wing of the special-purpose rooms and on the other side the aula wing with the entrance hall, and on the far side of the aula, the kitchen wing are annexed by means of connecting vestibules and staircases at the points of juncture.

### Bad Godesberg and Bonn Estates (pages 203-210)

When Bonn was making preparations to accommodate the government and parliament of the Republic of Western Germany, it appeared that the town-planning and the architecture in this distinguished residential and university city might be on lines in keeping with the vital needs of a seat of government – even if it is only temporary.

Contrary to this very displeasing development in building operations on the bank of the Rhine at Bonn, some of the extensions to the capital of Western Germany and its satellite towns are amongst the finest achievements in post-war Germany not only in the architectural sense but also in regard to town-planning. These are the Administrative Centre of the HICOG (of the American High Commissioner in Bad Godesberg) and the Bad Godesberg-Muffendorf and Bonn Estates. In the Administrative Centre of the HICOG, large architectural masses have been successfully scaled to blend with the park-like landscape of the Rhine bank at Godesberg. Similarly three newly erected estates blend harmoniously with the landscape thanks to a lively clustering of their buildings in extensive green zones which afford the occupiers a view of the mountains on both sides of the Rhine: the Godesberg-Muffendorf and Bonn-Tannenbusch Estates and the Godesberg-Plittersdorf Estate on the Rhine with their community centres (kindergarten, pavilion school, indoor swimming bath, cinema, shopping centre) which are still partly under construction. Not only from that of town-planning, this administrative centre and the three estates are among the best of those planned and built in Germany since the Second World War. The three residential towns provide a pointer to the future for social building schemes.

### Vassar College, Poughkeepsie, N.Y. (pages 211-215)

What was to be built? Studies and bedrooms for 27 college girls. Furthermore a refectory, a day-room, a teacher's bed-sitting room, in the bedroom storey a small day-room, showers, baths, next to the refectory the kitchen and its auxiliary rooms as well as an office.

In order to give the studies and bedrooms the claustal peace and seclusion they require and at the same time to afford them sunshine, air and a view, Breuer has placed these rooms on the first floor. In this way he acquires at the same time a series of welcome, covered, ground floor spaces for table tennis and other games, for cycles, and for quiet and meditation near the garden and under a protecting roof. Furthermore he gives the whole building a certain lightness of style and, in the midst of this district of old and rather dingy buildings dating from the turn of the century, a refreshing note which goes well with the young and light-hearted inmates of the house.

The general rooms provided for communal activities, where the girls eat together, play music, chat and wax enthusiastic, as well as the domestic management room with office and technical auxiliary rooms are built on the ground floor of a wing which is annexed perpendicularly to the main building and intruded beneath it.

### New Swiss Furniture (pages 216-218)

A dining-room suite by Bellmann Furniture consisting of a generously dimensioned dining-table on a steel tubing base varnished black with a top covered with off-white plastic.

A retrograde note is sounded in conclusion by a buffet of birch-wood sprayed in various colours, with large handles extending beyond the height of the doors. Swiss bedroom and dining-room furniture by Franz Füg, Soleure, are inspired by the desire to create inexpensive yet shapely and clean furniture which the small furniture-maker might manufacture in his workshop without a large machine outfit.

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