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The houses are designed to contain:

- 1 living-room with dining area and fire-place, approx 42 sq. metres
- 1 studio, approx. 12 sq. metres
- 3 bedrooms, 12, 15 and 17 sq. metres
- 1 bathroom with separate WC
- 1 WC with shower
- 1 kitchen
- 1 small pantry with service entrance from outside
- 1 garage
- 1 servant's room with bath

The houses are arranged in two groups of three, one on each of two parallel roads. The roofs are flat and covered with aluminium. The living and sleeping quarters are of ferro-concrete, rendered and whitewashed; the garage annex is built of rubble walling with rendered piers.

Arcaded house at Kusnacht/Zurich (pages 64-65)

The arcaded house forms the final section of a building scheme which has extended over 20 years. The flats on the ground-floor have a wide balcony. Kitchens and bathrooms are small but carefully planned and well equipped. The flat roof consists of a hollow concrete slab of 16 cm. The ceiling beneath is suspended 15 cm below the concrete so that an insulating air-space is created between them. The roof has a three-layer seal: two layers of roofing board with an asphalt material between. These are protected on the upper surface by 2 cm of sand and 4 cm of gravel. This roofing has proved its worth over a period of 30 years.

Estate of houses in rows at Allschwil near Basle (pages 70-71)

The project under review for an estate of houses at Allschwil, unlike the general pattern of houses in rows which has nowadays become stereotyped, seeks to find a more novel solution both in architectural conception and in the choice of materials to be used. In view of the relatively high cost of land a longitudinal plan for the individual house proved to be the best. The programme provides for the construction of several types of houses with flats containing one, two, three or four rooms. The width of the house is the same in all types; only the depth of the individual houses varies. This gives the long side of house rows a very varied character, which will be still further stressed by trees planted at a later date.

Project for one-family houses in rows (page 72)

The project under review is another ground-plan solution in which an attempt is made to utilize the direct relation of house and garden and to create a garden living area which cannot be observed from the houses on either side. The way into the house is through a small hall with a lumber room and a laundry on the right, and the large living-room with kitchenette and dining area on the left. This room occupies half the width of the house and the whole depth. Subdivision of the house according to function is achieved by raising a section half a storey. Thus an impression of spaciousness is created on a small plan and is further enhanced by the garden outside, which is separated from the living-room by only a glass wall. The plan is constructed on a module of 57.5:57.5 cm. The east and west facades are built of prefabricated units, the party walls are faced with brick. The wall of the garden living area is made of unreinforced lime-sand bricks, the roofing is of corrugated Eternit.

A town fights for good school buildings (page 73)

In 1940 the Education Authorities of New Orleans announced a school building programme costing 40 million dollars and at the same time published details of the first school to be planned as part of this programme. This project caused Charles R. Colbert, Professor of Architecture at the University of Tulane, to enter the arena. Professor Colbert subjected the authorities project to merciless criticism and made «The child is the monument, not the school» the watchword of a campaign which caused an uproar in the town. The climax was a second exhibition of work done by students complete with tables and compilations of all kinds held in a centrally-situated store. Within two weeks the exhibition was visited by more than 50 000 people. Faced with this massive offensive, the Education Authorities eventually admitted defeat. Three firms of architects were appointed; an AIA committee examined their plans. Without dissension, the best solution was worked out by a team. These efforts met with success: tenders received gave

an estimate of 553 000 dollars for this school as against the 750 000 dollars calculated for the first official project. The authorities voted an initial credit of 7 700 000 dollars for the most urgently required school buildings in various quarters of the town. The three examples show the first results of this notable «battle of the schools».

«McDonough No 36» School (pages 74-75)

A primary school for 900 negro children is to be built on a relatively expensive site. The programme comprises two kindergarten rooms, 23 classrooms for classes of standards I to VI, a general purpose room, a library and rooms for games and meetings, with a cafeteria and kitchen. A doctor's room, sick-room and examination room as well as technical rooms complete the design. Three classroom wings are arranged like three «fingers» and joined at the north end by a two-storey communication structure. The most eastern wing of an annex projecting northwards contains the kindergarten rooms on the ground-floor. The rooms for standard I to III classes are accommodated on the ground-floor of the three «fingers», those for standards IV, V and VI on the first floor. Four rooms are provided for each of standards I to V and three rooms for standard VI. On the first floor of the «middle finger» are the general purpose room, the library and a group of teachers' rooms with a visitors' room and an observation gallery. The areas for open-air teaching lie in front of the ground-floor classrooms, the «corridors» are open everywhere, which results downstairs in a «walk-in» approach and upstairs in an arcade. The estimated cost of the whole lay-out is 950 000 dollars or about 1000 dollars per pupil.

J. W. Hoffman School (page 76)

Primary school for 770 pupils with 20 classrooms, two kindergartens, a general purpose room, a library, and a hall for assemblies, gymnastics and games, a cafeteria with a kitchen, a doctor's room, a sick-room, and technical rooms. With the exception of a two-storey wing, on the upper floor of which three classrooms for each of the two top standards are contained, the whole school is built as a one-storey pavilion-type school. The one-storey wings are arranged in strict parallel. In the first row there are the kindergarten with two rooms and a large play area, a transverse wing with teachers' rooms, principal's room, electric power plant as well as the four rooms for standard I classes with their open-air teaching areas. In the second row there are the four rooms for standard II classes and the three rooms each for standards III and IV. The two-storey section is situated in the third row. On the ground-floor there are the library, the general purpose room as well as a wet-weather interval hall, on the upper floor three classrooms each for standards V and VI. Annexed to this two-storey building is the gymnasium, which also serves as an assembly hall and to which the cafeteria and its subsidiary rooms are joined. The whole layout is constructed on a module of approximately 16' into which the verdant areas are integrated. The classrooms with movable seating are partly square and partly rectangular in a ratio of 2:2½. The estimated cost of the school amounts to a million dollars or 1430 dollars per pupil. Floors of reinforced concrete slabs, external cavity walls of masonry, steel frame.

Thomy Lafon School (pages 77)

Primary school for 525 negro children with 12 classes, two kindergarten rooms, a general purpose room, a small cafeteria which serves in the evening as a room for meetings, and a kitchen and subsidiary rooms. All the classrooms are accommodated on the first floor of an elongated building, which is slightly angled at the centre. The whole of the ground-floor is designed as an interval and play hall, from which single-flight stairs, each connecting to a point between a pair of classrooms, give access to the first floor. There are no corridors in this building. Both kindergarten rooms open onto a terrace from which a gentle slope leads down to the garden and play areas. A one-storey wing is annexed to the classroom building at the centre and contains a general purpose room, a teacher's room, toilets and the cafeteria with kitchen and subsidiary rooms. There is a small garden court in front of the cafeteria. Open spaces are utilized as play areas of the most varied type. The principal materials used are glass and ferro-concrete.

Project for the Higher Modern School, Erlangen (pages 78-79)

The main building, which is orientated east-west, stands on piers so that its ground-floor can be used as a covered playground between two open-air playgrounds. It is linked to the assembly hall in the east by a wide foyer-like corridor and to the gymnasium in the west by a narrower covered corridor, and by two staircases to both the classroom structures, which are orientated north-south. These structures serve the main building and the classroom blocks at one and the same time. In the two-storey classroom blocks the classrooms on both floors lie on the east side, the administrative rooms and collection rooms, art rooms etc. lie on the west side.

Project for a small school near Zurich (pages 80-81)

A primary school was to be enlarged by the addition of 5 normal classrooms, 1 handwork room, 1 school kitchen, 1 teacher's room, 1 collection room and 1 store-room. The modest programme favoured a solution in which the relatively small number of rooms could be made directly accessible from a hall by suitable grouping. Thus it was possible to dispense with the usual corridor system, which is of no interest architecturally and serves only as a means of communication, and use instead a central room. By taking advantage of the terrain, it was possible to create an interesting sequence of rooms on three levels: an entrance section, and front and rear classroom structures. The hall is not only the centre of the whole layout spatially, but also the centre of the life of the small community: Away from the seclusion and intimacy of the classroom with their own small garden areas, the children meet here for communal instruction and games, and for school broadcasts and film and stage shows.

Neuwiesen School at Ravensburg (pages 82-85)

The buildings are orientated so that the windowless gables face the arterial road (Ziegelstraße) which passes by the site on its west side. All the rooms and external areas where quiet is not essential such as the forecourt and the playground, the P.T. room, the workshop, and art and handwork rooms, the gymnasium, the playing field and the indoor swimming-bath lie on the west side by the arterial road, along which there runs a grass verge of varying width. The classroom blocks are connected to the main building by a covered way which is to be continued later to join up with the gymnasium. Between the classroom blocks there are school gardens for open-air teaching. The classroom block is built on a ferro-concrete frame, the voids of which are filled with brick or limestone non-bearing walls. The upper rooms have oblique ceilings and cross ventilation. Heating panels (ferro-concrete) are fixed under the mass of the ceiling, to external walls and to window aprons.

Kindergarten at Martigues/Provence (pages 86-88)

Henri Prouvé has designed a special element for shed roofs to which he has given the name «coque». It consists of a shortish straight part which is glazed and to which is attached a longish bow-shaped vaulted part forming the roofing. Set up in position and supported at the end of the bow-shaped part, this unit makes the perfect constructional element for the one-storey house. If a short conical profile is added to the «back» i. e. the straight shortish part of the «coque» element, a cross section as found in the school at Martigues is obtained. With an overall length of 42 metres and a depth of 20 metres, the kindergarten comprises four classrooms of 8 × 7 metres, a centrally-situated hall of 8 × 11 metres somewhat higher than the other rooms, and a corridor 4 metres wide. At the right end of the corridor there is a rest-room with seven beds, at the left end a heating-chamber. The partitions between the classrooms, the gable walls and part of the rear-side corridor wall are of unreinforced rubble. The «coque» elements are set up at intervals of one metre and secured by means of steel tension rods. Aluminium sheeting is used to cover the roof.

Pivoting windows for schoolrooms in a Secondary School at Montpellier/France (page 89)

In a secondary school at Montpellier with 130 classes, where 2,000 pupils prepare

for the University entrance examinations, a pavilion classroom has been designed in which the windows take the form of pivoting sashes. The axis of rotation is not placed at the vertical centre but at a height of about 2.40 metres while the upper section of the sash is only about 1.40 metres in height.

School pavilion and teacher's house at Vantoux near Metz (pages 90-91)

A competition organized by the French Ministry of Education in 1949 set as a task the designing of a school pavilion with a classroom for 30 pupils, lobby, workshop, dining-room, toilet installations and a cloakroom as well as a separate teacher's house. The principle of construction is a development of the design previously illustrated: two conical beams are superimposed on a U-shaped main support and the U-supports are joined together with purlins. A novel feature is the U-element of tubes which supports the projecting roof in front of the rooms. The rooms are glazed throughout on the one side by a series of doors.

Holiday settlement at Saint-Servan/Normandy (pages 92-93)

The design for two dormitory buildings each with 48 beds for a holiday settlement took the following form: Each dormitory with 8 × 6 beds is subdivided into two rooms and consists on the southern side entirely of windows and doors. The two gable walls on the west and east sides are completely closed. On the north side, there are low annexes the whole length of the building. In these annexes on the rear-side there are washrooms with showers, cloakrooms and a room for each of the two teachers, who each have 24 children in their charge. So far two of the three buildings planned have been constructed. Dining-room, kitchen, sick-room, laundry and playroom are accommodated in a farm.

Project for a children's convalescent home on the Adriatic (pages 94-96)

At Cesenatico, a seaside resort between Ravenna and Rimini, a convalescent home for children from 6 to 12 years in age is to be built directly by the sea. Over a ground-floor, on which the children live during the day, there are four dormitory storeys each containing four large rooms with 28 beds for convalescent children. The way into the ground-floor is through a spacious courtyard on the north side. On the left, a large play hall occupying all the space beneath the dormitory block opens into the forecourt. The staircases are accessible from this hall. On the other side, there is a small entrance hall giving access to the large dining-room. It is glazed throughout on the east and sea-facing sides and is surrounded by a terrace. The dormitories each have six French casements on the east side and six horizontal windows arranged at eye-level so that the children can enjoy the view of the sea even when in bed. Ventilators are fitted high on the west side. The whole building is constructed of ferro-concrete, the non-bearing walls in the voids of the framework are cavity walls of masonry.

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