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Summary

School Building as the Result of New Objectives

Planning team: Klein, Stuttgart
Complete planning and coordination:
Wolf-Dieter Breuche, Hanspeter Klein, Eckhard Roscher, Ulrich Ch. Schwarz

Combined Primary/Grammar School at Weinheim (Germany)

(Pages 46–49)

Characteristics:

- Model experiment of the county of Baden/Württemberg
- Differentiated school combining preparatory school, primary classes, orientation classes, secondary classes and advanced classes
- 2300 children aged from 5 to 19
- The school awards certificates for completion of the extended primary, secondary and grammar school classes
- 120 teachers plus school and caretaking personnel
- 5 day week, morning and afternoon classes, school meals
- Facilities open for public use (library, sports facilities, chamber music sessions, evening classes, etc.)
- Authoritative control of experiment as training facility for the Heidelberg high school for primary school teachers and the Heidelberg training college for grammar school teachers
- Increasing differentiation of classes according to individual aptitude
- Individual guidance, advisory and post aid courses, common interest groups and work communities, choice of subjects
- Independent from teaching organisation but complemented by a students' social organisation
- Groups of 165 students each have their own "house" or quarters including cloakroom space and individual lockers, space for organized and non-organized single and group activities
- Changing teaching group number ranging from individual instruction, small group instruction to large groups comprising 150 students
- New subjects (work theory, engineering, natural sciences as a whole)
- New methods and means of instruction
- Continuous reevaluation of the material

Silo-Type Envelope for Single Discipline Instruction

A. Barth, H. Zaugg, Aarau/Schönenwerd/Olten
Collaborators: J. Aeschimann
W. Gersbach

Cantonal School at Aarau (Switzerland)

Extension 1967–69

(Pages 50–56)

The contract called for a massive type of building with exterior concrete basic frame. To achieve high resistance to atmospherical effects, supports and balcony supports are shuttered portions with plastic-smooth finish manufactured from white cement TiO_2 aggregate. These pre-fabricated elements are interconnected monolithically by potting the connecting irons in their respective seats with high-quality plastic mortar. The flat roof and the core of the building are completed with on-site concrete as are the two lower storeys. The roof forms a walk area (on-site layer).

Prefab school building

Rasser + Vadi, Basle

The New Secondary School Building "Breite" at Allschwil (Switzerland)

(Pages 57–60)

This new school building complex is grouped around a central playground and consists of two parallel buildings of different height.
The complete project including 28,000 cubic meters of built volume was initiated in winter 1967 and completed the end of summer 1969.

School Building with Central Enclosure

Hans Luder, Cantonal Architect, Basle
Associates: Arno Zimmermann,
Ernst M. Buser

Primary School Building "Vogelsang", Basle

(Pages 61–63)

The main requirements for the new design were:

1. Avoid disturbing the relation of the green areas
2. Free area between the residential buildings and the school
3. Protection from the noise of the heavy traffic on the Schwarzwaldallee
4. Ensure that the primary school building is maintained less imposing than the large building cube of the crafts school.

Consideration of these requirements resulted in locating the buildings to the east of the grounds, orientating the classrooms north/south and shutting out noise by means of the gymnasium area.

Image as a Design Fancy

Christophe and Brigitte Parade,
Düsseldorf
Collaborator: J. Schlünzen

Secondary School at Menden/St. Augustin near Bonn (Germany)

Planning: 1965 to 1966
Building: 1967, completed 1968

(Pages 64–67)

The school house is the first building of an offset centre for a new town between Bonn and Siegburg designed to accomodate 80,000 people.
The existing conventional type flats erected by the various building companies were so monotonous in their arrangement that the author to avoid it being swallowed, lend the school building an imposing design. It was the author's intent to make the building stand out clearly from the surrounding objects.

Research Work in the Architectonic Field

Karl-Hermann Koch, Manfred Gehrmann,
Berlin

Functions of School Building Guidelines in the Planning Process

(Pages 68–71)

The school models presently being discussed in the Federal Republic of Germany are attemps to break away from the conventional fixed structures of three-limbed school systems. They are based on the educational and social political requirements usually characterized by such expressions as: democratic manipulation and individualisation of the methods of instruction, equal rights of education, removal of class barriers, increase of school system effectiveness, etc. But any one not sitisfied by merely discussing internal and external school reforms and wanting to apply these reforms in his plans soon gets into conflict with the individual county school building regulations.

Actuality

Kiyonori Kikutake, Tokio

Hagi Public Hall

(Pages 72–76)

The concept of "communication space" has been taken up as a new problem in designing the Hagi Public Hall. We wanted to reexamine the social functions of a public hall from the viewpoint of this concept and to consider how we could correctly orient public buildings in the city where they exist. This was also an effort to make a new appraisal of a building from the viewpoint of communication, to consider the meaning of space and to search for the possibility of creating a human relationship between structures and Man.
Then, why is the concept of "communication space" necessary? It is because a city hall is a public facility built by the municipal government concerned to be used by local residents for various gatherings but the types of city halls have become stereotyped and few if any city halls are now designed and used in a way which meets the needs of the citizens. Designing a city hall is now nothing else than a study of an auditorium and a stage for various types of entertainments.
And most city halls are incapable of accommodating various meetings of citizens, which are not shows.
We did have to ask a basic question: "What is the role of a city hall in a regional society?" In a country like Japan where a sense of solidarity among the citizens or citizenship consciousness is not strong, this question has to be asked in regard to public halls. We have concluded that if we want to construct a structure as an environment medium, we have to make a reappraisal of a building from the viewpoint of communication space.
Communication space is a space which abounds in communication potential. It is a space where everyone can participate in conveyance, disposal and processing of information. It is a space in which the space structure is systematically classified, according to the type of information it accommodates, from low to high plateaus. It is a space where information regarding various activities of man is fed back to the space structure, where space information peculiar to architecture is fed back to man, and which generates a movement named "humanization of environment".
Let us consider the quantitative aspect of information first. By face-to-face communication we can exchange information of higher quality in overwhelmingly greater quantities than by any other method.
The reason for this is considered to be that whatever new means of communication is developed, there is no basic change in the method of communication. Therefore, a space where people gather together is a very important space from the viewpoint of communication. A space which abounds in communication potential is, first, a space for communication made under a certain programm, such as lecture meetings. Second, it can be a space for an assembly whose purpose only is definite but which may take unexpected developments. Third, it can be a space for communication among an indefinite number of people for indefinite purposes. Fourth, it can be a space for incidental communication. Fifth, it can be a space for mutual exchanges of information in which a feedback greatly increases the total volume of information.
We may say that a public hall is a facility where information is gathered and is evolved. But as a space of gathering, the big auditorium may seem to be the center of a public hall from the viewpoint of communication. This place may seem to be the only part of the public hall that symbolizes people's gatherings, but it is not always so. For instance, performances of dramas and music on the stage are not only two-dimensional but also three-dimensional. Today, many performances cannot be accommodated in the limited space called "stage". Great changes are taking place in the audience seats, as well. In addition to the audience who are physically present in the hall, there are such eyes and ears as TV cameras and microphones. Therefore, we have to examine not only the visual and acoustic conditions of each seat but also the condition of the radio-TV audience which consists of millions of people within the reach of electric waves.
In other words, the communication space we are now discussing is a space like that in a studio. We may say that the auditorium is becoming a studio. Certainly, the value of an auditorium as a scene of direct participation was emphasized in the past. With the lapse of time, however, the existence of machines, such as TV cameras and microphones, ceased to be obtrusive to the eye. They came to be accepted as an indispensable component of communication space because they make the existence of television audience recognized by the physically present audience.
In such an auditorium, the ceiling is a meaningless accessory. The outdated acoustics gave the ceiling a role to diffuse the sound from the stage over the audience seats. But microphones and speakers have made the ceiling useless as such. Thus, the big auditorium is changing. It is becoming gradually clear that the big auditorium constitutes one integral communication space with the lobby. It is beginning to be considered that the big auditorium and the lobby function as one communication space.
In the past, the lobby was considered secondary in importance, but its importance as a communication space is coming to be recognized. This being the case, the basic policy in designing the Hagi Public Hall is to handle the big auditorium and the lobby as one and not to give priority to one or the other.
Therefore, we conceived a concept of "communication canopy". We decided to design the superstructure of the Hagi Public Hall as a structure of steel frames and as "communication equipment". A two-tier corridor encircles the space within this communication canopy, so that various instruments for communication can be mounted there for free processing of information.
However, communication space does not consist of such technological aspects only. It involves the relationship between man and his environments.
We thought that structures for man and for citizens could best be brought into being on the basis of the concept of "communication space."