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Bachmatten Non-Classical Secondary School and Lower Grammar School in Reinach BL

433

Architect: Hans Peter Baur BSA/SIA, Basel

The building site slopes gently to the north. In the middle of the complex is the five-storey classroom tract, flanked on the south by the low auditorium, whereas the gymnasium tract and the special workshops are located in the lower lying area. The large lounge on the ground floor of the main building opens into the richly articulated recess yards, forecourts and garden situated on different levels.

convention hall installations via loudspeaker and TV set. The whole building is constructed of untreated concrete, the vertical supporting structure of steel sections.

Schoolhouse in Engelberg OW

459

Architect: Ernst Gisel BSA/SIA, Zurich

The school is situated in the immediate vicinity of the Monastery of Engelberg on a site of restricted dimensions. The tracts were economically stacked one within another so that the result is a terraced layout. The recess yard is located on the roof of the gymnasium. The main entrance is situated at the lowest point, so that it is easily accessible in winter. The ten classrooms are very large, but are not accompanied by supplementary group project rooms.

Aumatten Primary School in Reinach BL

438

Architects: Rudolf Meyer and Guido F. Keller, Basel

The relatively restricted ground available called for a concentrated, five-storey compact structure. The individual components of the building, classroom tract, gymnasium tract and caretaker's quarters are grouped around a centrally located interior courtyard. The school is entered from the road on the west side. The recess yard is supplemented by the accessible terraced roofs made possible by leaving free the middle floor.

Secondary Schoolhouse, Thayngen SH

462

Architect: Ernst Gisel BSA/SIA, Zurich

The school complex is located on the north side of the already existing plant and develops in terraces over the site of a former vineyard. A second building comprises the gymnasium and special rooms. The open-air sports areas are situated on the grounds of the old schoolhouse and can be extended in that direction. An additional gymnasium to the south of the old schoolhouse – in connection with a community hall – is planned. The 12 classrooms are supplemented by group rooms, plus alcoves in the corridors for group projects and garden courtyards.

Play yard in the Aumatten School

440

by Dorothea Christ

The yard of the school lies sunken between the buildings which are built into the slope. It is accessible at all times, is thus not only a recess yard but also a public playground. The sculptor Michael Grossert (born in 1927 in Sursee) has realized here the conception of the sculpture that can be climbed on. The consistently articulated ensemble of sculptural shapes serves the children at play as a climbing apparatus. The painter Theo Gerber (born in 1928 in Thun) has composed a strikingly chromatic counter-melody over the sculptures.

Professional Training Centre, Yverdon VD

466

Architect: F. Brugger FAS/SIA, Lausanne

The plant is situated on flat ground with a high water table. It is divided into a schoolroom tract, a workshop tract and the covered yard. A light steel construction was selected, it being possible to make extended use of prefabricated parts.

Swiss School in Naples

443

Architect: Dolf Schnebli SIA, Agno TI

The building is situated on a steep south-east slope with a panoramic view of the Bay of Naples. This view had to be preserved for the road running above. The result was a terraced complex with access from above. The canopy at the main entrance is used as a covered recess yard. Behind this, on the down slope, is the passageway with teachers' rooms and administration. A stepped yard between gymnasium and dining-hall constitutes the actual centre of the complex.

Four-leaved door in the Paradies Schoolhouse in Lenggis, Kempraten SG

470

by Hans Heinz Holz

For the entrance to the recess hall the painter Richard P. Lohse created a four-leaved mural painting (artificial resin enamel on aluminium), the leaves of which, swinging 90°, can be opened up to give clear passage. Each of the leaves represents a structural system of 12 geometrical fields in different colours or shades. The artist has been successful in uniting the properties of mural painting, doorway and scenic backdrop in one single whole which is concretely integrated into the architecture of the entire volume.

Gutschick Schoolhouse, Winterthur

448

Architect: Prof. Ulrich J. Baumgartner SIA, Winterthur

A schoolhouse with 12 classrooms and special rooms as well as 3 kindergardens were integrated in a hilly landscape in such a way that there is a constantly varying succession of views and the outer rooms always give the effect of being closed off. Viewed from the outside, the individual buildings are three stories high, but, seen from the recess yard, only two floors high. The three buildings enclose the joint recess yard on the south end of which is situated the music room with a small amphitheatre.

The artistic contributions in the Gutschick Schoolhouse

452

by Karl Schmid

Even before construction got under way, the architect was able to gather together a team of artists, who followed the growth of the schoolhouse from close range and for this reason could integrate the works of art meaningfully into the overall architectural design. Besides the illustrated sculptures, reliefs and paintings there were distributed over the classrooms and teachers' rooms 30 original works, drawings, water colours, collages, pictures under glass, by various young artists.

School of the Commune of Muralto TI

456

1964–1966. *Architect: Vittorio Pedrocchi SIA, Locarno/Muralto*

On the small site available the utility area had to be enlarged in such a way that the entire building comes to rest on steel supports. This arrangement resulted in a covered recess tract.

Special attention was devoted to the auditorium: it was at the same time expected to meet the requirements for a multi-purpose convention hall seating 300, and for this reason it was equipped with a film projection booth, a simultaneous translation installation, stage and other technical facilities. Moreover, every classroom has been connected up with the