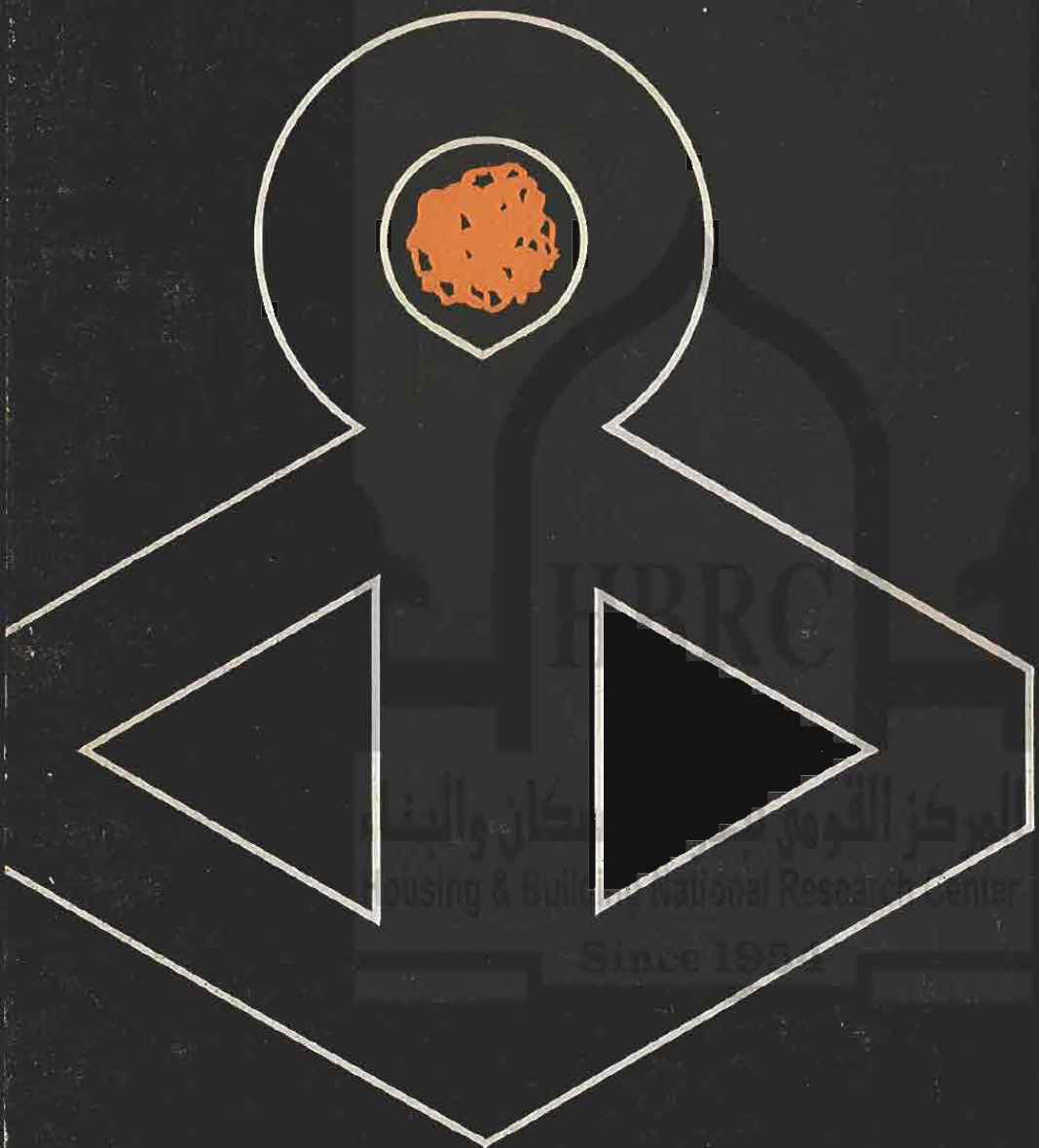


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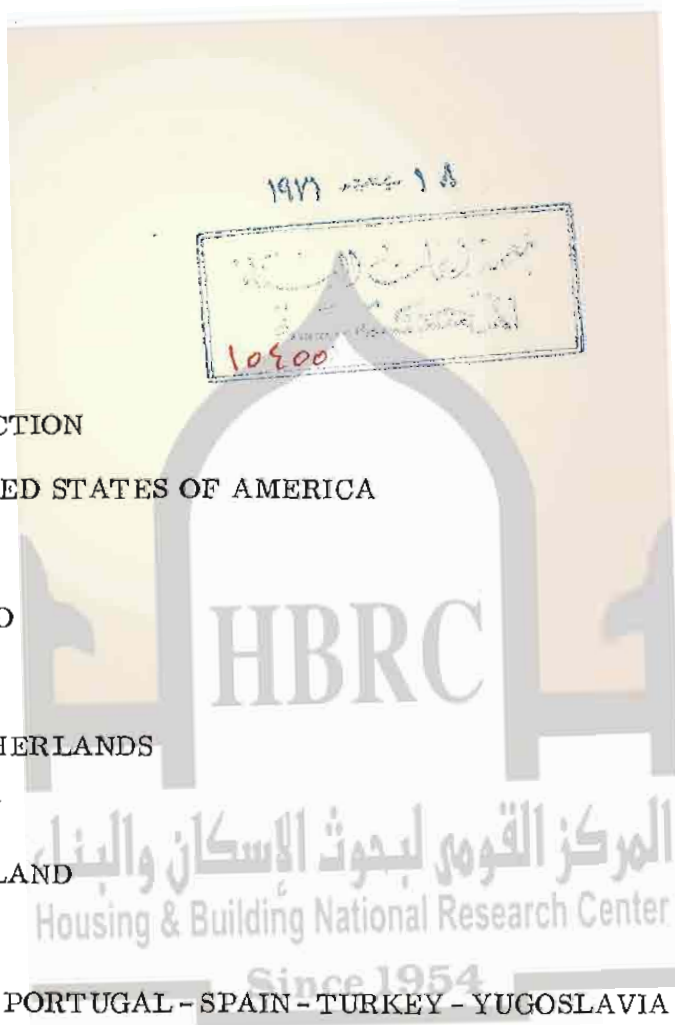
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INTERNATIONAL SCHOOLBUILDING NEWS

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PREFACE

The three previous numbers of International School Building News were entirely given up to specified subjects.

Thus International School Building News 4/1968/No. 2 contained a summarized report of the Course on the Educational Aspects of School Building, held under the auspices of the Council of Europe in Ottenstein, Austria, 1968, and 5/1969/Nos 3 and 4 reported on the second course on this subject, held in Leiden, The Netherlands, 1969. The Special Edition 5/1969/No. 1 and 2 contained a summary and comparison of the International School Building Documentation of buildings for primary education in a number of European Countries, compiled by the Information Centre for School Building and Bouwcentrum in the years between 1962 and 1968.

From this first issue in 1970 onwards we shall return to the original object aimed at by International School Building News i. e. exchanging data, pointing on particular developments and supplying information on school building and its backgrounds.

In the future, every number will have a main theme around which information on the subject concerned will be compiled in a summarised form.

Thus the present number treats the consequences of educational development for school building and the methods evolved to adjust future school building to educational changes.

1. INTRODUCTION

The idea that a school building is more than just a combination of rooms in which pupils are taught is increasingly gaining ground.

The school building itself has to be the basic material resource for education, designed as a tool and not a container, to use a phrase coined by Jonathan King of the Educational Facilities Laboratories. In developing this thought, King goes on to say: "Once an envelope, the passive setting for education, now the schoolhouse is becoming a tool, a series of environmental and communication services which are actively involved in instruction". Such a schoolhouse will not be a palace, a monument "or passive envelopes in any sense, but functional hardworking, flexible spaces designed to satisfy the demands of today and tomorrow".

This implies a completely different approach to the concept of school building than has generally prevailed until very recently.

When formerly a new school had to be built, the owner merely mentioned the number of pupils for whom the school was meant, the number of rooms for theoretical lessons, the number of subject rooms and the number of additional rooms required on the basis of the number of pupils.

With these data as a starting point the architect was able to design a school building that complied with the wishes of the owner and the users, which were based on classroom tuition as it had been given for tens of years in practically the same manner in similar school buildings.

The educational changes that have occurred during the past years and the continual process of change that may be expected necessitate a search for a new concept for school buildings.

This implies that other methods must be elaborated for the programming of school buildings so that these will give optimum satisfaction to the present and future requirements.

Before the architect can begin designing a school building, it is necessary that a programme of requirements is formulated in close co-operation between owners, educationalists and advisers.

This kind of programme must elaborate all requirements that the new building must meet if it is to offer optimum facilities to the present educational systems. It must also consider the expected educational developments to which the building must be susceptible of being adapted in due time.

In all this a multitude of problems is involved clamouring for a quick solution. These problems can no longer be solved by the architect alone, but they need the knowledge of educationalists, experts in functional questions and technical specialists as well. The knowledge of these people must be based on research as regards details and on

