

Dieter Henke & Marta Schreieck
OTVORENA KUĆA ZA SLOBODNE LJUDE
OPEN HOUSE FOR FREE PEOPLE

GIMNAZIJA, HEUSTADELGASSE 4 / GRAMMAR SCHOOL IN
HEUSTADELGASSE 4, BEČ / VIENNA, AUSTRIA / AUSTRIA, 2002.

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Jedna škola, daleko vani, preko Dunava, u Aspernu. Vrlo velika škola, veoma zeleni okoliš, lokalna izgradnja sitnoga mjerila i heterogena. Problematika je očigledna: u takav okoliš postaviti tako moćnu građevinu kao što je zgrada Savezne realne gimnazije, za to je potrebna itekako jaka sposobnost uživljavanja u urbanističku situaciju.

Investitor – Savezna uprava za nekretnine (BIG), kao uvijek u takvim slučajevima, raspisao je (pozivni) natječaj. A dobili su ga Dieter Henke i Marta Schreieck. Za ovo se dvoje arhitekata može reći da su profilirani “graditelji škola”: njihova škola u Beču – Leberberg, arhitektonski je *highlight* toga, inače upitnog područja proširenja grada, ali i SOWI – sveučilišni kompleks u središtu Innsbrucka, sretni su slučajevi arhitekture. Ipak, nova škola u Heustadelgasse u Aspernu nešto je posve osobito.

Moramo si predstaviti njezin okoliš: prilično prometna cesta Biberhaufenweg s jedne strane, obiteljske kućice s druge, a na obje preostale strane livada, odnosno otvoreno polje. To samo po sebi nešto znači, naime, takvu kvalitetu okoliša kakva je rijetka čak i u rubnim gradskim područjima.

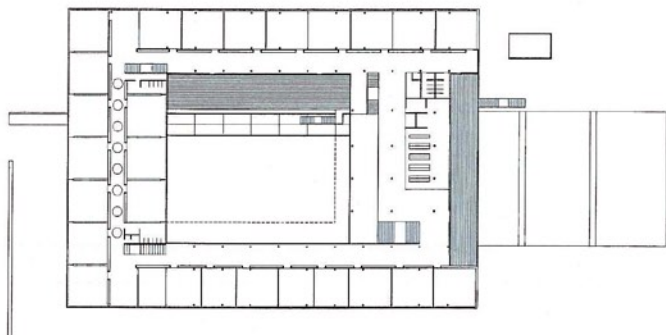
The school is located far out across the Danube, in Aspern. It is a very large structure in a very green landscape, surrounded by heterogeneous small-scale local structures. The problem is obvious. A powerful structure, this state grammar school, had to be placed into this environment. Great skill was required to make it fit into the given urban situation.

In keeping with common practice in cases like this, the investor (BIG) – the State Development Administration Office announced an invited competition. The winners were Dieter Henke and Marta Schreieck. The two are profiled as “the architects of schools”. Their school in Vienna – Leberberg – is the architectural highlight of this otherwise questionable agglomeration of suburban sprawl. One of their exceptionally successful projects is the SOWI university complex in the centre of Innsbruck.

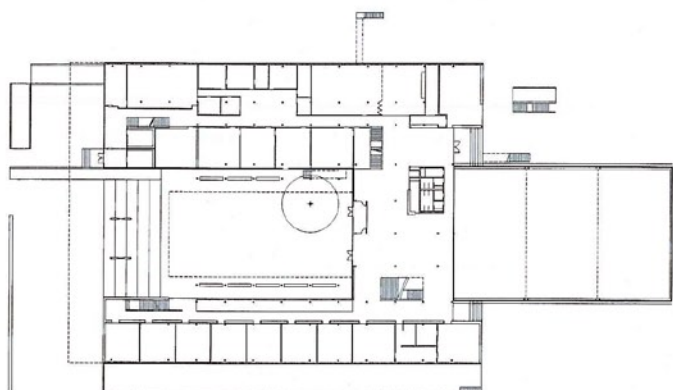
The Heustadelgasse school, in Aspern, is quite unique. We need to picture its surroundings: on one side runs the busy



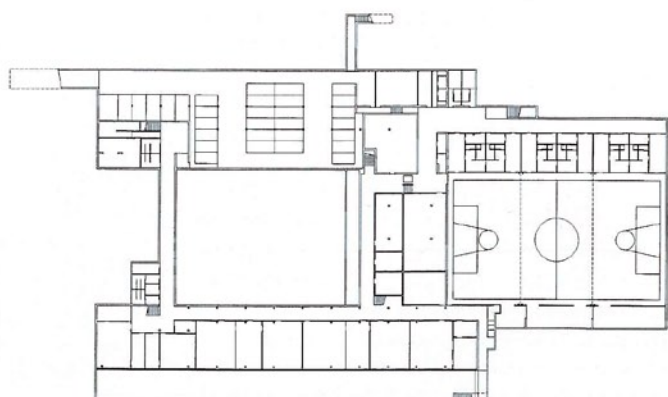




flocrt kata / floor plan



flocrt prizemlja / ground floor plan

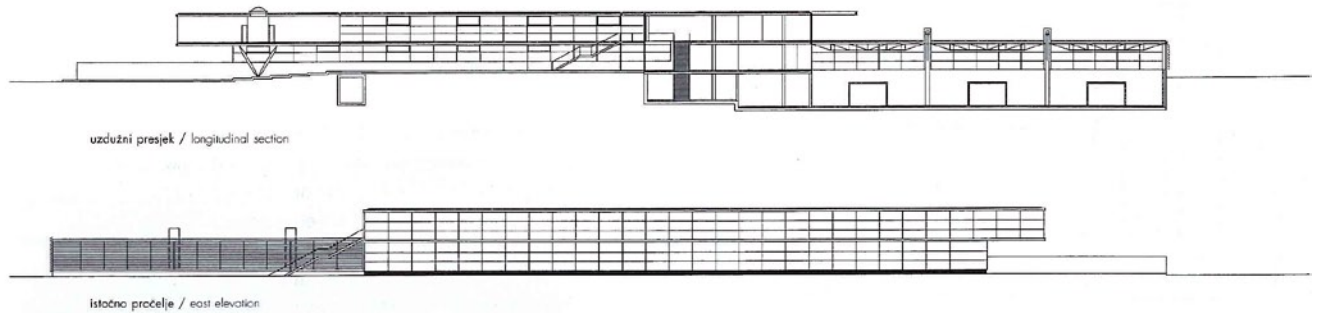


flocrt podruma / basement plan

Henke i Schreieck su u urbanističkom smislu postupili neobično rafinirano. Naime, na prvi pogled nova građevina djeluje tek samo dvokatno: prizemlje i gornji kat. Više od toga prema vani ne dolazi do izražaja. Pritom zapravo postoji još jedan kat, ali taj je ukopan u tlo. Osim toga, tu je i "trostruka" gimnastička dvorana (dvorana u poprečnom smjeru djeljiva na tri zasebne jedinice). No, i ona je ukopana.

Konfiguraciju građevine moglo bi se označiti klasičnom: četiri trakta zatvaraju školsko dvorište.





Biberhaufenweg road, on the other are small family houses, and the remaining two sides look onto meadows and fields. This in itself means something, as it is rare that even in the suburbs on the outskirts of a town one gets this quality of environment.

Henke and Schreieck made some very sophisticated decisions from the point of view of urban development. At first glance the building looks like a one-storey building comprising a ground floor and a first floor. From the outside, this is all one sees. There is another underground level with a "triple" gym (transversally, the gym is divided into three separate units).

The building's plan may be described as classic: four wings enclose a schoolyard. Henke and Schreieck showed how a typology like this one can work well if one knows what to do. The entrance is from the north side, from a large paved square, covered in the greatest part of its width. This could be summed up: the street façade has been mostly hollowed out but for the first floor, transversally placed classroom wing. The first floor, which forms the wide porch, rests on only two V-shaped supports in the form of an 8m cantilever. The 20m wide passage runs below the upper storey. The structure is interesting too in the way the walls and ceilings are connected to function as scales where the weights counteract each other.

We enter from the square in front of the school and ascend several steps under the street wing and find ourselves in the schoolyard. The yard is 1000 m² with wide green pergolas giving a feeling of a beautiful and generous place. Another detail, not unimportant, is that the yard is asymmetrical. Nothing in this building is symmetrical. There is no strong axuality that would easily lend this typology an



Što je sve takvom tipologijom moguće učiniti kada se to umije, to nam Henke i Schreieck primjerno pokazuju. U zgradu se ulazi sa sjeverne strane, preko velikog oploćenog trga, koji je u znatnom dijelu svoje širine natkriven. Moglo bi se ovako kazati: na uličnoj fasadi je iz zgrade izrezan velik dio, tek razredni trakt gornjega kata pruža se u poprečnom smjeru. Gornji kat sa svojom širokom nadstrešnicom počiva tek na dva potpornja u obliku slova V. Ovdje je riječ o konzoli od osam metara i prolazu ispod gornjeg kata širokom dvadesetak metara. A riječ je i o zanimljivoj konstrukciji, budući da su ovdje zidovi i stropovi povezani na način koji funkcionira na načelu vage – tereti se međusobno izjednačuju.

Polazeći od trga pred školom uspinjemo se preko nekoliko stuba ispod uličnog trakta i ulazimo u školsko dvorište. Ovo mjeri više od 1000 m² te sa širokim ozelenjelim pergolama predstavlja krasno, velikodušno mjesto. Još nešto, što uopće nije nevažno: dvorište nije simetrično.

aspect of indicative weight. Here everything is somehow lighter, freer and architecturally more interesting. The main entrance to the building is in its south wing, meaning that one needs to walk the entire depth of the schoolyard.

Having crossed the schoolyard, we enter a large ground floor hall which serves as a distribution area. Behind the hall there is a connection to the large underground gym, while the floor above the hall is occupied by the library, built to look completely transparent. The building organisation is very clear. The ground floor holds the administration offices, staff room and the caretaker's flat. In the underground section are the special programme classrooms and the building's service spaces. In the first floor of longitudinal wings the day classrooms are placed on one side of the corridors, while in the transversal, street wing, they are arranged on both sides of the corridor. Here light floods in from above, while all the other corridors lie directly behind the glass front.

Ništa na ovoj kući nije simetrično. Nema stroge aksijalnosti, koja takvoj tipologiji lako može dati oblik znakovite težine. Ovdje je sve nekako laganije, slobodnije, ali i arhitektonski zanimljivije. Glavni ulaz u zgradu, međutim, leži u njenom južnom traktu, što znači da se mora prijeći preko čitave dubine školskog dvorišta.

Prešavši dvorište dolazimo u veliku prizemnu aulu, koja ispunjava distribucijsku funkciju. Iza aule je nadovezana ukopana velika gimnastička dvorana, na katu iznad aule leži biblioteka – i ona također potpuno transparentna. Organizacija zgrade je pregledna. U prizemlju su smještene prostorije uprave, zbornica i stan domara. U ukopanom donjem katu nalaze se razredi specijalne namjene te kućna tehnika. U gornjem su katu razredi dnevne obuke: u uzdužnim traktovima jednostrano raspoređeni, a u poprečnom, uličnom traktu smješteni su obostrano uz hodnik. U tom slučaju prirodno svjetlo dolazi odozgo, dok svi ostali školski hodnici leže direktno iza staklene fasade.

Ipak, tu je potrebno jedno ograničenje. Jer o hodnicima u užem smislu u razrednom se traktu zapravo ne može govoriti. To su ipak prostori od 3,5 metra širine, a ne neki uski koridori. Graditelji škola općenito vjerojatno poznaju taj trik: garderobni ormarići stave se prema van, pred razrede, pa onda i hodnici mogu biti širi. Osim toga, Henke i Schreieck su iznad garderoba uveli ostakljeno nadsvjetlo, koje je provučeno kroz cijeli razredni trakt, pa se tako tema transparentnosti vodi stalno dalje.

Općenito je materijalizacija ta koja je presudna za atmosferska svojstva škole: to je naglašeno staklena arhitektura. Transparentnost ovdje nije tek pusta fraza, ova je kuća zaista prozirna. Od ceste se vidi preko školskog dvorišta, kroz aulu južnog ulaznog trakta daleko iza zgrade, u smjeru slobodnih polja. To znači, da kuća zna koristiti svoju okolinu, da svjesno

The corridors in the classroom tract wing are not, strictly speaking, real corridors. They are 3.5 m wide; not typical narrow school corridors. School architects employ this trick: they place the lockers in front of the classrooms, facing outside, thus requiring wider corridors for circulation. In addition, Henke and Schreieck introduced clerestory lighting above the lockers running the entire length of the classroom wing so that the transparency principle is carried throughout the building.

Generally speaking, the materials are crucial in achieving the pleasant atmosphere in the building. This is emphatically glass architecture. Transparency here is not just an empty phrase; the building is truly transparent. From the street you can see across the schoolyard and through the hall and far beyond in the direction of open fields. This means that the



fotografija / photo by Dieter Henke

building makes full use of its environment, and the environment is its added quality. Besides this, the architects have built a strongly urban structure, entirely different from anything surrounding it.

As has been said before, everything is a question of atmosphere. This school radiates with an urban atmosphere, friendly and open, oriented outwards. The classroom walls, glazed their entire height from

vodi računa o tom višku vrijednosti. Pri tome su pak arhitekti ostvarili jedan izrazito urbani objekt, nešto što je izrazito drukčije od svega što ga okružuje.

Kao što je već rečeno, sve je pitanje atmosfere. A ovdje je ona urbana, ugodna, otvorena, orijentirana prema vani. Potpuna je novost u austrijskoj gradnji škola da su razredi ostakljeni po čitavoj visini prostorije, zaista od poda do stropa. Efekt je izvanredan. Bez brige, arhitekti su itekako razmišljali o klimatskim posljedicama svoje staklene arhitekture. Gdje je to potrebno, tamo su, jasno, vanjske žaluzine; u školskom dvorištu duboke ozelenjene pergole daju dovoljno sjene. Na staklenoj fasadi je mnogo prozorskih krila koja se mogu otvarati kako bi se osiguralo poprečno prozračivanje prostorija. Osim toga, jedna inteligentna *low-tech* mjera sprječava da zrak u hodnicima i razredima "stoji". S jedne strane, potrošeni se zrak odvodi preko krova ventilatorima na pogon vjetrom, s druge pak strane jedna jednostavna mjera zračenja preko vrata omogućava cirkulaciju zraka u zgradi. Naime, nakon što se razredna vrata zaključaju moguće ih je još minimalno otvoriti prije nego što se zatvori specijalna brava.

U ovoj se kući i inače mogu pronaći mnoga inteligentna rješenja detalja. Primjerice, blagovaonica je povezana s dvoranom za priredbe, a mogu se opet odijeliti složivom stijenom. No, u svakodnevnoj uporabi to donosi osobiti prostorni komfor. Ili požarne zone: to je posve precizno promišljen sustav koji dopušta da se odasvud vrlo kratkim putem može dospjeti u vanjski prostor. Tako u čitavoj kući ne postoje nijedna vrata koja bi smetala prolazu. Unutarnja komunikacija teče ukруг bez ijednog mrtvog ugla, što je veoma ugodno.

Također treba spomenuti da se učenicima ovdje pružaju izvanredne mogućnosti za boravak na slobodnom. Tu postoje terase, sportski tereni na južnoj strani te ispred ukopanog trećeg kućnog nivoa jedna zaista prostrana slobodna površina, zaštićena i puna osobitog ugođaja. Tu dojam "suterena" uopće ne dolazi do izražaja. Bambus

floor to ceiling, are an absolute novelty in Austrian school architecture. The effect is extraordinary. No need to worry, the architects very carefully accounted for the effects of weather on this glass architecture. Wherever necessary, they installed exterior shutters, while on the schoolyard side, the green pergolas provide sufficient shade. The glass façade has many windows that open in order to provide ventilation. Furthermore, an intelligent low-tech measure prevents the air in the corridors and classrooms from becoming stale. The used air is let out via the roof by way of wind-propelled fans and the doors, when opened, provide air circulation in the building. Another novelty feature is that after the classroom doors are closed, it is possible to open them just a little before the special lock closes.

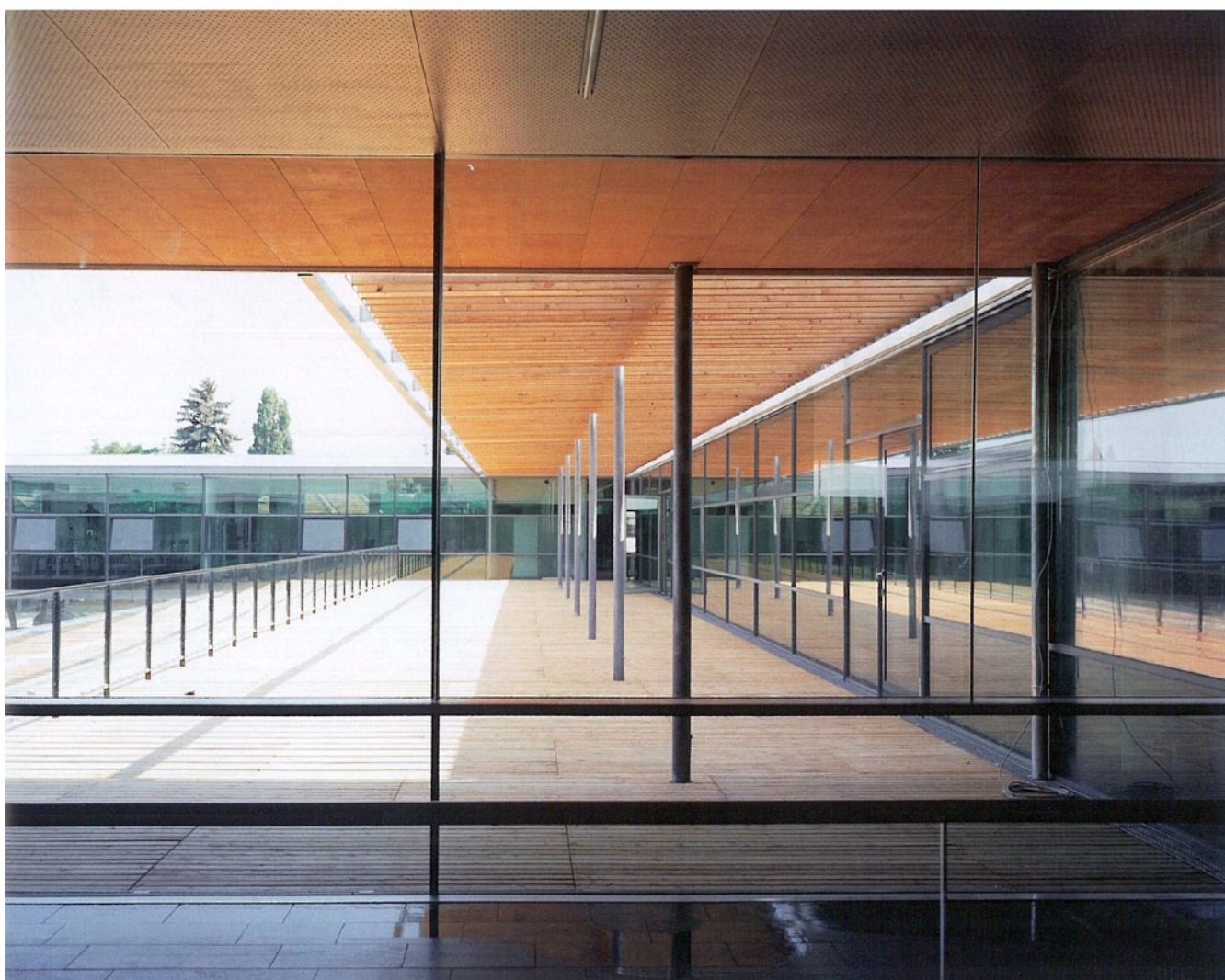
The building abounds in intelligent solutions for dealing with many details. A telling example is the dining room connected to the assembly hall, and separated from it, by only a folding partition. In everyday use this creates a special sense of spatial comfort. Another example is the fire escape sections designed very minutely to provide rapid escape from every section of the building. In this way there are no doors that would obstruct circulation. Interior communication runs in a pleasant circle without any dead angles.

Another important aspect that deserves mention is that the pupils are provided with extraordinary opportunities to spend time out in the open. There are terraces and sports grounds on the south side; and in front of the dug-in third level there is a spacious and sheltered open area which has a special atmosphere. There is no feeling that this is an underground level. Bamboo plants growing in front of the supporting wall of this "dug out" area are doing wonderfully well. This section of the school faces the Biberhaufenweg road. Between the school building and the relatively busy road a small grove was planted that will surely act as sound insulation. This green stretch with the bamboo below and the grove above is bound to look very good in the future.

The gym is dug into the ground but only partially. A wide band of clerestory lighting runs around the entire gym providing natural lighting. The gym

posaden ispred potpornog zida ovog "otkopanog" područja sjajno se razvija. Taj je dio škole orijentiran prema cesti Biberhaufenweg. I tu je između školske zgrade i prilično prometne ceste zasaden mali gaj, koji će sigurno ispuniti i funkciju zvučne izolacije. Ovo stupnjevanje

ceiling design is particularly attractive but what is not visible is its roof structure. What is visible is the homogeneous lining of trapeze-shaped metal sheathing. The sheathing is perforated on the side with sound insulation placed above it. This, of course, contributes to better acoustics, noticeable



zelenila – bambus dolje, šumica gore, djelovat će jednog dana sigurno vrlo lijepo.

Gimnastička dvorana također je ukopana u zemlju, ali samo djelomično. Široka traka nadsvjetla teče oko čitave dvorane i omogućuje prirodno osvjetljenje. Osobito je lijepo riješeno oblikovanje stropa. Naime, ne vidi se zaista na koji je on način konstruiran. Ono što se vidi gotovo je homogena obloga od trapeznog lima. Ona je, međutim, sa strane perforirana, a iznad nje je smještena zvučna izolacija. To naravno pridonosi boljoj akustičnoj situaciji, što se zamjećuje već kod običnog razgovora, a kod sportskih priredbi bit će od bitnog značenja.

Sigurno su još i danas arhitektima pri gradnji škola postavljene određene granice. Primjerice, ne mogu odlučivati o namještaju. Ovaj nedostatak Henke i Schreieck kompenziraju brižljivim izborom materijala. Svaki materijal je upotrijebljen u svom čistom obliku, a odabran tako da odolijeva dugotrajnoj uporabi. Taj se postupak primjećuje već vani, kada se stupi pod nadstrešnicu: podgled je obložen drvom. Drvo se provlači kroz čitavu kuću: svugdje su drveni stropovi. U hodnicima je pod od kamena serpentina, u razredima je postavljen parket. Gdje se god u kući nađe vidljivi beton, on je izvanredne kvalitete. Inače, svugdje u kući nailazimo prije svega na staklo.

Da bi se razumjelo ovu konzekventnu uporabu stakla, mora se zaista uzeti u obzir samo mjesto škole. Treba slijediti koncept potpune vizualne otvorenosti kuće da bi se moglo prepoznati kvalitativni višak vrijednosti. Uvijek se svugdje vidi. Time ova nerazmjerno velika zgrada djeluje manja, tako da se jedva može vjerovati da školsko dvorište ima površinu od 1000 m². Arhitektima je uspjelo ovoj stvarnoj prostornoj veličini oduzeti njenu moć.

Grad Beč je svojim "Programom škola 2000" postavio vrlo visoko pravilo kvalitete kod gradnje škola. S kućom arhitekata Henkea i Schreiecka Savezne su vlasti, odnosno njihov predstavnik BIG, tu kvalitetu u najmanju ruku dosegle. Lijepo je kad se državne i gradske vlasti kvalitativno potiču. Za "odraslog" promatrača ostaje zaista samo žaljenje: da je nama barem netko stavio na raspolaganje tako krasne škole?

even in conversation. It is a feature of crucial importance for sporting events.

Surely, even today architects working on school designs are somewhat restricted. They cannot, for example, make decisions regarding the furnishings. Henke and Schreieck compensated for this by a very careful choice of materials. Each material is used in its pure form and selected to withstand prolonged use. The way materials are used is evident as soon as we step under the porch: the underside is lined with wood. Wood runs through the entire building as the ceilings are all made of wood. The floors in the corridors are of serpentine stone and the classrooms have parquet floors. Wherever there is raw concrete, it is of exceptional quality. Glass, however, is the dominant material.

In order to appreciate the consistent use of glass, one must take into account the school's location. The visual openness of the entire structure is its added quality. You can see outside from every spot. Thus, this proportionally large building seems somehow smaller, so that it is hard to believe that the schoolyard is 1000 m². The architects were successful in their attempt to reduce the heavy, overbearing volume of this, in fact, very large building.

The city of Vienna devised the "School Programme 2000" with very high quality standards required for school architecture. The building designed by Henke and Schreieck is a great example of this standard and a credit to the state authorities and BIG, their representative. It is reassuring to see the high level of interaction between the state and city administration. For the "grown up" observers there is only regret that no one built such lovely schools for them.

