

Summary

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Les salles de classe

Toutes les salles de classe peuvent servir en même temps de salle de séjour pour n'importe quel genre d'assemblée. Le degré inférieur possède deux fois 4 classes de 6 m x 8 m dans un bâtiment de 2 étages uniquement réservé pour le degré inférieur. De cette manière une certaine intimité est atteinte. Cette partie de l'école possède son entrée particulière ainsi que ses propres terrains de jeu. Le degré moyen possède 6 «maisons» auxquelles correspondent 30 jeunes filles et 30 garçons, c'est-à-dire les 3, 4 et 5ème classes. Chacune de ces maisons possède sa propre entrée. Chaque maison possède des salles particulières. La cuisine, les garderober et les toilettes sont communes pour deux maisons. Le principe multicellulaire de l'école a été décrit plusieurs fois déjà: chaque salle, chaque corridor peut servir en même temps à plusieurs fonctions différentes. Les élèves du degré supérieur possèdent en plus différentes salles de discussion et salles de club. La salle d'assemblée du degré supérieur peut servir en même temps de lieu d'enseignement. Les classes proprement dites — 4 en tout — ont de 19 à 28 m². D'une manière générale l'on peut dire que les maîtres du degré supérieur n'enseignent pas; ce sont plutôt les élèves qui s'instruisent eux-mêmes avec l'aide précieuse du maître (ce qui n'est pas tout à fait la même chose!).

Les salles des sciences naturelles

D'une manière générale, l'enseignement des sciences naturelles comprend l'aspect théorique (leçons) et l'aspect pratique (exercices et expériences). Les salles théoriques permettent évidemment la démonstration d'expériences pratiques. Les salles de sciences naturelles sont placées au 3ème étage.

Salles de travaux manuels

Au lieu de prévoir les 5 salles habituelles, l'on en a prévu qu'une seule. En effet, les spécialistes sont d'avis que l'enseignement des travaux manuels doit être limité à l'essentiel: les jeunes gens doivent surtout apprendre les principes fondamentaux des différents métiers. Par conséquent, la grande salle des travaux manuels de l'école Arnold n'est divisée que par la formation de certaines zones: couture, cuisine diététique, menuiserie, atelier des métaux, etc. Ces différentes zones sont groupées autour d'une cour intérieure, qui peut donc servir, elle aussi, de lieu de travail.

Les salles à manger

90% à 100% des élèves prennent leur repas de midi à l'école. Ceci est pratiquement rendu possible grâce à la création de groupes: chaque «maison» possède — en commun avec une 2ème maison — sa propre salle à manger. L'organisation de la cuisine proprement dite: magasins et préparation sont centralisés, le reste du travail s'effectue dans 3 cuisines décentralisées. Une acheteuse principale ainsi qu'un chef de cuisine se partagent la responsabilité de l'entreprise.

Les terrains de jeu

L'école possède 2 terrains de rugby, 2 terrains de hockey, un terrain de cricket, 3 terrains de saut, 7 terrains de tennis ainsi que différentes pistes de sport.

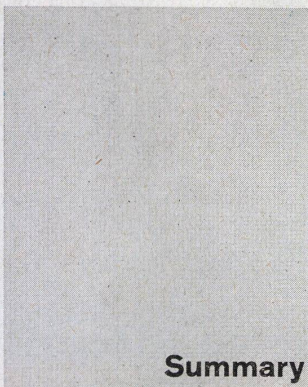
Autour et cours

Ajoutons en dernier lieu que les cours ainsi que le paysage des alentours jouent un rôle prépondérant à l'école Arnold. Les arbres, en particulier, permettent de former des points de relation absolument nécessaires dans l'ensemble des édifices. De plus, ils servent d'exemples pour les leçons de botanique. N'oublions pas enfin le rôle absolument essentiel des différentes cours de l'école. Ces cours sont pour l'enseignement tout aussi importantes que les salles de leçon. L'école Arnold est un exemple fort réussi de pédagogie et d'architecture modernes. Espérons que cet exemple fera école.

Mies van der Rohe

Bâtiment administratif Krupp à Essen
(pages 315-318)

Le bâtiment en question sera mis en chantier en 1962 et il est le premier bâtiment que Mies construira en Europe depuis 30 ans. Le bâtiment sera placé sur une colline admirable en dehors de la ville de Essen. La partie inférieure de l'édifice forme «terrasse» et s'adapte fort bien à la topographie de l'endroit. La partie supérieure est une squelette d'acier. La disposition générale promet d'être très réussie.



Summary

Roland Gross

New Trends in Schools (pages 271-274)

For 30 years now our schools have been changing in appearance. Nowadays they have reached a certain standard. Is it correct and fully adequate? What have been the various stages in education up to the present day?

In the very earliest of civilizations the stress was laid on the practical side of education. It is only in ancient Greece that we find the first beginnings of what was to be a long sequence of development in education. The Greek aim was to develop all the aptitudes of man. Obviously enough, this is a complex programme but what was envisaged was a total entity, a scheme that would incorporate human activities as a whole, the aim being perfect harmonization. Later on the programme changed considerably: the goal of education was the training of man as a Christian. German principles of chivalry (among other elements) imbued this educational structure with a certain vigour in that they added to it instruction in the principles of art, physical and mental culture and character formation. The German Reformation made it possible for primary schools to be set up. The bourgeoisie gained the upper hand. The main aim of the primary school was so to equip its students that they could earn their daily bread.

Such are the bases supplied by the past in a few, highly simplified words. Let us turn to new trends.

In becoming specialized education becomes more intellectual. Does this process of intellectualization meet our needs. Travelling along another path, industrialization also leads to specialization, but this is another form of specialization for it takes place on a technical level. Unfortunately this divergence destroys the view that we should take of the world we live in. In fact this view is weakened to such an extent that family life suffers because of it.

Modern education must, therefore, try to re-create a feeling for thinking along sweeping lines. In a certain way it must attempt to revivify a mathematical and religious spirit in students. We are no longer living in an epoch of specialization but rather in one of correlation, an epoch of large-scale syntheses.

The consequences: a synthesizing form of education based on ethical and religious principles necessitates a teaching staff with very broad culture. Moreover, this form of education can be entrusted only to a very small number of teachers for any one group of pupils in order to avoid any loose scattering of knowledge. These teachers must be able to respect the following basic principles:

1. Show how one discipline is related to another.
2. Throw into high relief the character and personal gifts of each individual student. See that his weak subjects are made up for by his strong ones.
3. Make an accurate estimate of the students' capabilities. According to the findings of W. M. Moser, the American programme is divided along the following lines so as to attain the goals mentioned above:
40% of the programme (in hours) is devoted to the individual. 40% to the group of from 10 to 12 pupils and 20% to the large group consisting of from 60 to 100 pupils. From this it is obvious that teaching in groups and very small groups is becoming increasingly important.

Architectural consequences: the basic principles just described lead ineluctably to a class that is more or less square in shape, well-lit and containing furniture that is light and interchangeable. The classroom becomes a workshop, a dis-

cussion hall, a study. Sport plays a considerable part without being exaggerated for all that. A roofed gymnasium may well suffice in many cases. To attain the ideal of a community a pleasant and comfortable assembly hall is an urgent need. Modern schools no longer have "dead" spots; all movement lanes are utilized: cupboards, walks, etc. Finally, to avoid the feeling of "mass", buildings must be sited in a way that is both lucid and not overpowering.

Füeg, Haller and Stettler

Dynamic School Furniture (pages 275-277)

The aims behind the furnishing of schools are exactly the same as those holding for modern education. Nothing shows this better than a simple classroom bench. Long, narrow, uncomfortable benches call to mind the strict schoolmaster with his florid moustache and pupils in a boarding-school uniform. Two-level benches are friendlier but they must be able to "grow" according to the pupil's age, whence comes a certain "mechanization of furnishings". The needs are sometimes so odd and complex that this culminates in the machine-bench (hinges, levers, etc.). Such sports are, fortunately enough, rare. As in everything else, we must try to maintain a certain balance! The school bench must be designed with the light in mind, it must be light, i.e. movable, but it must not slide about during classes. In addition, it must be hygienic; it should not be a sort of show-cupboard or bread-bin. Haller and Stettler's table meets these fundamental principle. The various faults of this first type of bench led the designers, Füeg and Stettler, to construct a second type that would be better adapted to the demands made of it: the sliding of the bench, bench to be slightly sloped, etc. This type no longer has the "chair" as a prototype; on the other hand, "aesthetic problems" only play a secondary part and are logically structured into the whole assignment. The third construct by Füeg and Stettler is a synthesis of the preceding types. The extreme importance of an appropriate placing of school furniture should be mentioned here. Small mistakes in this matter can have far-reaching consequences.

Yolande Custer

Form of Instruction and School Furniture (pages 278-279)

The question of school furniture depends solely on the form taken by instruction. The sole factors in the designing of furniture are not simply physiology and aesthetics.

Urs Beutler

Prefabricated Demountable Schools (pages 283-286)

The siting and the ideas held of our schools play a predominant social role. The rapid increase in population makes it continually necessary to build new schools. Districts themselves are changing; how must we adapt the schools to them? The money invested by the public authorities in the field of education is enormous. What is happening in those regions lost in the mountains? There is no end to the questions that can influence the construction of our schools! Surely it must seem that the case for research in prefabrication is a pressing one. Can it be said that the work published in this issue is not absolutely necessary? It is our belief that Urs Beutler's study will spotlight certain features of this problem of our time.

Eberle M. Smith, Tobi Gersbach

Primary School in Birmingham (Mich., USA) (pages 287-289)

Architecturally, this school consists of a steel skeleton based on a 2.65 m grid and light prefabricated elements. The school in question is sited in a typically American suburb (rectangular network of streets).

Skidmore, Owings & Merrill

Junior High School in Joliet, Illinois (pages 290-292)

The school in question is set in the middle of an oak forest. It, too, has a steel skeleton with a module of 2.4 m. The arrangement of rooms is excellent.

Chamberlin, Powell and Bon

Elementary School in London (pages 293-296)

The school in question is sited in the residential district of South Kensington. The differentiation of functions and masses is extremely well handled. The

steel skeleton is covered either with glass (windows) or with enamelled glass. The interior, the furniture and the school as a whole are well adapted to meet the needs of public education.

Anthony Pott and collaborators

Secondary School, Arnold (pages 297-314)

The educational objective was to design a building suitable for selected pupils wishing to study for various qualifications leading to employment in industry and the professions. Such pupils would normally attend a grammar school. It has been observed, however, that with the passage of years grammar school methods have changed, the forms of organisation have been modified and new courses have been introduced so that older buildings often lack the variety of accommodation now required. In particular, scientific and technological studies have expanded. They require laboratories and workshops which are more highly specialised than the class or lecture rooms suitable for teaching the traditional subjects such as the classics or modern languages. In order to study these new requirements and to learn how they could be fitted into a school building side by side with more conventional accommodations, members of the Development Group, including educationists and architects, visited many grammar schools. They observed current educational practice and discussed ideas and objectives with the teachers.

Requirements

Two interesting features of current educational development, important in themselves and in their particular effect on school buildings, were noted during visits to grammar schools. The first was that the teaching group, normally thirty in secondary schools, was often twenty or even fewer. This was true, not only of the sixth forms where it was understood that it has long been the practice to teach in small groups, but in other parts of the school as well. Instances were found where fourth and fifth year pupils were organised in teaching "sets" of twenty to twenty-five. The second was that more than half the pupils admitted to the schools were remaining for a full seven year course. It was said that this proportion was increasing.

The second trend referred to was that many more pupils were completing a full seven year course in the grammar schools. Most of them were taking the General Certificate of Education at "A" level, with or without scholarship papers, and were looking forward to continuing their education at universities, technical or training colleges, or in industry.

The two educational developments described above had considerable implications on the use of the buildings where they were noted and for the design of new selective schools. In the first place the smaller teaching groups could use effectively rooms smaller in dimension than the standard size associated with a form of 30 pupils. More of them, however, would be required in a school as a whole. Given these smaller rooms it would be possible to eliminate the many makeshift arrangements that were seen, such as pupils working in alcoves formed by bookcases placed in corridors, in drying rooms and even in roof spaces.

One headmaster instanced the younger pupils coming from a junior school where life was centred mainly in a single large teaching space, with one teacher. These children tended to feel lost when faced by the sheer size of a large secondary school, the complexity of its organisation and multiplicity of its teachers. He tried to counter this feeling by selecting teachers who could be responsible for several subjects with the same form of first or second year pupils, but he pointed out that this restricted his freedom of choice of specialist staff. If the younger pupils could be given a sense of security within self-contained accommodations not too different from that to which they were accustomed but related to the specialist rooms they would soon learn to use, then the buildings themselves could make a positive contribution to the running of the school and simplify the headmaster's problems when recruiting staff.

The School at Arnold

The Authority had in mind a curriculum shaped into six different strands or courses. These courses were to offer a variety of combinations of subjects and it was the intention to help boys and girls to select one or other combination most suited to their abilities, interests and possible careers. The courses and the sorts of careers for which the courses

might provide a full and stimulating general education were described as follows:

1. general academic—suitable for professions such as teaching, the law, and the arts of music or drama;
2. general practical—suitable for nursing, dietetics, physiotherapy, and the practical aspects of music or drama;
3. science academic—suitable for scientific research, technology or medicine;
4. science practical—suitable for student apprenticeships, trades, etc.;
5. commerce academic—suitable for business executive work or social sciences;
6. commerce practical—suitable for secretarial work, retail buying and selling, etc.

It was anticipated that during the first two years the work of all pupils would be basically similar. Divergencies on the lines indicated in paragraph 18 would begin to appear in the third year. Courses 1, 3 and 5, the so-called academic courses, would be maintained for a full seven year period; the remainder would last for at least five years.

It was decided that the first two years should be organised in eight forms of 30 and that the course of instruction should be of a general nature leading to one of the specialised courses undertaken later on. In the third, fourth and fifth years, however, pupils would have selected the special course they wished to follow and would then be organised in six groups, or courses, per year, each group consisting of 20 pupils. These years, therefore, would be composed of 18 teaching groups instead of the 12 forms more characteristic of grammar school organisation.

These educational ideas, and many more that were voiced during the early discussions, encouraged the team of architects to reconsider the accommodation usually provided for a grammar school and to give special attention to that required for:

1. general and specialist teaching rooms for groups of twenty and for the particular use of sixth form pupils;
2. social accommodation in form rooms, houses and common rooms and for dining;
3. provision for the practice of music, drama and crafts;
4. accommodation for physical education.

Development of the schedule of accommodation

The architects contributed a number of suggestions about the way space could be arranged, juxtaposed or used for a number of different purposes, so that the building should be as flexible as possible in use. One example of this was the way in which the teaching needs of the middle school were linked with space needed for house activities and for dining to give an arrangement of rooms capable of fulfilling all these purposes. As a result there are available, within the framework of any one house, rooms for large or small teaching groups, for the private study of individuals and for staff.

The hall

The hall at Arnold is designed as the social focus of the school. It is placed in the middle of the school and provides an area of 2,800 sq. ft. for assembly, music and drama. The aisles can be used for circulation between teaching periods. This, together with variations in floor and ceiling levels, and the use of rich and lively wall materials such as curtains and wood-strip panelling (which also serve an acoustic purpose), should save the hall from a feeling of bleak emptiness which might well inhibit its general use.

Music Rooms

The small hall has been designed mainly for music. It will, however, seat an audience of 100-120 so it could also be used for lectures, when for instance, the headmaster or a visiting speaker wished to speak to the pupils of one year.

In the main music room, tables and chairs can be arranged for formal teaching, e.g., in musical appreciation, or can be stacked away so that the pupils can be grouped for singing or orchestral playing.

The musical instruments themselves present problems of storage. They will be used both in the music rooms and in the assembly hall, in and out of school hours. Storage facilities have been provided in a circulation space serving the music rooms, which is also adjacent to the assembly hall. To ensure even temperature conditions a thermostat has been provided, and this controls a radiator, which is placed well away from the instruments. Although the boiler house is adjacent to this space, it is thermally well insulated from it and care has been taken to see that no heating pipes pass through it.

Athletics shed

The athletics shed takes the form of a "dutch barn" with a span of 75 ft. and a length of 116 ft., giving a total usable area of 8,430 sq.ft. The roof continues 5 ft. beyond the span, sloping downward to give protection against rain. The height of the shed, to the underside of the trusses, is 20 ft. Most of one end of the shed is bounded by a full height wall, the other by a 9 ft. wall. The floor of the shed is covered with tarmac. Nets can be arranged to divide the various activities from one another.

While primarily designed for games and athletics, this shed can fulfil another purpose—as a kind of marquee on speech days or similar functions. While, as explained in paragraph 40, the assembly hall has been deliberately limited in size, the athletics shed provides plenty of room—it can seat 1,600, which will allow every pupil to be present and to bring at least one parent. To allow for this kind of assembly the loudspeaker apparatus provided for the hall is demountable and can be erected in the athletics shed.

General library

One of the working areas has been designed as a general library for use by classes of twenty or thirty. The aim, however, has been to make it different in

character from a classroom, as the library is meant to occupy a unique position in the school. The walls are lined with books and there are large tables at which pupils can spread their books in comfort. The cork tiled floor, and the window-curtains, will, it is hoped, contribute richness and vitality and, at the same time, reduce the level of noise. Window-seats and easy chairs have been provided to encourage the use of the library for private reading outside school hours. At one end of the library there is a small bay in which books of particular interest to the younger children may be kept. There is a librarian's table, with card indexes and catalogues near it, so that pupils may be shown how to find books; also, of course, there may be a lending service run by the pupils themselves.

Study library

The second working area has been designed as a private study library. Here the needs of the older student have been the main consideration. A number of single tables, each 2 ft. 6 in. by 2 ft. and fitted with a desk lamp, have been provided. Sound absorbent ceiling, cork floor, soft, unobtrusive wall colours, and individual lights, have been employed to create a quiet, comfortable atmosphere which will be conducive, it is hoped, to concentration.

Lower school

In the lower school there are eight rooms each 510 sq.ft. in area and measuring 26 ft. 2 in. by 19 ft. 6 in. In this size and shape it is just possible to arrange all the necessary wall-benching and furniture for a class of thirty, but there is little room to spare. These classrooms are equipped with dual tables, measuring 3 ft. 8 in. by 1 ft. 10 in.

Middle school

The general teaching spaces for the middle school are arranged to form the accommodation for six houses, each of thirty boys and thirty girls drawn from the third, fourth and fifth years. As with the lower school, these pupils have a special entrance to their part of the school buildings, and each house can be entered direct from a paved courtyard. This courtyard has a central free area for circulation and informal recreation, while on three sides are a number of bays with seats. These are screened by planting set in tiered flower beds.

The accommodation for each house consists of a house-room of 683 sq. ft., a group-room of 369 sq. ft., and two studies for the housemaster and housemistress. These rooms are grouped round an entrance hall, domestic in scale, from which there is access to the kitchen, coat-hanging facilities and sanitary accommodations which are shared by each pair of houses. The house-room and group-room serve also as teaching spaces, the former for only half its time because it is also used for dining.

Sixth form

Observations led to the provision at Arnold of a sixth form common-room of

850 sq. ft. It is designed as a club-room for the older pupils, treating them more as students than as school children. Along one wall runs a long, fixed seat. There are square tables for groups of four and individual hinged writing tables. A wall-bench fitted with a sink and griller, and with cupboards above, provides the means of preparing tea and snacks. On two sides of the room there are bays of book lockers, whose internal dimensions are 30 in. by 11 in. by 9 in., sufficient in number for the whole of the sixth form.

The common-room opens on to a south facing terrace, which is part of the house courtyard but separated from it by being raised 4 ft. above the general level. The balustrade to this raised terrace is designed to form a continuous seat, and in addition the chairs and tables can be brought out from the common-room and placed on the terrace in fine weather. Though designed primarily for informal use, the common-room may on occasion be used for special teaching purposes, e.g., a debate, or a lecture to the whole sixth form on some general subject.

Science accommodation

The science accommodation is in a three-storey block approached from the school through a glazed corridor, which forms one side of a science courtyard. As designed, this corridor is adequate only for circulation. An additional module in width would have increased the value of this space considerably by making it possible to create small experimental or exhibition bays, possibly associated with the courtyard. But there is, of course, a limit to what can be added in this way. There is, however, at the entrance to the block, an exhibition space, with a small study bay for about six pupils, which can be used either for a small class or for private study.

On the ground floor of the block are the two chemistry laboratories and the biology laboratory. The latter opens on to the science courtyard which contains a greenhouse, experimental planting beds and a pond. On the first floor are the physics, mathematics and general science laboratories and, on the top floor, the lecture demonstration room and the geography, technical drawing and commerce rooms. A small service lift connects the preparation rooms on each floor, so that equipment can easily be taken up to the lecture demonstration room.

Mies van der Rohe

Krupp Administrative Building in Essen

(pages 315-318)

Work on this building will start in 1962; it will be the first building put up by Mies in Europe for 30 years. The building will be sited on a fine hill outside the town of Essen. The lower part of the building will be in the form of a terrace and well adapted to the topography of the area. The upper part is a steel skeleton. The general treatment promises to be a great success.

Biografische Notizen

Roland Gross

Geboren 1934 in Altstätten, SG. Studium an der Kunstgewerbeschule Zürich und Bauzeichnerlehre in Zürich. Eigenes Büro in Zürich seit 1956. Seit 1960 Assistent bei Prof. Moser an der ETH.

Bauten:

Schulhaus Riedenhalde 1956-60 (zusammen mit Escher und Weilenmann, Zürich)

Friedrich Stettler

Geboren 1924. Studium am Kantonale Technikum in Biel und an der Kunstgewerbeschule Basel. Seit 1954 Konstrukteur der Basler Eisenmöbelfabrik Sissach.

Fritz Haller

Geboren 1924 in Solothurn. Praktikum in Holland. Studien im Wachsmann-Seminar, Lausanne. Eigenes Büro seit 1949 in Solothurn.

Wichtigste Bauten:

Schulhaus Wasgenring in Basel
Wohnhaus Steiner in Bellach
Quartiersschulhaus in Solothurn

Yolande Custer

Geboren 1909 in Zürich. Ausbildung an der Handelsschule Zürich. Mitarbeit im Wohnbedarf. Ausbildung als Photographin am Photographischen Institut der ETH und bei Werner Gräff; Kurse an der Kunstgewerbeschule Zürich.

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Eberle M. Smith

Geboren 1906. Studium an der University of Michigan. Seit 1940 eigenes Büro in Detroit. Inhaber und Präsident der Firma Eberle M. Smith Ass. Spezialisiert auf Schulhausbau. Für die Schule in Greenfield erhielt er 1956 den National Award für Schulhausbau.

Tobi Gersbach

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Bauten zusammen mit Eberle Smith:

Senior High School in Pontiac
High School in St. Joseph
Henry Ford Community-College in Dearborn
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