MARCH, 1964

The Kentucky Architect

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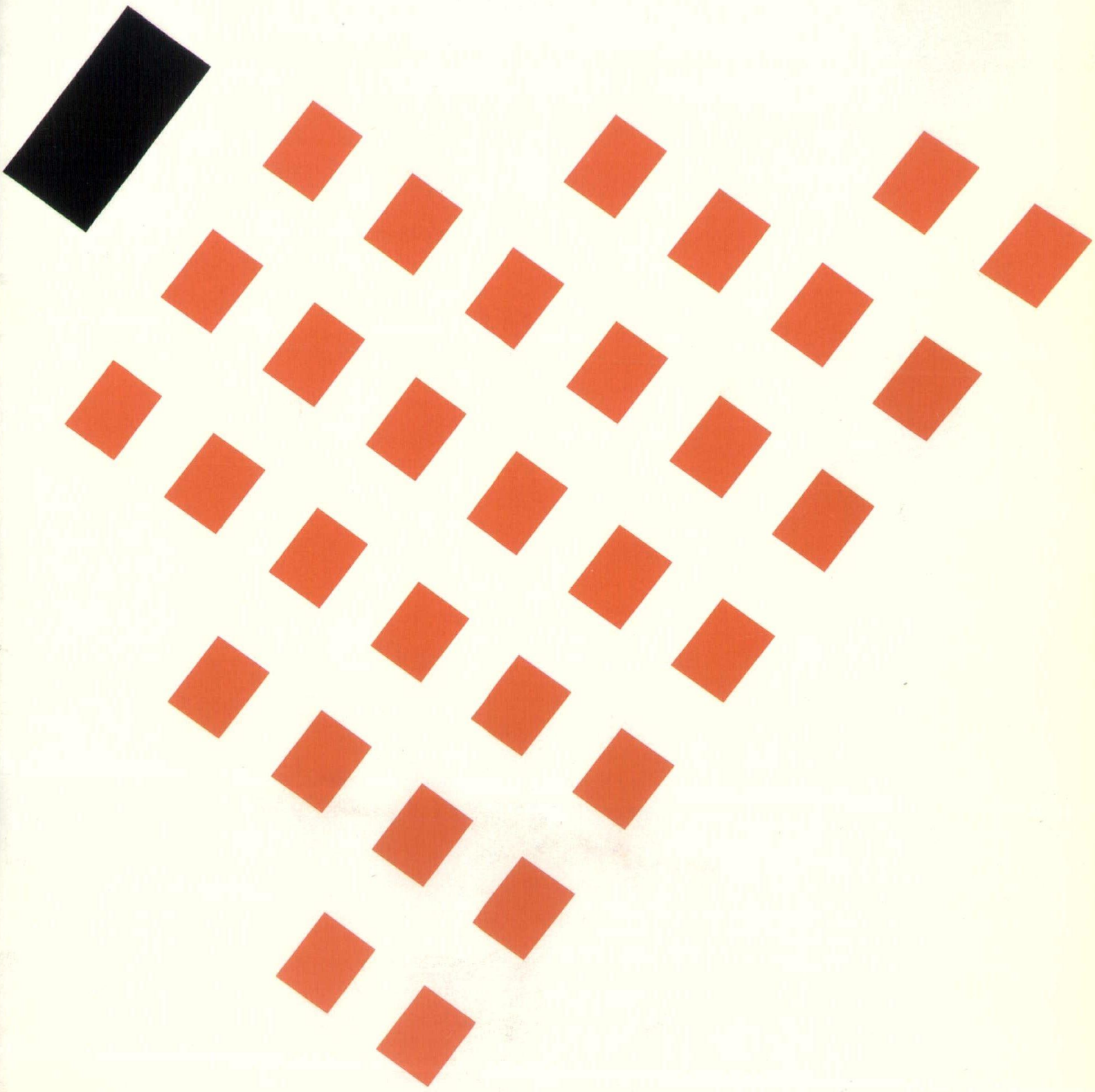
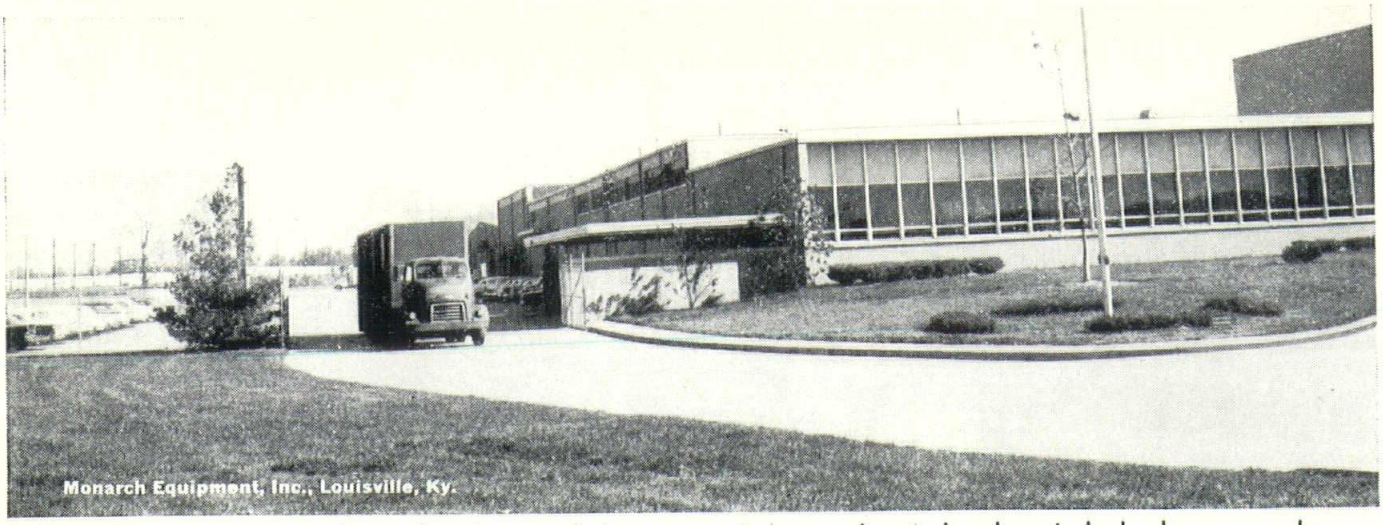
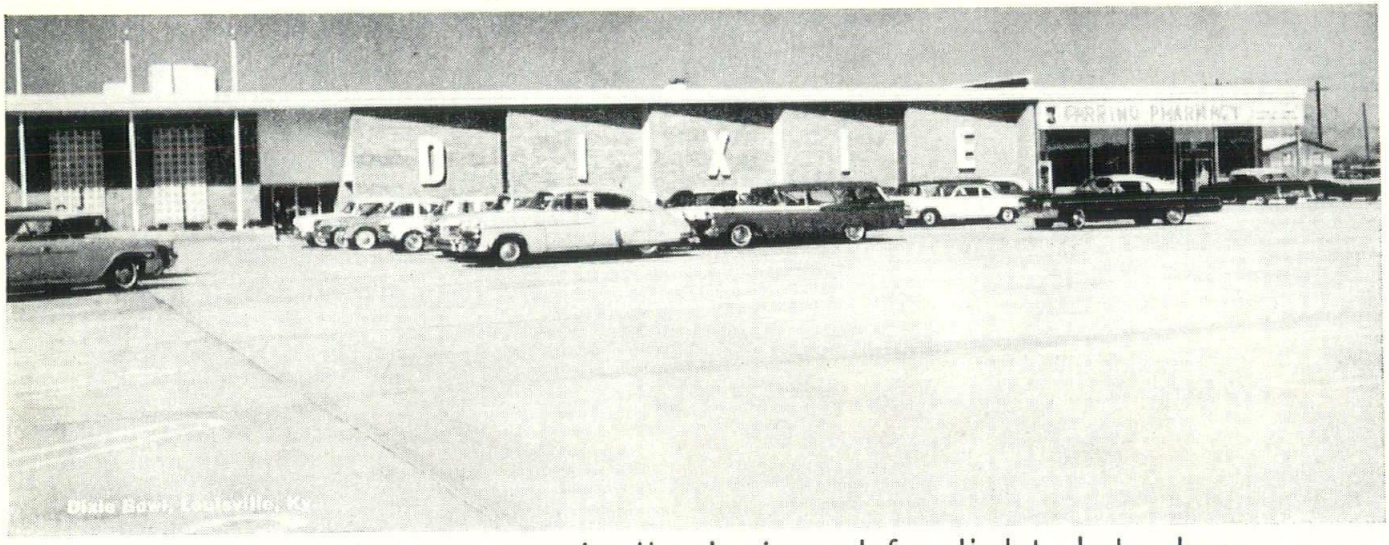




Monarch Equipment, Inc., Louisville, Ky.

concrete can be designed to meet heaviest industrial demands



Dixie Bowl, Louisville, Ky.

concrete can be economically designed for light duty, too

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Vol. 3, No. 3 March, 1964

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THE KENTUCKY ARCHITECT . . . publishes significant expressions of the use and control of space.

Oliver Addresses February Chapter Meeting

An exceptional crowd gathered for the recent meeting of the West Kentucky Chapter of the A.I.A. on Thursday, February 20 at the Arts Club, Sherwyn Hotel, Louisville.

Mr. Kelly Oliver, a member of Taliesin Associated Architects, was guest speaker. He discussed the new Lincoln Income Life Insurance building scheduled for completion July, 1965, at Watterson Expressway and Breckenridge Lane in Louisville. Mr. Oliver is resident architect for this unusual project which includes use of exterior stepped cascades for cooling the fifteen-story tower.

He also outlined the work of the Frank Lloyd Wright Foundation which is being continued by Taliesin Associated Architects. Illustrated slides included some of Wrights last works.

Producers Council Feb. Meeting

A luncheon meeting was held on Monday, February 17th at Kunz's, Louisville, by the Kentucky Chapter of the Producers' Council, Inc.

Mr. A. B. Johnson, sales manager Chicago zone of Otis Elevator Co., made a presentation on the subject of "Elevatoring High-Rise Buildings".

Is The Architect Contributing?

'Frills' Do Educate Our Children

The evolution of school architecture has gone from a small, one room, one teacher, simple curriculum to a large, multi-room school, highly staffed and with complex curriculum. Nowhere is the rapid pace of modern day living more in evidence than in today's school. In many instances, the highly publicized population explosion has forced the present school system into double sessions. The technical nature of our present day society has forced changes in the school curriculum; no longer is school a low-keyed place of learning where one can idly dream, taking on education in quiet absorbtion. The pace has quickened. The student must perform or fall behind.

Every parent's dream is to equip his children as well as possible for their responsibilities in the years ahead. Our children are faced with the enormous pressures of world tensions and must shoulder burdens never experienced by other generations. They are to be the precedent-setters. Their race is yet to be run, their battles still to be won.

It is at this point that an architect might well lay down his pencil, place his elbows upon the drawing board, and ponder his role in the chapters of education still to be written. The architect's axiom, "form follows function", definitely sets the goals to be achieved. He must create the best possible environment, handling every conceivable problem to make the surroundings conducive to learning the broad, modern curriculum. He must use every technological advantage which is suitable and feasible, doing it with a conscientious eye on economy and the dictates of the future, with the thought that the curriculum of today might be exchanged for one of more urgency tomorrow.

Here lies the architect's responsibility toward the ever-growing importance of education. And here he must bring every piece of imagination, and wisdom as well as the visions of the future that he, as an artist and engineer, has to offer. Is the responsibility being met in his own area? If so, how? If not, why not?

Generally speaking, Kentucky allows less money for building new schools and bringing old ones up to date than a good many other states. Yet, a survey of architects and educators agree that the goals are being met in the state's newest schools. The problems, however, where they exist, seem to stem from two sources: The hesitancy on the part of the taxpayer to accept concepts so different from his ideas of a school house in the "good old days", and teaching methods which do not coincide with the concepts of design initiated by the architect--through no fault of the teachers or administrators, but often through ignorance of these concepts and a lack of effort to communicate these concepts.

Taxpayers have, for years, demanded the very best in education for their children, but balked at the costs the "best" has demanded of them. An example, of course, is in the word now in common usage where school facilities are concerned, "FRILLS". The word has been bandied about for years, and during the 1930's facilities for teaching physical education--something the modern architect could never think of leaving out of a school on the drawing boards today--were called "frills". Yet, if it were not for a steady progression of so-called "frills", resulting from a steadily progressive and useful curriculum, teaching might still be relegated to the 3-R school room which was capable of turning out students qualified only to live in an agriculturally oriented society.

"Frills" were the object of attack in the recently completed Atherton High School in Louisville, and on occasion, not just by taxpayers, but architects as well; yet the school has been defended by the state's administrators of the educational program who have pointed to it with pride saying it is one of the finest equipped schools in the country, as well as becoming a meeting place for various civic and service organizations, thus gaining more efficiency.

George Rolfe of the architectural firm of McCulloch and Bickel--who had nothing to do with the school's construction or design--points out that, "...The whole point here is that rather than worry about how much (public money) we're spending let's worry about what we're spending it for. Are we getting our money's worth in thoughtful design and modern materials? How much is the cost per pupil, or cost per classroom, figured over a period of time?"

Everyone these days is--or should be--

making more money than he was 10 or 15 years ago. According to national statistics, he is. Yet, his costs, here in Kentucky, for school buildings have not gone up proportionately. In comparison to, say, the costs of his home, these costs have in fact *gone down.* Still, most school systems in the state are levying the maximum $1.50 tax rate and are unable to provide for the total needs of their communities.

J. M. Dodson wrote, in an editorial in the November, 1963 Kentucky School Journal: "If the people of this state are to have the quality educational program provided their children which they have indicated they want, they must be made to realize that they must pay for it."

There is little doubt, then, that the taxpayer must dig a little deeper into his pocket to help achieve the goal of better education. It is his right, as well as his responsibility.

Assuming that the architect and the educator, through waving a magic wand or some other bit of sorcery, can resign the taxpayer to the fact that "frills" can educate his children, when applied with a modern design concept using latest techniques and technologies, and that the so-called "frills" are usually used by the architect in a long-range plan of economy and ease of maintenance, what then is lacking in certain teaching methods where the efficiency of the building is not fulfilled because teaching methods do not coincide with the architect's thoughts?

It is not for the architect to place himself as an educator when he designs a school--nor probably would any wish to assume that role. But an example of this design naiveté was brought to light by architect A. B. McCulloch of McCulloch and Bickel, who told of a class room with ample window space to utilize the most available light in an effort to cut down on the building's operating expenses. However, an inspection made by the Louisville architect after completion showed that in nearly every classroom teacher had every light turned on and blinds partially drawn over the windows. Other examples where thoughtful design went out the window are told by many other architects concerning utilization of facilities.

Donald Schnell, partner of the firm of Harstern & Schnell, suggests that part of the problem here lies with the architect's not communicating the various purposes of the building to those who are to use it. He says his firm is contemplating putting out a brochure on a building when it is completed, pointing out the various facets of design incorporated and how to get the most out of it.

It has been suggested that the methods and facilities used in today's new schools will be as out of date for the next two or three generations as the one-room school house is to this generation. If this is true, what is the next step for the architect involved in today's school designing? What kind of a crystal ball must he use to see what the necessities will be in the future?

Educators have already begun speculating. In an article entitled "How Do We Educate Them For 1980?" put out by the National Education Association, three main points are made

(Continued on Page 14)

The Myth About Stock Plans

"Why does every school building have to be different? Couldn't we just standardize on one good plan for schools and save the taxpayers a lot of money in architects' fees? And wouldn't it save money, too, through stockpiling of materials? It's time we did away with the expense of individually-designed school buildings. Nobody in his right mind would ask for a custom-built car; we should emulate the example of the automobile industry and mass-produce our schools."

So runs a recurring refrain across the land whenever we become pinched financially and the taxpayer's ire focuses on the cost of public education. Yet a national survey disclosed that not one state school system recommended the use of stock plans to another state. Fifteen states reported having tried stock plans and abandoned them. The few states which did use stock plans, did so only for one and two classroom rural schools.

Now, according to a new survey, only two states report use of stock plans. Each stated clearly that such use is limited to small schools in rural counties. Why is this? Are our states systems stubbornly insistent upon waste in school construction? The obvious answer is that they are not; there are excellent reasons why stock plans can't and don't produce either good or economical schools.

First, however, the situation warrants a close look at what school buildings really cost. The surprising truth is that, if we get our school buildings for nothing, it would still make little difference on our local tax bills. True, each year some one-half to two-thirds of our community budgets are ear-marked for public education. But the average new school-*building* program takes only between

10 and 20 cents from the local tax dollar. This is not to say, of course, that any public money, regardless of the amount, should be spent recklessly.

The citizens of every American community have a right to an accounting for the expenditure of every penny of public funds. They also have a right to expect to be informed about technical matters such as school design and construction, so that they will not actually waste money under the guise of saving it. This is the situation with respect to stock-plan schemes. One state, in one of the previously-mentioned surveys, disclosed that it had wasted $40,000 on just the use of two stock plans which could not be used.

The reasons why stock plans won't work can be enumerated, literally, from the ground up. First, the soil conditions, land contours and grades, drainage characteristics, and utility connections of sites vary greatly. You can't stock-plan school sites, so no stock plan can be drawn up for foundation work.

Second, site exposures obviously differ. The way a building is oriented on a site can make a great deal of a difference in operating costs. Generally speaking, unshielded glass areas facing north mean extra heating bills; special consideration must be given, too, to the excessive heat load directed at a building from the west. However, accidents of terrain and prevailing winds circulating about a given site, together with other peculiarities of the local weather, can have major effects upon design which cannot be stated in generalizations. Every site is different; so is every design problem.

Separate plans must be prepared for engineering work. The number of rooms and their electrical needs affect the total load, metering, and circuit distribution within a building. As touched on above, plans for heating equipment and their installation will vary considerably with building orientation and weather.

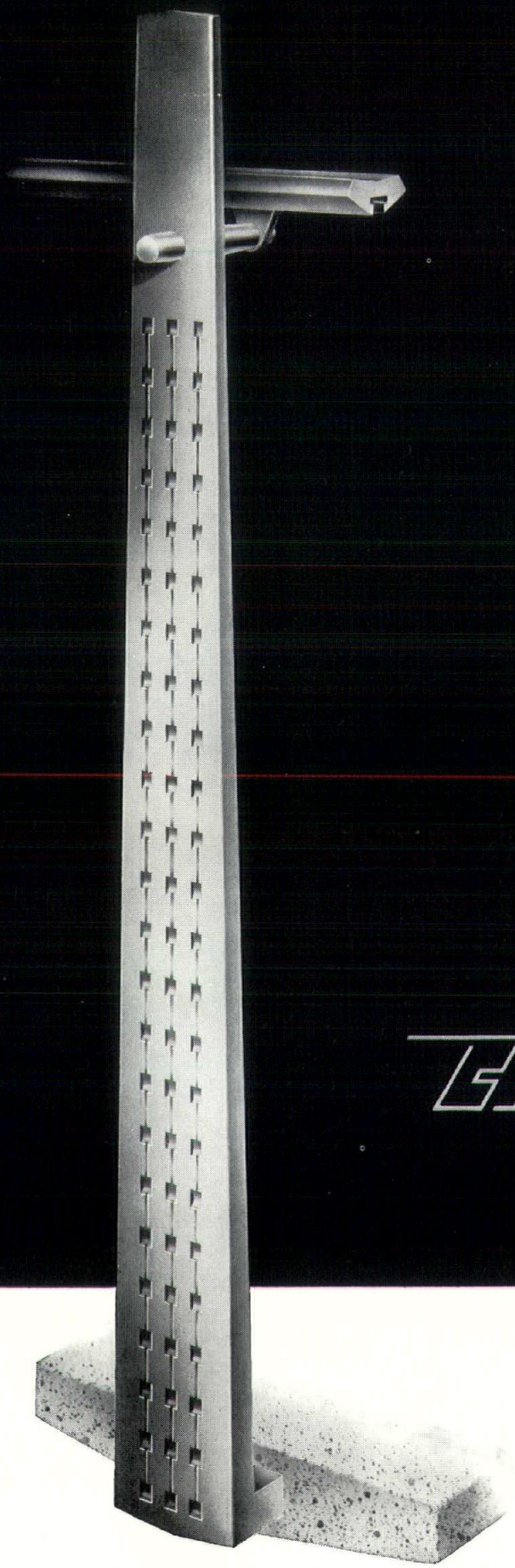
Separate plumbing plans are required for differing connections and elevations. A similar situation exists with drainage plans. All of these planning problems are individual, and all are subject to individual community building codes and ordinances which specify methods of installation, sometimes in great detail. These codes often differ from one community to another within the same county or area.

So we wind up with nothing but the building shell as a possibility for our stock plan. The walls of a building seldom cost more than 15 per cent of the building budget. But, even with this, can't we make some saving there? Let's examine the possibilities.

First, we have to go back to the site. If it is level, this would seem to present no problem in standardization. If the site is rolling, however, it will often cost a great deal more to bull-doze it flat than to design the structure to follow the land contours. It may be economically advantageous to build several individual units to avoid blasting away at a rocky hill or by-pass a patch of soft sub-soil.

Second, what is the *ultimate* plan of construction? That is, is the school being planned (as it should be, given a sufficiently large site) with expansion needs in mind? Long-range planning, which saves the taxpayers many thousands of dollars in bond repayments,

(Continued on Page 15)



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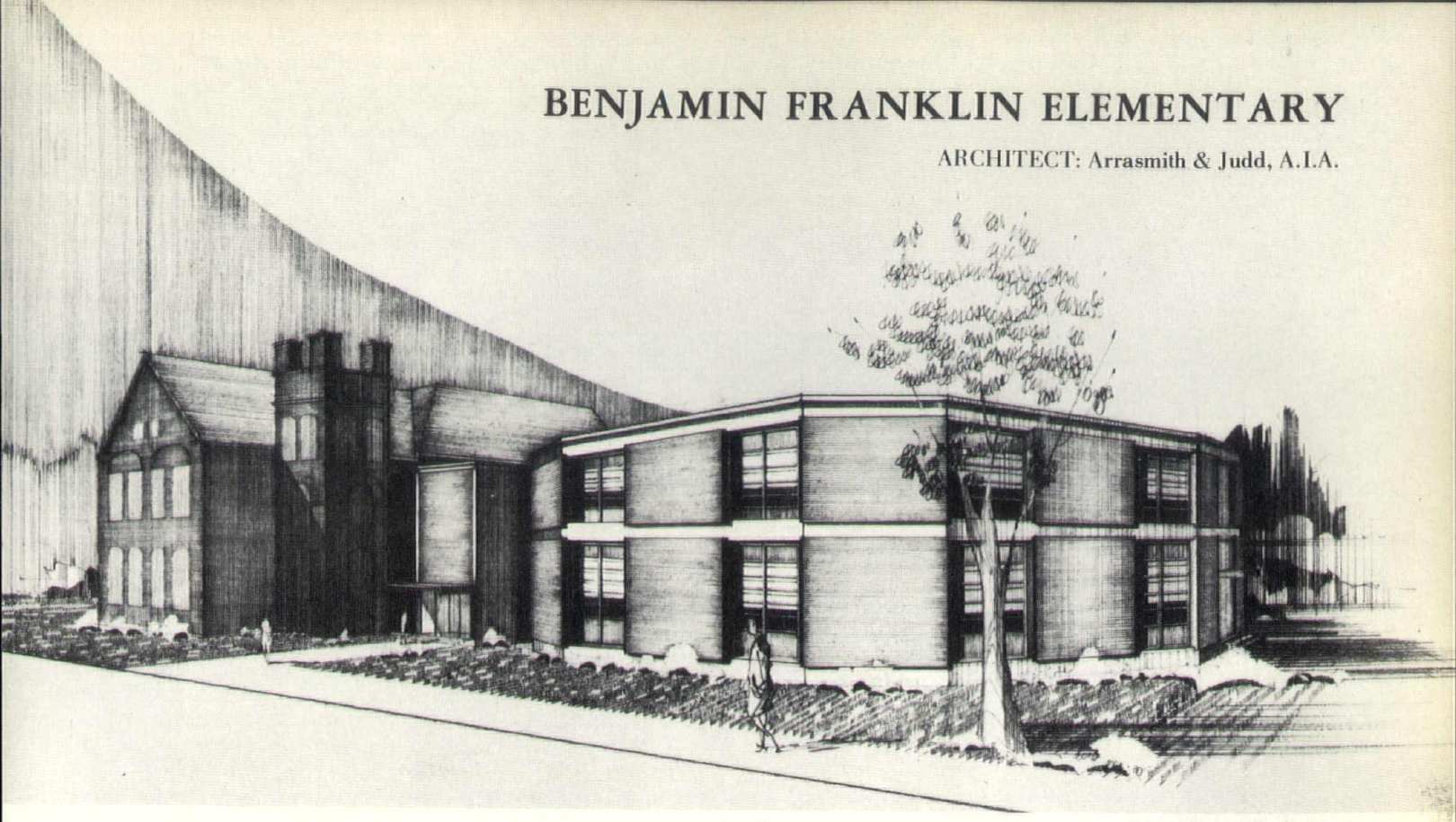
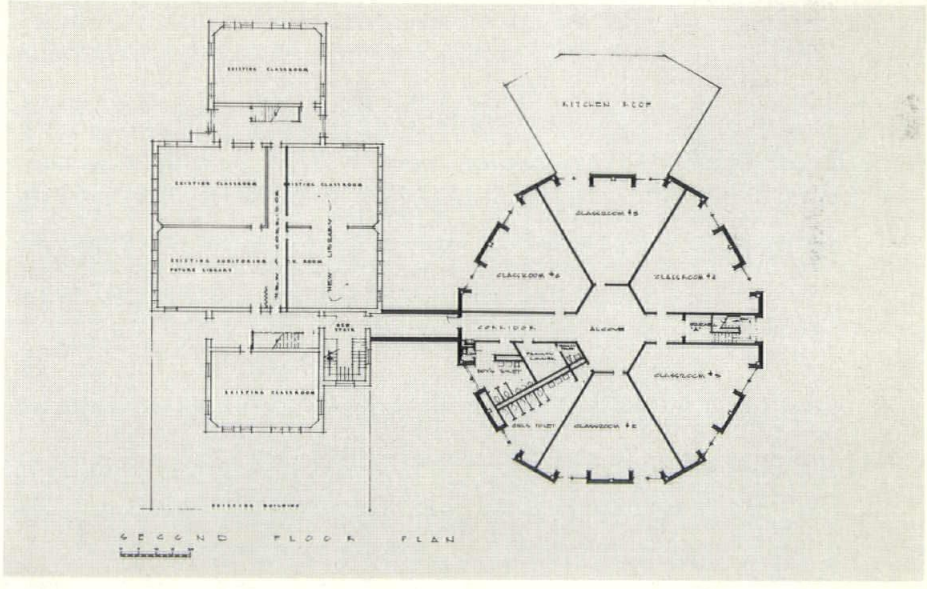
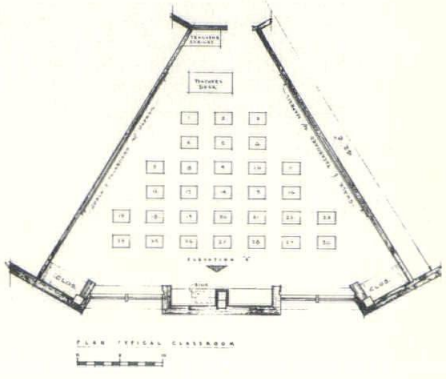
BENJAMIN FRANKLIN ELEMENTARY

ARCHITECT: Arrasmith & Judd, A.I.A.



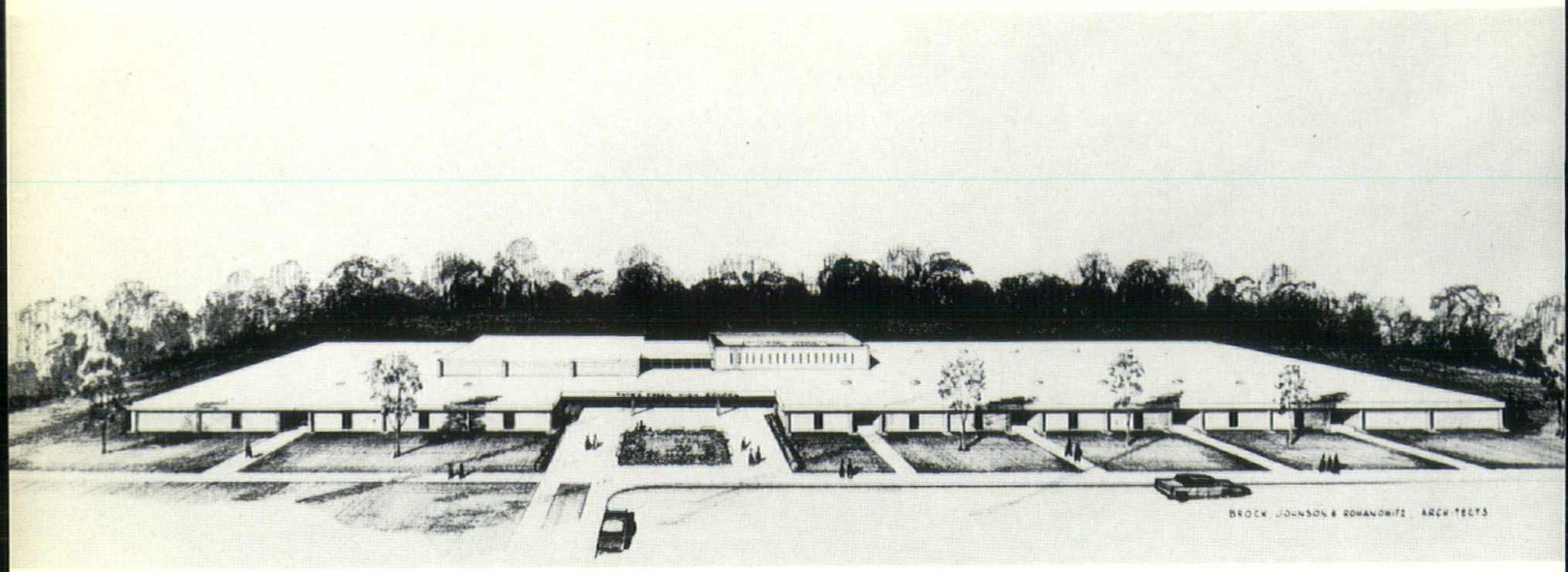


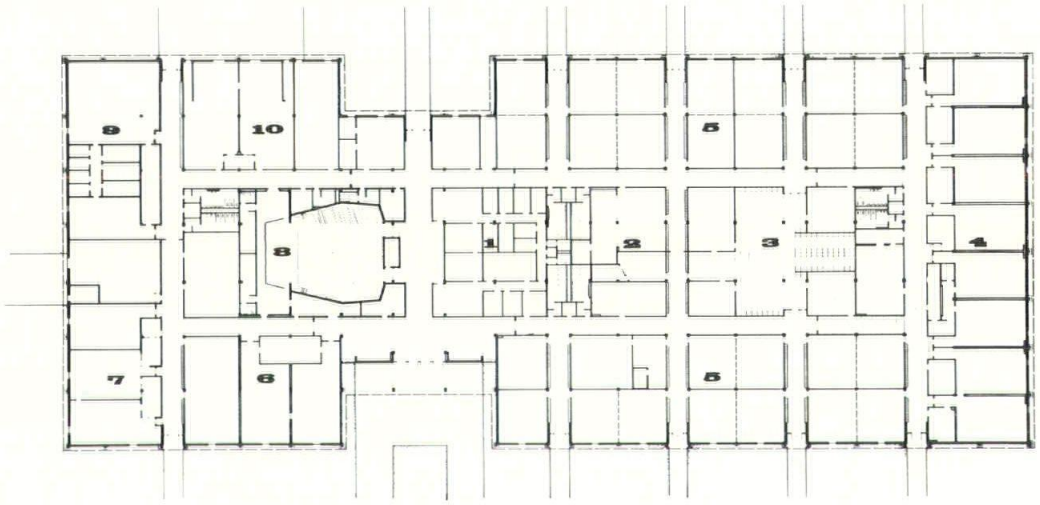
Illustrated here is the proposed addition to the Benjamin Franklin Elementary School. The new building contains six classrooms, cafeteria and kitchen, new principal's office and a medical suite. It is a compact plan with triangular classrooms. Reports from other areas that have used the plan have indicated that it is a more functional teaching arrangement with more usable wall space and less corridors. In the cafeteria, tables fold into the walls, and the room becomes an auditorium.



TATES CREEK HIGH SCHOOL

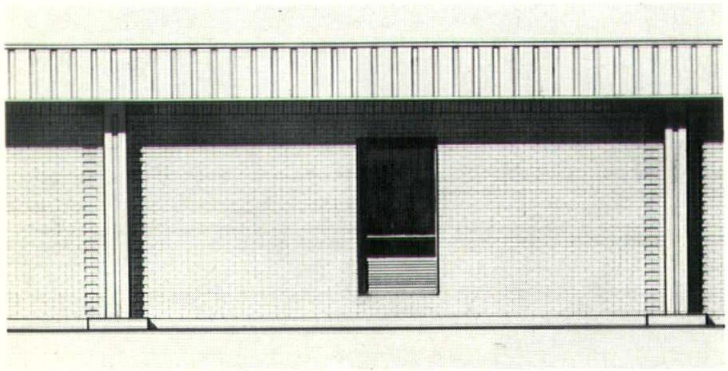
ARCHITECT: Brock, Johnson and Romanowitz, A.I.A.





FLOOR PLAN

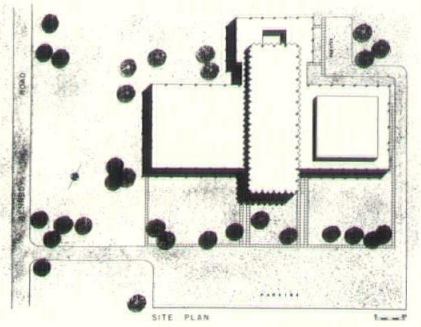
1	ADMINISTRATION	6	HOME ECONOMICS
2	COMMONS AREA	7	BUSINESS
3	MATERIAL CENTER	8	THEATRE
4	SCIENCE	9	MUSIC
5	CLASSROOMS	10	INDUSTRIAL ARTS



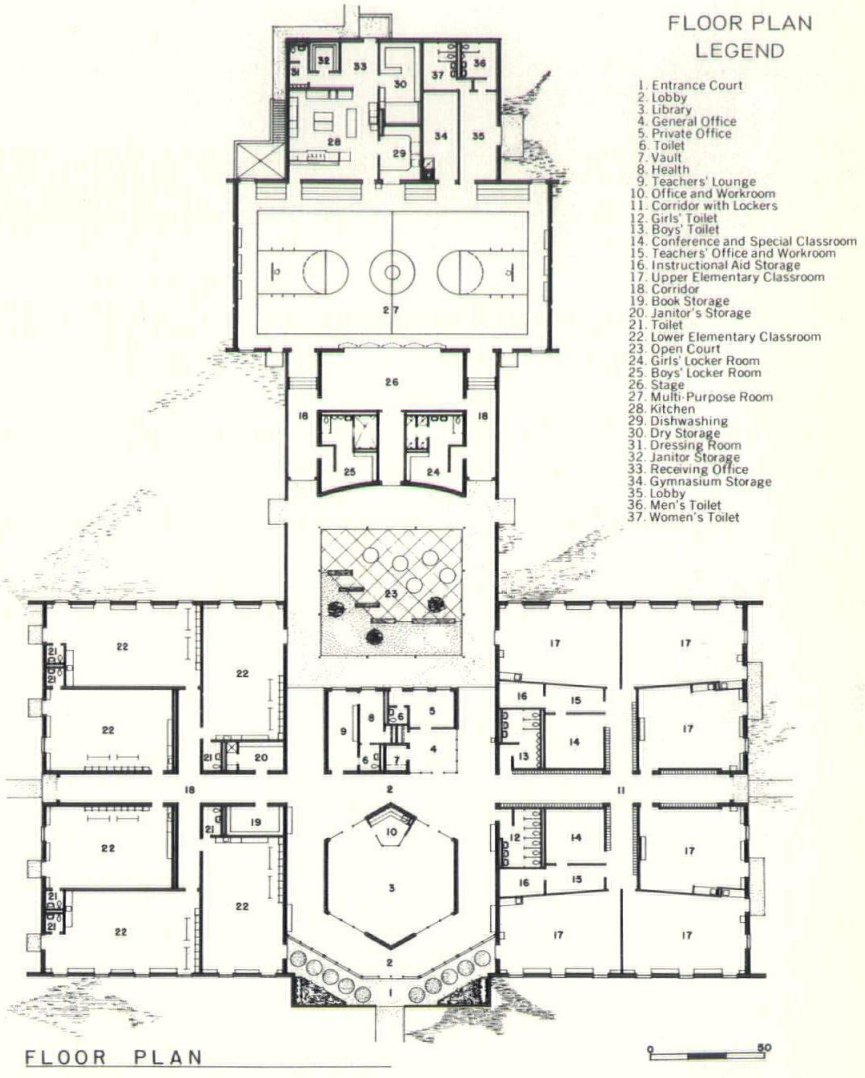
Tates Creek High School, planned for 1400 students, represents the third state of development at the site. An elementary and a junior high have been constructed on the campus in Fayette County, Kentucky. The high school is a compact type plan covering 112,000 sq. ft. The structure will be precast concrete columns exposed inside and outside, supporting a steel roof structure and a poured gypsum deck. All walls and partitions are non-bearing, permitting flexibility for future changes in partitioning. The metal cornice around the perimeter of the building represents the actual depth of the structure.

JEFFERSON ELEMENTARY SCHOOL

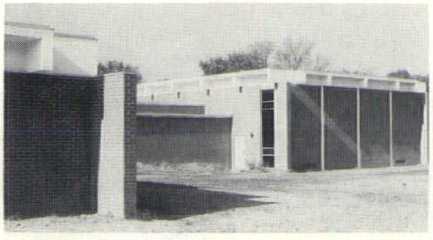
ARCHITECT: Lee Potter Smith and Associates, A.I.A.

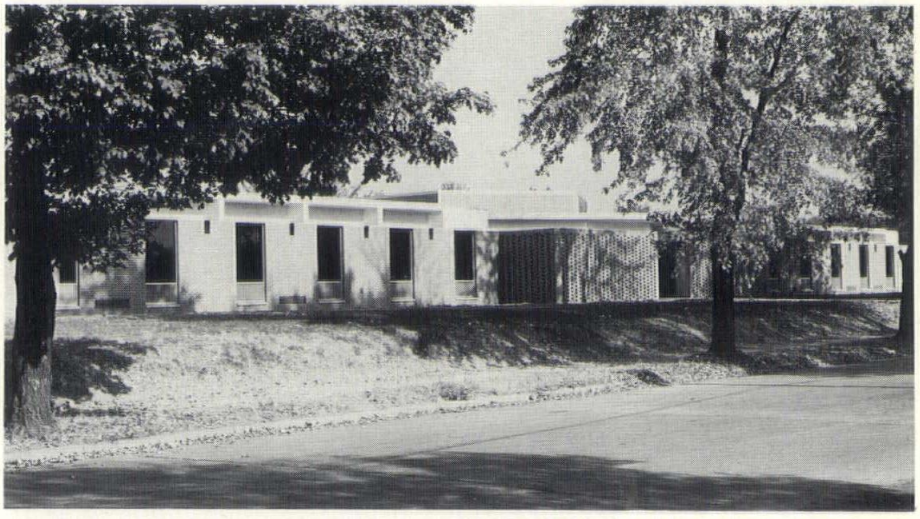


Jefferon School for 350 elementary students was constructed on a full city block in downtown Henderson, Ky. In addition to providing the normal facilities of dining, scholastic and physical training of the students this building is also designed for team teaching and educational TV. A small library, self-contained classrooms and an open, landscaped, interior play court also arranged for small outside stage productions, complete the features of this building. The building is completely air-conditioned. Luminous ceilings were used for all instructional, administration and corridor areas. The school is in a predominantly residential area, and the building was kept low and one story in height.



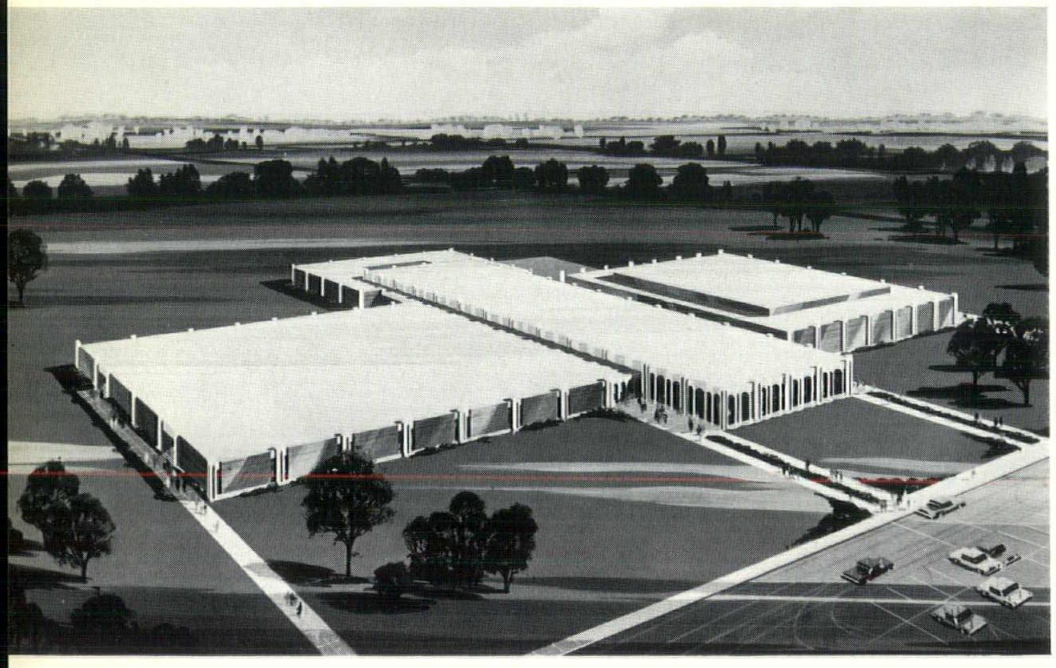
FLOOR PLAN



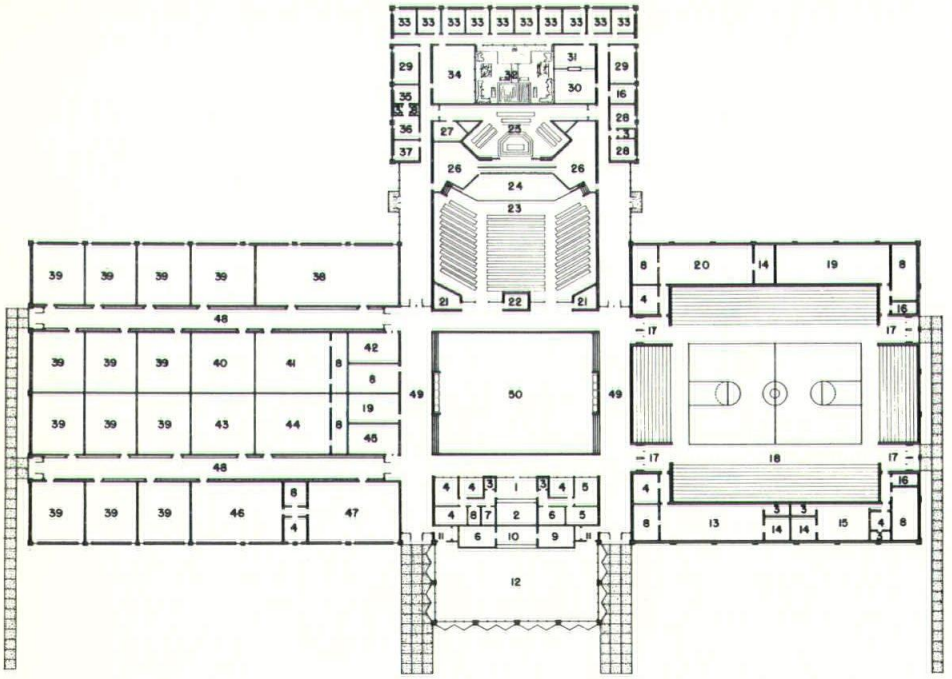


PADUCAH CATHOLIC HIGH SCHOOL

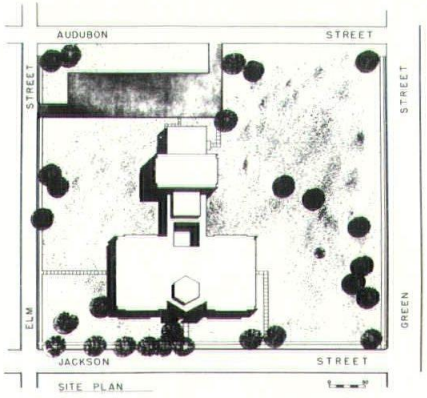
ARCHITECT: Lee Potter Smith and Associates, A.I.A.



Construction of Paducah Catholic, a four year high school to serve 600 students, will start this spring on a new campus at the edge of the city. It is the first phase of a complex to eventually consists of a church, convent, athletic fields and stadium. The building will provide space for year-around scholastic activities as well as sports and theatrical productions. The Commons serves as the Dining facility as well as the hub or lobby for the 400-seat theatre, 2,000 seat gymnasium, 23 classroom wing and the administrative area. The exterior walls will be composed of large expanses of Norman gray brick, broken at regular intervals by white, arched, concrete pilasters.



FLOOR PLAN



FLOOR PLAN LEGEND

1. Reception Room
2. General Office
3. Toilet
4. Office
5. Conference Room
6. Work Room
7. Vault
8. Storage
9. Book Storage
10. Librarian
11. Foyer
12. Library
13. Boys' Locker Room
14. Showers
15. Visitors' Dressing Room
16. Janitor's Storage
17. Entry
18. Gymnasium (Seating 2000)
19. Mechanical Room
20. Girls' Locker Room
21. Coat Closet
22. Projector Room
23. Auditorium
24. Stage
25. Chapel
26. Wing Storage
27. Sacristry
28. Guest Bedroom
29. Toilet and Showers
30. Brothers' Dining
31. Kitchen
32. Open Court
33. Bedrooms
34. Recreation Room
35. Administrator's Bedroom
36. Administrator's Living Room
37. Administrator's Office
38. Home Economics
39. Classrooms
40. Art Studio
41. Typing
42. Girls' Toilet
43. Language
44. Biology
45. Boys' Toilet
46. Physics
47. Chemistry Lab
48. Corridor with Lockers
49. Corridor
50. Students' Commons & Vending

West Ky. Chapter Meeting

Mr. G. E. Kidder Smith will be the featured speaker at the next meeting of the West Kentucky Chapter. His topic will be "The New Churches of Europe". The date of the meeting has been changed to Monday, March 23. Time will be 6:00 and the meeting will be followed by a buffet dinner and program.

Mr. Smith is an internationally renowned photographer, architect, critic and lecturer. He received the A.I.A. gold medal for architectural photography in 1963. He was recently commissioned as consultant to the Smithsonian Museum in Washington.

This meeting will be held on the University of Louisville campus; the building will be announced later. The program is sponsored by the West Kentucky Chapter, the University of Louisville and Speed Museum.

Fisk and Rinehart Announce Partnership

Harley Bruse Fisk, A.I.A., announced recently that William R. Rinehart, A.I.A., had joined him as partner at 401 Pike Street, Covington.

Mr. Fisk had been at this location for the past six years and Mr. Rinehart joined him as principal associate one and one-half years ago.

Lightweight Aggregate Used on Large Diameter Caisson

The largest diameter caisson that has ever been designed and drilled in Kentucky was recently completed by the McKinney Drilling Co. The project was the Library Building at Morehead State College. Joseph & Joseph were architects for the job and Sullivan & Cozart were general contractors.

The mudding operation was accomplished by using a slurry of bentonite and water along with soils encountered. Four 8 ft. six in. diameter caissons were drilled 13 ft. below grade adjacent to the existing building.

Because of the mass of concrete in the holes, the engineers (Joseph & Joseph) designed the caisson to be poured with lightweight aggregate. This was the first job done in Kentucky which used lightweight aggregate concrete for the foundation of a caisson.

'FRILLS DO EDUCATE

(Continued from Page 5)

concerning the utilization of space and facilities in schools of tomorrow. The NEA says:

"In each school system there should be one or more well-planned instructional materials and resources centers, consisting of at least a library and audio-visual center. In each building there should also be an instructional resources facility.

"New concepts of space should permit and encourage: (a) varying sized groups ranging from small seminars to multiple-classes; (b) independent study with visual and/or acoustic privacy as required; (c) access to a variety of instructional media; (d) multiple use.

"Key considerations in planning for better utilization of space are: flexibility and environment which respects the learner and his need for a sense of amenity if his learning is to be most efficient."

Many things are being done by architects in Kentucky now which indicate that these trends are not only being recognized but met. Acoustical treatments are being used at every opportunity. (McCulloch recalls a meeting at a Louisville school where those attending had to shout above the roar of trucks passing on the expressway a short distance away while they were talking about modernizing the school.)

Architects are accepting the fact that they must remain flexible today to meet the needs of tomorrow. They are thus incorporating movable partitions where feasible so that space may be controlled according to curriculum needs.

Schnell, who has helped design over 50 schools, points out that emphasis now is on modular design, which keeps the floor plan as compact as possible with a maximum amount of teaching and classroom space. He forecasts a trend toward central air-conditioning which will allow using a single shell with movable partitions for arrangement of classrooms as needed and a minimum of wasted corridor space.

In many other instances, too, it would appear that architects throughout the state are meeting and overcoming the various obstacles to better control the environment of those who must learn. McCulloch has pointed out that he feels architects have been ready to do this for some time, but says, "It takes a long time to get educators to move their standards up...This is meant as no criticism on their part, but they are so busy with funds and attending to everyday problems of education that they don't have the time to consider or really evaluate many of the programs that can be used."

Every architect will have his own solution to the educational facility problems to be faced in the future. But that is all right, for even though they may vary greatly, they will still be improvements over whatever exists.

The goal will be the same: giving students of future generations the finest there is to offer in educational environment conditions. For actually, they are the real "clients" to be considered.

Kentucky Lumber Co. to Distribute UBS Contact Cements

The UBS Chemical Company, a division of A. E. Staley Manufacturing Co., has announced that Kentucky Lumber Co., distributor of General Electric Textolite, was recently appointed distributor of UBS CC-4 and CC-8-S Contact Cements.

MYTH ABOUT STOCK PLANS

(Continued from Page 7)

often requires units of varying size and facilities to be built at different times according to a master schedule.

Third, to what use will the school building be put? This is not as obvious a question as it may seem, and it goes to the heart of architectural planning--the satisfaction of function. Nearly every school system in the nation differs in one degree or another in teaching methods and curriculum. Even seemingly small differences in teaching practices will affect design decisions.

Take a science classroom, for example. Whether students will be taught mainly at their seats or do most of their work standing at chalkboards will affect the planning of wall units, the total amount of space needed, storage facilities, seating arrangements, and many other items which will affect the design of just that single space.

Fourth, can any school system afford to freeze its plans according to present needs, materials, equipment, and building technology, in light of the rapid improvements which are being made, year by year, in all these things? Architects, engineers, competent builders, and informed educators agree that they cannot.

Logically, then, any advantage accruing to a community from the use of stock plans must be branded as illusory. This is not a theoretical decision; over the past several decades, stock-plan design has been tried many times in many areas.

The result has inevitably been a constant, expensive, and unsatisfactory series of modifications and compromises which have wasted taxpayer money and produced substandard educational facilities.

In all fairness, it should be added that the responsibility for such wasteful experiments cannot always be laid at the door of an uninformed citizenry. Some of it must be blamed on the building industry itself. There have been many, and still are a few, "package" contractors who beguile unwary school boards with offers of a "complete building service," often at an alleged "guaranteed price."

They are, essentially, stock plan dealers. Unhindered by the professional ethics of the architect, which forbid him to design *and* build and thus serve two masters, they sell pre-planned structural systems, materials from which they receive profits, and cut-rate technical services. These dealers, unfortunately, are sometimes abetted by unprofessional "captive" architects who become employees and produce drawings upon demand. The "guaranteed" price which these corporations offer is a myth, and often an expensive one. No one can look into the future and accurately guess at the exact cost of materials and services. Thus the only way in which such a contract can be offered is either to pad the price or leave the specifications purposely vague to allow later skimping. This practice destroys the advantages of competitive bidding. It also eliminates professional supervision of the work; the packager supervises himself.

Well-designed, well-built and economical schools, suited to the community's education needs, are provided on an individual basis by a team--professional architect, educator, the builder hired through competitive bidding, and informed citizens. Nothing else will do the job.

ARCHITECTS' DIRECTORY OF QUALITY PRODUCTS AND SERVICES

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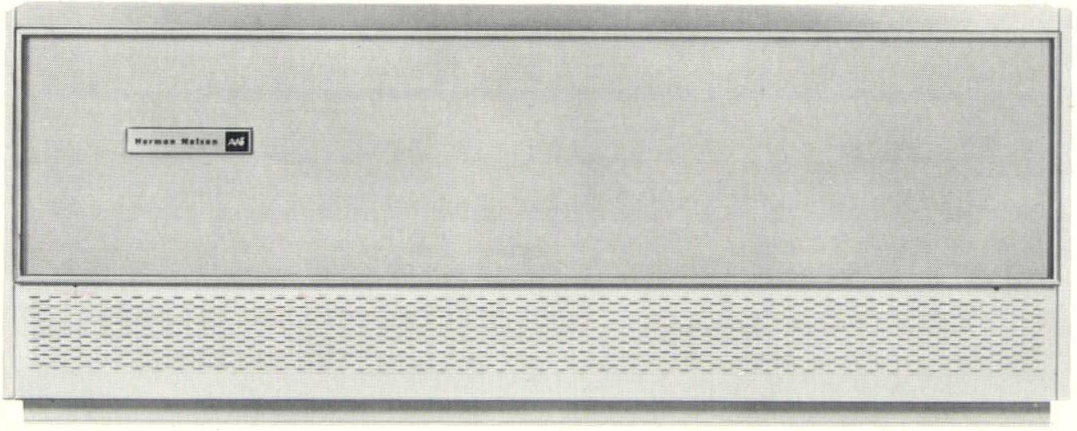

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