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## SCHOOLS ISSUE

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Cover: Longfellow Elementary School, Des Moines, Iowa, by Russell and Lynch, Architects, Des Moines.

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## A 3-Dimensional Library

BY MRS. HILDA WOMACK

Mrs. Womack is Cataloger for the Department of Library and Audio-Visual Services of the Des Moines Independent School District, and in the following brief article points out that today's school library with its expanded functions is not only a learning center but is the preparation center for learning materials used outside the library.

A school librarian is rarely an architect—an architect is rarely a librarian. Yet the cooperation and training of each profession is necessary for the creation of functional libraries. A school librarian cannot be an expert on the structural strains and stresses of architectural design, but he should have a wide and varied knowledge of instructional materials, the needs of students and faculties, the physical needs of the library, and the traffic of activities which will be centered there.

The libraries of today, yesterday, and tomorrow are no longer to be interpreted as warehouses for books. Libraries are becoming Instructional Materials Centers with definite teaching programs and services.

An Instructional Materials Center will include a work area for producing and cataloging materials which are needed for the instructional program, an audio-visual materials and service area, and a library. The library will include a reference and reading room, conference rooms, listening and viewing areas for student and faculty use of audio-visual materials, and a classroom for the use of teachers and librarians for units of study in coordination with library research.<sup>1</sup>

#### Production of Instructional Materials

Faculties are reproducing or making material for classroom use in every school. These include transparencies, slides, art work, pictures, maps, and charts, as well as those materials produced by duplicating and offset printing or photographic equipment. Welldeveloped centers have trained personnel to produce, catalog, and file materials for special units of instruction. By placing the equipment, supplies, and personnel necessary for the production and storage of these materials in one area, faculties have better access to a wider variety and amount of material and are able to devote more time to the selection of material and to instruction.

The area for production will also house film, filmstrip, and slide projectors; tape and phonograph equipment; opaque and overhead projectors and equipment necessary for their repair and service.

#### The Library

The library in an Instructional Materials Center will be adjacent to, or combined with the audio-visual materials and services area and the materials center. Some library Materials Centers plan on the daily use of their facilities by 30 percent or more of their student enrollment. Traffic patterns will need to be set up for individual student and teacher, group, and classroom use of the library. The current emphasis upon independent study and team teaching will require more attention to these facets of library usage. Library facilities now include, in addition to the standard tables and chairs, independent study carrels, or carrels for the use of programmed learning materials and listening and viewing units. Conference rooms become small classrooms for independent and group research where students can use library materials and facilities.

The professional library for the faculty includes books and non-book materials and access to an area for the screening of films, filmstrips, slides, etc., for units of study. Some library plans include an area large enough for class viewing and instruction as well as teacher use of these facilities.

Good-to-average libraries will have a basic book collection of 10 volumes per pupil with an annual addition according to student enrollment. Periodicals are also valuable reference tools and will be stored for five years or more, depending upon individual school policy. Students and faculties should be able to secure books, pamphlets, periodicals, newspapers, films, filmstrips, tapes, slides, microfilm, teaching machines and programs, and all other material necessary for units of study through their library.

In order that maximum use can be made of these materials, adequate files and shelves for book and nonbook materials and the equipment to use these matrials will be necessary. Special book shelves and tables are necessary for periodical indexes, atlases, dictionaries, and maps. Special files and shelves are also needed for vertical file and audio-visual materials. These need to be designed for the physical needs of students and will vary according to their age groups and eye levels. Long range planning and goals are vital to the successful design and use of school libraries.

The *Standards* for *School Libraries*<sup>2</sup> and a recent article on library design<sup>3</sup> will be valuable tools for architects in determining the needs of school library facilities.

The libraries of tomorrow are being developed today through Instructional Materials Centers. Improvements in educational materials, equipment, and techniques are being made continuously through educational research. Libraries will need to develop according to this changing media and research. We cannot teach a young person all he needs to know to prepare him for his future adult world, particularly since we cannot forsee all of the technological, scientific, and socialogical changes which will be a part of his world. We can introduce him to materials, show him methods of research and study, and teach him to think independently. Given these ingredients, he can continue to find out about himself and his world no matter what changes are made.

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# The Frontier in School Design is Where You Find It — Usually in the Elementary School

BY STANTON LEGGETT

Dr. Stanton Leggett, prominent educational consultant with the firm of Englehardt, Englehardt, and Leggett, Purdy Station, New York, has spurred a lot of good school design. His grasp of the technical aspects of school design extends much beyond what one not familiar with the term "educational consultant" might expect. This can be testified to by the architects, educators, and boards of education who receive his counsel. His advice might concern anything from area per student to how large a site should be, but one thing is most certain: those who work with him are unlikely to persist very long in holding on to any comfortable and convenient modes of thinking they may have adopted.

While it may appear simple and unchallenging to the architect to deal with elementary school, in reality under the apparently undisturbed surface is a richly complex notion of education, where the opportunities to make substantial contributions to creative design are rarely tapped. I do not refer here to carpeting or movable partitions or other current status symbols, but rather to those rare design elements which make teachers a bit uncomfortable in routine and which open doors but do not force teachers into more effective ways of dealing with young people.

There is ferment in the elementary school introduced by really new subject matter ranging from linguistics to language, foreign-oral; from sets to psi. The concept of the elementary school as filling some of the void of the "culturally deprived;" of taking over some subject matter forced out of and refined from the high school; and, basically, as serving as the foundation on which fundamental change in the upper schools is wrought, all help to focus on the frontier—the school for young children.

There are, from among a large variety of points, a series of ideas with real impact upon design. One man's selection of these ideas follows:

1. The notion of what can and should be taught very young children—kindergarten and nursery levels —is being challenged from two points of view. One research finding is that much more difficult material can be taught many young children fruitfully. The other consideration, far-reaching in impact if true, is that some of the void left when society creates a deprived group can be filled by a carefully contrived school program for two or three or four year olds. If this latter idea is correct, it may be one of the truly revolutionary concepts of modern times with results so far-reaching that the full implications do not truly occur to us.

Suffice it to point out the work in Switzerland dealing with the education of very young children which points to the ability of such children to absorb and understand material of considerable difficulty if the ideas are presented in the context of the students' experienced background. On the second point, research in the problem of dealing with Negro ghettos in the large city has highlighted the importance of the school for three or four year olds providing children who have what can only charitably be called negative backgrounds or family environments some of the components of the "WASP" or culturally dominant environment. Some of the early experimentation is most heartening. I fervently hope that this approach will provide some leverage on the problem of education in the neglected areas of the large city. Perhaps we may need to learn techniques to parallel the ordinary school program and that can continue the impact of ideas and values started in the work with the very young.

Any elementary school should have provisions for education of three and four year olds if society's role in helping children of limited family background is to be effectuated.

The intellectual content of the elementary school 2 program is changing faster than the teachers. The "new" math is with teachers and parents. Perhaps the best thing that has happened to the schools in a generation or so has been the development of a situation where father cannot understand his third grade son's math homework. Science has moved ahead rapidly as the rigid secondary school science pattern has been broken under the twin impacts of the scientific revolution and the TV science programs. Pushing along are developments in teaching of foreign languages in the elementary schools, the impending revolutions in grammar and understanding of language, and, above all, the basic reorganization of schools to attempt to deal directly with such sophisticated ideas as "how to think" or independent study or development of values. The fact that such ideas may be of concern to elementary schools is in itself revolutionary.

In truth, this point which illustrates the increasing complexity and difficulty of the ideas that are dealt with in the elementary school illustrates the first point and raises most interesting notions of how to organize the school.

3. The school organization will be affected by the changes since it becomes clear that not all elementary teachers can teach conceptual mathematics, the new grammar, or foreign languages, although I have seen some try. It is probably a truism that at times when knowledge is exploding, in self defense we must become more specialized in order to deal with the knowledge. In times of stability of knowledge, there is often a trend toward the bringing together of knowledges and the synthesis of ideas. It seems a reasonable hypothesis that the self-contained classroom in which one teacher teaches all subjects will be modified so that teachers expertise in specific and appropriate areas may be utitilized.

There are many organizational variations, each of which makes its own demand upon space. The notion of a portion, perhaps half, of the student's school day spent in a classroom at a grade level with one teacher in social studies and literature dominate the program while the remainder of the day may be ungraded and (Continued on Page 18)

## Seven Schools

## SACRED HEART ELEMENTARY SCHOOL FORT DODGE, IOWA

Maiwurm-Wiegman Architects, Fort Dodge

The classroom element at the right, of two-story construction to conserve land on a limited site, connects to an element consisting of gymnasium, locker, cafeteria, and stage facilities. The kitchen and stage are between the gymnasium and cafeteria in order that a school hot lunch or a church supper may be served with equal ease. The school is master-planned for future expansion within the next 5 years, and its 27,800 sq. ft. were built for \$335,464.





WOLLIN STUDIO



## ST. JOSEPH'S GRADE SCHOOL KEY WEST, IOWA Donald P. McGinn, Architect, Dubuque

Classroom clusters are grouped along a glass-enclosed corridor, each cluster having its own heating system. A separate cluster houses the other functions shown in the plan, and the focal point of the design is the low-walled court shown in the cut. Three more classroom clusters are planned for the future. The cost of the 12,800 sq. ft. building was \$145,000.



## HIGHLAND COMMUNITY HIGH SCHOOL RIVERSIDE, IOWA

Louis C. Kingscott & Associates, Inc. Davenport

AND PACULTY MAR

Designed for a rural site, the facility will accomodate 450 to 500 students utilizing 18 teaching stations. Its design is such that it may be expanded to accomodate future growth. A Cafetorium is the central element of the design, around which are placed the several well-zoned areas of activity shown in the plan. Between the cafetorium and gymnasium is a stage common to both functions. The 45,600 sq. ft. building cost \$544,986.





## REMSEN-UNION COMMUNITY HIGH SCHOOL REMSEN, IOWA

Smith-Voorhees-Jensen, Architects Associated Sioux City

A concourse receives the principle traffic of the building and moves it to the primary elements shown in the plan. A combination auditorium and cafeteria is divided by a motorized partition, the folding of which enables the auditorium to increase its capacity from 300 to 500 seats. Adjacent to the concourse at the main entrance is an outdoor study and relaxation area. The 45,900 sq. ft. building was built for \$616,000







## JOHN F. KENNEDY ELEMENTARY SCHOOL DUBUQUE, IOWA Donald P. McGinn, Architect, Dubuque

Designed for 360 elementary students and 120 kindergarten students, the school is situated on a 10-acre site. The multi-purpose room and adjacent functions shown in the plan form a core which is surrounded by a corridor off which the classrooms, administrative suite, and kindergarten are placed, the latter having a large landscaped play area. The cost of the 32,400 sq. ft. building was \$437,000.



## RED OAK HIGH SCHOOL RED OAK, IOWA Smith-Voorhees-Jensen, Architects Associated Des Moines

Built on a 30-acre tract of the northern edge of Red Oak, the building utilizes a modified campus plan. The largest rectangular unit contains classrooms and administrative facilities, the other rectangular unit contains cafeteria, kitchen, and shop facilities, and the domed structures contain physical education and fine arts facilities. Total cost of the building: \$1,200,000.



## HILLSBORO HIGH SCHOOL HILLSBORO, WISCONSIN Durrant and Bergquist, Architects, Dubuque

Designed for a maximum enrollment of 600 students, this high school has six junior high classrooms and a total of 24 teaching stations. One and two-story construction on a sloping site allows grade separation of the bus-unloading entrance and the public entrance. 74,300 sq. ft. were built for a total cost of \$869,193.

## **Combating Ugliness in America**

AN ADDRESS BY ARTHUR GOULD ODELL, JR., FAIA CHARLOTTE, NORTH CAROLINA President, The American Institute of Architects

Presented at the seventy-second annual convention of the United States Savings and Loan League, Convention Hall, Miami Beach, Florida, on November 12, 1964.

I consider the task of appearing before you today an awesome one. I know, for example, that the current assets of America's savings and loan business are well over 100 billion dollars. I know also that savings and loan associations provide nearly half of all the nonfarm mortgages in this country. And I am aware that the approximately 5,100 associations which hold membership in the United States Savings and Loan League represent 97 percent of the total assets in this business. These are awesome statistics. Confronted by them, I wonder what effect the voice of one architect can have on a group which represents one of the most vital and important forces in American life. I am grateful, however, that you have invited me here and that you have asked me to discuss ugliness in America. This is a sign that you not only are aware that ugliness exists, but that you are interested in exploring the role that you can play in helping to combat it.

I assume it is not necessary for me to spell out in detail the present condition of our country's environment; the crushing ugliness and monotony of so many of our American towns and cities; a condition which dulls our minds, depresses our spirits, and often flattens our pocketbooks. I am sure that you are all aware of the elements which, added together, make up America's well-deserved reputation of having the ugliest cities in the world—such elements as mammoth billboards, cheaply remodeled storefronts, rudely flashing signs shouting for attention, traffic jams, overhead electric service lines and transformers multilating our trees (when, indeed, there are any trees), unsightly parking lots, second-hand automobile yards and garish gas stations.

The ugliness which most of our towns and cities are steeped in is a by-product of decay and neglect. But what of the ugliness which we find in so many of our residential areas built since the war? They have not had time to decay, and most of them do not suffer from neglect. Yet they, too, are ugly. They are, in fact, the worst and most frustating kind of ugliness, since their ugliness was built in from the beginning and will remain there until some future renewal program clears them out to make still another fresh start. We have allowed our developers to violate the contour of our natural landscape and place upon the bulldozed ground row upon row of monotonous houses stretching as far as the eye can see. We have allowed them to destroy the natural beauty of our land, in the process, destroy the chances for creating a good living environment upon that land.

We have managed to provide the American people with the quantity of new houses which they have demanded, but we have failed to provide them with the quality of residential environment which they deserve. We have succeeded in supplying shelter, adequate plumbing and heating, and kitchens complete with all the mechanical contrivances of our technology, but we have failed to provide the kind of surroundings that create a continuing feeling of delight, that transform drudgery, banish drabness, lighten the voice, dignify argument, and make the interplay of light and shadow a daily event of dramatic enjoyment.

Unfortunately, we of this generation have neglected our responsibility for so long, and in such magnitude, that we have created a headache of major proportions for future generations of Americans. It is they who will bear the burden of our mistakes in planning and design. It is they who will be confronted with the enormous task of combating the future slums which they will have inherited from us.

Obviously, we must not continue this futile course. We must all recognize the role that we have played in allowing this condition to develop, and we must all assume our share of the responsibility for providing America with the kind of residential environment that is worthy of the wealthiest, most powerful, most technologically advanced nation in the history of the world.

I suggest to you that, as providers of a major share of the financing in the residential construction field, you have a major share of the responsibility for creating a better living environment for the American people.

But before I talk to you about your responsibility, I think it is only fair to discuss the responsibility of the profession which I represent—the architectural profession. I might begin by pointing out that only a small percentage, perhaps as low as ten percent, of the houses built in this country are designed by architects. I wish I could say that, because of this, the architectural profession cannot be held partly accountable for our residential ugliness; but unfortunately I cannot. We must share the blame because we have not devoted enough of our talents and energies to this important facet of architecture. We have not assumed our proper role in this field and, as a result, it has been done by others who are far less qualified. Too many of us have dismissed the builder-developer client by telling ourselves that he does not want good architectural services, that he does not want to pay for them, and that he would not know what to do with them if he had them. Unfortunately, there is a great deal of justification for this attitude, but the architectural profession, with a few notable exceptions, has not tried hard enough to convince the builder-developer that architectural services can add a great deal to the value of his houses and subdivisions, both financially and otherwise.

The designing of houses can often be a money-losing proposition for architectural firms, especially those which are well established and geared to design large buildings. Obviously, no business or profession can afford to operate at a loss, but the architectural profession must seek and find ways in which it can make its influence felt and bring its talents to bear in the field of residential design. I will cite two examples which perhaps point the way for greater architectural participation in the residential field.

Here in Miami, five distinguished architects, all of them Fellows of The American Institute of Architects, are working as a rotating team of consultants to the Biscayne Federal Savings and Loan Association. Alternately, each one attends the weekly meeting of the loan committee and provides on-the-spot evaluations of the designs submitted by builders. They criticize the designs and make suggestions for improving them. Then the Biscayne Federal Savings and Loan Association presents these suggestions to the builder, urges him to make the changes, and even on occasion raises its commitment if necessary. Sometimes the Association has even refused commitments when the changes were not agreed to. The five architects who serve on the team are Robert Fitch Smith, Robert M. Little, Russell Pancoast, Igor Polevitzky and Herbert Johnson-all of them leading architects in the Miami area.

In Texas, Temple Industries, a manufacturer of wood products, has sponsored a program in which five architectural firms have designed prototype homes in five cities to meet the requirements of householders based on interviews with owners of homes, realtors, builders, and finance companies. Each of the firms was asked to design two houses based on the survey's findings, one in the 800-1,200 sq. ft. category, and another larger house of up to 3,500 sq. ft. Each firm received its regular fee for the work, and the only restrictions on design or materials were those required by building codes. Temple Industries will now furnish the house plans, complete with working drawings, specifications, material take-offs, and cost estimates, free to builders. The purpose of this program is to convince builders that they can make more money by selling good design, good materials and good workmanship, and to convince lenders that they will benefit if they base loans on quality rather than floor space.

Both of these are examples of how the architect can become more greatly involved in the residential design field and can contribute towards its improvement. As president of The American Institute of Architects, I can tell you that the architectural profession has become acutely aware of its responsibility in this field, and I can assure you that we intend to assume this responsibility in every way that we know how. As I said earlier, you, the lender, bear a major share of the responsibility for creating a better living environment. Your responsibility, as I see it, is two-fold. First you must learn to recognize good design and land planning. Secondly, you must effectively apply this knowledge to your lending operations.

To recognize good design, you must learn to tell the difference between genuine design elements and mere gimmicks. Most of our houses are really not "designed," in the best sense of that word. They are collected. They are a set of architectural cliches and marketing gimmicks thrown together and called a home. And they are tossed onto lots with little or no concern given to the character of the site or the relationship of one house to another.

You, the lenders, can exert a profound influence on the quality of our living environment by discouraging this kind of bad design and planning. You can insist that builders demonstrate good design, good land planning, and good site planning. You can insist that the natural features of a site be preserved and made part of the environment. You can prevent the builder from indiscriminately stripping the trees from the site, leaving behind a barren wasteland.

Is this asking too much? I don't think so. I am only suggesting a truism that you are already aware of, and that is that the lender must have a good knowledge of the field to which he is providing the funds. I am not asking that you become architects and planners, only that you make it your business to become aware of what good architecture and planning are.

This is neither the time nor the place to present you with a short course in architectural appreciation. I will instead remind you of an excellent source which is already available to you and which will serve as a good starting point. I am referring to your organization's Construction Lending Guide, especially to the chapters on Land Planning and Design. These are extremely well written and articulate treatments of their subjects. You should become thoroughly familiar with them, and I hope they will inspire you to explore further. The United States Savings and Loan League is to be congratulated for its enlightened attitude in making these booklets available to its membership. John L. Schmidt, your director of architectural and construction research, deserves special commendation for his excellent work in developing these guides.

Good design and good planning, ladies and gentlemen, are financial plusses. They increase the value of a house and subdivision. They are good business. But beyond this, they are the tools through which we can provide Americans with more than mere shelter, more than mere neighborhoods. They are tools through which we can provide Americans with a better way of life.

The ugliness of the American environment is vast. It extends well beyond your sphere of interest. But unless all of us—the architect, the financier, the businessman, the government official, the private citizen —unless all of us assume our share of the responsibility, the great task of combating ugliness in America cannot be done. Your share is in the field of residential construction, a field which directly effects nearly every family and individual in the country. I urge you to shoulder this share so that we can rightfully and proudly call this country "America the Beautiful."



SWANSON GENTLEMAN, INC. 224 EAST GRAND AVENUE DES MOINES, IOWA 50316



#### LEGGETT . . . Continued from Page 8

related to skills such as mathematics, reading, and, as a special subject, science, has much to commend it. Ossining, New York, has an interesting program in this area. No doubt the completely departmentalized school above primary grades will reappear in numbers. A more sophisticated variation on this is a completely young children can provide ways of maintaining close

The concept of a team approach to the education of ungraded school.

contact between students and teachers and, at the same time, assuring competence in the handling of specific areas. The Dundee School in Greenwich, Connecticut is an example, among others.

The curricular and organizational change has 4. been accompanied by a gadget revolution. Television is now moving into use by massive numbers of children and its virtues and defects in a mass training program are becoming apparent. When such a program as the airborne television is seen in action, it is clear that little design attention has been given to such mass use of this media. Spanish lessons in a cafeteria in which hundreds of students see, hear, and chant responses are typical sights. Too few receivers, poor sight opportunities, lack of comfort, poor acoustical qualities, and the like all plague the program. Work needs to be undertaken to provide better environment for instrucion. Concurrently, the development of low cost TV tape recorders, now in experimental development, should further revolutionize the procedure so that TV can be moved from mass education to a situation analogous to reading a book—an individual "carrier of knowledge."

Data retrieval systems, enlarged instructional materials centers in elementary schools, heavy use of overhead projectors (the most valuable educational tool since the slate chalkboard and its derivatives), and customized classrooms to order for each teacher are devices that have major impacts on buildings and that should be understood and designed for in elementary schools.

The future will probably see continued experimentation with open planning for elementary schools. Architecture seems to move in this direction in the restless search for novelty. As in home design, openness will probably be overdone but its general emphasis and direction is stimulating. Essentially, the traditional school made efficient use of space by careful partitioning and high density use of space, always with groups of children of 25 or 35 or so. As programs move to emphasis on individual work, it is not as efficient to package activities for so few students in so many separate rooms. The notion arises then to substitute low density of occupancy of space for walls, to put space between individuals rather than partitions. A library is a case in point where a number of people do different things in the same space. Extension of this principle to an entire school is possible except that some espects of communication of ideas to groups make moise or require darkening that tends to distract others.

Perhaps the future lies in planning a careful compromise between walls and space, so that a group of teachers can outfit their common space in accordance with the demands of their program and where walls can be provided where needed and when needed, extending the idea of customized outfitting of institutional space to customized education space itself. This area is worthy of serious attention by the good designer.



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## LOCKE ANNOUNCES CONVENTION PLANS

A noted architect-educator—Victor Christ-Janer, chairman of design of the School of Architecture at Columbia University—will address Iowa architects and their guests at the luncheon, January 29, which will open general sessions of the 1965 Convention of the Iowa Chapter, the American Institute of Architects at the Hotel Savery.

John Locke, A.I.A., convention chairman, reported that arrangements have been completed for the appearance of Mr. Christ-Janer who is noted for his work in education, and who has demonstrated a particular interest in the field of religious buildings.

Locke said that preliminary plans for the convention call for an "Architects' Night" on Thursday with a tentative commitment having been received for an address by a partner in one of the nation's largest architectural firms. Locke and program chairman Carl Hunter, A.I.A., said the name of the speaker was being withheld pending confirmation of arrangements. Locke said the Thursday evening program was being planned as an "in-the-family" event for chapter members and their wives.

A business meeting of the Iowa Chapter, at which officers for 1965 will be chosen, is planned for Friday morning, January 29, and a second business meeting, to complete activity plans for the year, will be held Saturday morning.

One emphasis during the convention, Locke said, would be to direct the attention of the profession to the services which it might provide to the younger men who are entering the profession as students and in the first few years following completion of the formal educational program.

Angus McCallum of Kansas City, Mo., Central States regional director, has accepted an invitation to take part in the convention program.

The Iowa Chapter also is looking forward to the participation in its state convention of A.I.A. Secretary O. H. Thorson of Waterloo, the first Iowa architect elected to a national office in the professional society of architects. Mr. Thorson will have a place on the program.

Awards for the 1965 Iowa Chapter Honor Awards program will be announced. Newly elected members of the American Institute of Architects will be presented with membership plaques, and honors or awards which have accrued to members will be announced.

Plans for ladies' activities during the two-day meeting were not complete, but the ladies will be invited to attend the Architects' Night dinner, the Friday Luncheon and the Awards Banquet. There will be dancing after the banquet Friday night. The banquet will be preceded by a reception.

The second presentation of the Higgins Memorial Award will be made during the Chapter convention. It is an award for excellence for architectural delineation, established in honor of the memory of the late Burdette Higgins, A.I.A.

Information about the Convention program will be distributed via the "Addenda" and special mailings to the construction and supply industry in December and January. Advance registration for the convention will be requested to facilitate the planning of physical facilities within the Hotel.



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### NEW FIRM ANNOUNCED

Formation of the architectural firm of Winkler-Goewey to office at 502 Shops Building, Des Moines, is announced by Karl J. Winkler, A.I.A., and Rich Goewey, A.I.A.

Mr. Winkler was graduated from Iowa State University in 1940 and Mr. Goewey in 1951. Mr. Goewey became registered as an architect in 1959 and Mr. Winkler in 1964.

#### WALLACE NEAL NAMED TO HEAD NEAL SLATE

Wallace Neal has been named president of W. E. Neal Slate Co., Minneapolis. He succeeds Neil T. Sorensen who will be engaged in business in Phoenix, Arizona.

Mr. Neal joined the firm in 1952 and has been vice president in charge of sales. The 40-year-old firm specializes in chalkboards and related products for schools.

#### BOARD OF ARCHITECTURAL EXAMINERS REGISTERS SEVEN

Seven Iowa architects have been added to the list of those who are registered to practice in Iowa, it is announced by the Iowa Board of Architectural Examiners. The newly licensed practitioners are: Adrian C. Hestness, Cedar Falls Karol J. Kocimiski, Ames. Carl D. Meyer, Iowa City James L. Meyerhoff, Des Moines

Russell D. Parks, Des Moines John F. Pfiffner, Cedar Rapids Robert L. Porter, West Des Moines.

Non-resident architects who have been licensed to practice in Iowa include:

E. J. H. Cowell, New York City
S. J. Eppinga, Clarenden Hills, Ill.
Ray R. Gauger, St. Paul, Minn.
Arthur Malsin, New York City
William Pascke, Jr., Milwaukee, Wisc.

E. Don Spinney, Springfield, Ill.

### ARCHITECTS SHOW SCHOOLS AT CONVENTION

Ten exhibit mounts, 40 color slides of schools and one model of a new school comprised the display of members of the Iowa Chapter A.I.A. at the 1964 convention of the Iowa Association of School Boards.

Those participating in the display included Louis C. Kingscott & Associates, Davenport; Toenjes & Stenson, Waterloo; Karl Keffer Associates; Smith-Voorhees-Jensen, Architects Associated, Dougher-Frevert-Ramsey, Prall Architects-Engineers, all of Des Moines, and Savage & Ver Ploeg, West Des Moines.



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Members of the Iowa Chapter, A.I.A., assembled on December 1 at the annual convention of the Master Builders of Iowa, Hotel Savery, Des Moines, for the hearing of committee reports and a discussion of Chapter business.



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### 'IOWA ARCHITECT' COMES OUT ON QUARTERLY BASIS IN 1965

The "Iowa Architect" will change over to a schedule of publication that will result in 4 issues during the coming year. Editors Carl Ver Steeg, A.I.A., and Robert F. Bonomi plan a magazine for 1965 that will be of increased value to the members of the Iowa Chapter, A.I.A., the advertisers, and those of the building industry and public who receive the publication. The publications committee proposed the change to the Iowa Chapter executive committee at mid-year, with a view to the printing of four issues having an increased quality of content over that in the bi-monthly magazine now published.

The "Iowa Architect" tries to present to its readers an editorial content that has regional significance. This content is contributed by members of the profession and by members of allied professions, its goal being not only to "talk shop," but to talk about Architecture to all those for whom the magazine is published. According to a point of view voiced by the National Chapter that has come to notice recently, the possibility of orienting a magazine to both internal and external relations is nil-such schizophrenia cannot exist in a successful magazine. This point of view, however, is more applicable to magazines designed to show a profit in dollars-the only profit made by the "Iowa Architect" has been and will continue to be the provocation of thought it causes.

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