



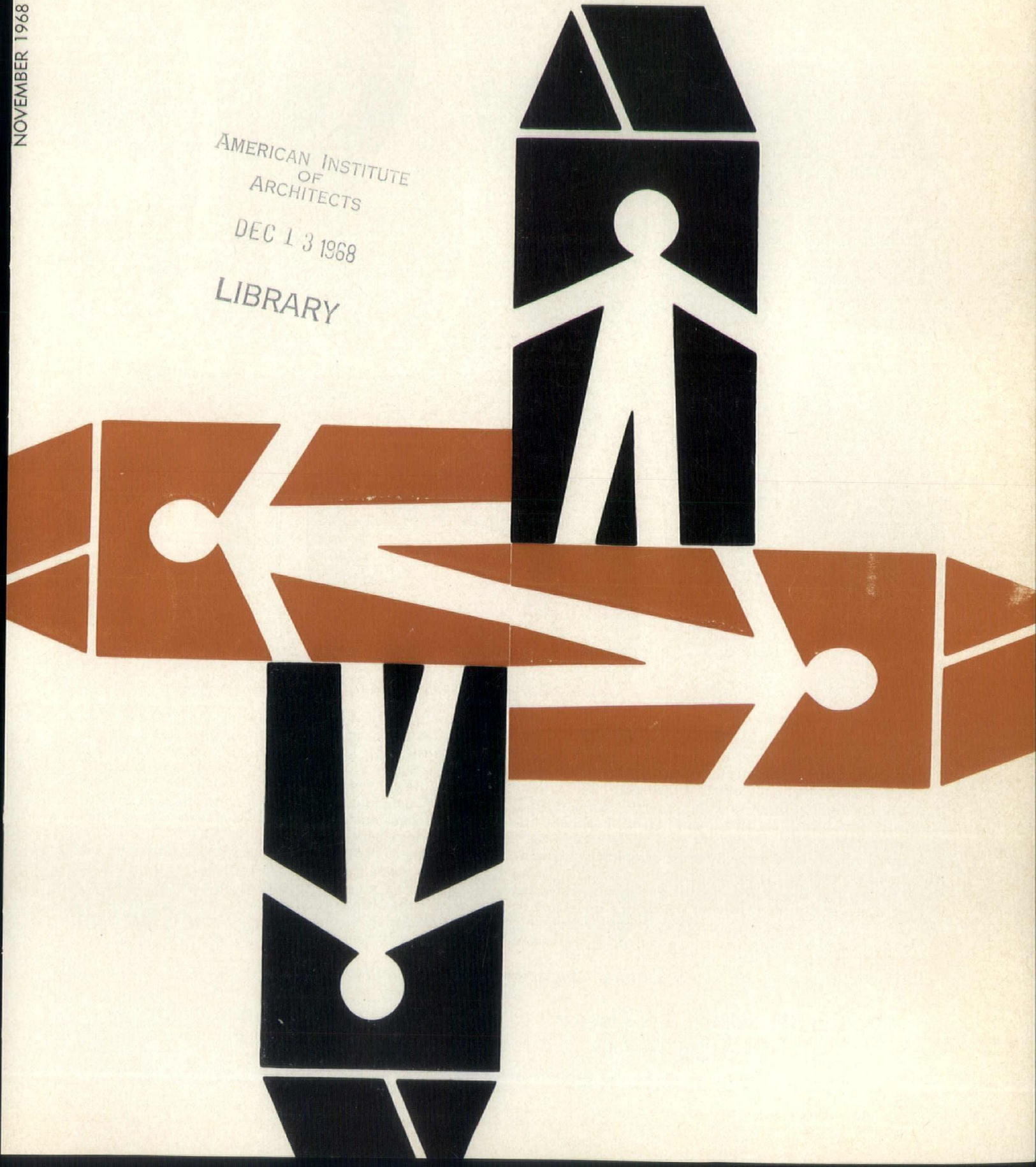
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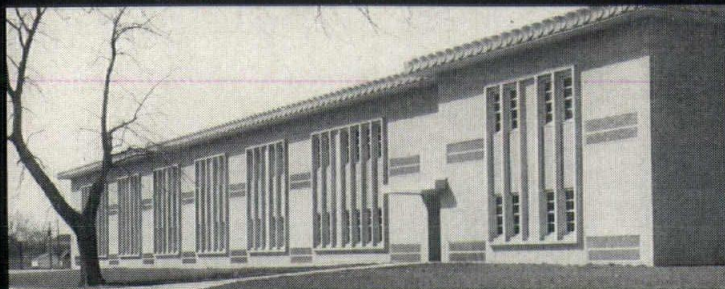
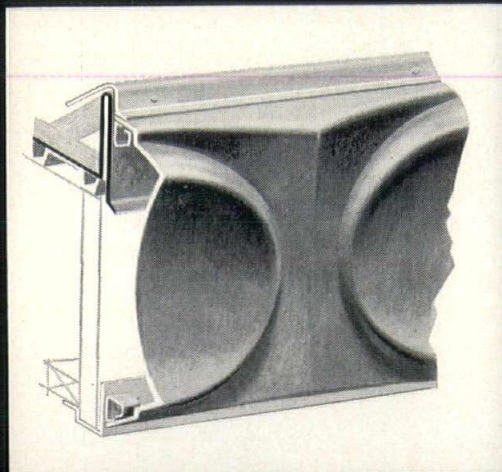
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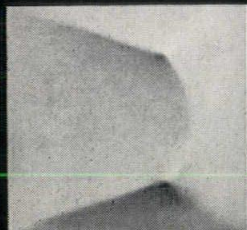
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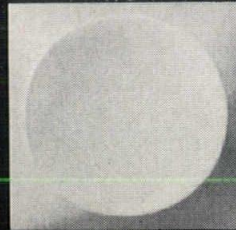
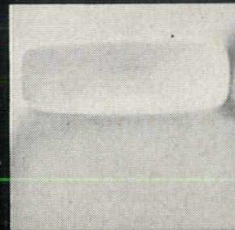
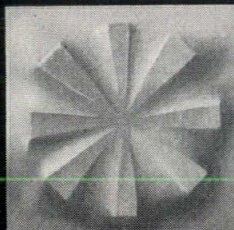
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NOVEMBER, 1968

VOLUME XII/NUMBER 4

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by Mr. Jonathan King, Educational Facilities Laboratories Address by Mr. King to the ISA Convention.

CONCERNING THE COVER

The emblem dominating this month's cover was created by Indianapolis Artist Robert Willis of Design Studios as the symbol of the 1968 ISA convention, "Architects and Urban Environment," and adapted for use on this month's cover by Indiana Architect Artist Larry Roesler.

ART EXHIBIT

The following paintings are now on exhibit in the ISA office, through the co-operation of Contemporary Arts Infinite:

"THE WAY HOME," Tempra Painting by Dave Taylor.

"THE RED ELECTRIC," mixed media by Dave Taylor.

"BLUE FISH," Batik by Beata Balogh.

"GRAND CANYON," oil by Laszlo Balogh.

"INTIDE," Jesso and oil by Marcia Shroeder.

"MOSS LAKE," Tempra by Bob Doyle.

"BLUES," oil by Bill Heckler.

"TRADUCING," oil by Cathy Mahaffey.

"FISH," Tempra by Cathy Mahaffey.

"OLD CABIN DOOR," watercolor and dry-point by Ray Doyle.

"COMPOSITION WITH FIGURE," oil by Herb Levene.

"AZTEC MASK," wood relief sculpture by Bonnie Chandler.

EDITORIAL STAFF

Art Director
LARRY ROESLER

Editor
DON E. GIBSON, Hon. ISA

The INDIANA ARCHITECT is the sole property of the Indiana Society of Architects, a state association of The American Institute of Architects, and is edited and published every other month in Indianapolis, Indiana (editorial-advertising office address 300 East Fall Creek Parkway, N. Drive, Indianapolis, Indiana 46205; phone 925-4484). Current average circulation per issue, 3,200, including all resident registered Indiana architects, school officials, churches and hospitals, libraries, public officials, and members of the construction industry. Detailed information available on request.



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ARCHITECTS & URBAN ENVIRONMENT

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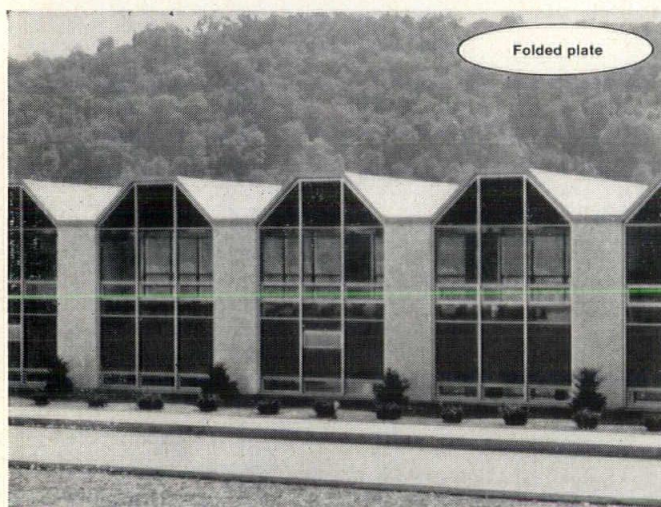
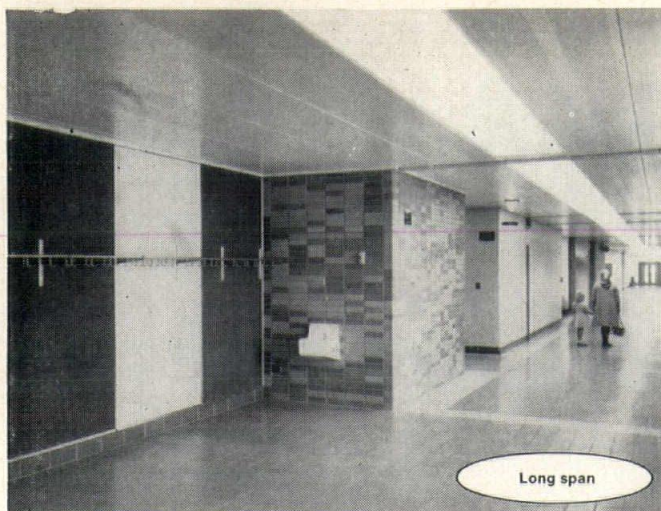


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TRIENNIAL HONOR AWARDS / 1968

Every three years, the Indiana Society of Architects honors architects, owners and contractors who have made significant contributions to architecture in the State of Indiana. All ISA members are invited to submit photographs and supporting information on the outstanding projects they have completed during the previous three years. These are then judged by a distinguished jury of architects from outside Indiana, and the winning entries honored by public announcement, presentation of plaques, publication and inclusion in a travelling exhibit.

Ninety-three entries were received in this year's competition, establishing a new record of participation. Of these, fifteen were selected by the jury and the public announcement and preliminary presentation to the architects were made at the Society's annual banquet October 26th.

The very distinguished jury was Mr. Jan Rowan, editor of *Progressive Architecture*; Mr. Romaldo Giurgola AIA, chairman of the School of Architecture, Columbia University; and Mr. John M. Johansen AIA of New Canaan, Connecticut.

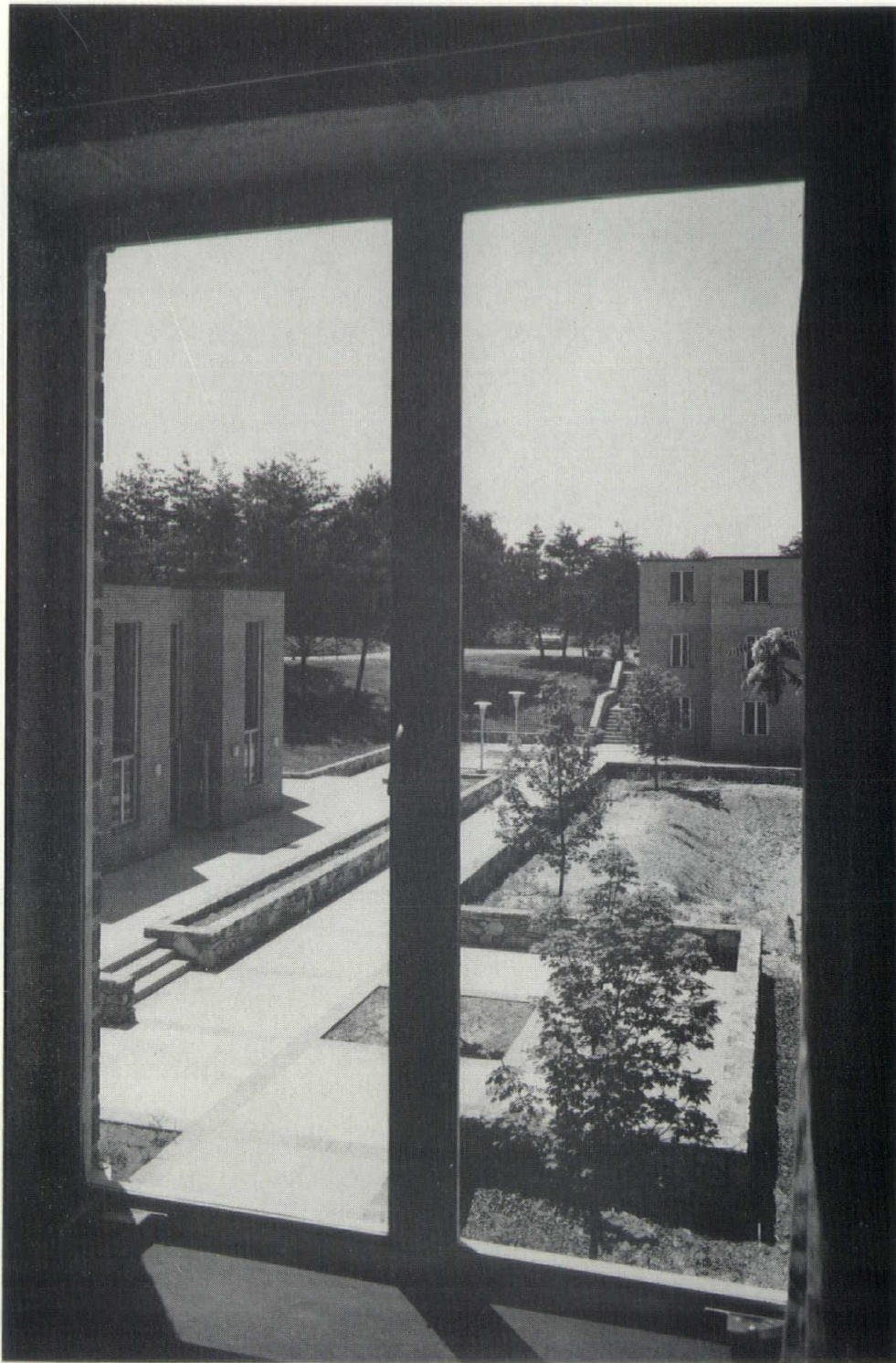
Arrangements for this year's competition were under the direction of the ISA Public Relations Committee, Lynn H. Molzan AIA, chairman, Wallace Given AIA, Kenneth Cole AIA, Charles H. Sappenfield AIA, Paul Godollei AIA, Howard Wolner AIA, and Jack Pecsok AIA.





HONOR AWARD:

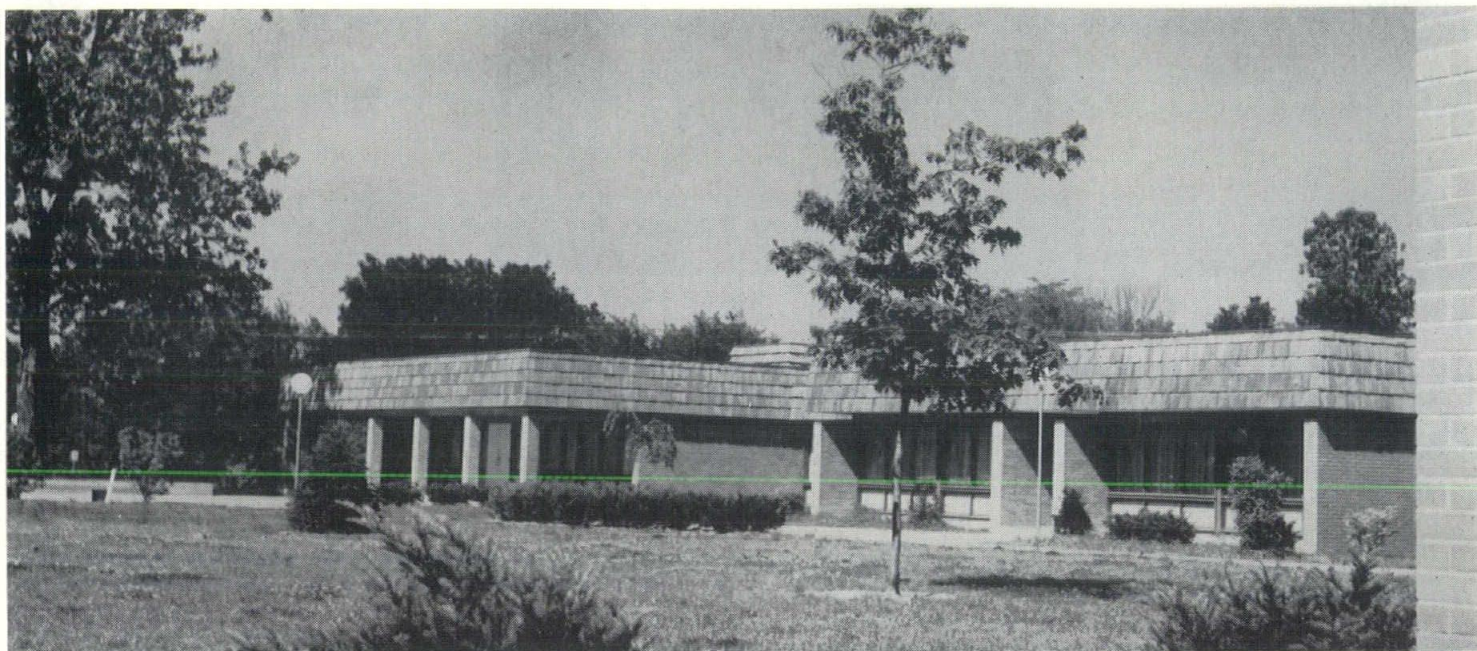
STATESMEN TOWERS RESIDENCE HALL
Indiana State University, Terre Haute
Ewing Miller Associates, Terre Haute,
Architects



HONOR AWARD: DORMITORIES
Asheville-Biltmore College, Asheville, North Carolina
Charles M. Sappenfield, Muncie, Architect
(Sappenfield, Wiegman, Hall Associates, North Carolina)

HONOR AWARD:

PSYCHIATRIC CENTER
Evansville State Hospital, Evansville
Hironimus-Knapp-Given Associates,
Evansville, Architects





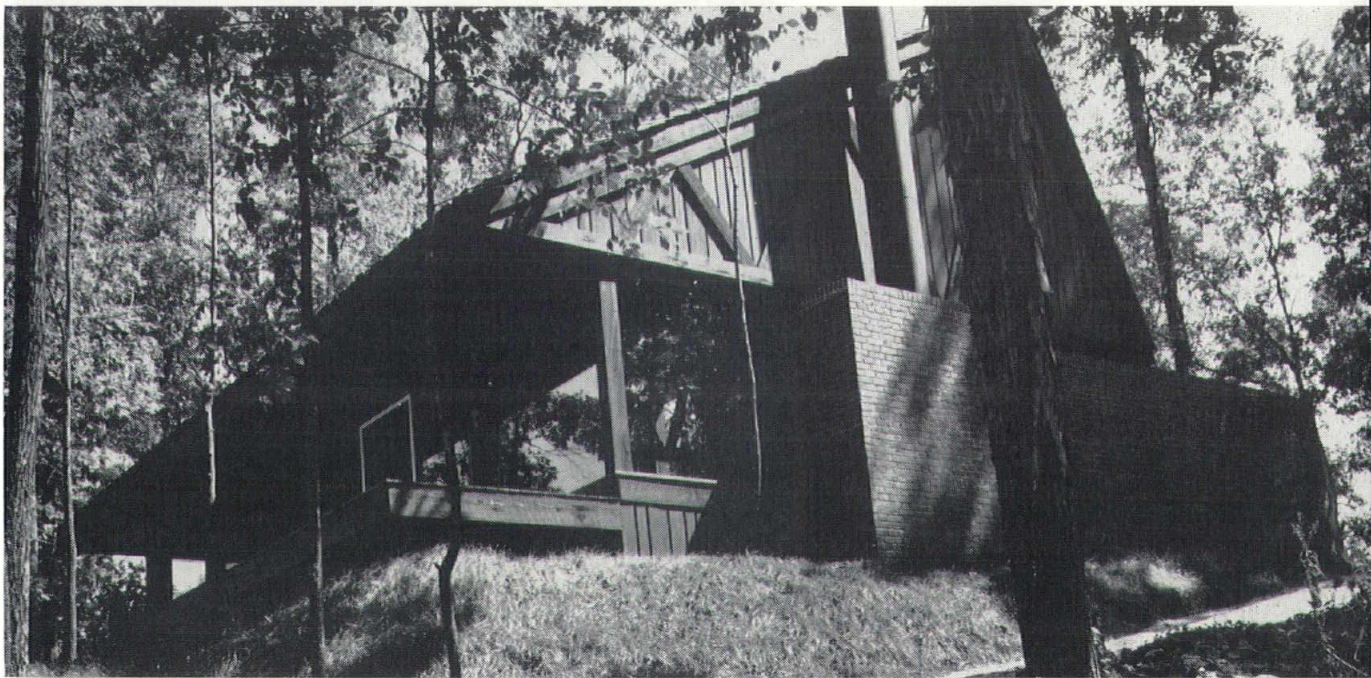
HONOR AWARD:

SYCAMORE TOWERS RESIDENCE HALL
Indiana State University, Terre Haute
Ewing Miller Associates, Terre Haute,
Architects



MERIT AWARD:

RESIDENCE
Dr. Mary Endres, Lafayette
E. H. Brenner, Lafayette,
and the Perkins & Will
Partnership, Chicago,
Associated Architects

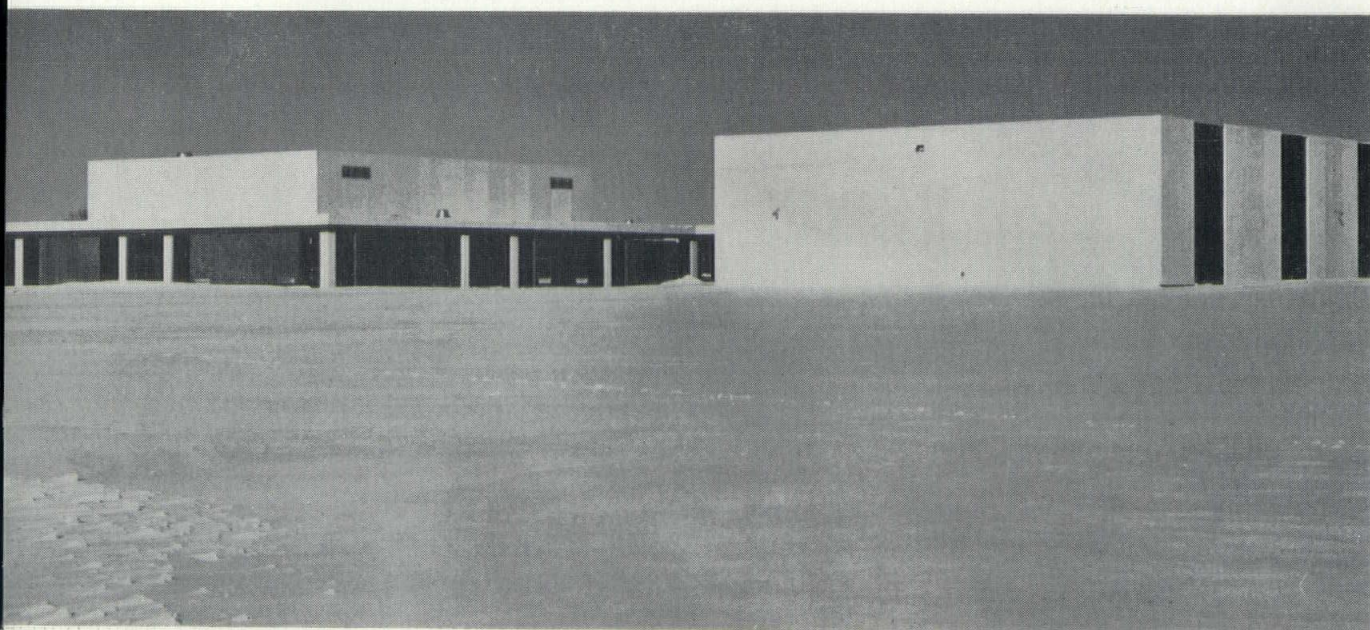
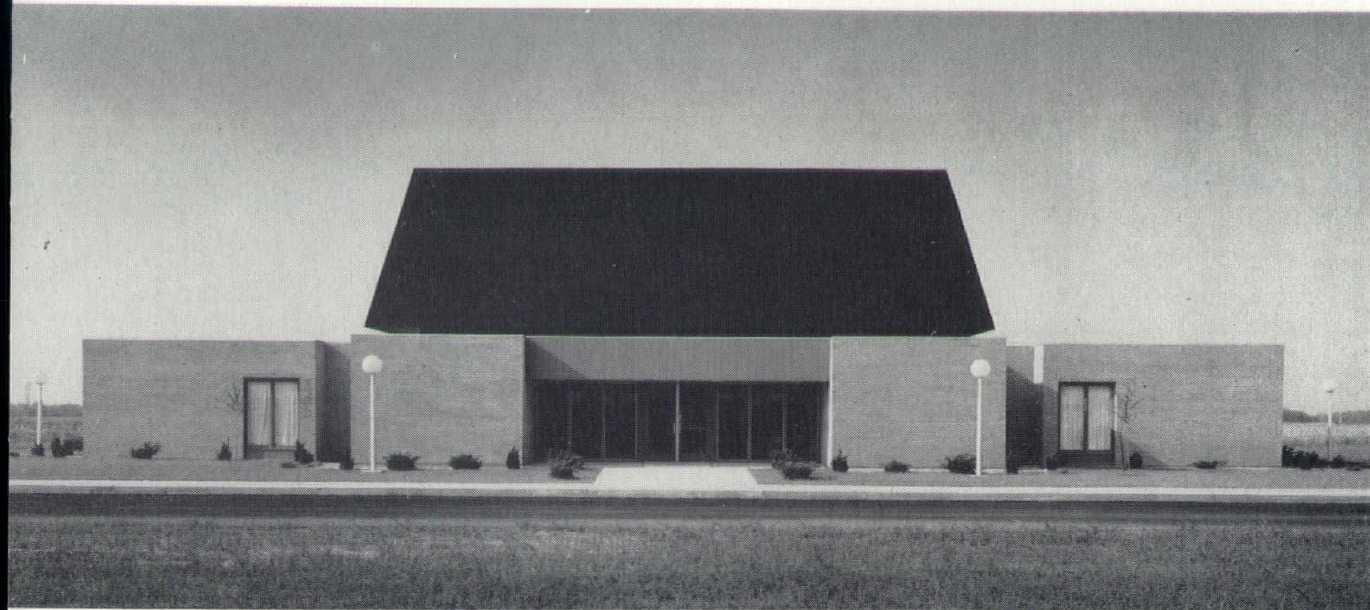


MERIT AWARD:

RESIDENCE
Mr. and Mrs. William Risley,
Christmas Lake Village
Condict & Fosse, Evansville, Architects

ERIT AWARD:

TRINITY METHODIST CHURCH, Berne
Bradley & Bradley, Fort Wayne, Architects

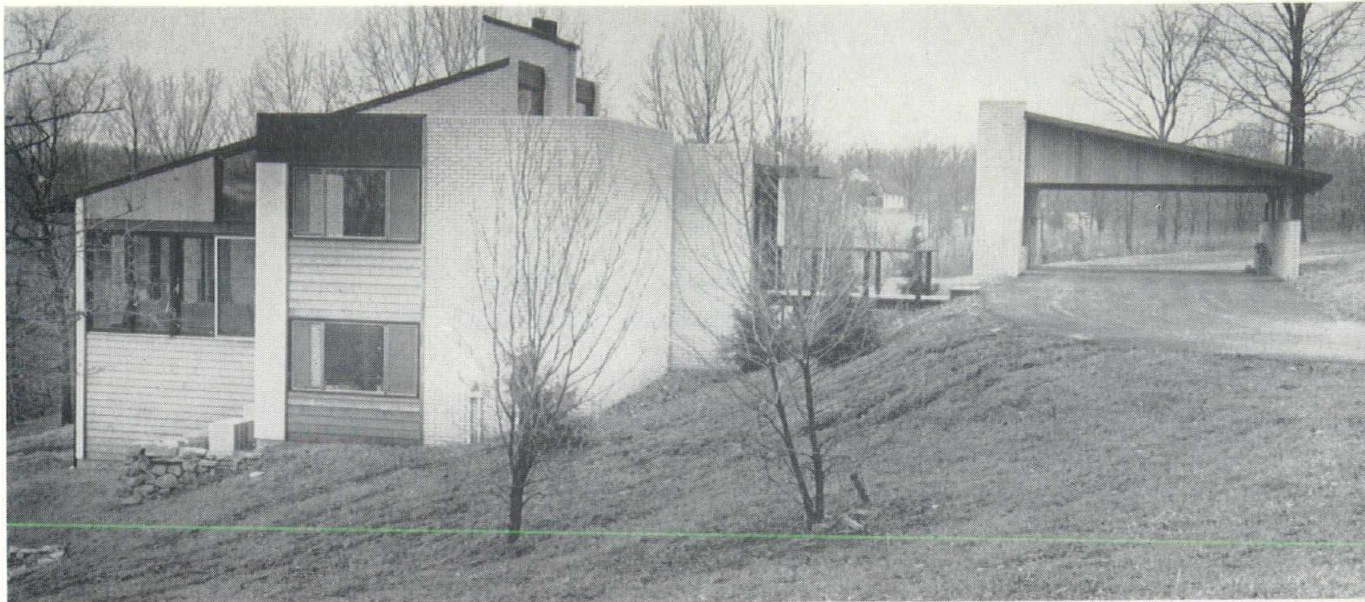


ERIT AWARD:

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Fort Wayne
Schenkel & Shultz, Inc., Fort Wayne,
Architects

RESIDENCE
Mr. and Mrs. John Grunwald, Bloomington
R. L. Hartung, Bloomington, Architect

MERIT AWARD



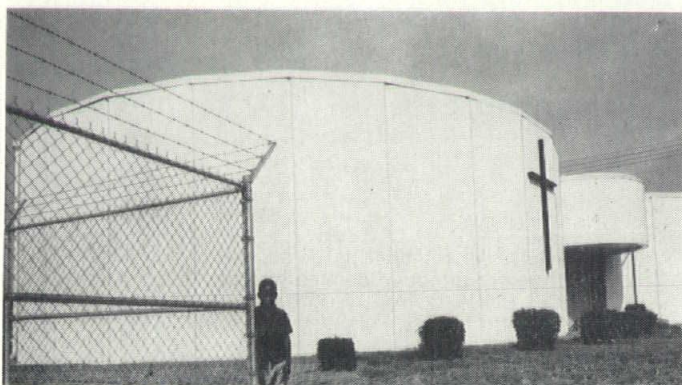
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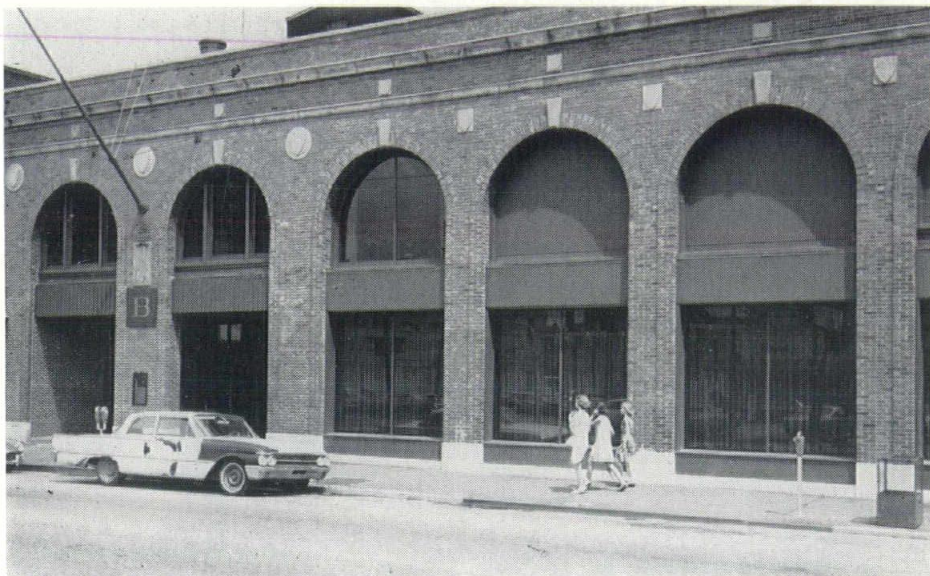
CITATION:

"For quality of achievement within a limited budget
by use of salvaged materials"
ALEXANDER A. M. E. CHURCH, Evansville
Condict & Fosse, Evansville, Architects



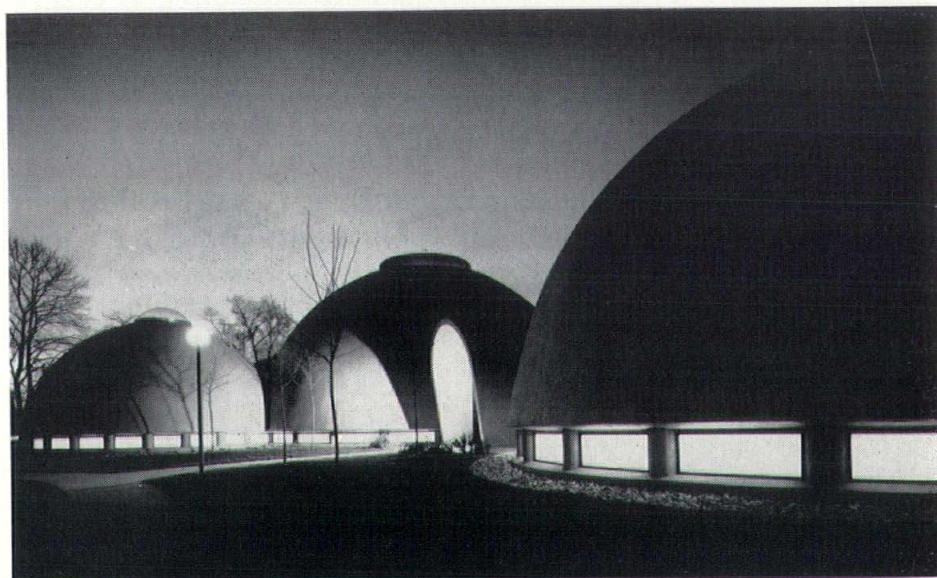
CITATION:

"For keeping a simple structure simple"
ATHLETIC STADIUM, Ball State University, Muncie
Walter Scholer & Associates, Lafayette, Architects



CITATION:

"For sensitive remodeling of an existing structure for effective commercial use"
 OFFICE, BONSB, INC., Fort Wayne
 Cole Matson Matott, Fort Wayne, Architects



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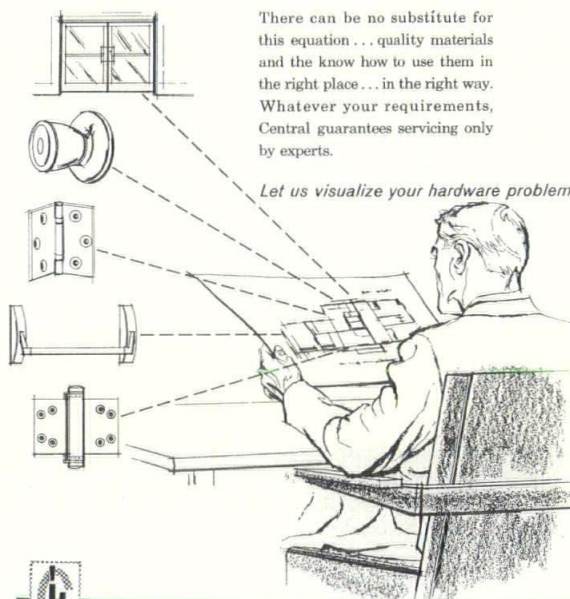
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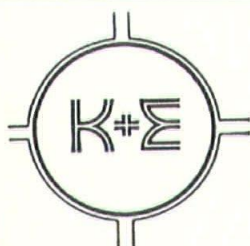
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Over one-third of the architect members of the Indiana Society of Architects participated in the three-day annual convention held October 24-26 in Indianapolis. Dedicated to the theme: "Architects and Urban Environment," the conference sessions also attracted a sizable group of school administrators and public and civic leaders.

The three theme sessions tackled three areas of problems of urban areas today. On Thursday afternoon, Dr. Merle Strom (School of

Education, Ball State University), moderated "The Schoolhouse in the City" discussions by:

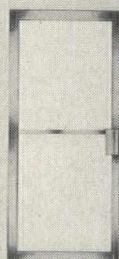
Mr. Jonathan King, vice-president and treasurer, Educational Facilities Laboratories, Inc., New York.

Dr. James D. MacConnell, professor of Education and director, School Planning Laboratory, School of Education, Stanford University.

Dr. Harold Boles, head, Department of School Services, Western Michigan University.

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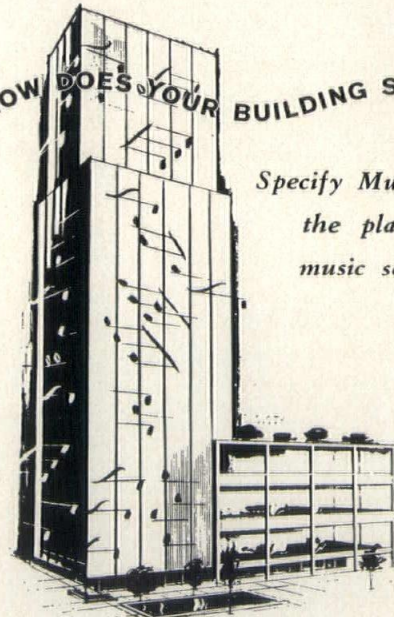
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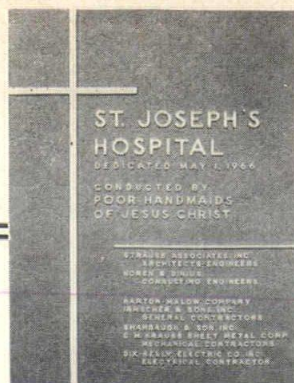
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On Friday morning, WFBM News Editor Jim Hetherington moderated the "Mass Transportation and Community Values" presentation involving:

Mr. Frederick T. Aschman, executive vice-president, Barton - Aschman Associates, Inc., Chicago and Washington, D. C.

Mr. Donald L. Spaid, principal planner, Marion County Metropolitan Planning Department, Indianapolis.

Dr. Frank P. Lloyd, M.D., member, Marion County Metropolitan Plan Commission, Indianapolis.

Dr. Joseph M. Heikoff, director, Bureau of Community Planning, University of Illinois.

The final theme session on Saturday morning, moderated by WFBM General Manager Eldon Campbell, concentrated on the "Model Cities Program" with participants:

The Honorable Birch Bayh, United States Senator from Indiana.

The Honorable Richard G. Lugar, Mayor of the City of Indianapolis.

Dr. Joseph F. Maloney, director, Urban Studies Center and professor, Department of Political Science, University of Louisville.

Professor Patrick Horsbrugh, Department of Architecture, University of Notre Dame.

Mr. James Holland, assistant director, Model Cities Program, Gary.

Mr. King's remarks appear on Page 23, and excerpts from the other major addresses will appear in the next issue of *The INDIANA ARCHITECT*.

At the ISA business session on Saturday afternoon, Indianapolis Architect John C. Fleck, became president of the Society; Mr. Wallace Given (Hironimus - Knapp - Given Associates), Evansville, was elected vice-president; Mr. Robert Kennedy (Kennedy, Brown & Trueblood), Indianapolis, secretary, and Mr. James J. Schenkel (Schenkel & Shultz), Fort Wayne, treasurer.

George Jamison (Kellam & Foley), Indianapolis, was convention chairman, assisted by J. Parke Randall (Pecsok, Jelliffe and Randall), Indianapolis; David O. Meeker (James Associates), Indianapolis; Richard K. Lennox (Lennox, Matthews, Simmons and Ford), Indianapolis; Philip Leech (Wolner Associates), Indianapolis; Robert Kennedy, John Fleck and Mrs. Ronald (Virginia) DeLap.

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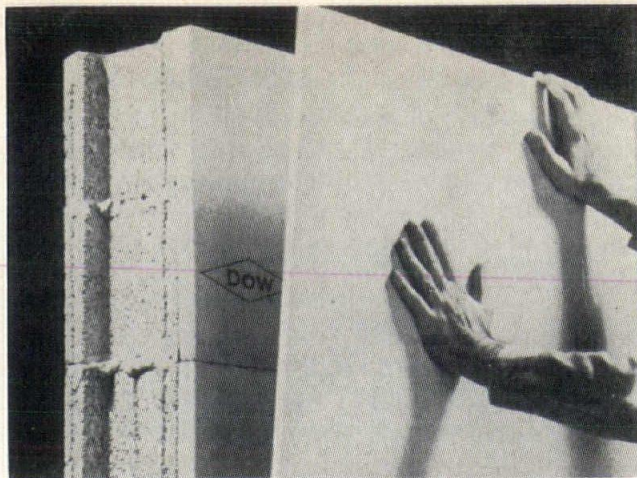
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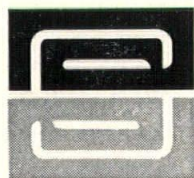
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The City Schoolhouse — Circa 1968

Vice-President-Elect Spiro Agnew was quoted as saying: "If you've seen one city slum, you've seen them all." I have some doubts about this conclusion, but I do have that feeling about most of the slum schools I have visited. These urban schools have a tremendous amount in common.

First, they are old buildings — tired-looking buildings with little to grace the city-scape. Even some of the new buildings seem to be old buildings.

Second, the population which uses these schools — both teachers and students — is there not because it wants to be there but because it has to be there.

Third, the surrounding is depressingly the same in most cases — a small sea of asphalt, a few rusty basketball hoops, and a chain-link fence.

Fourth, there is little the community can do to make them better, to have a positive impact on them. The only real impact the community can have on these buildings is destructive and consequently the brick thrown through the window is more common than we admit.

Fifth, these urban schools are the administrative outposts of a distant and insensitive bureaucracy, often regarded as hostile. They are not *our* schools as schools often are in the suburbs, but *their* schools.

By JONATHAN KING

Excerpts from An Address to the
1968 ISA Annual Convention

Mr. King is vice-president and treasurer of Educational Facilities Laboratories, Inc., New York. A former staff associate of the Ford Foundation and the Fund for the Advancement of Education, he was educated at Lincoln School of Teachers College and Columbia College.

Each school is essentially a society or subculture first and foremost before it becomes an instrument of instruction. And here is the biggest hangup of urban education. For in our cities these subcultures are at war within themselves. The school community often does not have enough common values or mutual respect to constitute a viable subculture.

Money is, of course, a large part of the problem. Urban areas have far more difficult educational problems than the more affluent suburbs and far more difficult building problems. Yet the funds available to deal with these problems are usually more limited. At least they are more limited than in our affluent suburbs.

— Management is another problem which is critical to the whole urban school question. Urban school systems are big bureaucracies and they react slowly and often insensitively to the needs of their constituencies and I use the plural advisedly. The concept of school integration had tremendous political, social, and legal sanction several years ago and substantial political appeal, particularly for blacks.

It still does for some of us who believe a public school can't be really great unless it has real variety in its users. But today more and more black groups are asking, indeed, demanding, control of schools in ghetto areas because they feel, and justifiably so, that without control, their children, their heritage, their culture will be downgraded. Yet the process of architectural planning and building is so slow that in many cities massive school building programs are grinding slowly forward to produce educational parks to foster integration, while the black community has switched its viewpoint almost totally to local, i.e., black control.

Whether one favors the concept of the self-

controlled black school rather than the integrated school is not the point. What is, is the bureaucratic insensitivity to which our cities are prone. We must learn to answer our school building problems with some of the speed with which we deal with military and commercial needs today.

Our cities are full of temporary classrooms, usually low-quality portables, which sit by our permanent schoolhouses with little expectation of being moved with any regularity. But these portables represent a quick answer to space needs which we have been unable to equal through the conventional architect-client-building process. Why should it take three years to design and build a mediocre school? And four years to build a better one? The first great need to better serve our urban school building programs is speed of response.

A second great need is to break down the barriers between the school and the users. This, of course, is not solely or legally a factor of architecture and planning. But architecture has a major role to play in designing this new kind of urban school. For too long schools have been isolated from the mainstream of urban architecture and planning in an unhealthy way.

For years, superintendents of schools have been trying to keep the schools out of politics. In fact, you can't keep anything as important as education out of politics and now we had best find how to get them back into politics without the disastrous effects this has often had on professional questions.

If you visit urban schools — particularly in the ghettos — you are greeted with something less than a warm welcome. The panic bars on the fire doors are likely to be chained and padlocked. The reason is often that attacks on teachers and indeed on the building itself have forced this measure. Possibly we can create an atmosphere of civilized welcome in our urban schools by giving the community more rather than less reason to be in the building. Why not get public libraries, social service organizations, community health and recreational facilities and geriatric centers into the schools so that there will be good reason for a number of responsible members of the community to be in the school rather than the current situation in which no one but a few teachers and a large number of students and a very few summoned parents have any business being there.

In this connection the growing interest in incorporating schools into buildings with other functions may prove to be not only an economic godsend to the cities but may also help to produce a mix of people more conducive to a civilized building than the single-purpose school-

house, deserted so much of the year, so much of the day, and consequently so often the dark target for vandalism.

A third major area for improvement in city school architecture is in getting the kind of community participation in design which is characteristic of our better suburban school building programs. Too often the school in the city is — architecturally as well as intellectually — the outpost of a distant and often disliked bureaucracy rather than the expression of community aspirations and desires. Participatory democracy is a new concept and an important one which we will have to learn to live with in education and which may be the most important single outgrowth of the current unrest in the cities.

A fourth and rather obvious factor which we have frequently ignored in urban school design is site use. The normal ambience of the public school is a kind of grim bituminous field fenced in for reasons not entirely clear. Is it to keep the inmates in or the neighbors out? In any event, the typical city school site does not grace its neighborhood nor please the eye with either art or horticulture. Nor does it efficiently or economically use the extraordinarily expensive city real estate.

And finally, a sixth major factor which could make for a major improvement in urban schools is simply good architecture. Even some of our best architects find the criteria to which they must design an urban school building program stifling. The concern for permanence and janitorial ease seems to take precedence over the concern with creating an environment which nurtures the soul. Terazzo and bathroom tile, slick surfaces, brittle furnishings create a sterility at odds with the concept of human dignity and of the school as an institution designed to further our culture. Usually barren of art or sculpture, lacking the variety of space and visual environment we all crave, the schoolhouse seems to be the grudging answer to the legal educational requirements. Our city schools have moved in the last half century from the monumental to the mediocre. It would be hard for a visitor from Mars to grasp the fact that these are our cultural and intellectual centers. The atmosphere does not so proclaim.

The urban school situation is not one upon which we can look with any tremendous sense of satisfaction at the moment. There is a gigantic job for all of us to do and the need is pressing, but then again, that's what makes architecture satisfying and stimulating — the new problems, not the past successes.



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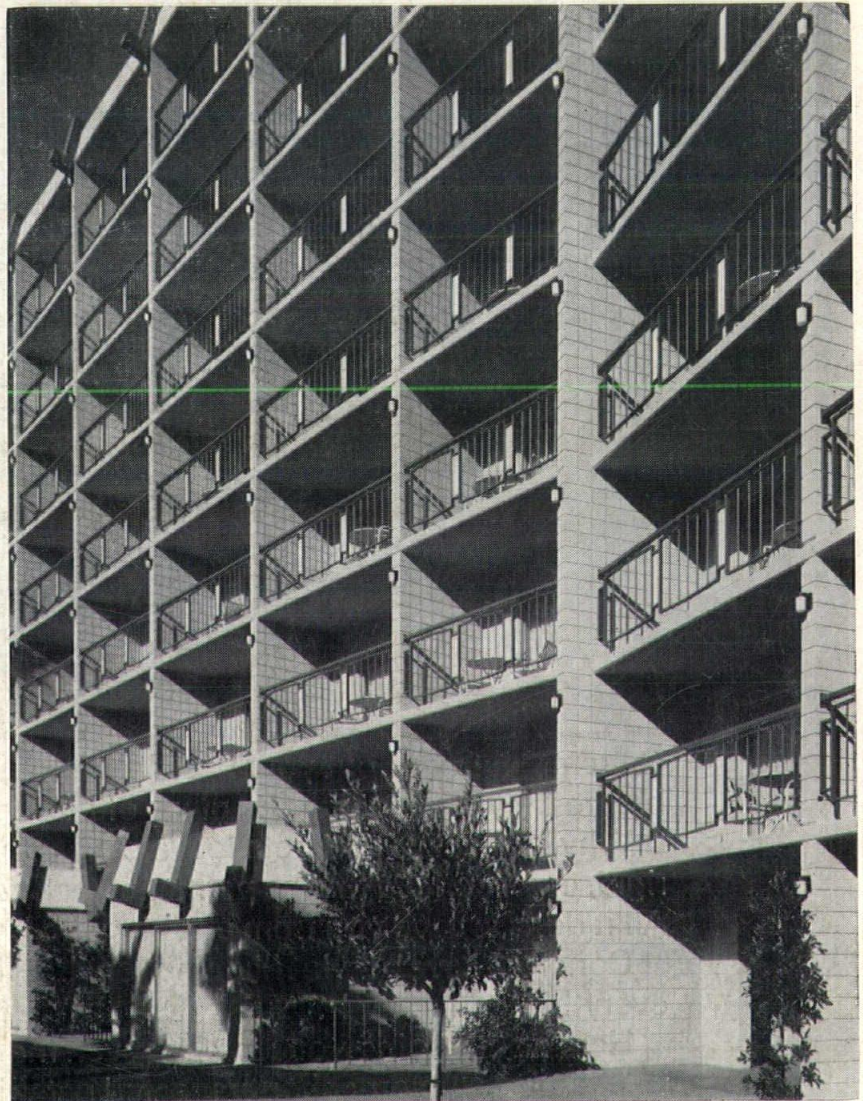
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