

SKYLINES

MIDWEST ARCHITECT/AUGUST SEPTEMBER 1968

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NOTES FROM THE PRESIDENT

*William M. Conrad A.I.A.
President
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CHANGES IN EDUCATION

"There are three revolutions in education in America. The first . . . was quantity. The idea that everyone was to be provided with the chance for an education of some kind. This revolution is practically over. The second is equality of opportunity. This revolution is under way, but has not yet reached its climax, and last but not least is the revolution of quality.

"And it is to the question of quality that we will now turn, for if education fails to prepare people for the kind of a world they will be living in as adults it will have failed its purpose, no matter how many millions of people happen to get through school.

"Some people ask, 'What is the purpose of education?' In America the first aim was to prepare children to read the Scripture and its intent was religious. Later on the purpose was to enable people to read and write and thus participate in the democratic society. Still later, the purpose was to prepare young people for jobs in the industrialized world.

"At no time was the aim of education to prepare students to become individuals or complete human beings. This aspect of education was left to the home, the church, the mass media, and the city streets. To a certain large extent it still remains there. Once again, the purpose of education changes. It must begin to educate people to live full and meaningful lives."

The above remarks by a elementary school valedictorian, as quoted in the September 9, 1968 issue of THE WALL STREET JOURNAL, serves well to keynote this issue of SKYLINES devoted to education.

These are days of great change in many fields. Education concepts are embracing many new ideas. "Modular scheduling, team teaching, open classrooms" . . . these are but a few of the ideas that are forming a dynamic revolution in education.

Those of us who must supply the physical interpretation of these educational concepts as Architects of the building forms feel that there is much to explore and discuss. This exploration could be far beyond what might be developed in the solution of a single project for an individual school district.

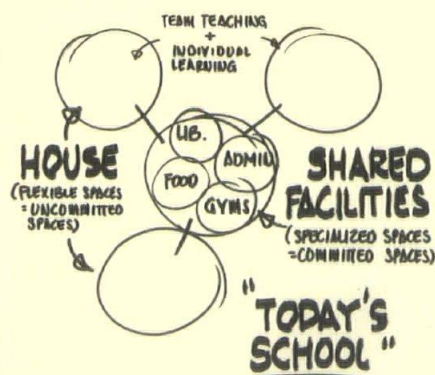
The Kansas City Chapter of the A.I.A. is considering the sponsorship of a joint workshop for Educators and Architects in the Kansas City area. An in-depth seminar could offer an excellent opportunity to exchange ideas that would be of great benefit to all participants.

William M. Conrad



A. Frederick Kolflat is an Associate in the Chicago office of The Perkins & Will Partnership. A recipient of the George G. Booth Traveling Fellowship and the American Scandinavian Foundation Fellowship, he worked and traveled in Scandinavian countries. He has lectured at the Inter-University Center in Chicago and the University of Michigan. A University of Michigan graduate, he is registered as an architect in Illinois.

URBAN = NUCLEUS SCHOOL = FOR GROWTH



The challenge of educating the inner-city student has lain dormant for too long. Symptomatic of this is today's social unrest, which dramatically underscores the need for a fresh approach to our urban problems. The efforts of the past have not been too successful. The great panacea of the 1950's, "urban renewal," has failed to change the spirit of slum neighborhoods. "City Hall," as a symbol, has failed to bridge the gap be-

tween neighborhood need and big city implementation. Police departments of many major urban areas face mounting opposition and cries of "police brutality." Even the bastion of our society—the church—has failed to effectively relate to the needs of the inner-city and its citizens. About the only remaining institution that the public considers relatively untainted is the school. So the school is still available to us as an effective instrument of change for our urban problems.

The school as the nucleus of physical and social redevelopment of America's urban areas is a significant concept emerging today. It capitalizes to the fullest on a vehicle that has a relatively **good** reputation as compared with urban renewal and, at the same time, is the one identifiable rallying point that can serve the students, as well as the community as a whole, through a broad program specifically designed to serve the needs of the neighborhood.

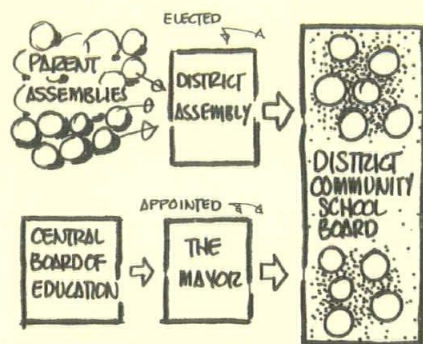


Such comprehensive planning has already proved effective in Scandinavia. Vallingby and Farsta, suburbs of Stockholm, Sweden, are examples of planned communities that started as far-sighted ideals.

In New York City, McGeorge Bundy (Ford Foundation President and Chairman of Mayor Lindsay's Advisory

Committee) proposed a new concept for the organization of New York's school system. Utilizing decentralized authority, it stresses community participation in the operation of each school. Instead of one central school board serving all of New York City, the proposal suggests the creation of 30 to 60 autonomous school districts,

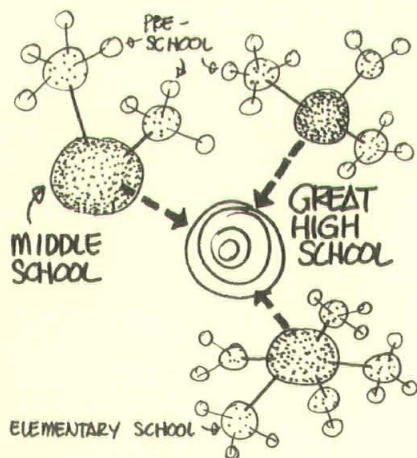
each one "governed" by its own district board. This board would have complete power to hire, fire, and determine the curriculum of the school or schools within its district. The majority of members would be elected by the community residents. The only function remaining to the central board would be the appropriation of funds.



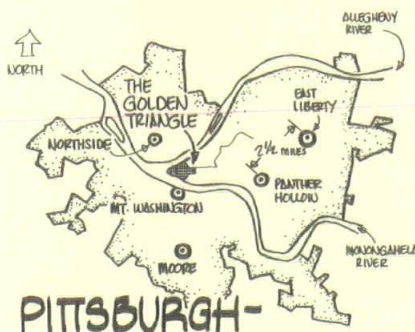
FORMATION OF A DISTRICT BOARD - (PROPOSAL FOR NEW YORK CITY)

Mr. Bundy predicted when this plan was introduced in 1967 that communities would undergo a "renaissance"—parents would have a direct voice in the formation of policies concerning the education of their children.

Contrastingly, the plan being implemented in Pittsburgh, Pa. stresses concentration. The main idea is to consolidate the existing 17-20 high schools within metropolitan Pittsburgh into five major "Great High Schools." They would be part of an



overall system of education involving pre-schools, elementary schools, and middle schools—all feeding into these comprehensive secondary schools. Their locations have been specifically chosen to capitalize on heretofore "marginal" pieces of land.



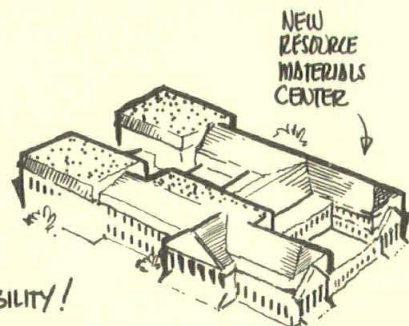
PITTSBURGH-

Topography in Pittsburgh has done much to create artificial boundaries around neighborhoods. The result is semi-isolated neighborhoods and de-facto segregation. By building these new high schools on "neutral area" between existing neighborhoods, they act as bridges, or links, to tie the city together. Obviously, the result goes far beyond new educational facilities.



NEIGHBORHOOD COMMUNITY COLLEGE

HYDE PARK HIGH SCHOOL
-1913

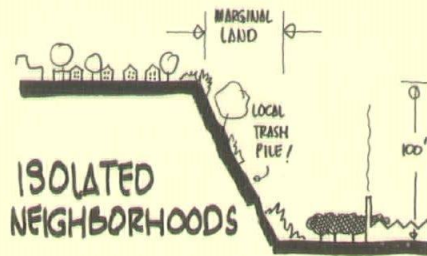


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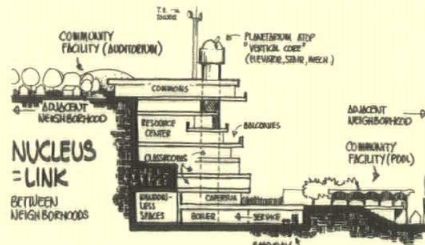
URBAN = NUCLEUS SCHOOL = FOR GROWTH

Still another form of redevelopment is envisioned for Chicago's south side Hyde Park area, the turf of youth gangs such as the Blackstone Rangers. A competition was held to explore and reward imaginative planning ideas for the modernization of the existing Hyde Park High School. This typical urban high school is built like a fort and, though antiquated in its configuration of classroom spaces and circulation areas, the structure is sound. The Research Council of the Great Cities Program for School Improvement sponsored the competition in 1966. The winning scheme dramatically updated the facility by designing large open flexible areas with moveable partitions. Modular scheduling and team teaching, combined with flexibility of space, will provide new learning experiences for these inner-city children.

There is virtually no limit to the potential of using schools as the nucleus for redevelopment. The particular needs and characteristics of each city afford opportunity for experimentation. What has lain dormant and unused may be the catalyst for someone with imagination and competency. Too often we do not realize what an opportunity is staring us in the face.

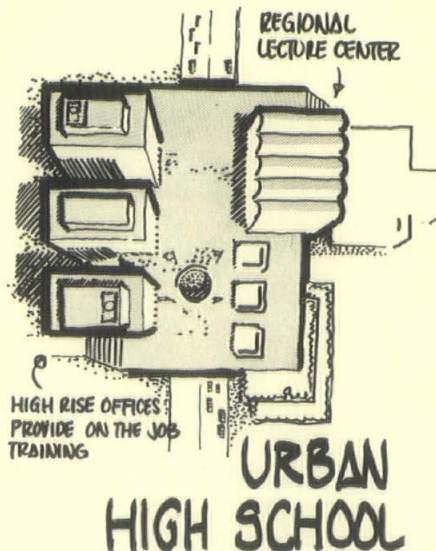


With modification, this concept of air rights usage could prove effective in many urban areas. Marginal real estate could be transformed into a delightful community facility, establishing pride and identity in a neighborhood. Freaks of topography, such

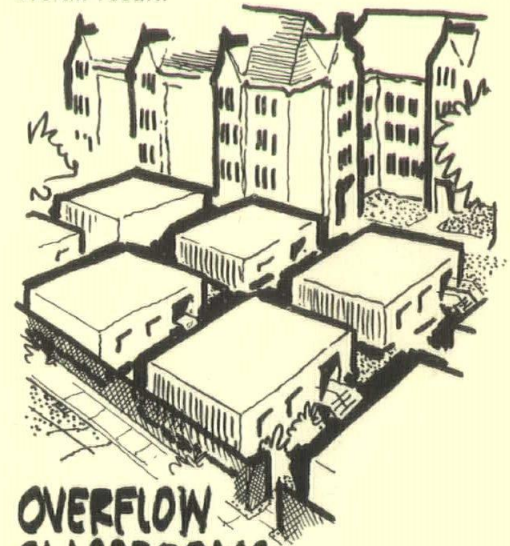


as the bluffs of Pittsburgh, can be developed to tie together adjacent community neighborhoods. Windowless spaces and service roads could be integrated into the whole design so that views and community facilities could be placed in prime locations.

A school combined with other functions could also be a nucleus for redevelopment. For example, a 3-story urban high school emphasizing business courses could be combined with high-rise office facilities.



There will never be an "ideal urban community," but there will continue to be attempts on the part of all community and city agencies to provide better places to live, to work, and to learn. The experiences in New York City, Pittsburgh, Chicago and Scandinavia show the obvious advantages of working together as a team in developing planning guidelines. We have also seen the results of disorganized pursuits and goals of individual agencies, without regard for the overall result.

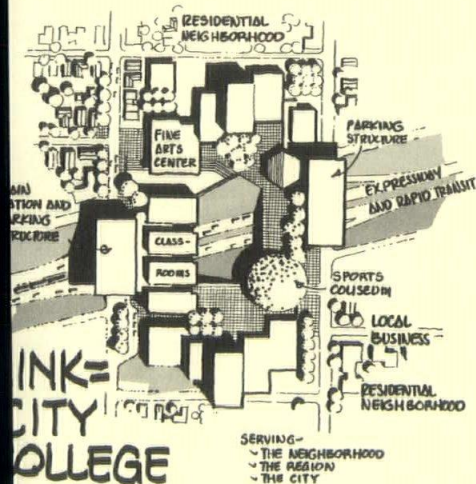
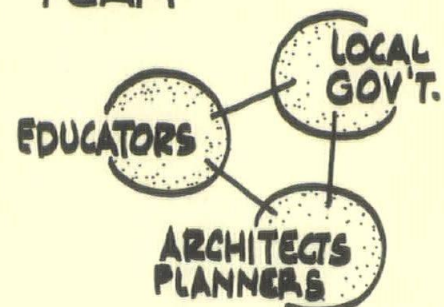


OVERFLOW CLASSROOMS -

ONE RESULT OF SHORTSIGHTED PLANNING

The greatest role that we as Architects and planners can fulfill is as a planning resource. Our training will never qualify us to replace "City Hall," or substitute for the educator. We can, however, work together with them and implement the goals of an effective educational program; we can give guidance to the inevitable growth of our urban area.

"THE TEAM"



The expressway that bisects so many of our cities has usually isolated those communities on either side of it. This was not the intent, but it is the result. One way of reuniting these communities and at the same time serve the total city would be to utilize the air rights above the expressway and create a new school. Parking structures could relate to the immediate surroundings via secondary roads, as well as to the rest of the city. The proximity of sport facilities and community shopping centers would increase the affectiveness. "Public use" facilities (auditoriums, pools, gyms and libraries) would also link the new school to the surrounding neighborhoods.

OPEN SCHOOL IN OPERATION

Ravenwood Elementary School represents a break from tradition on two counts: there are no classrooms, as such, and the building has the distinction of being planned and designed to meet the needs of an educational program.

Briefly, the physical features of the building are as follows: it is located on a site of eleven acres; the administrative complex includes conference room, health room, secretary's office, principal's office, secretary's work room, teachers lounge and faculty restrooms; the instructional area is divided into three major components consisting of two large open "pods", each containing six teaching stations, and a combination library and resource center, featuring a recessed reading circle; a two-unit kindergarten area; recessed multi-purpose area and kitchen. The features of each pod include 7,000 square feet of floor space, a sound-proof special activity room, teacher planning room, color-coded coat hanging area, storage areas, restrooms, and private playground areas. The building is climate controlled, electrically heated, and all instructional areas are carpeted.

At Ravenwood, conventional classrooms have been replaced by open spaces. There are no internal walls or partitions. The result is a large number of learning areas affording a large degree of flexibility.

The educational program at Ravenwood is predicated on the existence of these learning areas. The staff believes to effectively individualize instruction the opportunity must exist to expose boys and girls to an educational environment other than that of one class, one teacher, all year long. Students must be allowed to function in groups of various sizes and they must have the all important opportunity to explore and research on their own.

In an attempt to individualize instruction, the staff at Ravenwood has fashioned its own version of cooperative teaching. This method of instruction can best be described as an eclectic approach to teaching. One facet of "our" cooperative teaching is the presentation of "pod units." These are broad bodies of information (i.e. "The Desert", "Time Telling," "Famous Americans", "The Ocean") planned and presented by the staff of a pod to the total enrollment of a pod. The presentation of

a pod unit would encompass several flexible teaching approaches or methods. These approaches would be governed by the type of material being covered, the response of the students and the needs exhibited by the students. These methods might include the following: teachers conducting large group presentations and demonstrations; small groups of students, led by a student team leader and staff consultant, working on sub-topics of the main unit; and individual students exploring and researching in depth aspects of the unit in which they are interested. The culmination and evaluation of these broad units would parallel the teaching approach utilized.

Another aspect of our cooperative teaching is the forming of flexible groups for reading and mathematics instruction. These groups are flexible in that the needs of the students are the basis for the formation of the groups and provisions are made to allow student movement to various groups. The student works in the group where his needs can best be met. As a student achieves, he can move where ever his "new needs" can be satisfied, even to the crossing of grade lines. All staff members of each pod are involved with the instruction of the various groups. They may be responsible for one group or several sub-groups. The needs of the students are continually evaluated by the staff, and group size and movements are determined according to this evaluation.

The method of presenting "subject matter material" (i.e. science, social studies, language arts) is still another facet of our cooperative teaching. The staff members, by their own volition, have evaluated their interest areas, strengths, and weaknesses. As a result, the various "subject matter leaders" have emerged from within the staff. Because areas within subject matter are often correlated (i.e. science and mathematics, language arts and social studies) these respective leaders will work as a team to plan the basic framework of units or certain areas of instruction. Once the framework is formulated this team will meet with other staff members to plan the implementation of this material. Can this be best presented by subject matter teams or should it be a pod unit? Will it be more beneficial for each subject matter leader to

present the material and other staff members assist? What grouping should be utilized and what will be the criteria for group formulation? What supplementary materials are available? Are there resource people and places outside school that can be utilized? These are examples of questions that must be answered continually as the staff plans the daily work for our boys and girls.

To implement our program of cooperative teaching, with emphasis on individualized instruction, is not an easy task. Several critical factors must be present for this program, or any similar program to become a reality. Two of these factors are of equal importance in the opinion of our staff: the building and the compatibility of the staff. The building **must** be designed with this type program in mind. Without a doubt individualized instruction has been and is being achieved in traditionally designed buildings, but the realization of the full potential of a flexible program is doubtful in conventional facilities. Space must be available for large groups, numerous small groups, for individuals, and for the all important deployment and interaction between these groups.

A companion factor to the building is the unity of the staff. This group must function like a well-oiled machine; it is often difficult and certainly cannot be accomplished "overnight." There are no walls for security; the concepts of "my children", "my materials", "my units and subject matter", and "my method of teaching" must give way to the consideration of the needs of many children and the blending of efforts to satisfy these needs.

The presence of and accessibility to an abundance of supplementary and resource material is an additional factor of vital importance. Instruction cannot be "textbook bound" nor limited to information found in one source. Who can say to what depth or scope a group or an individual will need to go to thoroughly explore an area of interest? A program such as ours cannot survive without a multitude of materials.

As our program has developed, another factor has become very evident. The staff, whether it be in the form of a subject matter team or the total staff of each pod, must have a place and time to plan. Our teacher planning rooms, located in each pod, are ideal locations, but finding sufficient

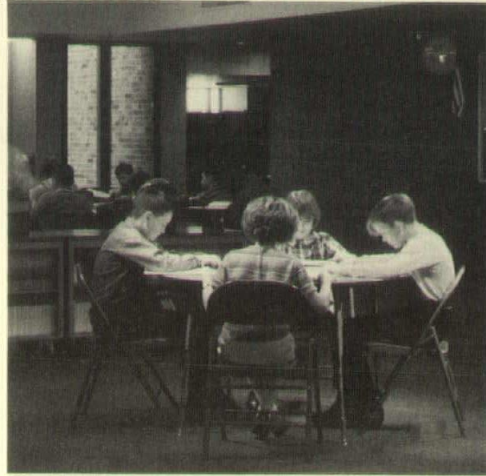
time is often difficult. The effectiveness of hurriedly made plans is seriously questioned.

As our total program is discussed, the perennial question of evaluation must be considered. Does this type of teaching have value? Do boys and girls receive more benefits from co-operative teaching than they would from traditional, self-contained orientated instruction? Who can say for sure? The staff of Ravenwood feels strongly that they do. If scores on achievement tests are the criteria used for evaluation, our students would undoubtedly fall into a natural distribution. On the other hand, there are many intangible benefits that cannot be measured by any test. Our students have learned self-discipline in varying degrees; they have had opportunities to interact in groups of various sizes and performance levels; they have been exposed to viewpoints and techniques of many teachers as opposed to one or a few; they have been allowed to explore to greater depths areas of subject matter in which they were interested; and they have gained a measure of independence that will only be evident in future undertakings.

An often overlooked value that emerges as an outgrowth of a program such as this is the effect it has upon the teachers involved. The very nature of the program fosters improvement in the ability of each individual instructor to interact with adults and boys and girls. Because the work of each staff member is quite "visible" they have the opportunity to have their teaching objectively evaluated by their peers. As one teacher said, "You can't fake it in this kind of teaching situation—there is no place to hide." If a staff member becomes aware of shortcomings in approach or method of presentation the opportunity exists to strengthen these weaknesses by observing fellow workers.

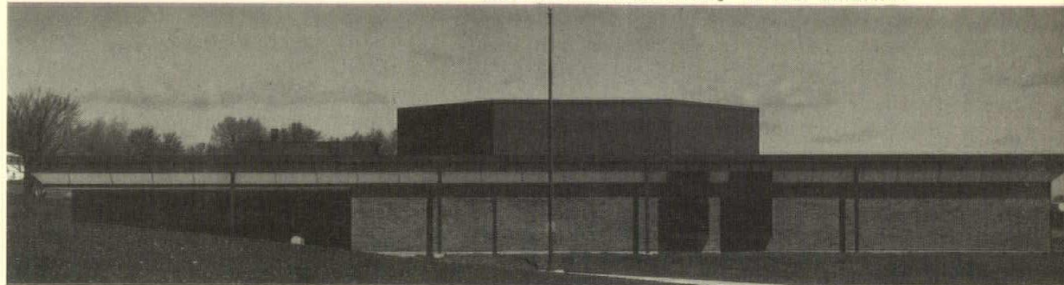
The staff of Ravenwood is extremely proud of this beautiful "open" building and the program that is developing here. This facility offers a tremendous opportunity to present "learning" to boys and girls in an exciting "alive" atmosphere. This opportunity is limited only by the initiative, courage, imagination and dedication of the staff members that inhabit the building.

Ravenwood Elementary School exterior.

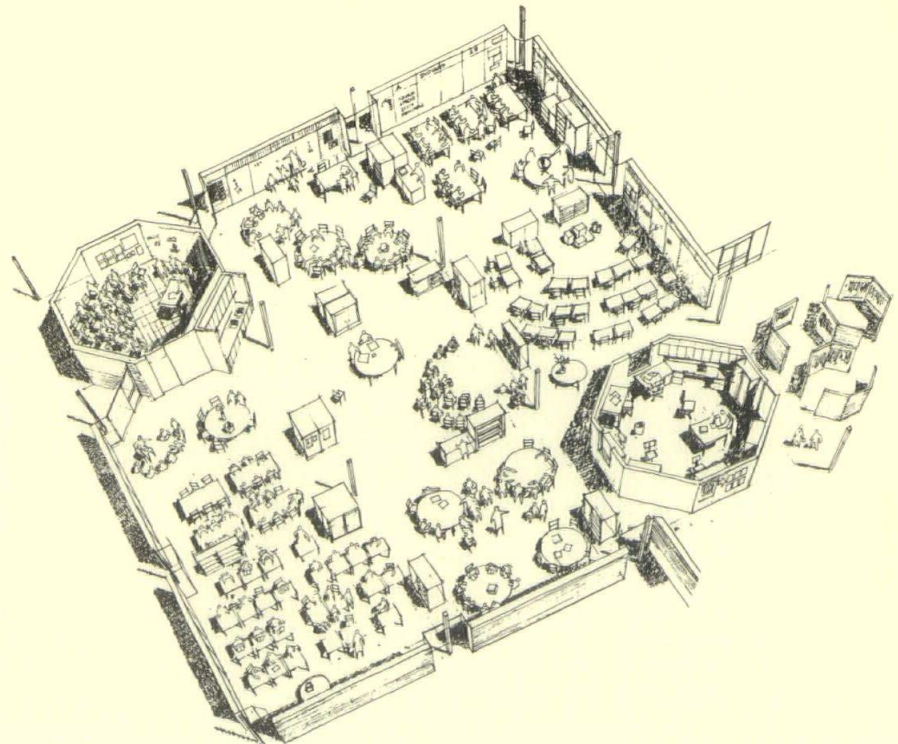


Elementary classroom.

Ravenwood Elementary School exterior.



Elementary open plan classroom.



EVERYTHING IS UP TO DATE IN KANSAS CITY . . .

INCLUDING THE SCHOOLS

Donald Hair

Assistant Superintendent in Charge of Instruction—Kansas City, Missouri Public Schools

"It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us, we were all going direct to Heaven, we were all going direct the other way—in short, the period was so far like the present period, that some of the noisiest authorities insisted on its being received, for good or for evil, in the superlative degree of comparison only."

These words of Charles Dickens in his book, **A Tale of Two Cities**, must have been used many times in referring to the potential and to the problems of different periods in our history. They are indeed appropriate today with reference to public education in the United States.

It surely must be the best of times in education! Technology we never dreamed about ten years ago is available to assist in many phases of the school operation. More knowledge about how pupils learn is available than ever before. The interest of the public in supporting good education is at a high level. Financial support for education has improved greatly. Teachers are better prepared than ever before.

It must also be the worst of times! Mr. Kolflat has referred to the very difficult problems in the urban centers today. How to cope with severe reading disabilities and how to deal with language barriers in helping children to read are very perplexing problems. Integration in the schools is of concern to everyone. And how can we provide an instructional program that is relevant to the needs of all youth in the cities?

If these things be true—that education is confronted with more difficult problems than ever before, but that more resources are available to assist in the solutions, then it would seem incumbent upon everyone concerned with education to seek new and more imaginative answers to the questions.

EFFORTS TO IMPROVE

The past decade has seen great activity in education. In the area of curriculum, real advances have been made in nearly every subject field. The work in science, mathematics, social studies, health, etc. has placed emphasis on understanding rather than rote learning, and has underscored the importance of active pupil involvement in the learning process rather than a passive "soaking up" of information. We have also sought to recognize and to provide for individual differences of pupils rather than to look only at groups of 25 or 30 children.

The new technology in education offers a vast storehouse of resources such as television, programmed instructional materials, computer assisted instruction, overhead projectors, single concept films, and dial access systems. Under the insistent leadership of Lloyd Trump and others, school people have begun to consider new patterns of organization for schools. Team teaching has reached into a high percentage of schools across the nation and modular scheduling or flexible scheduling has been implemented in hundreds of schools by now.

Attention has been given to continuous progress plans for elementary schools and even for some secondary schools.

Individual differences of pupils—always much discussed—have finally reached the action stage in a few schools.

Along with these developments, changes in school buildings have been observed. The open-concept in elementary schools is popular today and allows for cooperative kinds of teaching arrangements. The egg-crate school has given way to interior spaces designed for particular kinds of instructional purposes. The instructional materials center is the hub of activity in a building. A longer school day and a longer school year are being considered, and the community-school concept is gaining in popularity again.

All of these things are important. All of these elements offer an opportunity to improve education for boys and girls. But one important aspect of the whole school operation has largely been ignored until recently and that is the efficient deployment of staff to do the job. Education is slow to change. While different levels of responsibility have been defined in many professions, educators have clung to the idea that a teacher is a teacher is a teacher! Observation of a dental office reveals job classifications such as receptionist, dental technician, and dental hygienist in addition to the dentist. Various levels of responsibility have been defined in architectural firms. Educators have continued to staff schools, however, on the basis that all teachers are able to perform all tasks well. The idea of teacher aides has been accepted begrudgingly, even by teachers and the suggestion that the aide should assist in some phases of the instructional process is resisted even more strongly.

The time has come to define the different jobs that need to be done in a school and then to describe the various job classifications to best accomplish these tasks. In so doing the opportunities available to teachers for professional advancement in salary and in status will be greatly enhanced, but more important, we should be able to do a better job of helping boys and girls to learn.

KANSAS CITY, MISSOURI PUBLIC SCHOOLS 1968-69

A particular effort is being launched in the Kansas City, Missouri, Public Schools to put all of these pieces together—including the important element of differentiated staffing. As of September, 1968, three elementary schools and three secondary schools will be deeply involved in innovative programs. The James Elementary School is a model elementary school emphasizing a continuous progress plan, individualized learning for pupils, team teaching, and the use of new curriculum materials. The James School is a 57-year-old building which has been remodeled to provide flexibility in the use of space. Chester A. Franklin Elementary School is a new building which opened in February of 1968. The goals here are much the same as James, but the whole process is greatly enhanced by a building designed to facilitate the program. Bingham Junior High School, a building that is eight years old, has received minor remodeling and the addition of a Resource Center. This year it will operate with a modular schedule, team teaching and special emphasis on individual instruction. A computer assisted instruction program with special emphasis on mathematics and science will become operational during the year 1968-69.

Paseo High School will hold a unique place among central city schools in the nation as it goes on a complete modular schedule this year in a very traditional building which is being extensively remodeled to house the program.

September, 1968, will see the opening of a new building complex in Kansas City. Mary Harmon Weeks Elementary School (1000 pupils) and Martin Luther King Junior High School (1000 pupils) will have all of the pieces—team teaching, flexible and modular scheduling, resource centers, use of new technology, modern curriculum, buildings designed to facilitate this type of instructional program and differentiated staffing patterns to make the whole operation more effective. Because differentiated staffing is a rather new concept in education with only a handful of schools implementing these ideas for the first time this school year—some further explanation is provided.

DIFFERENTIATED STAFFING

Differentiated staffing is based on the premise that there are different kinds of tasks to be performed in a school and that these tasks can be better accomplished by persons with different levels or kinds of competencies, skills, preparation, and responsibilities. For example, rather than assigning 34 teachers of equal status to staff the elementary building, four different classifications of certificated persons have been assigned, plus university interns, plus special teachers in fields such as art, music, and physical education. This corps of certificated personnel is augmented by paraprofessionals who are assigned to various kinds of supportive roles.

In the past, teachers have been assigned positions in schools without consideration of the different kinds of roles they might assume. All teachers were considered to be equal in all respects. Apparently, it was assumed that their effectiveness could be judged by their educational qualifications and the number of years of service. This assumption is questionable. One of the goals in this particular project has been to list specific functions of teachers and to differentiate roles which can be accomplished by personnel of varying levels of competency. The specific items were categorized with these three essentials in mind: it was recognized that responsibilities of teachers do differ; a need for the establishment of career patterns for teachers was perceived; it was acknowledged that salaries should be differentiated in terms of responsibilities.

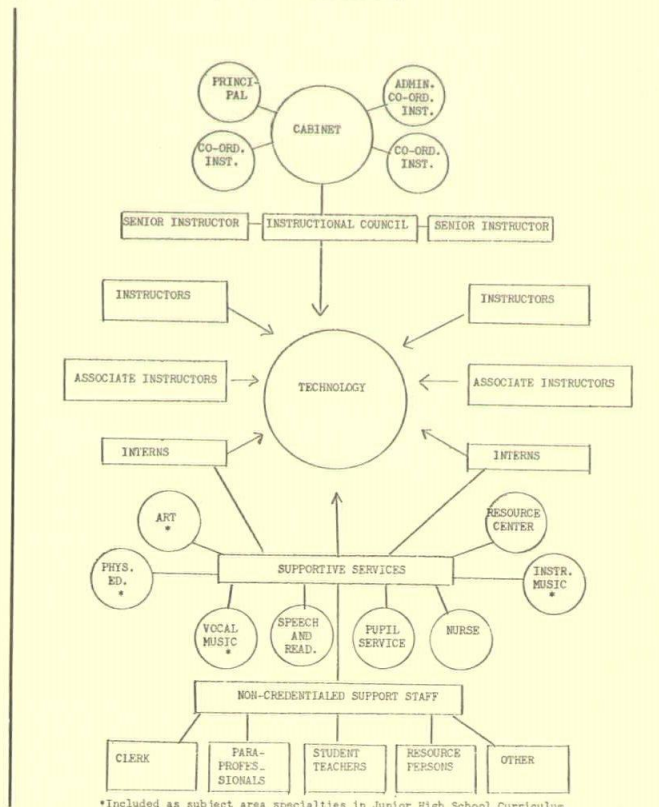
The following job classifications were an attempt to differentiate roles of the personnel in these two schools: coordinating instructors, senior instructors, instructors, associate instructors, interns, student teachers, and paraprofessionals.

Care was taken to consider the following in defining the job categories: the task to be assigned (large group, small group, individual instruction), responsibility for preparation of materials, special competencies required, preparation and developmental stage of the individual employee, length of the work day or work year, creativeness, talent, attitude, responsibility for diagnosis of learning problems, and responsibility for prescribing materials and techniques of instruction.

The model shows the relationships among the various job classifications in the Kansas City Plan.

DIFFERENTIATED STAFF

(KANSAS CITY, MO. MODEL)



LOOK INTO THE FUTURE

This is one plan for a new kind of staffing pattern. Undoubtedly, considerable modification will be required during the implementation. It is not easy to cast off old ideas about staffing or to discard traditional thinking about the roles teachers should assume in a building. Refinement is needed in the differentiation between the levels of job classifications as defined. It is hoped that the total staff of these two buildings—in conjunction with the central office staff—can discover new and more effective ways of using professional talent to create a better education for our boys and girls.

The concept of differentiating staff assignments is an important step in putting together all of the elements which can provide for a quality education. This total package—a relevant curriculum, efficient organization, effective deployment of different kinds of staff and a building designed for a modern program can make it possible for a school with a philosophy geared to the needs of boys and girls to do a better job.

It is the best of times and it is the worst of times. We must change because it is our professional responsibility always to seek the better way to help boys and girls to learn.

Change for the sake of change is irresponsible.

Blind opposition to all change is a sedentary kind of response which education can ill afford.

Carefully considered change, calculated to improve the educational process is a professional responsibility.

Let's get about it!

William M. Conrad, President of the Kansas City Chapter, A.I.A., has suggested the possibility of the Chapter sponsoring a joint workshop for Educators and Architects in the Kansas City area. Educators were asked what they thought of the idea. Following are the comments of those Educators who responded.

IN-DEPTH ARCHITECT/EDUCATOR SEMINAR

James A. Hazlett **Superintendent of Schools** **The School District of** **Kansas City, Missouri**

I think Mr. Conrad's suggestion that there be a joint workshop for educators and architects in the Kansas City area is excellent. It should not be presumed, however, by the architects that all educators understand and advocate some of the newer concepts in school organization and school-house planning.

Actually, the ideas that are affecting architectural planning came from a few educators by way of foundations and leading architectural firms before they got to the mass of school people. So such a seminar would be useful to educators in interpreting what some of their own people are saying.

I personally am interested in the practical problem with which the architects could assist in determining whether or not it is feasible to take old buildings in a school system such as ours and to adapt them to the new ideas. At what point should new construction begin?

Orvin L. Plucker **Superintendent of Schools** **Kansas City, Kansas**

There is indeed a revolution taking place in the field of American public education but the substance of that revolution is not found in the gimmicks and the techniques involved in modular scheduling, team teaching, open classrooms, etc. The real revolution is a two-pronged one which has not yet begun to reach a point of resolution.

Its first phase is that of a recognition of the all-encompassing nature of education and its influence on American life and culture. This leads to questions concerning the range of needs which the school should attempt to meet. As an illustration, the entire issue of the community service school which might deal with adult education needs, Head Start programs, social and welfare services, community organization and community structure, recreation programs as well as a host of other quasi educational-human development functions.

The second is almost the complete reverse of the first and deals with the fragmentation now going on in the educational field. Again, as an illustration, the proliferation of specialized functions through various agencies at the federal, state and local level, the development of special schools such as area vocational-technical schools, manpower development and training centers, OEO job corps programs, etc. A seminar in the field of school buildings and facilities would do well to deal with these fundamental questions as they affect the need for facilities rather than to become too deeply concerned with the gimmickery and transient techniques which can perhaps best be dealt with by maintaining maximum flexibility and a recognition that few, if any, of these will have a life span comparable to that of the structure in which they are housed.

BULLETIN. Since the President's suggestion was written and the responses received, planning has been initiated for the In-Depth Architect/Educator Seminar. Dr. Eugene A. Diggs, president of the Metropolitan School Study Group (representing 29 school districts), has appointed Mr. Bernard Campbell, Lee's Summit Superintendent, and Dr. Orvin L. Plucker, Kansas City, Kansas Superintendent, to work with Dwight Brown of Marshall & Brown Architects and David Miller of Hollis & Miller Architects in planning the Seminar program. Mr. Brown will serve as chairman and will forward details to all area Educators and Architects as plans progress.

Donald R. Lidikay **Superintendent of Schools** **Liberty, Missouri**

The Kansas City Chapter of the A.I.A. has a fine idea. I hope you will consider the sponsorship of a joint workshop for educators and architects in the Kansas City area.

The striking changes that are being suggested in building construction including open-space classrooms, movable partitions to accommodate modular scheduling, and cooperative teaching all stressing self-directed learning have a high potential. The trick will be to sell these ideas to the taxpayers and more important to actually use the new innovative spaces effectively in order to justify them.

I would welcome the privilege of attending a conference of educators and architects to discuss and explore recent trends in school buildings and exchange ideas.

Producers' Council Notes

OFFICERS FOR 1968-1969 ANNOUNCED

The Kansas City Chapter of the Producers' Council has announced the following officers for the 1968-1969 program year, following a dinner and business meeting held September 9th at the Gold Buffet in North Kansas City. The officers are: president, Dick Plettner of the Barber-Colman Company; first vice president, Glenn Jones of the Pittsburgh Plate Glass Company; second vice president, Jim Troester of Rohm & Haas Company, Jim Gard, secretary, of Acme Brick Company; and treasurer, Jerry Custead of the Kansas City Power and Light Company.

During the meeting, plans were revealed for a joint A.I.A. and Producers' Council meeting which was held September 25th at the Top of the Tower. This was a 'Ladies Night' affair with social hour and dinner, followed by an address by Mr. Charles Hashbrook of the Chicago School of Architecture.

Other activities discussed were plans for "21 For Fun", a repeat of last year's highly successful golf, games and dinner event and the Internal Sattelite Program and future plans for the coming year.



Left to right: Jim Berg, past president; Dick Plettner, 1968-1969 president; Glenn Jones, first vice president; Bob Bailey and Jerry Custead, secretary. Not shown: Jim Troester, second vice president; and Jim Gard, secretary.

WOMEN IN CONSTRUCTION

Ethel Parry is the president-elect of Chapter #100 of the Women In Construction of Greater Kansas City for 1968-69 and will be installed at the October meeting of the organization on Monday, October 7, at the Wishbone Restaurant. Miss Parry is a charter member of the chapter and served as vice president during the past year. Currently she is Office Manager for the Missouri Portland Cement Co., where she has been employed for 34 years. She is a member of Beta Sigma Phi and Linwood Methodist Church.

Other officers to be installed are: Leona Stuenkel, vice president, Builders' Association of K.C.; Dixie Osborn, recording secretary, Owen-Corning Fiberglas; Dorothy Siemsen, corresponding secretary, Carter-Waters Corp.

Directors of the chapter to be installed are: Katherine Coons, Harren & Laughlin Construction Co.; Pauline Fitzgerald, Fitzgerald Air Conditioning Co.; Marily Hill, Central Insulation & Engineering Co.; and Jan Van Nimwegen, J. R. Seal Construction Co., Inc.



Ethel Parry, 1968-1969 president of Women In Construction, Chapter 100

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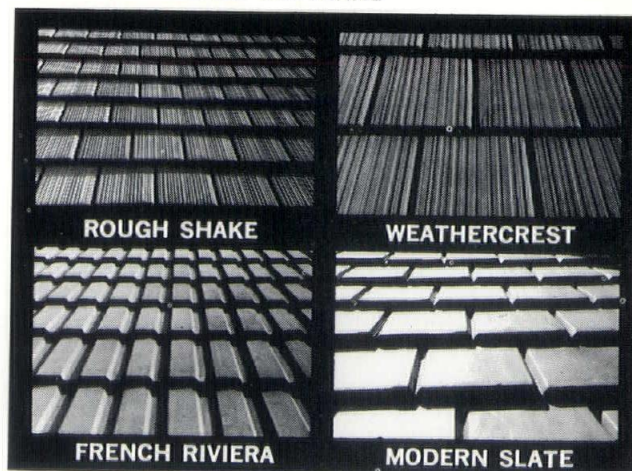
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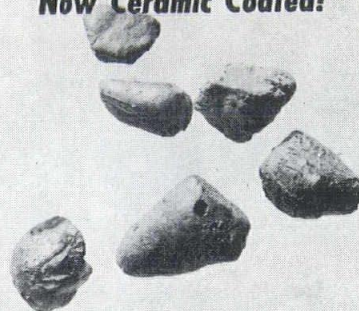
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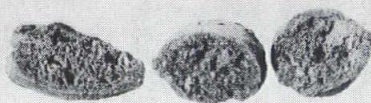
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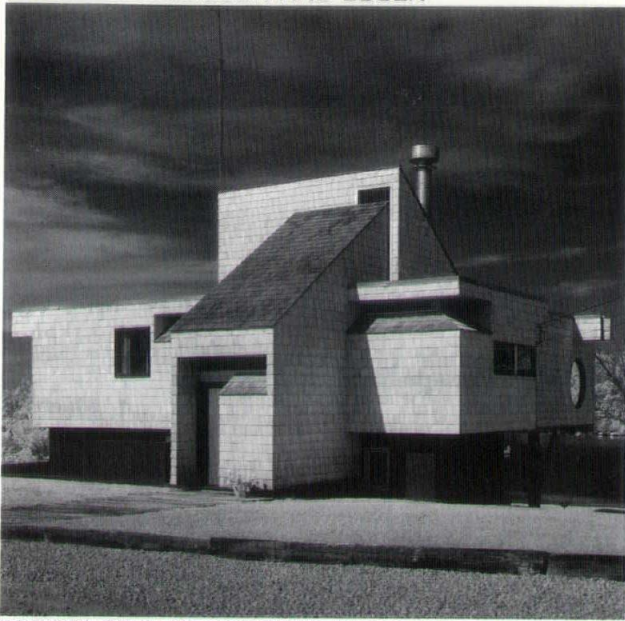
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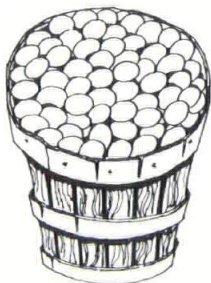
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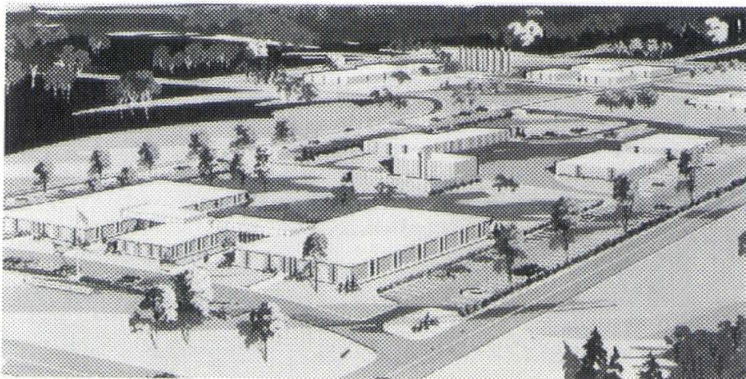
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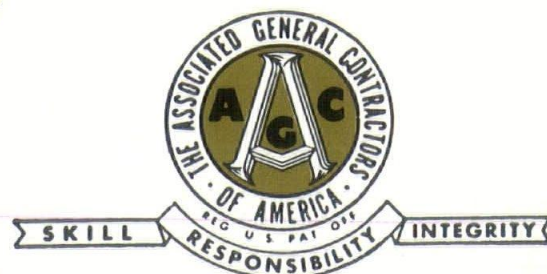
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