

An aerial photograph of a city grid, likely New York City, showing a dense pattern of buildings and streets. A large, faint, handwritten 'X' is drawn across the lower half of the image. A library stamp is visible in the upper left quadrant.

SKYLINES / JUNE JULY 1969

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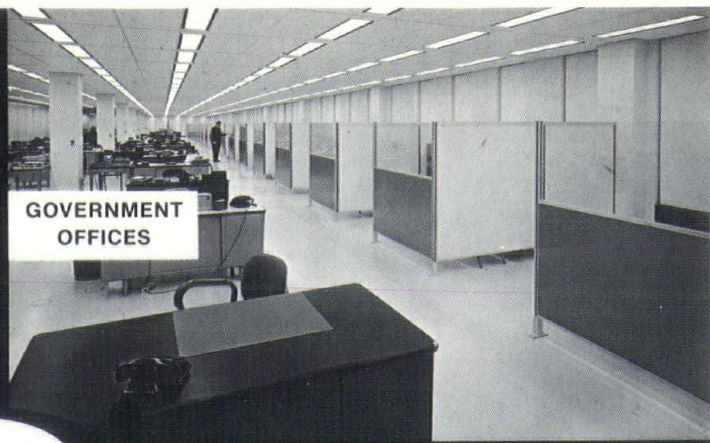
ANNUAL EDUCATION ISSUE

Learning Places

EXCERPTS AND ANALYSIS:
THE IN-DEPTH
EDUCATOR / ARCHITECT
SEMINAR

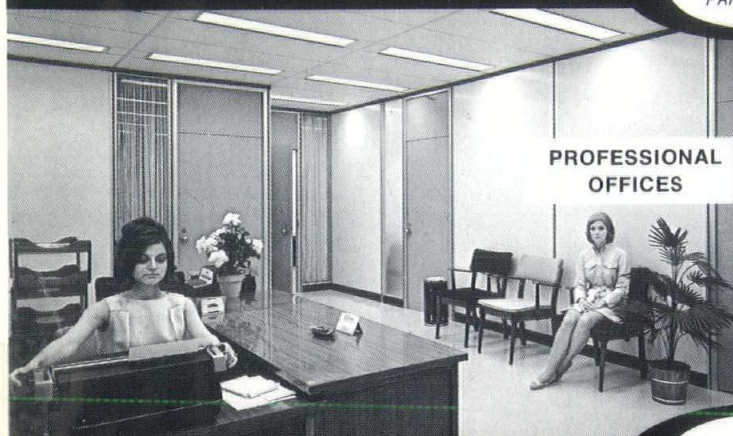


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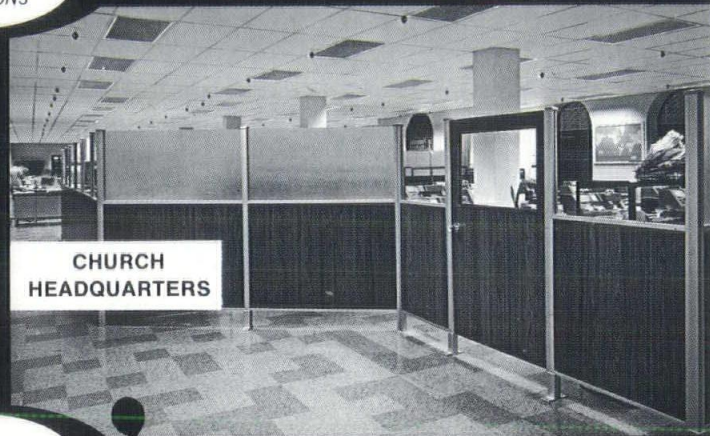


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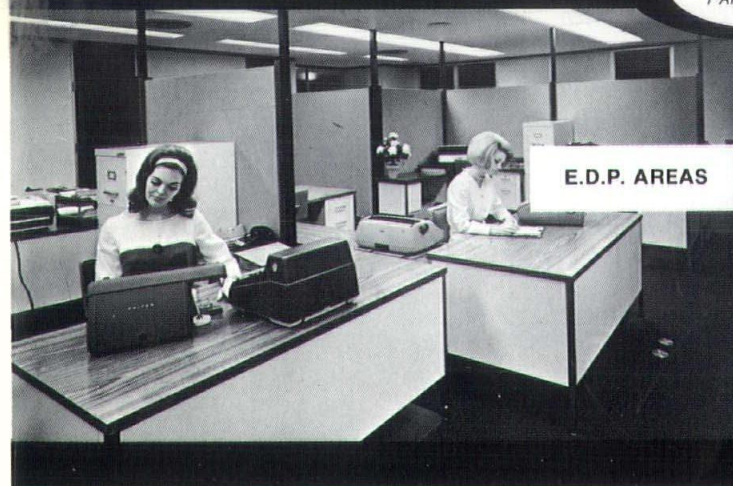


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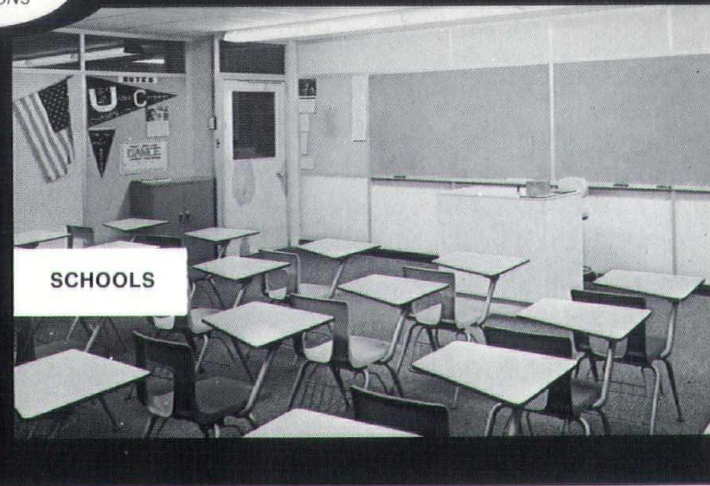


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THIS ISSUE:

**A LOOK AT
THE IN-DEPTH
EDUCATOR / ARCHITECT
SEMINAR**

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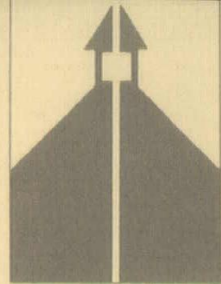
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William P. Midgley, Issue Editor

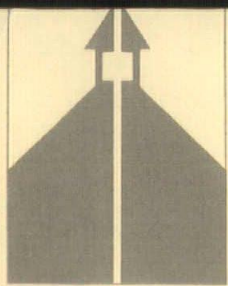
As a result of an open letter by the Past Chapter President, William Conrad, in the 1968 Education Issue of SKYLINES, In-depth Educator/Architect Seminar, LEARNING PLACES, took place March 6, 7 and 8 at Excelsior Springs, Missouri. The Seminar was sponsored by the Metropolitan School Study Group and the Kansas City Chapter, American Institute of Architects. At that Seminar, ideas were advanced, discussions held, and questions raised . . . and in this issue of SKYLINES, excerpts of that seminar are presented.

How valuable was the Seminar? What questions were raised? What directions were determined, if any? These questions are difficult to answer. The conference groped for a direction and perhaps the difficulty in arriving at a consensus on either the problems or solutions was the most indicative theme of the Seminar. It pointed up the difficulty Educators and Architects have in jointly solving the problem of providing a proper educational environment both in program and physical facilities. However, the Seminar certainly was of value if further investigation is encouraged by this awareness . . . but was of little value if the steps taken there toward understanding are allowed to fade and cause the same indecisive steps to be taken again by others.

Keynoting the Seminar, Dr. James D. McConnell called for educational programming by both Educators and Architects. Dr. Calvin Gross, in his remarks and in the discussion that followed, emphasized the inevitability of changing educational patterns but expressed skepticism in the ability to predict exactly what these changes will be or the implications of these changes in terms of physical environment requirements. In this discussion, Robert J. Koppes, President of the Kansas City Chapter, A.I.A. called for a broader-based conference to include all involved in the educational process including students and teachers.

Other Seminar presentations included a case study of the Kansas City Paseo High School development under the direction of the Kansas City, Missouri School District. In response to questions asked by SKYLINES, James W. Newell, Assistant Superintendent of Buildings and Grounds, Kansas City, Missouri School District, supplied pertinent and informative answers regarding the project development, and problems anticipated, encountered and overcome.





EDUCATIONAL PROGRAMMING

*Dr. James D. McConnell
Director, School Planning Laboratory
School of Education
Stanford University*

Excerpts from Dr. McConnell's presentation at
LEARNING PLACES Seminar, March 6, 1969.



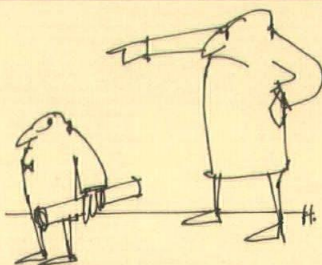
I don't think you should count on me for too many answers because I've been on the firing line in the position of school superintendent for ten years during my earlier life and I think that is one of the hardest jobs there is going.

I was interested in education but I felt we were asking architects to do a lot of things that they shouldn't have to do and think this is one reason that I'm in the field that I'm in right now.

I think one of the things that we are noticing now is that the big problem is to get the word across that things aren't like they used to be. I think that most schools of education are failing quite badly and I know of some schools of architecture that aren't doing too well.

Working in the rural areas is real hard job because it is hard to convince people that things are different than they used to be.

Architects are handicapped because everybody has built something for nothing, it may have fallen down, but it didn't cost them anything. They were proud of it when it stood there, so why consult an architect. Well, the Educators are in the same boat. Everybody's gone to school, or they know somebody that has gone to school, or they taught during the depression and so everybody knows what happens in the school. Their kid comes home from school and says, "I didn't read today," and the mother says, "Wait until I get down there and take care of that teacher. You'll read every day."



Half of the schools that were started by the architects in two counties in the Bay Area were finished by another architect. Half of them! This is communications problems and creates all sorts of costs. Fire the architect and get one that is cheaper. Yet people say, "why do schools cost so much".

We pay \$100 a month for school tax. We used to pay \$32 a year tax on our farm. One of the big problems we have is trying to get the word around that things aren't going to be like that anymore. How are you going to move a community? So first we start to talk about a master plan. Why have a master plan? I think it is just as important to know that a community isn't going to grow as to know that it is going to grow.

We went down to East Side High School District, San Jose, California. We took about 12 students down there. The superintendent said, "Now I want you to do a study for us. How much will it cost?" So we looked at the thing and figured out gasoline for the students, for meals and it was \$270. They had started a new district, a high school district. We looked at it and decided that the thing to do was that they buy not only one site but also they buy 5 more. Well, the President of the Board got up, asked me to come to the front, and said, "Now, young man, first you go back to Stanford where you don't have to think. Second, land is a thousand dollars an acre and everybody knows it will never be any more. Third, we just called the district attorney and found out the study was illegal and they couldn't pay for it." So we left and that was when \$270 meant more than it does today.

We went back, and about 8 years after that the new superintendent called and said "I think we have some problems. How much will it cost for a study." I said, "\$10,271." He said "What is the \$271 for" and I said, "That is what you owe us from 8 years ago." We went in and did a comprehensive study. They didn't need 5 high school sites, they needed 28 high school sites as soon as they could get them up. Land wasn't \$1,000 an acre anymore, it was \$16,000 an acre. Now they got 12 sites and they are putting as much in the sites now as the school ordinarily would cost. So one thing that we have been interested in all the way along is helping communities and talking to communities about really doing some long range planning.

I think a site should never be picked out without an architect.

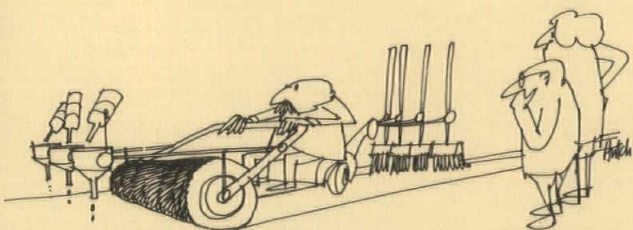
We talk about everybody being created equal, that is a lie if there ever was one, about everybody having equal opportunities and we don't have equal opportunities and about everybody having equal potential, and we all don't all have equal potential. So we take a group of 30 and put up a cage for every age and then the kids that are

smart get smarter, the kid that can't read in the fourth grade probably never will read. This is like education roulette. You get a good one this year and a bad one next.

I went back after I had graduated from Michigan and took some teacher training. Some of the teachers were dead and the ones that weren't looked that way. It was pretty bad, really. They are teaching just like I was taught 30 years ago. And boy, this just isn't the way you do it anymore. So you have to take into account individual differences. This is how you are going to do it. We know certain schools in this country where kids won't go home at 4:00 or 5:00 or 6:00. They want to stay right there and work. Working in teams doing all sorts of things in teams. In other places you have to have the schools closed up.

We're finding very few programs are written. We are finding that 70-80% of all buildings are built without a program. I have told a number of people recently don't waste money on an architect, get the shop boys to do it. Anybody can do this.

The thing that bothers me is that the people that need the help today aren't getting it and part of them don't even know they have the problem.



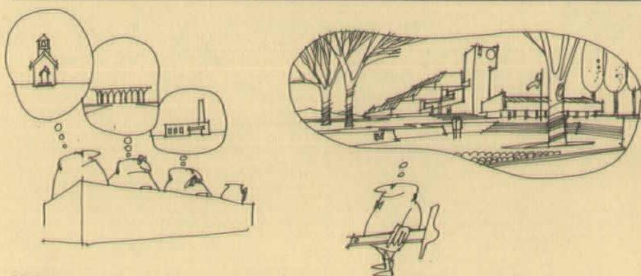
When I was 24 years old, I became superintendent of this community and didn't know enough to teach so I became superintendent of schools. We had a meeting one night and the President of the Board looked at the plans and he said, "I don't want the principal over there, I want him over here." The plans were all done. The board said he was right. As simple as that. The thing was that the architect had no protection. They were changing the ground rules. They didn't have a program. The thing that we are saying now is that every building that is planned should have a program.

If it's planned, it's not difficult to get \$20,000 or \$30,000 for a classroom. It's hard to get 50¢ to prove that you don't need it in the first place. This is where the hard money comes.

You can't find one educational planner today. They just aren't available. They aren't being taught in the Universities.

I saw a biology teacher the other day teaching 2,100 kids on television. He had a Portugese Man of War, a live one. We had one once, a dead one. Then he broke the classes off in small groups. We got this man aside and talked about the program. He said he wanted to have live animals so that at least 100 students could observe them at one time. Well, this forced the architects to do certain things. They've got snakes in there 18 feet long. They even miss some of the students at graduating time. This is what biology is about. You don't kill something and then study it. You want it alive. You ask a teacher what she wants. She wants more chalk board

space, more storage space and 10 more feet than she had in the other room. May be she shouldn't even have a room. So you sit down with the teachers and ask what goes on. What is going to go on in these areas. As you go through this you come up with a program.



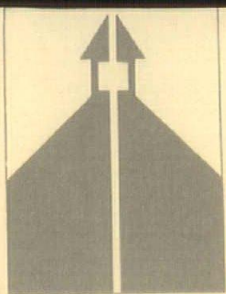
When I get concerned about Federal control I go to a school board meeting and then I get worried about local control. We went to a meeting not too long ago. We got there at 7:00 and, boy, there was a salesman there. He was selling corridor sweepers. There were three women and four men on the board and they all had to ride that thing. I could tell you all about corridor sweepers. It cost \$750. We got on the program at 11:45. Now we spent a million dollars a minute for twenty minutes. Now that was 20 million dollars. This is what we do. I think they need guidance, education guidance. The next meeting they are testing out horns. You can buy second hand horns or new horns. Can't you see the board members blowing horns to determine whether to buy the second hand ones. All evening to test the horns out. This is a lack of educational leadership. The superintendent should say this is the way we are going to go and go on to the next unit.

I said to a teacher one day, "What would you do if you had 500 in your class?" She said "I would speak louder." Well that is one way to do it but you can't. We're finding that the teachers are talking 70-80% of the time.

Take the community of McPherson, Kansas. It is the best lighted city in the United States. Not much to see but they got good light. It is a retired farm town. We went in there years ago and the community group as big as this, retired farmers and boy there is nothing more complicated to deal with than a retired farmer. So we sat in there and said, what are you going to do. They said, "We want a rendering of the building," and we said, "You don't want a rendering of the building," we said, "Let's write a program." So we wrote a program. John Schaffer, the architect, came out with something that didn't look anything like a school ever looked to anybody. It looked like a big mud turtle. He put out in back of this building some shops, and a farmer sat there at the citizens meeting and said, "I would think that architecture would be at the point today where they could wrap that shop around that gym and save one wall and make it look all modern."

You know how long it took the architect to change it? He got that done that night. And I just thought isn't it interesting, you can learn from everybody. It's a conservative community and this is one of the best small high schools in the United States yet today.

I saw an architect the other day lose a job in Arizona because he wasn't very smart. He had a rendering. Nobody had a program. His rendering had a cactus on the lawn and one farmer said, "We have enough of these without having one in the school yard," so they didn't hire him.



EDUCATIONAL RENOVATION

A Case Study:

Contributions by

James W. Newell

Assistant Superintendent in Charge of Buildings and Grounds

Kansas City, Missouri School District

and John Lawrence Daw

John Daw & Associates, Architects

Excerpts from the panel discussion at
LEARNING PLACES Seminar, March 7, 1969.

Background

Paseo High School, located in an area of emerging racial change in Kansas City, Missouri, was designed by the late Charles A. Smith, Architect, and built circa 1926, 1927. The office of John Lawrence Daw & Associates, remodeled the school this past year to accommodate an educational program for "modular scheduling."

Paseo High School is a four story and partial basement structure of 196,500 square feet of gross area of which 156,000 square feet is net useable area. The renovations and improvements provided complete classroom reorientation by demolition of classroom partitions, development of Large Group Instruction Areas, Library-Resource Center, complete re-wiring of structure, use of 7,000 yards of special carpet, new Auditorium seating, new acoustical ceilings, sink counters, development throughout of Teacher Planning Areas, new general office area, complete painting and finishing work with introduction of large and colorful graphic work, new fire towers, renovated shower rooms, all of which resulted in a completely changed educational environment. The overall unit cost for this work was \$4.41 per square foot gross and \$5.54 per square foot net.

Q What was the background that brought about the concept of remodeling Paseo High School?

A We believe that it should be the privilege and duty of every person to fully develop his capabilities and that schools should provide the opportunity and make every

effort to provide the motivation to learn the skills, knowledge, attitudes, and behavior which are necessary for economic and social satisfaction.

In a rapidly changing and crowded world, learning how to learn and to adapt may be the key to successful survival.

Students from extremely different socio-economic backgrounds will have different habits, values, attitudes, motivation, and standards; it is imperative that this be recognized and understood, and that their individual worth and personal dignity be respected. Failure to meet the standards established by the school should be investigated for reasons or causes rather than simple rejection of the student.

Q Why was Paseo High School selected instead of other schools?

A There was need to make major repairs on the Paseo building and pressure was mounting for providing a more relevant curriculum for Paseo which was largely a Negro school. The staff felt that here was an opportunity to remodel the building and set up the modular schedule in an attempt to provide a quality educational program in a community undergoing rapid transition.

Q Is this project part of a master plan for redevelopment of the entire system or is it an experimental project?



A It is an experimental program looking toward change and innovation at the secondary level. Its expansion to other junior and senior high schools is anticipated.

Q What basic program goals (social and educational) were established?

A Learning is change in behavior. Failure to adhere to this principle will result in objectives that are phrased in general or vague terms.

Learning is an individual process. This principle rules out objectives that are not expressed from the individual learner's viewpoint. Objectives expressed from society's, the school's or the teacher's point-of-views may be objectives of a society, a school or a teacher but not of the student learner.

Learning is varied. Research into how learners learn has failed to produce a best or universal method. What methods research has shown is that behaviors are acquired in a variety of ways and that each individual, through experience, discovers or fails to discover the optimal way in which he learns.

Everyone can learn. The commonly held concepts relating to non-learners that they are dumb, stupid, or incapable of learning will no longer serve as a rationale for failing to teach pupils. Experience has shown that most learners have a greater potential for achieving than they normally utilize and that pupil failures are most likely failures of the learning system rather than the learners.

Q What communications with the community were implemented to inform and involve the people within the district?

A A community agent was appointed to inform the people and civic groups in the area.

The community agent is a liaison person between community groups and individuals and the various schools of the high school area he serves. He is a resource person both to the schools and to the community organizations, providing information and suggestions and initiating or sharing in the initiation of programs and activities designed to enhance intergroup relations and skills.

In Paseo, preventive efforts by the administrators, counselors, teachers, the community agent, and student leaders resulted in a highly satisfactory school situation, operating admittedly under severe handicaps requiring the utmost in adjustment by students and staff. Visiting groups from community action groups and individual parents visited and voiced repeatedly their surprise and general satisfaction with the progress of the school, while at the same time recognizing the limiting factors of absence of laboratories, shops, and other specialized areas of instruction.

A critical time for Paseo High School was very evident this semester. Neither is it considered to be past its problems, and continued effort will be required and demanded to achieve the goals set.

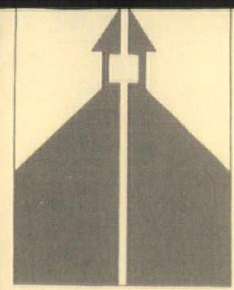
Q What would be done differently the next time for a similar project?

A Never try to set up such a plan in a building not completed. Better communication and a more thorough understanding of student responsibility for making modular schedule work. The transition was too fast for the community and the students. Modular scheduling takes time to achieve even under the best of circumstances.

Q Could you assess the present success of shortcomings of the facility in operation and comment on the general acceptance of the school?

A There is still much to be achieved. Given a full year to operate and better staff orientation a much better job can be done. There is now a will on the part of the students and the community to make modular scheduling work. Much remains to be done in the area of human relations and general school discipline.





EDUCATIONAL ROULETTE

*Dr. Calvin Gross
Dean, School of Education
University of Missouri,
Kansas City*

Excerpts from Dr. Gross' presentation at
LEARNING PLACES Seminar, March 7, 1969.

It is quite obvious that the self-contained classroom teacher teaching everything all day long to 30 kids is going away. What is going to replace it nobody knows. It is not clear at all, which leads me to make a statement about the generally held necessity for designing schools so that they are flexible; and that is the use of flexibility in partitioning space which is an obvious concession either in an uncertain future or to our inability to make up our minds. This really is why we put flexibility into the schools. Now where we go from now I haven't the faintest idea. I do see some possible next steps, but I can't battle the future and have no grand design. As a matter of fact, no one has. You know about the marriages between the electronic corporations and the educational publishers, one in particular, General Learning. They hired a whole building full of PhD's in Maryland and put them to work to figure out what it means to put GE and time together. A year later they fired them all. They were fighting but they weren't getting anywhere. Nobody has been able to sit in his arm chair and foretell the future or figure it out. It is too complicated and I think that the only way we have to proceed into the future is one step at a time. All we poor practitioners can do is put down our one thought at a time, one brick at a time and not let the bricks and thoughts be too far out of phase of one another. I think the future is going to be foremost and fascinating.

Q Dr. James A. Hazlett:

It appears that many school boards have to instruct their own teachers in flexible teaching concepts. Is this the

way it should be done or is it not the responsibility of the college to teach them in these new methods?

A Dr. Calvin Gross:

Colleges of education are not like chemistry departments where they have a whole raft of answers and very definite research. There are a lot of inponderables. We know a lot less than we should know and this is going to be the situation for the foreseeable future. The only way to train teachers is to train them in the context of the school system whether it be standard teaching or more flexible. The teachers must be there working with the children, feeling their way and thinking hard. However, a school system that tries to completely go it alone may make mistakes that it would not otherwise, and Colleges of Education working entirely without the resources and availability of the school system are just not going to get anywhere either. It would be a little bit like training an architect to design without ever letting him get experience.

Q Dr. James A. Hazlett:

Cal, one of the subjects discussed at this conference has to do with the readiness of the schools of education to prepare teachers for modular scheduling, team teaching, differentiated staffing, etcetera. Ford Foundation, EFL and others have indicated things should be done in an unabated way and often times architects seem to be ahead of educators in a lot of ways depending upon where the information comes from. The question is if

the colleges are preparing the teachers to go with the new kinds of situations. The conclusion seems to be that they are not doing it.

A Dr. Calvin Gross:

I don't think they are now. I don't think we, in particular, are ready to be as definitive as all that. I think that we may be able to help with the process, but I do not think that there is a demand. Maybe we should all get together and talk a little bit about it in that concept. If we are to announce a new program to teach teachers to use modular scheduling starting next fall or the year after that I'm not sure how many takers we would have. On the other hand, we might have a lot. We have had team teaching workshops regularly which leads this kind of thing, and we have had courses in program instruction which is still another kind of thing. Our problem was that we were more help theoretically than we were practically.

Q Robert J. Koppes:

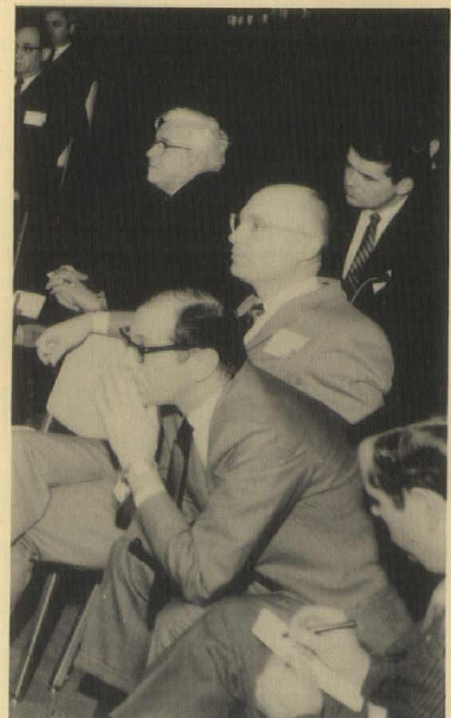
Don't we have a parallel problem as far as professionals are concerned. We have in architecture a lack of what we call an Educational Development Program. In the teaching profession there is a lack of sympathy toward the In-Service program. In education there is a lack of encouragement for an advanced degree. It is very difficult for a teacher to become a Master and it is becoming increasingly difficult to make that teacher a Doctor in his profession without a tremendous amount of self-sacrifice. The same problem occurs in architecture in giving a person a Master and Doctorate. Maybe the entire program is entirely wrong. We find that most architects can't further develop themselves because they can't take the time to get away and develop themselves in the educational program. We have talked as far as architecture is concerned, towards going back to school in the summer or other times to further develop ourselves. We become professionals; and the only way we stay professionals is through experience. I am sure there is a lot to learn that you can't learn from experience. I notice a lot of unanimity in the entire thing that we have here and I think that all unanimity is the result of a common approach of administration situation rather than a psychological situation. You people as Doctors of Education are basically administrators and the architects that are here are basically administrators and so we think pretty much alike. But I wonder what would happen if we had a conference of teachers and students that were not administrators and were really educators. I have a lot of particular thoughts on that.



A Dr. Calvin Gross:

I think you really put your finger on something there. What I read from what you say primarily has been a long time concern of mine. There are two different worlds; the academic world and the world where things have to be done, and somehow we ought to get the best of the both of them. The trouble with the PhD Degree in any field, not just in teaching, is that it is very research

oriented and it gives the holder the license to go off and to do his own particular thing. Then he can spend his life researching things whether they make any difference to anybody else or not. I suppose we have things going on in our shop that has little application to your real problems. On the other hand, the simple questions that practical school men would like to ask are not being answered. The superintendent says, "Look, what is the best way to teach reading? What is the best formula for financing schools? What is the best organization for a school board? How do I get the teachers to really get down and work, use all the skill that they have, and to make the use of the University work that they have?" These are the unresearched questions, yet, these are the burning questions that the practical people have to answer. So what do you do? The people in research go ahead with little help from the University, and this is particularly so in the field of education. It continues to disgust me, and I don't know what to do about it, except to keep on trying to solve the problems as we go. Again, I think that as far as building schools is concerned, architects will have to continue to use their own devices. No one is really giving him the word on what kind of solutions are going to be the best. They'll have to figure it out themselves. Maybe that is what an architect is supposed to do. Listen to other peoples' problems and then provide a concrete solution to what the problem may be.



We used to make just brick.

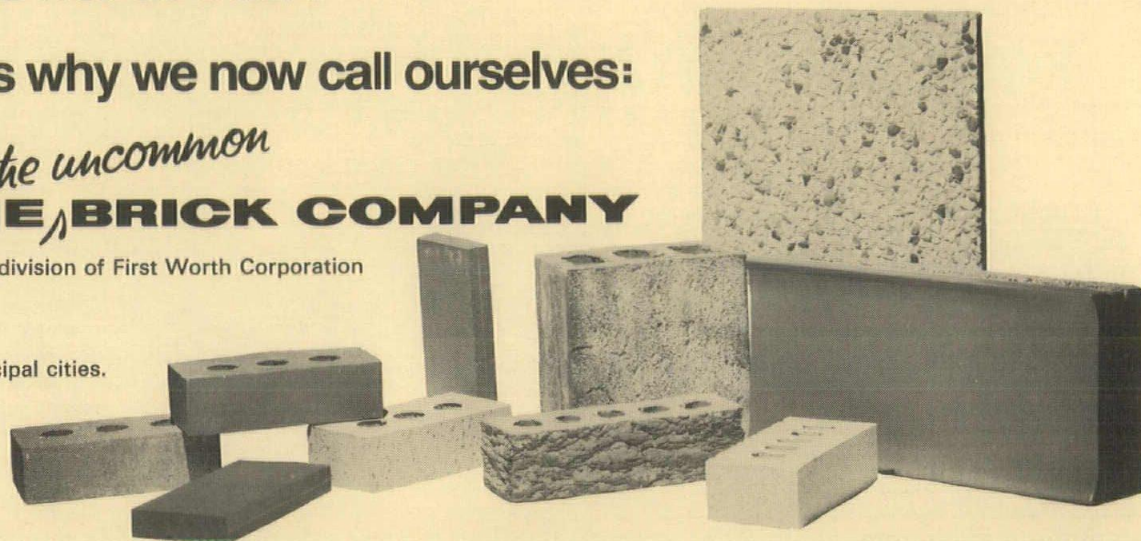
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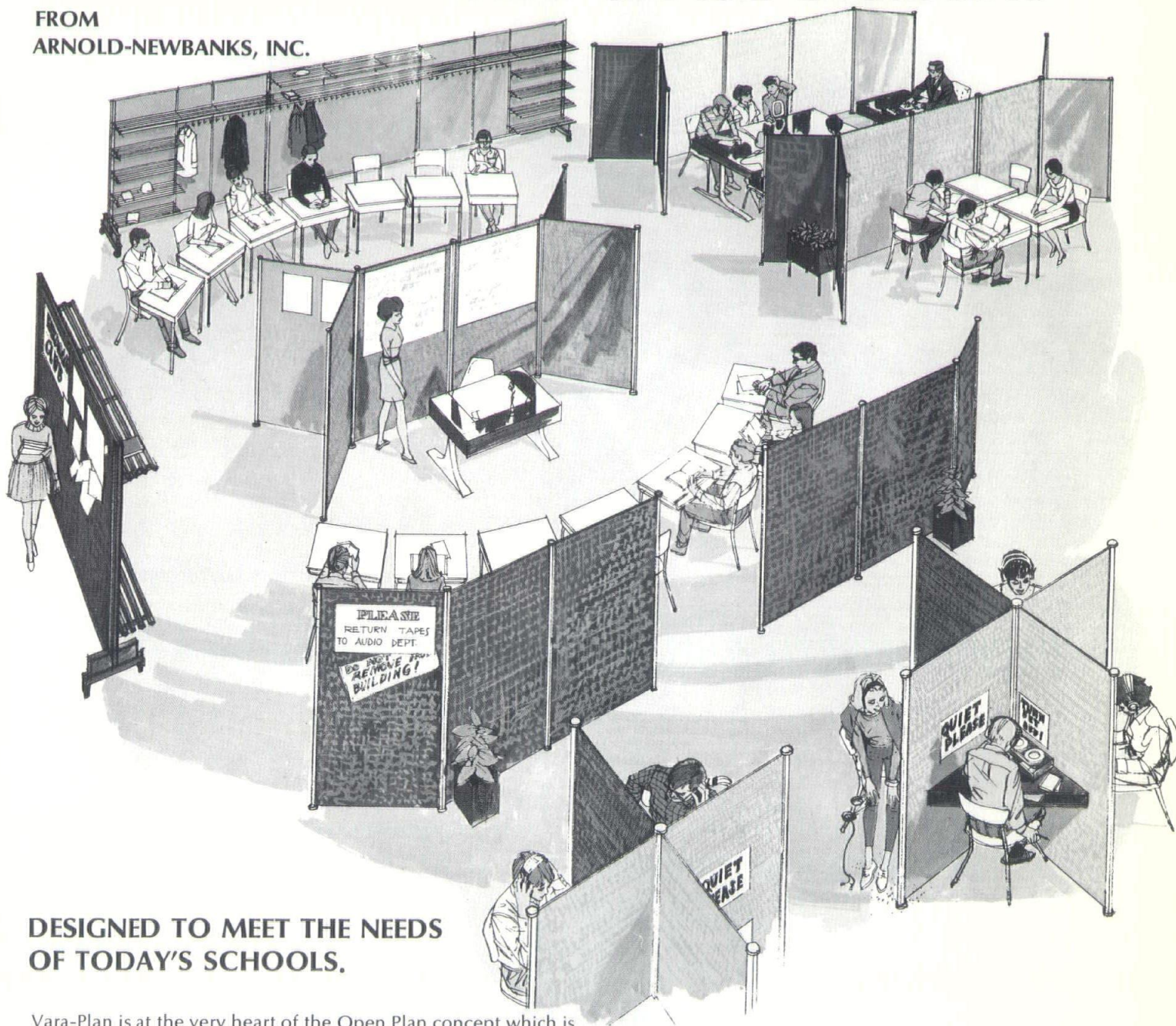
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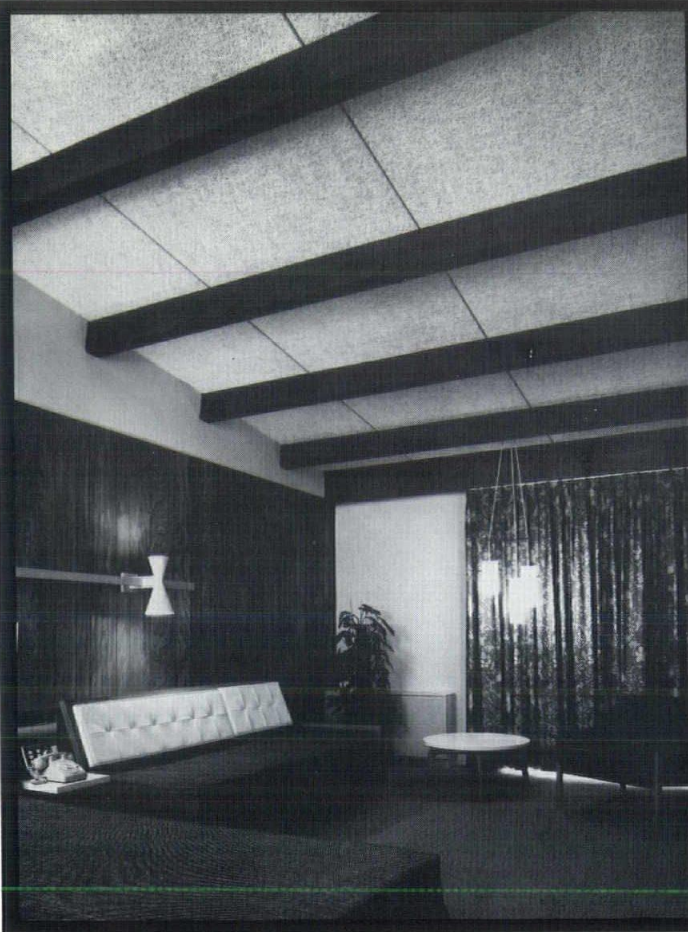
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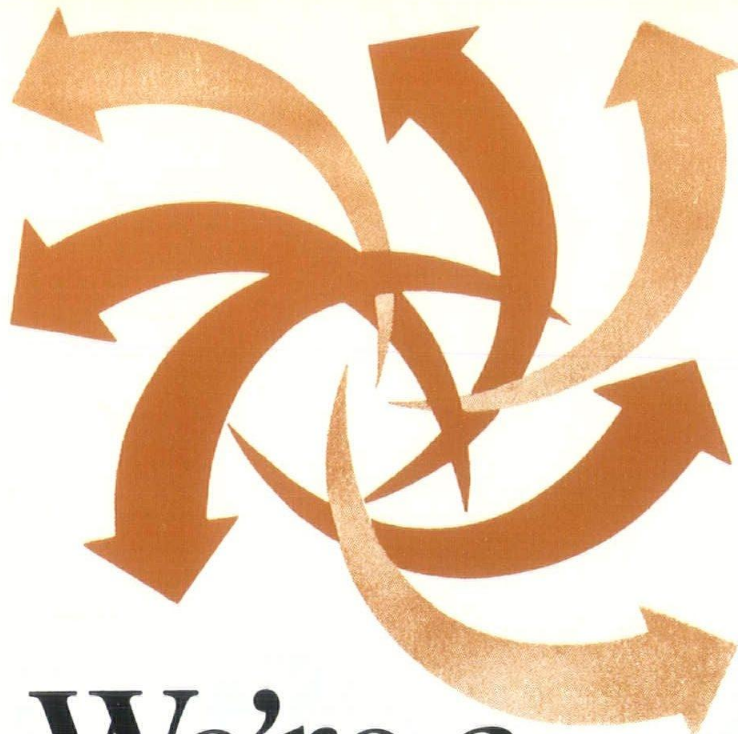
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