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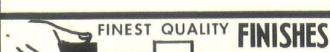
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KENTUCKY ARCHITECT is available at a subscription cost of \$4.00 each year or 50 cents each issue.

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

#### 5th Concrete Conference Set for Dec. 9-10 at UK

The 5th Kentucky Concrete Conference will be held at University of Kentucky on Friday and Saturday, December 9 and 10, 1966.

The annual seminar is sponsored by UK, University Extension, Dept. of Architecture and Dept. of Civil Engineering in cooperation with the American Institute of Architects, American Society of Civil Engineers, Associated General Contractors, Kentucky Association of Consulting Engineers, Kentucky Ready Mix Concrete Association, Kentucky Society of Professional Engineers, Portland Cement Association, UK Student Chapters of AIA and ASCE.

The Conference, which will be held in the UK Student Center, will discuss plant operations, plant certification-good or bad?, equipment for ready mix concrete production, the UK construction program, surface discoloration of concrete forms, soft plywood in concrete forms, reinforcing and concrete in architecture. There will be a panel discussion on concrete inspection Saturday morning and an optional field inspection of UK's new 24-story dormitory towers.

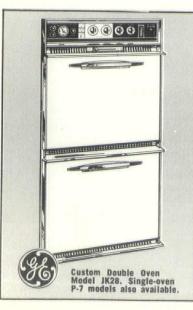
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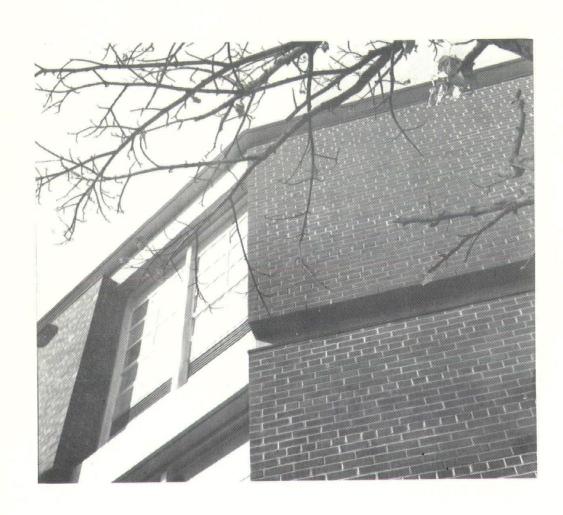
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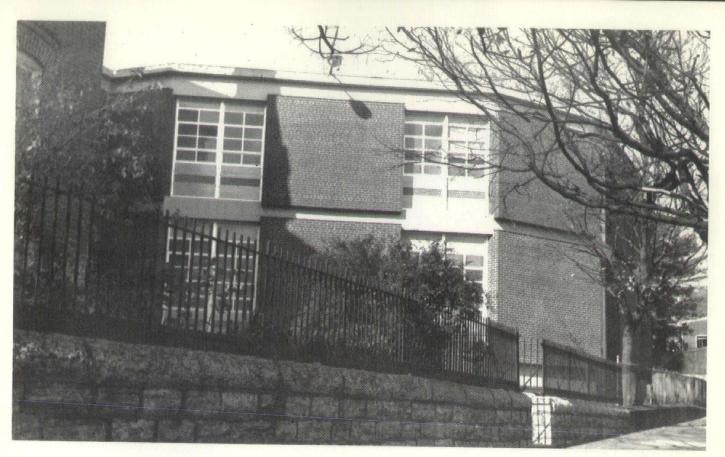
The program required the provision of an addition to an existing school building which was built prior to 1900. This addition was to contain six classrooms, cafetorium, kitchen, administrative suite and toilet facilities for the entire school. Classrooms as outlined in the program were to be triangular. Reports from other areas indicated that this shape provided a more

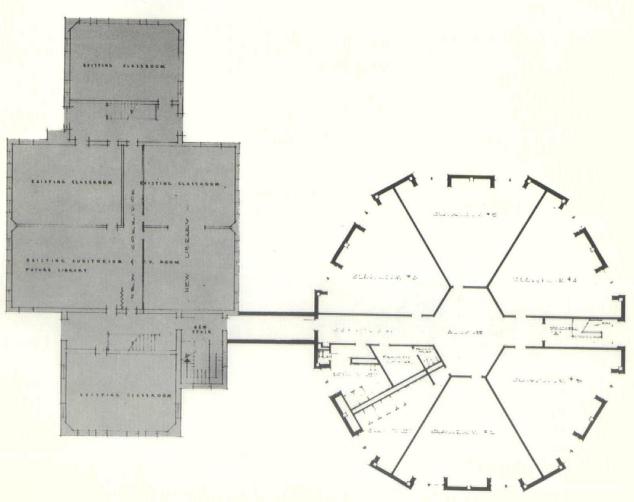
functional teaching arrangement, greater flexibility and more usable teaching wall surface than the traditional rectangular classroom.

The existing building consists of two stories. It was desirable to retain as much of the available site for playground as possible. These two factors led to a two-story design solution with six classroom modules per floor. Three class-

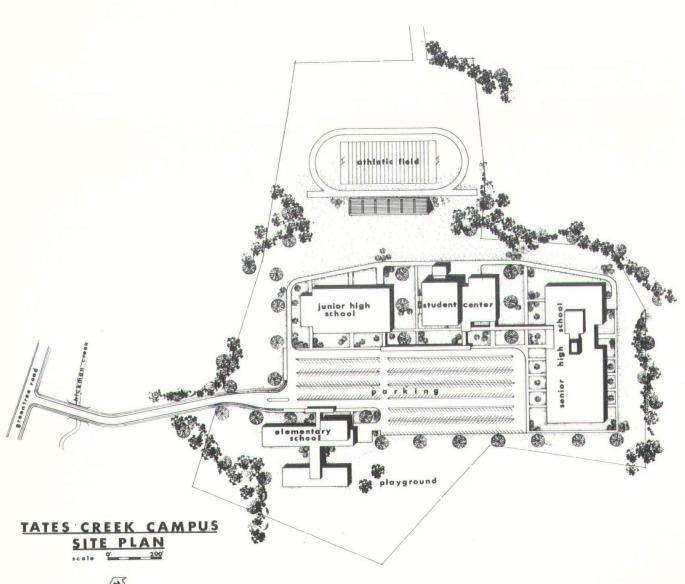
room modules are located on each side of a central corridor. On the first floor three of these classroom modules form a fan-shaped space ideal for assembly purposes.

Brick matching the brick in the existing building was used. Exposed concrete was covered with neoprene-bypalon in a color matching the limestone trim on the old building.







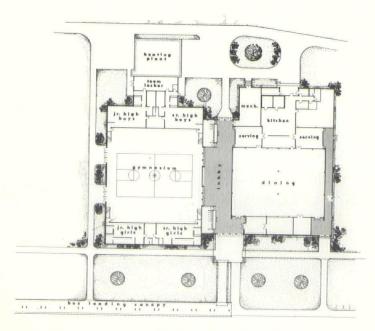




## PROJECT | Tates Creek Student Center Building Lexington, Kentucky

Johnson & Romanowitz Lexington, Kentucky





This building provides physical education space and cafeteria space for the High School and Junior High School which are adjacently located, and connected by concrete canopies. The building was placed on the site in order to be adjacent to athletic fields and the Junior and Senior High academic buildings.

The same palette of materials has been used in both the Academic Building and the Student Center, namely a steel structural frame supported by exposed precast concrete columns, with brick panels and porcelain cornice.

Although the gymnasium seats 2500 persons for a basketball game, the entire area devoted to seating can be used for physical education due to use of forward-folding bleachers on balconies over the dressing room areas.

The cafeteria seats 800. Total area of the building is 54,700 sq.ft. Total cost, including equipment, paving and site work, is \$740, 308.40.













- Two Seminars: (Lectures by Herb Swinburne, FAIA, and Jack Train, AIA; Director Walter Scholer; Panelists Gene Brown, James Allen Clark and Charles Sappenfield)

PHOTOS | Kentucky & Indiana Societies, AIA from the | and the East-Central Region, AIA CONVENTION | Louisville, Ky., October 6-9, 1966









Friday Evening - Dinner: (Keynote Address by Samuel E. Homsey, FAIA)



Saturday Evening - Banquet



Thursday Evening — Belle of Louisville Excursion



Exhibit Viewing



### ARCHITECTURAL EDUCATION CHANGE

#### By JACK D. TRAIN

To consider seriously the topic of architectural education, let us first examine the parameters of the term "architectural education."

First, and most obvious, is the formal academic training that leads to a college degree in architecture, environmental design or whatever descriptive name we choose to use.

Second, and almost as obvious, is apprentice training that leads either entirely or together with academic training to a license to practice.

Third, and a little less obvious, is continual professional education that hopefully extends through the active career of every architect.

Not nearly so obvious, but certainly of great importance, is architectural education of the general public so that we may expect more enlightened clients who will aid, rather than hinder, our quest for environmental improvement.

Finally, a form of education that could conceivably be included under academic, but one which I will single out because it is being ignored everywhere except through the organization of the AIA, is education in the form of architectural research.

Once the scope of architectural education is defined, let us attempt to set forth the challenge it must face. Architectural education has as its major challenge the task of sorting through the maddening confusion which faces the profession and signaling the direction in which our profession must head.

The most acute factors leading to confusion and variations of architectural philosophy are the accelerating scope and rate of industrial, political and scientific changes, coupled with the fact that each individual possesses a different adjustment ratio. In just the past 100 years in the United States, the industrial surge following the Civil War, with the development of industrial steel production, harnessing of electrical energy and advances in communication and transporta-

tion, and the resulting shift from a primarily rural to a primarily urban civilization, have completely staggered our profession, which is hobbled by centuries of tradition. It is safe to say that the most progressive and adaptable architect of today persists in performing certain functions in traditional ways that are otherwise entirely irrational. Accepting the theory that it is difficult to teach old dogs new tricks. I fear the greatest burden being borne by the profession at the profession at the present time is the teaching of old tricks to new dogs.

Not being a formal educator, my views on academic education must be expressed exclusively as a product consumer rather than as a product producer. Judging by the academic products I have encountered, I have a strong feeling that producers of college graduates tend to be like certain building product manufacturers in that they are overly concerned with production technique and too little concerned with product suitability to developing demands.

All of us have talked to the material manufacturer who can't understand that we are trying to enlist his help in solving a new building problem, and who stubbornly insists that the problem be changed to fit the solution his product provides. In my opinion, a prime example of this lack of concern for the product, once the degree is granted, is the fact that an 'accredited' educational institution in a given state will sit back and permit the state licensing board to question, by means of a three-to five-day examination, the effectiveness of the school's five or six year academic training and examining program. Understand, I am talking only about the academic aspects of licensing.

The complexity of the problem of architectural education is not a natural result of advancing knowledge should be, as it always has been,

greater simplicity and greater ease of understanding, learning and teaching. Albert Einstein aptly expressed our dilemma when he stated, "Perfection of means and confusion of aims seem to be characteristic of age." Our architects must be well trained to form and retain a total vision, unobstructed by the infinite wealth of specialized knowledge which they must absorb and integrate.

Last spring I had the opportunity to sit in on a session Professor Robert Geddes was having with a group of topflight practicing architects from all over the United States. The one-day session was held to get the practitioners' ideas about architectural education for use in the Princeton Research Study. After considerable discussion, resulting in many recommendations for strengthening architectural education in management, mechanical engineering, economics and other areas, it became quite apparent that no individual could absorb all of the medicine prescribed. At this point, an effort was made to define the word "architect" -specifically, as to whether it signifies one person, or a group of persons who compliment each other in areas recommended earlier as desirable in architectural education. You never saw so much disagreement in all your life. Bob Hastings was attending this meeting and remarked that he had worked on an AIA committee which had tried for two years to define an architect, without success. I am beginning to wonder if we haven't charged our colleges with an impossible taskthat of producing something which we can't even define among ourselves.

I don't think it's fair to continue to leave our future up in the air, so, at the risk of saying things that many of us don't want to hear, I will attempt to take some of the obvious facts into account and suggest a ra-

(continued on page 13)



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## ARCHITECTURE ... all v



"To an architect, everything is architecture..."

#### By JOHN LAUTNER

The following remarks made by John Lautner, practicing California architect, before the student body of the School of Architecture at the University of Kentucky on October 13. Lautner obtained his Liberal Arts Degree from Northern Michigan in 1932 and studied under Frank Lloyd Wright for four years beginning in 1933 and was physically involved in the construction of Taliesin West

Lautner's philosophy, his strug-

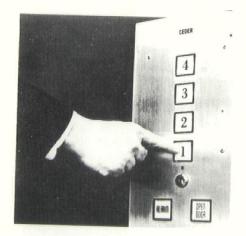


### ow and need and feel

gle against regimentation and his search for the basics, as epitomized by good architectural design, are apparent in his work. His architecture, the bulk of which is residential, is typified by the bold use of materials and the constant striving to make new uses of current materials and methods. He spoke of the ways in which architecture is subordinated to finance, technology and convention and how, ideally, just the opposite should be true, Following are quotations from Lautner's speech:

"As a practitioner, I try to use and think of new and better ways all the time; this is a lifetime process. Unfortunately, there are so many forces against new ideas you must fight all the way. A building code can stop an idea for 20 years alone.

"Too much of what goes on today are 'facilities,' as announced in our papers and magazines. They are seldom architecture, but presum-



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"...One could re-evaluate our whole civilization...to get at Why to live; How to live; How to build to live."

ably practical, economic executions of so many square feet of floor with lots of machinery and very little for the whole human being...

"One could re-evaluate our whole civilization, and should, to get at

Why to live; How to live; How to build to live.

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"...finance...This is one of the toughest problems in real progress in building.

"I think we need more philosophers to help guide the use of sciences which have so far advanced themselves.

"Of all the professions, it (architecture) encompasses and makes use of all we know and need and feel.

"I don't believe that the essence of architecture has much to do with the techniques or styles or rationales of the moment.

"As is, the available 4x8 panel dictates...this is deadly and not necessary except for the convenience of the factory.

"To an architect, everything is architecture...the order, color and line of a tree; the rhythm, the grandeur and simplicity of Beethoven; the pulsing silences and spaces between the sounds of Duke Ellington's greatest compositions; the style, elegance, and human qualities of an El Greco painting; the wild and wonderful color and line of our most modern painters; the untrained, untutored simplicity and magnitude of the great pyramids of Maya, Egypt and Mexico; the length and breadth and flow of the Great Wall of China; the speed and thrust of the newest airliners; all architecture . . . as well as the houses and gardens of tiny, tasteful and graceful Japan; the round houses of clay in an African village."

#### East Kentucky Chapter Elects Officers for 1967

East Kentucky Chapter, AIA, elected the following officers for 1967 at its November meeting in Lexington:

President Norman Chrisman, Jr., Vice President C. A. Coleman, Jr., Secretary Robert E. Olden, Treasurer Kenneth Norman Berry and Director Melbourne Mills. Harley B. Fisk will serve another year as director. Officers will begin their terms in January, 1967.

## Lexington's Johnson - Romanowitz Receives Award of Merit for UK Engineering Building

Johnson-Romanowitz, Lexington, in competition with some of the largest and best-known national and international architectural firms, has won an award of merit in the Higher Education Facilities Design Award program for its design of a University of Kentucky engineering building (KA, Feb., '65).

The only entry from a Kentucky architectural firm, the UK building was described by the wards jury as "a disciplined solution to a multifunctioned program."

"Its relation to existing buildings is commendable," the jury wrote. "The consistency of detail in a simple vocabulary permeates the building and it shows a good wedding with existing buildings on the site."

Other firms with entries included 1st Honor Award winner Ernest T. Kump Associates and Award of Merit winners Vincent G. Kling & Associates, Caudill Rowlett Scott, Paul Thiry, John M. Johansen, John Carl Warneke & Associates, Welton Becket & Associates and Skidmore, Owings & Merrill.

The awards program was conducted by the Bureau of Higher Education of the Office of Education, U.S. Department of Health, Education and Welfare in joint sponsorship with the American Institute of Architects and the Educational Facilities Laboratories, Inc.

Five outstanding architects and educators comprised the jury.

The two purposes of the series of Design Award Programs are: 1. To recognize superior quality in the design of college facilities, and 2. To promote a greater understanding of the need for comprehensive campus development planning.

#### Architectural Education

(Continued from Page 9)

tional, if not popular, definition of an architect.

The architectrual office and its organization are changing as buildings become larger and more complicated. Offices are becoming larger and more complicated, and it is apparent that the day of the one-man office or the small two-or three-man office will become a thing of the past within the career span of many of us present. Much like the small neighborhood grocery stores, the only one-man offices that exist in the future will be those of practitioners who work out of their own basements and practice on weekends in order to provide a special kind of service at low cost, or the lone practitioner who is so outstanding as to quality that clients are willing to stand in line and wait the time necessary to get his particular talent applied to their problems. In general, however, the bulk of architecture will be performed in large, efficient offices





that perform complete architectural services within the shortest schedule and at the most reasonable cost.

Since the integration of structure and mechanical systems into buildings now constitutes such a large portion of the building cost, it is no longer practical to consider these engineering services as services to the architect. Just as the structure and mechanical systems are a part of the building, engineers are a part of the team that designs the building.

I'm willing to go all the way and suggest that no one person is a complete architect, but that a complete architect is a multi-headed creature or team made up of various kinds of architects. Although individuals can fill several positions on this team, I would suggest the positions are: conceptual architect, development architect, structural architect, mechanical architect, specification architect, construction architect, and I would include an administrative architect. Give this suggestion some thought, and I think you will find it solves most of our real problems. to be continued



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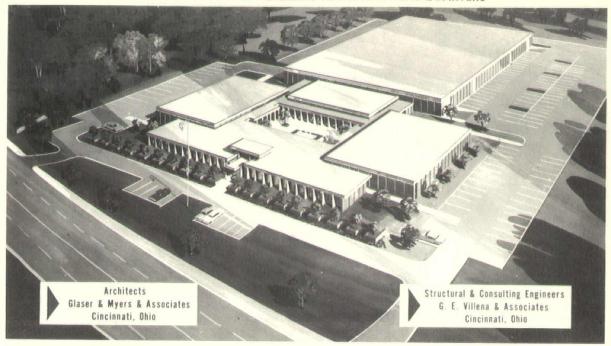
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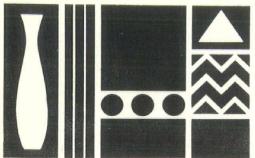
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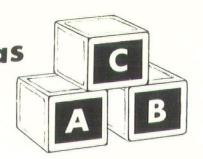
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