

# SOUTHERN ARCHITECT



PUBLISHED BY THE NORTH CAROLINA CHAPTER, AMERICAN INSTITUTE OF ARCHITECTS

NOVEMBER 1961

SCHOOLS







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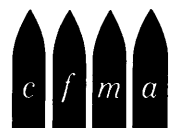
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# SOUTHERN ARCHITECT



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J. B. WIGGINS

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NOVEMBER 1961

VOLUME 8

NUMBER 11

# 7,000

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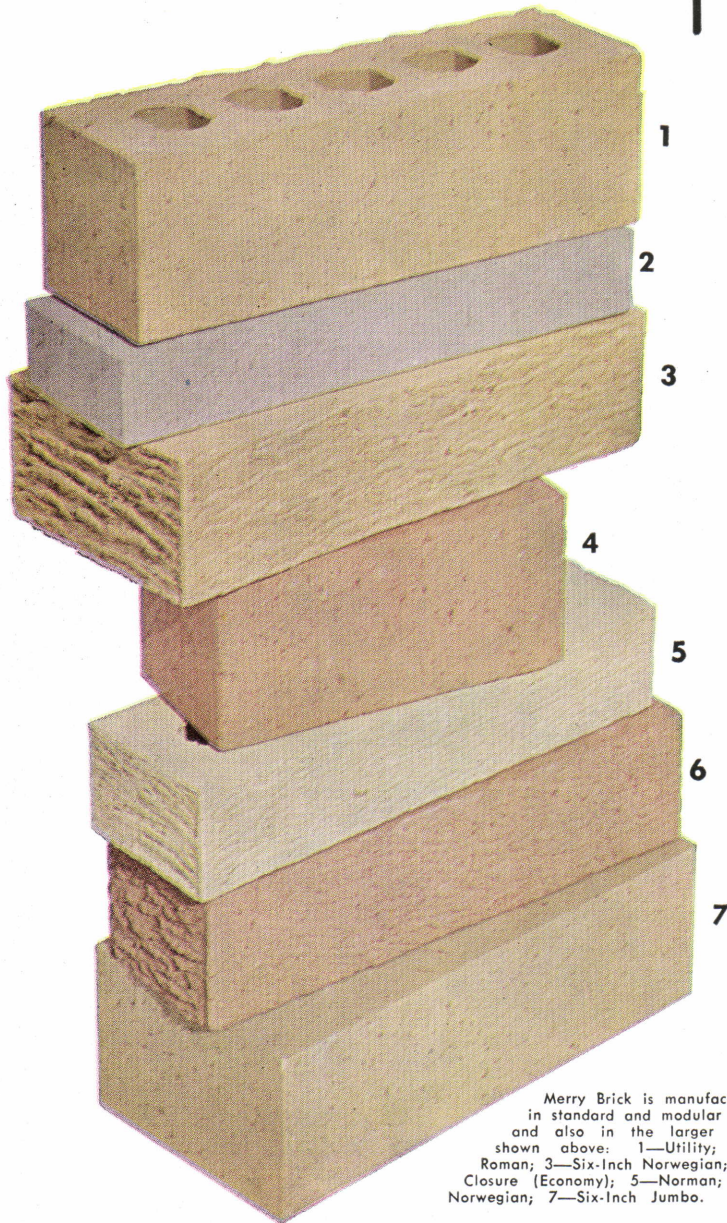
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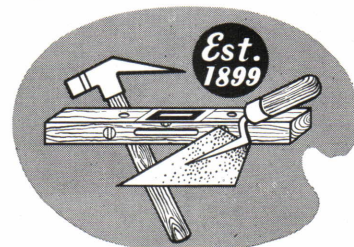
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To Our Readers:

Thanks for the kind remarks that we have received from some, but everyone hasn't felt that way. Some have felt that I have been too critical and it is for this reason that I am taking the following stand.

To this point this page has been used to express my personal views and opinions. Several matters of interest to those concerned with building programs have been approached. There have been those who have agreed. There have been others who have differed. This is good. Communication is two-way proposition, but to this point this column has been like a radio — all broadcasting. I want to reverse this for a time and "tune-in" on your thoughts and ideas.

There are legislators, public officials, superintendents of schools, business managers of institutions, engineers, contractors, manufacturer's rep-

resentatives and others who may like an opportunity to evolve some idea, reply to my "message" or just express a thought. Now is your opportunity. Let us hear from you this month. We don't promise to publish everything and we reserve the right to edit your remarks if things become too controversial.

Should we build bomb or "fall-out" shelters? Which? How substantial? At what cost? Are they a luxury to be built by a few? The members of the North Carolina Chapter of The American Institute of Architects have offered their services collectively to Defense Secretary, Mr. Robert McNamara, to make a survey of existing buildings in North Carolina with which we are already familiar that might be appropriate for use in such emergencies. We have received no answer to our letter of almost two months ago. What do you think? If you have any ideas on this, now is your chance.

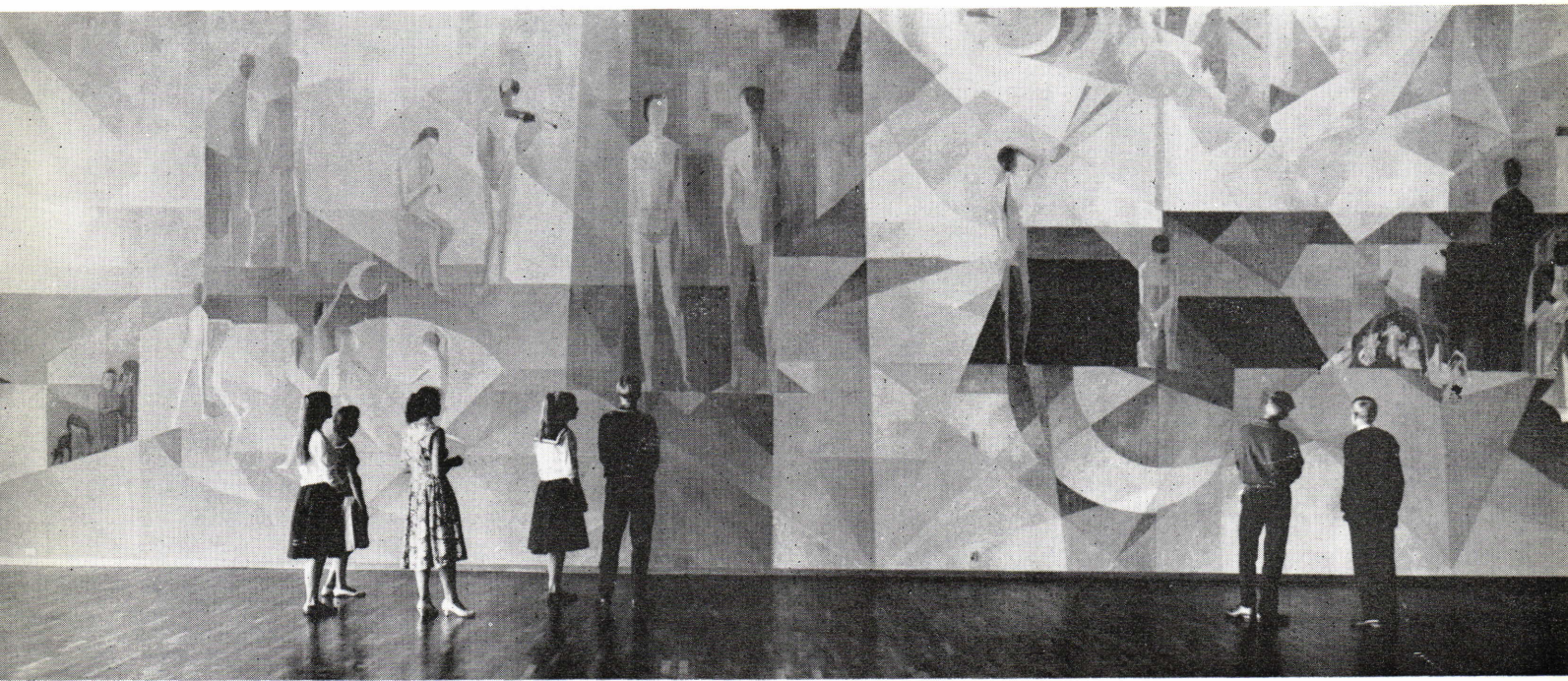
Sincerely,

A handwritten signature in dark ink, reading "Albert L. Watkins, Jr." in a cursive style.

President, N. C. Chapter, A.I.A.



# SCHOOLS



1

## ART IN DANISH SCHOOLS



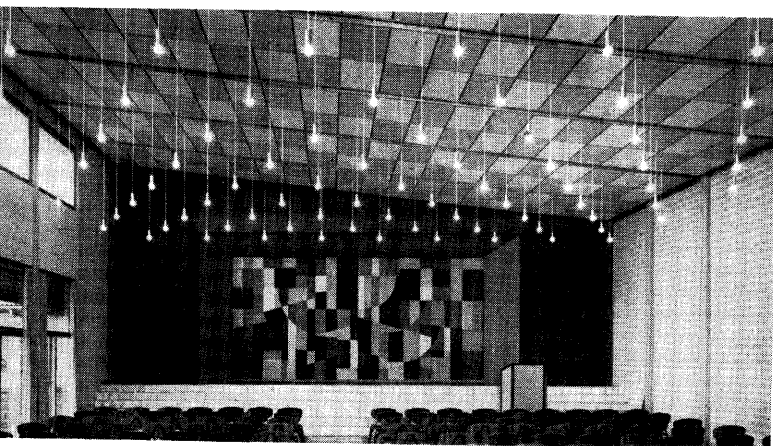
Planning differences in American and European schools are few, for the past fifteen years have seen a broad exchange of both architectural and programming influences. In Denmark, however, one distinguishing characteristic of schools is their enrichment with original works of art.

Certainly, there is a cultural basis for this interest in art. The Dane—who lives in a home liberally furnished with paintings and sculpture—demands an equivalent for his public environment. There is high public regard for creative arts such as sculpture, painting, weaving. Artists are readily available at reasonable expense. And national and local governments provide financial support for art in public schools.

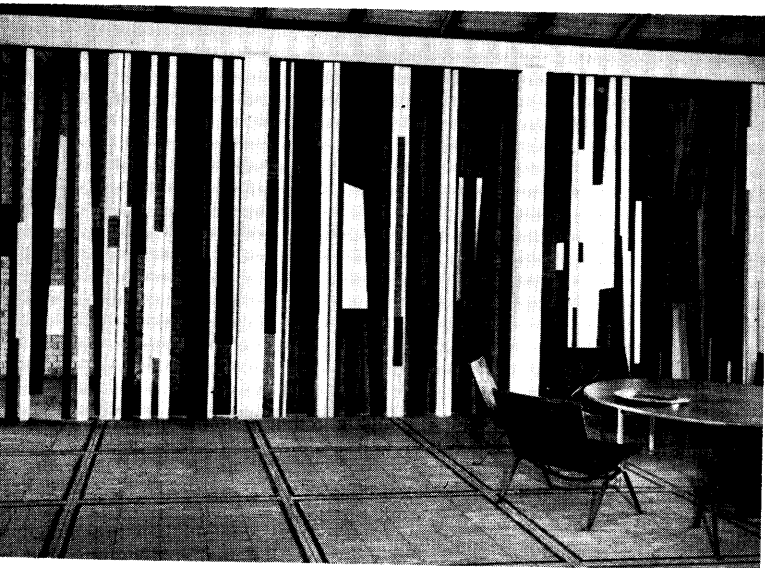
A traveling art exhibition program supplements the national government's art-purchase fund for new schools. The government contribution to school art varies; but municipalities pay a portion of the costs for enrichment of their schools. In the recently constructed Aarhus Statsgymnasium (High School), costs for commissioned art were approximately two per cent of construction costs. A similar percentage can be found in budgets for other recent schools.

The artist works for school architecture in many ways: murals, sculpture, tapestries, woven stage curtains, individual paintings and graphic works. The accompanying photographs illustrate this variety of art in the architecture of Denmark's schools.

Charles M. Sappenfield, AIA



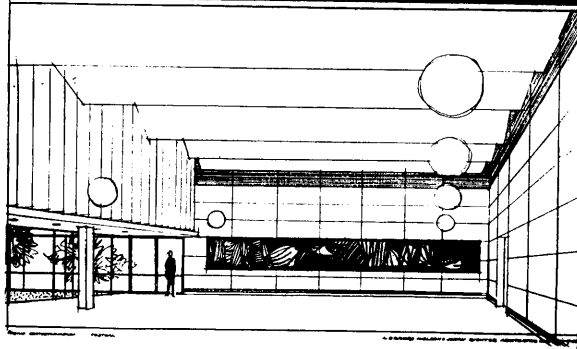
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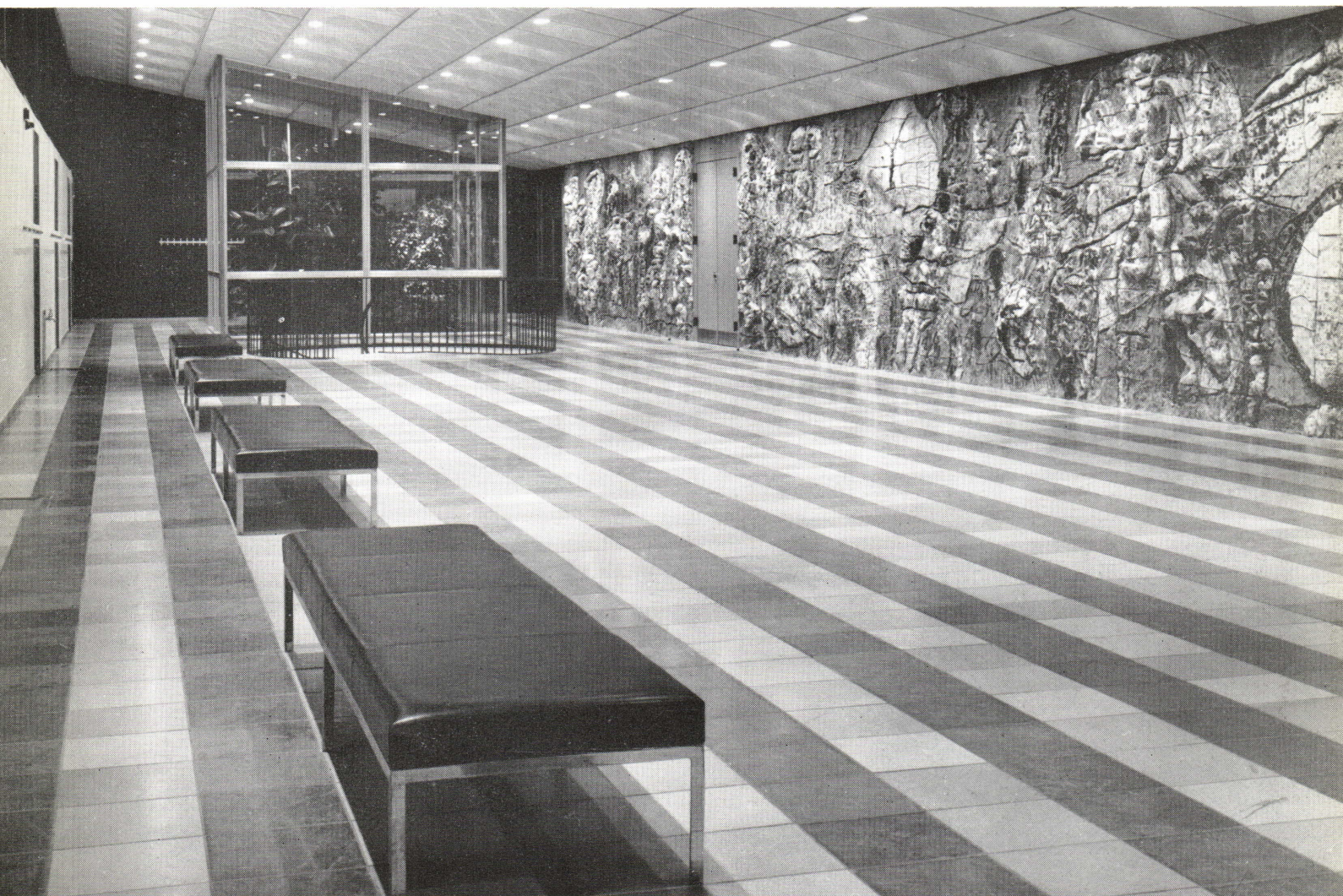
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1. Painter Svend Engelund spent two years accomplishing this wall mural in the Festsalen (Assembly Hall) of the Aarhus Katedralskolen. (Photo: Pedersen)
2. The entrance hall of the Aarhus Statsgymnasium features a glazed ceramic sculptural mural designed and made by Asger Jorn. Jorn and his assistants worked for four months on this mural in Albisola, Italy. It was first sculpted in large sections, then cut up for glazing and firing. The total mural consists of three panels approximately

10 by 25 feet, 10 by 50 feet, and 10 by 5 feet. Architects: Gravers and Richter. (Photo: Pedersen)

3. Architect's sketch showing placement of a tapestry for the assembly hall of Aarhus Statsgymnasium. The tapestry was designed by the artist Asger Jorn and executed over a year's time with the collaboration of the French painter Pierre Wemaere, the Danish textile designer Inge Bjørn, and four French tapestry workers. This same assembly hall contains a specially-designed and woven stage curtain. Architects: Gravers and Richter. (Photo: Pedersen)





6

4. Detail of the tapestry for Aarhus Statsgymnasium. Its designer, Asger Jorn, has requested that this tapestry be covered with a curtain which would be opened only for special occasions. Architects: Gravers and Richter. (Photo: Pedersen)
5. The Auditorium of Skive Seminarium (Teachers College) shows a stage curtain of the fire-curtain type which raises. The curtain was designed by Lisbeth Andersen, although the painting was accomplished by professional painters. The cost for this curtain—design,

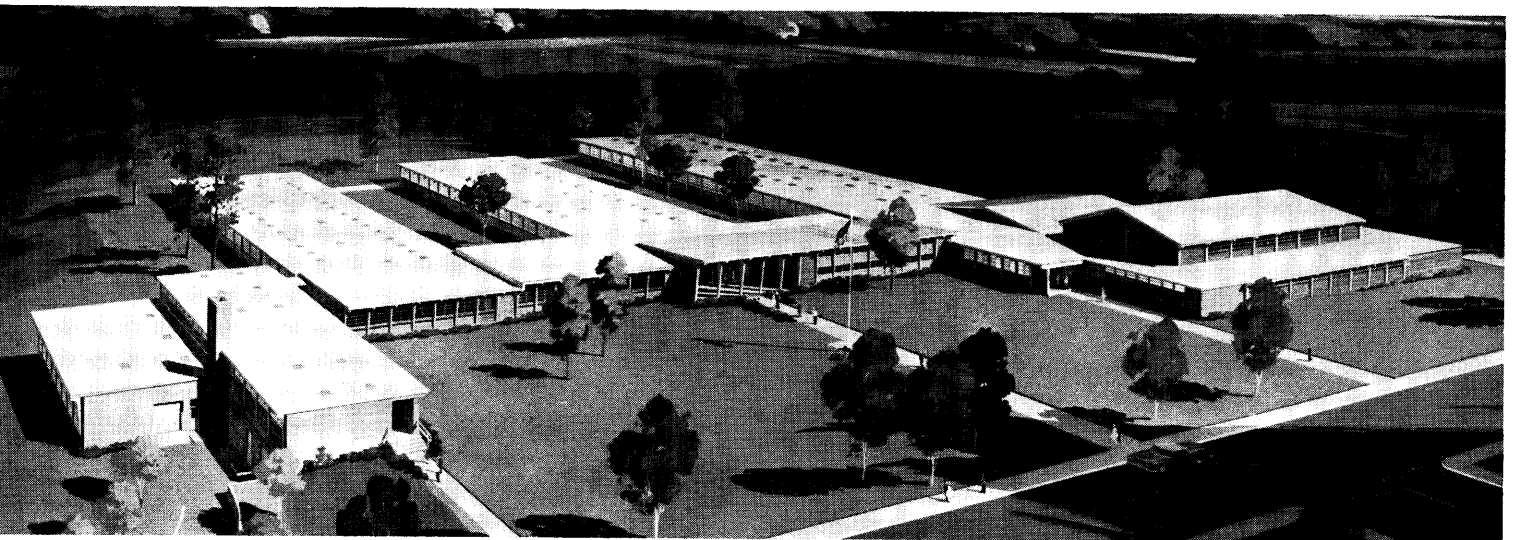
materials, painters' fee—was around 950 dollars. Architects: Karen and Ebbe Clemmensen. (Photo: Hammerschmidt)

6. Soren George Jensen, son of the famous silversmith, designed this sculptural wood screen for Skive Seminarium. Some wood is left natural, while other wood is stained black. The total price for this work—designer's fee, materials, labor—was around 3,500 dollars. Half of this cost came from the State Art Fund and the other half from the amount budgeted for the total school. Architects: Karen and Ebbe Clemmensen. (Photo: Houstad)



Located on a gently sloping 18-acre wooded tract every area of the building is easily accessible from outside. A main corridor the width of the building forms a definite separation of the mechanics of operation and the actual class and study rooms.

All rooms except classrooms face the street side of the structure and may be used without disturbing classes. Completed in August 1961, there is a student capacity of 750 with 24 classrooms, two science and one home economics room.



## JOSEPH W. PARKER JUNIOR HIGH SCHOOL

Rocky Mount, N. C.

### Owner

Rocky Mount City School Board

### Architects

Shields and Wyatt and John L. Thompson  
Rocky Mount, N. C.

### Structural Engineer

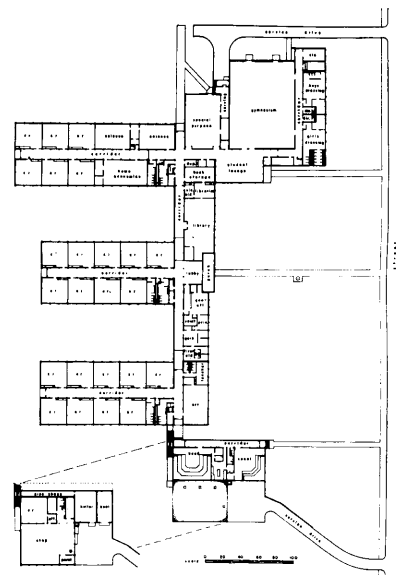
Walter Preimats  
Asheboro, N. C.

### Mechanical Engineer

Walter G. Smith  
Durham, N. C.

### General Contractor

Dickerson, Inc.  
Monroe, N. C.



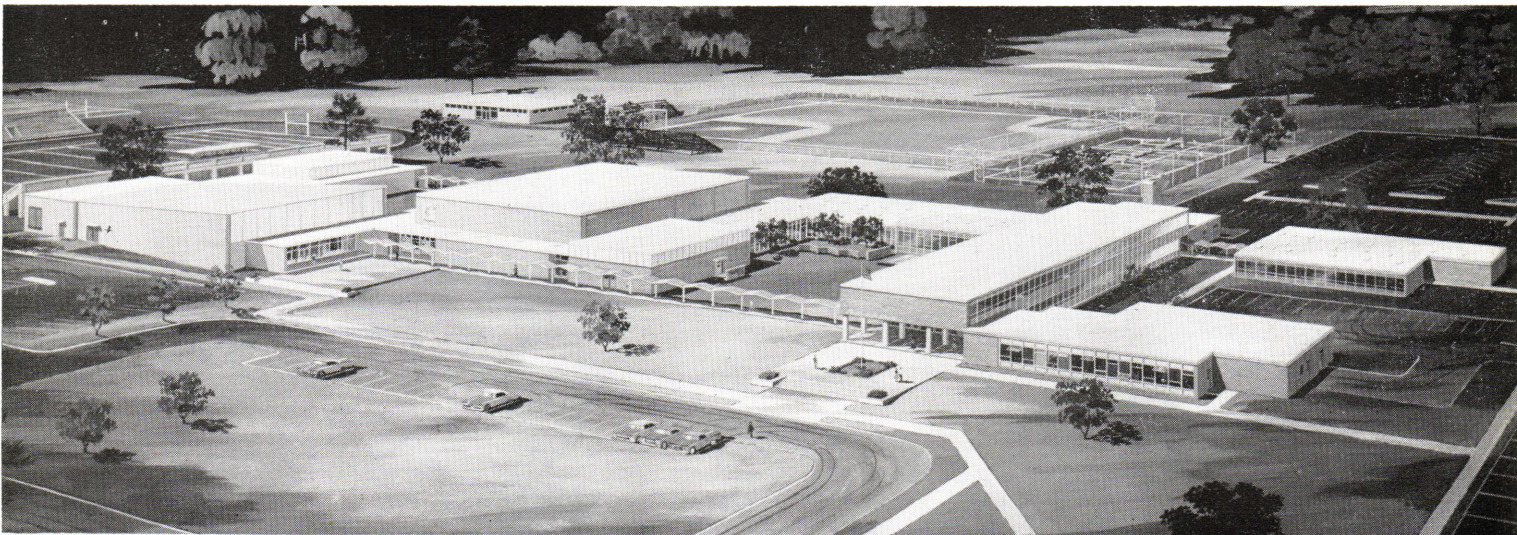
FLOOR PLAN



The 70 acres of land for the Shelby High School site provide ample area for future expansion, adequate area for physical education and athletic facilities, adequate parking so that the school facilities can be used for community activities, and sufficient room for spacious lawns and courts so as to make the entire plant attractive to its occupants and visitors.

The completed plans consisting of approximately 100,000 square feet contain the following educational provisions: The regular classrooms will care for 1,050 students with the special areas (lunchroom, library, gymnasium, band building, etc.) to care for 1,500 students. The plant will provide four modern math classrooms, four social studies

classrooms, five English classrooms, two foreign language (plus a language laboratory), two biology labs, one chemistry, and one physics lab. The vocational wing will contain industrial arts, home economics, art, and diversified occupation. The commercial department will consist of four fully equipped laboratories, and one distributive education classroom. In addition, the plant will have a cafeteria seating 400 students with a private dining room for special club activities, a multi-purpose small auditorium that will handle 350 students, a student activity center, a physical education plant with a seating capacity of 2,000 and a band room that will handle the instrumental and string program.



## SHELBY HIGH SCHOOL

Shelby, N. C.

Owner

City School Administrative Unit  
Shelby, N. C.

Architects

Breeze, Holland & Riviere  
Shelby, N. C.

Structural Engineer

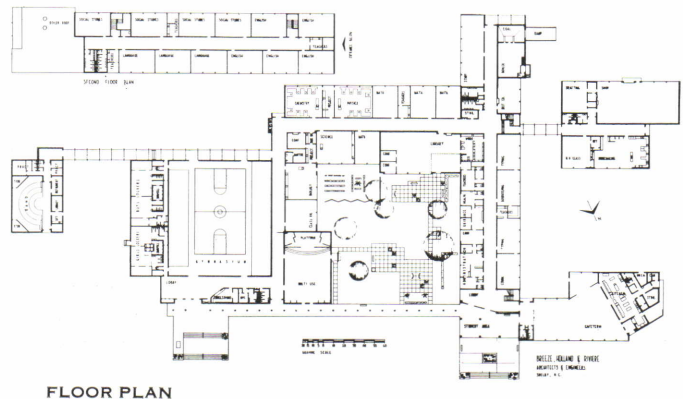
Hacker Engineering Co.  
Asheville, N. C.

Mechanical Engineer

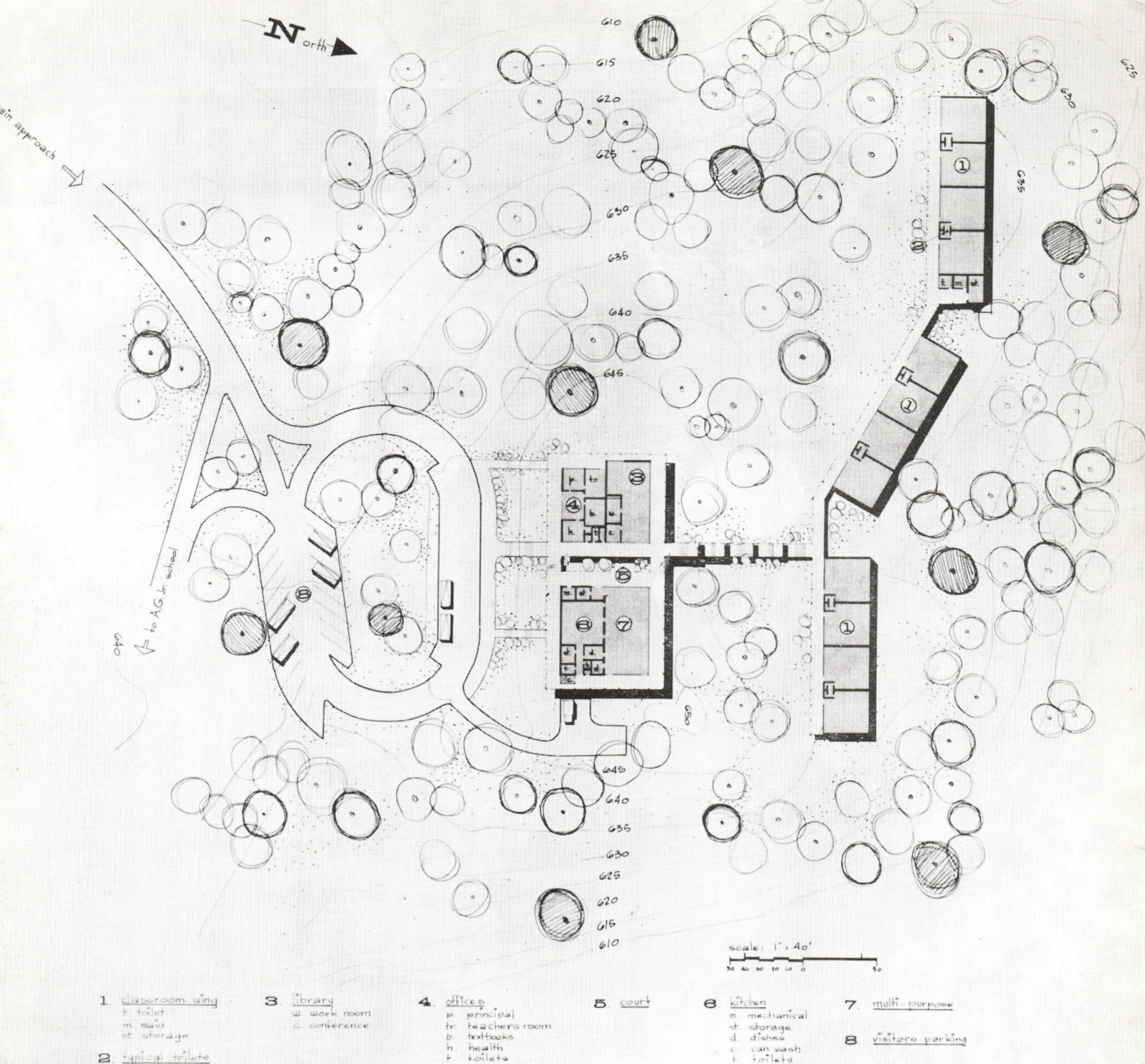
J. C. Harrison & Associates  
Spartanburg, S. C.

General Contractor

Barger Construction Co.  
Mooreville, N. C.







Located in a rapidly expanding upper middle class residential community, the 60 acre site for this school is jointly shared with an adjacent junior high school.

This education unit consists of an Administration-Library building and a Multi-Purpose-Kitchen building and three 4-classroom units. The Administration-Library and Multi-Purpose-Kitchen buildings are located on top of the knoll. They are approximately the same general shape and are separated by an entrance court and completely surrounded by a covered walkway. A covered walk to the rear of

the entrance court connects the above group with the three classroom units which have been placed in a line along the existing natural contour of the side of the knoll. The Administration-Library and Multi-Purpose-Kitchen facilities are planned to take care of 600 students. Additional classroom units will be added as the student load of this area increases. An auditorium is planned for the senior high, which will take care of large assemblies of students from all three schools and community groups as well. Multi-Purpose area now handles small groups and will continue to do so in the future.

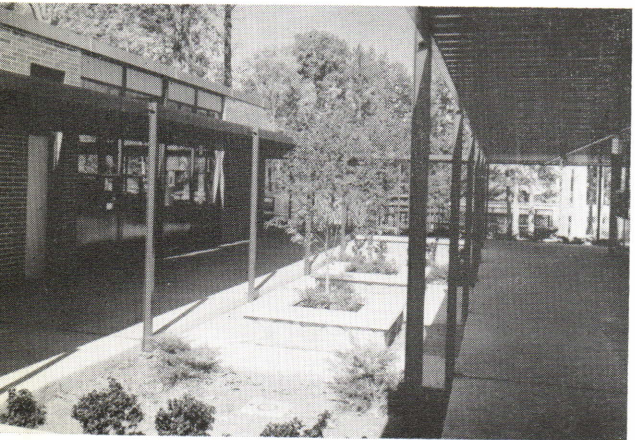


Owner  
Board of Education  
Dr. Elmer H. Garinger, Superintendent

Architect  
J. N. Pease and Company  
Architects and Engineers  
Charlotte, N. C.

H. C. Biggers, AIA — Project Architect

General Contractor  
R. H. Pinnix  
Gastonia, N. C.



## **SELWYN ELEMENTARY SCHOOL**

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## SCHOOLS ARE FOR PEOPLE

Marvin R A Johnson

*Mr. Johnson, chief design consultant, with the Division of School Planning, Department of Public Instruction, recently received the NCAIA Distinguished Service Citation for his significant contribution to the public schools of North Carolina.*

Schools are for people, mostly for young people—people who are impressionable, adaptable, who are learning, experiencing, changing, who are the future, the hope of the nation. In the public schools of North Carolina, more than a million of them are in class every school day, housed in spaces which have been built over a period of many years. Their attitudes are being shaped in part by these buildings.

Schools are for people; teachers are people too. About forty thousand teachers work in public schools in this State every school day, and are helped or hindered by these facilities. Also, there are the non-instructional staff members who work in the schools. Then too, other people from the community use the school facilities.

It is for all these people, but especially for the children that schools are provided. Schools are not for the administrators, nor for the budget makers, nor for the architects, nor for the Division of School Planning. Without the boys and girls we would not need the schools. That's how important the children are.

When we accept that this is so, we are bound to give greater attention to the *human factors* than we otherwise would in planning and building our schools, even more attention than we give to the budgetary factors. These human factors lead us to special concern for the proper thermal, acoustical, visual, spatial and aesthetic environment.

First of all, high standards of safety and sanitation are imperative in school facilities. When the public requires children to go to school, it has a responsibility to provide for them a reasonably sanitary and hazard-free environment.

Various mandatory codes are established to provide reasonable safeguards to people regarding safety and sanitation. These codes are minimums. We should be willing to exceed them, not just grudgingly comply with them. If we find them disagreeable, we should take action to change them instead of wishing to circumvent them. As new knowledge, materials, and new concerns increase, these codes must be updated and improved.

Beyond safety and sanitation, we must provide for people an environment which considers their physical, physiological, and their psychological needs. Since reasonable comfort is necessary for man to perform effectively, we must continue to give more attention and maybe more money to providing proper thermal, visual, and sonic conditions.

Specifically, we must upgrade our standards for ventilation of school buildings. This does not necessarily mean air conditioning, but where this is the accepted solution to a particular problem, let us not sacrifice all other desirable features in order to make air conditioning cheap. But much can be

done to improve thermal conditions a reasonable cost through better ventilation practices, insulation and sun control.

Seeing is most important in the processes of education. Seeing conditions in a school must be the best we can afford. Some of our needs in the field of illumination are the following: more emphasis on the quality of illumination as well as on the quantity; more attention to limiting brightness contrasts in instructional areas; better coordination between natural and artificial illumination; better control over both natural and artificial light for the use of visual-aids equipment.

Hearing is next to seeing in importance to communication in schools. The proper transmission of sound where desired, and the control of transmission of unwanted disturbing and distracting noise are problems not only in auditoriums, but everywhere in a school plant, including the multipurpose room, the lunchroom, and the gymnasium.

Acceptable conditions of safety and sanitation, and satisfactory solutions to the problems of the thermal, visual, and sonic environment are still not enough for buildings for people. Spatial and aesthetic consideration are basic to good architecture. We cannot offer a mass of scientific proof that education is materially improved by well-organized space, by order, and by beauty. But there is evidence to support a position that good architecture and fine buildings do matter and do contribute to improved attitudes and responses in pupils, teachers, staff, administrators, and the public. When it is alleged that there is not enough money to make a school a piece of good architecture, then the budget is not big enough, the architect is not inventive enough, or the school people do not care enough.

We do not wish to minimize the importance of good sound educational planning and of preparing carefully developed educational specifications. But the burden of this article is to emphasize that though educational programs may change, schools are still used by people. For example, all over this State, as a result of reorganizations and consolidations, former high school space is being converted into elementary rooms. The program has changed, but the buildings will still be used by pupils and teachers. It is expected that many of the facilities now being built will change their function from time to time, but they will still be used by people.

The basic job in school architecture is still to design buildings and grounds which, in addition to utility, will have in them comfort, safety, order, serenity, beauty and delight, for people. It is gratifying to recognize among architects and school authorities an increasing concern for planning for people. But this is not yet the time to be complacent; there is yet much that needs to be done.

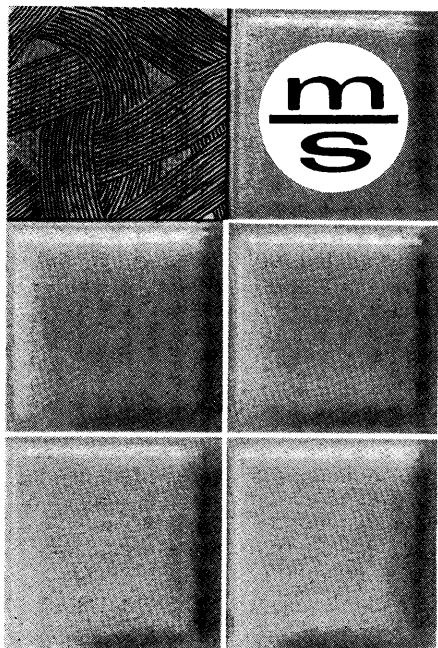




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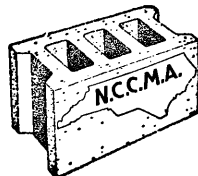
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Moland-Drysdale Corporation  
(See our ad on page 20)

Sanford Brick & Tile Company  
(See our ad on page 21)

## BUILDER'S HARDWARE

Delph Hardware & Specialty Company  
Charlotte, N. C., Raleigh, N. C., Columbia, S. C.,  
Greenville, S. C.  
(See our ad on page 16)

## CHURCH FURNITURE

Southern Desk Company  
(See our ad on page 2)

## CONCRETE MASONRY UNITS

Dixie Concrete Products  
(See our ad on page 20)  
Omnia Precast Floor & Roof Systems,  
Reps.: Jim Forkner, Les Stallings  
3300 Liberty St., Winston-Salem

N. C. Concrete Masonry Association  
(See our ad on page 18)

Smith Concrete Products, Inc.  
(See our ad on page 16)

## CONCRETE, PRECAST STRUCTURAL

Arnold Stone Company  
(See our ad on page 18)

Reps.: Clyde Poovey, Ed Wilson  
P. O. Box 3346, Greensboro

Solite Corporation  
(See our ad on page 4)

## CONCRETE FACINGS, PRECAST

Mabie-Bell Company  
(See our ad on page 22)

## CONTRACTORS, GENERAL

Dickerson, Incorporated  
(See our ad on page 22)

McDevitt & Street Company  
(See our ad on page 18)

H. L. Coble Construction Company  
(See our ad on page 23)

## ELEVATORS

Monarch Elevator and Machine Company  
(See our ad on page 16)

## SOIL BORINGS

Ezra Meir & Associates  
(See our ad on page 22)

## TILE, CERAMIC

Renfrow Distributing Company  
(See our ad on page 23)

Mid-State Tile Company  
(See our ad on page 16)

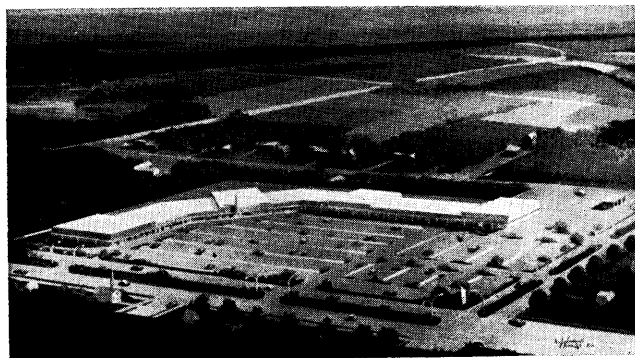




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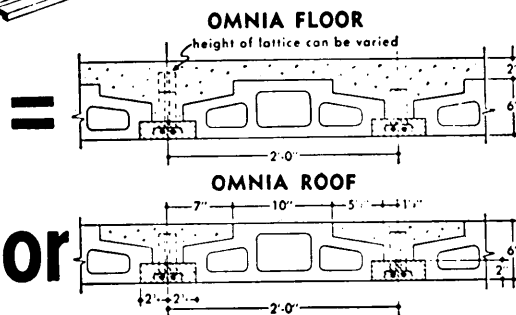
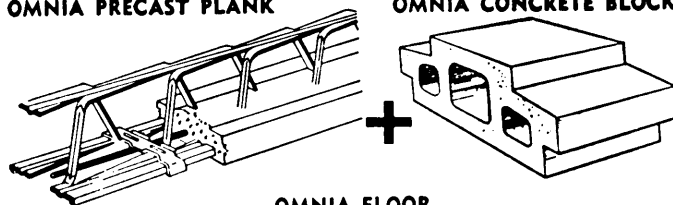


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## OMNIA FLOOR AND ROOF SYSTEM

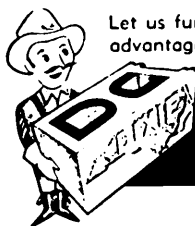
OMNIA PRECAST PLANK

OMNIA CONCRETE BLOCK



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PRODUCTS, INC.

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## PRODUCERS' COUNCIL HOSTS ARCHITECTS

The Producers' Council Meeting Monday night, October 23, at the Sir Walter was truly a meeting of the minds as one architect declared it in his description of the elaborate and colorful and yet compact display of some 50 odd leading building material representatives as they presented their tabletop display to the architects of the Raleigh-Durham and Eastern Carolina area.

It was a gala affair enthusiastically received by approximately 100 architects from as far away as New Bern, Wilmington, and Rocky Mount.

Many enthusiastic comments were heard for the council meeting in Eastern Carolina thus giving the architects an opportunity of attending.

The doors to the display were opened at 5:45 P.M. with dinner in the main dining room of the Sir Walter at 7:00 P.M.

F. R. Krulish of the Mo-Sai Institute acted as Toastmaster introducing Woody Atkins, President of the Carolina's Chapter of Producers' Council.

Mr. Albert Haskins, President, N. C. Chapter of American Institute of Architects, made a few brief comments.

Among those present were Mr. William Dodge, President Raleigh Council of Architects; Mr. R. H. Stephens, President of Eastern Council of Architects and Mr. Robert Carr, President, Durham Council of Architects.

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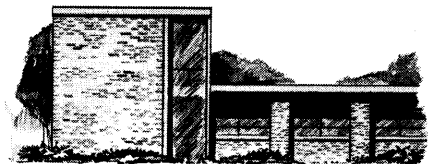
THERE WILL BE A LIMITED NUMBER OF SELECTED PIECES  
ALL PROCEEDS WILL GO TO THE STUDENT PUBLICATION

**COFFEE HOUR DEC. 3, 1961 8-9 P.M.**

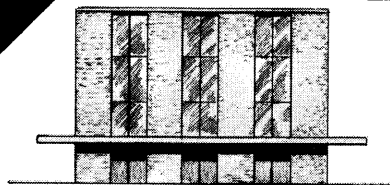
the student publication of the school of design



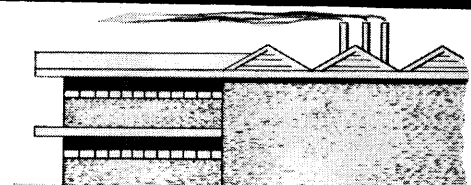
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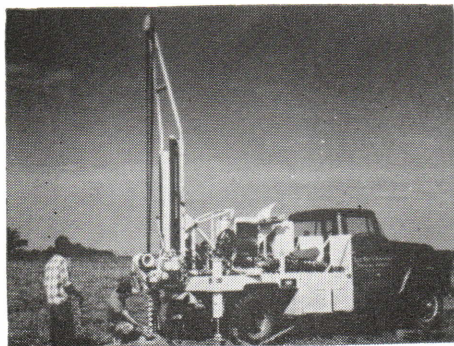
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## CALENDAR OF EVENTS

NOVEMBER 20: Winston-Salem Council of Architects,  
Y.W.C.A.  
William R. Wallace, AIA, President

NOVEMBER 15, 22, 29: Architect's Guild of High  
Point,  
Marguerite's Restaurant  
George C. Connor, Jr., AIA, President

NOVEMBER 28-30: Building Research Institute Fall  
Conferences, Mayflower Hotel, Washington,  
D. C.

NOVEMBER 30, DECEMBER 6, 13: Greensboro  
Registered Architects,  
Maplehouse Restaurant  
Jesse B. Owens, Jr., President

DECEMBER 1: Deadline for material for January  
issue.

DECEMBER 6: Durham Council of Architects,  
Harvey's  
Robert W. Carr, AIA, President

DECEMBER 6: Charlotte Council of Architects,  
Chez Montet  
R. Emory Holroyd, Jr., AIA, President

DECEMBER 7: Raleigh Council of Architects,  
Holiday Inn  
William W. Dodge III, AIA, President

### NCAIA WINTER MEETING

January 25, 26, 27

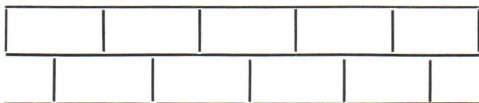
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Southern Pines

Theme:

COLOR AND ILLUMINATION





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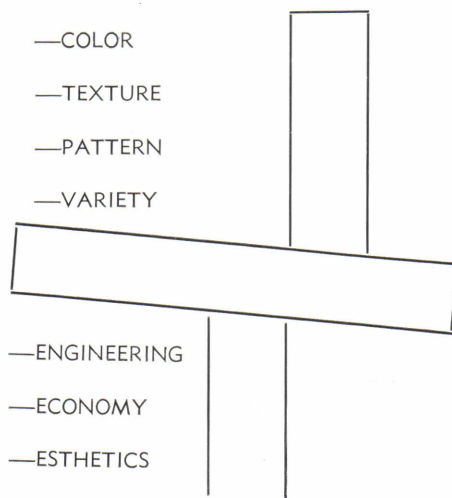
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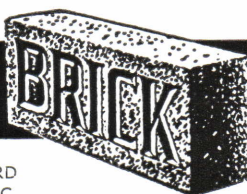
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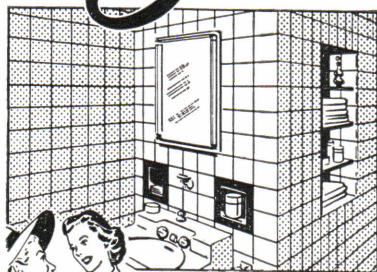
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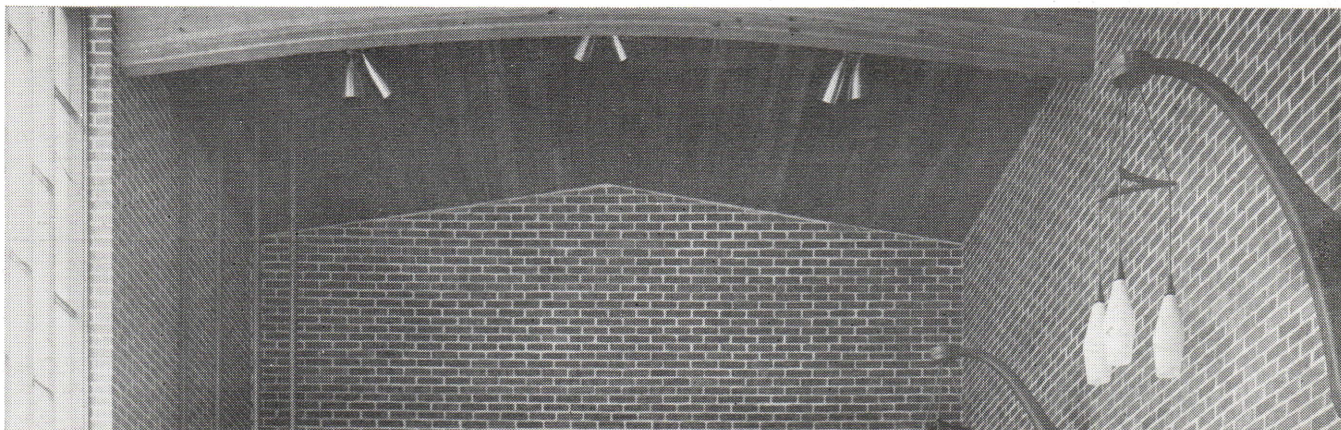
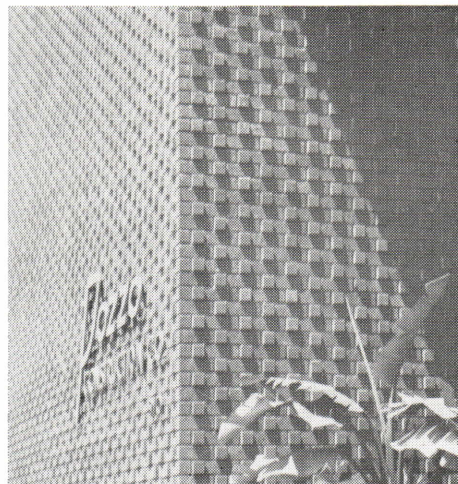
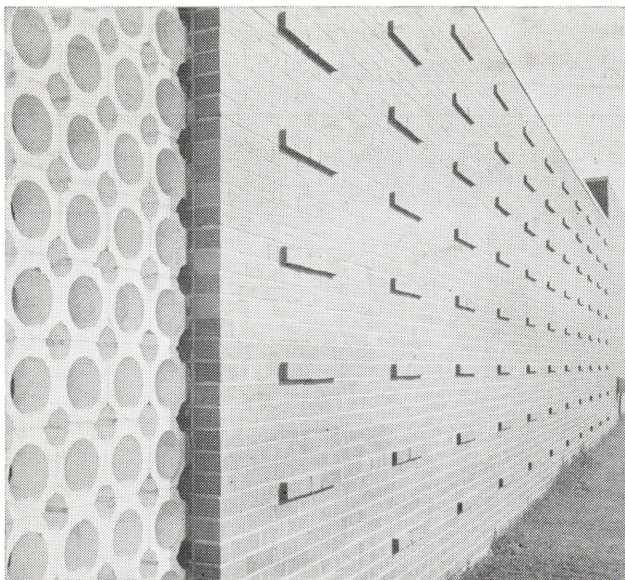
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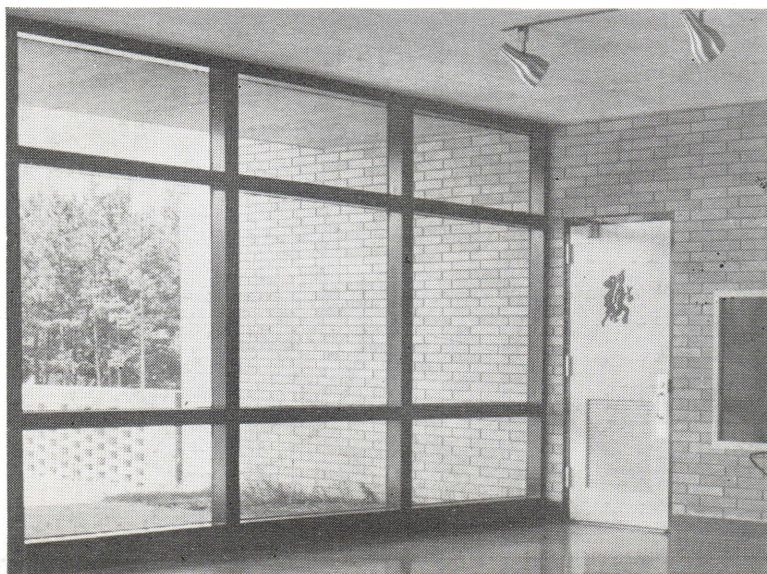


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