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NEXT ISSUE: Industrial and Commercial Buildings
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**NO. 10**

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**Barrel Shells / Span Data**

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(1) for long-span multiple barrels, the usual span-to-depth ratio varies from 1:10 to 1:15

(2) pounds per square foot of projected area

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Cover photo: Albany University Center Campus

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Editorial material may be freely reprinted by other official A.I.A. publications provided full
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Address all communications, editorial matter and subscription requests to Joseph F. Addonizio,
Managing Editor, 441 Lexington Avenue, New York, N.Y. 10017, and inquiries concerning ad­
Second Class Postage Paid at Rochester, New York. Subscription price: Non-Member $5.00; $1.00 per issue. Published 6 times a year.
Postmaster: Please send form 3579 to Empire State Architect, 35 Scio Street, Rochester, N.Y., 14604
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What you should know about classroom unit ventilator warranties

A three-minute reading of this message could save your new school thousands of dollars

This is straight talk about a very specific subject: warranties on classroom unit ventilators.

What is the Herman Nelson five-year warranty?
It is a printed document that specifically states the conditions under which parts and labor will be provided at no cost if Herman Nelson unit ventilators do not perform as represented due to defects in materials and workmanship.

The important thing about this warranty is that it is specific; it deals with a specific situation in specific terms—no ifs, buts or maybes.

What a warranty is not
You may hear something like this, "We don't have to warrant our equipment for five years; you know we stand behind our products for the life of the building." The truth is that only a manufacturer who does stand behind his product can offer a specific five-year warranty document.

Generalized statements printed in advertisements or made by salesmen are not warranties. For example:

"...experienced Service Engineers are on call to assure equipment performance for the life of the school."

This is not specific. It is not a printed, dated document. It does not necessarily bind the manufacturer to do anything more than have its Service Engineers "on call." In short, it is not a warranty and it is not "the same as" a warranty.

Company's proven policy of continuing interest and responsibility toward its product for the life of the building."

Specific? No. Documented? No. Do the words "proven policy" and "continuing interest and responsibility" provide your school with any security if something should go wrong? No.

It adds up to this: The only assurance you can have that the public funds spent on your school's unit ventilator equipment are protected would be a specific, bona fide warranty document.

What the Herman Nelson warranty provides
Herman Nelson unit ventilators are warranted for five years from date of installation. The warranty is a nationally published document which is offered to all purchasers of Herman Nelson classroom unit ventilators; it is not merely a "device" used only in individual selling situations. Not only all parts but also the labor involved will be furnished at no cost to the school if there is any performance failure due to defects in material or workmanship determined after an inspection by authorized Herman Nelson representatives.

Read the Herman Nelson warranty
We'd like you to read the full and complete wording of the Herman Nelson unit ventilator warranty. If you'll drop us a request on your letterhead, we'll send you a copy (clearly marked "specimen only") so you can see for yourself the difference between "just talk" and documented fact. And that difference could save your school thousands of dollars.

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While I am greatly honored to be asked to be here to speak to you, and with you, I am also painfully aware of the implications of your invitation. For me to report on the progress of a building program, even a very large one, would miss by far what is actually taking place.

In actuality, you asked to be kept up to date with, and increase your involvement and participation in, one of the most vital phases of the growth and forward development of our society. So I will immediately turn to the serious part.

The continuing upward evolution of our society means building. If it were just “continuing,” this would only require the meeting of absolescence. But ours is a dynamic society of growth, whether we like it or not, whether we find it sort of exhausting, as we scramble reaching for something better, or whether we see it as a quiet, gradual improvement of the lot of man and his comfortable and meaningful stay in “this earthly clime.”

This building is, in its broad sense, a shelter for man’s life—his home, his work, his pleasure, his worship, his self-government and his self-improvement. The first five are in the “continuing” category. The last is the area of growth, of the upward (however we define “upward”) direction of our society’s evolution. And essentially this is education.

As a society or a civilization puts more or less of its resources in this growth area it moves ahead or stays stagnant. A year or so ago, I heard parts of a radio series recreating the travels and observations of Alexis de Tocqueville, the Frenchman who about 1835 wrote “Democracy in America” with such original insight and great vision. The thing that struck him most was the heavy involvement of each of our early communities in the education of their youth (and even elders); the unusually large, to him, proportion of their total civic investment being put into education.

There is no question that our country’s phenomenal growth is a result of this involvement more than any other factor. This country is richly endowed with natural resources. However, the coincidence of timing in history provided us with human resources of an equally valuable nature, for these people with strong drives came from a widerange of cultures. Then, too, they were allowed to grow and prosper outside the orbit of self-defeating continental wars and overlayers of the residue of older cultures. Our founding fathers made wise and valuable use of these opportunities. They met the challenge of life primarily through their great investment in the education of their “growing” resources. Their investment was more than just financial. They gave time, energy, and thought. They gave the most important sites on their village greens. They encouraged their best students to become teachers. They gave academic freedom and moral support. They put the teacher at the top of their society with their minister and their mayor or selectmen.

Objective: Education of Our Youth

This then is the breadth and depth of the significance of the area we’re talking about: education of our youth as well as the continuing education of all of us.

Now, this significance is magnified tremendously by the phenomenon of the population growth. I don’t think the greatly increased number of marriages and births during and after the war years was a somewhat unwanted reflection of the disruptions or hysteria of wartime. I believe it was positive reaction of a society defending and having faith in its own way of life, as well as looking for-
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Administration Building

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ward from the horrors and waste of war to the possibility of a full life in a world at peace. Certainly our work now to provide the educational facilities for this wave of students should not be done reluctantly, or in the mood of just meeting a social crisis situation.

The Wonderful Wave

The individuals who compose this wave, a wonderful wave, the students themselves, certainly they don't have the psychology of just getting through, or weathering the unusual pressures until life can return to normal.

For the benefit of the academicians present, I should add that it is not the wonderful population wave alone that is pressuring us. There is an accelerating demand for higher and higher education as there is an accelerating need in our society for greater and greater education. And there is a radically changing concept of the form and role of education.

The Regents running the entire apparatus of our educational system (public, private, higher, lower), consolidated bits and pieces of the State's educational apparatus (the teaching colleges, the Agricultural and Technical Institutes, the contract colleges, and so on) into the State University of New York, to prepare for this "Wonderful Wave" and to set a broad foundation for educational facilities for generations ahead. This concept was based on the report of the Young Commission set up by Governor Dewey and the University was established in 1948—a mere fifteen years ago.

State University Master Plan

Subsequently, the Heald Commission, appointed by Governor Rockefeller, set up an atomic Master Plan covering the decade from 1962 to 1972. It redefined and expanded the role of the University and anticipated a growth from 75,000 to 150,000 students, a fantastic 100% growth in only 10 years. As most of you know the Plan recommended four major university centers. These are in operation at Harpur, where JOHN MOORE and BOB HUTCHINS have been the architects of an entirely new campus; in Albany where ED STONE's beautiful, strong designs are in the bid stage (with the present component being the largest single bid ever taken or to be taken in the foreseeable future in connection with State University work); at Stony Brook where VOORHEES, WALKER, SMITH, SMITH and HAINES are rethinking their overall plan and design vocabulary as the full impact of the eventual growth there becomes better defined; and finally at Buffalo where, you might say, the State University got a readymade, not exactly a pre-fab, campus when they bought the University of Buffalo.

You may not realize that there are actually 59* different schools and locations of units of the University, not including the rapidly growing number of Community Colleges, 25** at last count and 4*** more in the oven.

Stringent Schedule Demanded

With this kind of crisis growth ahead; with this kind of complexity and dispersion; with this volume of financing and construction to be accomplished, and, most importantly, with this kind of opportunity awaiting, the Trustees and Regents, the Governor, and the Legislature realized that the existing mechanisms within the State Government might not be able to "cope with," let alone realize the great possibilities in such a program of growth. They also saw the advantages to be gained by centralizing the whole operation in a single administrative body that would simplify the operation and permit a much more expeditious administration to meet the stringent schedule demanded by the "Wonderful Wave"; that would provide a vehicle for financing this tremendous volume of construction in some reasonable relationship to the life of the facilities; and that could free the planning and design process from the tangled-web of bureaucratic complexities which had grown up as the State tried to keep pace with this accelerating program.

There is no need to dwell on the past except to emphasize the tremendous job which OTTO TEEGAN and ELWIN STEVENS have done in the difficult, formative years of this hectic growth under the most difficult of circumstances. There were so many factors that were beyond their control and so many changes, stops, starts, reverses, expansions, and contractions that it is a great tribute to them that so much was accomplished as well as it was.

State University Construction Fund Established

In May of 1962 the Legislature acted and established the State University Construction Fund. The Governor, in appointing the three trustees personified, you might say, the three major functions or responsibilities of the Fund. First, as Chairman and also as the trustee who is required to be a trustee of the State University (a liaison relationship very soundly required by the law) he appointed a truly great and wise administrator, Cliff Phalen, President of the New York Telephone Company. Secondly, he appointed a man who I believe to be one of the most able public administrators in the country, Jim GAYNOR, head of the State Division of Housing and Community Renewal and also head of the State Housing Finance Agency, which was most important since that agency was one of those specified by the legislation which might be used for the financing as the Fund itself was not authorized to issue its own bonds. This financing is now successfully launched, and I will not comment on it further. The third Trustee he appointed, to the shortest term was myself. In part this was because he happened to have an architect handy, but also, I then headed the State's Office for Regional Development and he felt strongly that the over-all planning of the campuses and the integration of this planning with that of the communities of which they are a part is of increasingly critical importance.

The Need for a Long Range Campus Plan

In a community such as Genesee the unit of the State University was originally a Normal School in one building with a handful of students—a fraction of the town's population. "Academy Alley" ran the single block from Main Street to this building and life was placid. By 1930 the enrollment was 200 with the town population 2300. In 1950 the town population was still about 2300 while the college's was 580. In 1960 the town population decreased slightly to 2000 but at the school there were 1375 people. By 1963 the two were just about even at 1850 each. We project that the college will grow to a population of 3400 in 1970, and an ultimate 4300 in 1980, with the town population remaining at about 2000. Some growth will probably occur outside the town line.

What happens? Do we build in the blighted backyards of the Main Street buildings? Do we design our own buildings to turn their backs on theirs? Do we stay within the small-scale street pattern set a century and a half ago? Do we go our separate way, creating a monster within the host community?

This is why we set up the long-range campus plan processes, procedures and contracts. Some colleges were overwhelming the towns in which they are located, like Genesee,
New Paltz, etc.; some were being thronged by the towns or cities (Pittsburgh, Buffalo State, etc.), and some were on entirely new sites—in a city as in Albany or on clear land as at Canton.

So, as most of you know, we went to extensive planning contracts on the twenty-two major campuses. These contracts were set up to examine the larger region, the community around, and the broadest trends discernible. Selected architects, if they didn’t have adequate urban and regional planning resources in their offices, were put in contact with planners familiar with local communities.

In Geneseo, for example, this provided additional impetus to the beginnings of local town planning and a joint plan has been developed where the impact of the “explosion” of the campus is no longer, we hope, a brutal invasion of the structure of the town. It will be a momentum which the town is utilizing to revitalize its own Main Street with common arcades bringing town and gown together, designation of common parking areas, the rear yards cleaned up, and some streets closed. In essence the over-all economy of the town will be increased.

But within the campuses this overall planning is even more crucial, especially to us as architects. On most of the campuses the accumulation of buildings have long since left far behind the original thoughts of a nice organized, shady quadrangle. A heating plant built behind the quadrangle at Fredonia all too soon was found to be in the heart of the expanding campus with the stack the major visible symbol of that particular college. It also happens to be one of the three most important centers of musical education in the whole country.

**Each Campus With Its Own Personality and Strength**

So, architecturally, we had to try to find a plan and a design structure, some organic scheme, which would make each campus a being unto itself, with its own personality and its own strength. The campus can no longer be just a heterogeneous accumulation of different kinds of buildings built incrementally to no real plan.

Why is this more than a nice pious aesthetic desire? Because costs of operating any disorganized structure are, over the years, greater than paying initially for proper organization. And, in this case, it’s not just dollars spent but there are the physical and psychological values as well as human energy which are derived from the motivations inspired by a discernible campus spirit and atmosphere. I can not think of a single great or even good college or university which exists in a physical plant that does not have a physical environment with this intangible spirit or personality. The two, or more generally the four years, spent on the campus by this tremendous number of students cannot help but establish within them certain cultural values derived, simply, from exposure to their physical environment.

You know Winston Churchill’s statement: “We shape our buildings and then our buildings shape us.”

And now you know why we have acted as we have in the past 16 months. We have received the very stimulating cooperation of Elwin Stevens, Vice-President for Planning of the State University, a most amazing architect-academician-administrator. And we fellow bureaucrats can only thank the Lord that he can speak our language and that he is willing to work as hard as he does. We are bureaucrats, in the good sense, we hope, because we are trying to utilize the resources of the architectural profession in its fullest sense. We are administrators, not quasi-architects.

We are not asking architects to do half a job, with the Construction Fund having its own drafting (or should I say, redrafting) rooms; and we are not asking architects to stop short of supervision.

**Selection of Architectural Firms**

I feel that to use the profession to its fullest, the greatest emphasis must be placed on the selection of the individual architectural firms. If the selection is right, we bureaucrats need only help them wherever we can by establishing proper contractual conditions, by running interference, by expediting decisions, and by lying back. If the architects are as good as they should be, the results will come. All have responded beautifully as you can see by the exhibits and campus plans I have brought with me to your annual convention and which are on display throughout the room.

I should add that in addition to our excellent coordination with the State University, we have worked in close collaboration with the Dormitory Authority whose head, Cliff Flather, has been most cooperative, particularly in integrating the planning of the dormitories and his selection of architects to fit into the whole campus planning process we have set up.

It may be an understatement to say that you may be interested in the basis for these architect selections. When the Construction Fund was established a year ago, we went quickly to those firms or combination of firms, who had, in our opinions, the depth of talents to move quickly into the broad planning we required. But it wasn’t as easy as that. There are many excellent firms in the State. In all of the interviewing which we have done (and we have seen, or soon will see, every architect who has requested an interview, well over 200, plus many we asked to come in and consider being part of this State work which many had felt they didn’t want to get into) I don’t believe there were any firms which we did not feel weren’t technically competent. Their buildings wouldn’t collapse or leak, and virtually all can produce drawings within a tight schedule and within an even tighter budget. So then we come to the element of quality.

**An Embarrassment of Riches**

As Wallace Harrison said at the AIA Convention last June: “Quality is not definable but it is easily recognizable.” Incidentally he was an important influence in developing the concept of the Construction Fund as a mechanism to achieve real architecture. Here again, in terms of quality of design and planning, I feel the State of New York has an embarrassment of riches. At least the quantity of architects with real talent has been embarrassing to us since only relatively few assignments have to be made. Possibly the most important factor we looked for was that particular drive which the psychiatrists call “motivation.” You all know the variety of reasons that will keep one job in top priority in an office while another gets the back of the draftsmen’s hands and little or no real attention from the principals. We tried to match the special nature of each campus or building with particular “motivations” of a top firm or group of firms.

We have accomplished all this in collaboration with your profession. We held many preliminary discussions with Morris Ketchum, Frank Chambers, Joe Addonizio and others. With Otto Teegan, State University architect, and Elwin Stevens we reviewed carefully what had been happening in the past. We contacted the architects who were then engaged in work on any of the campuses. And, as soon as selection of “campus planning architects” was made, we added...
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Separate specification provides optional features direct from a quality manufacturer. In addition to the durable, corrosion resistant, easy-to-maintain stainless steel units illustrated, optional features include plain steel units—shop primed; fuse link closing device, cylinder deadlock and facia to conceal wall between guides.

Limitations: Maximum label size 6'0" wide x 4'0" high. Either dimension cannot be exceeded, minimum frame depth 4".

Write for Pass Window "Idea Folder" with complete specification for Peelle Labeled Pass Windows.
The State University Construction Fund program for the College at Oswego will entail the construction of 18 academic, resident and service buildings by September, 1966, at a cost estimated in excess of $35.5 million.

The Comprehensive Campus Development Plan, based on guidelines drawn in the University’s Master Plan, and programs facilities necessary to permit a near doubling of full-time student enrollment at the College, from the September, 1963 figure of 3,262 to more than 5,000 by 1970.

Dormitory and dining hall construction programmed over the period entailed will increase the College’s resident-student facilities by 2,000 beds, from 1,554 to 3,554 beds.
The studios for closed-circuit TV, central control, graphics department, darkrooms, work shops, maintenance and storage areas are located on the ground level. This level also contains the instructional aids center where faculty members prepare lecture material. A special purpose assembly and lecture room is the only student area on the ground level.

Administration Building: Estimated cost, $1,509,000. A multi-storied structure, it will provide approximately 45,000 square feet of space and include the office of the president, dean of students, administrative staff, registrar’s office and all academic record processing equipment.

Physical Sciences Building: Contract award scheduled for January, 1965, with completion estimated for August, 1966, at an estimated cost of $3,600,000. It will be constructed in the present campus area, between Swetman and Shelton Halls. A multi-story structure it will provide 83,000 square feet for laboratories, lecture halls and classrooms.

Men’s Health and Physical Education Building: Scheduled for contract award in March, 1965, with completion scheduled in September, 1966, at an estimated cost of $2,772,000.

Biological Sciences Field Station: A one-story structure for the College will cost an estimated $110,000. Contract award is scheduled in September, 1964, and completion scheduled in August, 1965. Approximately 4,000 square feet of floor space will be utilized for gathering tanks, mounting rooms, study and observation areas. Two plots of land totaling 75.3 acres for the site of the Station have been donated by the State University College at Oswego Foundation and the State University College Development Association.

A College Infirmary located to the west of present dormitories on the lake front and facing Randolph Road, will cost an estimated $735,000. Contract award is estimated for December, 1963, with completion scheduled in September, 1964. It will be a one-story structure providing 28 beds in 12 rooms as well as general examination rooms, laboratory space, record room, pharmacy, doctors’ offices and quarters for a resident nurse.

A Service Building planned as two one-story units on opposite sides of an enclosed service court, will be located to the south, across Route 104. It will cost an estimated $745,000, with contract awards scheduled for May, 1964, and completion scheduled a year later. One unit will be utilized as a warehouse and central commissary area and the second will house the Building Maintenance Department, maintenance shops, garage and storage stalls.

Student Housing: Of the three student housing and dining hall complexes identified in groupings of three to the southwest area of the new campus, two will be erected under the Comprehensive Plan. Each of the two complexes will consist of dormitory facilities providing 1,000 beds and a 500-seat dining hall. The first group, at the top of the new resident-dining area, is tentatively scheduled for completion in September, 1965. The second, or middle group, is tentatively scheduled to be ready for use by September, 1966. Each of the dorm-dining hall groups will cost an estimated $5,800,000, or a total of $11,600,000. The third dormitory-dining group is tentatively scheduled for completion by the end of the current decade. A 500-seat dining hall to the east of the Academic Commons, situated between two dorms now under construction, is scheduled for completion by May, 1965, and will cost an estimated $1,000,000.

Other work programmed includes:

College Central Heating Plant additions, scheduled for completion in September, 1965, at an estimated cost of $1,030,000, and,

Site work necessary to the overall new construction program. Estimated to cost $2,800,000, this work will be accomplished as the various buildings are erected and is scheduled to be completed by September, 1965. It will entail construction of roads, walks, and parking areas, as well as storm and sanitary sewers and utility lines for water, gas and heat.
Over-all, the expansion program for the College at Oswego can be expected to increase campus acreage from 130 to more than 350 acres. New dormitory and dining hall facilities in addition to those already under construction will be grouped in an area generally to the southwest. Access to and from facilities on the expanded campus will be facilitated by the re-routing of Washington Avenue, connecting internal roads and walk-ways, and the possible construction of an overpass to bring traffic from the main campus over Route 104 to the athletic fields and service group.

The largest academic segment of the new construction is an Academic Commons of five individual buildings which will be constructed in a rectangular pattern on a raised area to the west and southwest of today's campus.

The buildings which will comprise the Academic Commons:

Fine Arts Building: Estimated cost, $2,890,000. Will be located on southwest corner of the Commons to provide easy access to students from other academic buildings as well as to the public attending various performances and exhibits. Approximately 200 feet square, it will contain three floors of instructional space, two above grade, in addition to a partial basement. A theatre will be located at the center of the building on the first floor and exhibit areas are planned in adjacent spaces. Courts at two ends of the building will also serve as work areas for students of painting, sculpture and ceramics. The Music Department will have listening rooms on one of the courts and its practice rooms and teaching studios are on the lower level, isolated from the drama areas for sound control. Studio areas are on the top floor where skylighting and top lighting are possible. Music classrooms also share this floor.

Student-Faculty Building: Estimated cost, $3,418,000. Located generally in the center of the Commons area, the building provides a headquarters for Student Government organizations, dining and recreational facilities. Approximately 200 feet square, the building consists of two levels, one above and one below grade, and a partial basement. At the entrance level will be a lobby, cafeteria and kitchen, social rooms, lounges and necessary administrative offices. The social room and cafeteria both will open on a central lounge area so that on appropriate occasions all three spaces can be converted into one large area. On the mezzanine level will be meeting rooms, additional lounges, faculty dining areas and Student Government offices. Below the lobby level will be the recreational facilities, bookstore, post office, snack bar and day student lockers.

Social Science Building: Estimated cost, $1,750,000. Located on the west side of the Commons, it will house the major academic departments of Psychology and Social Science. A smaller department of Research and Statistical Instruction will serve both major departments. The building is rectangular in shape, approximately 80 by 225 feet, consisting of four floors and a partial basement. The majority of faculty offices are grouped on the top floor. The Social Science Department is located on the third floor while the Psychology Department occupies the two lower floors. Space on the Psychology and Social Science floors will be devoted to classrooms, laboratories, and related services. The Research and Statistical Instruction facility also is located on the first floor. The basement will contain the large psychology laboratory.

Communications-Lecture Hall: Estimated cost, $2,014,000. Located between the present campus and the new dormitories to the west, on the north end of the Commons, the two-story building is approximately 200 feet square, with interior spaces divided into two interrelated, but separate, functions. One area is primarily devoted to the production, storage and assembly of visual and audio teaching material. The second area will be devoted to the actual presentation of material to students. Major student lecture halls are located on the upper level, grouped around a central preparations area with a central projection space directly above it. These halls will be wedge-shaped to provide optimum viewing conditions for lectures and visual demonstrations.
1964 Legislative Report

The 1964 session of the Legislature produced a number of surprises, both rewarding and disappointing, which is generally the pattern of most legislative sessions.

There were a number of developments worthy of particular mention, and in the brief space allotted to this report we shall endeavor to summarize them.

A record total number of bills was introduced, 9,327, of which 1,327 reached the Governor's desk. He signed 974 and disapproved 353, incidentally the largest number of bills vetoed by the Governor since he assumed office in 1959. The Governor and the Legislature did not see eye to eye on many questions, particularly with members of his own party.

Numerous measures affected architecture and other professions, which received the close scrutiny of NYSAA and the New York State Association of the Professions. Chief of these were the following:

BILLS ADVOCATED BY NYSAA—Included 1) Prohibiting non-practitioners from offering or advertising architectural and engineering services in newspapers, periodicals and the yellow pages. One bill passed the Senate but did not advance in the Assembly. 2) Requiring affidavit or sworn statement that plans filed were drawn under personal supervision of architect or engineer. Bills did not advance. 3) Lowering the requirement for seal of architect or engineer from 1,500 to 1,000 square feet. Bill was defeated by Senate. 4) Proposed new concept of Education Law enforcement by permitting district attorneys also to investigate complaints of violations. Did not advance. 5) Bills advocating discretionary awarding of single contracts, as opposed to multiple bids, by public agencies, did not advance. 6) Measures that would have relieved architects and engineers from responsibility for property damage or personal injuries arising from alleged faulty design, by statutes of limitations from 3 years and 6 years, did not prevail, although the 3-year bill passed the Assembly but failed in the Senate. Efforts will be made next year to enact all of the foregoing legislation.

BILLS OPPOSED BY NYSAA—In cooperation with the engineering societies and the New York State Association of the Professions, we were able to defeat several administration bills that would have permitted: 1) Non-practitioners to practice engineering in corporate form. 2) Prevented authorization of 17 corporations practicing engineering which had become legal under the "grandfather clause" in 1935 but right to practice had been challenged in out of state courts. 3) Bills that would have given credit of 1½ years toward admission requirements for admission for every year of college study without graduation. Also other measures: 4) That would have given professional engineering status to "safety engineers." 5) Eliminate U.S. citizenship requirement as pre-requisite for a license. 6) Making it unlawful for a professional person to refuse professional services because of race, color or creed. There is already such a rule promulgated by the Board of Regents.

BILLS SIGNED BY THE GOVERNOR—Included 1) Legislation permitting Board of Regents to indorse out of state professional licenses, Opposed by NYSAA as lowering admission requirements. 2) Requiring separate specifications for certain public works where entire cost exceeds $50,000 instead of $25,000. Approved by NYSAA. 3) Giving Industrial Commissioner power to enforce State Building Code relating to Labor Law provisions of safety and sanitary codes. Approved by NYSAA. 4) Permitting municipalities under Multiple Residence Law to establish review boards in counties where none exist. Advocated by NYSAA. 5) A number of Multiple Dwelling Law amendments pertaining to New York City, including artists' occupancy of commercial lofts, and provisions relating to fire stairs, bathroom ventilation and yard depths. Advocated by NYSAA.

Three important resolutions adopted, and advocated by NYSAA and the New York State Association of the Professions, were the continuance of the Joint Legislative Committee headed by Assemblyman Gioffre to study tax relief for professional persons, and the memorializing of Congress to enact such legislation, and the continuance of the so called Brydges Committee for the revision and recodification of the Education Law. Both these committees will hold hearings during the next few months to solicit the views of all professions.

BILLS VETOED BY THE GOVERNOR—Included 1) Legislation intended to assist the city of Buffalo relating to frame dwelling conversions. Provisional approval was given by the Buffalo-Western New York Chapter, which made a thorough study of the situation. 2) Refusal of Governor to increase the number of the State University Construction Fund Trustees from 3 to 5. No action by NYSSA. 3) Disapproval of a number of M.D.L. bills, among them right of having professional apartments in basements subject to variances by the N.Y. City Board of Standards and Appeals. Bill to permit connecting passageways, enclosed, motor vehicle storage space on rear of same lot as multiple dwelling, and other bills which had received the approval of NYSSA.

In all, the Legislative Committee reviewed some 400 bills relating to architecture and other professions. Detailed reports have been sent to each of our constituent organizations. Copies of the NYSAA reports are available to all members upon request.

The Legislative Committee is appreciative of the excellent cooperation received from our constituent organizations and the membership.

Respectfully submitted,

H. I. FELDMAN, Chairman
NYSAA Legislative Committee
JAMES D. CURTIN, Co-Chairman
NYSAA Legislative Committee
JOSEPH F. ADDONIZIO
Executive Director

JOE
MEET ME
IN ST. LOUIS
CHASE PARK PLAZA
JUNE
15 - 18
BILL
OK BILL

BUT DON'T FORGET

TO SEE ME AT

GROSSINGER'S*

NEW YORK

OCTOBER 25-28 1964

JOE

*New York State Association of Architects Annual Convention
NEW YORK STATE UNIVERSITY COLLEGE,
NEW PALTZ, N. Y.

STATE UNIVERSITY CONSTRUCTION FUND
STATE OF NEW YORK

COMPREHENSIVE CAMPUS PLAN
ARCHITECTS • BALLARD TODD ASSOCIATES

MATHEMATICS & SCIENCE BUILDING
Architects • FORDYCE & HAMBY ASSOCIATES
General Contractors • GEVYN CONSTRUCTION CORP.

More than $9 million in construction is currently underway or just being completed at the State University College at New Paltz. The $2,422,000 Mathematics and Science building (A) is scheduled to be in use during the 1964-1965 academic year. The Fine Arts building (B) and the Health and Physical Education building (D) will be completed during this academic year. More than 300 students will move into the $1,350,000 dormitory (C) in the Spring of 1964. The dormitory is being completed under the direction of the Dormitory Authority, while the construction of the academic building is being coordinated by the State University Construction Fund.
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STATE UNIVERSITY COLLEGE AT ONEONTA, N. Y.

STATE UNIVERSITY CONSTRUCTION FUND
STATE OF NEW YORK
COMPREHENSIVE CAMPUS PLAN

Architects • FRANCIS X. GINA & ASSOCIATES
DE YOUNG & MOSCOWITZ

Landscape Architecture • Zion & Breen
Planning • McCroskey & Reuter
Engineering Consultant • Syska & Hennessey
Soil Consultant • Joseph S. Ward & Associates
The general concept of the character of the plan for the Oneonta campus accepts the human being as the ideal scale with which to work. There was no attempt to seek monumentality. Buildings will not be institutional, but will reflect a domestic quality through the choice of materials as well as design and detail.

The comprehensive campus program for Oneonta uses to a great advantage the natural features of the present campus, the existing campus buildings and the expansion needs of the rapidly growing academic program. The academic complex is placed along the north-south axis on the highest part of the site on a series of plateaus.

The academic core was designed as a nexus of the academic, residential and athletic areas. The core contains a library which is the focal point both functional and symbolical of the educational environment. It is centrally located to the academic complex for daytime use and is close to the dormitories for evening use. The present library will soon become inadequate in size to accommodate the rapidly expanding curriculum and will be converted to a dining hall with Student Union facilities when the new library is completed. Other elements of the new academic core are the Administration and Faculty Building and the Fine Arts Center.

To sense the natural landscape, buildings will be spaced around courtyards which will vary in size, elevation, paving, and landscape architecture to provide a changing vista as well as a variety and interest. Because of the severe winters and the steep terrain, dormitories will be placed contiguous to the academic units to permit students to attend classes easily and quickly.

Provide quiet areas related to building elements. Relate paving modules to buildings. Use water and free standing sculpture.

This arrangement will provide for simultaneous step-by-step growth of the campus for both academic and dormitory areas. The infirmary will be located in an isolated wooded area close to the main entrance to the campus to insure privacy from noise and traffic, and to be easily accessible for service, students and visitors. A service building located on West Street will be easily accessible for appropriate vehicles. Also, fuel oil tanks for the heating plant will be filled directly from West Street to eliminate the need for tank trucks to enter the campus.

Enrollment
It is anticipated that by the year 1970, there will be 3,800 full-time students on the campus at Oneonta. In 1960, there were 1,829 students. The college's faculty and staff employees in the year 1962, numbered 400 and may be expected to increase to 700 by 1970.

Circulation/Parking Space
Primary vehicular traffic coming from Oneonta will enter the main entrance to the college by West Street and Ravine Parkway. A road system will be installed which will bypass the academic complex and exit at East Avenue. This will be the only road used by the public and will touch the academic precinct where the physical education facilities, administration building and fine arts center will be located. Service traffic will enter the college via a second road from West Street to the Service Group, which will include the central warehouse and commissary. From there, distribution of food to the campus buildings and dining halls will be made by small trucks which, where necessary, can use pedestrian walks to reach buildings not directly on the road. Pedestrian walks for this purpose will be 12 feet wide, have adequate curbs and moderate grades. Major parking for the campus will be separated from the academic and residential area, and are to be screened by planting or the use of architectural elements. Necessary parking at strategic points adjacent to major buildings are to be developed in an unobtrusive manner. At the present time there are approximately 542 parking spaces at the college and it is anticipated that by 1970 there will be sufficient parking space for 1,100 automobiles. Pedestrian circulation within building groups will weave through courts, plazas and landscaped areas. Consequently, main entrances to buildings are to be from inner courts and plazas rather than from the road. Buildings will be linked by meandering and straight paths.

Buildings
To meet the academic requirements and student needs for 1970, at the Oneonta campus, a number of new buildings will be constructed includ-
ing Lecture Hall, Administration-Faculty building, Classroom building, Service facility with a garage and a central commissary, Infirmary, Dining Hall, Fine Arts building, a Library, Field House, an addition to the practice school, a renovation of the current library to form the dining room as part of the Student Union, and ten Dormitories.

Much construction is programmed to begin in 1964, for buildings which will be in use during the 1965-1966 academic year. These buildings include the classroom structure, the lecture hall, the fine arts facility, the administration-faculty building, seven dormitories, a dining hall, the infirmary, and the service facility. In 1965, construction will be started on a science building and additional dormitories. Construction will begin on the library in January, 1966. Two more dormitories, the field house, the addition to the practice school, and a Student Union-dining hall, which will be a conversion of the present library, will begin in 1967. Working drawings are now being completed for all of the structures which will be constructed beginning in 1964.

Classroom Building: This 31,652 square feet, three-story structure will be built of reinforced concrete. The major exterior will be face brick with cast aluminum panels and glass.

There will be 19 classrooms and four seminar rooms, as well as a geography laboratory, language laboratory, speech clinic, student commons assembly area, and the necessary maintenance facilities and utilities operation room which will be located in the basement.

Administration-Faculty Building: Also built of reinforced concrete with face brick on the exterior and with cast aluminum panels and gloss, this facility will be three-stories in height. It will provide office space for the President, the Assistant President, the Dean of Faculty, Associate Dean, Director of Admissions, Personnel Director, Purchasing Agent and his assistant, and the Director of Administrative Matters. There will be numerous conference rooms and interview rooms, as well as 37 faculty offices.

Lecture Hall: Containing 61,036 square feet, and built of structural steel with exterior face brick, the split-level lecture hall will be located between the two classroom buildings and near the administrative-faculty building. This structure contains two general lecture rooms with approximately 232 seats in each, two medium size lecture rooms with approximately 120 seats in each, and a large lecture room with 480 seats. There are rear projection rooms and preparation areas serving the five lecture rooms. In addition, there are two television studios, an assembly and lecture room area, and four small lecture rooms. In the ground portion of the building is storage space, a film library and a faculty lounge.

Fine Arts Building: This will be a three-story building and will provide space for the instruction in, and the practice of, all of the fine arts, including dramatics, music, ceramics, sculpture, graphics, textile work, and drawing. The lower level will contain space for choir and voice rehearsal as well as musical instrument practice. The first floor will include a 440 seat theater, with the associated checking rooms, lounges, etc. There will be offices for a Dramatics Director and stage technicians. Also on this floor will be an exhibit gallery, an area for both sculpture and ceramics study with a kiln and clay dampening area, and a periodical reading room. Conference rooms and faculty offices will also be provided. On the second floor there will be offices for faculty as well as areas devoted to painting, graphics, jewelry, textile, and drawing. The entire building will enclose a three-level courtyard.

Infirmary: The campus at Oneonta will contain one of the first circular infirmaries ever located on a college.
campus in the United States, and one of the few circular clinics anywhere in the United States.

The circular form for the building was developed to accommodate the functional requirements of the infirmary with a minimum of corridor space. The scheme provides perimeter space for those areas requiring outside lighting or views with a minimum perimeter area. The circular form will also be advantageous to the site since it will be located on a relatively small plateau. The core will provide a central service area eliminating noises near the patient rooms which will be located at the periphery of the building. The projecting fins between rooms will provide privacy between adjoining rooms and visual cut-offs from the exterior. The clinic will be entered directly from the waiting room and supervised by a nurse whose office will be located at the clinic entrance. Patients admitted to the infirmary will be taken directly from the clinic to the bedrooms without going through the waiting room. There will be 8 two-bed rooms and 5 one-bed rooms. All bedrooms will have exterior exposure for the full room width. The exposures to the bedrooms will be southeast, south and southwest. There will be four examining rooms, a specialist room for eye-nose-throat examination, and a dental examination room. There will also be the necessary facilities for storing oxygen, linen and soiled linen, a pharmacy, and offices for a nurse, the Director of the clinic, and staff office support facilities. There will be an apartment for the resident nurse adjacent to the clinic and directly accessible from the staff entrance.

Service Building: The service building facility will be generally shaped like a "U" with a paved court filling the interior of the "U". On the first floor of the main service building will be shops for plumbing, carpentry, painting, electrical and mechanical work. There will also be an incinerator, storage room, general offices and locker room; and a garage with a lift and a car wash, as well as stalls for six trucks and one tractor. On the upper level will be the food storage refrigeration and meal preparation areas. All day bulk foods, vegetables, and meats for all of the dining facilities on the campus will be stored here. Such foods will be cleaned and processed here and then delivered to the dining establishments. A bakery will also be located on the upper floor. In the entire service building there will be 34,795 square feet.

Dormitories: There will be ten dormitories built by 1970, with construction to begin on five dormitories in 1964. Generally the dormitories will be three-stories high with a capacity for approximately 200 students each. Students generally will be housed in four-person suites. This design will permit the location of a bedroom for two students connected to a study which is, in turn, shared with two students living in a second connecting bedroom. On each floor there are four 4-student suites, or sixteen students per section of the dorm per floor. This arrangement will provide maximum privacy available in a dormitory, and will provide students with individual study area adjacent to but outside of their bedrooms.

Dining Facilities: A new central dining facility will serve five of the new dorms. There will, in essence, be five separate dining rooms inside this building with each part containing a dining area that will seat 100 people. Cafeteria food service system will be used. Also provided will be the necessary facilities for the washing of dishes and the storing of food prior to serving. The entire dining room will be split-level, with the dining room foyer, serving area, and kitchen on the upper floor and a lounge on the ground floor. In this facility will be 27,933 square feet.

<table>
<thead>
<tr>
<th>TYPE OF BUILDING</th>
<th>EST. DATE OF COMPLETION</th>
<th>ESTIMATED BLDG. COST</th>
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<td>Infirmary</td>
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<td>Dormitory (600 beds) (Stage VIII)</td>
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<td>3,030,000</td>
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<td>Dormitory (400 beds) (Stage IX)</td>
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<td>Dining Hall (Stage VII)</td>
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<td>Field House</td>
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<td>Practice School Addition</td>
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<td>Dormitory (Stage XI) (400 beds)</td>
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<td>Dormitory (Stage XIII) (200 beds)</td>
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<td>Dining Hall-Student Union (Stage XI)</td>
<td>Sept. 1967</td>
<td>267,000</td>
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PHOTOS BY BEN SCHNALL

CANISIUS COLLEGE STUDENT CENTER
BUFFALO, NEW YORK

College Head • Very Reverend James J. McGilley, S.J.
General Contractor • Balling Construction Inc.
Interior Design • Interiors By Justin

Architect: THOMAS JUSTIN IMBS

24 / EMPIRE STATE ARCHITECT — MAY-JUNE, 1964
Canisius College, presently consists of seven buildings and has an enrollment of 2,700. It offers members of all faiths an education in the liberal arts, history, language, literature, theology, philosophy, and the social sciences. The majority of the teaching staff, one-third of which are Jesuits have Ph.D. or other terminal degrees. There are 150 faculty members; 100 laymen and laywomen, and 50 are Jesuits.

The Student Center was designed to provide facilities and areas for all extra curricular student activities.

The entry arches and ramp were used to give sweep and action to a static shape and allows graceful movement of cars and people from grade up eight feet to the first floor. The arches are moulded from high strength tinted concrete set on formed tubular steel. Large glass areas were used to give a feeling of openness on the interior. Heat reducing glass overcame glare and reduced air conditioning loads. To counteract the six months of wintry monotone of the local climate, the warm colors of glistening persimmon and turquoise glass were used in the windowwall spandrels and bright tangerine brick to entire first floor kitchen and service areas. Precast concrete white quartz surfaced panels in front contrast with glass and early Christian symbols in sparkling Italian glass mosaics echos the history of the religious background of the institution. Light gold anodized aluminum screens at the stairwells are subway gratings forming an interesting accent against the glass.

One stairwell facing the campus was encased entirely in glass, with open steel treads to wipe out as much of a sense of enclosure as possible.

Main entry into the building is into the first floor lounge with a feeling of spaciousness achieved by opening all the walls with glass and the generous use of natural field stone. Stairs are wide and open with warm white steel balusters and teakwood rails. Chandeliers especially designed by the architect are of Italian Altimira glass. Glistening chrome furniture groupings in bright apple green, tan and persimmon provide the base color accents.

Teakwood doors lead directly into the cafeteria with seating space for 750. Flexibility was achieved with formica screens used to separate dormitory students from others at the evening meal, and a 100 foot long multi-colored movable partition dividing the cafeteria either into banquet area for 250 or 450, by a series of switches in the ceiling track. Walls are bright colored formica and blue glazed brick, with structural columns supporting the auditorium above, covered with yellow Italian glass ceramic. Bright caribbean floor strips of turquoise and deep blue contrast with black and white and Herman Miller orange and chartreuse net sole stripe drapes. The serving area immediately adjoining allows multi-choice "supermarket" service instead of rigid "in-line".

Soft red carpets and teakwood and mahogany furniture highlight the Faculty Dining Room also served by the kitchen. Rosewood wall paneling, an elegant chandelier and floral patterned persimmon drapes complete the atmosphere in this room which seats 75 and is used also for small banquets. One side opens on to a small formalized Japanese "pottery garden" enclosed by a decorative terra cotta screen which separates it from the dining and service areas.

The open stairways at either end of the main foyer lead to the upper floor student lounge, multi-purpose auditorium and game room, all located off a central foyer set up as a art gallery with lights and picture hooks. One wall is deliberately undulated with a series of sweeping curves to overcome the narrowness of this corridor caused by its length. Soft olive and white vinyl floor contrasts with bright persimmon benches and bright apple green end walls. The lighting here can be set bright or dim for either glittering events or gallery-viewing by using recessed spots or soft Italian glass chandeliers.

**FIRST FLOOR FOYER**

**SECOND FLOOR LOUNGE**
ALBANY UNIVERSITY CENTER CAMPUS, ALBANY, N.Y.

STATE UNIVERSITY CONSTRUCTION FUND
STATE OF NEW YORK

EDWARD DURELL STONE • ARCHITECT

The new Albany University Center campus, State University at Albany, will offer facilities to provide higher education opportunities for students from throughout the State.

The first eight academic buildings in the complex are estimated to cost $26 million. To be built under this contract will be the entire front and two sides of the instructional complex. The 1,000,000 volume library, the structure to the left inside the rectangle, is included in the contract.

Currently under construction are the dormitory facilities in the left foreground.

It is anticipated that students will be attending classes in the new classrooms during the 1965-1966 academic year.
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YEARS OF CHALLENGE
Continued from Page 12

them as a sort of advisory group which worked closely with us in establishing good contractual relationships based on the excellent legislation permitting us to include architectural supervision, to develop a reasonable fee structure, and in general to use the architects as full professionals. With the same group, plus others from the planning profession, we worked out the careful master planning process which has produced such excellent results and which has been received most enthusiastically by the State University Trustees who are, after all, our clients.

This collaboration with the profession is a continuing thing. On October 17 we reviewed with your own Executive Committee where we now stand and where we think we are going in the months ahead. We proposed a series of conferences be set up that would permit us to meet in turn with each of the regional AIA Chapters, showing them all we can do the work in progress, reviewing why we have moved the way we have, and outlining what we think the next few years may hold.

Architectural Assignments

What do they hold in terms of architectural assignments? First I want to pay tribute to the profession as a whole for its understanding and support of our basic policy which has meant the concentration of assignments to date in the hands of a relatively few firms (actually 57 architects are at work right now). To establish a single professional entity at each of the 22 major campuses with enough breadth of coverage to call forth real professional responsibility we not only gave the firm selected a master planning contract, but we committed ourselves to give them the first key buildings through which they could bring into reality the plans they made. Without this they were bound to feel that the planning was a paper exercise to be executed by others. So this reduced sharply the number of firms that could participate. Where we found five or six firms doing individual buildings on a campus (with no over-all plan, little coordination of theme and in many cases absolutely no communication between them) we moved to a single integrated professional entity. Our spread in the sense of Upstate vs. New York City firms was a good reflection of the actual geographic distribution of our architectural resources. Our spread from large to small firms (and I know this is of special concern to this particular convention) is also healthy. In one case three smaller firms got together; in others they brought in planning associates to "beef up" their own staff in that area, and in a third case a large firm brought in a small one as a local associate.

Entering a Second Phase

Our bidding results are already beginning to show that really good architecture can be accomplished within the same budgets as before if the architect is given a sound program, a clear path, a free design hand, and the stimulation or "motivation" of knowing his plans won't be butchered by assorted small hands and minds.

It's Not All Sweetness and Light

It's a continuing fight for all of us. Hopefully we will fight it together. We in the Construction Fund must fight to keep from creating our own heavy bureaucratic procedures. You in the profession must continue to fight with us for full realization of the potential of the profession. And we must fight together. When areas of conflict or misunderstanding begin to appear, problems between the profession and the Construction Fund, or even differences of opinion within the profession, we hope you will quickly use the lines of communication which we have set up through your Society and regional chapters, or directly through our open doors. We ask that you raise the issue before it gets too big.

Constructive Criticism

May I digress for a moment on this matter of communication. I have personally felt there are a number of inadequacies in our professional journals as sources of communication, professional criticism, or adequate forums for constructive debate.
Established by the 1962 Legislature, the State University Construction Fund is serving as a focal point of coordination to expedite the construction of academic buildings and related structures required by the State University's Master Plan for higher education.

The State University Construction Fund (SUCF) was created to assist the State University in meeting the ever-increasing demands being made for greater opportunities and enrollments in the State's institutions of higher education.

Beginning with the State University's long-range Master Plan for meeting the higher education requirements of the people of New York State, the SUCF has developed a comprehensive construction program to provide the necessary physical facilities at each campus site to accommodate the large number of students now seeking higher education. The enlargement also is necessary to provide a broad curriculum.

The SUCF's building responsibilities relate to the State University's three University centers, two medical centers, eighteen four-year colleges and six two-year agricultural and technical institutes. In broad terms, the task facing the Construction Fund is the doubling of the State University's present physical facilities to accommodate an estimated full-time enrollment of more than 160,000 students by 1970. It is estimated that by 1970 there will be more than 108,000 full-time students attending public higher educational colleges and universities under the direct authority of the State University while 52,000 students will be attending locally-sponsored community colleges whose educational curriculum is approved by the State University.

Background and Statutory Basis

New York State's present development program for public higher education traces its origins to the Young Commission which in 1948 concluded that the State, while investing considerable sums of money in various institutions offering post-secondary education, should establish a comprehensive public university.

The Legislature that year created the State University of New York to provide a "coordinated system of public higher education that would extend to all sections of the State."

A little more than ten years later Governor Nelson A. Rockefeller and the Board of Regents of the University of the State of New York established a Committee on Higher Education, later to be known as the Heald Committee, to investigate and review the higher educational needs and facilities in New York State and to make appropriate recommendations.

The Heald Committee Report noted that there should be a "greater freedom in carrying out construction work to build general instructional facilities for which funds are appropriated by the Legislature . . . Unreasonable delays in the approval of architectural plans and the actual initiation of construction cannot be tolerated if rapidly expanding enrollments are to be served.

The State University of New York had, in 1950, developed a Master Plan that broadly identified potential student enrollments and the type of curricula which should be provided. This Master Plan was revised in 1960 to reflect the findings of the Heald Committee.

Governor Rockefeller, after evaluating the State University's Master Plan in accordance with the recommendations and conclusions of the Heald Committee Report requested the New York State Legislature on March 17, 1962, to establish the State University Construction Fund which would function as a "highly organized agency of unusual flexibility, to streamline governmental procedures for a substantially speeded program of State University construction."

Statutory Basis

Accordingly, Chapter 251 of the Laws of New York of 1962, was enacted, amending various State laws. Basically, the Statute created the State University Construction Fund as a "corporate governmental agency constituting a public benefit corporation" to provide academic buildings, dormitories and other facilities for the State-operated institutions and contract and statutory colleges under the jurisdiction of the State University; to reduce the time lag between the determination of need for such facilities and their actual construction and occupancy; to expedite the necessary work in connection with the facilities in order to assure their readiness for the purposes intended when needed and scheduled under the Master Plan.

Finances

The Construction Fund's expenditures for design work and actual construction have met with "first instance" funds that are in the nature of temporary loans and are repayable to the State.

The law establishing the SUCF authorized the New York State Housing Finance Agency to issue State University Construction Bonds and Notes, the proceeds of which will be used to repay the State "first instance" appropriations.

Facilities built by the Construction Fund will be self-liquidating since the State University will be leasing each structure, the rentals being sufficient to discharge the bond and note indebtedness.

SUCF Organization

The enabling law also established a basic organization of the State University Construction Fund which is headed by three Trustees, one of whom must be a member of the Board of Trustees of the State University of New York. The Trustees are appointed by the Governor and serve without pay.

Responsible for the day-to-day operation of the Construction Fund is a General Manager. His principal assistants are a Counsel, a Controller, an Assistant for Administration, a Manager of Construction, a Manager of Planning and an Information Officer.

The Construction Fund does not employ any personnel to design facilities or supervise construction. By law the Construction Fund employs architects to do the design work and supervise the construction for this organization.

The personnel in the Fund are primarily expeditors and coordinators.

State University

SUCF works closely with the State University which establishes the educational requirements as the basis for construction needs. The State University approves the architectural concepts of all buildings. In addition, SUCF consults with the State University on matters relating to changes during construction. The important

Continued on Page 30
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Pennsylvania.

The fountain is to be built in a new
plaza being constructed adjacent to
City Hall in Philadelphia and is ex­
pected to cost about $500,000.

The Jury of Award consisting of I.
M. Pei, Paul M. Rudolf, Jacques Lip­
chitz, Theodore Roszak, and Philip
Price will award ten prizes: $12,500.,
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and five honorable mentions of $1,000.
each and will recommend the award
of contract to carry out the construc­
tion of the winning design to the
winner. The Jury of Award is accepting
registration is June 15, 1964; and for
shipping submissions October 30,
1964. Apply to Norman N. Rice, AIA,
Professional Advisor Fountain Com­
petition, P. O. Box 8366, Philadelphia,
Pa., 19101 for details and registration
form.

BACKGROUND
Continued from Page 29
matter of long range comprehensive
campus planning is a joint effort by
the Fund and the State University.

Dormitory Authority
The enabling legislation estab­
lishing the Construction Fund provided
that dormitories may be constructed
for the State University by the Dormi­
tory Authority. By agreement, among
the State University, the Construction
Fund and the Dormitory Authority,
the latter constructs both dormitories
and dining halls. SUCF, SUNY and
the DA all approve the architectural
concept of all dormitories and dining
halls.

30 / EMPIRE STATE ARCHITECT — MAY - JUNE, 1964
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Graduate School

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College at Potsdam
Harpur College at Binghamton
College of Forestry at Syracuse University
Ranger School at Wanakena
Field Stations at Raquette Lake, Newcomb
Wanakena, Warrensburg, Cranberry Lake
Graduate School
Maritime College at Fort Schuyler
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College of Agriculture at Cornell University
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Fashion Institute of Technology of New York City
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Jefferson Community College at Watertown
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Nassau Community College at Mineola
New York City Community College of Applied Arts and Sciences at Brooklyn (N.Y.C.)
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one great new development is the appointment by the NEW YORK TIMES of Mrs. Ada Louise Huxtable as a full-time architectural critic. She has proven herself to be seriously thoughtful, carefully prepared, and courageously direct. In addition, you have before your profession the recommendation contained in Morris Ketchum's report as Chairman of the Commission of Architectural Design to the AIA Board of Directors at Salt Lake City in September. As you know, the Board unanimously accepted this report. This recommends new, constructive regional magazines based on the tremendously improved national journal. Insofar as I am justified in offering this personal opinion, I subscribe to that recommendation wholeheartedly.

The Challenge Is Being Met

Last January the Governor invited to the Executive Mansion in Albany, all those architects participating in the program of the Construction Fund. I asked him to give directly to the architects the charge he had given the Construction Fund's three trustees. And, in my introduction, I said that it was my personal conviction that virtually all concerned — the educators, the legislators and administrators, and the public — were now, at long last, receptive to great and truly contemporary architecture. The Governor said that they were not only receptive they were demanding it. That's our challenge and so far your colleagues working with us on it are meeting it imaginatively, efficiently, economically, and beautifully.

GEORGE A. DUDLEY received his bachelor of science and master of science degrees in architecture and site planning from Yale University and later taught site planning while doing graduate work. During World War II, Mr. Dudley worked with Nelson A. Rockefeller in Washington when the latter was Coordinator of Inter-American Affairs. In the immediate postwar years, Mr. Dudley was Research Director and later Executive Director for the Connecticut Post War Planning Board under Governor Raymond E. Baldwin; and from 1948 to 1959, he was President of IBEC Housing Corporation, a subsidiary of the International Basic Economy Corporation.

Mr. Dudley then was selected to be in charge of Planning and Programming Development for Harrison & Abramovitz, Architects, in New York City. Later he became Director of the New York State Office for Regional Development and Secretary of the Planning Coordination Board. He is also one of the architects, along with Wallace K. Harrison and Blatner & Williams, for the Capitol Building Complex in the South Mall area, Albany. He is currently Dean of the School of Architecture at Rensselaer Polytechnic Institute, Troy, New York.

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The New York State University College at Potsdam will involve the construction of 16 academic, dormitory and related buildings by the end of 1969 at an estimated cost of more than $18.8 million.

The new construction, programmed in a Comprehensive Campus Development Plan, will provide the physical facilities necessary for Potsdam to attain the growth projected in the University's Master Plan and permit an enrollment increase of nearly 1,000 full-time students — from the Fall, 1963 total of 1,834 to more than 2,700 by 1970.

The College at Potsdam, by the late 1960s, will be one radically changed from the present, comprised of major academic and student living areas coordinated for maximum efficiency, integrated as the basis of a modern campus. The instructional segment will take the form of an Academic Court at the center of which will be a new, 200,000-volume library. Around the library will be the class-
room buildings, containing laboratories, lecture halls, music education facilities, and special purpose rooms, and the administration buildings. Directly to the south will be a series of dormitory-dining hall groups which will be constructed around a new Student Union. The Service Building group will be located to the northeast and parking areas for 890 automobiles will be located to the north. Flanking the campus to the east will be the outdoor physical education facilities.

Major construction contracts for new structures at the Potsdam campus to be let during 1964 include:

COMMUNICATIONS-LECTURE HALL — Scheduled for completion in early 1966, it will cost an estimated $1,180,000 and emphasizes the extensive use of audio-visual techniques planned for the campus. It will consist of six lecture halls, all provided with various types of instructional aids. Capacities of the halls will range from 60 to 360 persons. A conference room with seats for 120 persons will be located in the lobby assembly area. The building will also contain an Instructional Aid Center, a record office, a film-tape storage area, a film library, student control office, faculty offices and a repair shop to maintain equipment.

LIBRARY—Scheduled for completion in early 1966, it will cost an estimated $1,550,000. It will be a multi-story facility providing: a main control desk, card file office, cataloging room and work areas, a repair and bindery area, a reading space for one-third the student body, a periodical room, reserved reference room, a rare books and archives room, a music library with listening areas and two small staff lecture or seminar rooms.

DORMITORY-DINING HALL GROUP — The complex is comprised of three 200-bed units and a 400-seat dining hall. Each group will have its own outdoor court and will be further characterized by a six-story dormitory area extending from which will be low two and three story wings. Dormitory facilities will cost an estimated $2,800,000 and the dining hall an estimated $900,000. Both are expected to be ready by September, 1965.

SERVICE BUILDING GROUP—Scheduled for completion in January, 1966, at an estimated cost of $640,000. These buildings will provide facilities for central food preparation and building maintenance. All of the above structures are now in the design stage.

In preliminary design is a classroom building, scheduled to be ready July, 1966, at an estimated cost of $1,140,000.

In the program stage are:

FINE ARTS BUILDING, scheduled for completion by July, 1967, at an estimated cost of $2,175,000.

AN INFIRMARY BUILDING of as yet undetermined size to be completed by July, 1967, at an estimated cost of $476,100.

STUDENT UNION, scheduled for completion by January, 1968, at an estimated cost of $1,650,000.

DORMITORY-DINING HALL GROUP, scheduled for completion in September, 1967; three dormitory units providing 600 beds, to cost an estimated $2,800,000; dining hall, 400 seats, $900,000.

CONVERSION, EXISTING CENTER AND DORMITORY ADMINISTRATIVE AND FACILITY OFFICES, scheduled for completion by September, 1968, $900,000.

SCIENCE BUILDING, scheduled for completion in September, 1969, at an estimated cost of $1,380,000. In addition to the proposed new construction, conversion of Raymond Hall to classrooms and faculty offices by the end of 1968, at a cost estimated at about $250,000. Presently under construction are a

SCIENCE BUILDING, scheduled for completion in September, 1969, at a cost of $1,800,000 and two 100-bed dormitory units scheduled for completion in late 1964, at an estimated cost of $900,000. Presently planned and planned construction, therefore, total in excess of $21 million.

Forty acres of land will be added to the 200 acres comprising the present Potsdam campus in order to construct the campus projects under the University's Master Plan.
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**36 / EMPIRE STATE ARCHITECT — MAY - JUNE, 1964**
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