



OHIO ARCHITECT

OFFICIAL PUBLICATION OF THE ARCHITECTS SOCIETY OF OHIO
A REGION OF THE AMERICAN INSTITUTE OF ARCHITECTS, INC.

november
1962



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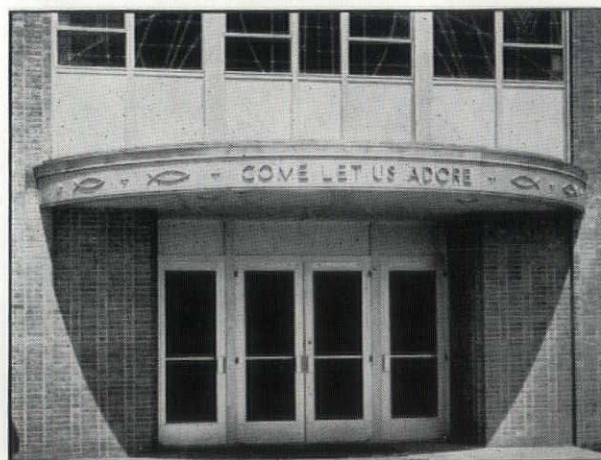
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COVER AND FEATURE MATERIAL

The cover and feature material for this issue was prepared under the direction of Robert R. Reeves, Jr., AIA, Columbus Associate Editor. Pictured on the cover are Mr. Reeves and his two sons Cord, age 4 and Rob, age 5 1/2. Cover photo by Van Ramsey, Columbus.



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A talk given by Howard B. Cain, AIA, President of the Architects Society of Ohio at the biweekly meeting of the AIA Student Chapter, Kent State University, Kent, Ohio.

When your president, Jim Murfin, asked me to address this group, he mentioned the fact that you people had established a theme for the year consisting of the topic "The Nuts and Bolts of Architecture". I am flattered to be included in this general category. Today unless you are a little bit nuts and have a neurosis or two, you just aren't normal. This obviously also applies to the architecture of today, and we witness each new building coming from the drawing board with something about it that conveys cleverness or novelty. I would say the most difficult thing about architectural design today is the problem of distinguishing between cliches that have permanence and cliches that are faddish. The latter category will definitely wear thin after a while although the buildings will necessarily remain in place for fifty to seventy-five years.

However I didn't come here to talk primarily about architectural design, although it's very close to all our hearts. I would like instead to talk about *three* critical aspects of professional practice with the hope of impressing you with the variety of skills that the architect must possess in order to properly engage in the practice of architecture.

I do not mean to overwhelm anybody with the complicated nature of our practice, I simply have found in my experience with the organized profession, that it is beneficial to categorize our services because it enables us to avoid the temptation to direct our efforts into the single channel of architectural design. The architect is not simply a design expert, or an expert in specifications writing, or an expert in architectural engineering. He must be all of these things and herein lies a monumental problem for the student. But let me more clearly define the three critical areas of our service:

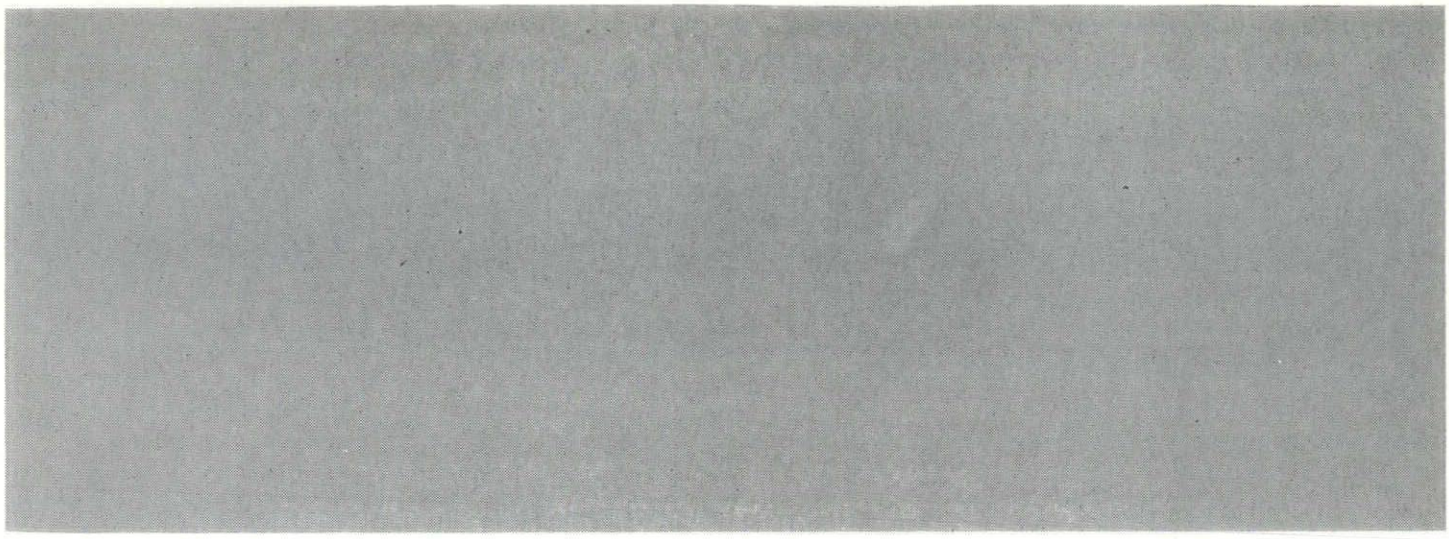
First, we must be artists. We must know color harmony in order to select pleasing and appropriate materials for the exterior of our buildings. The interior materials

and colors are similarly important for us to control. We must have a talent for sculpture, for our buildings are three-dimensional. Certainly Frank Lloyd Wright's buildings are essentially sculptural. We must have a talent for visualizing things and be able to sketch a proposed project in clear terms for our clients who do not have this ability. Finally we must give character to our buildings that springs from our ability to arrange elements into artistically tasteful patterns and forms. This artistic talent of ours is essential, then, if we are to produce beautiful architecture.

The second major category of our skills relates to engineering. When we arrange spaces for human occupancy and for occupancy by machines and human activities, we usually approach the planning problem in a technical way. We decide the width of an aisle by the number of people who will be using the aisle; the size of an auditorium by the number of people who will be using the auditorium; the size of an office by the number of people and desks and machines that will be enclosed in that office, always aware of the functions and use of the space by the people who occupy that space. Once our technical planning is completed, in a two dimensional sense, we tackle the problem of three dimensional framing of the space above the plan. Here, our ability to size structural members and to shape the framing system comes into play. We have a knowledge of the type of heating system to employ, and arrange distribution equipment in a way that does a good job from a technical point of view. The lighting of our spaces requires additional knowledge on our part to allow it to function properly in support of our aesthetic concept. This second category of architectural services, then, is of an engineering nature. We must be engineers and we must be flattered by that connotation. Needless to say this seeming encroachment on the engineering field has resulted in jurisdictional conflicts with the engineering profession.

The third major aspect of our service relates to our ability to act as patent attorneys, without portfolio. I am speaking of our ability to use technical language and perhaps technical drawings. In this area we perform many detailed operations such as writing specifications describing the materials and the methods whereby materials

(Continued on next page)



will be incorporated into our buildings. The AIA Standard General Conditions which are usually bound in with the specifications is a highly detailed and legalistic document which you must understand in order to properly represent your client. Furthermore we do detailed drawings and these mesh with the detailed language of our specifications so as to require that the architect possess a truly legalistic mind.

It should be noted here that the architects have had complaints from the legal profession to the effect that we should not prepare contracts as we seemingly do. The drawings and specifications that we prepare are called contract documents. They establish the basis for the contract that eventually exists between the owner and the builder and since it is our technical know-how and language that goes into these documents it certainly might appear that we are practicing law. However, we properly avoid such an accusation by deferring to the legal profession prior to the execution of the final contract between owner and contractor, advising our clients to have their attorneys review and modify the contract documents for legal appropriateness.

Now this is a pretty big order that I have just described. Can any one person wear all three hats and still be effective in this day of specialization? In other words can he be an artist, and an architectural engineer, and a legal-type with any degree of success? Actually, the registered architect must be all three. *To engage in the practice of architecture you must constantly exercise all three of these basic categories of ability.*

Today the majority of the architectural firms that receive contracts to design buildings of considerable size, are comprised of architects who are surrounded by a team of specialists. They have their illustrator, they have their specifications writer, they have their engineers, the working drawing specialist and the person who specializes in field supervision. Essentially these specialists are architects or engineers who, for one reason or another, determined somewhere along the line that they preferred to specialize in some, one, aspect of architectural practice. Our economic system has a wonderful way of forcing you to

make such decisions.) In architectural firms, however, the only parties exercising all three basic aspects of their architectural skills are the principals of the firm. They are responsible to the client for the services rendered by their employee-specialists. The principals, therefore, are practicing architecture — the specialists are not practicing architecture.

Unfortunately, some architects are employees of *non-professional* corporations. When these corporations are engaged in building construction and offer their customers a package deal including the related architectural services, they are practicing architecture. This is clearly illegal, and we should recognize this fact and charge them accordingly. The *professional* corporation, on the other hand, wherein all the directors of the corporation are registered architects, is a perfectly legal arrangement. It is similar to the architectural firm in that certain architects often will serve as employees of other architects, and responsibility to the client rests with the principals of the organization. I bring up this type of practice not to disparage the architects who are employed as specialists in one particular aspect of architectural practice, but rather to establish the fact that they are performing a specialized service within the broad spectrum of the practice of architecture. In my opinion the employee-specialists are *not* engaged in the practice of architecture.

Today, it is absolutely essential that the majority of the people graduating from the architectural schools serve as employees of other architects, or possibly as non-professional employees of corporations engaged in the manufacture of building products, etc. The sooner you realize this, the happier you will be in later life when the age of specialization has progressed further on its way.

However, this is not my major point, for it is negative in nature. My main idea is to establish that the practice of architecture is a broad effort involving three specific, different — yet completely related, skills. I would encourage you to think of this from time to time during this academic period in your life. It will help you answer the vital question of whether you are preparing yourself to be a specialist, or an architect.



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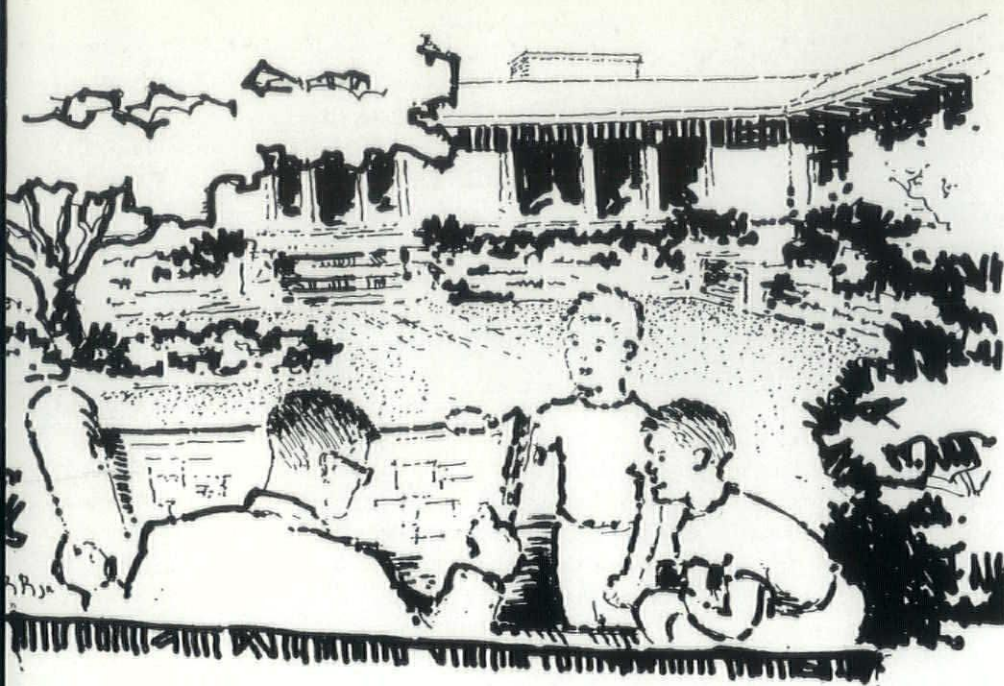
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Daddy, What Is An Architect?

by Robert R. Reeves, Jr., AIA

The premise for this article is not to define the architectural profession, but is directed toward a facet of our profession's education and public relations efforts that have heretofore been largely ignored.

Have you been asked this question lately by the younger generation? If you are in that small minority called the Architectural Profession, we are not concerned with your ability to answer it. However, if you are in that great majority called the American Public, your answers to this otherwise relatively simple question *do concern* the architectural profession—very much!

For a profession which has been in existence and a guiding force in civilizations centuries before the birth of Christ, and which has held an honored and respected spot in every era up to the present day, it is sad to realize that in our present age the most elementary knowledge of the architect's role has been literally lost with the great advancements and emphasis on our technological and industrial development which has been accelerated to such an extent as to blur our concepts of one of the world's major professions. This is not to say that the architect is not keeping pace with our vast technology, but that the growth and complex nature of the building industry has caused his identity and the profession's identity to naturally suffer.

Let us start once again with the title question. First, it is not one that is asked very often, and when it is—by a very small percentage of our youth. This mere fact alone should start any public relations committee to wondering! Secondly, what is *more* disheartening is the fact that the answers to children on this question by the public, their families, and—yes, even their teachers—is more often than not inaccurate, vague, indefinite, or grossly incorrect. This is, indeed, a rather pathetic state into which a noble profession has fallen! Is there any excuse that in an age of such educational advancement and opportunities architecture draws a blank on the faces of our children?

Within the architectural organization, all education and public relations precepts have been directed toward the adult population. All this has been naturally projected within the limited funds available, which is recognized as nowhere near adequate to do a really first class job of orienting the public to the architect's role and his position within his community. As an expensive program is out of the question, public

relations, as such, has been left pretty much in the lap of every individual architect to do his own within the best ethics set up by the profession.

This is well as far as it goes. However, we should recognize that, without an expensive and expansive program, we cannot make very serious inroads on orienting the adult public. But there is a side the profession has an opportunity to pursue—the *younger generation!*—your future *clients!*

For a moment, let us look in this direction and its potential—the youth of our country at school level. What has been done? What is going on now that is pertinent to any program we might project?

As many of us already know, there has been some progress made in vocational guidance programs at high school level. Though it is important to note that these are only really effective when the student shows a *marked interest* and has some *definite aptitude and abilities* toward the vocation he selects for his future career. From that stage, vocational guidance has ample material to direct him well toward his chosen work. This is excellent for those fortunate enough to arrive so early at a good selection of a career; but, alas, they are the *exception* and *not the vast majority* who flounder in indecision half way through college and some even longer. Vocational guidance as it is practiced is effective only for those who apply themselves and make the effort. It does precious little to give students any general orientation on all the professions and avocations. Consequently, the student finds his very indecision often limited for lack of knowledge of everything that is available.

This may sound amazing to architects, but it is entirely possible for a boy to complete his high school education, college, and even graduate work, and be half-way through his married life without even being aware that the profession of architecture *exists!*

This indication leads us to a premise—Let us start public relations at the *source*—at school age, not high school, but at the elementary level. A very good approach to this line of thought was recently made by Architect Arthur

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Fehr and described in his excellent article in the AIA BULLETIN, entitled "*Architecture for Eight-Year-Olds*". Mr. Fehr went into a second grade classroom and explored the children's thoughts and interest in the field of architecture; what architecture is, what an architect does, etc. His response was surprising, enlightening, and most encouraging. While this attempt was highly experimental, it was definitely a very good attempt to laying some ground work for a better understanding of the profession. It would certainly appear that a definite program of this type could bear fruit for the future, if expanded and properly handled. Facing children of this level or slightly older with a subject of interest has a very definite potential—much more so than those of high school age. They are in their most impressionable and exciting years; their eagerness to learn and receptiveness to the new world opening around them makes them an A-1 target to put across an issue. Of course, there are some important "*ifs*". If the subject is presented to them at their level, and if the subject is presented in an interesting manner. This type of program could be expanded beyond the classroom to include field trips and the like. It should be a foregone conclusion that in such a program, architecture should not be projected or emphasized as a future career. Rather, it should be carried only so far as an information project. This type of program is one in which immediate results could not be made, but it is long range in that results would be realized when this generation reaches adulthood.

Just *how* would school children fit into a public relations program? First and foremost, one has a truly ideal situation—"A Real Captive Audience"—something one can rarely get with a group of adults. In today's society, school represents an ideal organized unit for handling large groups. There is always an audience at a given time or place—what better place to project a program successfully!

Why are architects so "unknown" to our children? There are several reasons, but the two most common are: (1) Their families have had no contact

with architects or architecture, and (2) Within their own world of exploration, they have never so much as even *seen* one. Mr. Fehr's article on eight-year-olds brought out a typical reaction—"They have seen houses built, but they never saw an architect around." Children at this age have made their acquaintance with, or have had some experience around, an amazing variety of people, machines, gadgets, etc.; namely: the doctor, nurse, minister, teacher, policeman, all types of transportation, etc., and within the building industry it's builders, carpenters, brick masons, plasterers, painters, plumbers, electricians, and many others. *Conspicuously* absent from this world is the *architect*! For some reason or another the architect never seems to come around to the job, at least when they are there. He is the *missing link* when they are forming their ideas of building construction. Ninety-nine times out of a 100, Daddy didn't have an architect for their home, or much less had any contact with one; while Mother never got much beyond arranging the kitchen or making her selections of colors for various rooms. Her decorating ideas bring her in contact occasionally with an interior decorator—but an architect? Who's he?

From this kind of background, it is quite simple to understand that the answer a child would receive when he asks about an architect would vary from no answer at all to "A man who draws blueprints," or "A man who furnishes a drafting service", or some equally ridiculous answer. Pursuing this one step further, it is easy to see how this child, with no other explanations in regard to this question for the remainder of his education, would end up facing life regarding an architect in much the same way as his parents—that is, draw a blank!

While the profession is considering ways to make our public relations more effective within reasonable limits, directing some of their major efforts toward educating the very young would certainly seem worth some well directed study. We might well recall some lessons learned in recent history. One of Hitler's and Mussolini's ultimate successes was in projecting their infamous doctrines through the youth of their

respective countries. They learned early in their "careers" that to enforce their ways upon adult groups would be an up-hill battle. But to direct it toward the *youth* of the land would not only be easier (because the young mind is more impressionable and receptive), it would insure their position for at least a generation to come. How well they accomplished this is now a matter of record.

I am drawing no parallel between these two disreputable and misguided characters and the methods by which they accomplished their ends; but it is important to note that their initial premise—to attain their ideals through the youth of the country—is basically very sound!

Our present public relations program is doing its best with the limited means it has available to help the architect in his relations with the public, but we need to call upon and explore *all facets* of public relations in order to preserve our profession. In this line, a well organized program initiated into elementary schools could be well worth investigating and studied with the express purpose of informing our *future* public . . . because, if our current efforts on the present generation fail (and well they might!), the efforts we put forth on the coming generation might well help to save the day in the not-too-distant future.

Let's look at it this way—when our new generation's child asks, "Daddy, what is an architect?", his chances for receiving an answer with some *meaning* and *understanding* of the profession will be extremely good. Why? Because his Dad was informed early in his schooling when things learned at this impressionable age stayed with him. Further, he would likely find himself more prone to seek an architect's advice when he needed it, and understand the architect's role in his community—far more than did his own father.

If we look to improving our future generation in this way, the rewards we would realize would more than offset what we are attempting to do on our present level. Is it worth a try?

By the way, fellow architects, how do *you* answer your children when they ask, "Daddy, what is an architect?"



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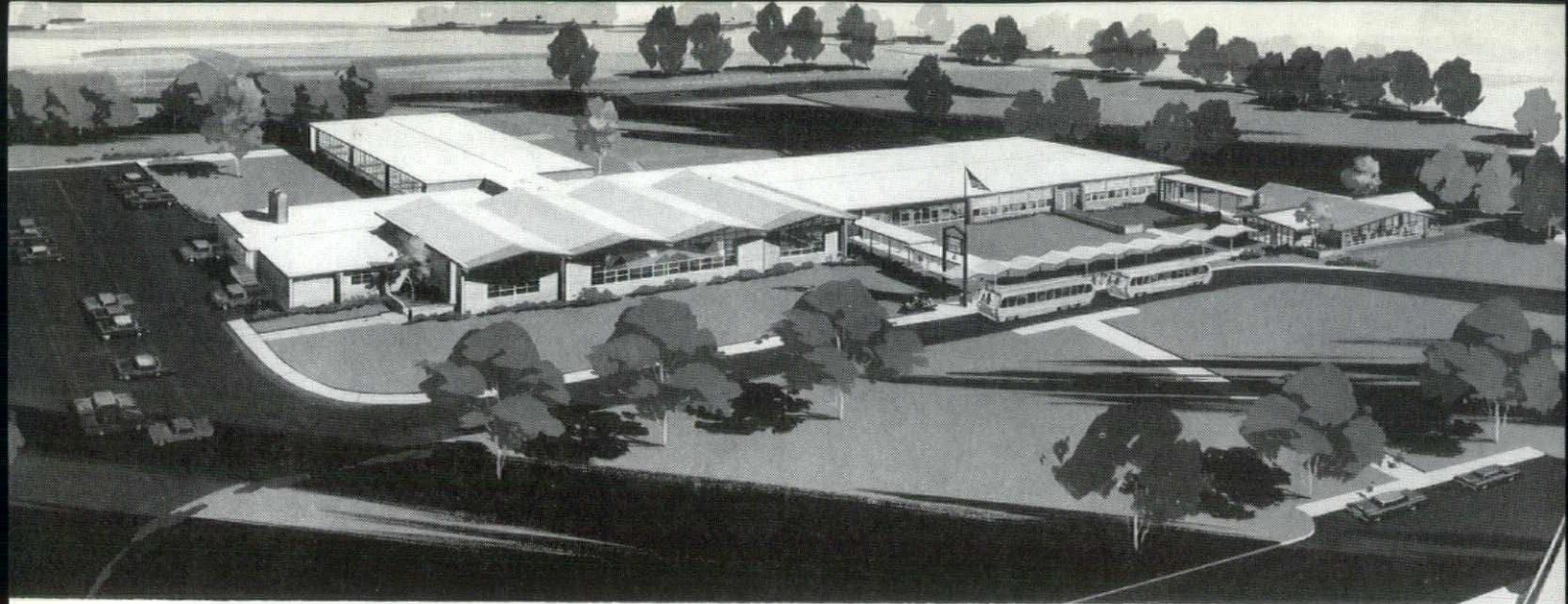
Some of the research is fundamental—designed to increase basic knowledge of the nature of portland cement and concrete. Other projects are directed to development of new and improved uses of these materials. Still other projects are devoted to the processes of manufacture of portland cement—to help assure a uniform, high-quality product, whatever the source.

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H. C. MINES ELEMENTARY SCHOOL

Architect, Arthur F. Sidells, AIA

The Howland Local School District has one of the most rapid growth rates in the industrial complex known as the Mahoning Valley. Comprising the suburban area east of Warren, the district is being rapidly developed with homes for middle and upper income families. At the north and south edges of the district, industrial areas are also growing, providing the district with an adequate tax base for both operations and new construction.

The demand for better education and educational facilities has been growing with the increase in school population and the material status of the district. A \$1,755,000 bond issue to finance the purchase of school sites and to construct an elementary and a junior high school was passed by a large majority in November 1959. \$600,000 was allocated for the new elementary school, named in honor of H. C. Mines who has served on the Board of Education for more than forty years.

Since this was to be the pilot model for a group of three elementary schools, a thorough study of the general character of elementary buildings was undertaken. Agreement was reached that the building should reflect the following broad objectives:

1. Concern for child problems, purposes and the development of abilities necessary to intelligent living,
2. Concern for child enjoyment and satisfying achievement in educational activities,
3. Concern for child health and welfare,
4. Informal and pleasant relationships among pupils and teachers,
5. Teacher-pupil planning of educational activities,
6. Pupil participation in a broad range of activities — work, rest, indoor and outdoor play, etc.

Further objectives agreed upon included the need for orderly and balanced future expansion without interference to existing building use; provision of adequate community-use facilities; maximum school-site development for outdoor recreation and physical education; the development

of a building plan which would properly relate the educational, administrative, public use and service areas in the building. Reports which explain the planning procedure are attached.

Planning began with studies of typical classrooms for each of the four age groups — kindergarten, primary, lower and upper elementary. Detailed studies were also made of the administration area, public use space and service portions of the building.

The planning program for H. C. Mines Elementary School is based upon the separation of pupils by age groups, with the Kindergarten a completely separated school connected by a covered walk from the main building. This unit has independent mechanical facilities; a small boiler provides ideal heating conditions including radiant floor coils. The arrangement and location of coat and supply storage cases and the project work counter subdivides the total area into desirable smaller work and activity spaces. The 1430 sq. ft. paved Kindergarten playground area is directly connected through a door in the south glass wall.

Two primary or first grade classrooms are at the front of the main building near the kindergarten. Spaces for coats, separate toilets and a direct exit to a separate play area are provided for this "primary school". Classroom activities may be viewed through the glass corridor wall. Each of these two classrooms contains 910 sq. ft., a total of 30.3 sq. ft. per pupil based upon 30 students per room.

The four lower elementary classrooms for grades 2 and 3 are at the rear of the south wing, across the corridor from the administration area. Each classroom has a separate work-storage room of over 80 sq. ft. in addition to a classroom area of approximately 900 sq. ft. Each has a project work counter with cubicles below and wall storage spaces above. Built-in storage and display cases provide adequate area for reference books, magazines, con-

struction supplies and miscellaneous storage. Pupil coats are stored in lockers located in the corridor, controlled by a master lock operated by the teacher. Above the lockers, the wall between corridor and classroom is a continuous glass transom.

The upper elementary wing is located immediately east of the lobby at the rear of the All-Purpose Room. This wing contains 6 classrooms for grades 4, 5 and 6 and may be extended to provide 4 or 6 additional upper elementary classrooms as required. Each of these rooms has a project work counter 25' long, storage cases for books and magazines, supply and teachers storage closets. Metal lockers for pupils are in the corridor; walls above lockers are continuous glass in metal frames. A work room for upper elementary teachers with large individual storage lockers is reached from the lobby. Along the corridor at the All-Purpose Room, 12 removable framed pegboard display panels are mounted in wall recesses. These panels may be taken into the upper elementary classroom for preparation of displays which are then returned to the corridor recesses.

A most unusual and flexible Multi-Purpose space relationship is provided in this elementary school. The overall area is 50' x 136' and contains 6800 sq. ft., the center one-half of which is the 50' x 68' All-Purpose Room. At each end of the All-Purpose Room, one-fourth of the total floor area is raised 18" by 3 wide steps. The Stage-Cafeteria at one end and the Music-Art Room at the other can each be separated from the All-Purpose Room by closing the folding wood doors across the top step.

The All-Purpose Room has a center dividing curtain, equipment lockers and chair storage space. A direct outside entrance leads through the Gallery to the All-Purpose Room. The Music-Art Room has storage lockers containing over 1000 cu. ft., a project work counter and large storage room. The Music-Art Room may be entered from the main Lobby, the Gallery and the All-Purpose Room. The Stage-Cafeteria is reached from the main Corridor, the Kitchen and the All-Purpose Room.

The size of the spaces in the Multi-Purpose area will be adequate to meet the needs of the school after expansion to 20-24 classrooms. The flexibility of the space for school and community use will permit the following functions and arrangements:

1. 3400 sq. ft. for physical education, with curtain providing separation into two areas of 1700 sq. ft.,
2. Normal food service is the Stage-Cafeteria area of 1700 sq. ft., expandable into the All-Purpose Room for dining of large community groups.
3. Auditorium purposes using the Stage-Cafeteria area of 1700 sq. ft. and seating on the floor of the All-Purpose Room for 425. When required, the seating may be increased by placing 100 chairs on the raised floor of the Music-Art Room at the rear of the Auditorium.

4. Performance by musical groups using the Music-Art Room as a concert stage with 425 seats on the floor of the All-Purpose Room facing the Music-Art Room. The addition of seats on the Stage floor will increase total seating to approximately 550,
5. Special classroom use of Music-Art Room for chorus and glee club, school orchestra, arts and crafts classes,
6. Use of Music-Art Room for small teachers group meetings after school hours. Light food preparation facilities are provided at the project work counter.
7. Displays of arts and crafts work by pupils, traveling exhibits, etc. in the Music-Art Room and the adjoining Gallery.
8. Assignment of individual locker spaces in All-Purpose Room will permit the use of this space by community groups such as boy and girl scouts, 4-H clubs, etc.

Future expansion of H. C. Mines School is anticipated by the addition of 4 or 6 lower and 4 or 6 upper elementary classrooms. All mechanical equipment, boilers, water supply, sewers and services which will be needed for the future additions have been installed under Stage I. Service lines of adequate size are extended to the points where future expansion will occur.



H. C. Mines Elementary School, Howland Township, Trumbull County, Ohio. (Photo by R. Marvin Wilson)

The H. C. Mines Elementary School is located at the west end of a strip of land 832 feet wide by approximately 5000 feet long. The site contains 95.10 acres and provides adequate space for a future junior high school at the east end of the property. The central area of the site is being developed with two baseball diamonds, and a football field with space for bleachers and parking. A building for crafts and community activities is located in this area. It is planned to use a wooded portion of the east end of the site for nature study and elementary school camping.

The building design of the school is directly related to the educational program, the separation into "schools" and areas of activity, and the geography of the site. To

provide unity of architectural design, the shape of the folded plate roof over the Multi-Purpose area and the sloping roofs of the Kindergarten are recalled and repeated in the roof over the bus loading dock. Triangular shapes and motion are incorporated in the large porcelain enamel mural in the window wall of the All-Purpose Room.

Since all major mechanical equipment for future expansion has been installed as a part of Stage I, cost projections indicate that when the building is increased to 20 classrooms, the overall unit costs will be reduced by approximately 12%. The indicated final costs will be \$1,080 per pupil, \$13.50 per sq. ft. and \$1.05 per cu. ft.

Educational Planning Program

Until 1954 all pupils in this school district were housed in one building located at about the center of the school district. This central building, a four story structure about 40 years old, was badly overcrowded and seriously inadequate, both as an elementary and as a secondary school.

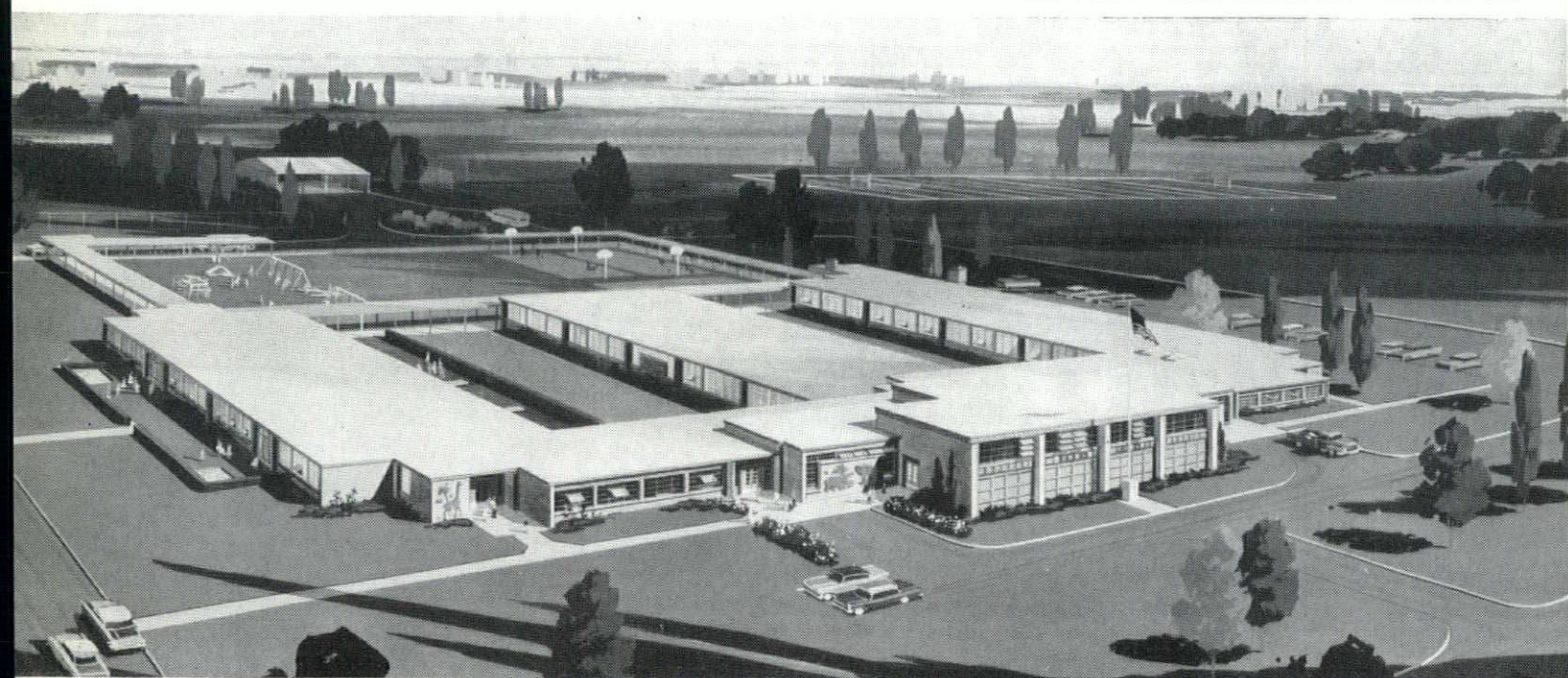
Following a survey by the Bureau of Educational Research, Dept. of Education, Ohio State University, recommendations were presented to the Board of Education to correct existing conditions. Two new elementary school buildings were to be built, one in the north half of the district, the other in the south. The north building, Bascom Elementary, was constructed in three stages during the years of 1954-1957. This elementary building has a

total of 26 classrooms, is located on a 20 acre site, and has a rated capacity of 910 pupils. Bascom Elementary School was displayed at the 1957 AASA Convention in Atlantic City and was selected by the jury to be a part of the U. S. Exhibit at the Twentieth International Conference on Public Education in Geneva, Switzerland.

Leavitt Elementary, the second new elementary building, is located on a 33.8 acre site near the center of the south half of the school district. It has been designed for construction in two stages, with 18 of the eventual total of 26 classrooms being provided in the original construction phase. Completion and occupancy of Leavitt Elementary has removed all elementary pupils from the central building, allowing conversion of this building to a Junior-Senior High School.

The planning of Leavitt Elementary School started with a re-examination of the educational facilities provided in the Bascom Building. In general the teachers, administrative staff and the Board of Education were agreed that the facilities at Leavitt should be similar and equal to those provided at Bascom, but that the cost of the building should be reduced by from five to ten percent. Studies were made of ways in which such items as the project counter and work sink could be relocated to save on the cost of plumbing, how coat storage could be provided at less cost, how certain corridors could be reduced in width from 10 feet to 8 feet 8 inches. A sheet

LEAVITT ELEMENTARY SCHOOL



of "General Notes on Typical Classroom Layouts" is attached which shows some of the comments applied to specific room studies.

Leavitt Elementary has been planned on the separation by age groups into a Kindergarten — Primary wing, containing 2 Kindergarten rooms and 6 primary classrooms; a middle wing (future) with 2 lower elementary classrooms; an upper elementary wing containing 8 classrooms, with 2 special classrooms off the main corridor between the middle and upper classroom wings. Classrooms are all planned as self-contained units in which to carry on an advanced activities-type curriculum. To supplement the classroom program in the upper school, a Musical-Arts room with dividing partition has been provided. A Teachers Work Room equipped with duplicator, projection facilities and supply storage shelves is a part of the upper elementary wing.

The school Library is located between the All-Purpose Room and the Administration Area. In addition to normal reference library use, this room serves as a conference and meeting room. A room for storage and control of educational equipment and a work room for repair of Library books are a part of the Library Suite.

The All-Purpose Room serves as auditorium, cafeteria and physical education area. Folding bleachers to seat 300 are located along the wall opposite the stage. Large portable folding table-bench units provide seating for cafeteria service. Folding chairs mounted on carts are stored in the space provided.

The Administration Suite provides the usual teachers lounge, office space, central control for communications, book and supply storage and a large Clinic. In the Clinic the facilities for testing and treatment include an ear testing booth with audiometer and recording equipment.

Careful study was given to the location of Leavitt Elementary School on the site. Access to the building for loading and unloading of school busses without conflict to other traffic and public parking was desirable. Location of playgrounds adjacent to Kindergartens, primary and upper elementary classrooms were studied. From these studies, the advantages of constructing covered walkways around a large paved play area at the rear of the building, with bus loading locations at the outer ends of these covered walkways, became apparent. Direction and control of the loading and unloading of busses is provided

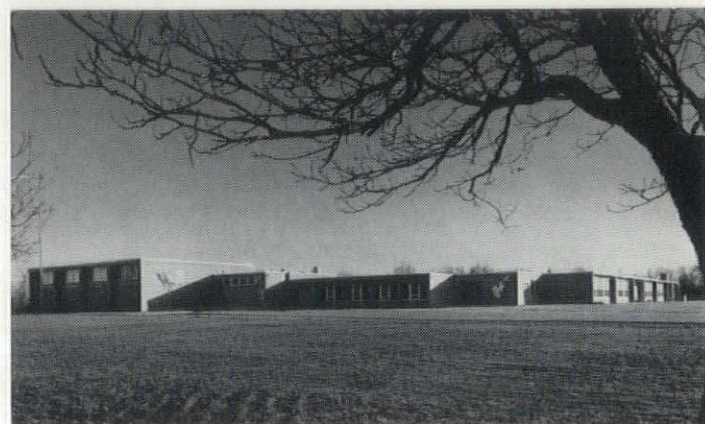
by two-way speakers and microphones installed as a part of the school PA system.

All major mechanical equipment for the completed 26 classroom building has been provided as a part of Stage I. No changes to the water supply, sewage disposal system, automatic gas-fired heating system or other service equipment will be required when Stage II is constructed. All piping and conduit in the service tunnel and above the removable ceiling panels in the corridors has been properly sized and arranged for extension into the center wing when the eight classrooms of Stage II are constructed.

A feature of Leavitt Elementary School which has attracted wide attention is the group of four large three-dimensional murals erected on the exterior front walls of the building. These murals depict the various stages of elementary education — Kindergarten, primary, lower and upper elementary — by means of brightly colored symbolism. The early history of Warren Township, significant dates in Ohio and U. S. History, the three R's, music, art and science are all incorporated in these educational murals.

When construction bids were received and contracts awarded the requested reduction in cost for the second elementary school in Warren Township was realized. The unit cost for Bascom Elementary was \$1.10 per cubic foot, the cost for Stage I of Leavitt Elementary was \$1.05 with further reduction to be realized when Stage II is constructed since all mechanical requirements have already been provided for.

Leavitt Elementary School, Warren Township, Trumbull County, Ohio.
(Photo by R. Marvin Wilson)



George Rackle Appoints New Representative

Appointment of B. Kenneth McGee, 3072 Washington Blvd., Cleveland Heights, Ohio, to represent its lines of structural and architectural precast concrete products is announced by the George Rackle & Sons Co., Cleveland, Ohio. McGee's territory will include Western New York, Western Pennsylvania and West Virginia, according to George P. Rackle, President.

McGee, 31 years old, heads the Specified Building Products Co., 12734 Woodland Avenue, Cleveland, which also represents the Ludowici-Celadon Company, manufacturers of clay roofing tile, and quarry tile products. Prior to opening his own firm in January, 1962, McGee represented Ludowici-Celadon for seven years in the Pittsburgh, Cleveland, and Cincinnati territories, and was associated with the Boiardi Tile Manufacturing Corporation for its line of exposed aggregate precast concrete architectural building products.

In his work with architects and engineers, McGee will represent the Rackle line of precast concrete roofing systems, including flat and channel slabs, super span channel and prestressed single tee systems. He also will represent the company's line of Mo-Sai precast exposed aggregate wall panel and facing. Both Rackle and Ludowici-Celadon, McGee observes, were established in the 1800's and have earned excellent reputations for quality and service.

LOF Offers Booklet On Push-Pull Bars

Architects, designers, building owners and professional craftsmen in the construction field will find Libby-Owens-Ford's new Push-Pull Bar booklet a valuable source of technical data on the company's new line of custom hardware designed for use on its standard and non-standard size tempered polished plate and tempered rough plate glass Tuf-flex Doors.

The 16-page illustrated product catalog emphasizes the new 300 Custom Series comprising a broad range of styles and sizes of push-pull bars to add a decorative, functional note to the appearance of buildings such as stores,

schools, churches, hospitals or offices using Tuf-flex Glass Doors.

Included in part are sections showing the complete line with dimensional data, information on design limitations, typical fasteners, plus an outline on obtaining personalized push-pull bars, a service wherein LOF welcomes the opportunity to work with designers and architects on bars of special design to meet customers' needs.

In announcing the new catalog to company distributors, F. Dwight Haigh, Jr., LOF manager of pattern and specialty glass sales, points out that most of the bars in the 300 Custom Series have exactly the same details for attachment which allows the line to be furnished in any combination of face plates or pulls. This is made possible by fabricating all but three of the styles for mounting on doors having 12 inches between hole centers in a vertical position.

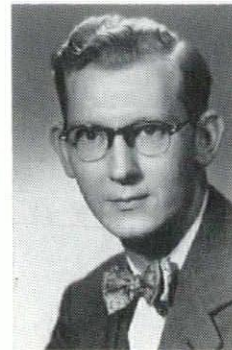
"The advantage of this layout is that it permits prompt delivery service when used in combination with our standard size Tuf-flex Doors," he said.

Copies of the booklet TF-3A are available from LOF distributors listed under "Glass" in the yellow pages, or from any of the company's district sales offices.

Dayton Chapter AIA Elects 1963 Officers

The Dayton Chapter of The American Institute of Architects has elected Mr. Robert J. Makarius, Jr. to the position of President for the year 1963.

Mr. Makarius has performed the duties of treasurer of the organization in 1958 and 1959 and the duties of Vice President in 1961. He is at present an active member of the Kettering, Ohio Board of Architectural Review and past member of the Kettering Board of Building Standards.



Ohio Civic contributions of time and experience are: present member of the Board of Directors of the Kettering Chamber of Commerce, and Chairman of the House Committee for the Kettering Historical Society currently restoring the historic Deed's Barn.

Mr. Marlin Heist was elected to fill the post of Vice President; Mr. Joseph Nemeth, Secretary, and Mr. Verdin Moll, Treasurer.



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FACTS ABOUT YOUR ARCHITECT • IV

Preparation

To qualify for membership in The American Institute of Architects, an architect must be a man or woman of high integrity, good judgment, business capacity, and artistic and technical ability. He or she also must be registered or licensed to practice architecture under the laws of his state or territory.

The candidate for an examination usually must be a graduate of an architectural school and, in most states, have at least three years of practical experience. In the absence of formal architectural schooling, some states require twelve years' practical experience in other architectural offices.

A well-rounded high school education is the best preparation for architectural schooling. It should include an academic course of study, elective courses of social studies, and as many courses in mathematics and science as possible.

A minimum of five years' study at an architectural school or college is necessary for graduation from an accredited school. The curriculum includes architectural design, materials and methods of construction, design theory, structural design, working drawings, specifications, graphics, freehand drawing, professional ethics, the history of architecture, business practice, and general non-technical subjects.

This is followed by a period of practical apprenticeship, which lasts three years or more, to broaden the candidate's technical knowledge while providing practical experience.

To help candidates receive this practical experience, the AIA has established the Architect-in-Training program. Each participant in this program is assigned an advisor from the AIA who sees to it that he or she gains a variety of solid professional experience and continuing education. Candidates also receive a Log-book in which their experiences are recorded and which, in a supplement, contains valuable material on the profession and the building industry.

In Training Program

PRESCOLITE OPENS NEW "SHOWCASE" HEADQUARTERS

Prescolite Manufacturing Corporation, nationally known producer of contemporary lighting fixtures and lamps, opened a new \$1 million headquarters recently at San Leandro, California. The modern 102,000 square foot structure includes an unusual function in addition to its manufacturing and office facilities—much of it is devoted, in one way or another, to a well-planned display of Prescolite's extensive line of residential, commercial and industrial lighting fixtures. Almost every area of the 18 year old firm's new plant was planned to include a permanent, practical showcase for many of Prescolite's 3,000 different lighting items. Planning was done by the well known industrial designer Dale Smith. "We are very pleased with the results," said Wallace D. Runswick, vice-president.

Preston A. Jones, president and one of the company's founders, said the basic purpose in obtaining the building was to consolidate and make more efficient the manufacturing and warehousing functions to service 11 western states. "But as our plans continued, we also decided to make our headquarters a lighting showcase," he noted.

Unless visitors enter Manufacturing and Warehousing by the back door, they will observe Prescolite lighting fixtures of numerous shapes, sizes and materials on display in most every area of the building.

Many guests' first impression at the firm's recent open house was a circular lobby, covered with a plush carpet. Lighting fixtures of both unusual and traditional shapes were found hanging from the ceilings. The lobby's walls hold numerous fixtures, and recessed panels display additional groups of Prescolite lighting products.

Smith kept the company's visiting sales prospects in mind when he designed the lobby. A close look at ceiling fixtures can be had by climbing a sloping staircase that leads to a teakwood mezzanine. A multi-spouted fountain lazily shoots water sprays into a circular pool beneath the mezzanine, well-lighted (of course!) by Prescolite lighting fixtures.

If visitors happen to arrive at the company's headquarters at night, they will be greeted, at quite some distance, by a variegated picture of lights that sparkle from within the spacious lobby. It is enclosed in glass.

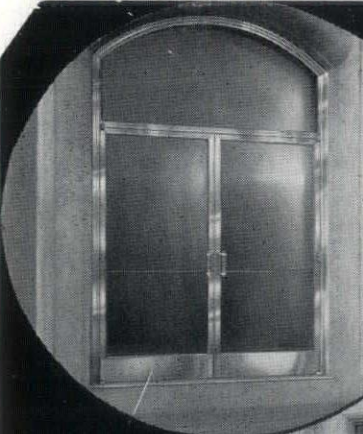
All hallways leading to the executive and administrative offices, and the offices also, are additional advertisements for Prescolite lighting fixtures.

Smith said the headquarters was a pleasure to work on for display purposes, "because I had enough space to make the end product a demonstration of functional and decorative lighting."

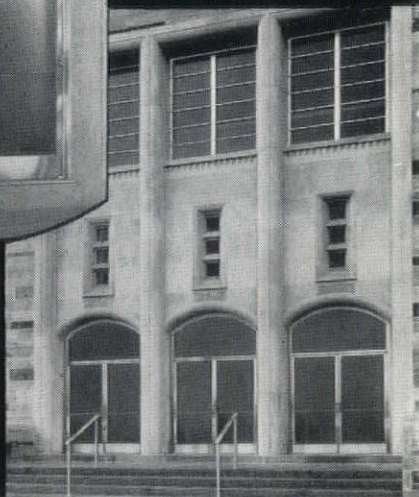
NOVEMBER, 1962



This night shot of the exterior of Prescolite Manufacturing Corporation's new \$1 million headquarters is the company's way of putting into practice what it preaches. Prescolite salesmen are well-known for promoting the use of lighting to enhance the appearance of homes and commercial sites. "This new headquarters gave us a good chance to prove what we meant," Preston A. Jones, president, said.



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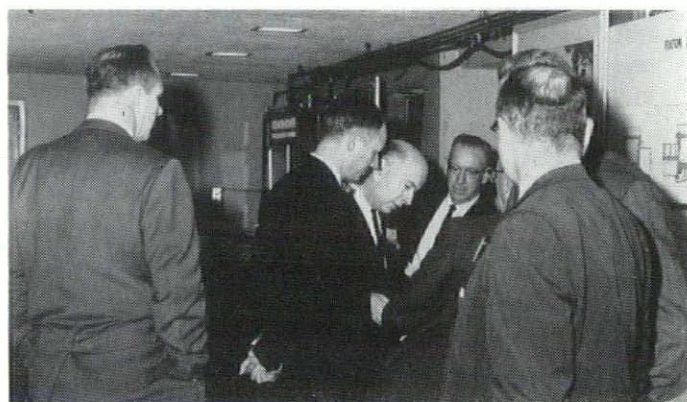
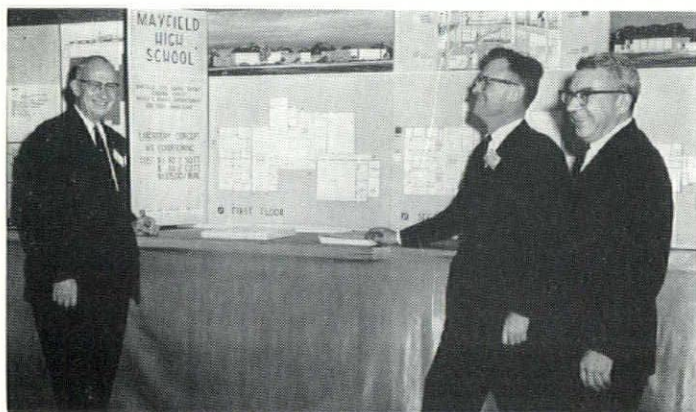
More than 2,000 school board members and administrators from all corners of Ohio attended the 1962 Ohio School Boards Association Convention at the Veterans Memorial in Columbus, November 13, 14 and 15.

One of the feature attractions of the convention was the Architects Society of Ohio's 5th annual exhibit of Ohio schools designed by society members. More than 25 firms exhibited their recent schools to attendants. Those firms were Robert F. Beatty, East Liverpool; Joseph Baker & Associates, Newark; Charles L. Barber, Toledo; Dalton-Dalton Associates, Cleveland; Firestone & Motter, Canton, Fulton, Dela Motte, Larson, Nassau & Associates, Cleveland.

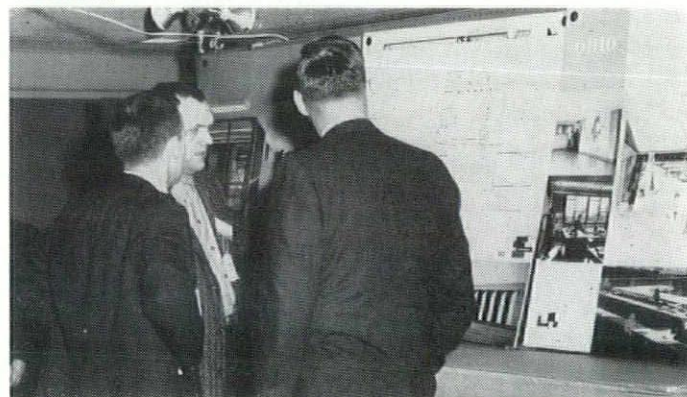
Garriott & Becker, Cincinnati; Heine, Crider & Williamson, Berea; Bruce Huston & Associates, Willoughby; Igleburger & Henderson, Dayton; Kellam & Foley, Columbus; Lay, Koski & Associates, Akron; Lesco Associates, Cleveland; John F. Lipaj Associates, Cleveland; Marr, Knapp & Crawfis, Mansfield; McDonald, Cassell & Bassett, Columbus; Mellenbrook, Foley & Scott, Berea.

Outcalt, Guenther, Rode & Bonebrake, Cleveland; Thurman J. Peabody, Norwalk; Potter, Martin, Tyler & Roth, Cincinnati; Joseph A. Regner & Associates, Shaker Heights; Richards, Bauer & Moorhead, Toledo; Strong, Strong & Strong, Lima; Sims, Cornelius & Schoonley, Columbus; Titus & Prindle, Columbus; Van Buren, Blackburn & Associates, Columbus; Ward & Schneider, Architects, Cleveland; and Yager & Richards, Strongsville.

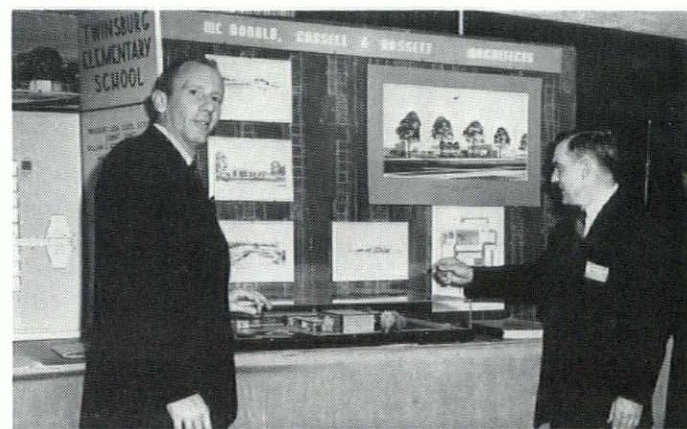
Harry A. Scheetz, Superintendent, Mayfield High School District, Cuyahoga County (left), views exhibit prepared by (left to right) architects Fritz Schneider and Dave Ward (Ward & Schneider, Cleveland).



A general view of school board members and administrators discussing the architects exhibit at the Ohio School Boards Association Convention. (Photos by Eugene Miller, Portland Cement Association, Columbus.)



Clifford E. Sapp (left), Executive Director of the Architects Society of Ohio, discusses exhibit with William McDonald (McDonald, Cassell & Bassett, Columbus).



Berea Firm To Design 1963 AIA Show Home

The Home and Flower Show Committee of American Institute of Architects, Cleveland Chapter, has appointed the firm of Heine, Crider and Williamson of Berea, Ohio to design the A. I. A. Show Home in the coming Cleveland Home and Flower Show. The 1963 Show in Cleveland Public Hall, March 9 through March 17, will celebrate the twentieth anniversary of this popular exposition.

Consistent with the urge for better design throughout the architectural profession, the Cleveland architects are more than usually concerned in having the 1963 Show House particularly attractive.

Joseph Ceruti, chairman of the A. I. A. Committee, established as the characteristics of the plan of the 1963 Show House: (1) Upgrade the home by better design; (2) Tell the story of how good design is achieved and why; (3) Put strong emphasis on beauty and elegance.

The Home and Flower Show Com-

mittee favors as the title for the Show House: "*Functional Elegance Home*". This Show House will be a single story, three-bedroom home with two and one half baths and with unusual outdoor living conveniences.

Edward J. Heine says that all three members of the architectural firm, including Edward S. Crider and Glenn M. Williamson, will contribute to the planning and design of the Show Home. The A. I. A. Committee has already received the preliminary drawings and an early meeting of the group will pass on the final sketches. The Home Builders Association of Greater Cleveland will again build the A. I. A. House in the Home and Flower Show.

The architects who designed the last five houses for the Cleveland Home and Flower Show make up this Committee which is composed of Mr. Ceruti of the firm Jos. Ceruti-Febo and Associates; Russell R. Peck; Onnie Mankki; Munroe Copper of Copper, Wade and Associates; and Robert C. Gaede.

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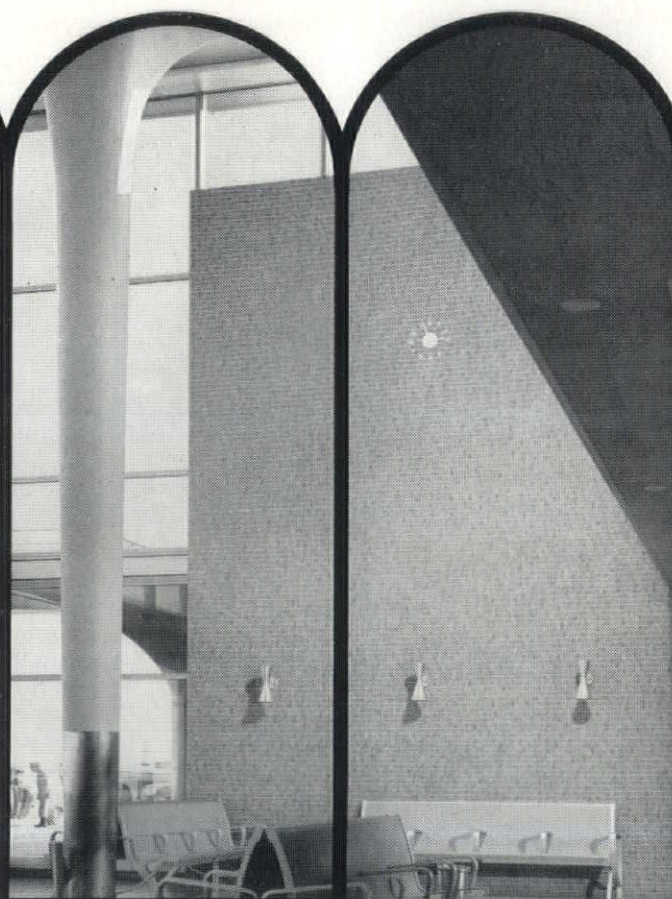
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GREEN VALLEY SCHOOL: DUAL ENVIRONMENT FOR CHILDREN AND COMMUNITY

A new Parma, Ohio, elementary school plays a dual role now frequently required of modern schools. Green Valley school is the daytime "home" for children; in the evenings and on weekends, it is the community center for persons of all ages.



As the use of schools expands to year-round, as is happening at Green Valley, a problem appears for school boards, administrators, and architects. How do you construct the new school that performs its dual social purposes, and is structurally sound and durable at a reasonable cost, without sacrificing an environment that will stimulate learning?

Green Valley school is an example of a solution in which the educational environment and multiple community use go hand in hand. Paul W. Briggs, superintendent of the Parma school system, calls the school a "complement to the neighborhood," because it is a source of year-round education and of pride to the community.

A very basic reason for the Green Valley school solution was the adherence by architects to a request that the school should be "friendly to children." Superintendent Briggs said this was one of the first requirements given to the architectural firm, Heine, Crider and Williamson of Berea, Ohio.

As a result, an environment that encourages, rather

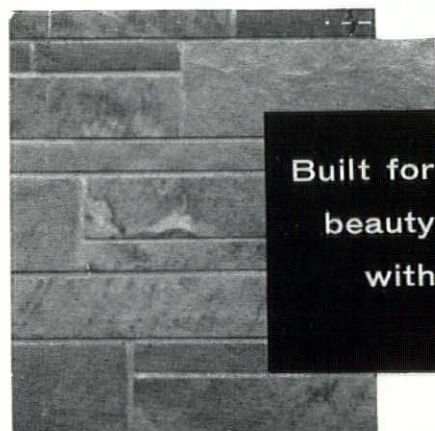
than dulls, young minds was literally built into the school before it opened for its first full year in September, 1961. To achieve this "ready made" environment, which readily adapts itself to community use, the architects developed an uncluttered modern design of brick and glass, and a color scheme strikingly removed from the traditional red school-house.

Green Valley school has 15 classrooms, plus a special instruction room, for a capacity of 550 pupils, a central court area, an auditorium-cafeteria-play room, an outdoor play field, and library. Planned around a one-level, L-shape design, these areas provide multiple use of space necessary for its dual role.

Basic materials were chosen that, in color and texture, would blend with the design, help create the environment, and would hold maintenance as low as possible over the school's useful life. After studies of the decorative and maintenance values of materials, Tebco face brick, manufactured by the Evans Brick Co., Uhrichsville, Ohio, was specified for "high use" areas on exterior and interior walls.

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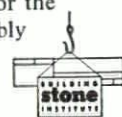
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Mechanical Contractors Name Executive Secretary

Paul W. Buhr has been named Executive Secretary of the Mechanical Contractors Association of Cincinnati.

Before his appointment, Mr. Buhr was Vice-President and General Manager of Freyn Brothers, Inc., a Cincinnati construction firm. He joined Freyn Brothers in 1956 and was responsible for all phases of the firm's operation, except accounting.

A native Cincinnati, Mr. Buhr's 24-year experience in procurement and related departments covers all phases of construction, purchasing, estimating, engineering field installation, warehousing and management.

NECROLOGIES

STEPHEN M. JOKEL, 74, reportedly one of Ohio's oldest practicing architects, died recently in Toledo.

A lifelong resident of Toledo, Mr. Jokel had been an architect for 50 years, first organizing the architectural firm of Jokel, Coy and Thal, and later becoming associated with the firm of Britsch, Macelwane & Associates. During World War II, he was an architectural engineer at Willys Motors.

Mr. Jokel was a member of Gesu Church, the Holy Name Society of that parish and the Toledo Chapter of the American Institute of Architects.

RALPH P. STODDARD, managing director of the Cleveland Home and Flower Show, died recently at the age of 89.

During the early part of his career, Mr. Stoddard was an active newspaperman, serving as correspondent for newspapers in Utica and Albany, New York.

In 1939 Mr. Stoddard became manager of several trade associations, and in 1940 was one of the organizers of the Building Expositions Inc., a non-profit corporation which conducts the Home and Flower Show. He helped organize and became the first president of the National Association of Public Exposition Managers.

Mr. Stoddard was an honorary associate member of the Cleveland Chapter of the American Institute of Architects.

NOVEMBER, 1962



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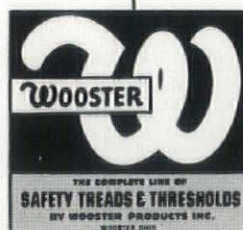
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LOUIS SKIDMORE, one of America's most distinguished architects, died recently at his home in Winter Haven, Florida. He was 65.

Mr. Skidmore designed the Air Force Academy in Colorado, and the entire city of Oak Ridge, Tennessee. He created buildings on four continents, including the Lever Bros. building in New York City, the Istanbul-Hilton, American Consulates in Germany, and entire cities in Venezuela.

In addition to these accomplish-

ments, he helped design the United Nations building and the spectacular all-glass Manufacturer's Trust building in New York City.

In 1957, Louis Skidmore was awarded the gold medal of the American Institute of Architects, which is the highest honor in American architecture.

Mr. Skidmore was head of the architectural firm of Skidmore, Owings & Merrill.

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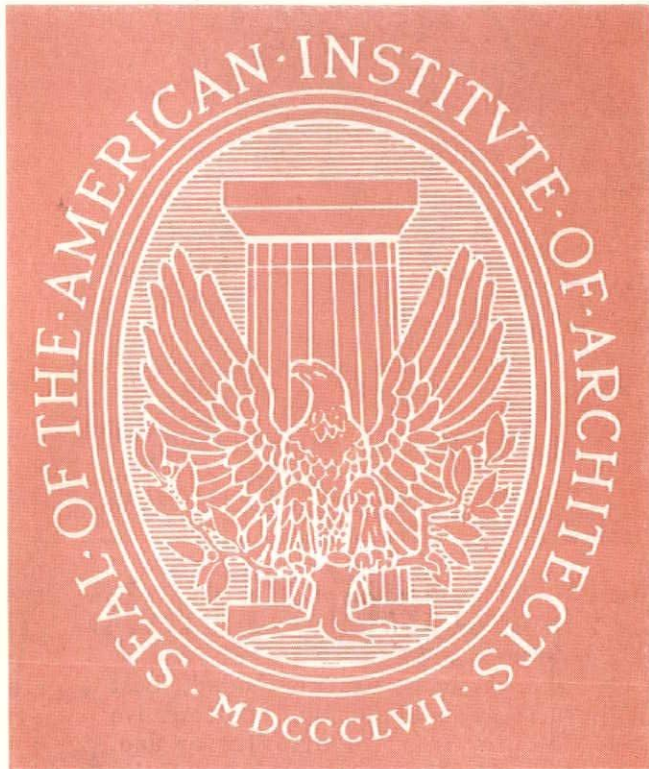
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