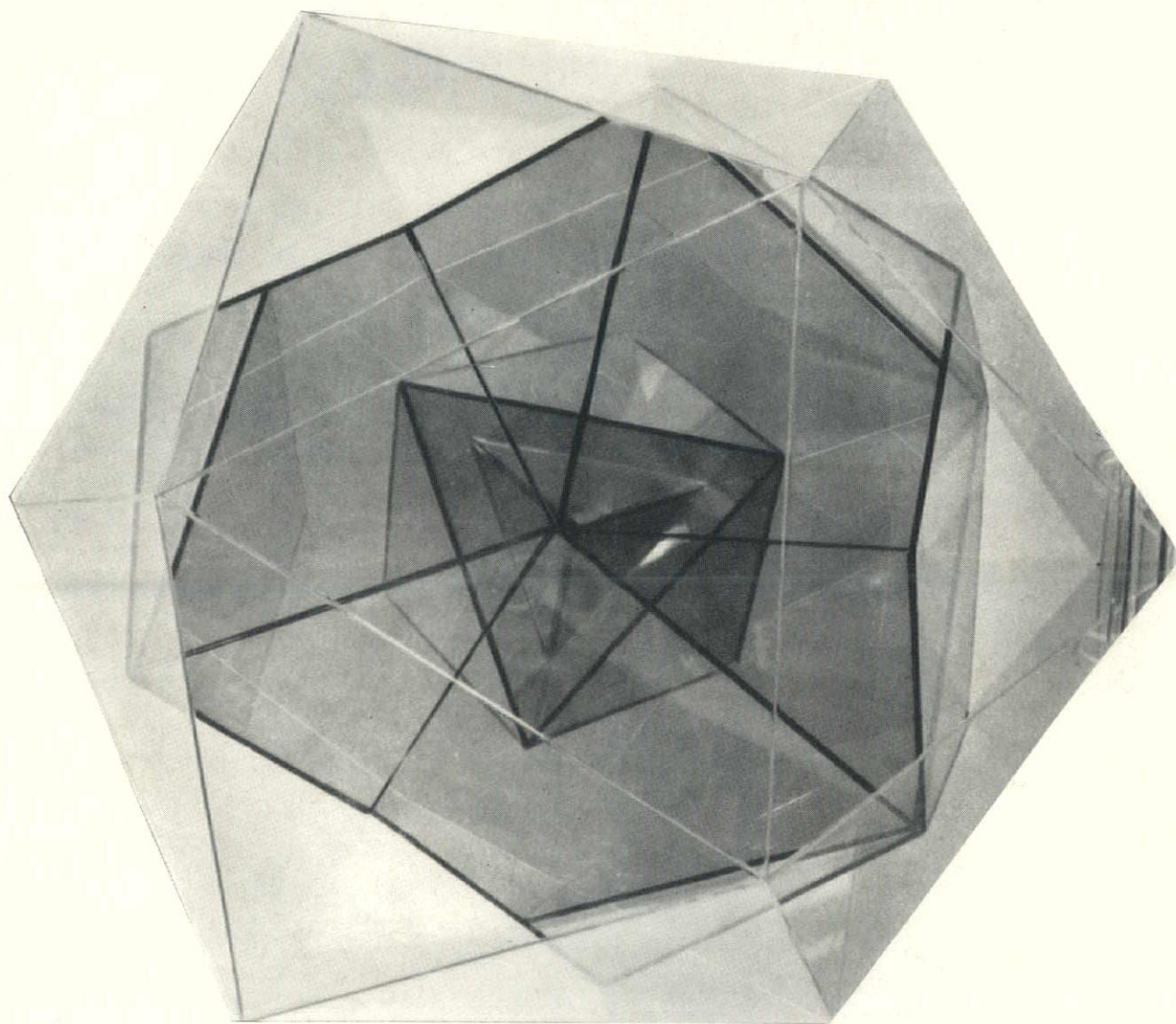


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Education in Ohio

Where Are We Going?



OHIO ARCHITECT

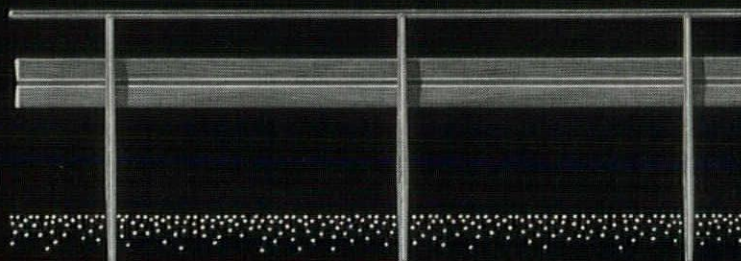
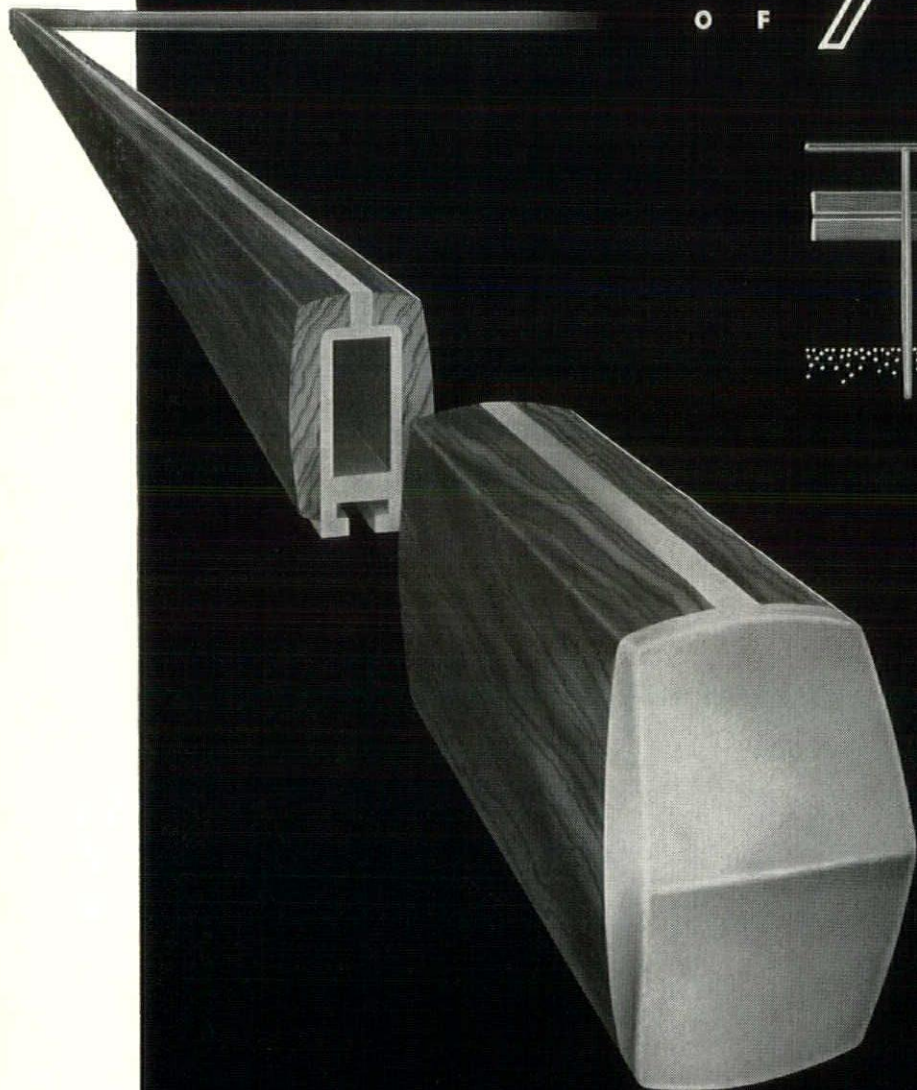
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May-June

Volume XXII

Number 3

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FEATURE

7 *Architectural Education in Ohio* Where Are We Going?

The cover illustrates a problem in descriptive geometry completed by a first year student in the Department of Architecture at Western Reserve University, Cleveland, Ohio.

The feature article on Architectural Education in Ohio was prepared under the direction of Associate Editor, Robert Reeves, Jr., AIA, with the cooperation of the six schools of architecture in Ohio.

ASO AND AIA NEWS

- 6 Architects Registration Form
- 18 Cliff Sapp resigns as
ASO Executive Director
- 18 Dave Lacy Appointed
ASO Executive Director

To:
Members, Architects Society of Ohio

From:
Cliff Sapp, Executive Director

Perhaps, by now, you have heard of my resignation as Executive Director of the ASO. I am joining Architects Index as their Midwestern Agent. I believe the decision to join this organization is a progressive step for me at this time.

However, the decision to leave the ASO was not lightly made nor easily reached. In the nine years that I have served the profession in Ohio I have formed many warm friendships among the architects as well as the building products suppliers. The difficulty of this decision was further intensified by the fact that I believe in your profession strongly. I believe in your ethics and your objectives and I can only hope that, through the years, I have contributed to your goals.

For nine years I have been impressed with your professional, as well as your human qualities.

Personally, I feel privileged and delighted to have played a part in the growth of the ASO from infancy to its' current position as one of the most effective state architectural organizations in the United States.

I am confident your Society Officers can and will lead the ASO to even greater effectiveness for you.

To my successor, and to my secretary, Mrs. Swintek, I offer sincere best wishes for the future.

To the Society Officers, past and present, to all ASO members, and to the material suppliers, Mrs. Sapp and I extend our sincere thanks and appreciation for your friendships and assistance in what we shall regard always, as a most rewarding experience.

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140 Fairlawn Drive
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Managing Editor

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5 East Long Street
Columbus 15, Ohio
Telephone: 221-6887

Editor

Sharon Swintek
5 East Long Street
Columbus, Ohio

Advertising Representative

Peter Bovis & Assoc.
1180 Avenue of the Americas
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ASSOCIATE EDITORS

Cincinnati

Alfred W. Ambrosius
309 Ludlow Avenue
Cincinnati 20, Ohio

Cleveland

William S. Cullen
3092 Livingston Road
Cleveland 20, Ohio

Columbus

Robert R. Reeves, Jr., AIA
436 S. Columbia Ave.
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Dayton

Robert J. Makarius, Jr., AIA
312 Harries Building
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Eastern Ohio

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3602 Southern Blvd.
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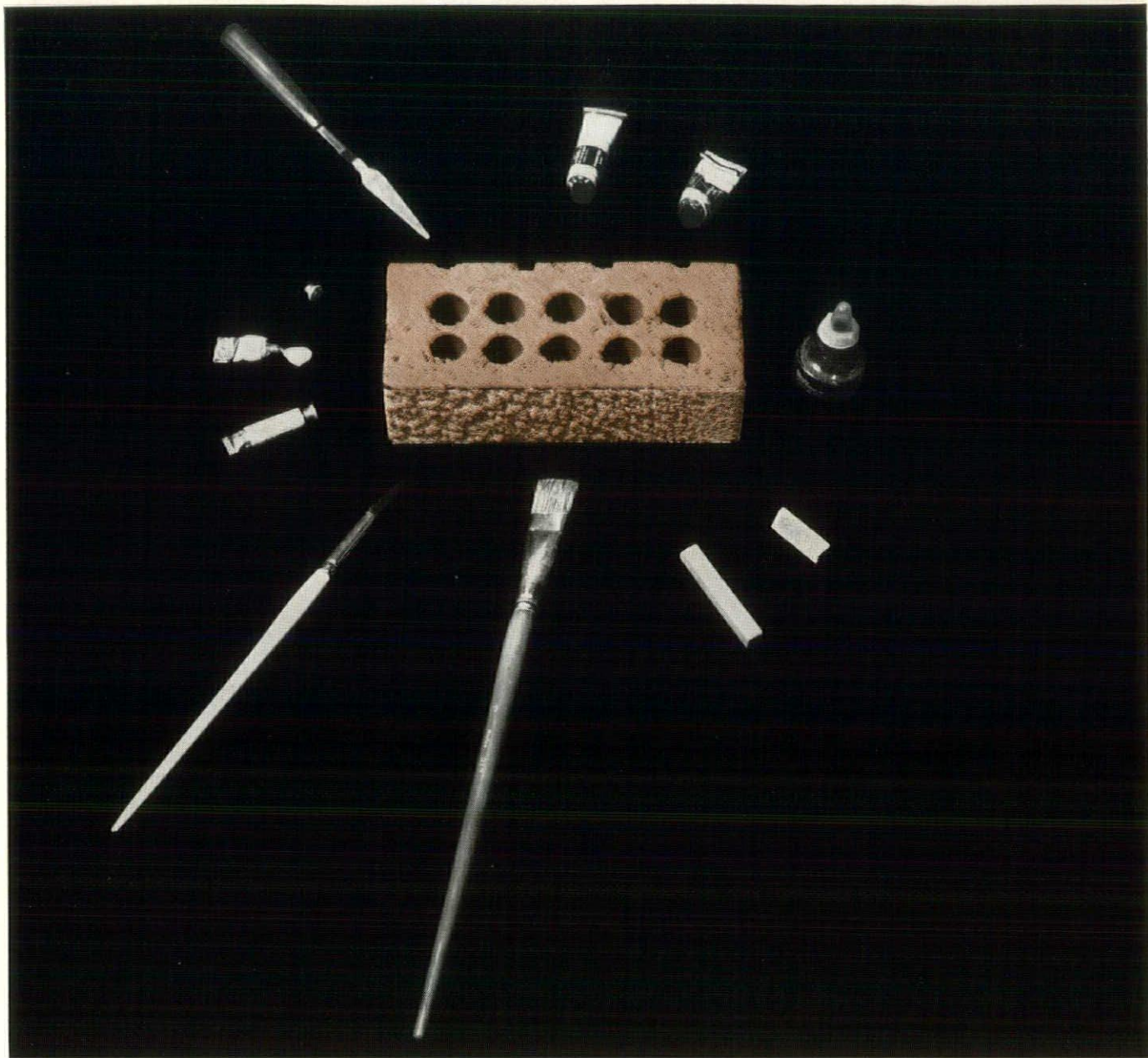
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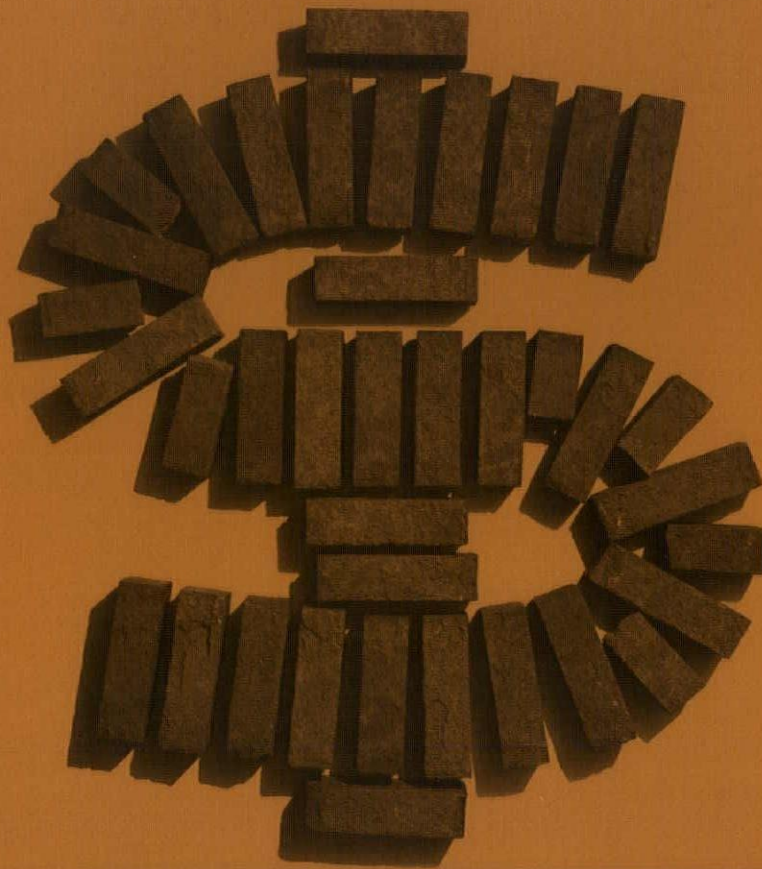


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Q. Should initial costs be the only ones considered?

A. Initial costs are not the whole story. The building must be maintained, heated and cooled. The

Ultimate Cost Concept of economic analysis takes into consideration 15 separate factors to arrive at the actual cost of a building. These factors include initial cost, value of money, depreciation, maintenance costs, heating and cooling costs, insurance and taxes. A recent study made on a seven story building shows that on a tax paying structure the ultimate cost of a brick and tile cavity wall would be \$4.60 per square foot against \$7.86 per square foot for metal panel and \$18.29 for glass. On a non-taxable building (such as a school) the ultimate cost ranged from \$5.26 for the brick and tile cavity wall to \$30.02 for glass!

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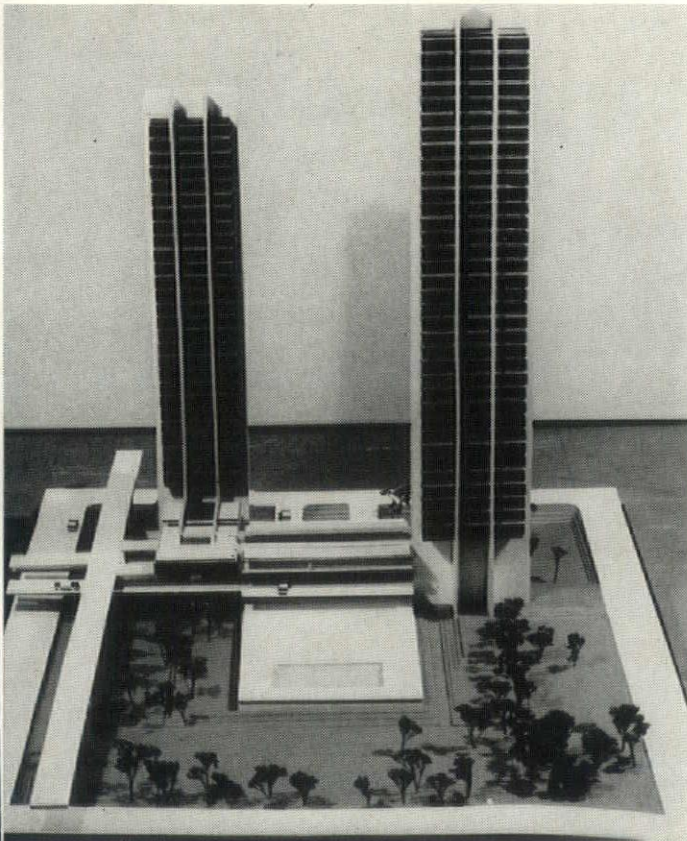
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Architectural Education in Ohio

WHERE ARE WE GOING?

This high rise apartment building project is a fourth year problem at the University of Cincinnati. *photo by Boris Goldenberg*



The future of our profession depends in great measure on the education of the coming generation of future architects. Their education, as in other professions, extends from architectural school throughout the life of their entire professional practice.

Without question, the principles and training they receive in their college program and the attitude and interest they show in it, have a profound influence on their future as practitioners in later life. Because of this, we feel that the architectural profession in Ohio would be particularly interested in what is now going on in our State's architectural schools;—especially as the vast majority of graduates will eventually be filtering through their offices seeking experience and later, practicing and making their own mark on the architectural horizon in Ohio.

The intent of this article is to give our practicing architects some background on the six recognized schools of architecture in Ohio—their progress, their student body, student activities and attitudes, curriculum, educational principles, recent developments, teaching methods, and future direction and aims. This is, indeed, a large order, and could not be attempted without the splendid cooperation we have received from the Chairmen of the architectural departments of the various schools in Ohio. They have aided us immensely by answering our questionnaire, by giving us excellent illustrative material of student work, and other pertinent facts concerning their school programs. To you, Gentlemen, many thanks again! We only regret that we must condense much of this material in order to stay within the limits of our magazine format.

There are six recognized Schools of Architecture in Ohio; they are: Ohio State, Western Reserve, Kent State, Miami, Ohio University and Cincinnati. In most cases,

ENROLLMENT STATISTICS

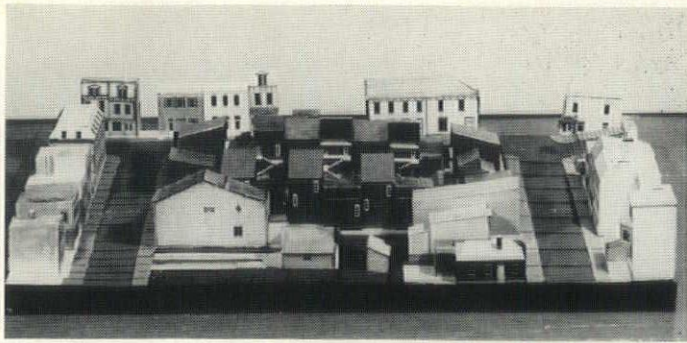
SCHOOL AND YEAR FOUNDED	ENROLLMENT			% OF CLASS TO GRADUATE IN LAST 10 YEARS	GEOGRAPHICAL DISTRIBUTION STUDENT BODY	GRADUATE PROGRAM	STUDENT AIA GROUP	NATIONALLY ACCREDITED
	THEN	NOW	EXPECTED IN 10 YEARS					
Cincinnati (1922)	22	424	50% (if space is available)	25%	Ohio: 45% Midwest: 30% Nat'l & For.: 30%	Under consideration	Yes	Yes
Kent State (1955)	120	200	Maximum possible: 300-350	10-15%	Ohio: 73% Nat'l: 23% (6% from MW) Foreign: 4%	None at present but City Planning considered in the future.	Yes	Yes
Miami Univ. (1928)	28	140	Some growth expected (undetermined)	25%	Ohio: 50% + Midwest: 12% Nat'l & For.: 38%	Has offered Master's in City Planning, but not at present.	Yes ¹	Yes
Ohio State (1899)	11	230 ²	To double	50-55%	Predominately from Ohio Midwest: 2-3% Nat'l: 13-18% Foreign: 3-4%	1-Yr. Master's & 2-Yr. Master's City Planning. City Planning also given in Undergraduate.	Yes	Yes
Ohio Univ. (1961) ³	103	156	Maximum cannot exceed 176	Nearly all of those admitted to Upper Division	Predominately from Ohio National: 6% Foreign: 2%	None at present	Yes	No ⁴
Western Reserve (1925)	32	80	150 (125 Undergrad. 25 - Grad.)	40%	Cleveland Area: 55% Ohio: 13% Midwest: 4% National: 20% Foreign: 8%	Under consideration	Yes	Yes

¹Dayton Chapter could do more for this group.

²Landscape Arc. = 35. City Planning = 20. Top peak after World War II — 350.

³Architecture previously a Major in Painting and Allied Arts.

⁴In process of becoming accredited.



A third year problem at the University of Cincinnati illustrates a housing and shopping development for the Mt. Adams hill community. photo by Boris Goldenberg

these schools have undergone great changes in reorganization of their curriculum and physical plant in tune with the demands of the times. The principle problem facing all schools is, as in many other college departments, the predicted unprecedented deluge of students that must be accommodated in one way or another within the next ten or fifteen years. Physical resources and staff needed to meet this expanded growth do not appear to be anywhere near a reality—for one simple reason,—*money* and *financial aid*! It is clear, however, that the schools are doing an admirable job with the means they have available.

Over the past few years, many of the older practicing profession have indicated some deep concern over what type of student the schools are graduating today. They have encountered some whose egos are so inflated that it is neither economical, profitable, nor architecturally desirable to add them to their staff;—others, they have found often highly talented in discussing architectural abstractions, but completely incapable of solving a planning problem or having any awareness of the structural or mechanical complexities of a building;—still others have found some in whom the economics of any project is so completely foreign to their training and experience that they look upon it with disgust and disdain and tend to alienate clients who have economics as one of their prime considerations.

There seems to be always the cry of lack of practicality of the recent graduate; it is evident that many practitioners would like the schools to teach skills—working drawings, specs, details current cost data, business, etc., for the time allotted in architectural schools, many of these matters are best taught in the office during internship. There is also a segment of the profession who upbraid the schools for failing to produce urbane—sophisticated intellectuals and decision-makers. This is a more sound idea and closer to the educators hearts, but the results or failure cannot be measured at the point of graduation.

It has been said that schools do only what society demands of them, and they respond to the objectives, hopes, and support rendered to them by Society. In the case of professional education, a vital, alert, and progressive profession will demand and support and get vigorous education. A cautious, conservative and fearful profession will deserve and get a corresponding kind of education. The materialistic and security—conscious attitudes of many of today's architectural students is reflected in a whole generation of students in all walks of life growing up in these times.

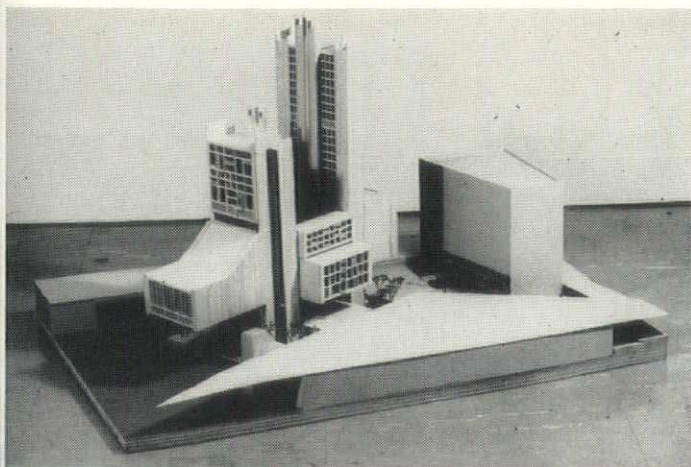
The subsequent text of this article is devoted to the reports and fine illustrative material of student work in the architectural schools in Ohio compiled with the aid of the various architectural departments to whom we are most grateful for helping make this feature possible.

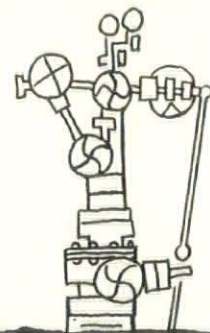
Read on and judge for yourself what direction our architectural education is heading—your written comments and replies will be most welcome.

In order to stay within the limits of the magazine it has been necessary to consolidate much of the material we have amassed through a rather lengthy questionnaire to the six schools of architecture, and we trust that in so doing we will not lose too much in the process. The table will give you some basic statistical data regarding these schools. After examination, it should be interesting to note that we presently have 1,230 students in the six schools and that the expected growth within the next ten years will make that figure approximately 1,940, or an increase of about 58%.

Now you can see what the population explosion is about to do for Architectural Education!

This University of Cincinnati senior (sixth year) problem depicts a jazz school with a night club for a Chicago river site adjacent to the recently complete Marina City. photo by Boris Goldenberg



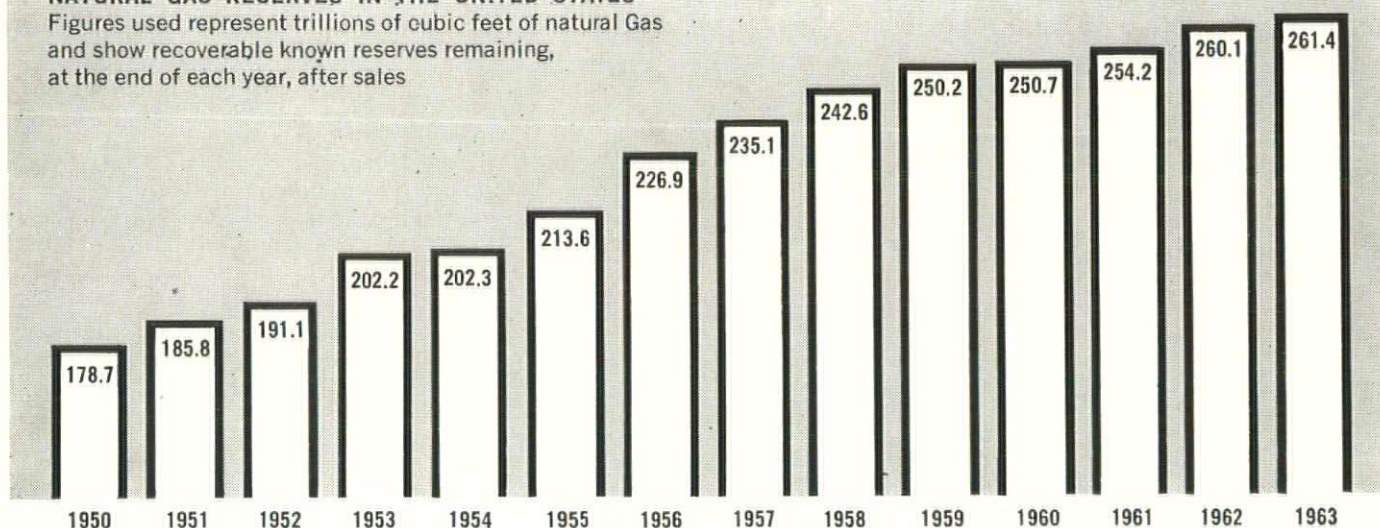


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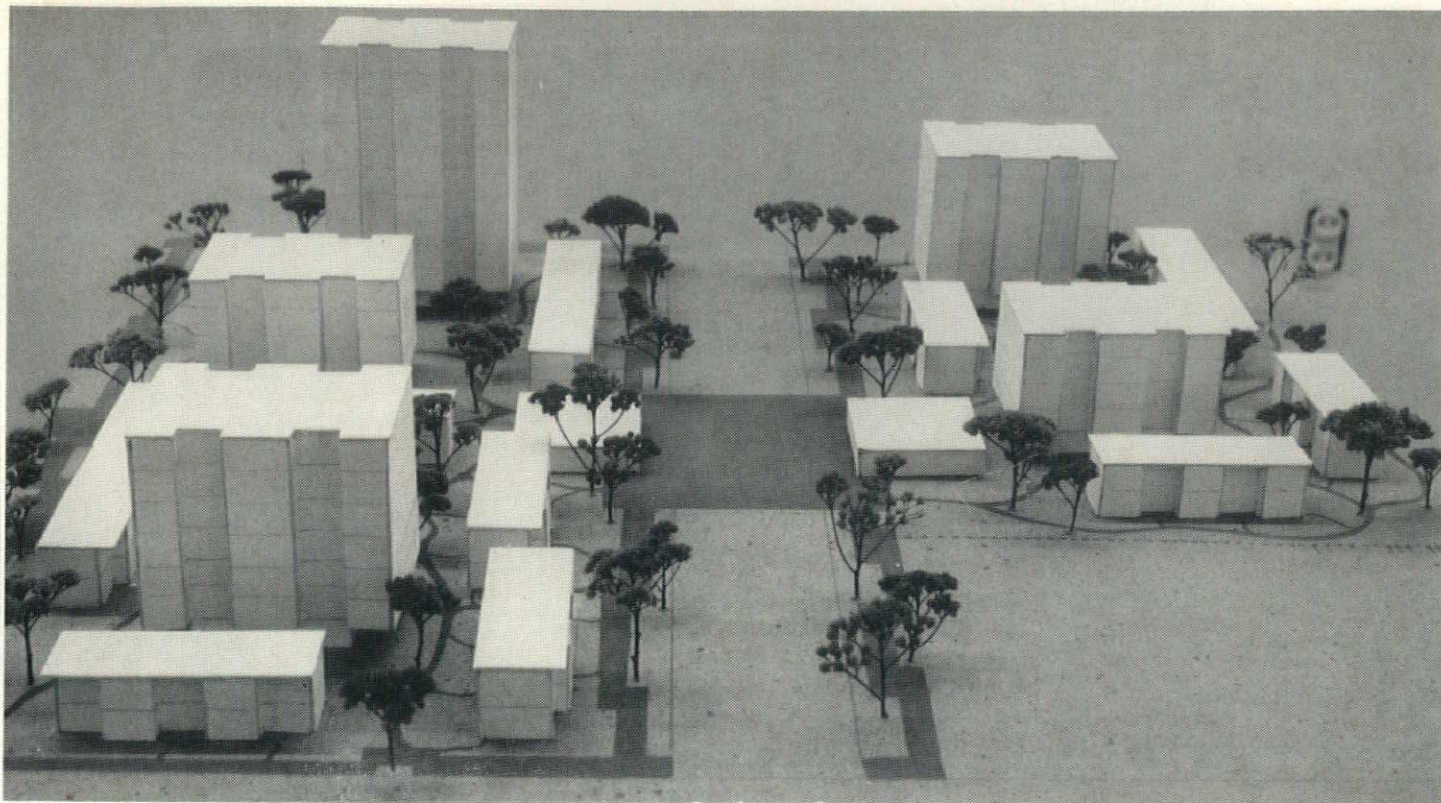
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A Kent State University problem in an apartment building complex.

photo by Kent State University

SCHOOL BACKGROUND

Ohio State

The earliest reference to formal, architectural education in the State of Ohio was in 1896 when a course in "architectural drawing" was introduced at the Ohio State University in the College of Engineering. Later, in 1899, the first degree granting Department of Architecture in Ohio and the fourteenth collegiate program in the United States was established at the Ohio State University.

In 1937 professional training in Landscape Architecture was added and the name was changed to the Department of Architecture and Landscape Architecture. Finally, in 1950, the Department became the present School of Architecture and Landscape Architecture.

The original program was established under the leadership of Professor J. N. Bradford, who served the Department as Chairman until 1922; he was succeeded by Professor Charles St. J. Chubb who held the post through 1944. From 1944 through 1950, the Chairman was Professor Wilbert C. Ronan. The First Director of the School is Professor Elliot L. Whitaker, who assumed this post in 1950 and has served to date in this capacity.

Cincinnati

The Department of Architecture was established at the University of Cincinnati by the late Dean Herman Schneider in September, 1922 as a part of the College of Engineering and Commerce. At this time 22 students enrolled in the co-operative course in architecture following the plan originated by Dean Schneider in the College of Engineering in 1906.

In July, 1925 the Department of Architecture and related departments became the school of Applied Arts under the direction of the College of Engineering and Commerce. On March 1, 1946 the School of Applied Arts became an independent unit of the University known

as the College of Applied Arts.

In 1961 the name of the College was changed to College of Design, Architecture, and Art.

Western Reserve

The architects in Cleveland, prior to 1920, recognized a need for formal architectural education to serve the expanding scope of the profession in a growing city. The Cleveland Chapter, AIA founded the Cleveland School of Architecture in 1921 and local architects conducted the courses.

The school became part of Western Reserve University in 1929 offering a four year program leading to the Bachelor of Architecture degree; the first degrees were granted in 1929. Local architects were elected as trustees for the Cleveland School of Architecture of Western Reserve University. A five year program was announced in 1930.

Western Reserve University reorganized curricula in architecture, art, art history, art education and interior design in 1953 and created a Division of Art and Architecture within which the present Department of Architecture functions.

Ohio University

Ohio University School of Architecture began as a major within the School of Painting and Allied Arts. Loyal student urging together with changes in the Engineering program led to the planning of a five year curriculum. In 1961-62 the School of Architecture was established as a separate school within the College of Fine Arts having the authority to offer the Bachelor of Architecture degree. The late Walter A. Taylor, FAIA, was the first director. Under his guidance the school developed its present policies and curriculum plan. His death in November, 1963, came just before an accrediting team was to have visited the campus.

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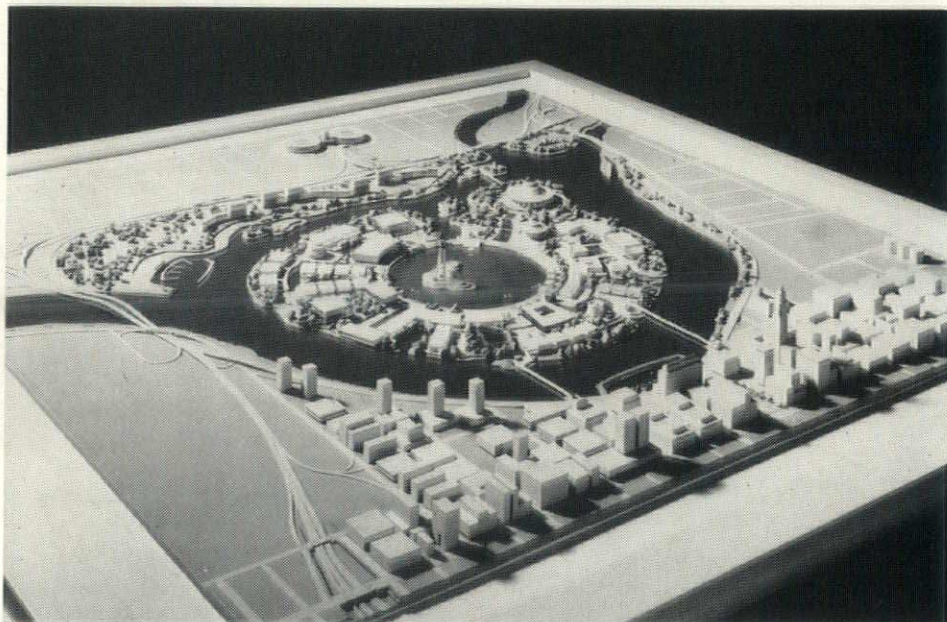
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Ohio State University professor Gilbert Coddington, FAIA, discusses completed student projects with practicing architects, educators and scientific representatives.

photo by Ohio State University



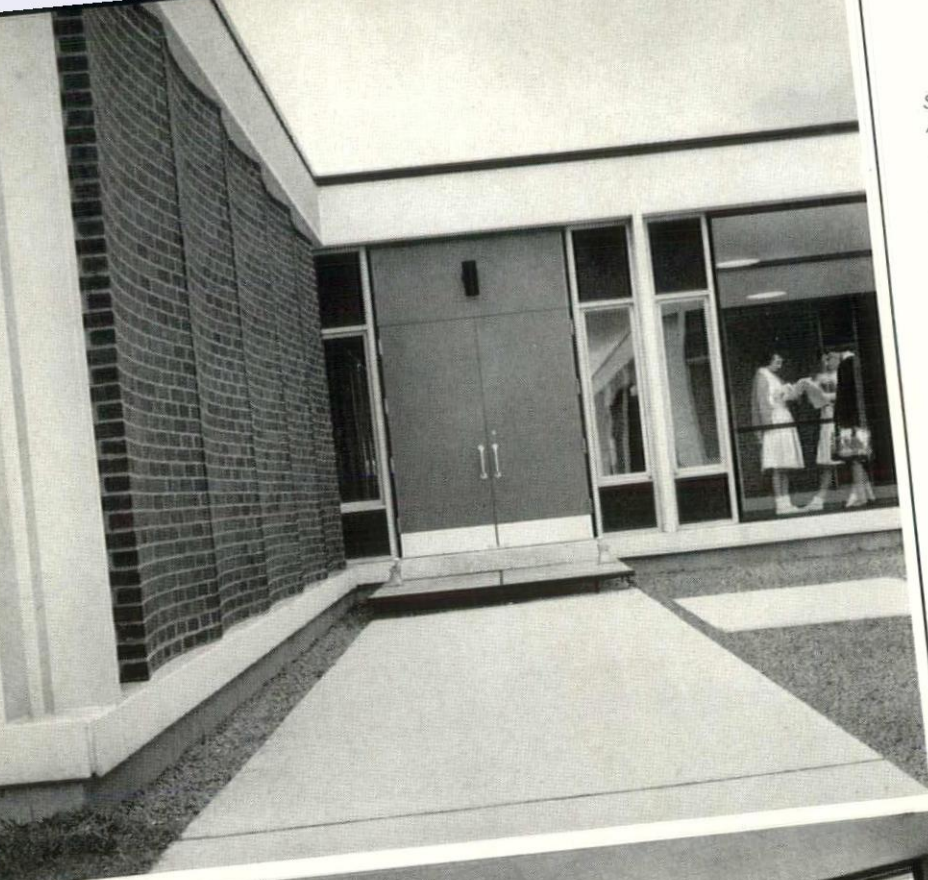
The thesis for this fifth year problem is the 1992 World Exposition in Columbus, Ohio. Ohio State University architectural students are Patrick Ullmark and George Acocck.

photo by Ohio State University



Ohio State University students discuss completed design projects with architects and civic leaders. l to r are Kline Roberts, Executive Vice President, Columbus area Chamber of Commerce; Ed Wagner; Robert Gruesor; Robert Levy, Sr.; Fred Levque; Columbus Mayor Jack Sensenbrenner and Mike Noll.

photo by Ohio State University



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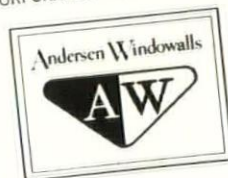
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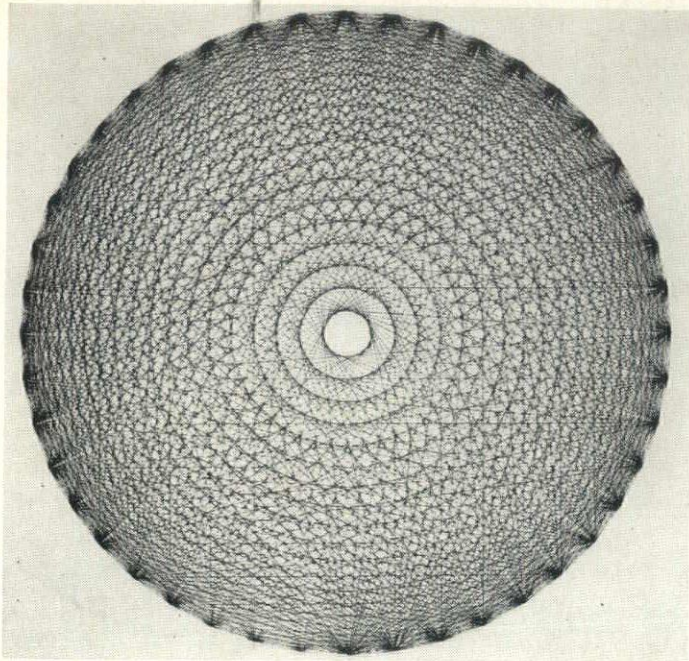
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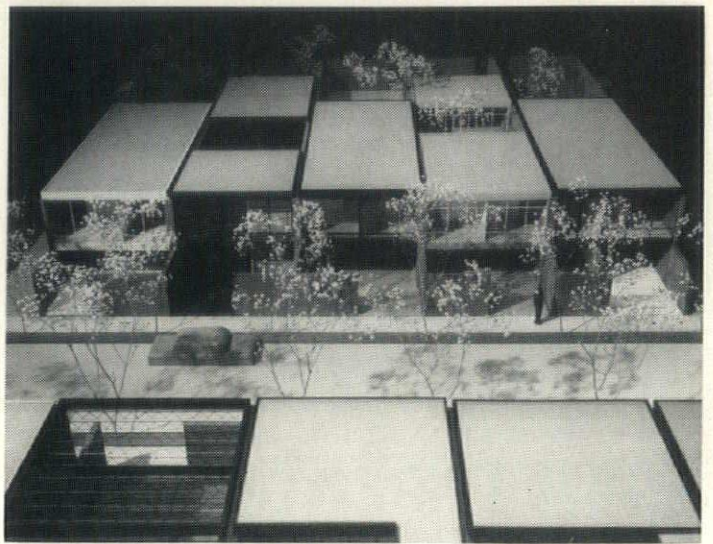
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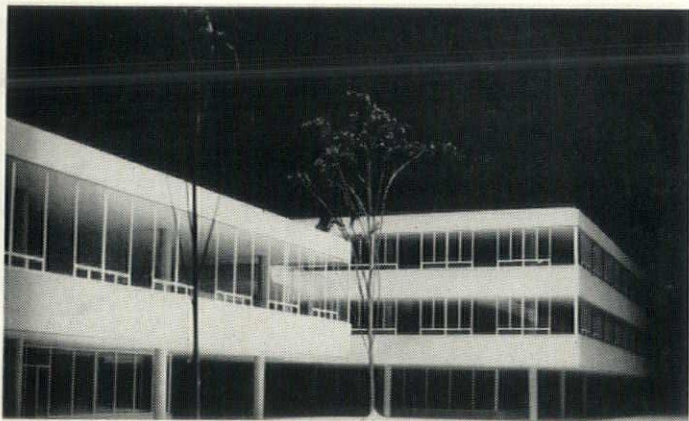




This drafting exercise was completed by a first year student in the Department of Architecture at Western Reserve University, Cleveland.

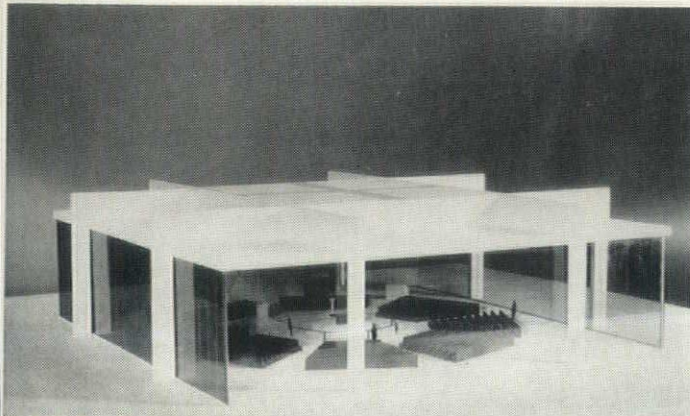


A second year student in the Dept. of Architecture, Western Reserve University completed this model of a row house project.

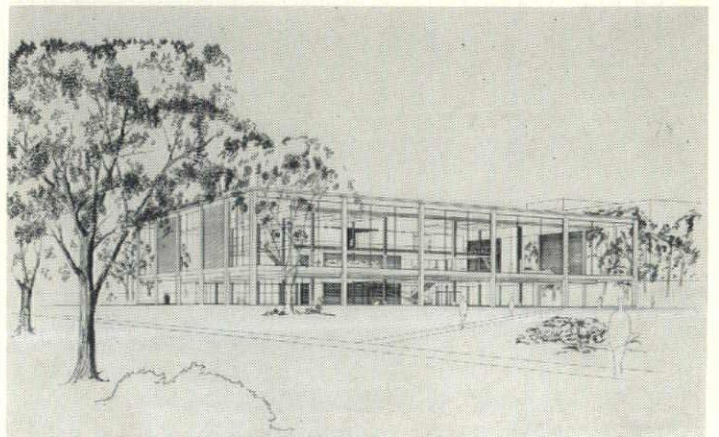


This study model of a church was done by a Western Reserve University fourth year architectural student.

This model of an office building complex illustrates the work of a third year student in the Dept. of Architecture, Western Reserve University.



This rendering depicts a University Health-Science project and Library Building as conceived by a fifth year student at Western Reserve University.



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Kent State

Kent State has a five year curriculum leading to the degree of Bachelor of Architecture. Prior to 1955, when the Architectural School was founded, they were awarding a Bachelor of Science, Fields of Concentration Architecture—a Pre-Professional degree with a major in Architecture, and had been doing that since 1952.

CURRICULUM

A five year program is current in all schools.

The Schools have stated their curriculum has changed in tune with the times and reflects recent developments in the profession. More work is stressed in Social Sciences, Humanities, and general studies than has been in the past. Design is still the major subject, but more now design in depth, more to "total" environment, more comprehensive in better understanding of the structural and mechanical aspects of buildings. As our buildings have grown more complex, greater emphasis to integrate the design process with mechanical equipment and structural design has become mandatory. There is a general lessening of emphasis on "working drawings" per se. City and urban planning are also a part of the undergraduate program.

Regarding the advantage of a liberal arts degree prior to any architectural training there was a general feeling among educators that while the student would have an advantage of four years more maturity over the high school graduate, it would still be a questionable advantage as the problem is pretty much an individual one.

Summer work in architectural offices is still a definite and necessary part of the school program in all schools.

The use of visiting lecturers, professors, and practicing architects of note in connection with their design program has been in general use for sometime and is considered a definite benefit to supplement the curriculum. Inspection trips and "on-the-job" first hand study of construction practices are very much a part of this schedule.

In general, the schools are setting the direction for the young architect, but he must depend on his later experience for his mastery of the profession.

ARCHITECTURAL TRAINING AT HIGH SCHOOL LEVEL

On how effective any architectural training could be at High School level in screening applicants, the educators generally feel that it would be of little value as some training received at this level has been misleading; however, some believe if architecture is given its place and directed in courses of History, Civics, and Problems of Democracy, it could be enlightening. Also an explanation in depth of the architect's contribution to the high school environment could be an excellent means of introducing the student to the profession of architecture.

METHODS OF SCREENING APPLICANTS

Ohio State

Personal interviews and academic placement tests. The A.C.T. (American College testing) program required of all students entering OSU—encourage students with

MAY-JUNE, 1964

"Sincere interest" and depth in English, Math, Science, Language, and History over ones who have only "drawing skills" and questionable academic background. There are no tests to-date believed to be completely reliable.

Miami

Selective admission—all applicants reviewed by the Director of Admissions and Chairman of the Architectural Department.

Western Reserve

Interviews by the Admissions Office and the Chairman of Architectural School. No aptitude tests are specifically oriented to Architecture, but the Association of Collegiate Schools of Architecture is currently organizing distribution and administration of the Architectural aptitude test which has been developed by the Educational Testing Service; Princeton, New Jersey. Western Reserve University is participating in this program. Methods have been successful in the majority of cases.

Kent State

Prospective students must meet University Standards in English and Math—also they must be interviewed by the Chairman of the Architectural School and the applicant must have interviewed a practicing architect—plus give acceptable evidence of specialized talent—the results are just fair. Being considered is the architectural Aptitude test by the Educational Testing Service.

Ohio University

Students are screened after the first two years, as curriculum is of general nature up to this point. Faculty has had an opportunity to see students ability and if there is any cause to change to another field, there is a minimum of disadvantage to the student.

Cincinnati

A.C.T. testing before student is registered. High school subjects divided into three groups by the Office of Admissions (1) Speech, (2) Math-Science, (3) Drawing-Art for evaluating the students. The testing is moderately successful.

STUDENTS ATTITUDES AND ABILITIES

This heading is based on a question which asks "How does the Student of this generation stand in comparison with his predecessors?"

Our educators generally feel that he is better prepared academically—partly through "selective" enrollment; however the same student is less strongly motivated along professional lines when he enters. His aptitudes are about the same as his predecessors; yet he is less inclined to be specialized along any particular line or towards any particular profession. He reflects the more materialistic and security-conscious attitudes prevalent within most all college-educated youth today.

Cliff Sapp Resigns As ASO Executive Director



Clifford E. Sapp recently announced his resignation as Executive Director of the Architects Society of Ohio and as managing editor of OHIO

ARCHITECT Magazine. He has served in these capacities since June of 1955. Cliff is assuming the position of mid-western agent for Architects Index, a division of Holmes Associates, Detroit, Michigan. His territory will include Illinois, Wisconsin, Minnesota, Iowa and Missouri. His offices will be

located in Chicago, Illinois.

Architects Index is a unique service provided, at no cost to architectural, engineering and contracting firms, in the form of backing sheets for drafting boards. The sheets list the names and telephone numbers of local building product suppliers under a product classification that closely follows the AIA suggested categories.

David A. Lacy Appointed ASO Executive Director



The Board of Directors, at their June 6 meeting, announced the appointment of David A. Lacy to the position of Executive Director of the Architects Society of Ohio.

"Dave" comes to the Society from the Daily Times Newspaper at New Philadelphia, Ohio, where he has been assistant manager of the advertising department for the past five years.

Mr. Lacy is thirty-six and married to the former Betty Marr of New Philadelphia. They have three boys, Bruce, Brian and Brad.

Dave has been active in community affairs—eleven years in Kiwanis and is immediate Past President of that organization. He was also active in the Junior Chamber of Commerce and the local Elks Lodge.

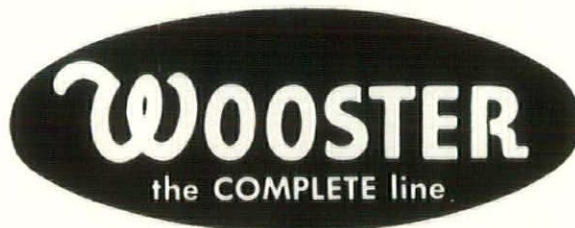
Mr. Lacy's hobbies include bridge, golf, swimming and little theatre work.

Upon completing his military obligation Mr. Lacy was enrolled in the Liberal Arts College at Ohio Wesleyan, Delaware, Ohio.

Dave will assume his new duties with the ASO July 6.

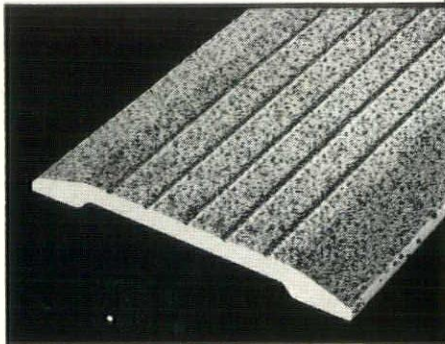
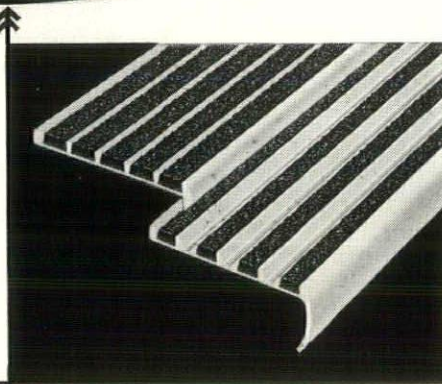
A former resident of Columbus, Ohio, Dave worked for three years in the Classified Department of the Columbus Citizen.

Mr. Lacy stated that he is pleased to be returning to "home territory" and looking forward to his association with the Society.



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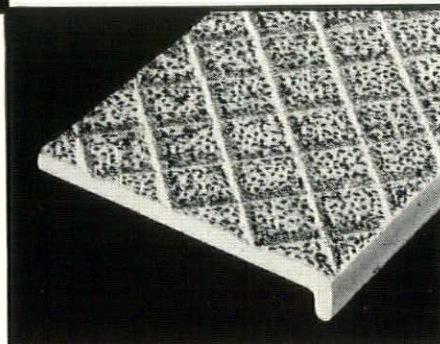
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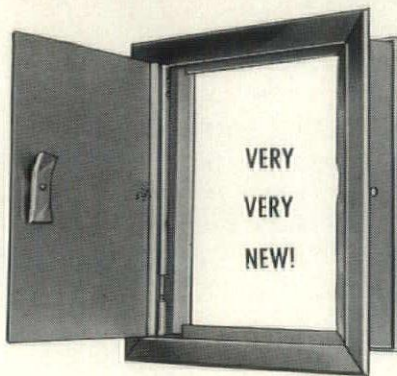
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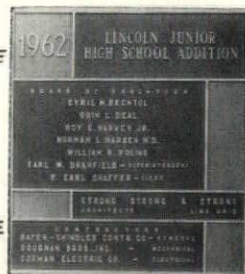
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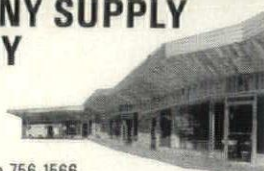
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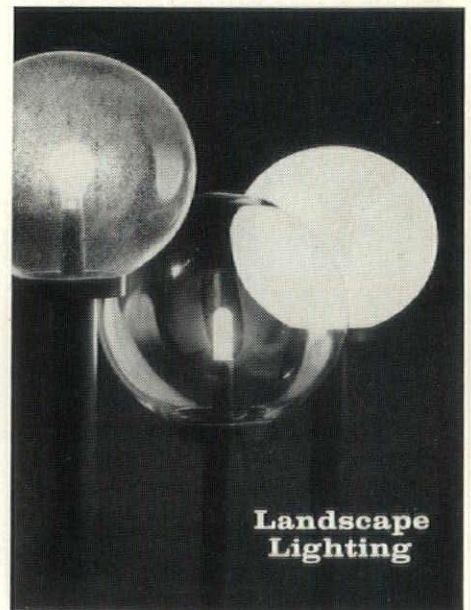
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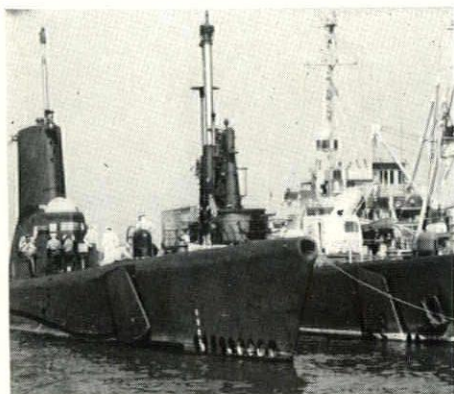
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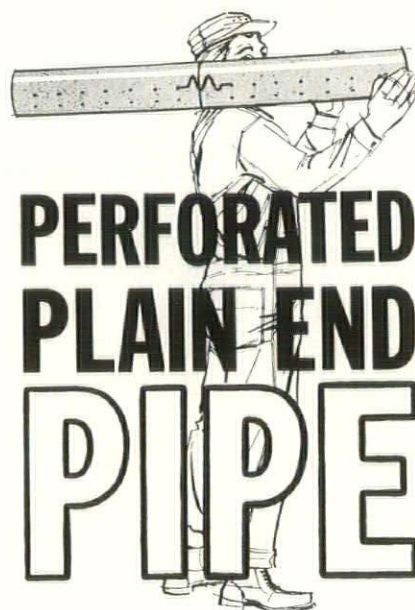
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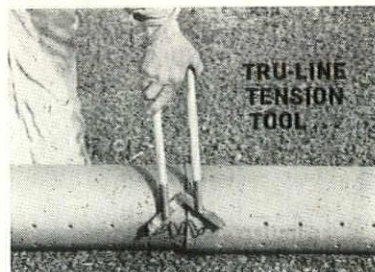


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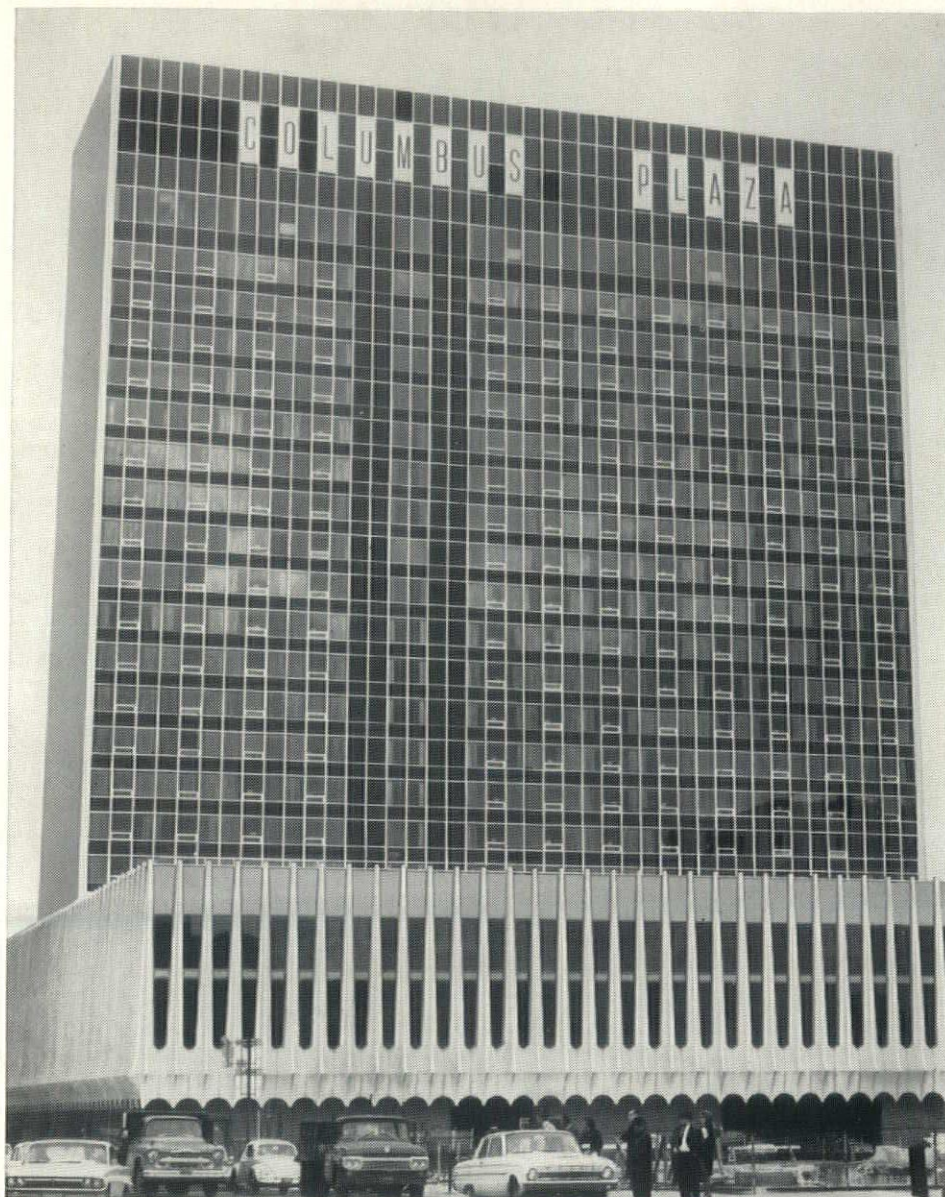
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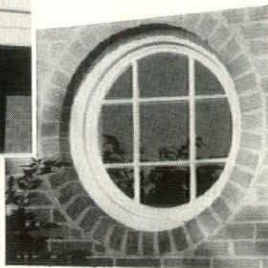
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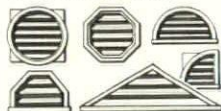
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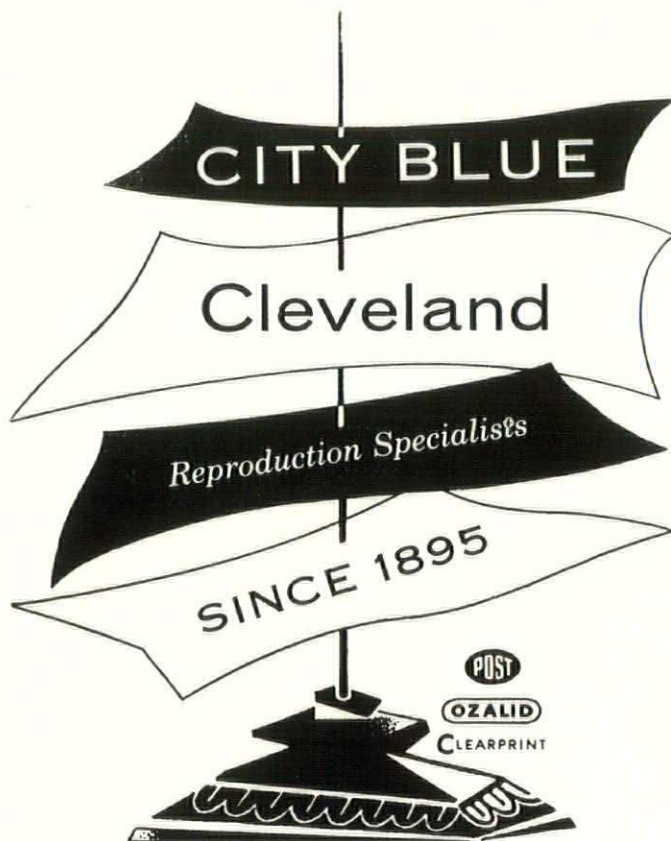
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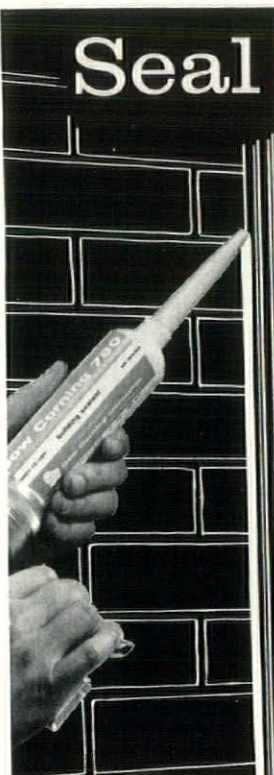
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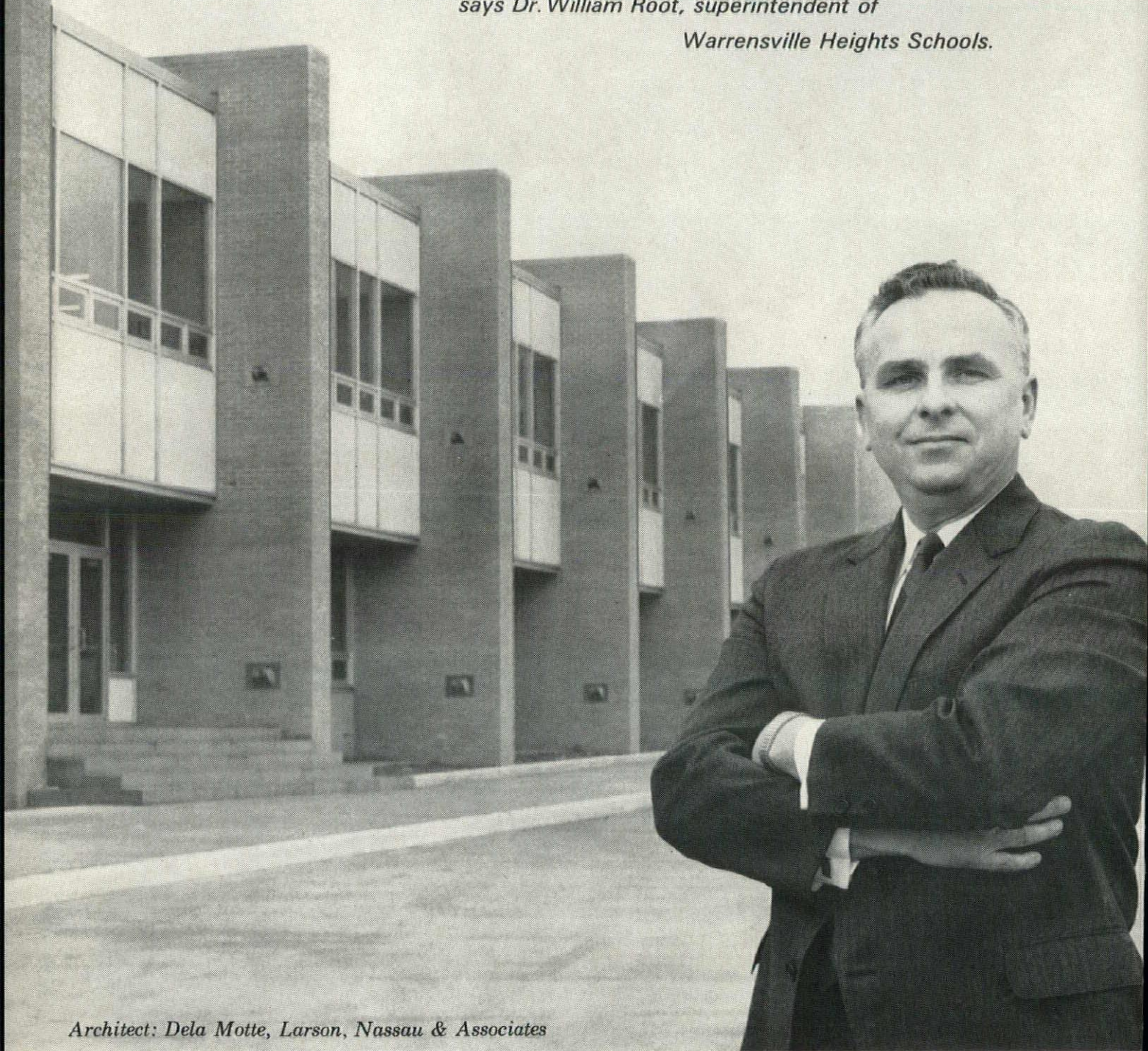


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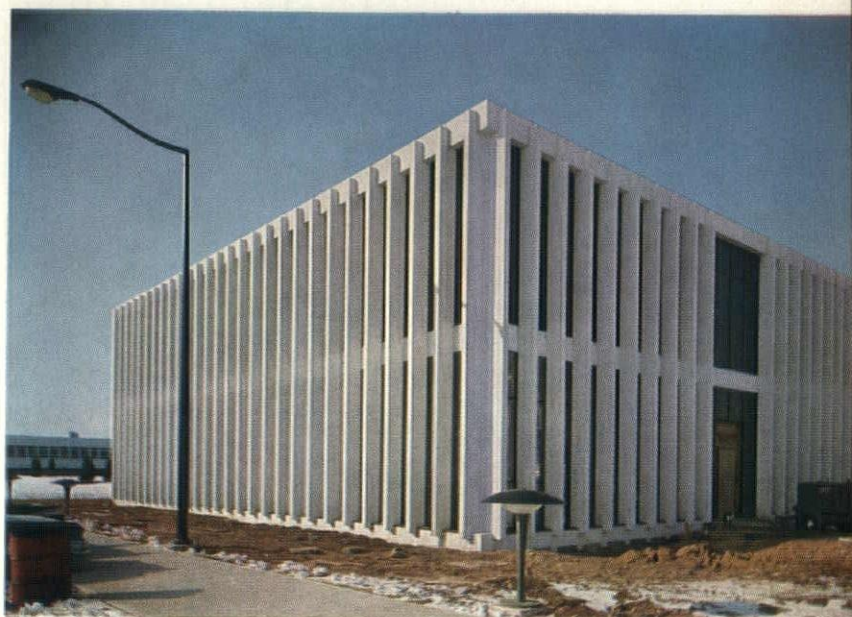
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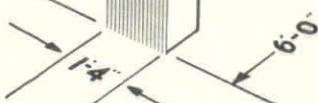
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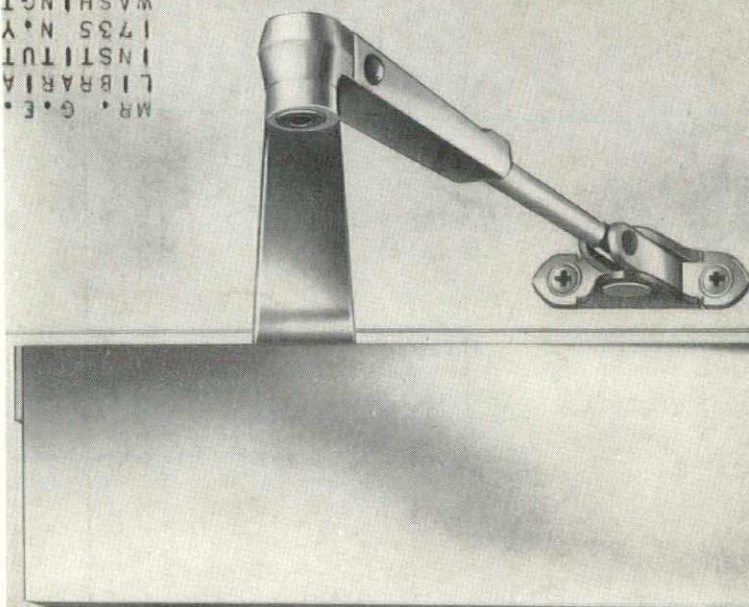
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