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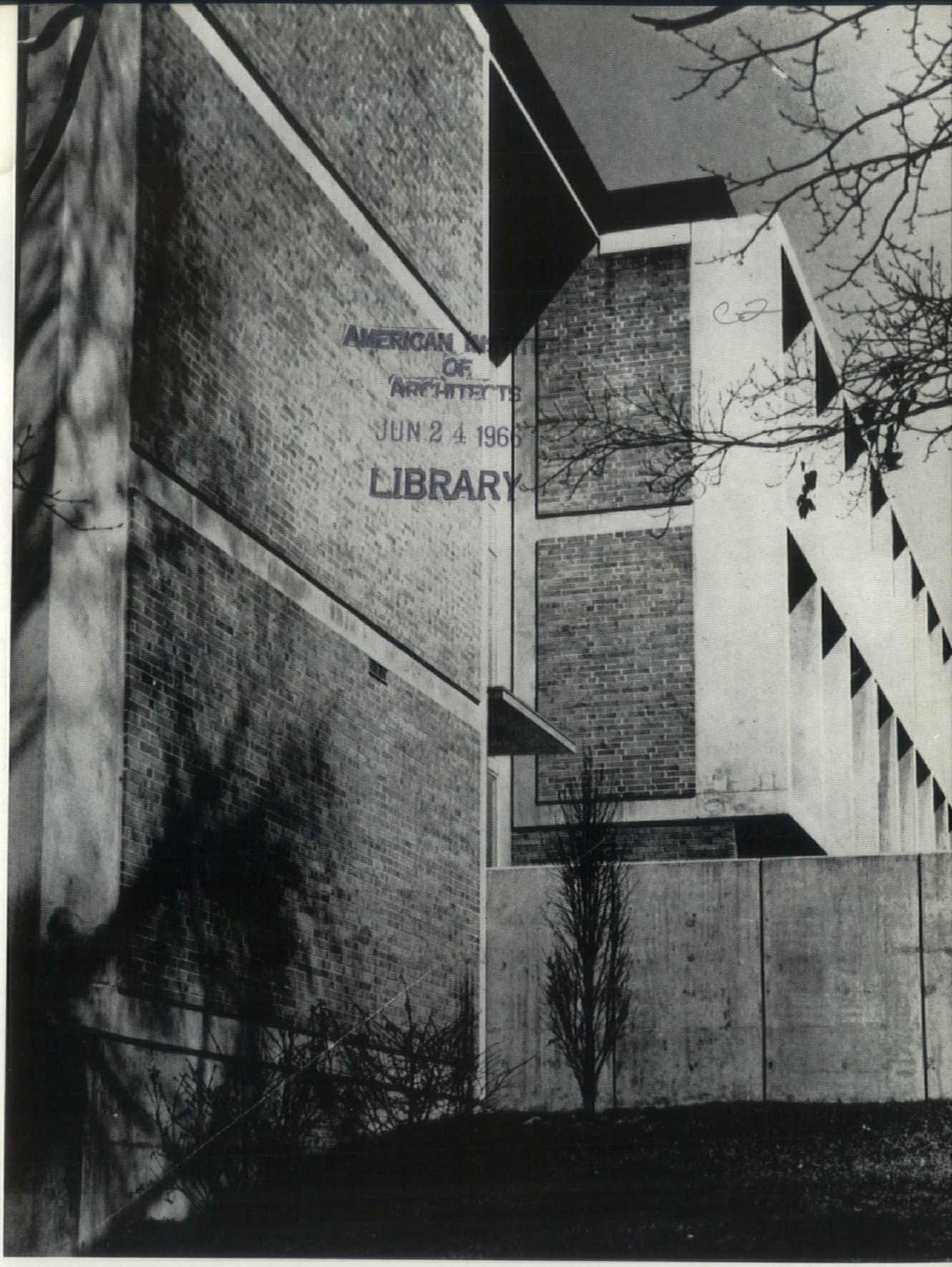

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May-June Volume XXIV Number 3

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Guest Editorial

"THIS BUSINESS OF EDUCATION"

Education is Big Business—Blue Chip Business.

The dividends are the future of our children and the world in which they live.

In 1966 it is estimated that $35 to $40 billion will be spent to finance education; of this amount $3.3 billion will be provided by the Federal Government. All indications point to even higher expenditures in the next few years. This year funds will be provided for about 26,000 operating school districts and 2100 institutions of higher learning which will employ about 100,000 administrators and about 2 million teachers.

In 1964 the total expenditure for public and private school construction was about $4 billion. Sixty thousand classrooms were completed in 1964, but the backlog of about 120,000 classrooms was reduced only slightly. The need for classrooms increases annually because of shifts in population, larger enrollments, and replacement of classrooms.

There is more interest today in education than in any other period of our nation's history. What has caused all this interest? And what role will the architect play—will he continue to play a dominant role in school building design or will he be simply a coordinator of building components and electronic teaching aids? Let us examine some of the facets of this business of education.

After the Soviet Union made its "giant step" forward in science with the launching of Sputnik I in 1957, educators and government officials in the United States took a long hard look at our national educational system and decided it needed an overhauling. Since that time, every facet of education has been under study—curricula, teaching methods and media, construction, teacher's training, education for the young and education for the adult. The results of these studies have caused considerable ferment in the field of education.

There have been few major changes in curricula in recent years. Science, social studies, and language arts are receiving much more attention at the elementary and secondary levels of education. Courses have been revised so that there is greater depth and breadth to existing courses instead of the introduction of new subjects. Old traditional names have been changed so that parents seldom hear of reading, writing, arithmetic, and geography. And the New Math—but that is another matter. Vocational and technical schools, and junior colleges are becoming increasingly important to the educational process. Their curricula is highly sensitive to the needs and requirements of the community.

Teaching methods and media have undergone the most change. A fairly standard philosophy of education is evolving and is causing changes not only in curricula, but the instructional method and media. The center of attention is the pupil and the fundamental fact that each is different is being stressed. Each child will learn differently and has different needs, abilities, and interests. Teaching methods and media are in use which have the objective of transferring information to the individual in the most effective manner. We hear of such instructional methods as programmed instruction, team teaching, core teaching, self-learning, redeployment, group tutorial instruction, and the self-contained classroom. Television and instructional films have long been used in some schools, but new media includes teaching machines, electronic language labs, classroom two-way communications systems, and computers.

We wonder if school administrators and boards are concerned about keeping abreast of the changes in education. We wonder if their philosophy of education needs a re-examination and if they also should revise curricula and the means by which subject matter is taught. When a new school building is being considered, its design should be such as to include new ideas—if not right now, the design should have flexibility of plan in order to accommodate future changes in space arrangement.

Architects must be aware of these new ideas—not only to know what the school board is talking about, but to be able to guide them in their planning. There are so many new ideas in learning environments flying about that architects as well as educators are hard pressed to keep current with them. Many design concepts have been tried that simply did not work in actual practice, or were just too far advanced to be generally accepted by the teaching staff. Many ideas, however, have worked and certainly merit consideration by architects. The problem, it seems, is finding out the truth about some of these ideas. Each educational research group, naturally, feels that its pet idea is the answer to all the needs of the new philosophies of education—and often they have philosophies to fit pet ideas. Educators and architects alike must study the needs of their program and then study what has been done under similar conditions before making design decisions.

As Federal funds flow into schools, many educators are convinced that the government will exert increased influence if not outright control over many of the school affairs now being decided by local school boards. Who is to say that there will not be stock plans and specifiications for schools? There may even be controls over the boundaries of school districts, books, buses, and curricula. It is nice to receive Federal monies for local school needs, but we wonder if a community is willing to accept Federal controls on the education of its children.

For many years, architects have pointed out the fallacies in the use of stock plans for school buildings and yet the idea continues to crop up as the solution to rising construction costs. There is even talk about stock plans for branch college buildings in Ohio. Architects must be prepared to present the facts concerning the design of school buildings for individual building sites in their communities—buildings to fit the unique requirements of the educational program of the community.

Architects must be aware of the space and desig

continued on page

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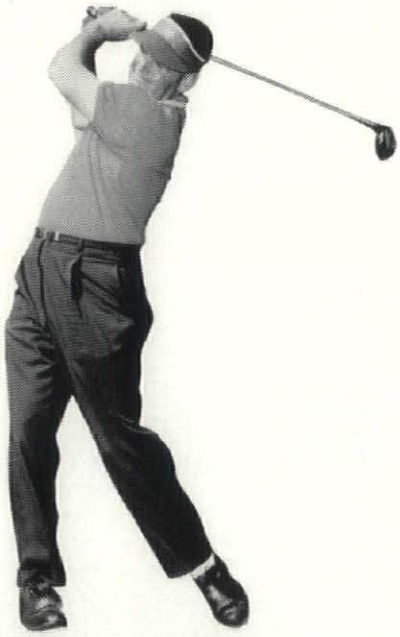

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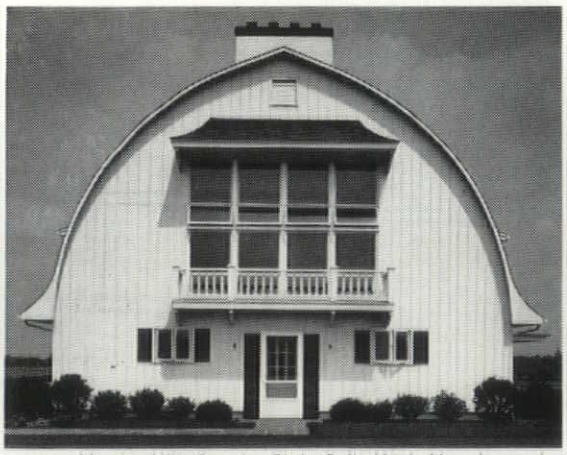

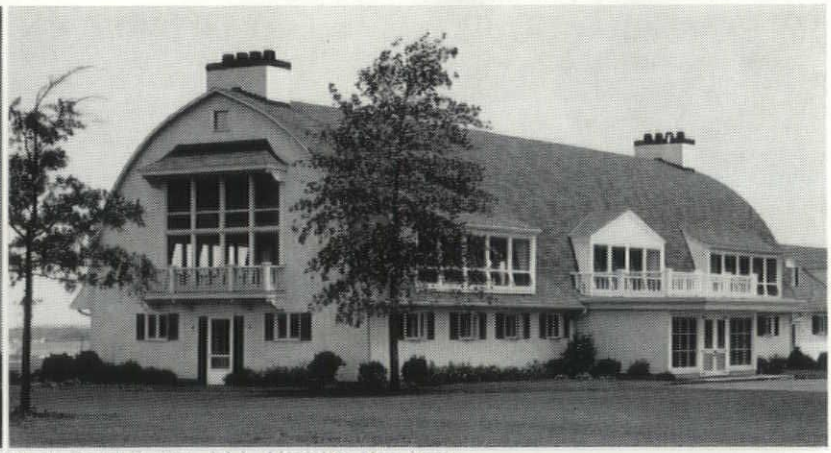

Hominy Hills Country Club, Colts Neck, New Jersey Architect: Derick B. Kipp, A.I.A., Montclair, New Jersey
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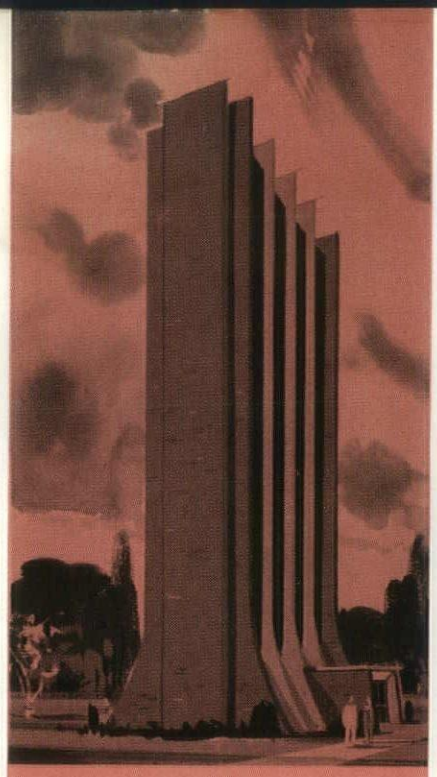
continued from page 4

requirements of the changing trends in educational curricula, methods, and media. For example, if the self-learning concept has a great impact on elementary and secondary schools, the entire concept of classroom planning will probably change. The space would be larger than the standard classroom and would have space for 60 to 90 students. Instead of being called a classroom, it would be called a "learning center". The space would contain areas for many types of activities as well as facilities and equipment for the self-learning concept. The space would include three basic areas for individual reading and study, group study and participation, and materials resource center.

In designing school buildings for these new concepts, architects may well be using building components in designing new schools. But these components must be well designed and be compatable with other components. Manufacturers now produce building materials and equipment which are compatable with those of other manufacturers, but there needs to be a wider selection of these components so that we do not have "look-alike" schools. The architect, using these components, will continue to play a dominant role in the design of schools to fit the educational program and needs of the community. He can design schools which incorporate new teaching environment concepts, and are economical to build and maintain.

Neal Layne
Associate Editor
Columbus, Ohio



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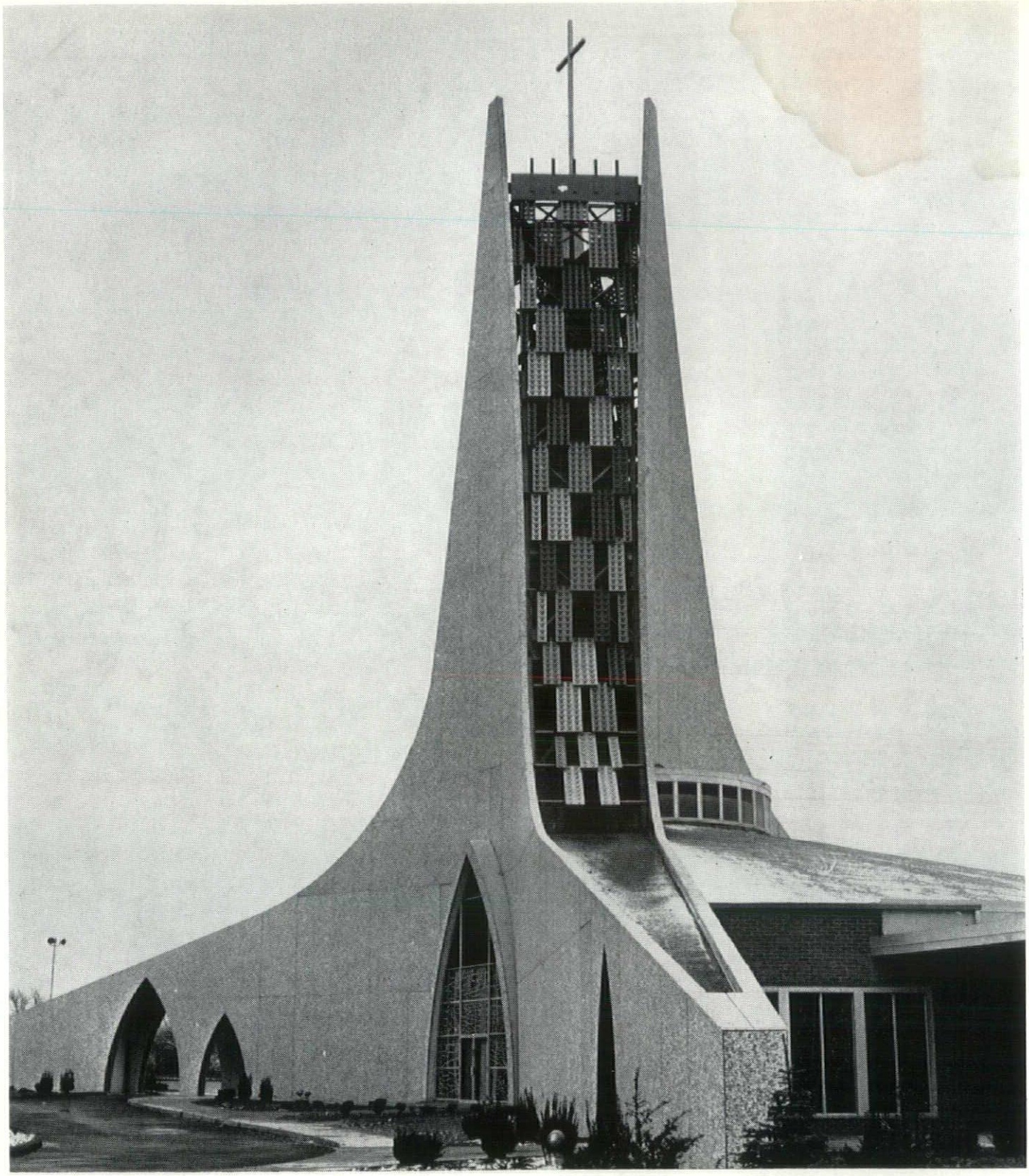

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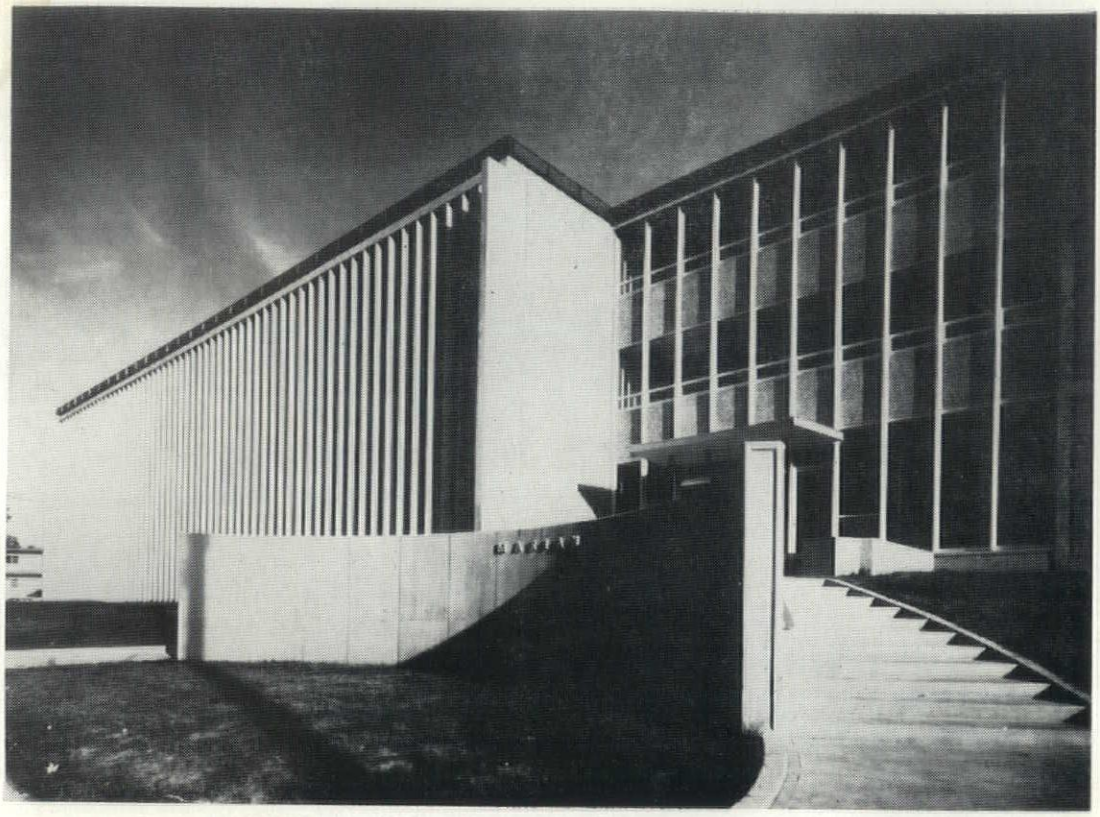
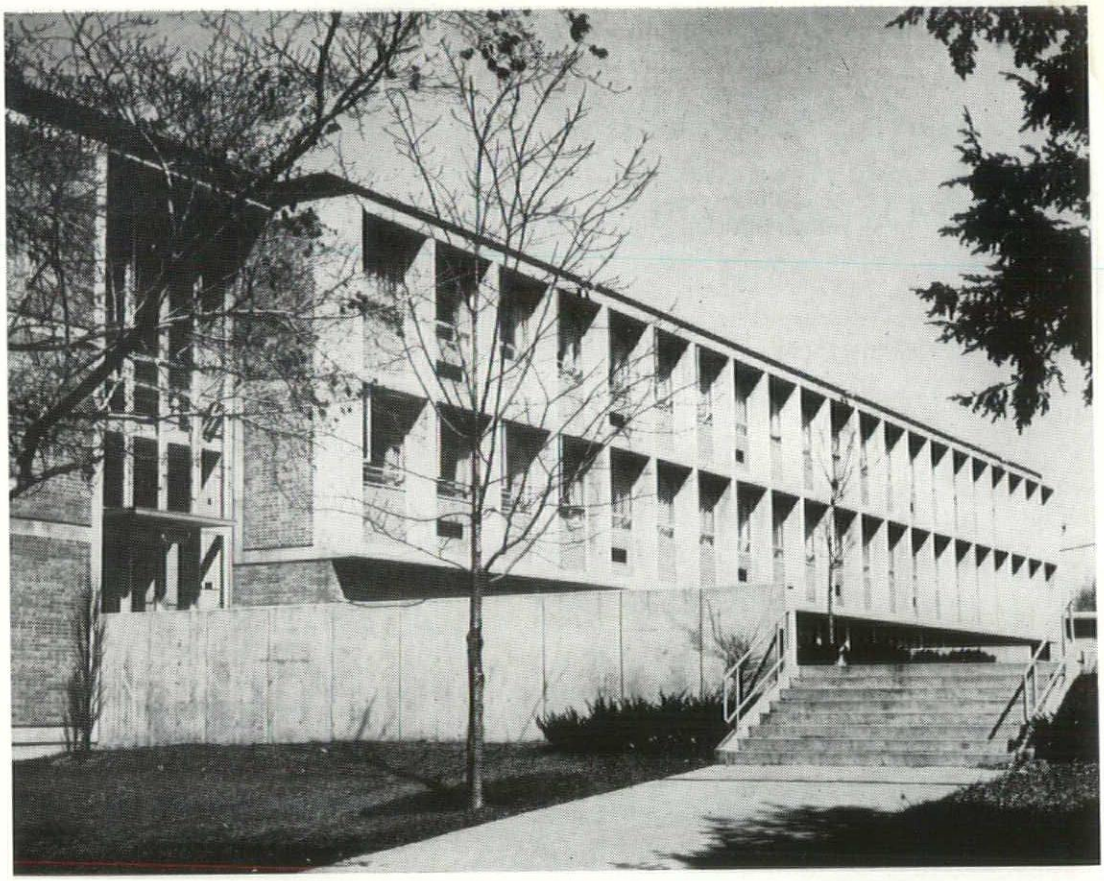


MARIAN HIGH SCHOOL

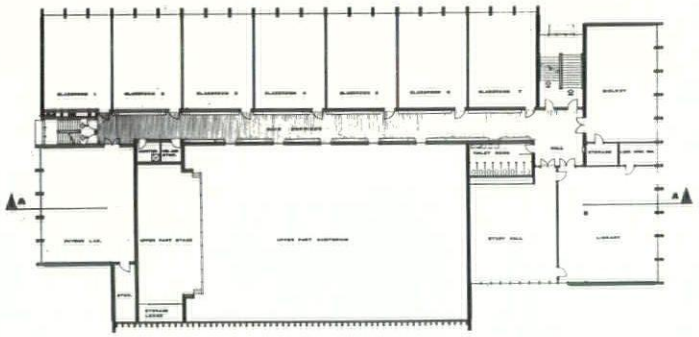
The fundamental problem to be solved in the planning of Marian High School was one of site. The given site is small; it fronts on a heavily traveled thoroughfare; four other structures — church, rectory, primary school, and convent — relate physically and functionally to the new building. These given restricting conditions shaped the new building and became visible assets in the solution.

The small lot becomes adequate through the use of a dense vertical rather than horizontal plan which in turn resulted in reduced cost due to fewer foundation walls and less exterior wall area. The main entrance to the school has been placed on the busy thoroughfare where it belongs; but the school itself turns a closed face to the distractions of the street, and the classrooms open onto tree shaded lawns or the quiet interior piazza. This piazza becomes a large multi-purpose area and the link which unifies while it separates the buildings around.

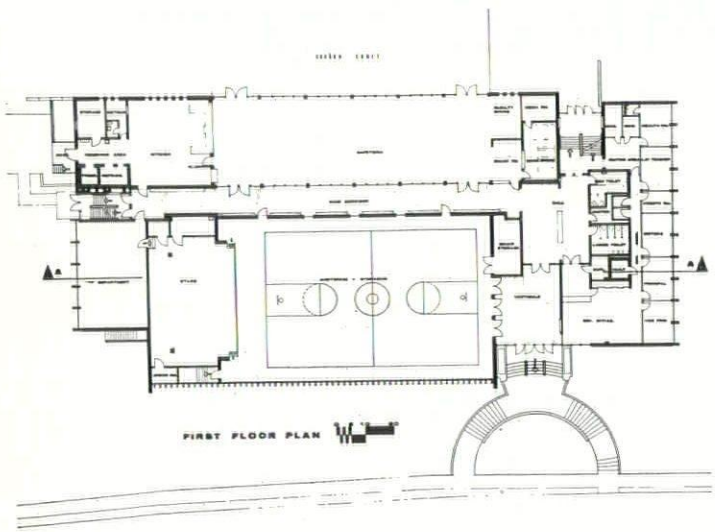
John B. Gartner, Jr.
John A. Burdick
Otto Bauer-Nilsen
Architects, AIA
Cincinnati, Ohio



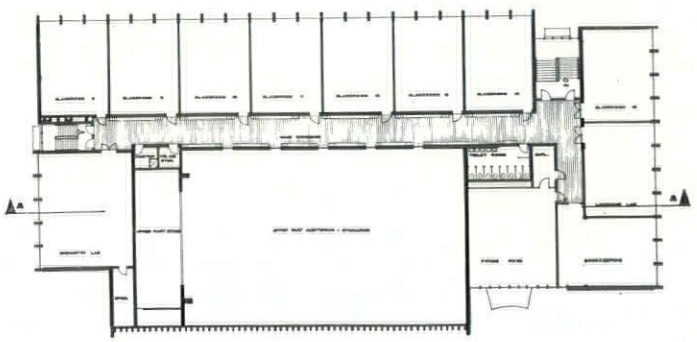
MARIAN HIGH SCHOOL FLOOR PLANS



SECOND FLOOR PLAN



FIRST FLOOR PLAN



THIRD FLOOR PLAN

GLEN ESTE SENIOR-JUNIOR HIGH SCHOOL

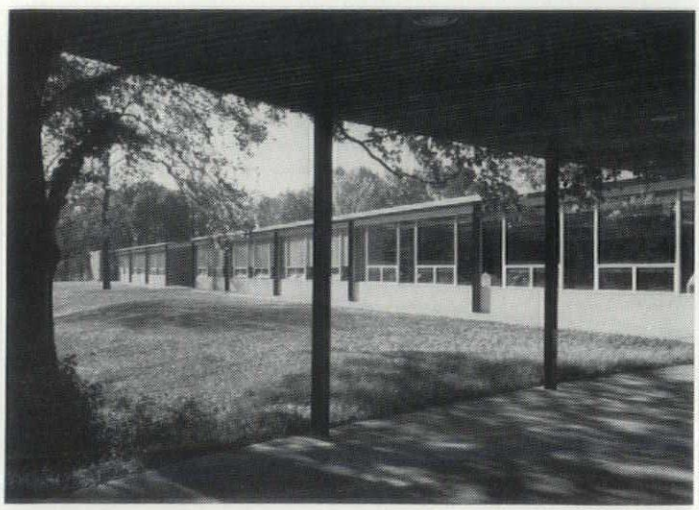
The Glen Este Senior-Junior High School was completed during the summer of 1963. Although economy in construction was a major consideration, the school administration wished to have a building in which recent advancements in educational techniques could be used to full advantage. After intensive research by the school administrations, and personal visits to a number of schools using progressive teaching methods, a basic educational specification was established. Some departures from the conventional high school program were:

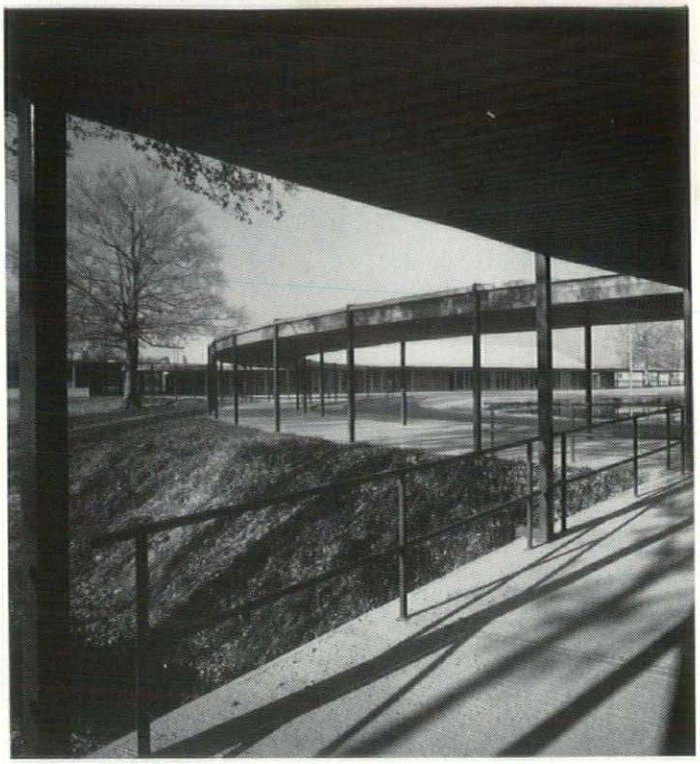
1. The team teaching approach should be used wherever applicable in both senior and junior high schools. Provisions should be made for instructing as many as 120 students at a time in large groups. The large group lectures would consist primarily of demonstrations, television, films, slides, and general background by a teacher who is particularly well qualified in the subject being presented. These presentations should be well prepared, dynamic, and offered in such a way as to create interest and to instill in the student enthusiasm for further study in the subject. The group lecture rooms should be planned to give the teacher a "theater", in which to effectively perform this function.

2. After the presentation to the large groups, the class would be broken down into smaller class groups where more personalized instruction could be given. This would require a number of small classrooms for general instruction.

3. The conventional study hall should be eliminated as far as practicable. Instead, reference rooms should be provided for each general subject. A number of books relating to the current curriculum would be available in this room for student resource.

4. Since teachers in this program will not have a permanent classroom station, a teachers office should be incorporated into the plan. Here a teacher can prepare classes, correct papers, and have a permanent station to keep personal articles and teaching materi-





als.

5. The junior high school should function independently of the senior high school. School officials had several good reasons for combining the junior and senior high schools on one site.

a. The majority of students are transported by bus. With this arrangement, bus routes for both schools can be combined, with a resulting savings in time and transportation expense.

b. Initial construction costs can be reduced by common use of roads, parking, utilities, heater room and kitchen.

c. Common custodial and food preparation staffs will result in reduced operation costs.

6. A "Trade and Industrial" program should be started in this school. After an investigation of the labor markets, and discussions with administrators of other vocational schools in the area, there was found to be a shortage of skilled personnel in three fields adaptable to this program—cosmetology, auto mechanics and electronics.

School officials decided to pursue these three courses of study for the T & I program. In this program, 11th and 12th grade students would learn a skill. The course of study would involve 3 hours of shop work and 3 hours of related subjects, taught by instructors who have been employed for a number of years in that particular trade.

The buildings were planned for a capacity of 750 students in the high school and 360 students in the junior high. The four major elements in the plan are:

1. Senior High School academic wing (grades 9 thru 12) housing all general and special high school classrooms, lecture rooms for group teaching, reference areas and high school administrative offices.

2. Junior High School academic wing (grades 7 and 8) with facilities similar to those provided in the senior high academic wing.

3. A Service Building which houses a combination cafeteria-auditorium for the senior high school; a combination cafeteria-gymnasium with locker and

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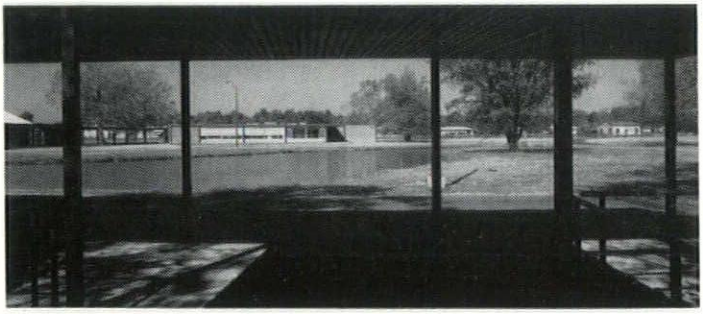
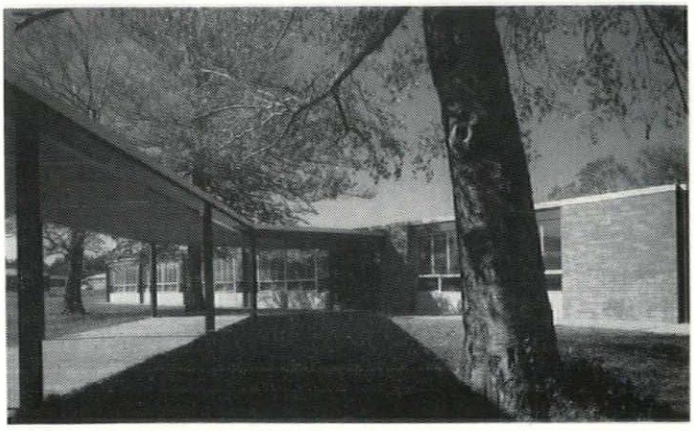
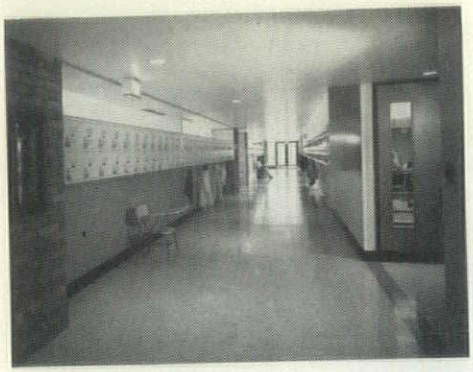
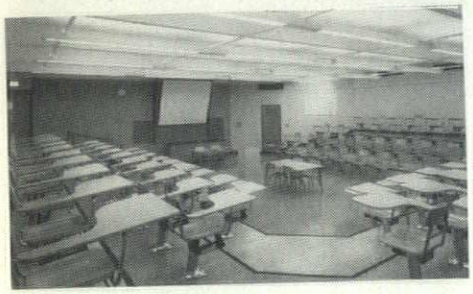
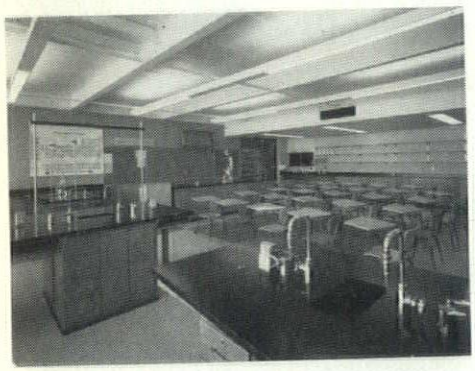
Glen Este Senior-Junior High School
Baxter, Hodell, Donnelly and Preston
Architects, AIA, Cincinnati, Ohio

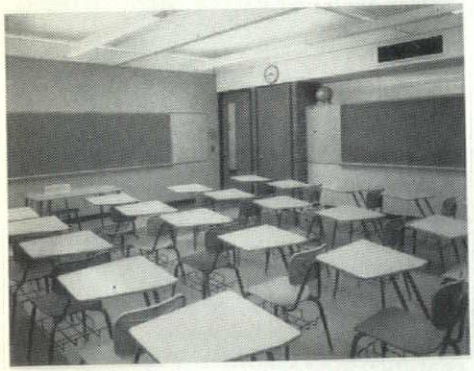


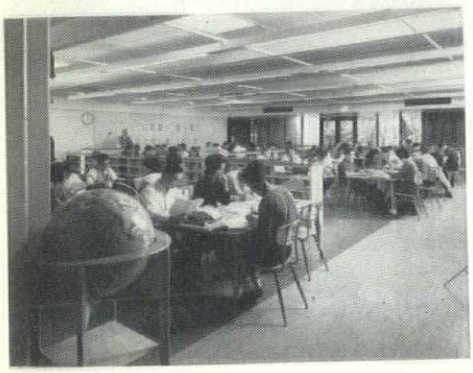












shower rooms for the junior high school; central kitchen for preparation of lunches; separate serving and dishwashing facilities for each school; a combination dining room and lounge for teachers; a central heating plant.

4.The Gymnasium — Shop Building which includes the high school gym and locker rooms, industrial arts shop, trade and industrial shop and music rooms.

The focal point of academic areas in the "group teaching core." Lecture rooms are placed in the center of the plan without natural light source so that they can be conveniently darkened for audio visual programs. For group teaching, individual lecture rooms rather than multi-use space divided by folding partitions, was considered essential in this case. Seats are tiered so that each of the 120 students has an unobstructed view of the demonstration area and the projection screen. Provisions for UHF, VHF and closed circuit television are provided. The rooms are permanently equipped for sound films, slide, film strip, overhead and opaque projection. The projection screen is adjustable for each use. Special closed circuit television programs can be originated in these rooms and transmitted to any of the other classrooms, lecture rooms or assembly areas in the school. Special lighting effects and sound systems are additional features which help the teacher hold the attention and interest of the large student group throughout his presentation. In the high school area, one lecture room is used primarily for science and math instruction, while the other is used for social studies and languages. Preparation rooms adjacent to the demonstration area are for setting up and storing experiments, exhibits and other visual aids until they are needed in the presentation.

A general reference room with bookshelves for resource material is located in the group teaching core adjacent to the lecture rooms. The room is divided by shelving into 3 areas, one for each major subject. Students may consult teachers in their adjacent offices for special help in study and research during their assigned period. The personal contact between student and teacher in this manner is considered an important feature of this "team teaching" program. General classrooms are grouped about two sides of the team teaching core.

A special room has been provided in the science suite where special projects and experiments can be carried on by interested students without interruption from regular class in the main laboratory area. The main high school library is placed near the main entrance lobby so that it receives maximum exposure to the student body as well as being convenient for public use.

The services building is located between the senior high and junior high academic wings so that it is convenient to both schools. The high school cafeteria which seats 400 for lunch is equipped with portable folding tables which are stored in an adjacent room provided for this purpose.

All active, noise producing functions of the school are consolidated in the Gynmasium-Shop Building. A covered walk links this building with the high school academic wing, and serves as a protected loading area for buses. It also carries heating lines overhead between buildings, saving the cost of an expensive underground utilities tunnel. The gymnasium has folding seats on two levels for 1200. The space on the mezzanine level is used for remedial physical education classes when seats are not in use.

The music suite consists of a band room for 100, a choral room with a capacity of 140 together with practice rooms, storage rooms and instructors offices. Industrial arts shop, mechanical drawing room, and the Trade & Industrial Program occupy the remainder of the building.

The total building area is 112,960 sq. ft. The building cost was $1,334,000. Total cost of the project including land, site development, utilities, furnishings, equipment, fees and miscellaneous expenses was $1,762,000.

TECHNICAL DATA

Structure: steel frame using lightweight rolled steel shapes supported on drilled plain concrete caissons; steel structure is exposed on exterior and in major interior rooms for economy and to add visual interest. Steel exposed on the exterior of the building is prepared for painting by sandblast-

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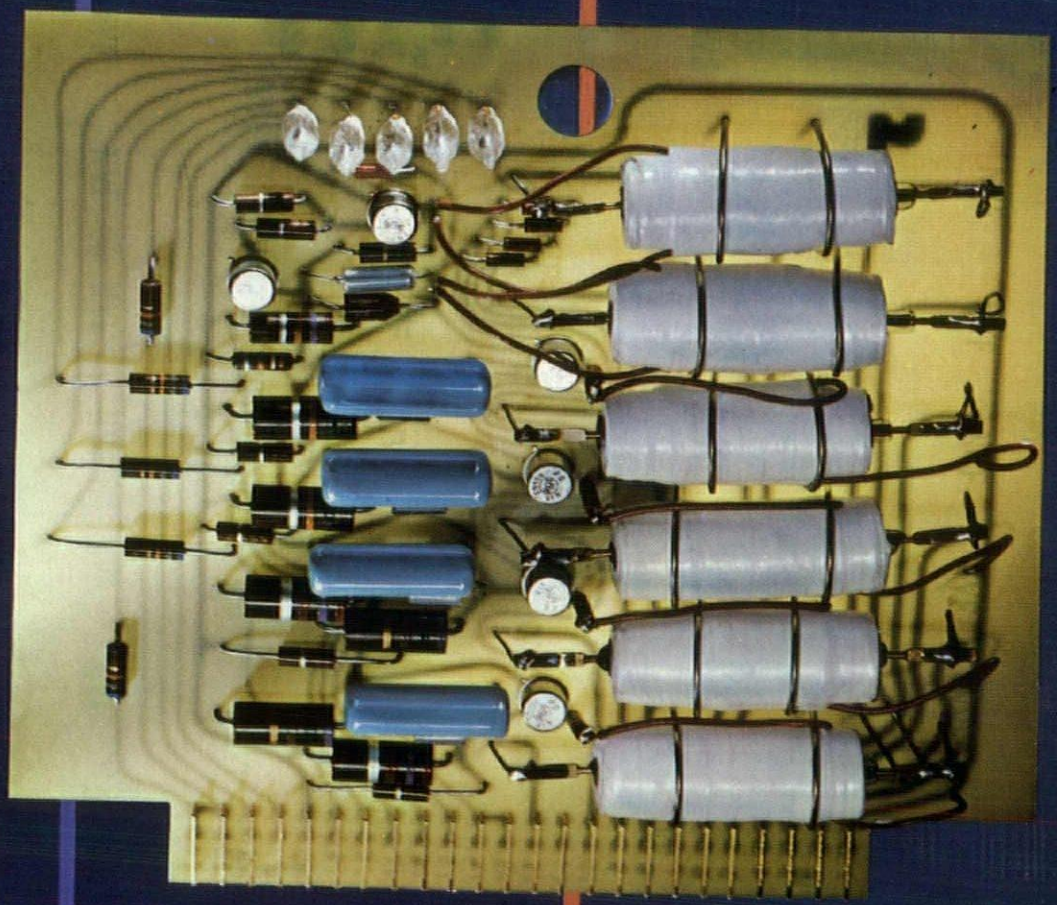

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Our success is measured in many ways. One: a new computer-control system that utilizes miniature, solid state electronic components, joined together on plug-in circuit boards. Solid state components are virtually failure-proof. And they enable our computer to function with electronic speed and accuracy in matching elevator service to traffic needs, every moment of a building's busy life. Remember this when it's time to modernize existing elevators, or install new ones.

Our representative will give you complete details. Or, write to us.

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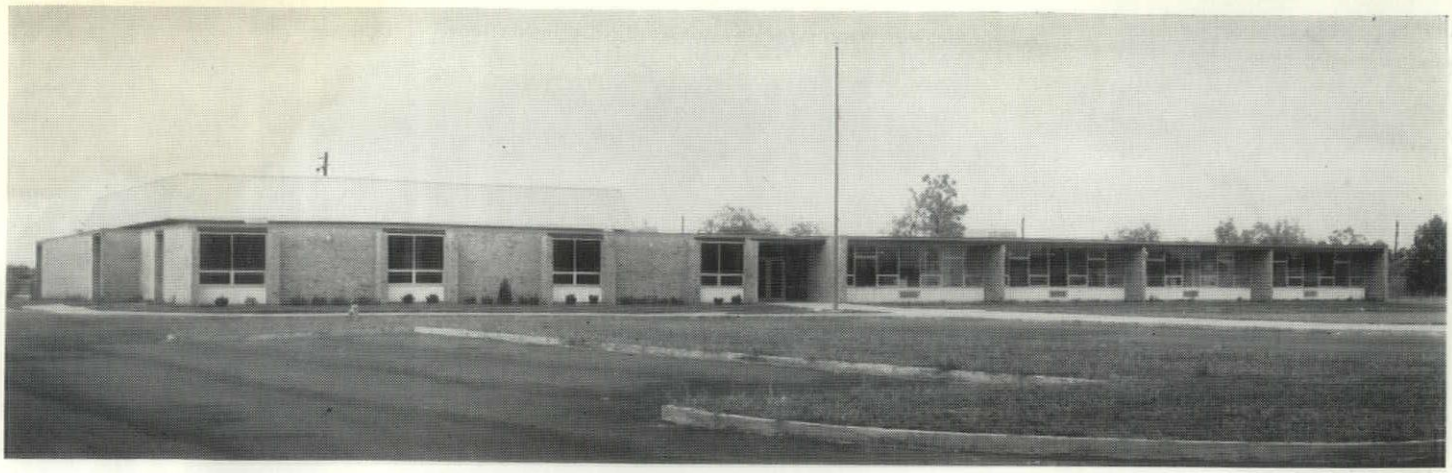


BRENT ELEMENTARY SCHOOL

Stage One of a two stage Brent Elementary School was completed in September of 1964. The Brent School, located north of Cincinnati in the Finneytown Local School District was designed by Russell L. Champlin, A.I.A., Architect.

Stage One contains the administrative spaces, multi-purpose room, kitchen and twelve classrooms. When fully completed, the school will contain twenty four classrooms and kindergarten wing containing classrooms. A covered walk will connect the kindergarten to the main entrance and also serve as under roof bus loading and unloading area.

Future classrooms will surround an additional court as in Stage One and shall adjoin an east-west corridor separating the two classroom blocks.

The school planned for grades K-6, now houses grades 1-3. Toilet rooms within the rooms are for first grade rooms.

The classrooms (31 x 30½ feet) contain walk-in teacher closets, walk-in wardrobes screened by folding doors, adjustable blackboard-chalk boards and will house 35 children each.

The multi-purpose room has a stage-platform eating area on a separate level from the gymnasium playing floor. The levels are separated by three 14" risers that serve for elementary sports spectators. The separation of eating and playing reduces maintenance on the playing floor.

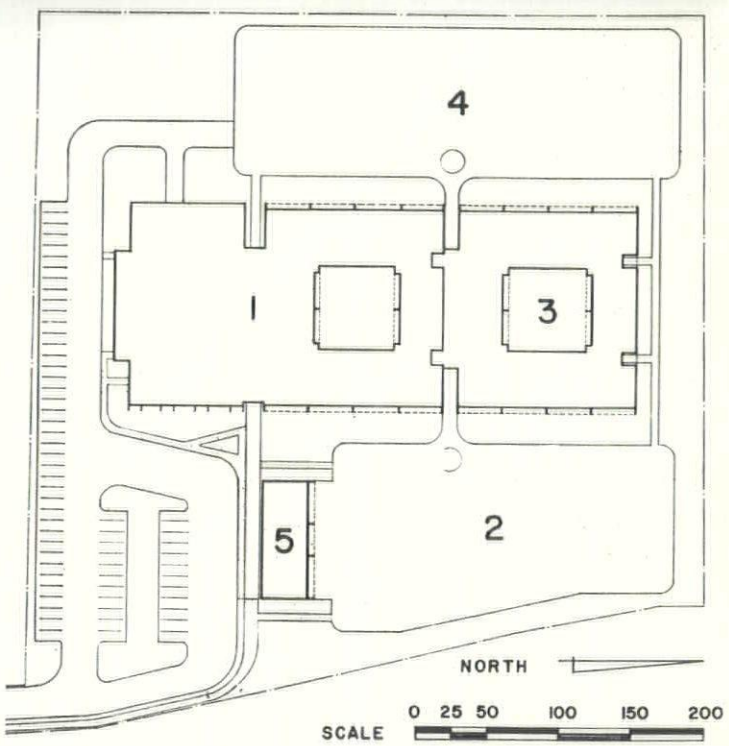
The high walls of the multi-purpose room are aluminum curtain wall, supported by the roof-trusses. Exterior walls are masonry with pre-cast concrete panels below all sashes. The interior partitions are concrete block. The high maintenance areas such as toilet rooms, kitchen are epoxy coated. The ceilings throughout are exposed long span metal deck and enameled.

The multi-purpose ceiling consists of exposed long span trusses and wood fiber roof deck.

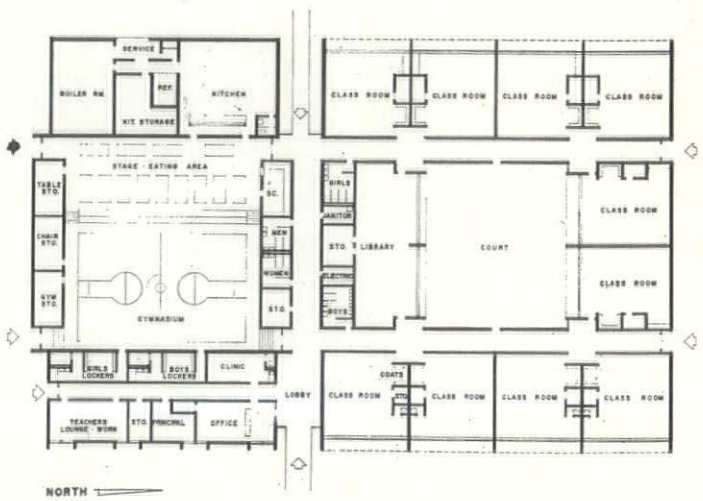
The Elementary School is located on a five and one half acre interior site. The three playground areas again separate the age levels of the children.

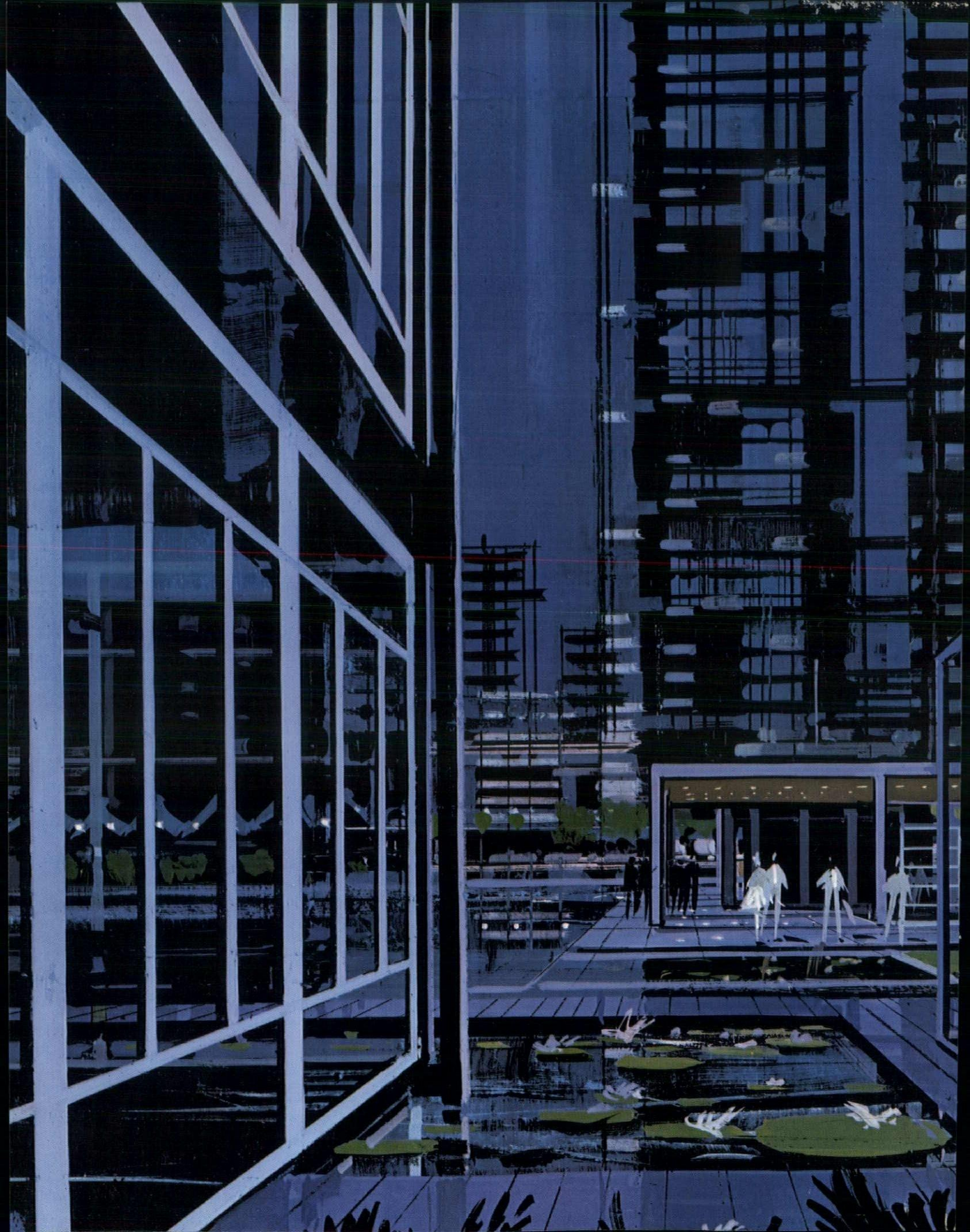
continued on page 18

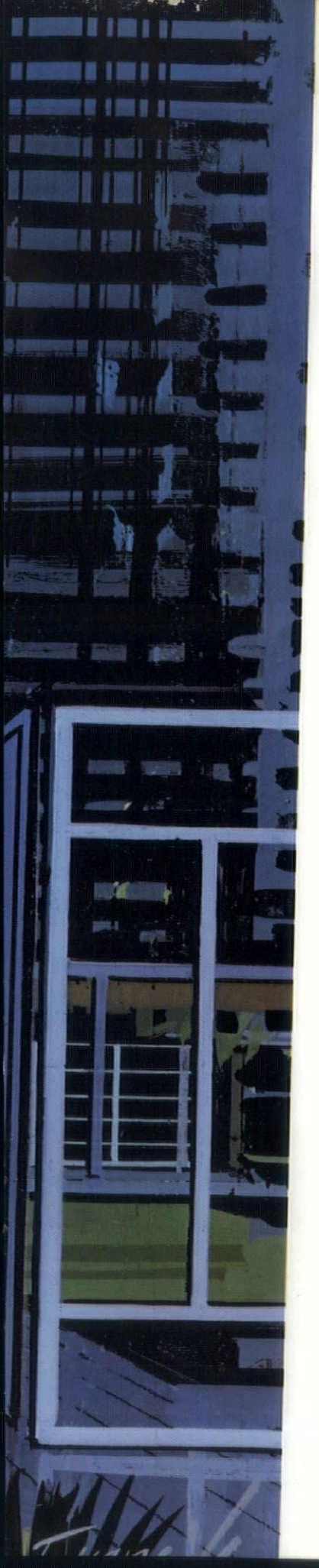
Russell I. Champlin Jr., AIA
Cincinnati, Ohio



1. Class Rooms, administration, cafeteria and gymnasium (stage #1)
2. Playground (stage #1)
3. Class rooms (future stage #2)
4. Playgrounds (future stage #2)
5. Future kindergarten







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CECOCLAD/STEEL WINDOWS

encased in colored polyvinyl chloride four times thicker than paint.

continued from page 15

Cost Analysis

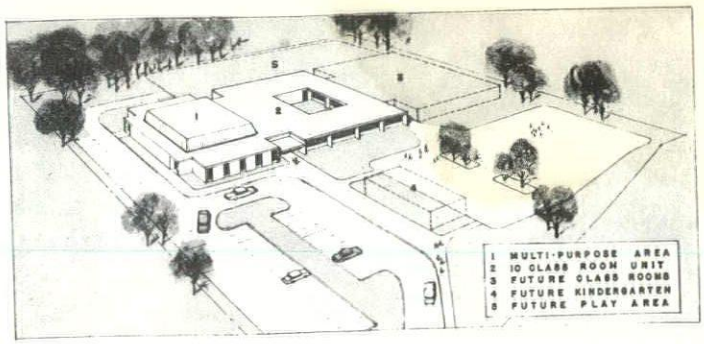
Construction Cost $796,727.20

Square Feet ..... 68,890 .... cost per sq. ft. $11.50

Cubic Feet ..... 915,034 .... cost per cu. ft. .... $ .86

Contents

20 classrooms, gymnasium-auditorium, cafeteria, book store, offices and other facilities for 600 students.



continued from page 14

ing and is coated with an epoxy paint.

Roof Deck: Poured gypsum on plastic faced insulating formboard. Formboard has sound absorbing properties for acoustic treatment, and is exposed in the major building area.

Roofing: 20 year bonded built-up roof with gravel surface on level roofs and special reflective white surfacing on pitched roofs over gymnasium and service building.

Exterior Walls: Face brick with concrete masonry back-up exposed on the building interior. Portions of exterior walls under window areas are painted block masonry.

Windows: Aluminum architectural projected, bead glazed, using clear heavy sheet glass.

Floors: Concrete slab on grade; monolithic terrazzo finish floors in lobbies and major corridors; quarry tile in kitchen, serving, and food storage area; ceramic mosaic tile in toilet rooms; resilient mounted hardwood in gymnasium; vinyl asbestos tile in all other finished rooms.

Interior Partitions: Corridor partitions are concrete masonry finished with an epoxy "tile coat" with areas of face brick matching material used on the building exterior. Other interior partitions are concrete masonry with a washable enameled surface. Toilet and shower room walls are ceramic tile.

Ceilings: Ceilings in corridors, lobbies, and office areas are suspended plastic faced acoustic tile. Suspended drywall ceilings are used in toilet rooms and other areas where acoustical treatment is not essential.

Heating System: high temperature hot water distribution system with exposed radiant elements at the ceiling around the perimeter walls. Ventilation is provided by six zoned heating and ventilating units located centrally in each wing with systems of ductwork concealed above corridor ceilings supplying air to each room. Air is returned to units via plenum space above corridor ceilings.

Lighting: In major rooms where structure is exposed, semi-indirect very high output flurescent fixtures are used. Recessed fluorescent troffers are used generally in areas with suspended ceilings. Recessed incandescent fixtures are used in classroom corridors.

Electrical Systems: Heavy power and main distribution wiring is 480 volt 3 phase. Dry type transformers are centrally located throughout the buildings to step down the voltage to 120/208 volts for lighting and small power. Buildings are equipped with complete sound and television antennae systems for UHV, VHF and closed circuit television. In addition to this, local sound systems are provided for all lecture rooms, gymnasium and auditorium.

Inspection Departments Asked to Help in Proper Sealing of Drawings

The Board of Examiners of Architects has recently asked the state, county and municipal building inspection departments throughout Ohio to help it in the observance of the requirements for the proper sealing of drawings. A letter asking their assistance was recently sent by Board President Arthur F. Sidells.

According to the Rules of the Board, the first or cover sheet of each set of drawings shall bear the architect's embossed seal impression. All other sheets in the set should carry the reproduction of the rubber stamp used on the tracings.

The Board asks that all architects submit their drawings for approval with the proper seal identification. Observance of these requirements will be of benefit to them in the proper protection of their work. Any questions regarding the law should be addressed to the Board office at 21 W. Broad St., Columbus, Ohio 43215.

Announce Firm Change

Richard L. Tully and Frederick H. Hobbs, Jr., Architects announce the admission to partnership of Marvin L. Ames, Richard P. Elzey, J. Lynn Thomas and a change in the firm name to Tully, Hobbs and Partners, Architects, P. O. Box 658, 582 Oak Street, Columbus, Ohio 43216. Members of the American Institute of Architects.

Student Awarded First In Design Competition

Robert Page, a 4th year student at the University of Cincinnati, has been awarded first prize in a "Home for the Elderly" design competition sponsored by the Unit Masonry Association of Cincinnati. Mr. Page graduated from Libby High School in Toledo, and is employed by Schauder and Martin Architects of Toledo, during his work sections. Mr. Page is a student member of the Toledo Chapter of The American Institute of Architects.

ROSTER CORRECTION

Visnapuu, Herk, AIA
1700 Keith Bldg., Cleveland, 44115
Bechtel, Richard N., AIA
2503 S. Dixie Avenue, Dayton 45409

CLASSIFIED

WANTED

Executive Secretary, City Beautiful Council, Dayton, Ohio. Applicants must have degree in Fine Arts, Architecture, Landscape Architecture, Urban Planning, Design, or related field. Will be responsible for planning, implementing and coordinating total beautification program. Salary, $9,287.00 to $11,138.00. Write City Beautiful Council, Municipal Building, 101 W. Third St., Dayton, Ohio 45401.

A CRITICAL LOOK AT THE EDUCATION PLAZA

Prepared by Robert H. Seitzer, Superintendent of Schools
East Orange, New Jersey
For delivery at the AASA Convention in
Atlantic City, February 16, 1966

Today we've been advised to take a critical look at the Education Park. (A year ago we took a look, and others were critical.) Before we go any further, let's get a few things straight. An Education Park is different from anything we presently have. As a concept it is new, and as a practice it is untried. It is not the moving of all the traditional schools of a city to a central site. It is not the assembling of a large number of children, classrooms, teachers, and services on a central site. It is not size, or design, or practice, or a desire to solve a problem. An Education Park is an orderly plan for a community—particularly an urban community—to start anew. To begin fresh. To change its philosophy. To take a look at itself. To pick and choose. To evaluate, to innovate, to implement, to economize, to serve youngsters and the community as it and they have never been served before.

An Education Park should only be planned and thought of as a total school, with all the ingredients that the words "total" and "school" should include. I do not look at it as an island to which children go each morning and from which they return each night, as was suggested here last year. I look at the Park concept as a part of the community—not isolated—where someone is always going and where someone is always coming and not all of them will be going to school—at least not as we know it right now.

It will be a neighborhood school, but the boundary lines will be the political boundaries of the city, and, should regional planning come in the future, it will be a key center for the region. It will once again be what the neighborhood school was originally. It will be the place where the doctor, lawyer, merchant, and chief send their children. Racially it will be truly balanced. There will be more of the usual comparisons. Is school "X" as good as school "Y"? No meaning to the "grass is always greener on the other side of the fence." No question about faculty distribution, course provisions, or inequities in pupil personnel services. No fuss about one building being better maintained, or supplied or staffed than the other. No staff loss because of teacher attitude about a specific school, and no excuses for not supplying programs that children need. It could be that the Education Park in urban areas may be effective only where one unit can serve the entire city. There seems to be little evidence that would support an Education Park as one unit of the total school complex while allowing other parts of the city to be handled the same as before. This would seem to me to be a dodge to a problem's solution rather than the facing of the issue head-on. To build a Park just to build a Park does not make sense.

I also disagree strongly with those who propose the Education Park only for achieving a racial balance. I believe this aspect must be considered a desirable by-product of the plan. The main purpose of the Park should be to improve the quality of a community's educational programs, and a desirable racial balance adds to that quality for all pupils.

One of the outstanding arguments for the Park plan is the assemblage of talent that it brings to a single site. The third grade science teacher has the advantage of being close to the best high school science teacher, and the equipment — perhaps needed only once — is close at hand and no "big deal" is necessary to acquire its use. A lecture by a union leader to a high school social studies class might be made available—at least in part—to some fifth and sixth graders in a "quest program' related to their social studies. In addition to all the academic skills available, the special talents of social workers, guidance personnel, administration, and the health services that are presently so often shared are at the site—not at a school on the other side of the city or in transit between schools —when so desperately needed.

Or as Dr. Keppel put it when talking about our Plaza, "It (the Education Plaza) is a particularly attractive concept

in today's planning for effective urban schools. It permits a concentration of talent at one location, bringing together teachers of different subjects at various levels for an exchange of ideas and experiences. The education plaza breaks down patterns which have isolated school administrators from each other. Above all, children benefit by being exposed to a more stimulating and orderly school environment . . ."

Another seldom-mentioned advantage — especially for children in deprived areas—is the lack of need for several adjustments as the family moves about within the city. Wherever Johnny's family moves, Johnny is still in the same class, still has the same teachers. There is no need to readjust to his school situation, no problem of placement, no fuss about his status.

The single-site plan also has some other exciting possibilities. As Dr. Wolff put it in one of his articles "The best the City has to offer would be available to all the teachers and pupils alike. No status would be connected with any specific school because all of them would belong to this community-school complex" . . . "The Education Park," he goes on to say, "in the urban community would be to the neighborhood school what the great modern shopping center is to the corner grocery store. Some may nostalgically hark back to the friendliness of the corner grocer, but in reality, America has deserted him preferring the economy, the variety, and the convenience of the modern shopping center." . . . The park complex can also, as stated by Dr. Wolff "provide a firm center that is relatively impervious to housing-fashion changes and end gross inequalities in classroom space and part-time education available to the different sections of the city." Dr. Wolff also expects "substantial economies through the full-time use of auditoriums, gymnasiums, libraries, science buildings, art and music facilities, but the greatest virtue of the Education Park is not its obvious economy. Its greatest merit is the educational value received for the investment made." All of the facilities mentioned above that would "jointly serve the cluster of classroom units can incorporate the most modern advances known to the educators and the architects."

The Education Park should, in fact it must, have a close association with a teacher-training institution. Perhaps by way of joint appointments research of value to both the university and the school system can be done, plans made, and programs implemented. Its staffing should always include a variety of interns receiving credit for contributing to substantial programs of improvement of the teaching process.

The many volunteer services of the city that serve youth and their families in the city should be clustered in the park area. Family needs should be met by a one-stop service without the present need of crisscrossing the city several times, only to be placed on a waiting list. The Park will have in its facilities those services and personnel that will truly provide for a complete orchestration of all the community's advantages for children, youth, and adults.

The Education Park will represent the physical and logistical center for the effort described above. The approach to it will focus on breaking the school out of its traditionally isolated (and all too often ineffective) role in the complex of community forces and institutions. The Park, therefore, will serve as a nerve center by which the web of services, agencies, and programs throughout the community will be expanded and coordianted. It must rethink and restructure our educational efforts. If properly done, it just might stabilize the urban school by directing all of its energies toward a superior educational program for all people. We know full well that many people go to Suburbia seeking "good education." It may well be that we could make many of them think twice before heading for the hills.

I've been working on the Plaza concept for more than two and one-half years, and I find it just as exciting and stimulating as it was in the beginning.

We've been taking a critical look long enough. Let's spend some money to prevent, rather than wait and spend twice as much to remedy.

Thank you.

AIA OFFERS DOCUMENT Emerging Techniques of Architectural Practice

A Research Study By The Architectural Engineering Department At The Pennsylvania State University

Although the art of architecture remains basically the same creative process it has been for centuries, the business of architecture is changing radically, reports a research team from Pennsylvania State University. Their findings are now being released by The American Institute of Architects under the title, "Emerging Techniques of Architectural Practice."

The report describes a search for, and a study of, existing and emerging techniques, technologies, and procedures being used by progressive architectural offices to increase the efficiency of their practice. While most of these new procedures are not revolutionary in themselves, together they constitute some significant new advances, many of which will be of value to individual offices throughout the United States, whatever their size or specialty.

NEW TECHNIQUES IN MANAGEMENT AND BUSINESS

The problems of office practice are many and varied, and techniques for practice improvement described in the report may well have application to many more of these problems than are treated. Nevertheless, the initial effort of this study has been directed toward management and business aspects of practice. In these areas alone, there are new and emerging techniques which are proving their worth at a surprisingly fast rate.

Financed by a grant from the AIA, researchers in the Architectural Engineering Department of the University, under the direction of Professor C. Herbert Wheeler, AIA, interviewed practitioners throughout the United States concerning details of their office practice. They were able to isolate several hundred emerging techniques of practice, ranging from innovations in filing methods to the use of electronic data processing equipment to expedite design decisions. The research team screened and grouped their findings to identify nine general categories of techniques, now being practiced in some architectural offices, which they saw as potentially beneficial to the entire practice of architecture.

The nine over-all techniques, or "packages," as the report calls them, include such items as network planning, management science and systems development for greater efficiency in project management; cost management and quality reliability control; and aids to office efficiency including improved communications, reproduction systems, computer technology and automated graphics.

FOUR BASIC CATEGORIES

Assuming that the trend is toward increased use of such aids—a safe assumtion—The Penn State researchers then devised a framework consisting of four aspects of architectural practice, and demonstrated how the emerging techniques might be employed where applicable. The aspects of practice considered are single-project management, production management of multiple projects, management of practice, and business management.

Although the report does not represent itself as a textbook or instruction manual in the use of the newer techniques, it is sufficiently detailed to give the uninitiated reader some comprehension of such new techniques as network planning, systems development, management science, critical path and PERT scheduling, electronic data-processing equipment, ways of obtaining computer services, and others.

In addition to investigating the use of newer aids to design and scheduling, researchers found a growing concern with such aspects of practice as public relations, governmental relations and business development. Personnel management is also assuming greater importance as office staffs become larger and more diversified; the study reports increasing use of new techniques to familiarize staff with the entire operation of the office and of bettering employee morale and increasing competence.

REPORT PROVIDES YARDSTICK

Expanded architectural services and the resulting complexity of operation are making it necessary for most firms to re-study their methods of computing fees. It appears that many architects are learning, for perhaps the first time, exactly how much it costs them to do business, and are beginning to keep a close watch on their operation in term of fees.

It is recognized that not all the techniques cited in the report are now appropriate for adoption by all offices. Some may never be. The report can, however, provide any office with a yardstick by which to measure its own operation as well as a compendium of information about methods and techniques of practice which are now available to the profession.

The report is available at a cost of $2 per copy to AIA members and $3 per copy to non-members. Direct orders to "Emerging Techniques," The American Institute of Architects, 1735 New York Avenue, N. W., Washington, D. C. 20006.

Letters to the Editor

Mr. David A. Lacy, Executive Director
Ohio Architect
Five East Long Street
Columbus, Ohio 43215
Dear Mr. Lacy:

In reading through Mr. Leen Jr.'s article in the January-February 1966 issue, it appears that from time to time the architect is unjustly blamed for the inequities of the general and sub-contractors.

Our sheet metal industry has tried, through its Standards, to avoid these unpleasant situations when the plans and specifications are either directly or indirectly violated.

We are enclosing another copy of the article written by one of our local specification writers which clearly outlines our program and what we have done locally to assist the architect and engineer to avoid sub-standard work. (Perhaps Mr. Leen would like to read this article)

We are also enclosing a few back issues of our Newsletter. You may use any portions of these that you see fit.

Sincerely,
Gordon J. Justen,
Executive Secretary
Sheet Metal
Industry Promotion
Plan

ASO ANNUAL MEETING PLANS ANNOUNCED

EXPRESSION and the ARCHITECT will be the theme for the 1966 Architects Society of Ohio 33rd Annual Meeting to be held October 13-15, 1966 at the Carrousel Inn, Cincinnati. Program Chairman Roy Lively of the Dayton AIA Chapter made the announcement at the May meeting of the ASO Executive Committee. Mr. Lively also announced plans were being formulated for a boat excursion on the Ohio River to be held the opening night of the annual meeting. He announced that dinner Thursday, October 13th and the icebreaker party would be held on board "The Chaperon". A dance band will provide the entertainment for the evening.

In discussing other program plans for the annual affair, Mr. Lively stated that the Saturday seminar would be directed to the student participation and that speakers of the highest caliber were being contacted for the two day program. Announcement of speakers will be forthcoming as soon as they have been firmed up.

Mr. Richard Tully, general chairman for the Annual Meeting, has announced the appointment of Mrs. George Schatz as Chairwoman of the Ladies Program and activities, and Mr. William J. Brown, AIA, as general chairman of the host chapter activities. Cincinnati Chapter, AIA will be hosting the gala affair. Mr. Tully also announced that the hotel package plan price would be $57.00 a person this year and would include social functions, meals, lodging and tips.

OSU Students Honored

The first and second ranking graduating seniors in the School of Architecture and Landscape Architecture at Ohio State University were among students recognized at the school's annual Honors Program Saturday evening, May 14th in the Ohio Union.

Jonathan L. Moore, 52 E. Elm, NORWALK, O., top-ranking senior, received the American Institute of Architects Medal and a copy of the book, "Mont St. Michel and Chartres." Also receiving a copy of the book as the second ranking senior was Martin E. Crahan, 209 S. Plum St., GNADENHUTTEN, O.

The Alpha Rho Chi Medal, awarded annually to the graduating senior who has shown an ability for leadership, service to the school, and promise for professional merit, went to Stephen Sharr, 577 Riverview Dr., COLUMBUS.

Faculty prizes, presented annually to outstanding students representing first, second, third and fourth-year classes, went to Kent C. Underwood, 2495 Westmont, COLUMBUS; Robert J. Vennemeyer, 9760 Ross Ave., CINCINNATI; Young Hoon Kwak, SEOUL, KOREA; and William P. Bridges, 52 Furnace St., ONTARIO, N.Y.

A faculty prize in landscape architecture was presented to Deborah Edsall, 810 Riverview Dr., COLUMBUS; and faculty prizes in city and regional planning went to James A. Spencer, 336 Phillips St., JACKSON, TENN., and Alexander D. Fittinghoff, 591 Mira Vista Ave., OAKLAND, CALIF.

Receiving Certificates of Merit from the Architects Society of Ohio were Tatiana Tenson, 4865 Noble St., BELLAIRE, O., and Raymond M. Harpham, 1535 W. Third Ave., COLUMBUS. Harpham also received the annual award of the Columbus Chapter of AIA.

Other awards presented included:

Columbus Chapter, Producers' Council, Inc., Award — John G. Hoyt, 2637 Nottingham Rd., COLUMBUS.

Stow and Davis Award — Gerald Cichanski, 327 Sunset, TOLEDO.

Joseph N. Bradford Memorial Fund Scholarship — Thomas J. Ingmire, Route 2, ROANOKE, IND.

Merle Robert Maffit Memorial Fund Scholarship — Young Hoon Kwak, SEOUL, KOREA.

Howard Dwight Smith Scholarship — David N. Bowman, 1800 Ormond, COLUMBUS.

American Institute of Architects Scholarships — Gary A. Schaefer, 20549 Eastwood Ave., FAIRVIEW PARK; and Robert J. Vennemeyer, 9760 Ross Ave., CINCINNATI.

Shokbeton Competition First Prize — Henry S. Abbot, 1368 Arlington Ave., COLUMBUS.

Illuminating Engineering Society Prizes — Eric H. Cookston, 794 Evening St., WORTHINGTON, first prize; Robert E. Evans, 2466 Summit St., COLUMBUS, second prize; and Michael J. Fitzpatrick, 185 Medick Way, WORTHINGTON, third prize.

Fourth-year Student Special Award— Abdul Azim Ujayli, RAKKA, SYRIA.

American Society of Landscape Architects Certificate of Merit — Mart Kibena, LATROBE, PA.

1965 Roadside Development Competition — Douglas A. Greig, 1105 Old Oxford Rd., HAMILTON.

Pittsburgh Plate Glass Foundation Fellow — Michael A. Calvert, 1991 Brentnell Ave., COLUMBUS.

American Institute of Planners Nominee — Eugene E. Carr, 600 Stark Ct., COLUMBUS.

Koppers Competition First Prize — Edward A. Rhodes, 237 Kensington Rd., S., GARDEN CITY, N.Y.

Ohio Special Prize, National Association of Architectural Metal Manufacturers — Tatiana Tenson, 4865 Noble St., BELLAIRE.

IN MEMORIUM

Basilio F. Ianni, AIA

Basilio F. Ianni, 67, died Sunday, May 8, at his home, 7665 Valley Vista Drive, Independence. Mr. Ianni, a Cleveland Architect for many years was a member of The American Institute of Architects and the Architects Society of Ohio. He had worked for several architects and most recently was employed by John E. Miller.

Mr. Ianni's projects in the Cleveland area included, St. Benedict Catholic Church and Abbey, Jim's Steak House and the Italian Cultural Gardens.

He was a member of the Knights of Columbus, Fraternal Order of Eagles and The Holy Name Society of his Church.

Surviving are his wife, Theresa; a son, Mark B; two daughters, Mrs. Joseph Podnar and Gloria; seven grandchildren and a sister.

why are brick so small?

Because it allows you to design and build better walls with more imagination, flexibility, and economy. The very fact that brick are small makes them one of the most flexible materials in existence. Brick walls can be angular, round, square, massive, intricate, elliptical, or lacy! They can be as straight as a shaft of light or follow a serpentine pattern resembling the path of a snake. They will be cold and sterile only when the designer so desires just as they will reflect his other design intentions of gaiety, reverence, warmth, stateliness or confidence as he desires. The size of a single unit of a building material is irrelevant . . . it is the cost of the entire wall that is important. Brick walls have proven savings of many many dollars per square foot in place . . . both initially and ultimately. This is why brick are small. When these reasons are no longer pertinent we will change . . . but until then we shall concentrate on the quality, strength and appearance of our present products so as to provide you with even more imaginative tools for your imaginative design.

REGION 4—STRUCTURAL CLAY PRODUCTS INSTITUTE 2556 Clearview Ave. N. W., Canton, O.; 15200 S. Deepwood Lane, Chagrin Falls, O.; 100 Fleet St., Pittsburgh

CLEVELAND WOMAN BECOMES ARCHITECT

Mrs. Paul S. Schuetzman, 31, is the first woman architect in her family and now one of the few in the state. There are only about 20 women among the 1,700 registered architects in Ohio.

Her father, Henry C. R. Grieme is an architect in Chagrin Falls.

Mrs. Schuetzman is an unusual person, not only is it unusual for a woman to take the test, but it is also unusual that she passed all phases of the examination on her first effort.

Mrs. Paul S. Schuetzman detoured through nine years of marriage and two babies before she finally made the grade. The announcement that she had passed her state exam was made Friday, April 29.

The first detour occurred because after her graduation from the Cornell University school of architecture she married.

Her husband is in the production scheduling division of the Reliance Electric & Engineering Co., Cleveland. They have a daughter Kathy, 8, and a son, David, 4. Their home is at 8080 Chagrin Mills Road, Chagrin Falls.

Mrs. Schuetzman, whose middle name is Elizabeth and, as a result, is called Betty by friends, worked in her father's office for a while, and for the last 3 years has been employed by Outcalt, Guenther, Rode & Bonebrake, architects, at 13124 Shaker Square, SE.

Other persons who passed the state test include:

Armstrong, Foster D.
5046 Sunnybrook Rd.
Kent, Ohio

Bammerlin, John N.
6092 Belmont Ave.
Cincinnati, Ohio

Beachler, Mark H.
3329 Sagamon Ave.
Dayton, Ohio

Bean, James H.
1654 Glenn Ave.
Columbus, Ohio

Beilharz, Terry E.
2179 W. Lakewood Ave.
Lima, Ohio

Braun, Harold L.
1470 Lewis Dr.
Cleveland, Ohio

Caldwell, Robert L.
1322 Shanley Dr.
Columbus, Ohio

Cathers, John S.
109-B Georgetown Dr.
Columbus, Ohio

Chess, Mary Lou
101 Indian Run Drive
Dublin, Ohio

Cook, Ralph R.
6656 North Center
Mentor, Ohio

Durham, David E.
1560 W. 3rd Ave.
Columbus, Ohio

Crum, Ronald E.
714 S. River Rd.
Waterville, Ohio

Enloe, James P., Jr.
144 Bellaire Ave.
Apt. 204
Dayton, Ohio

Erickson, H. Arnold
2945 Libra Lane
Cincinnati, Ohio

Forbes, Fred W.
747 Murray Hill Dr.
Xenia, Ohio

Fox, James H.
2½ Poplar St.
Cincinnati, Ohio

Fricker, Fred E.
3419-B Valerie Arms Dr.
Dayton, Ohio

Gates, Richard S.
17027 Kenyon Rd.
Shaker Hts., Ohio

Harmon, William H., Jr.
829 Superior Dr.
Huron, Ohio

Harrell, James W.
159 Aberdeen Ave.
Dayton, Ohio

Heaton, William C.
206 Amherst Rd.
Glenshaw, Penna.

Heffelbower, Richard E.
310 Devonshire Dr.
Lima, Ohio

Holroyd, William B.
361 E. Clearview Ave.
Worthington, Ohio

Hunt, John David
4320 Breezewood Ave.
Dayton, Ohio

Keller, Thomas J.
1307 Waverly Rd.
Eastlake, Ohio

Krejsa, Donald G.
3116 Ludlow Rd.
Cleveland, Ohio

Landfair, Paul A.
48 East Park Place
Oxford, Ohio

Natoli, Joseph J.
864 Bowman St.
Niles, Ohio

Paris, James K.
8311 Forest Rd.
Cincinnati, Ohio

Rajki, Stephen R.
2552 E. 124th St.
Cleveland, Ohio

Rettstatt, Harold E.
89 Sunnyside Lane
Columbus, Ohio

Schuetzman, Hedwig E.
8080 Chagrin Mills Rd.
Chagrin Falls, Ohio

Seitanakis, Peter John
3239 Bishop St.
Apt. 16
Cincinnati, Ohio

Sherman, Harlan E.
26720 Hendon Rd.
Beachwood, Ohio

Simmons, Gordon B.
3423 Zumstein St.
Cincinnati, Ohio

Smith, Earl James
2824 Northwood St.
Toledo, Ohio

Truthan, Laurance M.
R. D. #5, Box 165
Medina, Ohio

continued on page 27

Sears, Roebuck & Company Clarifies Position on Hiring Architects

A very interesting exchange of correspondence and views has taken place between the Ohio State Board of Examiners of Architects and the General Attorney for Sears, Roebuck & Company, Mr. William J. Coughlin. The exchange began with a letter from State Board President Arthur F. Sidells to Mr. Crowdus Baker, President of Sears, advising Mr. Baker that it had come to the attention of the Ohio Board that a change in the policy of Sears with respect to the use of architectural services seemed to be taking place in negotiations with landlords interested in constructing buildings for Sears under long-term leases. The Board had been advised that Sears was instituting a policy whereby the cost of architectural services would not be accepted as a part of the total investment to be amortized under the lease.

The matter was referred to Mr. Coughlin, General Attorney for Sears, who instituted a very complete investigation of the matter. After three months of checking on all related policies, Mr. Coughlin addressed a four page letter to the Ohio State Board of Examiners setting forth the past and present policy of Sears with respect to the use of services by architects on buildings for Sears. He explained that the State of Ohio is partially in the Eastern and partly in the Midwestern Territories of the company, each territory having its own Property Manager. The following policies apply to both areas as set forth in direct quotations from Mr. Coughlin's letter:

First, as to construction upon properties owned by Sears: Both Territories have followed without deviation the policy of retaining Architects who are in good standing and who hold licenses to practice issued by your office.

In each such instance, the Architect is informed as to the location and size of the contemplated structure and its intended use and is then asked to proceed with the preparation of elevation, floor and detail plans and specifications, all of which, upon completion, are reviewed in the respective Territorial office, in order to make sure that the structure when completed will fulfill its intended function. If the plans and specifications require revisions, in order to meet a specific use by the Company, the Architect is so advised and asked to make changes. Examples of this are: Additional plumbing to service restaurant facilities; locations of outlets to accommodate demonstration of electric appliances upon the selling floor, etc.

Mr. Coughlin then discussed the situation involving construction by prospective landlords who desire to construct a building for lease to Sears. The landlord is responsible for the selection of all professional talent required, including architects, attorney or others and for the selection of contractors and those engaged in the building operation. This selection is by the landlord and is not influenced by Sears, Roebuck & Company. In this connection Mr. Coughlin made the following statement.

One of the principal points mentioned in your letter October 26, was the question whether or not the Company recognizes the fees the Architect must be paid by the prospective landlord as a part of the cost of producing the completed structure. The answer to this question is in the affirmative.

In conclusion, it should be said that the stores of Sears, Roebuck and Co. which have been completed in recent years and those now under construction are not only examples of structures which are extraordinarily well adapted to their intended use, but are tributes to the talents of your fine profession.

The Ohio Sate Board has advised Mr. Coughlin and his Company that it is pleased to have the assurance of Sears, Roebuck and Company that the fees paid to an architect is a part of the cost of producing a completed structure. The Board is delighted to en-

courage such a fine spirit of cooperation between Sears and the members of the profession of architecture.

$3,900 Awarded Ohio Students in Scholarships

Ohio regional Director, Charles J. Marr, FAIA, reports that five Ohio architectural students have been awarded scholarships amounting to a total dollar value of $3,900.00.

Director Marr stated that the Pittsburgh Plate Glass scholarship for $2,000 was awarded to Hans Bleiker, University of Cincinnati for graduate work in community planning. Leonard S. Kagan, undergraduate in school of architecture at the University of Cincinnati was awarded a scholarship for $400.00.

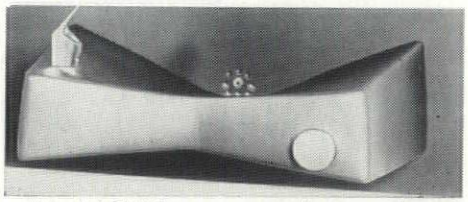
Miami University student Frances Ann Lachman was awarded $250.00 for undergraduate work in architecture.

Two Ohio State University students won scholarships; Gary Schaefer, graduate work in the amount of $750.00 and Robert J. Vennemeyer, undergraduate was given a scholarship in the amount of $500.00.

Vanek, Marvin L.
923 Gretna Lane
Cincinnati, Ohio
Walters, Timothy A.
1136 Lanette Dr.
Cincinnati, Ohio
Ward, John F.
4223 Medway Ave.
Columbus, Ohio
Webb, Leonard Hugh
6799 Sodom Rd.
Girard, Ohio
Weithman, Harold Lewis
8558 Riverside Dr.
Powell, Ohio
Wertz, Philip A.
521 Carrlands Dr.
Dayton, Ohio
Zell, Glendale H.
428 Colton Ave.
Bellefontaine, Ohio

Haws Adds Another Tenzaloy Aluminum Fountain: Model 7M

Another new Tenzaloy aluminum wall drinking fountain has been introduced by the Haws Drinking Faucet Company. This new fountain, designated Model 7M, is hard anodized to a permanent, abrasion-resistant finish, and has a muted bronze color.



Model 7M has a satin chrome plated, angle stream bubbler head that is vandal-proof locked to the receptor to prevent malicious tampering. The push-button operated valve is also vandal-proof, and cannot be jammed in an open position. The integral back plate is also Tenzaloy aluminum, and includes an integral waste strainer.

Complete specifications may be obtained by writing the manufacturer, Haws Drinking Faucet Company, 1443 Fourth Street, Berkeley, California 94710.

IN MEMORIUM

Russell S. Potter, FAIA

Russell S. Potter, prominent Cincinnati architect, died on January 6, 1966 at Holmes Hospital at the age of 68. He lived at 88 Reily Road, Wyoming.

Mr. Potter was a member of the Potter, Tyler, Martin and Roth architectural firm since 1933. He was professor in charge of the department of architecture at Miami University, Oxford, from 1933 to 1947. He is a past president of the Architects Society of Ohio, a past vice president and secretary of the Cincinnati Chapter of American Institute of Architects, and a former member of the Ohio State Board of Examiners of Architects.

Mr. Potter was honored in 1961 when awarded a fellowship by the American Institute of Architects.

He is survived by his widow, Mrs. Louise Burdorf Potter, two daughters, three grandchildren, three brothers and a sister.

Donald A. Newland, AIA

Donald Arthur Newland, 42 year old Dover Architect died Thursday, March 3 as a result of a skiing accident at White Face Mountain Ski Center, east of Lake Placid, New York, winter resort area. Mr. Newland died of a fractured skull and internal injuries after apparently crashing into a tree.

Observers said that he was participating in a "snow flake fun race" and did not show up at the finish line. Searchers found his body just off the trail where he had hit the tree.

Mr. Newland was a life resident of Dover, Ohio. After graduation from college he was employed by the architectural firm of Marr, Knapp and Crawfis until 1957, when he opened his own office.

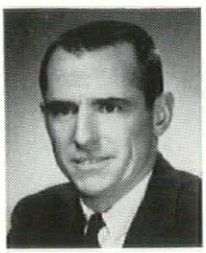
In addition to his widow and father, Mr. Newland is survived by a son, Robert, and a daughter, Patricia Ann, and a brother, Dr. Harry Newland of Westerville.

He was graduated from Dover High School and from Ohio State University.

Lewis, West Named Associates In Toledo Firm

Gordon Lewis and Byron West, both members of the American Institute of Architects, have been named associates with the Toledo architectural-engineering firm of Samborn, Steketee, Otis and Evans.

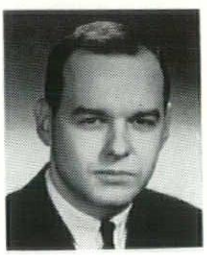
Mr. Lewis, an Ohio State University graduate, joined Samborn-Steketee in 1960.



Lewis

He is registered in Ohio and has been associated with the design of Monroe, Michigan, Baptist Church; the Rockynol apartments and health services center for retired people in Akron, Ohio; Lake Park Hospital and Health Services Center in Sylvania, Ohio; Student Services Building at Bowling Green (Ohio) State University, and other structures.

Mr. West, who earned his degree at the University of Michigan, joined the company in 1962. He also is registered in Ohio.



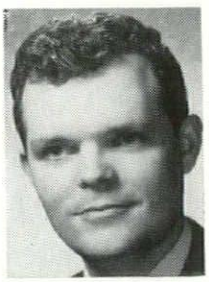
West

He has been associated with the design of Ohio Citizens Trust Company branch banks in the Toledo area; Sigma Phi Epsilon Fraternity apartment on the University of Michigan campus; additions to Maumee Valley Hospital and the Toledo Health & Retiree Center, and other buildings. He also was part of a team of Samborn-Steketee architects who participated in the creation of the U. of M. alumni camp at Lake Walloon, Michigan.

BOWER and WHITE JOIN ARCHITECTURAL FIRM

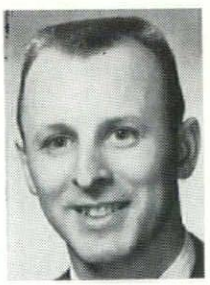
Lawrence, Dykes, Goodenberger & Associates, Architects announce that James A. Bower, Jr. and Donald L. White have been named Associates.

The architectural firm was founded in 1947 by Richard E. Lawrence and Eugene W. Dykes. In 1953 Ralph A. Goodenberger joined them. John W. Martin and Kenneth H. Dansizen Jr. are also associates in the firm.



Bower

Mr. Bower, who started with them in 1960, holds a Bachelor of Architecture degree from Cornell University. Jim is a bachelor, a native of Massillon, Ohio and completed, in 1964, a two year tour of duty as an Army officer with the Fourth Armored Division near Nurnberg, Germany.



White

Mr. White, a native of Akron, received his Bachelor of Architecture degree from Kent State University in 1954. He also served two years as an U. S. Army officer spending part of his service above the Arctic Circle at a "Dewline" radar site. Don and his wife, Barbara, have four children: Michael, Nancy, Timothy and Carole.

NEW

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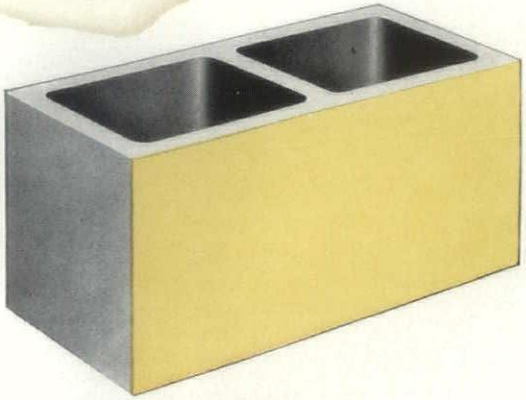

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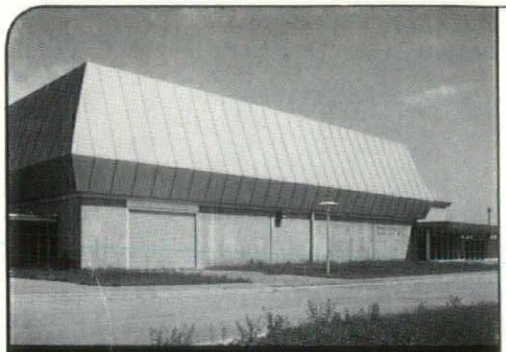
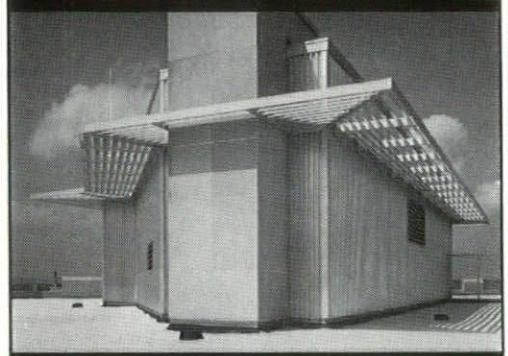


Panel and batten—school
James Associates—Architects



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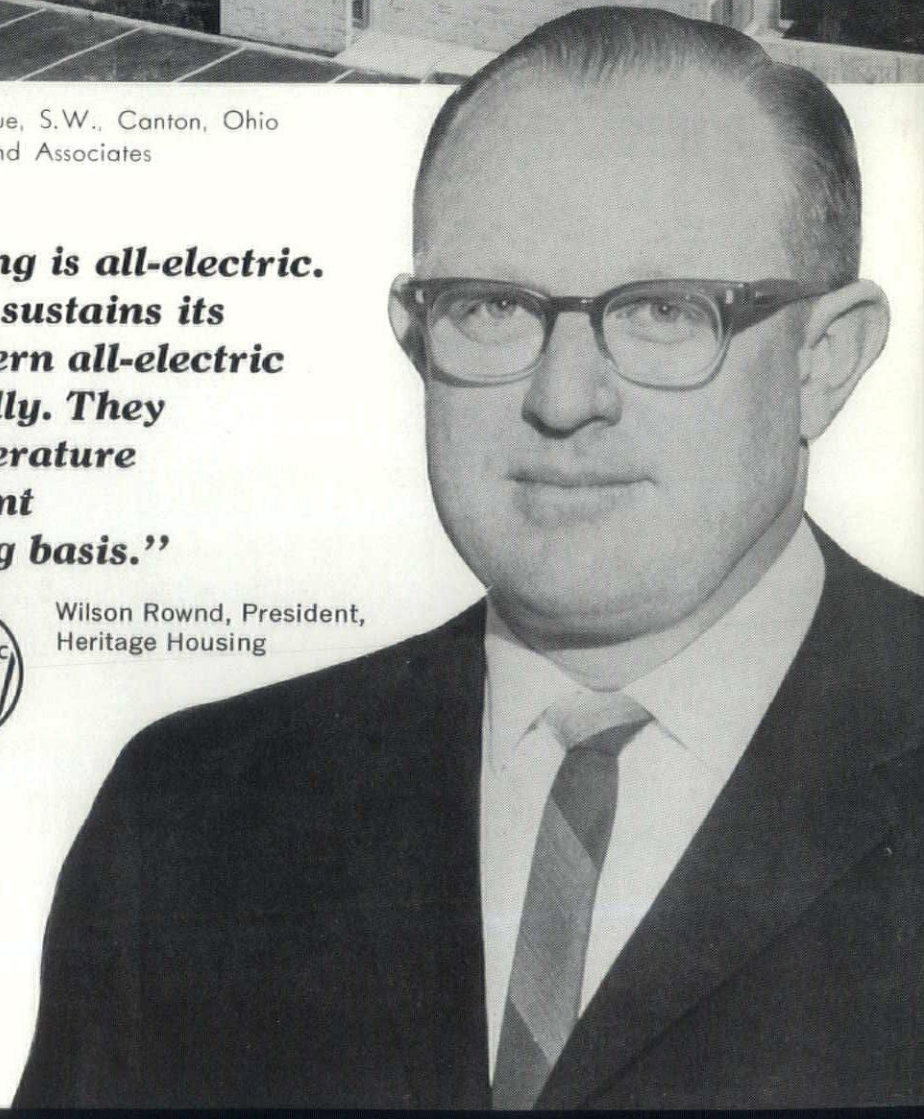

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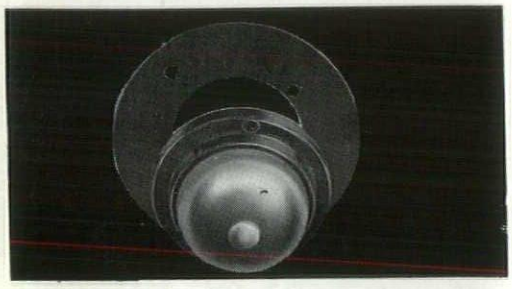

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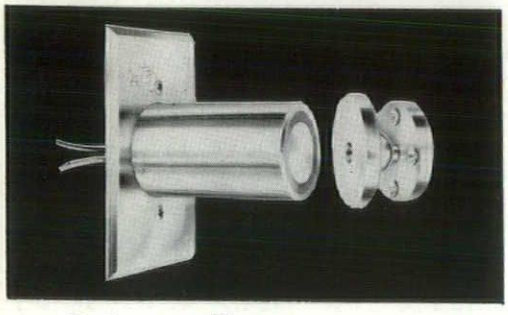

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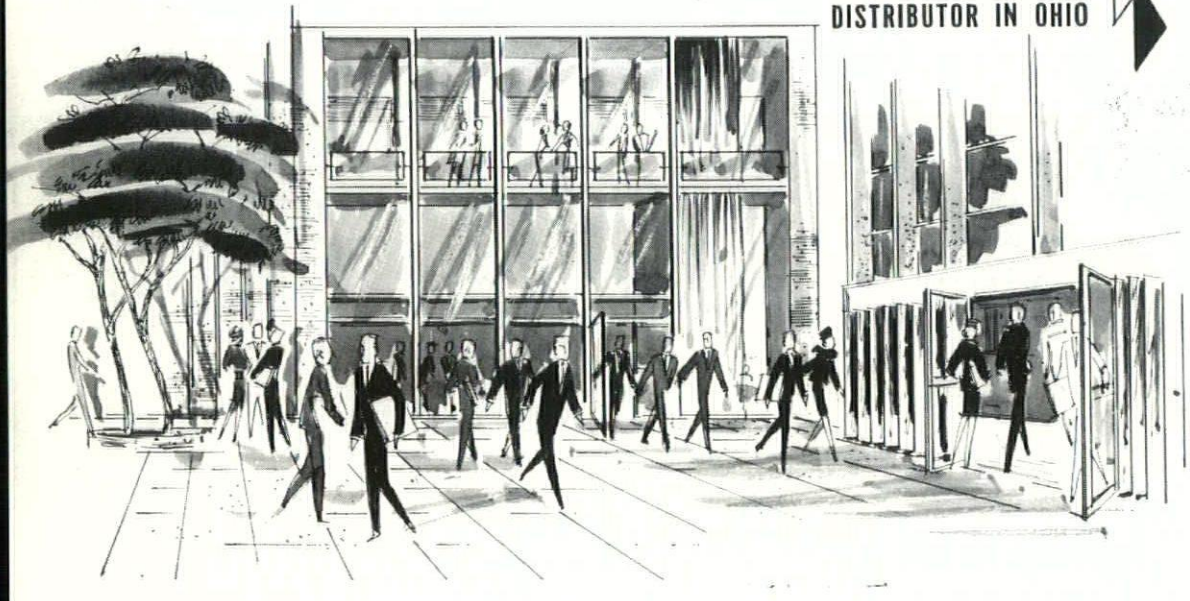

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