Comment
On The Continuing Education of Architects

by ALFRED F. RASP, Jr.
Director of Testing and Evaluation
Division of Instructional and Professional Services, Superintendent of Public Instruction

As a nonarchitect writing about continuing education in a field outside my own, I was captivated by Peter Collins' law and architecture analogy in "Thoughts About Architectural Education (AIA Journal, October, 1979)." He pointed out rather dramatically that unlike the practice of medicine where human beings and human ailments have remained essentially the same over the course of history, architecture and law have faced considerable pedagogical challenge and show every sign of continuing to change rapidly. He also elaborated that most junior members of law and architecture faculties are recent graduates with successful academic experience rather than extensive professional experience.

The same thoughts were reflected by an AIA survey conducted during the mid 1970s. At that time one-half of the architects surveyed concluded that current training did not provide a "sufficient basis on which to build a practical framework of skills." They clearly considered recent graduates strongest in design and weakest in construction details.

Armed with questions from this background I talked with several Washington architects. Their responses were remarkably similar. All agreed, for example, that the pre-service training of architects was heavy on design and light on the solution of every day problems. The situation was summarized succinctly when one person explained: "Schools of architect display a broad range of tools but don't have the time to teach aspiring architects how to use them." A second interviewee, however, did build on the law and architecture analogy by suggesting that because of this training focus, unlike lawyers who consult with their former professors, architects seldom turn to the university for problem-solving assistance. The link between theory and practice becomes a distant one, and continuing education is pursued outside of the university setting.

A second need for continuing education spins out from the swiftness of change, or as one professional put it, from "the rapidity of new ideas exploding on the scene and being transmitted almost instantly to every corner of society." Another architect added that in his experience, "new comes over time not all of sudden," and suggested further that the market determines when the time has come for a new idea.

In either case architects are caught in a whirlwind of changing technology, changing patterns of energy use, and changing societal demands both in taste and law.

There was no dispute about subject matter. In all interviews: the conservation energy, utilization of computer technology, and improvement of management techniques were mentioned as the desirable focal points.

When asked to speculate on their professional future, "staying in business" was emphasized as the prime problem. Responses ranged from a concern that the building industry will become completely "packaged" to a worry that the environment will become so complex that individual architects will no longer be called on to solve problems.

In this milieu architects seem down on themselves. In another recent survey, when asked if their professional status was as high as doctors' or lawyers', most of the architects surprisingly responded "no" while the majority of the nonarchitects in the same survey said "yes." Perhaps architects better than anyone else realize the problems of their profession. On the other hand perhaps nonarchitects such as myself recognize how much more beautiful the world can be as a result of the architect's creative vision and constructive efforts.

A special thanks to Bob Nixon, Norm Johnston, Bob Theriault, Dorothy Johnston and Beth Willis for taking the time to answer my questions.
Central Pre-Mix Concrete Company's new corporate headquarters incorporates the company's product in an energy efficient design. Designed by Walker, McGough, Foltz, and Lyerla, P.S., the building has received local, state, and national recognition for its integration of energy efficiency with a formal design statement. Central Pre-Mix is a large manufacturer of concrete building materials and systems. The new headquarters located in the Spokane Valley serves Washington, Oregon, Alaska, Idaho, and Western Montana.

Placement of the building on its site allows for optimum access to direct sunlight and presentation of the most significant facade to passing motorists. Manicured lawns and form of the building together with a timely reference to energy conservation establish the building as an effective point of entry to the company prestress plant and offers visual relief from the monotony of the surrounding industrial area.

The exterior of the building composed of cast-in-place and precast prestressed concrete represents the company product applied to earth-sheltered architecture. The exposed concrete has an architectural grade finish and is painted white to emphasize form and to complement landscaping. An exterior concrete sunscreen protects the south windows from unwanted solar radiation during the warmer months. Solar bronze insulating glass, adding visual warmth to the interior, was selected to limit heat loss and gain.

An earth sheltered design incorporating a heat recovery system was considered an appropriate response to the project program and to the general climatic characteristics of the Spokane region. Because Spokane normally experiences cloud cover throughout most of the winter, passive utilization of solar energy was considered a more feasible approach to energy efficiency than installation of an active solar system. Compared to a conventional office building with a similar program and a standard mechanical system, the building will experience a reduction in operating expense of 50 percent.

Central Pre-Mix Concrete Company's new headquarters was designed for flexibility that is necessary for adaptation to the company's growth as well as to changes in office organization, function, and technology. Open office planning has generally been employed throughout the office in an effort to generate greater productivity, efficiency, and creativity of office personnel. The upper level executive and management offices are connected to the lower level sales, clerical, accounting, and data processing offices by a two-story atrium which also serves as a separation between the reception area and the offices.

The project clearly portrays its energy efficient design concept,
A Problem of Organizational Design

by DAVID SCOTT, FAIA
Dean, College of Architecture
Washington State University

Higher education in the State of Washington has been experiencing serious financial stress these past ten years. This stress has implications on the quality of professional education as it relates to those disciplines involved in the built environment. As an example, at Washington State University the Construction Management program size has been reduced by two-thirds (from 75 graduates to 25). The problems are not all associated with the economic conditions of the state. They are also problems, or results, of the goals those who manage higher education within our nation and in our state.

Over the past twenty years much has been said and written about the responsibility of the University to the society in which it exists, but very little change has taken place in the structure, or the organization, of the University as an institution. Thirteen years ago Dr. Ferdinand Rief, a noted Physics professor at the University of California, raised a very important question when he asked, "Is education a legitimate University function?" While many people have raised this question, no one has done it as eloquently as he.

Because of lack of space, I cannot repeat all of what he has said, but I think it appropriate to quote some of his comments. "The University considers the task of providing adequate education for its students as one of its legitimate functions. It does not, however, perceive this educational function, especially with respect to undergraduates, to be sufficiently central in importance so that its reputation hinges on it. Hence, the University's prevailing norm in the realm of education is reasonable adequacy rather than excellence. . . . The fact remains that education is of crucial importance in our modern society. (1) We are constantly being reminded that we live in the midst of a population explosion and a knowledge explosion. The immediate implication of this situation is the urgent need to teach more people more effectively about more things. (2) Some industrial and governmental laboratories carry out research activities similar to those of the University; but the University remains unique as the only institution charged with the function of providing higher education. (3) In our highly technological society human resources have become more precious than natural resources since they are often the main bottleneck in achieving progress in most endeavors. There is a scarcity of people who are highly trained and who are competent to make complex decisions and well-informed value judgments. (4) Our methods of education are primitive and have scarcely improved over the centuries. We have no theory of instruction (to use Jerome Bruner's term) and have paid little attention to it. Yet there exists a genuine intellectual challenge in trying to understand the processes whereby knowledge and conceptual tools can be taught most effectively. Better understanding here might well prove intrinsically interesting as well as beneficial. (For example, better teaching of students might indirectly contribute more effectively to the ultimate progress of the sciences than some of the actual research work being carried on right now.) (5) Finally, it is worth keeping in mind that education does not merely affect "human resources" or "manpower"; it affects people. Its deficiencies do not merely reduce the gross national product or the competitive position of this country in the world; they are paid for in terms of individual lives unfulfilled or thwarted.

Realistically, then, the educational function of the University is of enormous importance. Yet how does this function actually get fulfilled? The modern University is called upon to perform several complementary and partly competing functions encompassing education, research and public service. The education function involves many persons and much administrative machinery, but it is not the function likely to bring the greatest prestige to the University. Hence, the University rewards its faculty primarily for excellence in research. It has, however, much less incentive to strive for excellence in its educational tasks. In this area, it is content with reasonably adequate performance. The institution finds the situation satisfactory as long as it operates a smoothly running enterprise where students learn enough to emerge with degrees, but without too many complaints."

The question, however, should be asked, Is this appropriate in the area of professional education? My feeling is that it is not.
He further states that "If education is a function of great importance in our society, then it is imperative to pay careful attention to its quality. There is no intrinsic reason why the University cannot strive for excellence in educational activities, as well as in its research activities. If a function is to be carried out effectively, an institution cannot rely merely on the idiosyncrasies of some random individuals who happen to be interested in furthering this function. Instead, the institution must systematically encourage and reward (in psychological terms, reinforce positively) the activities of those individuals who do contribute effectively to the performance of the function. In short, if the University really wants to pay attention to its educational function and strive for excellence in this area, it must deliberately seek ways to structure its reward system so that in the eyes of the faculty worthy educational enterprises may seem, if not prestigious, at least legitimate."

Dr. Herbert Simon, a 1978 Nobel prize winner, has stated in his book, entitled The Science of the Artificial, that "Historically and traditionally it has been the task of the science discipline to teach about natural things: how they are and how they work. It has been the task of the science discipline to teach about natural things: how they are and how they work. It has been the task of the engineering discipline to teach about artificial things: how to make artifacts that have desired properties and how to design . . . Everyone designs who devises courses of action aimed at changing existing situations into preferred ones. The intellectual activity that produces material artifacts is no different fundamentally from the one that prescribes remedies for a sick patient or the one that devises a new sales plan for a company or a social welfare policy for a state. Design, so construed, is the core of all professional training; it is the principal mark that distinguishes the professions from the sciences. Schools of engineering, as well as schools of architecture, business education, law and medicine, are all centrally concerned with the process of design . . . Thus we are faced with the problem of devising a professional school that can attain two objectives simultaneously: education in both artificial and natural science at a high intellectual level. This too is a problem of design — organizational design."

With the challenges that confront our society in the immediate and the long-range future, perhaps education, like war, is too important to be left to those who conduct the enterprise. Perhaps the public, perhaps the profession need to become involved in the organizational design and content of professional educational programs.
What is the role of National AIA in Continuing Education for members? Who decides? How is it implemented? The following flow-chart illustrates the development path for actions and policies within National AIA:

The National AIA Professional Development Committee (more recently called the Continuing Education Committee) meets three times a year to examine, evaluate and make recommendations to the Education and Professional Development Commission as to the role of National in the continued educational process of the members of the AIA. The committee consists of approximately thirty-five members from across the country — practitioners from small and large firms, educators from architectural schools, representatives from the Council of Component Executives, and a National AIA Staff Director.

The committee has been responsible for designing and implementing systems for measuring and recording CE's and has recommended that the AIA subscribe to ACT, the National Registry Service, an action which has just recently been implemented enabling AIA members to record Continuing Education activities, to confirm this recording and to receive a transcript on request.

The IDP (intern development programs) SupEd Guides were developed under the auspices of this committee in cooperation with NCARB. (Seattle Chapter endorsed this program for the state of Washington in 1979, but it was the decision of the Washington Council, who must sponsor the program, to postpone implementation). Development and implementation of professional development programs for AIA National conventions, and the development of a "How To" manual for components interested in providing continuing education programs for their members are also the jurisdiction of this committee.

The committee's most recent meeting resulted in the formation of a policy definition of AIA in terms of continuing education which will be forwarded to the Education Professional Development Commission for approval and submission to the National Board. Also developed were resolutions for the future dealing with research and development and dissemination of acquired data to members on computerization in architectural practice as well as new methods of communication by which information may be disseminated.

Long hard work and much time has been spent by members of the committee on the subject of mandatory continuing education for continued registration and/or membership in the AIA. The current stance is opposed to this course of action but it continues to be subject of debate as states, such as Iowa, make it part of their registration laws.

On the subject of mandatory CE, Stan Mitchell, Chairman of the Seattle Chapter CE Committee, remarked that "Mandatory CE is great in theory if properly implemented but in reality it is not too practical. The most practical means would be a voluntary system of accredited courses in which accumulation of a certain number of credits would result in additional certification for the registered architect." Mitchell observed further that "other professions have had mixed success with mandatory programs. There appears to be a lack of consistency in the quality of the programs — too often the quality is dependent on the people directing and participating in the program within a particular group."

On the question of employability of recent college graduates in architecture, Mitchell feels it is unrealistic to expect recent graduates to step right into an office as a fully productive member of the firm. "The best trained graduates seem to be those from schools which incorporate a cooperative work-study program between industry and school. "Architects need to deal with the philosophical question of whether the purpose of college training is to train technicians or to encourage and stimulate design."

General membership on the PD committee is open on a non-funded basis. The September meeting in Seattle, which will include a joint meeting with the IDP task force, is open to any interested member.
Insuped by Corroon & Black

Success. It's a function of design. A factor crucial on the board and at the construction site.

At Corroon & Black, we understand the pitfalls of architectural design. We're a brokerage firm specializing in liability insurance. And through a unique Loss Prevention Program designed specifically for architects, we've insured more members of your industry than any other brokerage firm in the Northwest.

And because we design with the same care and cost efficiency you do, you pay only for the coverage you need.

Liability insurance from the ground up. From Corroon & Black, the architect's architect.

Bonding and insurance brokers.

Corroon & Black/Dawson

What we know can save you.
by NORMAN J. JOHNSTON, AIA
Associate Dean, College of
Architecture and Urban Planning
University of Washington

Anyone professing to write
about the state of architectural
education these days needs to
clarify the ground rules rather
quickly. These comments are
being written for a journal whose
readership is sure to be
dominated by practicing architects
who, unless they earned their
registration by the experience route
only, were, with only minor
variations, all products of
fundamentally the same kind of
undergraduate professional
degree curriculum. This had a five-
year structure. One began
ordinarily as a freshman in the
architectural department or its
equivalent, a year of scattered arts
and sciences, and then buckled
down to four years of a curriculum
dominated by architectural
subjects. This all led to the
Bachelor of Architecture, the
accredited professional degree.

Those five years of narrowly-
focused training in lock-step with
your fellow students both in
content and progress were
ruthlessly competitive, tightly
cemented your class as a group
through shared experiences in
classroom and studio, and at the
end provided a reasonable
foundation for moving on into the
profession. The profession in
turn was comfortable with what it
was getting from the schools,
especially since practicing
architects were dominant
members of the faculties. Some
architectural programs today still
retain many of those same
characteristics.

I am writing, however, about a
revolution in architectural
education about which the
practicing professional is only
uncertainly aware and probably
considerably doubtful. My own
department is a participant in that
revolution, and, whereas I can
sympathize with some of the
uneasiness of my colleagues in
practice, I hope that this
description of current
circumstances at the University of
Washington will be of some
reassurance.

In 1967 the profession received
what was known as the "Princeton
Report," an A.I.A.-sponsored
comprehensive survey of the state
of architectural education at that
time, a critique of its perceived
shortcomings, and a program of
recommended changes. Sparing
you the tedium of the details, what
it essentially said was that our
professional training as architects
seriously neglected our education
as individuals in an increasingly
complex social as well as
technical world and inadequately
prepared us for a profession as is
rather than as it might or ought to
be.

To remedy this, the report
recommended a number of things,
including a stronger undergraduate
liberal education; the vision of a
profession which was not
monolithic but rather infinitely
varied in its range of professional
services as well as types of client;
an extended curriculum organized
to encourage versatility of choice
to match specialized student
interests within expanded profes­sional
opportunities; and the
encouragement of admission to
programs from a student sector
broader than the typical male
white entering freshman. The
report struck a responsive note in
schools across the country, none
of them immune from its impact,
and perhaps as many as half of
them significantly reordering their
programs to reflect its proposals
—including the University of
Washington.

Briefly, our revised architectural
program (introduced in 1968) is
represented by the following
changes in structure and
substance:

1. Our professional degree is the
Master of Architecture, ordinarily
earned via a 6-year curriculum of
4 years of undergraduate and 2
years of graduate study. Students
are not admitted to the
department until they are juniors.
However, students with a
previously-earned Bachelor of
Architecture degree can
continue their studies an
additional year for the Masters
degree, and students with
degrees in fields other than
architecture are also
admissible to an accelerated
3-year professional
curriculum.

2. The design studio continues to
play a central role in the
curriculum but much less
competitively ruthlessly than in
the past. Students are allowed
to establish their own pace of
progress with a patience on the
part of the faculty quite
unknown to most of the readers
of these pages. And, let us face
it, the ability to design and draw
is no longer central to progress
or even success—though it
helps!

3. The faculty is no longer
dominated by practicing
architects though there are a
good number of such profes­sionals with us. In fact, some
are not architects at all but
represent various aspects of
general environmental concern
whose contribution to
professional education is
supportive to the breadth of
present day interest.
4. The basic curriculum continues to have certain familiar requirements, but the range of choice beyond them is considerable. Thus, advanced studies in structures; computer applications to architecture; specialized building sciences, history, and theory courses; the impact of human environmental needs and perceptions on designs; means and methods for energy-conscious design; and elective offerings from the other professional curriculum in the College (Landscape, Planning, Building Construction) and elsewhere on campus are all available to our students.

5. The students themselves are different from the past, a radical mix of which some 30% are women and with varying years of previous preparation. Their progress is also much more individualized, setting their own pace, though at the loss of the cohesiveness of the student groups from earlier times. Is it all a success? Like the nature of architectural practice today, the flux is still fluxing, the future uncertain, the answers not all in. From my contacts with some of my professional contemporaries I get expressions of their doubts. In another context I had occasion recently to reflect on this dilemma, and what I wrote then, slightly paraphrased, fits here as well:

Architectural education has a much broader thrust today in which traditional concerns are not necessarily demoted but are required to share their former preeminence with a multiplicity of newer values that pugnaciously demand their place in the scheme of things. The time once available for sketching, water colors, charcoal drawing, and the refinements of the analytique, all reminiscent of architecture as an art, is buffeted by the scramble for place in the students' values and class schedule for energy-conscious design, computer methodologies, perceptual/psychological/environmental impact measurements, arcane building sciences, and offerings in related professional fields in the College or elsewhere on campus. The results, then are that architectural programs are geared to produce a broader set of abilities than those many of us came away with. At the same time, I share with my colleagues the uncertainty that some unique core of architecture as an art may be in jeopardy. Both the schools and the profession share the responsibility for maintaining the preeminence of that dimension in the flow of forces that are today reshaping the education for and practicing of this art of architecture.
Series 50 Wood Windows...
designed and beautifully crafted for Northwest living.

1. Attractive slim-line sash and frame — fully compatible to new construction, remodeling, and renovations.
2. Properly installed glazing to fit your design.
3. On time delivery — made locally, in Tacoma.
4. Trouble-free concealed hinges or coil spring/tension balances, easy operating hardware.
5. Made from nature’s natural insulating material... wood. Reduces heat loss by 15 to 35%.
6. Custom trapezoidal units to match.

COAST's glazers are long on experience. Besides single, double or triple-pane insulating glass, they do safety glazing, spandrel panels, decorative glazing and environmental glazing.

Create the shape — specify the size — COAST welcomes the challenge.

A sure way of improving a home or building's appearance and actual market value is to specify quality, energy-efficient Series 50 Wood Windows.

COAST makes a size and type for every need — fixed/picture, awning, hopper and double hung units. It also creates beautiful ovals, circles and triangles in any size or quantity.

Precision made of prime grade Western fir, Series 50 Wood Windows offer complete interchangeability for unlimited venting arrangements. They can be factory stained or painted to harmonize with any decorative treatment. Damaged wood window frames and sash are easily repaired or refitted, and new parts, even specials, can be quickly remade.

Commercial/Residential, large jobs or small — all are important to COAST.

Architectural Woodworking Specialists

COAST CRAFT
(206) 272-1155 / Seattle direct line — 838-9480
P.O. Box 1777, 1002 East F Street, Tacoma, Washington 98401
utilizing the building's surrounding earth mass to enhance energy conservation. The earth covering extends around three sides of the two-story, 13,719 square foot structure and covers the top, leaving one bank of windows along the south side to allow natural light into the above-grade upper level and the sub-grade lower level. The only other interruptions in the planted berm are the employee and the public building-entrances and the railing above the mechanical room.

The fundamental purpose of the earth shelter is to reduce heat transfer between the building and its immediate environment. The mass of the soil covering together with the heat insulating properties of the soil lessen temperature fluctuation and therefore less energy is needed for heating and cooling the building. Moreover, the soil covering acts as a "thermal mass" providing a "storage tank" for heat transferred from the building to the surrounding soil. Subsequently, as the building cools the stored heat can be reused.

Manufacturer/Owner
Central Pre-Mix
Concrete Company

Architect
Walker McGough
Foltz Lyerla, P.S.

Mechanical and Electrical
Riley Engineering

General Contractor
Lydig Construction, Inc.

Photography
Photography Unlimited
We design Professional Liability Insurance as carefully as you design projects.

If you're a design professional, you have very specific insurance needs. That's where we have an edge. For the last 18 years, we have been the Northwest's major writer of professional liability insurance coverage for architects and engineers.

Because we are recognized as specialists in your field, we are quicker to recognize your needs. We have the experience and staff it takes to size up your firm's individual insurance needs and match them with a carrier that can deliver the right coverage.

We can also work with you on loss prevention to minimize your risks and exposure through on-going seminars, study programs, bulletins, and reviews of hold harmless and indemnity clauses.

Then we back you up at claim time. We counsel you when the loss is reported, maintain detailed records, follow-through and act as your liaison between you, the insurance carrier and the defense attorney.

The bottom line of all this is that when you take advantage of our experience, you can get the professional liability insurance coverage that meets your needs at a price that's very hard to beat.

Hurley, Atkins, & Stewart, Inc.
The Design Professional's Insurance Brokers  Suite 603 / AGC Building / 1200 Westlake Avenue North / Seattle, Washington 98109 / (206) 284-7272

Exclusive brokers for Design Professionals Insurance Company in Washington and Oregon.
SPECIAL INTRODUCTORY OFFER
FOR MEMBERS OF
Washington Council
American Institute of Architects

5% DISCOUNT ON ANY ORDERS PLACED THRU OUR NORTHWEST DIVISION
OFFER EXPIRES SEPT. 30, 1981

Building News, inc.
PUBLISHERS AND SELLERS OF TECHNICAL BOOKS AND CODES
FOR THE CONSTRUCTION INDUSTRY
Announces Establishment Of Its New
NORTHWEST DIVISION

RON MILSTEIN, MANAGER
4306 SW ADMIRAL COURT
PORTLAND, OREGON 97221
(503) 246-5036

TO BETTER SERVE THE NORTHWEST WITH:
• LOCAL STOCKS AND AVAILABILITY
• TECHNICAL INFO AND ADVICE ON BOOKS
• RAPID DELIVERY FROM OUR SELECTION OF OVER
3,500 LATEST TITLES AVAILABLE IN STOCK AT
OUR LOS ANGELES HEADQUARTERS
• GREATEST SELECTION IN THE NATION

TO: RON MILSTEIN, MANAGER, NORTHWEST DIVISION BUILDING NEWS, INC.,
4306 SW ADMIRAL COURT, PORTLAND, OR 97221 (503) 246-5036
☐ PLEASE RUSH ME A FREE COPY OF YOUR NEW BOOK, CODES AND FORMS CATALOG
☐ I NEED COPIES OF THE FOLLOWING TITLES/SUBJECTS IN A HURRY. PLEASE PHONE ME AT
TO ADVISE WHAT YOU HAVE AVAILABLE AND TO FURNISH OTHER INFORMATION ON SAME. BEST
HOUR TO PHONE IS: ___________ ON THESE DAYS:
TITLE/SUBJECTS:

NAME
FIRM NAME
ADDRESS
ZIP
Seattle-based architects, planners, and engineers, John Graham and Company, has named seven new associates. Director of civil engineering is Gene E. Johnson, Robert A. Van Deen is director of cost control and estimating. Francis M. Johnston is a project director; R.E. Brown directs construction; William R. Pickens is responsible for business development and is a specialist in health care programming and planning. Michael J. Runyon, AIA, is associate director of business development responsible for managing the business department and coordinating the marketing program.

Kramer, Chin & Mayo Inc. has re-elected Ark G. Chin as president and chairman of the board for 1981. Marvin Durning, Guy C. Pinkerton, and Harrison Kramer also continue for the Seattle-based engineering, architecture and applied science consulting firm as outside directors.

Other officers and directors for 1981 are: Martin C. Dirkes, secretary/treasurer; Cecil L. Fox, vice president; Fulton G. Gale III, vice president and principal architect; Paul B. Liao, vice president; and William A. Cranston, structural/mechanical manager.

Charles Kober, President of Charles Kober Associates, has announced the appointment of Alan D. Sclater AIA, vice president, to the board of directors. Sclater is the administrative director of the Seattle office of the Los Angeles-based firm.

Reid, Middleton & Associates announces Syed A. Zaidi, a native Pakistani, as senior engineer. RMA are consulting engineers based in Edmonds.

Deaths

Perry B. Johansen, FAIA
Benjamin F. McAdoo, AIA
Today's new home buyers are more sophisticated and more cost-conscious than ever. Naturally, they want well-built homes that are affordable. But they're anxious to buy new homes that are energy efficient too. That's why new Heat Keeper™ and Sun Keeper™ Homes can mean new sales for you.

Heat Keeper™ and Sun Keeper™ Homes use plentiful, efficient natural gas for heating and hot water. And they both have important features designed to save energy.

Like energy-efficient gas water heaters. Automatic night set-back thermostats. Pilotless gas furnaces. And, both are fully insulated to keep the warm air in, and the cold air out where it belongs.

Sun Keeper™ Homes have taken energy conservation even one step further—along with other features, they come with an efficient, pilotless natural gas range. And are built to accommodate a domestic solar system for hot water.

Both homes offer the features your customers want most. That's why our advertising program in 1981 is designed to pre-sell Heat Keeper™ and Sun Keeper™ Homes for you. Through radio, newspaper, and regional editions of Sunset and Better Homes and Gardens, new home buyers will know all about these money-saving homes. And, since we're listing the contractors who build them, they'll know who to contact.

Call your local gas company representative for more information. You'll discover why Heat Keeper™ and Sun Keeper™ Homes mean a better value for your customers—and more sales for you.
ALUMINUM SIZES.
WOOD WINDOWS.

WindowVisions
THE NEW STANDARD FOR WOOD WINDOWS.

We make fine wood windows in standard aluminum sizes. WindowVisions are beautiful energy-savers for your customers, beautiful cost-controllers for you. For a little more money, add a lot more homebuyer appeal to your next project. Change to wood WindowVisions.

The cost difference is less than you think. The marketing difference is more than you know.

10838 117th Place N.E., Kirkland, WA. 98033
(206) 828-6565

©1988 WindowVisions, Inc.