

Northwest Architecture



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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.

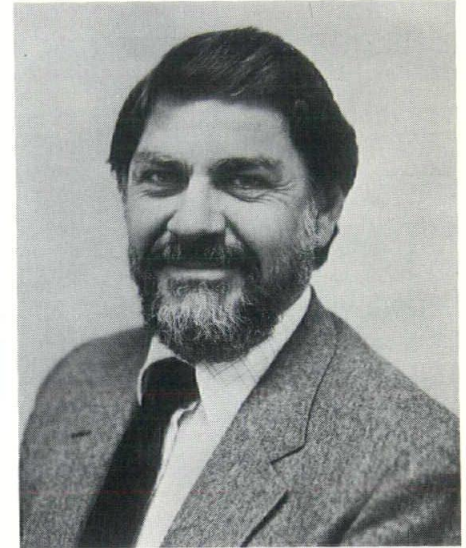
Armed with questions from this background I talked with several Washington architects. Their responses were remarkably similar. All agreed, for example, that the pre-service training of architects was heavy on design and light on the solution of every day problems. The situation was summarized succinctly 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.

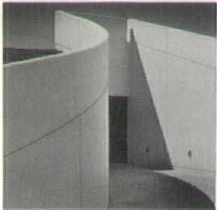
A special thanks to Bob Nixon, Norm Johnston, Bob Theriault, Dorothy Johnston and Beth Willis for taking the time to answer my questions.

A handwritten signature in dark ink, which appears to read "Alfred Rasp". The signature is fluid and cursive, written in a professional style.

Table of Contents

Profile

Central Pre-Mix Concrete, Spokane



The Cover: Central
Pre-Mix Concrete
Headquarters,
Spokane

- 2 Comment
- 3 Central Pre-Mix Concrete
- 4 A Problem of Organizational Design
- 6 National AIA Professional Development Committee
- 8 Architectural Education for the 80s
- 14 Miscellaneous People

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Vol. 4 No. 3

NORTHWEST ARCHITECTURE

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.

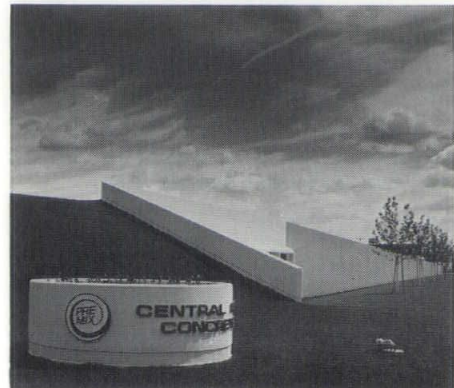
An earth sheltered design incorporating a heat recovery system was considered an appropriate response to the project program and to the general

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,

(continued on page 11)



Professional Education and Training

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 of 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 engineering schools 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

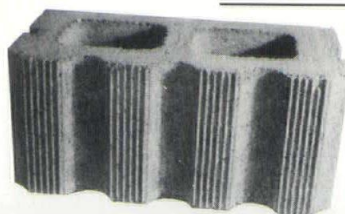
a professional school that can attain two objectives simultaneously: education in both artificial and natural science at a high intellectual level. This too is a problem of design — organizational design."

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.

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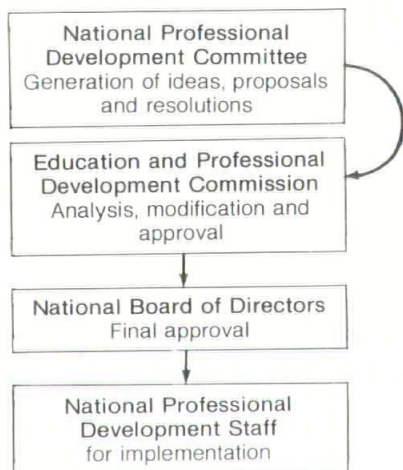
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Professional Education and Training

National AIA Professional Development Committee

by DOROTHY JOHNSTON
Executive Director, Seattle Chapter
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Member National Professional
Development Committee

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.

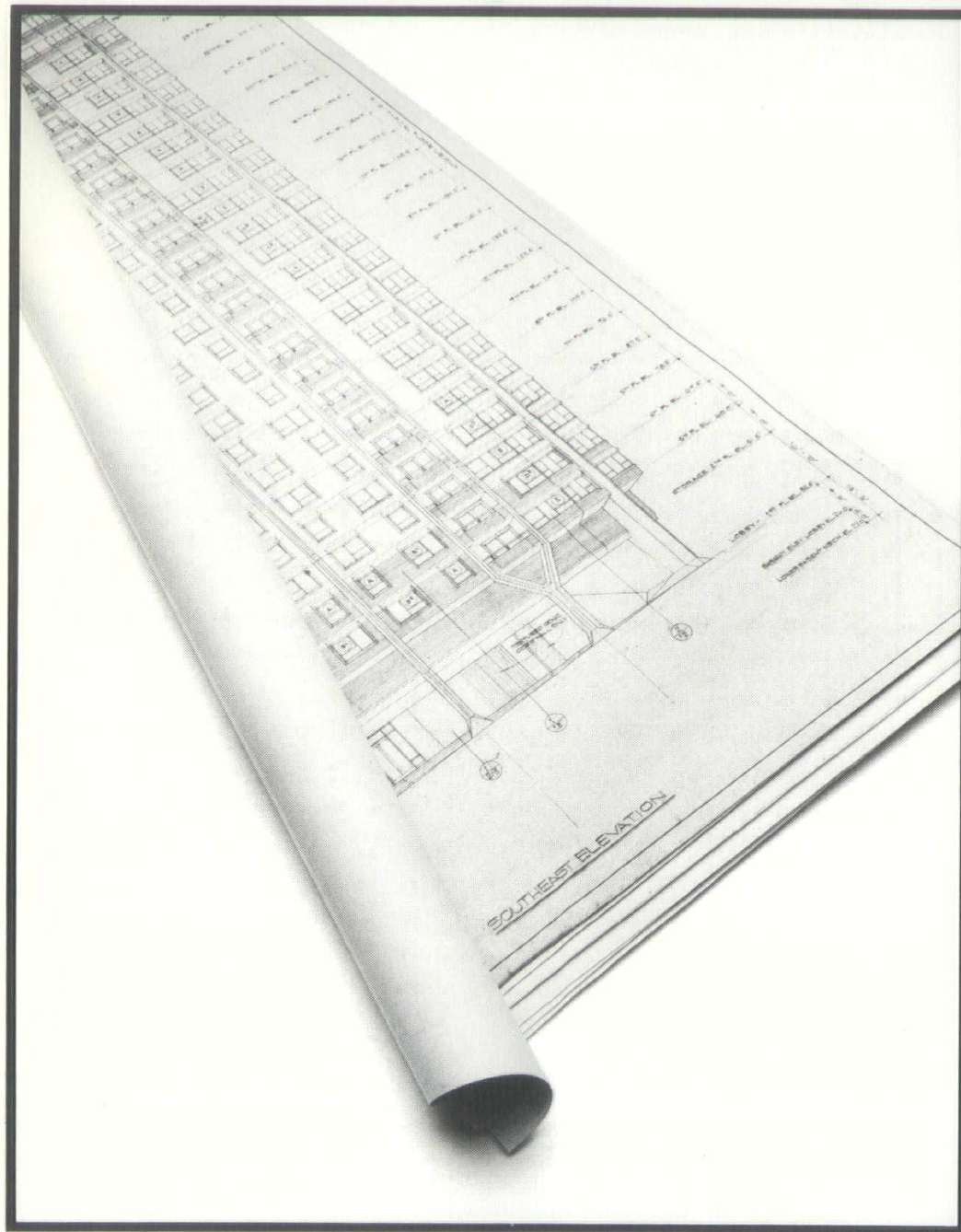
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Professional Education and Training

Architectural Education For The 80s

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.

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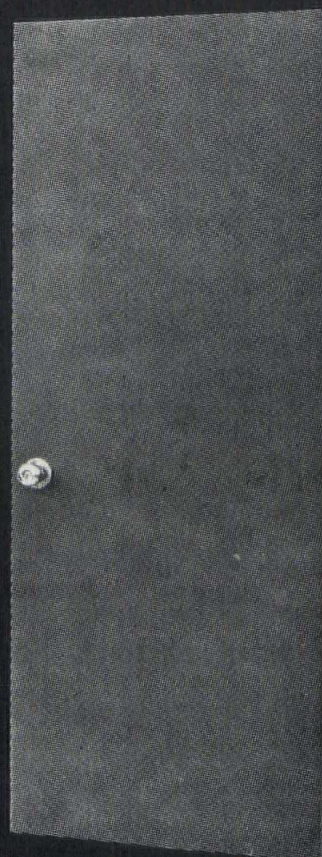
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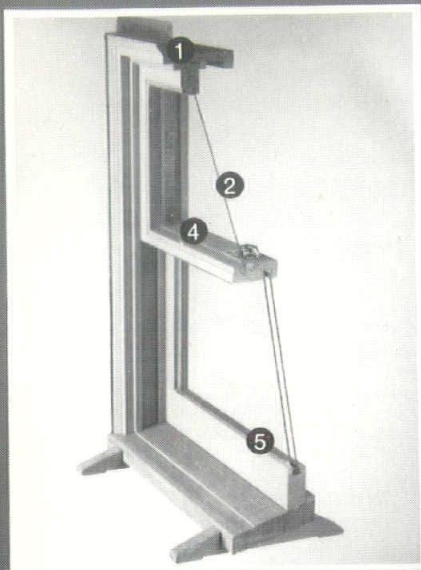
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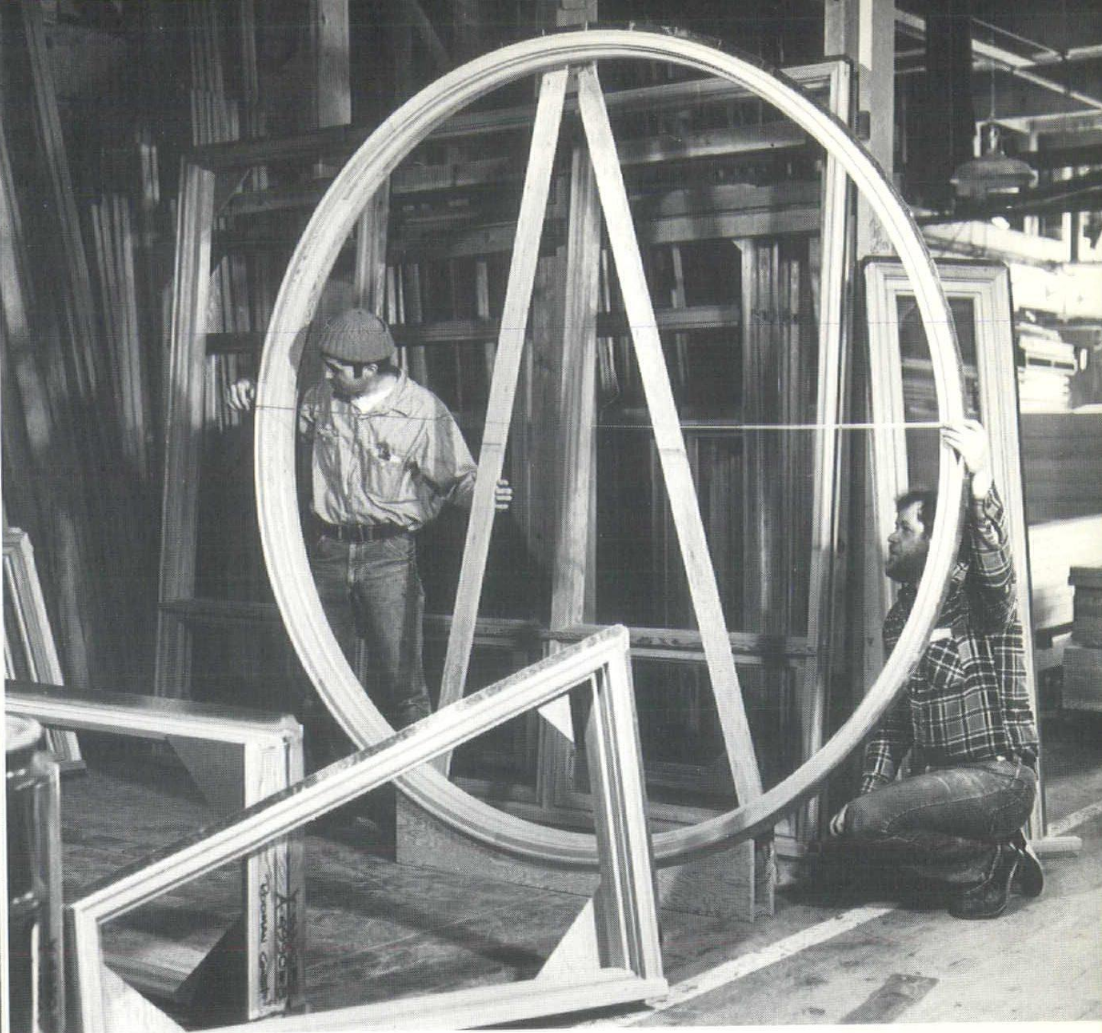
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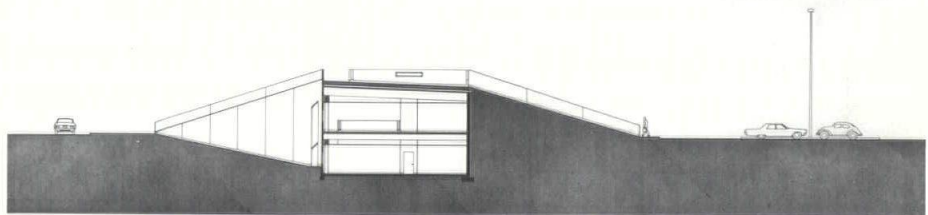
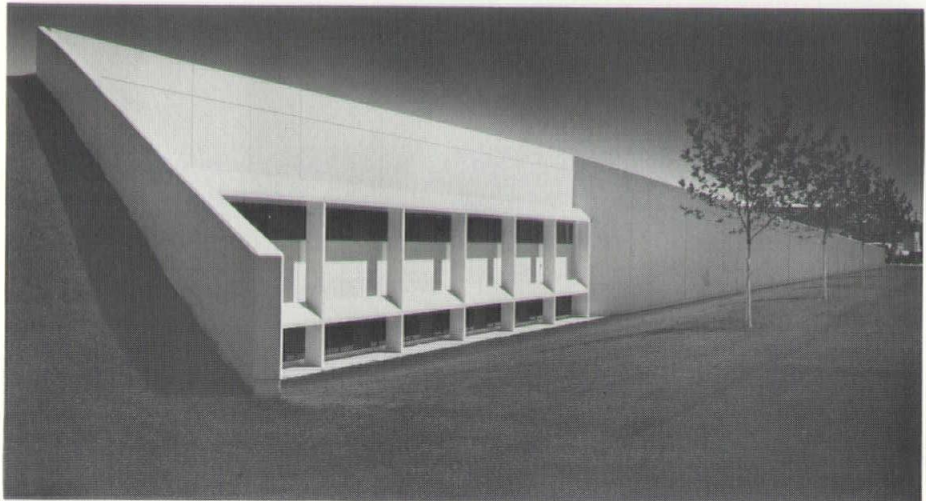
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Central Pre-Mix continued

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.

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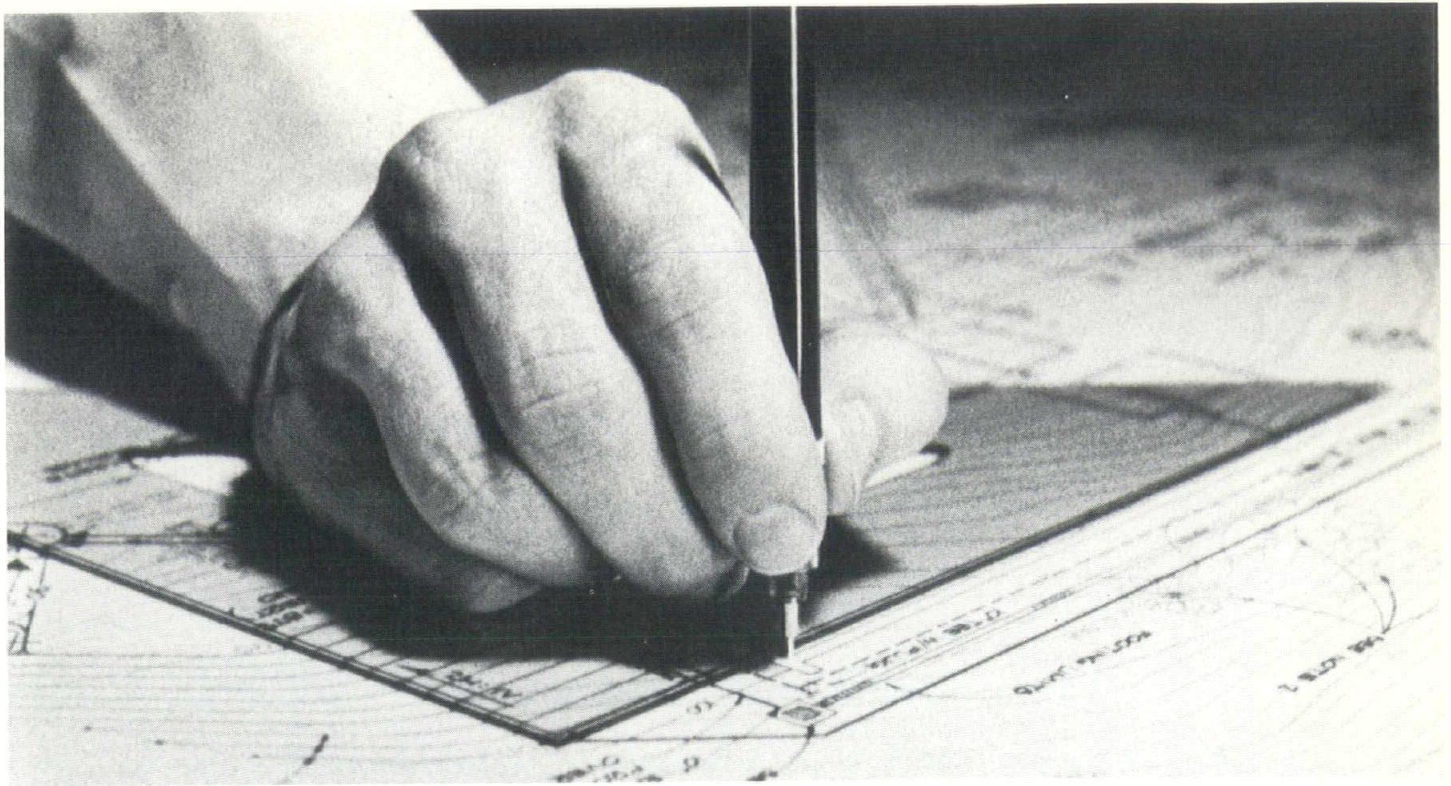


SECTION



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People

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

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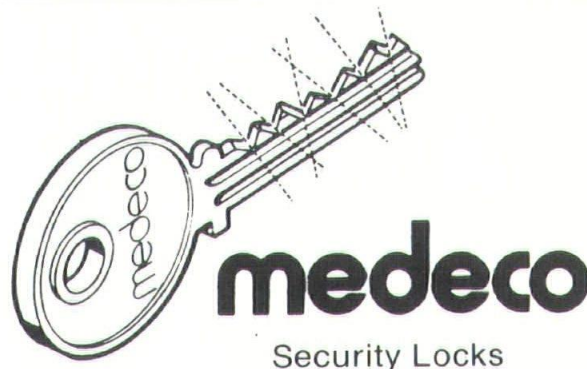


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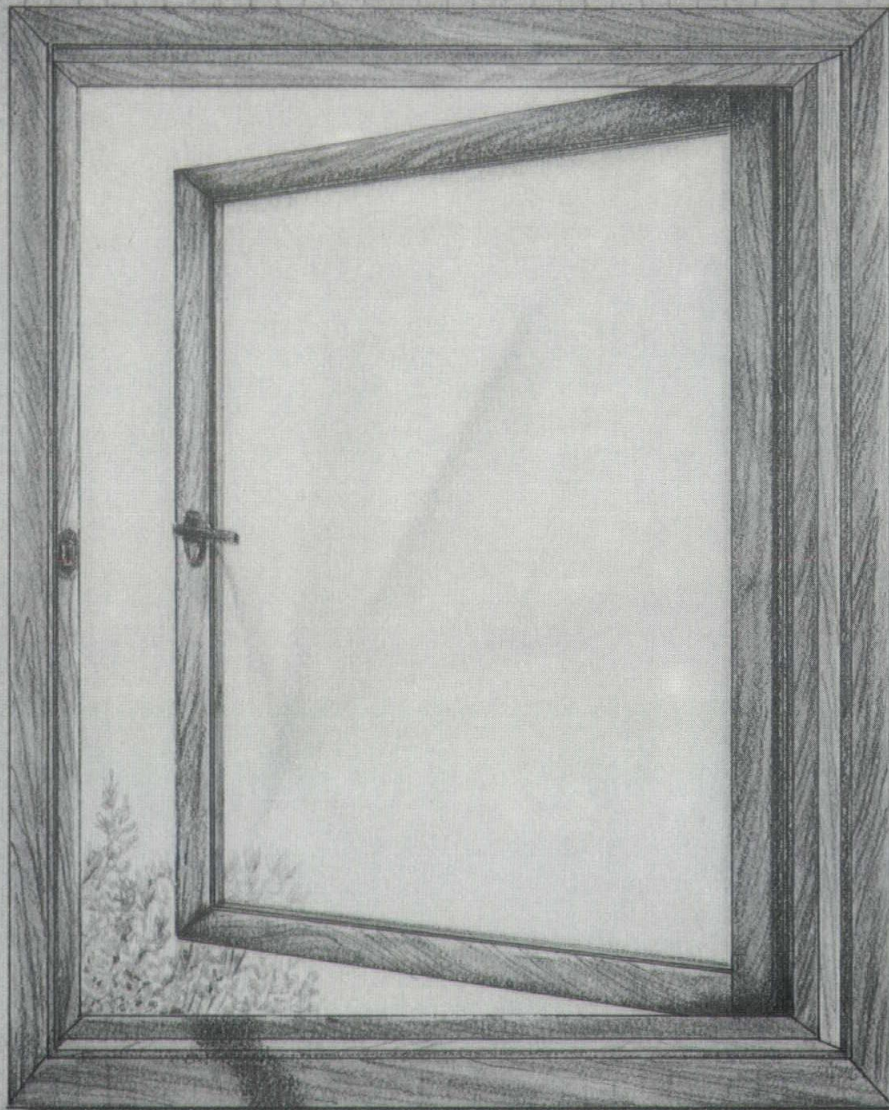
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