

THE TEXAS
ARCHITECT

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The Texas Society of Architects

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VOLUME 22/FEBRUARY, 1972/ NO. 2

COVER & PAGE 3

Richardson Public Library, designed by Jarvis Putty, Jarvis Inc., Architects, is the first building in the new Richardson Civic Center Complex. Receiving a Texas Architecture 1971 Honor Award, the boldly-designed project utilizes massive columns to create an "open plan" spacious atmosphere.



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Architects are working with school boards and administrators throughout the state to design new buildings and modernize existing facilities that will allow flexibility for new teaching methods. Elementary schools featured in the Exhibit of Outstanding Schools at the 1971 Texas Association of School Boards/Texas Association of School Administrators Joint Annual Convention are featured on Page 6-16.



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RICHARDSON PUBLIC LIBRARY

RICHARDSON TEXAS

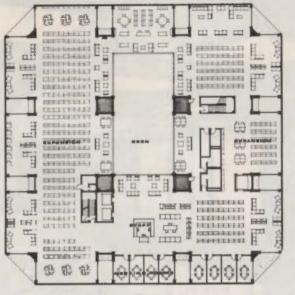


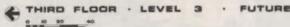
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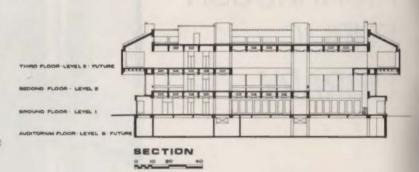


JARVIS
PUTTY
JARVIS
INC.
ARCHITECTS
DALLAS, TEXAS









CONTRACTION AND ALIGNMENT OF THE PROPERTY OF T

SECOND FLOOR . LEVEL P



STATISTICS

The library is programmed to serve the needs of a community with current population of 55,000 but predicted to grow to 110,000 by 1980. Since the building is the first in a civic center complex, all of the 81,640 square feet were constructed initially with only the immediate space requirements finished.

Remaining space, basically the third floor and lower level, will be completed in whole or part as the library services expand. Upon completion of all facilities, the library will have 250,000 titles and 50 staff members.

Structure is reinforced concrete with the floors designed to allow stack placement in any arrangement. Concrete structure is expressed throughout as a major design element with various textural surfaces. Copper roofing and bronze glass soften the effect.

Begun in December, 1968, the building cost \$1,744,343 of which \$57,000 was for site improvement. Total area is 81,640 square feet (41,814 finished and 39,826 unfinished). All furniture, equipment and special items were bid separately and cost \$104,116.37.



Editor's Note: Elementary Schools are presented in this issue. Junior and senior high schools will be featured in the March issue.

EXHIBIT OF OUTSTANDING SCHOOLS

SELECTED FOR EXHIBIT AT 1971 TASA-TASB JOINT ANNUAL CONVENTION

By Texas Society of Architects • Texas Association of School Boards • Texas Association of School Administrators
RECOGNIZED FOR EXCELLENCE IN PLANNING, DESIGN & CONSTRUCTION

A.J. MARTIN ELEMENTARY SCHOOL

ALIEF, TEXAS

McKITTRICK DRENNAN RICHARDSON & WALLACE, ARCHITECTS

According to the U.S. Department of Commerce/Bureau of Census January, 1972 report, the number of persons enrolled in elementary school (including kindergarten) will decline until the mid-1970's to about 33 million.



A. J. Martin Elementary School, Alief Independent School District, received an Honor Award in the TSA Design Awards Program, "Texas Architecture 1970", and was featured in the December, 1970 Texas Architect.





It should then increase to between 36 and 42 million by 1985, depending on the number of births. Fluctuations in the projections of elementary school enrollment will depend almost entirely on the number of births and not on changes in rates of enrollment since nearly all persons of compulsory school ages are enrolled in school.

High school enrollment (grades 9 through 12) should decline to about 14 million by 1985. If the average number of births tends toward the replacement level (2.11 children per woman) for the next 15 years, high school enrollment would remain relatively stable at about 14 to 17 million for the next 30 years.

The number of high school students projected after 1985 depends on the number of births occurring during the 1970's. For example, a higher number of births in the next decade (tending toward 2.78 children per woman) would increase the number of high school students to about 23 million by the year 2000.

JACKSON-VIA ELEMENTARY SCHOOL

CHARLOTTESVILLE, VIRGINIA

CAUDILL ROWLETT SCOTT & STAINBACK & SCRIBNER, ARCHITECTS





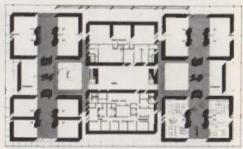


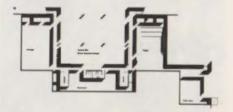


The building's elements were designed to expand or contract as educational programs change. It could be used as an ungraded school-within-a-school and would encourage team teaching and provide the flexibility of open planning.

Concept developed as a large roof plane covering four clusters of four classrooms each. Each cluster, or house, contains movable partitions. This allows variety in the grouping of activities or students. Teachers can operate as individuals or as teams within each individual house, or within different areas of the same house. Areas change as the activities taking place within them change. Small areas used for graded instruction become large areas for ungraded teaching by moving a few partitions.

James Brett - Photos

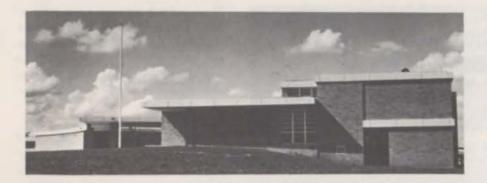


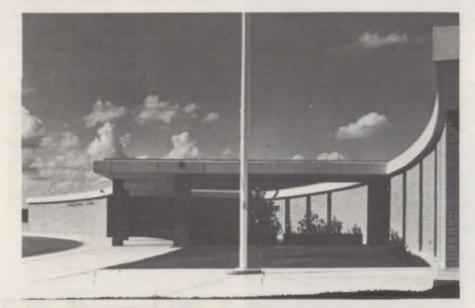


A. P. WOOLRIDGE ELEMENTARY SCHOOL

AUSTIN I.S.D.

JESSEN ASSOCIATES INC.









Site contains approximately 11 acres in a wedge shape. Narrow end is just below the crown of a hill, and the land slopes down uniformly to the north and east.

Program requirements plus a desire to preserve maximum playground area, consideration of the topography, and orientation of classroom exposure resulted in the crescent-shaped, split-level building.

The project consists of a 16-classroom first phase, with eight additional classrooms to the south now under construction. When completed, the air-conditioned complex will support 750 students in grades 1 through 6. A cafeteria, library, administration offices and physical education facilities are also planned to accommodate the ultimate enrollment.

ARLINGTON PARK COMMUNITY LEARNING CENTER

DALLAS I.S.D.

FORREST UPSHAW JR. ARCHITECT

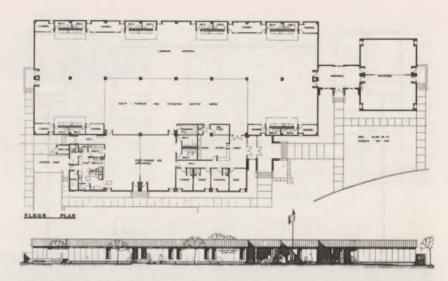
This school district needed to provide a learning center as quickly as possible to satisfy needs of a neighborhood surrounded by industrial and commercial zones. It was projected that the neighborhood would decline in residential use within approximately five years. A building was provided that can be moved and relocated in another area.

Research indicated that the most practical size for a building element that is to be moved is 24' wide, 38' long and 14' high. The school is composed of 22 modules of these dimensions. There are 16 learning and resource modules, five support modules for administrative use and cafetorium and two support modules for noise-isolated activities. The activity area and cafetorium are available for community multi-use.

Eight wall-less teaching modules may be added to the center of the learning and resource area while the number of support modules would remain fixed. This would double the capacity of the school, if needed, when moved to another site.

Modules are constructed as light as possible using conventional steel framing designed for rigidity for in-place use and with certain provisions for flexing while being moved. Each module is self-contained for its particular function. All electrical conduit and wiring, sanitation lines and air-conditioning ducts and piping are fitted with disconnect and reconnect features.

The use of the open plan concept evolved as the most efficient use of the building and the site area. The site was extremely limited in size and shape.







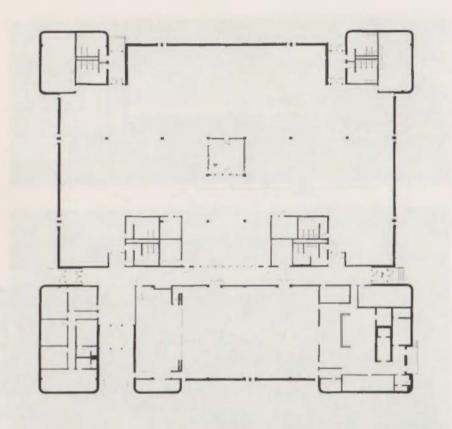




BEATRICE SHORT ELEMENTARY SCHOOL

ARLINGTON I.S.D.

STEWART, THRUSTON AND BECKER . ARCHITECTS





Beatrice Short Elementary School is designed to give maximum flexibility for team teaching. An open space of approximately 22,000 feet is provided for this purpose with a centrally-located, landscaped court yard that provides a natural setting within the teaching area and natural light in the learning space.

The teaching area has acoustical floors and ceilings which provide excellent noise control.

Two enclosed classrooms are provided for science experiments and other special purpose functions.

The administrative offices, teacher's work room, nurse's office and teacher's lounge are grouped for maximum control.

As in all of Arlington's elementary schools, there is a fully equipped kitchen and cafetorium with an elevated stage which also functions as a music room.

BIRCH ELEMENTARY SCHOOL ADDITION

MERRICK, LONG ISLAND, NEW YORK

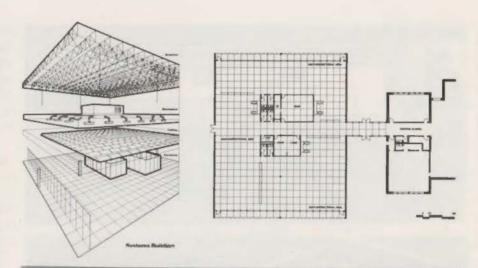
CAUDILL ROWLETT SCOTT, ARCHITECTS

Client's goals set out for this project were to provide additional space rapidly that would allow team teaching to be introduced at the primary level.

Architects used off the shelf systems building components to meet these needs and provided 12,000 square feet of flexible, multi-use space within 12 months of their appointment. Four key building sub-systems (structure, roofing, ceiling/lighting, heating/ventilating/air-conditioning) were isolated early in the process and pre-bid on the basis of performance-type specifications.

The open plan surrounds a core of conference rooms, staff rooms and toilets. Free-standing banks of cabinets are used to define areas within the overall space. Within these areas, staff and children group themselves according to needs with a number of different group and individual activities taking place simultaneously.

A long-span steel structural system provides column-free interiors. Exterior materials were selected to match those of the existing school.





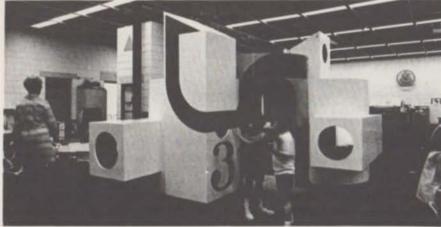


CASADY SCHOOL

OKLAHOMA CITY

BENHAM-BLAIR & AFFILIATES, INC., ARCHITECTS



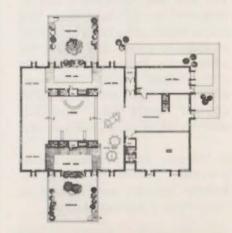




Program requirements called for a building for a private school to provide an early education center for children, ages three through six.

It is located on a three-acre site in a remote corner of a campus that has existing lower, middle and high school facilities. It is adjacent to a major arterial street, and all children arrive and leave by automobile.

Facility is designed so that a child can move easily from group play to individual activity as he chooses and do as much for himself as possible. Environment is planned to encourage independence and individuality.





CENTRAL ELEMENTARY SCHOOL

DUNCANVILLE I.S.D.

JARVIS PUTTY JARVIS, INC., ARCHITECTS

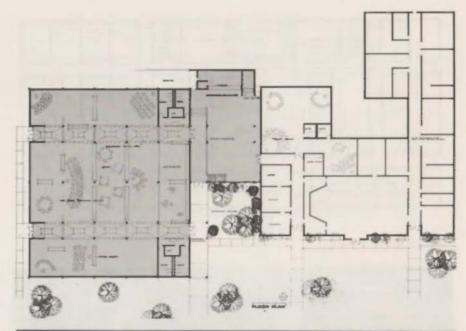
Often a school district waits to find the "right opportunity" to begin innovative design. It is often thought that only a new building with generous budget can provide this opportunity. This need not be the case, as shown by this addition to Central Elementary in Duncanville.

Here was the problem of a school campus that had to remain in operation, but with buildings in various stages of deterioration. (The original building was constructed in 1916.) Also, funds for the needed new space were limited.

Duncanville ISD had previously constructed additional academic classroom space with few permanent partitions, experimenting with the teaching of several classes—even several grade levels—within the same room. Shelving and portable tackboards were used for screening.

The central addition called for the equivalent of 16 classrooms and library to be housed within a large single space. . . a sort of "academic studio". The space between the large one-room academic area and the existing building was roofed over and became the student commons-dining space.

The plan proved to be remarkably economical, and its construction was handled so as to allow most classes to operate without interference.





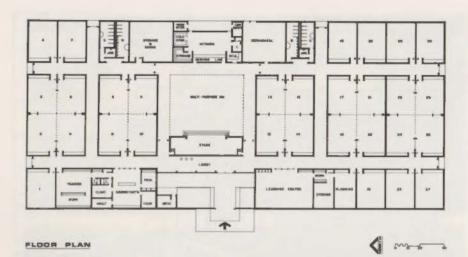




FOSTER ELEMENTARY SCHOOL

HUMBLE I.S.D.

WYATT C. HEDRICK ARCHITECTS & ENGINEERS, INC.













Architects were asked to design a new 30-classroom elementary school on a ten-acre site. Budget required an economical, compact design providing ten traditional teaching stations and five four-classroom teaching modules utilizing folding partitions to be used as individual teaching stations or as a four-station team teaching module. Also required was a multi-purpose area, kitchen, learning center, space for planning and storage, and administration support areas. Community use of the multi-purpose room, kitchen, toilet facilities and lobby for night functions was a consideration. Also, the learning center and administrative areas required design for use when the school was not in session.

Besides meeting the basic space requirements, the new school has several interesting special features. Each teaching station is provided with full wall built-in storage. Teaching modules are carpeted, and two modules include fixed demonstration tables with gas, electricity and water. Two additional basic classroom teaching stations include fixed demonstration tables. The learning center includes built-in study carrels, listening tables, control desk, and work and storage space with an adjacent teacher's planning room.

A teacher's lounge with work space is provided adjacent to the administration area.

HAUDE ELEMENTARY SCHOOL

KLEIN I.S.D.

WYATT C. HEDRICK ARCHITECTS & ENGINEERS, INC.

Architects were asked to plan a new, fully-airconditioned elementary school for 720 students on a ten-acre site. It was designed to serve grades one through five plus a kindergarten and special education. Plans were developed that would encourage modern teaching concepts while maintaining traditional fixed classroom capability. Community use of the facility was considered.

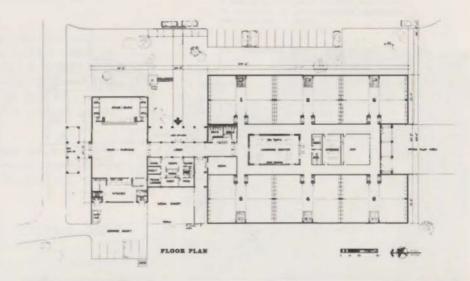
The building has 43,390 square feet in two major units, one devoted to academic areas, the other to assembly and cafeteria services. A connecting link houses lobby and administrative functions.

Outdoor play areas, public and staff entrance, service access, and school bus loading areas are oriented to different sides of the building.

Academic area consists of six teaching modules — one for kindergarten/ special education and one for each grade level — grouped around a central learning center containing a library, art classrooms and project spaces.

Each teaching module is a single space containing four teaching stations, a fixed demonstration desk and platform, and toilet facilities. Each teaching station may be isolated at will by folding partitions.

The large half of the assembly unit also serves as cafeteria and indoor play space. A sound rated stage curtain permits use of the stage as a music classroom.









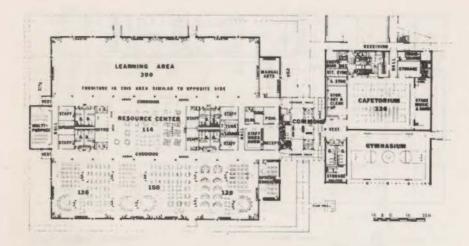




J.W. SHEPARD ELEMENTARY SCHOOL

PLANO I.S.D.

JACK CORGAN AND ASSOCIATES, ARCHITECTS









J. W. Shepard Elementary School shares a 26-acre site with a new junior high school completed in 1970. This combination method has been used twice before in this school district. It allows sharing of common playgrounds and complements the city park and recreation program.

While the elementary school was under construction, students attended the junior high which was only partially filled. The move to Shepard School on the same site was an easy transition for the children, and the opportunity to watch their school develop offered an educational lesson in itself. Although certain adjustments were necessary to teach elementary children in a junior high, there were not too many problems since the junior high is an open-plan school.

The one-room teaching concept allows the resource center to be centrally placed and accessible to all groups. This arrangement also allows easy transition from team-teaching to a more individualized kind of instruction. Teachers are able to adapt spaces to their particular needs, and the school has become a kind of laboratory for the district to test teaching concepts and techniques.

The gymnasium/cafetorium unit, which is also used for science and art, is accessible to the community through an outside transitional space called. The Commons. This partially-covered area was planned to encourage planting projects and experiments illustrating principles relating to water and weather.

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C. Herbert Paseur of Houston, chairman of the 1972 Annual Convention of the American Institute of Architects, visits with Governor Preston Smith following the signing of an Official Memorandum designating the period of May 7-10 as Architects Week in Texas. These dates coincide with those of the convention which will be held in Houston.

Besides his duties as convention chairman, Paseur is the current president of the Houston Chapter of AIA. He is president of CRS Design Associates of Houston.

Governor Smith's Memorandum states, "The 24,000 members of this organization have selected as their theme and goal 'National Policy 1972."

"Of top priority during the convention will be reviewing recommendations of a task force — a task force appointed to study and recommend the possible alternatives in rebuilding of cities, new town development, urban growth outside metropolitan areas, regional land-use planning, provision of housing for lower-income families, and the proper use of our natural and human resources. The AIA will dedicate itself to shaping a national policy, a reordering of priorities, for guiding our nation's settlement patterns during the next twenty years, in order to create a better environment.

All citizens of Texas are pleased that the American Institute of Architects has selected the great City of Houston, Texas as the site for their annual convention, and we wish to extend the traditional warm hospitality that has long marked this state's illustrious history.



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NEXT PDP SEMINAR -

Practice in the 70's

TSA's second Professional Development Program of 1972, produced by the Committee on Organizing for Practice, is scheduled for April 7-8 in San Antonio. Entitled "Practice in the 70's", the program will consist of case studies in organization and management.

This first problem-solving seminar will assist architectural firms of all sizes with organizational and managerial problems. Participants can study innovative business practices through small group sessions with key members of highly organized national and international firms as well as those of progressive small operations. Case study firms will "tell it like it is".

Mark your calendar now to be at the TraveLodge at LaVillita in San Antonio, April 7-8. Registration fee is \$100 for the two-day meeting. Applications will be mailed to all TSA members in early March. If you want additional information prior to that time, contact TSA, 904 Perry-Brooks Building, Austin 78701.







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