THE TEXAS ARCHITECT

Official Publication of

THE TEXAS SOCIETY OF ARCHITECTS

The Texas Regional Organization of The American Institute of Architects

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Perry-Brooks Building, Austin, Texas

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THE TEXAS ARCHITECT

VOLUME 21 / MARCH, 1971 / NO. 3

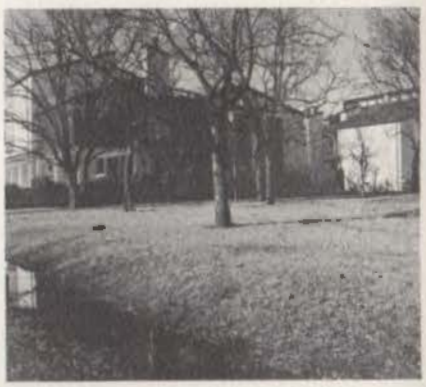
INDEX

COVER: Light and shadow interplay in creating delightful patterns. Restoration of the Navarro Houses by the Conservation Society of San Antonio preserves a classic, graceful example of early Texas "Texas Colonial" architecture & the memory of the man who built it.

7 Jose Antonio Navarro, a native born Texan, signed the Texas Declaration of Independence, assisted in drafting its constitution, and wrote the Community Property Laws which have protected Texas rights for over 100 years.

3 New elementary schools throughout the state are created by architects to house the ever changing educational scene. Elementary schools featured at the 1970 TASB/TASA State Convention Exhibit of Outstanding Schools are featured.

23 Throughout the state the young adult apartment market has become increasingly competitive. The Arrangement, 20 unit Dallas garden apartment project, utilizes strong visual forms & contrasting colors and materials in its highly successful financial venture.



TEXAS ARCHITECT ADVERTISERS:

p. 21 Mosher Steel Co.
p. 21 Texas Timbers
p. 21 Cris-Tex
p. 22 Arcon Inc.
p. 22 Jones Blair
p. 22 Texas Quarries
p. 26 Otto Coerver
p. 26 Longhorn Const. Products
p. 27 San Valle Tile
p. 27 Practicing Law Institute
p. 27 Driscoll Corporation

NOTE: McKittrick, Drennan, Richardson and Wallace should be listed as Architects for the A. J. Martin Elementary School featured in the November 1970 "Texas Architect".

RESTORATION OF

THE NAVARRO HOUSES

BY

THE CONSERVATION SOCIETY
OF SAN ANTONIO

HONOR AWARD TEXAS ARCHITECTURE 1970

BROOKS MARTIN, A.I.A. ARCHITECTS
SAN ANTONIO TEXAS

PHOTOGRAPHS BY ROLAND CHATHAM OF BRYAN, TEXAS

MARCH, 1971

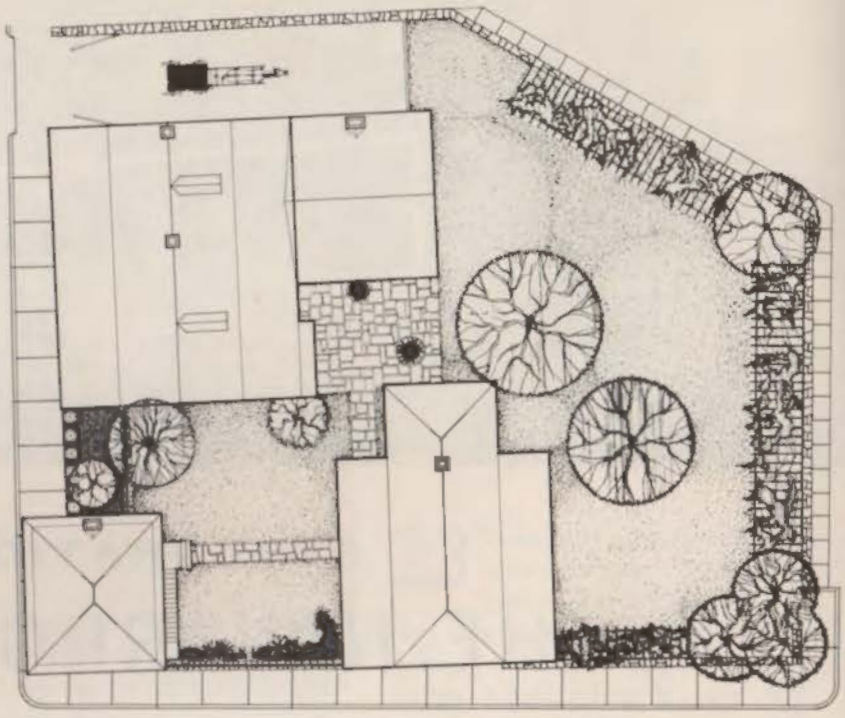
Jose Antonio Navarro, a native-born Texan, signed the Texas Declaration of Independence, assisted in drafting its Constitution, and wrote the community property laws which have protected Texans' rights for over a hundred years. To preserve a classic, graceful example of early "Texas Colonial" architecture and the memory of the man who built it, the Navarro Houses have been skillfully restored to a likeness as existed when first built. The complex of three buildings, each built at a different time (the earliest dating from 1836), form Sr. Navarro's old homestead situated at the corner of Nueva and Laredo Streets.

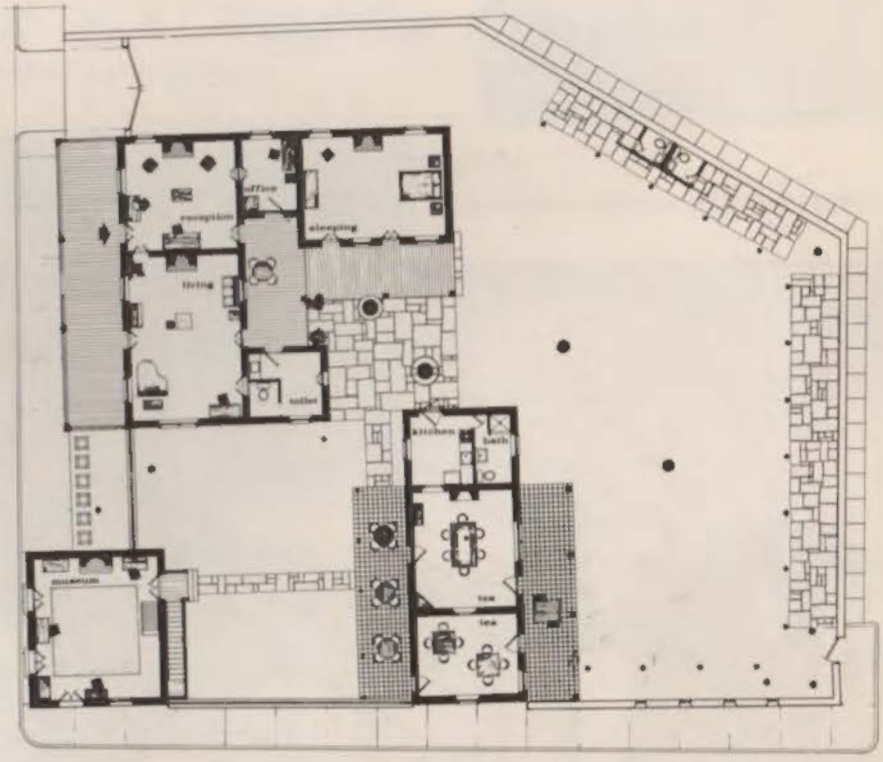
The "L" shaped building to the north is the main house. It originally consisted of two rooms plus a front and rear porch. Later, ends of the east porch were filled in to make two additional rooms. Later still, a wing was added to the northeast, probably to become Navarro's bedroom.

The small building to the east is called the kitchen. Originally one room, it now has three, each being added to as the demand occured. The north room was used as a storage room, the center room as a kitchen, and the south room possibly was where the cook and servants lived.

The two-story building on the corner was built or finished after the time of Navarro, probably by his son, Angel, to be used as a law office. He lived on the second floor, reached by an exterior stair.

It is to the credit of The Conservation Society that this portion of our heritage has been restored, further enriching our view of Texas history.





view of main house from rear

view of kitchen from rea

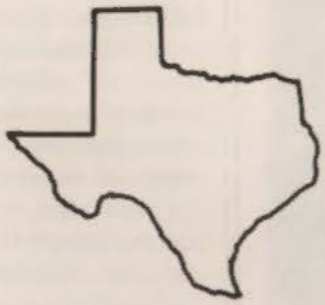
view of living room, main house

view of dining room, kitchen

rear view of law office

Editors Note: The February issue of *The Texas Architect* presented high schools & special education facilities selected for exhibit at the 1970 TASB-TASA State Convention. This issue presents elementary schools exhibited.

EXHIBIT OF OUTSTANDING SCHOOLS



SELECTED FOR EXHIBIT AT 1970 TASB-TASA STATE CONVENTION BY

Texas Society of Architects

Texas Association Of School Boards

Texas Association Of School Administrators

RECOGNIZED FOR EXCELLENCE IN PLANNING, DESIGN & CONSTRUCTION

A quiet revolution in the planning, design and financing of educational facilities may bring substantial changes to the nation's schools in the 1970's.

Schools are for people rather than just for children. The walls are coming down, inside between the classrooms and outside to the community. In the past 10 years, with systems-building, team-teaching, and central libraries or learning resource units, spaces inside school buildings have become highly flexible. In the next 10 years, schools will go to the community itself.

A school scheduled to open next fall in the Pontiac, Mich. community points up the trends. Located in the center of the city, it will draw rich and poor, black and white students to a $5.5 million plant which shares its gymnasium and auditorium with health clinics, housing and job counseling facilities, branch libraries, adult education areas, meeting rooms, and even a public restaurant. A walkway—called a "roof street"—on top of the elementary school carries citizens from a housing neighborhood through the services area to city hall.

Joint occupancy and funding may be an answer to the crisis in school plant financing. Rejection of bond issues by citizens hostile to property tax increases has helped create a backlog of 750,000 classrooms in the U.S. The property tax cannot carry the magnitude of necessary school construction. Schools may be built in office buildings, as part of housing developments, or even with commercial space, where they won't remove taxable property or where income is possible to help pay for the schools. Better use of plants & more efficiency also could ease the financial crisis. European schools are pointing the way to full-day and year-round use of educational plants.

The U.S., which is already spending an estimated $8 billion a year for all kinds of educational facilities, may in the 1970's see:

*Schools designed so that they may be changed as functions and methods of instruction are recast.

*Air conditioning of new schools is now routine; the battle of carpeting is over; now change will come in furniture and materials inside schools.

*Building systems will prosper, aided by HUD's Operation Breakthrough, and giant aerospace companies will see potential for profit in the work.

*Individualized instruction is now the major thrust of school planning and this means variety and adaptability in new buildings.

*Facing the threat of vandalism, crime, and disturbance, school planners must gamble on winning support for students and the neighborhoods. Schools must be designed for warmth as well as enlightenment.

LAMKIN ELEMENTARY SCHOOL

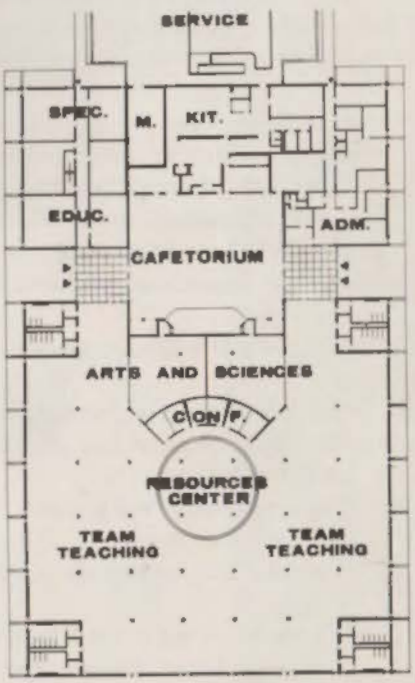
CYPRESS–FAIRBANKS ISD

KOETTER THARP & COWELL, ARCHITECTS

Lamkin Elementary School, grades one through six, is designed as a "one-room-schoolhouse", in which a single unpartitioned teaching space for 600 students flows around a recessed circular Resource Center. Special use spaces are provided. There are two Art-Science rooms, three Conference rooms divisible to six smaller study rooms, an Audio-Visual room, six Special Education classrooms, a Cafetorium, Central District Kitchen, and the usual administrative areas, Faculty Lounge and work areas.

With the exception of the Art-Science rooms all teaching and administrative areas including the Cafetorium are carpeted.

photos by richard payne



T.D. MARSHALL COMMUNITY CENTER

DALLAS

STEWART THURSTON & BECKER, ARCHITECTS

This school is designed to give the necessary flexibility to implement a continuous, non-graded curriculum for primary students, utilizing the concept of cooperative teaching techniques.

The five learning centers accommodate 6 teachers and 150 students each, and each learning center provides the flexibility of both large and small group instruction. Each learning center has its own toilet facilities and drinking fountains, and each can be used for adult community functions. The Instructor Counselling Rooms encourage parent involvement.

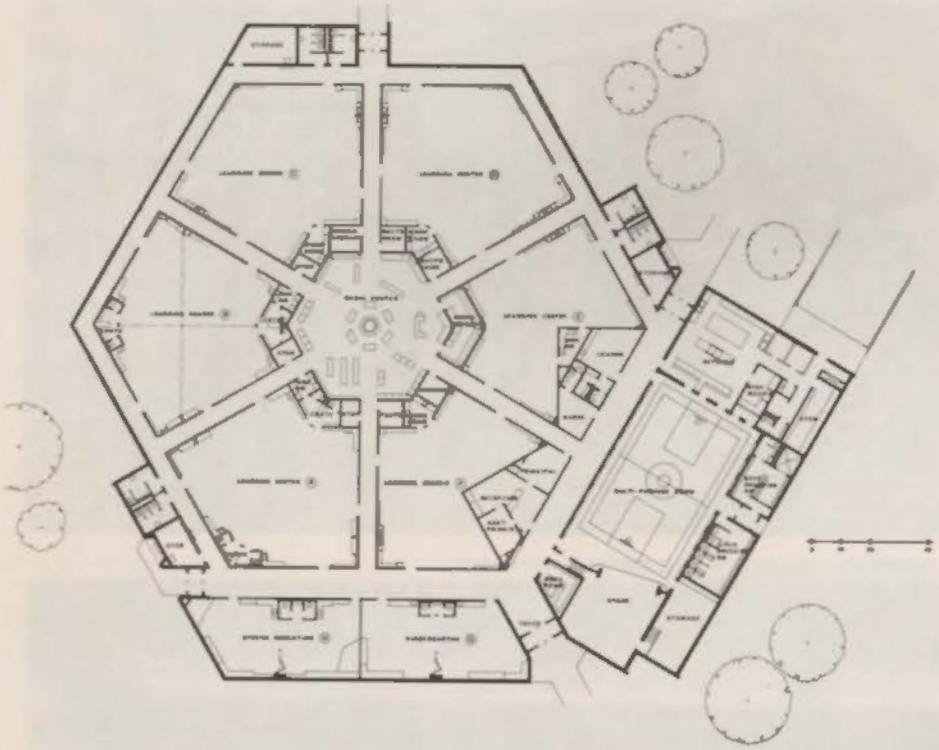
The Multi-Purpose areas are used for a great variety of activities — music, games, beginning-of-the-day ceremonies, teachers' meetings, etc.

The Cafetorium features warming ovens and refrigerators that are used to serve food prepared in nearby school kitchens. Disposable plates, cups and utensils are fed into a grinding machine for throw-away after each meal.

TIERRA BLANCA ELEMENTARY SCHOOL

HEREFORD ISD

BRASHER + GOYETTE + RAPIER, ARCHITECTS - ENGINEERS



This plan reflects an educational concept of six non-graded groups of 80 – 100 each. These groups are arranged around a central resource center, with convenient areas available for work room, counseling and speech therapy.

Acoustical control is adequately provided with ceiling and wall treatments, with carpeting throughout, and with flexible room dividers as may be desired.

media center

special education area

typical teaching center

kindergarten area

BESSIE HAYNES ELEMENTARY SCHOOL

PECOS ISD

PETERS & FIELDS, ARCHITECTS

This school is designed to house grades 1 through 6, separating grades 1 and 2 from grades 3 through 6. Classrooms for grades 1 and 2 have connecting toilet facilities, student lockers in the rooms, easy access to library and music room and exit directly to the playground. These classrooms are located well away from the main entrance with interior courts, provide a quiet learning atmosphere.

The learning court at the main entrance, designed as an educational area is protected from the extreme heat and glare for studies in nature, quiet reading sessions or play and activity.

Skylights and landscape are for restful approach to the building and relief from the extreme west Texas climate. A welded steel sculpture, at the main entrance by the learning court, represents the teachers and the students.

lobby & general office

interior court at library

photos by john p. white, project architect & adams studio.

typical classroom & corridor, supergraphics

main entrance thru learning court

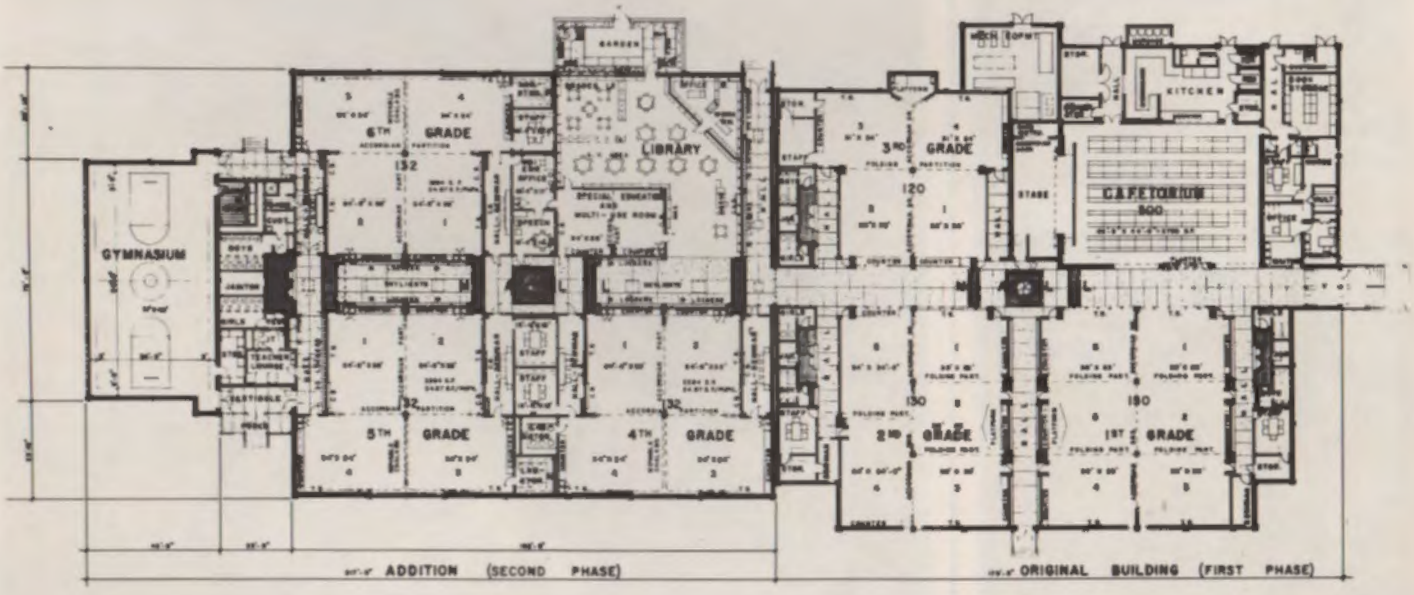
MEMORIAL ELEMENTARY SCHOOL ADDITION

PLANO ISD

JACK CORGAN AND ASSOCIATES, ARCHITECTS

The design program required that the best possible plan be developed for areas of study for strong academic, art, choral, instrumental music and physical education. Strong emphasis was placed on maximum flexibility and team teaching possibilities.

The plan groups academic areas with ready accessibility to the library or materials resources center. These teaching areas are arranged so they can be one large area, or broken up in four smaller spaces, by movable partitions. Even the corridor to the inside spaces are slightly larger than required for a corridor, and are used also as seminars for small groupings. These carpeted, flexible areas are ideally suited for the teaching-learning process, and are well arranged for team teaching as well as individual instruction.



HILL ELEMENTARY SCHOOL

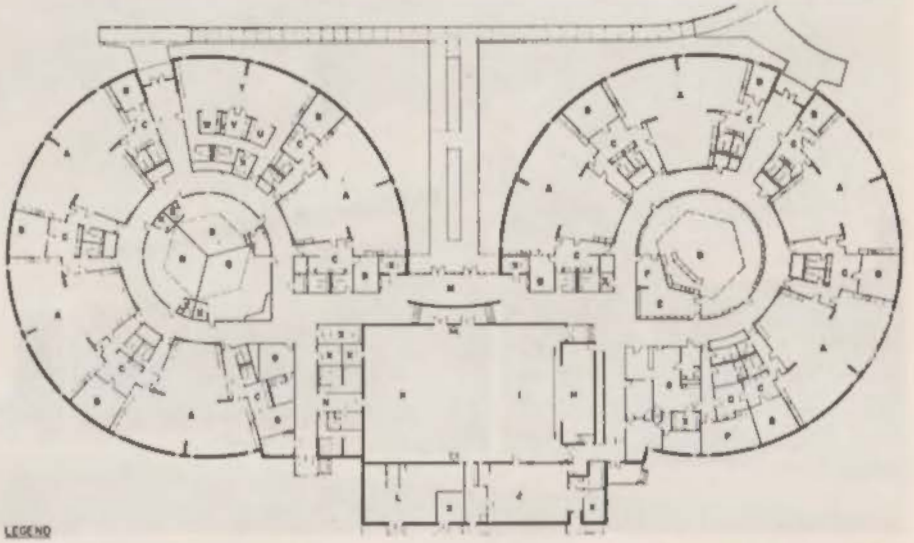
AUSTIN ISD

SIMPSON & LACKEY, ARCHITECTS

The site involves approximately twenty-two feet of fall in a curvilinear configuration. The site is heavily wooded, has been only partially cleared and every effort has been made to maintain as many large trees as the building and recreational facilities permitted.

Consideration of the pronounced topographic characteristics and consideration of the three-classroom team teaching modules requirement, lead to a circular concept for the instructional areas and a connecting rectilinear unit housing gymnasium, cafeteria, kitchen and related facilities. The circular scheme allowed for a minimization of circulation corridor for the eight three-classroom team-teaching modules plus two special education rooms. The north core contains a library, and the south core a music center, science and art center, and visual aids room.

photos by mears



LEGEND

A. 3 CLASSROOM UNIT
B. SPECIAL GROUPS INSTRUCTION
C. SCIENCE CENTER
D. LIBRARY
E. LISTENING (EDUCATIONAL TAPES)
F. READING CENTER
G. ADMINISTRATION
H. STAGE
I. CAFETERIA
J. KITCHEN
K. GYMNASIUM
L. MECHANICAL
M. MAIN ENTRY
N. P.E. DRESSING AREA
O. TEACHER'S WORK ROOM
P. FACULTY LOUNGE
Q. MUSIC CENTER
R. SCIENCE AND ART CENTER
S. PRIMARY ACTIVITIES AND VISUAL AIDS
T. 2 CLASSROOM UNITS (SPECIAL EDUCATION)
U. WORK ROOM
V. KITCHENETTE
W. SPECIAL EDUCATION LIBRARY
X. STORAGE

TARKINGTON ELEMENTARY SCHOOL

TARKINGTON ISD

DENNY & RAY, ARCHITECTS

Located in a growing rural school district north of Houston, the school was programmed as a economical but but easily maintained facility housing 420 students initially, 520 students ultimately.

As all areas except cafetorium, kitchen and toilets are carpeted, it was possible to save cost and add interest to the classrooms by elimination of ceilings. Bar joists and deck are painted white and allow the extra dimension necessary for a low glare direct-indirect lighting system.

The carpeted entry corridor to the cafetorium is two feet higher than the main level and doubles as a stage or podium for school functions.

Removal of partitions in the future will allow adaptation to teaching concepts.

photos by richard payne

NORTHSIDE ELEMENTARY SCHOOL

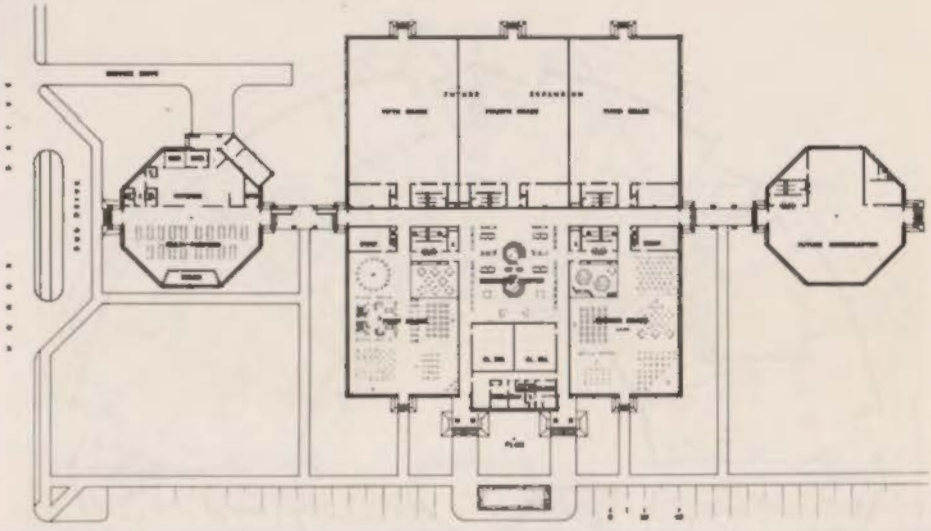
DeSOTA ISD

WHITE & LEBEL, ARCHITECTS

Northside Elementary School is designed to house 1,100 students in grade 1 through 5 and Kindergarten. It is the first school in the district designed for an educational system based on the team teaching concept.

The classroom building is flanked by two octagonal shaped buildings and is composed of five "big rooms" — for grades 1 through 5 — and a sixth area which contains the resource center, two multi-purpose classrooms, and the administrative offices. Each grade consists of a "big room," equivalent to six classrooms in size, complete with rest rooms and a teachers conference room. The resource center, centrally located and open to the corridors, serves the normal functions of a library, as well as audio-visual materials and equipment functions.

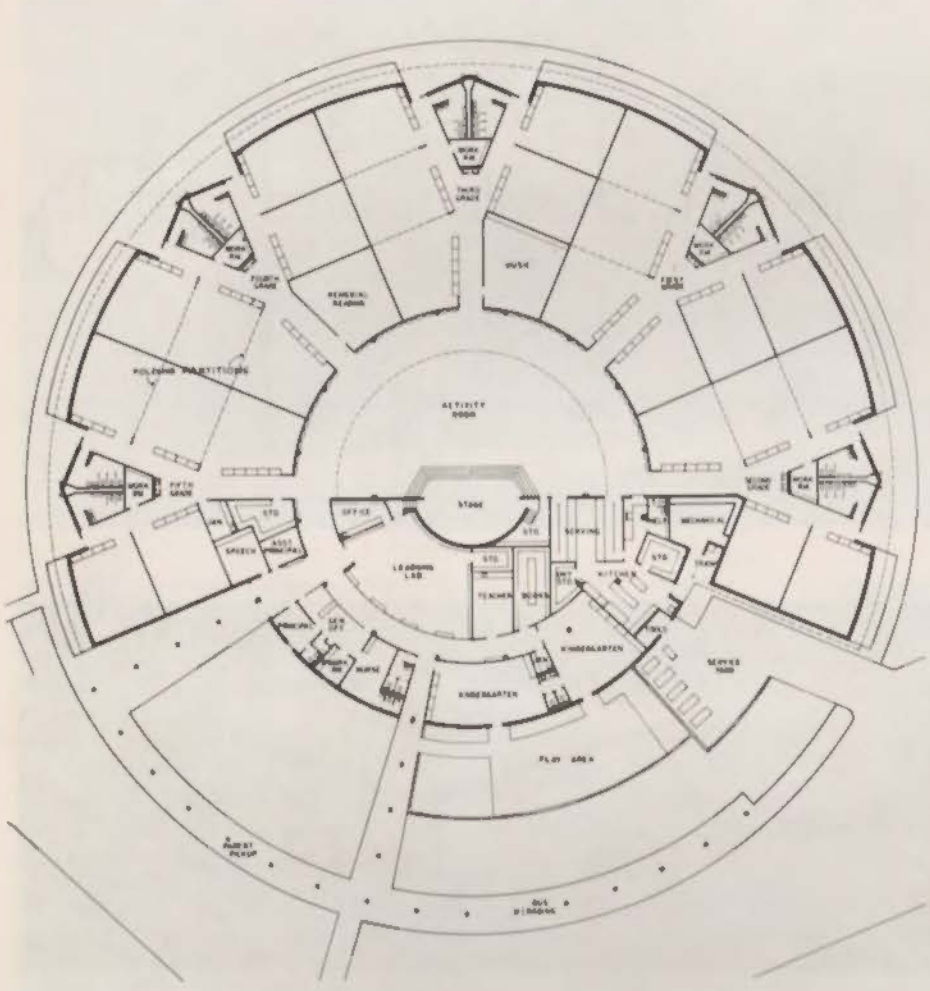
The kitchen and multi-purpose room is housed in a separate octagonal shaped building, facilitating its convenient use for community functions at night.



NEIL A. ARMSTRONG ELEMENTARY SCHOOL

CONROE ISD

WHITE, ENGBERG & ASSOCIATES, ARCHITECTS



This school houses 900 students in Grades K through 5 on the outskirts of a small town. The school serves an essentially rural area and all students are bussed or privately transported to the school. This is the district's prototype school reflecting changes in teaching methods now being introduced and flexibility to accommodate these changes was an essential part of the building design.

The central Activity Room serves as auditorium, lunchroom and large group instructional area. Passages radiating from the Activity Room lead through the self contained grade pods to the playground. The teaching areas in each grade pod are separated from the passage by movable cabinets and from each other by demountable metal clad or folding partitions. Each of the grade pods has an opportunity for multiple class instruction using the folding partitions. Later, the classroom partitions and cabinets may be relocated to create teaching spaces appropriate to the future educational program.

HURST HILLS ELEMENTARY SCHOOL

HURST–EULESS–BEDFORD ISD

WOODARD ASSOCIATES & CO., ARCHITECTS

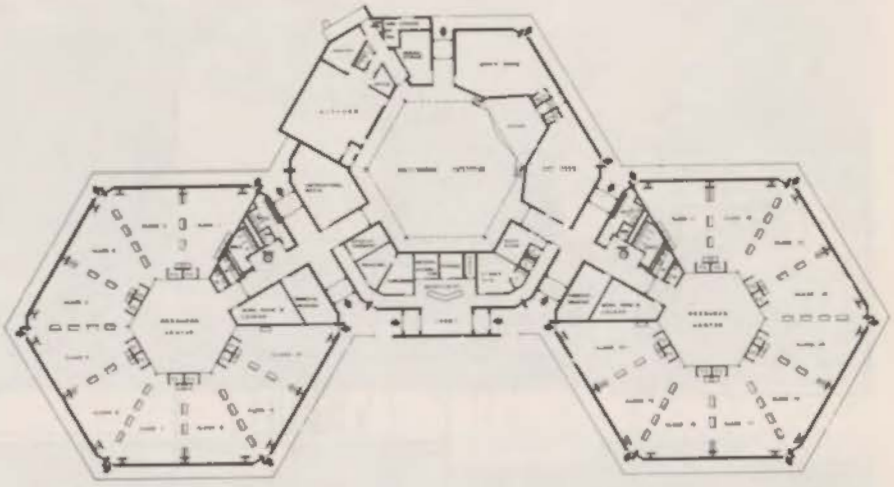
This Elementary School houses 600 students in Grades 1 thru 6, with all supporting facilities planned for ultimate student load of 900 by addition of one classroom "pod".

Program requirements were experimental for this school district. Basic requirements were to design for a non-graded, open classroom, team-teaching program, with central resource areas, combination cafeteria and auditorium, administration and work areas, fully air-conditioned.

The plan groups the academic space (or spaces) around the resource center in each hexagonal "pod". Resource center and classroom space is open, with free circulation between to encourage individual use of the wide variety of audio-visual and library materials housed in the Resource Center. Teachers' Work Room, toilets, and "Quiet Room" are located in each teaching "pod".

Division of space for special functions in classroom areas is accomplished with movable cabinets having backings of chalk or tack board. All walls are vinyl covered tack board and all floors are carpet in classrooms and Resource Center.

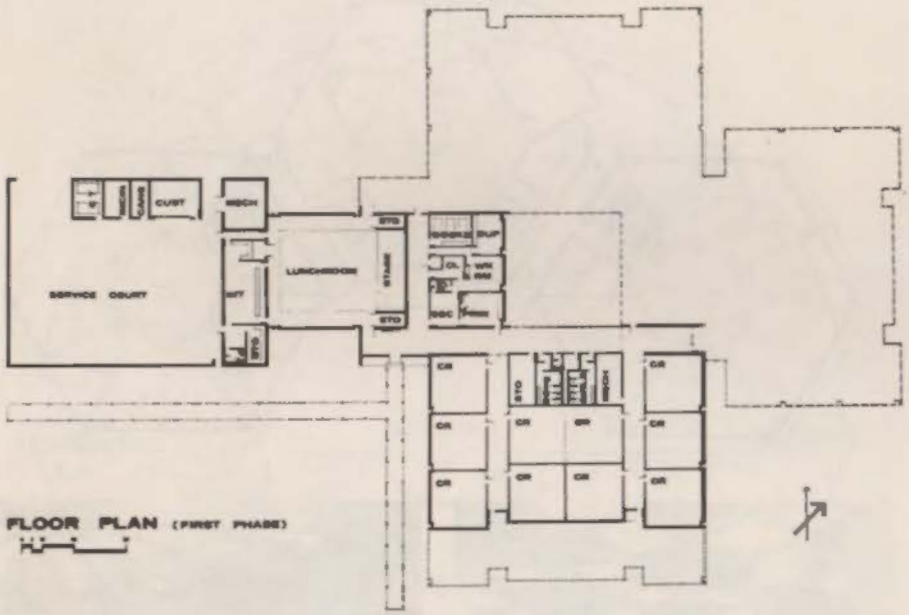
The central "pod" contains the cafetorium, music and art rooms, instructional media preparation room and administration area, convenient to all classroom areas.



SHADYCREST ELEMENTARY SCHOOL

PEARLAND ISD

GOLEMON & ROLFE, ARCHITECTS



One of the primary requirements for this elementary school was to design a school that could be expanded with a minimum of disruption, so that the school could ultimately accommodate 750 students. The final solution, a "T" shaped arrangement, provides for expansion in two directions which will ultimately enclose a landscaped courtyard.

The central facilities—lunchroom, administration and mechanical equipment areas—were built initially with one of the classroom wings providing facilities for an initial enrollment of 300. Two additional classroom wings can be added while school is in session, if necessary, to increase the pupil capacity to 750.

BERTA MAY POPE ELEMENTARY SCHOOL

ARLINGTON ISD

STEWART, THRUSTON AND BECKER, ARCHITECTS

As a result of their continuing re-evaluation of education theories and teaching methods, the Arlington Independent School District decided to build a prototype elementary school in order to experiment with the open classroom – team teaching approach to education.

One open space of approximately 25,000 square feet is provided for team teaching, with grade levels or other groupings separated visually by movable wardrobe, tote-tray, book and storage cabinets. The noise level is readily controlled with acoustical flooring and ceiling. Separate from the open team teaching areas are enclosed classrooms for special purpose functions such as science experiments, finger painting and crafts. General administrative offices, nurse's office, teacher's lounge, and a special educational area are grouped for maximum control. In addition, there is a fully equipped kitchen and cafetorium with an elevated stage, all separated from the teaching areas by a large carpeted carridor.

A.W. COX ELEMENTARY SCHOOL

GUILFORD, CONNECTICUT

CAUDILL ROWLETT SCOTT, ARCHITECTS

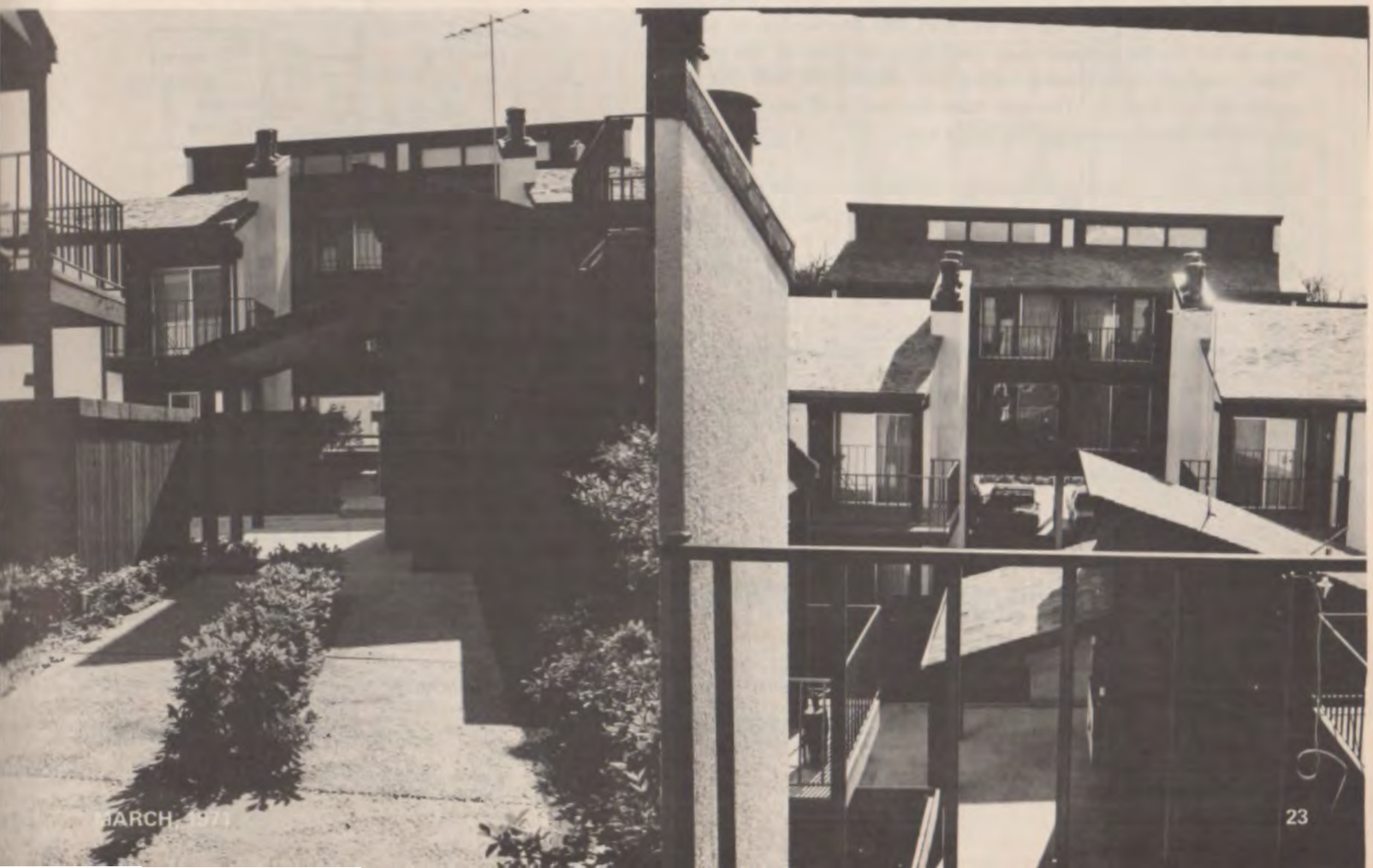
This elementary school serves children aged from 5 to 11 through a multi-media resource center. The central area contains the library resources, creative arts, cafeteria, and physical education.

The need for intense learning with multi-media is evident for children coping with the world today. Students take out over 2,000 books and other loanable materials every month. Pupils may work on book reports or obtain special help in reading or in the use of library media. Children are encouraged to spend time in the library in addition to their scheduled visits. Pupils can do independent research using the extensive inventory of books and audio-visual equipment. One interesting feature is the glass-walled listening booth situated in the middle of the library where six students at a time can use tape, records, or filmstrips without disturbing the others.

Classrooms are arranged in grade-level modules of four rooms each around the core area with direct access to the resource center. Each cluster has flexibility by the use of folding partitions.

THE ARRANGEMENT

HONOR AWARD TEXAS ARCHITECTURE 1970



BUILDER/DEVELOPER:
REATA LAND COMPANY

ARCHITECTS:
CRAYCROFT-LACY & PARTNERS
DALLAS

PROJECT ARCHITECT:
RICHARD E. SAVAGE

STRUCTURAL ENGINEER:
CHESTER R. REED INC.

PHOTOGRAPHER:
N. BLEECKER GREEN

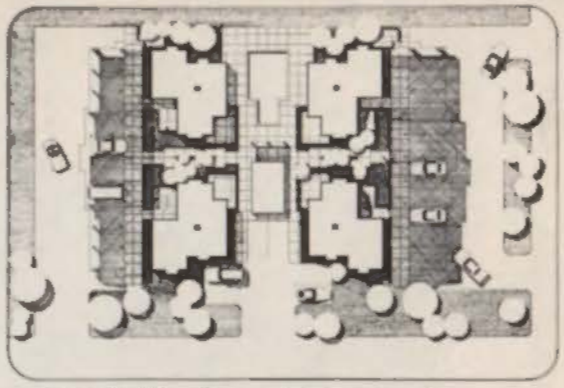
The Arrangement is a twenty unit garden apartment project composed of one and two bedroom units, built on a small corner site in Dallas. The design was to be competitive in a young adult market which had already been created in a rapidly developing suburban area.

The owners desired a striking design which would set a standard for future undertakings. Strong visual forms were created through the use of varied building heights and through the contrast of white plaster and dark wood trim and siding.

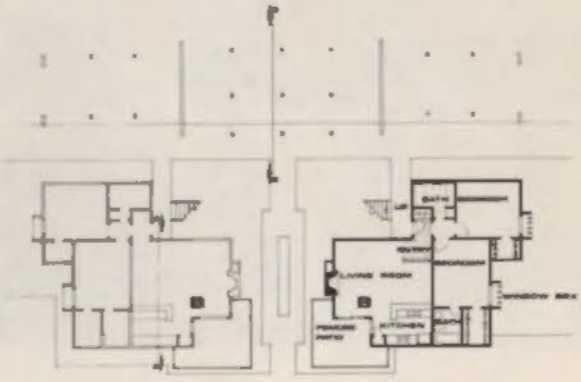
The site space and high-density requirements led to double usage of the ground area. This fact, combined with the desirability of covered parking led to the placement of over fifty per cent of the units on "stilts" over parking, incorporating the automobile into the architecture of the building. This also created a feeling of openness on the ground which was obtainable any other way.

Interior planning is also open and free, utilizing kitchen/living bars in all units and vaulted ceilings with clerestory windows in the upstairs apartments. Each unit opens into a private patio or balcony which affords indirect contact with the communal atmosphere prevalent in the area.

The architects chose rough-textured gunite plaster and vertical cedar siding to allow the flexibility of form definition. The structure is conventional wood frame with steel used at the parking area. The foundation is pier and beam.

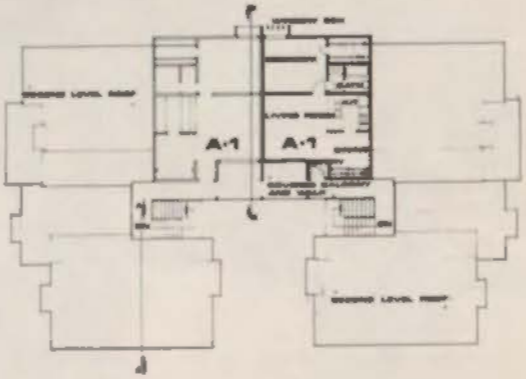


SITE PLAN

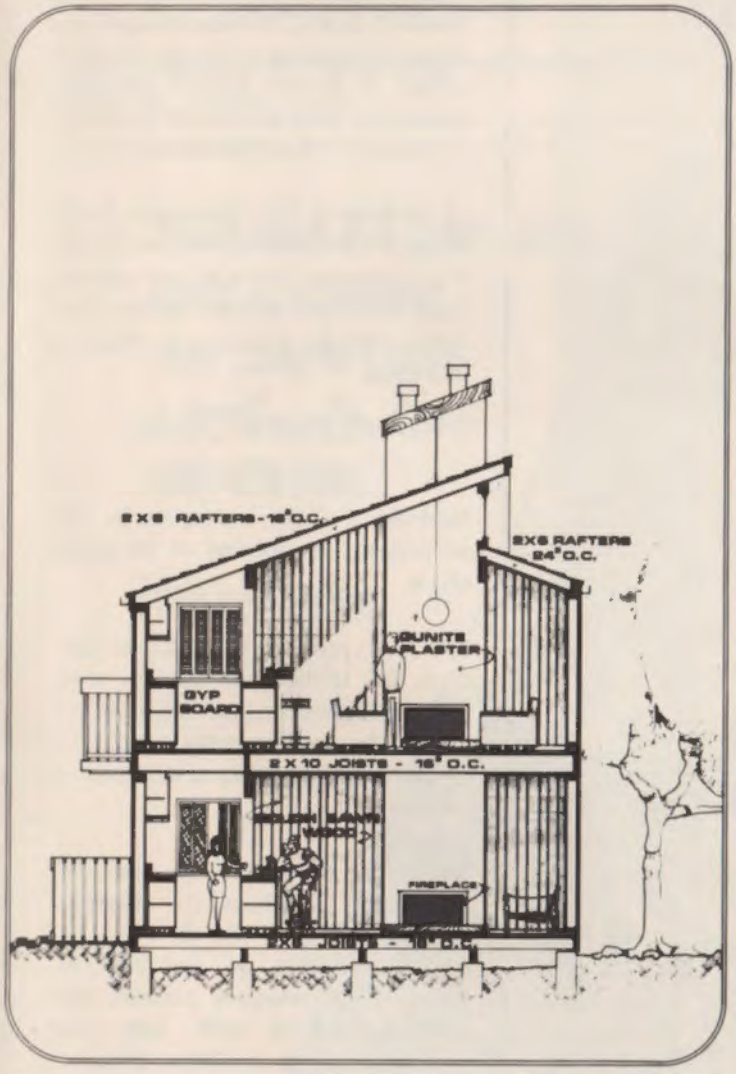


UNIT PLANS FIRST LEVEL

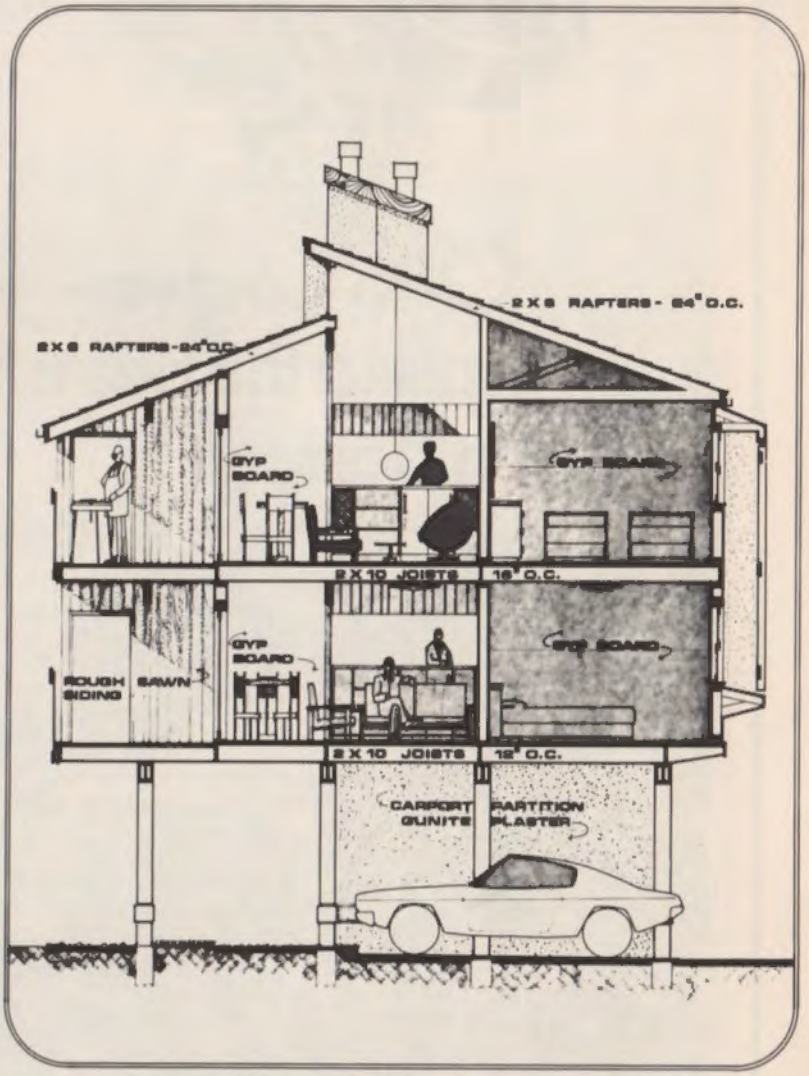
UNIT PLANS SECOND LEVEL



UNIT PLANS THIRD LEVEL



SECTION "AA"



SECTION "BB"

IN MEMORIAM

The news of the tragic death of Dan W. Martin was a shock to all who knew him.

Dan was a parnter in Gibson and Martin Architectural firm which was responsible for design and construction of numerous projects for additions and remodeling of Spohn Hospital in Corpus.

Dan was a member of the Building Commission for the Corpus Christi Diocese and had designed many churches throughout the city. A competent architect and a fine individual, his contributions to Spohn and Corpus Christi will be remembered for a long time.

ALLEN ROBERTS

Appointment of architect Allen Roberts, A.I.A., as vice president and executive assistant in the Houston office of Welton Becket and Associates, has been announced by Gilbert Thweatt, A.I.A., office director.

A graduate of Rice University, for the past 10 years Roberts has been practicing in Jamaica, where he was a partner in a firm that designed office buildings, schools, banks, and industrial buildings.

NEUHAUS & TAYLOR

Neuhaus & Taylor, Architects, has announced the opening of its Dallas office.

The firm, formed in 1955, has averaged $40 million per year in completed construction over the past five years. The current dollar volume of projects under contract is in excess of $240 million.

Neuhaus & Taylor includes five partners, J. V. Neuhaus III, Harwood Taylor, Benjamin E. Brewer, Jr., Charles R. Sikes, Jr. and Jack M. Rains, seven associate partners and seven associates with over 100 employees based in Dallas, Houston and New York City.

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