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COVER

The pool side of elegant Westwood Country Club in Austin, designed by Fehr and Granger, AIA, graces this month's cover. This is another honored project in Architecture of Merit in the Past Ten Years.

The President's Letter

By
L. W. "SKEET" PITTS
President
Texas Society of Architects



The members of the Texas Society of Architects have many pleasant and valuable experiences through their society but none quite so equal to the occasions of our Annual Conventions. It is here that we renew friendships and exchange information with our contemporaries. It is here that we visit in more leisure with our many friends in the important allied fields of the Construction Industry — and it is in Fort Worth on November 8th, 9th and 10th that we will have the opportunity of meeting and knowing our professionals who are spending their time in the vital field of Architectural Education.

The dedication of our twenty-second convention to Education is a sincere effort of the Texas Society of Architects to advance the capability of the architect through a series of seminars dealing with the many phases of his education — before, during and after college. Obviously, the process of education should never cease and must be constantly re-analyzed. To this end we believe that participation in association activities by students, teachers and practitioners contributes to a broad education and avoids a narrow spectrum. Architecture, as much as any profession, does well when its members develop a true felling for important values and a keen sense of appreciation of people. Surely there is no better place to develop these attributes than at the convention with its seminars, material displays, design exhibits and social activities.

The convention accommodations of the Texas Hotel, with its new addition, are splendid and the entertainment facilities in the city are superb. Over the years, TSA has relied on the Fort Worth Chapter for many important affairs. This convention will be their greatest. Bob Woltz, our Convention Chairman, has arranged three days of real value and entertainment. Phil Creer, the Seminar Chairman, has put together a distinguished group of panelists who are prepared to discuss the many facets of education. Thad Harden, the Fort Worth Chapter President, and many chapter committees have worked hard to ensure an outstanding convention. Executive Secretary John Flowers has organized the overall arrangements in his usual competent way.

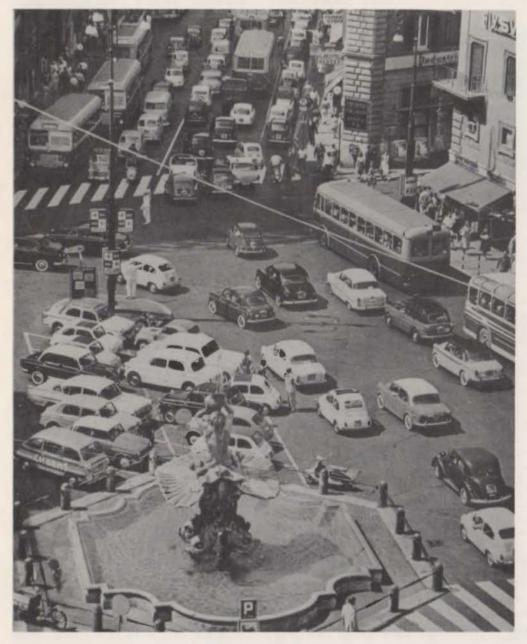
With this background it is with confidence and sincere pleasure that I extend to our students, teachers, practitioners and friends in the allied fields of the Construction Industry a cordial invitation to be with us in Fort Worth on November 8, 9 and 10.

Faithfully yours,

"Skeet" Filth

L. W. "Skeet" Pitts

ESIGNING URBAN AMERICA



EDMUND N. BACON

Executive Director

Philadelphia City Planning Commission

There has never been a moment since the Chicago World's Fair of 1893 when there has been so much discussion of the state of the city as today. The reason is plain: the city has been disappearing before our eyes, sinking under a tidal wave of motor cars and parking lots. There is no sense discussing the culture of the city if the city itself is about to vanish, either by being thinned out into a suburban conglomeration, by being completely destroyed by nuclear bombardment, or by our digging vast underground cities, bargain basements for those who prefer collective entombment.

In the present discussions, there are two main camps; those who wish to preserve at least the central core of the city, and those who are eager to assist in bringing about its dissolution. But too often their efforts are indistinguishable. The people who are trying to save the city are seeking to save the very things that cause their neighbors to move out — mere bigness, speculative, confusion, congestion, or empty ostentation, on the scale of New York's Lincoln Center. Nothing has done more harm to the geunine culture of the city than the large mass of urban renewal and public housing projects from New York to San Francisco.

With a few exceptions, notably in Philadelphia and Baltimore, these sterile "improvements" have too often removed the living organs of the city and replaced them with an expensive but profitable mechanical substitute. Too often, under the illusion that they have assisted in an urban birth, the planners and architects have actually performed a hysterectomy.

If we are to speak with any hopefulness about the culture of the city, we must first remove all the sterile bureaucratic images of the city of the future, which many of the greatest architects of our time have put forward. The city is a human artifact and must give form to human needs and human purposes in the order of their importance, beginning with man's need for fellowship and love, for biological reproduction and psychological development. Technological improvements exist only to serve more essential aspects of man's life, not to dominate them.

The city is an esthetic experience, an educational experience, and a dramatic experience; and no part of a city is properly planned if it does not contribute its quota of visual joy, of vivid human contacts, and of purposeful and meaningful activities that sustain the human spirit. These aspects of culture cannot be effectively pursued where differentiation, individuality, and choice are absent: the larger the scale of planning, the more important it is to avoid mass solutions based on standardization and mechanical repetition: the whole must be organized into parts that respect the human measure and that invite a warm human response. The great Boulevards of Paris needed the cafe to translate the large-scale order of movement into the intimate order of repose, conversation, human stimulation. The off-Broadway theaters and the expresso bars have done more for the culture of the city in New York than acres of pretentious estheticism.

The cultural requirements of the city can be met only by multiplying the places where lovers can meet, where friends can walk and talk, where colleagues and associates can hold long discussions, without benefit of the tape recorder, where parents and children can occasionally come together on common ground, in an environment that contrasts with and complements that of the home; where individual persons can quit the lonely crowd and in solitude find the companionship and the stimulus they need. Our present dehumanized improvements produce only blankness and boredom. Culture needs an environment that reflects human purpose and human imagination: open spaces, with gardens, for meeting: natural beauty preserved, and if possible, enhanced and carried by architectural beauty, the whole immune to the pressures of technology and finance. We must stop spending astronomical sums on technological absurdities that are destroying the city and creating an empty and boring life; and we must invest generously and widely in the essential small-scale activities that will restore initiative and power and confidence to the individual person and the group.



URBAN PLANNING

The following is a summary of remarks delivered to the convention of the American Institute of Architects by the distinguished critic and philosopher, Lewis Mumford.

Adoption by Congress of legislation appropriating billions of dollars for urban renewal plans places heavy new demands on the architectural profession. Now that the possibility exists to clear away the old, unsatisfactory urban environment, the profession must prove that it is capable of designing a new one.

This may not be nearly as simple as it at first seems, because the profession has not been accustomed to designing at this scale in the recent past. If the profession is to meet these demands fully and completely, many of the old classical notions about it must undergo change.

In short, the position of architecture in our society is undergoing change, and it is time for the profession to take a new view of itself.

I think that these changes should occur in three major fields:

1. The Responsibility of the Individual Architect. Because the objective of the urban renewal program is to create a total environment, the individual practitioner of architecture can no longer conceive of his role as that of the designer of an individual building to the extent to which he has been accustomed in the past. He must sacrifice the role of prima donna to that of a member of a team. He must conceive his structure completely from its inception in terms of the environment in which it is placed.

This in no way means a lessening of individual creativity. It means that the creativity will be exercised within the framework of a greater discipline. History has shown that it was during periods in which a generally accepted order imposed an over-all discipline that individual creativity was at its highest point.

2. The Development of Competence in the Design of the Larger Area. Because of the rebuilding of sections of cities on a large scale, made possible by urban renewal, designers must become skilled in design at that scale.

The design of a large area is no more the result of the designs of individual buildings or groups of buildings than is the design of a single building the product of the accumulation of well-designed rooms. The planning of the larger area requires a single underlying design concept just as the design of a building requires a concept to hold together the individual parts and to make them into a work of art.

Because most of the energies of the profession have been expended on the design of individual projects for individual clients over recent years, persons skilled and experienced in design at the larger scale are rare indeed.

Schools of architecture must be retooled to produce competent practitioners of this art. Spokesmen for the profession and architectural critics must emphasize its importance.

3. Responsibility to the Government. Because of the new scale of urban rebuilding, many of the critical design decisions are made by government before the architects for the individual projects get started.

Under these circumstances the profession may follow one of two courses of action.

- (a) Attempt to restrict design decisions within government as much as possible, preventing the development of over-all design concepts, leaving the architects of individual projects with no larger design structure to relate to.
- (b) Recognize the new scale of city building as an opportunity for extension of professional service, and for a far greater and more powerful expression of the potentials of architectural design than was heretofore possible, and see to it that designers of the highest possible skill take positions of responsibility in government, so that design decisions are made by designers. Included in this is the development of techniques for the interlocking of large-scale design with individual project design, utilizing architectural consultants where appropriate, so that maximum individual creativity achieves the finest over-all result.

It is my thesis that the latter course should be followed, and can be followed with a greater measure of success than is commonly realized. No longer can the profession regard itself as primarily serving gentlemen clients, or even commercial clients. It must conceive its first responsibility to be that of serving the people as a whole. It must assume its proper role within government, and it must encourage the brightest of its students to concern themselves with the larger aspects of urban design, many of them within government itself. To do any less would be to fail to achieve the proper role for architecture in the rebuilding of American cities.



Stone masons loading concrete slabs containing Sullivan mosaic design. Chicago's Garrick Building, containing important architectural ornament, is in its final weeks of demolition. Through the joint efforts of the Chicago Chapter, American Institute of Architects, Chicago Chapter, Society of Architectural Historians, and the Chicago Landmarks Commission, the significant architectural ornament of the historical landmark is being saved for museums and universities throughout the country.



SULLIVAN TREASURE

Unknown examples of stencil and mosaic work by the famed architect, Louis H. Sullivan, were found in Chicago's famed Garrick Building which is now in its final weeks of demolition. Although it was not possible to prevent the destruction of the world-famous building, much significant ornament is being saved by the combined efforts of the Chicago Chapter of the American Institute of Architects, the Chicago Chapter of the Society of Architectural Historians, and the Chicago Landmarks Commission. A jointly sponsored team of preservationists, directed by Richard Nickel, often worked around the clock in order to save as much of the ornament from the Garrick as possible.

The team of preservationists believed they had removed most of the important examples of Sullivan's ornament from the Garrick building when they suddenly found two floor landings which contained rich mosaic designs that had been covered by plain asphalt tile for many years. Upon removing the tile, they found a design of delicate intertwining leaf and tendril motif made up of thousands of tiny pieces of colored mosaic. The usual way to move a mosaic is to transfer each piece to a new bed of cement. Because of the imminent demolition of these landing, there was no time for this tedious method, and a quicker solution had to be found. Not to be thwarted, the team of workers decided to remove the entire concrete floor landings intact. Each landing weighed more than three tons! These ponderous landings were jacked up and cut into sections which were transported by stonemason's truck (see photo) to Chicago's Navy Pier for storage.

Perhaps more important historically was the discovery of many beautiful stencils designed by Louis Sullivan. Sullivan often made use of delicate stencils to decorate the walls and ceilings of his buildings. Through the years of remodeling, most of them have been covered by myriad coats of paint. Because so few good examples of Sullivan's stencils are extant today, this discovery is extremely important.

The preservationists noticed that the the painted sloping ceilings of the theatre gallery revealed a delicate tracery relief when it was strongly illuminated from the side with flood lights. Investigating this more closely, the team began to carefully chip away old coats of paint with a scalpel. Under the paint they discovered a graceful tendril-like pattern in gold on beige. The team, stimulated by this find, began to uncover a wealth of stencils in other parts of the building. Before drawings and new stencils could be cut, the patterns had to be restored, and again time was running out. Because demolition was proceeding rapidly, whole sections of the walls containing stencil work were cut out and transported to the warehouse storage space in Chicago's Navy Pier. There the minute job of restoring the patterns (see photo below) and cutting new stencils is taking place.

These two important discoveries have made possible the preservation of important examples of the work of one of the most important architects of recent times. Louis H. Sullivan's influence is still being felt today. He has been a major influence in architecture throughout the world, and Chicago was for him a place to build. Sullivan will be better understood and appreciated for these historic finds.



WAYS AND MEANS OF REDUCING S C HOOL

CONSTRUCTION COSTS

Conservative estimates by the US Office of Education indicate that during the decade 1959-60 through 1968-69, an additional 607,600 classrooms will be needed to adequately house the public elementary and secondary school children of this country. During the five years 1959-60 through 1963-64, construction of 416,600 classrooms is needed to take care of normal needs and to eliminate the accumulated backlog. These data do not include facilities other than classrooms which are needed to make up a complete school plant. Many communities are finding it difficult to finance their needed school construction. This situation results from five simple facts; namely, growing enrollments, population mobility, aging buildings, shrinking dollars, and the decreasing importance of land as a portion of the total wealth of the nation.

School officials and architects generally have had in mind, for a long period of time, not only the child's welfare, but also the taxpayer's purse. During the twenty year period between 1947 and 1957 the cost of school buildings has increased 150%, while the cost of general construction has increased 275%; highway construction, 200%; and the cost of automobiles has increased 200%.

During the twenty year period that the cost of school buildings increased 150%, cost of steel increased 215%, face brick 200%, common labor 330%, and skilled labor 220%.

The economy in school buildings can be attributed to the careful planning of school board members, school officials at both the State and local levels, architects, engineers, and in many cases to local fiscal authorities. Realizing that the present and future needs for school buildings are enormous, they have planned together by looking carefully at the kind of space and equipment needed for effective teaching and learning. This cooperative planning has resulted, for the most part, in buildings constructed at reasonable costs which meet the essential needs of the educational program.

The question now is - how can we get even more for the school building dollar; or, as I would like to rephrase it - how can we get more per dollar out of more school building dollars? It should be pointed out also that we are not merely concerned with what it costs to construct a school building, but we are also concerned with its life span and what it costs to maintain and operate it throughout its useful life. And, it is not only what we put into a building that counts, but it is also what we get out of it. No matter how low the cost of a school building, if it does not serve its educational purpose as a functional facility, its cost will be excessive.

School administrators are seeking ways to reduce school plant costs, and some of them feel that substantial savings may be made by reducing the cost of construction. It is desirable to build school plants in an economical manner. However, all of the economy cannot come in construction. Many economies have been effected, and we may be approaching a minimum construction standard consistent with safety, function, and longrange economy. Studies of construction economies should be continued; but, at the same time, studies should be made of other factors in school plant costs. It is with these other fac-

by John L. Cameron

This article, from a paper delivered at the August 1960 conference of the National Association of County Officials in Miami Beach, Florida, is reprinted from the January 1961 issue of the Journal of the American Institute of Architects. tors that county commissioners, in their official capacities and as leaders in the community, have the greatest opportunities to contribute to substantial savings in the costs of providing school facilities.

The following methods of effecting school building economies are suggested:

1. Reduce the number of school districts

Even though we have reduced the number of school districts in this country from approximately 63,000 in 1953-54 to about 40,000 now, we still have many small school districts. The Committee for Economic Development, in its publication Paying for Better Schools, recommends a further reduction to approximately 10,000.

During the school year 1956-57 more than 90% of the public school systems in the United States enrolled fewer than 1,200 pupils, and approximately 58% enrolled fewer than fifty students.

In any combining of districts, officials should make sure that all schools are brought up to a level equal to that of the best schools, or even higher. Merger of school districts cannot be justified on the basis of a leveling-out process that improves the quality of education for some children and impairs it for others.

The merging of school districts should result in the following benefits:

- improved educational opportunities for a large part of the student population
- a broader and more nearly equalized base for financial support.
- reduced administrative costs in many districts. Note: very likely, costs will not be reducing by combining large districts as the administrative staff required after merging will probably be as large as the total of the districts before they were merged.
- simplified long-range planning particularly along the fringe areas of a growing city.
- improved plant maintenance.
 Since fewer maintenance men will be needed for a large school than for several small schools, the com-

- bining of schools will make money available to employ men skilled in plumbing, heating, electrical, painting, and other trades.
- simplified and economical transportation of pupils. In numerous districts the school bus passes by a school in one district as it takes pupils to a school in another district, the one in which they live. This is costly not only in money but in time.
- reduced cost of providing new school facilities.
- reduced cost of operating school buildings.
- 2. Reduce the number of small schools

All recent significant studies have indicated that large schools can offer better educational programs at a more reasonable cost than small ones. This is particularly true of secondary schools.

The greatest value to be gained from carrying out this suggestion is the improved educational opportunities to boys and girls. Even though the small high school has a greater cost per pupil than the larger one, it is pretty much limited to offering college preparatory work, whereas the large high school has the potential of doing a better job of college preparatory and of preparing the large percentage of the high school graduates who do not go to college. A secondary value, but an important one, is the savings in capital outlay and in operating costs.

In consolidating schools, officials must exercise mature judgment to keep such mergers within practical limits. If geographical or other conditions make it necessary to maintain a small school, district officials should make a determined effort to enable it to offer the best possible opportunities to the pupils who attend it. Such a situation illustrates again the importance of having a broad base for financial support of the schools.

3. Plan the organization of the schools and the building program to provide for future needs

An outstanding educational consult-

ant recently said, "The time to do a survey is when you think you don't need it." His statement illustrates the importance of having a definite plan prepared before you are confronted with the necessity of taking action.

Long-range plans should be reviewed frequently and modified to take into account changes in conditions which were not foreseen in the original planning. Buildings should not be constructed that will not be needed when the long-range plans have been realized. More money has probably been spent on buildings that should not have been constructed or were built larger than necessary than on so-called frills.

 Secure sites in areas of predicted population growth well in advance of the actual need for the building

Selection of proper sites will be possible if an adequate job of long-range planning is done. After an area has developed, school sites are expensive and often difficult to secure without going through condemnation proceedings.

5. Make the school part of a correlated community plan in order to get maximum usage from such facilities as auditoriums, libraries, gymnasiums, playgrounds, and shops

Careful advance planning should be done by all interested parties in order that the scheduling of non-school activities will not interfere with school functions and in order to determine what portion of the total cost should be charged to the school.

6. Avoid the use of stock plans

The planning of each school building project is a different problem. Orientations are different; site topographies and shapes are different; access roads and streets are different; the availability and location of utilities are different. Most important, a school building should be designed to accommodate the educational program a particular community has determined it needs and wants. The building should also be a source of pride to the community.

The use of stock plans makes it next

to impossible to properly utilize newly developed building materials and techniques. Adequate inspection of a building while it is under construction is of vital importance, and it should be inspected by the individual or firm who was responsible for its design. This would be impractical if stock plans were used.

7. Choose professional help with care

This applies to educational consultants, architects, engineers, and legal counsel. Complete plans and specifications which are easily understood usually result in more favorable bids. Adequate and thorough contract documents will reduce the inevitable change orders and extras.

8. Seek standardization of component parts

Savings can be realized from modular designs of recurring units. Avoid the necessity insofar as possible of having special fabrication work done in the field.

9. Use materials obtainable near the project

When practical, plan for the use of materials obtainable near the location of the project. The availability of craftsmen experienced in the installation of selected materials will have a bearing on the cost.

10. Keep mechanical equipment in line with needs

It appears that this is an area in which more money than necessary has been spent on school buildings during the past several years. Elaborate control systems are costly in the initial stage and expensive to maintain.

Construct buildings of such quality that insurance, maintenance, operation, and replacement costs will be low

A building of poor quality will be expensive to insure and to maintain, and the useful life of the building will be decreased. If it does not adequately accommodate the instructional program the cost of instruction will be increased, and the quality of the educational program will be diminished.

12. Develop an adequate maintenance program

Students can learn better and teachers can do a better job of teaching in an attractive, well-maintained environment. Good maintenance helps keep a healthful and pleasant environment for more productive learning and saves money in extending the time before major repairs or replacements must be made. It is foolish to build a million-dollar building and give it five-and-ten-cent care.

A maintenance program, adequately staffed and equipped, should be developed and the jobs to be done regularly scheduled. Ample allowance should be made for emergency maintenance.

13. Take bids at a favorable time

The most favorable time to take bids depends upon several things. The location of the school, the number and size of competing projects, seasonal factors, and the general economic conditions all have their effects on costs. Timing of bid requests may be responsible for as great savings as any other economy measure.

14. Schedule for full utilization of the building

Colleges and universities in particular have been subject to recent criticism because it has been reported that their facilities were not fully utilized. Perhaps to a lesser extent, the same might be said of some of our secondary plants. Full utilization may mean rescheduling to the end that each teaching space is used throughout the school day. It may mean an extended school year which many of our secondary schools already have in the form of summer sessions. In any event, the extent to which our present facilities and those being planned are and will be utilized should be carefully studied. This is an area in which there could well be some carefully planned experimentation.

15. Finance, within means, on a payas-you-go basis

A long-range plan of financing needed school facilities should be developed. It may be necessary, particularly to take care of the backlog of school building needs, to receive the funds required through the sale of bonds. It would seem wise to finance school building needs resulting from population growth from annual capital outlay levies.

In counties of low valuation, a capital outlay levy at a reasonable rate would not produce sufficient funds in any one year to construct a building of any size. In such cases, a capital reserve fund, which could not be used for other purposes, should be accumulated until it is of sufficient size to do an adequate job of constructing a needed school facility.

16. Watch the bond market for a favorable time to sell bonds

Selling bonds at a reduction in rate of even one-half percent will make a very substantial difference in the total cost over the period of time for which the bonds are issued.

 Whenever possible, have school facilities ready when they are needed.

Increase in the cost of construction has averaged from 2 to 3% per year over the past several years.

Conclusion:

Rapid advances in the development of new building materials and techniques and in improved design during the next few years will enable us to get better school plants for the money we invest. It is doubtful, however, that we can make any substantial savings in the cost of constructing a school building. Improvements will be made in teaching techniques and in instructional aids, but it is unlikely that we can reduce the cost of instrucwith better facilities and better techtion. There is one thing we can do niques: We can improve the quality of education.

Charles F. Carroll, State Superintendent of Public Instruction in North Carolina, has very appropriately said: "The heaviest and most burdensome tax we can pay is the tax on ignorance." We cannot afford ignorance. We can afford education.

ARCHITECTS IN THE NEWS



Herman A. Kelling, A.I.A., (above), received the third annual Service Award presented by the Houston Chapter of The Producers' Council. The award is for outstanding contribution to the construction industry.

The presentation, made by Producers' Council president W. L. Ellis, was made at a joint meeting of the Council and the Houston Chapter of the American Institute of Architects. The award, a scroll, was presented to Mr. Kelling for his work in designing and developing the Houston Chapter Producers' Council architectural symbol, which will be used by local A.I.A. architects.

The symbol, based on an illustration of the keystone, points to the archtect as the key to successful building. Mr. Kelling is a native of Brenham and a graduate of the University of Texas. He has been practicing architecture in Houston for seven years.

"It is a distinct honor to receive the Producers' Council Service Award" Mr. Kelling said, "and I sincerely hope that the architectural symbol will serve to remind the people in this area of the important role the architect plays in the community."

During the meeting, members of the Producers' Council, a national organization of manufacturers of quality building products, reviewed plans for the Architects In Training program which begins later this month. The Council is sharing the responsibility of the forthcoming program with the local A.I.A.

Architects In Training is a three year course for architects who have received their college degrees in architecture and are preparing for the state architectural registration examination.

The Medical Center National Bank building by Houston Architect Hamilton Brown was selected by the editors of Architectural Record magazine as one of 13 outstanding examples of fine design for office buildings and banks in the U. S.

In an article entitled, "An across the country look at thirteen examples of good design," Architectural Record devoted two pages to the Medical Center National Bank.

Associates in the design of the project were John A. Greeson and Charles McKim.

A Houston architect, Karl Kamrath, FAIA, was one of three architects in the nation to serve on the jury which judged the 1961 Architectural Awards Program for the 21st biennial architectural competition in Washington D.C., September 15-17. Buildings inspected by the jury and judged for architectural excellence are located in the Washington D. C. metropolitan district, which includes parts of Virginia and Maryland.

J. Robert Swanson, Bloomfield Hills, Michigan, and Alexander Cochran, Baltimore served with Mr. Kamrath on the jury.

Mr. Kamrath is partner in the Houston architectural firm of MacKie and Kamrath.



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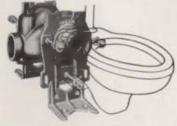
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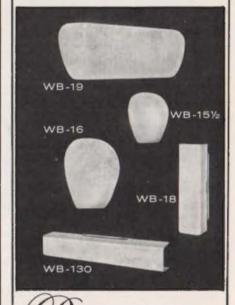
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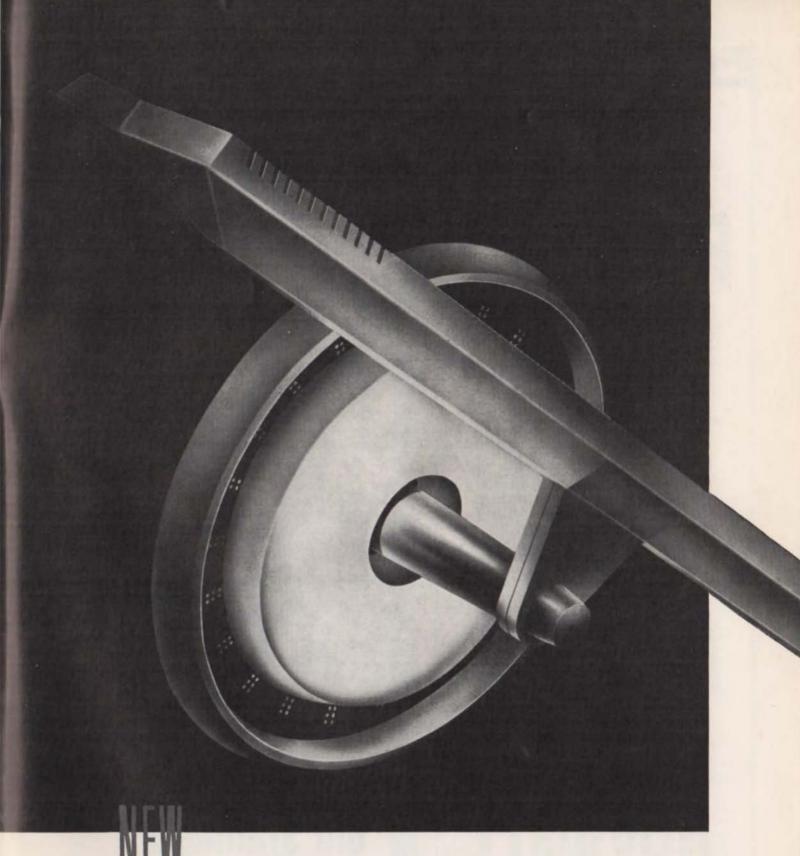
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