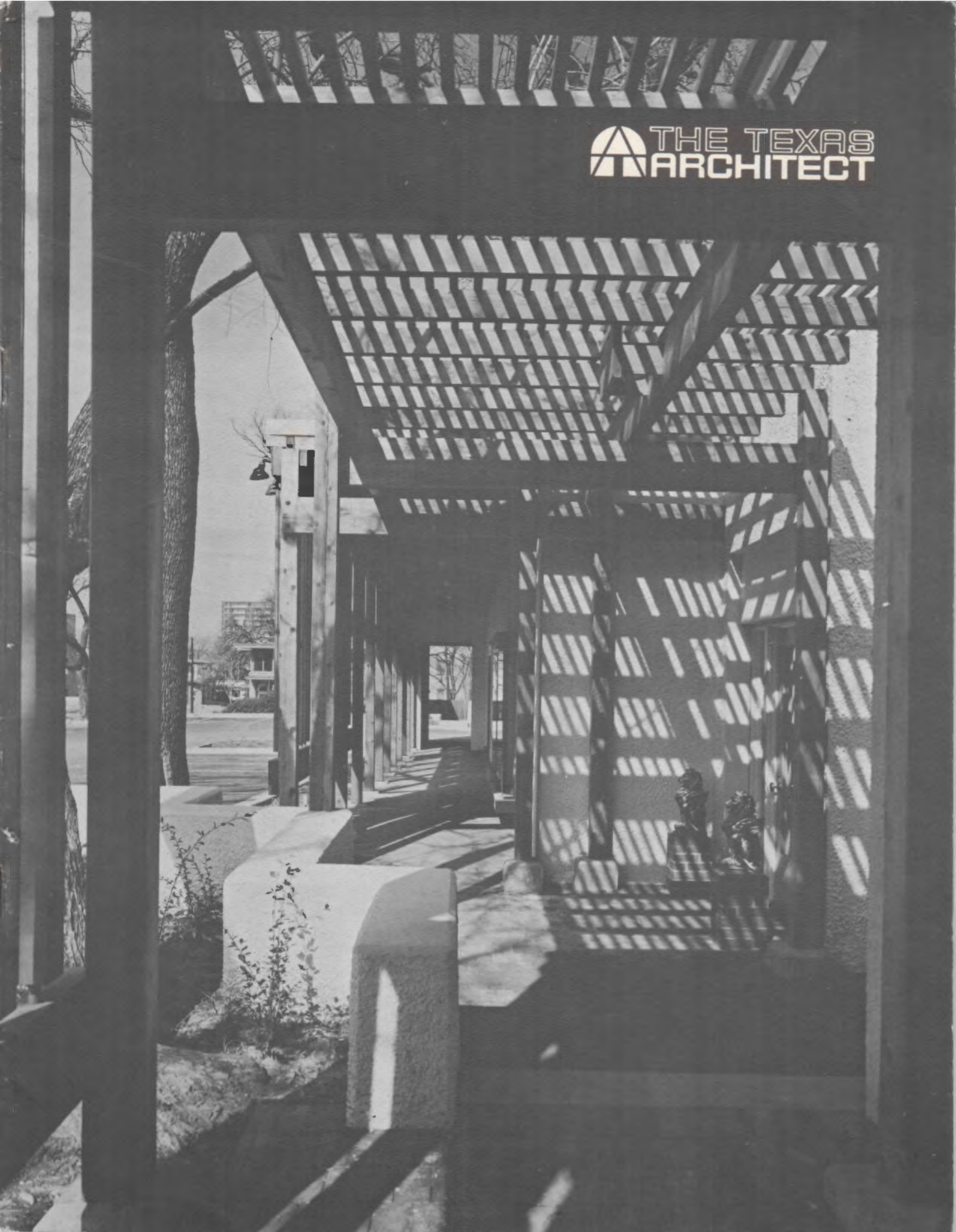
THE TEXAS
ARCHITECT

Official Publication of

THE TEXAS SOCIETY OF ARCHITECTS

The Texas Regional Organization of The American Institute of Architects

James D. Pfluger, AIA — Editor

Don Edward Legge, AIA — Managing Editor

904 Perry-Brooks Building, Austin, Texas

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THE TEXAS ARCHITECT

VOLUME 20 / AUGUST, 1970 / NO. 8

Texas Architect Advertisers

QUADRANGLE

Texas Architecture 1969

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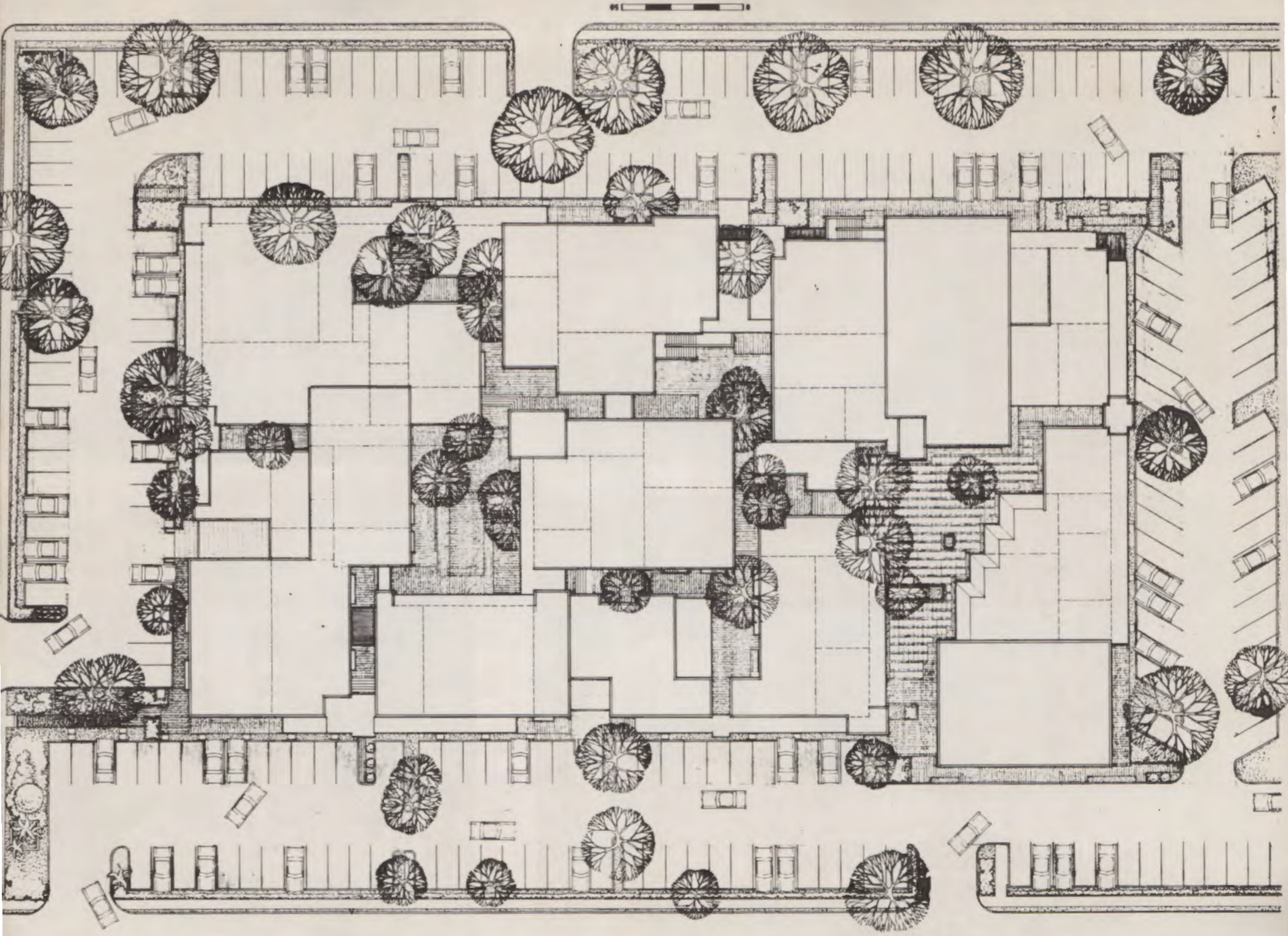
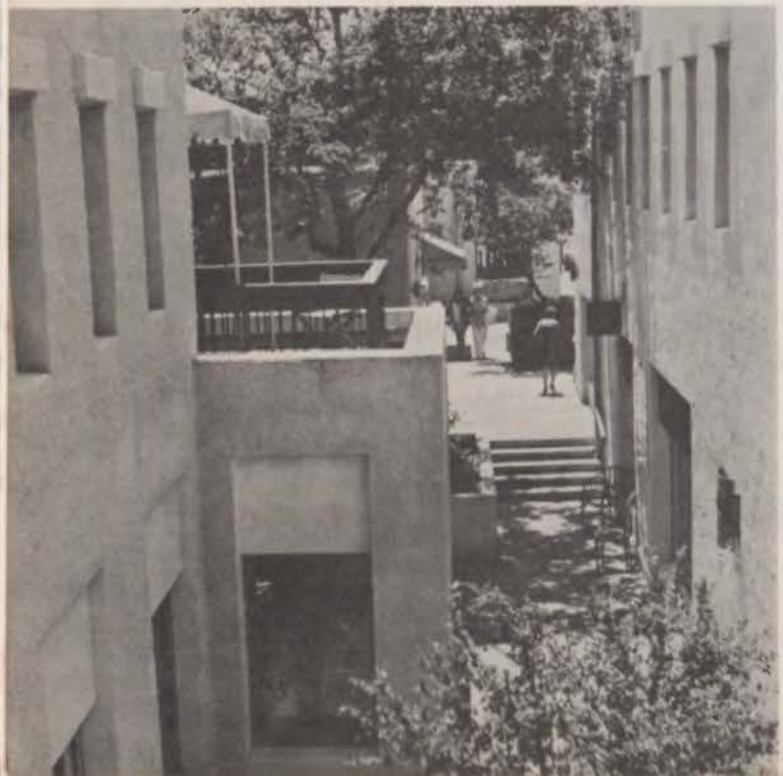
The Quadrangle is a village scaled center for shopping and dining with sufficient second floor office space to involve professional people in most daytime functions and activities which the center generates.

To meet the needs of small shop owners, especially to promote impulse buying, shops are planned along corridors, arcades and several open landscaped courts. The Architects have reinforced the village planning concept with natural materials; wood doors, wood trim, stucco, natural wood screens and grilles, brick walkways and courts, handcrafted terra cotta lights, architect controlled graphics and signs, and by eliminating machine made products from all surfaces. Total planning assures movement of shoppers from one shop to the next in a leisurely atmosphere almost totally removed from the automobile.

Outdoor courts and a 400 seat auditorium provide ample space for community functions and merchant promotions. The center has already played host to such varied activities as; a children's art exhibit (in the major courts), a wine tasting, a ladies bazaar and various private parties given by non-Quadrangle residents.

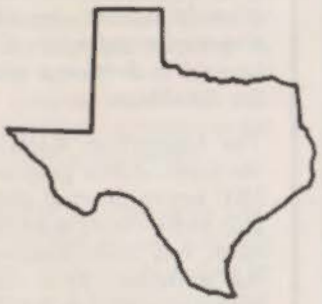




QUADRANGLE

Editors Note: Elementary and Junior High Schools are presented in this issue. High Schools and Special Schools will be presented in the September issue.

EXHIBIT OF OUTSTANDING SCHOOLS



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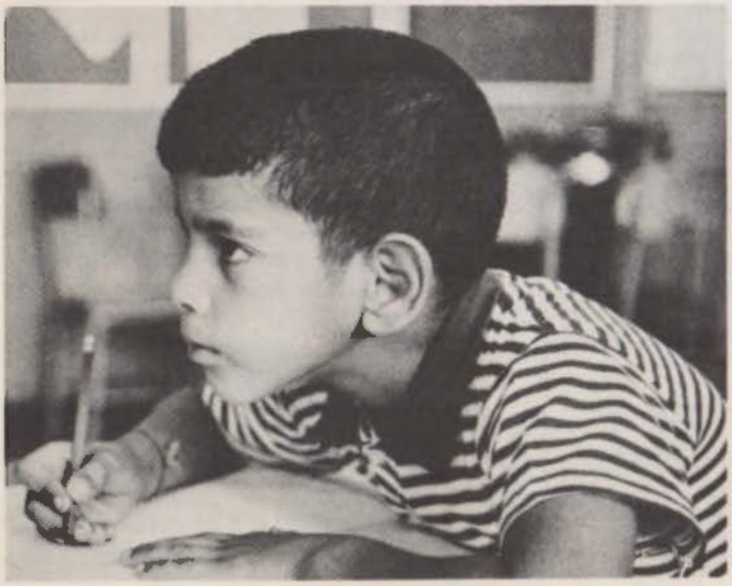


DEER PARK ELEMENTARY SCHOOL

DEER PARK ISD

WHITE, ENGBERG & ASSOCIATES, ARCHITECTS

This Elementary School houses 1100 students in Grades K through 5 in a non-graded program recently adopted by the district for this school only. The older Elementary Schools house a more conventional educational program in typical eggcrate classrooms. Experience gained in this school will be used to develop a similar program for the others.

The Instruction Materials Center is the heart of this program. Within the IMC are the normal library functions plus audio-visual materials and equipment, and other teaching and learning materials. Free and unimpeded access to this area by all levels of instruction, including Kindergarten, is essential to the program and was the nucleus of the design concept.

The large learning space is completely open and rolling chalkboards and cabinets are used to divide the space as desired. The sightline cabinets are wardrobes, storage units, bookcases and, in some cases, teaching surfaces. The flexibility of the open area facilities educational experimentation and is limited only by the imagination and skill of the teaching staff.

Enclosed spaces are provided for Science, Art, Music, Language Arts, Counseling, testing and other activities requiring privacy, special equipment and noise control. The district provides an active inter-school physical education program for the 5th grade; however, the Gymnasium is used for school-wide physical education and inclement weather play space.

The school is fully carpeted, with the exception of the Lunchroom, Gymnasium and Toilets; completely air conditioned; and is wired for television service originating either from its own studio or remotely.

photos by e. j. wittlif

NOTTINGHAM ELEMENTARY SCHOOL

SPRING BRANCH ISD

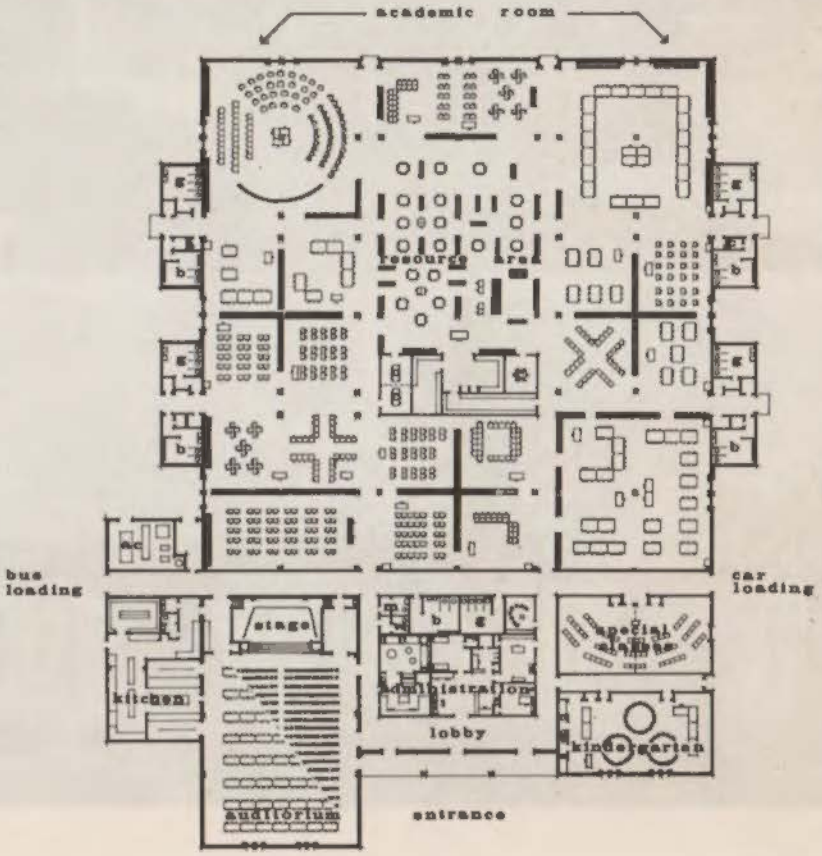
FLYNN AND FLYNN, ARCHITECTS

THE DESIGN: The Academic Room design accomplishes an educational objective of flexible teaching space integrated with the resource media.

THE BUILDING: The building is design for an ultimate enrollment of 1,020 students. Air conditioning in each space is zoned for separate temperature control. Acoustic ceilings and carpeting provide sound attenuation within class areas.

THE ACADEMIC ROOM: The Academic Room, 180 feet square, contains space for thirty classes which may be adjusted in size and shape by placing movable storage cabinets wherever separations are required. This flexibility of class size allows utilization of faculty, media resources, and furniture arrangement to the best advantage of teaching program requirements.

THE RESOURCE AREA: A central Resource Area combines the library facilities with audio-visual media for convenient use in the Academic Room.



BESS BRANNEN ELEMENTARY SCHOOL

BRAZOSPORT ISD

KOETTER, THARP AND COWELL, ARCHITECTS

The Bess Brannen Elementary School program required a compact, air conditioned school which could be easily expanded to house 800 students. The first phase of the project contains fifteen typical classrooms, two kindergarten classrooms and one special education classroom. Auxiliary facilities capable of handling the ultimate 800 students include a combination eating and assembly area, a library and an administration unit.

The standard four classroom cluster permits staged expansion as the demand for space increases and by omitting partitions the future classroom clusters are readily adaptable to a team teaching program.

photos by ed stewart

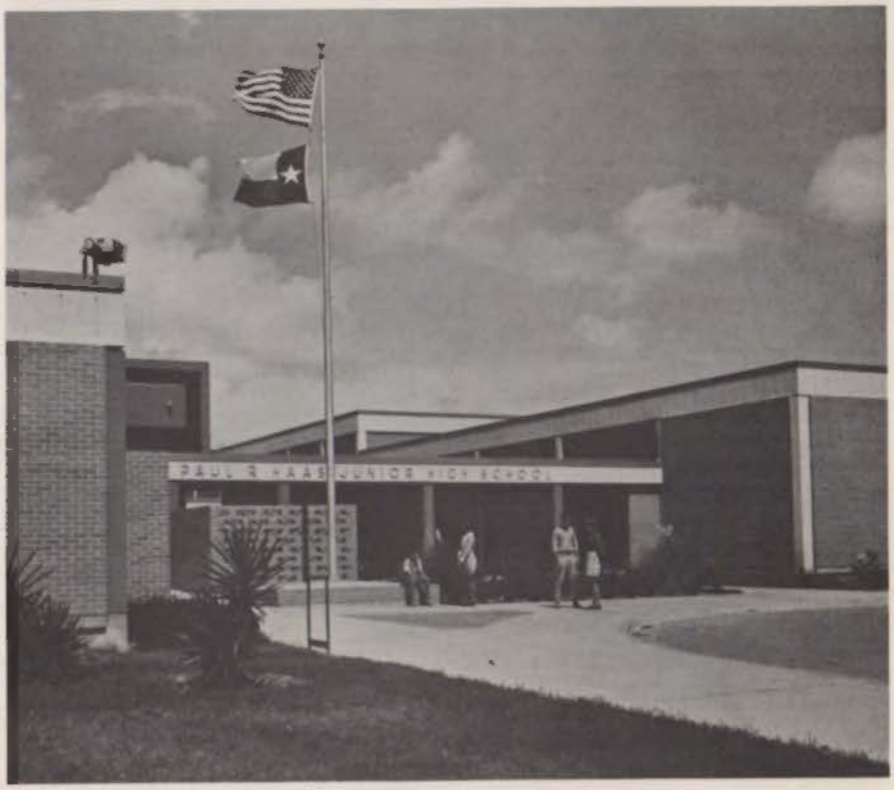
PAUL R. HAAS JUNIOR HIGH SCHOOL

CORPUS CHRISTI ISD

KIPP & WINSTON, ARCHITECTS

The Client required a new air-conditioned Junior High School. The facility, located in a growing attendance zone, has 22 teaching stations and is to serve an initial capacity of 700 students. The plant is to be expanded for an eventual 32 teaching stations for 1000 students. The following is a list of the teaching stations provided; Language Arts—7, Social Studies—4, Mathematics—2, Science—2, Art—1, Home Economics —1, Business Education—1, Industrial Arts—1, Music—1, and Physical Education—2. In addition to the teaching stations a cafetorium and kitchen, gymnasium, library and administrative area are provided.

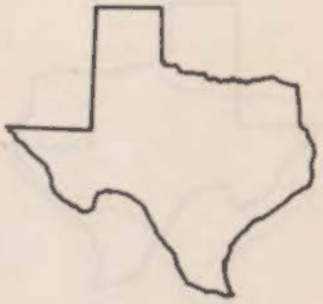
The school plant will be available for community use with the cafetorium, gymnasium and library areas of the building utilized at night.

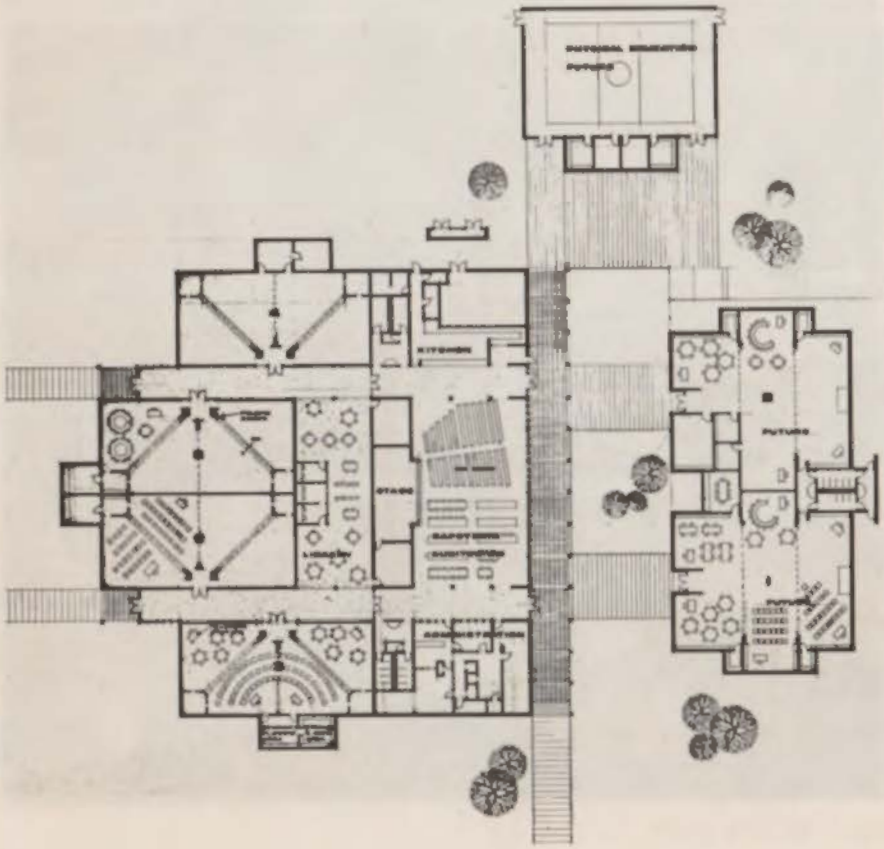


ALDRIDGE ELEMENTARY SCHOOL

PLANO ISD

JARVIS - PUTTY - JARVIS, ARCHITECTS





Design a school (to be built in two or three stages) that will house first thru sixth grades in a team teaching arrangement. The team teaching clusters are to house four sections of each grade but must be easily converted to smaller spaces. Each cluster should have a teacher planning office and a seminar space for groups of five to ten students.

The library is to be open and directly accessible to the upper four grades. A large multipurpose space is to be provided (separated acoustically from the academic areas) in such a way that it can serve as cafeteria and auditorium and can be supervised from the administrative area.

GOALS

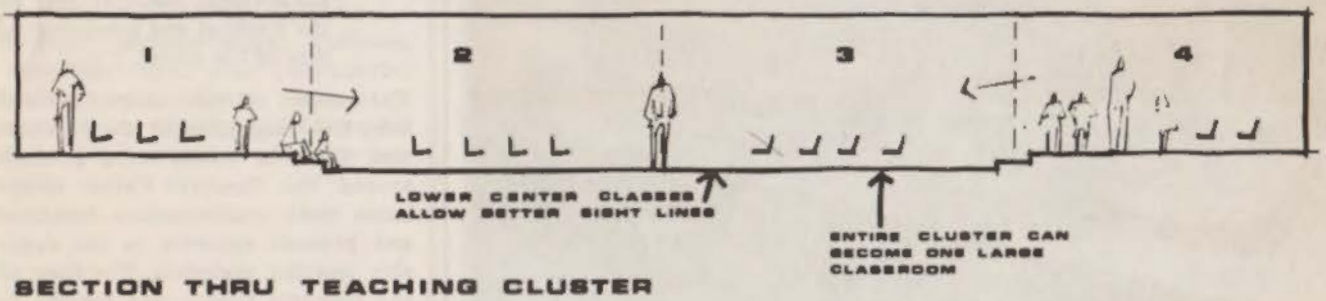
A space that could house four sections of the same grade level.

- Must be able to function as four separate teaching stations.
- Must be easily "converted" to a large open space for large group participation.
- Must overcome sight line difficulties of large space.
- Provide seminar room and teacher planning space at each cluster.
- Provide direct access to each of the four teaching stations in a cluster.

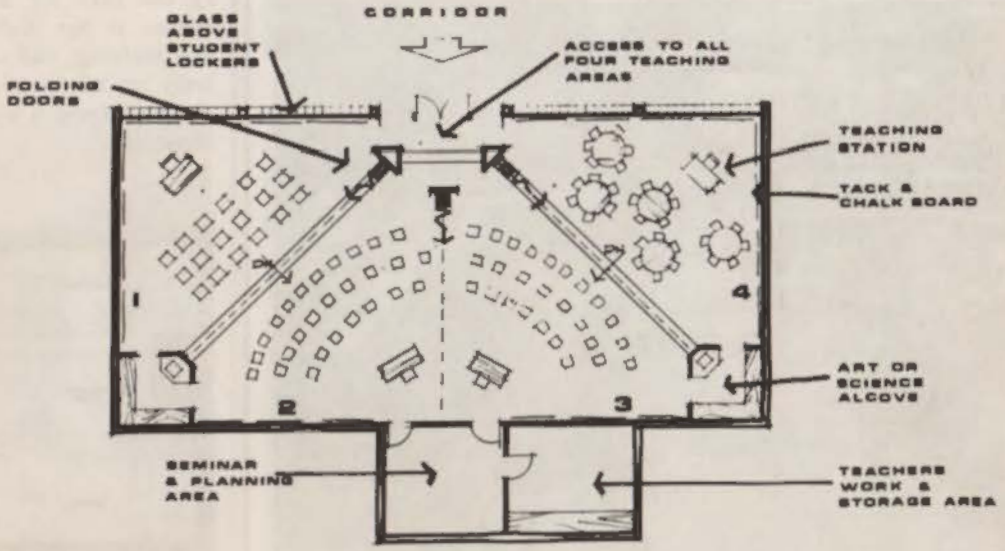
THE PLAN

- Groups the academic spaces in a quiet zone around a library that is open and easily accessible to each cluster.
- Non-academic areas (kitchen, multipurpose room, administrative suite & toilets) are grouped together and are directly accessible to the out of doors.
- Future primary classrooms and physical education will be located to form and outdoor court and paved play area.

photos by n. bleeker green



SECTION THRU TEACHING CLUSTER



PLAN OF TYPICAL TEACHING CLUSTER

REGENCY PLACE ELEMENTARY SCHOOL

NORTH EAST ISD SAN ANTONIO

PETER CALLINS AND ASSOCIATES, ARCHITECTS

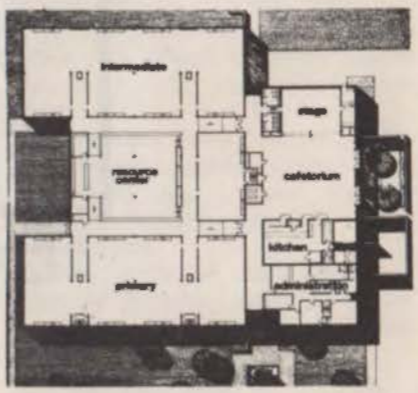
The most important program priorities were:

(1) To provide spaces that could adapt to the full range of learning situations, from individual instruction to large group lectures.

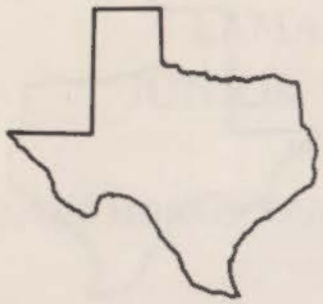
(2) Incorporate a Resource Center that would expand the present idea of the library to include the wide variety of audio-visual material and be the physical and psychological core of the school.

The concept of the building evolved from the integration of these priorities. Teaching spaces were grouped around the Resource Center to enhance their interdependent functions and promote exposure to the available learning materials. The floor of the Resource Center was lowered to give it a positive identity and emphasize its importance as the central elements of the school.

A movable wall was designed to satisfy the need for adaptable teaching spaces. It has chalkboard, tackboard and shelving, and can be used singularly or in combination with other walls to form a variety of learning situations.



photos by john poindexter

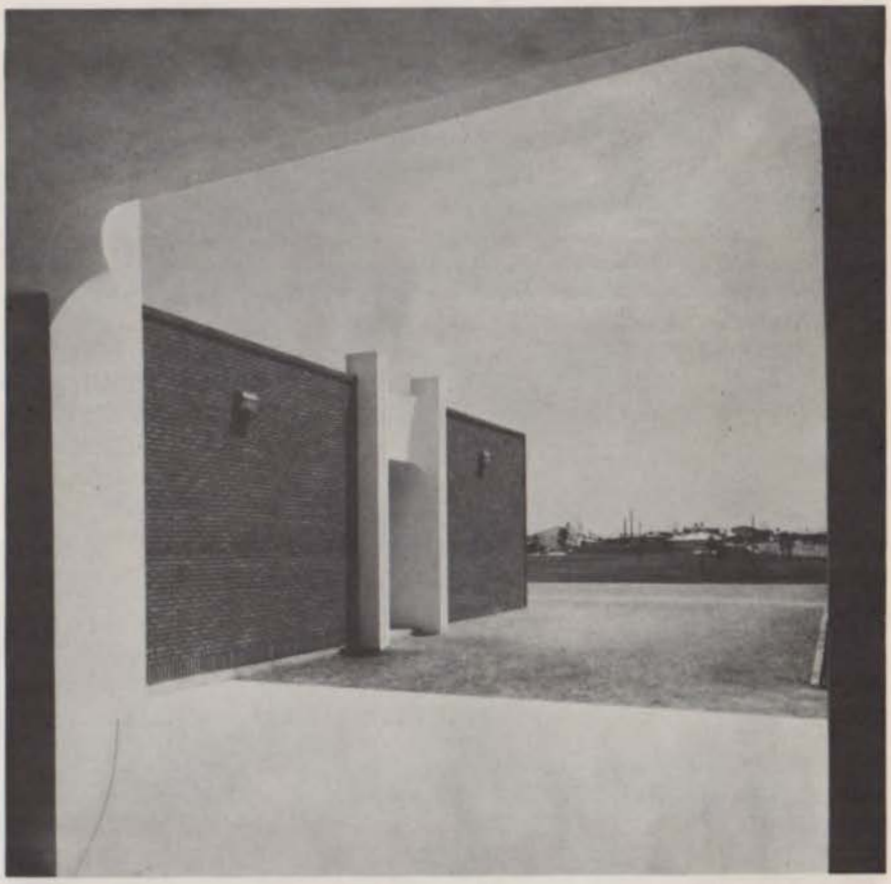


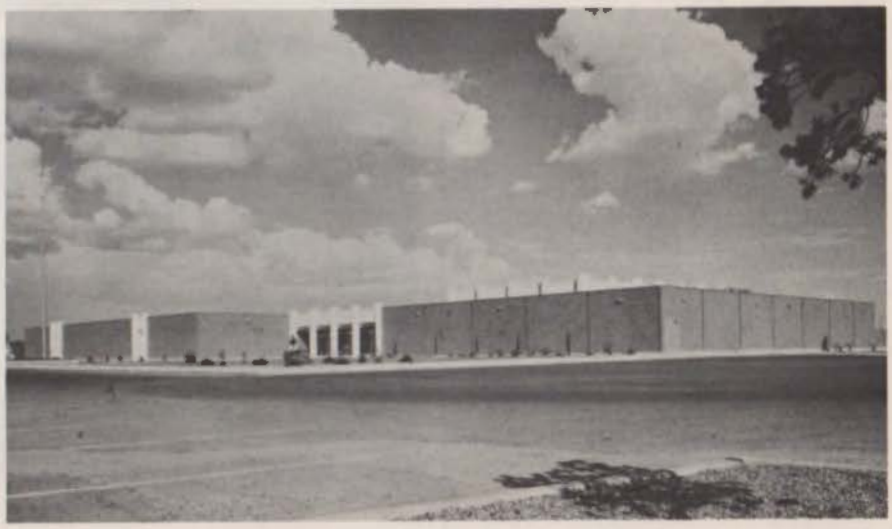
CIELO VISTA ELEMENTARY-INTERMEDIATE

EL PASO ISD

FOUTS, LANGFORD AND ASSOCIATES, ARCHITECTS

Cielo Vista School, with an enrollment of 640 students, is located adjacent to city park property and shares athletic facilities with the park department. The school is designed for future expansion with 20 elementary and 20 intermediate classrooms the ultimate goal. The school has 61,630 square feet of floor area and presently consists of 20 classrooms. Of the 20 classrooms, two are specially designed for science studies and two for art work. The building also contains complete administrative facilities, cafetorium, vocal and instrumental music rooms, library, custodian's quarters, and shower and locker facilities for the physical education program.



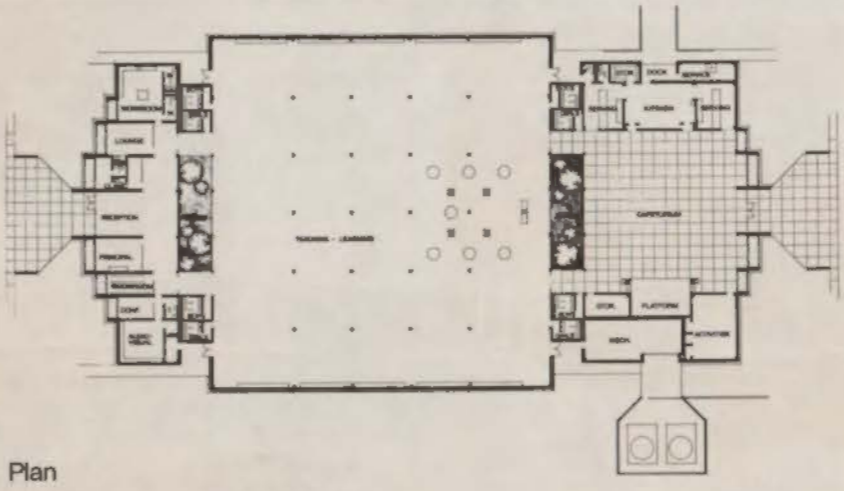


photos by daret-ireland

HOLBROOK ELEMENTARY SCHOOL

HOUSTON ISD

WILSON, MORRIS, CRAIN & ANDERSON, ARCHITECTS



Plan

During the thirty year financing period of a typical school many changes will be made in the processes by which we prepare our children for their futures. The schoolhouses we build today must be amenable to change. Better, it should enable and encourage change. It should not be designed to fit a "fixed" program. This elementary school building, as operated now, houses an individualized instruction program in a continuous progress organization through which each individual student receives the opportunity to progress at his maximum capacity without regard to the relative capacity of his peers.

Considerable information is received from the resource center rather than from the teacher. With a wide range of student oriented and student operated media, the resource center is the heart of the school. Time spent by the student in the resource center frees the teacher to work individually with the student who is having difficulty.

Extensive use of multi-media teaching tools enables each student to learn by the method that best fits his cognitive style. Removed from the autonomy of the self-contained classroom, teachers grow professionally. Weaknesses are discovered and strengths utilized. Each student receives the opportunity to benefit from the strengths of a team of teachers. Through working with smaller groups, the teacher becomes more aware of the student as an individual and can better provide for individual differences.

This school attempts to fit the instructional program to the individual student, rather than fitting all students into the same mold, or even into one of two or three tracks.

see page 28 for atrium photo.

photos by frank lotamiller

LAMAR FLEMING JUNIOR HIGH SCHOOL

HOUSTON ISD

WILSON, MORRIS, CRAIN & ANDERSON, ARCHITECTS

A Junior High School for approximately 1600 students with appropriate physical education facilities, vocational training facilities, cafeteria and auditorium. Since the area to be served is a dismal, poverty area, the school should provide a focal point for the neighborhood, a sense of place. Compactness for easy control of the facility during school hours and at other times for other purposes is also desirable.

Since there was a cross ventilation requirement for classroom comfort, but also a later air conditioning option to be provided for, the classroom areas are stacked in two parallel wings, forming a courtyard, flanked by the physical education block at one end, and the cafeteria-auditorium block at the other. Vocational building is a separate structure to one side.

The courtyard or plaza concept focalizes the social aspects of the educational facility today as a commons area. The landscaping is designed to provide intermittent shade when fully grown. The steel sculpture was designed by a Texas artist as a gift to the school by a local foundation.

The structure of the building is designed in such manner to allow the placing, from above, of precast-concrete tees, to form a second and third floor for future growth. This expansion space could then be completed in optional ways as desired by the school administration. It is possible to continue the double-loaded corridor self-contained classroom concept, or to develop two large open area resource centers on the second and third floors, with the present courtyard becoming an enclosed student commons on the first floor.

photos by alexandre georges

Hall of Fame Swimming Pool.
Distinctive construction with Trinity White cement.

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GENERAL CONTRACTOR: Caldwell-Scott Engineering and Construction Co., Inc. – Ft. Lauderdale, Florida

POOL CONTRACTOR: Edwin M. Greene, Inc. – Miami, Florida

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HALL OF FAME BUILDING: Marblecrete bedding coat by Premix Products, Inc. – Miami, Florida

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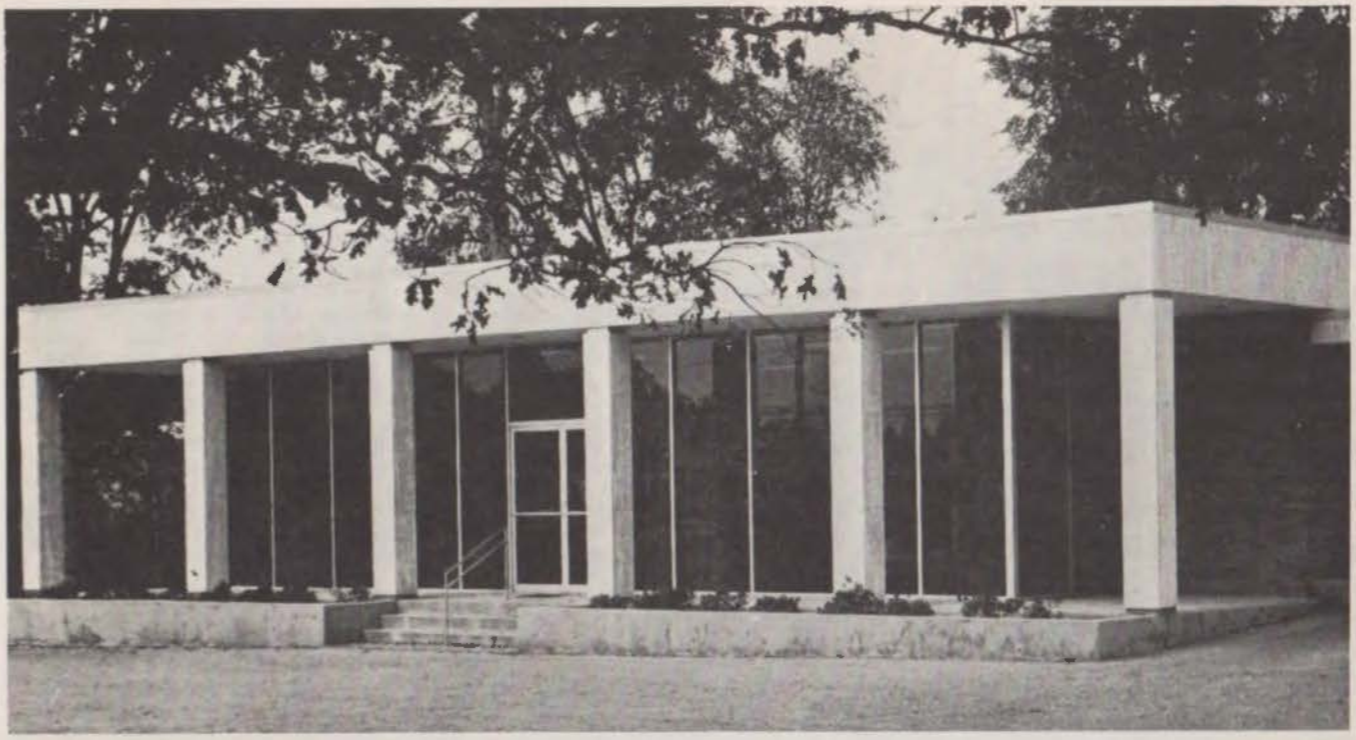

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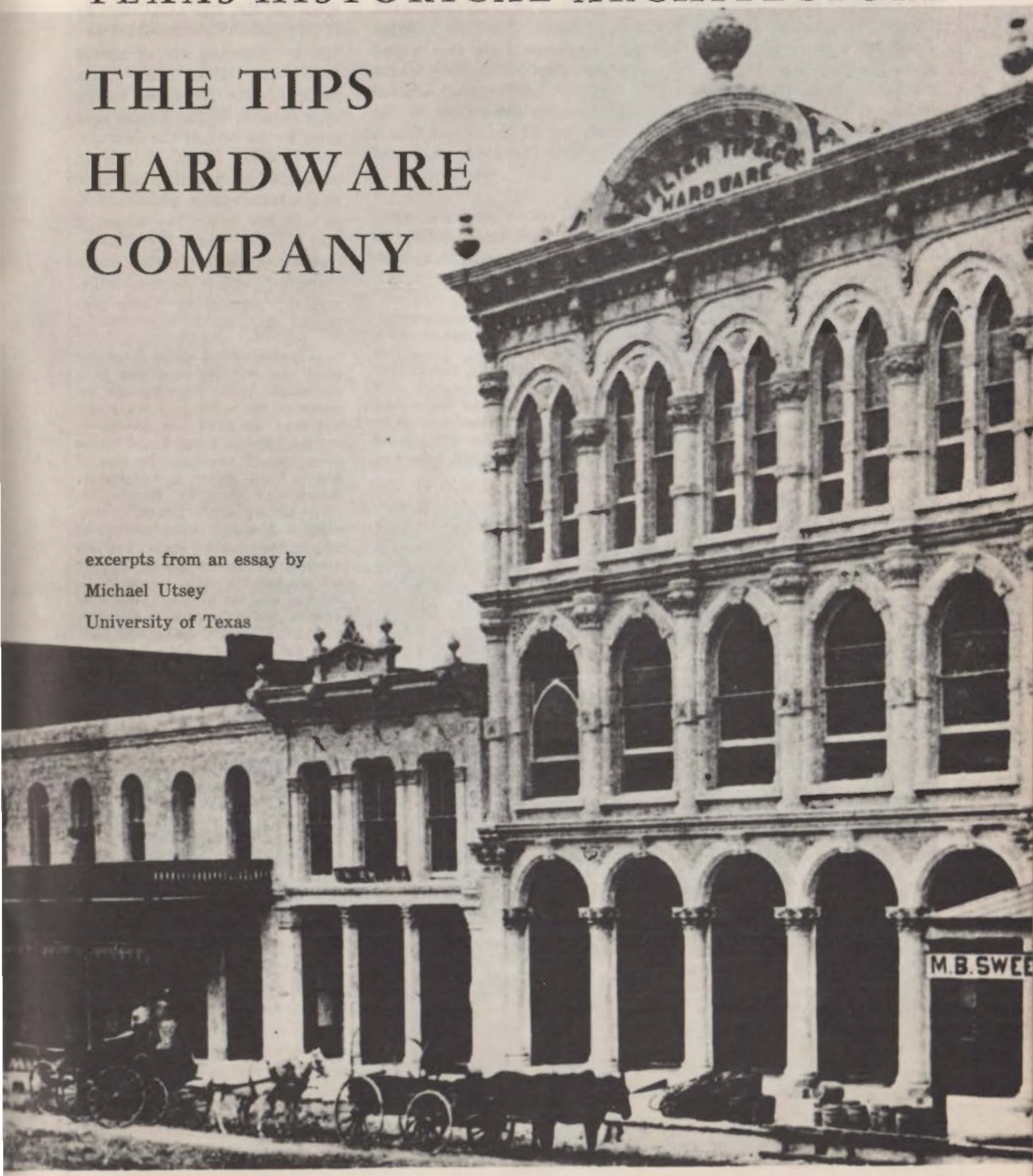
THE TIPS HARDWARE COMPANY

excerpts from an essay by
Michael Utsey
University of Texas



The Tips building sits on Congress avenue, between the Capitol and the Colorado River. The street is characterized by poor commercial facades bearing no reference to their context, the Tips building itself being a good example. The two occupants have the typical glass showcase first floors, with story-high signboards above. These signboards bear script lettering, blue and pink backgrounds, slanted lettering, etc. The beautiful Gothic Renaissance third floor of the Tips building floats well above the confusion of the street like a crown and has not yet been disgraced as have the upper stories of most of the other buildings on Congress.

The Tips Company sold heavy machinery to cotton gins and other industries, and still exists in the city, although the building on Congress was vacated in 1927. A quote from the Austin Daily Tribune of December 1, 1898:

". . . A write up of the City of Austin would be incomplete without some intention (sic) of the mammoth store of Walter Tips, a house that enjoys a trade second to no hardware house west of the Mississippi River, ... This enterprise is one of the oldest established institutions of the city, having been founded in 1854 by Mr. Edward Tips, who carried on the enterprise until 1872, when Mr. Walter Tips the present proprietor, assumed the sole control of its affair . . . . . It is one of the most important enterprises not only in Austin, but of the state. It employs a score or more of salesmen in the house and upon the road to sell its enormous lines of goods. One splendid feature of this house is that not a single cheap man is here employed."

There was evidently much respect for Mr. Tips and Company in Nineteenth Century Austin.

The front facade was of carved stone, the other three walls being of the limestone rubble type peculiar to the Austin area prior to the turn of the Century. The interior structure was of particular pride and importance to the foundryman who made it, and in his letter "to whom it may concern" found in the Archives of the Austin-Travis County Collection, one finds this information: Signed by Lock McDaniel, Sr.

". . . It consisted of eleven fluted columns and arch plates sprung from one column to the other through the center of the building as the girder will show for itself now. In operating the foundry, I was forced to use scrap iron. I conceived the idea of making said girder a Confederate Memorial. I wrote Mr. Edmond W. Cawthon, my wife's father, a merchant at Anderson to ship me several tons of the exploded shells from the Arsenal. He acceded to my request and shipped the shells to me. J. N. Preston was the architect. Geo Oldwright made my patterns and Maxine Marcot, and expert molder, the castings, and I certify that every ounce of iron used in making the girder was from those pieces of shell which my father-in-law shipped me."

This is the only mention of the Architect, I have found. Mr. J. N. Preston was indeed a talented man for he produced a facade which was to dominate the central part of Congress avenue for fifty years and the masonic hall on the third floor in its present ruin is still an exciting space.

The style of the Tips building may be identified as revival, that is, the front facade has Gothic and Renaissance themes. Comparing it with its contemporary architecture in the Eastern U. S. it is in the mainstream of the Renaissance Revival for public and commercial structures. As to the local scene, the building was definitely out of the mainstream. Other buildings

along Congress were mostly of thát peculiar regional style then proliferating in the "German" area of Texas. The Tips building was prior to the present revival Capitol building, the old Gothic Revival main huilding of the University, and the Renaissance Revival Hancock Opera House. Perhaps their styles can be traced back to the influence of Mr. Walter Tips who was well traveled and quite active in political, educational, and social circles immediately prior to the turn of the Century.

There are certain technical innovations in the Tips building which cannot be classified stylistically but are simply peculiar to the execution of desired effects on the part of the Architect. These are the cast-iron structural collonades on the first and second floor refered to by their manufacturer as a girder, and the unusual low-rise arched trusses framing the roof.

The Tips building was, architecturally, the most significant building on Congress Avenue. If the Avenue were still blessed with its entire form, it would undoubtedly retain the title. It is significant that Walter Tips was an educated man (a German immigrant) and that he was involved with improving his environment as a Senator, an educator, and society oriented citizen. After reading a packet of his letters to his wife while on a trip in Mexico, I have come to the conclusion that the man was not only educated, but perceptive, humanitarian, and artistic. Tips was the type of patron, or client, an Architect prays for. It seems a serious wrong that the admirable work of Mr. Preston has been desecrated through the years.

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Contact your local AWC specialist. He can supply you with detail drawings illustrating different membrane systems, wearing surfaces and drainage patterns. If you don't know his name, write us – we'll send it to you along with illustrated literature of roof deck types and plaza systems used by many of the nation's most successful architectural firms. (No obligation.) Just write G. Ross McKissack, Silbrico Corporation, Box 19265, Houston, Texas 77024 . . . . . or call (713) 465-8897.

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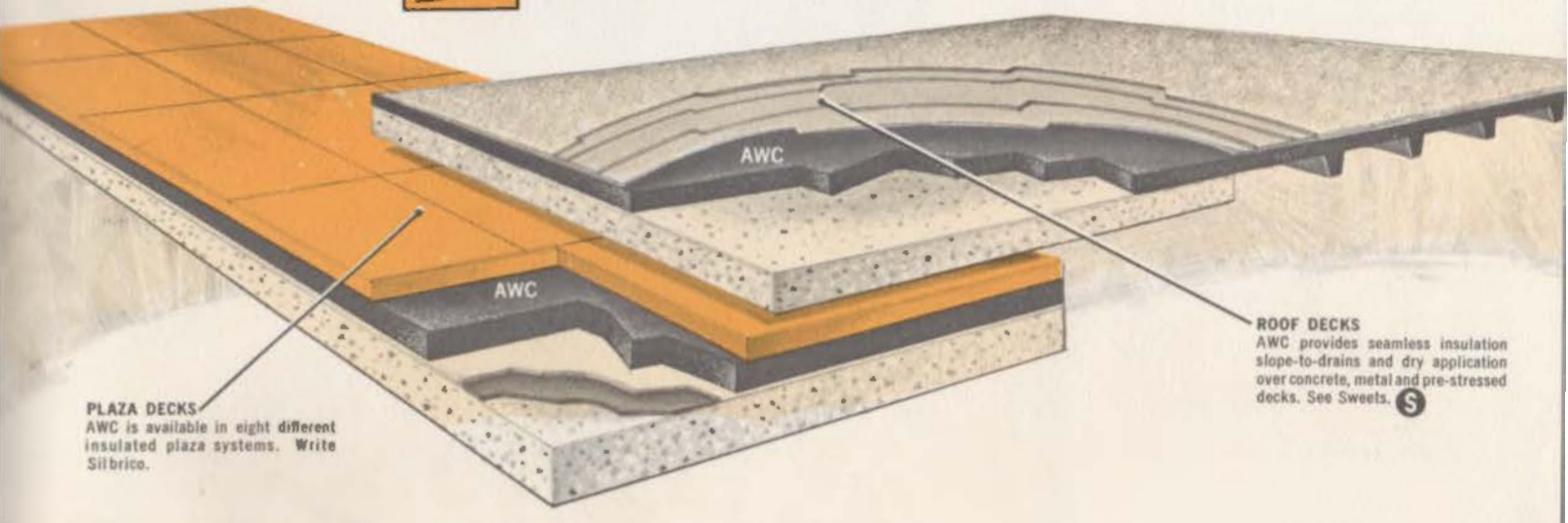

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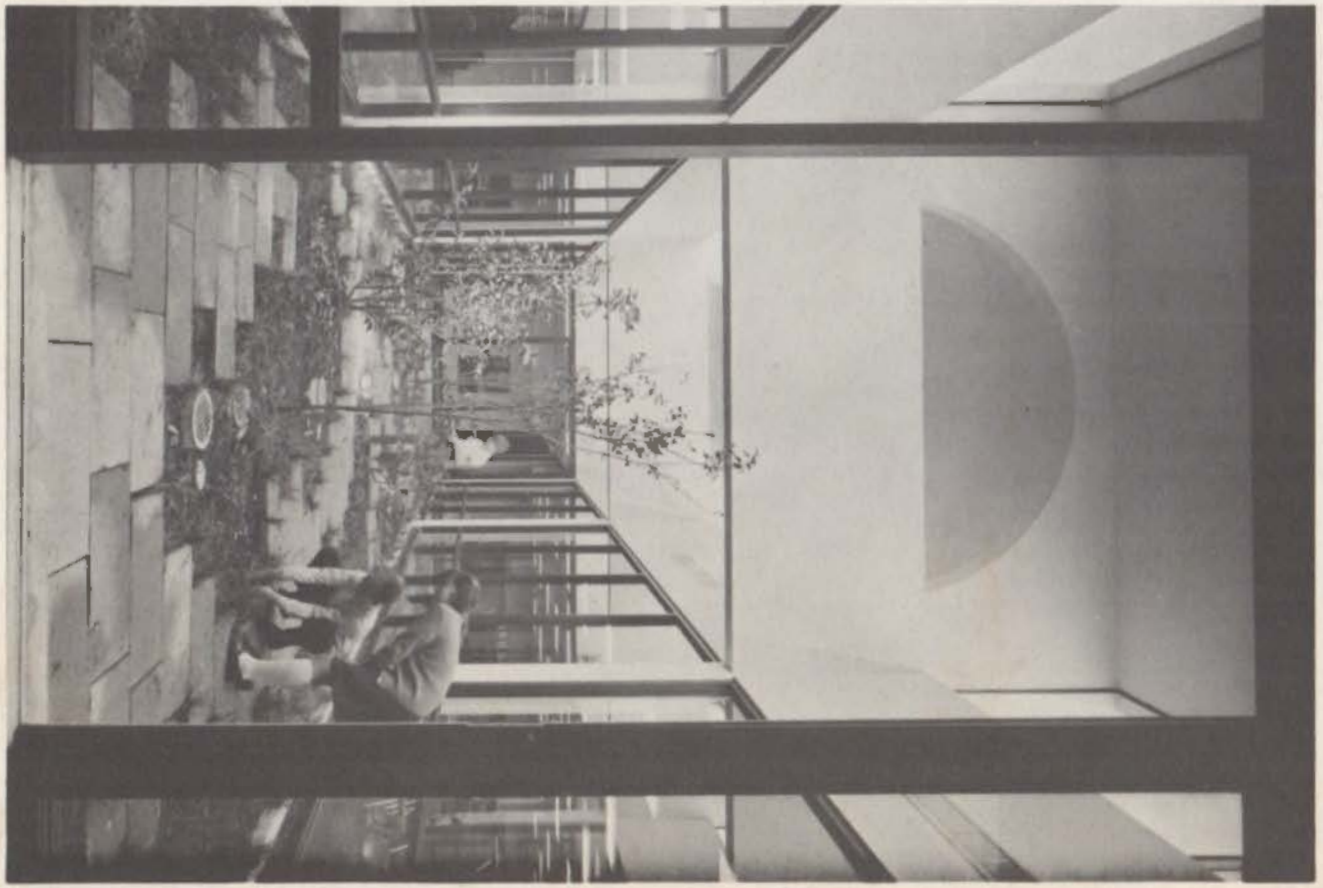

Atrium of Holbrook Elementary School. See pages 9-19—Exhibit of Outstanding Schools.