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ARCHITECT

MAY

1969

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THE TEXAS ARCHITECT

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Heavy wood decking and continuous strip skylighting emphasize the exciting lines and soaring spaces of Grace United Presbyterian Church. The Greenville church is a Texas Architecture 1968 selection.

Grace United
Presbyterian Church

Architect
Gerald Worrall II

Structural Engineer
Edward L. Wilson, Jr.

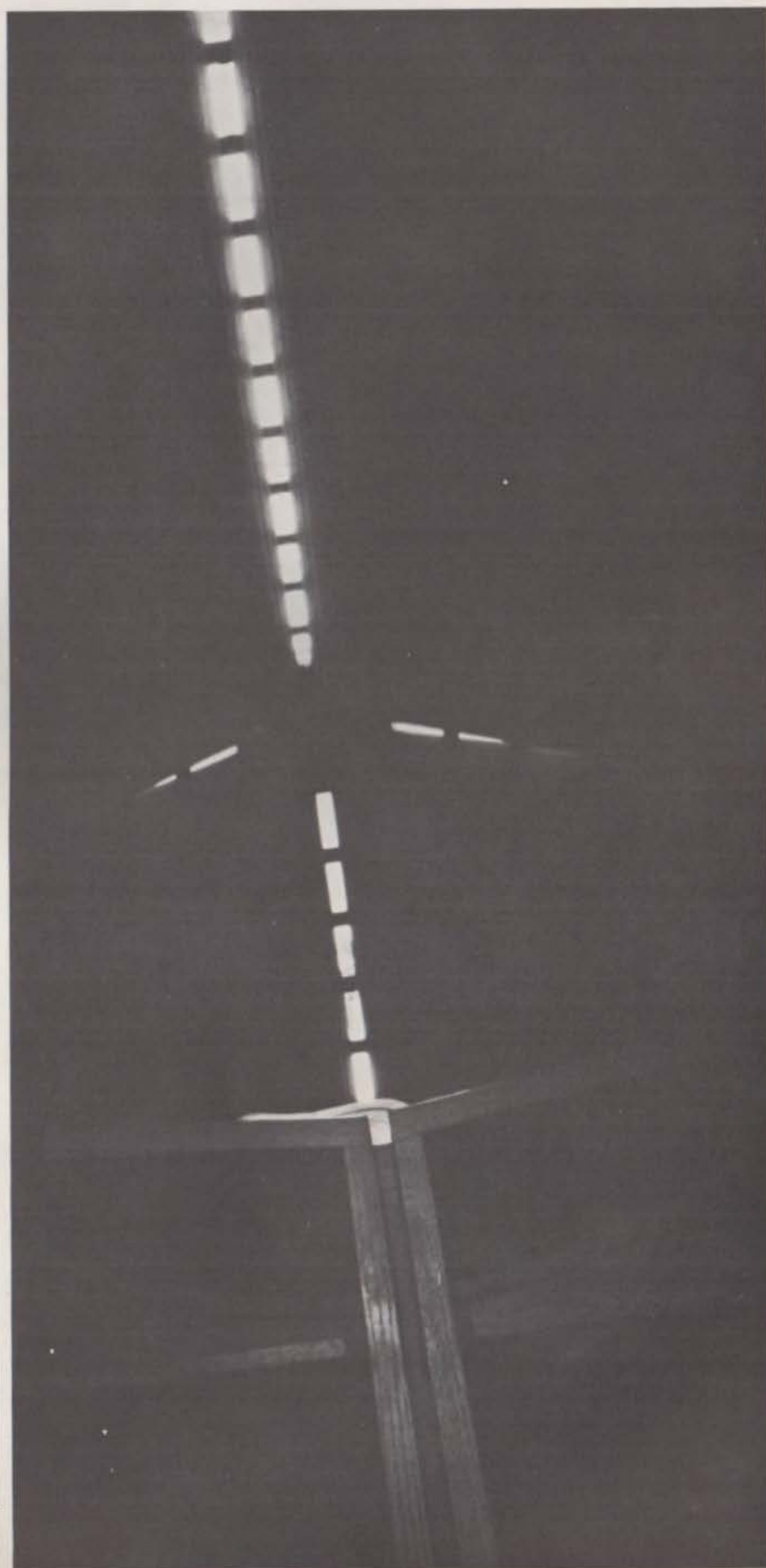
Mechanical & Electrical Engineer
Gregerson, Gaynor & Sirmen

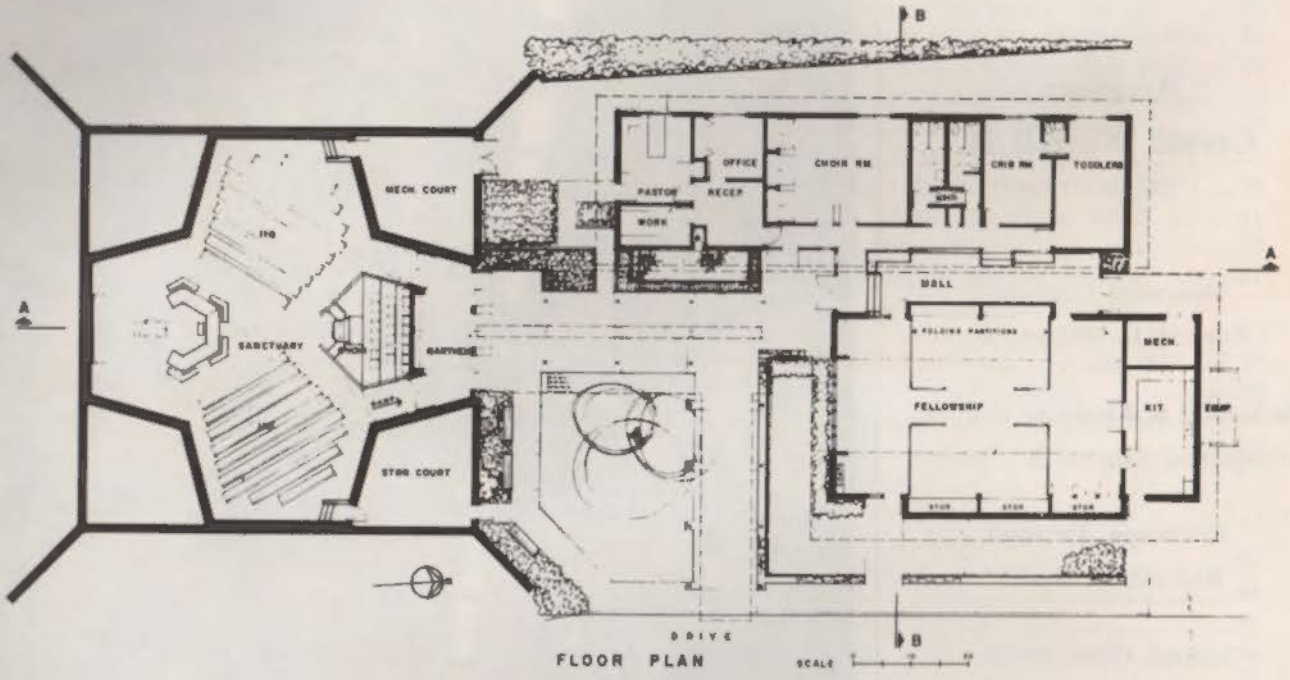
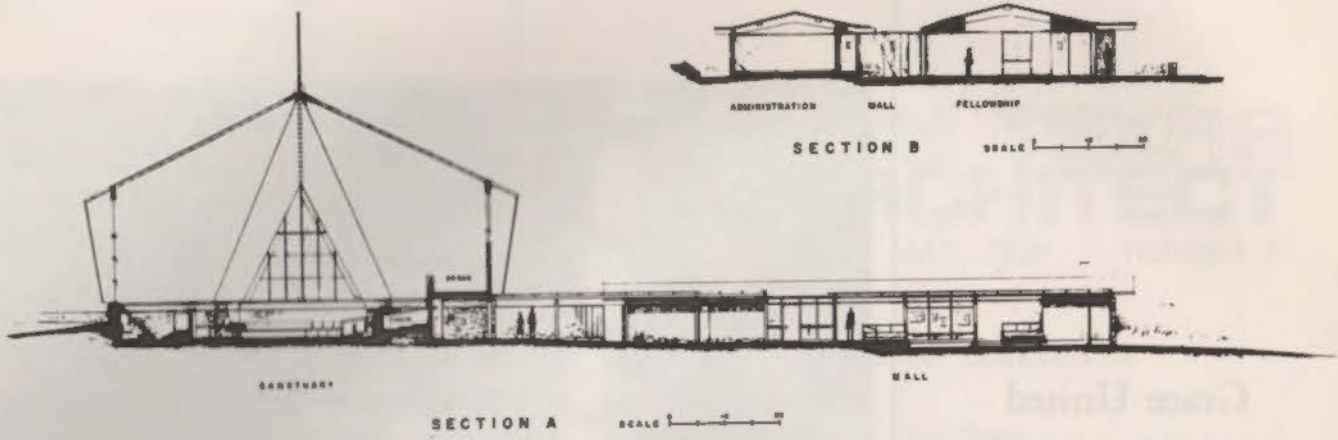
Landscape Architect
Richard B. Myrick

Stained Glass Artist
Cecil Casebier

Contractor
Rutherford & Son

Texas Architecture 1968





Problem: Relocate a Presbyterian Church on a prominent hill site. Provide space for worship to seat approximately 200. The choir was not to be located "in front of the congregation to perform, or behind it, but in a position to become a part of the worshipping body of people". The communion table was to be large enough to seat 12 elders. Administrative facilities and fellowship activities were to be housed in a flexible manner to allow temporary use for educa-

tional purposes. The church expressed itself thus: "We the members of Grace United Presbyterian Church are engaged in a new venture of faith. It is to build a new church which will reflect the quality of our faith . . . stand for what we are and hope to become." Solution: The sanctuary is situated near the top of the hill and is designed to be identifiable from all directions in the surrounding community. To provide the setting for reformed wor-

ship, emphasis is placed on the unity of the congregation in worship around the table and the pulpit signifying respectively, the spiritual presence of Christ in the sacraments of communion and word. Stained glass in each arm of the cross is designed around the theme, "God's Search For Man". The sanctuary cuts into the hillside slightly to adhere to the client's request to keep stairs to a minimum. The pipe organ was brought from the old church

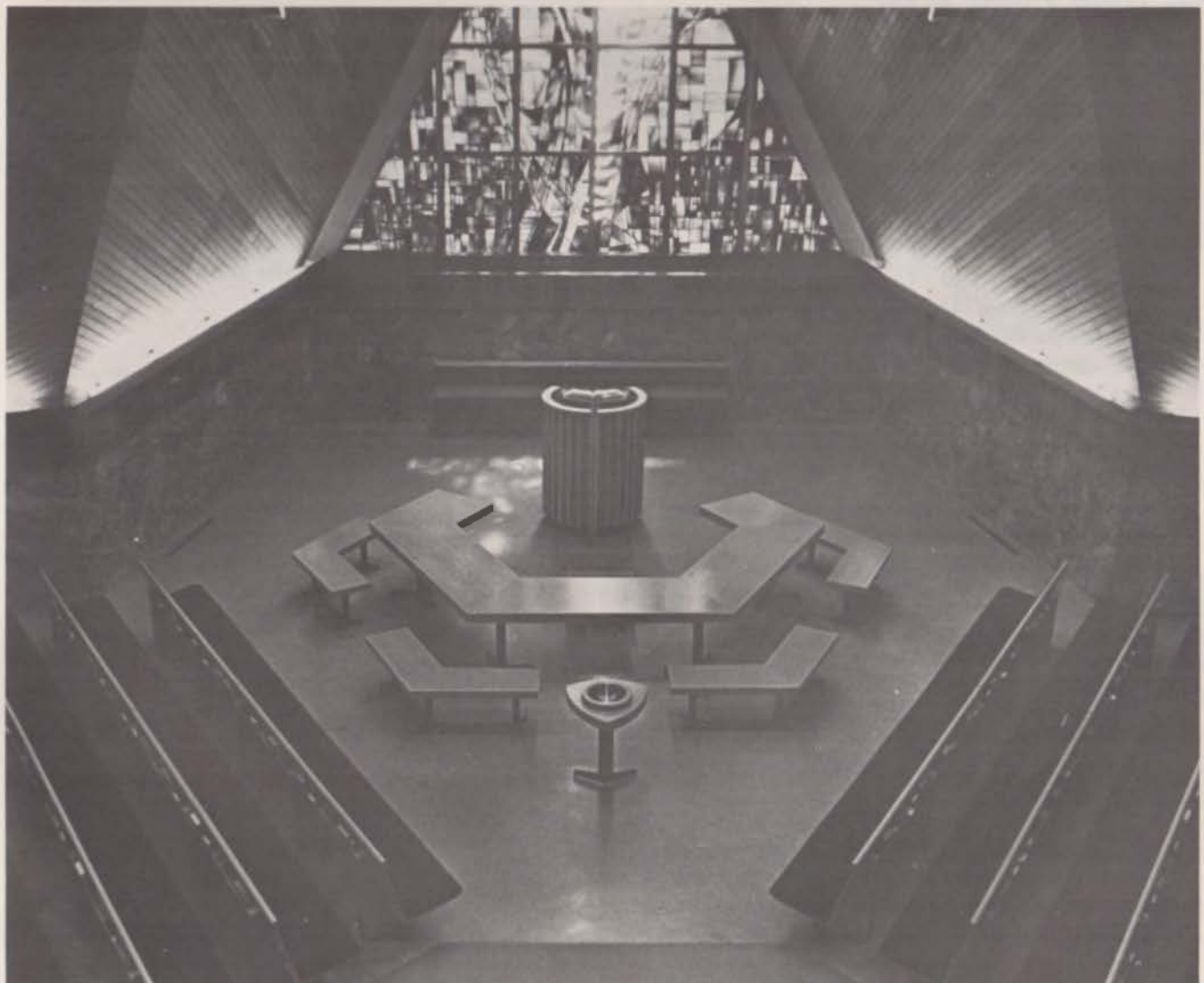


Photos by Hubbard Photography



Grace United Presbyterian Church

and is exposed to view in its new location above the narthex. The administration building houses church and pastor's offices, which can be operated separately during the week, nursery facilities and multi-use space for choir, meetings, library, etc. The fellowship hall accommodates family covered dish suppers, general meetings and utilizes large folding screens for temporary educational space separation. The buildings were developed around a courtyard to provide a central area for entry, gathering, and circulation.



THE CHALLENGE AND THE CHANCE

Excerpts from Report of the Governor's
Committee on Public School Education

The Governor's Committee on Public School Education proposes that Texas reach for the goal of national leadership by 1980 in educational aspiration, commitment and achievement through a definite long-range plan for the decade from 1969-70 through 1978-79.

BASIC OBJECTIVES OF THE LONG-RANGE PLAN

1. Provide a comprehensive Basic Foundation Program which will expand educational opportunities and equalize educational quality throughout the State.
2. Augment the Basic Program with State-financed Supplemental and Development Programs designed to: (a) remedy past educational failures, (b) offset current student handicaps based on family background and (c) encourage development of more effective educational systems and procedures.
3. Install a complete, modern personnel career development program for the recruitment, training, utilization, compensation and recognition of a professional staff to match the goal of educational excellence.
4. Establish an efficient Statewide public school system composed of (a) strengthened local school districts which will be competent to manage a comprehensive program and adapt it to changing conditions with the support of (b) a revised structure of regional and State agencies.
5. Provide a system of finance which will adequately and equitably underwrite the cost of educational improvements without overtaxing the State's economy during the ten-year period of implementation.

Texas Population: 1970

Total	11,421,000
16 and Under	3,921,000
Anglo	2,536,900
Latin	783,900
Negro	600,200

One of three Texans will be 16 years old or less, and

One of each three in the 16-and-under age group will be an ethnic minority group member.

GOALS FOR THE PUBLIC EDUCATION SYSTEM

To evaluate the status of any organized system, its purposes, goals or objectives must be defined and yardsticks for measuring achievement must be developed.

Consensus support for a half-dozen very broad and general public education goals has gradually emerged from previous state and national studies. The Governor's Committee has accepted these traditional goals (with minor modifications), given them specific interpretations, and added the objective of an efficient system.

The State Board of Education should formally adopt these Goals for Public Education in Texas:

STUDENT DEVELOPMENT

The public schools should help each student to develop his personal knowledge, skills and competence to the maximum of his capacity, and to learn behavior patterns which will make him a responsible member of society. In terms of their individual ability, all students should achieve:

• Intellectual Discipline

- a. Knowledge of the traditionally accepted fundamentals such as reading, writing and arithmetic in the early elementary grades, accompanied by studies in higher mathematics, science, history and English as they progress through the upper grades. These should be accompanied by a wide variety of optional courses preparatory to post-high school academic training.
- b. Skill in the logical processes of search, analysis, evaluation and problem solving.
- c. Competence and motivation for continuing self-evaluation, self-instruction and adaptation to a changing environment.



• **Physical and Environmental Health**

- a. Knowledge about the requirements of personal hygiene, nutritional consumption, and physical exercise essential to the maintenance of personal health, and about the dangers to health from addiction to harmful practices or consumption.
- b. Skill in sports and other forms of recreation which will permit life-enjoyment of physical exercise.
- c. Competence in recognizing and preventing environmental health problems.

• **Appreciation of Cultural and Aesthetic Values**

- a. Knowledge of major art, music, literary and drama forms and their place in the cultural heritage.
- b. Skill in the creative use of leisure time.
- c. Competence in the critical evaluation of cultural offerings and opportunities.

• **Competence in Personal and Social Relations**

- a. Knowledge about basic psychological and sociological factors affecting human behavior.
- b. Skill in interpersonal and group relations, and information of ethical and moral standards of behavior.
- c. Competence for adjusting to changes in personal status and social patterns.

• **Economic and Vocational Competence**

- a. Knowledge of the fundamental economic structure and processes of the American system and of the opportunities for individual participation and success in the system.
- b. Vocational skills prerequisite to entry and advance in the economic system and/or academic preparation for acquisition of technical or professional skills through post-high school training.

- c. Competence in the application of economic knowledge to practical economic functions such as planning and budgeting for the investment of personal income, calculating tax obligations, financing major purchases and obtaining desirable employment.

• **Citizenship and Political Understanding and Competence**

- a. Knowledge about comparative political systems with emphasis on democratic institutions, the American heritage and the responsibilities and privileges of citizenship.
- b. Skill for participating in the processes of public and private political organizations and for influencing decisions made by such organizations.
- c. Competence in judging the merits of competing political ideologies and candidates for public position.

ORGANIZATIONAL EFFICIENCY

The Public School System of Texas should be so organized and operated that both the students and faculty as participants and the public as parents, citizens and taxpayers will accept and support its objectives and processes.

- The learning process should be made relevant to the personal goals of every student and designed so that he can achieve the educational standards of the system and be encouraged to remain in school until he is ready for a post-high school career.
- Professional faculty members should be given a major role in the decision-making processes for implementing the educational goals of the system and determining the environmental conditions in which they work. The personnel program of recognition and rewards should be designed to attract and retain highly competent people.
- The educational system should be organized and conducted so as to achieve maximum cost-benefit results from efficiencies in process and economies of scale within size limitations which will make units of the system responsive and accountable to parents and citizens.

A program of continuing evaluation should be established for measuring the performance of the public school system in terms of the competence of its products and the efficiency of its structure and processes.

PERSPECTIVES FOR CHANGE

In a period of violent social, economic and political upheaval, education has come to be regarded as mankind's best hope for survival. There is a grim reality about H. G. Well's prediction that civilization would rest on a fateful race between education and catastrophe.

The crisis of the cities offers perhaps the most dramatic current test of education as a dual agent of change and stability. Social and economic disruptions following mass migrations of ethnic minorities from rural communities to central city core areas, and the flight of the middle class to suburbia, have become one of the most crucial problems in America's history.

THE CHALLENGE AND THE CHANCE

A BROADER ROLE FOR PUBLIC EDUCATION

Responsible citizens, politicians and the victims of urban blight alike are convinced that public education offers the most promising solutions to the city crisis. But it is clear that traditional forms and methods have failed to equip the disadvantaged for constructive citizenship in modern complex society. That failure has contributed heavily to such crucial problems as delinquency, unemployment, and soaring welfare costs.

Public education has traditionally operated in an ordered pattern aimed at transmitting standardized blocks of knowledge to the student from the teacher as a subject matter specialist. The textbook has been the primary tool for implementing the knowledge transfer, with the library as a supplemental resource.

THE MASS PRODUCTION "BATCH" PROCESS

Schools have been conducted traditionally on "efficient and economical" mass production principles. So far as possible, each segment of instruction has been tailored to fit standard schedules tied to a nine-month year. Students are grouped in "batches" of about 30 per teacher, and the lessons are aimed at something called the "average" student.

Critics of the traditional public school approach contend that coverage of predetermined tasks using limited, uniform materials ignores differences in individual learning capacity and needs. They add that a substantial portion of the curriculum has never been justified on criteria other than habit or tradition.

THE "KNOWLEDGE EXPLOSION" AND THE "TECHNOLOGICAL REVOLUTION"

The traditional concepts of public education are being seriously challenged by events which have been characterized as the "knowledge explosion" and the "technological revolution." The total body of human knowledge may now double at intervals of less than fifteen years. The supply of specific knowledge which a student receives in school will be largely obsolete by the time he is 30.

It has become virtually impossible for any teacher or student to master more than a fraction

of a given subject-matter field and continuing study is essential for keeping up-to-date. However, technological developments are beginning to produce new educational tools which may greatly expand the individual's capacity to master and use the expanding store of knowledge. By 1980 it may be possible to store all of the significant information now in the world's libraries on direct-access computers, subject to instant recall. Combined with this fantastic storage and retrieval capacity, rapid developments in communication will soon make it possible to locate any kind of information and transmit it to any place in the world in a matter of seconds.

"INSTRUCTIONAL SYSTEMS"

In experimental schools across the country an "instructional systems" concept of education is being gradually developed. It utilizes new supplementary learning devices such as closed-circuit television, film projectors, tape recorders, telephonic communications and programmed learning kits. Individualized instruction is the key objective. In theory at least, it will soon be possible to tailor an educational program to the unique requirements and capabilities of every student.

As the new processes develop, the old rules of standardization are being cast aside. Classes of uniform size taught in equal blocks of time are being replaced by a new tri-level learning pattern which stresses (1) individual study, (2) small group discussions and (3) large group presentations. Teams of specialists using a multi-media approach are replacing the self-sufficient teacher who placed primary dependence on a textbook which might be from five to ten years old.

Texas teachers are ready to accept new educational approaches according to the opinion poll of 500 classroom teachers taken for the Governor's Committee by Belden Associates. The general public is also ready to accept—even welcome—fundamental changes in the educational system and program.

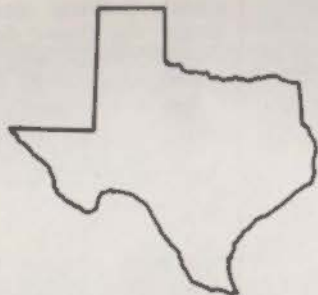
The systems concept and its revolutionary new processes and technology have yet to be validated by the test of time, but they hold promise for a much more efficient educational system in the future. The new approaches will demand a broader range of professional skills requiring continuous renewal. More money will also be needed for new educational tools and supplies.

To encourage the development of modern educational techniques, it is clear that the State program of financial aid will have to undergo a major overhaul. ■

Editors Note: The April issue of *The Texas Architect* presented elementary & special schools selected for exhibit at the 1968 TASB-TASA State Convention. This issue presents the remainder of schools & special education facilities exhibited.

EXHIBIT OF OUTSTANDING SCHOOLS

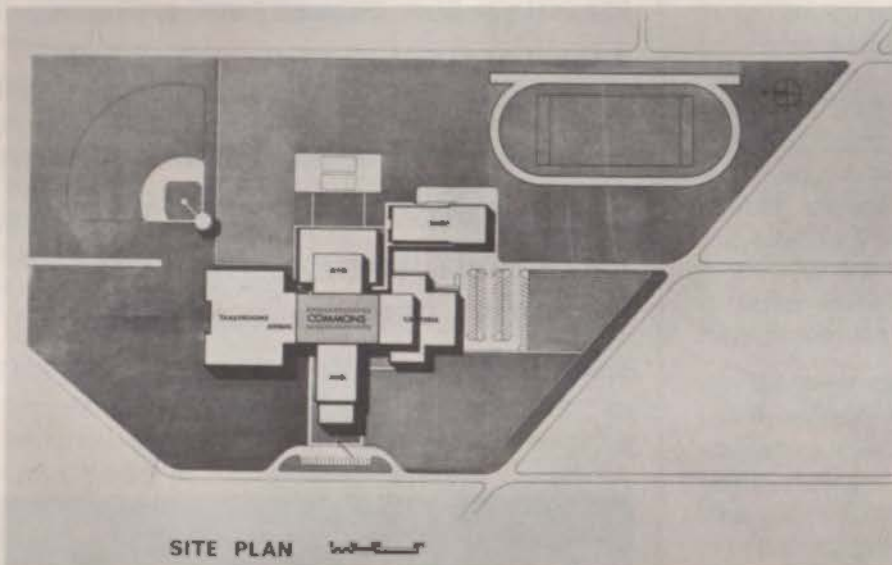
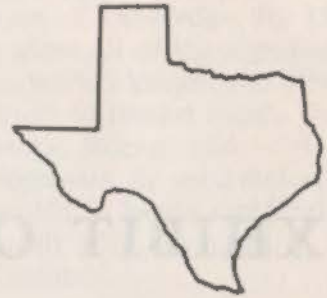
SELECTED FOR EXHIBIT AT 1968
TASB-TASA STATE CONVENTION BY
Texas Society of Architects
Texas Association Of School Boards
Texas Association Of School Administrators
RECOGNIZED FOR EXCELLENCE IN
PLANNING, DESIGN & CONSTRUCTION



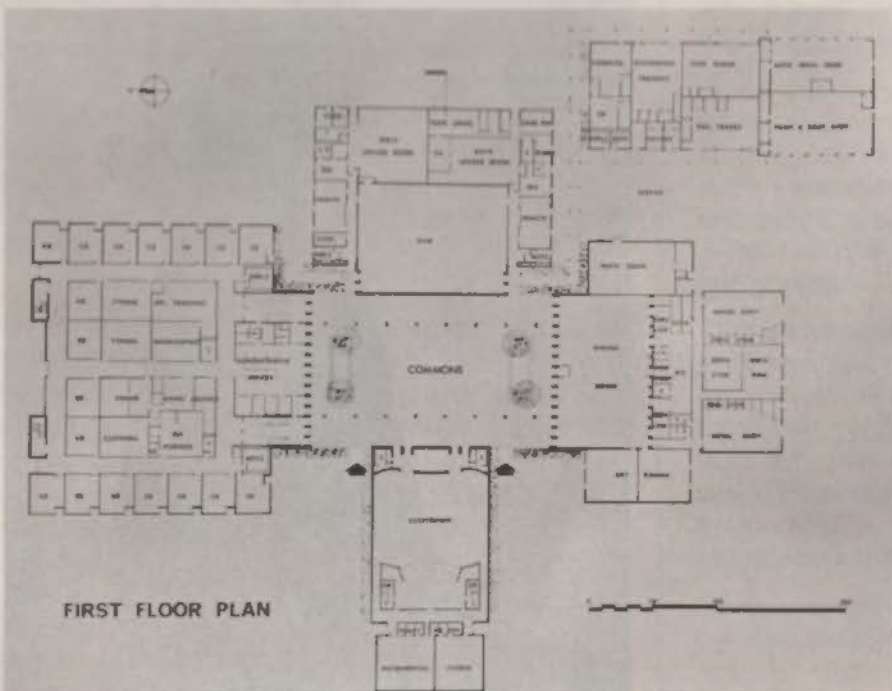
KASHMERE SENIOR HIGH SCHOOL

HOUSTON ISD

GOLEMON & ROLFE, ARCHITECTS



SITE PLAN



FIRST FLOOR PLAN

When the doors swung open this Fall at Houston's \$2.8 million Kashmere Senior High School, students found themselves in a totally new educational environment.

Rather than gathering in congested corridors for the 8 o'clock bell to ring, they met in a covered mall, or commons as it is called, from which they could disperse to class quickly in any of four directions.

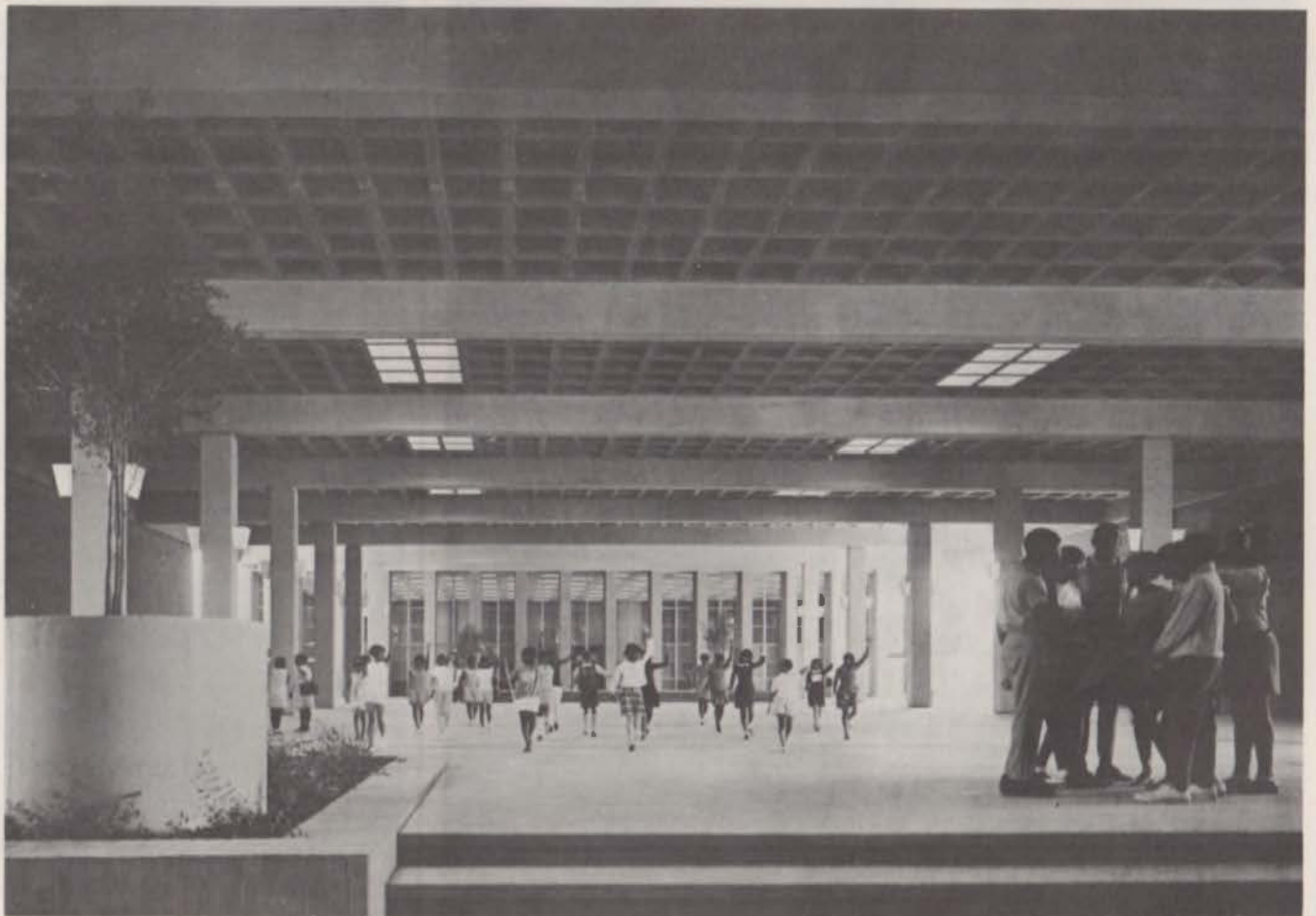
The layout of this 2000-student school, serving grades 9-12, antiques the linear design with which most educational institutions are identified—usually meaning long corridors and subsequent long walks to class. Instead, the architects grouped a community of four separate compact units, clustered around the large-scale commons area.

The incorporation of the commons meant obvious benefits initially. The beauty of the concept is that additional advantages and uses have since evolved.

A large part of the building costs of schools is in the construction of corridors and walkways. So the economics of a concept which would eliminate this square footage and at the same time provide better traffic circulation would be appealing.

Another familiar problem is the supervision of students when not in class. By placing the glass-walled administrative offices overlooking the outdoor commons, a constant monitoring is possible.

Additional bonuses such a plan provides occur to the school's occupants daily. This 100' x 200' skylighted and landscaped area is an ideal spot for the girls' drill team to practice, for pep rallies, art exhibits . . . even graduation ceremonies.



SOUTHWEST HIGH SCHOOL

FORT WORTH ISD

PRESTON M. GEREN, ARCHITECTS

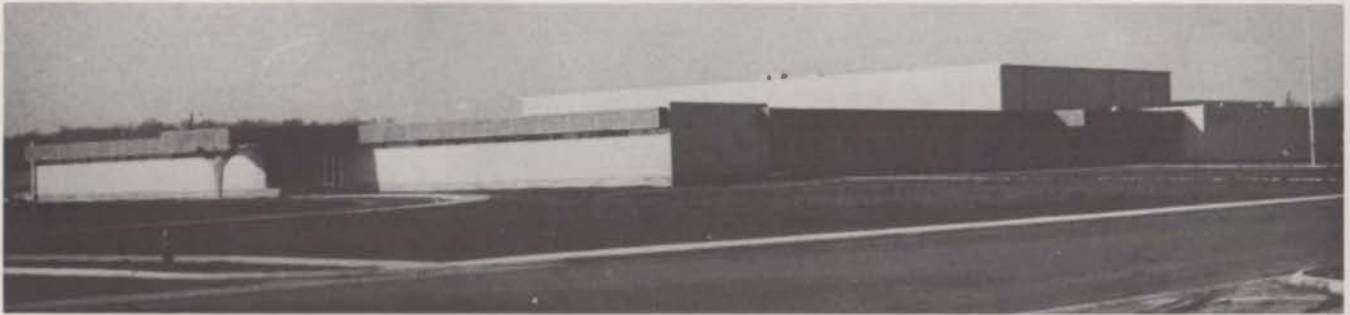
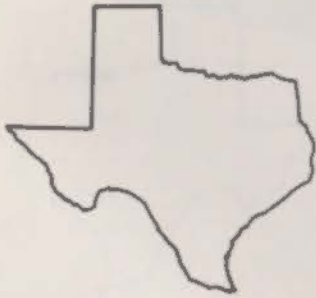


Photos by W. D. Smith Photography

Chester O. Strickland Junior High School

DENTON ISD

PATTERSON, SOWDEN, DUNLAP AND EPPERLY



This is the first of three new junior high schools to be built in this rapidly growing school district, and the first opportunity for the District to construct new facilities for this age group that is designed to take advantage of the new techniques and equipment for teaching. The program was set up for classrooms and other facilities to support an initial enrollment of 1,000 with service facilities to support an ultimate of 1,500 students in Grades 7, 8 and 9.

An outstanding feature of this school is the Fallout Shelter. The lower level of this structure (13,131 sq. ft.) is constructed to meet all the requirements for a Class A Fallout Shelter as well as provide the food service and additional classroom space for the normal school operation.



George W. Bowman Junior High School

PLANO ISD

JACK CORGAN AND ASSOCIATES, ARCHITECTS



To provide housing for 1010 students in Grades 7 through 9. The organization allows for flexibility in the grouping of students for team teaching.

Carpeted floors in secondary corridors flanking classrooms assure quiet circulation of traffic through these areas.

The central court area protected from cold winds, pleasantly landscaped and furnished with redwood benches, and accented with the soothing sound of moving water in the pool has lived up to expectations by becoming another "classroom."

The clean contemporary lines of the building with dark brown brick exterior wall panels, framed by crisp white rubbed concrete columns and beams are in complete harmony with the existing elementary school situated just across the campus.





SAM L. MARTIN JUNIOR HIGH SCHOOL

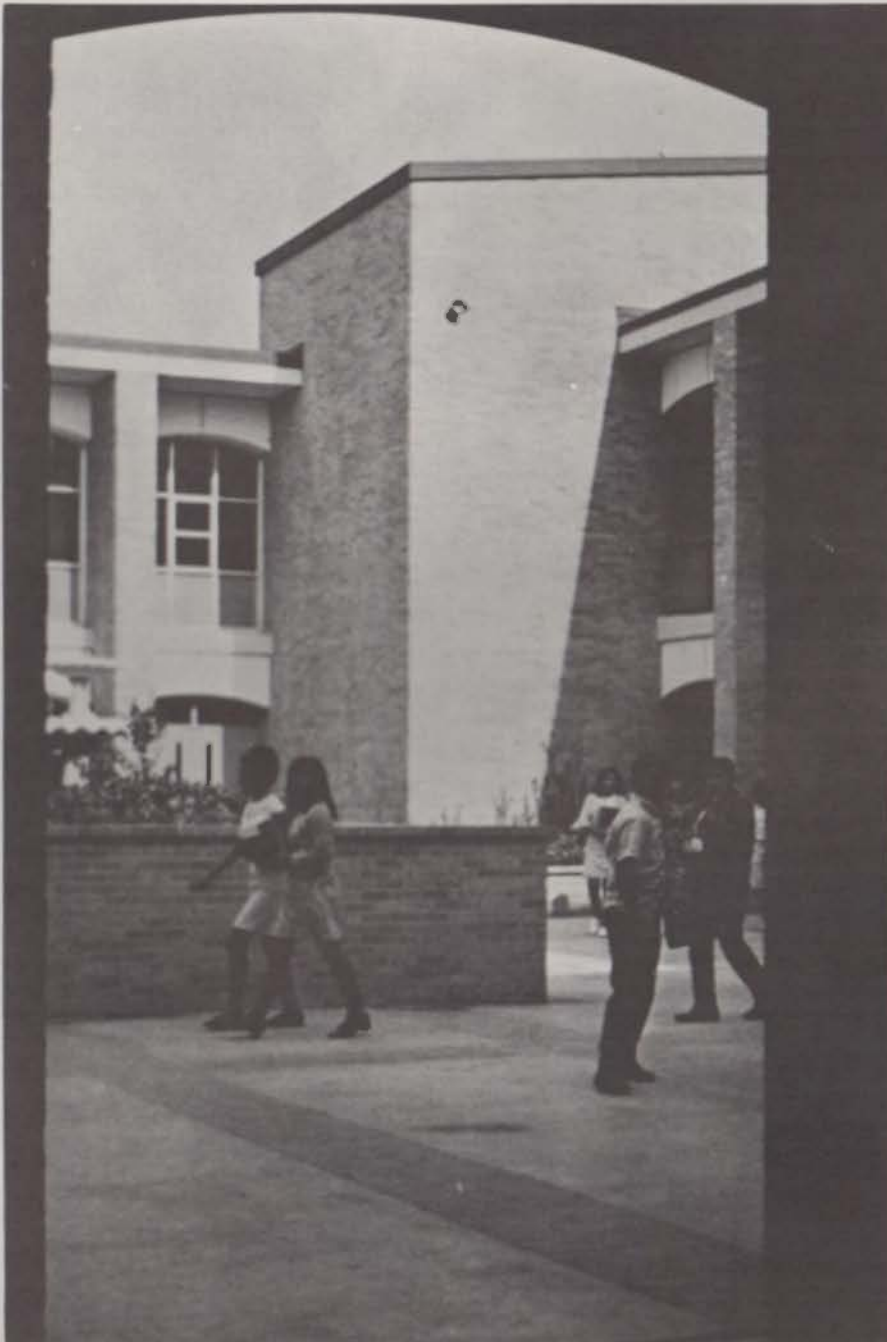
AUSTIN ISD

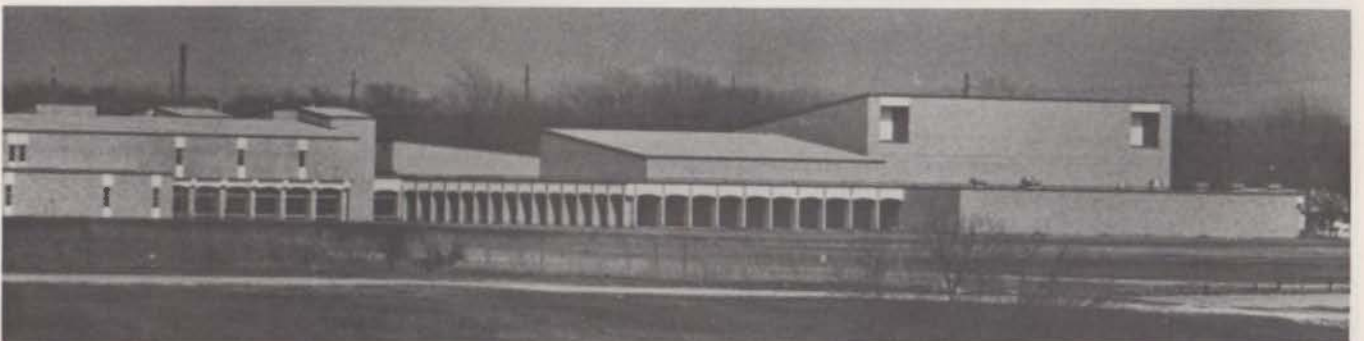
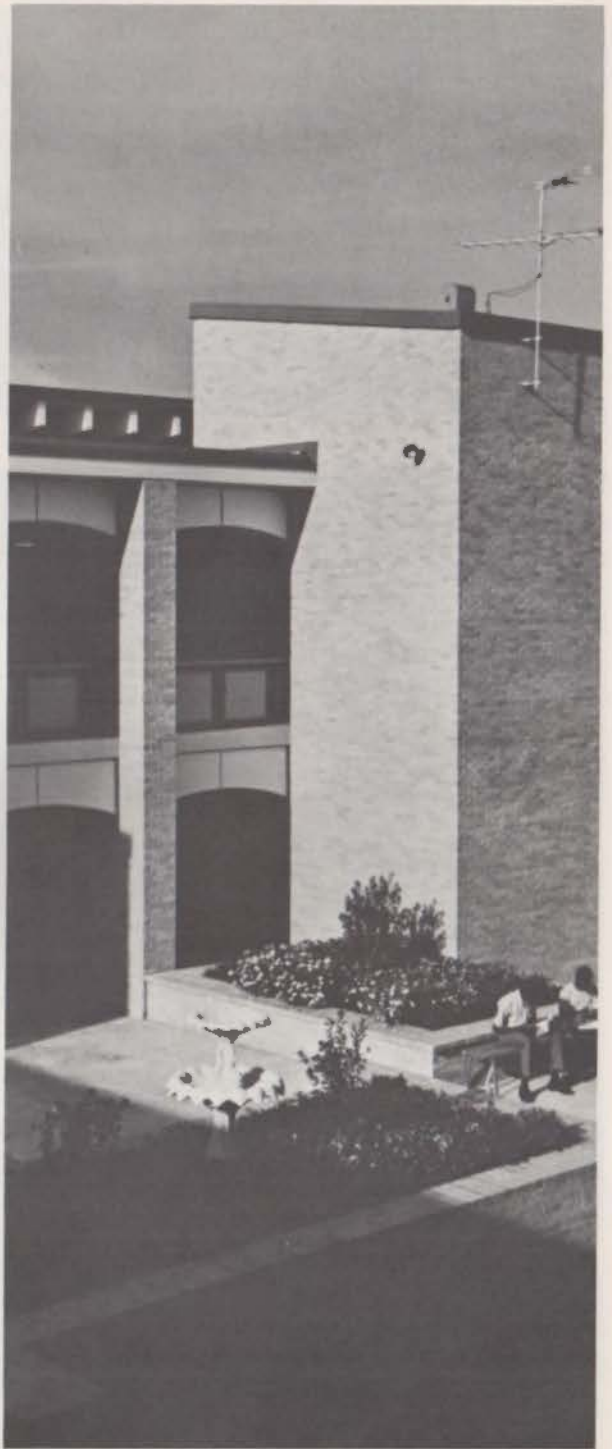
BARNES, LANDES, GOODMAN & YOUNGBLOOD
ARCHITECTS



The program required the design of a junior high school facilities for 1,000 students, located in a low income area on an extremely small, flat site adjacent to City owned lake area.

Activity areas were separated from the two story classroom area by an open court protected from the north wind and open to the prevailing breeze and the view of the lake. The court is also adjacent to the cafeteria and the covered locker area to provide an enlarged activity area. The stairways are expressed by four towers located at the four corners of the two story area. The sloping roof permits a clerestory area for the second floor classrooms.

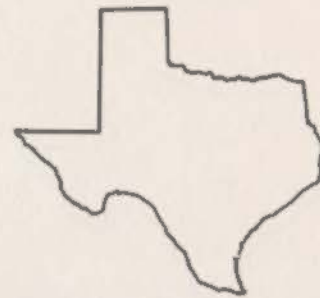




Northwood Junior-Senior High School

SHREVEPORT, LOUISIANA

WM. B. WIENER, MORGAN & O'NEAL, LUFKIN
ARCHITECTS



The program called for a combined Junior-Senior High School to be used by 1200 students on a year-round basis which can later be converted to an all senior high school. As a focal point of a rural area, this building must function also as a center of community activity. The facility is located on a 53 acre site in a remote area where all students must be transported by bus or automobile. Extremely hot weather and frequent showers are common to the area.



The Architect has separated the three general functions of the school—athletic, performing arts, and academic—into three separate vertical buildings which were then united under one roof. The space between these three buildings, form the main entry and focal point of the complex on all levels. The playful shape of the Auditorium as viewed between levels and the various ceiling heights provide some of the surprises and varied delights to be found in the building.

Automobiles approach the school by a ramp leading to the second level porch which is bounded by the community areas of the Auditorium, Gymnasium and Administration, while below busses unload in an area sheltered by the automobile ramp.

The building is further separated horizontally by placing the quiet areas, such as classrooms, administration and library on the upper floors, while noise producing areas, such as the shops, music rooms, locker rooms, and cafeteria are placed on the ground level for easy access of services.

The Architect felt that by putting these buildings under one roof, all year air conditioning would be more economical, covered circulation from one type of activity to another would be possible, and more of the natural site could be retained for outdoor sports and play use areas.

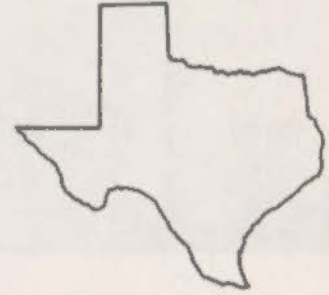


Photos by Thurman C. Smith

ALVIN JUNIOR HIGH SCHOOL

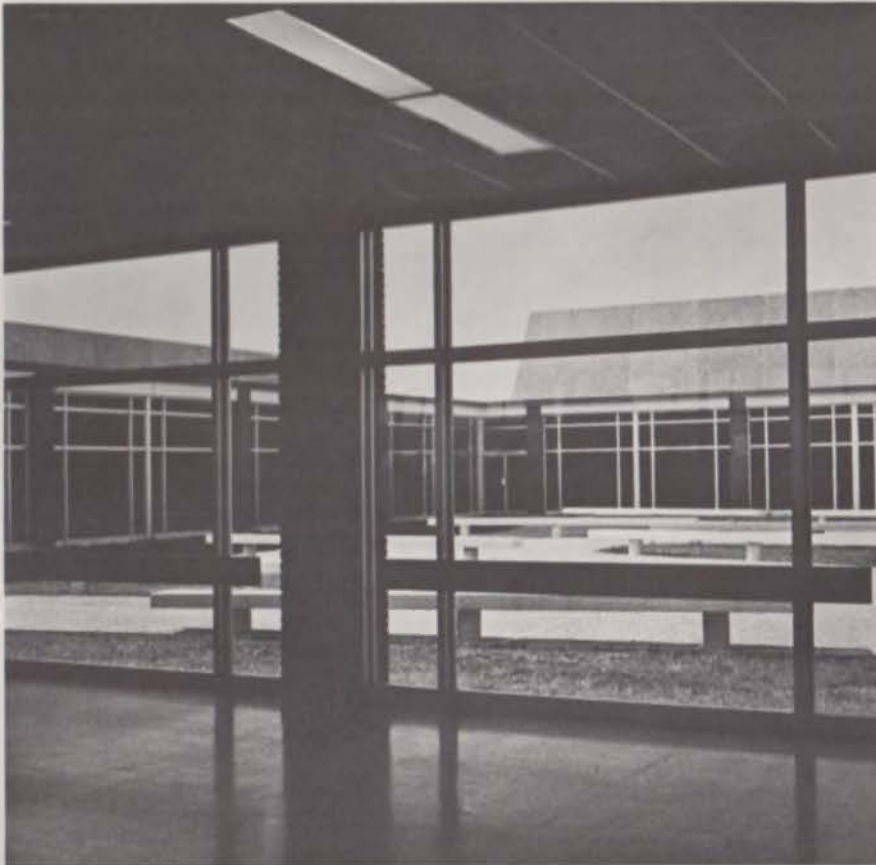
ALVIN ISD

WHITE, ENGBERG & ASSOCIATES, ARCHITECTS



This is a compact, air conditioned Junior High School for 1250 students. Teaching areas are windowless, except for the Administration area, Lunch Room, Knowledge Resources Center and Gymnasium, which are grouped around a large interior Court. The plan permits ready expansion of all departments as the community grows.

The Swimming Pool area is planned so it can be used independently for a summer recreation program.



SEABROOK INTERMEDIATE SCHOOL

CLEAR CREEK ISD

JAMES E. BURLISON, ARCHITECT



The building houses intermediate grades, 6th, 7th and 8th, with a capacity of 1200 pupils. Flexibility within a compact plan was one of the most important factors considered.

This was accomplished with the use of a rectangular floor plan around a central Court Yard, with the major circulation (corridor with lockers) concentric with the Court Yard and from which a number of short corridors branch out to facilitate circulation, creating a modular area of classrooms clustered in groups of six of an average size that can be increased in area to suit any special requirement.



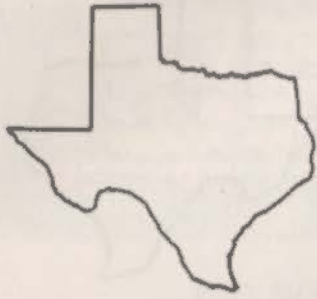
Photos by F. Wilbur Seiders



ROYAL HIGH SCHOOL

ROYAL ISD

WINTERS & WILPITZ, ARCHITECTS

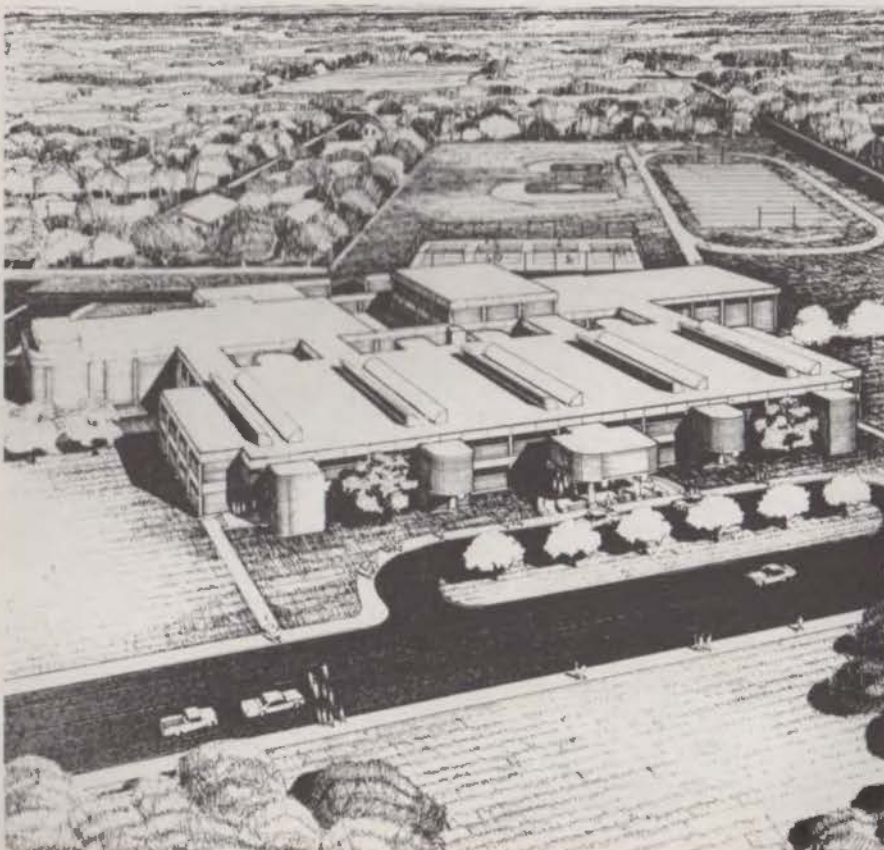
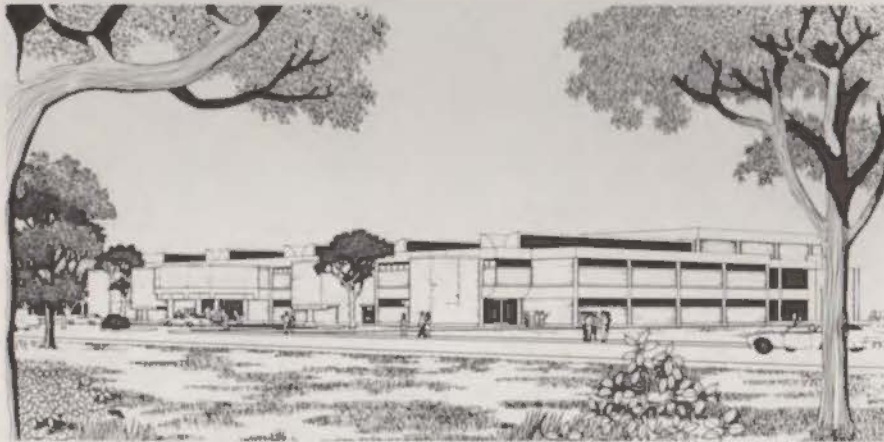


Photos by Paul Peters

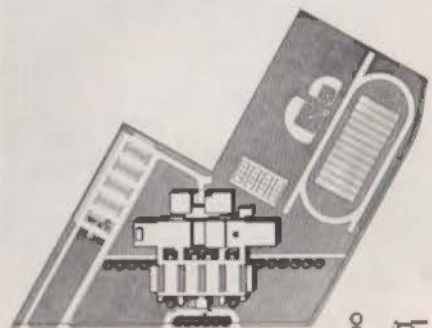
BELLAIRE AREA HIGH SCHOOL

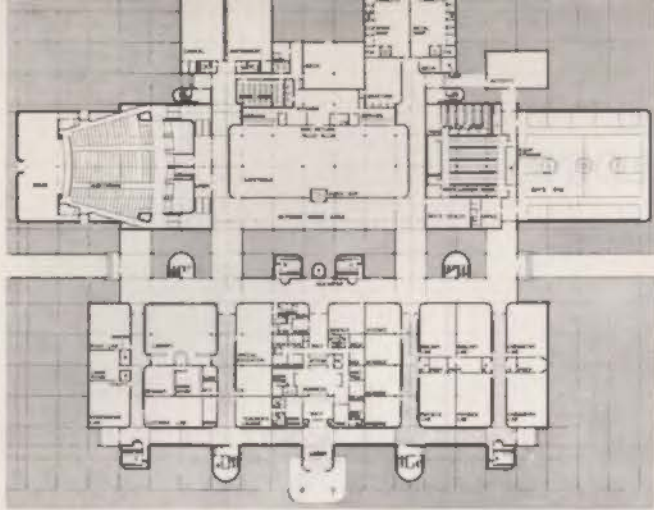
HOUSTON ISD

PITTS PHELPS WHITE AND SAXE, ARCHITECTS

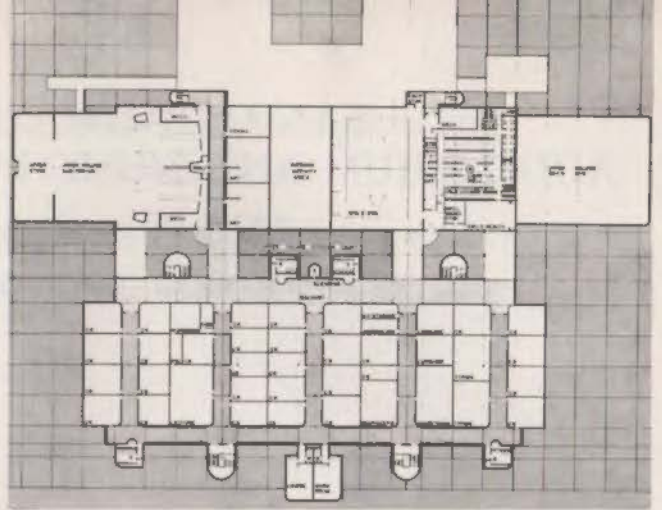


The structural, mechanical, electrical, partition and ceiling systems are designed in such a manner as to provide capabilities for maximum flexibility of change of teaching spaces with minimum effort and expense. Air conditioning made it possible to organize the plan for shortest maximum distances and to provide a flow of traffic that will prevent crowding or congestion during period changes. Special attention in planning was given to relationship of gymnasiums to cafeteria due to maximum traffic at these areas during lunch period. Stacking the gyms is an interesting feature of planning that contributed greatly to the compactness of the total plan. Administration will expand into present classrooms and additional classroom spaces will be added at the east and west ends of the classroom block. A special item is the elevator, provided for the use of the handicapped students. This school is one of the designated schools in the Houston Independent School District for handicapped attendance. This addition to the program after planning started obviously influenced the overall design and led toward cross access at both levels from academic to activity areas. The central cross buffer court is provided as an acoustical buffer, a traffic flow control and an outdoor space for the physical and visual relaxation and enjoyment of the occupants.

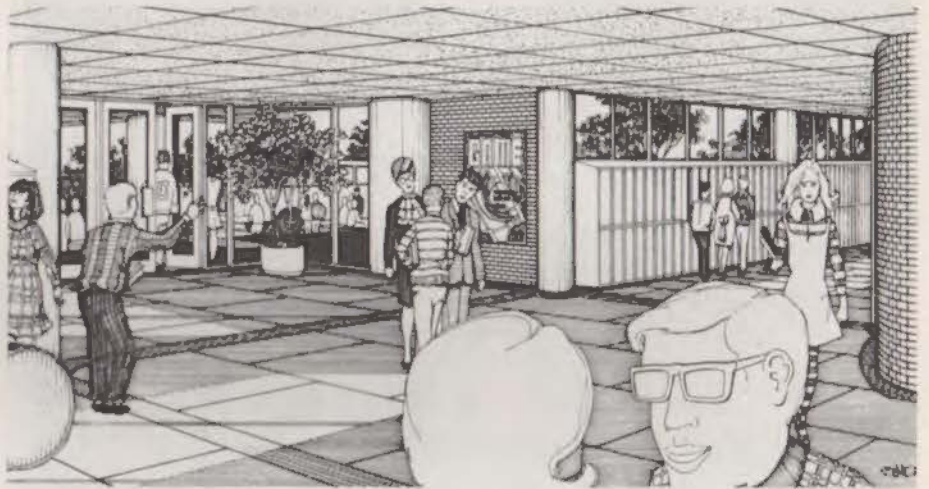




FIRST FLOOR PLAN



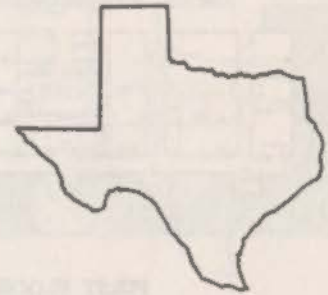
SECOND FLOOR PLAN



SAN JACINTO AUDITORIUM AND MUSIC BUILDING

ENNIS ISD

CLUTTS AND PARKER, ARCHITECTS



The San Jacinto Auditorium and Music Building serves as a community facility as well as a school facility. The fine music facilities programmed in the construction are a direct result of the reputation the Music Department has in the State.

The Electrical facilities provide a high quality theatrical system capable of a variety of uses. The Sound System provides a high quality means for pickup, amplification, and simultaneous individual adjustment of 12 microphones and 3 auxiliary inputs, such as recorders, sound projectors, radios, etc. The sound can be transferred to the Auditorium via speakers located in the sound chamber above the stage.

The Lighting System in the Auditorium provides complete control in dimming of all house and stage lighting from a central switchboard location on the stage.



Instructional Television Building

MESQUITE ISD

WRIGHT-RICH AND ASSOCIATES, ARCHITECTS



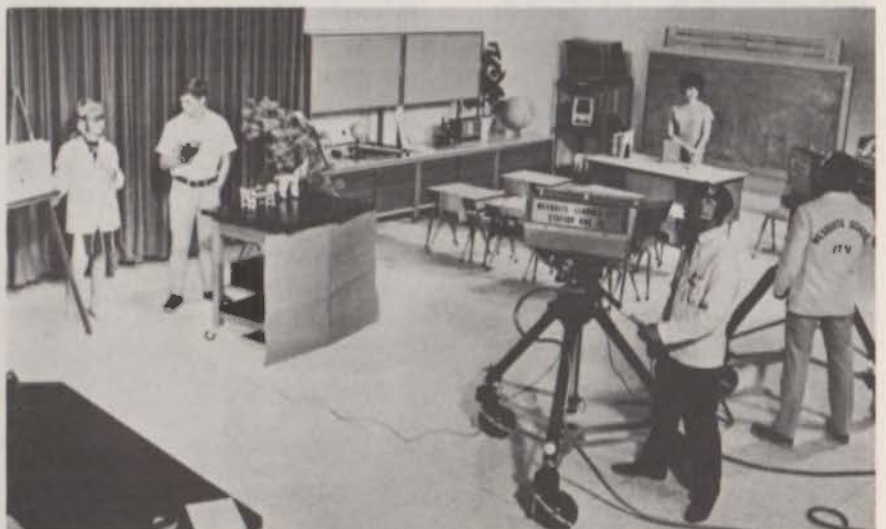
Located in one of the fastest growing areas in Texas (over 1500% for the past ten years) the Mesquite Independent School District experienced an enrollment increase of over 20% per year for the period of 1961 to 1966. Rapid growth and an accelerated curriculum-enrichment program had dictated new methods and teaching techniques in order to reach all of the students.

In 1963 research was started to determine the best method to utilize the new academic program and to furnish outstanding instruction to supplement the classroom teachers. The research indicated that a three channel-2500 MC television network located in the center of the District would best serve the 16,000 students as well as supplement the training of personnel in the District.

The building is designed with three offices for the studio director and his assistants. Two studios are provided and broadcast simultaneously on three channels serving fifteen elementary schools, three junior high schools and two high schools with a total of 580 classrooms. The system is designed so as to provide micro-wave reception to all new buildings in the School District, with only the addition of television receivers and antenna at the new building sites.

A special classroom studio serves as an experimental classroom. Student activities are video taped for the study of new teaching aids and methods. The classroom studio is located directly off one of the main studios with a one-way glass view into the classroom for filming, study and evaluation of student activity.

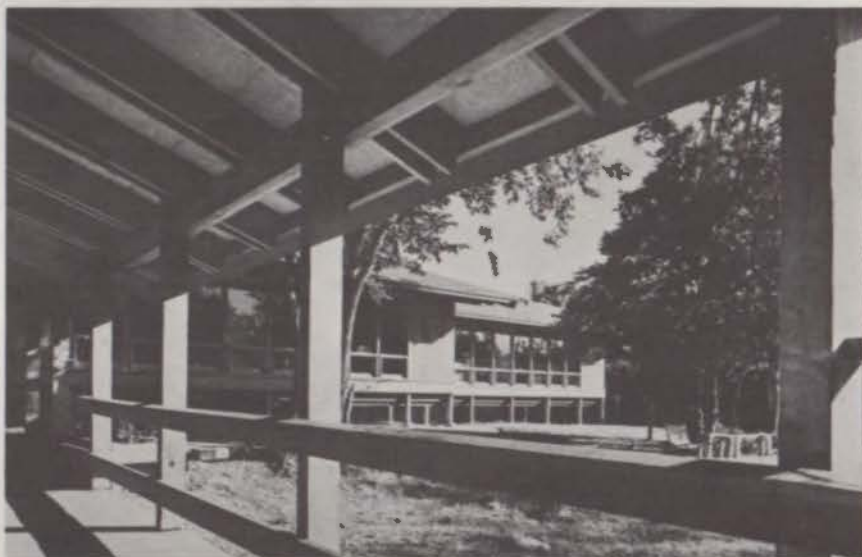
A work room is located to the rear of the main studios. This space is equipped with excellent photographic equipment for the production of slides (wide angle and close-ups) of special subjects.



CHILDREN'S DEVELOPMENT CENTER

DALLAS

PRATT, BOX & HENDERSON, ARCHITECTS



The Children's Development Center, a school for mentally retarded children, desired a new building which would provide expanded facilities to accommodate 150 students with a staff of 30. The environment was to be similar to the home in order that the transition from home to school be easy for the students. The site, selected for its location and low price, was long, narrow, and uneven, with considerable natural beauty.

The character for the school, that of the site, and the restricted budget suggested several buildings made of wood grouped to create small play spaces. To place the buildings economically on the uneven ground and to retain its natural character, they were built on stilts varying in height. This arrangement provided additional covered play area.

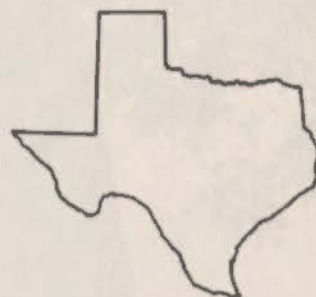
The somewhat rustic character of the untreated Western Red Cedar, the small size of the buildings, the large sheltering roofs, and the way the buildings were built of small pieces of wood were all deliberate elements used to create a strong "residential" environment free of any institutional stigma.



UNIVERSITY OF HOUSTON

LIBERAL ARTS CLASSROOM AND OFFICE BUILDING

KENNETH BENTSEN ASSOCIATES, ARCHITECTS



Editors Note: See May 1968 Issue of The Texas Architect for additional coverage in Texas Architecture 1967 Series.

Photos by Bert Brandt & Associates





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The Texas Fine Arts Society

The Texas Fine Arts Society, a non-profit organization dedicated to encouragement of the arts, will soon begin publication of a quarterly journal, tentatively called *Facets*. The magazine will deal with all phases of the arts, while concentrating on things of importance currently happening in the arts. The journal hopes to publish articles from noted educators, artists, and other authorities, and, at the same time, print original poems, graphic art work, and feature columns. Particular attention will be given to the arts in the southwest in general and, more specifically, in Texas.

If there are individuals within the Texas Society of Architects, who might be interested in contributing to *Facets*, contact Mr. Morris Edwards of the Texas Fine Arts Society, P.O. Box 52891, Houston, Texas.

Articles and other original material are solicited strictly as contributions; The Texas Fine Arts Society cannot pay fees for these initial submissions.

Society for College and University Planning

The Fourth Annual S.C.U.P. Conference will be held at the University of Houston, August 17-20, 1969. Six major subjects will be studied in a format which will mix outstanding speakers and an extensive conferee involvement through case studies and workshops. The subjects:

Developing The Academic Plan
Circulation, Parking and Landscape

Organizing and Staffing The Planning Office

Programming Building Projects
Computer Applications

Capital and Operational Budgeting

The purpose of S.C.U.P. is to study the long range physical development of institutions of higher education; to sponsor discussions, lectures and seminars pertaining directly and indirectly to college and university planning; to provide bibliographic information; to disseminate information on the subject of college and university planning and related areas; to make the Society's information, data, papers and facilities available to members, educational institutions, and public or quasi-public agencies, free of charge or at not more than cost; to sponsor scholarships for individuals interested in the field of college and university planning.

Further information regarding membership, S.C.U.P. Publication, the conference and questions of a general nature should be directed to: John D. Telfar, Assistant Vice President, Columbia University, 308 Low Memorial Library, New York, N.Y. 10027



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Neuhaus & Taylor, architects and planning consultants, has announced the appointment of four Associate Partners. Named were Charles E. Burgess, I. M. Durham, Jr., Richard F. Floyd, and L. Herbert Rather, Jr.

At the same time, Associate R. P. Sweeney, Jr., was joined by Jack L. Boller, Henry C. Hwang, Warren Lancer, Sr., and Paul N. Terrill, Jr., as Associates. The Houston and New York architectural firm, whose principals have directed over three-quarters of a billion dollars in construction, now includes a staff of over seventy employees.

RALPH KELMAN
ASSOCIATES

Jon C. Carpenter has joined Ralph Kelman & Associates, Architects and Planners, as project architect and specialist in systems development. Carpenter will be involved in the development of a total systems approach including the computerization of repetitive procedures and programs.

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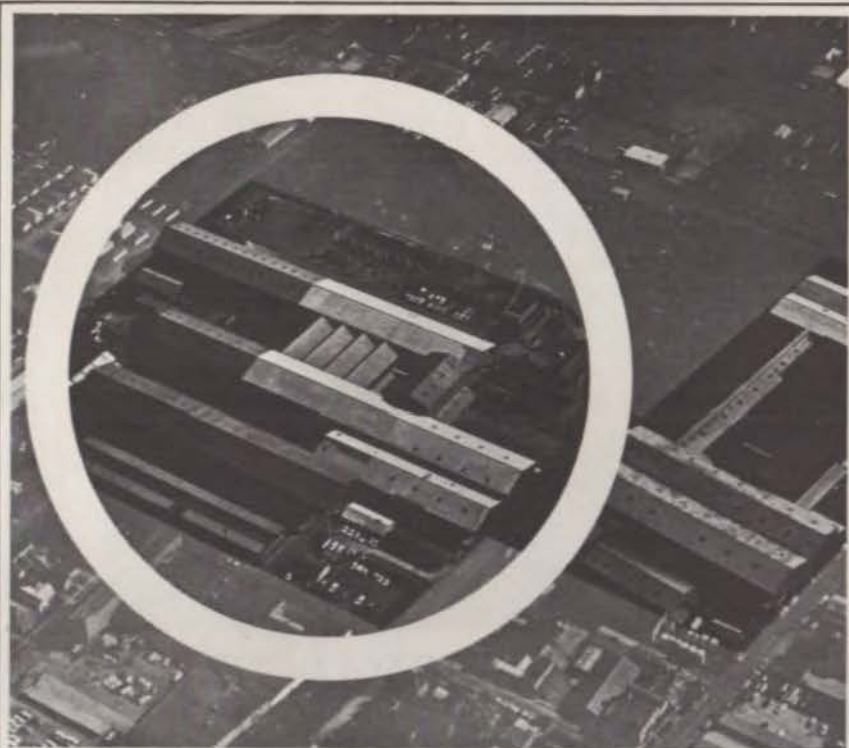
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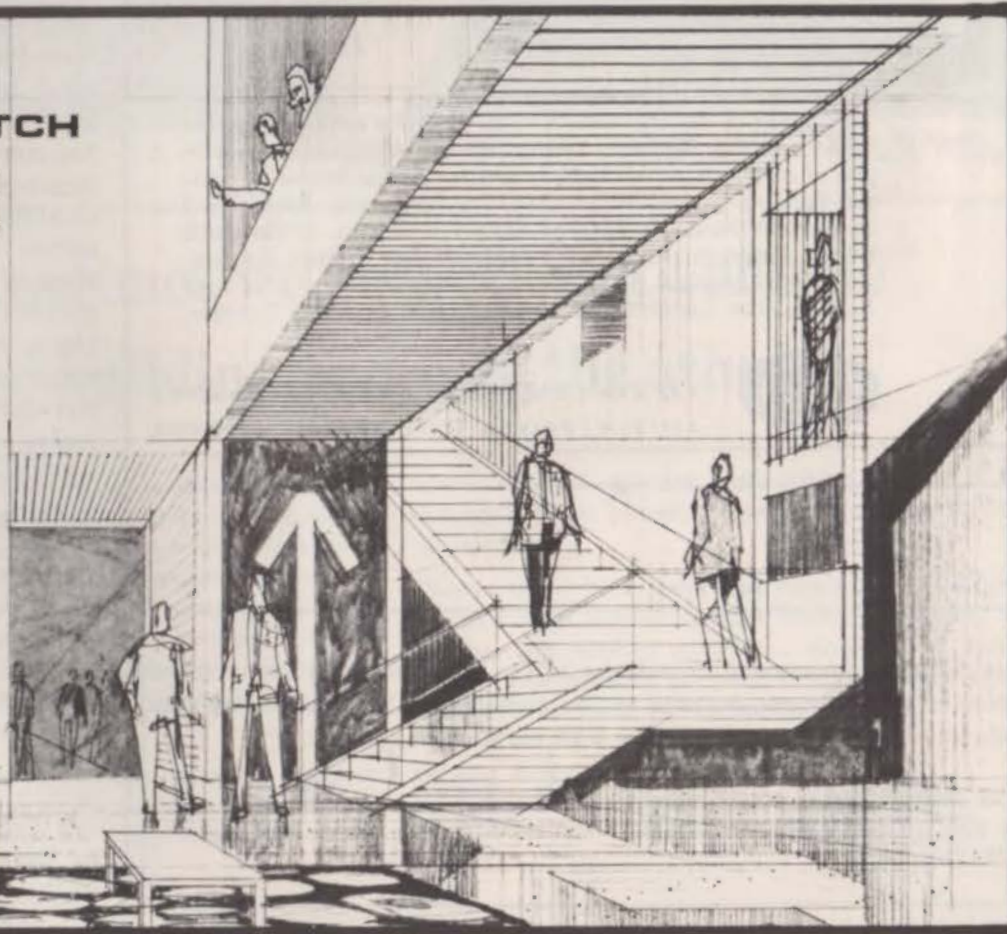
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THE Texas Architectural Foundation offers scholarships in architectural education and sponsors research in the profession. Contributions may be made as memorials: a remembrance with purpose and dignity.

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Architects Ask Senate To Monitor Environment

Impact of technology on America's air, water, and land should be monitored by a new Congressional Committee. Americans have been careless with their environment and need to know how it is endangered. Improper land use is common so that building in entire counties has been halted due to water pollution. Housing starts have fallen far behind the goals of the 1968 Housing Act partly because new technologies have not entered the housing industry. We experiment in medicine and space but we do not test new technologies for their impact on America's living space. There should be a testing ground for new design processes and building techniques that have a profound impact on the environment.

Architects back a Joint Congressional Committee on Technology and the Human Environment which would encourage such tests plus goals, priorities, fund sources, and legal mandates to protect the U.S. habitat. Senator Muskie and 15 other Senators are seeking an act to establish a Senate Select Committee on Technology and the Human Environment. Muskie pointed out that the U.S. spends about \$70 billion a year on defense research and development but only \$140 million on housing research.

Architects expect revolutionary change in the building industry. Fabricated houses built on assembly lines and brought to lots, self-contained energy systems inside new houses, anti-pollution devices, replacements for natural building materials that will soon be depleted, and the systems approach to building may be coming and they should be studied by the new Congressional Committee.



Goliad Primary School. Architects: Noonan, Krockner & Rogers, AIA. Mechanical and Electrical Engineers: Schuchart & Associates Professional Engineers, Inc.

“...sometimes we need to heat one side of the building and cool the other.”

Thanks to *all electric year-round multi-zone* (individual room) *airconditioning and comfort control*, the Goliad Primary School boasts an educational environment that has noticeably increased student achievement levels. Superintendent Norman Davis says, “Students work harder and do a better job because of the quiet comfort conditioning. Also, teachers’ efficiency has improved. They are just as enthusiastic in the afternoon as in the morning.”

Individual room thermostats provide just the right temperatures needed, even to heating the north side of the building and cooling the sunny south side on

certain days. A morning and evening time clock control adds to an already economical, efficient systems operation.

There’s more. New band and vocational buildings at Goliad’s high school campus utilize the same type heating and cooling systems...and an *all electric kitchen and cafeteria* provides food for all the Goliad schools. *Who could ask for more.*

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