

The Texas Regional Organization of The American Institute of Architects

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COVER: Refined use of materials and space flow produce exciting interiors for Texas Tech School of Law.

3 Architects Harrell + Hamilton, Dallas, worked with faculty and administration to create sensitive yet functional spaces to house the varied activities of the new Texas Tech School of Law.



7 Over 300 architects and educators attending recent campus planning conferences participated in presentations by national experts discussing systems building, management information systems and ways to tie together academic, financial, and constructive planning for the seventies.

9 H. B. Zachry, one of Texas' leading generals on the construction scene discusses the need for revamping our concept of the construction process and participants.

10 Research Abstract "Higher Education Facilities - Systems Building Analysis" discusses problems and solutions to Texas higher education construction requirements.

11 Colleges and universities across the state should look before leaping into additional student housing construction. Deficit occupancy, financing, campus unrest, changes in educational patterns and private housing development are just a few of the influences to be considered.

17 A visit to the King William area of San Antonio views the Pan-coast House built in 1880.

TEXAS ARCHITECT ADVERTISERS:

- p. 14 Mosher Steel Co.
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- p. 23 "Orient Adventure"

NOTE: Along with Calhoun, Tungate and Jackson, Architects, Frank C. Dill should have been listed as prime architect and designer of the Westmoreland Chapel, South Main Baptist Church, featured on Page 8 and 9 of the April 1971 "Texas Architect".

TEXAS TECH SCHOOL OF LAW

PROJECT ARCHITECT

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TEXAS ARCHITECTURE 1970 HONOR AWARD





The founding of a school of law is an exciting experience for all involved. Professional schools do not happen—they are the product of the efforts of many. Self-realization for a new professional schools requires boldness of concept and greatness of leadership if dreams and hopes are to materialize into building and program.

The task of the architect is to create the kind of environment in which learning can flourish—an atmosphere that invites creativity, inspires excellence and encourages student-faculty interaction.

The architects for this building have identified the unique qualities of the learning process in law. They were sensitive to the philosophy and attitudes of the faculty and administration, and translated this by means of brick, cement and glass into a remarkably creative space, uniquely suited to the ambitions and abilities of all those who will use these facilities.

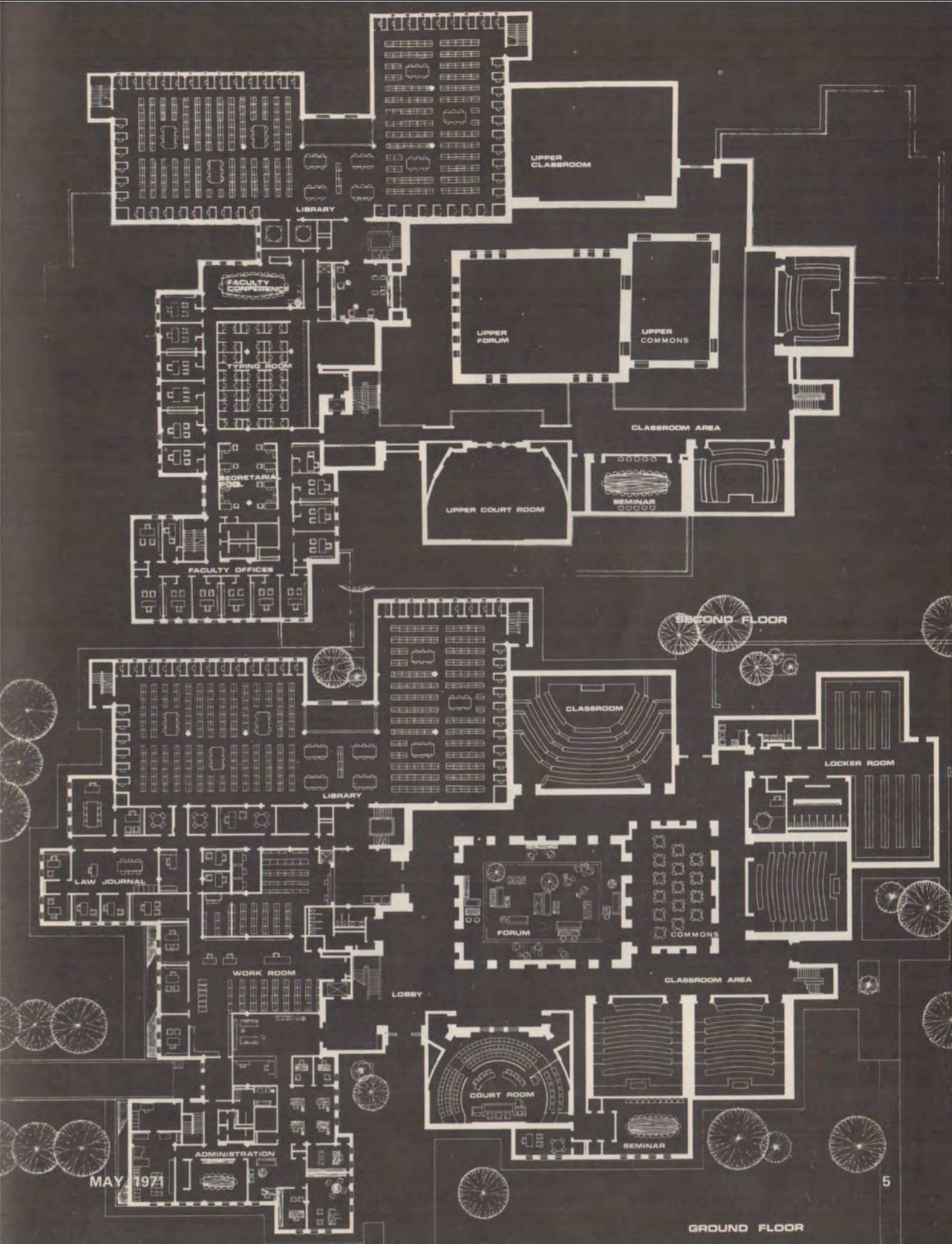


Frequent meetings between representatives of the School of Law and the project architectural team explored, in depth, the nature of a law school and the future role of law in our society, and produced significant observations concerning program function and space requirements:

Law students spend their full academic day in the law school building and require surroundings which will serve their needs from early morning to late evening.

Faculty offices must assure privacy for study, convenient location to the library and accessibility for students seeking counsel and advice.







A library serves a different function in law than in most disciplines and requires a minimum number of levels in order to provide easy access to the large number of volumes employed in even the smallest research project.



Because of the conversational exchange in law classes, the interaction of students and faculty shapes the classroom sizes and designs.

Texas Conference: Campus and University Planning

Over 300 architects and educators attended the recent Campus Planning Conferences in Arlington and San Antonio jointly sponsored by the Coordinating Board of higher education in Texas and the Texas Society of Architects.

Summary—Texas Conference: Campus and University planning by William J. Martin, Director of Facilities Planning, Coordinating Board, Texas College University System and Jim Pluger, Editor, Texas Architect.

Case study presentations and architectural exhibits graphically illustrated the diversity that continues to exist in higher education programs and facilities which are planned to accommodate them.

In his presentation "Candlelight Education In a Satellite World", James D. MacConnell, Associate Professor, Stanford University, and Senior Advisor to the President, Westinghouse Learning Corporation, Palo Alto, California said that the traditional lecture-classrooms were rapidly becoming as archaic as the little red school house. Teaching methods in educational facilities must change to meet the needs of students who have been learning by television, cassettes tapes, and travel. The trend for the seventies should be to build individual learning laboratories, media stations, and resource centers. The role of the teacher will shift towards becoming a consultant to the students and program learning is the trend of the future.

Anthony Downs, Vice President, Real Estate Research Corporation, Chicago in his presentation "Student Housing in the Seventies—To Build or Not To Build", reviewed the pros and cons of the intricacies in trends affecting student housing; see page 11.

Representatives from nine states and the U.S. Office of Education attended the conferences and heard national experts discuss systems building, management information systems and ways to tie together academic, financial, and constructive planning for the seventies.

Texas Conference: Campus and University Planning



At left—James D. MacConnell makes presentation on "Candlelight Education in a Satellite World"; Anthony Downs made presentation on "Student Housing in The 70's—To Build or Not To Build".



Thomas A. Bullock, AIA, President of Texas Society of Architects chairs conference session "Candlelight Education in a Satellite World".



San Antonio Mayor Walter McAllister welcomes conference participants during luncheon session. Dr. Bevington Reed, Commissioner of Higher Education, Coordinating Board, presented Trends in Texas Higher Education.



Left to right are Dr. Bevington Reed, Commissioner of Higher Education, State of Texas; Manuel DeBusk, immediate past chairman, Coordinating Board, Texas College and University System; Douglas Steinman, immediate past president, Texas Society of Architects; H.B. Zachry and Dr. Jim Hollers, Coordinating Board Members.



Charlie Griffith at left is Assistant Director, Division of Academic Facilities, U.S. Office of Education; Clifford K. Williams, P.E., is chief engineer for the regional office, U.S. Office of Education.

Texas Conference: Campus and University Planning

H. B. ZACHRY

I bring you no new ideas, no earth shaking methods with which to accomplish your objective—only a short report on my work. Last year I said my future was not good, that I must go phish or go broke, that while competition was the life of trade, it was also the death of lots of traders. That the enforced gravitation to the "Bigs" means my competition will have an ample source of funds. They will buy large land areas, they will challenge and may change the basic dynamics of social and urban forces, provide an "integrated application of the life and physical sciences". They will use a system approach to design starting with the sociologist, psychologist, urban planner, economist, systems analysts, computer programmers, cost accountants—then last, and yes, perhaps least, the architect, engineer, construction superintendent. They will build new subdivisions and cities including all site development, transportation facilities, all houses, commercial, industrial and institutional buildings. They will own the cement, steel, aluminum, plastic, construction equipment, furniture, plumbing, electrical, manufacturing plants including sources of raw material, power, etc. They will own an insurance company, a bank—perhaps several—have a title and legal department, a sales department. Of course, they will use a "systems or prefab" design for construction. The component units will be built on an in-plant fully automated and computerized production line, hauled to the site, erected by a crane, only with own staff working.

So I am very certain my future is not good—unless I change with these changing times. That, I plan to do. Zachry Company subcontracts little of its work, doing mechanical, electrical with its own organization. We will strive to better our fundamentals—select better men, train them better, motivate them better. We will emphasize improved supervision, management—for which there is no substitute in any field of human endeavor, and we will build it around creative thinking, courage, the will and the skill to be the best. We now have sand and gravel operations, ready-mix concrete, a cement plant, other entities. It is our hope to move into housing, a module or prefab approach. We hope to acquire, develop or joint-venture with firms manufacturing plumbing, electrical, air conditioning, heating, etc. We will try to make alignments with a series of banks, large insurance companies, who are not already part of the "Big Company". We will seek out or try bringing together the elements needed for a Planning Research Center as mentioned. In all instances, as I now see it, we would prefer the tightly knit small group joint-venture approach. Each would seek to better its own fundamentals, more opportunity would be afforded for proper recognition and reward.



HIGHER EDUCATION FACILITIES-SYSTEMS BUILDING ANALYSIS

Texas Conference: Campus and University Planning



Background

Maintaining and improving the quality of higher education in Texas depends on the State's anticipating and providing for what seem to be severe future problems. The most obvious and certain future problem areas are growth and change—a rapidly growing student population and a rapidly changing technology, both of which can be expected to demand appropriate responses in supporting facilities.

More students mean more building space, just how much more is a function of anticipated student and subsequent spatial increases. Projected enrollment in Texas public colleges and universities indicates a near doubling of the student population by 1980. On the basis of Texas' present space per student allowance, the State must spend over 800 million dollars for new building space in the next ten years. Further, the increasing rate of change of technology will demand of facilities great flexibility to make them adaptive. What changes technology will effect in the next ten years no one can predict. Reflecting, however, on the advances of the last two decades in terms of new equipment, materials, methods, and indeed whole new disciplines, a conservative projection does not seem warranted. The impact of such change on educational programs is difficult to imagine, but it does seem clear that the buildings needed to support them will have to reflect the dynamic activities they house.

The Problem

Texas, then, needs more and better college and university facilities. The problem is that the conventional process for meeting

these demands is time consuming and expensive and produces facilities that are inflexible.

Consider the time-lag between the recognition of the need for a building and the fulfillment of that need. Too often the resulting structure is obsolete even before occupancy. And, of course, time is money. Nationally the construction dollar's purchasing power has dropped 28% since 1960, and the trend continues. In 1969-70, Texas construction costs advanced 1% per month producing a 12% annual increase. Rising labor costs, financing costs which have doubled since 1965, and recently increasing materials prices add millions of dollars to the cost of construction in Texas during the next decade.

A Promising Solution

The problems involved in maintaining and improving the quality of higher education facilities are not unique to Texas. They are in fact wide spread. One solution to these problems employed successfully in several other states is that of "systems building." Systems building is a rational, comprehensive method of management for building processes. It focuses on rational organization and control of the whole process rather than merely a part or parts of it. Basic methods include those for planning, coordinating, and controlling the complex of activities in building. Techniques often used involve innovative financing methods, market aggregation, project management, and building systems.

Innovative financing methods include measures such as borrowing against institutional assets, a time-honored practice in industry for financing expansion and growth. Public institutions are beginning to utilize their tax free

financing capabilities and real estate assets to support growth on a pay as you go basis. Self-amortizing projects, lease-back building, and rent-purchase agreements have been used to obtain facilities without initial capital expenditure.

Regardless of how the money is raised, however, a considerable part of it must be spent to purchase building materials. Market aggregation is a technique used to reduce material costs by grouping building projects for bulk purchasing. Amassing a market which is large enough to justify single large orders for materials yields the advantages of quantity purchasing—namely, reduced costs and improved production scheduling. Building systems are often used with advanced project management techniques to up-grade construction processes and reduce construction time. Simply defined, building systems are sets of building components designed and manufactured to be assembled with minimum on-site effort.

Current Research

An analysis of possible cost, time, and utilization benefits of systems building concepts for Texas college and university construction is presently being conducted. Final published report will be available June 71 from Coordinating Board Texas College and University System, Austin.

Participants

Coordinating Board Texas College and University System
Texas A&M University
College of Architecture and Environmental Design Architecture Research Center
The research is supported by a comprehensive planning grant from the U.S. Office of Education.

STUDENT HOUSING IN THE 70'S TO BUILD OR NOT TO BUILD

Texas Conference: Campus and University Planning

In this age of student activism and soaring construction costs, student housing creates giant headaches for many college and university administrators. Yet hundreds of institutions across the nation are either building or planning thousands of additional student dwelling units. Should they build such units, or let students find their own accommodations on the private market? If they do build student housing, how many units of what kinds should be constructed—and for which students? And what operating procedures should be used for institutional housing that already exists?

Any survey of the current status of student housing conditions would reveal both remarkable changes from the past, and some serious causes for concern about the future. For one thing, occupancy levels at many institution-owned dormitories have sunk below the levels required to provide net operating profits that will cover debt costs with the desired safety margin. In the Texas college and university system, for example, eight of twelve institutions had under 90 percent occupancy in Fall 1970. In four of these institutions, net operating income was below the desired ratio of 1.25 to debt service, and one had four dormitories completely vacant. Vacancy increases result from a sharp drop in student willingness to live in university—and college—furnished housing. This reluctance to be "institutional wards" is especially prevalent among unmarried-upper-classmen.

One reason for this declining popularity of institutional housing is the failure of its physical design to match the rapidly-changing requirement that today's students demand. These young people came from a wide variety of economic, cultural, and social class backgrounds, and they exhibit an equal diversity of tastes and desires regarding housing. Hence they are unwilling to be "compressed into a single mold" of standardized dwelling units in order to conform to out-moded architectural concepts of what student housing should be like, or to administrators' desires for economical construction. Students today are particularly repelled by fortress-like dormitories with rows of bedrooms along sterile corridors, "gang" bathroom facilities, and other attributes which make them resemble "human storage bins" in students' eyes.

A second key reason why students are either abandoning or failing to enter university and college dormitories is to

Excerpts of presentation by Anthony Downs, Real Estate Research Corporation.

escape any surveillance or rules imposed by academic administrators. This is part of a widespread desire among many young people to experience unrestrained freedom and to explore all possible sensory experiences—or at least to feel they can do so if they want to.

The third cause of declining student use of institutional housing is the growing proportion of students who cannot afford such accommodations. This in turn results from two basic factors: the recent expansion of attendance at many colleges and universities to include more young people from low-and-moderate-income households, and the escalating costs of creating and operating student dormitories. Colleges and universities are required by both law and tradition to create only high-quality-standard dwelling units.

In spite of these factors strongly inimical to the economic and educational success of institutionally furnished student housing units, thousands of such units are being built at this very moment: in the Texas college and university system, 22,900 more student housing units will be built among senior colleges, and 1,700 among junior colleges, by 1975.

Very few colleges or universities have actually analyzed their student housing needs, and developed strategies to meet them, in any way even remotely consistent with their roles in society as intelligent users of knowledge to solve human problems. A competent analysis requires capability for understanding and analyzing three critical variables: (1) the role of housing in the educational approach desired by the institution itself, (2) the nature of the institution's student body and its specific housing needs, and (3) the local housing market in the vicinity of the institution, and its capabilities for meeting student housing needs. Once these variables have been thoroughly analyzed, and the relations among them understood, then the institution can formulate and evaluate specific alternative housing strategies.

The final and most significant part of any student housing analysis consists of the formulation and evaluation of alternative student housing strategies that might be followed by the institution concerned. Formulating criteria against which alternative strategies can be measured include the following:

* The total cost of the housing concerned—including



construction costs, lifetime maintenance costs, and other operating costs—and the share of that cost borne by the institution itself.

- * The geographic concentration of students near the campus which would result from any specific program.
- * The suitability of the resulting housing pattern to the specific educational approaches which the institution wishes to pursue.
- * The amount of managerial energy required to operate student housing, and likely management difficulties and obstacles.

- * The degree of potential exposure to political and other criticism resulting from any student housing program.
- * The degree to which the housing proposed (including that furnished by the private market) will adequately meet student housing needs.
- * The cost of housing to students—especially poorer ones.
- * The degree of social and economic class mixture in the total student enrollment possible under the proposed housing program.

Formulating alternative student housing policies or programs allows the institutions to discover the relative merits and disadvantages of whatever possibilities it is thinking about. An analysis of each of the alternative programs formulated should be conducted to discover how well it satisfies the criteria previously set forth.

In summarizing the problems of student housing under today's conditions:

- * Do not provide any student housing at all unless you have to. The main function of educational institutions is education, and performing that function well is hard enough under any conditions. If you can, leave the housing business and all of its headaches and absorption of money and energy to somebody else.
- * If you must provide student housing, plan it mainly for freshmen. As soon as undergraduates become sophisticated enough to really "dig the scene," a great many of them will flee from institutionally-operated quarters to others more free from rules and regulations.
- * Design whatever student housing is built with as much physical flexibility as possible. Then different kinds of students can use it, and future changes in living patterns or even the building's basic use can be accommodated with minimal difficulty.
- * Before building any student housing, or even planning it, conduct a thorough study and strategy analysis.
- * If you are in charge of building and/or managing student housing, become accustomed to drinking milk. It will be a fine taste to have acquired when your ulcer appears! To avoid or at least minimize that ulcer, hire an experienced housing consultant to conduct the analysis, it will be most productive investment of housing funds you could possibly make!

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We want him to become aware that all of these are related parts of his environment.

And to realize that how they fit together is something he can help decide.

Environmental education is already being taught in more than 100 communities. In time, we hope to reach every American child on every grade level. If you could help influence your schoolboard to include environmental awareness instruction in your school system, that time could be shortened.

This is essential, when you know what the most important product of a good visual environment is:

It is human dignity and pride.

Our Man-Made Environment — Book 7, produced and published by The Group for Environmental Education, Inc. is available to schoolboard members and school administrators at \$2.00 a copy from A.I.A., address above.





Architect: A. Warren Morey & Associates

General Contractor: J. W. Bateson Co., Inc.

Mosher Covers The Field

This is the Texas Stadium, the new home of the Dallas Cowboys, the 1970 NFC Champions.

Located in Irving, Texas, just west of Dallas, the stadium has been designed specifically for football and the comfort of Cowboy fans.

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Covering a width of 625 feet and a length of 780 feet, the seating capacity of the structure handles up to 65,000 attendance.

Football enthusiasts throughout the country will see the Dallas Cowboys play under a roof fabricated by Mosher . . . both Pros In Their Respective Fields.

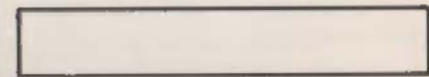


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Institute of International Education is responsible for the recruitment and screening of candidates for U.S. Government Full and Travel Grants authorized under the Fulbright-Hays Act. For 1972-73, Full Grants are available to 29 countries and Travel Grants are available to 12 countries. Grants offered by governments, universities and private donors of 14 countries are also administered by IIE. 600 Grants are available to every region of the world.

These awards are designed to promote mutual understanding between the people of the U.S. and other countries through the exchange of persons knowledge and skills.

Candidates must be U.S. citizens at the time of application, have a bachelor's

degree or its equivalent before the beginning date of the grant and, in most cases, be proficient in the language of the host country.

Selection is based on the academic and/or professional record of the applicant, the feasibility of his proposed study plan, his language preparation and personal qualifications. Preference is given to candidates between the ages of 20 and 35 and to those who have not prior opportunity for extended study abroad.

Application forms and information may be obtained prior to October 15, 1971 from the Information and Reference Division, Institute of International Education, 809 United Nations Plaza, New York, New York 10017.



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NURSING HOME OCCUPANCY RATE

The average modern nursing home needs an 85 percent occupancy rate to break even financially. A HUD survey report (HUD-64-F) of 400 nursing homes shows that more than half need from 80 to 90 percent occupancies to break even, with 25 percent requiring less than 80 percent and 22 percent requiring more than 90 percent.

Financed with FHA-insured mortgages, the 400 homes had 37,548 beds and 32,610 patients at the time of the survey. Median age among patients was 79.1 years. Most patients were women (72 percent). Two-thirds were chronically ill and one-third convalescent. Five out of six of all patients had resided less than 25 miles from their nursing homes.

Nursing care costs accounted for a third or more of total costs in the home surveyed. Dietary costs represented 15 percent. Private funds were the principal source of payments for 45 percent of the patients.



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CRS DESIGN ASSOCIATES, INC.

The public offering of CRS Design Associates, Inc. totaling \$4,200,000 has been completed.

C. Herbert Paseur, president, received a check representing the company's share of proceeds of the 350,000 share offering from Joseph R. Neuhaus, chairman of Underwood, Neuhaus & Co., Houston and Dallas, who headed the group of underwriters. The 350,000 shares of common stock were offered to the public at \$12 per share.



SOCIETY FOR
COLLEGE AND
UNIVERSITY
PLANNING

The Society was organized as a non-profit corporation in 1966 to study the long-range physical development of institution 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 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 no more than cost; to sponsor scholarships for individuals interested in college and university planning.

There are two classes of membership in the society: Individual membership is open to any person interested in college and university planning. The current membership fee is \$25.00 per calendar year. Corporate membership is available to institutions, agencies, or firms engaging in any aspect of higher education or related activities. Five copies of all SCUP publications and unlimited registration of the corporate member's staff and faculty at the annual conferences at the member rate are included in the annual fee of \$150.00.

The NEWS FROM SCUP is published bi-monthly to keep members informed of developments in campus planning. The Journal, which appears with every other issue of the news, is a collection of professional articles and book reviews in loose-leaf form. Subscription to this publication is part of the membership fee.

William J. Martin, Austin, is Director of the SCUP South Central Region. All inquires about SCUP should be directed to John D. Telfer, Executive Director, Society for College and University Planning, c/o Columbia University, 308 Low Memorial Library, New York, N.Y. 10027.



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THE PANCOAST HOUSE

404 king william st. san antonio

TEXAS HISTORICAL ARCHITECTURE

Excerpts From a Pictorial Essay by Robert Dawson, Lanier Price and Ed Rawls, The University of Texas at Austin.

Aaron Pancoast, Jr. came to Texas from Philadelphia about 1866. His father followed him to San Antonio about 1875. Together they formed the business of Pancoast and Son, Tailors. The house was begun about 1880 by Aaron Pancoast, Jr. It was originally a one-story structure and much smaller than it is presently. The house was enlarged and a second story added about 1895 or 1900. The Pancoast House is similar in some respects to the Vassall-Longfellow House in Cambridge, Mass. It seems quite possible that Aaron Pancoast had knowledge of this house since it was rather famous then as now.

There were several members of the Pancoast family living in the King William area. William Pancoast, son of Aaron Pancoast, Sr., built a house at 302 Washington. A house was also built at 102 Turner Street. *The Eduard Steves home, also located in the King William area of San Antonio, was featured in the January 1970 issue of The Texas Architect.*

At present the house shows very little paint and the siding boards are rotting and decaying. What little paint chips still remain are yellow, and it is assumed that the entire house was originally painted a canary yellow typical of the New England house after which this one was modeled. All the capitals on the front of the house are covered with a combination of screen wire and expanded wire mesh to prevent birds from roosting on them. The capital on the column at the southwest corner of the house is missing and no trace of its present location could be found, and is therefore believed to have fallen or taken off and lost. The gutters and downspouts are believed to have been added well after the last major addition.







MAY, 1971



19





MAY, 1971



21



The federal government must play a larger role in the development of new communities through the adoption of a national land use policy. The government must systematically and routinely become involved in building a series of new cities within mass transportation distances of older core cities. The new "satellite" communities must be planned so there is a job market for the residents. Essentials of community development that the government could provide are a guaranteed flow of mortgage money, assistance in overcoming zoning and building restrictions, and aid in assembling the necessary tracts of land.



Urban centers are not dying as the core of American industry, education and recreation, as some urbanologists seem to believe. Although they face crucial problems and wracking dislocations, the central cities still contain the heart, brain, and nerves of the

metropolitan regions which surround them.



One of the biggest problems facing cities today is getting great masses of people to the right places at the right times, a problem of transportation. One potential answer is the development of urban subcenters or, "new downtowns". Declining areas would be redeveloped into balanced centers of employment, housing, education, health and recreation. In fact, buildings would normally contain two or more of these functions, located on different floors.



Geographically isolated new towns have no future and people are returning to the cities, or at least to satellite communities. This return is prompted by a growing number of families who are finding that the mainstream of current social, cultural and political life can only be found in the centers of large cities.



Everyone has been forewarned of the ecological consequences of continued, indiscriminate exploitation of the earth's resources. Of all the species that are now extinct or facing extinction, man is the only one to know in advance what is going to destroy him. Unfortunately, instead of taking positive steps to correct the situation, man is adjusting to overcrowding and dirt, the quality of life is declining and the chief danger to human life comes from man himself. Ever since Rachel Carson's book, *The Silent Spring*, every group and organization imaginable has formed task force, committees and research groups to study our state of life on earth and nearly all have resulted in volumes of facts and findings and position papers but have not resulted in any positive, corrective steps. The federal and state governments can effect numerous effective environmental controls, especially where land is concerned, but public involvement and responsible action is critical.

Every once in a great while
there is a building
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