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AIA DENVER

AUGUST 1998

DESIGN CONFERENCE RATIONALE—

NOBODY AROUND HERE CAN THINK BUT ME!

—Bill Tracy, AIA

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Has this thought ever crept into your head? Have you wished your staff had your experience and knowledge, your ability to distinguish what's important and what's not, your creativity, your commitment to excellent design and client service? Can you imagine how much more powerful your firm would be with staff that shared all these attributes? AIA Colorado has a suggestion that may help. You and your staff have been working hard, making the most of opportunities in our booming economy. On October 23-25, the AIA Colorado Design Conference will be held in Estes Park. An informal setting, stimulating speakers, and thought-provoking breakout sessions are what the doctor ordered to stimulate your practice and your staff. And best of all, AIA Colorado is slashing costs this year to make the conference more affordable for your staff.

For the first time, Intern and Associate AIA members will attend for no registration fee. Also, those who have not attended a design conference in the past will be able to take a 50 percent discount on the registration fee. Very reasonable accommodations are available at the Camp of the Rockies. And there is NO extra charge for the AIA Learning Units which you and your staff will rack up to meet your continuing education requirements.

But what about those billable hours that will be lost when your staff misses the day of work Friday? Several firms have found an easy answer. Schedule a half-day of work the previous Saturday plus four 9-hour days in the week before the Design Conference — "DC Time." It's an easy way to make up "comp time" in the same week as the conference. There's no need to lose billable hours.

Here's what to do:

- 1** Mark your calendars now for October 23-25.
- 2** Watch your mail for the Design Conference announcements and details of the programs.
- 3** Talk with your associates and staff; possibly give a registration or two as a reward for all the hard work your



Wind River Lodge at Camp of the Rockies, Estes Park.

staff has put in (remember, half price for first-time attendees—member and non-member).

4 Sign up yourself and several of your staff.

As an added thought, some firms are scheduling a planning retreat just

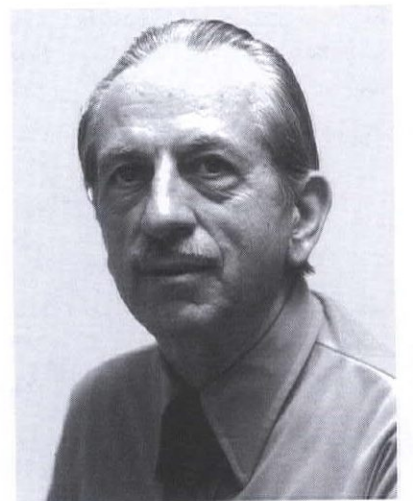
before or after the Design Conference. The facilities and atmosphere of the Camp of the Rockies make this an excellent idea that is enhanced by the conference presentations. Why let all the new ideas fade away Monday morning? Incorporate some into your firm's practice right away!

ARCHITECTURE AND SUN: THE SUN STILL SHINES

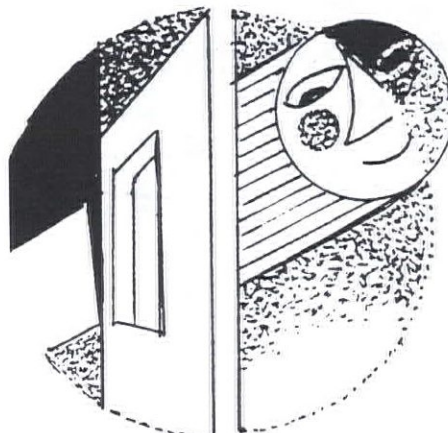
—Richard L. Crowther, FAIA

This is the first in a three-part series

For about a decade lasting through the 1970s, solar energy was in the public mind, a political concern, and a focal issue in architecture. It fell to the back burner with the Reagan administration and into relative obscurity since. It is acquiring a new state of grace with the advent of photovoltaics and some resurrection of passive solar.



Daylighting can have a most effective and extended range of uses. Technologic advances in glazing increase the options for daylighting and use of direct solar radiation. The sun's energy can be used for light and vision, and for its specific spectral properties, thermal gain, and biophysical benefit. Every home and building is a direct or indirect solar collector. The question is how to make the best use of this free source of energy.



[See SUN on page 15]

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Colorado Architect is the monthly publication of AIA Colorado, AIA Colorado South, AIA Denver, AIA Colorado North and AIA Colorado West, and is provided as a benefit to members. Submit your article by mail, fax or e-mail (aiadenco@aol.com). Deadline for all newsletter material is the 1st day of each month previous to publication. Submissions are edited and published as space allows. Letters to the editor, suggestions, comments and encouragement are welcomed. Expressed opinions and statements in this newsletter do not necessarily represent the opinions of the AIA Colorado Board of Directors or its membership.

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September Project Delivery
 October Sports Architecture
 November Business of Architecture
 December Inter-faith Religious Arch.
 January '99 Expanded Services
 February Institutional Architecture
 March Preservation Architecture

Letters, articles, and comments are always welcomed. Submit your information by mail, fax or e-mail: AIA Colorado, 1526 15th Street, Denver, CO 80202, 303.446.0066 (fax), aiadenco@aol.com (e-mail). Web site: www.aiacolorado.org

BACK TO SCHOOL

Because our profession is one of the most challenging and changing, learning for an architect is never over. We must continue to learn about design, technology, construction, building materials, building codes, human behavior, business, culture, and the environment.

One of the primary missions of AIA is to provide educational opportunities to the profession. AIA also recently began requiring continuing education to maintain current membership. The continuing education requirements add value to the status as a member of AIA, and also underscore the need for us to keep current with new trends and changes in our profession. I believe that every AIA member has a desire to learn, just by the fact that they choose to belong to AIA and have a commitment to growing in their practices.

Those of us who are principals of firms have an additional responsibility to see that the people who work for us also have the opportunity to grow and learn. Our employees are our most important assets. Without the talent, expertise and intellectual resource of the individuals of a firm, the firm could not exist.

Employers are seeking new ways of attracting and keeping good people. Unemployment is at the lowest rate in 30 years. Every sector of our economy is experiencing labor shortages, and architecture is no exception. Gone are the days when candidates seeking employment were faced with stiff competition from many others who were vying for the same job.

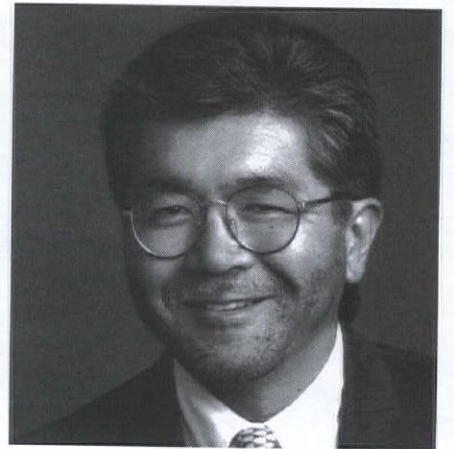
When firms hire now, they want to keep and nurture that individual. By investing in the continuing education of our employees, we are guaranteeing our own future. By allowing our employees the opportunity to grow,

they become better, more valuable assets to the firm.

The AIA Colorado Design Conference in Estes Park in October is an excellent opportunity to engage in continuing education activities. The conference is a concentration of lectures and seminars on theory and practice and a trade show of construction products and services. The social time is as important as the lectures and seminars because it gives an opportunity to discuss common issues and concerns with architects from all over the state.

This year's design conference, set in the beautiful Camp of the Rockies in Estes Park, is intended to help us break from our everyday routine and be immersed into discussions of raising our awareness to a higher standard of practice. The conference is designed to be affordable and to offer the opportunity for practitioners at all levels to participate. Entire firms are encouraged to come to the conference and use this time to examine their own way of producing good architecture and use the available conferencing facilities to reflect on what they have learned in a retreat-like setting.

You will find a more complete description of the conference in your mail soon. If you have any questions or



—Ron Abo, AIA

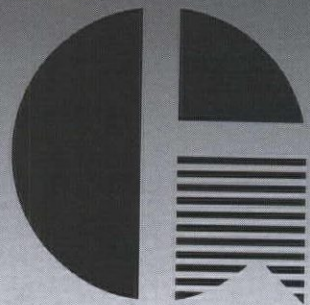
wish to discuss this article further, please call, write or E-mail me at Abo•Copeland Architecture, Inc., 1600 Downing Street, Suite 700, Denver, Colorado 80218, 303.830.0575, rka@acarch.com

Wanted: Seven Gung-Ho Architects!

Seven Colorado architects will apply for AIA Fellowship for 1999. AIA Colorado is looking for seven energetic and enthusiastic architects to assist the candidates as they prepare their submittals for Fellowship, one of National AIA's highest individual honors. This is a wonderful chance to get to know and learn more from one of our most prominent architects. Call 303.446.2266 or 800.628.5598 for more information.

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THE COLORADO HISTORICAL SOCIETY STATE HISTORICAL FUND

—Estella Cole, Registered Architect

It has been said that the ultimate form of recycling is rehabilitating an historic building for a compatible new use instead of demolition. The State Historical Fund provides financial assistance to non-profit and public entities for just this purpose, and the following article provides more information about this state-sponsored historic preservation program.

Amendment 4 and the State Historical Fund

In November 1990, the voters of Colorado approved "Amendment 4," a citizen-initiated measure to amend the State constitution to allow limited stakes gambling in the historic mining towns of Central City, Black Hawk, and Cripple Creek. Amendment 4 also required that 28 percent of the gaming tax revenue be transferred to a fund dedicated to historic preservation. Twenty percent of this fund is returned to the gaming towns for their local historic preservation needs, and the remaining 80 percent is "... used for the historic preservation and restoration of historical sites and municipalities throughout the state"

In fact, the state tax revenues generated by gambling have had tremendous benefit to historic preservation projects across the state, and as of January 1998, the State Historical Fund, administered by the Colorado Historical Society as a statewide historic preservation grants program, has awarded over \$46 million to more than 1,100 historic preservation projects in all of Colorado's 63 counties.

Funding Policies and Project Types

Through a competitive application process, the State Historical Fund (SHF) awards grants to a wide variety of project types, provided that they bear a strong relationship to historic buildings, sites, or structures and that they relate to one or more of the goals and objectives identified in the

statewide historic preservation plan, Colorado Preservation 2000. In addition, all work undertaken with SHF participation must comply with The Secretary of the Interior's Standards for the Treatment of Historic Properties. Cultural resource surveys and archaeological investigations must follow the guidelines adopted by the Office of Archaeology and Historic Preservation, and projects that interpret historic places through exhibits and brochures must be checked for accuracy and approved by the Colorado Historical Society. Architects and other consultants who work on SHF-funded projects must meet The Secretary of the Interior's Professional Qualifications Standards.

State Historical Fund grants are awarded only to public and non-profit entities for proposals that conform to one of three project types in three funding categories. Because grant applicants are expected to share in the cost of the project with SHF, a minimum 25 percent cash match of the total project cost is required of applicants for SHF funding.

Project Types

Acquisition and Development Projects include "bricks and mortar" construction projects and projects that involve the rehabilitation, restoration, excavation, stabilization, or the acquisition of a designated property or site. "Designated" properties include those listed on the State or National Registers of Historic Places or those designated through an official local landmarking process.

Education projects provide historic preservation information to the public, such as the design and printing of maps or brochures that provide historical interpretation along a scenic and historic byway or the development of educational curricula for teachers that incorporate preservation theory and architectural history.

Survey and Planning Projects can involve the identification, recording, evaluation, and planning for the protection of significant historic buildings, structures, sites, or districts. An example of this type of project is the preparation of an historic structure assessment to determine rehabilitation/preservation needs for an historic building and to identify a possible compatible new use.

Funding Categories

Mini-grant awards are designed to assist in small-scale projects or in the initial planning for larger-scale projects with a maximum award for any individual project of \$10,000; there is no minimum mini-grant award amount.

General grant awards are available to projects that can be completed within a 12-month period. While there is no maximum award amount, the average award has been between \$45,000 and \$60,000 and few awards are made in excess of \$100,000.

Multi-year grant awards were created to assist with projects that are based on comprehensive planning and a clear fund-raising strategy and that would benefit from having up to four years to complete the scope of work. Multi-year funding is contingent on funds being

received by the State Historical Fund and approved for distribution.

The application deadline for the next round of grant awards is Oct. 1, 1998. Further information may be obtained from the State Historical Fund Office, 225 East 16th Avenue, Denver 80203; 303.866.2825. The Office of Archaeology and Historic Preservation (OAHP) of the Colorado Historical Society also maintains two web sites. OAHP may be visited at www.aclin.org/other/historic/chs, and the Colorado Preservation Information Network (CoPIN) is located at www.CoPIN.org.

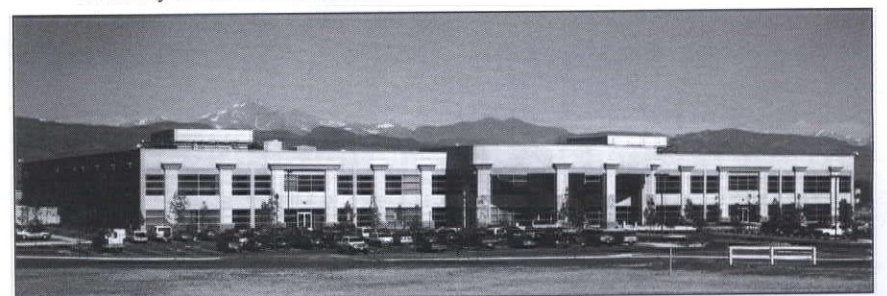
Estella Cole is a Historic Preservation Specialist with the State Historical Fund/Colorado Historical Society.

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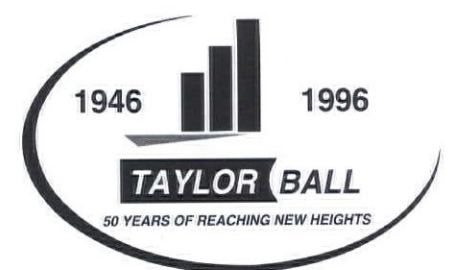
The Colorado Architect welcomes all letters. Letters must be signed with name, street address and daytime phone number. The opinions expressed do not necessarily represent the opinions of the AIA Colorado Board of Directors or its membership.



Hazel Gates Woodruff College, University of Colorado at Boulder



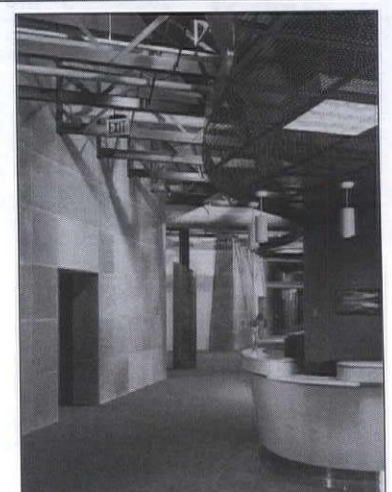
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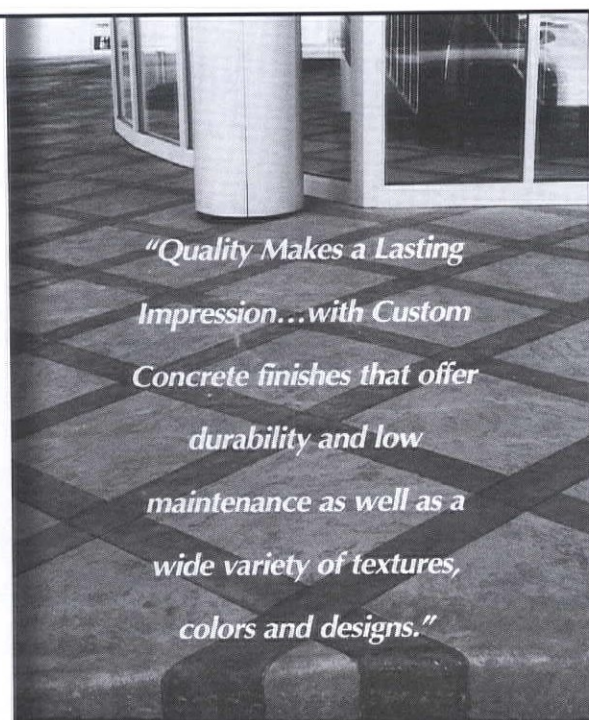
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CONTINUING EDUCATION OPPORTUNITIES

Insulated Concrete Form Training and Certification Course

Barnard Structures, Inc., the Denver distributor of Blue Maxx wall systems will be hosting a seminar on Aug. 6-7. This course is very comprehensive, utilizing many media including slide presentation, video, student workbooks, and hands-on demonstrations. Each student receives their own technical materials and videos. This is one of the only AIA-accredited Continued Educational Unit Courses in the industry, and is worth 48 AIA learning units and 16 hours of health, safety and welfare.

The seminar will be held at Colorado Ready Mixed Concrete Assoc. (CRMCA), 6880 S. Yosemite Court, upstairs classroom, from 8 a.m. to 5 p.m. each day. The cost is \$150, which includes course material, breakfast and lunch. For more information or to register, call Mike Barnard at Barnard Structures, Inc. at 303.347.0175.

Designing Low-Energy Buildings Workshop

Designing energy-efficient, climate-responsive buildings is easy ... when you've got the right tools. The Designing Low-Energy Buildings Workshop has hands-on sessions to provide you with a working knowledge

of "Energy-10," a design tool for low-energy buildings.

The workshop is hosted by Environmental Educators, Inc., in cooperation with AIA Colorado and AIA Colorado North Chapter, Colorado Office of Energy Conservation, Western Areas Power Administration, Colorado Renewable Energy Society, Colorado Solar Energy Industries Association and the City of Ft. Collins. It will be held August 14-15 at the University of Colorado at Denver, 1250 14th Street, from 8:30 a.m. to 5:00 p.m. AIA members will receive 36 learning units, which will be reported directly to the CES. For more information, call Jana Simpson at Environmental Educators, Inc., at 303.449.0867.

There is such a thing as a "free lunch." Better yet, this lunch comes with six Health, Safety, and Welfare credits toward your AIA annual requirement.

The AIA Colorado West Chapter is sponsoring a series of professional updates concerning paints and coatings. Benjamin Moore Paints is hosting the luncheons and providing the speaker, AIA Colorado Professional Affiliate member Mel Cave. Mel promises to have the "latest and greatest" coatings industry information including latex

versus oil products, paints versus stain, VOC compliance, color trends, and of course, writing paint specifications.

Getting paints and coatings done in accordance with a client's wishes and local laws is often an important factor in the level of satisfaction of the client. It is one of those little details that can make the difference.

Presentations will be given at the following locations:

- ◆ August 10—Chateau at Vail, 13 Vail

Road, Vail, 970.476.5631

- ◆ August 11—Hotel Jerome, 330 E. Main St., Aspen, 970.920.1000
- ◆ August 12—Holiday Inn Grand Junction, 755 Horizon Drive, Grand Junction, 970.243.6790
- ◆ August 13—Doubletree Durango, 501 Camino Del Rio, Durango, 970.295.6580

For more information, or if you have a specific area you want Mel to address, call him at 800.642.5678, ext. 2216. E-mail: mwcave@ix.netcom.com

SLATE OF CANDIDATES ANNOUNCED

AIA Colorado is pleased to announce its slate of candidates for 1999 offices:

President-elect:

- ◆ Dean M. Ibsen, AIA (South Chapter)
- ◆ Steven K. Loos, AIA (North Chapter)

Treasurer-elect

- ◆ Fred Hynek, AIA (Denver Chapter)
- ◆ James R. Morter, FAIA (West Chapter)

Secretary:

- ◆ Duane Boyle, AIA (South Chapter)
- ◆ James A. Cox Jr., AIA (North Chapter)

Associate Director:

- ◆ Cheri Gerou, Assoc. AIA (Denver Chapter)
- ◆ Andrea Nicholl, Assoc. AIA (Denver Chapter)

The President-elect and Treasurer-elect are two-year terms, with the second year serving as the President or Treasurer; the Secretary and Associate Director each serve one-year terms. Watch for your ballot this month.

AIA Colorado Bylaws require a 15-day period whereby nominating petitions (signed by not less than five eligible voting members) may be returned to AIA Colorado placing in nomination one or more candidates other than those listed above.

For information on filing a nomination petition, please contact AIA Colorado President-elect Ned White, AIA, at 303.738.8877.

Back To The Basics...

It's not quite "readin', 'ritin and 'rithmatic," but every preservation project teaches us a lesson! With a little common sense, we've come up with a way to increase energy efficiency and maintain aesthetics. We've combined our restoration process with *Kolbe & Kolbe's* new replacement windows to create a total "window solution."

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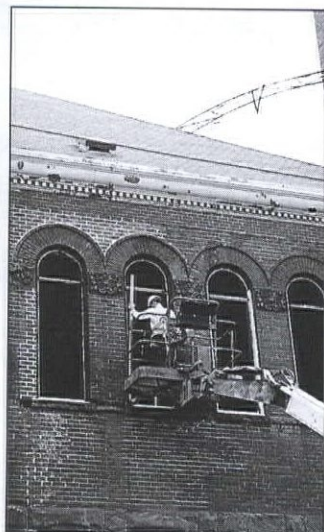
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Contractor: Gerald H. Phipps

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Lines & Columns

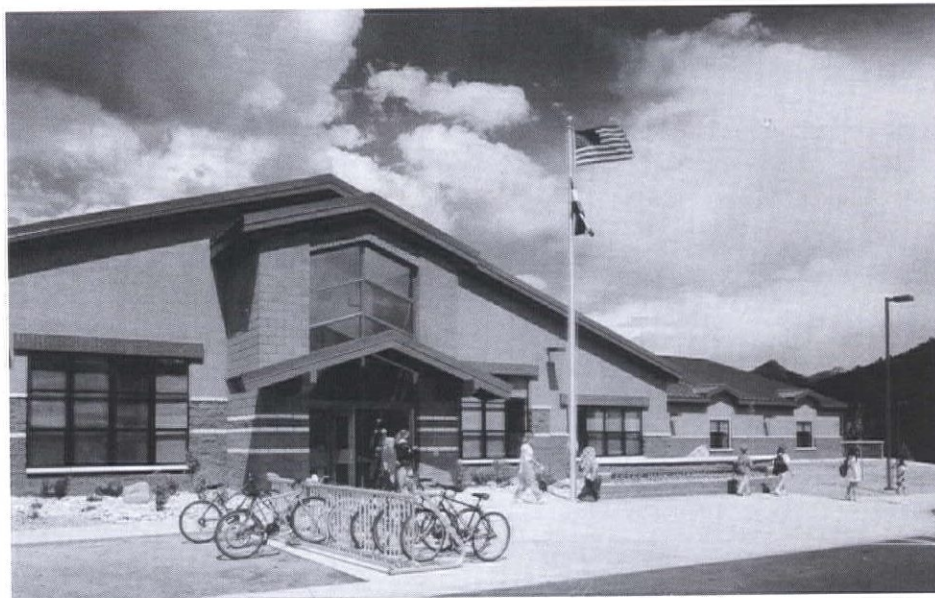
AIA Colorado South Chapter

DLR COMPLETES ANOTHER MOUNTAIN SCHOOL

—John Quest, AIA

Nestled on a hillside, this special school overlooks the Estes Park valley, providing a quality learning environment for the Estes school children and the community.

will alleviate over crowding at the existing elementary school and the middle school. Like many school districts, land on which to build new facilities is sparse and expensive. The most logical and cost effective choice



Front entrance of Estes Park Intermediate School. The DLR Group.

The project began in 1994 when the DLR Group was retained by the District to develop a district-wide master plan. The plan focused on building upgrade needs and space needs resulting from a growing enrollment. The District and the community chose a solution that incorporated a multi-phased approach that fit the needs of the District and their funding capacity. The first phase of this improvement plan was to design and construct an intermediate school building. Financing was to be through general obligation bonds.

for the district was to locate this building on land already owned. This land, unfortunately, was occupied by three other school facilities, so the challenge was to plan the entire campus to allow room for all facilities and site activities.

The final site solution resulted in a very cozy juxtaposition of the four schools, allowing the new one to be nestled into the hillside. The building takes advantage of the sloping site and looks out over the valley and Lake Estes. So views from adjacent residences were not obscured, the school was designed with a low profile on the



The Estes Park Intermediate School media center.

DLR Group assisted the bond committee and George K. Baum, the bond house, in the successful bond campaign. DLR has assisted in 15 bond campaigns in Colorado with 14 of the bond issues passing; all occurred since the passage of the Tabor amendment.

uphill side of the facility. The building then increased to two stories farther down the hill, with the gym located at the lowest point of the site.

The structure is a simple "T" shape allowing for easy monitoring by the staff. Classrooms are divided into three

The new school is designed to accommodate grades 3,4 and 5. This facility

BACK TO SCHOOL

—The LKA Partners, Inc.

When we were younger, back to school brought the excitement of seeing your friends after the summer break, fear of the new teacher, and dreams of a new box of crayons that hopefully included a sharpener! Now that we have children of our own, they experience the same anticipation as we did, while we scurry about to get everything ready for that first day of classes.

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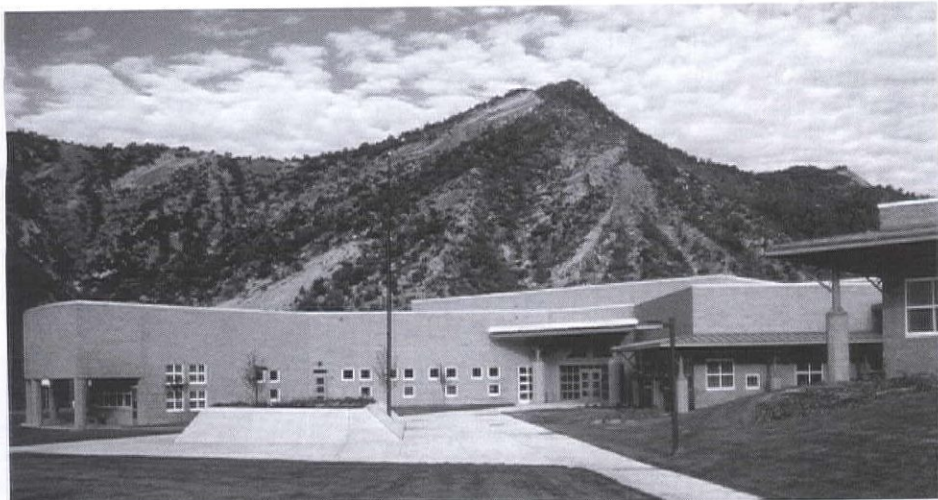


photo: Laune Dickson

Front entry plaza of Escalante Middle School in Durango. The LKA Partners, Inc.

As architects that create educational environments, "Back to School," brings the same anxieties of childhood, and more. The excitement of finally seeing the physical reality of your design, hoping that the completed project looks as good in real life as it did on paper, fearing that the building won't be finished on time, and dreaming of the other opportunities this successful project may bring, come to mind. For us, August will always be tied to the headlong rush of construction workers and architects trying to get new and renovated schools ready for that first freckled five-year old that walks through the door.

During the 32-year history of The LKA Partners, Inc., we have helped numerous school districts throughout Colorado create and adapt their facilities to meet their needs. "Back to School" is a process for us, which starts years before the beginning of any particular school year. Master plans must first evaluate not only the condition of a district's facilities, but assess current and future needs. Based on the

[See SCHOOL on page 6]

[See ESTES on page 6]

BURNS SCHOOL "PROJECT OF THE YEAR" CALL FOR ENTRIES

The Burns School of Real Estate and Construction Management at the University of Denver, Daniels College of Business presents the Annual "Project of the Year" Awards. Projects must have been completed between September 1, 1997 and October 31, 1998. Entries must fit into one of the following six categories: single family residential; multi-family residential; retail commercial; office commercial; industrial commercial; resort/hotel/other.

All complete entries must be received by 5 p.m., Friday, Sept. 18, 1998. Deliveries will be accepted weekdays between 9 a.m. and 5 p.m. at the Burns School Office within the Daniels College of Business, University of Denver.

Mail entries should be addressed: THE BURNS SCHOOL, DU/DCB, "Project

of the Year," 2020 S. Race St. Room BA-215, Denver, CO 80208.

Seven awards will be presented, one for each specific, above-mentioned category, plus one **Grand Award** winner will be selected for the overall "Project of the Year." All entries are automatically eligible for the Grand Award. All category winners will be announced at DU's Fall Forecast, which is scheduled as part of the Rocky Mountain Commercial Real Estate Expo, Nov. 3, 1998 at the Denver Convention Center.

For entry forms or more information, contact Marie Kline at the Burns School, University of Denver, Daniels College of Business at 303.871.3432.



Grade change on east elevation of Estes Park Intermediate School.

[ESTES, from page 5]

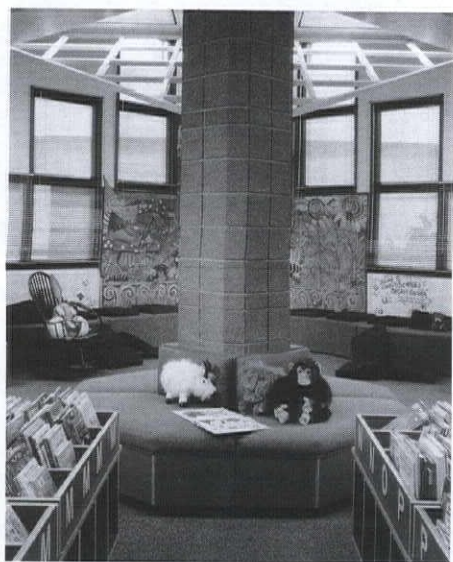
houses or pods, one for each grade. Each pod allows for a common activities space. The entire pod is enclosed by a simple rectangular structure to maximize the use of a cost-effective structural system.

At the intersection of the "I," all common areas are located for easy access and minimal cross traffic congestion. Activities located in this area include common program spaces, media center, administration, and vertical circulation. This area provides second-level viewing—as well as stair access—to the gymnasium. The gymnasium was sized to provide a competition court with some spectator seating. A portion of the gym can be isolated and used as a

cafeteria, while the remainder can still be utilized for P.E. purposes. The size of the gym and its location lets the other schools in the District use it, as well as the community, while ensuring the security of the unused portions of the building. Public locker rooms are included next to the oversized gym for a variety of community events.

The primary building materials include a steel super structure, masonry and EIFS skin, and gypsum board on metal stud partitions. The project was bid in packages to allow an early start in the construction to maximize the use of a short construction season.

[SCHOOL, from page 5]



Reading alcove in the media center at Semper Elementary School in Westminster. The LKA Partners, Inc.

New LKA Partners' educational facilities that will open their doors for the first time in August include Brighton North Elementary, Douglas County's Wildcat Mountain and Iron Horse Elementaries, and Academy School District 20's Edison and International Elementaries. Larger, renovated facilities at Air Academy High School and Douglas County High School will also greet their returning students.

When we shook the dust of high school and college from our collective feet, little did we know that "back to school" would be such an integral part of our personal and professional lives for many years to come.

Note: Milgard Manufacturing's phone number was incorrect in the list of advertisers last month. The right number is 303.371.0274.

master plan, bond elections are often required. Bond Elections provide the funds to enable the district to keep up with the growing population, as well as maintain existing facilities in proper order.

With the financing secured, then comes design, construction documents and of course construction. Schools can't open late. We work diligently with the general contractor and the school district representative during the construction phase of the facilities to guide them to completion. It is important that schedules are met, so furniture may be installed and the staff moved in and settled well before school starts—which brings us right back to the summer gone in a heartbeat and the headlong rush into August.

Since 1980, the 39-member staff of the LKA Partners have created 20 new secondary, 49 new elementary, and more than 100 additions and alterations to educational facilities.

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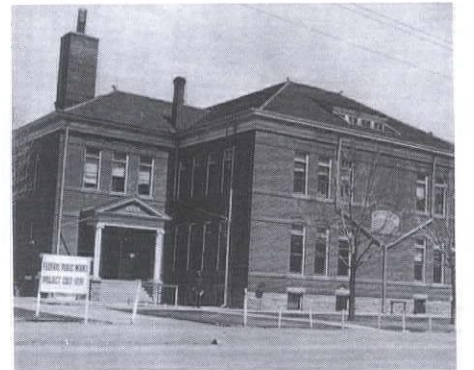
HELPING OUR SCHOOLS MAKE THE GRADE

Public schools in Colorado will open their doors to about 680,000 students this fall. Many of these students will be returning to buildings that are in poor condition and need to be significantly upgraded or replaced. As professionals involved in school facility planning and design, we have a responsibility to be knowledgeable about the issues surrounding facility needs. Raising awareness of the issues as we work with school communities around the state will help assure adequate funding resources and appropriate planning and design for necessary school facility improvements.

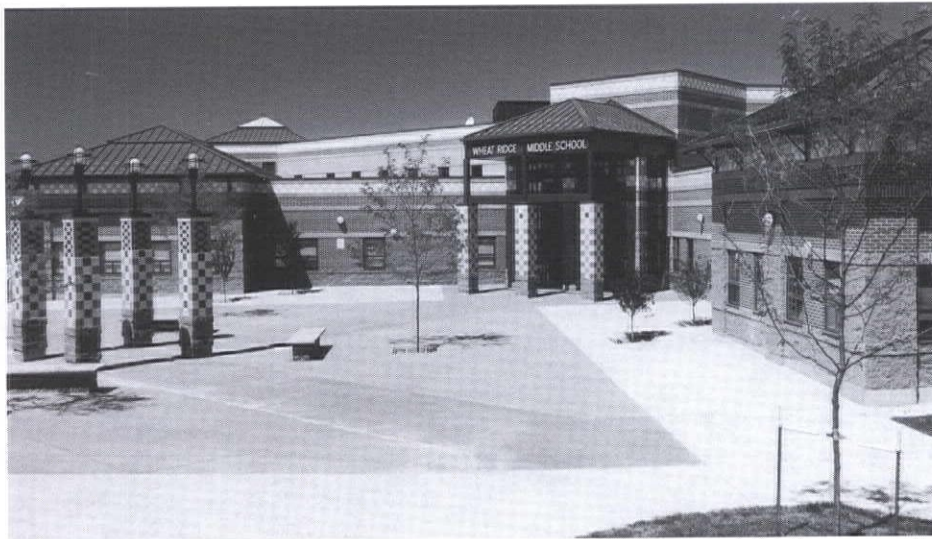
address critical facility needs. A class-action lawsuit was recently filed in Denver District Court claiming that Colorado's method of funding capital improvements "denies some school districts the funds necessary to provide adequate facilities," a violation of the state constitution. The plaintiffs contend that students in low property wealth districts attend schools that are "not fit for habitation" while high property wealth districts are able to provide "virtually unlimited educational facilities." The suit asks the court to require a permanent school capital funding source.

—Don Cross, Director of Facilities and Planning, Jefferson County Public Schools

There are 40 states that provide a mechanism for state funding of K-12 school construction. In Colorado, the only state contribution for construction



Cycle of life for a school building: Wheatridge High School.



The new Wheatridge Middle School. Slater-Paull & Associates Architects.



Wheatridge Middle School. Originally the Wheatridge High School.

[See GRADE on next page]

The 1996 U.S. General Accounting Office study of school facilities reported that 89 percent of the schools in Colorado need to be upgraded or repaired to be brought up to good overall condition. In the same year, the Augenblick and Myers survey of Colorado school district funding for the Colorado School Finance Project estimated a capital needs backlog of \$2.5 billion. The study further reported 24 percent of the state's schools were constructed before 1950 and 57 percent between 1950 and 1980.

A 1998 survey of Colorado school district capital construction needs conducted by the Legislative Council staff identified \$3.8 billion of capital construction needs. Even though these surveys were based on self reporting by districts—and many smaller districts may not have qualified staff to make an accurate assessment of capital needs—the information provided through these surveys does suggest that Colorado school districts have significant capital needs.

Many Colorado school districts are struggling to provide funding to

AIA DENVER AWARDS GALA 1998— THE TIME IS NOW!

Format

Any built work of architecture completed since January 1, 1993. Work must have been built in the Denver metropolitan area OR built in any location if produced by a member of the AIA Denver chapter.

Who

Any licensed architect in the State of Colorado.

What

The type and number of awards given will be determined by the jury, and may include; Honor Award, Merit Award, and Citation. The jury will be encouraged to give consideration to projects of different scale, from both the public and private sectors. All projects will be designated for one category listed below. Projects not designated will be classified at the discretion of the jury.

Architecture Project—built
 Urban Design Project—built
 Interior Design Project—built
 Unbuilt Project—any category, abandoned or future
 Presentation—manual or computer, graphic or mode
 Technical Achievement/Craftsmanship—inspired detailing or construction technique

When

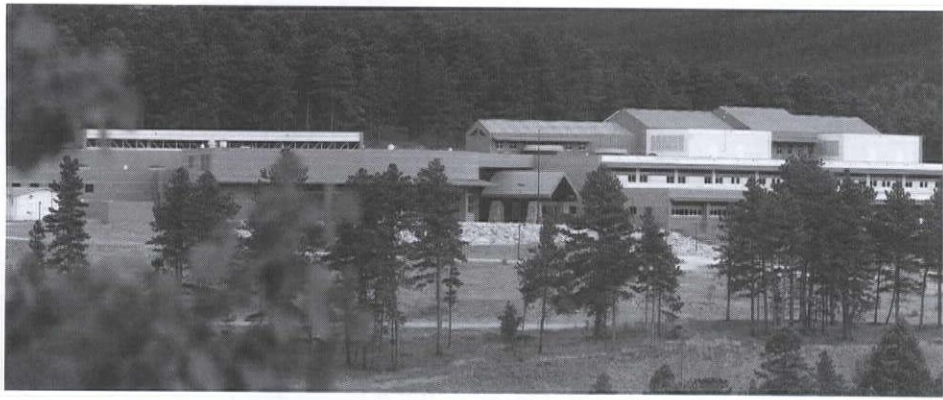
August 24: Request for Entry form and fees due to AIA Denver office
 September 10: Submission of Binders due to AIA Denver office
 November 7: Annual Awards Gala

Where

Eulipions Theatre
 1770 Sherman Street
 Denver, CO

[See AWARDS on page 10]

[GRADE, from page 7]



Conifer High School, Jefferson County Schools. LKA Architects

is through the Capital Reserve Fund. Capital Reserve funds are limited and districts use these funds to purchase school buses, vehicles, technology, and a variety of other capital needs. Most districts have to supplement Capital Reserve with bond funds, which require voter approval. During the last 10 years, about 80 percent of bond dollars requested by districts in the state were approved, however only 59 percent of the bond issues were successful.

Another funding source may be available to some districts with the passage in 1998 of House Bill 98-1231, the "School District Capital Construction Assistance Program." This legislation provides for matching grants to address immediate health/safety needs, needs in districts with low relative wealth, needs in districts with significant enrollment growth and incorporation of technology into schools.



Lawrence Elementary School: Now... and then (photos to right). This photo: Architecture/Landscape Architecture by RNL Design.

However no funds were appropriated to establish a school construction and renovation fund as provided for in the bill. A companion bill, House Bill 98-1256, also enacted by the 1998 Legislature, will refer a ballot question to voters statewide this November. This

bill concerns the use of state revenue, in excess of that permitted by the TABOR amendment, for public school capital construction projects, state and local transportation needs and public higher education construction projects.

Those of us involved in school facility planning and design should be aware of the following issues:

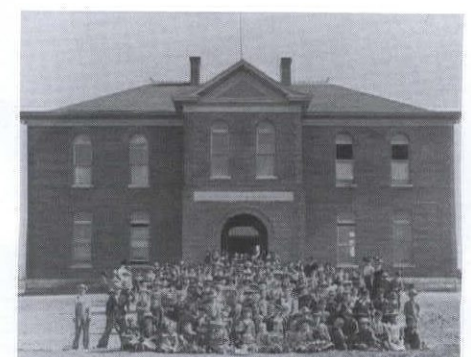
The need to regularly invest in facilities is accepted practice in the private sector. The concept of depreciation is based on the understanding that

maintained. Those of us involved in school facility planning can help to educate the school community to overcome this perception.

Using bonds to fund capital improvements should not be considered undesirable. It is particularly important to recognize that bond funds are often required to upgrade existing facilities and provide new schools and additions. This funding method enables payment of the debt over time by those who use the facilities now and in the future. Generally these bonds are paid off with cheaper dollars because of inflation.

buildings and equipment deteriorate with use and require periodic renewal or replacement. This concept needs to also become accepted practice for school districts.

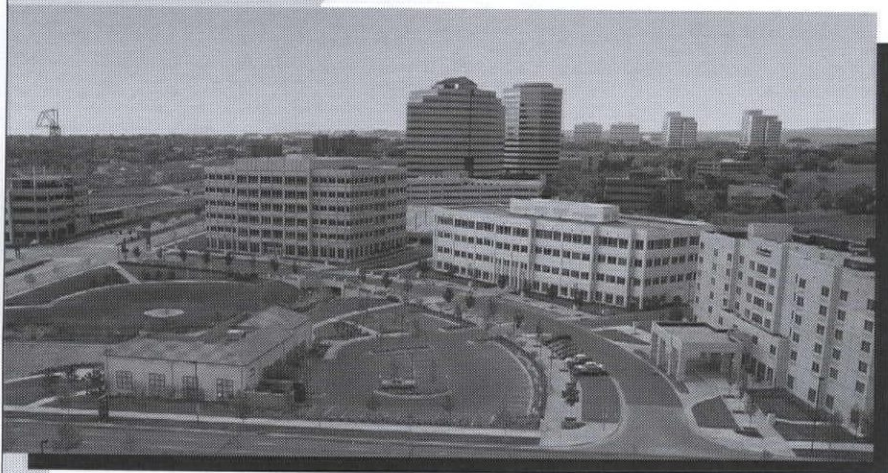
School communities need help in understanding the difference between capital improvements and maintenance. Facilities deteriorate over time and replacement or overhaul of building and site systems—such as HVAC, electrical, roof and pavement systems—are capital improvements. Some perceive these kinds of improvements to be maintenance needs and contend that capital dollars would not be required if facilities were properly



There is no process in Colorado for school districts to identify and report capital improvement needs on a regular basis. Development of a process for a comprehensive statewide assessment of school facilities should be encouraged.

Many schools need to be renovated and upgraded to meet changing educational program needs. Programs, such as educational technology, are often difficult to retrofit into older buildings.

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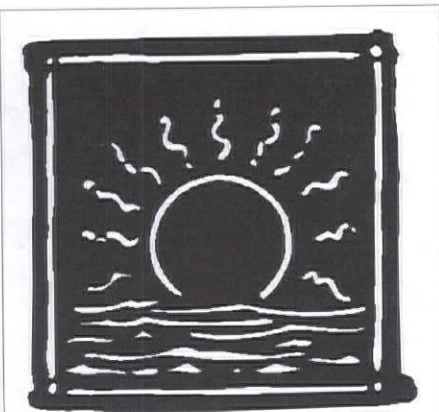


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Remember to register for Summerfest! Deadline is August 5th. Call 800.628.5598 for more information.

MEMBERS IN THE NEWS

Debra Massop, SDA/C, the office administrator of the Denver-based Barker Rinker Seacat Architecture, recently received the 1998 Member of the Year Award given by the Society of Design Administration at its annual convention in San Francisco. The award was given "in recognition of her dedication and service to the Society." She has been a member of the Society since 1991 and served on the National and Local Boards during that time.

Barker•Rinker•Seacat• & Partners, Architects changed its name to Barker Rinker Seacat Architecture. The firm has a staff of 21 employees.

Interior Planner Kay Engel, has joined **RNL Design**.

Dena L. Wyatt joined **Turner Construction Company** to head up the business development department for its Denver office.

FREE ARE PRACTICE SOFTWARE AVAILABLE

The National Council of Architectural Registration Boards (NCARB) has added the practice software for the Architect Registration Examination (ARE) to its web site. Exam candidates can now download the software directly into

their computers by signing on to the site at <http://www.ncarb.org> and following the links to the examination information.

The software includes tutorials to teach candidates how to use the various testing tools found in the three graphic divisions of the ARE. (There are no practice programs for the six multiple-choice divisions.) Following the tutorials are 15 representative vignettes, one for each of the 15 vignettes that make up the graphic divisions.

Previously, candidates had to request the ARE software after they were made eligible by their state registration boards or provincial architectural associations. Now the software is being sent to all candidates on diskette, but with the addition of an online version, architectural interns can begin to familiarize themselves with the ARE software even before they become eligible candidates.

To become an eligible candidate, interns need to apply for registration with one of the U.S. registration boards or Canadian provincial associations. Only these entities can determine eligibility to take the ARE. For more information about the ARE, please visit NCARB's web site, listed above.

**JEFFERSON COUNTY SCHOOL DISTRICT—
DAKOTA RIDGE HIGH SCHOOL, LITTLETON, CO**



Dakota Ridge High School, Klipp Colussy Jenks DuBois.

Dakota Ridge High School is designed to respond to an educational philosophy that advocates discreet academic centers. The school is designed to provide core facilities for 1,250 students, with eventual build-out to 2,000 students.

One of the primary objectives in the design of Dakota Ridge was to create an environment that provided maximum flexibility with respect to instructional methods, both present and future. However, the school board also recognized that flexibility must be balanced with economic constraints and the need for spaces to function optimally for current delivery methods.

The design was conceived to be adaptable and allow for other educational

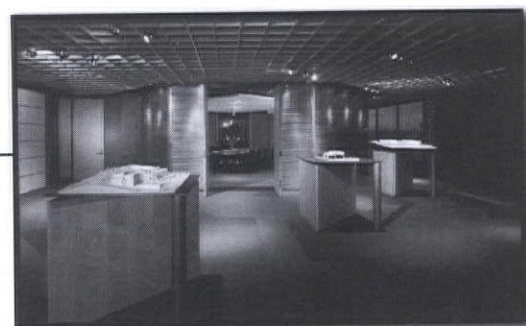
delivery methods including departmentalized or inter-disciplinary approaches. Spaces for art, music and the commons area are expressed architecturally as individual elements, but are easily identifiable. For example, the music room located in the northeast portion of the building is designed to mirror the shape of a grand piano.

The main entrance to the site follows the central spine of the site Master Plan, and becomes the main north/south axis through the building. From a distance, one views primary anchoring element and dominant volume of the building, which features an arched roof supported by a bow string truss.

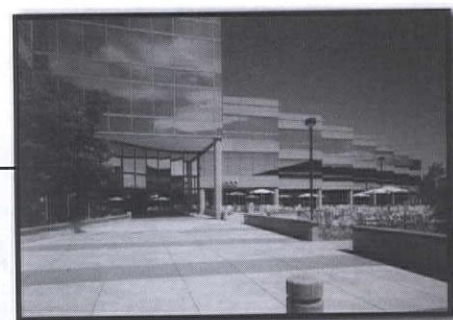
[See DAKOTA RIDGE on next page]

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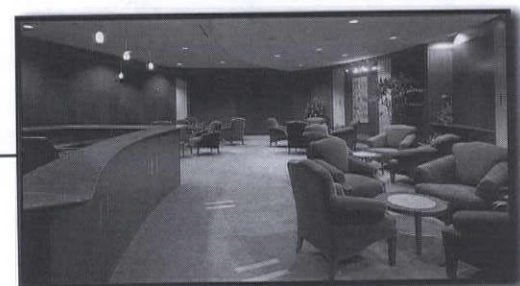
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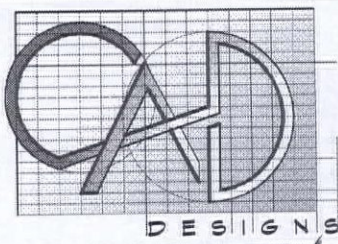
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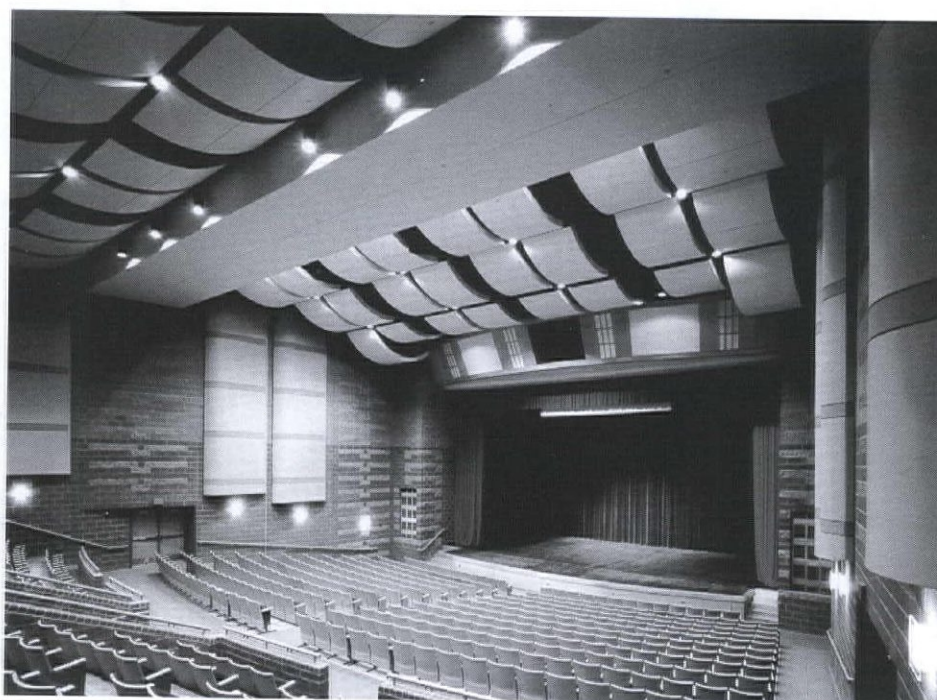
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[DAKOTA RIDGE, from page 7]



Library at Dakota Ridge High School.



Auditorium at Dakota Ridge High School.

On the outside, the bowed roof echoes the slope of the Dakota Ridge land formation to the west, and provides a visual connection between the existing landscape and the school. Exterior materials include sand-blasted concrete masonry, precast concrete window sills and hollow metal windows. Accent materials include exposed structural steel and aluminum panels. A darker masonry color was selected for the lower portion of the building to provide a sense of scale and establish a base for the building.

[AWARDS, from page 7]

How

All entries must be submitted in an 8-1/2" x 11" binder. Entry format guidelines will be mailed to each participating firm upon receipt of your "Request for Entry" form and entry fee. Presentation Boards will be required of successful submissions only.

Submissions receiving awards will be announced the evening of the gala as well as in major publications in the Denver metropolitan area, national industry magazines and in the National AIA newsletter.

Jury

Harold Roth, FAIA—Roth and Moore Architects, New Haven, CT.
Patrick Pinnell, AIA—Yale University, New Haven, CT.
Turner Brooks—Yale University, New Haven, CT.

This arched roof covers both the gymnasium and auditorium, which are separated by the central axis corridor. The corridor serves as a gathering place for students to assemble at the beginning of the day. It also becomes the central axis to the cafeteria, a north-facing atrium space that extends to the outdoors, where students enjoy open-air seating on the terrace. An additional benefit of the central spine as an organizational element is that it provides a mechanism to clarify access for public uses; visitor destinations can be easily discerned, minimizing confusion.

A circular entry serves as a focal point for all academic spaces, while providing protection from prevailing winds.

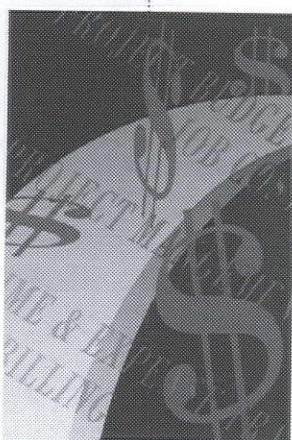


Side view of Dakota Ridge High School.

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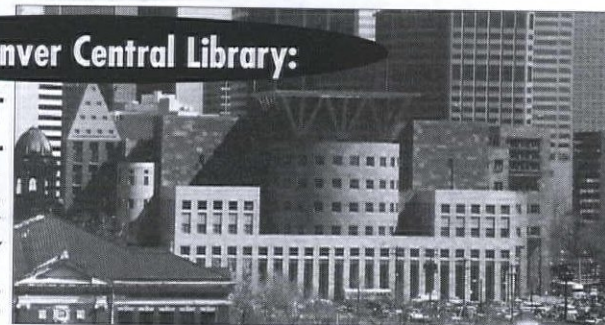


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Denver Central Library: Winner of the Rocky Mountain Masonry Institute's 1998 Grand Award for Architectural Excellence. Architects: Klipp Colussy Jenks DuBois Architects, Michael Graves Architects. Structural Engineer: S.A. Miro.



AIA Colorado North Chapter

ROCKY MOUNTAIN HS AND GREELEY CENTRAL HIGH

—Ken Field, AIA

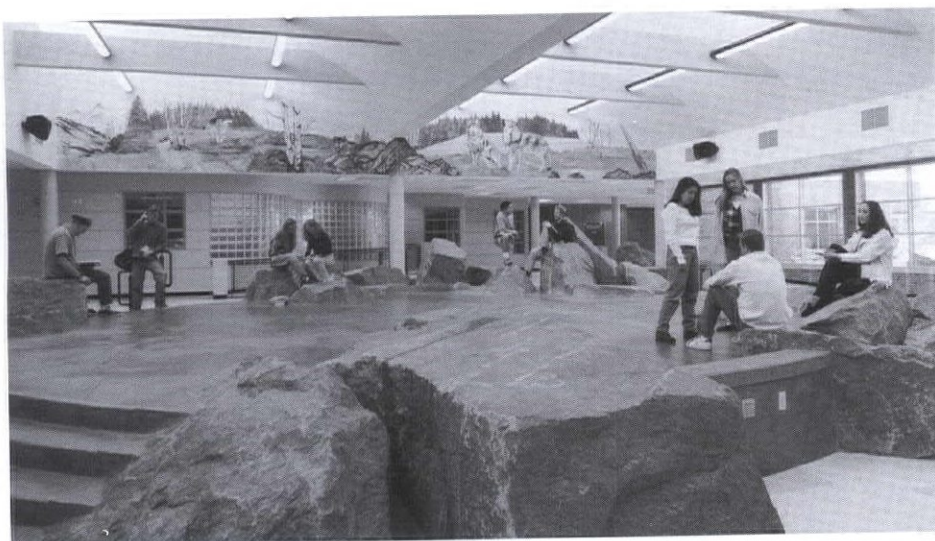
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Schematic elevation of new media center at Greeley Central High School, RB+B, Inc.



Media Center Elevation
Greeley Central High School
March 31, 1998
RB+B Inc.



Commons area at Rocky Mountain High School, RB+B, Inc.

The facility encourages and supports lifelong learning with extended access to media, student services, fitness center, theater, new west classroom wing, etc. The additions were configured to unify the original three-building campus plan into a single building. Existing classrooms were renovated to increase general instructional spaces

[See RB+B on page 12]

ECOMORPHIC ARCHITECTURE AT THE EAGLE ROCK SCHOOL

—David Barrett, AIA

The Eagle Rock School (ERS) and Professional Development Center, a campus of 23 buildings located on a rugged 640-acre site near Rocky Mountain National Park in Estes Park, combines a non-profit, residential high school for at-risk teens with learning opportunities in the field of education through its Professional Development Center programs. Facilities include Student, Faculty, Intern, and Guest Housing, a Lodge with a commercial kitchen, dining and gathering spaces, Professional Development Center, Learning Resource Center/Library, Science Center with Living Systems Bioshelter, Arts and Crafts Center, Pool and Recreation Center, Barn, Maintenance, Parking Structures, Gardens and Playfields.

2. Context. Communities are strongly connected to their physical environment. The high-country setting established a powerful contextual reference for ERS. The natural forces of sun, wind, snow, topography, etc., offered both limitations and possibilities for the assembly of spaces. A sense of fit became a driving force behind the architecture.

3. Homeostasis. Natural communities are self-regulating. They undergo constant change—daily, seasonally, and over longer periods as the entire community matures. The facility is forgiving, anticipating the inevitability of change. The nature of education and Eagle Rock's specific mission require adaptability and flexibility. Therefore, the facility was designed to adapt to



Photo: Dan O'Connor

The Learning Resource Center is a "high-tech, high-touch" information hub on the Eagle Rock campus.

Barrett Steele saw in the design of the Center an opportunity to manifest the school's unique vision of education in an architecture that would not only support the pedagogical vision, but be equally as fresh in its expression. It was an opportunity to express a sense of human scale as well as a holism of purpose—an integrity that is often missing in our institutions and the containers that house them.

For this reason, Barrett Steele proposed a set of principles from which we could see the project's architectural forms emanating. We termed these "Ecomorphic Architecture," or a morphology based on ecological principles that appear to be behind the development of healthy organisms and communities (ecosystems).

Principles of Ecomorphic Architecture

1. Scale. In a biological community, the size of individual elements is appropriate to their function. ERS is human-scaled, welcoming and approachable, and fits with its surroundings. The facilities subordinate to the scale of the natural elements, to communicate humility to the natural environment.

evolving populations, curriculum changes, and technological opportunities.

4. Synergy. Natural communities are mutually empowering. Symbiotic relationships allow organisms to share an ecological niche and prosper. Synergy is expressed in Eagle Rock's architecture through spatial relationships, which encourage mutual empowerment, and through use of natural energy resources. ERS uses the abundant Colorado sunshine for passive solar heating, active solar hot water heating, and power generation through photovoltaics.

5. Complexity. In any natural system, complexity and redundancy have significant purposes. ERS uses the concept of complexity and diversity by allowing the clustering of activities and uses to create vibrant, active environments. Respect for the cultural diversity of the individuals and groups who make up the school is another way in which the principle of complexity is expressed.

[See EAGLE ROCK on page 12]

[EAGLE ROCK, from page 11]

6. Succinctness. The nature of complexity demands the rigorous use of all resources. At ERS, spaces were clustered providing efficient use of energy. In an age of excess, it is important to convey stewardship. We must learn the lesson of limits—efficient structures will manifest this lesson.

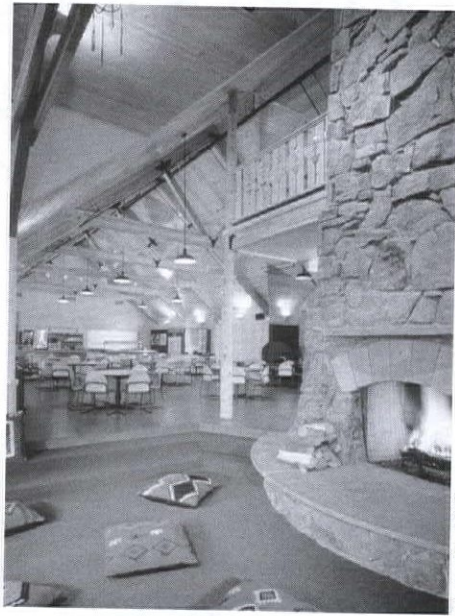
7. Metabolism. Organisms possess a complex of physical or chemical processes involved in the maintenance of life. This self-sustaining quality transcends consumption by producing or creating.

At ERS, the Bioshelter is the working model of metabolic design. This greenhouse that acts as the Life Science Lab uses solar energy to heat the science building, temper the water of the aquaculture tanks, provide sunlight for algae and plant growth, and power the fans and ventilation systems. Food produced in the Bioshelter includes vegetables, fruits, and fish. Just as importantly, it provides an education in the interrelationships of living systems.

8. Participation. Energy and information are constantly exchanged in ecophysiological processes. The forms we experience are the result of this ongoing exchange. ERS is the result of the participation and communication of the life forces that will constantly reinvent it. The buildings are seen as a tool to manipulate intentions, rather than an end in themselves. They grew out of creative participation of the staff and students.

9. Unity. All life shares the same basic information. The architecture of the facility expresses a sense of interrelatedness—that every part is connected and essential to the whole. Architecture has always been a mirror for the cosmology of the particular period on earth. As this new cosmology emerges, so do the clues for the new architecture.

Our suggestion is that architecture is much less about things than about processes. It is about living patterns, our perceptions and feelings, our relationships to ourselves, each other and



The day is initiated, meals are shared, and students interact in community in the Eagle Rock Lodge.

the planet. These principles are not only motivators of emerging architecture, but are also behind an education that goes beyond the segregation of disciplines and weaves together an integration and synergy of learning that is whole.

10. Celebration. The celebration of these biological principles can be seen all around us. It is these principles acting in concert that we might define as harmony or beauty.

ERS is a joyful extension of a mountain environment. By letting the architectural expression grow out of the many forces that are acting on us, we see the possibility of an unselfconscious architecture that celebrates the inhabitants and the interrelatedness with the larger community.

If we are going to rediscover our place as part of interrelated living systems, then it seems to follow that our buildings and communities should respond to the same principles. Barrett Steele saw the potential to evolve a living architecture that is woven into the fabric of earth. At Eagle Rock School, such an architecture has become a valuable contributor to the lives and education of all who participate in this learning village.

[RB+B, from page 11]

from 700 to 900 square feet to accommodate technology and support the teacher's roll as facilitator, guiding independent study. The infrastructure for technology (data, power, communications) was distributed throughout new and existing facilities to meet current and future needs.

Clients viewed the Library/Media Center as a prominent civic space. Controlled daylighting fills its interior, and its prominence on the outside and ease of use day and night—independent of school hours—is an important asset.

The theme of the Rocky Mountains was developed with the school to express its desire for a unique identity. This is expressed in the architecture with the introduction of the large boulders at the exterior entry. The experience is continued inside to the Commons Area. The boulders help define and scale the space, as well as provide a variety of ample sitting, lounging and meeting areas in the Commons. Large clerestories bring strong sunlight into the space, accenting the "outdoor" experience. A full schedule was maintained for 1,400 students and staff during construction.

Greeley Central High School

Greeley Central High School is the oldest High School in Greeley. The original Gothic "Castle" was built in 1927,

with later buildings added to house gymnasium, cafeteria, tech ed, and media center spaces. Between the buildings is a vast sea of parking, with the students and visitors entering the back side of each of the buildings.

Central High has a long history in the community and a strong alumni following, so it's not surprising that a great deal of interest was stirred when it was decided to renovate and add to it. A Design Advisory Group was formed to include faculty, students, community members, and facilities staff. RB+B, Inc. is working with this group and the staff at Central to create a design that meets program needs and honors the Castle by improving its presence on the site.

The addition is set back to provide space to see the Castle, and to buffer the new parking from it. The 50,000 SF addition consists of a new auditorium, music and science rooms, student commons, and auxiliary gym. It serves as a new west entrance and unites the school campus. The Castle will undergo renovation inside and out. The existing auditorium will be converted to be a central library and the original library will be restored to work with it. Visitors and library patrons will use the original Castle east entrance.

This \$12.2 million project is currently in design development. Construction is to start in the summer of 1999.

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COLORADO MOUNTAIN COLLEGE— LEADING THROUGH LEARNING

—Doug Porterfield

Douglas R. Porterfield Architect PC

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As architects, we like to talk about architecture, which includes reading about issues that affect the built environment. With the opportunities that come with the commissions that we receive, comes the responsibilities to create more than utilitarian and functional spaces. Goals of function, commodity, and visual delight become key elements in successful designs. Not often enough is the commitment of the client listed as the key catalyst in the success of the project. Design teams are too often seeing only the opportunity given by the client, and they measure success by the

become a community college with more than six counties, three residential campuses, and ten non-residential learning centers. CMC's mission statement of "Leading through Learning" is the statement of responsibility for which it operates. Its stated goal—to "facilitate student access and success commitment to education and facilities"—forms the basis of opportunity for the design work that our firm has provided and opportunities for the 20,000 students, communities, civic organizations, and businesses they serve.

One opportunity our design team is always encouraged to explore in our CMC projects is creating a facility that will enhance the educational experience. Programming sessions often center around what the design team can do to create a center of lifelong learning. The college encourages us to develop the facility so that students feel comfortable, challenged, stimulated by the facility environment, and cognizant of the sense of logic of spatial organization.

For each project at any CMC site, administration, faculty, students, and community members are all part of the design team. They are involved from the first programming meetings through final design approval. These are the groups that create the basis of educational experience reflective of their communities.

Our firm is in the final construction document phase for a new Academic Facility to be located in Silverthorne, which includes a branch library for the residents of Silverthorne and Summit County. This project has brought together stakeholders representing Summit County Government, The Town of Silverthorne, Summit County Libraries, civic groups, community groups, and town citizens with the common thread being Colorado Mountain College and what is provided by the College for a community's educational needs.

Community is the keynote for any facility designed at CMC. From this, the foundation of community context is laid. Projects from the high mountain setting of the Alpine Campus in Steamboat Springs to the semi-arid environment of Buena Vista reflect materials, site designs, and regional forms provided by a local context. In addition, the facilities enhance the surrounding context by providing the community with a broad sense of the same internal educational experience of

its facility. In mid-July, a new 38,000 square foot Academic Center, designed by our office for the Spring Valley Campus in Glenwood Springs, was completed. The programmatic elements of the facility are organized by functional requirements, as well as by positive and negative spaces created by the existing facilities of the internal campus and the external contextual influences of views, orientation of key regional features and the sense of commonality for its diverse student population. From this, the building becomes a spatial protagonist that sets in motion the focus of the educational experience for this residential campus and the area it serves.

As each site of Colorado Mountain College reflects many of the unique settings of Western Colorado, its facilities reflect the diversity of context, people, attitudes, and education curriculum.



Front photo of Spring Valley Academic Center.

level of project responsibility. But understanding truly begins with clients who take a responsibility and create opportunity for all. They have laid the groundwork for the design goals long before the project commission is ever awarded. In Western Colorado, our firm has been fortunate to have completed more than 34 projects, including new facilities, remodels and renovations, facility use studies and long-range master planning for such a client, Colorado Mountain College.

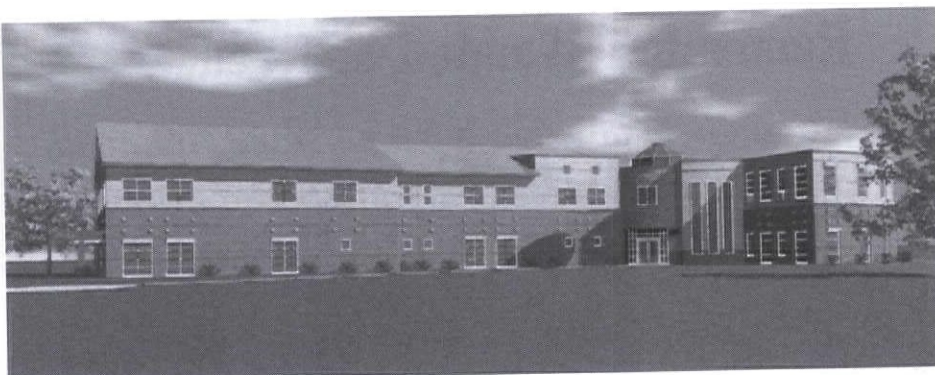
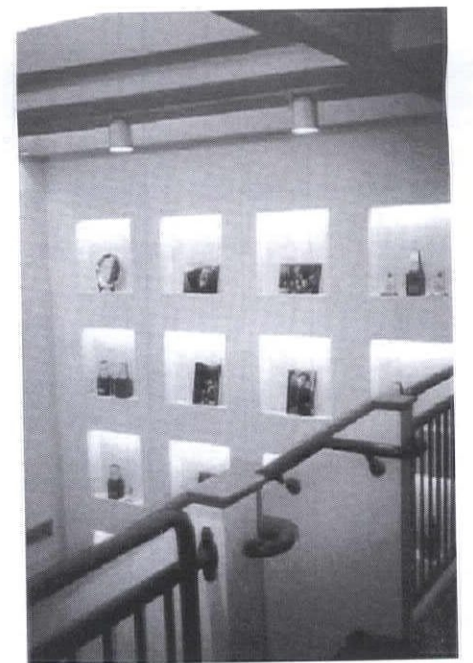


Photo-realistic image of the side elevation of Spring Valley Academic Center.

Colorado Mountain College began with the torch of responsibility in 1965 when the voters of several Western Slope counties approved the formation a junior college district to serve them. From this grew a quiet giant. It rose to



Colorado Mountain College District Office.

Each learning center or campus has key education programs that are reflective of the population served. These key programs allow design opportunities that form the variety of spaces defined by the uniqueness of their students' needs. However, the College also exercises this opportunity in educational delivery systems that create a whole, inclusive of the diversity of each site's programs and people. For example, our office designed a new classroom facility in Carbondale. The building program is directly influenced by the age of the student population, which is around 34 years. The spaces are designed to provide for general instructional programs for the needs of this age group and the local community.

[See CMC on page 14]

OTHER ROADSIDE ATTRACTIONS—
RURAL SCHOOL HOUSES

—Skip Doty, AIA

One of the more interesting exhibits of folk art in Western Colorado is the collection of paintings of rural school houses by Marvin Sutherland on permanent display at the Garfield County Library in Newcastle. Mr. Sutherland's paintings of more than 30 school houses depict an era that has now passed into the sea of nostalgia. Most of them were painted after the school had been closed down.

These rural schools grew out of the early settlers' efforts to establish roots and develop a stable civilization. There was also the underlying need to educate their children. My wife's family has a small ranch in Texas where the original ranch house is over 140 years old. The first addition to this house was a room for a school teacher. This scenario was played out in many ranches and isolated farming areas throughout the West before the advent of the all-purpose, one-room school.

The following is a brief description of several of the schools Mr. Sutherland painted that are still in existence. Many are still being used in a similar manner as their original purpose.

Emma



Emma is a small ranching and farming area to the southwest of Basalt. The only original buildings still standing besides the ranches are an abandoned brick commercial building and a white one room school house. The school came to represent civilization in the Roaring Fork Valley which was filled with agriculture enterprises at that time. The school closed in 1948, but it is now being used as a community center, meeting house and church for different groups of people in the valley much as it was 100 years ago. The rent

paid by these different groups pays for the upkeep of the building.

Coulter Creek Schoolhouse



The Coulter Creek Schoolhouse is located at a remote junction where roads extend to Spring Valley and Cottonwood Pass. This is the heart of ranching country where some of the ranches have been in the same family for several generations. The reason this school is important is in the way that the building has established a sense of place and permanence in an isolated world. Although it hasn't been used for years, it is still a symbol for community at an isolated crossroads.

Little Red School House at Snowmass Village

Long before this valley became an international ski resort it was populated by a group of ranches. At one time these ranches had lands that extended far into the current Snowmass/Maroon Bells Wilderness. The only access from Aspen was a path over Owl Creek. The Little Red School House has been relocated to its current location, but it is still being used as a pre-school, and it is a treasured part of the community.

Fairview School and Church

There is an extensive region of ranching and farming that extends to the south from the Colorado River and the town of Silt. This area has been left untrammelled by the current recreation boom in the state. This rolling land east of Battlement Mesa is much as it was 50 years ago. The Fairview School and Church lives up to its name with wonderful views extending in all directions.



Fairview church.



Fairview school, now a residence.

The school closed in 1963, but it has been occupied by the same family as a private residence for more than 20 years. Services are still held occasionally at the church.

What makes these buildings so important is the role they played in

establishing a sense of community in these isolated areas. Just as Douglas Porterfield stressed in his article about Colorado Mountain College, these schools represented community at the basic grass roots level. They were the symbol of the larger world of order and civilization that existed beyond the horizon. This symbol has now evolved to represent the roots of an area in an era marked by frenetic action.

[CMC, from page 13]

However, all general instructional spaces are wired for use of the College's Interactive Video System (IVS). IVS now links the educational needs of the college sites with each other. If students in Carbondale want to take a specialized course in Outdoor Education, only offered at the College's Timberline Campus in Leadville, they can. The facilities of CMC let the strength of diversity blend together to provide flexibility in serving the community needs of their students.

Buildings that create client success in going beyond the functional solution to create something of commodity and visual delight is architecture. Colorado Mountain College positively affects the lives of project end users and the community and has truly enhanced the built environment by the opportunities it creates.

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[SUN, from page 1]

Every specific site has its place in the sun. The seasonal radiation available to each site and continuing access to the sun are keys to conceptual solar design. As the form of architecture is derived from the sun, potentials for daylighting, and the site-specific microclimate and topography, the architecture acquires an ecologic aesthetic. Configurations of the architectural envelope, its open or glazed penetrations, details, surface, and form can best express accord with the skyvault and desired periods of direct or indirect solar radiation.

But caution is needed. Skylights in particular, even with high-tech sophisticated glazing, can greatly overheat interior space when receiving direct solar radiation. Furthermore, skylights lose interior thermal energy during cold weather to the clear sky temperature. Below ambient outdoor air temperature this can be as much as 40 degrees Fahrenheit in Denver and about 25 degrees Fahrenheit in Boston.

Clerestories, while not having the dramatic possibilities of glass vaulted roofs and glazed atriums, are more adaptable to optimized direct and reflected solar radiation. Basic is design that equates with the winter and summer solstices, spring and fall equinoxes, and project latitude.

Air and hydronic flat-plate solar collectors for wintertime solar space heating perform best when due south at an angle equal to the latitude plus 15 degrees. For year-round solar collection the collectors should be placed at the latitude plus five degrees for heating hot water, hot spas and swimming pools.

Maximum daytime solar collection is from 9 a.m. to 3 p.m. Passive solar is most effective when the collection area

in plan is not more than 20 degrees from due south. Correction must be made from magnetic north to true solar south.

Passive solar collection as the architecture or as elements of the architecture is notably economic. The question is how to accept or limit direct solar gain as to what is appropriate and biophysically acceptable.

Thermal mass of masonry, concrete, stone, marble, granite, water, or eutectic salts with dark absorbing surface receiving direct or reflective solar radiation in measure will retain and store the sun's radiant energy and lower thresholds of overheating.

Sunspaces can benefit by thermal mass, but the closer the mass is to the glazing (e.g., a Trombe wall), the greater is the re-radiant loss in cold weather.

A passive solar alternative is intervention with dark elements that quickly optimize the heating of air (such as metal blinds suspended away from the glazing). With convective or forced air this system can deliver the heated air to inner space or to thermal mass. This eliminates the need for a thermal mass in the sunspace, reduces thermal losses by bringing the energy into interior spaces, and can improve the solar gain efficiency by as much as 50 percent. The heat can also be delivered to where it is most desired. An open south outdoor visual orientation can be preserved with this method.

Solar radiation can make outdoor or semi-outdoor space more usable during cool and cold weather periods. Greenhouses, sunspaces, atriums, and sun rooms can provide a visual and physical connection between indoor and outdoor space. An ecologic connection can relieve psychoneural stress. Selective air-vitalizing plants can contribute to indoor air quality. These

spaces can air temper cool and cold outdoor air. Plants can act as an air filtration system.

Solar energy has multiple and extensive roles. The sun is the prime spectral source of energy for our planet. Our adroit, technologic ingenuity and architectural acumen is essential to rescue our planet and ourselves from our perverse ecosystemic and ecologic deprecation. Exploiting our planet's finite polluting and declining renewable energies and mutilated resources undermines our planet's vitality. Our vitality depends on our planet's vitality.

Solar energy needs to be more adroitly used in all phases possible in advantage of its clean, nonpolluting energy. For too long, architecture has been more isolated from it rather than optimizing its effectual scope of uses.

1998 WESTERN MOUNTAIN REGION CONFERENCE SLATED FOR LAS VEGAS

AIA Nevada will host the 1998 Western Mountain Region Conference in Las Vegas, October 8-11, 1998, at Bally's. This year's theme, Gambling With Growth, focuses on the choices that community leaders and design professionals are experiencing as they deal with the demands of exploding populations and the resulting stresses on local resources. Across the region, cities like Denver, Phoenix, Salt Lake City, Albuquerque, and Cheyenne are facing problems with overcrowded schools, strained water and utility resources, traffic, and urban sprawl. The conference hopes to provide some insight and answers to these problems.

For more information, visit www.aianevada.org on the web, or call AIA Nevada at 702.895.0936.

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- 1 Denver Foundation for Architecture-Civic Center Tour, 10 AM, call DFA for more information at 303.799.9193
- 3 Denver Foundation for Architecture Board meeting, 5 PM, AIA Offices
- 5 Committee on the Environment meeting, Noon, AIA Offices
- 6 Denver Board meeting, 5:30 PM, AIA Offices
- 8 Denver Foundation for Architecture-Geology Tour of Downtown, 10 AM, call DFA for more information at 303.799.9193
- 8-9 Summerfest '98, Keystone, call AIA for more info at 800.628.5598 or 446.2266
- 14 Government Affairs Committee meeting, 2-5 PM, AIA Offices
- 14 Public Architects Roundtable Tour/Meeting, 3 PM, City and County of Denver Headquarters for Social Services (under construction); building is located at the corner of Federal Blvd. and Holden St. (just south of the intersection of Federal Blvd. and Collax Ave.) across from the Rudy Park recreation center. Meet at southeast entrance on Holden St.
- 14-15 Designing Low Energy Buildings Workshop, 8:30-5 PM, University of Colorado at Denver, call 303.449.0867 for more information
- 15 Denver Foundation for Architecture-Lower Downtown Tour, 10 AM, call DFA for more information at 303.799.9193
- 18 North Chapter Board meeting, call AIA for more info at 800.628.5598
- 19 ArchiCAD Users Group, 5:30 PM, AIA Offices
- 20 Design Communications Committee meeting, Noon, AIA Offices
- 21 Colorado Architect Editorial Board meeting, 11:00-Noon, AIA Offices
- 21 AIA Colorado Finance Committee meeting, 1-2 PM, AIA Offices
- 21 AIA Colorado Board meeting, 2-5 PM, AIA Offices

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- 27 Historic Preservation Committee meeting, 7:30 AM, AIA Offices
- 29 Denver Foundation for Architecture-Golden Triangle Tour, 10 AM, call DFA for more information at 303.799.9193

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Back to School...

RAISING THE BAR!

Architecture and Sun
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The Colorado Historical Society State Historical Fund
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DLR Completes Another Mountain School
PAGE 5



Helping Our Schools Make the Grade
PAGE 7



Colorado Mountain College—Learning through Living
PAGE 13



"Raising the Bar," the theme of the 1998 AIA Colorado Design Conference, challenges participants to search for ways to improve the quality and meaning of their work. In the serenity of the Camp of the Rockies in Estes Park, the Conference will host statewide manufacturers and vendors displaying and demonstrating their products, the 1998 AIA Colorado Awards Gala, and tremendous educational opportunities to satisfy your need for CES learning units. Also featured will be outstanding speakers such as Susan S. Szenasy, editor in chief of *Metropolis* architectural magazine, and Christo and Jeanne-Claude, world-renowned artists who are planning the "Over the River" project for the Arkansas River in Colorado. For more information on the Conference, which will be held October 23-25, call 800.628.5598. Also see the article by Bill Tracy, AIA on page 1, and the President's Message on page 2 concerning the Conference.

