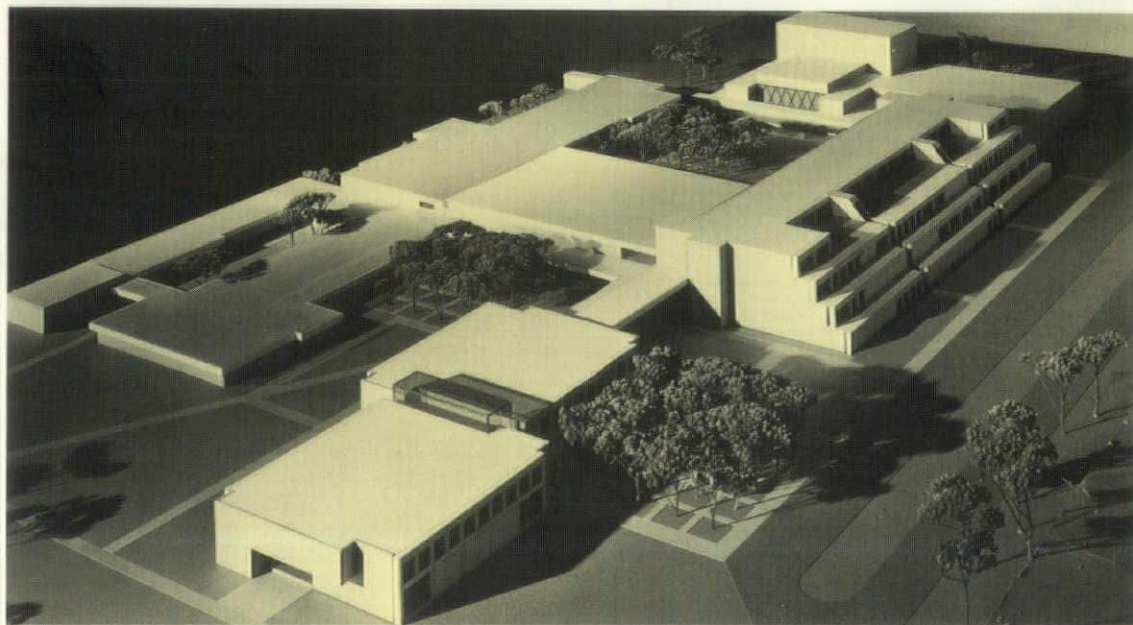
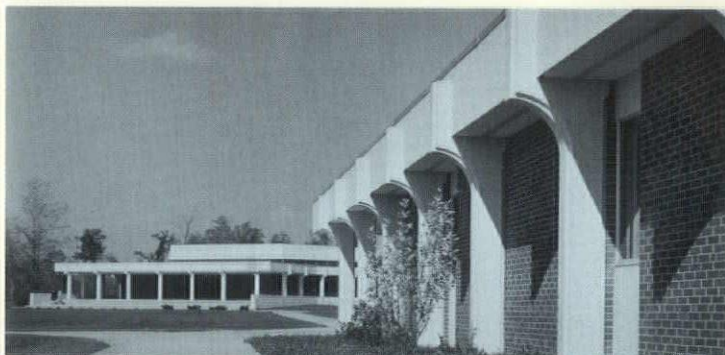
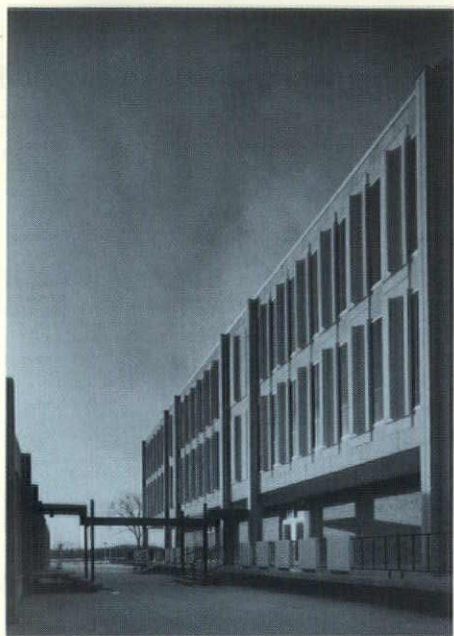


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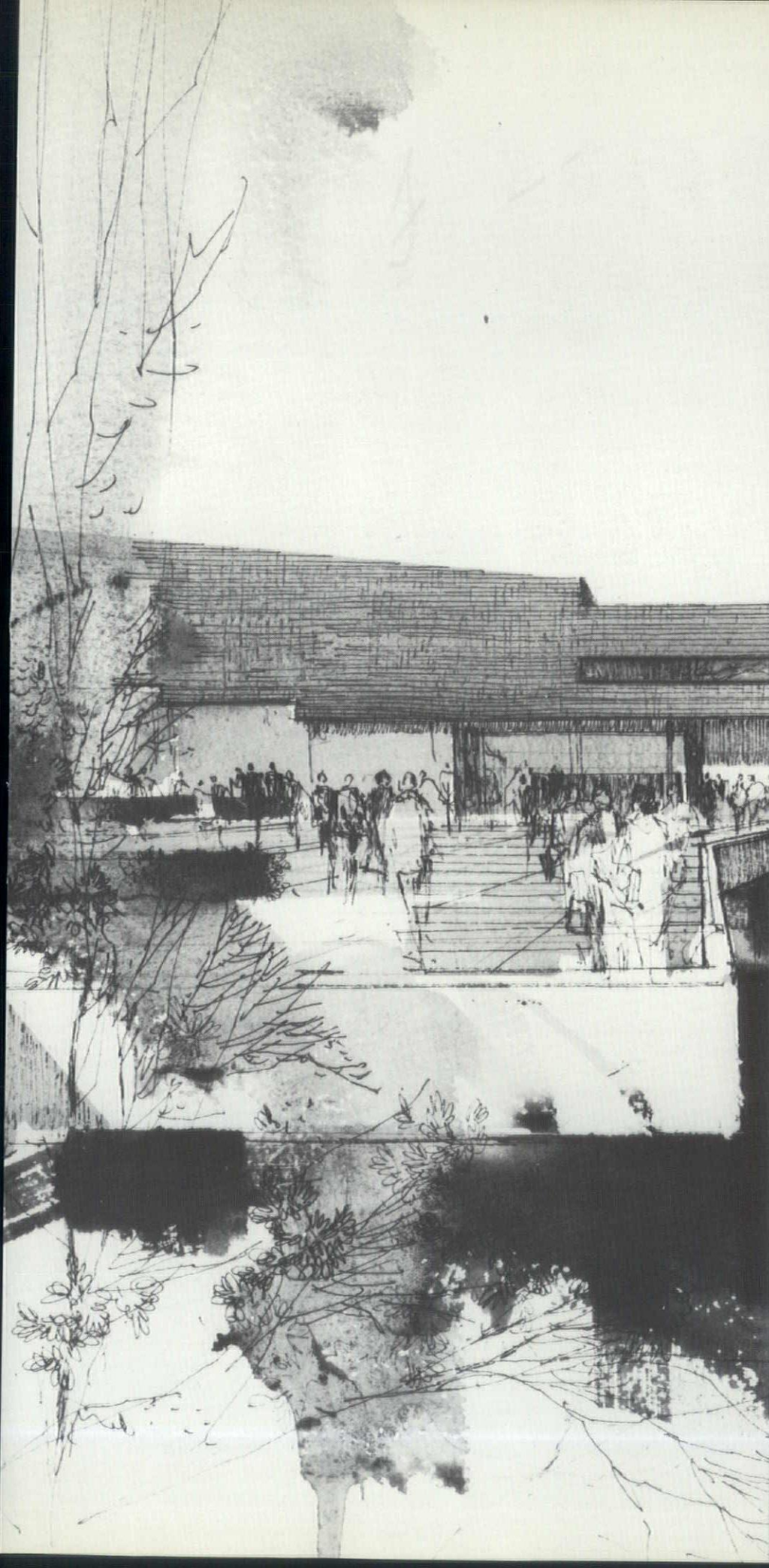
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EDITORIAL

Dr. Rudolf B. Schmerl, now Assistant Dean for Research at the School of Education of The University of Michigan, was formerly with the University's Office of Research Administration, where his responsibilities included the preparation of proposals to federal agencies for funds for various construction projects. He has worked with many Michigan architectural firms. He was on leave from the University during the 1969-70 academic year to work as Planning Director at Wayne County Community College. Among his publications is "Wayne County Community College: Perspectives for Planning."

COMMUNITY COLLEGES: INSTITUTIONS, PLACES, OR IDEAS?

By Rudolf B. Schmerl

A University of Michigan vice-president, reflecting about yet another demand from yet another faculty group for a new building, once told me that "People are like gas—they expand to fill whatever space there is." That's the most important thing I've ever learned about space needs in academic institutions. Any new idea seems to entail a demand for more space, since Lewis Mayhew's suggest—to adopt a new course in the curriculum only if an old one is dropped—has, to my knowledge, never been followed. The natural motion of the American college appears to be centrifugal, once appropriate enough when the

economy and the culture were basically agrarian, now ludicrously anachronistic when the economy is industrial and the culture is urban. Chicago, Columbia, N.Y.U., Wayne State are all examples of institutions whose instincts are in conflict with their environment. Planners trying to extend their institutions' boundaries, or to shore up their Maginot lines, may look like diplomats on the inside; the community sees them as so many imperialists.

I've visited a number of community colleges in southern Michigan. All are relatively new institutions, conceived, planned, and erected when census data and demographic projections were already at hand to indicate what the region will look like before the bricks crumble and the concrete cracks. But I saw no visible evidence at these campuses of an awareness that the die has been irrevocably cast, i.e., that we are no longer rural, agrarian, and bound westwards, but urban, industrial, and bound for increasingly greater densities. A site is cleared—that is, 150 or more acres are made as unnatural as possible — away from where anything is now going on, away from buses, commerce, medical and industrial facilities, private and public amenities, away from people — and buildings are erected in conjunction with one overwhelming consideration: parking. And what buildings! Long, low, flat, covering as much land as possible, looking like the illegitimate offspring of ranch houses mounted by some undergraduate's notion of suburban business establishments. If it weren't for the signs—"Library," "Administration," "Humanities"—the casual visitor would have no idea of what the buildings contained. Superficially democratic, no doubt; very much consistent with an egalitarian style of dress, speech and manner; but even more suburban, emphasizing the real estate developers' overriding

concern with conformity. There's a pathetic little lawn; a struggling young tree surrounded by a patch of gravel; and some lumpy rocks stuck back in after the bulldozer has done its work, as if in belated atonement to the land. The suburban campus is anonymous, bland, and (you can almost sense it as you walk between the ever-so-casual buildings) greedy. It will eat the land it occupies, spreading out low and flat like fungus. In the meantime the slurbs will press toward and around the campus. And they will meet like two starving beasts fighting over the bones of their long-dead prey.

All the talk about ecology, land use, and finite resources rests on two quite simple observations: time passes and causes have effects. It has always been difficult, and often impossible, to gain recognition, let alone acceptance, of these considerations in our business-oriented society. But perhaps our problems have become so pressing, so widespread, and so undeniable that we are ready to entertain the idea that the year 2000 isn't just a date out a work of science fiction. Space needs cannot be meaningfully separated from the rest of an institution's problems. The totality of planning for public education ought to deal first with sociological, demographic, and philosophical matters in such a way as to combine recognizable social evolution, in physical as well as in more abstract terms, with planned change within educational institutions. When we look at space, we should also hear the clock.

Space planning ought to be tied to the curriculum, not as it is but as it should be. One could propose, for instance, that the Legislature's support of community colleges might be related not to FTE's but to FTE's/SqFt, provided that the SqFt were used for programs subject to periodic review. And the curriculum needs to be tied to the nature of the

institution, a nature to be illuminated by both constant and changing needs in the society that supports our colleges. The state's major research, professional, and graduate institutions require identities that span generations. The other four-year colleges should be amenable to general overhaul—change in structure, programs, functions—perhaps as often as every ten or twelve years, considering the rate of social change to which these schools should be attuned. And community colleges should find their identities in the first word of their category, *community*. What needs to be stable in their identity should be their capacity for change—stimulating, it provoking it, anticipating it, helping to create it. Beyond that, their identity should reflect that of the community they serve, nothing less, certainly, but perhaps not more either. To meet the requirements for that kind of institutional (and therefore curricular) flexibility, we will probably have to junk all the stale methods of correlating credit hours and square fee, “use” categories, faculty-student ratios, numbers of student stations, and the other inventions of the statistical mind gone mad. The energy, time, and money going into making tables of square-foot usages and credit-hour production (similar in purpose and design to tables of tons of pig-iron production) could then be spent on thinking about ways to provide educational opportunities to people in the city—*our* people, *our* cities.

About a year ago I attended a meeting of community college planners or plant managers or physical developers—academic spacemen—at which I heard “the” problem identified as the stinginess of the Bureau of the Budget, or the role of teachers’ unions in space design (unions want small classes), or the impossibility of finding money to build what is supposed to be the

identifying symbol of any campus, a student union. But how do institutions spend the money the Bureau does allocate? Don’t unions ordinarily regard everything as negotiable, especially if management throws in a pay raise? And should we still be building student unions when access to city facilities is easily available?

It seems to me that we have been taking too many things for granted for too long. The Way Things Are is not inexorable; on the contrary, there are overwhelming indications that things aren’t that way at all, and will be still different very shortly. Laws and administrative procedures have, can be, and will continue to be changed. If the basis for evaluating requests for operational funds were changed to include considerations of the use of space in line with the acceptability of the curriculums, as I’ve suggested, the whole faculty-union argument would lose validity. Imagine a paraprofessional health training program taking place in a city hospital; the college would have to accommodate itself to available space, quite legitimately. Why, then, shouldn’t social science classes, biology classes, humanities classes have to accommodate themselves too? Is the convenience of the instructor and of the credit-hour compiler to continue to determine where and how classes are to be taught? The urban community is already organized for any number of social purposes, including ways of teaching and learning often of greater pedagogical and didactic value than traditional lecture-and-recitation methods. It takes no wild stretch of anyone’s imagination to see that the purposes of a student union are either already met by existing city facilities or could easily be provided by private businesses occupying space adjoining a college building or leasing space within it. Again, “dormitories” is supposed to

be a forbidden word in community college circles, and yet it’s obvious that a student’s living quarters are a natural place for him to study and talk about his work with fellow students. Why *not* dormitories—with closed circuit TV, libraries, study or work rooms, even teachers’ offices? Or dormitories in relation to facilities that can’t be duplicated, such as hospitals or an airport, and used for instructional programs, such as practical nursing or aircraft mechanics?

Nowhere in education is the need for new ideas more urgent than in community colleges, where more and more of the people with the greatest needs and highest hopes are going. We have to learn to think of a community college, especially an urban one, as a force rather than a place, as an idea rather than an institution. This was made vivid for me in Detroit last year when Wayne County Community College began to prepare for a third campaign for the support of a local millage. (That campaign, like the two previous ones, failed, in itself an illustration of the desperate need for new ideas.) We were going to ask for money from the same taxpayer who supports the public schools in the 38 school districts comprising the College’s area of service. We asked those school districts what kinds of capital outlay needs they foresaw in the decade of the ’seventies. The total came to about three-quarters of a billion dollars, half a billion alone in Detroit itself. No wonder the taxpayer is in revolt. The only chance he gets to say no is to his schools. The lesson has to be that planners, architects, college administrators and teachers, yes, and students, simply have to learn how to use what already exists. And far from being a depressing prospect, that should stimulate everyone involved to find new and better ways of teaching and learning. It should even make for a better community. ♦



GLEN OAKS COMMUNITY COLLEGE

St. Joseph County, Michigan

GUNNAR BIRKERTS AND ASSOCIATES Architects

PROGRAM—Glen Oaks Community College was conceived as a two-year junior college facility. Located in rural St. Joseph County, Michigan, the college was designed for year-round use as a cultural center for the area as well as an educational plant. It should therefore be strongly commuter-related and present a bold image for the community. The educational program is fairly representative of commuter colleges. The curriculum includes Business, Fine Arts, Education and Psychology, Language and Literature, Social Science, Mathematics and Science, Pre-Engineering, Physical Education, Vocational and Technical programs.

The master plan anticipates an enrollment of 2,500 students, achieved in stages, with capacity for flexible and unlimited growth and the possibility of future student housing. The first stage con-

struction accommodates 600 to 800 students, and includes facilities for the library, a 250-seat lecture hall and the cafeteria as well as instructional space.

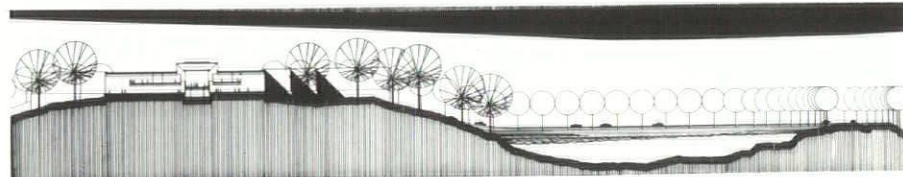
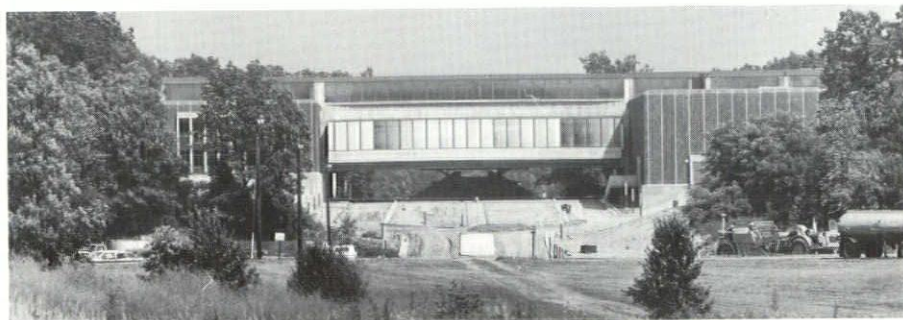
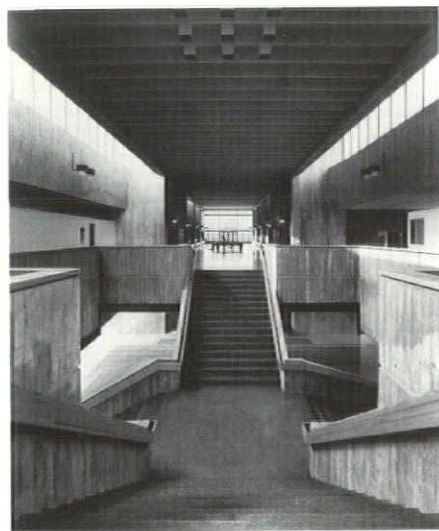
SITE CONDITIONS—The rolling site of 300 acres includes level farm land, a swampy low area and a hill covered with a beautiful stand of oaks which have given the college its name. The entrance road cuts through the edge of and around the swampy area forming a dam which will create a lake from natural drainage. It proceeds around the lake and up to the college, prominently located in a clearing at the top of the hill. To pronounce the relationship of the college to the automobile, the drive continues through the building to the parking area on the high flat land. The boulevard strip of the drive is landscaped as a plaza for the walk back to the college.

DESIGN SOLUTION—In response to the requirements of flexibility and expansibility, Glen Oaks is designed as a multi-level spine system with an overriding space and structural module which accepts nearly any space requirement. The two level "concourse", the major axis to which all spaces in the building relate, runs north-south and bridges the entrance drive at the center. The bridge contains the public lounge space, student store, and school administration. The major entrance is a pyramid stair from the boulevard plaza below. The four quadrants of instructional space are at half levels above and below the upper concourse. This allows for a variety of ceiling heights. A high clerestory admits daylight to the length of the concourse, and to each of the quadrants by interior skylights. The basic planning module is a 30-foot square bay, the typical classroom.

To accommodate the phased expansion within the master plan, the construction system receives large precast exterior wall sections which are both removable and interchangeable. At any growth stage, the design will then appear complete. Expansion is expected to occur along the spine, then outward.

CONSTRUCTION AND MATERIALS

—The structural frame is poured-in-place concrete. Where exposed, it has a board-formed finish. Floor and ceilings are pre-cast double tees. The precast, relocatable wall panels are five feet wide and movable in five-foot increments as shown on the isometric drawing. They are surfaced in salt-glazed silo tile. The precast window units are also movable. Salt-glazed tile and gypsum partitions are used on the interior. Finished floors are terrazzo in the concourse, carpet in special spaces, and resilient tile in classrooms. Ceilings are exposed concrete and acoustic tile. Finish carpentry and doors are natural oak. The mechanical system has a central fired boiler and electrical refrigeration machine supplying hot and chilled water to multiple package air conditioning units, either of the multi-zone or single zone type, with individual reheat coils for control.



MUSKEGON COUNTY COMMUNITY COLLEGE Muskegon, Michigan

ALDEN B. DOW ASSOCIATES INCORPORATED
Architects Engineers Planners

Designed to offer a two-year certificate program pointed towards preparing the student to enter a four-year degree-granting institution upon completion. The Community College is planned for an anticipated twenty-four hundred students with the present enrollment approximately seventeen hundred. There are eighty-five teaching stations included in the total design, counting only shop, classroom and laboratory stations.

The educational program includes fine arts, math, biology, chemistry, physics (including a planetarium), history, business, social science, English, and technical education. Approximately twenty per cent of the student population is enrolled in the technical education department preparing for local industry opportunities which are heavily shop oriented.

The library is designed to accommodate four hundred stations and has a capacity of one hundred thousand volumes.

Other facilities contained within the present structure are dining facilities for five hundred (including all ancillary spaces), student organization offices, student bookstore, school administrative offices, and a gymnasium seating approximately twelve hundred spectators.

Physical education facilities now being planned include a natatorium and outdoor facilities for track, baseball and soccer.

TECHNICAL DATA

The school consists of one, two, and three story construction. Even though there is a thirty foot drop in the site, each floor has been related in such a way that it can exit at grade.

The basic structure incorporates steel frame, in conjunction with a ribbed concrete floor slab, steel joists at the roof with gypsum roof deck.

Soffits are exterior plaster and fascia is covered with terne metal painted bronze.

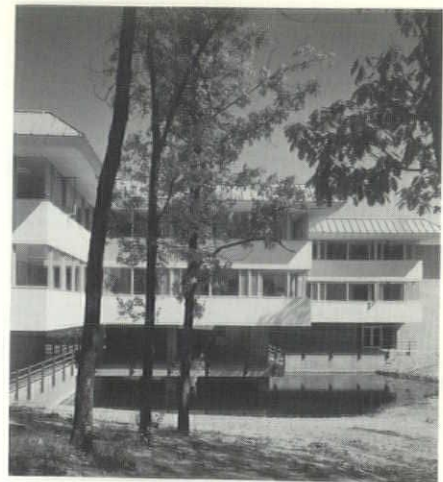
The school's mechanical system has the flexibility to air condition the majority of the building. At present, the administrative area, library and dining facilities are air conditioned.

Materials include brick exterior and corridors, metal stud and plaster interior partitions; floors vary from exposed concrete, vinyl asbestos tile, quarry tile, to carpet, depending upon its specific use. The ceiling is a two foot by four foot lay-in tile with exposed spline, done not only for cost considerations, but for ceiling access as well.

The heating system consists of a perimeter hot water radiation and an air-son ceiling system. Boiler capacity has been calculated to take future additions of approximately fifty thousand square feet. Should this capacity be reached in the near future the boiler room is designed to accept another boiler of similar size and capacity.

SITE

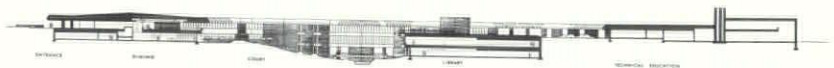
The site is an exceptionally fine one. It consists of one hundred twenty-two acres of rolling hills containing oak and pine trees, and a small stream which meanders through its entire length. The design, therefore, was predicated on the unusual site conditions.



Basically, the building spans over the stream and makes the stream a very important feature of the overall design. All the rooms and corridors have some visual orientation and access to the stream. The building varies from one to three stories in height and each level exits at grade. At the lowest level there are small outside bridges that permit pedestrian access from one side of the stream to the other.

One of the features of site and building is the location of the library. This unit is centered in the total building complex. It is two stories in height and exposed to the stream by a glass wall. The upper level of the library has a terrace which is located adjacent to the upper court. This terrace will be used for outside activities, plays, commencements and concerts.

The site and building were tied together to give and take with one another; the materials of the buildings were selected to blend harmoniously with the natural surroundings.



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ST. CLAIR COLLEGE OF APPLIED ARTS AND TECHNOLOGY

St. Clair, Michigan

EBERLE M. SMITH ASSOCIATES, INC.

Architects-Engineers

The St. Clair College of Applied Arts and Technology is one of eighteen such Colleges proposed for the Province of Ontario in Canada. This system of schools will provide a new level of education in Ontario in keeping with the increasing numbers of occupations requiring higher levels of skills.

Educational programs will be offered by the College for the training of craftsmen, technicians, and technologists in those fields which are growing most rapidly and which require highly skilled manpower, involving advanced levels of basic education.

The College offers courses and programs in five divisions: Applied Arts, Business and Commerce, Extension, Technical, and Technology. The administrators of the College requested that the facility provide "social integration and academic differentiation" to allow maximum interaction among all the students of all divisions. The administrators also wanted a unique facility with which the students and the community could identify, and which would house adult education programs, further, they requested that the design "be prudent in the use of land so as to leave as much free land as possible". These requests, together with the program of required facilities, constituted the challenge presented to the Architect.

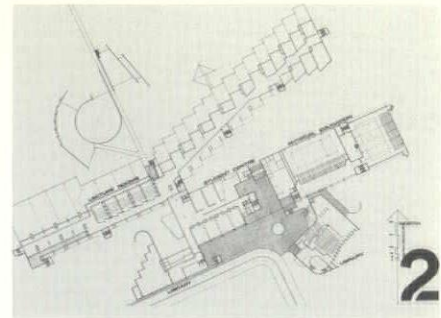
Located on a 90 acre parcel in Windsor, Ontario, St. Clair is designed for an initial enrollment of 3,400 students with an ultimate enrollment projected at 5,000 students.

The long, narrow site is flat and treeless,

however an arboretum and rose garden are planned as part of the teaching facility. Athletic fields have been placed in the southern triangular portion of the site which is generally not suited (due to its configuration) to extensive building. The design provides for a raised plaza level to facilitate vertical circulation in addition, the plaza increases the amount of open space and allows a vertical as well as horizontal spatial flow. Space has been allocated for future building at the north of the site. Parking as shown accommodates 2,500 automobiles.

Essentially one building, the facility is organized, primarily by functional divisions as opposed to departmental divisions. In general, the multi-divisional areas, including community use areas, are located at the south of the complex. The multi-divisional areas include the library, the theatre/auditorium, the physical education facility, the college centre, and administration areas. The library is designed for 50,000 volumes and includes an audio-visual centre, student study carrels, a main reading room, and reference area.

A special feature of the library will be its designation as a branch of the public library system of the city, and will include a children's section. The physical education facility will include a gymnasium, natatorium, and handball courts. The outdoor playing field includes track, baseball, soccer fields, and tennis courts. The administration facilities provide for separate facilities for academic, financial, student affairs, and special services. The college center contains a cafeteria and book store at the first floor level and



several lounges and lecture rooms which may be used as an exhibit area at the main plaza level. The auditorium is designed for a capacity of 800 and includes a lower lobby connected directly to the college centre at the first floor level, and an upper lobby which opens directly to the exterior at the main plaza level. The balcony design allows direct connection from the orchestra to the balcony.

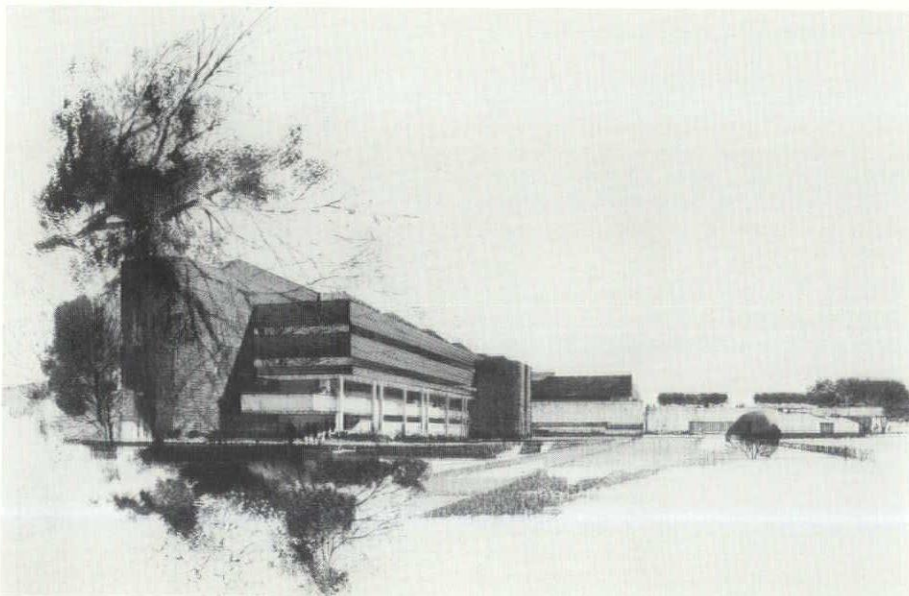
The majority of the teaching stations for the College are located in the lower three floors of the north wing of the complex. The first floor contains laboratories requiring high ceilings, the second floor (plaza level) contains classrooms, lecture rooms, and locker areas. On the third floor are located more classrooms and smaller laboratories. The fourth floor consists of all the instructional staff offices for the College, grouped by divisions. The automotive and body repair teaching facilities are located in a separate circular structure to the north of the laboratory and classroom wing.

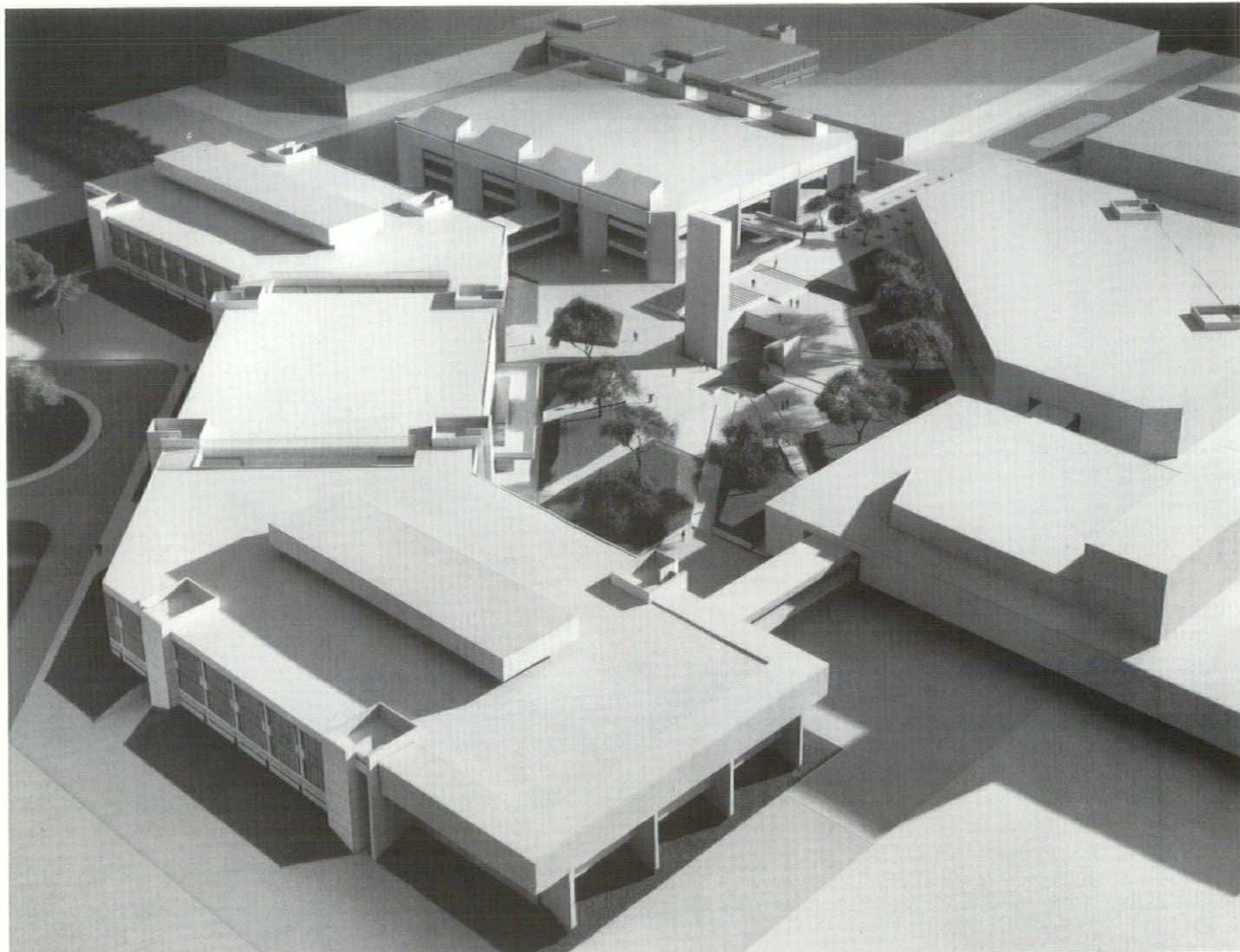
In addition to elevators and stairs, four intermediate levels connect the second floor with the third floor. (The intermediate floors allow a stepped ceiling in the cafeteria below.) The lecture theatres, each seating 120 students, are located front to back in line above the lecture room/exhibition area. A ramped corridor rises and connects the third floor level to the fourth floor level of the laboratory and classroom wing.

A high pressure combined heating and air conditioning system will supply conditioned air to each room from vertical risers in shafts adjacent to all areas. Separate exhaust systems will be provided for laboratories and fume hoods. In addition, a central refrigeration plant and central heating plant with gas fired steam boilers will be employed.

Construction will include reinforced concrete frame, and enclosure system consisting of cast-in-place and precast elements integrated with mechanical equipment.

Materials include precast concrete, concrete masonry units, hard burned brick, ceramic materials, and asbestos-cement.





WASHTENAW COMMUNITY COLLEGE Ann Arbor, Michigan

TARAPATA-MacMAHON-PAULSEN ASSOCIATES, INC.
Architects-Engineers-Planners

Designed to encourage intermingling of vocational and liberal arts students throughout the college, this campus is a "continuous building" made up of individual segments linked to one another by enclosed galleries, bridges and passages that encircle a central great court. This permitted development of a loop of internal streets, off which are placed student lounges, study areas and snack bars.

The Learning Materials and Student Center building is the functional and visual focus of the whole complex. Laboratories are designed as open lofts around central planning cores and furnished with versatile utilities systems that permit easy accommodation of program changes. Classrooms are also grouped around central cores, some of which function as planning centers, others as audio-visual rear projection rooms.

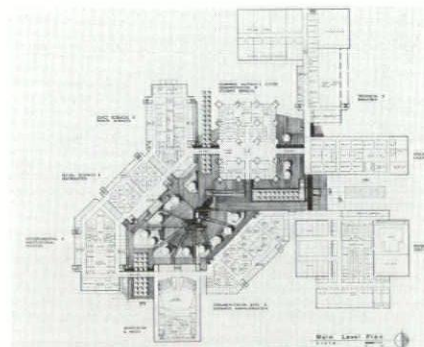
Capitalizing on a natural fold in the topography, the shell-shaped great court

is the unifying outdoor space.

Principal building materials are concrete and brick. Corridor floors are quarry tile; resilient tile in laboratories; carpeting in classrooms, offices and learning centers. All buildings are on a 5'-0" grid permitting use of integrated systems of ceilings, lighting fixtures, air diffusers and partitions.

Parking for the 100% commuting student body and faculty is accommodated in a series of parking lots on varying levels, separated by screens of existing trees with additional concealment accomplished by sinking some of the lots partially into the ground and by raising landscaped berms.

Completed buildings are the Central Utility Plant, Exact Sciences, Technical and Industrial, with the Learning Materials Center programmed next. The campus will ultimately accommodate 10,000 students.



This is another membership service by the MSA.

Creating the Human Environment a report of the American Institute of Architects, by Gerald M. McCue, William R. Ewald, Jr., and the Midwest Research Institute. This book examines the social and physical contexts of American life and projects them to the year 2000. The goal of the AIA was to define the possibilities and limitations of the architectural profession which would affect its future.

This book may be purchased from the MSA Headquarters 965-4100 and is \$5.00 per copy plus tax and delivery charge. ♦

Frank Named to New Post

Richard C. Frank, who has been president of the Lansing architectural firm of Frank and Stein Associates, has been named to a newly created post in environmental conservation by Johnson, Johnson and Roy, Ann Arbor environmental planners. Under his direction, JJ and R will now include the identification and evaluation of historic buildings, neighborhoods and communities as part of their planning process. Frank has been active for 10 years in historical architecture projects, including the restoration of Ft. Mackinac. ♦

Warren Holmes Names Neumann

Grayson E. Neumann, Professional Engineer, has been named an Associate of the Warren Holmes Company, Architects, Engineers and Planners. A graduate of Michigan Technological University at Houghton, Neumann has been employed by the City of Saginaw, Austin Engineers, Don Chemical, and for 12 years with the Michigan Department of State Highways. He joined the Holmes Company in 1966 and serves as director of structural Engineering. ♦

AIA Research Papers Available

We publish for your information abstracts of research papers prepared by the Director of Research Programs for the AIA. Copies of the full papers are available for \$1.00 per copy by writing to Don Conway, AIA Director Research Programs, The American Institute of Architects, 1785 Massachusetts N. W., Washington, D. C. 20036.

"Pattern Language". Murray Silverstein, Center for Environmental Structure, Berkeley, California.

Through the development of a series of 64 building problems or patterns, the Center for Environmental Structure hopes to improve the pattern language which architects have available for design, the system of three-dimensional relationships which generate from within the environment. By combining the relevant patterns using a sort of "spatial grammar", the architect can create a structure specifically suited to its functions and its users. Only through environmental research can the architect develop his own pattern language, and it is only when this research is an intrinsic part of design that it is alive and useful to society.

"Architectural Implications of Urban Noise". Theodore J. Schultz, Bolt Beranek and Newman, Inc., Cambridge, Massachusetts.

As urban centers grow, noise pollution increases. Architects will increasingly find themselves faced with the problem of limiting sound levels through new construction materials and techniques. Surveys have revealed that noise pollution is one of the most difficult to eliminate because noise levels are often determined by factors the architect cannot control, time of day, traffic, etc. However, noise paths and receivers can be modified by the architect through the erection of barriers, more efficient land use patterns, and the modification of buildings. While often called upon to work with lighter materials, the architect will

have to reduce noise as well as keep the cost down, a problem which may call for drastic changes in the building industry, including a change from a "craft industry" to increased prefabrication of buildings.

"Synthetic Materials Used As Complete Structural Systems: Correlation Between Research And Practical Application". Lev Zetlin, Ph.D., P.E., F. ASCE. Lev Zetlin & Associates, New York, N. Y.

Plastics and other new synthetics are now available both to replace traditional materials in structural components and to create whole new structural systems; the latter is the path of creativity and innovation. The use of reinforced plastics in such structures as theaters and airplane hangars has proven that they are feasible for new construction systems spanning large areas, while at the same time maintaining a high degree of strength. Progress is made only when architects and those in related professions develop construction systems compatible with the special qualities of the new materials rather than try to fit these materials into traditional systems. An interchange of ideas between architects, structural engineers, manufacturers, and others will increase awareness of the new materials and hopefully start a creative chain reaction regarding new applications.

"Application Of Prefabrication Systems To The Design And Construction Of Laboratory And Medical Facilities". Ian MacKinlay, MacKinlay/Winnacker, AIA & Associates, Orinda, California.

Prefabricated modules are now being constructed for various temporary complexes and are proving to be particularly well suited for laboratories, research facilities, and medical facilities. Surge 5 and the Syntex interim facility both indicate the advantages of increased mobility and flexibility of portable units. Flexible modules look particularly promising for local medical clinics

and nuclear and other laboratories, for they permit maximum utilization of all facilities at all times. While there are problems—fire codes (particularly when the buildings are reclassified from temporary to permanent), utilities and how to supply them most efficiently, rising costs, site planning to make the most efficient use of the units, and the lack of interior furnishings and fittings, modular, prefabricated construction systems do offer advantages in adaptability and construction time which are particularly necessary for public service and research facilities, now in increasing demand.

"Maslow's Life - Development Construct As A Method For Evaluating Low-Income Housing". Don Conway, AIA, Hugh M. Bowen, Ph.D., Dunlap Associates, Inc., Darien, Connecticut.

As architects attempt to improve the environment they must observe the results of their actions to see if they have really created a better environment. Proposed here is one method for testing the quality of life of low-income families, both in their old environment and in new housing where they are relocated using Maslow's life development construct in which people move from the sat-

isfaction of one need to that of a higher one: when one has satisfied the need for safety, he is then free to set about satisfying his need for love, constantly moving upward from the bare need for survival. Each step upward a person takes on Maslow's scale indicates an increase in self-confidence and self-esteem. It is suggested that if relocation in new surroundings causes a person to act as if he has moved upward on Maslow's scale, then it can be inferred that the new housing has improved the quality of his life. Perhaps, by employing this method of measurement, the architect can determine the value of his efforts, and if necessary, redirect them.

"Translating Behavioral Data Into Architectural Solutions". C. M. Deasy, FAIA, Deasy and Bolling, Architects, AIA, Los Angeles, California.

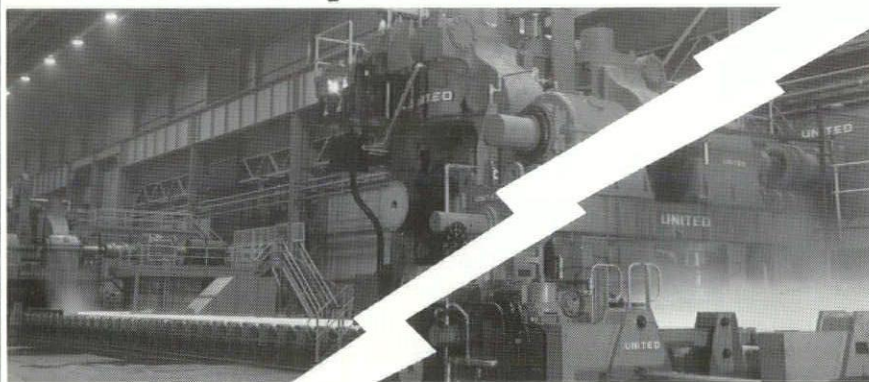
Architects today can make use of the various behavioral sciences in gathering data to tell them what client needs a building should satisfy. In this examination of the design process which took place during the redesign of an elementary school in Los Angeles, the techniques of observation and interview were borrowed from the behavioral and social sciences to see what priorities the community had for its elementary school. Once these priorities were determined, the problem became a matter of designing a structure which would correspond to them making the school a truly relevant part of the community. One problem with such architectural research is that it generates large quantities of material, and it is therefore hard to determine if the best possible use is being made of the research findings.

However, it is generally felt that this method is extremely satisfactory in designing all types of projects, for it provides definite design objectives. ♦

Cunningham Named Sr. Associate at Albert Kahn

Sol King, FAIA, President of Albert Kahn Associates, Architects and Engineers, announced that Harold C. Cunningham, AIA, and Robert L. Eck, P.E., have been elevated to the status of Senior Associates and Gordon V. R. Holness, Richard J. Lojewski, and William A. Hogan have been made Associates in the firm.

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Letters

Dear Miss Stacy,

Thanks for the copy of the October issue of the Monthly Bulletin 1966. It may interest you to know that "Architecture or Organized Space" was reprinted—with credit to the M.S. Bulletin in the April 1967 issue of "Arts and Architecture" and later in the now defunct Danish quarterly "Arkitektur of Billedkunst" 1969.

Thanks again,
K. Lonberg-Holm
12 Field Court
Bronxville, N.Y.

Dear Miss Stacy:

What method did you use to choose the contributing landscape architectural firms for the January 1971 issue?

To say we feel slighted is putting it mildly. However, they are great sketches.

Sincerely yours,
James C. Scott & Associates
James C. Scott A.S.L.A.
Landscape Architects
Site Planners
27 W. Long Lake Road
Bloomfield Hills, Michigan
48013

To the Editors;

Thank you for a very absorbing, informing and concisely explaining issue of the Monthly Bulletin. I enjoyed it; as weighty as its subject is. Perhaps the particular article describing the process of U of M A&D Building design warrants a publicity and educational brochure for and to architects.

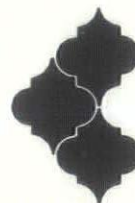
But I have one pertinent question: Who wrote that lead article?

Sincerely,
A. Charles Lindblom, II, CSI
Aclii Design
33480 Michigan No. 6
Wayne, Michigan 48184

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Mr. Angelo Marino, Supply Coordinator of the maintenance department, Detroit's Hutzel Hospital, states, "Ceramic tile is a great saving in the long run. It has a better appearance, never needs re-painting, cleans easily, and is more durable than other finishing materials. If these walls were all ceramic, we would be miles ahead".



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Host Chapter Events

AIA National Convention

Detroit

June 20-24, 1971

**Host Chapter Party, Tuesday,
June 22.**

'CRUISING DOWN THE RIVER'

Just to prove that we are afraid of nothing, the Detroit Chapter has decided to have the 1971 Host Chapter Party on an Island! But before you write, wire or phone them about what happened to you on the way, at or on the way back from George's Island in Boston, listen to how Detroit is going to do it.

For fifty years, one of the great summertime pleasures of Detroit has been an excursion down the Detroit River to Bob-Lo Island (originally Bois Blanc, but you know how Americans garble the French language). The two steamers, the St. Clair and the Columbia, have capacities of more than 4,000 people, and they take daily crowds the size of our AIA convention in stride. Both these big boats will be running an AIA shuttle that evening, each

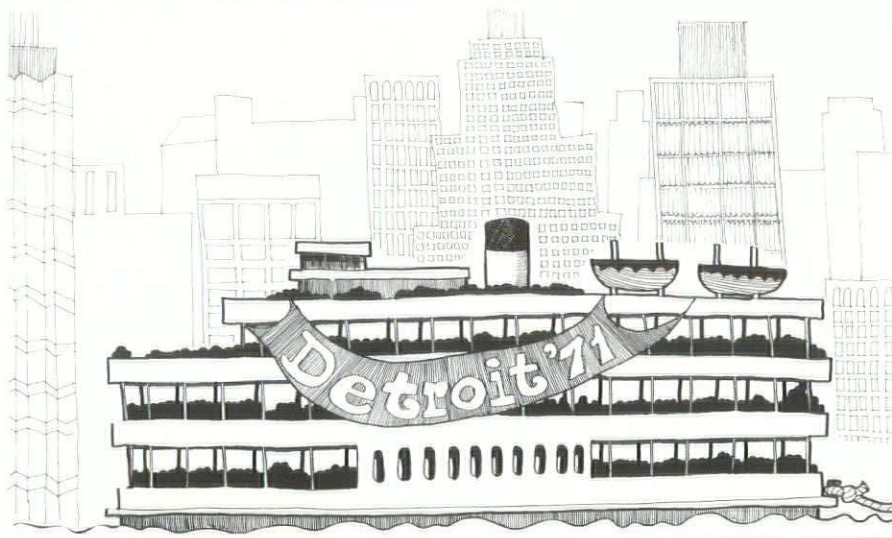
making a round trip to the island. (No launches, rowboats, skiffs, outboards or canoes will be required.)

The island is hundreds of acres in size, has its own amusement park and a great dance pavilion (yes, there will be music and entertainment on the boats and on the island), and if you really can't build up any confidence in ships even the size of the St. Clair and the Columbia, you can swim from the Detroit side, but watch out for the ore-freighters—they have the right of way over

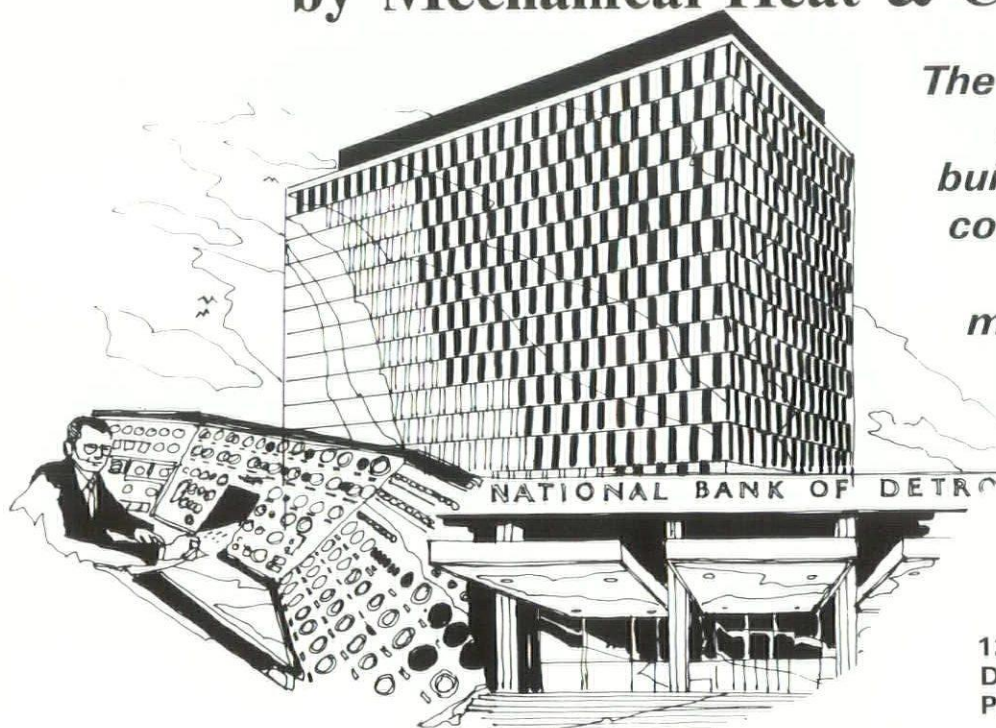
swimmers.

The Bob-Lo boats leave from Detroit's Civic Center, just a few blocks from all of the downtown hotels. The trip down the river passes hundreds of important industrial facilities, several islands, and the waterway is always crowded with all kinds of freighters and pleasure craft of every kind and size.

Each of the boats will be equipped with five bars, and there will be a number of these important supply points at Bob-Lo. A great



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dinner will be served at the island and you won't have to get very far away from the bars. Both the boats and the island have undercover facilities so even the threat of a June shower doesn't excite the Detroiters.

And is all this food and drink and fun and games free? The tab for the entire evening is set at \$20 per person, including dinner, drinks, transportation, taxes, tips and your own individual life preserver while enroute. Actually, you can't keep them. The Coast Guard makes the Bob-Lo people have them on board. Midway games-of-chance, independent food concessions; such as, popcorn and cotton candy, and the fortune teller will require additional small amounts of coin.

But even the ample capacities of the Bob-Lo boats have limits, and Host Chapter Party tickets can run out. While you're filling out your application for the convention, be sure to check off the number of tickets you want. Ticket requests from the Boston Chapter will get special attention, and a pass to ride on the top deck, thus proving that Detroiters have adopted a true philosophy of forgive and forget. ♦

CALENDAR

April 24

CEP Seminar. Carl Tschappat and Paul Farrell will continue the first seminar entitled: "Real Estate Development Financing & Taxation"

June 20-24

National AIA Convention, Detroit, Michigan

August 5, 6, 7

Mid-Summer Conference, Grand Hotel Mackinac Island

September 11

MSA Annual Meeting, Lansing, Michigan

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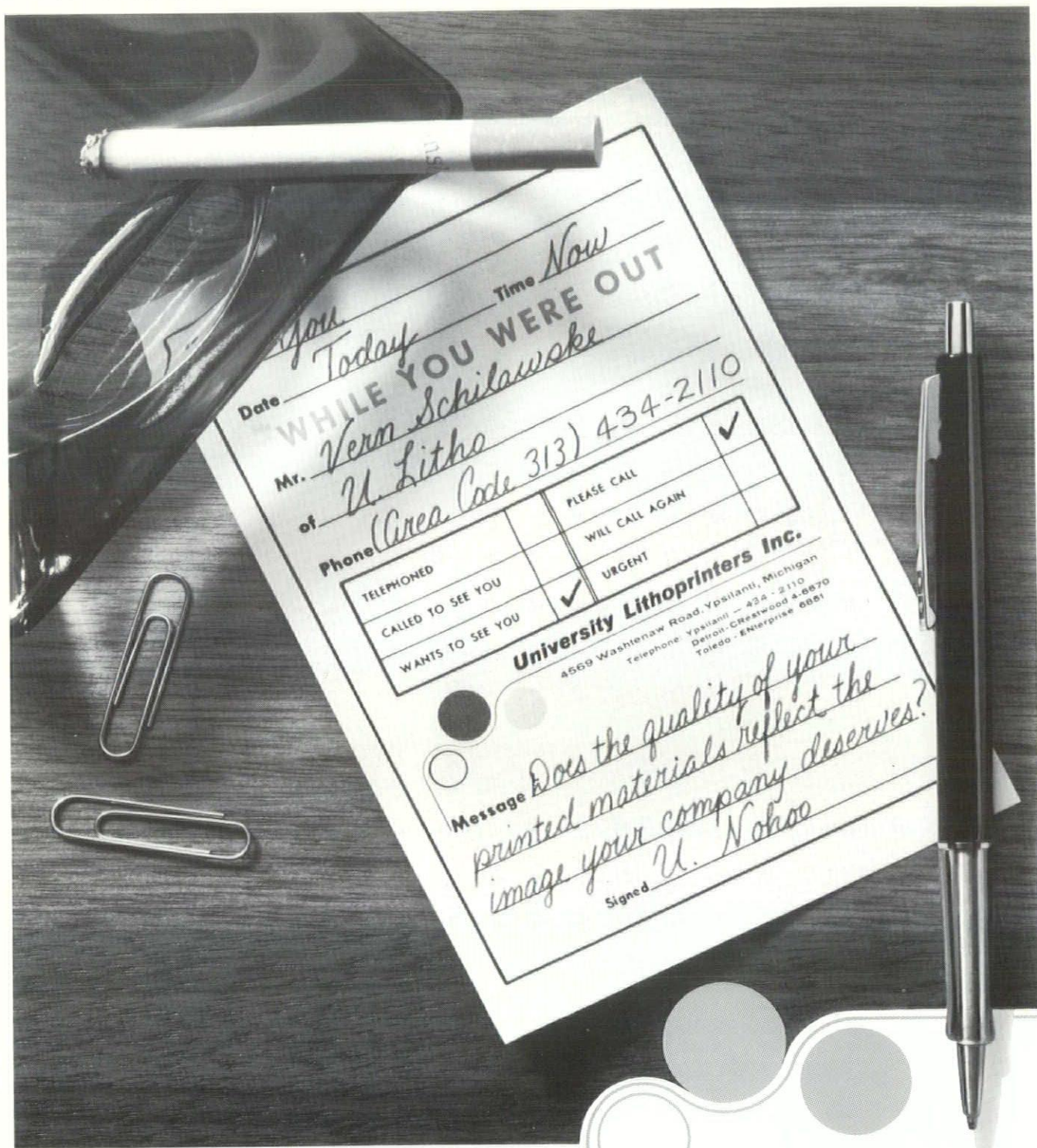
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