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THE TEXAS ARCHITECT

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7 Architects working with school boards throughout the state are modifying existing educational facilities or creating new structures to house the rapidly changing educational scene. High schools and special education facilities exhibited at the 1970 TASA-TASB Convention "Exhibit of Outstanding Schools" are featured.

24 Two excellent victorian houses in Houston recall the boldness and vitality of a forgotten era in our Texas heritage.



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CRS DESIGN
**OFFICE
BUILDING**

HOUSTON

TEXAS

ARCHITECT &
ENGINEER:

CAUDILL ROWLETT
SCOTT

HOUSTON

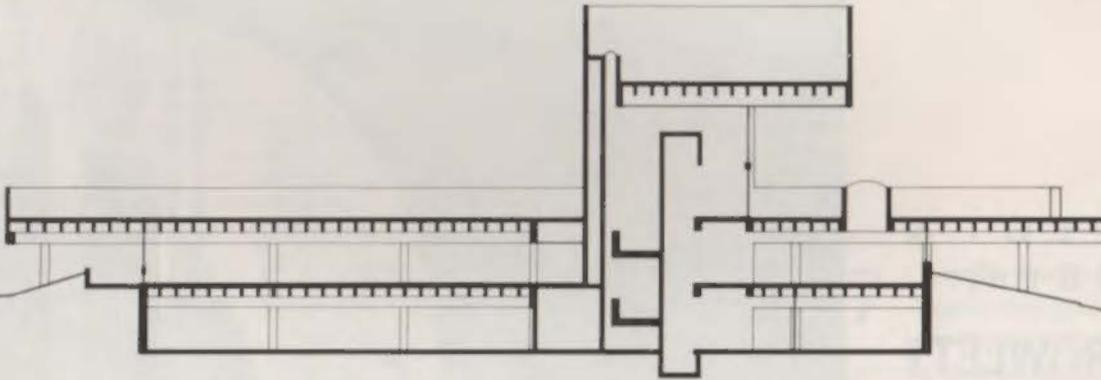
TEXAS

photographer: ben schnall



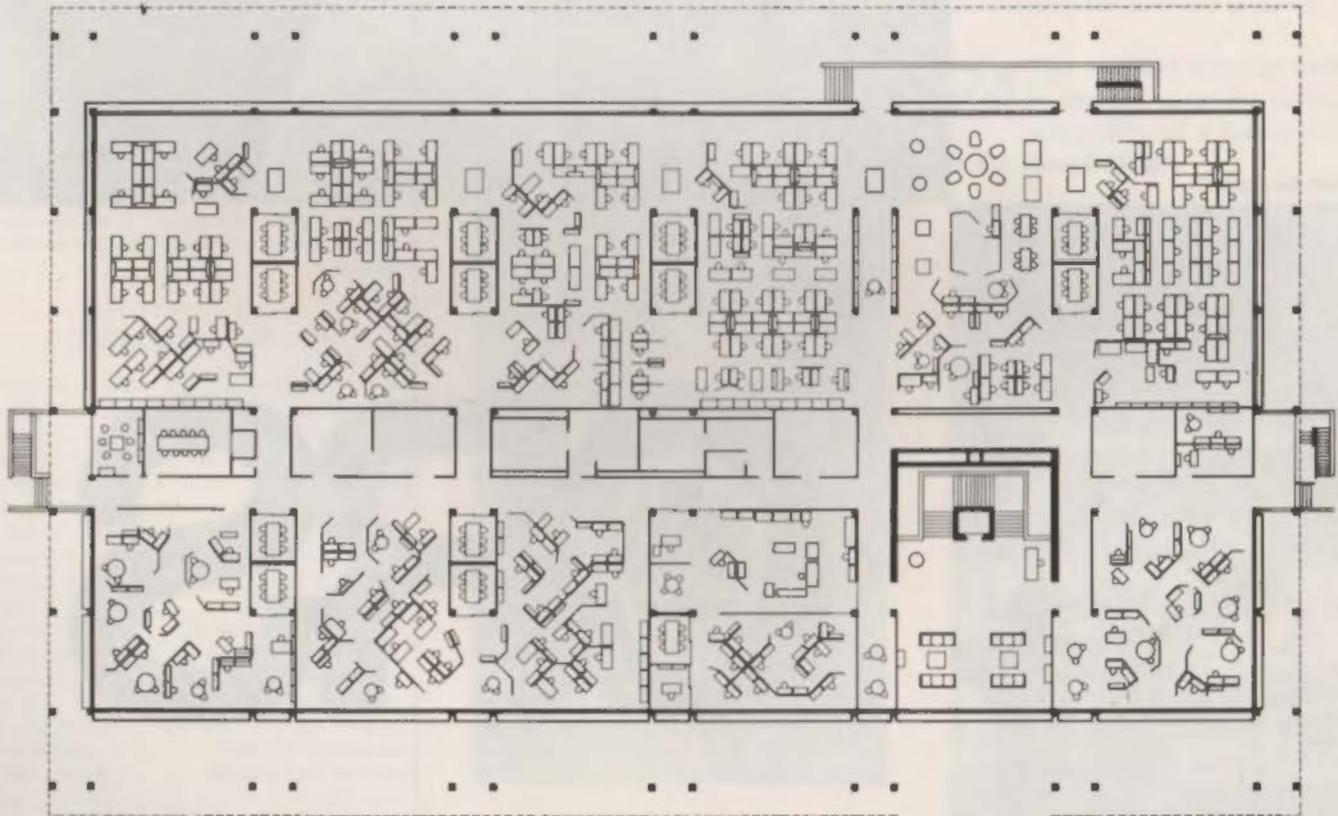
FEBRUARY, 1971

CRS



E-W SECTION

FEET 0 10 20 30



FURNISHINGS PLAN

FEET 0 10 20 30



A glass-rimmed concrete box with a parking deck on top is the home office building for Caudill Rowlett Scott. The drive-on, go-down concept was suggested by the deeply contoured and heavily wooded eight-acre site and by the fact that housing the majority of activities on a single floor would best serve the firm's functional needs. A forty-foot differential in the topography agreed with the cars-on-top concept and allowed the bridge connection with the adjacent roadway to be level with the parking deck. Low rails along the bridge enable motorists to enjoy the park-like views as they approach or leave the building.



Entrance from the parking deck is through a forty-foot wide tower which leads down to the office loft below. The loft spaces are provided by forty-foot spans separated by ten-foot spans which contain the main distribution lines for the mechanical systems. There is a minimum of ductwork and the exposed concrete double-T beams are reflectors for an integrated lighting system.

The simplicity of the building, its materials and details, is in response to the physical and psychological program requirements. Emphasis is placed on people and activities. There is no prime space for senior executives and the glass perimeter, desirable because of the dramatic setting, is accessible to everyone.

The building expresses the concept of task-team stations as opposed to enclosed executive offices. The plan permits a closer working relationship among members of the CRS team and allows easy rearranging of spaces. Twelve conference room islands provide containment for small group discussions.

CRS

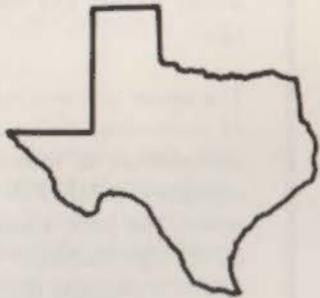


article layout by V. Raymond Smith

TEXAS ARCHITECT

Editor's Note: High Schools and special education facilities are presented in this issue. Elementary and Junior High Schools will be presented in the March issue.

EXHIBIT OF OUTSTANDING SCHOOLS



SELECTED FOR EXHIBIT AT 1970
TASB-TASA STATE CONVENTION BY
Texas Society of Architects
Texas Association of School Boards
Texas Association of School Administrators
RECOGNIZED FOR EXCELLENCE IN
PLANNING, DESIGN & CONSTRUCTION



ALFRED J. LOOS SWIMMING CENTER

DALLAS ISD

FISHER AND SPILLMAN, ARCHITECTS



This Competition Swimming Center is part of a comprehensive program to develop aquatics program and facilities by the Dallas Independent School District. Scheduled are six indoor instructional pools located with reference to population and need, plus a major competition center to serve the entire school district and the community at large.

The center will accommodate all types of swimming, diving and water polo competition at interscholastic, intercollegiate, AAU, FINA and Olympic levels. The pool, measuring 172'-1" x 60'-1" is equipped with 2 power-operated movable bulkheads. By selective positioning of these bulkheads, various combinations of pool uses and competition requirements may be arranged, e.g.: (a). 50 meter swim course. (b). 25 meter swim course plus warm-up or diving area. (c). 25 yard course plus warm-up or diving area. (d). 2-25 yard courses, etc.

Diving equipment includes 2 - 1 meter springboards; 2 - 3 meter springboards; diving tower with 5 and 10 meter platforms. Eight swimlanes are provided at 7'-6" width each.

Swimmer facilities include separate entrance and lobby, basket storage, dressing rooms, shower rooms, toilet, coaches offices, officials office and first aid room. Generous storage areas are provided for stowing pool and swimming equipment. Space is allocated in the Basement Level for future equipping of an auxiliary work-out room for dry-land drills, weights, conditioning, instruction, etc.

photos by john rogers

OAKS UNIT - THE BROWN SCHOOLS

AUSTIN

FEHR GRANGER EMERSON &
ASSOCIATES, ARCHITECTS

The Oaks Unit of The Brown Schools is a residential treatment center for emotionally disturbed children between the ages of 6 and 18. The school is located on a wooded rolling 66-acre campus in a residential area. The school is within walking distance of all levels of the public schools, as well as community parks and shopping centers.

A basic concept generated was the need for a hierarchy of spaces which would lead to increased student involvement with his total environment. The implementation of this concept begins in the primary therapeutic milieu, the dormitory. Private spaces for one or two children join a primary room which accommodates six students, which in turn leads to a living-dining space for twelve. From the immediate living areas the opportunities for more and varied forms of group relations are augmented as the child moves out into the campus. It is felt that the planned expansion of student interaction within the campus will enhance his ability to cope with all facets of his environment.

A second important concept was the desire for the availability of immediate, campus-wide psychiatric first aid facilities. This concept led to the provision of quiet rooms within each dormitory, individual study quarters in the educational complex and an intensive care section. These areas are included as places for short-term or extended crisis intervention, with the goal of returning the child to full participation within the campus as quickly as possible.



CONROE AREA VOCATIONAL HIGH SCHOOL

CONROE ISD

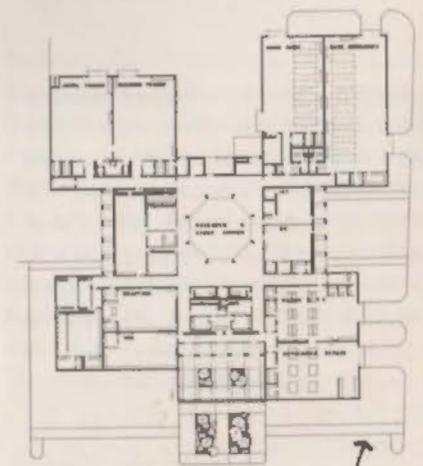
WHITE, ENGBERG & ASSOCIATES,
ARCHITECTS



The School District wanted the Vocational School to have a character and facilities comparable to the adjacent three million dollar High School for aesthetic reasons and to discourage any idea of a second class education.

The building consists of four distinct pods or areas devoted to different types of training connected to a central library and research area. The Conselling and Guidance area has offices for the director and counselors, conference room, work room and public toilets. Beyond the administrative area is the reasearch and study space. This space houses a combined vocational library, individual study spaces and class study areas.

Direct access to the Distributive Education, Industrial Cooperative Training and Data Processing Classrooms is from the study area. Shop or laboratory areas are reached by corridors leading from this area.



photos by e. j. wittlif

ADMINISTRATION BUILDING

AUSTIN ISD

JESSEN JESSEN MILLHOUSE GREEVEN CRUME
DAY AND NEWMAN, ARCHITECTS



COOLEY SCHOOL ADDITION

EL PASO ISD

STEPHEN W. KENT, ARCHITECT



The Project program called for a 35 classroom addition to an existing school facility. An existing building on the site containing twelve classrooms, administrative offices and assembly hall was to be removed and the new building includes new administrative and service areas and a cafetorium. During construction, students were housed in temporary buildings on the site. An existing church building on the site was being used as a lunchroom, and this building was converted into a music building.

Twelve existing classrooms in three separate buildings on the site were to be maintained in use throughout the construction period and to be integrated in the new facility plan. Nine classes were temporarily held in old houses recently purchased adjoining the site.



photos by sullenberger



FRIENDSWOOD HIGH SCHOOL

FRIENDSWOOD ISD

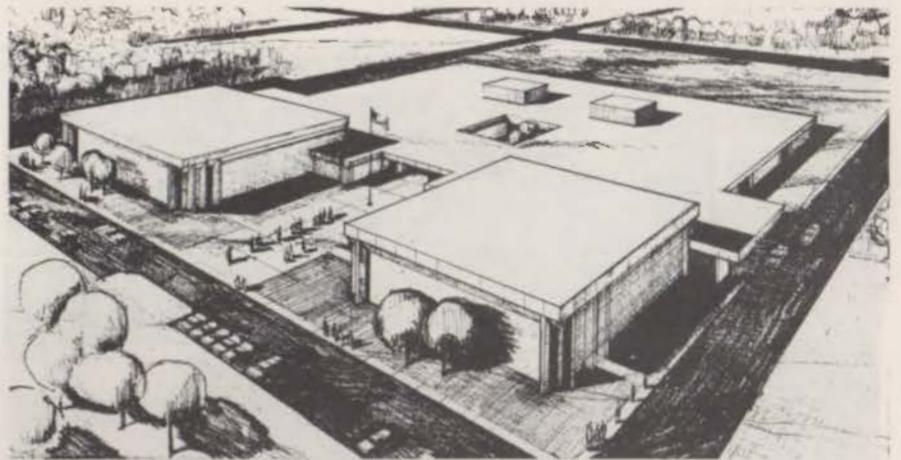
MCKITTRICK DRENNAN
RICHARDSON & WALLACE,
ARCHITECTS

The new High School was planned for 1,000 students in grades 9 through 12 with a capacity of 600 students in the first phase. The utilization of modular scheduling in conjunction with certain aspects of curriculum and physical facilities allows an increased amount of individualized learning and instruction. The school is flexible enough to respond to the trend toward greater reliance on media as a tool for instruction of large groups and the individual. The Library, or media center is a central element accessible to all other instructional facilities.

The probability of a longer school day, perhaps from 7:00 a.m. to 4:00 p.m., which would allow greater flexibility in the individual's learning schedule, was considered.

A large roofed outdoor space serves as a student gathering space, as a recreation space to supplement the gymnasium, and as a place where students eat lunch. Vending machine snack bars and a short-order type snack bar are provided for student food service in lieu of traditional school cafeteria facilities. This allows a student to eat during any free period in his modular schedule.

photos by richard payne



DEL RIO HIGH SCHOOL

DEL RIO ISD

SWANSON HIESTER WILSON BOLAND,
ARCHITECTS



The different courses offered in the school curriculum are departmentalized and each department is grouped around the large central mall area. The Resource Material Center, which includes the Library, Technical Equipment and Visual Aids to assist the teacher, the central tiered hall and future provisions for closed circuit television are located in the center of the mall area. Although the mall area is enclosed and air conditioned, it is treated as an exterior space. It serves as a student circulation area containing cafeteria space and lockers.

The different departments can be closed off from the mall by lowering grill gates which are concealed in the ceiling, thus allowing supervised use of the mall area both before and after school.

The School is designed to accommodate 1,700 students initially with basic facilities such as the kitchen and physical education dressing rooms to accommodate a maximum of 2,500 students.

It was felt by the School District that an auditorium would be used only 10% of the time and that their budget would not allow such a luxury. Therefore, an auxiliary raised gymnasium-play area has been provided between the cafeteria area and the gymnasium which serves as a stage during assemblies and pep rallies. Students can assemble in both the cafeteria and gymnasium and use the auxiliary gym stage. Practically all classroom areas are carpeted to eliminate noise as well as for ease of maintenance. Some classrooms are equipped with sound-proof movable partitions so "Team Teaching" methods can be applied.

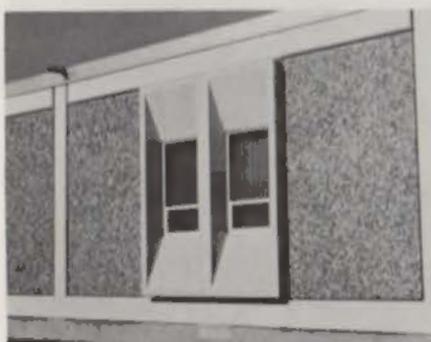
AMMIE E. WILSON JR. HIGH SCHOOL

PLANO ISD

JACK CORGAN AND ASSOCIATES,
ARCHITECTS

This program calls for a three-grade school, 7th grade through 9th grade, with a capacity of 1275 pupils. The educational program was to provide facilities for normal academic preparation for high school. Special emphasis was placed on development of a flexible plan that would not restrict the use of innovative teaching techniques that might be considered in the future.

The plan as developed is a compact square donut wrapped around a central court or Commons. The Commons is a semi-protected green area that will be used for study and recreation. This area will serve as a visual relief from the relatively window-less exterior teaching spaces.



ALIEF JR-SR HIGH SCHOOL ADDITION

ALIEF ISD

MCKITTRICK DRENNAN
RICHARDSON & WALLACE,
ARCHITECTS



This addition to an existing compact windowless school contains 36 classrooms, a large group instruction space, and an easily supervised individual study area which wraps around the central core. This area is two stories high and is sky-lighted, allowing natural light to be seen from every classroom. The 44,000 square foot project utilized simplified construction and economical but durable materials resulting in a contract amount of only \$512,000.

photos by richard payne





WINONA HIGH SCHOOL

WINONA, MINNESOTA

CAUDILL ROWLETT SCOTT,
ARCHITECTS



This comprehensive senior high school serves 1800 students on a level site of 37 acres along a lake front. The design was to respond to views from the site, to the climate, to a departmentalized and structured educational program; to community needs, and to the students' need for a common flexible place for dining, studying and social gathering.

Programming established concepts of a library-centered school, with a compact-departmentalized plan, a student-public concourse, and views within and out of the main circulation space.

In solution, the library is located in the center of an academic building as a two-story interior structure providing easy access to all classroom and departmental areas of both floors. It also provides a point of interest in the student concourse.

The two-story loft space of the student concourse combines spaces usually used separately into a central place for dining, studying, meeting, locker storage, and circulation flow.

The project literally has its back to the wind and faces the vistas of the lake and high bluffs beyond. A controlled environment is provided with minimum exterior glazing except to allow for the views from the student concourse.

The structure consists of three separate buildings joined by enclosed corridors. The industrial arts and music-auditorium buildings are one-story structures with steel roof framing. The main building is of reinforced concrete with exposed waffle pan construction.

SHERMAN HIGH SCHOOL

SHERMAN ISD

WRIGHT-RICH & ASSOCIATES,
ARCHITECTS

A Senior High School for 2,000 students providing a facility to accommodate the most recent concepts in secondary education as well as the adaptability for future concepts as they occur.

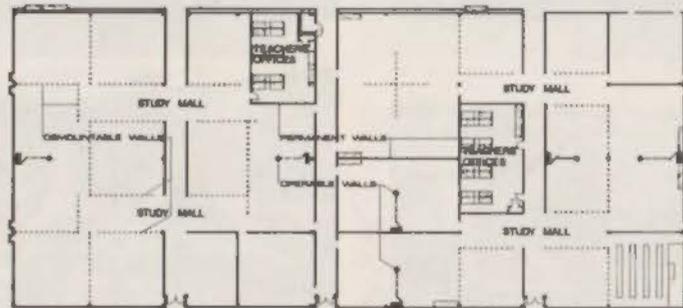
Flexible instructional areas to accommodate various grouping from small (5 to 15) to large (75 to 100) are created with operable walls for team teaching groups and demountable partitions to allow new spatial arrangements as curriculum changes dictate. Access to academic areas is through study malls to encourage individual study.

A Resource Materials Center with soft furniture and electronically equipped study carrels functions as a central text book storage and depository center for the entire school as well as a control center for channeling audio-visual programs throughout the building.

Semi-private office spaces for teachers are grouped together to encourage inter-departmental exchange of ideas.



photos by n. bleecker green

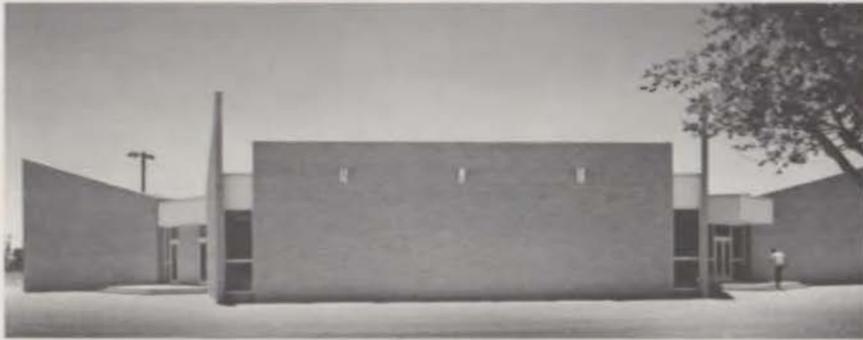


PLAN SOUTH ACADEMIC UNIT

TORNILLO HIGH SCHOOL

TORNILLO ISD

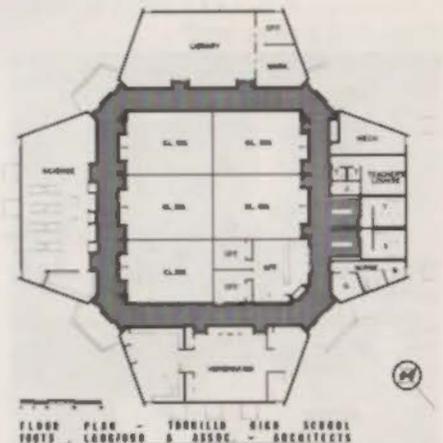
FOUTS LANGFORD AND ASSOCIATES
ARCHITECTS



This compact high school, located in a rural farming community fifty miles southeast of El Paso, Texas, was the first addition to the existing school plant constructed in 1924. The new building serves the high school grades and provides library, homemaking and laboratory space. It is anticipated that sometime in the future, the original building will be demolished and a new building will replace it to serve the elementary grades. The total student enrollment in the school district is approximately two hundred fifty students

A highly restrictive budget demanded economy of space which led to a basically circular design, reducing corridor space to a minimum. Classrooms were left open to the corridors to allow for free circulation and better classroom supervision. Normal activity classrooms comprise the core of the building with special activity spaces located in each of the wings.

photos by julius shulman



FLOOR PLAN - TORNILLO HIGH SCHOOL
FOUTS LANGFORD & ASSOC. - ARCHITECTS

BRAZOSWOOD SENIOR HIGH SCHOOL

BRAZOSWOOD ISD

KOETTER THARP & COWELL,
ARCHITECTS

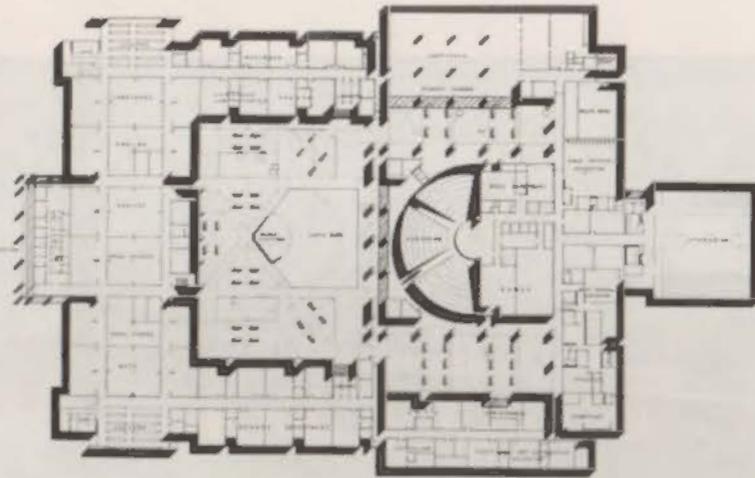
Brazoswood High School is designed to accommodate 2000 students in grades 9 through 12. A two story Classroom Wing extends from an intermediate level corridor along the front of the school. The corridor floor is one half story above the first floor classrooms and one half story below the second floor classrooms. The Main Lobby, the entrance to the Auditorium and the Administrative Offices are at this intermediate level. The Library is glass walled and one half story below the Lobby level. One may look down into the Library as one enters the building. The total area is approximately 235,152 square feet. In addition to the usual classroom facilities, Music Practice and Rehearsal rooms, Shops, Auditorium and Cafeteria, the school contains a Ceramic Shop, a Jewelry Shop, a large Physical Education Wing with separate Gymnasium for boys and girls, a Swimming Pool and a 78 foot by 112 foot covered play area which doubles as a shelter for students arriving early during inclement weather. A small hydraulic elevator is provided for handicapped students and for moving equipment.



100 SAM HOUSTON HIGH SCHOOL

ARLINGTON ISD

PRESTON M. GEREN, ARCHITECT



Design a high school to support an enrollment of 2400 students and expand to a maximum capacity of 3600 students. This school is to offer an entire curriculum including the district's vocational training program.

The district's program is to include the team teaching concept in all of the academic courses and therefore requires a great deal of flexibility. Most of the partitions in this area are movable or gypsum board on metal studs. Special note should be made of the lack of corridor walls and doors in this area as the open classroom concept is used. The flexibility should allow almost any change in teaching methods or curriculum that might be encountered in the future.

The library is located on the second level above the academic area, acting as the catalyst for the academic program. The other curriculum is contained in a more rigid teaching situation with individual classrooms for the various functions.

Lockers are concentrated in four strategic locations at points of ingress and egress with the commons court permitting a shotgun dispersal of students in almost any direction. The court also provides an amphitheater with a raised platform and grassy earth berm to be used by the speech and drama classes. It will also be used for student rallies and gatherings.

The semi-circular auditorium is designed for multi-purpose use as three lecture halls divided by power assisted folding partitions. It seats 1200 students with the last row of seats only fifty feet from the thrust stage.

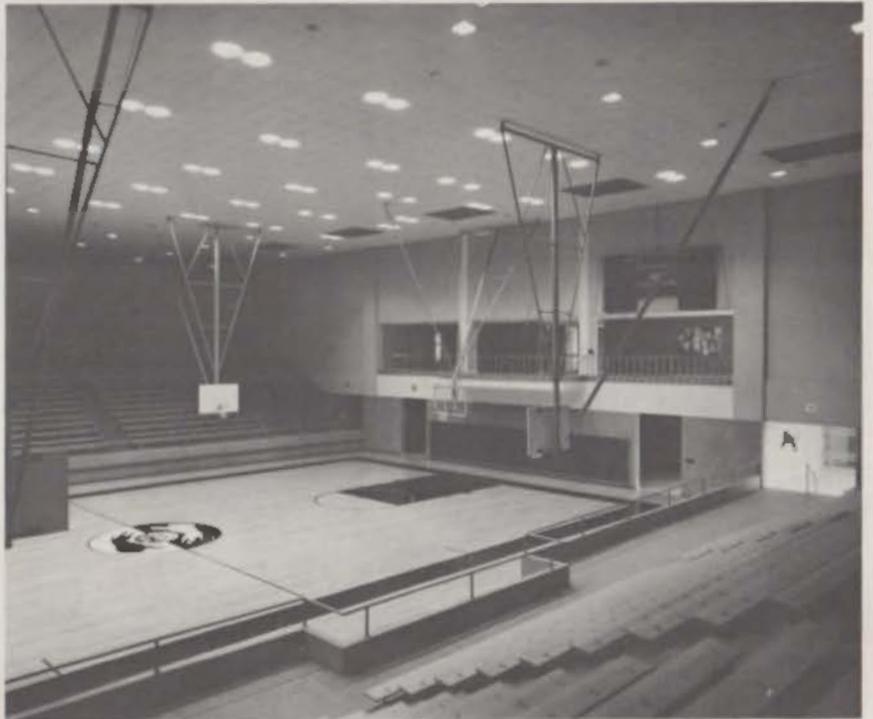
R. L. TURNER HIGH SCHOOL

FIELD HOUSE AND AUDITORIUM
CARROLLTON FARMERS BRANCH ISD

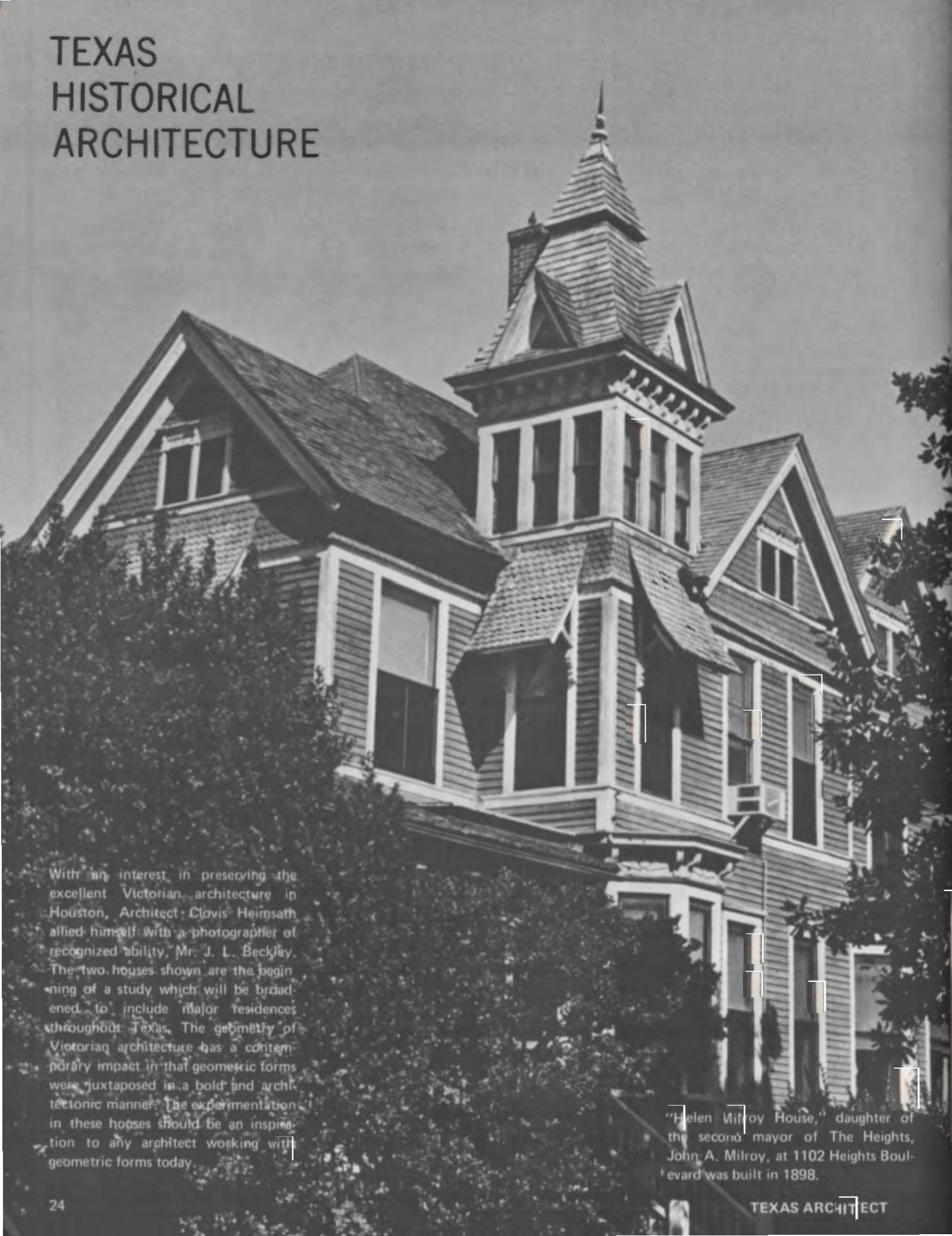
JOHN R. THOMPSON & ASSOCIATES,
INC. ARCHITECTS

An Auditorium seating 1500 and a Field House seating 3000 were added to an existing Senior High School. The Auditorium stage is completely equipped and large enough for the most sophisticated productions, since it is also used as a community facility. The Field House is used for boys physical education, inter-scholastic league basketball games, and for occasions involving large crowds such as graduation exercises and pep rallies.

The two buildings were treated as separate entities, but were located adjacent to one another on a common existing corridor, providing public access to either for scheduled evening events without opening to rest of the building.



TEXAS HISTORICAL ARCHITECTURE



With an interest in preserving the excellent Victorian architecture in Houston, Architect Clovis Heimsath allied himself with a photographer of recognized ability, Mr. J. L. Beckley. The two houses shown are the beginning of a study which will be broadened to include major residences throughout Texas. The geometry of Victorian architecture has a contemporary impact in that geometric forms were juxtaposed in a bold and architectonic manner. The experimentation in these houses should be an inspiration to any architect working with geometric forms today.

"Helen Milroy House," daughter of the second mayor of The Heights, John A. Milroy, at 1102 Heights Boulevard was built in 1898.





The "Halle Brichard House" at 2201
Finnis Street was built in 1885 by a
relative of the Allen Brothers. The

TEXAS ARCHITECT

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Donald R. Goss
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March 26 and 27

Certain Legal Aspects in the Practice of Architecture

To live successfully under the rule of law, the architect must know the protections and pitfalls of the legal system in relation to him. The conference introduces many case studies and specific references, the speaker taking the group through successive steps of planning and construction, with attention to the business agreements along the way. Critical points

are explained in detail.

The speaker is John R. Clark, member of the law firm Dechert, Price & Rhoads of Philadelphia, Pennsylvania which specializes in corporation and partnership law and preparation of contracts. Mr. Clark is special counsel to the National Society of Professional Engineers on revision of Contract Documents. He is author of "Concerning Some Legal Responsibilities in the Practice of Architecture and Engineering."

Friday Morning

"General Legal Principles Affecting Legal Responsibilities of the Design Professional"

"Legal Problems Arising out of Relationship with the Owner"

Friday Afternoon

"New Agreements with Professional Associate and Consultants, A-E and E-A Agreements"

"Problems During Construction Documents Phase - Specifications - New Materials"

Saturday Morning

"Problems During Construction Phase" (Two Sessions)

Saturday Afternoon

"Indemnification, Product Liability Construction Management"

"Wrap-Up and Further Questions and Answers"

All meetings will be held in the Umphrey Lee Student Center, Southern Methodist University campus.

Sessions will begin at 9:00 a.m. and conclude by 4:30 p.m.

The fee for each Seminar is \$100, which includes luncheons and program materials. Registration is complete when fee is paid. Please make checks payable to Southern Methodist University (noting desired meetings). All correspondence and inquiries should be addressed to:

Mrs. Mary E. Miller, Associate Dean
School of Continuing Education
Southern Methodist University
Dallas, Texas 75222
(214) 363-5611, extension 578

Registrants make reservations directly with the Hilton Inn, 5600 N. Central Expressway, Dallas 75206. Telephone: (214) 827-4100. Blocks of rooms have been reserved for each Seminar. The hotel will hold reservations until 10 days prior to starting date of each Seminar.

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One of the newest additions to the Dallas skyline is the beautiful 18-story international headquarters building of the nation's largest retail jeweler, the Zale Corporation. This magnificent new edifice rises up from a landscaped park complete with fountains, flowers and a meandering creek.

The building boasts 566,000 sq. feet, with parking space for 2,000 cars. It contains, among other things, an auditorium seating 850 people, meeting rooms, barber shop, employees retail shop, board rooms, cafeteria and executive dining room.

All-electric features include air conditioning, strip heating, landscape lighting, and an all-electric kitchen. Additional features of interest include an automated window-washing system and a vertical conveyor belt system which automatically "trips out" mail on the desired floor.

At present, the Zale Corporation is occupying approximately half of the building, with the other half leased commercially.

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