



THE TEXAS ARCHITECT

VOLUME 22 / OCTOBER, 1972 / NO. 10



COVER

El Paso's new Civic Center—site for TSA's 33rd Annual Meeting. Pictured is the main entrance to the Exhibit Hall. Architects for the handsome project are Garland & Hilles, and Carroll, Daeuble, Du Sang & Rand, El Paso.

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Harwood K. Smith and Partners design the elegant Regional Distribution Center for Eastman Kodak Co., earning them a Texas Architecture, 1971 Design Award.

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The Rare Books Library, Humanities Research Center at the University of Texas at Austin has received an award from the Portland Cement Association.

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Associated architects Caudill, Rowlett, Scott and Poole, Pardue, Morrison, Dean received a 1971 TSA First Honor Award for the Anniston Educational Park.

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El Paso Civic Center is the site for the 33rd TSA Annual Meeting and it promises to be the best ever!

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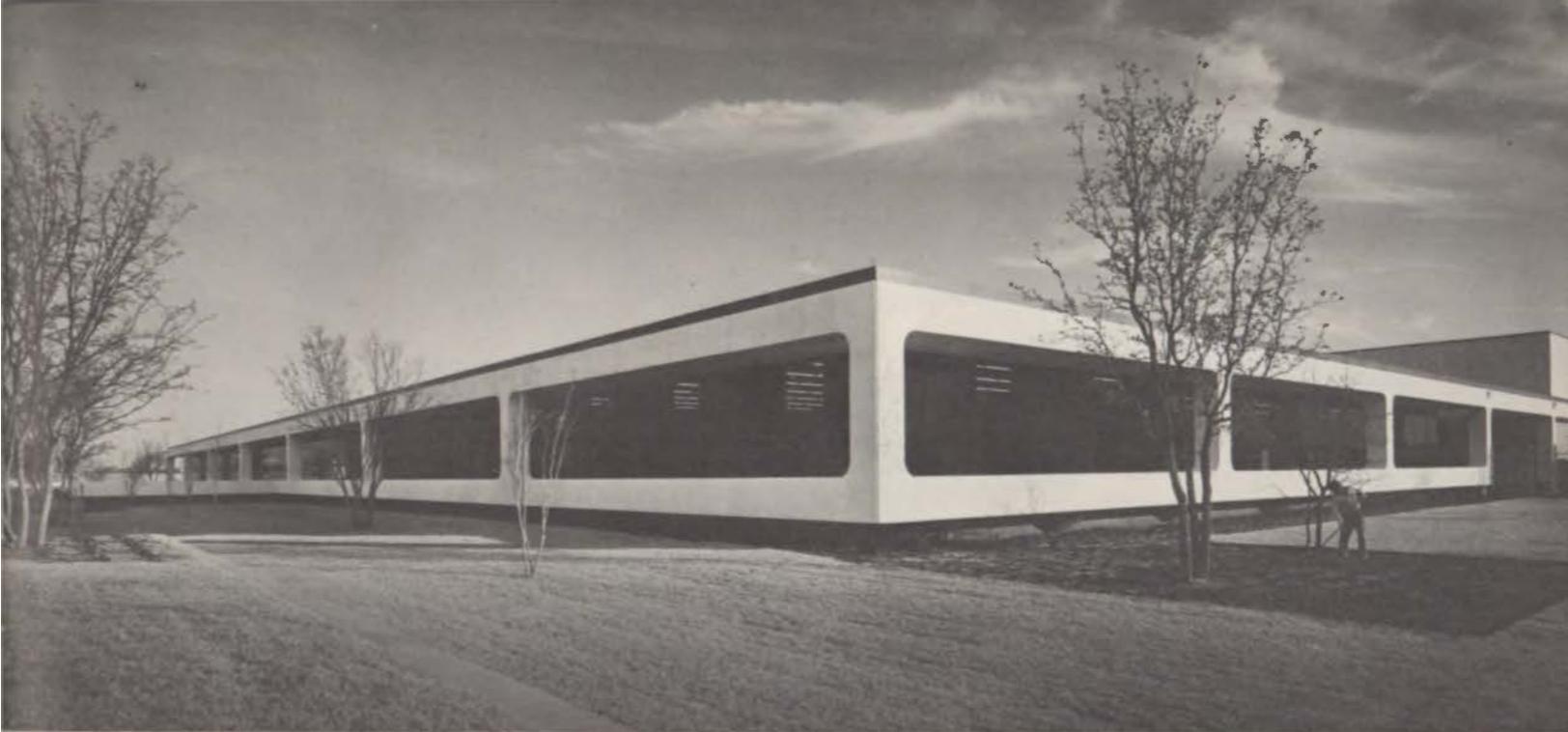
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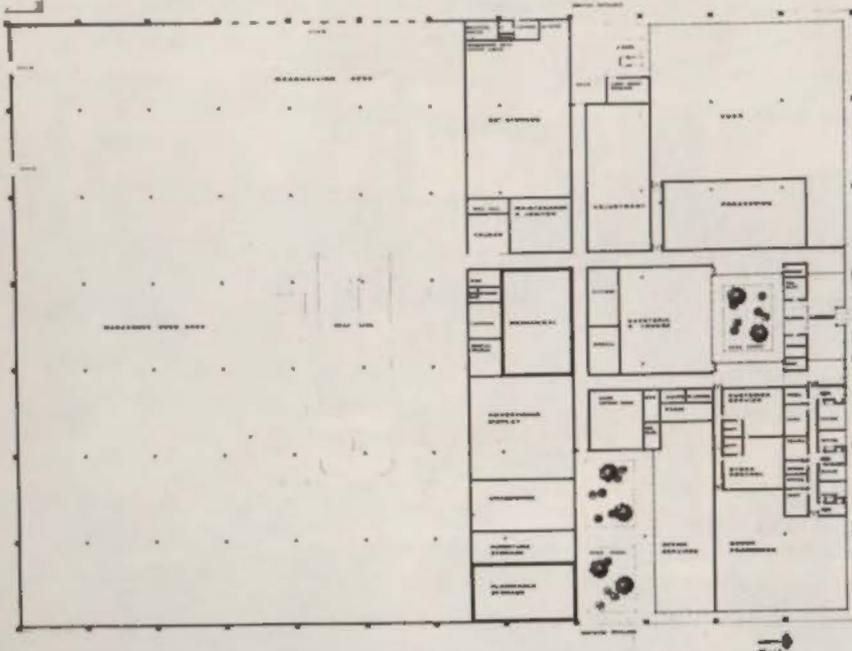
TEXAS ARCHITECTURE, 1971

RECEPTION AREA





LOBBY



The architects were commissioned to design a single level steel frame structure to provide for receiving, storage and distribution of photographic supplies and equipment; equipment receipt, repair and customer pickup; administrative and order processing areas with building services and employee cafeteria, medical center, public reception and display. The entire facility is air conditioned with special areas for both 30° and 50° cold storage.

The design concept defines four functional elements: central core, administrative, equipment service and warehouse storage. Circulation patterns separate rail and truck, customer, visitor and employee traffic. Entrance-display-reception-lobby, medical center, interior court and employees cafeteria form the central service element.

RARE BOOKS LIBRARY • HUMANITIES RESEARCH CENTER

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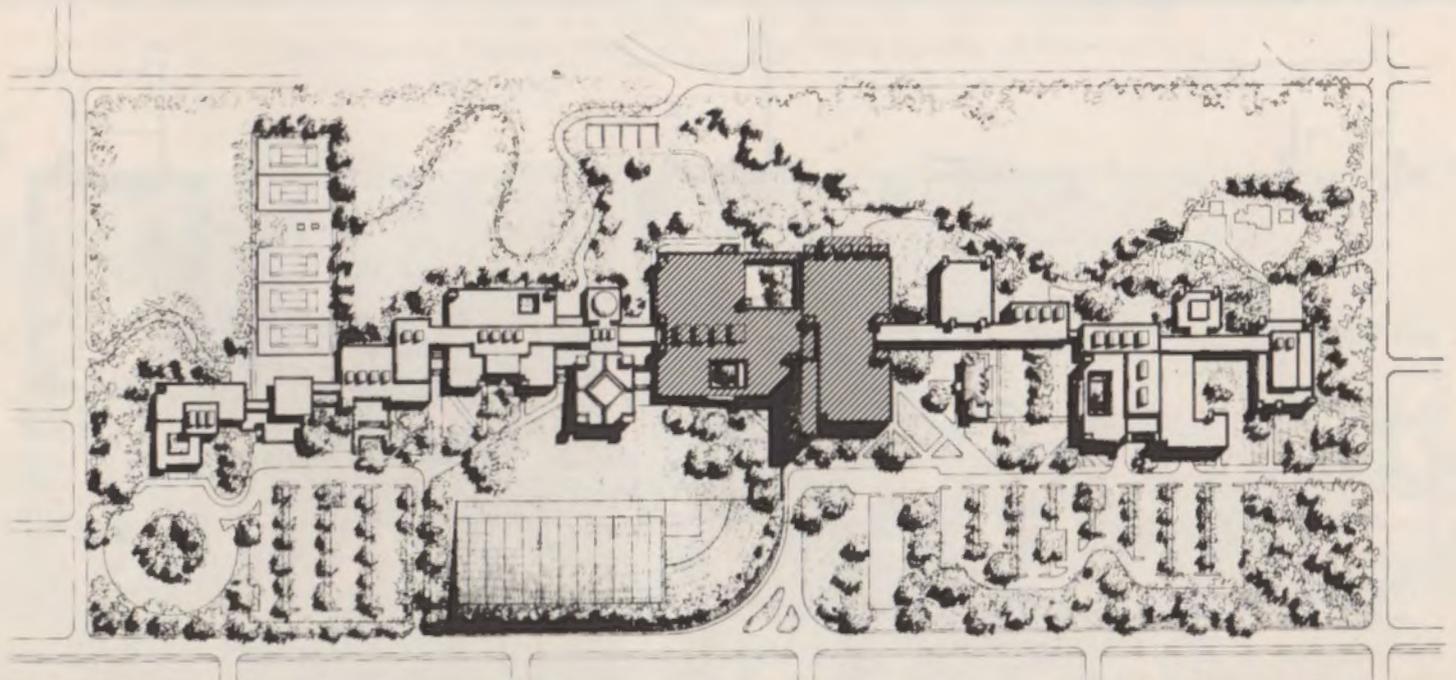
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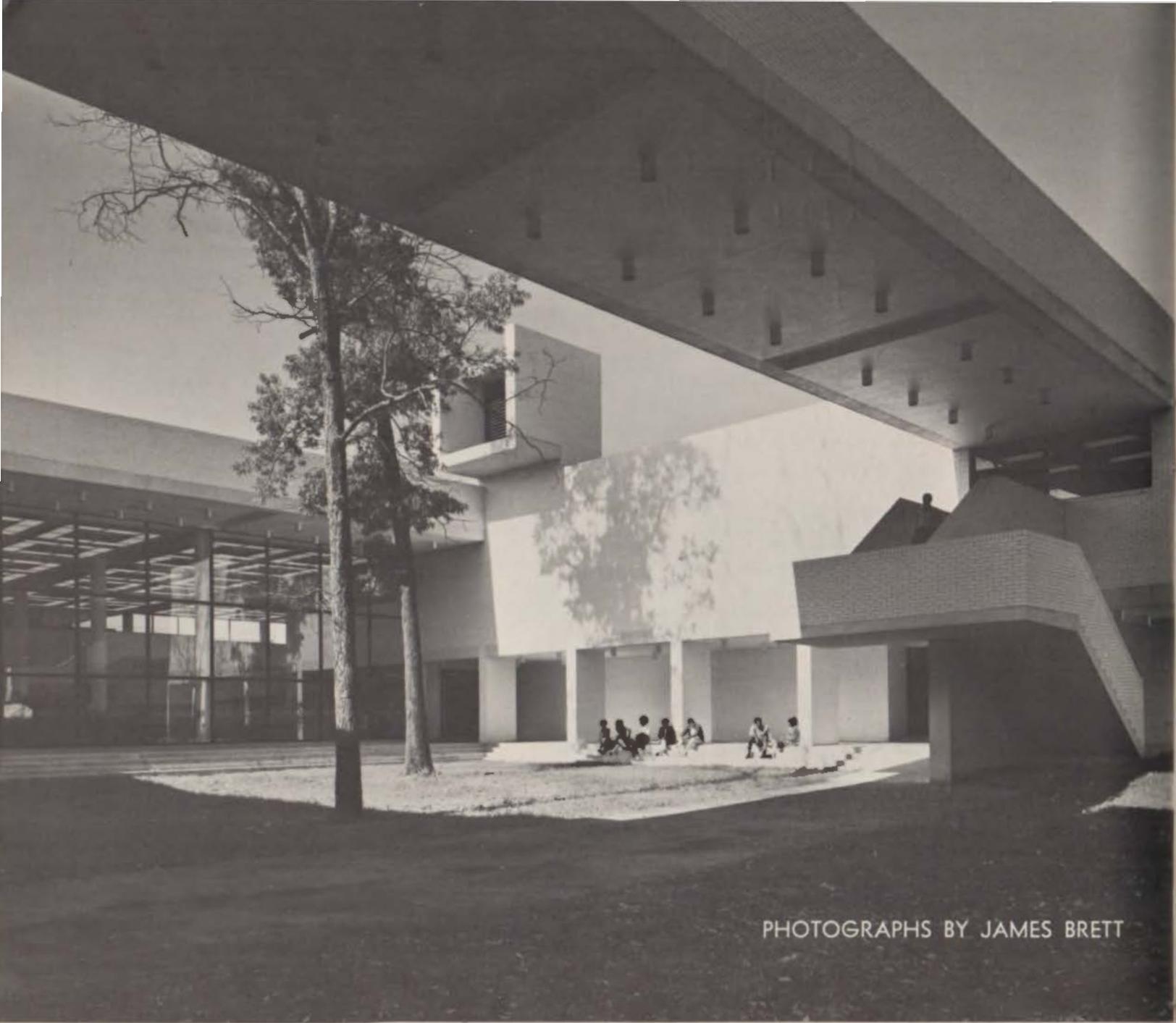
The Rare Books Library, Humanities Research Center at the University of Texas at Austin is one of eight regional winners of the 1972 White Cement Architectural Awards Program. The awards jury commented on the excellent scale and interrelation of elements with good proportioning. Various textures created through use of limestone aggregates and wood forms seem most appropriate for the building.



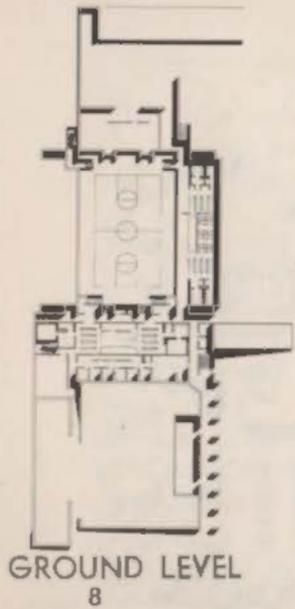


SITE PLAN

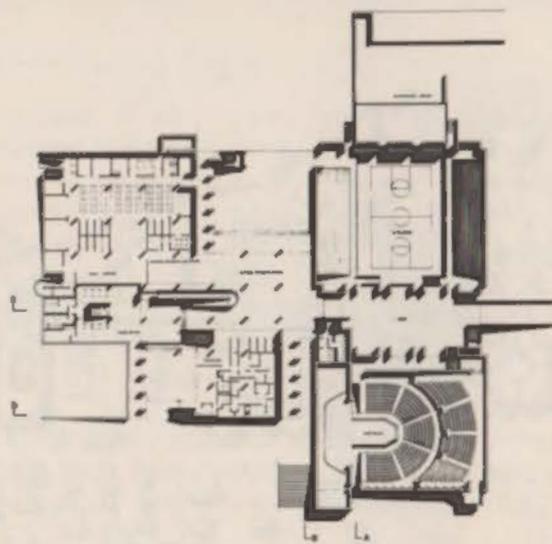




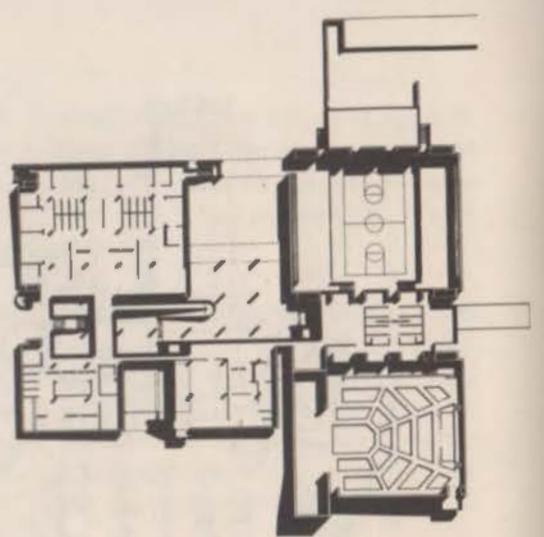
PHOTOGRAPHS BY JAMES BRETT



GROUND LEVEL
8



FIRST LEVEL



SECOND LEVEL
TEXAS ARCHITECT

33rd Annual Meeting

Texas Society of Architects

El Paso

November 8-10 1972

Architects will gather in El Paso, November 8-10, for the 33rd Annual Meeting of the Texas Society of Architects. Business meetings will be in El Paso's famous new Civic Center.

Honored guests will be S. Scott Ferebee, FAIA, the in-coming president of the American Institute of Architects for 1973; Archibald C. Rogers, FAIA, who will serve as president of the AIA in 1974; and internationally-renowned architect Paolo Soleri.

Soleri, exponent of the new science of "Archology," will speak to TSA delegates on Thursday afternoon. He will describe this wedding of architecture and ecology. Italian by birth, Soleri now lives in Arizona.

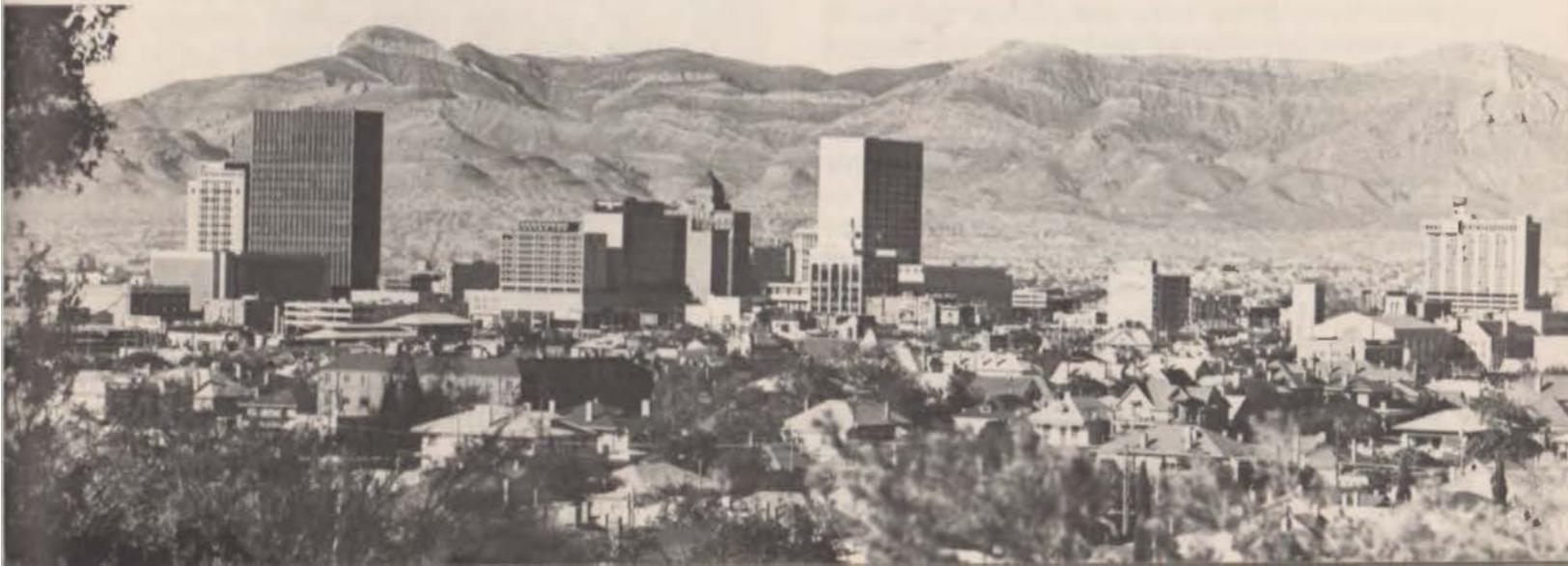
Donald L. Wass, Ph.D., president of a management consulting firm, will conduct a "mini-Professional Development Program" on Thursday, November 9, following the Opening Session. This ses-

sion is entitled, "Introduction to Management of Time."

On the social side, festivities will begin with a cocktail party on Wednesday evening, November 8, in El Paso's quaint La Villita shopping area. On Thursday night, convention guests will be bussed to the famed Juarez Race Track for buffet dinner at the Jockey Club followed by dog racing. Friday evening is scheduled for the formal Presidents banquet at the El Paso Country Club.

The Awards Luncheon is scheduled for Friday at 12:30 at the Civic Center. Award winners in TSA's annual design competition will be honored with a special presentation of "Texas Architecture—1972." A gala "Fun Party" in the exhibit area from 2 until 4 on Friday afternoon will close that phase of the convention.

Preston M. Geren, Jr., of Fort Worth is the 1972 president of the Texas Society of Architects.



BRIDGING THE GAP

GEORGE GREEN AND DAVID SHIFLET

This article is a **brief** of the Bridging the Gap report, and is almost totally inadequate except to give one a feel for the problem attacked and the proposal solutions . . . for the problem is so extensive and the solutions so entailing. Hopefully, however, this brief will be sufficient to interest you in attending the discussion of this topic at the TSA convention in El Paso, and in obtaining a copy of the comprehensive publication from your AIA Chapter President, which gives the complete findings, summations and proposals.

The method of attacking the problem was to take an in-depth, first person look into a cross-section of firms and schools throughout the state. These interviews were conducted personally via a questionnaire-type format so as to obtain responses which could be structured and compared to each other. An attempt was made to interview a cross-section of firms—small and large, progressive and static, young and old. This study has established communication, identified the problem and made proposals for solutions.

Introduction

Architectural education is not reacting fast enough to the changes in the profession, and the practitioner is not reacting fast enough to the changes of society. Much progress has been made in the profession, but we have only begun to attack the problem.

Many educators and practitioners are out of step with today's profession. They are not even aware of the fact that a new breed of architect is coming into existence—that he is in fact already in existence. Many of the firms and schools that are in existence today may be dead in ten years because they are not flexible and innovative. These firms and schools lack exposure.

The businessmen, politicians, and developers are making the major decisions today. If architects do not become more involved in these decisions, then they will lose an even more significant amount of influence over our physical environment than they have lost in the past. If the decision makers do not have respect for the architect's competence in economics and good business judgment, then he does not have respect for and confidence in the

architect's design abilities. The people with real design talents are the people who are creative thinkers in other areas too . . . business, politics, organization, etc. If one is not creative in these other areas of thinking, then he is superficial in design.

Architectural Practice

"Architecture has remained static in a dynamic society. The profession is now in a state of change—some offices are responding to that change and some are not. This dynamic society has opened many new opportunities for architects. While these opportunities are intimately related to the architect's basic task, in many instances his education has not prepared him properly to take advantage of all those opportunities. . ."

"In many instances the architect is merely a tool of the developer—a draftsman. The architect is not there when the decisions are made, and he cannot control design if he is not in on these decisions. Developers came onto the scene because of the deficiencies in architects, and they are purchasing their architecture just as at a supermarket. . ."

"Today, many other professionals and businessmen continue to expand their already enormous influence over the process of creating architecture, while many architects still narrowly view "comprehensive services" as, say, a choice between providing or not providing soil borings. . ."

"Students need so much to understand the motives and values of the practitioner. A big problem today is that we judge others without knowing all the facts about why things happen the way they do. Students need to understand that the practitioners are trying to solve the ills of society too. But change does not come about by talk, nor does it come by criticism. Change, effective change, comes about by getting into the system and getting one's ideas enacted. Change does not just happen—change is made. Time and patience are words that students need to understand in evaluating the profession. . ."

Architectural Education

One practitioner expressed his expectations of

Architectural Education in this manner: "I hope the schools will teach their students how to think. I want a guy who is eager and who can think. I will probably have to make a draftsman out of him at first, but that is to be expected, especially in a small office like mine. The schools simply have too much important subject matter to be concerned with without having to teach students how to draft. Hell, I can teach him how to draft in a month or two! . . ."

"The advanced students, those who are thinking and planning ahead, have realized that education at school must be supplemented by practical experience if one is to maximize the quality of his educational experience. It is so very essential that a student be able to relate the theory he gets in school to the practical experiences he will undergo in an office . . ."

"One of the greatest needs in architectural education is for truly committed teachers with interesting things to teach and a willingness to be concerned with students as individuals. Let's face the facts—some teachers are professional educators, and some are simply escaping from the 'real world,' due to failure in practice. Some faculty members need to be more involved in the functions of locally practicing architects and vice versa. . . ."

It has been said: "If architects don't come around to development building they're dead. And the educational system is one major reason why more architects are not coming into the developer role. The educators think the designer is still king, and this is beaux arts thinking. The designer is not king and never will be. They are simply draftsmen for the developers, with very little real thinking. They're boys who look thru tubes, and you've got to be able to see the whole picture—economics, politics, business, etc.—you've got to know how to cope with and communicate with these forces of reality. This is not being emphasized by educators. These "designers are pie-in-the-sky boys, they know nothing about the essence of what architecture is all about—they are simply exploring one tangent. Architects need to come out of the woods . . . they must be total architects, and not just a piece of an architect. . . ."

Architectural Students

"One of the most important things that education can offer a student is the awareness of self. The biggest problem a student has is to evaluate his real talents. A student must know himself, what

he can do and cannot do, and what he likes and does not like to do. Only then can he properly prepare himself for professional practice. . . ."

"It is essential that a student be involved in an office while still in school, if he expects to effectively bridge the gap from academia to the profession. The shock factor many students go through is only multiplied if they wait until they get out of school to work in an office. . . ."

"Students are not informed about what is happening in the profession, much less why it is happening; they are not too well informed about why their educational system is structured the way it is, and they don't know the options available to them in the educational curriculum, much less the avenues open to them in practice. They know very little about firms, and what firms would best fit their particular personality, attitude and direction. Some students do not even understand that to enjoy the privilege of practice, one must make a profit. Students are not counseled enough about problems they will encounter in practice. . . ."

The Gap and the Link

"The definition of the gap is a real problem, due to the broadness and the complexity of the profession. The gap exists in many areas of the profession, but the gap is most evident and felt most severely by graduates stepping from the academic environment to the professional environment. **The effective bridging of this gap by the graduate is directly proportional to the effectiveness of the educational system and the relevance of practitioners to the needs of contemporary society.**

To oversimplify the gap would be to say that it is that time of transition from graduation to the time one can effectively pull his weight in an office. The heart of the matter however, involves the problems that make this transition difficult. Possibly the gap from employment to professional fulfillment is even a more difficult gap to bridge than the gap of education to employment. Possibly those who bridge one gap are not able to bridge the other. . . ."

The authors concur with the opinion of one practitioner who stated: "The gap is less than it was 15 years ago, and I think it is due to a maturing of the profession and the students."

"In these author's opinion, the schools are going to have to make the major changes, and the schools should be the innovators regarding over-

tures to the practitioner as to his input into the problem. The practitioner will change in response to the demands of the market place. The schools should emphasize both what the needs of the market place should be, and what the needs of the market place really are. . ."

"The new architectural licensing exam will have its effects on the gap. It is a tactical rather than a technical exam. It assumes the candidate's education, as manifested in his professional degree from an accredited school, has provided him with knowledge and proficiency in architectural design and technology. The question will be: Can the state accept a college degree as proof enough of capability in the areas of public health and safety? It is the opinion of these authors that this will pressure into existence an internship type program by which a student is required to get office exposure to these areas **while in school**. Therefore, the new exam will play a vital role in bridging the gap. . ."

"There must be a cooperative program education and practice that would be as effective as that of the medical profession—a program that would allow the school to teach what it teaches best and the profession to teach what it teaches best. . . An internship of seven to twelve months in an architect's office being required for graduation is a definite possibility—more than that, it is a reality. This internship would have to be very closely supervised, to assure that it was a quality experience rather than an exploitation of either student or practitioner. This is probably the best single solution to bridging the gap:

This would give the student exposure to the profession while still in school, and greatly lessen the shock factor of transition from school to practice upon graduation.

This would allow the student's technical training in an office rather than in school.

This would enhance—begin the communication between educator and practitioner.

Having this program happen in the fourth year of a student's education, would allow him to come back to school and regear his thinking and reevaluate his direction.

This program is in effect at Rice, and is just beginning at the University of Texas.

Summation

"The dialogue between the schools and the practitioners is unbelievably poor. The image of the

schools is that they are hypothetical, in the clouds. The image of the practitioner is that he is a line-drawer, a nuts and bolts man—dollar conscious.

These observations are not unrealistic. The problem is that the 'other side' is not informed enough as to why these segments of the profession are doing what they are doing. There are very well-founded reasons for the positions of each. If there was simply a communicating of the individual motives and directions of each, the gap would begin to be bridged. But the credibility gap comes into play—'We don't even want to talk to 'those guys' about the problem. It must be emphasized: **Both practitioners and educators are architects, one is in practice and the other is in education. We both have the same purpose of creating a better environment.**

The problem has been that most schools have not been very receptive to the practitioner, most students have turned-off practitioners and most practitioners are down on schools. We must rise above our petty qualms if we are to better our profession. Let's erase the chalkboards today and build for tomorrow!

The building of the bridges has begun. The last five years were research and evaluation years. The next five years will be years of implementation. . ."

"This study was begun with a positive approach, and has ended with a positive outlook. Together, we can make the appropriate changes. Today is the day to begin to build—**synergy** is the bridge."

See you at the TSA Convention in El Paso. 

Bridging the Gap is a study that was undertaken by two University of Texas students as a Thesis project. This study evolved because of these two students' interest in evaluating their education, and in evaluating the direction of practicing architects in the state. Both students have had office experience, and feel they can objectively relate to both practice and education better at this stage of life than perhaps any other. It is the feeling of these two students that without the coming together of the architectural community—students, practitioner and educator—architecture will not attain its fullest potential.

This study was primarily funded by the Texas Architectural Foundation, with additional financial support from the Austin, Dallas and Houston Chapters, AIA.

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FORT WORTH CHAPTER THE AMERICAN INSTITUTE OF ARCHITECTS 1971 DESIGN AWARDS



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This is the first awards program to be sponsored by the Fort Worth Chapter, AIA, to recognize and honor outstanding architectural design in the Fort Worth area. Judging was by a panel of three distinguished architects who live in other Texas cities, but are aware of architectural needs and problems in this region.

"The jury was pleased with the outstanding quality of projects submitted. All entries showed a good range of design and diversification. The pleasant use of materials, landscaping, and lighting was a considerable asset to a large number of projects. The Fort Worth Chapter of AIA should be commended for this design awards program."

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TEXAS ARCHITECT



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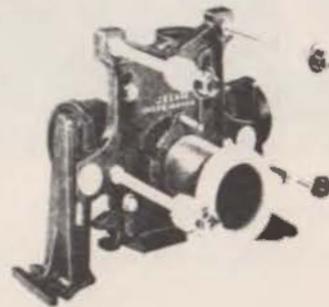
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BBG&W will join 3-D's other independent operational groups which presently provide structural engineering design services through the Ellisor Group, mechanical and electrical engineering design services through the Chenault & Brady Group, and architectural design and related services through the Neuhaus and Taylor Group.

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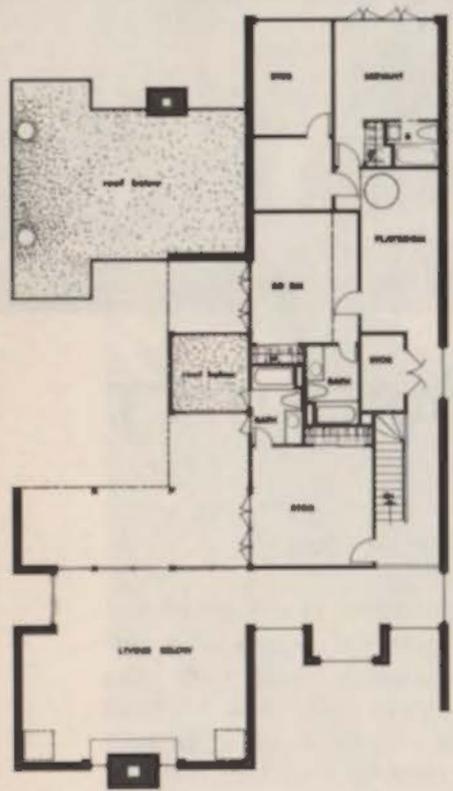
Midland architect Frank D. Welch was asked to design a residence for a family of four on a narrow lot in a revitalized and prestigious neighborhood of Dallas where building volume and land area is tightly controlled.

The plan orients inward and east
TEXAS ARCHITECT

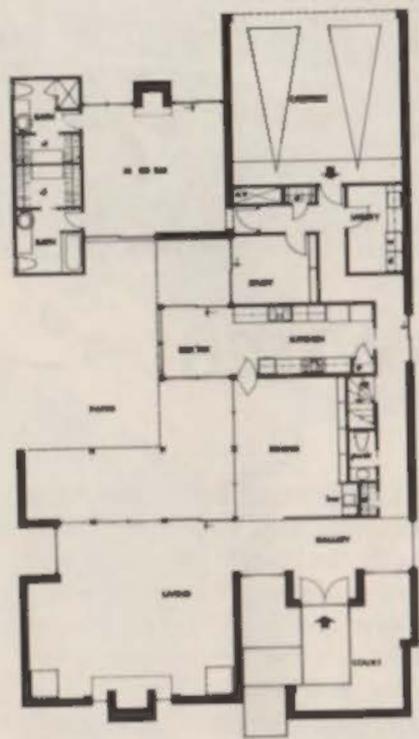
to a landscaped patio. The main mass of the structure which closes the patio on north and west contains a two story entry gallery and living room, dining room, kitchen/breakfast, study, utility and carport on the first floor, and childrens bedrooms, playrooms and servants room on

the second floor.

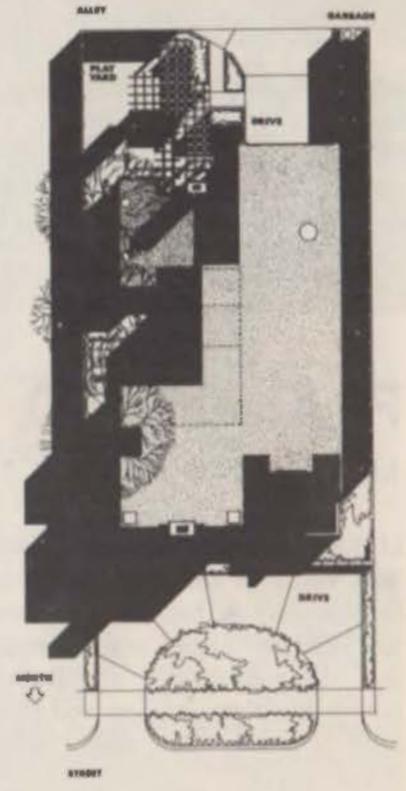
The foundation is reinforced concrete pier and beams with suspended wood frame floor. The two story mass has Mexican brick cavity walls at the exterior and redwood sheathed walls at the colonnaded patio wall.



SECOND FLOOR



FIRST FLOOR



SITE PLAN



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