



Received Oct. 30, 1953

Voted On Mar. 18, 1954

Voted On 19 .

Voted On 19 .

THE AMERICAN INSTITUTE OF ARCHITECTS
JURY OF FELLOWS

Granted Mar. 18, 1954
Service to The Institute and
NO M 466 Public Service

NOMINATION FOR FELLOWSHIP

CASE RECORD

1. *Name of Nominee* Sanford Williams Goin *Date of Nomination* April 4, 19 53
2. *Address of Nominee* 518 N. E. 4th Avenue, Gainesville, Florida
3. *Nominee's firm* , Sanford W. Goin, Architect
4. *Nominee's principal place of business* Florida
5. *Nominee's Chapter* Florida North Chapter, A.I.A.
6. *Nominee's State Organization* Florida Association of Architects, A.I.A.
7. *Nominee admitted to Institute* 1942
8. *Nominee has been in good standing in Institute from* 1942 19 to Dec. 31, 19 53
9. *Nominee's age* 45 yrs. *Birthplace* Frankfort, Kentucky
10. *Nominators:* Executive Committee, Florida Association of Architects, A.I.A.
11. *Achievement* in Service to The Institute and Public Service.

IGOR B. POLEVITZKY, PRESIDENT
250 N. E. 18TH ST.
MIAMI 36, FLORIDA

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**THE FLORIDA
ASSOCIATION OF ARCHITECTS**

OF

THE AMERICAN INSTITUTE OF ARCHITECTS

CLINTON GAMBLE, SECRETARY-TREASURER
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GENERAL COUNSEL
BENMONT TENCH, JR.
115 SOUTH MAIN STREET
GAINESVILLE, FLORIDA

EXHIBITS OF PHOTOGRAPHS OF WORK OF SANFORD W. GOIN
TO ACCOMPANY NOMINATION BY THE F.A.A.

(a) <u>Commercial:</u>			<u>Photo.Nos.</u>
Cannon Building	Gainesville, Florida	1950	1 & 2
Commerce Building	Gainesville, Florida	1953	8 & 9
Wilson's	Gainesville, Florida	1951	11
(c) <u>Domestic:</u>			
Residence, Mrs. Fanida Baker	Gainesville, Florida	1949	3,4,5,6 & 7
Residence & Office of Sanford W. Goin	Gainesville, Florida	1947	18
(d) <u>Special:</u>			
Gainesville Golf & Country Club	Gainesville, Florida	1949	10
Baptist Student Building	Gainesville, Florida	1949	12, 13 & 14
University of Florida			
First Methodist Church	Gainesville, Florida	1942	15
Stephen C. Foster School	Gainesville, Florida	1953	16 & 17

200-10-51

Exhibits Rec'd
No NF 466

(Nominators leave blank)

CONFIDENTIAL



THE AMERICAN INSTITUTE OF ARCHITECTS

NOMINATION FOR FELLOWSHIP
BY
CHAPTER

1953 OCT 30 AM 10:05
WASHINGTON, D.C.
THE AMERICAN
INSTITUTE OF ARCHITECTS

THE JURY OF FELLOWS
The Octagon, 1741 New York Avenue,
Washington 6, D. C.

Date 4 April 1953

The Executive Committee of this Chapter, at a duly called meeting on 4 April 1953
nominated* Sanford Williams Goin
member of this Chapter, for fellowship in The Institute. We enclose evidence of the qualifications of
the nominee for the fellowship on which the nomination was based and certify the resolution is as
follows: Association

*Type in full name.

"Whereas, this Executive Committee believes* Sanford Williams Goin,
a member of this Chapter, has made so notable a contribution to the advancement of the pro-
fession because of his achievement in**service to The Institute and public service
that he is worthy of fellowship in The Institute; and
Association

*Type in full name.

**Type in "De-
sign," "Science
of Construction,"
"Literature,"
"Education,"
"Service to The
Institute," or
"Public Service,"
as is appro-
priate.

"Whereas, said member has been in good standing in this Chapter for fourteen
years prior to this date; therefore be it
Association

†Type in number of years.

"Resolved, That‡ The Florida Association of Architects of Chapter,
The American Institute of Architects, does hereby nominate* Sanford Williams Goin

‡Type in name of Chapter.

*Type in full name.

for fellowship in The Institute, and the President and the Secretary be and hereby are
authorized and directed to prepare the nomination papers and forward them to The Jury of
Fellows of The Institute and to do all things proper to forward said nomination."

Merion Manley *Francis W. Gray* *Francis R. Walton*
Franklyn B. Purnell *Morton J. Bromberg* *Jack McCandless*
Frank C. Watson *Virginia E. Halle* *Frank F. Whelton*
Edwin Stark *Whitford Morrison* *Jim Stelson*
Ed. Polunin *R. David Hart* *Clinton Gamble*
President Secretary.

THE NOMINATORS SHOULD SEE THAT LETTERS OR DATA ARE SENT
TO THE JURY OF FELLOWS IN SUPPORT OF THIS NOMINATION.

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BIOGRAPHICAL STATISTICS

- 1. Nominee's full name - Sanford Williams Goin
- 2. Nominee is a natural ~~naturalized~~ citizen of the United States of America.
- 3. Nominee's legal residence - 518 N. E. 4th Avenue, Gainesville, Florida
- 4. Nominee's firm name - Sanford W. Goin, Architect, (Sanford W. Goin and Jack Moore, a partnership, T/A Sanford W. Goin, Architect.
- 5. Nominee's principal place of business, address - 518 N. E. 4th Avenue, Gainesville, Florida

2. Strike out inappropriate word and write in name of Country.

3. Type in "N.C. A. R. B." or name of State Board, as case may be.

4. Strike out inappropriate words.

5. Type in date of birth and city and Country.

- 6. Nominee is registered or licensed to practice architecture by
 The Florida State Board of Architecture
 The Georgia State Board for Examination, Qualification and Registration of Architects.
- 7. Nominee is engaged in practice of architecture as a practicing architect ~~teacher in architecture~~
~~teacher in science of construction - public official - retired.~~

8. Born June 17, 1908 . Place of birth Frankfort, Kentucky

9. Nominee's schools, colleges and universities:

	Location	No. of Years	Year of Graduation	Degree
High School	Gainesville, Florida			
Private School				
College or University	University of Florida Gainesville, Florida	1		
College or University				Special student in Architecture 1929-30.
Post Graduate at				
Scholarships held				

10. Other data concerning nominee's record.

See attached Biographical Sketch.

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Supplementary Data for Item 10: Other data concerning nominee's record.

Sanford W. Goin was born June 17, 1908, in Frankfort, Kentucky, and came to Florida in 1911 where his father, Newbold L. Goin, established his architectural practice. After attending grade and high schools in Gainesville and working in his father's office and that of several other architects and engineers in Gainesville, Florida, Lexington, Kentucky and New York City, the nominee attended the University of Florida for one year as a special student in Architecture and continued working in his father's business. Upon his father's death in 1934, the nominee applied for and successfully passed the junior examination for architectural registration in Florida and continued the established architectural practice.

On July 4, 1942, the nominee volunteered for service in the U. S. Navy and served for three years and three months as an enlisted man with the 25th Naval Construction Battalion attached to the 3rd Marine Division. Nominee saw combat in the initial invasions of Bougainville and Guam and was honorably discharged from the service as a Chief Carpenters Mate, September 1945.

Immediately upon discharge, nominee reopened his architectural practice and in 1948 formed a partnership with Jack Moore of Gainesville, Florida, which partnership still continues. The business operated is that of a general practitioner with practice in more recent years principally devoted to schools. The office is currently serving the Boards of Public Instruction in Alachua, Bradford, Madison, Nassau, Putnam and Taylor Counties.

Having served with the Seabees, a branch of the Civil Engineer Corps of the Navy, the nominee, during his term of military service, became quite distressed over the relatively few members of the architectural profession whose services were being utilized in the engineering branches of the military. This seemed to emphasize a rather general and over-all misunderstanding of the scope to which an architect's training and experience can be applied and was largely responsible for the nominee's determination to do everything within his personal ability to work toward better public relations for the profession and a clearer understanding on the part of the public regarding the services and responsibilities of the profession.

This same feeling was responsible to a considerable extent for his only venture into public office, it being his thought that architects have the same obligations to their communities as other business men and that service in public office is one way of emphasizing the prominent position which members of the profession can assume in the ordinary affairs of life.

Nominators should read "Principles Underlying the Bestowal of Fellowships", Institute Document No. 9, before completing this nomination. Additional sheets may be inserted to supplement any page, 3 to 7, inclusive. Use typewriting only.

NOMINEE'S ACHIEVEMENT IN ARCHITECTURAL DESIGN

NOTE: This nomination is not based upon achievement in architectural design. However, the following exhibits have been forwarded under separate cover:

1. Works

Type (a) Commercial (b) Monumental (c) Domestic (d) Special	Identification of Work	Location of Work	Completed Construction Work (Year)	Photographs Drawings, or Sketches Submitted	<i>Under column headed "Type" type in (a), (b), (c), or (d), as the case may be. Type in last col- umn to right the number submitted in each case.</i>
		(City)	(State)		
(a) <u>Commercial:</u>					
	Cannon Building	Gainesville,	Florida	1950	1 & 2
	Commerce Building	Gainesville,	Florida	1953	8 & 9
	Wilson's	Gainesville,	Florida	1951	11
(c) <u>Domestic:</u>					
	Residence, Mrs. Fanida Baker	Gainesville,	Florida	1949	3, 4, 5, 6 & 7
	Residence & Office of Sanford W. Goin	Gainesville,	Florida	1947	18
(d) <u>Special:</u>					
	Gainesville Golf & Country Club	Gainesville,	Florida	1949	10
	Baptist Student Building	Gainesville,	Florida	1949	12, 13 & 14
	University of Florida				
	First Methodist Church	Gainesville,	Florida	1942	15
	Stephen C. Foster School	Gainesville,	Florida	1953	16 & 17

2. Describe nominee's notable work in design, to bring out the particular achievements the nominators believe have notably contributed to the advancement of the profession.

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NOMINEE'S ACHIEVEMENT IN SCIENCE OF CONSTRUCTION

1. CONSTRUCTION WORK

<i>Type of Work Constructed</i>	<i>Identification of Work</i>	<i>Location of Work</i>	<i>Completed Construction Work (Year)</i>	<i>Photographs, Drawings, or Sketches Submitted</i>
-------------------------------------	-----------------------------------	-----------------------------	---	---

Type in last column to right the number submitted in each case.

2. BOOKS, TREATISES, OR ARTICLES WRITTEN

<i>Subject Title</i>	<i>Where Published</i>	<i>Date Published</i>
----------------------	------------------------	-----------------------

3. Describe nominee's notable work in the science of construction and any recognition thereof by other societies, to bring out the particular achievements the nominators believe have notably contributed to the advancement of the profession.

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NOMINEE'S ACHIEVEMENT IN EDUCATION AND LITERATURE

1. EDUCATION WORK

(List the degrees and the educational positions held by the nominee, and bring out clearly the nominee's signal work and its particular force and influence which the nominators believe to be a notable contribution to the advancement of the profession, and state evidences of recognition of such work by pupils, the profession, other societies, or the public.)

2. LITERARY WORK

(List the original written works of the nominee and state clearly the particular force and influence of that work which the nominators believe to be a notable contribution to the advancement of the profession, and state evidences of recognition of such work by other societies, the profession, educational institutions or the public.)

*Book, Treatise
or Article*

Subject

*Name of Book or Periodical
Containing Work*

*Year Work
Published*

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NOMINEE'S ACHIEVEMENTS IN SERVICE TO THE INSTITUTE

1. State fully the nominee's signal service to The Institute, his chapter, or his state organization, or to the profession, which the nominators believe has notably contributed to the advancement of the profession, and list the offices in architectural organizations occupied by the nominee and the period of each.

The Florida Association of Architects, a state organization of The Institute, has been the principal medium through which the nominee's service to The Institute has been directed. Nominee's services as an officer of the Association were continuous through the period 1946-1951 with further service being rendered as the chairman of two special committees during the year 1952.

1946: Served as secretary-treasurer under the administration of James A. Stripling, President. It was during this period that the transition from the old Florida Association of Architects, with membership made up of all architects registered in Florida, was made to the Florida Association of Architects of The American Institute of Architects, representing the A.I.A. chapters of the state and with membership confined to chapter membership. This transition involved an unusual amount of correspondence explaining the unification program not only to former members whose membership was terminated under the new set-up but to chapter members who had not kept up with changes brought about through The Institute's new program for state organizations. Correspondence of the nature involved was a matter of individual explanation and attention in every instance since failure to use diplomacy could easily have resulted in considerable opposition to the new organization.

1947: Secretary-treasurer under the administration of Franklin S. Bunch, President. The unification program during this period was still new enough to require an unusual amount of correspondence. Nominee also served on a committee of the Florida North Chapter who initiated and assisted in drafting the original by-laws of the Student Branch Chapter at the University of Florida. The nominee also assisted later in the transfer of this Student Branch to the sponsorship of the Association as a state organization from that of a branch of only one chapter.

It was in this year that an effort was made by a group of University of Florida architectural students to secure special rights under the guise of veterans' legislation in the State Legislature. This action had been carried forward secretly and was practically assured of passage in both houses when concerted action on the part of several architects local to the University of Florida, including the nominee, resulted in hurried trips to the Legislature and a broadcast of bulletins covering the development to the profession. If prompt action had not been taken, University students would have been entitled to the diploma privilege of registration without examination. Nominee's personal participation in efforts to block this legislation consisted of two special trips to Tallahassee and the preparation and mailing of urgent bulletins to every registered architect in Florida after telegrams and telephone calls had been made to key architects throughout the state.

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Nominee's Achievements in Service to the Institute (Continued):

- 1948: Served as vice-president of the Association representing the Florida North Chapter under the administration of Franklin S. Bunch, President. Nominee was active, along with other members of the Association, in initiating the employment of legal counsel for the F.A.A.
- 1949: Served as secretary-treasurer under the administration of Robert M. Little, President. It was during this period that the Association was first represented by legal counsel at the State Legislature. The Association's legislative program involved measures increasing registration fees to implement the work of the State Board of Architecture and increasing the powers of the State Board. The secretary worked closely with the Legislative Committee and legal counsel in keeping members informed by special bulletins during the legislative session.
- 1950: Served as president of the Association with R. Daniel Hart serving as secretary-treasurer. It was in this period that the recommendation was made in the president's report to the Convention that studies be initiated which might eventually lead to the employment of an executive secretary to carry on the work of the Association which was continuing to grow and becoming an important political force in Florida.
- 1951: Served as president of the Association with R. Daniel Hart serving as secretary-treasurer. At the 1951 Convention the president was authorized to appoint a committee to conduct a campaign to raise up to \$10,000 for the purpose of engaging an executive secretary.
- 1952: Ex-officio member of the F.A.A. Executive Board as immediate past president under the administration of R. Daniel Hart, President. Upon appointment by President Hart, served as chairman of the statewide committee to raise funds for the employment of an executive secretary. The goal of \$10,000 was reached and so reported at the 1952 Convention. Monies were raised by solicitation from all architects registered in Florida. Each contribution was acknowledged personally by the chairman and all monies transmitted to the secretary-treasurer marked "Special Fund."

Served as chairman of a special committee on Architectural Services to School Boards working closely with the State Department of Education through the State School Architect, a member of the committee. The committee took on as its project the preparation of a booklet designed to instruct the general public in the duties and responsibilities of architects and educators in the planning of public schools. In view of the imminent possibility of the passage of a Constitutional Amendment providing considerable funds for school construction in Florida, it was necessary to time the preparation of the bulletin ready for publication before the funds necessary for its preparation could be voted by the Association out of the following year's budget. Acting on its own

Nominee's Achievements in Service to the Institute (Continued):

responsibility, with the consent of the Executive Board, the committee assumed financial responsibility and the bulletin, "Better Planning Makes Better Schools", was presented in final form at the November Convention. The booklet was accepted; funds covering its costs were voted; it was disseminated to all school officials and PTA leaders throughout Florida. General acceptance of the booklet has been such that it is now in its third printing, involving a total of 3,500 copies.

There follows hereinafter the following documents with respect to the publication of this booklet:

1. Report of Committee on Architectural Service to School Boards, made to the 1952 Convention of the Florida Association of Architects, A.I.A.
2. Copies of eight letters complimenting and commending the Florida Association of Architects and Sanford W. Goin on the publication of the booklet.
3. Copy of the booklet entitled "Better Planning Makes Better Schools".

REPORT OF COMMITTEE ON ARCHITECTURAL SERVICES TO SCHOOL BOARDS
TO
THE 1952 CONVENTION OF THE FLORIDA ASSOCIATION OF ARCHITECTS A.I.A.

In accordance with the action taken at the 1951 Convention directing that such a committee be appointed, President Hart requested the following members of the Association to serve on this committee:

Forrest M. Kelley, Jr., Florida North Central Chapter
Cedric Start, Broward County Chapter
Joel W. Sayers, Daytona Beach Chapter
L. Alex Hatton, Florida Central Chapter
Frederick Seelmann, Palm Beach Chapter
Herbert H. Johnson, Florida South Chapter
Sanford W. Goin, Florida North Chapter

The first meeting of the committee was held in Miami on August 17th with all but one member of the committee present. The committee spent the entire day studying its problems and formulating a plan of procedure.

The problem, as resolved in the minds of your committee members, seemed to be centered in the considerable and quite general lack of knowledge on the part of county school superintendents, members of school boards and the public at large concerning the duties and responsibilities of the architect on school projects. When the people who employ architects have no knowledge of what our services involve, it is only natural that they find it difficult to distinguish the difference between complete services and limited services; and, correspondingly, even more difficult to understand why the lowest of fees quoted for such services may not always be in the best public interest. There will always be those who will offer architectural services for less than good service can possibly be rendered except on a gift basis.

The solution, therefore, seemed to lie in the enlightenment of our potential clients concerning what they have a right to expect and even demand of their architects in the planning and construction of their school buildings. This accomplished, the too low fee becomes a hazardous liability to the party who does not intend to render complete service in the first place but who, because of an enlightened client, may be forced to do so. As a means of implementing this idea, and in anticipation of the passage of Constitutional Amendment No. I (a calculated risk), your committee decided to prepare a guide to school planning written at the layman's level.

Following our all-day meeting, the rough draft of the proposed booklet was prepared and sent back to all members of the committee for review and criticism. It had previously been agreed that after such criticisms had been received, the rough draft and the criticisms would be forwarded to Forrest Kelley, a member of our committee and State School Architect, for final editing. This was to permit Forrest to secure the opinions of various persons in the field of education. Forrest secured the best of cooperation from our own State Department of Education as evidenced by the foreword to the booklet written by Mr. Tom Bailey, State Superintendent of Public Instruction. He also had the opportunity of discussing the booklet with a number of outstanding people in the field of School Plant Planning at the 1952 Conference of the Interstate School Building Service held in Nashville. The list of people attending that conference reads like a Who's Who in national school plant planning circles and is, therefore, attached to this report as a matter of information.

Your committee is proud of the fact that not only this group but the National Committee on School Buildings of the A.I.A. has shown considerable interest in our efforts.

Though several of our members have been able to meet and discuss the preparation of the book, it has not been possible to have another committee meeting prior to the convention. As stated before, one of the important factors was the element of time. If the book was to be ready for sending out at a time when the subject of school building was uppermost in the minds of our future clients, it had to go to press before the convention and the cost of its publication had to be assumed as a personal obligation on the part of the committee members until it could be confirmed by the Association.

Constitutional Amendment No. I has now passed. Florida is today ready to embark upon a tremendous program of school construction made possible by this amendment. The booklet, "Better Planning Makes Better Schools," is ready.

Your committee recommends the following action: That the convention confirm the action of the committee and authorize the expenditure of funds necessary to its initial printing (approximately \$400). Your committee also recommends that the Association spend such additional funds as may be necessary to disseminate the booklet to the following groups:

1. All county school superintendents in office after January 1, 1953.
2. All county school board members in office after January 1, 1953.
3. The presidents of all PTA's throughout the state.
4. One copy to each member of the Association.

It is doubtful that the original printing of 1500 copies will be sufficient for this purpose. The type is being held, however, for thirty days in anticipation of a reprint. It is estimated that in order to get an additional printing of some 1000 copies, it will cost approximately \$150, to which, of course, must be added the cost of postage and addressing.

Your committee certainly hopes that it will not be considered as having been presumptuous in taking this action prior to convention confirmation but that the Association will concur in the judgment of the committee that if something constructive was to be done, it were better that it be done quickly.

Sanford W. Goin, Chairman

LIST OF EDUCATORS ATTENDING 1952 CONFERENCE OF THE INTERSTATE SCHOOL BUILDING SERVICE, NASHVILLE, WHO PARTICIPATED IN DISCUSSION OF THE FIRST DRAFT OF REPORT OF FAA COMMITTEE ON ARCHITECTURAL SERVICES TO SCHOOL BOARDS

Alabama	Carl Q. Baxter, Supervisor of School Plant Planning, State Department of Education, Montgomery
Arkansas	Archie Ford, Assistant State Commissioner for Administration, State Department of Education, Little Rock
Florida	James L. Graham, Director, Division of Administration and Finance, State Department of Education, Tallahassee Forrest M. Kelley, Jr., State School Architect, State Department of Education, Tallahassee
Kansas	W. C. Kampschroeder, Director, School Facilities Services, State Department of Education, Topeka
Kentucky	Paul W. Thurman, Director of School Buildings and Grounds, State Department of Education, Frankfort
Louisiana	Curtis Jacobs, Assistant Director, School Facilities and Surveys, State Department of Education, Baton Rouge
Maryland	James L. Reid, Supervisor, School Plant Planning, State Department of Education, Baltimore
Mississippi	Tommie H. Naylor, Director of School Buildings and Transportation, State Department of Education, Jackson
Missouri	George D. Englehart, Director, School Building Services, State Department of Education, Jefferson City
Nebraska	Donald O. Bush, Supervisor, School Plant Services, Nebraska State Department of Public Instruction, Lincoln
North Carolina	John L. Cameron, Director, Division of School Planning, State Department of Public Instruction, Raleigh
Oklahoma	Phil Gruber, Director, Schoolhouse Planning, State Department of Education, Oklahoma City
South Carolina	Broadus Southerlin, Supervisor, Schoolhouse Planning, State Educational Finance Commission, Columbia
Tennessee	J. B. Calhoun, Director, Schoolhouse Planning and Transportation, State Department of Education, Nashville
Texas	Joe R. Humphrey, Chief, School Plant Section, Texas Education Agency, Capitol Station, Austin
U. S. Office of Education	N. L. Carney, School Facilities Survey Representative, Office of Education, Washington, D. C. J. Fred Horn, Field Representative, Office of Education, P. O. Box 326, Tallahassee, Florida J. L. Taylor, School Plant Section, U. S. Office of Education, Washington, D. C. N. E. Viles, School Plant Section, Office of Education, Washington, D. C.
Peabody College	W. D. McClurkin, Director, Division of Surveys and Field Services, Nashville, Tennessee S. L. Smith, Provost Emeritus, President Emeritus of Interstate School Building Service, Nashville, Tennessee.

C O P Y

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE

Thomas D. Bailey
Superintendent

January 6, 1953

TO SCHOOL OFFICIALS OF FLORIDA:

More school plants will be designed and constructed in Florida within the next twelve months than have been constructed in any similar period in the history of our State. School people will have an opportunity and an obligation to provide well planned buildings for the housing of our school children.

It is the just responsibility of the educator to determine the basic educational program, its scope, and the content of the curriculum. Without this information made available to him by the educator, the architect cannot provide intelligently planned buildings.

It is heartening to note that the Florida Association of Architects of the American Institute of Architects is concerned with this responsibility of architects in connection with this expanding program of school construction. This Association has worked in close cooperation with this office in the preparation of the enclosed Guide, which contains information fundamental to better planning of schools. I commend this Guide to you for your careful consideration.

I wish to express my appreciation for the efforts of educators, architects, and other individuals who are endeavoring to improve the planning of our schools.

(Signed)

Thomas D. Bailey

C O P Y

ORLEANS PARISH SCHOOL BOARD
OFFICE OF PLANNING AND CONSTRUCTION

February 25, 1953

Mr. Sanford W. Goin, Chairman
Committee on Architectural Services to School Boards
Florida Association of Architects
518 N.E. 4th Avenue
Gainesville, Florida

Dear Mr. Goin:

In New Orleans we have heard many rave notices concerning your new booklet BETTER PLANNING MAKES BETTER SCHOOLS.

I would like very much to show members of my School Board the booklet along with any statements you may choose to send concerning its acceptance by Boards of Education in the State of Florida. Our Board is very concerned at the moment with their relationship with many private architects.

I would appreciate your letting me know the cost of the booklet per dozen and per hundred, if the Board should see fit to distribute it to our architects.

Sincerely,

Chas. R. Colbert (signed)

Charles R. Colbert, Director
Office of Planning and Construction

CRC:mdw

C O P Y

Administration Building
1735 New York Avenue, N. W.

February 25, 1953

Dear Mr. Miller:

In the absence of Mr. Purves, this will acknowledge and thank you for your kind letter of February 23rd regarding "Better Planning Makes Better Schools" prepared and issued by the Florida Association of Architects.

The Florida Association will be extremely appreciative of your kind words, and I am taking the liberty of making copies of your letter available to Mr. Sanford W. Goin, President, and Mr. Clinton Gamble, Secretary, of the Association.

Your letter will be called to Mr. Purves' attention upon his return to the office the first of next week.

Very truly yours,

(Mrs.) Mabel S. Day
Secretary to Mr. Purves

cc: Mr. Goin
Mr. Gamble
Mr. Pawley

C O P Y

GRIFFIN & GOMON, ARCHITECTS

DAYTONA BEACH, FLORIDA

25 November 1952

Mr. Sanford W. Goin
518 N. E. Fourth Avenue
Gainesville, Florida

Dear Sanford:

Upon reading the publication "Better Planning Makes Better Schools" more carefully, I am more and more impressed with the value of this publication, and I wish to congratulate you for your part in it. It is certainly one of the most constructive pieces of work which has been done for a long while.

I should like very much to have 30 or 40 copies of the booklet, and will be very happy to pay for them whenever you have determined what the price must be.

Hoping that it will not be too much trouble to you to arrange for having these sent to me, and with kindest personal regards, I am

Sincerely yours,

Harry (Signed)

Harry M. Griffin

HMG:s

C O P Y

DIVISION OF SURVEYS AND FIELD SERVICES
GEORGE PEABODY COLLEGE FOR TEACHERS
NASHVILLE 4, TENNESSEE

November 20, 1952

Mr. Sanford W. Goin, A.I.A.
518 Northeast Fourth Avenue
Gainesville, Florida

Dear Mr. Goin:

Many thanks for your kind letter of November 17 and the copy of your report. I think your committee did a grand job, and I know that all of our conference members will be delighted to have a copy. I shall be glad to transmit copies to them if you can conveniently supply us. If you can let us have 25 copies, I would like to include the states of Virginia and Georgia who usually send delegations and also the State Director in Kentucky who could not attend this year.

Thank you for your interest.

Sincerely yours,

(Signed) W. D. McClurkin

W. D. McClurkin
Director

WDMcC/mc

COPY

THE KAWNEER COMPANY
GENERAL OFFICES
NILES, MICHIGAN

February 23, 1953

Mr. E. R. Purves
American Institute of Architects
Octagon
1741 New York Avenue, N. W.
Washington 6, D. C.

Dear Ned:

You have probably seen the new publication entitled "Better Planning Makes Better Schools" prepared and issued by the Florida Association of Architects.

The purpose of this note is just to compliment the Florida Association on the preparation of an excellent booklet in behalf of the important services rendered by the architect in the proper design of schools. There ought to be more publications like this, as we would all benefit through a greater appreciation of the need for careful design and planning in the important school field.

Sincerely yours,

THE KAWNEER COMPANY

David S. Miller
Vice President for Sales

/awj

C O P Y

THE AMERICAN INSTITUTE OF ARCHITECTS

Administration Building
1735 New York Avenue, N. W.

December 12, 1952

Dear Mr. Goin:

Mr. Rankin has shown me your letter to him of December 4th and the brochures, "Better Planning Makes Better Schools".

This is just a line to congratulate you on an excellent job and to express our appreciation for the very substantial contribution that the Florida Association of Architects has made to the better understanding of the profession.

I am making these brochures available to Frederick Gutheim who is concerned with public relations, among other things, and to Frederic A. Pawley who is the staff executive for the Committee on School Buildings.

Wishing you all success, I am

Yours most sincerely,

(Signed)

Edmund R. Purves
Executive Director

Mr. Sanford W. Goin, Chairman
FAA Committee on Architectural
Services to School Boards
518 N. E. 4th Avenue
Gainesville, Florida

ERP:mw

cc: Frederick Gutheim
Frederic A. Pawley

C O P Y

THE AMERICAN INSTITUTE OF ARCHITECTS

Administration Building
1735 New York Ave., N.W.

December 19, 1952

Dear Mr. Goin:

The very excellent brochure "Better Planning Makes Better Schools" has been made available to this office. We should like to mention it on the chapter page in a forthcoming issue of the MEMO, as an excellent example of public service performed by the Florida Association.

A while back we noted a similar publication in which the New Hampshire architects collaborated. (See MEMO, Oct. 13). As a result of the item a number of requests for the pamphlet were made to this office and to the New Hampshire State Department of Education. It developed that for such outside requests a charge of \$1.00 per copy was made.

In order to give complete information we should like details from you as to the availability of additional copies. Do you have them for distribution outside of Florida? Can you supply them free to interested chapters and individuals, or will you make a charge for them? If so, how much? To whom should requests be made?

We should like to avoid the confusion caused in the previous instance when we omitted full details and would appreciate your furnishing us with full information.

Wishing you all success,

Very sincerely,

(Signed)

Polly Shackleton
MEMO Editor

Mr. Sanford W. Goin, Chairman
FAA Committee on Architectural
Services to School Boards
518 N. E. 4th Avenue
Gainesville, Florida

PS:ec

*Better Planning
Makes
Better Schools*

Better Schools Make Better Communities

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PREPARED AND ISSUED AS A PUBLIC SERVICE
BY
COMMITTEE ON ARCHITECTURAL SERVICES TO SCHOOL BOARDS
THE FLORIDA ASSOCIATION OF ARCHITECTS
OF
THE AMERICAN INSTITUTE OF ARCHITECTS



THOMAS D. BAILLOR
SUPERINTENDENT





THOMAS D. BAILEY
SUPERINTENDENT

STATE OF FLORIDA
DEPARTMENT OF EDUCATION

TALLAHASSEE

FOREWORD

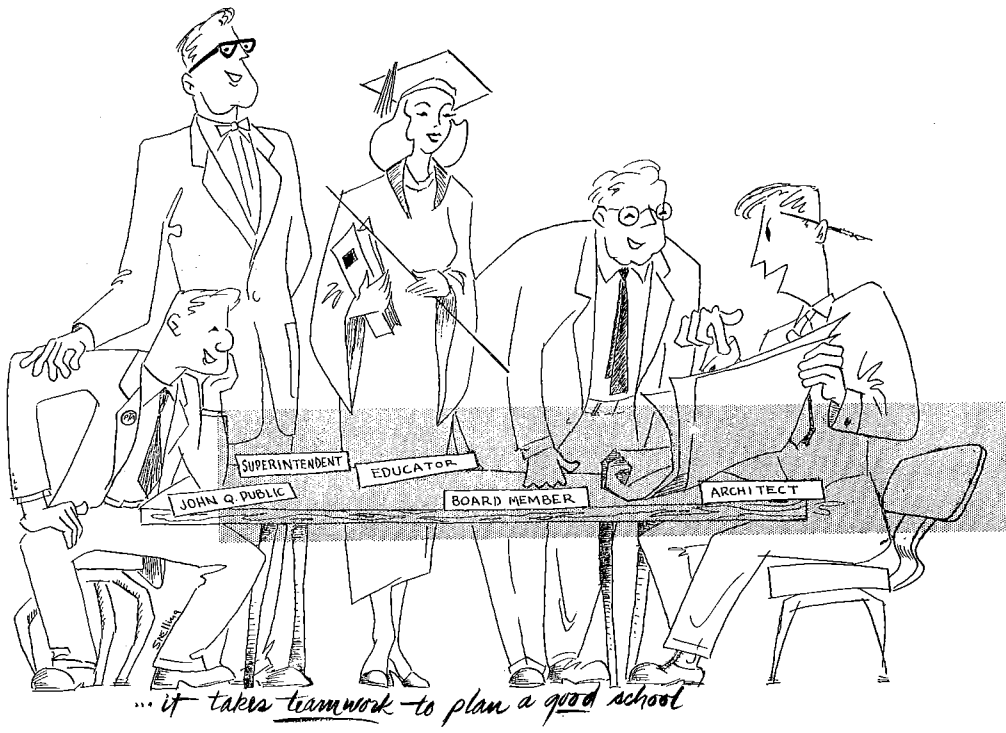
As long as Florida continues to grow, school enrollments will increase, and more classrooms and more schools will always be needed. The educator and the architect must work together to provide well planned schools to house these students.

The Florida Association of Architects appointed a committee in November of 1951, to make a study of the services rendered by architects in the design of schools. This study has been made in close cooperation with the School Plant Section of the State Department of Education.

The report of that committee has been prepared in the form of a guide. The scope of this guide includes the steps involved in the planning of school buildings and a discussion of the services provided both by the educator and by the architect. From it should be derived a fuller understanding of the responsibilities of each profession in providing for continued improvement in the planning of Florida's schools.

Thomas D. Bailey





Educational Planning

THE FULL effect of planning upon a school building is seldom realized until the building is complete and being used.

If the building is useful, sound and attractive, the care used in its planning is soon forgotten, but the building itself will continue to serve its purpose down through the years.

The poorly planned building is just another case of "too little, too late." In such regrettable cases placing the blame will not bring back the misspent dollars nor correct the faults. There is a time in any school building program when most of the errors can be corrected with an eraser.

The purpose of this booklet, which is issued as a public service by the FLORIDA ASSOCIATION OF ARCHITECTS, is to discuss the services involved in the design of our public school buildings with the objective of providing a greater measure of quality in those yet to be constructed.

Subjects dealt with in this publication are:

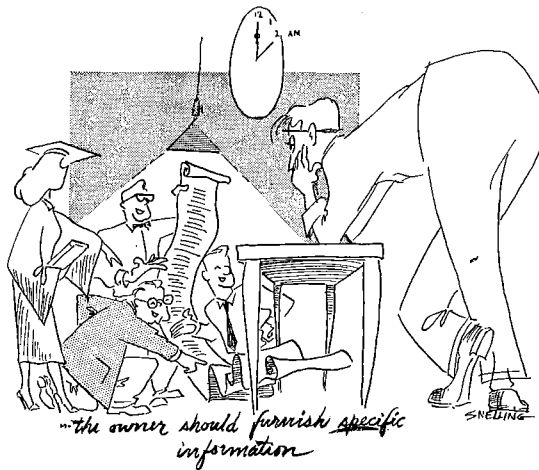
1. THE RESPONSIBILITY OF THE OWNER IN PLANNING, and how data supplied by the owner can influence the quality of the school building.
2. THE SELECTION OF THE ARCHITECT, and how the choice of an architect may influence the quality of the school building.
3. THE PEOPLE WHO WILL USE THE SCHOOL, and how necessary it is to take advantage of their thoughts about how to make the school building a better tool for them to use in the educational program.
4. THE STATE DEPARTMENT OF EDUCATION, and how it can help the educator and the architect in planning a better school building.
5. PRELIMINARY PLANNING, and how the expense of time and care at this stage can avoid errors and the expense of later correction.
6. WORKING DRAWINGS AND SPECIFICATIONS, and how the completeness and accuracy of these and other contract documents can save argument and expensive extras during the construction period.
7. SUPERVISION OF CONSTRUCTION, and how important its quality is to the comfort and safety of the children, and to the taxpayer.
8. CONCLUSION, and a discussion of where the money goes in the construction of a school building.

The Responsibility of The Owner In Planning

BEFORE ANY preliminary plans are drawn for a building, the agreed schedule of requirements should be formulated.

There is an obligation on the part of the Board of Public Instruction as owner to furnish certain governing data to guide the architect in his planning. Most important, of course, is the educational specification which should clearly outline the educational requirements to be provided for. Usually the report of the State Survey Staff will serve as a foundation upon which to build the educational specification. In addition to this information, the schedule should include the number of classrooms and special service rooms and an outline of the space requirements for these rooms. It should also include an outline of requirements for all other facilities in the building, such as seating capacity and stage requirements for the auditorium and cafeteria, total pupil load to be accommodated in the school, requirements concerning administrative offices, storage space, custodial working space and any special features desired.

The owner should be expected to furnish specific information concerning the financial limitations under which the project will have to be constructed and equipped. Before any preliminary estimates of cost are made, the architect should be furnished with complete information concerning the site so that the estimates will include not only the cost of the building proper but will also make provision for costs that are sometimes incidental to unusual conditions of drainage, sewage disposal, electric service, water supply or grading and paving.



An architect should not be expected to make adequate provisions for educational services without a complete understanding of the program any more than a physician should be expected to prescribe for an ailment without the opportunity for a diagnosis. A statement of needs should be prepared just as carefully by the owner as he will expect the architect to carefully study and prepare the preliminary plans offered as a solution to the problem.

It would seem desirable, therefore, that the architect should be a partici-

part in the educational planning since this would enable him to have a good understanding of the purposes for which all space is to be used. This participation should probably be as a member of the survey staff, in which capacity the architect would be able to offer valuable advisory service relative to local building costs while becoming familiarized with educational requirements.

The Selection of The Architect

ONCE THE educational and community needs of the school building have been established by the owner, the architect becomes a key figure in the project. For that reason his employment should begin with the inception of the project.

1. The architect is the one charged with the responsibility of translating the building needs into a useful and attractive design.
2. His judgment will influence the adjustment of the building to the site.
3. It is on his judgment that estimates will be based.
4. On his attention to detail will depend the accuracy and completeness of drawings and specifications which constitute the pattern by which the building is constructed.

A school board is entitled to the best service the architect has to offer and such service, when skillfully and conscientiously rendered, constitutes far more than the draftsmanship involved in the preparation of drawings.

By definition the word architect is held to mean "master builder" and from time immemorial the architect has been considered as holding the leading role in the construction of buildings. Where departures have been made from accepted procedures in planning and construction, the results have in no way demonstrated a more successful or economical way of handling public building than through the employment of a competent architect to plan and supervise the construction.

From the arrangement and size of the reinforcing steel in the largest concrete beam to the minute detail of a piece of hardware, the architect must study and see the picture long before the building is erected.

It is upon his integrity that the owner must depend for seeing to it that construction and materials comply with the requirements of the drawings and specifications. As the author of such drawings and specifications, he is their best interpreter and both the contractor and the owner have a right to expect fairness and impartiality from him in his decisions concerning the execution of the work covered by the contract.



The success or failure of the school building to adequately serve the educational program may well be related to the care and judgment exercised in selecting the man upon whose training, competence and integrity so much depends. It is the ability behind the drawings that will show up in the completed building.

The best design is usually simple but it takes skill to produce it. The cost of such skill is the fee that an owner pays an architect. A client can obtain architectural services for any price he wishes to pay, but whether such services will include the skill, competence and integrity that every school building deserves in its architect is an entirely different matter. Quality services will effect economies greater than the cost of such services. Ability, therefore, should provide the basis for the selection of an architect rather than the fee which he proposes to charge.

As a means of determining competence and integrity, it is suggested that you visit various school buildings erected in recent years and ask questions such as these concerning the architect and the building:

Is the building satisfactory?

What faults have been found?

How did final costs compare with original estimates?

Did the architect show willingness to consider suggestions and did he follow adopted suggestions successfully?

Does the structure allow for efficient and economical operation and maintenance?

Was the architect professional, ethical and businesslike in his relations with the school board, administrators, contractors and material men?

Does he have the qualities of leadership and personality required for getting things done satisfactorily and on time?

Does he have the organization available to efficiently carry out the project under consideration?

An architect with little or no experience in school building planning must be judged by his record and reputation in other fields of architectural planning. If he has proved himself to be competent, resourceful and imaginative in these fields, if he is willing and eager to learn, and if he will cooperate closely with the local and state school officials, he should not be ruled out solely because of his lack of experience in planning schools.

As in other professions the practice of architecture is influenced by certain professional standards sometimes referred to as codes of ethics. Such codes usually reflect the years of experience and moral standards of the many rather than the few and should, therefore, be respected. They are in essence no more than an expression of the Golden Rule supplemented by certain details applicable to the particular profession concerned.

For these reasons there has been attached as an appendix to this booklet a copy of the "Standards of Professional Practice" of The American Institute of Architects. It is recommended that in the selection of an architect, a comparison of the attitudes and proposals of candidates with those standards be made to avoid the possibility of such questionable risk as may be involved in the employment of one who proposes to intentionally violate the code of his own profession.

The People Who Will Use The School

IF PLANS were being prepared for a mercantile building or a factory for some private owner, the architect would expect to receive the owner's advice concerning arrangements and details that suited his particular needs. Such an owner would most likely call in his department heads and other employees for their suggestions so that his new building could benefit by their experience. So it is with a school.

The principal and teachers are the ones who have to depend upon the building to aid them in doing a good job of educating the children. Taken together these people represent years of educational experience, and this experience is valuable to the new building. It is not only helpful in avoiding errors of the past but often results in the introduction of new and worthy ideas which might otherwise be overlooked.

A member of the educational staff should act as a clearing point for instructions to the architect. Although conferences should be made available with all of the instructional staff, the architect should receive his instructions from only one, who should be a person of authority.

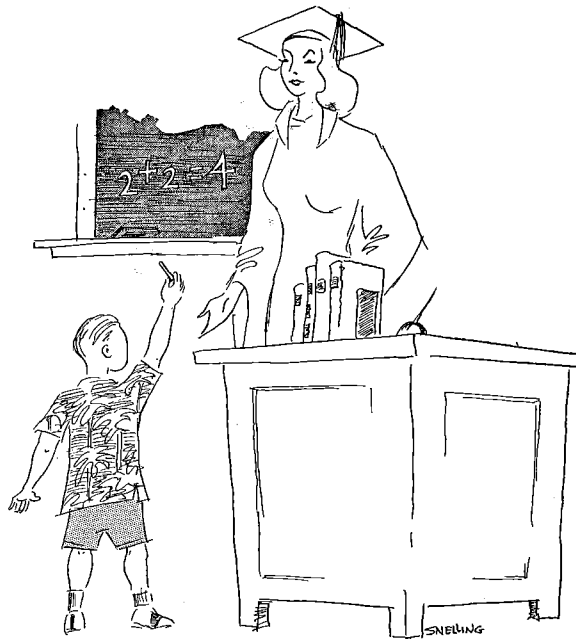
Needless to say, the human factor is also involved. The principal and teachers, members of the P.T.A., and other interested people will always feel a greater sense of satisfaction about a building in which they took part in planning.

Detailed conferences between the architect and committees representing the administrative and teaching staffs and the patrons of the school naturally represent time and expense to the architect. Such conferences may even result in some delay in the starting of construction. It might be well to remember, however, that once the building is constructed, it will be there for a long, long time and a little extra time used in obtaining the best thoughts of everyone concerned is time well spent.

The State Department of Education

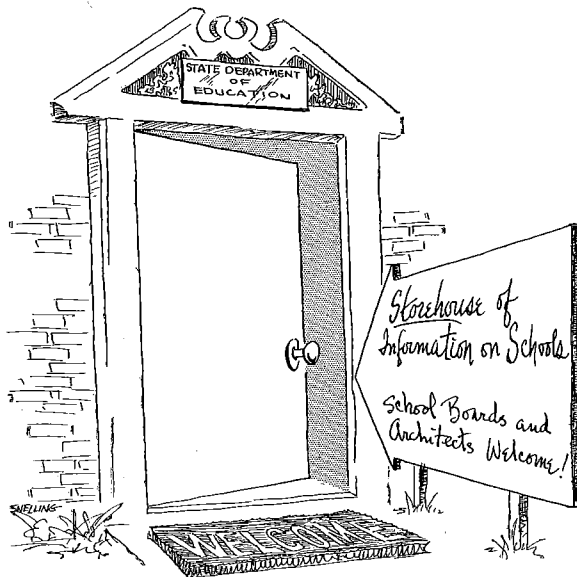
FLORIDA SCHOOL laws require the submission of preliminary and final working drawings and specifications to the State Department of Education for approval before bids are received for construction.

Insofar as the force of law is concerned, approval of plans by the State Department of Education can only apply to those minimum requirements



... *She was NOT consulted!*

actually written into the school code. Such requirements have principal bearing upon educational planning and upon the health and safety of the children.



Tremendous strides toward improvement in the planning of school buildings have taken place in Florida during recent years. One of the principal reasons behind this improvement has been the willingness of the State Department of Education to cooperate with architects in planning better schools. The review of school plans by the State School Architect and the specialists in the various fields of Education provides

continuous guidance toward better design, through their knowledge of accepted standards.

The State Department of Education has specialists in practically all of the fields of school planning and administration. They cover such fields as the school lunch program, music, homemaking, arts, crafts and industrial shops, vocational agriculture, library, kindergarten, etc. Their services are free for the asking and their interest is abundant.

Architects and educators would certainly seem remiss if they were to fail to avail themselves of this storehouse of information for no other reason than that of saving time getting the project under way or of the architect saving time and expense to himself. The responsible architect certainly knows that his job of learning never ends and he will welcome the opportunity of having the building reflect not only his own best thinking but the best thinking of others who are just as much concerned with the end result.

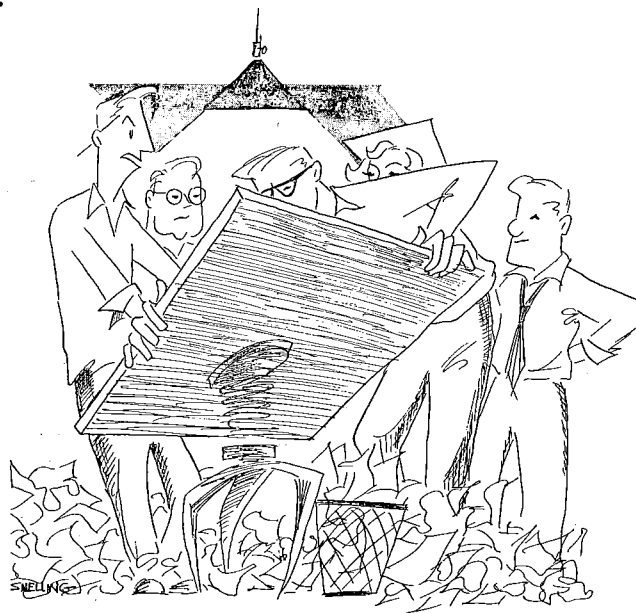
Preliminary Planning

THE GREATEST value to your school is probably represented in preliminary planning. It is during this phase that the basic relationships are established which will later determine the degree with which unrestricted development of detailed requirements may be made.

The importance of a complete statement of the building needs as furnished

by the owner has been mentioned heretofore. It is this statement of building needs around which the architect must develop his preliminary plans.

There are many things to be considered even before the ground pattern of the building can be established. First, there is the site plan involving such things as contours of the ground, access to the building, not only for the pupils and teachers but for school busses, service trucks, and the loading and unloading of children from private



cars during inclement weather. There is the development of playground area. There are also the problems of drainage, paving and sewage disposal and of water supply and electrical services.

There is a possibility that the owner's thinking has been influenced by some building previously visited wherein a certain building particularly appealed to them. Such cases are common and yet a building which seemed quite perfect on one site may easily become a complete failure upon a site of different contour and with different orientation.

A building project often reflects conflicting factors such as orientation, which would provide proper light and ventilation, as contrasted with an efficient and economical adaptation to the site. If the building is to be successful, these needs have to be reconciled.

The planning of specific areas and rooms will naturally be influenced by the requirements of the educational specification but the proper relationship of the rooms one to the other and the circulation permitting convenient and ready access are also important parts of the preliminary planning. While the plan is being studied from a standpoint of proper space arrangement, it is further necessary to keep in mind the methods and materials of construction and the masses, textures, and window and door arrangement, since it is from these that the architectural character of the building will be established.

One purpose of preliminary drawings is to make clear the details of ar-

angement and appearance. For that reason preliminary drawings are sometimes referred to as sketches. No effort should be spared in seeing to it that the owner clearly understands what is being proposed. If he does not understand, then errors made by the architect in the interpretation of the educational specifications may not be detected and may, therefore, be incorporated in the building. Once construction is under way it is quite costly to make changes and corrections.

Another and most important factor in the planning of most buildings is the cost limit imposed by the budget. There is little object in planning a building that cannot be constructed because of lack of money.

And so it may be seen that if the architect is to present a preliminary plan that will be a successful solution to any given school building problem, there must be a skillful coordination of all of the contributing factors:

The building must fit the site.

The plan must provide the space required.

The arrangement of the different parts must provide convenience in the use of the building.

The masses, color, textures, and window and door arrangement must be such as to produce a building attractive in appearance.

There must be some reasonable assurance that the building can be constructed within the money available.

It is highly important that the architect carefully consider the cost during the preliminary planning stage. If the cost appears to be running beyond the budget, it is his responsibility to tell the owner then and there and not wait until he is obligated for a high percentage of the architect's fee. Reasonable alternates should be considered at this stage to provide for bids within budget limitations.

One of the most difficult matters an architect has to cope with is a preliminary estimate of cost. A responsible architect cannot and will not guarantee the accuracy of an estimate as compared to bids. This is understandable when considered in the light of the following points:

1. The architect has no control over the judgment of the bidders.
2. The architect has no control over market fluctuation.

The architect can only base his estimate on his best judgment and evaluation of conditions at the time the estimate is made. *The quality of that judgment is usually related to the care used in selecting the architect.*

It is during the preliminary planning that the owner and his representatives and the specialists in the State Department should be most frequently consulted since it is during this stage of planning that changes can be most

economically made. Sufficient time spent in careful preliminary planning usually results in a better building.

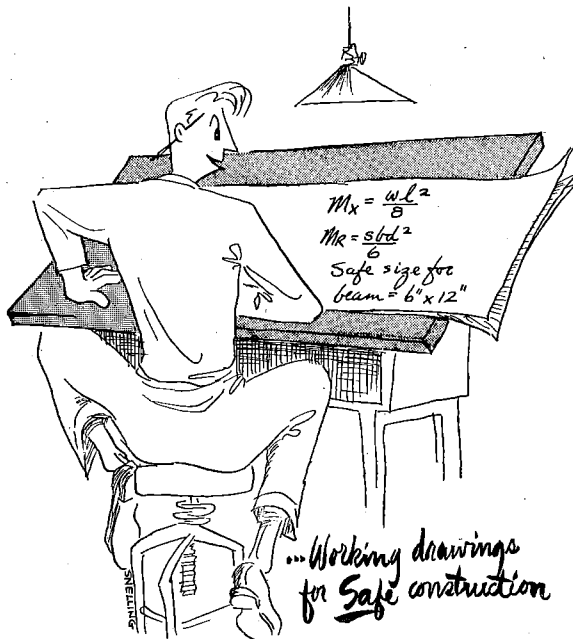
Working Drawings and Specifications

COMPLETE WORKING drawings and specifications serve two purposes:

1. They are the only means by which the cost of a building can be accurately determined prior to construction. This is usually accomplished by the taking of bids from contractors.

If the drawings and specifications are not clear and complete, contractors bidding upon the work will find it difficult to accurately compute the cost of materials and labor involved. This results in guessing and it is understandable that the contractor is not likely to guess against his own interest.

2. The drawings and specifications constitute the pattern from which the building is constructed and if the pattern is not complete, we can hardly expect the building to be completed without argument and sometimes considerable added expense. The contractor agrees in his bid to build according to the plans and specifications and he cannot be asked to furnish materials and labor that are not reasonably implied from the information on which he bases his proposal.



There is considerably more to a good set of working drawings and specifications than is commonly associated with the term blueprints. There are intricate calculations which never show up on the drawings but which are necessary prerequisites to their development. Such calculations have to do with the foundations and the size and detail of all structural members, the size and detail of all plumbing and heating piping and equipment. Even the size of electrical wires have to be

calculated to carry the amount of current demanded by the fixture or outlet load.

The services of qualified designers are required in connection with structural, mechanical and electrical work. If the responsible architect does not have such men on his staff, he will employ the services of independent practicing engineers. Under no circumstances should he make use of "free engineering," sometimes offered by manufacturers and contractors. To do so might incur obligation detrimental to the best interest of his client.

At some time in the process of the preparation of working drawings everything that makes up a part of the building must be designed, selected or passed upon and all of the information must be set down on the drawings and in the specifications before a nail is driven or a brick is laid. Correlation and attention to detail is of equal importance with a knowledge of sound construction.

The specifications govern the quality of material shown or called for on the drawings and the quality and type of workmanship involved in their installation. Where the drawings must be clear in showing the dimensions and forms of the various parts of the building, the specifications must be just as clear in describing their composition and quality and installation.

There are other important contract documents besides the drawings and specifications. These are the legal forms that are usually required in public work, such as the advertisement or Call for Bids, the Form of Proposal, Bond Forms, Contract Forms, and the General Conditions of the Contract which set forth the various legal rights of the parties concerned. The architect is usually required to prepare such forms but the assistance and guidance of the owner's attorney are indispensable in such matters and the final decision as to the legal adequacy of such documents rests with the attorney.

Regardless of how carefully the form of agreement or contract is drawn, it is no stronger than the drawings and specifications upon which it is based since they are the essence of the contract.

Under Florida law, working drawings and specifications must be submitted to the State Department of Education for approval prior to the award of a construction contract. The purpose of this requirement is to insure that contract documents essentially carry out the requirements of previously approved preliminary drawings, as well as to insure that construction minimums required by law are complied with.

Approval by the State School Architect in no way relieves the designing architect of the responsibility which is rightfully his in providing good design, safe design, and design that is adequately portrayed in the form of complete and accurate drawings and specifications.

Supervision of Construction

GOOD SUPERVISION of construction means so much more than simple inspection of materials and workmanship. If this were not true, all that would be required of a supervisor would be experience in construction.

The administration and supervision of public works projects, which include school buildings, involve ability and training far beyond that necessary to read specifications and to recognize good construction. In addition to responsibility for inspecting materials and workmanship, supervision of the work requires administrative ability and judgment to settle the many questions that come up in any construction job.

A few of the typical problems may be briefly outlined as follows:

1. General Administration of the Work:

Modern construction involves the services of many people. In addition to the general contractor there are various sub-contractors and trades whose work and timing must be coordinated so that the construction may proceed in an orderly fashion and whose interests must be considered so that they all may be treated fairly.

Someone must see to it that the general contractor and all of his sub-contractors are properly covered by the various forms of insurance necessary to the proper protection of the owner.

Most construction projects run over a period of several months and if intermediate payments are to be made, some basis has to be established for the making of such payments. This is usually accomplished with a breakdown of costs prepared by the contractor and checked by the supervising architect.

There are many other decisions incidental to general administration that have to be made from time to time and it is the architect who, by virtue of his recognized position, is usually called upon to make such decisions with impartiality and with dispatch so that harmony may prevail and delay be avoided.

2. Substitutions of Materials and Methods:

To prevent monopoly and to serve the best public interest, specifications usually make provision for the admission of substitute materials or equipment where such substitutions may be considered the equal of those specified. The underlying principle for such a provision is sound since it would be eminently unfair in an open market to exclude anyone's product so long as that product met all the requirements imposed by the conditions of the specifications. The determination of equality is no job for an amateur. In fact it is not always an easy

job for the architect. However, with his background and training and with his knowledge of the purpose for which the material or product is intended, he is best qualified to make such decisions.

In such cases where claims and counter-claims are made, sometimes involving hundreds and even thousands of dollars, the architect must maintain his historical position of being "a friend to the building" and should always insist that where substitutions are made, the net result will be as good as originally intended.

Substitutions are sometimes proposed on materials or products that are acceptable but which cost less than the material originally specified. In such cases it is a further responsibility of the architect to insure that such savings accrue to the account of the owner.

3. Change Orders:

Even in the best of planning, modification in the completed plans and specifications is sometimes necessary. After a contract has been awarded these modifications are handled by change orders.

Some change orders involve additional cost, some involve credit to the owner and some involve no change in price at all.

Changed construction conditions, however, mean changed contract conditions since the original contract was based on the original construction conditions called for on the drawings and in the specifications. For that reason all change orders should be carefully prepared by the architect and approved by the owner before they are issued to the contractor.

The determination of the fair amount of additional cost or credit is another duty of the supervising architect. Under no circumstances should changes be permitted on verbal authority except in cases of emergency and in such cases they should be confirmed in writing as quickly as possible. There is nothing quite so confusing or so conducive of dissension as the final settlement of a construction job where changes and sometimes additional costs were not carefully recorded and agreed upon when authorized.

4. Certificates of Payment:

One of the most important duties of a supervising architect is the keeping of accounts.

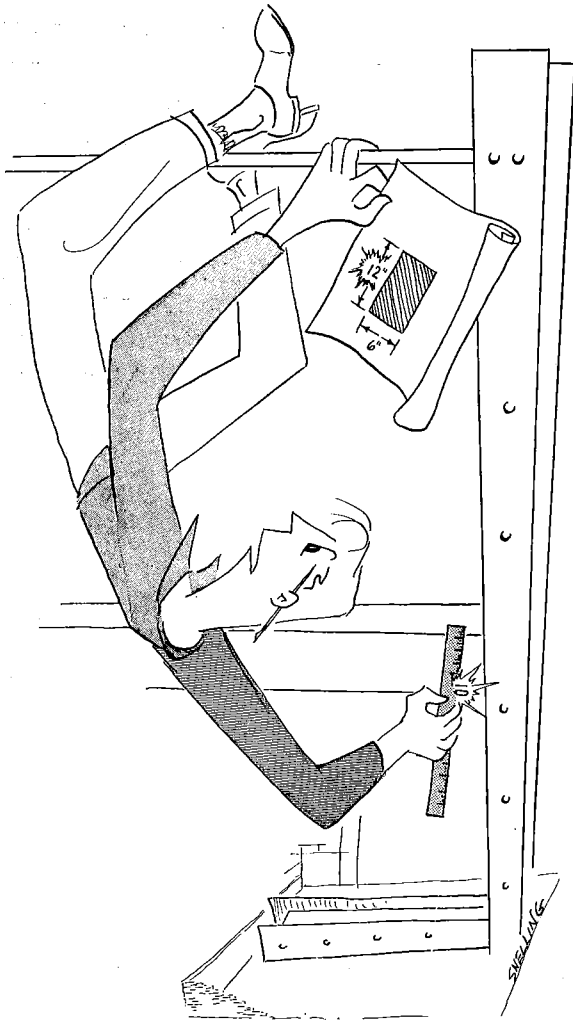
Florida law is quite specific in its requirement that not more than 80% of the value of labor and materials incorporated in the work shall be paid to the contractor until after "the work is constructed" or substantially completed. (This provision is superceded by local legisla-

tion for Orange and Dade Counties.) Most public works construction contracts provide that the amount of money due the contractor by the owner shall be certified by some qualified and disinterested person.

The interest of both the owner and the contractor are involved in such certification and the accurate calculation of the amount due as an intermediate payment is no minor task. In fact, the methods used in calculating such payments should be such as would stand up in court in the event of disagreement. For this reason, if for no other, the owner is on safer ground in having this work done by the architect, whose position in such matters has long been established.

5. Detailed Supervision:

It has been stated before that the architect, as the author of the plans and specifications, is their best interpreter.



The architect's supervision is not a matter that can be defined by specifying that he shall visit the job at regular periodic intervals. There are times when visitation is necessary every day for several days in a row and there are other times when the work may run for several weeks without the necessity of a visit. Much of the work of supervision takes place inside an architect's office. All of the work described herein requires the preparation of a considerable quantity of written material. The services of the technical staff are further involved in the checking of the shop drawings incident to a large construction project.

The competent and responsible architect is able to recognize the conditions

under which his presence on the work is necessary and unless some special arrangement is made concerning his compensation, he should not be expected to either furnish extra supervision at his own expense or become a clerk-of-the-works.

Sometimes on large jobs or work of major importance, a clerk-of-the-works is desirable and even necessary. The clerk-of-the-works represents both the architect and the owner. His instructions come primarily from the architect but since his services are in addition to the general supervision of the architect, he is paid by the owner.

It is not sufficient that the clerk-of-the-works have limited construction experience. He should have sufficient experience to enable him to act intelligently in cases of emergency. Previous architectural or engineering experience is a valuable prerequisite to his qualifications.

Ordinarily the architect under the usual fee arrangement does not give continuous supervision and on work of considerable size such a clerk may serve as the eyes of the architect during his absence.

Conclusion

THERE WOULD likely be a number of surprises to the average layman if he were to review a detailed breakdown of costs on a school building. Such a breakdown would serve to show where each part of the school building dollar goes.

For instance, many people have a tendency to think that the materials used in the walls of a building strongly influence the cost, and yet in a one-story building where the walls are brick and concrete block, the cost of the masonry materials and labor will normally run only between 10% and 12% of the total cost. The concrete floor slab and tie beams will cost almost as much as the masonry walls, as will also the carpentry and millwork, assuming that the building has a reasonable amount of necessary cabinet work.

The average building is made up of about 25 to 28 major divisions of work ranging from less than 1% of the cost to as high as 10% or 15% of the cost. The items of structural steel, plumbing and windows will each usually represent between 5% and 6% of the total while the item of electric wiring and fixtures will usually be only a little less. The finish hardware, which consists of locks, hinges, and other such items, usually costs between 1% and 2% of the total while the items of heating, masonry, concrete and carpentry are in the higher brackets of cost.

It is, therefore, obvious that in many cases proposed economies make more impressive conversation than they do saving insofar as the over-all picture is concerned.

There are certain items of cost that cannot be seen in a finished structure but which are necessary to all public works construction. The contractor's performance bond costs 1% while the various types of insurance required to protect the owner's and workman's interests also enter into the picture. Contractors expect to make a profit but, contrary to usual opinion, the contractor's net profit rarely exceeds 10% and in many instances is even lower.

In recent years there has been much ado about square foot costs on school buildings. In fact, the idea has been bandied about so much as to have almost generated a mania for getting the lowest cost per square foot. A careful analysis of recently constructed buildings, however, will confirm the old saying that "you don't get something for nothing." In every case of extremely low cost per square foot, there is usually corresponding loss in convenience, comfort and lasting quality.

The children and the teachers should always be the first consideration and their interest should not be compromised in any contest to determine who can design the sorriest school building. We can all agree as taxpayers that extravagance must be avoided. It, therefore, behooves everyone concerned to carefully study the problem and expend every effort to provide for the reasonable needs at a reasonable cost.

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The American Institute of Architects

Standards of Professional Practice

1857



1951

I. OBLIGATIONS OF GOOD PRACTICE

A. The profession of architecture calls for men of the highest integrity, business capacity, and artistic and technical ability. An Architect's honesty of purpose must be above suspicion; he acts as professional adviser to his client and his advice must be absolutely unprejudiced; he is charged with the exercise of judicial functions as between client and contractors and must act with entire impartiality; he has moral responsibilities to his professional associates and subordinates; finally, he is engaged in a profession which carries with it grave responsibility to the public. These duties and responsibilities cannot be properly discharged unless his motives, conduct and ability are such as to command respect and confidence.

B. In order to promote a high standard of practice and conduct throughout the profession, The American Institute of Architects has formulated the following basic principles for the guidance of a practicing Architect:

C. Planning, technical guidance, advice and counsel constitute the service of the profession. Given in verbal, written or graphic form, they are rendered in order that buildings with their equipment and the areas about them, in addition to being well suited to their purposes, well planned for health, safety, efficient operation and economical maintenance, and soundly constructed of materials and by methods most appropriate and economical for their particular uses, shall also have beauty and distinction.

D. It is the purpose of the profession of architecture to render such services from the beginning to the completion of a project.

E. The fulfillment of that purpose is advanced every time an Architect renders the highest quality of service he is capable of giving. An Architect's drawings, specifications and other documents should be complete, definite and clear concerning his intentions, the scope of the contractor's work, the mate-

rials and methods of construction to be used therefor, and the conditions under which the construction work is to be completed and paid for.

F. The relation of an Architect to his client depends upon good faith. The Architect shall explain the exact nature and extent of his services and the conditional character of estimates made before final drawings and specifications are complete.

G. An Architect shall guard the interests of the contractor as well as those of the client. The Architect will condemn workmanship and materials which are not in conformity with the contract documents but it is also his duty to give every reasonable aid toward a complete understanding of those documents so that mistakes may be avoided. He will not call upon a contractor to make good oversights and errors in the contract documents.

H. An Architect in his investments and in his business relations outside of his profession must be free from financial or personal interests which tend to weaken or discredit his standing as an unprejudiced and honest adviser, free to act in his client's best interests.

I. The use of free engineering services offered to an Architect by manufacturers, jobbers of building materials, appliances and equipment, or contractors is accompanied by an obligation which may become detrimental to the best interest of the client.

J. An Architect may offer his services to anyone on the generally accepted basis of commission, salary or fee, as Architect, consultant, adviser, or assistant, provided that he rigidly maintains his professional integrity, disinterestedness and freedom to act.

K. An Architect should promote the interests of his professional organizations and do his full part of the work of those organizations. He should share in the interchange of technical information and experience.

L. An Architect should seek opportunities to be of constructive service in civic affairs, and to the best of his ability advance the safety, health and well-being of the community in which he resides by promoting therein appreciation of good design, the value of good construction, the proper placement of structures, and the adequate development and adornment of the areas about them.

M. An Architect should inspire the loyal interest of his employees, providing suitable working conditions for them, requiring them to render competent and efficient services, and paying them adequate and just compensation therefor.

N. An Architect should accept mentorship of the young men who enter the profession, by assisting them to acquire a full understanding of the functions, duties and responsibilities of Architects.

O. Every Architect should do his part to forward justice, courtesy and sincerity in his profession. It is incumbent on him in the conduct of his practice to maintain a wholly professional attitude toward those he serves, toward those who assist him in his practice, toward his fellow Architects, and toward the members of other professions, and the practitioners of other arts. He should respect punctiliously the hallmarks that distinguish professional practice from non-professional enterprise.

II. MANDATORY RULES OF THE INSTITUTE

1. An Architect is remunerated for his services solely by his professional commission, salary, or fee and is debarred from any other source of compensation in connection with the works and duties which are entrusted to him.

2. An Architect may propose to a possible client the service which he is able to perform but shall not, except under unusual circumstances, offer this service without compensation.

An Architect shall not submit free sketches except to an established client.

3. An Architect shall not knowingly compete with a fellow Architect on a basis of professional charges, nor shall he offer his services in a competition with others except as provided in The Institute's Competition Code.

4. An Architect may render architectural services to building contractors, decorators, furniture designers, real estate development firms or companies, or firms or companies trading in materials used in or whose activities are otherwise connected with the building industry, provided that:

- (a) He rigidly maintains his professional integrity, disinterestedness and freedom to act.
- (b) He is paid by salary or fee for his architectural services and does not participate in the concealed profits received by the aforesaid firms or companies for the work they perform or execute.
- (c) That he does not either directly or indirectly solicit orders for the firm or company.

5. An Architect shall not falsely or maliciously injure the professional reputation, prospects or business of a fellow Architect. He shall not attempt to supplant another Architect after definite steps have been taken by a client towards the latter's employment, nor shall he undertake a commission for which another Architect has been previously employed until he has determined that the original employment has been definitely terminated.

6. An Architect who has been engaged or retained as professional adviser in a competition may not, if the competition is abandoned, be employed as Architect for this project.

7. An Architect may not engage in building contracting.

An Architect shall not guarantee any estimate of construction cost.

8. An Architect shall not use exaggerated, misleading, self laudatory publicity, and/or paid advertising. Factual statements with or without illustrations pertaining to an Architect's professional activities made by himself or by others for him, such as public relations counsel, may be made in the public press, radio, television, or other media. Their tenor shall be dignified to the end that knowledge of the Architect's function in society and the standing of the profession as a whole shall be advanced rather than that mere personal aggrandisement of the individual may be achieved.

An Architect shall not take part, nor give assistance in obtaining advertisements or other support toward meeting the expense of any publication illustrating his works, nor shall he permit others to solicit such advertising or other support in his name.

9. A Corporate member who transfers his principal place of business to, or who conducts any office for the practice of architecture in another state, shall forthwith take and complete steps to conform to the registration laws governing the practice of architecture of such state.

10. Since adherence to the principles herein enumerated is the obligation of every member of The American Institute of Architects, any deviation therefrom or from the broad principles of good practice as set forth in Section I, is subject to discipline in proportion to its seriousness. The Judiciary Committee and finally The Board of Directors of The American Institute of Architects shall have sole power of interpreting these Standards of Professional Practice and their decisions shall be final subject to the provisions of the By-laws.

Note: This document was approved and adopted by The Board of Directors of The American Institute of Architects at its annual meeting on April 24-27, 1947; and by the Seventy-ninth Convention, April 29, 30 and May 1, 1947. It was subsequently revised by The Board of Directors at its annual meeting on March 11-13, 1949; and adopted by the Eighty-first Convention, March 15, 16, 17, and 18, 1949; and additions were made by The Board of Directors May 4-6, 1951 and adopted by The Convention May 11, 1951.

NOMINEE'S ACHIEVEMENT IN PUBLIC SERVICE

1. List the public offices held by the nominee and the positions of trust held by him in recognition of civic leadership, and state clearly his notable work in public service and the particular influence of that work which the nominators believe to be a notable contribution to the advancement of the profession.

Member, Gainesville City Commission: October 1949 - March 1951

Gainesville is governed by a commission-manager form of government. Population of the City of Gainesville is approximately 26,000. Members of the commission are elected and serve without remuneration. The City Commission is charged with the complete responsibility for the operation of the city, including its municipally owned utilities.

(Reference: S. T. Dell, Jr., City Attorney, Gainesville)

Member, Alachua County Zoning Commission: July 1947 - October 1949; July 1952 -

Alachua County Zoning Commission was formed in July 1947 with its members appointed for staggered terms by the County Commission, Alachua County. Duties of the Zoning Commission are similar to those of the City Plan Board except that they extend to county areas outside the corporate limits of Gainesville.

(Reference: W. H. Chandler, Chairman, County Zoning Commission, Gainesville)

Member, City Plan Board, Gainesville: May 1947 - September 1948

Membership on the City Plan Board and Board of Adjustment is by appointment from the City Commission; composed of five members representing various occupations. The City Plan Board is charged with responsibility of making continuing studies of city planning and zoning, considers requests for re-zoning, and serves as a Board of Adjustment in cases of inequity. As a Board of Adjustment, however, its powers extend only to recommendation with final authority resting with the City Commission.

(Reference: DeWitt Jones, Gainesville; or W. H. LaGrave, Secretary)

Member, Board of Trustees, Alachua County Hospital (now Alachua General Hospital): April 1938 - January 1942

Membership on the Board of Trustees is by appointment from the Alachua County Commissioners. Trustees are charged with the complete responsibility for the operation of the hospital as a public service.

(Reference: Dr. W. C. Thomas, Sr., Gainesville, who was Chief of Staff at that time.)

Nominee's Achievement in Public Service (Continued):

Chairman, Empty Stocking Fund, Alachua County: 1940

The Empty Stocking Fund is a countywide movement carried on each year prior to the Christmas season to solicit funds and other contributions for distribution by the Alachua County Central Welfare to needy families in the community.

(Reference: Mrs. Lottie Shafer, Executive Director, Alachua County Central Welfare)

Member, Mayor's Citizens Committee on Capital Improvement (Gainesville): 1952-53. Chairman, Sub-committee on Library, Parks and Recreational Facilities; and member, Steering Committee

This committee was appointed by the Mayor-Commissioner of Gainesville with membership representing what was considered to be a cross-section of the community. Its duties involved making a complete study and report to the City Commission, including ways and means of financing, for a comprehensive program of capital improvement. This committee served over a period of approximately three months. The Sub-committee on Library, Parks and Recreational Facilities was charged with the responsibility of studying those particular items with its chairman serving as a member of the over-all Steering Committee who consolidated the entire report and made recommendations to the Commission. With the exception of certain items relative to utilities, the report of the committee was accepted in toto and initial steps taken by the City Commission to implement the program.

(Reference: Roy L. Purvis, Certified Public Accountant, Gainesville, Mayor-Commissioner until March 1953)

Chairman, Community Chest Investigating Committee, Gainesville: 1952
(Member of committee as representative of Kiwanis Club)

This committee was made up of representatives from all civic and fraternal organizations in the city with its chairman being elected by the group. The committee was charged with the responsibility of making a study to determine whether or not one general drive, such as a Community Chest, could be accomplished in Gainesville to eliminate the duplication of drives put on by various organizations, such as Red Cross, Cancer Society, etc. The committee met regularly over a period of approximately six months and, after making a study based on national figures as related to the local situation, concluded that such an amalgamation of charitable services could not be effectively accomplished. This report was in turn transmitted back to the sponsoring civic and fraternal organizations.

(Reference: Morris Storter, Jaycee representative on committee, Gainesville)

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Nominee's Achievement in Public Service (Continued):

Member, Steering Committee, Southeastern Business Conference: 1948 -

The Southeastern Business Conference is held each year under the co-sponsorship of the College of Business Administration and the General Extension Division of the University of Florida. Membership on the Steering Committee is represented by business men throughout the state representing all types of business and other organizations. The Florida Association of Architects has been a sponsoring member of this conference since its inception.