

various widely-perceived architectural failures have not stopped the perpetrators from landing more school design jobs.

It is when Taylor talks about the need for design changes in the school structures of today that her speech becomes urgent.

"Architects have got to train the educators to use the new architecture," she says, "if it involves writing a user's manual and working with the teachers to make sure they understand it. It may mean stating, 'I will donate my time once a month to come in to work with students to keep this building a dynamic, living architectural experience."

"We have left education to educators for so long, and everyone is dissatisfied with it. All people especially architects need to take responsibility for American education."

Taylor, who holds a doctoral degree in art education, says that "children's needs are not for seats and rows. A school design may meet safety standards while ignoring psychological and aesthetic standards. The rooms may not even be built functionally for the teaching of the future: the computer doesn't fit in the traditionally-designed classroom.

"Aesthetically, the school should be a joyful place so that kids like to be there. Yet architects put windows in banks and greenhouses in restaurants but close up schools.

"I want to put things in front of children that will make them sensitive enough to their environment that they will want to consult an architect when they grow up. But most kids grow up not knowing what an architect is."

Architects should go into the schools voluntarily a few times a year, she says again. "Call up a principal, call upon a superintendent and volunteer. Not only will the children learn in a new way, but teachers get excited because they never thought of linking the built environment to the teaching of subject matter."

Student architects in her university program have brought scale models of rooms into classrooms to teach

conversion of feet to inches as well as geometric layouts. The models also convey the awareness that people chose the shape and contents of a school room.

In one school Taylor programmed in Alaska for severely and profoundly handicapped children, a laundry room taught folding and other physical and survival skills as well as the mathematics of change-making in coin operated machines.

"Cultural determinants can come into awareness in design," she says. "Why should a school in Santa Rosa look like a school in Minnesota? Indigenous buildings should be different."

Community meetings she has conducted before designing schools have led her into further possibilities for the public buildings she programs. "A school doesn't have to be just a school, in use for a few hours a day," she says. It can be a health club, a library, a 24 hour day care. Maybe parents in the community want art studios they can use and not just classrooms."

Among her projects has been the programming, designing and provisioning of three Alaskan-sited child care centers for the U. S. Navy, the Coast Guard and the Providence Hospital in Anchorage. The three projects totalled in excess of six million dollars.

Environmental modifications based on her design have commenced on a public school in Corrales, New Mexico. She estimates the work will cost a quarter million dollars.

She has written several books on her projects and ideas. The latest, **School Zone: Learning Environments for Children**, is in its second printing and is available from Horizon Communications in Albuquerque.

The institute she co-heads is listed in the American Institute of Architecture Sourcebook as one of four agencies in the U.S. to be used as a resource for those interested in using architecture as a teaching tool.

"Over twenty billion dollars in school renovations needs to be done in this country," she said. N.S.

Continuing Schedule of Events School of Architecture and Planning University of New Mexico

Monday Lecture Series:

Lectures begin at 5:30 p.m. at SUB Theater, Student Union

Monday, 4 November	9	Stuart Dawson Principal, Sasaki Associates, Dallas <i>"Landscape Architecture and Architecture by Sasaki Associates"</i>
Monday, 11 November	10	Craig W. Hartman and Robert P. Holmes Partners, Skidmore, Owings and Merrill <i>"The Work of S.O.M."</i>
Monday, 18 November	11	Daniel F. Solomon Architect, San Francisco <i>"House and Town"</i>

Exhibitions

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November 4—29

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