

AIA New Hampshire

A Chapter of the American Institute of Architects

Dear Friend of NH Communities:



We are writing to solicit your help for a very important initiative: The AIANH Learning by Design program. This program has been ongoing since 2004, and involves several different curriculums for elementary, middle, and high school students.

AIANH volunteers are responsible for running these programs. But we are in need of funds to keep our programs going. Volunteers give hours of their time, but we have materials expense as well as cash awards for the High School students to help them with their education. Can you help? Your sponsorship will go toward giving children an incredible outlet for their imagination, to develop their skills of measuring, model building, and spatial understanding. The programs also help children communicate their ideas about their built and natural environments and set them on the road to be active engaged citizens of our communities. Many of them may also be so inspired as to pursue a career in architecture, engineering, or planning.

Our programs consist of the following options:

Elementary Schools

Shoe Box Clubhouse — a introductory program that engages children in architectural awareness and design projects with architects and designers. *3-4 weeks*

Box City — an inspiring event that simply must be seen to be believed! Box City is an interdisciplinary program in which single grades or whole schools work together to design and build a scale-model town from the ground up. Children answer the question “What makes a good city?” and learn how they can participate in improving their built and natural environments. *4-6 weeks*

Neighborhood Walking Tours — students tour their home and school neighborhoods and ultimately, the neighborhood which represents their city. During their study of the city, they will learn history, geography, science and art. They practice skills: reading, writing, arithmetic, communications, and technology. They ultimately learn about the issues and challenges which face our cities: preservation, new technology, growth, safety, planning for the future. *4-6 weeks*

Middle Schools

Introduction to Architecture — This course includes presentations by architects, interior designers, and high performance building experts to provide a knowledge base for this hands-on student project. Students conceive an interior design scheme for spaces within their school as they learn about the design process: document and demonstrate their knowledge of existing physical surroundings; identify needs through programming; complete sketching and modeling exercises; and select environmentally friendly materials and finishes. The process gives students the opportunity and skills they need to communicate their ideas about the built environment. *6 weeks*

Bridges and Structures — This program teaches Middle School students the fundamental structural engineering concepts involved in building different types of bridges. This program presents bridges as structural solutions to specific problems and introduces students to basic bridge types: beam, arch, truss, suspension and cable-stayed. Students become engineers and work in teams, using craft material to build model bridges that solve transportation problems, while balancing issues of geography, material, cost and aesthetics. *4-6 weeks*

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High Schools

High School Design Competition — Objectives of the High School Design Competition program are to increase awareness of the relationships between space, human scale and function; gain experience in recognizing the various challenges in planning and designing indoor and outdoor spaces for specific uses; exercise analytical abilities and creativity in solving the problems; and gain experience in communicating planning and design ideas using scale drawings and models.

Runs annually, fall through spring.

Please see additional pages for photographs from these projects.

We hope we can count on you to support these valuable educational programs. Please see the attached form about sponsor levels.

We are grateful for any and all donations. Please call the AIANH office today to discuss your participation (603-357-2863, office@aianh.org). Or send your donation, made out to AIANH Learning by Design, to PO Box 398, Keene, NH 03431.

Thank you for your consideration.

Sincerely,

Karolina Burt AIA
AIANH 2013 Board President



ARCHITECTURE

NEW HAMPSHIRE LEARNING BY DESIGN

Sponsorship Levels: NH Learning by Design

- Gold Sponsor:** \$5,000 (one only). You will be the lead sponsor and invited to assist in presenting the awards to the High School Design Competition winners. Your logo and company name will be on our website as the lead sponsor of the Learning by Design programs. Printed materials for each program will include your company logo. You will be mentioned in all press releases.
- Silver Sponsor:** \$2,500 (2 only). You will have your company name and logo on our website as a sponsor of the Learning by Design Programs and mentioned in all press communications. You will be invited to attend the High School Design Competition Awards Ceremony.
- Bronze Sponsor:** \$1,000. You will have your company name on our website as a sponsor of the Learning by Design programs and be listed in all press communications.
- Donor: \$10-1,000** (unlimited). Your company name will be included on our donor list on the website and on materials distributed for each program.

Contact Name _____

Company Name _____

Address _____

City/State/Zip _____

Phone _____

Email _____

Website address _____

Please make check out to AIANH and send to: AIANH, 310 Marlboro St. 2nd Floor, Keene, NH 03431.

OR

Pay by credit card VISA MASTERCARD

Name on Card _____

Card Number _____

Expiration Date _____

Billing address for Card if different from above _____



AIA New Hampshire
A Chapter of the American Institute of Architects



From our participants:

“The collaboration between the students at Windham Middle School and the AIA New Hampshire architects for the Box City programs is astounding! The Box City Program gives the students an opportunity to learn real world practical application of how cities are planned. The participants considered factors such as zoning, geographic features, scaling, and transportation networks. The conceptual city that was created by this impressive group of students is a place that I would be excited to live in! Thank you for including me in the process and I look forward to participating next year!”

Elizabeth Wood
Community Planner/Code Enforcement Officer
Windham, NH



AIA New Hampshire
A Chapter of the American Institute of Architects



NEW HAMPSHIRE LEARNING BY DESIGN

History of AIANH Learning by Design Programs

Box City Programs

- 2005 Main Dunstable Elementary School, Nashua
- 2007 Main Dunstable School, Nashua
- 2008 Main Dunstable School, Nashua
Corner Stone School, Stratham
- 2010 Windham Middle School, Windham
- 2011 Little Harbour School, Portsmouth
Windham Middle School, Windham
- 2012 Little Harbour School, Portsmouth
Windham Middle School, Windham
- 2013 Windham Middle School, Windham

Shoe Box Clubhouse

- 2004 Barnstead Elementary School, Barnstead
Bessie C. Rowell School, Franklin
Charlotte Ave. Elementary School, Nashua
James M. Faulkner Elementary School, Stoddard
Kearsage Regional Elementary School, New London
Main Dunstable Elementary School, Nashua
Plainfield Elementary School, Meriden
Tuftonboro Central School, Center Tuftonboro

Walking Tours

- 2005 Main Dunstable School, Nashua
The Paul School, Wakefield
- 2006 Main Dunstable School, Nashua
Little Harbour School, Portsmouth
- 2007 Main Dunstable School, Nashua

Introduction to Architecture

- 2008 Wilton Middle School, Wilton
Sanborn Middle School, Newton
Academy for Science and Design, Merrimack

Community

- 2009 NH Housing Conference

High School Design Competition

The following have participated over the past four years, many for multiple years:

- Nashua High School South
- Salem High School
- Conval Regional High School
- Pinkerton Academy
- Bishop Brady High School
- Winnisquam Regional High School
- Portsmouth High School
- Kingswood Regional High School
- Manchester West High School
- Hanover High School
- Campbell HS, Litchfield





*Last year, we asked
the students at
Windham Middle
School to answer the
following question:*

*“What makes for a
good city?”*

**The American Institute of Architects
New Hampshire Chapter©**





*WMS students
planning last year's
"WindhaBox" City!*

**The American Institute of Architects
New Hampshire Chapter©**





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*After Planning the City, they carefully
laid it out on the stage...*





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*Then, they designed and constructed
the buildings...*





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*And placed the buildings into the city
(wearing hard hats for safety, of course)...*





The American Institute of Architects
New Hampshire Chapter©

*Finally, they presented the City of
“WindhaBox” to their parents, teachers
and friends!*





NH Learning by Design

AIANH High School Design Competition

The AIANH High School Design Competition consists of designing a specific project, which changes every year. The program requires students to work on a theoretical project throughout the school year under the guidance of their instructors. AIANH volunteer architects visit the schools when possible to give critiques before the submissions are due. The program involves a design solution, a three-dimensional model, and a graphic plan of the project. Students have designed a Sustainable Youth Education Pavilion for a fictitious America's Cup in Portsmouth, NH; a Sustainable Living and Innovation Center; a Performing Arts Center; and a Youth Enrichment Center dedicated to the development of alternative studies for high school students.

Objectives of the High School Design Competition program are to increase awareness of the relationships between space, human scale and function; gain experience in recognizing the various challenges in planning and designing indoor and outdoor spaces for specific uses; exercise analytical abilities and creativity in solving the problems; and gain experience in communicating planning and design ideas using scale drawings and models.

The competition gives students a fun opportunity to develop these skills and to learn about the various aspects of planning and design.

All New Hampshire high school students are encouraged to participate. Students can work individually or in teams of up to three students. Winners receive cash awards to help with their college education.



AIA New Hampshire
A Chapter of the American Institute of Architects



New Hampshire Center for Sustainable Living

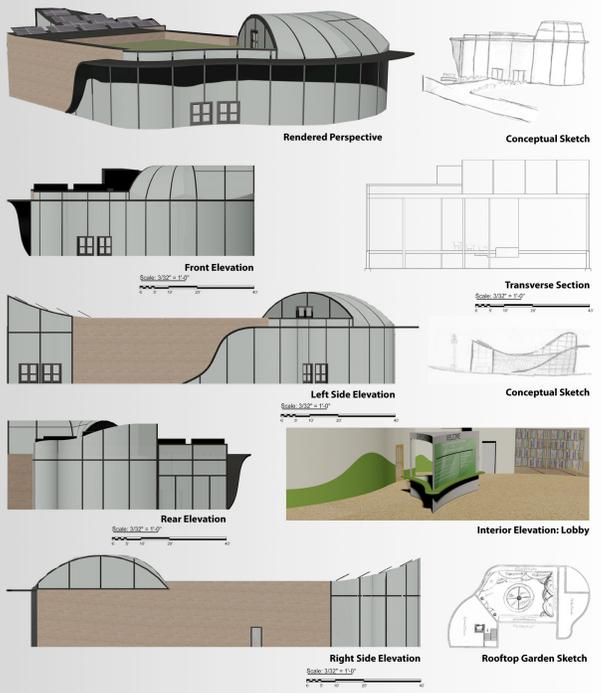
Designed by Matt Arsenault and Joel Asencio

The primary focus of our design was to promote sustainable living in a rapidly evolving world of technological advances. Upon approaching the Sustainable Living center one will notice the large glass facade, oriented toward solar south for southern New Hampshire. Upon entering the building one will encounter a large digital board displaying information highlighting our exciting exhibits and lectures being held at the New Hampshire Center for Sustainable Living. As one visually pans the lobby area, visitors will be impressed by our resource library splashed with the abundance of natural light from the curtain wall facade.

As one continues to make their way through the building they will notice the cork flooring, known for its low maintenance, sustainability and a trademark green wave on the walls that mimics the free flow plan of the building. The lecture hall provides a meeting place for guest speaker presentations and lectures about ecology and sustainability. Leaving the hall, visitors are directed toward the cafe. One can enjoy organic delicacies grown by local farms and harvested seasonally from the roof top garden terrace and green house. From the cafe one will make their way to a state of the art interactive exhibition space. The exhibition space utilizes Nano-Wall technology allowing for the seamless interweaving between the indoor and outdoor spaces.

The initiative towards green building is becoming more and more significant and is shown in the many indoor and outdoor spaces at our center. Amenities such as electric car charging stations, bike racks and Gale light posts, featuring a vertical axis wind turbine have been included in our site in an accentuating manner to the surrounding city scene.

As resources become more scarce and expensive, society gains from the knowledge and applications of sustainability. The New Hampshire Center for Sustainable Living provides the one with an educational facility that promotes sustainable living and new green technology to the public.



Welcome to these New Members in 2008:

AIA and Associate Members

- Jacob Albert AIA
- Daniel Cecil AIA
- Barry Hoeg AIA
- Christopher Lewis AIA
- Joana Rossi AIA
- Francis D. Treves AIA
- Michael Broas Assoc. AIA
- Jennifer Hegarty Assoc. AIA
- Harriette Mayor Assoc. AIA
- Melissa Morancy Assoc. AIA
- Adam Morton Assoc. AIA
- Claire Natola Assoc. AIA
- Melissa Stark Assoc. AIA

Professional Affiliate Members:

- Cheryl Killam, SFC Engineering
- Chad Lacasse, Preferred Building Systems
- Shaun Mallone, Stabile
- Jeff Nelson, Clear Shield Windowfilms
- John Pietroniro, Project Resource Group
- Anthony Pirri, HRH Northern NE
- Matt Wilson, Yeaton Associates

An Interdisciplinary Experience in City Planning with 4-6th Graders

by Tom House AIA, AIANH President. Article first appeared in the Carriage Towne News, August 14



This past May, fourth, fifth, and six grade students at the Cornerstone School in Stratham, NH, participated in a program of NH Learning by Design, a series of design-based projects developed by AIANH. Hard hats for the students to wear on the “construction site” were generously donated by members of the Associated Builders and Contractors, Inc. of New Hampshire (ABC): Northbranch Construction, Langley Construction, Pidela Corporation, Bruss Construction, and Martini Northern. Local Dunkin Donuts stores from Stratham and Greenland donated over 200 Munchkin boxes that students used for construction materials.

The Box City curriculum taught the students how cities are planned, what makes a quality city, and how the students can participate in the improvement of the built environment. It encouraged skills in group cooperation, writing, mathematics and spatial relationships developed by the Education Committee of AIANH Chapter. The secret of the success of this program was in the collaboration among the fourth, fifth and sixth grade students.

To prepare students for this workshop, architects **Doug Bencks AIA, Thomas A. House AIA, and Robert Garand** visited the classrooms to introduce basic concepts and information about city planning. Assisting the architects were teachers Deanna Rieden-Carson and Dale Rasmussen. These sessions gave the students an opportunity to understand how cities are shaped and organized through the process of design. Students collected data on the needs of a new city through discussions and a walking tour of Exeter in which Barbara Rimkanus, Curator of The Exeter Historical Society was a guest speaker for the group. Barbara also assisted AIANH with organizing the walking tour.

During this introductory session, each student also made a scale figure (or “Box City Citizen”) at ¼”= 1’0”. Students were encouraged to take their citizens home and create clothing, hair, and other defining features.

An enthusiastic and focused group of four students took on the role of city planners and mappers. Appointing a group to be city planners and mappers helped the students understand the implications of zoning and planned



Students at the Cornerstone School in Stratham plan and construct a Box City.

development in city growth. They began by looking at a map of their Box City, which included only streets and a river snaking through it. They quickly began defining the order of the city by determining the main streets that would have civic buildings and stores, deciding where green spaces should be established, and then they went through the list of all the building types they were in the process of designing to ensure there was a zone and an adequate space for each of them. While all of these decisions were being illustrated on the map, they began building the actual city infrastructure – rolling out brown paper streets and creating the river based on the map (with architect and teacher volunteers pitching in). Before the final work session, bridges were built, parks and greenways created, streetlights and trees (built by the primary students), and sidewalks laid down – all now ready for the procession of buildings to appear and be carefully placed. The final task of the planners was to select the official city name. They chose Dinkytown.

While the mappers and planners were hard at work, the rest of their classmates (approximately 12 students) were busy creating buildings for the Box City. Among their other duties, the four mappers and planners also created buildings for the Box City. Students worked in groups of 3 or 4 to create larger buildings, and individually on smaller buildings. All buildings were required to conform to a building code, which addressed permissible construction materials (patterns photocopied onto colored paper) and aesthetic considerations among other things. Students had to obtain a building permit before placing their building into the Box City.

After the completion of Box City, one teacher commented, “...we have heard a lot of positive feedback from parents. One father couldn’t believe that one class put the city together and was impressed by the overall design...he is a designer himself!” Perhaps the most telling comment came from a student, “I really think that I could get into this, I may want to be an architect someday.”

Following the Box City exercise, the students evaluated the city with teachers, the entire student body of the Cornerstone School, volunteer parents, and architects. This exercise promoted higher level thinking skills by using comparison, judgment, and evaluation.

Built-environment education is an impor-



tant part of a balanced and comprehensive elementary school curriculum. The Learning by Design programs and activities designed and promoted by the AIANH Chapter are well-constructed curriculum units, which have been incorporated in the existing curriculum of many of our elementary schools in New Hampshire. These activities allow the AIANH Chapter to bring into the elementary classrooms valuable knowledge about the man-made environment as well as its effect on the relationship to the natural environment. For our children who one day must live and work in a modern industrial society, this knowledge is critical if they are to be thoughtful and active citizens. The value of this knowledge for our elementary students, delivered through AIANH Learning by Design, is alone sufficient reason to bring these activities into our elementary classrooms.

More about the Learning by Design Program is available at: www.aianh.org, or from the AIANH office, 603-357-2863. We are always looking for volunteers to participate in this very satisfying program! ■



Find out how you can help out with NH Learning by Design. More about the Learning by Design Program is available at: www.aianh.org, or from the AIANH office, 603-357-2863. We are always looking for volunteers to participate in this very satisfying program!

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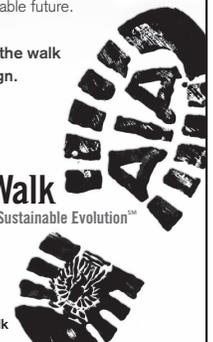
AIA Architects have solutions that can help you reduce energy usage, use more environmentally responsible materials, improve indoor air quality, lower emissions, and create a greener footprint. It is all part of the responsibility we have to ensure a more sustainable future.

AIA Architects walk the walk on sustainable design.

Walk the Walk
Architects Leading the Sustainable Evolution™



www.aia.org/walkthewalk

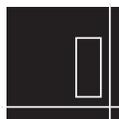


NH FORUM

For those who shape the built environment

An Interdisciplinary Experience in City Planning

photos and text by Bruce Hamilton AIA



In November, fourth grade students at the Main Dunstable Elementary School located in Nashua took part in the third stage of Learning by Design, a series of design-based projects developed by the New Hampshire Chapter of the American Institute of Architects. This program, Box City, was funded in part by Public Service of New Hampshire (PSNH). Hard hats for the students to wear on the “construction site” were generously donated by members of the Associated Builders and Contractors, Inc. of New Hampshire (ABC): Fulcrum Associates, Bruss Construction, MacMillin Company, Jewett Construction, Northbranch Construction, and Superior Fire Protection. Local Dunkin Donuts stores donated over

300 Munchkin boxes which students used for construction materials.

The Box City program taught the fourth grade students how cities are planned, what makes a quality city and how the students can participate in the improvement of the built environment. It encouraged skills in group cooperation, writing, mathematics, and spatial relationships developed by the Educational Committee of AIANH Chapter. The secret of the success of this program was in the collaboration among the fourth grade students.

To prepare students for this workshop, architects Bruce Hamilton AIA, Doug Bencks AIA, and Scott Vlasak, Assoc. AIA visited the classrooms to introduce basic concepts and information about city planning. This gave the

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AIA New Hampshire

with the Granite State

Landscape Architects

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The New Hampshire Chapter of the
American Institute of Architects
22nd Annual Awards Banquet

January 20, 2006

at the

New Hampshire Institute of Arts
Manchester, NH

For a registration form go to:

<http://www.aianh.org/calendar.shtml>

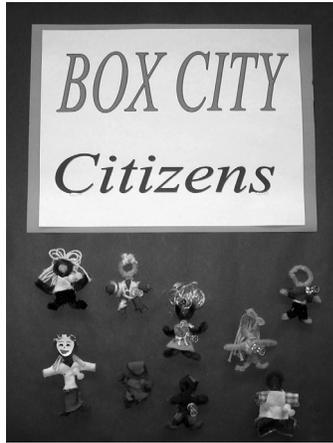
Join Us!

BOX CITY *Continued from page 1*

students an opportunity to understand how cities are shaped and organized through the process of design. Students collected data on the needs of a new city through group brainstorming and discussions.

During this introductory session, each student also made a scale figure (or "Box City Citizen") at 1/4"= 1'0". Students were encouraged to take their citizens home and create clothing, hair and other defining features.

An enthusiastic and focused group of eight students took on the role of city planners and mappers. Appointing a group to be city planners and mappers helped the students understand the implications of zoning and planned development in city growth. They began by looking at a map of their Box City, which included only streets and a river snaking through it. They quickly began defining the order of the city by determining the main streets that would have civic buildings and stores, deciding where green spaces should be established, and then they went through the list of all the building types the entire fourth grade



were in the process of designing to ensure there was a zone and an adequate space for each of them.

While all of these decisions were being illustrated on the map by four students, the other four began building the actual city infrastructure – rolling out brown paper streets and creating the river based on the map (with parent volunteers pitching in).

Before the final work session, bridges were built, parks and greenways created, street lights, and sidewalks laid down – all now ready for the procession of buildings to appear and be carefully placed. The final task of the planners was to select the official city name from a long list of suggestions that came from their classmates including Teamwork City, America City and Cooperation City. They chose Elementaryville.

While the mappers and planners were hard at work, the rest of their classmates (approximately 90 students) were busy creating buildings for the Box City. Students worked in groups of two or three to create larger buildings, and individually on smaller buildings. All buildings were required to conform to a building code which addressed

permissible construction materials (patterns photocopied onto colored paper) and aesthetic considerations (no tape should be visible on outside of buildings) among other things. Each student had to obtain a building permit before placing their building into the Box City.

After the completion of Box City, one teacher commented, "I couldn't believe the positive response. My classroom was filled all evening with parents who brought their cameras back to school to photograph Box City."

Perhaps the most telling comment from another teacher, "a fourth grade student who normally doesn't participate in class, built a wonderful bridge with girders and all the bridge construction details. The student was very proud of completing the bridge, and the other classmates were proud of what this student had accomplished."

Following the Box City exercise, the fourth grade students evaluated the city with teachers, volunteer parents and architects. This exercise promoted higher level thinking skills by using comparison, judgment and evaluation.

The Main Dustainable Elementary School has received numerous letters from parents after Box City in support of the Learning by Design Program. One parent writes "I was a volunteer parent for Box City, helping the students build the residential buildings. The students learned that it takes teamwork to build a Box City. I would like to thank the architects for the time, efforts, and dedication given to our children. You sparked many imaginations. It was wonderful observing the students' enthusiasm over this project. The result was a visual illustration of their planned community. My son has now made a box factory at home, Willy Wonka's Chocolate Factory. He planned it out on his chalkboard, then built it."

Chris Gosselin, Principal at the Main Dunstable Elementary School writes:

Students defined the order of the city by determining the main streets, buildings, stores, and green spaces. Doug Bencks AIA assists.





Students worked in groups of 2 or 3 to create larger buildings, and individually on smaller buildings. All Buildings were required to conform to a building code.

“On behalf of the Main Dunstable Elementary School community, I would like to thank you for the wonderful experience you provided for our children. The “Learning By Design” program has become a very significant part of our school. This program truly allows our students to experience “real world” learning. The benefits of your program to our school have been incredible. Students are looking at buildings in a different way, and perhaps, can understand the process of city design much better. The process you helped to facilitate has given our students a view into their future, something that will, in many ways, affect their lives.”

Built-environment education is an important part of a balanced and comprehensive elementary school curriculum. The Learning by Design programs and activities designed and promoted by the AIANH Chapter are well-constructed curriculum units which have been incorporated in the existing curriculum of our elementary schools in New Hampshire. These activities allow our chapter to bring into the elementary classrooms valuable knowledge about the man-made environment as well as its

effect on the relationship to the natural environment. For our children who one day must live and work in a modern industrial society, this knowledge is critical if they are to be thoughtful and active citizens. The

**Thanks to our
Box City
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**Public Service
of New Hampshire**

The Northeast Utilities System

value of this knowledge for our elementary students, delivered through AIANH Learning by Design, is alone sufficient reason to bring these activities into our elementary classrooms. ■



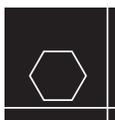
NH FORUM

For those who shape the built environment

AIANH Announces Results of the 2013 High School Design Competition



Jurors for the AIANH High School Design Competition: from left, Sheldon Pennoyer AIA, Bruce Hamilton AIA, and Amanda Weglinski.

 AIANH announced the results of its 2012-2013 High School Design Competition Awards at the April 25 joint meeting of AIANH and the Keene State College Architecture Department, sponsored by **Rist Frost Shumway**.

The meeting included a presentation by Peter Hedlund ASLA of Sasaki Associates on “Integrated Design – Continuity and Evolution,” which focused on three campus planning

projects: The Vermont School of Law, Bates College, and Keene State College.

KSC students were also involved in a design competition hosted and sponsored by AW Hastings. Exhibits of both the AIANH High School projects and the myMarvin projects were on view.

The AIANH High School Design Competition consists of designing a specific project,

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with contributions

from the Granite State

Landscape Architects

and Plan NH

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**Thanks to our
Sponsors of the 2013
AIANH High School
Design Competition:**

**Bruce Roynane Hamilton
Architects**

ReVision Energy

**Keene State College
Architecture Department**

AIANH HIGH SCHOOL DESIGN COMP
Continued from p. 1

which changes every year. It involves a design solution, a three-dimensional model, and a graphic plan. Students gain increased awareness of the relationships between space, human scale and function; experience the various challenges in planning and designing indoor and outdoor spaces for specific uses; exercise analytical abilities and creativity in solving the problems; and learn to communicate planning and design ideas using scale drawings and models.

The program for this year's project was to design a Social and Media Center that would act as an information center for digital media, while also offering spaces for the local community to gather, meet, socialize and perform. The program called for multi-functional spaces that would provide places for both structured events and informal gatherings for all ages. They were to consider the significant impact technology has on many aspects of everyday life and how the way we communicate, work, educate, share information and even interact on a daily basis is continually changing and shaped by access to digital media of all types.

A fundamental goal of the proposed Center was to embrace sustainability. The students were asked to design a high performance building envelope to exceed current energy

codes, use natural day lighting, include shading strategies to control solar gain as appropriate, and strive to achieve water use reduction. Students were given specific building needs and an actual site to work from, the Children's Museum and Henry Law Park in Dover.

Twenty-four entries were received, representing 33 students from four schools.

Winners are:

Best Design Overall, Superiority in all aspects of Design Solution, Model, and Graphic Presentation: Matthew Yardley, Monadnock Regional High School —

The jurors thought this project most adequately addressed the context of the Children's Museum. Matthew's scheme could easily evolve into making a connection to the existing structure. The plan of the design was very well conceived and showed a level of sophistication. The building massing and materials showed an understanding of the existing Mill Buildings along the street while also exploring a modern fenestration. The model had a nice level of abstraction by its simple use of materials to convey the proposed building and its elevations. The presentation board's composition was excellent.

Best Model describing Design Solution: Rachael Gaydos and Artem Batuyev, Pinkerton Academy —

The jury felt this model was very well executed, using a good combination of materials and colors to represent the design ideas. The



AIANH High School Design Competition entries on display at the TDS Center, Keene State College.



model showed that there was a thoughtful use of the site contours with a clear entrance and amphitheater.

Best Graphic presentation describing Design Solution: Stefan Burnett and Aaron Glover, Pinkerton Academy —

The jury liked the clear set of process sketches for this submission. It also had a nicely thought out presentation board with an attractive background depicting a waterfall and an excellent composition overall.

Recognitions:

The jury also recognized the following four projects and one school:

Mackenzie Kane and Aline Antunes of Nashua High School — This submission had a clear sense of massing and a set of very well executed perspectives, which gave a very clear picture of the interior spaces of the proposed building.

Patrick Chabot and Theodore Wallace of Pinkerton Academy — Excellent set of conceptual “Parti” sketches in their submission, which indicated an idea of a ramp connecting the proposed building’s roof to the site.

Jaret Johnson of Nashua High School — The jury liked the way Jaret took the building stair and pulled it away from the building mass to integrate it with the site and then connected it to the main building volume with a bridge, which acted as shelter to the main entrance of the building. This showed a creative way to use what could have been a mundane element of the plan.

Jolene Jussif and Brian Ferullo of Pinkerton Academy — A very well organized plan, including a clear center entrance with the public uses to the left and the offices to the right. The theatre and amphitheater were well organized as well. The design has

At the April 25 AIANH-KSC Chapter Meeting: from left, Peter Hedlund ASLA, keynote speaker; Bruce Hamilton AIA, High School competition juror; Karolina Burt AIA, AIANH Board president; Bart Sapeta AIA, professor of architecture at KSC; and Patrick Gordon, AW Hastings/Marvin Windows and Doors. Rist Frost Shumway sponsored the event.

interesting massing, which makes a reference to the landform. The jury noted it was pleased to see a north arrow!

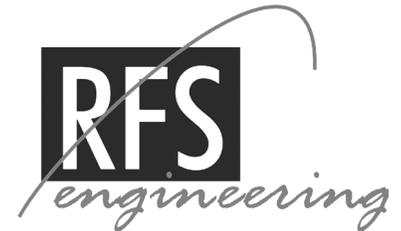
The fifth recognition went to the **ConVal Regional High School students**. The jury felt that all eleven submissions from ConVal made a good effort in creating a cohesive set of vignette perspectives to communicate their projects.

The jurors were **Bruce Hamilton AIA**, Bruce Roynane Hamilton Architects; **Amanda Weglinksy, J.L. Purcell Architects**; and **Sheldon Pennoyer AIA**, Sheldon Pennoyer Architects.

\$700 cash awards were given to the top three projects and \$200 to each school to use toward materials in next year’s program.

AIANH member volunteers in this program include **Scott Vlasak AIA**, **Bruce Hamilton AIA**, **Sheldon Pennoyer AIA**, **Dennis McNeal AIA**, **Dan Bartlett AIA**, and **Len Pagano AIA**. Teachers from the participating schools are also to be commended, as this competition requires guidance and support. They are Rolfe Voltaire, Pinkerton Academy; Lenny Harrison, Nashua High School; Karen Fabianski, ConVal Regional High School, and Gerald Kuhn, Monadnock Regional High School. ■

Thank you to Rist Frost Shumway for Sponsoring the April 25 AIANH - KSC Event



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A Telegraph Column By Michael Brindley

Published: Thursday, Jun. 2, 2005

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Staff photo by Don Himself
Emma Smith, 10, left, and Miranda Claar, 9, sketch the facade of Nashua City Hall on Wednesday. A group of students also toured the building with an architect as part of their lesson.
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After their tour of Nashua City Hall, it was time for the students to put their sketching skills to the test. Each youngster took a seat on the cement or a bench – wherever they could get an unobstructed view of the front of the building. Then they began drawing.

Richard Henderson, 9, sat with legs crossed, grid paper in his lap, as he gently began sliding his pencil across the paper, up and down, left to right.

After a few minutes, he outlined a sketch of the exterior of the building with sharp detail. He even managed to get the time correct on the clock – 10 a.m.

Nine-year-old Alyssa Luna's drawing had a three-dimensional feel to it, almost popping off the grid paper. In her drawing, City Hall's tower was spherical, not flat.

Miranda Claar, 9, and Emma Smith, 10, were concerned about the detail of their sketches. Miranda tallied 14 windows on the front of

the building, but Emma saw fewer. After a quick count, it turned out Miranda was correct.

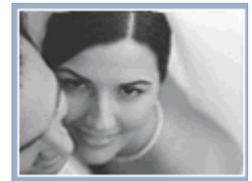
"OK, I better add more," Emma said with a laugh.

This week, fourth-grade students at Main Dunstable Elementary School are taking part in the second stage of Learning by Design, an ongoing project with the New Hampshire chapter of the American Institute of Architects.

As part of their project, students are going on neighborhood walking tours, venturing into downtown Nashua to explore and study the city's oldest and most historic buildings. The project, funded through a grant, began last fall when architects visited the school to create model clubhouses.

All five of the school's fourth-grade classes are involved, each responsible for studying one of five buildings and presenting their findings to the other students.

During the tour, students would also see the Unitarian Universalist Church, the Stark House, the Amherst Street Fire Station, the First Congregational Church and the Hunt Building.



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On Wednesday, teacher Kimberly Loughlin’s students were treated to a guided tour, courtesy of Scott Vlasak, senior associate with Bruce Ronayne Hamilton Architects.

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Laughlin’s class is responsible for studying City Hall. To prepare them for their tours, the architects visited the classrooms to teach students about measurement skills, drawing to scale and how to sketch out buildings on grid paper.

Outside, Vlasak described the building’s unique features.

“That’s called a pediment,” he told the students, pointing to the triangular feature atop the roof as they walked up the steps into the building.

David Fredette, the city treasurer and tax collector, guided the tour inside. He said the building was constructed in 1939 for \$600,000, which was “quite a bit of money then.” It was built around the same time as Elm Street Middle School and Holman Stadium.

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“Once in a while I meet someone who worked on those projects,” Fredette said, going on to talk about the history of the city. The building used to house the Police Department, and prisoners were kept in cells in the building, he said.

The students went into Mayor Bernie Streeter’s office, where he handed out sesquicentennial license plates, left over from the city’s 150-year anniversary celebration in 2003.

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“These are collector’s items, you know. Only 1,500 were made,” he said.

Vlasak said the idea of the tour is to give children a basic introduction to design during a time when it fits in nicely with what they are learning. Fourth-grade teacher Donna Dye agreed, saying it couldn’t fit better with the curriculum.

“We learn about the history of Nashua in the fourth grade,” she said. “And you can’t learn about the buildings without learning about the history.”

Main Dunstable is the first school to take part in the neighborhood tour program. Vlasak hopes he and other New Hampshire architects volunteering for the project can bring the program to more schools in the fall.

Vlasak had worked with Main Dunstable earlier in the year.

“The teachers and students at Main Dunstable were so enthusiastic that we decided to go back,” Vlasak said. “We’re hoping to teach new concepts at each workshop.”

Loughlin is a strong proponent of the work being done with the architects and exploring historic buildings.

“This gets the kids up close with history,” she said. “This is a ‘touch it, feel it’ kind of experience for the kids.”

In front of the Amherst Street Fire Station, Vlasak explained that it is the oldest working fire station in the city. He described the purpose for building the tower at the top of the building – firefighters would use the inside of the tower to hang hoses, allowing them to dry off.

Vlasak showed the students how to spot the dates on the buildings to



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determine when they were constructed. On the front of the fire station, the date reads 1893.

Vlasak tries not to focus only on the architecture of the buildings, but the functions. He tried to select a group of buildings representative of the early architecture of the city's private and public buildings.

Next up is a project in the fall in which students will develop an entire city based on what they have learned, Vlasak said. Students will have to make building proposals, pass inspections and get permits.

Judging by the number of questions and interaction, students were enjoying the living history lesson. As Vlasak stood in front of the Stark House and talked about its history, 10-year-old Cassie Amarello inadvertently finished his thought.

Vlasak said, "This is a house built for George Stark, who was the . . ."

". . . grandson of General John Stark," interrupted Cassie, peeking up from the tour book she was reading.

And as Jonathan Stevens, 10, walked from the Stark House to the fire station, he, like Cassie, couldn't contain his enthusiasm.

"This is the best field trip I've ever been on. And I've been on a lot of field trips," he said.

The Learning Curve appears Thursdays in The Telegraph. Michael Brindley can be reached at 594-6426 or brindleym@telegraph-nh.com.



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Little Harbour fifth-graders build box city

By **Jennifer Feals**

jfeals@seacoastonline.com

March 26, 2011 2:00 AM

PORTSMOUTH — In Greenweebian, the vision of Little Harbour fifth-graders, an airport is located by the Mill Pond instead of Portsmouth Middle School, an arena fills the spots of residential homes, and there is an observatory on Peirce Island.

These are found in a "box city" created by Little Harbour fifth-graders in coordination with the American Institute of Architects New Hampshire chapter's Learning By Design program.

"It allows the kids to think about what it takes to make a city, all the pieces, and allows them to design and build their city," said David Witham, who volunteered his time as a parent and local architect.

After a brainstorming and voting process, the students came up with the name of their city by combining letters from the names of each of their fifth-grade teachers.

"This is going to be one of those things that they will remember. They may not remember our names years from now, but they will remember Greenweebian," said fifth-grade teacher Diane Arabian. "They got to really be creative and explore, with a mathematical piece involved and having to work together to create the whole product."

As part of the project, some students were assigned the duties of mappers and planners — researching and complying with zoning ordinances to map out the miniature city. The remainder of students selected the type of building they wanted to create, chosen from a generated list of buildings the student's wanted to have in their city. The students also created citizens of Greenweebian, who they described in essays.

The students started by mirroring a small portion of Portsmouth and essentially based their city off of their hometown, but could make it their own by adding or eliminating roadways and structures. The students then built their city to scale on a 20-by-32-foot "map" using boxes — 300 of which were donated by Dunkin' Donuts — and a variety of other materials, Witham said.

"A lot of it reflected their interests," Witham said of Greenweebian, which included mainstays of a city such as a fire department, doctors offices, houses and apartment buildings, but also featured an airport, animal shelter, theater and space observatory.

Kelin Loux's high school serves the approximate 1,000 students in grades 9-12 of Greenweebian. He created the cardboard high school from a large box and two smaller ones, which he situated to feature a courtyard in the center of the campus and an underground parking garage.

"It was a lot of work to get it all done," he said of the school, which he modeled after his former school in Long Island, N.Y. "If it were real life it would be four stories tall."

The underground parking was created from a blip in the process, after Loux found he didn't have as much room on the site as he planned for. Other students ran into similar trouble and had to use problem-solving skills to finish the city.

"We had to grant a few variances for setbacks," Witham said.

As a planner, Sophia Hennessy helped draw the design on grid paper and used it to transfer onto the larger canvas that eventually became the city.

The students said they learned the intricacies of the building process and their teachers hope its insight they carry forward.

"I learned you can't just go forward and build a building," Loux said. "It's a huge conversation. It took a lot of patience."