

The House of the Week

# Future-Style Ranch Can Be Modern or Traditional



The modern version of this unusual ranch design is shown in the exterior rendering above. The traditional version is shown in the rendering below. Take your choice of exteriors without changing the room arrangement or the size of the rooms.



By JOHN O. B. WALLACE

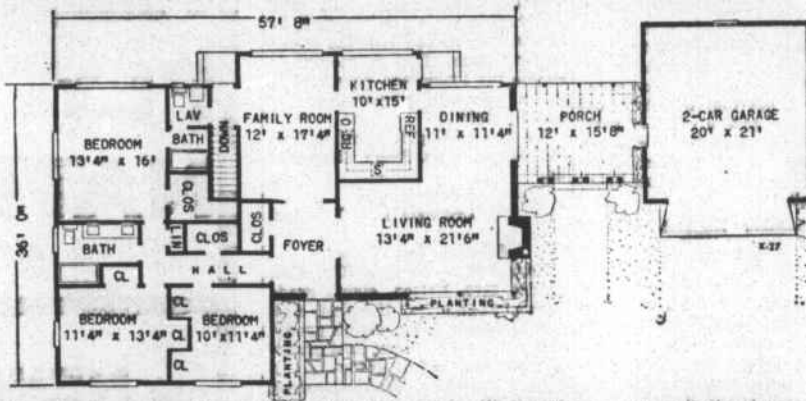
This ranch comes in either modern or traditional dress to suit the taste of the homeowner. It remains a well designed house in either case.

Selected for the quality-proven House of the Week series and designated X-27, it gives you a choice of either traditional or modern exteriors without altering its room arrangement or the size of its rooms.

In either version it has 7 rooms, 2 baths and a basement—all packed into an area only slightly larger than a medium-sized house. Its seven rooms include three bedrooms.

Additionally, there is a two-car garage as well as an outside porch 12 by 15 feet 8 inches. Study plans for this design, available to readers through this newspaper, illustrate and describe fully the living plan that goes with either exterior.

The work of Architect Herbert W. Neumann, the plan boasts four entrances, including an extra rear entrance. The architect says the second rear entrance adds virtually nothing to the cost of the house.



This is the floor plan of design X-27 in the House of the Week series, a ranch with the choice of either modern or traditional exteriors. Although the exteriors are sharply different, the floor plans are virtually identical with either choice of outside styling.

but keeps the kitchen free of traffic and annoyance.

The second rear entrance permits youngsters to get to a rear lavatory, the basement, the family room or to their own bedrooms without using the kitchen. Other entrances are to the kitchen, to the front foyer and from either front or back to the outside porch.

Following are full details of design X-27 in an easy-to-follow, area-by-area description:

In the modern version, the living room has a sloping ceiling and full height corner windows which follow the roof line. In the traditional version, the living room ceiling is the customary height. In the modern version, the living room fireplace has a full brick or stone wall on one side and a fixed glass window on the other.

In the traditional version, the fireplace has a flagstone outer hearth and a firebrick inner hearth.

The dining room is more than 11 feet square and has a rear picture window. Sliding glass doors open from the dining room to the porch.

The three bedrooms are all amply sized. The master bedroom has two exposures, one of them a rear picture window. The master suite has a split bath with a partition separating the bath area from the toilet and lavatory area.

The family bathroom at the end of the bedroom hall has a double vanity and an alcove tub, and can be used as a guest lavatory.

The 10 by 15 foot kitchen is U-shaped which permits superior counter and cupboard space. The kitchen is conveniently located between the dining room on one side and the family room on the other.

The rear of the kitchen, actually an alcove with a full-sized picture window, can be used as a breakfast area. Laundry and heating facilities are in the basement.

The family room, 12 by 17 ft. 4 in., is ideally located—next to the kitchen, handily reached from the entrance foyer, and it has a

rear entrance of its own. It has a big rear picture window. Shutter doors separate the family room and the foyer.

The covered patio porch is an outdoor living area with access to and from the garage and the main house. Its floor is scored concrete. In the modern version, this porch has pierced-brick pillars at the front. In either version, this porch could be enclosed with louvered glass walls or screens at the owner's option.

There are three huge closets (in the foyer, the bedroom hall and the master bedroom) and five other closets for a total of eight. The garage will store two cars. Additional storage space is provided in the basement.

The traditional version calls for asphalt shingle roof, wood shingles, wood shutters, stone veneer, a cupola, screened louvers, vertical siding on the gable, and casement and awning windows.

The modern version calls for a fixed glass picture window across the front of the living room, vented side windows and casement windows, brick veneer, brick planters and pierced brick porch columns.

Design X-27 has overall dimensions, including the outside porch and garage, of 44 ft. 6 in. by 93 ft. 4 in. The living area has 1,862 sq. ft., the garage 462 sq. ft.

### Rotarians Hear Club's History

Newport Rotarian Derryl Garner spoke on the origin and history of Rotary at the Newport school luncheon Monday night. Mr. Garner was program chairman.

Walter D. Heath Jr., a new member proposed by C. H. Lockett, was welcomed into the club. Bill Powell gave him Rotary literature and a brief orientation talk.

Two visitors attended the meeting. They were John Kelly, Newport, and Rev. E. Guthrie Brown, Morehead City.

## Why Are One Million People Teaching School?

Mrs. Margaret Arrington, Mrs. Sarah Dudley Beaufort Faculty Members

Again our second excerpt is taken from the pamphlet, "Our Teachers — Their Importance to Our Children and Our Community," from which permission to quote was given us by the National Association of Manufacturers:

Just about everybody knows that the teaching profession does not lead to great wealth. Why, then, are one million people teaching in our public schools?

"There are satisfactions to teaching beyond anything which can be measured in dollars and cents. For teaching is a career chosen by many who have deep spiritual and ethical convictions, belief in their own competence, and an unusual ability for getting along with others—particularly youngsters.

Some find reward enough in watching and helping a young mind find itself, in having an exciting part in the awakening of self-confidence and ability. Others know that young people can never appreciate—or be ready to accept responsibility for—our heritage of liberty without experience, guidance, and knowledge.

The values and processes of democracy and its institutions are conveyed anew to 33 million youngsters every day of the school year. And the teacher tries to develop in each pupil, in hundreds of subtle and lasting ways, a capacity to understand and share those ideals which have made our nation admired the world over among freedom-loving people.

Above all else, a teacher realizes that a youngster needs to feel that he belongs, that he is being cared for, and that he is wanted. Sometimes it is a child's comment, perhaps once in a year or once in a lifetime, which convinces a teacher that there is no finer or more satisfying profession.

No one has yet proved that youth is more or less intelligent today than yesterday. However, educators now understand much more about how children react, think, and develop.

When a youngster goes off to his first day of school, his mind is full of vague notions and ideas, oversimplifications and emotional attachments. Any parent who has been hard put to answer persistent queries such as: "What is sky?" "Why do you work, Daddy?" or

"How does grass grow?" should be in complete sympathy with an educator's enormous task. Every parent should pave the way for the teacher by instilling in the youngster respect for the school and the teacher.

However, a teacher does more than answer provoking questions. He brings the color, the motion, and the meaning of the world into the school every day to sustain the interest and curiosity of thirty or more unique minds. Most difficult of all, the teacher must know when, where, and how to draw the line between "growing up" and serious behavior problems derived from emotional upset, mental disturbance, or social unhappiness.

All the academic knowledge and understanding of fundamentals and of subject matter are of no avail if a teacher is not at ease in the presence of all children or does not understand how to deal with them. In this sense, teaching is an artistic performance of the highest order.

Seldom has any profession been asked to do so much, for so many, with so little. At the moment, in some areas, there is a lack of classroom space. Repetition of facts and figures has dulled the urgency and the immediacy of the situation for many of us. But it is of vital concern to the teachers and students who are forced to work in overburdened, overaged, and overcrowded situations.

This is a problem closer to home than many people realize or admit. Our schools are, for the most part, locally financed. Their programs, curricula, and standards are as varied as the needs of the communities they serve. That is why just about all of the nation's tens of thousands of school districts are at work right now inventorying their own school resources in the light of present and long-term requirements.

Like everything else, a good school system costs more today than ever before and our citizens rightly hold the purse strings of the school budget. Therefore, every citizen has only himself to commend or blame if schools in our free society are superb, average, or below-average.

If your school district has earned a reputation for treating teachers as full-fledged citizens and potential community leaders, it may have got around that your town pays good salaries and spares no effort in helping teachers feel at home, the chances are teacher shortage dilemmas will not plague your community.

Responsible educators are the first to agree that schools and their programs, like all other areas of democratic life, should be subjected to constant and continuing study and evaluation. It is just as inconsistent with our American ideals for citizens to indulge in criticism of the schools without first informing themselves as to the facts as it would be for educators to maintain that their activities should be exempt from examination by laymen.

Fortunately, the great majority of parents and citizens are realizing that a school system can change a community's entire out-

dering working blueprints direct from the architect and asking for bids for the work. You can get a study plan for The House of the Week by filling in your name and address on the coupon on this page and sending it with 35 cents to this newspaper. This study plan shows each

look and appearance—if enough people put their minds to it and their hearts in it.

Study clubs, parent-teacher groups, citizen participation on curriculum committees, parents' help with school projects, and room mothers' meetings are only a few of the joint endeavors which are bringing about greater understanding, better schools, and teacher recognition. Suggestions are ever so much more polite, persuasive, and effective than criticism.

Almost 170 million Americans are share owners in their community's best investment — its school system. The dividends will be realized in the total population's economic, social, and creative development. It is everybody's responsibility to protect and sustain that investment in tomorrow.

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