

PROJECT FOR THE COLLEGE OF EDUCATION

Note: This project is presented as an example. It is incomplete in two ways:

1. Normally a project is presented by a project team, composed of various users. This project, however, because it is intended only as an example, has been prepared without the advice of the Dean, faculty, staff and students of the College of Education. As a consequence, the analyses associated with various patterns are almost certainly incomplete. In this sense, everything in the project is contingent upon discussions with the users.
2. The patterns, upon which this work is based, are undergoing development. In this sense, the patterns associated with each "place" may be incomplete.

CENTER FOR ENVIRONMENTAL STRUCTURE

May 30, 1971

PROJECT FOR THE COLLEGE OF EDUCATION

- I. In this project we shall create a design for the College of Education, which overcomes the deficiencies the college is experiencing in the existing Education Building, the Education Annex, and the Education facilities in the Agate Street offices, the Clinical Service trailers, Hendricks and Straub Halls, and the Library.
- II. To solve the deficiencies in these places, we will have to consider all the following types of associated places, and bring them into balance, one by one:

DEPARTMENT  
PUBLIC BUILDING  
OUTDOOR PLACES  
LOCAL ROADS  
PARKING  
PEDESTRIAN PATHS  
STUDENT GATHERING  
CLASSROOM  
FACULTY OFFICES  
STUDENT WORKPLACES  
BIKE PATHS  
ATHLETICS

- III. We now proceed through this list, and satisfy the patterns associated with each place.

DEPARTMENT

The patterns are: Department space standards, Department size, Fabric of departments, Living woven into learning, University as a marketplace, and Department hearth.

Department space standards: The College of Education is currently operating with a deficiency of 20,953 square feet. This deficiency breaks down as follows:

36,800 Required office and related space  
20,400 Existing office and related space

16,400 Deficiency

6,400 Required research space

1,900 Existing research space

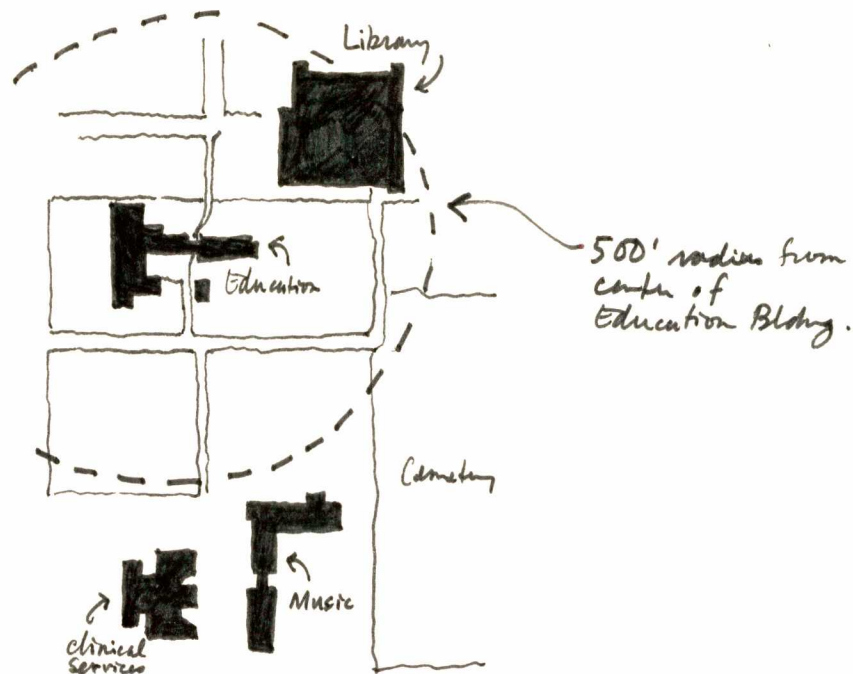
4,500 Deficiency

20,900 Total deficiency.

Department size: There are 1599 students in the College of Education. There are eight departments within the college. The only department that violates the pattern is the Department of Education, with 704 students. The Department of Curriculum and Instruction, with slightly over 400 students, is on the brink of becoming too large.

We shall split the Department of Education into two departments of equal size. The two departments will, in some cases, share facilities, but for the most part they will be independent structures of faculty and students, with separate hearths, offices, open space, etc.

Fabric of departments: The current organization of the College, and the Department of Education in particular, violates this pattern. The department is spread across the campus, at distances far greater than 500' given by the pattern.





The College of Education now occupies 6000 square feet of space outside the 500' radius. Most of it is in the Agate Street complex, over 2000' away.

To solve the pattern we must give up the Education offices in the Agate Street area, the Clinical Service trailers, and in Hendricks and Straub Halls, and move them to within 500' of the Education Building and Annex.

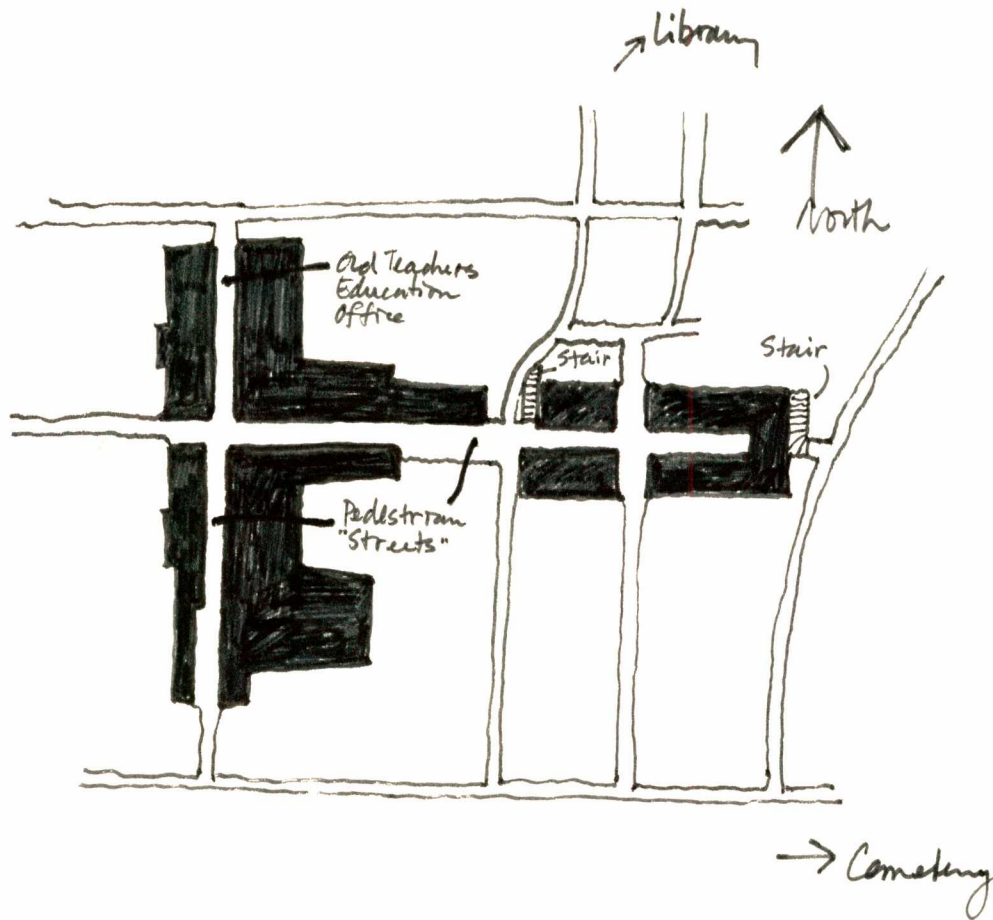
We choose to retain the main Education Building because in many ways it is already adapted to the needs of Education; because it now solves a number of the patterns - in particular, the patterns for PUBLIC BUILDINGS, OUTDOOR PLACES, and PEDESTRIAN PATHS; and, finally, because it is capable of further repair.

(Note: This means that we must now add, to the total deficiency of 20,900, the 6000 square feet to be rebuilt within the Education realm. In short, we require 26,900 square feet of office, research and related spaces, within the 500' radius.)

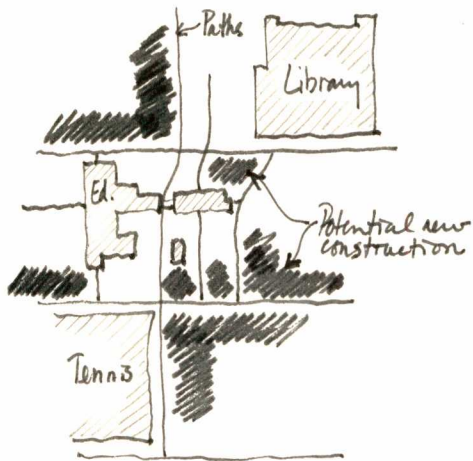
Living woven into learning: We have not taken this pattern into account in this project. Normally, in a project of this scope, it is necessary to build an increment of student housing along with the department buildings. At the time the Education project was formulated, however, investigations into student housing needs were not complete. We had no idea how much housing is required, what kind of housing is appropriate, or how close it should be to the Education site. Once these things are known, we will have to modify this project.

University as a marketplace: The existing Education Building and its Annex are close to solving this pattern. The following adaptations are required, to solve the pattern completely. The second floor of the east wing must be opened directly to the public domain. Locate outdoor stairs off the paths that approach the building from the north, leading directly to the second floor.

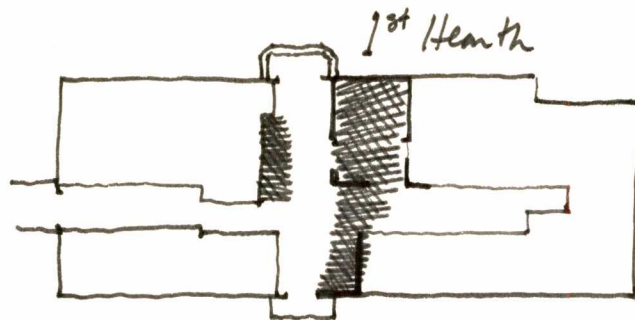
Make the main corridors in the existing building pedestrian streets, with the offices, classes, and labs opening off them. This will mean removing the Teacher Education Office from the corridor space it now occupies in the west wing, and placing it in one of the new structures.



The new construction must also conform to this pattern. First of all, we must create not one new building, but a series of small buildings, corresponding in scale to the various realms within the College. These structures must be no greater than three storeys; they must open off the main pedestrian paths (i.e., the paths running north-south from the Library to the Music School, and the path running east-west, past the existing parking lot, toward the cemetery); and they must contain a series of openings, outdoor stairs, and displays along them.



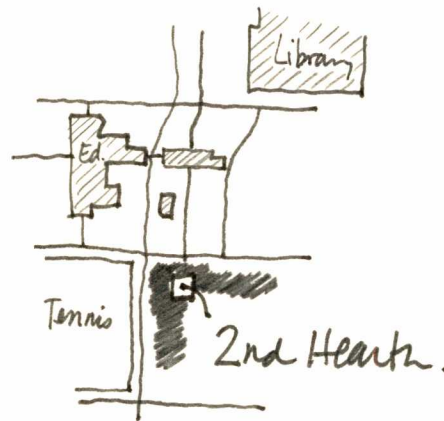
Department hearth: In the existing building, the lobby formed by the crossing of corridors in the east wing, is the most likely spot for the department hearth. To make it complete, it must be larger, and contain more activity. We propose to open the offices in the northeast corner, and turn that area into a relatively open mall, and lounge room, with a wall of shelves for journals and new books. There will be a coffee corner in this area, open to reception and a secretarial pool. This hearth will serve half of the existing Department of Education, and several of the smaller departments that make up the College of Education (i.e., Counselling, Educational Psychology).



West wing Ed. Bldg.



We propose a second hearth to serve the other half of the Department of Education (according to the split proposed above, in Department size), and the balance of the smaller departments. This second hearth must be located as far away as possible from the first hearth, and yet still at the center of gravity of the offices, classrooms and labs it will serve. We propose placing the second hearth to the south of the existing building, across from the tennis courts, in the northwest corner of the old Hudson House site.



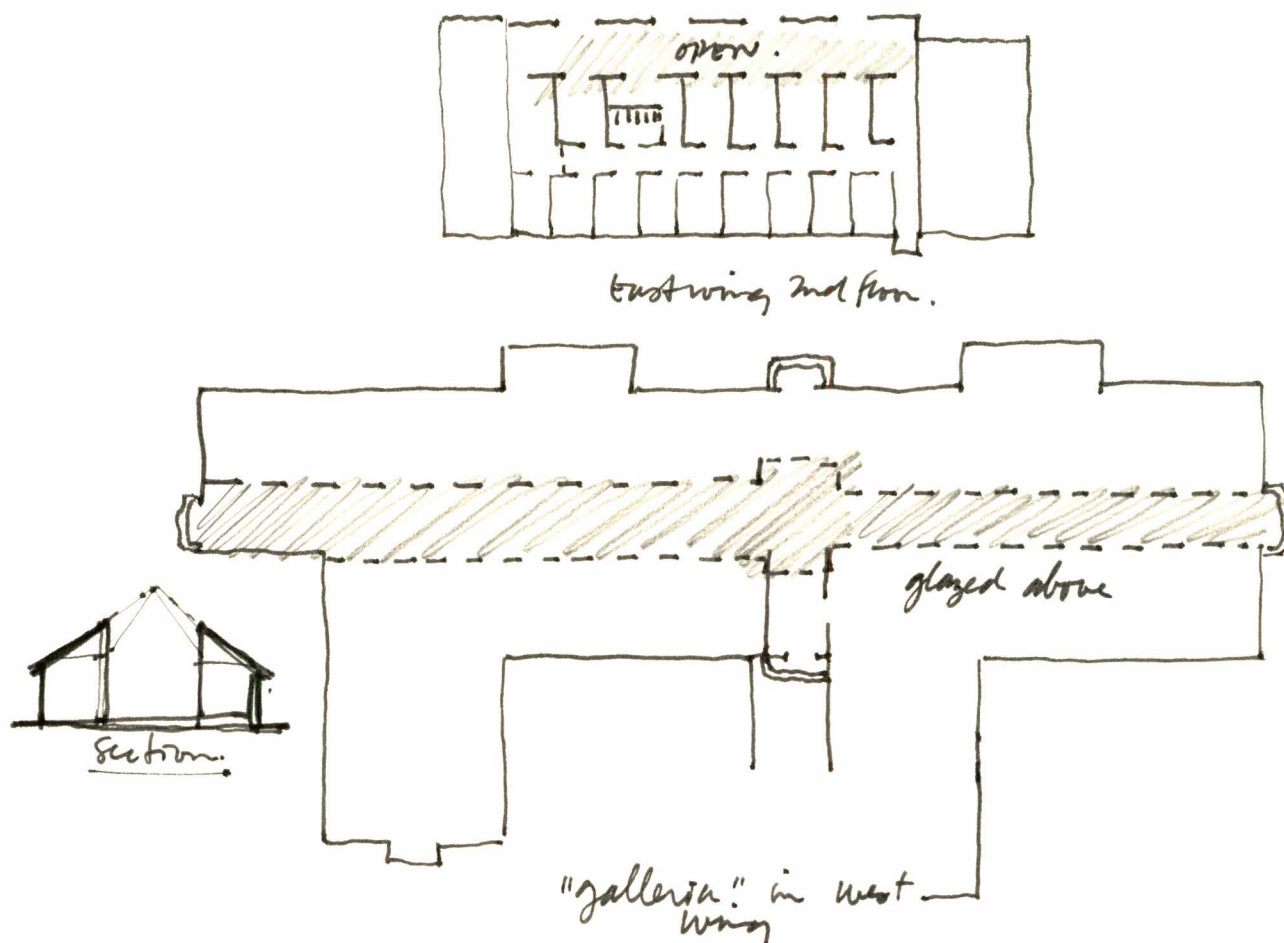
#### PUBLIC BUILDING

The patterns are: Human scale in public buildings, Buildings shaped for light, Horizontal office buildings, Principles of fire safety, and Feeling of shelter.

Human scale in public buildings: The existing Education Building solves this pattern beautifully. It is a one and two storey building complex. The proposed buildings will all be one and two storey structures, as well.

Buildings shaped for light: First of all, we must rearrange the partitions in the existing buildings to eliminate interior rooms. In particular, the second storey of the east wing contains eight interior offices. These offices can be improved by opening windows into the long thin room (216A) to their north; and then opening this room with northern windows. We shall also give these rooms skylights through the roof.

In the western wing, we propose to open the roof over the long north-south corridor, and glaze it. This will give the interior spaces the natural light they need, and reinforce the idea that this corridor is a pedestrian "street" - a kind of galleria.





The new buildings will be thin - not more than 50' wide - with no interior rooms. Every space will get at least 50% of its light from the outdoors. The edge of the buildings will be slightly crinkled, so that all the interior spaces can be well lit.

Horizontal office buildings: The horizontal nature of the buildings is already well established. To solve the problem completely we propose that each one of the nine departments within the College be established on either one level, or on two levels within a single building.

Principles of fire safety: Again, this pattern is solved by the features we have already established in the design. The buildings are low; there are no long corridors, and much of the circulation is outdoors, between buildings and parts of buildings; there are outdoor stairs leading directly to the second storeys.

Feeling of shelter: The existing building, particularly the west wing, solves this pattern perfectly. In fact, in this sense, it is one of the most successful buildings on the campus. We shall make the roofs of the new buildings very much like these old roofs in character. They will be pitched, with hip and gable ends, and the eaves will extend to form deep overhangs over paths and entrances.

#### OUTDOOR PLACES

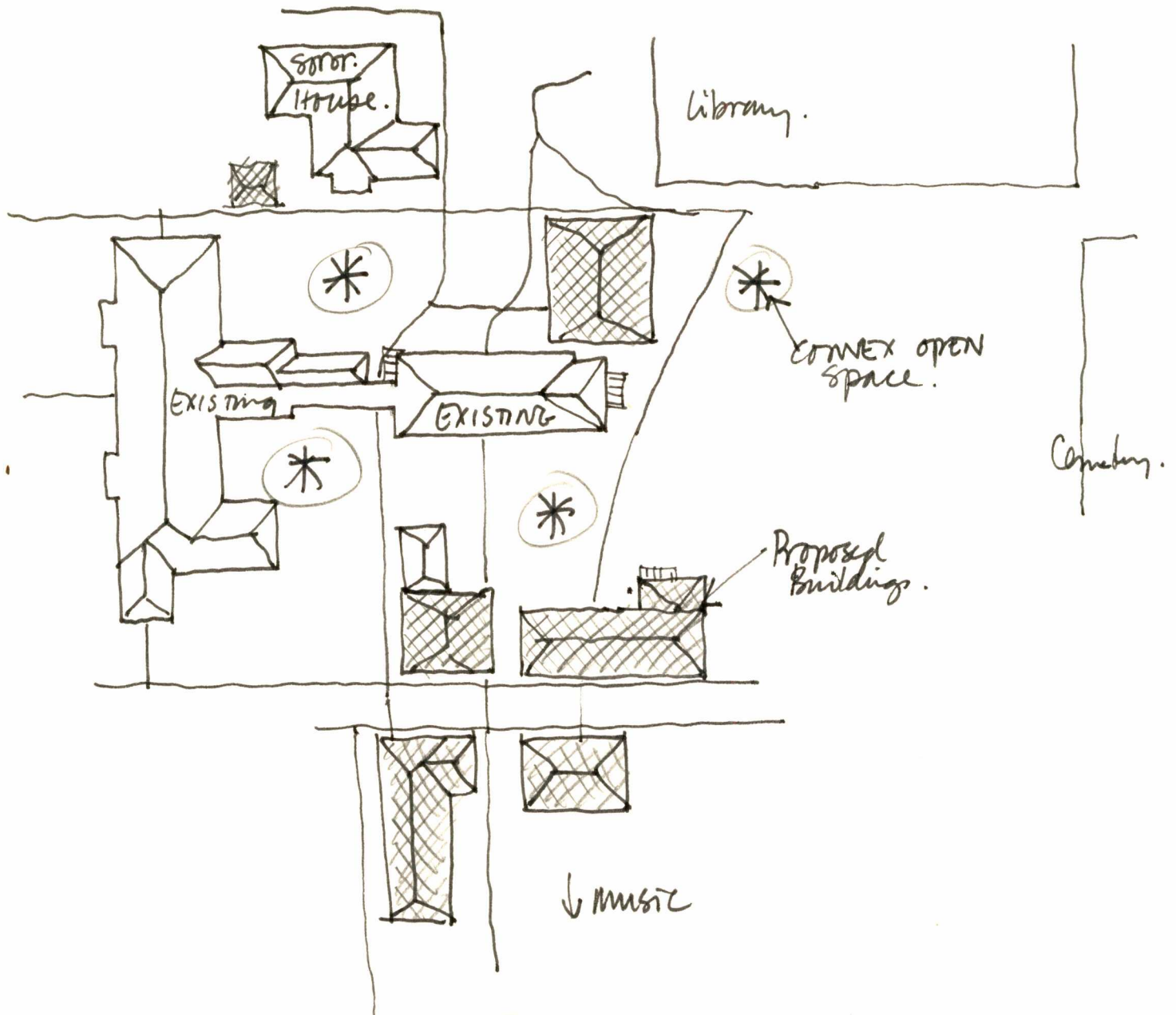
The patterns are: Convex connected open space, South facing open space, Places at the edge of buildings, Access to a green, Tree places.

Convex connected open space: We begin considering the open space to the north of the existing building. This space is not well-used. It is north-facing, and not sufficiently enclosed, or identified with a building, to become "territory". To create a convex, education court in this area, we first propose purchasing the sorority house on the corner, directly across the path. The house can be converted to accommodate part of the College, it is within the 500' radius, and it is in line with the patterns we have discussed above. The sorority house can account for approximately 3750 square feet of space; it is for sale; and repair is economically viable.

We can now site, in a rough way, a number of structures, to enhance this open space, and to create a sequence of connected open spaces. We propose a two storey structure to the northeast, between the Library and the existing building, to make convex courts of the spaces to the east and west.

Now the open space to the south of the existing east wing is not sufficiently enclosed. Again, to create connected, convex courts, we shall site structures continuous with the Annex, running east-west along the street.

The structures we have now sited, at one and two storeys, account for roughly 20,000 square feet. For the moment, we require 26,900 square feet. To create this space, in line with the pattern, we shall locate buildings along the street, opposite the buildings just sited. These buildings will help enclose the street and begin a sequence of convex courts to the south, towards Music and the Cemetery.



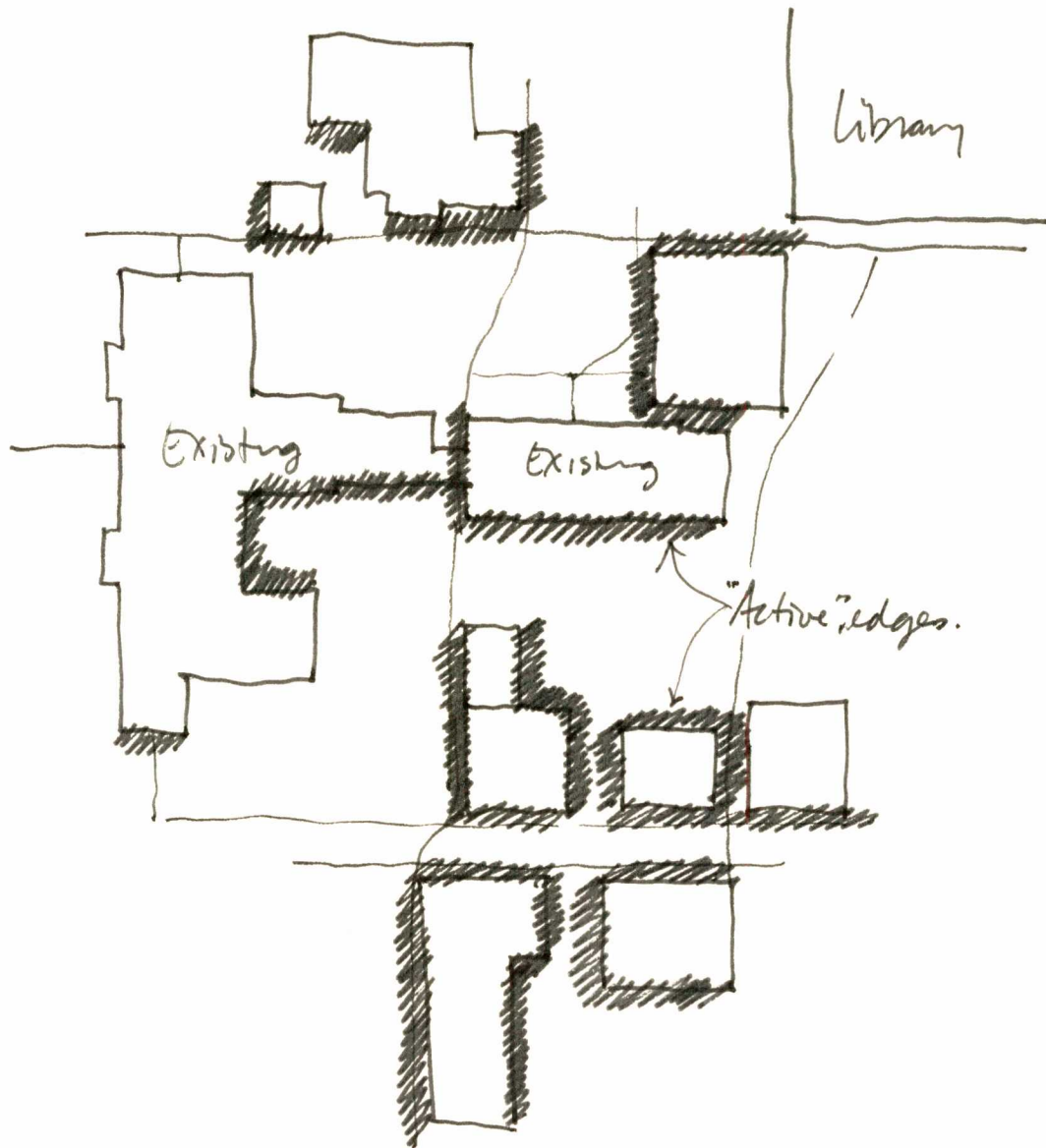
South facing open space: The open spaces we have created all have the south facing property.

The open space west of the existing west wing, has a west and south orientation. However, there are not enough buildings around it, to establish it as south facing territory. It is failing as an open space for this reason. This area is, then, a candidate for another structure, if the College expands.



Places at the edge of buildings: According to this pattern, we treat the open spaces at the edge of the buildings in such a way as to form natural places, to sit and walk.

In the scheme we are devising, the building edges which function this way are the following:





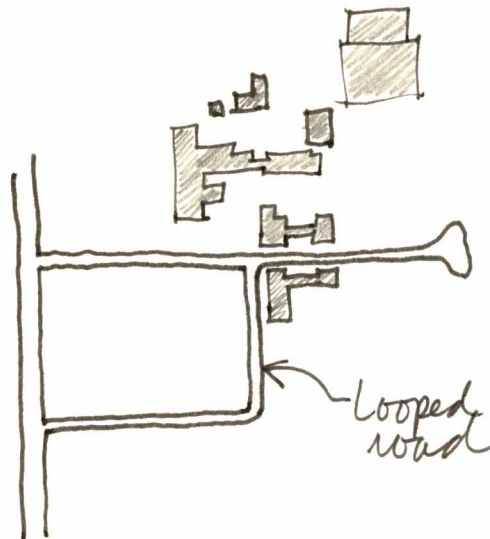
Access to a green: This pattern is solved by the nearby Cemetery, and the open spaces we have created among the buildings of the College. The Library quad, running north to 13th Street, is also within three minutes of the College.

Tree places: At this date, we have been unable to establish the precise location of existing trees on the site. Once this is done, we shall have to revise the project to make the buildings and the paths and trees interact to form useable, social places.

### LOCAL ROADS

The patterns are: Looped local roads, and Paths interrupt roads.

Looped local roads: The area is already served by a looped local road. We shall retain this road in the project.



Paths interrupt roads: The one crossing which deserves attention, is at the corner of the tennis court, near the Annex. The main pedestrian path crosses here, linking several of the buildings we are proposing, as well as the southwest corner of the campus.

We propose to create a road "knuckle", as described in this pattern, at the crossing.

#### PARKING

The patterns are: Small parking lots, Commuter parking, Short-term parking, and Cars surround pedestrian islands.

Small parking lots: We shall create small lots to the east of the structures we have created along the street. These lots will replace the parking that has been displaced by the new building sites. We propose a third small lot immediately to the west of the existing building.

Commuter parking: Proposed parking policy for the campus as a whole recommends a commuter parking lot beneath the existing tennis courts. This lot, the small lots we have created above, and the small lots northwest of Clinical Services, are all available for staff and faculty of the College.

If the proposed parking policy is altered, we will have to revise this project in turn.

Short-term parking: According to the pattern, the College requires 15-20 short-term parking spaces. We shall provide 20 spaces, along the looped road, with strict one-hour meters.

Cars surround pedestrian islands: This pattern is satisfied in this area of the campus. The parking and the road form the boundaries for the pedestrian islands. There are no cars overpowering the pedestrian realms.

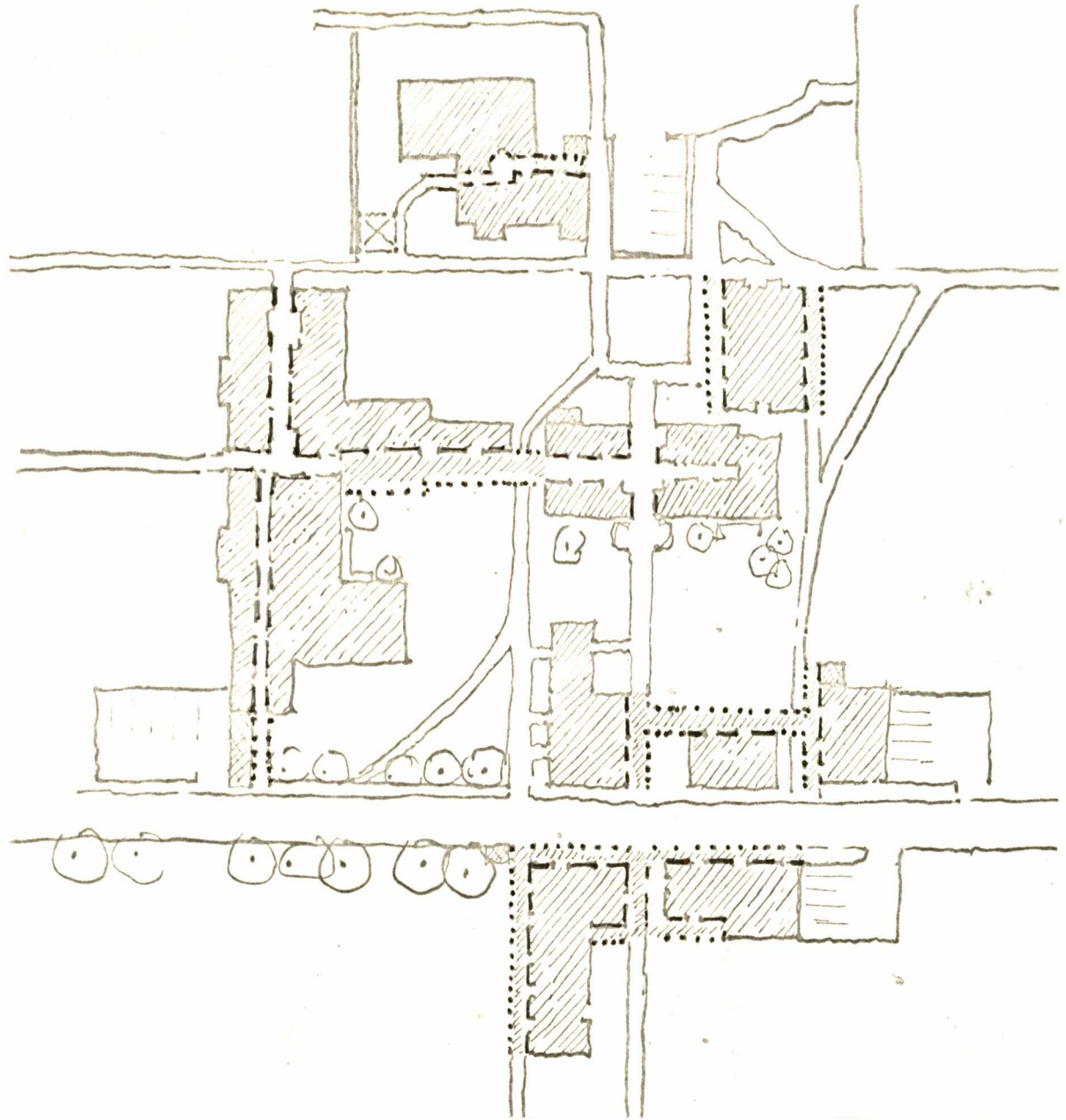
## PEDESTRIAN PATHS

The patterns are: Territorial ambiguity, Centripetal pedestrian paths, and University as a marketplace.

Territorial ambiguity: In part the existing buildings satisfy this pattern. The arcade between the east and west wing, and the "galleria" we have proposed, through the west wing, create ambiguous territory along the public paths.

To establish this pattern in the new buildings, we shall place arcades over the paths that run alongside the buildings, and run paths through buildings and arcaded sections of buildings.

The buildings to the south, in particular, will be open in this way, since there is considerable traffic between the southwest corner of campus, and the Library.

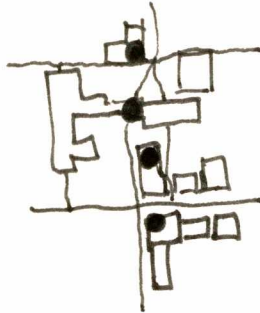


Centripetal pedestrian paths: We have not used this pattern in our design. The paths in this complex do not require the exact "centripetal" organization. There are already many places along the paths that are covered, places to stop and sit, beside buildings. And the placement of the courts, along these paths reinforces this feature.



University as a marketplace: In terms of pedestrian paths, this pattern asks that the paths run along the buildings with many entrances, and that along the paths there be displays and views into the buildings. Everything except the displays, has been covered above.

We propose to create displays explaining the nature of the College of Education in the following areas:



#### STUDENT GATHERING

The patterns are: Activity nuclei, and No isolated student union.

Activity nuclei: There is a student center proposed as part of the Prince Lucien, Museum, Library nucleus. This project is within the "basin" of that center, and so there is no need, at the moment to imagine a very large center on this site.

However, we shall provide small student gathering places in each building. The lounge along the corridor, near the west entrance of the west wing will be remodelled and enlarged; it is currently overcrowded and too open to the corridor.

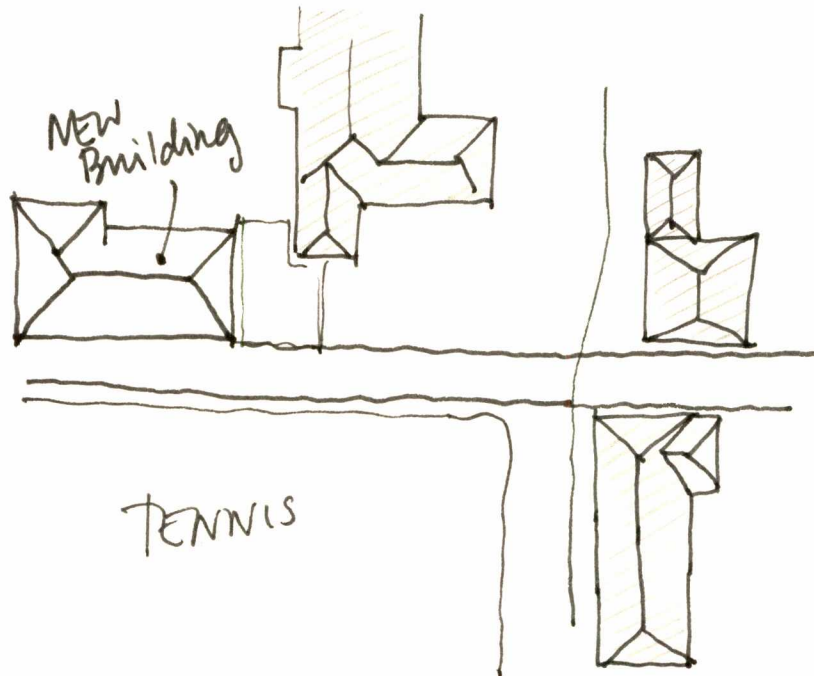
No isolated student union: Again, the proposal for the student center in the Prince Lucien area takes care of this pattern.

## CLASSROOM

The patterns are: Classroom distribution, and Classroom size.

Classroom distribution: According to our first calculation, this part of the campus must provide 7000 square feet of classroom space to help establish the correct distribution. The program currently provides for 3500 square feet. To achieve the extra space, we shall have to create another small building, or add on to one of the existing buildings.

We choose to create another small building to help solve the siting problem mentioned above, in South facing open space. We shall place this structure at the south end of the existing west wing, running parallel to the street. With this space, we can now provide the correct number of classrooms across the site.



Classroom size: We ahve not yet analyzed the relationship between this pattern and the College. We cannot specify what mix of small, middle-size, and large classrooms are required.

#### FACULTY OFFICES

The patterns are: Enough office space, Faculty near students, and Primary groups of faculty and students.

Enough office space: We have not completed an analysis of office conditions in the existing building, and the exact requirements for the new building.

Faculty near students: The faculty offices will be mixed with classrooms, the hearths, and the small student gathering places.

Primary groups of student and faculty: The office themselves are arranged in suites, of 8-15, sharing a social space. We have not yet completed designs for this level. The development of office layouts for the new buildings, will occur in the next stage of the design, with the users.

#### STUDENT WORKPLACES

The pattern is: Workplace for every student.

Workplace for every student: To solve this problem, we shall have to create even more space on the site. Our initial calculations suggest that the College requires 4000 square feet for student workplaces. We propose enlarging the building added above, in Classroom distribution; and adding a second storey to one of the southern-most buildings on the site.

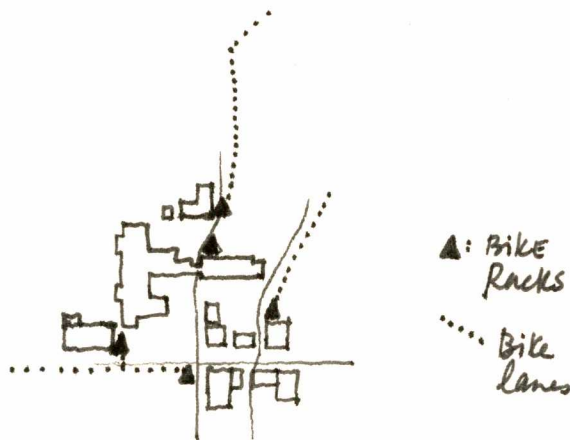
To review, this means we must now provide about 35,000 square feet of new space on the site. The buildings we have created, at their proposed heights, contain 37,000 square feet.

## BIKE PATHS

The pattern is: Bike paths and racks.

Bike paths and racks: In the existing building there is a conflict. The bicycles are concentrated just where the pedestrians are concentrated - at the main arcade connecting the two wings of the building. And there are no bike paths, along the pedestrian paths and the roads.

We propose the following location of bike paths and racks. The paths to the north are intended to connect up to the bike paths that enter the campus between Prince Lucien Hall and the Library.





## ATHLETICS

The pattern is: Relax - leisure is a part of learning.

Relax: The location of the tennis courts helps to solve this problem. However, there is not enough of this kind of activity in the southwest of the campus. We have not yet completed our investigations of this pattern, and so we shall not make a formal proposal concerning it in this project.

Our current view is that the area beside the tennis court, beside the old Hudson House, should be developed with a small facility, including handball court, sauna, showers, etc.

Once we have established more clearly the campus-wide implications of this pattern, we shall have to revise this project.

PROJECT COSTS

I. NEW CONSTRUCTION

37,000 sq.ft. @ \$30/sq.ft. \$1,110,000.

II. ACQUISITION OF PROPERTY

Existing house and lot 114,000.

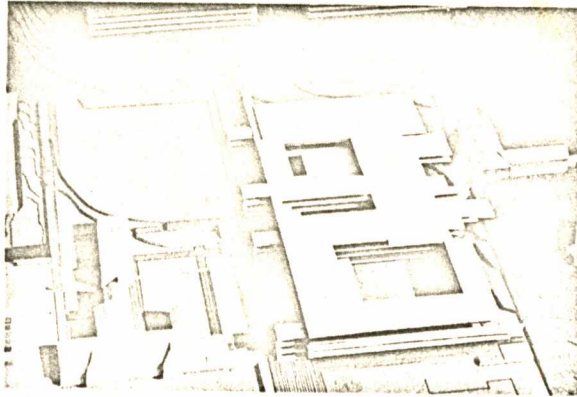
III. REPAIR

2500 sq.ft. @ \$30/sq.ft. 75,000.

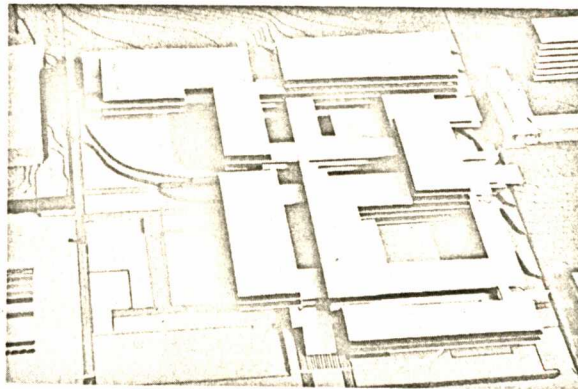
3000 sq.ft. @ \$10/sq.ft. 30,000.

Miscellaneous repair 50,000.

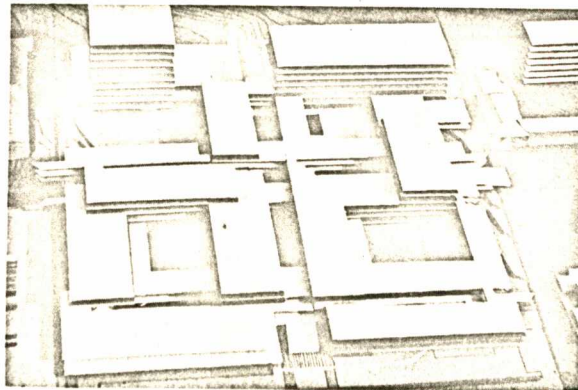
TOTAL DIRECT CONSTRUCTION \$1,379,000.



Phase One

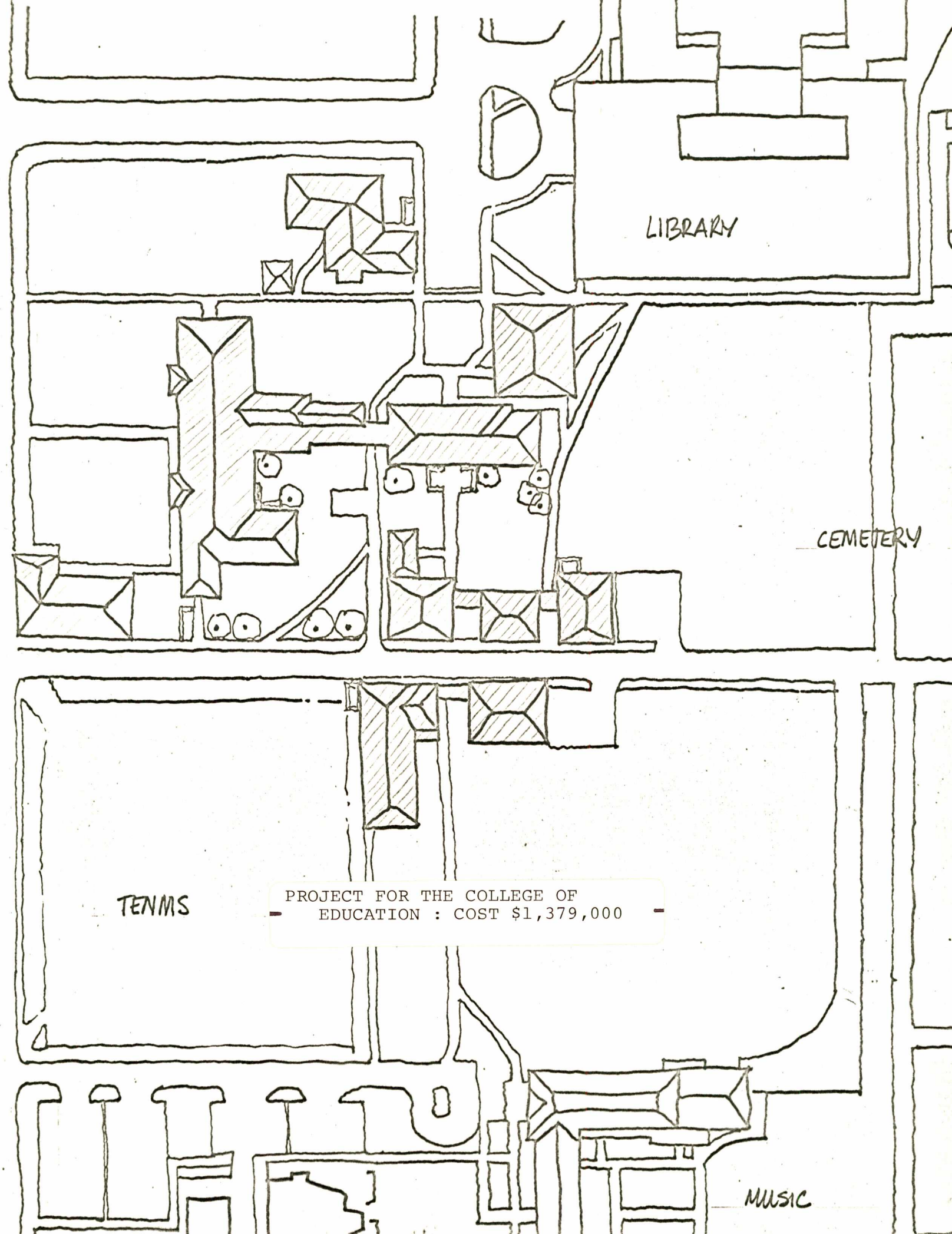


Phase Two



Ultimate Phase

FOR COMPARISON, HERE ARE PHOTOGRAPHS OF THE UNIVERSITY'S CURRENT BEHAVIORAL SCIENCE COMPLEX PROPOSAL. THAT PART OF IT WHICH IS FOR THE COLLEGE OF EDUCATION WILL COST \$2,915,000.



LIBRARY

CEMETERY

TENMS

PROJECT FOR THE COLLEGE OF  
EDUCATION : COST \$1,379,000

MUSIC



