

AN ANALYSIS FOR THE REDESIGN OF THE EXISTING
FACILITIES FOR THE COLLEGE OF ARCHITECTURE &
DESIGN, SEATON HALL, KANSAS STATE UNIVERSITY

by 6408

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Bach. of Arch., Kansas State University, 1970

—

A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

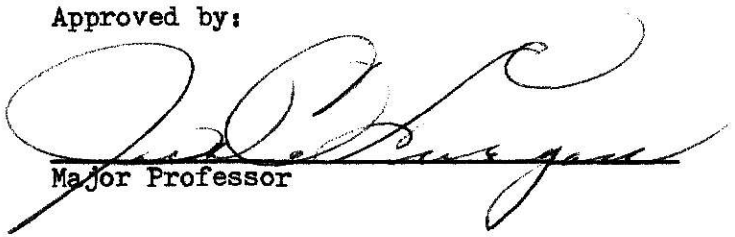
MASTER OF ARCHITECTURE

College of Architecture and Design

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1971

Approved by:


Major Professor

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INTRODUCTION

Environment is all the conditions, circumstances, and influences surrounding and affecting the development of an organism or group of organisms. It has become the symbolic base of the designers' vocabulary with little knowledge of its complex forces and powers on organisms. I believe, that in this world and at this time, man is the most sophisticated organism. Therefore, I shall call this term man-environment. Man-environment is the interaction and articulation of every fact related to man. It is time for man-environment to be dealt with in reality and for its priority to become equal to its influence and potential.

The influence of environment on man has been virtually ignored. It is an important responsibility of the designer to become aware, to understand, to place priorities, to make trade offs, and to synthesize all data and factors into a man-environment. I call this the synthesis of the man-environment syndrome. Environment is not a theory but a fact and not a word but a responsibility. We must stop evading its complexities because man suffers from the illusions presented as solutions. All of our environmental problems are nurtured by an ignorance of, or an unwillingness to accept, the importance of designing a planned environment.

Planning and designing space is composed of many scales. For example, these scales encompass city planning as well as closet planning. Each

man-environment develops its own specific and peculiar syndrome but the synthesis process should be equal in importance in order to unify them into a whole. The growing need for environmental synthesis has developed a new specialization called space planning. The space planner must analyze and synthesize the research, existing data, and assumptions into projections for a man-environment which supplies the maximum utilization of space.

I will develop a process for analyzing and projecting an environment in the following document. I have chosen the College of Architecture and Design, Seaton Hall, Kansas State University to use as an example. The education and development of architects and persons in related disciplines as man-environment creators is a complex situation. The man-environment used to produce this experience is even more complex. I will develop the synthesis of this environment in order to have an understanding of the space planners' responsibility in today's society because of its unavoidable importance for existence.

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WITH DIAGRAMS
THAT ARE CROOKED
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THE PAGE.**

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college
of
architecture & design

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THE ORIGINAL**

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COPY AVAILABLE**

college departments

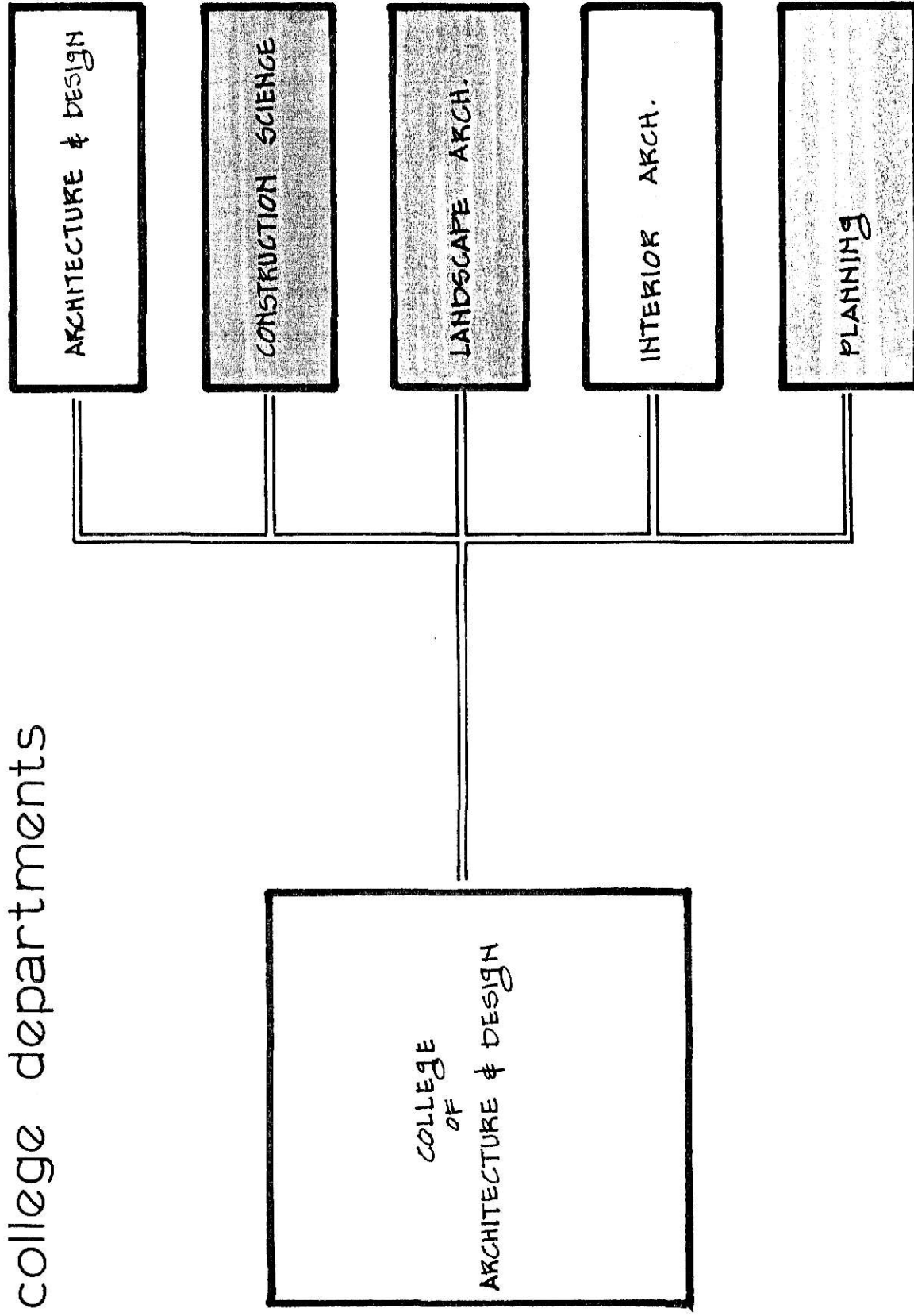


PLATE I

enrollment
existing data

ENROLLMENT - EXISTING DATA

Plates II and III represent information developed from registration data in August, 1970. The numbers of students shown are the declared majors for each department of the College of Architecture and Design. It is important to notice the existing percentages of declared majors in each department for projection comparisons.

existing enrollment

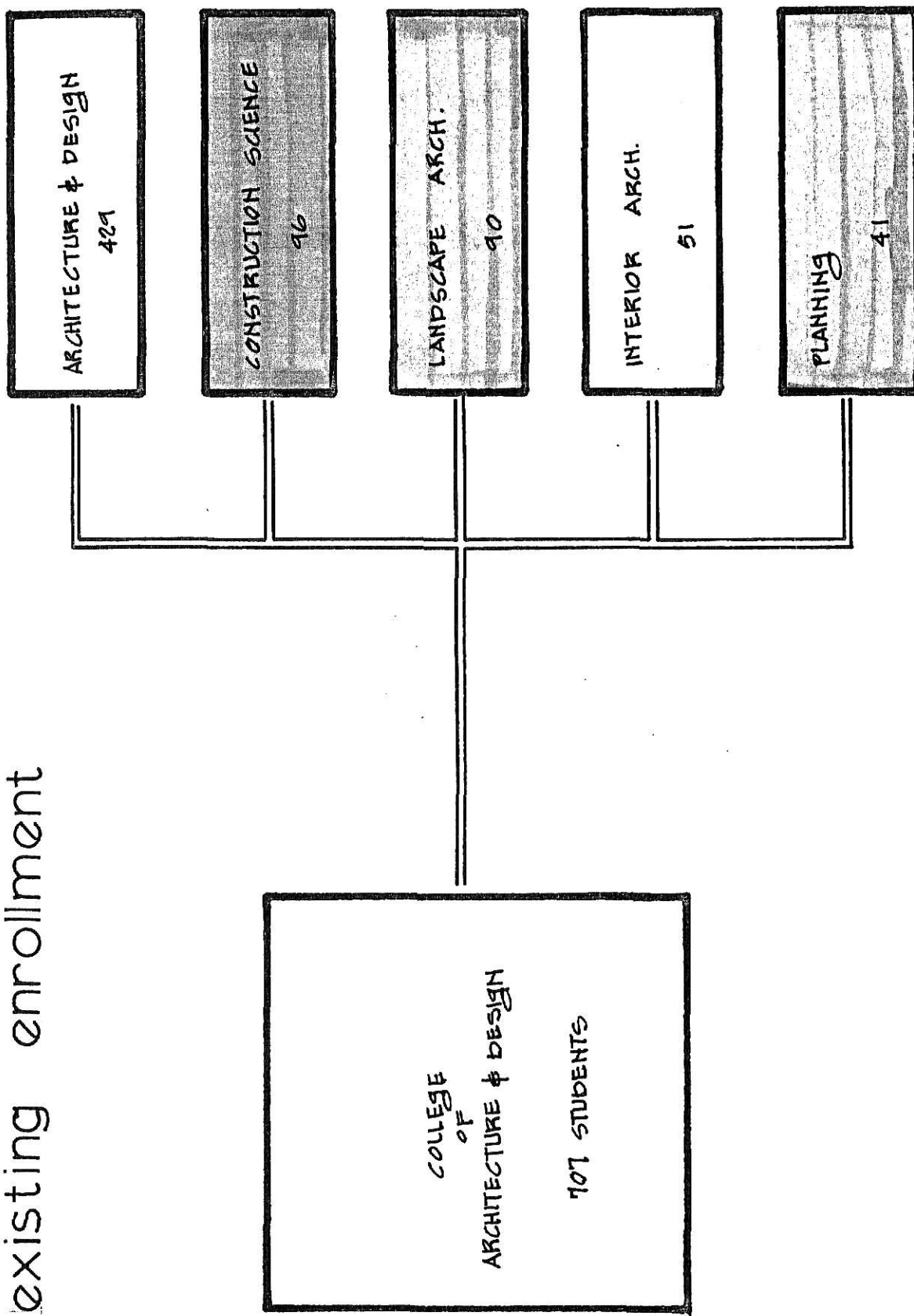


PLATE II

existing
enrollment
percentage

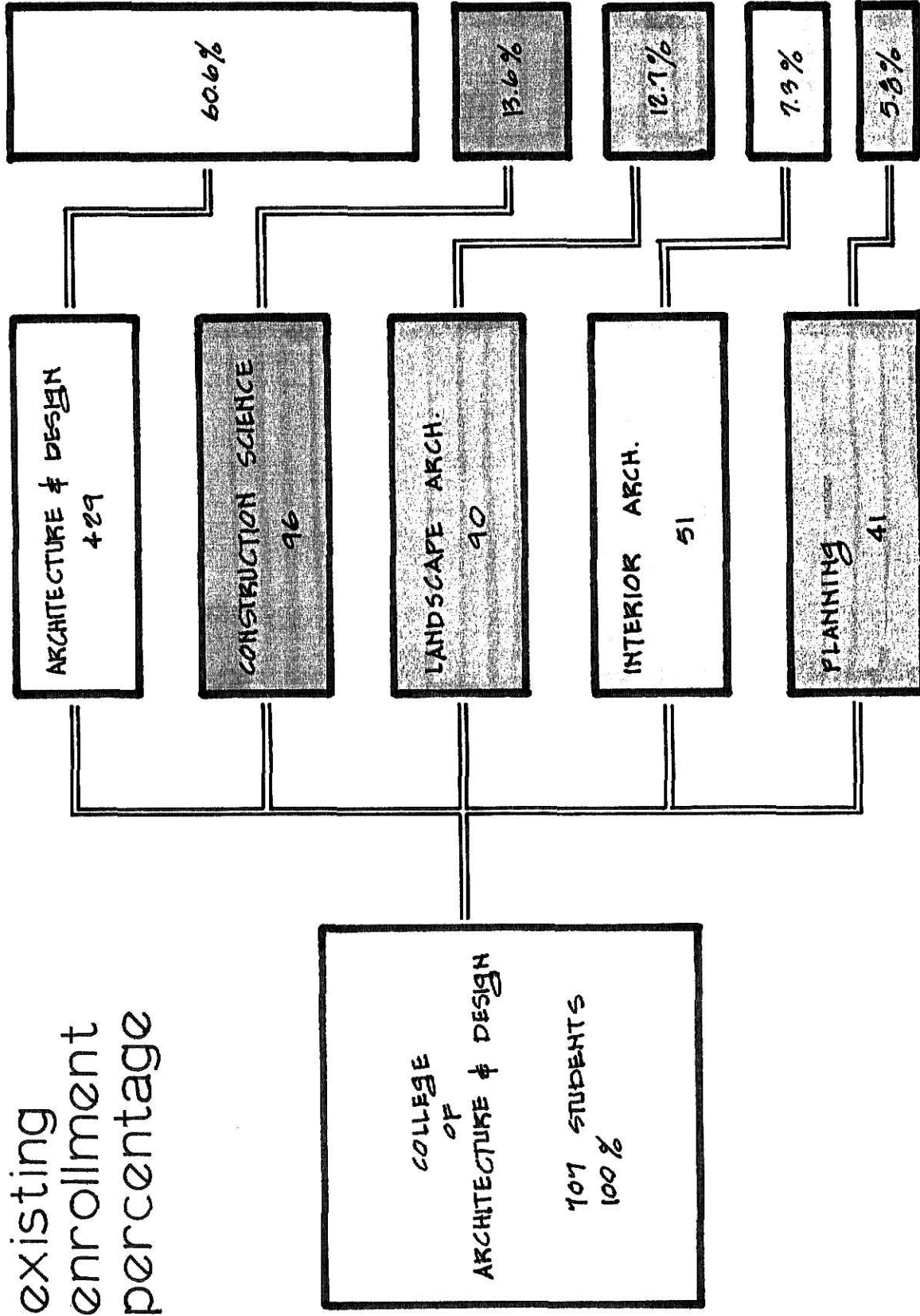


PLATE III

enrollment
growth pattern

ENROLLMENT - GROWTH PATTERN

Plates IV-IX represent growth pattern graphs that express growth trends for the past five years and for the future five years. The past five years' growth is based on data from student records. The future five years of growth are based on assumptions. These assumptions had to be made in order to complete the analyzation process and make projections.

The first assumption is that there will be an increase in numbers of declared majors in the College of Architecture and Design. The second assumption is that there must be a limit in numbers of declared majors admitted into the College. I developed an understanding of rate of growth and maximum growth from my interviews with the department heads and the retiring Dean. When the College departmentalized, it expressed a movement toward specialization which is sympathetic to professional desires. This specialization is evident on the graphs because of the decline in the Department of Architecture and the growth of the other departments. It is my opinion that the maximum number of declared majors admitted and priorities of departmental growth are peculiar to each College of Architecture and Design. I investigated enrollments of Colleges of Architecture and Design across the country, but I do not think that this is valid criteria. For example, Massachusetts Institute of Technology has no compunction about shifting departments around as one flourishes and another begins to wither.¹ Therefore

the assumptions made on maximum growth and priority of growth are based on the College of Architecture and Design at Kansas State University.

enrollment growth - ARCHITECTURE & DESIGN

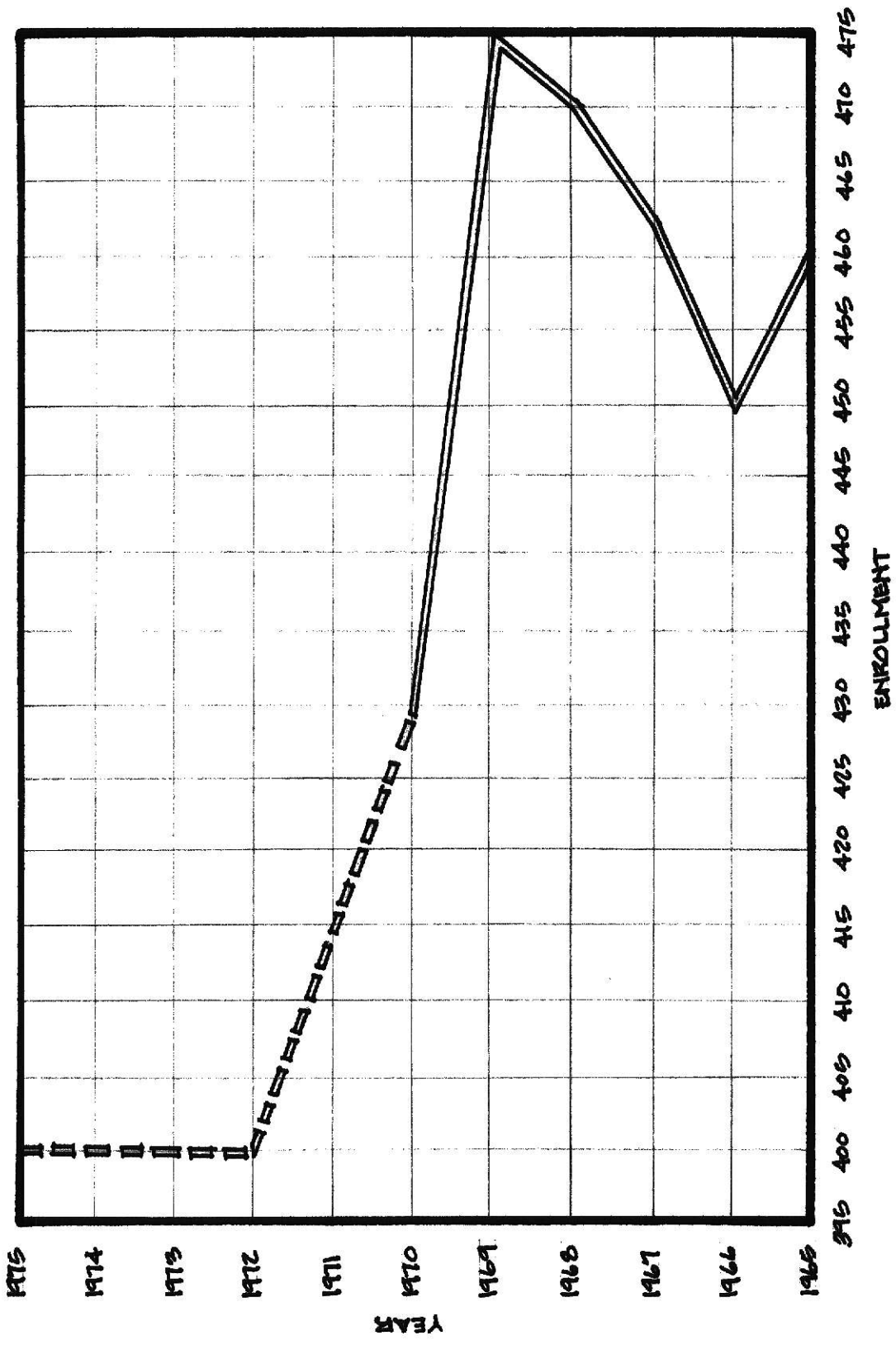


PLATE IV

enrollment growth - CONSTRUCTION SCIENCE

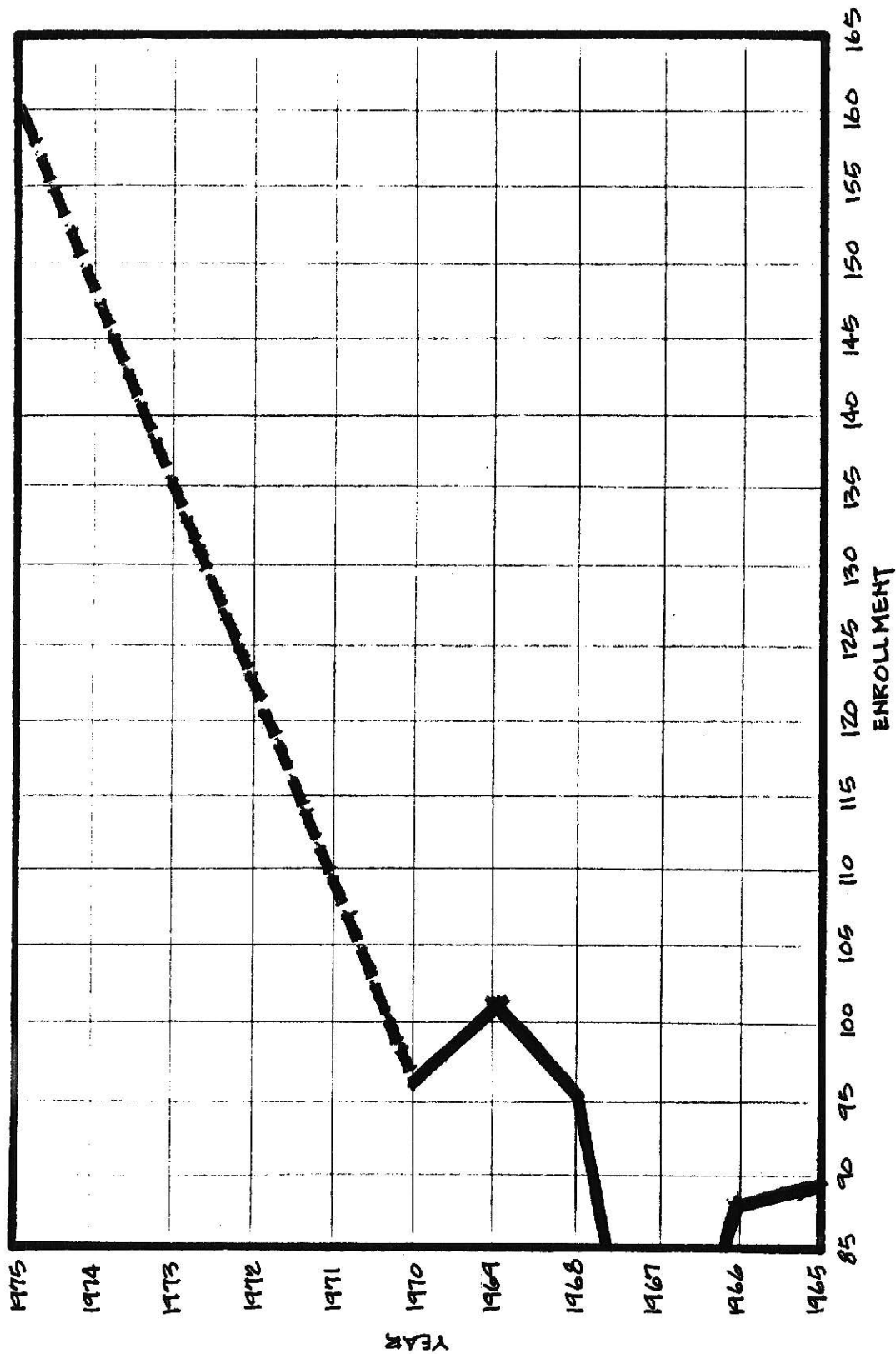


PLATE V

enrollment growth - LANDSCAPE ARCHITECTURE

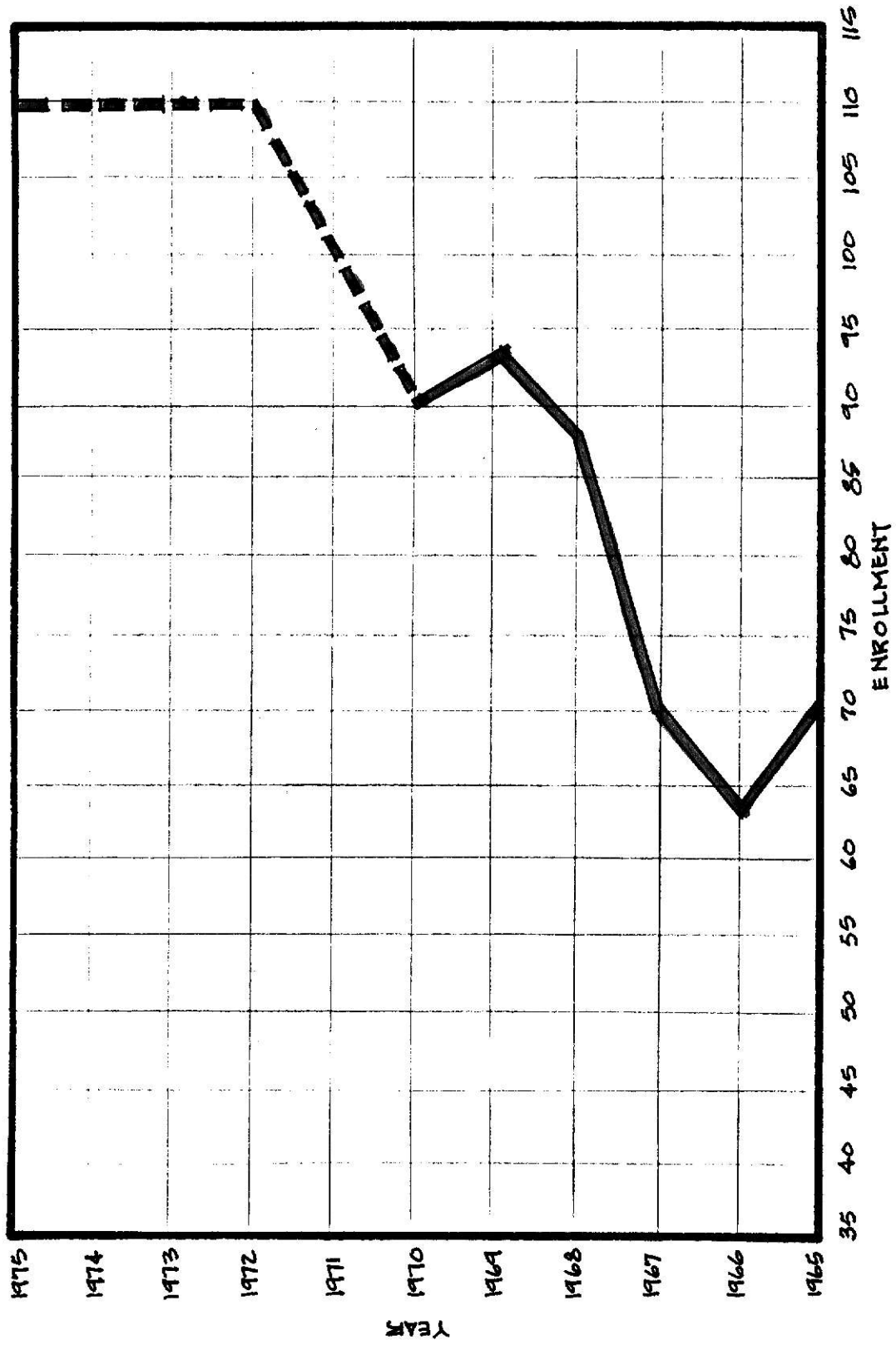


PLATE VI

enrollment growth - INTERIOR ARCHITECTURE

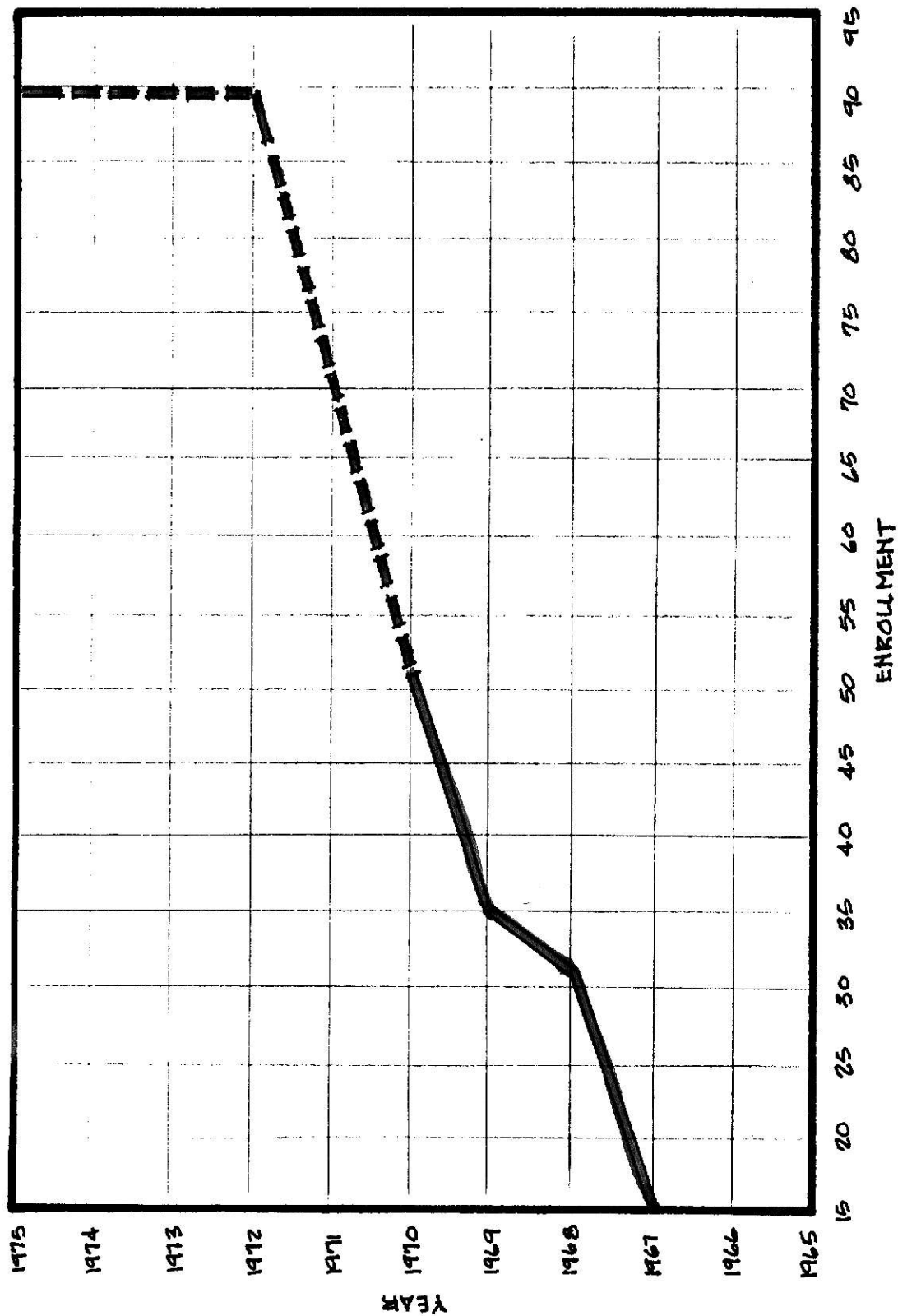


PLATE VII

enrollment growth - PLANNING

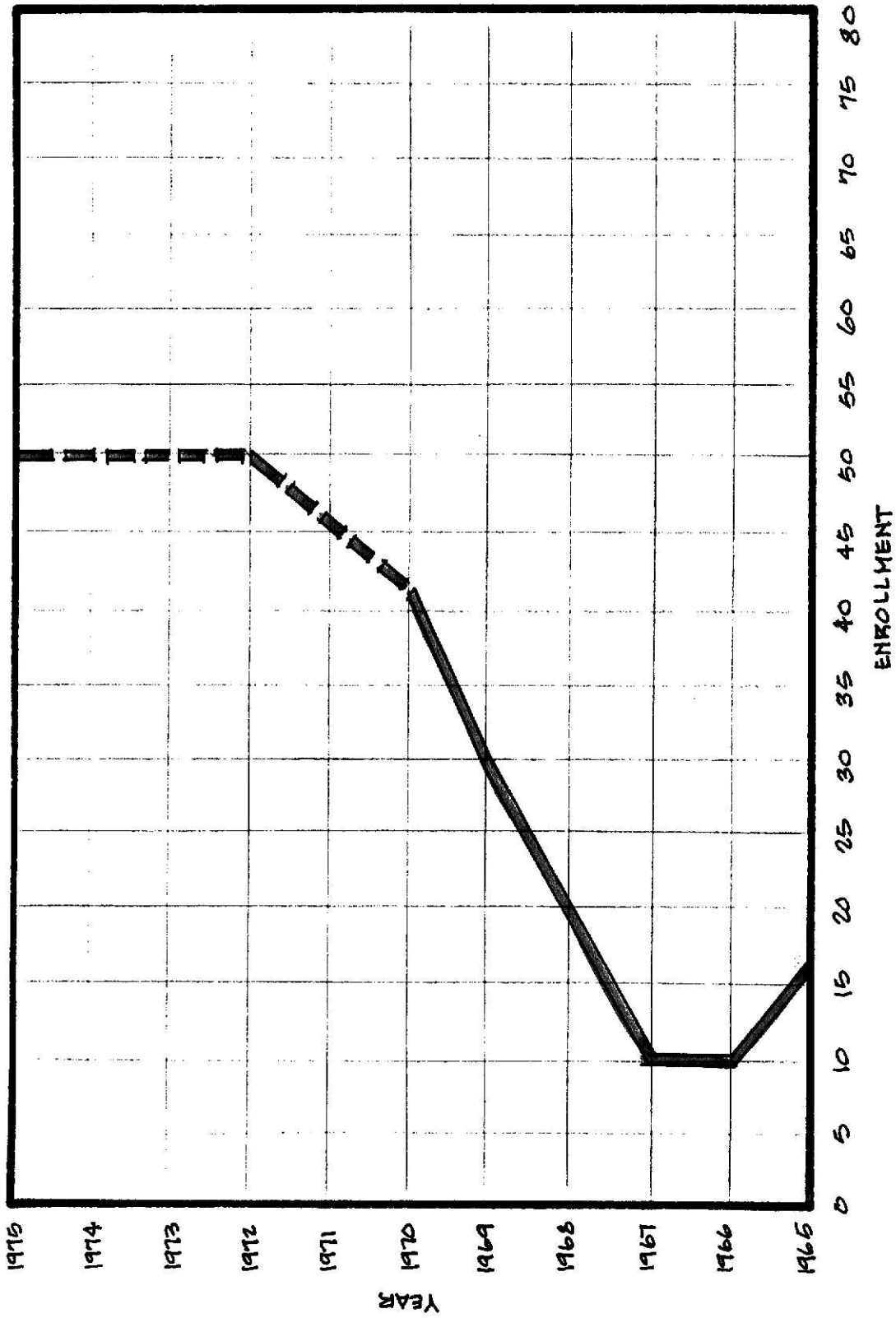
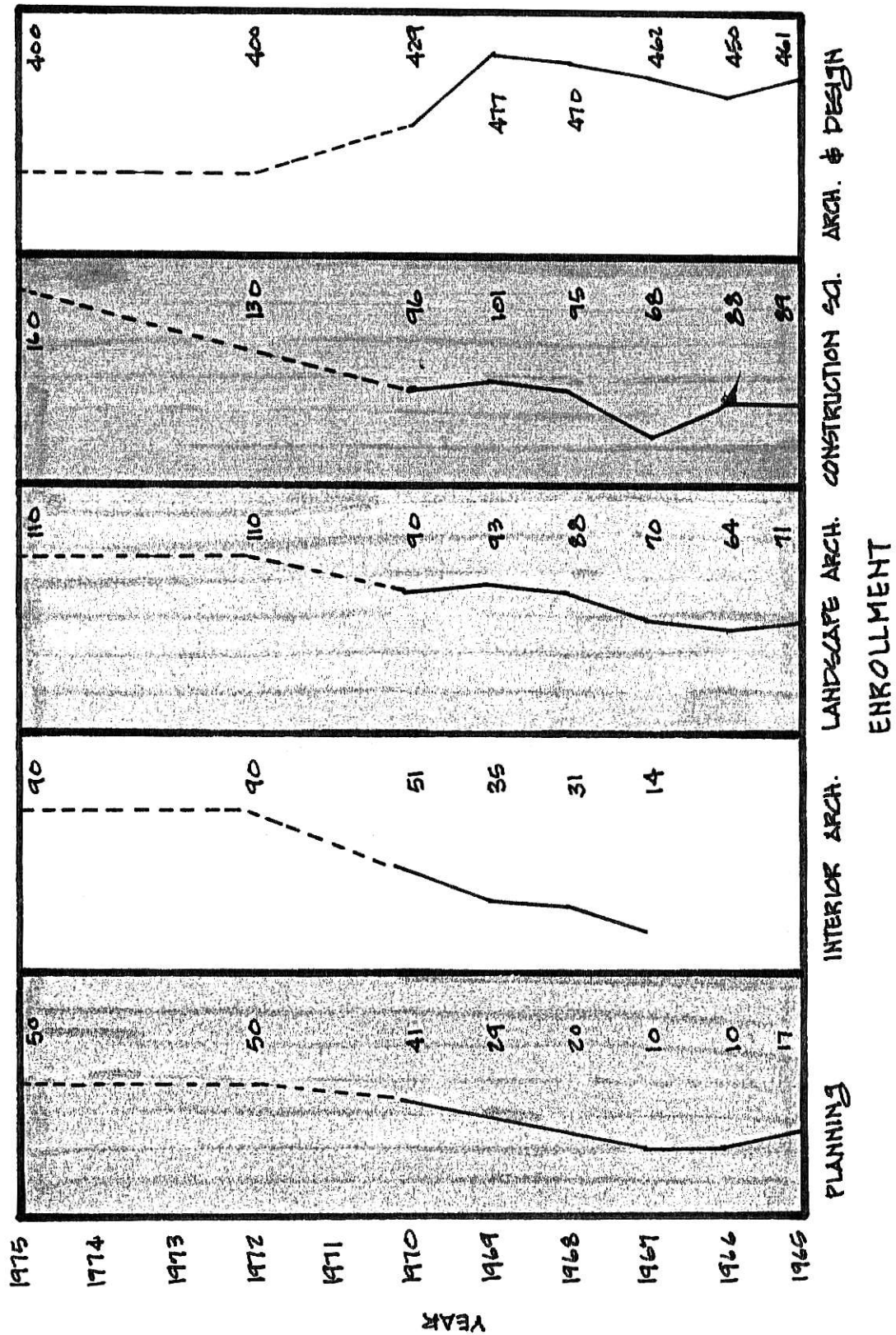


PLATE VIII

enrollment growth - college of architecture & design



enrollment
projected data

ENROLLMENT - PROJECTED DATA

Plates X-XXII represent the projection of enrollment of declared majors at its maximum. This projection demanded a vital assumption in order to continue the analyzation process. The assumption was to divide the total number of students in each department into the five years of undergraduate levels. The division of the five departments is interpolated from past data trends available from student records at Kansas State University. The projection expresses the trend in student drop-out or curriculum change because of the difference in numbers of first year students as compared to fifth year level students. The assumption of the five level divisions makes it possible to project the area of basic studies. This area is vital to the College as shown in the percentages of Plate XXI.

maximum enrollment
projection

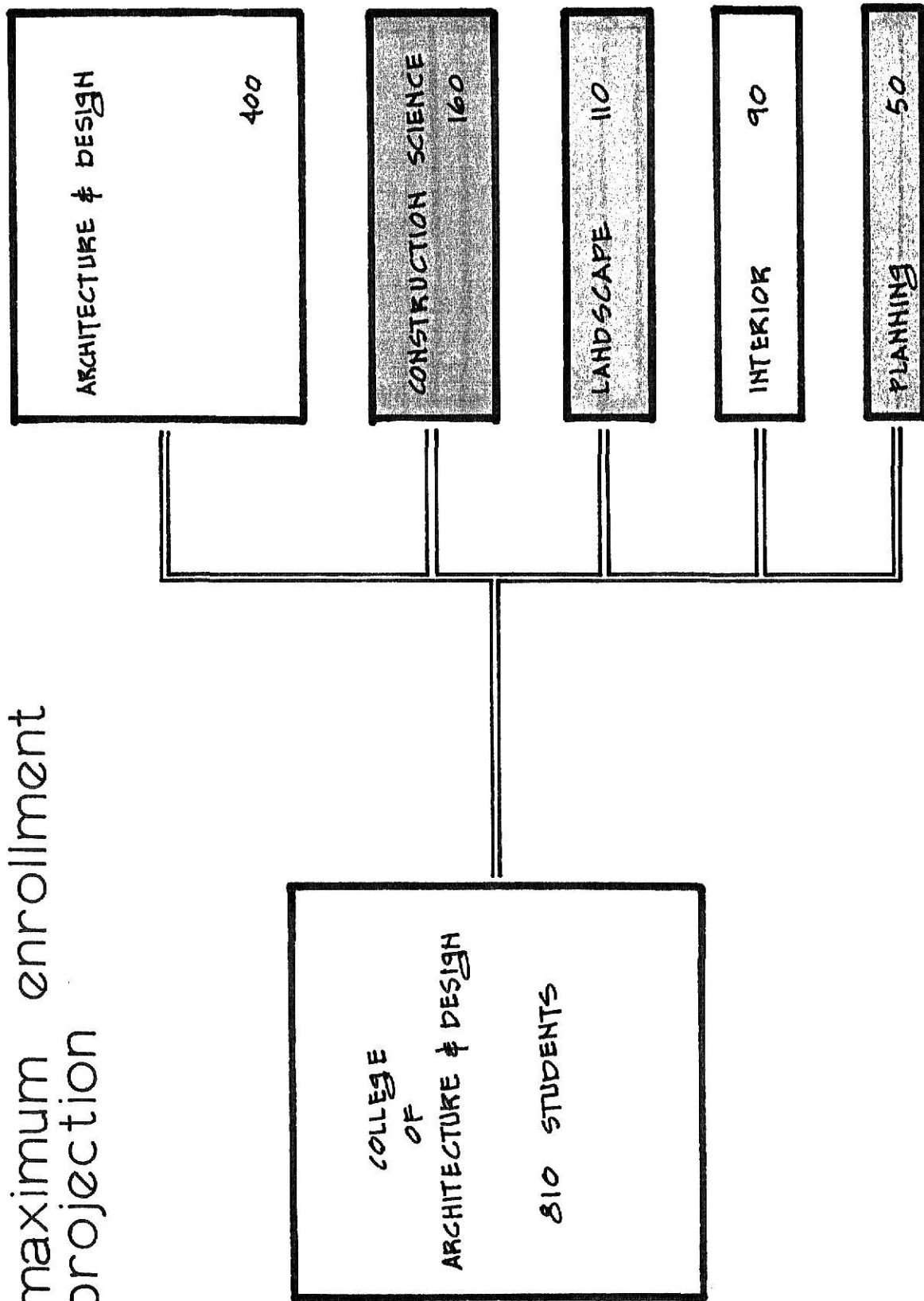
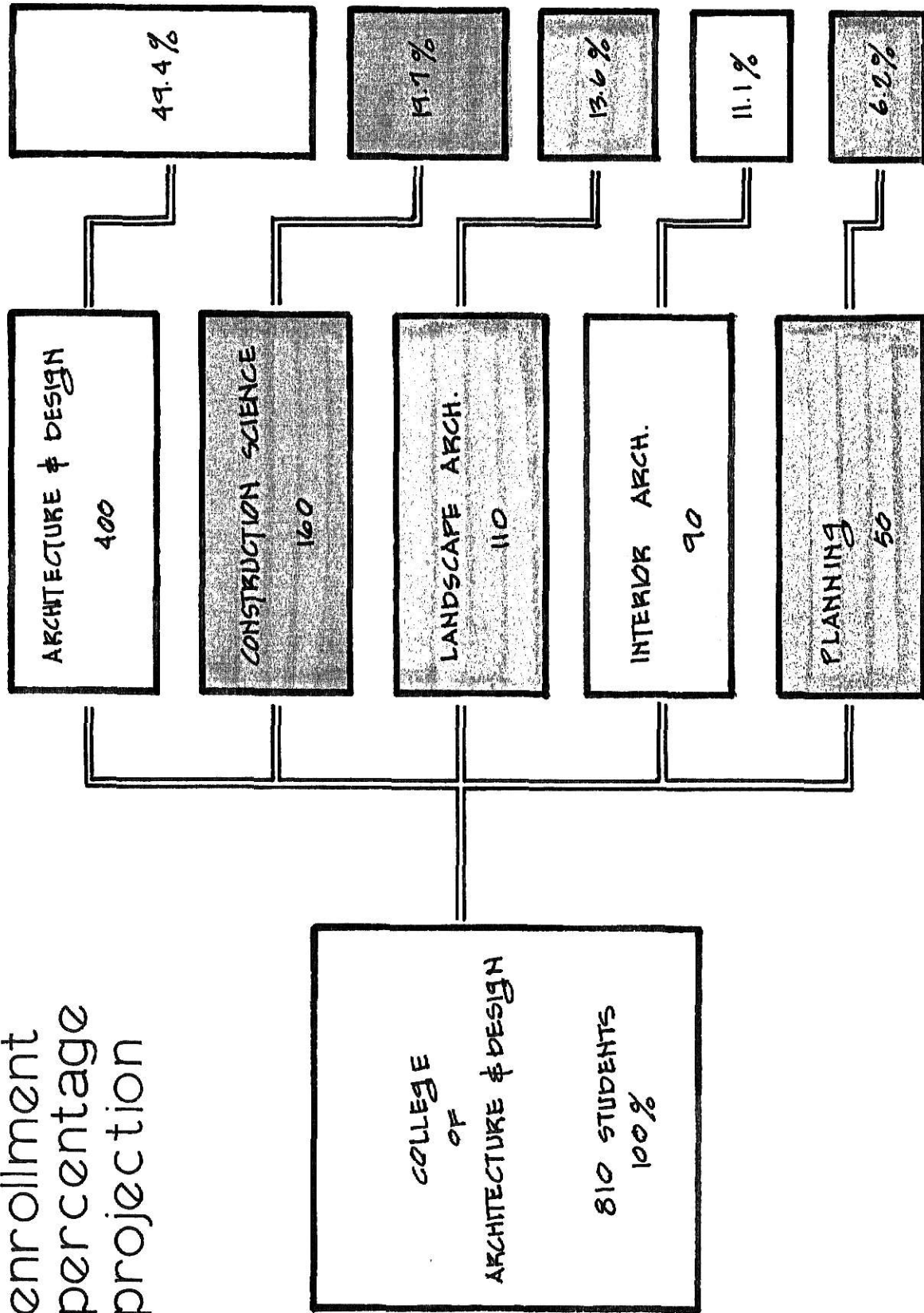
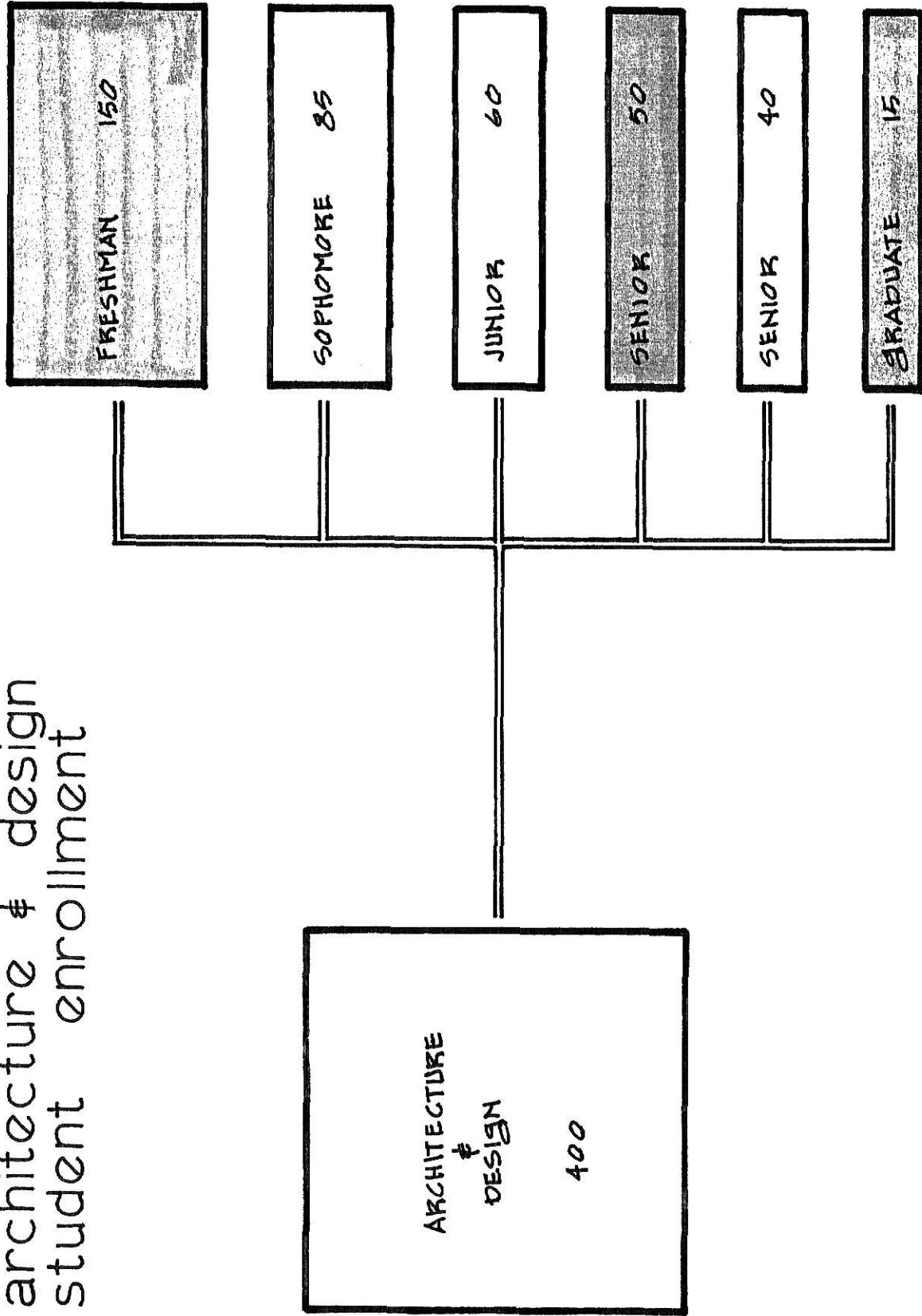


PLATE X

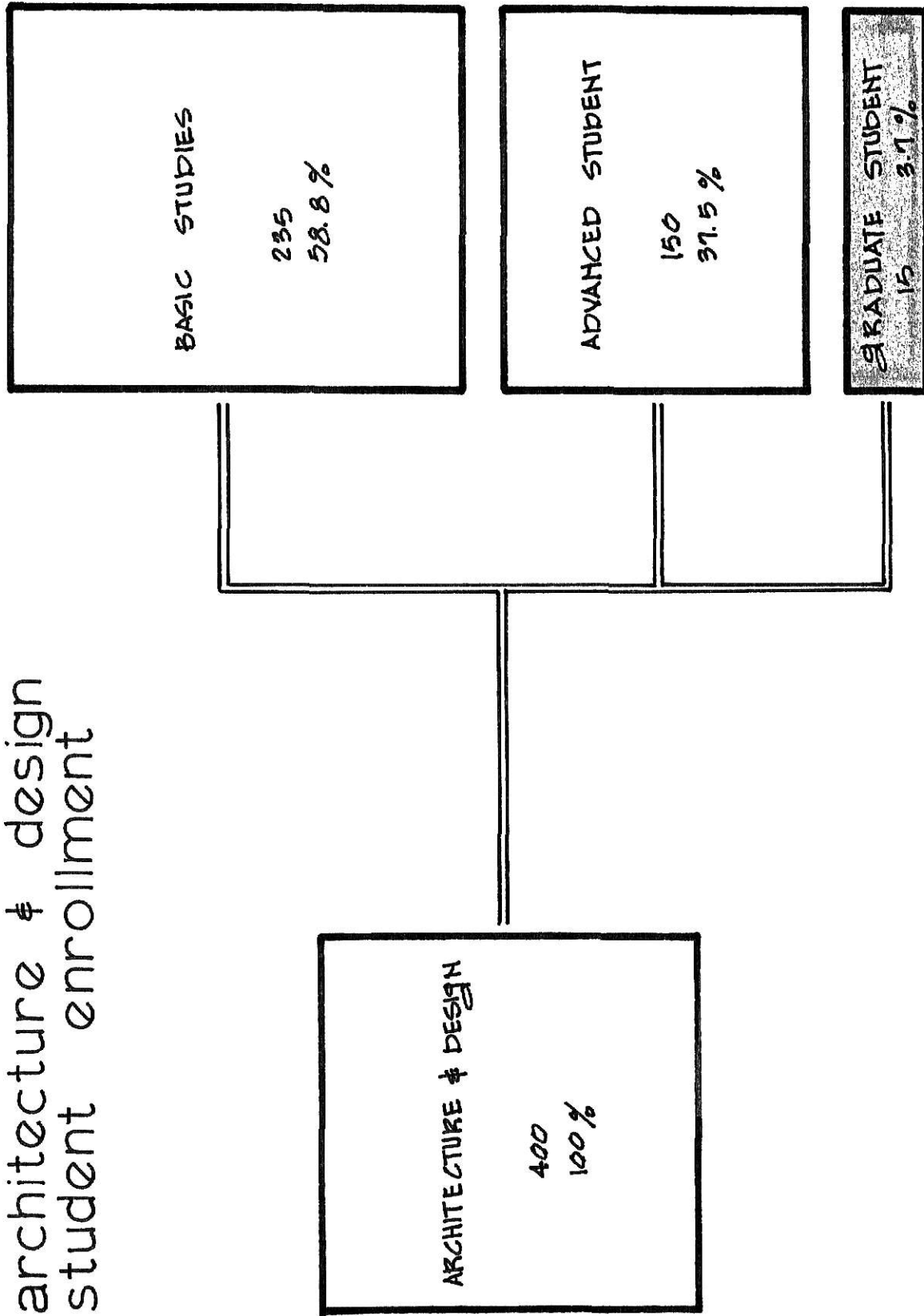
enrollment
percentage
projection



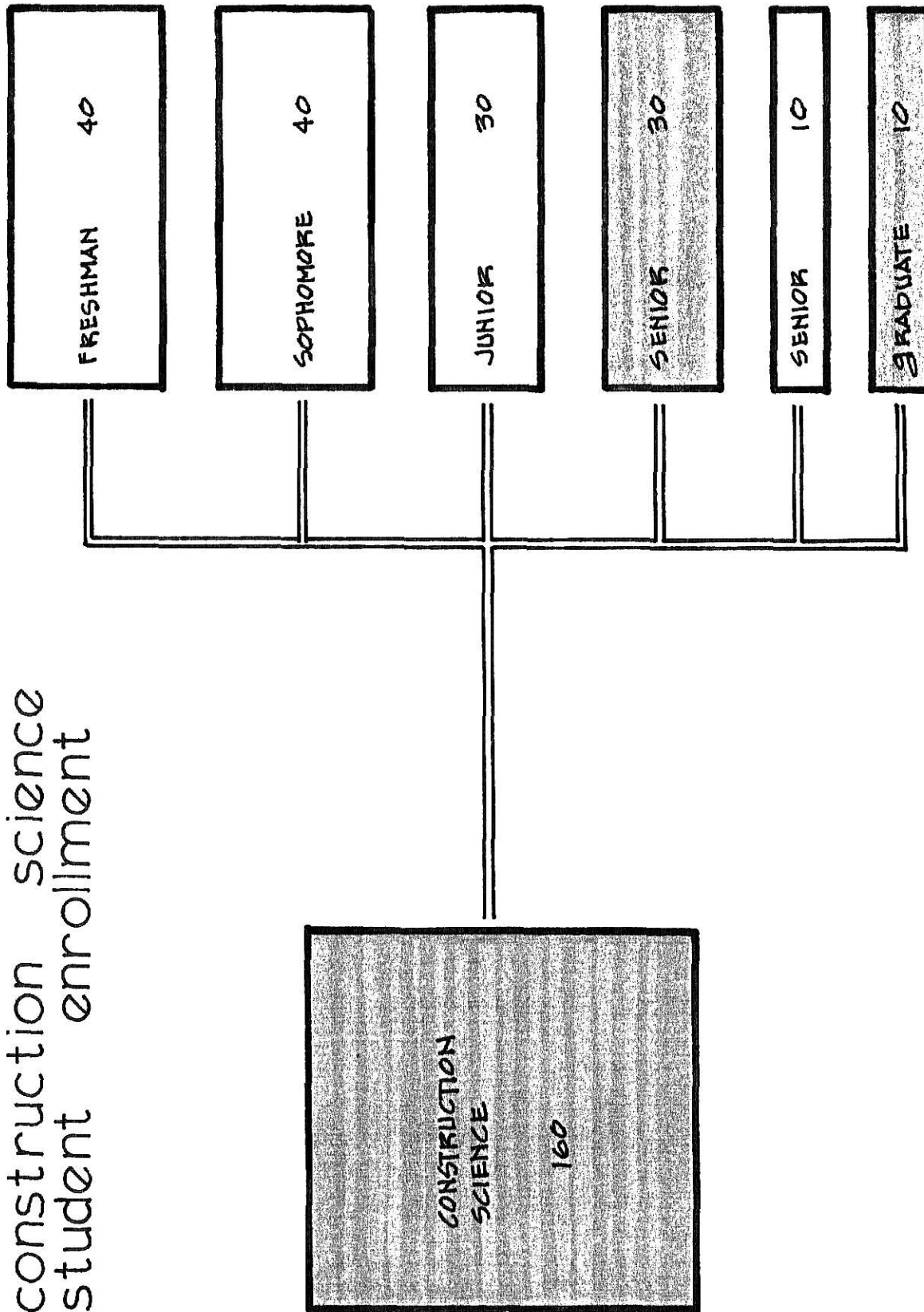
architecture & design
student enrollment



architecture & design student enrollment



construction science
student enrollment



construction science student enrollment

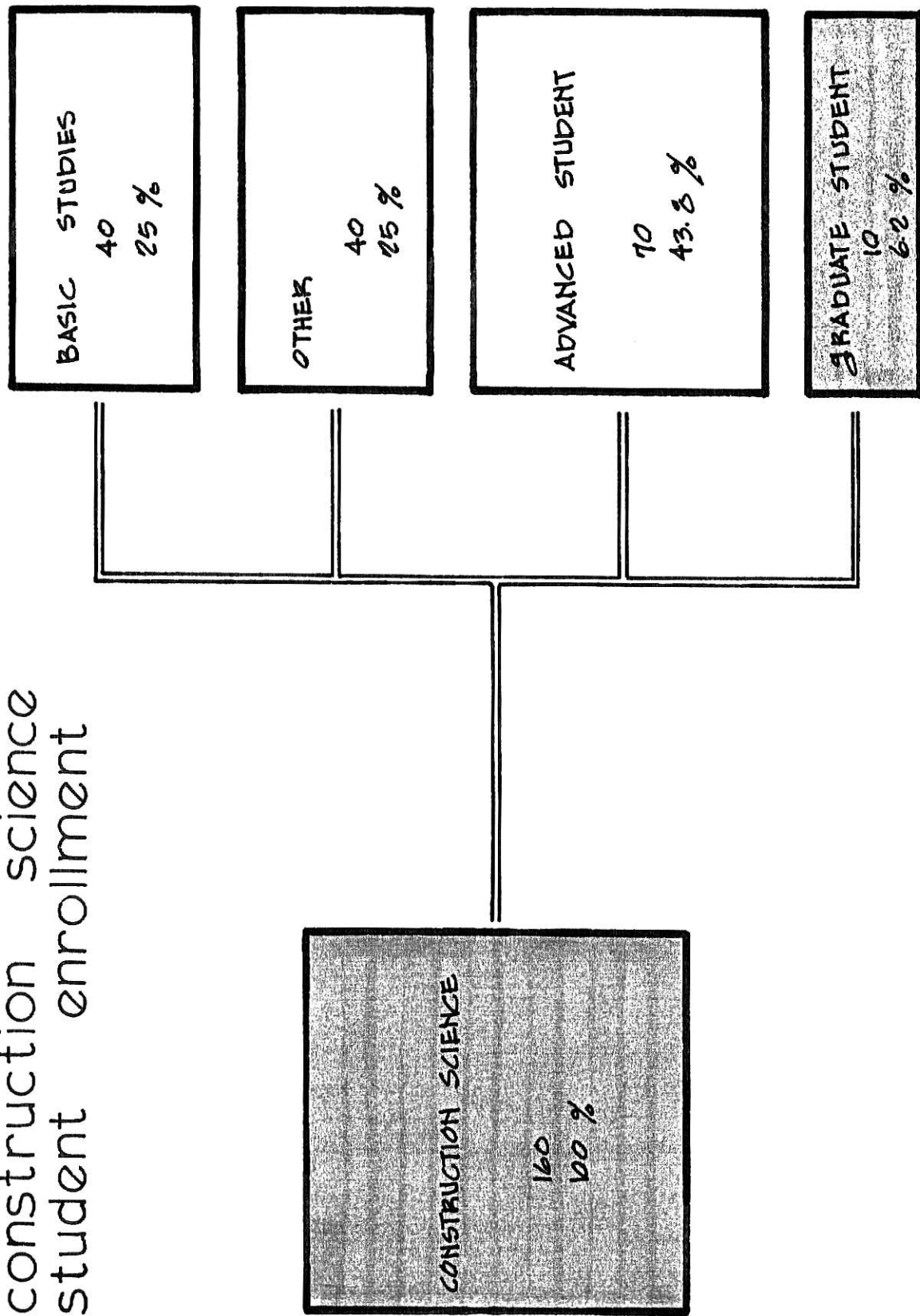
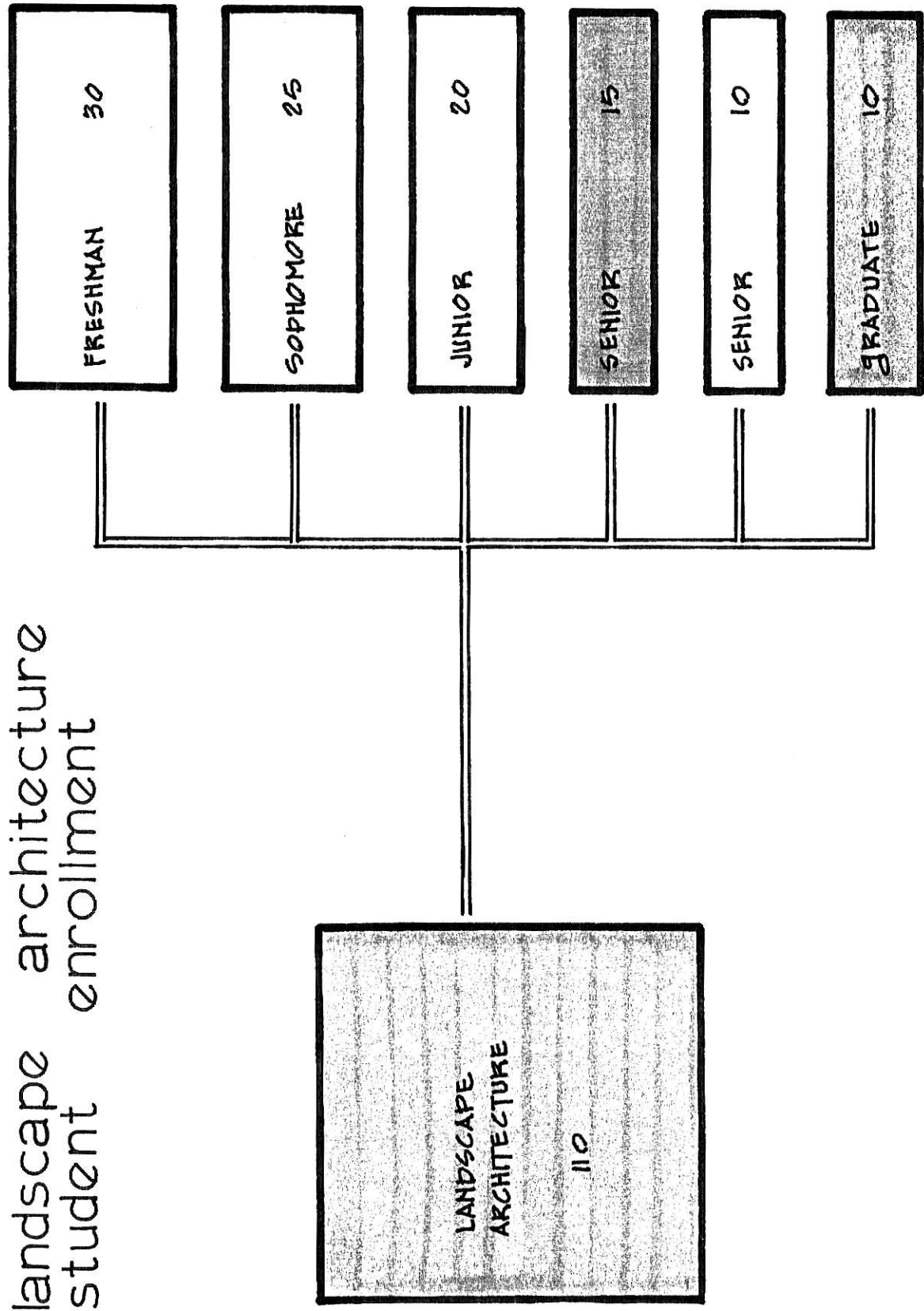
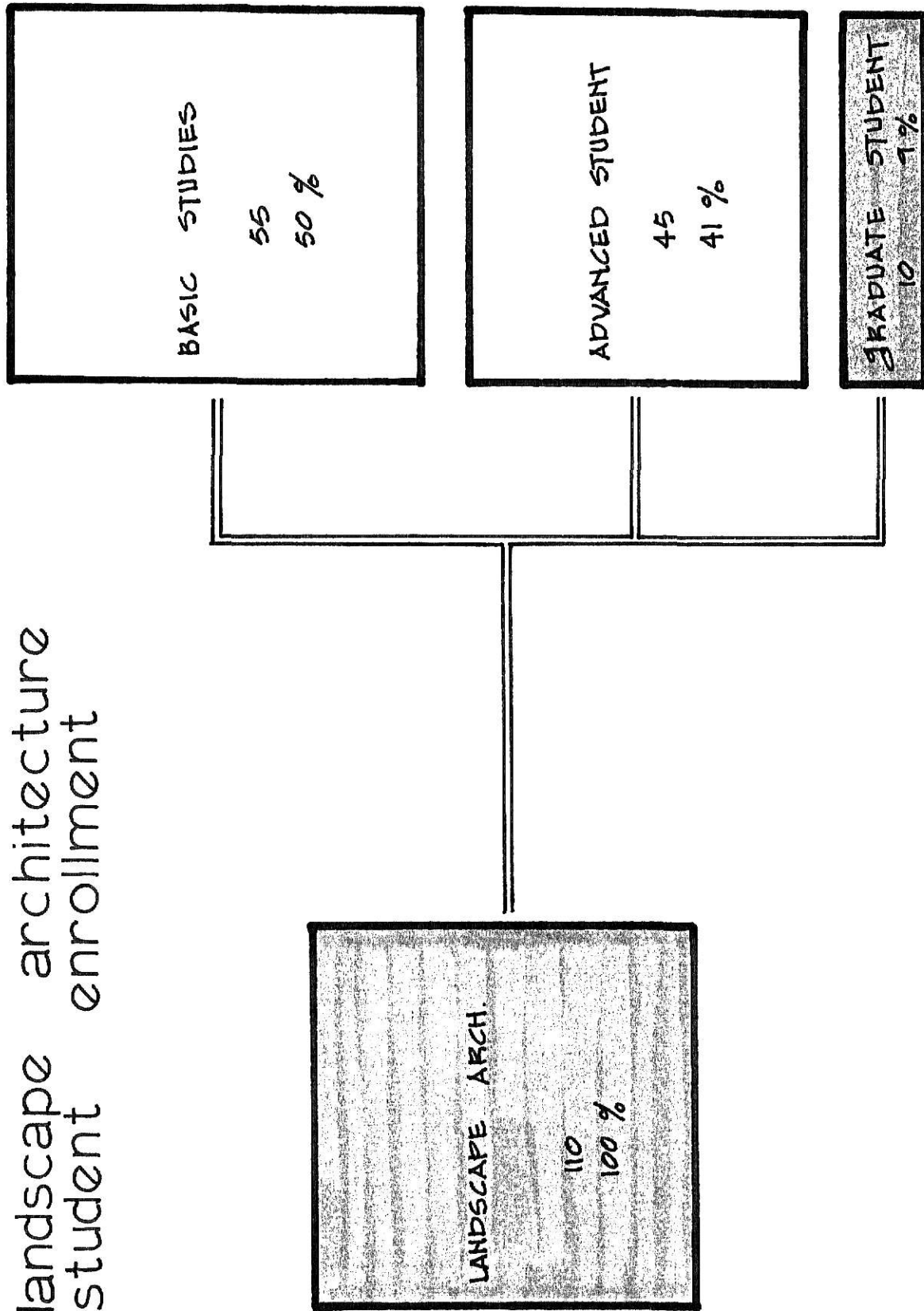


PLATE XV

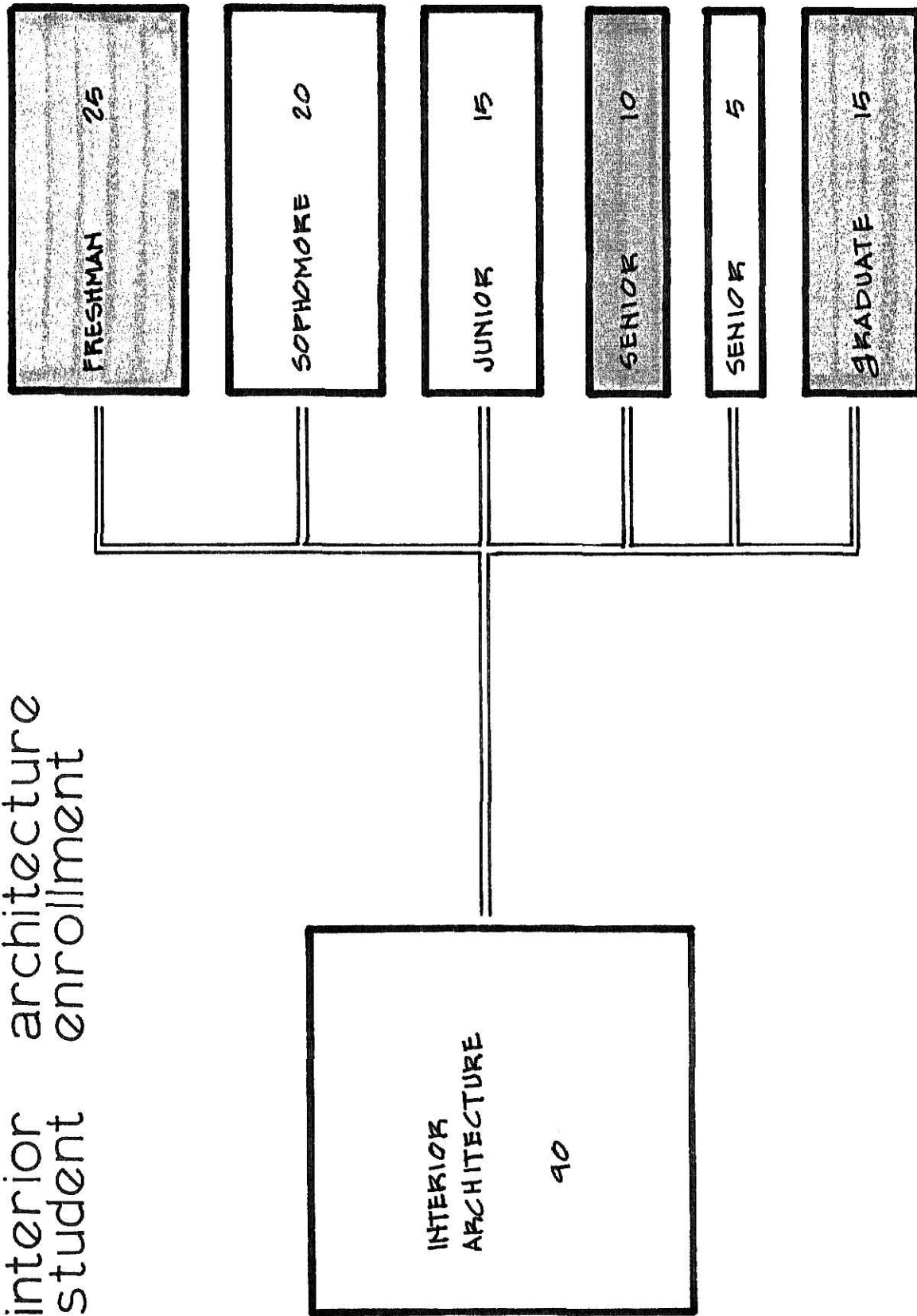
landscape architecture
student enrollment



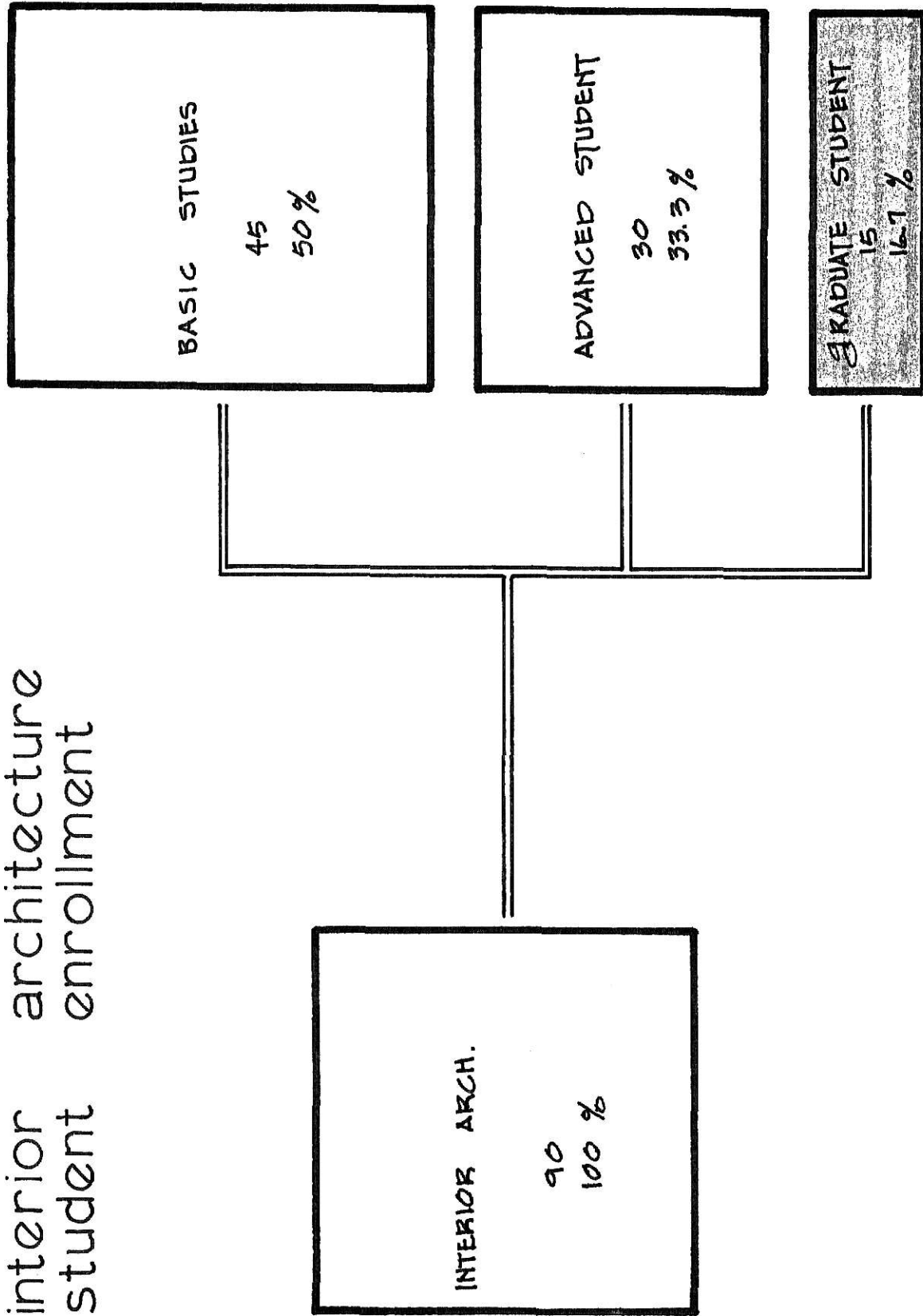
landscape architecture student enrollment



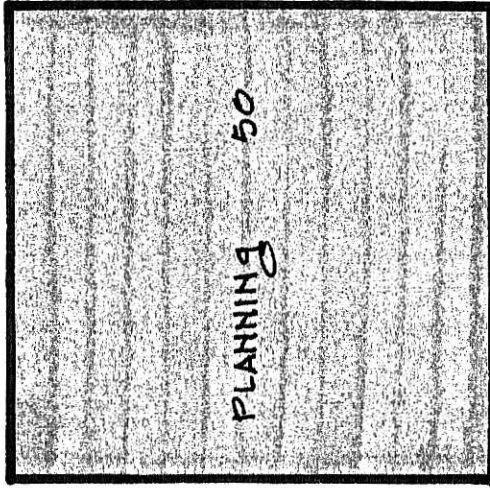
interior architecture
student enrollment



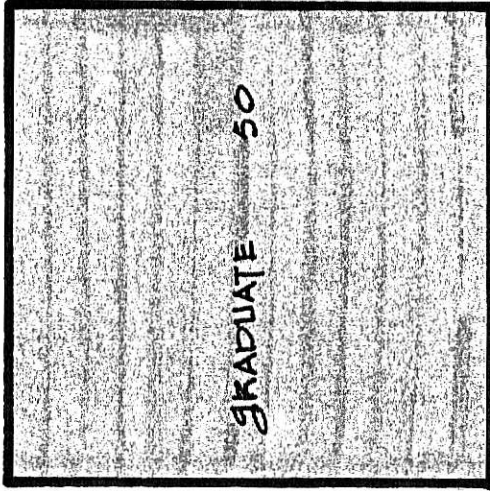
interior architecture
student enrollment



planning
student enrollment

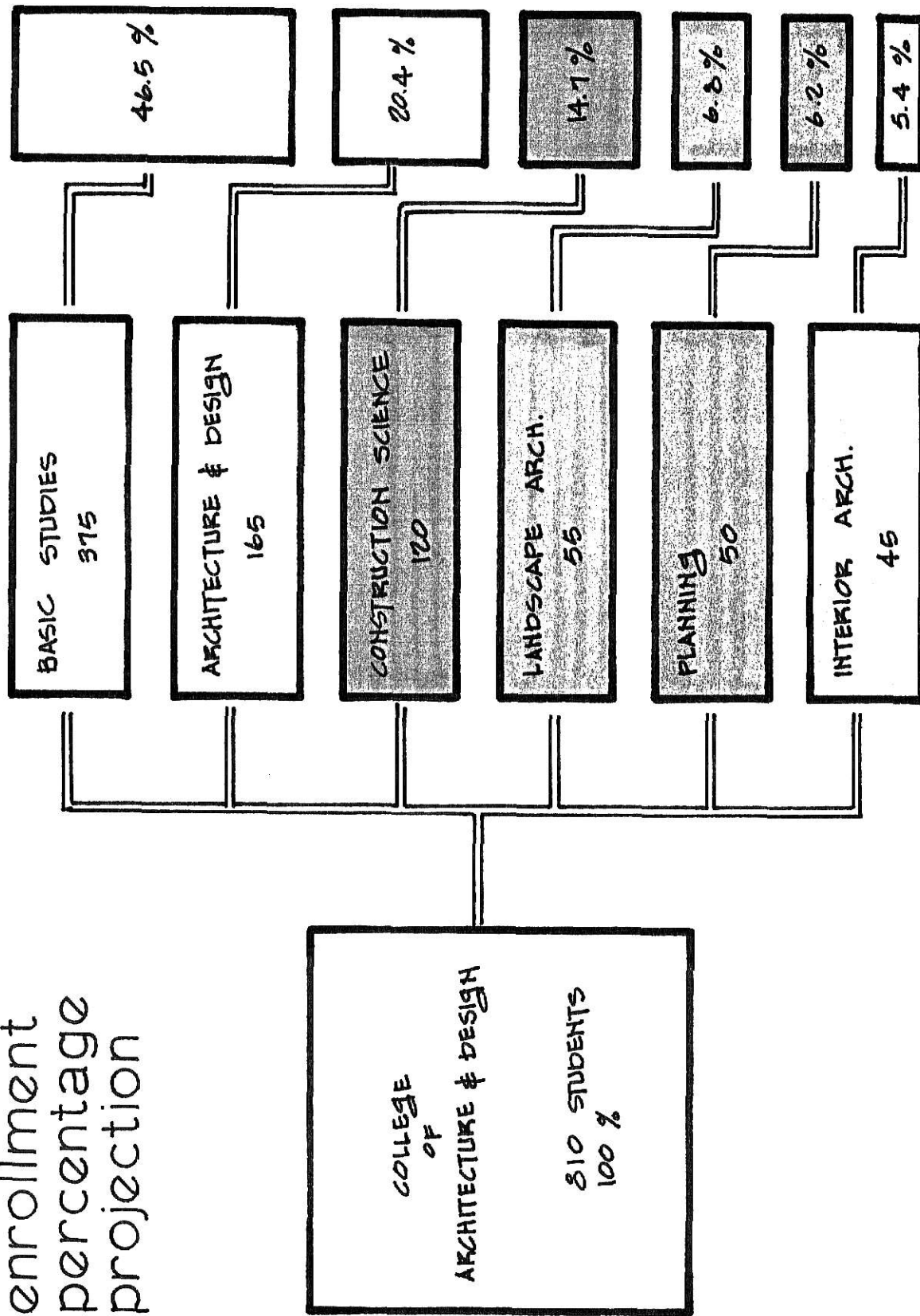


PLANNING 50

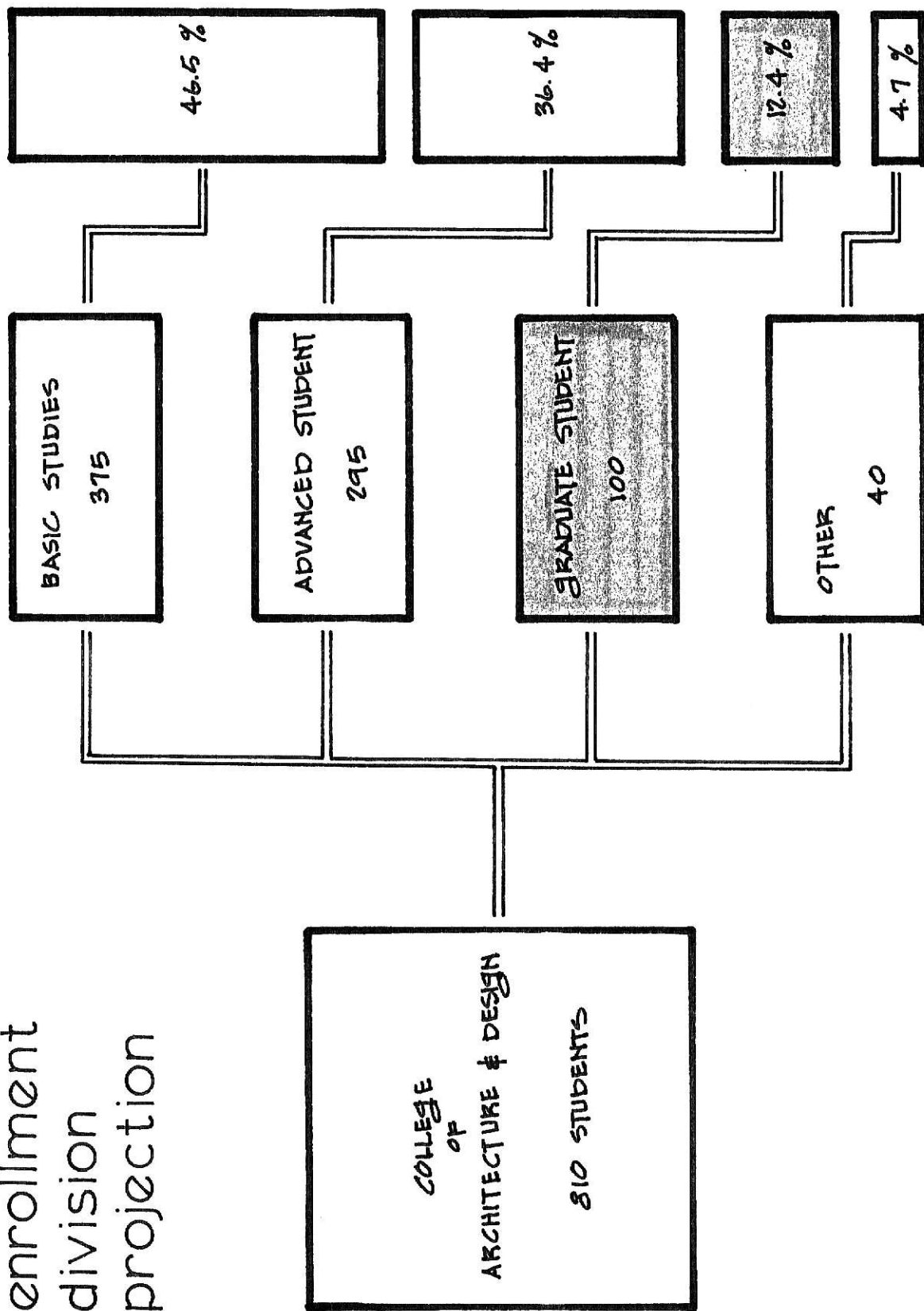


GRADUATE 50

enrollment percentage projection



enrollment division projection



department mix
existing data

DEPARTMENT MIX - EXISTING DATA

Plates XXIII-XXXI represent the existing classes taught by each department and the departments which require each class. It is important to observe the departments which offer the most classes and the departments which use the most classes. I feel that an analyzation here will lead to a greater interaction among departments and will eliminate repetitious courses. Plate XXIII is further verification of the importance for greater priorities in the area of basic studies.

architecture

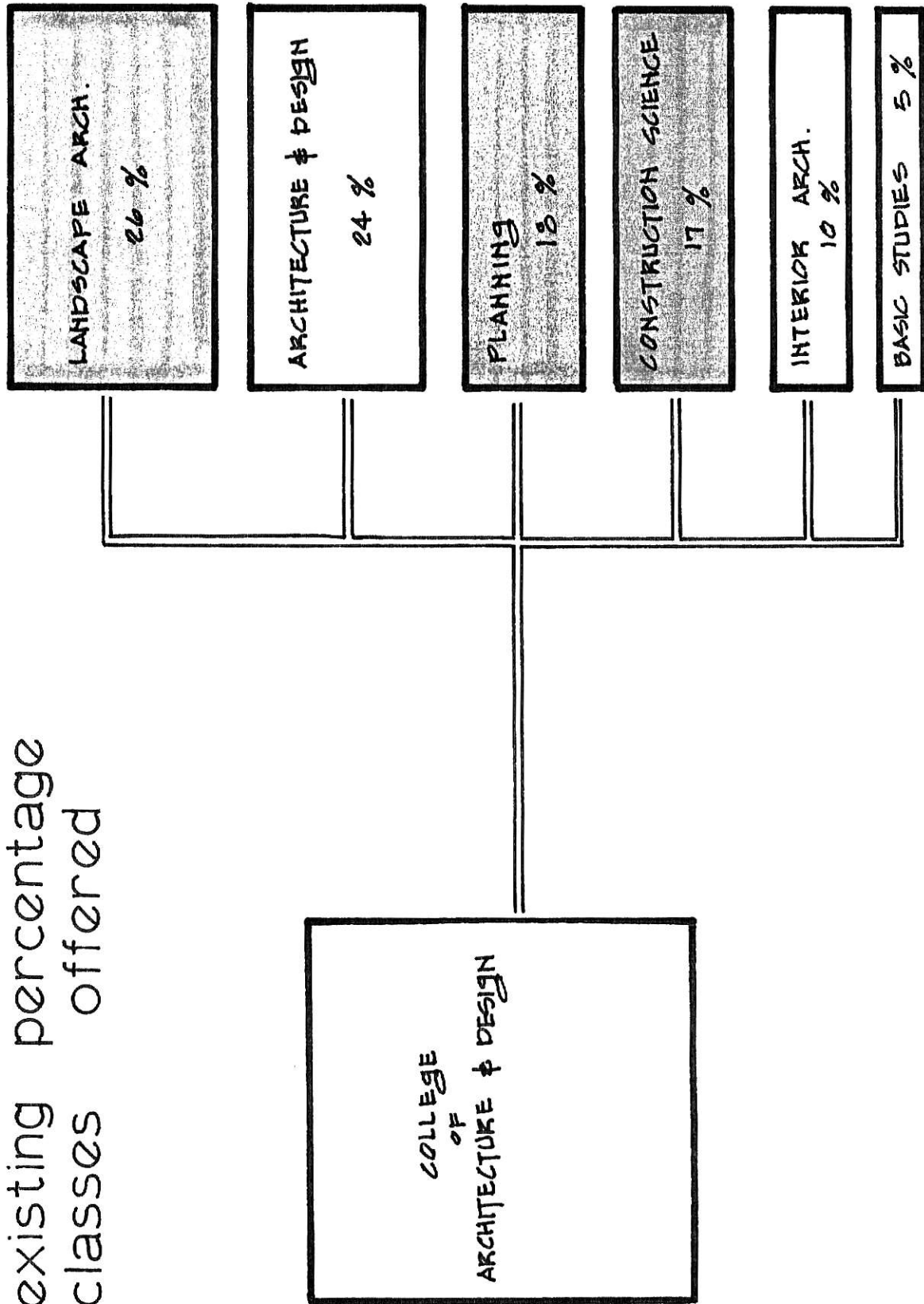
existing class mix

	ARCH.	CONSTR.	LANDSCAPE	INTERIOR	PLANNING
ARCHITECTURAL MATERIALS & DESIGN					
ELEMENTARY ARCHITECTURAL CONSTR.					
APPRECIATION OF ARCHITECTURE					
PROB. IN ARCHITECTURAL DESIGN					
HISTORY OF ARCHITECTURE I					
HISTORY OF ARCHITECTURE II					
HISTORY OF ARCHITECTURE III					
HISTORY OF ARCHITECTURE IV					
ENVIRONMENTAL SEMINAR					
ARCHITECTURAL DESIGN I					
ARCHITECTURAL DESIGN II					
ARCHITECTURAL CONSTRUCTION I					
ARCHITECTURAL CONSTRUCTION II					
MOSAIC					
PROB. IN ARCHITECTURAL PRESENTATION					
ARCHITECTURAL DESIGN III					
ARCHITECTURAL DESIGN IV					
ARCHITECTURAL DESIGN V					
ARCHITECTURAL DESIGN VI					
PROFESSIONAL PRACTICE					
ENVIRONMENTAL AESTHETICS					
ADV. ENVIRONMENTAL SEMINAR					
PROB. IN ARCHITECTURE					
RESEARCH IN ARCHITECTURE					
THEORY OF DESIGN					
ADV. ARCHITECTURAL DESIGN					
ARCHITECTURAL LECTURE					

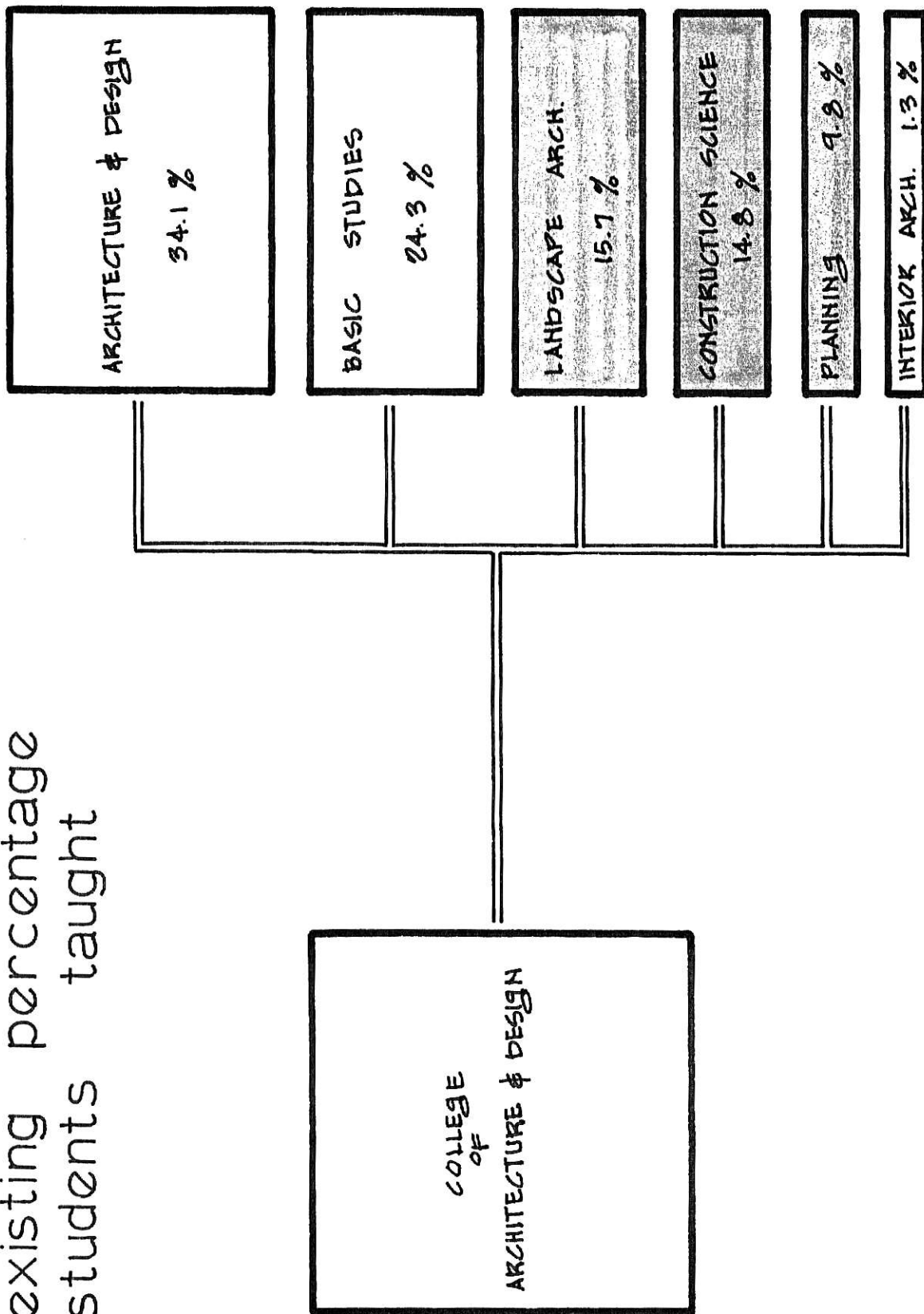
landscape arch.
existing class mix

	ARCH.	CONSTR.	LANDSCAPE	INTERIOR	PLANNING
GENERAL LANDSCAPE DESIGN					
LANDSCAPE DESIGN					
LANDSCAPE ARCHITECTURAL ASSEMBLY					
LANDSCAPE ARCH. DELINEATION TECHNIQUES					
LANDSCAPE ARCH. DESIGN I					
LANDSCAPE ARCH. DESIGN II					
HISTORY & THEORY OF LANDSCAPE DESIGN					
PLANTING DESIGN I					
PLANTING DESIGN II					
LANDSCAPE CONSTRUCTION I					
LANDSCAPE CONSTRUCTION II					
PROB. IN LANDSCAPE DESIGN					
LANDSCAPE ARCHITECTURE SEMINAR					
LANDSCAPE ARCH. DESIGN III					
LANDSCAPE ARCH. DESIGN IV					
PLANTING DESIGN III					
COMMUNITY PLANNING					
PROFESSIONAL INTERNSHIP					
LANDSCAPE CONSTRUCTION III					
LANDSCAPE ARCH. DESIGN V					
LANDSCAPE ARCH. DESIGN VI					
PROFESSIONAL PRACTICE					
SENIOR PROJECT- LANDSCAPE ARCH.					
SITE ANALYSIS AND PLANNING					
DESIGN OF PARKS & RECREATION AREAS					
PROB. IN LANDSCAPE ARCHITECTURE					
PROB. IN ADVANCED LANDSCAPE ARCH.					
PROB. IN ADVANCED LANDSCAPE CONSTR.					
RESEARCH IN LANDSCAPE ARCHITECTURE					

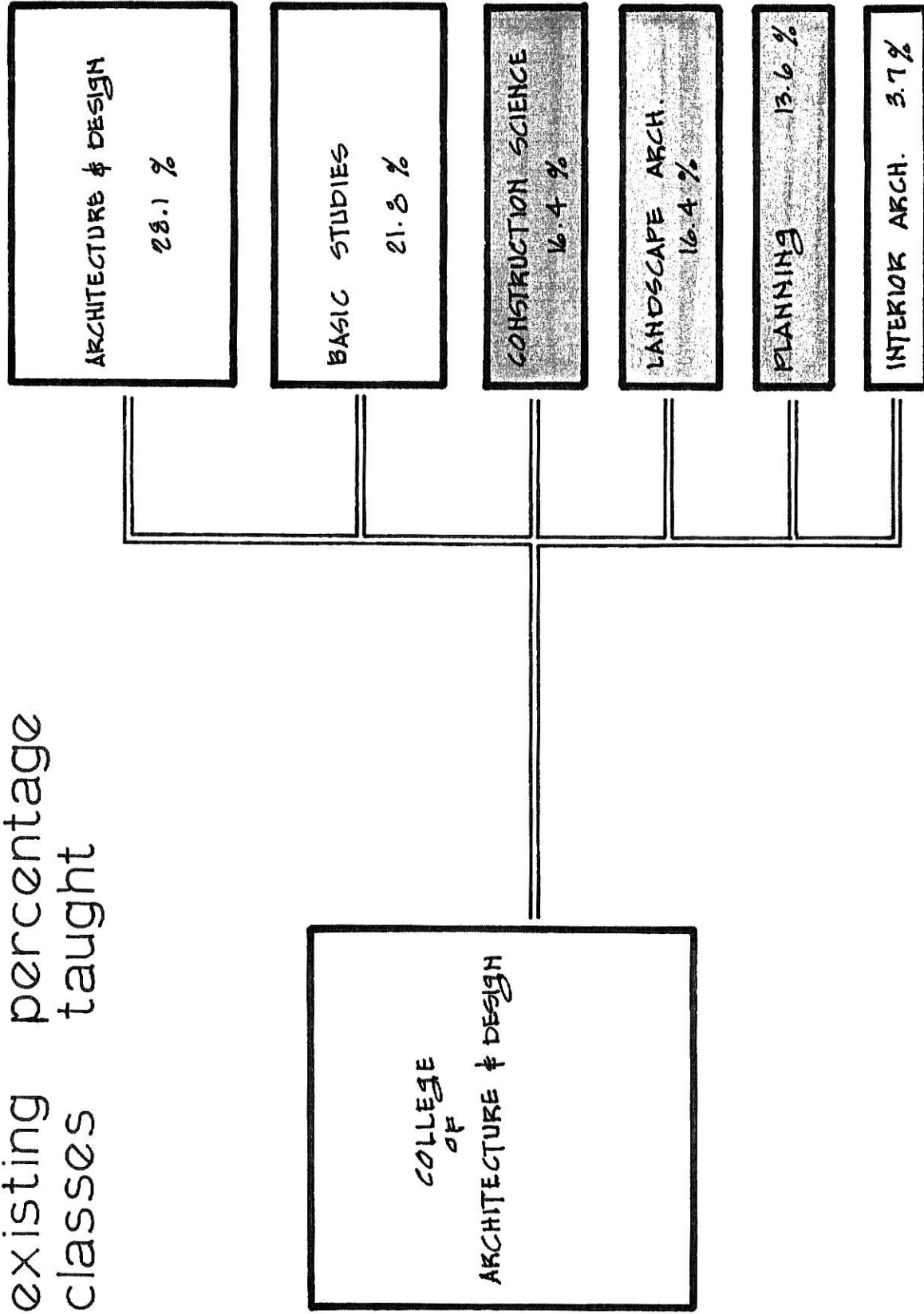
existing percentage
classes offered



existing percentage
students taught



existing classes percentage taught



typical semester
projected data

TYPICAL SEMESTER - PROJECTED DATA

Plates XXXII-XXXVIII represent a typical fall semester. This is a combination of the existing program of study for each department and the projected maximum enrollment for each department. My desire to stay in the frame of reference of reality did not permit assumptions that would alter the existing curriculum. It is important to observe the projected percentages of students taught.

Plates XXXIX-XLVI represent a weekly schedule for each class offered by each department. These plates express the total number of sections taught by each department. These two factors have been a basis for analyzation in the past. These plates also express the total number of section hours per week. I feel that this should be the factor used for analyzation because it is a combination of total students, number of sections, and hours per section. It is important to make a comparison of Plates XLV and XLVI to note the change in the percentage order of departments. The following are the department curriculums:

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ARCHITECTURE

Bachelor of Architecture
College of Architecture and Design
Kansas State University

FIRST YEAR

First Semester					Second Semester				
Engl.	229	100	Engl. Comp. 1	3	Engl.	229	120	Engl. Comp. 11	3
Arch.	104	211	Fund. Design 1	2	Spch.	281	105	Oral Comm. 1	2
Arch.	104	207	Arch. Graph. 1	2	Arch.	104	212	Fund. Design 11	2
Math.	245	220	Anal Geom & Calc	4	Arch.	104	208	Arch. Graph. 11	2
L. A.	110	200	Landscape Des.	3	Hist.	241	101	West. Civ. 1	3
Ph. Ed.	261	011	Physical Ed.	0	Psych.	273	110	Gen. Psych. <u>or</u>	
Arch.	104	110	Arch. Lecture	0	Soc.	277	211	Intro. to Soc.	3
			Elective	2	Ph.Ed.	261	011	Physical Ed.	0
				16					15

SECOND YEAR

First Semester					Second Semester				
Phys.	265	211	Gen. Phys. 1	4	Phys.	265	212	Gen. Phys. 11	4
Arch.	104	321	Design Anal.	4	Arch.	105	374	Hist. of Arch. 1	2
Phil.	259	170	Intro. to Logic	3	Arch.	104	322	Prin. Envir. Des.	4
			Elective	3	Ap. M.	510	205	Appl. Mech. A	3
								Elective	3
				14					16

THIRD YEAR

First Semester					Second Semester				
Arch.	105	431	Arch. Design 1	5	Arch.	105	432	Arch. Design 11	5
ConSci	106	434	Thermal Systems	3	ConSci	106	421	Timber Structures	2
Ap. M.	510	220	Str. Materials A	3	ConSci	106	420	Theory of Struc. 1	3
Ap. M.	510	224	Str. Matis. Lab.	1	ConSci	106	435	Lighting Systems	2
Arch.	105	433	Arch. Const. 1	3	Arch.	105	434	Arch. Const. 11	3
Arch.	105	375	Hist. Arch. 11	2	Arch.	105	378	Hist. of Arch. 111	2
				17					17

FOURTH YEAR

First Semester					Second Semester						
Arch.	105	541	Arch. Design	111	5	Arch.	105	542	Arch. Design 1V	5	
ConSci	106	422	Theory Struc.	11	4	ConSci	106	428	Theory Struc.	111	4
ConSci	106	436	Sanitation Systems		3	ConSci	106	437	Acoustic Systems		2
Arch.	105	379	Hist. Arch.	1V	2	Arch.	105	413	Environ. Seminar		3
			Elective		3				Elective		3
					17						17

FIFTH YEAR

First Semester					Second Semester				
Arch.	105	651	Arch. Design V	5	Arch.	105	652	Arch. Design VI	5
Plan.	109	215	Intro to Planning	3	Plan.	109	635	City Plan. 1 or	
Arch.	105	653	Prof. Practice	2	Plan.	109	645	Urban Design 1	3
Arch.	105	654	Inspection Trip	2				Elective	7
			Elective	4					
				16					15

LANDSCAPE ARCHITECTURE

Bachelor of Landscape Architecture
College of Architecture and Design
Kansas State University

FIRST YEAR

First Semester					Second Semester				
L.A.	110	200	Landscape Des.	3	Arch.	104	208	Arch. Graphics II	2
Arch.	104	207	Arch. Graphics I	2	Arch.	104	212	Fund. Design II	2
Arch.	104	211	Fund Design I	2	Engl.	229	120	Engl. Comp. II	3
Engl.	229	100	Engl. Comp. I	3	Hist.	241	101	Hist. West. Civ. I	3
Biol.	215	210	Gen. Botany	4	Math.	245	150	Pl. Trig.	3
PhEd	261	011	Phys. Ed.	0	Soc.	277	211	Intro. Soc.	3
L.A.	110	201	L.A. Assembly	0	PhEd.	261	011	Phys. Ed.	0
			Elective	2	L.A.	110	201	L.A. Assembly	0
				16					16

SECOND YEAR

First Semester				Second Semester					
Geog.	235	150	Phys. Geog. I	4	Arch.	104	332	Prin. Envir. Dsgn.	4
Arch.	104	321	Design Anal.	4	Hort.	040	270	Plant Mat. II	3
C.E.	525	212	El Survey Engr.	3	Arch.	104	222	Elem. Arch Const.	3
Hort.	040	260	Plant Mat. I	3	Spch.	281	105	Oral Com. I	2
Arch.	105	221	Arch. Mat. & Des.	3	L.A.	110	204	L.A. Delin Tech.	2
L.A.	110	201	L.A. Assembly	0	L.A.	110	201	L.A. Assembly	0
								Elective	1
				17					15

THIRD YEAR

First Semester					Second Semester				
L.A.	110	434	Pltg. Design I	3	L.A.	110	435	Pltg. Design II	3
L.A.	110	431	Land Arch Des. I	4	L.A.	110	432	Land Arch Dsgn II	4
L.A.	110	433	Hist. Th. Land						
			Des	3	L.A.	110	437	Land Const II	3
L.A.	110	436	Land. Const. I	3	Hort.	040	410	Land Hort	3
Soc.	277	531	Urban Soc.	3	B.A.	305	425	Bus Law I	3
L.A.	110	201	L.A. Assembly	0	L.A.	110	201	L.A. Assembly	0
				<u>16</u>					<u>16</u>

FOURTH YEAR

First Semester					Second Semester				
L.A.	110	543	Pltg. Des.III	3	L.A.	110	542	Land Arch DsgnIV	4
L.A.	110	541	Land Arch DesIII	4	C.E.	525	618	E. Photo Interp	3
Plan.	109	215	Intro. to Plan.	3	L.A.	110	544	Com. Planning	3
L.A.	110	547	Land. Const.III	3	Elective in Biol. Sci.(Ecology)				3
L.A.	110	501	L.A. Seminar	1	L.A.	110	501	L.A. Seminar	1
			Elective	2	L.A.	110	546	L.A. Insp. Trip	0
					L.A.	110	545	Prof. Intern.	0
								Elective	2
				16					16

FIFTH YEAR

First Semester					Second Semester				
L.A.	110	651	Land Arch Des V	5	L.A.	110	652	Land Arch Des VI	5
L.A.	110	656	Des Park & Rec	3	L.A.	110	654	Sen. Proj. L.A.	3

LANDSCAPE ARCHITECTURE (contd.)

Psych	273	465	Psych of Art	3	L.A.	110	653	Prof. Practice	2
L.A.	110	501	L.A. Seminar	1	L.A.	110	501	L.A. Seminar	1
			Elective	<u>4</u>				Elective	<u>5</u>
				16					16

INTERIOR ARCHITECTURE

Bachelor of Architecture
College of Architecture and Design
Kansas State University

FIRST YEAR

First Semester				Second Semester			
Engl.	229 100	Engl. Comp. I	3	Engl.	229 102	Eng. Comp. II	3
Arch.	104 211	Fund. Des. I	2	Art	209 200	Design II	2
Arch.	104 207	Arch. Graph. I	2	Arch.	104 212	Fund. Design II	2
L.A.	110 200	Lands. Design	3	Arch.	104 208	Arch. Graph. II	2
Art	209 100	Design I	2	Hist.	241 101	West. Civ. I	3
Psych.	273 110	Gen. Psych. or		Spch.	281 105	Oral Comm. I	2
Soc.	277 211	Intro. Soc.	3	Ph.Ed	261 011	Phy. Ed.	0
Ph.Ed.	261 011	Phys. Ed.	0			Elective	2
Arch.	104 110	Arch. Lecture	0				
			15				16

SECOND YEAR

First Semester				Second Semester			
Phys.	265 211	Gen. Phys I	4	C.&T.	611 640	Int. Des. III	3
M.L.	253 131	French I	4	Econ.	225 110	Econ. I	3
Arch.	104 321	Des. Analysis	4	Arch.	104 322	Pinc. Envir. Des.	4
C.&T.	611 340	Int. Des. II	3	Phys.	265 212	Gen. Phys. II	4
			15			Elective	3
							17

THIRD YEAR

First Semester				Second Semester			
Arch.	105 431	Arch. Des. I	5	Arch.	105 432	Arch. Des. II	5
Int. Ar	107 307	Des. Workshop I	3	Int Ar	107 308	Des. Workshop II	3
Arch.	105 433	Arch. Const. I	3	Arch.	105 434	Arch. Const. II	3
Arch.	105 374	Hist. Arch. I	2	Arch.	105 375	Hist. Arch. II	2
C.&T.	610 260	Textiles	3	ConSci	106 434	Thermal Systems	3
			16				16

FOURTH YEAR

First Semester				Second Semester			
Int Ar	107 541	Int. Arch. Des I	4	Int Ar	107 542	Int Arch Des II	4
Int Ar	107 309	Finishing	2	Bus Ad	305 440	Marketing	3
ConSci	106 435	Light. Systems	2	C.&T.	611 645	Hist. Furn. Des.	3
Arch.	105 378	Hist. Arch. III	2	ConSci	106 437	Acoustic Systems	2
C.&T.	611 740	Hist Fabr Des	3	Arch.	105 379	Hist. Arch. IV	2
		Elective	3			Elective	3
			16				17

FIFTH YEAR

First Semester				Second Semester			
Int Ar	107 651	Int Arch Des III	5	Int Ar	107 652	Int Arch Des IV	5
Arch	105 654	Inspection Trip	0	Int Ar	107 683	Cont. Furn. Des.	4
Int Ar	107 653	Cont. Des. Prac.	2			Elective	7
Bus Ad	305 425	Bus. Law I	3				
		Elective	6				
			16				16

ARCHITECTURAL STRUCTURES

Bachelor of Architecture
College of Architecture and Design
Kansas State University

FIRST YEAR

First Semester					Second Semester				
Engl	229	100	Engl. Comp. I	3	Engl	229	120	Engl. Comp. II	3
Chem	221	210	Chemistry I	5	Chem	221	230	Chemistry II	3
Math	245	220	Anal Geo & Calc I	4	Math	245	221	Anal Geo & Calc II	4
Arch	104	207	Arch Graph I	2	Arch	104	208	Arch Graph II	2
Arch	104	211	Fund Design I	2	Arch	104	212	Fund Design II	2
PhEd	261	011	Phys. Ed.	0	ConSci	106	210	Intro Const Prog	2
Arch	104	110	Arch Lecture	0	PhEd	261	011	Phys. Ed.	0
				16					16

SECOND YEAR

First Semester					Second Semester				
Phys	265	310	Engr Phys I	5	Phys	265	311	Engr Phys II	5
Math	245	222	Anal Geo&CalcIII	4	Math	245	240	Series & Diff Eq	4
C.E.	525	212	El Survey Engr	3	Ap.M.	510	305	Statics	3
Arch	104	321	Des. Analysis	4	Arch	104	322	Prin Envir Design	4
				16					16

THIRD YEAR

First Semester					Second Semester				
Ap.M.	510	415	Mech of Mat.	3	C.E.	525	331	Stat Deter Str	3
Ap.M.	510	418	Mech Mat'l Lab	1	ConSci	106	421	Timber Str.	2
Arch	105	433	Arch Constr I	3	Arch	105	434	Arch Const II	3
Ap.M.	510	412	Dynamics	3	Arch	105	432	Arch Design II	5
Arch	105	431	Arch Des. I	5	Econ	225	110	Econ I	3
Spch	281	105	Oral Comm I	3					
				17					16

FOURTH YEAR

First Semester					Second Semester				
C.E.	525	332	Stat Indet Str	3	ConSci	106	422	Thry Str II	4
C.E.	525	422	Soil Mech I	3	ConSci	106	434	Thermal Systems	3
ConSci	106	335	San. Systems	3	ConSci	106	437	Acoustic Systems	2
Arch	105	301	Apprec. Arch	3	M.E.	560	413	Thermo I	3
			Elective	4	Humanities			Elective	3
				16					15

FIFTH YEAR

First Semester					Second Semester				
ConSci	106	428	Thry Str III	4	ConSci	106	680	Thry Str IV	3
ConSci	106	435	Light. Syst.	2	ConSci	106	410	Senior Proj. in	
Arch	105	653	Prof Practice	2				Arch Str	3
C.E.	525	426	Foundations	3	E.E.	530	403	El Cir & Cont	4
Ap. M.	510	471	Fluid Mech	3	Humanities			Elective	5
			Elective	3					
				17					15

BUILDING CONSTRUCTION

Bachelor of Science in Building Construction
College of Architecture and Design
Kansas State University

FIRST YEAR

First Semester				Second Semester				
Engl.	229	100	Engl. Comp. I	3	Engl.	229	120 Engl. Comp. II	3
Math.	245	220	Anal Geo&Cal I	4	C.E.	525	212 El. Survey Engr.	3
Spch.	281	105	Oral Comm. I	2	Arch.	104	208 Arch. Graph. II	2
Arch.	104	207	Arch. Graph I	2	Phys.	265	211 Gen. Phys. I	4
Psy.	273	110	Gen. Psych.	3	ConSci.	106	210 Intro to Constr.	
or							Programming	2
Soc.	277	211	Intro. Soc.		PhEd.	261	011 Physical Education	0
Arch.	104	110	Arch. Lecture	0	ConSci.	106	116 Constr. Sem.	0
PhEd.	261	011	Phys. Ed.	0			Elective	2
				14				16

SECOND YEAR

First Semester				Second Semester				
Phys.	265	212	Gen. Phys. II	4	ConSci	106	313 Constr. Drawing	3
Arch.	105	433	Arch. Const. I	3	Ap. M.	510	205 Appl. Mech. A	3
Geol.	234	100	Phy. Geology	4	Arch.	105	301 Apprec. Arch.	3
ConSci	106	250	Site Constr.	3	Bus Ad	305	275 Fund. of Acct.	4
Econ.	225	110	Econ. I	3	ConSci	106	116 Const. Sem.	0
ConSci	106	116	Constr. Sem.	0			Elective	3
				17				16

THIRD YEAR

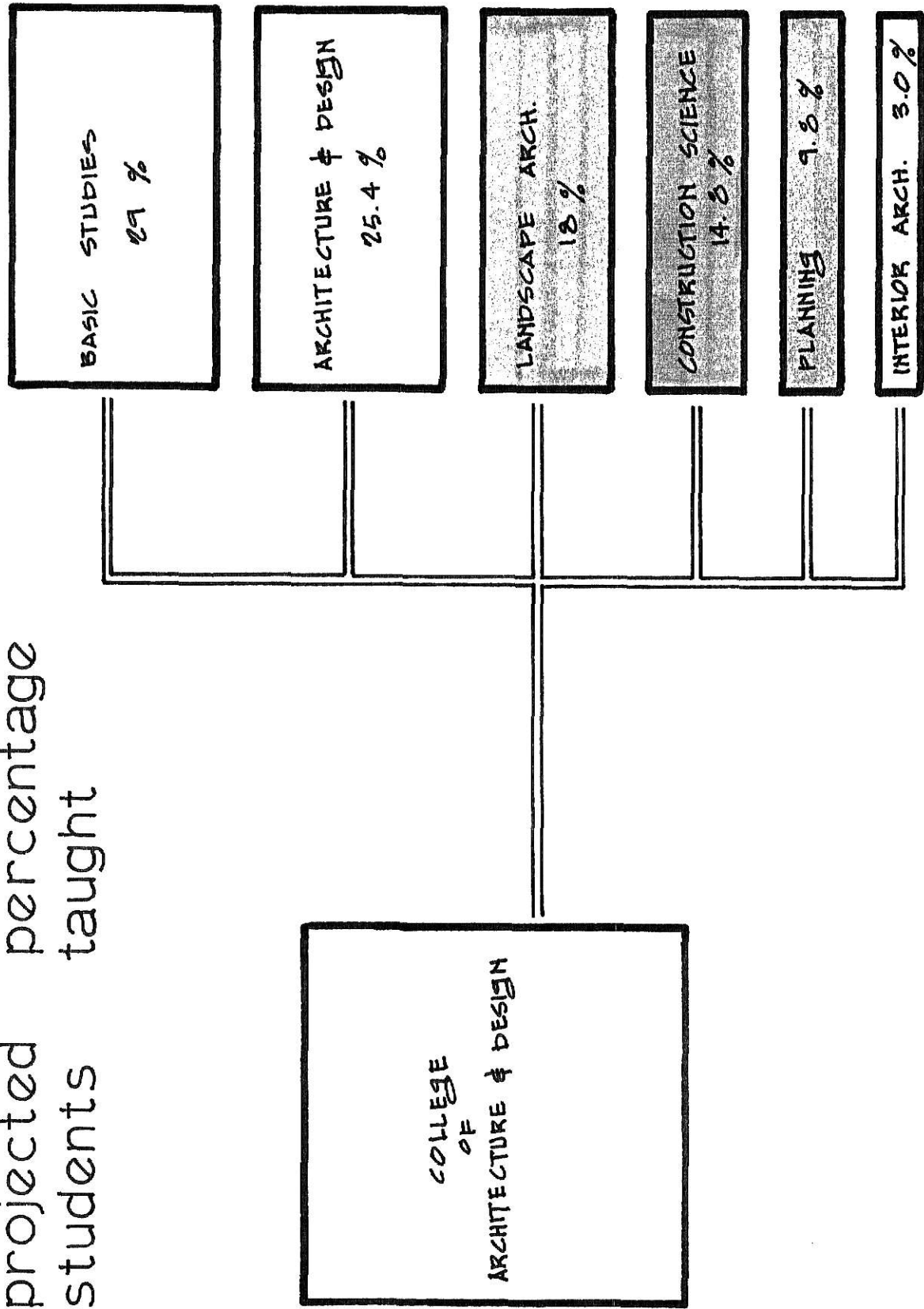
First Semester					Second Semester				
Ap. M.	510	220	Str. Mat. A	3	ConSci	106	421	Timber Str.	2
Ap. M.	510	224	Str. Matis A Lab	1	ConSci	106	420	Thry. Str. I	3
ConSci	106	440	Constr. Prob. I	3	ConSci	106	435	Lighting Syst.	2
ConSci	106	436	San. Syst.	3	ConSci	106	437	Acoustic Syst.	2
Bus Ad	305	425	Business Law I	3	Arch.	105	653	Prof. Practice	2
ConSci	106	116	Constr. Sem.	0	Stat.	285	320	El. Statistics	3
			Elective	3	ConSci	106	116	Constr. Sem.	0
								Elective	3
				16					17

FOURTH YEAR

First Semester					Second Semester				
ConSci	106	422	Thry. Str. II	4	IndEng	550	401	Indust. Man I	3
ConSci	106	441	Constr. Estim	3	ConSci	106	428	Thry. Str. III	4
ConSci	106	442	Constr. Man. I	3	Bus Ad	305	630	Industrial Rel.	3
ConSci	106	434	Thermal Syst.	3	ConSci	106	443	Constr. Man. II	3
ConSci	106	116	Constr. Sem.	0	ConSci	106	116	Constr. Sem.	0
			Elective	4				Elective	4
				17					17

PLATE XXXIV

projected students percentage taught



basic studies projected size

	TOTAL STUDENTS	NO. OF SECTIONS	STUDENTS/SECTION	DAYS/WEEK/SECTION	HOURS/DAY/SECTION	HOURS/WEK/SECTION	SECTION HOURS/ WEEK
ARCHITECTURAL GRAPHICS I	245	7	35	2	3	6	42
FUNDAMENTALS OF DESIGN I	225	9	25	3	2	6	54
DESIGN ANALYSIS	150	5	30	3	3	9	45
TOTAL	620	12					141

architecture projected size

	TOTAL STUDENTS	NO. OF SECTIONS	STUDENTS/SECTION	DAYS/WEEK/SECTION	HOURS/DAY/SECTION	HOURS/WEEK/SECTION	SECTION HOURS/WEEK
ARCHITECTURAL MATERIALS & DESIGN	25	1	25	2	3	6	6
APPRECIATION OF ARCHITECTURE	15	1	15	3	1	3	3
HISTORY OF ARCHITECTURE II	75	1	75	3	1	3	3
HISTORY OF ARCHITECTURE IV	60	1	60	3	1	3	3
ARCHITECTURAL DESIGN I	90	6	15	2	1	2	12
ARCHITECTURAL CONSTRUCTION I	110	5	22	1	1	1	5
ARCHITECTURAL DESIGN III	50	3	16.7	2	1	2	6
ARCHITECTURAL DESIGN V	40	3	13.3	2	1	2	6
PROFESSIONAL PRACTICE	50	1	50	1	2	2	2
THEORY OF DESIGN	15	1	15	3	1	3	3
ADV. ARCHITECTURAL DESIGN	15	1	15	0	0	0	0
NOTE: * IS CONTACT HOURS/WEEK/SECTION □ IS CONTACT HOURS/WEEK/SECTION							
TOTAL	545	24					269

*
□
*
*

landscape arch.
projected size

* LANDSCAPE DESIGN	205	1	205	STUDENTS/SECTION	DAYS/WEEK/SECTION	HOURS/DAY/SECTION	HOURS/WEEK/SECTION	SECTION HOURS/WEEK
* LANDSCAPE ARCH. DESIGN I	20	2	10	2	2	1	2	4
* HISTORY & THEORY OF LANDSCAPE DESIGN	20	1	20	3	3	1	3	3
* PLANTING DESIGN I	20	2	10	1	1	1	1	2
* LANDSCAPE CONSTRUCTION I	20	1	20	1	1	1	1	1
* LANDSCAPE ARCHITECTURE SEMINAR	25	1	25	1	1	1	1	1
* LANDSCAPE ARCH. DESIGN III	15	1	15	2	2	1	2	2
* PLANTING DESIGN III	15	1	15	1	1	1	1	1
* LANDSCAPE CONSTRUCTION III	15	1	15	1	1	1	1	1
* LANDSCAPE ARCH. DESIGN V	10	1	10	2	2	1	2	2
* DESIGN OF PARKS & RECREATION AREA	10	1	10	1	1	1	1	1
* RESEARCH IN LANDSCAPE ARCH.	10	1	10	0	0	0	0	0
NOTE: * 12 CONTACT HOURS/WEEK/SECTION □ 3 CONTACT HOURS/WEEK/SECTION								48 40
TOTAL	385	14						109

construction sci.
projected size

	TOTAL STUDENTS	NO. OF SECTIONS	STUDENTS/SECTION	DAYS/WEEK/SECTION	HOURS/DAY/SECTION	HOURS/WEEK/SECTION	SECTION HOURS/WEEK
SITE CONSTRUCTION	20	1	20	3	1	3	3
THEORY OF STRUCTURES II	65	2	32.5	3	2	6	12
THEORY OF STRUCTURES III	10	1	10	3	2	6	6
THERMAL SYSTEMS	15	2	37.5	3	1	3	6
LIGHTING SYSTEMS	20	1	20	2	1	2	2
SANITATION SYSTEMS	80	2	40	3	1	3	6
CONSTRUCTION PROBLEMS	15	1	15	2	3	6	6
CONSTRUCTION ESTIMATING	15	1	15	3	3	9	9
CONSTRUCTION MANAGEMENT I	15	1	15	3	1	3	3
STRUCTURAL SYSTEMS DESIGN	10	1	10	0	0	0	0
TOTAL	315	13					53

planning projected size

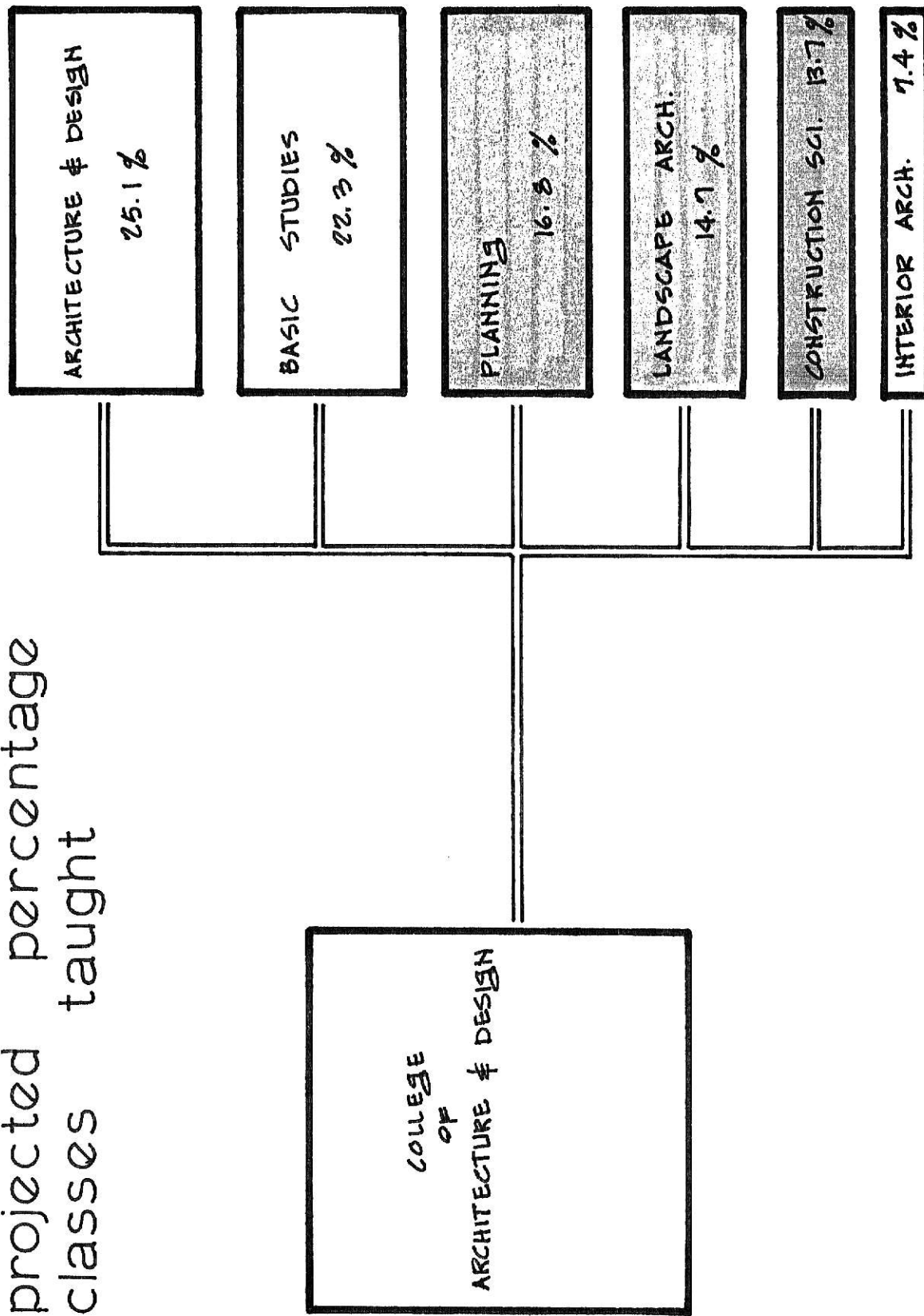
	TOTAL STUDENTS	NO. OF SECTIONS	STUDENTS/SECTION	DAYS/WEEK/SECTION	HOURS/DAY/SECTION	HOURS/WEEK/SECTION	SECTION HOURS/WEEK
INTRODUCTION TO PLANNING	55	3	18	2	1	2	9
PLANNING AND DEVELOPMENT COPEs	12	1	12	2	2	4	4
PLANNING GRAPHICS	12	1	12	2	2	4	4
PLANNING PRINCIPLES	12	1	12	3	1	3	3
PLANNING THEORY	12	1	12	2	2	4	4
CITY PLANNING I	12	1	12	3	2	6	6
URBAN DESIGN I	12	1	12	3	2	6	6
TOPICS IN PLANNING	12	1	12	0	0	0	0
PLANNING ADMIN. & IMPLEMENTATION	12	1	12	2	2	4	4
INTERNSHIP IN PLANNING	12	1	12	0	0	0	0
SEMINAR IN PLANNING	12	1	12	1	3	3	3
CITY PLANNING II	12	1	12	2	3	6	6
URBAN DESIGN II	12	1	12	2	3	6	6
RESEARCH IN PLANNING	12	1	12	0	0	0	0
	211	16					52

interior arch.
projected size

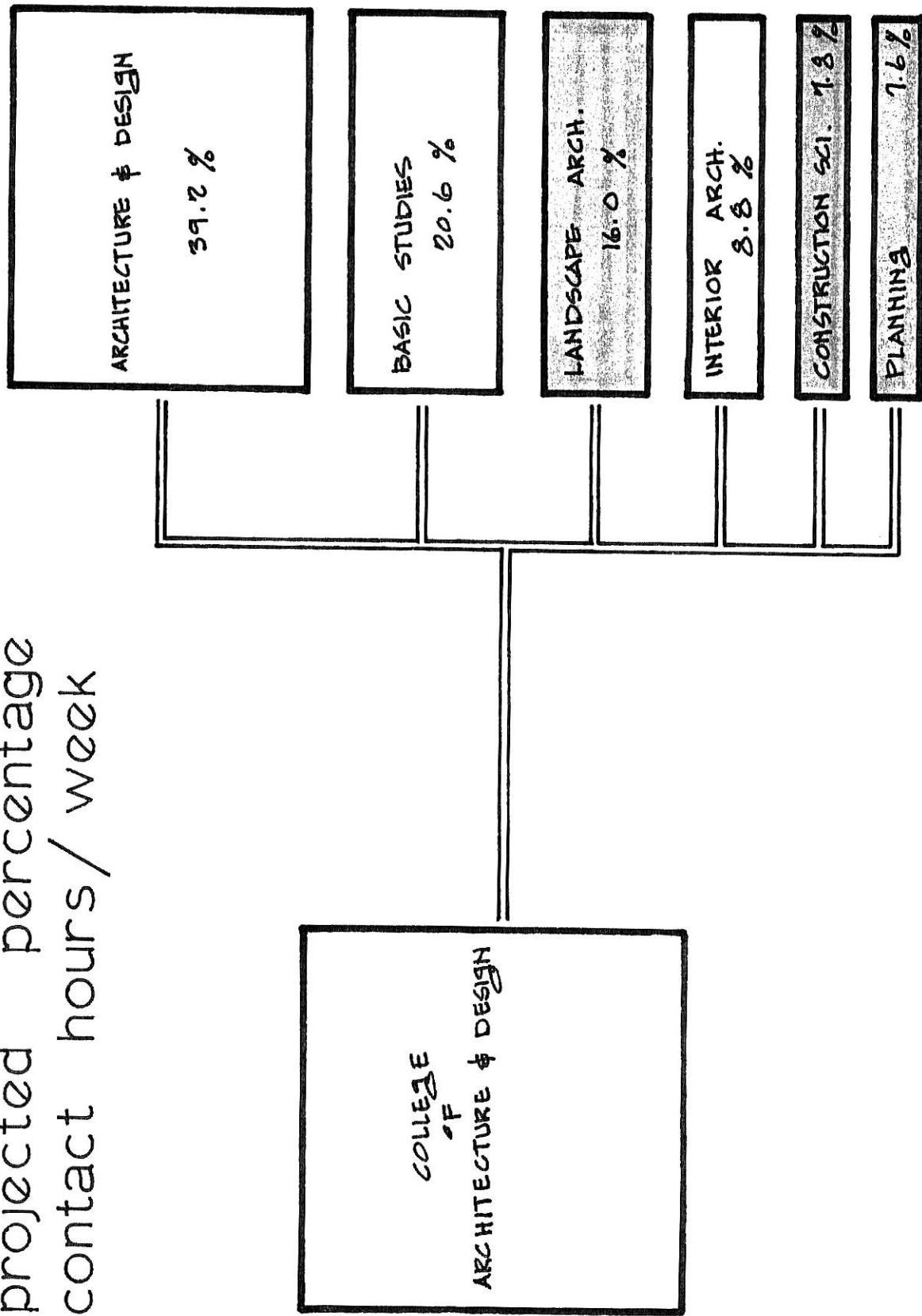
DESIGN WORKSHOP I	15	2	7	3	3	3	9	18
FINISHING	10	1	10	3	2	2	6	6
INTERIOR ARCHITECTURAL DESIGN I	10	1	10	2	1	1	2	2
INTERIOR ARCHITECTURAL DESIGN III	5	1	5	2	1	1	2	2
CONTRACT DESIGN PRACTICE	5	1	5	1	2	2	2	2
ADV. INTERIOR ARCH. DESIGN	15	1	15	0	0	0	0	0
* 15 CONTACT HOURS/WEEK/SECTION								30
TOTAL	60	7						60

*
*

projected percentage classes taught



projected percentage
contact hours / week

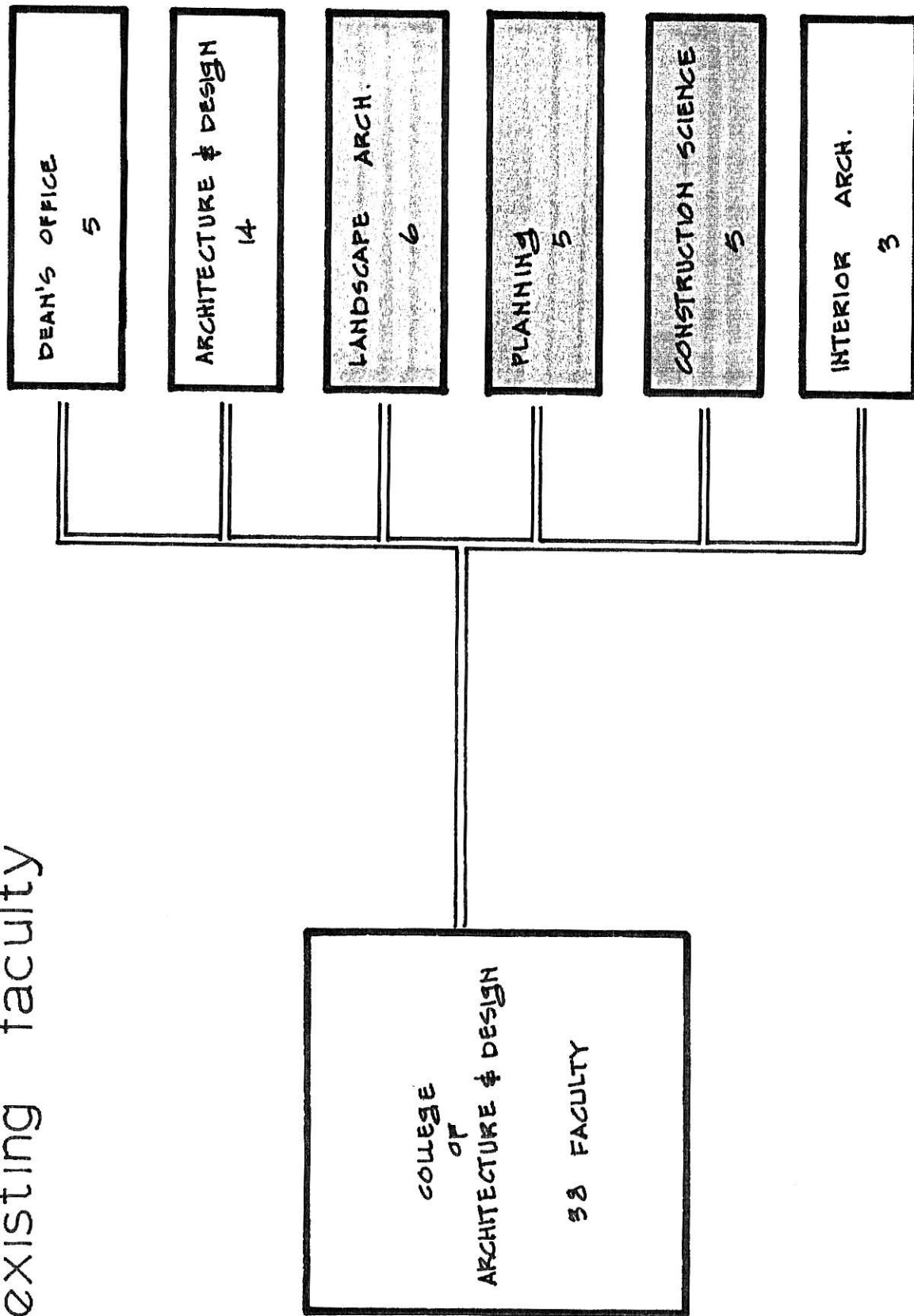


faculty
existing data

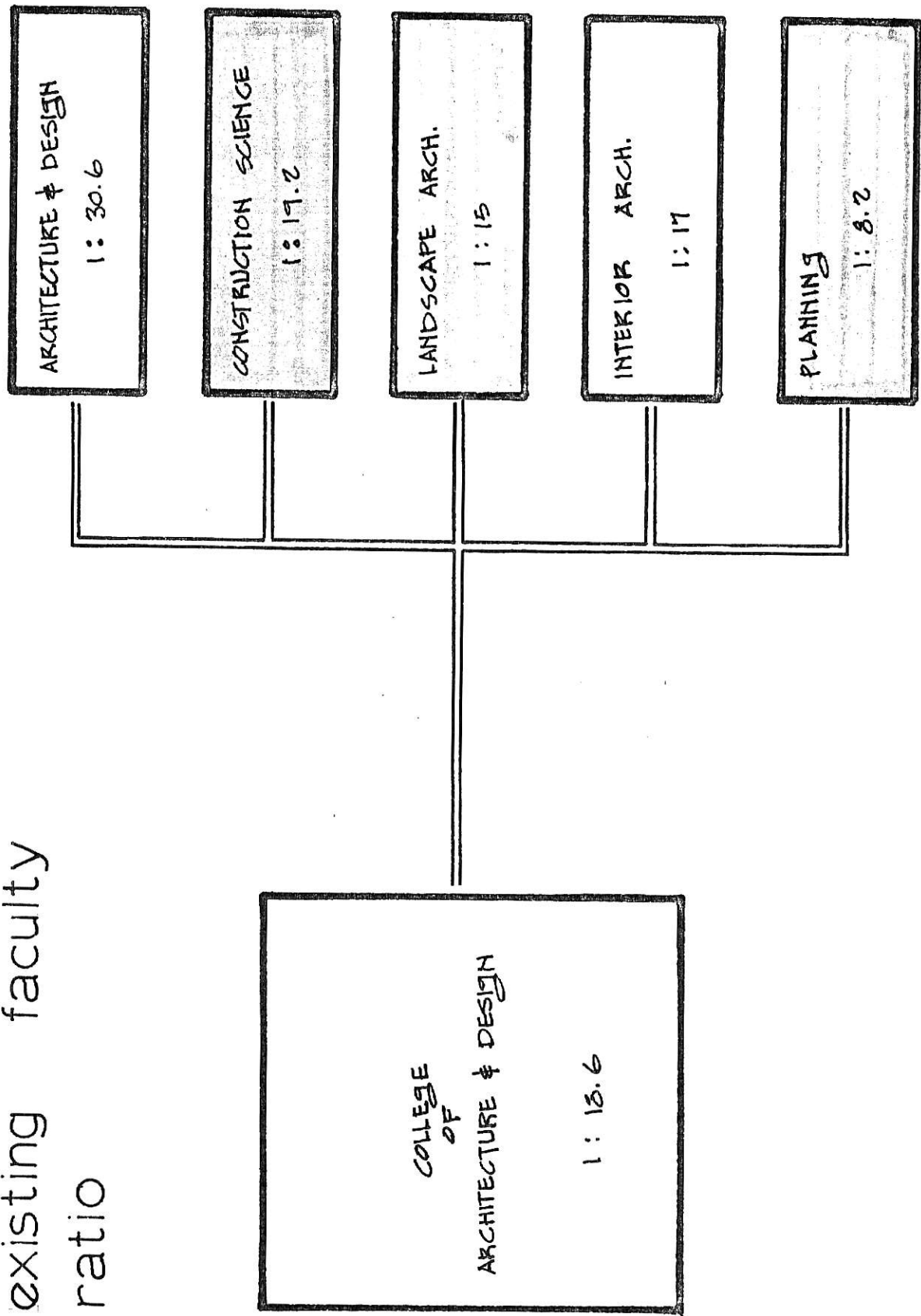
FACULTY - EXISTING DATA

Plates XLVII-XLIX represent the basic existing faculty structure. The existing situation is very complex. For example, the head of Basic Studies is listed under the Dean's office, a Planning faculty member instructs basic studies, and an architectural professor is instructing half time in Interior Architecture. I did not try to sort out this faculty mix.

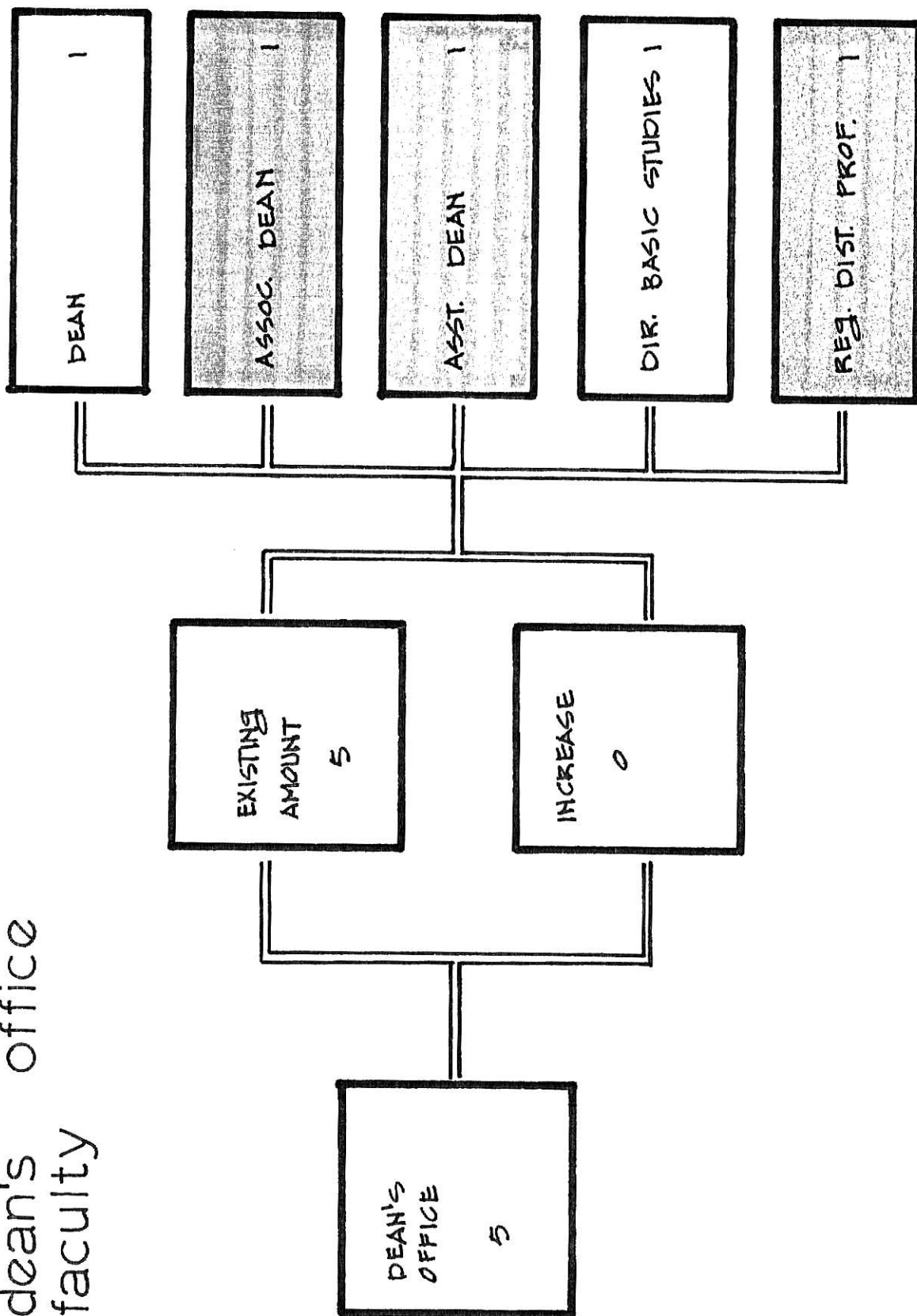
existing faculty



existing faculty
ratio



dean's office
faculty

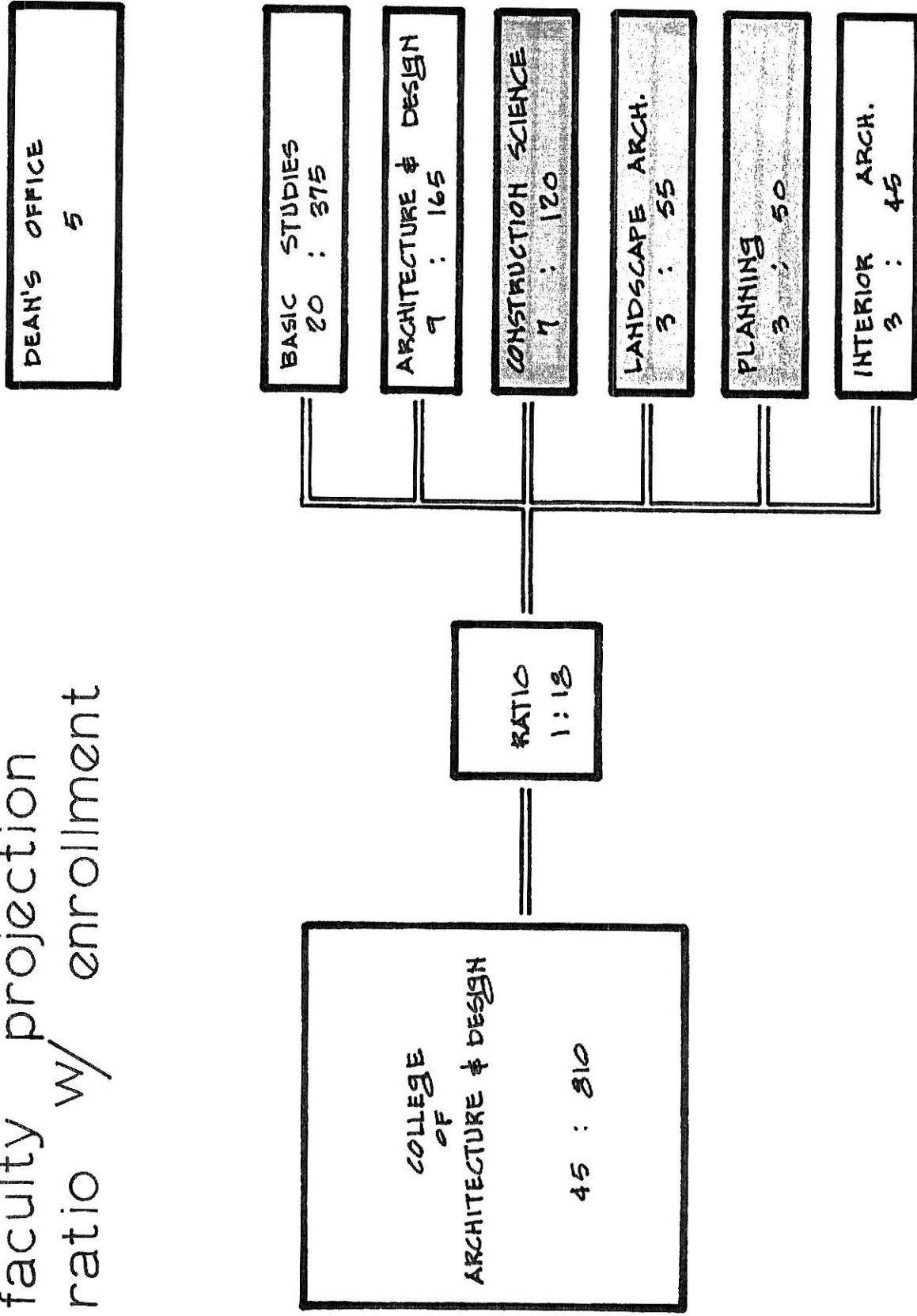


faculty
projected data

FACULTY - PROJECTED DATA

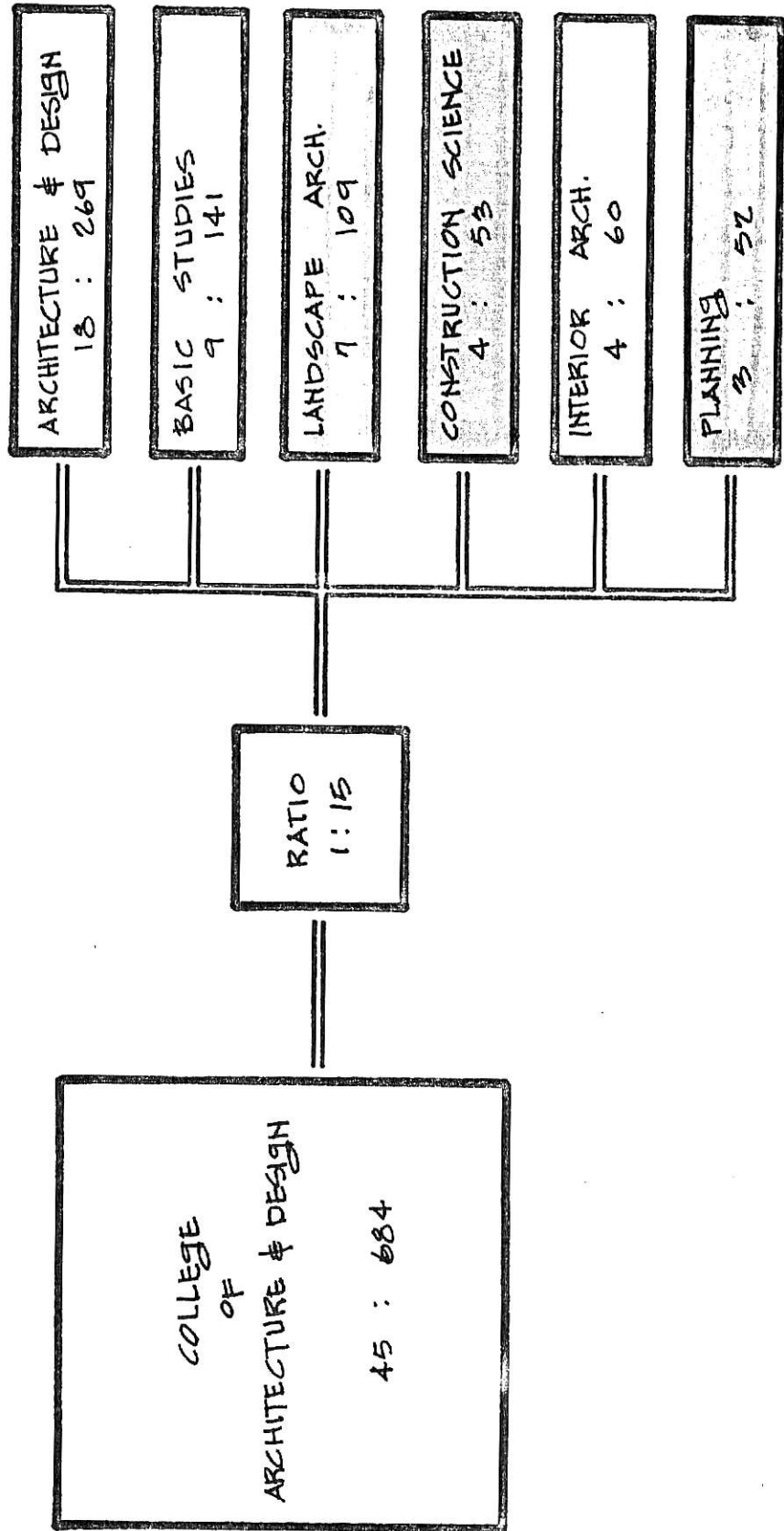
Plates L-LX represent the projection of faculty numbers. There have been many methods used to project faculty numbers, but they did not seem valid due to the peculiarities of a College of Architecture. Plate L represents a faculty per student ratio method. The recommended ratio from the Ball State University research is 1:12 but I used 1:18 to be more within reality.² This method only represents declared majors and no characteristics of the departments. Plate LI represents a faculty per contact hour method. This method did not seem valid either because it gave no consideration to the character of the contact hour. My research led to an assumption that each kind of contact hour could be placed on a value scale. Plate LII shows a value factor in units for the different contact hours. Plates LIII-LVIII represent a total unit factor for each department. Plate LIX represents the number of units which equals on full time equivalent faculty member. Plate LX is my projected minimum faculty based on the existing curriculum and projected maximum enrollment.

faculty projection
ratio w/ enrollment

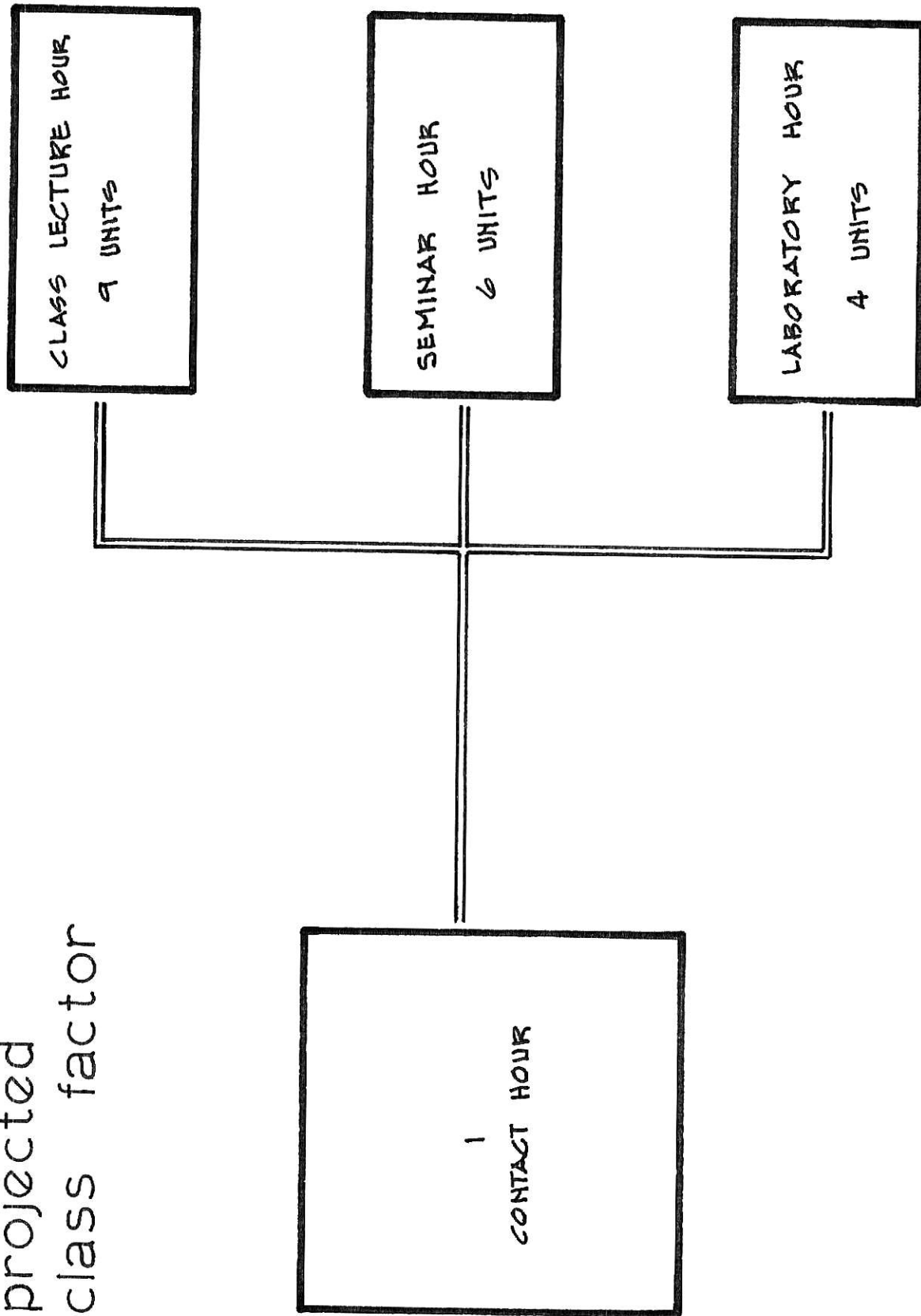


faculty projection
ratio w/ contact hours

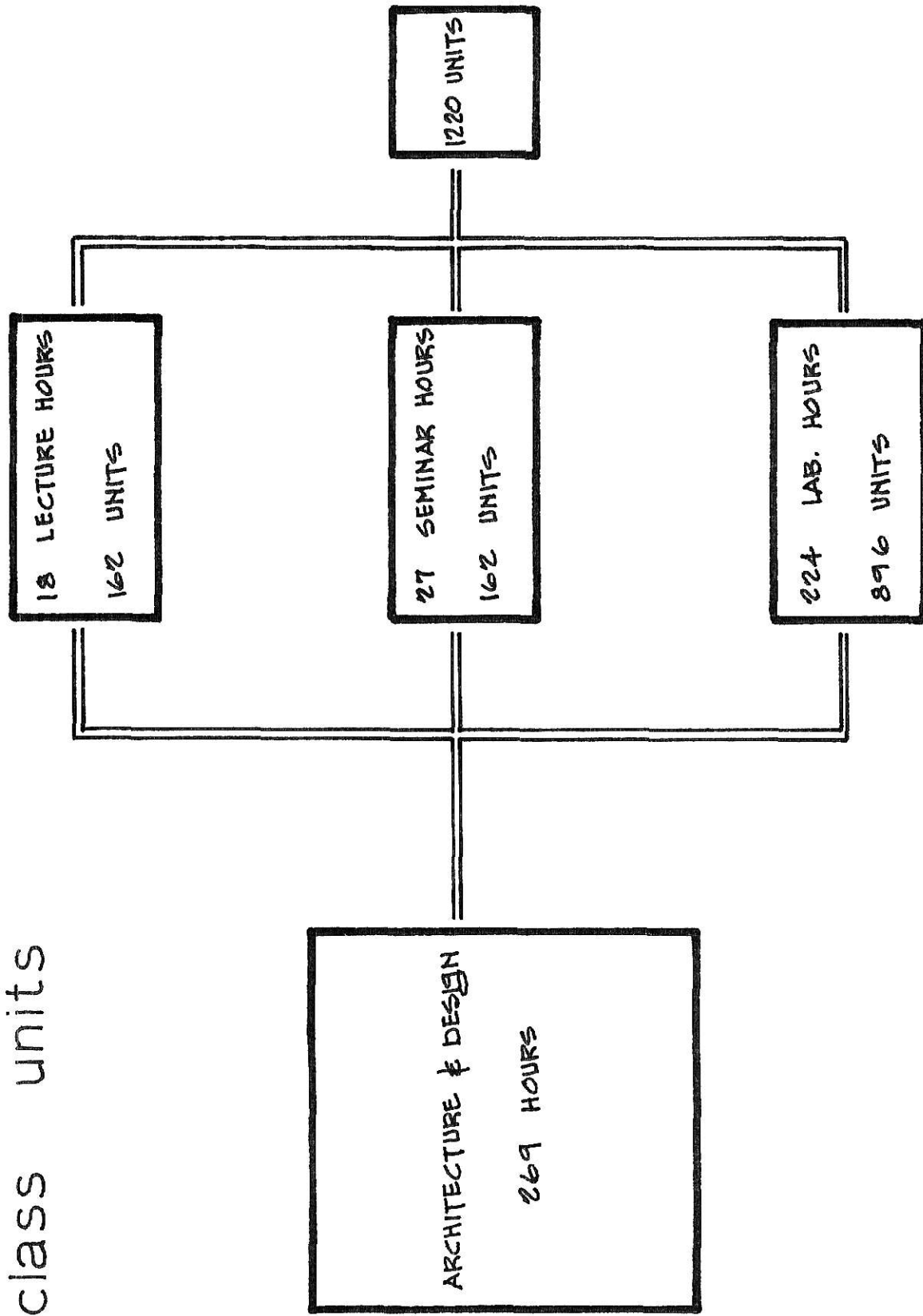
DEAN'S OFFICE
5



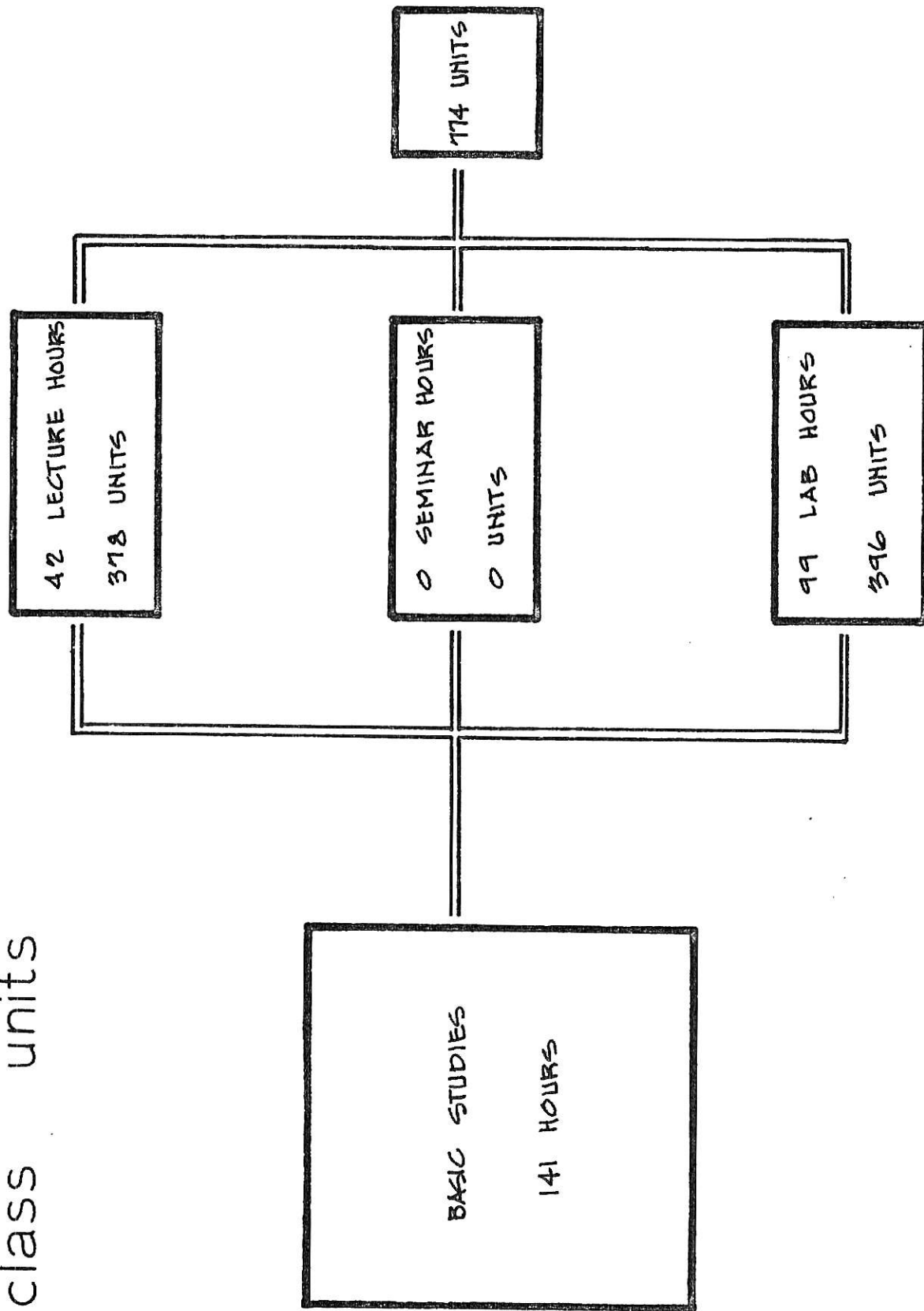
projected
class factor



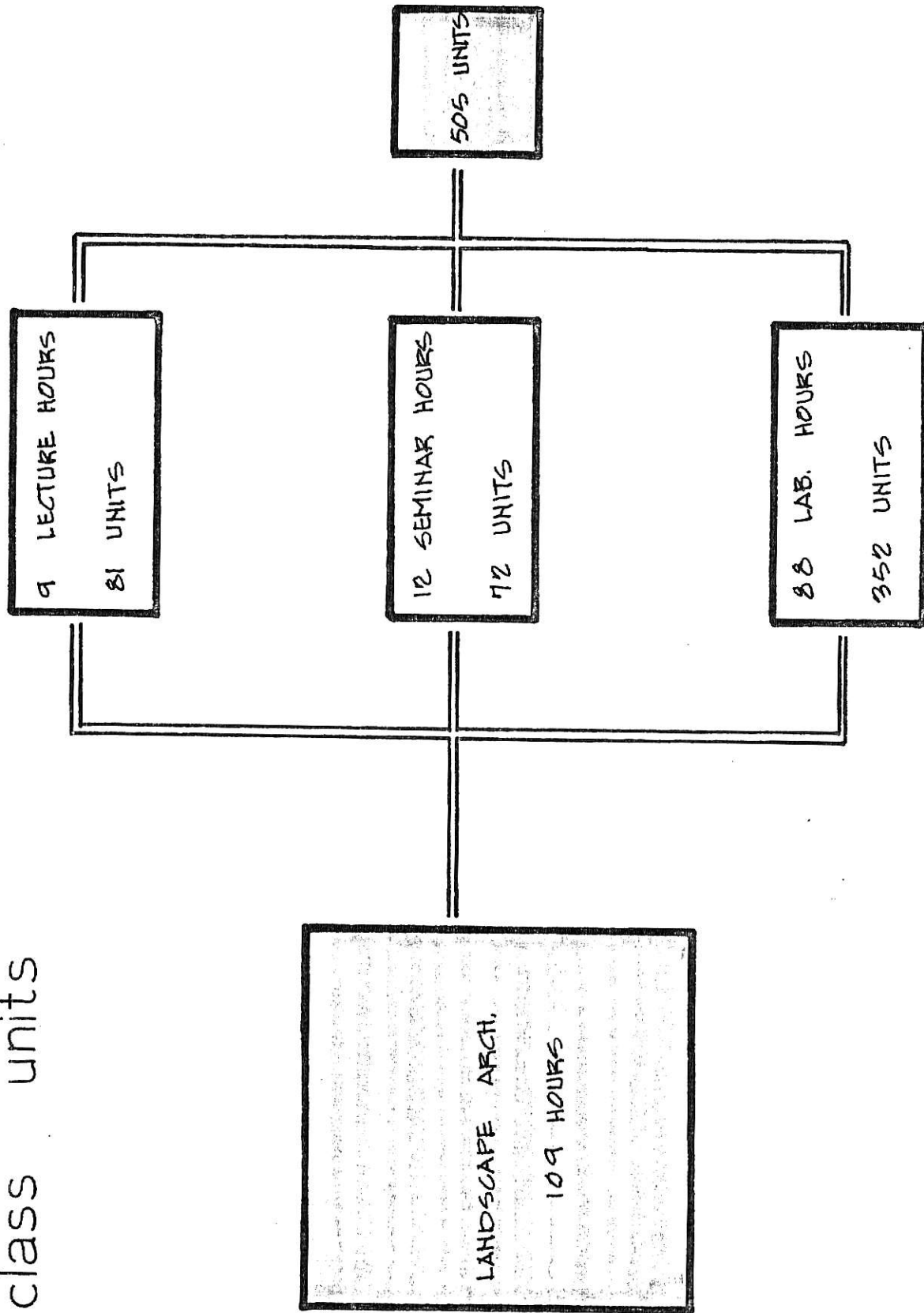
class units



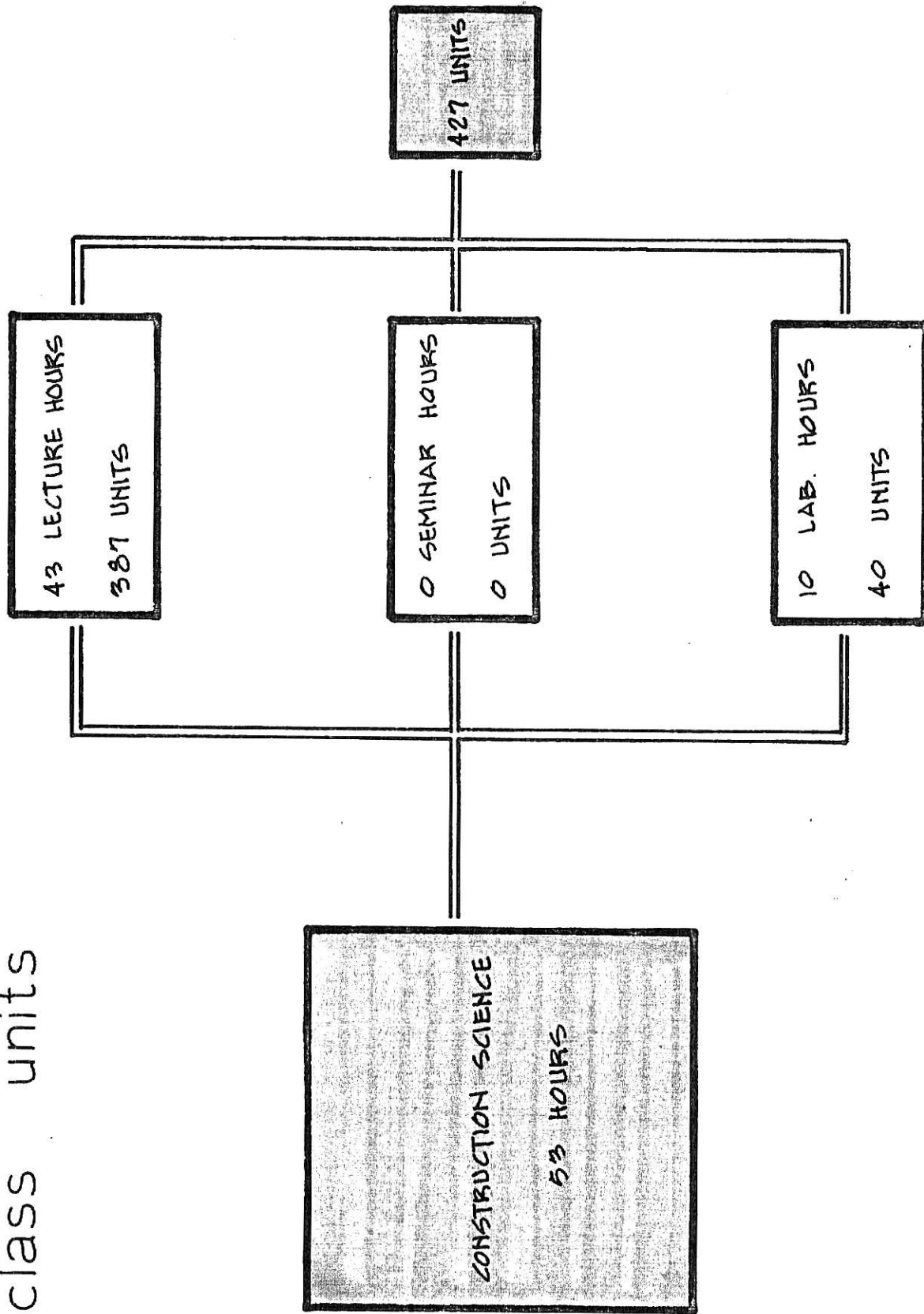
class units



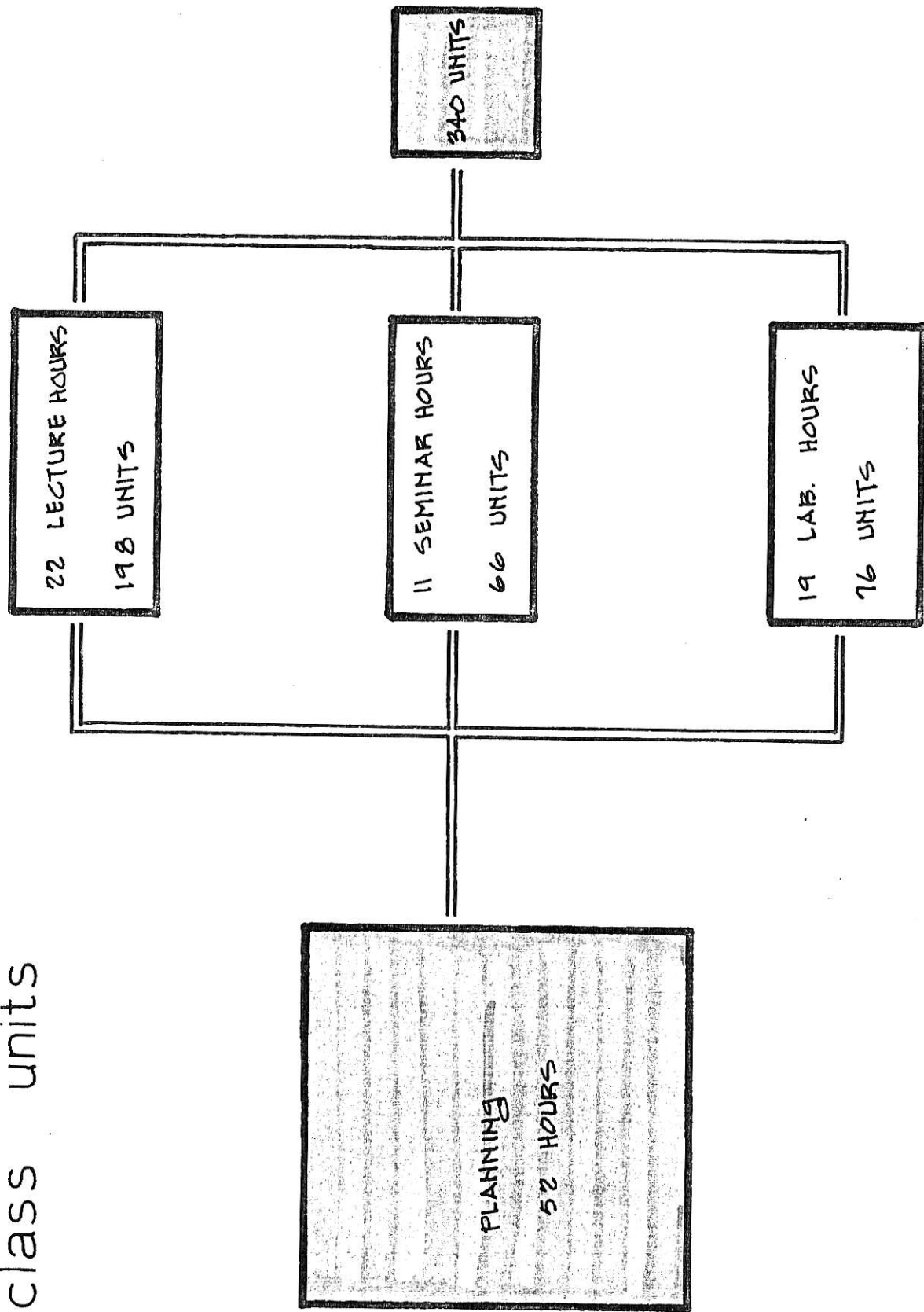
class units



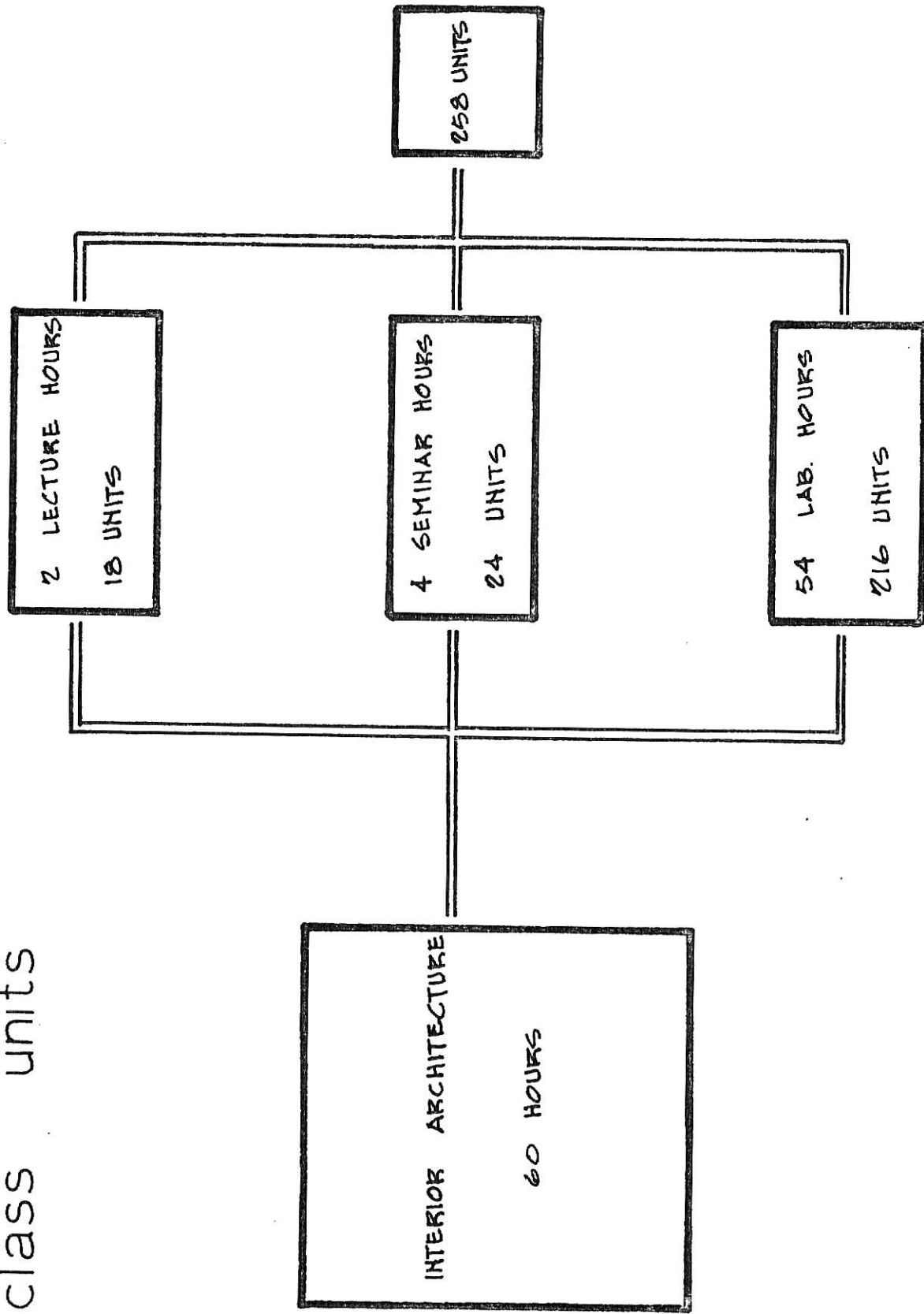
class units



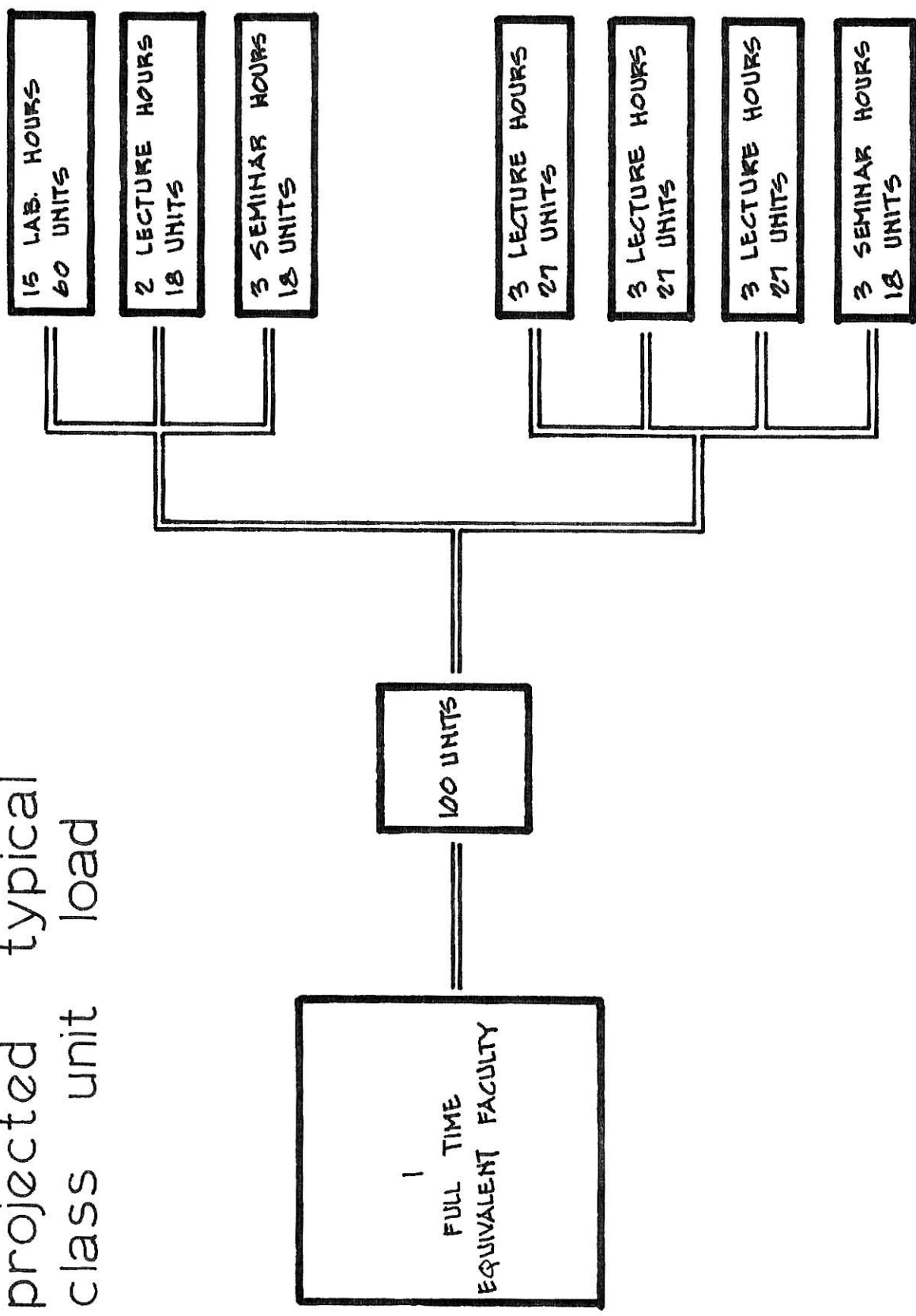
class units



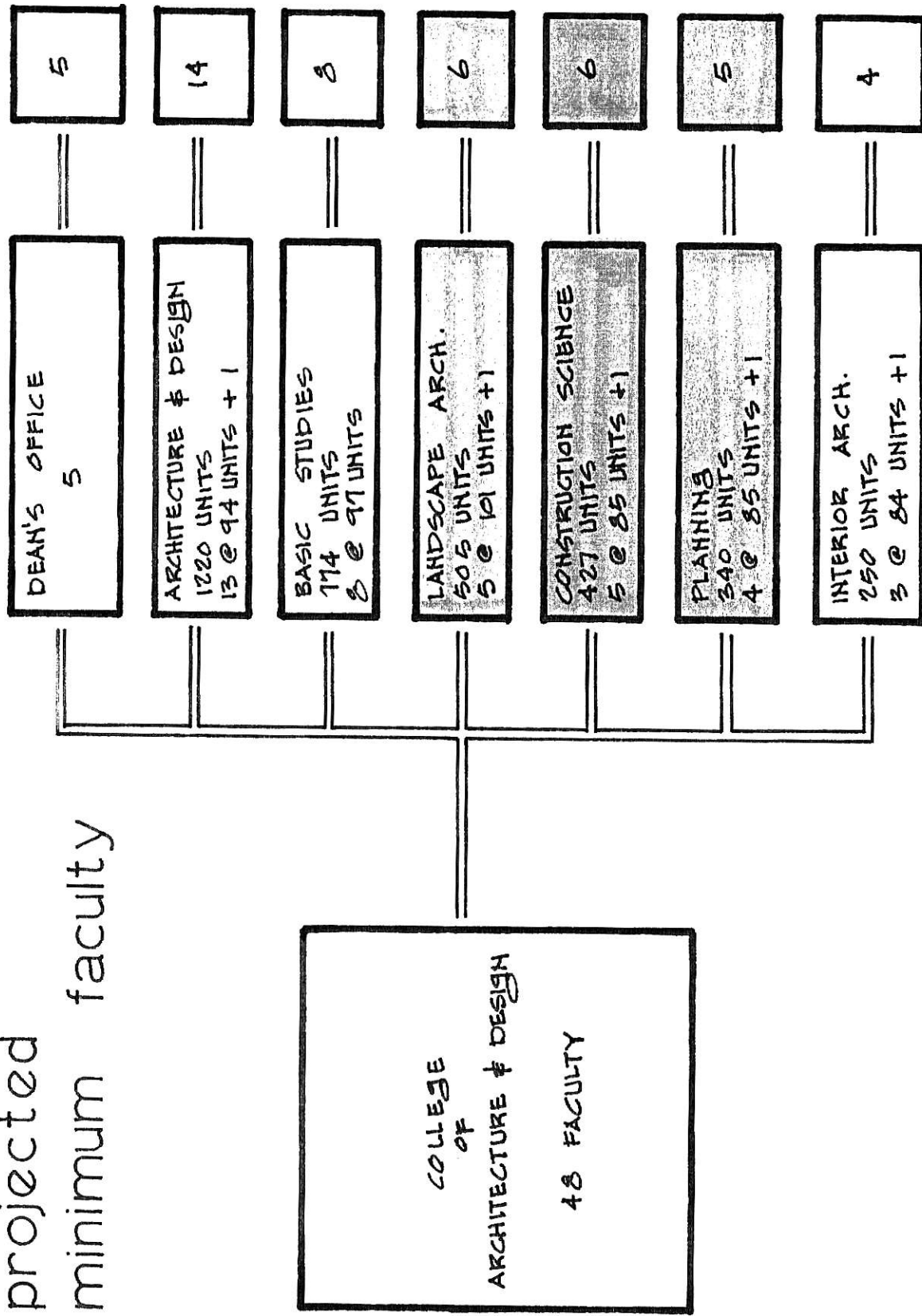
class units



projected typical
class unit load



projected
minimum faculty



existing area

EXISTING AREA

Plates LXI-LXXV represent the existing area data. The multiple function of some areas possessed by the College made it difficult to correlate area and department. I developed Plate LXI by examining which department had priority over what area. The student per square foot ratio is important for comparison between the existing ratio and the recommended ratio developed at Ball State University for the functions of a College of Architecture and Design.³

Plates LXVIII-LXX represent the division of area for each department. Plates LXXI-LXXV represent the location of area possessed by the College of Architecture and Design within Seaton Hall and the location of each department. Note the hatch marked areas on the floor plans express the area used but not possessed by the College of Architecture and Design. The College of Architecture and Design will be located in the following rooms:

College of Architecture and Design

General College

<u>Room Number</u>	<u>Area per Square Foot</u>
212	263
212A	116
212B	196
212C	294
253	112
253A	213
255	201
321A	233
323	3019
323	372
303A	740
303B	122
303C	120
303D	95
303F	789
320A	201
320B	212
320C	210
	<u>7508</u> Total

Department of Architecture

<u>Room Number</u>	<u>Area per Square Foot</u>
4	1811
4A	1130
4B	340
4C	989
4D	1073
207	192
208	244
210	291
211	237
211A	330
211B	190
214	251
215	244
216	274
217	161
260A	788
260B	207
260C	768

Department of Architecture (contd.)

<u>Room Number</u>	<u>Area per Square Foot</u>
218	1230
219	1001
301	1916
303	924
305	1074
317	736
	<u>16,401 Total</u>

Department of Landscape Architecture

<u>Room Number</u>	<u>Area per Square Foot</u>
306	748
307	1221
308	1001
308A	84
309	194
310	234
311	240
312	242
313	233
314	233
	<u>4430 Total</u>

Basic Studies

<u>Room Number</u>	<u>Area per Square Foot</u>
206	2268
260	1988
	<u>4256 Total</u>

Department of Interior Architecture

<u>Room Number</u>	<u>Area per Square Foot</u>
113	408
114	835
114A	408
118	720
209	175
257B	1620
	<u>4166 Total</u>

Department of Regional & Community Planning

<u>Room Number</u>	<u>Area per Square Foot</u>
257	1140
302	159
302A	244
302B	248
302C	169
318	229
320	<u>933</u>
	3122 Total

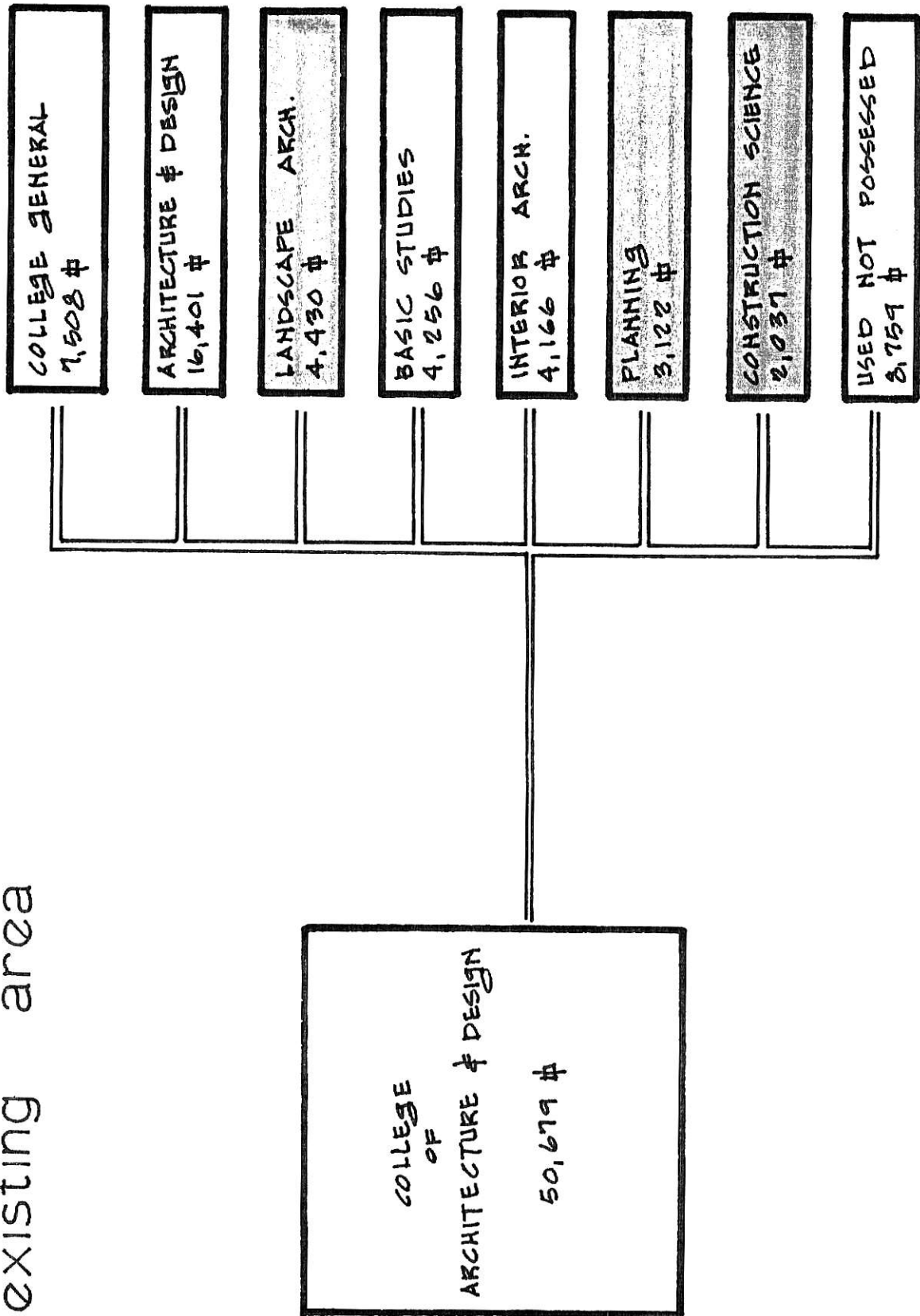
Department of Construction Science

<u>Room Number</u>	<u>Area per Square Foot</u>
213	110
213A	162
213B	100
213C	115
213D	233
251	892
252	<u>425</u>
	2037 Total

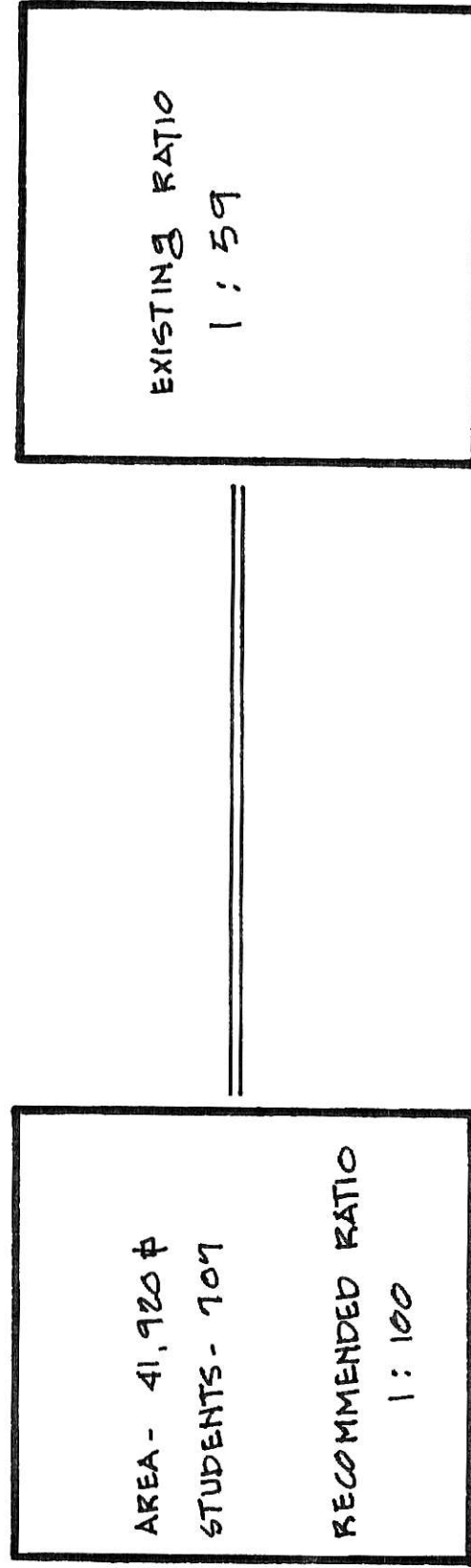
Area Used Not Possessed

<u>Room Number</u>	<u>Area per Square Foot</u>
63	3067
63A	120
63B	120
254H	1272
254I	1712
322	<u>2468</u>
	8759 Total

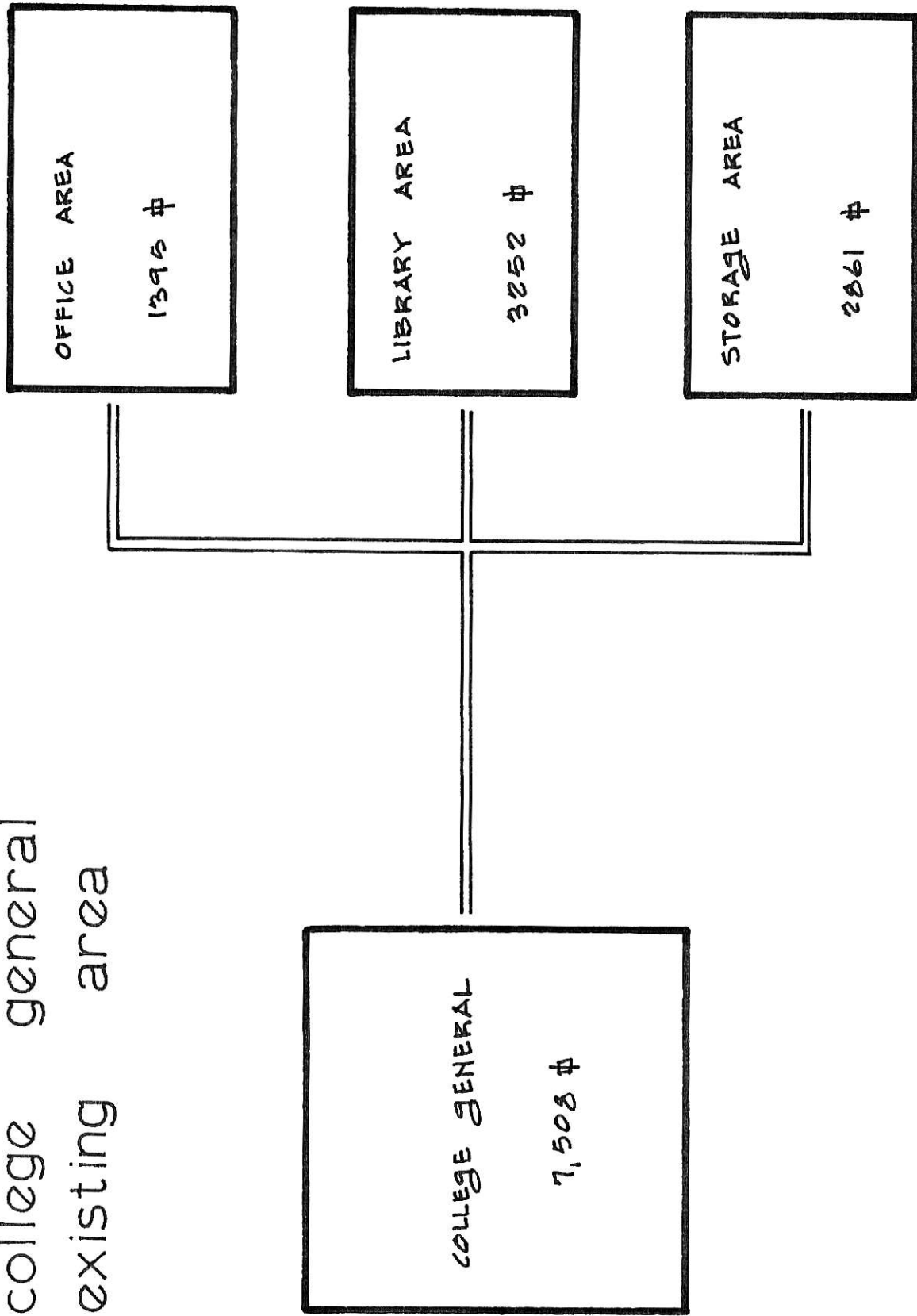
existing area



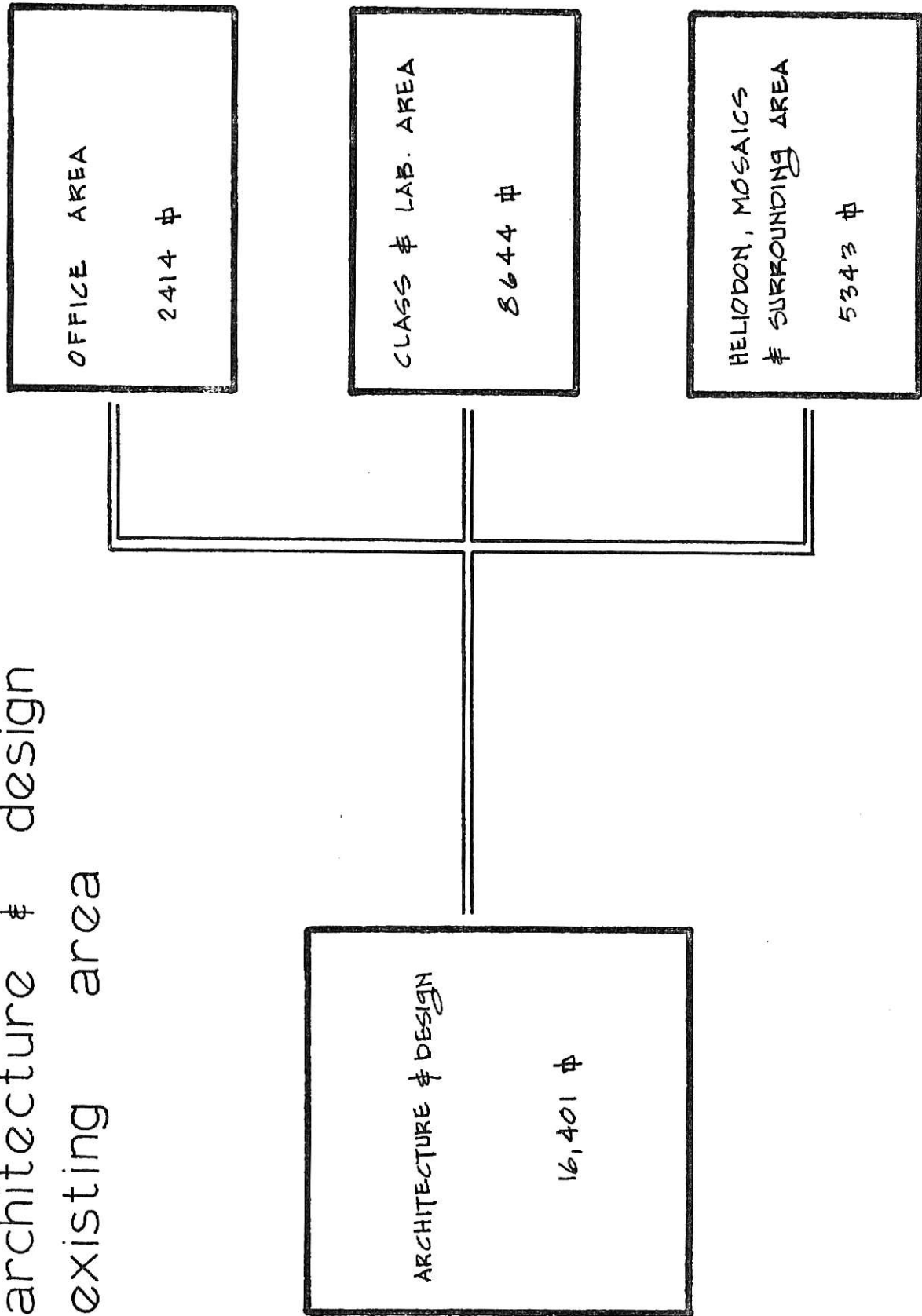
existing student-area ratio



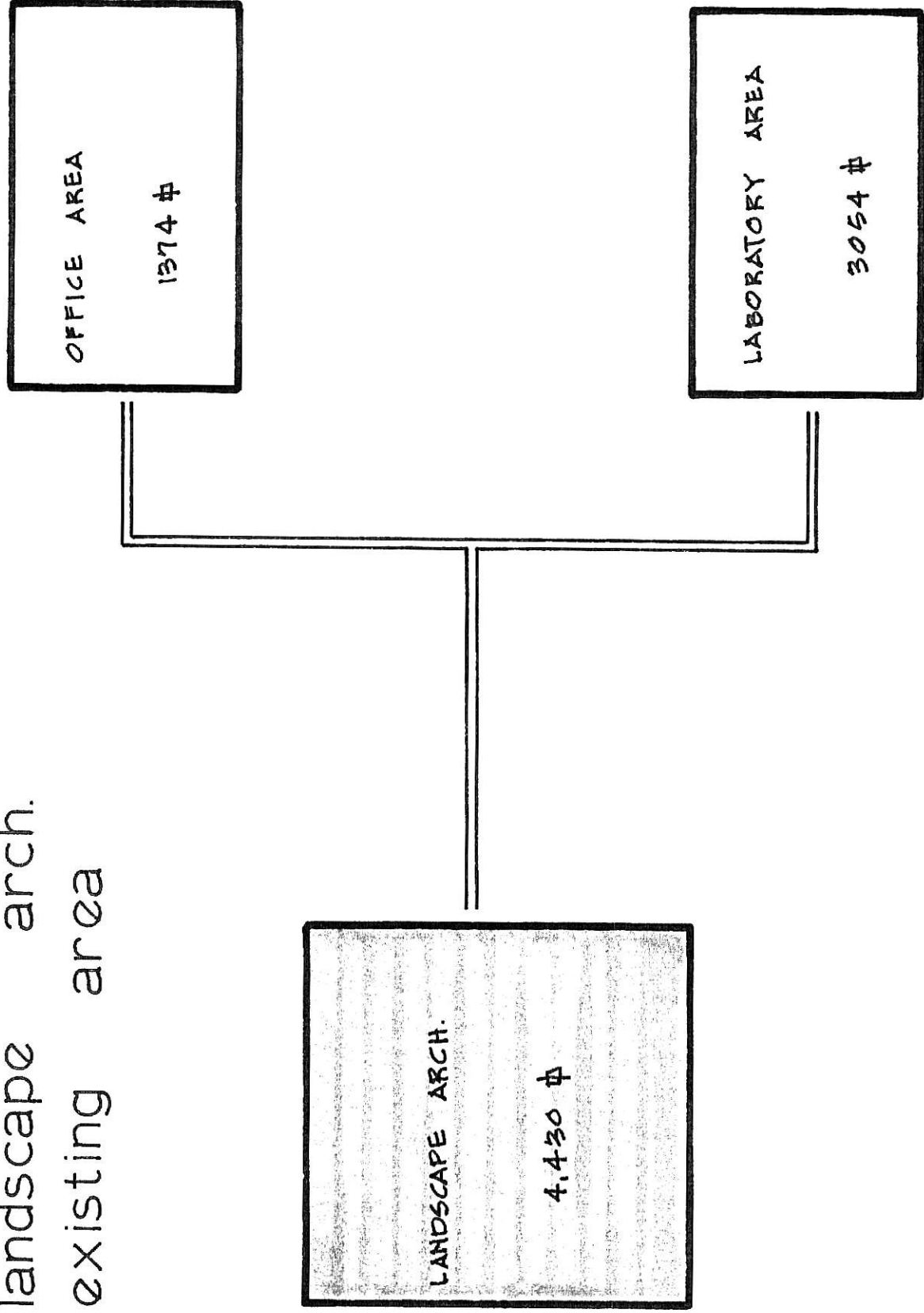
college general
existing area



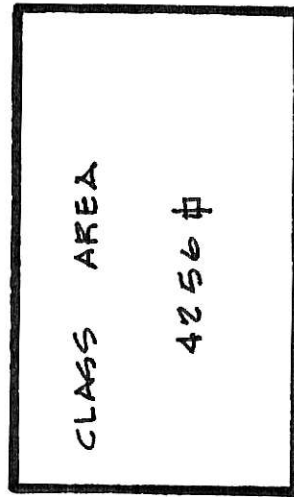
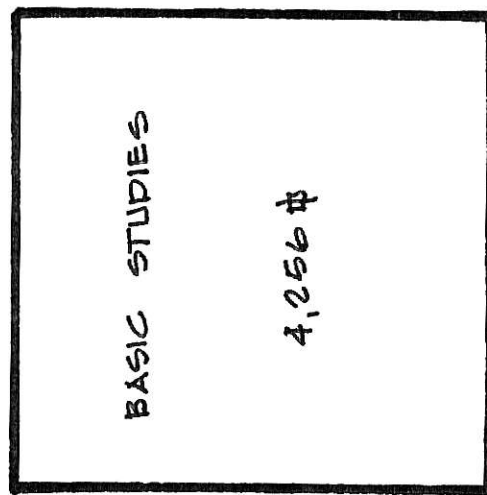
architecture & design
existing area



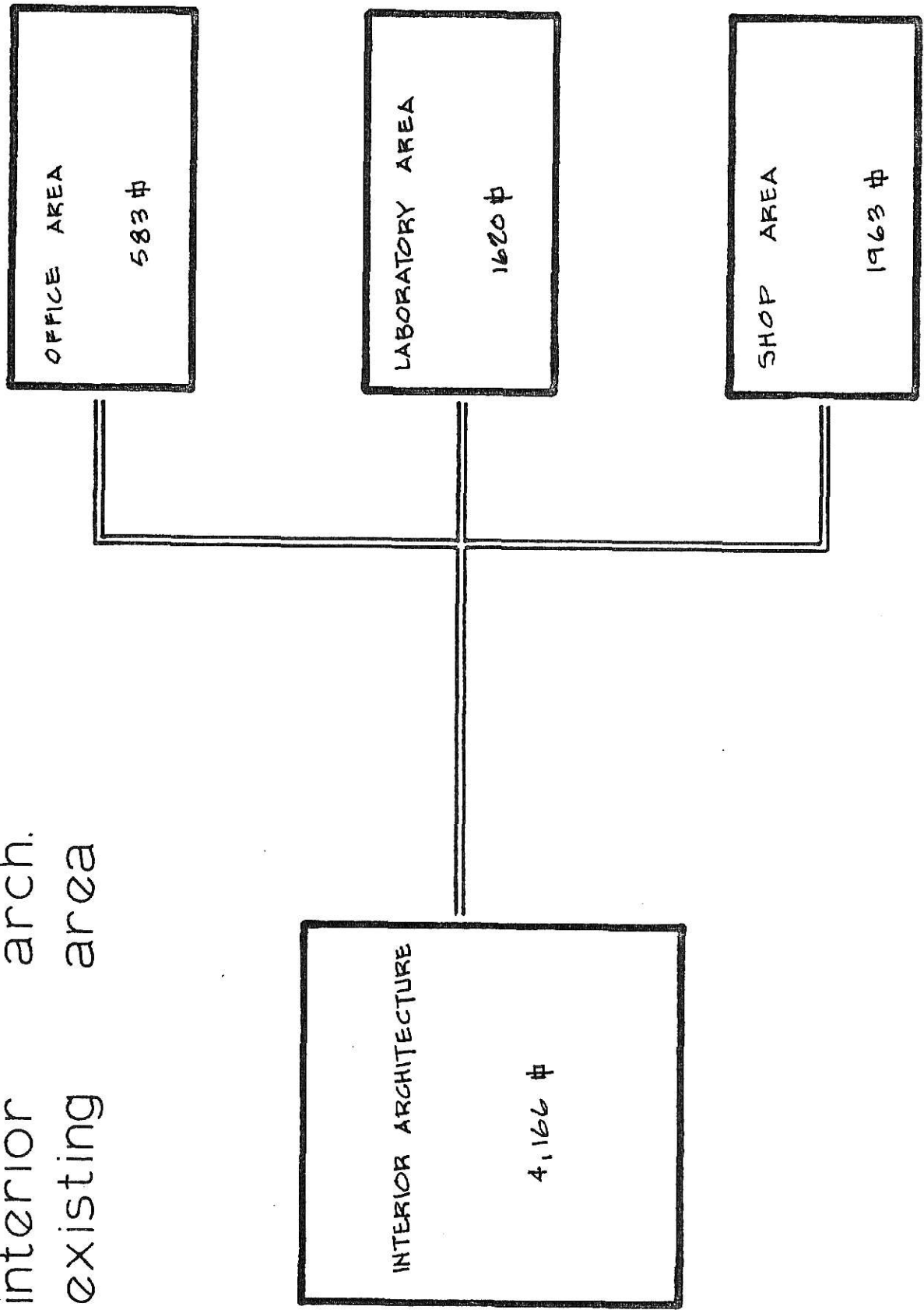
landscape arch.
existing area



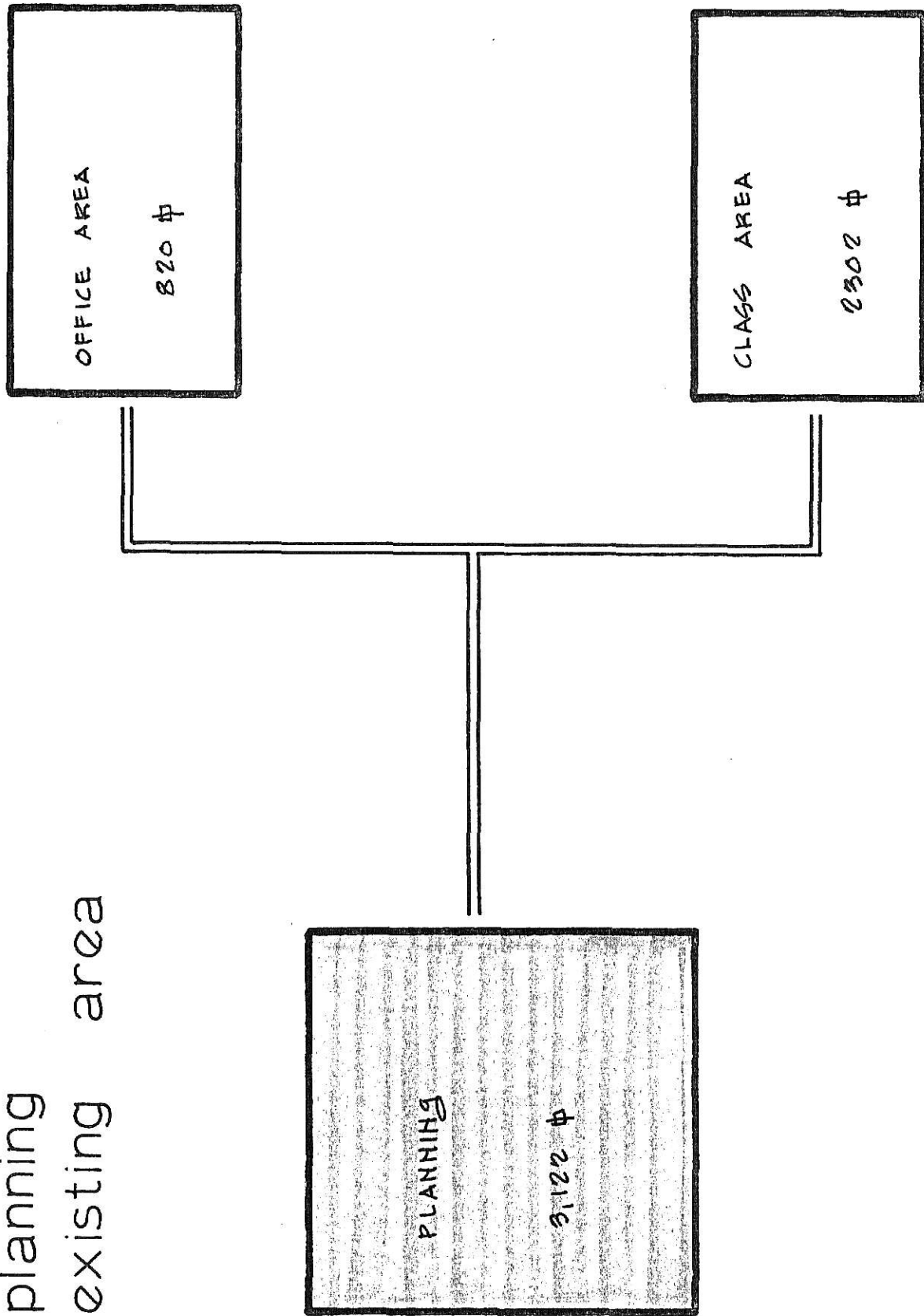
basic studies
existing area



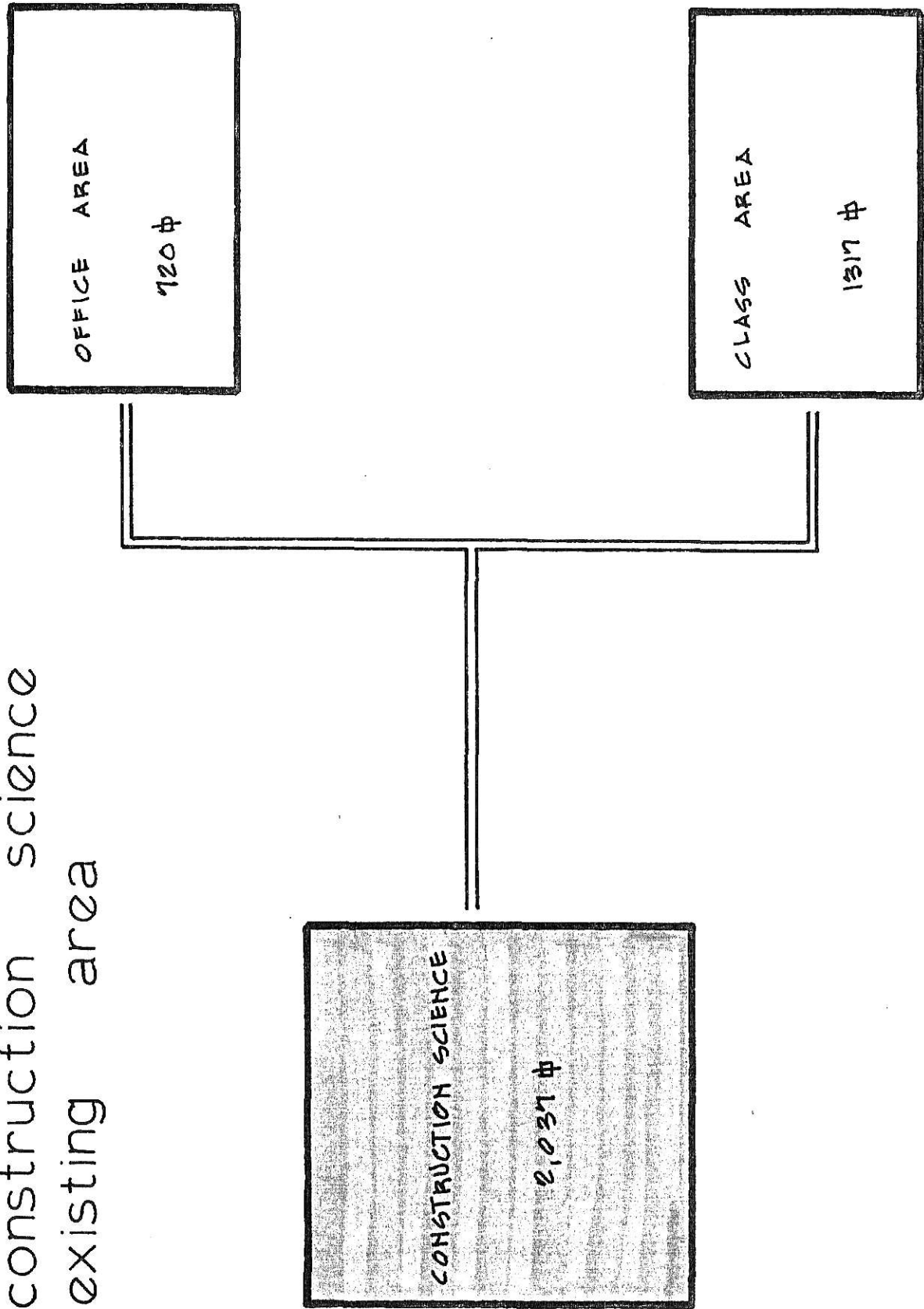
interior arch.
existing area



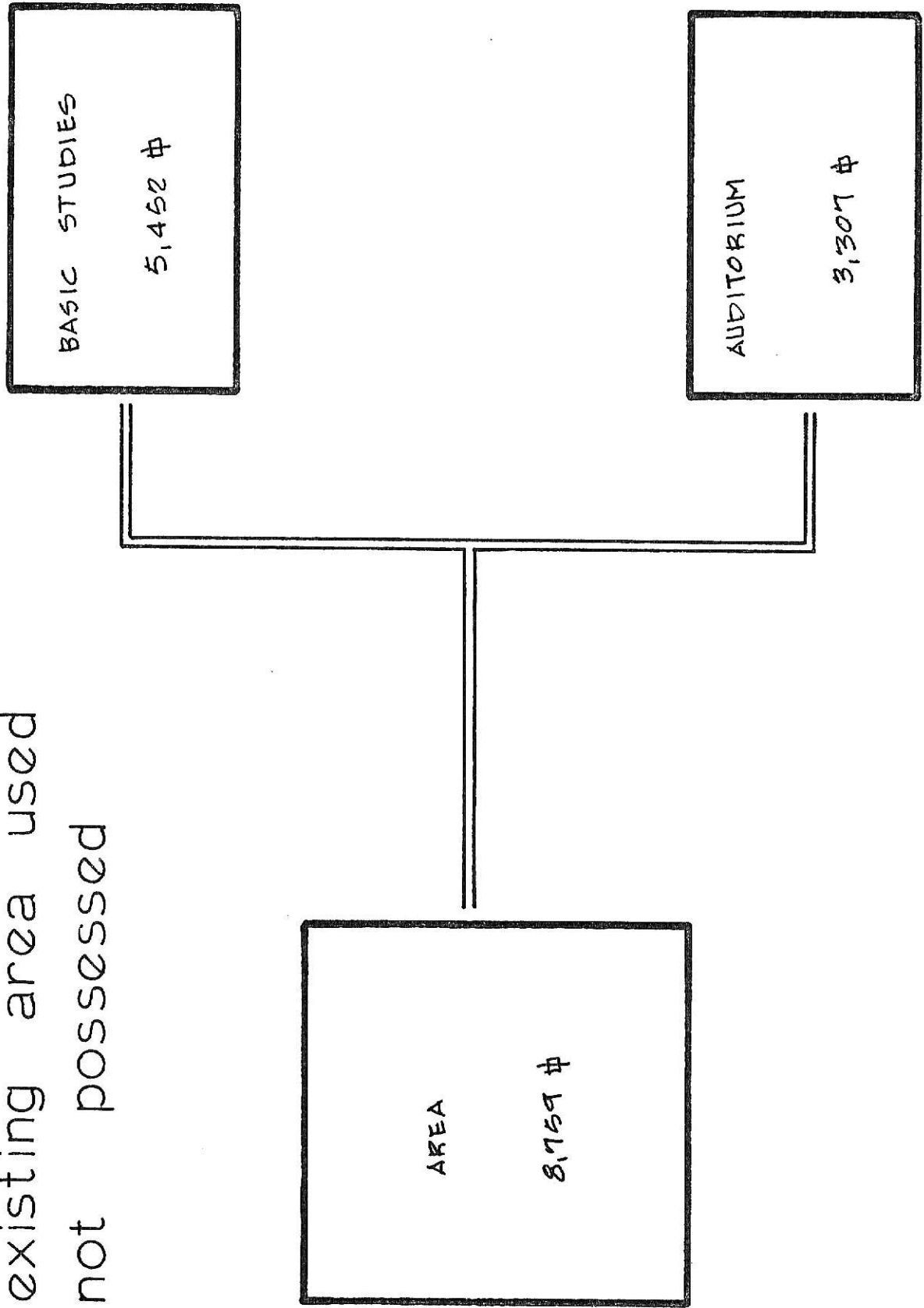
planning
existing area

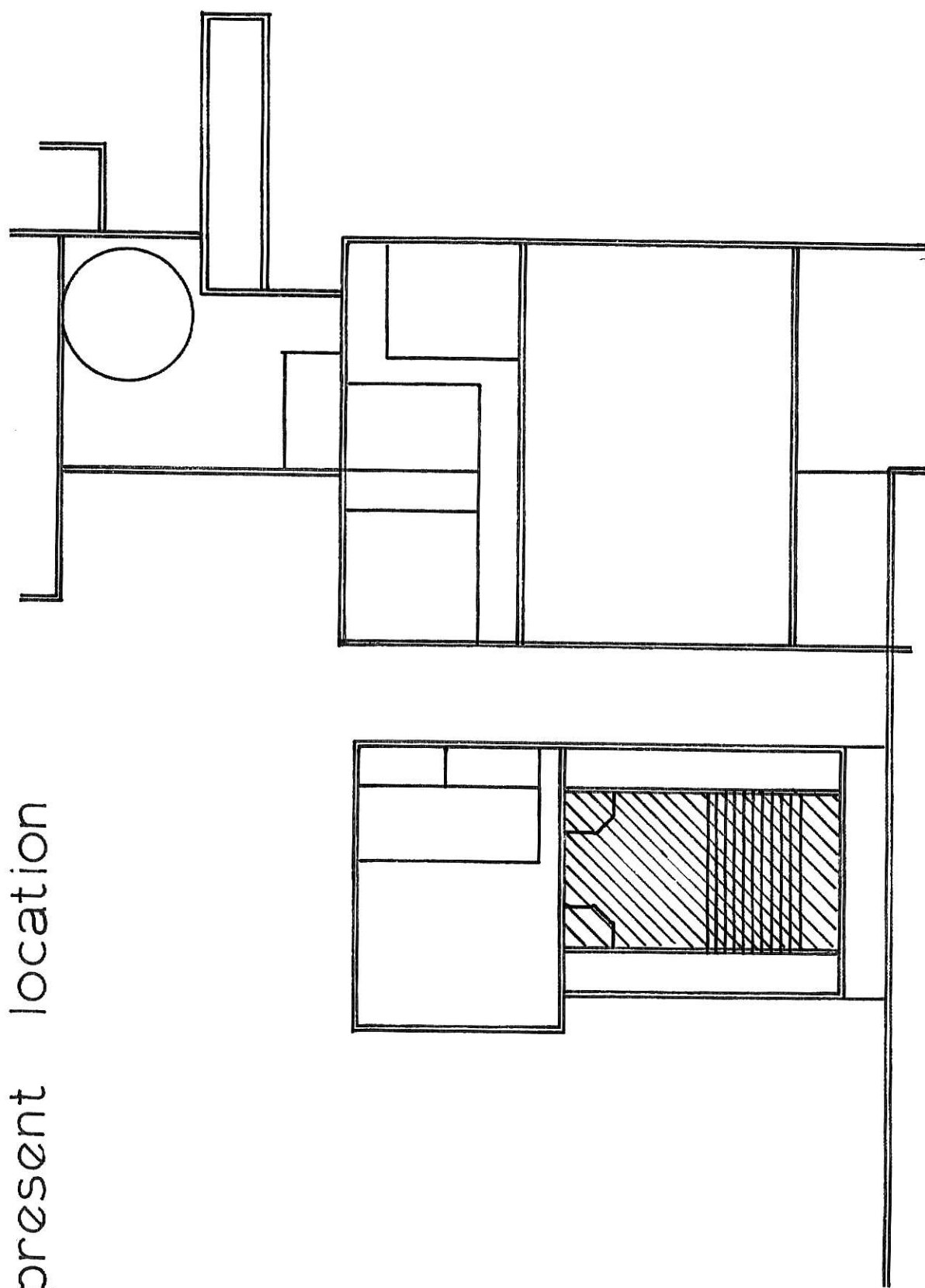


construction science
existing area

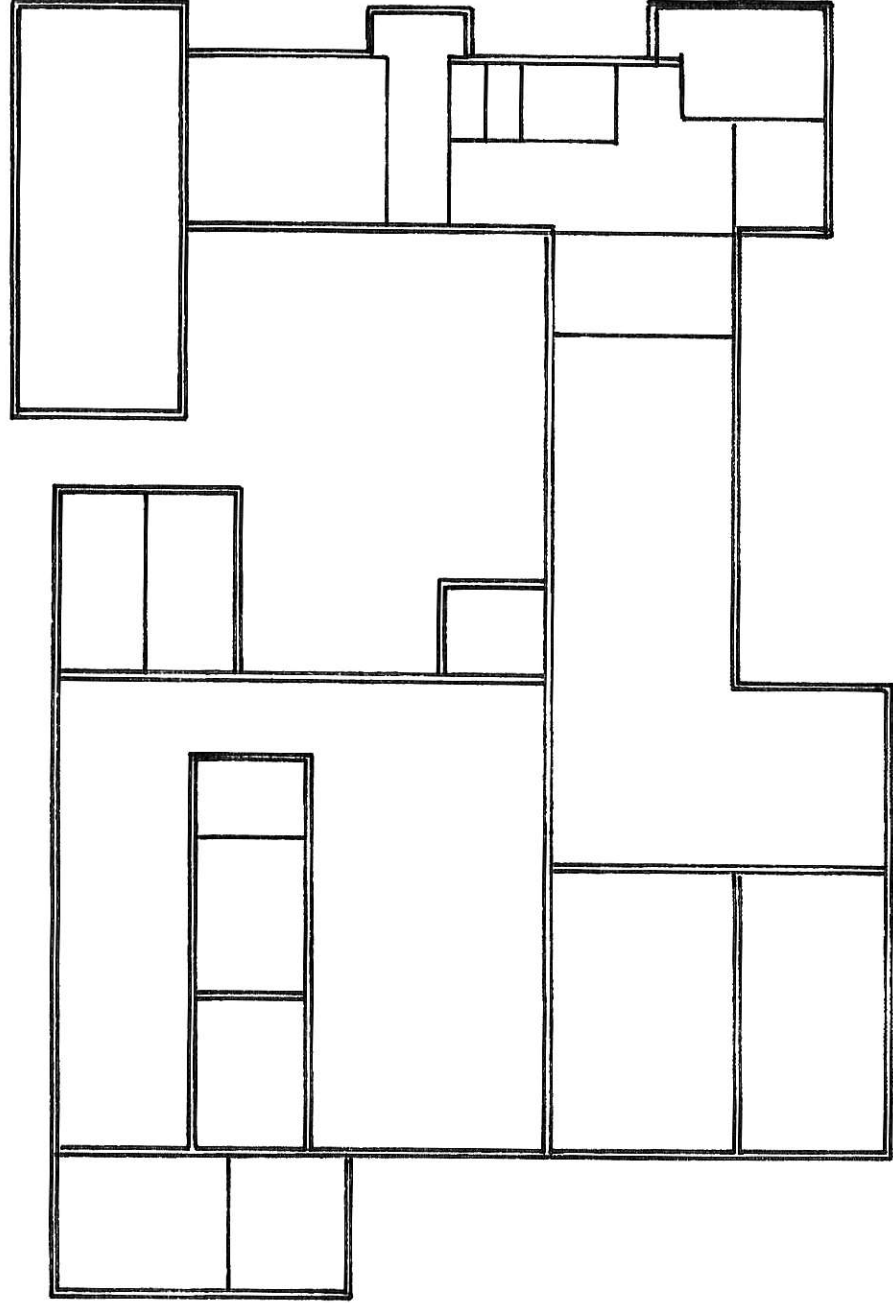


existing area used
not possessed

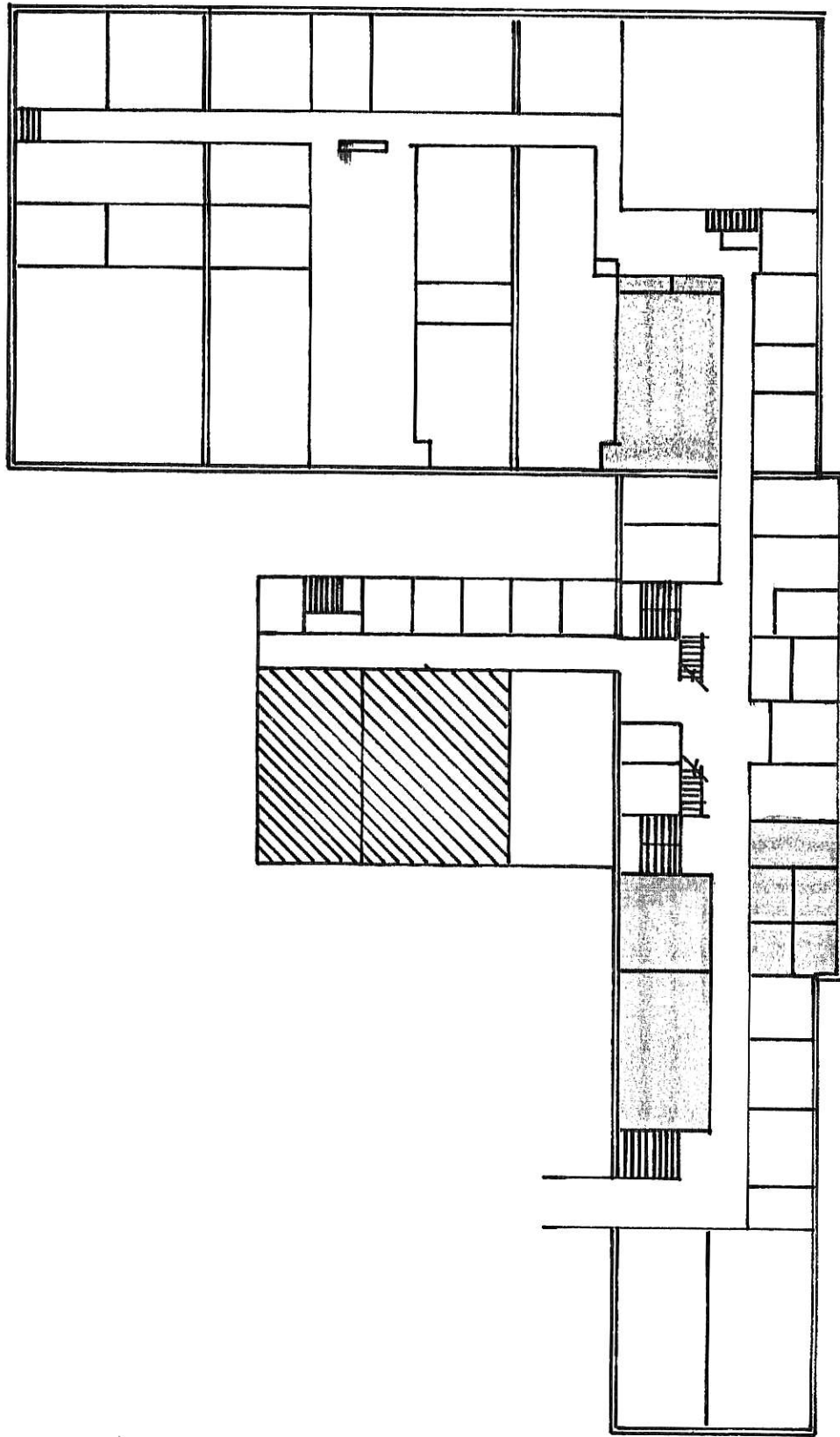




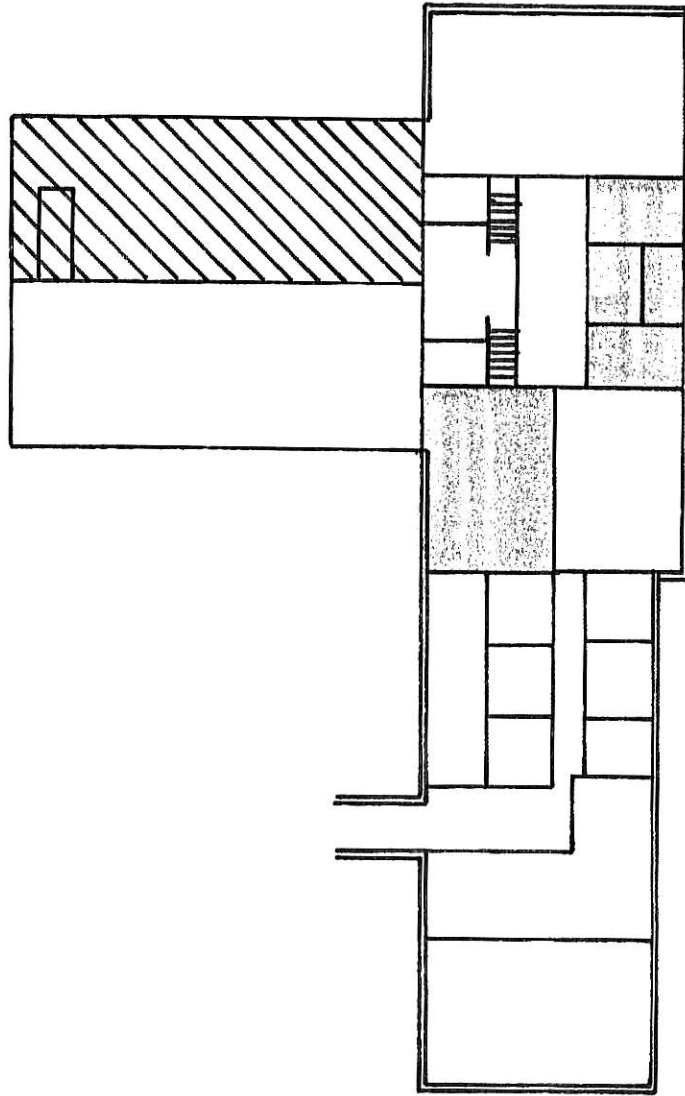
present location



present location



present location



present location

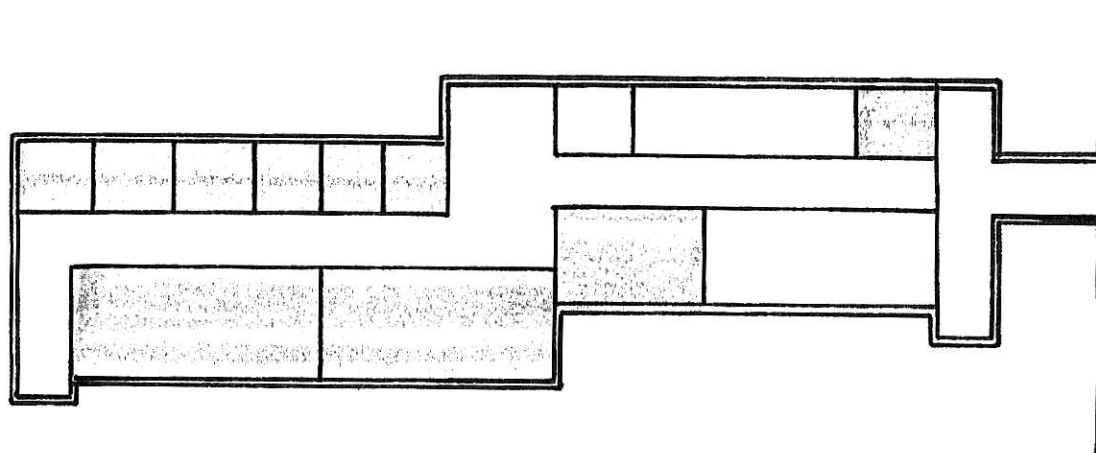


PLATE LXXV

existing area modified

EXISTING AREA MODIFIED

Plates LXXVI-LXXXIX represent a modification and addition to existing area possessed by the College of Architecture and Design based on the existing curriculum and the existing enrollment. Based on interviews and existing data, I feel that these changes are items requiring immediate action.

Landscape Architecture and Interior Architecture are the two design departments implementing the concept of individual work stations. It is my opinion that this should be allowed to flourish with an expansion of area. If additional area is not granted to these departments this concept will perish. The importance of Basic Studies should be realized and the second level of the new wing should be obtained for expansion. The quality of the work of Basic Studies students may be related to the present area allotments and faculty assignments. The third level of the new wing should also be obtained for expansion of the College library.

The present functions and improvements in relation to the Engineering auditorium are products of the College of Architecture and Design. This area still belongs to the College of Engineering even though they do not use it. It is my opinion that this area should be secured by the College of Architecture and Design. The shop area also needs expansion space in order to expose more students to this source of education.

Plate LXXVII represents a new student per square foot ratio using the modification of existing space with existing enrollment. The College of Architecture and Design will be located in the following rooms:

College of Architecture and Design

General College

<u>Room Number</u>	<u>Area per Square Foot</u>
4	1811
4A	1130
4B	340
4D	1073
63	3067
63A	120
63B	120
212	263
212A	116
212B	196
212C	294
253	112
253A	213
255	201
303A	372
303B	740
303C	122
303D	120
303E	95
303F	789
320A	201
320B	212
320C	210
321A	233
322	2468
323	3019
322A	128
	<u>17,765</u> Total

Department of Architecture

<u>Room Number</u>	<u>Area per Square Foot</u>
4C	989
206	2268
207	192
210	291
211	237
211A	330
211B	190
214	251
215	244
216	274
217	161
218	1230
219	1001
260	1988
260B	207
260C	768
301	1916
305	1074
	<u>13,611</u> Total

Department of Interior Architecture

<u>Room Number</u>	<u>Area per Square Foot</u>
101	2792
113	408
114	835
114A	408
118	720
208	244
209	175
257	1620
257B	1140
	<u>8342</u> Total

Basic Studies

<u>Room Number</u>	<u>Area per Square Foot</u>
254A	184
254B	160
254C	160
254D	160
254E	160
254H	1272

Basic Studies (contd.)

<u>Room Number</u>	<u>Area per Square Foot</u>
254I	1712
254J	1222
260A	788
	<u>5818</u> Total

Department of Landscape Architecture

<u>Room Number</u>	<u>Area per Square Foot</u>
306	748
307	1221
308	1001
308A	84
309	194
310	234
311	240
312	242
313	233
314	233
317	736
	<u>5166</u> Total

Department of Regional and Community Planning

<u>Room Number</u>	<u>Area per Square Foot</u>
302	159
302A	244
302B	248
302C	169
303	924
318	229
320	933
	<u>2906</u> Total

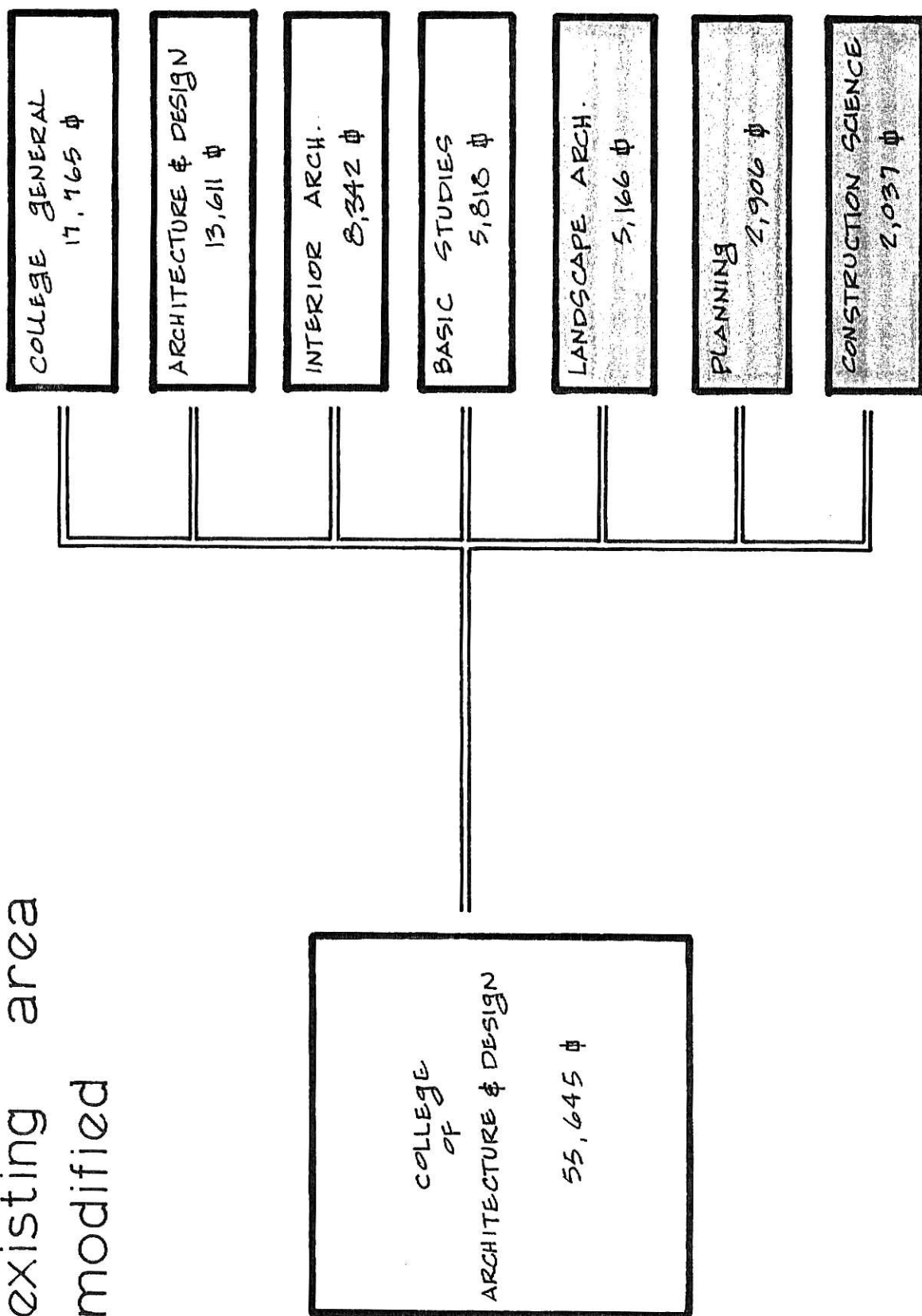
Department of Construction Science

<u>Room Number</u>	<u>Area per Square Foot</u>
213	110
213A	162
213B	100
213C	115

Department of Construction Science (contd.)

<u>Room Number</u>	<u>Area per Square Foot</u>
213D	233
251	892
252	<u>425</u>
	2037 Total

existing area
modified

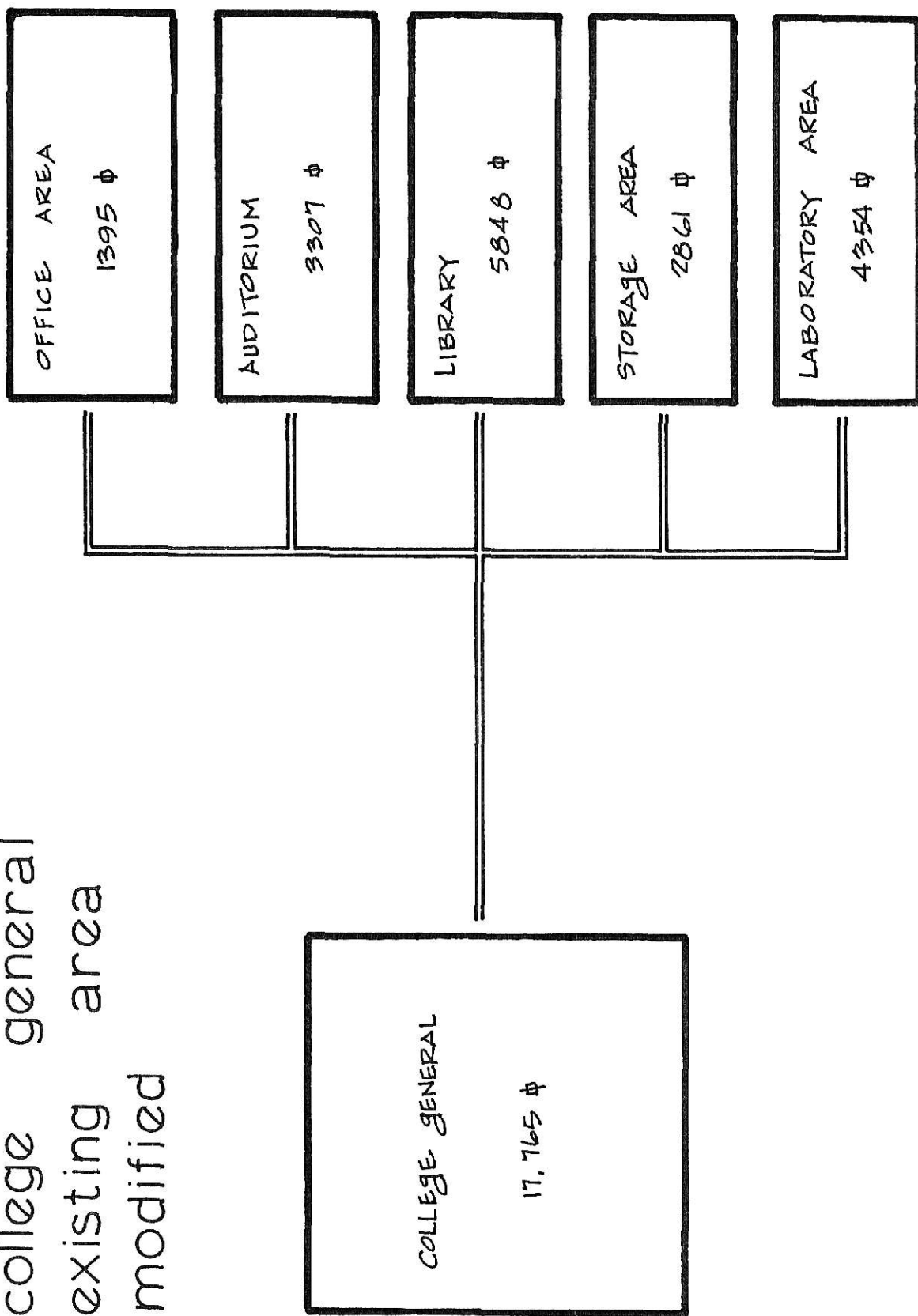


existing area
modified

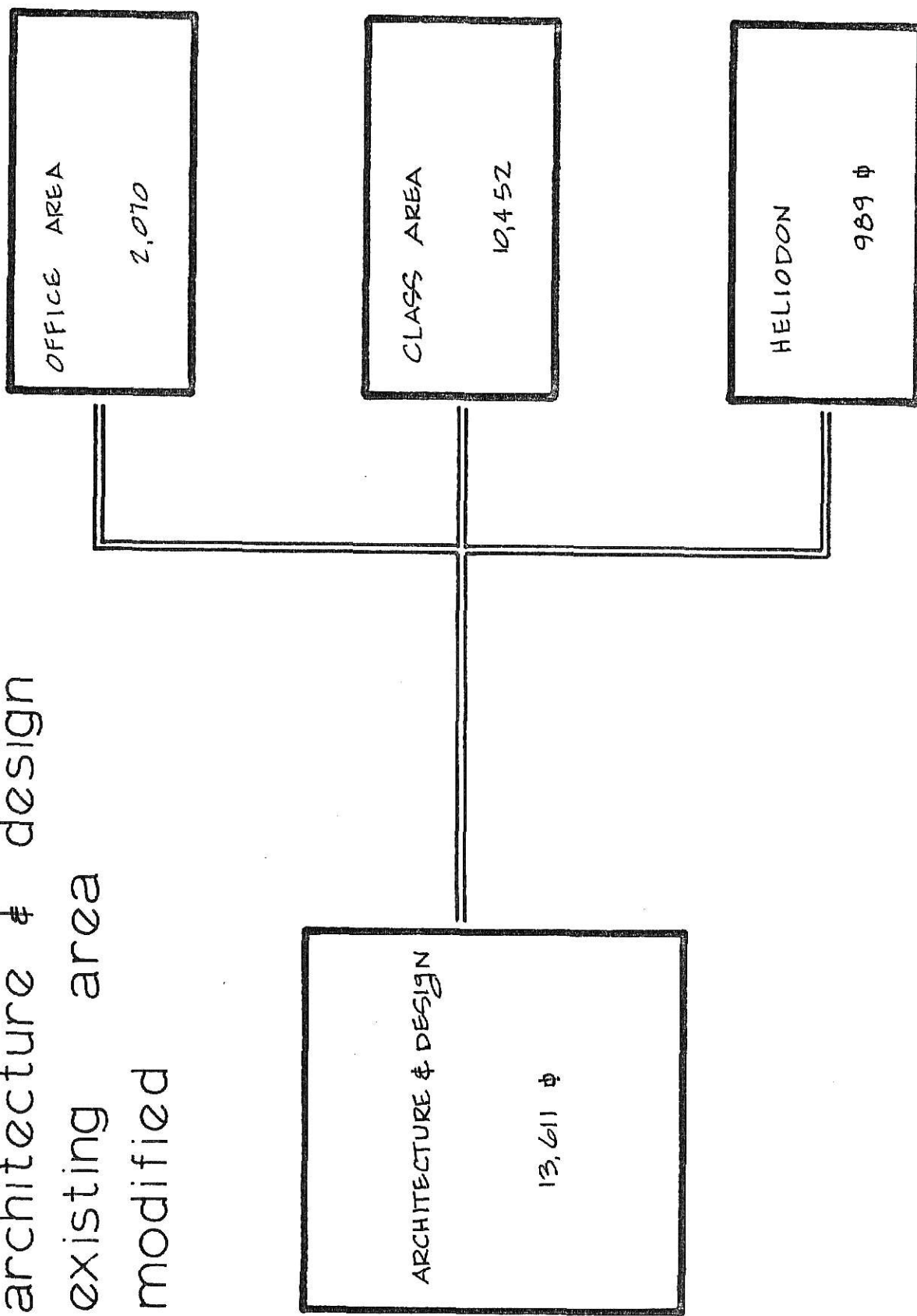
AREA- 55.645 ϕ
STUDENTS- 707
RECOMMENDED RATIO
1: 100

PROJECTED RATIO
1: 78

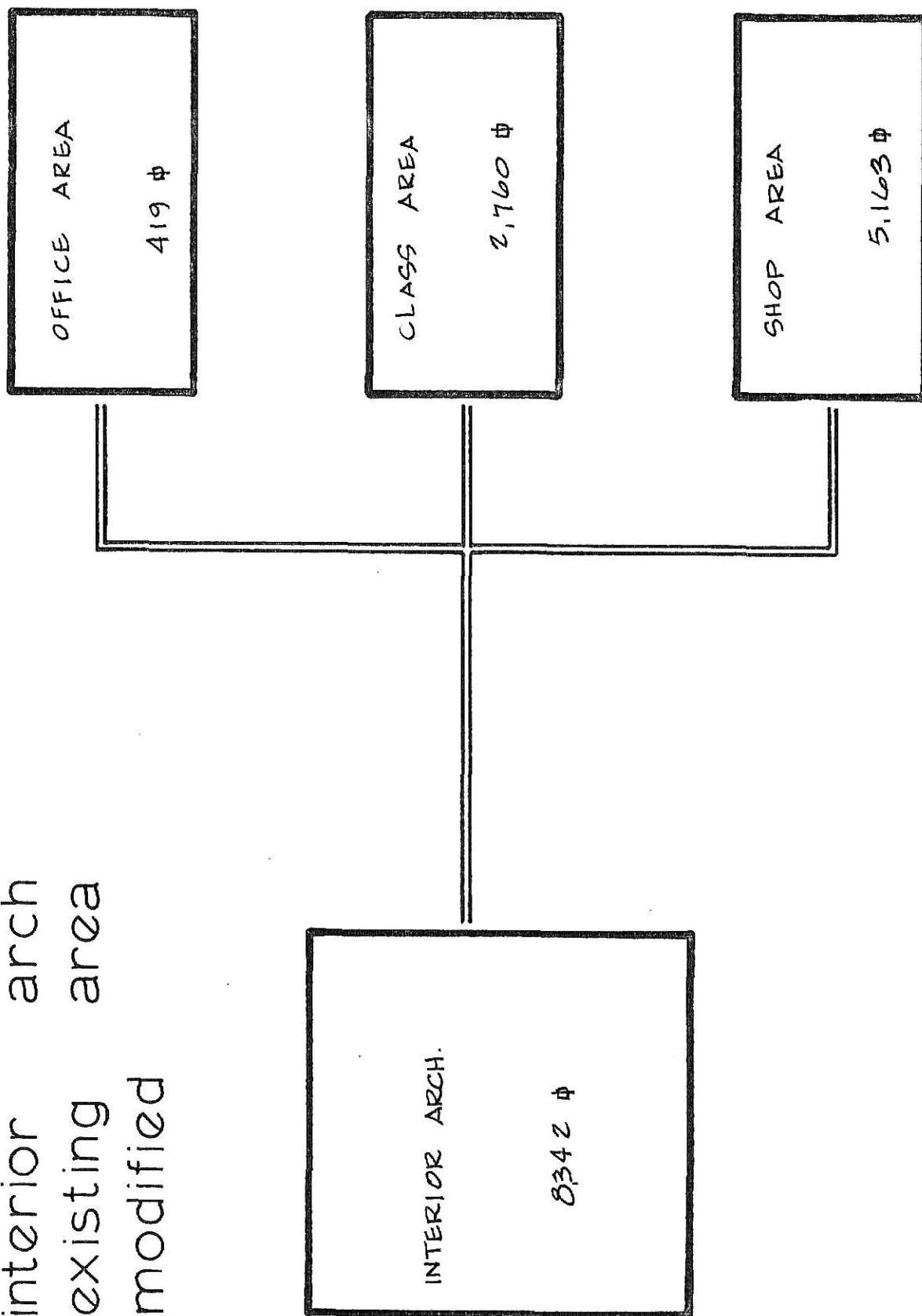
college general
existing area
modified



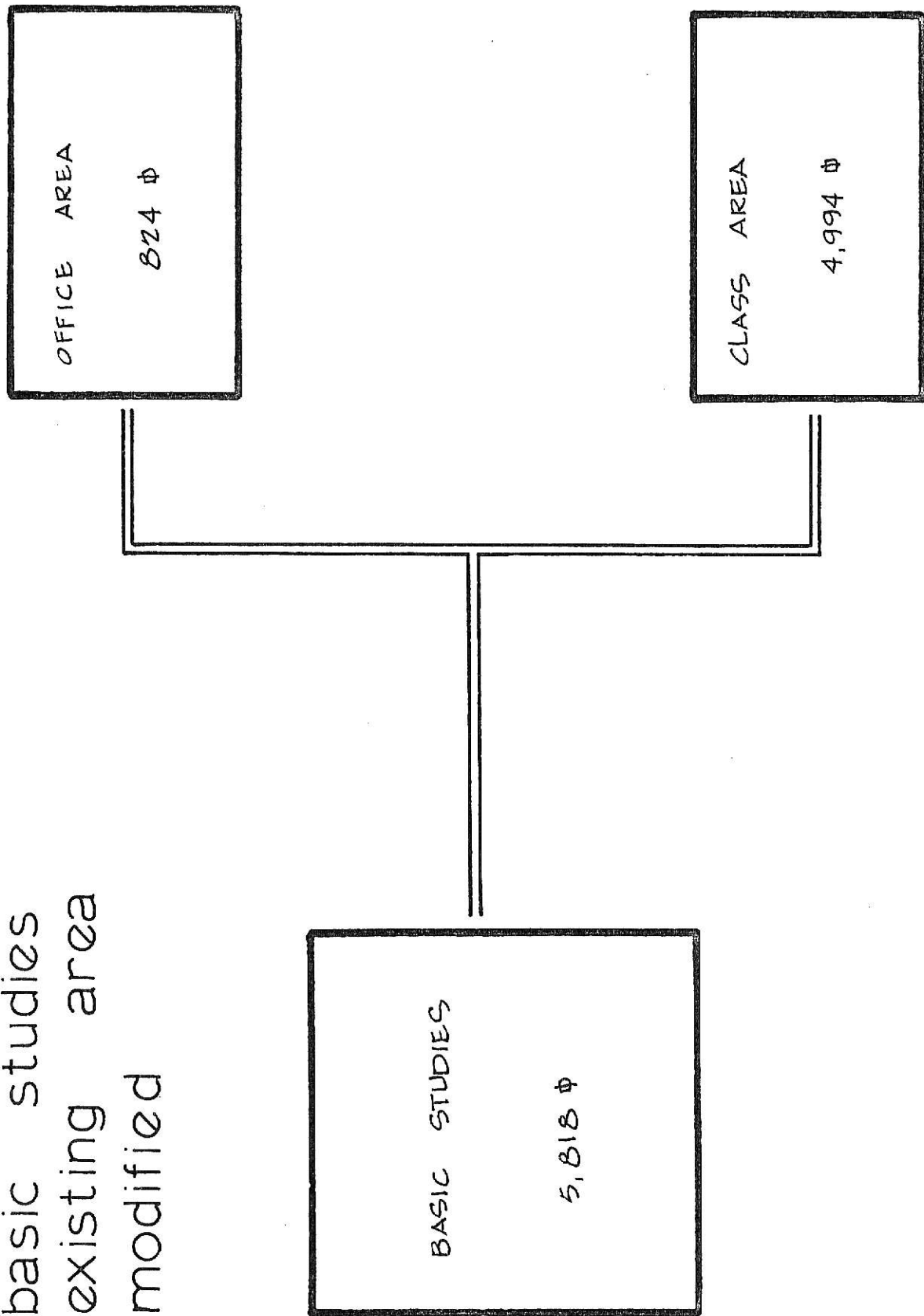
architecture & design
existing area
modified



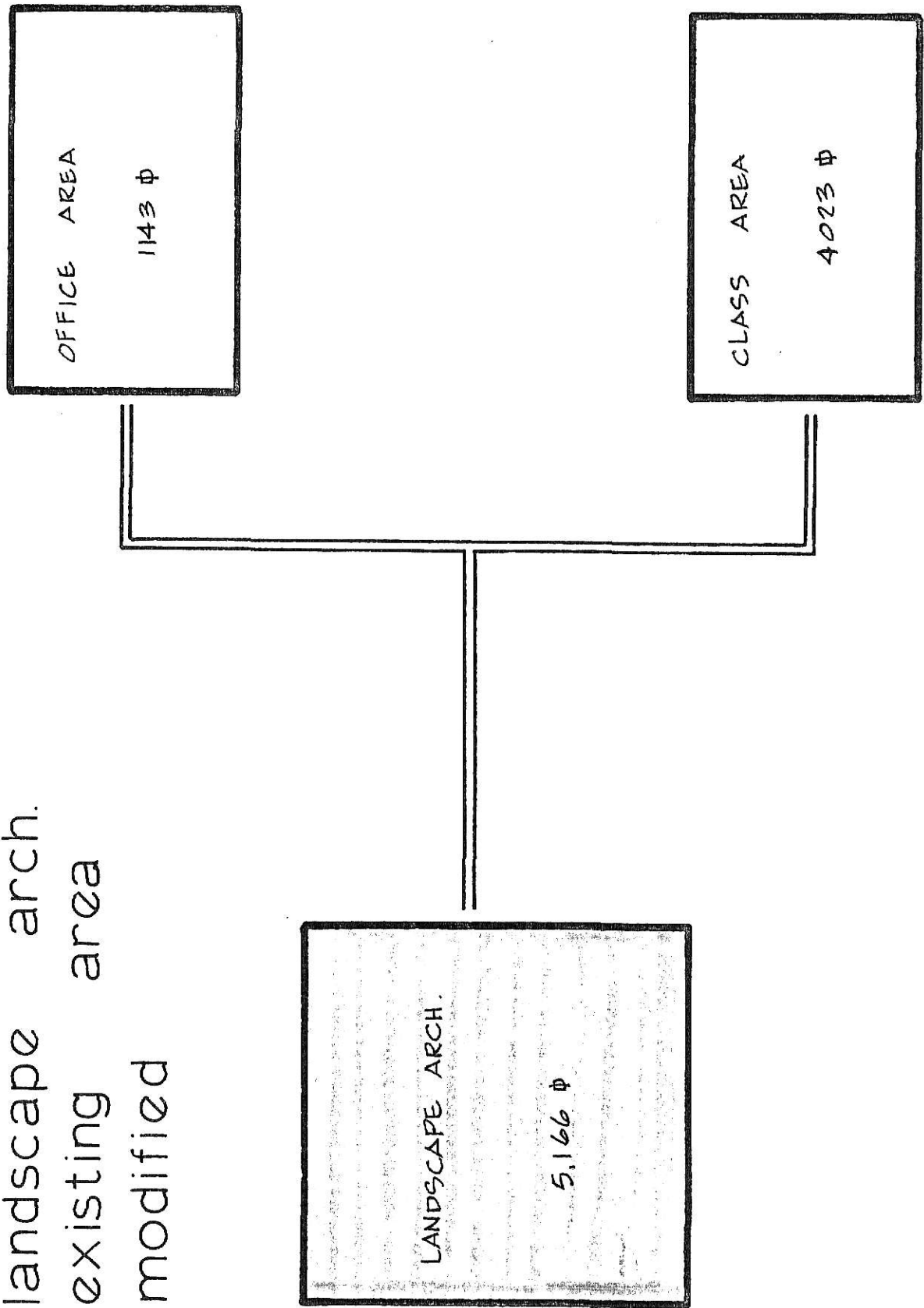
interior arch
existing area
modified



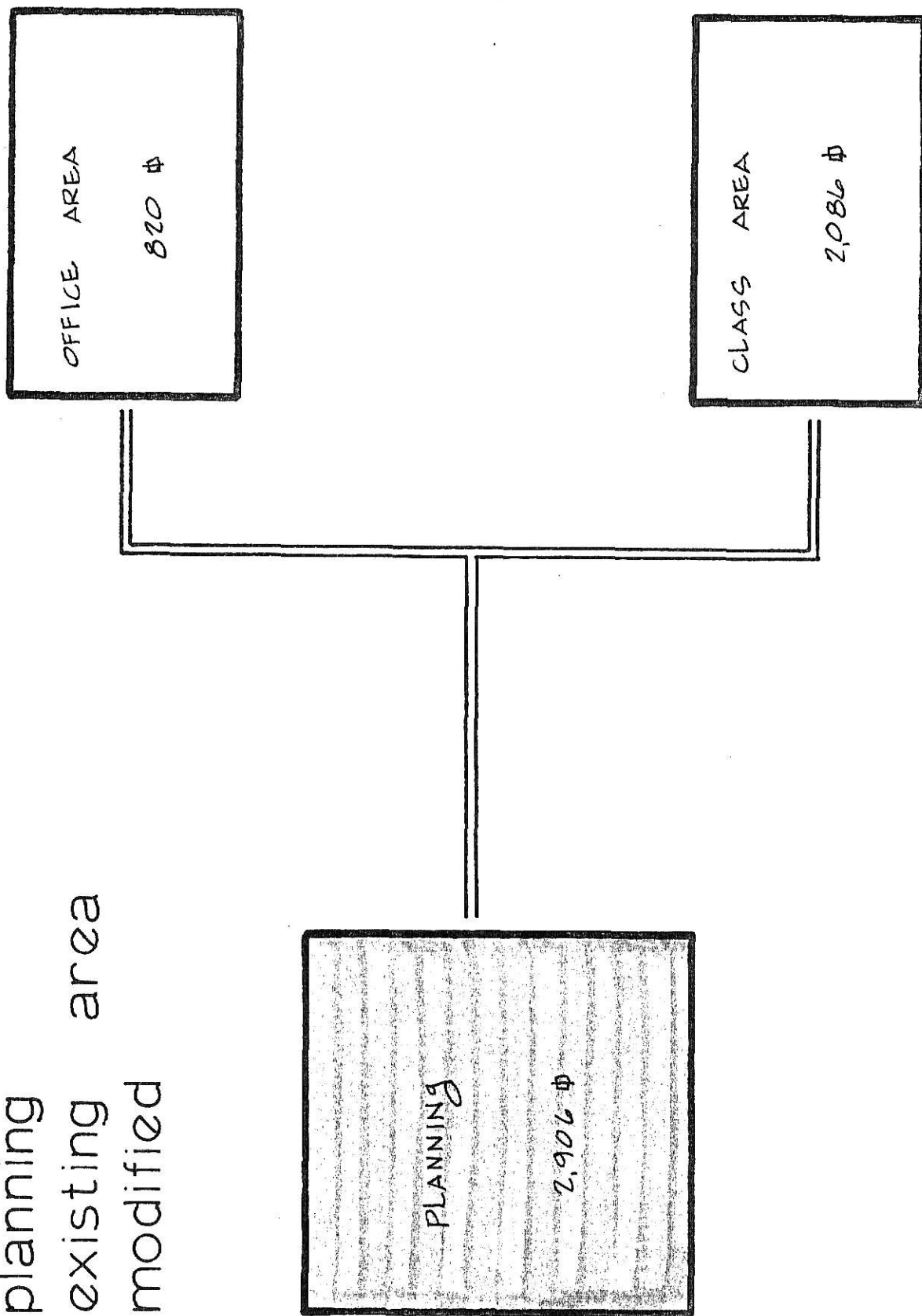
basic studies
existing area
modified



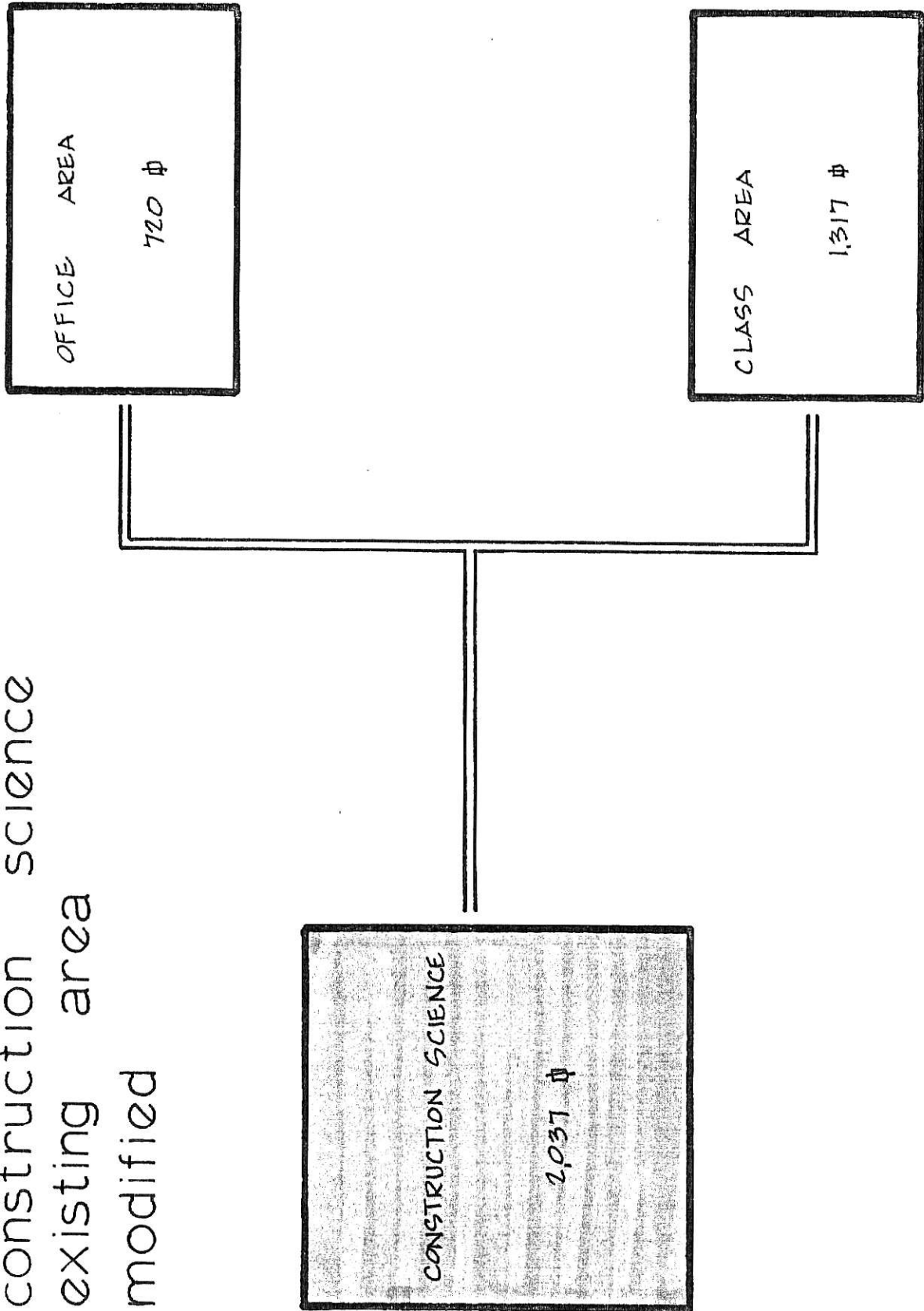
landscape arch.
existing area
modified



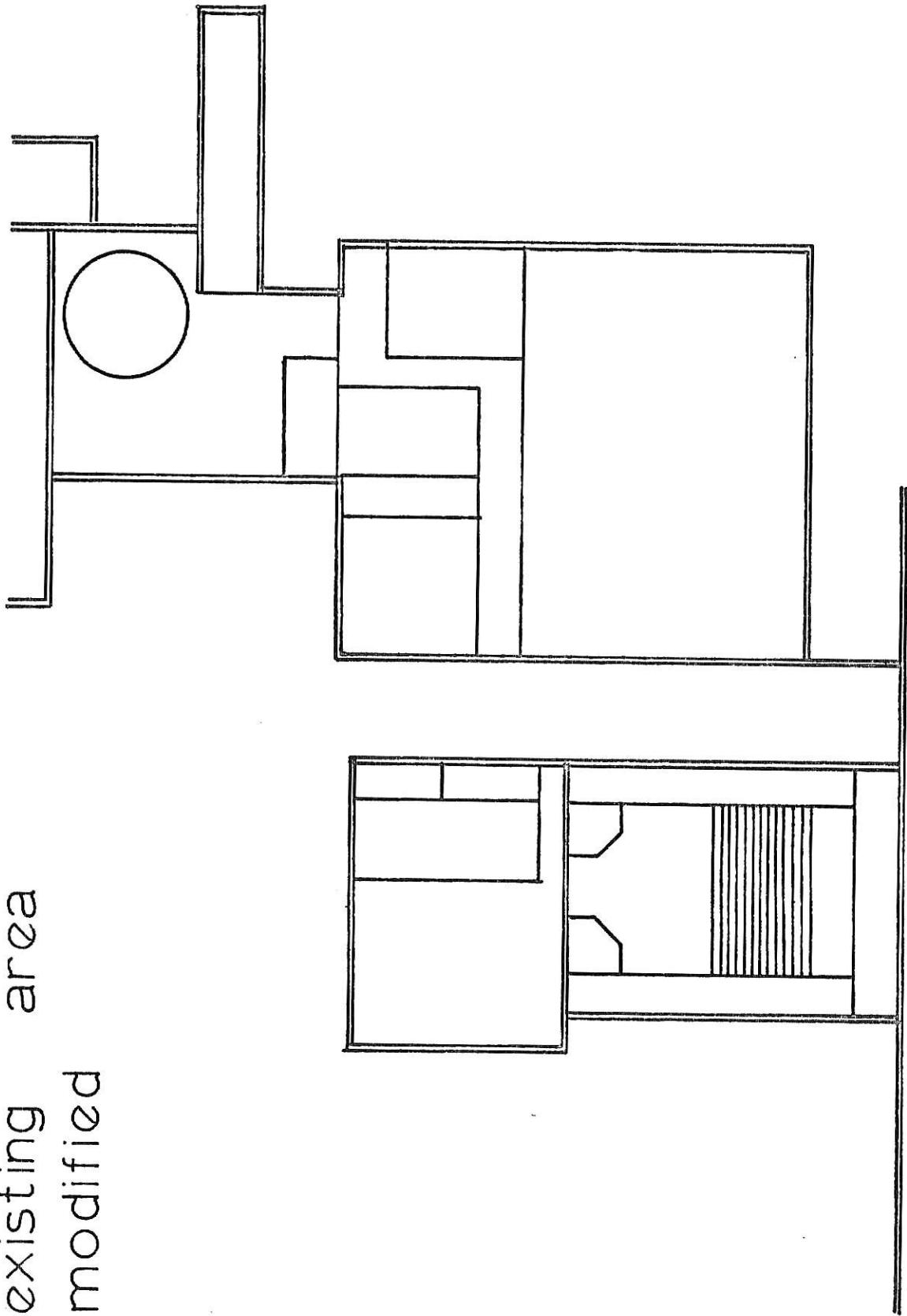
planning
existing area
modified



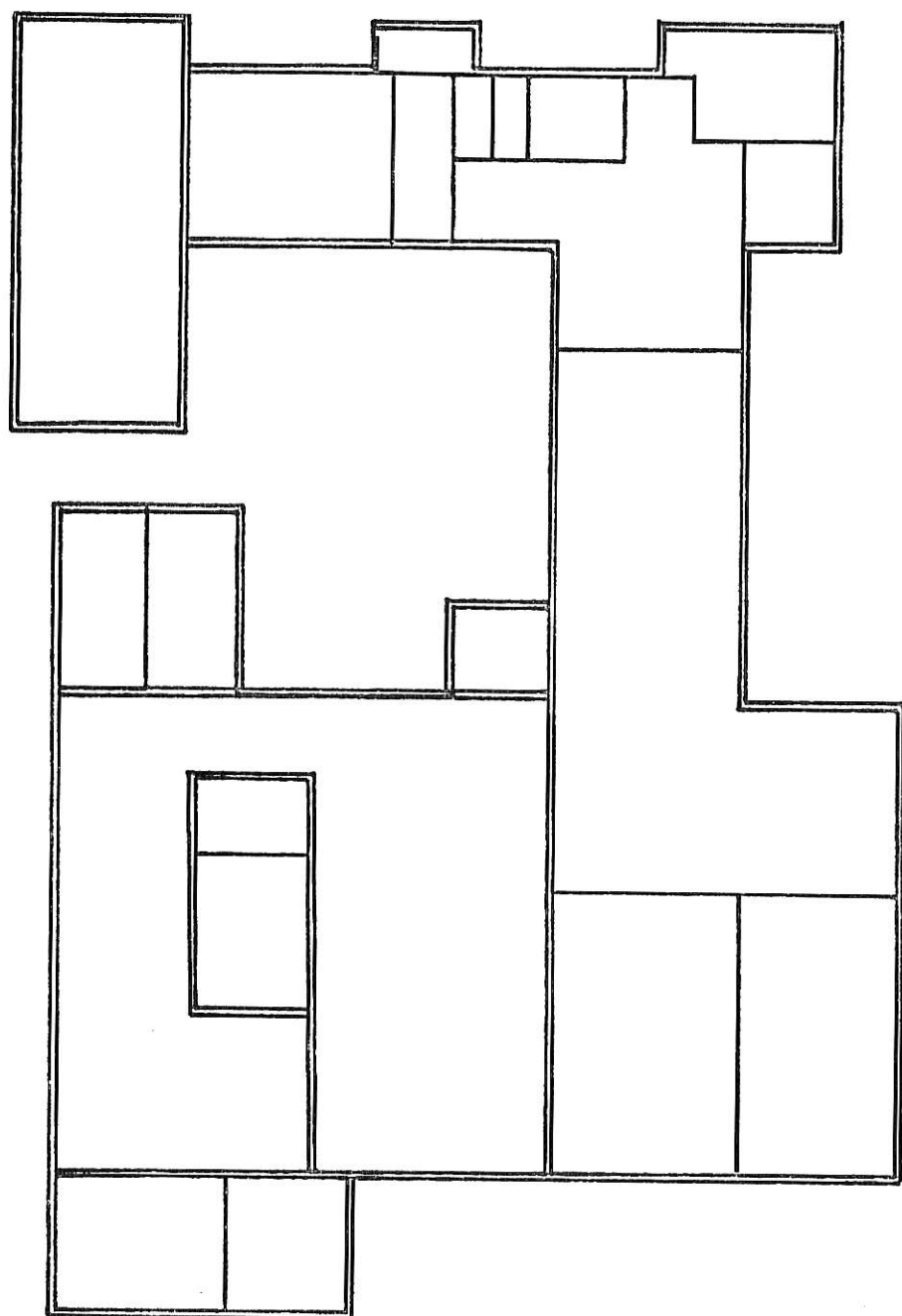
construction science
existing area
modified



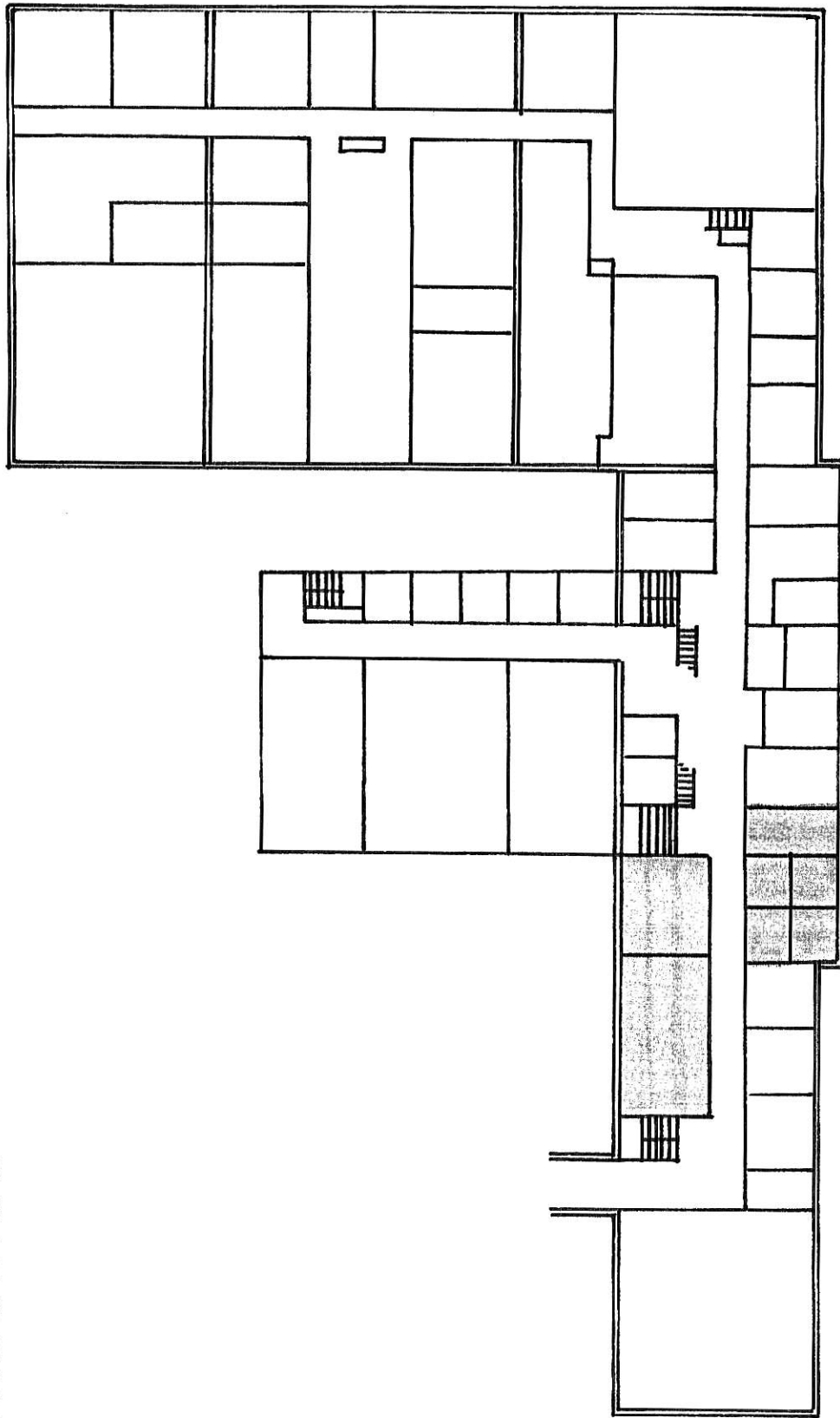
existing area
modified



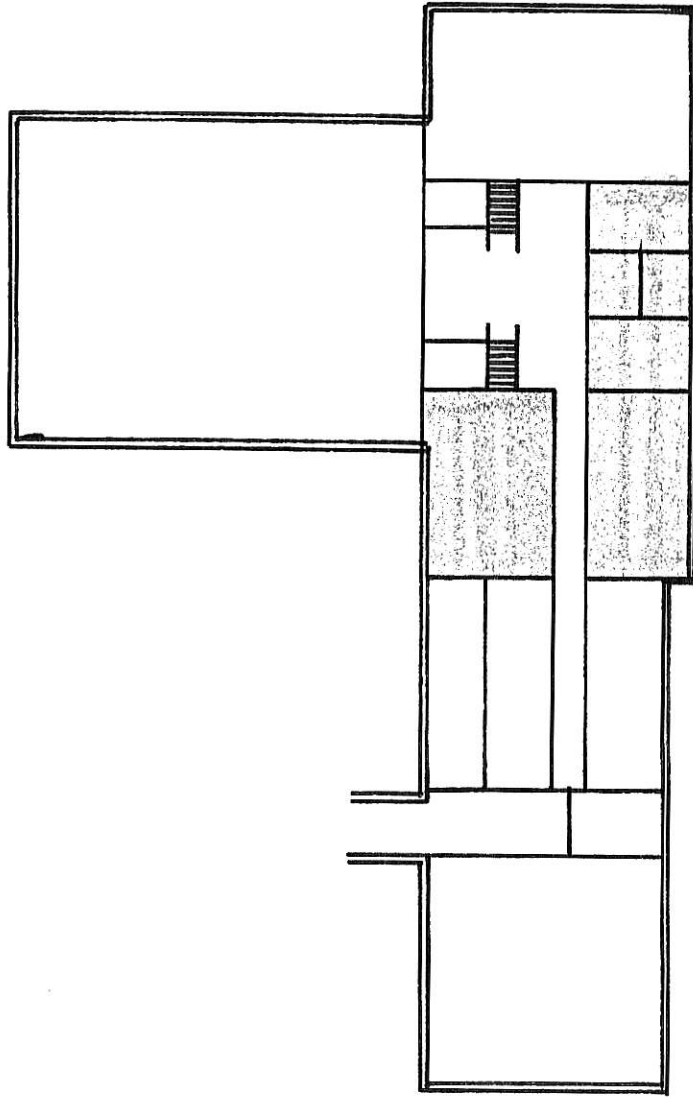
existing area
modified



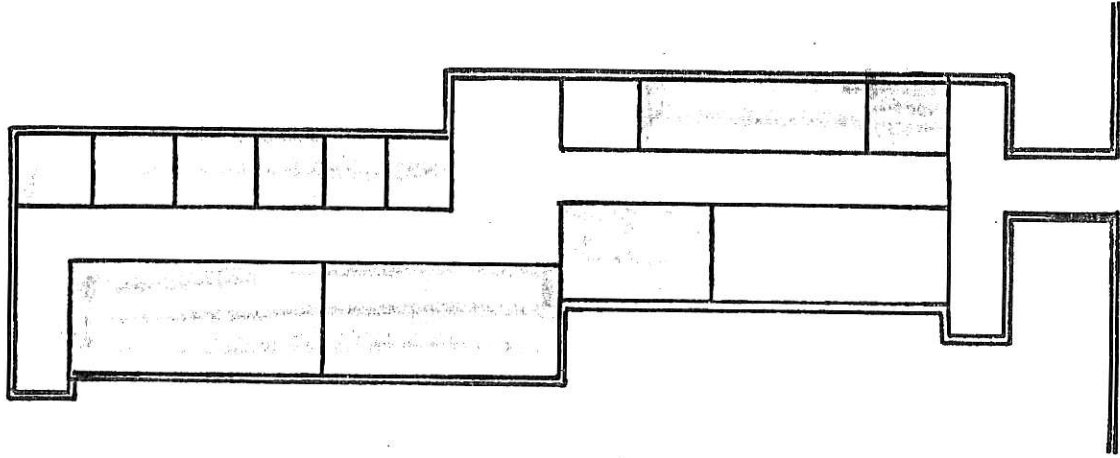
existing area
modified



existing area
modified



existing area
modified



individual work station

INDIVIDUAL WORK STATIONS

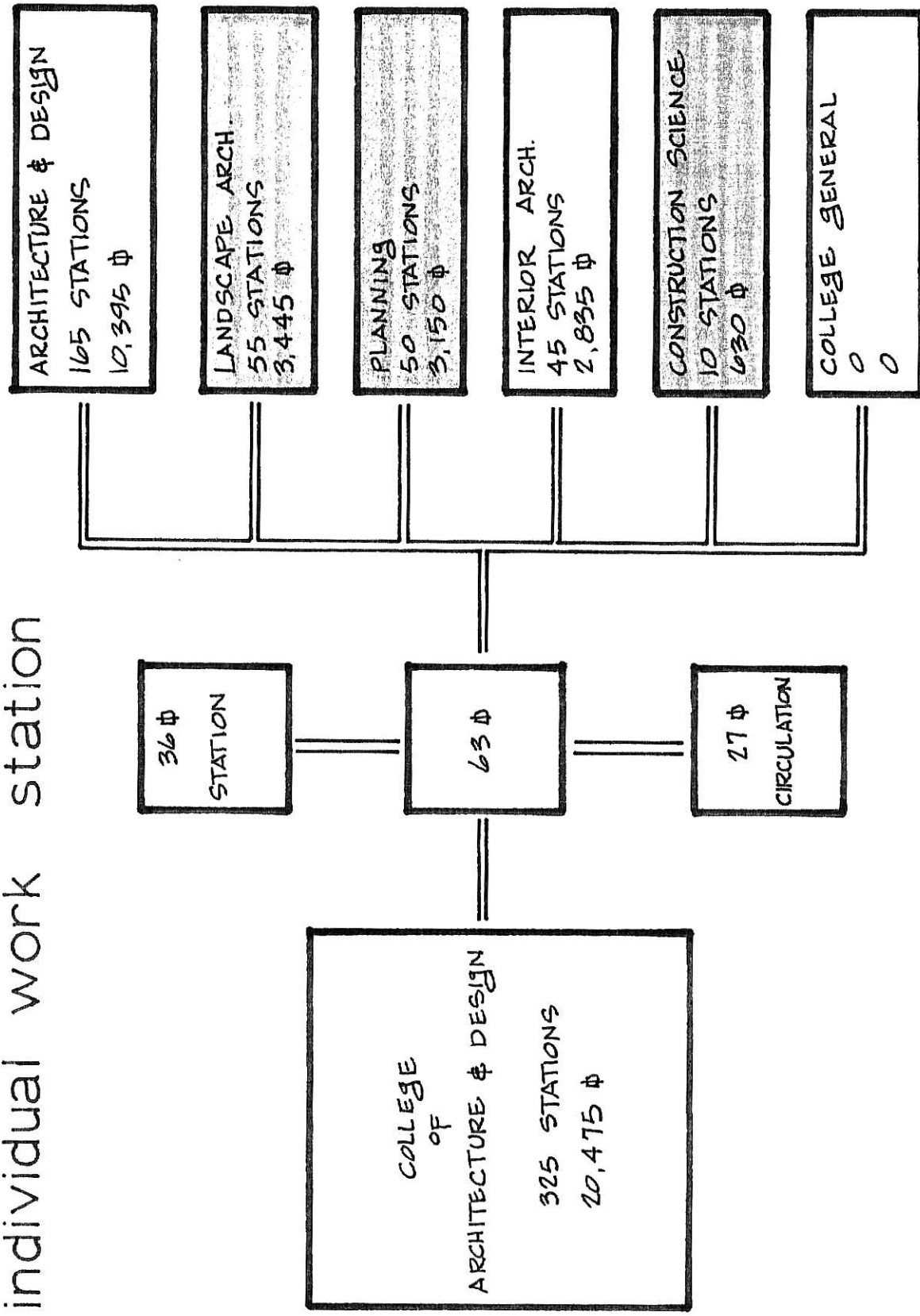
Plates XC-CXVI represent the analyzation of the individual work station concept. Understanding of the individual work station is important if the concept is to be implemented due to the amount of square footage needed to accommodate this function. Place XC expresses the minimum area required based on the projected enrollment.

The concept of the work station is to offer a personal working area to each student from junior year to graduation. The station must supply some privacy to the individual and yet allow interaction between users. The station must supply the flexibility and security for individuality and yet contain some rigidity for order. All design work and any other drawing, such as construction work, will be scheduled at the station. Design class will have seminars scheduled on a weekly basis for group interaction, but all work will be done at the station. This situation puts more responsibility on the instructor and the student. The seminars will supply the instructor with informal verbal exchange with the group but he must move into the individual work stations for intimate contact with the student's work. The student has the responsibility of using the station. My concept is to intermingle all levels of students in the same work station area. It is my opinion that lower level students can benefit from the exposure with the more sophisticated verbal philosophy and graphical expression of the upper level students. The upper level students can also benefit from the work station mix. They will be forced to validate their expressions, therefore reinforcing and developing concepts.

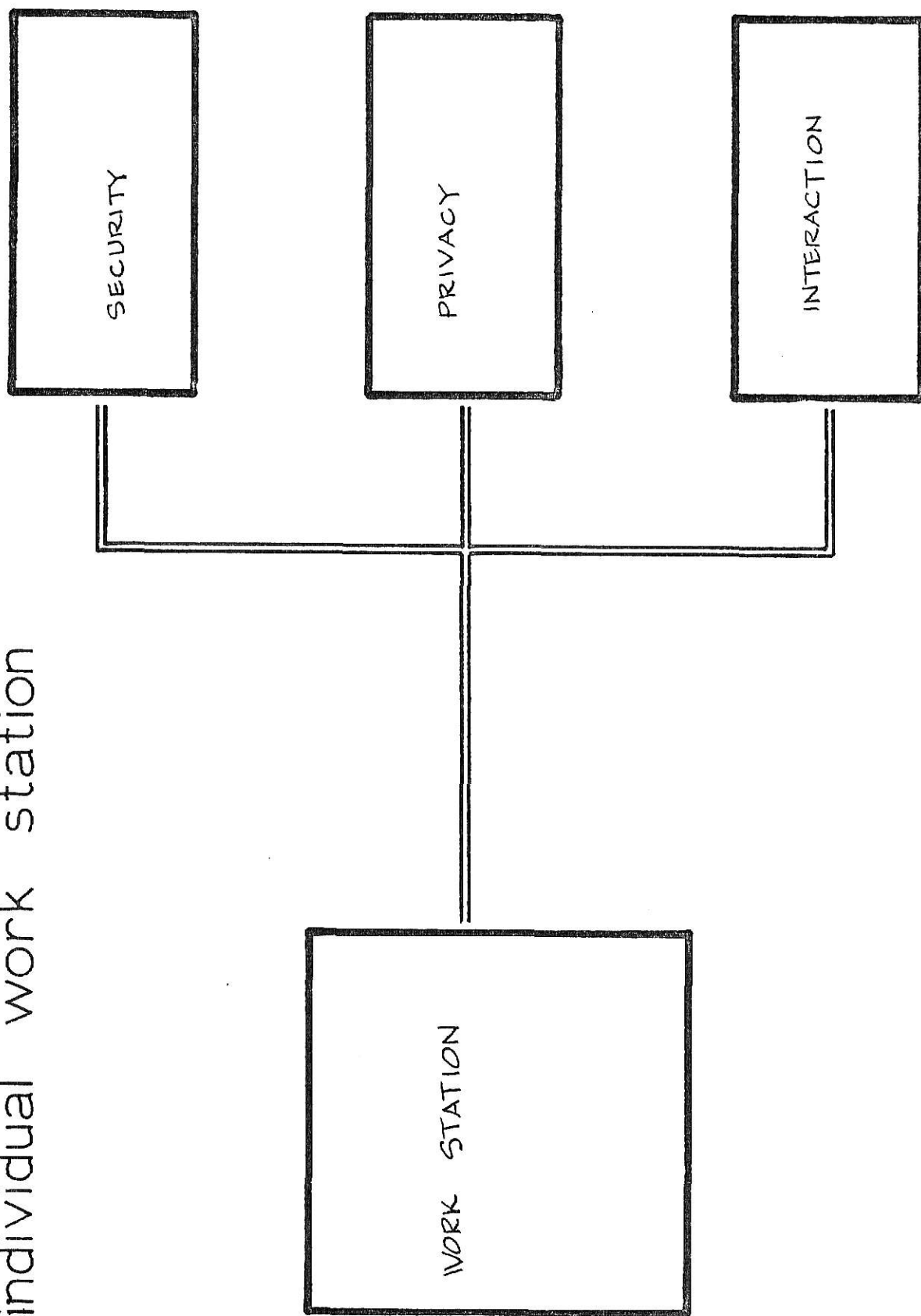
The seminar space is a vital necessity. Philosophies are conceived, developed, and destroyed in seminar. A seminar has the potential for creating intellectual maturity in students. It is an opportunity for intimate contact within the vastness of the College.

Plates XCV-XCIX represent the hours per week that work stations will be scheduled for use by each department. Plates C-CXV represent the number of work stations in scheduled use for each department for each hour of the day. Plate CXVI represents the percent of time the work stations are scheduled for use. This does not include the students' spare time when the work station may be a study carol or an environment for extended design work.

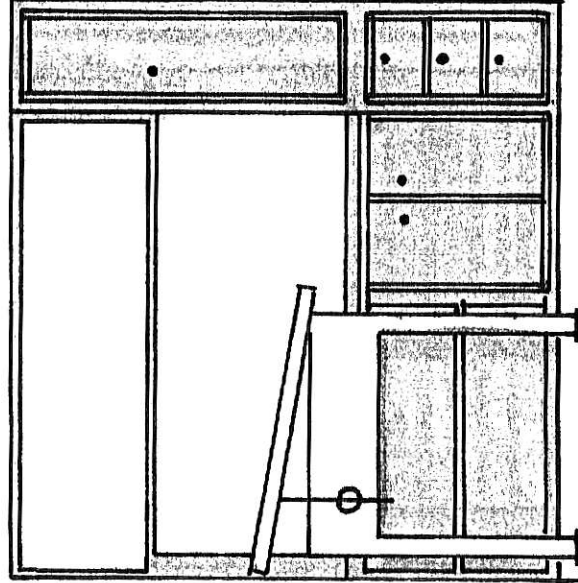
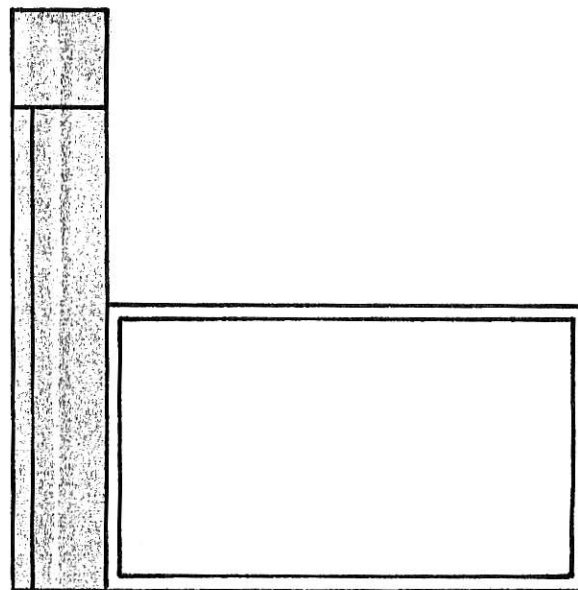
individual work station



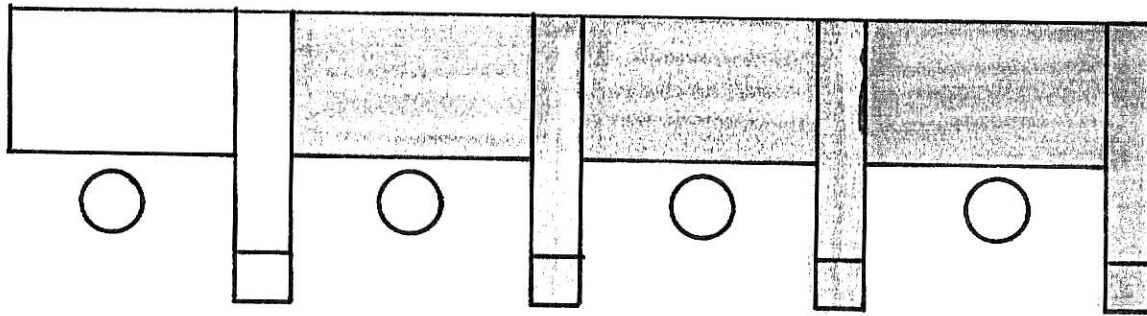
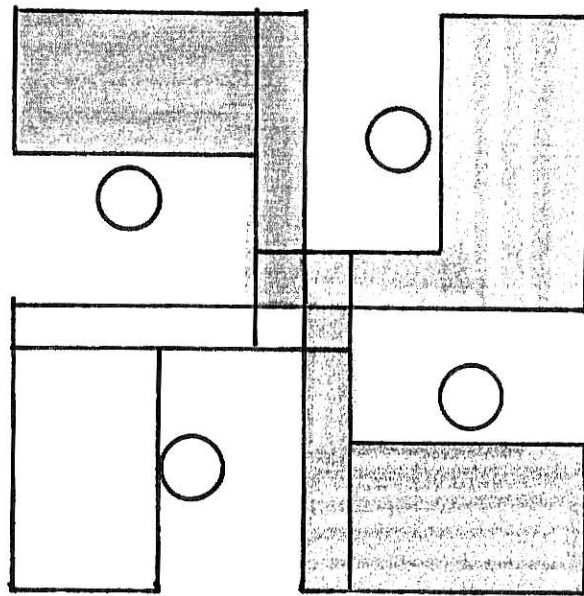
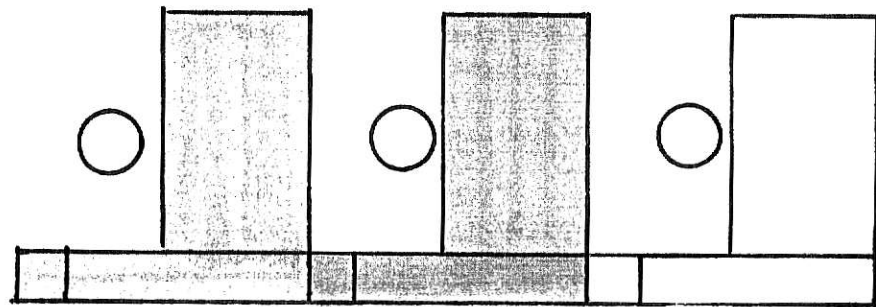
individual work station



typical work station



typical layouts



typical room layout - room 206

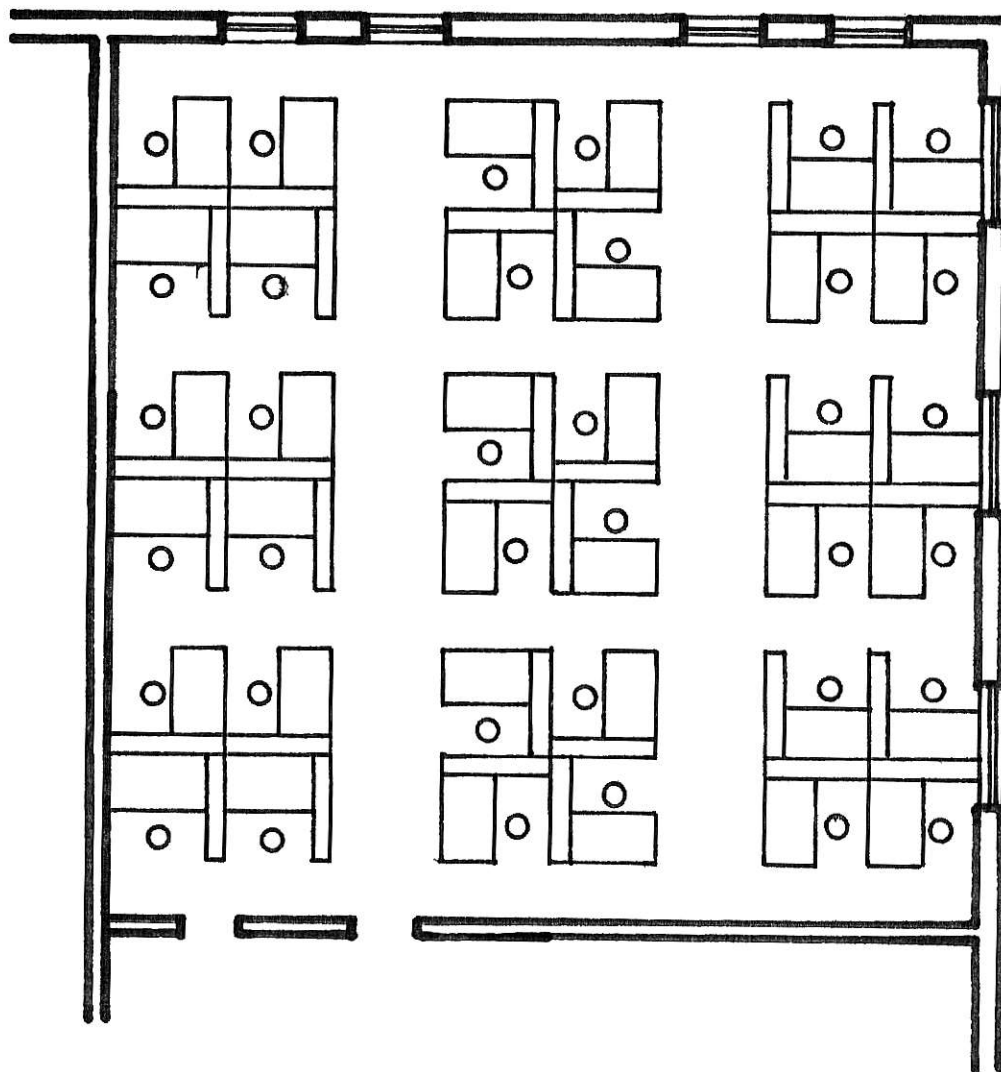
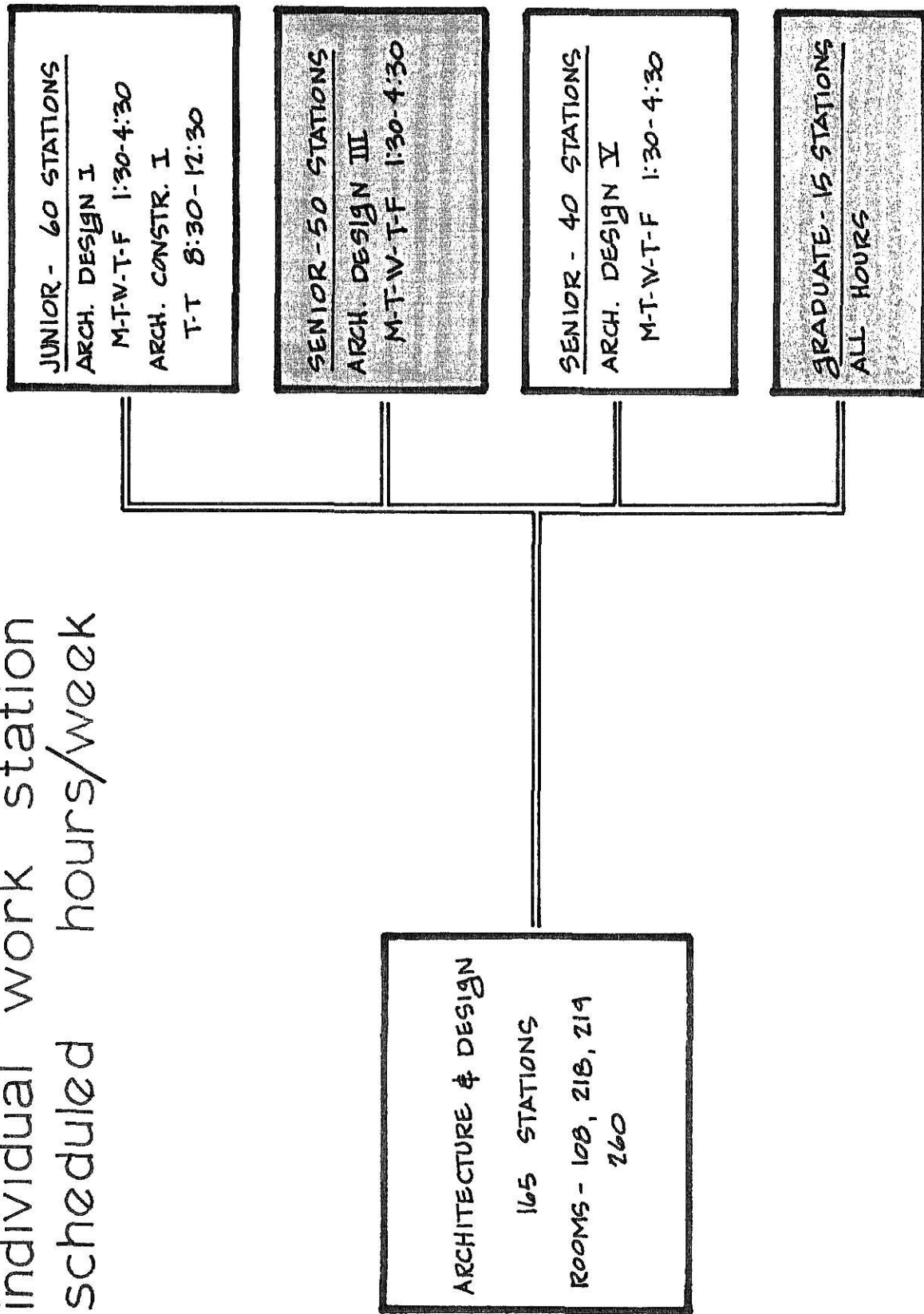
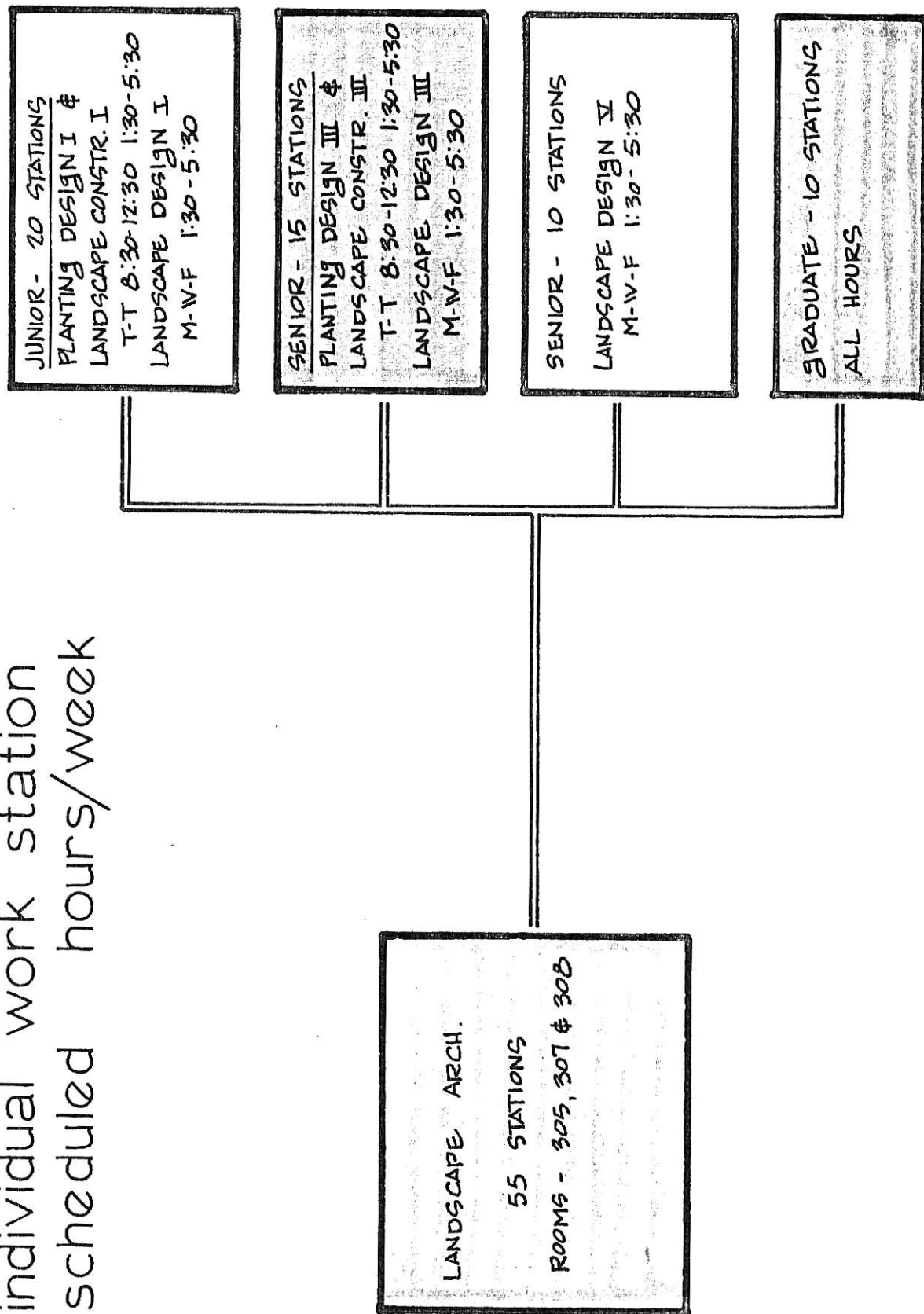


PLATE XCIV

individual work station
scheduled hours/week



individual work station
scheduled hours/week

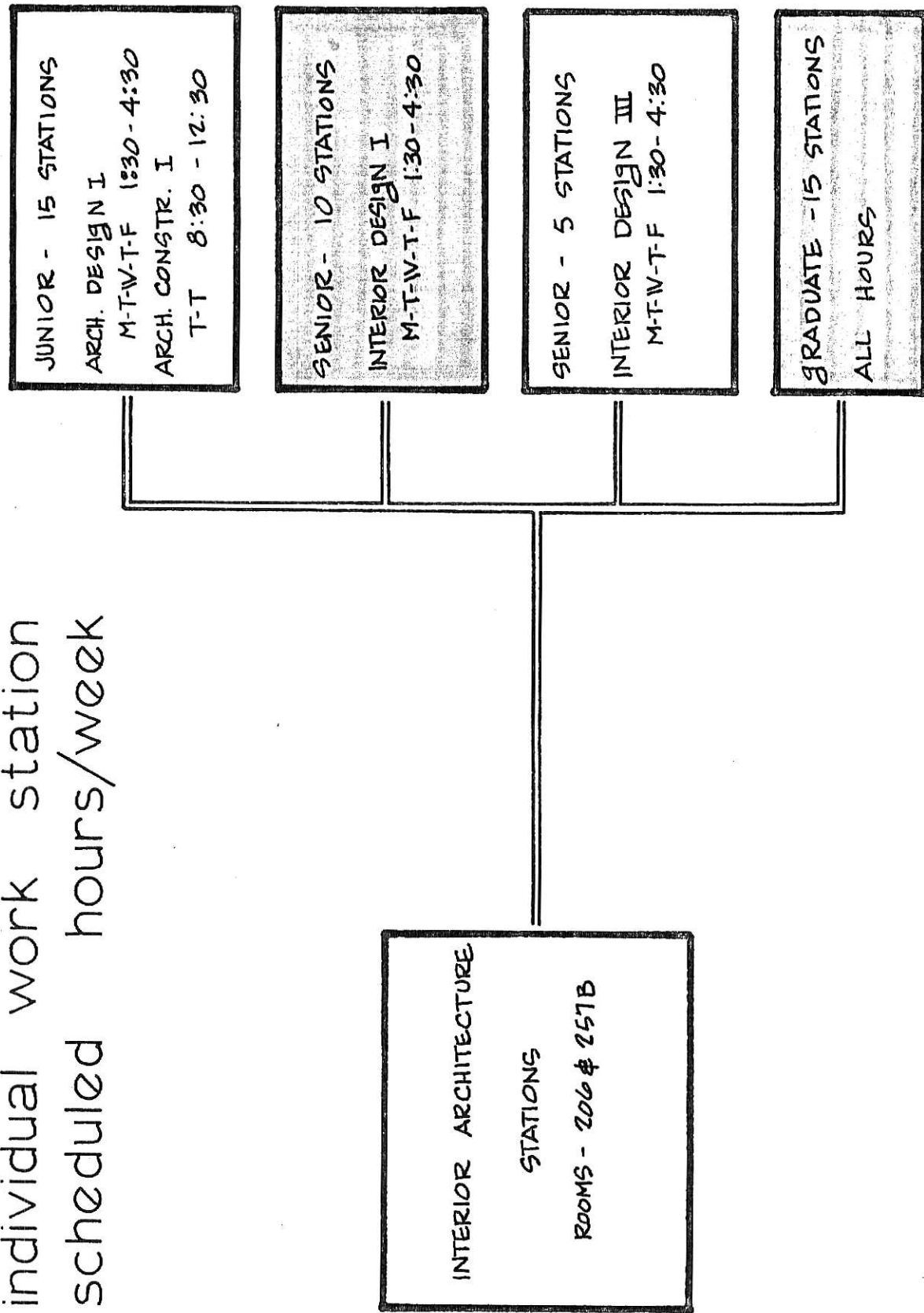


individual work station
scheduled hours/week

PLANNING
50 STATIONS
ROOMS - 301 & 320

GRADUATE - 50 STATIONS
ALL HOURS

individual work station
scheduled hours/week



individual work station
scheduled hours/week

CONSTRUCTION SCI.
10 STATIONS
ROOM - 252

GRADUATE - 10 STATIONS
ALL HOURS

325 work stations - M/W/F 8:30 - 9:30

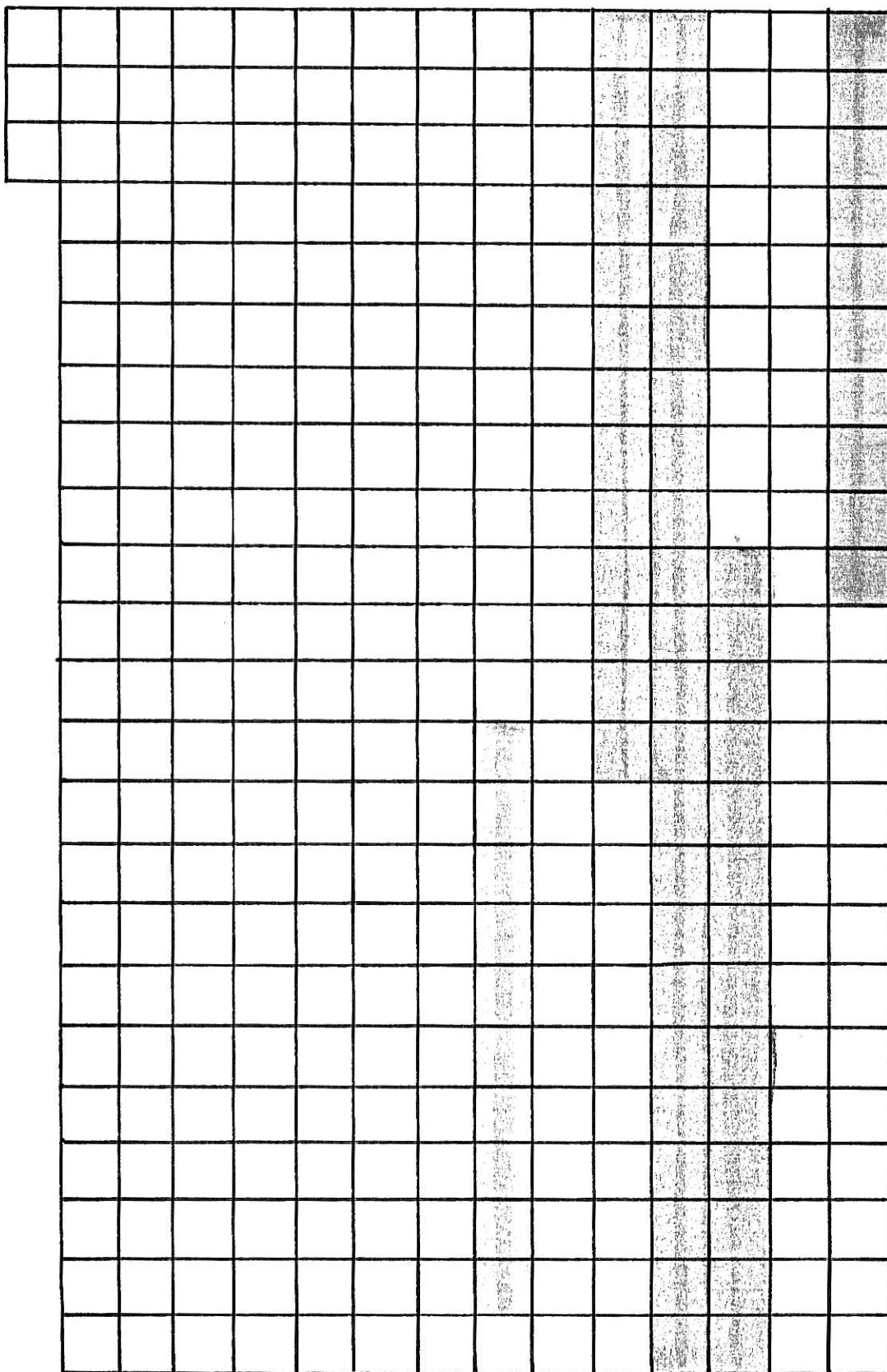
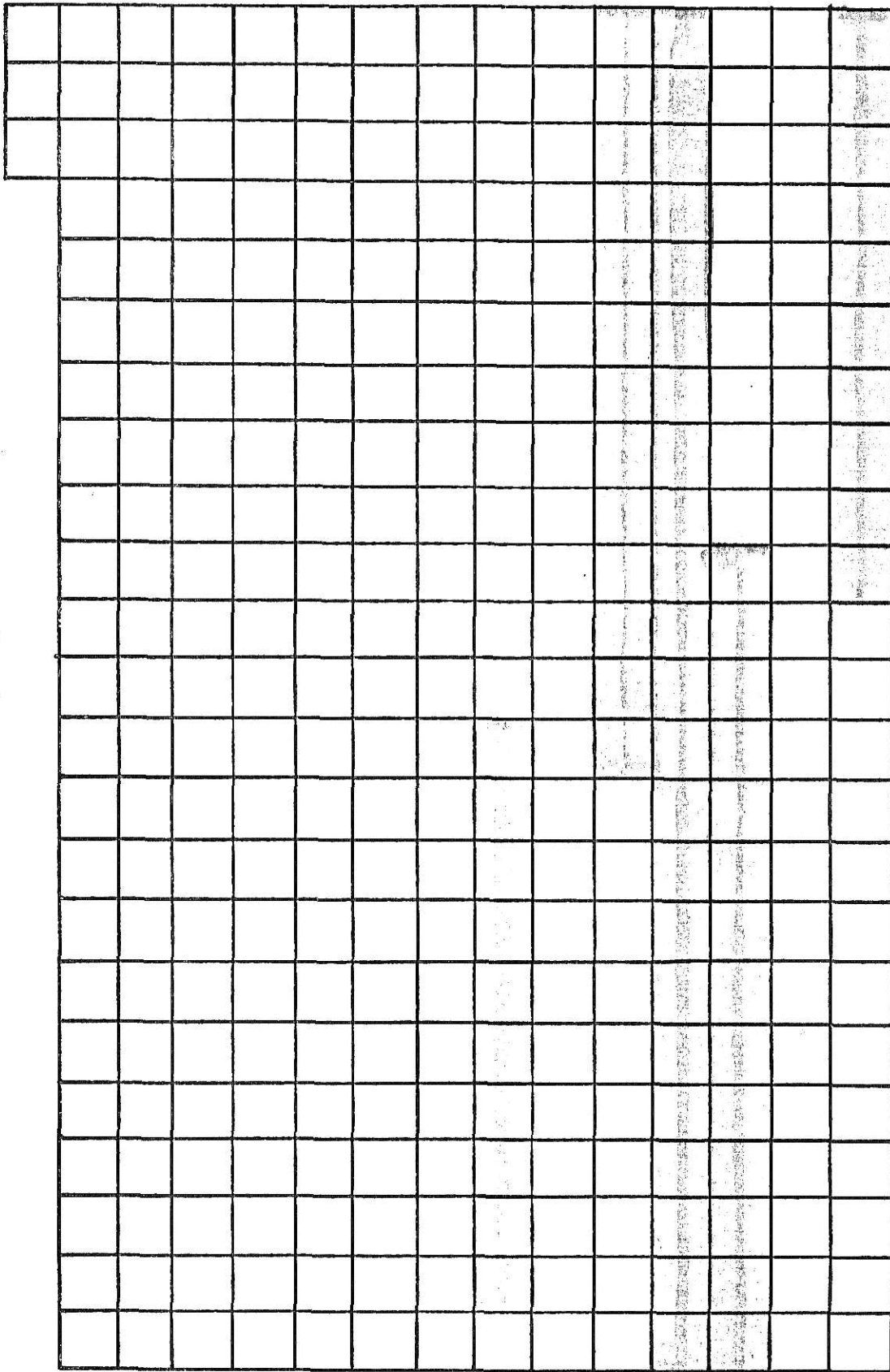
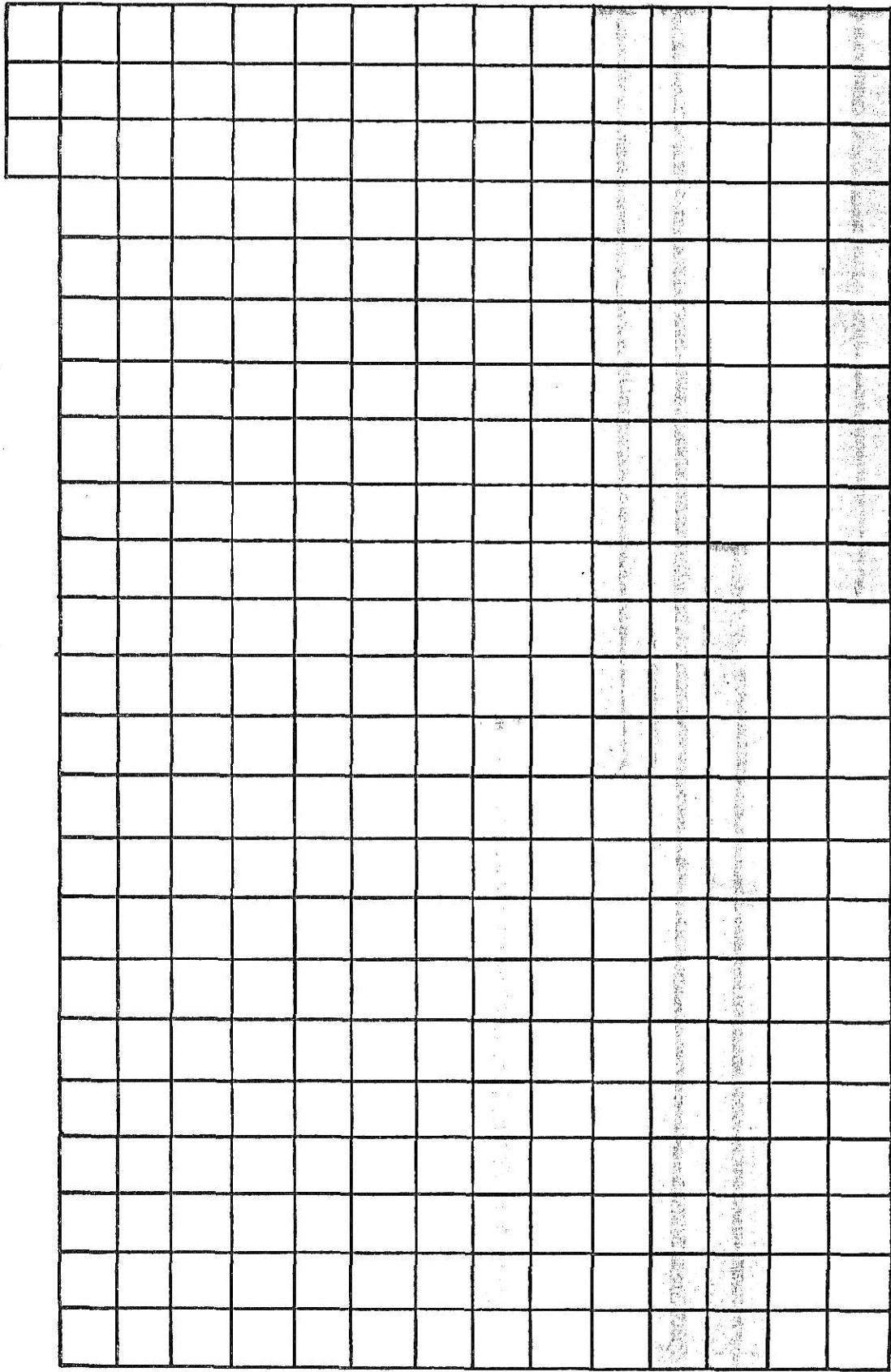


PLATE C

325 work stations - M/IV/F 9:30 - 10:30



325 work stations - M/W/F 10:30 - 11:30



325 work stations - M/W/F 2:30- 3:30

[illegible]

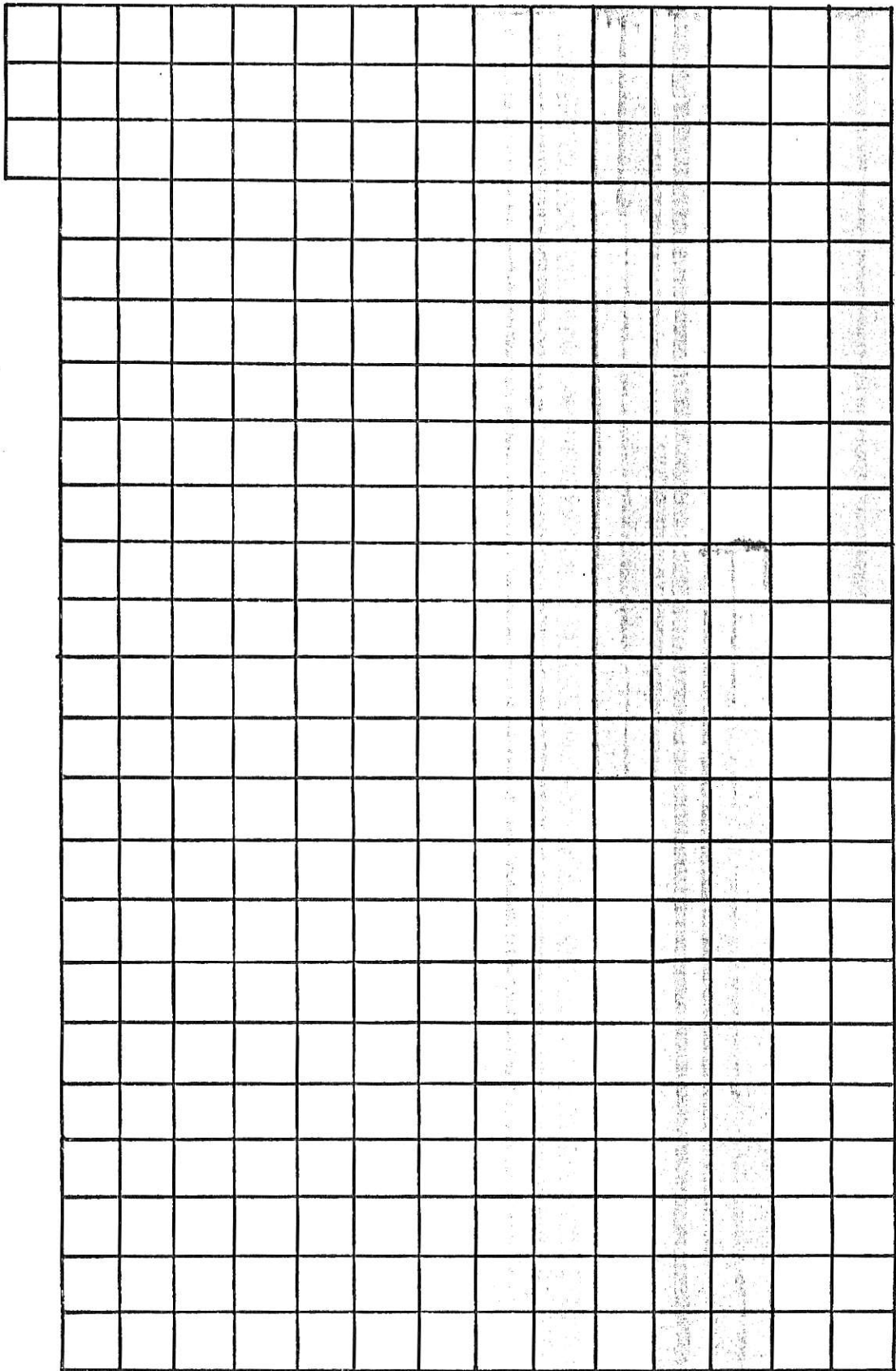
3:30-4:30

PLATE CVI

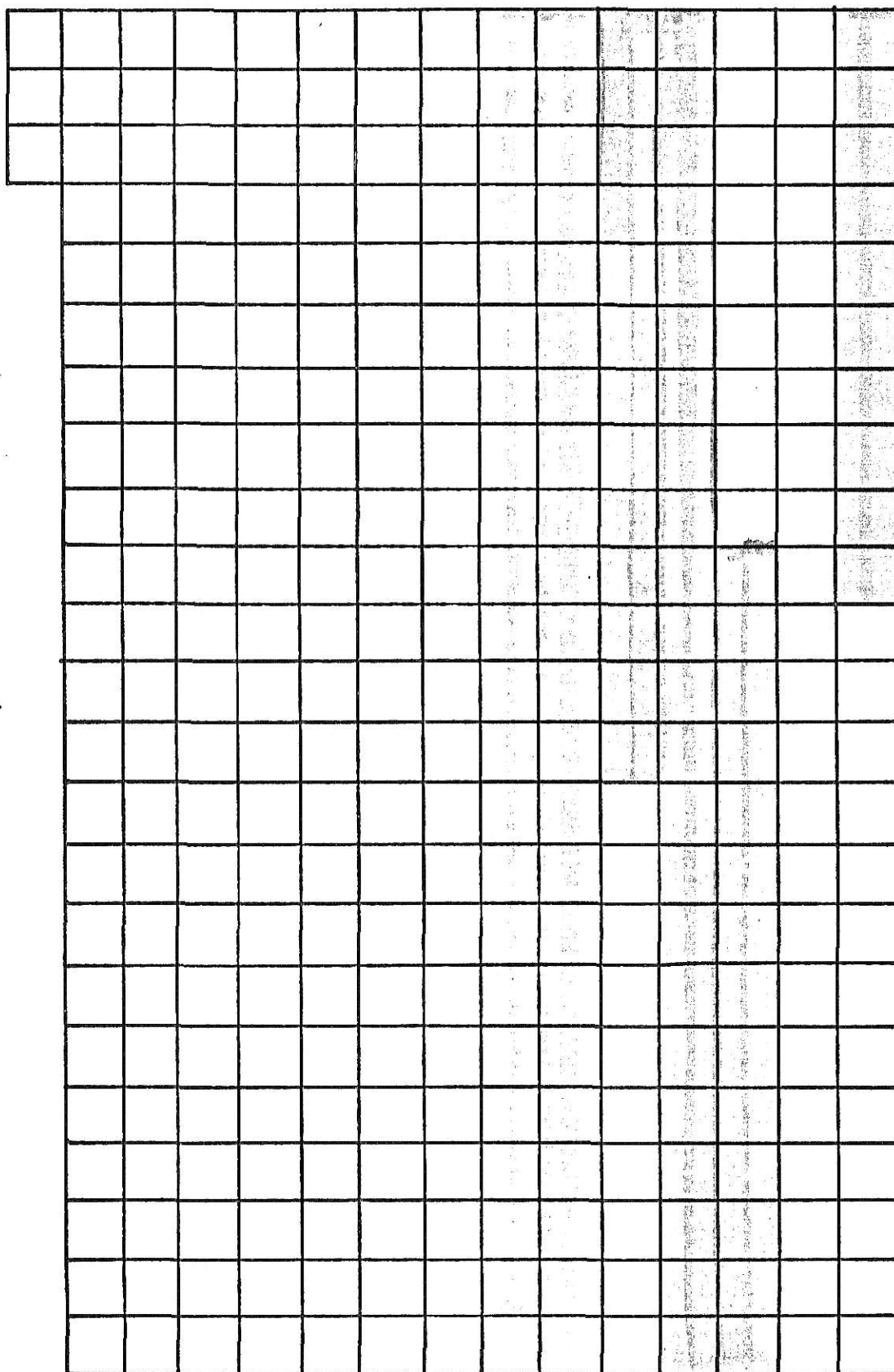
325 work stations - T/TH 9:30-10:30

[illegible]

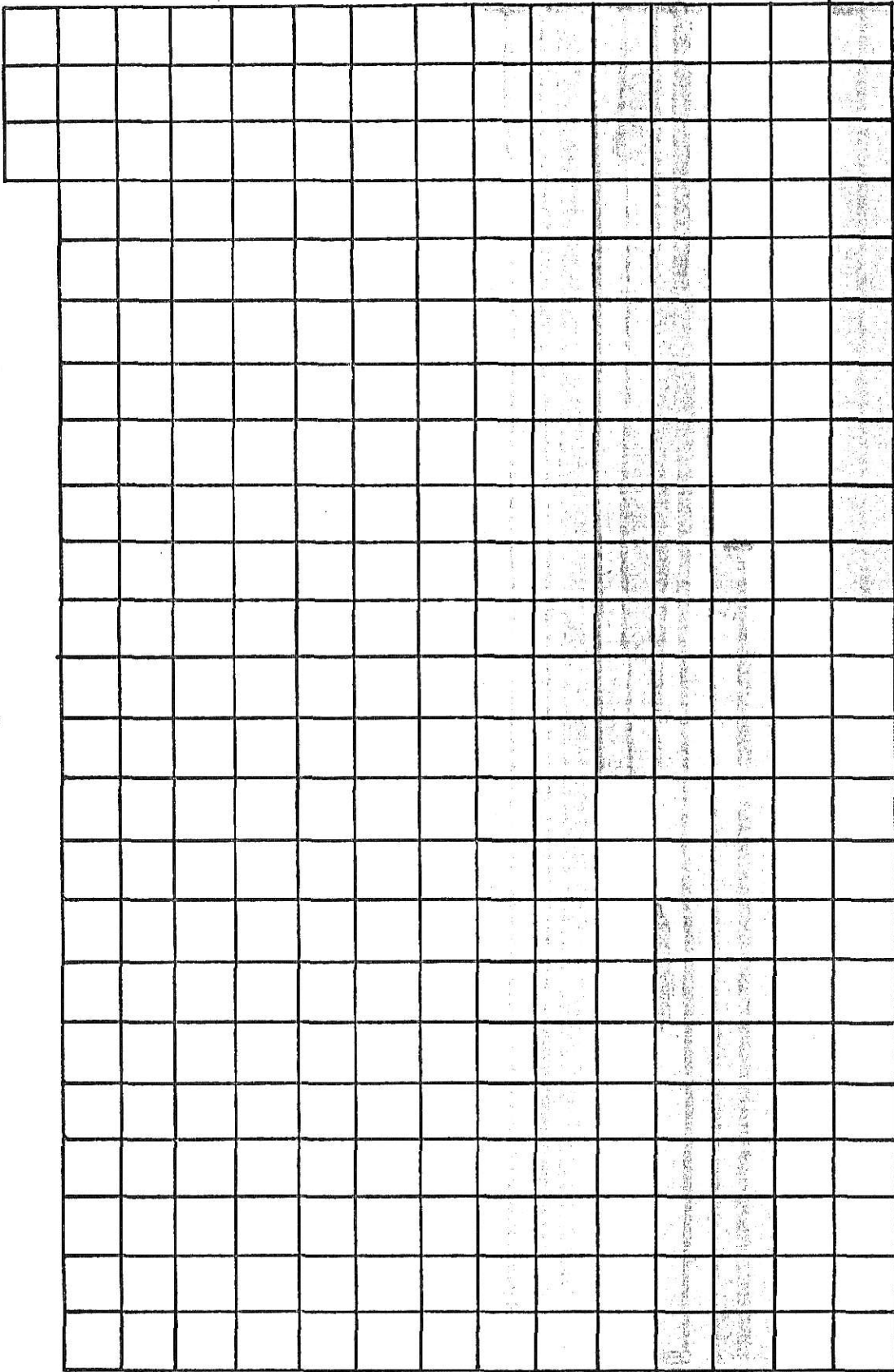
325 work stations - T/TH 11:30 - 12:30



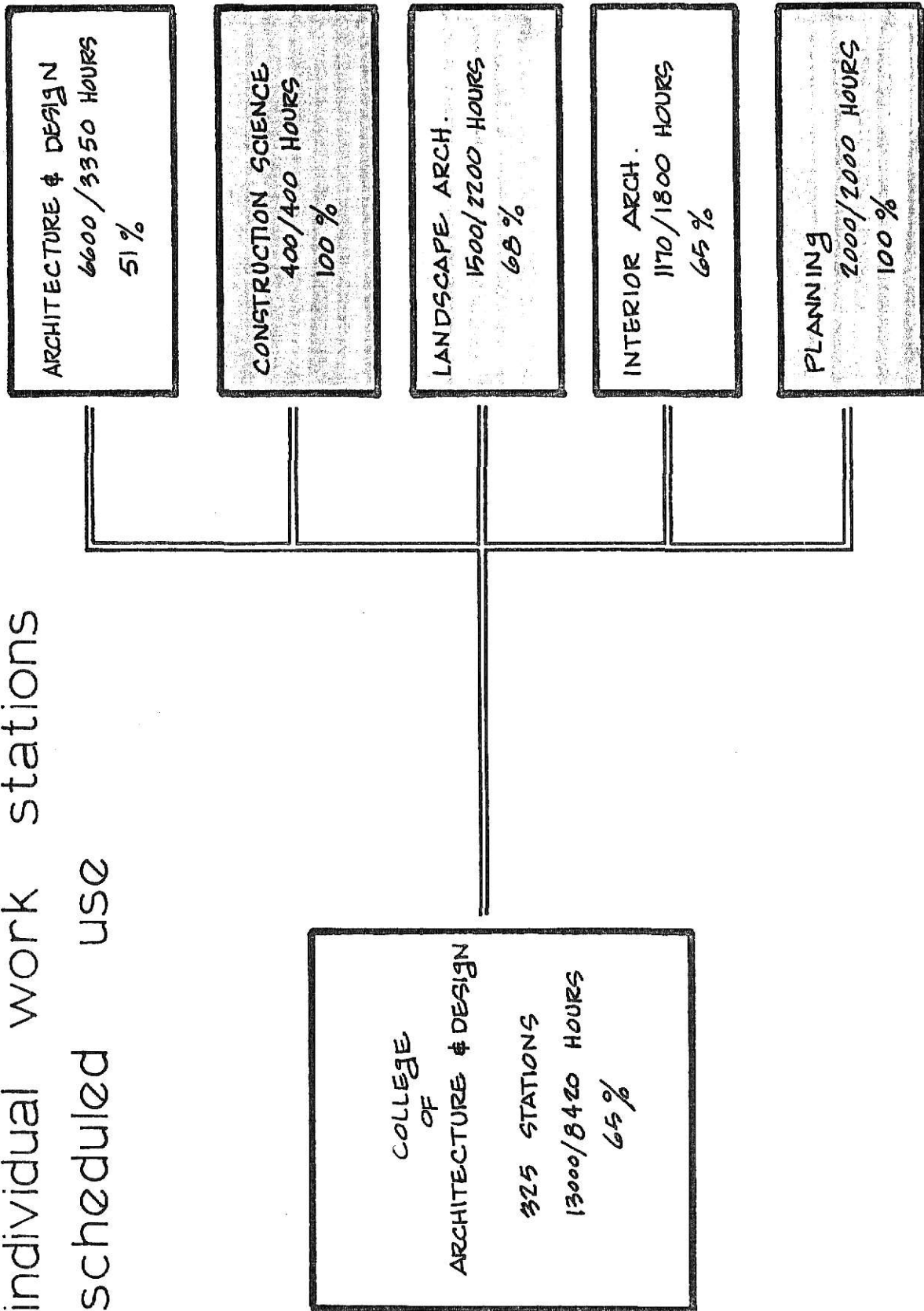
325 work stations - T/TH 2:30 - 3:30



325 work stations - T/TH 4:30 - 5:30



individual work stations
scheduled use



projected area

PROJECTED AREA

Plates CXXII-CXXX represent a projected area based on the existing curriculum and the projected enrollment. The individual work station and seminar concept has been implemented in this scheme.

I have taken all lecture rooms, seminar rooms, shop areas, and cross over areas away from the departments and placed them in College general. The departments will only possess areas required to contain their needed work stations. All College general area must be scheduled by the departments. The hatch marked area on Plates CXXVI and CXXVII show that this is College general area (gray) with a department priority (color). The pink areas on Plates CXXVIII-CXXX show the lecture and seminar rooms which can be scheduled from College general. This scheme also adds an art center, a models laboratory and laboratories for acoustics, lighting, sanitations and thermal. These areas are desperately needed but have been given no consideration in the past because of lack of area. It is important to note the new student/area ratio shown on Plate CXVIII. The College of Architecture and Design will be located in the following rooms:

College of Architecture and DesignCollege General

<u>Room Number</u>	<u>Area per Square Foot</u>
4	1811
4A	1130
4B	340
4D	1073
4E	557
63	3307
63A	120
63B	120
110A	197
110B	1145
111	4537
111A	91
111B	192
112	3215
112A	363
113	408
114	835
114A	408
115	114
115A	124
118	720
101	2792
204	837
205	594
212	263
212A	116
212B	196
212C	294
251	892
253	112
253A	213
255	201
257	1140
303	924
303A	372
303B	740
303C	122
303D	120
303E	95
303F	789

College General (contd.)

<u>Room Number</u>	<u>Area per Square Foot</u>
320A	201
320B	212
320C	210
321A	233
323	3019
322	2468
322A	128
306	748
314	233
318	229
	<u>38,660</u> Total

Department of Architecture

<u>Room Number</u>	<u>Area per Square Foot</u>
4C	989
108	3697
108B	559
108C	600
108D	209
110	2344
203	346
210	291
211	237
211A	330
211B	190
214	251
215	244
216	274
217	161
218	1230
219	1001
260	1988
260A	788
260B	207
260C	768
	<u>16,496</u> Total

Basic Studies

<u>Room Number</u>	<u>Area per Square Foot</u>
254A	184
254B	160
254C	160
254D	160
254E	160
254H	1272
254I	1712
254J	1222
317	736
	<u>5766</u> Total

Department of Landscape Architecture

<u>Room Number</u>	<u>Area per Square Foot</u>
305	1074
307	1221
308	1001
308A	84
309	194
310	234
311	240
312	242
313	233
	<u>4523</u> Total

Department of Interior Architecture

<u>Room Number</u>	<u>Area per Square Foot</u>
206	2268
207	192
208	244
209	175
257B	1620
	<u>4499</u> Total

Department of Regional and Community Planning

<u>Room Number</u>	<u>Area per Square Foot</u>
301	1916
302	159

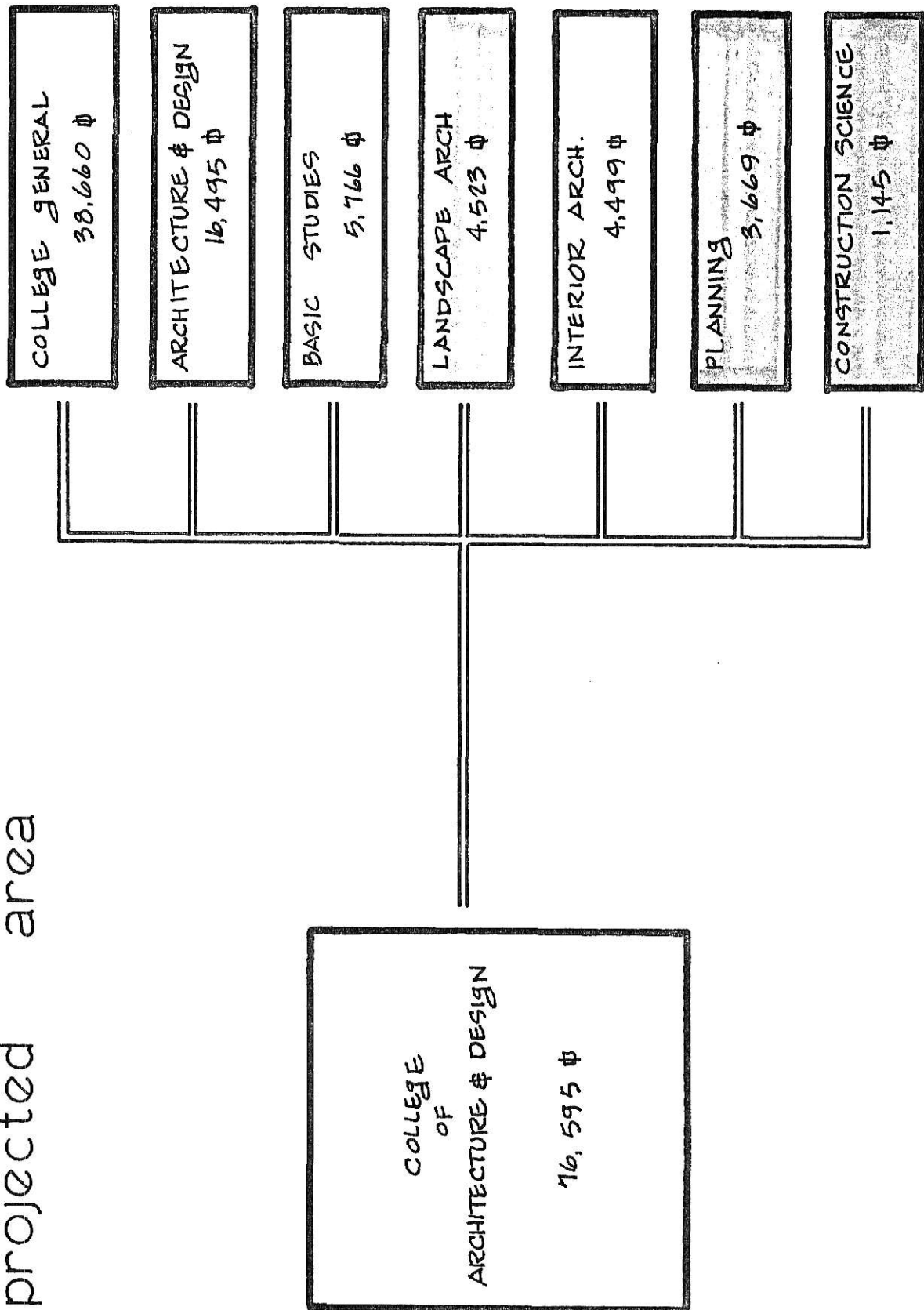
Department of Regional and Community Planning (contd.)

<u>Room Number</u>	<u>Area per Square Foot</u>
302A	244
302B	248
302C	169
320	933
	<u>3669</u> Total

Department of Construction Science

<u>Room Number</u>	<u>Area per Square Foot</u>
213	110
213A	162
213B	100
213C	115
213D	233
252	425
	<u>1145</u> Total

projected area

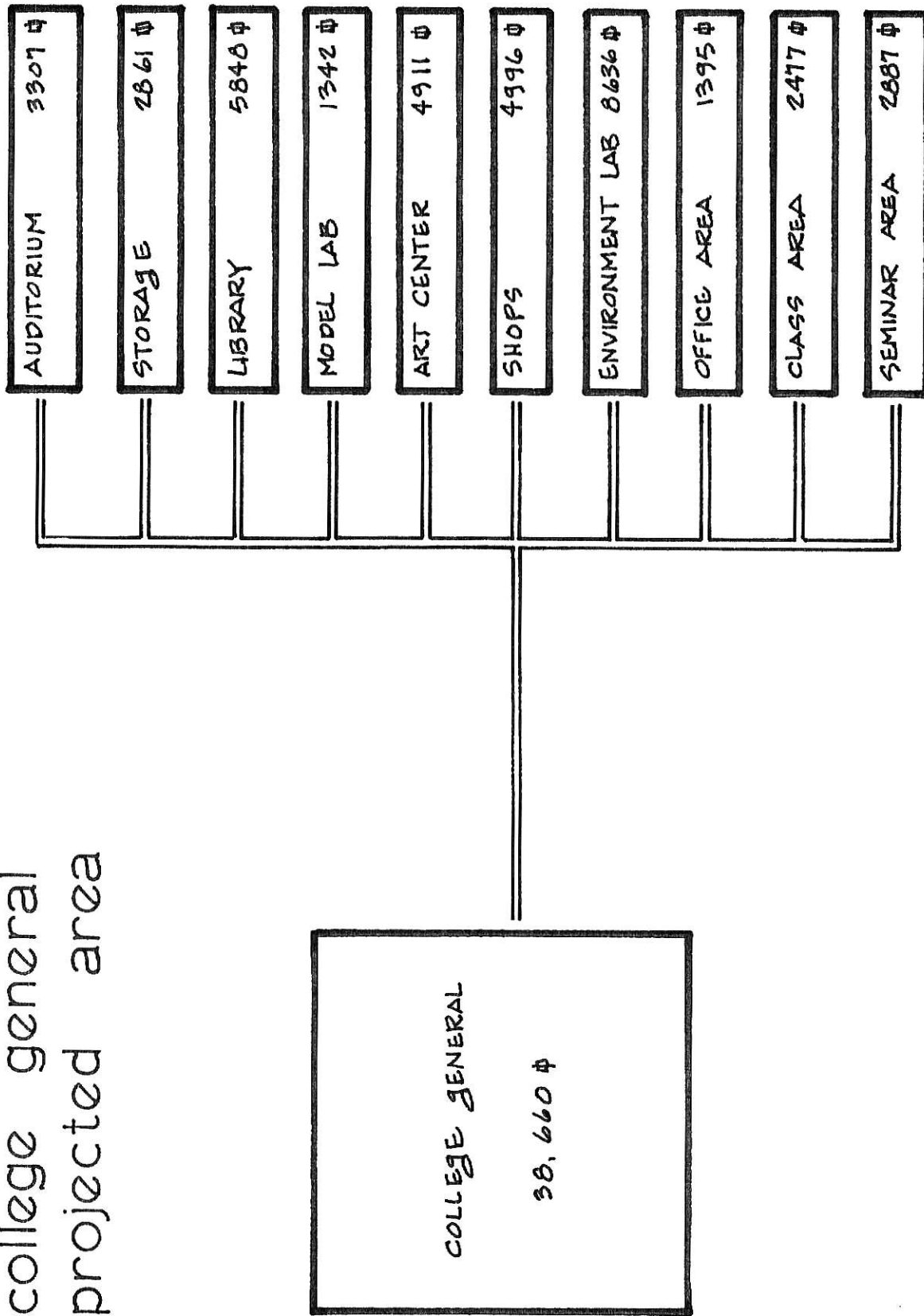


projected student-area ratio

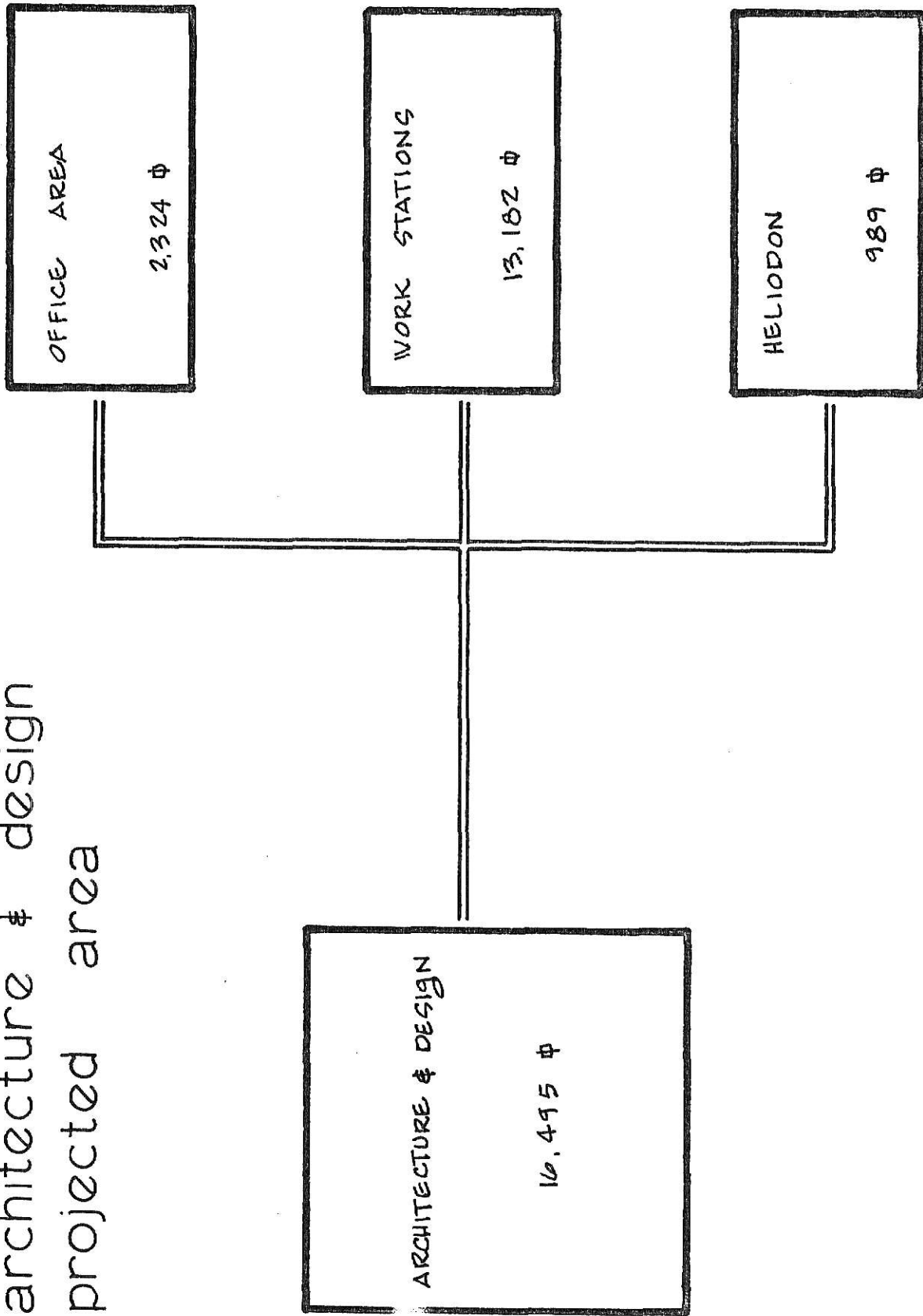
AREA - 76,595 Φ
STUDENTS - 810
RECOMMENDED RATIO
1:100

PROJECTED RATIO
1:94.5

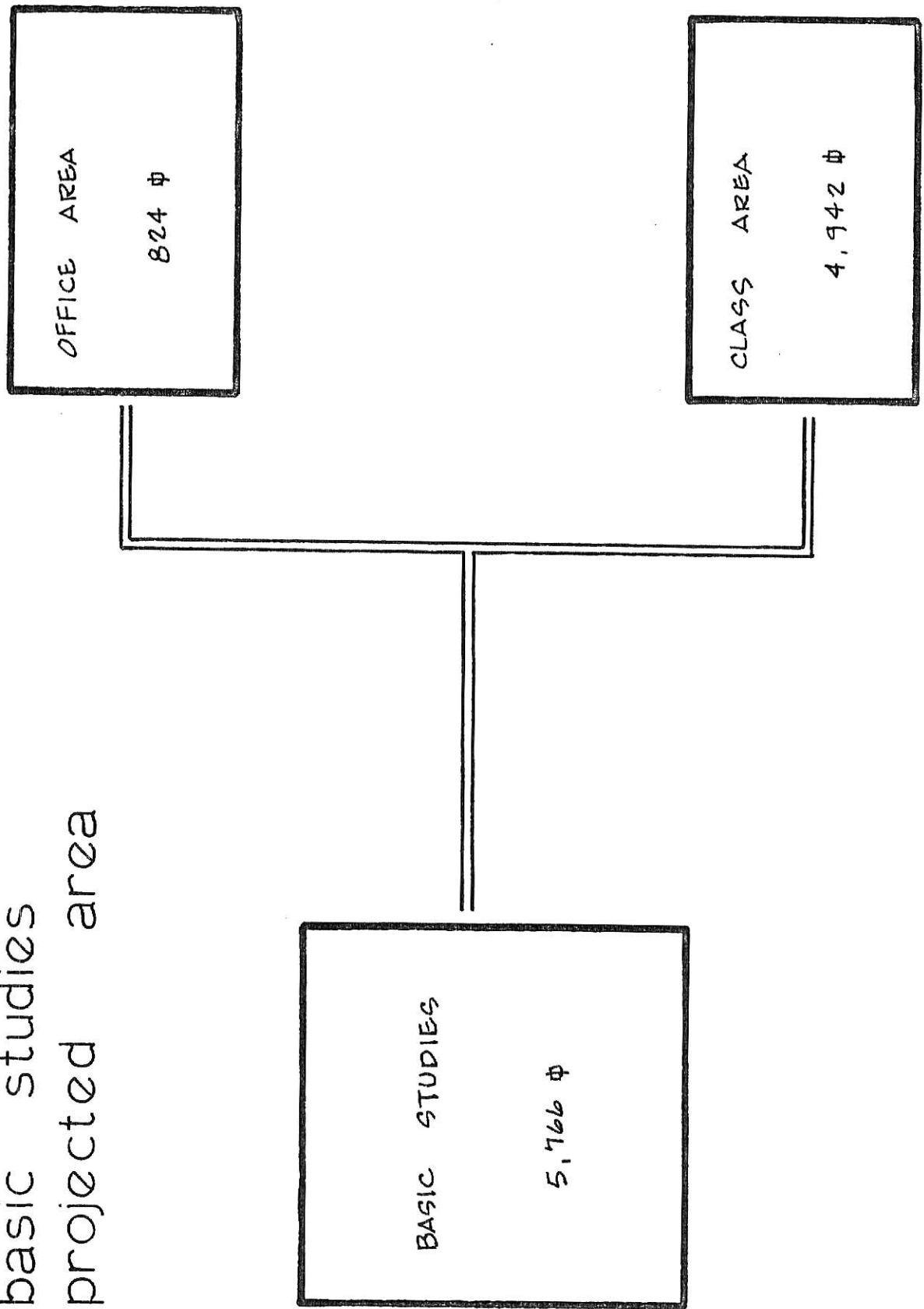
college general
projected area



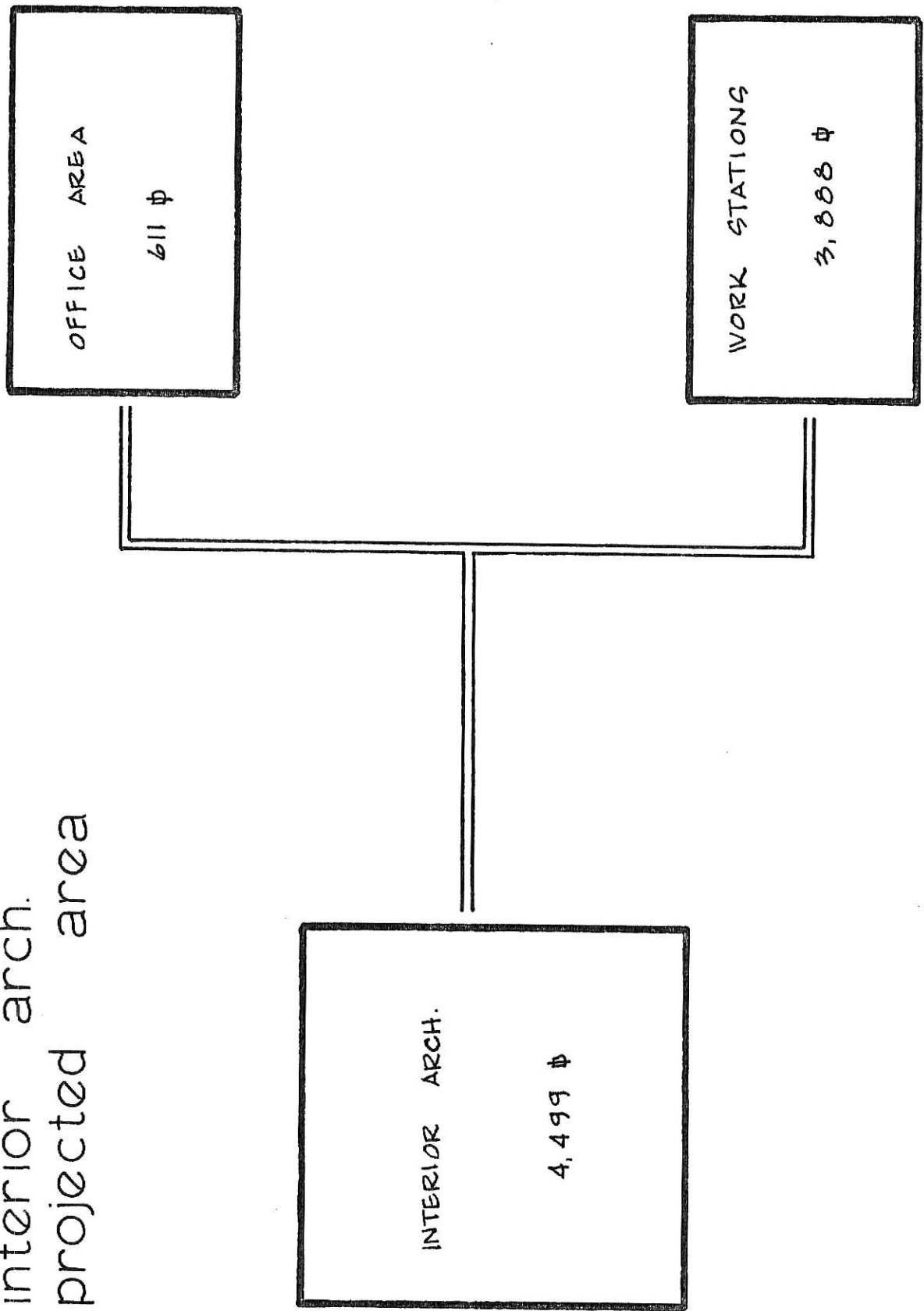
architecture & design
projected area



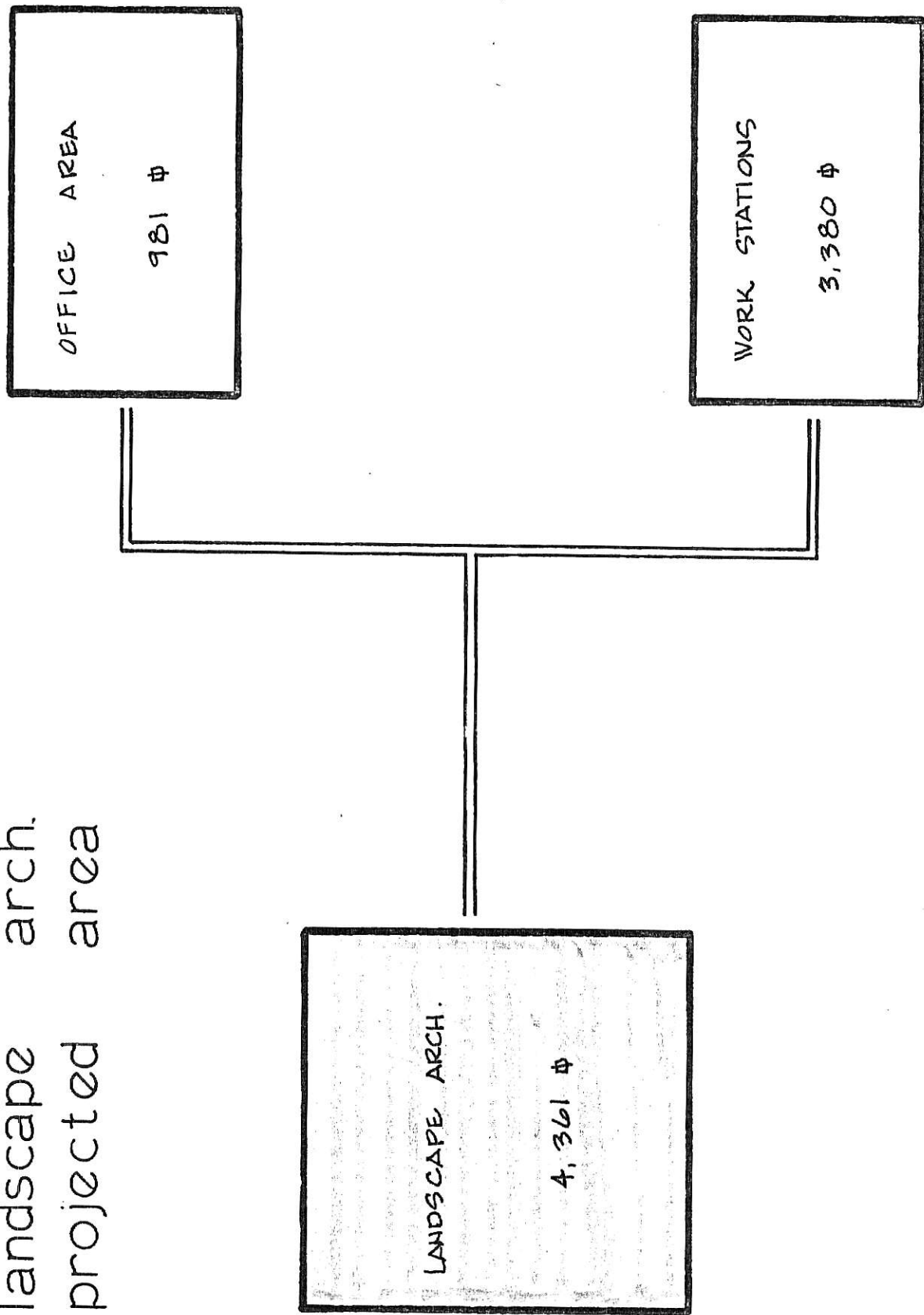
basic studies
projected area



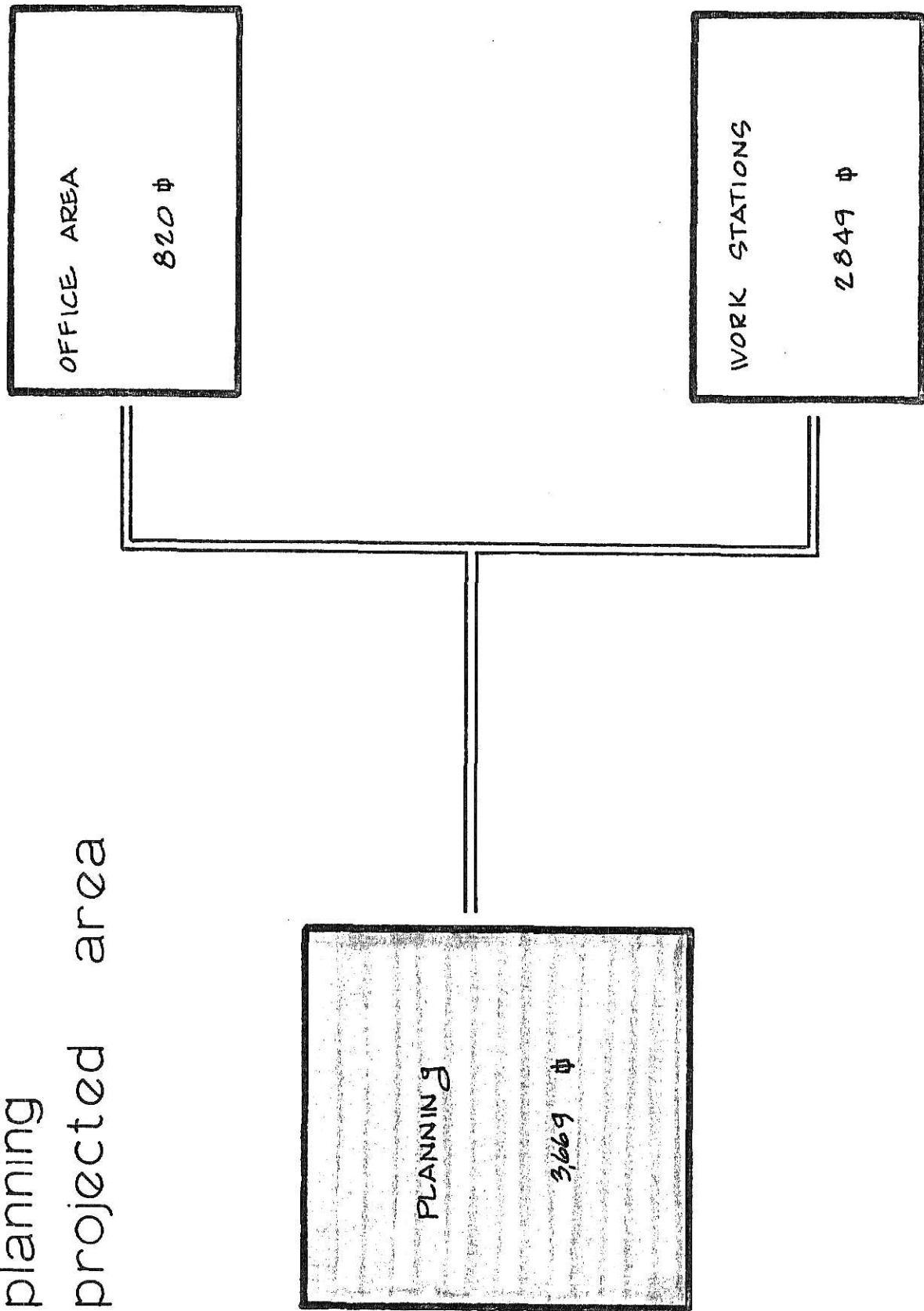
interior arch.
projected area



landscape arch.
projected area



planning
projected area

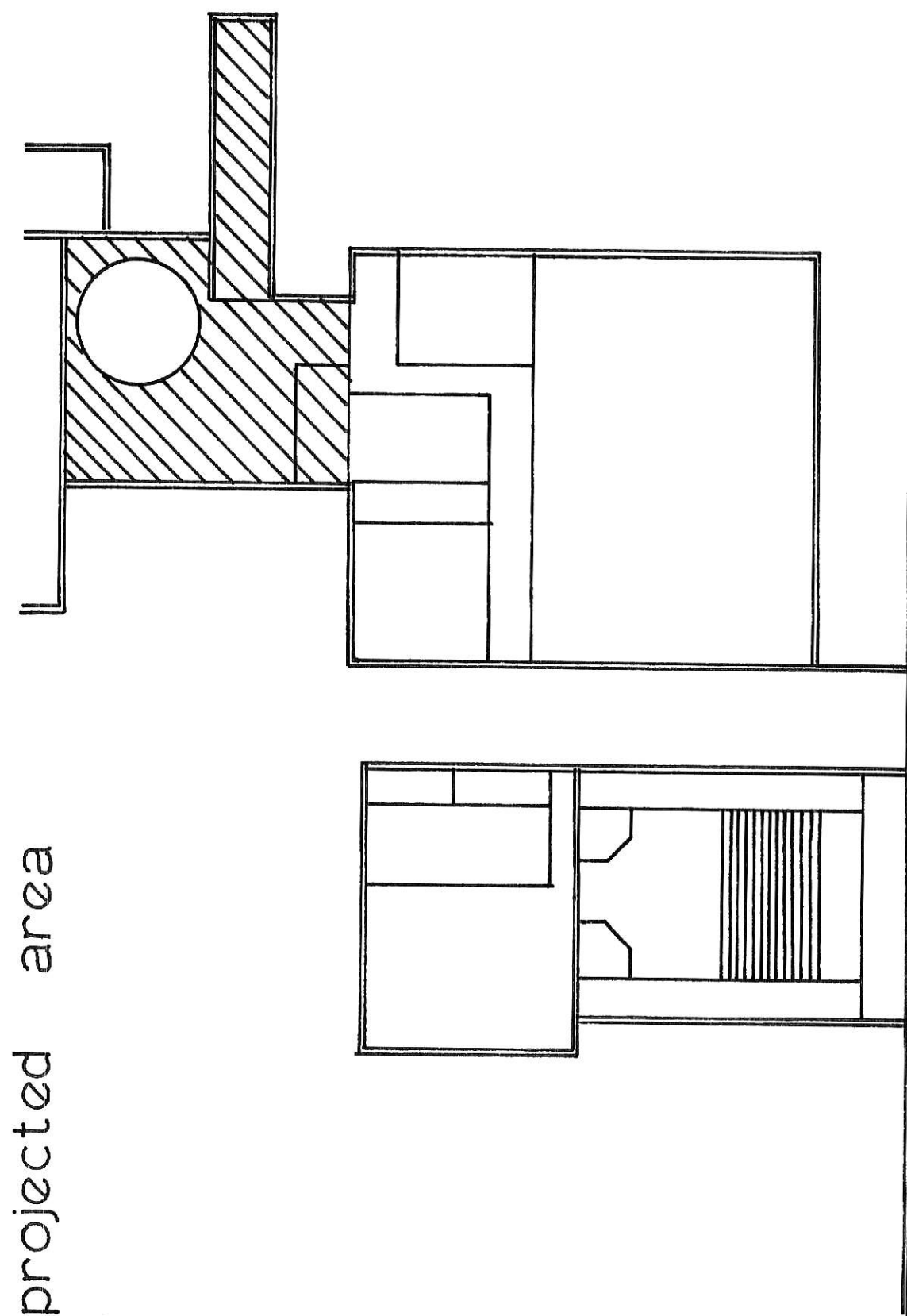


construction science
projected area

OFFICE AREA
720 Φ

CONSTRUCTION SCI.
1145 Φ

WORK STATIONS
425 Φ



projected area

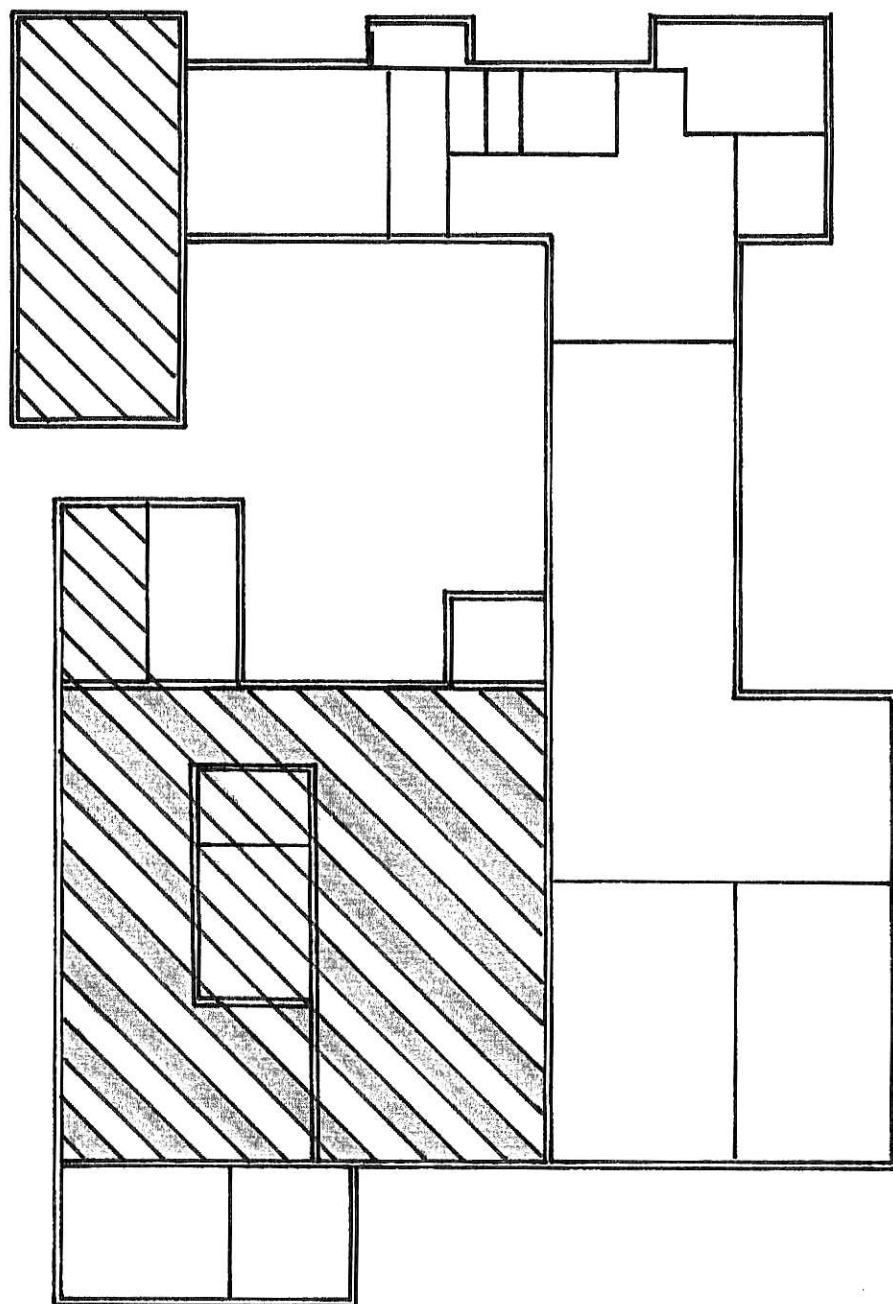
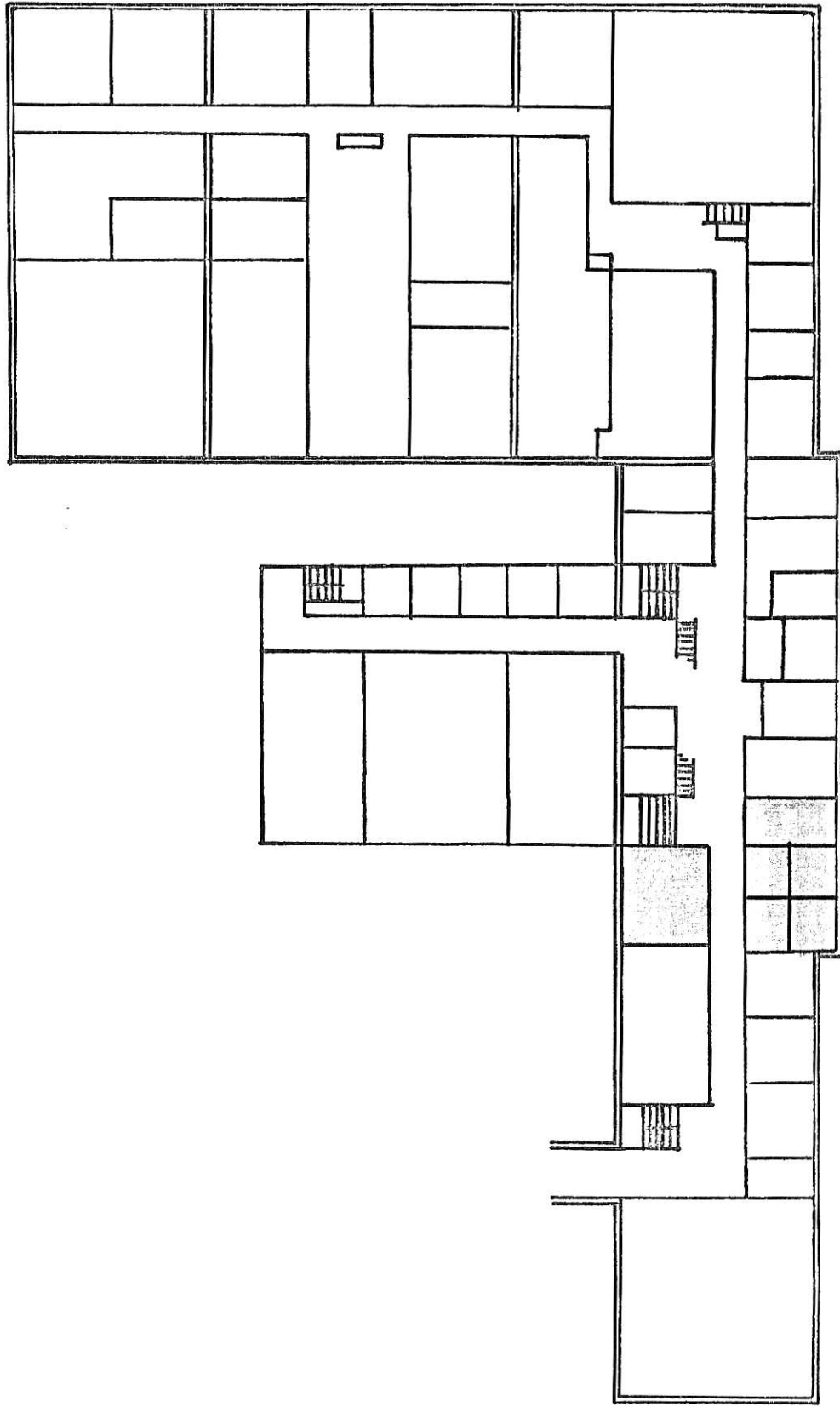
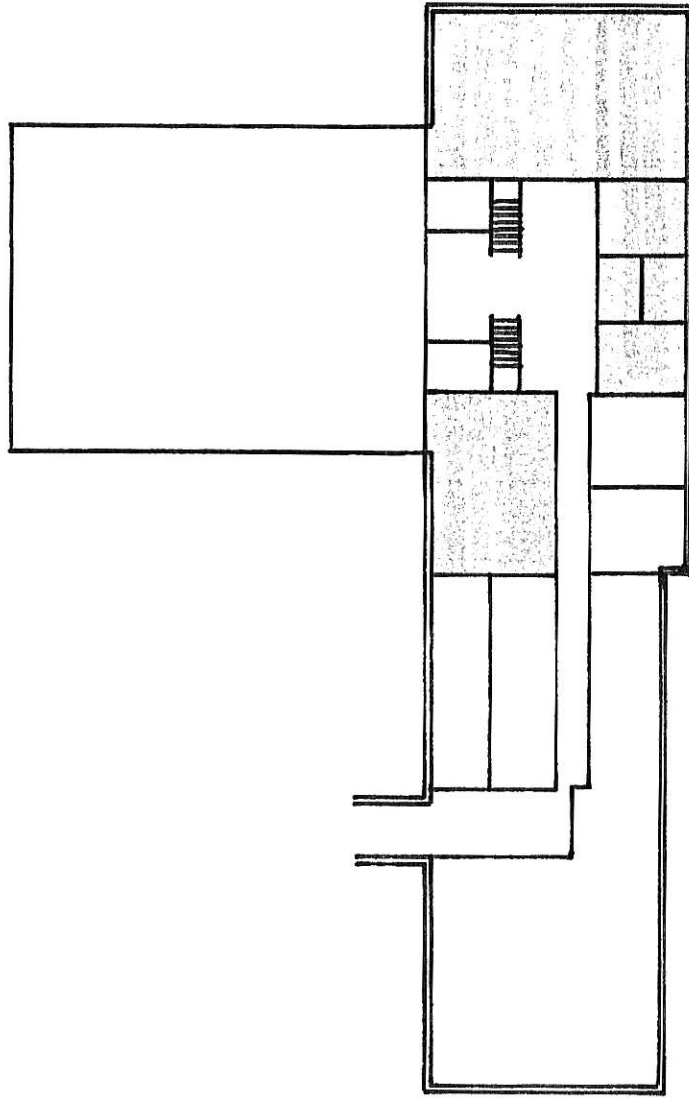


PLATE CXXVII

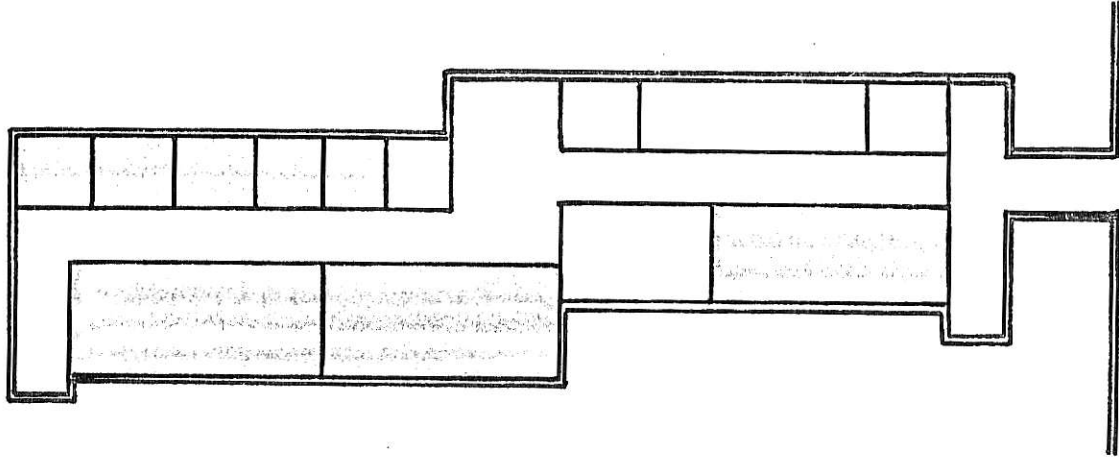
projected area



projected area



projected area



CONCLUSION

The process of space planning for the College of Architecture and Design, Seaton Hall, Kansas State University, is very complex. The analysis expressed in the example is only a preliminary step toward the synthesis of the man-environment syndrome. The research, existing data, and the assumptions have been analyzed and synthesized into projections. It is important to note that the assumptions made in order to achieve projections were based on a reality frame of reference. This reality opposes utopian assumptions which seldom materialize or develop any significant results at the level at which they were proposed. The assumptions made may never materialize in terms of actually realizing the projected spaces which will distort the projections, but a framework has been established for the interjection of data compiled for this special situation.

The interior space planner must use such a preliminary analysis and develop each space by synthesizing the elements significant to the specific needs. Every element directly creating or indirectly affecting the man-environment must be considered. For example, human factors, utilization efficiency, space volume, lighting, color, and texture are a few of the factors. The space planner must establish priorities among elements and make trade offs within the realm of reality in order to synthesize the syndrome. It is important to understand that each specific man-environment has its own peculiar syndrome.

The influence of environment on man, ignored completely in the dark ages of his past, was given but little thought as the individual began to emerge from feudal obscurity. The unexpected change in the structure of our society took place much too rapidly to allow for any conscious planning for the future. But each day's unpredicted changes broadened man's horizons and brought him closer to the neighbor he had never known. As his world grew smaller and his knowledge of it greater, he began to appreciate man's interdependence. He learned that men walk together toward mutual understanding and that the peace that comes with understanding comes only when each carries his own inner dignity. Environment either adds to man's dignity or strips him of it. From this was born the realization that space planning and design is rapidly becoming one of the more important sociological tools for man's improvement.⁴

I feel that documenting and analyzing the data for preliminary synthesis of the specific example syndrome has aided in my development of understanding the necessity and responsibility of the space planner.

FOOTNOTES

1. Michael Brawne, University Planning and Design, p. 21.
2. Anonymous "School of Architecture Committee Report" in Indiana Architect, January, 1965, p. 7.
3. Ibid.
4. Michael Saphier, Office Planning and Design, p. vii.

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- Sumption, Merle R. and Jack L. Landers. Planning Functional School Buildings. New York: Harper and Brothers Publishers, 1957.

UNPUBLISHED DOCUMENTS

1. College of Architecture and Design
Kansas State University
Manhattan, Kansas
 - a) Program for College of Architecture and Design by Architectural Design III, 1967.
 - b) Survey Made Regarding Physical Space Allocated to the Architectural Curriculum. March, 1967.
 - c) Report of Committee to Determine Faculty-Student-Space Ratios. Chairman Albert Sanner, February, 1969.
 - d) Necessary Facilities. Developed by Dean's Office, 1971.

UNPUBLISHED INTERVIEWS

1. Bunker, Charles G., Graduate Student, College of Architecture and Design, Kansas State University.
2. Deines, Vernon P., Professor/Head Regional and Community Planning, College of Architecture and Design, Kansas State University.
3. Durgan, Jack C., Professor/Head Interior Architecture, College of Architecture and Design, Kansas State University.
4. Ealy, Robert P., Professor/Head Landscape Architecture, College of Architecture and Design, Kansas State University.
5. Fischer, Emil C., Retiring Dean, College of Architecture and Design, Kansas State University.
6. Foerester, Bernard, Dean, College of Architecture and Design, Kansas State University.
7. Grosh, Louis E., Associate Professor Industrial Engineering, College of Engineering, Kansas State University.
8. Heintzelman, J. C., Professor, College of Architecture and Design, Kansas State University.
9. Hoyt, Donald P., Director of Educational Resources, Kansas State University.
10. Lauck, Alan, Undergraduate, College of Architecture and Design, Kansas State University.
11. McGraw, Eugene T., Professor Regional and Community Planning, College of Architecture and Design, Kansas State University.
12. Miles, Frederick D., Professor/Head Architecture, College of Architecture and Design, Kansas State University.
13. Murphy, Stephen M., Instructor Interior Architecture, College of Architecture and Design, Kansas State University.
14. Reid, Ronald L., Assistant Professor Architecture, College of Architecture and Design, Kansas State University.
15. Sanner, Albert E., Associate Professor Architecture, College of Architecture and Design, Kansas State University.

16. Thorson, I. Eugene, Professor/Head Construction Science, College of Architecture and Design, Kansas State University.
17. Tillman, Frank A., Professor/Head Industrial Engineering, College of Engineering, Kansas State University.
18. Wendt, Eugene, Assistant Professor Architecture, College of Architecture and Design, Kansas State University.
19. Young, Paul, Vice-President for University Development, Kansas State University.

APPENDIX

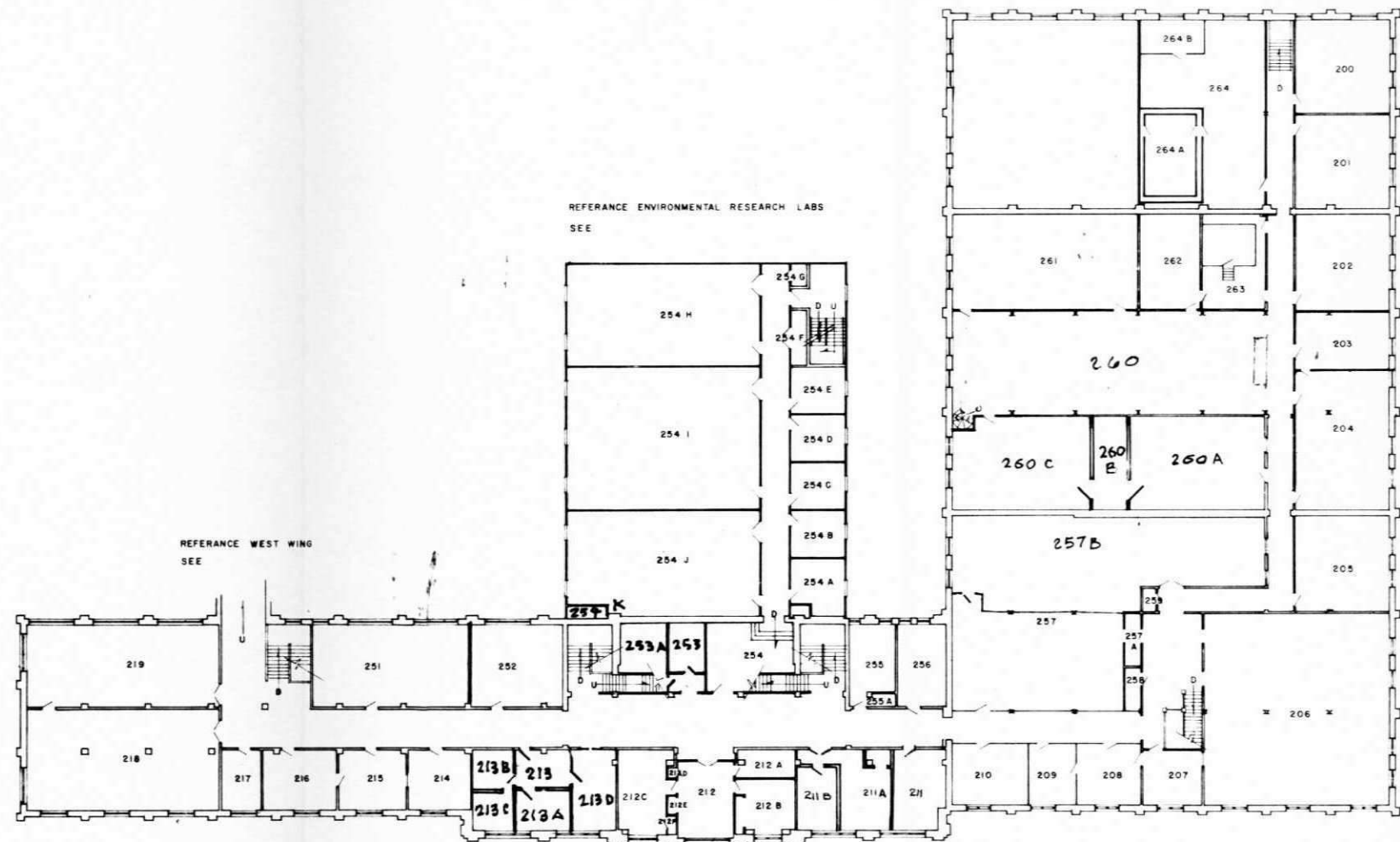
Plate	Page
I. Basement Floor Plan - Seaton Hall	
II. First Floor Plan - Seaton Hall	
III. Second Floor Plan - Seaton Hall	
IV-V. Third Floor Plan - Seaton Hall	

ILLEGIBLE

**THE FOLLOWING
DOCUMENT (S) IS
ILLEGIBLE DUE
TO THE
PRINTING ON
THE ORIGINAL
BEING CUT OFF**

ILLEGIBLE

ROOM SCHEDULE											
ROOM NO.	ROOM USE	CEILING HEIGHT	LENGTH	WIDTH	AREA SQ. FT.	ROOM NO.	ROOM USE	CEILING HEIGHT	LENGTH	WIDTH	AREA SQ. FT.
200		VARIES	28'-0"	23'-0"	598						
201		"	"	24'-0"	624						
202		8'-0"	24'-3"	23'-0"	558						
203		VARIES	"	14'-3"	346						
204		8'-0"	"	34'-6"	837						
205		11'-0"	"	24'-6"	594						
206		VARIES	47'-9"	47'-6"	2268						
207		"	14'-3"	13'-6"	192						
208		11'-0"	16'-0"	15'-3"	244						
209		"	11'-6"	"	175						
210		"	18'-3"	"	291						
212		11'-3"	18'-9"	14'-0"	283						
212A		"	14'-6"	8'-0"	116						
212B		"	"	13'-6"	196						
212C		"	21'-9"	13'-0"	294						
212D		"	4'-9"	1'-9"	8						
212E		"	"	"	8						
212F		"	3'-9"	"	7						
214		11'-3"	16'-9"	15'-0"	251						
215		"	16'-3"	"	244						
216		"	18'-3"	"	274						
217		"	10'-9"	"	161						
218		"	48'-3"	25'-6"	1230						
219		"	"	20'-9"	1001						
251		"	43'-0"	"	892						
252		"	20'-6"	"	425						
254		11'-3"	CIRCULATION								
255		"	21'-0"	10'-9"	201						
255A		"	5'-3"	3'-6"	18						
256		11'-6"	21'-0"	13'-0"	273						
257		10'-7"	43'-0"	26'-0"	1140						
257A		VARIES	11'-0"	3'-6"	39						
258		"	10'-3"	"	36						
259		"	5'-9"	4'-0"	23						
261		VARIES	47'-0"	23'-3"	1093						
262		"	15'-6"	"	360						
263		"	"	"	360						
264		10'-9"	47'-9"	31'-3"	943						
264A		9'-0"	19'-9"	12'-0"	237						
264B		"	16'-3"	8'-9"	142						
211		11'-3"	12'-0"	20'-8"	237						
211A		"	16'-9"	16'-6"	330						
211B		"	16'-6"	11'-6"	190						
254A		8'-0"	14'-0"	13'-9"	184						
254B		"	11'-6"	"	160						
254C		"	"	"	160						
254D		"	"	"	160						
254E		"	"	"	160						
254F		"	14'-0"	4'-3"	53						
254G		"	5'-9"	4'-3"	21						
254H		10'-6"	48'-9"	25'-6"	1272						
254I		"	"	35'-6"	1712						
254J		"	"	26'-3"	1222						
254K		"	10'-0"	3'-6"	35						
260		VARIES	78'-9"	25'-3"	1988						
260A		"	34'-3"	23'-0"	788						
260B		"	23'-0"	9'-0"	207						
260C		"	34'-9"	23'-0"	788						
213		8'-0"	13'-6"	8'-3"	110						
213A		"	13'-6"	11'-8"	162						
213B		"	10'-6"	9'-6"	100						
213C		"	11'-0"	10'-6"	115						
213D		"	20'-9"	11'-3"	233						
263		11'-6"	12'-6"	9'-0"	112						
259A		"	16'-9"	12'-6"	213						
257B		10'-7"	79'-0"	23'-0"	1405						
TOTAL GROSS AREA						TOTAL NET AREA					



935 ADD. WALLS RM. 211 (211A, 211B, 211) 10-30-70			
PHYSICAL PLANT DEPARTMENT		CAMPUS PLANNING OFFICE	
KANSAS STATE UNIVERSITY		SEATON HALL	
DRAWN BY: WTD		DATE: 4/8/68	
		SHEET: E-3	

R O O M S C H E D U L E									
ROOM NO.	ROOM USE	CEILING HEIGHT	LENGTH	WIDTH	AREA SQ. FT.	ROOM NO.	ROOM USE	CEILING HEIGHT	LENGTH
301		13'-3"	52'-6"	36'-6"	1916				
302		8'-6"	75'-0"	34'-6"	2460				
303		13'-3"	36'-3"	25'-6"	924				
303A		8'-6"	30'-6"	15'-0"	372				
303B		"	33'-3"	22'-3"	740				
303C		"	15'-9"	7'-9"	122				
303D		"	15'-6"	"	120				
303E		"	12'-3"	"	95				
303F		"	36'-0"	33'-3"	789				
320		13'-3"	36'-3"	25'-9"	933				
320A		8'-6"	14'-9"	13'-9"	201				
320B		"	15'-0"	14'-0"	210				
320C		"	"	"	212				
321		13'-3"	CIRCULATION						
321A		"	19'-0"	"	233				
321B		"	9'-0"	"	110				
322		8'-6"	75'-0"	34'-6"	2460				
322A		"	6'-9"	19'-0"	128				
323		"	85'-6"	34'-6"	3019				
323A		"	3'-3"	9'-9"	31				
301A		13'-3"	18'-3"	8'-9"	159				
301B		"	18'-9"	12'-4"	244				
301C		"	"	18'-9"	245				
301D		"	18'-3"	9'-3"	169				

TOTAL GROSS AREA _____ TOTAL NET AREA _____



THIRD FLOOR PLAN



REVISIONS			
10-30-70			
PHYSICAL PLANT DEPARTMENT		CAMPUS PLANNING OFFICE	
KANSAS STATE UNIVERSITY		SHEET	
SEATON HALL		E-4	
DRAWN BY: G.D.W.	DATE: 6/9/65	SCALE: 1/16" = 1'-0"	

TOTAL GROSS AREA _____ TOTAL NET AREA _____

REVISIONS

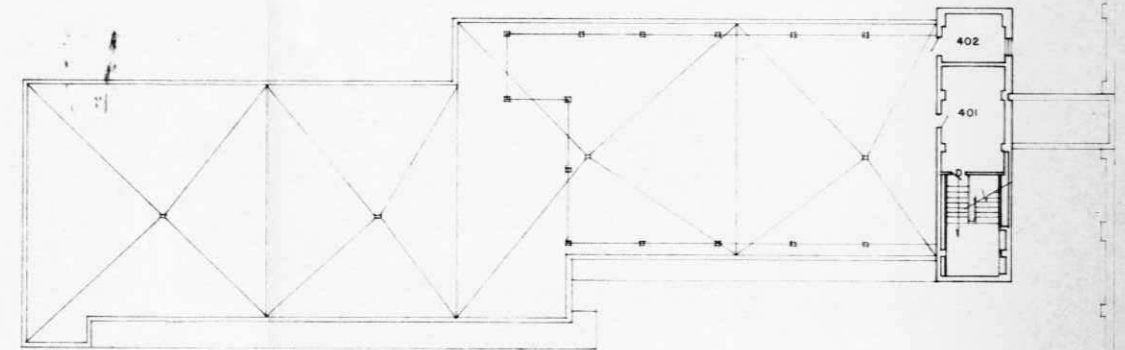
BIS ADD. WALLS 202-202A
10-30-70

PHYSICAL PLANT DEPARTMENT		CAMPUS PLANNING OFFICE	
KANSAS		STATE UNIVERSITY	
SEATON HALL (ENGINEERING SHOPS)			SHEET
DRAWN BY G.D.W.	DATE 6/10/65	SCALE 1/16" = 1' - 0"	E-7

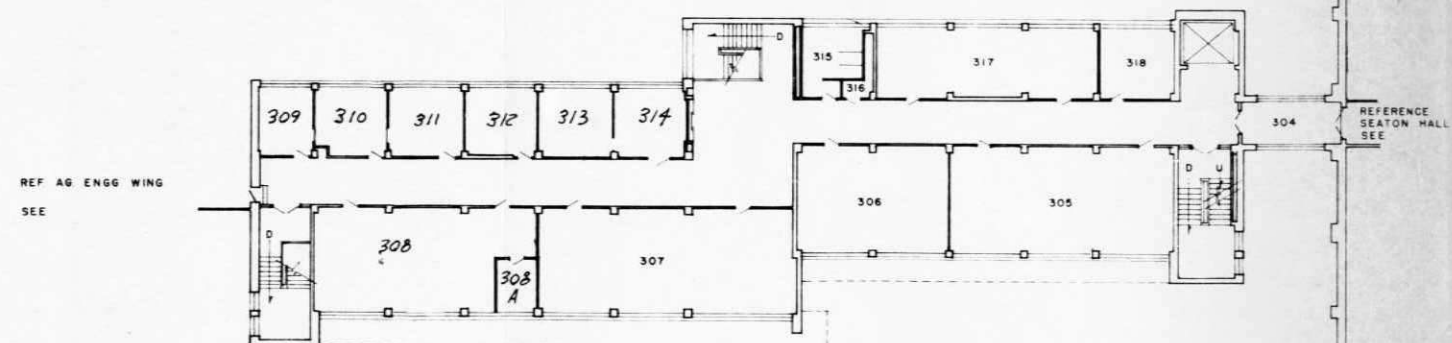


ROOM SCHEDULE											
ROOM NO.	ROOM USE	CEILING HEIGHT	LENGTH	WIDTH	AREA SQ. FT.	ROOM NO.	ROOM USE	CEILING HEIGHT	LENGTH	WIDTH	AREA SQ. FT.
304		10'-0"	20'-9"	12'-0"	249						
305		"	47'-9"	22'-6"	1074						
306		"	33'-3"	"	748						
307		"	54'-9"	"	1221	307A					
308		"	48'-9"	"	1001	307B					
308A		"	10'-6"	8'-0"	84	307C					
309		"	15'-6"	12'-6"	194	310					
310		"	"	15'-6"	234	311					
311		"	"	"	240	312					
313		"	15'-0"	15'-6"	233	314					
314		"	15'-6"	15'-0"	233	314					
315		"	"	12'-9"	171						
316		11'-4"	8'-6"	3'-6"	30						
317		10'-0"	15'-6"	47'-9"	736						
318		"	15'-3"	15'-3"	229						
312		10'-0"	16'-0"	15'-0"	242	319					
401			23'-9"	13'-6"	321						
402			10'-0"	"	135						

OLD NUMBERS



ROOF PLAN



THIRD FLOOR PLAN



REVISIONS

10-30-70		
PHYSICAL PLANT DEPARTMENT	CAMPUS PLANNING OFFICE	
KANSAS STATE UNIVERSITY		
SEATON HALL (WEST WING)		
DRAWN BY: WTB	DATE: 5/27/64	SCALE: 1/16" = 1'-0"
		E-9

AN ANALYSIS FOR THE REDESIGN OF THE EXISTING
FACILITIES FOR THE COLLEGE OF ARCHITECTURE &
DESIGN, SEATON HALL, KANSAS STATE UNIVERSITY

by

DANIEL WAYNE MASTERS

Bach. of Arch., Kansas State University, 1970

AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF ARCHITECTURE

College of Architecture and Design

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1971

Environment is all the conditions, circumstances, and influences surrounding and affecting the development of an organism or group of organisms. It has become the symbolic base of the designers' vocabulary with little knowledge of its complex forces and powers on organisms. I believe, that in this world and at this time, man is the most sophisticated organism and therefore I will limit my discussion to what I shall call man-environment. Man-environment is the interaction and articulation of every fact related to man. It is time for man-environment to be dealt with in reality and for its priority to become equal to its influence.

The expanding field of environmental technology is producing documented data directly related to the influences of the man-environment. It is an important responsibility of the designer to become aware, to understand, to place priorities, to make trade-offs, and to synthesize this data and all other factors into a man-environment. I call this process the synthesis of the man-environment syndrome. Environment is not a theory but a fact and not a word but a responsibility. We must stop evading its complexities because man suffers from the illusions presented as solutions.

The preceding paragraphs are the basis for developing theories leading to the production of my master's thesis. The education and development of Architects and related disciplines as man-environment creators is a complex situation. Every experience perceived by the five senses is a reflection on that education and total knowledge bank.

All design is eclectic and creativity is only the synthesization of experience. What caliber of creative people are evolving out of the experience influenced by the present facilities dictated by the present physical surroundings? It is hard to comprehend the fact that eight hundred seemingly sensitive, creative people, both developed and being developed, can function in this physical environment with such apathy. Seaton Hall has created a dichotomy because of the verbal expression of creativity in a stagnant space. The unfortunate thing would be if the apathetic students and faculty produce creativity that is eclectic of experiences influenced by the existing spaces.

I am making the assumption that it would be a valuable contribution to attempt to evaluate and redevelop the spaces of Seaton Hall for a more conducive man-environment. There have been many programs written both by faculty and students in direct relation to the educational process and facilities needed for Architecture and Design. These have often been based on a utopian concept to produce a maximum need. The results are always a new building or any new space and the reality of Seaton Hall is left ignored. It is time for Architecture and Design to face Seaton Hall as a factor in their man-environment.