

A PLACE OF ENTRY

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MASTER OF ARCHITECTURE

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ACKNOWLEDGEMENT

It seems a virtual impossibility for one to experience the study of architecture at VPI without developing an increased awareness and sensitivity towards all aspects of life. The educational model simply stresses the significance of education and the value of knowledge. I feel fortunate to have been a part of such an experience and grateful to all who have contributed to its establishment.

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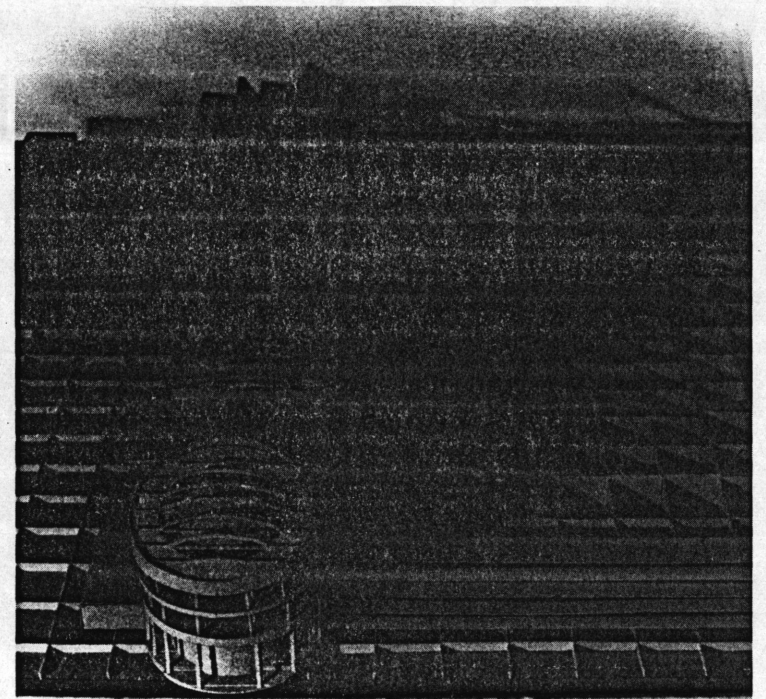
THE PLACE

INTRODUCTION

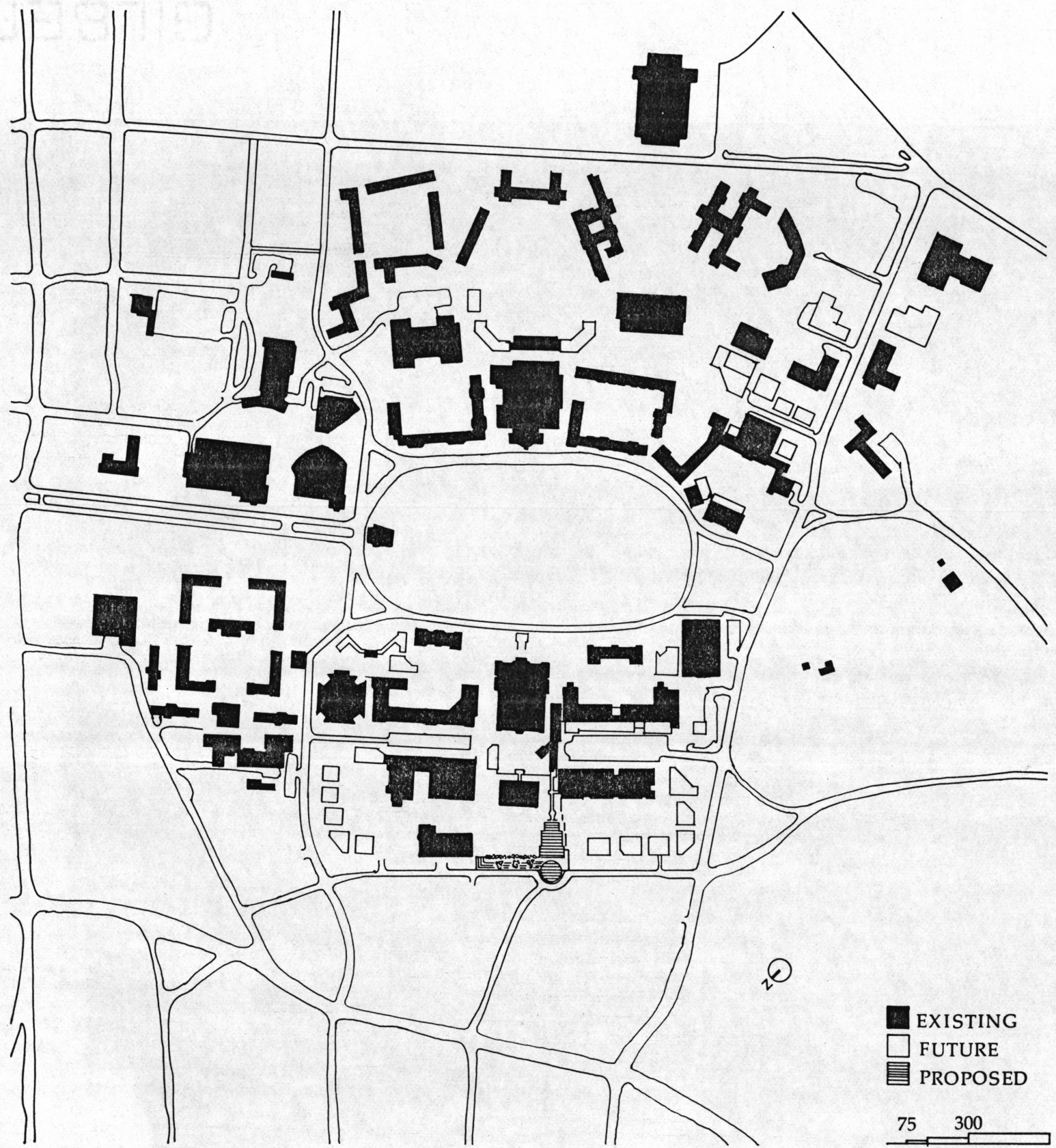
An entrance, not by definition but rather by implication, is the beginning of something: an introduction. As such, its position is not only one of announcement but also a place through which one becomes aware of the nature of that into which he or she is entering.

I think of school as an environment of spaces where it is good to learn. Schools began with a man under a tree who did not know he was a teacher, discussing his realizations with a few, who did not know they were students. The students aspired that their sons also listen to such a man. Spaces were erected and the first schools became.

Louis I. Kahn
Between Silence and Light



THE SITE

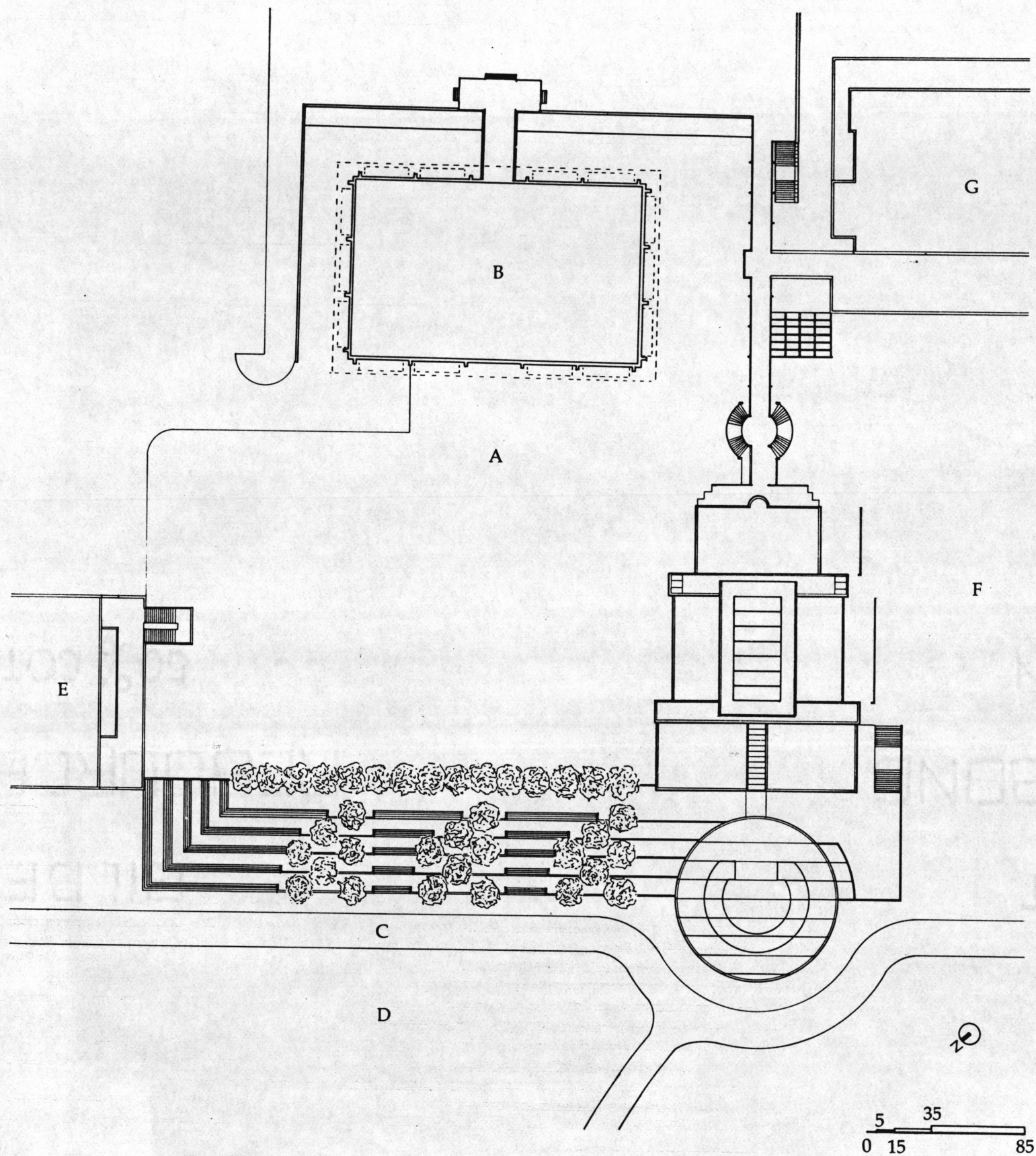


CAMPUS PLAN

The campus of VPI is organized around a central outdoor space, the drill field. Around this space are arranged in quadrangles a majority of the campus buildings. The master plan for the campus expansion proposes the continuation of these quadrangles while at the same time initiating an infill plan to supplement some present space deficiencies through building additions.

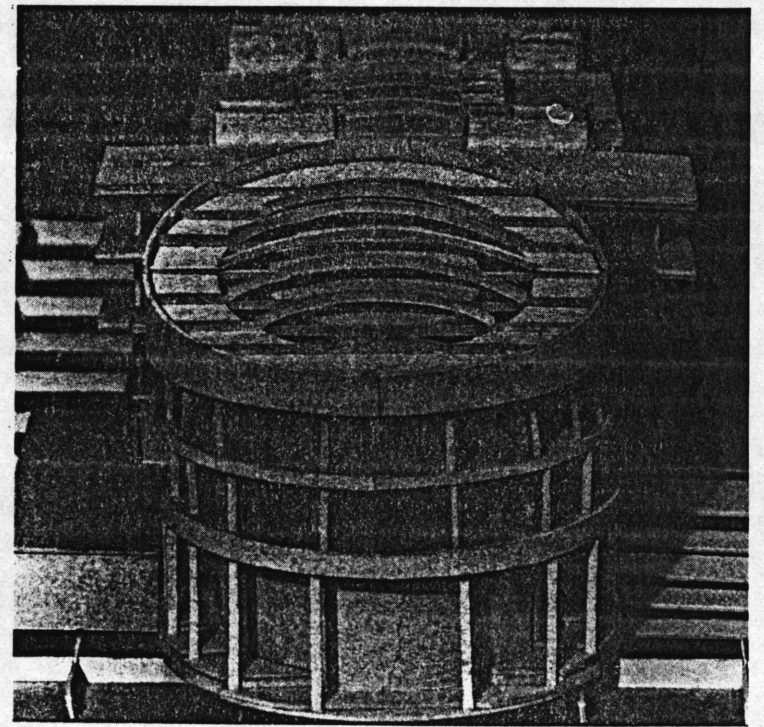
In 1983, a national competition was sponsored to propose a student services building. The site chosen was along a significant pedestrian circulation route between the commuter parking lot and the drill field. The winning entry in this competition has been taken as a given for this thesis project.

As an extension of this axis from the drill field, this thesis developed from the desire to: 1) create additional space for the college of architecture in an effort to collect the separated divisions, 2) reinforce a recognizable edge on the northwest side of campus, and most importantly 3) establish a significant entrance along this edge linking the parking lot to the Cowgill Plaza.



SITE PLAN

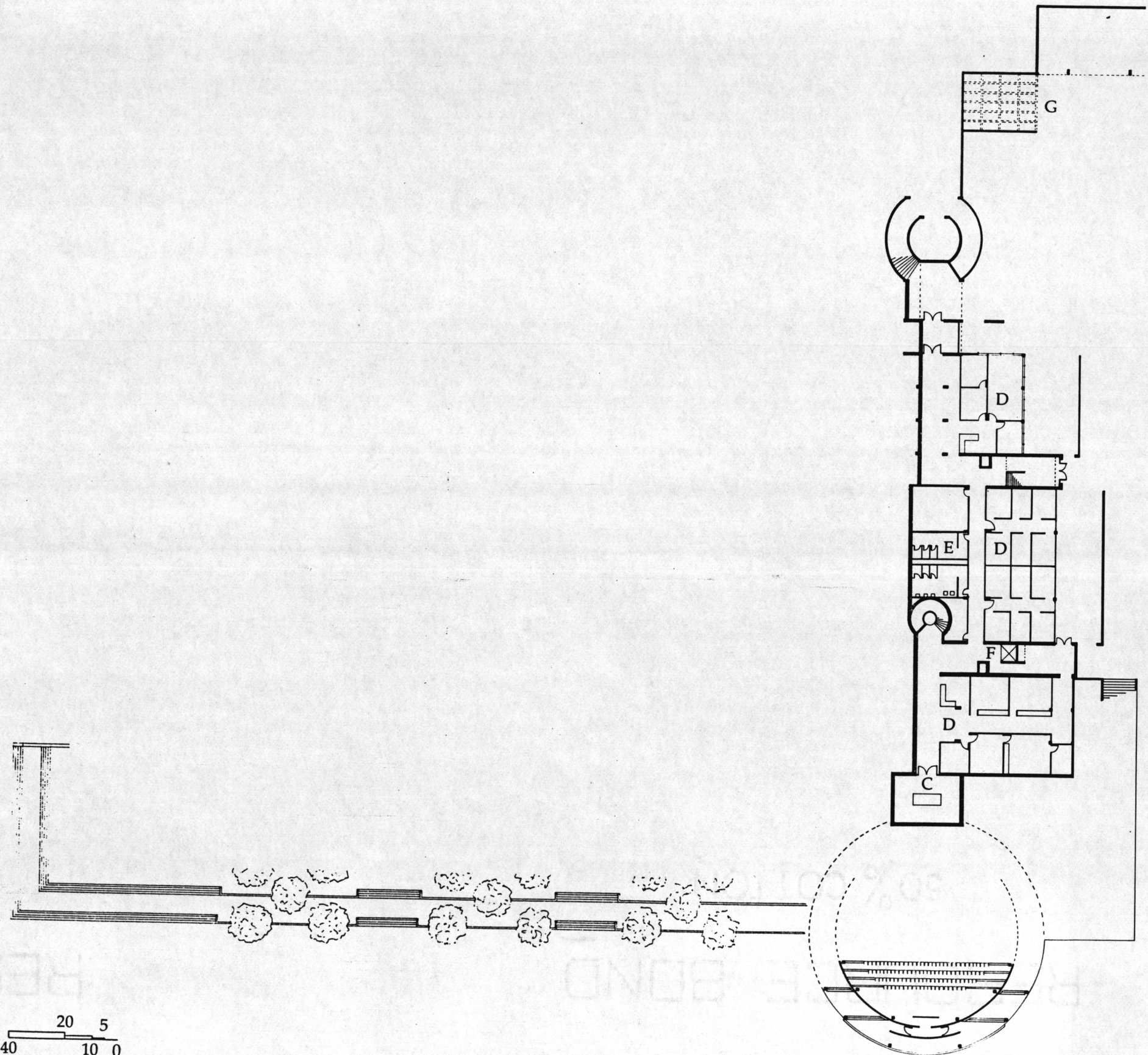
The site is located along a small ridge defining a relatively flat grassy lawn (A) to the northwest side of Cowgill Hall (B) which currently houses the college of architecture. The ridge slopes down fifteen feet to the northwest to reach Perry Street (C), bordering the commuter parking lot (D). Whittemore Hall (E) is the only building currently on Perry Street and houses the engineering department. To the southwest, the ridge slopes to the faculty parking lot below (F) which is bordered by Derring Hall (G), the location of the psychology, biology, and geology departments. Around this lot are planned future facilities for the college of liberal arts.



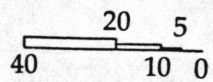
THE BUILDING

LEGEND

- B AUDITORIUM
- C CONFERENCE
- D OFFICE
- E RESTROOMS
- F ELEVATOR
- G SERVICE AREA



GROUND FLOOR

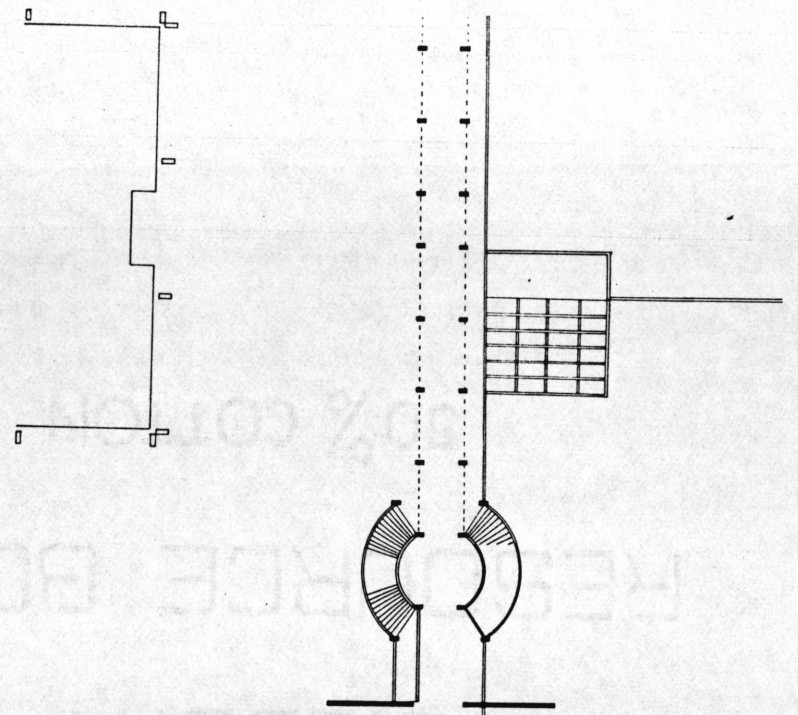
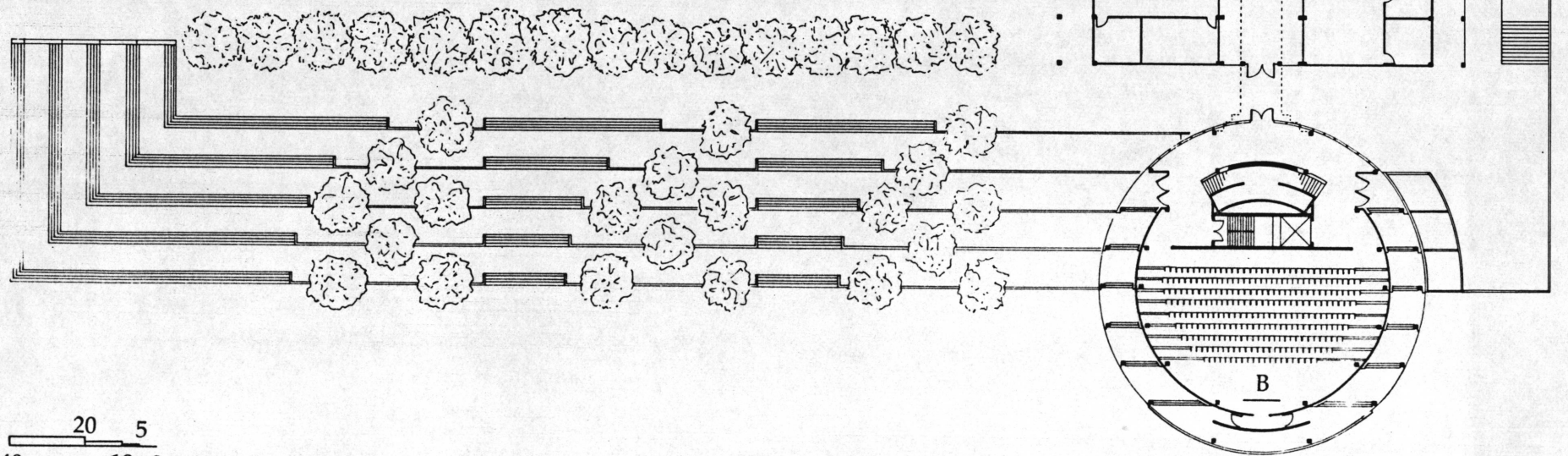
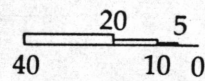


PLANS

LEGEND

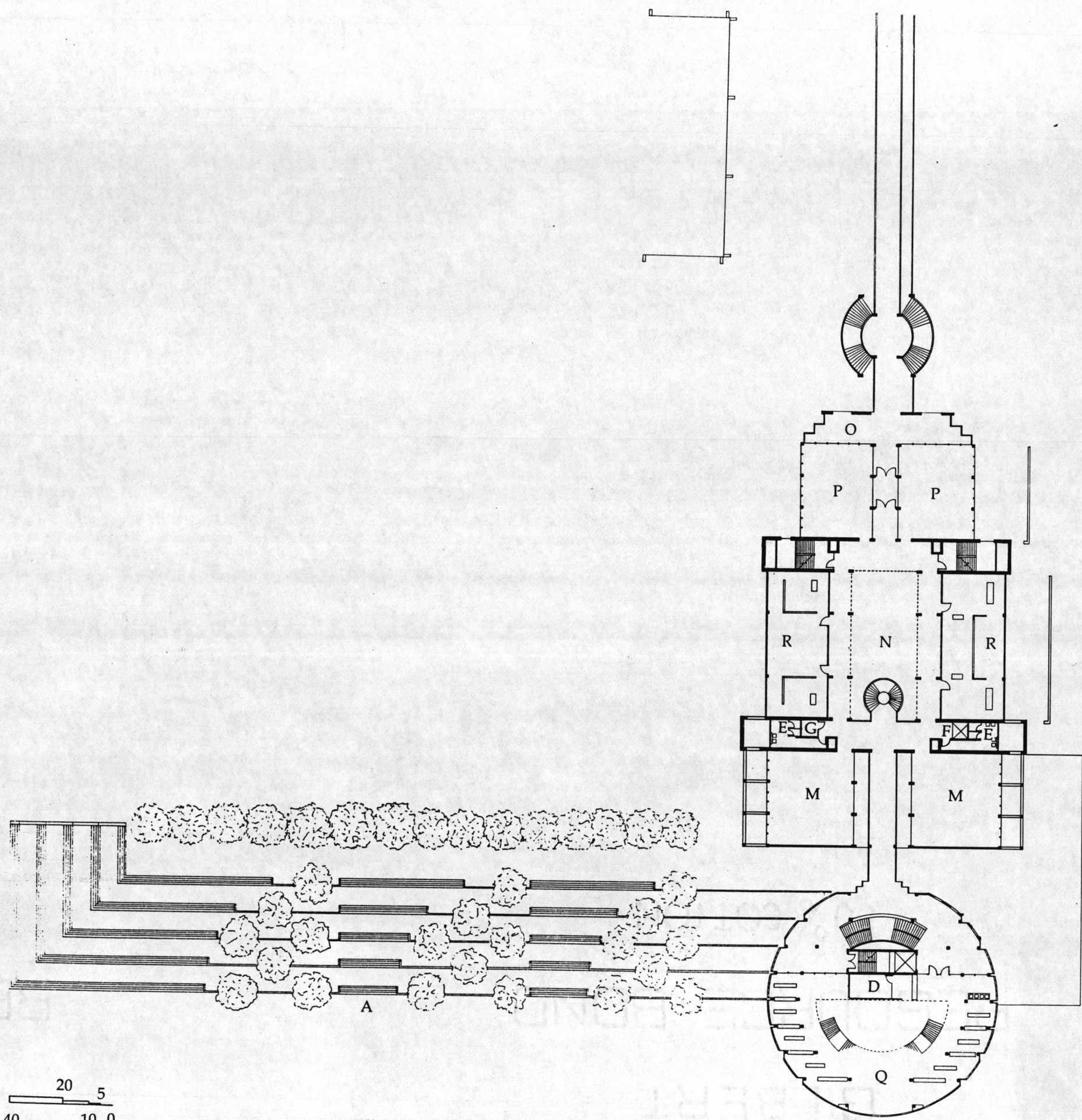
- A ENTRANCE STAIRS
- B AUDITORIUM
- E RESTROOMS
- F ELEVATOR
- G SERVICE
- H LIGHTING LABS
- I RESEARCH LABS
- J MATERIALS PROCESSES
- K VENDING/LOUNGE
- L COMPUTER LABS
- P CLASSROOM

ENTRY LEVEL

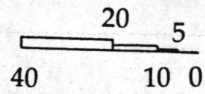


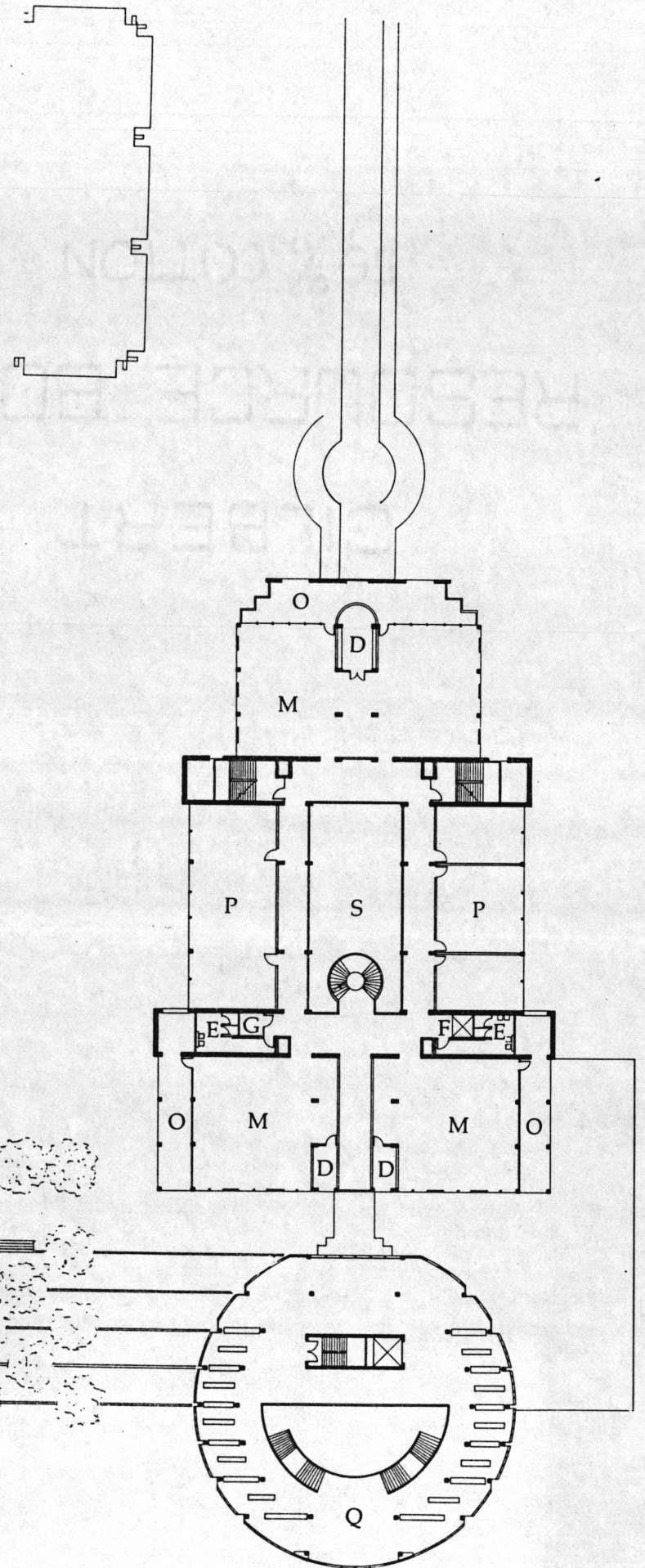
LEGEND

- A ENTRANCE STAIRS
- D OFFICE
- E RESTROOMS
- F ELEVATOR
- G SERVICE
- M STUDIO
- O BALCONY
- N HALL
- P CLASSROOM
- Q LIBRARY
- R GALLERY



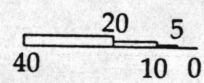
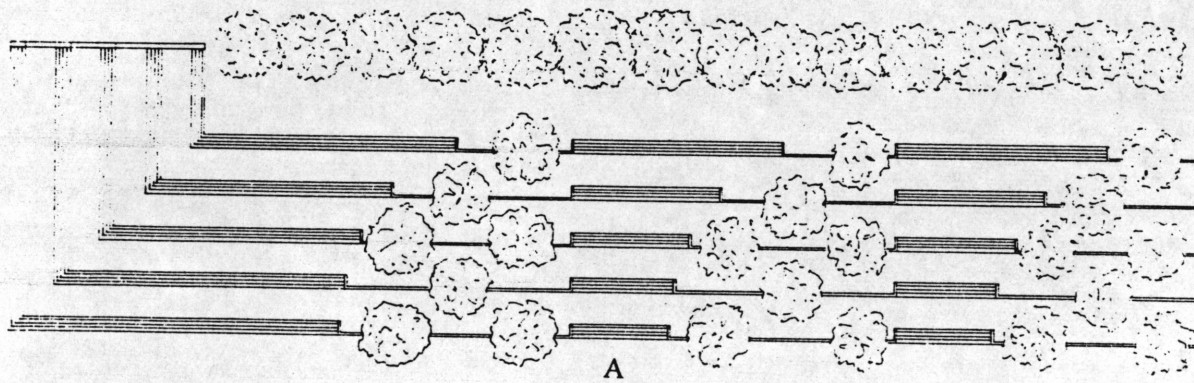
SECOND FLOOR





LEGEND

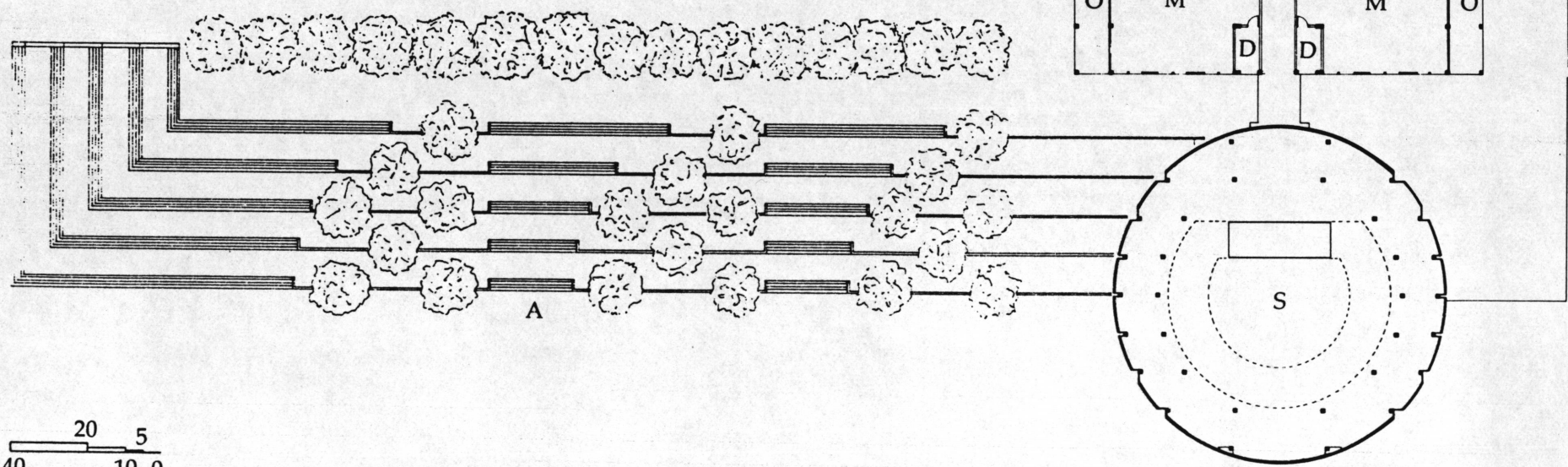
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- D OFFICE
- E RESTROOMS
- F ELEVATOR
- G SERVICE
- M STUDIO
- O BALCONY
- P CLASSROOM
- Q LIBRARY
- S OPEN



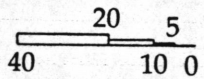
THIRD FLOOR

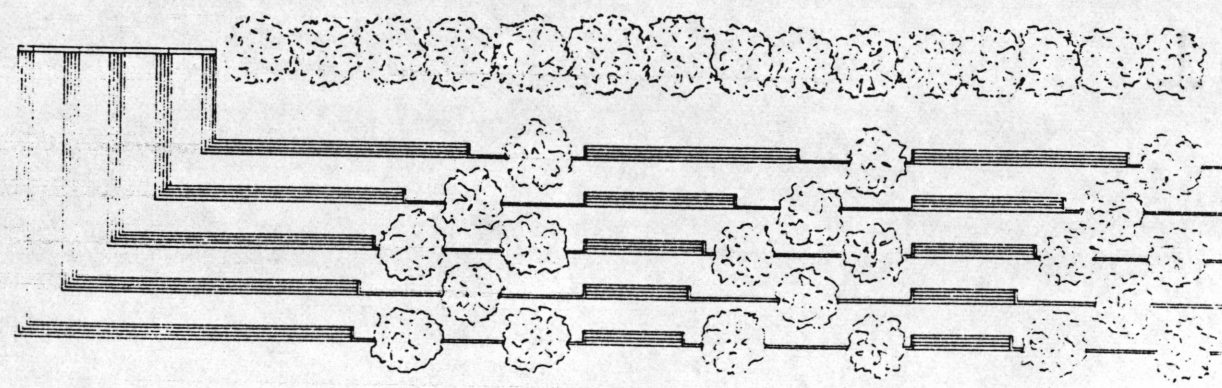
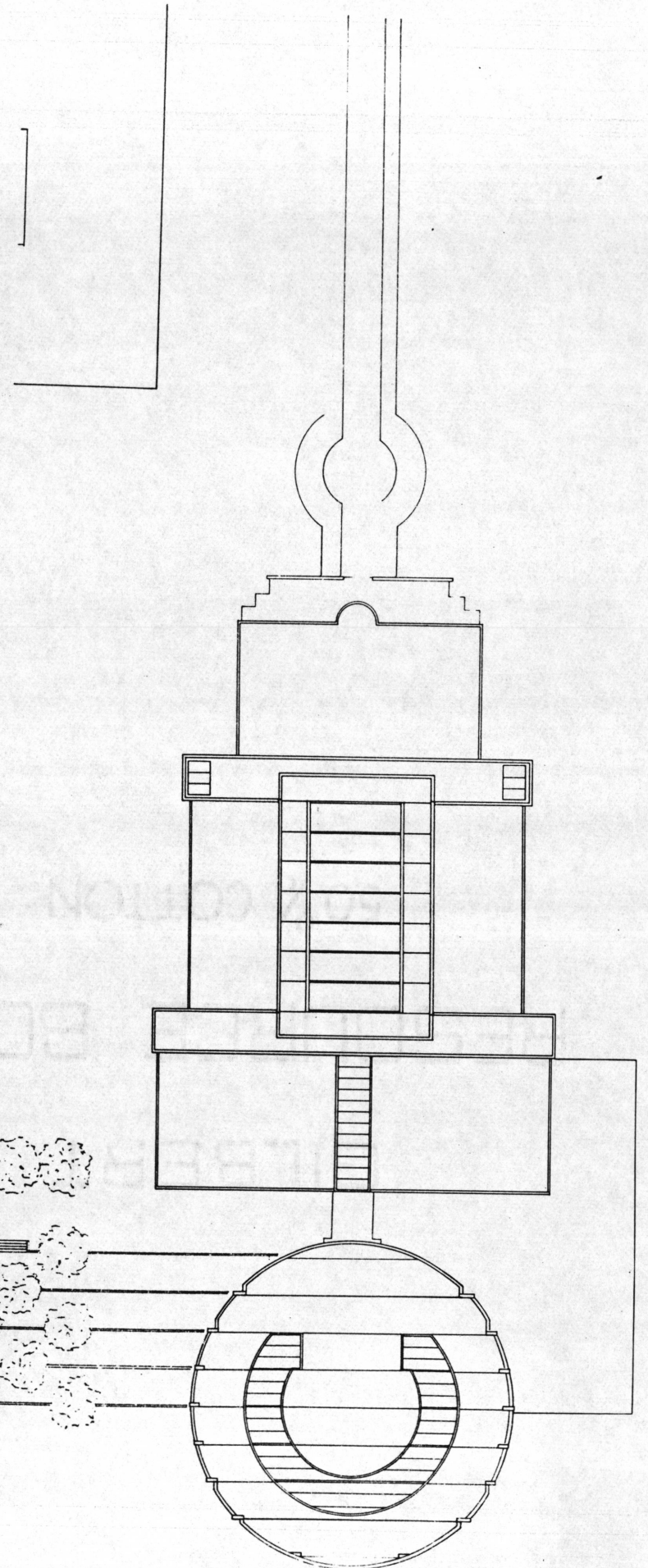
LEGEND

- A ENTRANCE STAIRS
- D OFFICE
- E RESTROOMS
- F ELEVATOR
- G SERVICE
- M STUDIO
- O BALCONY
- P CLASSROOM
- S OPEN

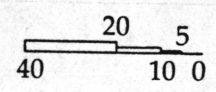


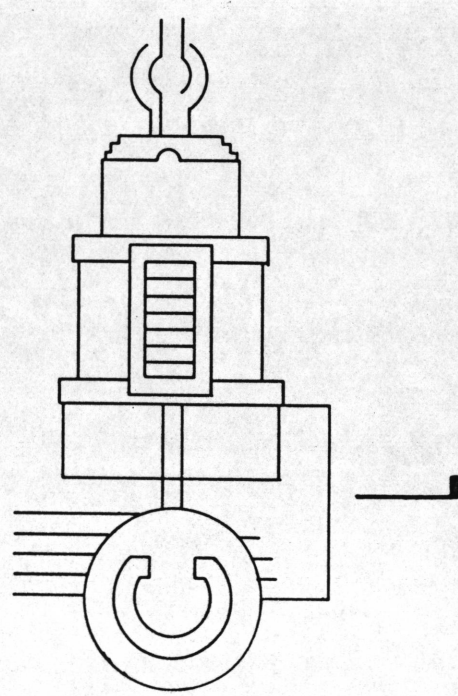
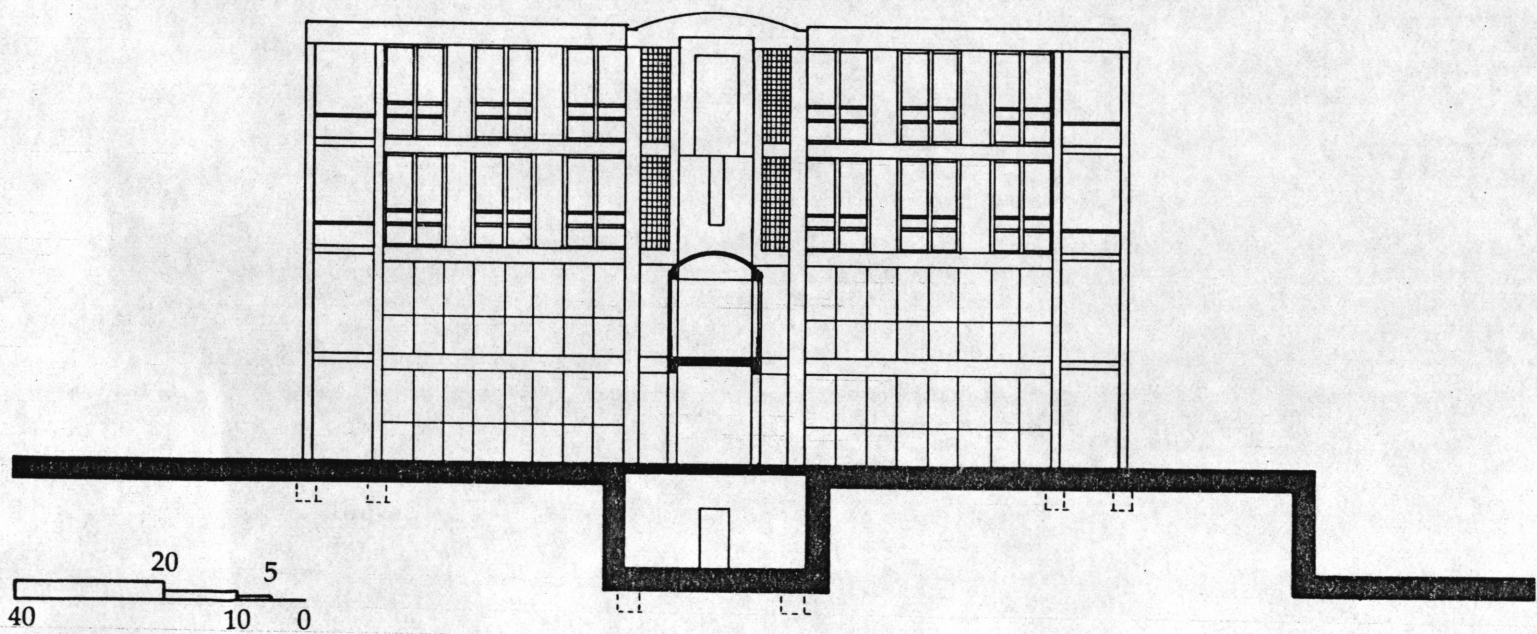
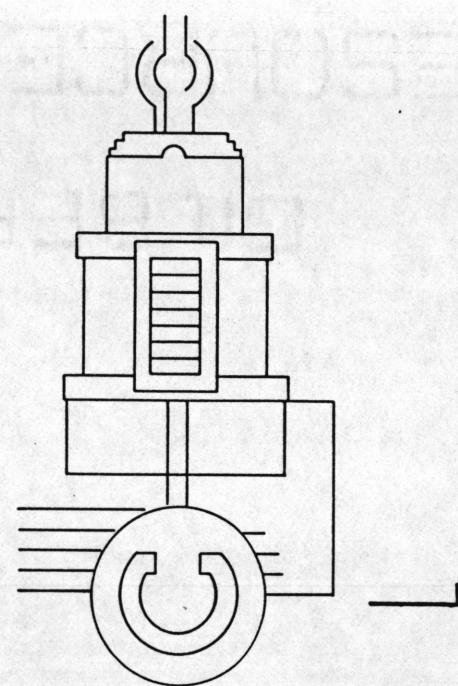
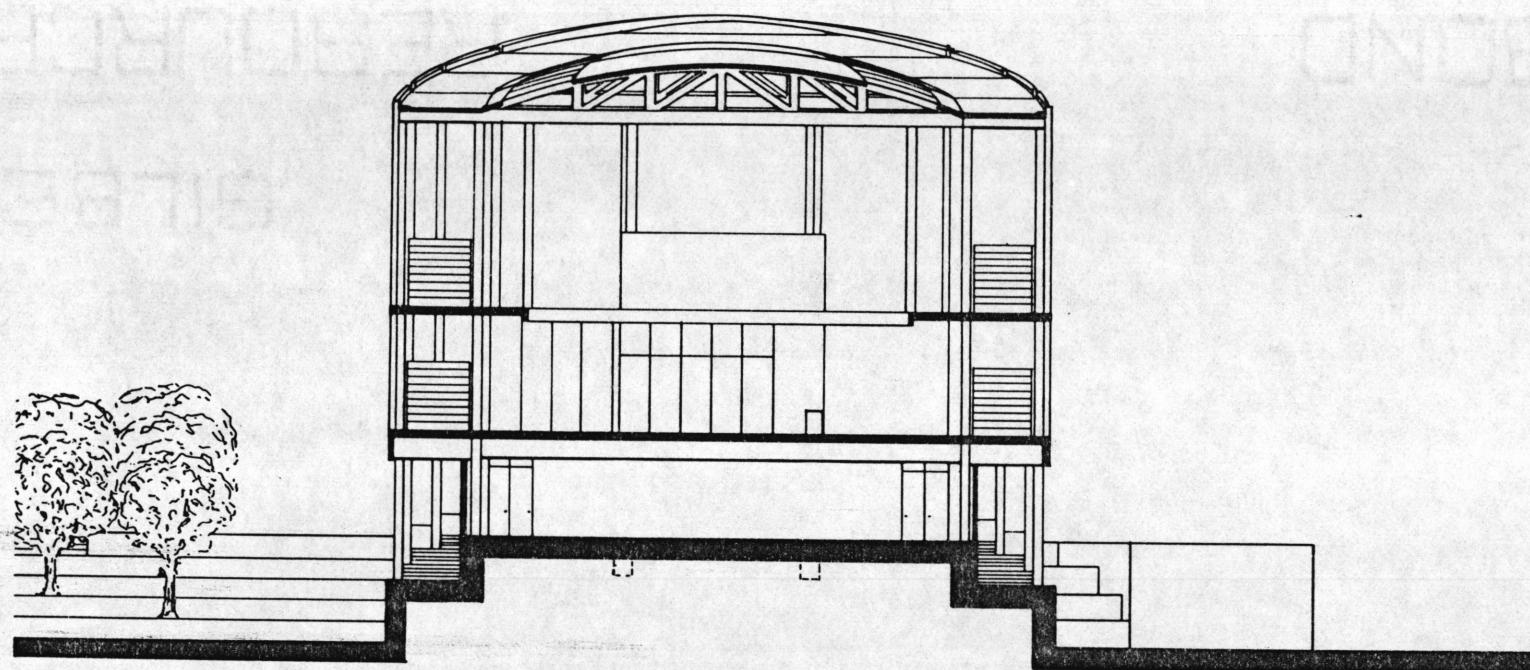
FOURTH FLOOR



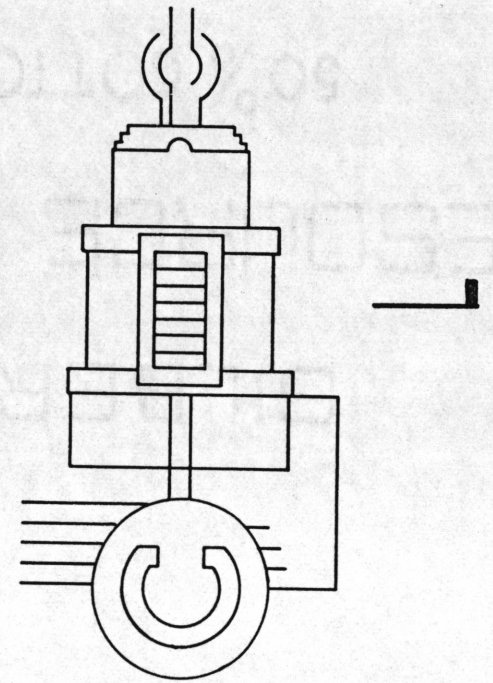
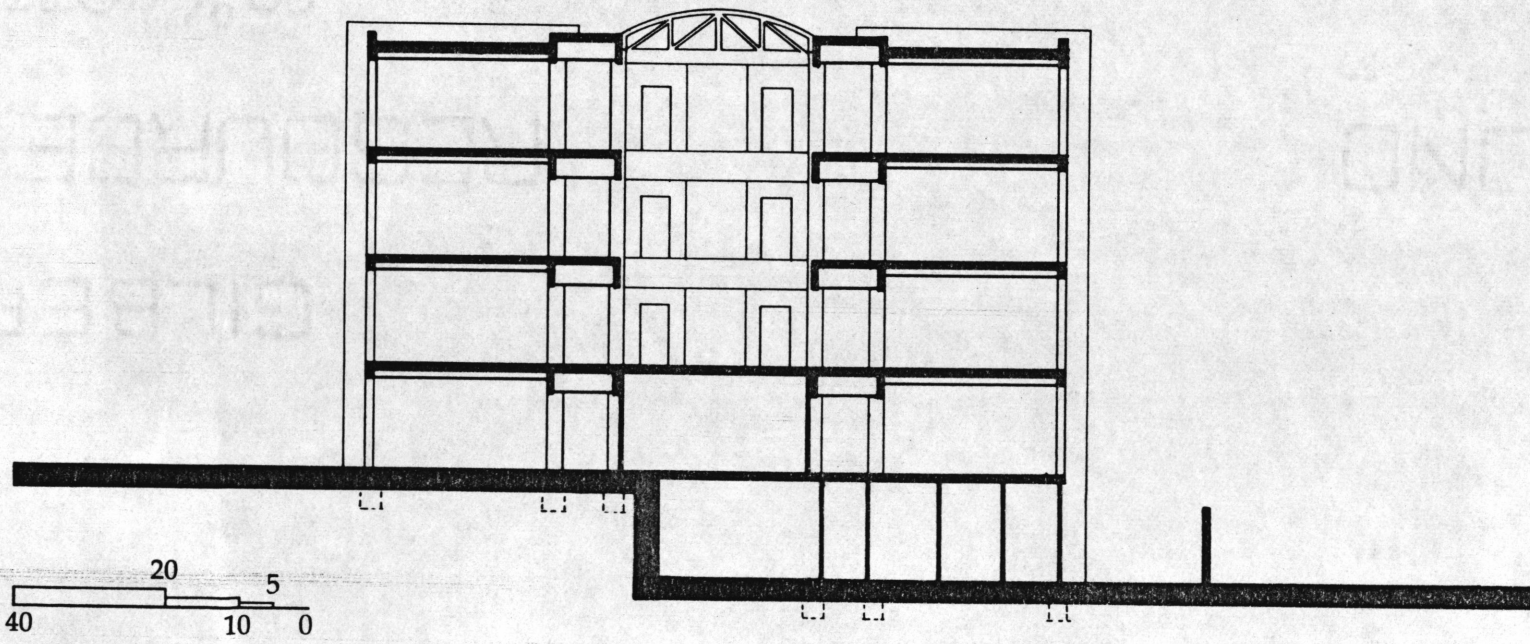
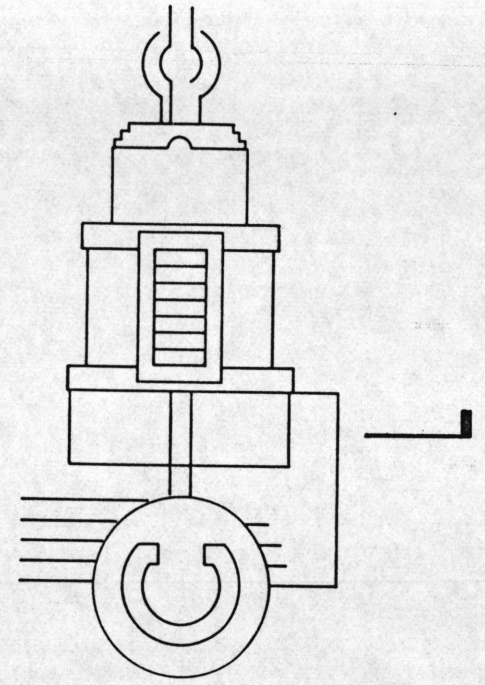
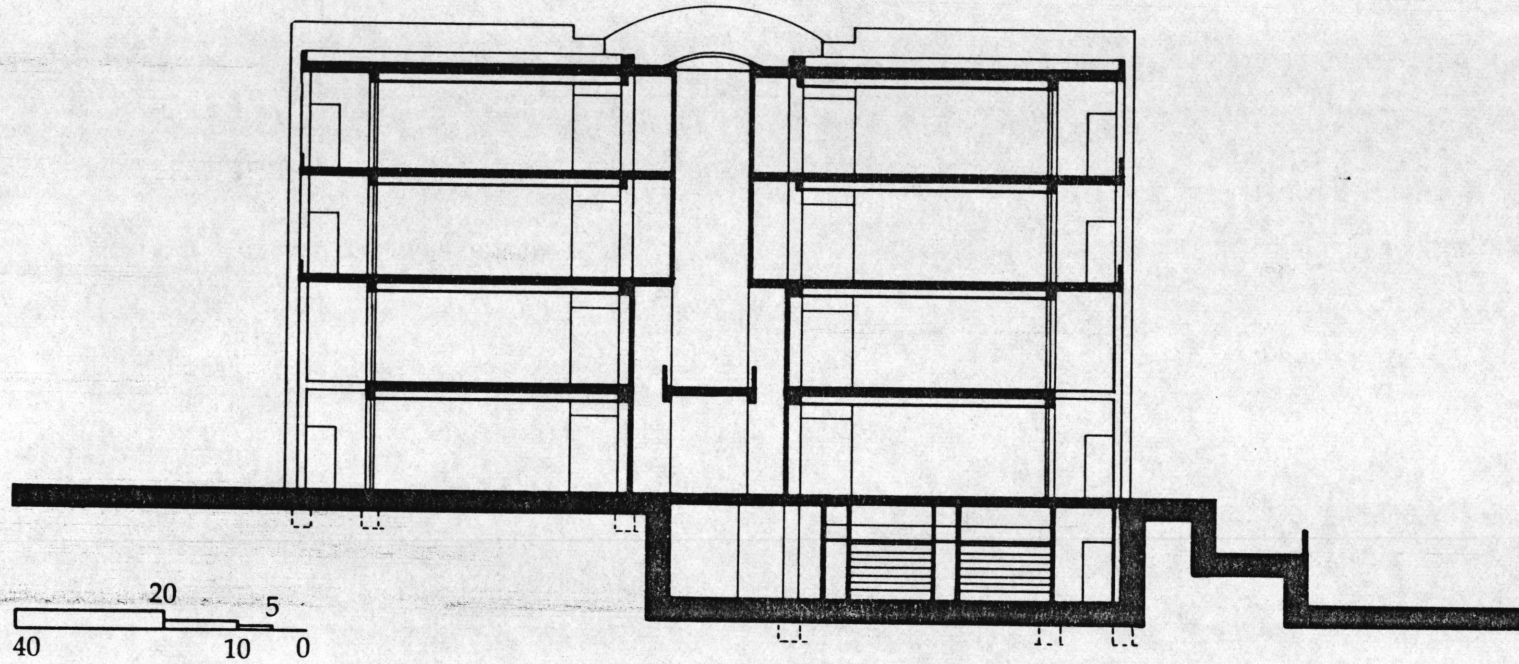


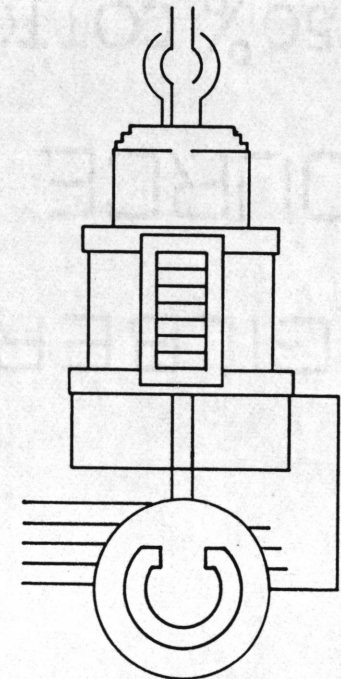
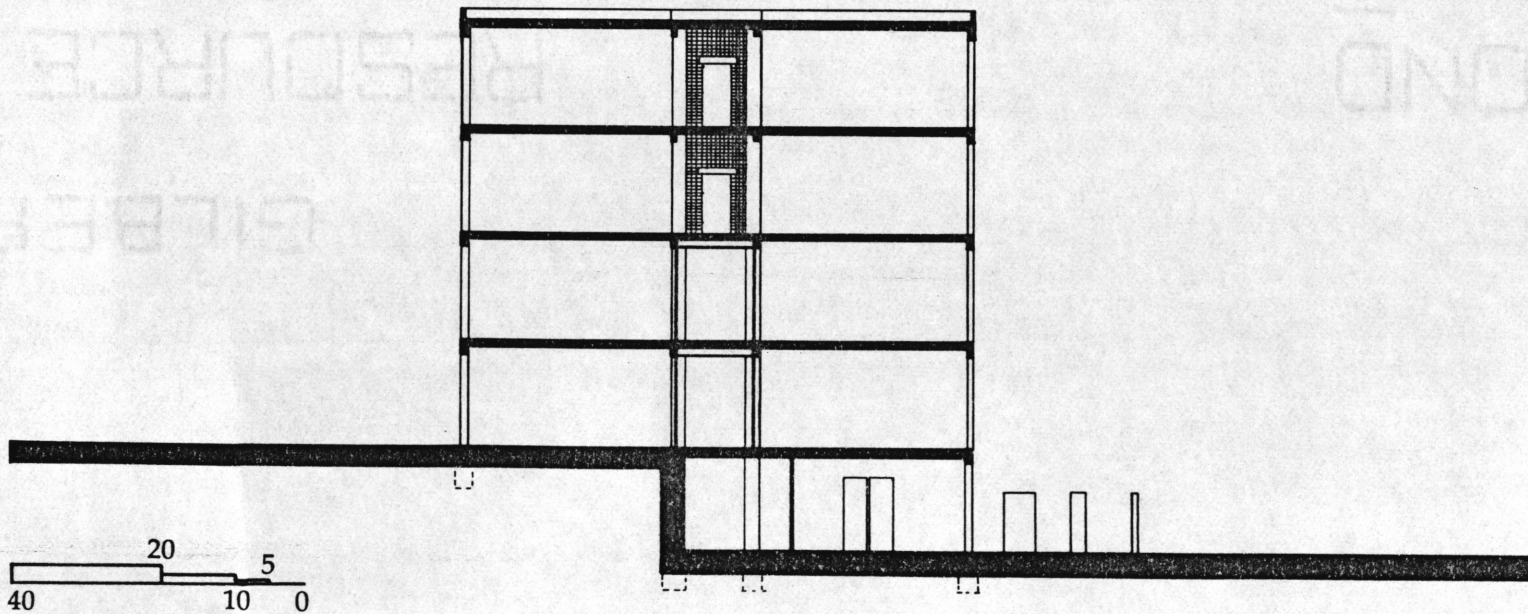
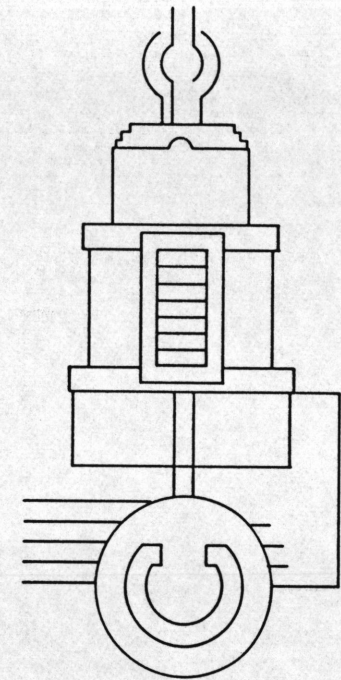
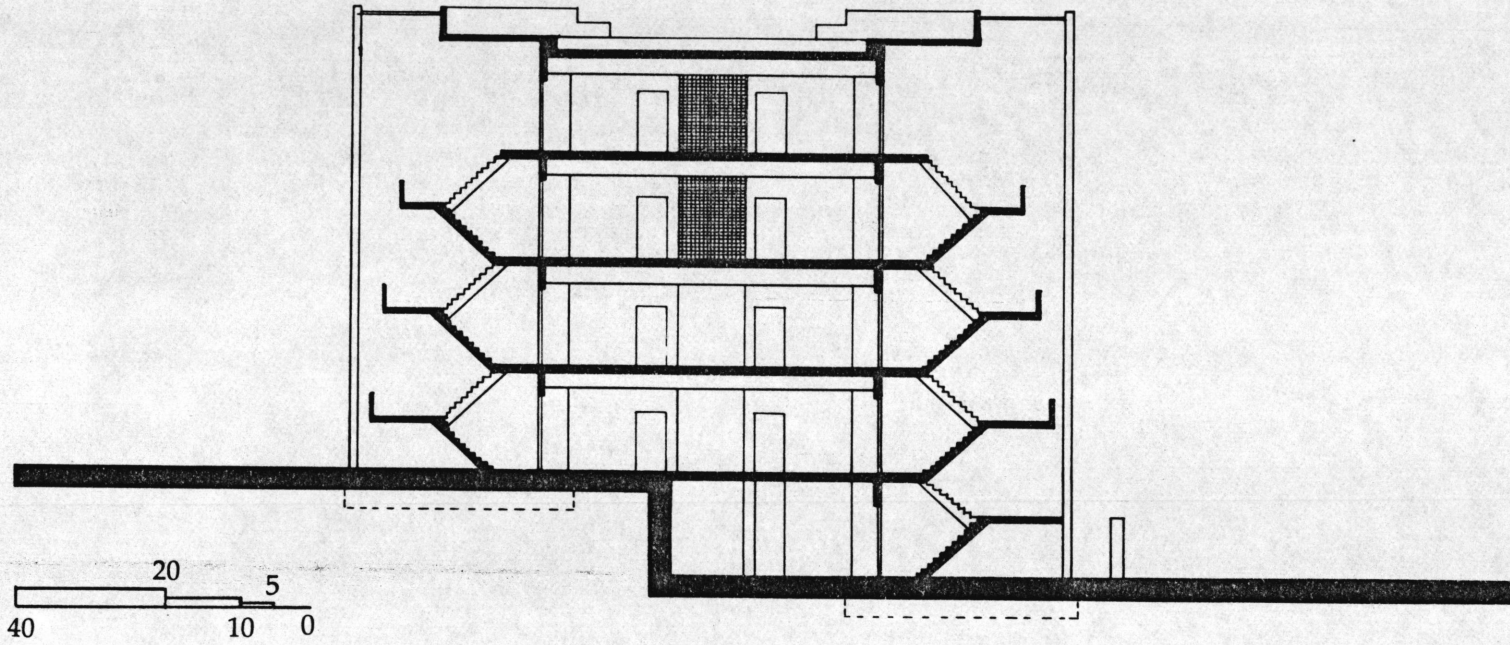
ROOF

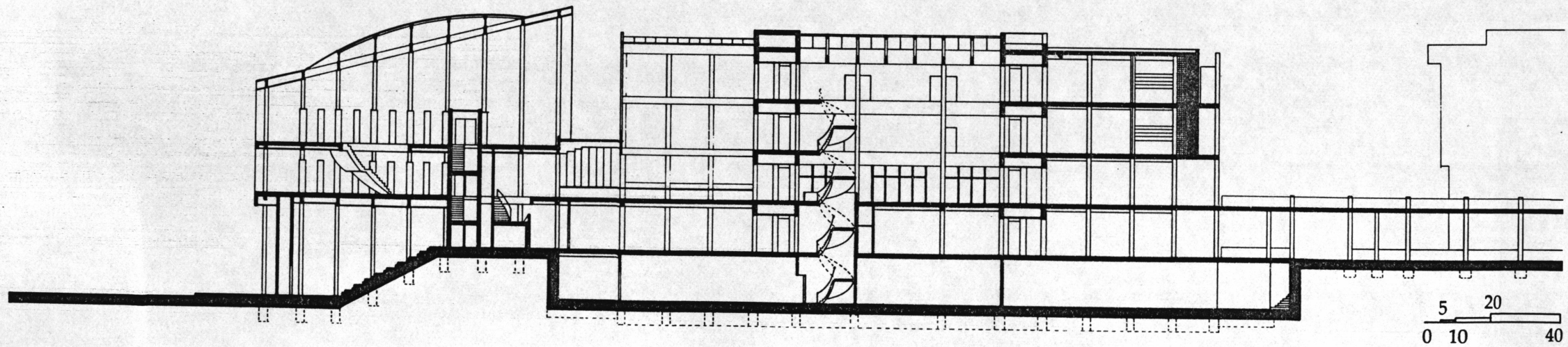
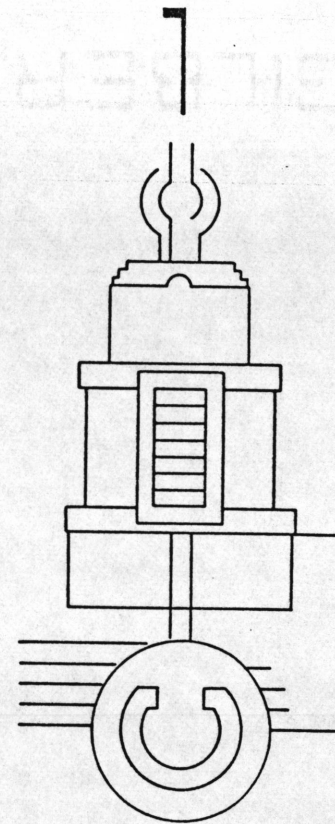


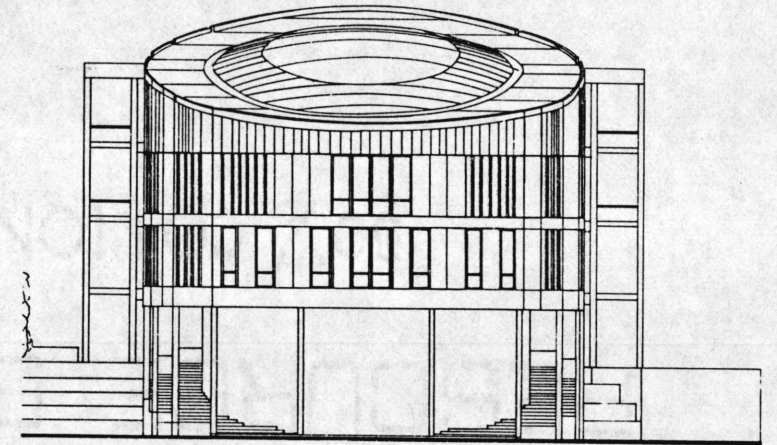


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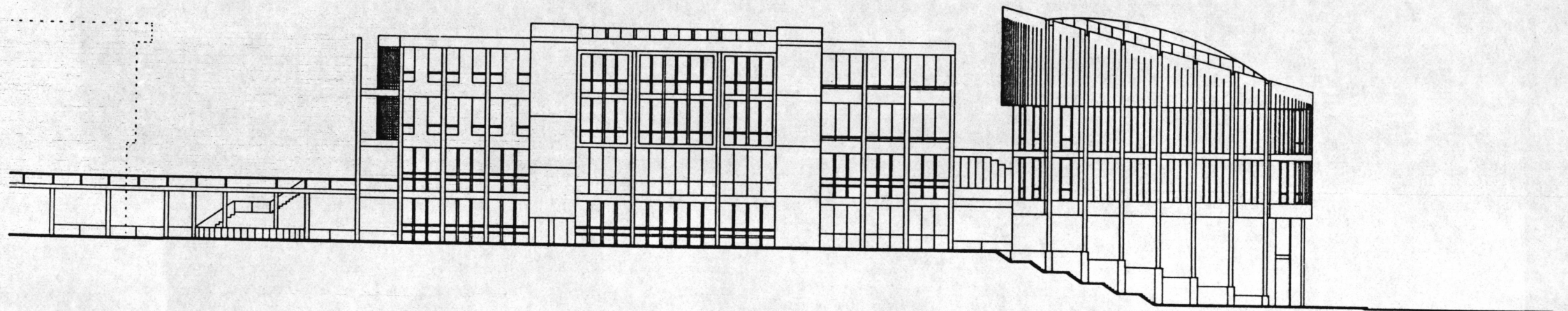




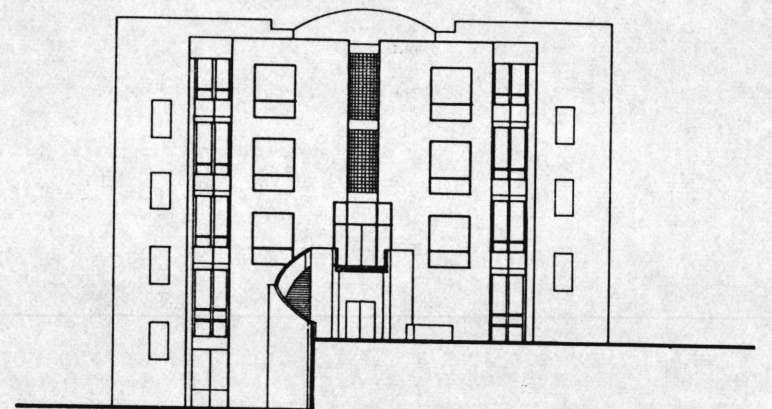




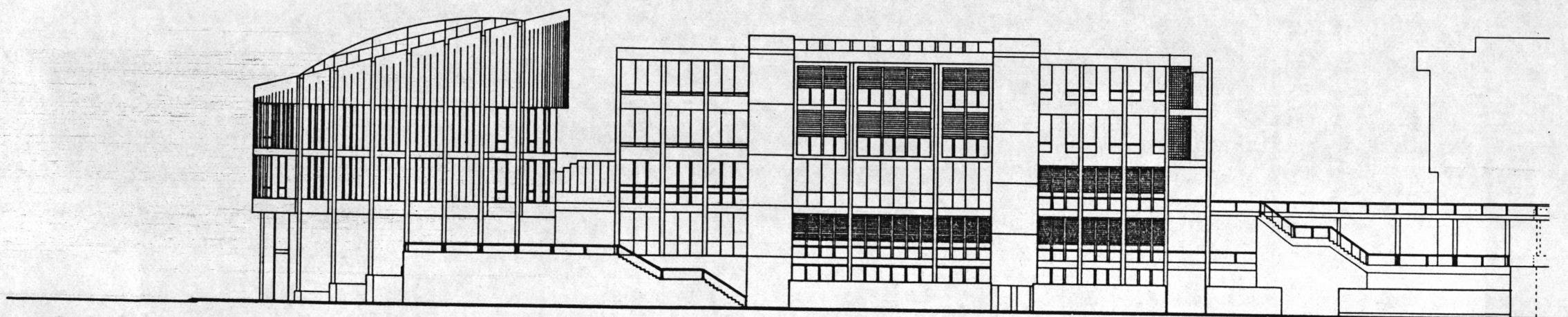
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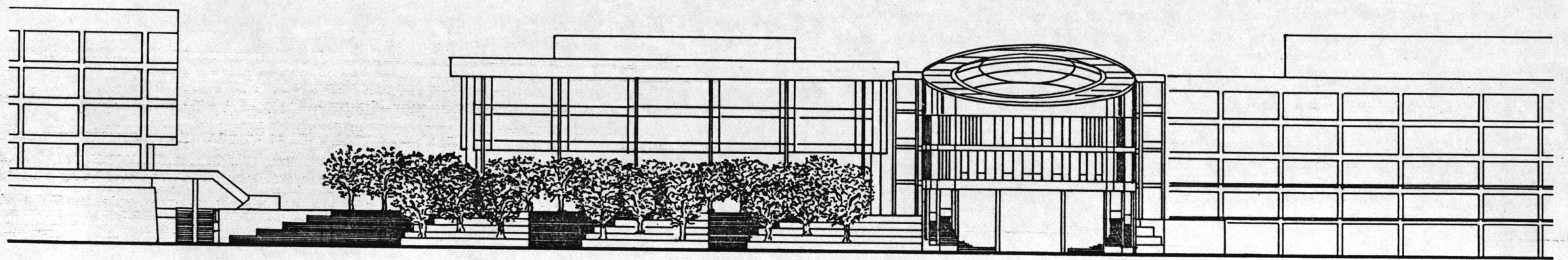
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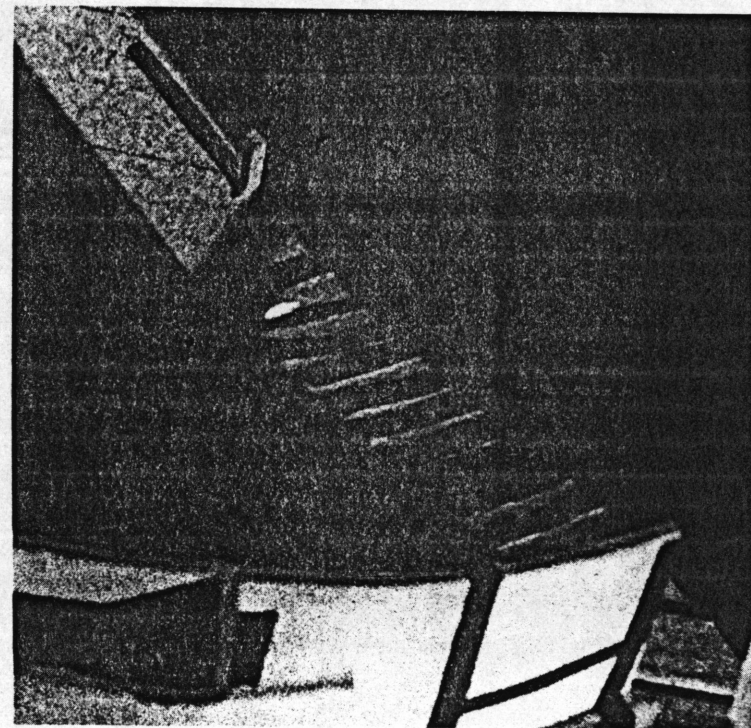


SOUTHEAST

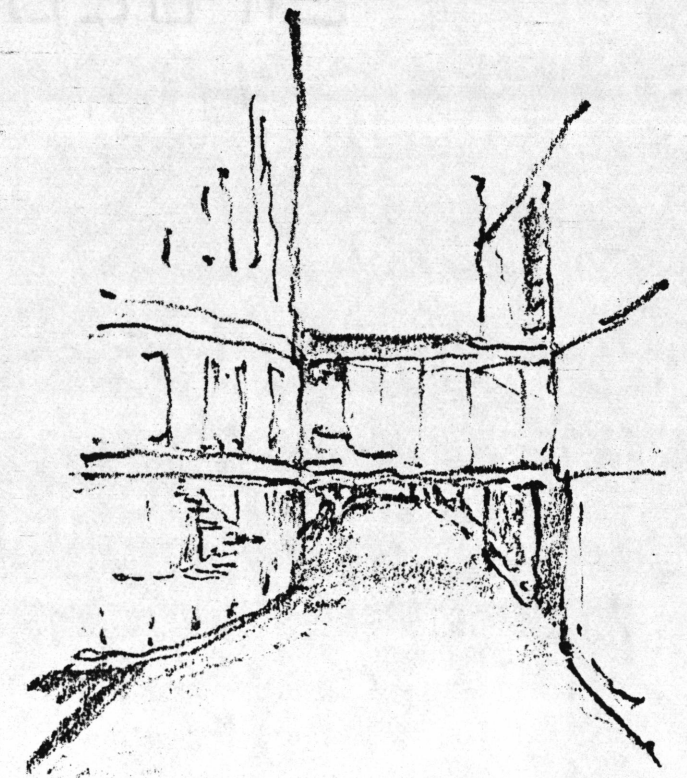
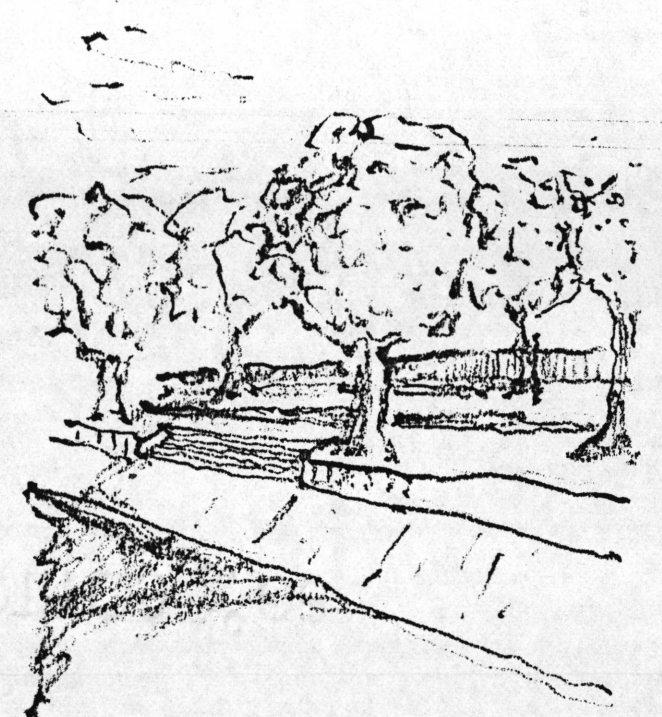
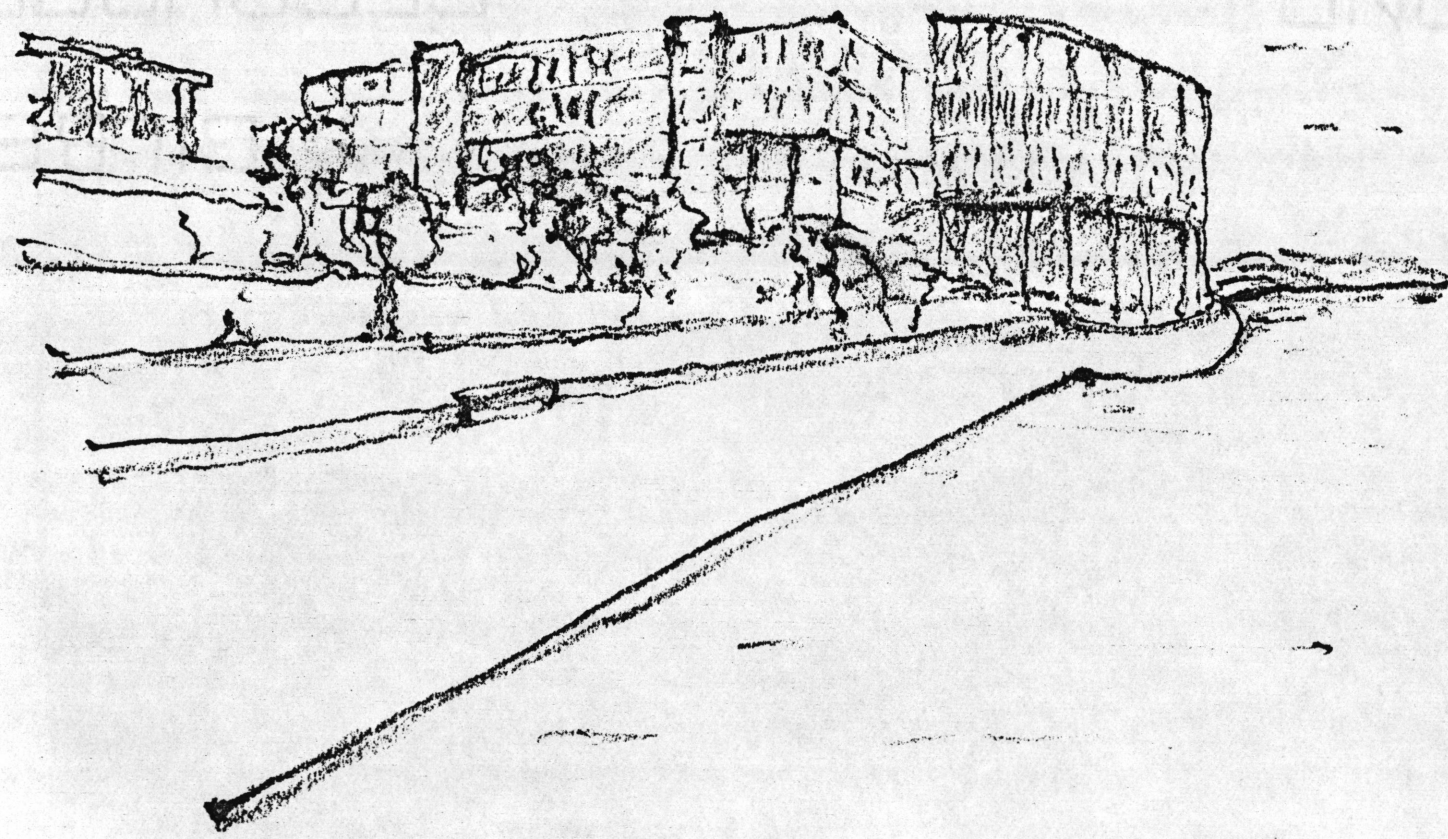


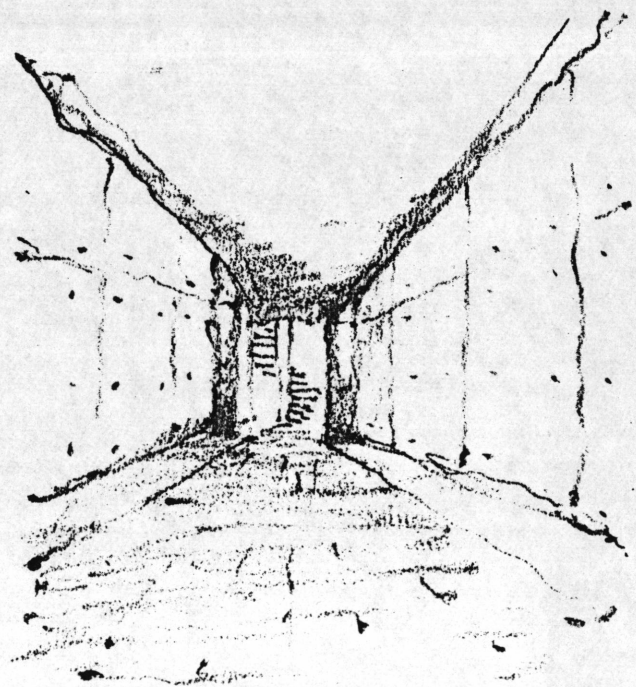
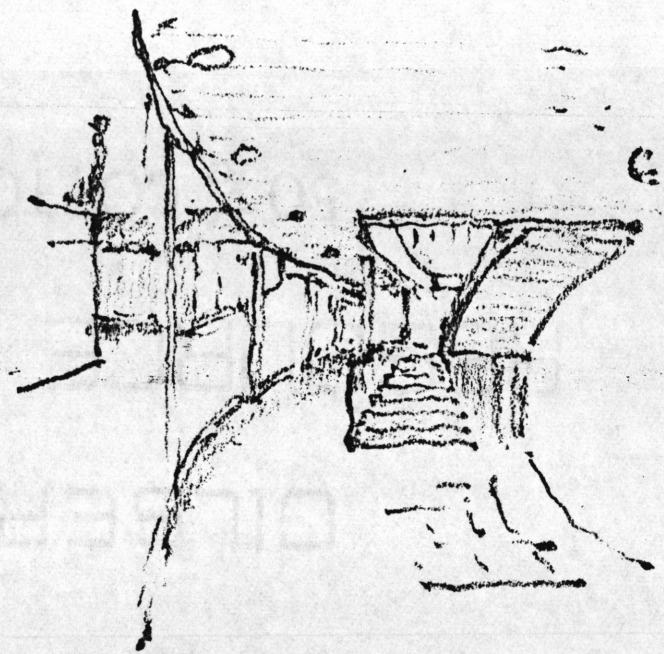
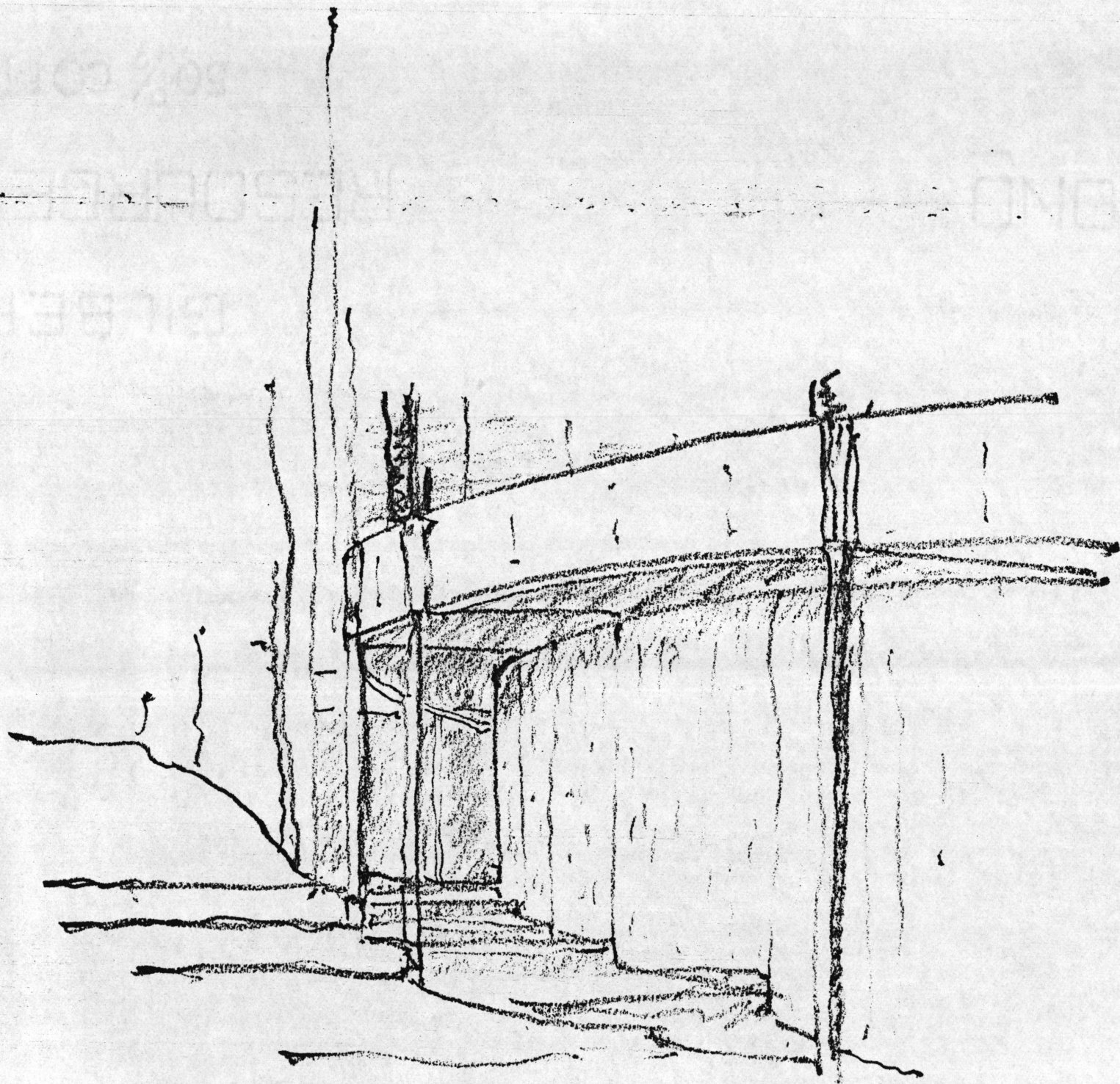
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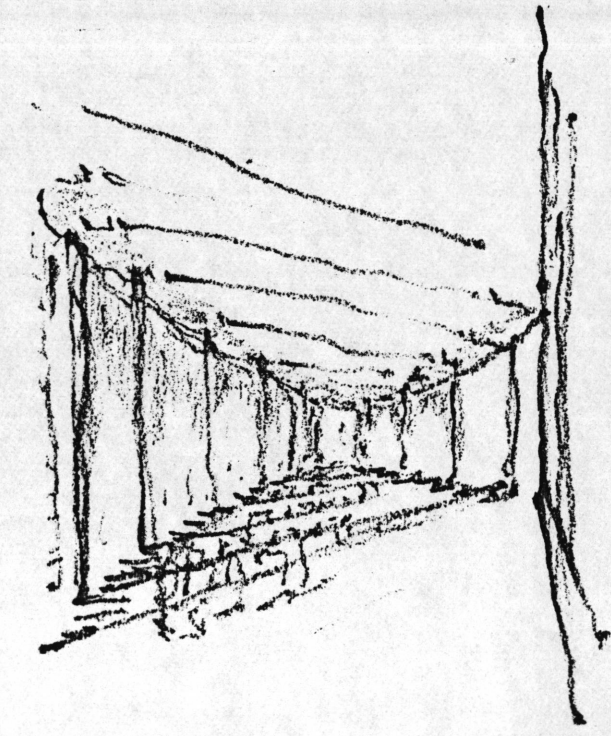
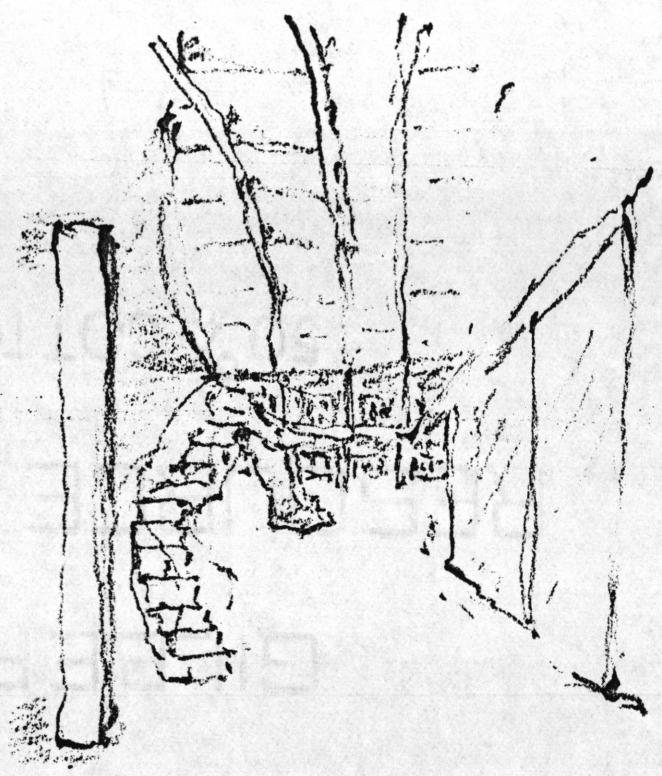
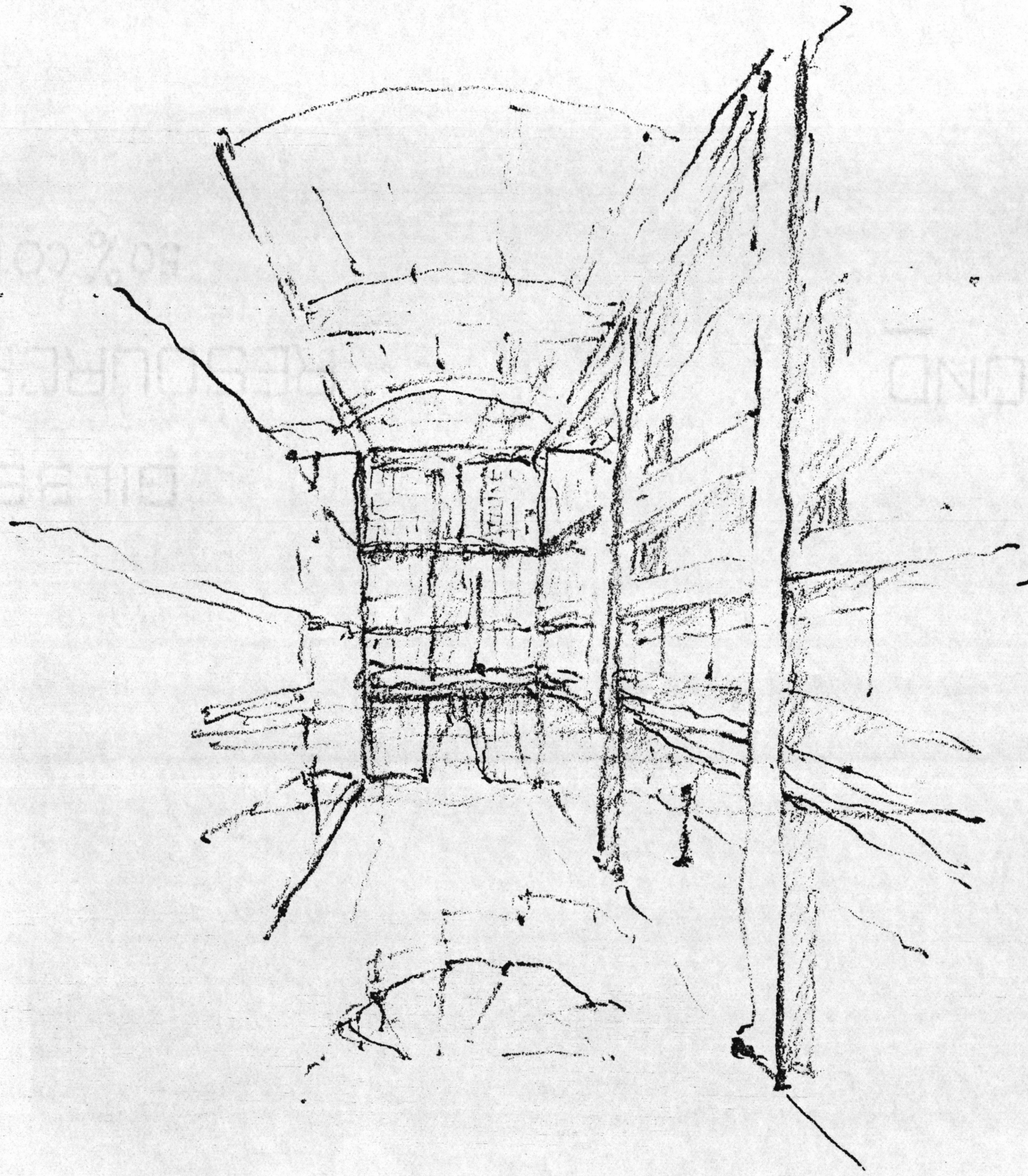




THE PLACE







ABSTRACT

In the school there is meeting. If you thought of the nature of a school, you would never have a corridor in a school. You would have a hall in a school. Where it is a meeting place for people not in any way obligated to each other, have no source of being judged. And it becomes in a way the student's classroom. The corridor can never aspire to be a hall. But the hall can aspire to be of such importance equal to that of the library which is probably the most important part of the school. Because the book is an offering...offerings of the mind.

Louis I. Kahn
from a lecture at the
University of Pennsylvania

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the scanned document**