

The Inherent Between

J o y c e D o h e r t y

thesis submitted to Virginia Tech
in partial fulfillment of the requirements for
the degree of Master of Architecture

D. Eugene Føger, Chairman

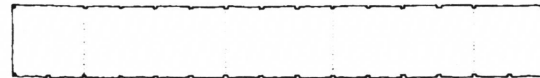
William Brown

Frank Weiner

J u l y

1 9 9 4

enclosure



april

entrance



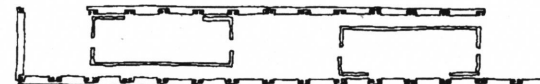
april

structure

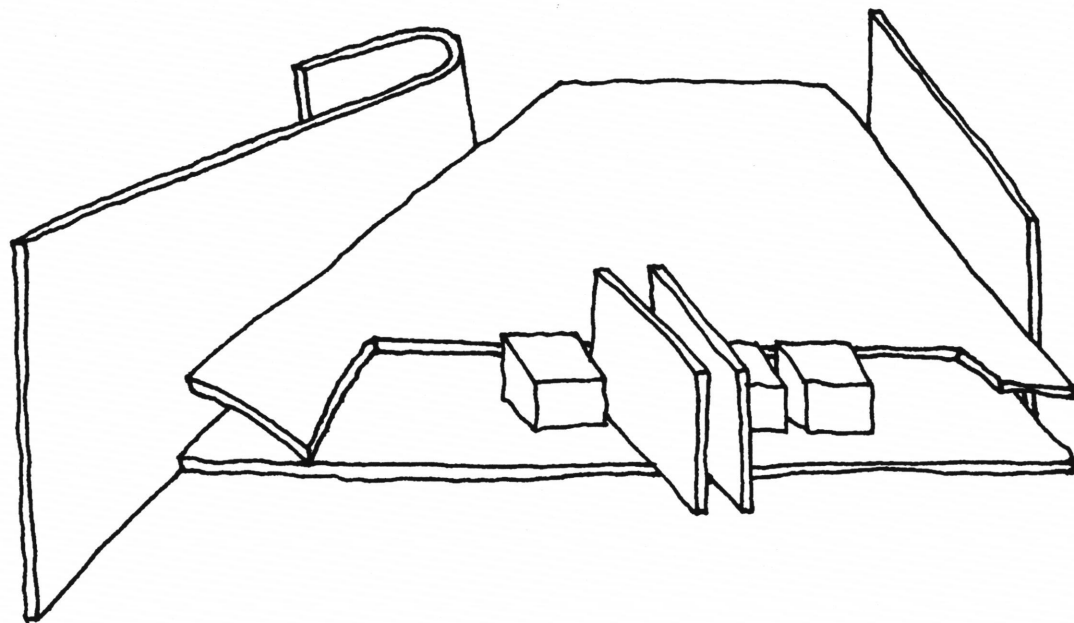


may

scale



september

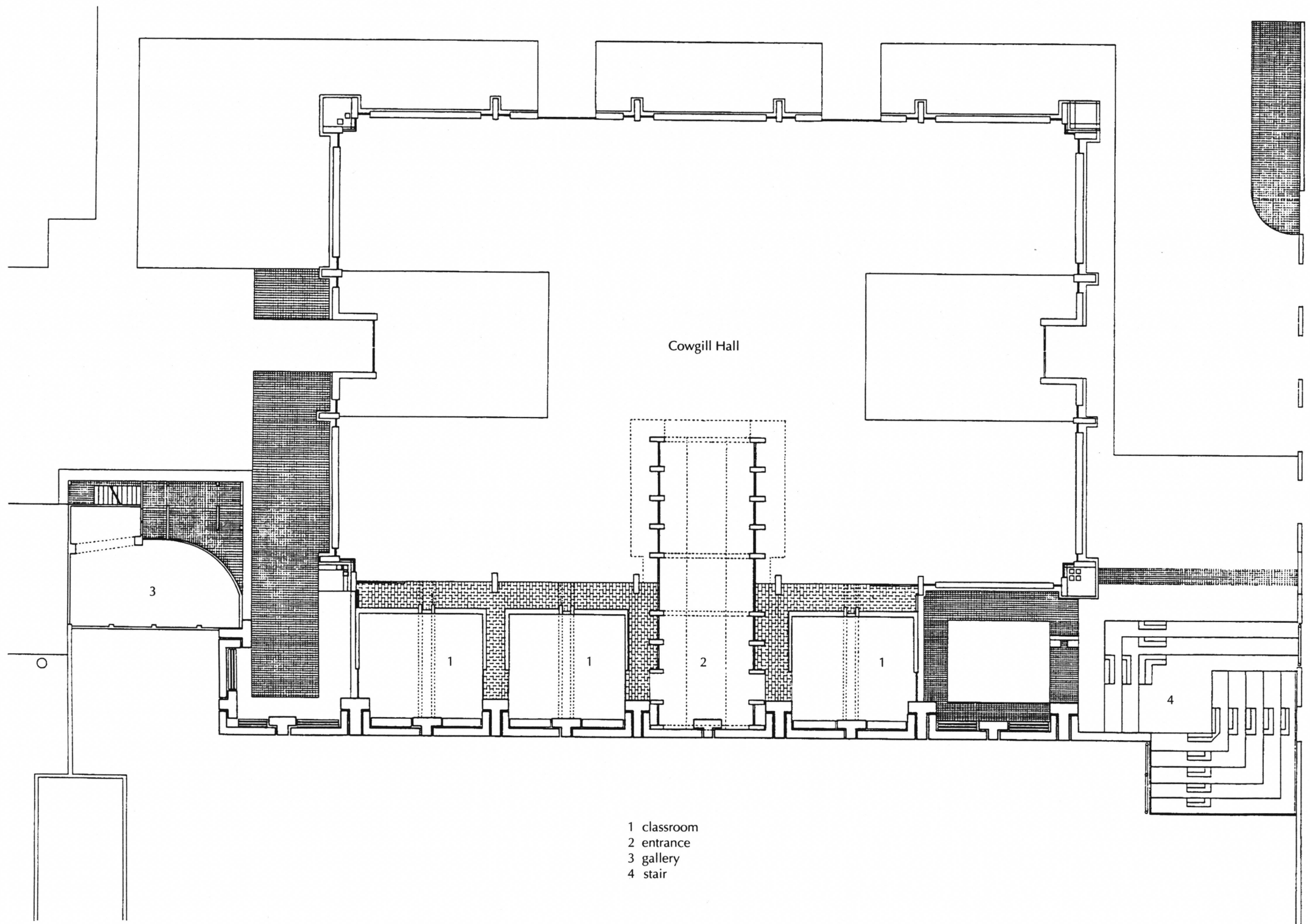


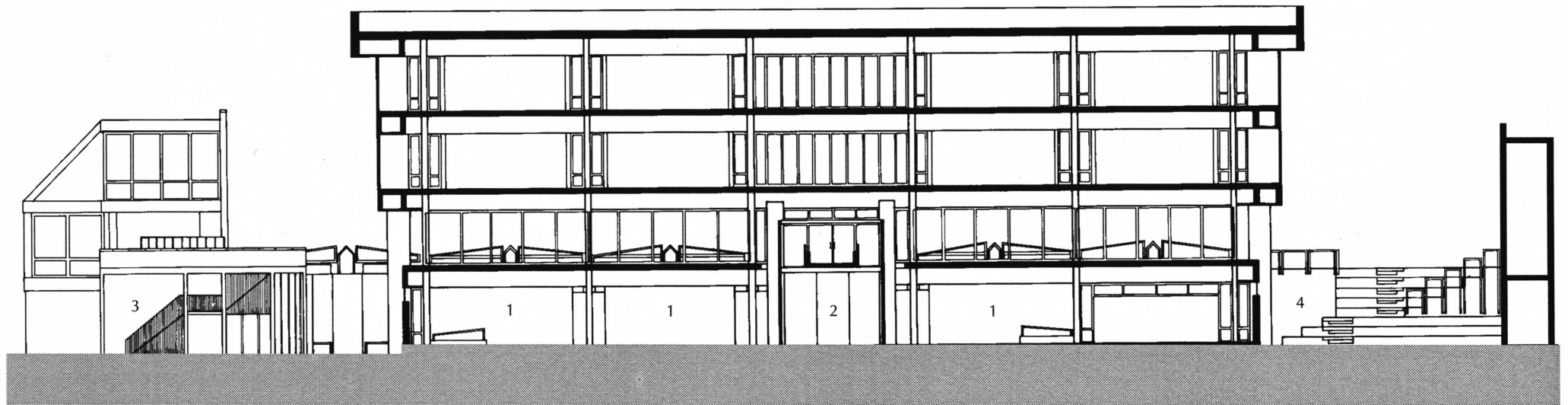
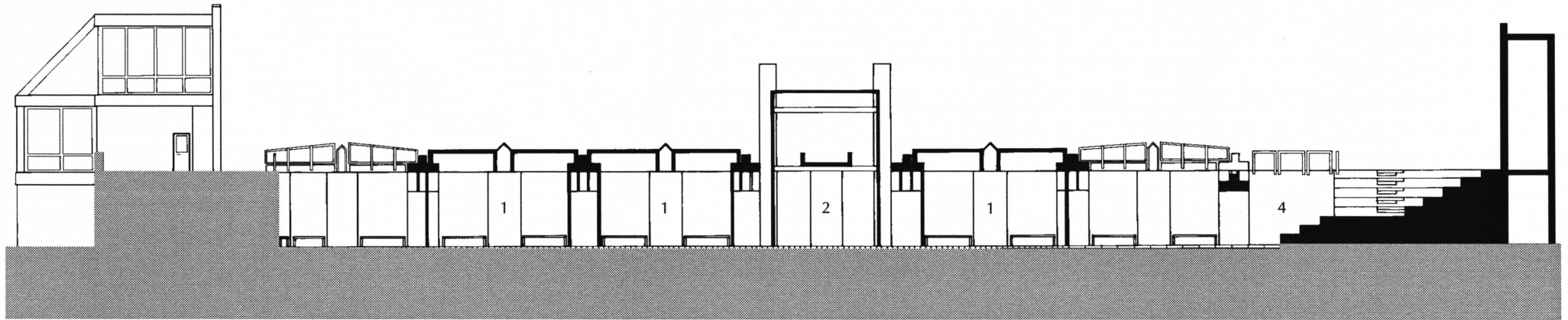
The Inherent *Between*

This thesis is an exploration of objects and their ability to create a *between*. Objects are the principle focus of this thesis. Objects arise from a desire to express the richness of three dimensions.

*Between*s evolve from the relationship between objects. The *between* is a thing, just as clearly as the object is a thing. It is a hallway, a door or a room. Knowing that a *between* needs to accommodate a particular function can help shape the relationship of the objects, but does not shape the objects themselves.

This thesis is studied in a proposal for the area surrounding Virginia Tech's School of Architecture, Cowgill Hall. The proposal consists of four primary objects; a series of three classrooms, a new entrance into Cowgill, a gallery above and below Cowgill Plaza, and a stair which extends the Plaza down to the level of Cowgill's first floor.



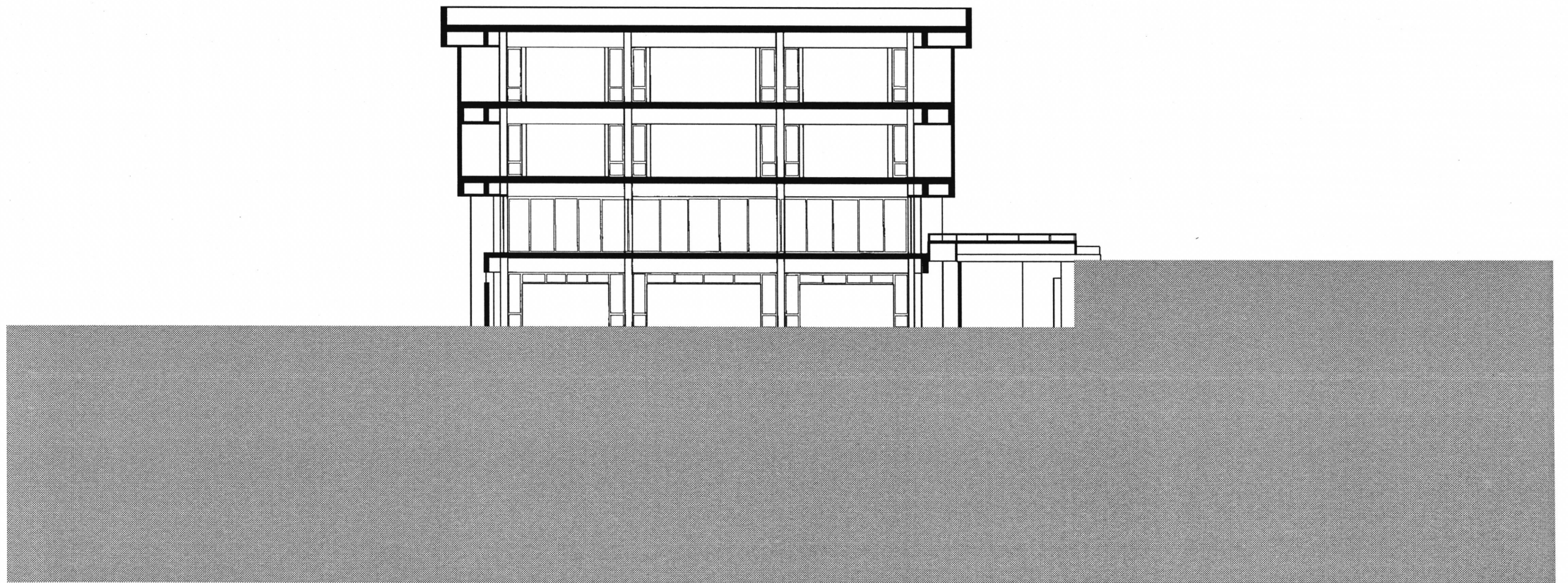


1 - classroom

2 - entrance

3 - gallery

4 - stair



enclosure



april

entrance



april

structure



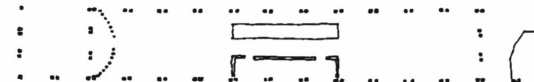
may

scale



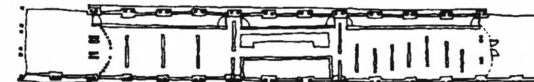
september

essentials



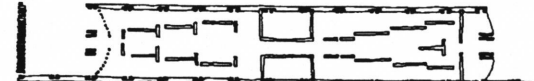
september

circulation



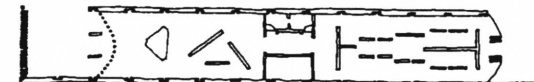
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path

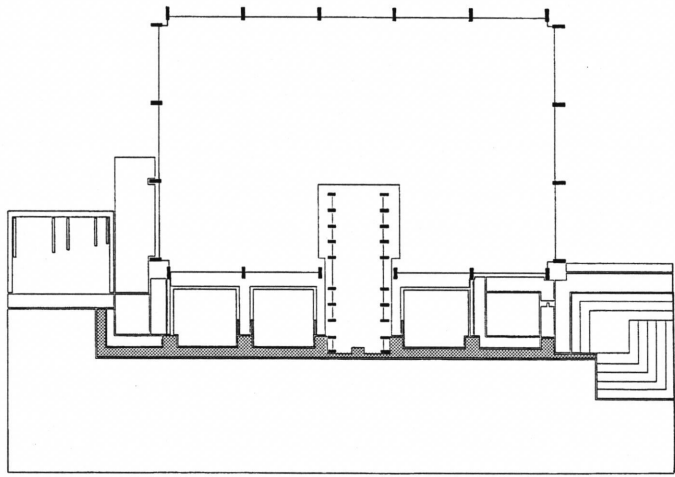


october

display

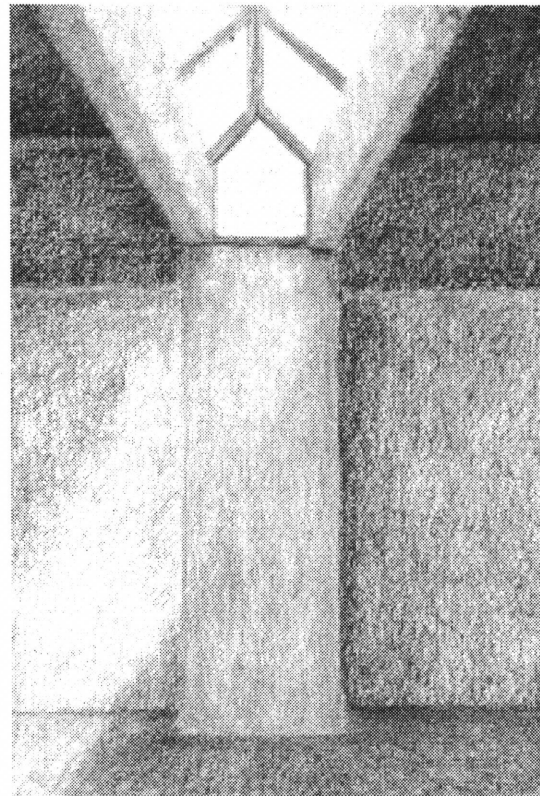
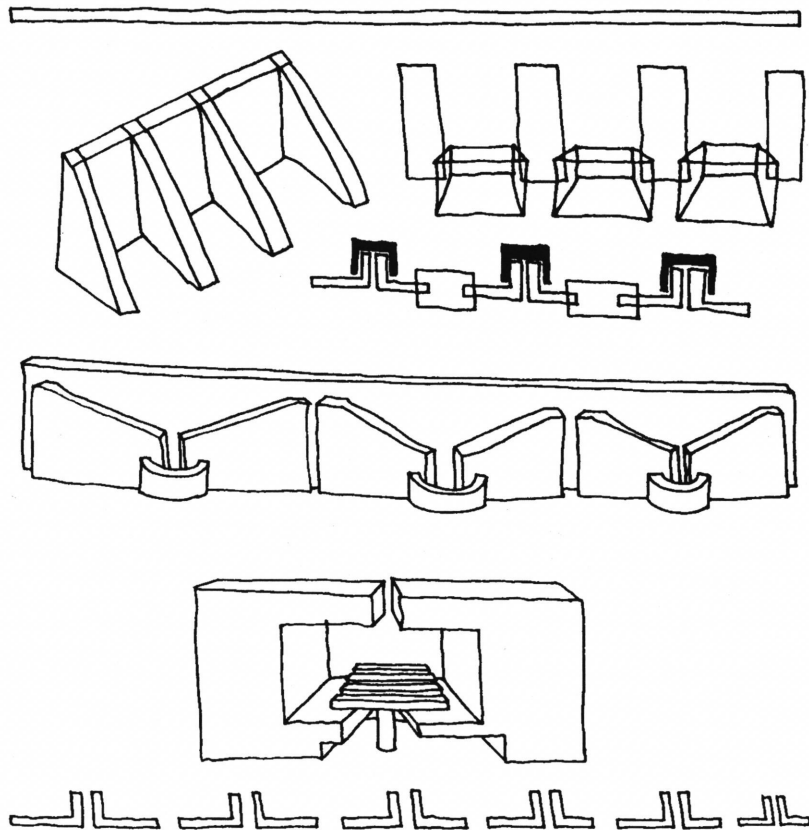


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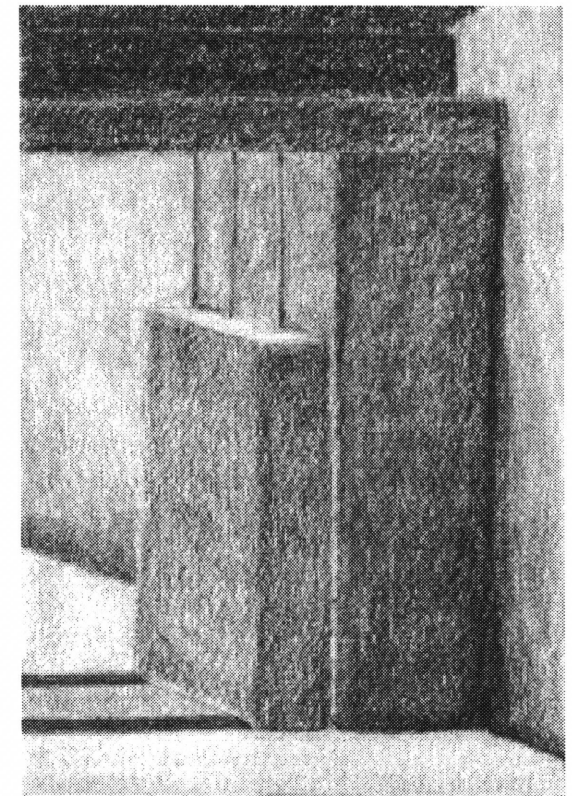


The retaining wall is the principle defining element of the project. Because of its substance, it has a presence as an object both inside the classrooms and outside in the courtyards. The elements of the wall fit together to make an object while retaining their identities. The three-dimensionality of the wall responds to Cowgill while defining spaces for classrooms in-between.

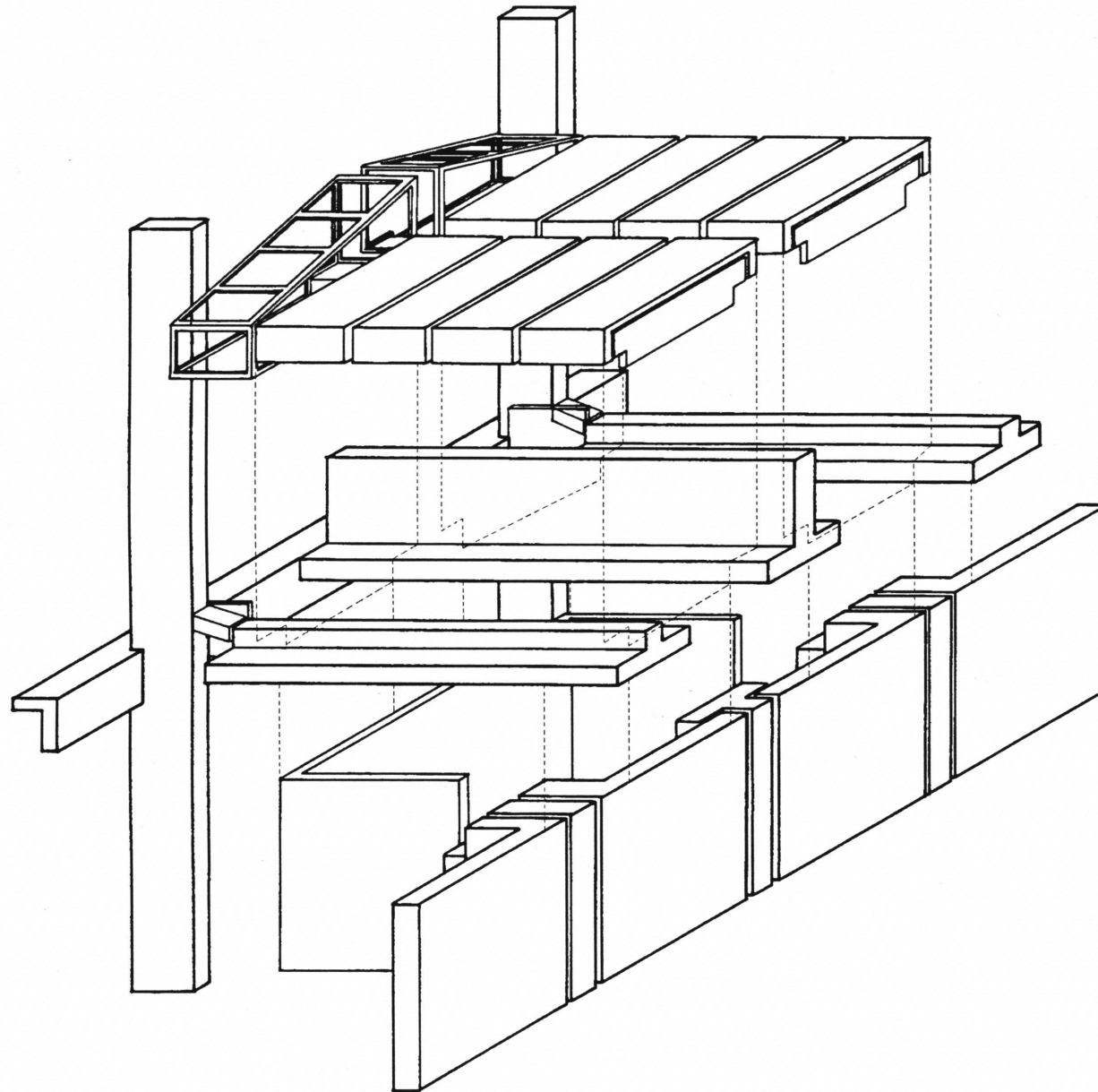
The classrooms fit between the retaining wall and the columns of Cowgill. The door to each classroom is between the retaining wall and partition wall. The axial skylight in the classrooms runs between roof slabs. Each of the objects of the classroom retains its identity because of the functional *between*.

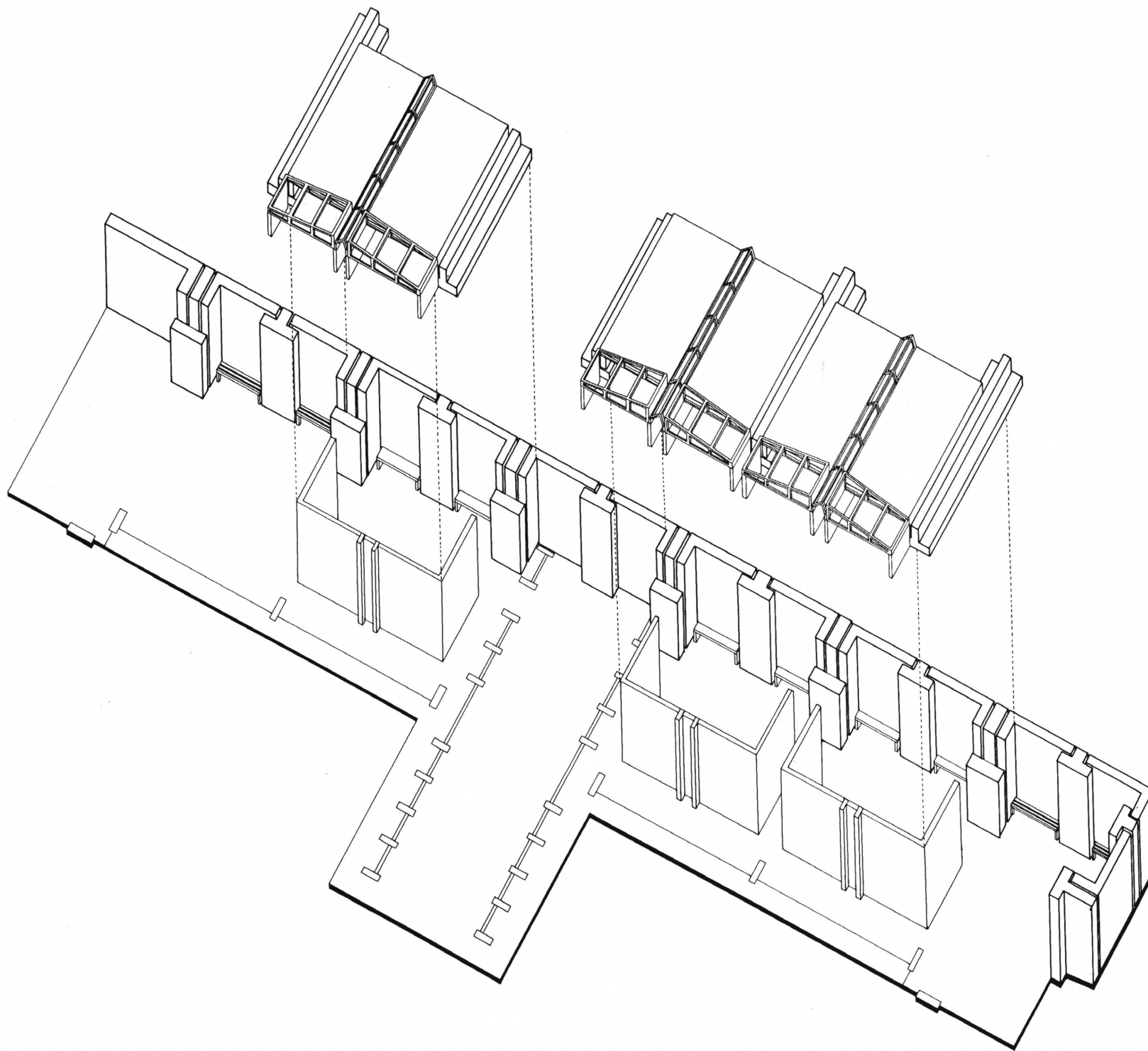


the wall under the skylight



the wall between the classrooms





enclosure



april

entrance



april

structure



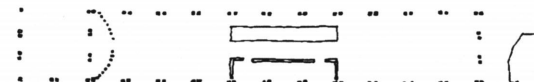
may

scale



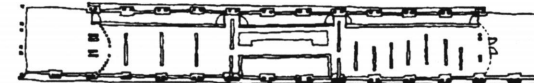
september

essentials



september

circulation



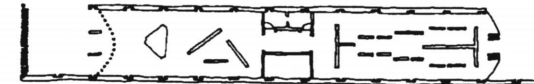
september

path



october

display



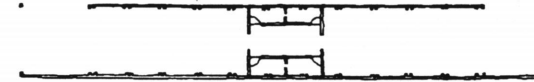
october

simplify



october

repete

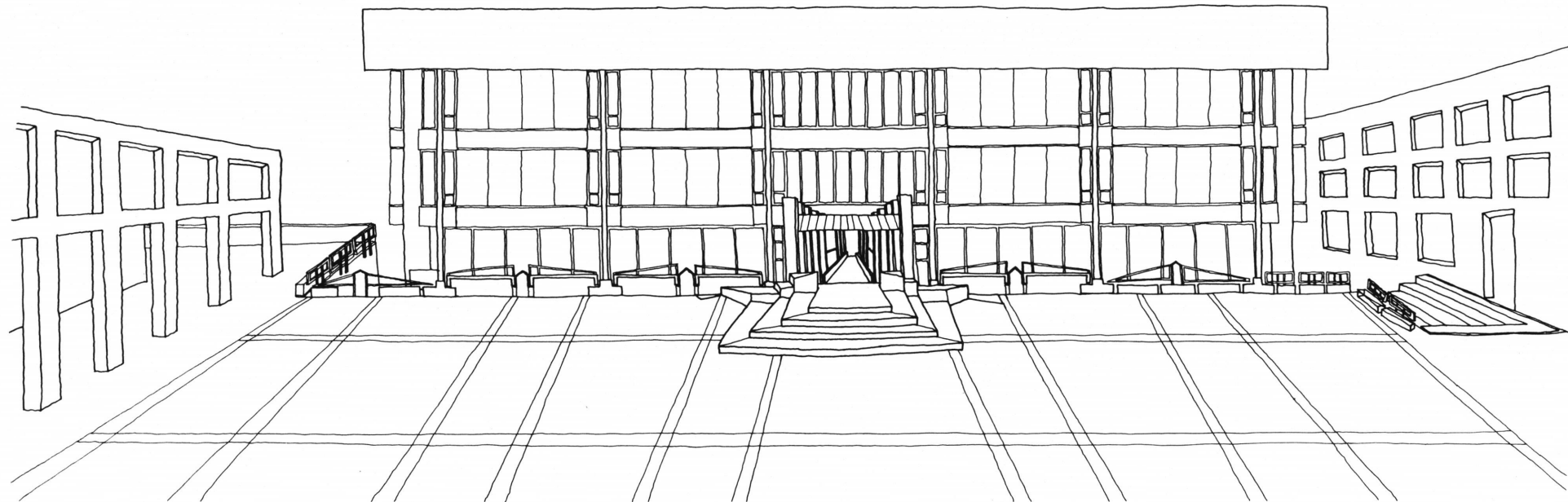


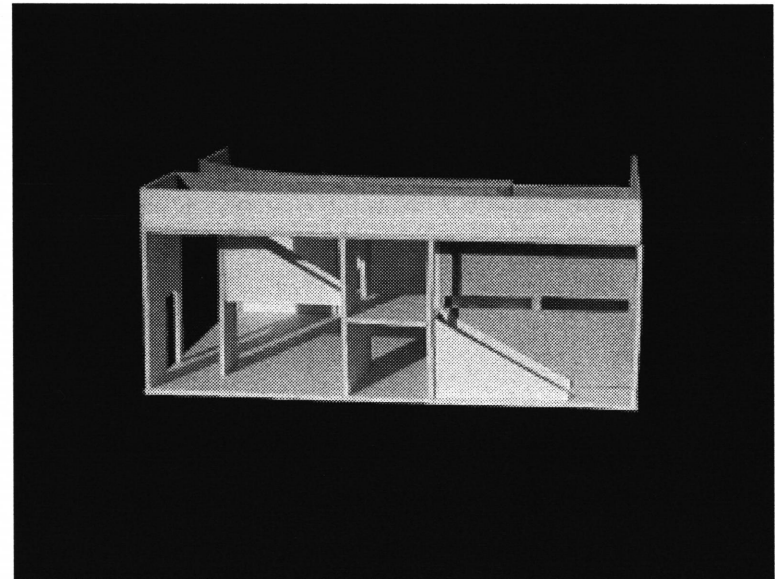
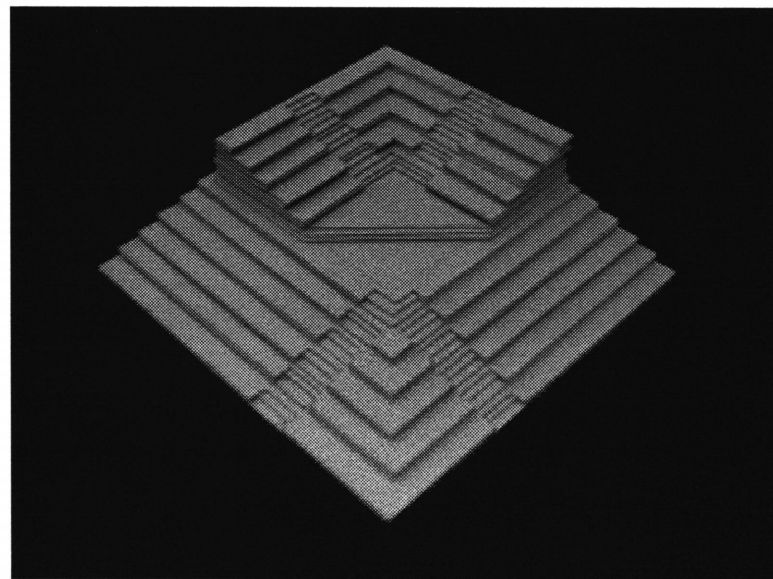
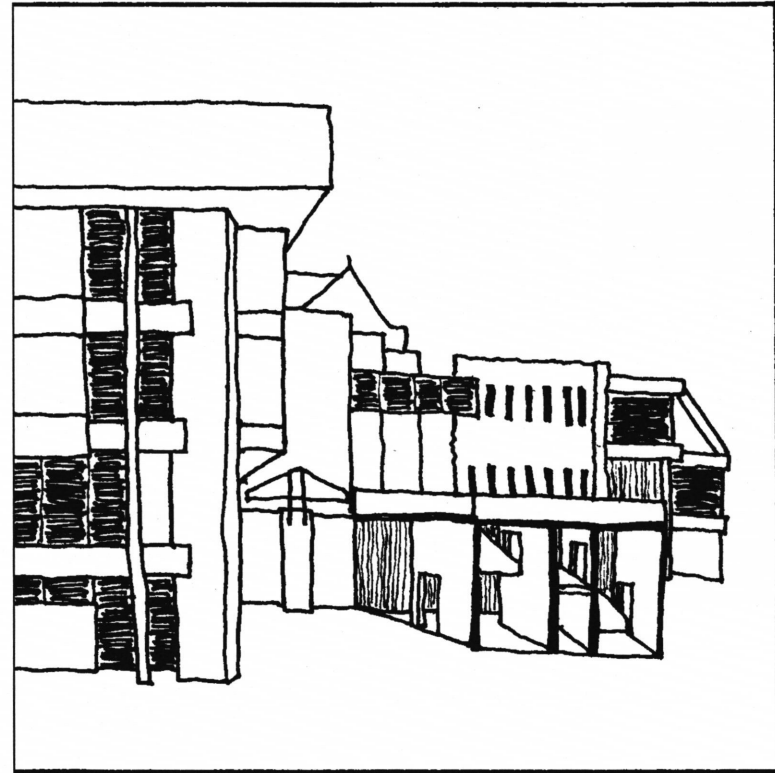
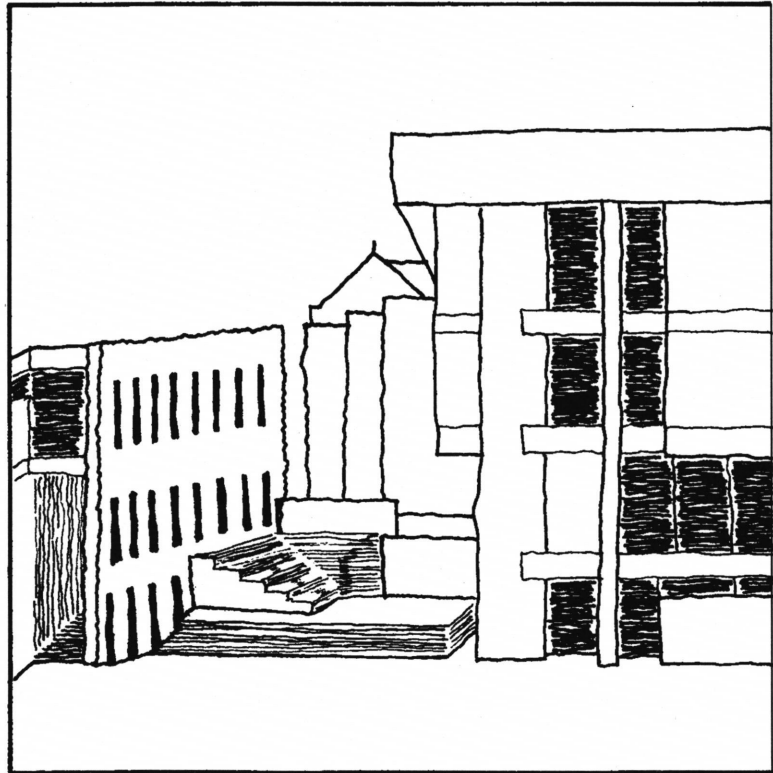
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layers

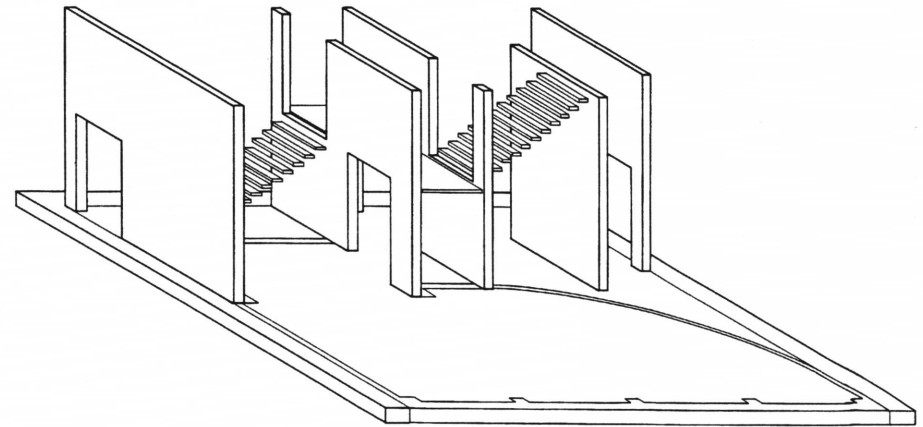
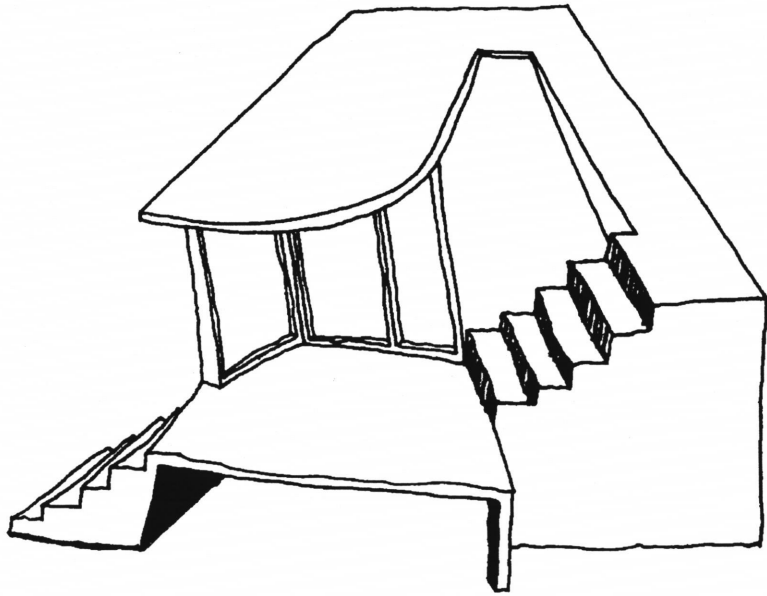
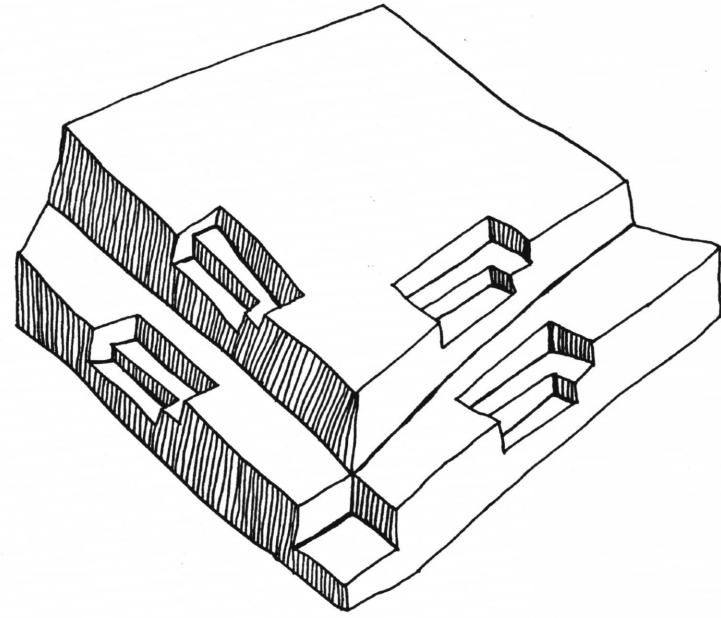
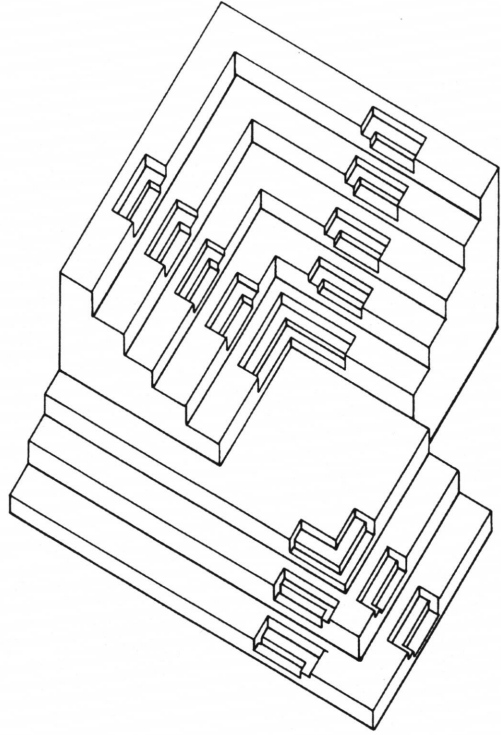


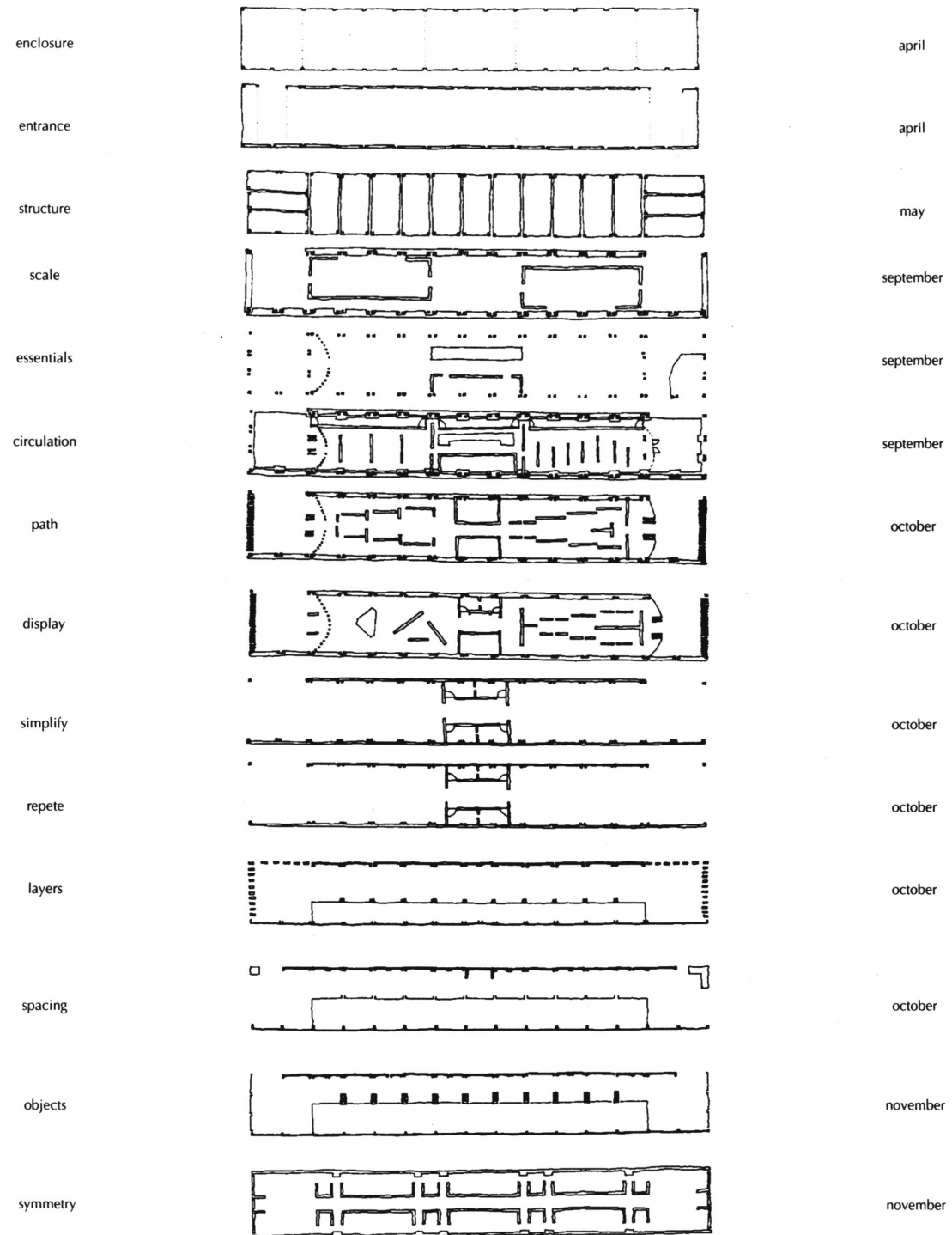
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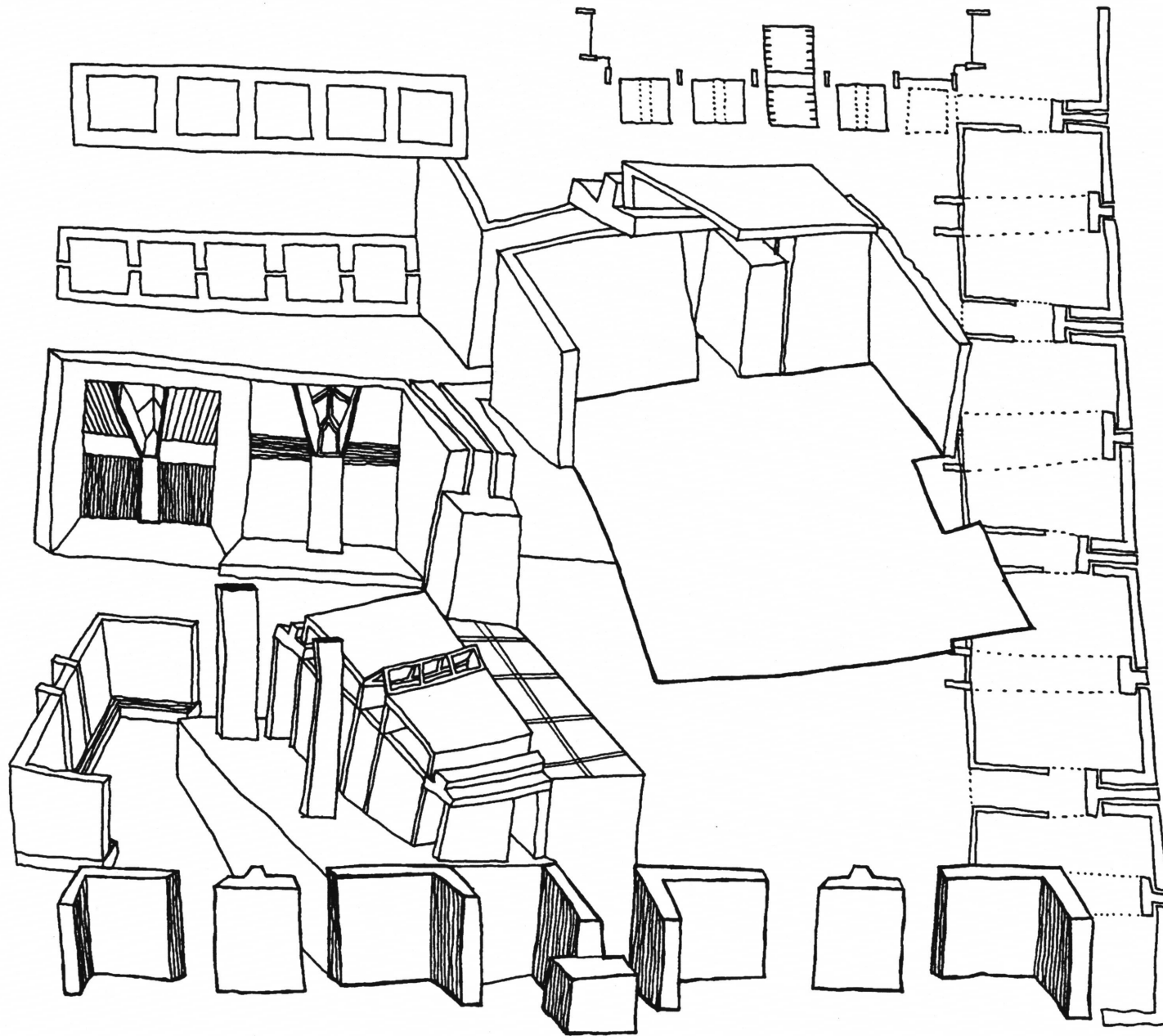


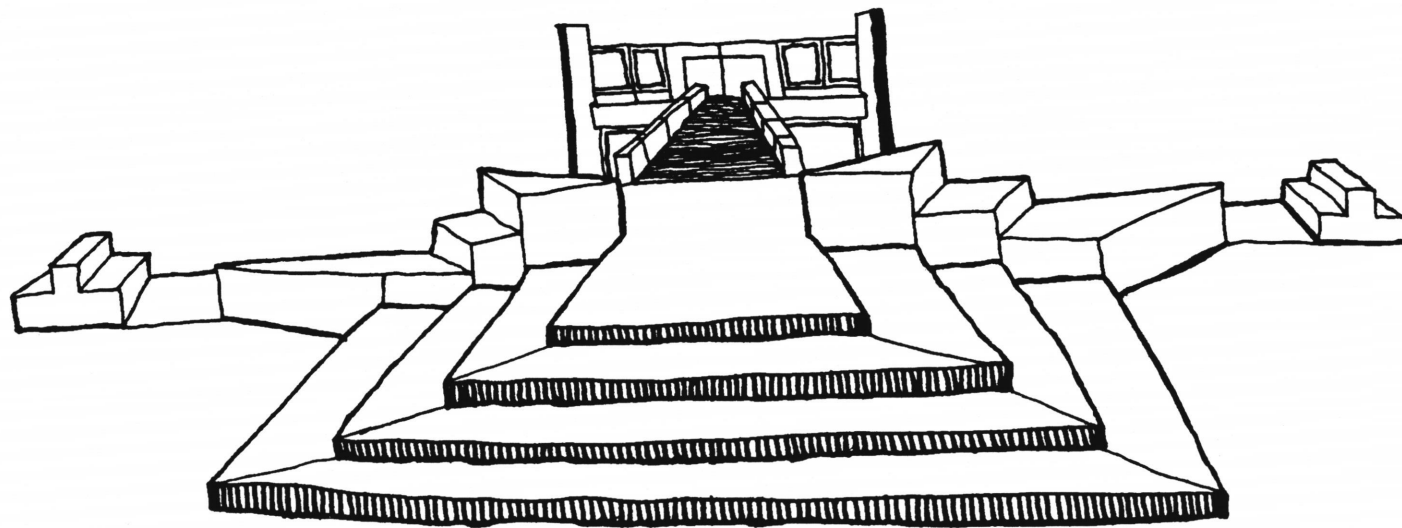
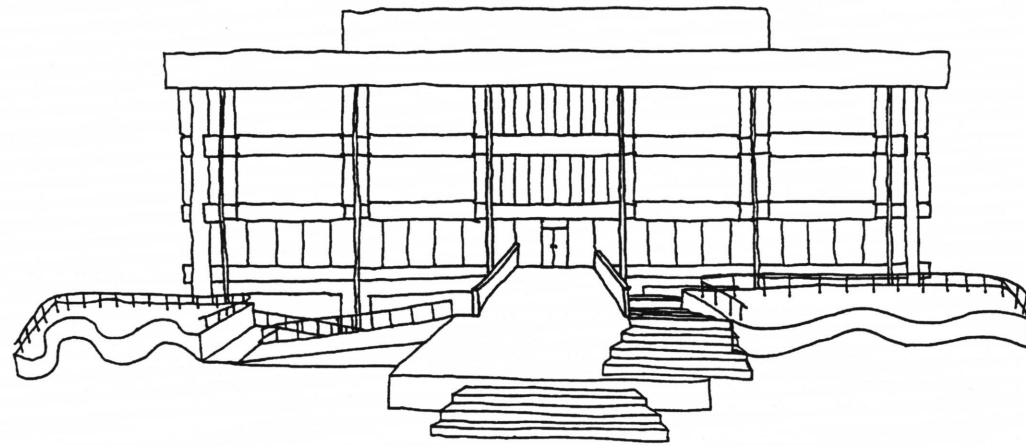


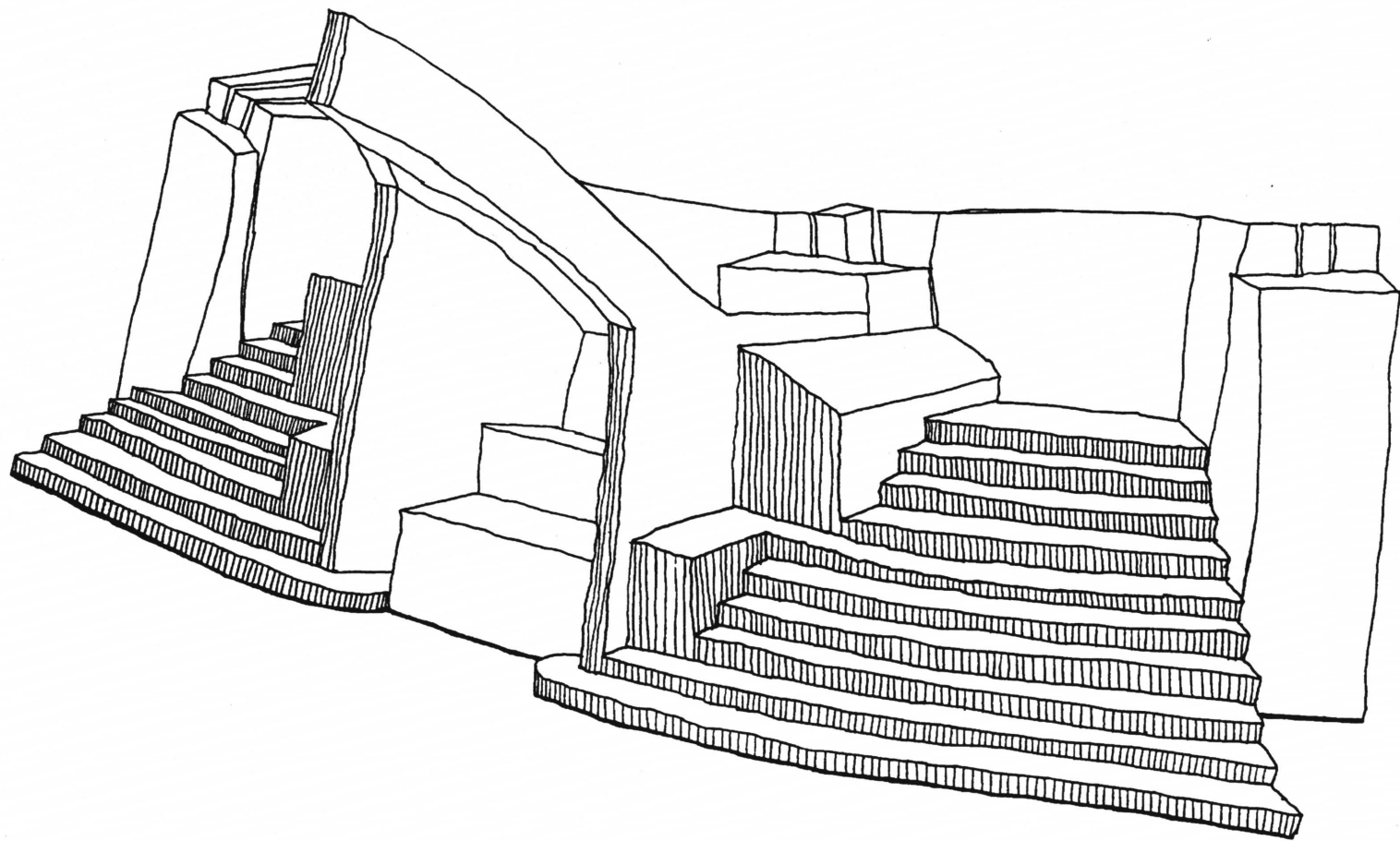
The classrooms are bounded by the extremities of the project; a gallery and a wide, public stair. These two objects end this project, but operate as transition points within the campus.

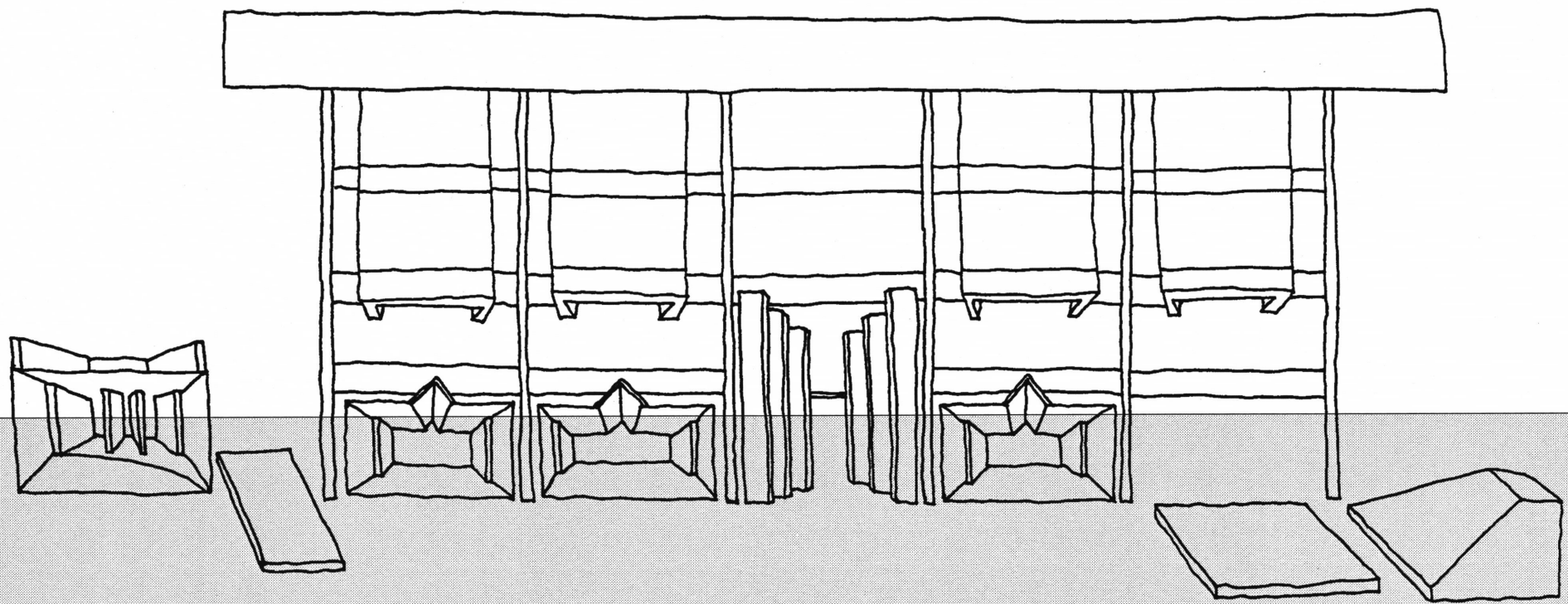


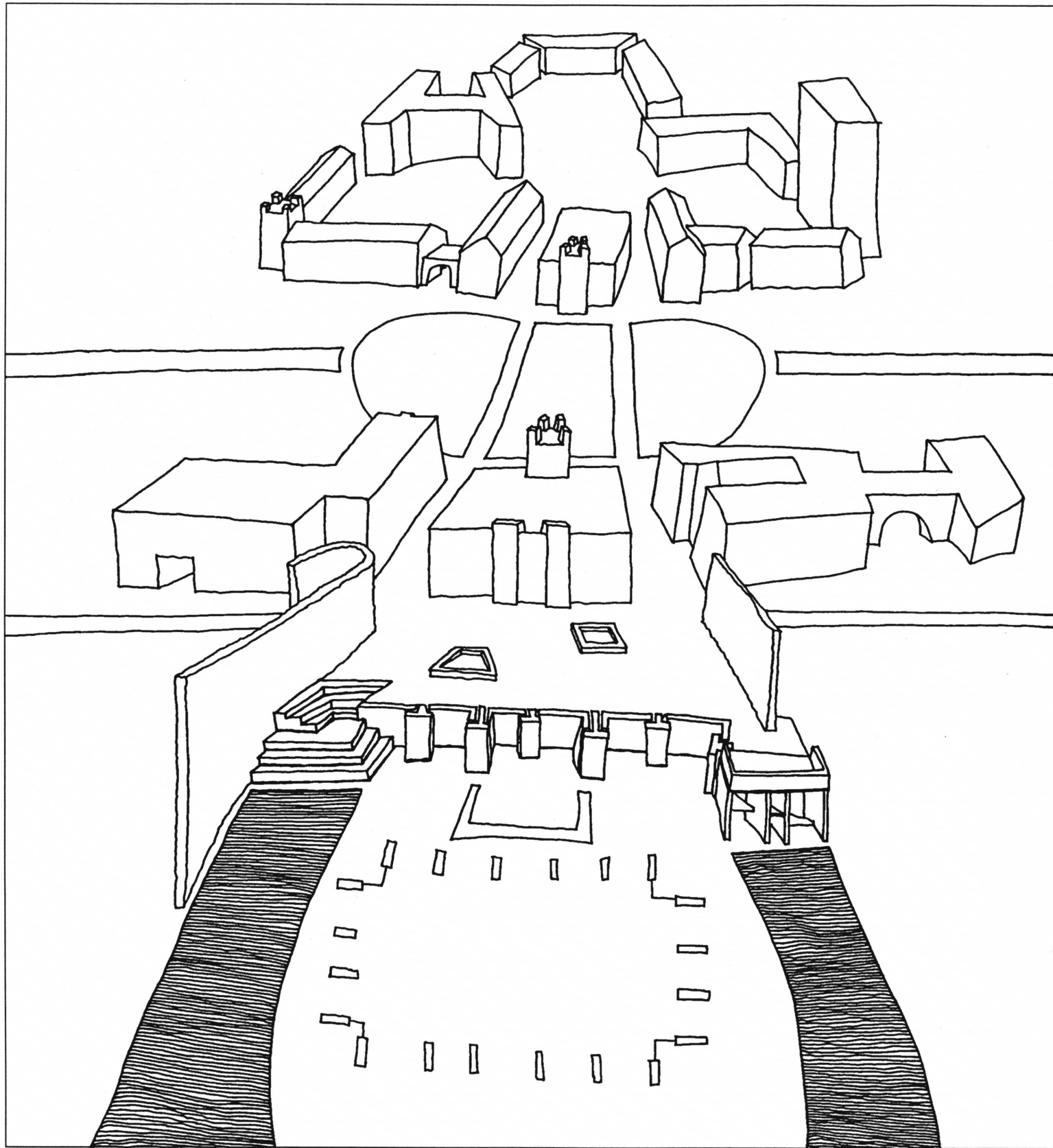








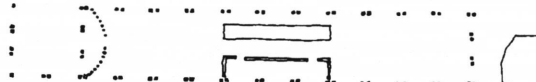

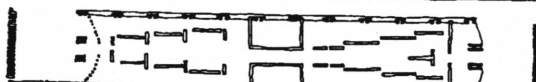
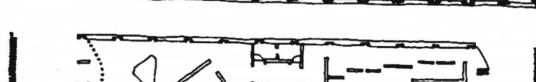
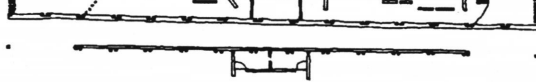
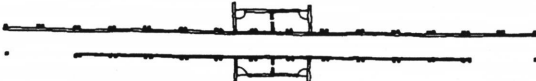
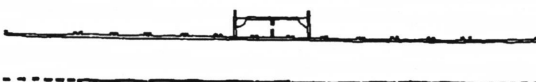
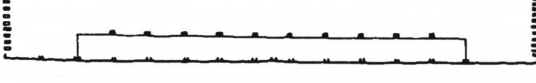
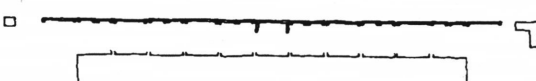
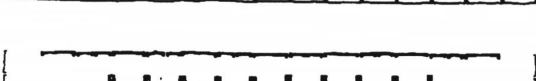










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entrance		april
structure		may
scale		september
essentials		september
circulation		september
path		october
display		october
simplify		october
repete		october
layers		october
spacing		october
objects		november
symmetry		november
withdrawl		february
recognition		april 1994