Solitude and the Student:

Dwelling in the University Environment

Eric J. Petersen
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PREFACE
These pages are intended to be a report documenting the avenues explored and direction up to and including the April 1989 final presentation of the thesis titled "Solitude and the Student; Dwelling in the University Environment". The Thesis is the beginning of a long term plan that involves a quest for a better understanding of the creation of home through architecture, so that I, as an architect may provide quality housing in the future in which people may dwell.

The environment of this project was selected on the premise that the Ball State University campus and its surrounding area represent a microcosm environment in which I could begin to address this issue of housing and home with a familiar and specific study group. The reason of studying a specific study group is twofold; first, I have chosen students because I am familiar with their housing issues and concerns in relation to this campus (myself being a student living in University provided housing) and secondly, to grasp the basic and essential issues so that I may know how to proceed with my research in developing a working knowledge when approaching the issue of housing in my future studies and career. Studies after the completion of this thesis shall include housing in the urban environment and the meaning of the creation of home for other groups of people.
INTRODUCTION
The built environment herein refers to the physical constructs that surround and envelope us in space, their relationships to each other, the forms they impart to that space, and the way our existence is informed by those objects and forms. Our existence in this environment is affected by how and to what degree each person is effected by various aspects of and elements in their environment. These spaces are part of the formulae of our existence, that is, it is through and because of these spaces that we are able to begin to identify that to which we belong.

Identification with the environment is critical in the sense of "belonging". "Belonging" in an environment is important because it directly relates to the notion of acceptance, and it is acceptance that begins to inform us of belonging to a place that conveys the idea or feeling that we abstractly refer to as "home". Rykwert, in his book *Adams House in Paradise. The Idea of the Primitive Hut in Architectural History* writes the following which addresses this issue:

"Its floor was the earth, its supports were living beings, its trellised roof was like a tiny sky of leaves and flowers: to the couple sheltering within it, it was both an image of their joined bodies and a pledge of the world's consent to their union. It was more; it provided them - at a critical moment - with a mediation between the intimate sensations of their own bodies and the sense of the great unexplored world around. It was therefore both an image of the occupants' bodies and a map, a model of the worlds meaning."
The sense of belonging is, therefore, dependant not only on how we perceive and relate to our immediate surroundings (that is, in our home), but also on how the environment of our intimate surrounding informs us of the world in which we exist.

We, however do not and cannot exist in this world in complete solitude...we must share our surroundings with others; we must live in harmony. Living in harmony with a group of people is the entire idea of what is meant by "community". In direct relation to the idea of community is the sense of belonging. An individual cannot begin to establish his home unless he feels the sense of belonging, both to the environment that is informing him of his existence (both personal and public), and with the people that share that environment. Once a strong sense of community is established, the individual may then prosper spiritually, intellectually, emotionally and physically (and other ways as well...).

The environment which this thesis addresses is that of Ball State University, located in Muncie, Indiana. There is at this place a very strong language of the built environment. It becomes so strong that it tends to negate the ability of those experiencing it to inform themselves of their existence; the individual exists in such a fabric of monotone uniformity that in no way does it promote either the sense of community or belonging. This is espically true of the facilities in which the students must live. These places are commonly refered to as "dormitories".

The primary goal of the University (or of any university), is the education and aculturation of the individual. This education,
however, is not limited to that towards a professional career; the university also must serve as the place and environment in which the individual formulates those attitudes and inner structures that he or she shall put to use and rely upon the rest of their life. If in the environment of the university, especially in the most intimate (the place of home), is lacking in its ability to promote this "secondary" goal, the individual shall suffer in trying to make social adjustments due to his inability to rely upon the support of his inner structure that could have been a part of his college education through the place in which he lived. This inner structure is that which the individual needs in order to function in a community, and it is within the community of the University where this inner structure should be constructed. This structure can be promoted by the construct environment in which the student lives. As I had stated before, it is only with a strong sense of belonging and community that an individual shall prosper.

This educational experience of community obviously takes place where the individual chooses to live, and for most of the students, that place must be the University provided dormitory. And, as it was stated the core of the problem for Ball State University lies within the places where most of the students live; in the dormitories. My objective is, therefore, to design a place of shared community dwelling that could be provided by the University that could serve as an example of the type of environment necessary for a complete University education.
PART ONE:

PLACE OF HOME
Webster Dictionary defines the word *home* as "1. the place where a person (or family) lives; one's dwelling place; specif., a) the house, apartment, etc. where one lives or is living temporarily; living quarters b) the region, city, state, etc. where one lives." It is quite obvious that the idea of what is *home* is a quite nebulous one. The most basic definition of home could be; a place where one dwells, whether it be permanent or temporary. In the environment of Ball State University, that home or temporary place of dwelling is commonly the dormitory.

There are four basic places (and or spaces) that are typical in the common construct of place that we refer to as "home". The places that I have identified as being most common and important are the places of (or lack of) social interaction. It is my belief that it is within these spaces/places that we begin to formulate that idea to which we assign the word "home" to. These spaces are:

1) a place of solitude. This is the place that an individual retreats to for contemplation, reading, thinking, or whatever the individual chooses; it is a place of "escape".

2) a place of intimate gathering. It is here that the individual interacts with those that he feels most closely related to. These people can be close friends (extended family), or more typically, immediate family. For the purpose of this thesis I shall be addressing the extended family because of the phenomena that
commonly occurs to students when first at school. That is, that each student finds a small group that becomes for him, at critical moments, his "family". The closest member of this extended family being his room-mate(s), with whom he shares his everyday events with, similar to that which happens when living with immediate family.

3) a place of extended family gathering. This place is where the individual interacts with people of his extended family. These are the people that the individual had identified as the group that he best relates to on a social level. These type of groups are sometimes referred to as "cliques".

4) a place of public gathering. It is in this place where an individual goes to interact with others outside his extended family group. This is also a place where non-related social groups can come together for common purposes, such as eating, dancing, or even playing frisbee, it is the place to "see and be seen".

Each of these places of home are not limited to either an exterior or interior expression, but occur in a intertwining and overlapping duality of expression. All of these places occur within the construct place of the home and in the outside places that surround it. None of these places can exist in solitude; each is interdependent upon the other, that is, they are so intimately related that alone they would each be meaningless.

The place of solitude is the most important space to the student, and it translates as a place where an individual goes to "escape", contemplate, or study. The idea of solitude for the purpose of aiding in intellectual development is not a "new idea" by any
means; John Milton, a Neoclassical writer, devoted much of his time in solitude when writing his poetry. *IL Peneserossa*, a poem with solitude as the subject, was written during a two year period of isolation from the public while "intellectually preparing himself for his great works". This poem, along with many other of Milton's works, contemplates solitude and the intellect. Plato, Milton, Einstein and others firmly believed in the correlation between time spent alone thinking and the development of the intellect. This place of solitude could manifest itself simply as a bay window, the base of a shade tree, a small empty room or even a chair that faces a fire; the possible list of places of solitude are endless. Every place that could be listed, however, never exists in true solitude; there is always the transition and ceremony (if you will) of reaching that place that becomes as important as the place itself.

Through the transition and ceremony of transition a person begins understand the purpose of their retreat to that place. Without this transition, the function of that place of solitude becomes unclear and begins to lose its meaning, because the place of solitude is not "pure" in function; it is asked to perform the tasks of transition and ceremony. This of corse is a physical impossibility.

The next degree of privacy (or publicity), is the intimate space of gathering. This type of place is where individuals gather with those whom they consider closest to themselves. In the construct of home, this place would be called the "family room". It is in this place where the members of the "family" can come together and share common activities, such as talking, watching a movie or playing cards. This place, just as all of the places, is important to the student
in developing the inner social structure that he will need later in life as it was described in the introduction.

This place of intimate gathering, as it was stated earlier, could be a family room, but it could be also such a place as a dining table or even around a fire place. This place of intimate gathering should be in close proximity to or directly linked to the place of solitude. This should happen so that each individual of that environment has the opportunity to "escape" from, or "join in" with the larger group at will. These types of spaces are usually limited in number to approximately five or six people. Beyond this number usually results in the separation into "sub-groups" of conversation.

This place of intimate gathering, like the place of solitude should also occur in the exterior environment that surrounds a place of dwelling. Some examples of this type of place could be a blanket spread on the ground, a bench, or even a table. What is most important to this place in the exterior environment is the definition of place as it occurs in the larger place of extended family and public gathering.

The last two places can be considered together due to their close relationship and overlapping contextual environments. The place of extended family gathering and public gathering are typically characterized by the multiplicity of activities occurring simultaneously. It is in these places that large groups of people, either non-related or socially related, may gather to share in a common event, such as a play, lecture, rally, concert, or simply sitting in the sun. It is also in this type of place where groups of friends (extended family) may gather for a game of frisbee, or even smaller
more intimately related people (room mates, close friends etc.), may choose to sit and talk among themselves. Other places that this type of activity may occur are at a small cefé table, an outdoor theater, or even a tier of steps that lead to a plaza.

Each of the four places that have been presented contribute to the individuals establishment of home. These places are not only interdependent, but are also equally important in both the interior and exterior environments of the place of dwelling. Each of these places should be clearly manifested in both contexts of the individuals place of home so that he may be provided the opportunity to create that inner structure that shall become so important in his later years after graduation.
PART TWO:

IMAGES OF HOME
There are a countless number of media through which we may express an idea, feeling or even an abstract thought. These media may include dance, poetry, music, sculpture, painting, or even a building; the media are as countless as the number of things that could be expressed. The question is then, how do we express the abstract idea of home?

The word home brings to mind a flood of memories of the places to which we attach the meaning and/or the feeling of what is home. These memories are sometimes images of those places within or around the physical construct of our house of childhood. It is these memories that we hold within our mind for all of our lives, and it is these memories that influence in our decisions of what and where we are to make our home. However, each person is unique, and that would indicate that for every person, there are different sets of images of what is home to them. Paradoxically; if every person has a different set of influencing images of home, then how is an architect to design a place of dwelling for more than one person?

As it was presented in the chapter before, for the purpose of
this thesis there has been identified four essential parts which are all closely related to what is necessary for the creation of a home. These being place of solitude, intimate gathering, extended family gathering, and public interaction. For each of these types of places, and attaching the word home to each (ie. home as place of solitude, etc.), there come a multitude of images to mind. The idea of representation of place of home is not a new one, and one media that is perhaps most popular for this is that of painting. Almost every famous painter that one can think of has represented his place of home at some point in his life. The beauty of this type of expression is that each image presented can be interpreted in many ways.

One of the aspects that draws me to paintings is their multiplicity of readings. With the thought of each of the four places of home in mind, I gathered paintings that could represented each, and grouped them into there separate categories.* Next was the selection process of two paintings from each category that had for me the strongest conveyance of that particular place of home.

Two were chosen for the purpose of comparison to test wether or not there were key elements (architectural or otherwise), space relationships, details etc. , that were common in each. After the study of each category, the discovered elements etc. would become the base from which the place of dwelling would be designed. The selected paintings are as follows:

The selection of these paintings was at random (except for the fact that I chose the paintings). 1)
Place of solitude: *Saint Jerome Reading* by Bellini and *The Annunciation*
by Fra Angelico.

2) Place of intimate gathering: *The Calling of Saint Matthew* by Caravaggio and *The Card Players* by Van Lyden.

3) Place of extended family gathering: *The Last Supper* by Da Vinci and *The Peasant Wedding Feast* by Brugel the elder.

4) Place of Public gathering: *The School of Athens* By Raphael and *The Marriage at Cana* by Veronese.
Saint Jerome Reading by Bellini

The Annunciation by Fra Angelico
The Calling of Saint Matthew by Caravaggio

The Card Players by Van Lyden
The Last Supper by Da Vinci

Peasant Wedding Feast by Brugel the elder
The School of Athens by Raphael

The Marriage at Cana by Veronese
PART THREE:

INTERPRETATION OF AN IMAGE
The following pages are an example of one process of a study and reinterpretation of the first set of paintings. These are the paintings that were chosen as images of place of solitude.* The objective of this endeavor was to test the hypothesis that there are key connections to be found that could begin to inform how to create through architecture a place of solitude that conveys a sense of home as it was described in part one of this report.
The sketches are the interpretive process used in the study of Saint Jerome Reading by Bellini and The Annunciation by Fra Angelico. The first of these is a work sheet where the study of Saint Jerome Reading and the most significant pieces of that image in relation to Saint Jerome (pictured within), were examined and reinterpreted as to their meaning in an architectural form. Also are sketches of interpretations of floor plans and perspectives that are based on an architectural reinterpretation inspired from this painting. This step was taken to help clarify the architectural reading of this place so that it may be more easily studied with The Annunciation.

*This space became the only element in this study for the realization that this place was the most important (due to its relation to the student), and that the rest of the surrounding spaces would "design themselves" around the place of solitude.
A similar process took place with The Annunciation to aid in understanding and observing what was happening within the painting. By "understanding and observing" I do not mean the obvious action taking place (i.e. the annunciation), but why of the elements within and their relation to the meaning of the painting. After this was complete, the two were compared (a graphic example is pictured on the drawings with the title "annunciation"), and the following observations were made:

* this type of place should have little architectural detail to lessen the amount of visual distraction thus allowing for the individual to focus himself.

* there needs to be provided a "place for visual/mental escape". This should happen in the interior (as a pool of water within the room is
pictured with Saint Jerome gazing into it), but must also be provided to the exterior (preferably to a "natural" scene).
*a level change upon entry to this type of place is necessary to signify a definite sense of arrival to a specific "place". A level change moving up being a transition to a more formal place of solitude, and down being to a less formal.
*A single place to sit should be provided architecturally and should not face directly to the entry.
*Located in close proximity to the seating place should be a place to store objects of solitude (books, music etc.). This should be within comfortable reach.
*Light should be indirect, weather it be natural or artificial, with task lighting provided if desired be the user.
*The space and its openings should be proportioned according to a single human body. Thus, if a second person were introduced to that space, he would, by the scale, be give the feeling that place was designed for one person at a time.
*The main entry to a place of solitude should be located off of a secondary path of circulation, and must be oriented in such a way that you turn before reaching its threshold.
*The entry should preferably face north or north-west, and should be the main place of exterior visual escape.
*Lastly, the geometry of the space itself should be perceptively simple as to eliminate distractions that could be caused by the space itself.

Once the initial study was complete, the next step was a charrette project to test some of the "discoveries" that were found in
the study of the two previously mentioned paintings. The purpose of
this was twofold; first to bring to the surface more clearly issues
involving a place of solitude based on the said hypotheses, and
second, to begin to study the campus to find the most relevant site
for this and the final design project. The results of this charrette can
be found on the following pages, and the process of site location in
the next chapter.

The charrette was successful in many ways. It made me more
aware of the necessity of this type of place to express its nature not
only within the structure, but also to the public; the pedestrian
passing by should be able to identify (or have a good idea) as to what
its function may be. Also, its form should be powerful enough to stir
thoughts and inspire curiosity; it should become a place of memory.
I felt that in simple geometry power of imagery could best be
expressed. Other observation were made that shall be discussed
later in relation to the final design project, but one realization
occurred that lead to the undertaking of part five of this report. This
was the observation that this place, as well as all of the other places
of home that have been presented are all so interdependent and
interwoven, that none of them could be examined and looked at as
independent parts; they cannot exist in solitude. In designing a place
of solitude, it was necessary to design supporting spaces in order to
give it its full meaning. The place of solitude had to coexist with a
place of publicity and a place of intimate gathering in the form of a
semi-public garden. In a sense, this place of solitude had all of the
physical properties in the exterior environment, the house
(pyramid), a front yard (public grass plaza), and a back yard (semi-
public garden).

After evaluating this project, it became clear that the studies of the paintings must occur simultaneously with the design of the place for student dwelling. So it then became necessary to identify in relation to the site the types of spaces and places that would want to be there as dictated by the surrounding environments. Once these were identified, it would become easier to focus on the most important issues in relation to the initial ideas of place of home as discussed earlier. It was for this reason that the evaluation and study of the site was performed as outlined in part five.
PART FOUR:
LOCATION OF THE SITE
The location of the site was determined by a study of the key elements of the campus. These key elements that determined the location of the project site were the groupings of the University residential halls, major exterior recreational or green spaces, and the groupings of academic buildings. As it can be seen on the graphic analysis, it is very evident as to where this project would be best located. The site is the block located at the south-east corner at the intersection of McKinley and Riverside Avenues. This site poses both complex and difficult issues to which the project must respond.

This site acts as a "link", but this "link" is multi-faceted; it is at this place where the connections of the "old campus" to the "new campus" while it is also a transition to the residential area the east and a link to the University Village to the south. This, however, is not the sites only function; it can be seen in the graphic analysis that this site also locates the point of "linkage" that is necessary to begin to create the balance of population and green space that is presently lacking to the campus. If housing, recreational and commercial areas were provided in this location, it could encourage a more balanced and centralized distribution of population while helping to link the University Village to the campus.

The project itself then must respond in its identity to three
major influences. It must identify with the image of the University, while being sensitive to the residences to the east, and yet still read as place of dwelling for those who shall live there in accordance with the ideas that were discussed in the introductory statement. This combination of influencing factors make this a challenging project site that should yield a unique and educational response.
PART FIVE:

STUDY OF THE SITE
The following study of the site was to bring to the surface the architectural issues that are the most important to the site. A site, like every human, is unique unto itself, and it, like a human, shall uniquely respond to the circumstances that surround it. So with this in mind, the following was simply a "getting to know" the personality of the site to begin to understand how it wants to respond to its environment.

Some of the information following includes the location of major massing, public, semi-public, and private zones (or areas). The images that were developed are a graphic representation of some of these issues brought up as a result of this study.
This first step was taken to begin to allow me to see more clearly the major influences of mass construct and the vehicular paths that could begin to effect the form and mass of the future building and site.
A step to allow for the spaces created by the surrounding mass constructs to inform the site of the future building as to what, where and how the supporting spaces and zones shall be located in relation to the future places of dwelling.
This is the identification of the influence of the dominant edges, corners, and "natural" setbacks as dictated by the surrounding structures. This also allows for the later identification of the major massing, rhythms, and structure for the future student dwelling as it relates to the site.
The first look at the site. The darkest areas are symbolic of location of mass due to the surrounding influences, with the hatched areas being public zones of different degrees in publicity.
This next diagram represents a basic idea of mass rhythms, focus of the important public zones and their relation to the site and surroundings. This diagram also begins to inform of the possible major points of entry to the site and future building.
These are the most important zones to the site as they tell of the location of natural setbacks due to the buildings that surround the site, the major places of possible pedestrian traffic and the location of the most public areas due to this pedestrian circulation.
Here is a sketch diagram showing the possible choices of openings within the mass closest to the most important pedestrian path (in relation to the University), the location of mass, and the most public space in relation to the location to the mass. The darkest double hatched area being the most important public zone in this area, with the others decreasing in intensity of focus.
This is a basic form response that represents an interpretation of the first seven steps of this brief study. This was done to begin to show the basic possibilities of the location, sequencing and overlapping of public spaces in relation to implied or constructed basic forms.
Now the form is reinterpreted into a basic massing that tells of the relationships of the major masses and their supporting public spaces. This also allows for the closer examination of the form through mass and its response to the site and its context.
This is a simple interpretation of a basic site plan as a response to the first nine steps in this process. It allows for the quick evaluation of the information gathered thus far.
A slightly more detailed look at the basic mass relationship with the influence of the pedestrian and public zones as seen previously in step six.
This sketch is an interpretation of the feeling of the space leading from the public zone highlighted in the previous step. This was done to better understand the response of the mass.
This, as was the preceding page, is a sketch in response to step six that was done to allow me to better understand the mass response to the dynamic of the pedestrian environment in relation to the site. In this area, there must be provided some architectural gesture that begins to inform the passer-by of some of the ideas of what is beyond the wall. Shelter and protection are the most basic notion of a place that may become home.
Another sketch looking more closely at step six. The corner of McKinley and Reserve becomes the most critical link of the old and new campus, and it should be a place that invites and promotes the interaction between the two.
This is the demonstration of the idea of "like" forms that begin to tell of individual places. This addresses the idea of an identifiable fabric that breaks down without the lose of identity to allows for the individual identify with one place within that fabric thus allowing for the establishment of individual expression of place within a community. This idea of identifiable place allows for the beginnings of the sense of a community within a larger related whole.
This is a closer look inside one of the dwelling places. This sketch was inspired from the "identity" sketch to examine what type of interior environment could take place within the roofs of these places. By going through this process, it was made apparent that there was a conflict the two ideas of structure and form.
This was the beginning of the second re-definition of the mass in response to the surrounding environment. This focuses on a physical reaction to the visual information around the site. It also reidentifies the link area and the focal place in that area, and a basic mass reaction to the major masses immediately surrounding the site.
A new look at the site via analysis seventeen revealed this as the more accurate interpretation of what may want to happen on this site. The basic bass/space relationships are still present, but they now exhibit a more accurate and sensitive approach.
A simple reinterpreting site plan based on the previous page. This allows for a closer look at the response of the building mass in relation to the public zones and to the site's contextual environment.
Looking at the site in three dimensions to have a better idea of scale relationships of mass to public areas in order to better define site issues.
The diagrams and image sketch are explaining the visual direction due to the mass response as discussed in sketch study seventeen. The image begins to show the possible manner in which the major mass elements of the site could be expressed. These major components being the housing, the supporting facilities (both academic and social) and major public spaces.
A quick sketch to look at the entry to the major public plaza to the west of the site as seen in the reinterpretive massing drawing earlier. This was to quickly identify some major issues that pertain to such an important transitional space.
Another look at the entry to the major public space at the west of the site. This shows the importance of the link of the transition to the plaza, and the importance of the relationship of the dwelling places and other semi-public and public places.
This is an image sketch showing the feeling of a possible "street" that is shared by all of the individual housing places. In the reinterpretation of mass drawing, this is the pedestrian street that connects the lower plaza with the upper, more public plaza. It is along this pedestrian street that the "backs" of the dwelling places are exposed, as the main entry to these places would be located at the east (residential) side of the site.
PROGRAM OUTLINE
SITE:

The site dimensions are 600 ft. x 275 ft., which is 3.4 acres. The proposed density of population of residence (dwelling units only) is 37 people per acre. Its location is the block bound by Riverside avenue to the north, and McKinley Avenue to the west. The objective of choosing this site is to: (1) create a boundary of the campus (2) to link the "old campus" to the "new campus" and to (3) create a stronger link between the campus and the University Village.

commercial:

4000 sq. ft. (foot print) allotted for a café or similar food and beverage service related facility. This facility is to be located at the north-west end of the site due to proximity to the heavy pedestrian traffic at the intersection of McKinley and Riverside Avenues. This facility should be accessible from the street, plaza (described below and on next page), and residential sides of the site.

4000 sq. ft. (foot print) allotted for an indoor cinema/theater facility that is to accommodate between 250 to 300 people during peak hours. Within the 4000 sq. ft. area there should also be
provided a snack service, rooms, a back stage area with a separate entrance, and changing rooms for theater performances. This facility should also be accessible from the plaza (described below and on next page), and residential sides of the site.

Both of the above described facilities are to be attached to or within 10 to 15 feet of a public plaza. This plaza should accommodate a small out-door performance area (such as a amphitheater), and space to set up small outdoor receptions and dining. Other elements of the plaza include; a water feature that cascades to cool the surrounding air on a breezy day while simultaneously providing a quite, relaxing background noise, level changes and stairs for small groups to gather on.

other:

In the south-west are of the site there are existing houses that are to be saved. If the owners wish to move to another area after a reasonable offer has been made, these residences are to be converted into small specialty shops similar to those existing farther south on McKinley Avenue. In regard to the residence at the south-east corner; this home is NOT to be destroyed, but moved to a suitable location.

Both the commercial areas located at the north and south ends of the site are to aid in connecting the northern section of campus with the
University Village located to one block south of the project site. To further aid in making this "link", a path that would "funnel" pedestrian traffic to the Village should be provided. It is recommended that this path engage the dwelling units through a shared green space bound by the units on one side.

**CLOCK TOWER/INFORMATION CENTER**

**clock tower:**

A clock tower is to be located on the site for the purpose of identification marker of the place, and to create a visual "link" with the future clock tower that is to be built north of the project site. The footprint of the tower should not exceed 625 sq. ft., and should not be more than 100 ft. in height.

**information center:**

3000 sq. ft. (foot print) allotted for a Ball State Information Center. This facility is to also provide space for indoor exhibits of student visual and audio work (ie. sculptures, paintings videos etc.). From the Information Center, Access to the upper levels of the clock tower should be allowed for so that visitors and students may enjoy the view of both the campus and project site. An "open-air" tower should also be provided for viewing during fair weather.
HOUSING (DWELLING) UNITS

There are to be a total of eight dwelling units (apartment buildings) on the project site. The footprint area is not to exceed 4,300 sq. ft. Each of these units shall provide the following for the residence:

**library:**

500 sq. ft. should be provided so that each of the dwelling units is to provide a private library for its residence. The library space should provide for group or individual studying, and should be located on the uppermost floor for the view. There should also be on the same level an outdoor viewing deck accessible to the residence of that building.

**recreation room:**

500 sq. ft. is also to be provided on the uppermost level, and, like the library, should have access to the outdoor observation deck. This recreational room is to promote wellness among the student residence.

Each of the individual dwellings shall provide six apartments with three residence each. Each of these individual apartments is designed to support the introductory (thesis) statement, and emphasize the idea of solitude. The requirements are as follows;
bedroom for three:

572 sq. ft. with an additional 50 sq. ft. closet/storage space. This breaks down to 190 sq. ft. with 160 cu. ft storage/closet space per person. Any partitions necessary shall be designed and built by the students occupying the apartment.

bathroom:

92 sq. ft., with 60 cu. ft. storage and 36 cu. ft cabinet storage.

study rooms:

three study rooms in total, each 64 sq. ft. These are to be the place of solitude. These should be located as close to the living areas as possible (as it is stated in the earlier chapter).

kitchen:

compact kitchen of 80 sq.ft. area with built in dining surface and 104 cu. ft. storage potential.

living room:

264 sq. ft. of space should be allotted for to provide maximum flexibility of space.
ENDING THOUGHTS
AND FINAL SOLUTION
As the conclusion of this project draws near, I have come to realize a few things that I feel appropriate to share with you, the reader. This thesis project (as are all the thesis projects) is supposed to be the culmination of all the knowledge that I have accumulated over the past five years, or so I thought.

The purpose of the thesis year is to satisfy your curiosity and explore an idea that you feel has not been explored enough in the past five years, or something that has been touched on and you wish to explore more in depth. The thesis year is to be a totally self-fulfilling experience. In my case, however, it is not.

This thesis deals with the issue of housing (dwelling as I prefer to call it), but I realized at the onset of this endeavor that I could in no way address the entire issue of housing at once. This is why I choose to look at a very specific group of people with whom I am familiar with; if I were to choose to deal with an unfamiliar group, I would not have had sufficient time to research all of their specific needs and social requirements. This is the entire point of narrowing down subject matter; to design a better architectural solution.

The following pages (and this book) are the end result of the
past nine months of work exploring the issue of student dwelling at
the Ball State University Campus. In the future I shall be attending
the McGill University Graduate School Of Architecture so that I may
farther satisfy my curiosity with the issue of architecture and its roll
in housing. I feel that this thesis has prepared and taught me how to
begin to approach such an issue, and it is knowledge that I feel shall
be quite valuable to my future career.
BIBLIOGRAPHY


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