JOHN I. WINIGER
BALL STATE UNIVERSITY COLLEGE OF ARCHITECTURE AND PLANNING 1984
This brochure represents thirty weeks of exploration of an architectural thesis. It documents my final solution and represents an ending to five years of study in the field of architecture. The summary portrayed here contains the major issues of my thesis year. It is to be understood that many other issues have been considered, but not portrayed. This project expresses the many goals I strived to achieve and I am proud to say that I have accomplished them.
I wish to thank,

My parents, Robert and Joyce Winiger, for their love and monetary support; for without them these past six years would not of been possible. They never stopped believing in me.

My fellow colleagues and especially my roommates Troy Palemo, Gary Voiorl, and Ty Cole for guidance and advice when I needed it the most.

My Professors who helped me throughout five years of architectural education.
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Being an undergraduate student of architecture at the College of Architecture and having taken selected courses through the Art Department, has afforded me the opportunity to learn the psychological, emotional, intellectual and physical needs of the users within these two types of facilities. The building type should reinforce my personal interpretations of art and architecture, while simultaneously progressing my philosophical views. It should also embody tangible elements of the second dimension, as well as spatial elements of the third dimension; the mediums of architecture and art. The school must remain a "teacher" of the basic components of art and architecture. I must always keep in mind that the creation
of architecture which is intended to serve other architects is in itself an unique challenge. And for that reason I selected this as my thesis. As such, the design represents the issues which I personally believe are the basis for good architecture.
Philosophy: the study or science of the truths or principles underlying all knowledge.

As a student of architecture I study and I learn. I follow my principles as well as the principles of others. Learning is a never ending process such that philosophy can never end. At this point in time I have pursued certain ideals and may continue to follow these ideals:

Human needs are the reason for architectural design; through design I pursue the creation of a dynamic, but liveable architecture.

Architecture must not imitate its context or destroy it, but use its
architectonic qualities to further develop the profession.

Architecture must express a theme, yet liberally provide for variation. It must be carefully thoughtout, meaningful within its context and easily understood.
Site selection was based on the following criteria:

1. Little or no applicable context.

2. Locate within a state presently unoccupied by a similar graduate school program.

3. Near a major highway.

4. Site must contain rolling topography, plenty of vegetation, and adjacent to water.
The site selected is located twelve miles west of Evansville, Indiana in a rolling wooded section of Vanderburgh County. The area is park-like and owned by the State. The site is easily accessible by vehicle from Highway 62. The immediate site is bounded on the northern end by a small two lane road, Clark Lane. Slightly south of this is a manmade lake nestled between two slightly rolling land forms. At the southern end of the lake the site opens downwards into a small valley. Majority of the site is covered in deciduous, with coniferous spotted throughout.
My final design is a response to the following objectives:

To satisfy the psychological, emotional, intellectual and physical needs of its users.

To visually and socially fuse students of art and architecture.

To provide visitors an environment to view students work and guest exhibits.

Through the use of space, form, structure and function design such a facility that stimulates the creation of art and architecture.

A solution that develops potentials offered by the site.
The design must consider that horizontal movement is more closely related to the buildings' interdisciplinary activities than vertical movement.

Make ample use of natural light.
The school offers graduate-level education in selected fields of study. Eight graduate programs are offered — architecture, drawing, sculpture, photography, painting, graphic design, woods and metals. Upon graduation, students obtain either a Masters of Architecture or Masters of Fine Arts. Two years of study are required for both fields. Before graduation, each candidate submits a thesis based upon the totality of his or her creative experiences and installs an exhibition of selected works for viewing.
Each year a specific number of students are selectively picked to participate in the school's program. Current enrollment totals approximately 265 students representing a wide range of academic disciplines, socioeconomic backgrounds, skills and points of view. Students come from all regions of United States and from many foreign countries. The total enrollment is based on an average yearly acceptance of 50 architecture students and 70 art students (10 students per each art department). The architecture studios contain 12 students per teacher, while the art studios maintain an average of 140 per teacher. The number of men enrolled will generally out number the women. The average age of the students is 27, highly
intelligent and quite sophisticated. Housing is not offered by the college, but may be rented in nearby apartments.
The design of the College of Art and architecture for Evansville was guided throughout by several basic concepts. These ideas and the manner in which they have been applied into the final solution is apparent on three distinct levels.

The building has been divided into three organizing floors. The main entrance level, or upper most floor, is the administrative, while below it are two floors of studios and their supportive spaces. By entering at the highest level affords people the opportunity to filter downward through the facility to subsequently arrive at either the water's edge or the sculpture courtyard.

The geometric concept consist of two organizing grids that were designed in accordance with special...
qualities of the site. The first parallels the existing land contours on the west side of the lake, while the second grid or wing is rotated from the former grid. This L-shaped plan enables views of the lake and beyond, and establishes a slight exterior enclosure for social gathering. The placement of the college at the lakes southern end creates a terminus or focal point for the lake. Locating at this point on the site removes the facility from close proximity of Clark Lane and allows concealment within the site's topography, while still retaining views of the lake. This places the building in a position of prominence and defines it as a "wall".

The major "wall", located on the buildings south side, symbolizes a division between creative work and creative leisure. Whereas, a person who enters through the "wall", enters a creative society. The "wall" also acts as shelter against southern exposure and allows north light to emit from behind. Circulation is intended as a viewing device for students at work, as well as student and traveling exhibits. Thus the paths are arranged such that
internal activities in the studios are visually encountered during movement through the building. The views are generally special glimpses into the studios at given points within the circulation pattern. This has been answered by two different movement paths; primary and secondary circulation. The primary circulation acts as a direct means to the point of destination. The secondary circulation or display ramps provide gradual vertical descent through the building while at the same time entertaining the viewer with a "museum" of art and architecture.

The building is zoned as to differentiate between public and private areas. The areas which attract visitors from outside the college such as the display ramps, auditorium, and research center are positioned not to be easily accessible upon entry. In this way people must circulate through the facility to arrive at these specific spaces. Other spaces such as the library, slide library, archives, art department, architecture department and college offices are arranged to be easily accessible for
the visitor upon entry. The private zoned spaces, those that are intended for students to use (such as studios, classrooms, technical shops, and lounges), are located below and away from the public spaces. The only exception is the visual relationship between the display ramps and the studios. The art faculty offices are located within the studios for convenience of the professors and fulfills the strong interaction that exists between students and faculty. Unlike that of architecture; the offices are located within view, but because there is not quite as strong a relationship as art has they are positioned outside the studios.

The structure of the building is constructed of steel and spaced 20 ft. o.c. The beams and columns are expressed throughout most of the facility, so to clarify their design integrity and to serve as spatial enrichers. The beams are boxed in gypsum board and exposed to imply an overhead plane in selected areas.

The major materials of the building are precast stucco panels, steel, and gypsum board. The major "wall" is a 3 ft. load bearing cavity wall
and is painted white, while the facades are cream-colored. This makes the main wall appear as a separate element from the other facades. The interior is completely painted white to reflect light and give a clean appearance.
ADMINISTRATIVE

College Office 1800 sq. ft.
Dean
Asst. Dean
Assoc. Dean
Conference
Secretary
Art Department 1800
Ch. of Dept.
Asst. Ch. of Depart.
Dir. of Educ.
Conference
Secretary
Student Office
Architecture Depart. 1000
Depart. Head
Asst. Depart. Head
Conference
Secretary
Faculty Offices 3200
7 Art
11 Arch.
2 Visiting / Grad.

SHARED SPACES

Library 3800 sq. ft.
Slide Library 800
Archives 800
Auditorium 6000
inc. 470 seats
Computer Center 900
4 Gallery Ramps 6000
inc. circ.
4 Jury Spaces 2400
2 Study Lounges 480
Vending Lounge 1100
### Modes of Teaching

**Studios**

<table>
<thead>
<tr>
<th>Art</th>
<th>Woods 1500 sq. ft.</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 students</td>
<td>1300</td>
</tr>
<tr>
<td>Metals</td>
<td>1400</td>
</tr>
<tr>
<td>20 students</td>
<td>1600</td>
</tr>
<tr>
<td>Drawing</td>
<td>2800</td>
</tr>
<tr>
<td>20 students</td>
<td>3200</td>
</tr>
<tr>
<td>Painting</td>
<td>2000</td>
</tr>
<tr>
<td>20 students</td>
<td></td>
</tr>
<tr>
<td>Graphic Design</td>
<td></td>
</tr>
<tr>
<td>20 students</td>
<td></td>
</tr>
<tr>
<td>Sculpture</td>
<td></td>
</tr>
<tr>
<td>20 students</td>
<td></td>
</tr>
<tr>
<td>Photography</td>
<td></td>
</tr>
<tr>
<td>w/classroom</td>
<td></td>
</tr>
<tr>
<td>20 students</td>
<td></td>
</tr>
</tbody>
</table>

**Architecture**

| 11 Studios  | 15,480 |
| 12 students each | \( \times \) 120 sq. ft. per |
| Small auditorium | 1000 |
| inc. 70 seats   |        |
| 2 Classrooms    | 480    |
| inc. 25 seats each |    |
| 3 Seminar Rooms | 540    |
## TECHNICAL SPACES

<table>
<thead>
<tr>
<th>Space</th>
<th>Square Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Center</td>
<td>900 sq. ft.</td>
</tr>
<tr>
<td>Visual Simulation Room</td>
<td>900</td>
</tr>
<tr>
<td>Media Room</td>
<td>1200</td>
</tr>
<tr>
<td>Technical Offices</td>
<td>550</td>
</tr>
<tr>
<td>5 at 110 sq. ft. each</td>
<td></td>
</tr>
<tr>
<td>Supply Room</td>
<td>500</td>
</tr>
<tr>
<td>Supply Storage</td>
<td>500</td>
</tr>
<tr>
<td>Exhibit Storage</td>
<td>1950</td>
</tr>
<tr>
<td>Print Room / Copy Room</td>
<td>200</td>
</tr>
<tr>
<td>Future Shop</td>
<td>1800</td>
</tr>
<tr>
<td>Delivery</td>
<td>1000</td>
</tr>
</tbody>
</table>

### TOTAL

- **71,250 sq. ft.**

### Circulation 10%

- **7125**

### Mechanical 5%

- **3562**

### GRAND TOTAL

- **81,937 sq. ft.**
1. College Office
2. Art Depart.
4. Library
5. Slide Library
6. Archives
7. Exhibit Ramps
8. Jury Spaces
10. Auditorium
11. Seminar
12. Open to Below
13. Waiting

MAIN FLOOR
GROUND FLOOR

1. Faculty Offices
2. Metals
3. Delivery
4. Vis. Sim., Research
5. Technical Offices
6. Small Auditorium
7. Exhibit Ramps
8. Jury Spaces
9. Supply Storage
10. Auditorium
11. Seminar
12. Supply Room
13. Woods
14. Arch. Studios
15. Study Lounge
16. Sculpture
17. Graphic Design
18. Sculpture Courtyard
19. Classroom
With this project I end my career as a student at Ball State. But I am only beginning my career as a student of architecture. For me architecture is a fine art; an art that is always changing and in such, one that we can always learn more about. I will always be a student of architecture. The day I am no longer a student will be the day I am no longer an architect. Overall, thesis year has been a prosperous one.