

1-1-1980

Student Projects

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Student Projects

"KANSAS STATE UNIVERSITY CENTER FOR CULTURAL AND INFORMATIONAL ACTIVITIES"

Donavon D. Coup, Rodney Fager, Kevin M. Greischar, Keith G. Greminger, James A. Hampel, Mark G. Ingram, John A. Jankowski, Kelly D. Kerns, Jeffery L. Morris, Chris Meinhardt, Douglas A. McQuillan, Gerald Westhoff, Kevin Young and Kenneth Zuber
Design 2

Instructor: James McCullar

Award: First place, Nichols Gym Re-use Competition

The Kansas State University Center for Cultural and Informational Activities is exemplary of projects submitted during the Nichols Gym Design Contest sponsored by the College of Architecture and Design at Kansas State University. Nichols Gym served as the University gymnasium until fire gutted the structure in 1969, leaving only the exterior limestone walls intact. Following a controversial decision by University president Duane Acker to raze the structure, the competition was instated to illustrate the buildings potential for adaptive re-use.

The project proposes a mixed-use program of University and community activities by way of a two-phase plan for building re-use. Analysis, programming, design, and presentation, were completed by fourteen Design 2 students during a six day charrette period.

"SCHOOL OF DANCE"

Greg Stock

Design 4

Instructor: David Bell

Renovating and extending an existing renaissance revival building to accommodate a program of large, clear span spaces—(auditorium and dance practice rooms)—for a ballet and modern dance school were the main tenets of the problem. This was further complicated by the desire to retain the commercial activities already present on the site. Particular architectural problems arose in trying to add to one side of a symmetrical composition.

Wall planes cut vertically through the old building in perpendicular directions to anchor the large tower into the base buildings. Structures are developed on the roofscapes in relation to these walls—the apartments, faculty lounge and fire stair—to soften the juxtaposed elements. The facades are organized to explain the hierarchy of entrances around the building.

"WAMEGO HIGH SCHOOL, WAMEGO, KANSAS"

Doug Stevens

Design 5

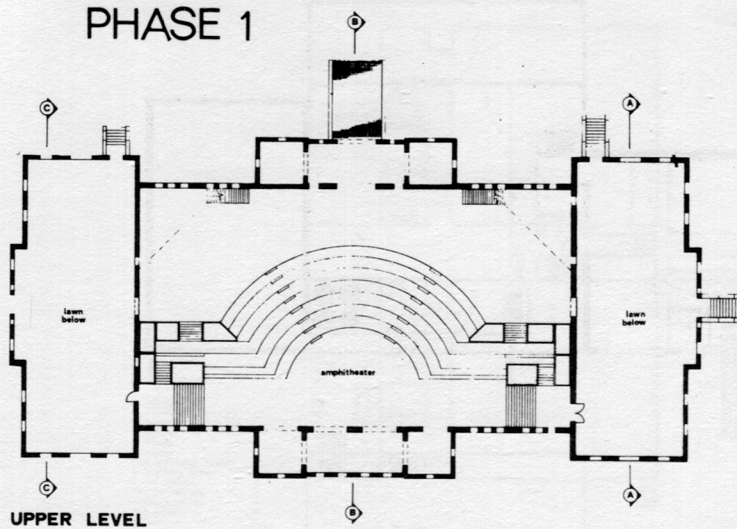
Instructor: E.A. DeVilbiss

Program: As a result of projected enrollment figures, the need for a new high school facility is already in the planning for Wamego. The high school must accommodate 500 students, with future expansion to 600.

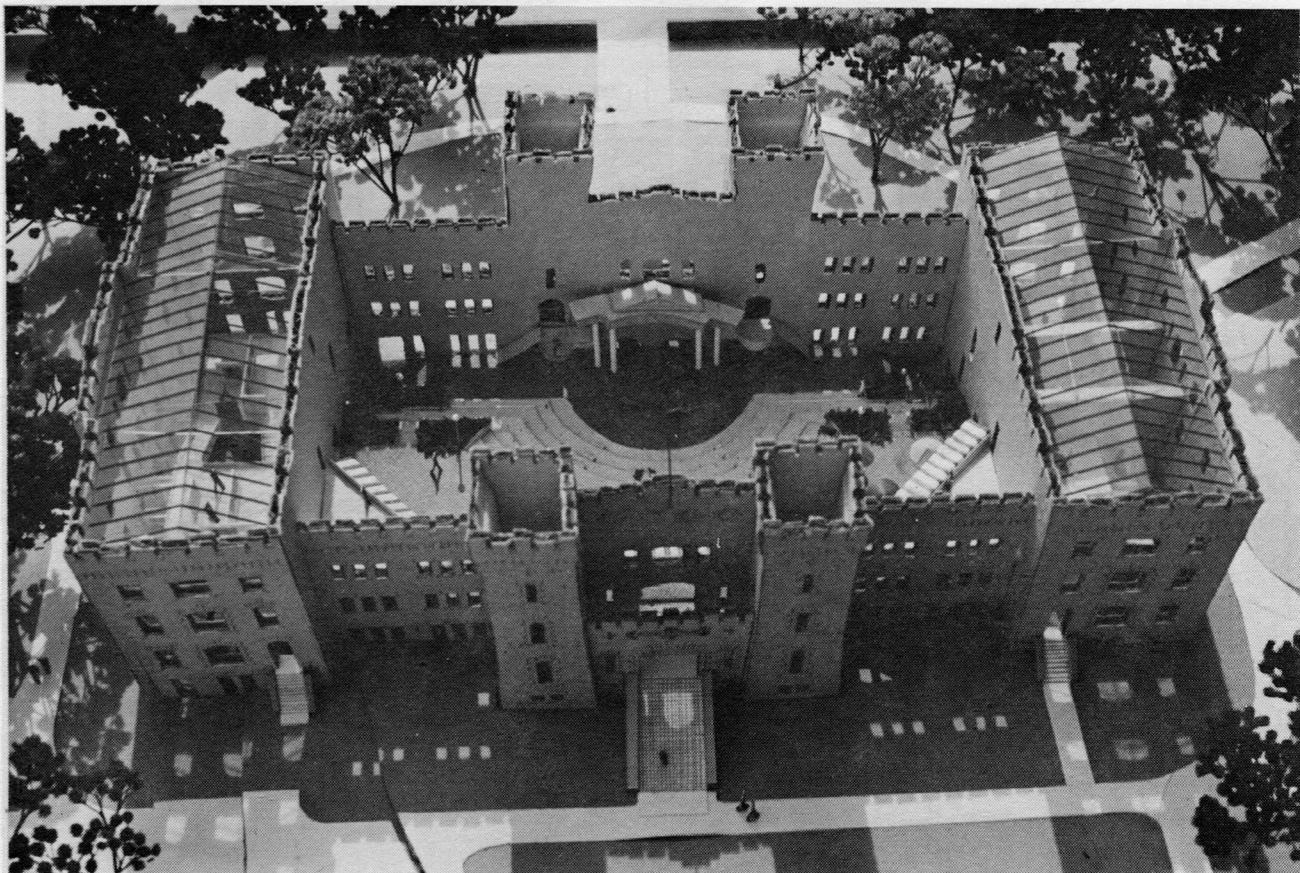
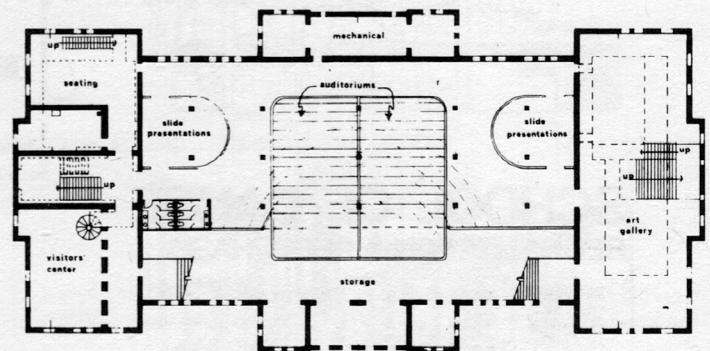
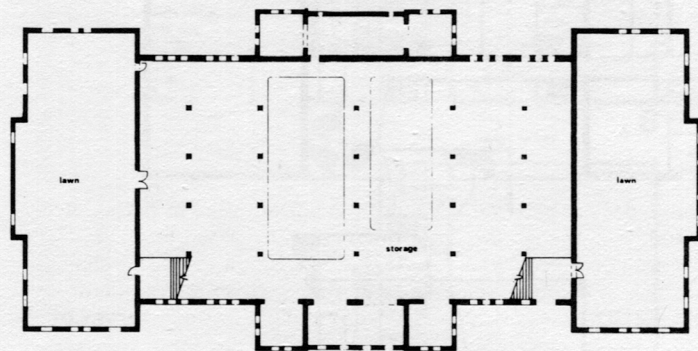
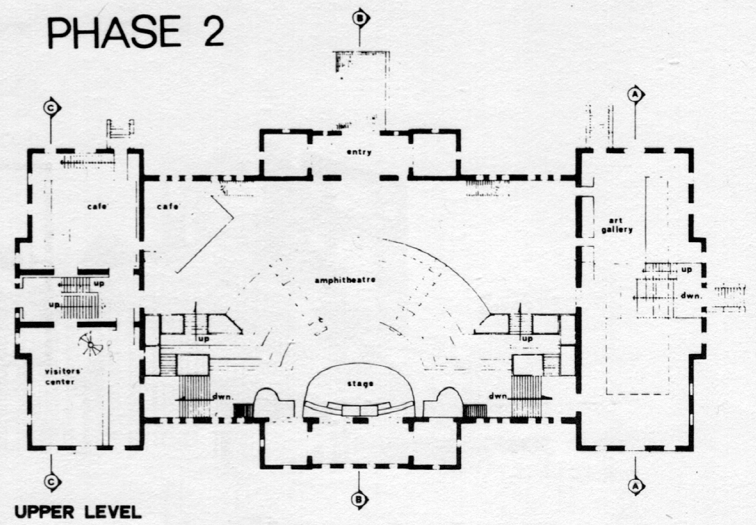
Site: Located at the west end of the city limits, the lot slopes north to south and is bordered by a golf course and future residential development.

Solution: The outdoor functions: student parking lot, recreation fields and particularly the building proper take their shape from the natural plateau by forming concentric "rings" around the site. On the northwest, concave side of the building, the bend in plan helps to focus and contain all these exterior activities. The southeast, convex side, opens out towards the existing view, while presenting a broad elevation for public entrances. Beginning from the parking lot, a grand promenade gathers the students and penetrates the school through its entire length. This interior street forms the basic organizational concept of the building; academic spaces neighbor the southeast side of the mall and open on to exterior views through the use of the skeletal structural system. Elective functions or support activities border the opposite side and are articulated through the use of a closed bearing plane system. This interior street is intended to promote student interaction; an education just as valid as received from the classroom.

PHASE 1



PHASE 2



A School of Design
 A Music School
 A Drama School
 A School of Dance

METAPHOR
CURVED AND ANGULAR
CONSTRUCTIONS SHOW
THE DYNAMIC
MOVEMENTS OF A
BODY IN SPACE

**REFERENCE
PLANES**

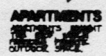
TOWER

ENTRY

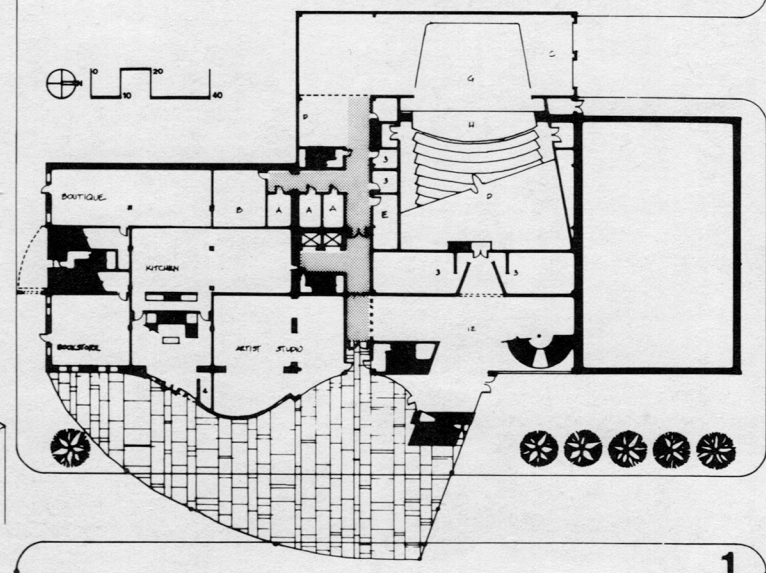
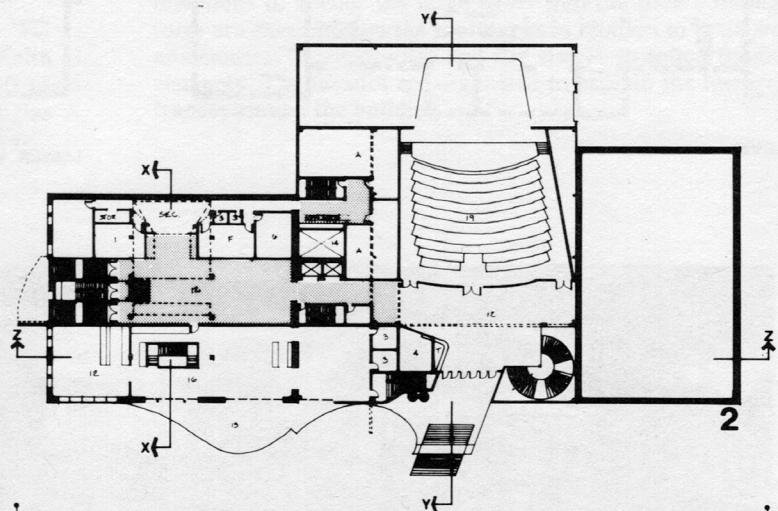
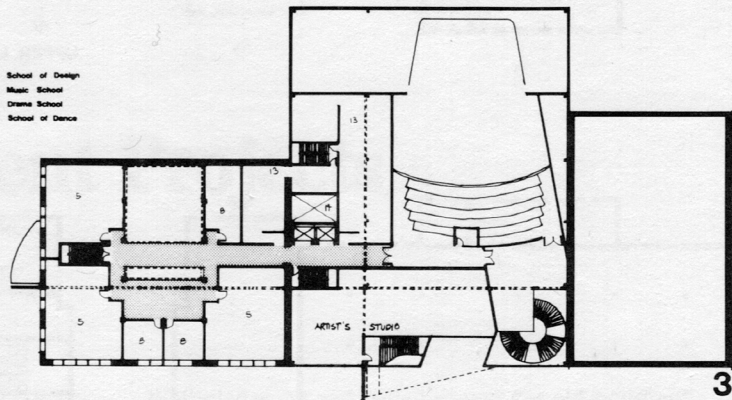
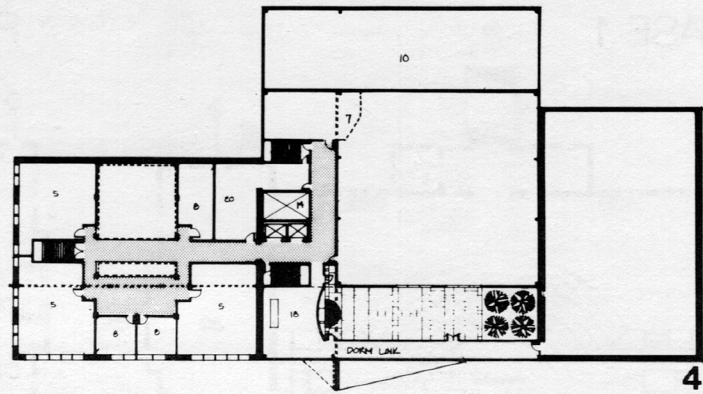
STRUCTURE

**SERVICE
CORE**

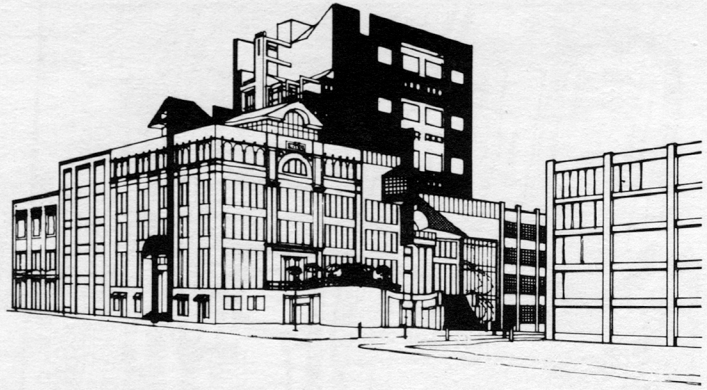
**HORIZONTAL
LAYERS**



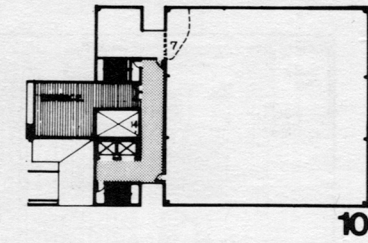
**GREG STOCK
DESIGN 4**



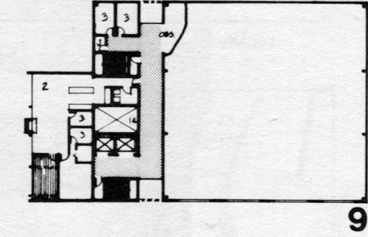
EXTERIOR LOOKING N.W.



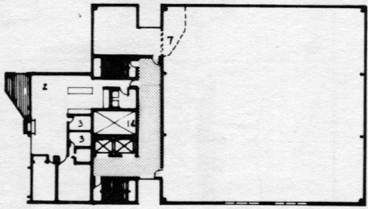
- LOBBY**
- ADMINISTRATION OFFICE 1
 - APARTMENT 2
 - BATHROOM 3
 - COATROOM 4
 - COMPOSITIONAL STUDIO 5
 - CONFERENCE ROOM 6
 - DANCE STUDIO 7
 - FACILITY OFFICE 8
 - FACILITY LOBBY 9
 - FLY SPACE 10
 - LIBRARY 11
 - LOBBY & BAR 12
 - LOCKER ROOM 13
 - MECHANICAL 14
 - OUTDOOR BATTING 15
 - RESTAURANT 16
 - STUDENT ROOMING 17
 - STUDENT LOBBY 18
 - THEATER 19
 - TRAINING ROOM 20
- THEATER SUPPORT**
- DRESSING ROOM A
 - GREEN ROOM B
 - LOADING DOCK C
 - SET STORAGE D
 - SET ROOM E
 - STAGE WING F
 - STAGE G
 - ORCHESTRA PIT H



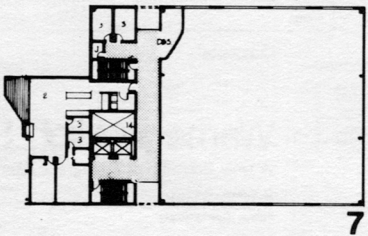
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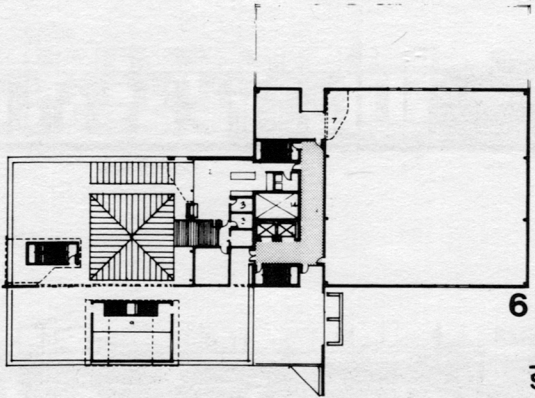
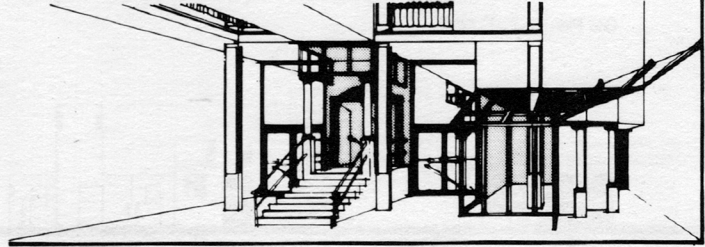


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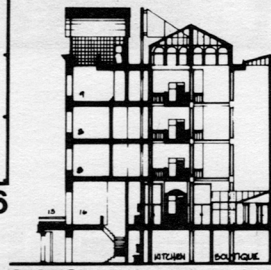


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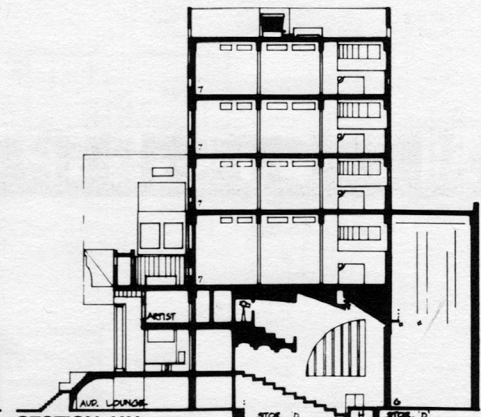
RENOVATED ATRIUM AND ADMINISTRATION OFFICES



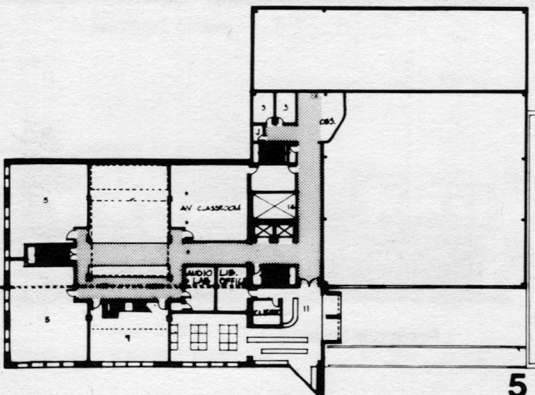
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SECTION X-X

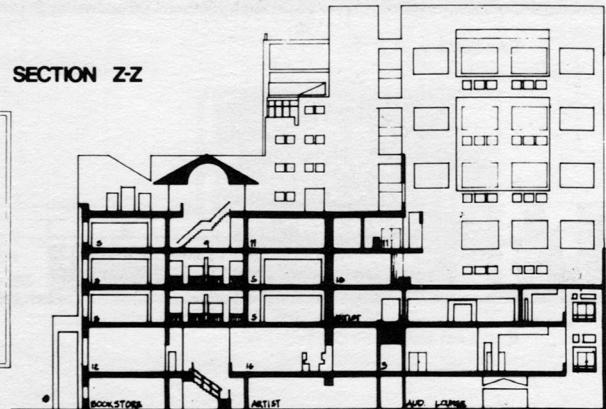


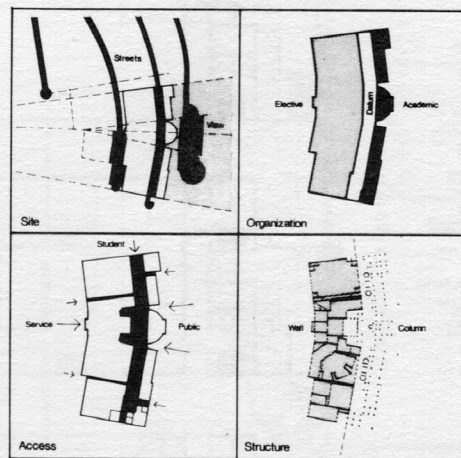
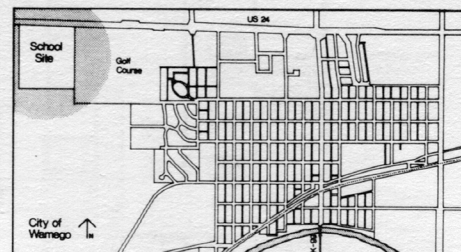
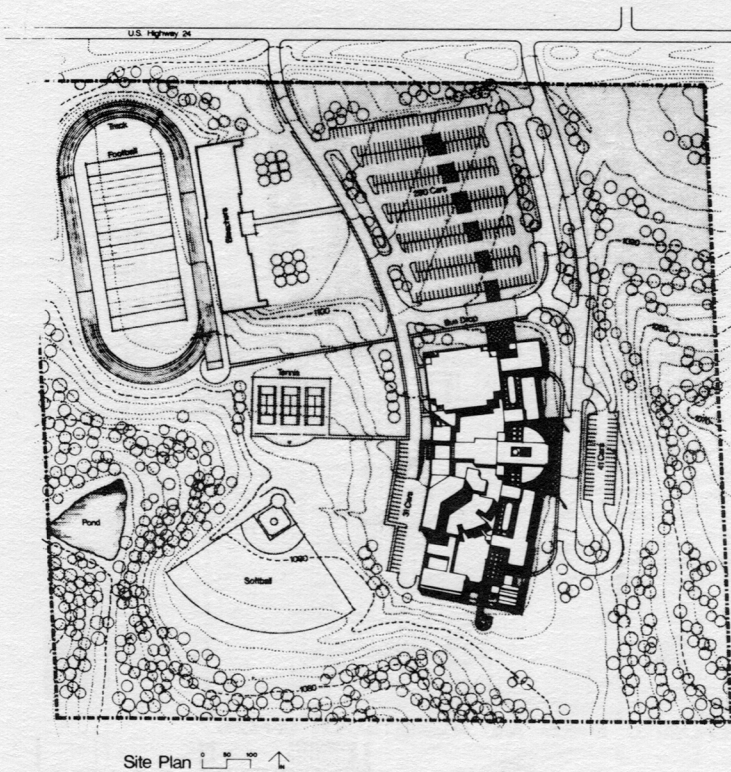
SECTION Y-Y



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SECTION Z-Z

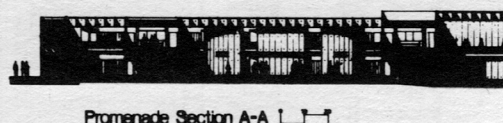
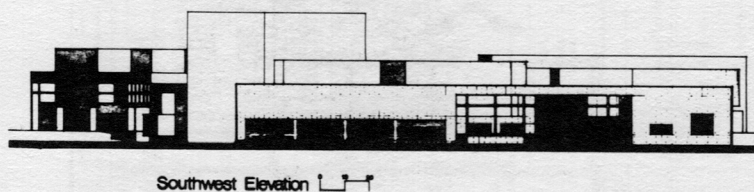
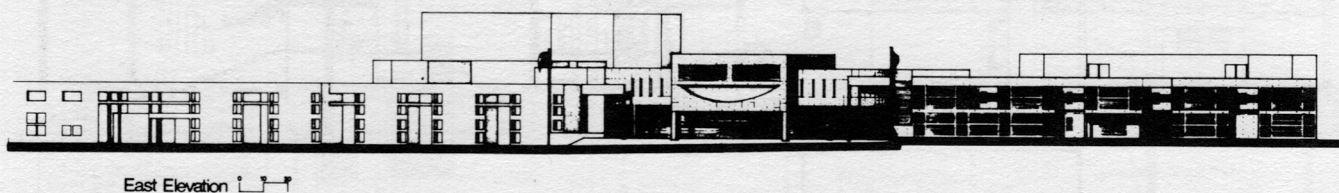
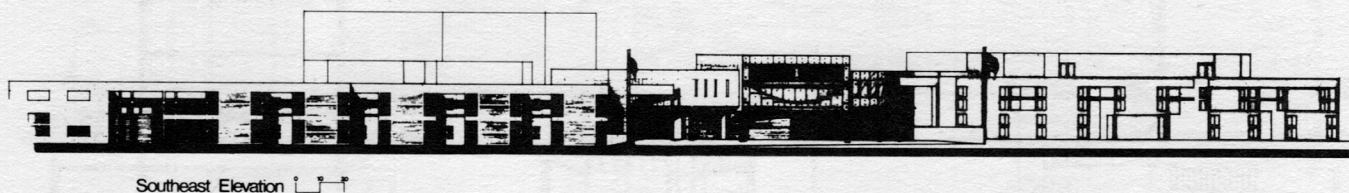
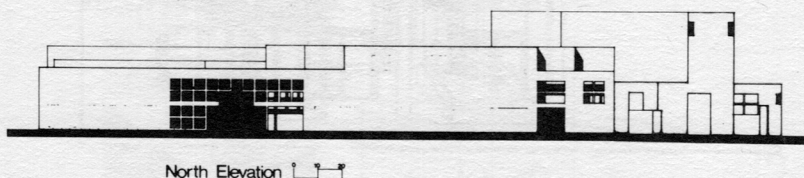




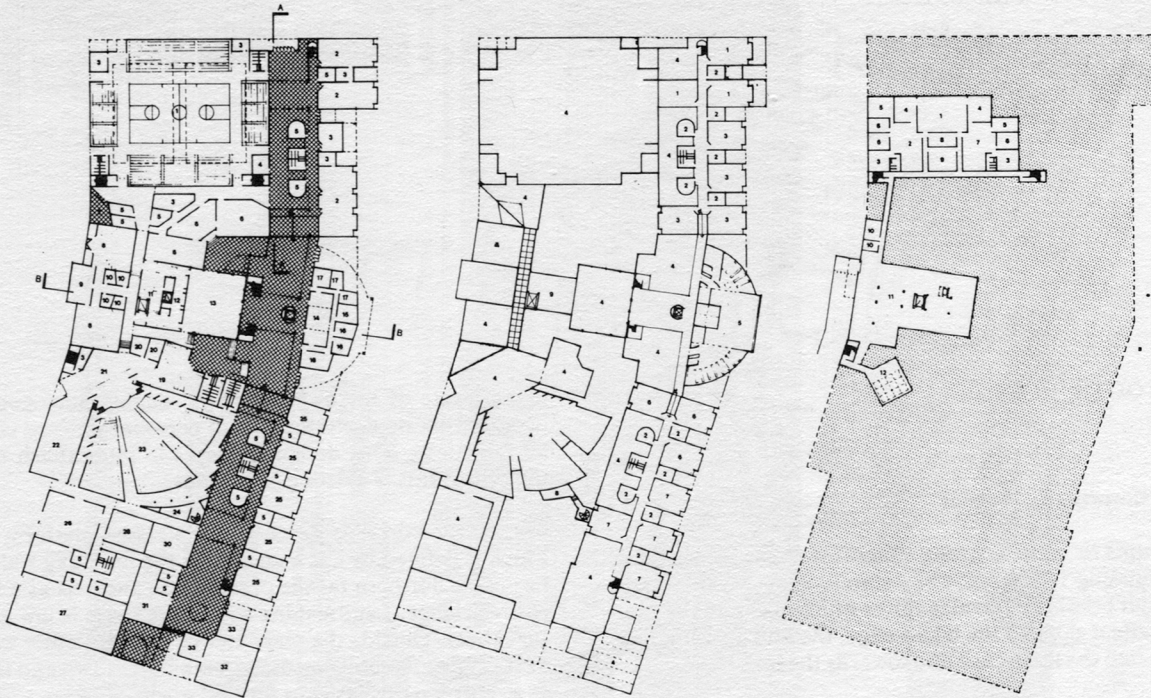
Wamego High School

A New Educational Facility For Wamego, Kansas

D. Stevens - Fall 1979
Architectural Design 5, Prof. E.A. DeVillies
Kansas State University



Building Plans



Ground Level

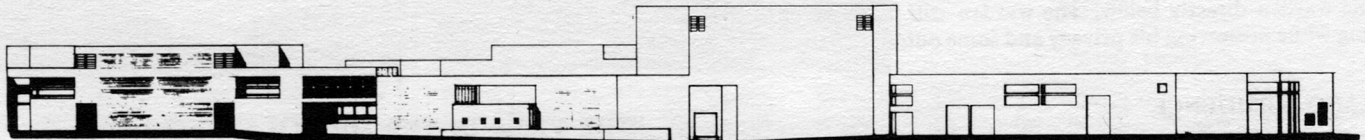
1. Gymnasium
2. Science
3. Storage
4. Faculty Lounge
5. Teacher Work Station
6. Home Economics
7. Patio
8. Music
9. Office/Library/Storage
10. Practice Room
11. Kitchen
12. Serving/Preparation/Clean-up
13. Dining Area
14. General Office
15. Principal's Office
16. Assistant Principal's Office
17. Outdoors
18. Health Suite
19. Little Theatre
20. Dressing Room
21. Stage
22. Stage Wing/Storage
23. Auditorium
24. Ticket Booth
25. Language Arts
26. Auto/Metal Shop
27. Wood Shop
28. Drafting
29. Drivers Education
30. Foreign Languages
31. Special Mountain
32. Art
33. Clean-Up/Storage

Second Level

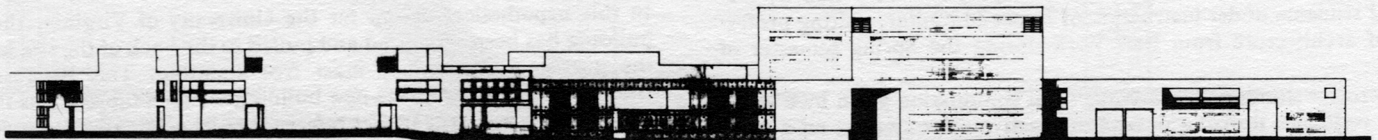
1. Business Education
2. Teacher Work Station
3. Mathematics
4. Open to space below
5. Library
6. Social Studies
7. Language Arts
8. Projection Room
9. Video Storage

Basement

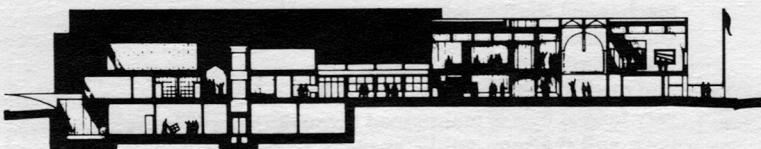
1. Auxiliary Gymnasium
2. Boy's Locker Room
3. Shower
4. Equipment
5. Tuna Room
6. Staff Office
7. Girl's Locker Room
8. Laundry
9. Exercise Room
10. Maintenance Office
11. Kitchen Storage/Mechanical/Maintenance
12. Stage Trap



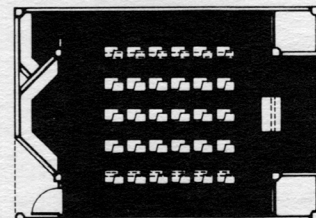
West Elevation



Northwest Elevation



Section B-B



Typical Classroom Plan

"AMERICAN YOUTH HOSTEL"

Tom Waggoner

Design I

Instructors: G. Ashworth, R. Wagner

This project attempts to make a strong statement about its relationship to the surrounding landscape while simultaneously taking advantage of the major existing natural features which occur on the site. These include: gradual slope to the lake's edge, the hills surrounding the site, the views into the landscape and towards the lake itself.

While taking advantage of these natural features, the project still establishes itself as a significant presence in its surroundings. The straightforward geometric, rectilinear, ordering and proportioning system contrasts quite strongly with the naturalistic landforms. The vertical emphasis of the building makes reference to the hills which serve as a backdrop to the hostel's activities. This verticality, accentuated through the use of pilotis, also provides generous views for all the building spaces. These spaces take advantage of the vertical layering through the zoning of the various levels of privacy. Thus, the most accessible entry level (public domain) serves as the communal spaces, while the student housing (private domain) is stacked above and the warden directly below. The warden still has control of the building while preserving his privacy and some outdoor space.

"BYLAND RESIDENCE"

Chris Meinhardt

Design 2

Instructor: James McCullar

The Byland Residence is exemplary of projects completed by Design 2 students under instruction of James McCullar, visiting professor of architecture from New York during the Spring semester of 1979.

The project simulated an architectural commission given by a client for a residence utilizing passive and active solar systems on a rural site near Fayette, Missouri. Students responded to a variety of issues dealing primarily with: site, design imagery, spatial organization, passive solar design, and integration of active solar collectors.

"A HOUSE OF TILES"

Thomas L. Braht

Design 5

Instructors: G. Ashworth, D. Bell, B. Burnham

Award: Honorable Mention, Tile Council of America, National Tile House Student Competition

Suburbia began with the grandiose idea that every man was entitled

to an estate of his own. Perhaps roughly analogous to an Italian country villa sited within miles of personally owned land stretching in all directions. This design attempts to re-establish this ideal within the constraints of existing conditions.

The "inner world" is described by a raised platform or piano nobile which is defined by a low encircling tile retaining wall. This wall also forms the northern facade of the house and acts as a backdrop to the entire scheme. Landscaping within the circle is low groundcover and shrubbery. Outside the piano nobile lies the "outer world" or wilderness. The automobile mediates between the two and the studio is seen as a return to the basics or natural world.

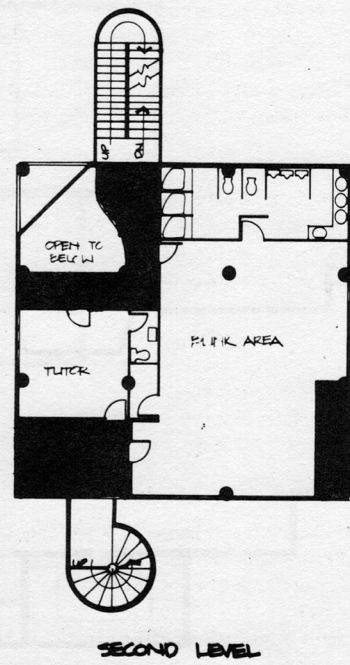
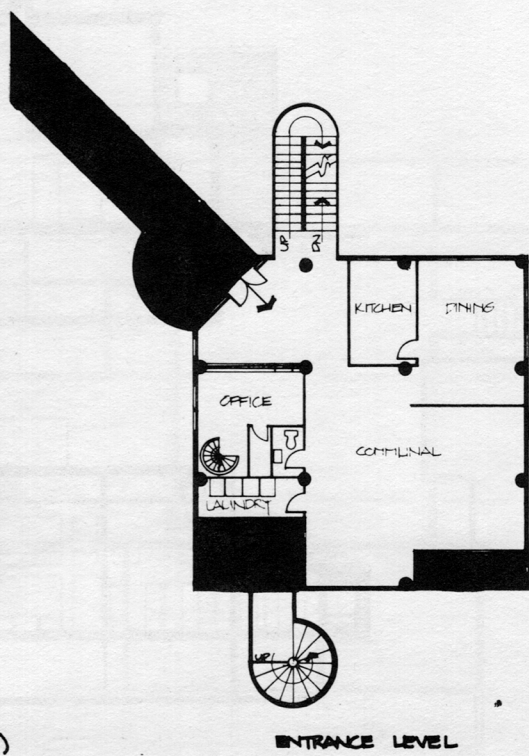
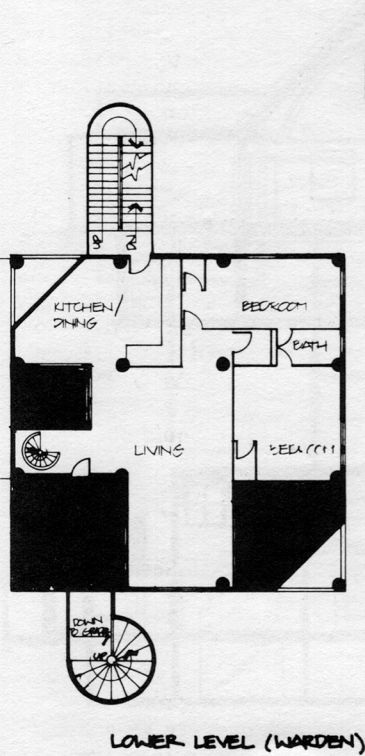
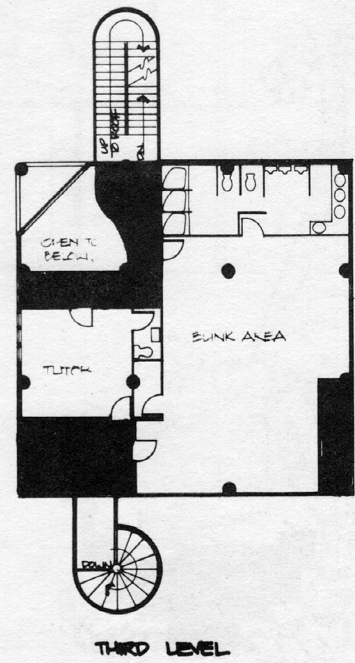
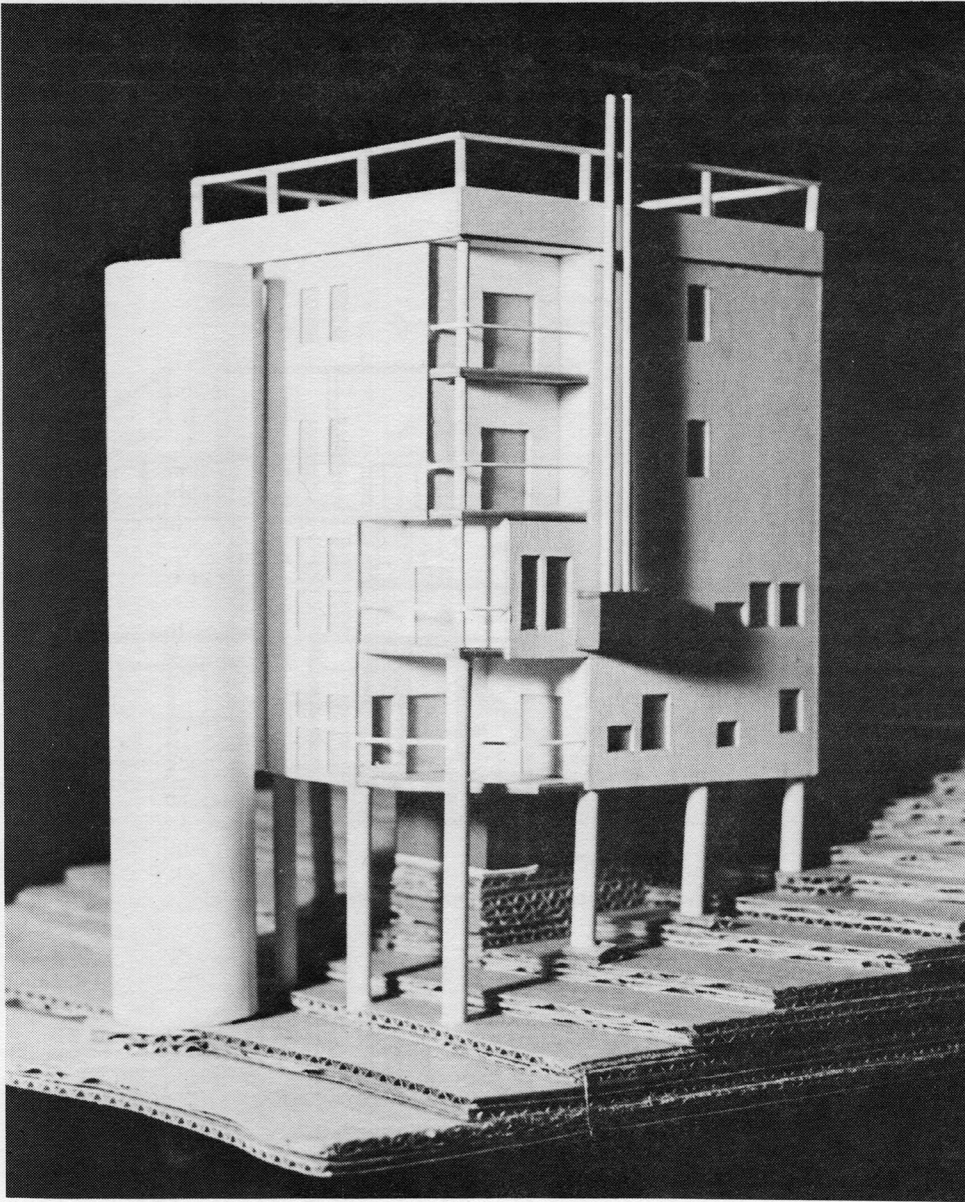
The house is formally organized around a central tile spine and colonnade. The intersection of both axes becomes defined by the central aedicula space. The interior spaces and circulation revolve around this area. A series of oppositions and inversions are explored and played upon as a result of these "inner worlds," "outer worlds," and bisecting axes.

"THE VILLA IN THE MIDDLE LANDSCAPE:" Rusticating a Fragment at the University of Virginia

Al Kuniholm

Instructor: David Bell

In this hypothetical design for the University of Virginia, the new building has been separated and pulled to the back of the site leaving the portico and chimney mast free standing. This does several things: The massing of the new building is much the same as the old pavilion and recalls or makes reference to its original gable-style roof through the false facade. By creating virtually the same massing at the back of the site as in the front, this left a zone adequate for circulation between false facade and actual building. The fragments remain fragments as a reminder to this unfortunate accident and also provide a forecourt and set up a strong, formal axis to the main building through the use of the chimney, which now becomes a mechanical shaft.). Jefferson's hierarchy of buildings and connecting colonnades between Rotunda, Pavilions, and Ranges is now transformed and mimicked through the use of a series of piano nobles and proportioned openings between false facade and actual facade. A very formal axis is maintained through the public spaces between the lawn and the semi-public gardens to the east and as one enters the more private realm the spaces become more asymmetrical and heterotropic with only local symmetries which relate to a specific interior function. Finally an attempt has been made to extend and interconnect both landscape and building through forced perspective, topiary, and other landscape elements.



BYLAND RESIDENCE

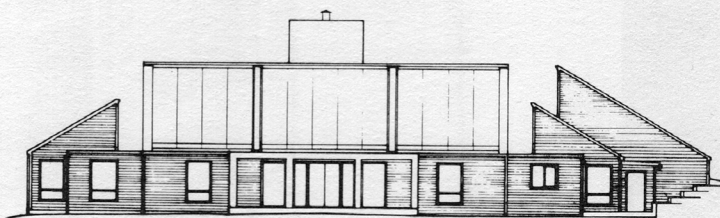
FAYETTE, MISSOURI

CRITIC: JAMES McCULLAR, ARCHITECT

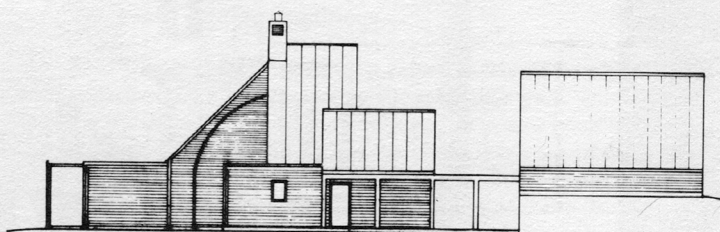
chris meinhardt arch. design studio II kansas state university spring, 1979



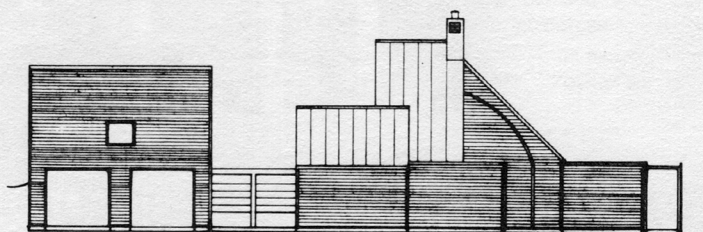
NORTH ELEVATION



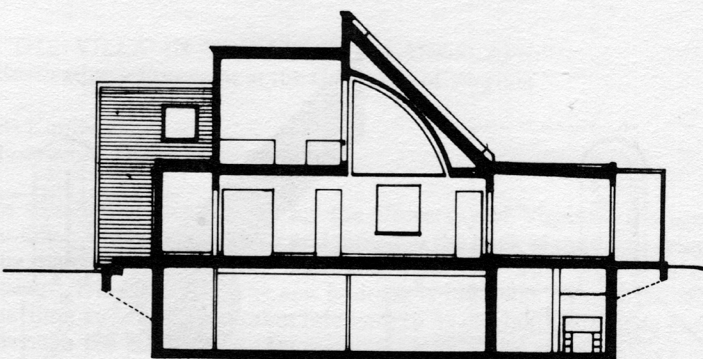
SOUTH ELEVATION



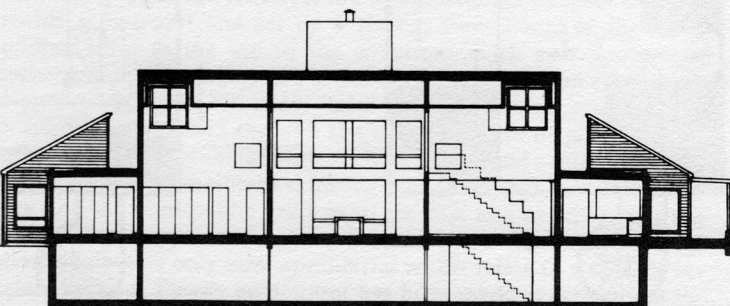
EAST ELEVATION



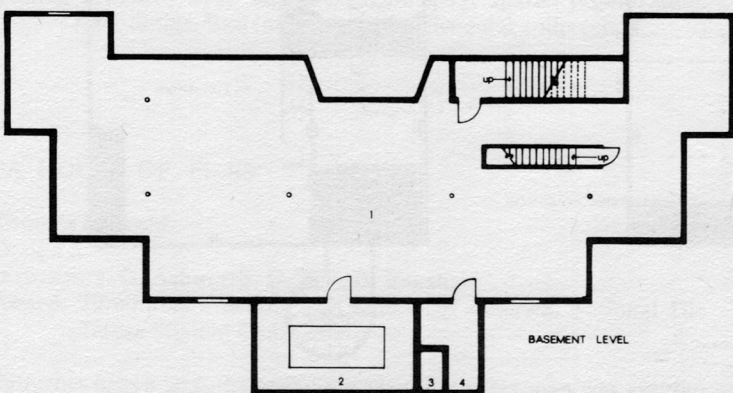
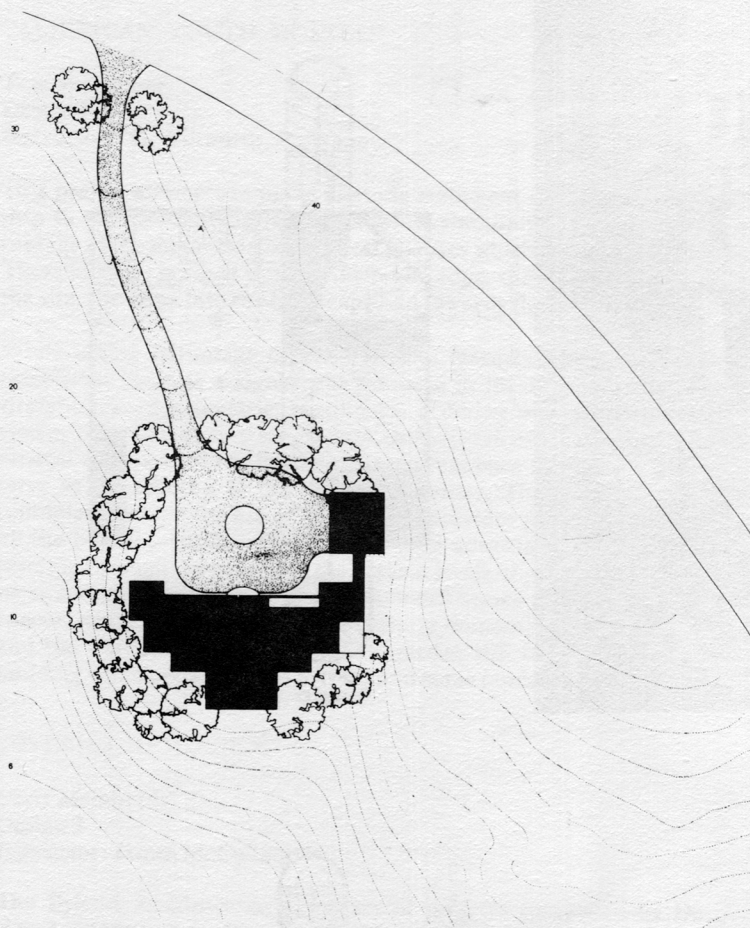
WEST ELEVATION



SECTION BB



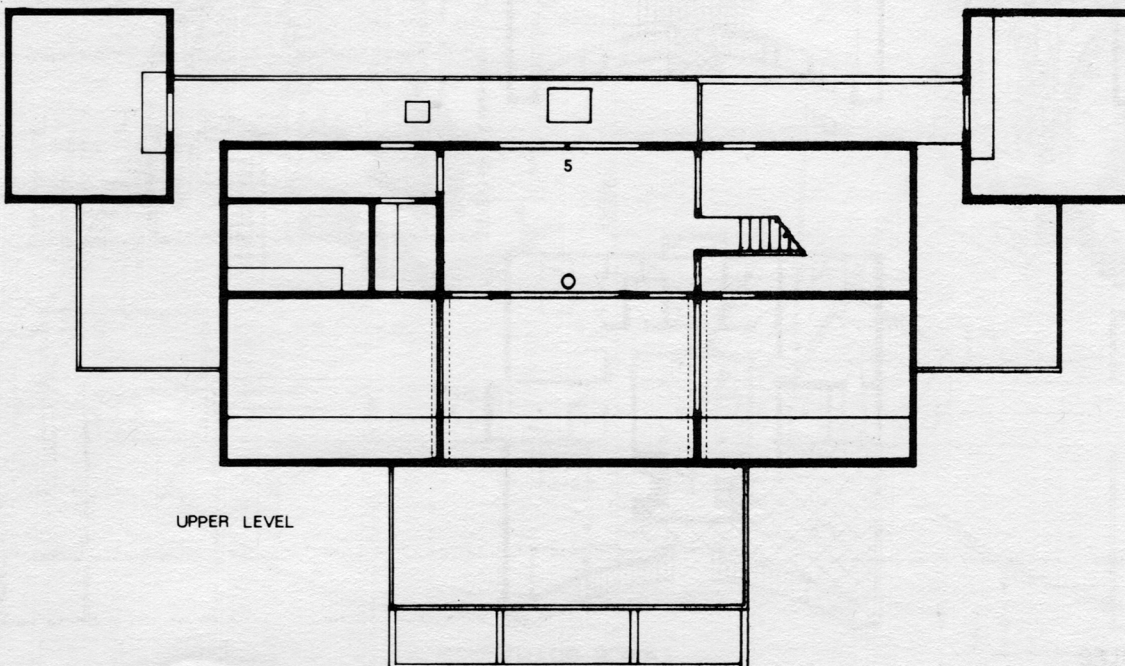
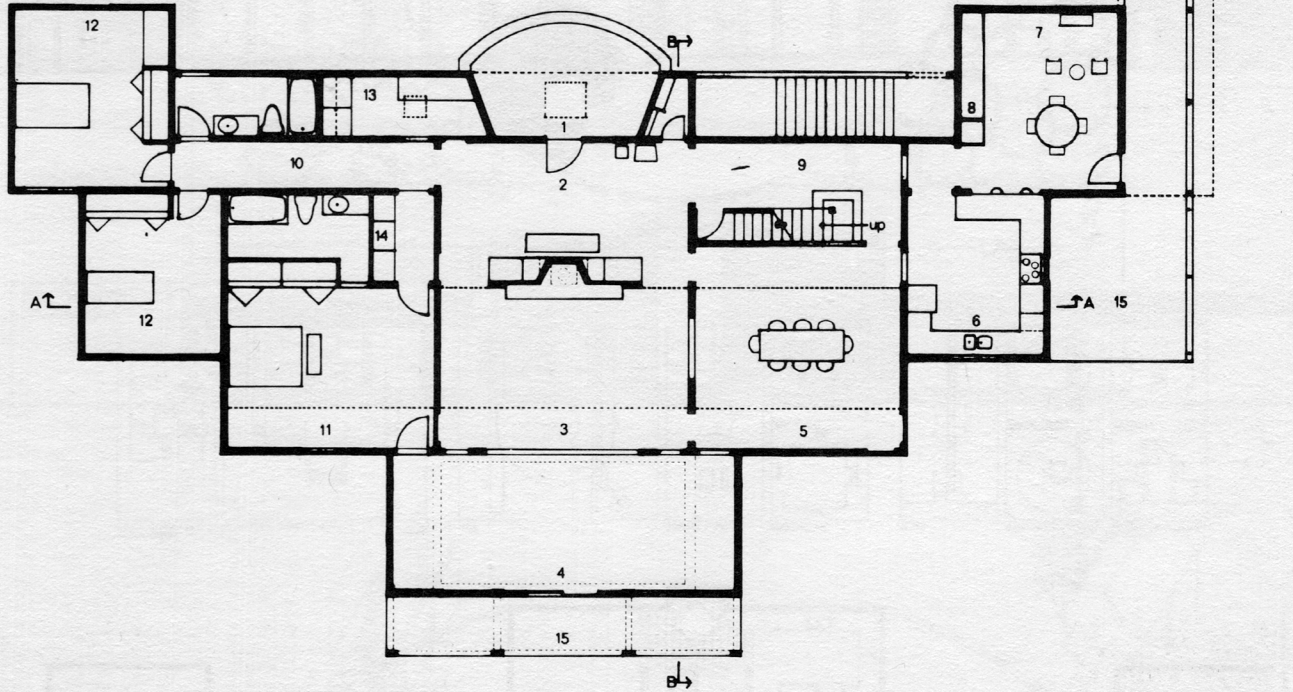
SECTION AA



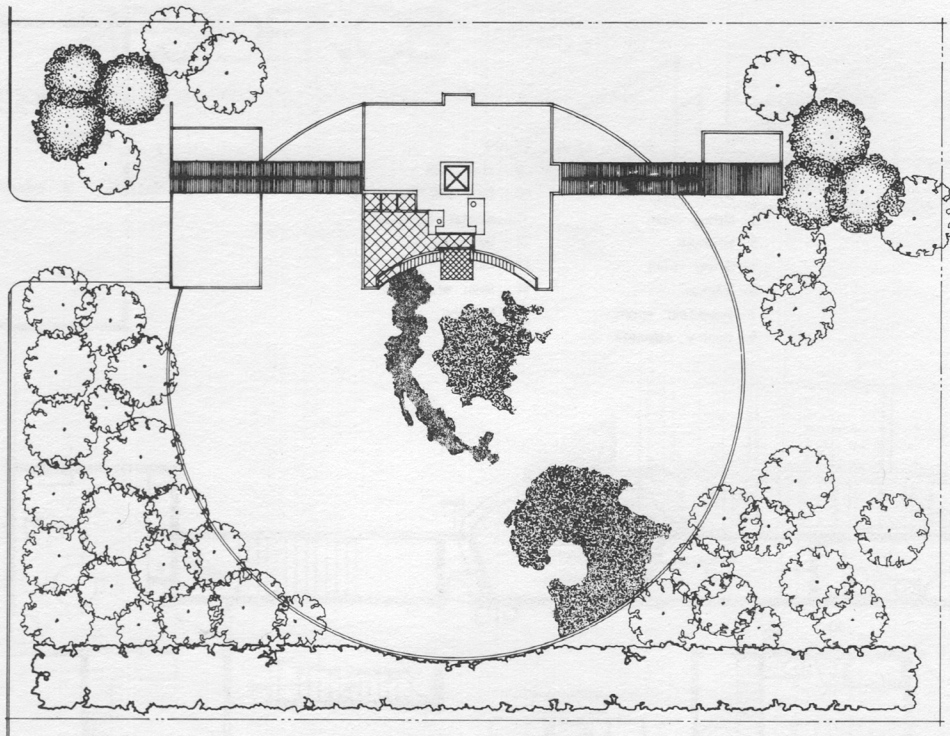
BASEMENT LEVEL

ENTRY LEVEL PLAN

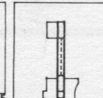
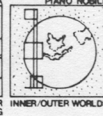
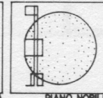
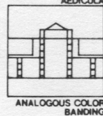
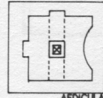
- | | |
|---------------------|---------------------|
| 1 - covered entry | 9 - stair hall |
| 2 - entry hall | 10 - bedroom hall |
| 3 - sitting room | 11 - master bedroom |
| 4 - solarium | 12 - bedroom |
| 5 - dining room | 13 - laundry |
| 6 - kitchen | 14 - linen storage |
| 7 - breakfast room | 15 - terrace |
| 8 - pantry cabinets | 16 - garage |



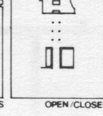
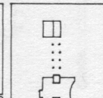
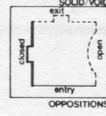
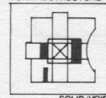
UPPER LEVEL



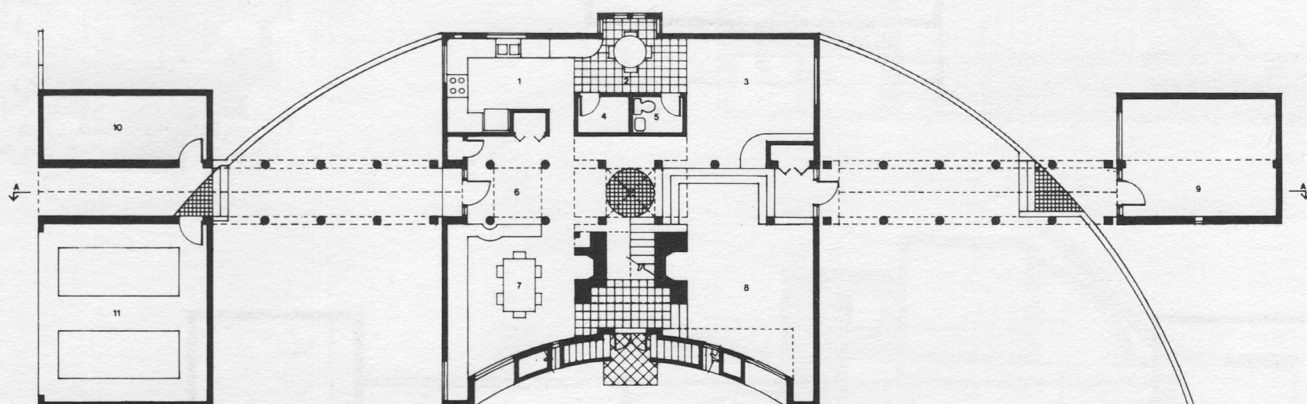
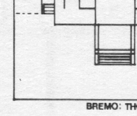
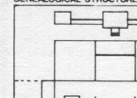
CERAMIC TILE USES:



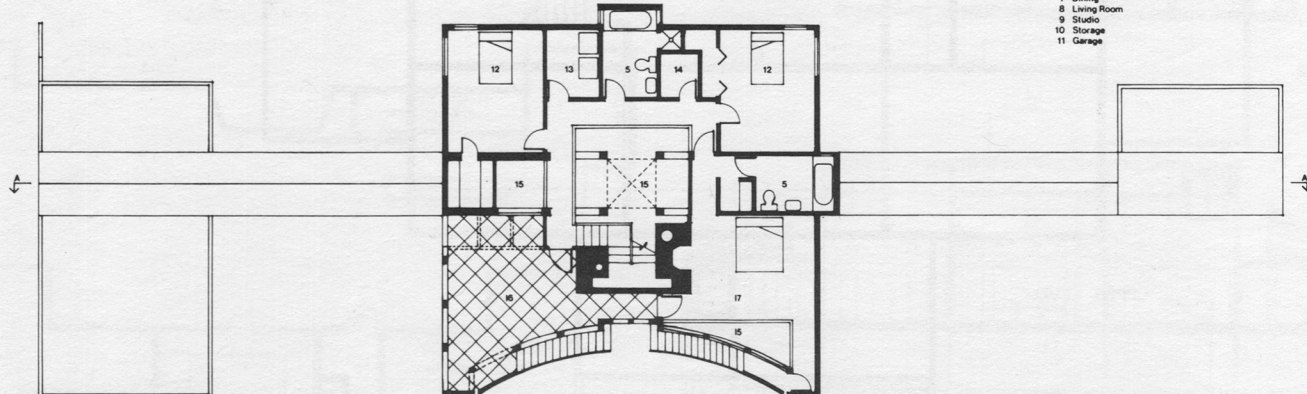
FORMAL STRUCTURE:



GENEALOGICAL STRUCTURE:

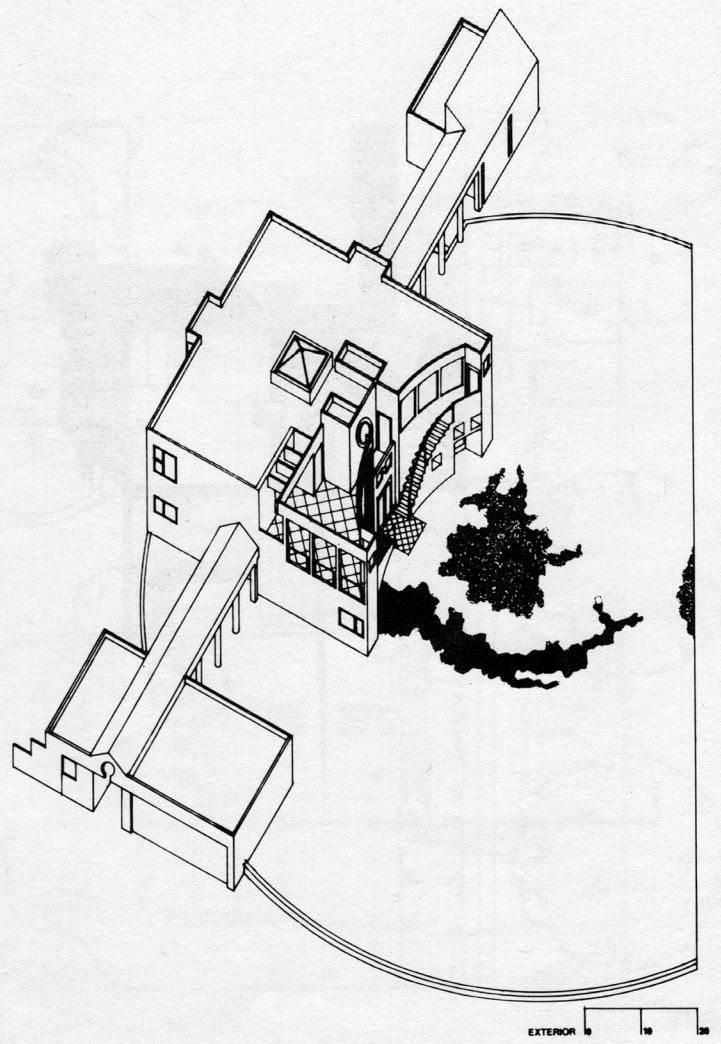
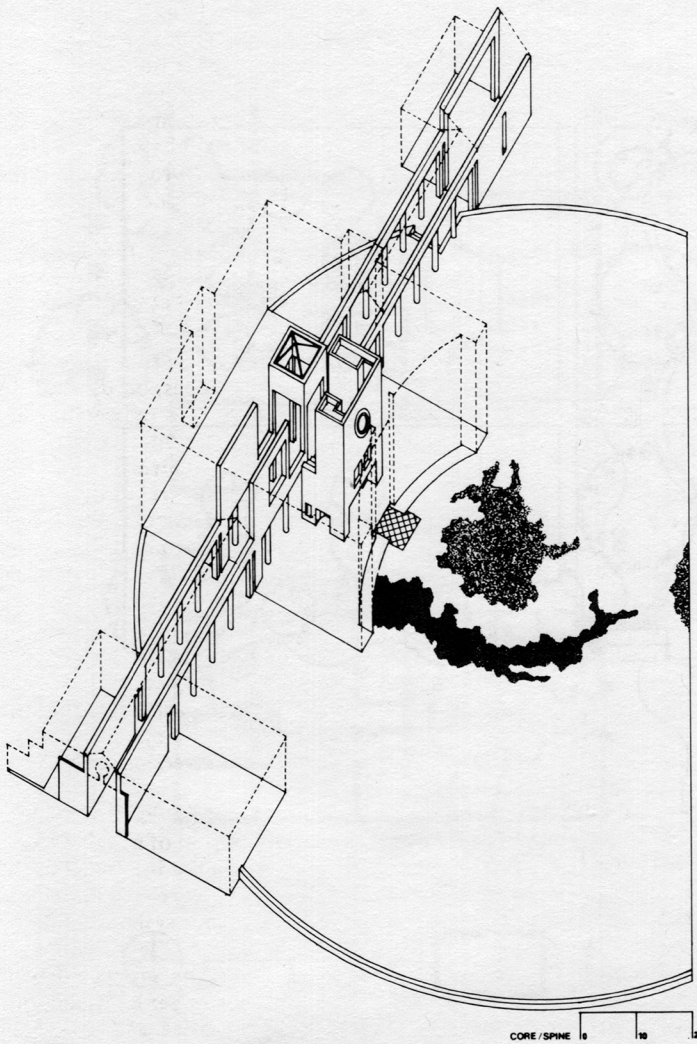
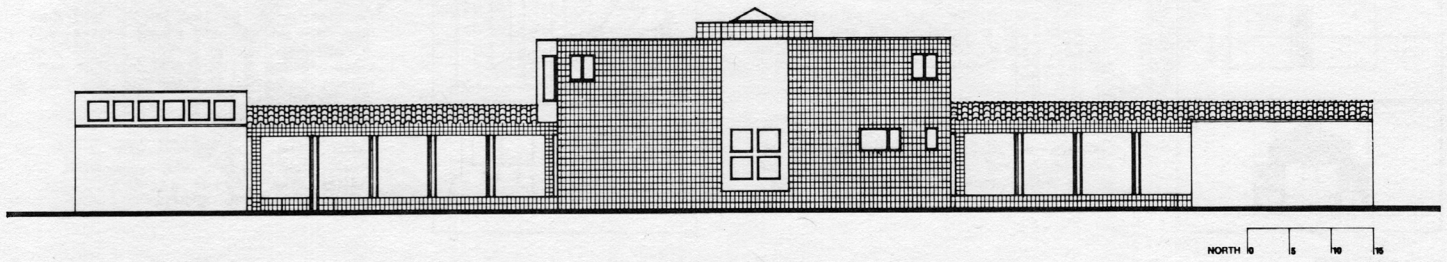
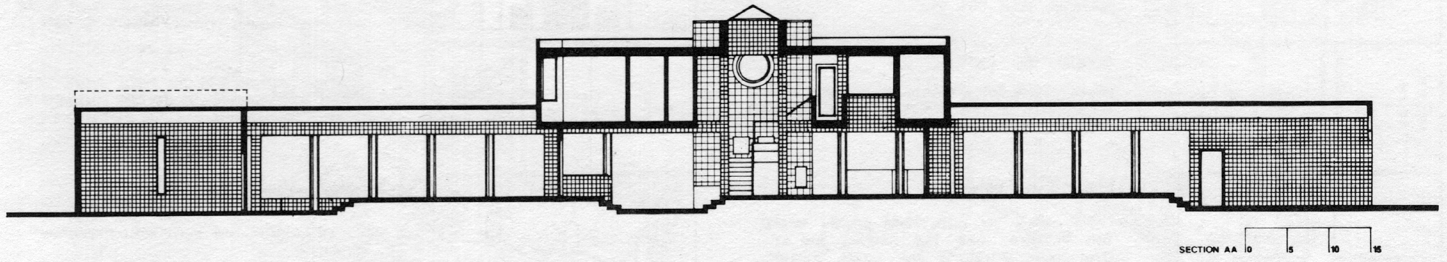
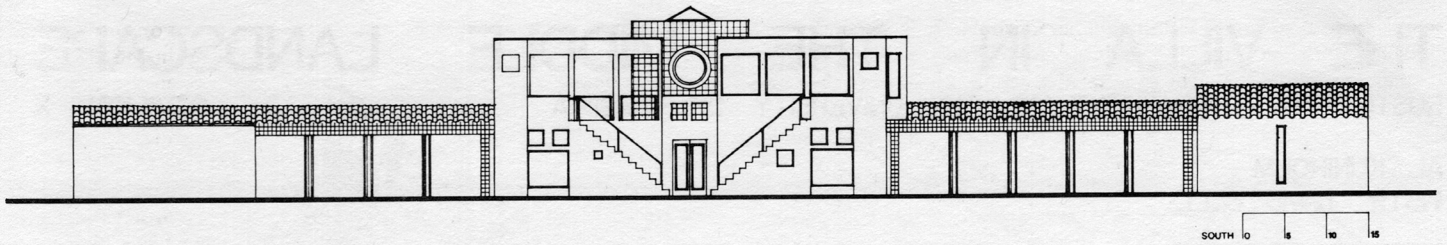


- 1 Kitchen
- 2 Eating Area
- 3 Family Room
- 4 Utility
- 5 Bathroom
- 6 Entry
- 7 Dining
- 8 Living Room
- 9 Studio
- 10 Storage
- 11 Garage
- 12 Bedroom
- 13 Laundry
- 14 Linen Closet
- 15 Open
- 16 Sun Deck
- 17 Master Bedroom



HOUSE OF TILES

LANCE BRAHT

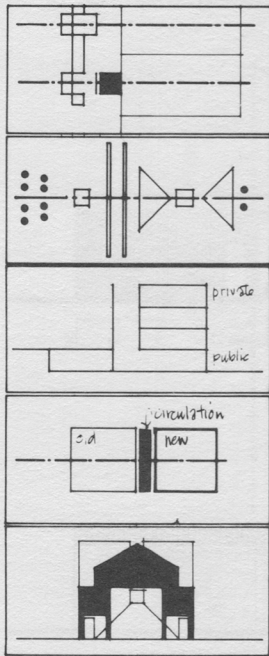


THE VILLA IN THE MIDDLE LANDSCAPE

RUSTICATING A FRAGMENT AT THE UNIVERSITY OF VIRGINIA

PAVILION X

AL KUNIHOLM
INSTR DAVID BELL



FORMAL AXIS

Organization of design respects formal axis relationships between the lawn and the center line of pavilions. Public spaces are arranged along this axis.

SEQUENTIAL EXPERIENCES

Public spaces are arranged along formal axis as a series of experiences between the lawn and the semi-public gardens to the east.

PUBLIC VS PRIVATE

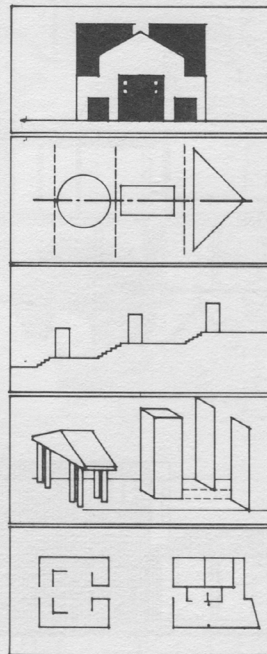
Public spaces are maintained on the formal axis between lawn and gardens and become more private as one moves towards the upper floors.

NEW VS OLD

New massing recalls the original massing of Pavilion X which is pulled to the rear of the site leaving a zone between old and new which serves as a circulation core.

HIERARCHICAL ENTRIES

Openings in layers provide a hierarchy of ritualized entries which mimic Jefferson's use of the orders between Rotunda, Pavilions and Ranges.



VISUAL DEPTH

Visual depth and extension of space is made possible both on entry from west as well as east through the use of forced perspective through colonnade and openings in layers to the west and through planter-columns to east.

LAYERING

Layering helps separate the public events along formal axis as well as provide a screen for private spaces above and to establish entry hierarchy.

PIANO NOBILE

A series of level changes also helps to separate entries and functions throughout composition.

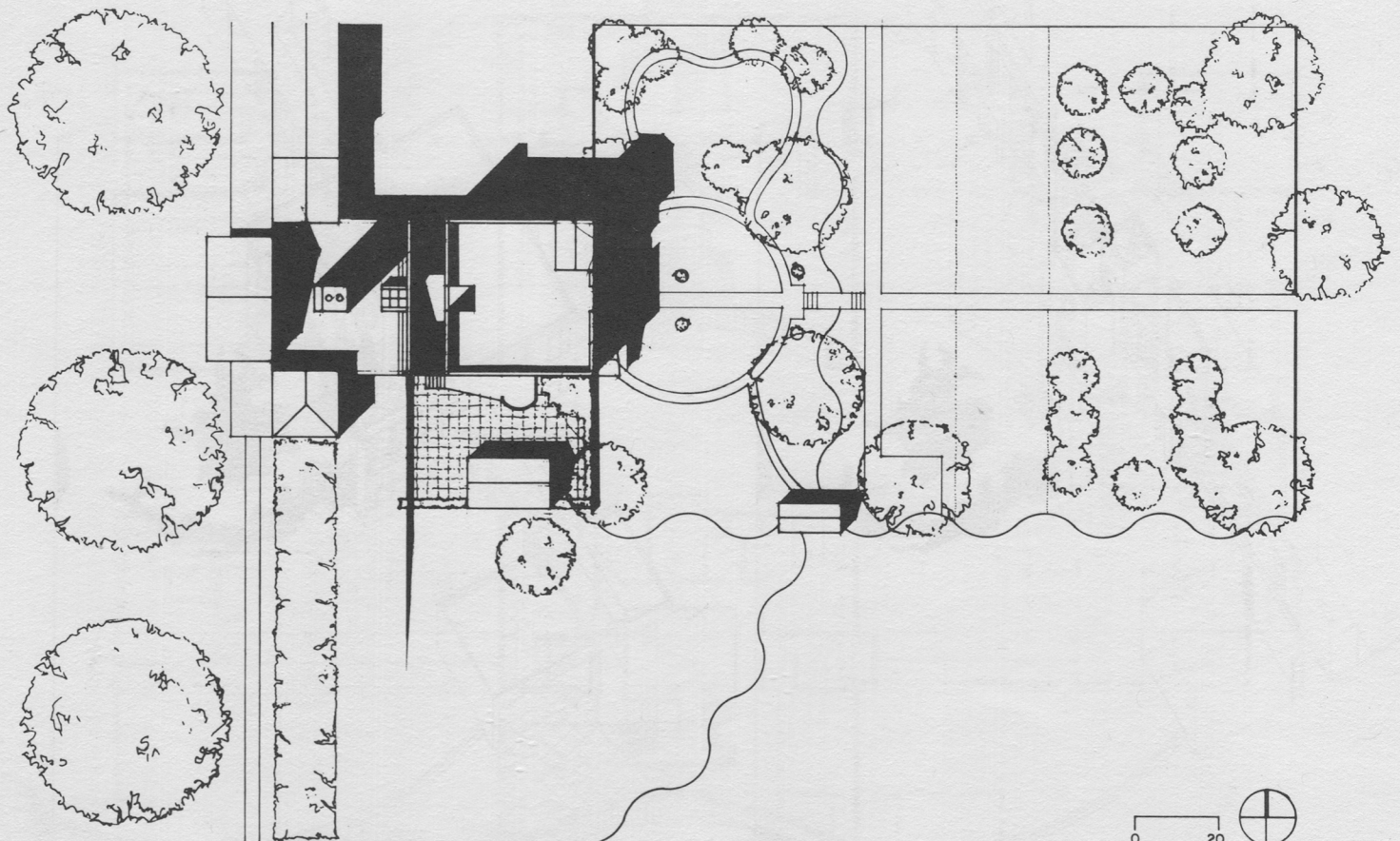
CONTRAST

Contrast plays a large role in separating new from old. The new facade serves as a backdrop to the portico and fireplace which remain as ruins. The fireplace mass becomes a mechanical shaft and also calls out the formal axis of the scheme.

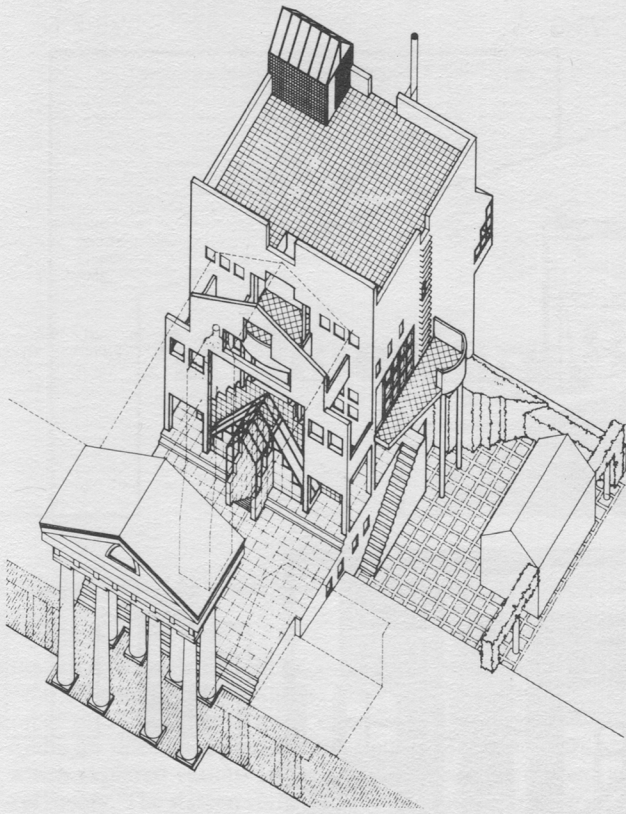
ORDER VS DISORDER

Public spaces along formal axis as well as restoration remains very symmetrical and ordered and becomes disordered as one moves into private spaces.

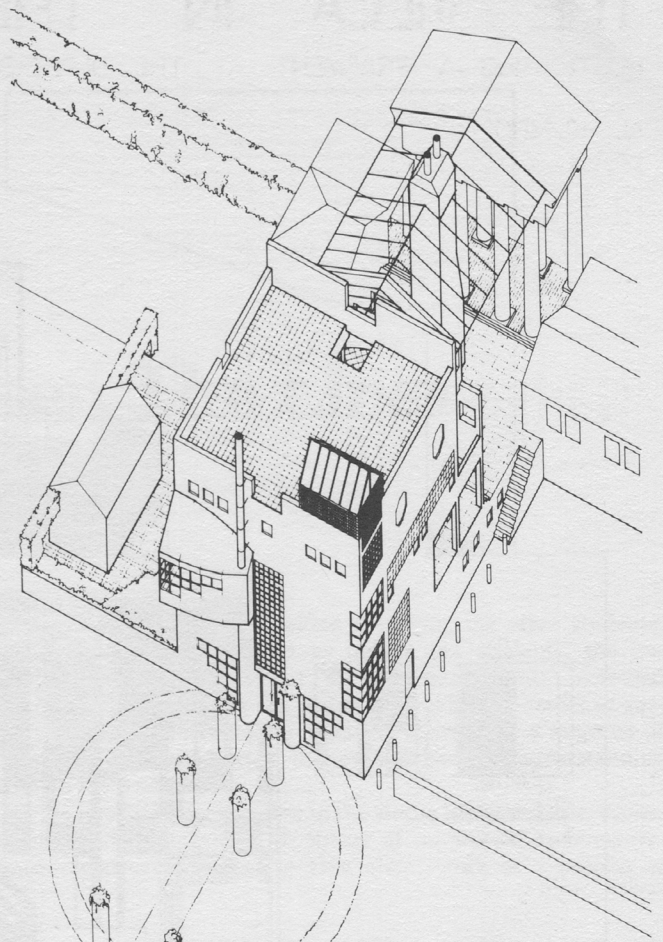
CONCEPTS



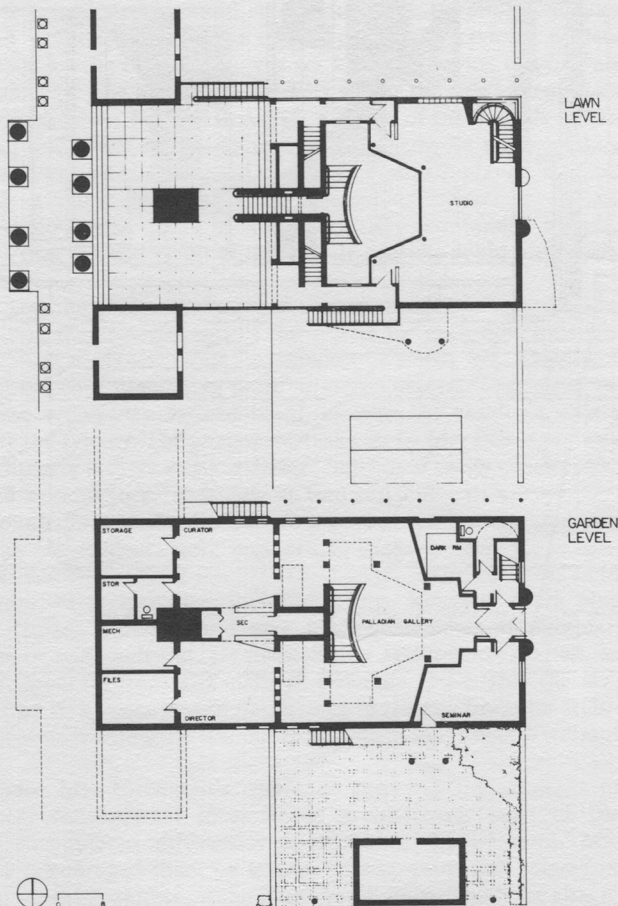
SITE



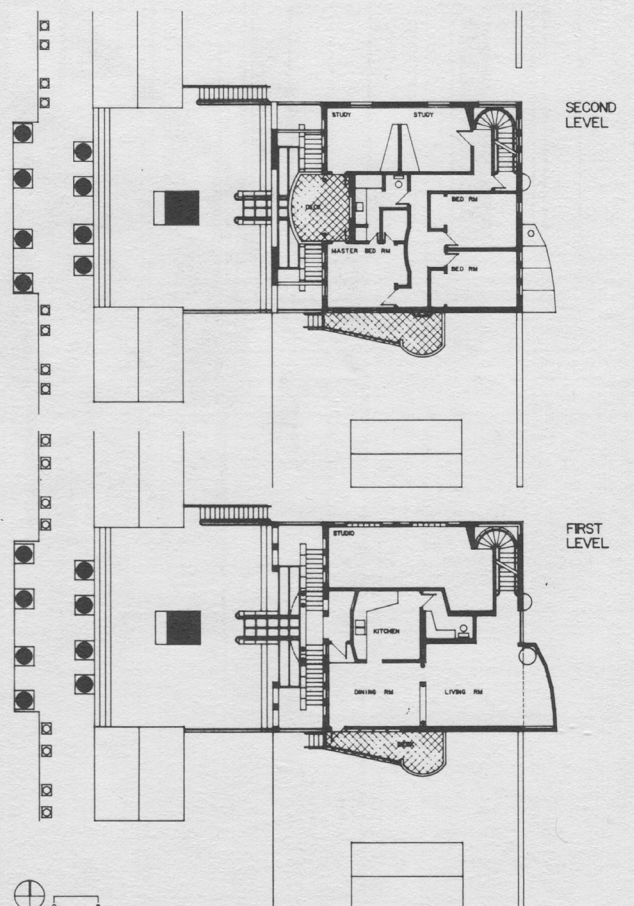
PAVILION X WEST AXONOMETRIC



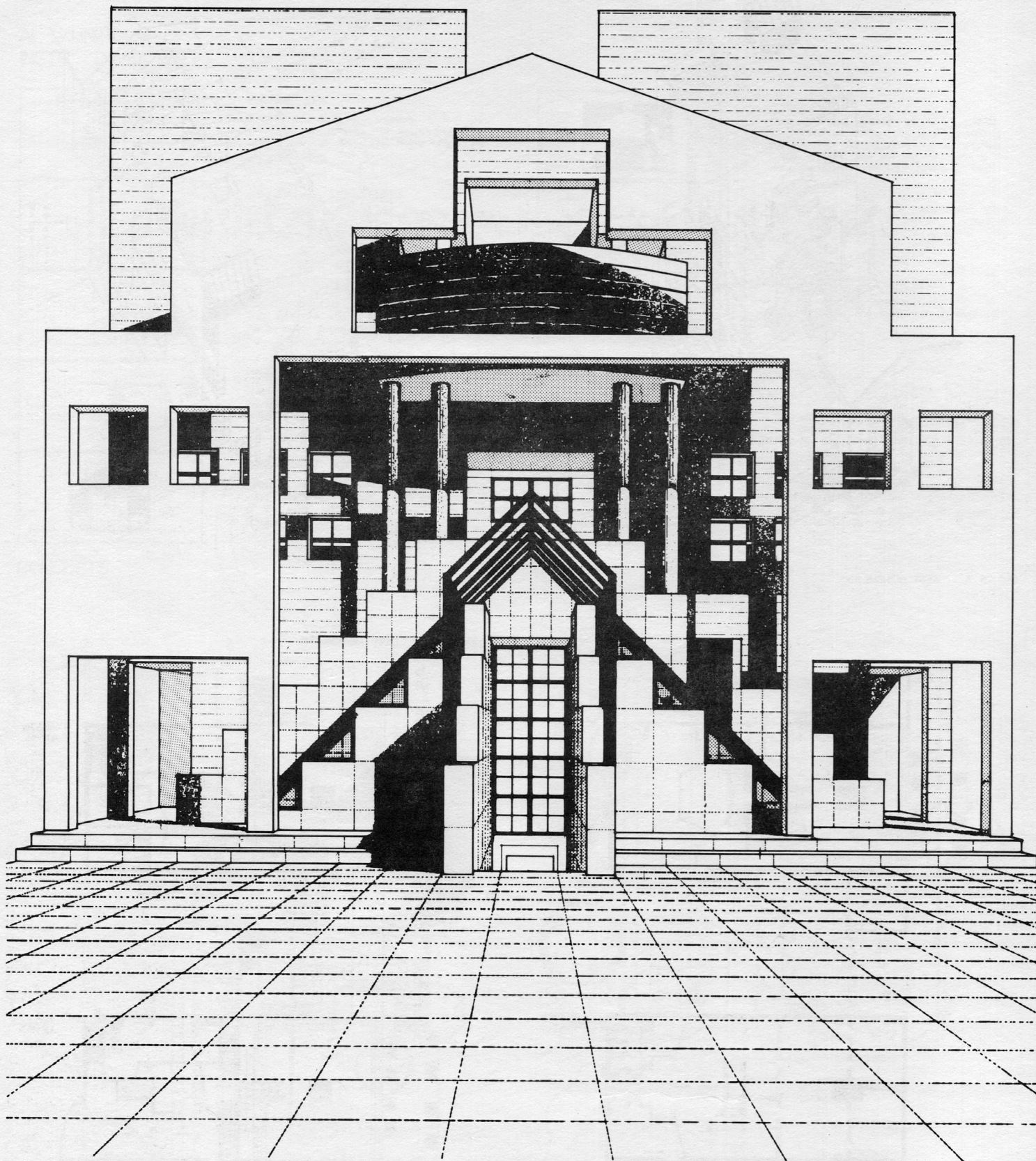
PAVILION X EAST AXONOMETRIC



PAVILION X



PAVILION X



PAVILION X WEST FACADE