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A COMMUNITY COLLEGE FOR YORKTON, SASKATCHEWAN

by

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Preface

The desire to base an architectural thesis on one's home area seemed particularly interesting provided that it be relevent to the community involved. Being from the Yorkton District in Saskatchewan, the City of Yorkton was chosen which presented itself to a number of potential studies, one of which was the need of a Community College.

Community Colleges in Saskatchewan and the Prairie Provinces at present are nearly filled to capacity with the future trend being towards increased enrolments along with an increase of facilities. Universities of the Prairie Provinces on the other hand have suffered a small decrease in enrolments at the present time but this will change with the future trend of smaller but steady increases in enrolment than the past.

The term 'Community College' covers the three technical-vocational services which are:

- Adult Basic Education
  - -enabling adults to continue and complete their High School education,

  Career/Occupational Education
  - -all courses offered at Techical Institutes with the result being a person obtaining an occupation,

  Extension & Community Services
  - -courses of academic and non-academic standings being given in surrounding communities in existing facilities when enough adults show interest to participate in such courses.

The present educational concept of Community Colleges in Saskatchewan is not towards more physical Community College structures but for province-

wide co-ordination of college classes to be given anywhere in the province where groups of adults show enough interest. These classes would use existing facilities in response to present economic conditions of the province.

Studies and charts carried out previously show a steady increase of provincial population growth, economic conditions, and Community College student population. Also shown is a need to develop a physical Community College structure to handle the student increase preferably in a regional centre outside the influence of the existing Community College centres of Moose Jaw, Regina, and Saskatoon by about 1986. According to the studies the centre having the greatest potential at that time would be the City of Yorkton, Saskatchewan.

By studying several studies done on the future expansion of the City of Yorkton the author incorporated his Community College design as a further influence to the growth and development of Yorkton's Central Business District.

For the program to be used for the proposed Community College in Yorkton, the author studied the Assiniboine Community College in Brandon, Manitoba. Yorkton by 1986 would be of similar size and make-up of Brandon when the Assiniboine Community College structure was built in 1968. Yorkton and Brandon's Service Areas are also similar with agriculture being of major importance and service industries not far behind.

Using the preceeding studies the author then carried out the design proposal of a Community College for the City of Yorkton, Saskatchewan as conditions warrent for 1986.

1 INTRODUCTION

An Historical Perspective

Adult Learning in Saskatchewan

There is a firm historical foundation to adult education in the Province of Saskatchewan. From the early days, Saskatchewan people have often been directly involved in affairs that affect them in an attempt to not ignore the unique geographic and social-economic factors of their communities. Involvement carries with it learning. The planning and organization of new developments requires new information. Aquiring information and distributing it for more intelligent decision making became the concern of many organizations.

This function has continued. Government Departments such as Agriculture, Public Health, Welfare, Education and the Youth Agency, have educational programs related to their services. The University of Saskatchewan has made its resources and information available through its Extension Departments. Organizations such as the Saskatchewan Wheat Pool, the Credit Union movement, the Saskatchewan Agricultural Societies and the Homemakers (Women's Institute), have a provincial network of people who have encouraged adult learning in order to achieve better ways of doing things. In addition, over 100 voluntary associations have adult learning programs of some description[1], and in 1970-71, $758,821.00 were spent by the people of Saskatchewan on adult learning programs offered by out-of-province private firms.[2]

The difficulty today arises not from insufficient resources, but primarily from lack of co-ordination and an unequal distribution of resources. Too often the objectives and services of organizations overlap in some regions, while other needed services are non-existent or unavailable

in other regions. More information and co-operation is needed if the educational needs of Saskatchewan citizens are to be served more efficiently and effectively.[3]

The Role of the Department of Education

At no time has the Department of Education been the sole organization involved in adult education in Saskatchewan. The present role of the Department of Education in adult education is somewhat less than a rational evolution of policy based on past learnings and present needs. The role of the Department of Education in adult education has varied according to the emphasis and priority accorded it by each administration.

The first official Adult Education Branch was established in 1944. The aims were: (a) to liquidate social, scientific and language illiteracy; (b) to help clarify the thinking of citizens regarding fundamental issues confronting modern society; (c) to promote responsible and co-operative citizens action and (d) to encourage integrated and creative community life. Policy emphasis was on 'studies then action' and decentralization. Responsibilities of the field men were to set the stage for issue-centred study, secure the services of appropriate experts, and advise the local committees on discussion methods and follow-up. Responsibility of the Department was to provide "appropriate and acceptable study material on any topic of interest to a group of citizens who aim at some constructive action in the community." This they did by either arranging distribution through existing sources or developing resources where none existed.[4]

Between 1945 and 1950, Lighted Schools, Basic English and Citizenship,

and Publications programs were added to the Study Action. Ten regional field men throughout the province and their Regional Co-ordinating Committees acted as the co-ordinators, advisors and facilitators of adult education programs in the region. The Branch gained a nation-wide reputation. From 1950 to 1955 there were expanded efforts in regional co-ordination and extensive programs in the arts, public affairs, international affairs, human relations. By 1957 most evening classes were self-supporting and the Branch invested most of its energy in co-ordination and consultation services. Saskatchewan House was opened in 1958 and became an important conference centre as well as housing continuing education resources.

The Centre for Community Studies, established in 1957 under joint sponsorship of the Province of Saskatchewan and the University provided some valuable research and resource material, before the withdrawal of provincial funds in 1964.

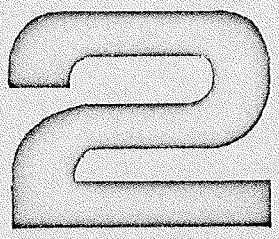
In 1963, the adult education division became the "Continuing Education Branch" and again regional field men provided leadership in community adult education. In 1966, however, the Branch was phased out of existence and the emphasis in adult education shifted away from community programming to the pressing need for expansion of the technical training capabilities of the Institutes of Applied Arts and Sciences.

The province withdrew its support of regional field staff. Confusion resulted as to the distribution of responsibility in adult education, particularly in the informal learning sphere. The local recreation boards of the newly formed Provincial Youth Agency assumed responsibility for some programs. Women's Institutes and other groups of concerned citizens provided programs as they were able, and some school boards accepted a

responsibility for providing adult classes to the local community.

By 1971 it was evident that some form of reassessment was required of post-school education in the province. University enrolments were not reaching projected numbers; the technical institutes were unable to accommodate applicants; adult education programs were offered by some school boards and not others. On July 1, 1972, a Department of Continuing Education was established, whose function is, among other things, to bring about a rational and coherent system of post-school learning in this province. That system will include, through community colleges, co-ordinated informal adult learning resources available from provincial sources.

A provincial education system develops within a specific social-historical content. New developments, to be relevant, should be in tune with not only our historic situation, but also the spirit of the people.[5]



GENERAL EDUCATIONAL CONCEPT STATEMENT FOR COMMUNITY COLLEGES

The Community College system is an organization of learning environments responsive to the needs of the community, offering flexible technical and liberal educational programs of a type and variety which will inspire and enable individuals to develop themselves to the fullest and thereby contribute to the enrichment of their community.

The programs, on a full or part time basis, provide continuing education, re-training and upgrading for individuals seeking personal and occupational development.

Instruction may be carried out with accreditation in any effective location; on campus or in other locations such as industrial or commercial sites, urban or rural centres, remote communities, or through correspondence, the communications media, or any combination of these.[6]

The Purpose of the College

In fulfilling the general concept the purposes of the college are:

1. To become comprehensive in nature offering a wide variety of academic, occupational and general programs oriented to the applied arts and sciences.

2. To offer programs of varying durations ranging from the one week seminar type through to the two-year technologies bearing a diploma standing.

3. To provide flexibility in the program offerings to meet the demands and felt needs of both the individual and the community.

4. To provide those programs, not only on campus, but elsewhere in the community and the industrial society as needs may be evidenced.

5. To give full cognizance to technical, industrial, business and social programs as they may be relevant to their various communities and clients.

6. To support, as far as it is possible to support and develop, an "open door" policy giving opportunity to all regardless of academic background, ethnic origin, race, color or creed.

7. To provide guidance and counselling for those in the community who require direction into a vocation for a way of life - and yet direction that will lead to a sense of achievement.

8. To enrich the total technical, cultural and social life of the community.

9. To relate within the community, accepting direction from the citizens of the community, in order to provide technical, industrial and social competence for the growth of the community as a whole.

Influences of the Physical Structure of a Community College

The architectural implications seem to be that there are limits to the possibility of producing a really effective site plan in dealing with all aspects of growth. Architects have to allow for a considerable range of choice and increase in the number of choices as the college grows, and to allow for unforseen aspects of the growth process. They have to provide a

great deal of flexibility about the use of buildings on the site, and also have to allow for people using buildings who have had very little to do with their design. There is a need, therefore, for the maximum amount of flexible and 'free' space - including space for unforseen and usually informal student activities.

The academic pattern (academic program) also influences architectural planning. Some of the new colleges are making substantial modifications to the conventional department organization. They are looking for units of organization different from departments, and they are concerned with all kinds of link activities which do not properly fit within any particular department. In the college, when 'schools of study' take the place of departments, it is with a view to making for a new kind of pattern of learning in the college, much of it common to large groups of students. What they try to do is to ensure that every student combines the specialized study of a major subject with a common study of a group of related elements placing his specialization in its context.

A student taking technical-vocational courses would also take a series of business courses to gain a broader view of his/her role in the community. This overlapping of training would help to break down the former isolation of departments and help create a greater understanding of other academic areas which they will encounter in everyday life.

Given that there has been a breaking away from academic departments, this has had a considerable influence on the pattern of building, particularly in the arts and social studies. Educators have found it possible to distribute offices of the members of the staff at random and not in subject groupings. They have produced new relationships and new 'mixes'. How far the educators can push all this, for how long, and in

what kind of a way are interesting questions which continue to be subject to change.

The extremes of climate during the academic year make it quite necessary to reject the established college concept of scattered buildings, where the college is complete only when the last building is added, and no recognition of the extremes in climate and subsequent inconvenience are expressed in the concept of individual buildings. Subsequently, the climate controlled pedestrian access systems become the arteries of the college, or more correctly, the feeding spines, and it is along these that all the activities of the college are clustered.

The single building complex should offer the opportunity to create spaces which are as pertinent to the student's college experience as the classrooms themselves. These spaces will bring the student and the faculty community together for the important exchange of ideas and experience that takes place other than in the classroom.

The pedestrian concourse or central spine would be much more than just indoor corridors. They would be naturally lighted and varied in height, expanding at intervals to include lounge and eating areas. One may see in the concourse system a way to provide the "nonacademic space" that is not covered in the typical square-foot formulas for academic or residential buildings. Especially in a climate where outdoor spaces are seldom comfortable, this unassigned space is as essential to the success of the college as computer hardware or labatory space.[7]

Centralization of all academic and social facilities at the central spine in one building intensifies and makes maximum use of the limited time each student spends in a commuting college situation. This high density concentration of facilities and students increases the contact

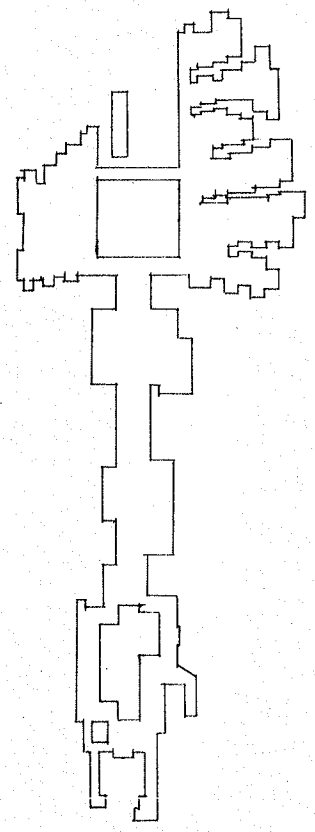
opportunities and interchange of ideas and thoughts among students not only within the various fields of interest but also among students in different fields.[8]

In a college in which the majority of students commute and remain in the building for only a few hours each day, the spacial experience must be an intense one. These transient students can not afford the luxury of prolonged exposure to their surroundings as full time university students can. An attempt should be made, to establish, by the arrangement of the building and spaces, an intimate environment which is human in scale, while solving the obvious functional requirements of the facilities. There are no large, overpowering vistas or grand halls. The students dine, study, and socialize in small groups. Every attempt should be made to scale the surroundings (building and landscaping) and activities to the individual.[9]

Simon Fraser University
Vancouver, British Columbia

Simon Fraser brought the concept of compact multi-use space into a single megastructure - a university arranged horizontally along a central spine which accommodates all services, covered pedestrian traffic and parking. In Simon Fraser the problem of expansion was answered by establishing a spine which was fixed and unchanging, from which growth would occur on the periphery when and where necessary, without disturbing the central cone of the university. Since most growth occurs in the lab and lecture areas, these were relegated to either side of a quadrangle at the top of the campus. At the same time, there was an effort to make all space anonymous and interconnected so as to provide for the greatest possible interchange among the various disciplines. The spine, which is

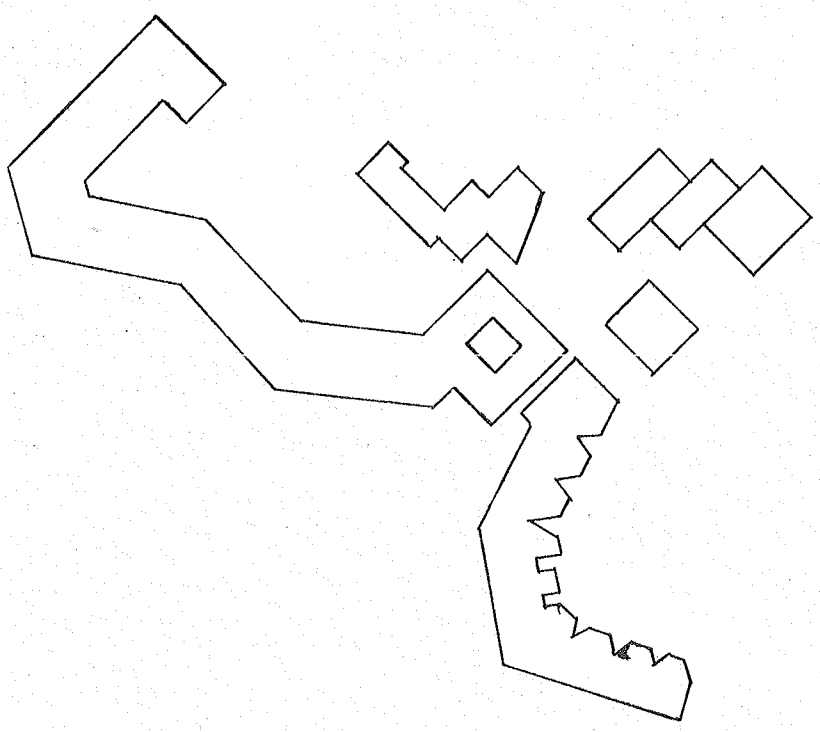
the heart and circulation system of the university, provides areas for student communication and contemplation - the busy mall, the quiet quadrangle.[10] Maximum expansion must reflect maximum communication time required between both ends.



Scarborough College
Scarborough, Ontario

Whereas Simon Fraser is a chain of events along the spine, Scarborough went further in eliminating altogether the identities of different parts.

Not having quite the problems of a major university, Scarborough was able to meld all the differing accommodation of the college - classrooms, laboratories, library, offices, cafeteria, lounges, etc. - into one continuous complex. Since all labs and classrooms are completely convertible, they can be programmed for any department. Expansion is achieved quite simply at either end. Whereas Simon Fraser is linked by a spine which presents a series of exterior courts to the pedestrian, Scarborough is built around a continuous interior street that expands and contracts in design, allowing for lounges and meeting places along its length, each in its way an adaption to different climates.[11] Again, the maximum distance between ends influences the length and size of the college.

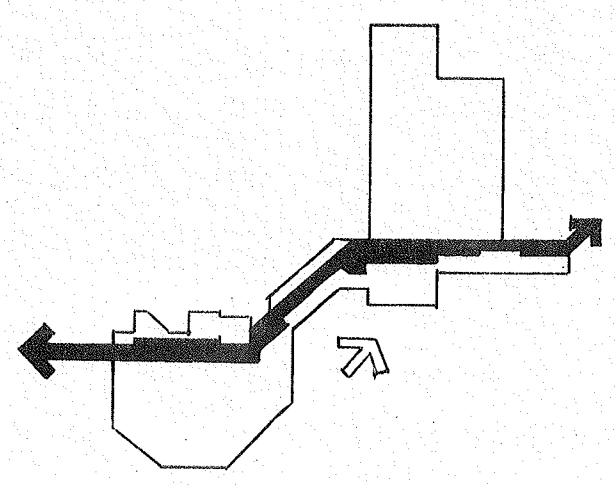


Conestoga College of Applied Arts and Technology
Kitchener, Ontario

The master plan calls for an educational complex built around a pedestrian and services movement system or street with academic facilities, plugging into this street as required. Commons facilities, a permanent library and a cafeteria will be concentrated towards the centre of the complex; more specialized academic needs will ultimately be located towards either end of the street.

Planning of interior spaces to ensure an adaptability that would accommodate both phased physical expansion and the addition of new courses to the College cirriculum was required. Spaces that house specific functions on an interim basis, such as the library and the administration area, where to be designed to allow re-use on a permanent basis by other functions. All highly specialized facilities - labs for instance - were to be housed on a permanent basis from the outset. Adaptability was to be further increased by programming a suitable range of spaces compatible with class sizes and the daily schedule requirements of the academic program and by utilizing an easily moveable flexible modular furniture system.[12]

It must be noted that study type, its variety, break times and walking distances set definite limits of linear growth.



Korah Collegiate and Vocational School
Sault Ste. Marie, Ontario

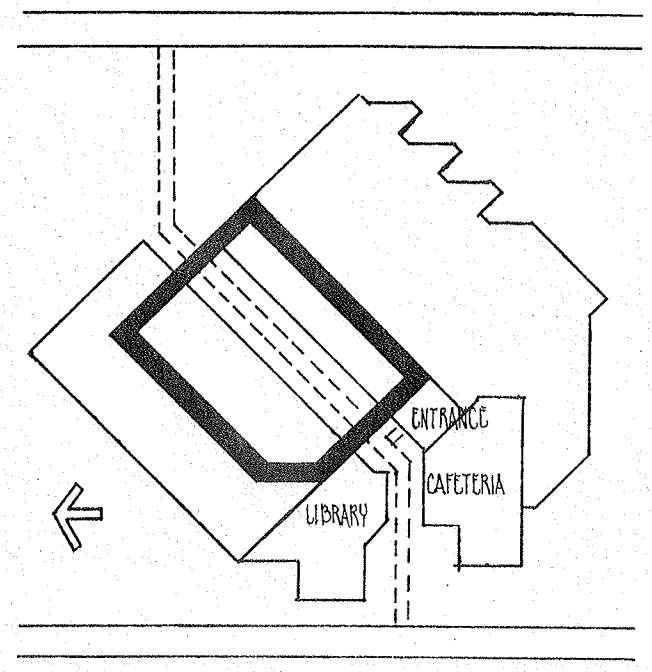
The school is sited between two streets which are connected by a pedestrian 'school street' around which the school building is formed. This school street becomes the nucleus of all the functions of the school.

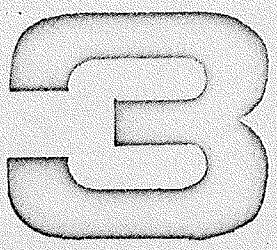
The building itself is basically two parallel wings separated by the out-door pedestrian street which widens between the wings to form a courtyard. Both wings have central corridors with teaching areas on both sides. The inner rooms open onto the courtyard. These classroom wings which include administration and gymnasia are terminated by the major communal spaces, the auditorium, cafeteria and library turned at a 45 degree angle to orient toward the main traffic street.

The corridors of the two wings are joined, giving a square circulation corridor for the whole building. The corridor becomes a glass-walled 'link' as it passes over the outdoor 'street' offering constant contact with the major focus of the school.

The library is directly related to the majority of classrooms with entrances to it on the central second floor and onto its mezzanine from the third floor. The library's proximity to the main entrance makes it easily accessible and allows for separate use in the evenings.

The cafeteria is entered off the main entry halls and from the 'street' onto which it has a view. It can be used as a study area after the servery is closed.[13]


ENTRANCE
CAFETERIA
LIBRARY



IMPORTANCE OF PHYSICAL FLEXIBILITY

No matter how much schooling may change through the years, at its core will be people wishing to communicate with people. Traditionally, we have provided classrooms for this purpose. Most of them have been standard boxes connected like railway coaches, their interiors often no more attractive and sometimes no less confining. This linear box-like arrangement is slowly giving way to places where comfort and freedom are companions of learning. These places are being clustered to enable the quick assembly of larger and different spaces as needs change hourly, dayly, monthly, yearly.

Spaces where people deal with people, where teachers and learners discuss the values implicit in a matter, are easier to design than are the facilities in which learners work with things - for we do not know what tomorrow's thing will be. What, for example, will be the effect of communication by laser on building design? What kinds of energy will have to be piped to what machines not yet invented? About all one can say for sure is that schooling cannot be sure. We should, therefore, plan all our buildings to be rearrangeable, with wall, floor or ceiling providing an arterial system for present-day utilities and the space through which new lines of energy may some day be run.

We can also hedge our bets against obsolescence induced by advances in educational technology and changing community characteristics by lowering the degree of permanence in initial building. Present construction standards give the impression of encouraging a measure of permanence. That we have done so in the past is evidenced in the current difficulties being experienced in upgrading fortress-like schools in older residential areas. It seems like the better part of wisdom to bring the degree of permanence in facilities for schooling into line with that of most industrial

construction - a life expectancy of 20 to 30 years.[14]

Another reason for flexibility is due to change of people, ideas, politics, and technology during the time loss in planning between political and administrative decision and occupancy which is due to an international study of 5 to 8 years.

To meet the challenge of changes and variations in teaching techniques and in facilities, the structure should allow for great flexibility. A surge space, or unassigned blocks of teaching facilities should be available to allow the departments to either increase or decrease in size from year to year. A decrease in physical department size would be undertaken only with adjoining department size increase. Classroom blocks can be used year after year with little or no modifications.

The use of audio-visual teaching is based on the maximum ability of each student, not on a dangerous average. Repetitions are avoided by the use of tapes which the student can watch leaving the teacher free to use his time to help the student with his problems, solve them with him, do research and improve their courses. Education becomes more precise and individual. The energy of student and teacher is more efficiently utilized.

To express these new educational concepts involves primarily four types of architectural spaces;

1) individual spaces

-library carrel - to study alone at one's individual rate

-desk

2) a common library-cultural centre

-a learning resource centre containing books, reference material, and audio-visual tapes relevent to each particular course of study

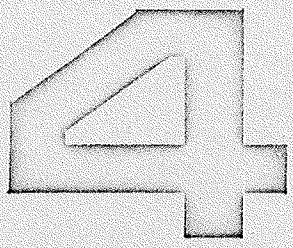
3) classroom and seminar room

-for group study and participation

-for further explanation and discussion of the course of study

4) lecture theatre

-for very large groups where generalized lectures and discussions can take place being common to several courses of study.



DESIRABLE CHARACTERISTICS OF A COLLEGE COMMUNITY

A college can bring many benefits to a community, in terms of economic diversification and expansion, sociological changes and physical improvements. Its economic impact may be similar to that of a new industry, as it adds a new payroll and a market for college equipment as well as the individual needs of staff and students. Sociologically, the addition to the community of highly trained faculty can add significantly to the supply of community leaders as well as to the demand for facilities and services. Physically, the construction of college buildings has a direct influence on the city's appearance and may also tend to stimulate improved private development.

A college is also a response to community need. The maximum benefits to both the college and the community can be obtained if the college is located in a city whcih provides supporting services and facilities of sufficient scope and scale to serve college needs. These include shopping facilities, residential accommodation of various types, good educational facilities at the elementary and high school level, cultural activities and facilities and recreation facilities. In addition, the community should have a suitable 'climate' for a college, which involves an appreciation by the citizens of the value of a college and a desire to co-operate in every way possible.

The availability of suitable land for a college site is another important factor. If municipally-owned land can be available for this purpose, or if land can be readily acquired when needed, then the college will not be faced with disruption of construction schedules due to prolonged land negotiations.

The college must depend on the community for protection of a college site. If the community has an approved long-range comprehensive plan for

development, which provides for appropriate uses of land adjacent to a college site, it is evident that the role of the college in the community and the needs of the college have been considered. Zoning by-laws can prevent development which is contrary to the plan but, in addition, the community should have a positive program for implementation of aspects of the plan which can appropriately be undertaken by, or guided by, the municipality. This might include planning selected areas for multiple-family residential use, with a variety of housing types, such as apartments, town houses and duplexes.

A community which has these essential qualities, facilities and services, in addition to a satisfactory location in the province in relation to population, should merit serious consideration as a college centre.[15]

Institution-Community Integration

Just as each individual has his rights and obligations, so should each community. If a community is not just a random collection of people and things, then it needs the qualities of community living, a community-life support system.

Educational facilities can be a very important part of any community-life support system - provided they are joined to the feeling and substance of community-life.

There are a number of ways in which this union can be brought about. To begin with, our buildings for schooling should be designed so that their facilities are more readily accessible for continuous use by all members of the community. But access means more than just easy entry into the

building and convenient parking. It is a quality of the entire plant that draws people. Good design which is able to attract people rather than repel. It is an ease of mobility within the physical surroundings - a building which accepts its surroundings rather then create a sense of isolating itself. Access is a totality of scope and execution that imbues the physical environment with a dynamic spirit and force.

Consistent with the move toward acceptance of the concept of facilities for schooling being part of an integrated community-life support system, it is only appropriate that design decisions be made at the local level. This will help to ensure that the facilities serve the needs of the community.

Physical facilities planned from the outset to couple schooling with other social services stand a far greater chance of being successful than those that are designed to serve only the educational needs of the community and then attempt to provide other services as an afterthought.

To encourage the joining process so that each school becomes the cultural, social recreational and educational heart of its community, a moratorium might be declared on the construction of any building, such as a community hall, local health clinic, swimming pool or library which instead of sitting in isolation in the community, joins the school to become an integral part of the community-life support system. Three important benefits are likely to accrue from such spatial integration: reduced capital and operating costs; improved community attitudes toward schooling; and increased use of the total services approach to meeting human needs.

The integration of school and community need not be limited to the addition of other public services and community activities such as swimming

pools, libraries and community halls. Space could also be provided on a lease basis to community-orientated businesses, such as banks, food markets, beauty salons and drug stores. Special provision might even be made for restaurants to serve the public and the school. The incorporation of commercial enterprises into community-schools would do more than draw adults into the facilities on a regular basis. The rents paid could be an important source of revenue for school boards. Also, these close-at-hand commercial enterprises could be a ready source of life experiences for learners.[16]

One example of space provided on a lease basis to community-orientated businesses is the University of Manitoba Student Union Building which contains a bank, bookstore, travel agency, barber shop, cafeteria, pin-ball machines, hairdressing salon, coffee shop, post office and related student services. However the location is one of isolation from the outside community and does little to serve the public but is mainly of benefit to the university.

The other extreme is the University of Winnipeg which contains few if any community-orientated businesses but because of its downtown location has all its commercial needs taken care of by the business district which surrounds the university.

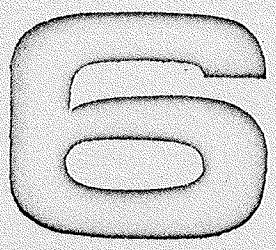
In conclusion the first case represents a benefit for the university which receives payment from leases to the businesses. The students gain in convenience. In the second case the university gains nothing. The community gains in taxes from the businesses and the students still have the same conveniences. The ideal solution would seem to be a cross between the two cases with community businesses being both within and adjacent to the university.

5 DESIGN CONCEPT

I assume, that buildings can do a great deal more in education than merely house students, teachers and 'facilities'. I assume that architecture can teach, directly:

1) by a basic modesty of concept, enriched by diversity of well composed materials and structure;
2) by respectful use of elements human in scale and dimension;
3) by bringing people together in face-to-face relationships;
4) by surrounding people with form, colors, textures, and human proportions;
5) by reminding people of past human accomplishments and emphasizing continuing values in human experience;
6) by employing landscaping; and
7) by involving people and exposing them to interests and ideas not only of their own.

My proposal begins with a street as a central spine which becomes the main hall of the college, not a corridor. Its limits are imperceptible and include all of the functions used by the college as a whole.



PROPOSAL
FOR
THE
CITY
OF
YORKTON
SASKATCHEWAN

To design a unified Community College structure to fill the needs and requirements of:

-the 1986 population of Yorkton and its Service Area,

-the demand of technical-vocational services such as;

-Adult Basic Education

-Career/Occupational Education

-Extension & Community Services

Present situation is Yorkton is:

Adult Basic Education

The Yorkton Regional High School handles eight hundred adults in evening and Saturday classes. There is an optimistic outlook in increasing this number as more facilities become available and as the city population increases.

Career/Occupational Education

There is no service of this kind in Yorkton but a definite need exists in the Province of Saskatchewan. Its presence requires a separate college structure or individual facilities including specialized lab and shop areas.

Extension & Community Services

This is carried on to a limited extent under the Adult Basic Education Branch. Classes are taught in the surrounding communities where enough interest is shown until the need is met. Existing facilities are used and the emphasis is basically one of co-ordination of staff and textbook supplies.

A Community College would serve the needs of the community and region through its main purpose of suppling Career/Occupational Education. It would handle the overflow of Adult Basic Education from the Yorkton Regional High School in day and evening classes. It would handle more efficiently the Extension and Community Services which require efficient co-ordination of staff, existing facilities and textbooks.

The preceeding proposal was developed through discussion with the members of the Department of Continuing Education in Yorkton and Regina, Saskatchewan.

Saskatchewan Population Distribution

A college campus should be located where is will serve the greatest number of potential students, which means that it should be in the heart of a region which is fairly densely populated. The college also needs to be in an urban community which is large enough to provide the various services required by the faculty and students. This suggests that it should be in a city which not only has a relatively large urban population, but also serves a large regional population.

It is evident that the City of Estevan, near the International Boundary, and the City of Lloydminster, on the Alberta-Saskatchewan boundary, have limited service areas within the province. (see map on page 35)

The circle around each of the other cities, which has a radius equal to half the distance between Regina and Saskatoon, makes it possible to compare service areas of comparible size around each city. (Research &

Statistics Branch, Department of Public Health) North Battleford and Prince Albert are close enough to Saskatoon for students to attend university in Saskatoon. The service area of a university at either North Battleford or Prince Albert would overlap with the Saskatoon service area. In addition, the density of population north of Prince Albert is low, so its effective service area would be extremely limited.

Both Moose Jaw and Weyburn are within the Regina service area. The Weyburn service area would overlap with that of Regina and the population density in the southeast corner of the province is relatively low.

The City of Melville, one of the smaller cities, is just outside the Regina service area, near Yorkton. Yorkton's larger size and greater diversity of services make it preferable to Melville as a college centre. Yorkton's service area would be irregular in shape, as it overlaps with the Regina service area and the Qu'Appelle River creates a physical barrier to the south, but this would probably be more than offset by extension of the service area farther north and also east into Manitoba. It is evident in the following paragraphs that population density in the Yorkton area is relatively high.

The City of Swift Current, in the southwest corner of the province, is far enough from Saskatoon and Regina to preclude any major overlapping of service areas. A barrier is created by the South Saskatchewan River and reservoir north of Swift Current, which limits the service area to the north of the city. Density of population in the service area varies and is extremely low in some portions.

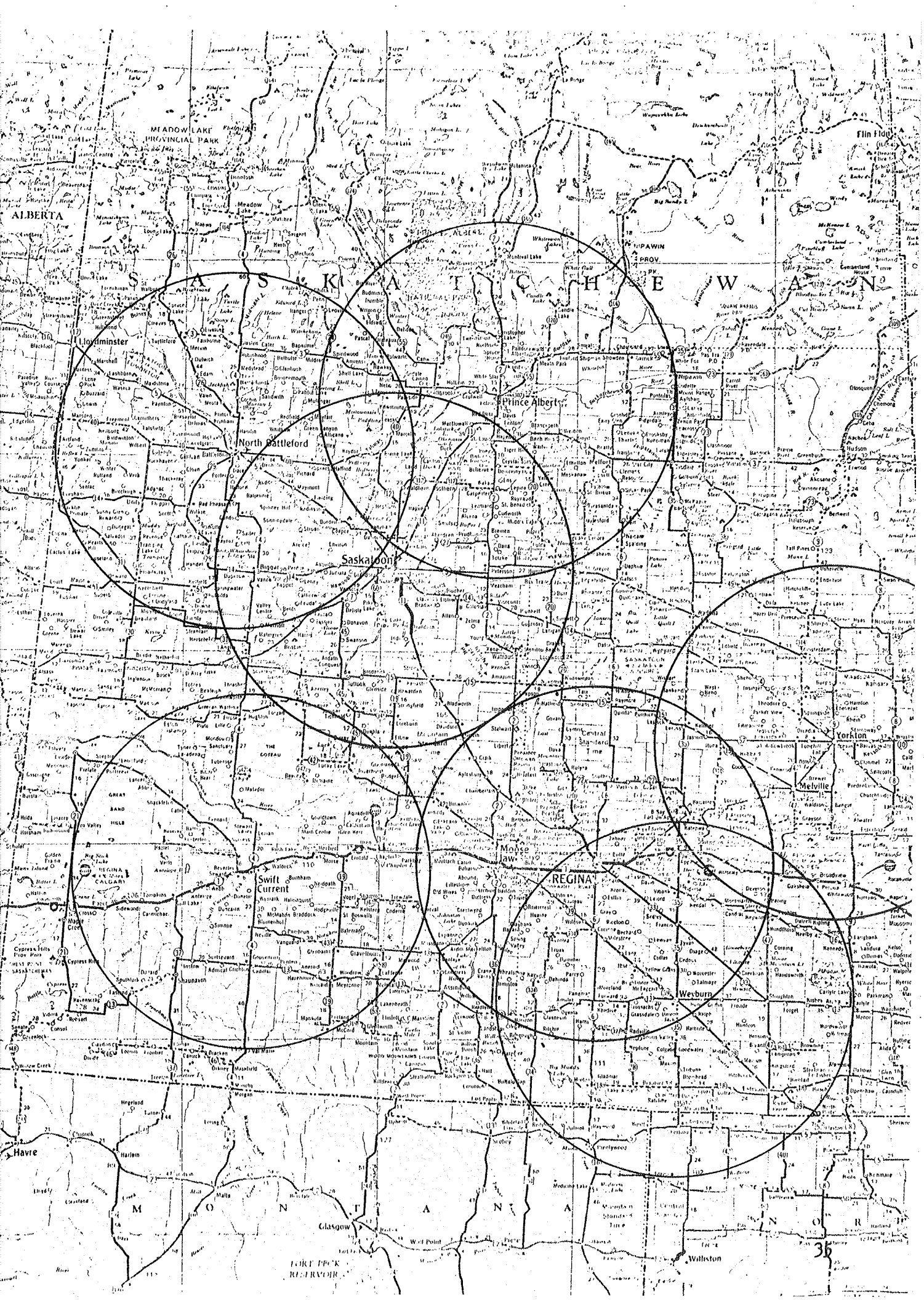
This review of cities in relation to present university centres and population distribution idicates that the Swift Current service area has the least amount of overlapping with Regina and Saskatoon and that Yorkton

is located in a more densely settled area. A comparison of total population in the regions served by each of these cities will be useful.

The City of Yorkton had a population of 9,995 in 1961, compared with 12,186 in the City of Swift Current. By 1965, population was estimated at 13,000 in Yorkton and 13,500 in Swift Current. Regional population figures confirm the fact that the population density is greater in the Yorkton area. Total population in the Yorkton area is 125,099 and this figure would be even larger if population in the Manitoba portion of the service area were added. Population in the Swift Current area is 60,986, or less than half the population in the Yorkton area.[17]

Outside the areas served by the two present university centers, the City of Yorkton is accessible to a larger number of people than any other city in the province. Assuming that there are no drastic differences in population age groups in different areas of the province, Yorkton is also accessible to the largest number of potential students.

The average radius of college influence is 80 miles as shown by the areas of influence on the map on page . Population of Brandon in 1968 was approximately 27,000 with a service region quite similar to that of Yorkton. The Assiniboine Community College built in Brandon at that time has a capacity of approximately 800 students. Yorkton by 1986 will have a population of approximately 27,000 but with a larger populated service region which would allow for a college size of approximately 1000 students.


ALBERTA
SASKATCHEWAN
MONTANA
NORTH DAKOTA
MEADOW LAKE PROVINCIAL PARK
Meadow Lake
Flin Flon
NIPAWIN PROV. PK
Lloydminster
Prince Albert
North Battleford
Saskatoon
Yorkton
Melville
Moose Jaw
REGINA
Swift Current
Weyburn
Havre
Glasgow
Williston
FORT PECK RESERVOIR
Central Standard Time

Estimated Population
Yorkton Primary Trading Area, 1966 - 1986

	1966	1971	1976	1981	1986
Rural Population	34,311	30,883	27,846	27,846	27,846
Urban Population (excl. Yorkton)	30,329	33,654	37,121	39,849	42,808
Sub-Total	64,640	64,537	64,967	67,695	70,654
Yorkton (high) projection, P2)	12,645	15,680	19,130	23,731	29,414
Total	77,285	80,217	84,097	91,416	100,608

Five Year Percentage Growth Rates
for Six Saskatchewan Cities[18]
1951 - 1966

	1951-1956	1956-1961	1961-1966
Regina	26.0%	24.7%	16.7%
Saskatoon	38.0	32.0	21.3
Prince Albert	18.7	19.0	8.8
Swift Current	42.0	16.0	19.0
Yorkton	16.6	20.6	26.8
North Battleford	19.5	25.8	9.2
Average five-year growth rate	26.6%	23.0%	16.7%

TRADING AREAS

DECEMBER 1967

INTENSIVE RETAIL TRADING AREA

PRIMARY TRADING AREA

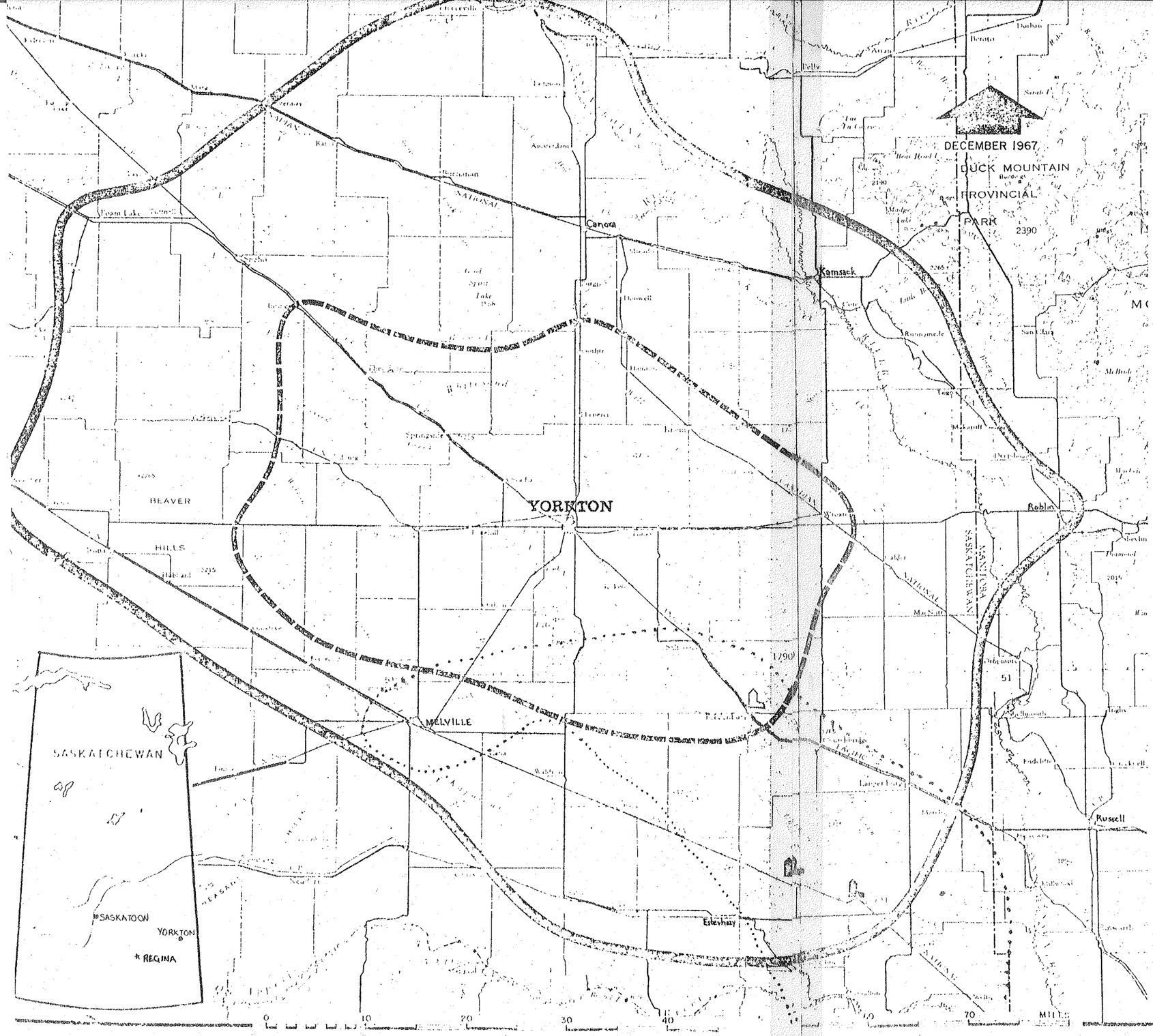
ZONE OF POTENTIAL POTASH MINE DEVELOPMENT

POTASH MINES UNDER CONSTRUCTION

PROPOSED POTASH MINES

0 5 10 20 30

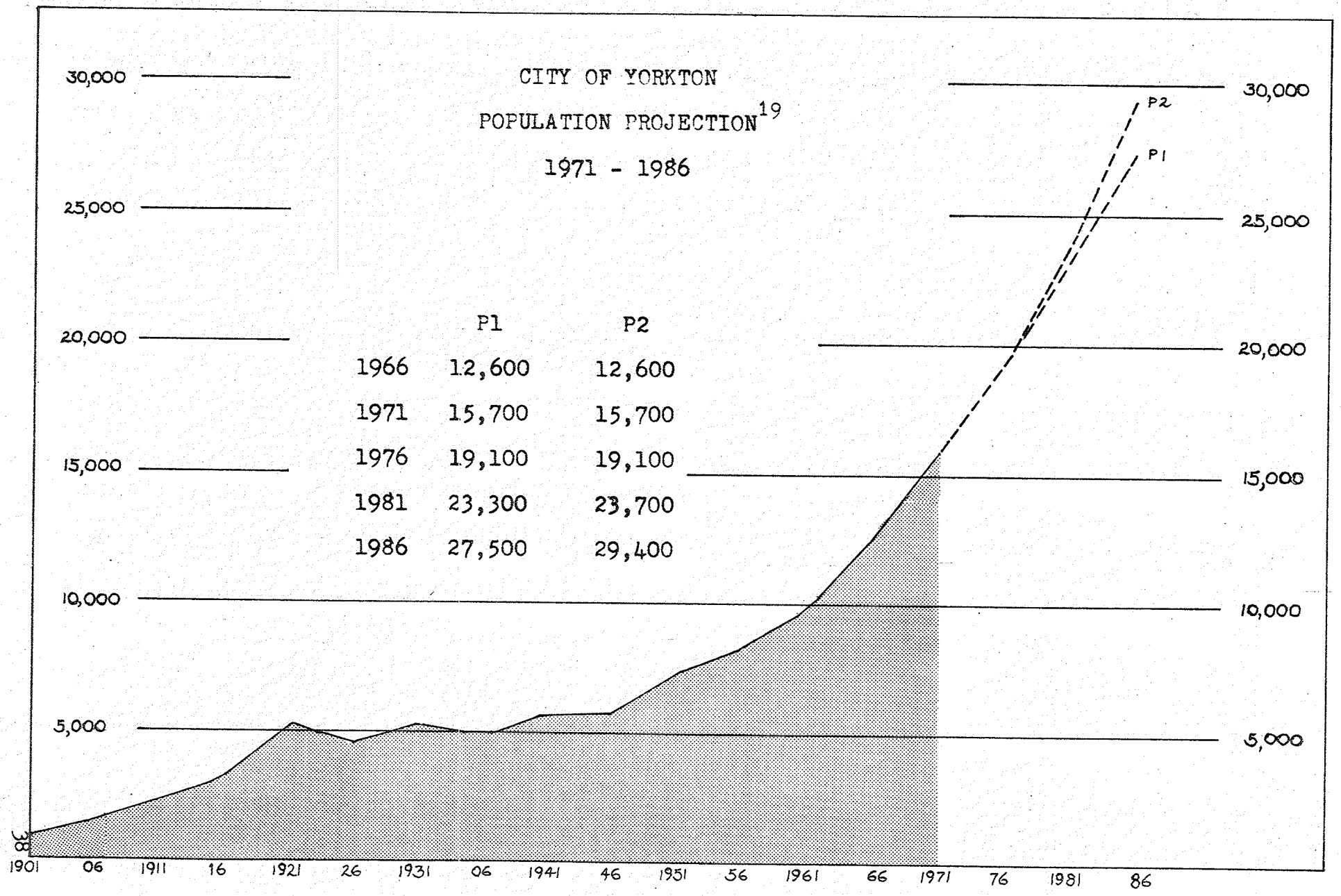
SCALE : 1 INCH = 10 MILES



CITY OF YORKTON

DEVELOPMENT PLAN SUPPLEMENT

Makale, Holloway & Associates Ltd
Town & Regional Planning Consultants
Regina, Saskatchewan


CITY OF YORKTON
POPULATION PROJECTION[19]
1971 - 1986
P1 P2
1966 12,600 12,600
1971 15,700 15,700
1976 19,100 19,100
1981 23,300 23,700
1986 27,500 29,400
30,000
25,000
20,000
15,000
10,000
5,000
P2
P1
1901 06 1911 16 1921 26 1931 06 1941 46 1951 56 1961 66 1971 76 1981 86

Yorkton Labour Force By Industry 1966-86

	1966 Employment	% Of Total Labour	1973 Employment	% Of Total Labour	1986 Employment
Agriculture	92	1.4	94	1.3	145
Mining	13	0.3	20	0.3	33
Printing and Publishing	36	0.8	54	1.0	112
Other Mfg.	466	9.6	646	10.3	1,149
Construction	347	7.3	491	6.8	758
Transportation and Storage	317	6.5	437	5.4	602
Communications	158	3.2	215	2.6	290
Utilities	82	1.5	101	1.2	135
Wholesale Trade	437	8.8	592	7.1	792
Retail Trade	750	17.0	1,143	18.4	2,051
Finance	89	2.0	135	2.1	234
Insurance and Real Estate	82	1.9	128	1.9	212
Education	280	5.7	383	6.4	714 + 150 (Community College)
Health and Welfare	482	9.5	639	10.0	1,115
Religion	43	0.8	54	0.6	67
Service to Business	79	1.9	128	2.1	234
Recreation	50	1.0	67	1.1	123
Personal Services	409	9.5	639	10.6	1,182
Miscellaneous Services	43	0.9	60	0.9	100
Federal Gov't	102	2.1	141	2.0	223
Provincial Gov't	197	4.0	269	3.8	424

	1966 Employ-ment	% Of Total Labour	1973 Employ-ment	% Of Total Labour	1986 Employ-ment
Municipal Gov't	106	2.2	148	2.1	234
Not Stated	102	2.1	143	2.0	223
Total	4,762	100.0%	6,727	100.0%	11,152[20]

Manpower Trends for 1971-80[21]

Occupation	Holding Steady	Moderate Increase	Excellent Increase
Accountants & Auditors		X	
Interior Decorators		X	
Authors, Editors, Journalists			X
Social Welfare Workers			X
Chemical Engineers		X	
Civil Engineers		X	
Electrical Engineers			X
Industrial Engineers			X
Mechanical Engineers		X	
Mining Engineers		X	
Medical & Dental Technicians			X
Nurse Graduates		X	
Nursing Assistants & Aids			X
Waiters	X		
Bricklayers, Stone Masons		X	
Carpenters		X	
Cement & Concrete Finishers		X	
Electricians, Wiremen, Repairmen		X	
Mechanics & Repairmen			X
Heavy Duty Equip. Operators		X	
Painting & Decorating		X	
Plumbers & Pipefitting		X	
Sheet Metal Workers			X
Machinists	X		
Electrical & Electronic Workers			X
Mechanics & Repairmen (motor vehicle)		X	
Mechanics & Repairmen (office machine)			X
Radio & TV Servicing		X	
Jeweller & Watch Makers		X	
Upholsters		X	
Operating Engineers	X		
Painters (Autobody repair)		X	
Service Station Attendants		X	
Metal Working Machine Operators		X	
Meat Cutting	X		
Photographic Technician		X	
Welding			X
Chemists (bio-chemical)			X
School Teachers		X	
Draughtsmen (machine-arch.)		X	
Radio-Television Equip. Operators	X		
Architects (design & draft. tech.)		X	
Artists, Commercial		X	
Librarians			X
Owners & Managers (hotel, restaurant)			X
Computer Programmer			X
Photographers		X	
Surveyors			X

Occupation	Holding Steady	Moderate Increase	Excellent Increase
Bookkeeping & Cashiers		X	
Office Appliance Operators			X
Stenographers			X
Typists & Clerk Typists		X	
Commerical Travellers			X
Real Estate Salesmen		X	
Barbers, Hairdressers		X	
Cooks		X	
Matrons, Stewards		X	
Maid, Related Services			X

It is evident from the preceeding chart that Assiniboine Community College in Brandon, Manitoba is an adequate example to study for program development. The courses offered there are closely related to the Manpower Trends in the 'excellent' range of increase predicted in the preceeding chart. After reconfirmation with Mr. R. A. Jones (Assistant to the Deputy Minister of Education and former Principal of Assiniboine Community College) I focused on the studies currently offered by Assiniboine Community College, Brandon, Manitoba.

Enrolment in Canadian Educational Institutions 1951-52 to 1980-81

Postsecondary full-time enrolment may well triple from 370,000 in 1967-68 to over 1,100,000 in 1980-81.

Postsecondary full-time enrolment is expected to be still increasing by 1980-81 but at a much slower rate than is now the case. Annual rates of increase may be down to less than 5 per cent compared with current rates of around 15 per cent. Postsecondary full-time enrolment levels should stabilize in the latter part of the 1980's.

By 1980, it may well be about as common for young people to continue on to universities and community colleges as it was in 1950 to attend high school. Almost half of the population 18-21 years of age may well be enrolled full-time at the postsecondary undergraduate level.

By 1980, nearly a quarter of a million young people as well as older people are projected to graduate annually from universities, community colleges and technical institutes. This compares with 75,000 in 1967 and around 20,000 in 1951.

Manitoba

The Manitoba Institute of Technology (and Applied Arts) and two vocational centres at Brandon and The Pas were designated as community colleges in the fall of 1969. They are now called, respectively, Red River Community College, Assiniboine Community College and Keewatin Community College. These institutions offer vocational courses at both the trades and post-secondary levels, but have no provision for university transfer students. In some cases, however, graduates have been granted transfer

credits to university. Enrolment in post-secondary programs at these institutions during their first year as community colleges was up by over 25 per cent from the previous year.

Saskatchewan

In Saskatchewan, two institutions, the Institute of Applied Arts and Sciences at Saskatoon and the Technical Institute at Moose Jaw, offer vocational courses only, at both levels. At the post-secondary level, enrolment during the 1969-70 school year increased by 30 per cent.[22]

Postsecondary Full-Time Enrolment, Canada
1951-52, 1967-68, 1980-81

	Actual		Projected
	1951-52	1967-68	1980-81
Technical Institutes and Community Colleges	4,000	64,000	349,000

Full-Time Enrolment, Manitoba
1951-52, 1967-68, 1980-81

	Actual		Projected
	1951-1952	1967-68	1980-81
Postsecondary Non-university	1,300	2,200	9,500

Full-Time Enrolment, Saskatchewan[23]
1951-52, 1967-68, 1980-81

	Actual		Projected
	1951-52	1967-68	1980-81
Postsecondary Non-university	1,800	1,900	8,500

Briefs Subnitted by the Following to the Saskatchewan Joint Committee on Higher Education, 1967

Saskatchewan Association for Adult Education

This brief suggests that, with increased facilities, 60,000 to 70,000 adults might be taking part in continuing education in Saskatchewan by 1976. Much of the demand will be for courses related to the needs of an urban industrial society. The regional centres of the province may become centres for this activity.

St. Peter's College, Muenster, Saskatchewan

This brief contains a general assessment of the situation of higher education in Saskatchewan, and suggests a series of six junior colleges and various other institutions, as the best solution to the problems of increasing enrolment and financial difficulty.

Saskatchewan Federation of Home and School Associations

This brief reports on a survey of the membership of the Saskatchewan Federation of Home and School Associations. It reports that the membership strongly favors the establishment of junior or community colleges.

It suggests that these should be accredited by, but not affiliated with, the University. They should be financed by grants alone, or by grants with supplementation by tuition fees.

It suggests as well that there is a great need for an improved system of educational and vocational guidance.

Department of Highways and Transportation, Saskatchewan

This brief indicates the need for various types of trained personnel. It emphasizes the need for engineering technicians, and for trained business administrators.

Department of Labour, Saskatchewan

This brief emphasizes the need for occupational upgrading and for expanding apprenticeship programs. The latter are likely to expand fourfold by 1975.

It is suggested that, because of the low population density of the province, training programs should strive toward integration.

Parklands Regional University Committee

This brief recommends that a college be established in Yorkton, with provision for

(a) A College of Commerce and Arts

(b) An Agricultural and Technical College

(c) Extension courses to serve the other educational needs of the area as they may arise.

The brief argues that there is a need in the area for better trained people in commerce and agriculture, and that facilities should be established in the area for training the technicians who will be required, in large numbers, by the fast-growing potash industry. It suggests that larger numbers of the region's youth would enter higher education if facilities were available to them nearer home. It urges that action be taken quickly in establishing the college in order that the ground lost with the cancellation of day classes at St. Joseph's College be regained, and the danger of losing a facility for higher education be averted.

Regina Committee on Community Colleges

This brief argues that the facilities currently available for adult education in Regina are inadequate to meet the increasing demand for adult educational opportunities. It suggests that there ought to be developed a community college in close relationship to (or ideally, in the same institution with) an institute of technology. The community college ought to offer courses in the academic, vocational-technical, and personal development fields. Entrance requirements and curriculum should be flexible. A strong guidance service should be available. The capital costs of the institution ought to be borne by the provincial government and

1/3 from tuition fees. The college should be governed by a board of 5-7 members, appointed by the provincial government. The possibility of local nominations for the board ought to be examined. There will be a need for a provincial board if several community colleges are established in the province.

City of Yorkton

This brief points out the interest shown in educational matters in Yorkton, and indicates the potential of the area for university-level offerings. It estimates that the Yorkton area of Saskatchewan will be producing 750 students in Saskatchewan university centres by 1968, 1,000 by 1973 and 1,300 by 1978. If appropiate courses were offered it could be expected that students from Manitoba would also attend. Around 2/3 of these students would be in Arts and Science or Education. The training of psychiatric nurses carried out at Yorkton might well result in forty more students, since the trend is now to university attendance as a completion of nurses training.[24]

Finance

Since the inception of the Province, the schools have been financed by a local property tax supplemented by Provincial grants. The ratio of the amounts derived from the two sources has gradually changed from one in which the local tax factor was much the greater to one relative equality of the two. The University has, over the years, depended on Provincial grants and student fees as major sources of operating funds. In recent years Federal funds have become an increasingly important support factor to the

point that in 1966 they approximately equalled student fee totals. It is noteworthy that in the year that these two sources combined were substantially less than the Provincial share. The great variety of 'middle range' educational activities referred to above is financed in almost as many different ways as there are types of programs. The range is from complete private financing for such items as the private trade school courses to complete Provincial financing in the case of some activities of agencies such as the Youth Agency. An important segment of 'middle range' programs, those conducted in the Institutes, have been financed almost exclusively by Federal-Provincial sharing, the fee structure being a low one and local property taxation not contributing at all.

The future relationship of Federal and Provincial financing in education is at present not entirely clear, though it appears that under new agreements the Federal contribution will be approximately fifty per cent of defined operating costs for post secondary education - university, technical, and possibly Grade XII - together with full reimbursement to the Province for services to specific manpower needs such as training of the unemployed.

One thing is abundantly clear: all communities are very much aware of the modern needs and demands for greater opportunities for post school education for everyone and they are of one voice in stating most emphatically that such opportunities should exist on a decentralized basis within the Province. It appears that only in regionally based institutions can local aspirations find fullfilment and locally peculiar needs be fully met.[25]

Site Investigation

There are many ways to integrate a community college campus in the city area. One is by leasing existing buildings scattered among existing business, industry, and commerce, and remodelling them in inexpensive, imaginative ways, e.g., a cinema for the auditorium, old warehouses and factories for vocational-technical shops, stores for classrooms, a bank for the student centre, and offices for the administration. This, together with the sharing with the community of such municipal facilities as library, city auditorium, museums, theatre, art centre, and swimming pools, can create a college-community relationship that is physically as well as programatically interwoven.

Where a new building is combined with an urban renewal program, it can also offer special benefits to older sections of town - the presence of a contemporary, exciting environment to help it set new goals for itself; the offering of hope for better jobs, a richer life through participation in many of its programs, and the presence of an ally and a catalyst in attacking community problems.[26]

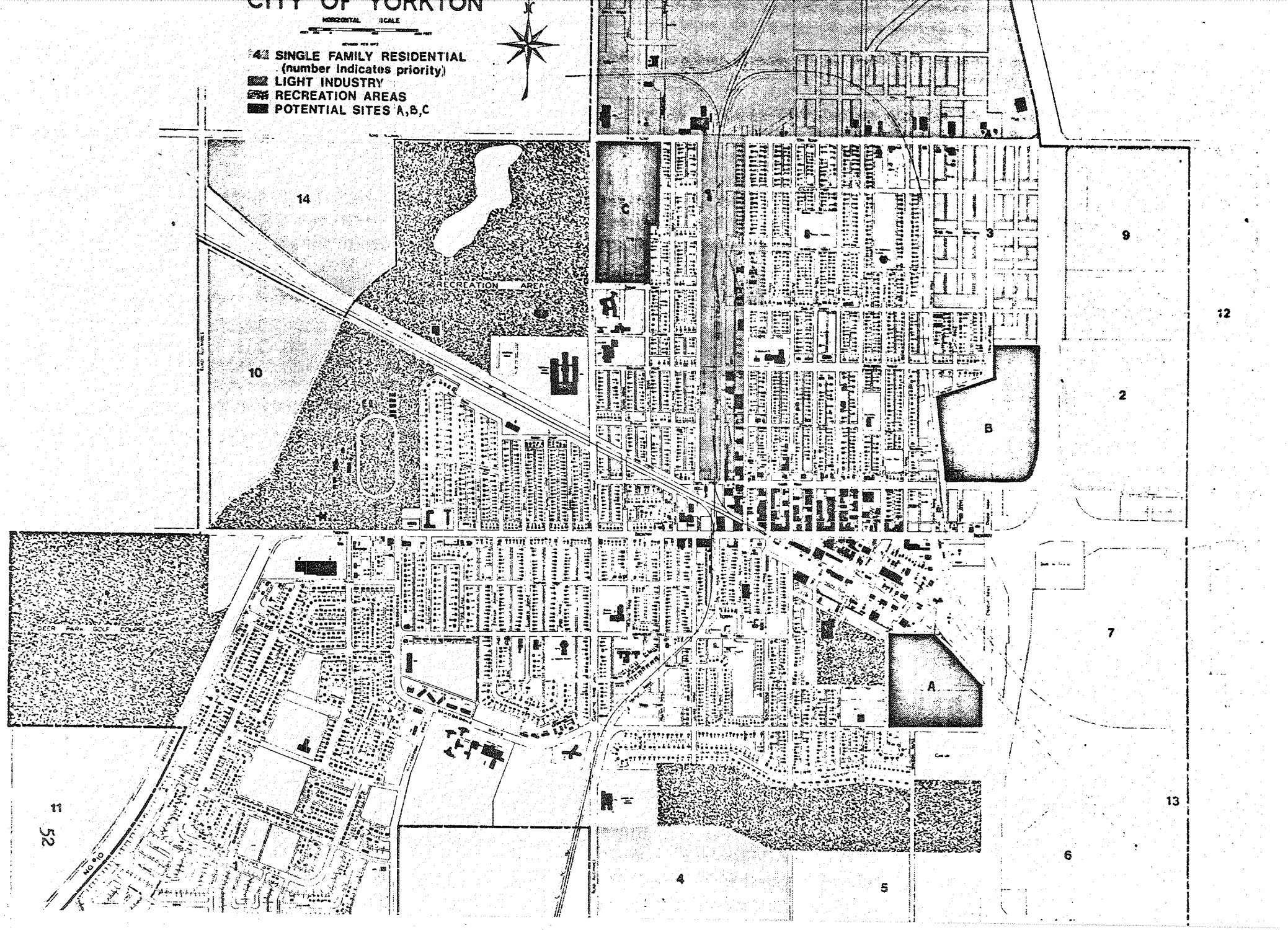
In Yorkton, Site A held the highest rating on the Site Assessment Chart (page) although by a slight margin. Influencing the choice of Site A was present negotiations by the City of Yorkton with the CN and CP railways for removal of tracks from the city centre. Upon removal, the land from the railway will go directly to the city and will become available for redevelopment. Even with a delay in railway removal, the majority of Site A is owned by the city and being vacant at present would pose no problem for development as a college site. The railway land other than for the tracks and four grain elevators would offer little problem

for redevelopment for the remainder contains old warehouses or is vacant already.

A Community College situated on the North edge of Site A would influence the Central Business District north of Broadway Avenue to expand southward into the redevelopment area towards the College. A closer position of the college to the Central Business District would cause the business area to grow around the college or stretch lengthwise on Broadway Avenue. A south position of the college on Site A would not have as great of influence as the first position. As sited the college is only a five minute walk to the present Central Business District. With the expansion of the Central Business District the resulting form would be a circular condensed business area forming a unified core for the City of Yorkton. With all of the commerical activity close together and not scattered the Central Business District would become a exciting and interesting place to shop and visit.

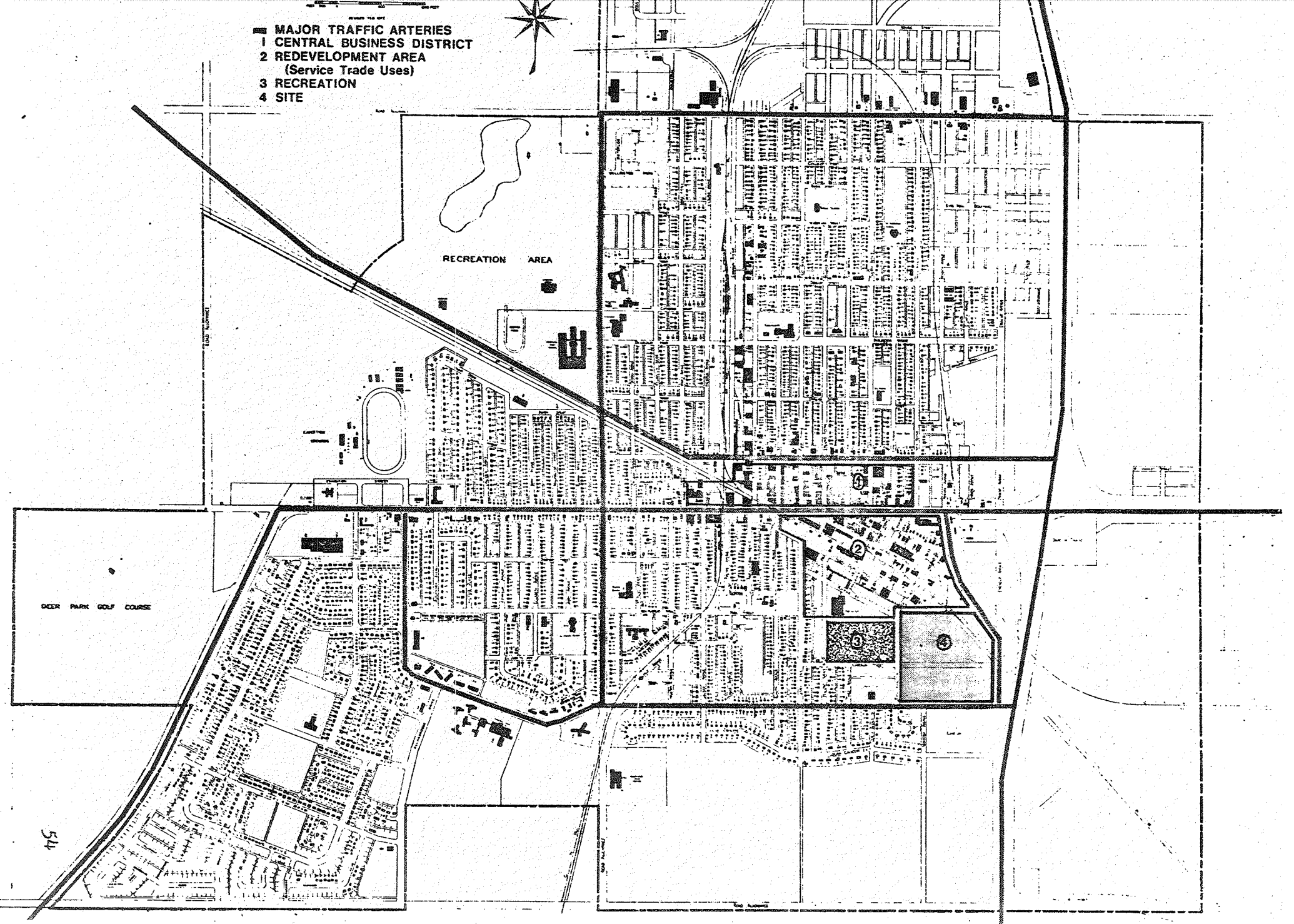
Directly west of Site A is the proposed location of the city's Cultural Centre. At present it contains a skating arena and curling rink. Proposed for this area is an Auditorium and also a Civic Centre which would be required within a few years.

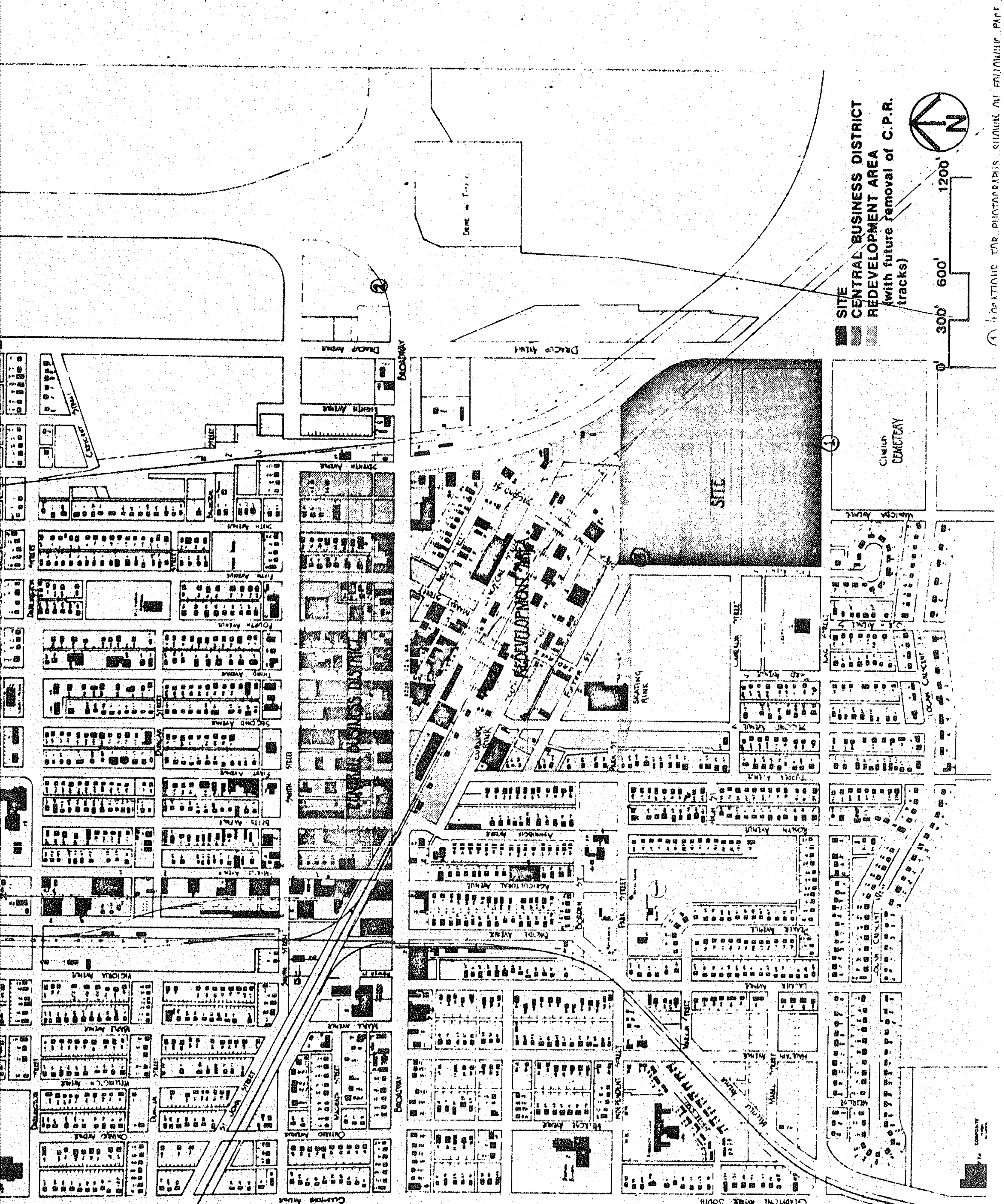
The east boarder of Site A has a major highway while the south side of Site A boarders a cemetery. Both of these cut off any influence in these directions.

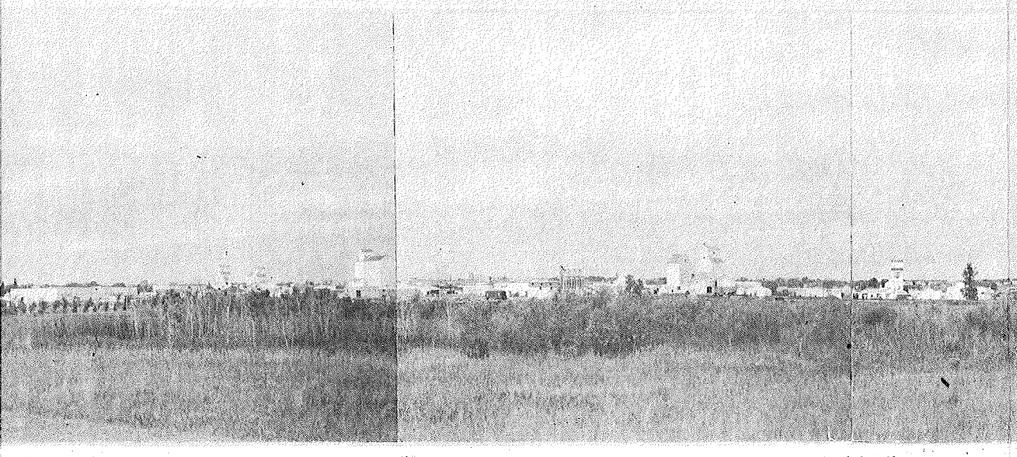

CITY OF YORKTON
HORIZONTAL SCALE
41 SINGLE FAMILY RESIDENTIAL
(number indicates priority)
LIGHT INDUSTRY
RECREATION AREAS
POTENTIAL SITES A,B,C
RECREATION AREA
DEER PARK GOLF COURSE
HIGHWAY NO 10
A
B
C
1
2
3
4
5
6
7
9
10
11
12
13
14

SITE			A	B	C
Site Characteristics	Size		5	5	5
	Topographic Problems		5	5	5
	Shape of Site		5	5	4
	Soil Conditions		4	4	4
	Environment Amenities		4	4	4
	Noise, Pollution and/or Other Problems		5	4	5
Capital Expenditures	Site Acquisition	Costs	5	5	5
		Problems	5	5	5
	Site Development	Parking	1	1	1
		Access Roads	5	5	5
		Landscaping	3	3	5
		Playing Fields	5	3	5
	Services	Sewer	5	3	5
		Water/Gas/Electricity	5	5	5
		Traffic Eng. Problems	4	4	5
	Building Restrictions		5	5	5
Operating Costs (related to)	Location		5	5	5
	Site		5	5	5
Acceptability to the Community	Social		5	5	5
	Political	College	4	4	4
		Municipal	4	4	4
		Provincial	4	4	4
	Emotional (Image and Identity)		5	5	5
	Cost-Benefit		5	5	5
Accessibility	Community to College	By Private Car	Academic	5	5	4
			Career	5	5	4
			Continuing Education	5	5	4
		By Public Transportation	Academic	5	5	4
			Career	5	5	4
			Continuing Education	5	5	4
	College to Community	To Community Resource Facilities	Business & Industrial	5	5	3
			Community Centres	5	4	5
			Outdoor Recreational Facilities	5	4	5
			Specialized High Schools	3	3	5
		Exposure to Potential Users	Commercial	5	5	3
			Cultural	5	4	3
			Recreational	4	4	5
				170	162	163

Sites A, B, and C are rated relative to each other for each criteria on a scale of 1 to 5 (lowest to highest).

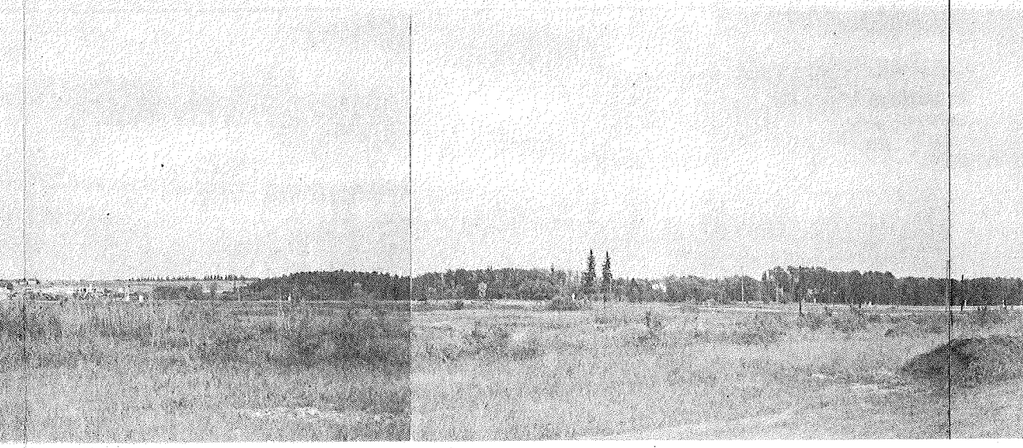

MAJOR TRAFFIC ARTERIES
1 CENTRAL BUSINESS DISTRICT
2 REDEVELOPMENT AREA
(Service Trade Uses)
3 RECREATION
4 SITE
RECREATION AREA
DEER PARK GOLF COURSE


SITE
CENTRAL BUSINESS DISTRICT
REDEVELOPMENT AREA
(with future removal of C.P.R. tracks)
0' 300' 600' 1200'
N
SITE
CEMETERY
BROADWAY
SKATING RINK
CURLING RINK



SKATING RINK

SITE



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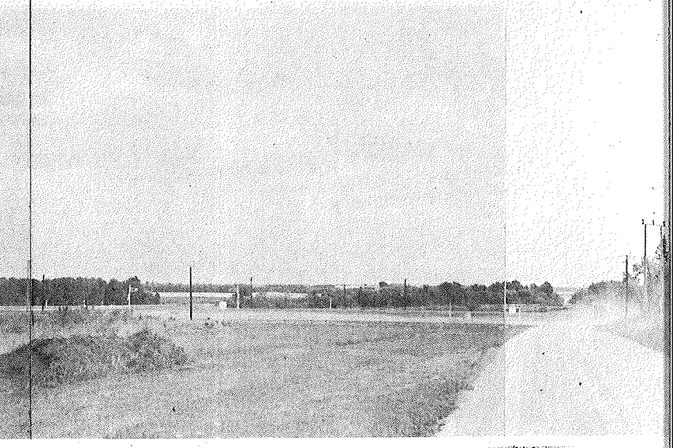
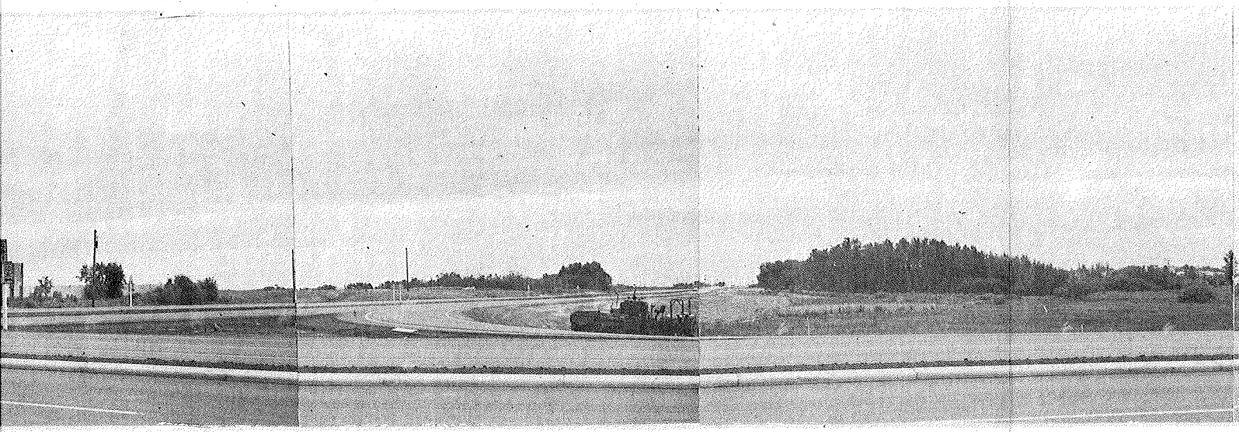
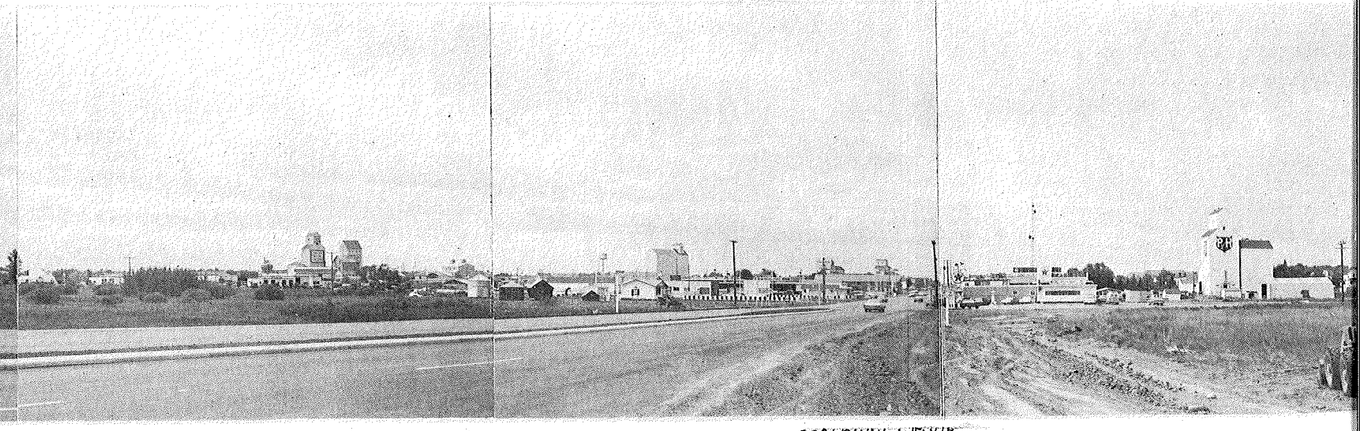


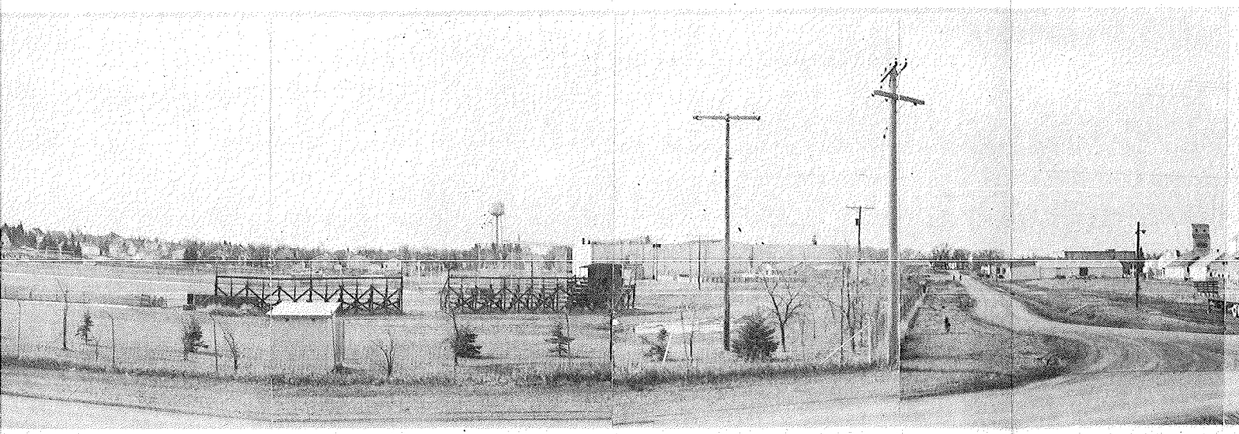
EAST



SOUTH



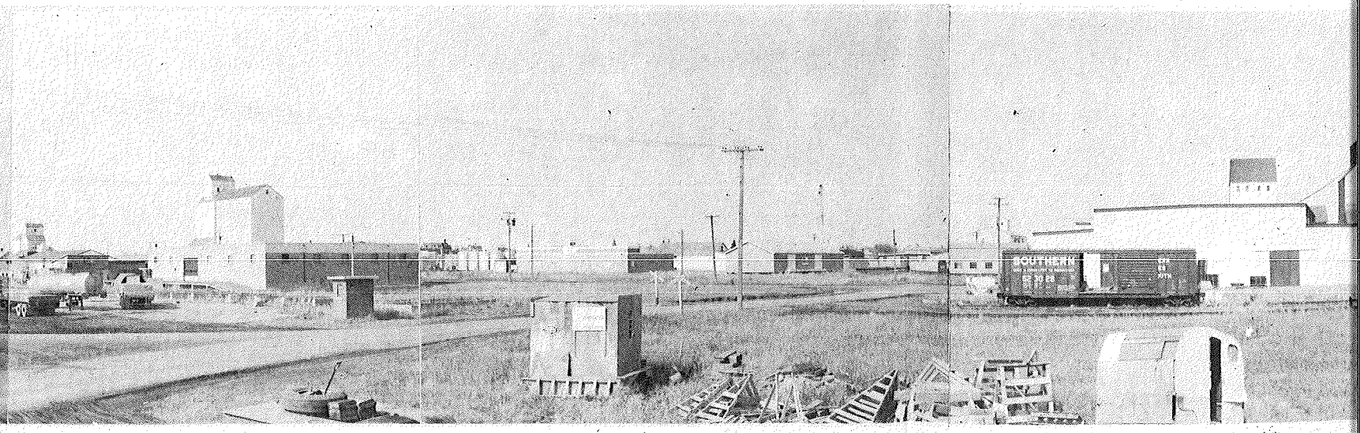
BROADWAY AVENUE
WEST



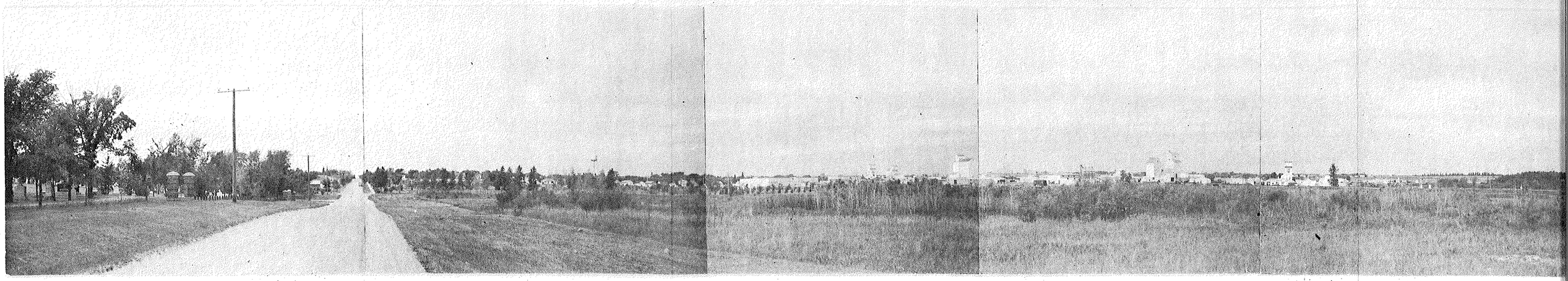
JUBILEE PARK

WEST

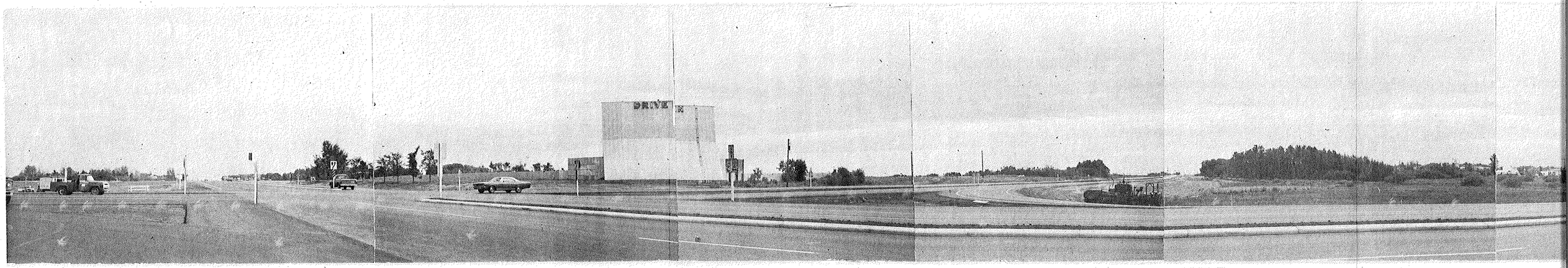
SKATING RINK



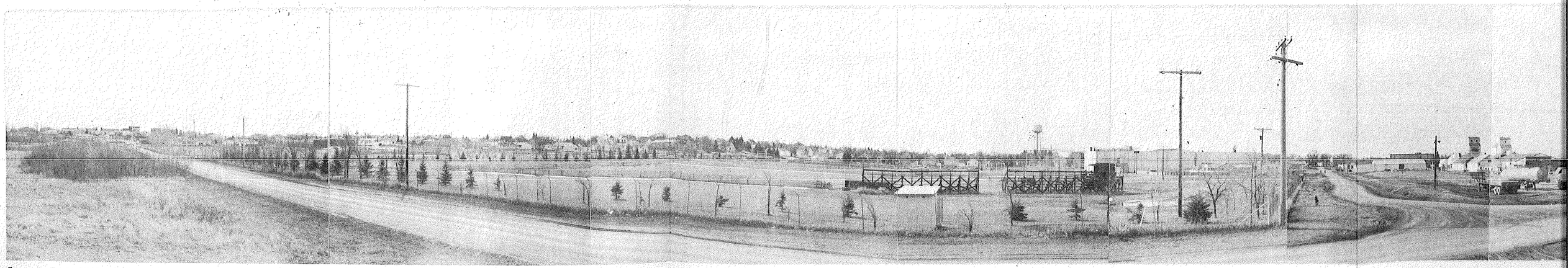
NORTH



1 CEMETERY WEST SKATING RINK SITE NORTH

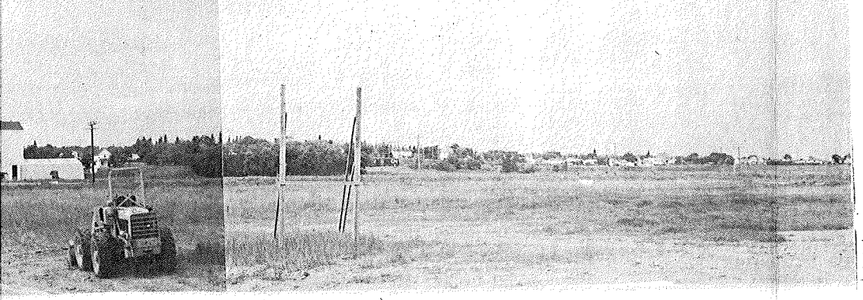


2. EAST SOUTH

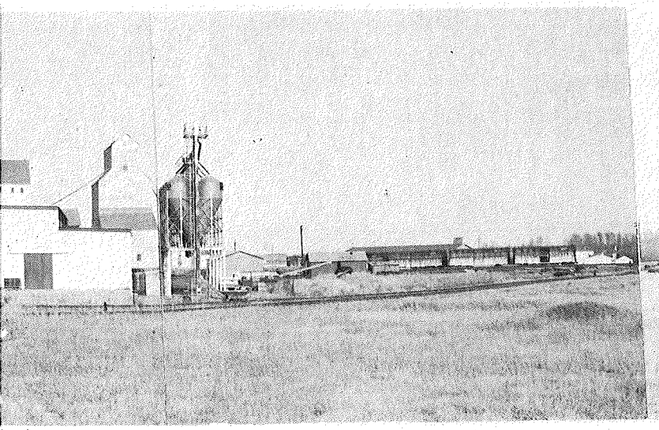


3. SOUTH JUBILEE PARK WEST SKATING RINK

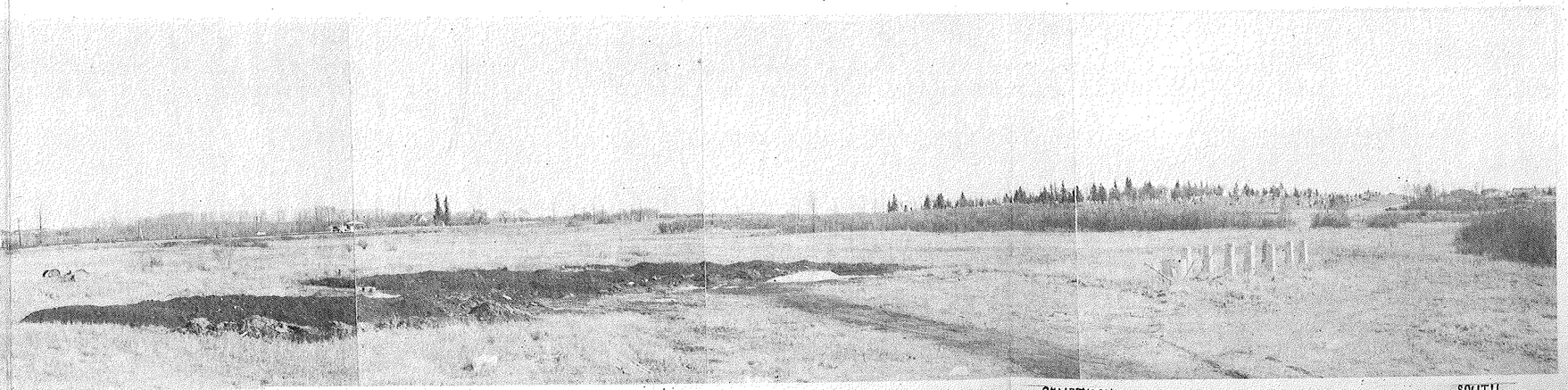
CEMETERY



PHOTOGRAPH POSITIONS LOCATED ON MAP ON PRECEEDING PAGE



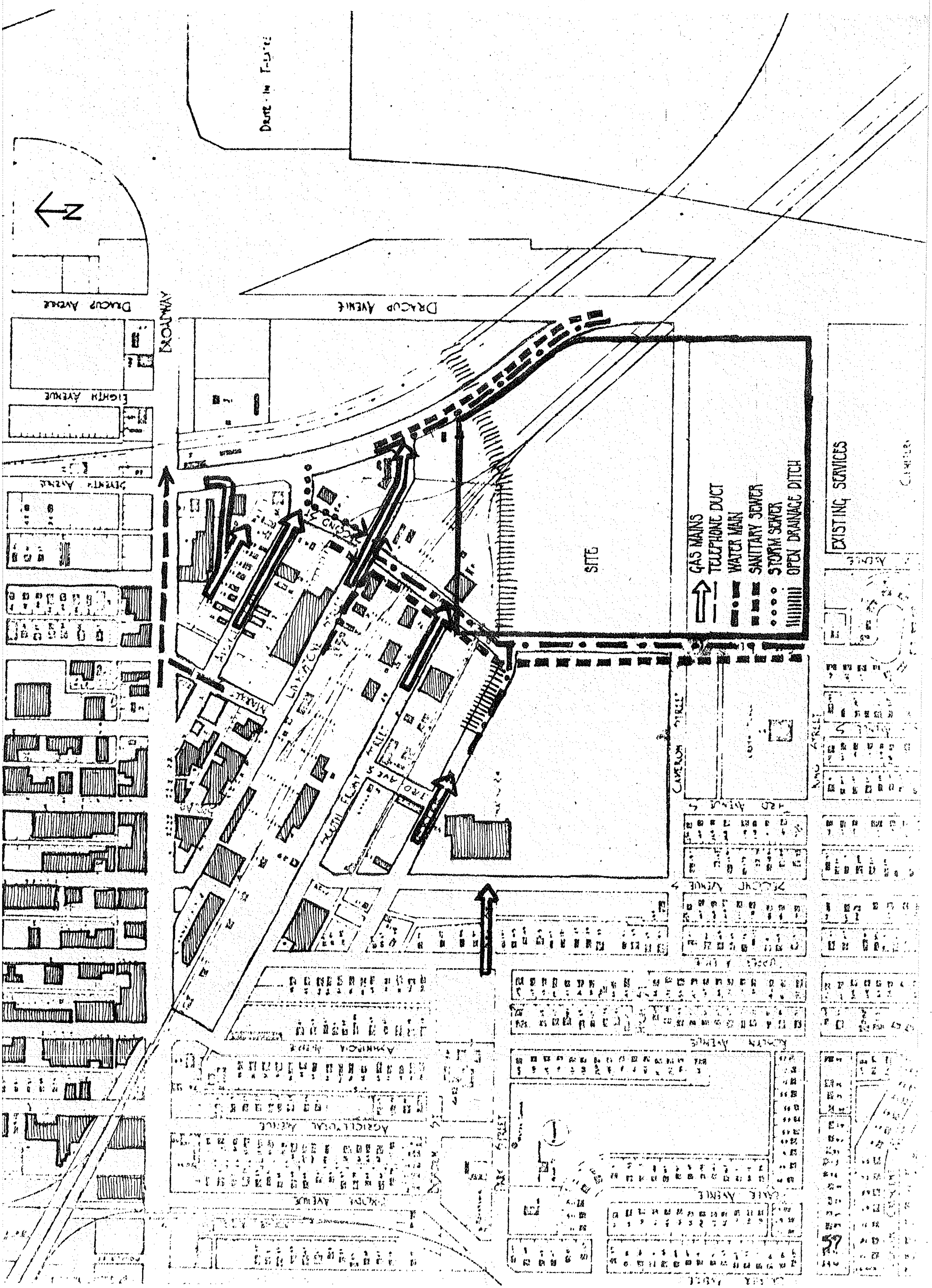
EAST

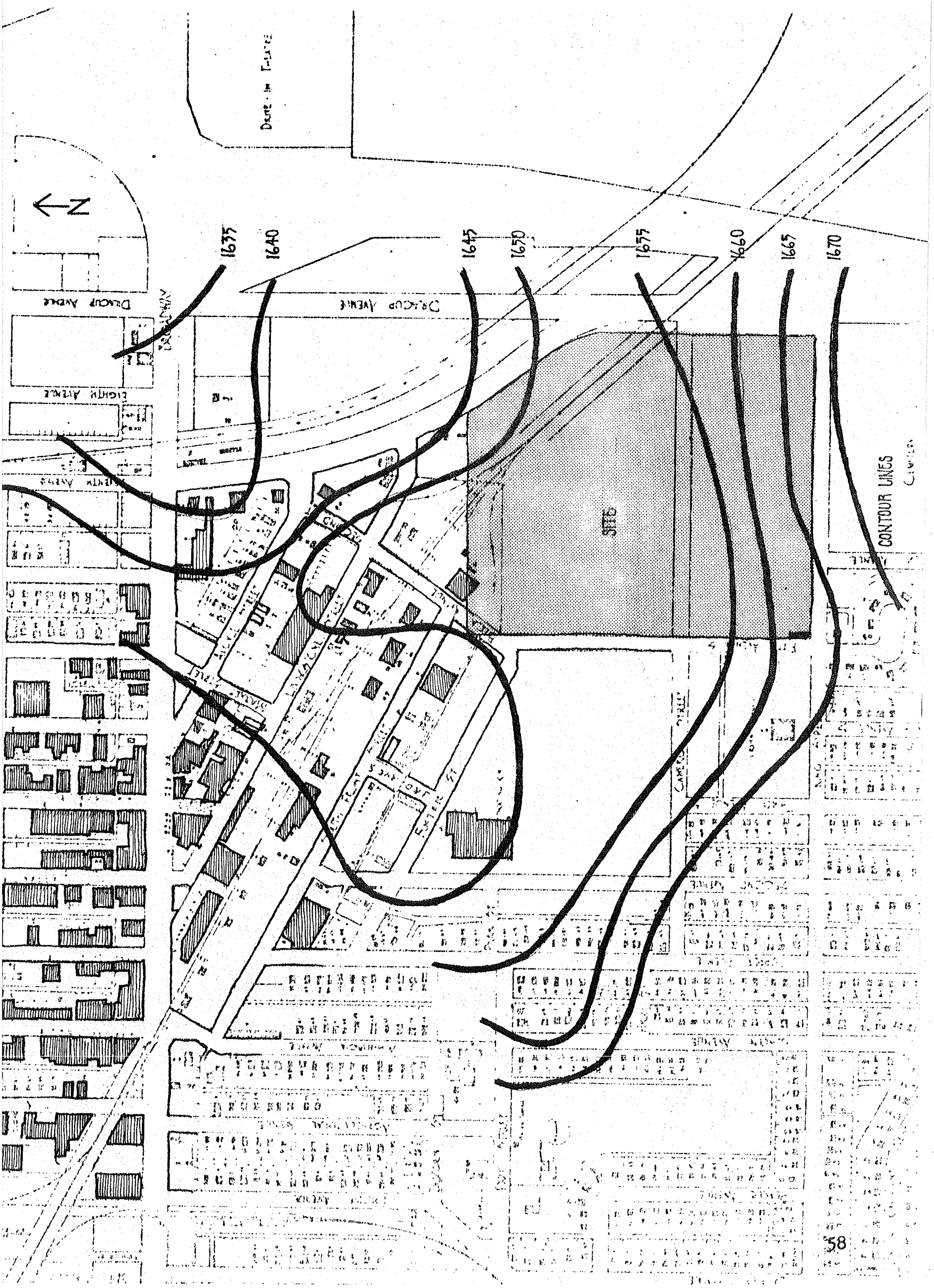


SITE

CEMETERY

SOUTH


EXISTING SERVICES
GAS MAINS
TELEPHONE DUCT
WATER MAIN
SANITARY SEWER
STORM SEWER
OPEN DRAINAGE DITCH
SITE
DRACUP AVENUE
BROADWAY
EIGHTH AVENUE
CAMERON STREET


1635
1640
1645
1650
1655
1660
1665
1670
CONTOUR LINES
SITE
DRACUP AVENUE
EXETER ST

Yorkton Climatic Conditions

Mean daily temperature	-1.7	January
	65.6	July
Maximum temperature	101	
Minimum temperature	-51	
Mean rainfall	12.03 inches	
Mean snowfall	50.6 inches	
Mean total precipitation	17.09 inches	
Winter wind	NW & WNW	
	15.2 to 15.3 mph	
Average yearly wind	11.7 mph	

CAMPUS SIZE[27]

Enrolment	Educational Facilities[2] 1 level	2 levels	3 levels	Students' Assoc. 1 level	Parking[3] (1 level)	Residences[4]	Athletic Areas	Landscaping[5]	Access, Egress, Sidewalks	Grounds Services	"Open Areas"[6]	Minimum Acreage	Students Per Acre
500	2.3	(1.15)	(.77)	.1	2.5	1.0	5.0	5.0	3.0	1.0	2 to 8	22- 28	18 to 23
1,000	4.6	(2.3)	(1.53)	.2	5.0	2.0	5.0	5.0	3.0	1.0	2.5 to 10	28- 36	28 to 35
1,500	6.9	(3.45)	(2.3)	.3	7.5	3.0	5.0	5.0	3.0	1.0	3 to 12	35- 44	34 to 43
2,000	9.2	(4.6)	(3.07)	.4	10.0	4.0	5.0	6.0	4.0	1.0	4 to 16	43- 56	36 to 46
3,000	13.8	(6.9)	(4.6)	.6	15.0	6.0	7.5	6.0	4.0	1.0	5.5 to 22	59- 76	40 to 51
4,000	18.4	(9.2)	(6.13)	.8	20.0	8.0	7.5	7.0	5.0	1.0	7 to 28	75- 95	42 to 53
5,000	21.1	(10.55)	(7.03)	1.0	25.0	10.0	10.0	7.0	6.0	2.0	8 to 32	90-115	43 to 55
7,500	25.8	(12.9)	(8.6)	1.5	37.5	15.0	12.5	8.5	7.0	2.0	11 to 44	120-153	49 to 62
10,000	34.5	(17.25)	(11.5)	2.0	50.0	20.0	15.0	10.0	8.0	2.0	14 to 56	155-197	51 to 65

[1] Areas given are in acres.

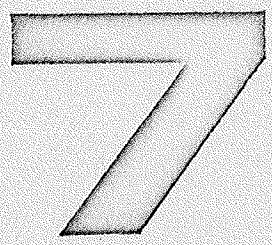
[2] Two hundred square feet per student to 4,000 enrolment level, 175 square feet per student above 4,000 but under 6,000 enrolment level, and 150 square feet per student at or above the 6,000 level.

[3] Assumed that spaces provided will be one-half enrolment and at 100 cars per acre.

[4] Taken at 20 per cent of enrolment and a density factor of 100 persons per acre.

[5] Intensive landscaping (around buildings).

[6] Also includes "allowance for non-usable areas (10% to 40%)".



ANALYSIS OF ASSINIBOINE COMMUNITY COLLEGE, BRANDON, MANITOBA

A Questionaire on a Community College

Introduction:

As a graduate student in my final year of Architecture at the University of Manitoba, I am working on a Community College Thesis for my Master's Degree.

The following questionaire would give me your qualified views and understand -ing of what a Community College should be like and this in turn would form my program for my Community College design.

The questionaire may be turned in at the General Office by Friday, Nov. 24

Your response would be deeply appreciated.

Yours truly

Ben Hladun

Ben Hladun

Please state or check your choices of lighting, services, flexibility, and space requirements for the areas listed after the following chart.

Name of area Listed below	Requirements	Preferred choices
	1. Lighting	A. Artificial light B. Windows C. Skylights D. Clerestory windows
	2. Services	A. Audio-Visual B. Electrical for equipment C. Gas D. Compressed air E. Other services
	3. Flexibility	A. Short term(folding partitions) B. Long term (moveable non-load bearing partitions)
	4. Space	A. The number of students required to use the present area efficiently or---- B. Extra space required to serve the present amount of students

Example

Student Lobby

1. B --windows
2. A --audio-visual
3. --- --flexibility not important
4. 2X --need two times as much space to serve present amount of students

Student Lobby

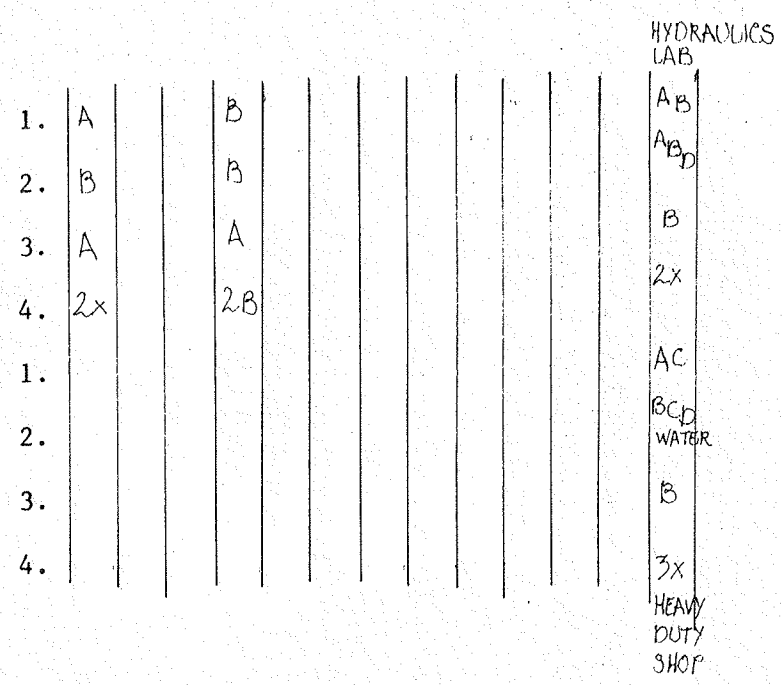
	1	2	3	4	5	6	7	8	9	10	11	12	13	
1.		A_B	A		A_B			B	A_{B_D}	B	A	B	B	ARTIFICAL LIGHT WINDOWS
2.		A_B			A_{B_E}			C	A_B	A	A	A	A	AUDIO-VISUAL
3.		A	A		–			–	–	B	B	B	–	–
4.			B		B			B	–	B	B	B	–	SHORTAGE OF SPACE
					VISITORS STUDENTS									

13 RETURNS OUT OF 80 QUESTIONAIRES

Administration Area	1.	B	–	B	B	A_B	A	B	A	A	A	B	A	ARTIFICAL WINDOWS
	2.	B	–	A	B	A_B	B	C	B	A	B	A	A_B	ELECTRICAL
	3.	A	-	A	A	B	B	B	B	A	B	B	B	LONG TERM 7 SHORT TERM 4
	4.	B	..	–	B	B	A	B	½ MORE	B	B	–	2x	MORE SPACE
Staff Offices	1.	B	B/A	B	B	A_{B_D}	A	A	A_B	A	A	A_B	A_B	ARTIFICAL WINDOWS
	2.	B	A/B	-	B	A_B	B	D	A_B	A	B	B	A_B (phone)	AUDIO-VISUAL ELECTRICAL
	3.	B	B	A	B	–	B	B	–	B	B	B	B	LONG TERM
	4.	B	3x	–	B	B	B	B	–	B	B	–	$2x_B$	MORE SPACE (3x)
Staff Lounge	1.	B	B/A	B	B	A_{B_D}	A	B	D_B	A	A	B	A	WINDOWS
	2.	B	B/A	–	B	A_B	B	B	B	B	A_B	B	A_{B_E} (phone)	ELECTRICAL
	3.	A	A	A	A	–	B	B	–	B	B	B	B	SHORT TERM 4 LONG TERM 6
	4.	–	3x	A	–	B	B	B	2x	B	B	–	B	LACK OF SPACE
Bookstore	1.	B	A	A	B	B	A	A	A	A	A	C	A	ARTIFICIAL
	2.	B	B	-	B	A_{B_D}	B	C	B	A	B	–	B_E	ELECTRICAL
	3.	A	B	-	-	-	B	B	B	B	B	B	B	LONG TERM
	4.	2x	2x	-	B	B	B	B	✓	B	B	B	2xB	LACK OF SPACE
Student Lounge	1.	B	A/B	B	B	A_{B_D}	B	B	AB CD	B	A	B	A_B	WINDOWS
	2.	B	A/B	A+B	B	A_B	A_B	A	B	A	A_B	A_B	A_E	AUDIO-VISUAL ELECTRICAL
	3.	A	A	A	-	-	B	-	A	B	B	B	B	LONG TERM SHORT TERM
	4.	B	-	B	-	B	B	B	✓	B	B	B	2xB	MORE SPACE
Cafeteria	1.	A	A/B	B	B	A_{B_D}	B	B	AB CD	A	B	C_A	A_B	ARTIFICAL 6 WINDOWS 8 -
	2.	B	A/B/C	B	–	B_{C_D}	A_B	B	B	A	A_B	AB CE	B_E	AUDIO-VISUAL - 5 ELECTRICAL - 9
	3.	A	A	A	-	A	B	B	A	B	-	B	B	SHORT TERM 5 LONG TERM 5
	4.	B	2x	B	2x	A	B	B	✓	B	B	–	2xB	MORE SPACE

Library	1.	A	A/C/D	A	B	ABD		A	A	AB	A	B	AB	AB	ARTIFICAL 10 WINDOWS 6
	2.	A/B	A/B	A/B	B	AB		AB	B	AB	A	AB	AB	B	AUDIO-VIS ELECT
	3.	B	B	A	-	A		B	B	B	-	B	B	B	LONG TERM
	4.	B	3X	A	2X	B		B	B	2X	-	B	-	2B	SHORTAGE OF SPACE (3x
Lockers	1.	A	A	A	A	A		A	A	A	A	A	-	A	ARTIFICAL
	2.	-	-	-	-	-		-	E	-	B	B	-	-	-
	3.	A	B	-	-	-		-	-	-	B	B	-	-	-
	4.	B	-	-	B	A		A	B	✓	B	B	B	2B	MORE SPACE
Gymnasium	1.	C	ACD	A	A or C	ABD		A	A	A	A	A	DC	AC	ARTIFICAL
	2.	B	AB DE	B	-	AB		BDE	A	BD	AB	AB	AB	AC	AUDIO-VIS ELECT.
	3.	A	A	A	A	A		-	B	A	B	-	B	A	SHORT TERM
	4.	A	-	A	A	B		B	B	+½	B	B	-	-	SHORTAGE OF SPECTATOR SPACE
Your course area: 1 classroom; 11 labs (name of lab); 111 shop (name of shop)		COSMETOLOGY	PHYSICS LAB				ELECTRONICS	BTSD					ELECT. TECH		
CLASSROOM,	1.	B	AB	A			B	A	N/A	N/A			A	A	
	2.	B	AB	B			B	A					AB CD	AB	
	3.	A	B	A			B	A					B	A	
	4.	2B	2x	B			A	B					-	B	
LAB,	1.	WOULD LIKE MORE SPACE	AB		B 2x		BB						PHYSICS A	AB	
	2.		AB CD				BB						AB CDE	ABD	
	3.		B				BB						B	B	
	4.		OK				AA						B	2X	
					BEAUTY SHOP MORE SPACE		POWER ELECTRONICS							DIESEL INJECTION LAB	

SHOP


1. A
2. B
3. A
4. 2x
1.
2.
3.
4.
B
B
A
2B
HYDRAULICS LAB
A B
A B D
B
2x
AC
B C D
WATER
B
3x
HEAVY DUTY SHOP

This shows which teaching space you use in order to give your course. In my design, areas of extreme use would tend to be placed close together to prevent loss of time in travel from one place to another.

Your department name	Areas used to give your course	Percentage of time you use to give your course in each area
	1. Ordinary classroom	
	2. Lecture theatre	
	3. Labs (name of lab)	
	4. Shops (name of shop)	

		COSMETOLOGY	PHYSICS	ELECTRONICS	BTSD	ADMIN.	100% ELECT. TECH.	HEAVY DUTY SHOP
_____	1.	20	80	49	80	86 OFFICE	60	30
	2.	5	5	2	20	2	5	5
	3.		15	49		12 CONFERENCE	35	20
	4.	75						45
_____	1.							
	2.							
	3.							
	4.							
_____	1.							
	2.							
	3.							
	4.							
_____	1.							
	2.							
	3.							
	4.							

LECTURE THEATRES NEED NOT BE CLOSE TO CLASSROOMS OR SHOPS

This would represent your idea of how a Community College should be arranged for your convenience.

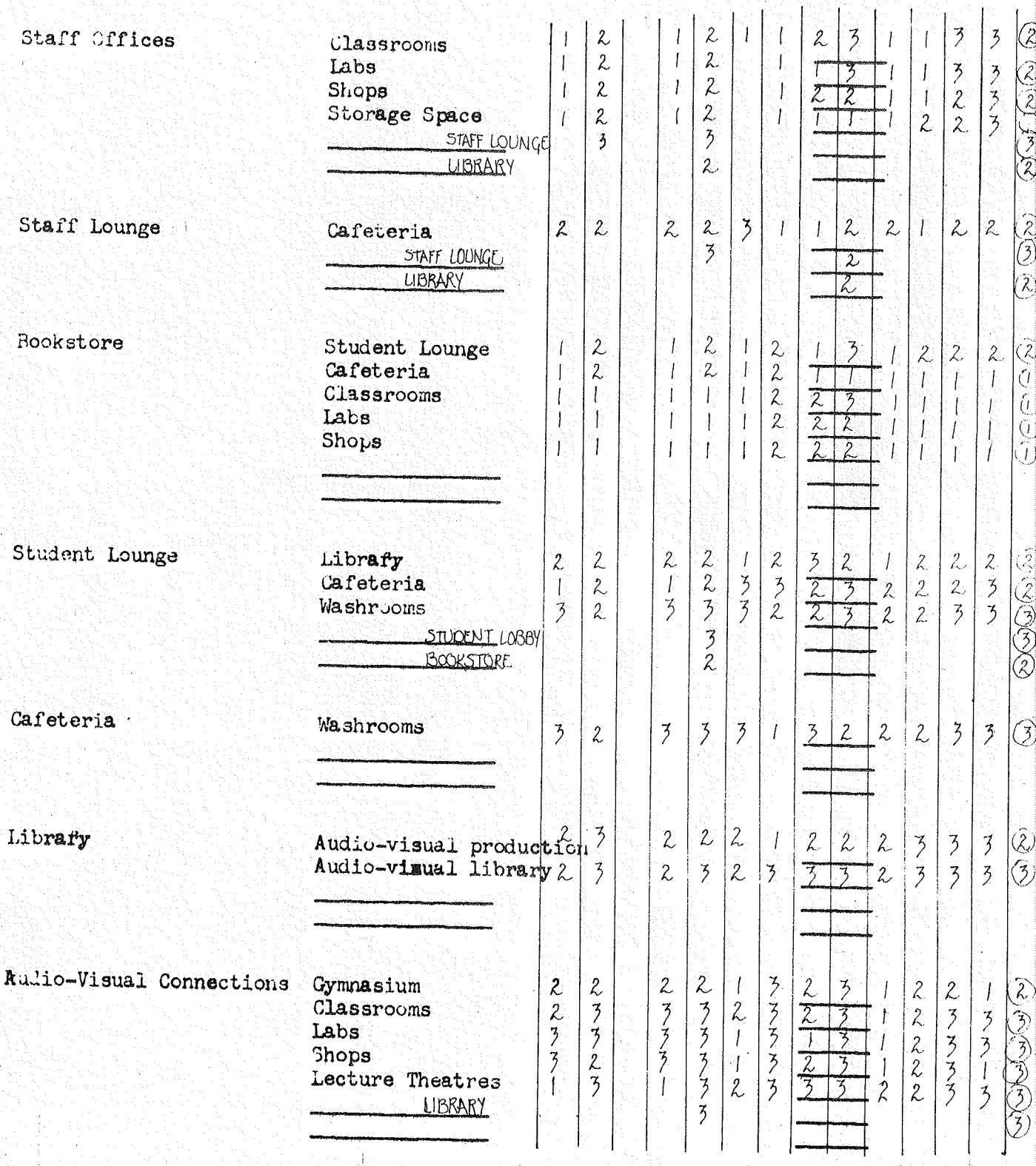
I have made suggestions of which areas should be located close by to the area listed in the left column.

Please give your answer as: 1. The relationship is not important

2. The areas concerned should be near each other

3. The areas concerned should be adjacent or joining each other.

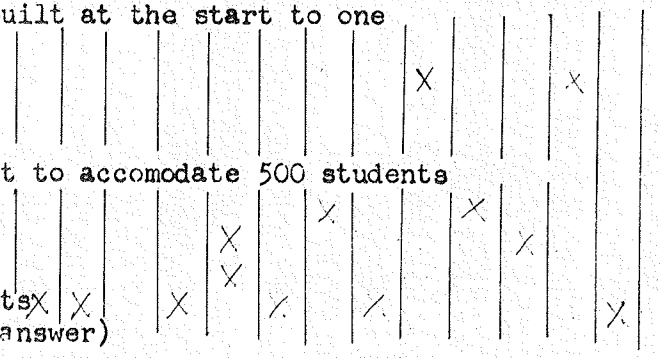
Area of Concern	Areas that should be related to the Area of Concern	Your Opinion													
Main Entrance	Student Lobby	1	2	1	1	1	2	2	3	3	2	2	2	②
	Administration	2	2	2	3	3	3	2	3	3	2	1	2	③
	_____			reception 3			lec. then 2							
	_____			(other areas)			confr. room 2							
Service Entrance	Bookstore	2	2	2	3	2	2	1	2	2	1	1	2	②
	Cafeteria	2	2	2	3	2	3	2	3	2	1	1	2	②
	Individual shops	1	2	1	3	1	3	2	1	2	1	2	3	③
	_____			stores 3					3					
	_____													
Student Lobby	Bookstore	2	2	2	2	2	3	2	1	2	1	2	3	②
	Student Lounge	2	2	2	3	2	3	1	2	2	2	2	3	②
	Cafeteria	2	2	2	3	2	3	2	2	2	2	2	3	②
	Library	2	2	2	2	1	3	3	2	2	2	1	3	②
	Lockers	2	2	2	2	3	2	1	3	2	3	1	3	③
	Washrooms	2	2	2	3	3	2	3	3	2	2	2	3	③
	_____			guidance 3										
	_____													
Administration	Staff Lounge	1	1	1	1	1	1	1	2	2	1	1	2	①
	_____													
	_____													


Staff Offices
Classrooms
Labs
Shops
Storage Space
STAFF LOUNGE
LIBRARY
Staff Lounge
Cafeteria
STAFF LOUNGE
LIBRARY
Bookstore
Student Lounge
Cafeteria
Classrooms
Labs
Shops
Student Lounge
Library
Cafeteria
Washrooms
STUDENT LOBBY
BOOKSTORE
Cafeteria
Washrooms
Library
Audio-visual production
Audio-visual library
Audio-Visual Connections
Gymnasium
Classrooms
Labs
Shops
Lecture Theatres
LIBRARY

Lockers	Gymnasium	3	2		3	3	3	3	3	3	3	3	2	3	3
	Classrooms	1	2		1	2	2	2	2	2	2	2	1	2	2
	Labs	1	2		1	2	2	3	2	2	1	2	2	2	2
	Shops	1	2		1	2	2	3	2	2	1	1	2	2	2
	STUDENT LOUNGE					3									3
Gymnasium	Washrooms	3	3		3	3	3	2	3	3	3	3	3	3	3
Washrooms	Classrooms	3	2		3	3	2	2	3	2	2	3	2	3	3
	Labs	3	2		3	3	2	2	3	2	2	3	2	3	3
	Shops	3	2		3	3	2	2	3	2	2	3	2	3	2
	STAFF LOUNGE					3									3
Lecture Theatres	Classrooms	1	3		1	2	1	2	2	3	2	1	2	2	2
	Labs	1	1		1	2	1	2	1	2	1	1	1	1	1
	Shops	1	1		1	2	1	2	1	2	1	1	2	1	1

What is your opinion on future expansion of a Community College?

1. No future expansion; the college is built at the start to one specific size of a) 500
   b) 1000
   c) 1500 students



or—

2. Future expansion; the college is built to accomodate 500 students and expanded later to a) 800
   b) 1000
   c) 1200
   d) 1500+ students

(circle appropriate answer)

800 to 1000 = 50%
1000 + = 50%

Please comment on any other particular problems that you have run into as far as the physical planning of the building is concerned.

Main Entrance	-adequate
Secondary Entrances	-adequate
Main Lobby	-too small -half of original size because of space used for expanding staff offices -great expense to add offices because of educational regulations requiring full ceiling height partition for offices -resulting in heating, air conditioning and lighting changes for the offices -the current lack of space creates congestion of traffic to and from the library and bookstore located at one end of the lobby
Administration	-lack of waiting space for visitors -waiting space in the already cramped lobby resulting in confusion -a larger intercom circuit needed
Learning Resource Centre	-size greatly underestimated in original plans -todays use of audio-visual techniques is starting to gain importance requiring room for audio-visual production

-one classroom lost to audio-visual production which is located at the opposite side of the school from the library

-the audio-visual production room and library should be in close proximity in terms of convenience

-staff members come to pick up audio-visual equipment, books and tapes

-library requires much more student study space, reading areas, and light conversation areas

Gymnasium

-a noise factor for adjacent classrooms

-skylights not particularly useful

-artifical lighting would be sufficient

-lacking a balconey - particularly important because the college participation in the College Sports League

-extensively used by the community but poorly orientated within the school

-problem of the visitor trying to find the gym within the school resulting in a poor impression of the school by the visitor

-used for conventions, graduations (approximately 18 through the year), meetings, movies and student dances

-problem of keeping academic areas locked while gym is open on weekends and evenings

Lecture Theatre	-lack of flexibility and size -need permanent audio-visual setup -needs easy access for outside community groups -poorly orientated within the school for this purpose
Staff Offices	-grouping of offices is the right idea but needs more in the way of visual and accoustical privacy if any member is to do any serious work -cannot be used in the present condition for student counselling - no privacy
Staff Lounge	-adequate for informal discussions and close to cafeteria for food supply -at present given up to the student council
Bookstore	-lack of space because of increasing student enrolment and community extension courses -poor location now because of flow of books in two directions - into the school for the students and out of the school for community extension courses
General Stores	-located at school periphery for service entrance but should be centrally located as possible for delivery of its supplies to the classrooms -basic function is fulfilling staff requests for class supplies (not student orientated)

Student Lounge	-need more lounge space but in smaller sizes in various locations in the school core -at present the lounge opens to the cafeteria
Cafeteria	-adequate -balcony is useless - wrong direction in the first place and unable to use it most times of the year anyway -south facing clerestory windows are useless -too much sunlight and heat buildup during the day
Classrooms	-lockable storage space required in each classroom -developing educational concepts show a need for closed circuit television and other audio-visual aids for classroom teaching -a need for more variation in sizes - seminar groupings to large lecture spaces
Labs (Specialized Classrooms)	-built-in permanence cause future problems for change -changing lab size and services prove difficult and expensive -changing enrolments are the basic recurring problem in lab sizes
Shops	-basic problem of mezzanines being extremely warm while main floors remain cool

	-floor drains become plugged from time to time -no crawl space to help remedy this problem -intercom system needed on both main floor level and mezzanine level
Heavy Duty Equipment Shop	-the existing 16 foot doors no longer large enough for some of the larger units of heavy duty equipment now being used in industry -one machine takes up a great deal of space with a limited number of students being able to work on it -a larger hoist required
Motor Vehicle Shop	-parking stalls should not be a 90 degrees to entrance lane - extreme difficulties in alining cars into the stalls -isolation booth for dynamometer needed
Auto Body Shop	-lack of storage space and lecture space
Electrical Shop	-Efficient layout
Welding Shop	-Efficient layout
Woodworking Shop	-problem of sawdust collection coming from ceiling to to machine level and the manoeuvring of large pieces of lumber -lack of storage space for student projects

Machine Shop -efficient even though no expert or consultant was consulted on the layout

Carpentry Shop -poor layout - back and forth movement of students to woodwork shop to use machines

-require lumber climatizing room

-large heat loss through large doors for house project removal

Plumbing Shop -satisfactory layout

Mechanical -very poor co-ordination

scattered throughout school stock inventory almost impossible	boiler room engineer's office staff office - required panel room central storage for -mechanical -electrical -caretaking -carpentry carpentry shop service entrance	should be all together instead of scattered

Parking -require plugs

-adequate otherwise

Lockers -lack of space for locker expansion

-2nd floor lounge used for locker space overflow

Student Council -adequate

School Building

-too much neutral grey of concrete surfaces in classroom interiors - more accent colors needed

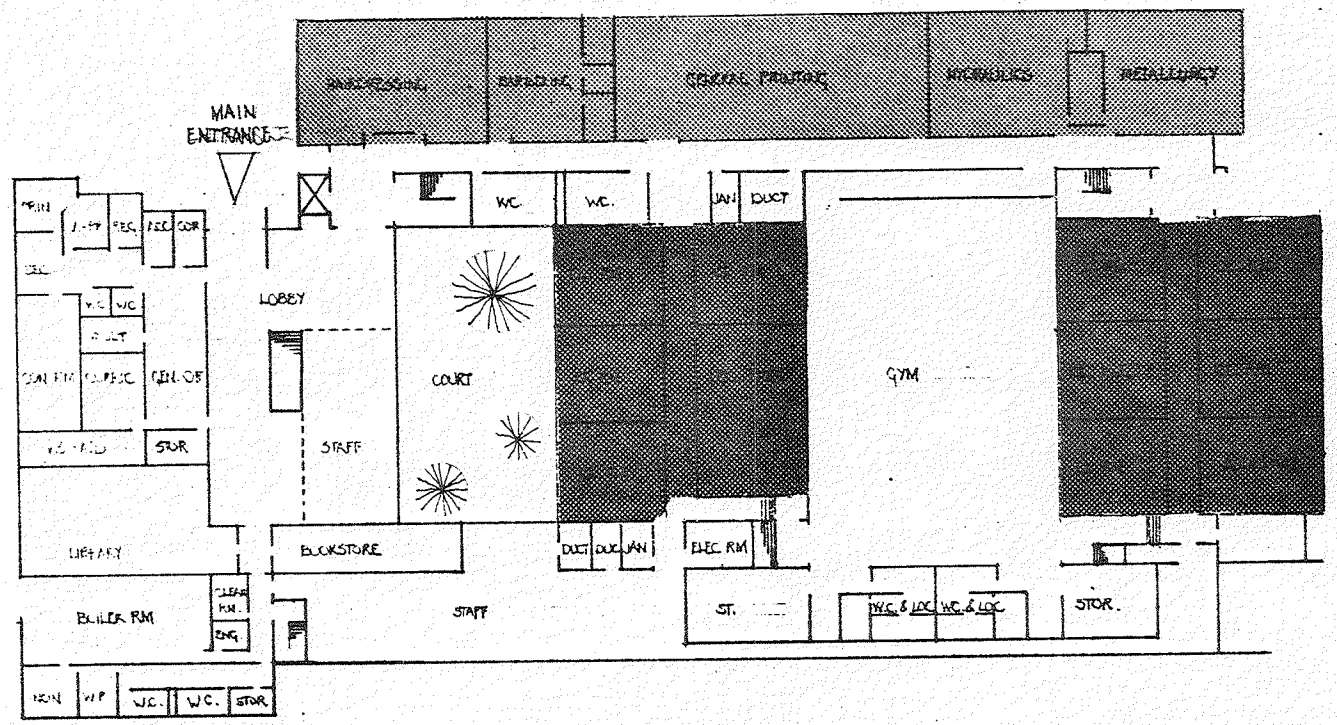
-building itself not of uniform construction

-three sizes of grids used

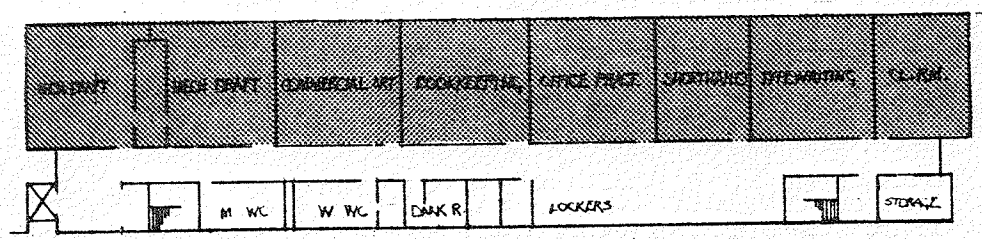
-two types of building systems used

-poured-in-place and precast concrete

-steel post and beam



1ST FLOOR

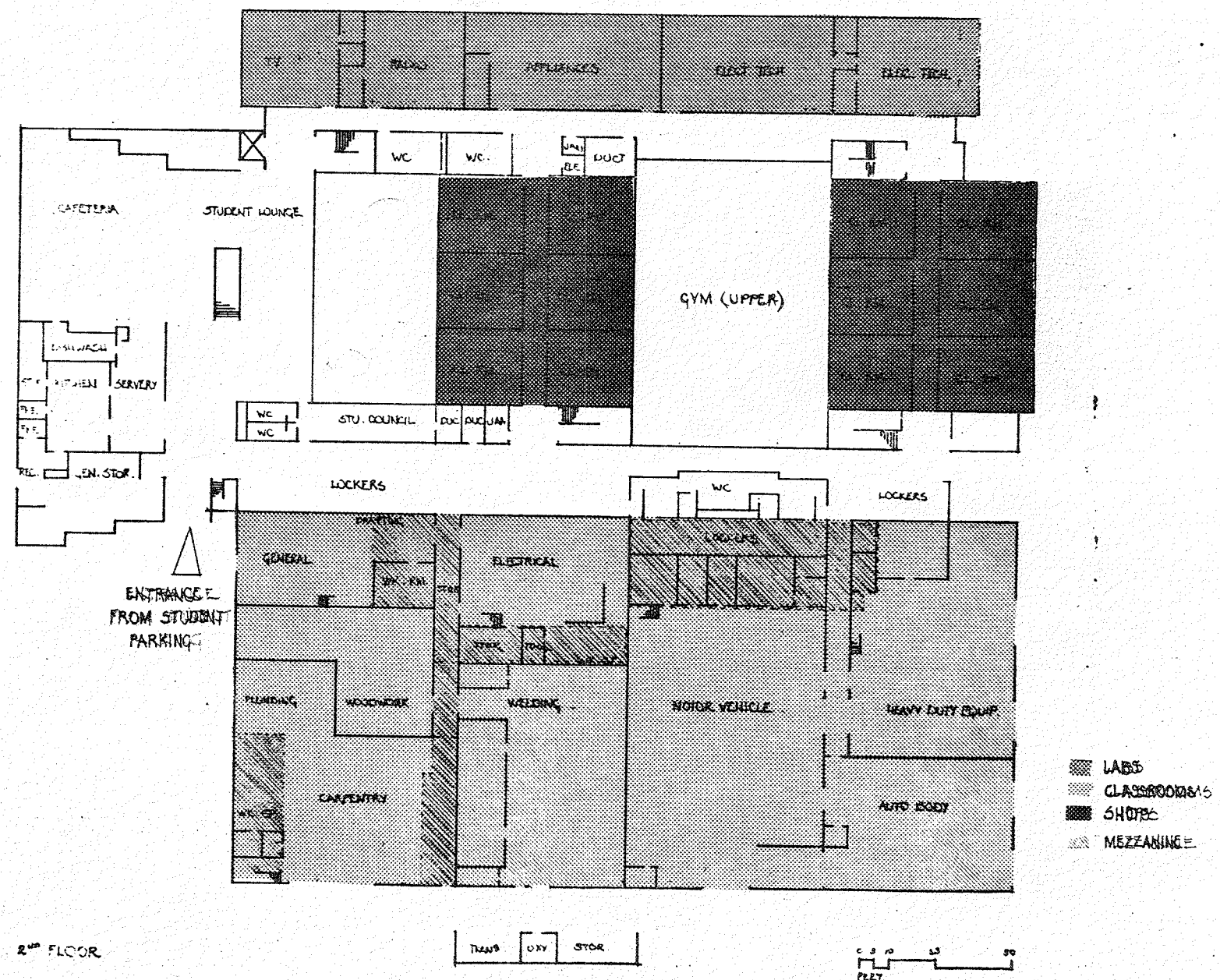


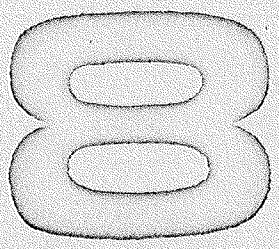
LABS
CLASSROOMS

0 5 10 25 50
FEET

3rd FLOOR

ASSINIBOINE COMMUNITY COLLEGE, BRANDON, MANITOBA, BRANDON


CAFETERIA
STUDENT LOUNGE
WC
WC
DUCT
GYM (UPPER)
KITCHEN
SERVERY
REC.
GEN. STOR.
WC
WC
STU. COUNCIL
LOCKERS
WC
LOCKERS
ENTRANCE FROM STUDENT PARKING
GENERAL
ELECTRICAL
PLUMBING
WOODWORK
WELDING
MOTOR VEHICLE
HEAVY DUTY EQUIP.
CARPENTRY
AUTO BODY
LABS
CLASSROOMS
SHOPS
MEZZANINE
2ND FLOOR

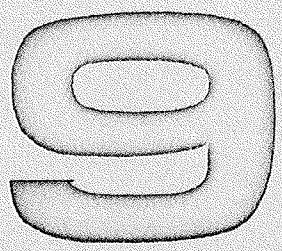


SPACE PROGRAM FOR DESIGN

Areas required for all departments and services are based on Assiniboine Community College, Brandon, Manitoba, with changes and modifications responding to personal investigation of their facilities and interviews of staff members.

A Community College (1000 students)	Area (sq. ft.)
Main Entrance	60
Secondary Entrance	60
Main Lobby	3600
Administrative	4100
Learning Resource Centre	7050
Gymnasium	15360
Staff Offices (70)	7000
Staff Lounge	750
Bookstore	1100
General Stores	2000
Student Lounge	5000
Cafeteria	7060
Classrooms (23)	23000
Lecture Theatres (3)	3600
Labs:	
Hairdressing	2850
General Printing	2700
Hydraulics	1450
Metallurgy	1450
TV Servicing	1300
Radio Servicing	1300
Appliances	2200
Architectural Drafting	1650
Mechanical Drafting	1650
Commercial Art	1200
Bookkeeping	1200
Office Practice	1200
Shorthand	900
Typewriting	1200
Computer Programming	1650
Shops:	
Heavy Duty Equipment	5020
Auto Body	6500
Motor Vehicle	7722
Electrical	3680
Welding	3960
Machine	2668

Carpentry	4240
Plumbing	3712
Woodworking	2560
Mechanical	8260
Lockers	3840
Student Council	528
First Aid	260
Washrooms	3000
Total	159,590



SPECIFIC AREA CRITERIA

Activity	Requirements	Functions	Relationships	Area (sq.ft)	Relationships Within Activity Area
Main Entrance	near visitor parking secondary focus inward towards administration	inviting transition community orientated	visitor parking — community main entrance main lobby (student mall)	60	
Secondary Entrances	near staff & student parking	transition into bldg. emergency exits	staff & student parking secondary entrances lockers & washrooms	60	
Main Lobby (Student Mall)	natural lighting spaciousness	major activity centre focal point for: -students -community a place for: -communication -contemplation -exchange of ideas	mall — administration cafeteria learning resource centre gymnasium	3600 per floor 7200 max.	
Lecture Theatres	folding partitions for short term flexibility theatre grouping -2 -90 seat theatres -1 -160 seat theatre permanent audio-vis. set-up	usage by: -students -administration -community	lecture theatres — student mall main entrance	4200	lecture theatres 800, 800 chair storage 1200 stage 800 dressing rooms 600

Activity	Requirements	Functions	Relationships	Area (sq.ft.)	Relationships Within Activity Area
Administration	offices semi-permanent partitions for future change counselling section should be kept separate but remain within easy access of student traffic	accessibility to staff and student minimize isolation and formality to general office principal may be isolated - half his time spent outside the school vice-principal: more noticeable among staff and students than principal	general office — mall, main entrance registrar — mall secretary — mall, principal, vice-principal	4100	general office 800 principal 168 vice-principal 168 secretary 168 registrar 168 accountant 168 co-ordinator 168 public relations 336 conference room 800 curriculum 500 vault 200 washrooms 200 storage 300
Gymnasium	artificial lighting acoustics noise control acoustical requirements could be reduced with stage incorporated in lecture theatres instead of gym college would participate within the college sports league -weekend tournaments -balcony important -ability to open up school core while keeping academic areas locked	gymnasium & auditorium -conventions -graduations -movies -student dances -hardwood floor with special plasic polyurtherene finish can withstand auditorium functions other than cigarette burns	gymnasium — student mall, community outdoors gymnasium lockers & showers student mall	14,760	gymnasium 5288 men - lockers 300 washroom 300 women - lockers 300 washroom 300 staff m. - lockers 100 washroom 70 f. - lockers 100 washroom 70 balcony 1970 office 160 chair storage 500 equipment storage 500 laundry room 200 4 handball courts 2300 room - wrestling 500 room - judo 500 coat room 300

Activity	Requirements	Functions	Relationships	Area (sq.ft.)	Relationships Within Activity Area
Learning Resource Centre	library -natural light -varying study areas -study carrels -long tables audio-visual library audio-visual production & equip. storage print shop - in general area because of noise factor	accessibility by: -students -staff -community secondary focal point -not extensively used as a university library -more towards technical info. rather than research work	learning resource centre — student mall, classrooms, labs, shops	7050	central access book stacks — 5550 reading area audio-vis. lib. 300 audio-vis. prod. 1000 print shop 200
Staff Offices	located near teaching stations moveable partitions grouped in various areas of the school	acoustical & visual privacy for: -concentration for work -discussion between -staff-staff -student-staff	staff offices — classrooms, labs, shops	7000 for 70 instructors	
Staff Lounge	located near cafeteria for food supply	private discussion between staff members otherwise cafeteria is used	staff lounge — cafeteria, view	750	
Bookstore	minimum display keep excess books in storage for return shipment allow for shipping & receiving	minor activity centre student accessibility books shipped out for extension courses in surrounding communities	bookstore — student mall, storage room, service entrance	1100	

Activity	Requirements	Functions	Relationships	Area (sq.ft.)	Relationships Within Activity Area
General Stores	staff use: -instructional material storage	storage of classroom supplies cenralized for delivery to classes must be close to its service entrance	general stores ← classrooms, labs, shops	2000	
Student Lounge	varying in sizes not as one large space scattered around mall area natural light view	places for: -communication -contemplation -exchange of ideas -student vs. student -student vs. staff	lounges ← mall, bookstore, library, cafeteria, student council	5000	
Cafeteria	view natural lighting extra study area after servery closes separate staff entrance -for weekend operation -for special events	activity centre communication -student-student -staff-student -staff-staff	cafeteria ← mall, lounges, service entrance	7060	dining 3840 vending machines 80 servery 1050 dishwashing 410 kitchen 840 storage 240 freezer 140 service entrance 460
Lockers	located throughout school noise factor if located against classroom wall could be used to break up long hallways	accessible storage	lockers ← entrances, classrooms, labs, shops	3840	

Activity	Requirements	Functions	Relationships	Area (sq.ft.)	Relationships Within Activity Area
Classrooms	important need of -storage space -flexible shelving four classrooms with folding partitions to form one large lecture space classroom size to hold 1 instructor & 20 students without crowding	typical teaching stations audio-visual teaching becoming more common	classrooms — lecture theatres labs shops	16,700 total 23 rooms	
Labs (specialized classrooms)	150 sq.ft. storage for each room could be changed to graphics lab extra floor load could be changed to related drafting lab false floor extra floor load all lab areas to be fully serviced for future change -water -sewer -compressed air -electrical -gas	hairdressing general printing hydraulics metallurgy tv servicing radio servicing appliances architectural drafting mechanical drafting commercial art bookkeeping office practice shorthand typewriting computer programing	labs — classrooms shops	2850 2700 1450 1450 1300 1300 2200 1650 1650 1200 1200 1200 900 1200 1650	

Activity	Requirements	Functions	Relationships	Area (sq.ft.)	Relationships Within Activity Area
Shops	general requirements -flexibility -services supplied from ceiling level -very few if any services imbedded in floor mezzanine levels for lecture rooms, storage, labs and work spaces -helps save valuable floor space -offers visual control for instructors over students working on equipment on main floor level while lecturing on mezzanine level	heavy duty equipment	heavy duty equipment — classrooms, hydraulics, metallurgy, motor vehicle, auto body, service entrance	5020	shop 3685 engine rebuild 440 tool crib 112 test equipment 80 mez. lab 504 mez. storage 96 mez. service file rm. 96
		auto body	auto body — classrooms, hydraulics, metallurgy, motor vehicle, heavy duty equipment, serv. ent.	6500	shop 5500 mez. lab 500 mez. office 100 mez. storage 400
		motor vehicle	motor vehicle — classrooms, hydraulics, metallurgy, heavy duty equipment, auto body, service entrance	7722	shop 5888 storage 333 test equipment 160 tool crib 160 engine rebuild 288 battery room 60 cleaning room 90 mez. lab 648 mez. service file 88 mez. storage 104
		electrical	electrical — classrooms, arch. drafting	3679	shop 2310 tool crib 88 material stor. 198 mez. stor. 423 mez. work space 660

Activity	Requirements	Functions	Relationships	Area (sq.ft.)	Relationships Within Activity Areas
Shops	exterior storage of oxygen interior storage of acetylene with explosion panel in exterior wall the main 33,000 kv line and transformer should be next to the welding shop because of the main electrical requirements of the shop	welding	welding — mechanical, drafting, classrooms, service entrance	3960	shop (arc weld.) 2736 acetylene storage 84 oxygen storage 84 work room (acetylene welding) 768 tool crib 112
	woodworking & carpentry shop should be joined to both use the same power equip., lab, and lumber acclimatizing room	woodworking	woodworking — carpentry, classrooms, arch. drafting, serv. ent.	2560	shop 2560
		carpentry	carpentry — woodworking, plumbing, classrooms, arch. drafting, serv. ent.	4860	shop 3836 reclaim 63 tool crib 49 pitting stor. 128 mez. workspace 784
		machine	machine — classrooms, commercial art, graphics, metallurgy	2668	shop 2028 mez. workspace (lab) 640
	removable exterior wall panels rather than huge door for removal of house project	plumbing	plumbing — classrooms, arch. drafting, carpentry, serv. ent.	3712	shop 2176 mez. workspace 1536

Activity	Requirements	Functions	Relationships	Area (sq.ft.)	Relationships Within Activity Area
Mechanical	grouping of: -department areas -storage -mechanical -electrical -caretaking -carpentry storage can be in one main room for control & stocking of supplies	maintenance of building	isolated from main part of school -general protection from curious students -noise control	8260	boiler room 864 service entrance 120 duct room 4400 incinerator 136 control panel rm. 120 engineer's office 160 staff offices 400 storage: mechanical 480 electrical 200 caretaking 460 carpentry 480 carpentry shop 1440
Parking	separate areas for staff & students number of spaces equal to 50% of student enrolment plus staff and visitor parking parking plugs landscaping important	vehicle storage	visitor parking — main entrance student, staff parking — secondary entrances	625 parking spaces	students 500 spaces staff 100 spaces visitors 25 spaces
Student Council	near activity centre for accessibility visual relationship to student body	for use by and for the students	student council — mall lounges	528	

10

GENERAL AREA RELATIONSHIP CHARTING

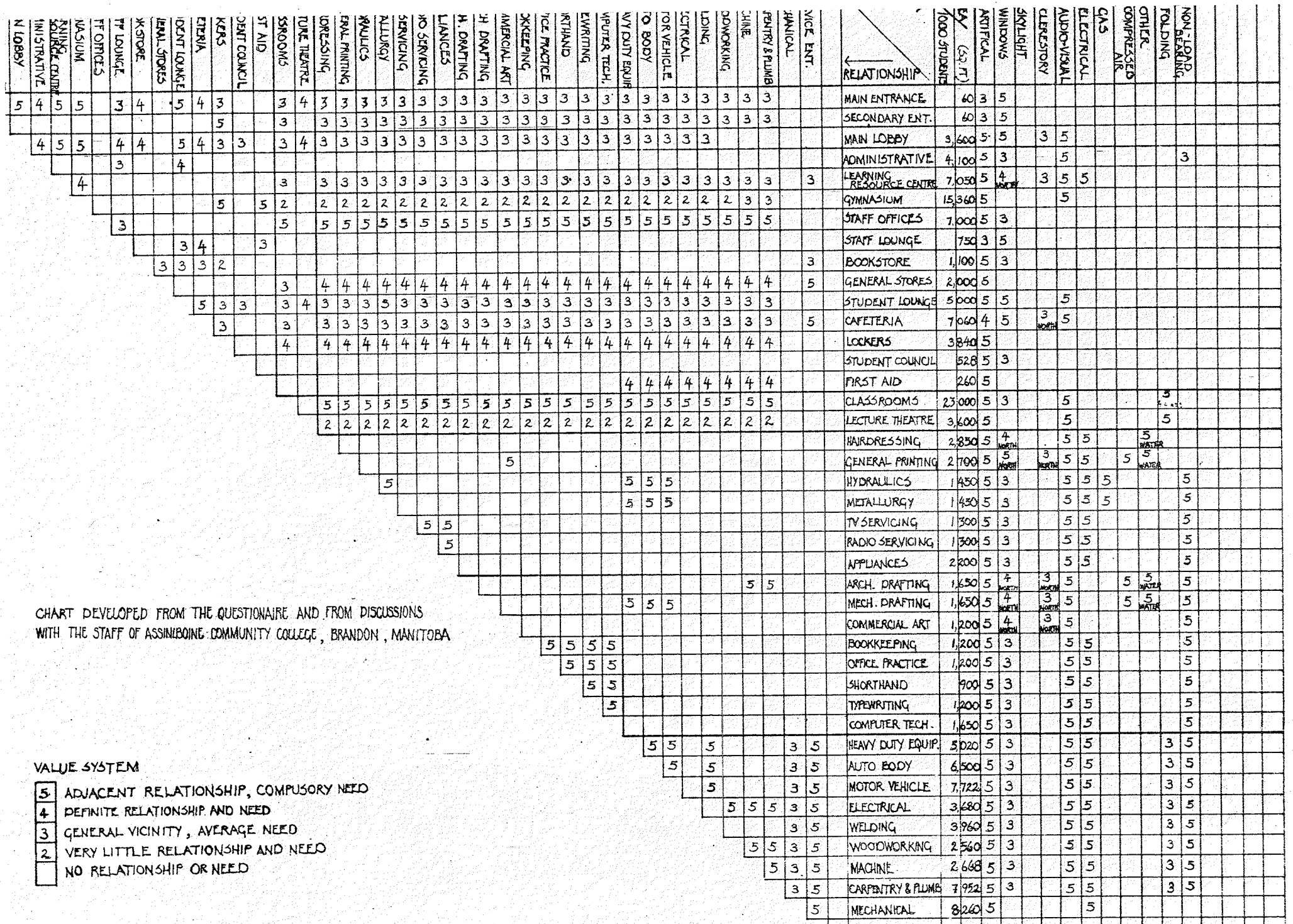
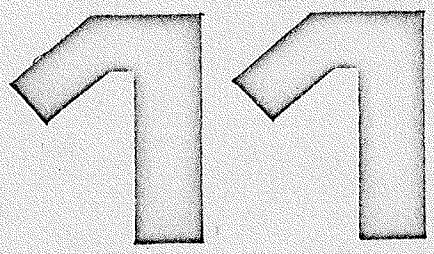


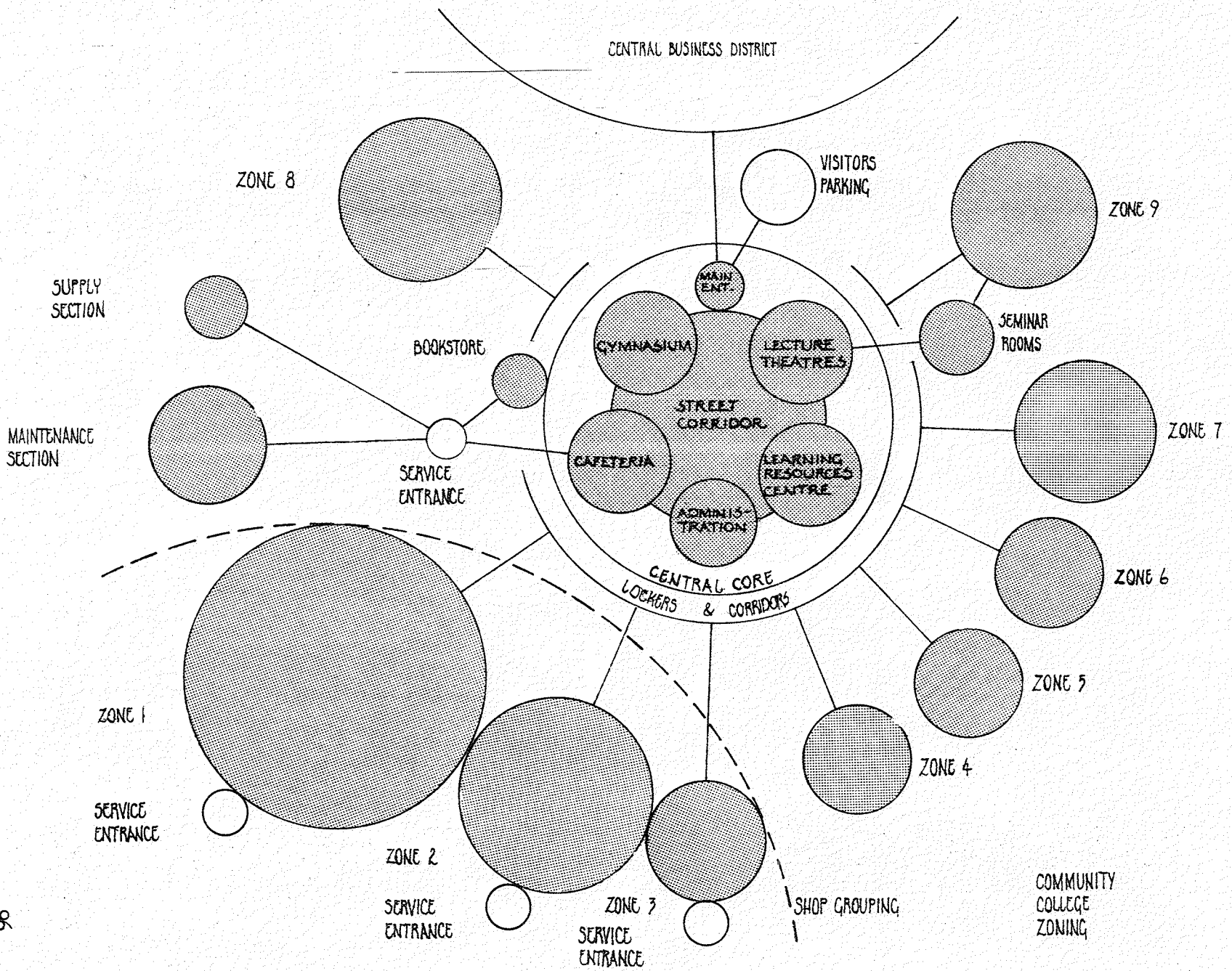
CHART DEVELOPED FROM THE QUESTIONAIRE AND FROM DISCUSSIONS WITH THE STAFF OF ASSINIBOINE COMMUNITY COLLEGE, BRANDON, MANITOBA

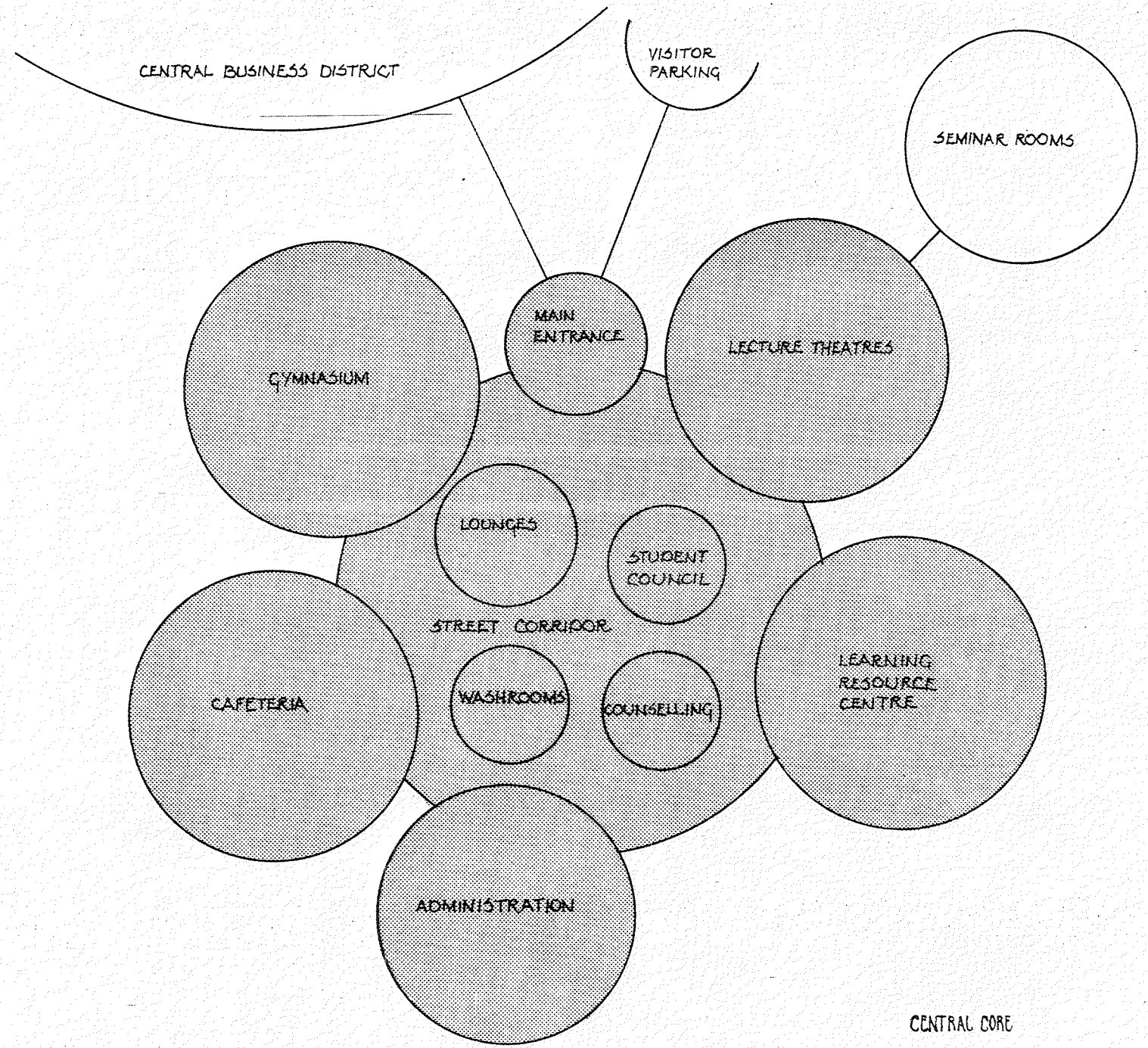
VALUE SYSTEM

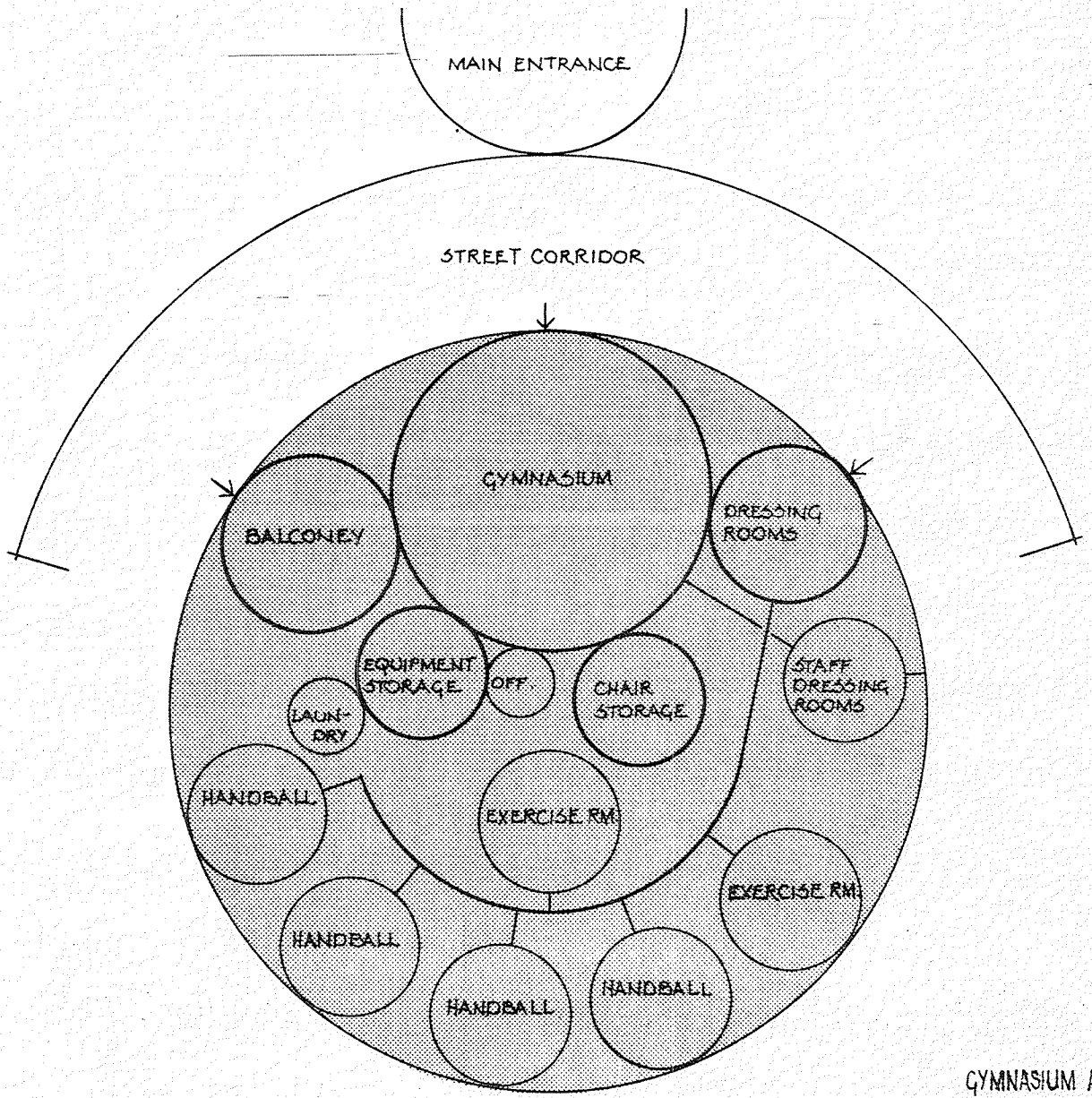
5	ADJACENT RELATIONSHIP, COMPUSORY NEED
4	DEFINITE RELATIONSHIP AND NEED
3	GENERAL VICINITY, AVERAGE NEED
2	VERY LITTLE RELATIONSHIP AND NEED
	NO RELATIONSHIP OR NEED



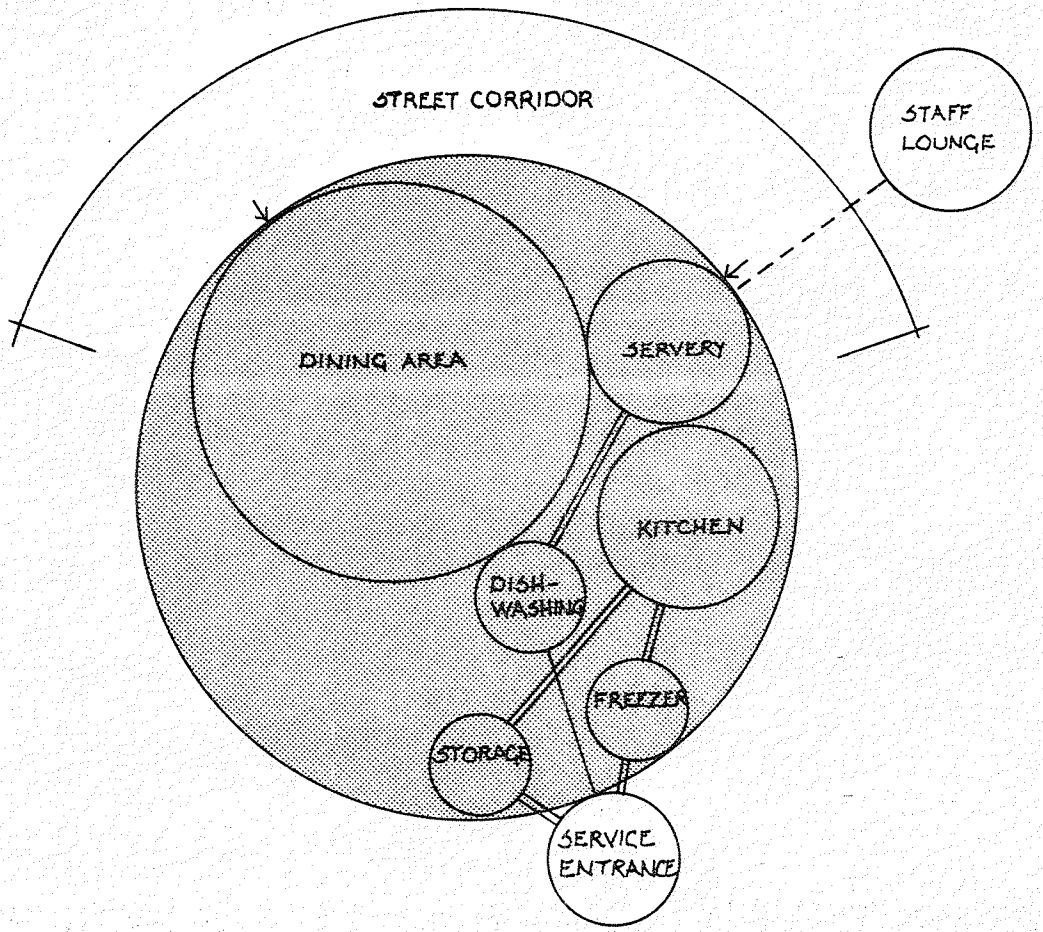
SCHEMATIC AREA RELATIONSHIP DIAGRAMS


CENTRAL BUSINESS DISTRICT
ZONE 8
VISITORS PARKING
ZONE 9
SUPPLY SECTION
MAIN ENT.
BOOKSTORE
GYMNASIUM
LECTURE THEATRES
SEMINAR ROOMS
STREET CORRIDOR
MAINTENANCE SECTION
SERVICE ENTRANCE
CAFETERIA
LEARNING RESOURCES CENTRE
ADMINIS-TRATION
ZONE 7
CENTRAL CORE
LOCKERS & CORRIDORS
ZONE 6
ZONE 5
ZONE 1
ZONE 4
SERVICE ENTRANCE
ZONE 2
SERVICE ENTRANCE
ZONE 3
SERVICE ENTRANCE
SHOP GROUPING
COMMUNITY COLLEGE ZONING

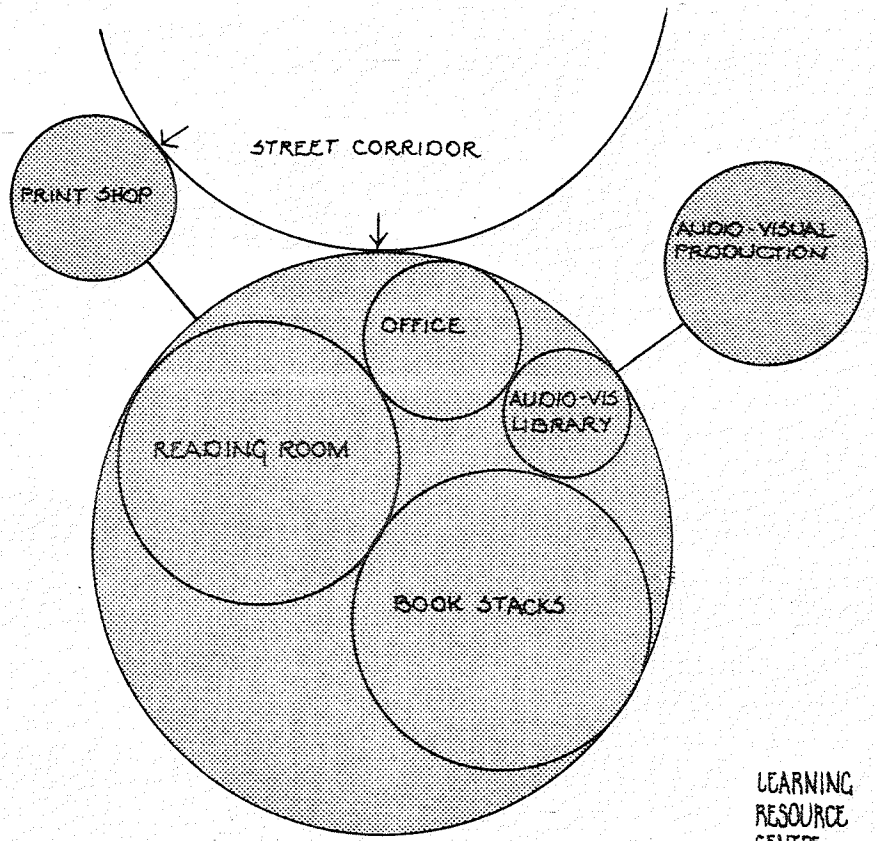

CENTRAL BUSINESS DISTRICT
VISITOR PARKING
SEMINAR ROOMS
MAIN ENTRANCE
GYMNASIUM
LECTURE THEATRES
LOUNGES
STUDENT COUNCIL
STREET CORRIDOR
WASHROOMS
COUNSELLING
CAFETERIA
LEARNING RESOURCE CENTRE
ADMINISTRATION
CENTRAL CORE

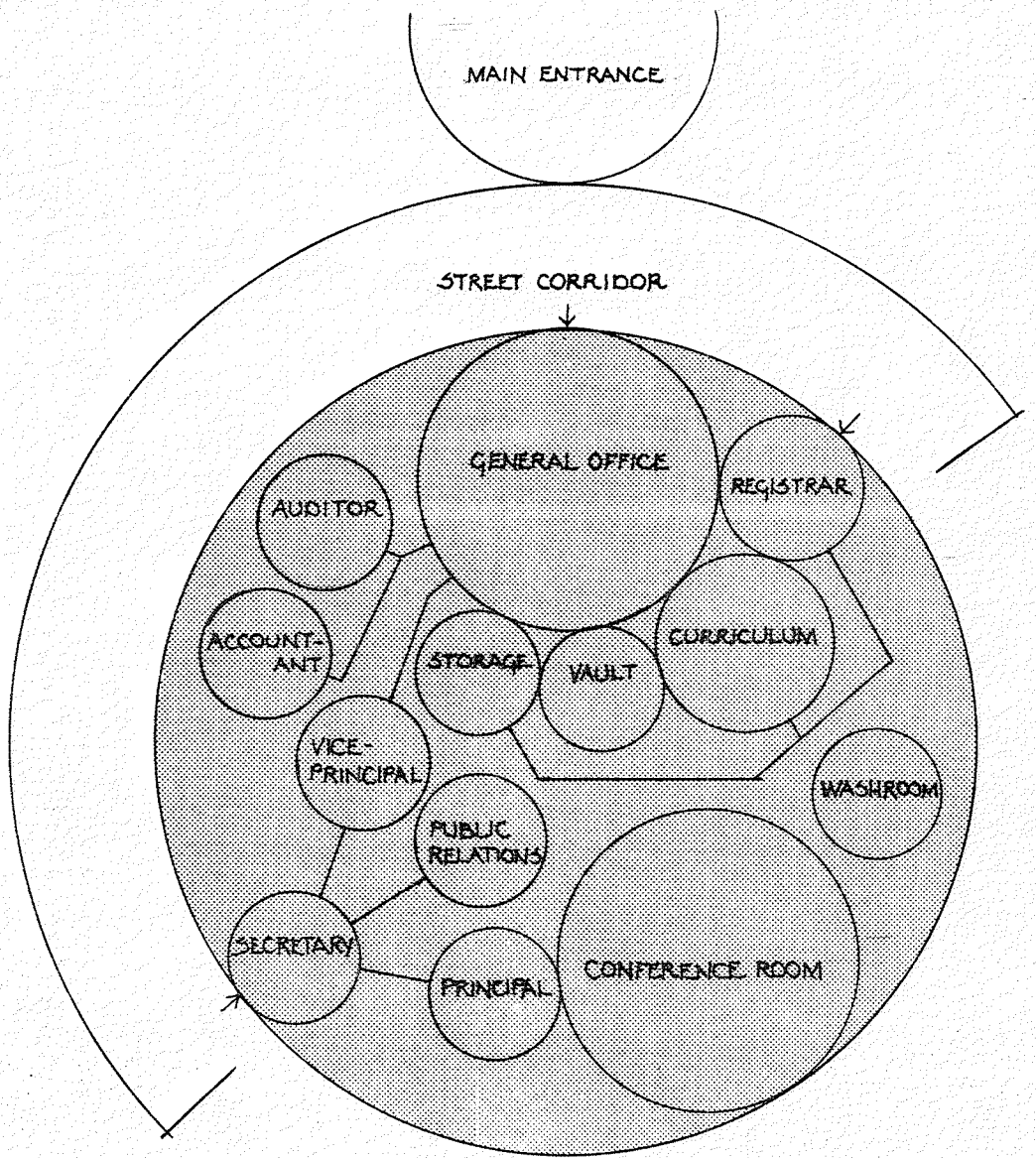


GYMNASIUM AREA

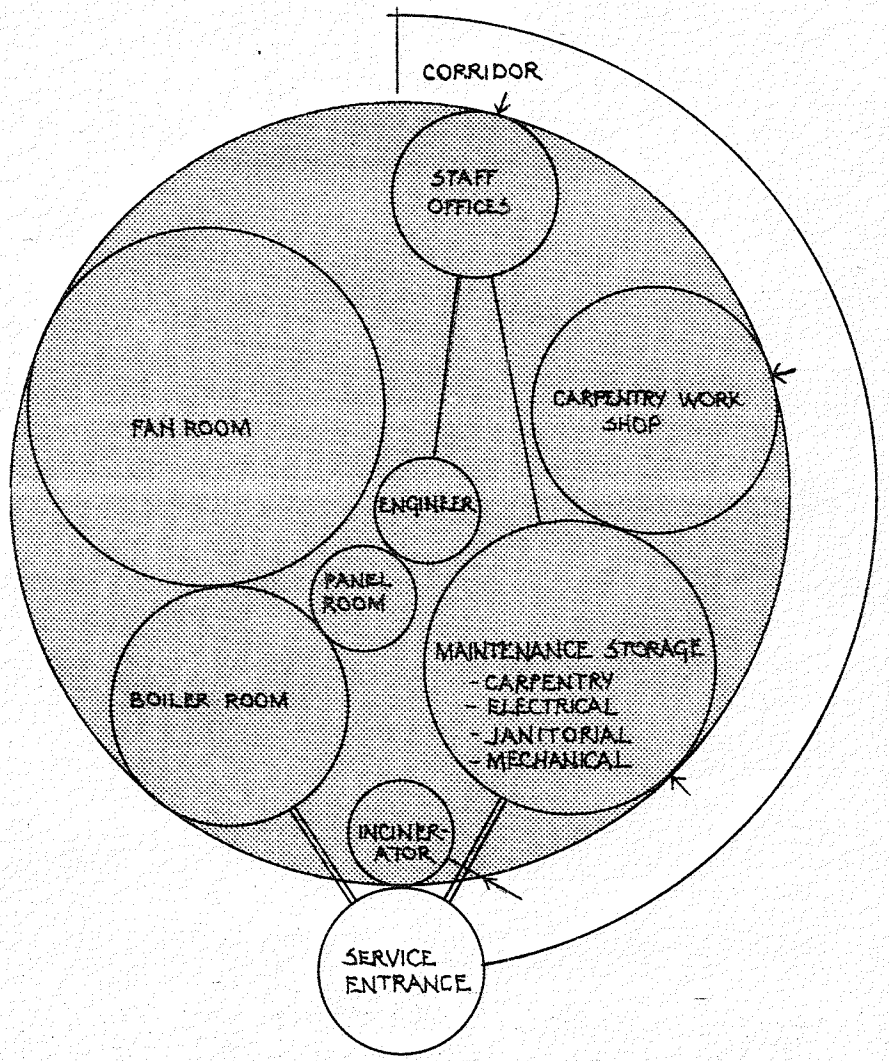

STREET CORRIDOR
STAFF LOUNGE
DINING AREA
SERVERY
KITCHEN
DISH-WASHING
FREEZER
STORAGE
SERVICE ENTRANCE

CAFETERIA

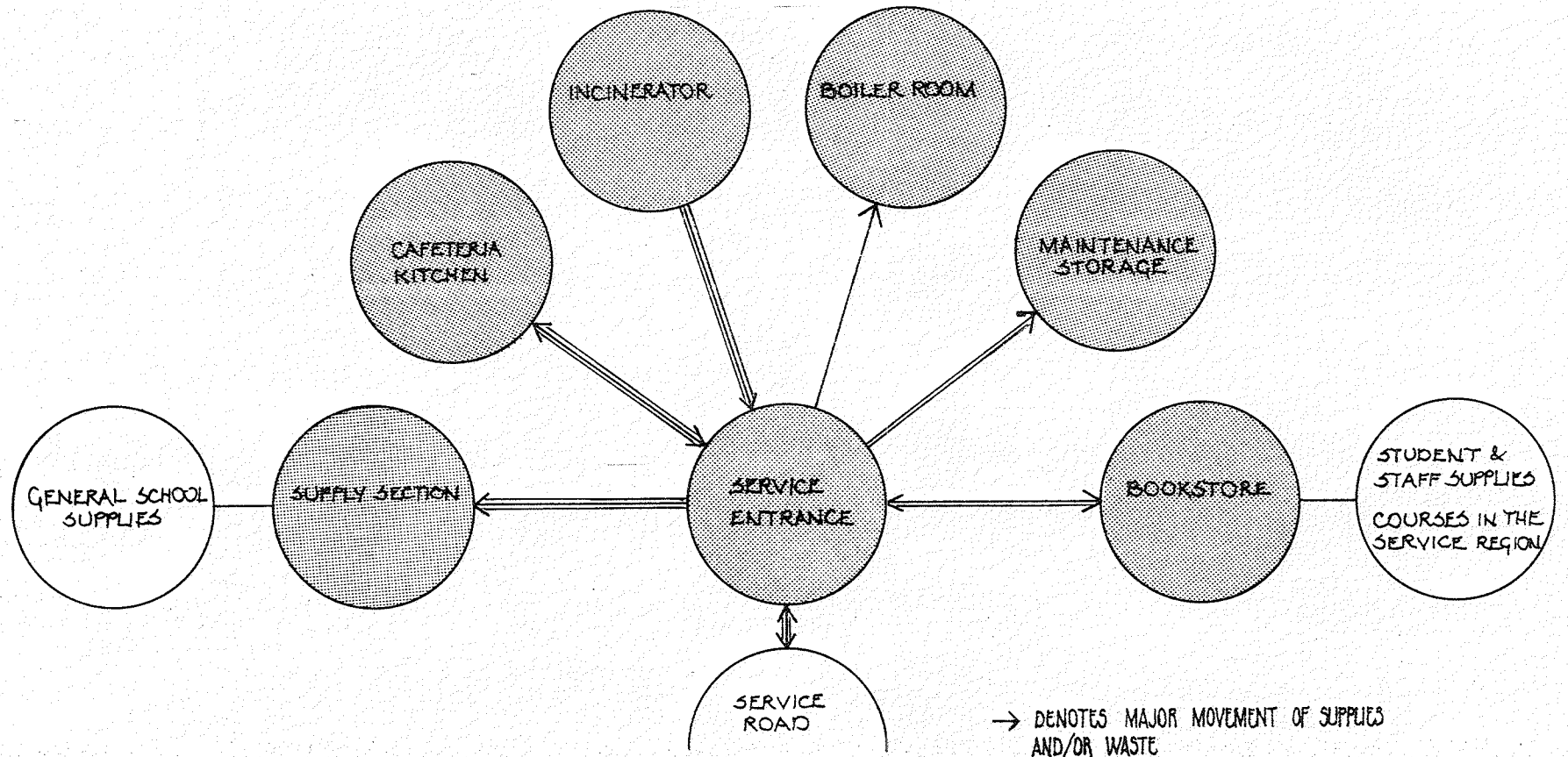

STREET CORRIDOR
PRINT SHOP
AUDIO-VISUAL PRODUCTION
OFFICE
AUDIO-VIS LIBRARY
READING ROOM
BOOK STACKS
LEARNING RESOURCE CENTRE



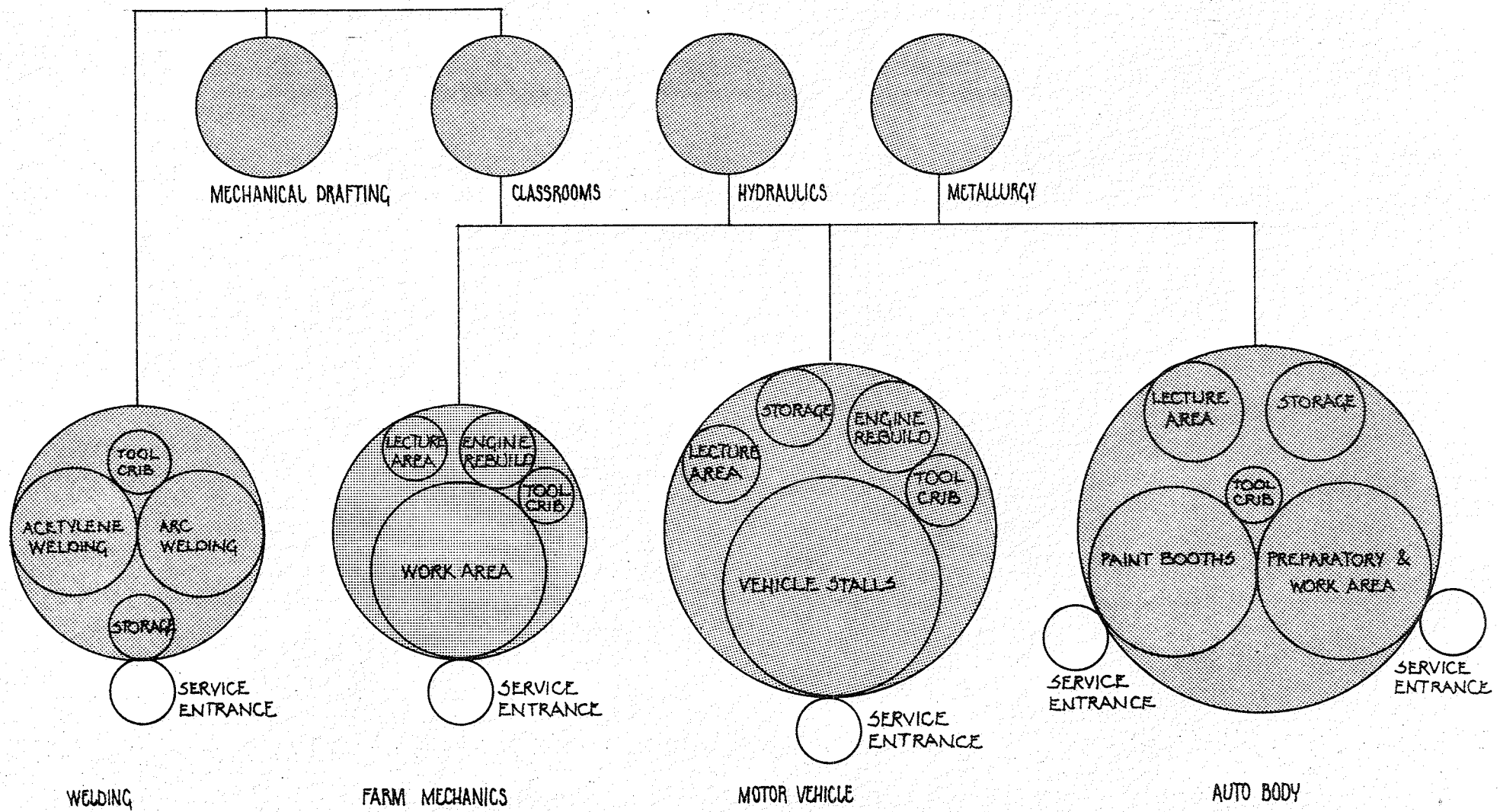
ADMINISTRATION



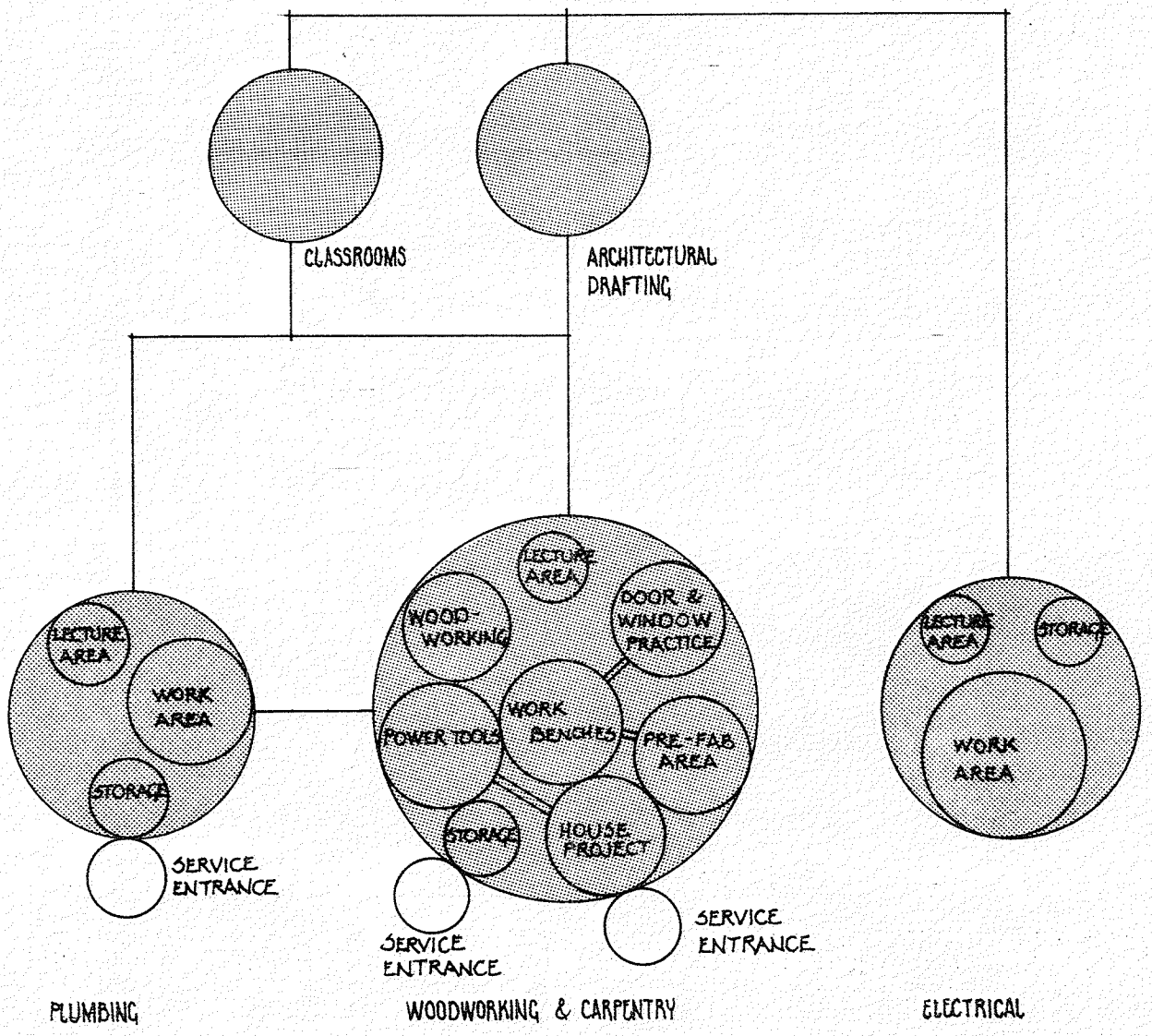
MECHANICAL DEPT.



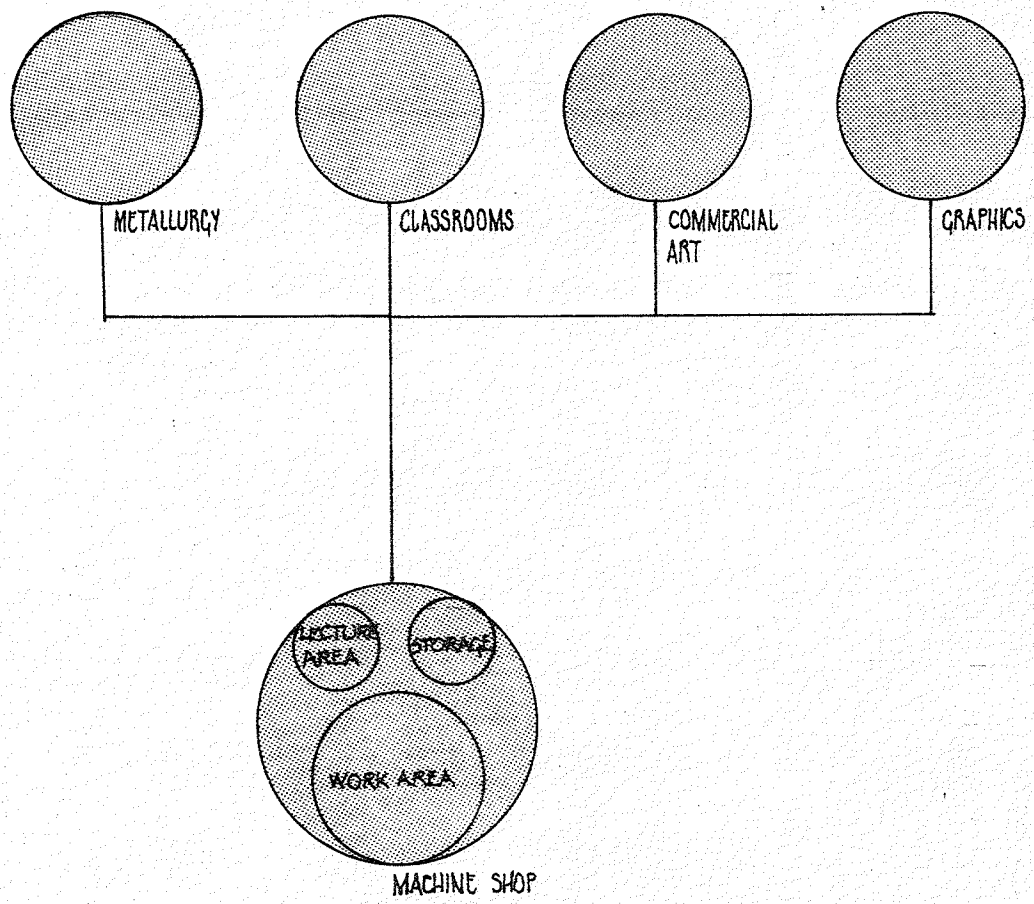
SERVICE ENTRANCE ZONE


MECHANICAL DRAFTING
CLASSROOMS
HYDRAULICS
METALLURGY
TOOL CRIB
ACETYLENE WELDING
ARC WELDING
STORAGE
SERVICE ENTRANCE
LECTURE AREA
ENGINE REBUILD
TOOL CRIB
WORK AREA
SERVICE ENTRANCE
STORAGE
ENGINE REBUILD
LECTURE AREA
TOOL CRIB
VEHICLE STALLS
SERVICE ENTRANCE
LECTURE AREA
STORAGE
TOOL CRIB
PAINT BOOTHS
PREPARATORY & WORK AREA
SERVICE ENTRANCE
SERVICE ENTRANCE
WELDING
FARM MECHANICS
MOTOR VEHICLE
AUTO BODY

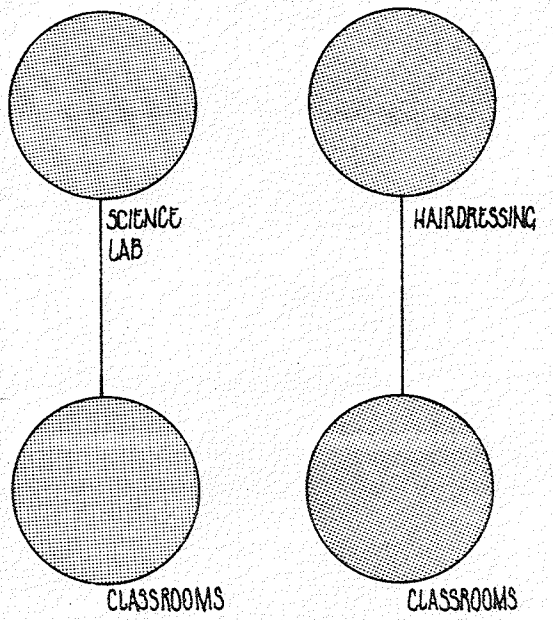
ZONE I


CLASSROOMS
ARCHITECTURAL DRAFTING
LECTURE AREA
WORK AREA
STORAGE
SERVICE ENTRANCE
LECTURE AREA
WOOD-WORKING
DOOR & WINDOW PRACTICE
POWER TOOLS
WORK BENCHES
PRE-FAB AREA
STORAGE
HOUSE PROJECT
SERVICE ENTRANCE
SERVICE ENTRANCE
LECTURE AREA
STORAGE
WORK AREA
PLUMBING
WOODWORKING & CARPENTRY
ELECTRICAL

ZONE 2

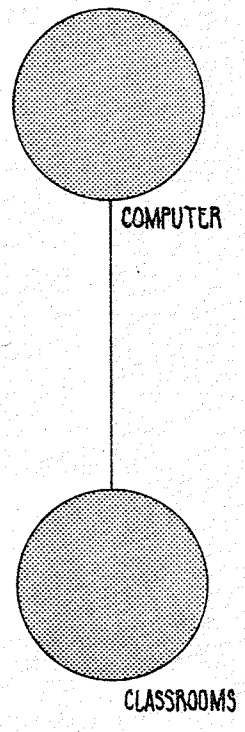


ZONE 3

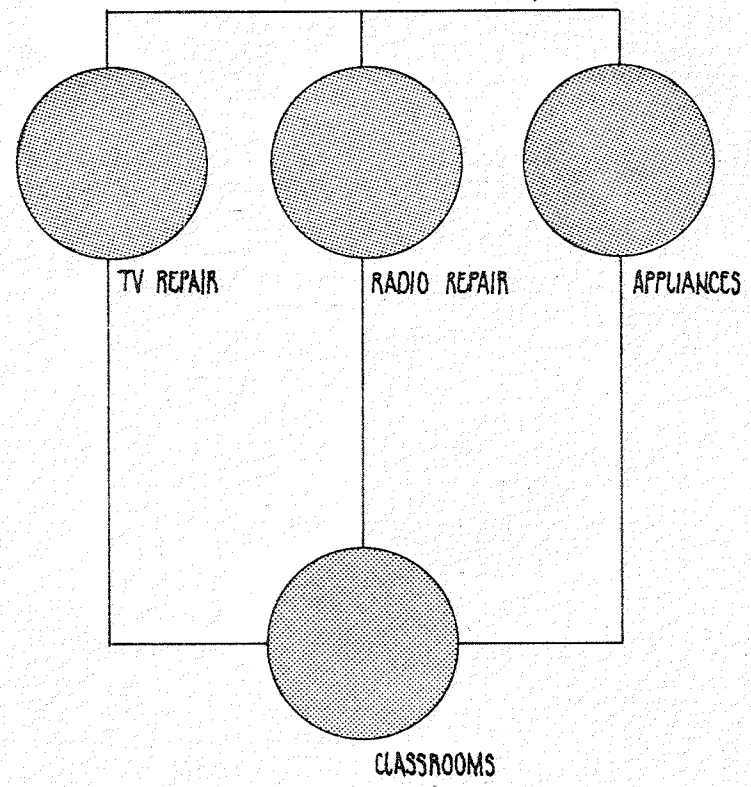


ZONE 4

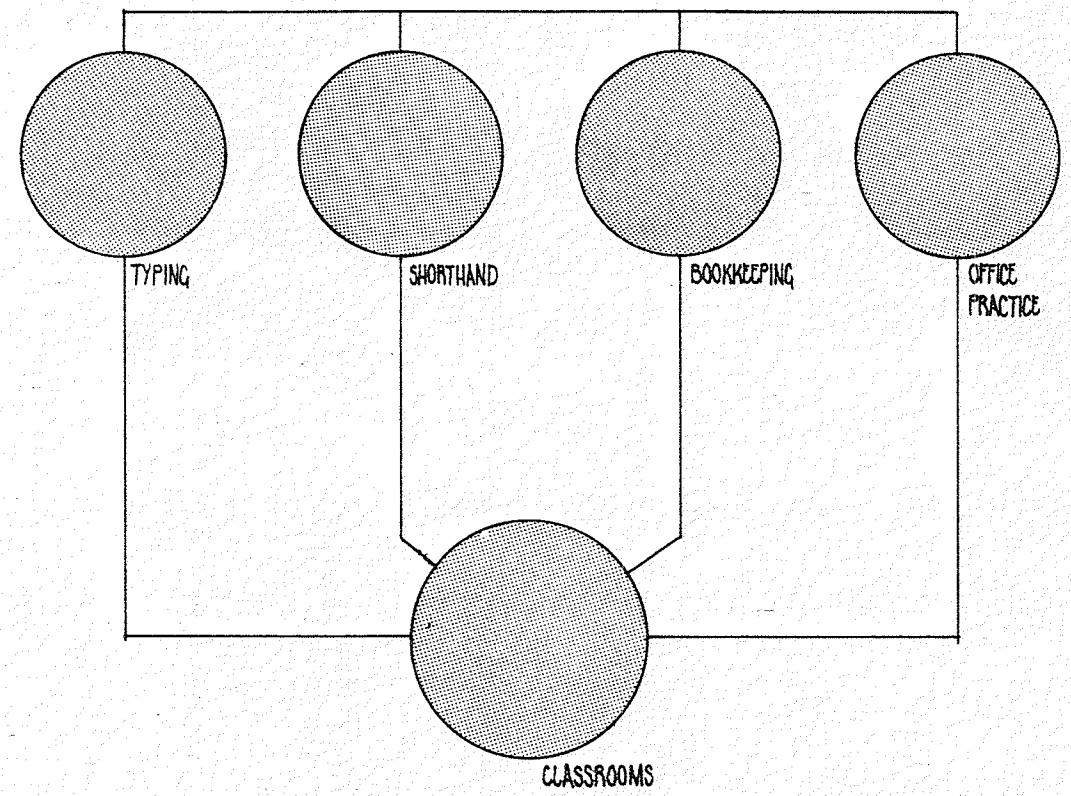
ZONE 5


COMPUTER
CLASSROOMS

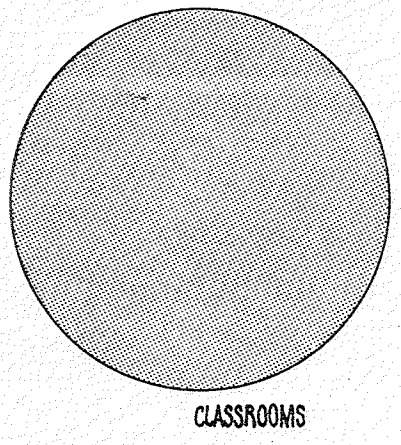
ZONE 6


TV REPAIR
RADIO REPAIR
APPLIANCES
CLASSROOMS

ZONE 7


TYPING
SHORTHAND
BOOKKEEPING
OFFICE PRACTICE
CLASSROOMS

ZONE 8


CLASSROOMS

ZONE 9

12

GENERAL EDUCATIONAL REQUIREMENTS

Instructional Groupings

Activity:	Students:	Teachers:	Space:
individual work	1	0 or 1	library carrel desk classroom
small group	3 to 15	0 or 1	seminar room classroom
conventional class	15 to 40	1 or 2	seminar room classroom lecture theatre lecture area - shop instruction bleachers - shop instruction
medium group	40 to 80	1 or 2	double classroom lecture theatre
large group	80 to 150	1 or 2	lecture theatre gymnasium
assembly	150 and up	1 or more	gymnasium assembly hall

Flexibility

Four basic forms:

1) Spatial Variety

2) Immediate Change

3) Long-range Changeability

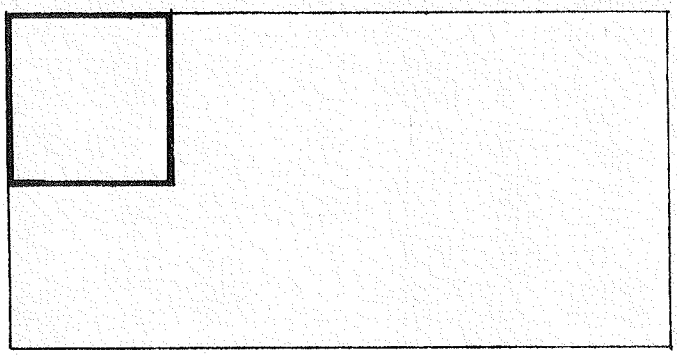
4) Expansion

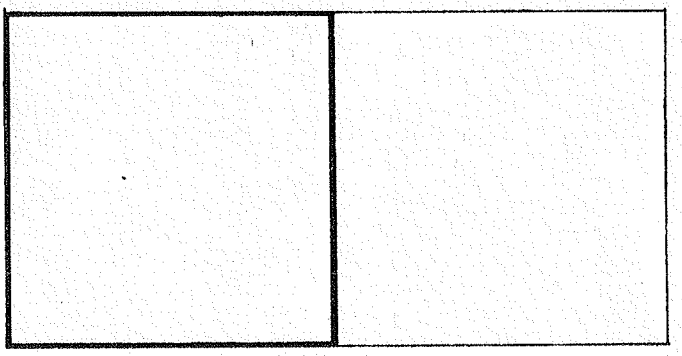
1) Spatial Variety

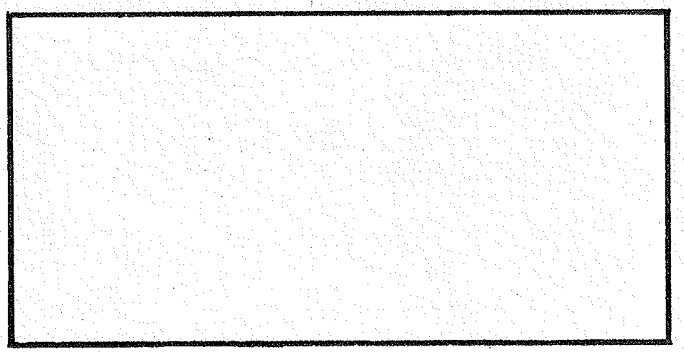
The instructional groupings previously cited call for a variety of space sizes and funtional capabilities. In a large school, a varitey of spaces, combined with effective scheduling, can provide options in the use of the facility which are a mode of flexibility. Some of these spaces may

be quite specialized: music rooms, physical education facilities, vocational laboratories, and science laboratories. Other spaces provide for varying degrees of multi-use capability.[28]

Assiniboine Community College can accommodate 650 students quite comfortably and with effective scheduling the load is increased to 850 students which is considered near full capacity.



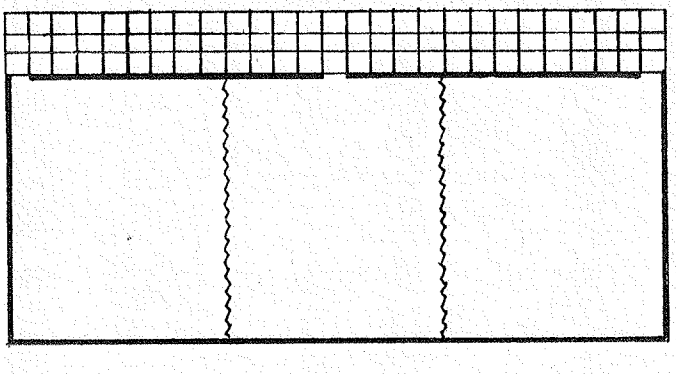


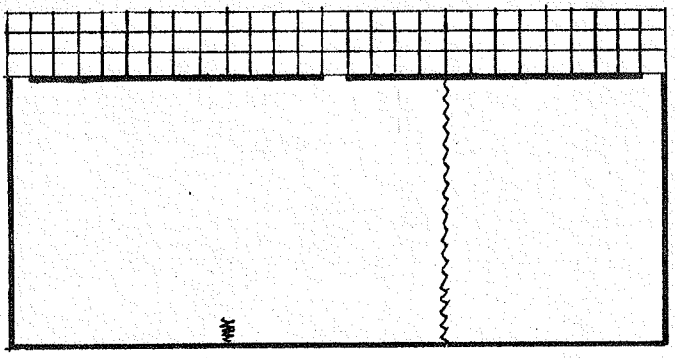


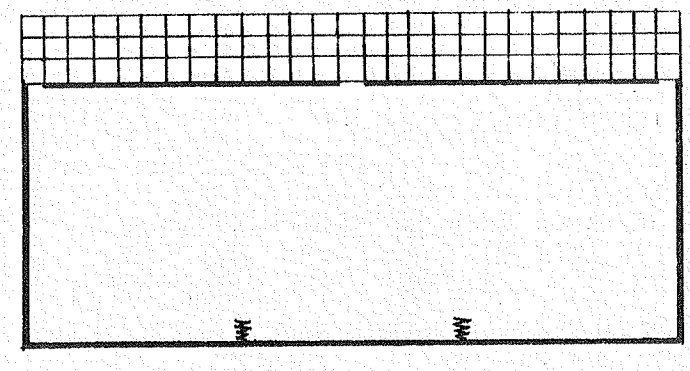
2) Immediate Change

In the day-to-day operation of the school, it should be possible to convert certain spaces immediately with an absolute minimum of time and effort. Such changes are apt to be necessary during the school day, and generally take the form of temporarily reducing or expanding spaces in classrooms and lecture theatres in order to separate or bring together groups or activities. Such flexibility accomplished primarily by operable walls, readily moved by teacher or student, but movable furniture and space dividers may also be used.

For a community college four classrooms which can be opened up to form one large room or further divided into smaller seminar groupings would be considered adequate for future educational instruction.







3) Long-range Changeability

The design of the building should permit rearrangement of interior partitions in order to facilitate changes in the teaching program and the resulting redistribution of students, teachers, and equipment.

Movement of partitions alone does not answer this requirement fully and that the implications of moving partitions on other subsystems may govern the degree of flexibility absolutely. Among the functions involved are the relocation of: supply and return air diffusers

ductwork

thermostats

control lines

electric outlets

conduits

switches

lighting fixtures

and the effect on: flooring materials

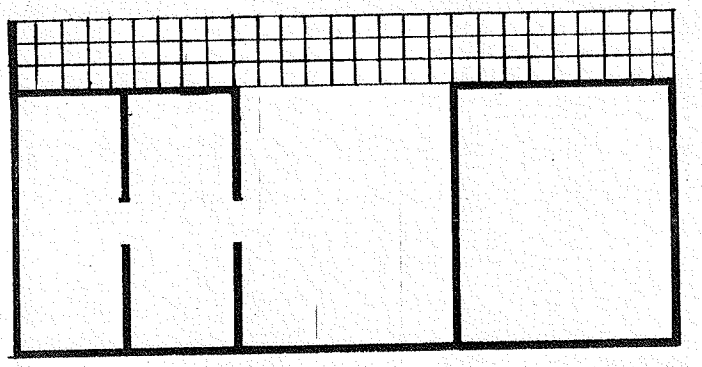
wall-mounted furniture

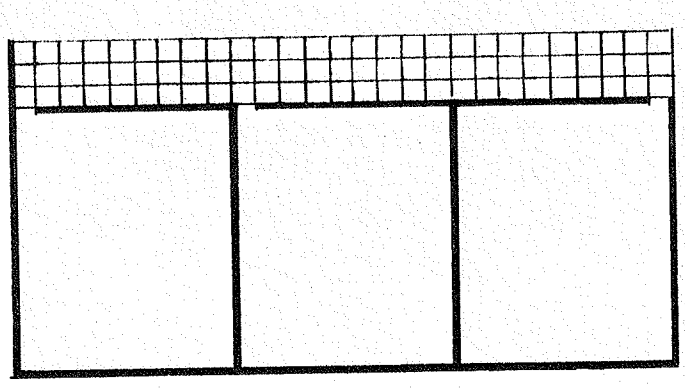
Such changes are a form of remodeling; but to be realistically useful

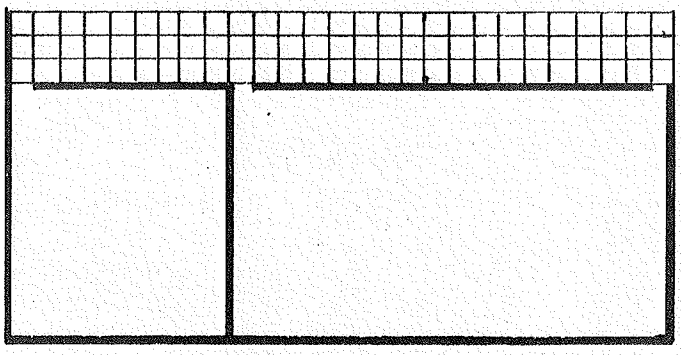
to the schools they must involve a minimum of expense and, where possible, should require only regular school personel or minimal outside building labor to complete. Services from the ceiling rather than from the floor are subject of current studies by industry and educators.

With classroom expansion regular instruction is most beneficial with one instructor to twenty or fewer students. Additional students require additional classrooms, not larger classrooms. This initiates additional building.

In labs reduction or expansion can occur with removable end walls. With complete floor and ceiling services such as electrical, water, sewer, gas, and compressed air already located in the lab areas, the relocation of service outlets for lab expansion or reduction could be kept to a minimum.



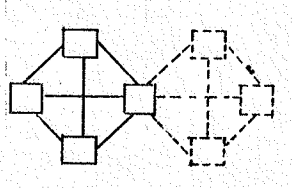




4) Expansion

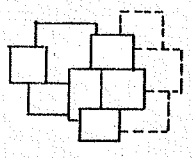
The school building should be planned in such a way that increases in enrolment may be accommodated by an orderly expansion of facilities. By orderly I mean the building should accommodate growth with a minimum of demolitions, interruptions, and cost, and also that the school must be a successful architectural and educational entity at each stage of development. Expansion is largely a matter of plan arrangement of the school by its architect and programming by the school district.

MOLECULAR



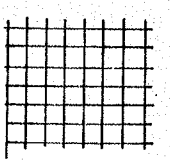
UNIFORM
RIGID
REPETITION

CLUSTER



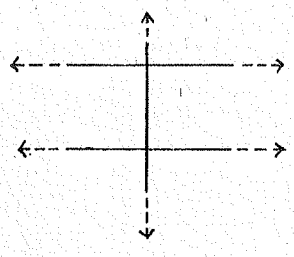
GROWTH AT PERIPHERY
LIMITED GROWTH AT CORE

NETWORK



REGULAR EXPANSION ON PREDETERMINED GRID
LAYERED CONCEPT - DIFFERENT GRIDS AT DIFFERENT LEVELS

AXIS



↕ MAIN AXIS - EXPANSION OF CORE FACILITIES
↔ MINOR AXIS - EXPANSION OF ACADEMIC AREAS

Building Systems

Structure

Heating/Ventilating/Air Conditioning

Lighting/Ceiling

Partitions

Casework & Cabinets

Lockers

The Subsystem Components

Structural Subsystem

-columns, primary beams, roof and floor spanning members, roofing, flashing, insulation

Heating/Ventilating/Air Conditioning Subsystem

-heating, ventilating and cooling equipment plus any plumbing, controls and wiring which services the equipment

Lighting/Ceiling Subsystem

-includes the total aggregate ceiling construction from wall to wall plus all lighting, acoustical and ceiling members including flat ceiling panels

Partitions Subsystem

-those elements which provide vertical separation of spaces from floor to ceiling inside the building

Casework & Cabinet Subsystem

-tables, tops, cabinets, sinks, and laboratory accessories, doors, drawers, shelving

Lockers Subsystem

-student lockers, tops, finished ends, shelving, number plates, operating handles

Structural Planning

The structural subsystem must be designed by the architect with freedom to plan the structure on a horizontal and vertical module or multiples of these modules. All subsystems have to relate to these modules.

All subsystems must acknowledge requirements that will permit the architects to plan the design of interior spaces on a smaller horizontal module. This module is called the partition planning module. This module is derived from the need to allow architects to adjust areas more tightly than the structural module allowed and thus meet building area and cost requirements more precisely. The partition planning module allows thick walls (e.g., for plumbing) to be accommodated within the modular system.

Subsystem Components

The interior partition subsystem includes those elements which provide vertical separation of spaces from floor to ceiling inside the building. The following types of partitions are provided:

Fixed Partitions

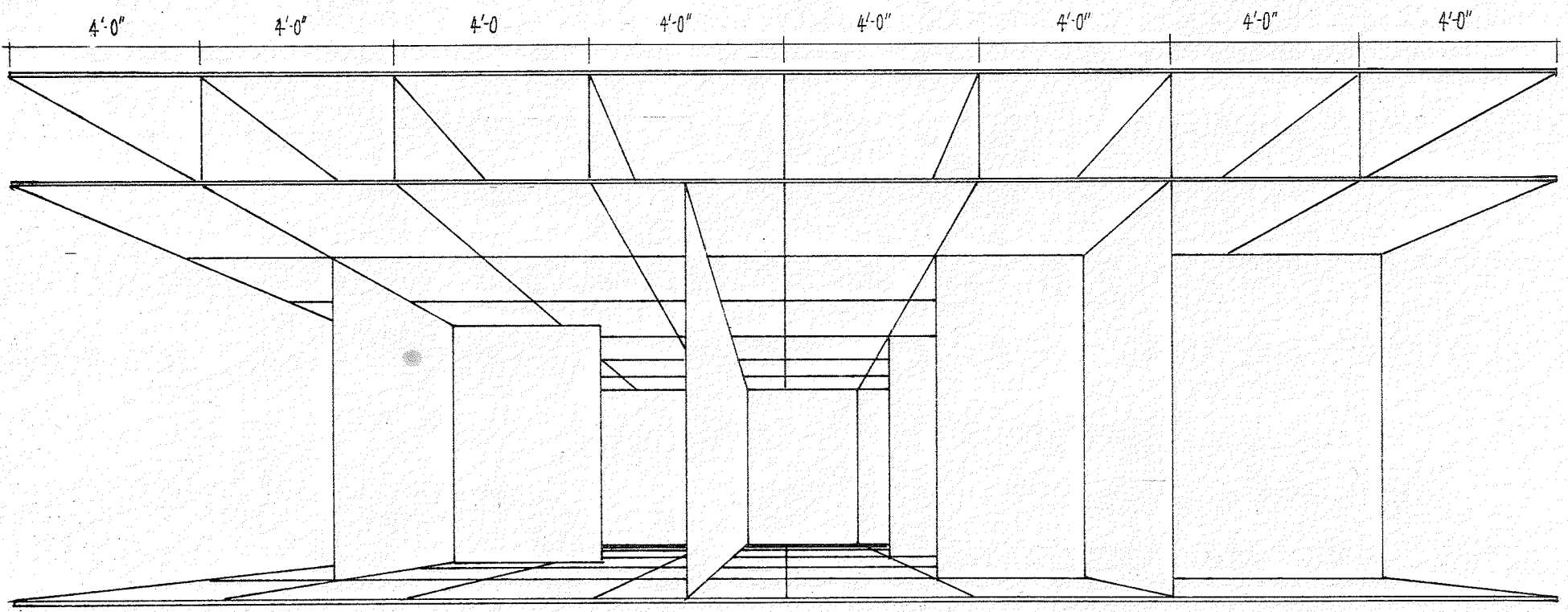
-partitions which will be permanently set in place

Demountable Partitions

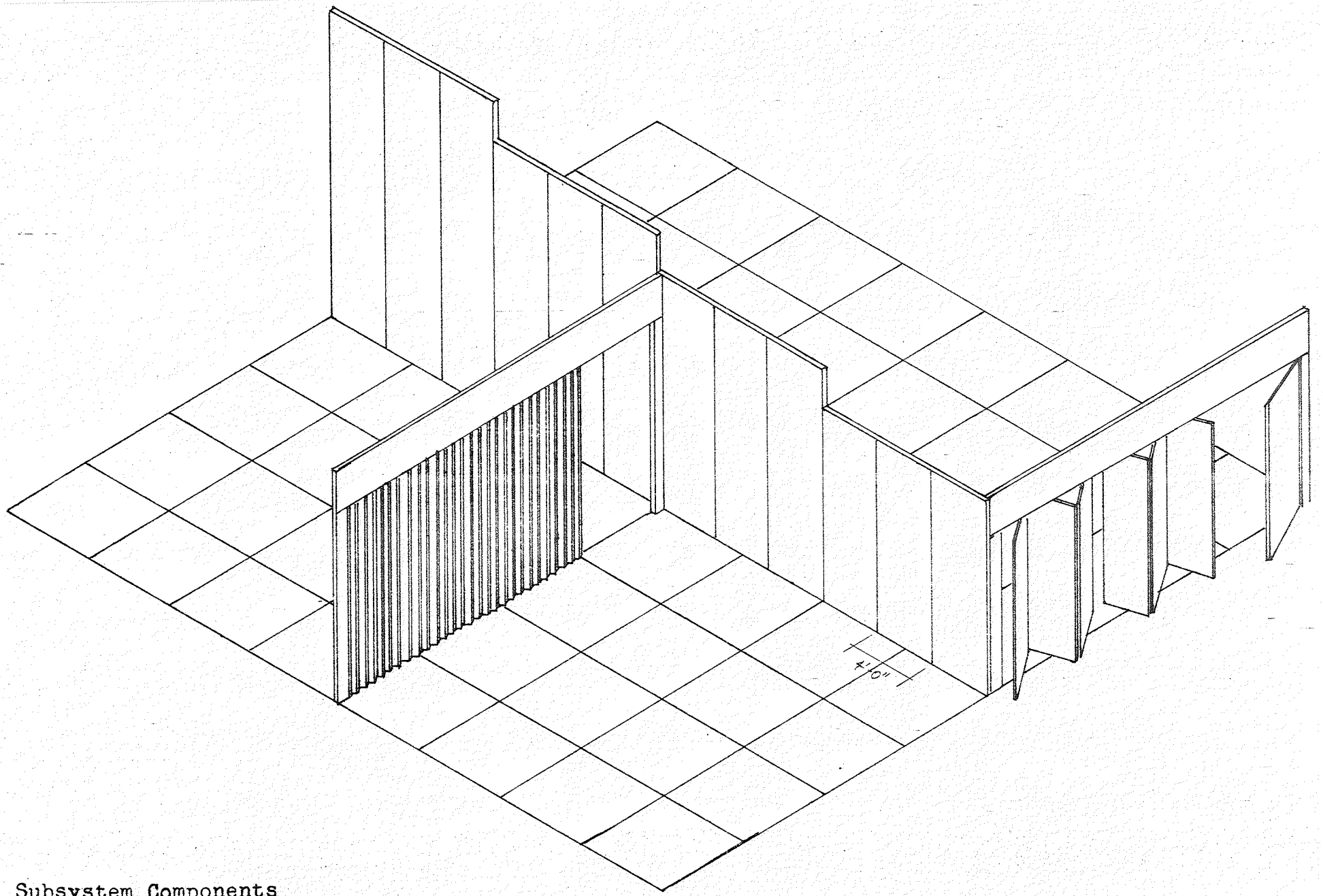
-partitions which may be moved on a 1 to 5 year basis to a new location with minimal reworking of the partitions themselves or the components to which they are attached

Demountable-Operable Partitions

-partitions which may be moved at will along their line of placement and in addition may be removed entirely independent of the building structure and relocated elsewhere. Two types can be provided: panel and accordion. The panel type operable partition is also to provide a pass door.



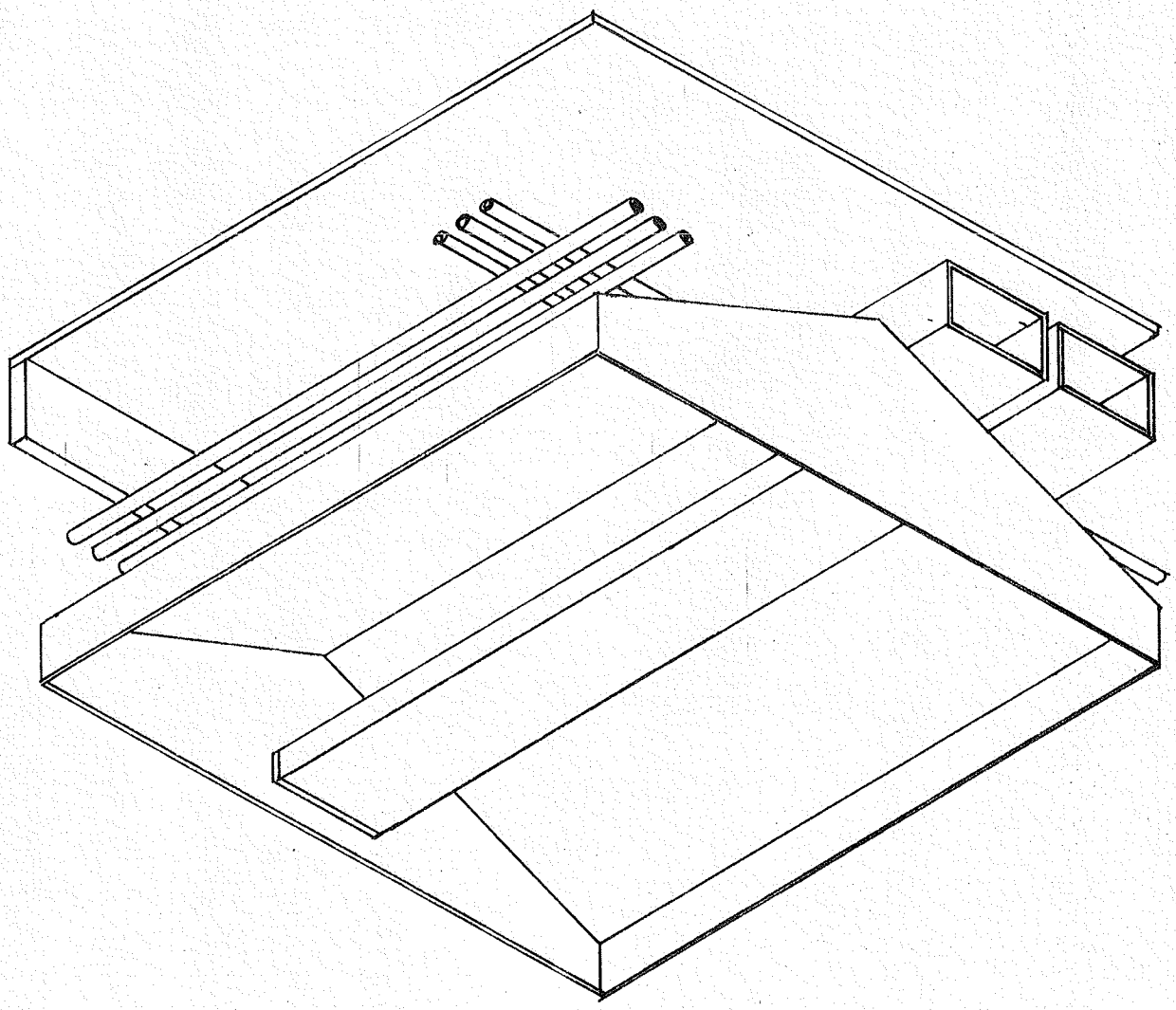
Structural planning on a horizontal and vertical module.



Subsystem Components

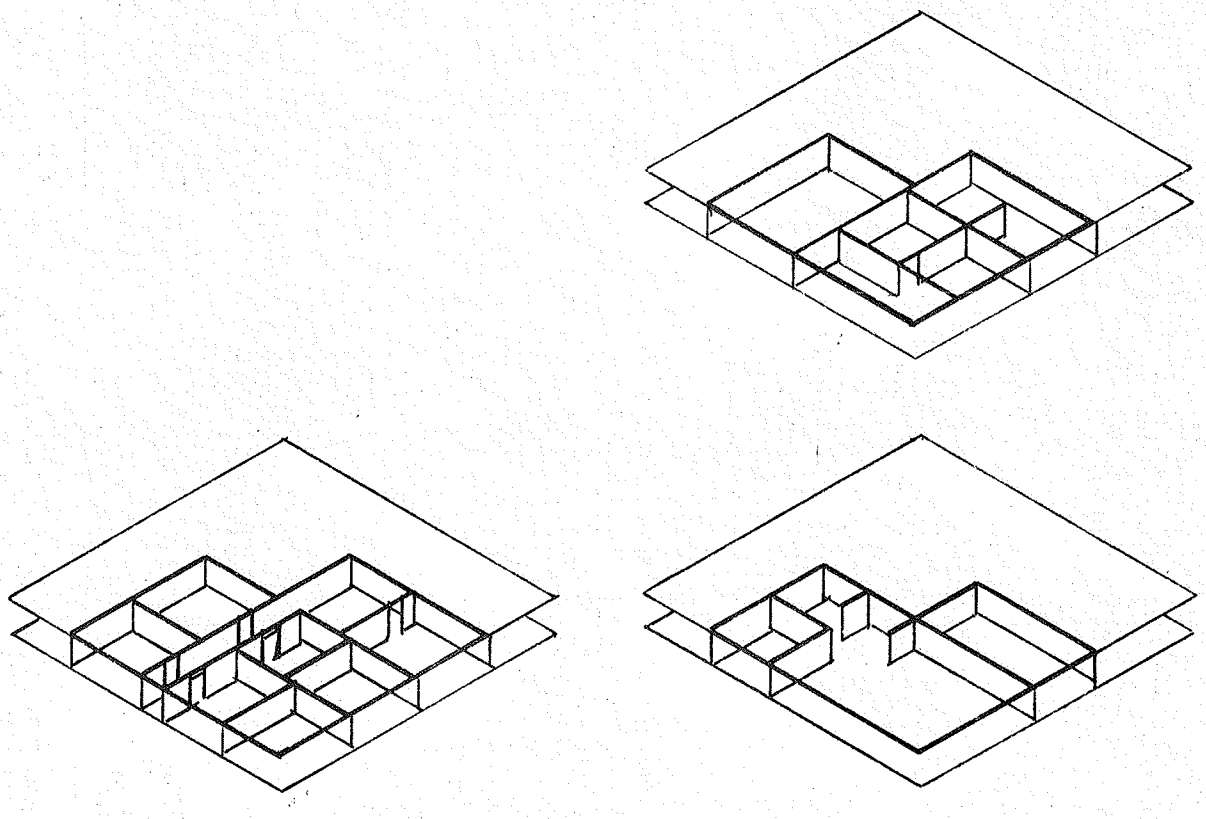
Integrated "Sandwich"

The structure is defined as a horizontal "sandwich" supported as a hung ceiling. This "sandwich" is to meet the requirements of an integrated structural, mechanical, and lighting-ceiling subsystem.



Lighting-Ceiling Subsystem

Anticipating rearrangement of the space divisions within the mechanical service module during the lifetime of the building, it is required that the heating, ventilating, and air-conditioning subsystem permit a great variety of rearrangements without total modification of equipment, structure, disturbance of other subsystems, or sacrifice of performance criteria.

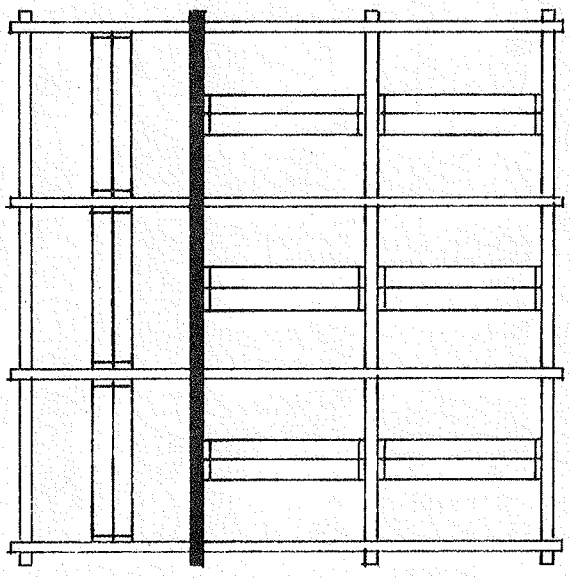


The subsystem must provide for rearrangement of its components within the structural module. The rearrangement characteristics must be such that the requirements of other subsystems may be accommodated.

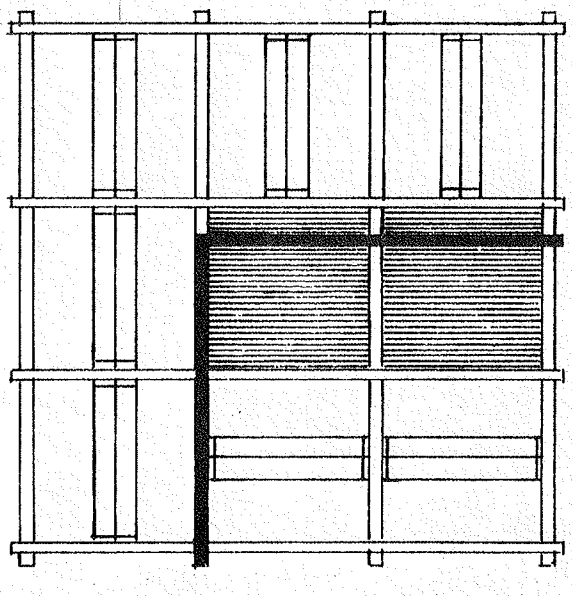
The subsystem must be able to receive and provide necessary stability for interior partitions which may be located on any increment of the partition planning module.

The subsystem must acknowledge the requirements imposed by the heating, ventilating, and air-conditioning subsystem and allow for any necessary devices required by it.[29]

Reflected ceiling plan



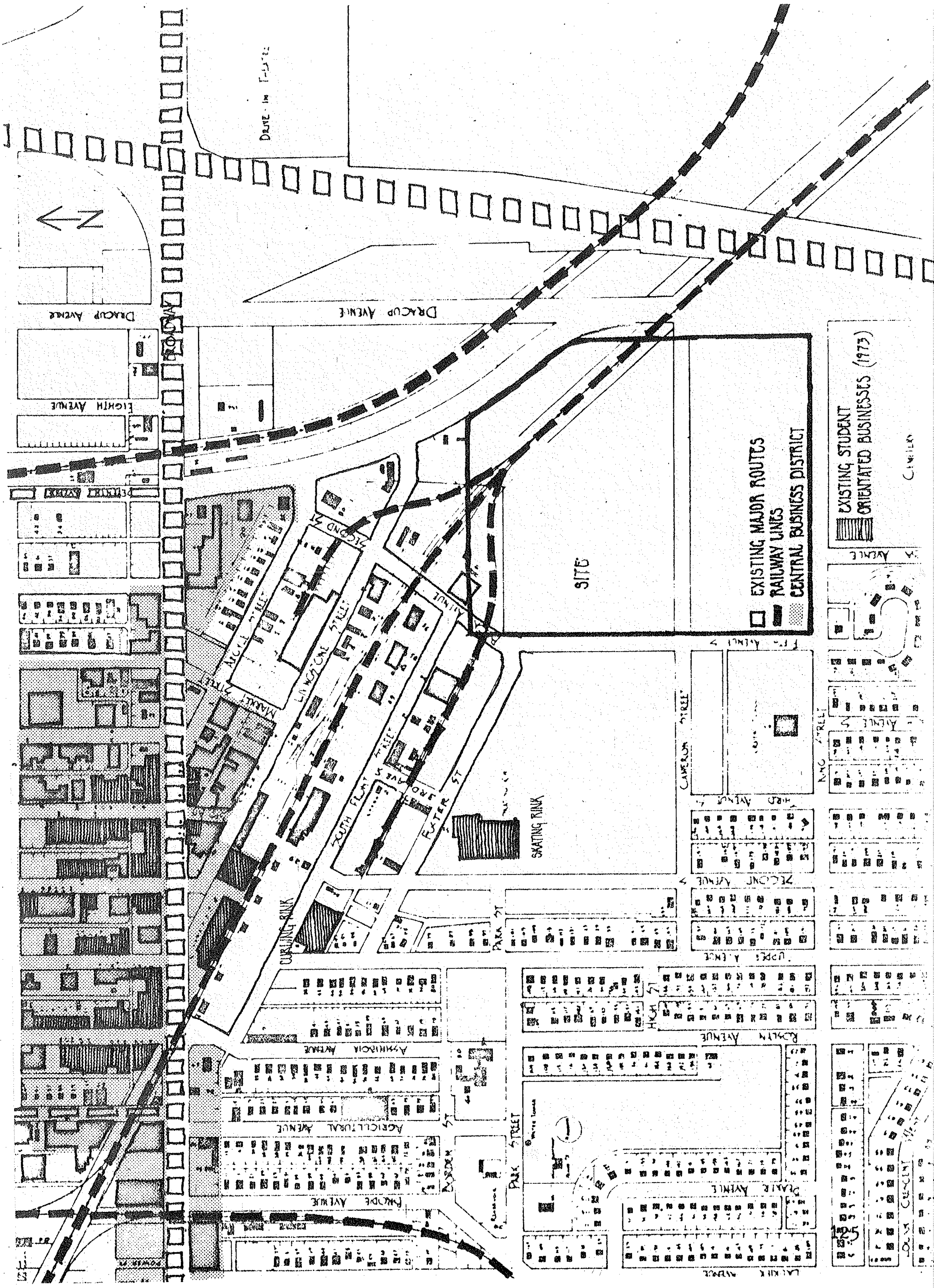
Partition

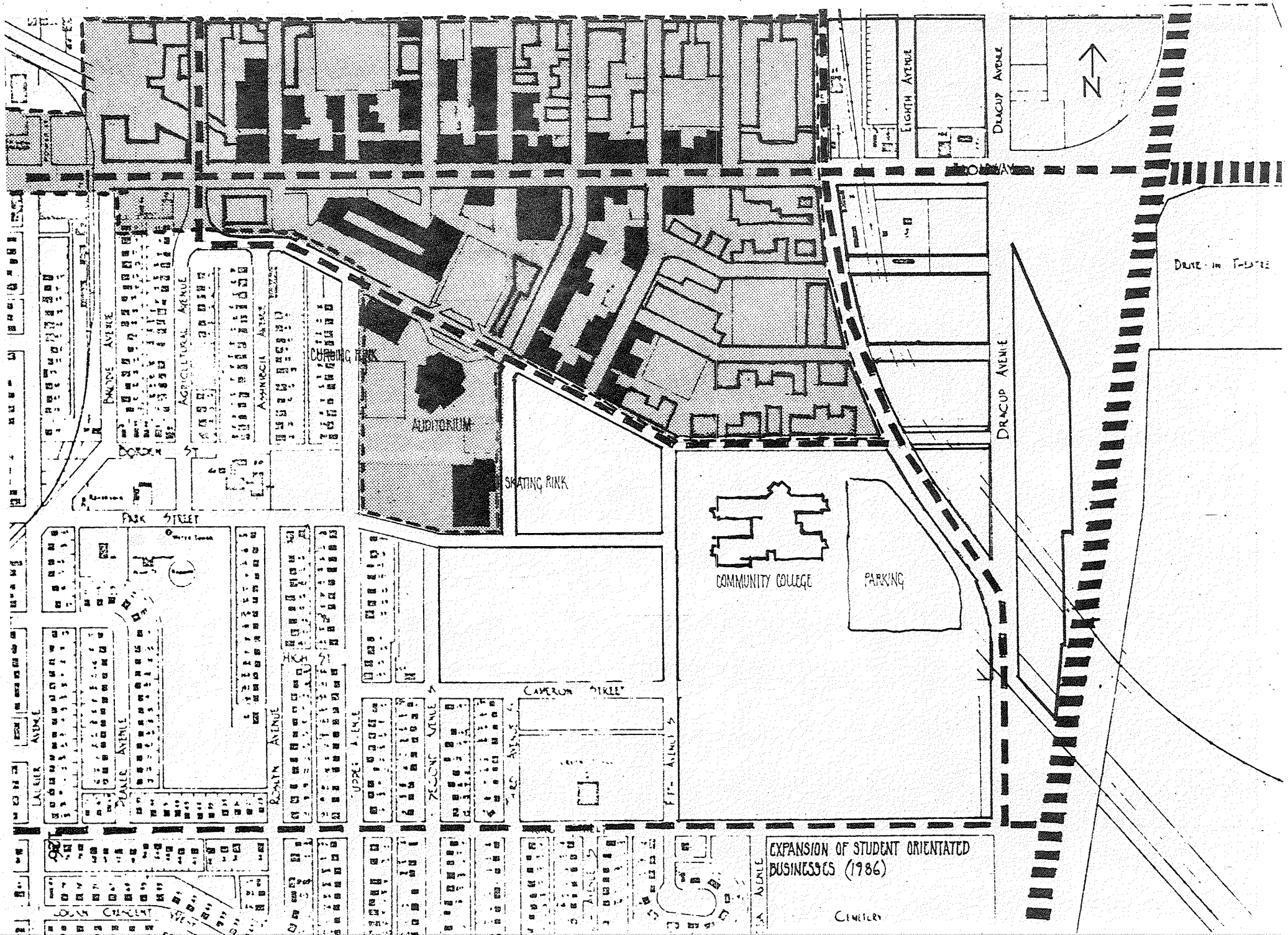


Rearrangement of component

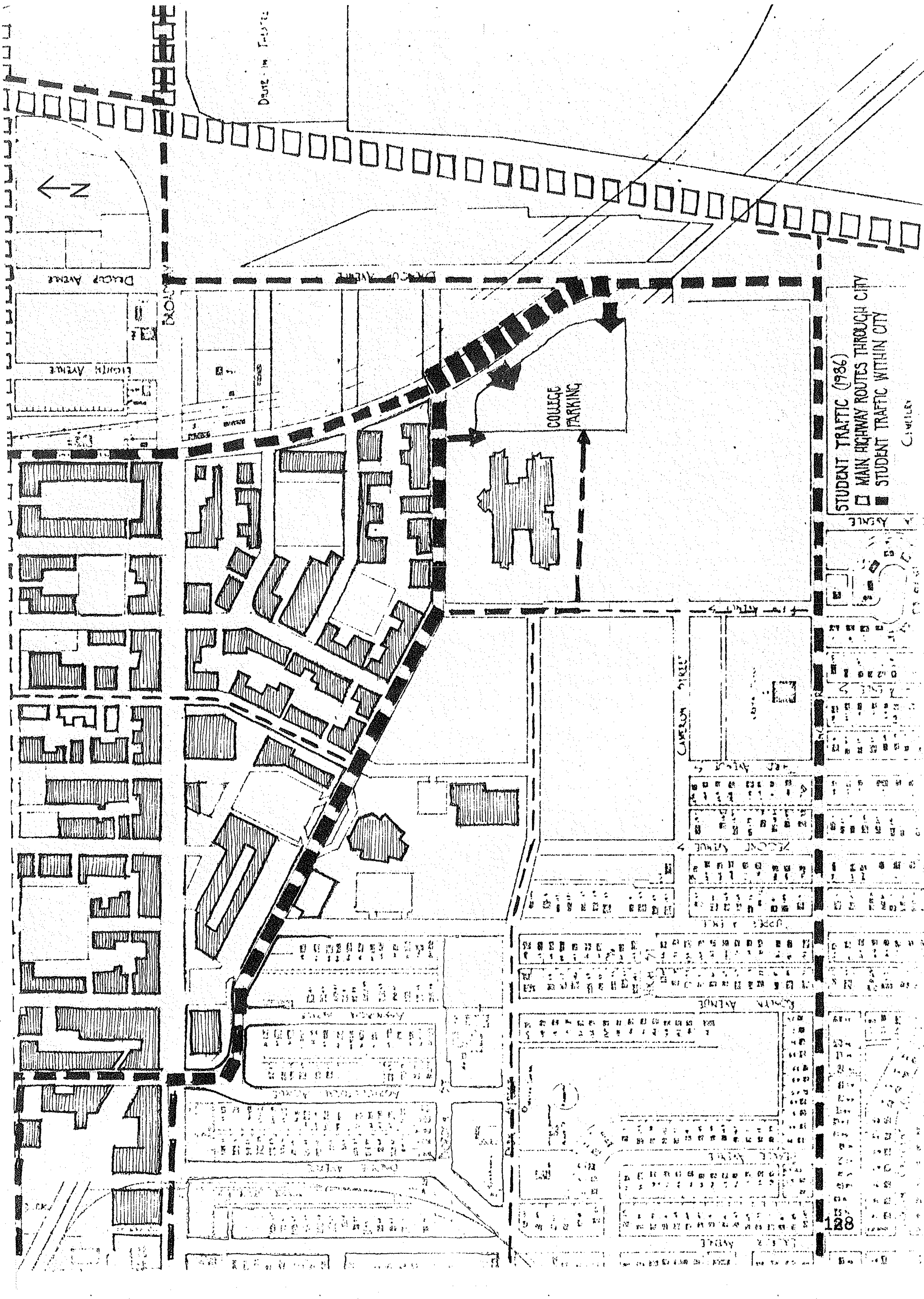
13

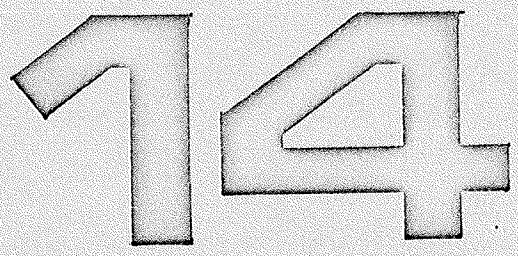
POTENTIAL CONDITIONS FOR THE YORKTON COMMUNITY COLLEGE (1986)


EXISTING MAJOR ROUTES
RAILWAY LINES
CENTRAL BUSINESS DISTRICT
EXISTING STUDENT ORIENTATED BUSINESSES (1973)
SITE
SKATING RINK
CURLING RINK
DRACUP AVENUE
EIGHTH AVENUE
BROADWAY
MARKET STREET
FOSTER ST
CAMERON STREET
PARK ST
AGRICULTURAL AVENUE
ASSINIBOIA AVENUE
PARKSIDE AVENUE
ROSLYN AVENUE
SECOND AVENUE
THIRD AVENUE
UPPER AVENUE
DRIVE IN THEATRE


N
EIGHTH AVENUE
DRACUP AVENUE
DRIVE-IN THEATRE
CURLING RINK
AUDITORIUM
SKATING RINK
COMMUNITY COLLEGE
PARKING
PARK STREET
CAMERON STREET
BROOKE AVENUE
AGRICULTURAL AVENUE
ARMACIA AVENUE
BORDEN ST
LALLER AVENUE
BLAKE AVENUE
ROBLYN AVENUE
UPPER AVENUE
SECOND AVENUE
FIFTH AVENUE
SOUTH CRESCENT
EXPANSION OF STUDENT ORIENTATED BUSINESSES (1986)
CEMETERY

N
BROADWAY
DRACUP AVENUE
PEDESTRIAN MOBILITY (1986)
SERVICE INDUSTRIES
1500' RADIUS
3 MINUTE WALKING DISTANCE
CAMERON AVENUE
CIVIC
CULTURAL
STUDENT ORIENTATED BUSINESSES
RELATED BUSINESSES
PARK STREET


STUDENT TRAFFIC (1986)
MAIN HIGHWAY ROUTES THROUGH CITY
STUDENT TRAFFIC WITHIN CITY
COLLEGE PARKING
N



A
COMMUNITY
COLLEGE
FOR
YORKTON,
SASKATCHEWAN

The design emphasis was placed on the following points:

1. Location of the college within walking distance of the Central Business District

   -to help shape the Central Business District into a more circular core of the City of Yorkton

   -using the same street layout projected for that time by studies done by consulting firms.

2. The floor plans follow as closely as possible:

   -the Specific Area Criteria

   -the Schematic Area Relationship Diagrams

3. The break-up of long hallways with the use of lockers at right-angles to the hallways.

4. Seating in the hallways to further influence staff-student and student-student communications during breaks.

5. Central Street Corridor containing all main student activities.

6. Frosted glass clerestory windows facing east and west in the Central Street Corridor to bring in natural light and create differences in lighting conditions throughout the day.

7. Open mezzanine effect in the Street Corridor to create a visual connection between the upper and lower corridors,

   -also allow the natural light to enter the lower corridor.

8. Projections at the ends of the hallways at the building exterior to enhance the side exits and to allow light to enter the hallways but not flood them with the early morning and late afternoon sun.

9. Clerestory windows in the shops to bring in the north light to enhance working conditions,

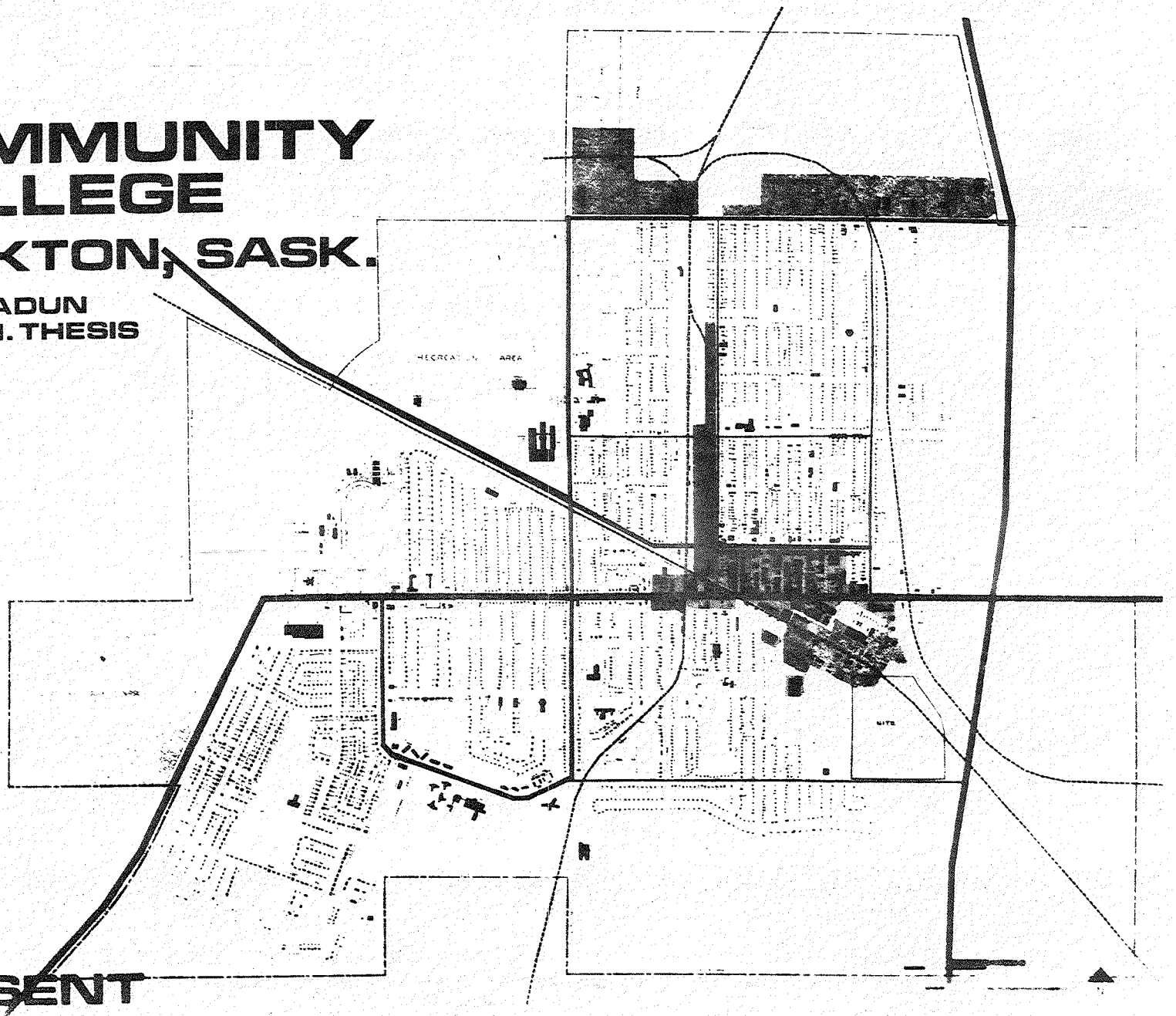
   -labs and classrooms located back and underneath the clerestory

windows so that they may use blinds to darken their rooms for audio-visual presentations.

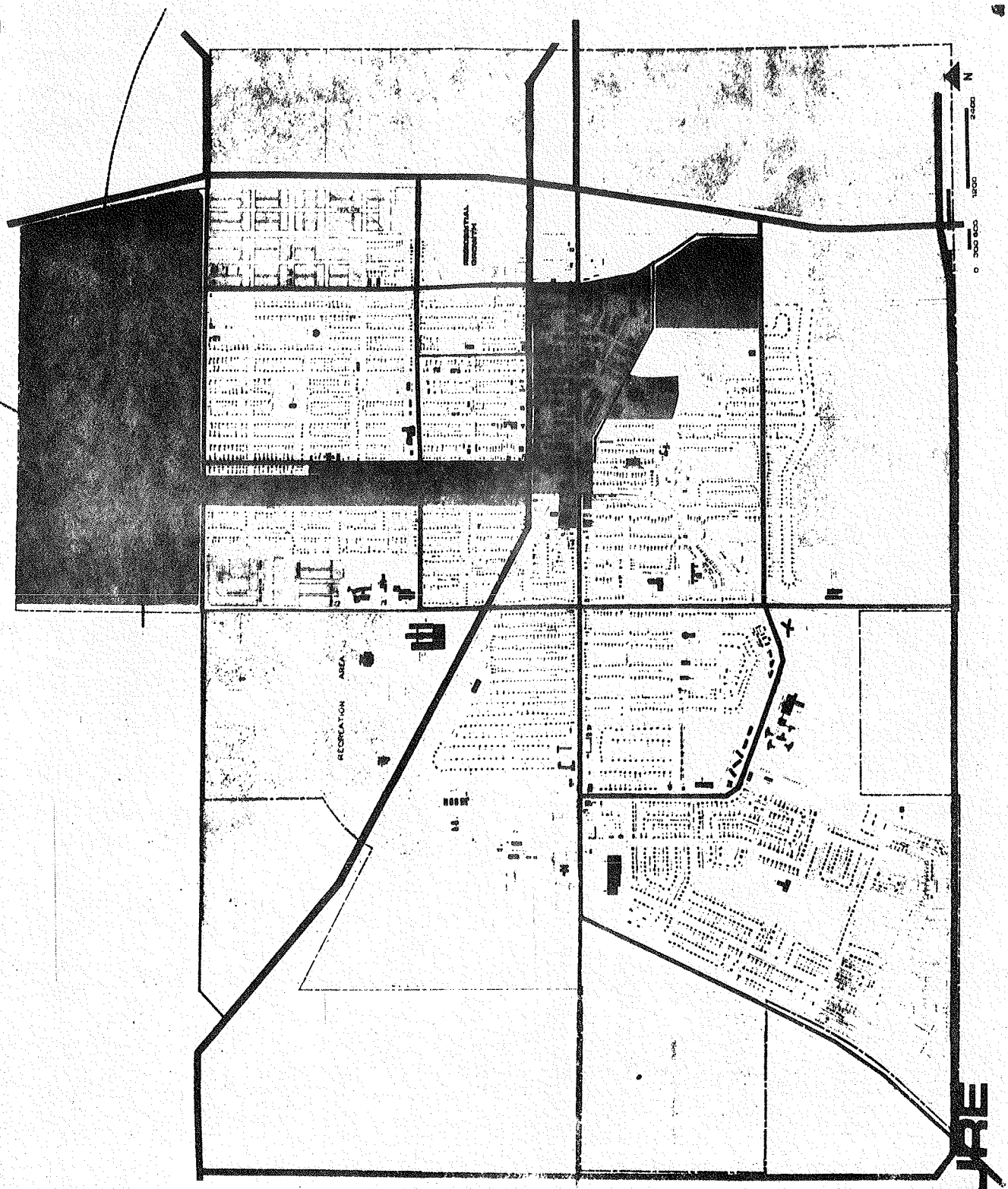
10. A depressed shop service area with a low brick wall to hide machinery and shop supplies that are stored outside.
11. Landscaping to enhance the college and its approaches and to hide the parking lots.

A COMMUNITY COLLEGE YORKTON, SASK.

B. M. HLADUN
M. ARCH. THESIS
1973



PRESENT


N
2400
1200
600
300
0
RECREATION AREA
FUTURE

PROPOSAL

TO DESIGN A UNIFIED COMMUNITY COLLEGE STRUCTURE TO MEET THE NEEDS AND REQUIREMENTS OF:
- -AN INCREASING POPULATION OF YORKTON AND ITS SERVICE AREA,
- -AN INCREASING DEMAND OF TECHNICAL-VOCATIONAL SERVICES SUCH AS;
  - -ADULT BASIC EDUCATION
  - -CAREER/OCCUPATIONAL EDUCATION
  - -EXTENSION & COMMUNITY SERVICES

PURPOSE OF A COLLEGE

1. TO BECOME COMPREHENSIVE IN NATURE OFFERING A WIDE VARIETY OF ACADEMIC, OCCUPATIONAL AND GENERAL PROGRAMS ORIENTED TO THE APPLIED ARTS AND SCIENCES.
2. TO OFFER PROGRAMS OF VARYING DURATIONS RANGING FROM THE ONE WEEK SEMINAR TYPE THROUGH TO THE TWO-YEAR TECHNOLOGIES BEARING A DIPLOMA STANDING.
3. TO PROVIDE FLEXIBILITY IN THE PROGRAM OFFERINGS TO MEET THE DEMANDS AND FELT NEEDS OF BOTH THE INDIVIDUAL AND THE COMMUNITY.
4. TO PROVIDE THOSE PROGRAMS, NOT ONLY ON CAMPUS, BUT ELSEWHERE IN THE COMMUNITY AND THE INDUSTRIAL SOCIETY AS NEEDS MAY BE EVIDENCED.
5. TO GIVE FULL COGNIZANCE TO TECHNICAL, INDUSTRIAL, BUSINESS AND SOCIAL PROGRAMS AS THEY MAY BE RELEVANT TO THEIR VARIOUS COMMUNITIES AND CLIENTS.
6. TO SUPPORT, AS FAR AS IT IS POSSIBLE TO SUPPORT AND DEVELOP, AN "OPEN DOOR" POLICY GIVING OPPORTUNITY TO ALL REGARDLESS OF ACADEMIC BACKGROUND, ETHNIC ORIGIN, RACE, COLOR OR CREED.
7. TO PROVIDE GUIDANCE AND COUNSELLING FOR THOSE IN THE COMMUNITY WHO REQUIRE DIRECTION INTO A VOCATION FOR A WAY OF LIFE - AND YET DIRECTION THAT WILL LEAD TO A SENSE OF ACHIEVEMENT.
8. TO ENRICH THE TOTAL TECHNICAL, CULTURAL AND SOCIAL LIFE OF THE COMMUNITY.
9. TO RELATE WITHIN THE COMMUNITY, ACCEPTING DIRECTION FROM THE CITIZENS OF THE COMMUNITY, IN ORDER TO PROVIDE TECHNICAL, INDUSTRIAL AND SOCIAL COMPETENCE FOR THE GROWTH OF THE COMMUNITY AS A WHOLE.

CONTEXT

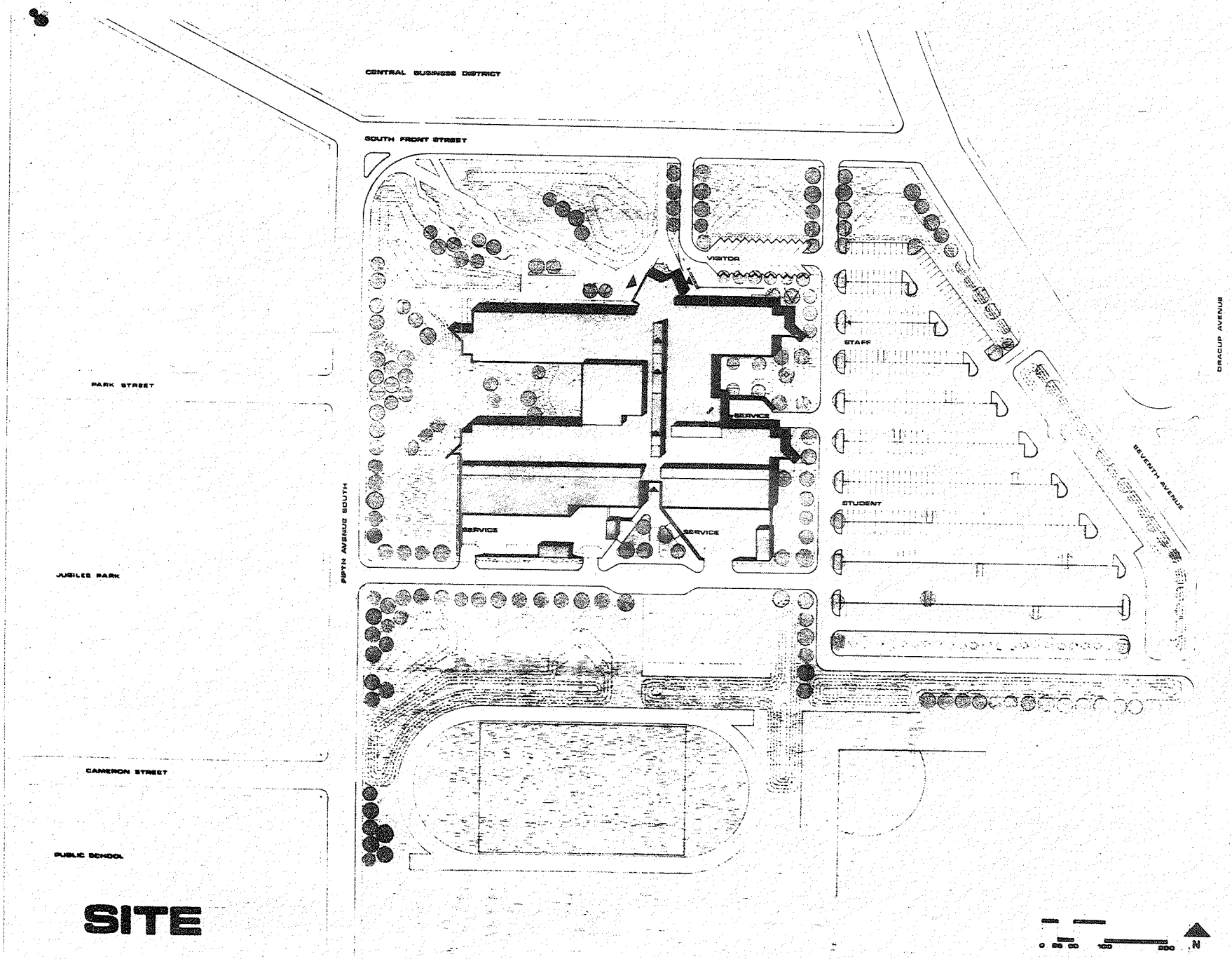
CONCEPT: AN ACTIVITY CORE

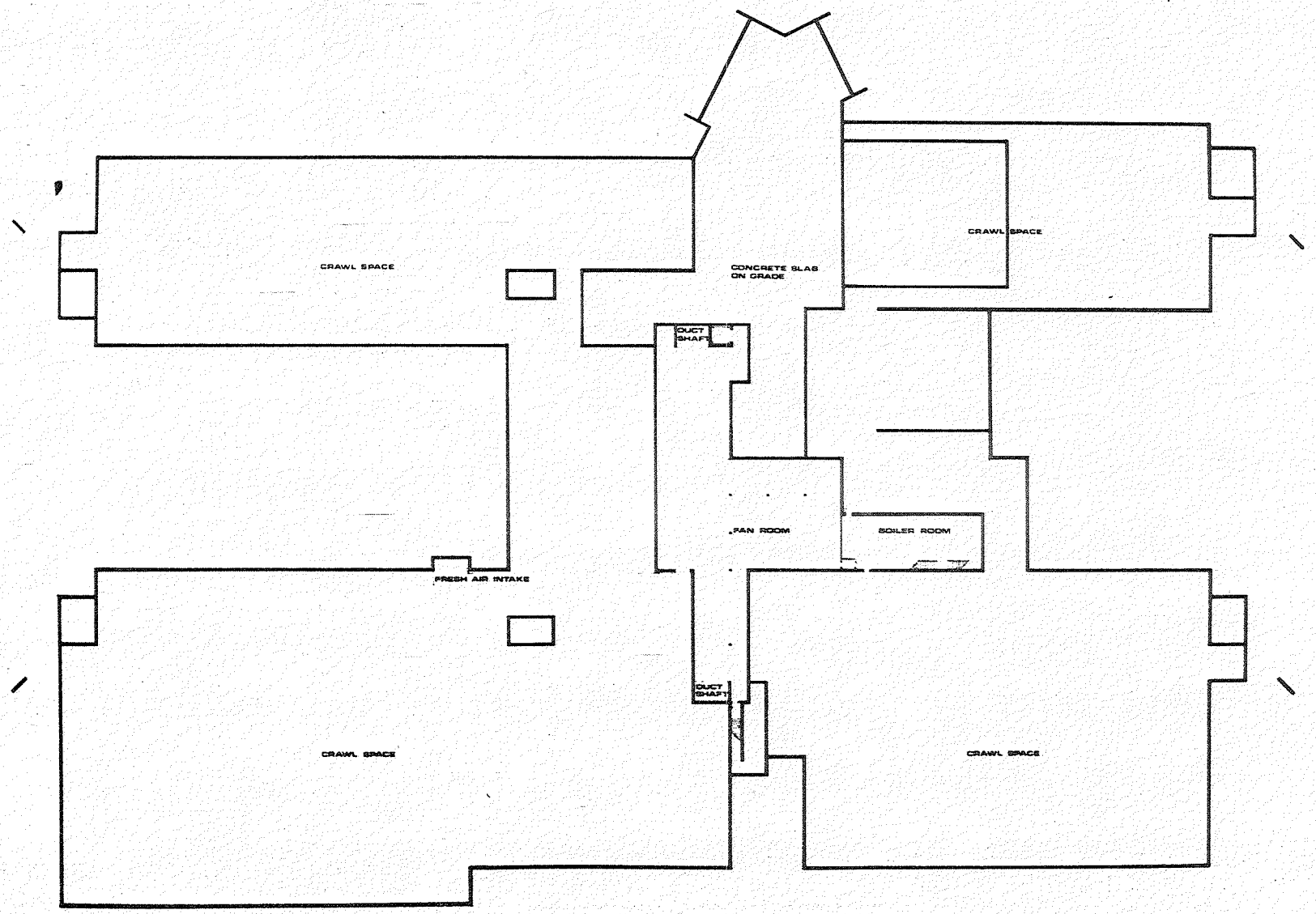
1. HIGH DENSITY CONCENTRATION OF FACILITIES AND STUDENTS INCREASES CONTACT OPPORTUNITIES AND INTERCHANGE OF IDEAS AND THOUGHTS AMONG STUDENTS NOT ONLY WITHIN THE VARIOUS FIELDS OF INTEREST BUT ALSO AMONG STUDENTS OF OTHER FIELDS.
2. COMMUNITY COLLEGE STUDENTS CANNOT AFFORD THE LUXURY OF PROLONGED EXPOSURE TO THEIR SURROUNDINGS AS FULL TIME UNIVERSITY STUDENTS CAN.
3. THE CORE SHOULD BECOME;
   - -AN INTIMATE ENVIRONMENT
   - -HUMAN IN SCALE
   - -THE SURROUNDINGS AND ACTIVITIES BE IN SCALE TO THE INDIVIDUAL.
4. STUDENTS DINE, STUDY AND SOCIALIZE IN SMALL GROUPS.
5. THE SPACES SHOULD BRING THE STUDENT AND FACULTY COMMUNITY TOGETHER FOR IMPORTANT EXCHANGE OF IDEAS AND EXPERIENCE THAT TAKES PLACE OTHER THAN IN THE CLASSROOM.

COLLEGE INFLUENCE ON THE COMMUNITY

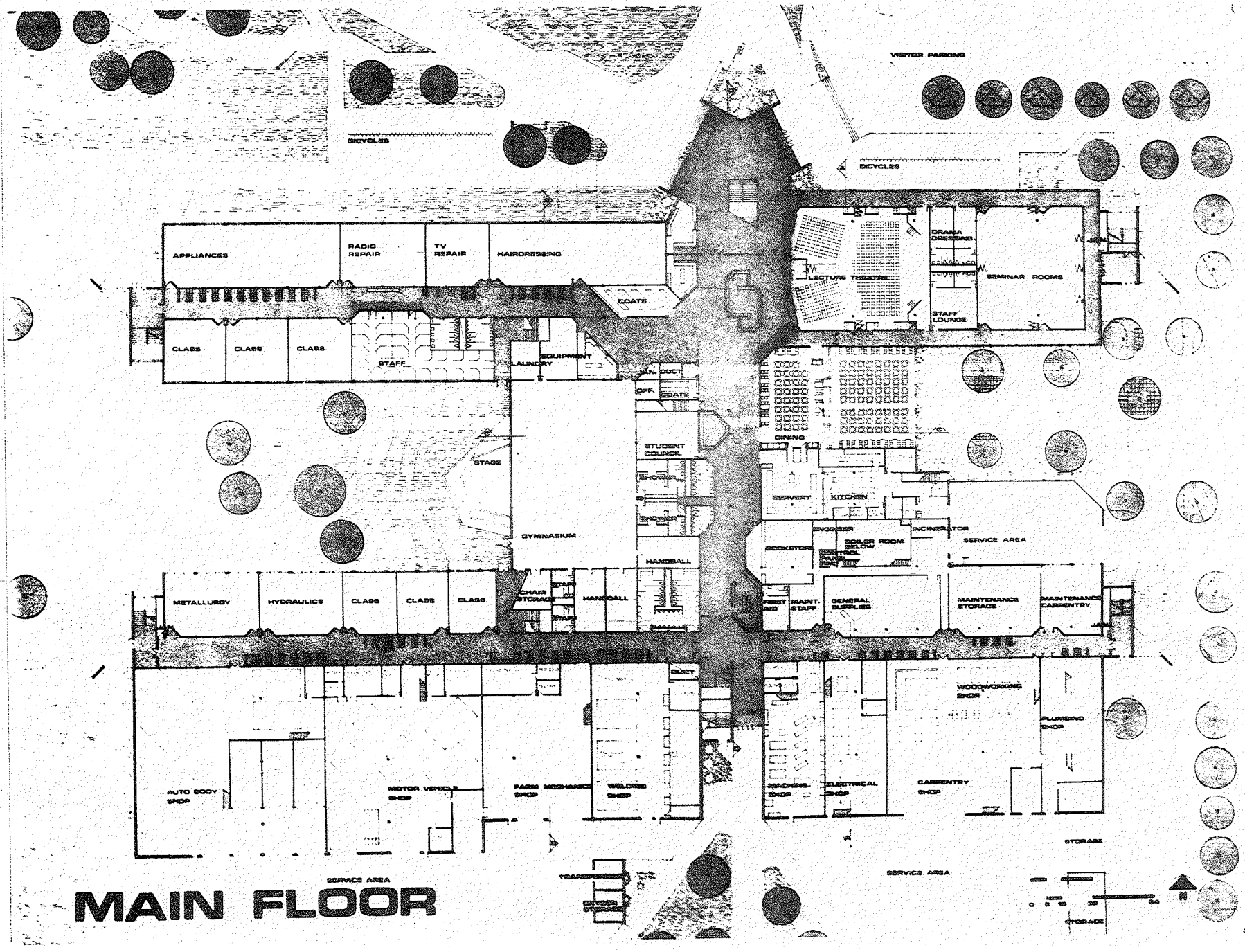
1. ECONOMIC DIVERSIFICATION AND EXPANSION
   - -SIMILIAR TO THAT OF A NEW INDUSTRY
   - -ADDS A NEW PAYROLL
   - -NEW MARKET FOR COLLEGE EQUIPMENT
   - -INDIVIDUAL NEEDS OF STAFF AND STUDENTS
2. SOCIOLOGICAL
   - -HIGHLY TRAINED FACULTY ADDS TO THE SUPPLY OF COMMUNITY LEADERS
   - -ADDS TO THE DEMAND FOR FACILITIES AND SERVICES
3. PHYSICALLY
   - -CONSTRUCTION OF COLLEGE BUILDINGS HAS DIRECT INFLUENCE ON THE CITY'S APPEARANCE
   - -TENDS TO STIMULATE IMPROVED PRIVATE DEVELOPMENT

NEIGHBOURHOOD

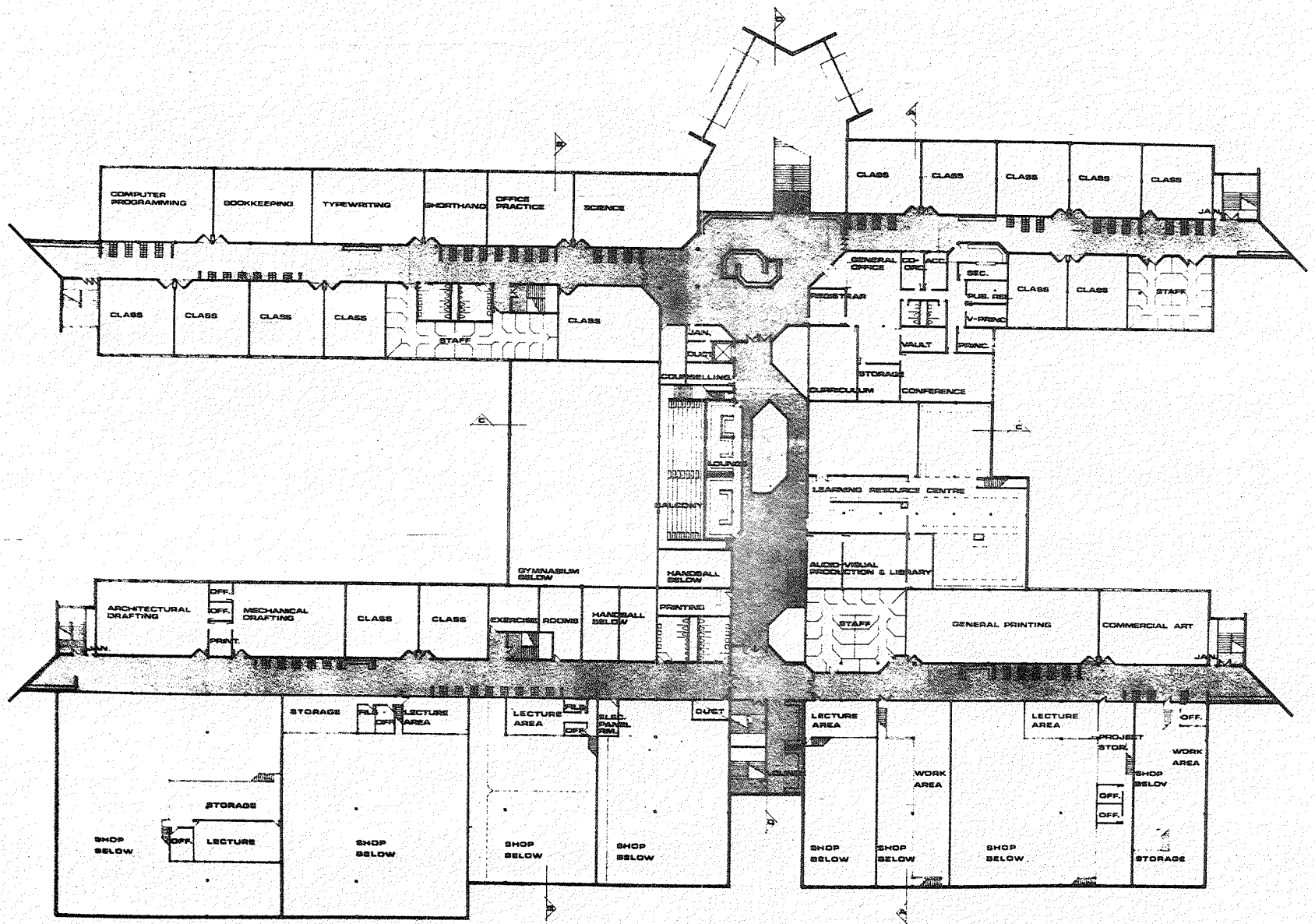

CENTRAL BUSINESS DISTRICT
SOUTH FRONT STREET
PARK STREET
JUBILEE PARK
CAMERON STREET
PUBLIC SCHOOL
FIFTH AVENUE SOUTH
SEVENTH AVENUE
DRACUP AVENUE
VISITOR
STAFF
STUDENT
SERVICE
SERVICE
SERVICE
SITE
0 25 50 100 200
N


CRAWL SPACE
CONCRETE SLAB ON GRADE
CRAWL SPACE
DUCT SHAFT
FAN ROOM
BOILER ROOM
FRESH AIR INTAKE
DUCT SHAFT
CRAWL SPACE
CRAWL SPACE

BASEMENT

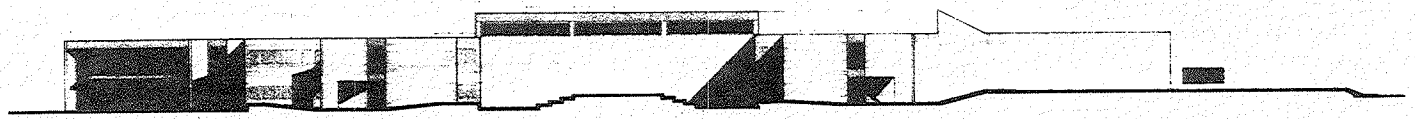

VISITOR PARKING
BICYCLES
BICYCLES
APPLIANCES
RADIO REPAIR
TV REPAIR
HAIRDRESSING
COATS
CLASS
CLASS
CLASS
STAFF
EQUIPMENT
LAUNDRY
LIN. DUCT
OFF.
COATS
STAGE
GYMNASIUM
STUDENT COUNCIL
SHOWER
SHOWER
HANDBALL
HANDBALL
CHAIR STORAGE
STAGE
METALLURGY
HYDRAULICS
CLASS
CLASS
CLASS
QUIET
AUTO BODY SHOP
MOTOR VEHICLE SHOP
FARM MECHANICS SHOP
WELDING SHOP
TRANSFORMER
SERVICE AREA
DRAMA DRESSING
LECTURE THEATRE
SEMINAR ROOMS
STAFF LOUNGE
DINING
SERVERY
KITCHEN
ENGINEER
INCINERATOR
BOILER ROOM BELOW
SERVICE AREA
BOOKSTORE
FIRST AID
MAINT. STAFF
GENERAL SUPPLIES
MAINTENANCE STORAGE
MAINTENANCE CARPENTRY
WOODWORKING SHOP
PLUMBING SHOP
MACHINE SHOP
ELECTRICAL SHOP
CARPENTRY SHOP
STORAGE
SERVICE AREA
STORAGE
N

MAIN FLOOR



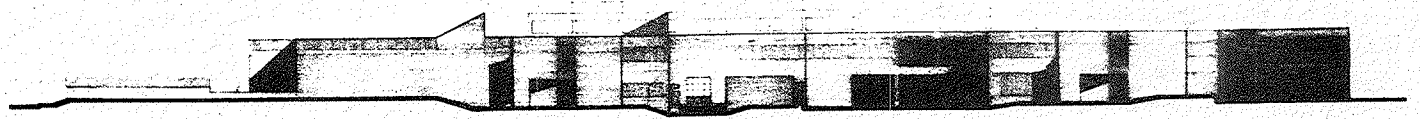
SECOND FLOOR

NORTH



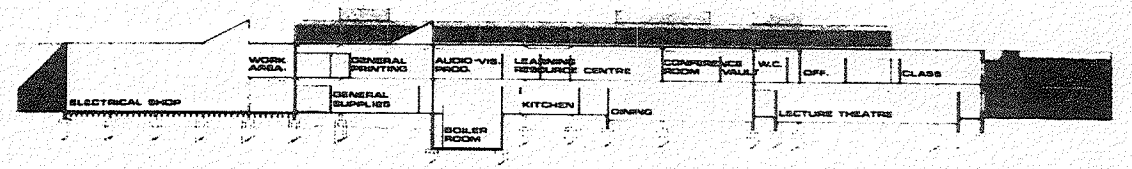
WEST

SOUTH

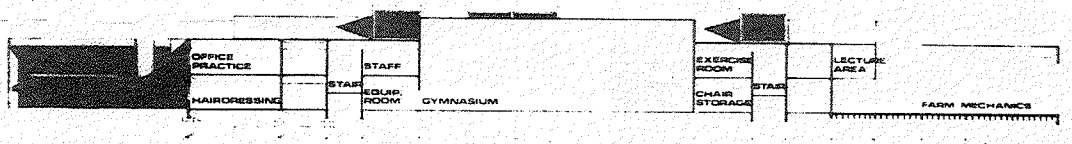


EAST

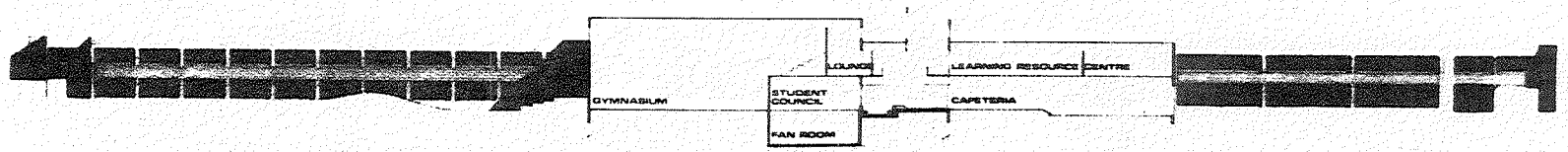
ELEVATIONS



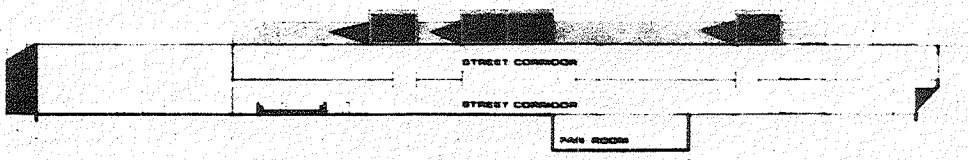
A·A



B·B



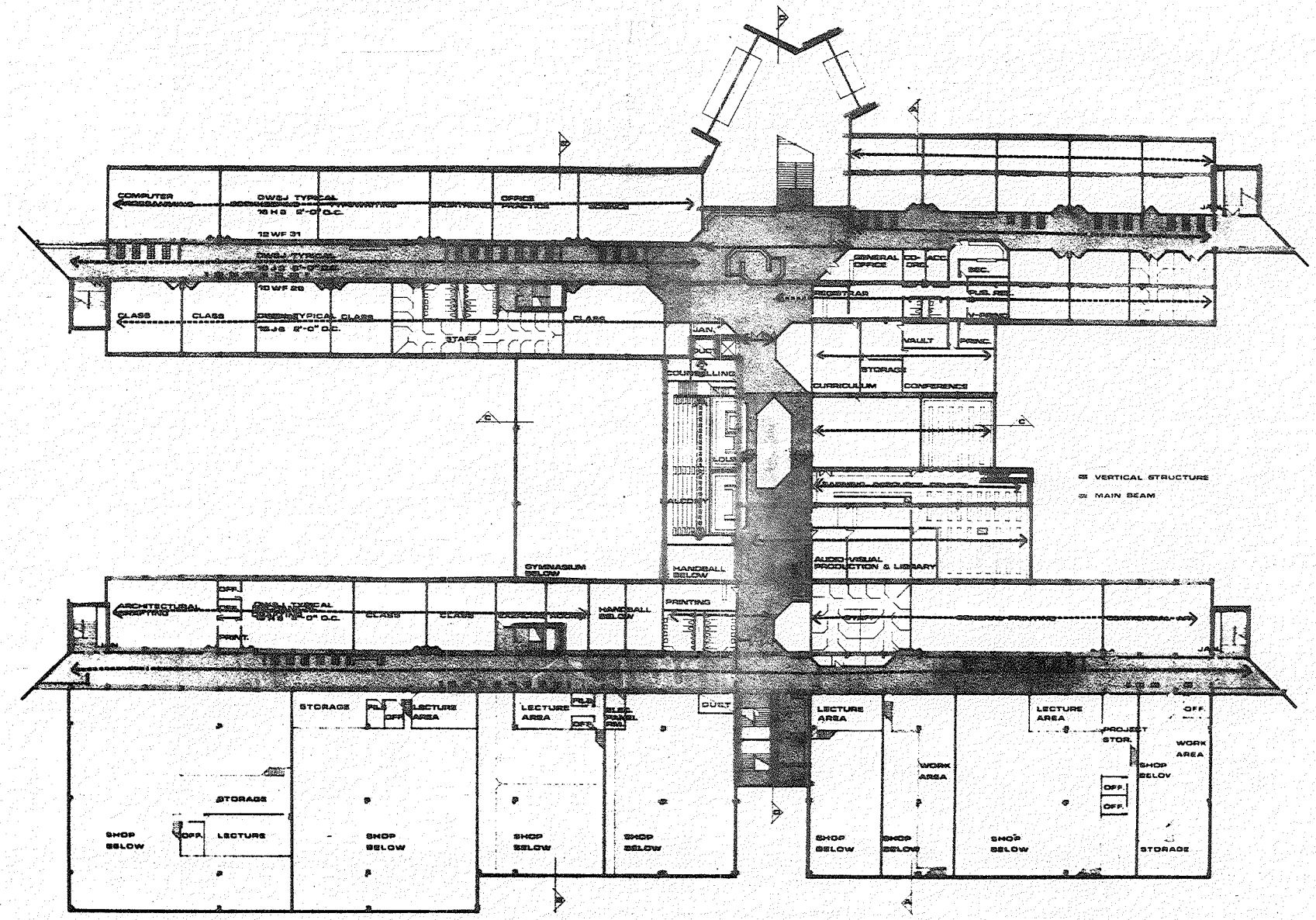
C·C



D·D

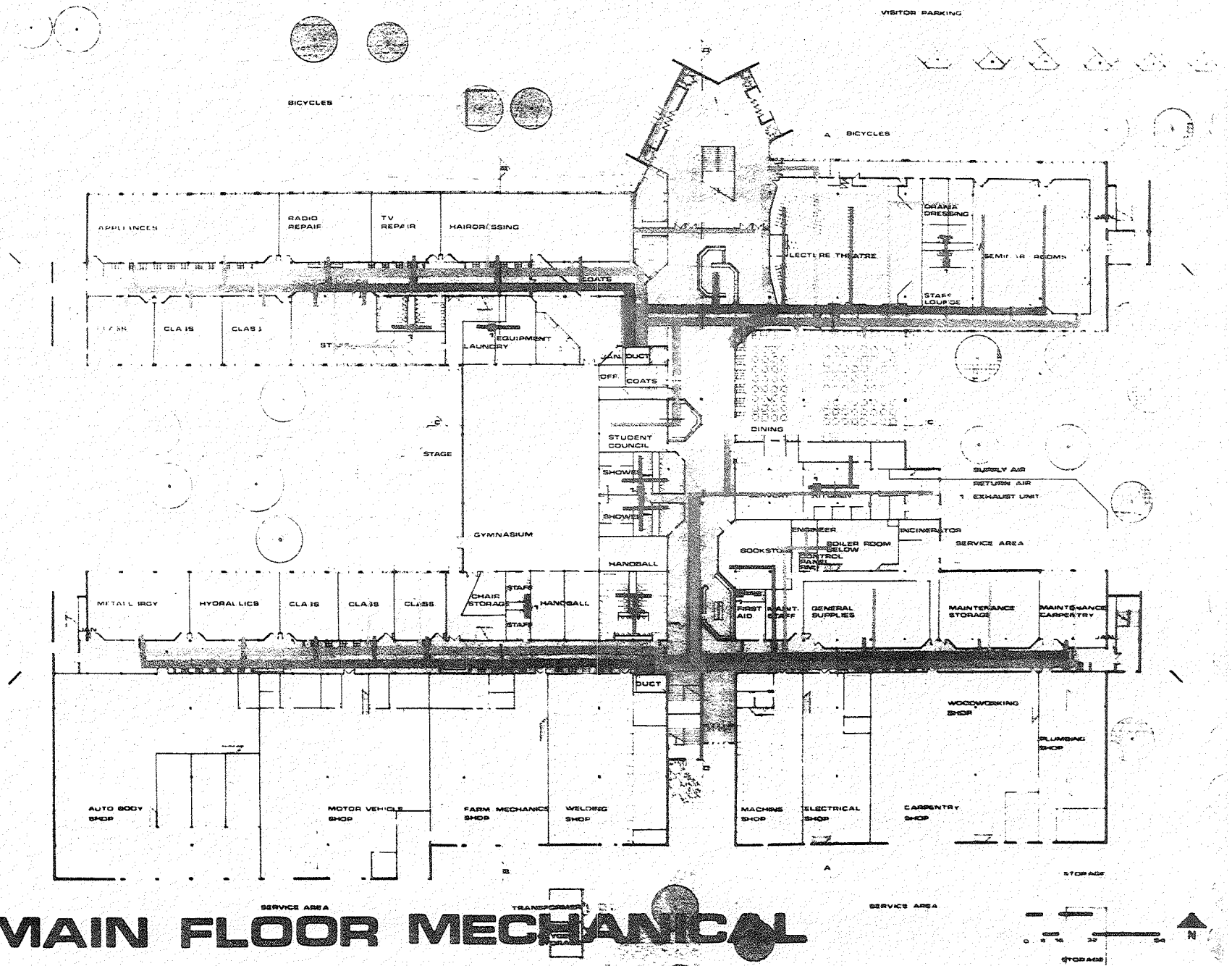
SECTIONS

MAIN FLOOR STRUCTURAL



SECOND FLOOR STRUCTURAL

ROOF STRUCTURAL



MAIN FLOOR MECHANICAL

SECOND FLOOR MECHANICAL

MAIN APPROACH

SOUTH ENTRANCE

PERSPECTIVES

UPPER STREET CORRIDOR

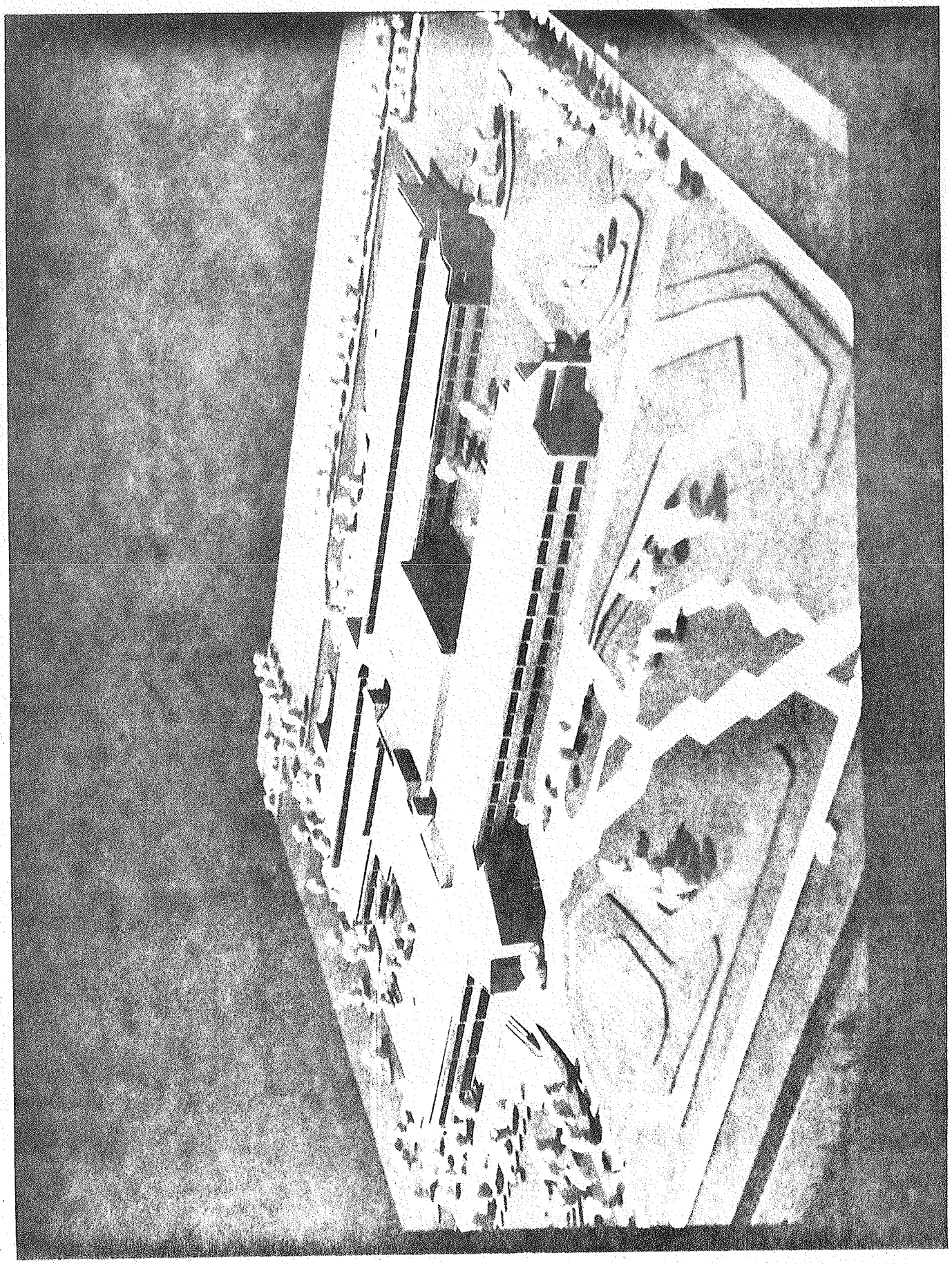
LOWER STREET CORRIDOR

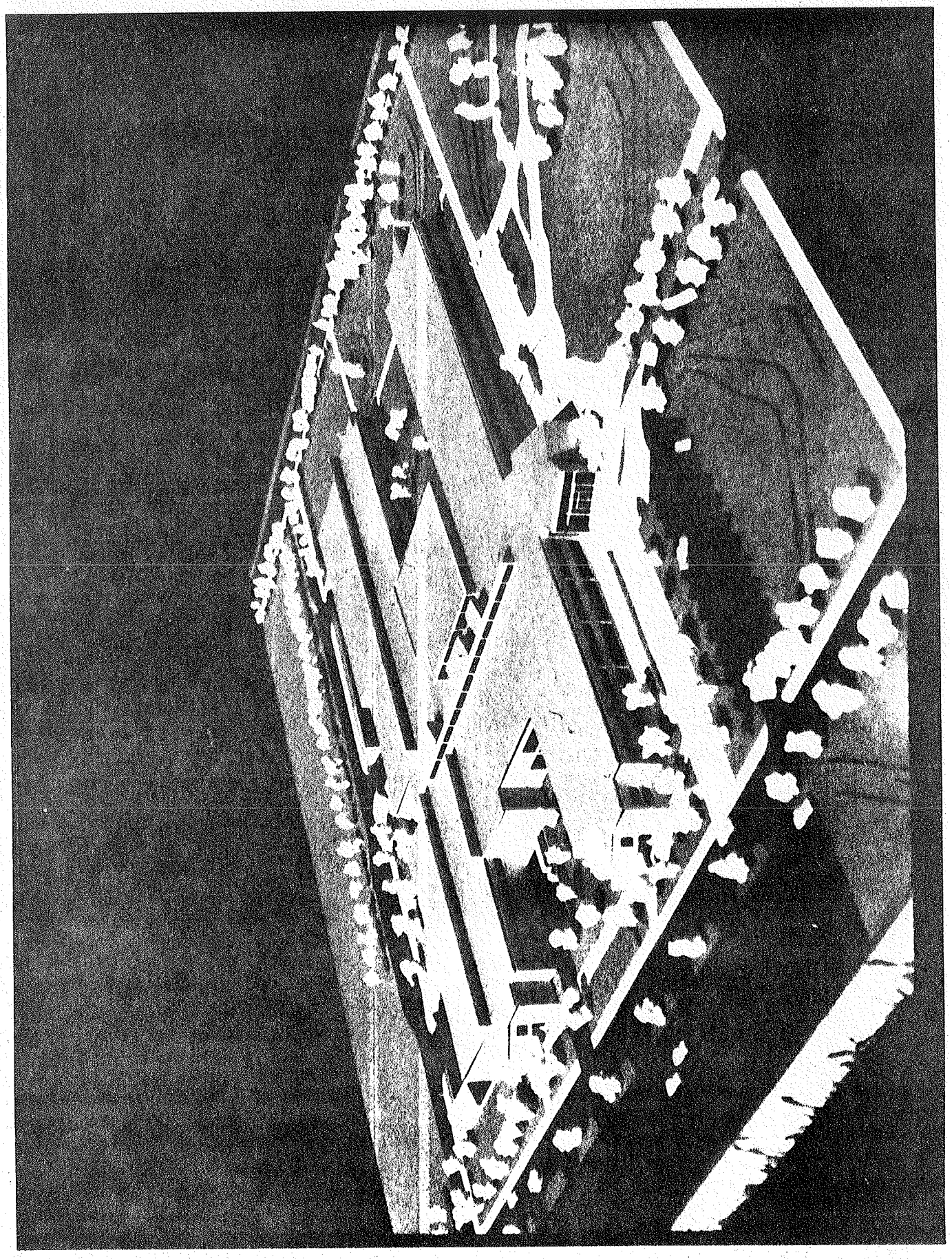
PERSPECTIVES

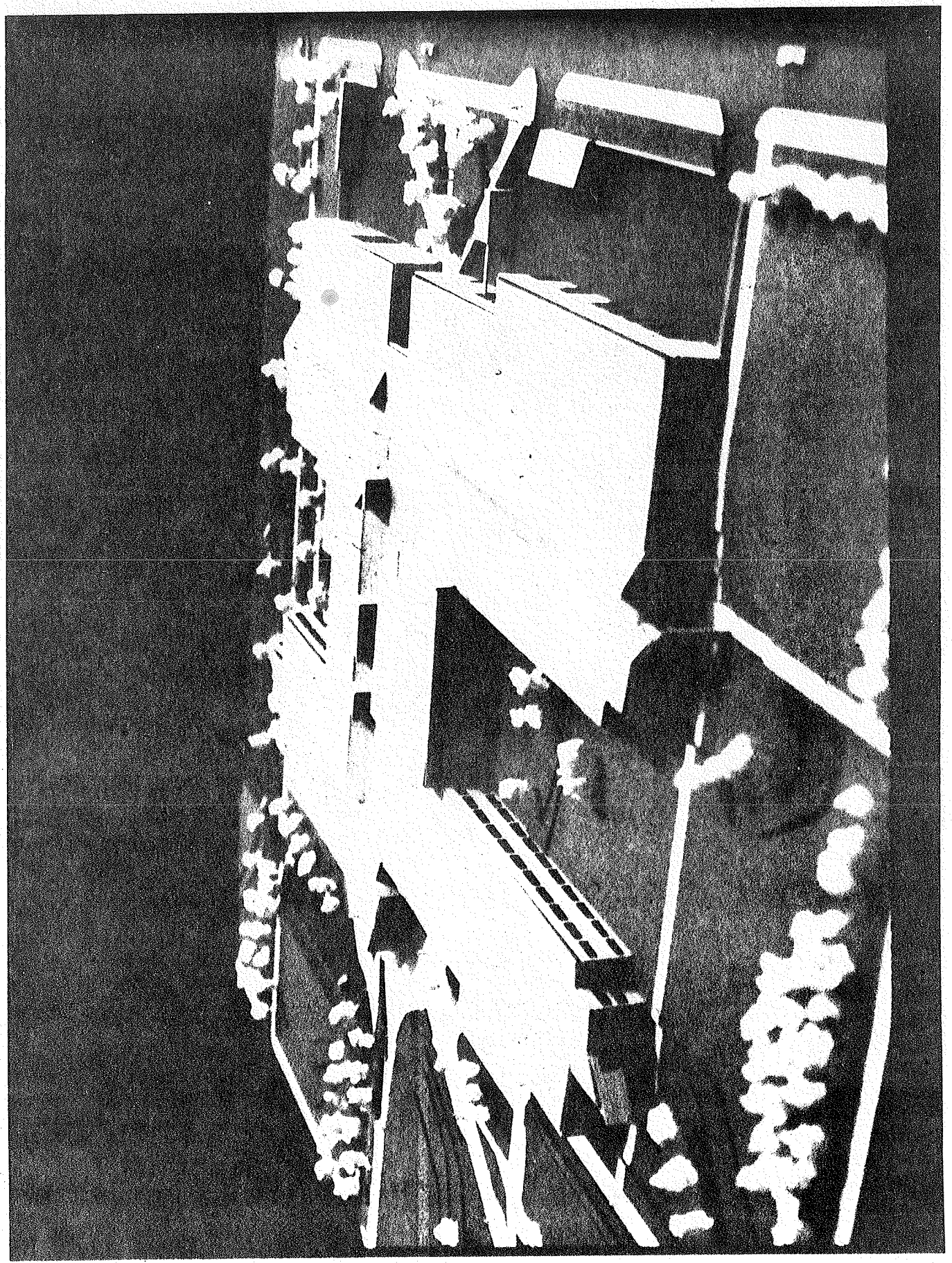
ACADEMIC CORRIDOR

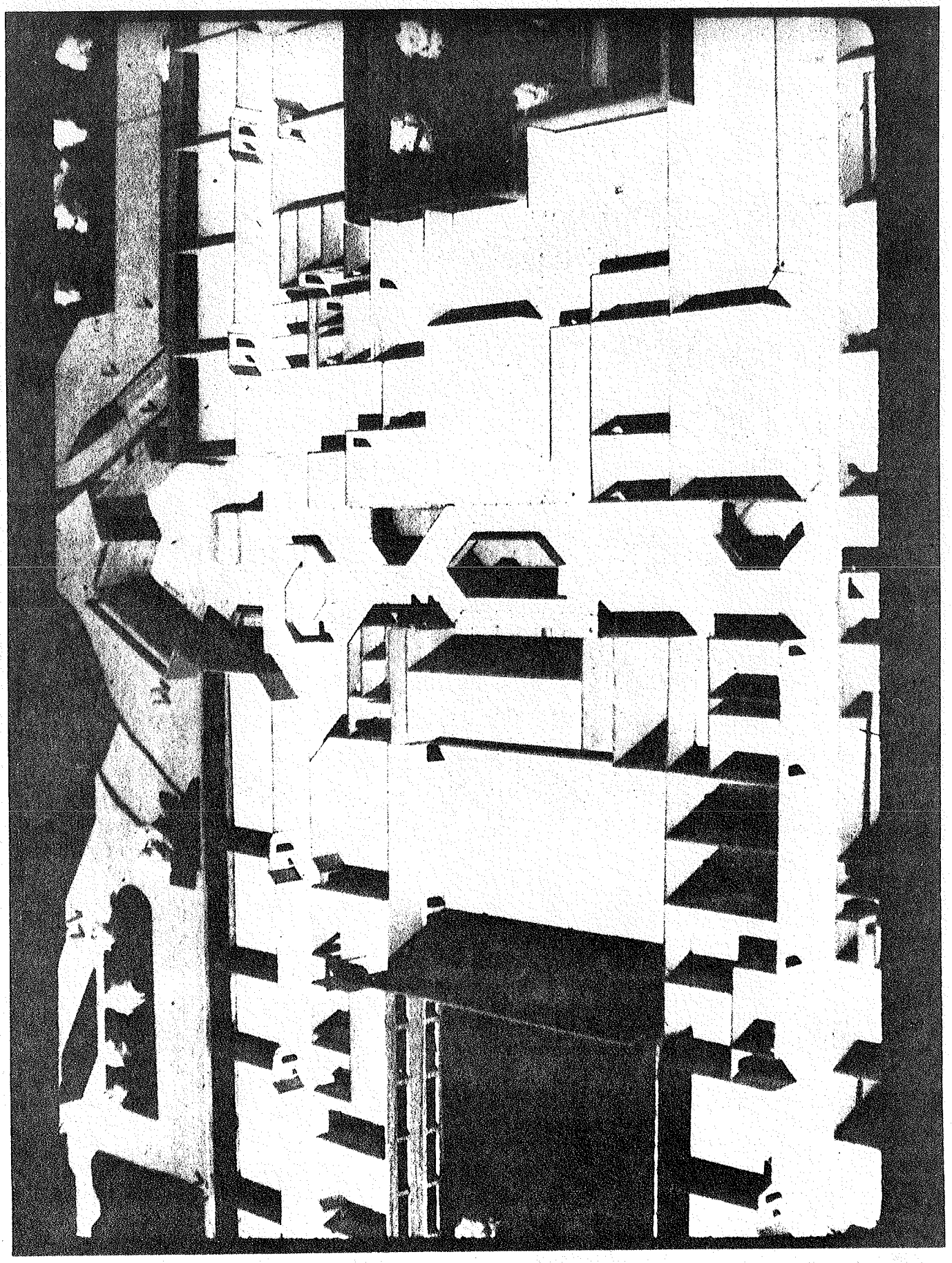
MAIN ENTRANCE

PERSPECTIVES









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