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# A Center for Continuing Education Clemson University

Richard D. Osment  
*Clemson University*

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**A CENTER FOR  
CONTINUING EDUCATION  
CLEMSON UNIVERSITY**

A sixth-year terminal project submitted to the faculty of the College of Architecture of Clemson University as partial fulfillment of the requirements for the degree of Master of Architecture.

Richard D. Osment

Spring 1975

620791

CLEMSON UNIVERSITY LIBRARY

I would like to thank my faculty committee for their guidance and assistance in the completion of this terminal project:

M. Aitken Clark  
Gordon W. Patterson  
Gayland B. Witherspoon  
Robert D. Eflin, Committee Chairman

I would also like to thank my parents for their confidence and assistance, without which none of this would have been possible.

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**INTRODUCTION**

## INTRODUCTION

With the accelerated rate of change in today's world, professional knowledge, industrial skills, cultural understanding, and social purpose seem to be unable to keep pace with this onrushing flow. Education is the only hope to keep pace — not merely the sixteen or eighteen or even twenty years of a young person's formal education, but for adults throughout their lifespan. This continuing education for mature citizens is one of the most significant educational developments during the last several decades.

As this idea of continuing education developed, it became apparent that adults needed their own environment in which to study. Adults must spend only a short time away from their normal routine, so their training periods must be intensive and fruitful. Children's and young people's facilities were not adaptable to adult needs. The concept of university-based centers with a staff and facilities oriented to these needs has developed over the last thirty years. Today, these continuing education centers are beginning to play a major role in many universities' programs.

**CONTINUING EDUCATION:  
PAST AND PRESENT**



## HISTORIC SURVEY

One clear beginning in continuing education was in Denmark in the nineteenth century. This pattern of folk high schools spread first to Scandinavia, then to Europe, the western hemisphere, and finally throughout the world, differing in every cultural context. Some of the most recent adult education centers established in Africa came about through the direction and support of the Danes.

In Denmark, Bishop Nicolaj F. S. Grundtvig began folk high schools in an attempt to educate the Danish peasantry. The severe winters freed them from their agricultural duties and allowed time for these learning experiences. Participants spent winter months in residential learning centers. The impact of Grundtvig's folk high schools helped pave the way for the cultural revolution which helped bring Denmark into the modern world.

Concurrently, teachers in England organized evening literacy classes in their zeal to spread the Christian faith through teaching people to read the Bible. In the 1930's, Sir Richard Livingston from Oxford went to Denmark to study these folk high schools. Knowing the temperament of the English people, the industrialized economy, and the milder climate would prevent the development of an English folk high school system, he went with a critical eye to determine what could best be adapted to the English culture. He concluded that the residential concept was essential if the program were to be the most meaningful to its participants. In 1944, the passing of the Education Act and the establishment of The People's Residential Education Association helped advance these ideas. During the war, many of the great old country homes became available, and these were used as centers. Within five years, there were thirty such centers in existence.

## CURRENT TRENDS

Until recently, it was thought that adult education allowed a person to remedy deficiencies in his earlier education. In today's rapidly changing world, people must continually update their knowledge if they are to remain proficient in their respective fields. This concept is called "continuing education." The basis of this concept is the idea that education is a lifelong process and that there must be both opportunity and motivation for an individual to supplement his knowledge through periodic study. Since those participating in such a program are adults, continuing education is sometimes used as a synonym for adult education, but the latter term has a broader, more flexible meaning. Continuing education is a specific part of adult education, which includes any learning or teaching experience that is based on the assumption that the participants have studied some related field previously and that they wish to continue the process.

In American residential continuing education, there is a focus not on the development of man as a whole being, but on his ability to achieve several roles. Conferences are highly specialized to cater to the needs of the individual group. Because of this, continuing education centers must be highly flexible and have the capability of accommodating differing groups simultaneously.

An adult is normally engaged in many demanding roles in his home, work, and community. His learning experiences must be fitted in among his many daily activities. Because of these practical considerations, he must spend only a short time away from his environment. Even though continuing education may stretch over years, or a whole lifetime, it customarily encompasses short periods of time. The continuing education center must provide an environment conducive to a short, intensive learning period so all facilities necessary for such an experience must be very convenient. All extraneous distractions must be removed to allow a total commitment to a short period of in-depth study.

A university-based center must link itself in complex ways to the university's fundamental work — teaching and research. Many faculty members will be involved in various programs at different times — often teaching, but frequently as a participant. Also, many high prestige events will take place here, often involving distinguished persons. A continuing

education center may easily become a focus of campus life.

There are four common patterns of continuing education which vary in the degree to which they integrate the educational and living patterns of the participants:

Living and studying in a center structured so all normal daily processes are designed to advance or aid learning.

Living in a facility not directly part of the study center, but closely enough related so that the intellectual and social relationships reinforce one another.

Living together in a hotel and going to an educational institution for meetings, but having no other common intellectual activities and only minimal social activities.

Living wherever they may independently choose and going to the institution only for scheduled sessions.

To best meet the requirements set out above, the first pattern is most successful.

In America, residential continuing education took a different form. Several attempts were made to transfer European methods here — particularly the folk high school — but these were generally unsuccessful. Several patterns developed here, including religiously oriented camp meetings and retreats, university summer sessions, correspondence courses, conventions and conferences, and agricultural short courses. The Agricultural Extension Service of the Land Grant College System revolutionized agricultural practices through lectures, demonstrations, and short courses for adults. In the 1920's and 1930's, a movement began in some universities to attempt to make a coherent program out of these varying methods. By 1936, there were physical facilities specifically for this at the University of Florida and at the University of Minnesota with those at the University of Minnesota being residential facilities. After World War II, many universities became interested in such programs. The W. W. Kellogg Foundation

has been most influential in instigating the programs. Today, there are nearly one hundred university-related centers in the United States.

**CONTINUING EDUCATION  
AT CLEMSON**

## THE CENTER IN THE UNIVERSITY STRUCTURE

The university currently has a variety of programs sponsored by its various colleges with some coordination, but there can be no comprehensive continuing education program without physical facilities for such a program and its necessary staff. Along with its major function of fulfilling the needs of continuing education, the facility would serve several other functions for the university. The major additional function is to provide a unifying element for the public and the university, and also for the varying parts of the university.

The center would provide the common ground through which program participants may become a part of university life and better understand it. Concurrently, it serves a very important public relations function for the university. For much of the public, periodic participation in the center's programs will be their only contact with the university. Consequently, it must be a bright, cheerful, well-maintained, well-staffed facility.

It also serves a point of unity for the faculty of the university by providing a common meeting ground which is presently lacking at Clemson. Here, members of differing faculties can gain a better understanding of the work and problems they all must face. Stimuli from divergent sources is necessary to keep the university viable in today's constantly changing world. These changes would certainly benefit the students of the university as well as those who participate in the center's programs.

At Clemson, the center would serve another purpose. The university presently has no suitable accommodations for visiting lecturers and professors. The facilities at the center would accommodate such visitors for an overnight stay or one of several months in a pleasant, convenient environment.

## CAMPUS CONSIDERATIONS

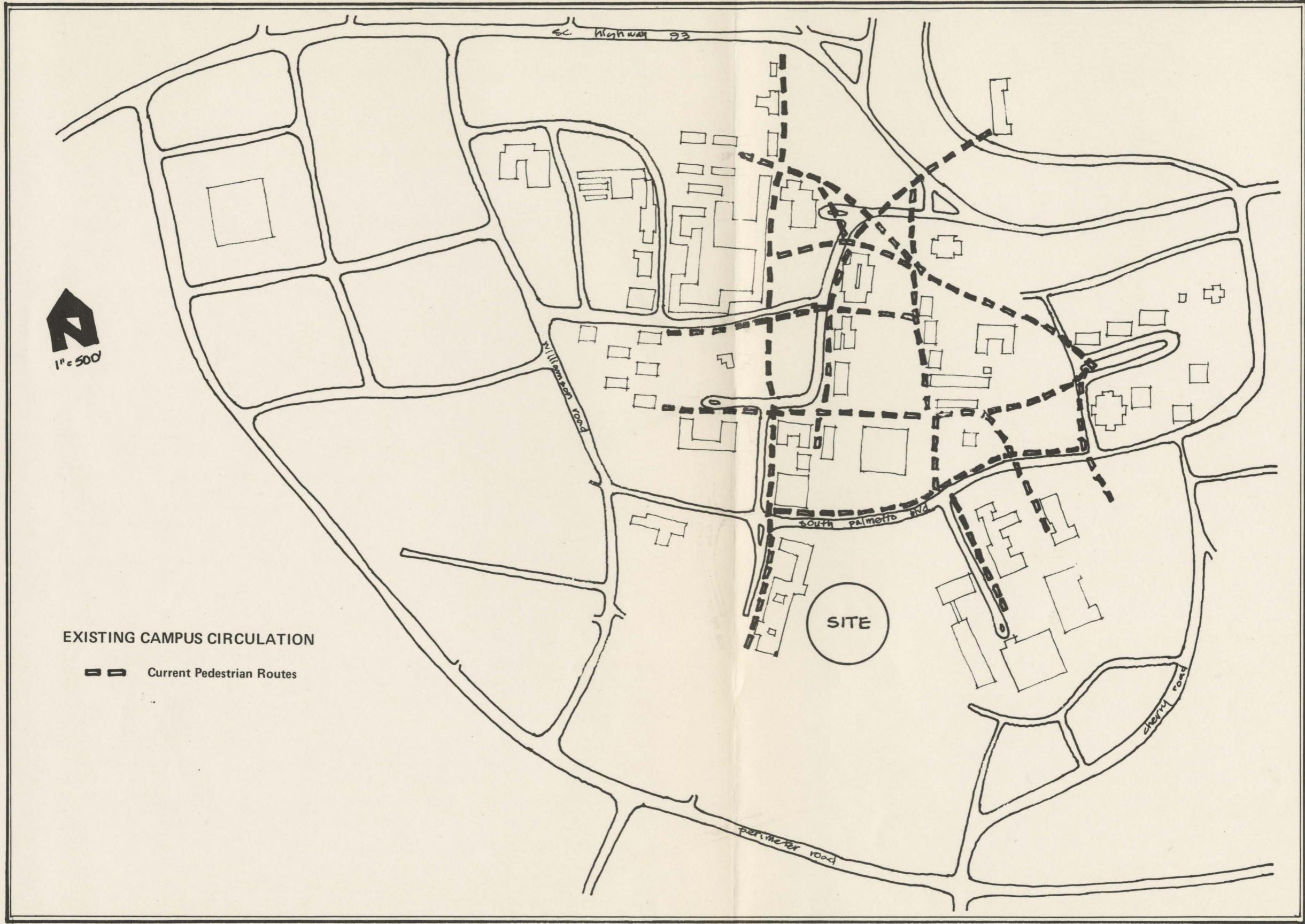
As Clemson has developed its educational role from that of an agricultural and engineering college to that of a major state university, its enrollment has increased dramatically. The consequent expansion of physical facilities to handle the enlarged student body has shifted the focus of the campus plan away from Tillman Hall. The Robert Muldrow Cooper Library has become the campus center. Due to the relatively low-density development of the university's facilities, all future development should occur within the confines of the current ring road with the campus focus remaining on the library.

The traffic patterns on campus currently conflict somewhat with this new campus center, rather than reinforcing it. There is still a large volume of automotive traffic separating various parts of campus, causing pedestrian-automotive conflicts in places. This problem is solved somewhat by the closing of certain roads during peak hours.

The pedestrian flow is not equally convenient for all parts of the campus. There are now strong north-east-northwest links, relatively strong northeast-southeast links, and strong northwest-southeast links. The connection between the southeast and southwest sectors of campus are very weak. Also, the link between the major future commuter parking lot and the eastern half of campus is poor.

There has been no physical development, as yet, to alleviate these circulation problems or to continue facilities over "the hole" to link the southeast and southwest sectors of campus.

The siting of the center along the new campus focus reinforces its interdisciplinary nature while also giving the opportunity to solve some of the circulatory and functional problems of the southern portion of the campus.



EXISTING CAMPUS CIRCULATION

— — Current Pedestrian Routes



## CAMPUS PROPOSALS

Several proposals are made to alleviate the problems on campus. The most extensive changes involve changing some of the automotive circulation. The other proposals can be integrated into the construction of the Center for Continuing Education.

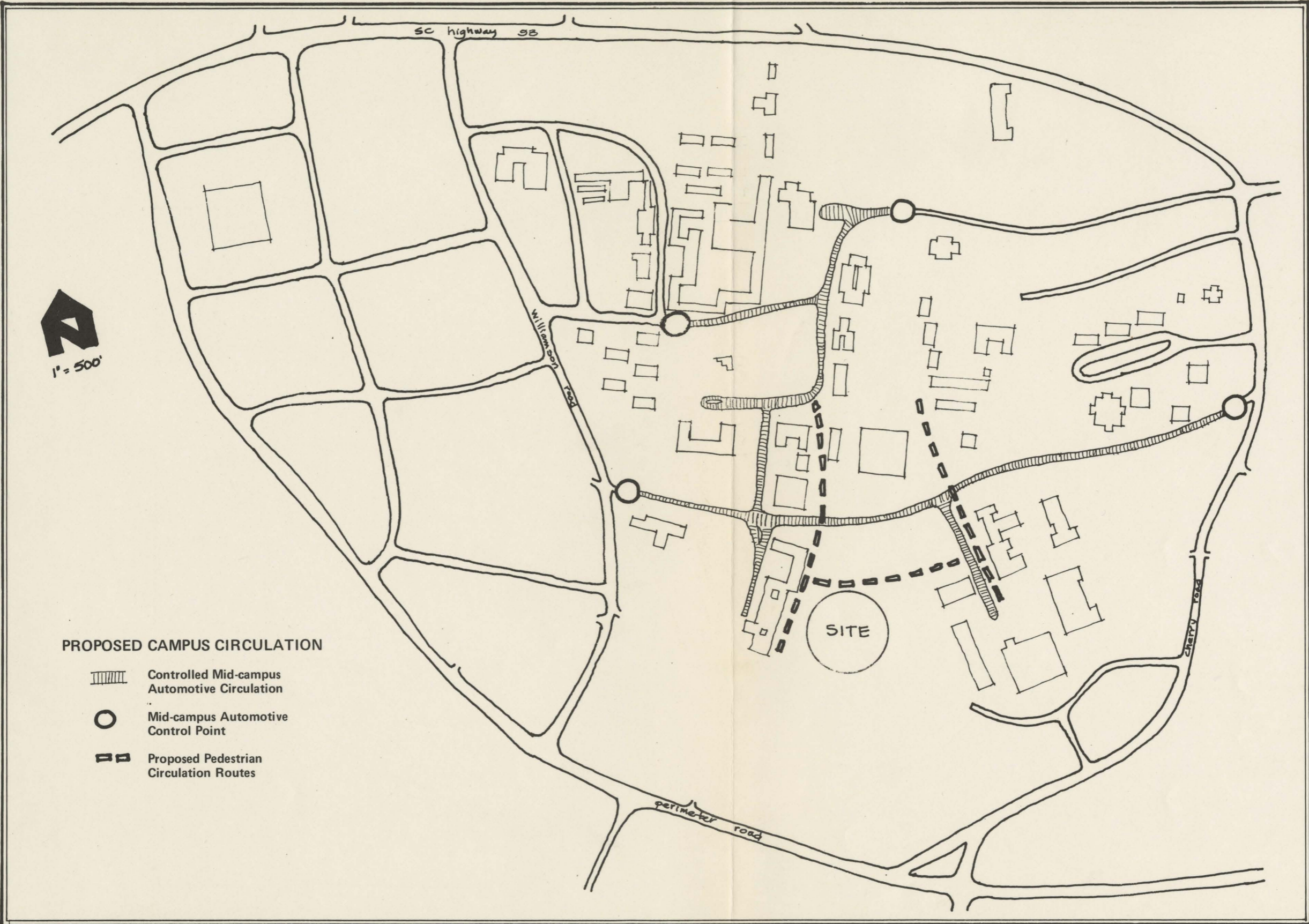
To facilitate circulation on campus, automotive traffic should be secondary to pedestrian. This would require several changes in the current street system.

First, if automotive traffic is to be basically removed from mid-campus, a strong ring road is needed to facilitate campus automotive traffic. This would require a slight rerouting of Cherry Road and the integration of Cherry Road and Perimeter Road at their current intersection. Also, the segment of Highway 93 between the President's Mansion and the main downtown traffic light should be removed with that traffic rerouted north of the Clemson House. Bryan Street could be removed with access to the east campus dormitory complex from South Palmetto Boulevard. Then all extraneous traffic would be routed away from mid-campus. With the installation of four automotive control points (at Sikes Hall, the new intersection of South Palmetto Boulevard and Williamson Road, and on Fort Hill Street) all automotive traffic to mid-campus could be regulated.




This would allow the development of stronger pedestrian links throughout campus. Presently, there is strong north-south pedestrian movement on Calhoun Drive which ends at the Rhodes courtyard. This movement could continue along Freeman Hall at the level of the Rhodes courtyard and pass over South Palmetto. There, it could drop to the level of the proposed plaza between Lowry Hall and the Center for Continuing Education, and continue to Lee Hall and the commuter parking lot.

There is also strong north-south movement along the west side of Martin Hall, ending at the library bridge. This could continue to the complex developing around the Plant and Animal Sciences Building.

There is currently no link between the architecture-engineering complex and the agricultural complex. This could be handled with the plazas and courts around the Center and also through the Center.



PROPOSED CAMPUS CIRCULATION

-  Controlled Mid-campus Automotive Circulation
-  Mid-campus Automotive Control Point
-  Proposed Pedestrian Circulation Routes

**PROGRAM**

**FUNCTIONAL REQUIREMENTS**

A continuing education center has rather diverse functional requirements. It must meet all of the educational and residential requirements of the participants using it for the duration of their stay. The educational facilities must be flexible enough to accept many kinds of presentation for a small seminar group or a large group. The administrative area must be able to handle the printing of brochures and programs, and the production of television and radio programs for various groups. All of these conflicting functions must happen concurrently.

There are three basic functional requirements for a continuing education center:

The educational function

The administrative function

The residential function

## THE EDUCATIONAL FUNCTION

The educational spaces for this center must be able to handle a variety of meeting requirements from seminar groups as small as fifteen to groups as large as six hundred and fifty. The larger group space requires fixed seating arranged to provide good site line and acoustics. The smaller spaces must be very flexible to allow for all types of groups and presentation techniques. All meeting spaces must be able to receive the Center's educational television and radio programming, and use front or rear projection within the space.

## THE ADMINISTRATIVE FUNCTION

The administrative spaces must also be very flexible. They vary from registration of program participants to photo labs to radio and tv studios. The administrative group is divided into two areas: the smaller public relations group which relates directly to the program participants, and the communications group which is responsible for the technical aspects of producing the programs. This communications group relates more to the campus staff and facilities than to the program participants.

## THE RESIDENTIAL FUNCTION

The residential function is the most complex of the three functions. It is in essence a hotel with a strong educational orientation. As a hotel, it has its own functional requirements. These are, basically: public areas, service areas, and private areas.

The public areas consist of the lobby, dining, lounge, and small shops, etc. These public areas have a direct link with the educational areas, as these are the two areas the program participant will be involved in during his daily activities.

The service areas consist of kitchen, housekeeping, staff areas, receiving, storage, etc. These relate strongly to the daily operation of the center, but there must be a distinct separation between these and the public areas.

The private areas consist of the individual residential accommodations. Most participants in continuing education attend individually, so the majority of accommodations are single rooms. Approximately one-fourth are double rooms with a much smaller proportion being suites. These suites can accommodate certain participants and also house lecturers and professors visiting the university.

These accommodations differ from those found in a normal hotel. The furnishings must accommodate and encourage study if the program participant is to have the best possible learning experience.

## AREA REQUIREMENTS

	<u>Sq. Ft.</u>	
<b>Lobby Group</b>		
General area and seating	10,000	
Vestibule	300	
Coat room	300	
Toilets	1,000	
Vending and telephones	200	
Entrance loggia (covered)	<u>3,000</u>	
Net area @ 80% of gross	14,800	
Gross area		18,500
<b>Auditorium Group</b>		
Seating area	5,200	
Stage	2,700	
Loading dock	300	
Shop and set construction	1,600	
Repair shop	150	
Storage	1,600	
Projection booth	<u>500</u>	
Net area @ 75% of gross	12,690	
Gross area		16,920
<b>Meeting Room Group</b>		
Meeting room — 200 @ 10	2,000	
Meeting room — 75 @ 10	750	
Meeting room — 75 @ 10	750	
Meeting room — 50 @ 11	550	
Meeting room — 50 @ 11	550	
Meeting room — 50 @ 12	600	
Meeting room — 50 @ 12	600	
Meeting room — 30 @ 12	360	
Meeting room — 30 @ 12	360	
Meeting room — 15 @ 15	225	
Meeting room — 15 @ 15	225	
Meeting room — 400 @ 10	4,000	
Meeting room — 125 @ 10	1,250	
Meeting room — 125 @ 10	1,250	
Projection room	300	
Library, reading room	2,500	
Table, chair storage	2,500	
Movable podium storage	200	
Coats, conferees	<u>250</u>	
Net area @ 70% of gross	19,220	
Gross area		27,457

## Meeting Support Group

Registration desks storage	200	
Labeling, sorting, copying, mailing	1,000	
Offices and secretary facilities – 6 @ 175	1,050	
Net area @ 70% of gross	<u>2,150</u>	
Gross area		3,075

## General Support Group

Food service – kitchen, freezer, refrigeration, food storage, food preparation, dishwashing, ice storage, etc.	7,000	
Dining room	4,000	
Food service and lounge	2,500	
Receiving dock	300	
Cashier	75	
Coffee shop, newsstand, gifts	1,500	
Manager's suite		
Registration desk	160	
Hotel manager	225	
Assistant hotel manager	150	
2 secretaries	200	
Files	75	
Safe, storage	100	
Auditor's office suite		
Auditor	150	
2 secretaries	200	
Record room	1,000	
Security office	100	
Linen room	3,000	
Custodial – including food, personnel, toilets, dressing lockers	800	
Vault	<u>200</u>	
Net area @ 70% of gross	21,735	
Gross area		31,050

## Transient Lodging Group

Rooms – 105 @ 375	39,375	
Suites – 20 @ 750	15,000	
Transient floor service areas – elevators, stairs, linen, lobby	8,508	
Net area @ 85% of gross	<u>73,980</u>	
Gross area		87,035



## Communication Center Group

Director	225
Associate director	150
Assistant director of broadcasting	150
Radio-tv editor	100
Assistant radio-tv editor — 2 @ 100	200
Visual instruction editor	100
Audio-visual technician	100
Reception area	150
Art department	300
Visual aids area	300
Film and video tape storage	700
Film editing — 2 @ 100 and 1 @ 150	350
Motion picture processing	175
Motion picture printing, loading	60
Motion picture chemical and film storage	300
Supply storage	300
Visitor viewing room	600
Conference room	400
Television areas	
Projection room	450
Studio A	2,560
Studio B	1,200
Prop storage	1,500
Control room — 2 @ 200	400
Equipment room	1,200
Chief engineer	170
Engineering workshop	400
Photographic areas	
Reception area	150
Assistant director, photo serv.	150
Photo supervisor	100
Darkrooms — 6 @ 150	900
Large darkroom	450
Workroom	750
Copy room	400
Copy darkroom	150
Color slide processing room	150
Equipment storage	170
Portrait studio	500
Id studio	200
Objects studio	500
Still film (black and white) processing room	300
Film loading room	90
Lounge and locker room	250

— continued on following page

## Communication Center Group — continued

Radio areas		
Radio reception area	150	
FM radio supervisor	100	
Radio, producer, director	200	
2 @ 100		
Studio A	600	
Studio B	200	
Control Room A	100	
Control Room B	100	
Master Control	150	
Announcement booth	60	
Audio tape duplicating area	<u>500</u>	
Net area @ 70% of gross	19,910	
Gross area		28,471

## Public Relations Group

Reception area	150	
Director	225	
Associate director	150	
Assistant director, university info	150	
Education editor	100	
Science editor	100	
Radio-tv editor	100	
Assistant director, public service information	150	
Extension editor	100	
Experiment station editor	100	
Home economics editor	100	
Associate extension editor	100	
News editor	100	
Assistant editor of publications	150	
University editor	150	
Research publications editor	150	
Associate University publications editor	100	
Associate Extension publications editor	100	
Graphic artist	100	
Office manager	100	
Secretary	100	
Typists — student area	1,000	
File room	700	
Mail room, stock room	800	
Conference	480	
Lounge	<u>150</u>	
Net area @ 70% of gross	5,705	
Gross area		8,158

## Parking Group

350 cars @ 300		120,000
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<b>GRAND TOTAL</b>		<b>347,611</b>
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**SPACE REQUIREMENTS****Lobby****Spacial and Visual**

Large open space  
Open to exterior

**Movements Patterns**

Major circulation space for entire complex  
Connector with campus

**Communications**

Visual contact with exterior and courtyard  
Direct link to meeting areas, public relations,  
dining, and related services  
Indirect link to communications group and  
residential areas  
Direct relation to vertical circulation

**Lighting**

Controlled natural light  
Soft diffused light

**Environmental Control**

Heating and air-conditioning

**Dining/Lounge****Spacial and Visual**

Open to lobby, but more intimate  
Open to exterior

**Movement Patterns**

Direct link to lobby and kitchen  
Indirect link to toilets  
Little internal movement

**Communications**

Direct contact with kitchen  
Visual contact with exterior and courtyard

**Lighting**

Controlled natural light  
Soft diffused light

**Equipment**

Dining and bar service equipment

**Environmental Control**

Heating and air-conditioning with strong  
filtering of odors, smoke, etc.

## Auditorium

### Spacial and Visual

Relaxed atmosphere directing attention to stage  
Good sight lines for lecturing

### Movement Patterns

Direct link with lobby  
Backstage link to service and prop storage

### Communications

Enclosed — no visual contact  
Electronic link to communications group

### Lighting

Controlled north light  
Diffused lighting for house  
Production lighting for stage

### Equipment

Projection equipment  
Stage equipment for speaking auditorium  
Receiving equipment from communications group

### Environmental Control

Heating and air-conditioning with strong filtering of odors, smoke, etc.  
Acoustic control for lecturing

## Meeting Areas

### Spacial and Visual

Very flexible for differing groups and arrangements

### Movement Patterns

Direct link to common lobby  
Little internal movement

### Communications

Visual link to exterior  
Electronic link to communications group

### Lighting

Controlled natural light  
Variation from soft light to intense shadow-free light

### Equipment

Receiving equipment from communications group  
Projection equipment  
Large writing surfaces, tackboards, etc.

### Environmental Control

Heating and air-conditioning with strong filtering of smoke, odors, etc.

Public Relations Group

**Spacial and Visual**

Very flexible to allow for program changes  
Open to lobby or exterior

**Movement Patterns**

Little internal movement  
Direct link to lobby  
Indirect link to communications group

**Communications**

Visual link to lobby or exterior

**Lighting**

Controlled natural light  
Strong, diffused, shadow-free light

**Environmental Control**

Heating and air-conditioning

Communications Group**Spacial and Visual**

Very flexible for different uses and changing programs

**Movement Patterns**

Considerable internal circulation between various departments  
Indirect link to public relations group

**Communications**

Electronic link to all meeting areas, auditoriums, and residential areas

**Lighting**

Strong, diffused, shadow-free light

**Equipment**

Various technical equipment for different departments

**Environmental Control**

Heating and air-conditioning



Residential**Spacial and Visual**

**Strong link to exterior**  
**Intimate, relaxed atmosphere conducive to study**

**Movement Patterns**

**Direct link to lobby and service areas**  
**Little internal circulation**

**Communications**

**Visual link to exterior**  
**Electronic link to communications group**

**Lighting**

**Controlled natural light**  
**Soft, diffused light**

**Equipment**

**Receiving equipment from communications group**

**Environmental Control**

**Heating and air-conditioning**  
**Acoustic privacy**

**Service Areas****Spacial and Visual**

Visual separation from public

**Movement Patterns**

Direct link to areas serviced, but not to  
public areas  
Considerable internal circulation

**Communications**

Strong inner communications  
Little external communications

**Lighting**

Strong diffused light

**Equipment**

Various kitchen and service equipment

**Environmental Control**

Heating and air-conditioning with strong  
filtering of odors, smoke, etc.

**SITE CONSIDERATIONS**

## SITE CONSIDERATIONS

### Characteristics

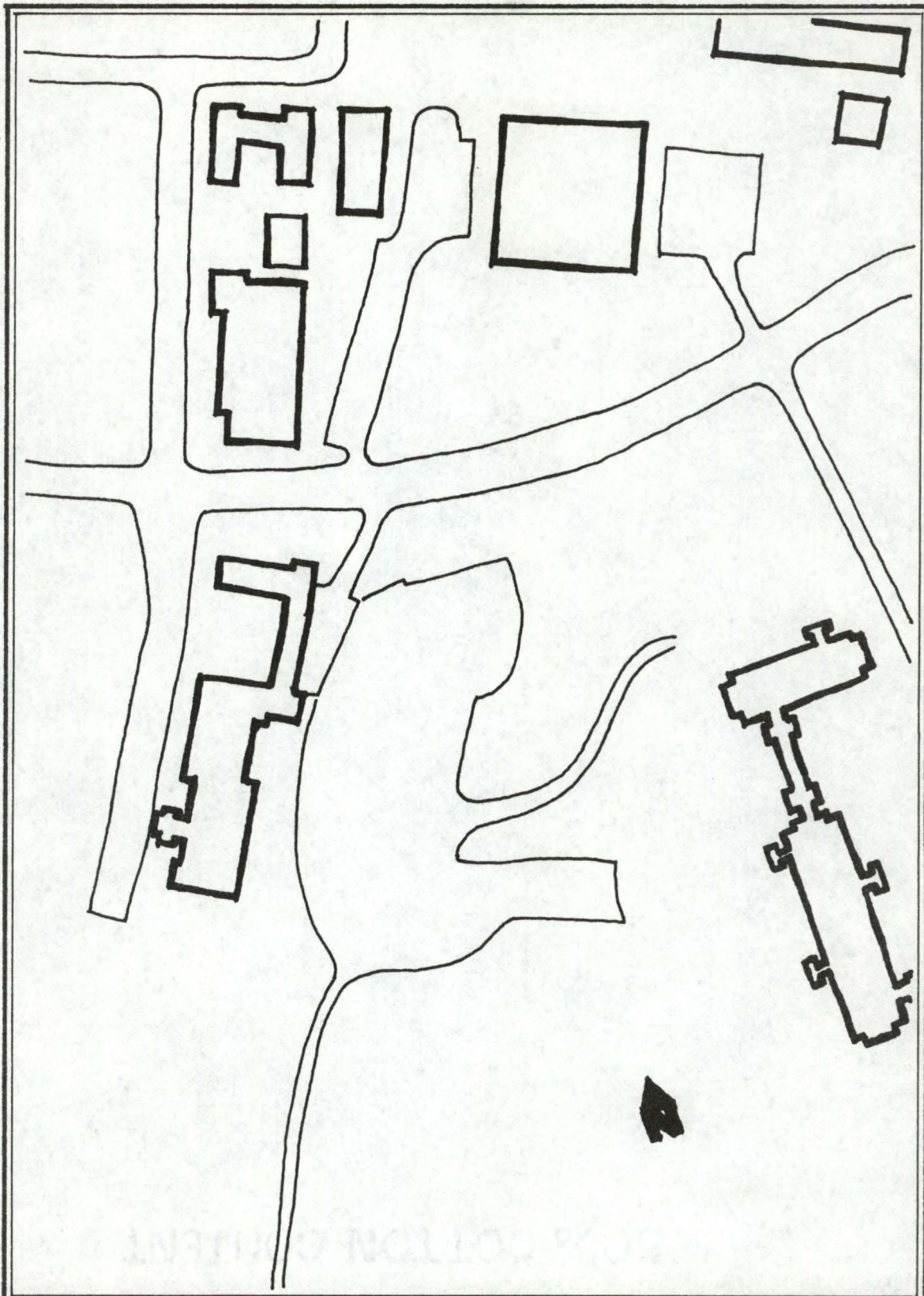
The site is an irregular, partially manmade gulley opening away from mid-campus. It is approximately three hundred and seventy-five feet by seven hundred and fifty feet, or about six and one-half acres. There is relatively thick tree cover to the east and south with no other vegetation of significance. It is currently used as a commuter parking lot with some insignificant married student housing on the southeast edge of the site. Since it has always been looked on as "the hole," none of the surrounding structures relate to the site. Lee and Lowry Halls are serviced on the west fringe of the site. The agricultural buildings to the east are separated by a wooded area and have no strong link with it.

### Pedestrian Circulation

As stated earlier, the pedestrian movement on the southern portion of campus is very weak. There is much activity on the north, east, and west sides of the site with no direct pedestrian ties. One of the most important considerations is that these areas be linked more directly as a part of the center's development.

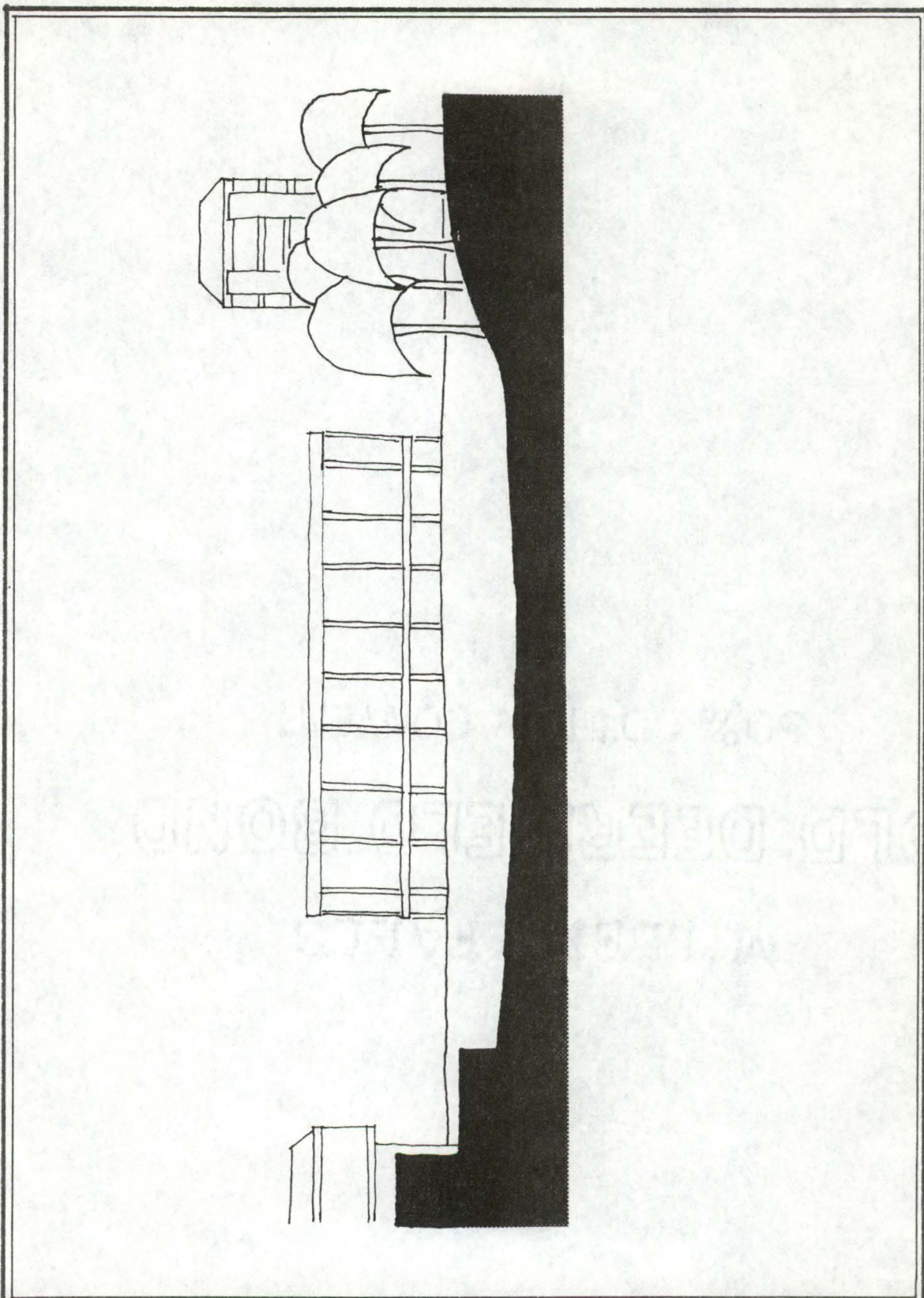
### Automotive Circulation

Automotive access to the site will be solely from Perimeter Road to the south. South Palmetto Boulevard to the north will have very limited vehicular traffic. As the previously mentioned ring road is developed, it will provide very convenient access to the center for arriving conferees.



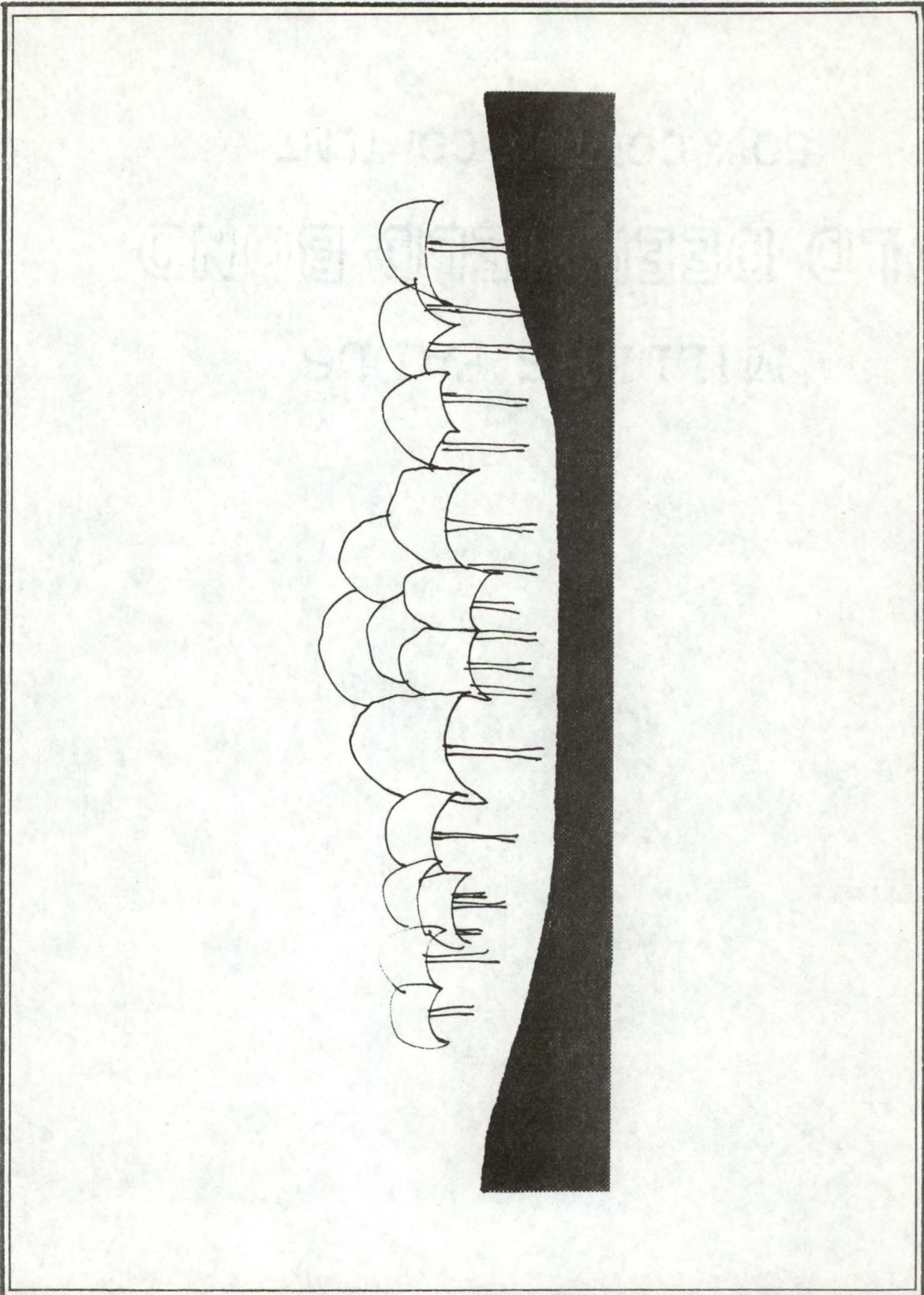
SITE MAP

NTS



SITE SECTION FACING NORTH

Scale 1" = 60'



SITE SECTION FACING EAST

1" = 60'

**DESIGN**



## SITE DEVELOPMENT

As stated earlier, the site for the Center for Continuing Education has been generally ignored in past campus development. Because of this, the site development for the center has the opportunity to correct these past oversights.

Automotive access to the site will remain as it now is from Perimeter Road. All conferees arriving at the center will use this access. It is the pedestrian access that will change.

The development to the east and west of the center will define pedestrian links for the southwestern and southeastern segments of the campus. The plaza to the west of the center will serve a double purpose. It will connect the center with the engineering/architecture complex and the proposed fine arts center through the courtyard between Lowry and Lee Halls. It will also link the proposed expanded commuter parking lot to the south and the southwest of Lee Hall with mid-campus. The development of the natural area to the east of the center would retain a park-like atmosphere while also providing a link between the center and the developing agricultural complex plaza through the break in the recently constructed agricultural building.

The function of the center necessitates a large-scale building. The stepped form of the building and its site relationships attempt to diminish the massiveness of the building. All of the pedestrian access to the center is from the higher preimeters of the site. The building form snuggles down into the lower central portion of the site to help diminish its apparent size.

The service access for the center is integrated into the existing service nodes of the surrounding buildings. The service for the Communications Center Group and the Public Relations Group takes place in conjunction with the existing service access for Lee and Lowry Halls to the east of the center. It is accomplished in a common service element beneath the plaza connecting the three structures. The service for the General Support Group, consisting mainly of kitchen and lodging services, reinforces the service access for the new agricultural building.

## FUNCTIONAL RELATIONSHIPS

As stated earlier, a continuing education center has three basic functions: educational, residential, and administrative with the educational function being the most important. The public will be in contact only with the educational and residential areas. The administrative area serves as a separate support function. This dictated the organization of the center.

The administrative function consists mostly of the Communications Center Group, which is responsible for the technical aspects of conceiving and presenting the various programs. It has a strong link with the other technical facilities, faculty, and staff of the university, so it is positioned with a more direct relationship to the campus center. The balance of the center relates to the public with the strong multi-level circulation spine serving as the unifying element. These two parts of the center enclose a courtyard with the major meeting space being the focal point.

All entries to the center are on the second level. With this being the major circulation space for the center, all of the support functions occur here. The dining room, lounge, coffee shop, registration areas, small shops, and public relations offices all define the edge of the central space on this level. The level below contains all of the educational spaces with the major meeting space in the central courtyard, but in direct conjunction with the major lobby space. The three levels above contain the residential areas which continue to define the diminishing central space as it rises.

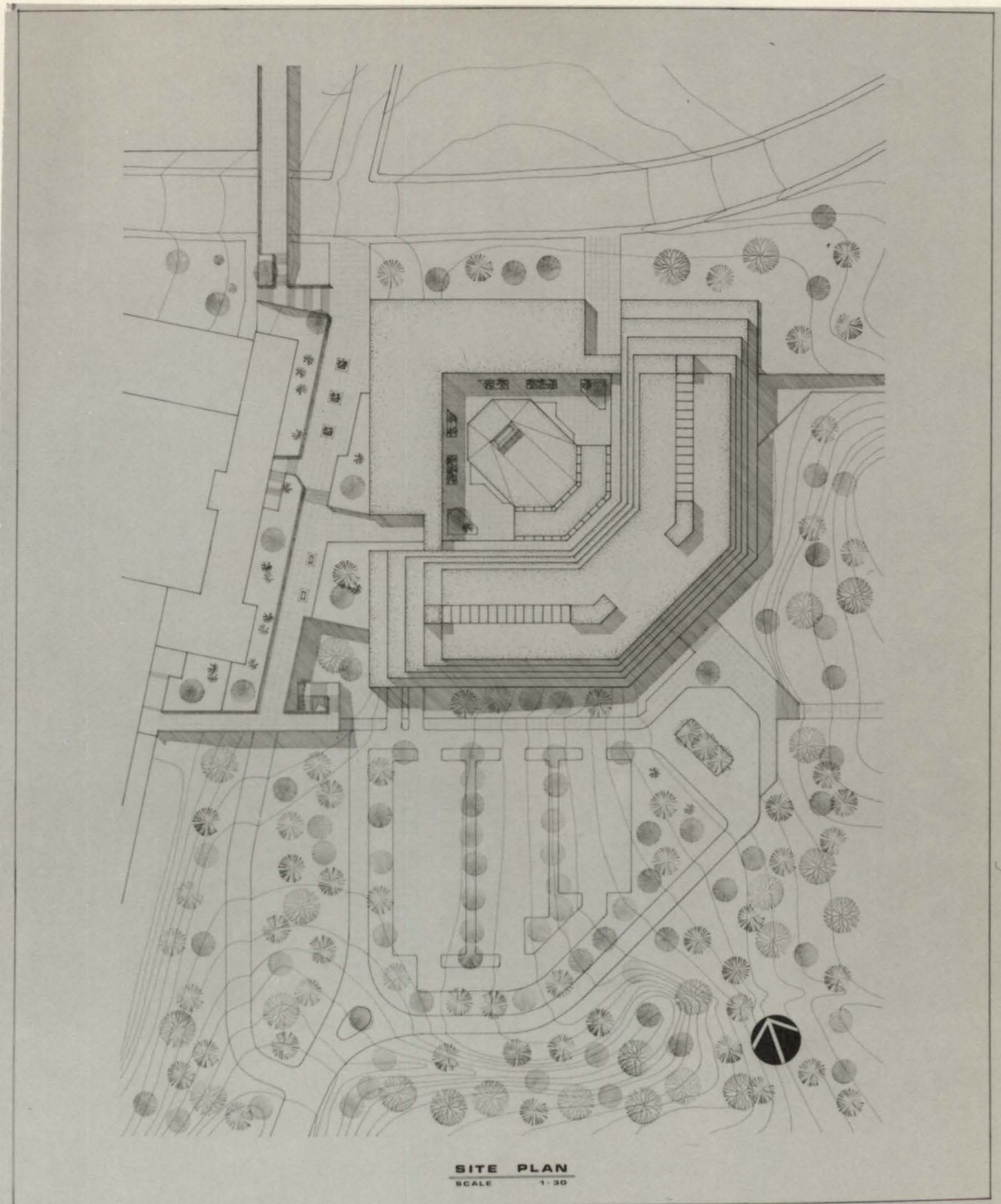
**STRUCTURE—MECHANICAL**

The structure of the center is a reinforced concrete frame with a concrete double-tee floor system. The circulation mezzanines along the central space also serve as the supply and return spaces for the four-pipe heating and cooling system. This system was chosen for two reasons:

The university constantly supplies heated and chilled water on its main loop so mechanical space within the building could be minimized.

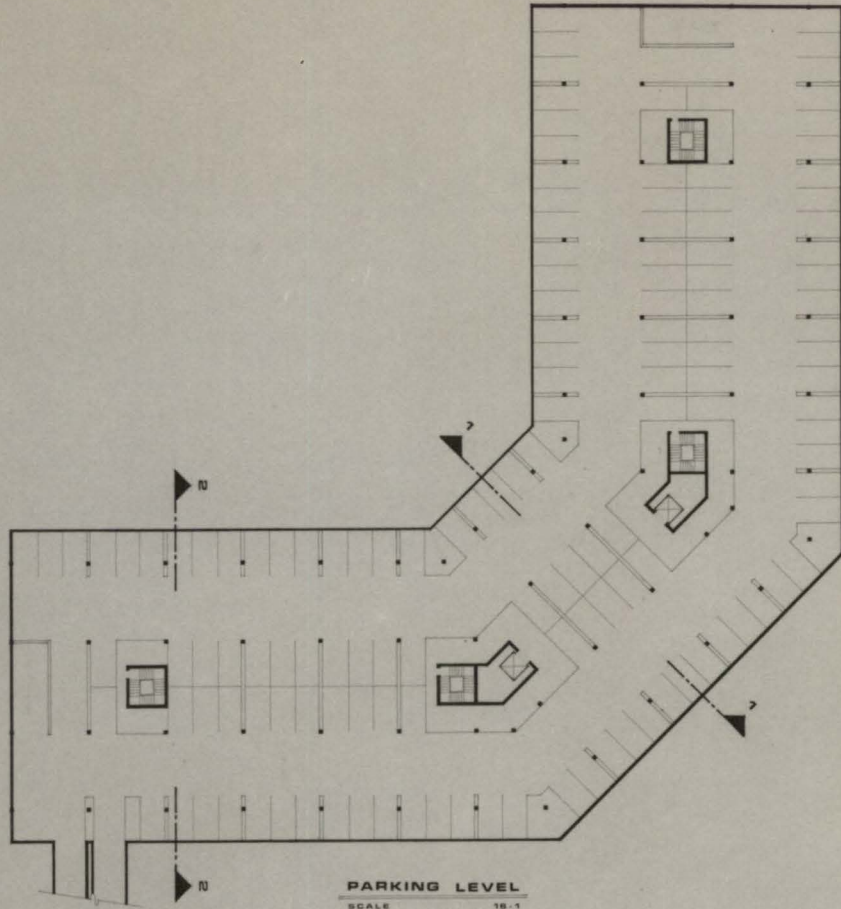
It allows great flexibility in heating and cooling each space, for differing uses.

**GRAPHICS**

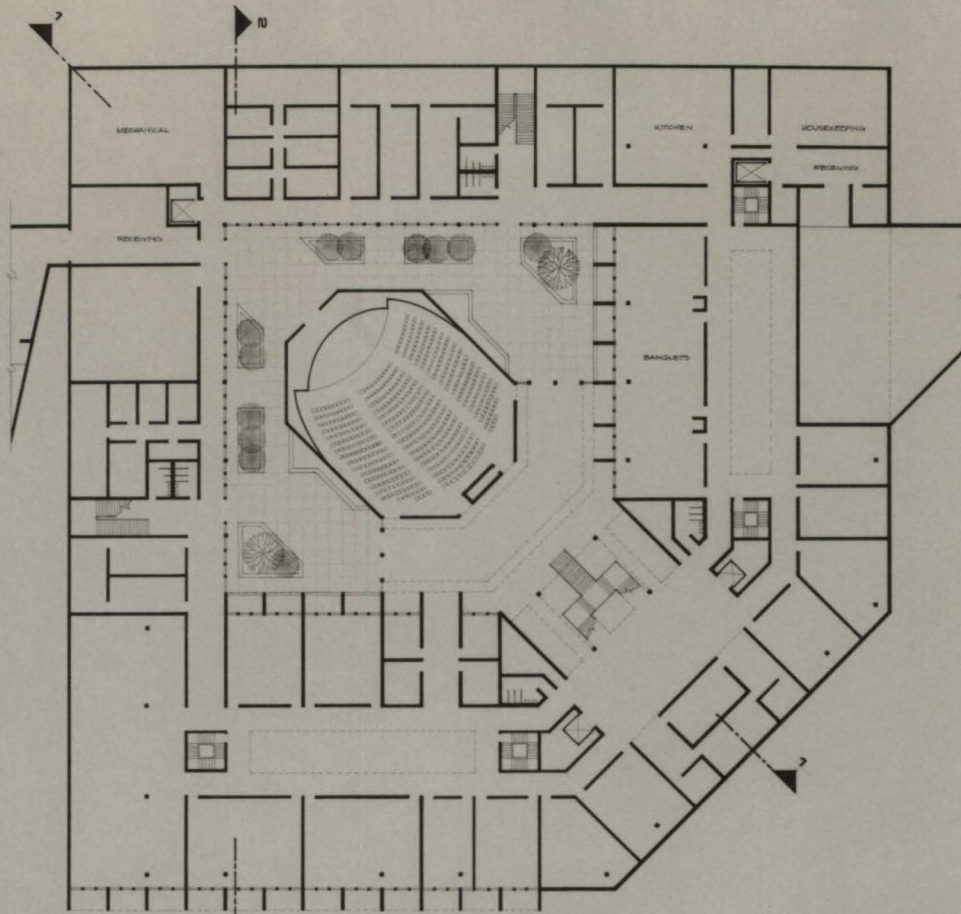


SITE PLAN  
SCALE 1:30

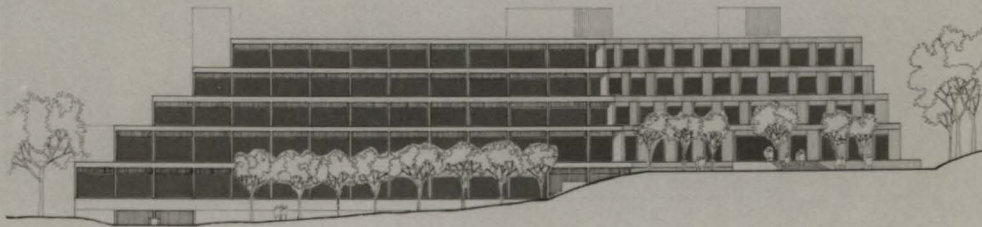
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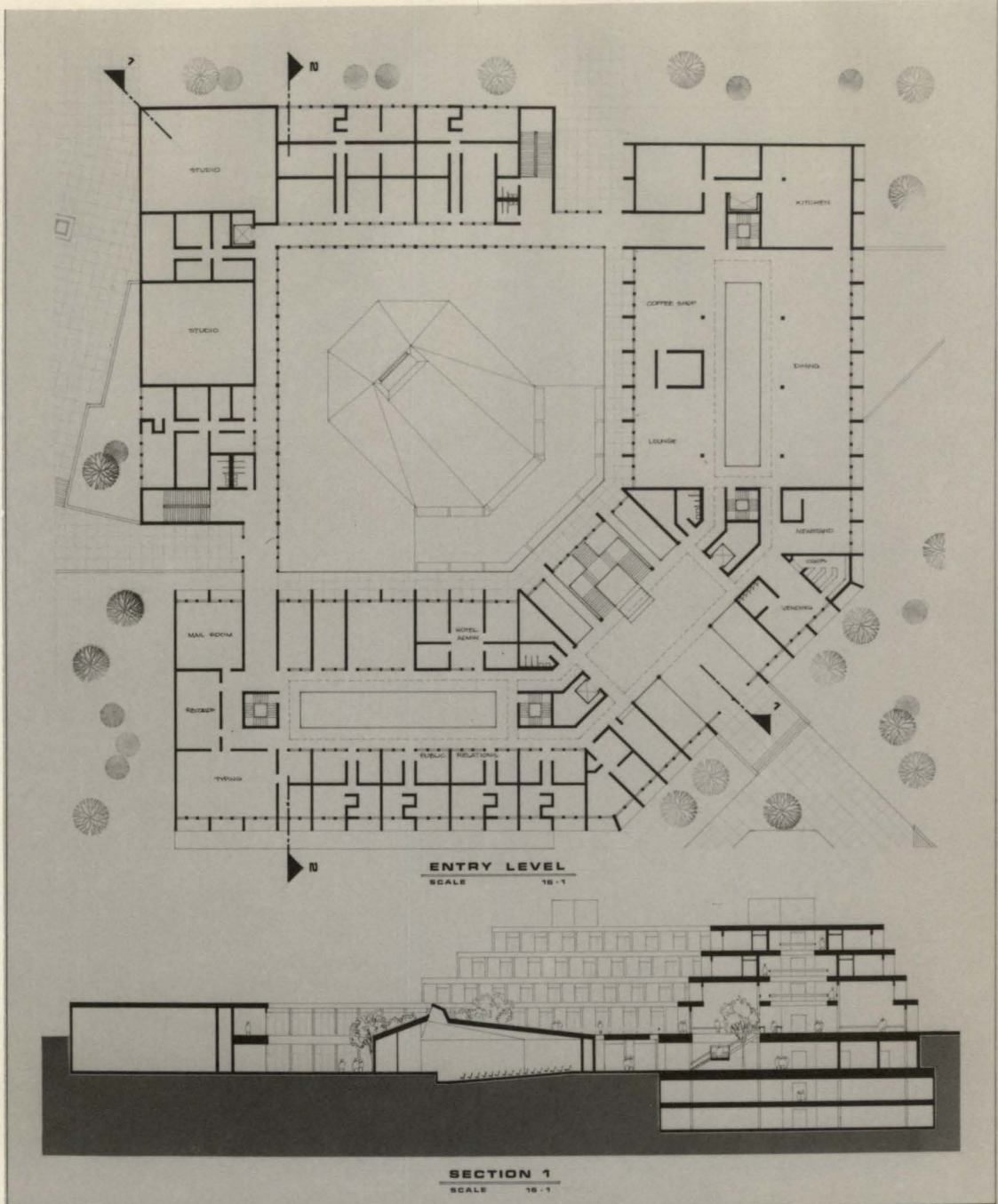


**EDUCATIONAL LEVEL**  
SCALE 1/8" = 1'



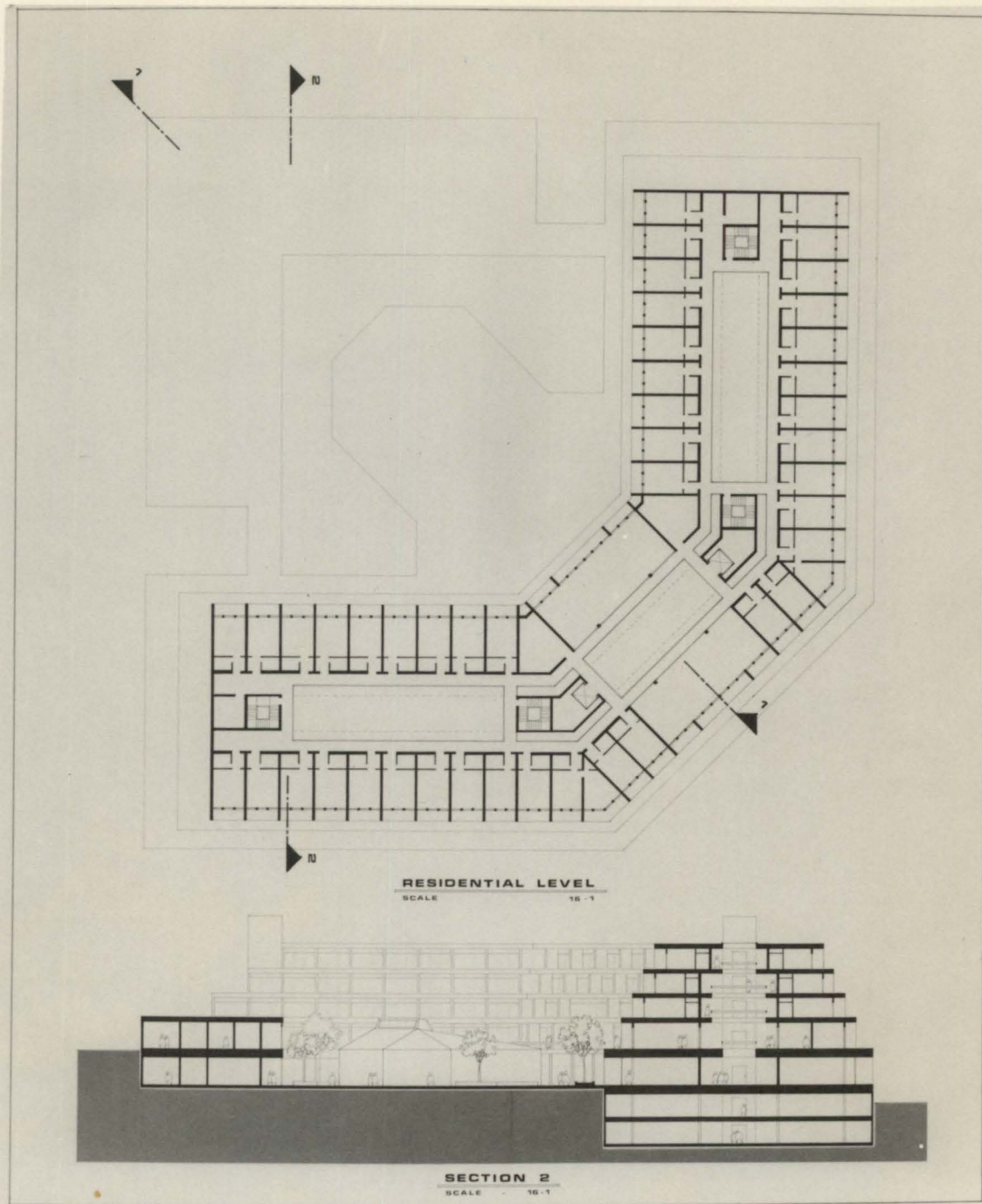
**SOUTH ELEVATION**  
SCALE 1/8" = 1'

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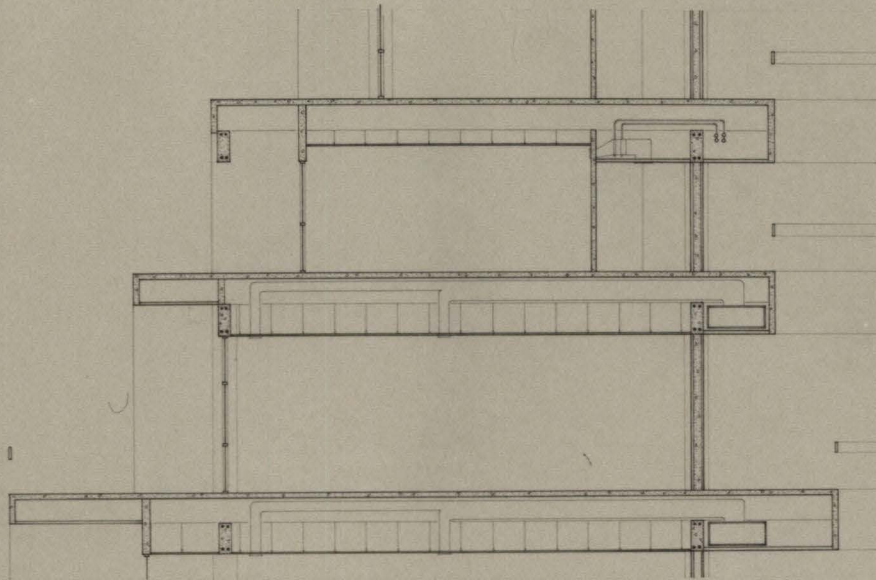
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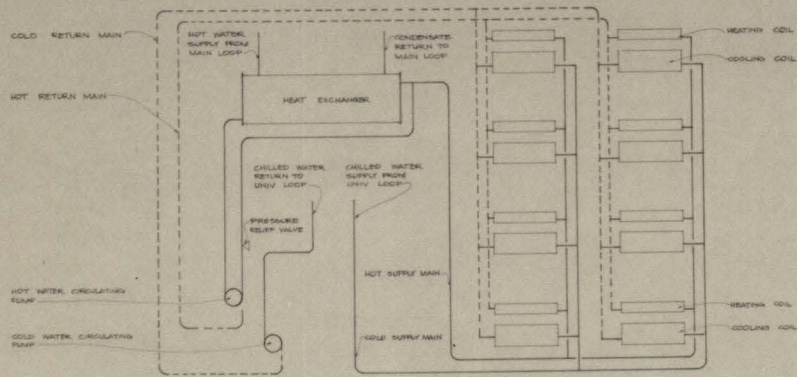


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**STRUCTURAL MECHANICAL SECTION**  
SCALE 3/8" = 1'



**MECHANICAL DIAGRAM**

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## Interviews:

- Mr. William R. Alexander, Associate Director, Georgia Center for Continuing Education; Athens, Georgia, February 27, 1975.
- Mr. Kirk R. Craig, Craig & Gauden, Architects, Inc.; Greenville, South Carolina, February 11, 1975.
- Mr. Thomas Mahler, Director, Georgia Center for Continuing Education; Athens, Georgia, February 27, 1975.