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# A Conference Center for Washington University, Saint Louis, Missouri

Linda Wood Berri  
*Clemson University*

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
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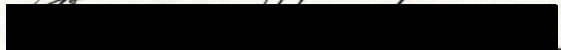
A CONFERENCE CENTER  
for Washington University  
Saint Louis, Missouri


A terminal project submitted to the faculty of  
the College of Architecture, Clemson Univer-  
sity, in partial fulfillment of the requirements  
for the degree of Master of Architecture.

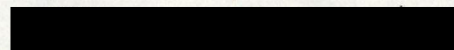
Linda Wood Berri, Spring, 1986

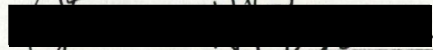
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Lamar Brown, Acting Dean  
College of Architecture

For my Mother,  
and for my Father,  
for different reasons.

## ACKNOWLEDGEMENTS

Many people have helped to make this project a reality. My sincere thanks go first to my committee, whose help was, of course, invaluable.

At Washington University, Joe F. Evans, Associate Vice Chancellor of Business Affairs, was extremely helpful in providing me with information about the University's needs with regard to a conference center. W. Davis Van Bakergem, Campus Planner and Professor in the School of Architecture, provided me with an early start on the project as well as much background information that was very useful. Frank Ross in the campus drafting office provided me with several drawings that made my life this semester much easier.

In the course of my research, many people at conference centers across the country took the time to send me information on their facilities. Included in this group are David N. Klostermann, Director of Non-Credit Programs at the J. C. Penney Continuing Education Center at the University of Missouri at St. Louis; Peter J. Lombardo, Assistant Director of the Center for Continuing Education at the University of Notre Dame; and Jane Parsons at the New England Center for Continuing Education at the University of New Hampshire. Anonymous staff members at the Kellogg Center at Michigan State University, at the Eccles Conference Center at Utah State University, at

Kellogg West Conference Center at California State Polytechnic University in Pomona, at the Nebraska Center for Continuing Education at the University of Nebraska, Lincoln, and the Center for Continuing Education at the University of Chicago provided additional information. My thanks go to all of these people. Special thanks go to Bill Evans, Facilities Manager at the Georgia Center for Continuing Education at the University of Georgia for spending the larger part of one afternoon showing me around the center and telling me about its upcoming expansion.

I would also like to thank members of my family for their help. My father found this project for me and provided helpful advice all along the way. My brother, Brett, saved my neck on more than one occasion during the course of this project with his "legwork" and his photography skills. My husband, Tom, patiently held the house together so that I could work. And my mother, who knows how valuable her help was, kept me sane during the last week before my presentation. (The trees and the babysitting were great, too!) Thank you all again. Finally, I must thank my daughter, Allison, who, although she didn't *do* anything, has helped me to retain a sense of proportion on the whole experience.

LWB

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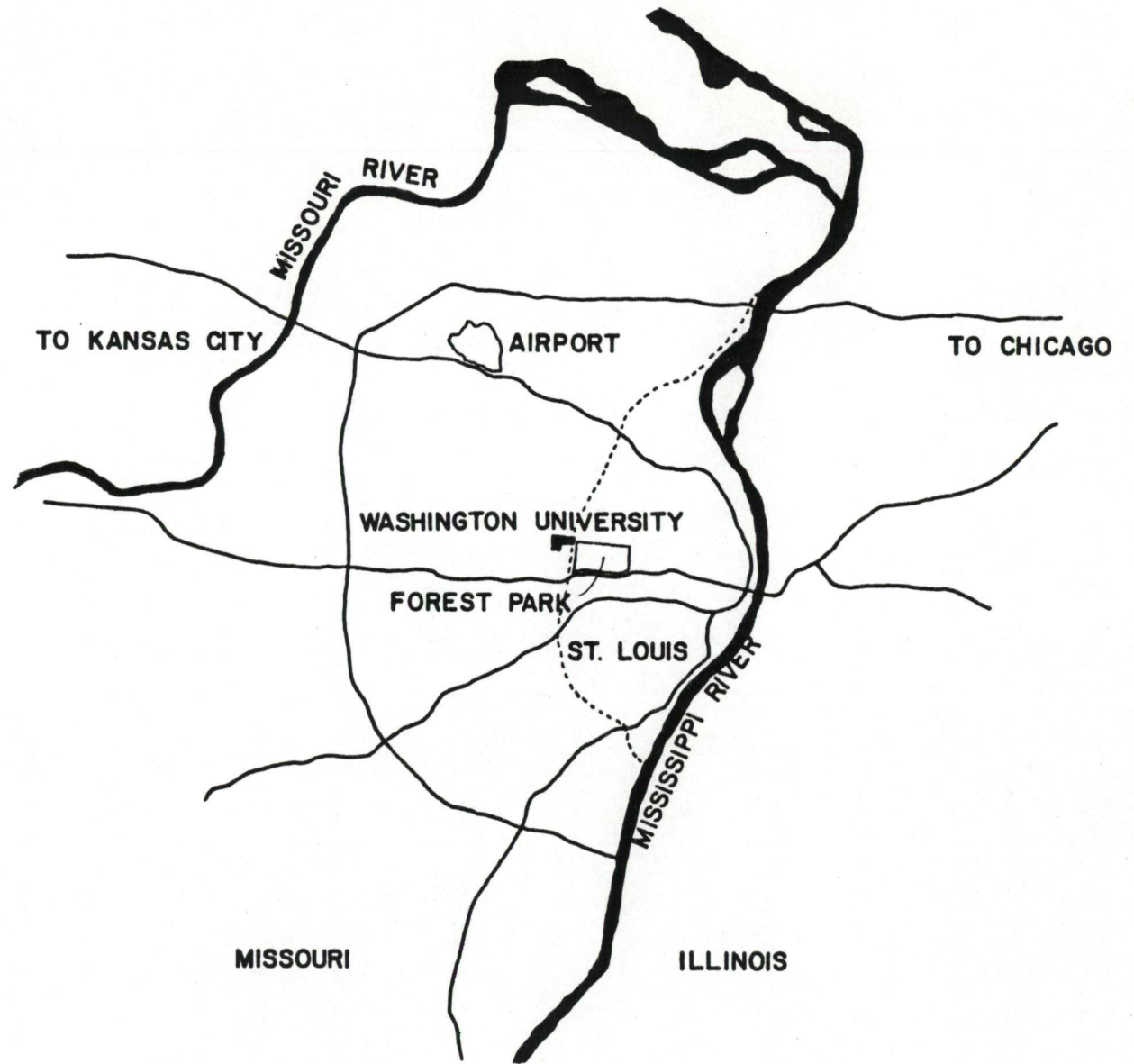
# **INTRODUCTION**

## INTRODUCTION

For several years now, the administration at Washington University in St. Louis has been aware of a growing need for some sort of facility specifically designed for campus-sponsored conferences. Many of the University's schools and departments are already sponsoring a variety of programs that must either be scheduled around other university activities or on off-campus locations. This first solution limits the size of the conferences, especially those held during the academic year, while the second option causes conference participants to lose touch with the university community they are theoretically joining. On-campus meeting space would encourage further expansion in this area and at the same time enrich the currently existing programs by making campus facilities more available.

In addition, the University has needs for several other facilities that relate directly or indirectly to the conference center. A hotel could directly serve the conference center but also the entire university community. A student auditorium for films and lectures is urgently needed and could be very useful to conference participants as well. And finally, there is a desire to move the alumni club from its current downtown location to the campus, where both the alumni and the students could benefit from closer contact. The alumni club could share many support functions with the conference center and could even become involved with sponsoring conferences itself.

This masters project will be concerned with the development of an on-campus facility to provide for these needs, as well as for the necessary support functions (parking, dining and administration being the largest of these.) Specifically, the conference center will include meeting and banquet rooms for groups ranging from about 12 to 250 people and an auditorium for 400. The adjoining hotel will have 100 rooms as well as a restaurant, a cocktail lounge, and retail space for three stores. The alumni club will have a restaurant, a lounge, a private conference room, a library and administrative offices.





**SAINT LOUIS**

## HISTORY OF THE CITY

St. Louis was founded in 1763 by Pierre Laclede Leguest, a French trader from New Orleans, as an outpost for trade with the Indians. The city "plan" consisted of three streets laid out parallel to the Mississippi River and several cross streets; it also designated space for houses, a church, a trading post and a cemetery. Open space for military drills and public assembly was allocated under the bluffs surrounding the new settlement.

Settlers began arriving almost immediately. In particular there were large numbers of French settlers from nearby Illinois villages who preferred not to live under the British, who had recently obtained sovereignty to all land east of the Mississippi.

St. Louis's location made it ideally suited for trade. It was located in the center of the continent and was on or near four major rivers (the Mississippi, the Missouri, the Ohio and the Illinois) with access to the East, the Great Lakes, the Gulf of Mexico and the north and west frontiers.

In 1804, the Louisiana Purchase made St. Louis a part of the young United States. St. Louis immediately became the capital city of the new territory and as such became the starting point for numerous parties of explorers (the Lewis and Clark expedition in 1804-1806 being the most famous of these) as well as later groups of settlers heading west. Population growth during these early years was slow; by



1815 it was probably no more than 2600 people.<sup>1</sup> But in spite of this, the increased trade in the area made St. Louis the center of wealth and culture in the upper Mississippi valley.<sup>2</sup>

Statehood for Missouri in 1821 meant that St. Louis was no longer either the territorial or state capital. Its position as a prime trading center remained, however, encouraged by the advent of the steamboat era (1820's - 1870's) which linked the whole Mississippi/Missouri/Ohio River valley into a closely connected whole. Later the railroads supplanted the steamboat trade, changing but not minimizing St. Louis's position in the area of trade. The city's central location made it an obvious connecting link in the railroad network as well.

During the middle years of the city's history from statehood to before World War II, the city grew rapidly. At statehood in 1821, the city's population was 5600; by 1850 it had climbed to 77,860 and by 1950 it was the eighth largest city in the nation with a population of 856,796.<sup>3</sup> It was during these middle years that the city's position as a cultural center was firmly established. The first public high school west of the Mississippi was founded there in 1856. The nation's first kindergarten was established in St. Louis in 1873. The St. Louis World's Fair/Louisiana Purchase Exposition in

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<sup>1</sup> *Encyclopedia Britannica*, s. v. "St. Louis" (1973), 19:914.

<sup>2</sup> *Ibid.*, p. 914.

<sup>3</sup> *Ibid.*, pp. 913-914.





1904 celebrating the 100th anniversary of the Louisiana Purchase, brought the city an art museum, a building for the historical society, and the beginnings of one of the nation's best zoos. The Fair also introduced to the world the ice cream cone and the hot dog, both of which are now American culinary institutions.

Legislation in 1876 that set the city boundaries and that permanently disassociated the city from St. Louis County was the beginning of what was to become a serious problem for the city in the 1950's and 1960's, namely the mass migration of its people to the suburbs. The arbitrary division between city and county meant that city services were not able to follow these people, and that the suburban governments supplied the services and received the tax revenues instead. The more affluent people moving to the suburbs were replaced in the city by blacks from the rural South whose ability to support city services was substantially less than that of the people who were leaving. The political separation of the city and the county also led to inefficiency in dealing with such problems as parking and transportation which developed at this time. The downtown area maintained much of its business but after business hours it became a ghost town. Downtown retail businesses also suffered from the opening of numerous suburban shopping malls.<sup>4</sup>

It should be noted here that while this "white flight" phenomenon and the subsequent urban decay have not by any means been limited to St. Louis, St. Louis was one of the

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<sup>4</sup> Ibid., p. 915.

earliest cities hit with the problem. This was probably due, at least in part, to its proximity to the rural South. As a result, the city was even less prepared to deal with the problem than other cities, and the problem was worse and lasted longer.

## THE CITY TODAY

During the last ten years, however, the city is finally turning itself around. The people who left twenty or thirty years ago are learning to appreciate what the city has--its history, its character, and its cultural amenities--and are moving back. Residential areas such as Lafayette Park and the Central West End are being revived and revitalized. New retail areas in the central business district, such as Laclede's Landing, a restaurant and retail area carved out of an old decaying warehouse district near the river, and the new St. Louis Centre, a large shopping complex in the middle of the downtown area, are providing a needed burst to the area's revitalization. In addition, non-retail businesses are once again moving downtown.

The qualities that have made St. Louis what it is--a center for trade, a cultural center, a place for suburbanites to come home to--also make it an excellent place for a conference center. The city's central location in the nation makes it easy for a large number of people to get there. And its other qualities, its cultural attractions, its sense of history, make it a good place to be.

**WASHINGTON UNIVERSITY**

## CAMPUS HISTORY

When Washington University was founded in 1853, a campus was established for it in downtown St. Louis. Less than forty years later, the University community had expanded to such an extent that it was decided to seek a location for a new, larger campus to the west of the city. In 1894 a suitable piece of land was found and purchased northwest of Forest Park. This 103 acres plus 50 more purchased just a few years later were what was to become the current "Hilltop" campus.

Five years later in 1899, the University held a design competition to develop a master plan for this recently acquired acreage. Six of the country's most prestigious architectural firms were invited to participate and other St. Louis firms were welcomed. Seven buildings were to be built immediately; a quadrangle-style plan incorporating these and future buildings was requested.

It should be noted here that the planning of the Washington University campus occurred at a significant time in the history of campus planning in the United States. Prior to this period, most American universities had had an abundance of land on which to spread out, and as a result the campus buildings tended to remain individual and separate. Campus planning was sporadic and sometimes non-existent. By the late 1880's and early 1890's, however, several new campuses were being designed in the United States that were inspired by the cloistered quadrangles of Oxford and

Cambridge. In the "Oxbridge" system, where a necessity existed to separate "town and gown," buildings were linked together and formed walls. These building/walls necessitated specially designed connecting links such as gateways, loggias, and arcades. Frederick Law Olmstead's design of the Stanford University campus in 1888, Henry Ives Cobb's design for the University of Chicago in 1890, and several others were important influences on the Washington University master plan.<sup>5</sup>

The plan designed by the Philadelphia firm of Cope and Stewardson was the one finally picked by the University's planning committee. It was picked for several reasons, both aesthetic and practical. The Cope and Stewardson plan was, unlike all the others, not rigidly symmetrical but instead had "changing and yet associated axes following the marked contours of the land."<sup>6</sup> This asymmetry made for visual variety and interest, but it also made for a less rigid plan, one that would admit change without destroying the original concept. Other advantages of the chosen plan included that it allowed for a variety of building styles (again a flexibility that the others lacked) and, perhaps most important, the plan would appear complete after the initial seven buildings were built.<sup>7</sup>

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<sup>5</sup> Buford Pickens and Margaretta J. Darnall, *Washington University in St. Louis: Its Design and Architecture*, (St. Louis: School of Architecture, Gallery of Art, Washington University, 1978), pp. 3-21, 27-28.

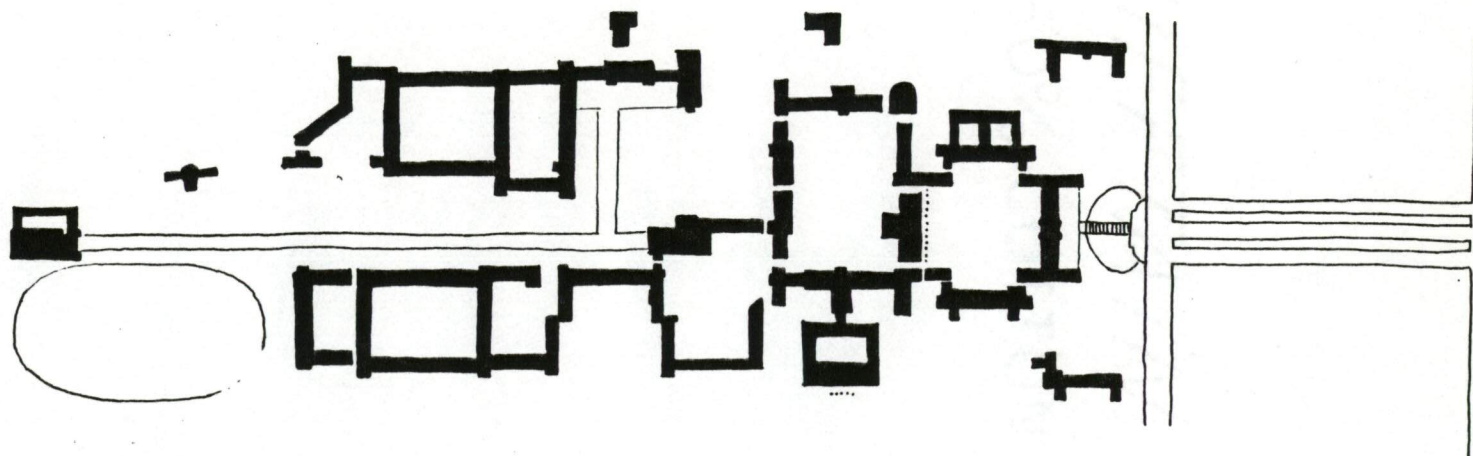
<sup>6</sup> Clipston Sturgis in *ibid.*, p. 38.

The St. Louis World's Fair/Louisiana Purchase Exposition being planned for 1904 in nearby Forest Park provided an unexpected financial windfall for the University. By late 1901, the university had started construction of several of the new buildings and the fair committee realized that they could be extremely useful for Fair administration. Renting the buildings to the World's Fair Committee meant that classes on the new campus would be delayed for about two years, but the rental money eventually paid for Ridgley Library, Francis Gymnasium and Lee Hall dormitory. This financial help meant that ten buildings would all be built within a few years of each other, all under the control of the original architects. As much as any other thing, this situation insured a degree of homogeneity in building design and relationships that very early established a pattern that was to give the Washington University campus its present cohesiveness.<sup>7</sup>

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<sup>7</sup> Ibid., p. 38-39.

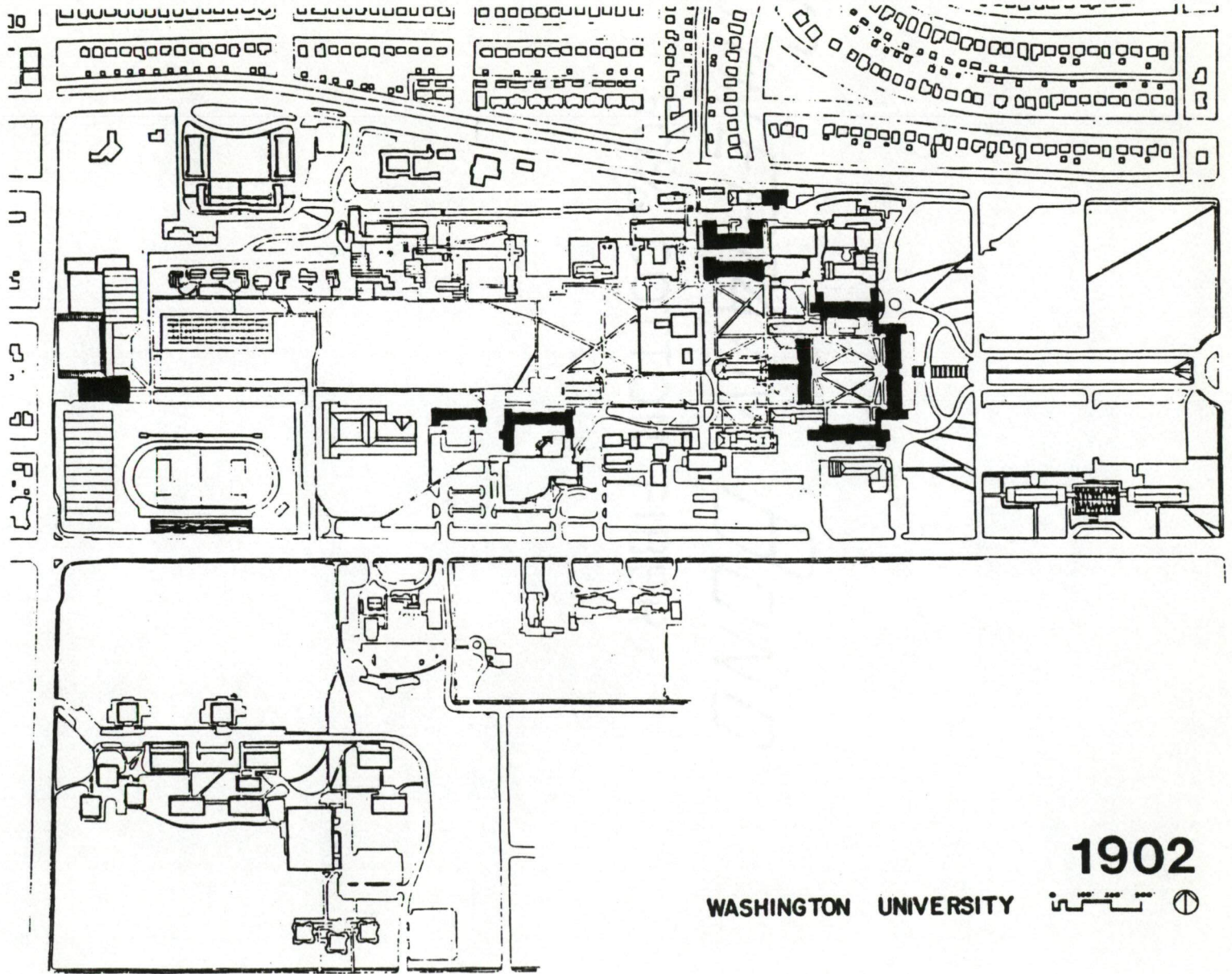
<sup>8</sup> Ibid., p. 53-54.



# 1899 PLAN

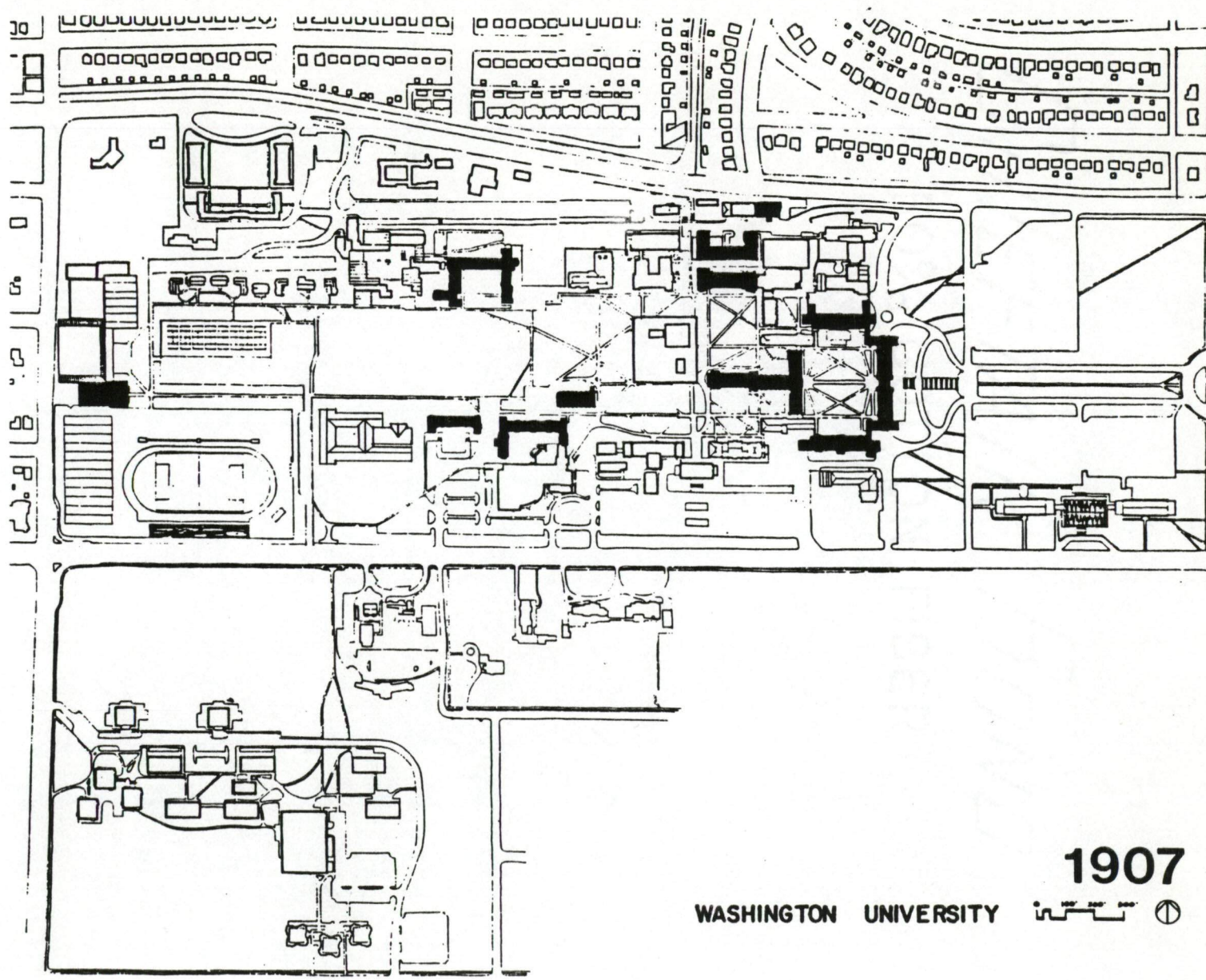
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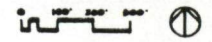
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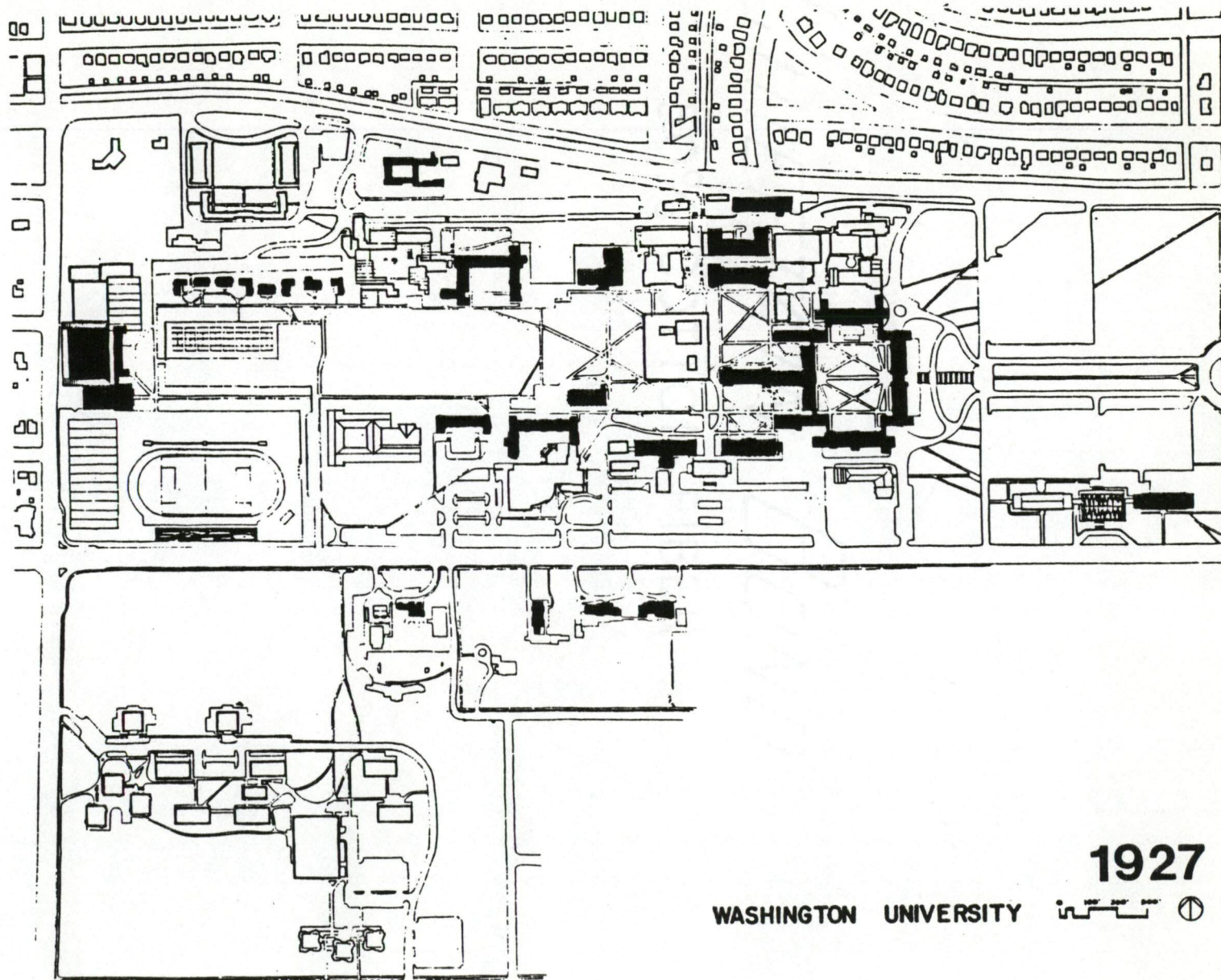
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1907

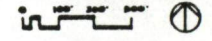
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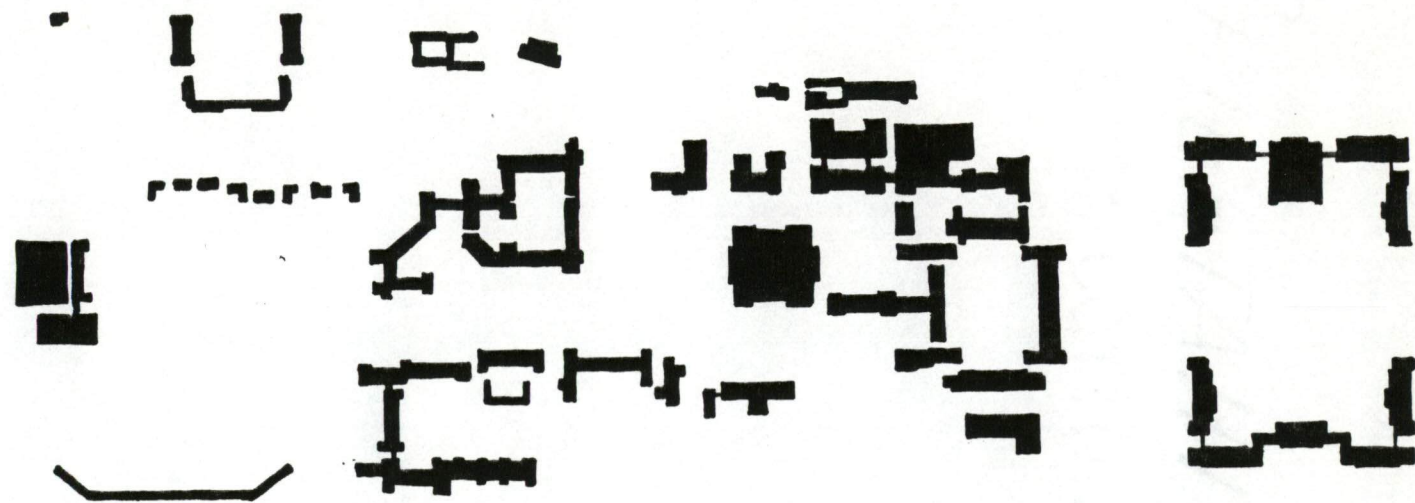




1927

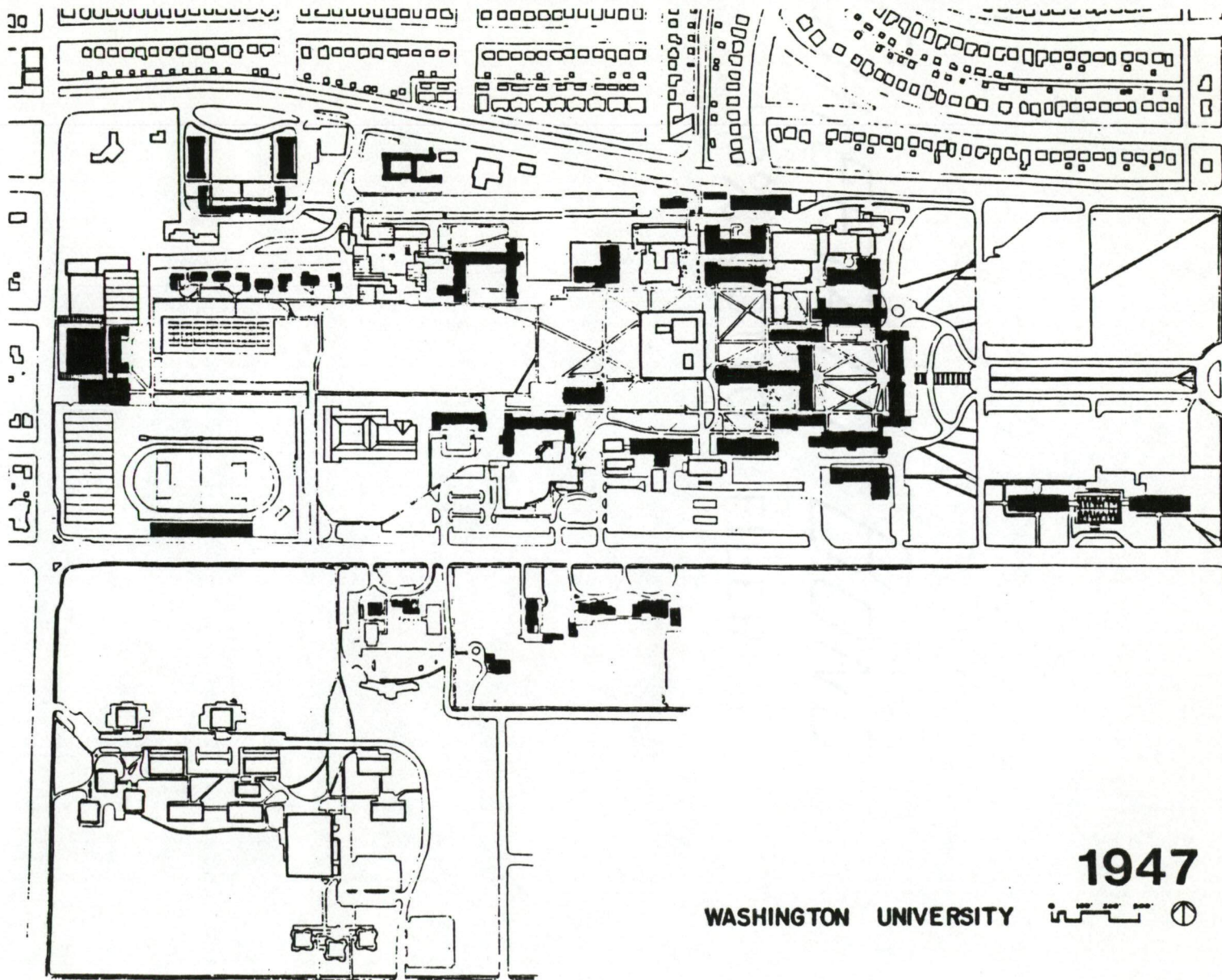
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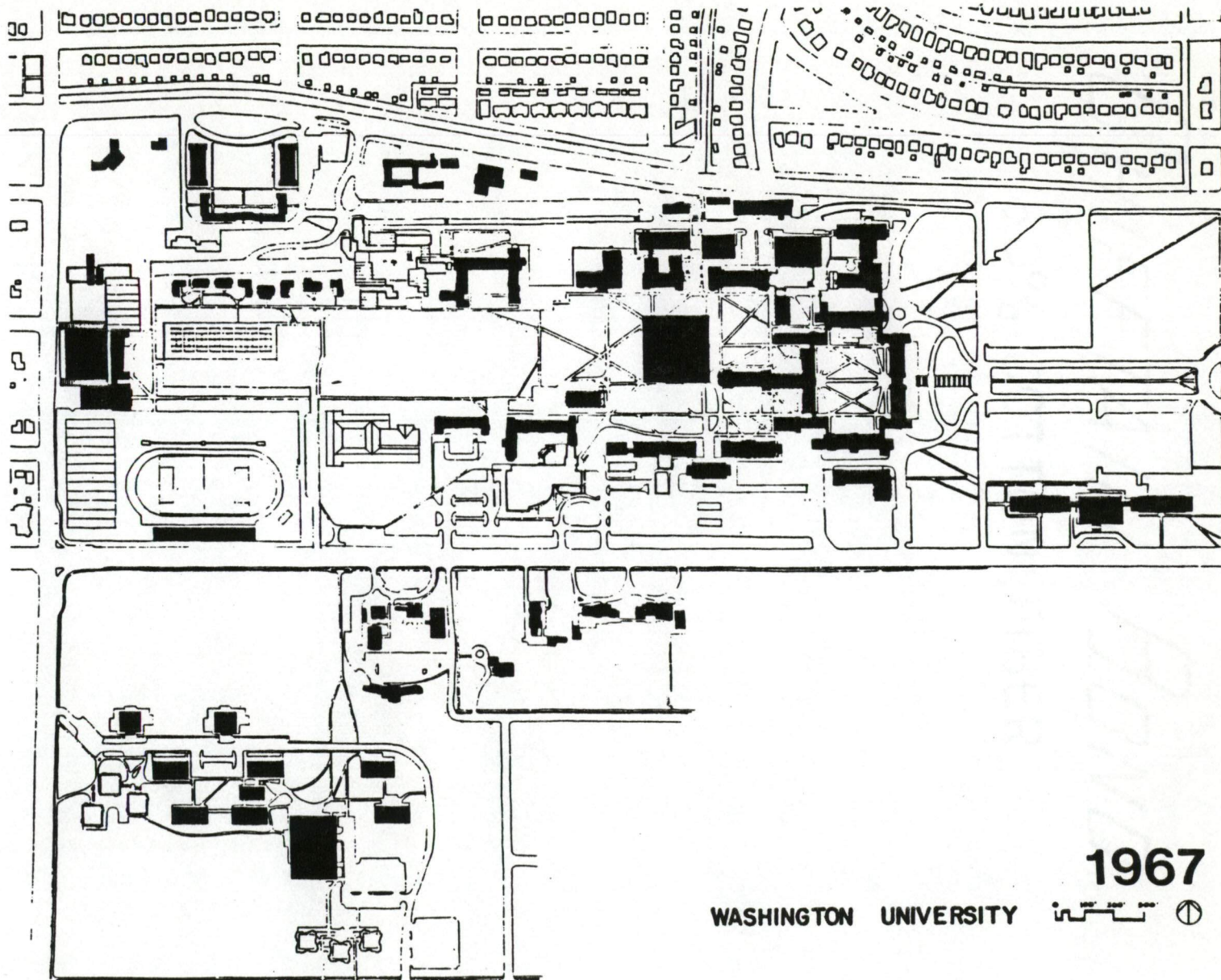
**1933 PLAN**

WASHINGTON UNIVERSITY 



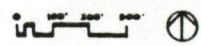
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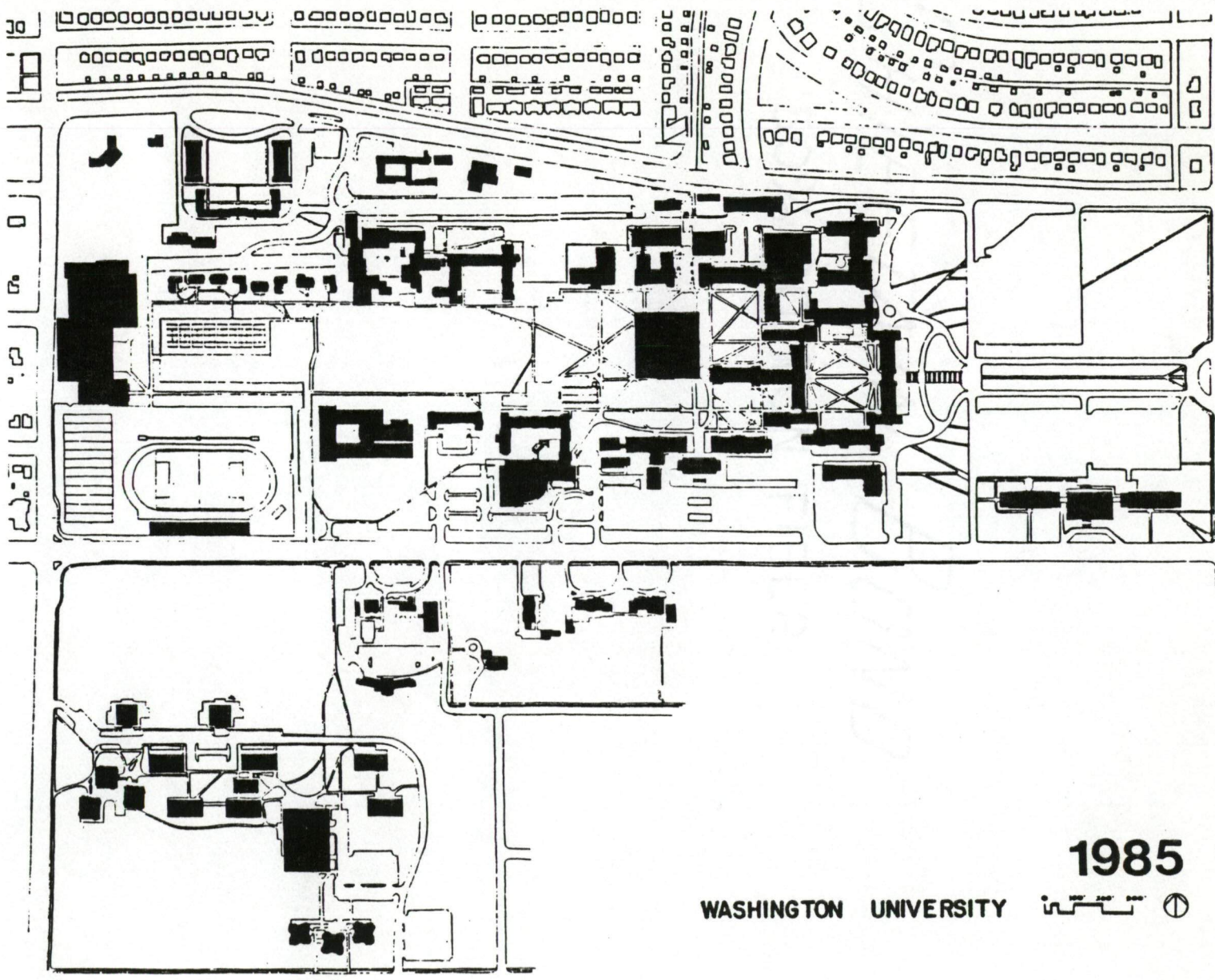
WASHINGTON UNIVERSITY 



1967

WASHINGTON UNIVERSITY





1985

WASHINGTON UNIVERSITY 

## CAMPUS FABRIC

The Cope and Stewardson plan bequeathed to the university a character which, though it has not been strictly maintained over the years, has left its mark on the campus. This character can be examined on two levels, that of the individual building and that of the campus as a whole. Once the nature of this character is established, it is also possible to examine how it has changed over the years.

**BUILDINGS.** The original Cope and Stewardson buildings all had certain characteristics in common. In plan, they tended to be long and linear: corridors linked major spaces with smaller rooms strung out along them like beads on a string. In the days before modern HVAC and lighting systems were available, this design was eminently sensible, allowing for easy ventilation and natural daylighting.

The elevations of these buildings expressed the interior functions; the location of stairs and large rooms was visible on the exterior and entrances were emphasized. Smaller rooms were treated equally straightforwardly with small repetitive elements that were "honestly undramatic."<sup>9</sup>

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<sup>9</sup> Van Bakergem, M. Davis and Malcic, Lawrence M., *Past Shades, Future Directions: The Past and Future Physical Development of the Campus of Washington University in St. Louis* (St. Louis: Urban Research and Design Center, School of Architecture, Washington University, 1980), section titled "Principles of



The building scale was kept small, generally two to three stories high. Again, as with light and ventilation, this decision was in part a response to a practical human limitation: most people are not willing to climb more than about two flights of stairs. But this limitation also kept the exterior scale of the campus on a human level; one is not overwhelmed with monuments but rather enclosed with comfortably scaled buildings.

THE CAMPUS. Cope and Stewardson dealt with building relationships and the exterior spaces of the Washington University campus as deliberately as they did the buildings themselves. The buildings are generally connected, which accomplishes several objectives. The building connections are, in a most straightforward way, a response to the temperate Midwest climate, where rain and snow can interfere with outdoor pedestrian traffic. In addition these connections emphasize the unity of the campus and, by implication, the University itself. Finally, they provide a means for enclosing exterior spaces. These exterior spaces/quadrangles/courtyards then become the outside rooms of the campus providing gathering spaces for the people of the community. The arches and arcades connecting and surrounding these exterior rooms blur the distinction between inside and out, further emphasizing the unity and wholeness of the campus.

In addition to the courtyards, the original architects initiated a network of walks to bind the campus together. While certain formal axes

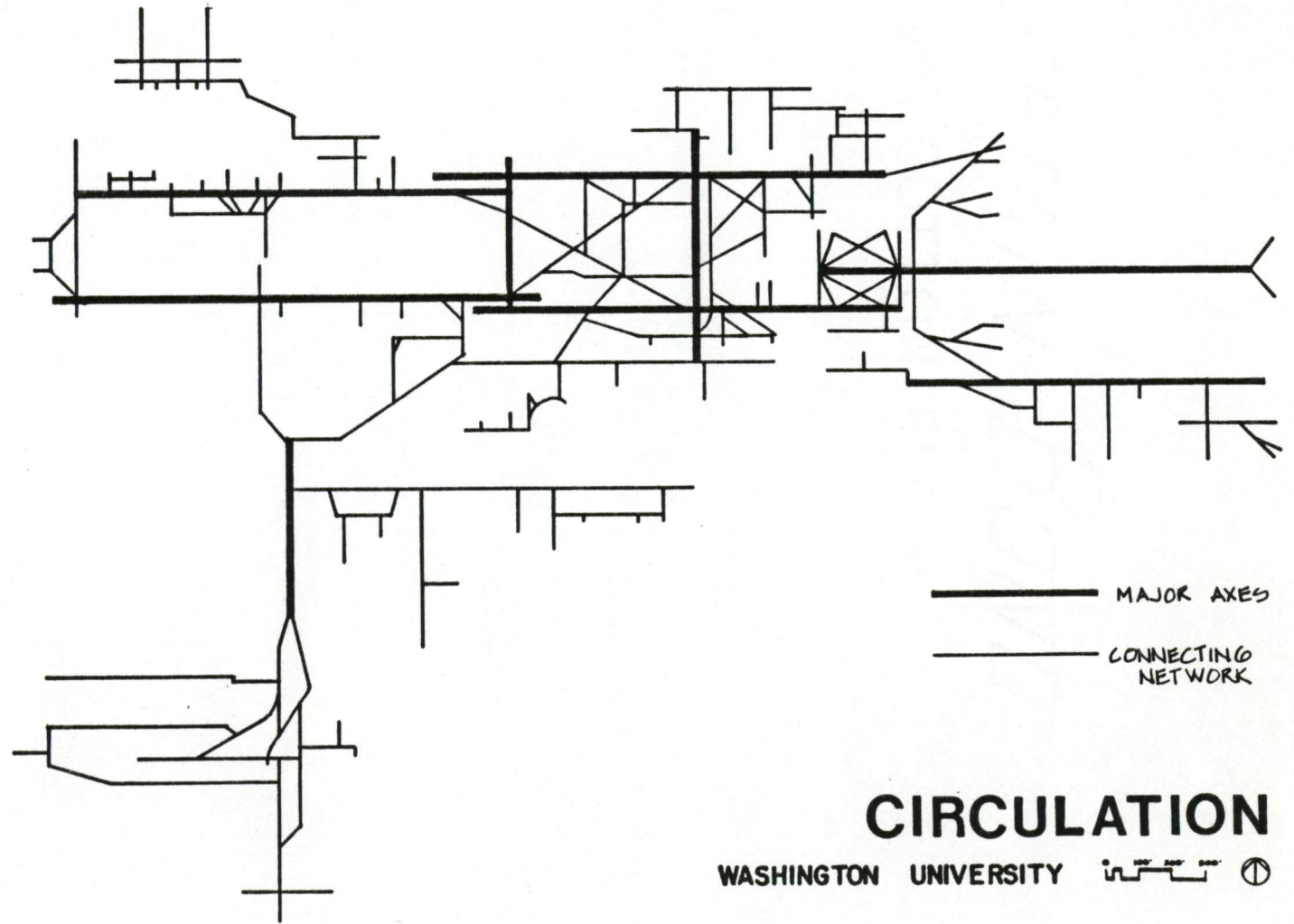
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Campus Organization."

were developed as tools for ordering the spaces of the campus, other less formal walks responded to the human desire to walk in a straight line between two points.

Later campus planners tended to forget the Cope and Stewardson emphasis on building connections, on the unity of the campus, and on interior/exterior relationships. Some later buildings were strung out along the newly-emphasized east-west axes, each near the next but separate. The spaces between these buildings tended to be "left over" and negative rather than useful and positive. New materials have also been introduced, further eroding the unity of the campus.

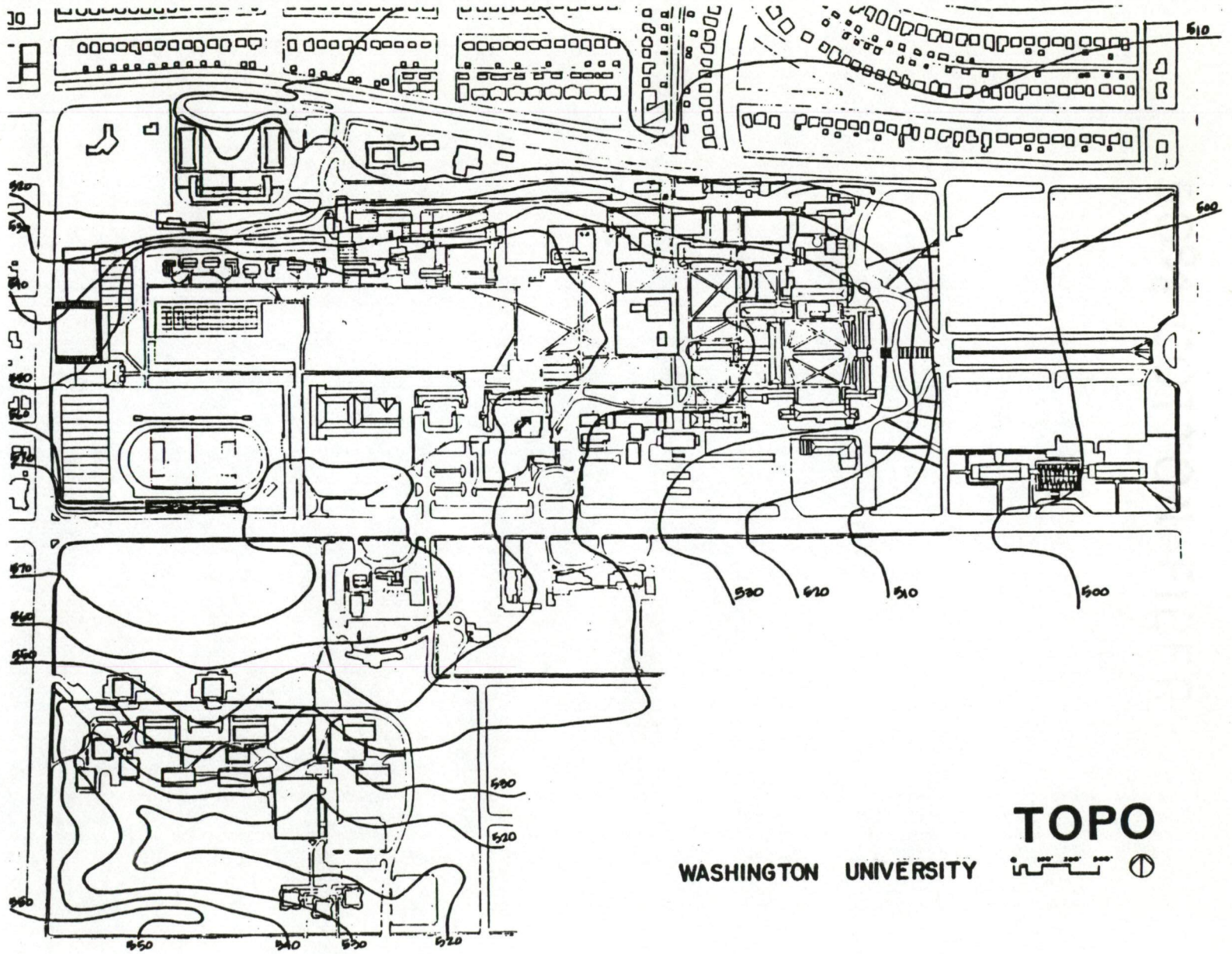
But a cohesiveness does exist. The scale of the campus has remained human rather than monumental. Its inward orientation has been maintained as well, in spite of the automobile, and parking has been relegated almost entirely to the perimeter. Several of the newer buildings have reintroduced the concept of courtyards, attempting to again provide outdoor gathering spaces for the community. And, perhaps most importantly, a campus plan has been developed, providing guidelines for the future development of the campus, encompassing issues from building design to vegetation and signage.



MAJOR AXES  
CONNECTING NETWORK

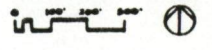
# CIRCULATION

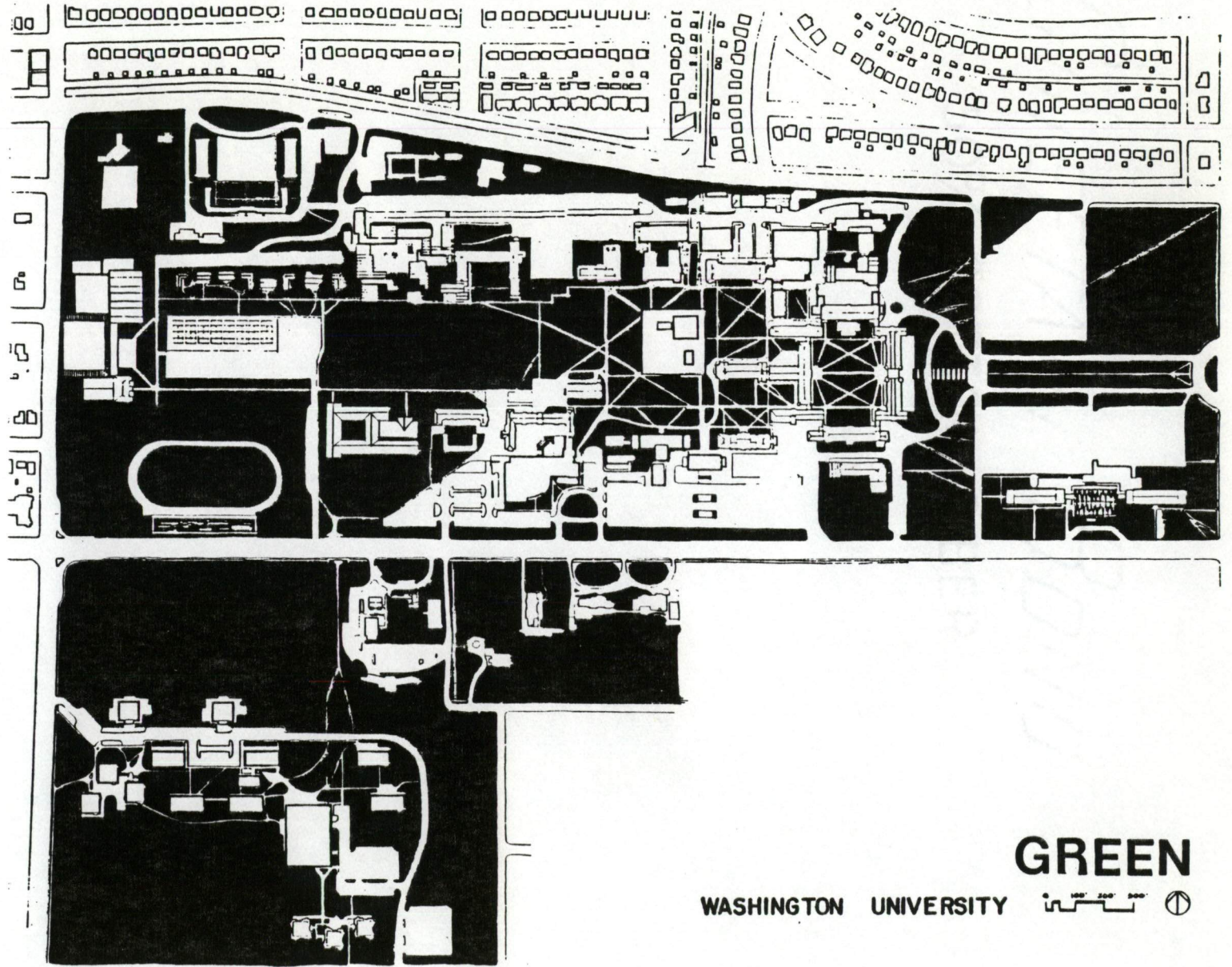
WASHINGTON UNIVERSITY  ①



**TOPO**

WASHINGTON UNIVERSITY





# GREEN

WASHINGTON UNIVERSITY



**THE SITE**

## THE SITE SELECTION PROCESS

The study originally done for Washington University regarding the feasibility of a conference center assumed the use of a site on the northwest corner of the campus, which is currently occupied by the local public television station and the campus police and transportation offices. It was nowhere made clear in the study, however, how or why the site was chosen, beyond its proximity to the athletic complex and its obvious availability. As my pre-design work on this project progressed, it became more and more clear that other sites might possibly be equal to or even superior to the chosen one for the construction of a conference center.

In all, eleven sites were identified for further study, including the northwest corner site identified by the University. In evaluating these sites for the conference center, the following criteria were established for making a decision:

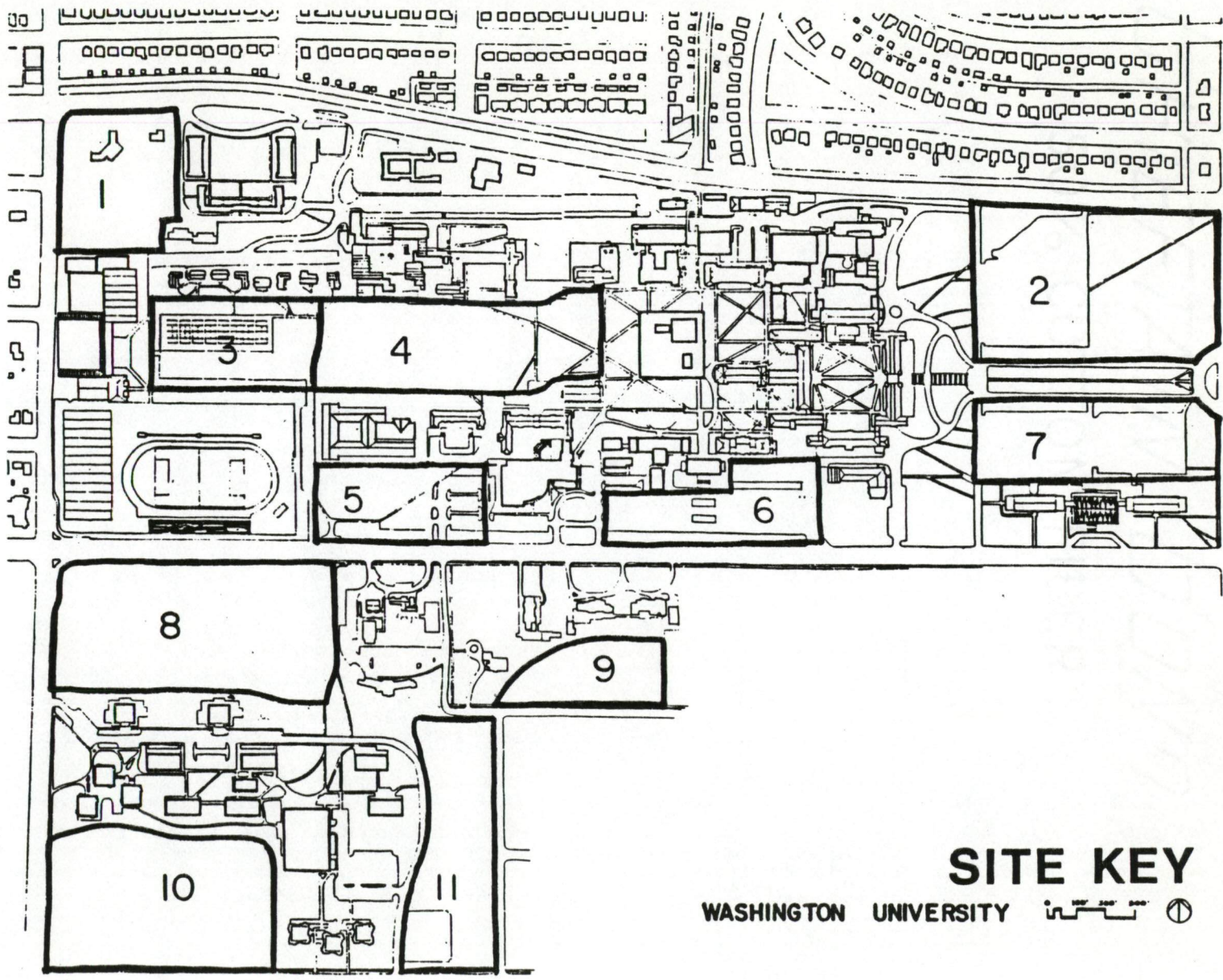
- Availability of the site.
- Ease of access, both from the campus by foot and from the rest of the city by automobile.
- Visibility from off campus to simplify access.
- Proximity to campus schools, departments, offices and amenities that would be involved with the conference center or

that could be used by the conference participants.

- Adequate space for the programmed functions, keeping in mind height restrictions imposed by St. Louis County zoning and by campus scale.

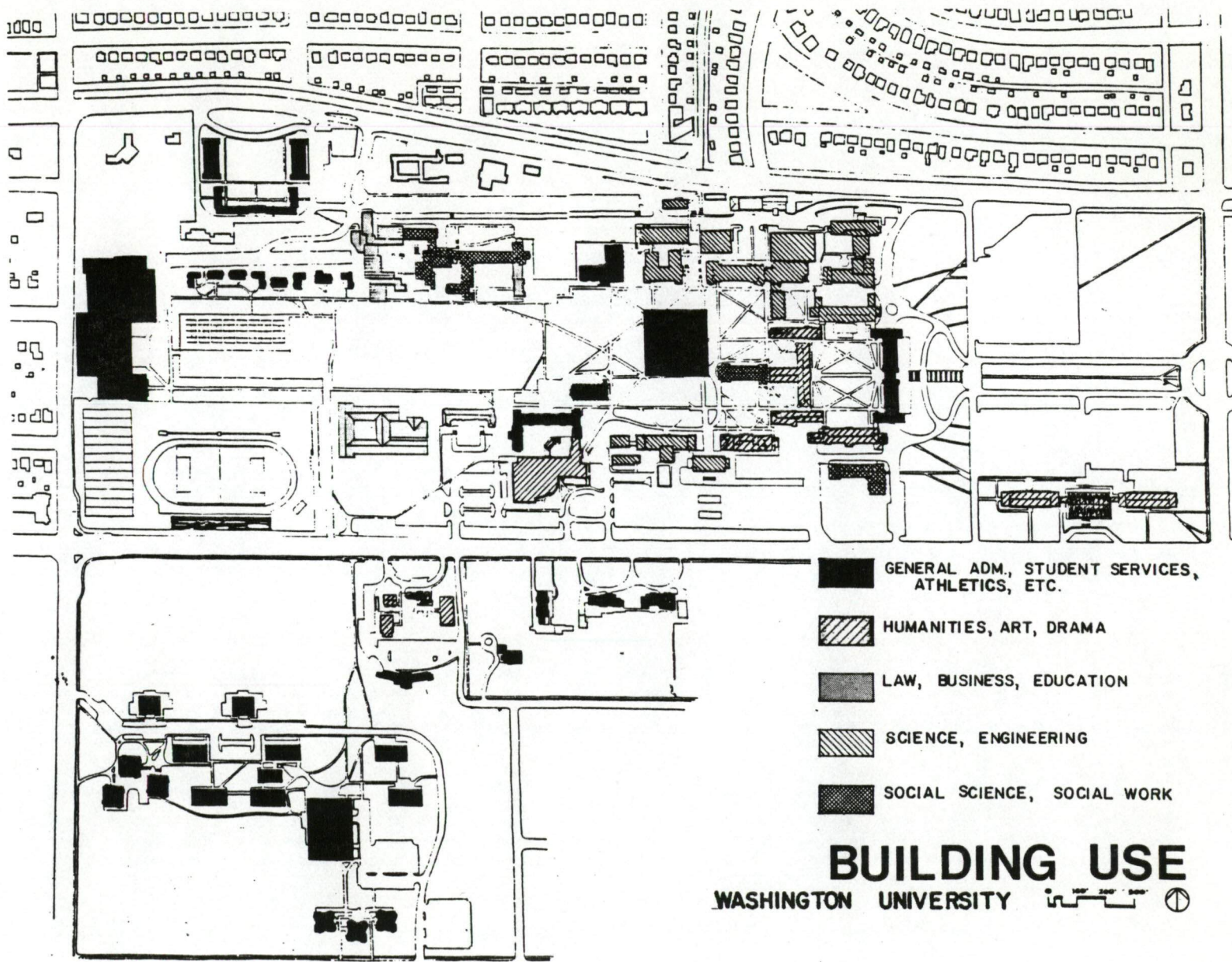
Six of the eleven sites were immediately rejected for reasons listed on page 35. Five others (sites 1, 2, 3, 5 and 10) received the more indepth studies that follow on page 36.





# SITE KEY

WASHINGTON UNIVERSITY 



## PRELIMINARY SITE STUDY

- Site 4 This site has a good central location and easy access to the center of campus. It is, unfortunately, one of the last major green spaces on the main campus and is, in addition, used for intramural sports. It therefore was rejected.
- Site 6 This site is not big enough given 1) the parking and other building functions needed, 2) its shape, and 3) the two-to-three story limit demanded by zoning and campus scale.
- Site 7 This site has all of the advantages and disadvantages of site 2 but is substantially smaller. If the "front door" approach is chosen, site 2 would be better.
- Site 8 This site holds the varsity baseball field as well as most of the intramural fields. It is therefore not available.
- Site 9 Because of this site's proximity to residential neighborhoods and because of the resident's previous responses to building proposals, the administration believes that the zoning changes required to build a conference center on this site would not be forthcoming.
- Site 11 The zoning situation on this site is the same as on site 9.

## CONCLUSIONS

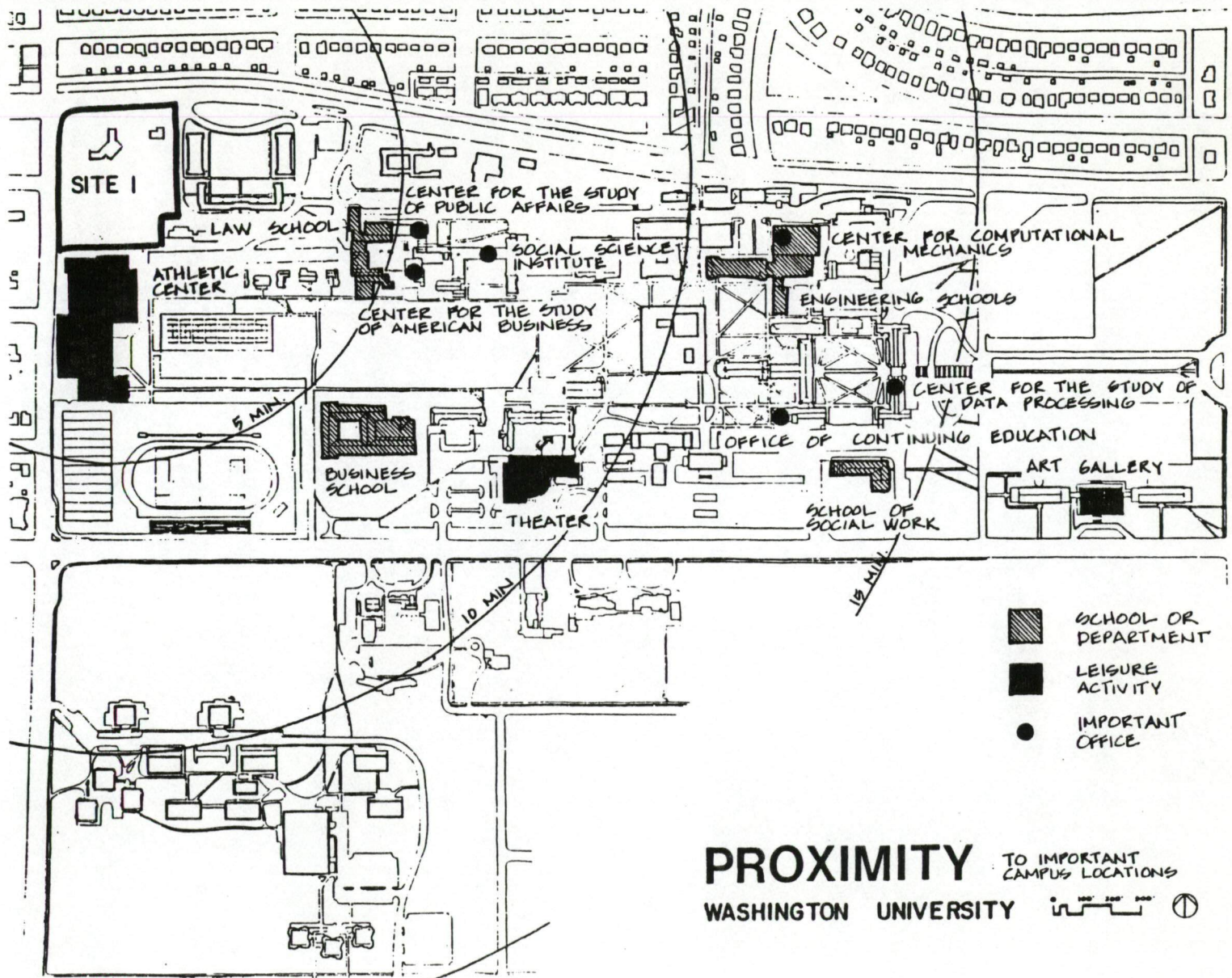
Site 10 is isolated from the rest of the campus. Any advantages that it might have over site 1 in size or in proximity to the student population is overcome by its extreme isolation from the main campus.

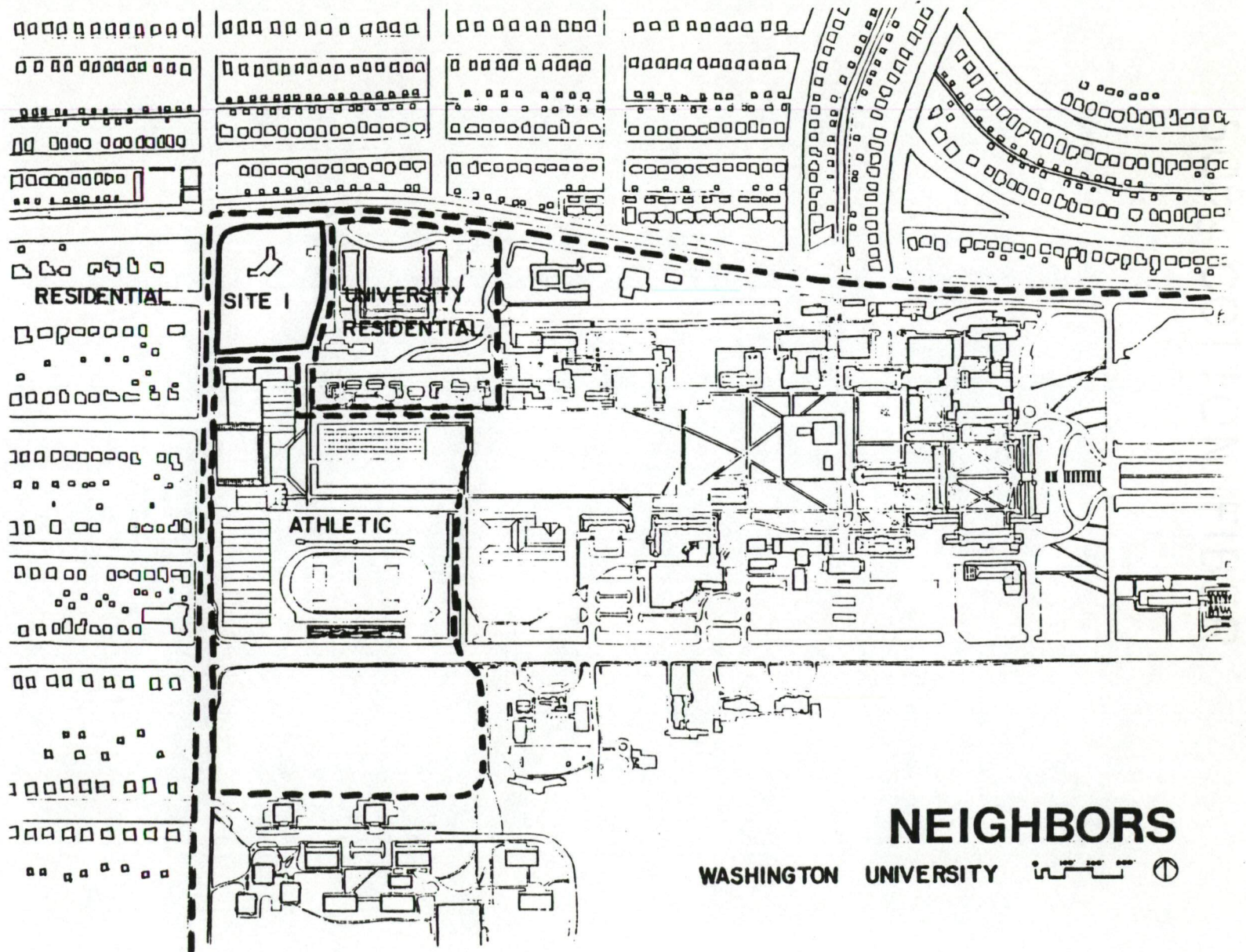
Site 3 has many advantages, including its proximity to the athletic facilities and other campus departments and schools involved with the conference center. But its logistics present something of a problem. Bringing parking to the center of the campus creates a traffic problem in the bottleneck between the site and Forsyth Boulevard. Leaving parking at the perimeter of the campus complicates movement between the parking and the hotel/conference facility. (How are the suitcases moved from one to the other?) So in spite of site 3's advantages, it must be rejected.

Sites 1 and 2 have very nearly equal ratings. Both are easily accessible by car and moderately accessible by foot from the rest of the campus. Both are visually isolated from the rest of the campus. Both have adequate space and both are available. Site 2 is the more publicly visible of the two but is very far from the athletic facilities, making some duplication of these functions probably necessary if site 2 were used. Both sites could be made to work for the conference center, but neither is ideal.

Site 5 has the same primary advantage as site 3, that is the easy access to pertinent campus buildings. In addition, it is also easily

accessible by automobile from Forsyth Boulevard and is in a more publicly visible position. The site is big enough for the required functions and to hold the parking currently on the site as well. Site 5 seems to be the best choice.





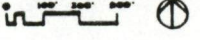
RESIDENTIAL

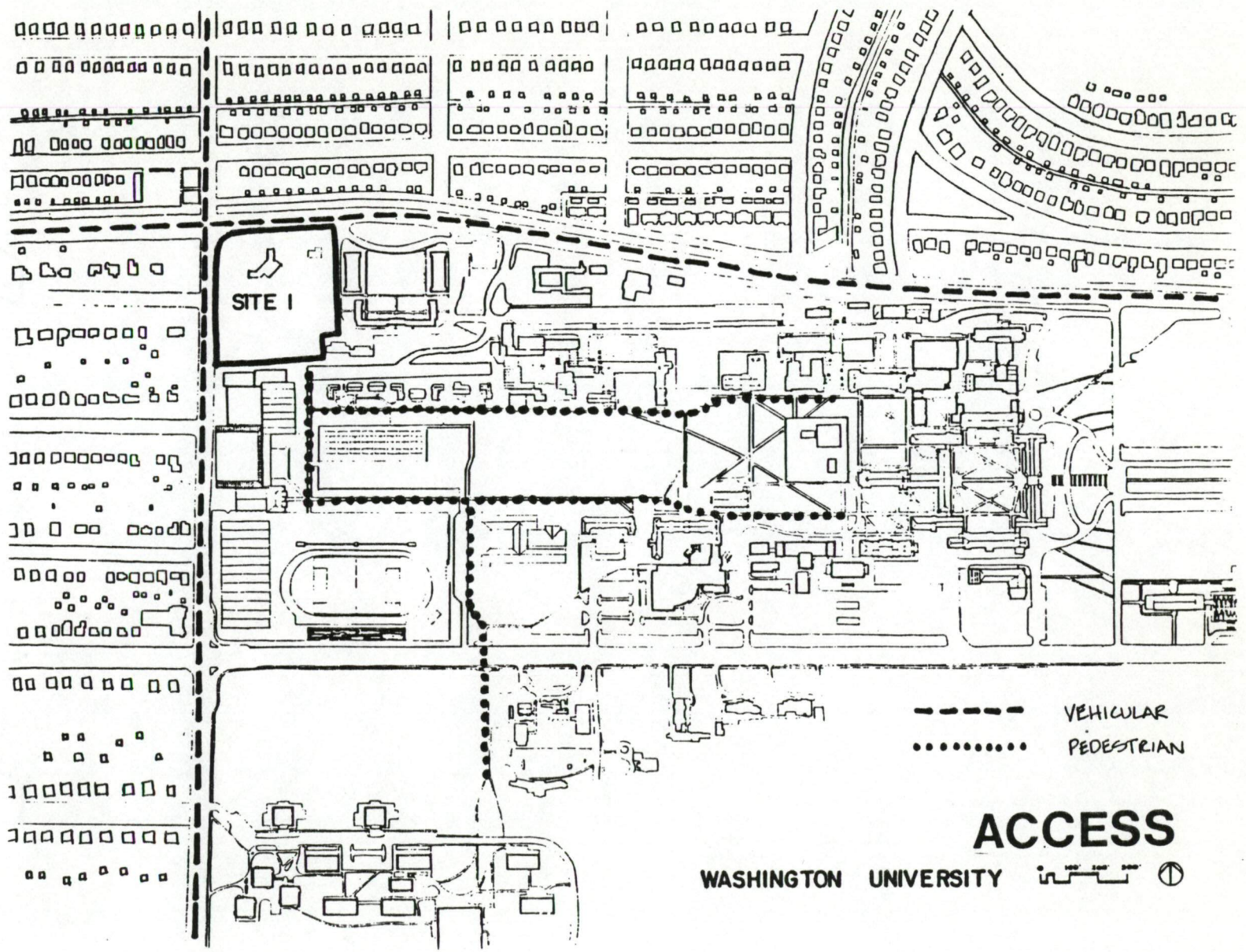
SITE I

UNIVERSITY  
RESIDENTIAL

ATHLETIC

**NEIGHBORS**

WASHINGTON UNIVERSITY 



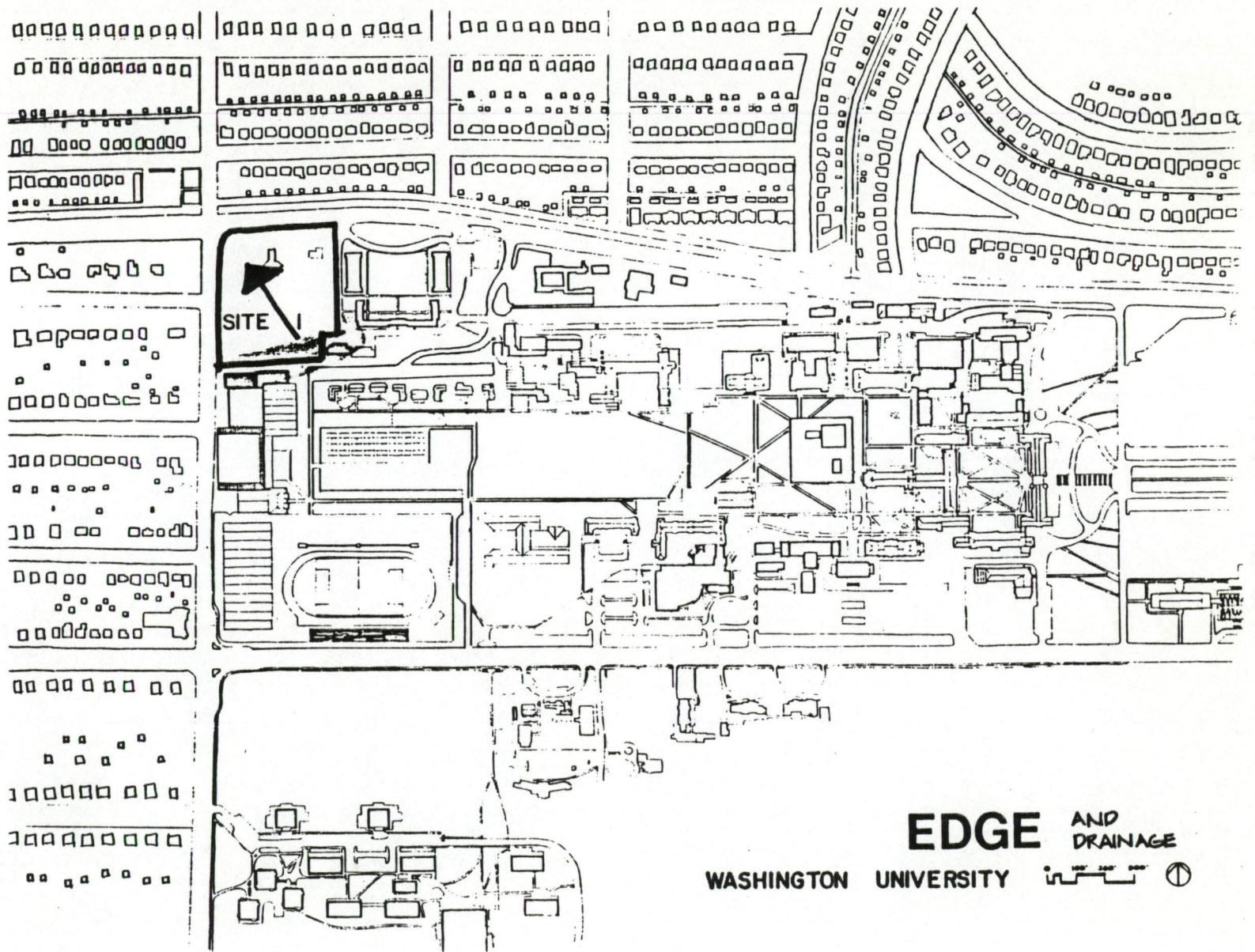
SITE I

--- VEHICULAR  
 ..... PEDESTRIAN

# ACCESS

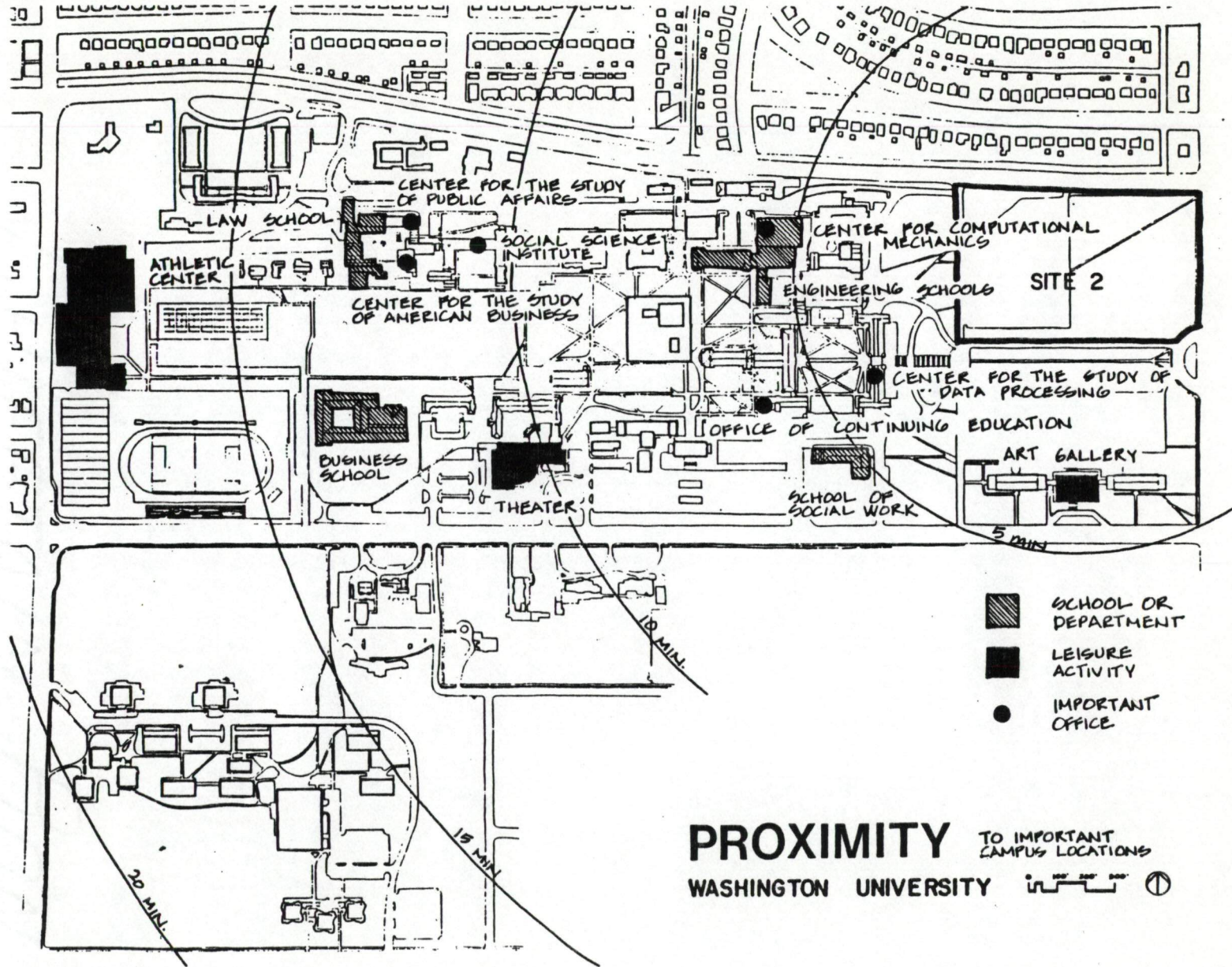
WASHINGTON UNIVERSITY 



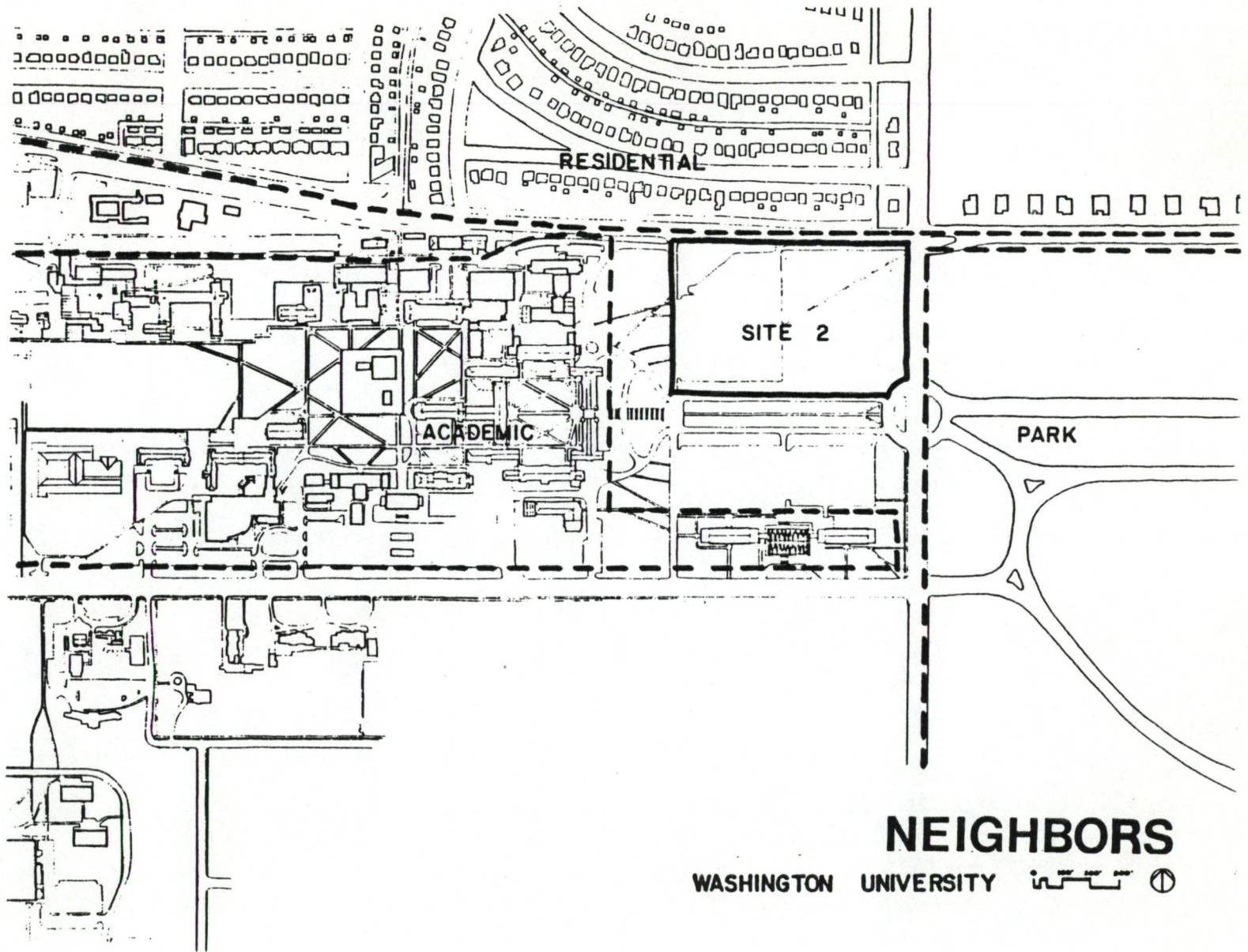


**EDGE AND DRAINAGE**

WASHINGTON UNIVERSITY 

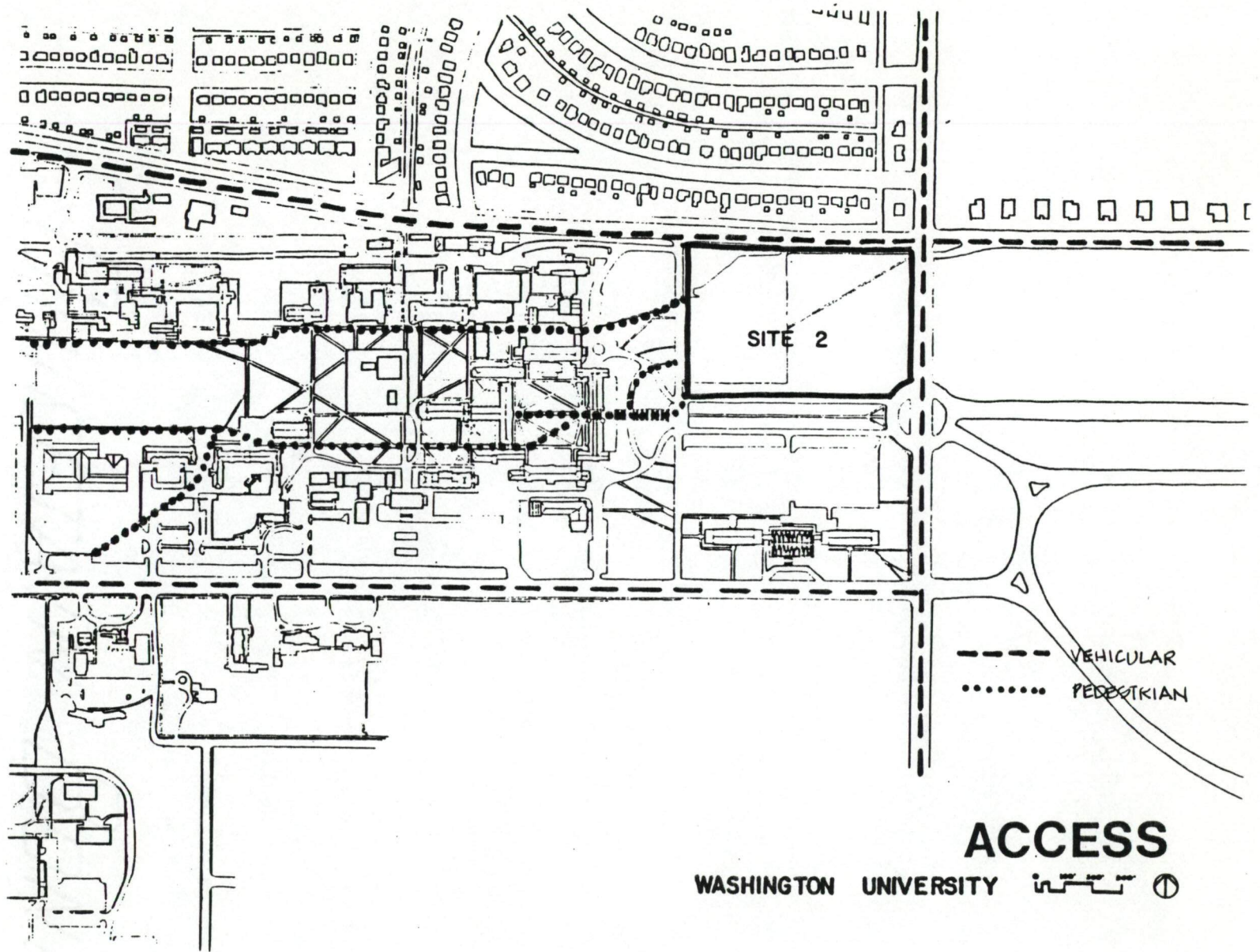


**PROXIMITY** TO IMPORTANT CAMPUS LOCATIONS  
 WASHINGTON UNIVERSITY 



# NEIGHBORS

WASHINGTON UNIVERSITY 

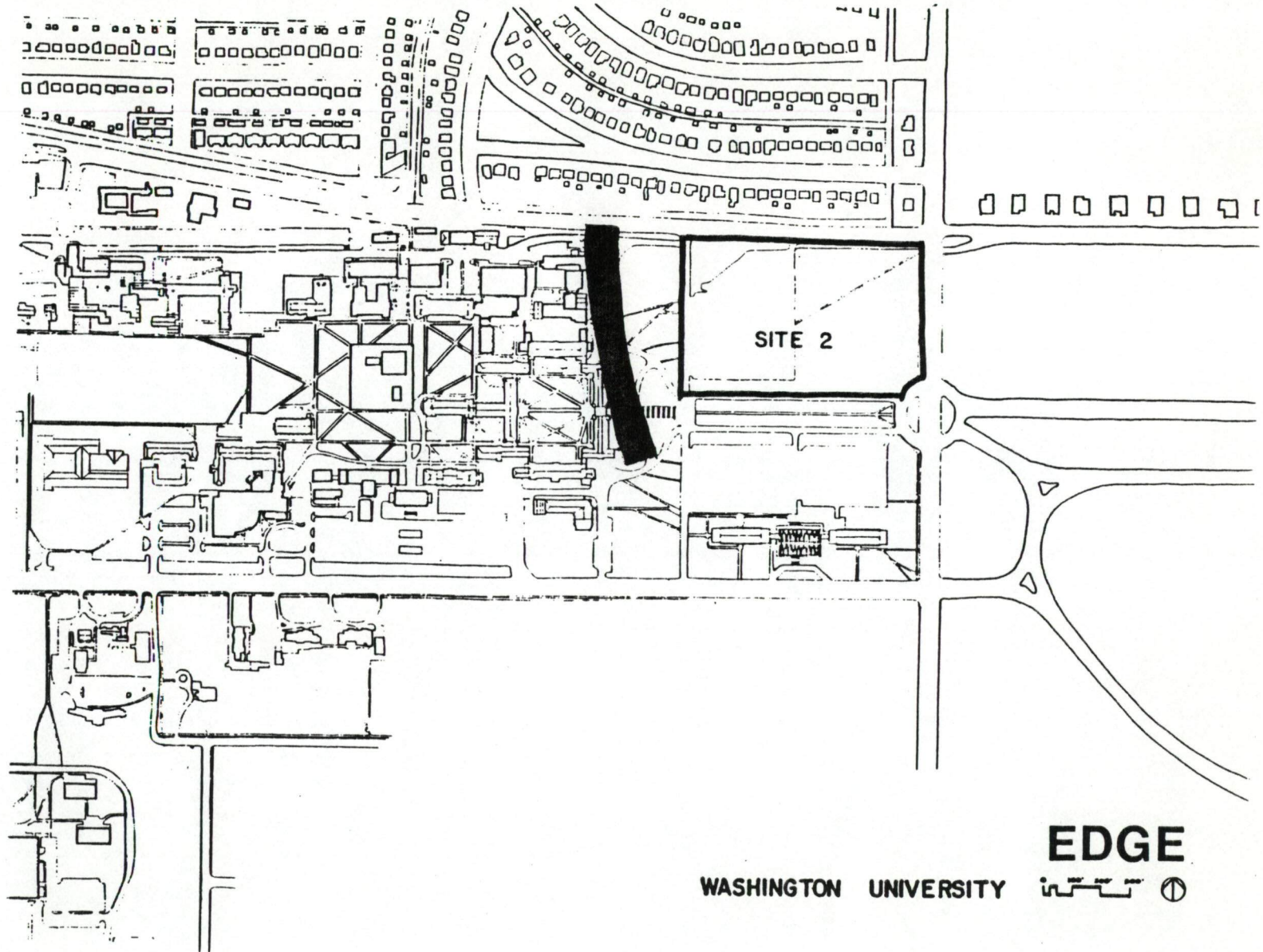


SITE 2

--- VEHICULAR  
..... PEDESTRIAN

# ACCESS

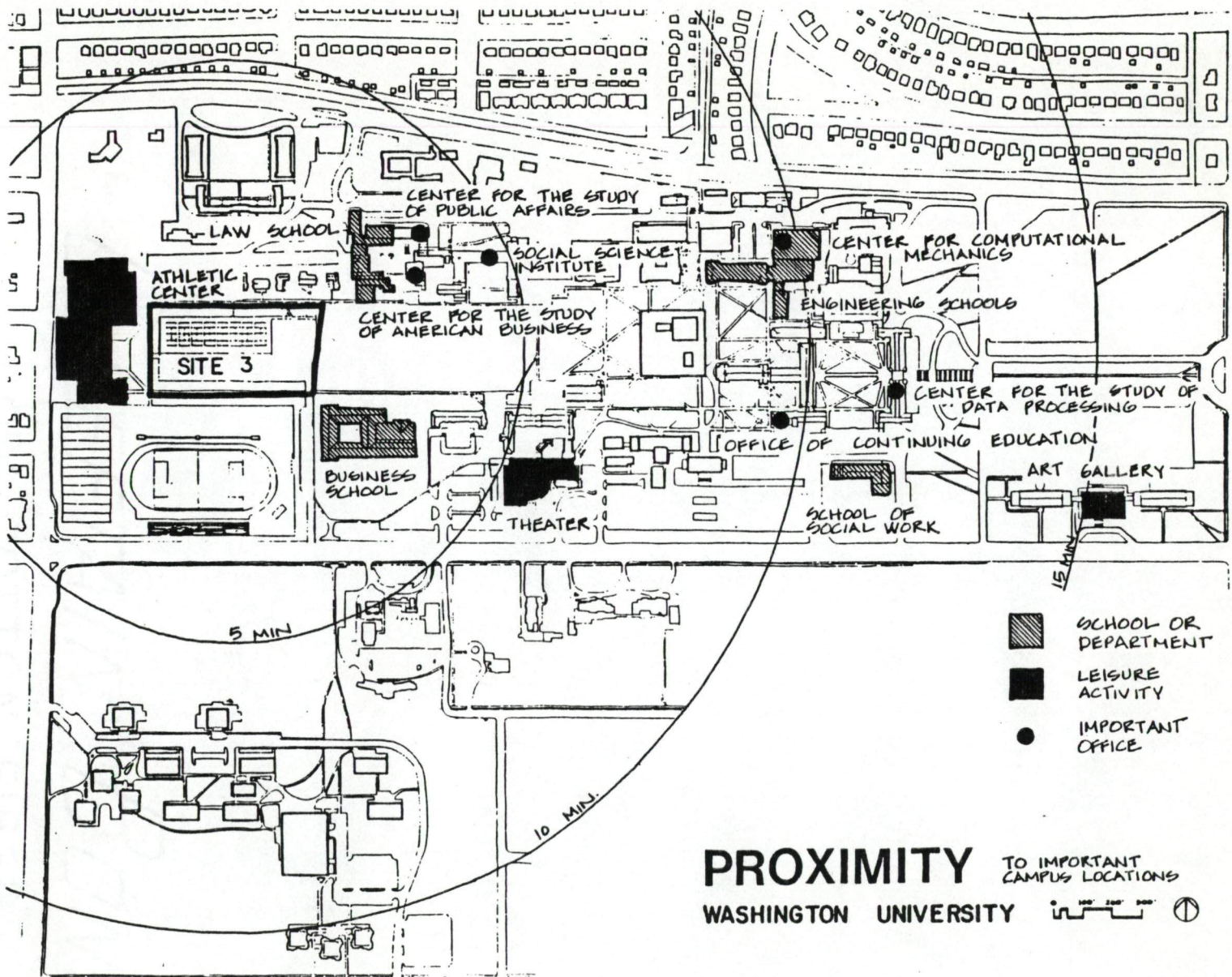
WASHINGTON UNIVERSITY 



SITE 2

**EDGE**

WASHINGTON UNIVERSITY 



ATHLETIC CENTER  
SITE 3

CENTER FOR THE STUDY OF PUBLIC AFFAIRS

LAW SCHOOL

SOCIAL SCIENCE INSTITUTE

CENTER FOR THE STUDY OF AMERICAN BUSINESS

CENTER FOR COMPUTATIONAL MECHANICS

ENGINEERING SCHOOLS

CENTER FOR THE STUDY OF DATA PROCESSING




OFFICE OF CONTINUING EDUCATION

BUSINESS SCHOOL

THEATER

SCHOOL OF SOCIAL WORK

ART GALLERY

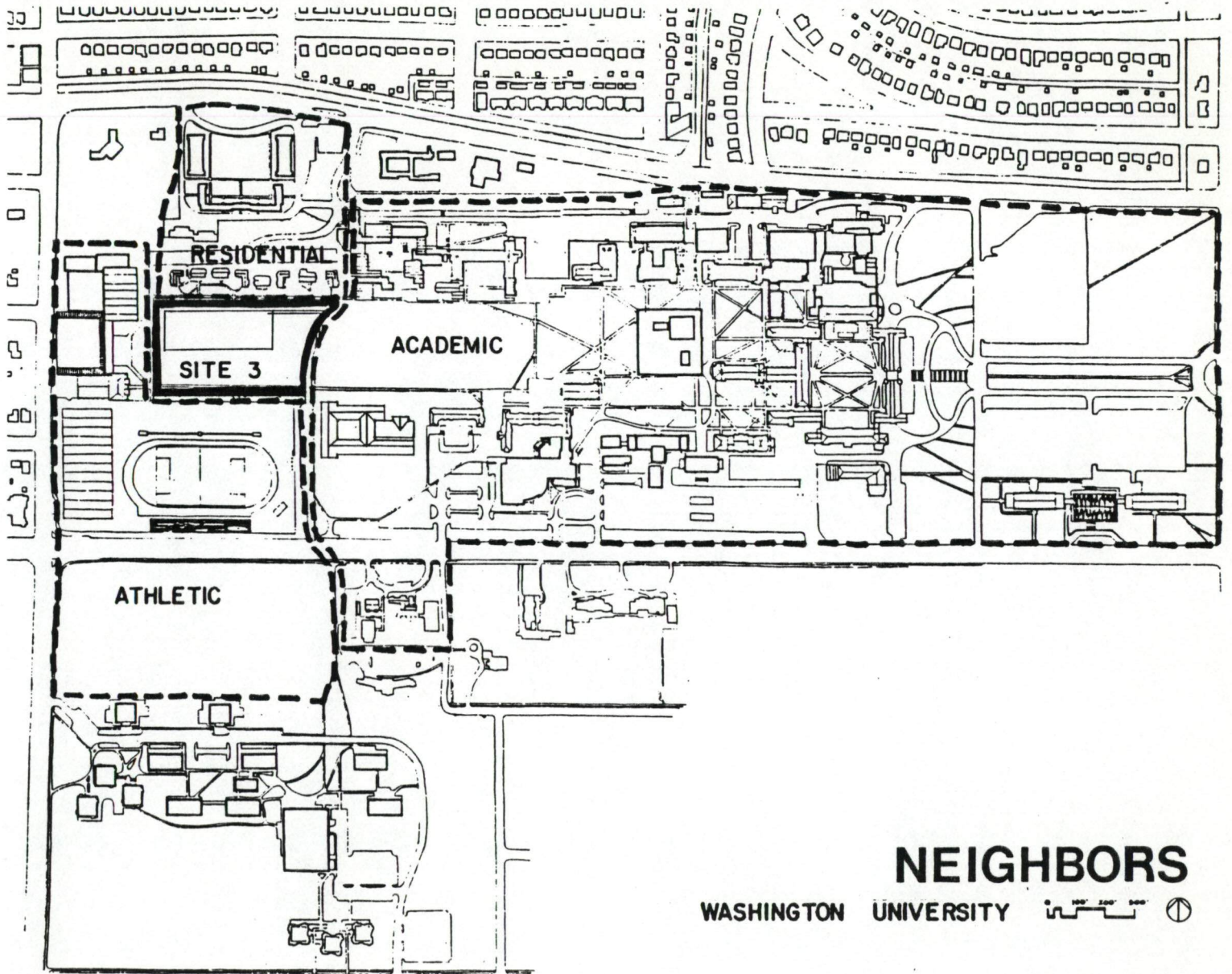
-  SCHOOL OR DEPARTMENT
-  LEISURE ACTIVITY
-  IMPORTANT OFFICE

5 MIN.

10 MIN.

**PROXIMITY** TO IMPORTANT CAMPUS LOCATIONS

WASHINGTON UNIVERSITY 

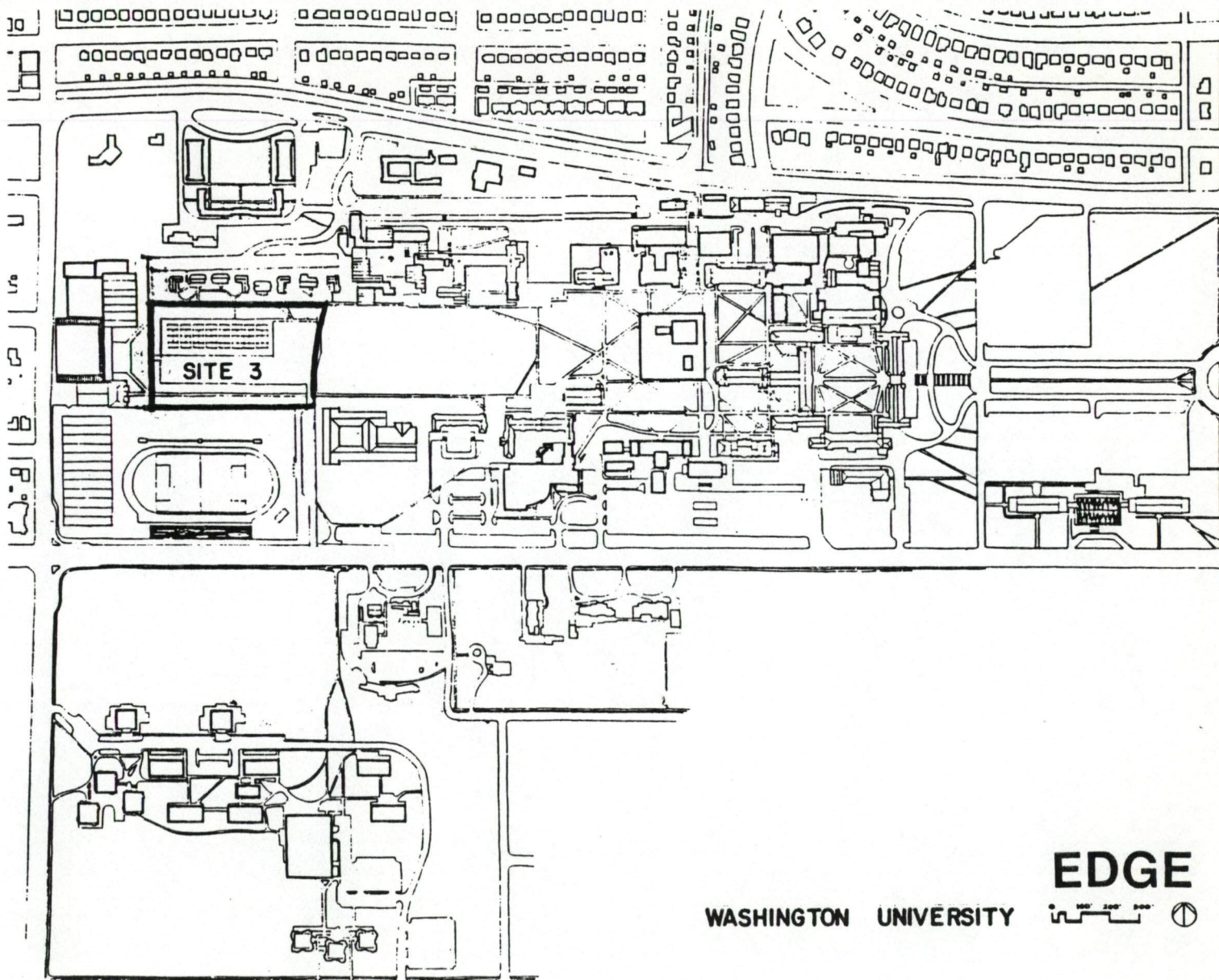


# NEIGHBORS

WASHINGTON UNIVERSITY 

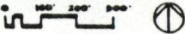


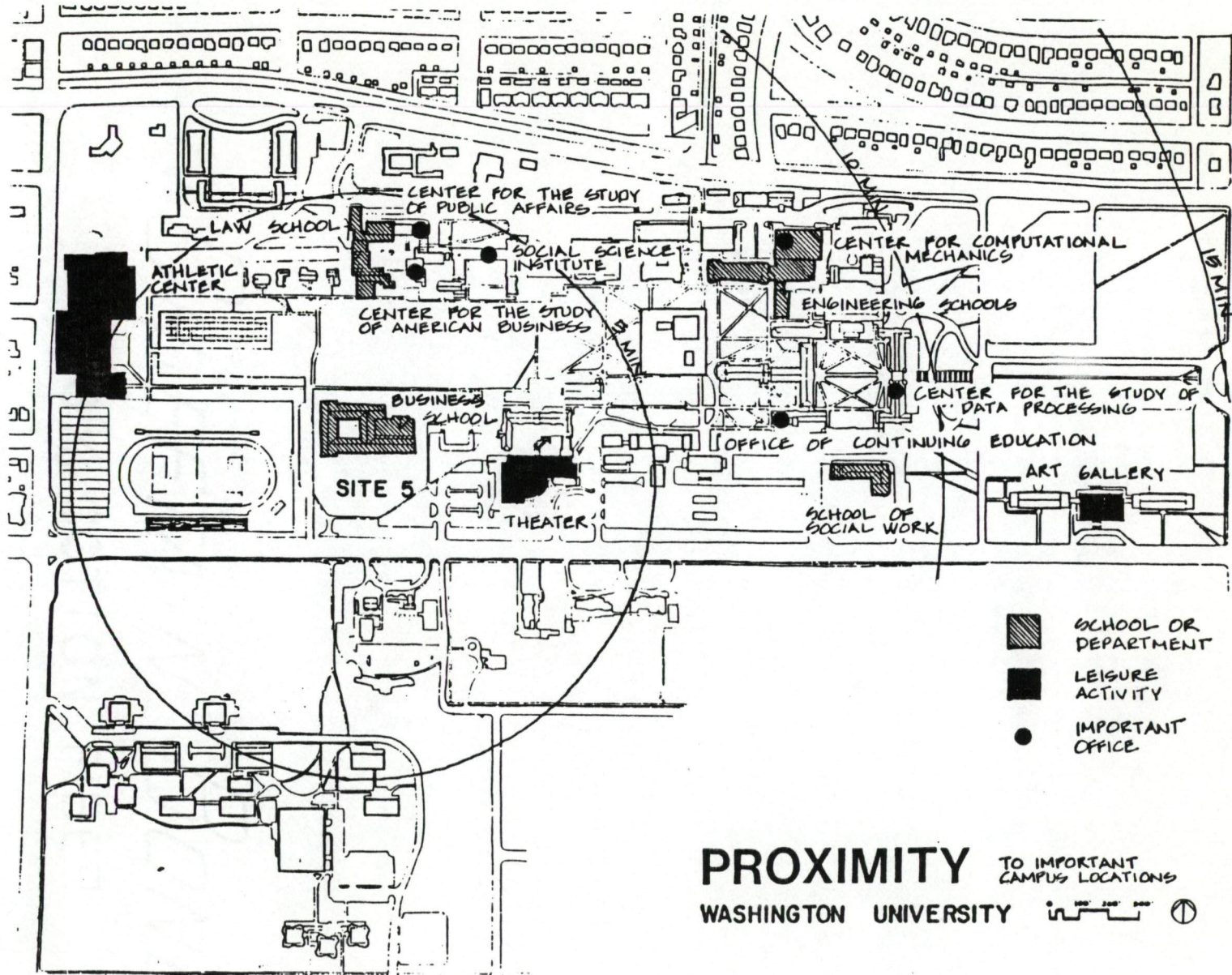


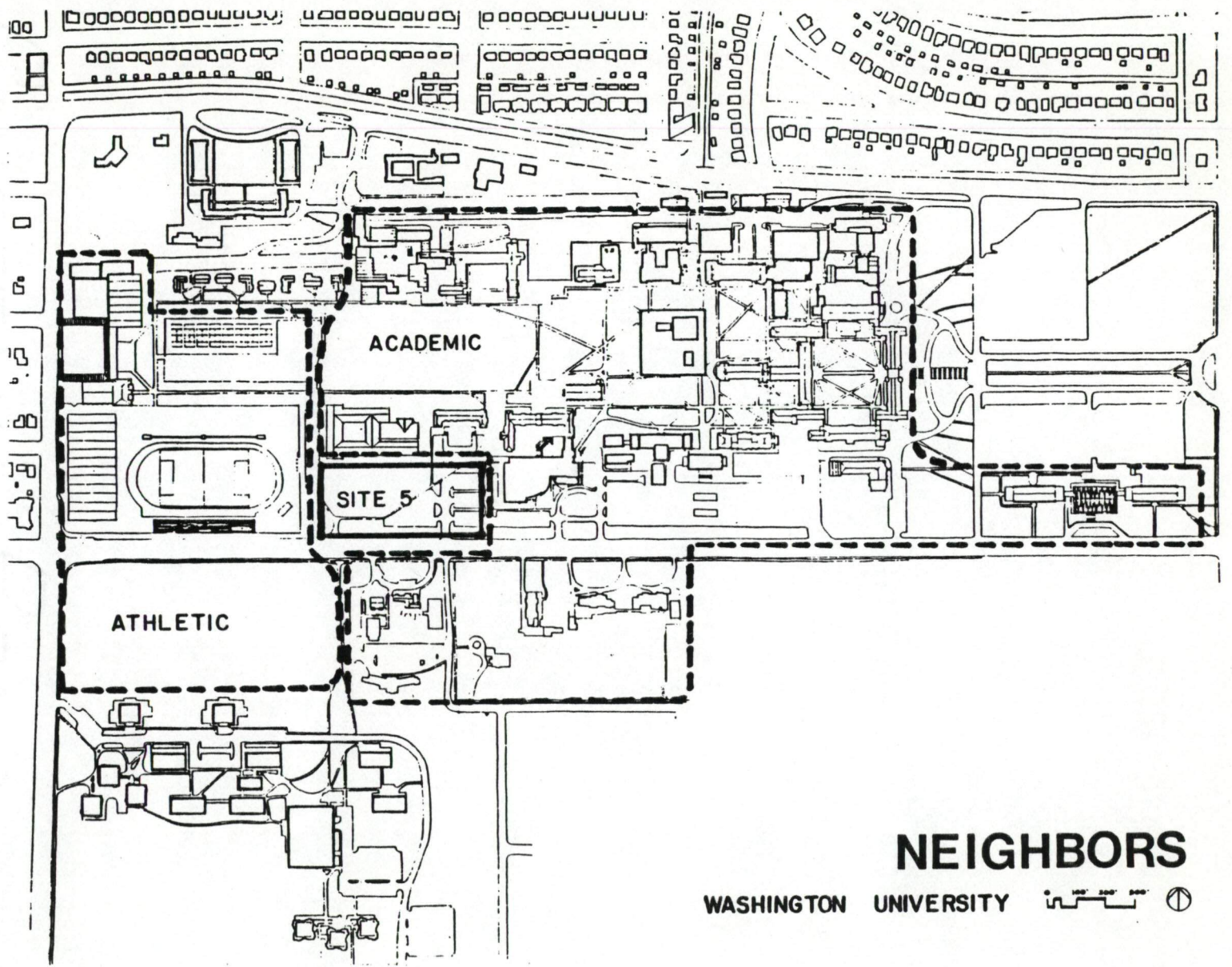


**EDGE**

WASHINGTON UNIVERSITY







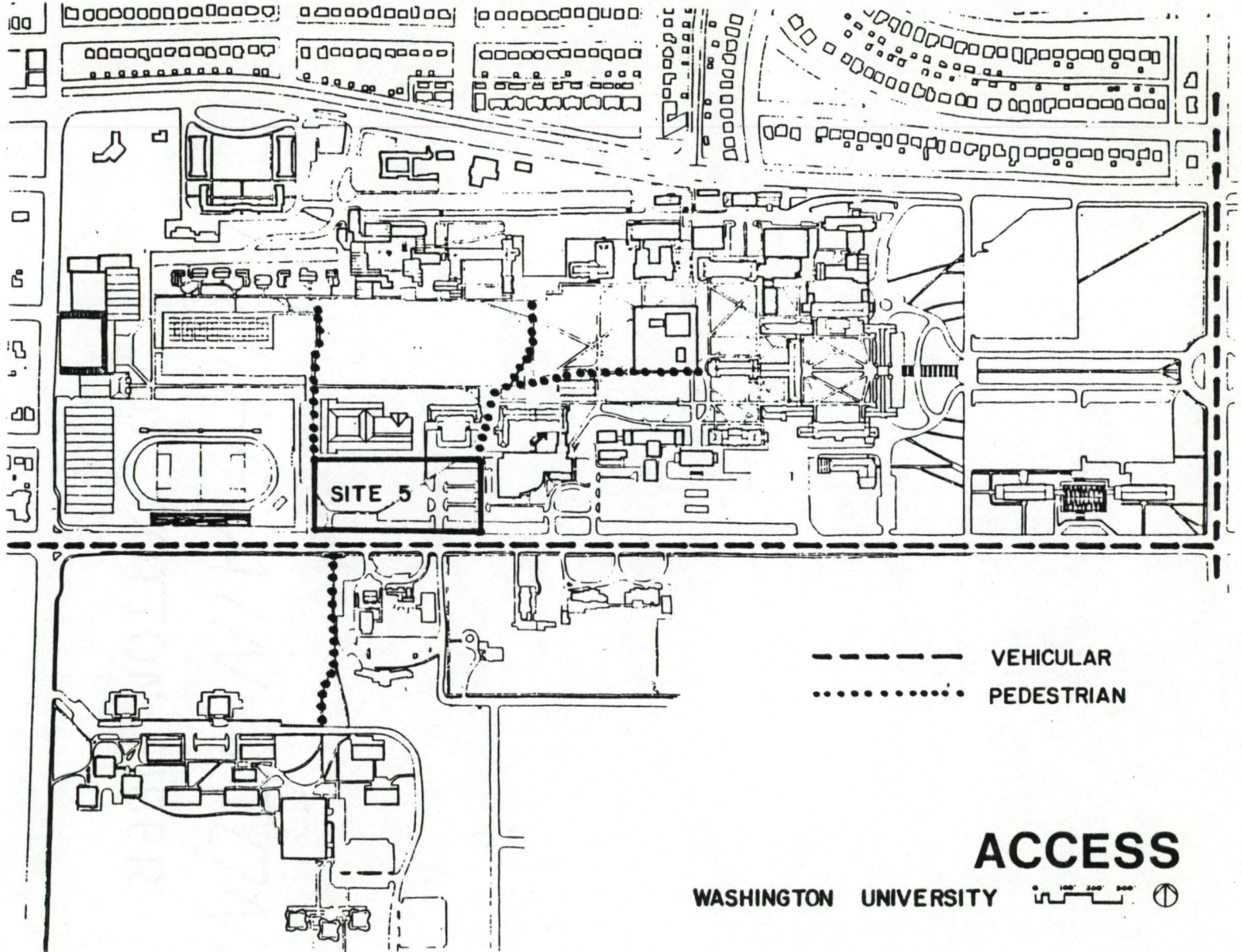
ACADEMIC

SITE 5

ATHLETIC

# NEIGHBORS

WASHINGTON UNIVERSITY 

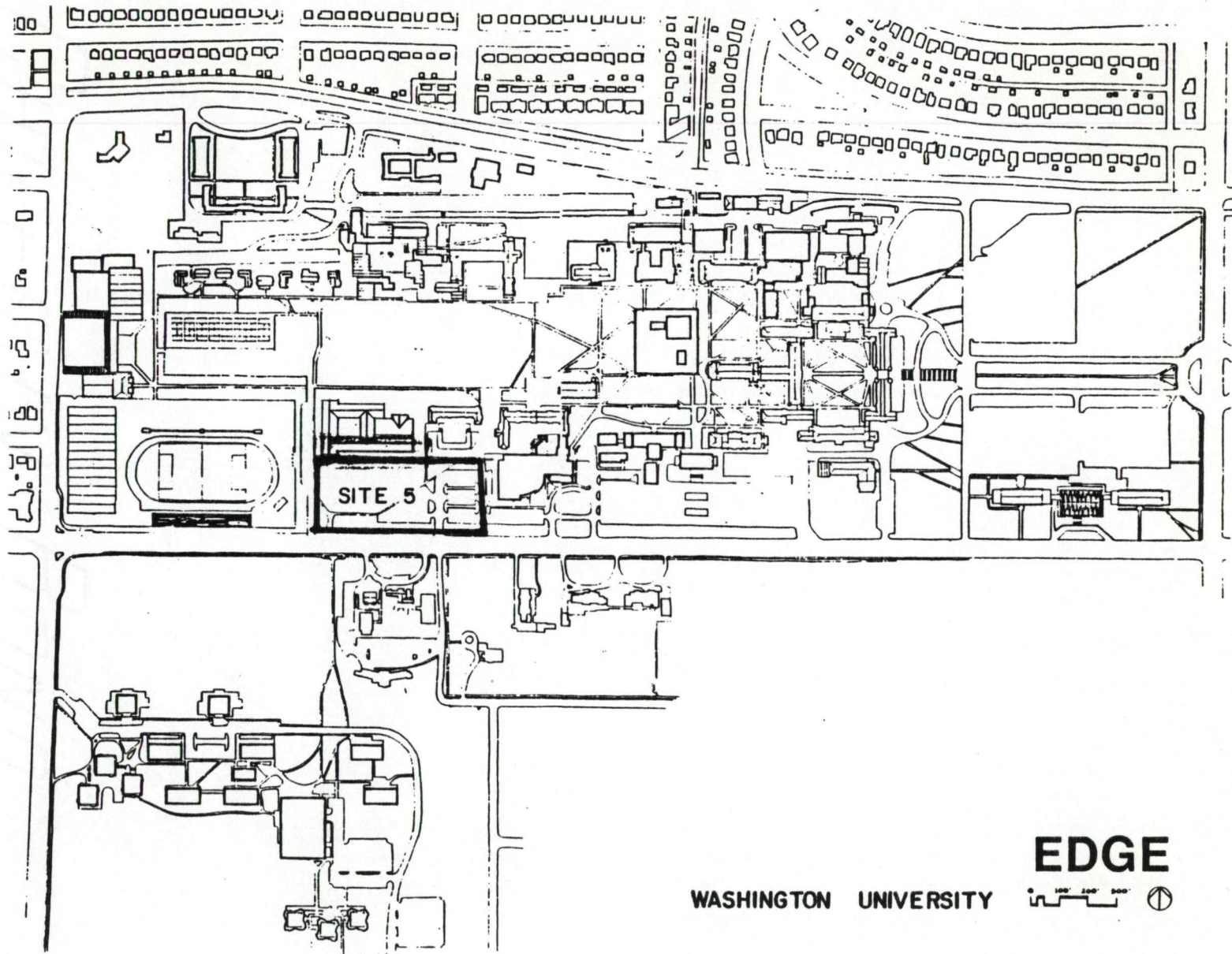


SITE 5

----- VEHICULAR  
..... PEDESTRIAN

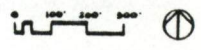
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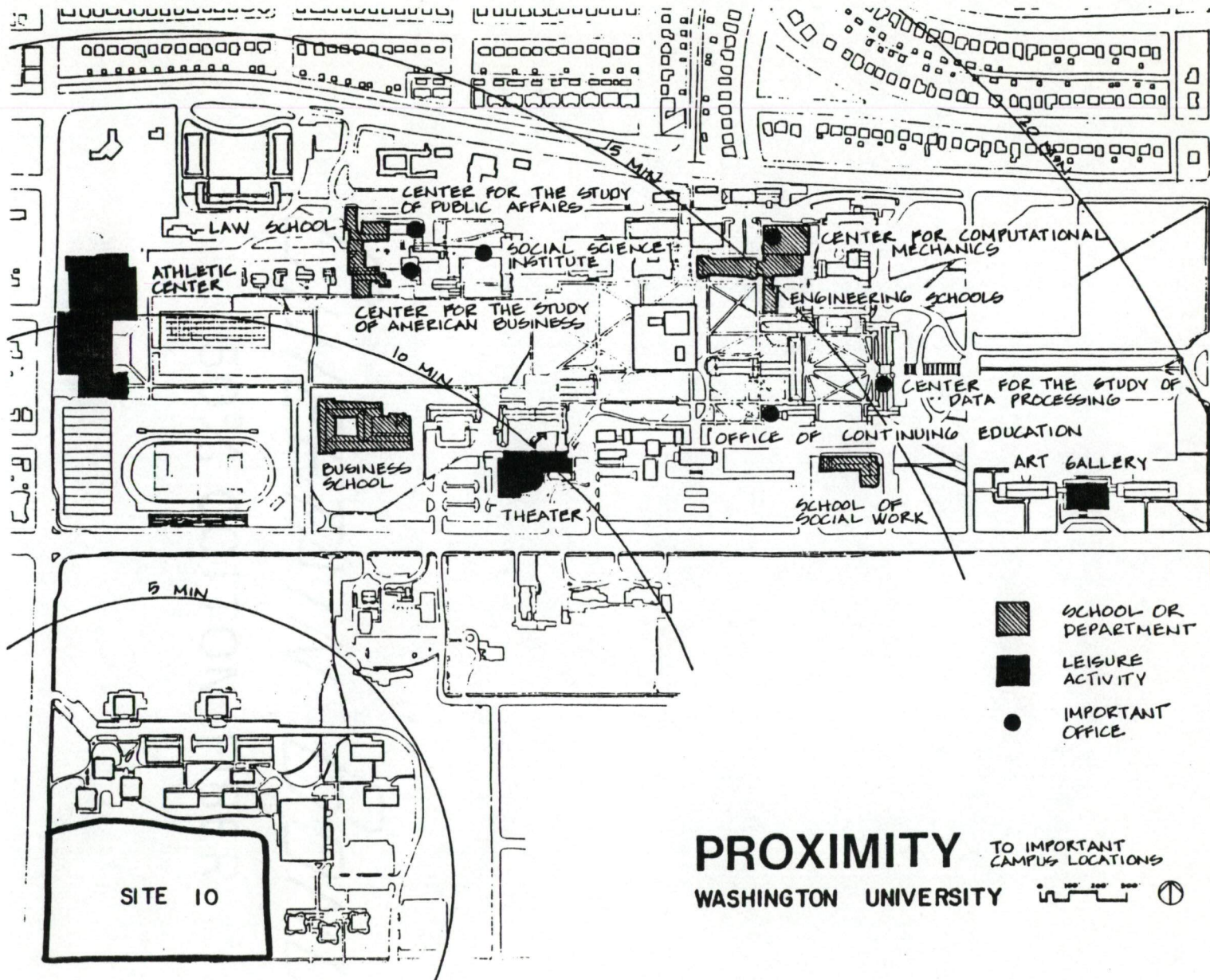
WASHINGTON UNIVERSITY 100' 200' 300' Ⓣ

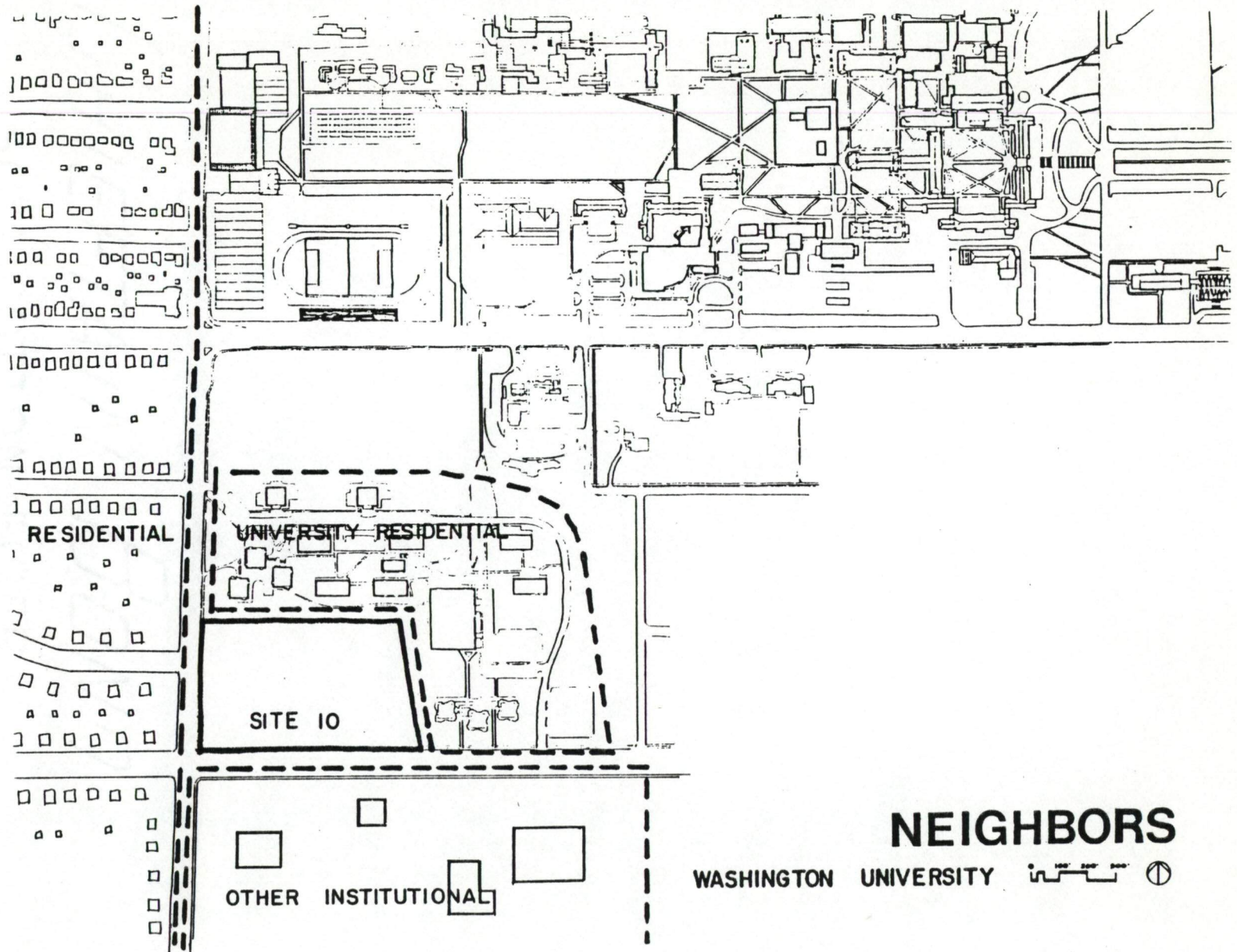


SITE 5

**EDGE**  
WASHINGTON UNIVERSITY







RESIDENTIAL

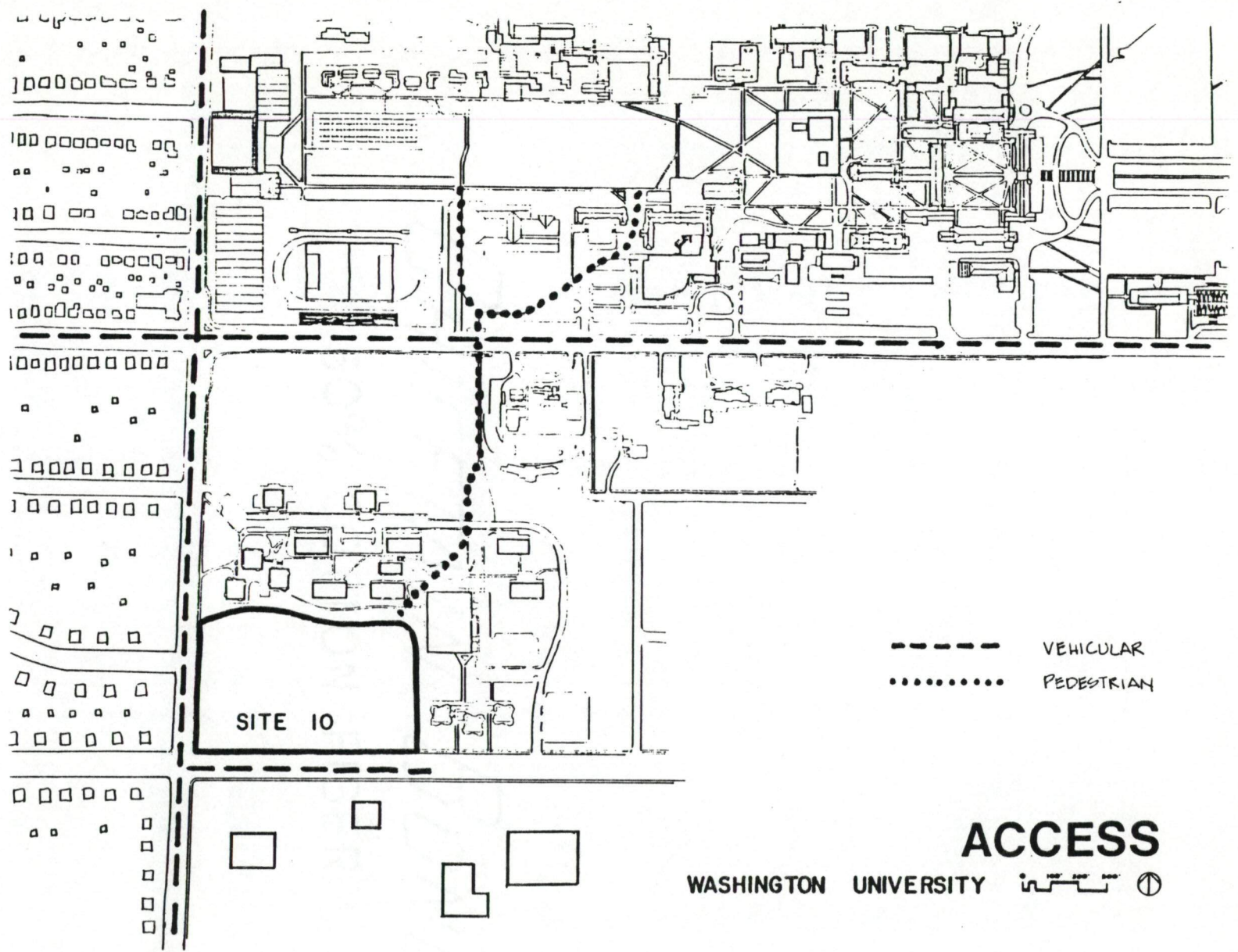
UNIVERSITY RESIDENTIAL

SITE 10

OTHER INSTITUTIONAL

# NEIGHBORS

WASHINGTON UNIVERSITY 

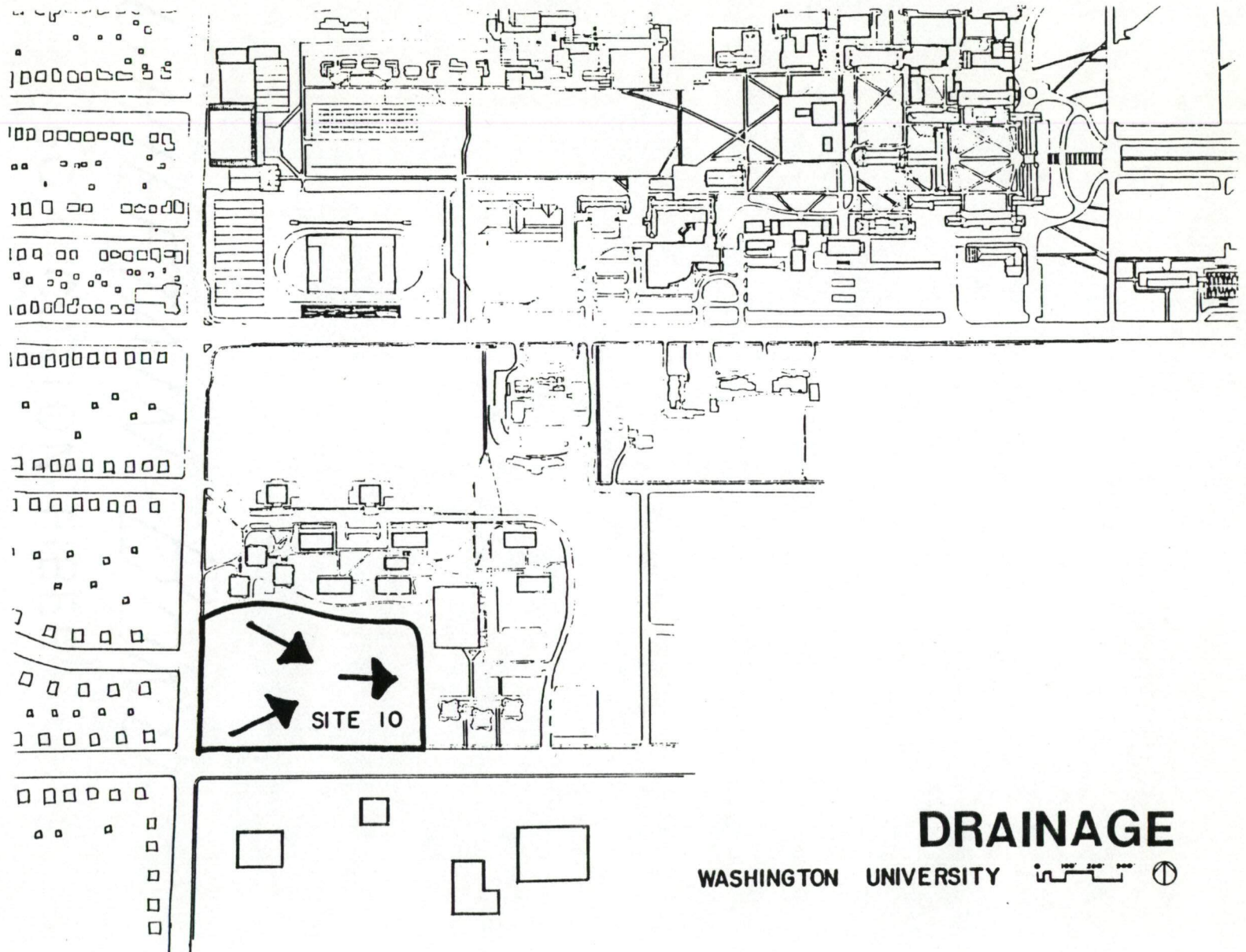


----- VEHICULAR  
..... PEDESTRIAN

# ACCESS

WASHINGTON UNIVERSITY 





# DRAINAGE

WASHINGTON UNIVERSITY 

**THE PROGRAM**

## INTRODUCTION

The program originally written for the Washington University Conference Center by Team Four, Inc., of St. Louis includes many diverse functions and spaces. Many of these have no relation at all to the conference center itself. Beyond the meeting spaces required for the conference center, these spaces included the following:

- an auditorium
- a hotel
- retail space
- faculty offices
- faculty apartments
- the campus police department offices
- the transportation department offices
- office and studio space for the local public television station
- an alumni club
- parking for all of the above and for the athletic complex.

Some of this made sense with respect to the conference center; some seemed to be included simply because the university needed it and a new building was being planned.

A preliminary step thus seemed to be to simplify the program by eliminating totally unrelated spaces and clarifying the purpose of the complex. These unrelated, and therefore eliminated spaces included the faculty offices, the police department offices, the transportation offices and the public television station.

The remaining functions were reevaluated in more detail, starting with the Team Four information and applying the results of my research. In some areas such as hotel services, the revision was simply a matter of fine-tuning the existing program, while in other areas, such as conference administration, the original program left out a great deal. The program on the following pages is the result of this additional research and the concurrent revisions.

PROGRAM SPACES AND SQUARE FEET

CONFERENCE CENTER

Space	N.S.F.	G.S.F.
<b>Public Areas</b>		
15 meeting rooms (for 12 to 100 people each)	12000	
Registration area/lobby	1500	
Library/reading room	1200	
2 lounges	1500	
Gallery/display area	1000	
Public rest rooms	500	
<b>Administration and Support</b>		
Conference director's office	200	
Food manager's office	150	
8 staff offices	1000	
6 clerical offices	500	
Administrative conference room	250	
Conference rental office	100	
Mail room	50	
Television control room	200	
A/V equipment storage	500	
Duplicating/graphics department	500	
<b>TOTAL Conference Center Space</b>	<b>21150</b>	<b>29610</b>

AUDITORIUM

Space	N.S.F.	G.S.F.
<b>Auditorium</b>		
Seating and stage (for 400 people)	6000	
Lobby	1500	
Public rest rooms	500	

Support		
Warming kitchen	150	
Projection booth	150	
Storage	500	
<b>TOTAL Auditorium</b>	<b>8800</b>	<b>12320</b>

#### HOTEL

Space	N.S.F.	G.S.F.
<b>100 Guest Rooms</b>		
80 regular rooms	26000	
20 suites	9000	
Maids' closets/cart storage (6)	600	
Lounges on each floor	2000	
<b>Public Areas</b>		
Registration area/lobby	2500	
Public rest rooms	500	
Coat check room	100	
Exercise room	800	
<b>Service</b>		
Manager's office	200	
Secretary's office	100	
Accounting office	150	
Mimeograph room	50	
Records storeroom	250	
Bellman's checkroom	50	
Laundry and linen storage	1500	
Employee toilet and locker room	1000	
<b>TOTAL Hotel</b>	<b>44800</b>	<b>62720</b>

CONFERENCE CENTER AND HOTEL DINING

Space	N.S.F.	G.S.F.
<b>Public Areas</b>		
Banquet/conference rooms (for 250 people)	5000	
Restaurant (for 100 people)	2000	
Cocktail lounge (for 50 people)	1000	
<b>Support</b>		
Kitchen	3500	
Bake shop	200	
Bar storage	500	
Employees' dining room/cafeteria	250	
Food storage	1000	
China, glass, silver storage	300	
Receiving office	150	
Garbage room	100	
Furniture storage	500	
<b>TOTAL Conference Center and Hotel Dining</b>	<b>14500</b>	<b>20300</b>

RETAIL

Space	Square Feet	
<b>Three stores</b>		
24-hour convenience drug/grocery store	1000	
Non-academic book store	750	
Travel agency	750	
<b>TOTAL Retail</b>	<b>2500</b>	<b>3500</b>

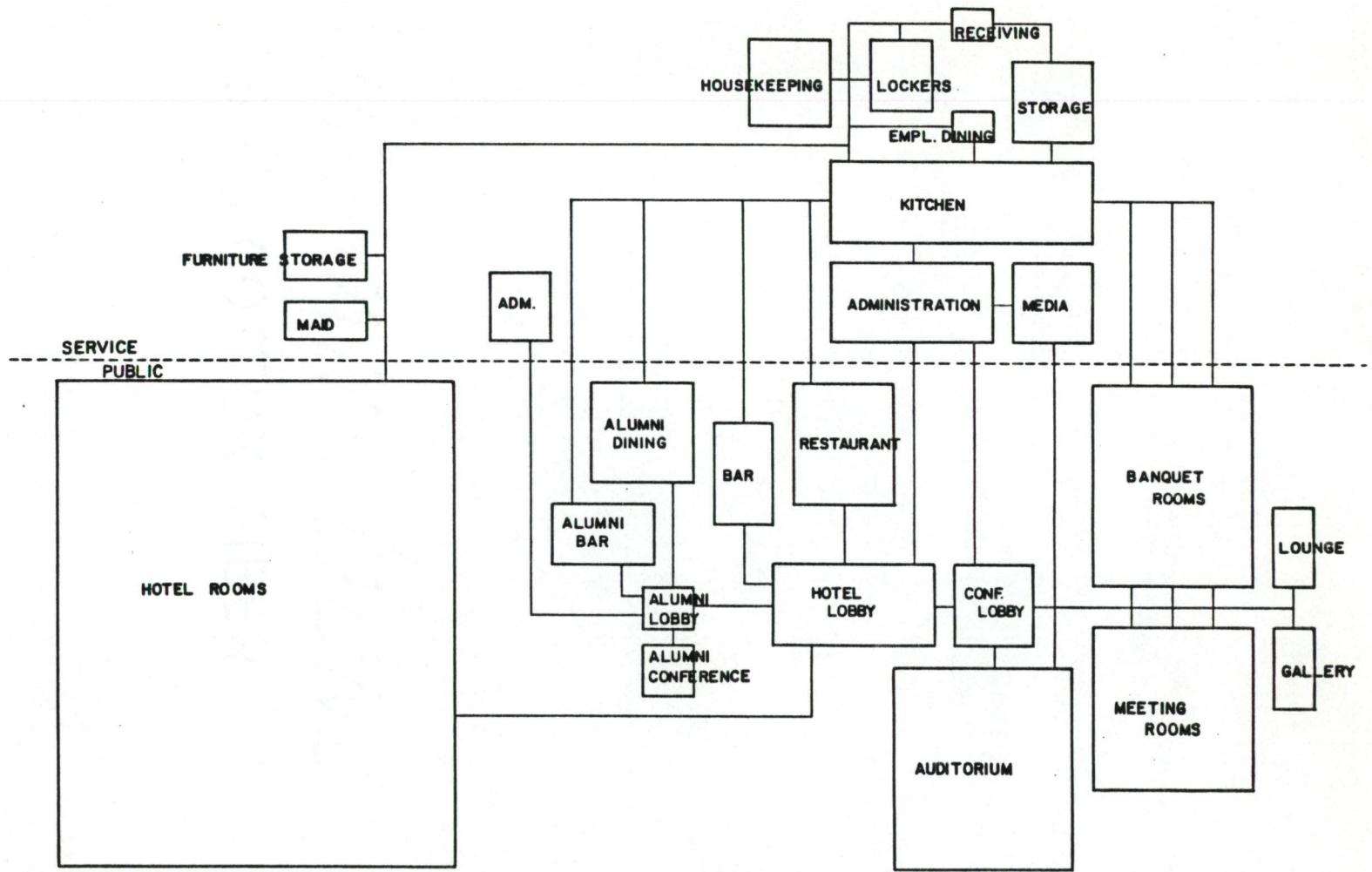
ALUMNI CLUB

Space	N.S.F.	G.S.F.
Club Rooms		
Lobby/lounge	750	
Dining room	1500	
Cocktail lounge	1000	
Conference room	750	
Library	1000	
Rest rooms	500	
Administration and Support		
Kitchen	750	
Manager's office	200	
2 staff offices	250	
Clerical office	100	
Storage	100	
TOTAL Alumni Club	6900	9660
GRAND TOTAL	98650	138110

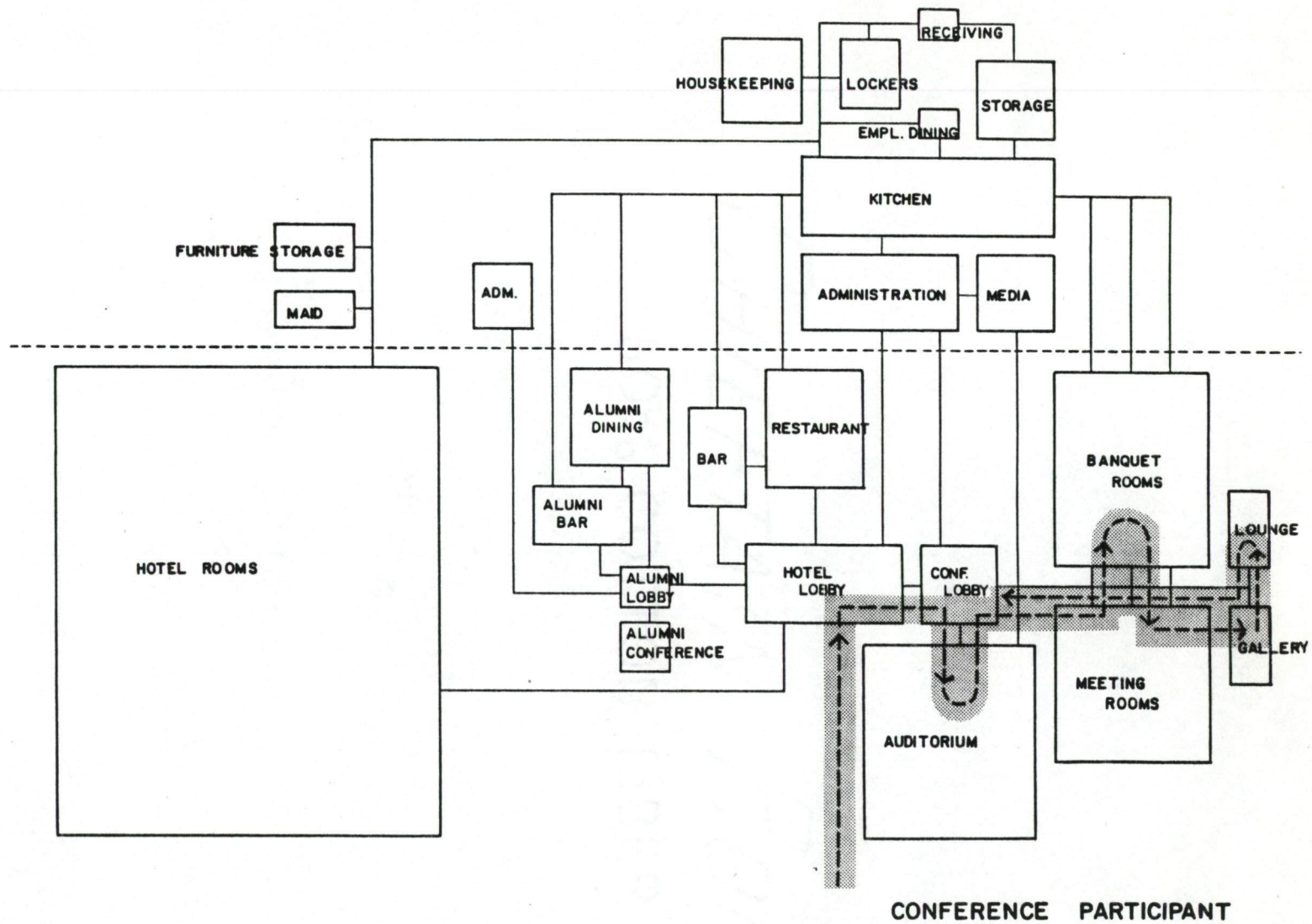


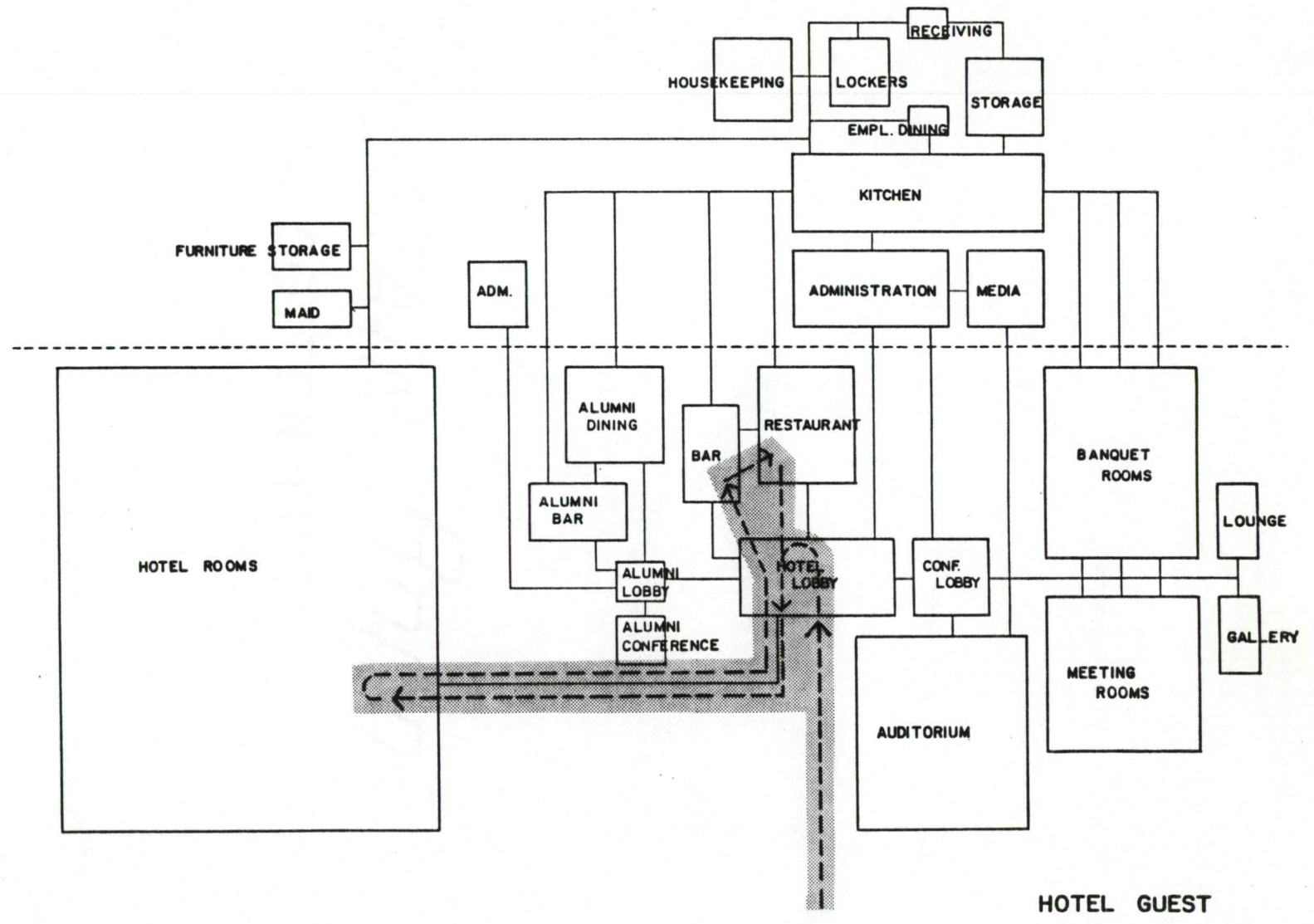
**PARKING**

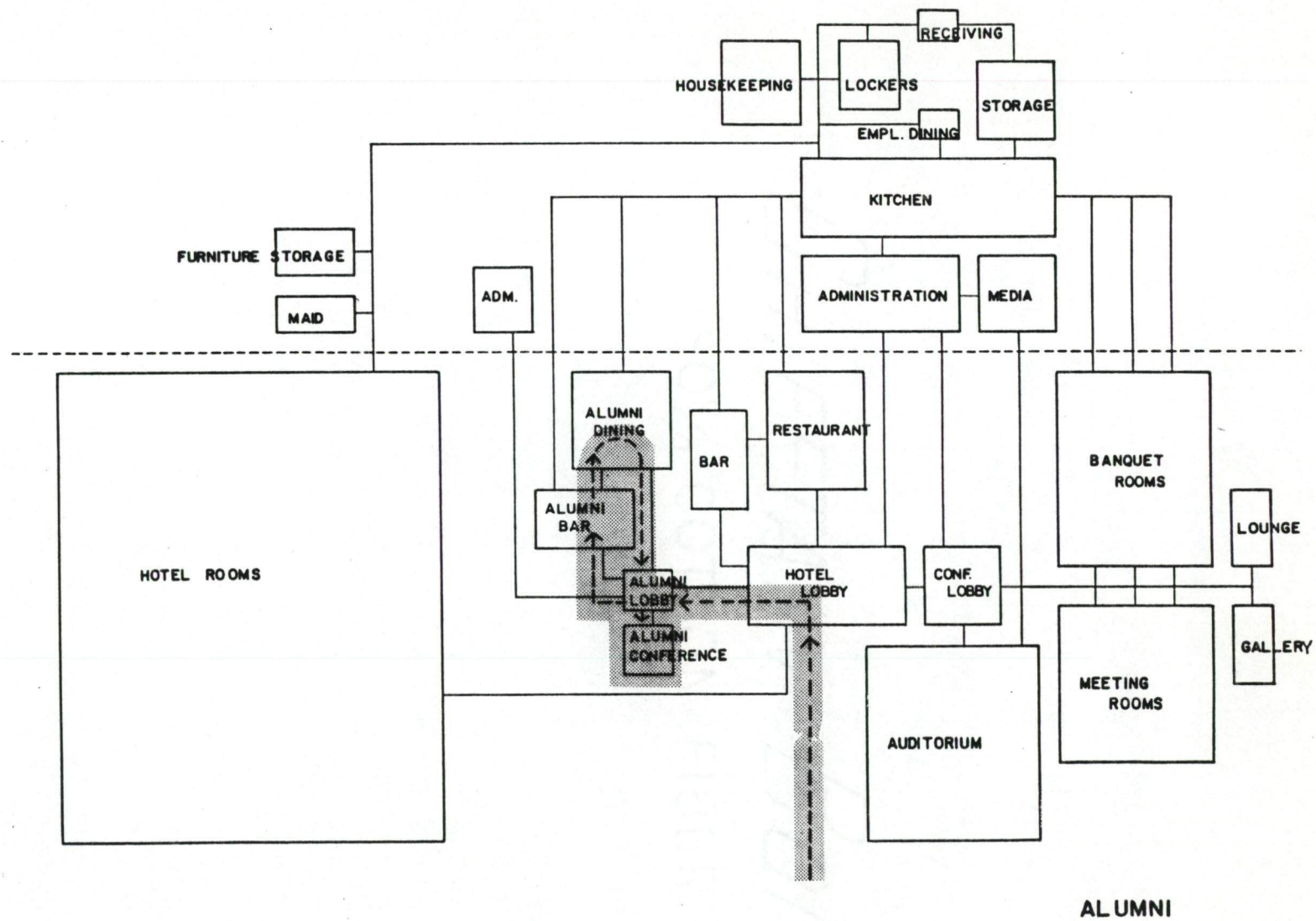
<b>Space</b>	<b>Parking Spaces</b>
<b>Conference Center</b>	
1 per seminar room and office	26
1 per 4 conference participants	63
<b>Auditorium @ 1 per 4 seats</b>	100
<b>Hotel</b>	
1 per room	100
1 per 2-3 employees	60
<b>Retail</b>	
Grocery @ 6.5 per 1000 sf	10
Bookstore @ 5 per 1000 sf	4
Travel agency @ 5.5 per 1000 sf	4
<b>Alumni Club</b>	
1 per 3 seats	50
Employees	7
Staff offices @ 3.5 per 1000 sf	3
<b>Replacement Parking for Parking on Site</b>	185
<b>TOTAL Parking Spaces</b>	<b>612 spaces</b>

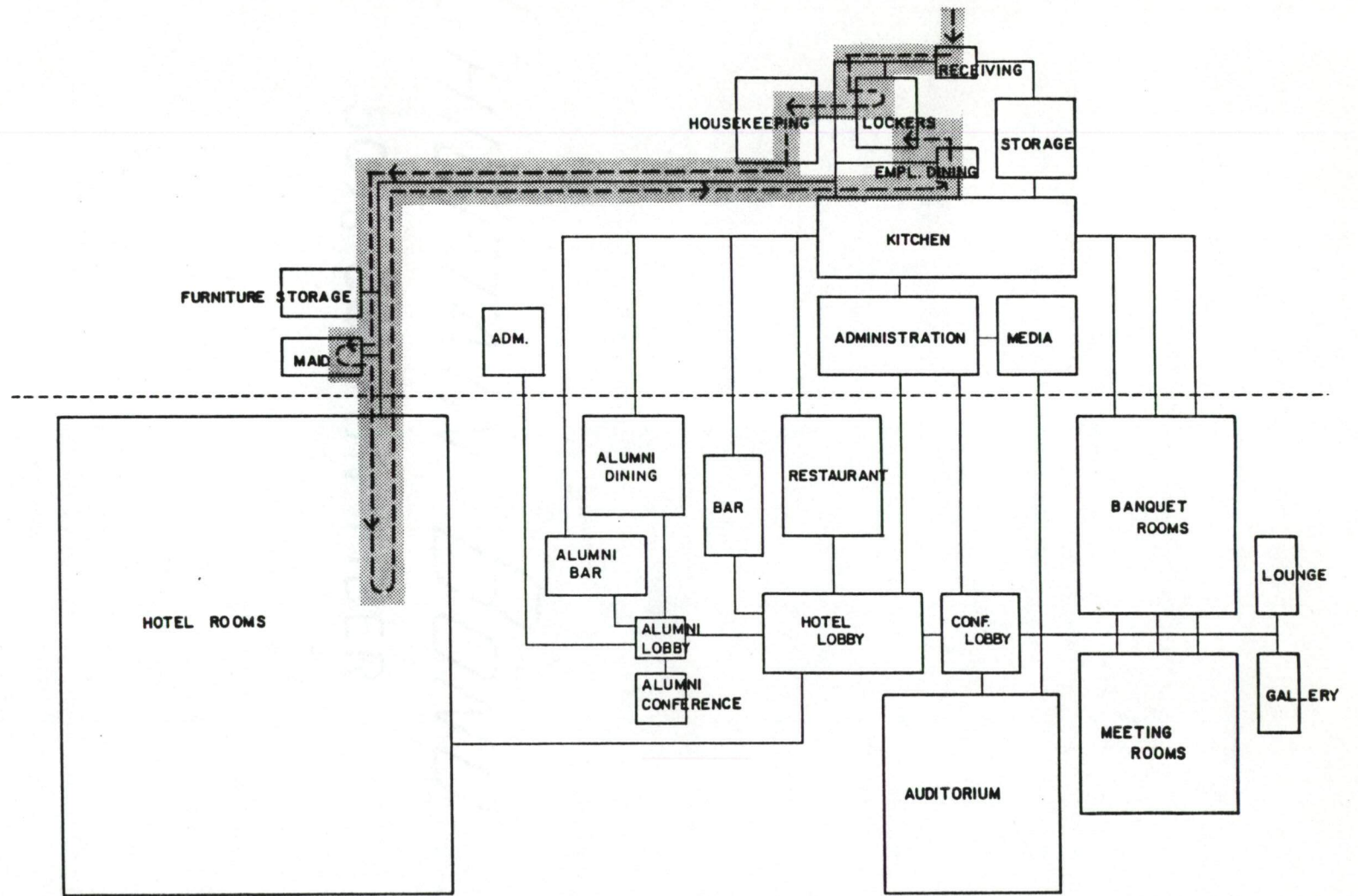


CIRCULATION









MAID

**RESEARCH**

## CASE STUDIES

In the course of my research, I have obtained information on conference centers across the country, information that has been helpful for providing both design ideas and programming data. Information on some of the conference centers has, of course, been more helpful than that on others, but taken as a whole it has been extremely useful in helping to determine what kinds of spaces and amenities were needed in the Washington University facility. Two of the centers stand out, however, as being individually, as opposed to collectively, important to the work here. Information on these facilities follows. In addition, a third case study, important for contextural rather than programmatic reasons, is also included.



THE GEORGIA CENTER FOR CONTINUING  
EDUCATION

University of Georgia  
Athens, Georgia

Architect: Stevens and Wilkinson, Atlanta

This facility was built in 1955, the second of the country's continuing education centers sponsored by the W. K. Kellogg Foundation. Its program of activities is broad, including public night school course administration for the University, as well as meeting rooms, banquet facilities, and conference administration. The age of the building combined with the success of the Center's programs has necessitated a major expansion program to be completed within the next few years.

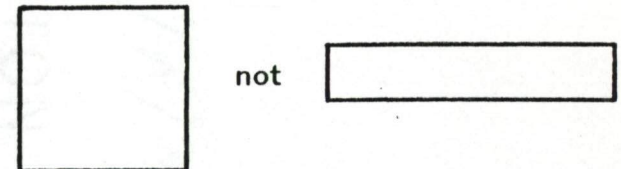
While the Georgia Center's scope and capacity are both much larger than that needed by the facility at Washington University, its expansion provides an interesting "second look" at the spaces that have been shown by experience to be useful in the years since the facility was built. For example, in addition to expanding the capacity of the facility, the addition will include much larger numbers of social areas (such as lounges and courtyards), administrative offices, rest rooms and storage spaces, as compared to the increase in meeting rooms.

PROGRAM. The program for the expanded Georgia Center includes the following:

- Meeting, auditorium and banquet space for groups of up to 600 people.
- 200 hotel rooms including five executive suites for entertaining.
- 60 offices.
- Educational television and radio stations.
- Exhibit space.
- Restaurant and snack bar to seat a total of 230 people.
- A library/reading room.
- An exercise room.
- Two courtyards.
- 20' corridors in the meeting room area for socializing.
- Warming kitchens near all social spaces.

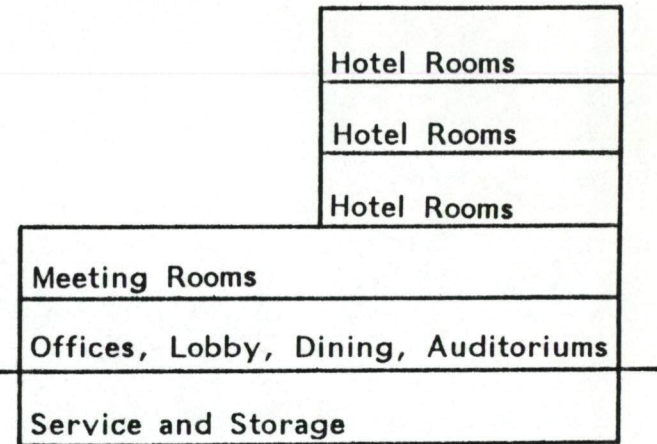
CONCEPTS.

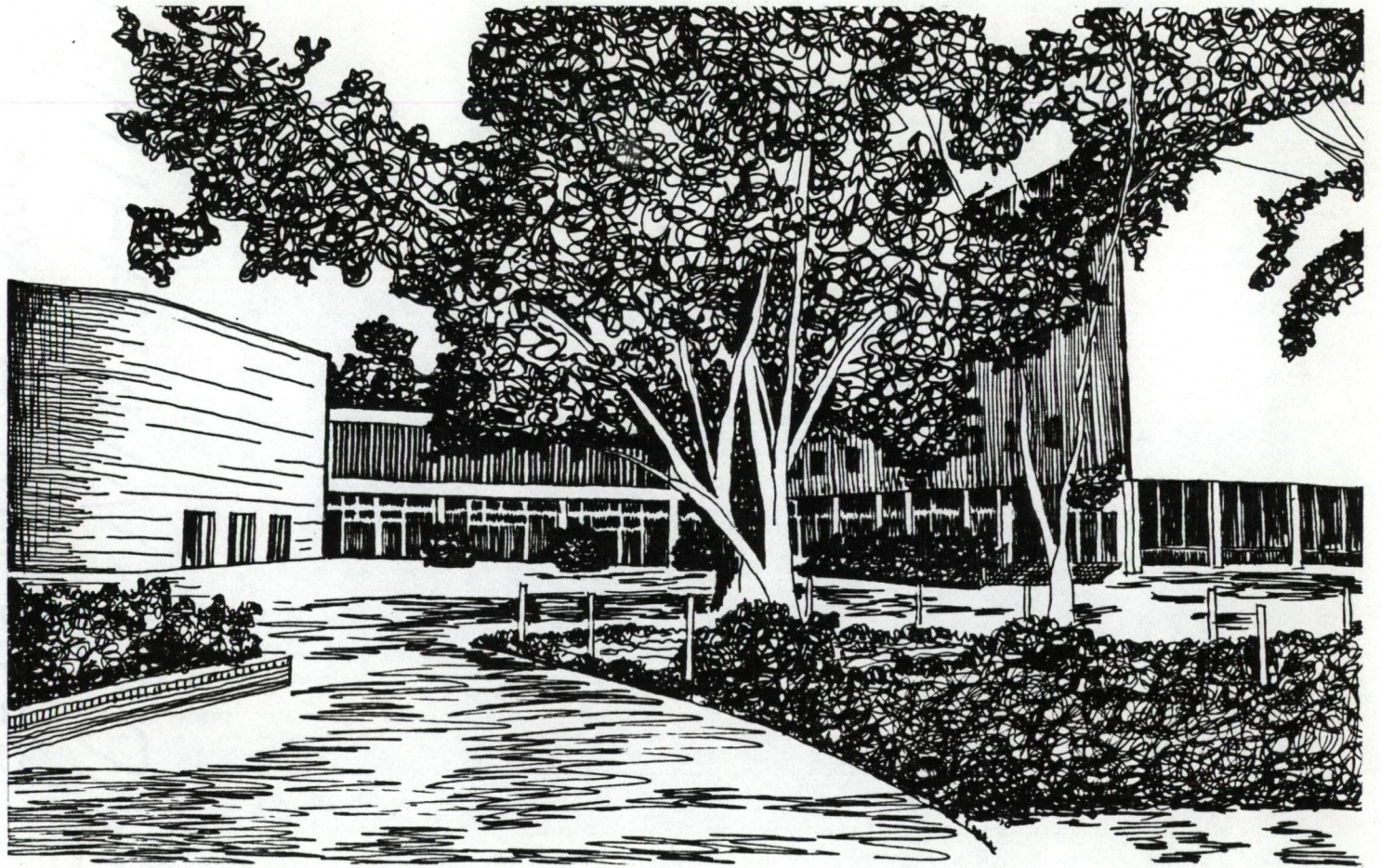
- Plan Arrangement



Because of the size of this facility, this arrangement is an advantage in minimizing walking distances, but its numerous corridors can be confusing to a newcomer to the building.

- Vertical Space Organization





## CONFERENCE CENTER

Luzerne County Community College  
Nanticoke, Pennsylvania

Architects: Bohlin Powell Larkin Cywinski,  
Wilkes-Barre, Pennsylvania

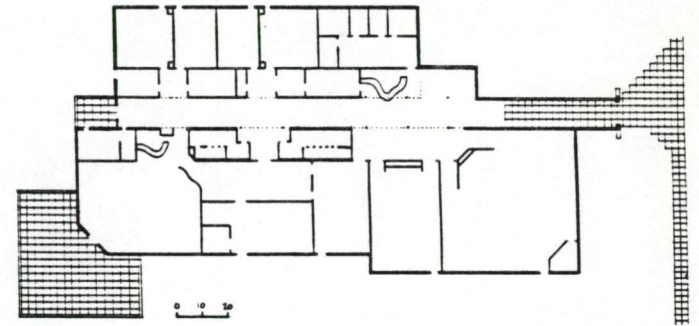
This conference center is in many ways the antithesis of the Georgia Center: it is new, it is small, and it is a part of a rather small community college rather than a large state university. But like the Georgia Center, it has been very successful. Its existence has in fact divulged a need that was not apparent before. Groups around the county, as well as college people, are using it for employee training, seminars, and, of course, continuing education courses.

PROGRAM. The functions included in this small building are:

- Auditoriums for 90 people and for 260 people.
- Five seminar rooms for 12-37 people each.
- A teaching kitchen.
- A prototype hotel room for teaching that doubles as a room for visiting lecturers.
- Administrative and service spaces.

## CONCEPT.

- Circulation.



The building consists of a linear spine, an "interior street," that is lined on the north side with the larger spaces (auditoriums, kitchen and dining room) and on the south by the smaller meeting rooms and administrative offices.



Interior view of the conference center's "interior street." Otto Baitz Photos, *Architectural Record* (July 1982), p. 110.

## ALUMNI CENTER

University of Michigan  
Ann Arbor, Michigan

Architect: Hugh Newell Jacobsen

While as a case study of a particular building-type this facility has little to offer here (except perhaps for its remote programmatic connection with the Washington University Alumni Club), its response to the site (among a group of older buildings on a large university campus) offers some interesting comparisons and insights. Particularly interesting is Jacobsen's contention that the existing student pathway through the site needed to be respected and dealt with rather than ignored. His solution retained the walkway, and at the same time, enhanced, at least symbolically, the relationship between the university's students and alumni.

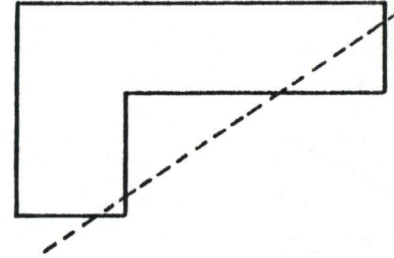
PROGRAM. The simple program for this building includes:

- A large, divisible meeting room for approximately 350 people.
- A library.
- Administrative space for the Alumni Association.



## CONCEPTS.

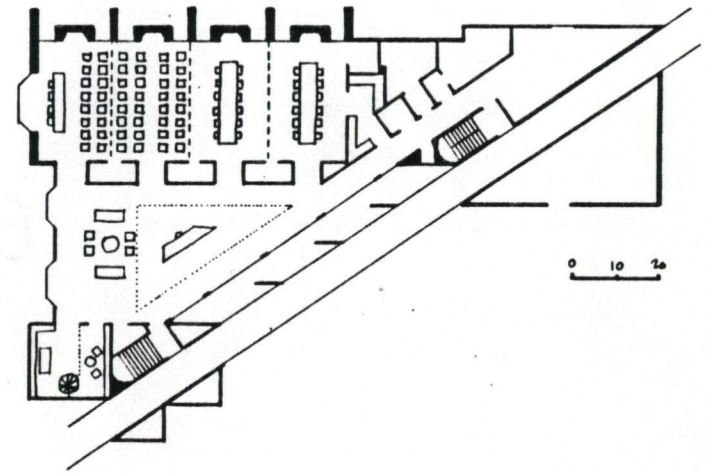
- Plan Arrangement.

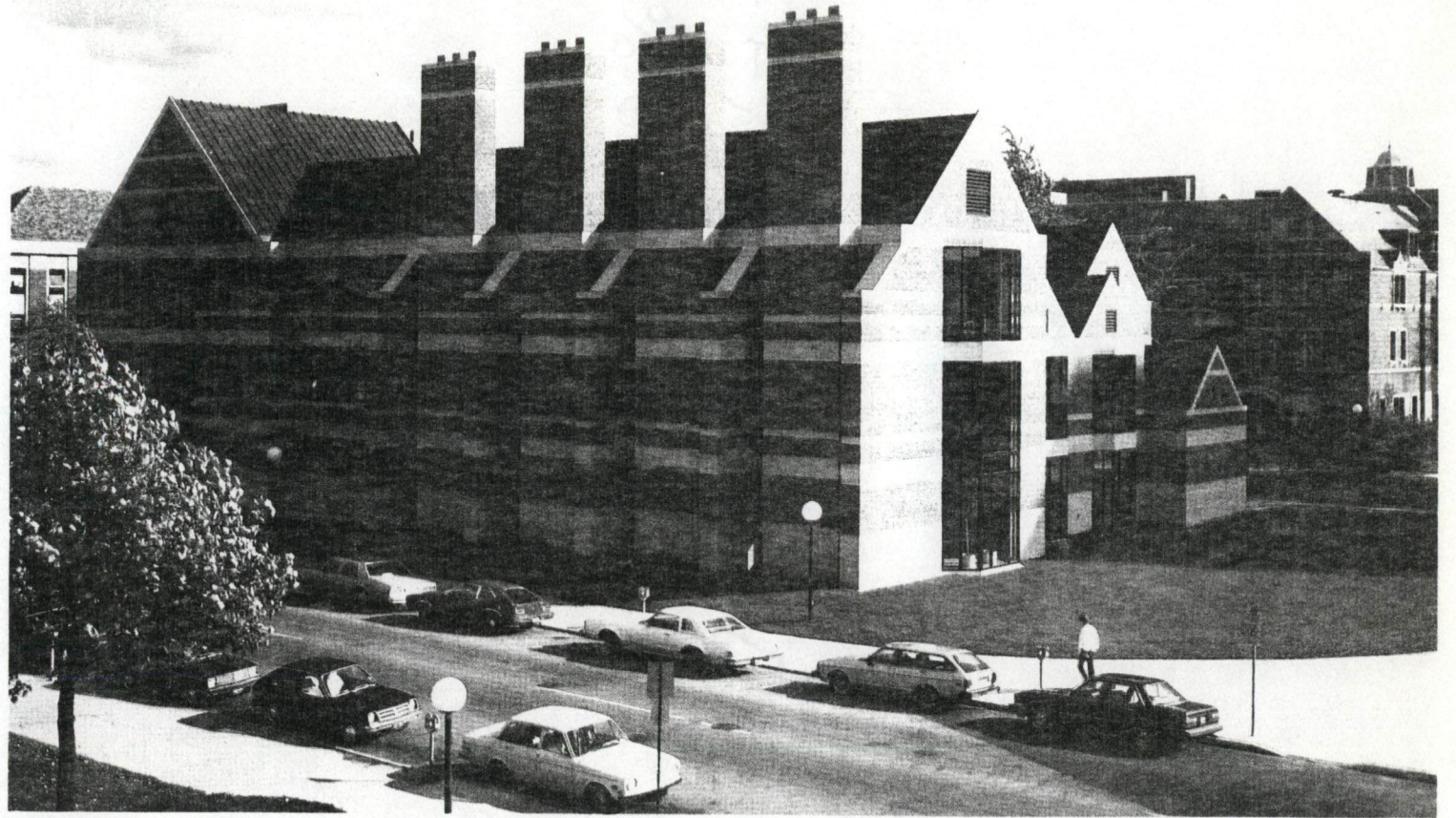


The building is basically an L-shaped building crossed by the student passage-way.

- Scale. Because the building is much smaller than its neighbors, a deliberate attempt has been made to make the building appear larger than it actually is. This was done primarily by putting the largest part of the building (the meeting room) on the street side and by emphasizing its mass through the use of chimneys and buttresses. The building's peaks and gables also increase its apparent bulk.
- Context. The building acknowledges its surroundings both in its attempt to modify its apparent scale as mentioned above and with its frankly historical exterior appearance. This historicism, however, is only implied; its clean lines place it squarely in the twentieth century, and in doing so ties the

building's eclectic neighbors together into  
a coherent whole.





Alumni Center. Robert C. Lautman Photos,  
*Architectural Record* (April 1983), p. 133.

**ARCHITECTURAL SOLUTION**

## CONCEPTS

### Flexibility

- Part of the auditorium furniture is movable to encourage audience participation when that is desirable and to increase auditorium capacity when it is not.
- Banquet rooms can be divided for smaller groups or opened up for larger ones.
- Meeting rooms vary in size for different size groups. Furniture storage is close by to facilitate its adjustment for different needs.

### Context/Scale

- The building height has been kept as low as possible in keeping with the university and residential surroundings.
- The facility was broken down into four buildings so its large size did not overwhelm the neighboring buildings.
- Pitched roofs, small window openings, and an arcaded courtyard are among the items borrowed from the current campus vocabulary.

### Circulation

- Within the building, circulation was kept simple to help visitors find their way around.

- The stairs linking the different levels were exposed to clarify the level changes.
- Student circulation through the site was respected and enhanced by taking the students through or around pleasant outdoor spaces.

#### Education

- Social spaces (lounges, lobbies, and two terraces) are scattered throughout the complex to encourage the learning experience even after the scheduled program is completed.
- Flexible room arrangements tailor each space to the group's needs to make the learning experience flow more smoothly.

#### The Alumni Club

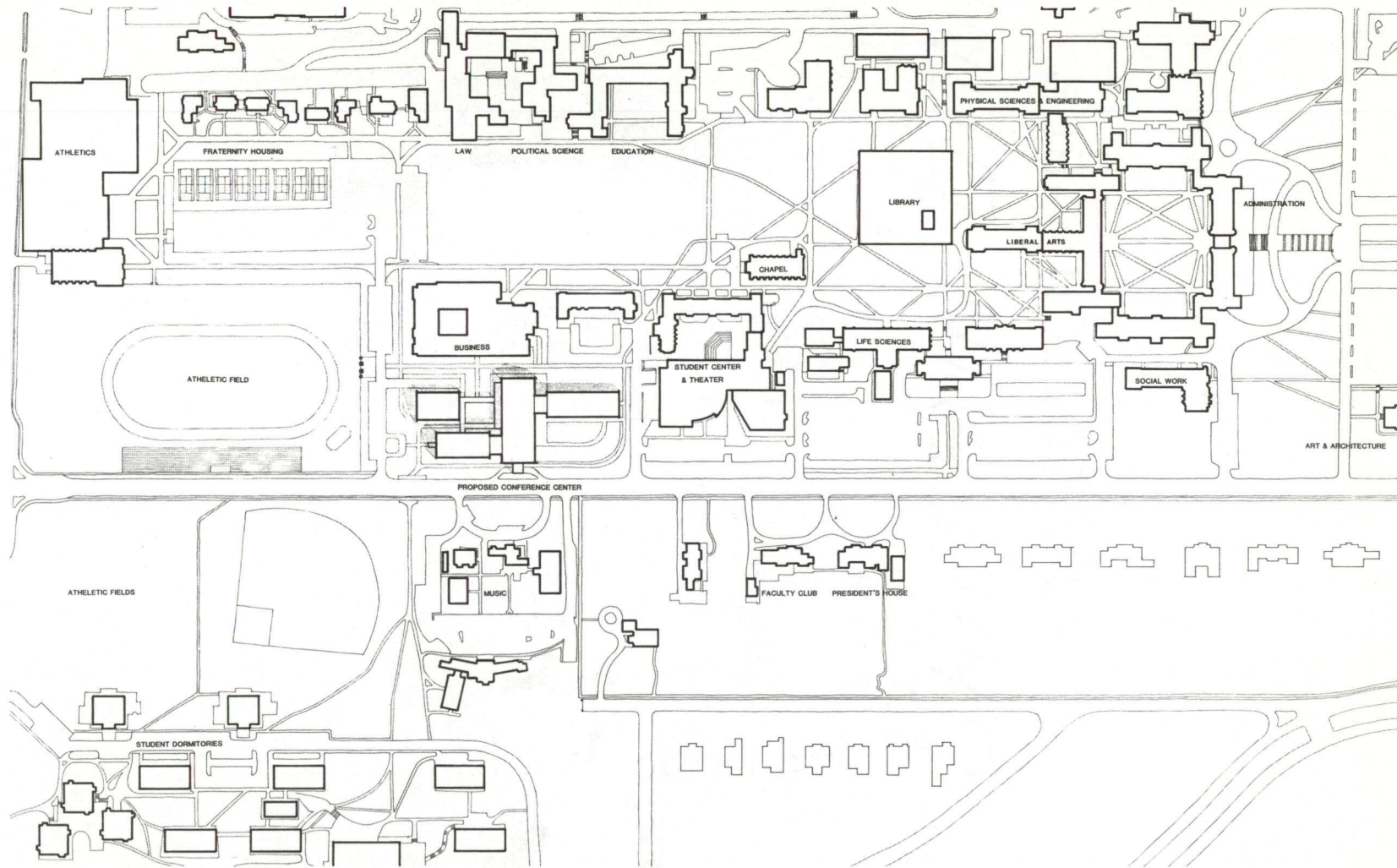
- Private entrances and a separate kitchen make the club feel more "elite."
- Its association with this complex encourages a relationship between the alumni and both current and returning students.

# A CONFERENCE CENTER



**Washington University**  
Saint Louis, Missouri

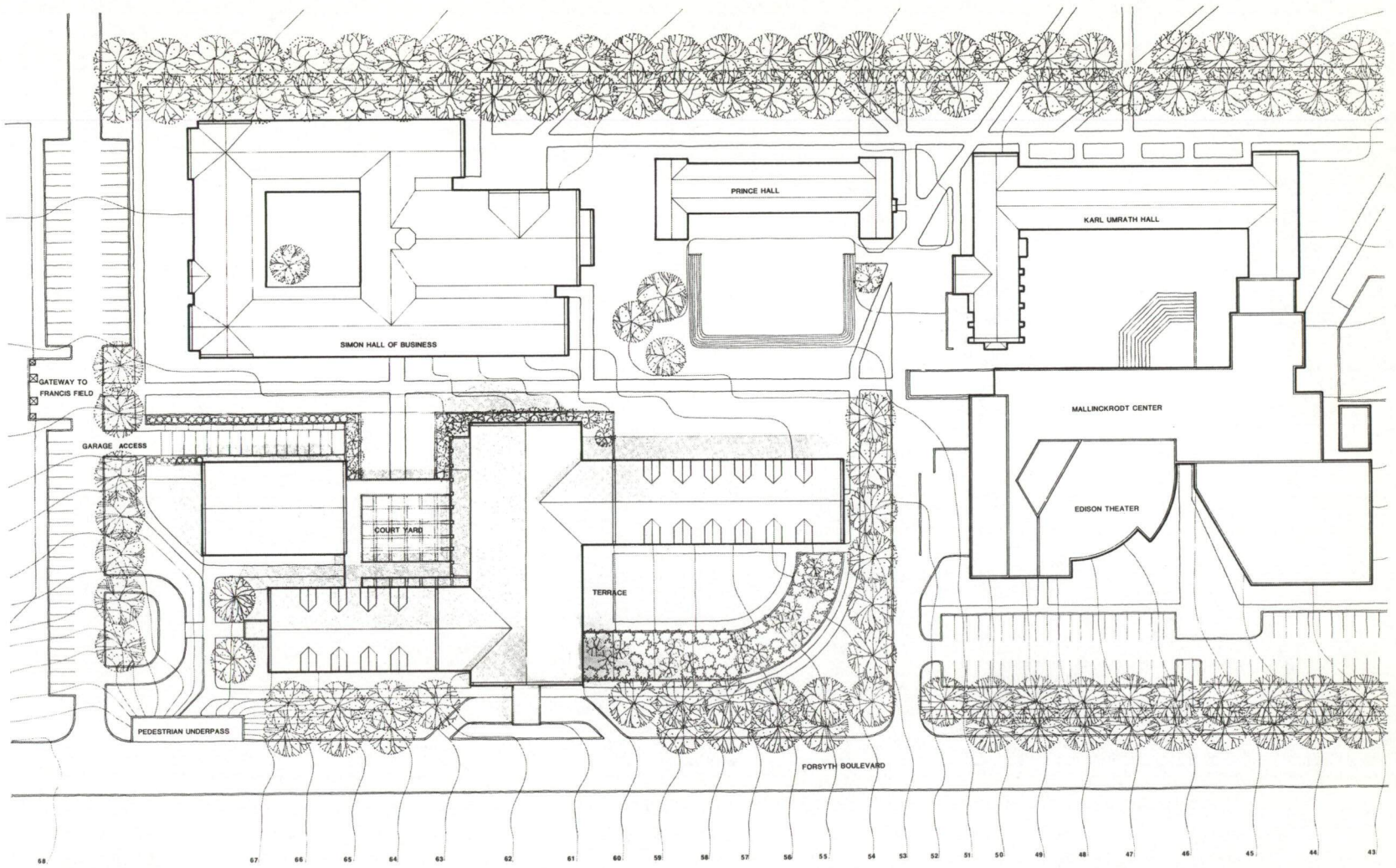
**Linda Wood Berri**  
April, 1986



**AREA**

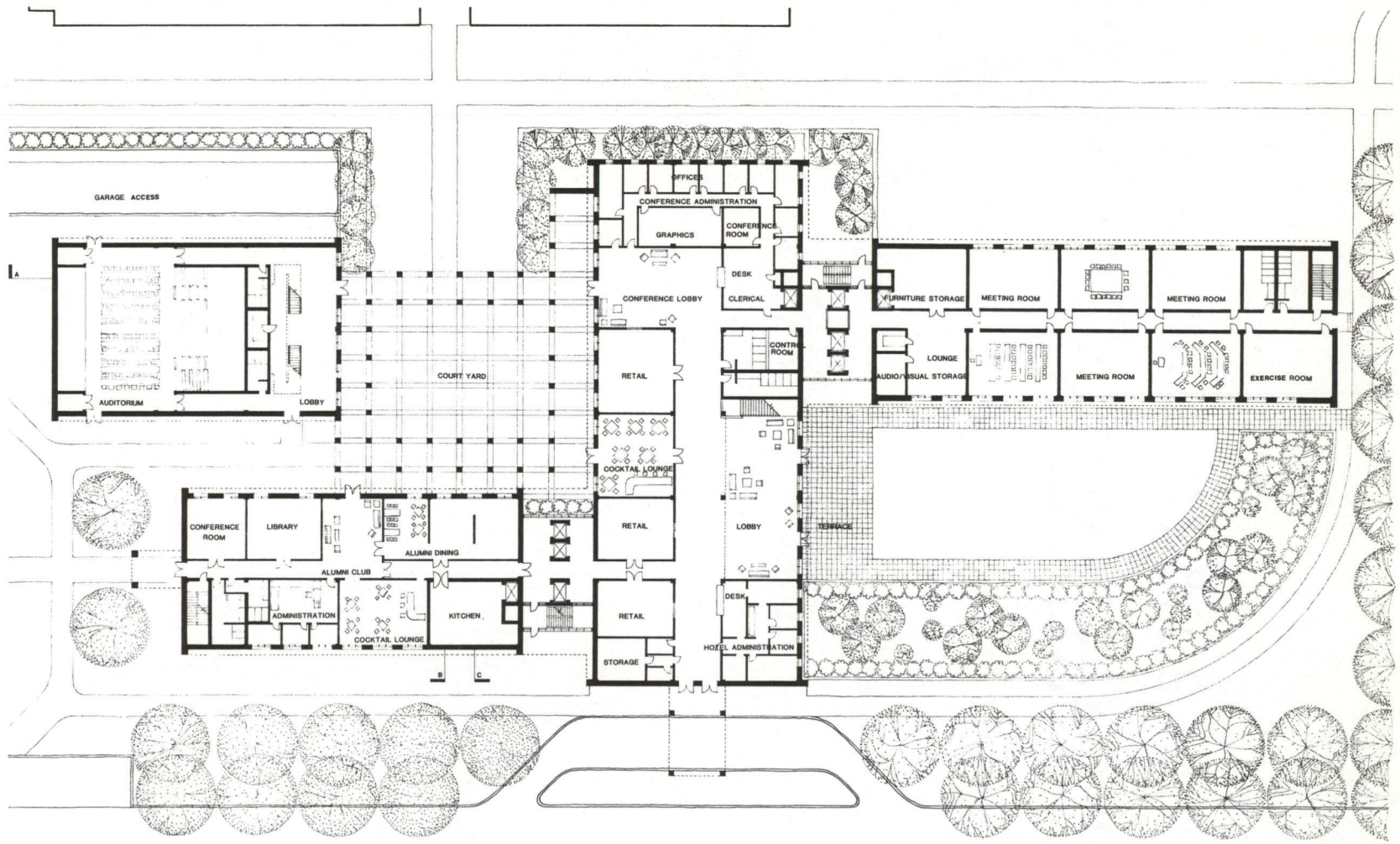
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# SITE

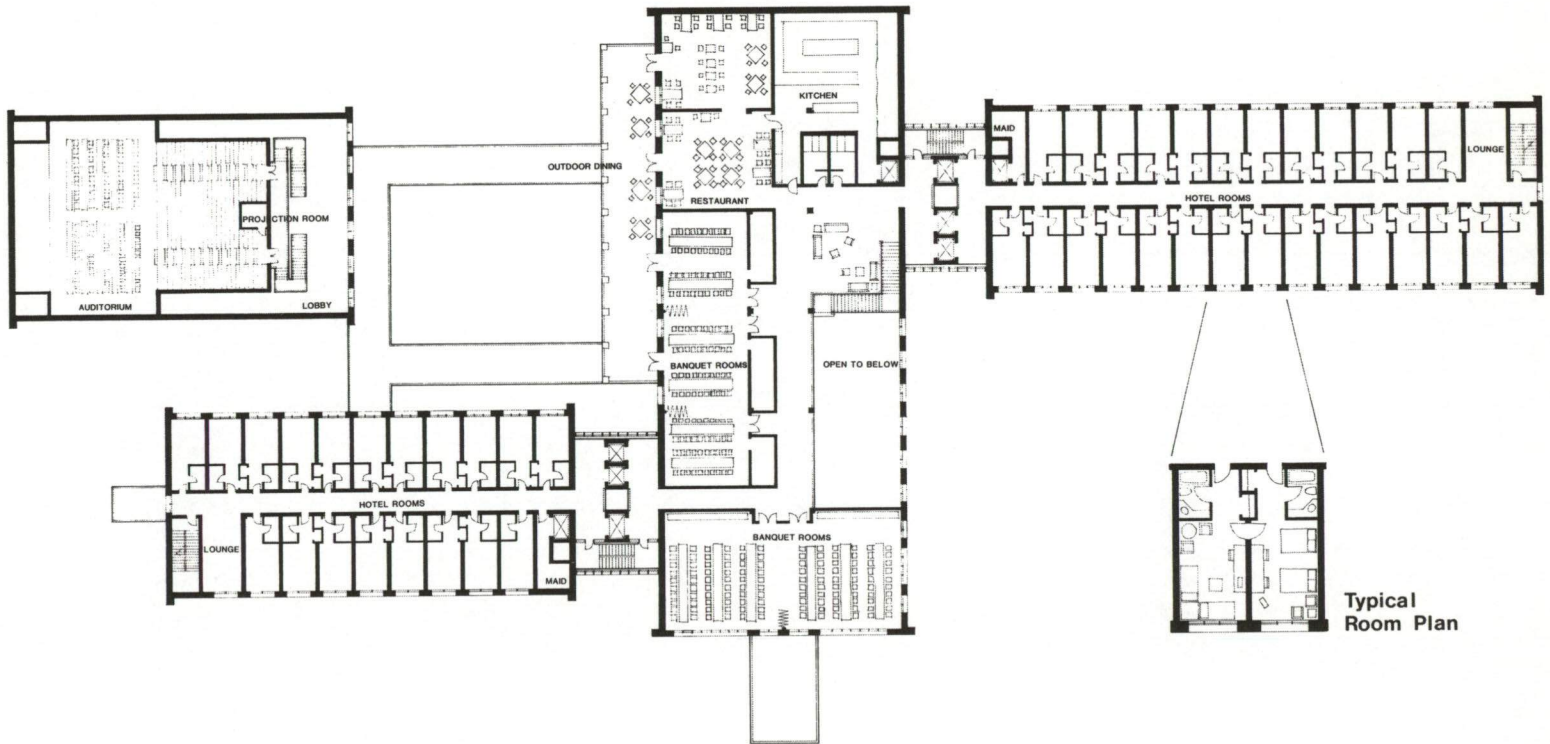




**PLAN** Ground Floor

0 16 32 64

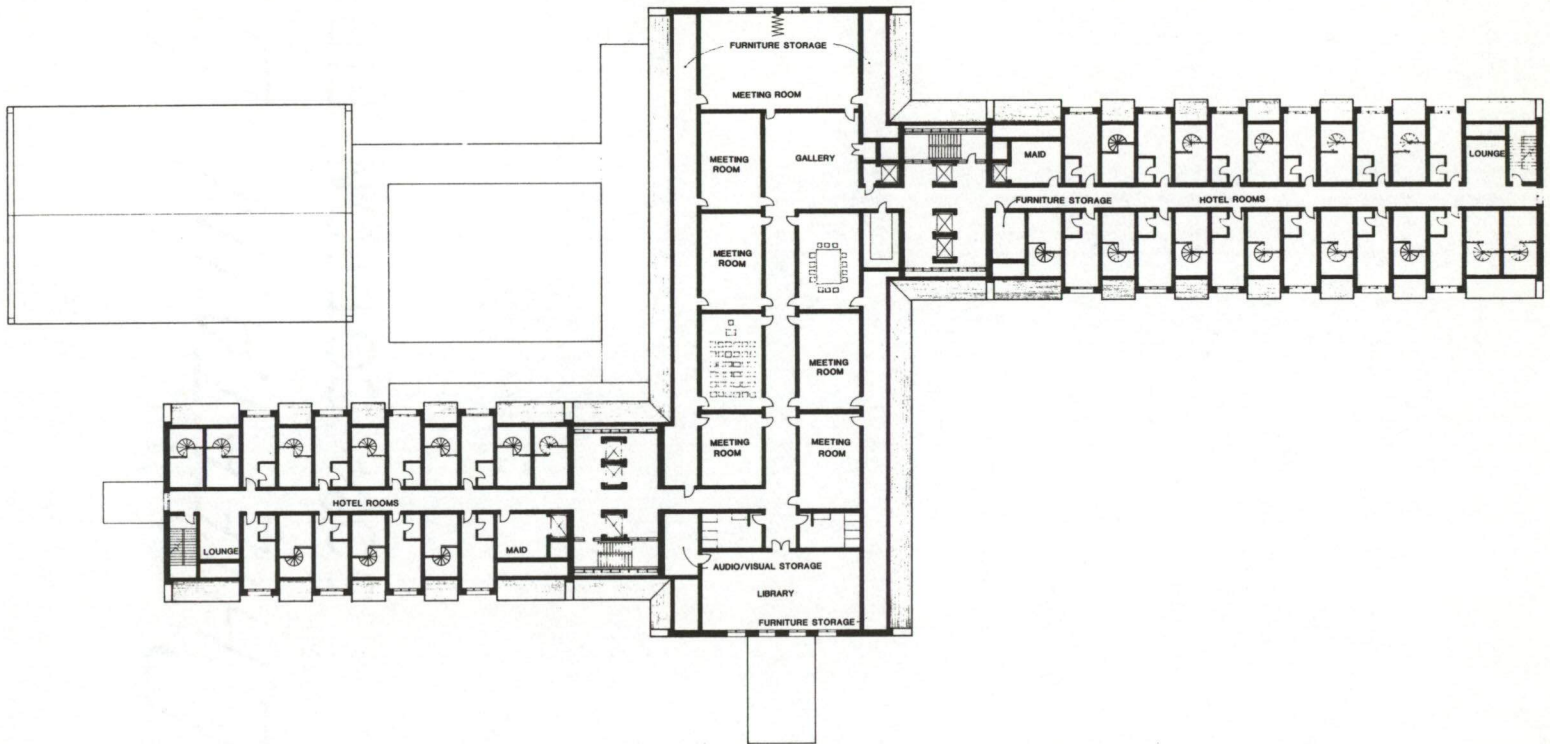
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**PLAN**

Second Floor

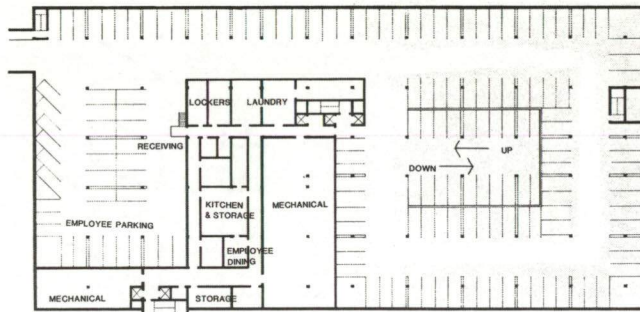




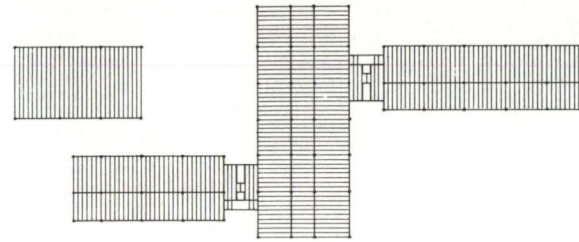
# PLAN

Upper Floor

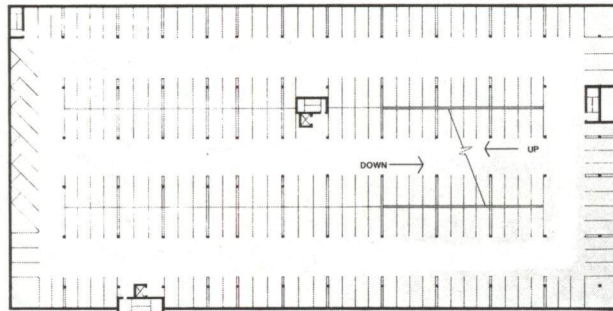




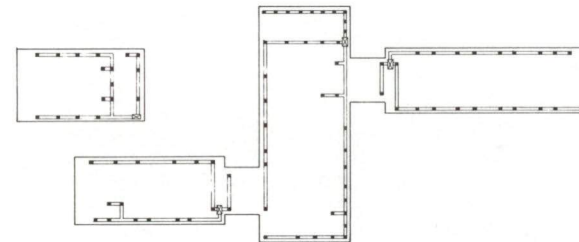
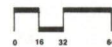
Service



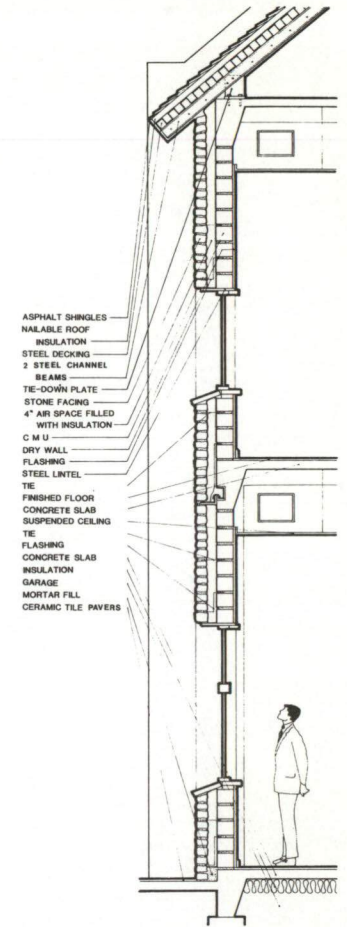
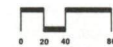
Framing



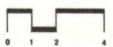
Parking



HVAC

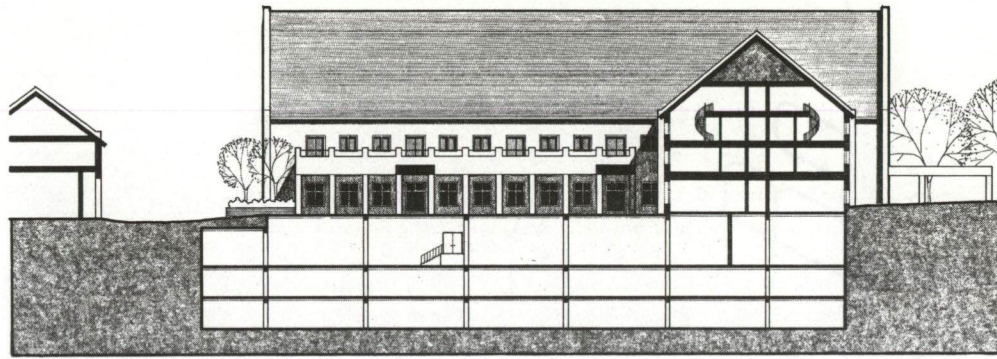


Wall Section

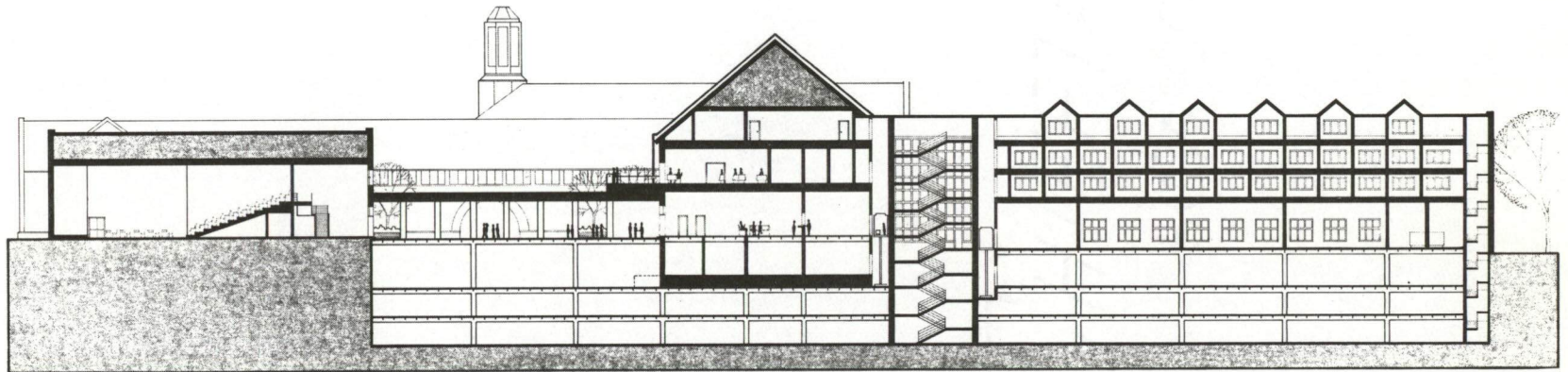


**SUPPORT**



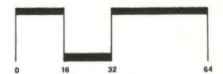


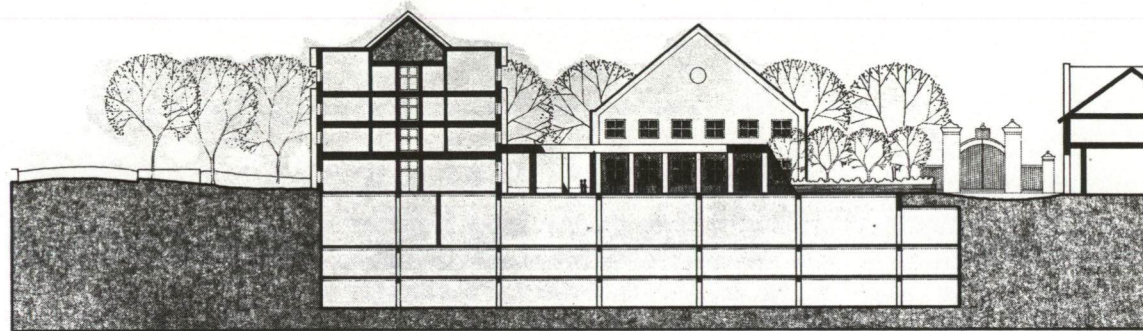
Section C



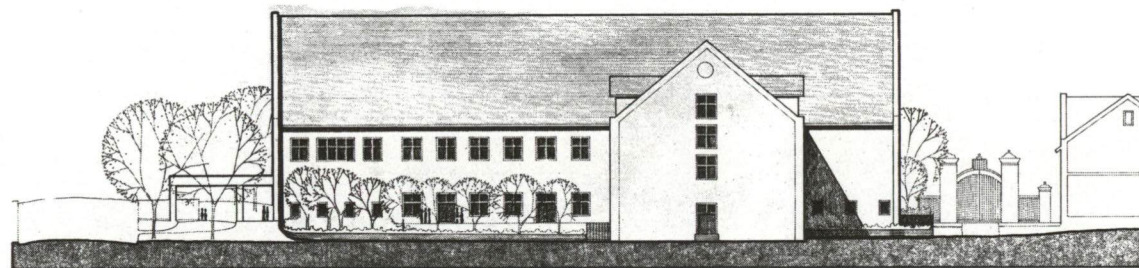
Section A

# SECTIONS



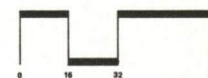


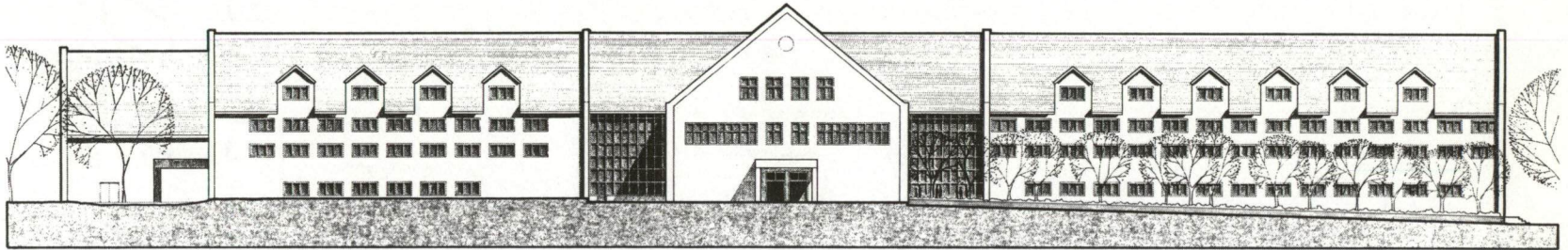
**Section B**



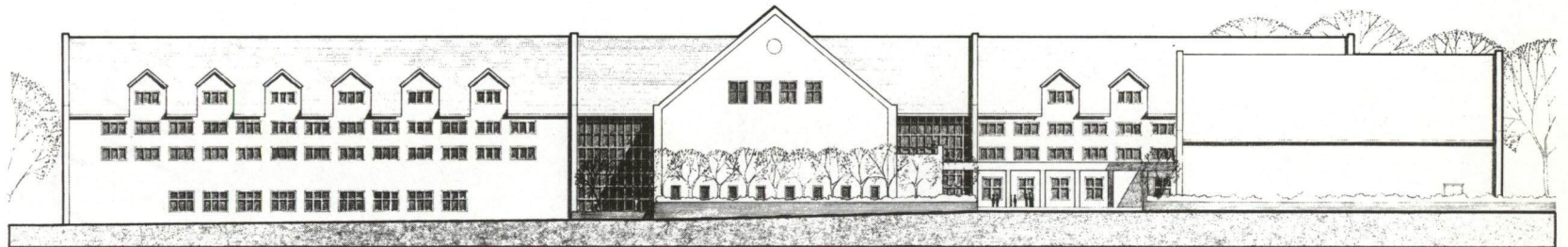
**East Elevation**

# SECTIONS



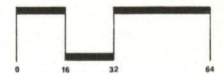


South Elevation

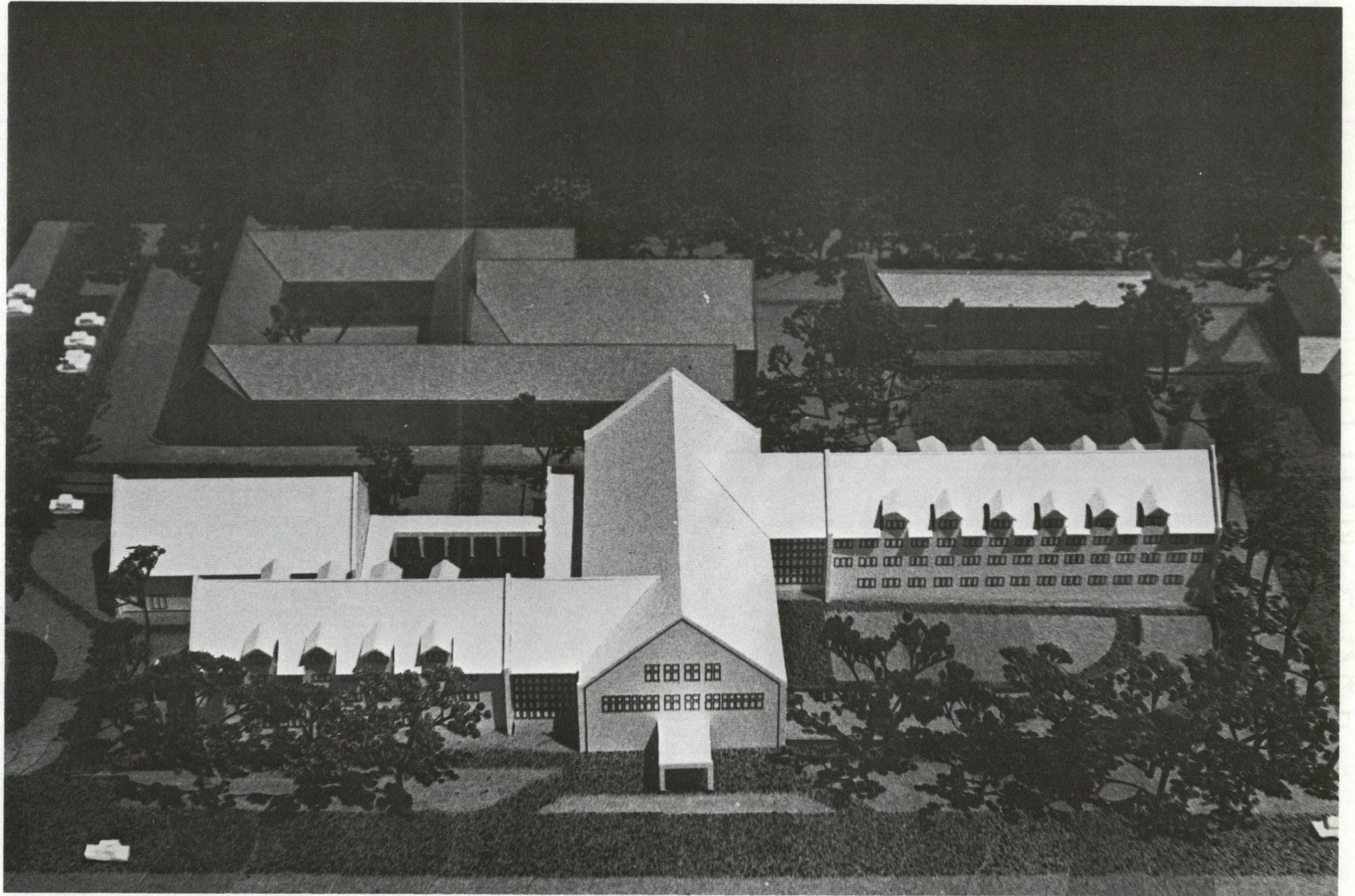


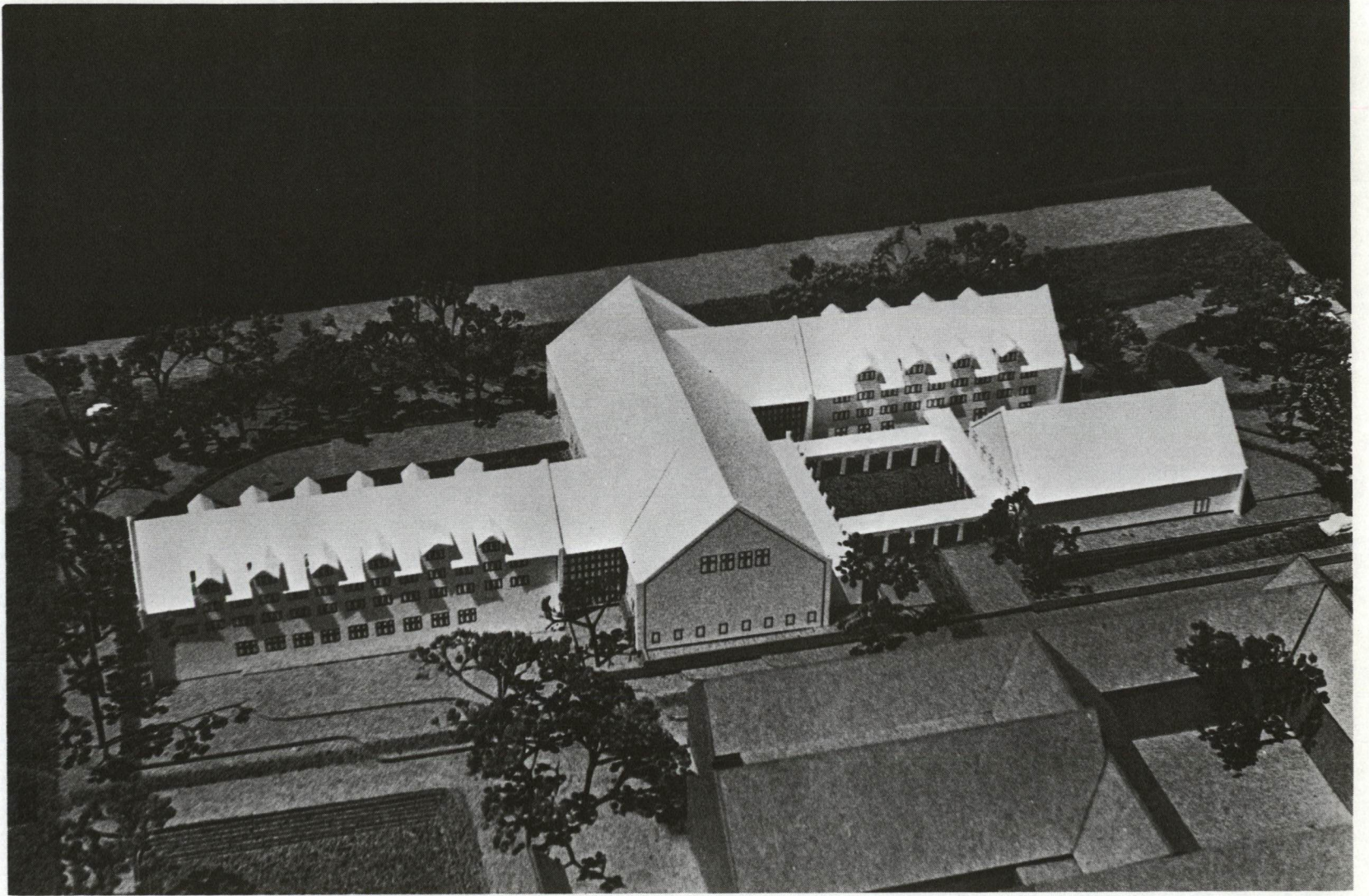
North Elevation

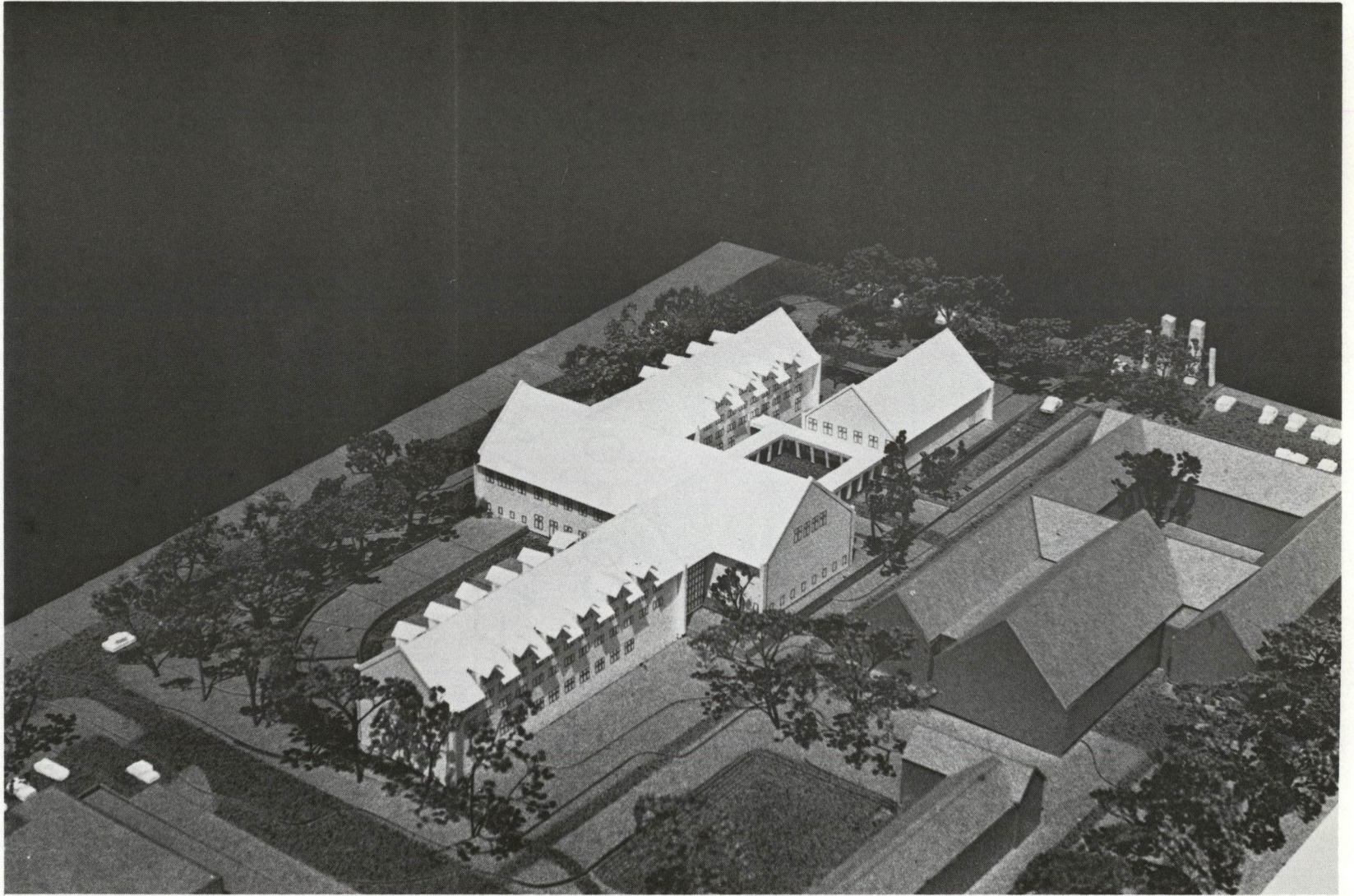
# ELEVATIONS











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**APPENDIX**

WASHINGTON UNIVERSITY CONFERENCE DATA  
Academic Year, 1979-1980

GROUP	HOTEL ROOMS	# EVENTS	# DAYS/EVENT	# PEOPLE
Ctr./Public Affairs	36	2	1	150-200
Economics	24	3-4	1-2	12-30
Ctr./Am. Business				
Ctr./Comp.Mech.	12	2	2-3	15
Soc. Science Inst.				
A	20	4-6	2-3	20-25
B	-	4	1	30-50
Business	-	12	Weekends	-
Law	20	2-3	2-3	100
Ctr./Management				
A	160	1	June	200-225
B	12	2	2	12-15
Social Work				
A	25-50	4-6	2	200-400
B	1-2	32	1	15-60
C	32	6-10	2-3	30-40
Ctr/Data Proc.	24	8	2-5	25-30
Cont. Education				
A	-	16	1-3	7
B	4	10	1-3	7
C	-	4	1-3	15



D	4	18	1-3	15
E	12	2	1-3	15
F	-	3	1-3	25
G	12	1	1-3	25
H	-	1	1-3	45
I	30	1	1-3	45
J	-	2	1-3	60
K	48	1	1-3	60

Penton Systems

A	-	1	2-3	5
B	2	4	2-3	5
C	2	15	2-3	15
D	6	1	2-3	15
E	6	4	2-3	25
F	10	2	2-3	25
G	6	1	2-3	35

EXISTING DEMAND FOR HOTEL ROOMS  
PER ACADEMIC YEAR

	Rooms/night
<b>Faculty/Lecturers</b>	
• Visiting Faculty	15
• Visiting Lecturers requiring overnight accommodations (400 with an average stay of 1.5 days, or 600 room-nights)	2
<b>Special Purpose</b>	
• Edison Theater Performers	3
• Audiences for Edison Theater Special Performances (est. 200 staying 3 nights with 1.5 people/room, or 600 room-nights)	2
• Business Recruiters	3
• Athletic Participants (600 room nights/semester, or 1200 room-nights)	2
• Fans for Athletic Events (40 events/year drawing 10 people/event averaging 1.5 nights stay with 1.5 people/room, or 600 room-nights)	2
• Campus Visitors	3

	Rooms/night
Conferences	
• Department Sponsored (2949 room-nights)	11
• Continuing Education Sponsored (1215 room-nights)	5
Total Rooms	51

#### CONCLUSIONS

Summer demand is between 200 and 250 rooms per day.  
Therefore:

- 70 Room Hotel yields an 80% occupancy rate.
- 80 Room Hotel yields a 73% occupancy rate.
- 90 Room Hotel yields a 68% occupancy rate.
- 100 Room Hotel yields a 63% occupancy rate.