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Mass Communication Center, University of North Carolina, Chapel Hill, North Carolina

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MASS COMMUNICATION CENTER
University of North Carolina
Chapel Hill, North Carolina

Willoughby G. Cheney, III
Fall 1986

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

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"Congress shall make no law restricting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of people peaceably to assemble, and to petition the government for a redress of grievances." --First Amendment to the Constitution of the United States of America.

A Mass Media Center for the University of North Carolina at Chapel Hill

The First Amendment to the Constitution of the United States grants to the citizens of this country the right to a free press. The freedom to report information has become, not only a right, but an obligation and an honored tradition. Our nation has fostered this tradition which allows each person the opportunity to have access to news, information, and other ideas without censorship by the government. As a result, Americans are confronted with a diverse array of ideas and opinions. The responsibility of conveying this information has been entrusted to professionals expected by the public to have been well

trained to properly perform this important task. The task of disseminating information has changed dramatically since the signing of the Constitution. The written word has been joined in reporting to the public by a host of new electronic, broadcast, recorded, and print media.

The University of North Carolina has recognized and attempted to meet the needs of the state in providing a curriculum for the education of journalists and other professionals responsible for the communication of information. The students trained in these programs enter professions which provide information, opinion and entertainment to the public. UNC-CH is faced with the need for additional physical facilities to meet the demands of students seeking education in the various fields of Mass Media Communications. The School of Journalism and the Department of Radio, Television and Motion Pictures have outgrown their present facilities due to an increasing popularity of their programs and the need for additional space to accommodate new media.

This proposal seeks to define and describe facilities required to meet the needs of UNC-CH, the School of Journalism and the Department of Radio, Television and Motion Pictures. These needs include classroom, office, library, auditorium, exhibition and support space responsive to one of the most picturesque college campuses.

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Location

The University of North Carolina at Chapel Hill is located in the central region of North Carolina, eight miles from Duke University in Durham, and twenty-two miles from the state capital in Raleigh and North Carolina State University. These three institutions have been the catalyst for the founding and development of the Research Triangle. New industries, particularly in the "hi-tech" fields of electronics, medicine, chemicals, and research related activity, have been attracted to the Research Triangle Park (RTP) since 1960. Durham, Raleigh, and Chapel Hill have profited immensely due to the economic boom, focused attention and influx of new people to the vicinity. The area has experienced a dramatic transformation from a predominantly agrarian and textile based economy to one of the nation's leading centers for technically sophisticated industry and research. Attracting some of the best and most highly trained people the demo-

graphic composition has also changed significantly in twenty years. The area now boasts a diverse cultural character to accompany its progressive industries.

In recent years, Chapel Hill has received attention as having one of the most educated populations in the U.S. Durham, formerly nicknamed the "Bull City" for its tobacco concerns, is now recognized for its outstanding health care facilities. Expanding from offices outside the area service professions have located in Raleigh to capitalize on the economic and population growth lured by RTP. While Chapel Hill has witnessed considerable growth the established community has sought to maintain its small college town image through city planning and strict land use control imposed by the municipal government.

The small church which stood on the hill near the intersection of two of the state's early main roads was preceded by a village which grew as the university was founded and expanded. The two roads served as the principle route from Raleigh to Hillsborough and the

western half of North Carolina and linked Durham to Pittsboro and communities to the south. In more recent years these routes have been replaced by the intersection highway system. By the end of the decade construction for a connecting section of I-40 will be completed which will merge with I-85 near Chapel Hill. Completion of the highway will in effect reduce the distance between each of the cities in the Triangle and strengthen the connection between the research in the industrial park and the universities. The certain increase in traffic around Chapel Hill when Interstate-40 is completed will, however, increase the pressures produced by rapid development. While the University will benefit from improved vehicular circulation, there is concern within the community of a threat to the intimate character of which Chapel Hill is proud.

University of North Carolina at Chapel Hill History

Prior to the signing of the Declaration of Independence in 1776, North Carolina adopted a constitution creating an independent state government. Recognizing the value of higher education, the framers of North Carolina's first constitution authorized the establishment of a state university. The General Assembly of North Carolina chartered the nation's first state university in 1789, the year George Washington entered office as America's first president. The University of North Carolina officially opened in 1795 and became the only public university to graduate students in the eighteenth century. Forty-one students joined two professors during the first year the University was opened.

Having endured early years of financial uncertainty and student revelry, the University gained a respected reputation. William Richard Davie, the University's first president, and Samuel McCorkle, a Presbyterian minister and professor, shaped the education program which



earned recognition for the school. The program was balanced by Davie's practical nature and McCorkle's dedication to teaching Classical Studies. By 1860, student enrollment at UNC was second only to Yale University.

UNC remained opened during the Civil War. However, with North Carolina in ruins, the University was forced to close from 1870 to 1875 during Reconstruction. With revived enthusiasm UNC reopened adding new curriculum and obtaining additional respect as a leading institution for education and research. In the twenty-five years following Reconstruction, UNC grew to over 500 students; new programs were offered in the study of law, medicine, and pharmacy; and programs were offered leading to baccalaureate, masters, and doctorate degrees.

During the first thirty years following the turn of the twentieth century, the university witnessed significant growth and changes. By 1930, enrollment had increased to 2,600 students with 222 full-time faculty positions. The Schools of Education, Commerce, Engineering, and Social



Work, as well as the Institute for Research in Social Science and the Bureau of Extension, were founded during this period.

In 1931, the Consolidation Act united the Chapel Hill campus with North Carolina State College in Raleigh and the Woman's College in Greensboro. Under the Consolidated University system a joint Board of Trustees was responsible for allocating the functions and overseeing the operations of the system from Chapel Hill. With consolidation, the School of Engineering was moved to Raleigh where an emphasis in technology and agriculture developed while at Chapel Hill the arts and sciences dominated the curriculum. The system would later expand to include all public colleges in North Carolina.

Following World War II, the state Legislature authorized the Division of Health Affairs. This division of the university included the existing Schools of Medicine, Pharmacy and Public Health in addition to new Schools of Nursing and Dentistry. The North Carolina Memorial

Hospital in Chapel Hill was opened in 1952 providing clinical services for Health Affairs. The School of Journalism was added within the Division of Academic Affairs in 1950. The Morehead Planetarium and the William Hayes Ackland Memorial Art Museum were completed in 1949 and 1959, respectively.

The founding and development of Research Triangle Park was made possible in part due to efforts by the University. The Research Triangle includes UNC-CH, N.C. State at Raleigh, and Duke University in Durham. Each of the three universities has benefited from the shared computer resources, increased research capabilities, and the influx in private research and technological industries to the area.

Currently, UNC-CH offers instruction in more than 100 fields of study through fourteen colleges, with 69 bachelor's, 89 master's, 60 doctoral and four professional degrees awarded. The University has been recognized

nationally for excellence at all levels of study and for its resources and facilities.

Programs

The University of North Carolina offers a variety of programs to undergraduate and post-graduate students through the schools and departments at the Chapel Hill campus. The curriculum offered at UNC-CH is organized within either the Division of Health Affairs or the Division of Academic Affairs. The Division of Health Affairs includes curricula in the study of Dentistry, Medicine, Nursing, Pharmacy, and Public Health. The General College, College of Arts and Sciences, School of Business Administration, School of Education, and School of Journalism, form the Division of Academic Affairs. All freshmen and sophomores are enrolled in the General College as preparation for specific majors. The College of Arts and Sciences, the largest college in the system, includes programs leading to the degree of Bachelor of Arts, Bachelor of Science, Bachelor of Music, and Bachelor of Fine Arts. The Department of Radio, Television, and Motion Pictures is included in the Division of Fine Arts.

School of Journalism

The School of Journalism offers a two year program of study which leads to a Bachelor of Arts in Journalism. Starting as a department in 1924 and gaining status as a school in 1950, for sixty years the School's purpose has been to educate students for careers in the mass media of North Carolina. Journalism in recent years has expanded to include more than newspapers. In addition to magazines and other publications, Journalism majors are training for professional careers in broadcasting, advertising, public relations, education, government, industry and research. Accredited since 1958, the School also received the first unit accreditation granted by the Accrediting Council on Education in Journalism and Mass Communications in 1978.

A basic liberal arts education during the students' first two years of study is followed by a program stressing fundamental knowledge, and an understanding of the responsibilities of a free press in a democratic society.

The Bachelor of Arts in Journalism may be pursued through a News-editorial, Broadcast Journalism, Public Relations or Advertising sequence of courses. About three-fourths of all courses taken by Journalism majors are outside the School to provide a broad background for those who are preparing for careers in mass communications.

The School is responsible to the mass media of North Carolina for training the journalists of the future. The undergraduate program includes courses which provide graduates with entry-level skills for reporting, editing, advertising, photojournalism, public relations and other positions in the field of mass media. Laboratory courses provide the environment for learning the skills and techniques used by graduates in the professions. Lectures, seminars and research supplement technical courses with background and analysis of principles of mass communications. The legal, political, social, economic and cultural influences are emphasized as part of the students'

understanding of communication and its role in our society.

The school also offers a curriculum leading to a Master of Arts degree in journalism and a graduate minor for candidates for the M.A. and Ph.D. degrees. An inter-departmental program leading to a Ph.D. degree with a major in Mass Communication Research is administered through the School.

Additional programs available through the School include research, scholarship, placement services, and professional organizations. The School maintains an independent Placement Service for graduates and alumni. The School, working closely with the profession, promotes an internship program. Other programs include: the School of Journalism Foundation of North Carolina, which promotes and assists journalism education at UNC-CH; the Journalism Alumni and Friends Association (JAFA), another support organization with regional chapters across the eastern U.S.; the North Carolina Journalism Hall of

Fame, which recognizes individuals who have made exceptional contributions to journalism and communications; the Knight Research Institute, which is made possible through a grant by the Knight Foundation for the study of the future of newspapers and the relationship with other mass media.

The Daily Tar Heel, the UNC-CH student newspaper, *The UNC Journalist*, the School's laboratory newspaper, *Journalism Quarterly*, *Journalism Educator*, and other student publications such as *The Phoenix*, *Black Ink*, and *She* provide experience for students. Student organizations are also active in the School such as campus chapters of the Society of Professional Journalists, Sigma Delta Chi, the International Association of Business Communicators, and the National Press Photographers Association.

The Department of Radio, Television, and Motion Pictures

The Department of Radio, Television, and Motion Pictures (RTVMP) offers an A.B. degree in radio, television and motion pictures as a department of the College of Arts and Sciences. The growth of the Department parallels the growth of the television industry during the 1950s. By 1957, WUNC-TV was on the air to extend the services of the university. RTVMP has now developed an independent structure. WUNC-TV and WUNC-FM radio continue to broadcast educational programming as the center for a state-wide network. The Department will operate its own production facilities for training, production, and broadcast of UNC-CH activities.

Students in the four year bachelor program take approximately one-half of their courses in their major field of study and the other in the liberal arts and sciences. Course clusters exist in the areas of production and performance, new technologies, law and policy, writing, criticism, educational and public broadcast media, opera-

tion and management, and broadcast journalism. Like the School of Journalism, the RTVMP curriculum emphasizes both technique and theory.

A Master of Arts degree is also offered through the Graduate School in RTVMP. It is also possible to pursue a Ph.D. in conjunction with the School of Journalism in Mass Communication Research.

Mass Communications

The School of Journalism aims broadly at educating students in all forms of mass communications. A diverse range of communications media is available as a result of an expanding profession and an urge to inform or be informed. The transmission of ideas, information, and experience to large numbers of people has been made possible through technological developments.

Journalism Education

Robert E. Lee, president of Washington and Lee University, in 1869 established the first course in newspaper techniques due to concern for the quality and the disregard for accuracy in the "Penny Press" printed at that time. The first curriculum in journalism was offered by the Wharton School of Business at the University of Pennsylvania in 1893. The University of Illinois established a four-year curriculum in 1904. Four years later, the University of Missouri opened the first School of Journalism in this country. Support for journalism education grew particularly within the journalism profession after Joseph Pulitzer established a \$2 million endowment for the creation of a journalism school at Columbia University. UNC-CH began offering courses in journalism in 1909 through the Department of English. In 1924, the Department of Journalism was founded. The Department gained status as a separate school in 1950 and earned national accreditation in 1958.

The growth of journalism programs has been in response to expanding media techniques and applications.

Mass Media

Vehicles for the communication of the written word such as newspapers became possible only after the development of the high-speed rotary press. Print journalism became the first effective means of reaching the public. While the commercial appeal of newspapers has been recognized early in the development, the conveyance of ideas has been the primary charge. Often opinion has been more important than news, taking advantage of the potential audience and impact of the written language. Photography and later filmmaking expanded the potential for impact as a visual level. Photography allowed accuracy and authenticity, but offered also a new means of expression.

Journalism did not become recognized as a specialized profession until after the turn of the century. The organization of press workers, the increasingly specialized education of journalists, and an awareness of the social responsibilities of the profession promoted the status of

journalism. Through literature dealing with the techniques, problems and history of journalism, people were made aware of mass communication. News, the core of journalism since it began, was joined by more interpretive material. With the editorial, another long-standing component, journalism expanded to provide entertainment, and information in addition to the so-called "hard news." The popularity of special and general interest magazines and journalism in book form grew as publishers sought to provoke or capture the interests of the public. As other media developed this diversification continued in order to keep readership. The demand for news is dependent on timeliness which newer media, radio and television, deliver faster than the traditional press.



Radio further broadened the range of options for communications. The spontaneity and immediacy of radio offered advantages over print communications. With this development in technology came the need to open a new field, broadcast journalism. Radio networks allowed

information to be transmitted rapidly to an even larger audience. The far reaching power of radio became useful in this country as a means of civil defense and elsewhere as a propaganda tool. The airwaves have carried "Tokyo Rose," and the "Voice of America," but also tornado warnings, Franklin D. Roosevelt's fireside chats, Jack Benny, educational programs, and all types of music. Radio supplanted the press as the main and most trusted source of news and entertainment only to be replaced later by television.

The images broadcast by television now pervade our culture. In 1960, one hundred twenty million people in the United States watched the Kennedy-Nixon presidential debates. Five hundred million people world-wide watched Neil Armstrong set foot on the moon live in 1969. Today, even language barriers have been removed as world-wide television broadcasting has become an occurrence taken for granted. Whether it is the latest breaking news story broadcast from the Middle East via telecom-



munications satellite to the U.S., J. R. Ewing acting as tycoon in "Dallas" broadcast in German, or the World Cup Soccer championship; television has effectively linked most of the world.

There is disagreement as to the actual social impact of the mass media in our society. Some sociologists have claimed television, for instance, has strengthened the family unit since the members are watching more together. Others who more recently have studied the effects of television in our society dispute such claims. With the typical American family owning more than one television, the impact has not gone unnoticed. During America's involvement in Vietnam, images of the war were seen nightly. The impact of a story broadcast by television correspondent Mike Wallace on the My Lai Massacre prompted people who had previously been supportive to question the validity of this country's participation in the war. The power of the press can be seen in its effects upon our culture. It can often be an indicator of our

society's values. The Watergate story, broken by two *Washington Post* reporters, had one of the most significant effects in this country's history. The enormous influence of the media is the reason people in the profession must be educated not only in the techniques but also in responsibilities. The social effects, the entertainment value, and the transmission of ideas and information are all concerns when considering the training of participants and the direction mass media communication will assume in the future.

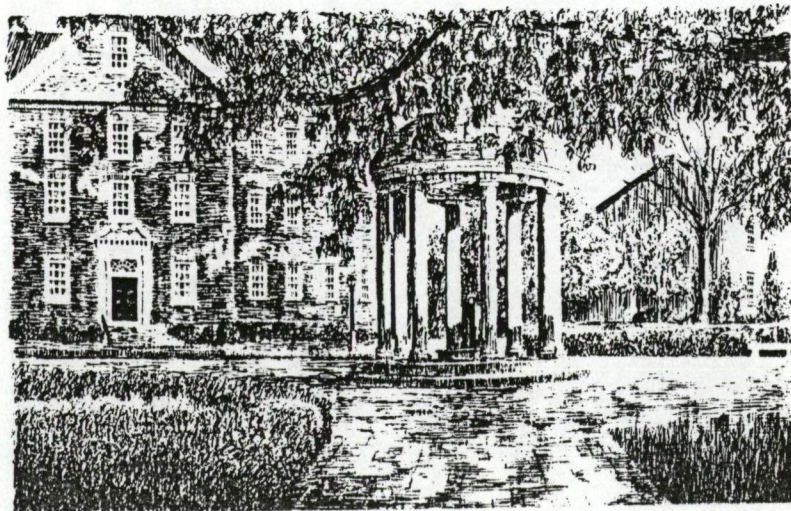
In North Carolina, the first newspaper, *The North-Carolina Gazette*, founded in 1755 by James Davis was started in New Bern. Today the state boasts fifty-five daily newspapers and over 122 other newspapers. In addition to magazines, the state also has over thirty television stations, and numerous AM and FM radio stations. A growing motion picture industry has added two major film studios in the state in the past five years.

UNIVERSITY OF NORTH CAROLINA CAMPUS

UNIVERSITY OF NORTH CAROLINA CAMPUS

The committee appointed to choose a site for North Carolina's first state university selected a location remote from the corrupting influences of the existing towns of Raleigh and Hillsborough. At the intersection of two of the state's main roads--a day's journey from Raleigh--the selection committee stopped at the hill of the Chapel of New Hope. Impressed by the amenities of clean air and water, lush vegetation, and well-drained buildable land, the founders claimed acreage for the new campus. The campus and the town of Chapel Hill grew simultaneously.

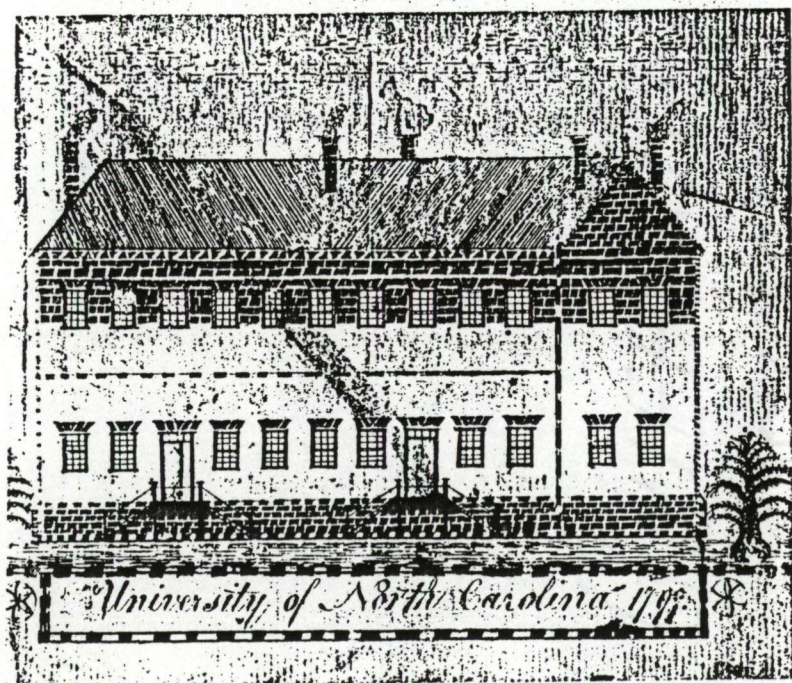
The cornerstone for the first building on campus, known now as Old East, was laid in 1793. Old East served as dormitory, classroom and administration building for twenty years. Numerous renovations later, Old East still houses university students. Several of the University's early officials were members of the Masonic order including General William Richardson Davie the first university president who laid the cornerstone for Old East.



The founding trustees envisioned a campus planned as the Orientalization style in which all buildings faced east possibly as a result of the Masonic influences. The existing grided street pattern, including Franklin Street, Cameron Avenue, Columbia Street, and Raleigh Street, was laid just prior to the time of the university's opening.

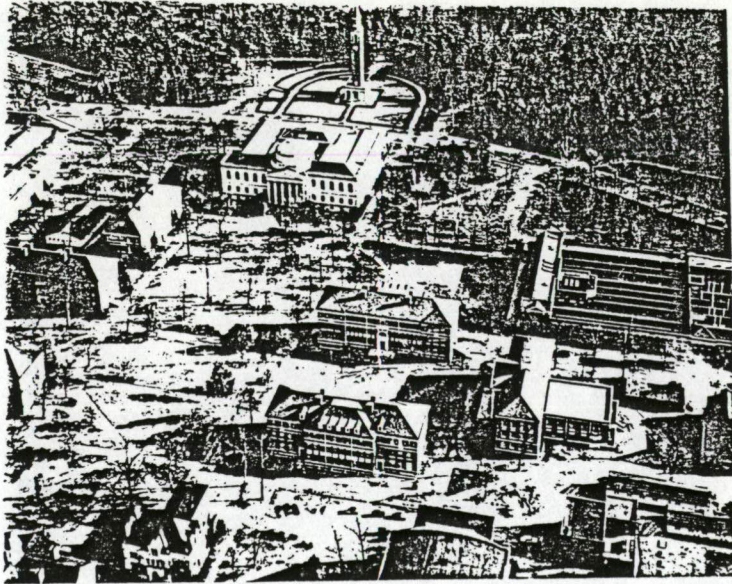
McCorkle Place, the wooded mall between Franklin Street and Cameron Avenue, is the oldest area of the campus. The organization of the buildings around the mall in the English quadrangle tradition rather than the Orientalization style is due to the efforts of the Reverend Samuel E. McCorkle, another of the early trustees. Expansion of the campus occurred around the mall and east and west along Cameron.

Other members of the university faculty left a lasting mark on the campus. University President David Lowery Swain commissioned a comprehensive landscape plan for the campus by A. J. Davis. Between 1836 and 1868, Swain hired an English trained gardener to landscape and main-



tain the campus grounds. Elisha Mitchell supervised the construction of stone walls of gray volcanic rock indigenous to the area. The walls, intended to keep stray livestock off campus grounds, have become a noteworthy feature across the entire campus and have been copied by private property owners in Chapel Hill. Rather than divide the community and the university, the walls, like those in Mitchell's native Connecticut, effectively link the two entities together. Kemp Plummere Battle is credited with restoration of the campus following the Civil War and the period of neglect during Reconstruction. From 1902 to 1945, the landscape of the campus, including building of the Coker Arboretum, was supervised by William Chambers Coker.

The architectural firm of McKim, Mead, and White planned the cross-shaped quadrangle south of McCorkle Place, opening a new section of the campus in 1921, a period of rapid development. Named Polk Place in honor of President James K. Polk, a UNC alumnus, the buildings



around this area of campus exhibit neo-Georgian style. The University adopted this style as the official standard for building until 1960. At the terminus of the mall is the Wilson Library and, just beyond, the Morehead-Patterson Memorial Tower.

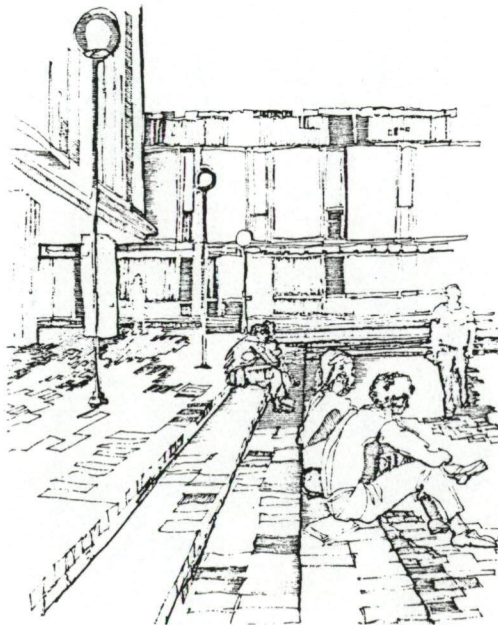
After World War II, building on campus was predominately infill in nature in areas adjacent to the axis formed by McCorkle Place and Polk Place. As enrollment grew, new student housing was constructed around the periphery of the existing buildings and in a new area to the southeast. The high-rise dormitories on south campus, buildings around the Graham Student Union, and the facilities which house the division of Health Affairs on the southwest section of campus are among buildings which exhibit the departure from the official pseudo-Georgian style around 1960. A great many of these buildings also departed from the traditional organization within the generalized campus plan. As seems to be the preference

for that period of construction, the newer buildings typically ignored the architectural and planning context.

Buildings on the campus have nearly always been sited in an isolated manner. Sitting among trees and grass lawns, buildings are appreciably autonomous. Yet the older sections of campus and some adjacent areas maintain a unity principally through the relation to a common green space such as Polk Place or some of the dormitory quadrangles. While adopting the Georgian style for forty years (1921-1960) other buildings on campus display a very broad range of styles and architectural influences. This diversity contributes to an overall richness of character. One finds a few motifs and materials which also act to unify parts of the campus. No one brick color dominates the entire campus until 1960, favored the local light-red clay variety.

Recent construction at UNC-CH including the Hanes Art Center, Davis Library, Kenan Center and new Computer Sciences Facility have returned to a more eclectic style.

Typically, red brick with concrete or limestone detailing has been used on these newest additions. Each of these buildings have maintained individuality. UNC is still developing a new master plan. Enrollment has been capped at its current level since 1980 so development on the campus will focus on making better use of existing facilities where possible and providing new facilities within the confines of the existing academic and dormitory areas of campus respectively. With only a few exceptions, the university will continue to solidify the existing academic core of the campus. South road divides the academic side of the university from Health Affairs which includes the North Carolina Memorial Hospital. At this time, the university will seek to preserve the many natural and landscaped areas around campus such as the Arboretum and not build within these areas.



The new Walter Davis Library and the newly renovated Wilson Library, Undergraduate Library and Student Union complex form a spine perpendicular to the

principle north-south axis. The new spine acts as an appropriate link between academic and housing facilities. University housing will continue to be developed in areas to the south and southeast of the academic core. Fraternity, sorority, and private housing borders the northern and western edges of campus. A large amount of area on south campus will continue to serve as intramural and recreational space.

While the university may not increase in enrollment, the adjoining medical complex and Chapel Hill community are growing. As a result, vehicular traffic, particularly along Columbia Street, as well as other pressures from swelling population will bear on campus. In the future, a further decrease in traffic through campus may be required. Pedestrian linkage across Columbia and accommodation for Chapel Hill's bus services are currently under consideration. The state department of highways has jurisdiction over Columbia. Currently south bound traffic is being

diverted at Cameron to the east to eventually link back with Columbia south of the hospital.

SITE

SITE

Chapel Hill and UNC-CH are located in Orange County twenty miles from Hillsborough, the county seat, twenty-two miles from Raleigh, the state capital, and eight miles from Durham. The town and campus converge at the intersection of N.C. Highway 54, Franklin Street, and N.C. Highway 86, Columbia Street, Interstate 40 and nearby Raleigh Durham airport provide access to locations beyond the immediate area. The location of the University in the Research Triangle enables it to serve and to utilize the resources of the state and the region. The Triangle area is the second most populated region in the state, with over a million people.

In selecting the site, three possible locations were chosen based upon accessibility and their location within the academic core of the campus. While alternative sites on other areas of the campus were available, keeping academic activities well within pedestrian range, adhering to the established campus pattern, and preserving these

areas for other activities led to the consideration of a more central location.

The first possibility for construction was to renovate and build an addition to the existing School of Journalism located in Howell Hall. Located east of McCorkle Place and to the south of the Morehead Planetarium, land adjacent to the building would be developed. The addition would be built within the mall formed by Morehead, Alumni, New East and Howell Halls or to the east of Howell in the Arboretum. The Arboretum has been considered for development on several occasions, however, strong opposition to such plans due to tradition and beauty of the space has prevented this. Preliminary plans for expanding the School of Journalism west into the mall space revealed complications from a shortage of space. Removing the School from Howell Hall will allow a new facility to include the Department of Radio, Television and Motion Pictures, plus provide needed space for expansion of the Humanities departments in adjacent buildings.



WELL HALL

CHAPEL HILL, NC

A second alternative would place a new building on the site adjacent to the Wilson Library, Dey Hall and the Kenan Laboratory along South Road. This site would be better suited for expansion of activities of the library or Chemistry Department. The wooded site also would require that new construction be several floors in height.

The site selected on the corner of Columbia Street and Cameron Avenue forms an edge to the campus and the academic core. This intersection carries a high volume of pedestrian and vehicular traffic, therefore any major new construction would be prominent. In relation to the community the site is at the western entrance to the university through the stone gate on Cameron. The site's visible prominence would benefit the status of the School of Journalism. Because of the exposure of this site, the opportunity for participation by those involved with UNC-CH and those outside the school is significant. Community interests could be served at this location. Accessibility is achieved with relative ease as a major pedestrian

catchment zone, with parking facilities in the immediate vicinity, and its proximity to both Franklin Street and residential neighborhoods. For students the site is accessible from other classroom buildings, off campus housing and the bus stops along Columbia. Currently the site acts as a throughway for pedestrian traffic to and from classes. Traffic control signals and pedestrian crossings on Columbia permit access to the site midway between Cameron and Franklin and also at the corner of Cameron and Columbia. A major bicycle route follows Cameron east-west through campus and on to Carrboro.

To the north and northeast of the site are buildings for the arts; the Ackland and Hanes buildings house the visual arts; Hill and Person Halls contain facilities for the Department of Music. Like the Department of Radio, Television and Motion Pictures (RTVMP) these programs are allied to the College of Arts and Sciences. Closely locating these allied departments would serve their many mutual interests.

At this time several structures now occupy the site. The most significant is Swain Hall. Formerly a dining hall built in 1913, it now houses RTVMP. Several renovations and additions have been executed to accommodate television and radio production. The building, inadequate for current needs, cannot be expected to meet the requirements for additional equipment or increased enrollment in the program. Only the original southern section of the building is of significance to the campus. Abernathy Hall, once the school infirmary, will soon be vacated by the Extension and Continuing Education Department. Built in 1907, Abernathy would be expensive to renovate. Two former residential structures on the site could be relocated, especially West House with its unique Doric column. A third residence and adjoining parcel privately owned will be purchased by UNC upon completion of their option on the property to solidify the campus boundary. This tract running north from Cameron to the Hanes Center and east from Columbia to the Mary Smith Building

would provide enough area to accommodate any anticipated expansion.

In addition, a student union operated concession called the Scuttle Butt is located on site. A converted surplus barracks building of World War II vintage, the Scuttle Butt is an active hub selling school supplies, snacks and newspapers to students on their way to class.

Existing campus buildings surround the perimeter of the site; the Hanes Ackland Art center to the north; Hill Hall and the Mary Smith Building to the east; and across Cameron to the south lies Peabody Hall housing the Department of Education. To the southeast at the corner of Columbia and Cameron is the Carolina Inn. Since 1924 the Inn has served as lodging for guests and provided banquet facilities. Its appearance resembles Mount Vernon and its facilities are well appointed. A similar Colonial appearance describes the fraternity houses across Columbia to the west of the site.

Since the very light vehicular traffic to the new facility will not impact existing traffic patterns there should be no adverse effects upon university or town development plans. Any changes in these plans should not effect or be affected by development of the type envisioned for this site.

Technical factors such as soil, topography, drainage and watertable are all ideal for building. The Chapel Hill area lies on top of stable granite bedrock. Utilities are provided by the university physical plant. Electric, water, heating and cooling, and cable communications lines run adjacent to the site beneath Cameron and running north between Swain Hall and Smith Hall. Supplies of these services are ample for anticipated needs. The physical plant supplies hot and chilled water for HVAC systems to buildings.

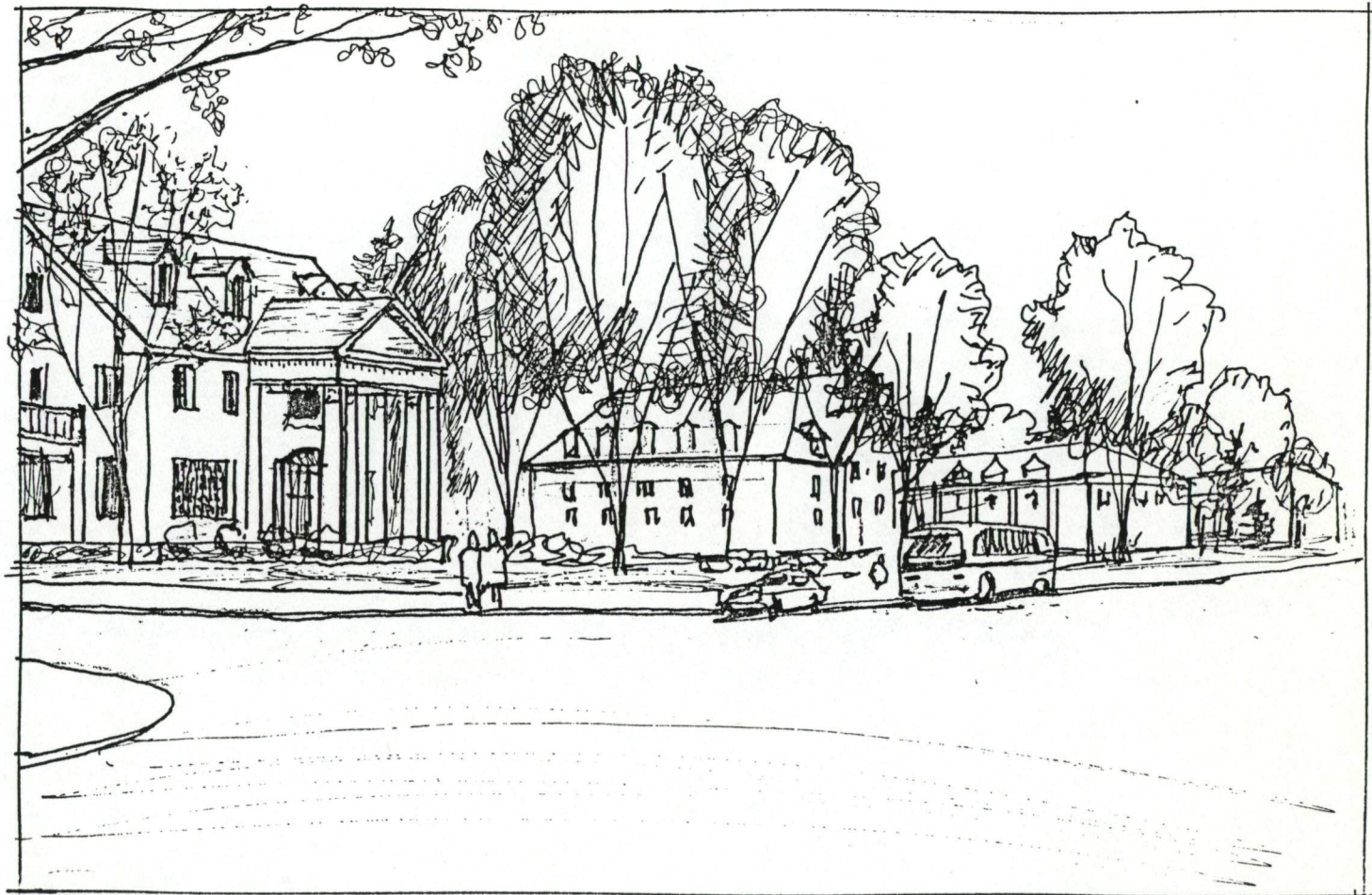
Parking for faculty and staff is available in several lots on campus. It is anticipated that the parking areas to the west of the Carolina Inn will be used. Parking for chief

administrators and the handicapped will be adjacent to the new facility. Student parking will remain to the south of campus. Service and delivery should occur along normal routes for existing facilities.



SKAIN HALL

CHAPEL HILL, NC



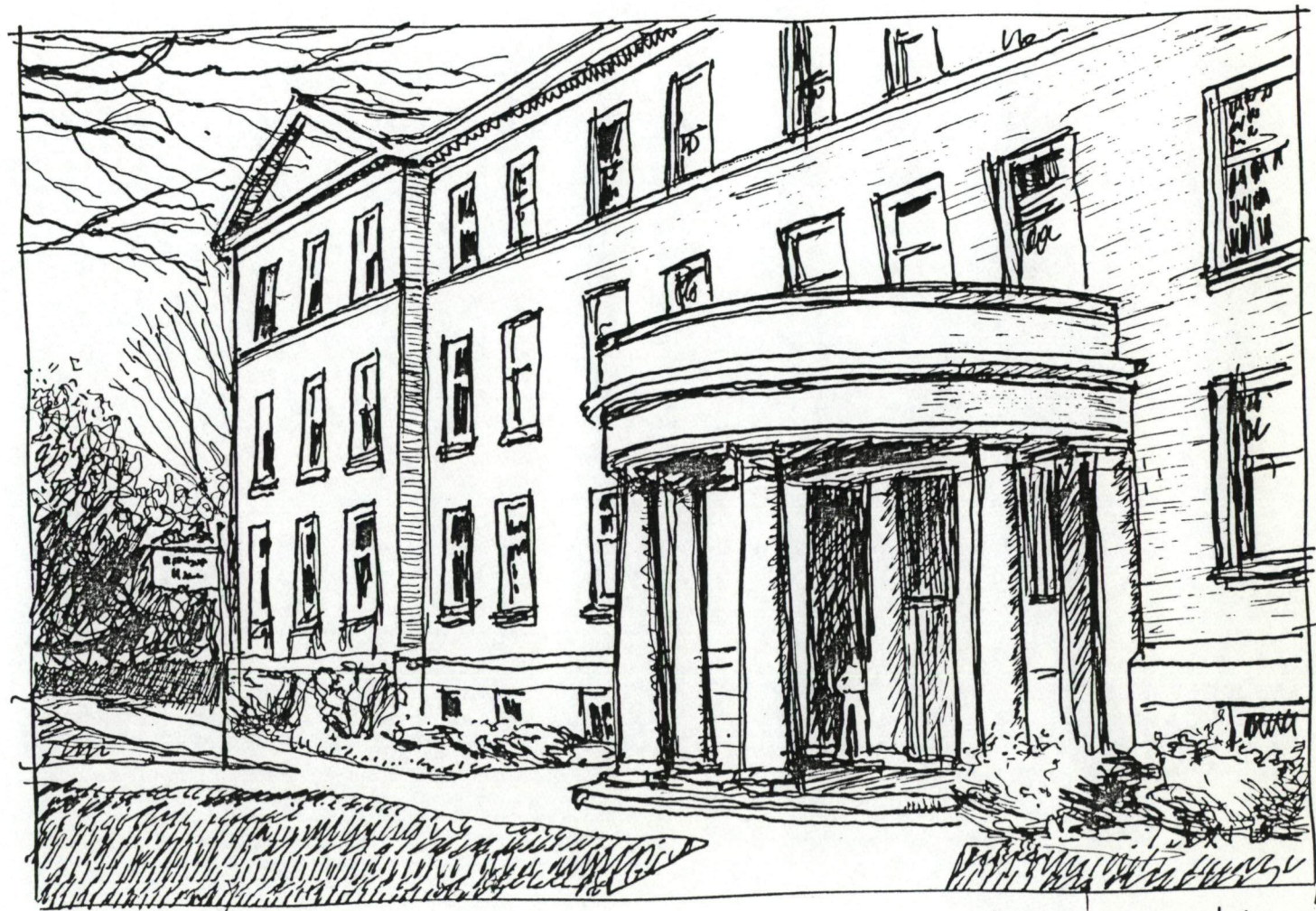
COLUMBIA STREET

CHAPEL HILL, NC



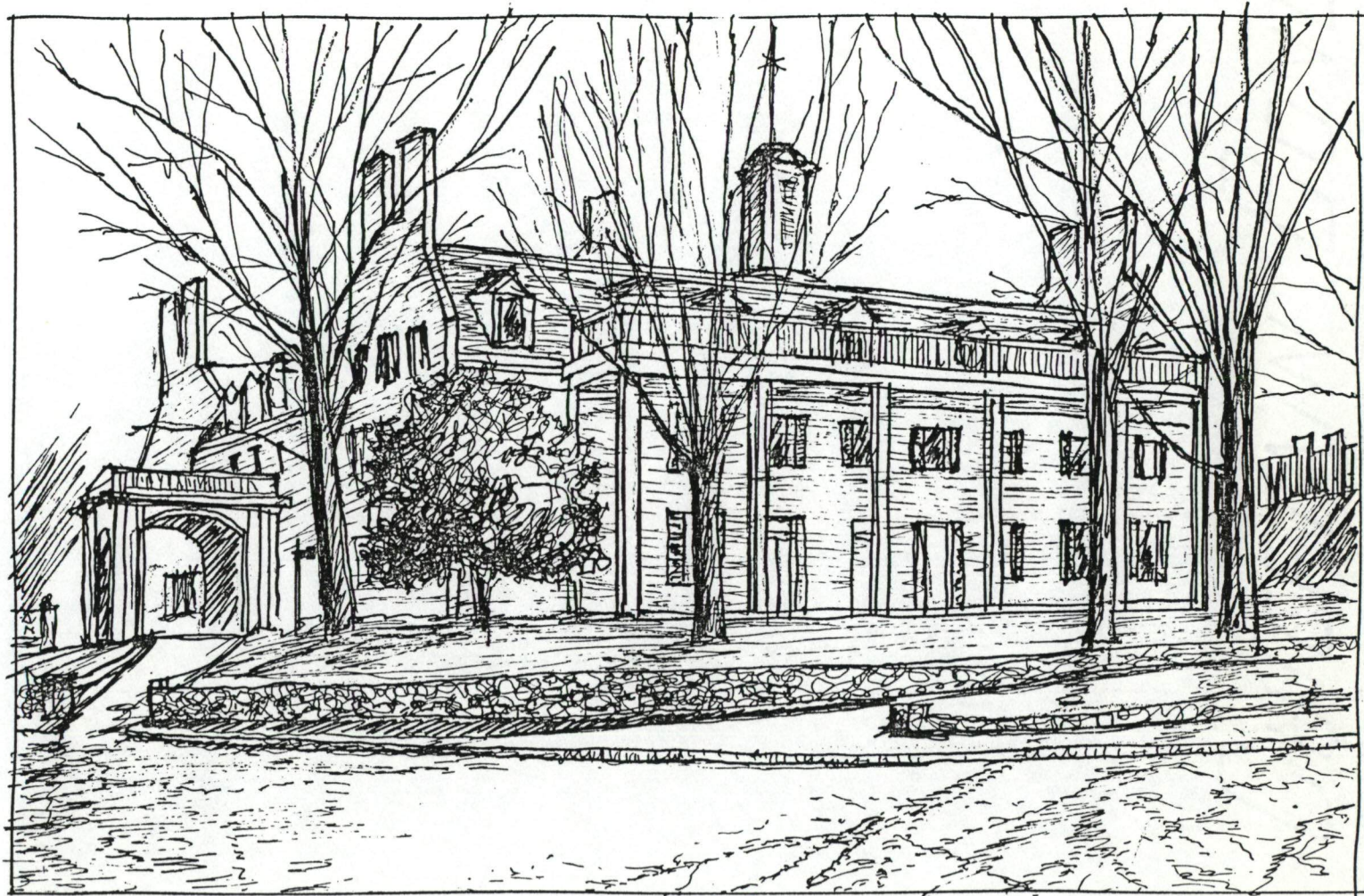
MARY ANN SMITH BUILDING

CHAPEL HILL, NC



PEABODY HALL

CHAPEL HILL, H.C.



CAROLINA INN

CHAPEL HILL, NC

ACTIVITIES

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The academic activities of the new facility for the School of Journalism will occur within two defined areas. The first area will house the School of Journalism and the second the Department of Radio, Television and Motion Pictures. Each area should retain an individual character. The two activities will share classroom space or other facilities when appropriate or possible through scheduling of facilities. Each area requires a lobby for identification, orientation, and organization.

The School of Journalism includes News-editorial, Photojournalism, Advertising, and Public Relations departments. Classroom space in the form of individual studios is required for each department. The number of students and the necessary support spaces for these studio spaces will vary according to curriculum, class, and the number of students enrolled for a particular program. Studio spaces require an open flexible floor arrangement to accommodate these factors. In all of the studio spaces students will

work independently and in groups and participate in lectures, discussions and presentations. The various disciplines require some specialized facilities. Working primarily on computer terminals, students in the News-editorial studios write, edit, and compose items as class assignments and for publication. Students in the Photo-journalism studio require sufficient layout space for their work as well as dark room and other photographic production areas. Additional display space for student work may occur adjacent to the studio area. In both the Public Relations and Advertising studios work space for preparing ads and presentations as well as computer terminals is used. R. J. Reynolds Industries Inc., Center for Editing and Graphics provides students with the opportunity and resources to learn the latest electronic newspaper production methods. Editing classes and publications utilize computer terminals, typesetters, and related equipment. Likewise, a grant by the Knight Foundation established UNC-CH as "one of the best facilities in the country for the

study of advertising." The Knight Advertising Center will accommodate additional facilities for its microcomputers audiovisual equipment, and production equipment.

A great many classes ranging in subjects from history to law to theory and application of journalism interests are held in lecture room or smaller seminar type settings. As is usually the case, entry-level courses are taught in large lecture halls for 50 to 200 students. More specialized topics are taught to upper level and graduate students in smaller less formal surroundings.

Graduate study and research activity also is included in the School of Journalism. Graduate students are awarded personal space for research within the graduate studio. Graduate studies include the activities of the Center for Research in Journalism and Mass Communication. Specific activity by the Knight Institute is devoted to research on the future of newspapers in all their aspects.

Faculty offices adjacent to studio areas offer the opportunity for student and professor to work closely. For

the professor, the office is not only a place for lesson preparation, but is ideal for meeting personally with students. Thus, accessibility is an important consideration.

The McPherson Journalism Collection in the School's library numbers over 5,000 books plus extensive newspaper and periodical holdings. The School receives a growing number of newspapers as resource material on a daily basis. The William C. Lassiter Mass Communication Law Room will be used to maintain holdings on the subject as well as for meetings or oral examinations. In addition to support facilities for the library, computer terminals and VCRs for individual research will be included.

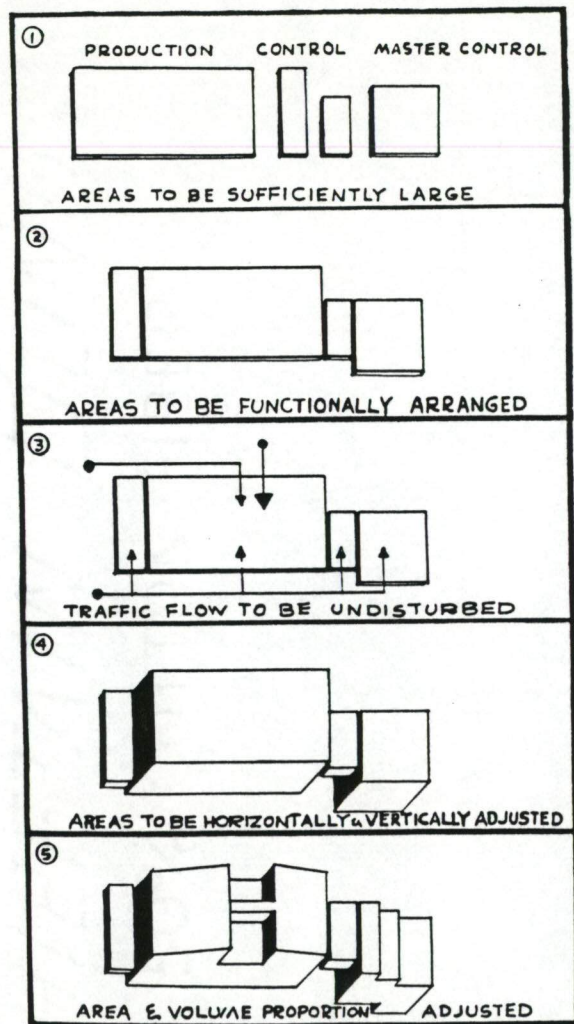
The school operates its own placement service for students and alumni. Career information is available in the office which also hosts interviews with employers and potential job candidates. Students are encouraged to seek experience in the profession outside of school. Internships and work/study programs are sponsored through the office.

Several support organizations are affiliated with the School of Journalism. Student organizations such as the Society of Professional Journalists, Women in Communications, Advertising Club, National Press Photographers Association, International Association of Business Communications and student honor societies require office and meeting space. The School is also the headquarters for statewide associations which sponsor and promote journalism at the high school level to the professional level. Other organizations such as the Journalism Foundation and Journalism Alumni and Friends Association, which sponsor a variety of programs and academic activities, use office facilities near the administrative quarters. Recognizing outstanding journalists from the state, the North Carolina Journalism Hall of Fame contains commemorative displays of these achievers.

The Department of Radio, Television and Motion Pictures requires facilities for teaching and production. Like the School of Journalism, classroom and studio

facilities are needed for each of the academic programs. Multi-media lecture rooms equipped with computer instructional response systems and similarly equipped seminar rooms will be used for teaching all courses. In addition, production studios with related support spaces are included for television and radio broadcasting, audio and film making, and animation and graphics engineering. Students use the various media for assignments as well as limited support in presentation outside the School. The program allows the media to be used for education, documentation and entertainment. Teaching stresses not only the application of mass communication media in journalism, but the educational and creative opportunities as a "synthesis of both arts and sciences of electronic and film media."

A television-film sound stage, and broadcast television studio provide the setting for direct experience by students in production. Control rooms, editing facilities such as video-tape and tele-cine and Cabletex/satellite



linkage laboratory involve students in the technical aspects of the media. A complete engineering department provides logistic support as well as maintenance. Electronic graphics, animation, and writing labs are equipped with computer-based equipment. Recording and broadcast for audio tracks and editing will be reintroduced to the curriculum.

A center for individual study of audio and film media equipped with carrels allows research by students from a library of collected material. Equipment and materials storage and circulation control support the center.

Like the School of Journalism, offices for faculty members are located adjacent to teaching studios. Graduate students involved in mass communications research use individual studio spaces for their work.

Both the School of Journalism and the Department of Radio, Television and Motion Pictures have need for a large auditorium. The 480 seat auditorium proposed would serve as a lecture hall and film theater. UNC-CH has a

shortage of quality auditoria space which would thus be relieved. Exhibition space for the presentation of mass communications exhibits jointly benefits both departments. Photography, collections or audio-visual displays serve students in the curriculum and the public. When combined, the various academic functions and the shared activities create an opportunity for gathering a great number of people. The chance to communicate at a large scale seems appropriate. In addition, a student operated snack shop replacing the existing Scuttle Butt would serve the entire campus.

CASE STUDIES

**Rensselaer Polytechnic Institute Science Communications
Center, Troy, New York**

The Rensselaer Polytechnic Institute researching the newest electronic and teaching media executed a study to program a multi-media center for mass communications education. The study included an architectural competition for the new facility which generated various building concepts and media applications. The following is a composite of applicable activities and spaces.

1. General Public Spaces--the main lobby and exhibition area.

Spaces:

vestibule

lobby

exhibits

reception

2. Instructional Space--four 150-student lecture rooms and one 450-student lecture room, plus projection

rooms and spaces for storing and preparing instructional materials.

Spaces:

lecture

storage and preparation

projection

technicians office/workroom

3. Television Production--studios and support facilities for the origination and control of televised lectures and other broadcasts.

Spaces:

TV studio

control

engineering

props

dressing

storage

recording

projection

TV teaching studio (2) with control
faculty offices
staff offices
engineers office
conference room

4. Motion Pictures Materials Production--studios and support facilities for making films.

Spaces:

studio
control
audio maintenance
equipment and props
editing
chemical processing
narration
film vault
animation studio
preview and conference room
staff offices

dressing rooms

5. Communications research.

Spaces:

library

group research

statistical analysis

6. Administration--staff offices, and facilities for storing and distributing instructional materials and equipment.

Spaces:

director

offices

secretarial

records

conference

instructional materials distribution

storage--equipment and materials

7. General Service Facilities--studio and support facilities for preparing artwork and photographic

material for use in classroom teaching and television and film production.

Spaces:

artwork

photo studio and darkroom

finishing

materials

storage

office

receiving

workshop

materials

8. Maintenance Spaces.

Recent campus buildings by Robert Venturi exhibit an acknowledgment of the heritage that exists on some of this country's older colleges. The avid promoter of the complex and contradictory, Venturi is quick to make use of any precedent which he feels is appropriate to the particular condition. Visually, his buildings not only strike a harmony with the campus, but at times strike a dissonant chord producing an often provocative reference. Venturi is able to refer to both the context and the fabric of the campus plan. At the same time, the interrelationship of activities within the building is resolved with sympathetic consideration for its occupants.

Yale University Mathematics Building, New Haven, Connecticut, Winning Competition Entry 1974, Venturi and Rauch, Architects

The proposal by Venturi is an addition to an existing building of Gothic character which responds to the existing building's campus context, and the adjoining street. In Venturi's words, "a working, institutional building enhancing rather than upstaging the buildings around it." The new structure would maintain the existing set back as a way of reinforcing the building line and streetscape for a portion of its length. Acknowledging the buildings to the north of the site and acting as a termination to a row of academic buildings, Venturi introduces a curved side elevation. The building material, brick, and the windows--though different from the existing--are analogous in character to existing conditions. Setting back the upper story, changing the brick to a lighter color, and curving the facade helps harmonize the addition with the scale of the other buildings. The existing formal entry is

maintained on the street side and a new entry at the juncture of new and old is provided as the corner of a proposed plaza. The building spans an existing subgrade rail line which can be read on the elevations. The interior segregates spaces by use and degree of privacy. Corridors are given significance as galleries for informal activity.

Gordon Wu Hall, Princeton University, Princeton, New Jersey, Venturi, Rauch and Scott-Brown.

Wu Hall on the Princeton University campus fits snugly into a section of campus which is unplanned or at least lacks the proper rigid grid organization of an Oxford campus. The building as articulated recognizes its context. Pedestrian paths, notably College Walk and Butler Walk, are accentuated through the anomaly of the building's position. Rather than fall behind the line of existing buildings, Wu Hall is shifted forward prominently. Venturi is sympathetic to the existing pattern yet he breaks from sheer volumetric imitation. In developing the program, Venturi combined social pursuits with academic functions at this strategic intersection of campus activities. Borrowing details from the traditional collegiate hall, materials and fenestration are applied at a scale which responds to a human perception and economic restrictions. Successfully, Venturi creates a Gothic illusion of grandeur and verticality.

**Lewis Thomas Laboratory, Princeton University, Princeton,
New Jersey, Payette Associates Inc., Architects, Venturi,
Rauch and Scott-Brown Associated Architects**

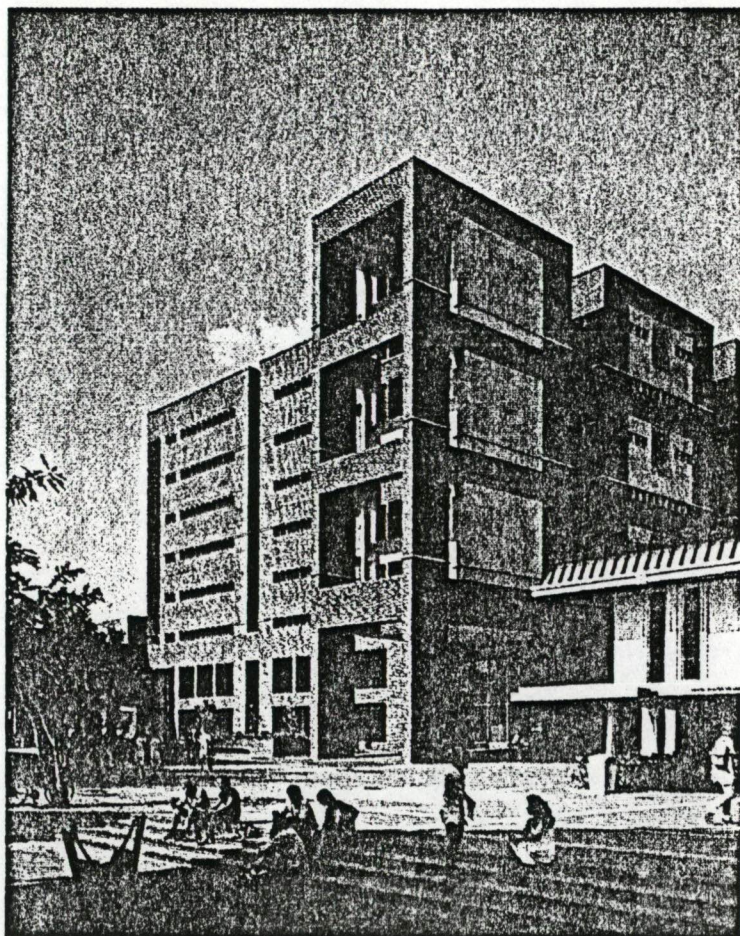
The Thomas Laboratory on the Princeton campus draws upon the character of Elizabethan manor houses in the region and the form of the New England mill. Venturi of course feels at ease applying detail from a seemingly unrelated source. In this example, the building's relation to the site is not unlike a grand manor set in a pastoral setting bounded by grass and trees. Payette and Venturi developed a program featuring the workstation, as the module, and exposing the activities of the building. Collaboration and exchange between labs and faculty and student are possible by eliminating barriers between like disciplines. The repetitive nature of the building's several classrooms is not hidden on the facade. By articulating the building with traditional detailing and materials, Venturi argues that in a building grounded in the campus' heritage the molecular biology department gains status and a sense

of endurance which its older allied sciences enjoy. Heritage is also the source for the decorative polychromatic brick pattern. Like the Allen Museum addition on the Oberlin College campus, the patterning on the Thomas Laboratory at an exaggerated scale differentiates the building in a polite manner.

Walter Royal Davis Library, University of North Carolina at Chapel Hill, Mitchell/Giurgola Architects, Boney Architects

The recent architecture of the UNC-CH campus exhibits a great similarity in the choice of materials and detailing. In general each architect has rendered an interpretation of the area vernacular in the new construction.

The new Davis Library on the UNC-CH campus reduces the apparent scale of a large physical plant to respond to its context. By breaking the volume of the building into smaller masses the building appears to be a composition of architectural elements in scale with surrounding campus buildings. The library is proportioned into both vertical and horizontal volumes. A linear reading room makes the transition from the eight floor tower containing the main circulation area to the red brick three-storied dormitories. The horizontality is relieved by repetitive vertical openings and dormers on the roof. The openings suggest grand ecclesiastic windows but are only partially glazed as required. The dormers refer to the



detail seen on many of the neo-Georgian buildings on campus. Other recent buildings, the Kenan Center and the Hanes Art Center, recall the dormers found on the older houses in the area as well. Mitchell/Giurgola favored the more traditional neo-Georgian context rather than the modern pavilions of the student union complex.

The context of the campus is porous with broad openings which isolate buildings. The new library mirrors the volume of adjacent buildings on some of its sides continuing building lines. Completing the suggested site geometry strengthens pedestrian paths, the street edge, and the campus plan. Responding to this figure/ground relationship, the architects then make use of residual space between buildings for social pedestrian catchment zones. A two-story arcade covers the pedestrian path along the exterior of the south and east walls of the library. The arcade matches a similar arcade on the student activities center opposite and defines the main link

between library, student union, and academic areas with student dormitories.

School of Education and Information Systems, University of East Anglia, Norwich, England, Rick Mather Architects

The new School of Education and Information systems addresses the pedestrian patterns of the campus defined by the existing structures. A linear "teaching wall" formed by academic buildings divides and extends the length of the campus. The architect allows pedestrian paths to be continued as an edge to the building and to pass through it, including the buildings in the daily activity of the campus. The U-shaped structure forms a courtyard in the quadrangle tradition with its west end enclosed by a preserved grove of mature trees. The building is organized with a sense of community. A standard double loaded corridor configuration intersects at atrium entrances that provide social space, identify the building and orient the user. Exterior paths continue into the building through the entry and on axis with the building proper.

The program includes communal social space in addition to the academic functions. Classrooms are

partnered with a library and resources center that is furnished with multi-media equipment. Computer teaching forms a major link in the curriculum. Activities on the interior can be read from the exterior as articulated by glass and ceramic tile.

**Proposal for the National Football Hall of Fame, Princeton,
New Jersey, Venturi and Rauch**

Another of Venturi's projects, the proposal for the National Football Hall of Fame, employs electronic media as a means of communicating information to users of the building. Video and film are presented throughout the interior and on the exterior of the structure. The architecture is derived in part from the communications media. As a museum the function of the building is to pay tribute to football heroes, gain the attention of visitors, to communicate and entertain. Venturi finds in the signage of Las Vegas an architectural method of mass communications.

The techniques used on the typical commercial strip succeed because they are capable of distracting one's attention even if only briefly from a context of confusion and communicate the intent of their message. Along the strip the accurate perception of scale is illusive. Inevitably the sign needed to gain the attention of the passerby is on

a large scale, as in the billboard. Bold stimuli such as the billboard are required to jolt jaded senses and convey instant association. The "Bill-Ding Board" as seen in Venturi's design for the National Football Hall of Fame imparts the billboard as symbol. A billboard that is in the same proportions as a football field is both ordinary as a sign, but special in its configuration. Like the west front of a Gothic cathedral, the billboard of the principle facade states explicitly the meaning and function of the building.

PROGRAM

SCHOOL OF JOURNALISM**Administration**

Name of Space: Dean's Office Number: 1 Area: 400 S.F. User: Faculty Dean Richard Cole Purpose: Work, Meeting	400
Name of Space: Office Secretary Number: 1 Area: 120 S.F. User: Staff, Secretary Purpose: Office Work	120
Name of Space: Office, Administrative Assistant Number: 1 Area: 200 S.F. User: Staff, Assistant Purpose: Office Work	200
Name of Space: Conference Room Number: 1 Area: 240 S.F. User: Staff, Twelve People Purpose: Meeting	240
Name of Space: Conference Number: 1 Area: s400 S.F. User: Staff, Faculty, Twenty People Purpose: Meeting	400
Name of Space: Office, Associate Dean Number: 2	

Area: 200 S.F. each--Total 400 S.F. User: Faculty, Associate Dean Purpose: Office Work, Meeting	400
Name of Space: Secretary Number: 1 Area: 120 S.F. User: Staff Purpose: Office Work for Associate Deans	120
Name of Space: Meeting Room Number: 1 Area: 800 S.F. User: Staff, Faculty, 40-60 people Purpose: Meeting, Training Workshops	800
Name of Space: Word Processing Number: 1 Area: 200 S.F. User: Staff, Two Clerical Assistants Purpose: Office Work	200
Number of Space: Office, Reception Number: 1 Area: 250 S.F. User: Staff Purpose: Reception, Waiting	250
Name of Space: Office, Secretary Number: 1 Area: 300 S.F. User: Staff, Two Secretaries Purpose: Office Work	300
Name of Space: Storage, Files Number: 1	

Area: 100 S.F.
User: Staff
Purpose: Storage 100

Name of Space: Mail Room
Number: 1
Area: 60 S.F.
User: Staff
Purpose: Mail Sorting and Distribution 60

Number of Space: Faculty Lounge
Number: 1
Area: 250 S.F.
User: Faculty
Purpose: Meeting, Lounge 250

Number of Space: Storage
Number: 1
Area: 100 S.F.
User: Staff
Purpose: Storage of Equipment and Supplies 100

Sub Total (Administration) 3,840

Advertising

Name of Space: Knight Advertising Center

Number: 2

Area: 1250 SF ea. Total 2500 S.F.

User: 25 Students Ea.

Purpose: Classroom, Research

2,500

Name of Space: Equipment Room

Number: 1

Area: 900 S.F.

User: Staff

Purpose: Storage

900

Name of Space: Research Room

Number: 1

Area: 500 S.F.

User: Student, Faculty

Purpose: Observation Research

500

Name of Space: Copywriting Classroom

Number: 1

Area: 1000 S.F.

User: 30 Students

Purpose: Writing and Review

1,000

Name of Space: Office for Ad Club

Number: 1

Area: 200 S.F.

User: Student

Purpose: Work, Small Meeting

200

Name of Space: Seminar

Number: 1

Area: 400 S.F.

User: Faculty, Student

	70
Purpose: Conference, Group Study	400
Name of Space: Secretarial	
Number: 1	
Area: 180 S.F.	
User: Staff	180
Name of Space: Office	
Number: 5	
Area: 150 S.F. ea. Total 750 S.F.	
User: 5 Faculty	
Purpose: Work	<u>750</u>
Subtotal Advertising	5,430

Graduate Program

Name of Space: Offices
 Number: 6
 Area: 120 S.F. ea. Total 720 S.F.
 User: Teaching Assistants
 Purpose: Work 720

Name of Space: Offices Research Assistants
 Number: 20
 Area: 180 S.F. ea. Total 3,600 S.F.
 User: 2 Research Assistants/Office
 Purpose: Study 3,600

Name of Space: Meeting Room
 Number: 1
 Area: 600 S.F.
 User: Graduate Students
 Purpose: Group Study/Conference/Word Processing 600

Name of Space: Seminar
 Number: 1
 Area: 400 S.F.
 User: Graduate Students, Faculty 20 People
 Purpose: Conference, Lecture 400

Name of Space: CRJMC Seminar Room
 Number: 1
 Area: 400 S.F.
 User: Graduate Students 20 People
 Purpose: Conference, Lecture 400

Name of Space: CRJMC Storage
 Number: 1
 Area: 200 S.F.
 User: Graduate Students, Faculty

Purpose: Storage Data Tapes, Questionnaires, Equipment	200
Name of Space: Graduate Student Lounge Number: 1 Area: 200 S.F. User: Graduate Students Purpose: Lounge	200
Name of Space: CRJMC Data Analysis Number: 1 Area: 400 S.F. User: Graduate Students, Faculty Purpose: Research, Computer Data, Analysis	400
Name of Space: CRJMC Director's Office Number: 1 Area: 200 S.F. User: Faculty Purpose: Work	200
Name of Space: CRJMC Secretary's Office Number: 1 Area: 120 S.F. User: Staff Purpose: Work	120
Name of Space: Office CRJMC Research Assistants Number: 1 Area: 200 S.F. User: Graduate Students (2 Research Assistants) Purpose: Research	200
Name of Space: Office for Student Publications Number: 1 Area: 200 S.F.	

User: Students (Publication Staff)
Purpose: Work, Layout for Publications

200

Subtotal Graduate Program

13,720

Knight Institute

Name of Space: Office, Director Number: 1 Area: 300 S.F. User: Staff, Director Purpose: Office Work, Meeting	300
Name of Space: Office Assistant Number: 1 Area: 200 S.F. User: Staff, Administrative Assistant Purpose: Office Work	200
Name of Space: Reception Number: 1 Area: 200 S.F. User: General, Visitors Purpose: Waiting	200
Name of Space: Office, Secretary Number: 3 Area: 400 S.F. User: Staff, 3 Secretaries Purpose: Office Work	400
Name: Office, Research Members Number: 4 Area: 300 S.F. ea. Total 1,200 S.F. User: Faculty, 2 per office Purpose: Office	1,200
Name: Conference Number: 1 Area: 600 S.F. User: Staff, Faculty	

Purpose: Meeting	600
Name: Meeting Room	
Number: 2	
Area: 300 S.F. ea. Total 600 S.F.	
User: Staff, Faculty	
Purpose: Meeting	600
Name: Office, Graduate Student	
Number: 4	
Area: 200 S.F. ea. Total 800 S.F.	
User: Graduate/Doctoral Students, 2 per office	
Purpose: Study, Research	800
Name: Storage	
Number: 1	
Area: 100 S.F.	
User: Staff	
Purpose: Storage of Equipment and Supplies	100
Name: Data Analysis	
Number: 1	
Area: 600 S.F.	
User: Faculty, Graduate student	
Purpose: Research	<u>600</u>
Subtotal Knight Institute	5,000

Library

Name of Space: Librarian's Office

Number: 1

Area: 200 S.F.

User: Librarian

Purpose: Work

200

Name of Space: Workroom

Number: 1

Area: 240 S.F.

User: Staff

Purpose: Rec., Cat., Materials

240

Name of Space: Computer

Number: 1

Area: 600 S.F.

User: Students

Purpose: Individual Computer Work

600

Name of Space: Audio-Visual

Number: 1

Area: 600 S.F.

User: Students

Purpose: Individual Audio-Visual Work

600

Name of Space: Circulation/Control

Number: 1

Area: 150 S.F.

User: Staff

Purpose: Information, Control of Materials

150

Name of Space: Lassiter Law Room

Number: 1

Area: 450 S.F.

User: Student, Faculty

Purpose: Research, Exam, Conference	450
Name of Space: Reading Room	
Number: 1	
Area: 3000 S.F.	
User: Student, Faculty	
Purpose: Study	3,000
Name of Space: Student Lounge	
Number: 1	
Area: 400 S.F.	
User: Students	
Purpose: Study, Meeting, Lounge	<u>400</u>
Subtotal Library	5,640

News Editorial

Name of Space: Editing and Graphics Number: 2 Area: 1,200 S.F. ea. Total 2,400 S.F. User: Student Purpose: Text and Graphics Generation and Editing, Publication	2,400
Name of Space: Equipment Room Number: 1 Area: 500 S.F. User: Staff Purpose: Storage of Supplies and Equipment	500
Name of Space: Publication Offices Number: 1 Area: 1,800 S.F. User: Student Purpose: Publications Layout	1,800
Name of Space: Newswriting Laboratory Number: 3 Area: 1,000 S.F. ea. Total 3,000 S.F. User: 20-25 Students Purpose: Instruction	3,000
Name of Space: Seminar Room Number: 1 Area: 400 S.F. User: Faculty, Students Purpose: Conference, Group Study	400
Name of Space: Office, Sigma Delta Chi Number: 1 Area: 200 S.F.	

User: Student Purpose: Society of Professional Journalists (Student Chapter)	200
Name of Space: Secretarial Number: 1 Area: 180 S.F. User: 2 Staff Purpose: Work	180
Name of Space: Office Number: 15 Area: 150 S.F. ea. Total 2,250 S.F. User: 15 Faculty Purpose: Work	2,250
Name of Space: Office Number: 2 Area: 200 S.F. ea. Total 400 S.F. User: 2 part-time Faculty/Office Purpose: Work	400
Name of Space: Office, NCSPA & NCSPAA Number: 1 Area: 200 S.F. User: Staff Purpose: Work, Meeting	<u>200</u>
Subtotal News Editorial	11,130

Photojournalism

Name of Space: Wet Area Number: 1 Area: 300 S.F. User: Student Purpose: Work and Cleaning Area	300
Name of Space: Black & White Laboratory Number: 1 Area: 800 S.F. User: Student Purpose: Photography	800
Name of Space: Computer Graphics Lab Number: 1 Area: 450 S.F. User: Student Purpose: Computer Application	450
Name of Space: Classroom Number: 2 Area: 800 S.F. ea. Total 1,600 S.F. User: 40 Students Purpose: Lecture	1,600
Name of Space: Office Number: 2 Area: 200 S.F. ea. Total 400 S.F. User: Faculty Purpose: work	400
Name of Space: Color Laboratory Number: 1 Area: 800 S.F. User: Student	

Purpose: Photography	800
Name of Space: Publication Office Number: 1 Area: 1,800 S.F. User: Student Purpose: Work and Layout	1,800
Name of Space: Photography Studio Number: 1 Area: 1,800 S.F. User: Student Purpose: Photography	1,800
Name of Space: Equipment Number: 1 Area: 500 S.F. User: Staff Purpose: Storage and Distribution	500
Name of Space: Meeting Room/NPPA Number: 1 Area: 200 S.F. User: Student/Member Purpose: Meeting	200
Name of Space: Meeting Room Number: 1 Area: 200 S.F. User: Student Purpose: Meeting	200
Name of Space: Secretarial Number: 1 Area: 180 S.F. User: Staff	

Purpose: Work

180

Subtotal Photojournalism

9,030

Placement

Name of Space: Office, Director Number: 1 Area: 150 S.F. User: Staff, Placement Director Purpose: Office Work	150
Name of Space: Office, Secretary Number: 1 Area: 120 S.F. User: Staff, Secretary Purpose: Office Work	120
Name of Space: Office, Work Area Number: 1 Area: 150 S.F. User: Staff Purpose: Office Work, Meeting	150
Name of Space: Interview Room Number: 3 Area; 100 S.F. ea. Total 300 S.F. User: Interview Participants Purpose: Meeting	<u>300</u>
Subtotal Placement	720

Public Relations

Name of Space: Lab/Studio

Number: 1

Area: 1600 S.F.

User: 40 Students

Purpose: Study, Work, Layout, Presentation 1,600

Name of Space: Office

Number: 1

Area: 200 S.F.

User: Student

Purpose: Work, Small Meeting, Student Sororities 200

Name of Space: Office, IABC & PRSSA

Number: 1

Area: 200 S.F.

User: Student

Purpose: Work, Student Societies 200

Name of Space: Office

Number: 5

Area: 150 S.F. ea. Total 750 S.F.

User: 5 Faculty

Purpose: Work 750

Subtotal Public Relations 2,750

Teaching

Name of Space: Classroom

Number: 2

Area: 1,300 S.F. ea. Total 2,600

User: 50-80 Students

Purpose: Lecture

2,600

Name of Space: Auditorium

Number: 1

Area: 3000 S.F.

User: 200 Students

Purpose: Lecture

3,000

Subtotal Teaching

5,600**Total Journalism****62,860**

RTVMP PROGRAM**Administration**

Name of Space: Data Processing Number: 1 Area: 200 S.F. User: Staff Purpose: Office Work	200
Name of Space: Department Chairman's Office Number: 1 Area: 360 S.F. User: Department Chairman Purpose: Office Work, Meeting	360
Name of Space: Office, Secretarial Area Number: 3 Area: 120 S.F. ea. Total 360 User: Staff Purpose: Office Work	360
Name of Space: Office, Administrative Assistant Number: 1 Area: 250 S.F. User: Staff, Administrative Assistant Purpose: Office Work	250
Name of Space: Copyroom Number: 1 Area: 80 S.F. User: Staff Purpose: Duplication/Preparation of Print Material	80
Name of Space: Storage Number: 1	

Area: 100 S.F.
User: Staff
Purpose: Storage of Equipment and Supplies 100
Subtotal Administration 1,350

Faculty

Name of Space: Office, Graphics Instructor

Number: 1

Area: 200 S.F.

User: Faculty

Purpose: Office Work & Graphics Production 200

Name of Space: Faculty Offices

Number: 30

Area: 120 S.F. ea. Total 3,600 S.F.

User: Faculty

Purpose: Office Work 3,600

Name of Space: Faculty Production Offices

Number: 5

Area: 180 S.F. ea. Total 900 S.F.

User: Faculty

Purpose: Office Work 900

Name of Space: Office, Graphics Instructor

Number: 1

Area: 200 S.F.

User: Faculty

Purpose: Office Work & Graphics Production 200

Subtotal Faculty 4,900

Graduate Program

Name of Space: Data-Processing Room Number: 1 Area: 200 S.F. User: Graduate Students, Faculty Purpose: Research & Analysis	200
Name of Space: Reading Room Number: 1 Area: 500 S.F. User: Graduate Students, Faculty Purpose: Study, Research	500
Name of Space: Graduate Student Lounge Number: 1 Area: 200 S.F. User: Graduate Students Purpose: Meeting, Study, Lounge	200
Name of Space: Graduate/Research Assistants Offices Number: 20 Area: 90 S.F. ea. Total 1,800 S.F. User: Graduate Students Purpose: Research, Study	<u>1,800</u>
Subtotal Graduate Program	2,700

Production

Name of Space: Office, Staff Engineers Number: 5 Area: 150 S.F. ea. Total 750 S.F. User: Staff Engineers Purpose: Office Work	750
Name of Space: Office, Operations Director Number: 1 Area; 200 S.F. User: Staff, Director Purpose: Office Work	200
Name of Space: Maintenance Repair Room Number: 5 Area: 150 S.F. ea. Total 750 S.F. User: Staff Purpose: Repair of Electrical Equipment	750
Name of Space: Shop & Prop Storage Number: 1 Area: 800 S.F. User: Staff Purpose: Construction & Storage of Props	800
Name of Space: Studio, Audio Editing Lab Number: 1 Area; 150 S.F. User: Students, Staff Purpose: Study, Research of Audio Production	150
Name of Space: Audio Lab Number: 5 Are: 400 S.F. ea. Total 2,000 S.F. User: Students	

Purpose: Audio Research & Production	2,000
Name of Space: Video Editing Lab/Center Number: 1 Area: 1,500 S.F. User: Students	
Purpose: Video Viewing, Production Editing	1,500
Name of Space: Film Editing Studio/Center Number: 1 Area: 1,000 S.F. User: Student	
Purpose: Film Production, Study & Research	1,000
Name of Space: Post-Production Editing Studio Number: 1 Area: 400 S.F. User: Student and Faculty	
Purpose: Study and Review of Film	400
Name of Space: Animation Studio Number: 2 Area: 400 S.F. ea. Total 800 S.F. User: Student, Faculty, Staff	
Purpose: Film Animation/Optical Effects Studio	800
Name of Space: Graphics Storage Number: 1 Area: 200 S.F. User: Staff	
Purpose: Storage and Presentation of Film	200
Name of Space: Electronic Graphics Studio Number: 1 Area: 500 S.F. User: Students	

Purpose: Electronic Graphics Production,
Teaching and Study 500

Name of Space: Cabletex Studio
Number: 1

Area: 300 S.F.

User: Student

Purpose: Cable Technology Teaching and
Origination Study 300

Name of Space: Broadcast Journalism Studio
Number: 1

Area: 2,000 S.F.

User: Student, Staff, Faculty

Purpose: Teaching and Production of
Broadcast Journalism 2,000

Name of Space: Television Production Studio
Number: 1

Area: 2,500 S.F.

User: Student, Staff, Faculty

Purpose: Teaching and Production of
Television Broadcasting 2,500

Name of Space: Television-Film Sound Stage
Number: 1

Area: 3,000 S.F.

User: Student, Staff, Faculty

Purpose: Teaching and Production of
Television and Film 3,000

Name of Space: Office, Student Television Assn.
Number: 1

Area: 200 S.F.

User: Students

Purpose: Office Work, Meetings 200

Name of Space: STV Production-Editing Center	
Number: 1	
Area: 400 S.F.	
User: Student	
Purpose: Film & Video Viewing	400
Name of Space: UNC News Bureau Office	
Number: 1	
Area: 200 S.F.	
User: Student	
Purpose: Office Work, Meeting	200
Name of Space: UNC Bureau Editing/Production	
Number: 1	
Area: 400 S.F.	
User: Student	
Purpose: Video Viewing	<u>400</u>
Subtotal Production	18,050

Teaching

Name of Space: Lecture Room Number: 1 Area: 1,600 S.F. User: 100 Students Purpose: Lecture	1,600
Name of Space: Projection Control Number: 1 Area: 100 S.F. User: Staff Purpose: Projection & Lighting Control	100
Name of Space: Storage Number: 1 Area: 100 S.F. User: Staff Purpose: Storage for Lecture Room	100
Name of Space: Classroom Number: 4 Area: 800 S.F. ea. Total 3,200 S.F. User: 50 Students Purpose: Lecture and Presentation	3,200
Name of Space: Classroom Number: 2 Area: 500 S.F. ea. Total 1,000 S.F. User: 30 Students Purpose: Lecture & Presentation	1,000
Name of Space: Conference Room Number: 1 Area: 350 S.F. User: 20 People	

Purpose: Meetings for Faculty, Staff, Students	350
Name of Space: Seminar Room	
Number: 2	
Area: 200 S.F. ea. Total 400 S.F.	
User: 15 People	
Purpose: Meeting Student, Faculty	400
Name of Space: Media Writing Classroom	
Number: 2	
Area: 400 S.F. ea. Total 800 S.F.	
User: 24 Students	
Purpose: Study, Computer Based Writing	800
Name of Space: Audio-Visual Library	
Number: 1	
Area: 1,000 S.F.	
User: Students, Public	
Purpose: Presentation of Video/Film for Study	<u>1,000</u>
Subtotal Teaching	<u>8,500</u>
Total RTVMP	34,550

ADDITIONAL ACTIVITIES**Auditorium**

Name of Space: Auditorium	
Number: 1	
Area: 8,000 S.F.	
User: 480 People, Public	
Purpose: Film and Lecture Presentation	8,000
Name of Space: Lobby	
Number: 1	
Area: 2,000 S.F.	
User: Audience, Public	
Purpose: Entrance & Exit to Auditorium	2,000
Name of Space: Projection Control	
Number: 1	
Area: 150 S.F.	
User: Staff	
Purpose: Audio-Vidual & Lighting Control	<u>150</u>
Subtotal Auditorium	10,150

Exhibit

Name of Space: Exhibition Gallery

Number: 1

Area: 2,400 S.F.

User: Public

Purpose: Display, Presentation, Meeting

2,400

Name of Space: Storage

Number: 1

Area: 2,000 S.F.

User: Staff

Purpose: Gallery Support

2,000

Name of Space: Control Room

Number: 1

Area: 400 S.F.

User: Staff

Purpose: Technical, Logistic Support

400

Subtotal Exhibit

4,800

Student Union

Name of Space: Scuttle Butt

Number: 1

Area: 400 S.F.

User: Public

Purpose: Newsstand, Snack Bar, School Supplies 400

Name of Space: Storage

Number: 1

Area: 200 S.F.

User: Staff

Purpose: Storage, Support 200

Subtotal Student Union 600

SUMMARY

Journalism	62,860
RTVMP	34,550
Additional Activities	15,550
Circulation, Service, Mechanical Spaces	<u>50%</u>
Estimated Gross Area	220,000

PROPOSAL

PROPOSAL

Any building on the site at the corner of Columbia Street and Cameron Avenue on the UNC-CH campus will occupy a visible position at the entrance to the campus. Such a location befits the status appropriate to the School of Journalism. The design proposal follows the concept of a gateway to campus. Since a strong student pedestrian circulation exists across the site the new structure seeks to channel this activity through a communal campus center. From the flow of people is generated the opportunity to exchange ideas. Mass communications media will be taught and practiced in this environment. Students will not only have the chance to learn journalism here, but be able to get the latest news and information at the School. A new circulation path generates the form of the building.

The form of the structure also reflects the activities it encloses. The linear block to the north of the site houses the Department of Radio, Television and Motion Pictures. A larger block, truncated on one side as the

pedestrian path slices through the site, is for the School of Journalism. The space between these activities is dedicated to communal use. A large public mall opens adjacent to the circulation axis.

If the role of Journalism is to communicate, then the opportunity to have students outside the curriculum make use of the media available should be acceptable. Within the public mall students become the audience for the mass media. A newsstand and snack bar, the Scuttle Butt, occupies the mall. Its pavilion form is like an isolated newsstand on a street corner. The east wall is a monumental scaled television screen. Television has had a tremendously monumental effect on journalism and culture. The grand proportions fit the status and the space it occupies. Creativity in the presentation of video images is possible with a flexible display system. The video wall can show news, educational, or entertainment programming generated at the school or broadcast.

Behind the screen is the 480 seat auditorium hosting lectures and film presentations.

The axis through the site leads students across the site from the pedestrian crossing at mid block on Columbia Street. The path follows a sequence that takes students in a linear motion as it bisects the building. An arcade at the entrance accentuates the path. Once inside, the building activities open adjacent to the path; the Scuttle Butt, a secondary axis into either academic area, meeting rooms, the ramp into the auditorium, and the exhibit gallery. One emerges on the campus side on a plaza upon which paths to other areas of campus converge. On the plaza stands a monument to Thomas Wolfe, a UNC alumnus, and defender of free speech. From the statue sidewalks radiate to other destinations.

Radio, television, and motion picture production is structurally and acoustically isolated from other activities. Support functions act to buffer production studios from classroom and traffic areas. Faculty and staff areas stacked

along the northern exposure are adjacent to classroom studio areas. The Department focuses on a skylit lobby, giving an identity to this part of the complex. Principle corridors, a stairway, elevator, film library, and lecture halls open onto the lobby.

The School of Journalism is also punctured by an open lobby. The most public functions--library, lecture hall and administrative areas--are at ground level. Teaching studios take the second and third floors. Graduate research is on the top level.

The commons will be a unique space on campus. By enclosing the space with the vaulted roof form, the space gains a sense of hierarchy. With students passing through the mall, stopping at the Scuttle Butt, and viewing the video screen, the building should become an active part of campus life.

The massing of the building indicates the interior functions but also acknowledges its context. The Journalism block mirrors the relation to site and volume of

Peabody Hall across Cameron Avenue. Together the two buildings create a monumental gate. The north wing of the building forms a second corridor with the Hanes Art Center. Setbacks implied by existing structures are continued across the site as the new building finds a place in the fabric of the campus. The figure-ground relationship is in keeping with the scattered plan. The new building, while setting like an object on a grass lawn, however, completes a gap along the edge of campus.

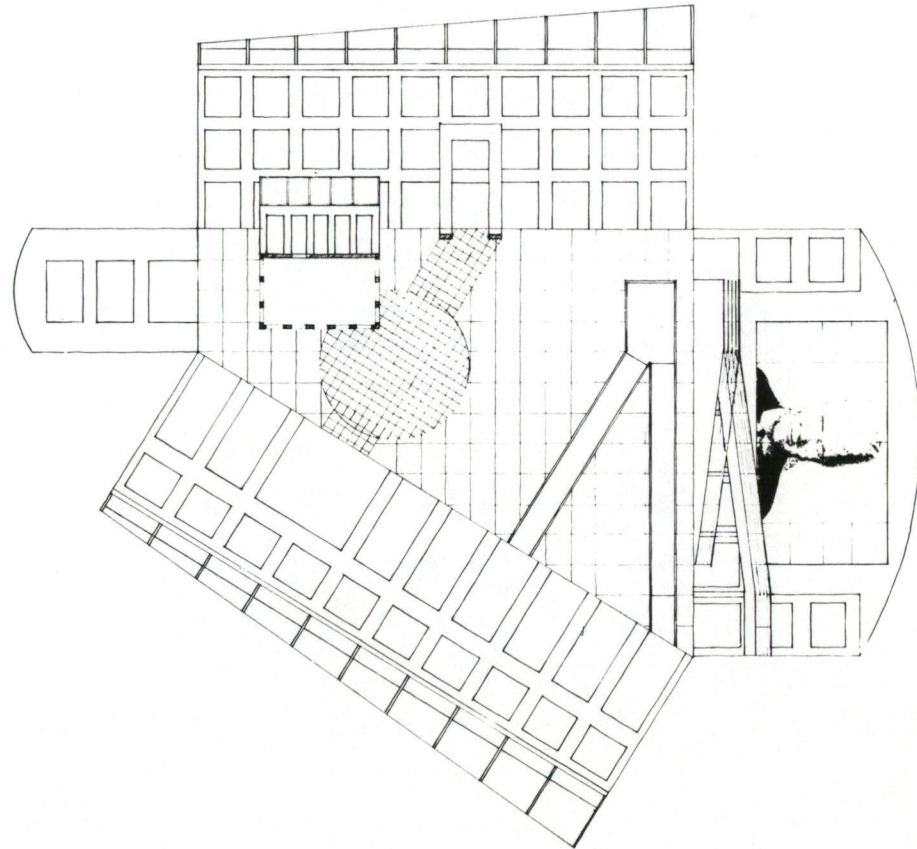
A giant order is introduced on the facade. The base, shaft, and capital, articulated by floor, draw attention to the juxtaposition of scales. By taking liberty with the scale the apparent mass of the building is reduced. Glazed openings respond to lighting requirements. The brick with limestone base has an historic and contextual precedent while articulating the giant order. While using the plan to merge the new facility into the campus, visual recognition is achieved through the usage of familiar

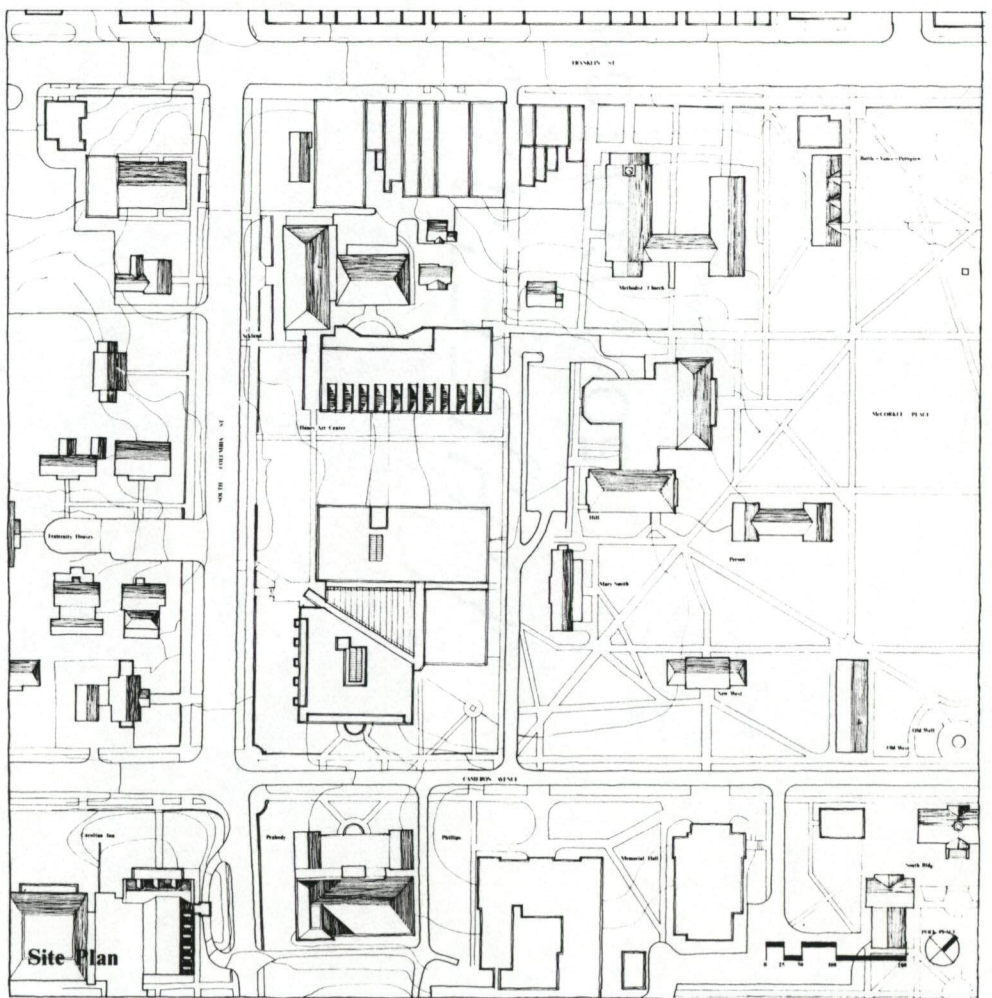
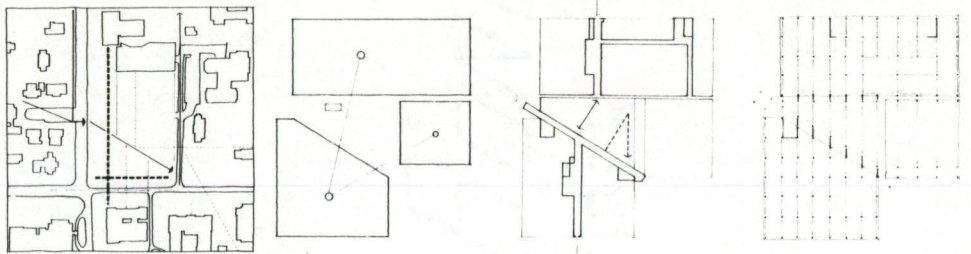
details and materials bringing a presence and significance to the work.

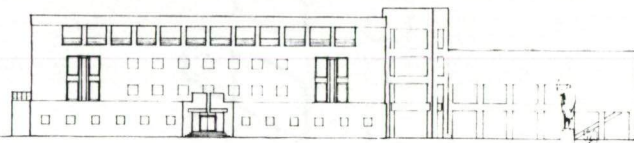
SCHOOL OF JOURNALISM



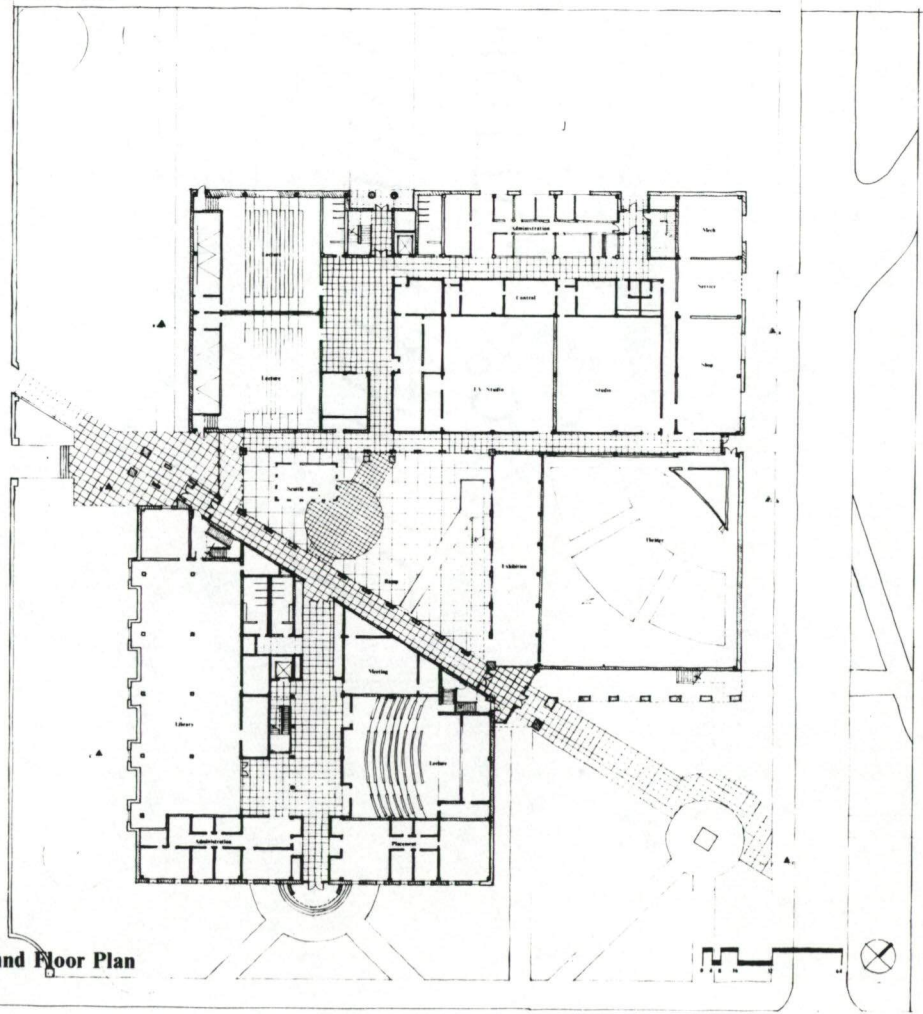
University of North Carolina at Chapel Hill







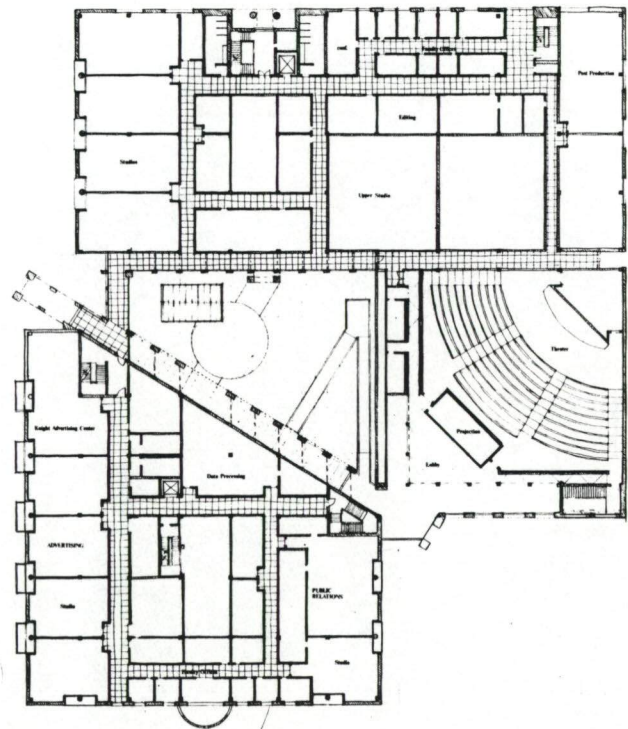
South Elevation



Ground Floor Plan

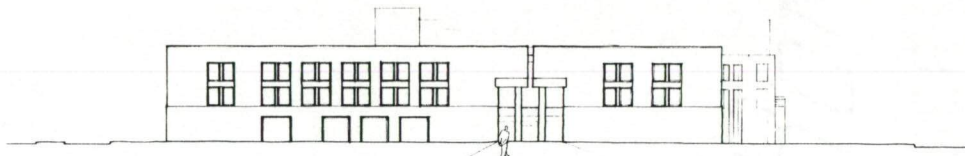


West Elevation

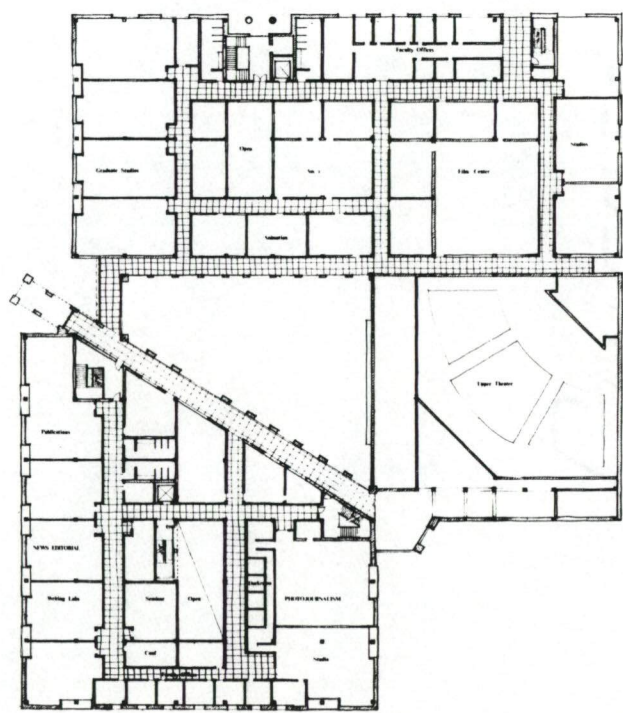


Second Floor Plan



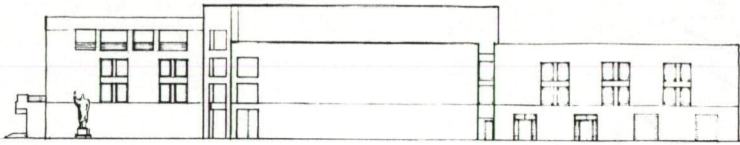


North Elevation

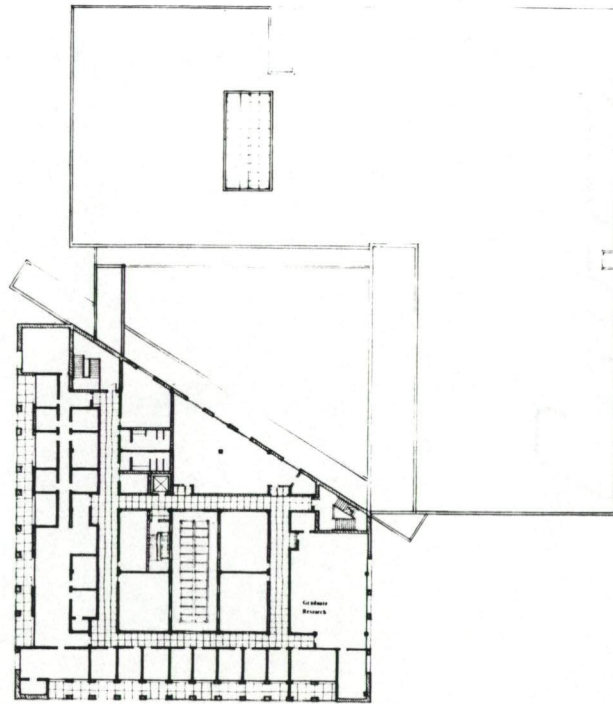


Third Floor Plan



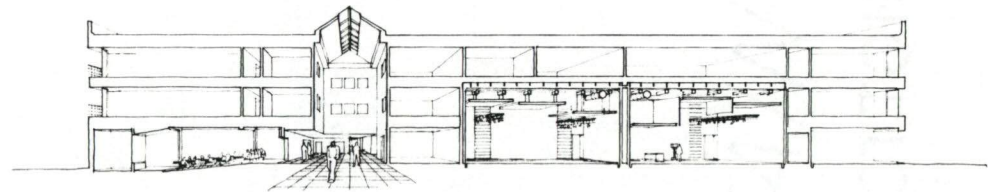
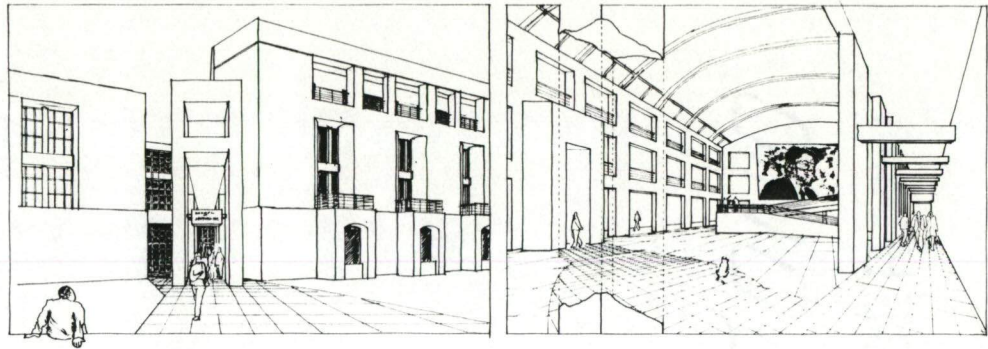


East Elevation

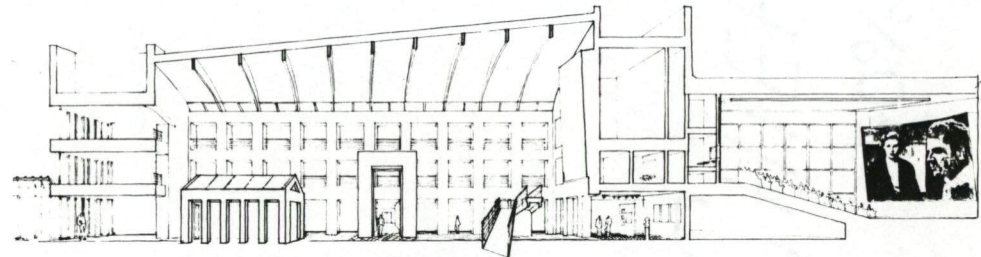


Fourth Floor Plan

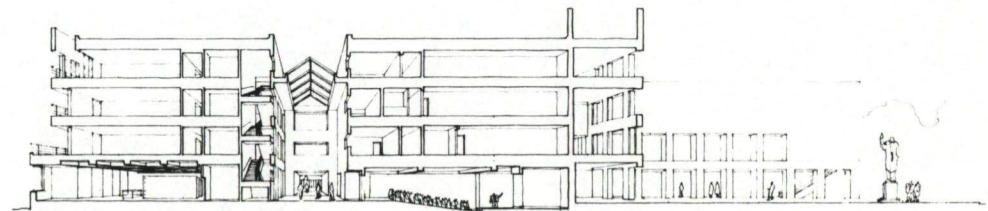




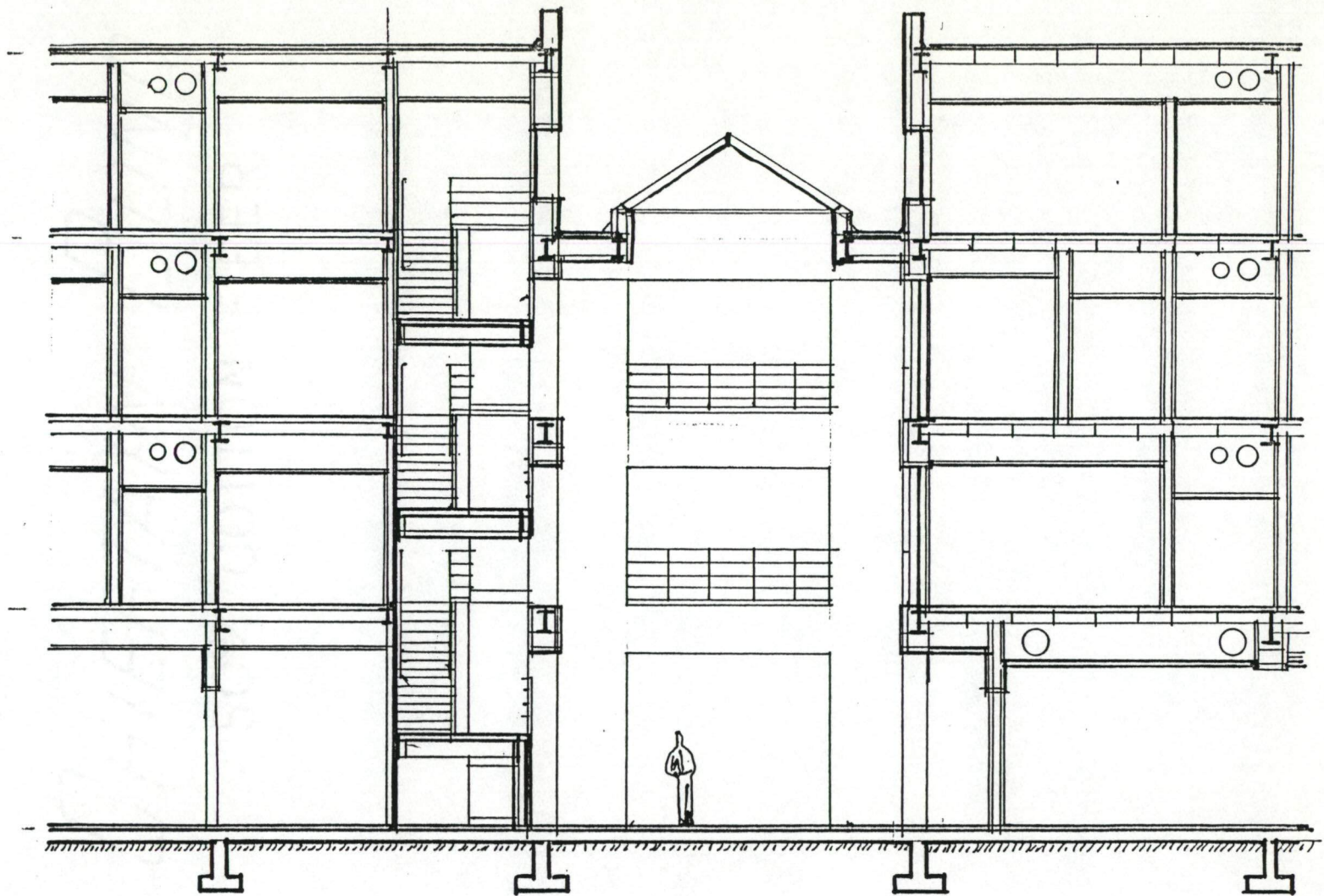
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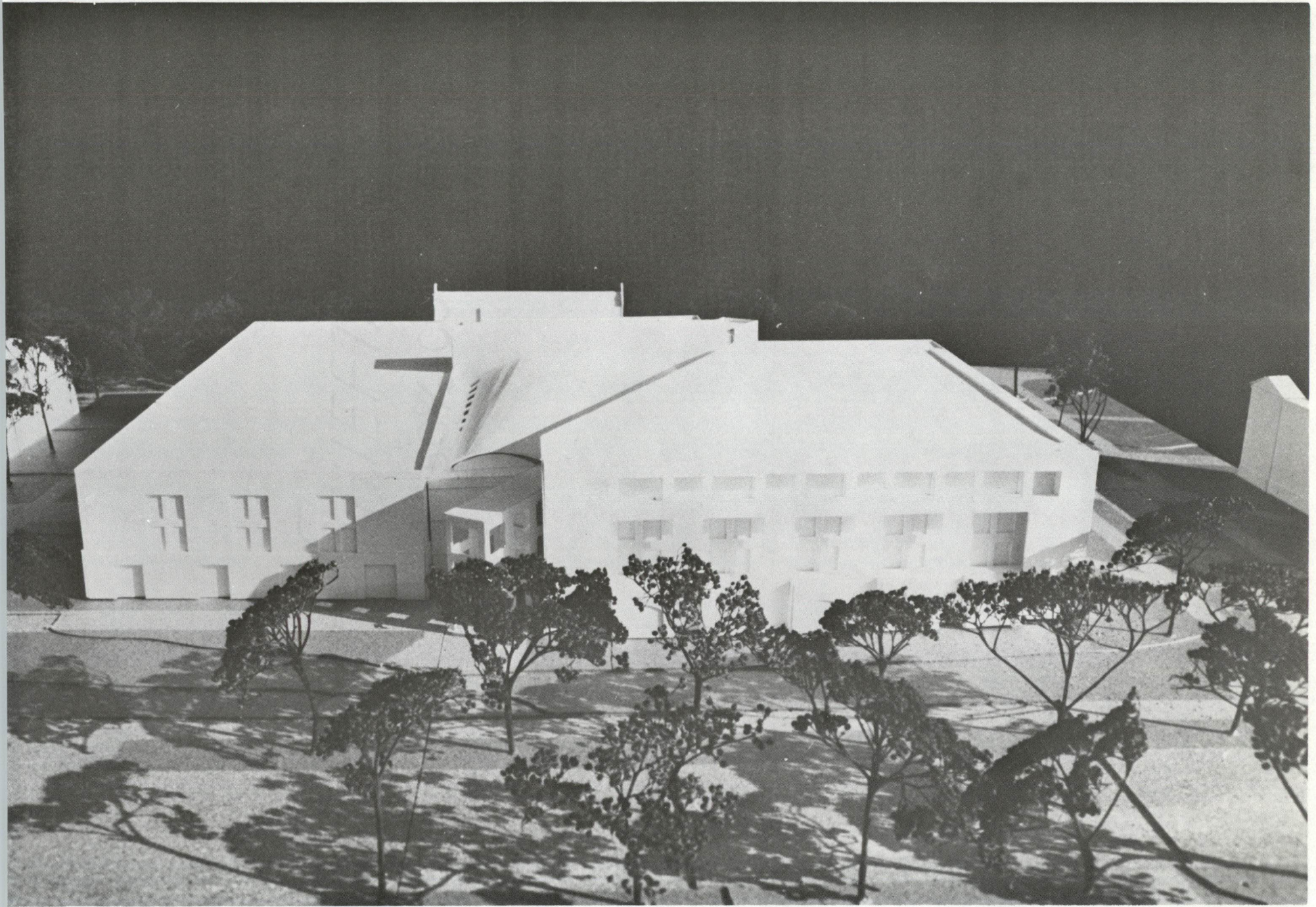
b-b

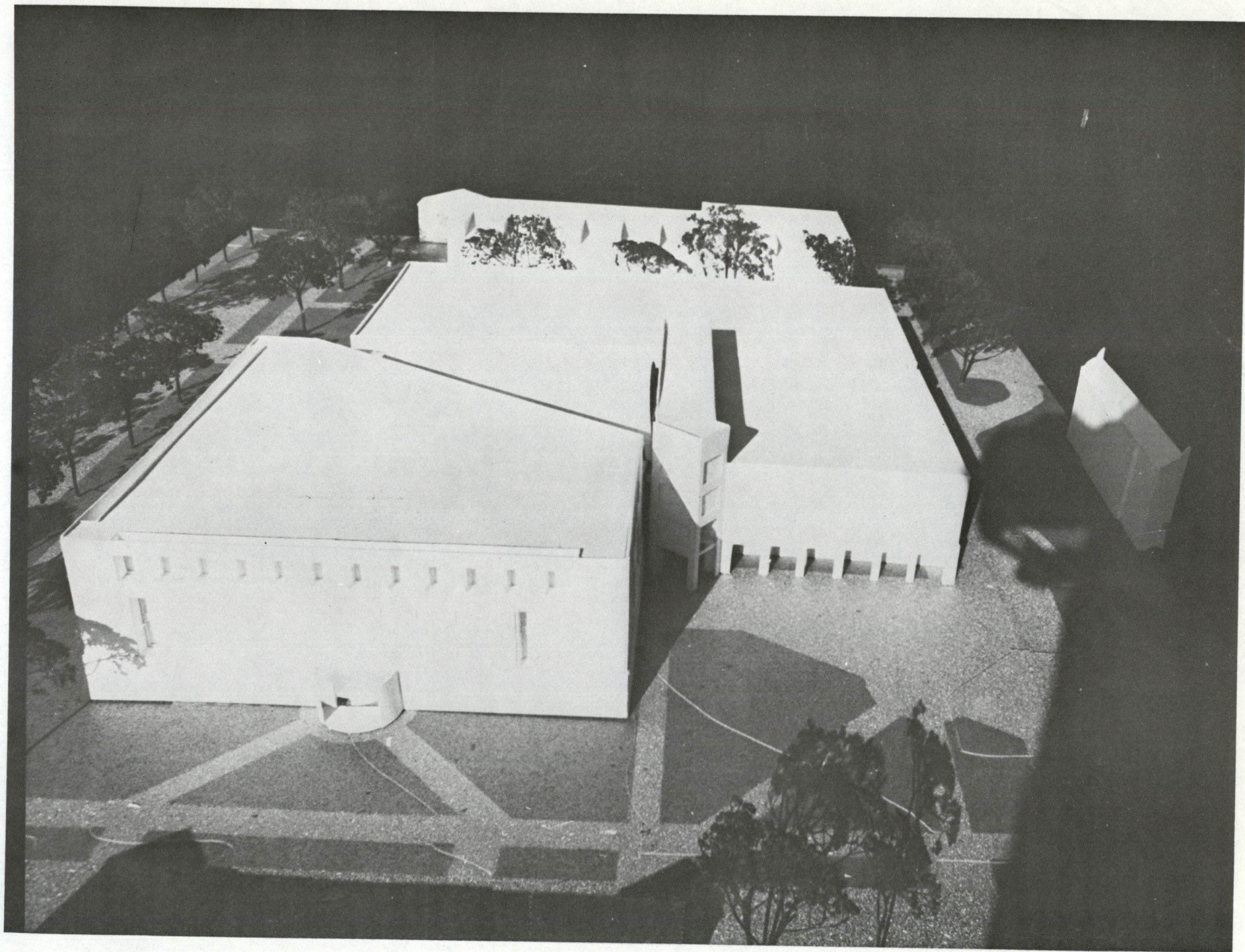


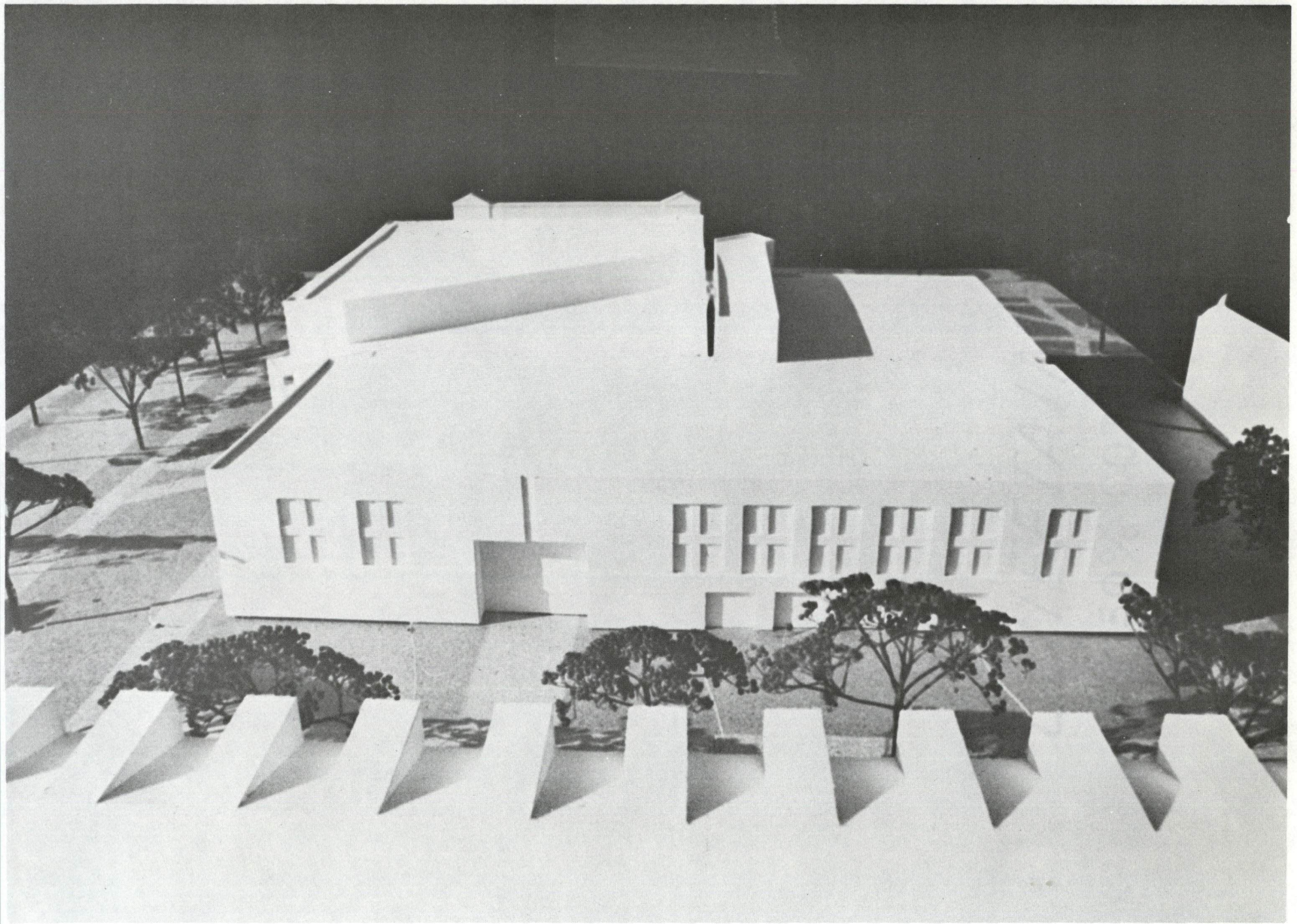
c-c



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