

Open [Architecture] School

by

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DALHOUSIE UNIVERSITY
SCHOOL OF ARCHITECTURE

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ABSTRACT

The thesis will propose a decentralized building type for the contemporary development of urban architecture schools. The largest component of architecture education left out of universities at present is the ability for collaboration amongst student and public communities on a regular basis. To achieve this level of community collaboration there needs to be a transformation on how architecture schools spatially organize their activities and programs. As a response to existing architecture school examples, this thesis will relocate four fundamental programs from the school to the city. These programs are as follows: the forum, the workshop, the auditorium, and the studio. A case study in Saskatoon, Saskatchewan will depict the four programs, their theory and design, and more importantly how the components of the school interact within the city.

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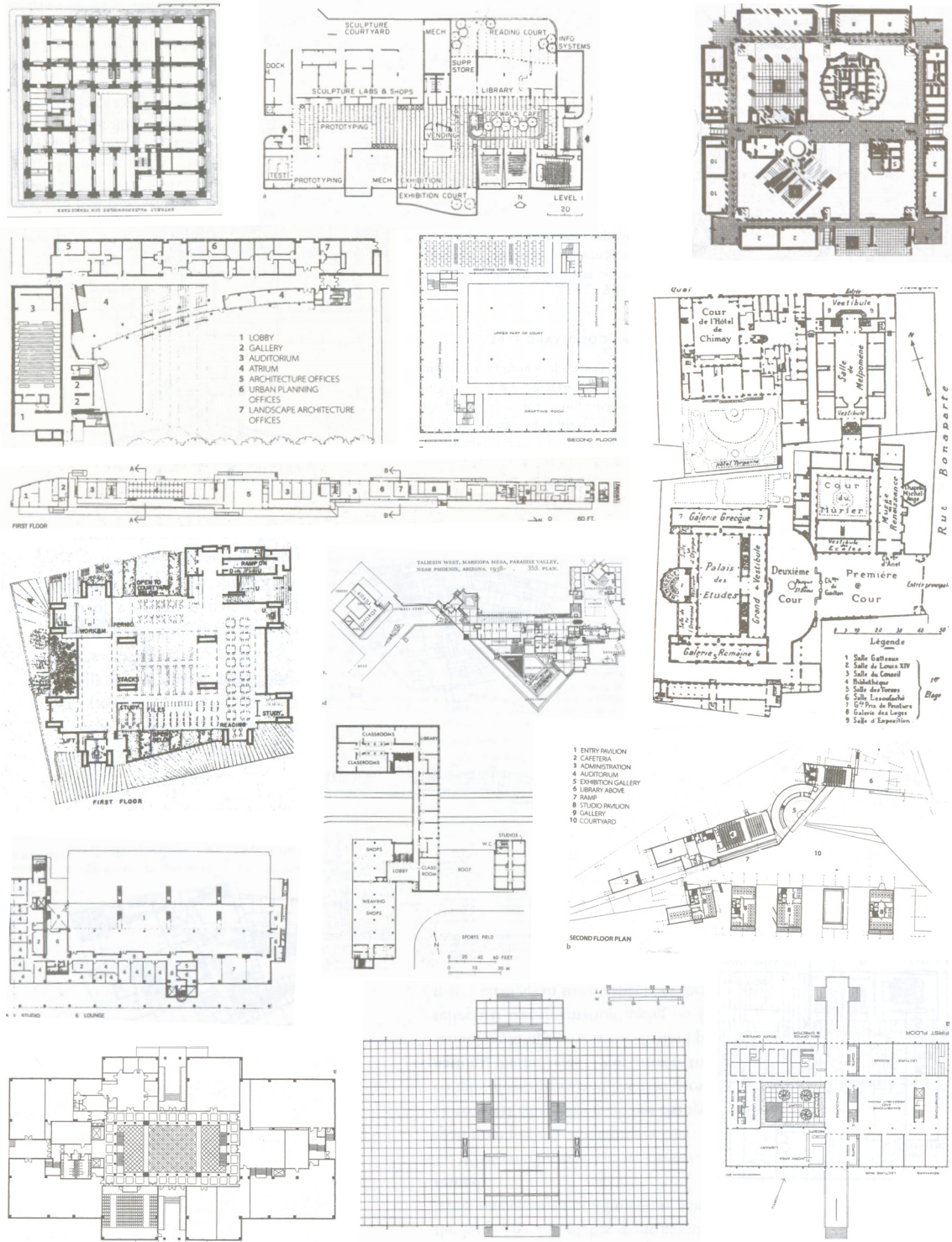
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And the love and support of my parents

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CHAPTER 1: INTRODUCTION



Plans of architecture schools (Nasar et al 2007)

Since architecture is a profession for the people it makes sense that the education would be with the people. Prior to the early 1800s, when the idea that the craft of architecture could be socially elevated to a profession above the common trades, the education of the architect, or more accurately the “Master Builder”, was one deeply rooted within the functions of a city. Students would seek a master to apprentice under (Nasar 2007, 11). This often necessitated that the student apprentice under multiple masters who each specialized in a particular area of expertise. With this method of learning there were no boundaries between practice and education, and the education of architects was completely integrated into the business and society of public communities. Apprentices would migrate around a city as they would finish one apprenticeship and begin another (Nasar 2007, 27).

With the institutionalization of architecture education in the nineteenth century, schools such as the Baukademie or the École des Beaux-Arts began to cultivate a more liberal arts education and a more rigorous pedagogy. Observing contemporary architecture schools today, we see schools upholding the same values as their progenitors, but now they are located within university campuses and have a very internalized design ethos. While this has produced an epicenter for architectural thinking and ideology it causes a disconnect between architects and the people they serve, leaving them unresponsive to societal inputs. The thesis is proposing that a concerted effort needs to bring students’ education back into the city and out of the monastic and isolated university campuses that have become the paradigm. A “rethinking” of how architecture schools spatially organize the social patterns of communication, creation, and learning are essential to providing a contemporary and ethical form of education for future architects.

Thesis Question:

How can schools for architecture improve collaboration, community involvement, and ultimately be a driver for cultural design within communities?

The initial portion of the thesis will be outlining the philosophy and spatial strategy for the design of a school. This section will be discussing fields of landscape, form, and circulation as a means to express and create a programmatic strategy distinctly the opposite of how schools of architecture operate today. The purpose is to outline the key principles necessary to support a design which is decentralized. The latter portion of the thesis will be applying the principles outlined in the initial chapters as a case study in Saskatoon, Saskatchewan. The second portion of the thesis is a method to represent the principles of the thesis in a context, specifically Saskatoon, that warrants the need for a school. Within the latter section will be the breakdown of what are considered the fundamental activities or programs of an architecture school: the Forum, the Workshop, the Theater, and the Studio.

CHAPTER 2: THE CURRENT ARCHITECTURE SCHOOL

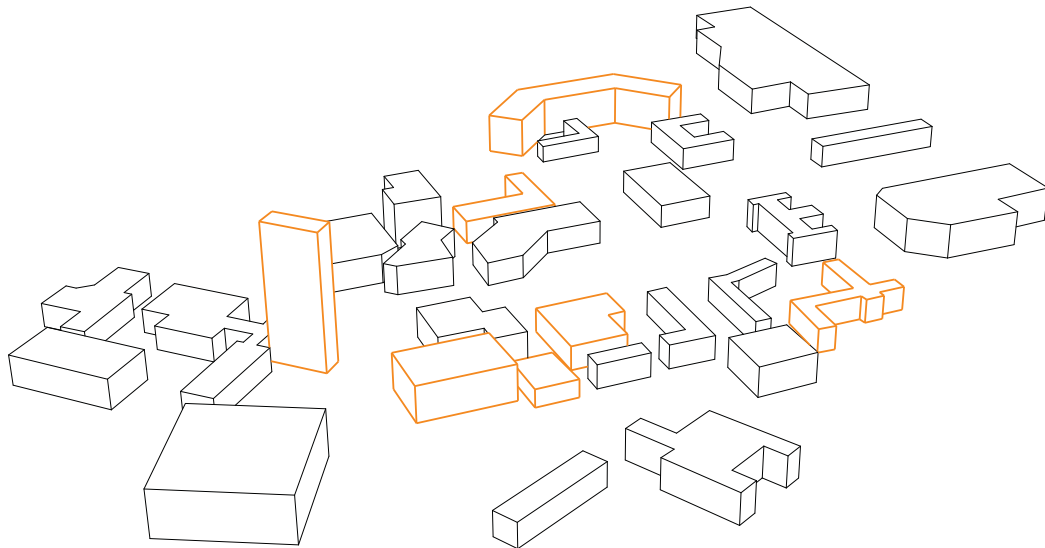
The Campus Condition

When architecture schools were conglomerated to universities in the 1900s, what was once urban studios run by master craftsmen became prestigious campus environments for the academically inclined. The transition of learning environments in North America for architects was initiated with the intent to elevate the profession to match those of doctors, lawyers, and journalists (Nasar 2007, 11). The implications of the transition to campus environments over the past 140 years in North America has unavoidably influenced the pedagogy of architectural education. The withdrawal and consolidation of architectural education to private locations in our cities has strengthened the theoretical and historical understanding of architectural discourse, but also removed it from the ethical and collaborative experiences that is generated working in a communal context. Campus architecture schools have great internal support within themselves and have created a unique identity, reliant on their strong student and faculty relationships. The architecture education of today needs to re-adopt to a form akin to the older typologies of master workshops and ateliers while at the same time holding onto their culture of design. Architecture schools need to become retrospective of their history and re-integrate themselves back into the city fabric.

Academic Landscape

The academic landscape is the field of distance a student travels between school activities. Depending on what programs a university student is enrolled in may determine the distance travelled between department buildings, cafes, and study areas. Looking back at architecture education prior to universities, the education of a student was dispersed and required the movement from one atelier to another throughout a city. With the old structure of movement throughout a city came the chance for cross-fertilization of diverse ideas; A cosmopolitan environment encouraging exchange and input from real world issues and events. In most architecture programs today, daily studies are entirely within a single building. The concentration of architecture school programming is an effect of campus structure. The current academic landscapes of architecture students do not encourage a large range of movement or exchange of diverse perspectives beyond their

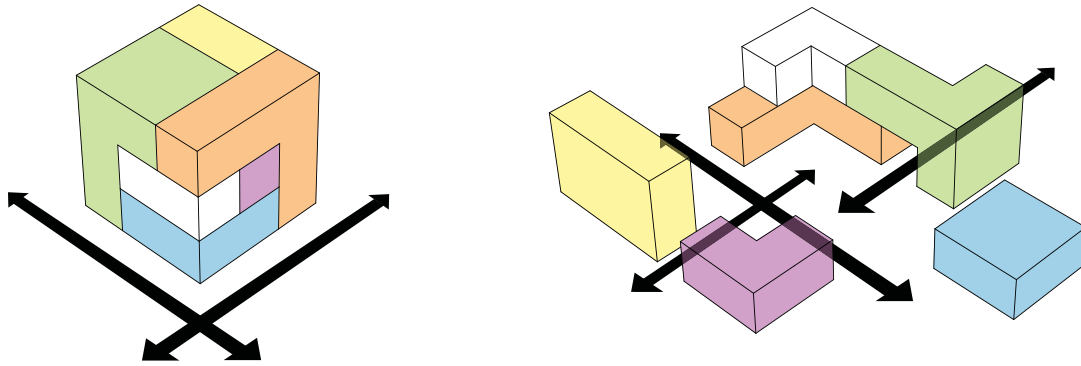
allocated department buildings due to the concentrated arrangement of school programs. Interestingly, other university departments overlap and share a wide range of spaces. As seen in the diagram, a planning student at the University of Saskatchewan has the opportunity to move and interact with multiple department buildings and therefore interact with a diverse range of students with various specialties. This thesis challenges architecture schools to re-adopt the intermingled structure of learning and enlarge their academic landscape.



Academic landscape of a planning student

An Education Locus

Reacting to the critique that current architecture schools are too introverted and contain too small of an academic landscape, a new type of school needs to form. The new school needs to be inviting and approachable to allow for the attraction of the public and related practitioners to compliment the education of students. The answer to how an architecture school should exist, if not introverted and singular, is to arrange the programs and activities of the new architecture school as an aggregation, or complex, over a wider landscape.



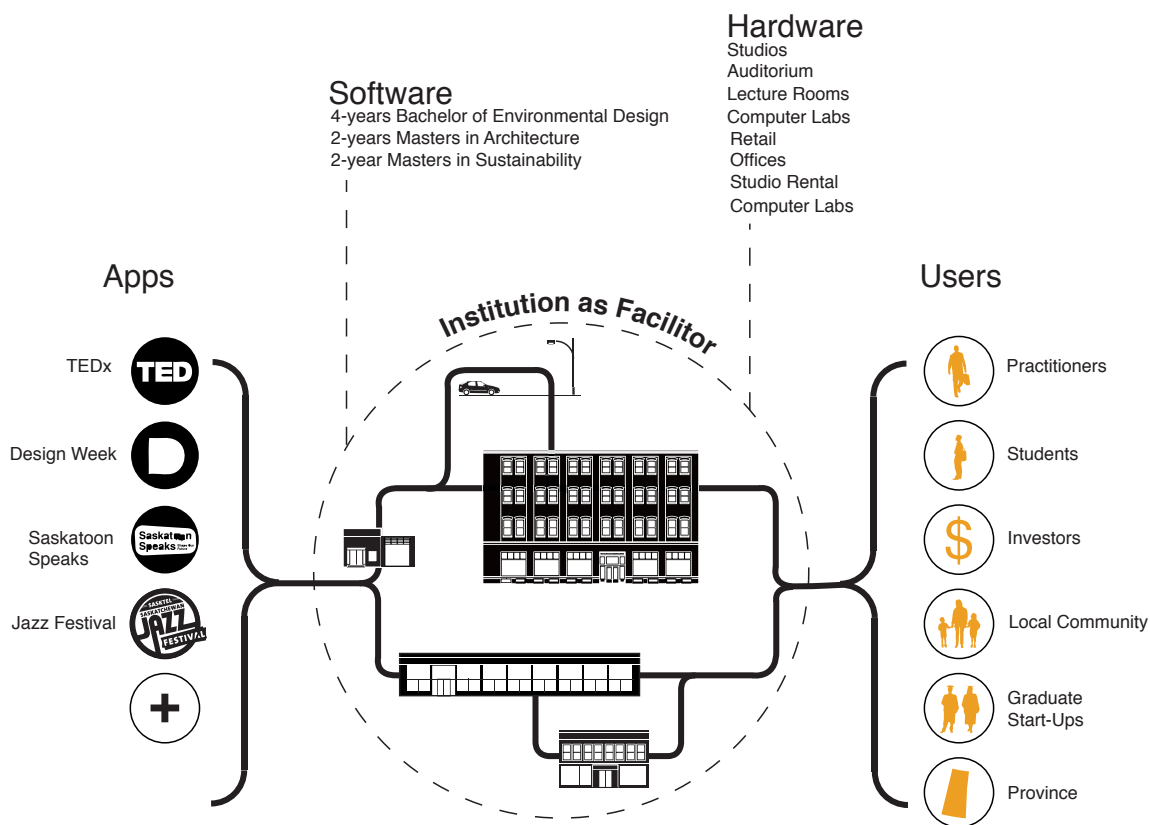
Transition from a compact to decentralized layout

If other campus departments followed this style of decentralized urban learning it would result in academic loci that become multiple city nodes of intellectual focus. These loci would become not just regions for focused education, but also regions for related private and public facilities and institutions. A decentralized architecture school is not only a locus for architectural theory, invention, and knowledge, but a more general city location for design development and investment. If one looks at the spatial organization of the École des Beaux-Arts, the decentralization of programs and activities creates an urban structure that embeds the school with its surrounding. The ability to disperse the university's institution back into the city also creates amazing opportunities for institutions to co-operate with private enterprises and community organizations. An example of co-operation between an institution and community is the Finnish Government Institution SITRA that has a progressive mandate to promote and improve the quality of life for its citizens. SITRA receives funding from the government and acts as a facilitator to expedite the creation of social and urban design research for the public. This results in the experimentation and research of social and architectural design within Finnish cities (Hyde 2013, 135). University architecture schools have the potential to act as facilitators as well. The resources an architecture school provides to students can also be offered to a larger community and facilitate design and private initiatives through resource sharing.

CHAPTER 3: COLLABORATION

Institute as Facilitator

As mentioned in the previous chapter, the opportunity for educational institutions to be used as a social enterprise for communities and the facilitator between city programming and people is incredibly alluring. When the architecture school is re-imagined being placed back into the community as a design locus for a city, one can begin to comprehend new strategies of public and private collaboration. In the diagram below, the institution is represented by a field of structures loosely bound by their programmatic connections. Within this locus is provided the tools and machines necessary for a functioning architecture school. The resources of the architecture school in an embedded city context are then intended for use not only for students and faculty, but for everyone. The school becomes a social enterprise. By sharing resources the institution is focused equally on the social

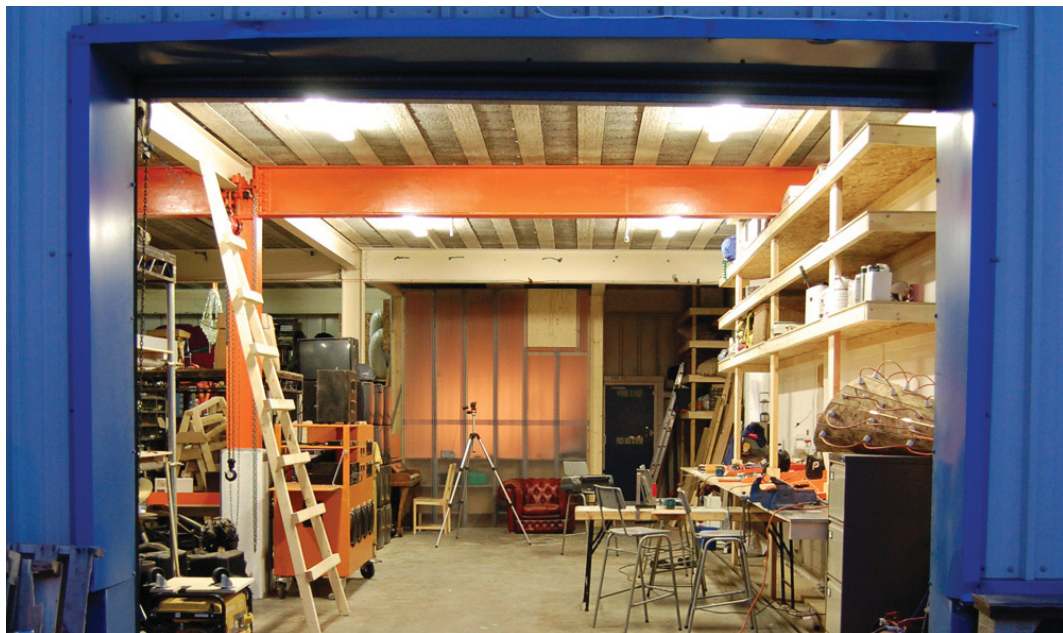


Institution as facilitator (based on 00:/ Architects 2013)

benefits of the community as well their students. What private businesses would not take advantage of free or subsidized architecture resources? The availability of architecture school resources for the public would inevitably draw related fields to the area, such as designers creating industrial, graphic, or architectural works. These public activities would develop around the architecture school and create a dynamic educational environment, in that experienced private individuals would interact with students and faculty. A reciprocal relationship between the institution and the city would form, benefitting the school by increasing the culture of design and work opportunities for their students. The studio culture found in campus school typologies would be continued and also complimented by the attraction of like minded professionals and publicly shared institutional resources.

Collaborators

The Metropolitan University of London's "Free Unit" is a revealing case study for providing a precedent for collaborating with communities. The image below shows the product of a collaboration between two students in a community orientated studio. The Free Unit is organized to allow students to make contracts with community members, drawing upon local expertise to guide their designs and produce projects that impact the community. The grading of work is performed by a peer review committee and community



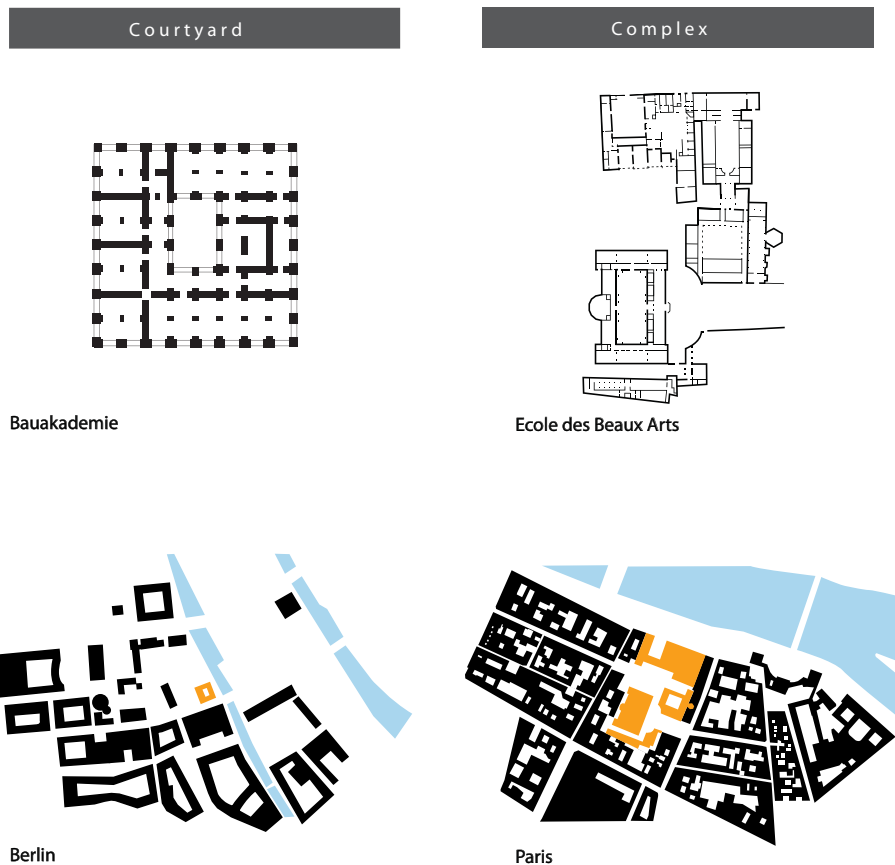
Community workshops built by students (The Architectural Review, 2012)

input. These types of school programs form an education that bolsters the ethical responsibility of students. It produces interest by business owners and community organizations through the collaboration of the school's students, and creates an awareness for the abilities architects can provide. It is no secret that architects collaborate to achieve final results. It is a necessity when dealing with complex problems to collect consultation from multiple perspectives and fields of knowledge to create a holistic design. A school organized to promote and attract community engagement naturally builds a curriculum that has a high level of co-operation and would enable programs similar to the "Free Unit".

CHAPTER 4: PRECEDENTS

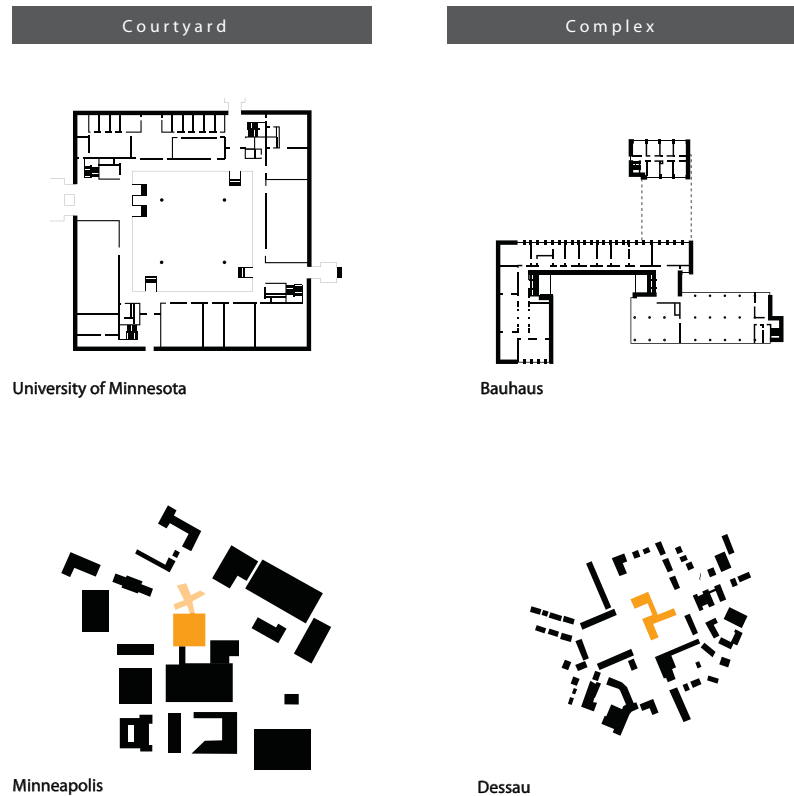
Adapting Typologies

For the sake of simplicity, architecture schools could be identified as either inwardly designed or outwardly designed. The direction a school faces is created by the transparency of facades and shape of the building. In the precedents studied, a typology of courtyard and complex has been identified. The claim is that courtyard buildings, by their physical nature, are shielding and segregating from the public. While the courtyard typology has been tested and proven practical, it is neither the only option, nor the best option for opening the building to a community. I argue that schools such as the École des Beaux-Arts, or Bauhaus in Dessau are organized in such a manner that faces and forms public spaces and integrates a level of transparency either by exposing people to activities usually hidden from view or immersing people in the movement of students and faculty during day-to-day activities.



Architecture school precedents I (Nasar 2007)

When studying the topology of the complex or compound, one can see that there are clear routes of open public space accessible by walking, bicycling or driving. In the example of the Bauhaus, one actually drives under the school. The circulation through a decentralized arrangement de-objectifies the institution. This creates a much more approachable, inviting, and visible form.



Architecture school precedents II (Nasar 2007)

Boundaries for Public

If architecture schools are to be more embracing of outside communities, understanding where the boundary exists between the private and public is crucial. More succinctly, where in the building section or plan are people not meant to reach? There is a perceived line of limitation which the public feels comfortable inhabiting. Whether that line is the front door of the building or steps to a second floor, it exists. The role for the architecture schools of today are to re-evaluate what programs the public can and should interact with. These fundamental programs once identified need to then be spatially arranged so they are not bounded within the compact typology of courtyard buildings or situated away from the city on campuses.

CHAPTER 5: FUNDAMENTALS

The Atelier



Atelier street front

The thesis proposes a radical new method for locating where architecture students work on projects. The proposal is for the studio spaces, typically relegated to top floors or the back of schools, to be placed outside and around the school in small street front locations. The new studios would be both an intimate environment between professor and student, like the Architectural Association School of Architecture, as would it emphasize the collectiveness and spontaneity of schools such as Harvard's Graduate School of Design (Moussavi 2012, 14). The proposed studios would be a combination of both the open-plan and the compartmentalized plan. It is an atelier, reminiscent of the *École des Beaux-Arts* ateliers but facing commercial streets. These small studios would consist of twelve students from multiple years in their educations. The ateliers would be located facing streets and adopting a storefront typology. It would subdivide the large studio environment and relocate pieces of it into the city. Work would be shared and the process of learning and would be made visible to pedestrians. It would be an environment encouraging visits from the public for discussion and piquing the curiosity of people passing by. The ateliers would act as proto-architecture practice. The size and form of the ateliers would simulate a working environment very similar to architectural practices today.

The Workshop



Workshop transparency (The Architectural Review 2012)

The workshop is the critical threshold of the architecture school for enabling construction, fabrication, and creation between the city and the students. It would contain a resource of tools and equipment shared with students and community members, its program expands in and out depending on the season and use. It would allow for an exchange of institutional resources with the intellectual resources of private individuals. To allow the exposure with the community as the thesis proposes, practitioners and private start-up offices can use the schools equipment in exchange for their own skills of tutoring, lecturing, or assisting with work. The idea of exchanging institutional resources for mentorship is something contemporary. These models of education are only recently appearing around the world in collaborative organizations such as the Trade School Co-operative initiatives.

The Forum

The process of exhibition for an architecture school is a multi-faceted activity of oral presentation, publication, discussion, and reciprocal feedback. This manifests itself in this thesis as a large interior volume with service programs stacked along a central space. The concept of exchanging ideas with students, faculty, and the community is reminiscent of the forum which is a place where ideas and views on a particular issue can be exchanged. The forum is the location that theoretical and tangible ideas of student work can be disseminated to the community. It is the hub for gaining and giving knowledge.

The Auditorium

The auditorium is a traditional form of propagating a singular idea to a critical mass of people. A large hall capable of seating 300 people or more would allow this type of educational environment. The auditorium for the school would not be owned by the school, but by the city. A shared location for city conventions and school lectures, it would embody the flexibility of the school's form and optimization its use of space through event sharing. In many cases, type buildings such as schools have spaces not in use half the time, since they are privately owned spaces. The work of Architecture 00:/, based in London, England, has approached the idea of cooperative ownership for educational spaces as a means to optimize their use. In their Scaleless School project the co-ordination of programming has resulted in no architectural response at all but instead an idea of social construction and coordination, tapping into the social and urban resources already present in an area. The scaleless school then coordinates the urban resources to form the school (Hyde 2013, 43).

CHAPTER 6: SITUATION

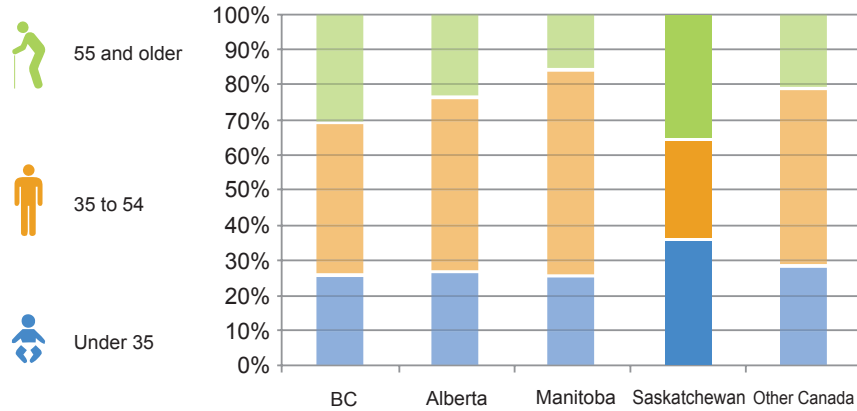
A Need for Architects

The initial interest in researching the program of an architecture school resulted from the awareness for a needed school of architecture in the province of Saskatchewan, Canada. Saskatchewan is the last province with a population above one million that does not have an architecture school. The Saskatchewan Association of Architects (SAA) is spearheading the interest in forming an architecture school. The SAA has approached the University of Saskatchewan with the proposition of forming a school and supporting the entire process. To the SAA, the presence of a school for the province will help increase the number of professional architects, and will provide a permanent venue for the education of students and the continuing education of practicing architects. The SAA is pushing for the creation of an architecture school due to the lack of architects in the province.



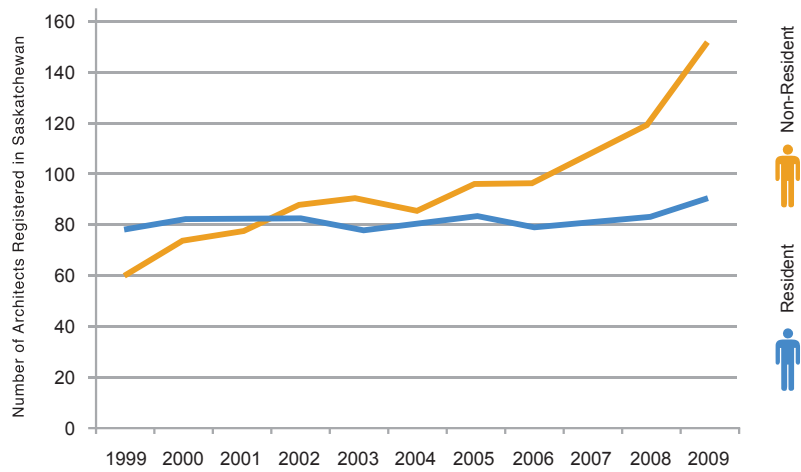
Map of Canadian architecture schools
(Vecteezy 2012)

The Province currently has 125 registered architects. Of those registered architects is a surprising age ratio that projects a huge drop in the number of members over the next ten years due to retirement. There is a high demand for a constant stream of trained architects to work within the province. There is a belief that a new school of architecture can produce and increase the number of professional architects in the province to help alleviate some of the issues being forecasted.



Age demographic of architects working in Saskatchewan (Architecture Working Group 2005)

As the province experiences a large increase in its economy, the flow and level of investment within Saskatchewan has grown. This has resulted in a large increase of work for the 125 registered architects within the province (Architecture Working Group, 12). The thesis project positions itself in a situation that is receptive for the development of an architecture school to alleviate these projected concerns.



Non residential vs residential architects in Saskatchewan (Architecture Working Group 2005)

Currently there is an increase in work but not an increase in architects within the province to meet the demand. Architects from outside of the province are finding work in Saskatchewan because offices within the province cannot meet the demand. Architecture offices not being able to meet the architectural demand within the province is resulting in the restructuring of employees in offices. In a conversation with Mr. Charles Olfert, Principal of AODBT Architects, in December 2012, there is an interesting ratio of architects to technicians in Saskatchewan. In places such as Vancouver or Toronto, architecture offices will be mostly comprised of architects. In Saskatchewan, however, there is a split of around one-third architects and two-thirds technicians due to the low amount of practicing architects in the province (Architecture Working Group, 8). This results in technically adept construction and documentation but design and schematics may not received the proper amount of attention needed to address aesthetic, programmatic, and spatial issues.

A City in Need

Beyond the issues of meeting work demands, an aging population, and an imbalance of staff within offices, there is a need to educate and involve communities in the province with design and promote an awareness of what architects do. The profession contributes to the social and economic wellbeing of our cities and can improve the quality of life for people by bringing more attention to the investment and policy making of our urban environments. This would also generate research on city issues and provide a central location to disseminate this research. This is how a school of architecture can directly impact our communities.

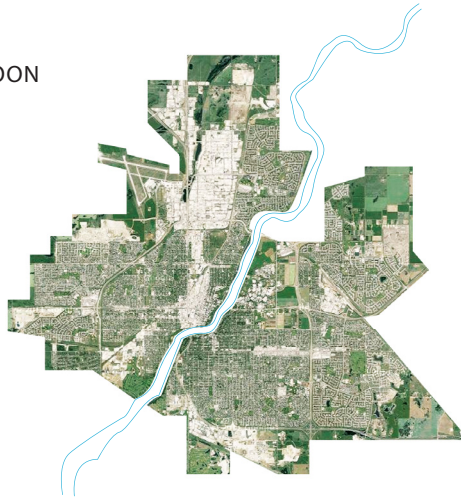
The City of Saskatoon is fortunate to have been the selected city as the location for a new school of architecture. Two-thirds of the population of registered architects working and living in the province are in Saskatoon (Architecture Working Group, 3). In Chapter One, the idea of forming a design locus is of importance. For the City of Saskatoon, the creation of an architecture/design locus would be exciting due to the present need and desire for a school. It also happens that the creation of a design district in Saskatoon's city center is something the city has been pursuing and investing in for the last ten years (Community Services Department, 2002). Politically, the City of Saskatoon is embracing the proposal and ready for a School of Architecture. The Saskatchewan Association of

Architects has unanimously agreed to support the pursuit of a school and the University of Saskatchewan is excited to diversify its academic offerings. The most pressing question for the City and University of Saskatchewan is what a school of architecture should look like and where it will be placed.

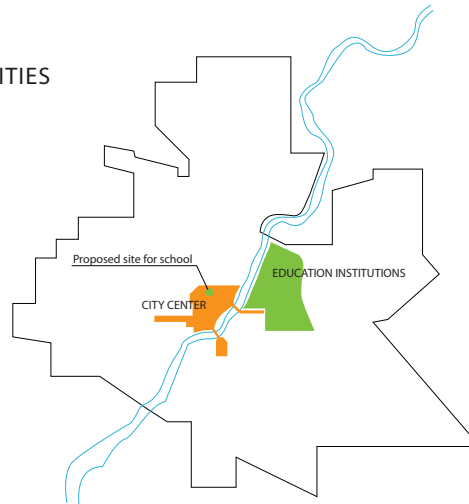
Saskatoon

The City of Saskatoon has a population of 239,000 according to 2012 data taken from the City of Saskatoon's website. It was settled on the banks of the South Saskatchewan River and has had a history of "boom and bust" development in its 112 years as a city. The city has allocated a large section of land for its education sector. The University of Saskatchewan is one of the most prominent research centers in the province. The university land takes almost one tenth of the total area of the city and is located centrally across from the City Center. Since the 1970s, Saskatoon has positioned itself as a car centric city. Key arterial roads have been built through and around the city. The location for the school of architecture finds itself placed at the juncture between three of these arterial roads, as indicated in the Arterial Map by point. Historically the university departments have always been located on university land. Recently however some programs have developed satellite campuses in the downtown core, such as the Edward School of Business. The school of architecture would continue with the precedent of integrating satellite campuses into the downtown core. See the next page for a breakdown of city characteristic.

SASKATOON

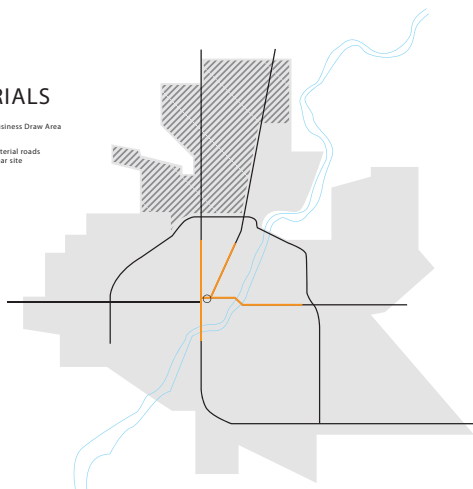


PROXIMITIES



ARTERIALS

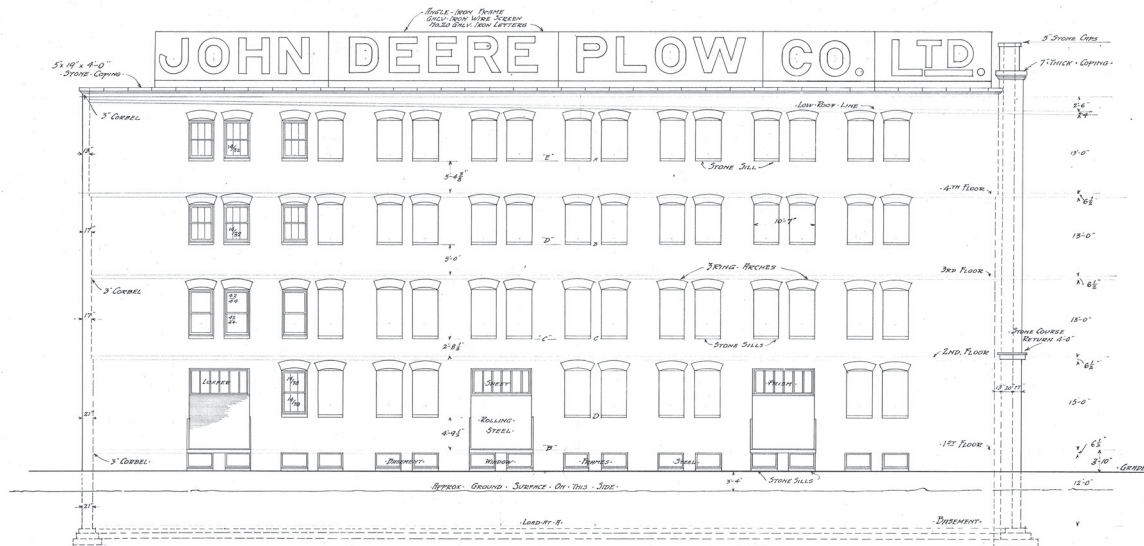
- Business Draw Area
- Arterial roads near site



City diagrams of Saskatoon (based on City of Saskatoon Neighbourhood Map 2012)

CHAPTER 7: SITE

The John Deere and Plow Co. Warehouse



John Deere and Plow Co. Warehouse East elevation (Saskatoon City Archives 2012)

In 2010, the City of Saskatoon donated a 103-year-old warehouse building in the historic warehouse district. With pressure from the University of Saskatchewan and the Saskatchewan Association of Architects, the warehouse is proposed to become the center for a school of architecture. Momentum and fundraising has begun, and it is now no longer an uncertainty if a school will be built but most definitely a reality. This thesis is exploring what form the school should take in Saskatoon.

The site selected for the thesis is a historic property with a Chicago Style 1910 warehouse built for the John Deere Plow Company Ltd.. It is a brick-clad four-story wood post and beam structure, with a gross floor area of 60,750 square feet. The building was used to store farm machinery that came off the rail lines adjacent to the building. The City currently uses the lower two floors predominantly for storage, with the remainder of the building unused. The most notable feature of this building is the 6.5" on-edge floor boards used as a technique in Mill Construction for fireproofing as well as structural bracing (Rabun 2009, 27).

The Warehouse District



Warehouse District from South view of disused CN rail line

The John Deere and Plow Building is located in Saskatoon's Warehouse District, which is one of the first character defined districts of the city. The warehouses were close in proximity to the rail deliveries stations, but when the freight delivery relocated from the center of the city to the southern edge in the 1970s the warehouses became redundant. Some have been adapted for other uses such as residential lofts and commercial uses. Other warehouses have been left empty for long periods of time. The vacancy of programs has been detrimental to the condition of the environment. The relocation of rail delivery stations has created a void in the center of the city. However, with the presence of an architecture school, there is the ability to fill and invite further program with it.

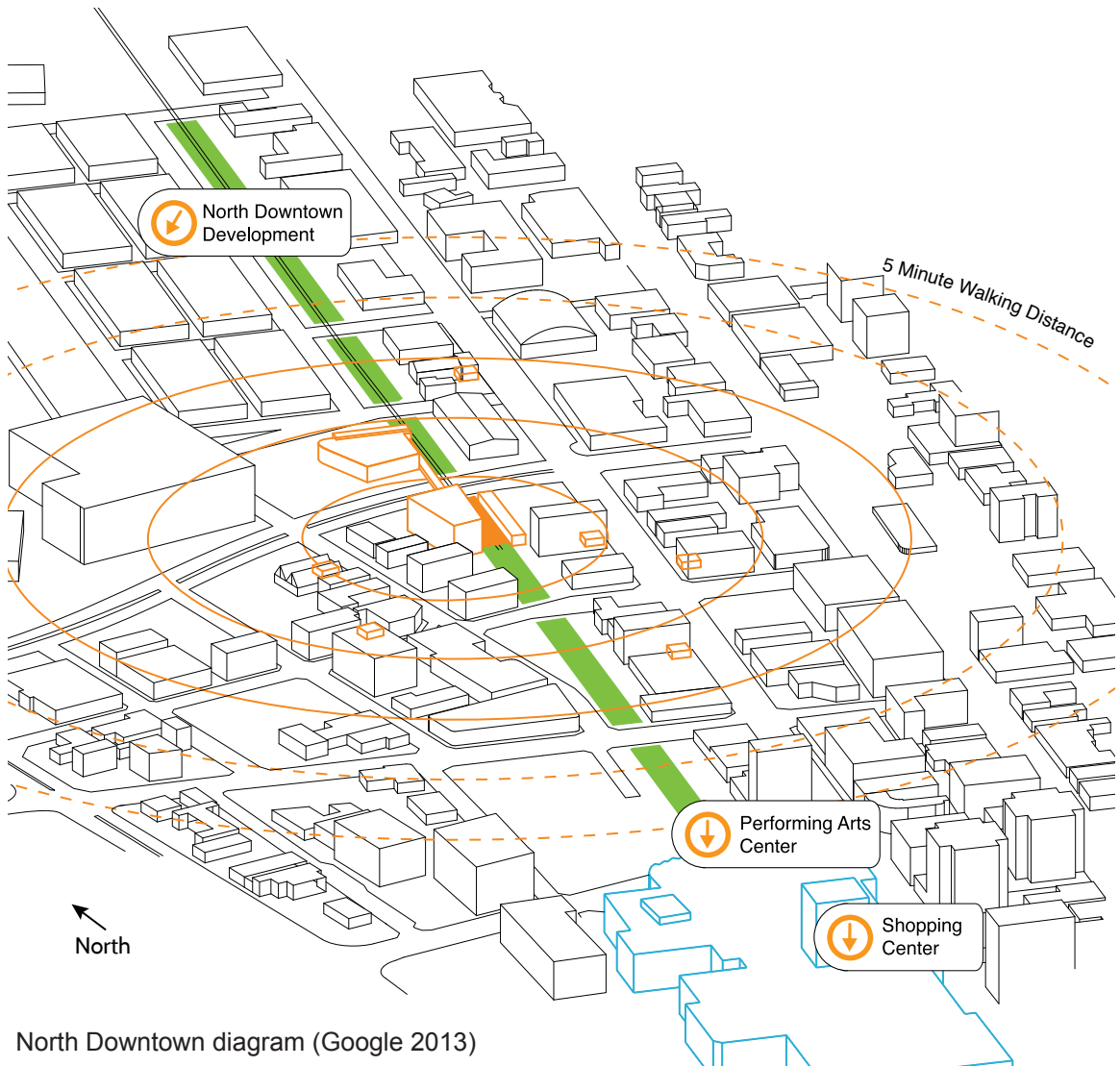
There is a growing investment in the Warehouse District, that has been rapidly transforming this forgotten section of the city. A large arterial road has now cut through the site, and a new master development of around 7000-12000 residents has begun to re-densify the city center (CTV Saskatoon City News, 2013). These urban developments under construction create a framework to place and situate the architecture school for the city. The opportunity for the school to take advantage of the large amount of circulation of both pedestrian and vehicular traffic is something that, as mentioned previously in the

thesis, is an important feature situating the school to be transparent, inviting and visible. As seen in the North Downtown Diagram on the following page, a new route of access for the public is proposed which runs directly through the programming of the new architecture school. The City's public amenities, such as a performing arts theaters, city hall, public library, shopping center, pubs, and shopfronts, are only a seven minute walk away. This places a high traffic corridor connecting the South and North Downtowns with the School of Architecture situated directly between them.

Urban Move: Distributing Program

Applying the principles earlier in the thesis, the school should not be held within the warehouse building, but instead exchange the programs of public activities with the school activities. The studios, workshop, and auditorium are to be removed and distributed to fit into the existing urban fabric. By strategically placing these programs throughout the immediate area it can increase the interaction with the public, by foot, bike, or car. Increasing the chance for interaction is the urban intent of the thesis.

In order to situate the school properly, two large urban developments are proposed. These are the inclusion of a walking corridor connecting the new North Downtown development to the city center. This corridor would terminate at the TCU Performing Arts Center and the Midtown Plaza shopping center. The second development would be the construction of a pedestrian walkway above the new 25th street extension to provide unrestricted continuous travel between the North and South parts of the City's core. The Architecture school would then be integrated within these urban moves by placing a courtyard and attaching the warehouse and auditorium to the pedestrian walkway. The pedestrian corridor would draw the estimated 7,000-12,000 people. This is done to maximize and combine the circulation of students and public as well as offer an opportunity for the school to remain connected yet at the same time decentralized. These two urban moves are what would allow the school to achieve the presence and engagement being sought to properly integrate with the community.



North Downtown diagram (Google 2013)

CHAPTER 8: A MODEL SCHOOL

Manifesting the Fundamentals

The architecture school in Saskatoon would be situated to allow school programs to be engaged by its surrounding conditions. It would bring public circulation through the school courtyard and disperse the studio programs into rented street facing buildings within a five minute walking distance from the John Deere and Plow Co. warehouse building. In doing this, the academic landscape of architecture students is stretched to overlap with city programs. Daily functions of people mingle and encounter with the work of students and faculty through displays of work or informal discussions. See the Community Integration drawing on next page for an understanding of the schools integration in the city.



Community integration Part 1 (Google 2012)



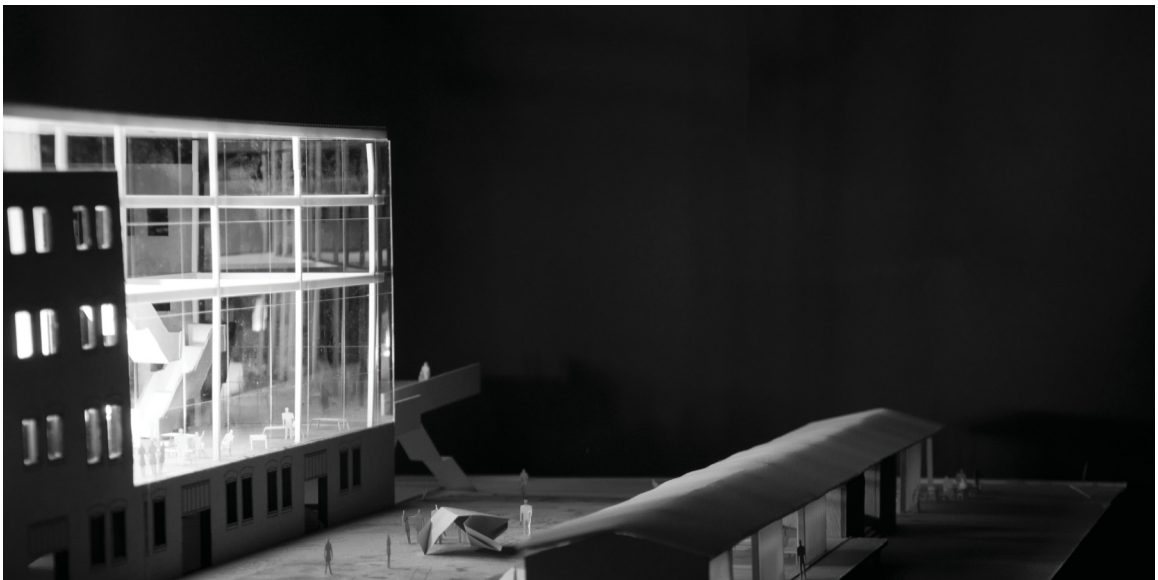
The existing John Deere and Plow Warehouse would be restored and environmentally updated to perform efficiently yet still maintain the original factory character. An incision down the East side of the warehouse is needed to allow a vista to the city, draw light into the existing deep floor plates, and create a vertical connection between the adjacent stacked programs (studios, resource center, library, faculty and administrative offices, cafe, and mixed media rooms). The Warehouse is the center for the school. It functions primarily as a venue for resources, class, and formalized exhibitions. It would provide the school and city with another city center library, free internet access, spaces for classes or community meetings, and flexible rental space for future expansion of the school to develop addition design related programs or rental space to invite agencies or entrepreneurs to operate within the warehouse building.



Drawing of warehouse forum space



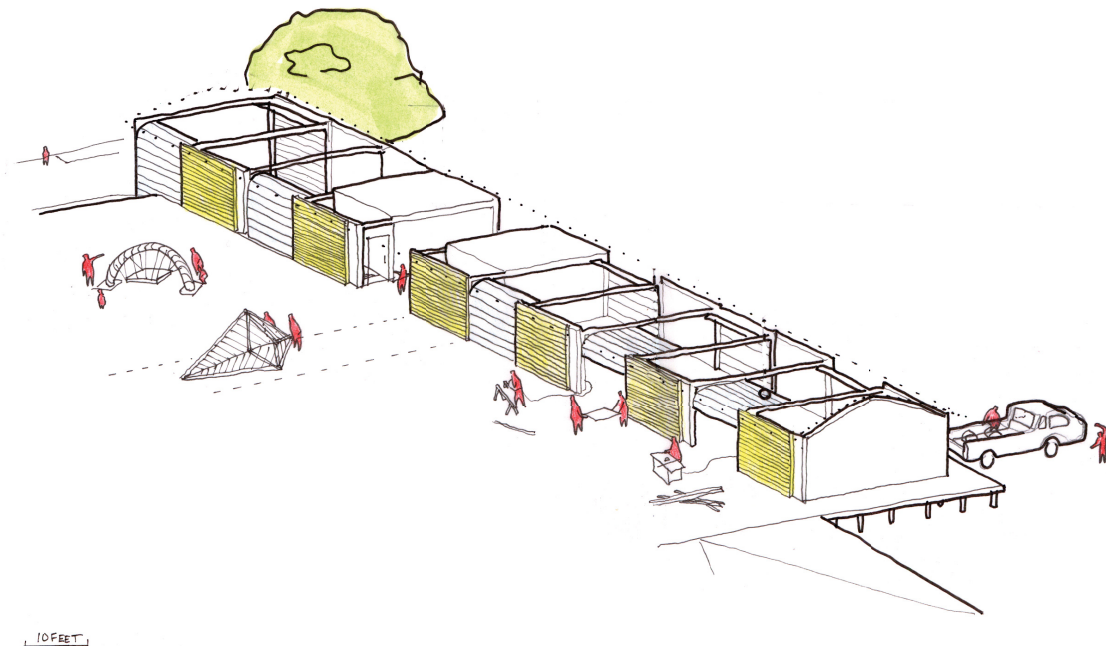
Pedestrian walkway and front facade of John Deere and Plow Co. Building



Evening view of the forum

The workshops would run parallel to the new proposed pedestrian corridor creating an intersection of activity between the warehouse and the workshops. The intersection of activity would allow people traveling south towards the city center amenities to encounter and perhaps in instances participate in school programs between the warehouse forum and workshops.

The decision to raise the courtyard references the historical functions of the original use of the John Deere Warehouse. The warehouses in the district are all raised approximately 1.2 meters to match the height of the boxcars on the rail lines, that would load and unload into the warehouses for storage and manufacturing. The courtyard becomes a reinterpreted staging platform connecting the warehouse and workshops on a single pedestrian plane. What was once a platform used for the ease of material delivery between warehouses and boxcars will now become a platform for the ease of pedestrian accessibility and material delivery between the city to the workshops. In Chapter One, an idea for the school is to be a location that could be understood as a place with hardware available to a range of people. The workshop's long operable form would face the public corridor. Its form would create and contain a space along the urban walkway, as well as a method of providing transparency of workshop activity.



Drawing of workshop functions



Workshops from courtyard



Encountering workshop activities in the courtyard



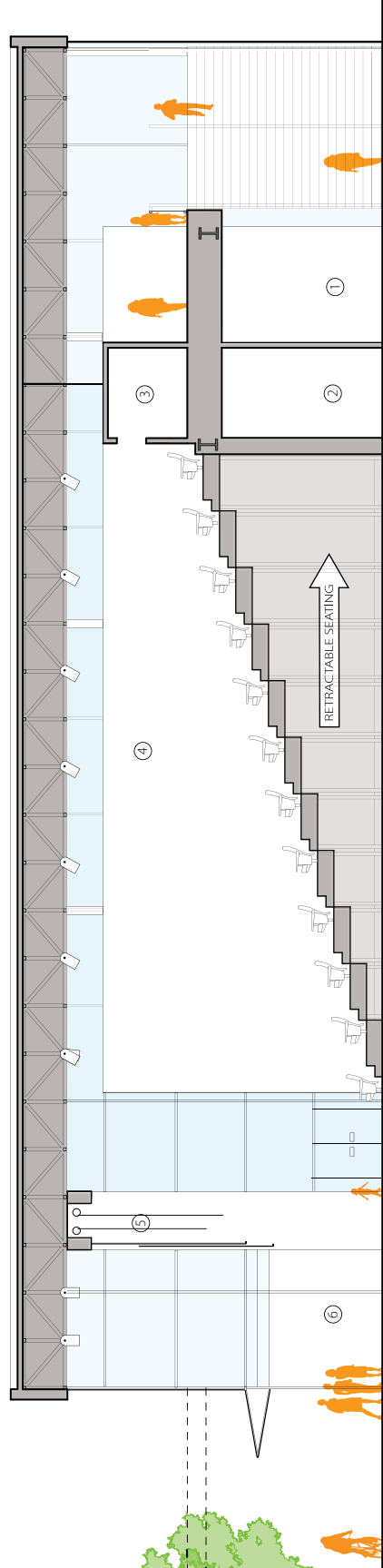
Evening presence

The design of the auditorium is meant to anchor one end of the pedestrian walkway over the new road extension. The intention for the auditorium is to provide a method of conveying the spectacle projected inside to the outside. The design of the pedestrian walkway reaches out and connects with the top of the theater. This creates a quick and direct link for the warehouse and the auditorium, one that indicates the physical connection between programs, literally, by the connection of a bridge. The auditorium is one that would be flexible. Seating would be retractable and the back of the auditorium would be operable to the outside. Functions beyond the common forms used by instructors and students could occur. Receptions, exhibitions, auctions, performances, festivals would be invited.



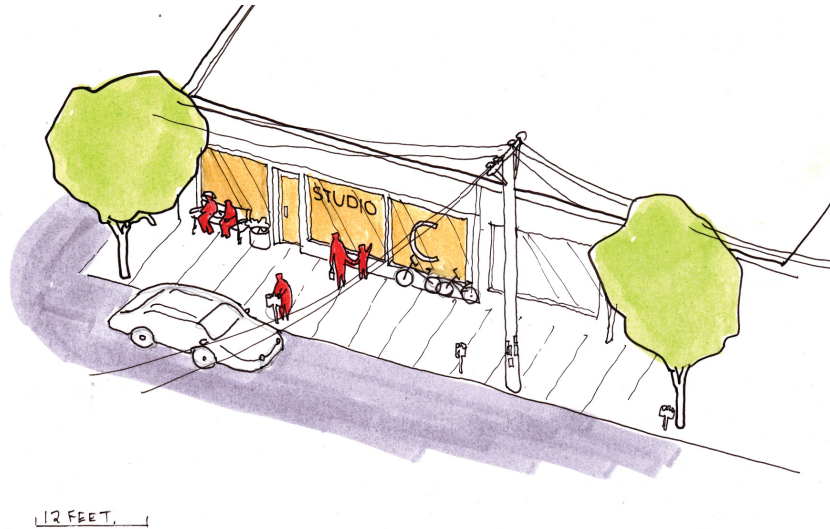
An idea for an evening lecture projected

- AUDITORIUM
- 1. Lobby
 - 2. Service
 - 3. Projector
 - 4. Auditorium
 - 5. Operable Screens
 - 6. Backstage



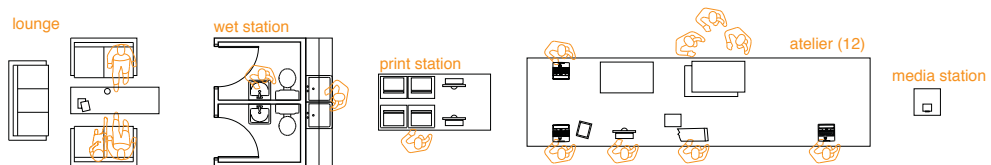
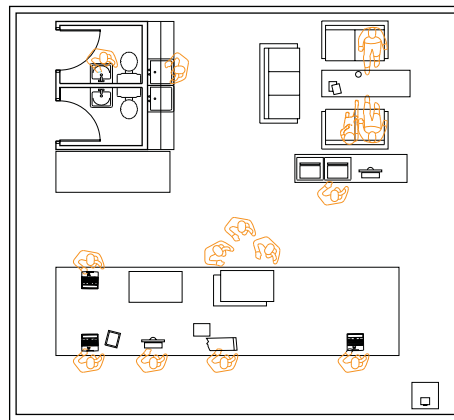
Section through the auditorium 1:200

The form of the ateliers are meant to be ambiguous and understood to be plugged into available vacant space in close proximity to the warehouse and workshops. The studio workspaces would be comprised of an adaptable set of workstation components. Based on the conditions of each rented property, studio components are fitted into locations facing street fronts. There are six components that make up the ateliers. These are the wet station, print station, media station, lounge, tables, and storage. Together these provide the necessary ingredients for students to work in individual ateliers.

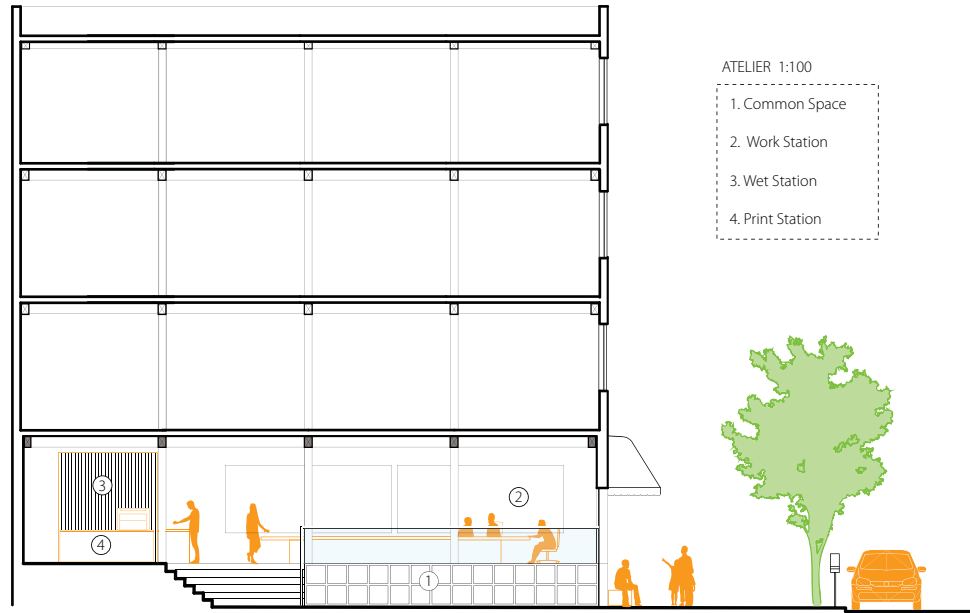


Drawing of the atelier street front

STUDIO

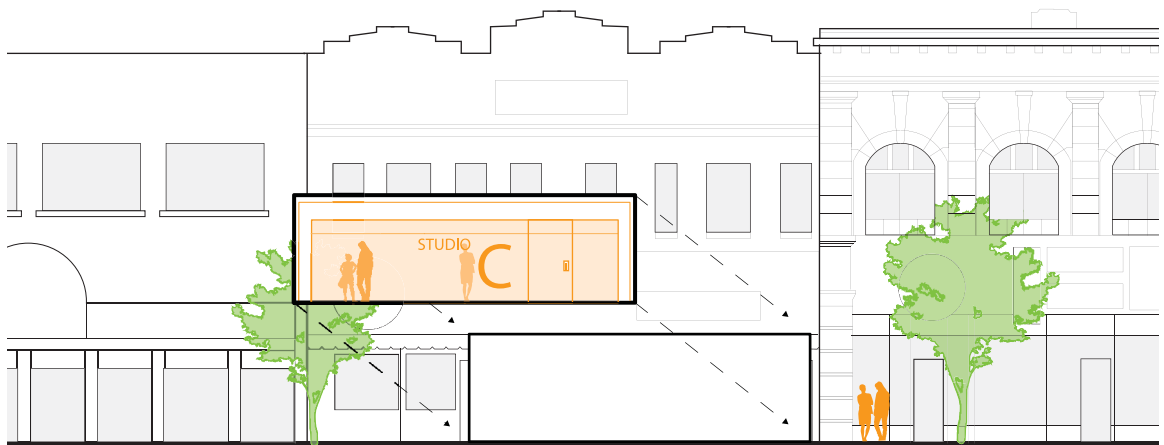


Plan of atelier components

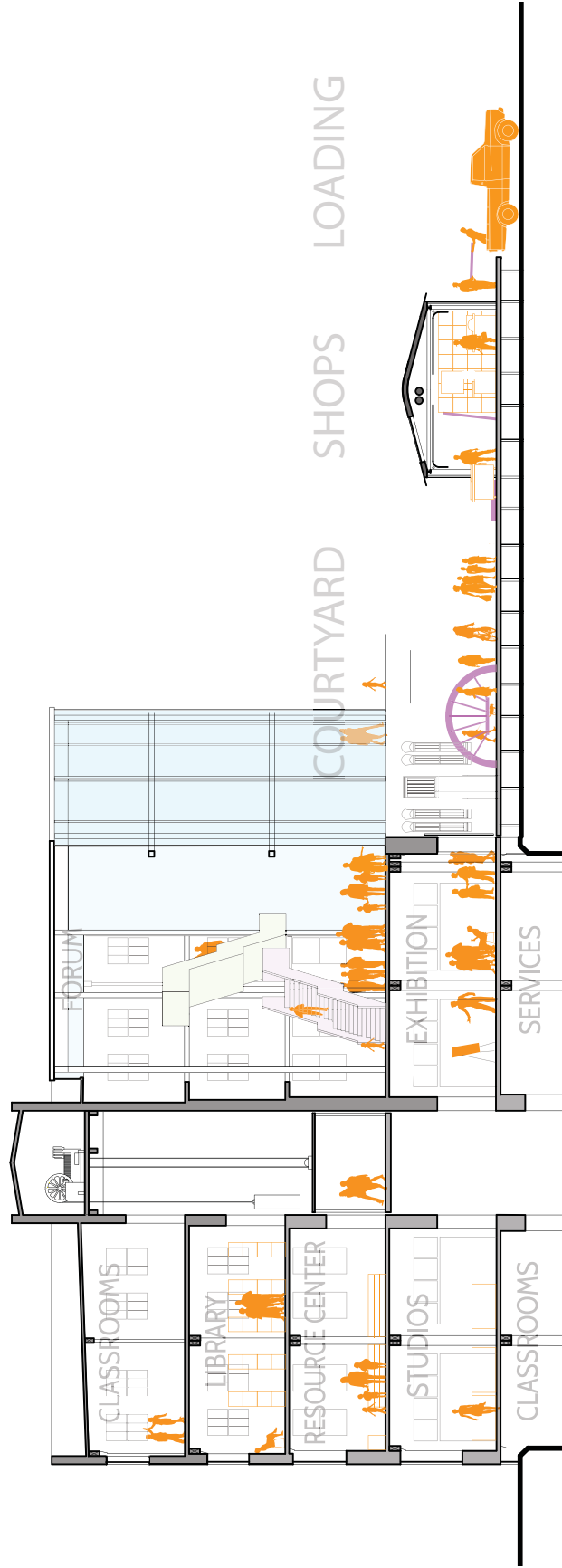


- ATELIER 1:100
- 1. Common Space
 - 2. Work Station
 - 3. Wet Station
 - 4. Print Station

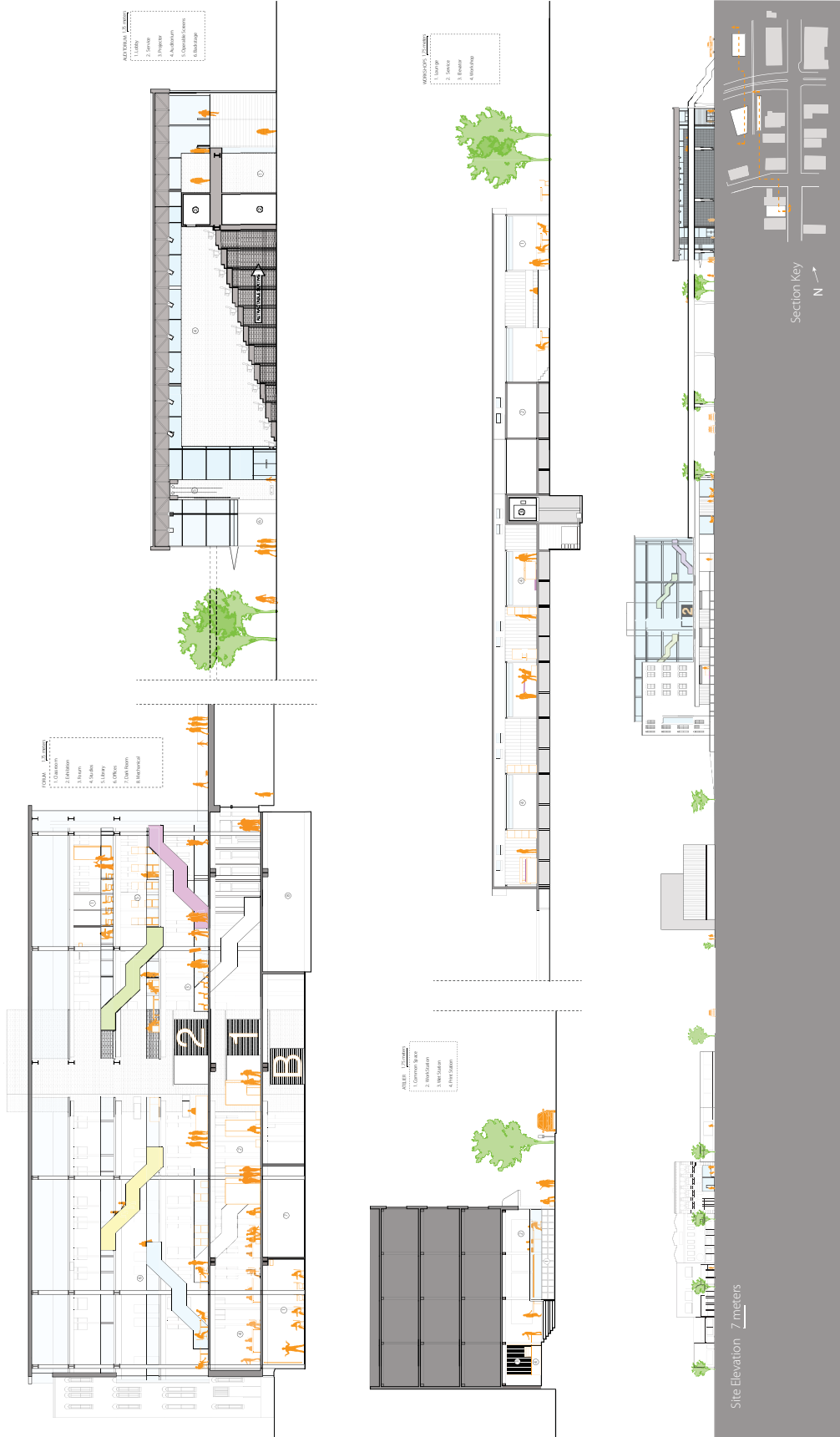
Atelier section



Plugging in the ateliers (Google Street View)



Section of activity from the city to the school



Section of school at city scale

CHAPTER 9: CONCLUSION

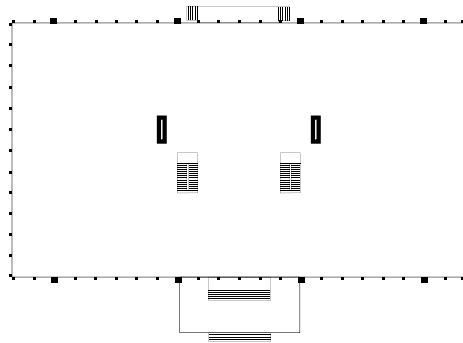
The building of an architecture school - beyond the teaching staff, curriculum, etc - is what makes an architecture school be *what it is*. (Moussavi 2012, 14)

The key to establishing architecture schools for the present is to reveal their programs and activities to the city by dispersing them spatially within the city. This is an urban statement, a move which will challenge the pedagogy and culture of the school as well as the profession. The practice of architecture is for the people, architectural education should be with the people.

APPENDIX

Architecture School Precedents

Workshop

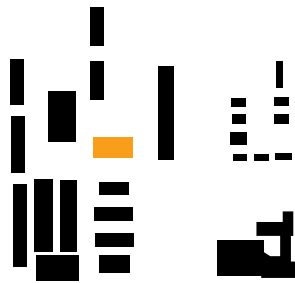


IIT S.R. Crown Hall

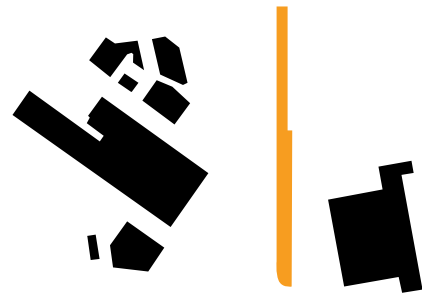
Complex



SciArch



Chicago



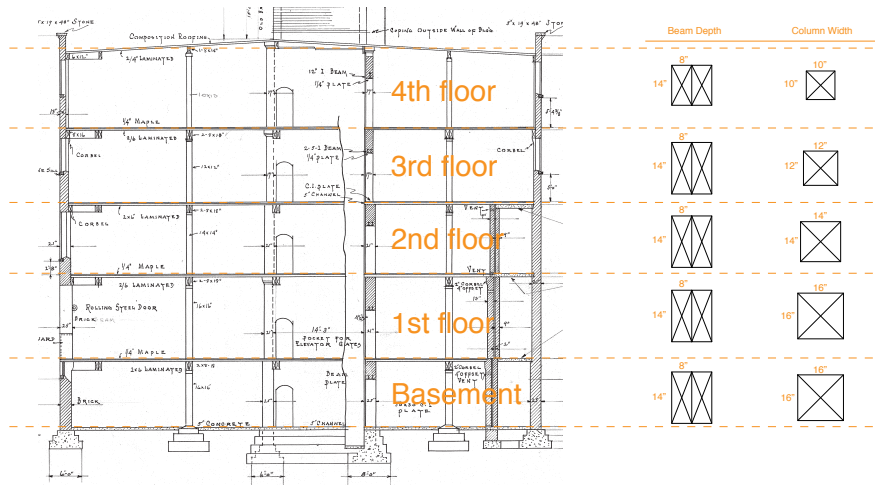
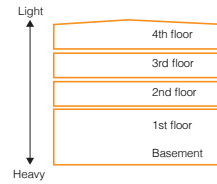
Los Angeles

APPENDIX

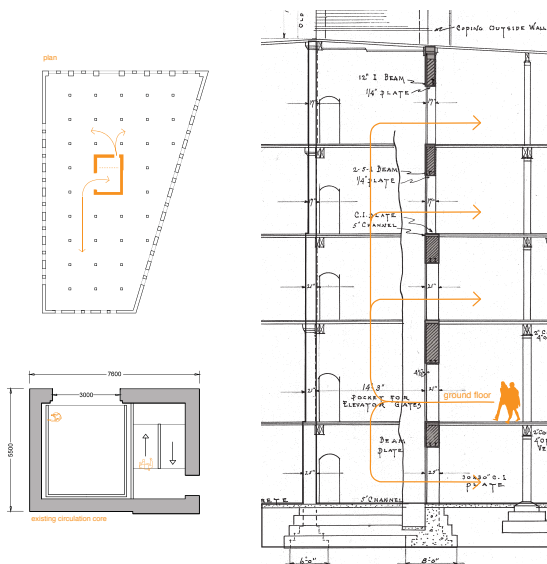
John Deere and Plow Warehouse Analysis

Structure

Live Loads

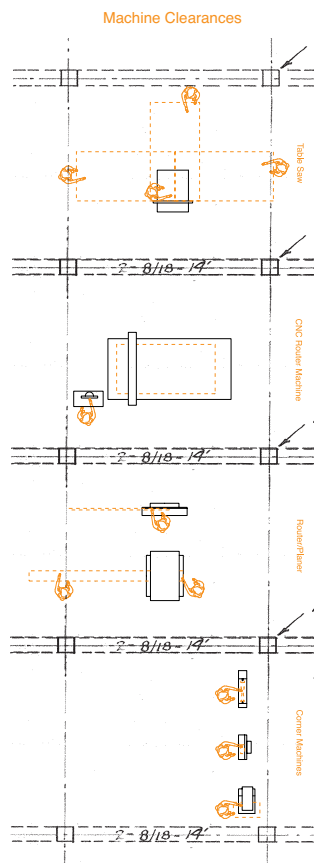
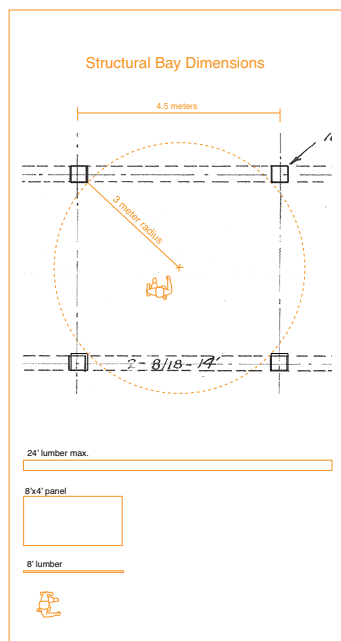


Circulation

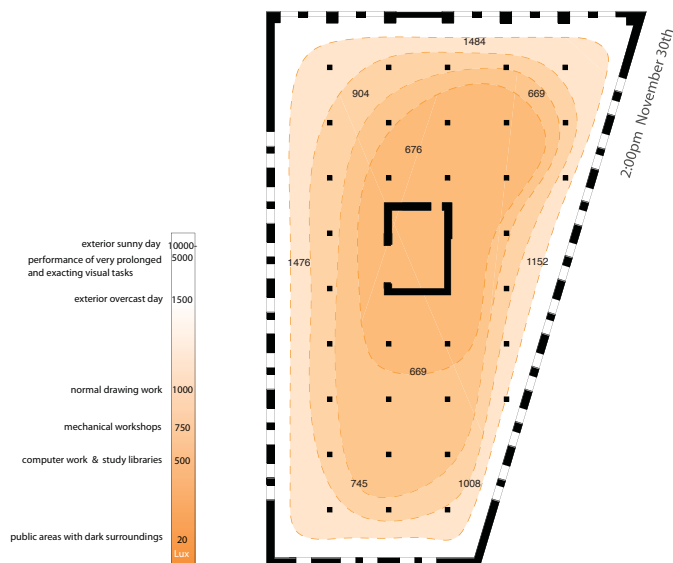


John Deere and Plow Co. blueprints (Saskatoon City Archives 2012)

Clearances



Lighting



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