

A SCHOOL OF CRIMINOLOGY  
FOR  
THE UNIVERSITY OF TEXAS

by

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## PREFACE

The study of criminology in the United States is at this time in a slowly progressing field of study as is evident by the ever increasing crime rate in America. It becomes evident that there is a need for an expression of active study of criminology other than a theory or book which seems to simply delay the need for education in this field.

It is my purpose to expose the need through an architectural expression. It seems that unless man has something other than words to place his confidence in, he is not willing to take the initiative to press forward for the betterment of mankind.

I wish to thank Leon Radzinowicz, Director of the School of Criminology, Cambridge, England, for his assistance and advice.

## CHAPTER I

### HISTORICAL INTRODUCTION

Definition: An institute or center of criminology should be a home of basic pure research of criminology following the pursuit of knowledge wherever it may lead, and without commitment to the achievement of a particular, practical result which otherwise would introduce bias into research.<sup>1</sup>

Criminology, as a science, the study and understanding of man's criminal mind along with the effects of his environment, was not considered until 1873, when Francesco Carrara at the University of Pisa in Italy delivered a lecture on criminology and stated that the idea that all had been done in this field that could be done, was absurd, and that the understanding of problems and solutions had yet to be opened to the mind.<sup>2</sup>

Prior to this statement by Carrara, the study of crime was based on the idea that man, with criminal intent, was born with this trait and the only procedure for the state

was to eliminate the man, thus eliminating the producing element of criminal inheritability.

Carrara believed that criminal law was a changing social institution and crime was a product of individual disposition and environmental forces.<sup>3</sup> Carrara wanted the makeup of the offenders, physical, mental and social history studied to determine the punishment or path of rehabilitation that should be induced.

The acceptance of Carrara's idea was not of a very vast nature but two Italians, Baron Raffaella Garafola and Errica Ferri believed that work was needed in this field, and thus began to establish a program of study of Carrara's idea to determine the justification for existence.

Garafola and Ferri encountered many obstacles in their work, mainly created by the higher courts of Italy. The Italian courts did not believe in Carrara's idea and saw no justification for the work of Garafola and Ferri. However, even with the extreme pressure placed on them, Garafola and Ferri did not waver in their work.

These men found it necessary to test and change some of the laws of Italy in order to establish the desired type of program needed. After revisions of some laws were made it

was found that the establishment of a school or center would be necessary to continue the work already started, in order to keep up to date with the study of social, physical and environmental effects upon man.

In 1912, at the University of Rome, after thirty years of work, an Institute for the Study of Criminal Science was established with the following basic ideas:

After a two year course devoted to the basic legal discipline and followed by all students, separate instruction should be provided for those students who wish to specialize in civil and private law on one hand and in public and penal law on the other. All the essential criminological disciplines should be brought within the latter department along with criminal investigation and detection.<sup>4</sup>

The institute was to be run by Ferri, who at the time was a professor of law and therefore was considered the new leader in criminology. Thus he was to influence the many new schools that were to evolve in the next few years in Western Europe.

Many schools were created as a result of the school in Rome but not with the same basic ideas. Some schools were dealing in more specific fields of study, such as the Institute of Criminal Anthropology at Michigan State University which enrolled graduate as well as undergraduate stu-

dents and was created in the same year. Two years later an Institute of Studies in Criminal Science and Police was established at Bologna and then one each in Naples, Modena and Genoa in the same year.

While Western Europe was creating an intellectual idea about the criminal and his environment, the leaders of criminology in the United States were just starting their investigation of the advanced problem at hand. The crime rate and problem of the common criminal placed the United States in a very delinquent state in its search of criminology.

American Criminologists were greatly affected by the idea of Western Europe and the establishment of schools to study the problems of criminology. Plans were begun for a school at Northwestern University to study the theories of American and European Criminologists. The school progressed well, as did many advancements in the field except for one, the establishment of more schools.

After the establishment of Northwestern's school in about 1914, the provisions and plans for schools of criminology seemed to drop off. People were writing and expressing their views and ideas but the establishment of more schools was not started until the establishment of the American

Institute of Criminal Law and Criminology several years later. Other schools have been established since 1914, but only about eight.

Leon Radzinowicz, director of the school of criminology at Cambridge University, Cambridge, England, has written several books expressing the need for schools of criminology within the United States, but there are few plans to build or establish schools of criminology in addition to the ones which have already been established, other than possibly one in New York state.

The schools which are in existence in the United States today are: University of Southern California, Los Angeles, California; University of California, Berkeley, California; Northwestern University, Evanston, Illinois; Yale University, New Haven, Connecticut; New York University, New York, New York; and San Jose College, San Jose California.

Of these schools mentioned there is not one which deals only with the criminal mind and environmental effects on the criminal without incorporating the study of law.

The schools stress mainly the study of law and not criminology, except for one of the schools, the University of

California at Berkeley. Mr. Radzinowicz considers Berkeley to have the best school because it includes a minimum of law in its curriculum along with the research into crime detection and prevention.

Mr. Radzinowicz believes that a school of this type should not deal in the study of law but in the experimental field of criminology and crime prevention. This does not mean that the study of law should be eliminated, but he feels it should not be included to such a great degree, as it has been prior to this time.

It becomes apparent at this point that there is a need for such a school because of the ever increasing crime rate and lack of educational facilities provided. It has been said by Mr. Radzinowicz, "The time is propitious for a bold step forward. The initiative should be taken without much delay but, at the same time, it should be given ample thought."<sup>5</sup>

## CHAPTER II

### PROGRAM

Today's growing crime rate has created an ever pressing need for the education of personnel in the field of criminology. Without such trained personnel it is very difficult to maintain and produce a police force that will help reduce the ever increasing crime rate.

It is my purpose to design a School of Criminology, to work in conjunction with the University of Texas for the purpose of education in the field of criminology. There are several reasons for education in this field but for my purpose the only reason for this project is the need for educational and research facilities in this field.

#### Client

The school shall work in connection with the University of Texas in Austin, Texas, and shall be represented by the Board of Directors of the university. The board shall

represent both the school and the state on the project and shall provide the necessary advice in the design and construction of the structure.

### Financial

The structure shall be financed by the state with funds set aside by the state legislature for the construction of higher educational facilities. The funds are appropriated from state taxes collected from the state's residences and from grants given to the school by private individuals for the construction of such facilities at the University.

## CHAPTER III

### REQUIREMENTS OF THE FACILITIES FOR A SCHOOL OF CRIMINOLOGY

A School of Criminology is intended to concentrate on the teaching of and research into criminal science in conjunction with criminology. It is necessary to take into consideration the needed areas and their arrangement for a workable, well organized plan.

#### The Research and Classroom Area

The research area, where most of the work within this building is to be done, is an outstanding feature of the school. This area must be large enough to serve the needs in the research of all fields of criminology and must have ease of accessibility to the library and storage areas provided in other areas of the building.

#### The Library Area

A library of 60,000 volumes should be provided within this structure; it is necessary for use in research and the

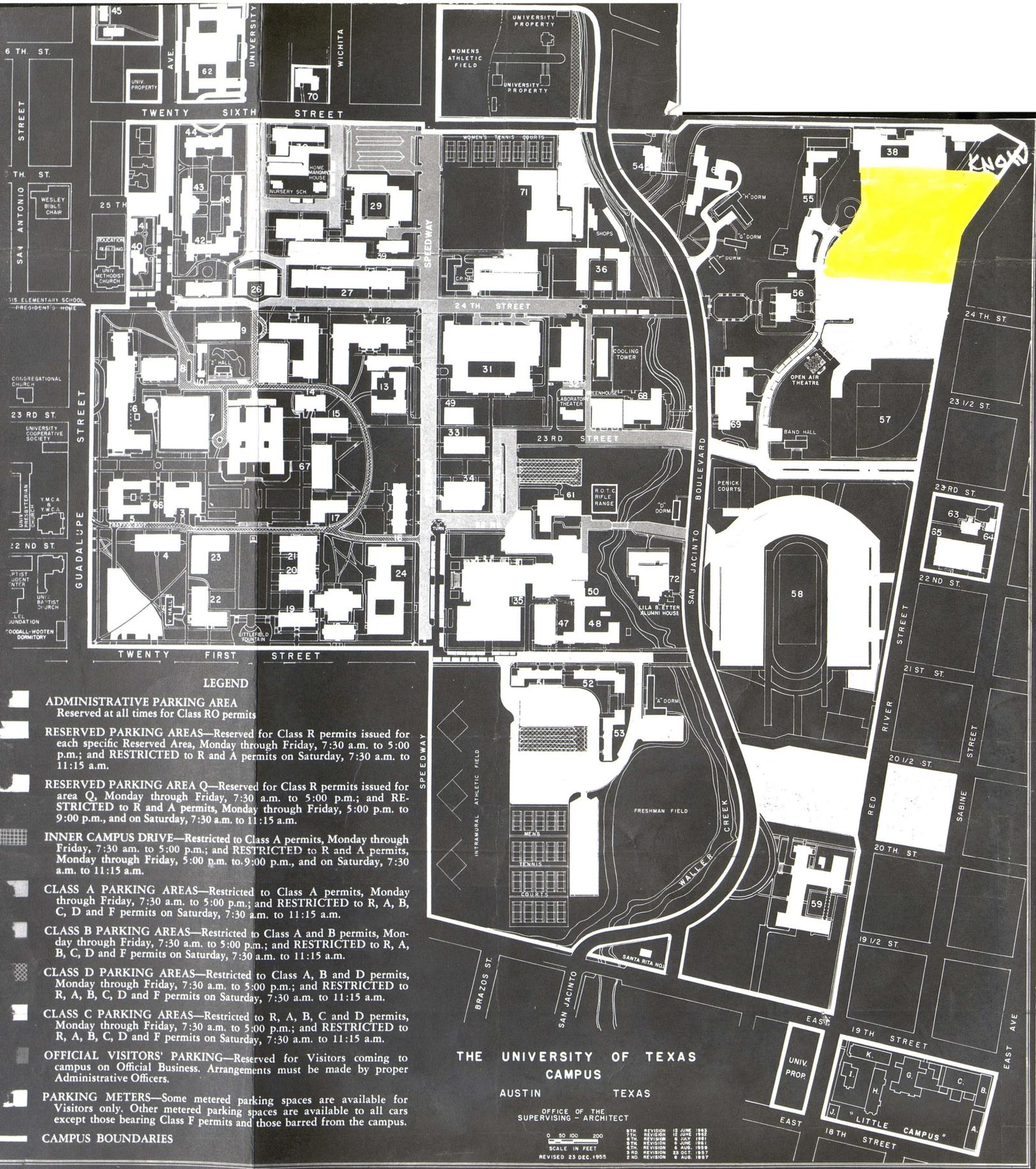
education of each student and faculty member. The library should be of adequate size and location to provide for future expansion in the number of volumes. Required along with adequate shelf storage are reading rooms, carrels for research students, general reading area, periodical area and work area for a librarian and assistants.

#### The Administration Area

The administration area should consist of the office of the director of the school, his assistant and secretaries. This area should be used as a direction center for visitors of the school. The administration should be near the auditorium for ease of location by visitors and to prevent visitors from disturbing the research and classroom area.

#### The Auditorium

The auditorium should be used for lectures to visitors of the school. It should seat 150 people and provide the spectators with good visibility for projection of films and live demonstrations with the use of stair stepped seating arrangements.



**LEGEND**

-  **ADMINISTRATIVE PARKING AREA**—Reserved at all times for Class RO permits
-  **RESERVED PARKING AREAS**—Reserved for Class R permits issued for each specific Reserved Area, Monday through Friday, 7:30 a.m. to 5:00 p.m.; and RESTRICTED to R and A permits on Saturday, 7:30 a.m. to 11:15 a.m.
-  **RESERVED PARKING AREA Q**—Reserved for Class R permits issued for area Q, Monday through Friday, 7:30 a.m. to 5:00 p.m.; and RESTRICTED to R and A permits, Monday through Friday, 5:00 p.m. to 9:00 p.m., and on Saturday, 7:30 a.m. to 11:15 a.m.
-  **INNER CAMPUS DRIVE**—Restricted to Class A permits, Monday through Friday, 7:30 a.m. to 5:00 p.m.; and RESTRICTED to R and A permits, Monday through Friday, 5:00 p.m. to 9:00 p.m., and on Saturday, 7:30 a.m. to 11:15 a.m.
-  **CLASS A PARKING AREAS**—Restricted to Class A permits, Monday through Friday, 7:30 a.m. to 5:00 p.m.; and RESTRICTED to R, A, B, C, D and F permits on Saturday, 7:30 a.m. to 11:15 a.m.
-  **CLASS B PARKING AREAS**—Restricted to Class A and B permits, Monday through Friday, 7:30 a.m. to 5:00 p.m.; and RESTRICTED to R, A, B, C, D and F permits on Saturday, 7:30 a.m. to 11:15 a.m.
-  **CLASS D PARKING AREAS**—Restricted to Class A, B and D permits, Monday through Friday, 7:30 a.m. to 5:00 p.m.; and RESTRICTED to R, A, B, C, D and F permits on Saturday, 7:30 a.m. to 11:15 a.m.
-  **CLASS C PARKING AREAS**—Restricted to R, A, B, C and D permits, Monday through Friday, 7:30 a.m. to 5:00 p.m.; and RESTRICTED to R, A, B, C, D and F permits on Saturday, 7:30 a.m. to 11:15 a.m.
-  **OFFICIAL VISITORS' PARKING**—Reserved for Visitors coming to campus on Official Business. Arrangements must be made by proper Administrative Officers.
-  **PARKING METERS**—Some metered parking spaces are available for Visitors only. Other metered parking spaces are available to all cars except those bearing Class F permits and those barred from the campus.
-  **CAMPUS BOUNDARIES**

**THE UNIVERSITY OF TEXAS  
CAMPUS  
AUSTIN TEXAS**

OFFICE OF THE  
SUPERVISING - ARCHITECT

0 50 100 200  
SCALE IN FEET  
REVISED 23 DEC. 1955

9TH REVISION 12 JUNE 1983  
8TH REVISION 12 JUNE 1981  
7TH REVISION 6 JUNE 1981  
6TH REVISION 6 JUNE 1981  
5TH REVISION 6 JUNE 1981  
4TH REVISION 23 OCT. 1957  
3RD REVISION 23 OCT. 1957  
2ND REVISION 6 AUG. 1957

The auditorium should be located near the administration area for ease in control of visitors, to prevent visitors from moving into the research and library area.

### The Site

The site is located on the campus of the University of Texas and to the south of Town Hall, more commonly known as the law school. The contours of the land are such that the structure should conform to the site in order to get the full effect of the site.

The access roads leading to the site are not heavily traveled during the day as it is not permitted for students to drive on the campus during school hours. This permits ease in walking to and from the site to the main part of the campus by students and faculty.

Parking for visitors and faculty is provided on the site but not for students, as this is the practice of the University of Texas because of the limited space available.

### Mechanical Equipment

The mechanical requirements of the structure should be divided into three areas; the administration area; the research and classroom area and the library area. Each

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### Mechanical Equipment

The mechanical requirements of the structure should be divided into three areas; the administration area; the research and classroom area and the library area. Each

area requires a different type of air conditioning and heating system.

The administration area will require a design of comfort air conditioning with no special requirements of consideration. The system serving this area should be able to move enough air to accommodate 150 people in the auditorium so they will remain comfortable with a proper temperature and humidity control.

The research and classrooms are spaces arranged, equipped and environmentally controlled for the purpose of experimental study, test and development work. This environmental control provides for personal safety, health and comfort and ambient conditions for research and testing. Temperature and humidity control minimize sweating and condensation of areas.<sup>6</sup>

A complete isolation with no air infiltration or exfiltration in the research area prevents spreading of contaminants and contains them at their point of origin within the structure. This allows health and personal safety along with comfort in each separate unit.

The library area should be serviced by a combination system to create a constant temperature and humidity control

for the preservation of the books, and also a design of comfort for the occupants of the library. A system of exfiltration is permitted but no infiltration should be used to attain the conditions set above for both books and occupants of this area.

### Structure

The existing structures on the campus of the University of Texas use a simple post and beam reinforced concrete poured in place slab construction. This type of system is used for economy and unification of construction in materials.

It should be stated that cost is a factor in the construction of this school and consideration of a structural system such as concrete post and beam poured in place seems logical to use for not only economy but creating some unification of this and existing structures on the campus.

## Space Requirements

### Administration

Director's Office

Deputy Director's Office

Reception Secretary

Clerk's Office

### Education

Classrooms

Research Labs and Storage

Faculty Offices

Research Student Offices

Student Lounge

Faculty Lounge

### Library

Librarian's Office

Stacks for 60,000 Books

Periodical Area

Reading Rooms

15 Carrels

Work Room

Typing and Film Room

Catalogue or Work Room

Storage

Auditorium

Seating 150 Persons

Projection Booth

Demonstration Preparation

Storage Area

Miscellaneous Spaces

Public Lobby

Public Rest Rooms

Maintenance Rooms

Elevator from Service to Labs

## CHAPTER V

### CONCLUSION

There are many things to be considered in the design of any structure whether the structure should blend with the site and the surroundings, enhance the site, or stand by itself. There are many other things to be considered in design which seem never to be considered.

In this thesis I have been very concerned with the problem of the site and its surrounding areas. I never realized the problems that could arise on a site of such a great slope before.

The needs of this structure and its people have been considered in relation to the limited research provided by the people who understand the needs of such a research structure. It seems that people complain about the problem but no one wishes to step forward and help with the problem.

## FOOTNOTES

<sup>1</sup>Leon Radzinowicz, The Need for Criminology, Heinemann Bookprint, Limited, Kingwood Survey (1965), p. vi.

<sup>2</sup>Leon Radzinowicz, The Need for Criminology, Heinemann Bookprint, Limited, Kingwood, Survey (1965), p. 107.

<sup>3</sup>Leon Radzinowicz, The Need for Criminology, Heinemann Bookprint, Limited, Kingwood, Survey (1965), p. 112.

<sup>4</sup>Leon Radzinowicz, The Need for Criminology, Heinemann Bookprint, Limited, Kingwood, Survey (1965), p. 114.

<sup>5</sup>Leon Radzinowicz, The Need for Criminology, Heinemann Bookprint, Limited, Kingwood Survey (1965), p.

<sup>6</sup>"Air Conditioning Research and Testing Facilities", Air Conditioning and Heating Ventilating, Aug. 64.

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THIS IS

DEPARTMENT OF ARCHITECTURE  
TEXAS TECHNOLOGICAL COLLEGE  
LUBBOCK, TEXAS  
MAY 1966

JAMES M. WATKINS

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## PREFACE

Education effects people-both the individual and the mass-more than any other single element in society. Society itself reflects the intellect of the people of which it is made. Education, then, is the equal factor that separates man from his future.

There are two major reasons for selecting a public school for Lubbock, Texas as a thesis topic. These are:

1. Texas educational programs are thirty-eighth in national ranking among the fifty states. This indicates a large area for improvement.
2. Educational practices change as do construction methods. The architect, as programmer and designer, needs to keep well informed in both fields in order to function according to demands.

Our state is among the six largest states in population, but our educational system ranks as one of the bottom twenty per cent. This problem can be partially solved by more complete planning of educational facilities, both now and in the future.

As a future architect, I feel a strong personal interest in school design and educational research, because our area is approximately twenty years behind in architectural design. Could poor school design hinder or slow the educational process of the public school? Maybe it doesn't, but just how much does it help?

To be satisfied with minimums is to acknowledge inferiority and to wear the number thirty-eight proudly.