



Architect's drawing of the north entry to Seneca College of Applied Arts and Technology. Phase 1 building is to the right. In left foreground is the entrance to the Seneca Auditorium located adjacent to the Phase 2 building.



SENECA COLLEGE OF APPLIED ARTS AND TECHNOLOGY

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November, 1970

The Honourable the Minister of Education
for the Province of Ontario

The Ontario Council of Regents

In 1965 to establish areas for the new experience in post-secondary education known as colleges of applied arts and technology, the Minister of Education for the Province of Ontario designated as Area 7 the Borough of North York and that part of York County lying to the north of Metropolitan Toronto.

The Board of Governors charged with responsibility for the establishment of a college for Area 7 included Mr. Edmund C. Bovey, Miss M. Grace Carter, Rev. Fr. A.J. Colliard, Mr. R. Norn Garriock, Dr. T.H. Leith, Dr. Basil H. Hall, Dr. Frederick W. Minkler, Mr. William V. Moore, Mr. C.J. Palmer, Dr. F. Rainsberry, Mr. James D. Service, and Mr. Christopher M. Trower. The inaugural meeting of this Board of Governors took place on Tuesday, August 30, 1966, in the Talbot Room of the Inn on the Park. At that meeting, Dr. F.W. Minkler was elected Chairman of the Board of Governors and Fr. A.J. Colliard Vice-Chairman.

On November 17, following considerable discussion and correspondence with the Council of Regents, the Board of Governors confirmed that the name of the college in Area 7 should be Seneca College of Applied Arts and Technology. Exactly one month later, the Board announced the appointment of Mr. William T. Newnham as first President of the soon-to-be-established college, effective January 1, 1967.

At the meeting of February 7, 1967, the Board of Governors passed a unanimous motion of condolence on the passing of Mr. C.J. Palmer, who was replaced as a municipal appointee to the Board from York County by Mr. Donald G. Plaxton at the meeting of April 4. Shortly thereafter, the Board of Governors entered into a contractual agreement with the owners of a building on property located at 43 Sheppard Avenue East. This was to become the first home of Seneca College, known as the Sheppard Campus. Renovations were undertaken at once to prepare the 45,300 square foot building to accommodate students in the fall of that year. A major renovation included was the installation of an air-conditioning system on the expectation that from the outset Seneca College would operate on a trimester system, offering subjects throughout the summer as well as during the traditional teaching terms of the year.

During this time, the first recommendations by the President for administrative and teaching faculty appointments were ratified; decisions were made regarding legal counsel and auditors; and such things as college colours and crest were approved. An ongoing investigation was simultaneously being pursued with respect to the selection of the first permanent campus site for the college. At the meeting of August 22, the Board unanimously resolved to purchase a 62 acre site on the north-west corner of Finch and Woodbine Avenues in the east of the Borough of North York. And at the same meeting, the Board took steps to establish advisory committees to assist in the continuing development of curricular offerings in this new and exciting community college.

In September of 1967, Seneca College opened its doors to 852 day students taking some 220 different subjects in 20 different diploma and certificate courses. This number was augmented by 1,066 students taking subjects through the evening Extension Division of the college. That fall, the Council of Regents appointed Dr. Arthur W. Porter to the Board of Governors to replace Dr. F. Rainsberry

who had been unable to accept his appointment of a year earlier. In December, the "Five-Year Program of Development" for the college, prepared by the President and faculty, was presented to the Board of Governors and forwarded to the Department of Education.

Following the first two semesters of successful operation, Seneca College conducted its official inauguration and installation of the President on May 3, in the Burton Auditorium of York University. The guest of honour on that occasion was the Minister of Education, the Honourable William G. Davis. On the 29th of that same month, a graduation took place in the Library of the Sheppard Campus for twelve students who had completed the one-year certificate course in Fashion Merchandising.

After a false start with a consortium of architects, the architectural firm of Mathers and Haldenby was selected for the Phase 1 college building on the Finch Campus. It was emphasized that this building should be basically simple in external structure in order that it might blend naturally with successive buildings erected on the campus as part of the master planning of the total 62 acres. A memorandum received in June from the Department of Education confirmed the wisdom of this instruction as it said in part, "it should be possible, therefore, for a Board of Governors to develop a master plan in which the final college facilities will be composed of a series of modular units which can be commenced at one-year intervals.... It should no longer be necessary to divert capital funds to 'temporary' facilities which do not have a function to perform in the final campus plan." Accordingly, the architectural firm of John B. Parkin Associates (later Parkin: Architects, Engineers, Planners) was engaged that same summer to commence at once master planning for the entire Finch Campus, and to begin design work on the Phase 2 college building to be ready for partial occupancy in January of 1970. The preliminary Master Plan was approved by the Board of Governors on October 1, and forwarded for study and approval to the Department of Education.

Meanwhile, anticipating the imminent completion of the Phase 1 college building at the Finch Campus, some 1,800 students were enrolled in first and third semesters of 40 different courses in September. Classes continued from 8:00 in the morning until 6:00 p.m., with less than a one hour break to clear the parking lot before evening Extension classes began for some 1,200 students. Inasmuch as the Sheppard Campus could accommodate no more than 800 students comfortably, the 1,800 day students commenced a three-day rotating cycle, while teachers were accommodated in temporary office facilities around the corner on Yonge Street. This arrangement continued for the first few weeks until part of the Phase 1 building at Finch was available -- at which time one-third of the students moved to Finch and the remaining two-thirds adopted a two-day cycle. Within two weeks of the first move, half the remaining students at Sheppard commenced regular classes at Finch, and thereafter everyone was on a normal learning and teaching schedule.

In order to accommodate the new retraining classes, classrooms were rented at the Temple Sinai at Bathurst Street and Wilson Avenue. What came to be known as the 'Bathurst Campus' was in use for over a year and a half until additional space became available at Finch, permitting the retraining program to take over most of the Sheppard Campus (in addition to teaching space already occupied at Finch).

January of 1969 saw the beginning of subject offerings under the Business and Industry Program, a program which was to grow so rapidly that it became a separate college division in April of the following year, about the same time as its cumulative total of students topped the 10,000 mark. Early in 1969 all college facilities at Finch and Sheppard were clearly full to overflowing; and a decision was taken to lease - purchase four 44-foot construction trailers to accommodate faculty and the Student Administrative Council at Sheppard. A third significant indication of growth and development at that time was the acceptance by the Board of Governors of the request of the Department of Education to co-operate with Niagara and Durham Colleges in the

development of a mathematical computerized simulation model for the community colleges.

After consultation with faculty and full discussion regarding projected curriculum for the Finch Campus, the architects prepared a design and plan for the development of the Finch Campus. This was presented to the Board of Governors and accepted early in the new year. Four 4-storey connecting modules were to stretch in a north-easterly direction across the campus, adjoining the existing Phase 1 building. The total complex, which when completed would provide approximately three-quarters of a million square feet and accommodate approximately 6,000 students, would provide about 125 square feet (gross) per student. Each of the proposed modules was expected to cost approximately 4.75 million dollars to build.

Developments proceeded rapidly throughout 1969 with progress and growth being recorded in all areas. One of many highlights during the year was the Spring Convocation, at which 175 students received diplomas and certificates of the college. This was the occasion of the awarding of the first Seneca College diplomas, and saw four students receive College certificates through the Extension Division. That year, too, Seneca became truly trimester, offering both day and Extension subjects at both campuses. The result was a successful summer Extension enrolment of over 800 students; and a somewhat disappointing summer day program enrolment which suggested the necessity for more publicity for summer offerings and experimentation with non-traditional offerings during the summer period.

Enrolment in the fall of 1969 exceeded the anticipated 2,200 by 12 students, with over 1,200 qualified applicants having to be turned away. Extension enrolment was up to 2,300; and the number of students receiving full-time adult occupational training reached 400. The cumulative number of students in the Business and Industry Program had reached 3,000 six months after its inception.

During that year, the Board heard Student Council delegations on a number

of occasions presenting their plans for a proposed college and community sports and recreation complex on campus. The multi-phase, multi-million dollar project as proposed would provide facilities for Canadian athletes in training for Olympic competition, as well as for Seneca students and residents of the college community. Financing for the proposed Sports Centre was to be realized through student initiative by contributions from business and industry and all three levels of government. The Board of Governors heartily endorsed this student project and, with the concurrence of the Minister of Education, earmarked five acres of the Finch Campus for construction of the Sports Centre. Other significant developments during 1969 included the installation and wiring for the college Video Centre, completed almost entirely by students.

The year also saw the adoption by the Board of the Executive Committee system to overcome the difficulty of assembling a quorum of seven members for meetings, and the resignation of Rev. Fr. A.J. Colliard, Vice-Chairman of the Board of Governors, who was being transferred to Saskatchewan. Fr. Colliard had made an outstanding contribution to the Board during his tenure, and it was with sincere regret that the Board bade him farewell.

By the end of 1969 Mr. James D. Service had completed his second term as Mayor of the Borough of North York; he then submitted his resignation from the Board. In his three and a half years on the Board, Mr. Service had made a significant contribution to the development of the college, and the members wished him well on his return to the status of private citizen. Early in the new year, the Board welcomed Mr. Robert O. Roche, appointed by the borough to replace Mr. Service.

In retrospect, the fall semester of 1969 saw many important developments in the life of the college including the commencement of the Demonstration Nursery School in connection with the Early Childhood Education diploma course; the erection of five portables to augment the crowded facilities in the Phase 1 building; and the release of

a publication entitled "1970: The Year Ahead", a report by the President on growth and activities in the college and a challenging forecast of what lay ahead in the next twelve months. Also of great significance was the appointment by the Minister of Education of President Newnham to the new and important Commission on Post-Secondary Education in Ontario.

Like each of the three preceding new years beginning with the appointment of the President in 1967, the advent of 1970 heralded many important developments in the life of Seneca College. From the original 'longhouse' in 1967, the college had grown to two campuses and two buildings in 1968, and in 1970 took occupancy of parts of the upper two storeys of the Phase 2 college building. As more and more of the new building became available through the semester, specialized learning, teaching and discussion areas came into use. Some faculty were then able to move out of rooms containing from 10 to 25 study carrels and into more commodious accommodation, permitting more effective study and privacy in interviewing students. Students enjoyed a Learning Resource Centre twice the size of its predecessor and gained a very attractive cafeteria-lounge whose design and furnishings were the product of a student-faculty committee.

During the spring and summer semesters, much time and effort was expended in assisting students in the publicity and fund-raising for the Seneca Sports and Community Centre, and in furthering a Seneca-initiated bid to bring the 1973 Canada Summer Games to the Borough of North York. Also during that time, the very important decision was taken to establish a Regional Data Centre at the college, and the expanded computer facilities were moved from the previous location at the Sheppard Campus to the vacated library area in the Phase 1 building at Finch.

Of great significance was the successful operation of an unusual 'Summer at Seneca' program during the summer semester, in which upwards of 1,200 people of all ages participated in a great variety of non-traditional educational and special interest

offerings. These ranged all the way from artists' workshops to anthropology and from wine-making to speed reading. This number supplemented approximately 250 students taking regular day studies, approximately 1,200 taking subjects through the re-named Continuing Education Division, and approximately 500 taking subject through the Occupational Training Division. Of course, the Business and Industry program was also very busy during the summer, with the cumulative total of students for 1970 expected to reach the 10,000 mark by the end of the summer.

Also of singular importance was Seneca's unique Mobile Intensive Learning Experience (MILE). Two bus-loads of students and faculty travelled 4,700 miles through Eastern Canada in four weeks of 'intensive learning' under the Liberal Studies Division.

In every respect therefore, the total summer program of the college was an unqualified success; and Seneca had already realized one of its original basic philosophical goals in becoming a truly trimester operation.

As this Master Plan was nearing completion, and at the height of the successful summer program, Seneca College suffered the very sudden loss of the man whose vision and direction and wisdom were the hallmark of the discussions and decisions of the Board of Governors during the four years Dr. Frederick W. Minkler served as Chairman. His wise judgment and dedicated leadership have played no small part in placing Seneca in the forefront of the emerging colleges in Ontario today, and his untimely death was an irreparable loss to the college for which he had given so much so freely.

With the fall semester underway at the time of writing and Seneca now well into its fourth full year of instruction, it is important to mention in passing three very significant highlights of the past three months for the development of the college.

The first was the approval by the Board of the program and preliminary sketches for the Phase 3 college building, scheduled for full occupancy by September, 1972.

Next was the Fall Convocation, held in the newly completed theatre-auditorium on the Finch Campus. On that occasion, a capacity audience witnessed the awarding of diplomas and certificates to 367 graduates, including 84 who received the first three-year diplomas of Seneca College.

And thirdly, coincidental with Seneca's fielding the first community college football team in Canada was the decision by the Board to proceed with the first two phases of the Seneca Sports and Community Centre -- low cost permanent structures accommodating a triple gymnasium and an artificial ice arena, the latter financed with non-public funds. If approved by the Department of Education, these important facilities will be ready for use by the fall of 1971.

These, and the other specific developments mentioned here, are selected as but typical highlights of Seneca's four precedent-packed years to date. To describe all the areas in which Seneca has pioneered -- English and Communications Division, Liberal Studies Division, Data Processing Division, Law Enforcement course, Aviation and Flight Technology course, Canadian Studies, Inter-Disciplinary Studies, Children's Theatre, and other areas -- is not the purpose of this document. Suffice it to say that as a Board of Governors we take great pride in Seneca's de novo accomplishment in this most important area of post-secondary education, and look forward to continued development of its educational services to the community.

Finally, it is in order that brief mention should be made about the operational policy of the college. At the outset, the Board of Governors recognized its unique position as the legal body responsible to the people of Ontario through the Minister of Education for the entire Seneca operation. Based on an understanding of sound educational managerial principles, the Board early established the basic premise that its prime role was to establish policy guidelines for the operation of the college. Within these policy guidelines, the full administration of Seneca was delegated to the President. Consistent with the Act establishing the colleges, all faculty and staff

appointments have been made by the Board of Governors on the written recommendation of the President. A large measure of the success achieved to date can be attributed to these two basic operating principles.

Internally, in addition to the existence of the Student Administrative Council and the Seneca College Faculty Association, the President has established a structure of college committees to permit the maximum involvement and participation by staff and students alike in the development of the college. Committees have been established in the following areas: Student Services, Computer Users, Public Relations, Admissions and Registration, Curriculum and Research, Academic Policy and Auditorium. Additional ad hoc committees, such as the Summer at Seneca Committee, have been created as the need has arisen. The college committees are advisory in nature, and may use the representative Seneca Advisory Forum as a sounding-board for their recommendations and proposals. These committees make their final report in writing to the President who is also advised by the senior Presidential Advisory Council, which meets weekly to discuss matters of policy and administration under the chairmanship of the President. Recommendations of the committees and the council are received by the President, many for decision and/or implementation under his authority, and some for reference to the Board of Governors. It is to be hoped that students and faculty will continue to make as full use of the opportunities presented through this committee structure as they have in its initial year.

Finally, this lengthy letter from the Board of Governors, tracing highlights of the historical development of the college, would not be complete without a sincere expression of appreciation to the members of Seneca's Advisory Committees for their outstanding and gratuitous service to the college and community rendered over the past three years. Much of the present curriculum at Seneca reflects the dynamic and professional advice of various Advisory Committees, and to their members we would at this time acknowledge a deep debt of gratitude.

It is in our dual capacities, Mr. Minister and members of the Council of Regents, as citizens of the community and Governors of the college, that we are pleased to present to you at this time the Master Plan for the development of Seneca College of Applied Arts and Technology on the Finch Campus. We trust that you will find it both interesting and stimulating, and that it will receive your esteemed approval.

Respectfully submitted,

A handwritten signature in cursive script, reading "R. Norn Garriock".

R. Norn Garriock
Chairman of the Board

EDUCATION FOR TOMORROW

Introduction To The Master Plan



INTRODUCTION TO THE MASTER PLAN

The foregoing letter from the Board of Governors has summarized the highlights of the development of Seneca College of Applied Arts and Technology from its inception to the present time. What follows is a Master Plan for the development of the Finch Campus of the college, commencing with community surveys of North York and York County, an assessment of the educational needs of the area, the translation of these needs into a philosophy of education, and the actualization of the philosophy and objectives in terms of the curriculum and program of the college.

Seneca College serves the fastest-growing area in all of Canada -- an area which twenty years ago was rural, fifteen years ago was suburban, and which has become highly urbanized during the past decade. Ten years ago there were very few apartment buildings anywhere in North York or York County; but 'high-rise living' has become a major fact of life in recent years, and multiple family dwellings will account for upwards of two-thirds of all residential accommodation constructed in the borough in the future. In planning the present facilities of Seneca College at the Finch Campus, it is necessary to anticipate as accurately as possible the nature and needs of the community ten to twenty years hence.

It is our firm conviction that it is incumbent upon Seneca College to be a community resource in many important respects. As will be developed further in the section entitled Philosophy and Objectives, Seneca must be a physical and an aesthetic resource, as well as educational. With high density urban development all around it, the Finch Campus must be landscaped and planted so as to provide a greensward for the community. The college must also serve as a cultural centre, providing facilities and opportunities for people to be both spectators and participants in drama, music and the arts. And similarly, Seneca should be a sports and recreation centre for the

community, which is the intention of the proposed Seneca Sports and Community Centre project.

In short, a community college must take a major role in providing leadership and facilities for the social as well as the intellectual development of the community. The college should play a major role in helping to shape community values and standards as part of the ongoing reciprocal relationship which must obtain between college and community; and in the age of alienation may play an important supportive role as a touchstone for the community.

Seneca College must be prepared to confront the social challenges of the affluent society -- alienation, drug abuse, family breakdown, the problems of leisure time, environmental pollution, and the need to revise the attitudes of an earlier day and the materialistic possessive individualism which they have spawned, and to align these more closely with the realities of modern technology and with the experiences and aspirations of the 'now' generation.

And because half of what we will need to know as a society ten years from now has not yet even been discovered, the concept of the 'extension' student may soon become the norm rather than the exception. Both intra- and extra-mural Continuing Education offerings of the college will be greatly expanded in the coming decades. Significant innovation will take place with respect both to content and to contact. Already, informal experimentation has been carried out as Seneca faculty have voluntarily offered subjects in subsidized housing areas. The immediate future will see experimentation with decentralized offerings in rented space in apartment buildings and shopping plazas, correspondence courses using college-supplied cassettes and tape recorders, development of the potential of community (cable) TV to broadcast to selected areas, and the future development of additional campus sites. In short, every reasonable effort will be extended in the coming years to provide maximum community accessibility to the educational resources, both physical and human, available at

Seneca College.

Because we are accustomed to think of an educational facility in terms of buildings, the process of planning, design and utilization of educational facilities typically has as its focus the 'facilities' rather than the 'educational' aspect. This danger is compounded when planning must always be governed by the restrictions of a limited capital budget. So the natural temptation is to allow the availability of dollars to determine the physical structure of the building, and to allow the physical structure of the building to determine the activities of the college. From the outset at Seneca College, a conscious attempt has been made to reverse this trend in master planning for the Finch Campus by concentrating on the educational activities in which we will be engaging, and by designing buildings which will most appropriately accommodate and complement those activities. With particular reference to the internal flexible structure of the buildings, perhaps we should regard a building as a temporary encasement of activities which are meaningful for the immediate present and future.

Nor should we count on the infallibility of our expectations concerning the nature of the activities anticipated and provided for. The ideas, interpretations and conceptions as presented here are to be construed as definitive but not necessarily final. Ongoing articulation with our human environment and continuing research will reveal new aspects and considerations worthy of accommodation, and Seneca College must always maintain sufficient physical and philosophical flexibility to entertain them.

It is recognized that this official presentation of the Master Plan is somewhat post facto, inasmuch as at the time of writing more than one-third of the projected construction on the Finch Campus has already taken place. This delay has been occasioned in part by the withdrawal of the consortium of architects originally engaged for the project, and has been further delayed pending some indication as to the degree of success of the proposed Seneca Sports and Community Centre. The Board of Governors, with the concurrence of the Minister of Education, has offered five acres

of the campus site to accommodate the Sports Centre facilities; and the extent to which this ambitious student project is realized in bricks and mortar may have a bearing on the actual location of the Phase 5 college building.

However, it is also recognized that much of the information which follows has already been submitted for study and approval in the preliminary Master Plan and in the Five-Year Plan presented in the fall of 1968 and 1967 respectively. In preparing the Master Plan at this time, full advantage has been taken of the opportunity for hindsight to update figures contained in previous projections, and to look briefly ahead towards the location of a second permanent campus site.

Finally, a word of explanation is required concerning the writing of this Master Plan. From the outset college planning has involved faculty and students, and meetings with the architects have been held at the college. In our insistence upon the priority of the program over building design, both the master planning and the design of individual buildings have been accomplished on the basis of best accommodating the anticipated needs and program of the college. Consistent with this procedure, this Master Plan has been prepared by my staff and myself under the direction of the Board of Governors. Parkin: Architects, Engineers, Planners have provided some of the technical information from studies already undertaken; while other material has been provided through the courtesy of the Planning Offices and Boards of Education in North York and York County.

It is the sincere hope of both the Governors of the college and myself that this document may be of immediate and historical interest both to the officials at the Department of Education and members of the Council of Regents, and to members of the community at large who may be interested in pursuing the raison d'etre of Seneca College and its future development.

-- W. T. Newnham, President

EDUCATION FOR TOMORROW

Documents Establishing The Colleges



EDUCATION FOR TOMORROW

Philosophy and Objectives of Seneca College



SENECA COLLEGE: PHILOSOPHY AND OBJECTIVES

To fulfill its role in today's complex and pressure-ridden society, an educational institution must base its philosophic aims on the innate but paramount needs of the individual. To enjoy a happy and productive life, a person must be accepted for the kind of human being he is as well as for what he is capable of doing. The student's program of studies at Seneca College must consequently be designed to help him learn more about himself, his fellow man, and his environment, as well as to prepare him to earn a living. This establishes the responsibility of the college to the individual student and to the community of which he is a part.

PHILOSOPHY OF THE COLLEGE

Curriculum Objectives:

- Professional competence
- Proficiency in theory related to a professional field
- Skill in communication
- Wider cultural awareness

Academic Program designed to provide:

- Individual programs which reflect student interest and ability
- Variety in sequence and pace which reflect variations in student training and experience at the time of entering the college
- An adult society environment which expects maturity of outlook and behaviour on the part of the student and a developing sense of responsibility to the profession for which he is preparing
- A commitment to the importance of self-directed learning which emphasizes a wide variety of learning resources and encourages the use of advanced instructional media

Students seeking admission to Seneca College will fall into one or more of three broad categories. There will be those who have successfully completed an Ontario secondary school Grade 12 4-year or 5-year program or equivalent, and who wish to proceed towards a diploma or certificate of the college. There will also be those who have attained the age of 19 years, and who have not received a secondary school graduation diploma. These students will be enabled to qualify for college-level studies by taking academic upgrading or college preparatory programs designed to supply their specific learning needs. And finally, there will be members of the community who wish to renew or continue studies to increase their fund of knowledge, for personal satisfaction or for career reasons, but who may not wish to proceed to a college certificate or diploma. A community college must therefore offer a broad spectrum of programs of relevance, programs which are close to life and living, programs based on realism and practicality -- in concert with those which reflect man's need for the cultural, the aesthetic, the beautiful. The curricular offerings of Seneca College must of necessity be varied both as to content and length, reflecting the interests and needs of the supporting community which it is designed to serve. Seneca's courses must be full- and part-time, available day or night or weekend, and for twelve months of the year. Each course will present its own unique challenge to the student in scope and depth and in the degree of ability and effort required. Through effective counselling it is hoped to enable each student to choose an appropriate course according to his interests, his ability, and his willingness to put forth the necessary attention and diligent effort. Provision has been made for transfers within the college to courses of greater challenge or suitability.

True learning is essentially a personal and voluntary act, encompassing motivation, interest, and involvement. Seneca College must therefore strive to create a climate of learning in which not only the philosophical but also the social and physical (architectural) environments play a significant part. Philosophically, Seneca College is primarily student-oriented. That is, the personal and vocational

development of the individual student is the raison d'être of Seneca College. Socially, every effort must be extended to evolve at Seneca a unique sense of community in which all participants, both full- and part-time students and administrative and teaching faculty, are equally respected as contributing members, with due regard for the particular function or role of each within the total community. To this end, faculty will remain as accessible to their students as is possible and desirable, and there will be a minimum of segregated facilities or privileges within the community. And architecturally, the college environment must stimulate and foster enthusiasm for learning. The exterior appearance of the college buildings and the interior design and atmosphere must be appealing, inviting, exciting. They must suggest the dynamism, the influence, and the magnitude of the purpose of the college: to involve large numbers of the adult community in a learning process that will continue throughout their lifetimes. Because the college buildings will establish the physical identity of Seneca College and serve as the best for its operations in the community, their appearance must provide immediate and convincing evidence that within this physical framework the process of learning, ageless in its tradition yet ever-changing in its methods and avenues of exploration and study, is proceeding on a level that must characterize post-secondary education in this province. College buildings must not be expressive of containment and limitation; rather, they must give credence to the educational boldness, innovation and promise which should characterize this new experiment in post-secondary education in the colleges of applied arts and technology in Ontario.

Consistent with the foregoing, Seneca College from its inception has recognized three paramount commitments.

Seneca's primary commitment is obviously to its students who must be given an opportunity to develop as effective human beings, whose useful position in society will be assured not only at time of graduation but throughout their working life.

Another important commitment is to the society which supports the college through tax revenues. Its major function is to foster the greater welfare of this society, and to do so efficiently and economically. As a means to this end, Seneca accepts its responsibility to extend educational offerings throughout the length and breadth of the community it serves. An open door policy and relevant admission criteria guarantee that post-secondary education at a college level will be available to all interested citizens. A further guarantee is that these educational offerings will not be restricted to traditional subjects or academic disciplines, but will respond to the real and current needs and interests of the community.

In addition, Seneca recognizes another principal commitment to the business and industrial community at large. By supplying graduates who will be of immediate usefulness and who are well prepared with the capacity to contribute immediately and effectively to increasing productivity, Seneca College helps foster a rewarding economic growth for our province.

It is within this pragmatic, people-centred philosophy of education therefore that Seneca College has been planned and is being developed. And it is confidently anticipated that within this realistic and far-sighted philosophical framework Seneca College will fulfill its destiny.

EDUCATION FOR TOMORROW

Program -
Facilities Required



PROGRAM - FACILITIES REQUIRED

Based on the anticipated curriculum, the overall program or facilities required in the completed Finch Campus can be established. This is listed below in general terms, recognizing that modifications will be required depending upon the outcome of the Seneca Sports and Community Centre campaign, and upon Seneca College's involvement in offering instruction for courses in the proposed Applied Bio-Medical Sciences Division. The required facilities can be grouped according to their main purpose, whether they be common or service facilities or functionally specific and chargeable to a particular division or area of the college.

Common Facilities

<u>Function</u>	<u>Area</u>	<u>Building Phase</u>
Public Reception	10,000	3
President's Area	800	3
Board Room and Committee Room	1,200	3
Board Chairman, Secretary	360	3
Dean of the College, Secretary, Reception	450	3
Executive Dean, Secretary, Reception	450	3
Conference Room	600 600 800	3 4 or 5 1
Assistant Deans' Offices (6 @ 180), Secretarial Support, Reception, Washrooms	1,730	3
Financial Administrator, Secretary	350	3

<u>Function</u>	<u>Area</u>	<u>Building Phase</u>
Vault	100	3
Director of Student Affairs, Secretary, Reception	300	2
Director of Information Services, Secretary, Reception	350	3
Admissions, Registration, Records, Student Awards, Scheduling: Offices, Secretarial Support, Reception and Storage	3,600	3
Counselling Services	1,200	3
	300	2
	300	4
	300	5
Placement Services	600	1
Financial Administration	1,200	1
Purchasing	300	1
Bookstore	2,500	1
Boutiques	2,000	3
Health Centre	800	1
Printing and Duplicating	350	1
M. T. S. T. , Secretarial Support	1,000	1
Staff Lounge	600	1
	1,200	2
	1,000	4
	1,000	5
Student Lounge	300	1
	1,850	2
	1,200	3
	1,200	4
	1,200	5
Cafeterias and Kitchens	4,250	1
	8,000	2
	18,000	3
	8,000	4
	8,000	5

<u>Function</u>	<u>Area</u>	<u>Building Phase</u>
Custodial, Receiving,	1,800	1
Storage, Incineration	1,000	2
	4,250	3
	1,000	4
	1,000	5
Student Government, Radio,	2,000	1
Publications	2,000	4 or 5
Auditorium, coat check	33,000	2
Multi-Purpose Large Group Instruction, Theatre, Music	8,000	3
Audio-Visual Services, Depots,	2,700	2
Video Centre, Dark Room,	400	3
Workroom, Film Preview	400	4
	400	5
Library Resources Centre	13,000	2
	10,000	4 or 5
Computer Services (Partly charged to Data Processing Division)	6,500	1
TV Production	1,350	2
Faculty Study and Office Space	450	1
	5,000	2
	5,000	3
	5,000	4
	5,000	5
Administrative Faculty Offices	1,900	1
	2,700	2
	1,000	4
	1,000	5
<hr/> Sub-total All Phases	<hr/> 204,190	
Athletic, Sports and Recreational Facilities	95,000	Seneca Sports and Community Centre
Service Areas (Penthouses, Boiler, Electrical, Washrooms, Mechanical), Circulation	1/3 of Gross Building Area- 250,000	Total All Phases

<u>Applied Arts Division</u>	<u>Area</u>	<u>Building Phase</u>
Applied Communications	N/R	N/R
Audio-Visual Techniques AV Lab Complex	6,000	2
Early Childhood Education Demonstration Nursery School (May have to be enlarged in Phase 4 or 5)	1,200	2
Educational Resource Techniques AV Lab Complex	*	*
Fashion Arts Fashion Lab Complex, including Textiles, Change Rooms	1,670	2
Fashion Techniques Fashion Lab Complex	*	*
Fashion Retailing Fashion Lab Complex	*	*
Share Retailing Lab	*	*
Retail Boutique	*	*
General Arts and Science	N/R	N/R
Interior Design Share Art Facilities	*	*
Woodworking Shop	1,000	4
Plastics Shop	1,000	5
Share Textiles	*	*
Law Enforcement Shooting Range	3,000	2
Library Techniques Library Resources Centre	*	*
Library Workshop	800	2
Municipal Administration - Assessment	N/R	N/R
Social Research Techniques Psychology Lab Complex	2,500	3
Social Services	N/R	N/R

N/R - No functionally specific facilities required

* Tabulated above

<u>Business Division</u>	<u>Area</u>	<u>Building Phase</u>
Accounting		
Calculating Lab	375	2
Accounting Lab Complex	2,600	3
Bank	*	*
Accounting and Finance		
Calculating Lab	*	*
Accounting Lab Complex	*	*
Bank	*	*
Business Administration		
Calculating Lab	*	*
Accounting Lab Complex	*	*
Corporate Administration		
Calculating Lab	*	*
Accounting Lab Complex	*	*
General Business		
Calculating Lab	*	*
Accounting Lab Complex	*	*
General Insurance		
Calculating Lab	*	*
General Insurance Administration		
Calculating Lab	*	*
Law Administration		
Calculating Lab	*	*
Marketing		
Calculating Lab	*	*
Boutiques	*	*
Retailing Lab	1,000	3
Marketing Administration		
Calculating Lab	*	*
Boutiques	*	*
Retailing Lab	*	*
Production and Materials Control		
Calculating Lab	*	*
Production and Materials Administration		
Calculating Lab	*	*
Real Estate		
Calculating Lab	*	*
* Tabulated above		

<u>Business Division</u>	<u>Area</u>	<u>Building Phase</u>
Real Property Administration Calculating Lab	*	*
Retailing Calculating Lab Boutiques	* *	* *
Retail Administration Calculating Lab Boutiques	* *	* *
Secretarial Science Steno Lab Complex	2,500	1
Secretary, Executive Steno Lab Complex	*	*
Secretary, Legal Steno Lab Complex	*	*
Secretary, Medical Steno Lab Complex	*	*
Tourist Industry Administration	N/R	N/R
Traffic and Transportation Administration	N/R	N/R
<u>Data Processing Division</u>		
Computer Equipment Operations Share Computer Centre Eduputer and Terminal Lab	* 600	* 1
Computer Programming and Analysis Share Computer Centre Eduputer and Terminal Lab Key Punch Lab	* * 600	* * 1
Electronic Data Processing Share Computer Centre Eduputer and Terminal Lab Key Punch Lab	* * *	* * *

N/R - No functionally specific facilities required

* Tabulated above

<u>Engineering Technology Division</u>	<u>Area</u>	<u>Building Phase</u>
Aviation and Flight Technology		
Electricity and Magnetism Lab	1,135	1
Physics Lab	1,135	2
Thermal Lab	3,037	2
Fluids Lab	2,339	2
Mechanics Lab	1,135	2
Flight Simulator Lab	600	2
Instrumentation Lab	1,135	2
Biological Laboratory Techniques		
Chemistry Lab	1,090	2
Physics Lab	1,135	2
Isotope Lab	820	2
Electron Microscopy Lab	600	1
Histology Room	700	2
Biology Labs (2 - total)	2,290	2
Building Environment Technology		
Physics Lab	*	*
Thermal Lab	*	*
Fluids Lab	*	*
Mechanics Lab	*	*
Power Lab (shared with Instrumentation Lab)	*	*
Chemistry Lab	*	*
Cartographic Techniques		
Physics Lab	*	*
Surveying Lab	1,000	1
Drafting Room	1,500	3
Cartography Room	1,144	1
Photogrammetry Lab	600	1
Chemical Technology		
Chemical Operations Lab	2,363	2
Chemistry Labs (2 - total)	2,493	2
Physics Lab	*	*
Thermal Lab	*	*
Mechanics Lab	*	*
Civil Techniques		
Mechanics Lab	*	*
Physics Lab	1,135	2
Materials Science Lab	800	1
Surveying Lab	*	*
Drafting Room	*	*
Soils and Structures Lab	1,200	4

* Tabulated above

<u>Engineering Technology Division</u>	<u>Area</u>	<u>Building Phase</u>
Civil Technology		
Electricity and Magnetism Lab	*	*
Physics Lab	*	*
Thermal Lab	*	*
Fluids Lab	*	*
Mechanics Lab	*	*
Instrumentation Lab	*	*
Soils and Structures Lab	*	*
Surveying Lab	*	*
Drafting Room	*	*
Materials Science Lab	*	*
Electronic Techniques		
Physics Lab	*	*
Mechanics Lab	*	*
Electricity and Magnetism Lab	*	*
Communications Lab	1,135	2
Power Lab	*	*
Instrumentation Lab	1,200	4
Electronic Technology		
Physics Lab	*	*
Mechanics Lab	*	*
Electricity and Magnetism Lab	*	*
Chemistry Lab	*	*
Communications Lab	*	*
Power Lab	*	*
Instrumentation Lab	*	*
Engineering Drafting		
Surveying Lab	*	*
Drafting Room	*	*
Mechanics Lab	*	*
Physics Lab	*	*
Fire Protection Technology		
Fire Protection Lab	6,000	4
General Drafting		
Surveying Lab	*	*
Drafting Room	*	*
Mechanics Lab	*	*
Physics Lab	*	*
Industrial Chemistry Techniques		
Chemistry Labs (3)	*	*
	*	*
	1,400	2
Chemical Operations Lab	*	*
Materials Science Lab	*	*

* Tabulated above

<u>Engineering Technology Division</u>	<u>Area</u>	<u>Building Phase</u>
Industrial and Scientific Instrumentation		
Physics Lab	*	*
Mechanics Lab	*	*
Electricity and Magnetism Lab	*	*
Communications Lab	*	*
Fluids Lab	*	*
Thermal Lab	*	*
Chemical Operations Lab	*	*
Power Lab	*	*
Instrumentation Lab	*	*
Laboratory Technology		
Chemistry Lab	*	*
Physics Lab	*	*
Biology Lab	*	*
Histology Lab	*	*
Electron Microscopy Lab	*	*
Materials Science Techniques		
Physics Lab	*	*
Mechanics Lab	*	*
Materials Science Lab	*	*
Drafting Room	*	*
Photogrammetry Lab	350	1
Mechanical Technology		
Electricity and Magnetism Lab	*	*
Physics Lab	*	*
Thermal Lab	*	*
Fluids Lab	*	*
Mechanics Lab	*	*
Instrumentation Lab	*	*
Power Lab	*	*
Pollution Control Techniques		
Chemistry Labs (3)	*	*
Physics Lab	*	*
Biology Lab	*	*
Instrumentation Lab	*	*
Fluids Lab	*	*

* Tabulated above

<u>Engineering Technology Division</u>	<u>Area</u>	<u>Building Phase</u>
Resources Management Techniques		
Electricity and Magnetism Lab	*	*
Physics Lab	*	*
Fluids Lab	*	*
Mechanics Lab	*	*
Instrumentation Lab	*	*
Power Lab	*	*
Soils and Structures Lab	*	*
Surveying Lab	*	*
Drafting Room	*	*
Biology Lab	*	*
Sanitary Lab	1, 200	4
Resources Management Technology		
Electricity and Magnetism Lab	*	*
Physics Lab	*	*
Fluids Lab	*	*
Mechanics Lab	*	*
Instrumentation Lab	*	*
Power Lab	*	*
Soils and Structures Lab	*	*
Surveying Lab	*	*
Drafting Room	*	*
Biology Lab	*	*
Sanitary Lab	*	*

English and Communications

The English and Communications Division of Seneca College offers a broad spectrum of optional subjects, most of which have no functionally specific teaching requirements. Rather than listing each subject by name, since many of the specific subjects will change with faculty and student interests, and since most are conducted primarily in standard classrooms and seminar rooms, the specific facilities charged in whole or in part against the English and Communications Division are listed with their areas below:

<u>Facilities</u>	<u>Area</u>	<u>Building Phase</u>
English Discussion Area	2, 350	2
Theatre Teaching Lab	1, 200	1
Reading Development Lab	800	1
	800	4 or 5
Screen Arts Room	1, 000	3
Study Clinic	1, 000	3
TV Arts Lab	1, 200	4 or 5
Large Group Instructional Area in Phase 3 (for performing purposes)	*	*

* Tabulated above

Liberal Studies Division

The Liberal Studies Division of Seneca College offers a broad spectrum of optional subjects, most of which have no functionally specific teaching requirements. Rather than listing each subject by name, since many of the specific subjects will change with faculty and student interests, and since most are conducted primarily in standard classrooms and seminar rooms, the specific facilities charged in whole or in part against the Liberal Studies Division are listed with their areas below.

<u>Facilities</u>	<u>Area</u>	<u>Building Phase</u>
Liberal Studies Discussion Area	3,115	2
Geography Lab	1,147	2
Natural Science Lab	1,500	2
4-Room Art Complex	2,550	3
Music Appreciation Room	1,500	3
Astronomy Lab Complex	1,400	3
Language "Listening Posts"	500	3
Language Classroom (Soundproof)	650	3
Film Preview Room	400	3

Continuing Education Division

The Continuing Education Division of the college operates largely through evening and weekend use of facilities already listed according to their daytime use. Thus, with the exception of an office and reception complex in Phase 3, this Division required no functionally specific space.

<u>Facilities</u>	<u>Area</u>	<u>Building Phase</u>
Reception, office complex	1,000	3

Business and Industrial Training Division

Most of the facilities utilized by the Business and Industrial Training Division are located on the company sites where courses are offered. Space required on Finch Campus is primarily standard classroom or seminar space, in addition to a small reception and office complex to be located in Phase 4.

<u>Facilities</u>	<u>Area</u>	<u>Building Phase</u>
Reception, office complex	1,000	4

Occupational Training Division

The Occupational Training Division of Seneca College currently occupies almost all of the rented Sheppard Campus. Due to the unique nature of the courses offered, it is likely that additional rented facilities will be secured in the borough and county for Occupational Training for Adults programs in the future. It is difficult to estimate with any accuracy the Occupational Training courses which will be successfully offered at the Finch Campus, as these are largely dependent upon the vicissitudes of student interests and availability and the provision of government funds. Major expansion of the OTA area into apprenticeship programs, for example, would require significant amounts of space on the ground floors of Phases 4 and 5 if they were to be located at the Finch Campus. What follows, however, is a conservative listing of areas and facilities, exclusive of standard classroom and seminar rooms, expected to be required on the Finch Campus.

<u>Facilities</u>	<u>Area</u>	<u>Building Phase</u>
College Preparatory Programs		
Physics Labs (2 - total)	2,400	4 or 5
Chemistry Labs (2 - total)	2,400	4 or 5
Commercial-Clerical		
Steno Labs (2 - total)	2,000	4 or 5
Typing Rooms (2 - total)	2,000	4 or 5
Key Punch Room	600	4 or 5
Business Machines Lab	600	4 or 5
Dining Room Service		
Kitchen and Small Dining Room, already included in total for dining in Phase 3	*	*
Drafting		
Drafting Room	1,000	4 or 5
Electronics TV Servicing (Colour)		
Colour TV Lab	1,970	1
English as a Second Language		
Language Lab	800	4 or 5
Machine Shop		
Machine Shop	1,070	2
Numerical Control Unit	380	2
Offset Printing		
Print Shop Complex	2,500	4

* Tabulated above

Applied Bio-Medical Sciences Division

At the time of writing, Seneca College has not received authority to offer courses under the proposed Bio-Medical Sciences Division. However, recent recommendations of the Committee on the Healing Arts and the Report of the Ontario Health Sciences Education Advisory Committee (sub-committee of the Senior Co-ordinating Committee) have established the desirability of the colleges of applied arts and technology in Ontario playing a leading role in the education and training of para-professionals in the large and growing para-medical field. In accepting the report of the Advisory Committee, the Senior Co-ordinating Committee has endorsed the indications of instructional priorities for the community colleges contained in the Report, and these are listed below in that order. Seneca College is prepared to embark upon all or any of the courses listed as authorized by the Senior Co-ordinating Committee and the Ontario Council of Regents.

Obviously, without foreknowledge of which courses Seneca will be offering in the future, it is impossible to master plan the laboratory and functionally specific facilities which will be required in the Applied Bio-Medical Sciences Division of the college; however, it would not be unreasonable to think of 15 laboratories of approximately 1,500 square feet each being provided between Phases 2 and 5 for a total of 22,500 square feet. Biology lab space built in Phase 2, and currently being used part-time for non-biology classes could be immediately utilized by para-medical courses should the requisite authority be forthcoming.

Initial Priorities	Medical Laboratory Technologists and Technicians Medical Records Technicians Physiotherapists Radiographers
Early Attention	Health Service Unit Managers Inhalation Therapists Medical Social Work Assistants Registered Nurses Registered Nursing Assistants
Dental Education	Dental Technicians Dental Hygienists

General Teaching Facilities

In addition to the above-mentioned functionally specific instructional space, approximately 168,000 square feet (net) will be utilized as general instructional space as follows:

<u>Facilities</u>	<u>Area</u>
Amphitheatre Complex -- five two-tiered semi-circular rooms seating approximately 80 students which can be subdivided into rooms of 40 (approximately 3,600 square feet)	18,000
Standard classroom accommodating approximately 25 to 30 students. 200 of these will be provided at 600 square feet each	120,000

General Teaching Facilities (continued)

<u>Facilities</u>	<u>Area</u>
Seminar rooms accommodating from 10 to 20 students with flexible seating. 100 of these will be provided at 300 square feet each	30,000
 <u>Summary of All Totals</u>	
Central Services, Administrative Offices, Dining, etc.	204,190
Boilers, Electrical, Mechanical, Washrooms, Circulation	250,000
Functionally Specific Instructional Space	128,115
General Instructional Space	168,000
	<hr/>
TOTAL ALL PHASES	750,305
ADD: SENECA SPORTS & COMMUNITY CENTRE	95,000

	ENGINEERING TECHNOLOGY	EDUCATIONAL RESOURCES	CHEMISTRY - PHYSICS	BUSINESS	BIOLOGY AND NURSING	GENERAL AND APPLIED ARTS	CAFETERIA	PHYSICAL EDUCATION	ENGLISH	COMMUNICATIONS	MANPOWER	THEATRE	ADMINISTRATION	LIBERAL STUDIES	MATHEMATICS	AUDIO VISUAL	DATA PROCESSING	COAT ROOMS	CENTRAL RECEIVING	LOUNGE AREAS	
ENGINEERING TECHNOLOGY	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
EDUCATIONAL RESOURCES	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
CHEMISTRY - PHYSICS	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
BUSINESS	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
BIOLOGY AND NURSING	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
GENERAL AND APPLIED ARTS	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
CAFETERIA	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
PHYSICAL EDUCATION	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
ENGLISH	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
COMMUNICATIONS	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
MANPOWER	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
THEATRE	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
ADMINISTRATION	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
LIBERAL STUDIES	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
MATHEMATICS	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
AUDIO VISUAL	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
DATA PROCESSING	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
COAT ROOMS	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
CENTRAL RECEIVING	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
LOUNGE AREAS	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

PROXIMITY DIAGRAM

Seneca College
of Applied Arts and Technology

Parkin Associates
400-1200
1000

LEGEND

● STRONG

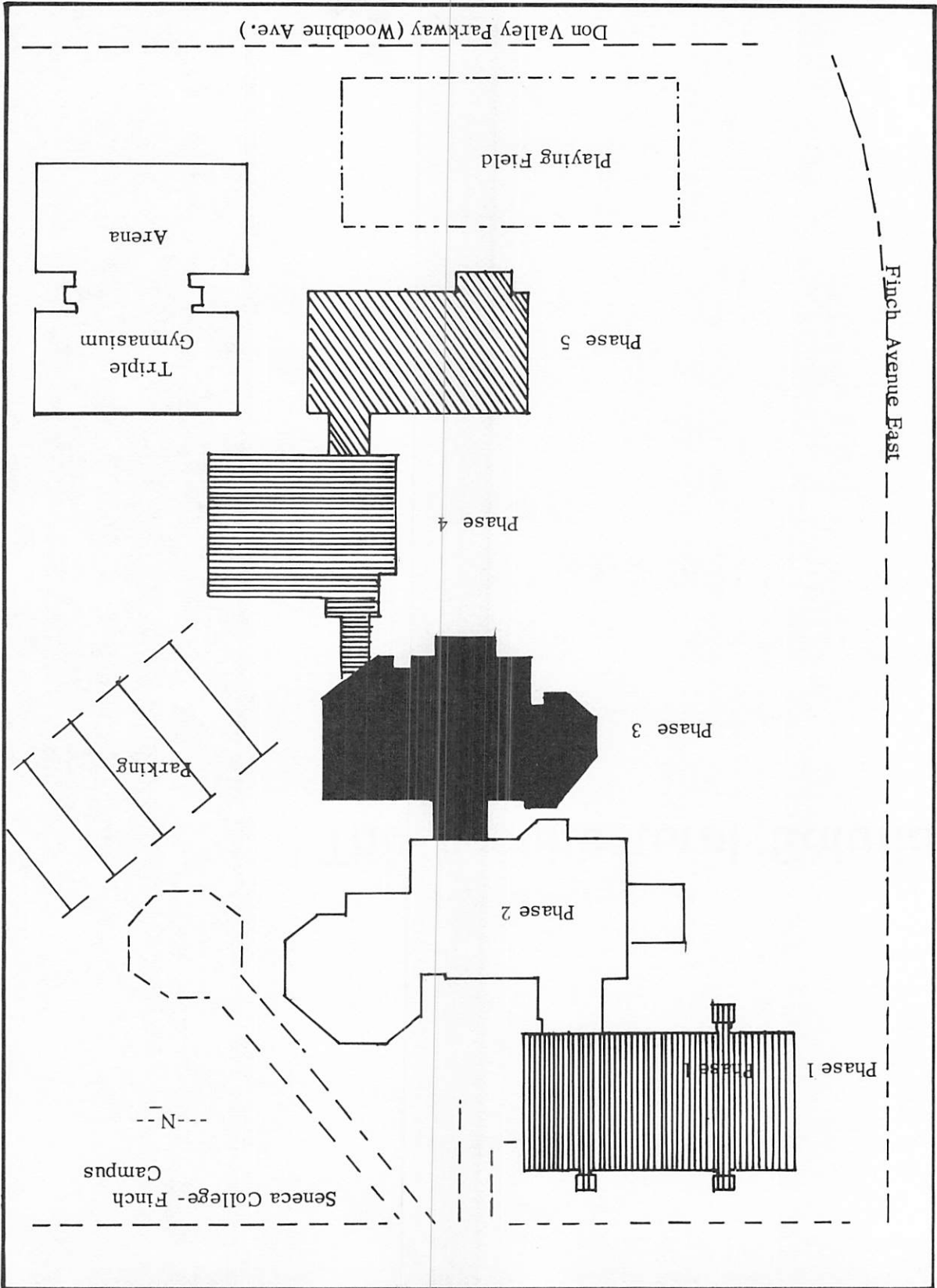
● MEDIUM

● WEAK

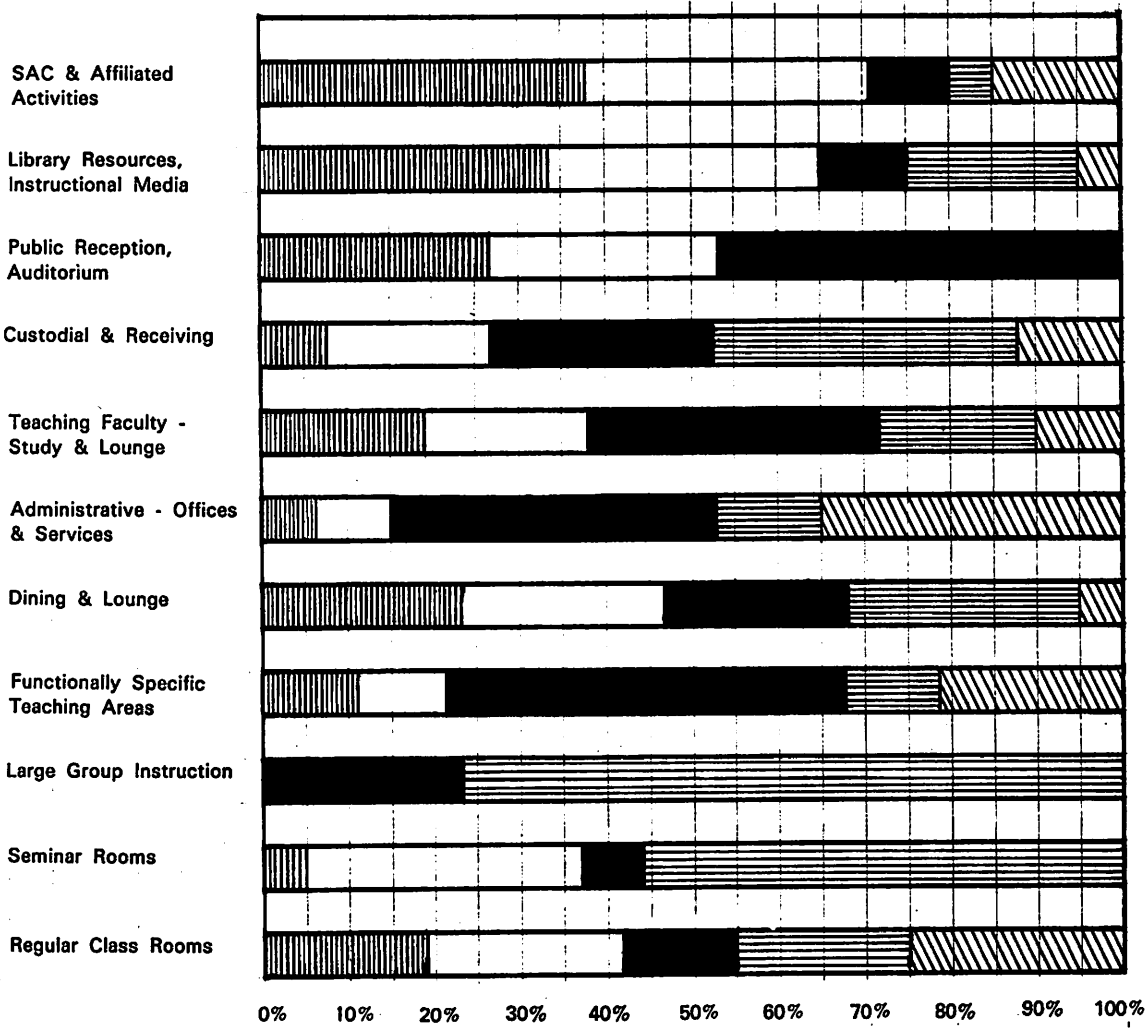
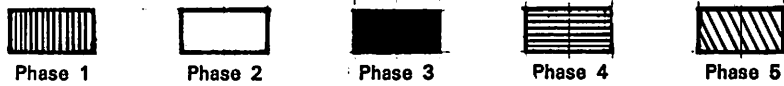
EDUCATION FOR TOMORROW

The Architectural Solution



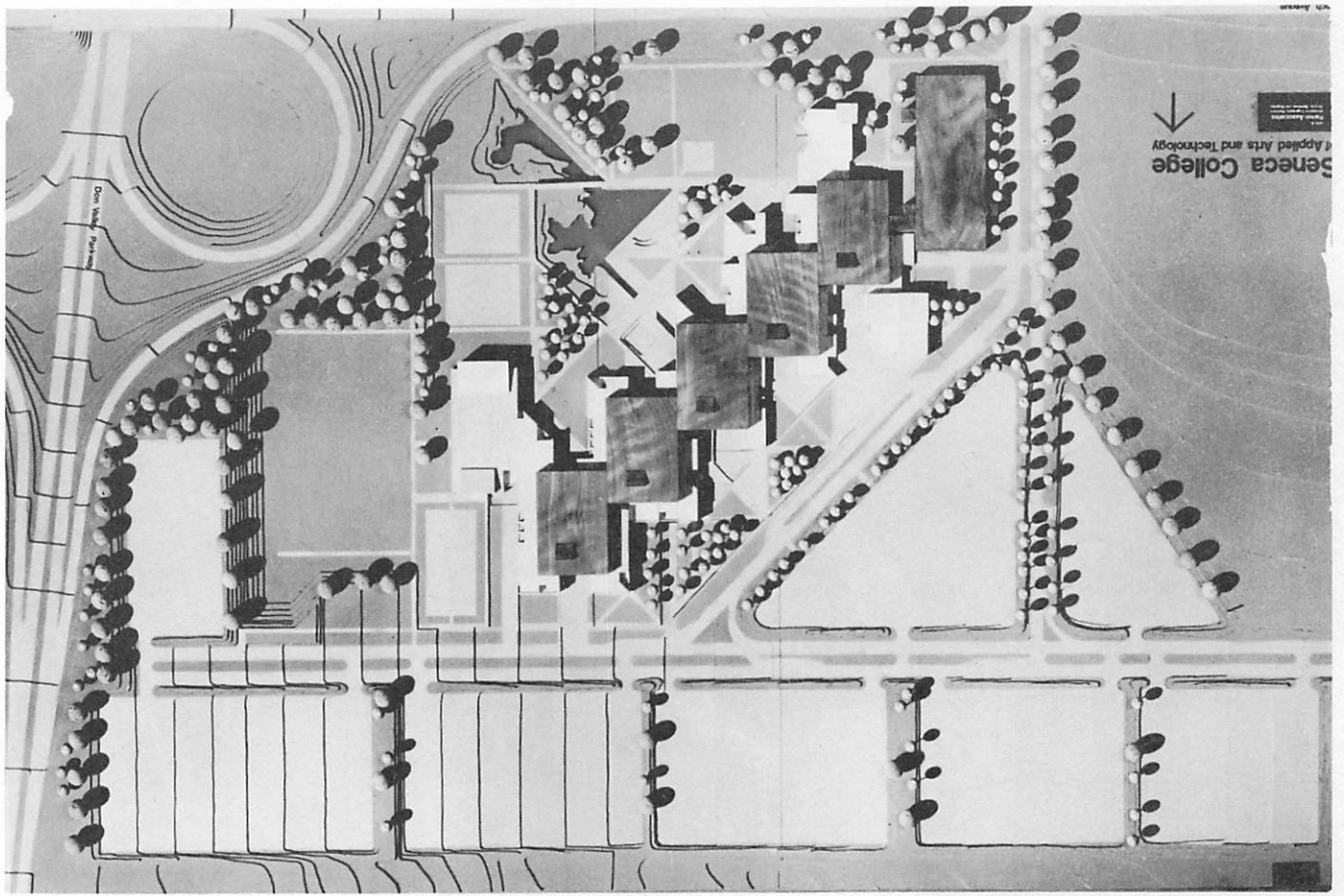


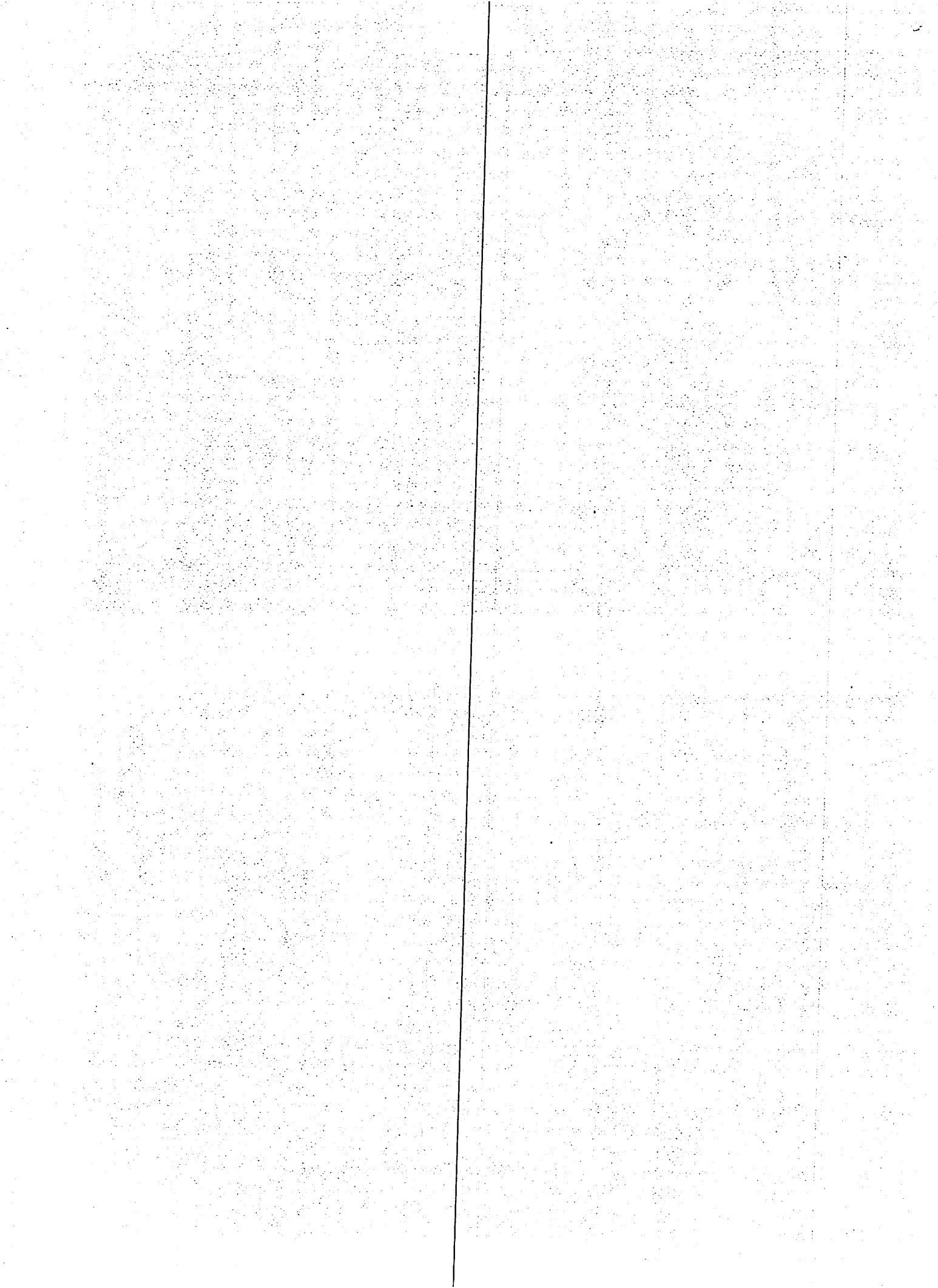
SENECA COLLEGE OF APPLIED ARTS AND TECHNOLOGY AREA SUMMARIES BY BUILDING PHASE



Early model of buildings proposed for the Finch Campus. Five four-storey modules were originally planned to extend in a northeasterly direction from the two-storey Phase 1 building (top left). Plan has been modified, in keeping with cash flow, to eliminate the fifth module by enlarging Phases 2 to 5. Subsequent planning for Sports Centre buildings has necessitated articulation of the Phase 5 building to the south.

Model indicating approximate location of projected parking areas (diagrammed more accurately later), and also indicating proposed landscape features of the completed campus.

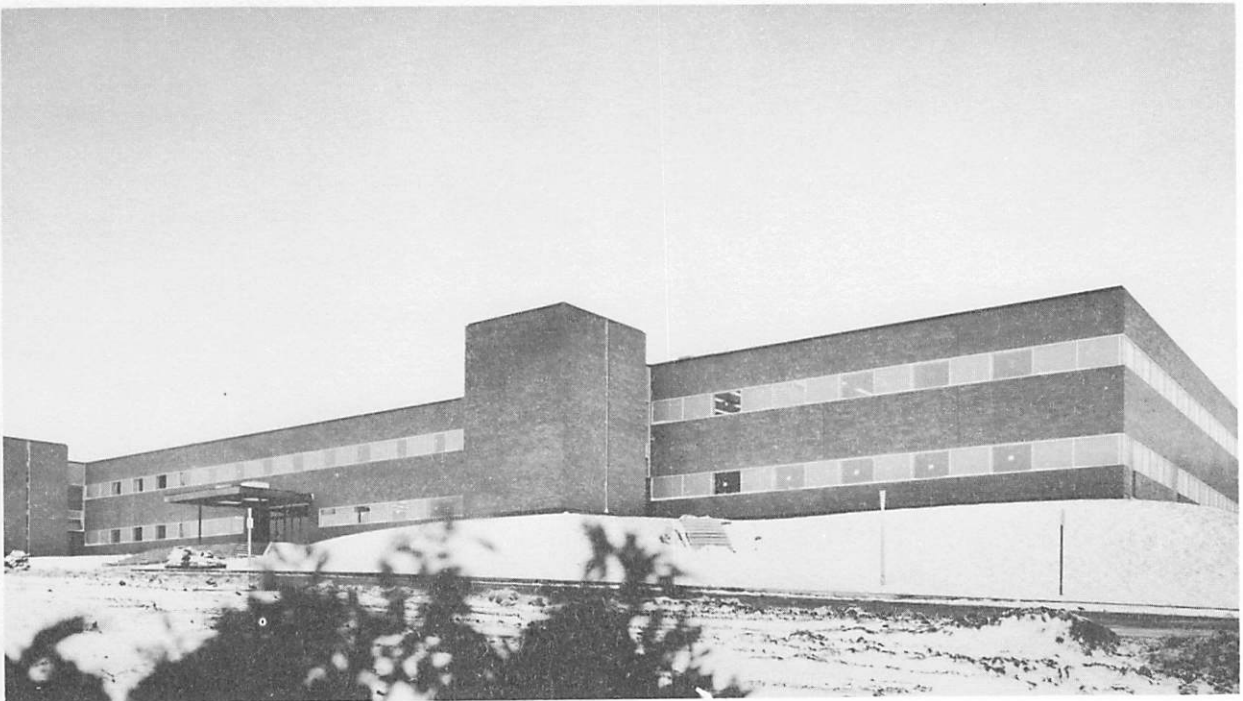


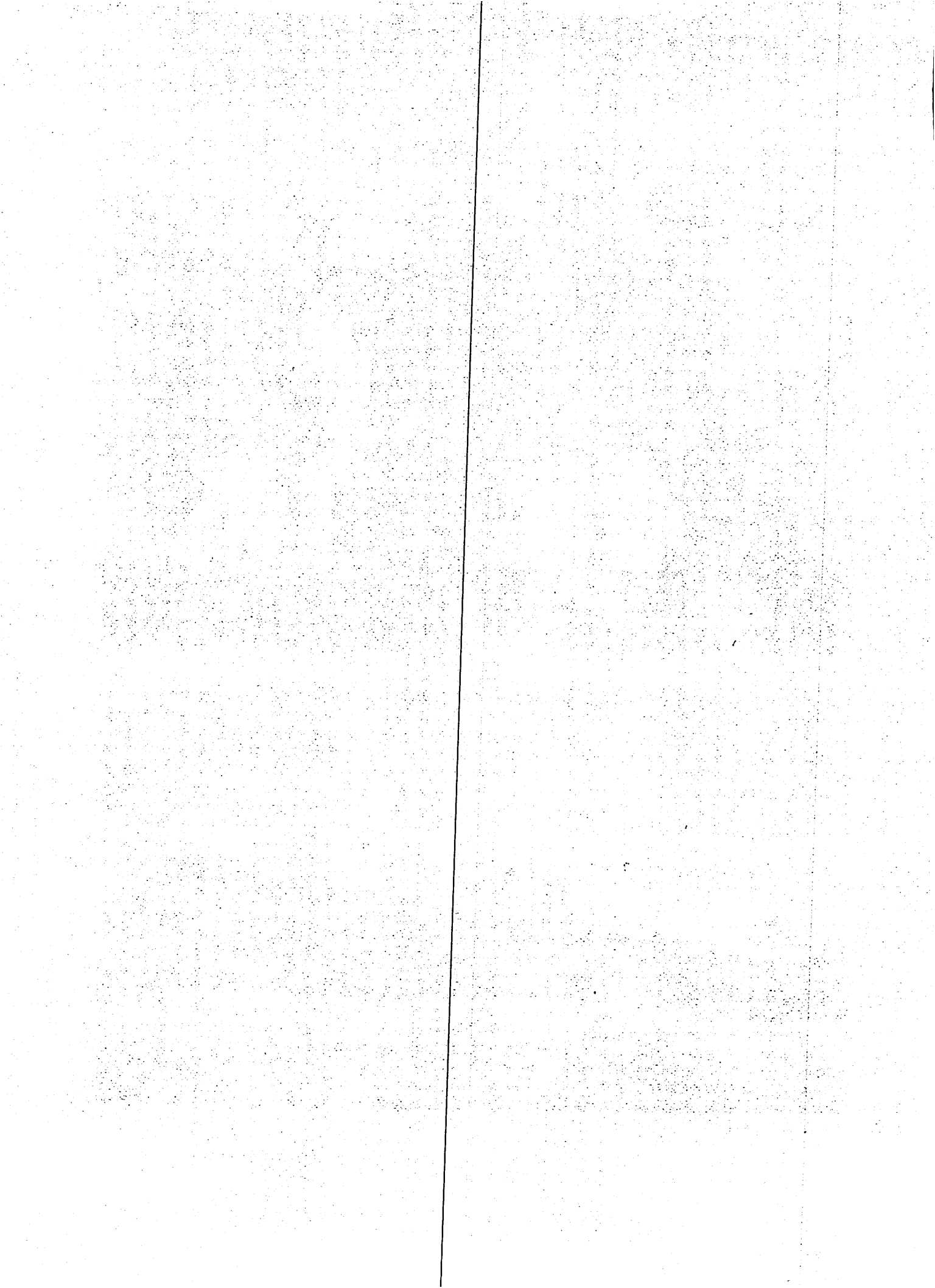


Finch Campus Phase 1

President W. T. Newnham (centre left) and late Chairman Dr. F. W. Minkler (wearing construction helmet) with other college personnel at sodturning ceremonies on the Finch Campus early in 1968.

View of the Phase 1 building from northeast. The two-storey brick building containing approximately 100,000 square feet opened in the fall of 1968.

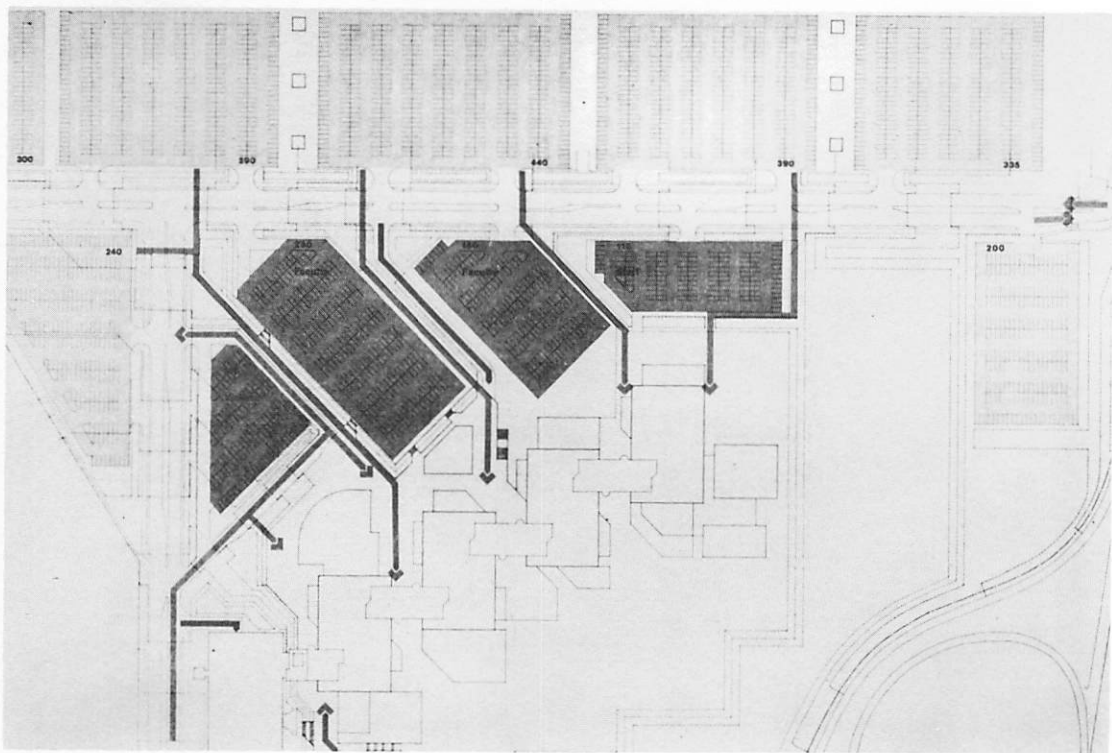
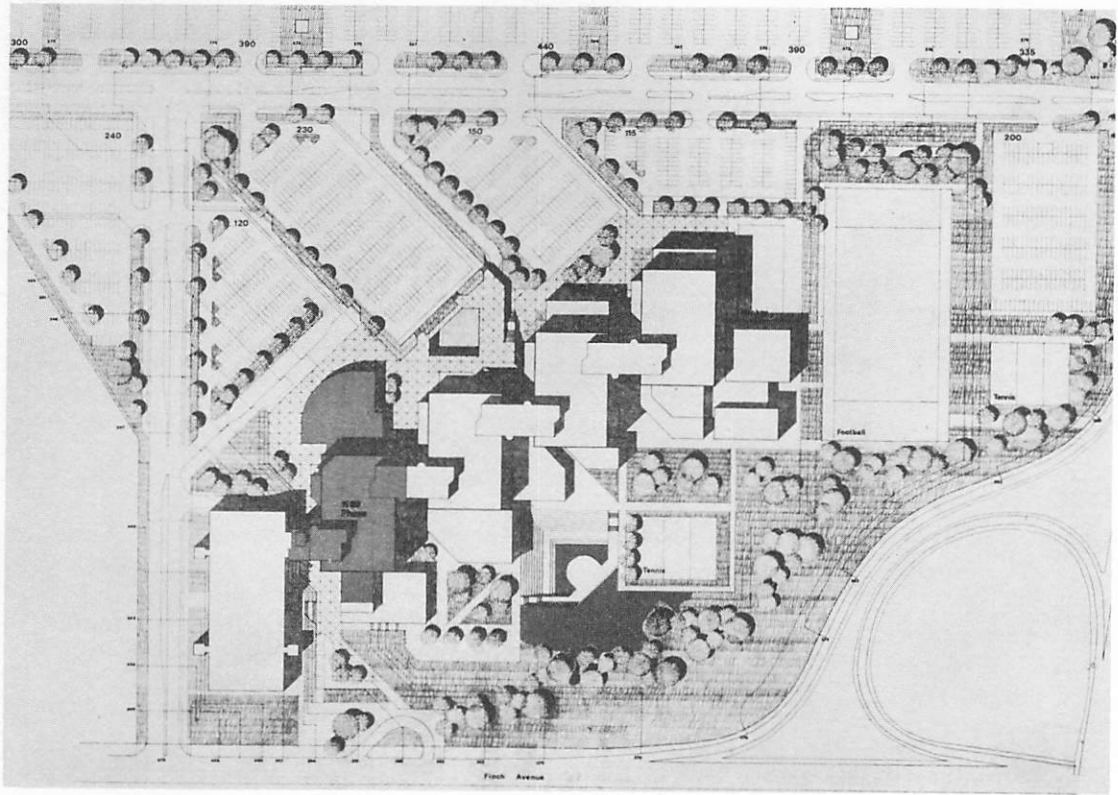




Finch Campus Phase 2

Site plan modified to show five building phases, but not indicating the southerly articulation of Phase 5. The drawing indicates on-campus parking for approximately 1,000 vehicles, with additional parking for approximately 1,900 vehicles indicated on the 20 acre hydro right-of-way immediately to the north (top). Three principal points of campus entrance and egress are also shown. East-west road between campus and hydro right-of-way parking will connect with northward extension of Don Mills Road on the west (left) and with McNicoll Drive to the northeast (top right). North-south connecting road to the west of campus adjoins Finch Avenue to the south (bottom left).

Circulation of pedestrian and other traffic from roads and parking lots is shown in this drawing.

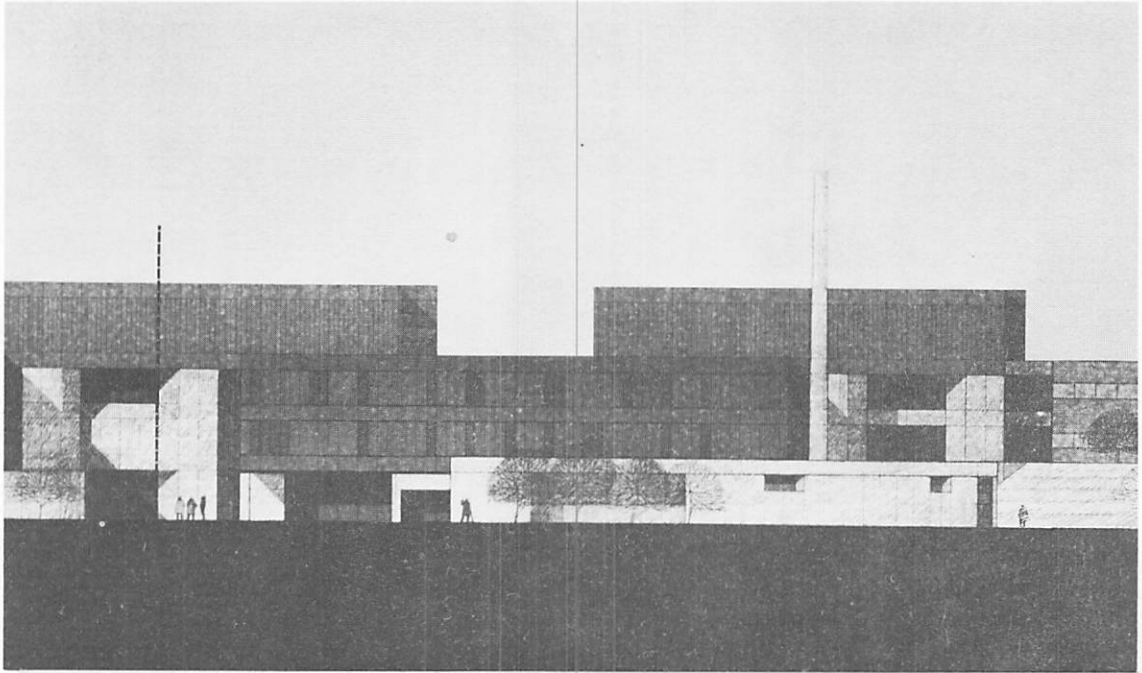


Heavy equipment engaged in major site development in 1969. Soil conditions on the site are extremely non-uniform in nature, with material varying from tills through soft clays, silts and sands. For this reason, it is virtually impossible to make general recommendations with regard to the type of foundation which should be used. Depending on their location on the site, structures should be supported on piles, or on spread footings having design bearing pressures ranging from 2 to 8 kips per square foot.

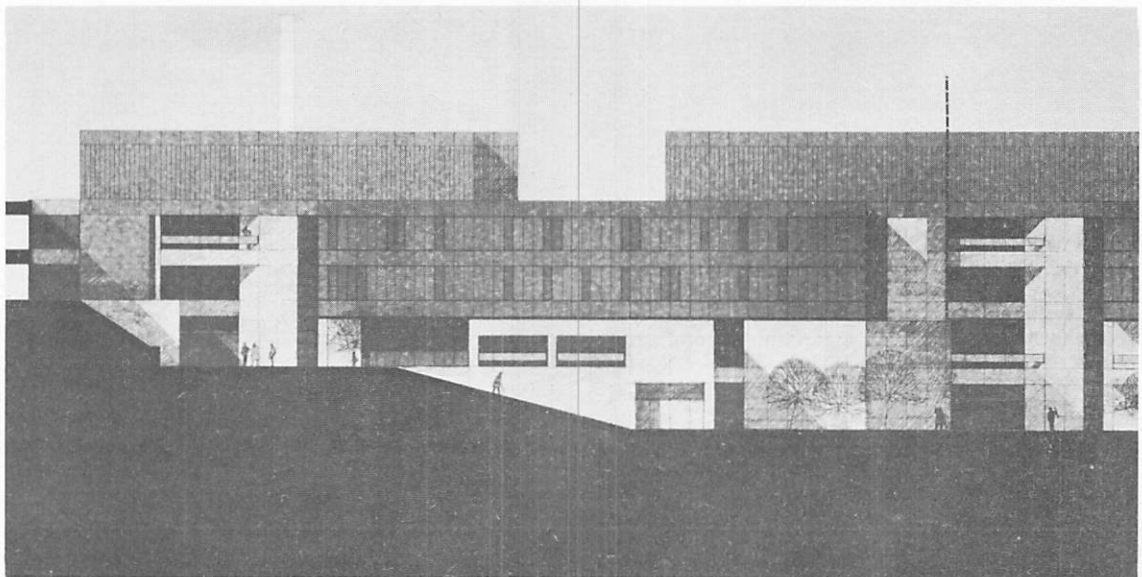
Crossing the site in a south-east to north-west direction is a valley which has contained one or more streams at various periods in its geological history. The soil profile, at and below grade, suggests the use of cut and fill techniques to raise the level of the valley, while removing the higher and softer soils from the ground to the east and west of this valley.

The water table is relatively high in the central valley and may create the need for dewatering during construction. However, the remainder of the site is relatively dry, except for local ponded water.

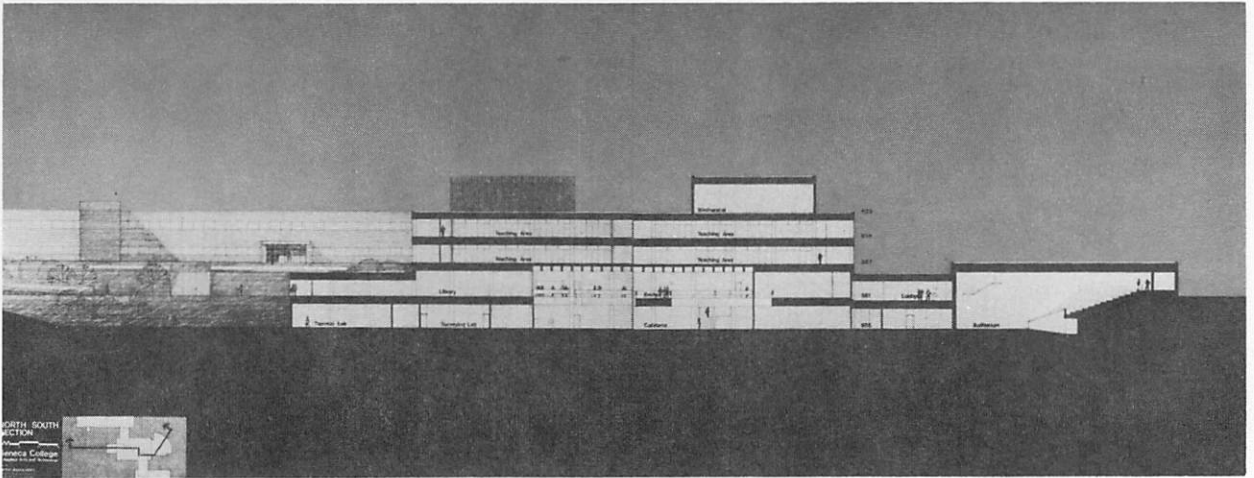




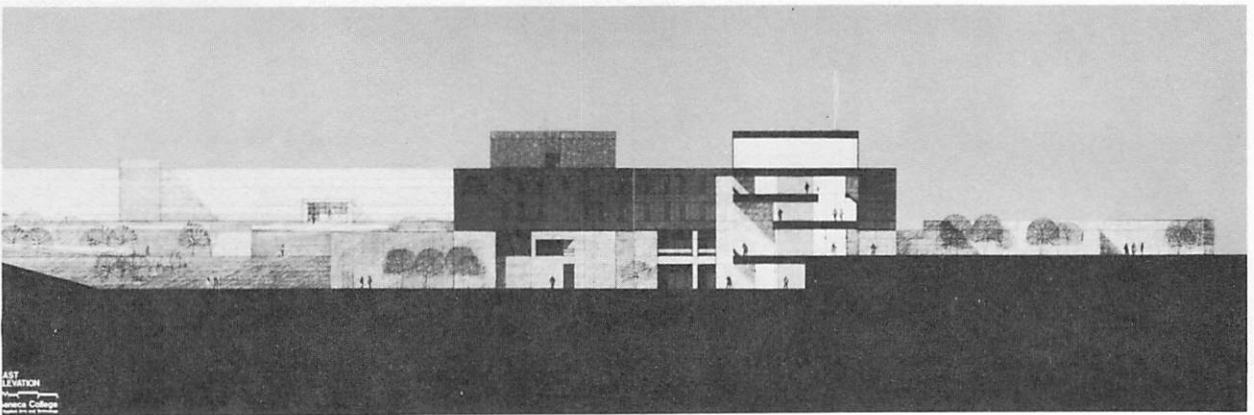
View from the north of the Phase 2 building. The Phase 1 building, seen in background at right, is linked with the top two floors of the first four-storey module.



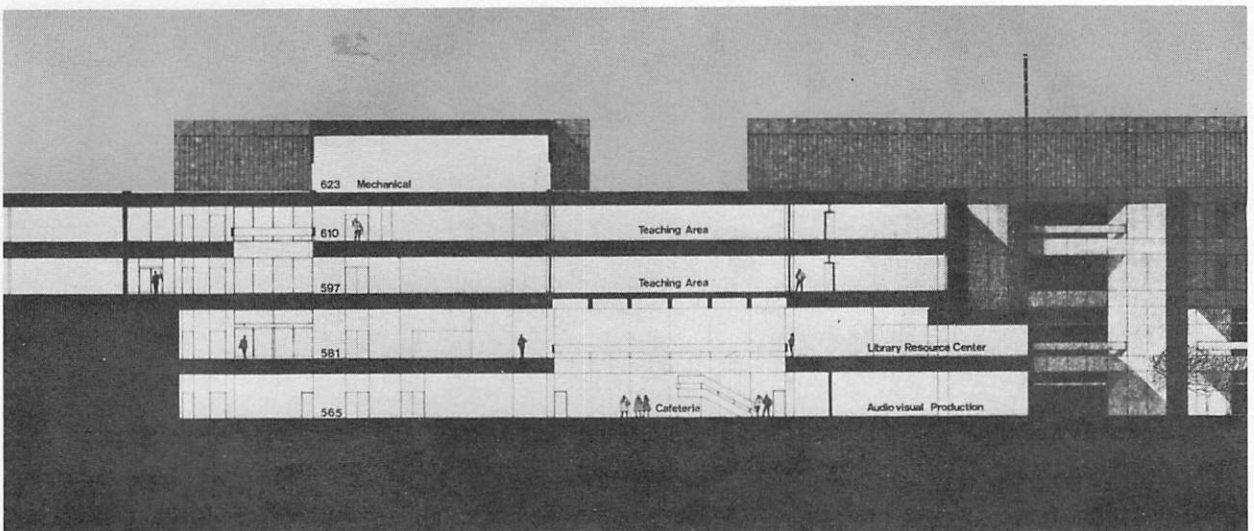
From the south, the Phase 2 building (left) is shown adjoining the planned Phase 3 construction at the right.



This is a north-south cross-section showing Phase 1 (left), Phase 2 (centre) and the Auditorium to the right.



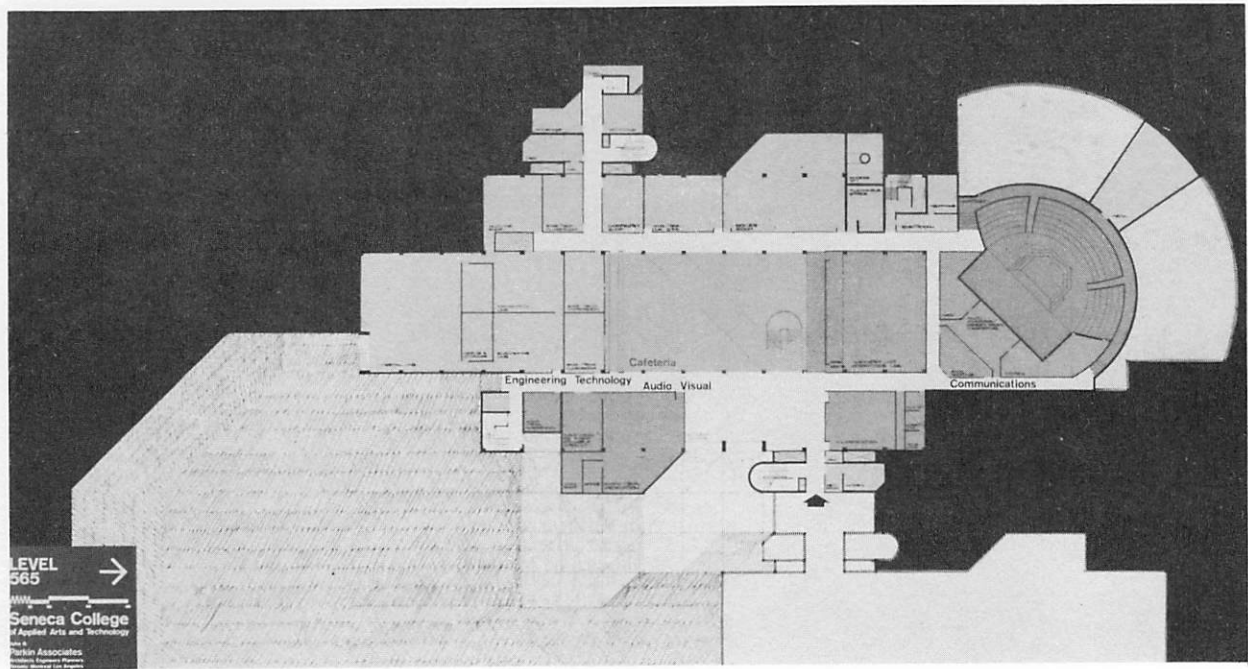
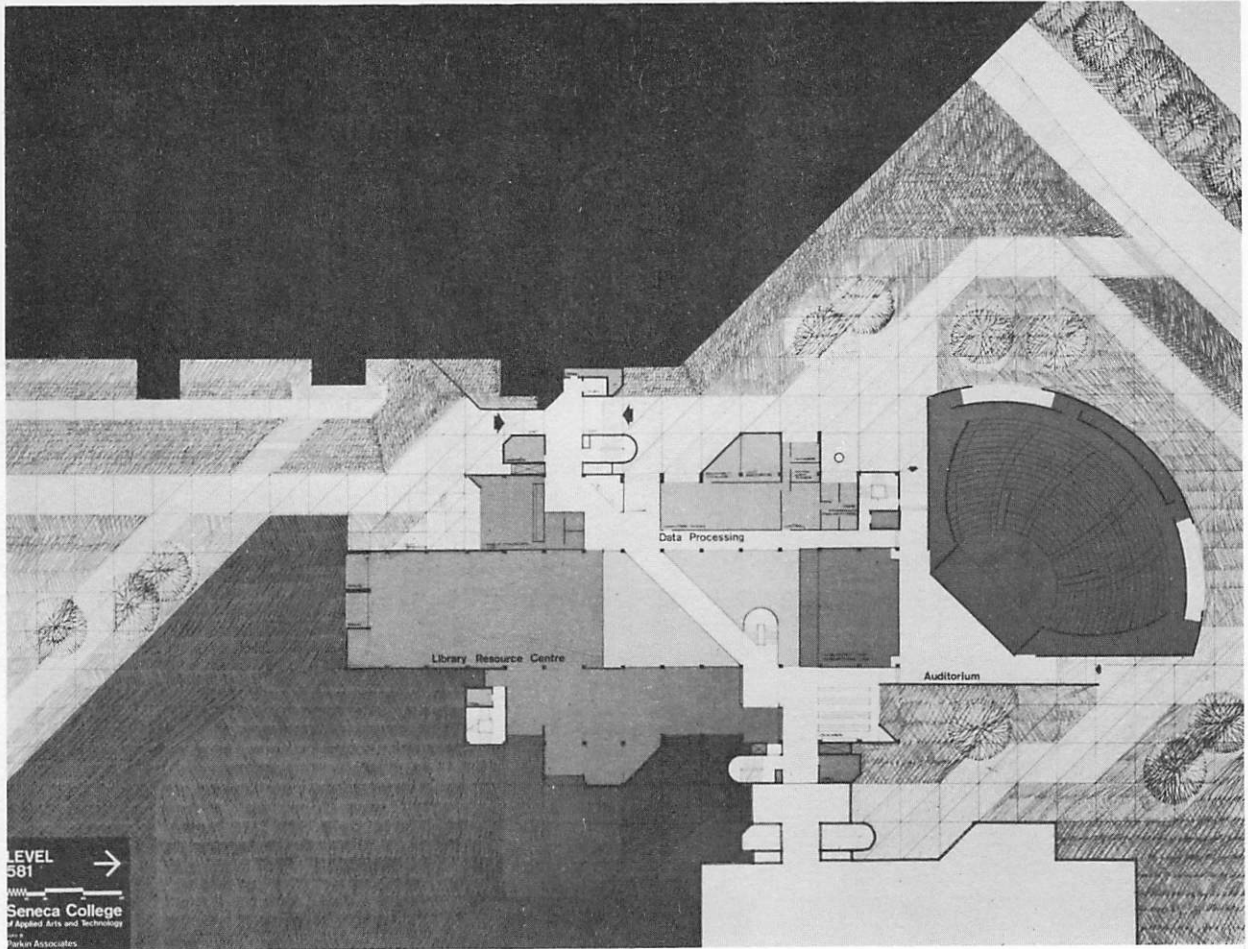
The same building elements are illustrated here, although not in cross section. Link to Phase 3 is shown at centre right.



An east-west section of Phase 2 showing the planned Phase 3 building at the right.

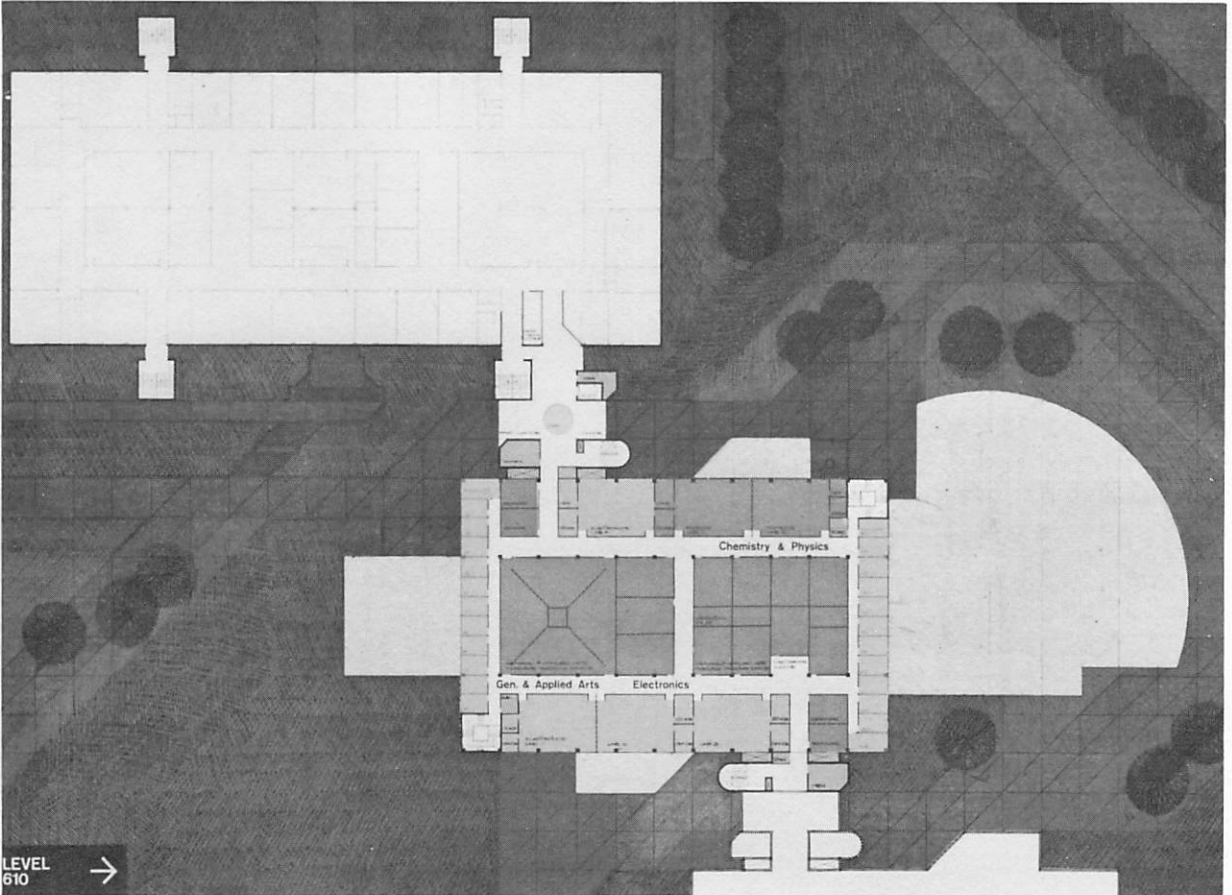
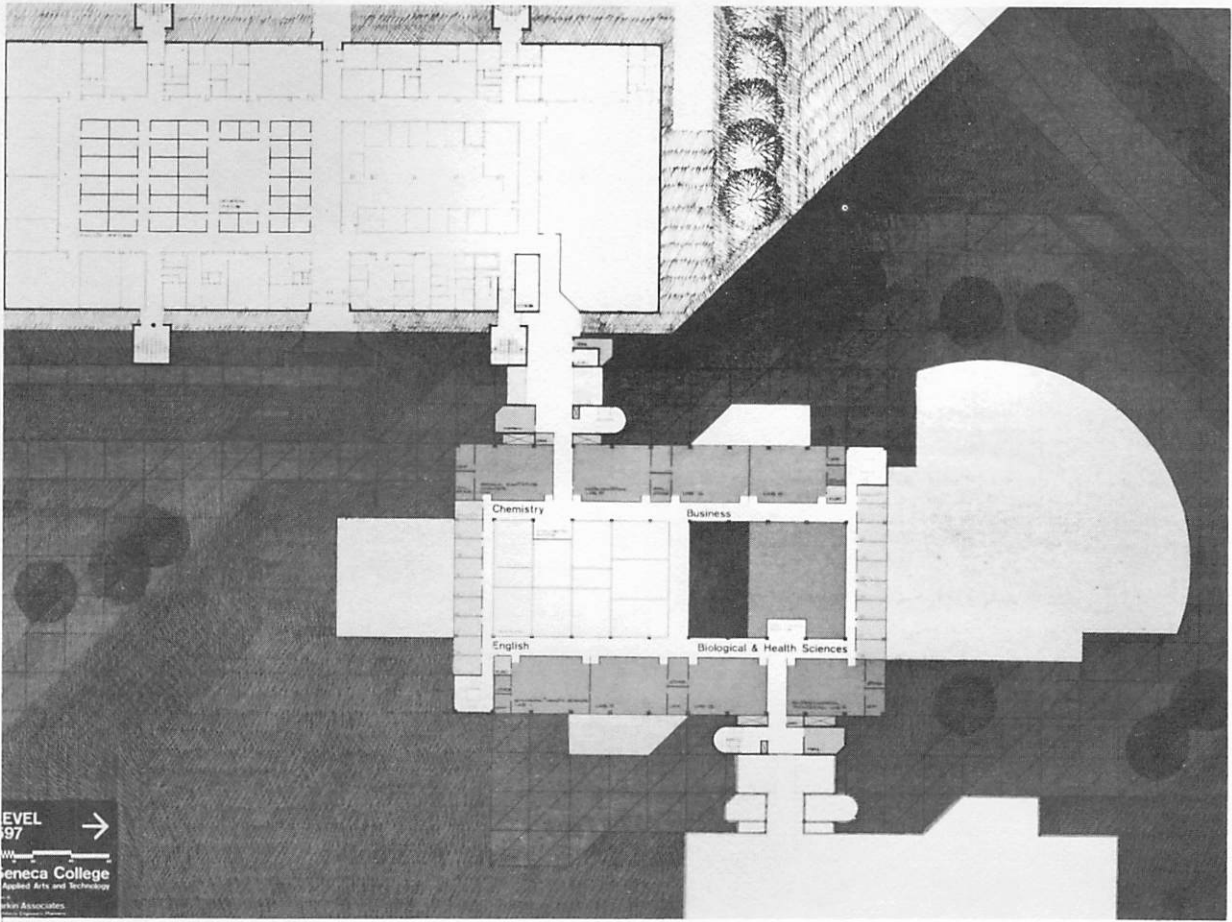
Drawing of the first floor of the Phase 2 building, showing link to Phase 1 (top centre) and location of Auditorium (right). Link to projected Phase 3 building is also shown (bottom right).

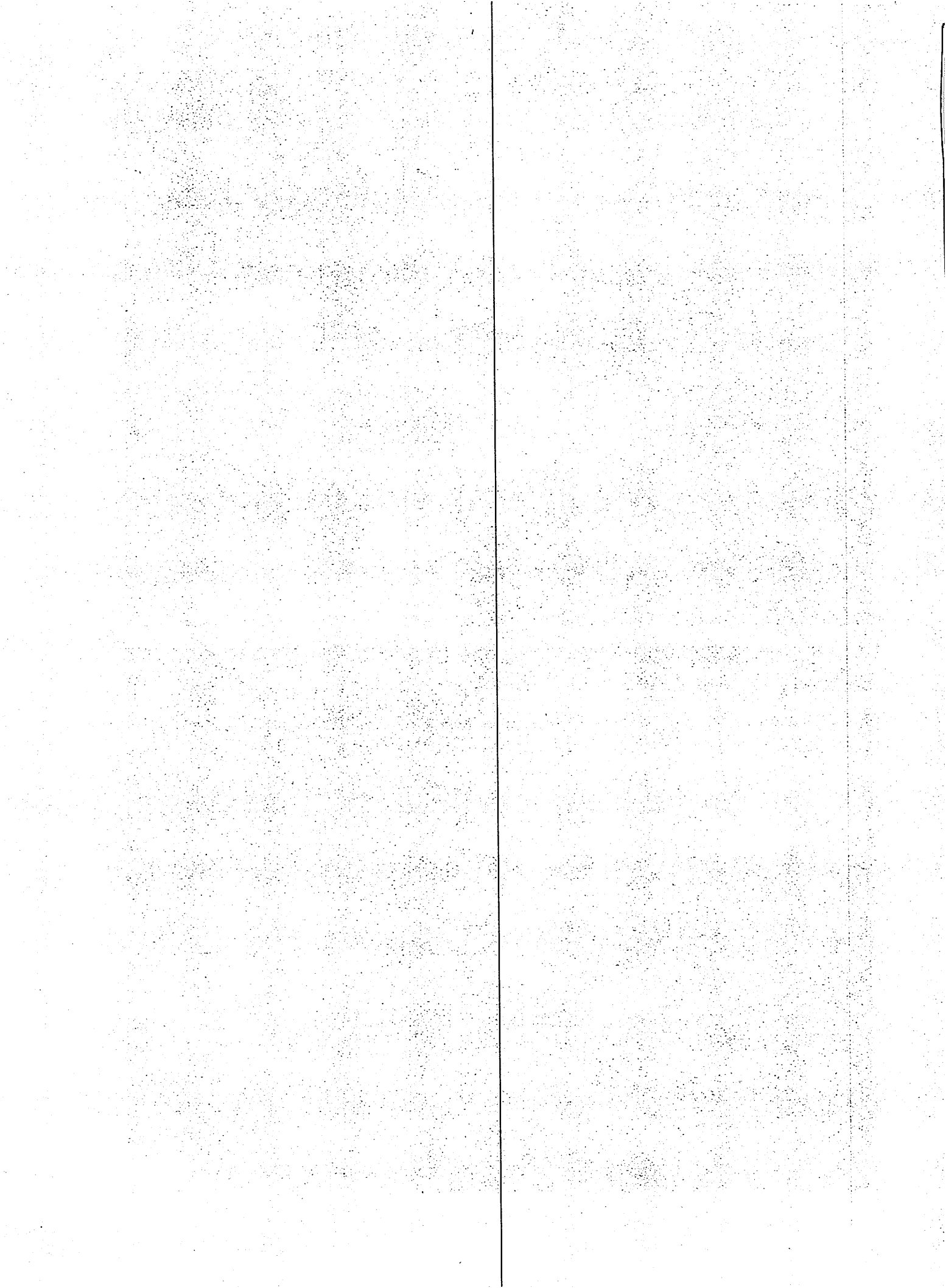
The second floor of Phase 2 is illustrated here. Auditorium is to the right.



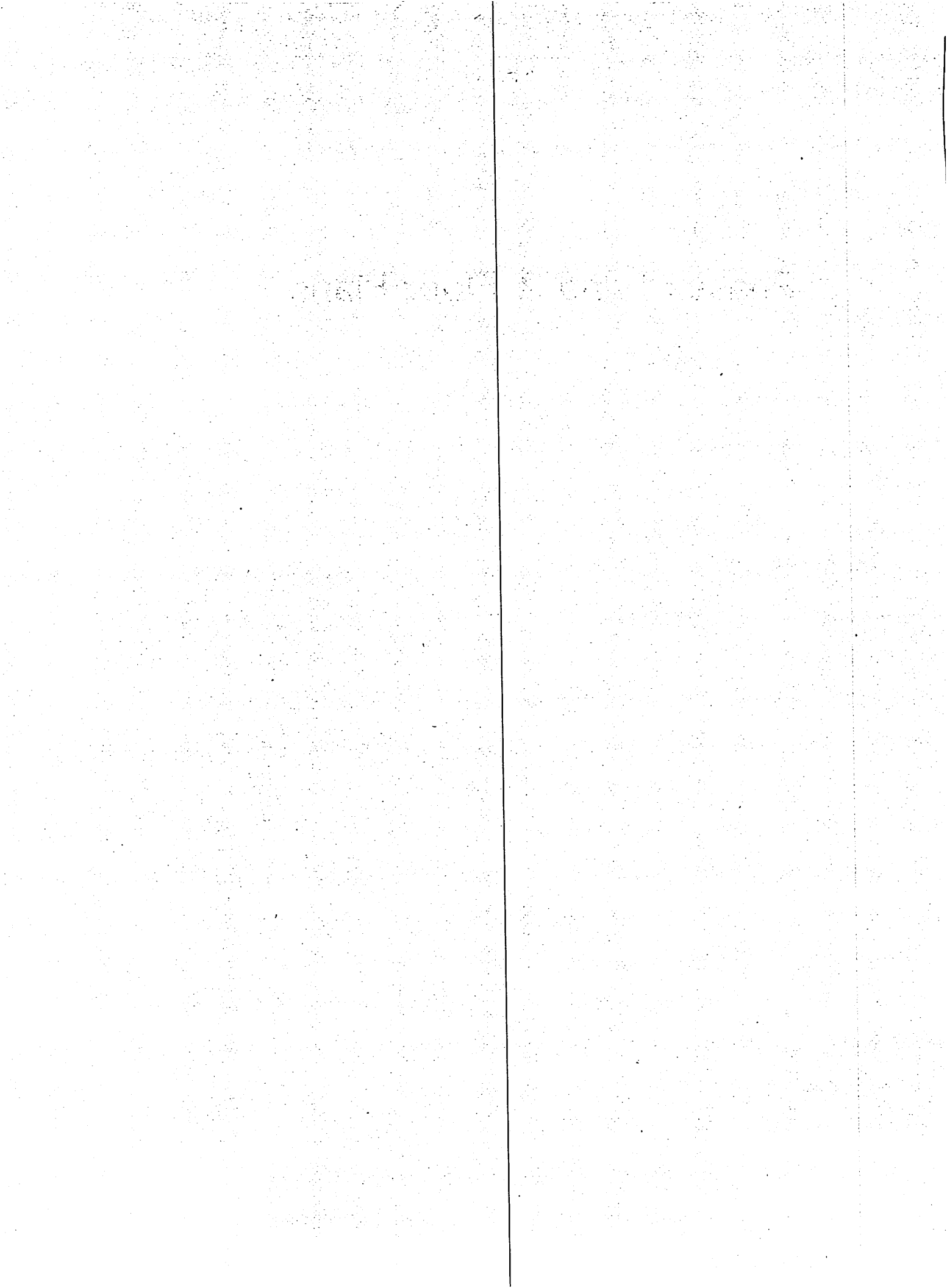
Floor three of the Phase 2 building is shown connecting with the first level of Phase 1. Note modified grid pattern of internal pedestrian traffic.

Phase 2's fourth floor is illustrated here. Links to the first and third phases in Seneca's building program are indicated.



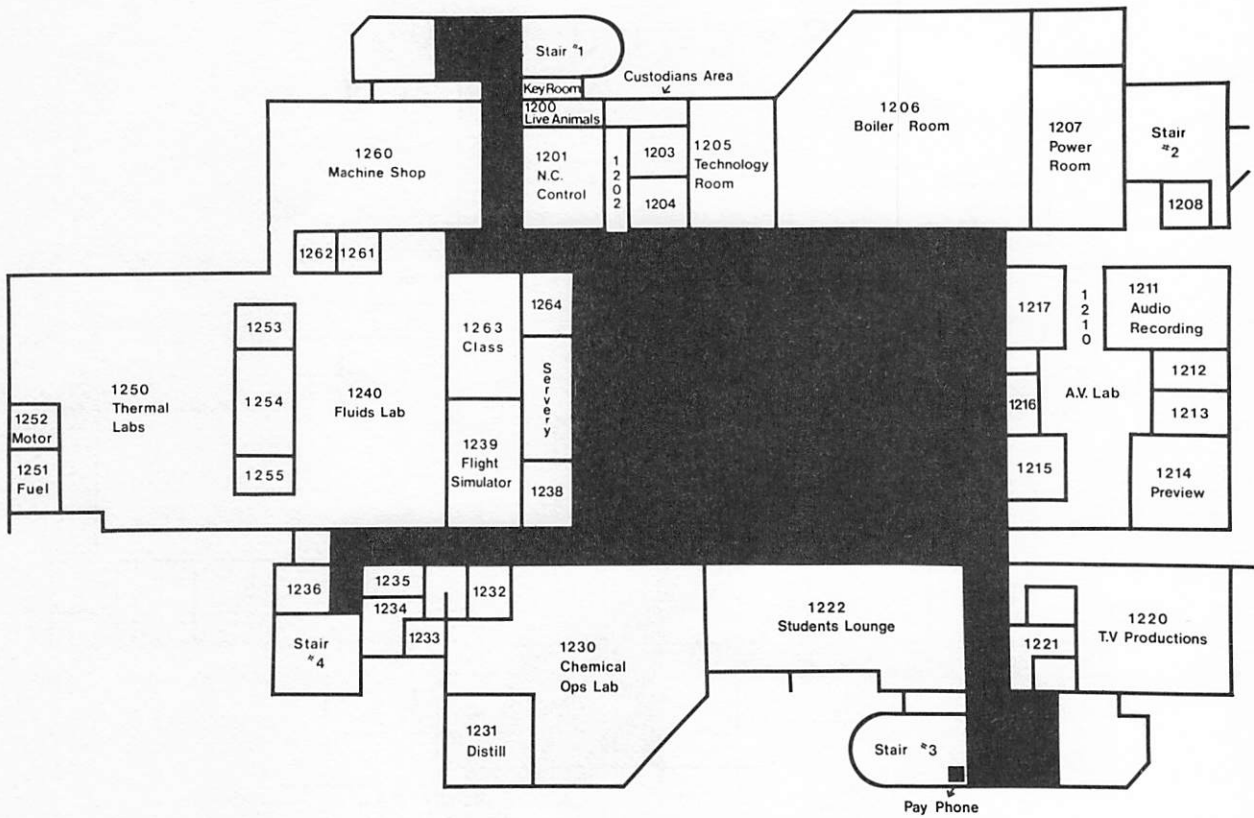


Phases 1 and 2 Floor Plans



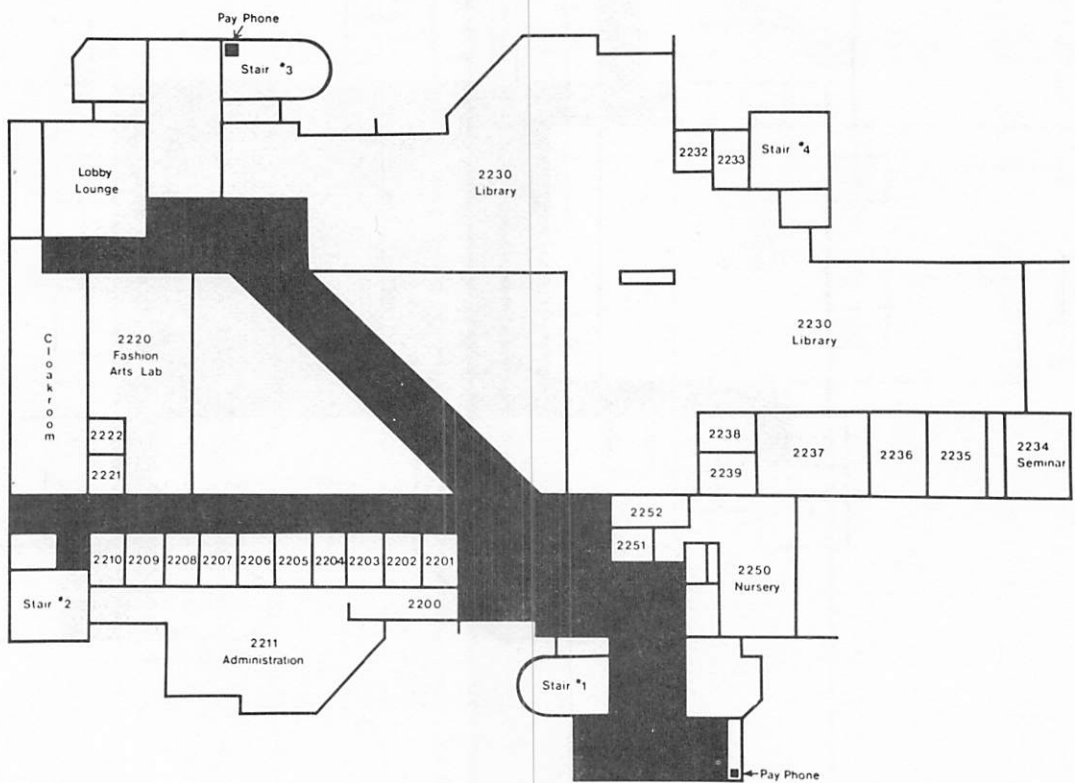
First Level

Phase II



Second Level

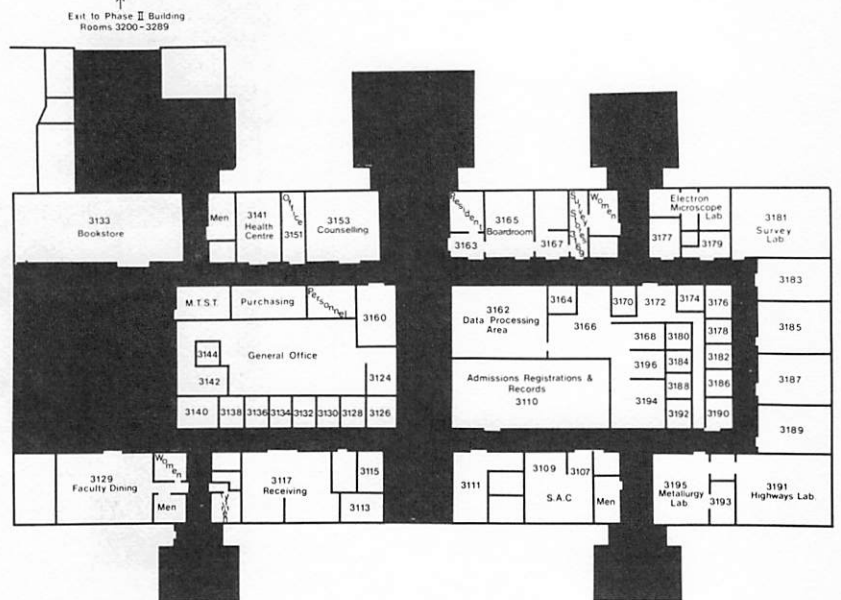
Phase II



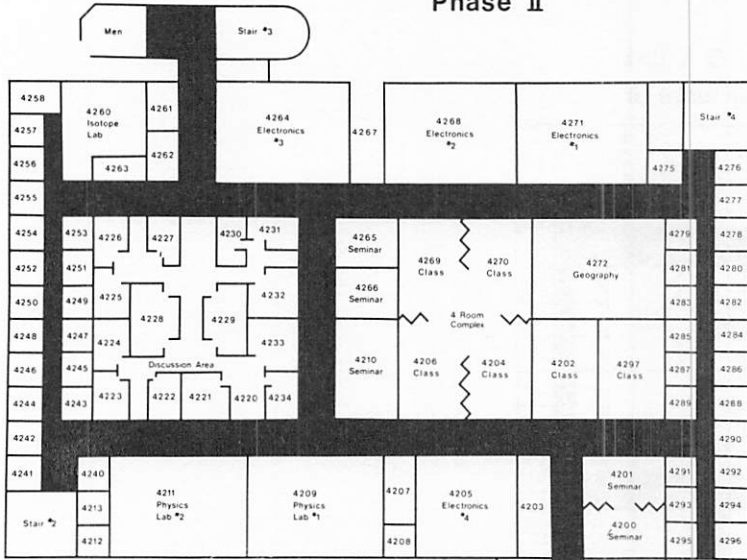
Third Level Phase II



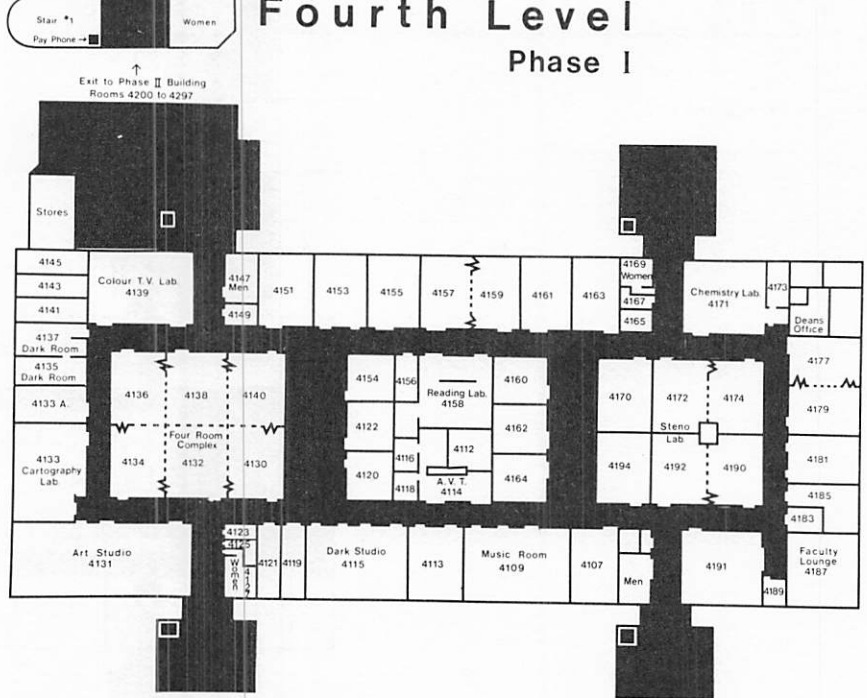
Third Level Phase I



Fourth Level Phase II



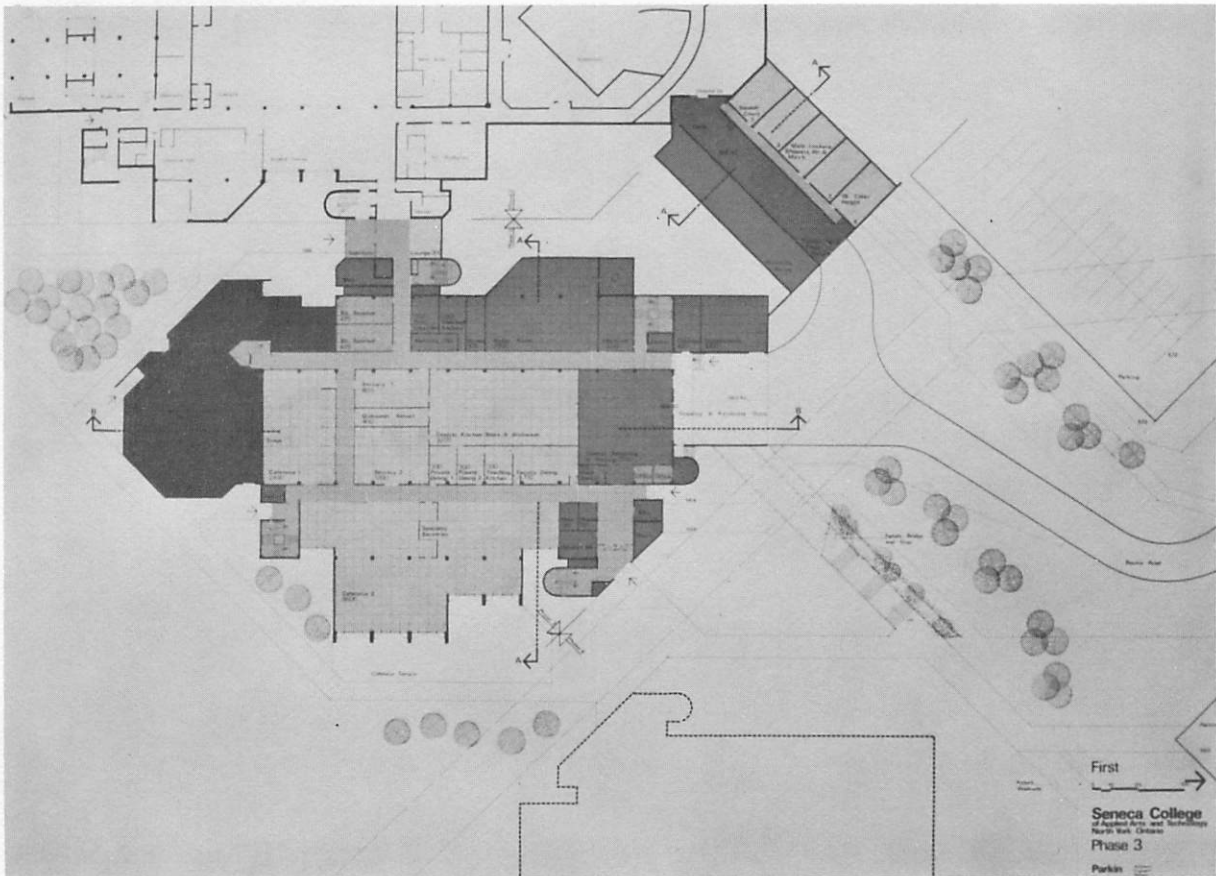
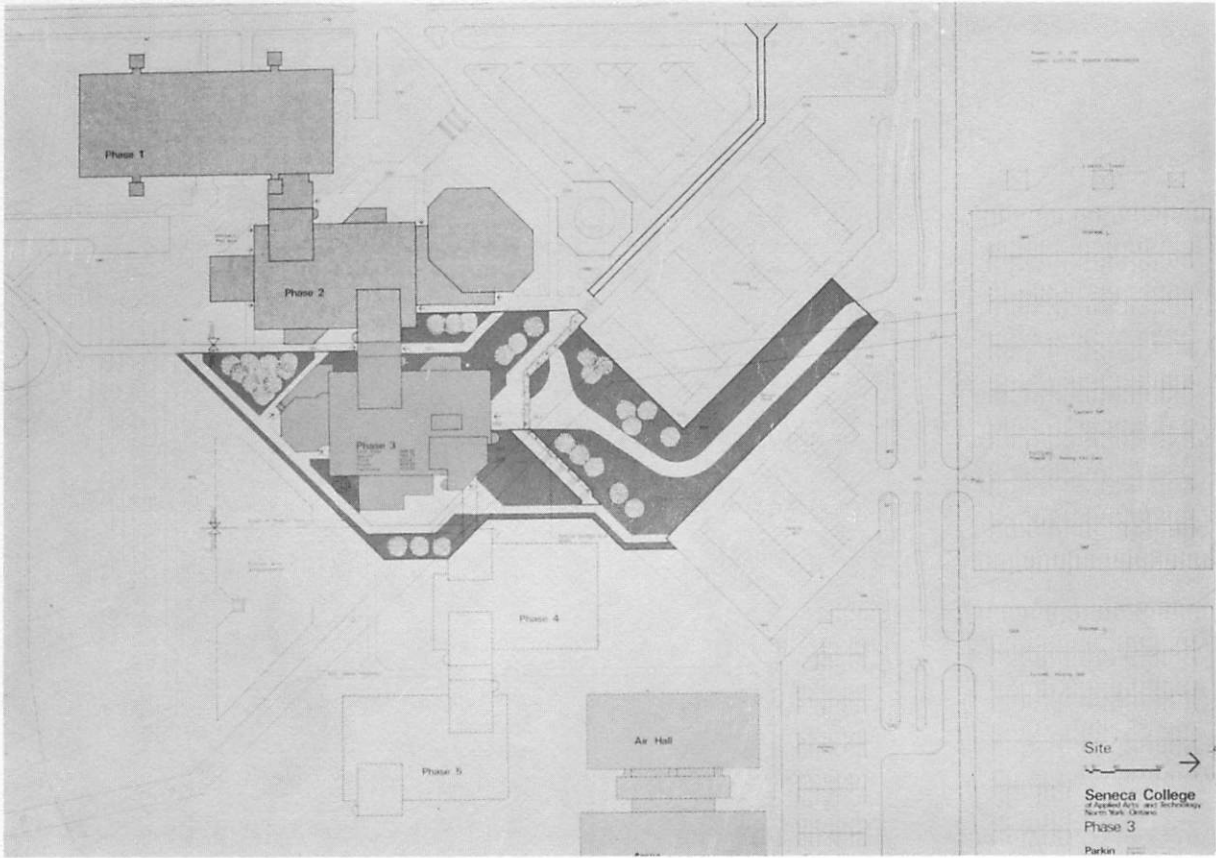
Fourth Level Phase I



Finch Campus Phase 3

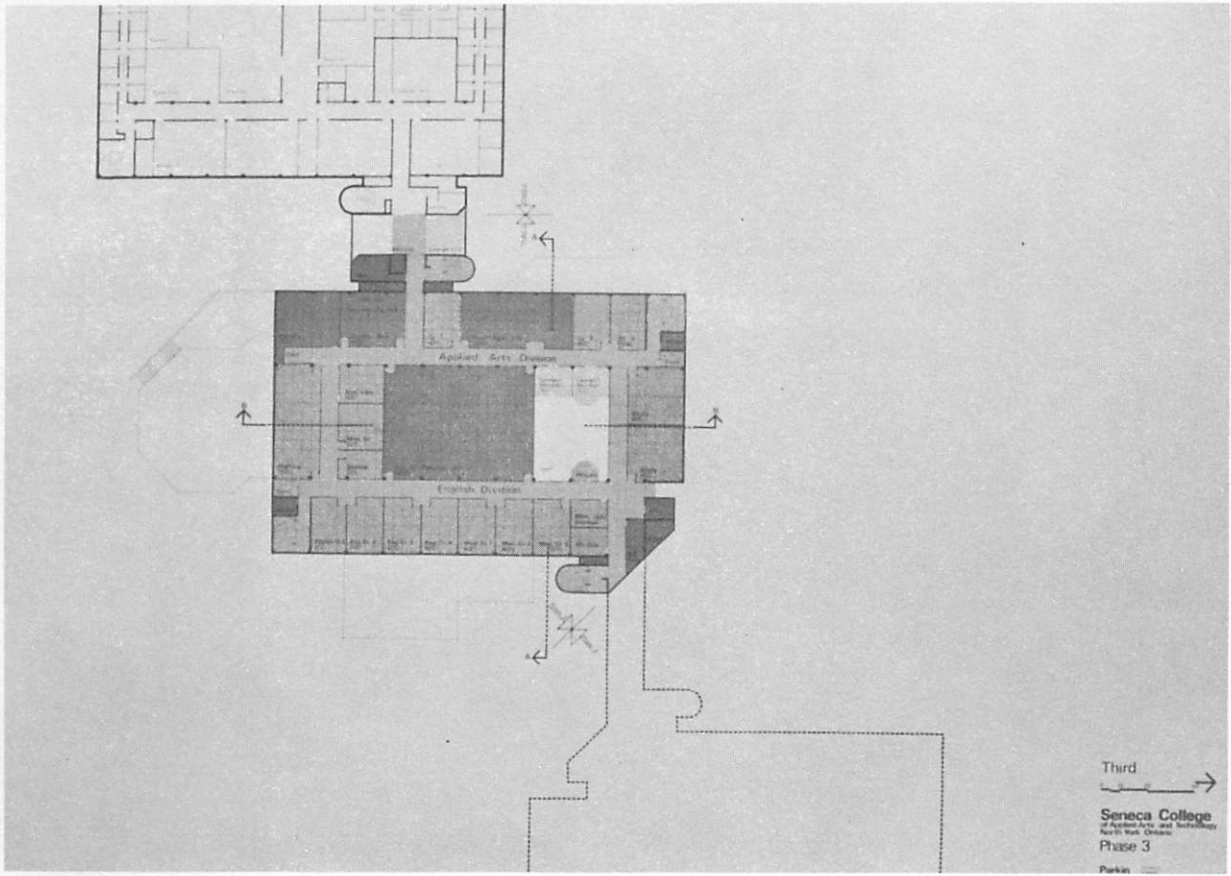
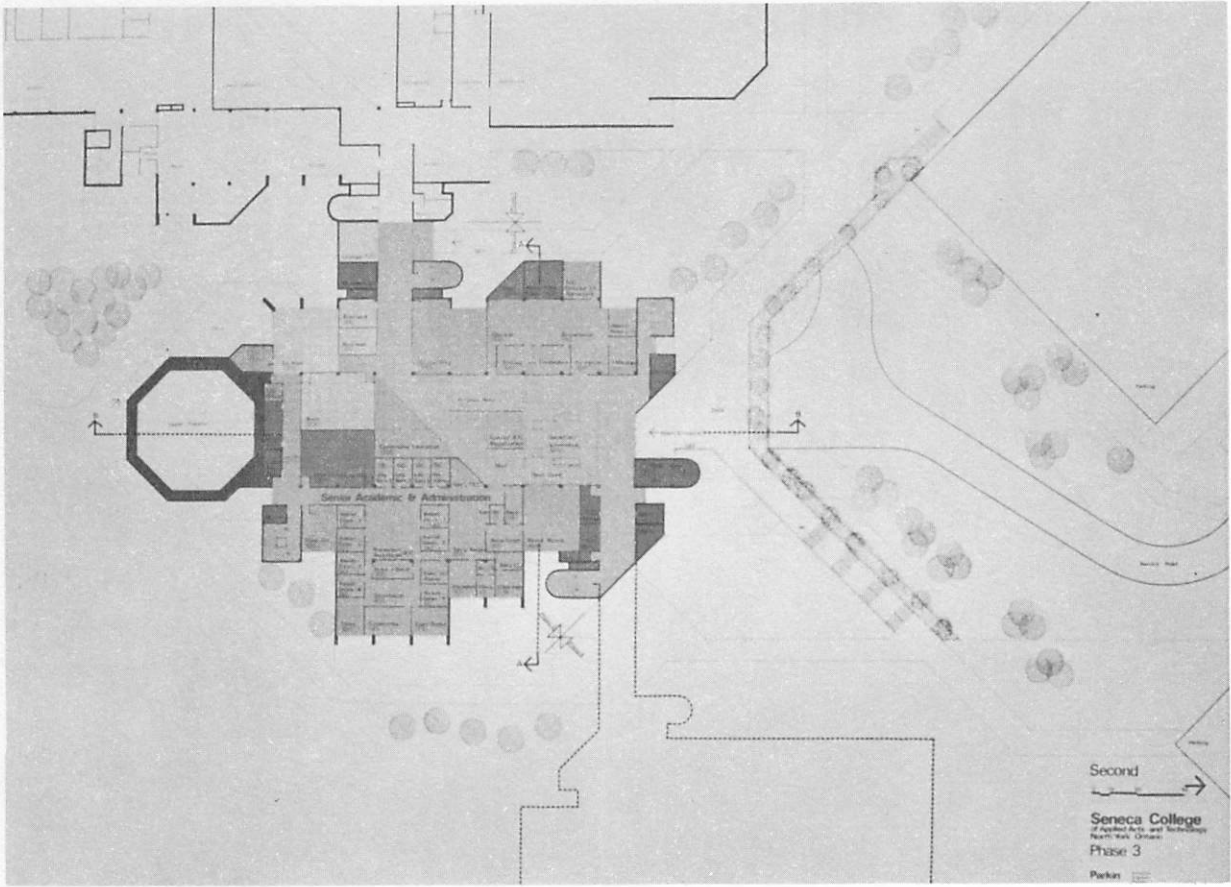
This drawing, highlighting the Phase 3 building, shows the relocation of Phase 5 and approximate relative location on site of the proposed triple gymnasium ('Air Hall') and ice arena complex.

First level section of Phase 3 showing service road to central receiving. Also indicated by the broken line is the location of sewer easement which will run under the link between Phases 3 and 4.



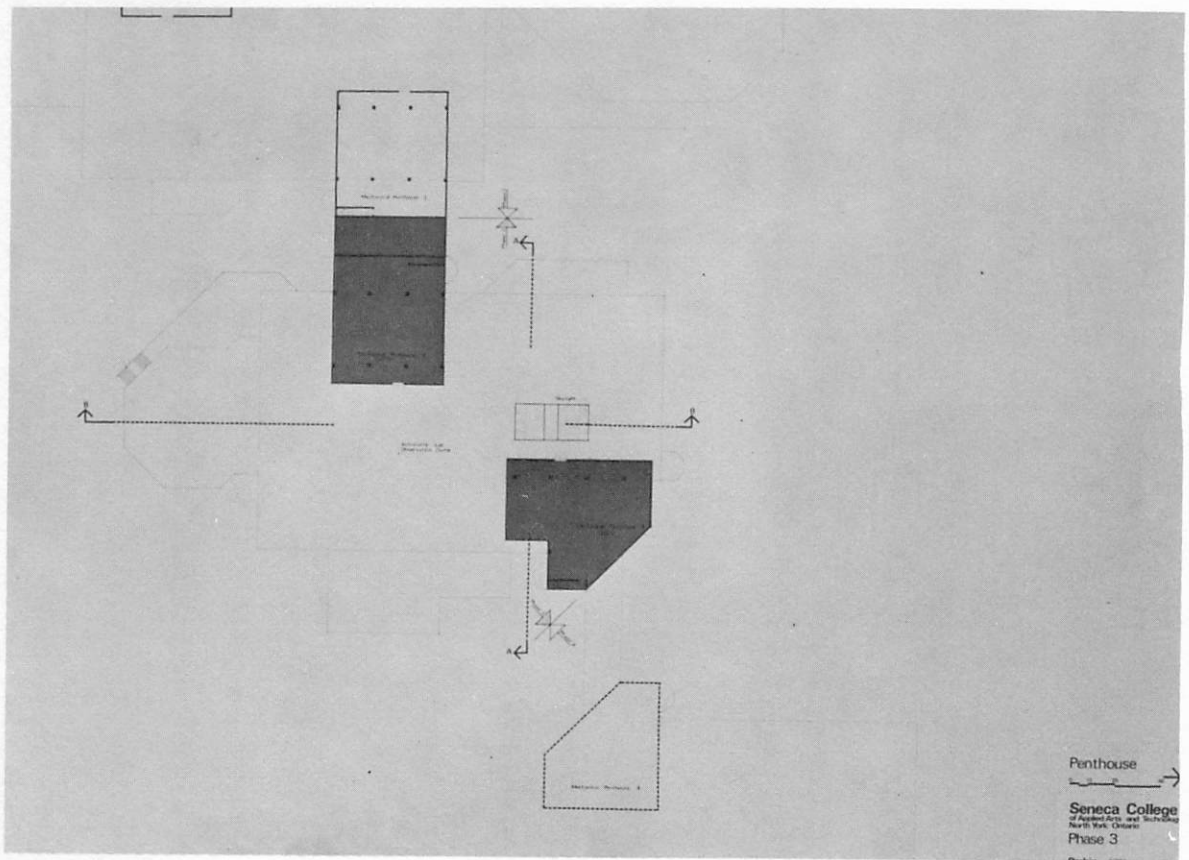
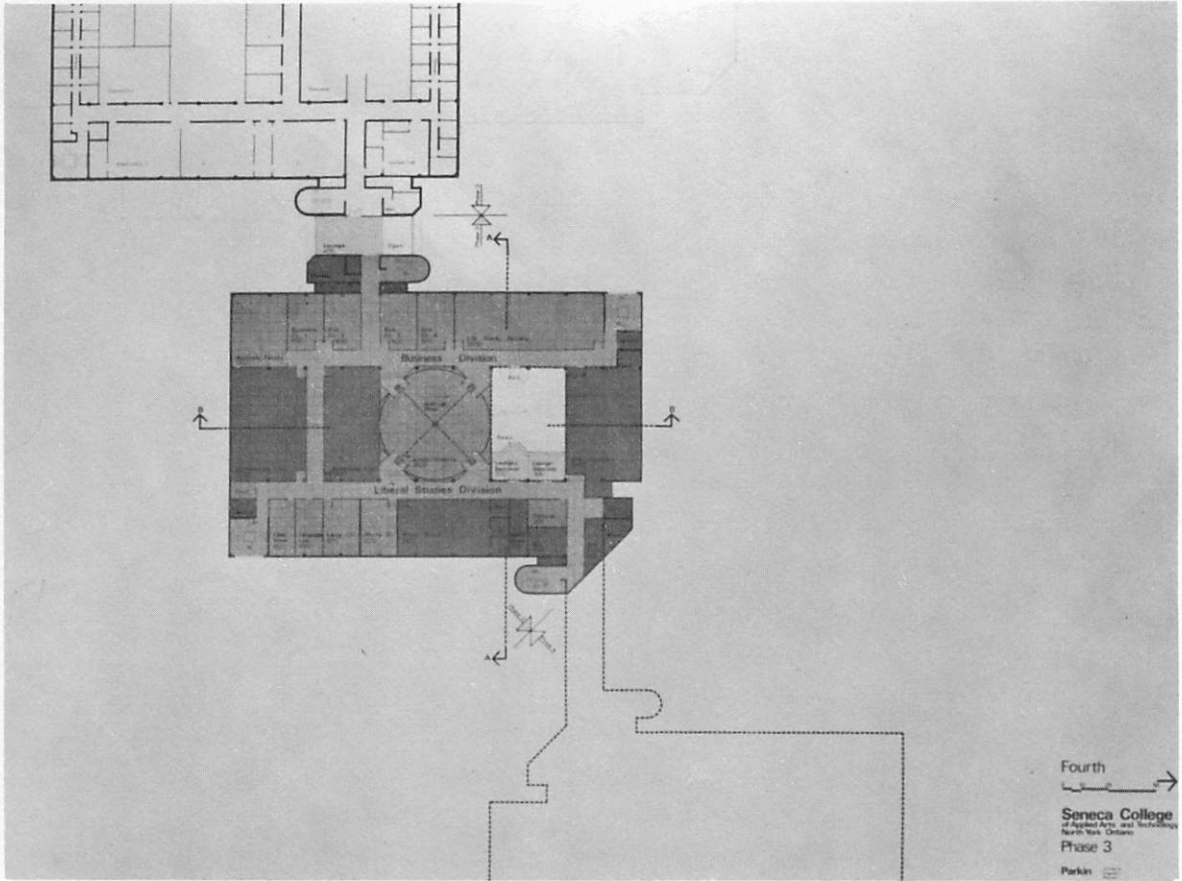
The second level of Phase 3 is to incorporate the main entrance to the college and senior administrative offices. Multi-purpose instruction area is at the left.

Phase 3's third level is detailed here. The multi-storey entrance foyer is indicated at centre right.



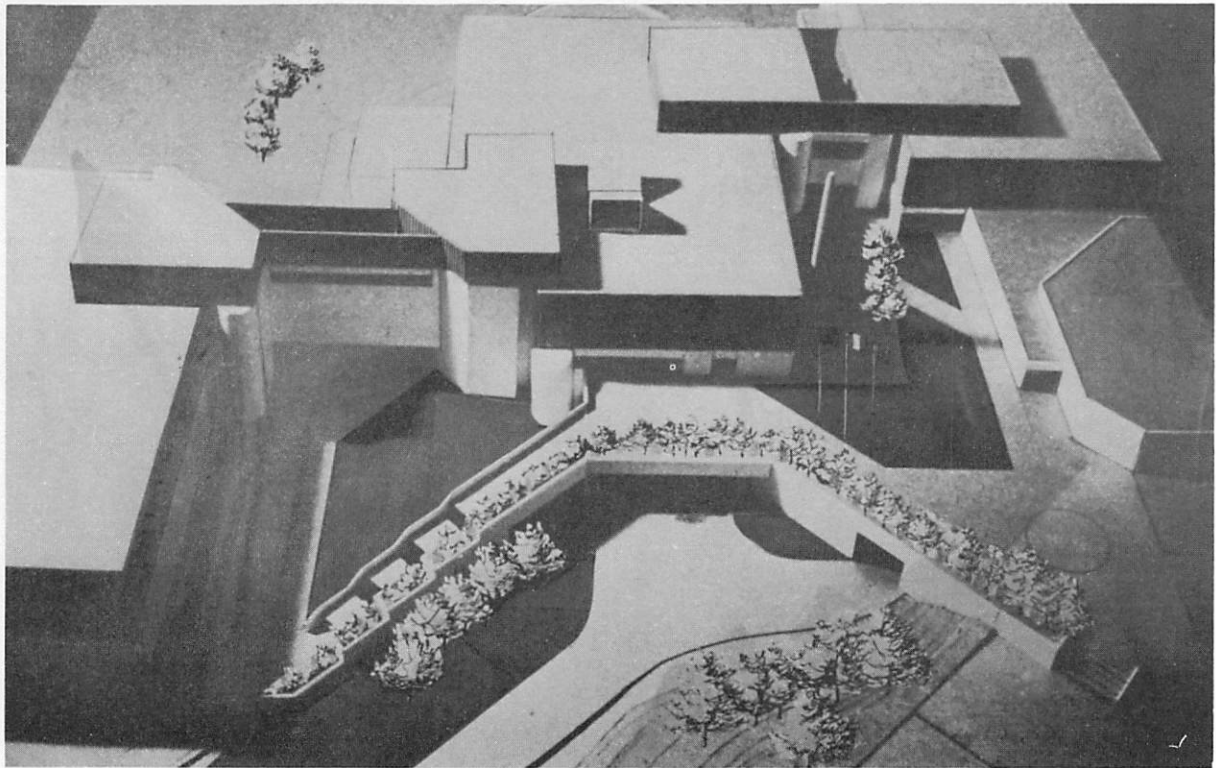
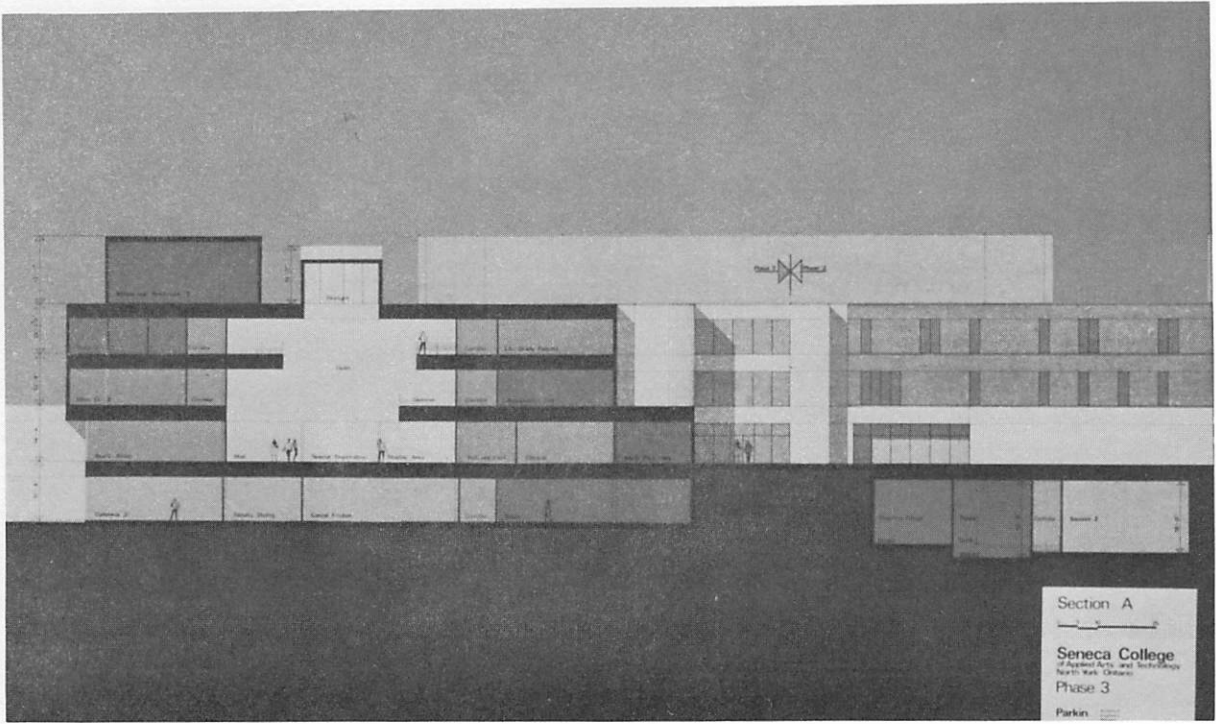
The fourth level of Phase 3 includes teaching facilities and a flexible-use circular amphitheatre.

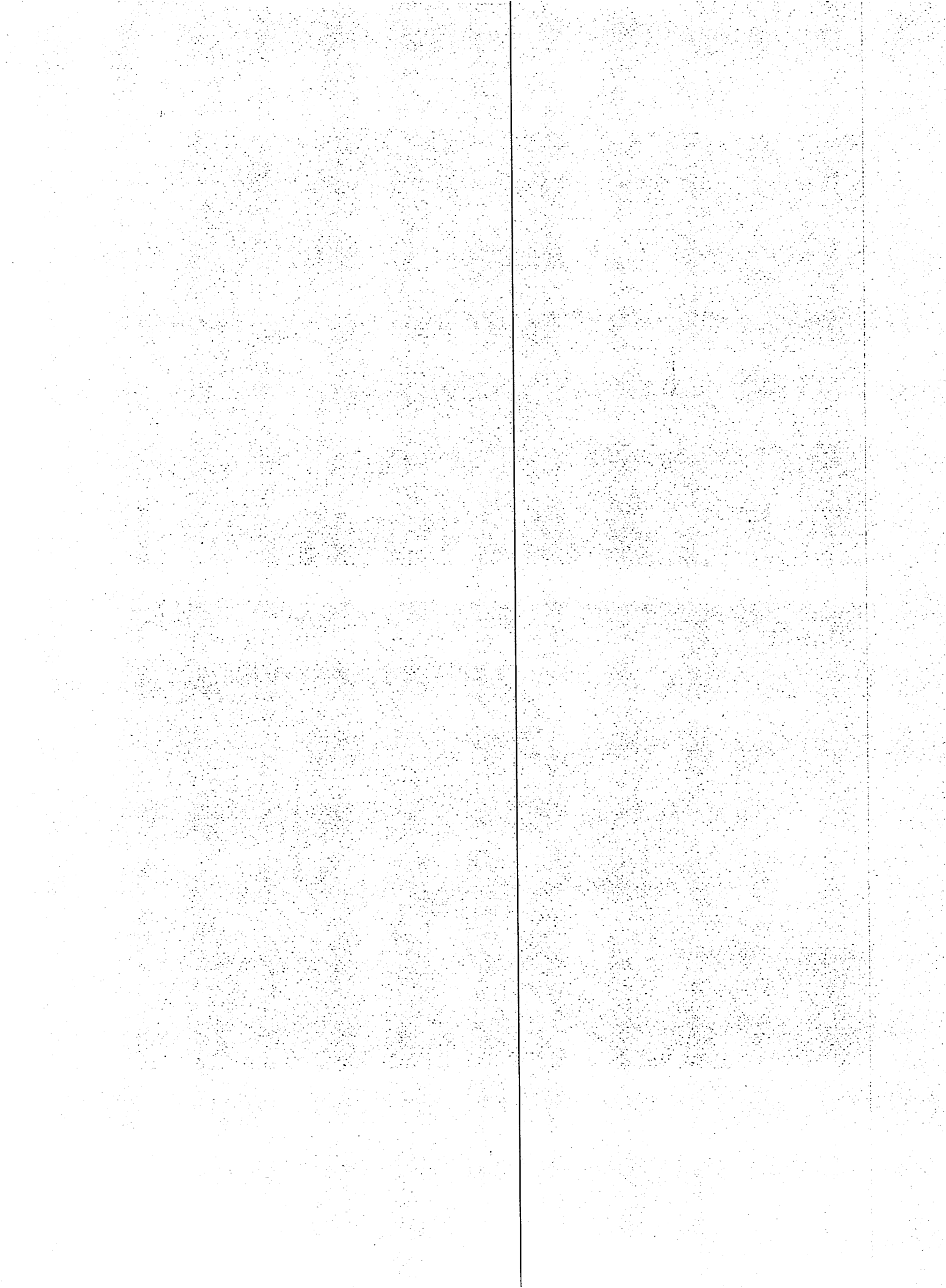
Penthouse structures at the top of the Phase 3 building house mechanical and other essential equipment.



Cutaway section of Phase 3 building from the north, indicating height of each storey.

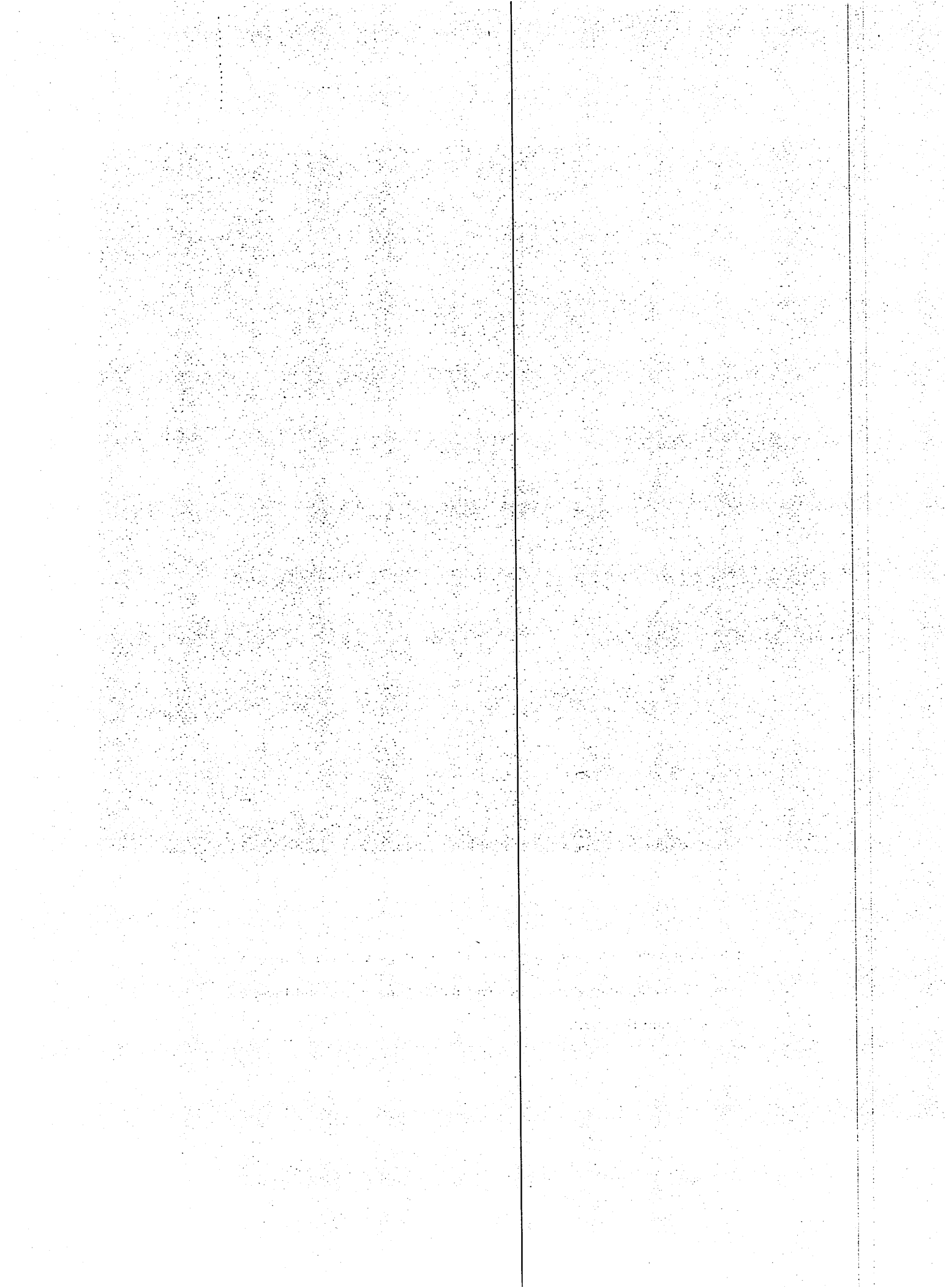
Photograph of model showing service road to central receiving (first level, centre) and access tunnel to the Auditorium in Phase 2. Also shown is elevated rampway from parking areas to level two of Phase 3 which will be the main entrance to Seneca College.







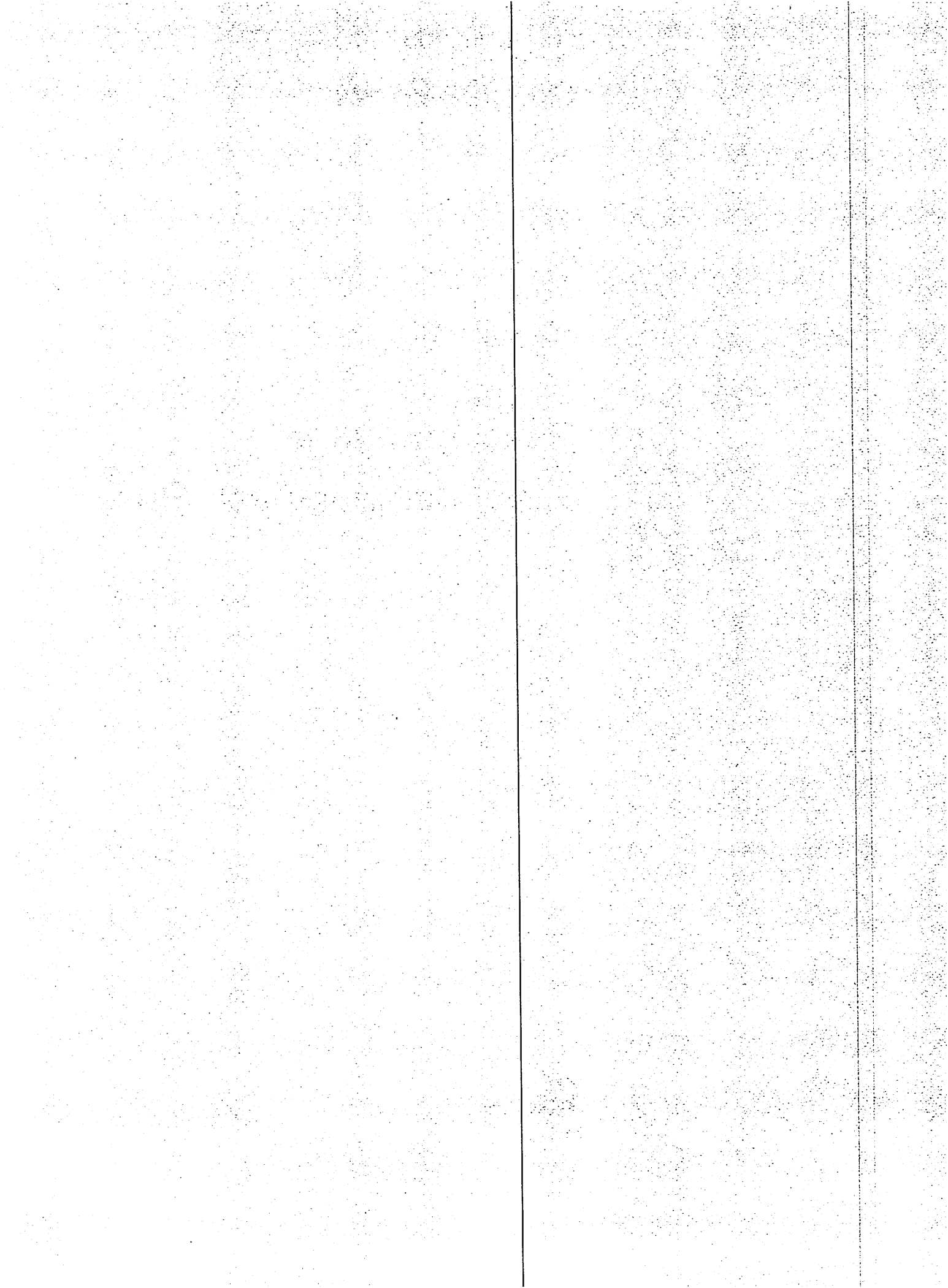
The main pedestrian entrance to Seneca College's Finch Campus will bring students, staff and the general public into the second level of Phase 3 from the north.



EDUCATION FOR TOMORROW

Development of Finch Campus Cash Flow





DEVELOPMENT OF FINCH CAMPUS - CASH FLOW

All that has gone before in this presentation represents the combined thinking of the Board of Governors, architects and educators associated with the development of Seneca College of Applied Arts and Technology. The foreword by the President indicates the logical sequence followed in arriving at this point: community need has been assessed; it has been translated into a philosophy of education; that in turn has been embodied in a curriculum; the capital facilities required have been deduced from an analysis of the curriculum, based on projections of anticipated numbers of acceptable student applicants; and an architectural solution has been proposed to provide the requisite educational facilities on the Finch Campus.

As mentioned previously, the original master planning for the Finch Campus was designed to conform to the directive of the Department of Education requiring that building proceed according to a modular scheme whose individual units "can be commenced at one-year intervals" Subsequently, when it became apparent that sufficient capital funds would not be available to finance the construction of a complete module each year, the Seneca plan for the Finch Campus was modified to allow for construction (and equipping) of one building every two fiscal years. This has meant building progress has been retarded considerably from 1967 expectations, and that larger numbers of qualified student applicants have had to be turned away.

On this basis, the Phase 5 college building on the Finch campus is scheduled for completion and full occupancy by September, 1976.

As indicated in the accompanying charts, Phase 1, completed in 1969, cost approximately 1.622 million dollars--or approximately \$16.50 per square foot, including sitework and architects' fees. The Phase 2 building, which was the first to re-

quire two years' capital allotment was built for a net cost of approximately \$21.50 per square foot. To this figure must be added fees, and major sitework for the total campus in addition to site development immediately around Phase 2. The total capital expenditure, including equipment, was 4.452 million dollars in 1969-70, and 3.800 million dollars in 1970-71.

Of the 3.800 million dollars in 1970-71, .300 million plus .232 million dollars in 1971-72 will be expended to build and equip a triple gymnasium building by the fall of 1971. Adjoining this gymnasium building will be an enclosed artificial ice arena financed through private subscriptions and loans repayable out of operating profits. This construction will form the nucleus of the Seneca Sports and Community Centre-- a project proposed for completion by the addition in 1974-75 of an olympic sized swimming pool costing .750 million dollars.

It is presently anticipated that the Phase 3 college building (scheduled for completion by September, 1972) will cost approximately \$23.00 per square foot net. The capital budget required in 1971-72 and 1972-73 for Phase 3 (including sitework, architects' fees and equipment) will total 6.896 million dollars. The slightly smaller Phase 4 college building (scheduled for completion in September, 1974) is expected to be built for \$25.00 per square foot, exclusive of fees and sitework. Including these latter, the total capital requirement in 1973-74 and 1974-75 to build and equip Phase 4 is expected to be approximately 7.225 million dollars. And finally, it is anticipated that Phase 5 (of dimensions similar to Phase 4 and scheduled for completion in September, 1976) will be built for a net cost of \$27.00 per square foot. Adding fees, site development, and equipment costs, the total capital requirement for 1975-76 and 1976-77 for Phase 5 will be 7.570 million dollars.

The completed Finch campus, which will provide instructional facilities for approximately 6,000 full-time students plus ancillary recreational facilities for college and community, will therefore have required some 35.332 million dollars for land, build-

ings and equipment from 1967 to 1976.

However, long before construction is completed on the Finch campus, positive measures must be taken to meet the increasingly vocal demand for a Seneca campus in the Region of York and also in North York west of Yonge Street. Discussions initiated by authorities in York Region have now been underway for some time with respect to the possible transfer of a 94 acre site owned by the Region to the college to be developed as the first Seneca campus in York Region. On the assumption that such a transfer might be completed in the foreseeable future, the Cash Flow Table which follows indicates the commencement of building on the northern campus in the fiscal year 1971-72. It is anticipated that construction would be completed of the three-phase campus by 1976-77, and that accommodation would be provided for some 3,000 full-time day students by that time.

Similarly, there is an urgent and pressing need to obtain a campus site and to commence construction in North York west of Yonge Street. With some 275,000 people living in the west of the Borough, and with the rapid development of land and diminishing availability of potential college sites in the area, high priority must be placed upon development in the west. To this end, the Cash Flow Table indicates the necessity of purchasing a site in the 1971-72 fiscal year, with the first building on the western campus scheduled to commence the following year.

Please refer to the accompanying Cash Flow Table for details of anticipated timing of building phases on all three campuses and for breakdowns of fiscal requirements by campus for land, buildings and equipment.

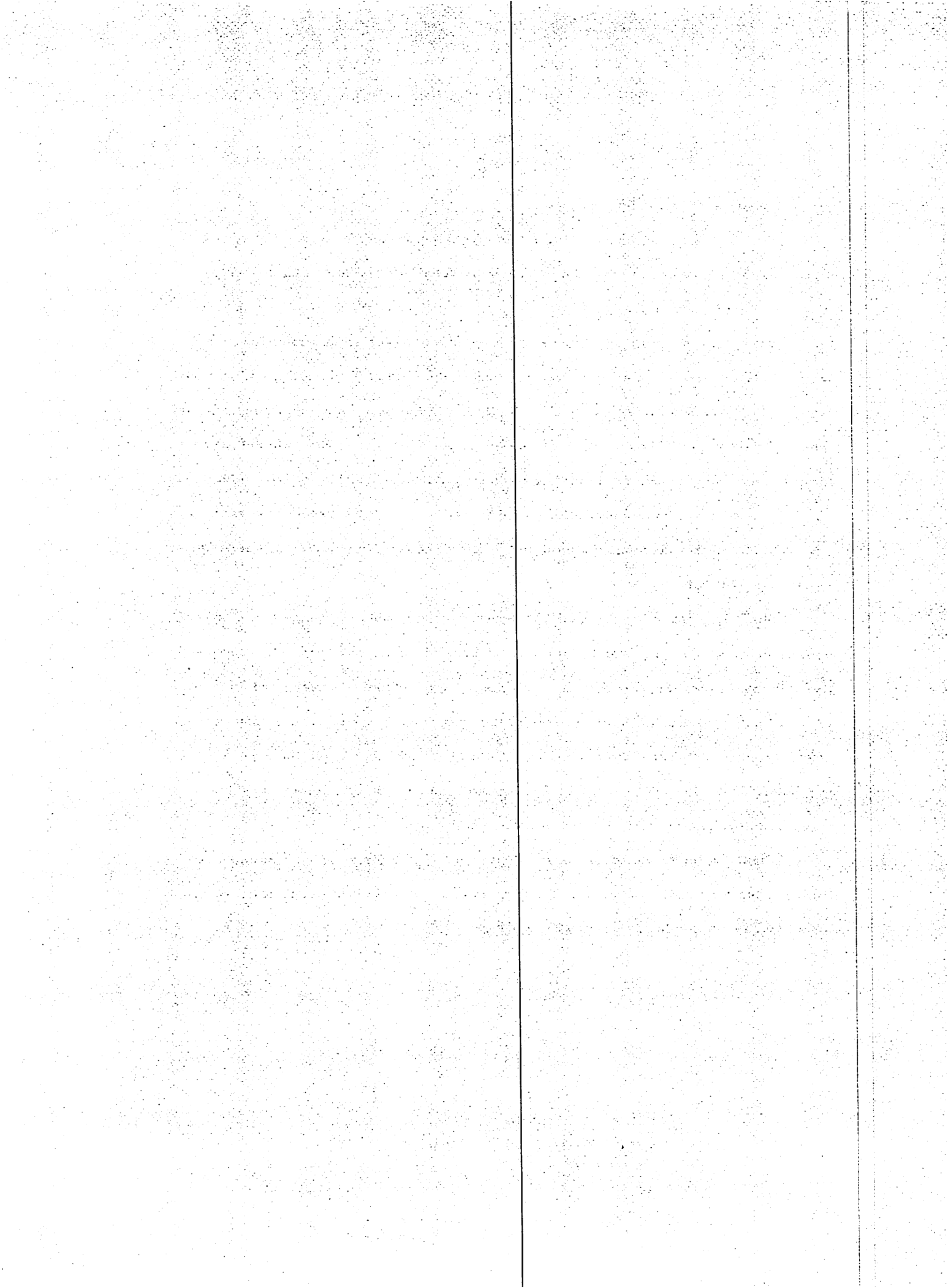
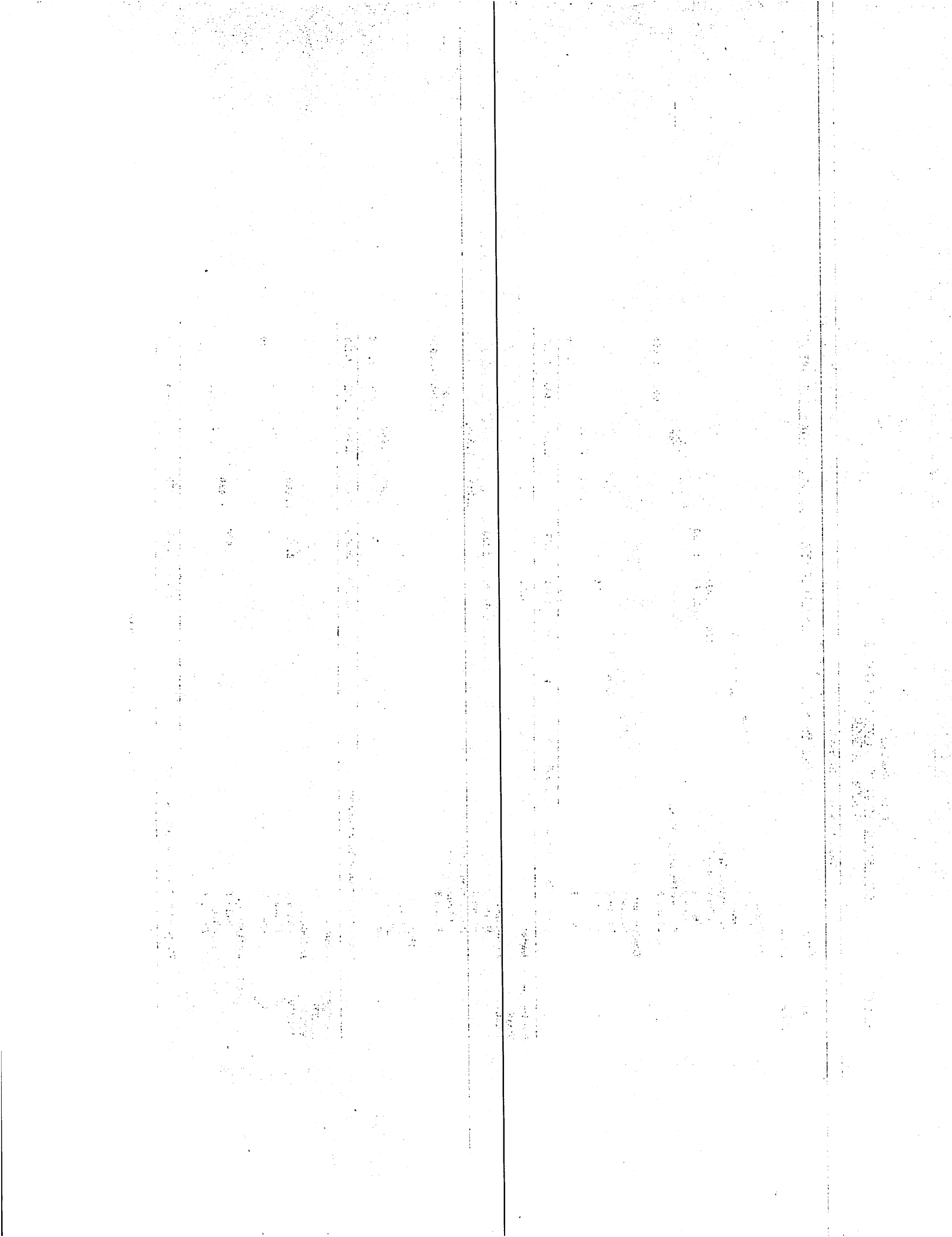


Table 29

RECOMMENDED
TEN YEAR CAPITAL DEVELOPMENT 1967-70
SENECA COLLEGE

		Cash Flow (in Millions)												
Campus	Project	Fiscal Year												
		1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77			
FINCH	Land:	1.985												
	Buildings:													
	Phase 1		1.622											
	Phase 2			3.427	1.950									
	Recreation Bldg. (Gymnasium)				.300	.232								
	Phase 3					2.661	1.950							
	Phase 4							2.675	2.050					
	Recreation Bldg. (Pool)								.750					
	Phase 5									3.085	1.895			
	Equipment:													
	Phase 1		.800											
	Phase 2			1.025	1.550									
	Phase 3					1.120	1.165							
	Phase 4							.965	1.535					
Phase 5									.940	1.650				
Completed Finch Campus		1.985	2.422	4.452*	3.800	4.013	3.115	3.640	4.335	4.025	3.545			
REGION OF YORK CAMPUS	Land:					NIL								
	Buildings:													
	Phase 1					1.600	2.130							
	Phase 2							2.250	1.830					
	Recreation Bldg. (Arena-Pool)									.925				
	Phase 3									1.750	2.500			
	Equipment:													
	Phase 1					.750	1.240							
	Phase 2							.400	1.650					
	Phase 3									.450	1.650			
Completed Region of York Campus						2.350	3.370	2.650	3.480	3.125	4.150			
WESTERN NORTH YORK CAMPUS	Land:					2.000								
	Buildings:													
	Phase 1						2.550	2.250						
	Phase 2								2.495	2.250				
	Phase 3										2.130			
	Equipment:													
	Phase 1						.900	1.420						
Phase 2								.515	1.635					
Phase 3											.545			
Western North York Campus not completed						2.000	3.450	3.670	3.010	3.885	2.675			

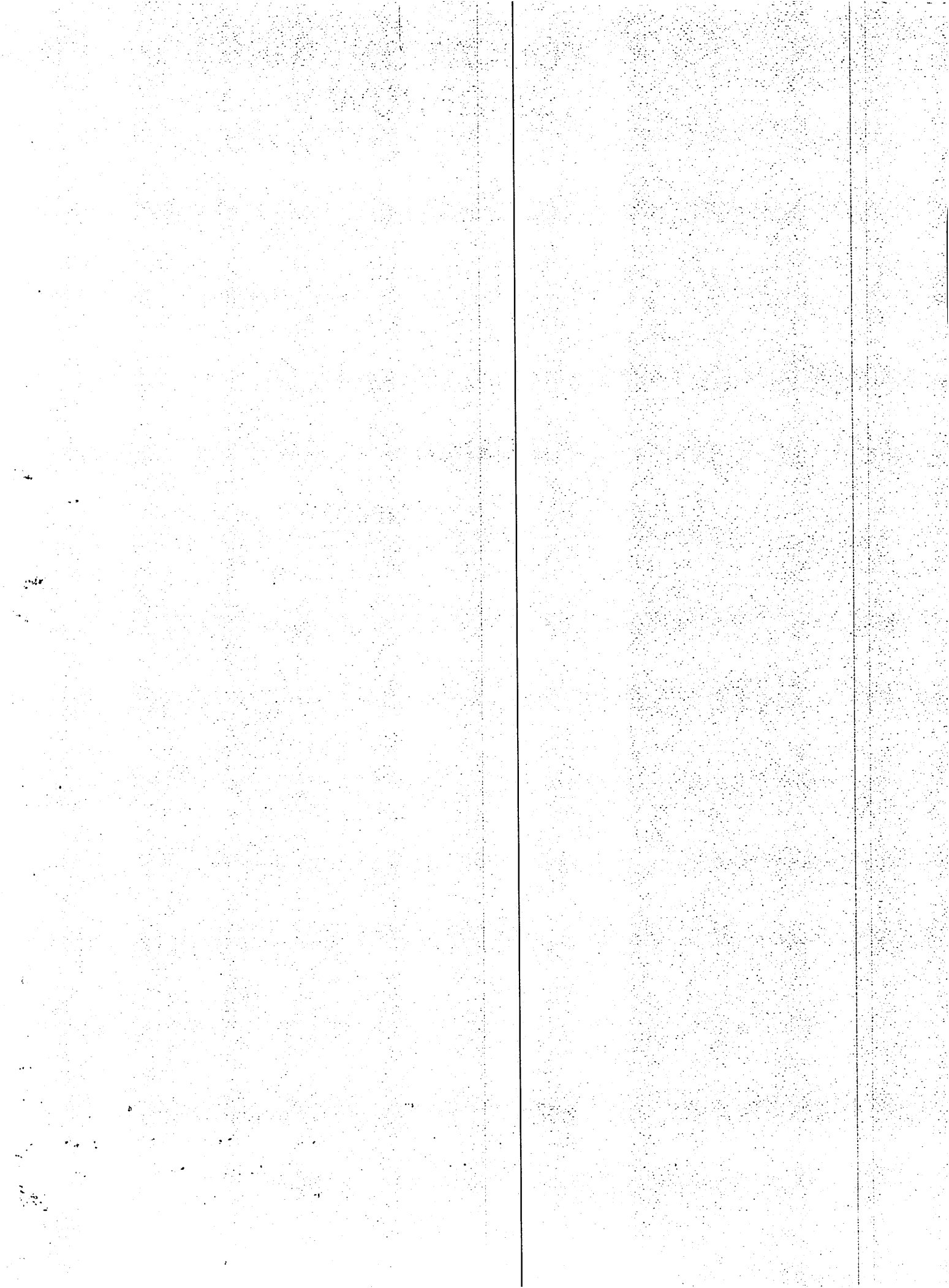
*Includes Retraining Program Grant



EDUCATION FOR TOMORROW

Au Large -
To The Horizon





AU LARGE - TO THE HORIZON

Several hundred years ago, the Senecas of old left their beloved homeland and journeyed westward, crossed the river Tinnatouah we know today as the Grand, and founded the village of Tinnawatawa on the present site of Woodbridge. A satellite village was located almost on this very land. Three hundred years ago the French arrived, establishing Fort Rouille on Lake Ontario at the foot of the present Dufferin Street. In their first summer they took in exchange from the Senecas sufficient animal skins to fill six freighter canoes. Their trade flourished. The coureurs de bois and French Canadian tradesmen of the day -- these early builders of Canada -- became more numerous in the land of the Senecas. Most summer mornings when the weather was good, across the waterfront echoed the traditional ringing cry of the lead canoeist as the freighter canoes pushed off: "Au large - To the horizon". Their sights were set not on their paddles, not on the arduous tasks at hand, but on the horizon which beckoned them and encouraged them to greater efforts. "Au large - To the horizon".

And it was this cry, bespeaking vision, opportunity and endeavour, which was chosen as the motto for Seneca College of Applied Arts and Technology.

This document, appropriately entitled Education for Tomorrow, is truly an educational prospectus and master plan for the Finch Campus of Seneca College. It is that and more; for it is also a design for development of Seneca College in the West of North York and in the Regional Municipality of York. The table of capital expenditure for the period 1967-1977 not only includes the completion of construction and equipping for the Finch Campus, but also includes funds to procure suitable sites in the other two parts of Seneca's area and to begin developing these in the immediate future. Seneca must soon be in a position to make a commitment

to these two large centres of population as to when they may reasonably anticipate the same opportunities for post-secondary education and retraining to be available to them as are presently being enjoyed by the citizenry in the east of North York.

Thus this Master Plan, far from presenting the end of Seneca's development, should be viewed as presenting only the end of the beginning. In seeking approval for the Seneca philosophy of education and for the cash flow to 1977 as set forth above, Seneca College is establishing her readiness and willingness to move decisively to meet the challenge of tomorrow, today.

Au large!

