Gary Design High School
Gary, IN

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Gary Design High School: Using Pedagogy and Environmental Sociology as Design Informants

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"Valuable places reveal (and thereby encourage) an irrepressible human spirit--they are deeply invested with human energy, imaginative energy that is waiting to be discovered by the attentive observer and which is the ultimate source of architecture's interest for us."

Charles Moore

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BACKGROUND

The ability to focus on special interests with like-minded people is not available in typical public schools. As a result, gifted students are drawn to high schools with specialized curriculums, known commonly as magnet high schools. Often this requires students to leave their homes to attend magnet schools in other locations, even before they reach college age. This happens often in Northwest Indiana where there is a lack of such programs. Students seeking specialization attend the Indiana Academy in Muncie, IN or leave the state entirely.

This region of Indiana is predominantly industrial. Values are placed on functionality or popularity rather than creativity. When school districts begin to cut back on funding for programs, often art classes are removed from the curriculum. The arts provide release from the urban blight people are exposed to. It is important for students to develop their artistic skills in a supportive environment. Thus, the need for a design high school is evident in Gary.

PHILOSOPHY OF DESIGN

Schools should be in buildings that better suit the needs of the students. They are learning environments, yet most typical school buildings hinder learning. Straight halls, prison-like security measures and concrete block walls imply to students that they are not trusted. Environments that are not pleasurable to be in can cause boredom, restlessness and a general lack of interest. Moreover, administrative facilities and teacher planning areas with closed doors and restricted access reinforce a system of hierarchy that renders the student powerless, unable to make decisions concerning their own educational path. In response, the school environment must become a place that not only fosters learning, but also empowers the student by diminishing the system of administrative hierarchy.

Typical classrooms, with all desks facing the teacher at the front of the room, do not support a student focused pedagogy. In order for teachers to accommodate different learning styles, the classroom must instead be focused on the student. This is especially true concerning gifted children who learn in very different ways than other students. These gifted students need to be engaged more thoroughly by their teachers and their environment. As well, due to an often introverted nature, gifted students must be given ample opportunity to engage in social activity. Thus, an environment that provides ample gathering space fosters social engagements and enriches the gifted students' educational experience.
Often architects base their designs on artistic notions of sculpture and form. Yet architecture is more than large pieces of art; buildings are inhabited. This notion implies that humans flow through the spaces, affecting and being affected by them. When designers address this issue first and foremost, their creations are sympathetic to human needs.

**Environmental Sociology as a design informant**

Environmental sociology is the study of the effects of surroundings on group dynamics. Architectural design should foster healthy relationships between social groups. This can be applied to high school design in order to help the users share knowledge, collaborate on projects, participate in academic and social activities, and interact with the surrounding community.

Some spaces tend to invite groups of people to gather and interact within them. Such a space is considered to be _sociopetal_. The opposite effect is called _sociofugal_.

These spaces encourage individuals to keep to themselves. The built environment can determine whether a space is sociopetal or sociofugal. Large spaces full of natural light encourage interaction while more intimately scaled spaces with concentrated light sources encourage people to remain secluded.

Both types of spaces are appropriate for different functions found in a high school setting. Often one large space best suited the flexibility needed by the users when it was divided into distinct sociopetal and sociofugal areas.

Socially aware spaces can be achieved through the use of such architectural elements as:

- spatial relationships (program)
- daylighting
- dynamic form
- color
- materials

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**Environment**

As architects we must be aware of our environment, and sympathetic to the condition in which we place buildings. Therefore, it was important that the Gary Design High School become a catalyst in the city's revitalization efforts of downtown Gary.

From the onset of our thesis, the context of this project was extremely important. It was our desire to find an urban site in the northwest portion of Indiana that would enrich not only the students we were designing for, but also the community, and even the building itself.

**Community**

Architecture must be designed for its users. People give the building life and vitality, and therefore in order to roof a building into the city, it must become an integral part of the community. Thus, it was important that the building serve two functions; one as school and one as community/city center.

The building must belong to the public, serving it in the same way that it serves the students. By doing so, the building will become a part of the community, unable to be separated or isolated; the community will breathe life into the school just as the school breathes life into the community.

**Giftedness**

Gifted children often do not receive the educational guidance they both need and desire. Gifted students may have trouble associating with peers that do not have the same level of interest or passion in their school work as the gifted child does. It is our goal to create an environment that allows gifted and talented students to find an environment among peers that fosters their abilities and holds their interests.
Pedagogy as design informant

Pedagogy as a method applied to education influences the style of teaching, thereby directly effecting learning. In order for any method of teaching to be successful, the surrounding environment must support the applied pedagogy. Examples of pedagogies studied in this thesis included the Montessori Method, Pestalozzi's theories and The Garry Plan.

The pedagogy applied to the design of the Garry Design High School is a student focused pedagogy that encourages a hands-on method of learning. Such a pedagogy empowers the student, allowing each individual to follow their own curriculum and education goals. This is done by diminishing the hierarchy of the administrative system, giving a voice to the student in administrative affairs.

A pedagogy that encourages a hands-on method of learning requires large working spaces in order to be successful. Due to this, the studio spaces became integral pieces of the high school design. Because the student has been empowered, the environment must also foster self-motivation, encouraging students to take an active role in their education. This is done by creating views into studio and classroom spaces, allowing students to become interested in the creative process and thereby fostering learning.

As well, because the environment is such an integral part of the learning process, the context of the school itself becomes important. The city can be seen as an extended classroom; a place where students gain valuable life experience by becoming engaged in their community.

The above pedagogy was supported through the use of architectural elements such as:

- student focused classrooms and studios
- direct views into adjacent activity spaces
- flexibility in classroom arrangement
- interstitial space for students to use at will
- accessible administrative and teacher offices
FINGERS

In an effort to connect to the city's amenities, the school is figuratively reaching out and pulling in. Through not only the building massing, but also through the program and the school organization, the school extends itself into as well as to the community. As the building reaches back in, it brings with it all the city has to offer in its rich diversity. In a beneficial system of give and take, many opportunities exist for both students and members of the community.

Students attending the school can visit the library during their lunch break, while a member of the community can attend night classes and further their education at the high school. Students walking towards the satellite studios can pick up supplies from a local store, while a member of the community attends a play in the high school theater. City parks become the site of after school baseball games, while the high school classrooms become meeting spaces for local clubs and support groups.
Project

The goal of this project was to design a functional urban element that provides a platform for a damaged school system, enabling it to take the step towards healing. Such an innovative high school will also impact the surrounding community. Satisfied students will give back to a supportive community, and the local organizations may use the facility’s public spaces. The high school will act as a city center, bringing pride to the community and aiding the efforts of revitalization. As well, the focus on community allows the local shops, libraries, theatres and other downtown amenities to become an extended experience of student education.

The high school was designed to allow users to occupy the spaces as they see fit. Also, patterns in sociological behavior were used to predict actions and feelings in order to design spaces that best cater to student and community needs. Views into both the classrooms and studios will enable students to see the activities occurring within these spaces. This will spark interest in students that witness creation in progress, encouraging students to be self-motivated in both their education and their art.

SATellites

By integrating satellite studios down Broadway Avenue, the high school becomes integrated into the community; firmly rooting the school into the city.

The intent of placing the satellite studios into a downtown setting is to use the city as a classroom. The students using the facilities will be exposed to the amenities the city has to offer such as the Gary Public Library, the Genesis Convention Center, the courthouses, theaters, city parks and even future developments such as the new Media Center on Broadway Avenue and the artisan housing on Fifth Street.

Students will have a place in the city that they can be proud of; a place of identity that gives them a sense of belonging to the community. In turn, the community will be exposed to the work of the students, further integrating the school into the community and fostering community support.
PHYSICAL

striking contrasts....

The dunes are amazing, immense piles of sand begging to be climbed and explored. The sounds of the lake gently play at your ears, while colors of beach balls, bathing suits, towels and ice cream all dance before your eyes. Then you look down shore. Billing smoke, grey black: the steel mills. Through the haze, the ultimate depiction of man vs. nature becomes apparent.

Although the residential neighborhoods of Gary are relatively clean and well-kept, the commercial districts seem to be in disarray. These areas are generally run-down and unattractive, leaving residents with much to be desired. As well, the industry that began the city of Gary is now an eyesore on the landscape. Although a necessary part of the economy, both locally and globally, the steel manufacturing process puts stress on the natural environment.

CULTURAL

With the introduction of Richard Gordon Hatcher as Mayor in 1967, Gary, Indiana has unfortunately been plagued by stigmatism, racism, and general urban blight. The town experienced immediate backlash from ethnic whites, resulting in what is now titled "white flight." As well, many businesses relocated from the downtown to the suburbs. This, combined with the decline of the steel industry, put Gary into an economic slump. As a result, the central core of the city became deteriorated and a sense of community became strained. Fortunately, many efforts are being made to revitalize the city of Gary, including such programs as the Gary 2000 Millennium Community Program and the HUD sponsored Empowerment Zone project.

a city of historical endeavors.....

The city of Gary has an impressive historical background in the field of education. Used as an "experiment" by then superintendent William Wirt, what is known as the Gary Plan was developed and implemented in several turn-of-the-century schools. The Gary Plan has recently seen an upsurge of interest among progressive educators and has been boldly cited as "perhaps the most ingenious attempt yet made to meet the formidable problems of congested urban life and modern vocational demands" (Bourne Lii).
DASH - Design and Architecture Senior High School

DASH is a Miami-Dade magnet school, with public enrollment for 400 students. Students follow specific strands of study: architecture, fashion design, industrial design, communication design and film and entertainment. These areas are supplemented with the required math, science, and English curriculum necessary to obtain a high school diploma. Being a non-residential facility, students from all-over Miami-Dade county must make their way to school daily.

The school is located in the center of the Miami Design District, a concentration of a large number of artisans and designers. The school shares a courtyard with the local design businesses, allowing students to interact at the food court with professionals. The courtyard is connected to DASH’s exhibition hall. This space is used not only for student displays, but for community functions as well.

The corridors are lined with display space dedicated to student work. This gives an active atmosphere to student work. The classrooms each have their own personality. The Spanish classroom, for instance, is covered in murals. The teachers encourage the students to use their artistic abilities in all aspects of their education, be it math of computer visualization. There are several important ideas to learn from in this example. The first is that a non-residential facility offers opportunities to families that would not be able to afford a residential magnet school. Another important feature of DASH is its connection to the community. The ability to share not only spaces but thoughts and ideas as well, is an added advantage to the students’ education.
Diamond Ranch High School

The Diamond Ranch High School was designed with three focuses in mind: one being the conceptual attitude towards the site, two being social organization and three being education and flexibility.

The school was designed around a pedestrian street, off of which hang six separate clusters each containing teacher workrooms, a guidance area and classrooms that wrap around the center, creating interstitial outdoor space. The classrooms also are equipped with movable partitions that allow flexibility and expansion.

RESEARCH

7th Annual Share-Indiana Conference on Parenting and Teaching Gifted Children

This conference focused on the current and future trends in gifted education in Indiana. We attended three separate hour-long break-out sessions, each focusing on a different topic. The first was titled Teaching the Gifted: A Crash course to providing Modifications for Gifted Students. This session was helpful in understanding a variety of methods for instructing and interacting with gifted learners, and focused primarily upon secondary students. An important idea that came from the session was the evolution from the teacher lecturing to the current trend where the teacher works with each child individually. This requires a student-oriented space rather than the typical classroom setup with student's desks focused on the “front” of the room. The second break-out session, Two Programming Options for Students with Gifts and Talents, represented the Indiana Academy for Science, Mathematics and Humanities and the Mid-west Talent Search Program as two options available to gifted students in the midwest. The Indiana Academy is of particular interest because of its locale and availability as a precedent study. The third session, Guiding the Social and Emotional Development of Gifted Students focused on common issues in the development of gifted children, as well as how they coped with being gifted in school. Anecdotes were given to support the assumption that magnet schools give gifted children security in a supportive social environment.
### SPACE SUMMARY

<table>
<thead>
<tr>
<th>Space</th>
<th>Square Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gallery</td>
<td>4000 sf</td>
</tr>
<tr>
<td>General assembly</td>
<td>6000 sf</td>
</tr>
<tr>
<td>Dining hall</td>
<td>4000 sf</td>
</tr>
<tr>
<td>Kitchen</td>
<td>1500 sf</td>
</tr>
<tr>
<td>Media center</td>
<td>2000 sf</td>
</tr>
<tr>
<td>Computer lab</td>
<td>2000 sf</td>
</tr>
<tr>
<td>Gymnasium</td>
<td>12000 sf</td>
</tr>
<tr>
<td>Classrooms</td>
<td>8 @ 1000 = 8000 sf</td>
</tr>
<tr>
<td>Graphic Design studio</td>
<td>2000 sf</td>
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<tr>
<td>Painting studio</td>
<td>2000 sf</td>
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<tr>
<td>Photography studio</td>
<td>2000 sf</td>
</tr>
<tr>
<td>Ceramics studio</td>
<td>2000 sf</td>
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<tr>
<td>Sculpture studio</td>
<td>2000 sf</td>
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<tr>
<td>Printmaking studio</td>
<td>2000 sf</td>
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<tr>
<td>Fashion Design studio</td>
<td>2000 sf</td>
</tr>
<tr>
<td>Drama studio</td>
<td>2000 sf</td>
</tr>
<tr>
<td>Administrative Offices</td>
<td>600 sf</td>
</tr>
<tr>
<td>Conference room</td>
<td>300 sf</td>
</tr>
<tr>
<td>Guidance office</td>
<td>200 sf</td>
</tr>
<tr>
<td>Teacher Break room</td>
<td>500 sf</td>
</tr>
<tr>
<td>Teacher planning</td>
<td>30 @ 100 = 3000 sf</td>
</tr>
</tbody>
</table>

**Total net square feet**: 60,100 sf

### Users
- High school students (9-12 grade)
- Professional staff
- Administrators
- Parents
- Local community members

### Program

The high school is designed for a student body of 500. The basic program includes classrooms, studio spaces, a media center, a computer lab, performance space, gallery, dining, administrative spaces and support. Classrooms have been designed to encourage group discussions and individual participation. Studio spaces have been designed with sufficient day lighting to promote attentiveness. All spaces have been designed so that activities were visible from adjacent spaces in order to provoke interest and allow for spontaneous participation/creation. As well, all spaces were designed with the student as the focus, creating a student oriented system involving all persons associated with the high school.

In an effort to maintain the streetscape and aid in the revitalization process, a commercial front has been designed along 5th Street. The commercial space allows for both students and community members to watch artisans at their craft.
diagram of student oriented system

administrators

student population

Upperclassmen
- Focused curriculums
- Satellite locations
- Mentorship

Lowerclassmen
- Introductory studies
- Working to find "niche"
- Provide new, inspirational ideas

students

faculty

community
Collaboration

Collaboration is a very important part of design. Through a collaborative effort, the design of this project was influenced by multiple topics and issues. It was our goal to not only inform design with the personal research done on individual topics, but to inform each other as well. Our goal was to make this a learning experience beyond the individual thesis exploration.

The wish to collaborate on this project stems from a history of a close working relationship, as well as shared interest in the topic of education and school design. In the summer of '99 we designed a playground for the Child Study Center, located on the Ball State Campus. Through our studies and work experiences we have both had other opportunities to engage in school design and issues of education.

Pedagogy and Environmental Sociology have proven to be beneficial informants to architectural design. Not only do they have strong implications on their own, but they give reverence to each other. For example, the teacher planning and administration layout is derived from pedagogical concepts of bringing students in contact with faculty as soon as they enter the building. This creates large gathering spaces and small individual spaces that provide for a variety of social interactions.
The organization of the high school can be described as a student-oriented system of administrators, faculty and community members. Although administrators still make major decisions concerning school affairs, the goal is to reduce the element of hierarchy in the decision making process and to create a more parallel system involving all persons associated with the high school. This system would give students, faculty and community members a stronger voice in the decision making process. As well, it would allow teachers more control over classroom operations and greater freedom concerning classroom curriculums. A student-oriented system would also make administrators more approachable and accessible to staff, students and community members. These community members would then be more involved with school affairs regarding public use of the building. Ultimately, the goal of this system is to create an administrative policy that focuses on student concerns.

DESIGN CRITERIA

The site for the high school is located in the city of Gary, Indiana, a city burdened by urban blight. In an effort to aid in the struggling revitalization effort of the downtown area, it is critical that the school becomes a focus for the entire community, not just its students. The high school will cater to the local public by offering adult night classes in a variety of subjects, and opportunities for social events such as movie nights, poetry readings and club events. It is a place for public forum, facilitating community meetings, business lectures and job-skill workshops. The high school will act as a sponge, soaking up the city's amenities thereby creating connections throughout not only the downtown area, but throughout the entire city of Gary. This creates an opportunity for the "city as classroom," encouraging students to learn outside of the high school setting by "soaking up" all the city has to offer.

This leads to one additional statement: In order to make the high school a student focused space as well as an important community amenity, the typical administrative hierarchy must be diminished, allowing a parallel system involving all staff, students and community members to be involved with decisions regarding school affairs.
Lighting

Studies have shown that natural light aids in the learning process, making it an important component to the classroom spaces. Natural light was indirectly supplied to these interior spaces through light wells placed between adjacent classrooms. Studio spaces were pushed to the edge of the building and therefore received light by large exterior windows.

Light is also important in establishing a hierarchy of spaces. The spine, along with social spaces that occur off of the spine, were filled with light by an irregular roof form that allowed for clerestory and large pane windows.

Views

Due to the pedagogical concepts applied to the design of the high school, views into adjacent spaces were extremely important for fostering interest and self-motivated participation in the creative learning process. Classroom spaces are visible from a row of interior windows that allow passersby to glimpse into the space. Studio spaces are visible from a variety of different vantage points, including an upperstory balcony that allows viewers to look down on the activities below.

Views into the set construction area allow students and community members an opportunity to see activities that are often hidden from those not involved with the theatre production. The teacher planning areas allow views into the locker spaces, which support both sociological and pedagogical issues of interaction between students and staff. As well, an open administrative pavilion that allows students views into a space that is typically off-limits to them lessens the sense of hierarchy between administrators and students. This in turn makes administrators more approachable to students, community members and staff.
Time Usage and Shadow Studies

Studies of the use of the school by faculty, community members and students were combined with studies of shadow patterns cast by the building at certain times during the day. These studies were conducted at 8 am, when students are just arriving to school; at noon, when most students, faculty, and community members are having lunch; at 3 pm when most students are leaving the building; and at 8 pm when the school is primarily used by community members.

The time use patterns guided design decisions regarding space adjacencies in areas to be used by community members at night. The studies were also useful in realizing that spill-out space would be required for entrance points, which are heavily populated at the beginning and end of school.

Shadow patterns determined where exterior gathering spaces would be located.

Approach

The overall organization of the school began as a study of the traffic flows on the site. The one-way auto traffic on the north and south of the site begged to be linked by a diagonal across the site. This is expressed by the spine from which the parts of the school and commercial branch off of. Store fronts were placed at the south end of the site to maintain the commercial streetscape of Fifth Street.

An open plaza and a large ramp that sweeps up into the building from the corner of Fifth and blah blah blah streets are also a response to the one-way approach to the site from Fifth Street. The plaza to the west encourages the interaction of students and local business people, as does the rooftop garden that connects the school dining facilities and the cafe.
1st Floor Plan

Perspective showing glass "wedge"

Perspective through rooftop garden and dining
1. South Plaza and Amphitheater
2. Cafe
3. Commercial Lots
4. Loading and Service
5. Cafe Kitchen
6. High School Kitchen
7. Set Construction
8. Theater
9. Wood Shop
10. Foundry
11. Dining
12. Exterior Amphitheater
13. Sculpture Garden
14. Gallery
15. Restrooms
16. Ceramics Studio
17. Sculpture Studio
18. Photography Studio
19. Conversation Platforms
20. Teacher Planning and Locker Areas
21. Administration Pavilion
22. Media Center
23. Classroom
24. Printmaking Studio
25. Atrium
26. Interstitial Space
27. Drama Studio
28. Fashion Design Studio
29. 2-D Studio
30. Painting Studio
31. Locker Rooms
32. Concessions and Tickets
33. Gymnasium
34. Exterior Courts
35. Water Feature
36. Drop-Off
2nd Floor Plan

Perspective through Classrooms and Studio

Teacher Planning and Lockers
Administration Pavilion
1. Cafe
2. Leasable Loft Space
3. Rooftop Garden for Dining
4. Dining Balcony
5. Rooftop Garden
6. Theater Balcony
7. Second Floor Gallery
8. Gathering Node
9. Classroom
10. Computer Lab
11. Glass "Wedge" Balcony
12. Gymnasium Balcony
FLEXIBILITY

The classroom module was designed to give flexibility to both teachers and administrators. A **flexible furniture arrangement** coupled with **designated spaces** for group, classroom and individual activities allow both students and teachers to use the classrooms in a variety of ways. As well, because each classroom is a module, the **space will allow for future changes** in curriculum.

EMPOWERMENT

The unique shape of the classroom module was designed with the intention of creating a **student focused space** without an obvious “front.” Our aim was to **break away from traditional classroom design** in which student desks are lined in rows, facing the teacher at the front of a rectangular room. The classroom is designed to cater to student needs by providing for both **individual and group learning spaces**. In doing so, the student becomes empowered.

Diagram of light well into classrooms
Small group spaces
The small group space has a lowered ceiling height of nine feet to promote smaller group activities. The angled walls also foster activity and socialization.

Group spaces
The group space allows the class to meet as a whole, when needed. The ten foot high ceilings create a sense of comfort in the space while the ability to arrange desks as needed allows for a variety of uses in the space. A teacher station, book case and smartboard make the room a functional space for teachers.

Individual work spaces
The individual work spaces have curved walls which promote individual work, as do the lowered ceiling heights of eight feet.
Diagrammatic Section Showing Views into Classroom and Studios

FLEXIBILITY AND INDIVIDUALITY

The modular plan of the studios was designed to allow for future curriculum changes or for the addition of new equipment. The large interior spaces of the studios are what give each one its individuality, by allowing teachers and students to create the ideal space for learning an art. As well, the front of each studio, which showcases work and allows views into the studio, is different for each space, creating a signature "front" for each artistic discipline. This duality between spaces that are both modular and individual at the same time is what gives flexibility to both administrators and teachers.
1. Student Locker Area
2. Teacher Planning Room
3. Conversation Pit
4. Administrative Pavilion
5. Guidance Pavilion
6. Conference Room
7. Teacher Break Room

The Teacher Planning areas were designed in a horse-shoe pattern around the student lockers. This design allows teachers to monitor the locker spaces, aiding in security for the school. More importantly, however, the close proximity of students and teachers at the beginning and end of each day, encourages interaction between the two. This can have a positive effect on students who may not otherwise feel comfortable approaching a teacher for help or advice.

The administrative pavilion was designed with the intent of lessening administrative hierarchy by placing staff members out in the open, and not behind closed doors. The pavilion was placed in front of a major entry point in order to allow students to immediately interact with members of the administration, as well as with their teachers. This openness again encourages interaction between students and administrators, creating a sense of trust and mutual respect between the two.

Another important feature are the conversation pits, which allow students to interact with each other. They also provide "spill-out" space for high-traffic times at the beginning and end of each day.
Perspective from Second Floor Gallery into Teacher Planning and Administration area

Perspective through Atrium Space

Administrative Pavilion

Glass "Wedge" Atrium Space
We would like to begin this by saying that we thought of doing separate reflection pages but then decided that we would end up saying the same thing, which is also true of the entire project.

If anything made this project a success, it was the collaborative effort. We were able to learn from each other’s research and life experience, then synthesize this information to reach a better solution to the design problem. We were better able to push our design through the constant discussion one may miss out on working alone. Also, we were able to support one another through the typical ups and downs of any student’s life. We hope this is a successful precedent for future interdisciplinary team theses.

We regret not being able to design the satellite studios. Unfortunately, there were no plans available for the buildings we intended to use. The programming of these studios greatly affected the design of the entire project. The freedom that they would give to students spread throughout the school, making student empowerment the focus of the thesis. The concepts behind the design of the school would have been more convincing had we been able to incorporate the satellites into the community.

A recent lunch with an architect with similar areas of focus shed light on another problem with our design. Research has shown that teachers should have classrooms that they can individualize. The Gary Design High School has only eight classrooms. The teachers are expected to move around to different rooms throughout the day. This would hinder the sense of pride and belonging that occurs when a teacher can manipulate the classroom.

Overall, we are happy with the results of our thesis. We would like to thank the many other voices involved with the Gary Design High School. Our professors Jack Wyman and Andy Seager for being so supportive of our wish to collaborate; Tracy Cross and Melinda Messineo for giving us a professional perspective on design informants; We would especially like to thank Pam Harwood and Marv Rosenman for pushing us to do our best. You told us to build a site model, so we built a site model. You told us to draw sections, so we drew sections. You told us to design the commercial space, so we FINALLY designed the commercial space. Thank you.

Sincerely,
Taryn Vrane and Erin Lottino


