10.0 Functional Relationships

The following matrices provide a preliminary look at the relationships between the interior functions within the building. The area relationship chart is an insight into the size of each function only and is not intended to show schematic plans. They are squares of the total area of each interior facility.
<table>
<thead>
<tr>
<th>NOISE GENERATION</th>
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</thead>
<tbody>
<tr>
<td>Administration</td>
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<tr>
<td>Service</td>
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<tr>
<td>Multi-Purpose</td>
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<tr>
<td>Youth Lounge</td>
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<tr>
<td>Senior Citizens</td>
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<tr>
<td>Hobby-Craft</td>
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<tr>
<td>Recreation</td>
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<tr>
<td>Library</td>
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<tr>
<td>Day Care</td>
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<tr>
<td>Educational</td>
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<tr>
<td>Commercial</td>
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<tr>
<td>Community Store</td>
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<tr>
<td>Food Store</td>
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<tr>
<td>Laundry</td>
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<tr>
<td>5 and 10 Store</td>
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<tr>
<td>Shoe Repair</td>
</tr>
<tr>
<td>Hobby</td>
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<tr>
<td>Post Office</td>
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<tr>
<td>Fix-it Shop</td>
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<tr>
<td>Loans</td>
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<tr>
<td>Concession Area</td>
</tr>
<tr>
<td>Professional Business</td>
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<tr>
<td>Mechanical</td>
</tr>
<tr>
<td>Parking</td>
</tr>
<tr>
<td>High Noise Generation</td>
</tr>
<tr>
<td>Moderate Noise Generation</td>
</tr>
<tr>
<td>Low Noise Generation</td>
</tr>
</tbody>
</table>

- High
- Moderate
- Low

fall creek community center
Public School

Service Facil. A 444

Senior Citizens

Multi-Purpose A 444

Hobby/Craft A 444

Mechanical A 444

Library 3644

Admin. 2977

Day Care Center 4507

Business Facil. 3643

Youth Lounge 1243

Commercial Services

Recreation Facility 19080

Scale 1" = 60'
Scale Space Relationships
SITE ANALYSIS
11.1 LOCATION MAPS

The following maps illustrate the relative position of the site within the context of the State of Indiana and the City of Indianapolis.
11.2 COMMERCIAL LAND USE ANALYSIS

The following maps were taken from the Commercial Land Use Analysis survey conducted by the Metropolitan Planning Department of Indianapolis. These maps show the scarcity of shopping centers within reach of the community. For this reason, I deemed it necessary to allocate additional space for commercial facilities in my complex.
AREAS UNDERSERVED BY REGIONAL SHOPPING CENTERS

fall creek community center
AREA OF PROJECTED MAJOR POPULATION INCREASE, INADEQUATELY SERVICED BY ANY SHOPPING CENTERS

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fall creek community center
11.3 MASTER PLANS

The following master plans were done and presented by Professor Anthony Costello for the Methodist Hospital and its vicinity.

Scheme A is a centralized, contained scheme.

Scheme B is a linear, reach out scheme, with a proposal for a community center.
CONCEPTS
A. CENTRALIZED / CONTAINED SCHEME
B. LINEAR / "REACH OUT" SCHEME
11.4 TRAFFIC PATTERNS

The following illustrations show the traffic counts and traffic patterns in the vicinity of the community center site.
11.5 UTILITIES

The following plans illustrate the utilities around the site. Included utilities are water, sewage, gas, and electricity. The large sewage lines below the street, especially 22nd Street, prevent underground pedestrian tunnels for safety. Anything for pedestrian movement across streets will have to occur above the street surface.
fall creek community center
11.6 ZONING

The following plan, from Professor Tony Costello, illustrates the zoning restrictions surrounding the proposed site. The areas surrounding the site are zoned for medical related, residential, and commercial uses.
11.7 SITE AREA

The following photograph shows the site and the surrounding community area. Note the lack of open space, except for the area around Fall Creek, which is several blocks away. This is why I deemed it necessary to provide some open play space on the site and it is accomplished by the demolition of a delapidated warehouse between McLean Place and 22nd Street.
11.8 SITE ANALYSIS

This photograph illustrates the existing conditions of the community and an analysis of the conditions affecting it.
EXISTING LANDMARK-SCHOOL 32
On the site, there exists a late 19th Century schoolhouse of considerable interest. The building was constructed in 1890 and has some special architectural features including its mixture of stone and brick materials, arched entries and stone detailing. The interior has been preserved in excellent shape with what appears to be constant maintenance upkeep. All of the floors are of strip oak, there is wood wainscoting in the oldest areas, and also the stamped metal ceiling has been preserved. The staircases are very wide and finely detailed. The mechanical system appears to serve the existing building sufficiently.

After consideration, I decided to use this building in my overall concept, because of its architectural merit and because of its exceptional condition. Upon investigation, I found the floor plans at the Buildings and Ground Department which showed the existing plan and its 1957 additions. The recreation building was attached to the old complex and the mechanical was updated to include a new boiler and a mechanical chase under the gym floor. The plans also showed that the huge open area on the first floor had been enclosed in 1957. It was an auditorium. This will allow much of the walls to be removed to facilitate an open plan school scheme.

I plan to incorporate this school in my concept and return it to its original school function, with modifications, basically opening the interior up somewhat.
ALTERNATIVE SCHEMES

13
13.0 ALTERNATIVE SCHEMES

The following plans show the existing conditions of the proposed site with three alternative schemes superimposed over the site. The cross-hatched area represents new or proposed construction.

Scheme 1: I decided in the very early stages of programming, to incorporate the existing school #32 into my scheme. Just after beginning the project, another building, south of the school, became available. I decided to use both buildings to save on new construction costs and link the two structures with an activity connector. It was suggested that I drop this scheme, as it did not necessitate enough new space for a thesis project. However, I think this scheme would have been very successful economically and could have been very exciting.

Scheme 2: This scheme is basically the same as scheme 1 except it necessitates the purchase of less land by building over existing streets and alley-ways. It still uses two of the existing buildings but creates more open space between the buildings. This open space seemed to occur in a bad area and therefore this scheme was negated.

Scheme 3: This scheme was adopted as a basis for my design concept. It began to concentrate the mass, move towards a more logical open space area, and positioned the complex closer to the community on the north side. The scheme still incorporates the existing school and relates better to the existing commercial facilities and housing areas surrounding the site. It becomes a better neighbor in this manner.
fall creek community center

DESIGN CONCEPT
14.0 DESIGN CONCEPT

Scheme 3 was chosen because of its good neighbor quality. It has been attached to the back side of the school and nearest to the community and the proposed playpark. This leaves the front portion of the old school facade free of obstructions (the front facade is the facade which merits attention and is of architectural interest).

The concept creates a mall atmosphere linking all of the proposed facilities with the school and opens up into the play park. The play park would be the pedestrian link with the community.

After considerable deliberation, I decided to alter this scheme by spreading it out over a larger area and trying to actually connect the building with the community, but still keep a play park area. Scheme 3 did not produce the excitement, movement, or vitality which I was seeking.
15.0 DESIGN DEVELOPMENT

In general, my concept was to consolidate the existing, spread-out facilities, regenerate and rejuvenate the existing neighborhood, and provide additional commercial facilities and a play park, which this neighborhood lacks. To achieve this I chose a linear "reach-out," finger plan which originates at the existing school #32 and extends into the community.

This "finger" achieves three goals: it serves as a link from the community to the center, provides environmental protection for the pedestrian, and it serves as common ground between commercial, community, educational, and recreational facilities. Within the finger is the spine of the building. It serves the adult as a circulation route, the shopkeeper as a community link, and the child as an educational experience. The child has three routes to take to reach school: through the park, through the first floor spine, or through the second floor spine. Along this spine he has visual access to commercial, business, and recreational adventures.

The finger has been given community scale by reflecting the predominate roof slopes, styles, and heights. It fits neatly into its location as a good neighbor. It has a soft side near the play park and residential area, and a hard side opposite the motel-commercial side.

It is hoped that a project of this type would instil a new community pride, encouraging a clean-up, fix-up, perhaps remodeling campaign throughout the neighborhood.
Abbreviations used on plans:

ACCT = Accounting Offices
ACTIV = Activity area
ADMIN = Administration
BAL = Balcony
CON = Conference room
CR = Club room
CS = Community store
CT = Cooling Tower
DEL = Delivery area
DR = Dining room
EXH = Exhibition area
FI = Fix-it shop
HOB = Hobby shop
INSTR = Instructional space
J = Janitor
KIT = Kitchen
LGE = Lounge
M = Mens restrooms
ME = Mechanical Equipment room
MUS = Music
O = Office
PO = Post office
R = Rental
REC = Record shop or reception area
RES = Resource center
STY = Study room
SR = Shoe repair shop
ST = Storage
TR = Teacher's room
TV = Television room
W = Women's restroom
WR = Work room.
THESIS JURY COMMENTS AND REPLIES
17.0 THEIS JURY COMMENTS AND REPLIES

Professor Robert Fisher:
- Excellent concept.
- Entry at library (north side) needs to be broader and fanned out to accept people. (agree and changed).
- Need a larger sidewalk or drop-off area at the east commercial entry point near the laundromat. (disagree- it would eliminate several parking places and cause congestion at that point).
- The library needs to be blocked off so as to be non-accessible during closed hours. (agree and changed).

Professor Tony Costello:
- Express stairway more on the north entry at library. (agree and changed).
- Perhaps a ramp system would be more appropriate at the north entry (disagree- ramp would have to be over 200 feet in length to accommodate the disabled and to reach the required height. Also, I have provided an elevator at this point for them).
- Very appropriate community scale; it fits well into the site.
- "Amphitheater is great," need more areas like it; perhaps the ramp could wrap around the theater curve to form the backdrop. (agree, no change).
- Pedestrian bridge should be more than a bridge; things should happen along it. (Disagree- the purpose of the bridge is for pedestrian circulation only, fast movement. Events happening along it would slow circulation. Also, a more extensive structural system would be required, probably uneconomical.)

Professor David Hermansen:
- The pedestrian bridge should be totally transparent and without any masonry to define its difference from the rest of the structure, and to allow unlimited views along it. (agree and changed).
- The spaces over the delivery areas on the second floor would make excellent waiting rooms and/or lounges for people and for the business offices on that floor. (agree and changed).
- Section D-D roofline does not conform with the remainder of the complex's roof line; if the entry is pushed out further it would straighten the roofline and also define the entrances more. (agree and changed).

- The window fenestration should reflect more of the existing school fenestration, not only in lintels and sills, but in grouping. (agree and changed).

Professor John Kissida:

- The direction of traffic flow on the northeast area by the motel should be angled one-way parking to coincide with the traffic circulation next to the commercial strip. (agree and changed).

- The area between the tennis courts and vehicular circulation should be mounded and planted. (agree and changed).

- Walls built to define areas on the outside and reflect the areas on the inside. (agree- retaining wall built near tennis court, which reflects the interior court yard at that point).