AN EMERGING COMMUNITY

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INTRODUCTION

This brochure is a summary of a thesis project which involved my last nine months of undergraduate study. The issues it addresses rise from a growing concern within myself for public residential care settings. This particularly applies to the Knightstown Soldiers' and Sailors' Children's Home which, while working there as a summer houseparent, has illustrated to me the important role the physical environment can play in the development of these dependent children. Although the physical setting cannot take the place of a caring family or proper guidance, it can adequately provide for and strengthen those activities that encourage a child's personal growth.

At present, the Home is considering the demolition and replacement of existing housing units for boys ages 11-16. Since housing at such an institution is probably the most important element in normalizing the environment, I saw this as an opportunity to investigate special housing issues while relating them to a real situation.

I began by researching basic needs of children and adolescents and continued to apply them to the new housing design. As the project developed I realized the need for further investigation into the characteristics and responsibilities of Children's Homes that goes beyond just housing issues. This gave me insight in developing the site on a larger scale and in the programming and formation of a Community Center; one which would strengthen the children's interaction with community members.
BACKGROUND
CHILD AND ADOLESCENT NEEDS

Before programming I felt that a strong understanding of a child's fundamental psychological and behavior needs should be established. These needs revolve around the need of the child to develop a sense of identity; a strong feeling of who he is and where he belongs. This includes a recognition of himself as an individual and as a group member. The realization that he is a valued member of a family group is the foundation for this development. It enables him to identify with family characteristics, both its strengths and weaknesses.

A child needs to learn to live with others in the give and take of everyday, intimate relationships. This is done in a group setting where his uniqueness is understood, his contributions are recognized and appreciated, and his errors are corrected and forgiven. He also learns his importance in the lives of others and gains a sense of comfort and security. This cooperation of group participation leads to a sense of responsibility which enables him to move outside the family circle and become a participant in social groups and activities.

Inside this group association, the child needs to develop a sense of initiative; a desire to make use of his capacities. This is best accomplished in a setting where people of importance in the child's life encourage such growth. Initiative is stimulated by people who themselves have confidence that effort and skill will be recognized and can transmit this feeling of confidence to the child. As the child begins to do things for himself he becomes less and less dependent and is less likely to develop problems of dependency as an adult where he expects to carry his own load and add his contributions to the community of which he is a part.

When the child begins to make the shift into adulthood, group membership outside the family becomes more essential. Association with one's own peer group gives security at a needed stage of development free from adult dominion. This enables the child to make the shift to adulthood more gradual. It also strengthens his concept of personality roles; of relating oneself to a larger whole. Behavior needs at this stage include maximum intellectual growth, maintaining and improving physical and mental health, becoming economically competent, and becoming culturally orientated and integrated.

Group association must be maintained throughout the child's growing years. The loss of family grouping creates problems in self identity and may leave the child without a sense of personal assurance sufficient to carry him through normal problems of adolescent and adult life. Even if a child is born into families who already see themselves defeated socially and economically, he may see himself as an individual with the same image and important growth potentials are lost. Therefore, creating and maintaining this identification with family groupings and a range of other groupings is essential.
TYPES OF RESIDENTIAL FACILITIES

Residential Homes for child care fall into basically three categories: the centralized system, the residential system, and the campus system. All three systems provide living areas for the kids, but vary in how they provide other activities and how they relate to the community.

In the centralized system all spaces such as living, recreational, and educational areas are concentrated in the same structure which may or may not be located in the community. In this type of facility there is no clear separation of living and common areas and although social interaction is strengthened, the identification of distinct family groupings is not apparent. The centralized system also has a strong label of "institution" in that the facility is segregated from community activities and the setting does little to foster a normal environment.

Residential type facilities are housing units that are dispersed and integrated into the community. Each housing unit provides sleeping, social, recreational, and dining areas which are typical in a normal residential setting. Therefore, an identification of a family group is established. This type creates a strong relationship between staff and students with an ideal ratio being 1 or 2 staff members to up to 8 students. The children are integrated into the community in that normal recreational and educational activities are performed outside the institution. This maintains strong social contact with the community and is important in raising the child in a near normal environment.
Campus system

The campus type system is one in which all activities are grouped in a self-contained environment, but are housed separately, much like a college campus. A normal setting is simulated and it fosters both the intimate and social contacts of a normal community. This is beneficial for students who find it difficult adjusting in a normal setting because social contact is exercised in a more stable, secure environment. Each child can identify with a separate family group and experience how these groupings relate to the whole of the campus.

RESPONSIBILITIES

A residential facility is accountable for its planning, performance and expenditures. It must maintain a high quality service on a standard basis to the children, their families, and the community at large. Services for the child include the following: personal development, social development, health care, education, life skills development, recreation, and those services which strengthen and restore family relationships. Each child is entitled to care responsive to his individual changing needs and circumstances.

All residential care facilities must be open, cooperative and consistent with their interactions with placing agencies and the public at large. Families should have clear communication about the child in care and are usually encouraged to make regular visits. The child should have the opportunity to retain positive contacts with his normal community and take part in the cultural activities to which he is accustomed.

FUTURE TRENDS

The ultimate goal of a residential care facility is to return the child under care to a normal environment as possible to prepare him for a successful, independent adult life. Therefore, future trends in child care are to avoid placing them in a group home and find alternative solutions such as improving family situations or provide placement in a foster home. When group homes must be utilized, those that resemble a family grouping which is well integrated into the community is most desirable.
BACKGROUND

The Indiana Soldiers' and Sailors' Children's Home is a campus type institution that is located in east central Indiana. It is approximately two miles south of Knightstown on State Road 140, and is surrounded mostly by agricultural land. It is state owned and operated and was first established in 1865 for the care of Veteran's children. Knightstown is a small community with a population of approximately 2300 people.

The Home is now a place for dependent and neglected children ages 4-17. Placement is done by court order, welfare departments, guardians, and in some cases by parents. Current enrollment is close to 250 children. Length of stay ranges from a couple of months to over ten years. Although most of the children have parents or family, they are from unstable environments and require special attention and care.

Many facilities are provided on campus including educational, recreational, religious and health care. The educational facility serves kindergarten through grade twelve. Vocational training is offered to students in eleventh and twelfth grades and is also offered to students outside the institution. The primary purpose of the educational program is to prepare the student for advanced education and for independent living when he leaves the school. The recreational program deals with leisure time and is provided to complete the overall development of each student. A wide variety of scheduled activities are provided in response to each child's
individual needs. A regular program of worship is available for all students under the supervision of the chaplain. The student is encouraged to develop a faith based on personal experience, study and worship. Social workers counsel with children, plan vacations, and work with seniors on plans for employment and housing following graduation. Different age groups also have a Dean who assists the children with any problems or questions they may have.

**ANALYSIS**

Conceptually, the site can be visualized as having three concentric zones. The central area contains a group of buildings and a courtyard core. These buildings consist primarily of the main administration building, the dining hall, the recreation building, maintenance buildings and small children's housing. The intermediate zone is basically a series of valleys used for site drainage, and are essentially play and outdoor activity areas. Perimeter buildings include the chapel, educational facilities and older kid's housing. The hospital or health facility is also located on this outer ring. Boundaries for the campus include a country road to the north, fields to the east and south, and State Road 140 to the west. Although the physical plant and other support buildings are located across 140, the wooded valleys between the road and the campus seem to form somewhat of a buffer zone that acts as an edge to the campus.
Practically all outdoor areas are utilized for activity purposes. Common areas include the lake, central courtyard, outdoor auditorium, and the beehive which is a covered structure used for cook-outs. Most of the activity areas in the middle ring are associated with a specific housing group which form territories with generalized boundaries.

Approach to the site is done primarily by car from the north. Vehicular circulation is essentially a series of loops that provide access to the various buildings. Pedestrian circulation consists chiefly of internal movement to housing and support facilities such as dining, recreation, hospital and school. With the exception of most female traffic, pedestrian circulation merges at the central courtyard.

Architectural characteristics at the site create a spatial quality which makes each building an essential element. This is done in part by a repetition of selected elements which includes horizontal banding, sheltering roofs, and textured materials. The essence of the site is created more precisely by outdoor spatial characteristics. The configuration and massing of each building creates a sense of enclosure that defines 'outdoor rooms' and enhances the sequence of spaces by implying direction and movement. This transition of spaces is also carried through at the entrances of the buildings. The porches and arcades are developed to serve as an intermediate zone between the outdoors and indoors.

To gain a complete understanding of the site, I took a look at what the site was like before some of the newer buildings were constructed. This illustrated how some of the elements were more coherent. This is seen mainly by the links of outdoor spaces. The central space was a much more formal courtyard with definite focal points. These focal points served as visual links to other outdoor spaces. A notable difference can also be seen in the courtyard space defined by the main building. Previously, the entrance extended through the main building into the courtyard and progressed to the interior courtyard. Now, this progression ends at a dumpster area just beyond the main building.
SMOKE STACK
- bold
- detailed
- sense of support

horizonal lines tie structure to ground

detail of entrance
- stone support

- shadows express detail

\[ \square \text{primary employees, public delivery} \]
\[ \square \text{primary employees, maintenance} \]

circulation along vehicular circulation

pedestrian circulation serves purposes of movement to building and support activities such as parking, circulation, social amenities, etc.

circulation directly behind buildings allows easy accessibility but sometimes creates a problem when the road and site are wide such as in width.

main road point of entry;

pedestrian circulation

Site

VEHICULAR CIRCULATION

PEDESTRIAN CIRCULATION

SITE
Social Area

Dormer - Main Building Support

Horizontal banding - ties building to ground around windows - shelter below windows - support
- support
- shelter
- change of material: brick over stone
- transition
entrance (side) to main building
support - transition
tomanesque - give building own character
stucco (white)

sheltering roof
also at windows
exception: entrance

sheltering roofs

perceived ceiling height
emphasisizing entrance
roof below ceiling height
horizontal banding
perceived ceiling height
different material
CONFLICTS

Major conflicts on the site involve vehicular circulation, housing separation, and the lack of coherence of the outdoor space in front of the main building. Other conflicts seem to focus around the main building and its involvement as the "gateway" to the campus.

While approaching by automobile, the visitor has no orientation device in which to guide his movement. Viewing the main building as the gateway to the Home, it should be in view or partial view during this entrance experience, and the view should be more than the side of the building. Other problems that involve the main building is the congestion and isolation that the vehicular circulation around the building creates. It hinders outdoor spatial relationships and pedestrian/vehicular conflicts are created.

The area in front of the main building deserves special attention. The existing sidewalk and fountain seem to make a statement concerning a link to visitors and society; but this link has no terminus at the other end and is seldom used. In addition, this outdoor area with valleys and trees serves more of a buffer or barrier zone than an active outdoor transitional space that relates to the main building and connects to the campus.

The major conflict concerning housing placement is the separation of boys' and girls' housing. This fosters a sense of segregation. Although it is a programmatic requirement, it promotes a feeling of "boys' side and girls' side." The separation can be maintained, but less declared in the overall statement.
MASTER PLANNING
PROCEDURE

After analyzing the site and investigating systematic procedures, the design process at the master planning scale began with a determination of basic programmatic requirements. The thrust of improvements was aimed at a greater attempt for normalization. This included overall concepts concerning vehicular/pedestrian circulation, the definition and relationships of outdoor areas and the development of existing and new buildings. Internal considerations focused around children’s needs and requirements. After an evaluation of various options concerning these issues, a conceptual master plan was developed.

PROGRAMMING

The need for normalization is apparent in housing and in community integration. The major weakness in the individual housing unit is a lack of a defined personal space to which the child can relate to. Another internal weakness is the staff/child ratio which can be as high as one houseparent for every 16 children. A reduced ratio to a recommended 1:8 would increase a
sense of family grouping and allow more individual attention for each child.

The children's association with people outside the structure of the Home is very critical. Although some contact is initiated by the vocational school, periodic visits by parents and sponsors, and by scheduled events and trips, consistent interaction with the adjacent community is still lacking. This not only affects the kids at the Home, but also creates a negative attitude concerning the Home on the part of the community. This integration should be implemented and maintained in a variety of areas to strengthen community ties and skills that lead the children to a successful adult life. These areas should include recreational, educational, cultural and social activities.

Community integration of this type also provides opportunity for parent participation and counseling. Currently, the parents association is limited to occasional visits and the only information available to them is that which pertains to the child's care. An educational program in family counseling would not only strengthen family relationships for the child and his family, but would also provide a resource center for community members.
PLANNING

Considering the masterplan on a conceptual level, the main elements consist of the following: existing buildings, options for proposed development in housing, proposed community center and open space arrangement. The goals center around the need for greater normalization and allows for community integration, clear vehicular/pedestrian circulation and a coherent layout in building/space relationships. The plan proposes the following development and changes as indicated:

BUILDINGS
1. Redevelopment of existing housing to maintain spatial definitions and links.
2. Provide, when possible, a more defined personal area for each child and perhaps a reduced houseparent/child ratio to 1:8.
3. Option for new housing to complete outer zone and reduce the sense of separation in overall statement.
4. Common clubhouse to serve as a common ground joining the boys' and girls' territories while maintaining a physical separation.
5. Community Center to allow consistent community interaction and family education and counseling.

CIRCULATION
6. Change of approach to strengthen sense of orientation to the main building during entrance experience.
7. Existing parking places replaced along new approach and exit drive.
8. Removal of vehicular circulation around main building; eliminating pedestrian conflict and space separation.
9. Removal of exit drive to allow outdoor space coherency.
10. Continuation of approach to Community Center to create an edge for outdoor area and complete link to community.
11. Pedestrian bridge to Community Center allows for access and serves as definite statement concerning the joining of the Home and the community. It also serves as a gateway for vehicular circulation.
12. Pedestrian access to track and pool from Community Center which is sympathetic to natural element opposed to the strong axial link with bridge.
13. Change of circulation into pedestrian; creating space fluidity but allowing emergency and maintenance access.
14. Continuation of outer loop by encompassing new housing and completing the loop for easy access and readability.

OUTDOOR AREAS
15. Greater definition and coherence of outdoor space in front of main building creating an active transitional area between the public and campus.
16. Continuation of entrance axis with a series of courtyards or outdoor areas.
17. Continuation of courtyard concept defined by new housing.
18. Extension of ground cover to main building reducing a sense of isolation and creating a stronger link to outdoor areas.
19. Amphitheatre expanded to include community participation.

20. Outdoor activity areas added to serve Community Center.

21. Approach from parking and campus to meet at a common element.

22. New water tower to replace old and serve as an orientating device while approaching from community.

CONCLUSION

The overall plan reads more coherent and provides greater opportunity for community integration. This outdoor area defined by vehicular circulation, the main building, and the Community Center serves as a transitional space common to the Community Center and the campus; a space where social activities might gravitate to creating an active outdoor area.
HOUSING ISSUES AND IMPLICATIONS
PROCEDURE

The procedure for exploring and applying housing issues began with an investigation of normalizing elements and group formation. These two items are essential in satisfying the needs of dependent children. After an understanding of this criteria, building concepts were developed and began to take on spatial characteristics. They evolved as they met other criteria, such as strong site relationships. The overall expression of the complex then, formed to complete a desired set of spatial definitions and requirements. Once the design reached a schematic level, conclusions were summarized with respect to the entire process.

ISSUES

The individual housing unit is the foundation for a successful care program. The child's adjustments and overall growth may depend on how he identifies with his home environment. Primary goals for housing are to create and maintain a domestic atmosphere and to support a desired set of social interactions. This is important in establishing a sense of family grouping to which the child may identify with.

In creating a domestic atmosphere which resembles a normal setting, a major criteria is to have each unit identifiable in the overall gesture of the complex. This reduces an institutional expression and allows the child to maintain a sense of orientation in relation to his "house." Another important factor is to create a strong connection between the housing unit and outdoor areas. A sequence of spaces consisting of public, semi public and private areas allows for a gradual transition to the cottage and creates an outdoor area which defines a territory for the housing unit. An example of this concept would be the identification of a separate yard or courtyard in which each housing unit would be associated with.

Other elements used for domestication are warm and natural materials and the provision of spatial opportunities that exist in a normal residence. One major drawback on the campus is the centralized dining facility. Normally, the kitchen and dining areas form a specialized core where people gravitate to. These areas form a natural heart which has a strong relationship to the main living or social areas. Although a complete kitchen is not provided in each housing unit, a kitchenette and work space should be provided to be used for sleep-ins and special occasions.

To facilitate degrees of group formation as well as private areas, a hierarchy of social options are established. The spatial implications should allow for privacy, semi-privacy and whole group participation. These quiet and active areas should have the capability of being separate. This gives the student a choice in his degree of involvement, which is important in the child's development of independence, responsibility and initiative.

To strengthen this concept of environmental variability, an understanding of environmental
psychological constructs is important. The following constructs center around the notions of social parameters:

PERSONAL SPACE

This is the volume of space surrounding an individual over which he/she exerts control and which changes dimension according to perceived expectations for a given situation. The barriers of personal space are invisible and vary culturally but are well-understood by members of the same culture or sub-culture.

TERRITORY

This is a space of observable size, shape, and fixed geographical location, no matter how temporal, over which the individual exerts control. Territories are established by boundaries or barriers created through the use of territorial markers. Markers are objects owned or appropriated by the individual and often have intense personal meaning and importance. Territories may also be established for groups through the use of individual and/or collective markers of the group members. A territory exists irrespective of the presence of the individual, and may be created simply by providing for and encouraging marking.

PRIVACY

Privacy is the respect or anticipated respect for the boundaries of either personal space or territory. It is an entirely positive phenomenon and bears no absolute relation to implied low density. Territories provide the best opportunity for privacy, contingent on the number and strength of their markers. Privacy does not have to be an absolute visual or acoustical separation in most situations.

CROWDING

Crowding is the violation or anticipated violation of the boundaries of either personal space or territory. It is an entirely negative phenomenon and is not definable merely as a high density setting.

ISOLATION

Isolation is a negative phenomenon suggested as the destructive consequence of extremely low density. It is a setting of pathologically low-frequency interchange by an individual with others, and often not by choice.

COMMUNITY

Community is a positive phenomenon suggested as the correlate of appropriately high density. It is a setting of desirable and intense or high-frequency interchange by an individual with others.

PLACE

Variously defined by environmental designers, "place" is a territory having strong associations with a sense of community. A sufficiently strong "place" will evoke sensations of community for the individual while alone in the space.

A main goal therefore is to provide for an adequate, recognizable territory to which each individual exerts control. This opportunity for privacy increases self perception and personal development. It also strengthens his identity with larger groupings. It is important not to establish these personal territories in a manner which provokes a feeling of isolation.
APPLICATIONS

In applying these issues on a schematic level, I first made the assumption that the present facilities would be demolished as planned. After an examination of the site, I felt that in order to maintain and heighten the social interaction in the central courtyard, the new facilities should be located at the present location. It also gave me an opportunity to develop the structure in response to strong spatial characteristics.

Site goals were to sustain the outdoor areas and to provide strong links between them. This leads to a sequence of spaces in which the social and active areas extended into the buildings. This allowed the private areas of the buildings to be placed above on the second level which establishes a hierarchy of group activity from small groups in the bedroom clusters to shared living spaces below, and to the outdoor activity and social areas. The form of the building responds to these spatial relationships.

The internal concept also focuses on group formation. The sleeping areas are logical places for the development of a personal territory, and deserves special attention. This is where the student displays personal objects which reflect an image of self. This is also a place which can provide for small shared spaces for social meetings, or to serve as a study and work space.

In a bedroom cluster of this type, a series of groupings is created. Each cluster consists of two flexible sleeping areas which open into a common shared space. The sleeping areas can be occupied by one or two students, and can be manipulated to satisfy any desired degree of privacy. This group of four students also shares a bath which they are responsible for. This is to create a sense of responsibility and to reduce the institutional character that a centralized bathing facility produces.

To complete the range of interaction, living and recreational spaces must provide for territorial
attributes similar to those required by the individual. This includes marking by the group as a whole, as well as its individual members. These variables also apply for the houseparent. He must be able to participate or approach a group without feeling like an intruder and he must also have his own space to be alone in.

Another issue explored was the future possibility of reducing the staff/child ratio. With the formation of the bedroom clusters, the unit can be divided into two divisions each containing 2 bedroom clusters and 8 children. Both units would have separate living and staff areas, but would share the kitchen and laundry facilities.

CONCLUSIONS

After examining and evaluating the process, I realized a major weakness was in the first assumption concerning the demolition of the existing divisions. They already have a strong relationship to the central courtyard and can be improved with its connections to the activity areas. Space allotment can be improved by the reduced staff/child ratio which allows for private sleeping areas. The existing buildings are also strong in a historical context which maintains the initial character of the campus. By the rehabilitation of these divisions, emphasis for the new housing could be implemented to complete the outer ring of housing.
CONCEPTS
CONCEPTS
visual link between social area and active area

open area introduces link of 2 spaces but still not strong enough

social area shared by two divisions

vehicular circulation defines valley and separates housing and school

visual link of spaces; also link made by progression of spaces in section

active area (recreation) brought into individual units 'club house' served by town hall.

recessed space begins sequence to valley

CONCEPTS
front needs to relate better to existing conditions

this centralization of social areas reduces individuality

provide this 'semi-private' outdoor space to each unit individually

create a better transition from public to semi-private to private

central focus leads to institutional look

create more of a 'street scape' with the deviations - give each unit more identity and deemphasize links to valley

intentions of the roof were to pull or tie units together, but in this elevation the complex reads as one building - 'institution' - central focus contributes to this also.

CONCEPTS
scale 1" = 30'-0"
1st FLOOR CONCEPT

- Entrance and circulation
  Entrance from social
  (outdoor) area and circulation
  through division to outdoor
  yard or activity

- Social area (living rm) provides for TV, table games etc., link to outdoor social area

- Vertical circulation - 2 cores for ease of access (for 16 kids), for easy conversion to two units and efficient exit for emergencies (fire)

- Staff access to all other areas in division
  Staff spaces include
  bedroom, area for
  relaxation, bath, and
  office

- Kitchen/utility space for kitchenette, laundry and bath

- Recreation space - strong link to outdoor activity area - required to provide more vertical space to play and to enhance link to outdoors

2nd FLOOR CONCEPT

- Bath - each cluster has own bath facilities that the students in cluster would be responsible for. This helps strengthen responsibility and independence

- Bedroom cluster - each unit has four bedroom clusters with 4 bed spaces and one common area per cluster: 16 students. Provide opportunity to later divide each division to make 2 clusters per unit = 8 student per unit

- Bed or sleeping area - used for sleeping; storage of personal belongings and provide each student opportunity to be alone

- Common area - provides opportunity for social interaction, studying, lounging, etc., this is to encourage interaction between students and avoid 'isolation'
transition of spaces has greater link to existing conditions
townhall
entrance
entrance

dining
buildings have a better scale
laundry
each division has front entrance and access to back

relationship to this side a bit awkward

each unit have outdoor space or courtyard - defined by change in elevation

valley

closing space from valley to back row

site concept
THE COMMUNITY CENTER
PROCEDURE

The process in designing the Community Center comprised of the following three stages: the inventory stage, the analysis/programming stage and the design development stage. The inventory stage included the collection of data involving interdisciplinary input from both the Home and the community and an examination of building type examples. In the analysis stage, an evaluation of data was conducted and the program was developed. Concepts were developed in the design development stage and it's here that the building took on its overall form.

INVENTORY STAGE

This stage began with selected interviews with people from various disciplines such as social work, education and recreation. A study of building types was also conducted to gain an understanding of the issues involved in designing community centers.

The research in education centers around the school and vocational school at the Home, and the continuing education program in the community. The programs at the Home focused on academic courses and trade skills. The vocational school offers some opportunity for community involvement, but is limited in time and interaction. Adult education classes in the community offer a range of courses, but the facilities are only available for the duration of the class (3-6 weeks) and only during class hours.

VOCATIONAL TRADE AT HOME
- Bakery
- Barbering
- Building Trades
- Cosmetology
- Dental Assisting
- Electronics
- Printing
- Secretarial Practice

HIGH SCHOOL AT HOME
- Academic
- Business Education
- Home Economics
- Industrial Education

CONTINUING EDUCATION - COMMUNITY
- Upholstery
- Weight Lifting
- Woodworking
- Basic Life Support
- Needlepoint & Beg. Knitting
- Intro. to Accounting
- Business Law
- Ensemble Singing
- Intro. to Computer
- Calligraphy
- Machine Shop
A special issue in this Community Center is the one centering around parent/family education. Several questions were raised concerning the relationship of the Care facility and the children's families. In many cases, the child's parents need the same type of development as the child does. The following are some of the essential needs of parents:

1. Parents need a sense of basic financial security.
2. Parents need to work and to have the work they do considered by themselves and others valuable, whether it is household management and child rearing or employment in industry, business, or the professions.
3. Parents need continuity and stability in their personal lives; affectionate relationships between father and mother, parent and child.
4. Parents need to be identified with social groups outside the family circle; that is, they need a variety of social relationships that provide pleasure, satisfaction, development of social skills, and a sense of status.
5. Parents need to have confidence in the community resources available to help meet children's needs, such as educational, recreational, medical, and social services.

Other items that deserve special mention are recreational and cultural facilities. Although a recreational program is established at the Home, conflicts arise with a lack of space and adequate facilities. The community is in need of recreational facilities that are available at all times. One of the main needs as expressed by all involved is the need for an auditorium. This would allow opportunity for cultural integration and also provide a place for meetings.

BUILDING TYPES

Building type studies focused on various types of social centers which includes community centers, youth centers and sports centers. (See Appendix A) Special attention was given to sports facilities and British youth centers. The following is a general summary of these two types of facilities.

BRITISH YOUTH CENTERS
1. The formation of little clubs or coteries at the expense of club solidarity is discouraged.
2. The building will provide the right physical environment for both sexes to do joint work, such as cooking or carpentry, without embarrassment. In a successful mixed club the members regard as irrelevant the arbitrary divisions sometimes made between certain boys' and girls' activities.
3. The problem of capturing the interest of the lazy or self-satisfied member is to a large extent solved by the building itself. He is automatically introduced to all sorts of activities without having to search them out. His diffidence is overcome by the close relationship between the activity he chooses and the social center.
4. The close and harmonious relationships between activities will tend to widen the interest
of people who already practice certain skills well, and who tend not to expose themselves to the influence of other, and totally dissociated, activities. (For example, athletic activities vs. drama and music.)

SPORTCENTERS
1. They can be self-supporting in operation overall, but to fulfill community needs they must include a number of activities which do not individually pay for themselves.
2. They must involve - and will generate - community support, participation, and volunteer help, but only if they are run by well-paid, trained, sympathetic, and enthusiastic management.
3. They can draw on a great variety of people of all ages, classes, and interests, because by nature they involve a fee for use, and the emphasis is on activities with clearly understood rules of the game, rather than social intercourse.
4. They can have aesthetic dimensions and be significant architectural statements in their communities, and thus make their contribution to a higher-quality environment.

ANALYSIS/
PROGRAMMING STAGE

After the completion of interviews and collection of data, an evaluation was made concerning the programmatic elements of the new facility. The programs fall into four categories: social, educational, cultural, and recreational. These activities serve a dual function; on the one hand they encourage social interaction in all areas, and on the other hand they provide for cultural experiences and academic opportunities that are not presently available. The different elements combine to form a harmonious relationship emphasizing the social function of the facility.

The social areas are provided for activities such as tablegames, group formation, dances, dinners, and the like. This is the main area where casual interaction is supported and should be open and accessible at all times. It is to be inviting to people of all types and encourage social interaction at all levels.

The educational areas will provide for a variety of disciplines. Emphasis should be placed on family counseling and career planning, but other classes ranging from health care to basic academic courses could also be provided depending on current need. Special consideration should also be given to tutoring, especially for children at the Home. Educational needs at the Home include the development of mathematical and language arts skills. Expressed needs in community education are in craft areas from qualified personnel. The major weakness in community education (and recreation) is that the facilities at the schools are utilized and are only available during certain times of the day.

The cultural and educational facilities have a close relationship
## SQUARE FOOTAGE REQUIREMENTS

### SOCIAL
- ENTRY ........................................... 200
- SOCIAL HALL .................................. 1500
- GAMES AREA .................................... 2000
- LARGE GROUP ROOM ............................ 1000
- T.V. LOUNGE / VENDING ....................... 600
- KITCHEN ........................................ 250
- STORAGE ........................................ 250
- CONTROL DESK ................................. 150
- OFFICES ........................................ 300
- CHILD CARE .................................... 1200
- RESTROOMS ..................................... 800

### CULTURAL
- LOBBY / EXHIBITION ............................ 3500
- AUDITORIUM .................................... 2400
- BACK STAGE .................................... 1400
- DRESSING ROOMS ............................... 700
- ARTS / CRAFTS ................................ 1400
- OFFICES ........................................ 250
- RESTROOMS ..................................... 600
- PROJECTION .................................... 100
- DELIVERY ....................................... 150

### EDUCATIONAL
- LIBRARY ......................................... 1800
- CLASSROOMS .................................... 2400
- GROUP ROOMS ................................... 1500
- OFFICES ........................................ 500

### RECREATIONAL
- LOBBY ........................................... 500
- GYMNASIUM ..................................... 8000
- RACKETBALL .................................... 800
- DANCE / EXERCISE .............................. 2000
- WEIGHT TRAINING ............................... 6000
- MENS LOCKER ROOM ............................ 1300
- WOMENS LOCKER ROOM ........................ 1300
- OFFICES ........................................ 100
- RESTROOMS ..................................... 500
- STORAGE ........................................ 350

### CIRCULATION / OBSERVATION .................. 4000
- MECHANICAL .................................... 1000

**TOTAL** ......................................... **46,600**
in programming. The arts and crafts areas are provided for cultural development as well as a means of strengthening basic mathematical skills in children. It also serves as a facility in which children and their parents can work together toward the completion of a given project. The drama club is a program in which the kids can develop language arts skills and also broaden their cultural experiences. It also provides a source of interaction with other kids. At scheduled performances, it will draw parents and other people to the facility.

The recreational facilities are provided as a major element to generate community involvement. The need for accessible recreational facilities that encourage a range of physical programs is apparent in both the community and the Home. The activities should draw interest from a variety of people from all ages.

The library is provided as a resource area complementing all other activities of the facility. Emphasis is placed on audio-visual aids which enables accessibility to a wider range of people. It should also be an area for quiet study and concentration.

DESIGN DEVELOPMENT

The design development stage is the stage in which the specific programmatic requirements were synchronized with the formation of site and building concepts. Once the site was chosen, the form of the building developed as spatial concepts matured. The result was a building which related strongly to existing site amenities, but also maintained its own character and integrity.

THE SITE

Primary determinants for locating the site were community access and spatial linkages to the campus. Community access included a strong visual/physical approach which required a minimum amount of security. Linkages to the campus needed to relate to community areas which would tie into the heart of the campus and make a clear statement concerning its relationship with the Home. The new building also needed to be located on a neutral ground that is not visually read as being strictly the Home's territory. The specific site was chosen primarily for its neutral locality and its relationship to the main building. It also creates a strong definition of community areas in front of the main building and permits this space to be more functional.

CONCEPTS

The main concepts of the new building was to provide a visual delineation of the different parts, but allow these to be linked together; emphasizing the idea of integration. The link provided by the pedestrian bridge was to expand into an outdoor social space as opposed to a termination created by a door to the building. The social, cultural and recreational areas are accessible from this space, allowing equal emphasis on each element. The second educational level forms a circulation core that links the various parts together. This circulation core can expand or contract to provide alcoves or
display areas; spaces where people can hesitate, stop, and mingle with others. The building was to maintain the quality of characteristics existing on the site without imitating or repeating existing elements; it was to maintain its own integrity within the overall setting.

APPLICATIONS

The building form was a synthesis of primarily three stages. It began as a linear scheme which was to make a clear definition of the community areas, but was lacking in the quality of building mass that existed on the site. The identification of each element was also weak, and links to other outdoor spaces were lacking. The second scheme was essentially an intermediate stage. Improvements were made on spatial definitions and linkages, but the complex reads more as three buildings connected by bridges than as an integrated series of elements.

The final form responds well to site concepts and reads as a harmonious composition. It defines a series of outdoor areas that radiate from a central social space. These areas include the more intimate playground area and the larger, active area of the playing fields. The different facilities are identified by separate base structures and entrances, and by varying roof elements. The upper level is a major organizing device that joins each part of the complex together.

As the sequence developed, the water tower became more and more integrated into the overall scheme. It now serves as a major orientational device while approaching from the community and marks the point where access from the community and from the Home unite. It also is identified as a form element that allows vehicle access to the circulation core and to the observation deck above.

The structure of the new facility is based on a 20' X 20' grid pattern. Concrete post and beam and bearing block wall construction supports a two way slab floor system. Steel joists are utilized in areas where loading conditions are distributed with wide span requirements such as the gymnasium. This type of system was chosen mainly to provide for maximum flexiblility in the interior spaces.

Exterior materials consist of terra-cotta colored ceramic tile, and cream colored and grey stucco. The ceramic tile is used to maintain the textural quality of existing buildings on the site. It is positioned in elevation to suggest a solid foundation over which the stucco is applied. The stucco responds to the relationship to the main building and helps promote a festive atmosphere. The use of materials continues surface quality of the campus, but also provides character common only to the Community Center.

The mechanical system responds to varying load requirements. The auditorium, sports facilities, and social areas all require different degrees of heating, cooling, and ventilating demands. The auditorium may need to be cooled during all performances and high load situations. The sports areas require high ventilation and the
social areas have moderate degrees of demand. With this in mind, each zone has its own air handling system where the amount of heating or cooling is controlled at the points of discharge in each space. A central circulation system of hot and chilled water provides for variable temperature controls at each diffuser and is used for perimeter heating.

CONCLUSIONS

The essence of the final solution for the Community Center is in its programming and visual statement. It provides a new range of opportunities in child care that is presently lacking. The overall statement of the Center responds to its relationship with the existing campus. It not only links visually to the campus, but it maintains those qualities that are now present, without duplicating forms or building elements. Although these qualities are continued, the building has its own character which establishes its importance in the overall setting.
FINAL CONCEPT

ENTRANCE TO SOCIAL HALL
FINAL DRAWINGS
SITE PLAN

1. Courtyard
2. Community Center
3. Outdoor Activity
4. Child Play
5. Parking
6. Chapel
7. School
8. Swimming Pool
9. Field/Track
10. Recreation
11. Main Building
12. Dining Hall
GROUND LEVEL

1. Lobby
2. Office
3. Gymnasium
4. Seating
5. Weight Training
6. Racquetball
7. Mens Locker Room
8. Womens Locker Room
9. Control Desk
10. Activity
11. TV/Lounge
12. Storage
13. Kitchen
14. Social Hall
15. Child Care
16. Refreshments
17. Stage
18. Dressing Rooms
19. Service Entry
20. Work Space
AERIAL PERSPECTIVE
REFERENCES

CHILD AND PARENT NEEDS


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