chapel section

chapel
Sources

9. Minimum Property Standards for Residential Dwellings, HUD.


Macro

The site is located on the mountain range of Cordillera Central and is approximately 4.0 kilometers up the mountain from the tourist center of Jarabacoa. It covers 16.6 acres and slopes gently at 7° on the lower portion but steeped sharply in the southwest corner. The elevation of this site is over 2,750 feet above sea level. The soil is rich and fertile but scattered with rock. The rocks are volcanic, sedimentary, and metamorphic. Most have no potential for use in construction, although it can be used for walkways.

Context

The area around the site is largely rural. The standard of living is low and the neighboring farmers live in the typical dirt floor hut. Surrounding views offer a variety of peaks and valleys.

Access to the site is via an ungraded dirt road. It branches off of a good road along which is strung power lines. The distance from the site to the good road is .7 kilometers. The closest center of activity is Jarabacoa which is a tourist center for Dominicans and travellers from abroad.

The climate is so temperate that indigenous architecture has no glass in the windows but fireplaces are common as nights can drop to 50° fahrenheit. Tradewinds are from the northeast.

Micro

The site is completely undeveloped with no existing structures. The lowest portion of the site is the northern side by the road. This is the only portion that has been surveyed. (See dotted line on drawing.) The client would prefer to build in or near this area because of easier access to services such as roads, utility lines, etc. The upper portion could be used for recreational facilities.

Climate

Since it is located so close to the equator, the Dominicans experience perpetual summer. However, since Jarabacoa is located at such a high altitude, it is cooler and more breezy than the coastal regions. The average temperature is about 65° fahrenheit. There are two rainy seasons during the year, one in May and one in October. It alternates between wet and dry. The average yearly rainfall is between 70 - 80 inches.
Vegetation

Although the mountains were once wooded, much as been cleared for farming. Deciduous trees enclose the site on both sides on neighboring property. Banks of trees line the lower portion of the site, most of them being royal palm trees. Royal palm trees are approximately 70 feet high when mature and their trunks are a smooth and taut light gray resembling poured concrete. The leaf span is approximately 30 - 40 feet. Other trees found on the site are fruit trees such as citrus and mango.

Special Features

There is a mountain stream that cuts through a jog in the site. The stream forks and the major stream flows onto the adjacent property and the minor stream dissipates on Escuela Caribe's property. They control the fork. Interest has been expressed in damming the minor fork to create a swimming area.

Service Lines

Utilities are less sophisticated than urban America but no more backward than the Appalachian Mountains. Electricity and telephone service must be tapped from the line along the main road .7 kilometers from the site. Water appears to utilize gravity flow from wells that are placed higher than the outlets.

Views

Views from all sides are good, however, the finest view is down the mountain to the northeast which overlooks Jarabacoa and the valley.

Boundaries

Edge conditions bordering the site are soft. To the sides, trees produce a sense of enclosure without the use of a hard edge. The road as well produces no strong line of boundary as it is underdeveloped.

More site evaluation needs to be completed once the site is visited. How much sun reaches the site is dependent upon the shadows cast by higher mountains which is unknown at this point.

Water

Water for Escuela Caribe will be supplied by a stream located up the site. The stream must also be shared with the eastern neighbors, which will require some sort of channeling across the site.
The protractor is laid on the appropriate solar chart, with the centres coincident, and is turned until the base line assumes the orientation of the wall it represents. The vertical shadow angle is then read off from the curved line; the horizontal angle is found from the radial line passing through that point on the solar chart which marks the position of the sun.

Charts and protractors of this type have been prepared in a number of countries, covering a wide range of latitudes, including

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**Fig. 10.7. Tropical solar chart 15°N–35°N (by kind permission of the authors)**

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**Design for comfort**

(a) roof slab flush with wall; one window only. Since there is no outlet there is virtually no air movement in the room

(b) roof slab flush with wall; inlet and outlet positioned as shown and same size. Air movement good in body zone, improved if outlet enlarged

(c) window placed at high level outlet at normal window height creates a pocket of still air in body zone

(d) large inlets and outlets reaching low in the room give excellent air movement conditions

(e) addition of sun hood over window leads to still air condition at body zone

(f) very little improvement over (e) is offered by the provision of a lower outlet in addition to upper

(g) the provision of a gap between the sunshade and wall improves air movement in body zone

(h) the use of a louvred sunshade offers further improvement over (f) and (g)

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74 Work carried out on model houses in wind tunnels by the Texas Engineering Experiment Station has widened our knowledge of the behaviour of air flow within buildings. The positioning of inlets and outlets, their size, and the presence, positioning, or absence of roof overhangs or sunshades all affect the rate and flow of air. Knowledge of how they affect it is particularly important to the designer for warm humid conditions where comfort air movement is a design requirement.
Building Type Study

Federal Youth Center, Pleasanton, California - - - - - - - Page 61, source no. 15
Federal Youth Center, Eagle River, Alaska - - - - - - - Page 62, source no. 15
Outdoor Youth Center, Sasebo, Japan - - - - - - - - - - Page 63, source no. 23
Outdoor Youth Center, Yokohama, Japan - - - - - - - - - - Page 64, source no. 22
Kawashima Textiles School, Japan - - - - - - - - - - - - Page 66, source no. 8
Commune, Santa Monica, California - - - - - - - - - - - - Page 67, source no. 1
Open Concept School- - - - - - - - - - - - - - - - - - Page 68, source no. 14
Indigenous Architecture - - - - - - - - - - - - - - - - Page 69, source no 2 (page 77)
Summary - - - - - - - - - - - - - - - - - - - - - - - - Page 70

Key for pages 27-33:
- education
- administration
- dining/food prep
- support facilities
- housing
- circulation
- recreation
- security fence
- social
- vehicular traffic
Type of Facility: Minimum to medium security correctional institution for youth (18-25).

Functional Organization: Housing is kept separate from the other functions. The key focal point around which the other functions are centered is the man-made lake. Administration is placed at the entrance.

Interior organization: There are two housing units each accommodating 120 people each. These units are broken down into sub-units of 30 to produce a more intimate environment for counseling.

Circulation: It is mostly exterior on non-enclosed walks. Functions and paving are placed so that inmates walk along the lake to reach other functions. The major security device is the sally-port in the front and only access point.

Siting: The facility is located on an 87-acre site. It is enhanced by a man-made lake and plantings. Although security is a factor the grounds are not surrounded by a fence with guard towers. Security is controlled electronically.

Gestalt: A retreat or learning center.


Vertical Scale: Mostly single storey.
Type of Facility: Maximum to minimum security grounds for youthful offenders.

Functional Organization: Administration is the entrance to the facility as well as the security point. Housing again is removed from the other main functions. The support functions are radiated in a pin-wheel fashion around the circulation corridors.

Interior organization: Two 40-man housing units are divided into 4 sub-units of 10 inmates that radiate in pin-wheel fashion off the circulation space. The sub-units provide the opportunity for more personalized rehabilitation.

Circulation: Made up of mainly glass-enlosed corridors, the enclosure being for climatic rather than security reasons. Four main corridors radiate from a hub around which major support functions are located. Off of these corridors branch other corridors, some forming the same pin-wheel effect in a smaller context.

Siting: Virgin Alaska land, site is enclosed by a security fence but no security towers. Parking is outside the enclosed and secured area, space for additional housing is planned for within the enclosed area. There is a paved walk around the perimeter of the site which inmates must walk to arrive at the outdoor recreation. Why the planner has forced man to pace his cage is unknown. Simple access from the housing units appear to be more advantageous.

Materials: Plywood and wood.

Gestalt: Institutional, similar to a small private college.
Type of Facility: Outdoor youth center similar to summer camps in the States.

Functional Organization: Main hall and central lodge contain necessary functions such as seminar rooms, dining and kitchen, bathrooms and administration. Out-lying cabins house sleeping quarters but no toilet facilities.

Interior Organization: Cabins contain three sleeping levels, the counselor occupying the top level.

Siting: Cabins are situated in a wooded and hilly area, central lodge and main hall are located in a flat, less-wooded area.

Gestalt: Contemporary but simple resort.

Vertical Scale: Main hall and central lodge are two to three storeys. Cabins are deceptively three storeys due to the unique roof. Interior spatial qualities are exceptional. Cabins are raised up off the ground.
Type of Facility: Outdoor youth center, similar to summer camps in the States.

Functional Organization: The bath house and the main hall, two buildings which all the campers need, are close together. The cabins are scattered rather remotely although they are all contained in the top third of the site.

Internal Organization: All buildings are organized on a triaxial plan. A central spiral staircase services the two-storey cabins. The arms (see drawing) house the children and give each a view to the great outdoors by stepping the sleeping platforms.

Circulation: Within the buildings it is mainly via a central staircase that connect the two floors. Circulation on the site consists mostly of winding paths, most of which are big enough for vehicular traffic.

Siting: In over-all site placement, nothing claims the position of main focal point. The recreational track has some prominence possibly due to its size but the main hall negates it as the hall is needed for major life-supporting functions and so becomes the major focal point for the cabins out of necessity. The site has such a great slope that drainage is a problem. The cabins are set on the steepest part of the site and the large track is placed in a valley that has been filled in.

Materials: Poured concrete base, lauan weather board, wood, mortar.

Gestalt: Space-age, out of this world architecture, in fact, the cabins are named after planets.

Vertical Scale: All buildings are two storeys depending on one's vantage point (they could easily appear as one storey due to the sloping site). The second floor utilizes a unique step effect that repeats the slope of the landscape and provides more privacy for the children when sleeping. The pedestal shape that the cabins are set on is excellent for the site.
Building Type Study

cabin plan

site plan
Type of Facility: Live-in school setting.

Functional Organization: Life sustaining activities (i.e. sleeping, dining, lounge) are located in one building. Schooling and administrative functions are located in a separate building. These two structures are connected by an open plaza.

Internal Organization: Classrooms are located on the first floor of the educational structure and a large, interrupted studio consumes the second floor. In the housing structure, all non-housing functions are placed on the first floor and the dorm rooms that house four students each, are on the second floor.

Circulation: Circulation on the site is across spacious paved plazas connected by steps. Circulation within the buildings is achieved mainly by straight corridors running the length of the building.

Siting: This sloping site allows for interesting level changes and provides for equally easy access to both floors of the educational structure.

Materials: reinforced concrete, tile

Gestalt: Slightly reminiscent of Spanish mission architecture, has the look of an intimate commune.

Vertical Scale: Both buildings are two-storey structures. They keep a fairly low profile however because the sloping site and various plaza levels intersect the building and produce a one storey effect.

Building Areas: site: 6,245.9 m²
dorm rooms: 749 m²
educational space: 1,502 m²
Type of Facility: Buddhist commune.

Functional Organization: Housing is arranged in a linear fashion along a single circulation path. The path terminates at the top with the community center that contains the public functions. The various spaces are arranged in such a way to produce a fan shape to increase exposure to the sun on the south side.

Internal Organization: Each housing unit, or cell, contains its own bath and storage as well as enclosed garden. The main unit, or cloister, has the most used rooms such as library, meeting room, and lecture on the first floor while tool shop, dark room, and sauna are on the lower level.

Circulation: Due to climate, all circulation spaces are exterior. Access to cells is along a single path. Circulation within the cloister is exterior corridors that create a donut form around the interior courtyard.

Siting: The commune is set on a hill and the cells are set directly down the slope while the community space is at the top. The change in level offers more privacy than if the cells were on a flat site.

Materials: Concrete, cast in place retaining walls, wood construction for cells and upper portion of cloister.

Gestalt: Very much like a monastery or commune.

Vertical Scale: Cells are one storey, the cloister is three storeys. Both have flat roofs.

Special elements: Utilizes windmills and solar heating.
Type of Facility: Open concept elementary school, grades K-6.

Gestalt: A school.

Vertical Scale: Low, one storey.

Functional Organization: The main focal point of the plan is the open multi-purpose area into which all other functions feed. The parti has a structured walled half that encloses the administration, support facilities, and kindergarten classrooms while the other half is a relatively undefined open space for classes. Walled support facilities provide the buffer between open spaces that are noisy and open spaces that need to be more quiet. Note the use of enclosed offices between the open classrooms and the library/study area and again the use of enclosed support facilities between the open multi-purpose space and the library.

Circulation: Clearly defined and numerous entrances cut down on the cross traffic within the school. Circulation that flows around the open multi-purpose area is defined by level changes.

Materials: Concrete block and brick, metal fascia.
Indigenous Architecture

Typical architecture of the Dominican is the Bohio which is a simple rectangular structure constructed of wood poles and split royal palm siding. The roof is thatched palm leaves. It usually encloses two rooms with a dirt floor, a few chairs and hammocks. A separate kitchen/storage shed is built near-by. In terms of organization, traditionally they were scattered throughout the countryside. As a result of the tremendous improvement in the road system in the last 30 years, the huts have been built in string-like fashion along the road.
Evaluation: In all of the facilities discussed, minimum to medium security youth correctional facilities, youth camps, the boarding school, and the commune, general functional and distance relationships are quite similar. In all cases the sleeping space is separated from the other activities. In larger facilities, the housing unit often becomes a separate building.

In the case of correctional facilities, the administration activities play a great role. In all cases studied, entrance and exit is controlled by the administration and so logically it is the first zone encountered upon entrance. Next encountered are various facilities such as education, recreation, and dining. In the cases studied, housing terminates the flow. The housing unit is usually broken down into smaller units to create a more intimate environment.

Circulation within this menagerie of projects was quite varied. In the correctional facilities the circulation flow was clear-cut, avoiding corners which help produce nooks and crannies. At the federal youth center in Eagle River, Alaska, a good solution to this problem was achieved by creating a large common space where the corridors intersect thus providing a security point where a staff could have good visual access to all major lines of circulation. In the case of the boarding school, youth camps, and the commune, variation in the circulation path is welcomed and even enhanced by a three-dimensional quality that allows for level changes as well. Somehow these two extremes need to be incorporated in the Escuela Caribe project.

All of the projects chosen for study were located on a large site which is also the case of Escuela Caribe. Although the problem of relating to neighboring existing architecture is not present because of the size of the site, there is the issue of placement and planning of the building or buildings. Some of the projects studied had a definite focal point around which the other activities revolved and in others there was a considerable amount of ambiguity because of a conflict of elements that determine a focal point. A focal point may be determined by placement on the site, size or scale, or by the particular activity that
takes place there.

The gestalt that these buildings begin to take on is as varied as the activities that go on within them. The correctional facilities have taken on a small campus feel while one of the youth camps begins to look like a group of UFOs. In all cases the scale was small, none of the structures was over three storeys.
Existing Organizational Format

Existing facilities for Escuela Caribe are located in four separate residences in Jarabacoa with administrative offices in separate facilities as well. Again, please refer to the definition of Escuela Caribe's program in appendix. The residences must currently serve many functions: schooling, counseling, administrative, as well as living.

Growth Projections

Escuela Caribe is relatively small now and no changes in terms of additional students and staff are anticipated. However, the educational facility should be designed to allow growth as the scope of the school may be extended to serve local children also.

User and User Activities

The user of the project can be broken down into two general groups, local inhabitants and students and staff of Escuela Caribe. Their activities will be as follows:

local inhabitants
- on site laundry (hand washed)
- on site participation with school facilities
- on site participation with chapel

students
mornings
- minor housekeeping chores
- tutoring and schoolwork
afternoons
- assisting in hospitals, clinics, and missions
- intermural sports
- horseback riding
- swimming
- hiking
- trips to various parts of the country
other times
- counselings (group and individual)
- church services
  (either the program's nondenomination service or a native church)

staff
  teachers - instruction and paperwork
  housestaff - cooking, cleaning
other staff - all the above mentioned activities of students plus counseling and record keeping of individual's progress

office staff
  accounting correspondence filing
## General Space Requirements

<table>
<thead>
<tr>
<th>Spaces Needed</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four noninstitutional units</td>
<td>Each self-sufficient, residential in character, utilizing spacious gardens</td>
</tr>
<tr>
<td>Educational facility</td>
<td>Similar to a small, open concept school rather than traditional classrooms</td>
</tr>
<tr>
<td>Administration</td>
<td>To contain counseling areas, infirmary, and small apartment in addition to office space</td>
</tr>
<tr>
<td>Basketball/volleyball courts</td>
<td>--</td>
</tr>
<tr>
<td>Swimming area</td>
<td>At the fork of the river at the site, possible damming</td>
</tr>
<tr>
<td>Rancho</td>
<td>Typical Dominican Republic architecture, add kitchenette and restrooms</td>
</tr>
<tr>
<td>Garden plots</td>
<td>--</td>
</tr>
<tr>
<td>Storage for four vehicles</td>
<td>--</td>
</tr>
<tr>
<td>Parking lot for 10 cars</td>
<td>--</td>
</tr>
<tr>
<td>Chapel</td>
<td>Utilize slope of the land, seating for 100</td>
</tr>
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</table>
## General Space Requirements

<table>
<thead>
<tr>
<th>Space Requirements</th>
<th>minimum English</th>
<th>minimum Metric</th>
<th>adjusted English</th>
<th>adjusted Metric</th>
<th>comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>living units</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>four separate units to house 12 people each, 8 students, four staff</td>
</tr>
<tr>
<td>sleeping (including storage)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>figures include clothes storage</td>
</tr>
<tr>
<td>2 staff</td>
<td>160 sq.ft.</td>
<td>14.88 sq.m.</td>
<td>200 sq.ft.</td>
<td>18.61 sq.m.</td>
<td>near student sleeping quarters, separate entrance</td>
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<tr>
<td>8 students</td>
<td>240</td>
<td>22.3</td>
<td>500</td>
<td>46.5</td>
<td>semicontrolled access to other spaces</td>
</tr>
<tr>
<td>bathrooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>staff</td>
<td>35</td>
<td>3.26</td>
<td>35</td>
<td>3.26</td>
<td></td>
</tr>
<tr>
<td>students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(bathroom &amp; shower stall)</td>
<td>75</td>
<td>7</td>
<td>75</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>½ bath off main space</td>
<td>15</td>
<td>1.4</td>
<td>15</td>
<td>1.4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>minimum english</td>
<td>minimum metric</td>
<td>adjusted english</td>
<td>adjusted metric</td>
<td>comments</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------</td>
<td>----------------</td>
<td>------------------</td>
<td>----------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td><strong>food preparation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>minimum of:</td>
<td>100 sq.ft.</td>
<td>9.3 sq.m.</td>
<td>120 sq.ft.</td>
<td>11 sq.m.</td>
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</tr>
<tr>
<td><strong>2 sinks</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1 range &amp; oven</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>9 cu.ft. refrigerator</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>pantry</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 people x</td>
<td>50</td>
<td>4.65</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>main activity space</strong></td>
<td>22 sq.ft.</td>
<td>24.5</td>
<td>500</td>
<td>46.5</td>
<td>living and dining combined</td>
</tr>
<tr>
<td><strong>conference rm.</strong></td>
<td>100</td>
<td>9.3</td>
<td>150</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td><strong>game room</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>fireplace</strong></td>
<td>15</td>
<td>1.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>2095</td>
<td>194.9</td>
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## General Space Requirements

<table>
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<tr>
<th></th>
<th>Minimum English</th>
<th>Minimum Metric</th>
<th>Adjusted English</th>
<th>Adjusted Metric</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Education Facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Possible future expansion</td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Estimate 500-1,000 books</td>
</tr>
<tr>
<td>Book Storage Counter</td>
<td>700 sq.ft.</td>
<td>65.1 sq.m.</td>
<td>700 sq.ft.</td>
<td>65.1 sq.m.</td>
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<tr>
<td>Study Area</td>
<td>200</td>
<td>18.61</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutoring Area</td>
<td>200</td>
<td>18.61</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture Hall</td>
<td>600</td>
<td>55.8</td>
<td>12 sq.ft.</td>
<td>per person, 50 people</td>
<td></td>
</tr>
<tr>
<td>Studio</td>
<td>750</td>
<td>70</td>
<td></td>
<td></td>
<td>Crafts, art, darkroom, woodworking</td>
</tr>
<tr>
<td>Storage Students</td>
<td>30</td>
<td>5.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100</td>
<td>9.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restrooms</td>
<td>50</td>
<td>4.65</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Janitor</td>
<td>30</td>
<td>2.8</td>
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<td><strong>Totals</strong></td>
<td><strong>3490</strong></td>
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<td>adjusted english</td>
<td>adjusted metric</td>
<td>comments</td>
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<td>------------------</td>
<td>----------------</td>
<td>------------------</td>
<td>-----------------</td>
<td>---------</td>
</tr>
<tr>
<td>administration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>offices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>for two secretaries</td>
<td></td>
<td>200 sq.ft.</td>
<td>18.6 sq.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bookkeeper</td>
<td>65</td>
<td>6.05</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>school social worker</td>
<td>65</td>
<td>6.05</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>education dir.</td>
<td>65</td>
<td>6.05</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>conference rm.</td>
<td>100</td>
<td>140</td>
<td>13.02</td>
<td></td>
<td></td>
</tr>
<tr>
<td>small apartment</td>
<td></td>
<td>300</td>
<td>28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(R.L.D) 210</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K 50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B 40</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>infirmary &amp; bathroom</td>
<td>450</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>2.8</td>
<td></td>
<td></td>
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</table>
## General Space Requirements

<table>
<thead>
<tr>
<th></th>
<th>minimum english</th>
<th>minimum metric</th>
<th>adjusted english</th>
<th>adjusted metric</th>
<th>comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>counseling areas (3)</td>
<td>300 sq.ft.</td>
<td>28 sq.m.</td>
<td></td>
<td></td>
<td>perferably exterior</td>
</tr>
<tr>
<td>lounge</td>
<td>150</td>
<td>13.95</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>restrooms (M &amp; N)</td>
<td>50</td>
<td>4.65</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>1515</td>
<td>141.17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>chapel</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>seating &amp; circulation</td>
<td>1000</td>
<td>93</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>altar</td>
<td>100</td>
<td>9.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>counseling rm./</td>
<td>100</td>
<td>9.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>entry</td>
<td>100</td>
<td>9.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>restrooms (M&amp;N)</td>
<td>50</td>
<td>4.67</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>storage</td>
<td>6</td>
<td>.56</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>1356</td>
<td>126.13</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## General Space Requirements

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Metric</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>recreation &amp; miscellaneous</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>basketball/</td>
<td>84 x 50 (+3 on sides)</td>
<td>8.1 x 5.0</td>
<td></td>
</tr>
<tr>
<td>volleyball/</td>
<td>72 x 42</td>
<td>6.7 x 4.0</td>
<td></td>
</tr>
<tr>
<td><strong>tennis court</strong></td>
<td>120 x 45</td>
<td>11.16 x 4.18</td>
<td></td>
</tr>
<tr>
<td><strong>size required</strong></td>
<td>120 x 53</td>
<td>11.16 x 5.0</td>
<td></td>
</tr>
<tr>
<td>swimming pool</td>
<td>60 x 25</td>
<td>5.58 x 2.33</td>
<td></td>
</tr>
<tr>
<td><strong>dressing facilities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>w/restroom M</td>
<td>200 sq.ft.</td>
<td>18.6 sq.m.</td>
<td></td>
</tr>
<tr>
<td>W 200 sq.ft.</td>
<td></td>
<td>18.6 sq.m.</td>
<td></td>
</tr>
<tr>
<td><strong>rancho</strong></td>
<td>(including 10 sq.ft. kitchenette, 50 sq.ft. restrooms)</td>
<td>600 sq.ft.</td>
<td>55.8 sq.ft.</td>
</tr>
<tr>
<td><strong>parking for 10 cars or a long bus</strong></td>
<td>47.5 x 100</td>
<td>4.417 x 9.3</td>
<td>30° angle, double row</td>
</tr>
<tr>
<td><strong>carport for four cars</strong></td>
<td>43 x 40</td>
<td>4 x 3.72</td>
<td></td>
</tr>
</tbody>
</table>
### General Space Requirements

#### Summary of Required Area

<table>
<thead>
<tr>
<th></th>
<th>net</th>
<th>walls (x 3%)</th>
<th>mechanical (x 3%)</th>
<th>circulation (x 12%)</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>living units</td>
<td>194.9m²</td>
<td>5.84m²</td>
<td>5.84</td>
<td>23.38</td>
<td>229.97</td>
</tr>
<tr>
<td>living units</td>
<td>194.9m²</td>
<td>5.84m²</td>
<td>5.84</td>
<td>23.38</td>
<td>229.97</td>
</tr>
<tr>
<td>living units</td>
<td>194.9m²</td>
<td>5.84m²</td>
<td>5.84</td>
<td>23.38</td>
<td>229.97</td>
</tr>
<tr>
<td>living units</td>
<td>194.9m²</td>
<td>5.84m²</td>
<td>5.84</td>
<td>23.38</td>
<td>229.97</td>
</tr>
<tr>
<td>educational facilities</td>
<td>325.11</td>
<td>9.75</td>
<td>9.75</td>
<td>39</td>
<td>383.55</td>
</tr>
<tr>
<td>administration</td>
<td>141.17</td>
<td>4.23</td>
<td>4.23</td>
<td>17</td>
<td>167.03</td>
</tr>
<tr>
<td>*chapel</td>
<td>126.13</td>
<td>3.78</td>
<td>3.78</td>
<td>--</td>
<td>133.78</td>
</tr>
<tr>
<td>dressing rooms</td>
<td>37.2</td>
<td>1.12</td>
<td>1.12</td>
<td>--</td>
<td>39.44</td>
</tr>
<tr>
<td><strong>Total for enclosed space</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>1643.68m²</strong></td>
</tr>
</tbody>
</table>

*circulation figured in...
# General Space Requirements

<table>
<thead>
<tr>
<th></th>
<th>net</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>basketball/volleyball/tennis courts</td>
<td>81m x 5m</td>
<td>405</td>
</tr>
<tr>
<td>swimming</td>
<td>5.58 x 2.33</td>
<td>13</td>
</tr>
<tr>
<td>rancho</td>
<td></td>
<td>55.8</td>
</tr>
<tr>
<td>parking</td>
<td>4.417 x 9.3</td>
<td>41.08</td>
</tr>
<tr>
<td>carports (4)</td>
<td>4 x 3.72</td>
<td>14.88</td>
</tr>
<tr>
<td>Total for nonenclosed space</td>
<td></td>
<td>529.76m²</td>
</tr>
</tbody>
</table>
Special Environmental Requirements By Space

1. Living units must have unobstructed visual access to as much interior area as possible for minimum security.
2. One staff bedroom needs to be close to the student's sleeping quarters while the other should be located away from these two for privacy. This is also related to the typical arrangement of a Dominican house of this size. One bedroom is always behind or near the kitchen for the live-in maid.
3. Staff rooms should have separate entrance.
4. Student's sleeping space should have a minimum window space of 2.8m or 30 sq. ft.
5. Exterior sinks should be located near kitchen and have roof overhang to protect from rain.
6. Roads for vehicle access should strive for no greater than a 10% slope, 15% is maximum.
7. Because of slope, houses must be built on at least two levels.
8. All water closets must be located on the perimeter of the building or if located internally, must have a raised roof for ventilation.
9. Houses should utilize a floor plan that could provide good resale value in this locale.
The campus in general should have a distinct flavor of its own, not American, not typically Dominican (dirt floor/tin roof). It should produce spaces where the students feel free to develop their own unique individuality while allowing the staff to maintain minimum security. All spaces should take advantage of the interior/exterior potential presented by the excellent climate. Some goals and ideals for the required spaces are as follows:

Living units: this physical confine is the essence of the program. Within the living unit, the students are encouraged to grow and learn who they are as persons as well as how they relate to others in a group situation. There should be a strong focal community space and it should have a strong tie to the outdoors.

Educational facility: open and flexible with a minimum of walls, spaces that don't need separation should flow into each other.

Chapel: create a sense of mystery and awe, entry to chapel should be a ceremony. Atmosphere inside should be quite meditative as well as having the potential to be very community oriented. This change may be brought about with lighting.

Exterior space: the exterior or negative spaces should be handled with as much care and sensitivity as the buildings or positive space. The client requests that each living unit have a planted area that is a continuation of the indoor space.
General Building Criteria

Materials: wood, concrete, and steel are available building materials.

Due to the environment, some materials are much more advantageous to use than others. Wood is a very poor material to use in the Dominican Republic. It is a scarce commodity and its price is comparable to steel. It must be treated approximately every five years to prevent termite infestation. Steel is expensive and its availability at this point is unknown. Concrete is the cheapest and most commonly used construction material in the Dominican Republic. The most common form used is concrete block which comes in typical sizes of 16" x 6" or 16" x 8" for larger construction. 16" x 4" is used for interior dividers. Corner or end blocks are sometimes difficult to obtain. Spans on floors and ceilings often utilize pre-stressed concrete slabs.

Scale: most buildings are one-story in scale and basements are not used. Reasons are yet unclear. Perhaps the cost of excavating makes it prohibitive or maybe the soil isn't suitable.

Metric system: a curious paradox occurs in the dimensioning system in that the Dominican Republic is officially using the metric system but often some of the measurements and units are still done in English units. (One example is typical block size.)

For ease in computing areas, the following equivalents are given:

\[
\begin{align*}
1 \text{ mm} &= .0397 \text{ inches} \\
1 \text{ m} &= 3.281 \text{ feet} \\
1 \text{ mm}^2 &= .00157 \text{ inch}^2 \\
1 \text{ cm}^2 &= .155 \text{ inch}^2 \\
1 \text{ m}^2 &= 10.765 \text{ feet}^2
\end{align*}
\]

\[
\begin{align*}
1 \text{ inch} &= 25.4 \text{ mm} \\
1 \text{ foot} &= .3048 \text{ m} \\
1 \text{ inch}^2 &= 645.16 \text{ mm}^2 \\
1 \text{ inch}^2 &= 6.4516 \text{ cm}^2 \\
1 \text{ foot}^2 &= .0929 \text{ m}^2
\end{align*}
\]
Purpose:

To provide a school for exceptional students and their families, comprised of experiences unique and intensive enough to maximize personal growth socially, emotionally, intellectually, morally, and spiritually without stigma or damaging side effects, and to combine positive training and experience so as to produce the two basic ingredients of lasting alteration in lifestyle: 1) a change in the individual's value system, and 2) a change in group identification.

Concept:

While counseling the family, endeavoring to aid them in the development of an adequate mode of problem solving, the child acutely reacting to conflicts in the home is removed to a totally foreign cultural environment where, in a therapeutic milieu, he is restored to a rational, nonreactionary lifestyle.

The most apparent vehicle for such programming is a service-oriented experience in a hospitable foreign country, contiguous to the United States.

Major immediate benefits experienced are:
1. "Positive" containment by virtue of the very foreignness of the child's surroundings.
2. Total relief from damaging domestic and/or peer relationships.

Culture shock is described as a form of psychological disorientation produced by a sudden and complete change in one's cultural environment. The effect is proportional to the amount of difference between the individual's normal cultural milieu and that in which he is immersed. A change in climate, racial enclosure, geographical surroundings, mode of transportation, diet, friends, daily routines, coinage and language tends to make an adolescent markedly more dependent upon others for approval and emotional supports, and noticeably more tractable, capable of new perspectives. This condition greatly enhances communication possibilities and offers the child unique and extraordinary occasions for making the positive value discoveries essential to personal growth.

Program Format:

Escuela-Caribe is headquartered in the village of Jarabacoa in the beautiful highlands of Dominican Republic. The school is organized into four units. Each unit consists of four faculty members who comprise a team working with 6 to 8 students. Each team member has his respective duties, (i.e., the team leader, the homelife counselor, the school teacher, and the group leader). This team of four people is responsible for the care and education of the students in their unit. Each unit occupies distinct and separate facilities than the other units of the school. Presently the four units of Escuela Caribe are located in four houses in Jarabacoa with the offices of the school in the LaSalle center in the city of Jarabacoa. An eighteen acre campus is being developed for future occupancy.
Escuela Caribe has purposely chosen to organize into small family-size units for the following reasons:
1. to provide a home-like setting for the students of the school.
2. to become more integrated into the dominican community and the culture of the country.
3. to provide more personal contact between the teachers and students of the school.
4. to provide greater ease in traveling in the country
5. to aid students in their experience though small group integrity and positive association with others within their group.

Weekday mornings, after minor housekeeping chores, are occupied with schoolwork. Excellent, accredited academics are furnished each child through the University of Nebraska and The American Schools of Chicago. Skilled teachers provide individualized assistance to students in small groups.

Afternoons are reserved for service, recreational and cultural enrichment activities. These include assisting in hospitals, dental and nutrition clinics, and Christian missions, participating in intermural sports, horseback riding, swimming in mountain rivers and coastal waters, hiking, and trips to virtually every region of the country, visiting in major cities and small villages also.

Moral and Spiritual benefits are derived from Sunday church services augmented by daily Devotionals and regular counseling on a one-to-one basis. By special arrangement, we provide opportunities to attend native church services.

Excellent medical and dental services are provided by national specialists committed to caring for students of Escuela Caribe.
ADMISSIONS

Requirements

Normal boys and girls, ages 14 to 18 years who are underachieving academically, or who may be experiencing other adjustment difficulties. A religious preference toward Christianity and an interest in travel are also factors favoring enrollment.

Procedures:

Students may be enrolled in the Caribe-Vista School during any month throughout the year. An appropriate first step in the admissions procedure is a phone call to the Director of Admissions, Mr. Timothy Blossom, to discuss the matter briefly and ascertain availability of space. Next, an interview will be scheduled with both the referring party with the student, and after pertinent information, case material, etc., is reviewed an admissions determination is made. The contract is then completed, together with the required forms, and travel arrangements discussed.

Terms:

All educational, recreational, counseling, and cultural enrichment services plus board, room and travel are included in the contract fee (see table of fees following).
Nancy:

4 (Four)

We'd like to develop a campus with houses designed to accommodate 4 faculty members and 8 students each.

Each house would be self-sufficient, i.e., complete kitchen and provide for the residents as one's own home.

Until we build a school building in the future, school would be held in each house as is presently done.

Having unique design and/or decor from each of the others placed in spacious area with gardens of shrubs and trees.

We'd like to construct the following also:

1. Chapel
2. Rancho - Club house with out-walls typical in D.R.
   with small kitchen & toilets
3. Barbecue pit and campfire area
4. Tennis, Volleyball, Basketball Court
5. Swimming area
6. Cistern - Reservoir - Underground water tank
7. Recreational and park area

I've described the weather and climate a little in the other material the I've already sent. The Caribbean is a little cooler, a little breezier but generally just more heavenly. Described by the people of the D.R. as the most & Ideal climate in the Island.
Agricultural community
Very poor people in vicinity
Jarabacoa is a vacation and tourist center from the D.K.
yet most of the people are unaffected by tourist trade.

Soil is rich and good for agriculture
profusely littered with stone
and rock of too poor a quality
for most construction.

Portion A will be principally used for building site since it
is close to the road and power lines. Also slope and features
are more suited to building the Portion B which will be considered
primarily for recreational function.

Good spot for a small dam
to create natural swimming area.

David L. Henckel
Apto. 26, La Vega,
Dominican Republic, W. I.
A sketch of our current design with note about its positive and negative features. Basically, it's a good plan but I'd like to come up with another good alternative.

- Only one bedroom for 8 students (too small)
- Staff room next to student room
- Private entrance for staff
- This room serves as a group counseling room - should be included in your plan.

- Wide opening French doors or sliding glass panels
- Covered porch extends living area
- Washing area outside

This whole house is a little too small. A major compromise to keep the price down to $20,008.00

Please observe the codes in the state of Indiana for recommended sq. feet of space per child, and design according to your own state requirements.
PURPOSE

To provide selected young people with unusual educational experiences fostering personal growth.

CONCEPT

To broaden perspectives through culture-shock and experience-oriented learning

Culture-shock is a form of psychological disorientation produced by a sudden and complete change in one's cultural environment. The effect is proportional to the amount of difference between the individual's normal cultural milieu and that in which he is immersed. A change in climate, racial enclosure, geographical surroundings, mode of transportation, diet, friends, daily routines, coinage and language tends to make an adolescent markedly more dependent upon others for approval and emotional supports. He becomes noticeably more tractable and capable of new perspectives. This condition greatly enhances communication possibilities and offers unique and extraordinary occasions for making the positive value discoveries essential to personal growth.

Experience-oriented learning is based upon the principle that the most successful teaching involves the student in the discovery process. The entire Caribe-Vista experience is carefully planned to provide our students a maximum opportunity for discoveries relating to life's major areas!

PROGRAM FORMAT

Our Caribbean headquarters is near the village of Jarabacoa in the beautiful highlands of Dominican Republic. This comfortable facility was previously used as a seminary by the Brothers of LaSalle, a Roman Catholic order.

Weekday mornings, after minor housekeeping chores, are occupied with schoolwork. Excellent, accredited academics are furnished each child through the University of Nebraska and the American Schools of Chicago. Skilled and stimulating teachers provide tutored schoolwork on a one-to-one basis.

Afternoons are reserved for service, recreation, and cultural enrichment activities. These include horseback riding, swimming, plying the colorful coastal waters for shellfish and bonefish, hiking in the mountains, sociology, anthropology and archaeology field trips, snorkling in lavish coral reefs, visits to exotic native markets, native villages with mud huts, primitive mountain peoples and waterfront boat wharfs, attending national and international sporting events, plus participating in colorful native festivals.

Sunday church services augment the moral and spiritual benefits derived from the 'Devotional Spot' held each weekday evening.

Excellent medical, dental, psychiatric, and other ancillary services are provided by national specialists committed to caring for safari members.

PROGRAM DYNAMICS


2. Remedial academics: students are tested for specific deficiencies, and courses are carefully matched to curriculum requirements of graduating high schools. One-to-one tutorial assistance for the equivalent of a school year is provided by dedicated specialists!

3. Experience-oriented learning: programmed to meet each child's individual needs.

4. Socialization: through nightly group interaction plus impromptu helping sessions at crucial times.

5. Role modeling: excellent relationship potentialities are provided by a wholesome, youthful staff with a ratio to students of 1 to 2!

6. Cultural enrichment: through the broadening effect of travel, anthropology field trips, peace-corps type service assignments, language study, and similar experiences.


8. Social casework: problem area counseling to help promote selfunderstanding and provide a rational basis for making the crucial choices currently confronting American youth. Regular comprehensive reports are sent to parents and referring persons every sixty days.

9. Intensive character building and leadership training: designed to develop responsible, contributing members of society.
You're Beautiful

Look at the audience unless referring directly to a drawing

Conceptual Diagrams - Good idea

Meyer - Study Sewage Treatment

Wyman - Not as primitive as you seem to express

Meyer - Difficulty in sensing spatial relationship sense of community

Too separated - Not density, but definition, identity

Wyman - Watch for pre-conceptions

Meyer - Develop the entourage

Don't put yourself down - Be positive

Palmer - Three traditional building types

1) Open
2) Massive
3) Semi-buried

Palmer - Put scales in both meters and feet

Meyer - All development equally important

Wyman - Zoning sheet oversimplified

Blend together or be more specific

Scattered scheme lends itself to prototypical solution

Territorial quality of Ranchero

There is more pattern than your schemes than indicated

Possibly more residences - ask them

Good start

Take a camera
Don't be negative about yourself

Wyman - Questions inclusion of school in spite of program
  - School & Administration not lined up with other buildings
    - Re-evaluate
  - Chapel is special. He questions the flat roof.
  - Chapel plan. Steps inhibit flexibility
  - Administration form weak. Re-consider second story
  - Take better advantage of breezes. Downwing openings
    should be larger

Meyer - Lecture room will want the most relief by breezes
  - Chapel form should be special

Wyman - Rework offices in Chapel

Meyer - Education rest rooms by doors

Wyman - Consider separate facilities for detention (rest room facilities
  - Exercise your knowledge of the profession. Expects altruistic

Meyer - House #2 rest room small. Seems like prison facilities
  - Not very private.

Wyman - Make something out of the fenestration. Chaotic

Meyer - Re-interpret some details. Nothing is new