ARCHITECTURAL THESIS
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Indianapolis Life Development Education Center
ACKNOWLEDGEMENTS

Indianapolis Life Development Education Center
I dedicate this book to my parents, Mr. & Mrs. Arthur E. Ferguson, my sister Marsha, and my dog Taffey, who never stopped believing in me. Thanks for all of your love, encouragement, and support, and for making this all happen...

Special thanks to Dr. Bruce Meyer for his encouragement throughout the years and my critics Professors Jack Wyman and Alfredo Missair for their guidance during thesis.
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PROJECT BACKGROUND

Indianapolis Life Development Education Center
Goals & Objectives

In recent years health maintenance has become a very real concern. It has become clear that today's major causes of physical impairment and death are largely preventable, and are rooted in poor personal health decisions and high risk lifestyles. The Indianapolis Life Development Education Center will be dedicated to the prevention of these. The ILDEC will be a facility planned for the public education of the human body, its functions and proper body maintenance and care. It will encourage healthy lifestyles, positive attitudes, and non-abusive personal decisions.

The ILDEC will be designed as a regional Health Education Teaching Center and will also function as a modern Health Education Museum which will have the capacity to serve all area school systems within a radius of 70 to 80 miles. Programs will also be available to interested community or private groups as well as patrons of the White River State Park.
Programs

The programs offered will seek to motivate positive attitudes toward the wonder of the human body, mind, and spirit that will inspire individual commitment to life itself. Programs will immediately be available in three areas with the possibility of others being added later. Initial programs include:

- Health Education: The wonders of the human body and its care and keeping inspiring, positive, self-concepts.
- Life Begins/Family Living Education: The miracle of life itself, centering on love, caring, sharing, personal and interpersonal responsibility and maturity.
- Drug Abuse Preventive Education: The respect for self which maximizes non-abusive attitudes and positive lifestyle decisions.

Suggestions for future programs include:

- Leadership Development Education: The identification and training of tomorrow's leaders today.
- Career Development Education: The exploration of life development through selection of and preparation for one's life work.
Approach

The Indianapolis Life Development Education Center will have a professional staff of Teaching Specialists whose enthusiasm, knowledge, and teaching techniques build a powerful and unique learning experience. Adding to their instructional power will be the sophisticated exhibits and electronics which are such an integral part of the approach.

Center Teaching Specialists will approach the examination of life and its programs, choices and decisions, from the positive viewpoint. An early decision to omit pathologies will allow the Center to concentrate its energies on life itself, on life leadership, and on physical, mental, and emotional health, presenting programs that inspire rather than alarm.
Users

The Center's Health Education Programs will attract groups of all ages from 4 to 94. The Leadership and Career Development Program participants will be cross sectional in the community and will include people from the academic, business, professional, and labor sectors, as well as upper level high school students and community volunteers.

Provisions must be made to ensure accessibility, comfort, and safety to all potential users of the ILDEC which may include the handicapped and the elderly as well as the very young. The following pages include criteria that may serve as a guide during the schematic design and design development phase of a project planned for use such as that of the Center's.
Staff

Since the Center will control the number of classes per day and number of students per class, it does not need to staff for infrequent peak periods. Initially the Center will probably be nowhere near its maximum attendance capacity, but even when attendance builds up the Center will be completely under control, as all visiting groups are scheduled into classes by advance reservation and thus easy to regulate.

Staffing needs at the Indianapolis Life Development Education Center can be anticipated from experience in similar institutions with appropriate adjustments based on anticipated conditions at the Indianapolis Center.

Classifications

Staffing recommendations for attendance up to at least 100,000 attendance are as follows:

<table>
<thead>
<tr>
<th>Position</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>Full Time, Contractual</td>
</tr>
<tr>
<td>Lead-Teaching Specialist</td>
<td>48 Weeks, Contractual</td>
</tr>
<tr>
<td>Teaching Specialist</td>
<td>48 Weeks, Contractual</td>
</tr>
<tr>
<td>Teaching Specialists (4)</td>
<td>Part Time, Annual Retainers</td>
</tr>
<tr>
<td>Secretary, bookkeeper</td>
<td>Hourly- 2 Hrs./Day</td>
</tr>
<tr>
<td>Secretary, general</td>
<td>Hourly- 4 Hrs./Day</td>
</tr>
<tr>
<td>Reservationist, a.m.</td>
<td>Hourly- 4 Hrs./Day</td>
</tr>
<tr>
<td>Reservationist, p.m.</td>
<td>Hourly- 4-5 Hrs./Day</td>
</tr>
<tr>
<td>Custodian</td>
<td>Hourly- 4-5 Hrs./Day</td>
</tr>
</tbody>
</table>
Professional Staff

EXECUTIVE DIRECTOR: shall serve as the chief administrative officer of the Center. He is directly responsible to the Board of Directors with full administrative responsibility for the execution of the policies of the Corporation as defined by the Board.

TEACHING SPECIALISTS: are expected to know the basic programs of the Center and to participate fully in the instructional demands of the teaching and curricular schedule. The specialist is a teacher's teacher and will be subject to the judgement of many visiting educators. The specialist must be carefully trained for the subject.

Part-time teaching specialists need to keep themselves available, especially in the months of October, November, March, April, and May. These months, at least in the snow belts of the country, are most popular for education excursions or field trips.
Operations Staff

SECRETARY/BOOKKEEPER: will prepare the financial forms, billing, payroll, daily deposits, and keep appropriate records of the monetary operations of the Center.

GENERAL SECRETARY: will act as personal secretary to the Executive Director of the Center. In charge of office procedures, the General Secretary will order material and services, prepare correspondence and necessary forms, and set up and maintain all Center records and files.

RESERVATIONISTS: The Center's major outside contact will answer the telephone, explain the programs as needed, and take reservations. These are entered into a master schedule book according to day, time, and program desired. The reservationist usually keeps attendance records and statistics, sends confirmations, collects fees from all visiting groups, works with Center volunteers, and helps out around the office as needed. Two part-timers can back each other up and are usually less costly to the Center than one full-time person. The phone should be manned all day, every weekday.

CUST/DIAH: is responsible for the cleaning, maintenance, and general upkeep of the physical facility of the Center.
Attendance

Attendance at the Center is projected upon the number of school children within a one to two hour driving range of the Center itself. In general, the shorter the bus ride, the better the attendance probabilities.

On the County map of Indiana, the circles enclose various mileage radii from the center of Marion County.

Zone I: 20 Mile Radius Ring
Zone II: 20-40 Mile Radius Ring
Zone III: 40-60 Mile Radius Ring
Zone IV: 60-80 Mile Radius Ring

Public Schools

Public schools have a total of about 498,900 within the Greater Indianapolis and the target radii areas. Based on conservative estimates derived from 1981-82 enrollment figures it is reasonable to assume that the public schools in the area would attend as follows during the first year of operation:

Zone I: 42,219
Zone II: 20,664
Zone III: 14,712
Zone IV: 7,805

Total: 85,400

This estimate yields an attendance total for public schools of 85,400 students, teachers (one per 25 students), and adults (one per each 15 students).
Parochial Schools

Catholic Schools have a total student population of about 12,500 in Indianapolis and another 8,000 within the target radii. The estimated attendance projection is 4,427 for the first year of the Center's operation.

Lutheran Schools have a total student population of about 1,000 in Marion County and perhaps another 2,500 within the target radii. The estimated attendance projection is 443.

Other schools, parochial and private such as nursery schools and special education schools will also provide a ready market. Attendance projections are made at 2,213.

Adult groups, families, and individuals will add another dimension of attendance estimated at 2,500.

In round numbers the ILDEC may anticipate a first year attendance of about 95,000 people, of which about 92,000 will be paid participants. The remainder will be non-paying guests of the Center.
Future Projections

All of the preceding projections depend upon substantial and early use of the ILDEC. It means that the Center must plan and work for commitments from school systems prior to its opening by at least 18 months.

School budgets are set many months in advance. The School Boards can vote to send a certain number of students to the Center each year. The sequence of visits and programs can be carefully planned as part of the districts’ basic curriculum and the money can be appropriated many months before the building is even completed so that the money will be available at the proper time.

No matter how much work is done in advance, however, there will be uncommitted districts. This reserve of the uncommitted is the fuel for future growth. Given reasonably stable economic conditions the Center should, by reason of its powerful message and medium, increase its committed by five to ten thousand per year.

Year 1: 95,000  
Year 2: 104,000  
Year 3: 113,000  
Year 4: 122,000  
Year 5: 130,000

The ILDEC will probably peak in the area of 140,000 participants per year in current projected programming.
Capacity

Under typical operating conditions the visiting group size will be less than capacity. During peak demand periods, usually in the fall and late spring, it is possible to "load" the theaters by combining visiting groups. When loading is possible, the average number of participants per period per teaching theater can be boosted up to 90.

The Center will work with three shifts of students during the school day and will be able to schedule up to five programs per shift. Using these figures the maximum per day building capacity can be computed.

\[
\begin{align*}
90 \text{ students} \times 5 \text{ theaters} \times 3 \text{ shifts} \\
90 \times 5 \times 3 &= 1350 \text{ per day}
\end{align*}
\]

Given 180 school days per year, the maximum theoretical building capacity for the school year approaches 250,000 participants (1350/day \times 180 school days = 243,000). This is more than enough capacity for any reasonable projection of attendance in the Indianapolis area.
SITE BACKGROUND

Indianapolis Life Development Education Center
Criteria

About 90 to 95% of the attendance at a center like this will arrive by bus from school systems at some distance from the ILDEC therefore, proximity to a major roadway or interstate should be a major consideration for choosing a site. By thus locating the Center:

*the arriving school bus spends little time on clogged city streets, thus reducing the potential for late arrivals which can be disastrous to tight scheduling of the Center's programs

*travel time from school to the Center is kept to a minimum, thereby maximizing the potential for school use of the facility and

*maps of and directions to the Center will be simpler and easier to follow, making it much less likely that a bus driver will get lost.

The ideal site would be near the central area of Indianapolis and no more than five minutes from an entry/exit ramp of one of the interstates in that area. Another important consideration in choosing the site might be its proximity to a well recognized landmark. A Center located near a landmark would be easier to find than one hidden away on some back street. A site that is aesthetically pleasing to the eye is also highly desirable.
Location

With the above mentioned considerations in mind, I've chosen to locate the ILDEC on the White River State Park Development. This central Indianapolis site will soon be an aesthetic landmark within itself.

"Celebration of Life" is the theme of the White River State Park which provides spirit and becomes a unifying element in providing a strong relationship between the site and the Indianapolis Life Development Education Center.

The State Park Development is presently in its planning/schematic design phase. It will be located four blocks west of Monument Circle in downtown Indianapolis.
Boundaries & Size

Overall the 267 acre White River Park Development is bound by White River to the northwest and New York Street to the northeast. Washington Street, which will be rerouted, will border its southern edge. West Street and White River Parkway will serve as east and west boundaries respectively.

More specifically, the Quadrangle where the Center will be located will consist of four buildings that will shoot off the east-west Market street axis and the north-south military park axis.

The Center itself will be located on approximately 2.3 acres of land in the southwest corner of the quadrangle and will provide a strong focus to the main entry of the park. The ILDEC along with the three other buildings will surround a central public space.
Access to Site

Indianapolis Life Development Education Center
The Canal

The Water Company Canal, now owned by the White River Park Commission, from I-65 south to the White River, provides the potential for a major open-space pedestrian link between the River and adjacent downtown activity centers. Its beautification can extend the park's influence northward in dramatic fashion.

The portion of the canal between I-65 and Ohio St. will be developed as a pedestrian promenade and the land adjacent zoned to encourage office and residential development.

The canal will flow from Military Park to the central public space in the Quadrangle where it will pass through the ILDEC site on its way to the grand entry where it will then branch off in two directions and continue through the park until it reaches the river.

In addition to providing natural aesthetic benefits the canal will connect the Center to major historic elements such as Military Park, Washington Avenue, McCormick's Rock, the Pump House & the Beverage Co.
Indianapolis Life Development Education Center

The Canal

Zoo Site

White River

SITE
Parking

The state highway system and city freeway loop link both the state and metropolitan area to the White River Park site. Access to and egress from the ILDEC site will conveniently occur from West Street and Washington Street.

The White River Park Master Plan has provided on-site parking spaces to accommodate the expected weekday attendance of the park. The Southeast lot which provides for approximately 1200 cars can be used by patrons of the ILDEC although additional spaces may be provided for school buses, the handicapped and elderly near the passenger drop-off on Park Avenue.
SPACE REQUIREMENTS

Indianapolis Life Development Education Center
<table>
<thead>
<tr>
<th>SPACE</th>
<th>S.F.</th>
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<tbody>
<tr>
<td>Entrance Gallery</td>
<td>1256</td>
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<tr>
<td>Reception</td>
<td>160</td>
</tr>
<tr>
<td>Exhibit/Lobby</td>
<td>7680</td>
</tr>
<tr>
<td>Auditorium</td>
<td>3840</td>
</tr>
<tr>
<td>Projection Room &amp; Storage</td>
<td>576</td>
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<tr>
<td>Public Restrooms</td>
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<tr>
<td>1 female @ 320 s.f.</td>
<td>640</td>
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<tr>
<td>1 male @ 320 s.f.</td>
<td></td>
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<tr>
<td>Storage</td>
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<tr>
<td>Teaching Theaters</td>
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</tr>
<tr>
<td>6 @ 900 s.f. ea.</td>
<td>5400</td>
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<tr>
<td>Audio Visual Prep Rooms</td>
<td></td>
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<tr>
<td>3 @ 240 s.f. ea.</td>
<td>720</td>
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<tr>
<td>Gallery</td>
<td>1920</td>
</tr>
<tr>
<td>Computer Room</td>
<td>1535</td>
</tr>
<tr>
<td>Faculty Room</td>
<td>640</td>
</tr>
<tr>
<td>Office</td>
<td>255</td>
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<tr>
<td>Conference</td>
<td>255</td>
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<tr>
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<tr>
<td>Faculty Storage</td>
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<tr>
<td>Faculty Restrooms</td>
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<td>1 female @ 64 s.f.</td>
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<td>1 male @ 64 s.f.</td>
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<table>
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<tr>
<th>Circulation @ 5%</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Total S.F.</strong></td>
<td>36392</td>
</tr>
</tbody>
</table>
PREDIAGN

Indianapolis Life Development Education Center
Programming

Information was compiled through interviews, books, magazines, feasibility studies, and a visit to the McMillen Center. From this research a program was produced. Attention was given at this time to the special needs of the handicapped and elderly. Also included was a section describing some of the major areas in the Center and their spatial functions.
Research

I chose the Indianapolis Life Development Education Center for my thesis project after interning at a firm that specialized in educational facilities.

An architect there informed me that the Life/Leadership Development Inc. was interested in starting a health education center for Indianapolis and the surrounding areas. I was referred to Bruce Brown, who at that time was the director of the White River Park Commission, for help in choosing a site for the project. As a result of the meeting with Mr. Brown, the project was to be sited on a quadrant in the White River Park Development.

I immediately began to collect and catalogue information that may be viable to a project of this sort. The McMillen Center for Health Education in Fort Wayne, Indiana served as the major influence for my project. Research was conducted on various building types such as museums, auditoriums, schools, lecture rooms, exhibitions, etc. and the information was indexed for later use.
Site Analysis

In the Master Plan of the White River Park, the quadrant in which my project lies was programmed as a Performing Arts Quadrangle. This proposal soon became obsolete with the renovation of the Indiana Repertory Theater downtown. I then sought the opportunity to propose a Life Center there reinforcing the theme of the Park "Celebration Of Life".

In addition to the Center, the quadrant could include facilities for leadership development, career orientation, physical fitness, etc. My building would set precedent for the others to follow.

The chosen site for the ILDEC seemed to offer a lot of potential for a project of this sort. I established a list of criteria for the site that would affect the design of my building. I felt it was important to

* keep the strong pedestrian axis running through the site from the Grand Entry to the Central Public Space of the Quadrangle
* bridge the building across the major pedestrian path without interrupting traffic flow
* allow water to surround and/or penetrate the building
Spatial Analysis

After programming and analyzing the site, I proceeded with development through another phase that linked me to the schematic design phase which I will call "Spatial Analysis". During this phase I proceeded to analyze the major spaces in the Center and their relationships to each other through a series of writings and drawings. I discussed the functional, psychological physiological, and environmental needs of the spaces.

This phase of the pre-design process was very helpful to me because I was able to go into the schematic design phase with a greater understanding of how the spaces should relate conceptually in plan and section and how the spaces relate as a whole.
At this point in the pre-design process I correlated my research, program, site analysis and presented it at the Arch 404 midterm jury. Listed are the comments and recommendations of the jury at that time:

**STRENGTHS:**

* good start for the study of the internal functions
* well-organized
* presentation of contextual data
* good graphics
* thesis subject
* detailed spatial & sequence studies

**WEAKNESSES:**

* no conceptual planning studies or the beginnings of organizational studies

**RECOMMENDATIONS:**

* needs to begin to correlate the building and its general purpose with the very specific site functions and potentials
* needs to investigate the interface between internal and external functions
Building Concepts

Upon recommendation of the critics I shifted my attention from my study on internal spatial relationships to make correlations between the building (external) and its potential on the site.

My initial concepts included plans to segregate storage and mechanical areas from the major activity spaces by placing them on the opposite side of the pedestrian path. I later decided to segregate the staff areas from the more public spaces to provide more privacy. Several schemes were developed from this concept.

Many of these early concepts/sketches show exhibition "pockets" that allow the pedestrian to step off the major circulation path and interact with the building. The pedestrian is allowed to look into the Center or maybe view a display on the exterior wall of the Center.

A major concern of Dr. Ronald Phillips, director of the McMillen Center, was the loading and unloading of school children from the buses. He felt that the children should unload at a point, enter the building, attend the programs and then possibly exit and board the bus at another location. This system works well at the McMillen Center. It helps keep down confusion between the bus loads coming and going.
The minor axis that runs east/west in several sketches are reflections of this concern. This minor circulation path was sometimes used to separate the staff from the storage and mechanical areas.

Several sketches of this concept seemed unsuccessful. After wrestling with several ideas, I decided to go back to simple geometric forms. I started out with the intersection of the major pedestrian path from the Grand Entry with the minor path from the bus drop-off. I denoted this node with a circle from which all other functions would develop. Gateways would be provided at each entrance point to formalize or emphasize the transition into the building.

After creating this intersection, I drew rectangles perpendicular to each of the circulation paths. Functions were assigned to the pieces of the rectangle. The auditorium and staff areas bridged the major circulation path. Beyond this area the complex opened up to the intersection of the paths. Exhibition space was on one side and the teaching theaters were detached physically through the use of water.
I studied this scheme at a larger scale in plan and elevation and model form and made a presentation at the end of the quarter. A similar presentation was also made to a jury composed of architects from Indianapolis. The comments of the jurors are recorded as follows:

**STRENGTHS:**

* good information, intensive & fast process during the quarter
* reaching a good understanding of the richness and potentialities of the project
* analysis
* site choice
* program/Celebration of Life
* careful analysis of functions & functional relationships

**WEAKNESSES:**

* commitment to knowing about neighbor possibilities
* sense of enclosure with building envelope
* entrance from drop-off area seems to be a back-door entrance

**RECOMMENDATIONS:**

* get more site specific
* establish precedents for site & neighbors
* needs for enlargement and refinement of the program to define and generate a clear design criteria
* needs to re-review previous ideas and attach priorities to diverse elements
SCHEMATIC DESIGN
As a result of these critiques I was able to critically examine what I'd done so far and re-evaluate my design process. At this point I decided to continue with the spatial analysis which I hoped would lead me to a more logical solution.

Completion of the analysis led to more logical building concepts. At this point I began to think back to the basic site/building concerns; the major pedestrian path through the building, nodes, trees, water, the building as a gateway, etc.

With these concerns in mind I was able to sketch a general site/building concept, and later use the results of the spatial analysis to layout interior spaces. This became the turning point in my design process.

Basically my plan was a building (rectangular) with public spaces separated from the specialised teaching theaters by the major circulation path. Water was to surround the complex.

The new scheme seemed to work well conceptually, but the challenge began when I increased the scale and tried to maintain the basic spirit that my smaller sketches portrayed.
My first schemes included plans for the circular node to function as an entrance to and through the Center. The main public activities of the Center would take place to the east of the node in a rectangular fashion and the teaching theaters would organically wrap around to the west.

After testing several ideas my building became a two-story design with exhibition, reception, staff, storage, and public facilities on the 1st level and auditorium, gallery, computer room, and mechanical space on the 2nd level which bridged across the pedestrian path on the second level to connect to the teaching theaters which radiate out from the entrance node, three on the first level, three on the second.

Interior circulation separated public from private functions and played an important role in the layout of the second level.

In these plans, I relied on the juxtaposition of basic geometrical shapes connected by a circulation spine. Inside the basic rectangular shell of the Center was a carving away of organic forms. On the first level a play is made between positive and negative space. The glass block wall reflects the curve of the low sitting wall along the pedestrian path. A gallery on the second floor overlooks the main exhibition space and leads to two outdoor balconies which overlooks a plaza that is surrounded by water.
A presentation was made to the jury consisting of a site plan, floor plans, section, axonometric & elevation studies. Listed below are strengths, weaknesses and recommendations for improvement of the project at this point:

**STRENGTHS:**
- very strong criteria for the design development
- clear understanding of image potentials and surroundings manipulation (i.e. water reinforcing uniqueness of the building)
- interesting proposal of step by step involvement of visitors through the approach and penetration to the building
- a lot of "life" to the scheme

**WEAKNESSES:**
- some functional obstacles need to be corrected, mainly vertical & horizontal circulation
- the geometric refinement is in the stage of a cosmetic approach and needs to be associated with the rationale of the whole project
- role of movement in organization of building, both functionally and spatially

**RECOMMENDATIONS:**
- needs to address
  - contextual factors (materials, scale, etc.)
  - functional use of water
  - facade development (rational form, construction, fenestration)
DESIGN DEVELOPMENT

Indianapolis Life Development Education Center
My initial concern after the Arch 405 midterm review was to solve the massing problem which existed between the entrance gallery and the auditorium on the second level. The height of the auditorium had overpowered the entrance. By placing the auditorium on the first level, feeding directly off the more public exhibition space, and putting the staff area on the second level thus obtaining a better separation from the public, this tension was eliminated.

Minor vertical circulation changes were made. Elevators were moved off from major circulation paths. The public facilities area is moved from the east wall to the west wall and includes an area for lockers and an alcove for telephones and drinking fountains.

Spaces for the teaching theaters were laid out by angles that radiate from the entrance gallery. These lines later became a visual expression of geometry in the form of concrete beams that radiate from the center of the cylindrical form thus framing the outdoor garden below.
Progression towards the end of the quarter led to the clarification of the function of the entrance gallery. The spiral stair was replaced by a ramp to the second level that ran along the perimeter of the circular space. The 8' wide ramp was surrounded by windows with views to the outside that followed the ramp slope on one side and a wall with punch outs for views to the interior of the entrance gallery. Along this wall would also be information, posters, etc. pertaining to ILDEC activities.

The sloping of the strip windows in the entrance gallery led to the further development of the facade using this motif.

Requirements for two exits from each teaching theater led to exits notched out from the west wall, which resulted in a richness that was not there before. Ramps were provided from the second level to grade.
FINAL DESIGN

Indianapolis Life Development Education Center