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ABSTRACT

THESIS PROJECT:
BLAINE COMMUNITY ELEMENTARY SCHOOL
ABSTRACT

Believing that an educational facility can and should be more than just a school, this project seeks to maximize the effect upon, and the use by the entire community in which it is located. Such a facility and its associated activities can become the center of neighborhood activity and interaction, can encourage physical and social stability in the community, and can enrich the lives of not only the children but every inhabitant of the community.

Due to the diversity of activities, the facility desires the ability to be zoned so as to efficiently utilize the spaces and control the activities and participants.

Present school policy and programs dictate the use of the open plan for the primary educational space. Systems and dimensions are such as to ensure maximum flexibility and convertability.

Spaces such as the gym, multi-use areas, specialized education rooms, etc., are all spaces which can be utilized by the community and are located in such ways as to make them easily accessible and related to outside activities.

The site is developed in a variety of ways depending upon vegetation, distance from the facility, and natural aesthetic potential. The normal recreation-
al facilities are joined by a park and an ice-roller skating-community activity-recreation area.

The scale of the surrounding neighborhood and the participant-users was a constant consideration and lead to the small scale massing and exterior expressions.
MODIFIED PROPOSAL
for
BLAINE COMMUNITY ELEMENTARY SCHOOL

SUBMITTED: SEPTEMBER 15, 1972

ORIGINALLY
SUBMITTED: MAY, 1972
PROPOSAL
FOR ARCHITECTURAL THESIS

In the past ten years Muncie Community Schools has constructed two new high schools. Having amply provided facilities for secondary education, Muncie Community Schools has turned its attention to improving its elementary school facilities. Two new elementary facilities are presently being planned and/or built. Such an extensive building program has depleted the funds of the school system, so that no major new construction can be expected for a few years. This is unfortunate in that at least one elementary school district is in need of a new facility.

The Blaine School area, south-east of the center of Muncie, is a changing neighborhood, with a very old facility serving as its elementary school. It is here proposed that an elementary school facility for the Blaine community to replace the present inadequate and obsolete facility be considered and designed as soon as possible. It is maintained that such a project be of sufficient importance so as to merit more immediate attention. It is here proposed that such a project be an appropriate subject for this architectural thesis.

This project was chosen because of an interest
in educational facilities, and the possibility of potentially being able to have access to recently developed and used programs.

The objectives of the project will be to: design an elementary school facility for the Blaine community; to establish and maintain communication with the office of Muncie Community Schools, expecting the interaction to be of mutual benifit; to work in a hypothetical, but realistic situation, as similar as possible to that which will be encountered professionally, excluding all phases of design, research, clientele relationships, etc.

The site location will be determined after consultation with Muncie Community Schools. The expected size of the facility is approximately seventy-thousand square feet.
PROGRAM
FOR
BLAINE COMMUNITY ELEMENTARY SCHOOL

(ARCHITECTURAL THESIS)

SUBMITTED: SEPTEMBER 29, 1972
PROGRAM FOR
BLAINE COMMUNITY ELEMENTARY SCHOOL

NATURE OF THE PROJECT

Identification - The facility proposed will be an elementary school, known as the Blaine Community Elementary School. It will replace the now obsolete facility known as the Blaine Elementary school.

Purpose - The purpose of this facility will be to house the educational activities of a 700 student, K-6 program (kindergarten through sixth grade). This program will serve children from 4 to 12 years of age who represent a broad spectrum of social, economic, and family backgrounds, and physical, mental, and emotional maturity and needs.

In addition the facility will serve as a center of community involvement, being used by different elements of the community in both school and non-school related activities.

Validity - Muncie Community Schools has adopted the concept of the "community" school facility as a method to involve community wide interest in the actual use of, and the educational activities housed in, its facilities. By stressing the "community", the school system is striving to become a unifying
element not only in the individual neighborhood, but also throughout the city as a whole. The value of this facility will be its effect upon the lives and futures of the students who will attend it and the community who will participate in its many activities.

**Justification** - The present Blaine facility was built in 1898 as a combined gradeschool-highschool facility. In 1957 it was remodeled and converted to total gradeschool use.

A new facility is now justified because the old building is now obsolete and beyond practical or economical rehabilitation. Due to its nature and construction, it cannot accommodate modern teaching techniques or equipment. The character of the building recalls an educational system and society long since past, and as such is a symbol of digression, obsolescence, and frustration. A new school incorporating not only modern philosophies and facilities, but also a spirit of dynamics and usefulness, will provide not only a much more valid educational experience for the children, but will also affect the entire community.
OBJECTIVES

Philosophy - In the past, American educational philosophy has been dominated by three ideas of what an educational system should provide: social adaptation, good citizens, and productive units. Since the American educational system was conceived, organized, and developed in a country and society obsessed with industrialization and mass production techniques, it is not surprising to find that to produce the three above mentioned objectives, the educational system devised programs and methods very similar to those used in industrial production. The product of this education factory was students. This analogy is fairly complete, even to the point of visualizing molds, with the child being forced to fit "acceptable" molds. There is even a "quality control" provision in which the product (student) is constantly being tested to see if he should be allowed to remain with his "batch", the results being expressed in "superior", "standard", and "reject". As in most factories, the facility is closed to the customer (parents), (except on open-house days) so as not to disturb the workers (teachers).

The ridiculousness of this system is all too apparent. The product should not be students. The product is learning (knowledge). The student is the
worker producing the product. It is knowledge that should be tested, not the students. It is knowledge that should be moved in batches, with the student workers applying themselves independently, but with supervision, to perfect their product.

When seen in this light, schools become not facilities for teachers to produce students, but facilities designed for students to produce learning, the true product. In such a situation the student is encouraged to learn, not just produce. It is generally agreed today that producing is not synonymous with learning. Since he is no longer a commodity to be compared and judged, the student can enjoy his learning experience, and enjoyment will motivate the desire to independently seek the furtherance of his own experiences, which in turn must only lead to increased knowledge.

This philosophy must stress learning and not producing, and inspire learning instead of demanding it. In such a system the pupil will relate to knowledge and his own progression instead of peer comparison since there will be no formal class distinctions. By associating with several teachers and several different students of varying ages, there will be no conception of progression from plateau to plateau, but instead the perception of achievement along a gen-
erally ascending line of accomplishment. As such there will be none of the turmoil and anxiety associated with the peer comparison, failure, and possible retention (i.e. separation from the peer group), as seen in schools today. Since the student does not identify with a "class", he will not be disturbed when he either slightly leads or lags others of his age since he identifies with others of his own capabilities as he advances. This implies of course that a slower child may still require seven years to complete a normal six year elementary program, while a gifted child may require only five, or less. In either case the student will be able to maximize his potential, and neither will ever have much feeling of difference since at no time will either be separated from his peer group, friends and fellow students, and both will be equally prepared to advance to higher levels of learning, which is not typically so today.

Such a program requires highly motivated, adaptable, skilled, involved teachers and professional workers; a very flexible, versatile, open facility; a wide variety of interesting subject matter and instructional materials; and an open minded administration.

In this environment the child will develop a sense of self discipline, social interaction, cur-
iosity, involvement, and pleasurable learning. Most importantly he will develop a self concept of successfullness, progression, capability.

It is not to be expected that the proposed system of instruction and individual progression will imperatively remove all sensations of competitiveness. First, every student will be aware of the progression of those around him and will at any one time be, to a degree 'competing' with those of similar capability. Also, due to the openness of the facility, and the freedom of the students, each student will be able to come into contact with other students of a much wider spectrum of progression. Indeed, it is conceivable that more advanced students can be encouraged to assist less advanced ones. In fact it is possible that the contact with more advanced students may be just as, if not more important than classical instruction.

Secondly, it is believed that a student can, in a matter of speaking, be inspired to compete with his own capabilities. Since by nature people seldom do the best that they are capable of, the challenge to indeed do 'what they are capable of', is a type of competition more acute and dynamic than that posed by another person. A person who competes only with the 'concept of the average' aspires only to be better than the average; or at best, better than the other
"best", which may or may not even be average. A person who has learned to compete with himself aspires to always better himself irregardless of where he is relative to others. This is much more valuable than "beating the competition", as it not only produces more independent, free characters, but also develops more highly motivated and productive achievers.

This approach, possibly called Integrated Learning (def: integrate- to form into a whole, combine, unite) combines all of the classical emphasis and philosophies of education together with a new approach to group organization and material presentation to produce a new concept in education. This new philosophy has lead to the development of the "open plan" facility.

Although in theory, a totally open plan facility appears to be the most appealing, in reality there are conditions which suggest that the facility should be capable of providing certain amounts of closed spaces. The two most outstanding reasons being: 1) the transition period, 2) special circumstances.

Considering the student composition at Blaine School, the ability of any new facility to allow for the gradual adaptation of the students (and faculty) to the new concept is important. Several of the
students are noted for their lack of responsibility, controllibility, and social-intellectual incentive to learn. Especially the older students, who are used to working in a closed system and have grown to expect the type of environment and authoritarian control more inherent in such a system, could have trouble adjusting to such a facility. A facility flexible enough to provide closed spaces could easily alleviate this problem. The older students could be assigned to closed spaces, while the younger students could begin in the more open spaces. As the students progress, more of the facility could be opened to serve the students who have learned to function in the open plan.

In a facility purposefully intended to accommodate an imaginative, flexible program, it can be expected that at various times, for various reasons, one or more parts of that program will require a closed space; the position, size, and nature of which it is impossible to determine at this time. Such reasons as special classes, groups of students unable to cope with the open plan, new subjects or presentation techniques, etc., all may require closed type spaces.

The necessity for an extremely flexible facility has already been discussed. It is here suggested that part of that flexibility should be the ability to provide a wide variety, amount, and configuration
of closed spaces. This will accommodate both of the conditions above and provide an added dimension of versatility to the facility.

To continue to develop this philosophy of what a school facility can and should do, a school facility should not just be a place for students and teachers. Since it is paid for by the local community it should be available as a community facility, which the entire community can identify with and use. By its very nature it should attract community involvement. By doing so it can become a multifaceted facility serving not only the educational program, but by its presence enriching the entire community. The school becomes part of the community, but more importantly the community becomes part of the school.

Statement of objectives - The purpose of this study is to further develop the philosophies expressed here by actually designing a facility which is consistent with that philosophy.

Such a facility must:

1) respond sensitively to all influences found in the neighborhood.

2) provide a facility capable of accommodating the educational program as detailed.

3) provide a facility capable of accommodating use by the community.

4) provide a facility not only capable of, but inviting to use.
5) provide a facility that will by its presence encourage the social stability, the physical stability, and the maintenance of the community.

In addition, a goal of this study will be to maintain a dialogue with the Muncie Community Schools in the belief that they will be the one single most important source of information and appraisal, and that such a project may be of interest to them, and be beneficial input for any further new facility.

In addition, it is strongly recommended that reference be made to the adopted program publications of the Muncie Community Schools entitled, Elementary Project I, and/or Elementary Project II.
CONCEPT

Region - The site, being located in Muncie, lies in the east-central section of Indiana. Although the rural area of this region are noted for their profitable mixed agricultural based economy, the populous areas, of which Muncie is one of the largest, are very highly industrialized, and are based on a commercial-industrial economy.

City - The city of Muncie has historically been a prosperous one, due to the business capabilities and financial good fortunes of several local industrialist families, who have guided and influenced its economic and physical growth. Although this is no longer the case, the results of decades of such development still are strong elements which affect the city.

The city is served by four state highways. State Road 3 runs north and south through the center of the city, State Road 32 runs east and west, State Road 35 runs roughly north-west and south-east, and State Road 67 runs roughly south-west and north-east. The city is also served by a large number of railroads and a modest airport. It should be noted that although Interstate 69 does not come into close contact to Muncie, it is sufficiently close to effect the traffic patterns and supply routes to and in the city.
Also of note is the White River which winds through the city and is important as both the city's water supply and its waste discharge.

**Neighborhood** - The neighborhood in which the site is located will be considered as that portion of the city which the proposed facility will serve, the elementary school zone roughly bounded on the west by Beacon St.; on the north by the Nickle Plate and St. Louis Rail Roads, and the White River; on the east by Meeker Ave.; and on the south by the Muncie Belt Line rail road tracks, and Memorial Ave.

The neighborhood lies to the south-east of the center of the city. Demographically the area is a changing one in which the percentage of non-whites is rapidly increasing. Presently the area can be divided along Macedonia Ave., with the portion to the west being predominately non-white, the area to the east being predominately white.

**Traffic** - The neighborhood is cut by three heavily traveled streets. Macedonia runs north to south and cuts the area almost exactly in half. On the north, Burlington Ave. cuts diagonally through the neighborhood. To the south, Memorial Ave. a very heavily traveled street, both boarders a portion of, and isolates another portion of the school zone.
Adjacent influences - A major influence in the area is an industrial-service activity area with its associated rail and trucking terminals which begins on the north-west corner of the designated neighborhood, follows the railroad tracks to the river where it turns and in a crescent configuration runs through the area to terminate on the south-west corner, thus cutting the residential fabric of the community into two segments. This industrial zone boarders within one block the present facility's location. The other two sides of the schools property are boardered by residential uses. (See Site Analysis)

Site - The site lies between 5th. Street and 7th. Street. It is presently divided into two parcels separated by Brotherton Street. The present facility is located between Shipley and Brotherton Streets. A recreation field is located on the far side of the block between Brotherton and Walling Streets. (See Site Analysis)

Utilities - The site is served by city sewers and water. Indiana-Michigan provides the electrical service. (See Site Analysis)

Soils - The soil consist mostly of clay based soil types, presentin no noteworthy design implications. (See Site Analysis)
Vegetation - The vegetation in the area consist of small lawn grasses, an occasional patch of weeds associated with railroads and open lots, and several types of typical urban shade trees (notable maples) and other small shrubs. (See Site Analysis)

Character - The nature of the area is one of impending deterioration. Pockets of blight can already be found, but most of the residential facilities are sound. The industrial facilities have apparently ceased their expansion, are reasonably maintained, and add a feeling of commotion at times. Due to its present transitional nature, the area has a feeling of a lack of unity or a sense of direction.
RESOURCES

Time - The old Blaine facility is outdated but usable for the time being. Time will become a crucial consideration only if the old facility must be removed before the new can be built, because then the Blaine students would have to be distributed to surrounding already filled facilities. Obviously, the shorter the time the other facilities are overloaded, the better it will be for all concerned.

Time of course is important in that excessive delay would result in additional cost due to increasing labor, material, overhead, and financing cost, etc., along with the intangible loses for the students who will be forced to attend a less than sufficient facility.

Growth - The school will be designed for the optimum number of students with respect to curriculum, administration, staffing, etc.. It is not foreseen that any appreciable growth will be expected or required. Fluctuations in enrollment should be easily handled by the versatility of the facility. With the rather slow speed at which educational philosophies change, it is not expected that any major changes will be made in the life of the structure that can not be accommodated in such a
flexible facility. In extreme or unexpected situations, some appropriate action such as an addition might be considered, but such situations are not expected.

**Financing and equity** - The facility will be paid for solely by Muncie Community Schools out of its Accumulative Building Fund and will be owned solely by them as a public corporation.

**Land** - Presently the school system owns approximately 3 acres for the site. It is expected that more land will have to be acquired, but due to the cost, such land should and must be kept to a minimum.

**Annual cost** - Being a facility for small children, the annual cost of typical maintenance, environmental control, provisioning, etc., are points of major consideration. First cost, although important, must be considered only in respect to the long term cost implications. Choice of materials, design details, and quality of construction are all points of consideration.

**Construction implications** - The financial resources of the school system are sufficient but not so plentiful as to allow large scale experiments.
Economy then is an important factor to consider. The expected life of the building will be some 40 to 50 years.
INFLUENCES

Landmarks - There are no significant sites, structures, or facilities pertaining to the site.

Negative factors to overcome - The obvious factors to consider are:

1) the close proximity to industrial facilities.
2) the small site.
3) the scattered site.
4) the present facility.

More subtle factors to consider:

1) the isolated nature of parts of the residential neighborhood.
2) racial differences and divisions.
3) threatening deterioration of the surrounding neighborhood.
4) the scale problem of a large building in a residential area.

Contributions to be made - The facility's primary contribution will be the improved educational opportunities for the children of the area. But more than that it is believed that a properly designed facility will act as a unifying, stabilizing element within the community, serving as a point of identification and interaction by segments of the entire community. As such it will contribute to the lives of every single person within the community.
Misc. - Presently some 100 or more of the 606 students at Blaine are bussed in from outlying areas. It is an assumption of this program that enough students will always be available to fill an optimum sized facility, either from the given neighborhood, or partially from other areas, as will be expected to maintain the desired racial ratio.
ZONING AND REGULATIONS

Zoning - As a public facility, no zoning limitations are expected.

Regulations - Any facility would have to conform to the Indiana State Building Codes and any local codes which might apply. (Refer to the Building Rules and Regulations of Indiana, and the School Construction Rules and Regulations.)
BUILDING FUNCTIONS

References - Elementary Project I, and/or Elementary Project II, as published by the Muncie Community Schools.

Description - In planning the proposed facility, it is important to identify the users, their respective activities, and needs.

The primary users are of course the students. This facility will serve students from 4 to 12 years of age. The present composition of the student body is 30% to 40% white, and 60% to 70% non-white. The percentage of non-white students has been growing steadily for the last ten years and is expected to continue this trend.

Blaine Elementary School, judged by its nature, location, and surroundings, appears to be an inner city school. However the social, economic, and intellectual backgrounds of the students at Blaine School are untypical of what is expected of the populations of inner city schools. Although a large number of the Blaine students are of lower socio-economic status, a considerable minority of the students are drawn from near-by middle class suburbs and it is this element that keeps Blaine from being considered a typical inner city type school. The presence of
strongly differing elements at Blaine creates certain conflicts and problems, such as dealing with the needs of the lower class students (especially with the greater number of "under achievers" that appear in this class) while trying to deal with the needs of the middle class students.

The teachers include all persons filling instructional or supervisory positions including: librarians, coaches, teacher's assistants, student teachers, special educators, and other paraprofessionals. These people will vary in age from the early twenties to the late fifties or early sixties, of various backgrounds and educational achievements. Teaching aids may not even have a college degree since they are technically non-professionals. The teachers, and especially the special educators will have at least a Bachelors Degree and in the later case possible a Masters Degree.

The "administrative" personnel includes everybody associated with coordinating and supervising the overall program of the school and their immediate staff, (i.e., principal, vice principal, guidance staff, nurse, secretary, etc.). The "general" staff are those people with whom the students do not typically come into direct contact; janitors, food service personnel, etc.

The parents can become a part of the day to day
activities of the school. At various times parents bring their children to school or come to the school for various reasons: enrollment, open house, discipline, parent-teacher conferences, school programs, adult activities, etc.

Such an assortment of users suggest a wide variety of activities. The activities themselves will vary as the day progresses. For a short time, early in the morning, the activity is centered around the teachers and staff preparing for the day. During the day, the faculty is dominated by the children in educational and/or recreational pursuits. The late afternoon is most often a period of low use or light extra-curricular student use; clubs, sports, etc. The evening hours are when the community and parents will be using the facility.

The learning activities take up the largest part of the day and include both study and play activities. Study activities can be either formal or informal, large group, small group, or individual; compulsory and planned or elective and/or spontaneous; and can include reading, writing, discussions, lectures, audio-visual presentations, learning machines, or involved activities (learning by doing or experiencing), etc. These activities may be conducted with the
students using the floor, boxes, selves, furniture, indeed almost anything as a work place, as the situation dictates. At one time or another there will be periods of special education, usually on an individual or small group basis. There are also exceptionally noisy and distracting activities such as music and art functions. Play activities can be either educational (i.e.; blocks, flash cards, role playing, etc.), or recreational (sports, recess, etc.).

For the instructors there must be time given to class preparation, program organization, evaluation, and relaxation. Also such functions as record keeping, correspondance, coordination, reception, and all the related business affairs of the school must be conducted.

Other functions housed by the facility might include such group activities as; P.T.A., political, girl scouts, boy scouts, 4-H, community meetings, sports events, community and school programs, adult education programs, etc. Also to be considered is the possibility of summer access to the library and sports areas.

The area around the facility, along with providing outdoor playspace for recesses, can also serve the community with such facilities as the ball diamonds, ice and roller skating area, basketball courts, play ground, picknic area, park, etc.
The indicated users and activities suggest various functional groupings:

Learning
- instructional spaces
- instructional materials
  and resource center(s)

Specialized Learning
- more isolated activities
- extra noisy or disturbing activities

Active & Noisy
- gym
- exterior play areas
- cafeteria

Private
- (semi) preparation
- retreats
- rest rooms

Administration
- offices

Public
- administration area
- multi-use area(s)
- sports areas (int., ext.)
- library
- parking

Support
- custodial
- food service
### AREA REQUIREMENTS

**References** - Elementary Project I and/or Elementary Project II.

**Summary of adopted programs** -

<table>
<thead>
<tr>
<th>Area requirements</th>
<th>Square feet</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1) Administration</strong></td>
<td></td>
</tr>
<tr>
<td>Principals Office</td>
<td>200</td>
</tr>
<tr>
<td>Ass. Prin. Office</td>
<td>100</td>
</tr>
<tr>
<td>Reception and Central Office</td>
<td>300</td>
</tr>
<tr>
<td>Conference Rooms (3)</td>
<td></td>
</tr>
<tr>
<td>(3 x 200)</td>
<td>600</td>
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<tr>
<td>Work and Storage</td>
<td>300</td>
</tr>
<tr>
<td>Faculty Rest Rooms</td>
<td>100</td>
</tr>
<tr>
<td>Nurses Suite</td>
<td></td>
</tr>
<tr>
<td>- office</td>
<td>100</td>
</tr>
<tr>
<td>- cot room</td>
<td>100</td>
</tr>
<tr>
<td>- 1st aid room</td>
<td>100</td>
</tr>
<tr>
<td>- storage</td>
<td>50</td>
</tr>
<tr>
<td>- toilet</td>
<td>50</td>
</tr>
</tbody>
</table>

**2) General Instruction** -

Approximately 22 Teaching Stations -(22 x 875) 19,250

Instructional Material Center-

- reading               4,500
- teacher preparation   600
- technical processing  400
- material production   500
- conference (2 x 150)  300
- storage               400

Toilets-(4 x 325) 1,300

**3) Art Room** -

- Kiln                    100
- Storage                 150

**4) Music Room** -

- Office                  100
- Practice                300
- Storage                 150
5) Kindergarten
   2 Stations (2 x 1200)  2,400
   2 Toilets (© station)  80
   (4 x 20)
   Storage  200

6) Speech and Hearing
   Room  150

7) Special Reading
   2 Spaces (2 x 250)  500

8) Special Education
   Instructional Spaces
      (3 x 875)  2,625
   Toilets
      (3 x 25)  75
   Storage
      (3 x 75)  225

9) Guidance
   Reception  450
   Offices (3 x 100)  300
   Play Room  400
   Storage  100
   Toilet  25

10) Food Service
    Kitchen and Serving  2,500
    Receiving  100
    Storage  200
    Incinerator  150
    Office  75
    Toilet  25

11) Multi-Use
    Room  2,800
    Storage  300
    Lounge  200
    Canteen  200
12) Physical Education
   Gym - 5,400
   -stage 450
   -bleachers 1,350
   -storage 1,000
   -office 100
   -showers (2 x 500)
   Exterior Toilets (2 x 200) 400
   Game Area 600
   Exterior-
   -2 basketball courts
   -track
   -play area (min. .2 acres)
   -baseball diamonds
   -iceskating rink (100' x 200')
   -handball court

13) Maintenance
   Storage 1,000
   Work room 300
   Scattered Closets 200

14) Mechanical
    Room 1,000

    Total Programed 58,330
    Expected Unassignable 6,000
    Total Expected 64,330
PROGRAM MODIFICATIONS

for

BLAINE COMMUNITY ELEMENTARY SCHOOL
PROGRAM MODIFICATIONS

As research and work advanced, it was decided to make three major changes in the program:

1) location of special education facilities,
2) site,
3) music facilities.

After discussing the actual use of the facilities recently built using the adopted programs with some of the staff using those facilities, it was decided to incorporate the special education facilities into the general instructional space. Experience indicates that the special education pupils seem to fit very well into the open plan arrangement. The teachers and staff have expressed the desire for the special education facilities to be included in the open plan facilities.

In reference to the site selection, it was found that approximately nine more acres were required to meet state requirements and to have enough area to properly site the building and all the desired amenities. This project suggests that if the present site is to be utilized that it should expand in a northerly direction to Willard Street, as indicated in the Site Analysis section.

It was decided that two separate music facilities, one each for vocal and instrumental music would be redundant and unnecessary.
SITE ANALYSIS

for

BLAINE COMMUNITY ELEMENTARY SCHOOL
SITE ANALYSIS - USE CONCEPT 1

BLAINE COMMUNITY ELEMENTARY SCHOOL
MUNCIE, INDIANA
SITE ANALYSIS - USE CONCEPT 2

BLAINE COMMUNITY ELEMENTARY SCHOOL
MUNCIE, INDIANA
SCHEMATIC DESIGN

for

BLAINE COMMUNITY ELEMENTARY SCHOOL
DESIGN DEVELOPMENT
SITE DESIGN DEVELOPMENT
DETAIL DESIGN
TYPICAL WALL SECTION 1/8 IN. = 1 FT.

BLAINE COMMUNITY ELEMENTARY SCHOOL
MUNCIE, INDIANA
5' x 5' Ceilings Grid Typical Throughout. HVAC Distribution in Grid Elements.

4-Lamp Recessed Fluorescent Fixtures

Recessed Floodlights

Typical Bay

Reflected Ceiling Plan

Scale: 1/8 in. = 1 ft.

Blaine Community Elementary School
Muncie, Indiana