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MAKING OF HOME

Garfield Park, Chicago, Illinois

Programer: Michelle A. Mathia

Ball State University
Muncie, Indiana

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Where do they come from?
"THIS floor-to-ceiling mesh, made of fettucini-width steel crosshatched into a diamond pattern, had been bolted on, here and every where in Cabrini, by CHA to supplement the original chest-high screens a few years back, after too many children had tumbled over the sides. While even the CHA acknowledged that the screens weren't visually appealing, they did the job." (p. 35, Coyle)

"ALONZO once heard a man from CHA refer to the ramp as a 'gallery,' but his mother had told him it was a ramp. 'I don't know why he be callin' it that,' she had said, 'this ain't no museum.' (p. 37, Coyle)

"...THE nineteen-story high-rise at 1117-1119 N. Cleveland was Caprini's keystone. From the castle's top floors, a sniper with a good rifle and scope could hit anything from the Whits to the rowhouses." (p. 43, Coyle)

"DETERIORATING buildings, damaged heating and water systems, broken elevators, and roach and rodent infestation are commonplace at many of the projects. This situation has resulted from poorly maintained and aging housing stock. Abusive tenants have also contributed to this situation." (p. 3, U.S. General Accounting Office.)

"HIGH-RISE living for families has been rejected in a number of Western countries. (Britain, Australia, Canada), and strongly questioned in others (United States, Netherlands, Denmark, Sweden)." (p. 11, Cooper)

FIG. 01 institutional corridor, FIG. 02 a & b, Conditions of Chicago Public housing. FIG. 03, Public Art?
How much self expression?

"ONE day, quite by accident, a seagull flying over Mr. Plumbean's house drops a can of bright orange paint on his roof, which makes a large spot on his neat olive-green roof. After several days rumination, Mr. Plumbean paints his house a phantasmagoria of colors and images—with little orange splots, stripes, 'pictures of elephants, lions and pretty girls and steam shovels.' The next day, he adds a fake clock tower to his roof, re-landscapes his yard with palm and baobab trees, hangs a hammock, and grazes a pet alligator. His neighbors, outraged by his display, say he has 'popped his cork, flipped his wig, blown his stack, and dropped his stopper.' He responds, 'My house is me and I am it. My house is where I like to be and it looks like all my dreams.'" (p. 207, Chambers)

Fig. 04 (p. 103, Pawley)

Fig. 05 (p. 56, Pawley)

FIG. 04 THRU 06, Examples of individuality

Fig. 06 (p. 63, Marcus)
Where do we go from here?

THE objective of this housing complex is to create dwelling environments of transition for people in need. This complex will become a temporary dwelling for families between life stages. A family will come to this complex to learn and change and move on to a home that they own and take care of themselves. Elderly citizens also will participate in this life stage transition. They will move into the housing when they feel the need for community support in some of their activities but are still able give back to the community in other ways. The housing along with the resource center and the green space become a connection to the surrounding community strengthening it and bringing more individuals to participate an become a part of it.

THE dwelling units themselves must change and adapted to the need of each new family that occupies them. The exteriors must provide a sense of individuality while still being part of the whole complex. The interiors need flexibility for the changing residents. These characteristics will fit the needs of the culture and society that the housing units are being designed in.
INTRODUCTION

PUBLIC housing in the city of Chicago has not been a success story. The Chicago Housing Authority has been ineffective in its pursuit to provide adequate housing for Chicago's urban poor. The high-rise apartment style housing that the CHA built has proved to be inefficient. The designs mass large groups of people, all living under stressful financial situations, together. Then it places these people in repeated units along a corridor stacked on top of each other for several floors. This environment causes the residents to become defensive, suspicious, and hostile towards one another. There is no hope of ever leaving this place. Each person becomes a number and is lost.

THE project outlined in this program proposes to use design as a tool to alter some of the situations that are a result of the city of Chicago's existing housing system. The housing complex is composed of three parts: 20 dwelling units, a resource center, and green space. The complex scales down the amount of residents housed together and provides the residents with a way to receive help.

THIS complex becomes a transition for the residences occupying it. It is a place to live for a period of time and then move on. It provides an atmosphere for the residents to learn, save and eventually buy their own home in the community surrounding them.

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Studio Companions of
Studio '16
ORGANIZATION

RESIDENTS
- Non Traditional Families
- Elderly

SUPPORT
- Counselors
- Social Workers
- Consultants
- Building Manager

COMMUNITY
- Neighborhood
- School
- Place of Worship
- Local Business

EXISTING CONDITION | HOUSING | INTO THE COMMUNITY
**DESIGN CRITERIA**

**Housing Units**

THERE are a total of twenty housing units, six 1-3 person capacity units, and fourteen 4-6 person capacity units. These units will be designed for use by a variety of family types. The ability to connect some of the units, i.e. a larger unit with a smaller unit, will be available for extended family situations. The interior of each unit will be flexible to fit the needs of a single parent as well as the traditional nuclear family structure. This flexibility will mostly be contained within the bathroom and sleeping areas of the unit. All of the other areas will be less flexible but still adaptable to the variety resident situations.

THE exterior of each unit will show individuality, or that it is its own entity while still being part of the whole complex.

TRANSITION spaces such as front porch, entry, balcony, will be carefully designed by studying their qualities of both public and private space.

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**FIG. 05** Can manufactured housing be used or is it too repetitive?

**FIG. 06** (p. 73, Grinberg)

**FIG. 07** (p. 57, Grinberg)
Resource Center

THE resource center provides tools to the residents that they would otherwise be unable to afford. There will be a reading area consisting of periodicals and "how-to" books. There will also be access to computers and a variety of carpentry tools, gardening tools, and cleaning tools in a lending center. This resource center will also provide a space for the residents to meet and discuss ideas and activities for the complex. An office for a social worker or a care taker will also be contained in the resource center.

THE spaces in the resource center provide a link to the community in which this housing complex exists. It allows the residents to have a connection to others outside of their situation and provides a situation for learning.
Green Space

There are two portions to the green space consisting of individual space and common space. Individual space is provided for each unit. This allows the family in each unit the ability to control that piece of land as their own. The group space provides a public area for the residents to get to know each other. It is a place for children to play without the their parents fearing that they will be hit by a car or fallen off a balcony and a place for the elderly to sit and not have to walk very far. The common space should cross a back yard atmosphere with a park atmosphere.

FIG. 08-10 Show examples of garden space individual and common.

FIG. 09 (p. 68, Grinberg)

FIG. 10 (p. 68, Pawley)
SPACE REQUIREMENTS

Housing Units
Living
Dining
Kitchen
Sleeping
Bath
Transition
Storage

Resource Center
Reading
Computers
Lending Center
Office
Meeting Space

Green Space
Individual
Common
**Housing Units**

**LIVING** (public)

*Activities*
- reading, playing, tv-watching, homework, socializing, group gathering, etc...

*Equipment*
- seating, tables, lights shelves, (items that the residents provide)

*Design Criteria*
- Provide a space that can easily be rearranged. It needs to be adaptable for the changing of furniture. Design wall openings (doors and windows) in accordance with the need for adaptability.

*Environmental*
- This space requires natural light during the day. It requires the ability for natural ventilation during the summer months. Artificial lighting will be up to 50 foot candles but should allow for alteration.

*Usage*
- 3:00pm-12:00am

*Square footage*
- 150-250 sq/ft

**DINING** (public)

*Activities*
- eating, reading, talking, homework, group gatherings, etc...

*Equipment*
- table, chairs, storage cabinets (items that the residents provide)

*Design Criteria*
- The space needs to be adaptable for the changing of furniture. Design wall openings (doors and windows) in accordance with the need for adaptability.

*Environmental*
- This space requires the ability for natural ventilation during the summer months. Natural lighting is suggested. This space should have a strong relationship with the kitchen. Artificial lighting will be 30-50 foot candles but should allow for alteration.

*Usage*
- 5:00am-9:00am and 3:00pm-12:00pm

*Square footage*
- 81-100 sq/ft

---

**FIG. 11a.** [p. 73, Grinberg]

**FIG. 11b.** [p. 73, Grinberg]

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**FIG. 11a & b** Floor plans of housing in the Netherlands.
KITCHEN (public)
Activities
cooking, cleaning, eating, gathering, socializing, etc...
Equipment
sink, oven/stove, refrigerator, cabinets (items provided);
table and chairs, dishwasher and other appliances (items
that the residents provide)
Design Criteria
This space needs to be adaptable for furniture and appliance
change. Outlets for a dishwasher and/or washer, dryer, and
microwave should be installed.
Environmental
This space requires the ability for natural ventilation
during the summer months. Natural lighting is suggested
during the day. Artificial lighting will 50-75 foot
lengths. Artificial ventilation should be provided for
cooking.
Usage
5:00am-9:00pm and 3:00pm-9:00pm
Square footage
80-110 sq/ft
SLEEPING (private)
Activities
sleeping, reading, dressing, etc...
Equipment
Closet (item provided possibly); bed, night stand, dresser,
desk, lamps
Design Criteria
These places should provide flexibility. The walls should
be movable and removable. The smaller unit will be able
to have one to two rooms and the larger unit will be able
to have between one and three rooms.
Environmental
There will be natural light that can be close off at any time
of the day for darkness. Natural ventilation will be available
during the summer months. Artificial lighting will be 20-50
foot lengths.
Usage
4:00pm-8:00am
Square footage
260-390 sq/ft (this is for the sleeping spaces as if they
were one space in each apartment.)

FIG. 12 (Mathis), Example of sleeping area layout.
**Bath (private)**

**Activities**
bathing, brushing teeth, showering, primping, etc...

**Equipment**
sinks, wc, shower/tub, cabinets (items provided)

**Design Criteria**
This area needs to be designed for flexible use. It needs to be organized so that more than one person at a time can use the space and still retain their privacy.

**Environmental**
Artificial ventilation is required for humidity control. Artificial lighting will be 50-75 foot candles. Natural lighting and ventilation may be provided.

**Usage**
24 hours

**Square footage**
45-63 sq/ft

**TRANSITION SPACES** (public/private) front porch, entry, balcony, etc...

**Activities**
gathering, contemplation, playing, resting, bar-b-qing, socializing with neighbors and passersby, etc...

**Equipment**
steps, neighbors (items provided); lawn chairs, grill, toys (items that the resident provides)

**Design Criteria**
Recognize that this space is a part of the individual unit but is open for public (in the larger sense) interaction.

**Environmental**
All of these spaces are outside but adjacent to the units. Parts of them may be covered.

**Usage**
Varies through the year. Usually in the evening between 4:00pm and 10:00pm.

**Square footage**

**STORAGE (private)**

**Activities**
storage, etc...

**Equipment**
lockable door

**Design Criteria**
Must be a secure space. Does not have to be attached to the unit. It may be better to place it near the green space.

**Environmental**
Cool dry space

**Square footage**
50-75 sq/ft

---

**FIG. 13** Is a layout of a home at Le Corbusier's Pessac in France.
Resource Center

READING
Activities
research, reading, writing, homework, etc...
Equipment
tables and chairs, arm chairs, shelves, individual lighting, peridental shelves, checkout desk, copy machine
Design Criteria
This space should have a quiet library atmosphere. There should be space provided for group and individual work. The work stations should be adjustable to a small extent.
Environmental
Indirect natural lighting should be allowed into the space. The space should stay cool and dry because of the amount of paper that it contains. Artificial lighting should provide 75-100 foot candles. Artificial ventilation needs to adjust to the needs of the periodicals stored in this space.

Usage
3:00pm-10:00pm
Square footage
550-600 sq/ft

COMPUTERS
Activities
research, word processing, internet use, e-mail use, classes, etc...
Equipment
computers, tables and chairs, output devices, modem, entry table
Design Criteria
Design the space for individual work as well as for class instruction.
Environmental
Indirect natural lighting should be allowed into the space. The space should stay cool and dry for the computers. Artificial lighting should provide 75-100 foot candles. Artificial ventilation needs to adjust to the needs of the computer equipment.

Usage
3:00pm-10:00pm
Square footage
200-250 sq/ft
LENDING CENTER
Activities
checking out and returning equipment
Equipment
check out desk, carpentry tools, gardening tools, larger kitchen/house hold appliances
Design Criteria
This room needs to be secure. It should possibly consist of two rooms, a space to check out the equipment and a space to store all of the equipment.
Environmental
Cool dry space for the equipment. Artificial lighting 75-100 foot candles.

OFFICE
Activities
storage of files, setting up appointments, private consultations, small meetings, etc...
Equipment
desk, shelves, phone, file cabinets, computer, chairs
Design Criteria
The space should be private and isolated.
Environmental
Natural lighting and ventilation should be provided. Artificial lighting should be between 75-100 foot candles.
Usage
8:00am-5:00pm
Square footage
100-150 sq/ft

MEETING ROOM
Activities
meetings, presentations, classes, etc...
Equipment
table, chairs, writing boards, task space
Design Criteria
This space should be near the office.
Environmental
Natural lighting and ventilation should be provided. Artificial lighting should be between 75-100 foot candles.
Usage
8:00am-10:00
Green Space

INDIVIDUAL

Activities
gardening, meditation, etc...

Equipment
earth and seeds

Design Criteria
Provide a small plot of land near each unit

Environmental
Out doors

Usage
24 hours

Square footage
50-75 sq/ft

COMMON

Activities
playing, reading, socializing, meditating, etc...

Equipment
benches, tables, playground equipment

Design Criteria
Provide a space that is safe for kids to play in but not cut off from the neighborhood.

Environmental
Out doors

Usage
24 hours

Square footage
300-500 sq/ft

FIG. 14 Shows individual garden plots on the backdrop of repetitious housing.

FIG. 14, (p. 91, Grinberg)
SPACE RELATIONSHIPS

20 UNITS

1-2 PERSON
(6 units)

3-6 PERSON
(14 units)

BUILDING MANG.

INDIVIDUAL

GREEN SPACE

COMMON

RESOURCE CENTER

READING

COMPUTERS

LENDING CENTER

OFFICE MEETING

PROGRAM
SPACE SUMMARY

Housing Units

<table>
<thead>
<tr>
<th>Room</th>
<th>Square Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Living</td>
<td>150-250 sq/ft</td>
</tr>
<tr>
<td>Dining</td>
<td>81-100 sq/ft</td>
</tr>
<tr>
<td>Kitchen</td>
<td>80-110 sq/ft</td>
</tr>
<tr>
<td>Sleeping</td>
<td>260-390 sq/ft</td>
</tr>
<tr>
<td>Bath</td>
<td>45-63 sq/ft</td>
</tr>
<tr>
<td>Transition</td>
<td>150-250 sq/ft</td>
</tr>
<tr>
<td>Storage</td>
<td>50-75 sq/ft</td>
</tr>
<tr>
<td>Sub-total</td>
<td>816-1238 sq/ft</td>
</tr>
</tbody>
</table>

\[6 \times 816 \text{ sq/ft} = 4,896 \text{ sq/ft} \]
\[14 \times 1238 \text{ sq/ft} = 17,332 \text{ sq/ft} \]

SUB-TOTAL 22,228 sq/ft

Resource Center

<table>
<thead>
<tr>
<th>Area</th>
<th>Square Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>550-600 sq/ft</td>
</tr>
<tr>
<td>Computers</td>
<td>200-250 sq/ft</td>
</tr>
<tr>
<td>Landing Center</td>
<td>150-200 sq/ft</td>
</tr>
<tr>
<td>Office</td>
<td>100-150 sq/ft</td>
</tr>
<tr>
<td>Meeting Space</td>
<td>150-200 sq/ft</td>
</tr>
</tbody>
</table>

SUB-TOTAL 1,150-1,400 sq/ft

Green Space

<table>
<thead>
<tr>
<th>Type</th>
<th>Square Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
<td>50-75 sq/ft</td>
</tr>
<tr>
<td>Individual</td>
<td>300-500 sq/ft</td>
</tr>
</tbody>
</table>

SUB-TOTAL 350-575 sq/ft

TOTAL 23,728-24,203 sq/ft
COST ESTIMATE

Building Cost 40,400 sq/ft x $40/sq/ft = $1,616,000

Fixed Equipment 10% x $1,616,000 = $161,600
Site Development 10% x $1,616,000 = $161,600

Total Construction Cost $1,939,200

Site Acquisition and/or Demolition N/A
Movable Equipment 20% x $1,616,000 = $323,200
Professional Fees 8% x $1,939,200 = $155,136
Contingencies 10% x $1,939,200 = $193,920
Administrative Costs 3% x $1,939,200 = $581,760

Total Budget $3,193,216

* Estimated costs from January 1995 dollars
SITE

EAST GARFIELD PARK, (CHICAGO, ILLINOIS)
Four possible site locations
a. North of Providence St. Mel school, across the street from the park
b. Corner lot, empty
c. Corner lot, empty, building adjacent to site that the resource center could possibly take over.
d. Corner lot, existing structure in disrepair, southern exposer for green space

Attributes of the Community
Providence St. Mel School (has strong community ties, Garfield park, close to El stop, retail within walking distance.

Demographics
96% African American
$13,000 average yearly income
25% unemployed
2/3 of families have single parents
60% receive public aid
APPENDIX

BARTOLUCCI, Marisa. "What is Community? It is Time We Talked about our Communal Life." Metropolis. p. 53-81 November 1996.


Architectural Design Thesis Proposal  
Fall Semester 1996  
Department of Architecture  
Ball State University  

Michelle A. Mathia  

Housing for People: A Comparison Between Housing Design in Europe and the United States  

My interest is in the housing design of several regions and how the design relates to the meanings behind home that is specific to that cultural region. I am concerned specifically with public housing and how it is designed in Europe versus in the United States. What in Europe has been done with housing that is successful or not successful and why? What can be understood from Europe and how can the ideas from Europe aid the design of American housing?  

To explore answers to the previous questions I propose the design and development of a prototype housing complex located in a Chicago neighborhood (yet to be decided). This complex would consist of three parts: twenty subsidized housing units, a common green space, and a communal resource center. I will focus mainly on the housing, studying flexibility of interior space to accommodate various family types, individualization of the exteriors creating personal identity, and expressing the uniqueness of transitional spaces (front steps and common balconies).  

My project site location will be contained within the same Chicago neighborhood as Arlene Serrano’s project. Arlene is developing a community/learning center focused on children. We feel that our projects will benefit from each other in the community that we choose.  

Other items that I would like to explore further involving housing are low cost alternative building materials, the idea that home is an identity of self, and subsidized housing design that has been developed by American architects in recent years.  

Architectural Design Thesis Committee  

architectural design studio professor  

architectural professor / thesis critic  

non-architectural faculty / thesis consultant
Thesis Topic: Issues and Positions

Is design specific to culture? Does the meaning of home differ from culture to culture? I would like to address these questions by investigating the history of public housing in Europe, specifically the countries of Germany, France, The Netherlands, and Finland. I will then compare my findings from Europe to housing in the United States (focusing on the city of Chicago) by exploring the differences in culture and design philosophy of each geographic location.

Taking what I see from the above explorations, is there a way to shed the distasteful stigma that public housing has earned over time in U.S. society? How can subsidized housing become individualized enough to express the identity of self that Americans seek from their homes?

Situation A  Situation B

Original concept changed to fit the new criteria.

Is this an international symbol for home? Does it have to be the American idea of home, or can it have changed? If it can be changed, how much can it be before society does not recognize it anymore?

Am I comparing apples & oranges, or are the cultures similar enough for this to be helpful?
Project: Descriptions / Programs

I am interested in developing a prototype complex in the City of Chicago. This complex will contain three main parts: twenty subsidized housing units, a common green space, and a community resource center. The housing will be transitional. By this I mean it will be a stepping stone for low-income families. It is a place for them to stay for a few months or several years all the while learning such things as how to find a job, how to receive more education, how to raise a family, how to save money for the future, and how to buy a home of their own. In addition to housing low-income families the complex will also contain a few units to be used by low-income elderly. This will mix the age groups in the facility and encourage the residents to look out for one another.

This complex will be placed in an already functioning community. The objective behind this placement is to introduce people to the existing community and when they are ready to leave the complex they will be encouraged to stay in the community to become a permanent part of it.

I feel that American society will be more receptive of a complex such as the one described above than what they have been to the public housing complexes that exist in most large cities today. The above complex becomes more individualized, more manageable, and more human oriented, things that do not exist in current housing complexes.

Several European countries have been successful in creating complexes similar to the one described above. This is where the design of the prototype complex comes in. What kind of organization and detailing exists in the European models to aid me in the design of an American complex. What has failed and what has been a success for Europe? What might be a success for the United States?
Design Objectives: Methodologies and Schedule

--Flexibility becomes a major issue. How can the interior of the housing units be altered to accommodate the many different family make-ups that will occupy them?

--What makes the exterior of each housing unit stand as a unique and individual home?

--How are transitional spaces (i.e., entries, balconies, front steps) dealt with on an individual and a mass level? These spaces are a part of the home but are not contained within the structure. What are the activities that go on in these spaces? What makes the spaces important?

--Where are small and large gathering spaces appropriate?

--What alternative or non-traditional building materials can be used to lower the cost but not the quality or the longevity of the complex?
Context: Physical and Cultural

This housing complex will be located in a functioning community. By functioning I mean in a community where stores are open and bringing in a profit, where parks are used, and where muggings are not a current event. The complex will be within walking distance to several forms of public transportation (the El or a bus route). The complex should be mixed in with existing residential and retail areas. The retail area containing such things as a grocery store, laundromat, and post office, also within walking distance. The complex should also be near an elementary school and a high school for children to walk to.

The neighborhood that the complex is placed in should contain primarily low to middle income families. The neighborhood should also be a mixture of several ethnic groups. These conditions will be less threatening for the residents moving into the complex but better conditions than their previous situation.

The actual site for the project has not been decided upon yet. Plans have been made to look at several neighborhoods on the west side of Chicago over Thanksgiving Break. Arlene Serrano and I have decided to place our projects into a similar neighborhood. Arlene's project involves a community/learning center focused on children. We feel that each of our projects can benefit from the other. Her center will be a place of learning for the residents in my housing complex, and my housing complex will be a way of bringing more residents into the community to utilize her center.

![Possible sites near Garfield Park](image-url)
Research: Overview and Bibliography

List of Resources:


Further Research:

--Home as an identity of self
--Alternative building materials
--The architecture of housing in Germany and Finland and further research on housing in France and The Netherlands.
--More information on Chicago's current housing situation
--Alternative housing techniques developed by U.S. architects
East Garfield Park Site Information
Arlene Serrano
Michelle Mathia
January 22, 1997

The following site information was gathered using the Site Analysis guidelines by Edward T. White

CHECKLIST

LOCATION
- The location of our site is in Illinois, west of the downtown Chicago area. It is called Fifth City on the Chicago Neighborhood map, but is officially called East Garfield Park.
- Location of the site neighborhood in the city: To the north of East Garfield Park is Humbolt Park. To the south is Lawndale. To the west is West Garfield Park and to the east is West Town.
- Within the neighborhood, the proposed site is located at Central Park Ave. and Monroe St., including the two blocks east of Central Park Ave., north of Monroe St.
- The distance between this site and the Chicago Loop area is approximately 3 miles. This makes it a 15 minute commute to the downtown area by car, 20 minutes by the elevated train, and 30 minutes by bus.

NEIGHBORHOOD CONTEXT
- We have an aerial map of the area, but did not obtain the zoning map.
- Existing Uses for buildings include residential 2-3 story flats, elementary/ high school, churches, field house, plant conservatory, hospital. Small local commercial buildings.
- Projected Uses include housing, and community buildings.
- The general condition of most neighborhood buildings surrounding the site is good with the exception of a few abandoned buildings. The most notable dilapidated building is located on the corner of Monroe and St. Louis. There is new housing on the opposite corner of St. Louis and Monroe, that is in excellent condition. Most of the older existing housing can be dated back to the late 1800’s approximately between 1869 when Garfield Park was constructed and 1889, when Garfield Park was annexed to the City of Chicago (Internet inf.).
- Present use of exterior spaces include parking lots, vacant lots, play lots, adjacent park (drug dealing and gang activity.)
- Vehicular and pedestrian traffic that generate functions in the neighborhood runs along Central Park Ave. and Homan. The Garfield Park is an area that has historic boulevards and a naturally landscaped Park designed by Jens Jensen.
- Strong Vehicular patterns: Central Park Ave. and Homan which are two main streets that run north and south along the Fifth City area and Madison which is one block north of Monroe. Strong Pedestrian pattern occurs on weekdays before school and after school on Central Park Ave. and on Sundays before and after church service. Secondary patterns of both occur on side streets perpendicular to Central Park Ave. Trash services occur in alleys between each block. Bus routes: There closest stop is on Kedzie.
- Train routes: The Green Line (Lake Street) has a stop at Pulaski, Kedzie, and California, with Kedzie being the closest to the site. This line connects to the downtown area.
- Solid and Void relationships: see map
- Street lighting patterns: they are over 3 stories in height and are the typical highway street lamps, the height may suggest that the area needs to be well lit because of the dangerous evening environment.
- Architectural Patterns:
  1. roof forms: gable, flat, dome, hip, turret
  2. fenestration: double hung and bay windows. See graphics and photos.
  3. materials: brick, limestone, brownstone, asphalt shingles
  4. color: reds, browns, earth, grey, yellows, green.
5. landscaping material: oak trees, maple trees, shrubs, grass
6. formal porosity:
7. relationship to street: most buildings are positioned perpendicular to street, with the front entrance facing the street.
8. car storage strategies: mostly side street parking, with some detached garages facing alley.
9. building height: residences 2-4 stories, other buildings 3-6 stories in height.
10. sculptural vigor: neighborhood has beautiful Victorian Era brownstones, and has potential for future rehabilitation increasing the value property and revitalizing the historic fabric of the area.

j. Neighborhood classifications that place special restrictions or responsibilities on our design work:
   b. Fragile images that should be preserved: the historic fabric of buildings and the existing Garfield Park.
   c. Sun and Shade patterns (see graphics)
   d. Major contour and drainage patterns: land is flat with a slight change in contour. Water drainage would most likely occur at curbside gutters.

SIZE AND ZONING (see map)
   a. Dimensions of boundaries of site:
   b. Dimensions of street rights of way around site:
   c. Location and dimensions of easements:
   d. Present site zoning classification:
   e. Front, back and side yard set backs required by zoning classification:
   f. Square feet of buildable area inside setbacks (should also subtract easements):
   g. Building height restrictions required by zoning classification.
   h. Zoning formula for determining required parking based on the type of building to occupy the site.
   i. The number of parking spaces required (if we know the building area):
   j. Any conflicts between what the present zoning classification allows and the functions we are planning for the site:
   k. Zoning classifications that the site would need to be changed to in order to accommodate all the planned functions:
   l. Any projected changes that would alter the dimensional characteristics of the site such as street widenings or purchase of additional property:

LEGAL

NATURAL PHYSICAL FEATURES
   a. Topographic contours: 600ft. Above sea level. (see map)
   b. Major topographic features: flat, urban site.
   c. Drainage Patterns: perpendicular to contour, but mostly following curbside storm sewer.
   d. Existing natural features: oak/maple trees that are old (2-4 stories high). The Trees that align the street are to be preserved. The trees on the existing sites, depending on condition, should be maintained. The grass in the vacant lots is in poor condition. There is no natural pond or lake that exists on the site. The site is located on vacant lots that have no features that may be harmed during construction.
   e. The type of soil:________________________. Bearing capacity______________________.

MAN-MADE FEATURES
   a. Size, shape, height and location of any on site buildings. Exterior character. If building is a part of project, each building should have a detailed building analysis.
   b. Location of retaining walls or fences: (see photos.) Mos: of the new housing is enclosed by a wrought iron fence.
c. Location, size and character of exterior playfields, courts, plazas, drives, walks or service areas: 
   the character of vacant lots is poor. Grass is dead, but trees have potential in the spring. The sidewalk 
   on St. Louis heading North is worn. A playlot was seen behind Providence St. Mel, but was caged in 
   by a wrought iron fence.

d. Paving patterns: None, is mainly concrete sidewalk.

e. Location and size of curb cuts, power poles, fire hydrants or bus stop shelters: see map.

f. Analysis of architectural character 
   1. scale: residential, human, mostly 2-3 stories.
   2. proportion: Larger buildings on main streets (schools and commercial), smaller 2-3 story 
      residences within.
   3. roof forms: hip, gable, cross-gable, turret
   4. window and door patterns: front door entrance, double hung windows, (see photos).
   5. set backs: For E to W streets there is a 30' set back to buildings and a 10' setback to 
      sidewalks. For the N to S streets, there is a 20' setback and a 5' set back to sidewalk.
   6. materials: Brick, limestone, wood, concrete.
   7. colors: red, buff, browns
   8. textures: rough and warm
   9. open space vs. built space: 50%/50%
11. landscaping materials and patterns: Possibly maple or oak trees along street and Boulevard.
12. porosity (extent of openness): Dense residential
13. assertiveness (ins and outs of wall forms): Highly assertive.
14. connections: RTA, CTA, the Eisenhower, Park, Schools, Field house
15. details and accessories: Porches, front steps, detached garages, ornate details
16. exterior lighting: Overhead street lighting
17. outdoor furniture: none
18. car storage: alley garage or street

CIRCULATION 

a. It was observed that many residents used St. Louis as a short cut to Madison St. High pedestrian use 
   would occur after school on weekdays.

b. Most pedestrian traffic occurs on Central Park Ave., Homan, and Madison St.

c. Improvement for pedestrian pattern movement: see graphic.

d. Vehicular movement patterns (on site or adjacent) 
   1. type of traffic: slow to medium
   2. origins and destinations: exits from 290, cars and buses from schools to home.
   3. schedule:
   4. volume of traffic and peak loads:
   5. intermittent traffic (festivals, concerts, fire truck routes):

e. Traffic Generators: The exit from 290 (the Eisenhower) during rush hour. Otherwise the streets 
   seem vacant.

f. Locations of probable or optimum access to site for pedestrian and vehicular traffic that will use the 
   new building or move through the site: see graphic.

UTILITIES 

a. Location, capacity and conveyance form (type of pipe) of 
   1. power: above ground, along the alley way.
   2. gas:
   3. sewer:
   4. telephone: above ground, through the alley way
   5. water: 
      include depth of utility underground and whether power is above grade or below grade.

b. Note the distances of utilities from the site (see map).
c. Record places where there are opportunities to connect to utilities adjacent to the site. Record locations where there is the best connection.

SENSORY
a. Views of site:
1. unblocked views: north of Madison, south of Monroe.
2. names of the views: Garfield Park, old housing, new housing, alleys
3. positive views: Garfield Park, new and old housing
4. negative views: abandoned housing and alleys
5. angles where views can be found: (see graphics)
6. where do views change over time: The changing of the seasons, change the foliage of the trees that either align the site or surround the park.
7. long term view: housing along Monroe.
b. The best views of the site are of Garfield Park looking North of Madison, and the view of the street looking south of Monroe.
c. Note the views from areas outside the site boundaries: (see graphics)
1. streets
2. walks
3. other building vistas
4. when site is first seen
5. most dramatic views of property
6. best views of the site and areas that are viewable
7. particular points of interest outside of our site to continue or be blocked.
d. Views through the site from outside of the property. (see graphics)
e. Locations, generators, schedules, and intensities of any significant noise on or around the site:
A sort of dead silence surrounds the area around the Park.
f. Odor, smoke, and pollution locations: None noticed during site visit.

HUMAN AND CULTURAL
a. Documentation of neighborhood facts: (Bethel New Life Home Page)
1. Historical: Garfield Park was formerly a semi-rural area that was incorporated in 1837. The community was annexed to the City of Chicago in 1889. Garfield Park was originally named Central Park and re-named Garfield Park in 1885, after the assassination of President Garfield. So the community was originally established in 1869. Garfield Park in the mid 1800’s was originally populated by Irish immigrants and then later by some Jewish Europeans. The area urbanized into a mixed residential and light-industrial neighborhood. By the end of the 1960’s the population changed from European-American to African-American. In 1960 there were more than 66,000 residents and 20,350 housing units. In 1990 there were only 24,000 who lived in 8,500 units.
3. Psychological:
4. Behavioral: Those associated with the school or church have positive behavior. To live in the neighborhood, you must be strong and aggressive.
5. Sociological: 1960’s racial tension and segregation.
6. Population density: Decreased from 66,000 in 1960 to 24,000 people in 1990 (Community News Project Internet).
7. Age: (see demographics)
8. Family size:
10. Employment patterns: The Garfield Park area was built for the working class, but since the riots that occurred in the 1968 after the assassination of Dr. Martin Luther King, destroyed many buildings (160). Employment rate is low because of lack of education and jobs.
11. **Income:**
12. **Informal activities:** church activities, school activities.
13. **Events (festivals, parades, fairs):**
   
b. **Negative neighborhood patterns:** Quiet streets invite a sense of danger. The park is beautiful, but it engages crime and gang related activities such as drug-dealing, robbery, shootings. We have been told that the most non-threatening times to be out on the street is between 11am and 3 pm, no earlier or later.
   
c. **Neighborhood attitudes about the project about to be designed:**
   From articles written about the Garfield Park Community, they seem very receptive of positive action concerning education, and community improvement. It may be a difficult task if you are an outsider, that is unfamiliar with the neighborhood, the problems, and the culture of the people that live there.
   
d. **Neighborhood attitudes about what is positive and what is negative in the neighborhood:**
   Local churches, schools with strong and positive faculty, community drive and effort; these seem to be the driving force behind saving the neighborhood and the streets. It is the programs and the attitude of the people that make the difference. Abandoned housing, unkempt property, lack of community interest and juvenile delinquents make up the negative in the neighborhood.
   
e. **Relative permanence of the neighborhood population:** The people who move away from the community to gain a better education, rarely come back. Others who refuse to change stay where they are and have a tendency towards criminal activity.
   
f. **Neighborhood trends about above information:**

**CLIMATE** (see graphics)
   
a. Temperature variation:
   
b. Humidity variation:
   
c. Rainfall: annual 32"-45"
   
d. Snowfall: annual 16"-32" Freeze period: November-April (120-180 days)
   
e. Prevailing wind directions: Most from the west, winter, spring and fall. From the southwest during summer.
   
f. Sun Path (summer and winter solstice 9, noon, 3pm)
   December 21: 9am: 42deg noon:0 3pm:42deg
   March 21: 9am: 57deg noon:0 3pm: 57deg
   June 21: 9am: 80deg noon:0 3pm:80deg
   Sept 21 9am: 57deg noon:0deg 3pm:57deg
   
g. Energy (degree days or BTUs of sunlight)
   
h. Potential natural catastrophes: tornado’s

**Information cited:**
- *Community News Project*
- *Bethel New Life Web Page*
- *Patrick Ford of Providence St. Mel*