a-community-network
a-neighborhood-multi-service-center-prototype
a proposal for the design of a neighborhood multi-service center for

The Mary Rigg Neighborhood Center
1917 West Morris Street
Indianapolis, Indiana 46221

in cooperation with

Community Centers of Indianapolis, Inc.
615 North Alabama Street
Indianapolis, Indiana 46204

and

The United Way of Central Indiana
3909 North Meridian Street
Indianapolis, Indiana 46208

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7785 Wellesley Drive North
Indianapolis, Indiana 46219

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for Bethany
whose love, support, and understanding have enabled this exploration to become reality.

special thanks to:

Ronald Lahanoski for giving me the opportunity to learn from him for the past four years about the importance of community social services and the extreme need for reform, both in the mind and in architecture. I hope this is a first step.

Jack Wyman for allowing me to have total control of this project from day one, for giving the project a direction in times when it appeared a bit lost, and for giving me that occasional kick in the pants when I needed it.

Tony Costello for sharing his expertise in community-based work as well as his knowledge of design, for giving the project a direction in times when it appeared a bit lost, and for giving me that occasional kick in the pants when I needed it.

Harry Eggink, Michel Mounayar, and Scott Truex for allowing my involvement and participation in Ball State University's Community Based Projects Program for the past four years where I have learned a great deal about community-based work as well as knowledge of architectural and urban design.

Andy Miller, Sean Bright, Sean York, Jamie Lake, Bill Baker, and Marcia Fritz for being great friends as well as sources of information and support throughout this project and my years at Ball State.
view-from-Morris-Street
abstract / thesis-position

As individuals living within a western society, Americans seek an ideal existence which is free from the care or worry that is inherent in our surroundings. This utopian ideal is seen as unrealistic and unattainable to most, if not all, of those who dream and strive for it. The reason for this is simple: Americans, by the very nature and structure of their society, are resistant to change. This change is a natural and inherent function of the world in which we live, and by opposing this variation within our environment, all for which we work and strive for, eventually, is in vain. This reality differs from the reality that most Americans see from day to day. Westerners, by nature, are not intentionally self-destructive; they truly feel that by following the laws of the land and by living within their established framework for the physical environment that solutions to everyday problems, such as crime and community growth, will become, naturally, solved; however, the fact that westerners look at change and evolution as problems within our society is the very reason for responses to natural needs within a community becoming "problems." Westerners must rediscover the impacts that personal and individual intuition have upon logical and analytical thinking and practice. All of us as a "community" must begin to look at our laws and our physical environment as spatial entities which have multiple and infinite linear possibilities imbued within them.

Any physically designed response to the needs of a community must, likewise, recognize the ultimate fact that our urban communities and neighborhoods are in a constant and natural state of change and evolution, and must reinforce this natural state by creating building design systems which are flexible to community needs yet stable within the neighborhood network; changeable to reflect the individual within the community yet permanently and securely an instrument for the entire neighborhood; and timeless yet contextual in both concept and product.

The end product of this exploration is a social service/neighborhood center that will conceptually act as the "community nucleus or hub" for the network of human services within the neighborhood. Any urban community, in order to remain stable, must effectively deal with human service issues. This proposed "neighborhood network hub" has the primary role of dealing with these social problems. Community Centers of Indianapolis (CCI) and its main financial funder, the United Way, have for 13 years led the

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promotion of social services in Indianapolis; therefore the choice to model the users of these pre-existing facilities for this exploration is quite logical. CCI’s programs and services consist of but are not limited to the following:

- Offering assistance in jobs, food, clothing, and financial help.
- Providing housing for men, families, women, senior citizens, those with chemical dependency, and those needing a housing subsidy.
- Providing for needs in the areas of legal aid, medical and dental care, parole and probation, chemical dependency, and counseling.
- Providing educational opportunities.
- Providing social services and recreation for youth and senior citizens.

As the hub, this center must be capable of receiving new “pieces” of the community network as the neighborhood’s needs change. The concept is to divide the building functionally into the following spatial and module types:

Administration/Referral Module:
* Consolidates counseling services, administration offices, and other specialized program spaces.

Group Meeting/Classroom Modules:
* Clustered together to make levels in center.

Commons Module:
* Can be of different types including activity spaces, kitchen, dining room, and gymnasium/auditorium.
* Can function independently of the rest of the center for community use after hours usage.

Corridor Modules:
* Containing lobby areas, HVAC system and other mechanical systems, elevators, and stairs are inserted between the classroom, administration, and commons modules.
* Can be of various sizes and shapes
* Serve as the core knuckles that permit the prototype components to join at various angles and levels, allowing flexible adjustments to accommodate site conditions and additions.

The advantages to this system is that it can lessen the time it takes to create a building by compressing site selection, design, and construction document time by reducing the construction period through the use of identical structural components and systems.

The image of such the center should be very contextual, in form, architectural language, materials, etc; however, the design shall be such that can be manipulated to evolve and grow with the community in which the center is sited.

The proposed site for the first multi-service center (MSC) prototype is located just southwest of downtown Indianapolis, Indiana at the intersection of Morris and Kappes Streets. Due to its history as an elementary school site, this location has, in the past, played the pivotal role of the central hub of the neighborhood network. After the school was closed due to the budgetary cuts of the Indianapolis Public School’s (IPS) Superintendent, this area lost its primary congregating center in addition to forcing students to be bussed out of the community to various different schools. The rebirth of this property as a “community hub” is desired by all of the residents within this area, and is one of the reasons for CCI and the Mary Rigg Neighborhood Center’s acquisition of this site from IPS.

As a final thought, it must be said that there is no final thought. Instead, this thesis is a layer of understanding which is as arbitrary as any other interpretation. It is hoped that the complex issues within this exploration will be readdressed at a later date by another reader/designer, and thereby expanded upon or re-examined. I believe that will prove to be the real goal of this thesis: to look at the community/neighborhood that you live in as a shared network of knowledge which belongs to no one yet is possessed by everyone.
The intention of this urban community exploration is to challenge the capabilities of our neighborhoods to address critical physical, cultural, social, and economic concerns. It is impossible to focus on a single vision for the future that adequately describes the myriad of all possible needs; therefore, it is critical to use models or paradigms to better understand and respond to complex situations. This exploration must be responsive to these different points of view to communicate an overall goal of unity and stability within the full community. Kevin Lynch, in his book Good City Form, sites six basic ways that people describe what communities are, how they got that way, and how they will change. The following paradigms can provide an initial framework and understanding of the urban community condition.

HERITAGE: Each of our communities has a unique history and has evolved to its current status through leadership, geographic and political circumstance, enterprise, etc. A neighborhood’s quality of life will be determined by our sensitivity to our heritage, its sense of continuity and vision of the future.

DIVERSITY: Our communities are a composite of socioeconomic groups that each contribute their unique set of visions, capabilities, and needs to the city. The future of a neighborhood will be determined by our ability to develop human potential and improve human relations.

ENTERPRISE: Our communities participate in a competitive regional, national, and in some cases world economic system in order to provide jobs, goods, and capital to its citizens; therefore, our neighborhoods will be more successful if it operates efficiently, has a well trained labor force, and responds effectively to economic realities.

INSTITUTIONAL AND PHYSICAL INFRASTRUCTURE: Each neighborhood can be described statistically relative to the condition of its housing, quality of its education, congestion of its streets, health of its citizens, and pollution of its environment. Our ability to maintain and improve the quality of our institutional and physical infrastructure will determine our future quality of life.
DECISION-MAKING: In order for a community to be truly successful, there must be cooperative arrangements between the public and private sectors. The future of a neighborhood will depend on our ability to make sensitive, informed decisions about critical issues.

LEADERSHIP/POWER: The future of a community will be determined by how power and influence are distributed and shared within the neighborhood. The most important determinants of our success will be the degree of commitment that we have to solving our own problems and the creativity that our leaders express in defining their vision of the future.

To enrich an environment that will accomplish this vision for the future, each community must:
- Meet the basic needs of all individuals;
- Provide high quality support systems;
- Reinforce institutions, organizations, and educational programs that assure quality human relations;
- Enrich each person's cultural experience;
- Build a quality physical environment embibed with the above characteristics, and;
- Provide a solid economic base with opportunity for all individuals to participate.
goals/objectives

The end product of this exploration is a social service/neighborhood center that will conceptually act as the "community nucleus or hub" for the network of human services within the neighborhood.

The proposed designed response to these needs must recognize the ultimate fact that our urban communities and neighborhoods are in a constant and natural state of change and evolution, and must reinforce this natural state by creating a design system which is flexible to community needs yet stable within the neighborhood network; changeable to reflect the individual within the community yet permanently and securely an instrument for the entire neighborhood; and timeless yet contextual in both concept and product.

Likewise, any designed response must foster, encourage, and/or provide for:

- A growing employment base;
- An efficient network of human services;
- A high quality education system for both children and adults;
- A strong and comprehensive arts program;
- Healthy neighborhoods;
- Safe and sanitary housing;
- Economic and racial diversification in housing;
- Equitable minority participation in development;
- A well-maintained community infrastructure including transportation systems;
- A clean environment;
- An environment that stimulates a creative spirit, and;
- A concern for individual rights and dignity.

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The breakdown to the right shows the staff requirements for the proposed neighborhood multi-service center. The programs and services that this center will provide are outlined in the following matrices pages (pgs. 9-16) along with certain space requirements for each. Although all of these services may not be initially included within the proposed prototype, there is a possibility that they will be in future expansion and/or facility changes.

### Multi-Service Center Staff Requirements

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Administration:</strong></td>
<td></td>
</tr>
<tr>
<td>Center Director</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Director</td>
<td>1</td>
</tr>
<tr>
<td>Secretaries</td>
<td>1 or 2</td>
</tr>
<tr>
<td>Receptionist</td>
<td>1</td>
</tr>
<tr>
<td><strong>Support Staff:</strong></td>
<td></td>
</tr>
<tr>
<td>Cook</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Cook</td>
<td>1</td>
</tr>
<tr>
<td>Custodian</td>
<td>1</td>
</tr>
<tr>
<td><strong>Access Services:</strong></td>
<td></td>
</tr>
<tr>
<td>Lead Counselors</td>
<td>1</td>
</tr>
<tr>
<td>Counselors</td>
<td>3 or 5</td>
</tr>
<tr>
<td><strong>Senior Activities and Services:</strong></td>
<td></td>
</tr>
<tr>
<td>Senior Coordinator</td>
<td>1</td>
</tr>
<tr>
<td>Senior Aide</td>
<td>1</td>
</tr>
<tr>
<td><strong>Youth Activities and Services:</strong></td>
<td></td>
</tr>
<tr>
<td>Youth Coordinator</td>
<td>1</td>
</tr>
<tr>
<td>Youth Aides</td>
<td></td>
</tr>
<tr>
<td>0-3 years of age</td>
<td>1</td>
</tr>
<tr>
<td>4 and up</td>
<td>1</td>
</tr>
<tr>
<td>Latch Key (After School Day Care)</td>
<td>1</td>
</tr>
<tr>
<td>Preschool</td>
<td>2 or more</td>
</tr>
<tr>
<td><strong>Sports Programs:</strong></td>
<td></td>
</tr>
<tr>
<td>Activities Supervisor</td>
<td>1</td>
</tr>
<tr>
<td>General Phys. Ed. Instructor</td>
<td>2 or more</td>
</tr>
</tbody>
</table>

** More staff may be required for specialty and/or Co-Located Services.
about the users

Community Centers of Indianapolis, Inc. (CCI) is a not-for-profit organization that coordinates the delivery of social services through fourteen multi-service and community centers in the Indianapolis Area. This network of centers is dedicated to quickly and efficiently provide services for those “most in need” in the Central Indiana area.

The member centers of CCI offer a wide variety of services to the citizens of Indianapolis. The variety of these services is representative of the clients who frequent CCI’s centers (from infants to senior citizens). CCI’s agencies offer services ranging from information and referral to cultural, educational and recreational programs. CCI strives to offer solutions that help to enrich the communities served.

Each CCI center has boundaries, defining the neighborhood to which its services are targeted. While most services are limited to residents in these areas, some specialized services, such as substance abuse, counseling, employment, and day care, are available to any Marion County resident meeting the eligibility criteria.

Many centers provide space to other service providers who serve neighborhood clients. The goal of co-located services are to promote the idea of accessible service delivery at the neighborhood level through housing other service providers as a convenience to CCI’s clients.

Any urban community, in order to remain stable, must effectively deal with human service issues. This proposed “neighborhood network hub” has the primary role of dealing with these social problems. Community Centers of Indianapolis (CCI) and its main financial funder, the United Way, have for 13 years led the promotion of social services in Indianapolis, therefore the choice to model the users of these pre-existing facilities for this exploration is quite logical. CCI’s programs and services consist of but are not limited to the following:

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- Providing housing for men, families, women, senior citizens, those with chemical dependency, and those needing a housing subsidy;
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- Providing educational opportunities, and;
- Providing social services and recreation for youth and senior citizens.

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Socially and Recreationally Related Programs and Services
<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>SPACE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-located Programs and Services</td>
<td>Administration Referral</td>
</tr>
<tr>
<td>Health Promotion</td>
<td>Course/Clinic Office</td>
</tr>
<tr>
<td>Family Services</td>
<td>Group Meeting Rooms</td>
</tr>
<tr>
<td>Women, Infant, Children</td>
<td>Supply Storage</td>
</tr>
<tr>
<td>Bronze: Boys/Youth Work</td>
<td>Activity Room</td>
</tr>
<tr>
<td>Family Services</td>
<td>Freestore</td>
</tr>
<tr>
<td>Friends of Children's Division</td>
<td>Supervisor Office</td>
</tr>
<tr>
<td>Juvenile Probation</td>
<td>Craft Area</td>
</tr>
</tbody>
</table>

Professionally and Counselling Related Programs and Services
Financial and Employment Related Programs and Services
**Program Matrix**

Educationally Related Programs and Services

<table>
<thead>
<tr>
<th>Category</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Literacy</td>
<td></td>
</tr>
<tr>
<td>Child Literacy</td>
<td></td>
</tr>
<tr>
<td>Job Training</td>
<td></td>
</tr>
<tr>
<td>ESL/Upward</td>
<td></td>
</tr>
<tr>
<td>Children's Learning</td>
<td></td>
</tr>
<tr>
<td>Senior Center</td>
<td></td>
</tr>
<tr>
<td>Co-located Programs and Services</td>
<td></td>
</tr>
</tbody>
</table>

**Space**

<table>
<thead>
<tr>
<th>Room Type</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Offices</td>
<td></td>
</tr>
<tr>
<td>Counseling Offices</td>
<td></td>
</tr>
<tr>
<td>Group Meeting Rooms</td>
<td></td>
</tr>
<tr>
<td>Supply Storage</td>
<td></td>
</tr>
<tr>
<td>Library Storage</td>
<td></td>
</tr>
<tr>
<td>Classroom</td>
<td></td>
</tr>
<tr>
<td>Conference Room</td>
<td></td>
</tr>
<tr>
<td>Kitchen</td>
<td></td>
</tr>
<tr>
<td>Storage</td>
<td></td>
</tr>
<tr>
<td>Classroom</td>
<td></td>
</tr>
<tr>
<td>Conference Room</td>
<td></td>
</tr>
</tbody>
</table>

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- a-neighborhood-multi-service-center-prototype
<table>
<thead>
<tr>
<th>Center Programs and Services</th>
<th>Co-located Programs and Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substance Abuse Prevention</td>
<td>Nurturing &amp; Recovering</td>
</tr>
<tr>
<td>Narcotics Anonymous</td>
<td>Alcoholics Anonymous</td>
</tr>
</tbody>
</table>

**SPACE**

- Administrator's Office
- Counseling Offices
- Group Meeting Rooms
- Supply Storage
- Activity Space
- Egress
- Supervisor's Office
- Craft Area
- Kitchen
- Dining Area
- Conference
- Support Area

**Substance Abuse Related Programs and Services**
The Site

demolished school building

The Site

demolished school building

hospitals

seniors center

small businesses

social service center

library annex

small businesses
site criteria

The proposed site for the first multi-service center (MSC) prototype is located just southwest of downtown Indianapolis, Indiana at the intersection of Morris and Kappes Streets. Due to its history as an elementary school site, this location has, in the past, played a pivotal role of the central hub of the neighborhood network. After the school was closed due to the budgetary cuts of the Indianapolis Public School's (IPS) Superintendent, this area lost its primary congregating center in addition to forcing students to be bussed out of the community to various different schools. The rebirth of this property as a "community hub" is desired by all of the residents within this area, and is one of the reasons for CCI and the Mary Rigg Neighborhood Center's acquisition of this site from IPS.

As indicated in the overhead view on the opposite page, this site is in a sense a transition from the business district to the south and west of Morris and Belmont Streets to the single-family, owner-occupied housing to the north and east of Westview Drive and Kappes Street. The images to the left are characteristic of the differing traffic patterns and spatial scale between the northern and southern site boundaries. In addition to its role as community hub, the refined design of this MSC should play the role of the link between these two distinct environments.

The Mary Rigg Neighborhood Center has grown beyond the Seniors Building and Social Services Building, it presently occupies just south of Morris Street. The new MSC will combine the two facilities into one, increasing programmable space and the overall efficiency of the organization. The existing facilities will be sold to small businesses which are eager to enter the community and are better suited for the buildings as they stand.

The following pages outline the existing site conditions as well as give an framework/goal for the MSC's design response to the following conditions: physical size/area; setbacks/easements; contours; wind; rainfall; and sun patterns; site drainage; site vegetation; man-made features; environmental noise; human-cultural responses; and site utilities.

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**Site Conditions**

**Size/Area**
- 81,326 sq ft
- 2,000 acres

**Setbacks/Easements**
- No Basements

**Contours**

---

**Design Response Vignettes**

**...Long...** Site situation permits building can penetrate, and there must be setbacks. Part on left-over land, or end story.

- Building footprint = 57,750 sq ft
- Parking (95 cars at 50' x 20') = 12,150 sq ft
- Play area = 6,000 sq ft
- Service area = 600 sq ft
- Frontage area = 1,800 sq ft

**Area within setback zone may be used for:**
- Parking
- Play yard
- Landscaped buffer
- Stormwater improvements

**Prominent building location**

- Exterior programming
- ±10% setback
- ±2% grade

- South side can be used for:
  - Landscaped buffer
  - Stormwater improvements

- Signs for single or two-story development.
Wind

- Prevailing winter winds
- 5-20 MPH average

Rainfall

- 60% Total rainfall
- 97% winter rainfall
- 5% day rain

Sunpath

- Summer sunlight
- 12.00 AM to 7:55 AM
- Winter sunlight
- 8:22 AM to 8:12 PM

Site Conditions

- Turn slope back to wall to reduce wind effects
- Consider outdoor functions in winter
- Hard window to the south per winter sun
- Provide pier for drainage
- Sunscreen glazing to protect from sun and wind
- Provide pier for drainage
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- Provide pier for drainage
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Design Response Vignettes

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**Site Vignettes**

**Design Response Vignettes**

- Locate building near C.E. corner to prevent noise spread to housing.
- Use land cover and landscaping as buffer.
- Integrate streetscape into design.

**Human-cultural**

- Consider alternative use within community needs and wants.
- Open green space.
- Place for gathering.

**Utilities**

- Utility connection point should run at the back of the building.
- Zones running through streets to avoid loss on site utility runs and sewer drainage problems.
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view-down-Kappes-Street
First Floor Plan

Plan Key: 1" = 60' 0"

1. Dining Module (see pg. 69)
2. Gymnasium Module (see pg. 59)
3. Activity Module (see pg. 61)
4-5. Classroom Module (see pg. 47)
6. Administration Module (see pg. 33)
7. Loading/Unloading Dock
8. Visitor Dropoff
9. Bus Shelter
10. Expanded Alleyway

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Second-floor-plan

plan key [scale: 1' = 40'-0"

1 Dining Module (see pg. 69)
2 Gymnasium Module (see pg. 53)
3 Activity Module (see pg. 61)
4-5 Classroom Module (see pg. 47)
6 Administration Module (see pg. 33)
Second Floor Plan

1. Dining Module (see pg. 69)
2. Gymnasium Module (see pg. 53)
3. Activity Module (see pg. 61)
4-5. Classroom Module (see pg. 47)
6. Administration Module (see pg. 33)
conceptual drawing
Although not for use as a programmable space, the corridor module is the most crucial piece of the multi-service center. Conceptually, this module is the spinal column for the building, carrying not only facility users with ease throughout the center, but also the systems required to run the other modules, including but not limited to heating, ventilation, air conditioning, electrical, plumbing, and the various electronic communication systems. These modules also serve as structural knuckles that permit the prototype components to join at various angles and levels, allowing for flexible adjustments to accommodate differing site conditions and future facility additions.

These modules, containing lobby areas, elevators, and stairs, are intended to be the "urban streets" of the center. For the most part, the minimum dimensions of this module (4 feet long, by 12 feet wide, by 12 feet high) allow for maximum efficiency of space for both people and mechanical systems by allowing for a variance in ceiling and floor height. In addition, a four foot long "chaweway" is installed on either side of the module to accommodate vertical flow of systems as well as allow for "entry nodes" to better direct user entry into the various added components of the center. Other uses of this chaweway include by are not limited to: art and award displays, community bulletin boards, and user-interactive computer stations used for information and directional purposes throughout the facility.
interior-view-of-atrium
administration-module

The administration module is the core programmed component of the multi-service center, housing the referral and facility central support, administration offices, access services, and other co-located or specialized program spaces. The building’s main entry as well as a two-story, natural-lit atrium culminate at the referral area, the heartbeat of the community network. This is the first picture that a new user will get to the center; where he, she, or they are then directed to the next area of social service delivery or community interaction.

The lower level features an electronic media center which acts in conjunction with the adjacent Indianapolis Public Library Annex as an extended information gathering system; linking this center to the worldwide web of electronic communication possibilities. In addition, a small community clinic, housing a variety of medical professionals at different times during the week, serves as a first contact for non-emergency medical problems and health education.

The upper level houses the administration core for the neighborhood center as well as a waiting room for the counseling services delivered in the Access Services Offices. These spaces, where a client’s needs are first assessed as well as monitored for the future, offer a private environment for confidential discussion, yet overlook the naturally-lit atrium, allowing for a variety of aesthetic desires to be accommodated and served.

The spaces within the Administration Module are described on pages 35 through 46 in more detail.

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First Level Administration Module

Scale: 1 inch = 16 feet

plan key:
1. mechanical room
2. dark media room
3. electronic media center
4. atrium
5. referral desk
6. doctor's office
7. mechanical room
8-9. exam rooms
10. waiting room
11. co-located distribution
The referral staff member or receptionist (for lack of a better term) is the hub around which the multi-service center revolves. He or she acts as the staff assistant, the bookkeeper, and client liason and should be so placed that he or she can keep an eye on most of the workings in the center. He or she should acknowledge the arrival of the client and must follow the progress of the counselor or staff member so that the client flow has proper direction. If he or she discusses referral information, the space should be large enough for others besides himself or herself, and private enough that his or her conversations are not overheard.

For larger centers, the functions mentioned above may be split among two, three, or even more persons. The receptionist still should be able to see the entrance and the waiting room. If he or she is too far removed to watch the progress of the counselors/staff members, he or she must be informed by the staff so that he or she can keep the client flow at a steady rate.

If there is separate business manager-bookkeeper, a private space should be provided for working on records, discussing bills with patients, essentially a work room. It is advisable this office be located so that it is accessible to outgoing clients. The exit from this office should permit clients to leave without back-tracking, or going through the waiting room. Proper relationship to the entrance will also assist in the control of deliveries to the office.

**function**
to provide a space for staff to welcome clients, direct them to their destination, and keep track of their information and filework.

**users**
various members of the staff (rotated at different times or combined together, depending on type center)

**equipment**
tables, chairs, desks, computers, file cabinets, work countertops.

**lighting**
provide for adequate illumination to assure effective color recognition on dark, days and in the evening (semi-indirect lighting with daylight bulbs is recommended); task lighting for deskwork and other detailed work; controllable natural light for an overall wash of light that which prevents undesired glare.

**thermal**
provide adjustable thermal comfort for users; natural ventilation is also desirable but should be controllable so as to not create drafts. Controls should be placed away from usable display space.

**acoustics**
provide for acoustical privacy from adjacent space but allow for the conversing among small groups as well as privacy for individuals. Special consideration must be given to the voices of individuals so as to not interfere with other activities in the building.

**auxiliary-spaces**
an abundance of display space and storage, restrooms, circulation, and fire exits.

**adjacent-spaces**
waiting room, restrooms, storage.

**image**
convey a comfortable, warm, homelike environment that promotes socializing as well as a personal sense of relaxation.

**activities**
client welcome, to complete center paperwork and processes.

**time-of-use**
various times throughout the day - 8:00 a.m. - 5:00 p.m.; along with possible late night usage.

**square-footage**
200-300 square feet.

**a-community-network**
a-neighborhood-multi-service-center-prototype
Plan Key:

1. Mechanical room
2. Dark media room
3. Electronic media center
4. Atrium
5. Referral desk
6. Doctor's office
7. Mechanical room
8-9. Exam rooms
10. Waiting room
11. Co-located distribution

First Level Administration Module

Scale: 1 inch = 16 feet
**function**

to provide a space for creative activity in a group atmosphere; to foster a climate conducive to the educational objectives of the program.

**image**

carry a comfortable, warm, homelike environment that promotes socializing as well as personal and group creative exploration and sharing.

**users**

various members of the community (rotated at different times or combined together depending on type of activity), the staff, and invited guests and parents.

**activities**

various educational programs, group meetings, and various counseling sessions.

**equipment**

desks, tables, chairs, lounge couches, shelving, sinks, and countertops, computers, and storage cabinets.

**time-of-use**

various times throughout the day - 8:00 a.m. - 5:00 p.m. along with possible late night usage.

**lighting**

provide for adequate illumination to ensure effective color recognition on dark days and in the evening (semi-induced lighting with daylight bulbs is recommended); task lighting for precise and detailed work; controllable natural light for an overall wash of light that which prevents undesired glare (preferably northern light).

**thermal**

provide adjustable thermal comfort for users; natural ventilation is also desirable but should be controllable so as to not create drafts. Controls should be placed away from usable display space.

**acoustics**

provide for acoustic privacy from adjacent spaces yet allow for the conversing among small groups as well as privacy for individuals. Special consideration must be given to the voices of individuals so as to not interfere with other activities in the building. Ceilings and/or walls should be acoustically treated.

**auxiliary-spaces**

an abundance of display space, restrooms, circulation, an abundance of storage (activity materials, paper, and materials), and fire exits.

**adjacent-spaces**

counseling offices, classrooms, meeting rooms, restrooms, storage.

**square-footage**

700 square feet minimum

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**media center**

Modern teaching procedures require more complex facilities than were considered necessary in the past. The media center is intended to provide for an ever-growing electronic age. This space is intended as an extension for the educational and job training needs of the neighborhood. Provision should be made for computers, audio-visual equipment, books, recorders, televisions, tack space, and writing surfaces which can serve a variety of needs.

Many communities are building a self-contained information center within these types of facilities for teaching various subjects, such as computer literacy, job training and searches, English, mathematics, reading, arts and crafts, music, social studies, and science. This area is provided for use by numerous classroom, teaching, and training groups.

The media center will require storage for a variety of items pertaining to the variety of users, such as reference books, maps, globes, computers, audio-visual equipment, records, and other items specific to the activity. Central toilet facilities should be provided as well as drinking fountains adjacent to the media center.

**a-community-network**

*a-neighborhood-multi-service-center-prototype*
First Level Administration Module

Scale: 1 inch = 16 feet
<table>
<thead>
<tr>
<th>function</th>
<th>image</th>
</tr>
</thead>
<tbody>
<tr>
<td>to provide a space for clinical activity in a private atmosphere; to foster a climate conducive to the clinical and health promotion objectives of the human resources program.</td>
<td>convey a comfortable, warm, homelike environment that promotes a sense of ease.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>users</th>
</tr>
</thead>
<tbody>
<tr>
<td>the doctors and dentists, various members of the community (rotated at different times or combined together depending on type of activity), the staff, and invited guests and parents.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>health inspections, primary health care and treatment, good health promotion, and preventative health care provision.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>medical and dental care treatment tools, exam tables, exam chairs, desks, tables, chairs, lounge couches, shelving, computers, and storage cabinets.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>time-of-use</th>
</tr>
</thead>
<tbody>
<tr>
<td>various times throughout the day - 8:00a.m. - 5:00p.m; along with possible late night usage.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>lighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>provide for adequate illumination; to ensure effective color recognition on dark days and in the evening (semi-indirect lighting with daylight bulbs is recommended); task lighting for precise work; controllable natural light for an overall wash of light yet that which prevents undesired glare.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>thermal</th>
</tr>
</thead>
<tbody>
<tr>
<td>provide adjustable thermal comfort for users; natural ventilation is also desirable but should be controllable so as not to create drafts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>acoustics</th>
</tr>
</thead>
<tbody>
<tr>
<td>provide for acoustical privacy from adjacent spaces; Special consideration must be given to the voices of individuals so as to not interfere with other activities in the building. Ceilings and/or walls should be acoustically treated.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>auxiliary-spaces</th>
</tr>
</thead>
<tbody>
<tr>
<td>restrooms, circulation, an abundance of storage (office supplies, paper, and materials), and fire exits.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>adjacent-spaces</th>
</tr>
</thead>
<tbody>
<tr>
<td>administration/referral, facility exit, restrooms, storage.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>square-footage</th>
</tr>
</thead>
<tbody>
<tr>
<td>450 - 600 square feet depending upon specific use.</td>
</tr>
</tbody>
</table>

**a-communitv-network**
*a-neighborhood-multi-service-center-prototype**

The doctor's office or community medical clinic plays a pivotal role within the multi-service center. For many community members, the medical evaluations that are given here will be the only check-ups that they will receive. This space houses a rotating staff of doctors/dentists who provide primary treatment to neighborhood residents of all ages. This care is intended to be a catalyst for future medical and health exams to happen at other sites within the community.

The doctor's office consists of 2 exam rooms which are separated by a curtain partition, a front desk for secretarial work, admissions work, and recordkeeping, a waiting area for up to six patients at one time, and a business office to be shared by all the medical professionals for the use of post-exam consultations and evaluations.

This space should be separate from but near the administrative offices for convenient access to personnel records and certain clerical services. The doctor's office should be accessible by a direct entrance from a corridor, located to provide exits from counseling area separate from the main entrance, and, reasonably near the library of resources in the use of display and reference materials.
plan key:

1. men's restroom
2. director's office
3. secretary office / work room
4. asst. director's office
5. women's restroom
6-11. caseworker / counselor offices

Second Level Administration Module

Scale: 1 inch = 16 feet
The offices within the multi-service center are the settings for interviews with clients as well as for staff center business. There should be an office for each counselor, teacher/supervisor, deputy director, and executive director. The interview usually involves only the counselor/teacher and client; however, at times other persons are called into conference. Since the interview is regarded as confidential, the room should offer privacy, and should be reasonably soundproof. The use of partial partitions is not satisfactory.

Counseling offices should be separate from but near the administrative offices for convenient access to personnel records and certain clerical services. The offices should be accessible by a direct entrance from a corridor, located to provide exits from counseling area separate from the main entrance, and, reasonably near the library of resources in the use of display and reference materials.
Waiting Area

plan key:

1. men's restroom
2. director's office
3. secretary office/work room
4. asst. director's office
5. women's restroom
6-11. caseworker/counselor offices

Second Level Administration Module

Scale: 1 inch = 16 feet
**Waiting Area**

The members of the community receive their first impression from the waiting room. Its appearance may indicate the type of programs and services they can expect to receive. A wait in a crowded out-of-date room can depress and dishearten even the best and steadiest of clients.

The chairs, tables, and lamps should be adequate in number and well spaced so as to make reading possible and to give the clients a feeling of freedom. The client load provides the only criterion for the number of chairs you must provide. If the schedule is always maintained than the waiting area need only be minimal. If the counselors and staff are overburdened with client activity, the waiting room should be more ample.

Needless to say, some educated thought should be given to decoration: the walls, upholstery, pictures, and draperies. Tasteful, harmonizing colors which are uplifting rather than drab are desirable. The overall effect should be homelike and restful.

The waiting room preferably should permit a view of the outside and, if possible, the view should be a pleasing one. Flowers, trees, or distance are the best, but when this is impossible an interesting view of people and activity is the second choice.
Second Level Administration Module

Scale: 1 inch = 16 feet
workroom

The work room within the multi-service center is the settings for staff center business and other office related tasks. This space should be located in a central area directly adjacent to the center's business, counselor, and caseworker offices. Since the counselor's interview is regarded as confidential, the room should be reasonably soundproof to any adjacent spaces. The use of partial partitions is not satisfactory.

Due to the secrecy of the files contained in this space, the entrance to the work room should be monitored at all times by staff members. Special consideration should be given to the multiple users of this space, therefore, adequate measures should be taken to ensure the confidentiality of client files from unauthorized staff members.

Aside from the normal copying, filing, and supply storage, this space is where mail preparation and distribution occurs as well as being the location of the computer mainframe for community networking capabilities throughout the city.

<table>
<thead>
<tr>
<th>function</th>
<th>promote a well-ordered and undisturbed environment for the staff to carry out various tasks related to center business.</th>
</tr>
</thead>
<tbody>
<tr>
<td>users</td>
<td>the center staff, counselors, caseworkers, and various co-located personnel.</td>
</tr>
<tr>
<td>activities</td>
<td>center business, filing, xerography, and office supply storage.</td>
</tr>
<tr>
<td>equipment</td>
<td>desks, tables, chairs, shelving, computers, xerox machine, and storage cabinets for office supplies.</td>
</tr>
<tr>
<td>time-of-use</td>
<td>various times throughout the day - 8:00 a.m. - 5:00 p.m., along with possible late night usage.</td>
</tr>
<tr>
<td>lighting</td>
<td>provide for adequate illumination to ensure effective color recognition on dark days and in the evening (semi-indirect lighting with daylight bulbs is recommended); task lighting for precise and detailed desk work; controllable natural light for an overall wash of light yet which prevents undated glare.</td>
</tr>
<tr>
<td>thermal</td>
<td>provide adjustable thermal comfort for users; natural ventilation is also desirable but should be controllable so as to not create drafts.</td>
</tr>
<tr>
<td>acoustics</td>
<td>provide for acoustical privacy from adjacent spaces. Special consideration must be given to the voices of individuals so as to not interfere with other activities in the building. Ceilings and/or walls should be acoustically treated.</td>
</tr>
<tr>
<td>auxiliary-spaces</td>
<td>restrooms, circulation, an abundance of storage (office supplies, paper, and materials), and fire exits.</td>
</tr>
<tr>
<td>adjacent-spaces</td>
<td>administration, referral, access services, restrooms, storage.</td>
</tr>
<tr>
<td>square-footage</td>
<td>300 square feet</td>
</tr>
</tbody>
</table>

a-community-network
a-neighborhood-multi-service-center-prototype
The classroom module plays an important supportive role within the multi-service center. Quite simply, this element contains group meeting rooms that possess similar structural qualities to that of the corridor module, allowing for a myriad of spacial envelope configurations to be accommodated depending on usage and group size.

In order to further this idea of flexibility, the structural system of this module allows for the breakdown of these meeting room/classrooms into business/counseling offices when community needs demand such change. This manipulation, due to the structural and mechanical configuration of the module, can be implemented with minimal down-time and almost no cost to the owner of the center.

Modern teaching and counseling procedures require more complex meeting room facilities than those that can be accommodated in a limited office atmosphere; therefore, these modules should be inserted adjacent to the administration module of the building in order to accommodate a conference room/employee lounge for the staff as well as serve larger groups for peer counseling activities.

The spaces contained within the classroom module are described in further written and graphic detail on pages 49 through 52.
First Level Classroom Module

Scale: 1 inch = 12 feet
**group-meeting-rooms**

Modern teaching and counseling procedures require more complex meeting room facilities than were considered necessary in the past. Provision should be made for books, computers, audio-visual equipment, recorders, televisions, tack space, and writing surfaces.

Many communities are building self-contained meeting rooms within these types of facilities for teaching and counseling in a variety of different methods. This area is provided for use by numerous meeting groups.

The meeting room will require storage for a variety of items pertaining to the variety of users; such as reference books, paints, posters, maps, globes, computers, audio-visual equipment, records, and other items specific to the activity. Central toilet facilities should be provided as well as drinking fountains in or adjacent to meeting rooms.

Provisions should be made for such items in accordance with the variety of educational and counseling programs. These items include a sink, counter work area, hot and cold water, and special furniture as well as an abundance of storage.

**function**

to provide a space for creative activity in a group atmosphere; to foster a climate conducive to the educational objectives of the program.

**users**

various members of the community (rotated at different times or combined together depending on type of activity), the staff, and invited guests and parents.

**equipment**

decks, tables, chairs, lounge couches, shelving, sinks, and countertops, computers, and storage cabinets.

**lighting**

provide for adequate illumination to ensure effective color recognition on dark days and in the evening (semi-direct lighting with daylight bulbs is recommended); task lighting for precise and detailed work; controllable natural light for an overall wash of light yet that prevents undesired glare.

**acoustics**

provide for acoustical privacy from adjacent spaces yet allow for the conversing among small groups as well as privacy for individuals. Special consideration must be given to the voices of individuals so as to not interfere with other activities in the building. Ceilings and/or walls should be acoustically treated.

**adjacent-spaces**

counseling offices, restrooms, storage.

**image**

convey a comfortable, warm, homelike environment that promotes socializing as well as personal and group creative exploration and sharing.

**activities**

various educational programs, group meetings, and various counseling sessions.

**time-of-use**

various times throughout the day - 8:00 a.m. - 5:00 p.m.; along with possible late night usage.

**thermal**

provide adjustable thermal comfort for users; natural ventilation is also desirable but should be controllable so as to not create drafts. Controls should be placed away from usable display space.

**auxiliary-spaces**

an abundance of display space, restrooms, circulation, an abundance of storage (activity materials, paper, and materials), and fire exits.

**square-footage**

400-500 square feet minimum.

**a-community-network**

a-neighborhood-multi-service-center-prototype
Second Level Classroom Module

Scale: 1 inch = 12 feet
Modern conference procedures require more complex meeting room facilities than were considered necessary in the past. Provision should be made for books, computers, audio-visual equipment, recorders, televisions, tuck space, and writing surfaces.

Many communities are building self-contained meeting rooms for staff within these types of facilities for teaching and counseling in a variety of different methods. This area is provided for staff instruction in center procedures, client updates, and community concerns.

The conference room will require storage for a variety of items pertaining to the variety of uses, such as reference books, computers, audio-visual equipment, records, and other items specific to the activity.

Provisions should be made for such items in accordance with the variety of educational and counseling programs. These items include a sink, counter work area, hot and cold water, and special furniture as well as an abundance of storage.
The gymnasium/auditorium module houses the key meeting space for the entire community and can accommodate a myriad of possible uses from public forums to sporting events to small community theater productions. In many instances where communities have lost large meeting spaces due to school closures or have never had a public gathering space in the past, this module, conceptually and literally, unites the members of a neighborhood, strengthening bonds between families and promoting a sense of peer revitalization which is one of the primary missions of this center.

The first level contains a multi-story gymnasium area flanked by support spaces such as restrooms, shower rooms, and locker facilities. Since many of these community gymnasiums are used as auditoriums at times, a stage has been provided on the far end which can double as another activity space in times of non-performance. Due to the need for various forms of equipment for each specific use, storage and staging rooms have been placed on either end of the module to allow for efficient change between activities.

The partial second level contains space for spectators in the form of folding bleachers. When not in use, this area can, likewise, double as activity space, or when placed next to another type of module, can tie in with activities or programs which require a larger space.

The spaces within the gymnasium module are described in further written and graphic detail on pages 55 through 60.
Second Level Gymnasium Module

Scale: 1 inch = 20 feet
## gymnasium/auditorium

The gymnasium/auditorium space should be more than just a basketball court. Floors and overhead construction should be strong enough to support various types of gymnastic equipment. The most desirable size for a gymnasium is 60' by 80' overall inside dimensions. Such a room will accommodate a 42' by 74' regulation junior high school basketball court with minimum 3 ft sidelines around three sides, and five rows of folding bleachers along the fourth side. Two 40' by 60' cross or practice courts can also be included in this area. These are desirable not only for basketball but also for volleyball, etc.

Space for spectators is needed in any gymnasium regardless of size. Folding bleachers are best for use in spectator space, but moveable bleachers are acceptable. There should be no permanent bleachers or chairs on the gymnasium floor because they present a hazard to participants in the physical program and reduce the width of the room for crosscourt purposes. Generally, the maximum number of spectator seats is 150. In some communities, much more spectator space might be wanted. Clear height from floor to bottom to trusses must be 20' for a 60 by 80 foot gymnasium.

Many of these community gymnasiums are used at times as auditoriums. Very often a stage is provided at one end. In some cases where permanent stages are not cost effective, portable stages or platforms may be used.

### function
- to provide a space for physical activity of various forms;
- to provide a space for community forums and presentations as well as for small community theater performances.

### users
- various members of the community (rotated at different times or combined together depending on type of activity), the staff, and invited guests.

### activities
- various sports activities (basketball, volleyball, etc.), community meetings, community theater presentations.

### equipment
- seating (movable bleachers, chairs), tables, sports equipment, basketball goals, volleyball net posts.

### time-of-use
- various times throughout the day - 8:00 AM - 5:00 PM; along with possible late night usage.

### lighting
- provide for adequate illumination to ensure continuance of activity on dark days and in the evening; task lighting for stage presentations; controllable natural light for an overall wash of light that will prevent undesired glare.

### thermal
- provide adjustable thermal comfort for users; natural ventilation is also desirable but should be controllable so as not to create drafts. Controls should be secured away from children use.

### acoustics
- provide for acoustical privacy from adjacent spaces yet allow for the conversing among small groups as well as privacy for individuals. Special consideration must be given to the placement of loud equipment so as to not interfere with other creative activities. Ceilings and/or walls should be acoustically treated.

### adjacent-spaces
- youth activity spaces, locker rooms, facility entrance, storage.

### square-footage
- 9500 square feet total

---

**a-community-network**

**a-neighborhood-multi-service-center-prototype**
First Level Gymnasium Module

Scale: 1 inch = 20 feet
dressing/shower-rooms

A room for the purpose the purpose of changing clothes and showering is necessary and should be in close proximity to the social hall/gymnasium. There are two accepted plans for checking personal apparel: the use of locker room with metal lockers, and, the use of dressing rooms with a checkroom for checking clothing in wire baskets or nylon bags.

The size of shower rooms is dependant upon the extent of the facilities and the number of persons to be served at one time. Adequate ventilation should be a primary consideration.

For men and boys, it is suggested that approximately 12 shower heads be provided, spaced a minimum of 4' apart and 6' above floor level. For women and girls, it is recommended that a minimum of 6 group shower heads and 3 individual shower and dressing booths be provided. Shower heads should be 4 1/2' above floor level. Non-breakable liquid soap dispensers are recommended, and hair dryers are suggested.

To accommodate the disabled, two folding "L" seats should be placed in opposite corners of each group shower to facilitate both right-hand and left-hand approaches.

In the construction of the shower room floor, drainage gutters 4" deep and 8" to 10" wide placed around the perimeter of the shower room will provide a sanitary means of drainage. The central portion of the shower floor, raised above the depressed area, should drain toward the shower drains. A carborundum-impregnated ceramic tile, or its equal, will provide a non-slip surface.

The temperature of water feeding into the shower heads should be 120 deg. F, controlled by means of a mixing chamber rather than by individual control. Vandalproof shower heads should be used.

a-community-network
a-neighborhood-multi-service-center-prototype
First Level Gymnasium Module

Scale: 1 inch = 20 feet
stage / youth activity space

The stage / youth activity space should be designed to accommodate a variety of activities such as general meetings, social recreation, active table games, dancing, dramatics, musical practice and performance, and banquets.

The area of this room is larger than that of a standard group meeting room, approximately 750-1000 square feet. It should be rectangular in shape with a minimum width of 40 ft. The minimum ceiling height should be at least 12' to 16'. Further, a retractable floor area is desired to accommodate the larger space needed for dramatic and musical performances.

The floor should have a non-skid surface to prevent many common accidents. The floor should be level in order to permit multiple use. The retractable floor should be made of a material light in weight for ease in moving in and out, yet capable of withstanding the variety of live and dead loads placed upon it.

The space will require storage for a variety of items pertaining to the variety of users, such as tables, chairs, reference books, audio-visual equipment, records, and other items specific to the activity. Central or immediately adjacent toilet facilities should be provided as well as drinking fountains in or adjacent to meeting rooms.

---

**function**

To provide a space for creative activity in a group atmosphere, to foster a climate conducive to a variety of activities and programs.

**users**

Various members of the community (rotated at different times or combined together depending on type of activity), the staff, and invited guests and parents.

**equipment**

Tables, chairs, shelving, board games, playing cards, computers, and storage cabinets.

**lighting**

Provide for adequate illumination to ensure effective color recognition on dark days and in the evening (semi-indirect lighting with daylight bulbs is recommended). Task lighting for precise and detailed work; controllable natural light for an overall wash of light that prevents undirected glare.

**acoustics**

Provide for acoustical privacy from adjacent spaces yet allow for the conversing among small groups as well as privacy for individuals. Special consideration must be given to the voices of individuals so as to not interfere with other activities in the building. For stage use, this area should reflect sound into the adjacent gymnasium/auditorium area.

**image**

Convey a comfortable, warm, homelike environment that promotes socializing as well as personal and group creative exploration and sharing.

**activities**

Various educational programs, group meetings, and a variety of musical and dramatic performances.

**time-of-use**

Various times throughout the day - 8:00 a.m. - 5:00 p.m. along with possible early night usage.

**thermal**

Provide adjustable thermal comfort for users; natural ventilation is also desirable but should be controllable so as to not create drafts. Controls should be placed away from usable display space.

**auxiliary-spaces**

Restrooms, circulation, an abundance of storage (activity materials, paper, and materials), and fire exits.

**adjacent-spaces**

Gymnasium/auditorium, restrooms, storage.

**square-footage**

750-1,000 square feet minimum
interior-view-of-senior-activity-area
First Level Activity Module

Scale: 1 inch = 16 feet

plan key:

1. preschool activity area
2. teacher's office
3-4. child's toilet
5. kitchenette
6. storefront display area
7. mechanical area
8. craft activity area
9. craft storage
10. senior storage
11. senior coordinator's office
12. senior activity area
activity-spaces

The multi-purpose activity rooms should be designed to accommodate such activities as general meetings, social recreation, active table games, dancing, dramatics, orchestra practice, and banquets.

The area of this room is larger than that of a standard group meeting room, approximately 750-1000 square feet. It should be rectangular in shape with a minimum width of 40 ft. The minimum ceiling height should be at least 12' to 16'.

The floor should have a non-skid surface to prevent many common accidents. The floor should be level in order to permit multiple use.

The meeting room will require storage for a variety of items pertaining to the variety of users; such as reference books, paints, posters, maps, globes, computers, audio-visual equipment, records, and other items specific to the activity. Central toilet facilities should be provided as well as drinking fountains in or adjacent to meeting rooms.

Provisions should be made for such items in accordance with the variety of educational and counseling programs. These items include a sink, counter work area, hot and cold water, and special furniture as well as an abundance of storage.

function

to provide a space for creative activity in a group atmosphere; to foster a climate conducive to a variety of activities and programs.

image

convey a comfortable, warm, homelike environment that promotes socializing as well as personal and group creative exploration and sharing.

users

various members of the community (rotated at different times or combined together depending on type of activity), the staff, and invited guests and parents.

activities

various educational programs, group meetings, and various counseling sessions.

time-of-use

various times throughout the day - 8:00 a.m. - 5:00 p.m. along with possible late night usage.

thermal

provide adjustable thermal comfort for users; natural ventilation is also desirable but should be controllable so as to not create drafts. Controls should be placed away from usable display space.

acoustics

provide for acoustical privacy from adjacent spaces yet allow for the conversing among small groups as well as privacy for individuals. Special consideration must be given to the voices of individuals so as to not interfere with other activities in the building. Ceilings and/or walls should be acoustically treated.

auxiliary-spaces

an abundance of display space, restrooms, circulation, an abundance of storage (activity materials, paper, and materials), and fire exits.

adjacent-spaces

craft area, supervisor's office, restrooms, storage.

square-footage

750-1,000 square feet minimum

-activity-network-

a-neighborhood-multi-service-center-prototype
First Level Activity Module

plan key:

1. preschool activity area
2. teacher's office
3-4. child's toilet
5. kitchenette
6. storefront display area
7. mechanical area
8. craft activity area
9. craft storage
10. senior storage
11. senior coordinator's office
12. senior activity area

Scale: 1 inch = 16 feet
preschool

The preschool's arrangement should contribute to the child's concepts of order and space. A perceptually clear and distinct room environment, achieved through uncluttered equipment and furniture arranged in an orderly fashion, helps the child focus his or her attention on the activity instead of distracting him or her with irrelevant stimuli. Daily contact with an uncluttered, structurally simple environment helps to teach time and space organization. Tidiness is a secondary benefit.

The preschool classroom should consist of a series of well-defined, interrelated areas, including a general area for group activities, a reading corner, a doll corner and housekeeping area, an area for blocks and another for manipulative toys, an art corner, and storage cubicles where the children hang their coats and hats and keep their personal belongings. Restrooms and storage areas are also essential. A separate tutoring booth is desirable because it provides a special environment for individualization of instruction and for teacher-child interaction. (See opposite page.)

A carpeted floor is recommended for acoustic purposes and for its other advantages. It is attractive, is easy to maintain, and provides a warm, comfortable surface on which the children work and play. Using carpets of different colors and textures helps to define different areas of the space. Only the art corner, because it is cleaned with water, requires a hard surface.

a-community-network

a-neighborhood-multi-service-center-prototype
Second Level Activity Module

Scale: 1 inch = 16 feet
**Function**

to provide a space for creative activity and experimentation with various artistic mediums, to promote and foster hand and eye co-ordinative skills.

**Image**

convey a comfortable, warm, homelike environment that promotes socializing, as well as personal and group artistic exploration and sharing.

**Users**

various members of the community (rotated at different times or combined together depending on type of activity), the staff, and invited guests.

**Activities**

Arts and Crafts; wood-working; metal; painting; ceramics; needle-work; weaving and rug-making; basketry; copper-smelting; etc.

**Equipment**

various power and hand tools, work benches and chairs, kiln, heating equipment, stop sink, wood bins, paint-closet, exhaust system, easels, sawing machines, glass cabinets, etc.

**Time-of-use**

various times throughout the day - 8:00 a.m. to 5:00 p.m.; along with possible late night usage.

**Lighting**

provide for adequate illumination to ensure effective color rendering on dark days and in the evening (semi-indirect lighting with daylight bulbs is recommended), task lighting for precise and detailed work; controllable natural light for an overall wash of light yet that which prevents undesired glare (preferably northern light).

**Thermal**

provide, adjustable thermal comfort for users; natural ventilation is also desirable but should be controllable so as to not create drafts. Controls should be placed away from usable display space.

**Acoustics**

provide for acoustical privacy from adjacent spaces yet allow for the conversational among small groups as well as privacy for individuals. Special consideration must be given to the placement of loud equipment so as to not interfere with other creative activities. Ceilings and walls should be acoustically treated.

**Auxiliary-spaces**

an abundance of display space, restrooms, circulation, an abundance of storage (bulk, paper, and materials), delivery entrance, and fire exits.

**Adjacent-spaces**

activity spaces, preschool, facility entrance, storage.

**Square-footage**

750 square feet total.
The dining module plays an important supportive role in the multi-service center complex. These spaces consolidate food preparation, service, and consumption in one area of the facility, reserving other activity and classroom spaces for other, more pertinent functions. The module serves meals and snacks to the center's clients and staff in conjunction with social service programs, making the facility self-sufficient from the common catered-in approach to serving meals and thereby decreasing the cost of such activities. Further, in the off-hours, these spaces can be rented out for banquets, family gatherings, and business dinners to provide additional funds for center programs and services.

The module contains a full-service, restaurant capacity kitchen capable of serving one meal while preparing another one for later in the day. The dining area has similar structural qualities to that of the activity module, allowing for the lower level of this two-story space for public and formal meal activities that are done in large numbers, whereas the upper level is reserved for a series of more intimate gatherings of two to four people. On the main level, the dining area, likewise, has its own outside eating area when not in use for loading and unloading supplies for the kitchen. In addition, adjacent to the upper dining level is an outside terrace for quieter outdoor functions such as reading and gardening.

The individual spaces of the dining module are described on pages 71 through 74 in more written and graphic detail.

a-community-network
a-neighborhood-multi-service-center-prototype
First Level Dining Module

Scale: 1 inch = 16 feet
# Kitchen

The multi-service center shall be equipped with a full-service kitchen with a full-time staff that prepares meals and/or small food dishes for the various programs and services within the facility. These activities can include any pre-established programs and services outlined in THE USERS section of this programme or can consist of activities to which this kitchen would provide catered meals as a secondary means of center revenue.

This space should be designed so as to promote efficiency of movement and utility as well as providing for a pleasing atmosphere in which the cooking staff and volunteers can work. This is crucial since activity in this space, for the most part, stays constant from early morning to potentially late at night. Floor and work surfaces should be constructed of materials which provide an ease in cleaning yet be slip and bacteria resistant.

In addition to the above activities, the kitchen within this center should be designed as a working educational environment where members of the community can come to learn various cooking techniques, healthy and balanced meal preparation skills, and exchange ideas with fellow members of the neighborhood. This human interaction will hopefully foster and complement strong sharing and cooperation concepts which are an integral part to this facility.

## Function

To provide a space for the preparation of various types of food dishes at different times of the day for the clients and staff of the center.

## Image

Convey an efficiency of manufacturing and ease of work flow as well as be a possible learning environment.

## Users

The cooking staff, various members of the community (rotated at different times or combined together depending on activity), and invited guests.

## Activities

Food preparation, food serving, dish washing, and an educational environment for these activities.

## Equipment

Dishwasher, beverage machines, oven, range, grill, food warmers, pots and pans, mixer, toaster, ice-cream containers, freezers, steam tables, garbage disposal, etc. (must be capable of preparing a varied degree of food types)

## Time of Use

Morning 5:00-10:00; afternoon 11:00-2:00; evening 3:30-8:30; along with possible late night usage.

## Lighting

Provide for adequate illumination for preparing and serving food; task lighting for reading recipes and teaching techniques; controllable natural light for an overall wash of light.

## Thermal

Provide adjustable thermal comfort for users; natural ventilation is also desirable but should be controllable so as to not create drafts.

## Acoustics

Provide for acoustical privacy from adjacent spaces yet allow for the conversing among small groups and among the cooking staff.

## Auxiliary Spaces

Hot and cold storage, dry storage, coolestoom, circulation, and fire exits.

## Adjacent Spaces

Dining area, activity spaces, preschool, storage.

## Square Footage

400 square feet, preparation; 200 square feet, serving and cleaning; 200 square feet storage.
Second Level Dining Module

Scale: 1 inch = 16 feet
### dining area

Located adjacent to the activity spaces, kitchen, and preschool, the dining room shall serve various members of the community at different times and according to the planned activity or program, such as lunch meetings, planned educational sessions, etc. The staff are also invited to attend meals. It is to be a center for socializing as well as the area that insures clients and citizens receive well-balanced meals.

Meals are prepared by the staff; yet, the opportunity is there for the member of the community, clients, and volunteers to participate in the various responsibilities of preparing and serving food. Some may wish to peel potatoes while others may wish to serve food to other residents. No matter the task, participation is encouraged.

The dining area, itself, should be able to be divided into smaller spaces, each served by the same kitchen. This is to foster a more individualized feeling while still being a part of a collective whole.

<table>
<thead>
<tr>
<th>function</th>
<th>image</th>
</tr>
</thead>
<tbody>
<tr>
<td>To provide a space for nutrition to be provided to the citizens of the community, to provide an intimate place where small groups may gather at meal times to socialize as well as eat.</td>
<td>Convey a comfortable, warm, homelike environment that promotes socializing as well as personal meditation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>users</th>
<th>activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Various members of the community (rotated at different times or combined together depending on activity), the staff, and invited guests.</td>
<td>Eating, socializing with other citizens, and/or participating in other meal-time activities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>equipment</th>
<th>time-of-use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tables, chairs, lounge chairs, sofas, lamps, coffee tables, end tables, television, stereo, hanging pictures, and other forms of art.</td>
<td>Morning 6:30-9:00; afternoon 11:00-1:00; evening 5:00-7:30; along with possible late night usage.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>lighting</th>
<th>thermal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide for adequate illumination for eating, socializing, and serving food; task lighting for reading and socializing; controllable natural light for an overall wash of light.</td>
<td>Provide adjustable thermal comfort for users; natural ventilation is also desirable but should be controllable so as to not create drafts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>acoustics</th>
<th>auxiliary-spaces</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides for acoustical privacy from adjacent spaces, yet allow for the conversing among small groups as well as privacy for individuals.</td>
<td>Restrooms, circulation, storage, and fire exits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>adjacent-spaces</th>
<th>square-footage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kitchen, activity spaces, preschool, storage.</td>
<td>850 square feet (approximately 50 people)</td>
</tr>
</tbody>
</table>

---

`a-community-network`  
`a-neighborhood-multi-service-center-prototype`
## Square-Footage Totals

<table>
<thead>
<tr>
<th>Space</th>
<th>Sq. Ft. Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Administration</strong></td>
<td></td>
</tr>
<tr>
<td>Executive Director Office</td>
<td>300 sq. ft.</td>
</tr>
<tr>
<td>Deputy Director Office</td>
<td>200 sq. ft.</td>
</tr>
<tr>
<td>Executive Secretary/Receptionist Office/Area</td>
<td>200 sq. ft.</td>
</tr>
<tr>
<td>Conference Room/Employee Lounge</td>
<td>400 sq. ft.</td>
</tr>
<tr>
<td>Waiting Area</td>
<td>400-500 sq. ft. min.</td>
</tr>
<tr>
<td><strong>Access Services</strong></td>
<td></td>
</tr>
<tr>
<td>Caseworker Offices (3 min.)</td>
<td>200 sq. ft. each</td>
</tr>
<tr>
<td>Counselor’s Offices (3 min.)</td>
<td>200 sq. ft. each</td>
</tr>
<tr>
<td>Group Meeting Rooms (2-4)</td>
<td>400-500 sq. ft.</td>
</tr>
<tr>
<td>Client Pantry</td>
<td>100-150 sq. ft. min.</td>
</tr>
<tr>
<td>Clothing Bank</td>
<td>100-150 sq. ft. min.</td>
</tr>
<tr>
<td>Toy Storage</td>
<td>100-150 sq. ft. min.</td>
</tr>
<tr>
<td><strong>Senior Activities &amp; Services</strong></td>
<td></td>
</tr>
<tr>
<td>Activity Space</td>
<td>750 sq. ft. min.</td>
</tr>
<tr>
<td>• associated storage</td>
<td>150 sq. ft.</td>
</tr>
<tr>
<td>Senior Coordinator Office</td>
<td>150 sq. ft.</td>
</tr>
<tr>
<td><strong>School Age Youth Activities &amp; Services</strong></td>
<td></td>
</tr>
<tr>
<td>Activity Space</td>
<td>750 sq. ft. min.</td>
</tr>
<tr>
<td>• associated storage</td>
<td>150 sq. ft.</td>
</tr>
<tr>
<td>Youth Coordinator Office</td>
<td>150 sq. ft.</td>
</tr>
<tr>
<td><strong>Preschool Age Youth Services</strong></td>
<td></td>
</tr>
<tr>
<td>Activity Space</td>
<td>750 sq. ft. min.</td>
</tr>
<tr>
<td>• associated storage</td>
<td>150 sq. ft.</td>
</tr>
<tr>
<td>Children’s Restrooms (2)</td>
<td>50 sq. ft. each</td>
</tr>
<tr>
<td>Teacher’s Office</td>
<td>150 sq. ft.</td>
</tr>
<tr>
<td><strong>Shared Areas (for all ages)</strong></td>
<td></td>
</tr>
<tr>
<td>Craft Space</td>
<td>750 sq. ft.</td>
</tr>
<tr>
<td>• associated storage</td>
<td>150 sq. ft.</td>
</tr>
<tr>
<td><strong>Sports/Recreational/Community Gathering/Auditorium</strong></td>
<td></td>
</tr>
<tr>
<td>Auditorium/Gymnasium</td>
<td>9500 sq. ft. min.</td>
</tr>
<tr>
<td>Shower/Dressing Rooms (2)</td>
<td>530 sq. ft. each</td>
</tr>
<tr>
<td>Stage Area/Activity Space</td>
<td>500 sq. ft.</td>
</tr>
<tr>
<td>Storage</td>
<td>480 sq. ft.</td>
</tr>
<tr>
<td><strong>Kitchen/Dining</strong></td>
<td></td>
</tr>
<tr>
<td>Kitchen</td>
<td>400 sq. ft.</td>
</tr>
<tr>
<td>Storage Pantries (Hot &amp; Cold)</td>
<td>200 sq. ft.</td>
</tr>
<tr>
<td>Dining (50 people)</td>
<td>850 sq. ft.</td>
</tr>
<tr>
<td><strong>Classrooms/Multi-Purpose Rooms</strong></td>
<td></td>
</tr>
<tr>
<td>Classrooms (2-4)</td>
<td>400-500 sq. ft.</td>
</tr>
<tr>
<td>Storage Lockers/Bins</td>
<td>100 sq. ft.</td>
</tr>
<tr>
<td><strong>Net minimum square footage</strong></td>
<td></td>
</tr>
<tr>
<td><strong>25% allowance for support areas</strong></td>
<td>7,100 sq. ft.</td>
</tr>
<tr>
<td><strong>Total minimum square footage</strong></td>
<td>35,500 sq. ft.</td>
</tr>
</tbody>
</table>

* Support areas include areas such as restrooms, mechanical areas, corridors, breezeways, stairways, elevators, etc.

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**a-community-network**

**a-neighborhood-multi-service-center-prototype**
The following cost estimate reflects a base multi-service center prototype cost.

<table>
<thead>
<tr>
<th>Item</th>
<th>Calculation</th>
<th>$ sub total</th>
<th>$ total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Cost</td>
<td>(35,500 sf x $55 sf)</td>
<td>$2,275,000.00</td>
<td></td>
</tr>
<tr>
<td>Fixed Equipment</td>
<td>(10% of Building Cost)</td>
<td>$227,500.00</td>
<td></td>
</tr>
<tr>
<td>Site Development</td>
<td>(12% of Building Cost)</td>
<td>$273,000.00</td>
<td></td>
</tr>
<tr>
<td><strong>Total Construction Cost</strong></td>
<td>($)1.00 plus demolition costs</td>
<td>$50,000.00</td>
<td><strong>$2,775,500.00</strong></td>
</tr>
<tr>
<td>Movable Equipment</td>
<td>(8% of Building Cost)</td>
<td>$182,000.00</td>
<td></td>
</tr>
<tr>
<td>Professional Fees</td>
<td>(7% of Construction Cost)</td>
<td>$194,285.00</td>
<td></td>
</tr>
<tr>
<td>Contingencies</td>
<td>(10% of Construction Cost)</td>
<td>$277,550.00</td>
<td></td>
</tr>
<tr>
<td>Administrative Costs</td>
<td>(2.5% of Construction Cost)</td>
<td>$69,387.50</td>
<td></td>
</tr>
<tr>
<td><strong>Total Budget</strong></td>
<td></td>
<td><strong>$3,548,722.50</strong></td>
<td></td>
</tr>
</tbody>
</table>

* Estimated cost is in March 1995 dollars.
Eastern Religious Thought vs. Western Concept of Community

Three doctrines are particularly important: Tao (way) is nonbeing (wu), the creative-destructive force that brings everything into being and dissolves everything into nonbeing; return (fu) is the destiny of everything—that is, everything, after completing its cycle, returns to nonbeing; and nonaction (wu wei), or action in harmony with nature which is never forced and never under strain. (Supreme activity and supreme relaxation at the same time) is the best way of life.

Taoist tradition teaches that the order of nature and community is ever changing and ungraspable. A Taoist ritual seeks to heal the breaches within harmony by fully emersing oneself with the breach. Since the very essence of nature is mysterious because it is everchanging and ungraspable, one must not avoid it; this only widens the gap between nature and society. Instead, one must experience what is natural and interact with it. Natural and universal wisdom, with time, will always make itself felt when societies become too exploitive and too cut off from their roots.

According to Western concepts, in order for a community to be successful, one must understand the governing law of the land, the physical environment itself, and the human perceptions associated with both. Western law is based on a concept of Good vs. Bad instead of a notion of Stability, with no widespread notion of Cause vs. Effect discovery. Western society is only interested in isolating the Bad form the Good instead of seeking a remedy for the bad. In addition, Western society, for the most part, seeks to find a solution to a problem instead of a method or process by which problems can be solved or breaches can be healed. In many instances, implemented processes go against the grain (physical environment and human perceptions) and end up working with an excess of activity and accomplish little or nothing in the process (e.g. bureaucracies and red tape).

When considering the impacts of the physical environment on the concept of community, one must have sensitivity to issues of history, the present, surrounding context, and future impacts of decisions regarding nature and environmental usage. These actions are indicative of the realization that the surrounding context is in a state of constant change and evolution. Additionally, and not to be overlooked, is the power of the dollar in Western thought and community pedagogy. In order to be successful, communal non

A method for the chaos in the universe, according to ancient Chinese tradition, arises from the interaction of yin and yang. These modes of energy are commonly represented as interlocking shapes, with dominance continually shifting between the dark, receptive yin mode and the bright assertive yang mode. This creative and rhythmic interaction of universal energies is called the Tao, or "way."

A community network
a-neighborhood-multi-service-center-prototype
etary flow must stay steady with the constant changes of law, the physical environment, and human needs and perceptions.

According to the Confucian idea of social order, there is a perception that human needs are fulfilled on all levels of society, regardless of the lowest mentality. In western society, there is a definitive order with respect to social class. Ideally, westerners have sought to overcome the shortcomings of this class system by declaring that there shall be "no discrimination on the basis of race, creed, color, or social status." Realistically however, these laws serve to alienate the very individual that they are intended to help. The element of this discontent is money, which in western society is equated with power, greed, and influence. Therefore, to a certain extent, westerners are, by nature of their social environment, cynical of the very change that is inherently present within nature, causing a myriad of breaches in cycle of stability.
Community Centers of Indianapolis - Capital Needs Study

Community Centers of Indianapolis, Inc. (CCI) is a not-for-profit organization developed to deliver social services through fourteen multi-service centers in Marion County. This network of centers provides services for those most in need, effectively and efficiently.

In 1987, CCI completed a five year long range plan as it relates to its overall facility needs. After reviewing the completed long range plan, two major issues surfaced.

The first issue is the present and future program needs. After further study and review of the Long Range Program Plans, the second issue was again reinforced which is that present facilities are inadequate to accommodate CCI's programs. Therefore, newer and/or larger facilities are needed for the entire CCI organization.

The CCI Capital Needs Study describes:
- The present size and conditions of CCI's facilities;
- The future needs of CCI's centers;
- Schematic elevation drawings of new constructions/renovations/expansions;
- Schematic floor plans of proposed new constructions/renovations/expansions;
- Construction/renovation/expansion budgets projected from the present to the year 2000;
- Budgets for purchasing property for construction/expansion;
- Budgets for office equipment and furnishings;
- Preventive maintenance budget including a CCI facilities crew to be shared among all centers.

The past five years have seen much expansion on the part of CCI, growing even beyond projected needs. This study, although a tool for fund discussion and grant proposals, is not as feasible as once predicted. To successfully expand CCI as an organization, the corporation's infrastructure must run more efficiently, taking into account project phasing and possible budgetary cuts.

a - c o m m u n i t y - n e t w o r k
a - n e i g h b o r h o o d - m u l t i - s e r v i c e - c e n t e r - p r o t o t y p e
The Indianapolis Regional Center Plan 1990-2010 provides for the continued growth and improvement of the Regional Center. It also calls for programs to address the delivery of social services, public education, human relations, and support for the arts. The Plan is intended to provide guidelines for creating a truly "Liveable City" which is a source of pride for all residents of the city and state.

The Plan's goal for social services is to ensure that the Regional Center continues to provide human services to the community and that it does so in an efficient and effective manner. The Plan's objectives include:

- Encourage employers to financially support day care and elder care as a part of employee benefits. As changes in the work force and housing patterns occur, it may be necessary to promote the construction of day care facilities in the Regional Center.
- Support comprehensive programs to deal with homeless issues.
- Continue to support programs that provide comprehensive health care services that meet the needs of those that live, work, and visit the Regional Center.
- Continue to provide space for social service agencies in the downtown and provide for expansion as needs arise.
- Support improvements to the quality of services for residents, including the elderly, youth, and the disabled, which should include services such as transportation, health care, personal safety, day care, education, and employment, and a strengthening of and increased assistance to neighborhood organizations.
- Determine the impact of proposed developments on Regional Center residents, workers and visitors. Take steps to mitigate any negative impacts. These negative impacts may be anything from the loss of convenient bus shelter locations to the loss of housing units.
- Develop an overall mechanism or network of existing agencies to deal with unforeseen future social service problems.
- Make improvements to the human service information system so that those that need services can find them.

The 1990-2010 Regional Center Plan provides for a number of growth and improvement initiatives including not limited to:

- An increase in total Regional Center Jobs by 47,700 to a total of 153,700 by the year 2010.
- The improvement of public schools serving the Regional Center. Schools will be upgraded and/or replaced. Cooperative efforts will be undertaken to upgrade the performance and image of public education.
- The enhancement of the unique character of the various districts and neighborhoods of the Regional Center. Attractive walkways, street, and water corridors will link them together.
- The establishment of continuing "forums" to refine plan recommendations and monitor development.
- An initiative to combine the projects and programs related to social service delivery.
The Academic Building System -- Ezra Ehrenkrantz

The Academic Building System (ABS) was designed to provide flexible teaching and laboratory space within an easily serviced and effective working environment. Reducing the cost of altering specialized laboratory facilities was the prime focus because high operating costs were becoming an increasing problem while good teachers were requiring first-class facilities. Various buildings and specific projects were analyzed to determine the cost of changing the building subsystem in order to get a profile of the pattern or required alterations and their attendant financial impact.

The majority of changes involved the plumbing system; the cost of access to the plumbing lines and the subsequent repair and patching of walls and ceilings was a major item. This information coupled with the result of the user requirement investigation, allowed for the establishment of criteria for each of the component systems. The structural system had to provide for a limited number of bay sizes. The HVAC system and the other service systems were designed so that no two services would share the same space within the structural-ceiling sandwich. The partition and ceiling system were designed to work together and to facilitate and to facilitate the passage of services. All of these subsystems were designed to work within a framework of building blocks called space modules which averaged 10,000 square feet. The space modules themselves could take a variety of shapes with their maximum length-to-width ratio limited to 4:1 for service distribution efficiency. The modules could be assembled in a variety of different ways to form any desired building shape.

Three examples of design approaches are shown to the left. These are: floor access plus ceiling access to services, ceiling access alone, and deep service or interstitial space using a walk-on ceiling.

Many other configurations were also studied before a decision was made to use a combination of ceiling access and interstitial space. The ceiling access was deemed appropriate for non-laboratory spaces, and the walk-on ceiling was required for flexibility in the laboratory spaces. The total system was designed accordingly.

a-community-network
a-neighborhood-multi-service-center-prototype
The New York City Board of Education began a movement in 1986 to increase the efficiency of “the school building” to meet the needs of the changing neighborhood fabric due to the influx of immigration in Manhattan, Queens, Brooklyn, and the Bronx, and to decrease construction time of new facilities and remodeling projects.

These prototypes, designed by Grazen, Samton, & Steinglass, varied each prototype through changes in treatment and interpretation, which projects an individual aesthetic identity sympathetic to each school’s and neighborhood’s context.

The concept was to divide the building, functionally, into the following spatial types:

**Administration Module:**
- Consolidates teacher support, administration offices, and other specialized program spaces.

**Classroom Modules:**
- Clustered together to make levels in school.

**Commons Module:**
- Incorporates an auditorium, cafeteria, and gymnasium.
- Can function independently of the rest of the school for community and after hours usage.

**Connector Modules:**
- Containing lobby areas, elevators, and stairs are inserted between the classroom, administration, and commons modules.
- Various sizes and shapes
- Serve as knuckles that permit the prototype components to join at various angles and levels, allowing flexible adjustments to accommodate site conditions and additions.

The advantages to this system were that it lessened the time it takes to create a building (from 8 years to 4 years) by compressing site selection, design, and construction document time, by submitting for city agency approval 12 school designs that were essentially variations of four, and by reducing the construction period through the use of identical structural components and systems.

**a-community-network**

**a-neighborhood-multi-service-center-prototype**
The ideas and concepts within The Sea Ranch, designed by Lawrence Halprin and Associates, began with the promise that the architect particularizes. He or she discerns special patterns of human activity, and organizes movement. He or she develops a clarifying pattern, a design to which the whole process of building is subjected. Within this pattern, there must be a controlling image that gives people the chance to know where they are-in space, in time, and in the order of things. People must have something to be in. Thus the fundamental principle of architecture is territorial, physically, functionally, and psychologically.

The condominium building was the initial attempt to make this territorial community. It consists of ten great rooms with tower, courts, bays, and solaria, ranged around two common courtyards - a first distinction between inside and outside. Like the coves it overlooks on either side, its inner courtyard is surrounded by forms which slope to the sea, countered by an occasional projection. At once castle, compound, and promontory, it is a concentration of dwellings bunched together in the teeth of the wind.

Inside each dwelling, there is a powerful need for further domestication, for another layer of shelter and a sense of being yet farther “inside,” though not out of sight of the crashing surf. Every dwelling is composed of a single great room, and almost every one of these contains two little houses, one of them a simple four-posted shelter covering a hearth and supporting a bed chamber on top. The other is almost a miniature house which contains a kitchen below, a bath and dressing rooms above, and sometimes a sleeping loft above that. The outer structure of the encompassing room is built of large rough pieces of wood visibly deployed as in a barn to stiffen the structure against the elements. The little houses inside are made of smooth wood, and generally painted, so that they seem miniature, something between toy houses and giant cabinets. Around the periphery, bays reach out to special views or to provide extra places for sitting of sleeping, conceptually “outside” the envelope of the house, bracingly close to the windy outdoors. Each of the dwellings is different, to suit its particular position on the site or to provide auxiliary sleeping rooms, galleries, or solaria.

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The Tao of Community: An Exploration into a Comparison between Eastern Religious Thought and the Western Concept of Community. by Eric J. Kutscher

Introduction.
As individuals living within a western society, Americans seek an ideal existence which is free from the care or worry that is inherent in our surroundings. This utopian ideal is seen as unrealistic and unattainable to most, if not all, of those who dream and strive for it. The reason for this is simple: Americans, by the very nature and structure of their society, are resistant to change. This change is a natural and inherent function of the world in which we live, and by opposing this variation within our environment, all for which we work and strive, for, eventually, is in vain. This reality differs from the reality that most Americans see from day to day. Westerners, by nature, are not intentionally self-destructive; they truly feel that by following the laws of the land and by living within their established framework for the physical environment that solutions to every day problems, such as crime and community growth, will become, naturally, solved.

These beliefs and cultural practices are not unlike those of Ancient China. During the reign of the Chou Dynasty, approximately twenty-six centuries ago, a gifted scholar named Lao Tzu worked as the Custodian of the Imperial Archives. During his life, Chinese society underwent a period of political unrest not unlike that of present-day western society. Lao Tzu’s world, which was divided into hundreds of separate provinces, each with their own laws and leaders, experienced a breakup of arms and hostilities as each province competed for dominance over the others. Aggressive acts by one province brought about further hostility from the masses until it seemed that China would undergo a complete physical and cultural self-destruction. Feeling the hopelessness of this era, Lao Tzu retired from his position and prepared to leave the civilized world forever. Before leaving, at the request of the Keeper of the Gate, Lao Tzu constructed the Tao Te Ching, a collection of his enlightened thoughts which was directed at those individuals who were in position to lead and guide others, such as politicians, employers, and educators.

Over the last twenty-six centuries, The Tao Te Ching has become the root of many eastern societies, forming an all encompassing “way” of thinking, living, and learning for much of Eastern Asia. Three complex yet simple doctrines are particularly important: Tao (way) is nonbeing (wu), the creative-destructive force that brings everything into being and dissolves everything into nonbeing; return (hu) is the destiny of everything—that is, everything, after completing its cycle, returns to nonbeing; and nonaction (wu wei), or action in harmony with nature which is never forced and never under strain; (supreme activity and supreme relaxation at the same time), is the best way of life.

Westerners look upon this way of life as alien, believing that the goals inherent within the Tao Te Ching lie on different paths than their own; however, under deeper examination, many similarities arise between the teachings of the Tao Te Ching and the utopian goals of Western cultural communities. To pursue all of the similarities would encompass a study longer than can be provided in this short text; however, it is hoped that a pursuit of three major comparisons will convey the overall conceptual intent: the comparison of law within each societal viewpoint, the comparative methods of dealing with the physical environment, and an overall analysis of the human perceptions that are inherent within both.

Law
The purpose of law, as defined by Western philosophies presented in the United States Constitution, is to act as a set of binding customs or practices within a community. These set of rules for conduct are intended to holistically bind a community of individuals together under a common goal(s). In many cases, as is pointed out in the article, Neighborhoods by Design by Vernon Mays, these goals are “dreams”: utopian ideals that are necessary for the success of law and guarantee, in part, that laws will be respected as guidelines for living within a community. (Mays. pgs 93-96) Despite their obvious importance, these dreams are in many cases repressed because of their intangible nature, focusing instead upon a strict interpretation of written word and doctrine. These interpretations serve to narrow the holistic ideals of the law, thereby alienating certain key parts of a total community. This separation yields discontent within the community fabric and eventually leads to a total disregard of law by the very individuals that it is intended to protect. (Feldman. pgs 197-208)

Lao Tzu, in his study of this similar phenomenon, devoted all of his intellectual energy to observing the natural relationship between Tao (te), or the relationship of the “way” or law and its “influence” over the participants within a community. He saw the overall unifying field of forces, or Tao, as being a state that could not be expressed in a logical, analytical fashion, rather, Lao Tzu expressed this law as a set of paradoxes through which the individual is empowered to make a choice as to the path to follow. Examples of these paradoxes can be found within The Tao Te Ching itself: “The Tao advancing appears to be retreating; it is the form of the formless; the image of nothingess.” (Lao Tzu, Tao Te Ching) Lao Tzu’s intent through this method of expression was to convey the natural patterns and cycles that he saw within the reality of communal interaction, which culminated in his expression of yin and yang.

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The concept of yin and yang as defined by eastern philosophy is often misinterpreted by western practice. This dichotomy of being originates from the very core of existence. Before existence there was an idea, an absolute, which in a sudden and tremendous desire to know itself, divided itself from nonexistence in a cataclysmic event resulting in endless cause and effect. (Tzu, Tao Te Ching) In an instant space was formed and time began, and the two states of yin, the negative and yang, the positive were created. As a result of the complementary polarity of yin and yang, energy and matter, which were at first undifferentiated, separated and regrouped into the physical reality that we see today as our universe.

Eastern philosophy believes that all which is real and exists derives itself through this dichotomy of yin and yang. The Tao is defined as the laws and cycles that control and govern reality, with a constant recognition that there is a larger purpose involved which is the absolute. It is for this reason, that Lao Tzu states, that if reality came about because of the absolute's desire to know itself, then our destiny as human beings is to assist in this quest by constantly investigating, observing, and emulating, what is natural to our communal fabric. Lao Tzu believes that "natural and universal wisdom, with time, will make itself felt when societies become too exploitive and too cut off from their roots." (Tzu, Tao Te Ching)

Western law exhibits a similar dichotomy of being, that of the inherent good and bad that is present within community structure, without regard to the true defining goal which is stability. In western society there is no widespread desire to seek a stability between the notions of cause versus effect. Western society is, instead, only interested in isolating the bad from the good instead of seeking a remedy for the bad. In addition, western society, for the most part, seeks to find a solution to a problem instead of a method or process by which problems can be solved or breaches can be healed. In many instances, implemented processes go against the grain (physical environment and human perceptions) and end up working with an excess of activity and accomplish little or nothing in the process. (e.g. bureaucracy and red tape).

Physical Environment

Our communities, and our world for that matter, are in a constant state of change and evolution. As children, we viewed our surroundings in a different manner than we do at present. Take the example of the kitchen table: a child views the table from its underside. It is in a sense a smaller physical environment within a larger context, as real as our parents and friends, yet, as we age, evolve, and grow, we begin to sense a new reality where the kitchen table is no longer a surrounding space. Now, the table is viewed from above, and is used for the utilitarian purpose of eating and conversing. Both realities are equally valid when placed in the context of the human in its respective evolutionary state. Communities, likewise, undergo an evolutionary process. As a collective of individuals grows both in number and in age, the needs for that collective evolve from a simplified set of factors and responses to a more complex set of issues and problems.

This issue is what divides Eastern and Western thoughts and philosophies on the physical environment. Lao Tzu teaches, in The Tao Te Ching, that within a complexity lies an underlying and inherent simplicity that drives and encompasses future evolutionary occurrences in the physical environment. Simplicity in conduct, in beliefs, and in environment brings an individual closer to the realities of nature than a pursuit of the complex. According to eastern philosophies, those who practice simplicity cannot be used because they already have everything they need; they cannot be lied to because a lie merely reveals to them another aspect of reality. Lao Tzu, paraphrased, says that an attraction to simplicity is essentially an attraction to freedom, which is the highest form of authority that we can achieve in concert with the physical environment. Western belief teaches that freedom is something that one possesses, but as Lao Tzu teaches, it is really the absence of things that brings freedom to the individual and meaning into life. (Tzu, Tao Te Ching) In other words, to let go of things is to have them. Lao Tzu believed that the individual contains the sum total of the universe, yet it is when the individual becomes fixated about only certain portions of their surroundings that he or she becomes narrow and shallow and uncentered.

Western philosophy holds to the ideas of possession. In America, we possess our physical environment as property. We believe that control over our surroundings derives itself from possession. It permeates our entire social fabric: we possess children, animals, clothing, automobiles, and ideas. The western process of possession serves to narrow our view of the essence of community. Instead of producing an understanding of the holistic factors which effect the community in which we live, we unknowingly complicate these factors by imposing our need to possess upon pre-existing and simple needs of the environment itself. For example, a community is struggling to survive because half of its population is out of work and on welfare. As a solution, a wealthy investor builds a computer.
manufacturing plant in the neighborhood which guarantees 500 new jobs in that area. The element that has been overlooked is that these individuals who are out of work are in that predicament because they lack the basic skills to operate in today’s work force (i.e., reading, cognitive reasoning, etc.). Those jobs that are created will more likely result in a displacement of the unemployed residents to make rooms for those individuals who are qualified for those jobs and can afford to pay for the essentials of living. (Labanoff.)

The truth is that each of us as individuals knows far more about reality (past, present, and future) than we are able to understand and express rationally. Likewise, whether or not we work on our inner development, we all experience, with our intuitive minds, the most profound truths about our physical environment and our destiny. As westerners, we must begin to use our analytical, logical mind to bring this potentially vital information regarding the natural method of inhabiting our environment to the surface.

**Human Perceptions**

An understanding of the differing methods that govern both western and eastern individual’s perceptions of the governing laws and the physical environment can be conceptualized through an analogy of the polar properties of the human brain. The brain acquires all forms of data from all stimuli simultaneously, and the mind processes it in the form of emotional responses, intuitive feelings, and logically formulated analyses. In the West, Americans rely almost exclusively on logical analysis. Westerners are, by their nature, encouraged to think in a linear fashion, using words and numbers to draw conclusions about our work and our lives. These logical functions, according to neurological research, are performed by the left hemisphere of the brain. (Feldman, 63-71) At the same time, Americans, as they age, learn to discount aesthetic or intuitive information, which is a right hemisphere function, due to its perceived inferior value to western culture. (Feldman, 63-65) Thus, many Americans find themselves primarily concerned with measuring events and analyzing their meaning, rather than creating and directing their flow. Western educational techniques discourage the use of the intuitive or the irrational, regardless of the strength of human “gut feelings”. Psychologically over time, Americans have begun to lose touch with their intuitive minds and their insights have become increasingly rare, due to a repression of these naturally occurring thought processes.

According to Taoist principles and teachings, the intuitive mind produces the purest form of knowledge. It is for that reason that Lao Tzu expressed his philosophy in the form of thought experiments: mental exercises designed to enhance and evolve the intuitive skills. The reason for such philosophies’ failure in the United States may be this inherent mind-challenge. Lao Tzu, in the Tao Te Ching, compels us to use intuition as an equal partner with logic, encouraging us to combine our cognitive understanding of our surrounding environment with a strong personal vision. Conceptually, Betty Edwards, in her book, *Drawing on the Right Side of the Brain*, calls this an “overall-mind” approach to learning, with both the spatially and aesthetically astute right hemisphere of the brain and the analytically and logically-oriented left hemisphere working in concert to accomplish tasks. (Edwards, pgs 34-36.) Through this method of joint, mental discovery, humans gain a holistic and accurate view of reality because we are also sensing disposition, change, and possibility: the disposition of the times, the change as society evolves, and the possible future we as humans might create. This artistic, philosophic, and visionary aspect of human perception is what is missing within Western cultural communities and is one of the reasons why there is such a widespread decay within the American urban fabric.

**Synthesis**

As a synthesis to this process of the search for the Tao of Community, I feel that it is necessary to draw from this study a set of issues to guide future works into this topic. I hope that by now it is obviously apparent that western thought and practice could advance more naturally by taking into account the practices and philosophies of eastern communal living. Taoism is more than just a religious practice in analytical terms; rather it is a “way” of life and dealing with life which encompasses all of us who feel that we are bound holistically to one another. It is clear that Westerners, by taking the “easy path” of living within a community, have, in part, failed in their goals for themselves which lie more along the path that Lao Tzu blazed for us in his *Tao Te Ching*. Specifically on the issue of law within Western society, there is a need for the rules which govern our land to create and promote stability rather than influence an isolation of good from bad. Westerners must look at the symbol of yin/yang for its remarkable method of coupling the concept of oneness, and not view it as a depiction of two unrelated forces. On the issue of the physical environment, western philosophy must learn from eastern thought that real world complexity manifests itself through a set of ever-changing and evolving simplicities which are equally as real. Westerners must become comfortable with the fact that they will never fully understand “community,” but with this acceptance comes the capability of living within “community” naturally and harmoniously. Lastly on the issue of human perceptions, westerners must rediscover the impact that personal

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and individual intuition has upon logical and analytical thinking and practice. All of us must begin to look at our laws and our physical environment as spatial entities which have multiple and infinite linear possibilities imbued within them.

As a final thought, it must be said that there is no final thought. Instead, this paper/exploration is a layer of understanding which is as arbitrary as any other interpretation. It is hoped that the complex issues within this paper will be rediscovered at a later date by another reader, and thereby expanded upon or re-examined. I believe that will prove to be the real Tao of Community, a sharing network of knowledge which belongs to no one yet is possessed by everyone.
Sources


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