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The Wheel House - An Intergenerational Space Creating Bonds Between At-Risk Teens and Seniors

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Virginia Commonwealth University

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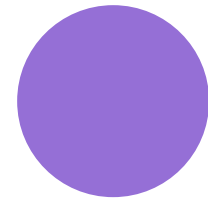
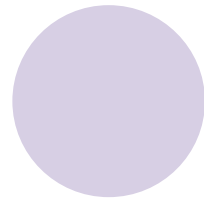
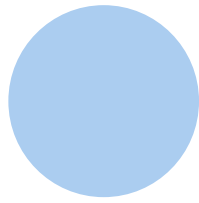
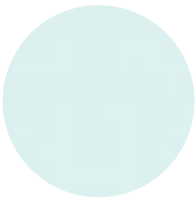
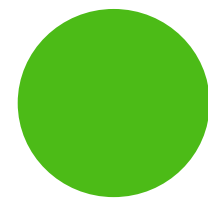
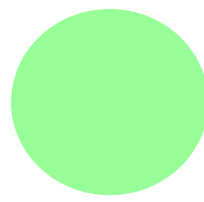
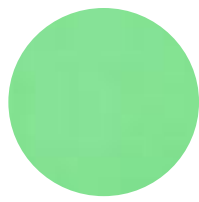
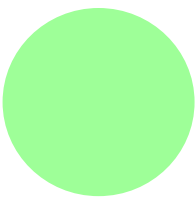
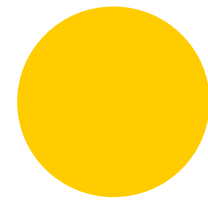
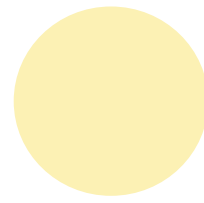
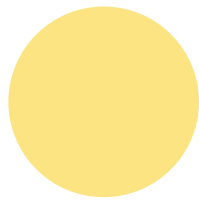
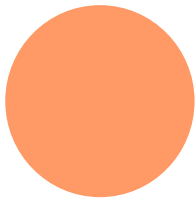
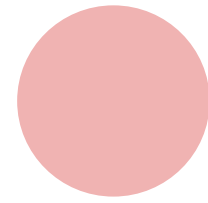
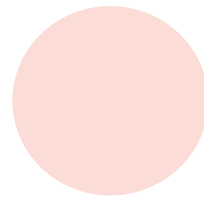
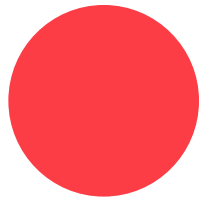
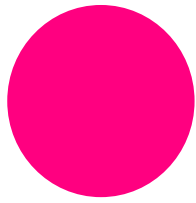
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The Wheel House | An Intergenerational Space Creating Bonds Between At-Risk Teens and Seniors

Jessica Mairéad Keegan | MFA Interior Environments | Virginia Commonwealth University

Virginia Commonwealth University
School of the Arts

This is to certify that the thesis/creative project prepared by Jessica M. Keegan entitled "The Wheel House | An Intergenerational Space Creating Bonds Between At-Risk Teens and Seniors" has been approved by the committee as satisfactory completion of the thesis / creative project requirement for the degree of Master of Fine Arts.

sign off sheet

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My Family

Joyce
Brendan Sr.
Laurie
Brendan Jr.
Ellwood
Sophie
Amelia
Henry
Pickle
Cooper

My Classmates

Abby
Angeline
Claire
Ed
Maggie
Richard
Tashi
Tia

My Professors

Amy
Camden
Christiana
Emily
Jillian
Roberto
Sara

thank you

for my Grandmother,

Jessie B. Armaly

1908 - 1995



Grandma, Sanderling, North Carolina, 1993

INTRODUCTION

The research presented in this book will support the design of an intergenerational clubhouse for the immediate community.

The space will provide academic, social and values enrichment through supportive mentoring, bonding, and companionship.

It will also provide a place of purpose, safety, security, comfort, trust, respect, and pride.

The Wheel House

Alone

Lying, thinking
Last night
How to find my soul a home
Where water is not thirsty
And bread loaf is not stone
I came up with one thing
And I don't believe I'm wrong
That nobody,
But nobody
Can make it out here alone.

Alone, all alone
Nobody, but nobody
Can make it out here alone.

There are some millionaires
With money they can't use
Their wives run round like banshees
Their children sing the blues
They've got expensive doctors
To cure their hearts of stone.
But nobody
No, nobody
Can make it out here alone.

Alone, all alone
Nobody, but nobody
Can make it out here alone.

Now if you listen closely
I'll tell you what I know
Storm clouds are gathering
The wind is gonna blow
The race of man is suffering
And I can hear the moan,
'Cause nobody,
But nobody
Can make it out here alone.

Alone, all alone
Nobody, but nobody
Can make it out here alone.

Maya Angelou

1928 - 2014

ABSTRACT

Two main groups in American society today are floundering: adolescent children of low income families and the elderly.

Between the hours of 3:00 and 6:00 p.m., one in five children are unsupervised. Left to their own devices, many become involved in negative behaviors such as drug and alcohol abuse, sexual activity or in the worse cases, delinquency (Afterschool Alliance, 2016). It is proven that when children are alone after school, they not only miss out on valuable learning opportunities, but also their parents are affected as well by having to lose as many as eight work days annually to resolve behavioral issues. In this negative cycle, businesses experience losses of up to \$300 billion a year (Afterschool Alliance, 2018).

The other demographic group that is struggling is the elderly. Due to advanced medical care and better education, people are living longer (Singh, A., & Misra, N. 2009). After they retire from the work force, many find themselves with an unstructured routine. Friendships often fade. Connection with family may become less frequent, and it is difficult to form new relationships. These changes in their lives often result in feelings of isolation, loneliness, depression and even death (Singh, A., & Misra, N. (2009).

A solution to these two problems is creating an intergenerational program. Intergenerational programs bring different age groups together to participate in activities and cultural exchanges. Bringing adolescents and the elderly together enriches the quality of life for each. The elderly can bond with youths through tutoring, mentoring, and sharing their life experiences, while gaining social interaction they would otherwise lack. The children can receive individual attention academically and emotionally, broaden their social skills, and benefit from their elders' life knowledge and experience (Bethesda Health, 2014).



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For every remedial dollar spent, three dollars are saved by increasing kids' learning potential, improving kids' performance at school and reducing crime and juvenile delinquency. For a relatively low investment, the return is tremendous (Afterschool Alliance).

Decades of research show that afterschool programs help kids learn, grow, and avoid risky behaviors. These programs spark interest in learning so students attend school more often, get better grades, and improve their behavior in class (After 3PM Afterschool Alliance).

However, under the current 2019 administration, afterschool funding is going to be cut by 100% nationwide. Therefore, it is even more essential to design low maintenance and sustainable buildings to reduce overhead and maximize funds for the students. The major challenge of afterschool programs is funding (Afterschool Alliance).





© Chalmers Butterfield

20-43% of Americans feel lonely.¹

Health consequences of loneliness can be coronary artery disease, stroke, weakened immune system and premature death.

When an elder transitions to senior housing they have trouble establishing new relationships with current residents and maintaining previously established relationships outside of the facility because of lack of transportation to outside events which they previously attended such as church or other community events. This typically causes emotional stress that affects their mental and physical health.

¹ Chatterjee, R. (2018, May 01). Americans Are A Lonely Lot, And Young People Bear The Heaviest Burden. Retrieved January 27, 2018, from <https://www.npr.org/sections/health-shots/2018/05/01/606588504/americans-are-a-lonely-lot-and-young-people-bear-the-heaviest-burden>

Researchers have found that loneliness is just as lethal as smoking 15 cigarettes per day.¹

Seniors in affordable housing suffer from depression, feelings of isolation, lower quality of life, and loneliness.

These issues can be alleviated by intergenerational interaction which can be done through casual visitation, arts performances, wellness activities, literacy programs, and simply through reminiscing.

¹ Morin, A. (2018, June). Loneliness Is as Lethal As Smoking 15 Cigarettes Per Day. Here's What You Can Do About It. Inc.



Loneliness affects younger people as well as elderly¹.

Too much screen time and use of social media can lead to depression and suicide among American adolescents.

Surveys reveal people who have more in-person social interactions daily are less lonely.

¹ Coughlan, S. (2018, April 10). Loneliness more likely to affect young people. Retrieved September 6, 2018, from <https://www.bbc.com/news/education-4371160>





Both age groups benefit from intergenerational interaction, citing increased self-esteem, trust, and increased sense of community. These programs also reduce negative stereotypes about aging, introduce young people to a possible career path in the field of aging and overall improve well-being of both groups (Uhlenberg, 2000)



Equality

You declare you see me dimly
through a glass which will not shine,
though I stand before you boldly,
trim in rank and marking time.
You do own to hear me faintly
as a whisper out of range,
while my drums beat out the message
and the rhythms never change.

Equality, and I will be free.
Equality, and I will be free.

You announce my ways are wanton,
that I fly from man to man,
but if I'm just a shadow to you,
could you ever understand ?

We have lived a painful history,
we know the shameful past,
but I keep on marching forward,
and you keep on coming last.

Equality, and I will be free.
Equality, and I will be free.

Take the blinders from your vision,
take the padding from your ears,
and confess you've heard me crying,
and admit you've seen my tears.

Hear the tempo so compelling,
hear the blood throb in my veins.
Yes, my drums are beating nightly,
and the rhythms never change.

Equality, and I will be free.
Equality, and I will be free.

Maya Angelou

RESEARCH

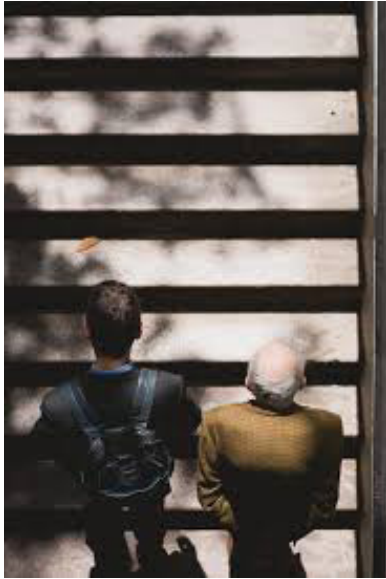
I have approached this study by identifying a currently vacant structure that would lend itself to renovation as an afterschool center in close proximity to the MLK, Jr. Middle School (2.8 miles), Armstrong High School (2.2 miles) as well as to the Carter Woods senior apartments (.6 miles). Demographics have shown that youth are most successful with support and supervision between the hours of 3:00 and 6:00 p.m. Seniors, having flexible schedules, are typically available during these hours as well. My research underscores the enormous needs felt by both of these populations, and my program reflects the goal of building healthy relationships, acquiring new skills, and creating greater connection between themselves and the community.

My research consisted of peer review, case studies, and surveying local and regional afterschool programs. As an example, an afterschool program located in Columbia, MD, The U.S. Dream Academy, focuses on children with one incarcerated parent to achieve their aspirations through a program of skill building, character building, and dream building. Individual mentoring is one of the key elements in their success, evidenced by participants' dramatically improved reading skills. In addition, those who attended the program most frequently were found to have more definitive and hopeful ambitions for the future (usdreamacademy.org, n.d.).

Another organization that addresses the needs of at-risk children is the Boys and Girls Club. Their goal is to help their members through programs and mentoring to achieve academic success, to be responsible citizens of good character, and to live healthy lifestyles (Club, n.d.). According to Club data, grade school children who engage in a program at least once a week are 38 percent more likely to believe school work is meaningful and 16 percent more likely to be on a track to graduate from high school. Those in middle school are 33 percent less likely to engage in negative behaviors such as drinking alcohol and using drugs and those in high school have 18 percent less truancy, are 38 percent more likely to graduate on time, and are 19 percent more likely to attend college (Club, n.d.). Based on these statistics alone, it is evident that enriching afterschool care can enhance a child's self-worth and lead to breaking the cycle of early school drop-out, unemployment, despair, and poverty.

Studies by the Urban Institute have proven that young people from low-income families show only 44% consistent connection to school or work. In middle-income families this figure rises to 67% and in upper-income to 75% (Vulnerable Youth). From these studies it is possible to conclude that the lacking component is outside intervention such as enrichment activities and individual mentoring that these programs provide. With a consistent positive environment these under-served young people may be given a chance to break out of their negative cycles and become proud, productive members of their communities.

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13 Economic Facts about Social Mobility and the Role of Education

1. Family incomes have declined for a third of American children over the past few decades.
2. Countries with high income inequality have low social mobility.
3. Upward social mobility is limited in the United States.
4. The children of high- and low-income families are born with similar abilities but different opportunities.
5. There is a widening gap between the investments that high- and low-income families make in their children.
6. The achievement gap between high- and low-income students has increased.
7. College graduation rates have increased sharply for wealthy students but stagnated for low-income students.
8. High-income families dominate enrollment at America's selective colleges.
9. A college degree can be a ticket out of poverty.
10. The standard price of college has increased significantly in the past decade, but the actual price for many lower- and middle-income students has not.
11. Few investments yield as high a return as a college degree.
12. Students are borrowing more to attend college—and defaulting more frequently on their loans.
13. New low-cost interventions can encourage more low-income students to attend, remain enrolled in, and increase economic diversity at even top colleges.



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This thesis project studies the positive intersection of two marginalized groups in society, under-served youth and the elderly, and presents a design to facilitate this end. Since the turn of the 20th century, the ratio of children to seniors has increased from 10:1 to 2:1 and is projected to reach parity by 2030 (Uhlenberg, 2000). Given this statistic, it would be reasonable to assume that both groups would have more interaction than in years past. However, the opposite is proving to be true. Isolation is the common problem. Young people, especially those living in low-income and single-mother households, are left with many hours of the day to their own devices and exposed to negative influences such as drugs and alcohol, sexual activity, or at worst, delinquency (Afterschool Alliance, n.d.). Further, national statistics support this evidence that children from low-income families are more likely to exhibit anti-social behavior than those from middle- and upper- income families (Vulnerable Youth and Transition to Adulthood). At the other end of the age spectrum, the elderly is the fastest growing segment in the U.S. population. Advanced medical care and better education are allowing adults to live longer, often as widows or widowers, with fewer living relatives and friends, geographically distant or busy adult children and grandchildren, and experiencing the same loneliness as the youth (Singh, 2018; Kaplan, 2001).

The obvious answer to both problems is intergenerational integration, bringing both age groups together for activities and cultural exchange, to enhance quality of life for both demographics. The National Council on Aging defines intergenerational programming as “activities ... that increase cooperation, interaction or exchange between any two generations” (Kaplan, 2001). Children naturally turn to adults for physical care, practical training, ethical guidance, and cultural traditions. Historically the family would own this responsibility. However, societal changes have diminished the family/parental role in “raising” their children. Divorce, working mothers, absent fathers, and the acceptance of single-mother households has taken its toll.

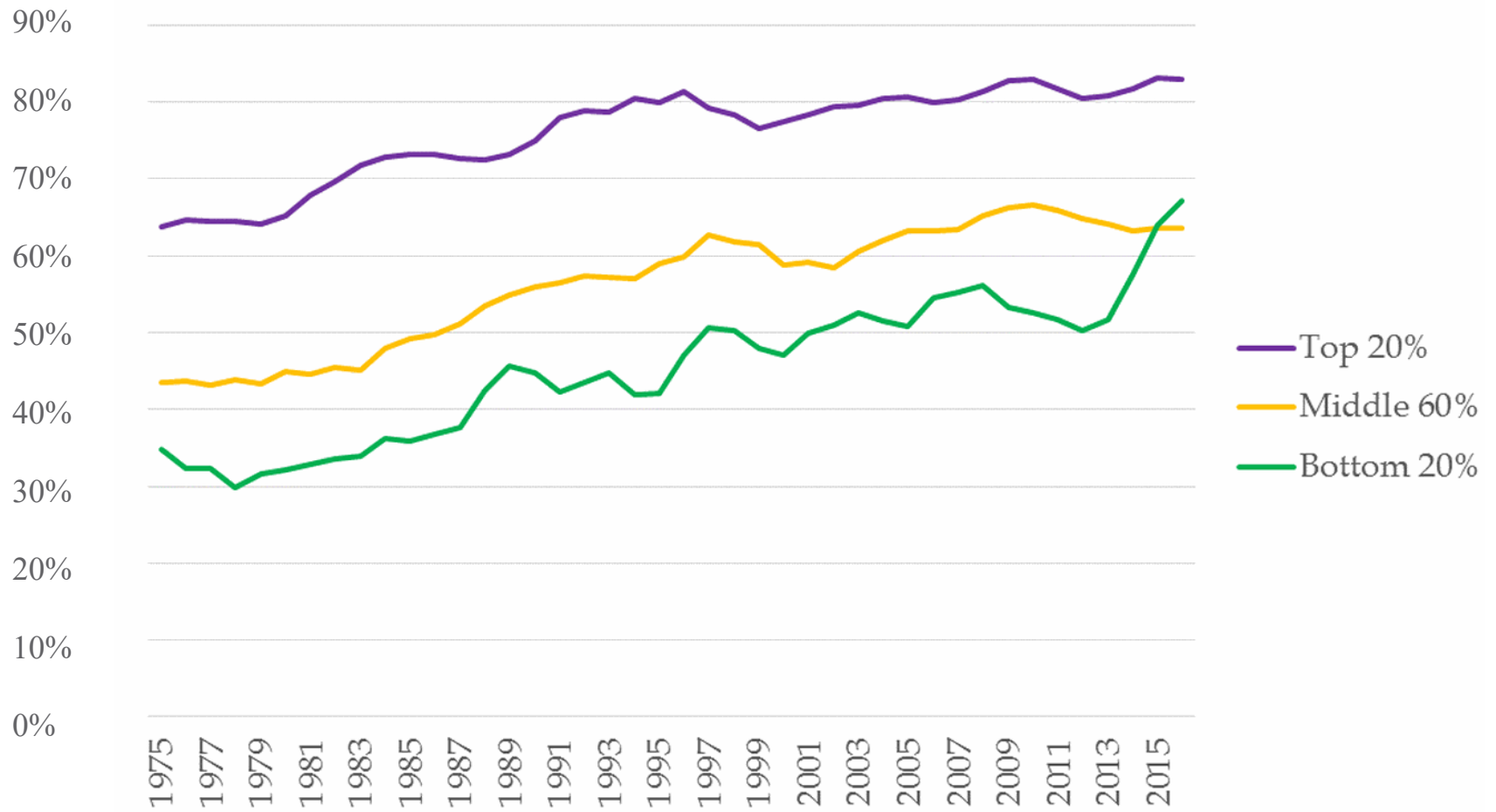
Fortunately, as the number of these at-risk children has grown, the number of seniors has kept pace. Retirement, good health, education, and financial security all add up to older people having discretionary time to spend. It is proven that devoting this time to the care, guidance, and counseling of young people is mutually beneficial (Uhlenberg, 2000). Both groups showed increased self-esteem while the elders enjoyed improved vitality, better recall and memory, and enhanced physical well-being, experiencing fewer falls and feeling more independent (Jiménez, 2017). The youth participating in intergenerational programs have similarly displayed increased self-confidence, positive attitudes, decreased feelings of isolation and loneliness, and increased social awareness and responsibility (Jiménez, 2017). Further, this youth group showed increased academic success, reduced truancy and less involvement in violence and drug use (Jiménez, 2017).

While many programs are currently in place to foster the care and development of young children, research has shown that it is the middle school years when the time is ripe for students to get on track for college or other higher learning (higherachievement.org). In middle- and upper- income families, students often have the opportunity to engage in extra-curricular activities, such as sports, art classes, drama and dance, among others, that enrich their lives and introduce them to possible career paths and life-long passions. However, for low-income families in these options are less available.

The Wheel House would enhance the lives of these children through regular interaction with seniors, who are able to share their life experience through individual mentoring and reminiscence programs (storytelling), by learning life skills such as nutrition and cooking (relationship building) and by engaging in creative arts and crafts (Institute, 2017), or structured play such as card or board games, which teaches strategic thinking while also forming bonds between the generations, like an extended family which many of these youth lack (Soyblige, n.d.) Likewise, the young people could share their computer knowledge with seniors who may not be as familiar with the new technology (Institute, 2017).



Share of Recent High School Graduates Enrolling in College, by Income Group



Source: NCES Digest of Education Statistics

Young people from high-wealth families are more than one and one-half times as likely to complete between two and four years of college by age twenty-five as those from low-wealth families¹.

In families where parents did not attend college, children from high-wealth are twice as likely to be upwardly mobile as those from low-wealth.

If parents did not attend college, income is a factor in completing college in two to four years. If parents did attend college, income does not have an independent effect. Therefore, family wealth is a positive factor in higher education success and attending college. Children from low-wealth families are less likely to go to college and therefore, less likely to be economically upwardly mobile

¹ Wagner, C. (2018). School Segregation Then & Now How to Move Towards a More Perfect Union. Retrieved from <http://www.centerforpubliceducation.org/research/segregation-then-now>

Education plays a crucial role in increasing the ability of low-income children to move up the income ladder.

Inequality in income in one generation may carry forward to next. Investments in skills and education are widely different in low and upper incomes. Testing shows little difference at the pre-school level but becomes evident by kindergarten. By primary and secondary school difference is forty-percent and widens more into young adulthood.

Studies show the important role a child's family plays in determining his future economic outcome, the disparity in the US of educational opportunities and their relationship to family income, and the potential of education to increase upward mobility.



© Jezza Neuman

**Through new learning experiences,
young people discover what they love to
do and gain the skills they
need to land that first job**

(Afterschool Alliance, N.D.)

Afterschool programs are beneficial to everyone in a community. They create a safer and more productive society and encourages upward mobility in economically depressed neighborhoods

(Afterschool Alliance, N.D.)



ETHOS

e·thos

/ēTHäs/

noun

the characteristic spirit of a culture, era, or community
as manifested in its beliefs and aspirations.

Design is a powerful means to evoke human emotion. Interior design can inspire and nourish the human spirit, or it can suppress and damage it. As life in the 21st century becomes faster, more stressful and more violent, designing spaces that conjure feelings of calm, peace and generosity of spirit contributes to a more harmonious world.

Design should have integrity, be responsible, creative, innovative, and sustainable. It is important to design for the greater good, to be non-discriminating, to be accessible to all regardless of age, race, wealth or ability. These values present an opportunity for the designer to have a positive effect on the environment and improve the quality of life for the beings living in it.

Designers have a responsibility to create an honest product for their clients but, on a larger scale, they also have a responsibility to society as a whole. They need to be mindful in the selection of materials, their composition, origins, and possible negative effects on the environment.

Design should create functional, practical, accessible spaces that inspire the users interacting with them. Design should be socially responsible, attend to human needs and respect the eco-system.

I am studying design to discover and employ innovative building practices that protect the environment while providing affordable, non-toxic, efficient spaces. I enjoy combining both traditional and modern concepts in my designs, which are informed by my longstanding interest in architectural and design history and my new awareness of sustainability.

Sustainability

"...we should be free to live in an environment that is non-toxic; one that helps clean rather than contaminate the air, the earth, and our bodies."

Anthony Brenner

In his desire to create an environmentally-sensitive home, Design/Builder Anthony Brenner chose a product called "Hempcrete," a mixture of hemp curds, lime and water, to fill the void between the supporting studs of a house he was building in Asheville, NC.

The composition forms a wall system that is not only breathable, but also has the ability to capture air-borne pollutants. Because of its high thermal mass, the material also holds a steady interior temperature.

Anthony Brenner epitomizes my ideal for creating a sustainable home environment. He not only created a new fill material but refit old windows with high-tech glass to be more energy efficient, and used a material made from recycled paper as the walls. He was able to successfully integrate his, and my, concern for a healthy, energy efficient, and cost-effective space.



Combining Old + New Craftsmanship

“we see architecture as a kind of cultivating influence on the landscape rather than a consumptive one.”

Brian MacKay-Lyons

Architect Brian MacKay-Lyons’ mantra of “place, craft, community” inspires my love for incorporating traditional craftsmanship and its artisans. MacKay-Lyons ascribes to “the idea of making architecture out of local materials and local labor and making it affordable.”

To follow his example in executing a design, if it seems un-doable, ask the local craftsman how to solve the problem. He has been dealing with the local materials and techniques likely inherited from generations of artisans before him.



Harmony with Surrounding Environment

“The good building is not one that hurts the landscape, but one which makes the landscape more beautiful than it was before the building was built.”

Frank Lloyd Wright

The great American architect, Frank Lloyd Wright, rejected the ornamentation and boxiness of nineteenth century European architecture and created a uniquely American style known as “The Prairie School.”

He promoted an organic horizontal structure, that grew out of the prairie landscape. He believed that the landscape, the house and its occupants should be as one, each complementing the other and existing in harmony and beauty. In later years he came to appreciate the Japanese balanced culture of beauty.

In keeping with Wright’s philosophy, I believe good design should be honest to its environment, enhance the lives of the community and be accessible to all levels of society.



Ingenuity

“I don’t think that architecture is only about shelter, is only about a very simple enclosure. It should be able to excite you, to calm you, to make you think.”

Zaha Hadid

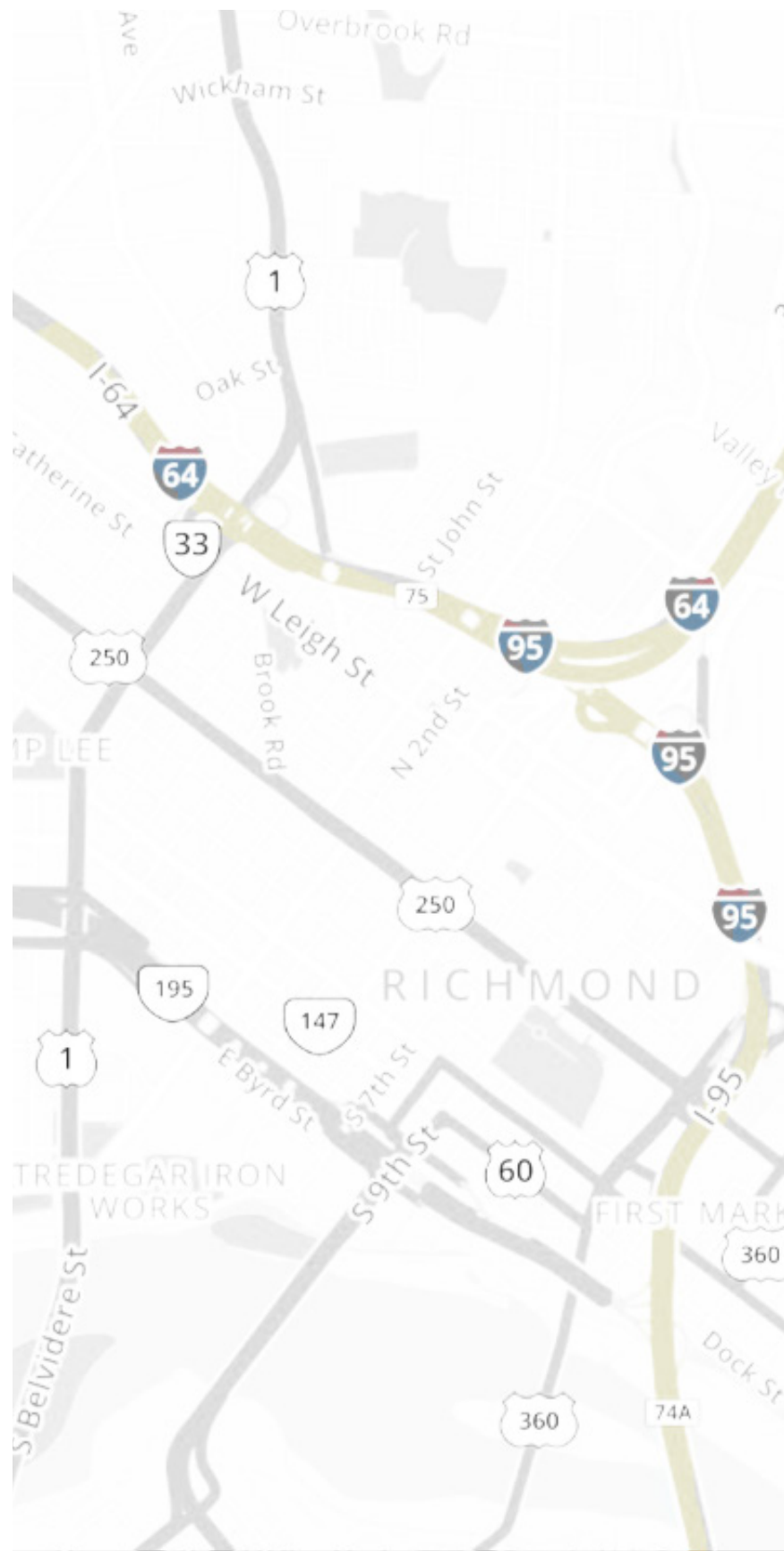
Zaha Hadid pushed the envelope of traditional concepts of design and architecture. Known for her unconventional, often controversial, designs, she was influenced by the Russian avant garde and for a time in the 1980’s leaned toward the “deconstructionist” movement in architecture which utilized floating planes and cantilevered beams. She was a pioneer in producing art that tested the bounds of gravity and space. One of her designs abstracted the circular movement of a jet engine to create an architectural structure.

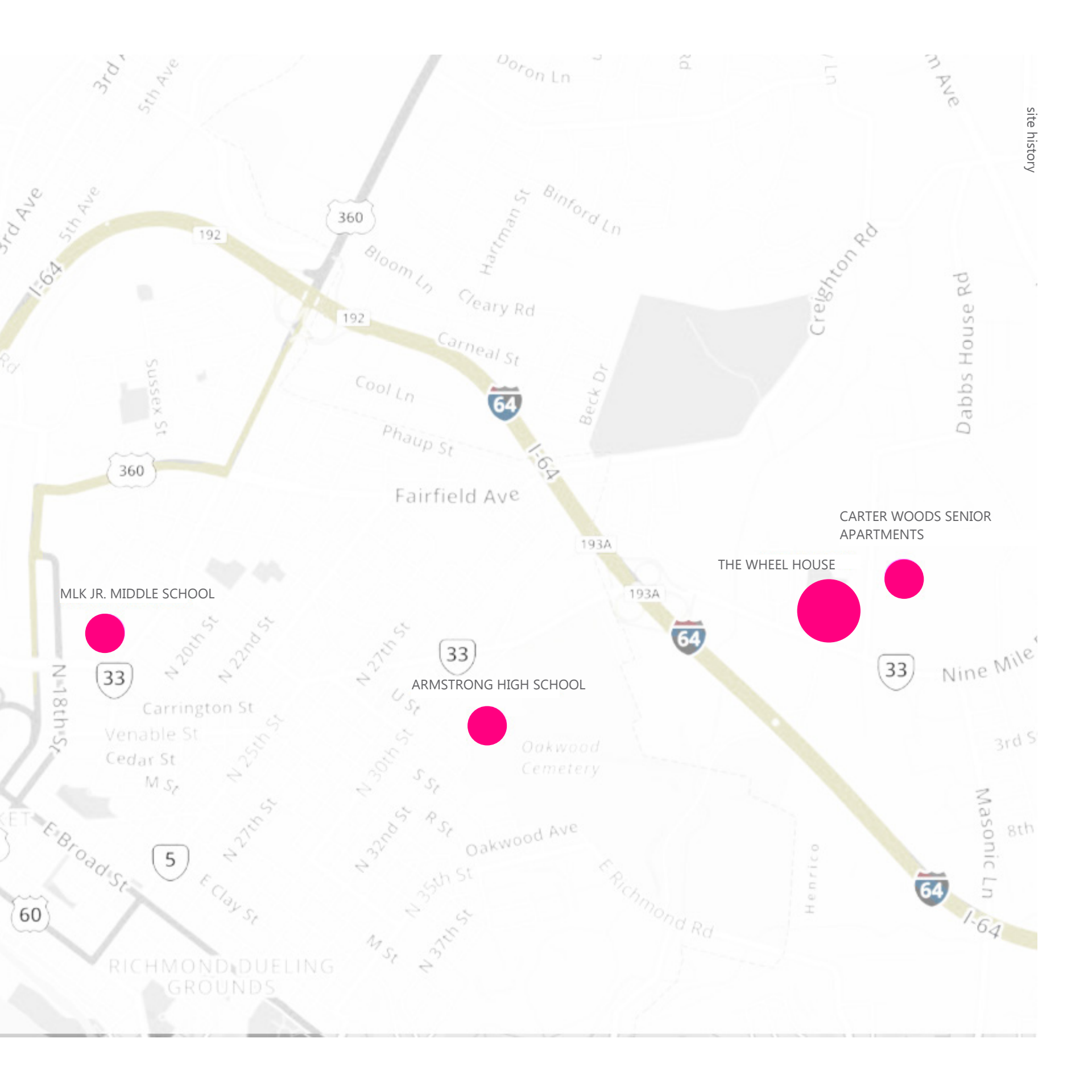
I admire Ms. Hadid’s fluidity in her designs. She did not limit herself to traditional concepts of geometry but trusted her own intuition to explore uncharted architectural theories, drawing on nature, history, or any realm of her imagination for inspiration. She is a reminder that nothing is impossible, to trust your own instincts, and don’t be afraid to try something new



SITE HISTORY

Henrico County consists of five magisterial districts, including Fairfield. In 1870, when the county was divided into four townships, this part of the county was named Fairfield because of its level ground. According to history, an early settler of the Fairfield township named Glen, enjoyed yelling out into the woods to hear his echo, thus it became known as, Glen Echo. It is here where the Glen Echo School was built.





MLK JR. MIDDLE SCHOOL



ARMSTRONG HIGH SCHOOL



THE WHEEL HOUSE



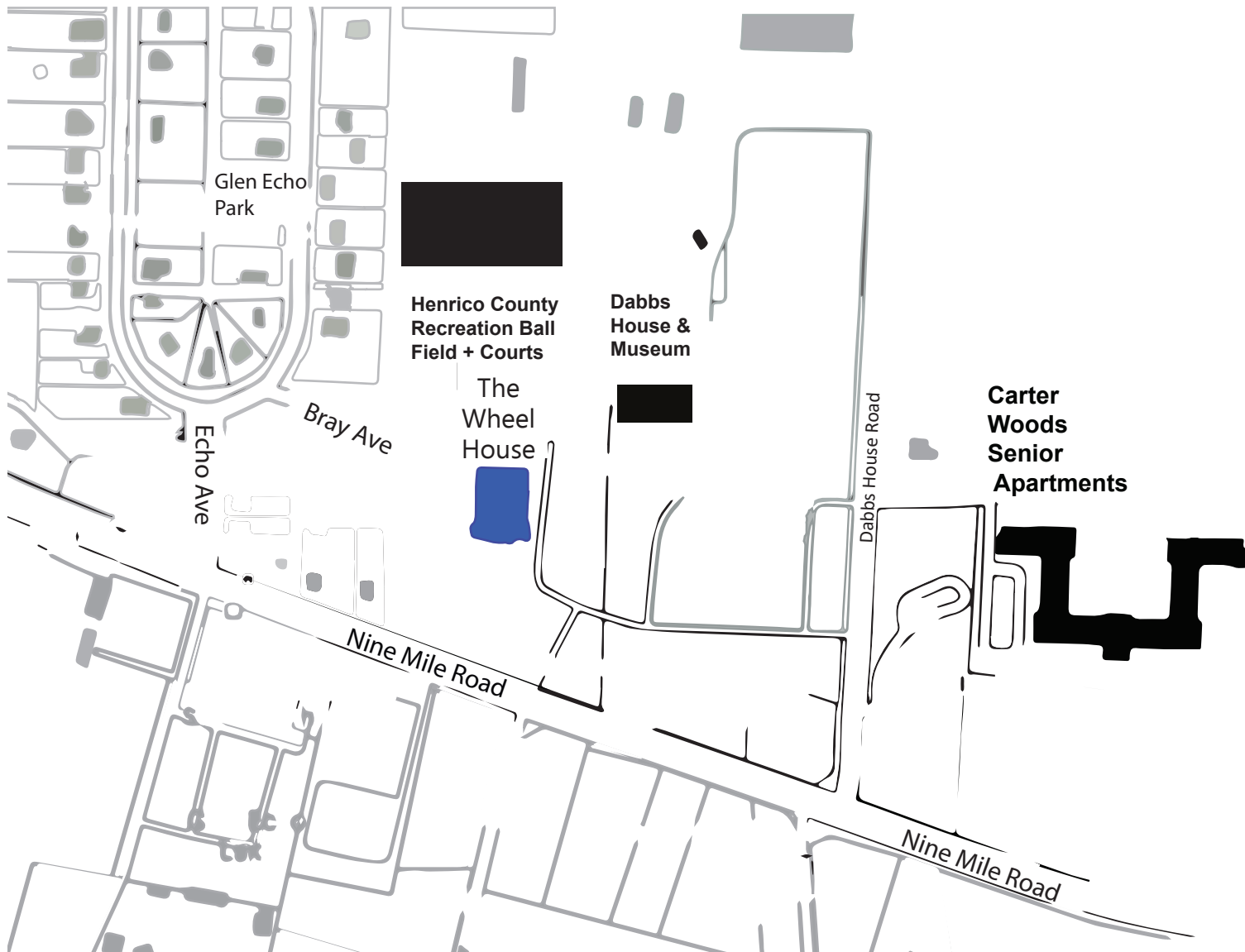
CARTER WOODS SENIOR APARTMENTS





MLK, Jr. Middle School (2.8 miles)

Armstrong High School (2.2 miles)



Glen Echo Park was established c. 1888, when the B.A. Catlin Real Estate Company sold off parcels of land from the old Dabbs Estate. The piece of land on which the Glen Echo School was built was known as the "High Meadow" portion of the estate. The parcels were developed into suburban neighborhoods and in 1890, the E.A. Catlin Real Estate Company built the first house which was the beginning of Glen Echo Park.

As the settlement grew, so did the need for a school. After several moves, in 1939, the funds were secured to build what is now the current location of the Glen Echo School.

At the time of its opening, there were eight teachers and one principal, and it taught children from first through seventh grade. From the school's very beginning, the Mothers League, (later open to fathers, it evolved in to the Parent-Teacher Association) played a pivotal role in the success of the school's progress.

Upon the opening of the school, Mrs. Floyd C. Binns, was elected president of the Parent-Teacher Association. A holly bush was planted to the left of the entrance of the school in her honor which still stands today.



the glen echo school © 1939

The space is from Henrico County, Virginia, 1939.

It is from the old Dabbs Estate, the Fairfield District and of Glen Echo Park.

It is from the Seven Pines Trolley line and of Stoney Run Creek.

From red brick, pine wood, leaded glass, and Virginia slate.

It is from perseverance, advocacy and hope.

The space is from Mrs. Binn's Holly Bush, pink shrub roses and white Crepe myrtles.

It is from learning and personal growth.

It is from abundant natural light and white bead board.

It is from Andrea Palladio, Thomas Jefferson and Thomas Dawes.

From a growing need, a love for our children, and a belief in democracy.

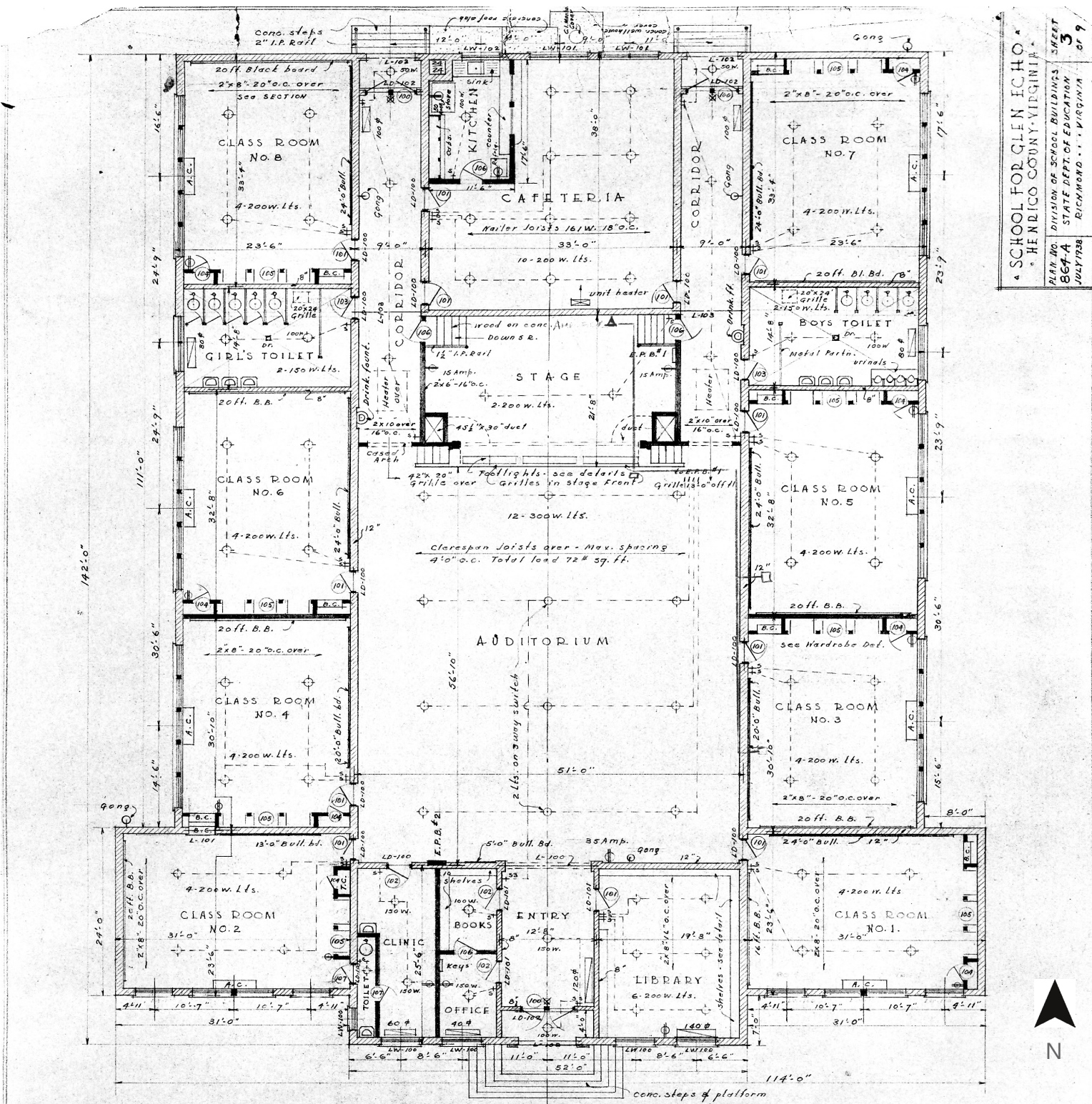
My space is from teaching old traditions and creating new ones.

It is from learning family recipes, telling old stories and discovering common ground.

It is from Jessie's fried chicken and apple hand pies
from Hazel's lentils and rice.

The space is from breaking the cycle, leveling the playing field and the beginning of a new dawn.

The Glen Echo School (14,000 sq ft), built in 1939, as an elementary school, is a basic one-and-one-half story structure, located on 5 acres of land on Nine Mile Road. Inspired by classical Georgian style, the building consists of a central block with wings extending on either side, topped by a hipped roof with dormers. Having a horizontal profile with little exterior ornamentation, the building suggests permanence, tradition, and protection. Its axial symmetry and balanced fenestration, both inside and out, speak to its Georgian antecedents. The double-hung windows with 12-over-12 lights are a further testament to its classical heritage. The gracious entrance is enhanced with the only exterior embellishment, a broken pediment above fluted pilasters.

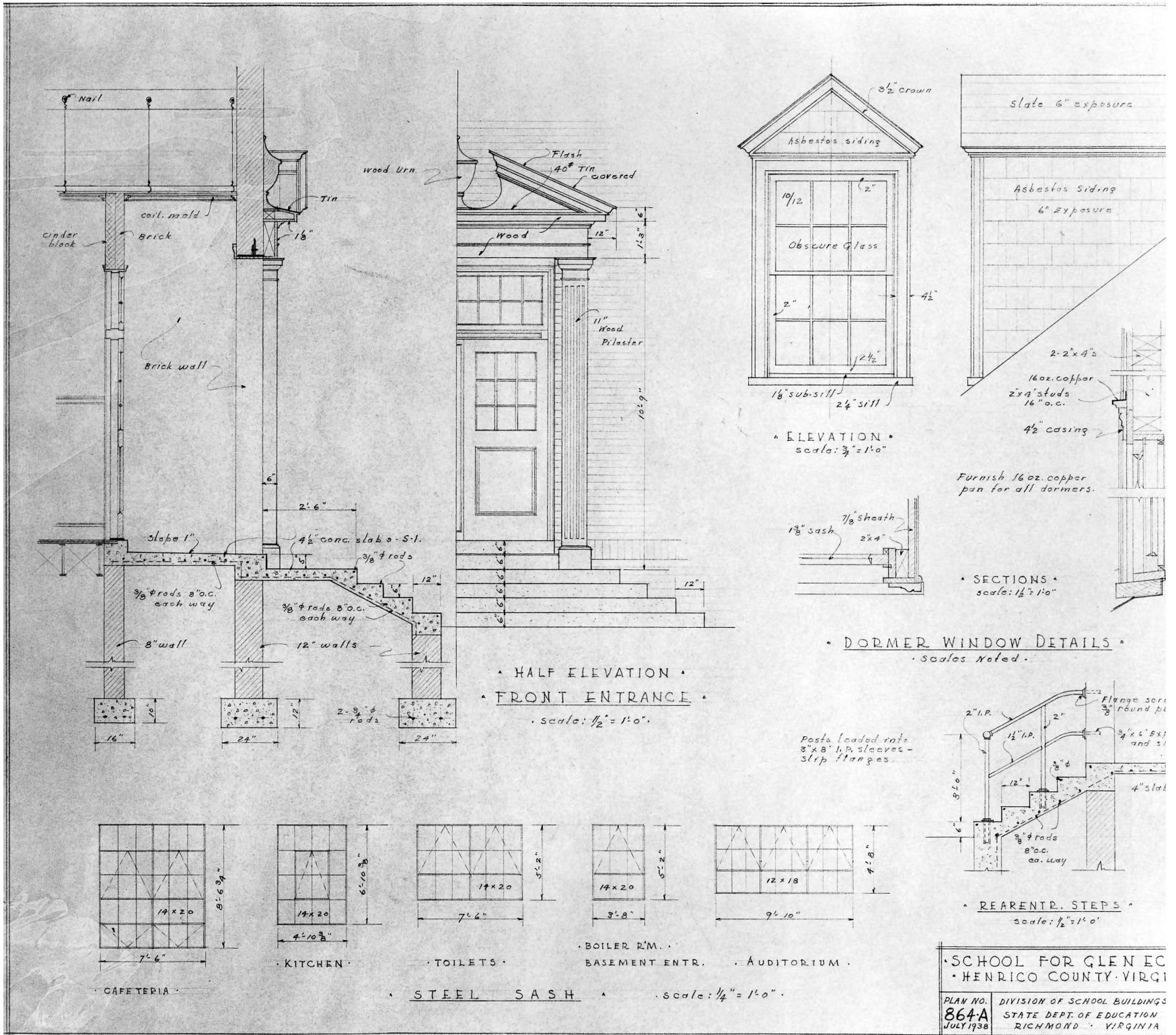


SCHOOL FOR GLEN ECHO
HENRICO COUNTY, VIRGINIA

PLAN NO.	DIVISION OF SCHOOL BUILDINGS	SHEET
867-A	STATE DEPT. OF EDUCATION	3
JULY 1938	RICHMOND, VIRGINIA	OF 9



original floor plan | Glen Echo School © 1938



DOOR SCHEDULE		
MARK	SIZE	DESCRIPTION
1	3'-0" x 7'-0" x 1 3/4"	Kalamern-Wire glass
100	2-3'-0" x 7'-0" x 2 1/4"	9 Lts. - panel - 2'-0" Trans.
101	3'-0" x 7'-0" x 1 3/4"	9 Lts. (Obscure) pan.-Trans.
102	3'-0" x 7'-0" x 1 3/4"	9 Obscure lts. pan.-trans.
103	3'-0" x 7'-0" x 1 3/4"	2 Panels - 2'-0" Transom.
104	2'-6" x 6'-8" x 1 3/4"	2 Panels.
105	2'-0" x 6'-8" x 1 3/4"	2 Panels - (wardrobes)
106	3'-0" x 7'-0" x 1 3/4"	2 Panels - No Transom.
107	2'-6" x 7'-0" x 1 3/4"	2 Panels - 2'-0" Trans.

Notes: Kalamern door to have Kalamern Jamb.

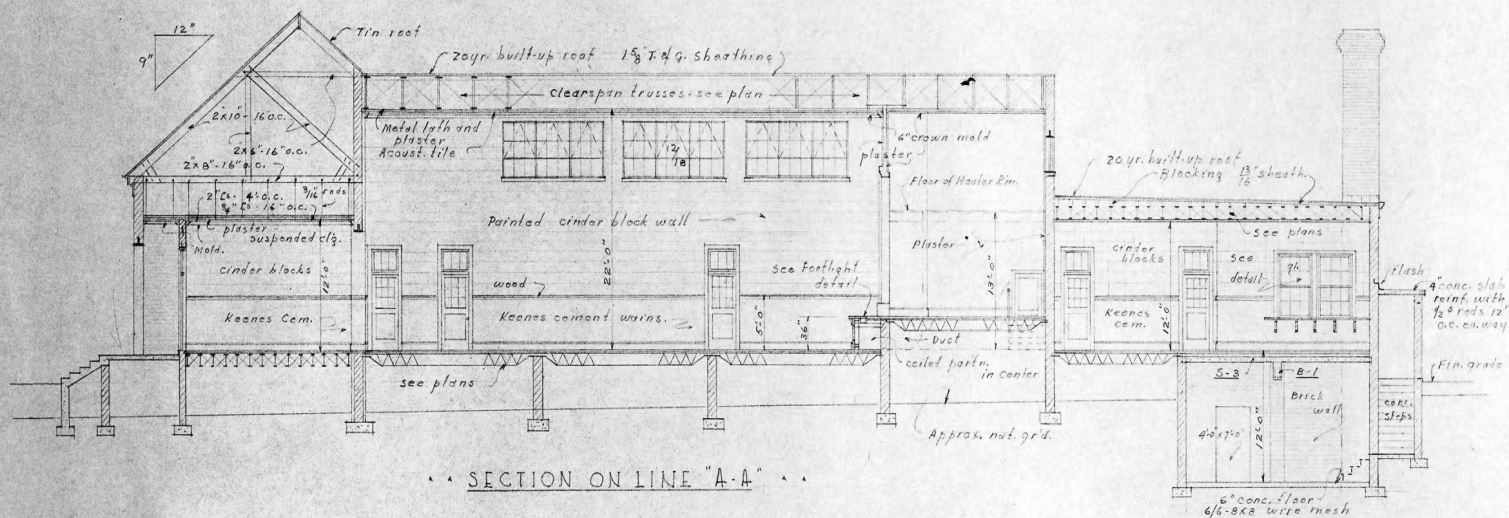
ABBREVIATIONS

o.c. - on centers
 K.C. - Keenes Cement
 Wains - W.S.: Wainscot
 celf. : ceiling
 Acoust. : Acoustical.
 C.B. : Cinder block
 Lts. : Lights.
 N.J. : Nailer Joists

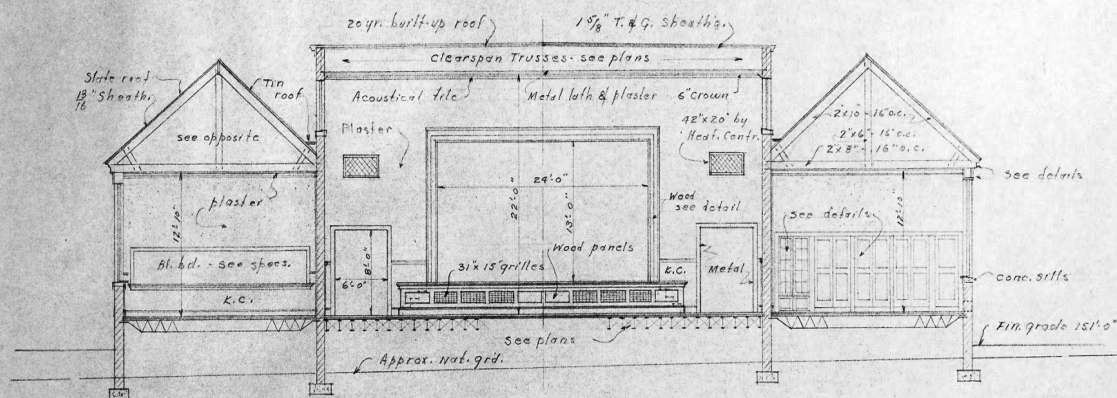
FINISH SCHEDULE							
LOCATION	FLOOR	BASE	WAINS.	W.CAR.	WALL	CEILING	REMARKS
BOILER RM.	Conc.	---	---	---	Brick	Conc.	---
FUEL ROOM	Conc.	---	---	---	Brick	Conc.	---
VESTIBULES	Conc.	---	---	---	Brick	Plaster	Ceiling Mold
ENTRY	Wood	Wood	K.C.	Wood	C.B.	Plaster	Ceiling Mold
CORRIDORS	Wood	Wood	K.C.	Wood	C.B.	Plaster	Ceiling Mold
CLASS RMS.	Wood	Wood	K.C.	Wood	Plaster	Plaster	Picture M.H.
TOILETS	Conc.	Wood	---	---	K.C.	Plaster	---
LIBRARY	Wood	Wood	K.C.	Wood	Plaster	Acoust. tile	Ceiling Mold
OFFICE	Wood	Wood	K.C.	Wood	Plaster	Plaster	Prof. Mold
CLINIC	Wood	Wood	K.C.	Wood	Plaster	Plaster	---
BOOK RM.	Wood	Wood	---	---	Plaster	Plaster	---
SMALL TOIL.	Linoleum	Wood	K.C.	Wood	Plaster	Plaster	---
AUDITORIUM	Wood	Wood	K.C.	Wood	C.B.	Acoust. tile	Cornice
STAGE	Wood	Wood	---	---	Plaster	Acoust. tile	Cornice
CAFETERIA	Wood	Wood	K.C.	Wood	C.B.	Plaster	Ceiling Mold.
KITCHEN	Wood	Wood	---	---	C.B.	Plaster	---

Note: Inside wall of CORRIDORS partly plastered.

LINTEL SCHEDULE			
MARK	SIZE	DESCRIPTION	SKETCH
LV-1	18" x 12" C.I. Vent	Integral lintel	---
L-1	2 Ls 6' x 4" x 3/8" x 5'-4"	3/4" Riv. 18" o.c.	#
L-2	2 Ls 6' x 4" x 3/8" x 4'-4"	3/4" Riv. 18" o.c.	#
L-3	2 Ls 4' x 4" x 3/8" x 4'-4"	3/4" Riv. 18" o.c.	#
L-4	2 Ls 7' x 4" x 3/8" x 16" longer than opp.	3/4" Riv.	#
L-100	2 Ls 10' x 10.5" x 13'-6"	3/4" Bolts - pipe sep. 18" o.c.	#
	2 Ls 5' x 3 1/2" x 3/8" x 18'-0"		
L-101	2 Ls 7' x 4" x 3/8" x 5'-0"	3/4" Riv. 18" o.c.	#
L-102	2 Ls 7' x 4" x 3/8" x 8'-10"	3/4" Riv. 18" o.c.	do
L-103	2 Ls 7' x 4" x 3/8" x 9'-4"	3/4" Riv. 18" o.c.	do
LD-100	2 Ls 7' x 4" x 3/8" x 4'-8"	3/4" Riv. 18" o.c.	do
LD-101	2 Ls 3 1/2" x 3 1/2" x 4' x 4'-8"	3/4" Riv. 18" o.c.	#
LD-102	2 Ls 5' x 3 1/2" x 3/8" x 8'-2"	3/4" Riv. 18" o.c.	#
LW-100	2 Ls 7' x 4" x 3/8" x 7'-5"	3/4" Riv. 18" o.c.	#
LW-101	2 Ls 8' x 11.5" x 9'-2"	2 Rows 3/4" bolts & sep. - 3/4" Riv. all staggered	#
	2 Ls 5' x 3 1/2" x 3/8" x 11'-2"		
LW-102	Like LW-100 except 6'-3" long with L sep. 1/4".		
LW-103	2 Ls 4' x 4" x 3/8" x 5'-0"	3/4" Riv. 18" o.c. sep. 1/4"	
LW-104	2 Ls 8' x 11.5" x 11'-2"	Bolts & Riveted see like LW-101	
	2 Ls 5' x 3 1/2" x 3/8" x 11'-2"		



SECTION ON LINE "A-A"



SECTION ON LINE "B-B"

SYMBOLS

- ⊗ Ceiling outlet
- ⊗ Exit light
- ⊗ Double base Receptacle
- ⊗ o.s. of U.S. Gong

SCHOOL FOR GLEN ECHO
 HENRICO COUNTY, VIRGINIA

PLAN NO. 864-A
 DIVISION OF SCHOOL BUILDINGS
 STATE DEPT. OF EDUCATION
 JULY 1938 RICHMOND, VIRGINIA

SHEET 6 OF 9

PHOTOGRAPHIC STUDIES



front lobby | glen echo school



front lobby | glen echo school



left long hallway | glen echo school



conference room | glen echo school



conference room | glen echo school



examination room | glen echo school



main entrance | glen echo school



leaded 8' x 4' windows | glen echo school



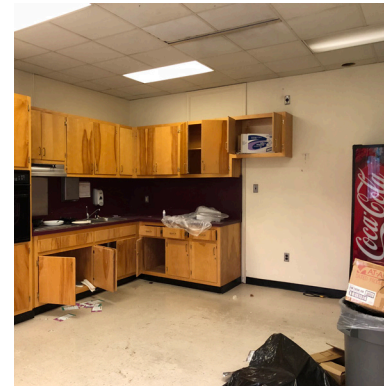
south lawn | glen echo school



right hallway | glen echo school



examination room | glen echo school



break room | glen echo school



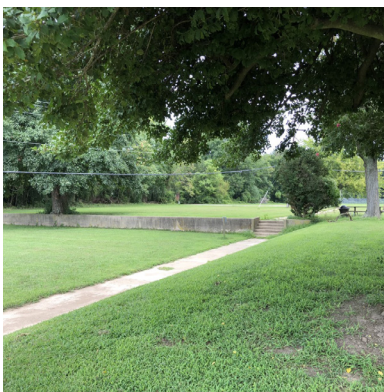
examination room | glen echo school



utility room | glen echo school



original oak floors | glen echo school



west lawn | glen echo school



view of west lawn | glen echo school



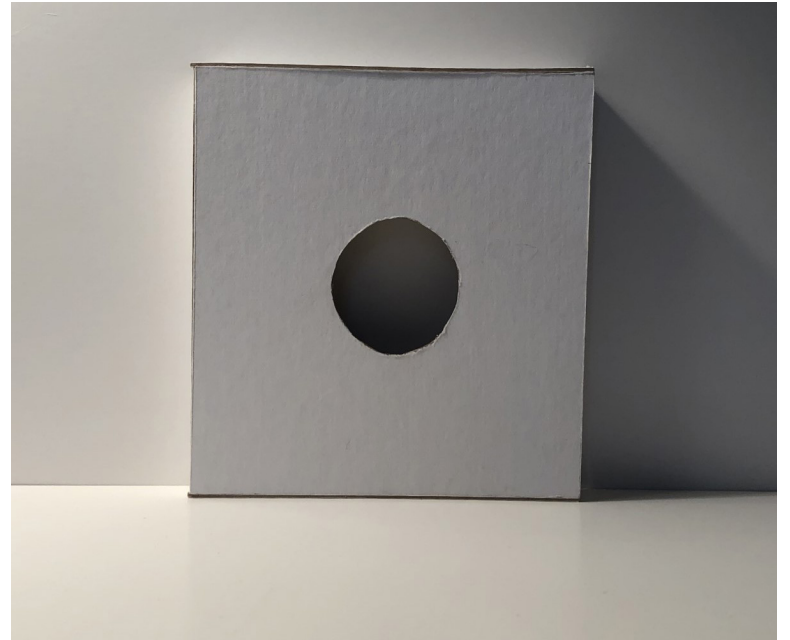
henrico recreation hiking trail |

CONCEPT STUDIES

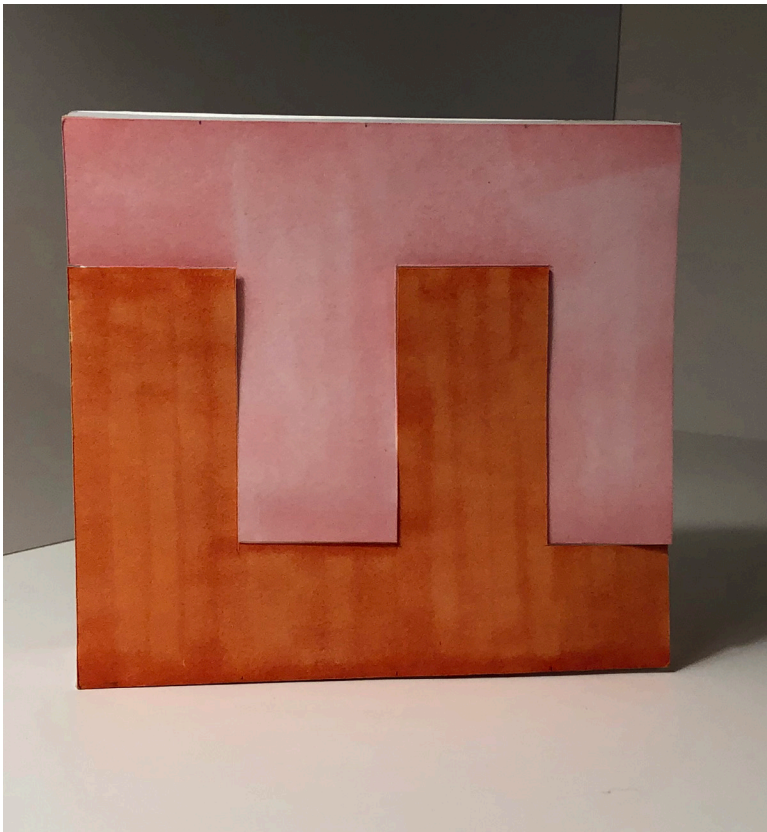
Opposite Parts Make A Whole



Light + Shadow with Void



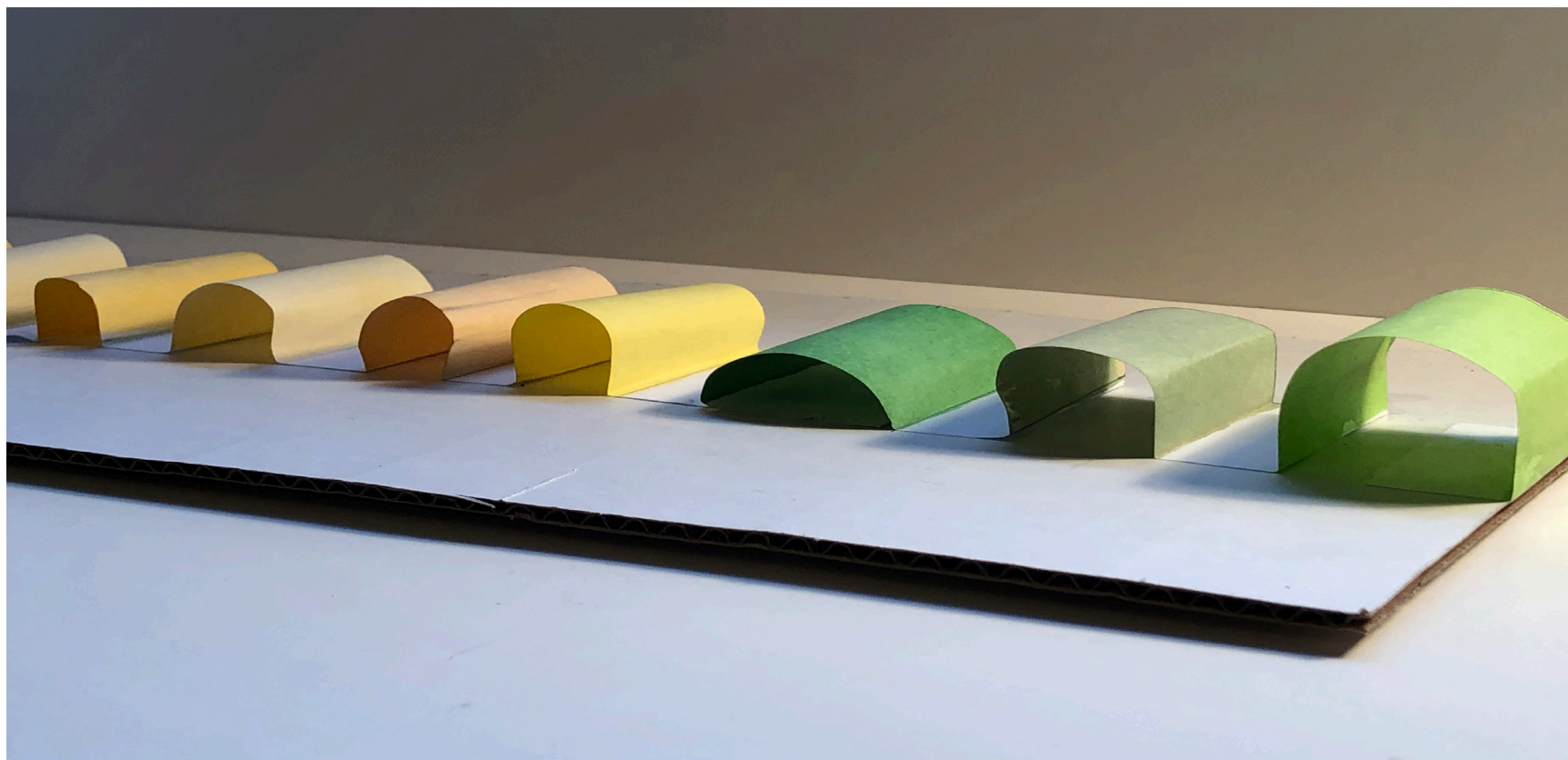
Two Different Parts Making One



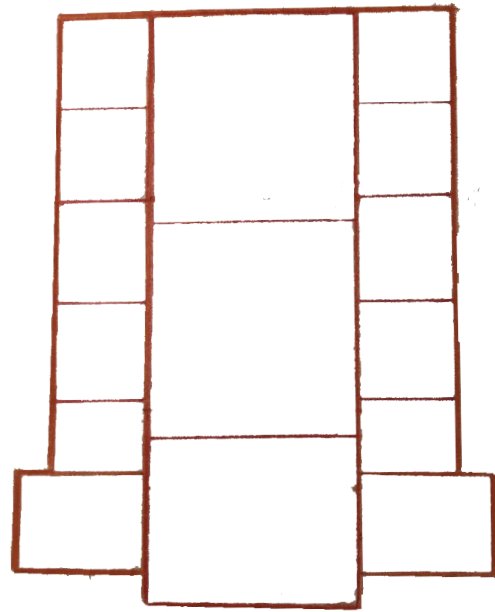
Two Colors Blended to Make New



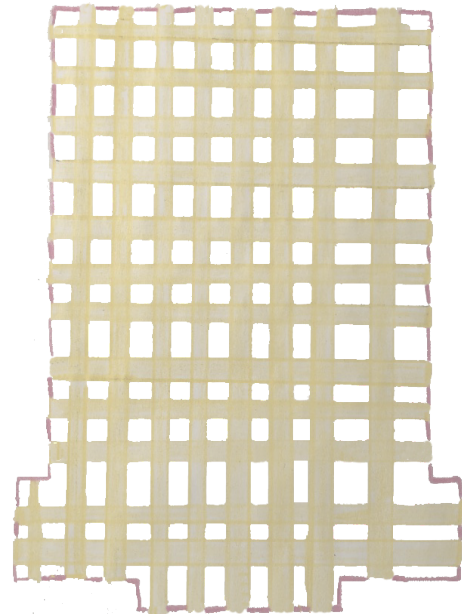
Light Arch Reflectivity Study



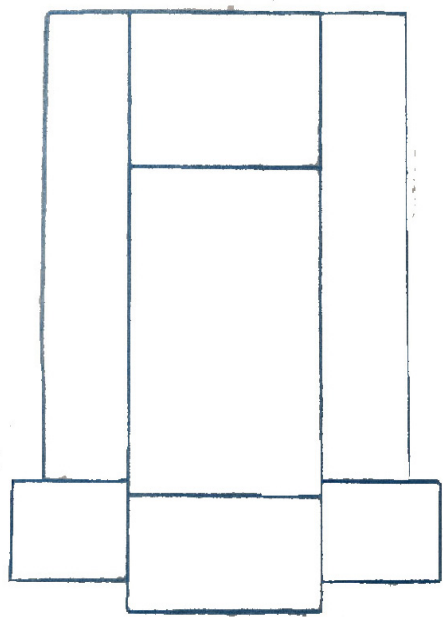
PARTI STUDIES



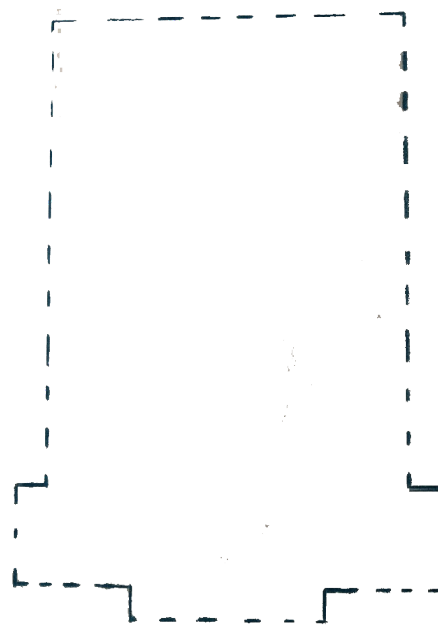
Current Wall Study



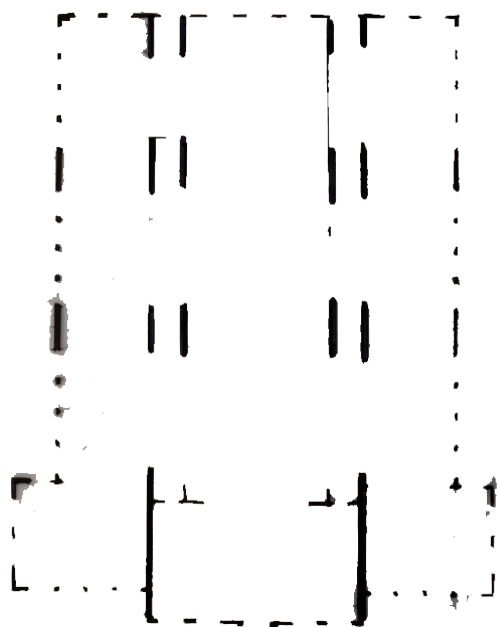
Light Study



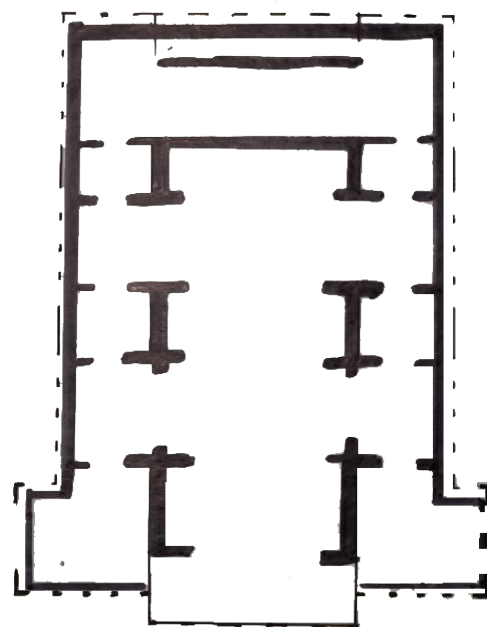
Structural Wall Study



Door + Window Study



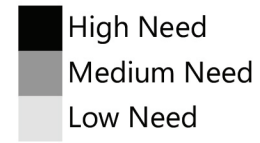
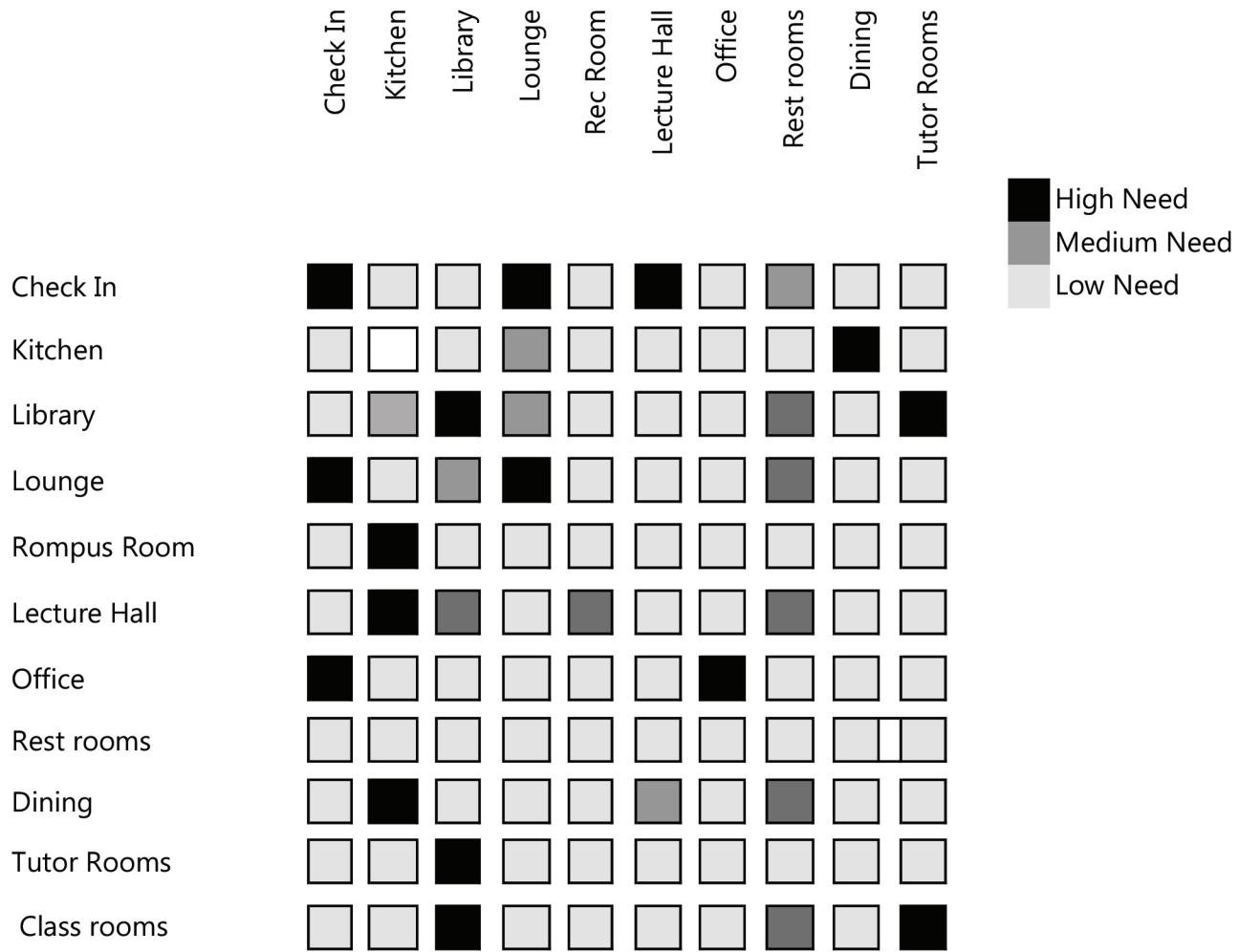
Wall Demolition Parti



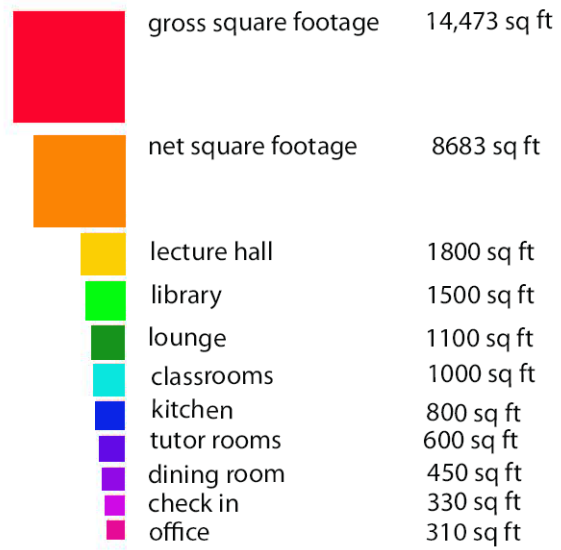
Wall Reinforcement Parti

PROGRAMMING + CODE

Room	Occupancy	Quantity	Occupant load	Total occupants	Net area per occupant	Area per space	Total net area
Check In	A-1	1	5	5	66	330	330
Kitchen	A-3	2	4	8	100	400	800
Library	A-3	1	30	30	50	1500	1500
Lounge	A-3	1	20	20	55	1100	1100
Rumpus Room							
Game room		1	6	6	33	200	200
Card Table		2	4	8	16	64	128
Board game table		2	8	16	8	64	128
pool Hall		1	8	8	34	275.5	275
Screening room		1	15	15	3	396	396
Lecture Hall	A-3	1	100	100	18	1800	1800
Office	A-1	1	4	4	50	200	310
Restrooms		2	30	60		0	0
Dining	A-2	2	15	30	15	225	450
Tutor Rooms	A-3	6	2	12	50	100	600
Class Rooms	E	2	12	24	42	500	1000
TOTAL						6324.5	8687



distribution of
square footage
based on the
International
Building Code.



PRECEDENT STUDIES



MATTAPAN TEEN CENTER | BOYS & GIRLS CLUB MATTAPAN, MA

7,200 sf

Completed in 2014

Preservation Award -Boston Preservation Alliance

The design solution for repurposing the 7,200 square foot building focused on creating an enlivened community space that promotes engagement, participation and a sense of ownership among those it serves. This is largely achieved through transparency as all program areas, which are adjacent to the main lobby, have been made visible through glass windows, doors or partitions. A multipurpose, 80-seat performance center equipped with movable seating and stage platform, a music studio with a performance and rehearsal room and an adjacent acoustically-isolated recording booth are programmatic features designed for the teen demographic, including a kitchen and culinary learning center, and a computer lab.

- The Architectural Team





THE WING SOHO

New York, NY
20,000 sq ft interior fit-out

5th floor completed October 2017
4th floor completed January 2019

The axial progression of the rooms is inspired by The Wing, an all female coworking space, in the Soho district of New York City. The enfilade is an architectural device used in the Baroque period in Europe as a formal arrangement of rooms while serving to draw one into the space.





CORAZYS HOME GOODS

Tokyo, Japan

2016

A home interior shop, "CORAZYS" focuses its products on four specific colors – orange, pink, green and blue. Located in Omotesando, the flagship store's concept is "library", filled with colorful stories for each object to tell. Similar to a library, finding one book among many, Corazy's has curated its shop based on color as a way of navigating its merchandise.

Large colorful shelves painted in orange, pink, green and blue, create "a small world of four distinctive colors"¹ showcasing numerous home goods varying in different hues of each particular color. "Each item holds a special story, like taking a novel in hand in the library".²



©pen-online.jp

1 <https://www.emmanuellemoreaux.com/all#/corazys/>

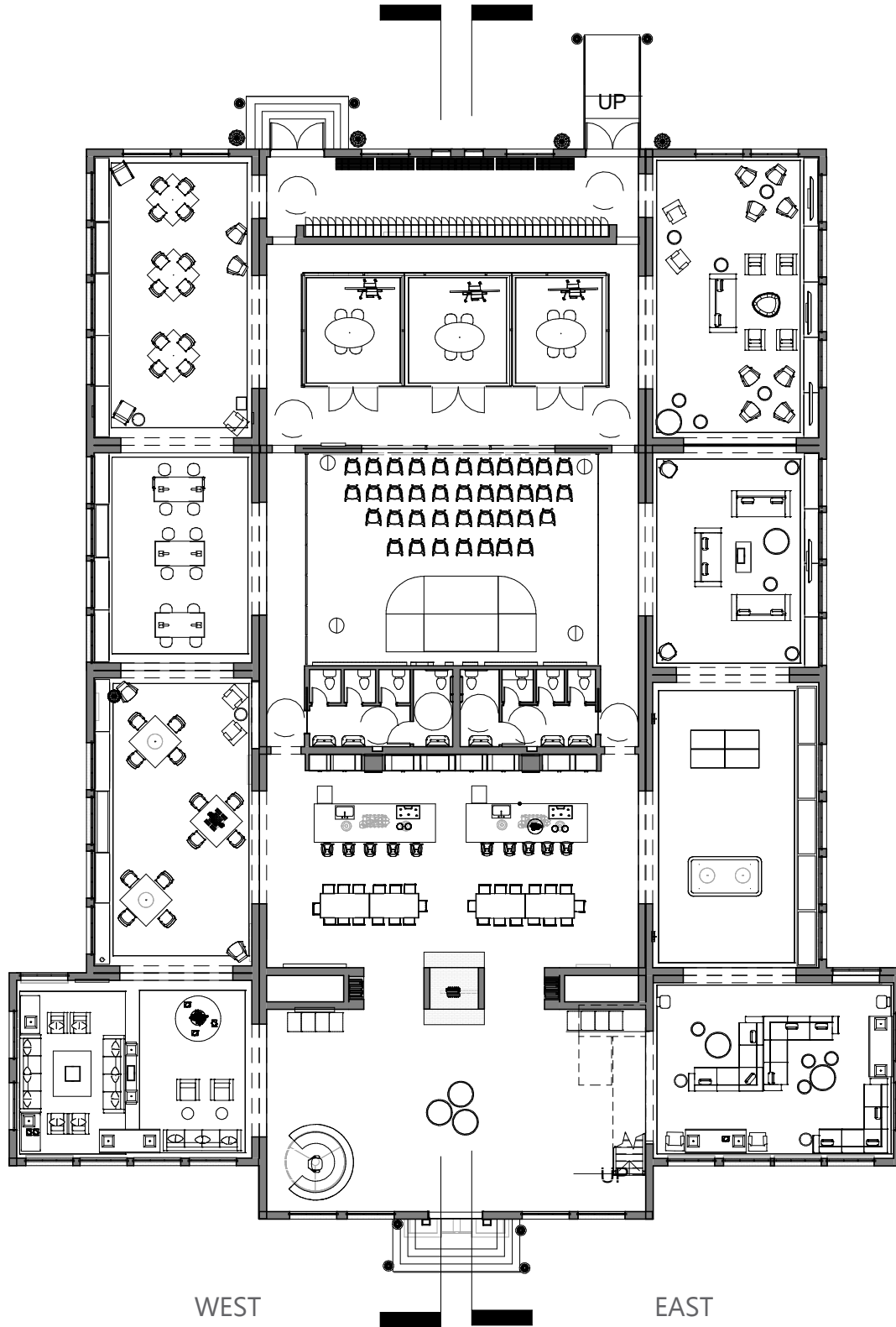
2 <https://www.emmanuellemoreaux.com/all#/corazys/>

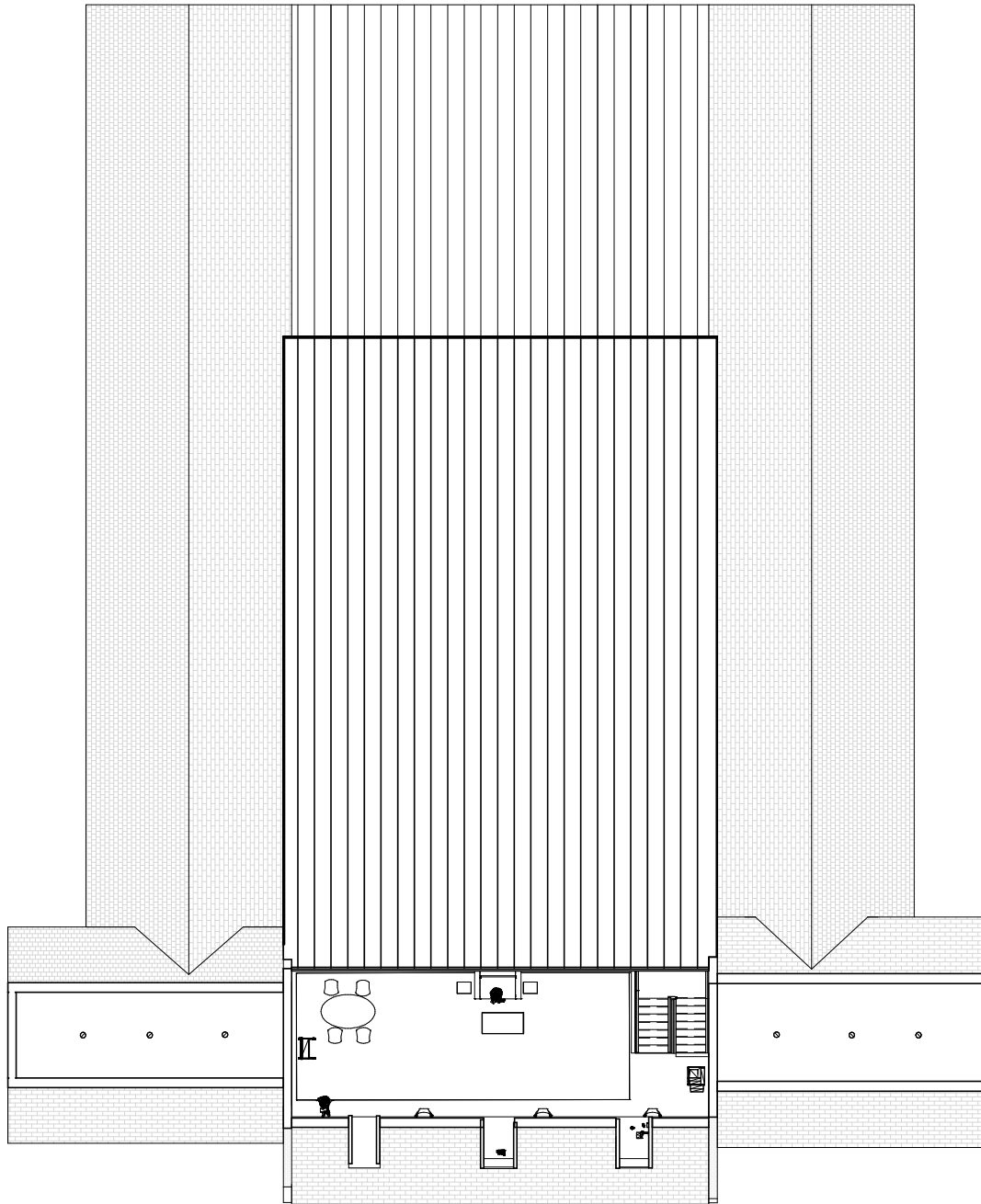
DESIGN PRESENTATION



front facade | the glen echo school | scale 0'-1/8" = 1' -0"



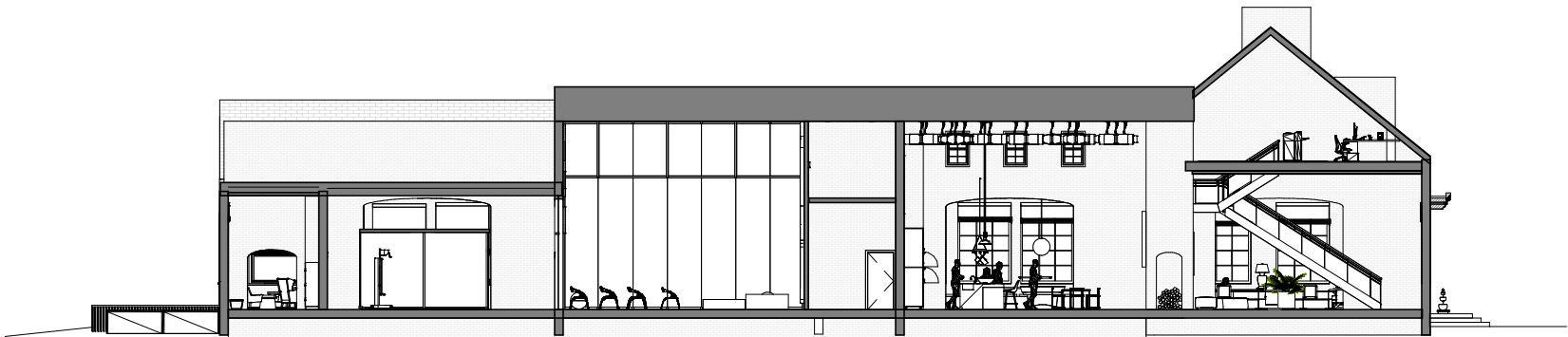




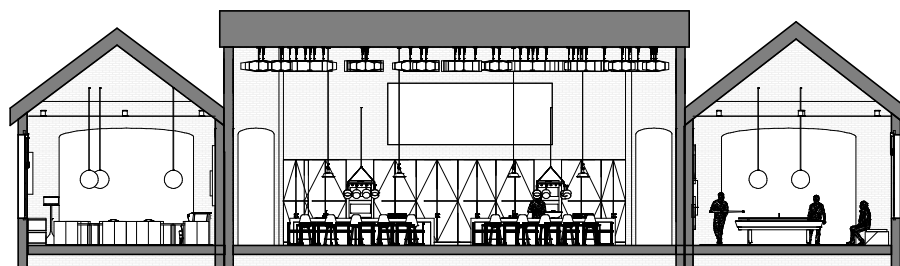
floor plan | second floor | scale 0' - 3/64" = 1' 0"



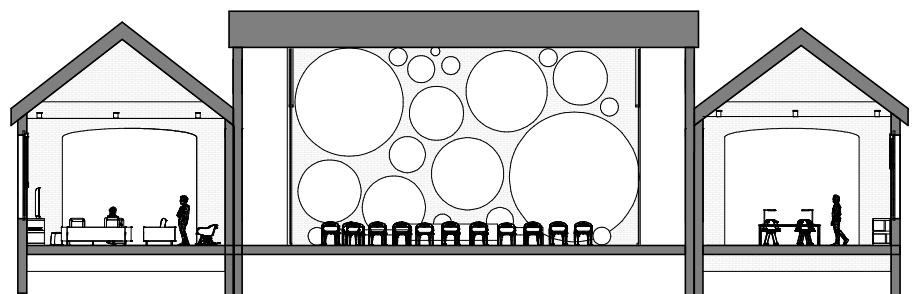
west section | scale 0' - 3/64" = 1' 0"



east section | scale 0' - 3/64" = 1' 0"



north section | scale 0' - 3/64" = 1' 0"



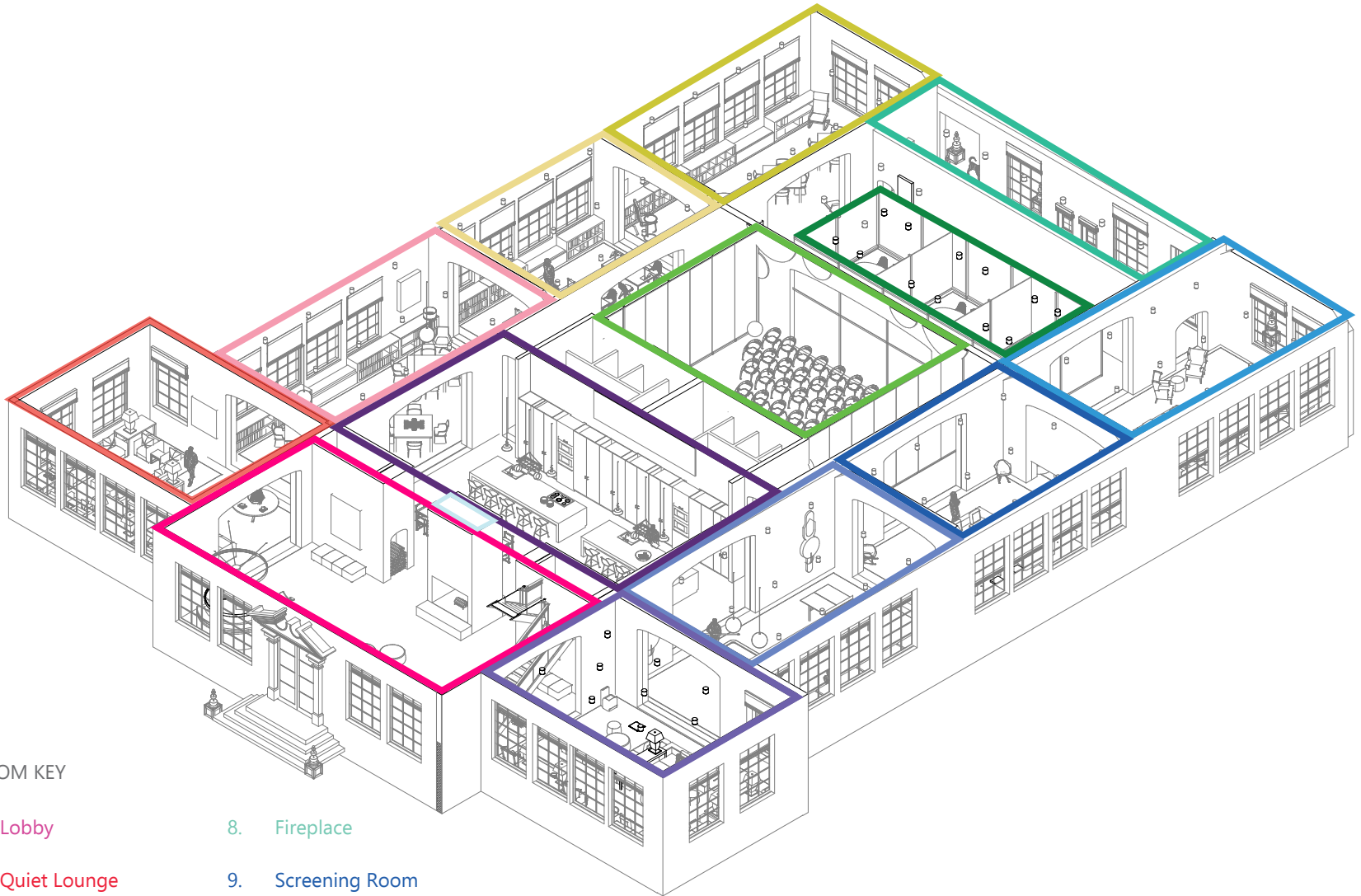
south section | scale 0' - 3/64" = 1' 0"

The space is divided into three zones, one side for quiet activity, one for more energetic pursuits, and the center bringing both sides together in the kitchen and flex room. From reception, one can proceed to the left, entering the quiet lounge where small groups can gather for conversation, story-telling, and simply visiting. Next is the library (warm colors), a long linear space, divided by the recurring arch and bordered by seat-height book shelves. The square tables provide space for reading, study, homework, or sedate games like chess or Mah Jong. The library is also a space conducive to one-on-one interaction with seniors, learning technology or simply for becoming more familiar with the daily routine of each others loves. The quiet space culminates in a mud room housing benches and lockers for personal storage and acting as a transition to the noisier side of the house.

The more active rooms (green and blue) mirror their quieter counterparts. The first is the Electronic Game Room where small groups may play video games collectively in a relaxed and friendly environment. Through the video game room, one progresses into the screening room where students can watch films, play Youtube videos, or television programs on a large Smart television. Adjacent to the screening room is the Billiard room, where a group of 6 or less can play billiards or table tennis. The Loud Lounge follows which is a perfect spot for learning hobbies such as needlework or sharing stories

Walking past the central double sided-fireplace, is the kitchen where students may grab a pre-made snack, join a group for an informal cooking lesson, learn basic cooking skills, make a favorite dish under the guidance of one of the seniors and absorb the fundamentals of nutrition. Being a double kitchen, the space allows creative interaction of several groups simultaneously and encourages casual bonding, confidence-building and the passing down of traditions.

From the kitchen one proceeds to the Flex Room which is aptly named for the variety of activities that occur here. One day there could be a seminar or a lecture, the next devoted to teaching crafts or bike repair, and it could even host an intergenerational dance for the regulars. Finally, the Tutoring Room is the last room of the circuit. Sound-proof glass encloses the space, ensuring privacy and quiet for one-on-one mentoring, coaching, or instruction.



ROOM KEY

- | | |
|-------------------------|-------------------|
| 1. Lobby | 8. Fireplace |
| 2. Quiet Lounge | 9. Screening Room |
| 3. Library I | 10. Billiard Room |
| 4. Study Room | 11. Loud Lounge |
| 5. Library II | 12. Kitchen |
| 6. Mud Room | 13. Flex Room |
| 7. Electronic Game Room | 14. Tutor Rooms |

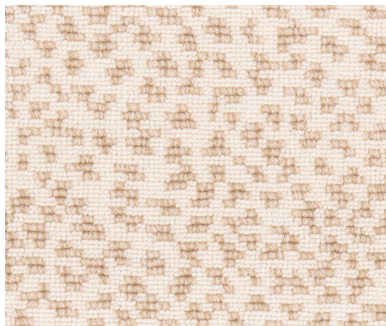
FLOORS



Traditional oil-based enamel wood paint.

It can withstand regular foot traffic without fading. Highly scratch and stain resistant.

CARPET



Stark Carpets | | Kubra | Wheat
Low pile for transitional ease.
Krypton Treated for stain resistance

WALLS



Sherwin-Williams
SuperPaint Acrylic
Latex Masonry paint

PAINT



Sherwin-Williams
Pure White
SW 7005)

TYPICAL MATERIALS

Upon entering the foyer, one is met with a reception area that not only welcomes guests, but also monitors access to the building. Security personnel are also located at the entrance. While the structure itself is square, the flow within is circular and employs the colored arch to guide one through the space. I chose to replace the existing traditional doorways with a classical arch, which suggests solidarity and strength while opening the spaces to the light and promoting circulation. Each arch is highlighted in a different color, based on the progression in the Munsell Color System. When reflected in the high gloss white floor, the arch forms a circle of color, referencing the circular theme of the space.



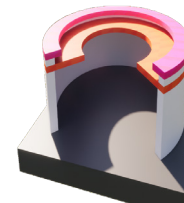
Apel Large Ottoman

White Leather
Bernhardt Design



Coalesse 4-seat Bench

COM: Perennials Indoor/Outdoor
Nailhead Blanca
NanoSeal™ Finish



Custom Reception Desk

Plywood with PTD Lacquer Finish



Artist Molly B. Wright

Maya Angelou
Bottle caps on board



Artist Molly B. Wright

Frida Kahlo
Bottle caps on board

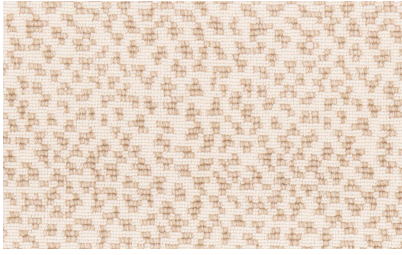


LOBBY | Peony Benjamin Moore 2079-30



QUIET LOUNGE | Show Stopper Sherwin Williams 7588

QUIET LOUNGE | Show Stopper Sherwin Williams 7588



Stark Carpet | Kubra | Wheat
Krypton Treated for stain resistance



Bernhardt B1 Club Chair + Sofa
COM: Perennials Indoor/Outdoor
Nailhead Blanca
NanoSeal™ Finish



Bong Table
Giulio Cappellini, 2004
Fiberglass resin, lacquered.



Deauville Table Lamp
Circa Lighting
E.F. Chapman

design



Manuel Canovas Dara Turquoise
Krypton Treated for stain resistance



Highland Dunes Dutt Grasscloth
Beige | Covered Parson Sofa desk



W. E. B Du Boise

American sociologist, historian, civil rights activist, + writer.

Hutchins center for African + African American Research



Ida B. Wells-Barnett

Investigative journalist, + an early leader in the Civil Rights Movement.

Chicago Tribune 1890.



Alfie Kunga
Weather Forecast 2016
Gloss, Latex, Airbrush, Spray Paint,
Oil bar on Aluminium.



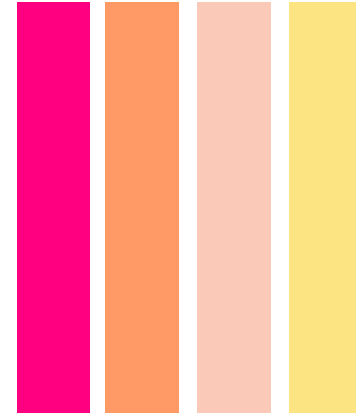
Christian Liaigre Table | Holly Hunt



Knoll Studio | Richard Schultz | Fresh Air
Table | White



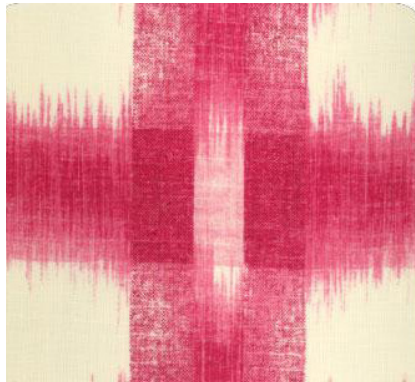
Capell Concord Armchair
COM:Atomic Tangerine ETC.



COM: Perennials Indoor/
Outdoor NanoSeal™ Finish



Langston Hughes
American poet, social activist, novelist,



Raleigh Ikat Plaid
Item ID1102171



Manuel Canovas Dara Turquoise
Krypton Treated for stain resistance



LIBRARY I | Hopeful Pink Sherwin Williams 6597



STUDY ROOM | jonqil yellow Sherwin Williams 6597



Manuel Canovas Dara Turquoise
Krypton Treated for stain resistance



Fronzoni Dining Table
A.G. Fronzoni, 1964
Cappellini



Koch & Lowy Task Lamp
Polished Chrome
American 1970's



Eames Wire Chair
1950
Herman Miller



Gene Davis (American, 1920–1985)

"Yellow Jacket", 1969

Acrylic on canvas



Nelson Platform Bench 1946

Herman Miller



White Stash 6 Door Locker

Poppin

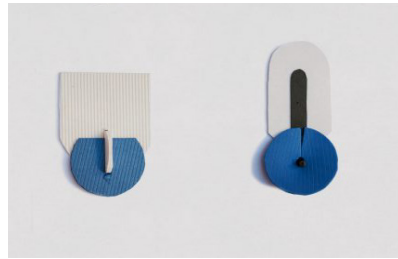


MUD ROOM | Atomic Tangerine Sherwin Williams 6640



ELECTRONIC GAME ROOM | Julep Sherwin Williams 6746

ELECTRONIC GAME ROOM | Julep Sherwin Williams 6746



MUT Design Studio
Beetle-Inspired Acoustic Panels
Sancal



Bernhardt B1 Sofa
COM: Perennials Indoor /Outdoor
Nailhead Blanca
NanoSeal™ Finish



Kalinda Fabric
Cowtan and Tout
Color Bleu de Prusse
Krypton Treated



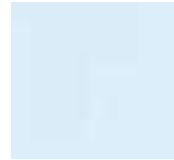
Apel Small Ottoman
COM: Perennials indoor outdoor fabric
Bernhardt Design



Christopher Farr
Carnival | Green
Krypton Treated for stain
resistance



Atelier Coffee Table
Custom Color
Janovic 2241P Blue Dawn



Hard-wired Motorized Operating System
White Canvas
Hunter - Douglas



Bernhardt B1 Sofa
COM: Perennials Indoor /Outdoor
Nailhead Blanca
NanoSeal™ Finish



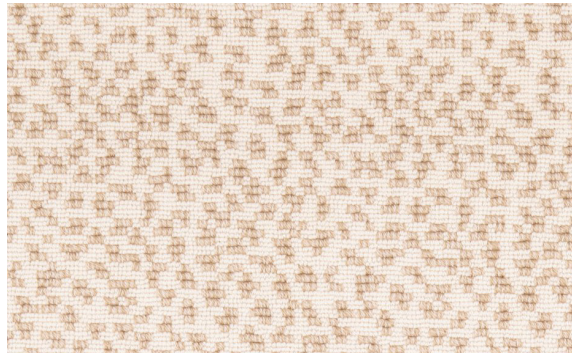
SCREENING ROOM | Blue Click Sherwin Williams 6952



BILLIARD ROOM | Passionate Purple Sherwin Williams 6981



MUT Design Studio
Beetle-Inspired Acoustic Panels
Sancal



Stark Carpet | Kubra | Wheat
Krypton Treated for stain resistance



Large Opaline Glass Globe Pendant Lamp
Made by Prescolite in the style of Kurt Versen.
1966



Manuel Canovas Dara Turquoise
Krypton Treated for stain resistance



LOUNGE II | Euphoric Lilac Sherwin Williams 6835



Sectional Sofa b1
Fabien Baron
Bernhardt Designs



Manuel Canovas
ikat discontinued



Christian Liaigre Table
Holly Hunt



Deauville Table Lamp
Circa Lighting
E.F. Chapman



Kalinda Fabric
Cowtan and Tout
Color Bleu de Prusse
Krypton Treated



Season Chair
Vicarbe



Adjustable Table E 1027
Eileen Gray
Design Within Reach



Apel Small Ottoman
COM: Perennials indoor outdoor fabric
Bernhardt Design



Fronzoni Chair
A.G. Fronzoni, 1964
Cappellini



Fronzoni Dining Table
A.G. Fronzoni, 1964
Cappellini



Echo Acoustic Pendant
Lightart
PET felt manufactured.



Brenda Manigault
Rice Fanner
Sweetgrass Basket
Charleston, SC



Fred Williamson
Cherry Wood Bowl
Crozet, VA



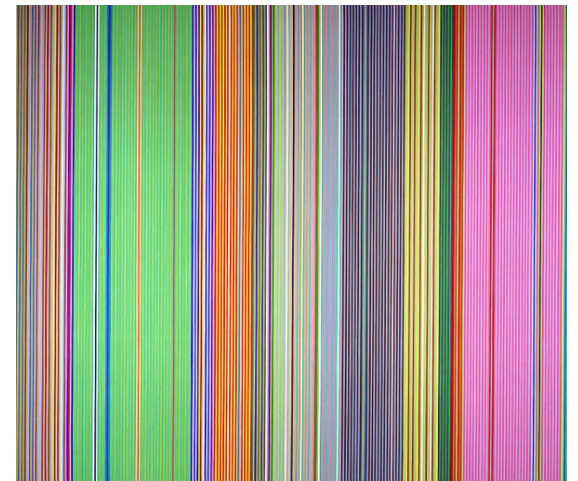
Eames Molded Fiberglass
Counter Height Stool
Herman Miller



Tjalf Sparnaay
Mayonnaise 2012
Oil on canvas



Artist Molly B. Wright
Julia Child
Bottle caps on board



Gene Davis
Raspberry Icicle, 1967
Acrylic on canvas



KITCHEN | Retro Mint Sherwin Williams 9036

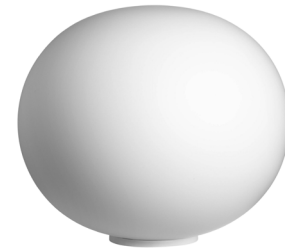




Acoustic Tile Circle
Baux
Architonic ID 1258330



Custom Nesting Risers
Oil-based enamel wood paint.



Jasper Morrison
Glo-Ball T2 Halogen
LUMENS



Sherwin-Williams
Pure White
SW 7005



Ross Lovegrove
GO hair Stackable
Bernhardt Design



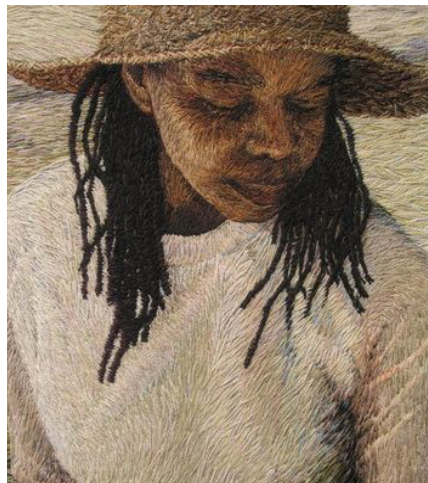
The NanaWall SL70
Sound Control
Glass + Aluminum



Eames Wire Chair
1950
Herman Miller



Saarinen Pedestal Table 1956
Eero Saarinen
Knoll



Ruth Miller
"Tea Cup Fishing" 2005
Hand-embroidered wool on jute fabric



TUTOR ROOMS | Envy Green Sherwin Williams 6925



OFFICE | High Reflective White Sherwin Williams 7757



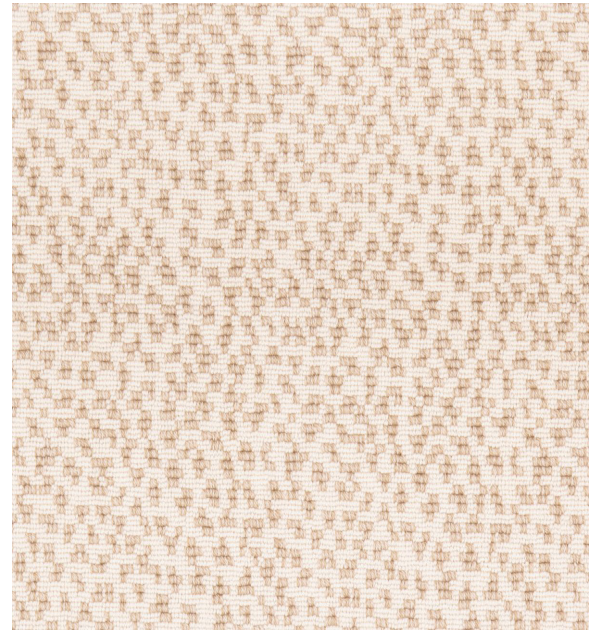
Saarinen Pedestal Table 1956

Eero Saarinen
Knoll



Eames Wire Chair

1950
Herman Miller



Stark Carpet | Kubra | Wheat

Krypton Treated for stain resistance



Sayl Task Chair

Yves Behar
Herman Miller

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