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

Jessica M. Keegan
Virginia Commonwealth University

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The Wheel House: An Intergenerational Space

Jessica Mairéad Keegan | MFA Interior Environments | Virginia Commonwealth University
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.

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My Family

Joyce
Brendan Sr.
Laurie
Brendan Jr.
Ellwood
Sophia
Aneta
Henry
Rikke
Cooper

My Classmates

Abby
Angeline
Clare
Ed
Maggie
Richard
Tash
Tia

My Professors

Amy
Ariie
Camden
Christiana
Emily
Allan
Roberto
Megan
Sara

thank you
Dear Richard

Deciding to return to school at 42 years of age with a significant reading disability was no easy decision. The phrase “the toad’s wild ride” comes to mind as I reflect on my high school and undergraduate experiences. I held on tight and pushed through in four years to the delight and relief of my father. But despite it all, I decided to give myself a gift of returning to school.

The gift was earning a degree in the field that I have always felt was the one for me - design. It was a gift of listening to my heart, honoring myself, and most importantly, believing in myself. So once again a student I became, and I’ve come out on the other end a better woman.

One special friend that I must acknowledge is Richard Rozewski. In him, I have found a kindred spirit. My partner in a group activity on the first day of summer session, he had rolled into Richmond, VA from Boston, MA at 11:00 pm, the night before our first class. Arriving precisely on time at 8:30 A.M., full of positive energy, I found his attitude and stamina were contagious. I was immediately drawn to him and since then, we have developed a fast friendship, one of the greatest friendships of my life.

There is no doubt in my mind that I would not have been as successful, nor as fulfilled in this program had Richard not been a part of my studio. He brought a tremendous amount of value, perspective, leadership, humor and community to our cohort. Our friendship has been one of the most genuine, loving, respectful, and honest relationships that I have had the privilege of experiencing. He understands my oddities, shortcomings, struggles, and best of all, my humor.

There have been countless days of laughter through tears which has enabled Richard and I to connect in a unique way, allowing us to persevere through a very vigorous program. By sharing our life stories and allowing ourselves to be vulnerable with each other, we have formed an bond that will not be broken. We have found family in one another and for that I am eternally grateful.

Thank you, Richard.
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
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.
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).
For every 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 (After School Alliance).

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

However, under the current 2019 administration, 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 (After School Alliance).
20-43% of Americans feel lonely.

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

When an elder transitions in 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.
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 elderly.

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.

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

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
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 underserved young people may be given a chance to break out of their negative cycles and become proud, productive members of their communities.
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.

Source: The Brookings Institution
This thesis project studies the positive intersection of two marginalized groups in society, underserved 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 is 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). 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 (higherachievemavent.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).
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 families.1 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.

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.
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 encourage upward mobility in economically depressed neighborhoods (Afterschool Alliance, N.D.).
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 and attend to humans needs and to respect the of 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.

e·thos

/ēTHäs/

noun

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

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,” craftsmen’s expertise to the simple, vernacular, modern design of today’s private or public spaces. To follow his example in executing a design, if it seems undoable, 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 “deconstructivist” 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.
Glen Echo Park was established around 1888 when the B.A. Catlin Real Estate Company sold off parcels of land from the old Dabbs Estate. The piece of land that 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 B.A. Catlin Real Estate company built the first house which was the beginning of the Glen Echo Park.
As the settlement grew, so did the need for a school. After several moves, in 1939, the funds had been 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 into 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 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 Jesse’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, 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.
PHOTOGRAPHIC STUDIES
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
<table>
<thead>
<tr>
<th>Room</th>
<th>Occupancy</th>
<th>Quantity</th>
<th>Occupant load</th>
<th>Total occupants</th>
<th>Net area per occupant</th>
<th>Area per space</th>
<th>Total net area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check In</td>
<td>A-B</td>
<td>2</td>
<td>4</td>
<td>8</td>
<td>56</td>
<td>910</td>
<td>455</td>
</tr>
<tr>
<td>Kitchen</td>
<td>A-B</td>
<td>2</td>
<td>4</td>
<td>8</td>
<td>100</td>
<td>400</td>
<td>400</td>
</tr>
<tr>
<td>Library</td>
<td>A-B</td>
<td>1</td>
<td>8</td>
<td>8</td>
<td>16</td>
<td>1140</td>
<td>1140</td>
</tr>
<tr>
<td>Lounge</td>
<td>A-B</td>
<td>1</td>
<td>20</td>
<td>20</td>
<td>15</td>
<td>1100</td>
<td>1100</td>
</tr>
</tbody>
</table>

**Apartment Rooms**

- Game room 1: 39 | 280 | 280
- Craft room 2: 36 | 64 | 128
- Board games room 2: 34 | 275 | 275
- Screening room 1: 35 | 390 | 390

- Kitchen: 5 | 190 | 190
- Office: 4 | 240 | 30

- Bedrooms: 2 | 60 | 30
- Dining: 42 | 42

- Tutor Rooms: 2 | 56 | 112
- Class Rooms: 6 | 62 | 186

**TOTALS**

- 192.5 | 606

---

**Need Levels**

- High Need
- Medium Need
- Low Need
distribution of square footage based on the International Building Code.
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.
A home interior shop, "CORAZY's" 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” 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.”

I have approached this study by identifying a currently vacant structure that would lend itself to renovation as an after-school 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).
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 (red), 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 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.
Traditional oil-based enamel wood paint. It can withstand regular foot traffic without fading. Highly scratch and stain resistant.

Sherwin-Williams SuperPaint Acrylic Latex Masonry paint

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

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 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.
QUIET LOUNGE | Show Stopper Sherwin Williams 7588

Stark Carpet | Kibra | 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

Manuel Canovas Dara Tourquoise
Krypton Treated for stain resistance

Highland Dunes Dutt Grasscloth
Beige | Covered Parson Sofa desk

W.E. B Du Bois
American sociologist, historian, civil rights activist, + writer.

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

Hutchins Center for African American Research
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 But Plaid
Item ID1102171

Manuel Canovas Dara Tourquoise
Krypton Treated for stain resistance

LIBRARY I | Hopeful Pink Sherwin Williams 6597
Gene Davis (American, 1920–1985)
“Yellow Jacket”, 1969
Acrylic on canvas

Nelson Platform Bench 1946
Herman Miller

White Stash 6 Door Locker
Poppin
MUT Design Studio
Beetle-Inspired Acoustic Panels
Sancal

Bernhardt B1 Sofa
COM: Perennials Indoor /Outdoor
Nailhead Bianca
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 Z4419 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
SCREENING ROOM | Blue Click Sherwin Williams 6952

MUT Design Studio
Beetle-Inspired Acoustic Panels
Sancal

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

Manuel Canovas Dara Tourquoise
Krypton Treated for stain resistance
Sectional Sofa b1
Fabien Baron
Bernhardt Designs

Christian Liaigre Table
Holly Hunt

Deauville Table Lamp
Circa Lighting
E.F. Chapman

Season Chair
Viccarbe

Adjustable Table E 1027
Eileen Gray
Design Within Reach

Apel Small Ottoman
COM: Perennials indoor outdoor fabric
Bernhardt Design

LOUNGE II | Blue Click Sherwin Williams 6952

Manuel Canovas ikat discontinued

Kalinda Fabric
Cowtan and Tout
Color Bleu de Prusse
Krypton Treated

LOUNGE II | Euphoric Lilac SW 6835
Ross Lovegrove
GO hair Stackable
Bernhardt Design

Jasper Morrison
Glo-Ball T2 Halogen
LUMENS

Sherwin-Williams
Pure White
SW 7005

The NanaWall SL70
Sound Control
Glass + Aluminum

FLEX ROOM | Rythmic Blue Sherwin Williams 6806

Acoustic Tile Circle
Baux
Architonic ID 1258330

Custom Nesting Risers
Oil-based enamel wood paint.
Eames Wire Chair
1950
Herman Miller

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

Saarinen Pedestal Table 1956
Eero Saarinen
Knoll
TUTOR ROOMS | Envy Green Sherwin Williams 6925

Saarinen Pedestal Table 1956
Eero Saarinen
Knoll

Stark Carpet | Kobra | Wheat
Krypton Treated for stain resistance

Eames Wire Chair
1950
Herman Miller

Sayl Task Chair
Yves Behar
Herman Miller