

youth and recreation

Boys and Girls Clubs of America
Jackson, MS

Ben Ryder

youth and recreation

Boys and Girls Clubs of America
Jackson, MS

Ben Ryder
School of Architecture
Spring 2003

table of contents

Introduction	10	Section Four – Situation	Drawings	
Section One – Precedent		Limiting Characteristics	37	The Plan 71
History of Childcare	13	Photographs of Site	38	The Elevations 73
Case Study History	14	Site History	39	The Sections 75
Exterior Photographs	15	Surrounding Structures	41	The Wall Section 77
User Groups	16	Zoning Limits	43	The Site Axonometric 79
Programmed Spaces	17	Soil Limitations	45	The Enlarged Plan 81
Shadow Study	21	Summary	47	The Blue Room Perspective 83
Wall Section	22	Section Five – Theory		The Corner Axonometric 85
Conclusions and Analysis	23	Two Roads to Recreation	49	The Exterior Perspective 87
Section Two – Element		Color Theory	57	Summary and Conclusions 89
User Groups	25	Section Six – The Product		Bibliography 47
Programmed Spaces	27	The First Sketch	63	
Section Three – Rule		The Second Sketch	65	
Building Code	33	The Third Sketch	67	
Standard	35	The Final Product	69	

introduction

The idea to promote a safe and productive life of children has been around for a long time. Several organizations and programs have been organized around this idea and many have developed into national entities for the care of children in a secure environment. At the same time recreation has had an important impact on the lives of children as a favorite activity for the use of free time. The combination of the two ideas can prove to be the best of both worlds, supporting a way of life that is healthful and robust. With the modern idea of both parents holding full-time jobs in order to support themselves and their family, there is a separation between the times that children and teens can be accounted for at school and when their parents get home from work.

The following is an account for an idea that the two ideas of childcare and recreation can be combined into one facility and thus encourage the active participation of the youth in the community through sport. The proposed recreational day care facility will strive to use the architecture and the planning to be inviting to the public, but also provide a safe and secure facility that neighborhood children will want to be a part of. The architecture should also give back to the community in such a way that the property values and public image (because most of the children being catered to will be of poorer backgrounds) could be improved.

section one - precedent

history of childcare

In 1698 the charity school movement in England marked one of the first attempts to educate poor children by means of an organized community effort. These groups were predominately religious in their aspirations and by 1750 more than 30,000 children were enrolled in the schools of the Society for the Promotion of Christian Knowledge.

The welfare and reform movements of the 19th century were the originating movements of day care in the United States. Immigrant and working class children needed care while their impoverished mothers worked. These day nurseries began in Boston in the 1840s and cared for children of working wives and widows of the merchant seamen who were economically deprived and disadvantaged as a group in society.

The Federal Government sponsored day care during the Great Depression. This funding was not from a belief that children should be helped in early education, but more of a desire to employ out-of-work adults. During World War II, the Federal Government sponsored care for 400,000 children in order for mothers to work in industries producing war materials. After the war, however, the government abdicated all support for day care and instructed women to quit working and take care of their children. Many women chose not to accept the advice and the numbers of workingwomen have been increasing ever since.

In 1943, a unique program began in Portland, Oregon, when the Kaiser shipyards opened a childcare center at the entrance of each of their two shipyards in order to reduce the absentees of their working mothers. The centers were the world's largest at the time and were open 24 hours a day. They had a nurse on site for ill children and provided hot meals for the mothers to take home with them. The centers were models for child-centered construction. They had a central courtyard with a wading pool in the middle and large open windows in the playrooms for the children to see the construction that was taking place in the shipyard. These care centers served 3,811 different children in the two years they were open. These Kaiser centers closed after the war, but set an example that many companies have followed by providing on-site care facilities for their employees.

In 1940, only 8.6% of mothers with children younger than 18 were in the workforce. By 1985, 50% of women with children younger than three years of age were working. In 1996, 57% of the women with children younger than three were in the workforce and 60% of the women with children under six. Only one in seven of the childcare centers, however, were considered to be high enough quality to enhance the child's development. Today, it is the responsibility of the childcare centers not only to provide care, but provide quality care so as to ensure the best for the children and their future.

**Boys & Girls Clubs of America
Capitol Unit
1450 West Capitol Street
Jackson, MS 39203-2121**

The Boys & Girls Clubs of America began in 1860 with a group of women in Hartford, Connecticut. They believed that there needed to be a positive alternative to boys roaming the streets, and thus organized the first club and a cause was born. In 1906 the Federated Boys Clubs in Boston, Massachusetts, with its 53 member organizations, was affiliated, and in 1931 became the Boys Clubs of America. The club received a U.S. Congressional Charter in 1956 upon celebrating its 50th anniversary. It wasn't until 1990 that Congress amended and renewed the charter, changing the name of the club officially to the Boys & Girls Clubs of America in order to recognize that girls were also an important part of the club's cause.

The Capitol Unit of the Boys & Girls Clubs of America is located at 1450 West Capitol Street in Jackson, MS. The building was originally designed as a Boys & Girls Club and is one of three in the Jackson area, with one more preparing to open in an abandoned school building in the next few months. The Capitol Unit currently serves approximately 130 children between the ages of six and twelve and is the largest of the existing clubs, although the projected Whiterock Unit will serve close to 600 youth. The Capitol Unit is currently undergoing renovations in order for it to incorporate a teen center, which will raise the daily attendance to around two hundred youth.



exterior photographs



Children

The children that attend the Capitol Unit are picked up by bus or van from the surrounding schools. There are 22 schools within a 2-mile radius of the Club but currently only five are being utilized for membership in the club. Other children are dropped off or walk from neighboring schools and homes. The children currently enrolled at the Capitol Unit are between the ages of 6 and 12, but the new addition of the teen center will allow children up to 18 to partake in the activities of the club. The typical day of a child in the care of the facility is broken into three different segments. The child arrives between 2:30 and 3:30 and must participate in study time, where they work on homework or receive special tutoring. From 4:00 to 5:00 they are involved in various recreational activities. These may involve basketball, weight lifting, crafts, dance, or even swimming. After 5:00 dinner is served and parents begin to pick up their children for the evening.

Director

The director of the Capitol Unit is Milton Bealer. His job consists of managing the children and the counselors and the Club as a business. He is usually present during most of the day and stays as part of a full-time job.

Counselors

The counselors are what make the club work. They are in charge of the children from arrival to departure. They arrive around 2:00 and must coordinate between themselves and the director a plan for the week, including what rooms they will need and what activities they will participate in.

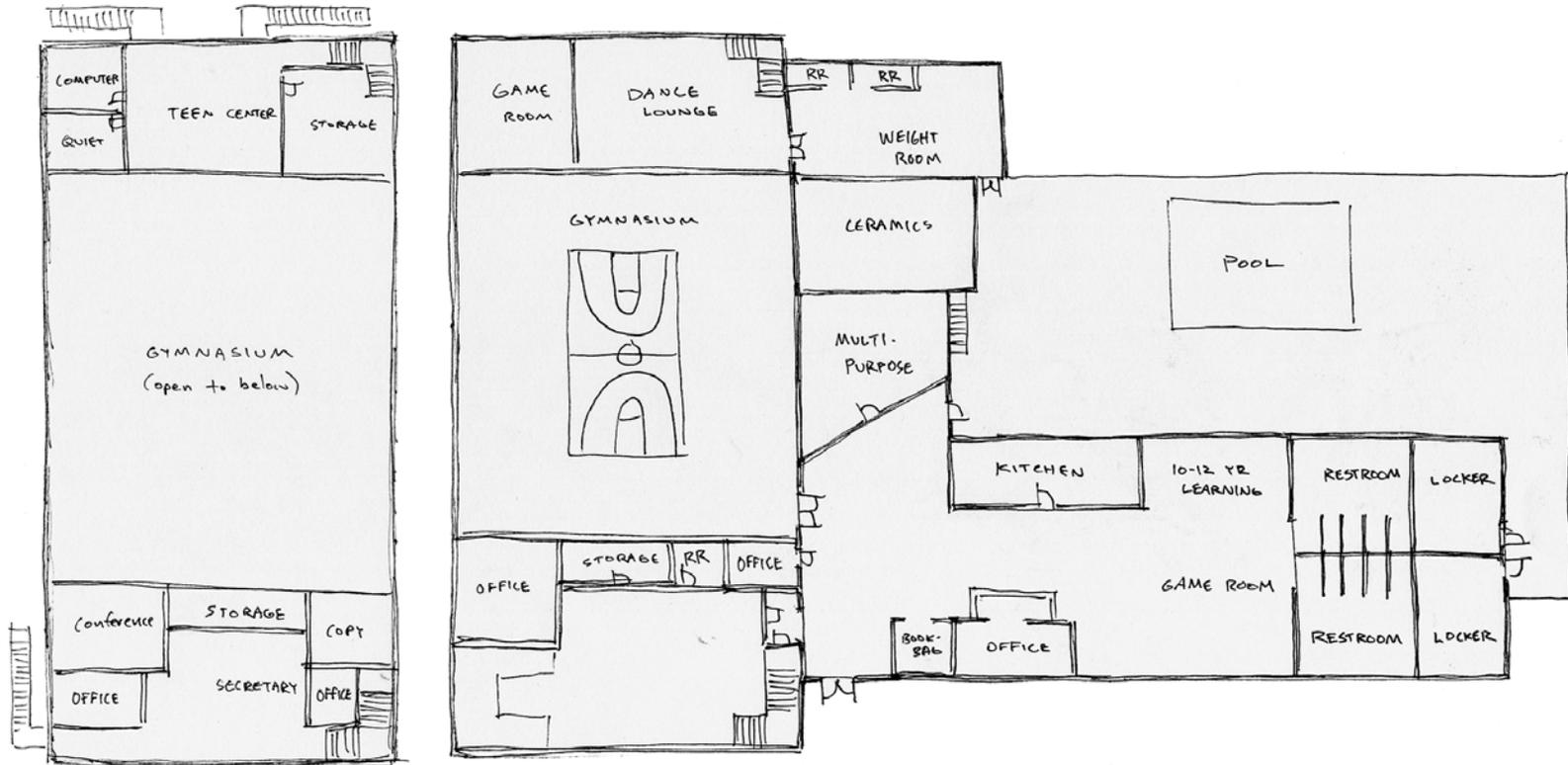
Support Staff

These people include the cooks, janitors, drivers, and other volunteers. They are the backbone of the club and keep it running. This group locates the club while the children are present, except for the janitor who works at night and makes sure the club is clean for the next morning's uses.

Parents

Parents are involved with the layout of the building. They need to be able to quickly and efficiently pick up their children. They also may wish to come and watch their children participate in various activities that the club participates in with the other clubs in the area.

programmed spaces



Gymnasium

The gymnasium is 4,865 sq ft. It is directly adjacent to the lobby and to the new addition, weight room, and storage. The walls are of cmu construction and the floors are wood. This is a double-height space of 24 ft and has just recently been renovated with air-conditioning and heating that hangs from the exposed steel rafters. Sufficient lighting, ventilation, regulation goals and markers are required for the activities.

Multi-Purpose Room

The multi-purpose room is 1,297 sq ft and is where the craft activities of the club take place. The room is adjacent to the lobby. It requires sufficient lighting for the various types of crafts, ventilation for fumes of certain paints and glues, heating and air-conditioning, and proper storage locations for various craft supplies as well as children's work.

Ceramics Studio

The ceramics studio contains all the essentials for the children to participate in ceramics. The room is 885 sq ft. The equipment contained in this room includes a kiln, clay, and proper tooling materials. This room is kept separate from the multi-purpose room because of the expensive nature of the equipment and the safety issues that follow it. Proper lighting, ventilation, and heating and air-conditioning are required. An additional 220-volt electrical outlet is also required for the kiln to operate.

Learning Center

The learning center is located adjacent to the lobby and contains computers and desks for children to do homework as well as get instruction from the counselors. It is 1,085 sq ft. This room also requires sufficient lighting to reduce glare on computer monitors yet still provide adequate lighting for children to do homework. The room has its own storage of 180 sq ft and a bathroom of 72 sq ft.

Former Teen Center

This room is connected to the gymnasium and is 313 sq ft. This room is currently being reconfigured to an office and will need computer connections, telephones, and heating and air-conditioning.

Director's Office

This office is located directly off of the lobby and is 69 sq ft. It is currently Milton Bealer's office and it also has computer, phone, and HVAC requirements.

Game Room (old)

This area is where all of the table games (pool, ping-pong, air-hockey, etc.) are kept. It also houses the 10-12 year old study area. It is 2,206 sq ft and is part of the lobby space and must be traveled through in order to get to the restrooms and lockers. It is a well-lit "L-shaped" space with windows running the entire length of the sides.

Kitchen

The kitchen is 397 sq ft and contains all the equipment necessary for the children to eat dinner. It has the proper sanitation equipment and electrical outlets for a clean safe environment for food preparation. It is located adjacent to the lobby.

Book Bag Room

This is a small storage area where children can leave their books while attending the club. It is 114 sq ft and located next to the front doors in the lobby.

Weight Room (old storage)

This is a room that was hardly ever used. It is 1,141 sq ft and contained everything that was left over from the club. It is in the process of being transformed into a new weight room and should be a nice addition to the club.

Main Office

This area is 129 sq ft and is part of the lobby area. It is directly behind the reception desk and has a computer, phone, and, more importantly, sight lines through most of the building's spaces.

Restroom / Locker

The boys and girls have equally sized 321 sq ft restrooms and 72 sq ft lockers. The locker rooms are connected to the restrooms and lead directly outside to the pool area.

Gymnastics Studio

This area is where the new renovations are taking place. The area was once a double-height 2,380 sq ft space. It is now being converted into the following rooms:

Game Room (new)

This room is located adjacent to the gym and will house the equipment from the old game room.

Dance Lounge

This is an area that is being created for the children to receive dancing lessons.

Computer Room

This room is upstairs and will house the new computers for the new teen center.

Quiet Room

This is an area within the teen center that the teens come to to study or do homework.

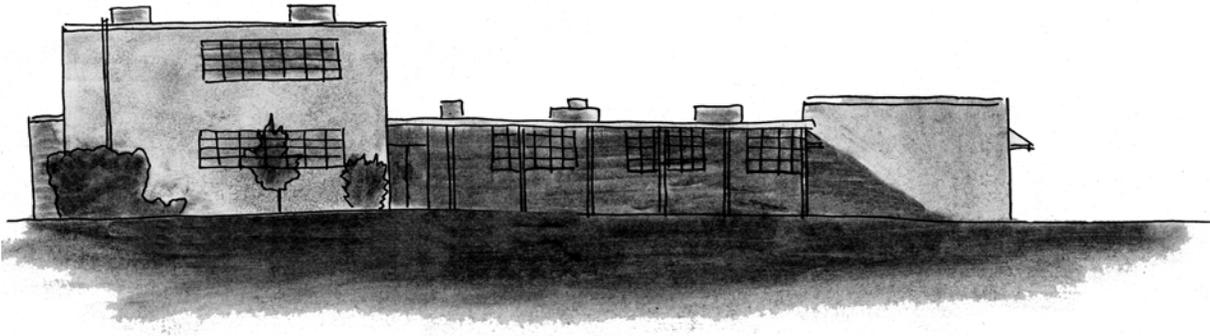
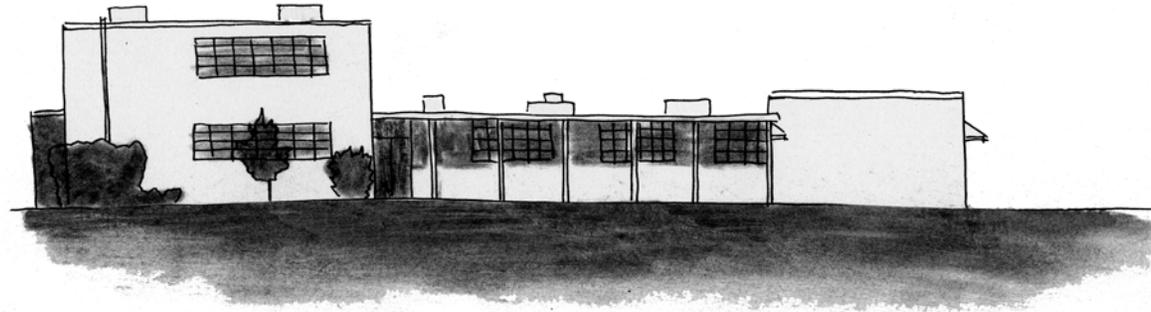
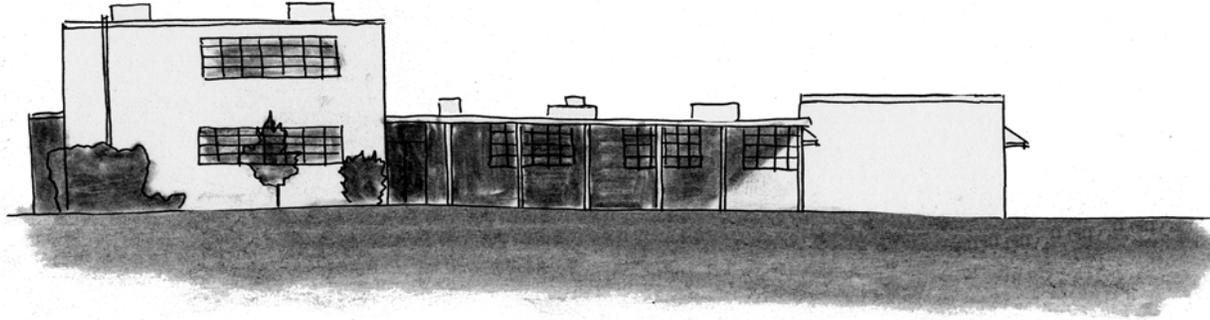
Teen Center

This is going to be the room where the teens can hang out with each other and keep separated from the younger children. It is located upstairs and has two large windows that overlook the basketball court. There is also a storage area adjacent to this teen center.

The entire Capitol Unit is approximately 16,000 sq ft.

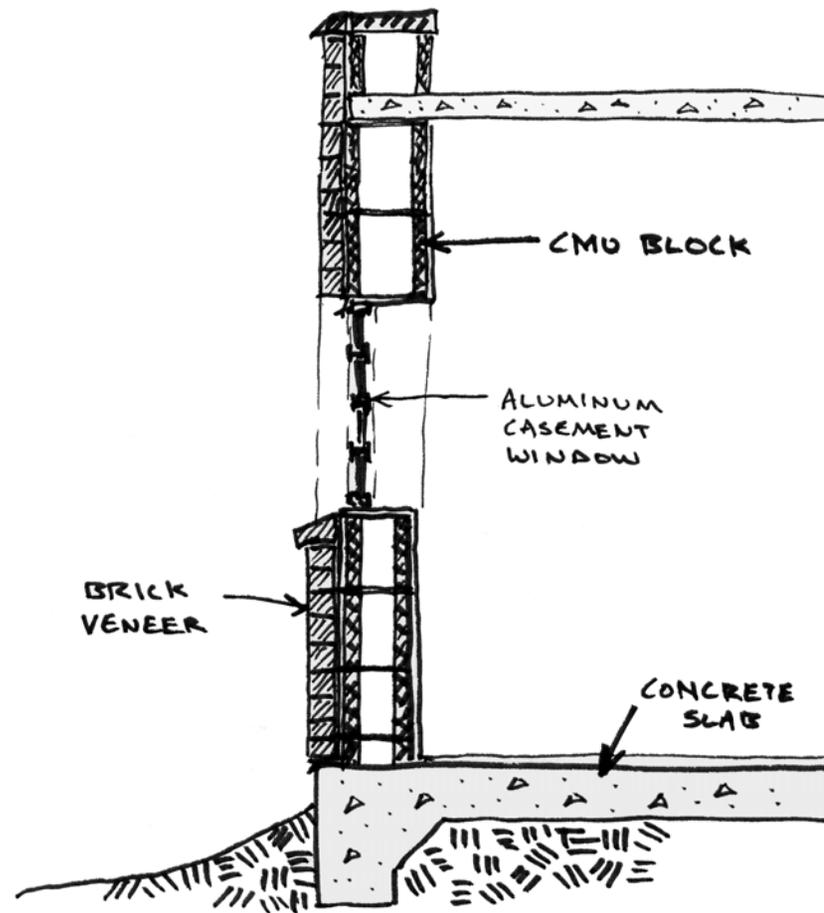
shadow study

This is the typical street elevation drawn at three different times of the day (8:00 a.m., 12:00 p.m., and 5:00 p.m. respectively).



wall section

The following is a typical wall section for a concrete block masonry wall clad with a brick veneer. This is the typical condition for the exterior walls of the Boys & Girls Club. The interior walls are similar in construction but without the brick veneer.



conclusions and analysis

The Boys & Girls Club – Capitol Unit is a very profitable establishment. The employees take great pride in their effort to promote a positive and safe environment and it shows. The unit serves an area of approximately two radial miles and fits into the community fairly well. The section of Jackson in which it is located has twenty-two schools and many residential neighborhoods and churches within the two-mile vicinity. There are also many commercial buildings in the area that provide a good infrastructure in which the club can operate. The constant life of the area adds to the safety and well being of the club and its occupants. The site that houses the Capitol Unit works well because it is situated between one of the schools and a city park and Capers Avenue, on the North side of the site, is less traveled and separated by foliage that provides a safe area for the club to utilize its athletic fields with the soccer field being the largest of the Boys & Girls in the area. The building itself has held up well to the wear and tear of the activities that take place and seems efficient to accommodate the youth.



view of church across Capitol Street



view of park next to Capitol Unit

section two - element

user groups

Youth

Youth are the main reason for the building to exist. The building should cater to this group but not in a way that undermines the other more important users of the building. This group will arrive at the building either by bus or by car (or even possibly by foot) and spend the afternoon partaking in various activities that the club has to offer. Specifically the youth can be divided into two groups: 6-12 year olds and 13-18 year olds. The younger age group will require more supervision during the day and a higher child to staff ratio. They will need to be kept separated from the older children and may possibly require their own amenities within the club such as restrooms and play areas. The teenage children, on the other hand, will want to be in a position within the structure of the building that will allow them to be treated as adults. The two groups of youth will participate in the different activities either as a smaller group among themselves or on an individual basis if they choose to do so. They will arrive around 2:30 or whenever their particular schools let out. They will be able to spend the afternoon pursuing activities of their choice or will join larger groups for the more organized sports. Dinner will be served at the club and specific time will be allotted for the children to work on homework or other school projects. During the months when school is not in session and during the weekends the children may still wish to partake in some of the activities, but there will be less supervision and the sessions will be more reliant on each child's particular interests.

Supervisors

The adults that supervise the children are the most important people that will occupy the building. They will be responsible for the youth from the moment they step into the building until the moment they are picked up. They will oversee the various activities and be required to help maintain the safety and well being of the children participating in the endeavor. This group of people can be further separated into several specialist categories. The tutors will be responsible for helping children with schoolwork and stressing the importance of putting school before play. Another group, the coaches, will be in charge of the various sports activities, not only as organizers but as coaches for the specific sports in which some children may want to specialize. Other adult supervisors include the counselors. This group of people will be in charge of handling the children. They will watch the children between activities and assist the coaches or tutors in the different activities.

Support Service

This group of people involved with the building is the backbone of the club. It includes the club manager, secretary, cooks, bus drivers, and janitors. The club manager is the person responsible for running the club as a business. He or she will be involved in controlling the other staff members and making them work together to coordinate different activities with different groups so that interference is limited. The secretary will need to be in close relation to the director in order to take care of any business that the club might need. The cooks will have specific requirements as well and be prepared to serve healthy meals quickly and efficiently for the different groups. The bus drivers may be a part of the local school systems that drop children off at the club as a scheduled stop. If this is true then there must be some coordination with the club and the schools to insure that all children who are members of the club are accounted for. The bus drivers may also be hired staff members who pick up the children from the various schools and bring them to the club. Janitors are the last group of this category. They will be responsible for the cleaning of the building in the evening and on weekends. They must keep the grounds clean as a part of safety and health to the children.

Parents / Visitors

The parent's role in the club is not as important as some of the others, but should nevertheless be thought about. They will be involved by picking up their children in the evening and therefore very important to the layout of the property. The way in which they collect their children must be quick, efficient, and safe. The parents may also wish to watch their children participate in some of the activities, particularly scheduled games or matches. The building should be easy enough to decipher even for the first time user. On holidays, weekends, and perhaps during summer months the building may be open to the public. In these cases there must be some security issues in place for the privacy and safety of the children. It will also be important that the club be able to serve the community in this way.

programmed spaces

Lobby

This is located at the main entrance to the building and is a staging territory where the users of the building as well as visitors are able to see where to go. Natural light in an open environment is essential to this part of the building. The area should include locations for trophy cases as well as bulletin boards for general information to be pinned on. There should also be a section of the lobby that will contain a private area with a public telephone and seating area.

720 sq ft

Reception

This area should be in direct relation to the lobby. There will be a full-time staff member who will conduct business from this area as the overseer of the public aspect of the building as well as a secretary to the other staff members of the club. The reception desk should have adequate views to the other spaces of the building. There should also be sufficient light and proper equipment to allow for a phone and a computer. Proper storage for files and directories will also be necessary to the receptionist.

225 sq ft

Program Director Office

This is the main office of the building. It should be located adjacent to the receptionist's desk. This office should have views throughout the building and proper equipment for lighting, a phone, and a computer. There should also be a lockable storage closet for children to leave any valuables or money that they might be worried about while attending the club.

140 sq ft

Other Offices

These are the offices for the various supervisors or coaches that are full-time employees of the club. They should be in relation to the receptionist as well as the program director's office. Adequate lighting and phone and computer connections should also be in these offices. There should be five of these smaller offices at 120 sq ft each.

480 sq ft

Classroom / Study Area

This will be the area that the children use to get aid on homework or to participate in different tutoring sessions that will be available. It should be able to convert from individual learning areas to group presentation space without much trouble. It will also need to be located near the computer room. Adequate lighting for both deskwork and for presentations should be provided. This will also require sufficient electrical outlets for presentation equipment. There will be two of these areas, one for children and one for teens, each 1,020 sq ft.

2,040 sq ft

Computer Room

This is the room where users of the club can go to sit at a computer and work on assignments, research, or just play on the Internet. It should be equipped for multiple computer networking and should have both Mac and PC computers available. Glare will be a major factor in the lighting of this area and the computers should be organized as individual workstations. There should be a location in the room to allow for a monitor to oversee the users. This room should also be able to be locked because of the expensive nature of the equipment.

475 sq ft

Craft Room

This room is where the children and teens can come to learn about specific crafts and work on art assignments that they might have from school. It should offer a variety of crafts and be large enough for demonstrations. There should be adequate lighting for precision artwork and electrical outlets for high-voltage equipment such as kilns. There should also be a monitoring station in this area and a lockable door protecting the expensive and dangerous equipment.

440 sq ft

Snack Area

The snack area serves as a kitchenette for snacks to be prepared and youth as well as adults to get something to drink or eat. There should be proper equipment for food preparation including a refrigerator, a sink and counters, and a microwave. The area should be able to be locked to prevent injury and theft. This area will also serve as a break room for the employees of the club and should have seating areas and vending machines.

1,200 sq ft

Janitor Closet

The janitor's closet contains items essential to the cleanliness of the club. It should contain a sink as well as mops and other cleaning supplies.

75 sq ft

First-aid Room

This is a place where any user of the building can go if they become sick or are injured. There should be a trained staff member on the premises at all times that knows all of the equipment housed in this room and how to use it. There should be a desk for this person with a phone and computer and a place for a sick child to lie down.

115 sq ft

Weight Room

This should be a well-lit well-ventilated area where users can utilize various types of weightlifting equipment. It should have a monitoring station and large unobstructed areas for equipment.

1,920 sq ft

Recreation Room

This room will provide other various types of entertainment for the children to relax. It should have a television area as well as a table game area with pool, foosball, air-hockey, and ping-pong tables. The areas for these table games should be large and unobstructed for the best gaming experience.

3,120 sq ft

Lockers / Restrooms

The lockers should be adjacent to the gymnasium, weight room, and outside. They will need to be well lit and well ventilated. There should be shower areas and dry changing areas. There should also be lockable storage facilities within the space.

(lockers) 2,000 sq ft

(restrooms) 800 sq ft

Sports Areas

Indoor

Basketball Courts

10,160 sq ft

Pool

10,160 sq ft

Outdoor

Soccer Field

75,600 sq ft

Total Net Square Footage

Indoor 33,115 sq ft

Applied Efficiency 82%

Total Gross Square Footage

40,400 sq ft

section three - rule

building code

Occupancy

The occupancy for a recreational day care facility would be considered Educational or Group E according to the 1999 Standard Building Code. Section 306.1.2 states that any childcare facility that accommodates six or more children of any age who stay less than 24 hours should be classified as Group E. The gymnasium, on the other hand, would fall into the category of Small Assembly or Group A-2. This classification is for an occupancy load of 100-1000 persons.

Construction Types

For Group E occupancy and assuming that the building is more than one story, Type IV, V, and VI unprotected construction is not allowable. With Type I and Type II construction there is no limit to the size of the building, but for Type III, IV (1-hour), and V (1-hour) the number of stories is limited to two and the floor area is limited to 18,000 sq ft for unsprinkled and 36,000 sq ft for sprinkled. Type VI with one-hour protection limits floor areas to 12,000 sq ft for a sprinkled building and 24,000 sq ft for unsprinkled ones.

Occupant Load and Means of Egress

The occupancy load for a gymnasium is 15 net sq ft per person. For educational uses, classroom spaces allow 20 net sq ft per person and shops or other vocational areas allow 50 net sq ft per person. The maximum travel distance to an exit for Group E classification is 200 ft in an unsprinkled area and 250 ft in a sprinkled one. The maximum dead-end corridor length is 20 ft for the building. The egress width per person served is .2 inches on level surfaces (including ramps, doors, and corridors) and .37 inches for stairs. The minimum corridor aisle width for Group E occupancy is 72 inches, but for occupant loads less than 100 persons, the width can be reduced to 44 inches. The minimum stair width is also 44 inches and the minimum clear opening of exit doors is 32 inches.

Special Requirements

Emergency power for exit signs and emergency power must be provided for all types of assembly occupancy but only for educational occupancy if the minimum occupant load is greater than 300. Seating in the gymnasium or other assembly areas is limited to 14 seats across with a 12-inch clear width and 7 seats across for an end of a row arrangement. This seating must also be smoke-protected with a minimum ceiling height of 15 ft. For educational occupancies, rooms used for first grade or younger must be located on the floor of exit discharge. Rooms for second grade children must not be more than one story above or below the floor of exit discharge. Panic and fire-exit hardware is also required for educational occupancies.

Mezzanine Requirements

Two means of egress are required for any mezzanine or occupant load or travel distance to an exit or to a point where there is a choice of more than one means of egress is greater than 50 persons or 75 feet for an educational classification.

Accessibility Requirements

Generally two percent of the required parking should be accessible. There are also requirements for the number of wheelchair spaces required in an assembly area. There are also numerous requirements for toilet facilities, elevators, locker and storage facilities, and other type of fixed seating arrangements in classroom type environments or computer labs.

Plumbing Requirements

The minimum number of plumbing facilities for an educational facility is as follows. There should be one water closet per 50 persons. This number is for both male and female occupants. There should also be one lavatory per 50 persons and one drinking fountain per 100 people. An additional requirement is that there must be at least one service sink located in the building.

Zoning Allowances

The following is a list of allowable zones in which a recreational day care facility could be built in the city of Jackson.

Treated as Adult or Childcare / Residential

- R-1 (Single-Family Residential)
- R-2 (Single-Family and Two-Family Residential)
- R-3 (Townhouses and Zero Lot Line Residential)
- R-4 (Limited Multi-Family Residential)
- R-5 (Multi-Family Residential)
- R-6 (Mobile Home Subdivision Residential)
- R-7 (Mobile Home Park Residential)

Treated as Adult or Childcare / Commercial

- C-1A (Restricted Commercial)
- C-2 (Limited Commercial)
- C-3 (General Commercial)
- C-4 (Central Business)

Treated as Adult or Childcare / Commercial as accessory use

- I-1 (Light Industrial)
- I-2 (Heavy Industrial)
- TIP (Technical Industrial Park)

Treated as Recreational Adult or Childcare ***

- PUD (Planned Unit Development)
- SUD (Special Use District)

*** the preferred zoning types for this type of building

standard

The building should

be functionally designed for a wide variety of activities.

meet the needs of all people in the community.

have a safe, healthful, and attractive atmosphere.

encourage participation in a social, creative, cultural, or physical nature.

have a structure that will fulfill program needs and blend aesthetically into the surroundings

Questions Worth Consideration

Has the most effective use of the area been determined, and does it utilize all of the natural resources?

Does the preliminary plan include all of the essential areas and facilities necessary to fulfill the program objectives?

Does the design provide for flexibility in use and for future expansion?

Does the floor plan provide for ease in supervision and administration of the building?

Have individual rooms been located and designed so as to encourage multiple use within safety limits?

Has the building been designed so as to ensure opportunity for its use by all members of the community?

Does the design encompass accepted aesthetic qualities that relate harmoniously with the surroundings?

Is the building designed and constructed so as to ensure joint use with other public or private agencies?

Is the building so designed that it will permit economy in construction and maintenance?

section four - situation

limiting characteristics

Land Form

The program for the recreational care facility contains numerous outdoor playing spaces, particularly a soccer / football field and a baseball / softball diamond. Other flat spaces would be nice to allow for other outdoor games to be played in different size arrangements. The minimum amount of outdoor space would be directly related to the two ball field requirements, but more is desirable. This will play a chief role in the selection of a site for the club. The flood plain would also come into play with these requirements and should play an equally important role. This would provide a longer period of the year when the outside activities could be utilized by keeping water off of the fields.

Climate

The climatic factors that would limit the selection of the site would not be as important. The climate should be mild enough for children to be able to play outside without being too cold or too hot. The interior spaces would benefit from a cooler climate because of the heat that will be generated inside the building. The pool, however, would benefit from a warmer climate. This would allow the pool to heat itself and encourage participation in swimming activities.

City Region

The region of the selected site should be in or near a residential area. There are also many other clubs of this type in the Jackson area so placing the building as far away as possible from them would encourage participation in the club. There also needs to be a quality infrastructure to the surrounding area, including schools, churches, commercial, and retail. Poorer neighborhoods and ones in which the parents are working and not able to be at home with their children should be targeted.

Perception

The perception of the building is very important. The building should have an image that is a positive influence on the neighborhood and the children that live in it. It should also be a place that will make people in the neighborhood want to be a part of. The building also has the opportunity to drastically improve the quality of life and the quality of life in a poorer area.

Infrastructure

The building type does not require anything out of the ordinary as far as infrastructure is concerned. The typical needs of gas, water, electricity, sewage, and garbage disposal exist. These needs should be taken care of by placing the building within the city limits.

photographs of site



site history

The site has had a long history serving as the premises for The Methodist Children's Home. It all began in 1896 in Water Valley, MS where the first building for the Home was organized. The first children were admitted to the home in 1898 under the control of Superintendent Reverend M. L. Burton. Things were going along fine until tragedy struck on July 11, 1904. A fire destroyed nearly all of the clothing and furniture that day, but fortunately no lives were lost and no one was injured. The citizens of Water Valley and the Methodist people came to the aid housing the children and did everything possible to lessen the impact of the loss. The children were then moved temporarily to Hamilton College until a solution could be reached. This solution was easily come to when Mayor R. W. Millsaps offered the Board a gift of a 20-acre ground located directly across from Millsaps College plus a gift of \$5,000. With this and a gift of \$10,000 from the city of Jackson, the decision was made to relocate to the Capitol city.

In April of 1906 a four-story brick building was constructed for \$35,426 on the new campus. In 1911 two additional buildings were built on the Home campus and in 1913 Mr. & Mrs. William Warmack gave a farm of 200 acres to The Home. Another 2-story house was built in 1914. This house contained ten rooms and was built to provide sleeping quarters for the older boys. It was not until 1920 that the name changed from "Mississippi Orphan's Home M.E., South" to the Mississippi Methodist Orphanage Home.

In 1924 the original building from 1906 was torn down in order for a \$171,500 girl's dormitory and a in 1928 a new brick dormitory was built at the farm for the boys at a cost of \$20,000, paid for by the Biedenharm Brothers of Shreveport who had formerly lived at the Orphanage. In 1948 Superintendent Reverend J. H. Morrow, Sr. issued a complete rebuilding program for the site that included 10 cottages to house the children instead of the older dormitory style, a chapel, an administration building, and a superintendent's residence at a cost of approximately \$750,000.

In 1956 a new cottage for older girls and a combination personnel building was constructed under the control of Superintendent Reverend J. E. Long. And in 1957 a new ranch type house was built at the farm to replace the brick dormitory for the boys. In 1960 and 1961 the new superintendent, Reverend J. H. Morrow, Jr., constructed the S. P. McRae swimming pool and the new activities building. In 1963 the name of The Home was officially changed to the Methodist Children's Home. On March 20, 1971, tragedy struck The Home again as fire destroyed the boys ranch home and they were forced to build a new brick house on the town campus that was completed in February of 1972.

In 1989, the United Methodist Church decided to close the doors of the Children's Home. The sale of the property would help finance foster families in the Jackson area for the 13 teenagers who still remained in care. In August of 2001 the property, which had been abandoned for more than a decade, was demolished. The future plans of the site were for North West Street Development, LLC to develop an upscale housing and residential village, but today, nothing of the sorts has begun.



surrounding structures

- | | | | |
|---|--|----|--|
| 1 | Farmer's Market Storage Facility
concrete block construction
25' tall
107,500 sq ft | 6 | Millsap's Practice Fields
graded tiers |
| 2 | Warehouse Space / Farmer's Market
Restaurant
masonry construction
14' tall
7,000 sq ft | 7 | House Structures turned Commercial
wood construction
12 - 16' tall
approx. 1,200 sq ft each |
| 3 | BP Gas Station
concrete block construction
14' tall
2,600 sq ft | 8 | Storage Facility
concrete block construction
16' tall
6,500 sq ft |
| 4 | Dept. of Transportation Renovation
brick and metal panel construction
30' tall
74,000 sq ft | 9 | Residential Single Family Homes
wood construction
12 - 16' tall
approx. 1,200 sq ft each |
| 5 | Vacant Building
concrete block construction
16' tall
7,000 sq ft | 10 | Millsap's Observatory
masonry construction
14' tall
500 sq ft |
| | | 11 | Body Shop
masonry construction
20' tall
18,000 sq ft |



zoning limits

P.U.D. Zoning (with SUD limitations)

The Planned Unit Development District permits a development that:

- 1. Permits more flexibility and creativity in individual planned developments while reducing improvement costs through more efficient arrangements of varied land uses, buildings, circulation systems, and infrastructure;**
- 2. Permits innovative site plans by granting relief from more strict and fixed regulations provided for in zoning districts;**
- 3. Encourages the preservation and enhancement of the natural amenities of land and protects the natural features of the site;**
- 4. Permits infill development and the development of sites made difficult for conventionally designed development because of shape, size, abutting development, poor accessibility or topography and by the use of stringent design and development controls;**
- 5. Secures more usable open and recreational space than expected by the use of conventional regulations; and**
- 6. Provides a living, working, and shopping environment within the layout of the site that contributes to the sense of community.**

The uses permitted by right in the PUD District are those normally necessary to make up a total community and therefore a PUD is consistent with any zoning district. A recreational day care facility would fall into the SUD classification or Special Use District. The purpose of this zoning classification is to permit the City Council the right to establish needed zoning districts for a number of specific types of land use development, which do not fit compatibly into the established zoning districts because of their size, unique characteristics, or institutional nature.

The requirements for the PUD District are dependant upon the Site Plan Review Committee's review of the proposed plan for the site. Therefore regulations for a SUD District will govern the club. These regulations include:

- 1. A minimum lot area of five acres (the PUD District requires that at least five acres be developed also).**
- 2. Twenty-five feet of yard are required, except the yard shall be increased by one foot for each five feet of building height above one hundred fifty feet.**
- 3. The maximum height of the building should not exceed one hundred fifty feet.**
- 4. Sixty-five percent of the lot must be covered, including any accessory structures.**
- 5. All refuse areas should be completely screened from the street and from adjacent properties by a six foot high wood or masonry fence or by natural plants or trees of equal minimum height so planted as to provide maximum opacity.**
- 6. No exterior storage shall be permitted.**



soil limitations

LuC – Loring-Urban land complex, 2 to 8 percent slope

This arrangement of gently sloping, moderately well drained Loring soil mixed with Urban land is found in the uplands of the Jackson metropolitan area. The surface layer of typical Loring soil is brown silt loam about 5 inches thick. Below this is a layer to about 27 inches deep of brown to strong brown silt loam. And below this is a compact and brittle silt loam fragipan that extends to a depth of about 56 inches. The fragipan is brown and has gray and brown mottles. The underlying material, to a depth of 80 inches, is brown silt loam that has gray and brown mottles. The Loring soil is very strongly acid to medium acid in the upper part of the profile and very strongly acid to slightly acid in the lower part. Permeability is moderate in the upper part and moderately slow in the fragipan. The available water capacity is medium and runoff is slow to medium. The fragipan also restricts rooting depth and limits the amount of water available to plants. The soil has good potential for lawn plants, however, including sod grasses, exotic trees, shrubs, and many annuals. It also has good potential for native trees such as loblolly pine, shortleaf pine, white oak, southern red oak, cherrybark oak, redcedar, pecan, and sweetgum. The soil is not used as cropland. This type of soil has fair potential for urban uses. Low strength is the main limitation, but it can be overcome by good design and careful installation procedures.

BuC – Byram-Urban land complex, 2 to 8 percent slope

This unit consists of gently sloping and sloping, moderately well drained soils on uplands within the Jackson metropolitan area. The Byram soil and Urban land are in an intricate pattern in areas of residential buildings, streets, utilities, and other public facilities. The Byram soil is moderately well drained with a surface layer of brown silt loam about 4 inches thick. It is underlain to a depth of about 23 inches by yellowish brown silty clay loam or silt loam. Below this is a layer of compact, brittle fragipan that is yellowish brown in the upper part and has grayish and brownish mottles in the lower part extending to 51 inches. Below the fragipan, to a depth of 67 inches, the soil is yellowish brown silty clay loam with grayish mottles. The underlying material has brownish mottles to a depth of 90 inches. The Byram soil is very strongly acid to neutral in the upper part and neutral to moderately alkaline in the clayey underlying material of the profile. Permeability is moderate in the upper part, moderately slow in the fragipan, and very slow in the clayey underlay. The water capacity is good and the runoff is slow to medium. Good tilth is fairly easy to maintain, and the soil can be cultivated within a fairly wide range of moisture content. The surface tends to crust if left bare and the fragipan restricts the rooting depth and limits the amount of water available to plants. The same limitations for plants exist as in the Loring soil.



summary

The Boys & Girls Club – Capitol Unit is a good example of the effect that the recreational day care facility will strive to achieve. The Capitol Unit was established to promote a safe environment for children to come to after school to receive educational help as well as organized sport. The proposed recreational day care center, while not a part of the Boys & Girls Clubs of America, shares these same goals. The recreation center will serve children in the afternoons when they get done with school for the day and will be open on the weekends for better accommodation. The center will also have the opportunity to open its doors to the general public and further its image in the community for special events and family gatherings. The site selection for the recreational day care facility is very crucial to its success. The site chosen caters to the community and is in a section of Jackson that allows for ample participation in the center. The only drawback to the site selected is that it slopes fifty feet from front to back, but this can become a benefit by creating tiers for the different athletic fields on the site and thus creating privacy and security from the street.

section five - theory

two roads to recreation

“the ground on which a discrimination between facts is habitually made changes as the interest from which the facts are habitually viewed changes”

-Thorstein Veblen

There are many forces that have shaped the development of the idea of leisure in today's society, two of which are the feminization of culture and the rise of urbanism. These two factors are important because the feminization of culture can also be viewed as a cause of urban development in regard to leisure thus creating a triangle of ideas with the apex being the concept of recreation and sport. In this writing, I will attempt to, first, explain the ideas of Steven A. Riess as they relate to his thesis of the evolution of the city being the birthplace of sport, then use the work of John Dewey to challenge this theory based on his ideas of the empirical method and selection, and finally relate Thorstein Veblen's concepts of the feminization of culture to the rise of American sport.

“The evolution of the city, more than any other single factor, influenced the development of organized sport and recreational athletic pastimes in America” (Riess 1). This is the thesis that Steven Riess has established in his book, *City*

Games: The Evolution of American Urban Society and the Rise of Sports. He believes that the physical structure, social organizations, and value systems – the elements of urbanization – interacting with each other and with sport are the contributing factors to this idea. The urban influence of sport began in the colonial eras and the early republic when ninety-five percent of the population still lived in rural areas, however between 1820 and 1870 the percentage of the population living in cities quadrupled (the largest proportionate growth in the nation's history).

The first example of “organized” sports in America was the sporting fraternities. These “boys of pleasure” were a part of an informal band of pleasure seekers who paid for, participated in, and went to the traditional sporting contests. The pleasure seekers were considered the male bachelor subculture, measuring their manliness by wenching, drinking, gambling, and fighting in order to get away from the demanding routines of the new economy and the

domesticity and femininity with which it was associated. Blood sports were the main attraction of the group in the 1850s and elite youth would attend cock mains as a *rite de passage* into adulthood. Volunteer fire companies epitomized the fraternity. They were renowned for their fighting skills and dominated by a rowdy element that was useful when rival companies raced to the scene of a fire and then fought for the honor of extinguishing the flames. The brawls led to the development of public competitions that demonstrated the speed and strength through challenges such as water throwing. The companies were centers for recreation and camaraderie and historians classified them as “frat club-cum-athletic teams.” Most of the sporting fraternity was of Irish decent, the largest immigrant group in the mid-1800s, and were inadequately prepared for urban life. They settled in the poorest slums of cities like New York and Boston because they were unskilled and lacked the funds to move out of these ports. Billiards was the most available sport of the fraternity, but pugilism was the most admired by the urban subculture.

John Morrissey was the epitome of the pugilists of the sporting fraternity. He gained his fame as a street brawler and shoulder hitter of the Empire Club, an Irish adjunct to Tammany Hall established in 1843. In 1853, Morrissey was matched with Yankee Sullivan and with a 37th round

knockout became the American boxing champion. “Old Smoke,” as he became known as, retired as champion in 1858 and used his fame to enrich himself in the gambling business and establishing Saratoga as an elite resort during the Civil War. This fame also led him to be elected to U.S. Congress for two terms in 1866 and then to the state senate in 1875 where three years later he would die in office. Morrissey gave hope to the sporting fraternity to become part of the elite class, but even Morrissey himself, even though he was able to do business with the elite, was never able to achieve their social status.

Other groups of immigrants also had key roles in the establishment of sport in the New World. The English encountered relatively little cultural shock compared to the Irish. Speaking English and being skilled allowed them to fair well financially and face little discrimination. The main contribution of sport of the English was cricket. The St. George Cricket Club, established in New York in 1840, was one example of a new breed of clubs that enabled the English immigrants to maintain their ethnic identity, make valuable business and social contacts, and enjoy their favorite sport. The overwhelming participation of Englishmen in the sport of cricket is claimed to have slowed the rising spirit of the sport among Americans and eventually lead to the development of baseball as the national pastime.

Scottish immigrants also used sporting tradition to establish ethnic traditions by sustaining “the manners and customs, literature, the Highland costume, and the athletic games of Scotland.” Germans were yet another group to play an important role in the life of the city. They were generally well prepared for economic success in the United States because they had education, skills, and money. In order to lessen the cultural shock of immigration and ease the adaptation of the new customs and behavior of America, the Germans settled in neighborhoods that already had a high concentration of Germans, where business was conducted in German, newspapers were printed in German, and schools and theatres were all German. Immigrants felt little need to be culturally absorbed into what they felt was an inferior culture. The Germans contribution to sport was the turnvereins or gymnastic societies. Not only did these structures serve as gymnasiums, but they were also halls of the German subculture that acted as community centers and political forums.

The immigrant groups formed ethnic sports organizations in order to maintain their culture and promote a sense of identity within their respective communities. The rich and well born felt little impact from urbanization because their wealth, free time, and access to sporting facilities within the walking city allowed them to partake in

the pastimes of their choice. Nonetheless the public image related thoroughbred racing and yachting, because of the high costs of participation and the restricted memberships of the clubs, to the elite class.

The next major phase in the urbanization of America was the health movement. People who lived in the city were considered unhealthy because their jobs required little physical exertion. The larger cities were already missing public spaces for walking or playing games that might have provided the physical exercise that rural people took for granted. The *Philadelphia Journal of Health* had, as early as 1829, recommended the building of public gymnasiums for blue-collar workers to be more physically and mentally fit resulting in more productive work habits. As the *Spirit of the Times* noted “heaving coal may as good exercise as pitching quoits, or sowing wood or rowing in a regatta, but they are infinitely less inspiring, and therefore infinitely less healthful.” This was a very important thought to the public health movement of the 1840s.

The middle-class or bourgeoisie, which included shopkeepers, professionals, agents, and clerks, were competitive workers who acted as his or her own boss. They detested the mass sports of the day, regarding them as “time-wasting, immoral, illegal, and debilitating—to be avoided at all costs.” The first major sport of the bourgeoisie

ironically was harness racing, which depended on the element of gambling. In the 1820s trotting, as it was called, gained popularity because the horses were domestic breeds that also served as workhorses to the middle-class. They were fairly cheap to purchase and cost little to maintain. One of the most profitable trotters was Lady Suffolk. She won over \$35,000 in purses and was discovered pulling a butcher's cart. The middle-class, much like the earlier immigrants, found team sports as a way of socializing with men of similar background and social status in a healthful outdoor environment.

Urbanization affected sport most directly through its impact on urban space. Streets, vacant lots, parks, and lakes and rivers were the locations of most sporting activities. As cities continued to grow, these locations became rarer and rarer and laws were passed regulating behavior in the public spaces. Semi-public space became the urban trend with privately owned spaces being open to the general public for a fee. There were a variety of semi-public spaces in the walking city that catered to most of the social classes: sporting taverns for the bachelor subculture, racetracks for the gamblers, cycling schools for respectable sports women, and ballparks for the baseball fans. The loss of public space for sport eventually led to the municipal park movement of the 1840s which was aimed at meeting the

health, social, and recreational needs of urbanites. In 1857, Frederick L. Olmstead supervised the development of his prize-winning landscape plan of Central Park in New York. Olmstead hoped that the park would be a working-class refuge and a diversion from “unwholesome, vicious, destructive methods and habits of seeking recreation.”

The production of mass transit systems and the automobile led to the transition from walking cities to what Riess considers the radial city. The differentiation of the social classes was very important to the rise of sport in the radial city. The urban upper-class watched and participated in sports not only for fun, but more importantly to them to set a trend for the other classes and to acquire the prestige associated with the elite sports of racing, yachting, polo, and eventually college football. Collegians enjoyed sport because it promoted unity among the student body. Furthermore they anticipated that athletic training in combination with fraternity life and the study of modern subjects would prepare them for the modern world of business. Football became important because it came about at a time when America “ was ripe for a violent and virile sport that stood for honorable values in stark contrast to the corruption, greed, and materialism of the Gilded Age.” The elite class was represented by clubs with high annual fees and strict criteria for membership that were aimed at

keeping the undesirable men of non-elite classes from joining. In 1868 the premier club, New York Athletic Club, was established and by the 1880s all major cities had at least one upper-middle-class track and field club.

The urban middle-class office workers, by the late 19th century, were down to a forty-hour week that included a half-day on Saturday. Even though they could not afford the expensive elite sports at the private venues, the production of the mass transit systems allowed them to travel to respectable semi-public sites and the new public parks beyond the previous boundaries of the walking city. The middle-class men were also concerned with becoming “over civilized” and losing their sexual identity. Manliness was no longer the opposite of childishness, but more the opposite of femininity. Relatively new elite sports such as tennis became available to the middle-class. The sport rage of the middle-class was the bicycle. The bicycle allowed men and women to leave behind the problems of the industrial cities for relaxing pastoral landscapes, “momentarily fleeing progress on a vehicle that was itself a product of that technological progress.” The most important sport of the middle-class, however, was baseball. They saw baseball as an escape from the industrialized urban society. Baseball was a game that went against all the rules, particularly in the length of the games. It was not controlled by the clock, as

was much of the industrial society, and in theory the games could be timeless and never-ending.

The blue-collar sportsmen were the unskilled, new immigrant factory workers. They were unfamiliar with the sporting institutions and their crowded slum neighborhoods had little outdoor space for athletics. Peter Shergold calls them impoverished workers “to whom leisure was sleep, to whom recreation was a half hour at the nickelodeon, or a drink at the saloon after work, to whom contentment was a full pipe of tobacco or a Sunday afternoon spent gambling at cards.” Working class sports fans were able to keep track of sports through the media, which was becoming more and more accessible. Newspapers began to build up large circulations and next day coverage of sporting events from across the country became many peoples only connection to the more elite sports. The tavern and billiard parlors were the only accessible sporting venues by the working-class. Bowling was similar to billiards as a popular commercialized urban recreation, the public image of which was greatly helped as a result of the coming of prohibition. Prohibition replaced the associations with saloons, gambling, and the male bachelor subculture of bowling with an attitude that it was a source of clean fun that was a source of sociability and camaraderie for the middle-class.

In 1881, George Pullman built a carefully planned model town for the blue-collar workers of the Pullman Palace Sleeping Car Company. This was the first major American company to promote athletics among its middle-class workers. The Pullman Athletic Association was created to allow workers to engage in high-level competitive sport. In metropolitan areas where it was infeasible for workers to go home for dinner and then return to the plant in order to participate in sports, several companies, such as NCR in Dayton and Heinz in Pittsburgh, began lunch-hour sports programs. They emphasized mass participation and provided space for gymnasiums, swimming pools, bowling alleys, and billiard halls in order to promote good character and company loyalty.

The idea of sport as it relates to the urbanization of culture is just a glance into the broad history of recreation. The empirical method, by taking Reiss' hypothesis and showing the relationship of his conclusions about the history of sports, allows for other hypothesis's to be formulated, such as the concept of sport evolving out of an idea based on the feminization of culture.

The establishments of leisure class "is the outgrowth of an early discrimination between employments, according to which some employments are worthy and others unworthy." Worthy, in this case, is taken as all those

employments that may be classed as "exploit," and unworthy as those necessary to everyday employments into which no substantial element of "exploit" is found. In order to understand this difference further, one can compare the separation of exploit and industry. Industry is the creation of new things with new purposes by the conception of its manufacturer out of inert raw materials. Exploit, on the other hand, as long as it results in useful outcome, is the conversion of someone else's product to your own. This difference corresponds to the difference between males and females. The sexes differ, not only with shape and strength, but conceivably even more so in spirit, giving rise to an early form of the division of labor between the sexes. The male, being stouter, more massive, better capable of pain, and more inclined to aggression, would be better inclined to the employments of exploit. These employments are worthy and noble while the non-exploitive employments are taken to be submissive and are unworthy and ignoble. In the succession of cultural evolution, the emergence of a leisure class can be traced to the beginning of ownership. Conventional facts indicate that habitual neglect of work does not constitute a leisure class, and likewise the mechanical fact of use and consumption does not imply ownership (Veblen 8).

Labor is the ordinary means of acquiring goods, especially in the laboring classes of an agricultural

community, where there is a considerable subdivision of property and whose laws and customs secure them a definite share of their industry. These lower classes cannot avoid labor and it is therefore not a derogatory idea within their class. In the predatory culture labor came to be thought of as submission to a master and associated with weakness, making it a mark of inferiority and unworthy of a wealthy man. This tradition of labor has not died and has found its way into today's society.

The most conclusive evidence of monetary strength is a life of leisure, provided that men of leisure can live as a display of ease and comfort. The characteristic feature of the leisure-class life is a prominent exclusion from all "useful" employment. "Leisure" does not suggest laziness or serenity, but more a non-productive consumption of time. Time is consumed non-productively from a sense of productive work being unworthy and as evidence of economic ability to afford a life of redundancy. Leisure, considered as employment, is closely tied to the life of exploit, and the achievements of a life of leisure share the same qualities with the awards of exploit.

Leisure in the narrower sense, as distinct from exploit and from any productive employment of effort on objects, which are of no intrinsic use, does not commonly result in a physical product. The result of a life of leisure is

demonstrated by showing that the life has not been spent in industrial employment. These accomplishments of leisure may be classified as branches of learning. Manners are another reputable degree of evidence of a life of leisure. "Manners maketh man," and are thought to be the voucher of a life of leisure of which bad manners cannot be excused. The leisure class employments include government, war, sport, and devout observances and are considered to be related to this idea that a life of leisure requires no effort for the benefit of somebody else.

The ideas set about by Veblen's book are not limited to the establishment of the leisure class. The idea of the feminization of culture would infer that the leisure class was born of a lack of need for manual labor. The steady decline in the amount of manual labor for the human race has sprouted a need for recreation as a way to keep the body in shape and to exercise the mind in ways that have been left out of today's society. As Reiss has pointed out in his book, the city is the birthplace of sport, but this is not the whole truth. He alludes to the ideas that the sporting fraternity, the first example of organized sport, was a direct result of feminization of culture. Middle-class men were concerned about their courage, about becoming "over-civilized," and about losing their sexual identity. It was common thought at

the time that manliness was less the opposite of childishness and more the opposite of femininity.

There are many ways that feminization of culture can be broken down. First, the general idea that the lack of manual labor in today's society has directly resulted in a submissive culture that caters to the idea of laziness has played a major role in the way people live and recreate. For example, it is common place for a man or woman to wake in the morning, travel to work, sit at a desk for eight hours, travel home, eat dinner, watch television, and then drift off to sleep. Where is the stimulation? Often this type of experience results in the need for other activity, such as a membership to a gym, enrollment in a city or church basketball league, or in some cases the establishment of both in the work environment itself.

Another way that feminization of culture can be looked at, and perhaps one that is less concrete, is the general opinion of the public realm. For example, the governing laws of today's society and the ways in which these laws are enforced have taken a feminine attitude. The world is softening as more and more laws are being made to protect "stupid" people. This is in no way meant to imply that the ideas of feminine culture are derogatory, but that there has been a horrifying decline in the ideas that people can take care of themselves. This form of the feminization

of culture can be applied to recreation by the rules that are set up for organized sports. The protection of players has become the focus of the rules committees of many sporting authorities. While, again, the protection of players is a good thing, there is an overwhelming motherly attitude where the players are cradled in the arms of the NCAA. If organized sport is a direct result of the lack of physical activity in people's lives, then there is a contradiction that needs to be recognized in the feminine attitudes of the people who participate in these leisure interests.

The two different ideas for the origin of sport are really not that different. The two are more of a combination of ideas that if taken apart from one another form a comparison with each other that shapes more fairly a history of organized recreation. Through the use of the empirical method and what Dewey says about selective emphasis we can trace the ideas of Riess and relate them to the ideas of Veblen. Both authors make strong points but it is their selective emphasis that backs up their ideas. Choice is inevitable whenever reflection occurs and the criteria for both theories is based on reflection of past events and therefore dependant on the path chosen by the observer. The empirical method allows the two to be compared as the same experiences in two different courts.

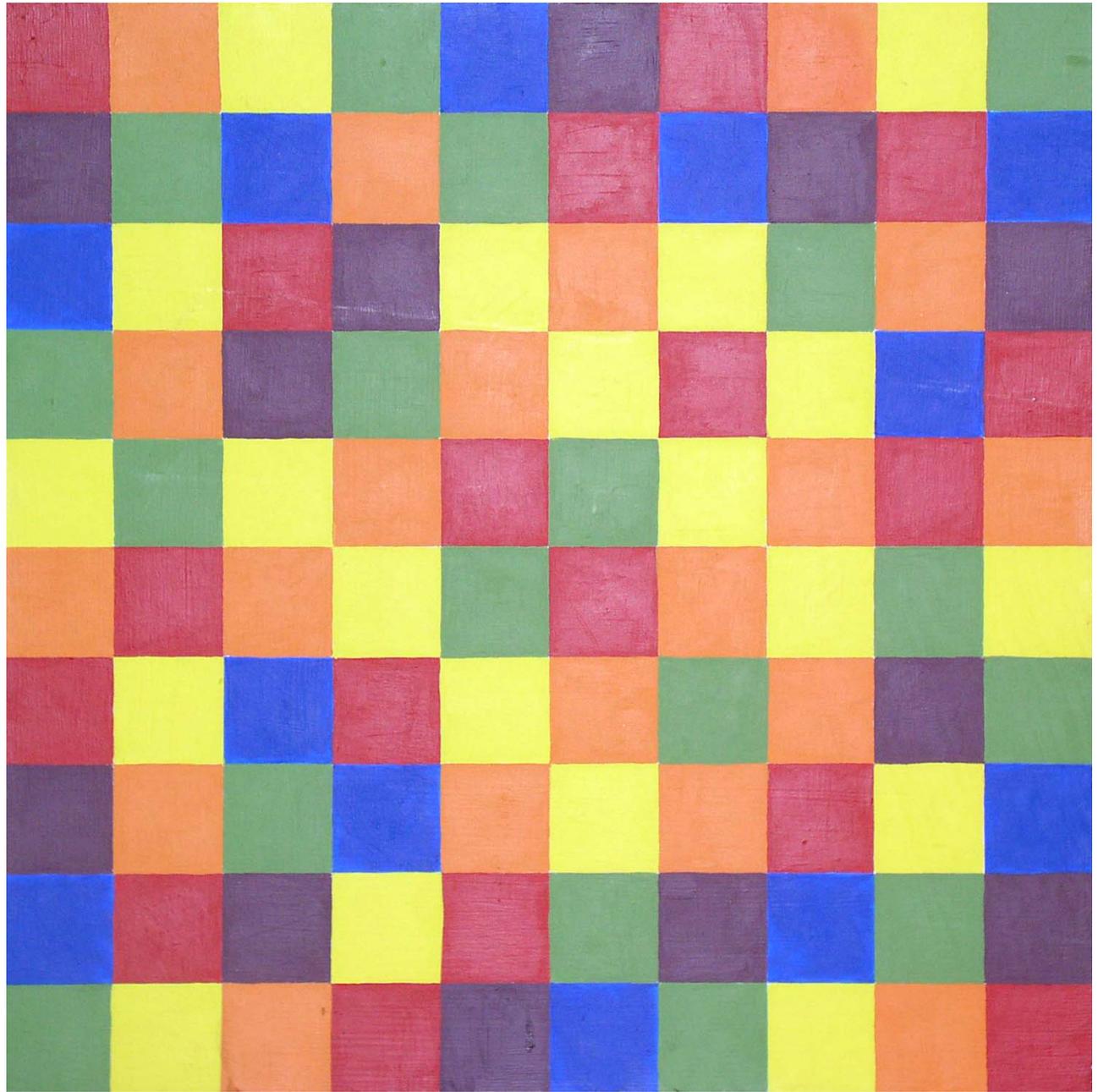
color theory

The following studies were done during the fall semester of 2002. They were done as part of a studio project in order to create a new sense of order in the way a person looks at color.

Study One

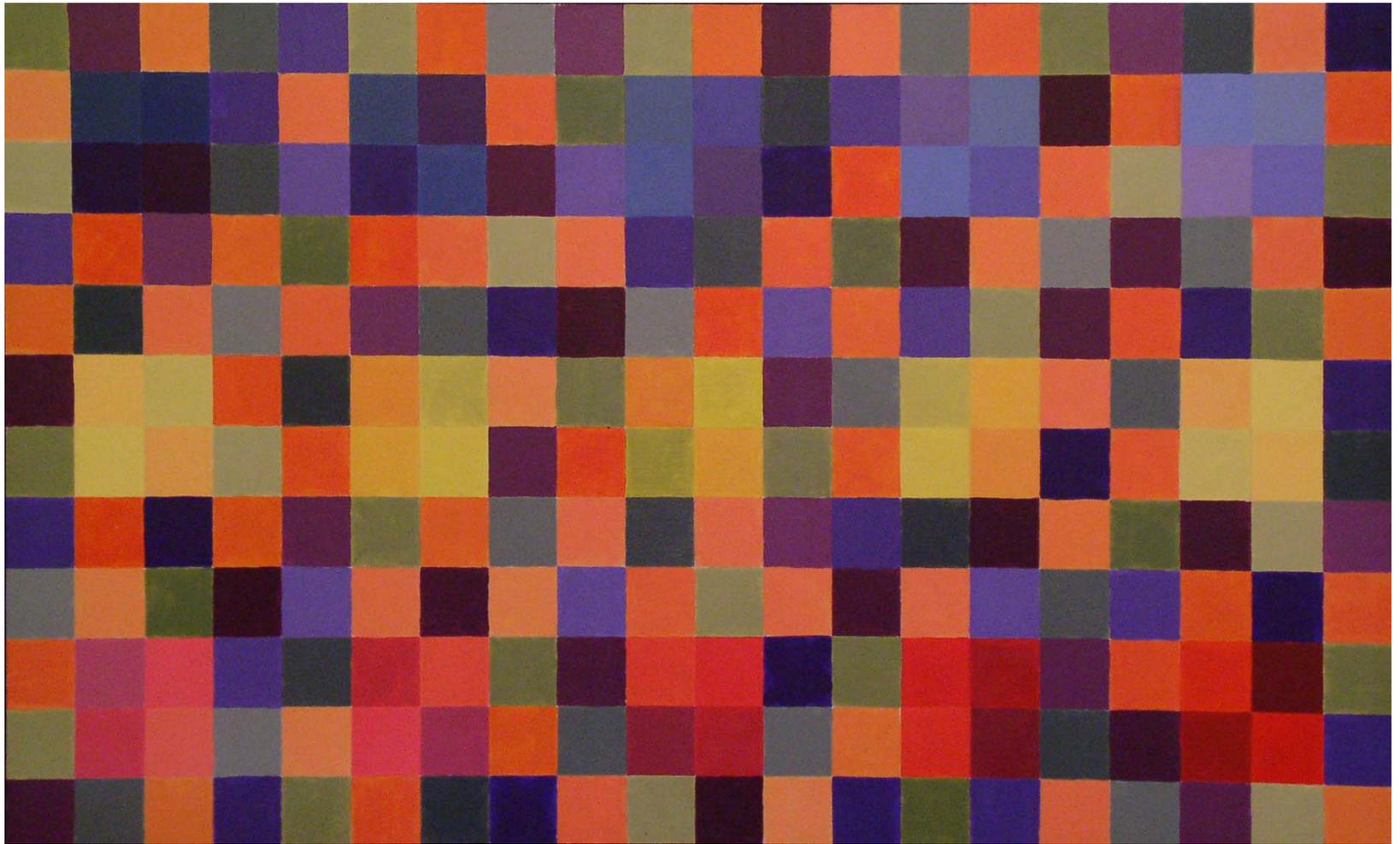
This was the first large scale color board that was done in the fall studio. My intentions for this study were to look at color in a way that uses the primary and secondary colors in a very ordered system. The colors were organized based on the intervals between two other colors from the color wheel. The basic strategy was to lay the colors around the border of the two-foot board and create the diagonal center line based on what would be an equal increment between the edges at that point. From there, I took the color on the edge and the color in the center and divided the wheel into the number of increments that there were spaces between the colors. For example, if you were to look at the second color up and the second color right from the bottom left corner, then the red square represents the color equidistant from the blue and the yellow. Furthermore, when you look at the fourth from the bottom left, you can see how three equidistant steps on the color wheel are generated between the two red squares.

The pattern created in this first study was very interesting because the longer I looked at it the more random it seemed to be. For example, you can look at a certain part of the pattern and begin to figure out how the colors were ordered, but then something seems wrong as you apply the strategy to other parts of the painting.



Study Two

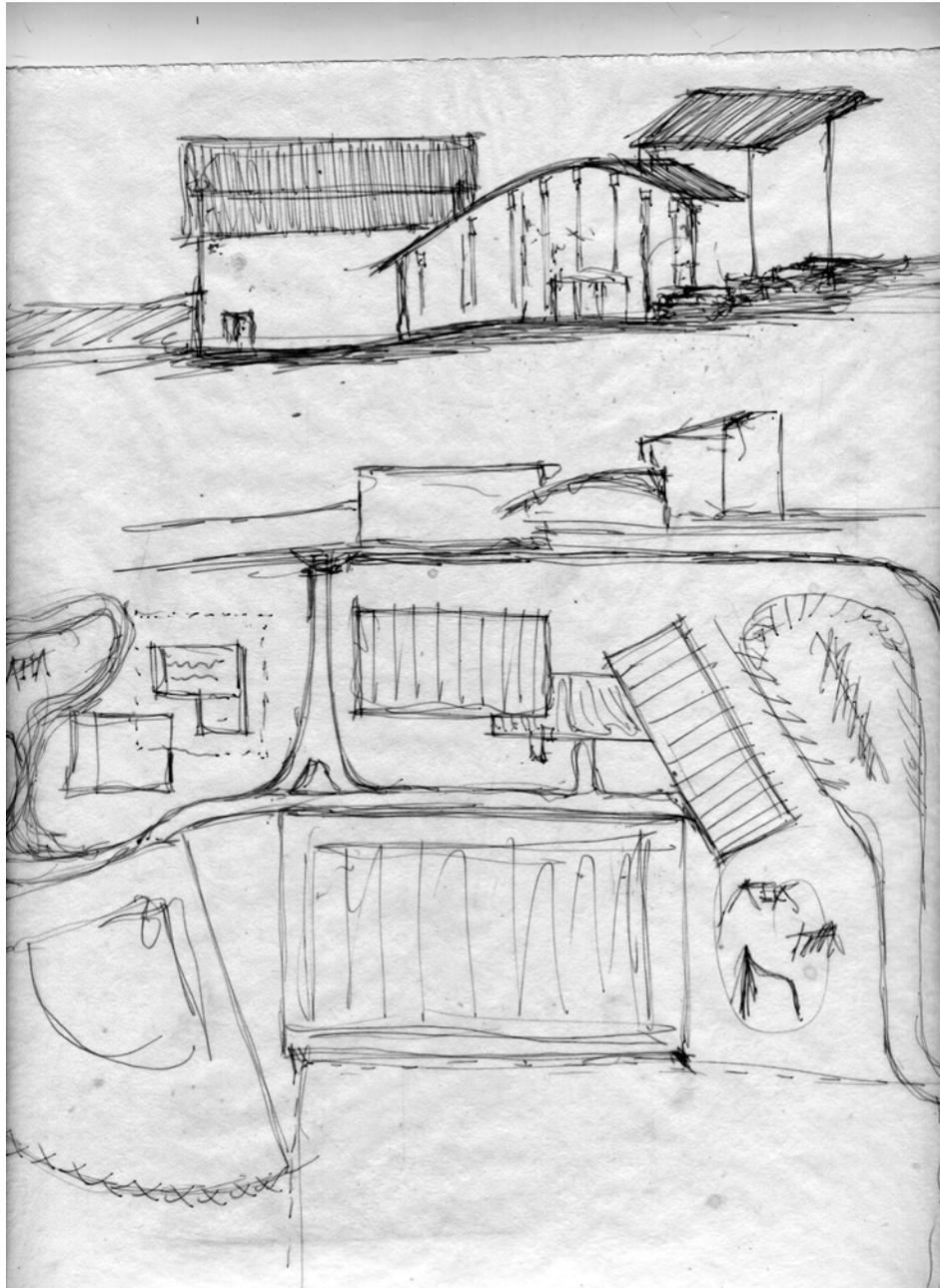
This was the second board that I painted in the studio. The purpose of this board was to see if there was a way to hide objects in a field based on my ideas of the feminization of culture. The ordering system here was derived based on a contradiction of the theories in which feminization was causing specific objects or ideas to disappear in today's society (the idea of sport, for example). In this painting, I first painted a series of fifteen objects that were two squares by two squares each. In each group of five of these I used four colors that were to each side of the primary blue, yellow, and red, respectively. I randomly applied the four colors and gradated the objects in different directions on the board. My next step was to take all the other colors that were left between the object colors and randomly create a field for the objects to hide among. Each of the field colors is a step on the color wheel from the object colors and is then gradated the same five steps in order to maximize the "field."



section six – the product

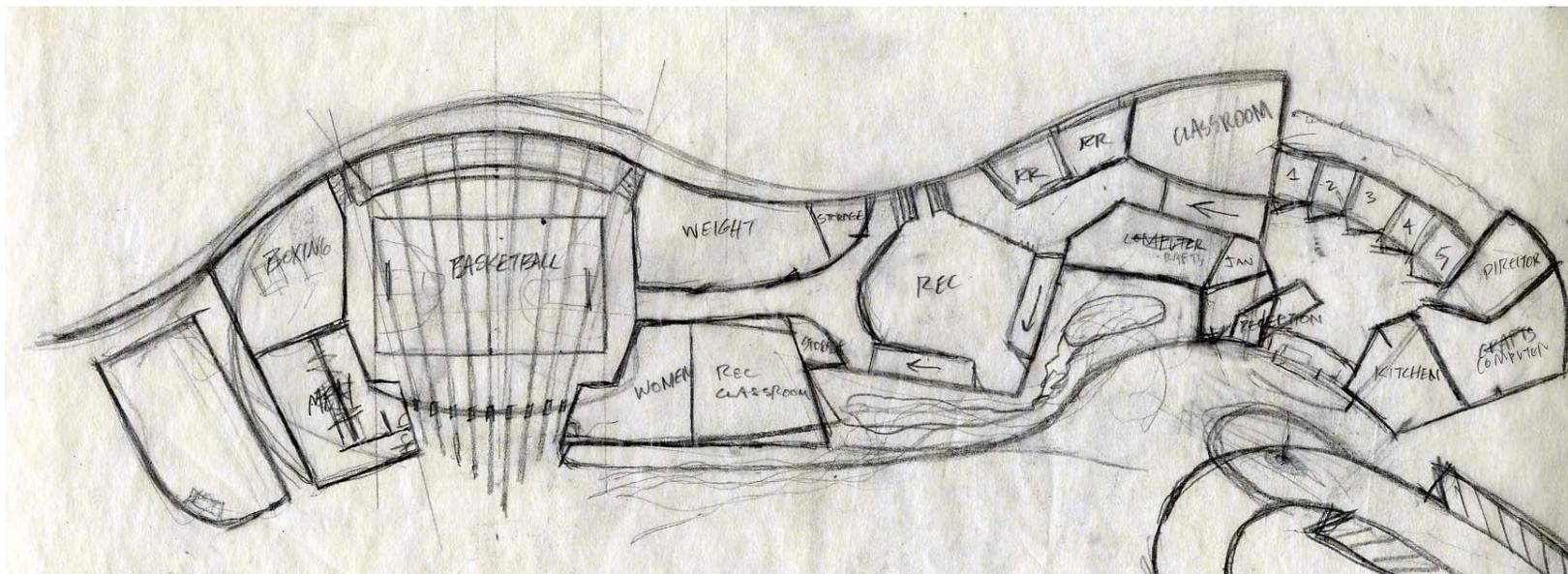
the first sketch

The first sketch was my initial design idea. In this depiction, I was attempting to show how the design could be interpreted as three parts: the administrative, the educational, and the recreational. I was also going through some preliminary ideas about how the site could be divided into tiered playing fields, incorporating football and soccer, baseball and softball, and a playground into different levels on the site. The first sketch also depicts some of the ideas I had about the way the building could address the topography and open itself up to the site.



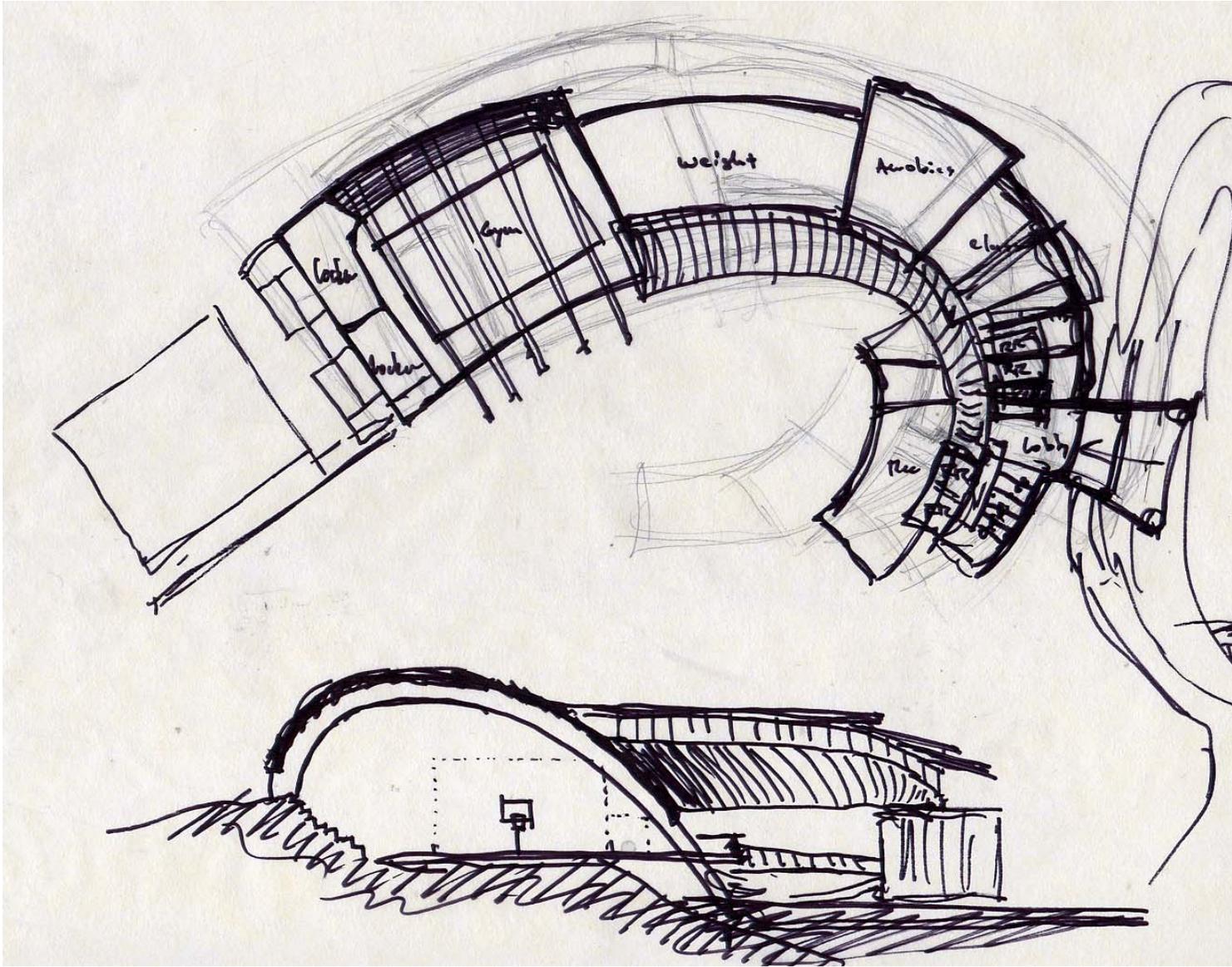
the second sketch

The second sketch became more about the overall intentions of the project. I originally wanted to create a building that was feminine in form in order to play on the idea of a feminine building with masculine functions wrapped up inside. The form attempted to bridge the three divisions of the program into one fluid body. The building still held the idea of opening up to the site and addressed a different way for the shape to roll down the landscape.



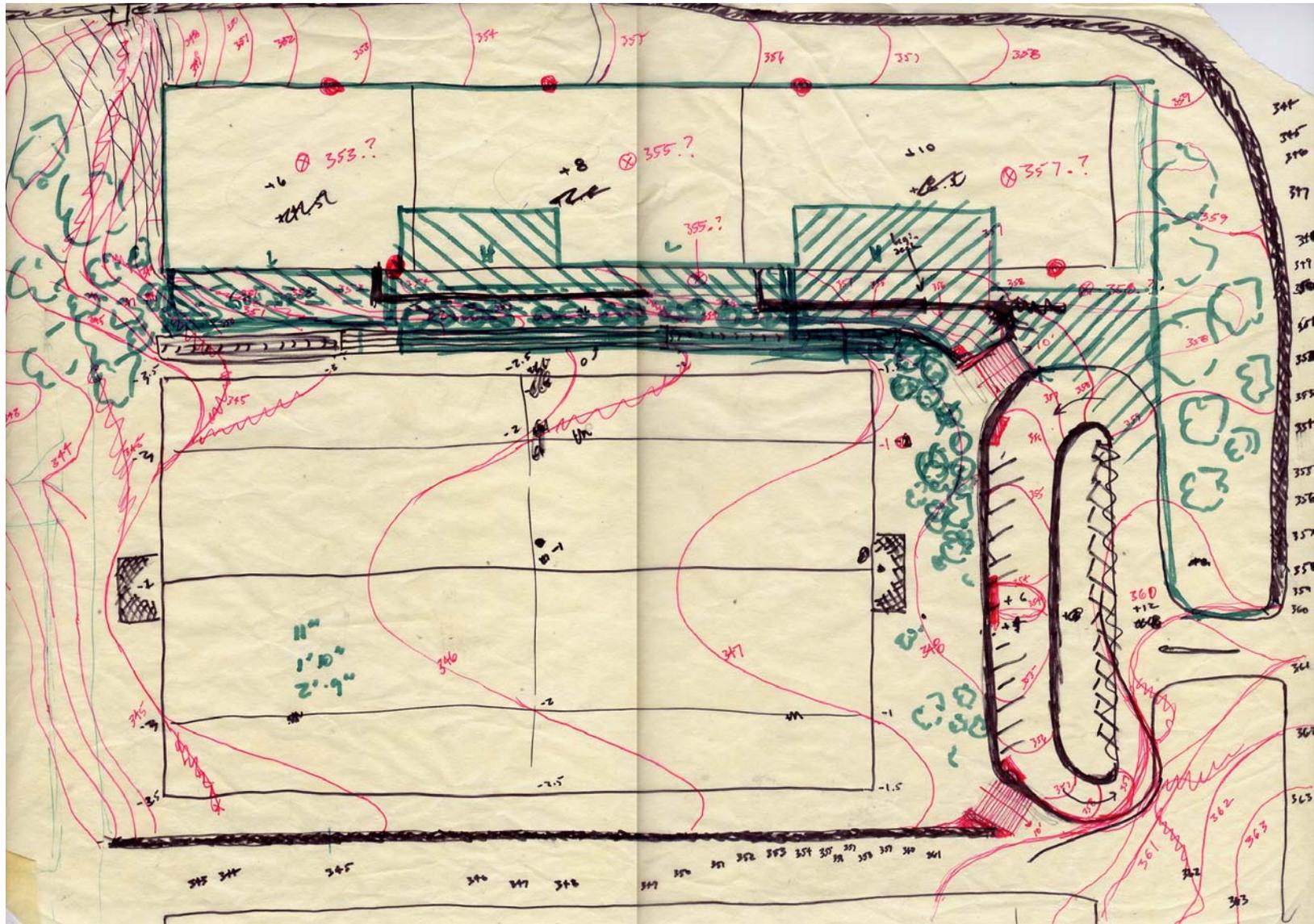
the third sketch

The third sketch was another attempt at creating a feminine form. In this attempt, however, I was focusing my attention on creating a space within the building itself that would allow for a smaller playing field and focus even more attention on the site. The section depicts how the building could step down the hill into the site to further emphasize the concentric nature of the organic shape. All of these depictions still hold the idea that tiered playing fields would be incorporated into the site and that the building itself would act as a shield and a sanctuary for the children to interact within.



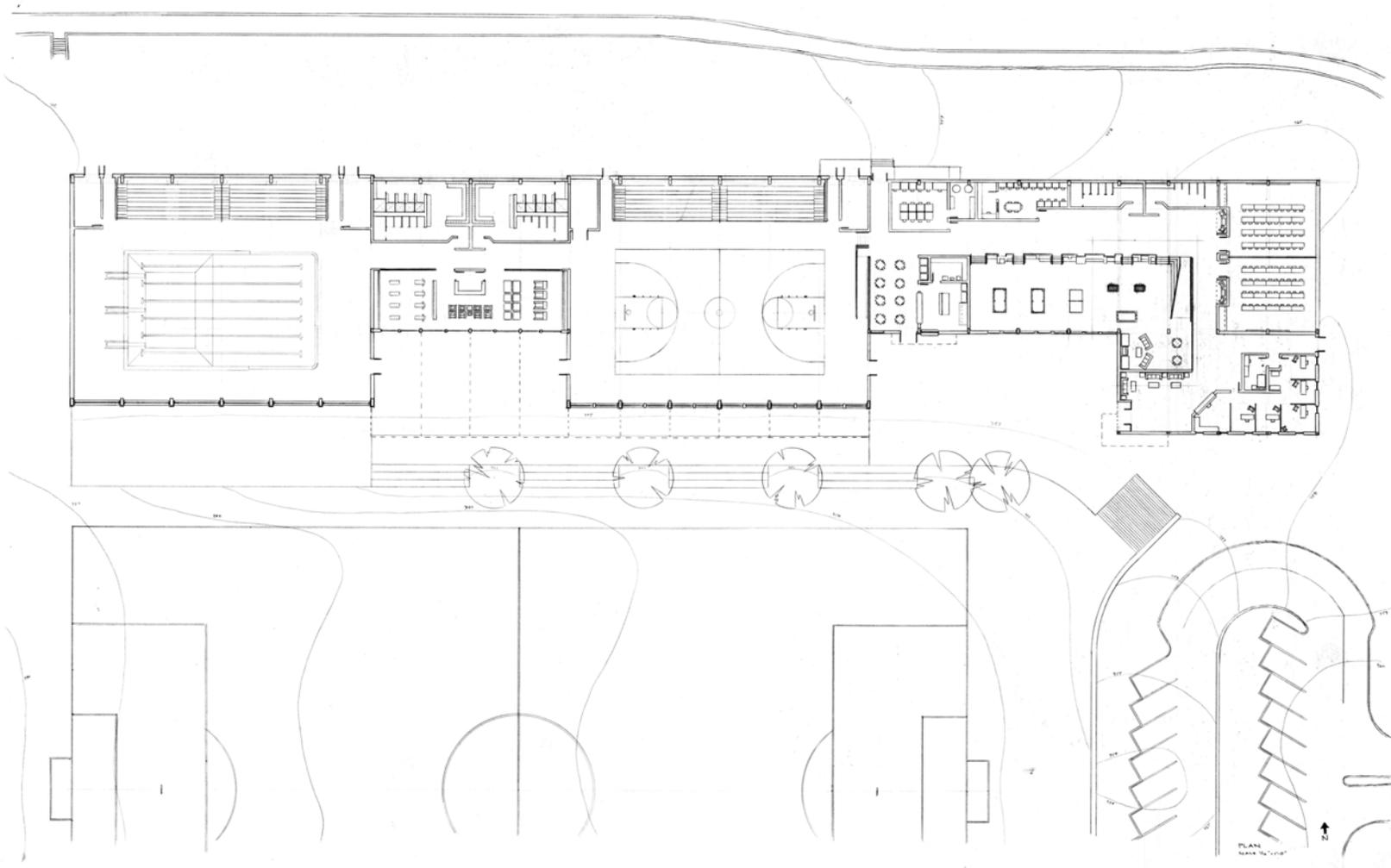
the final product

The final building that I came up with tried to adhere to the set of circumstances that I had set up in the first three iterations of the design. The final form was based on the idea that the children needed a full-size soccer field in order for them to be allowed to have pride in the establishment and to participate in city activities on their home court. The design also allowed for the building to step down the hillside and along with a proposed public housing unit to the south, provide a sanctuary for the children to be able to play while still being separated from the busy streets of the surrounding area.



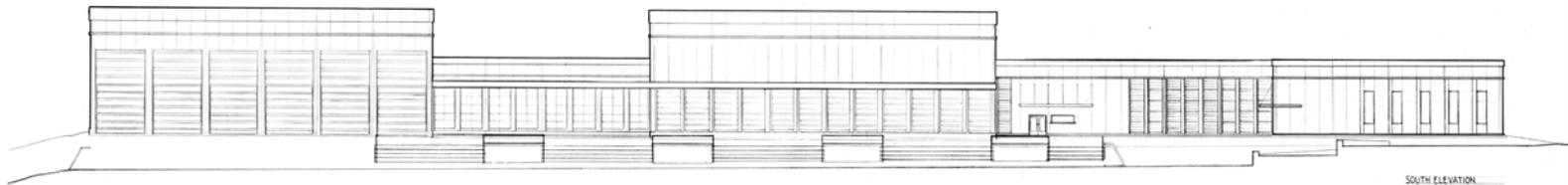
the plan

The final plan is aimed to be as efficient as possible utilizing a single double loaded corridor that allows the spaces on the southern side to open up to the soccer field. By using the long slender building, I was able to form the borders to the soccer field and plan for an efficient parking layout that tiers down from West Street on the East side of the site. Part of the main goal was, also, to allow for the plan to have spaces in which children could sit down either privately or in smaller groups and do homework or work on other school activities, as well as to slow down the movement in the spaces. Supervision was the main idea behind the single-story building so the rec-room is open on the eastern side to allow the receptionist to be able to keep an eye on the children utilizing that space.

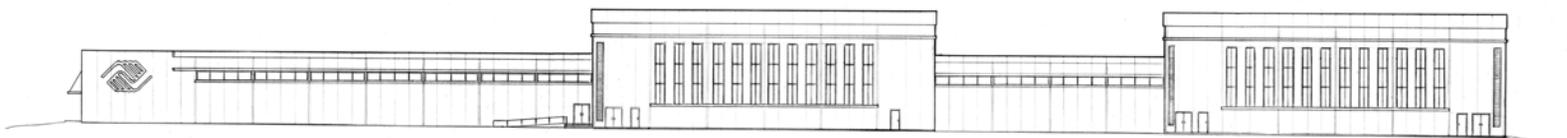


the elevations

The elevations were designed so that the building could be read from the two streets to the North and East, Woodrow Wilson Avenue and West Street respectively. The south elevation attempts to show how the different parts of the building are separated to allow for differing light conditions to reach the building depending on the space within. This can be better seen in the building sections on the next page, but consists of differing louvers that restrict direct sunlight from entering the building, while still allowing views from the major spaces to the soccer field. The large Boys and Girls Club symbol is a prominent feature that can be seen from the intersection of the two main streets.



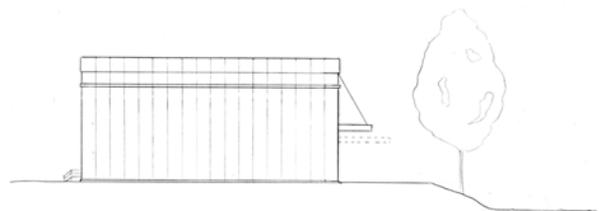
SOUTH ELEVATION
SCALE: 1/4" = 1'-0"



NORTH ELEVATION
SCALE: 1/4" = 1'-0"



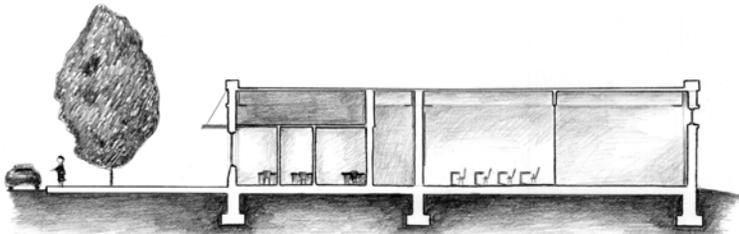
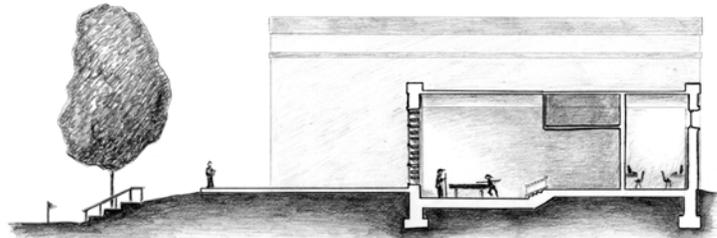
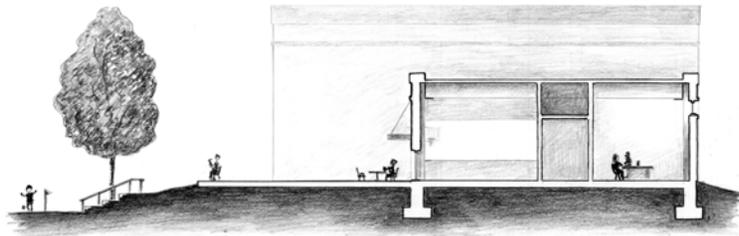
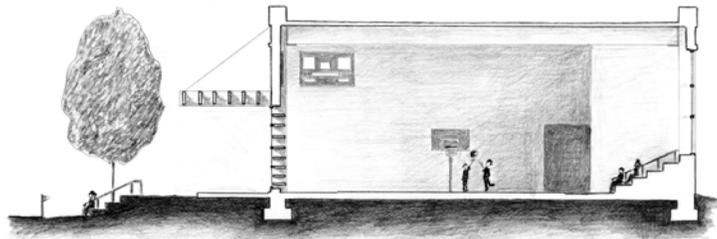
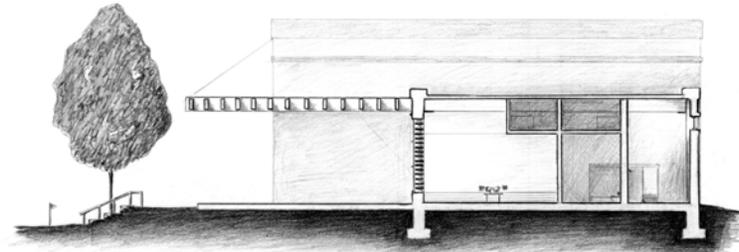
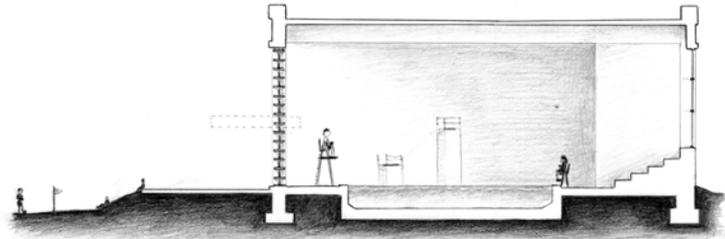
EAST ELEVATION
SCALE: 1/4" = 1'-0"



WEST ELEVATION
SCALE: 1/4" = 1'-0"

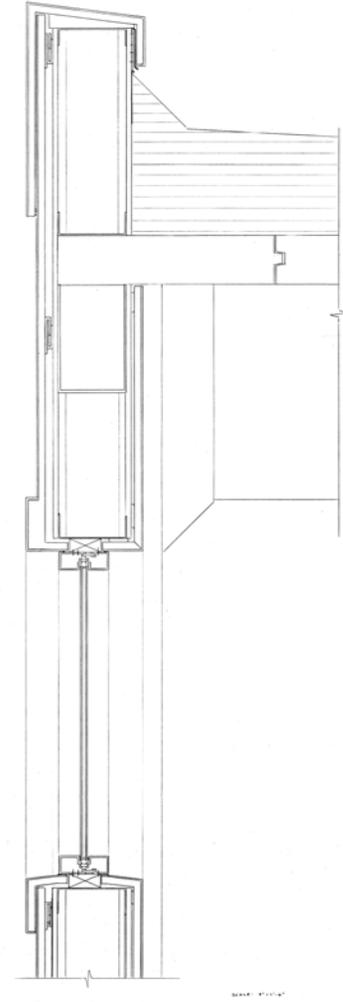
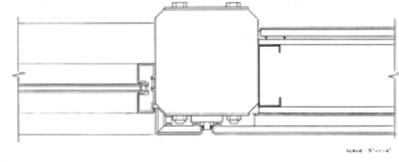
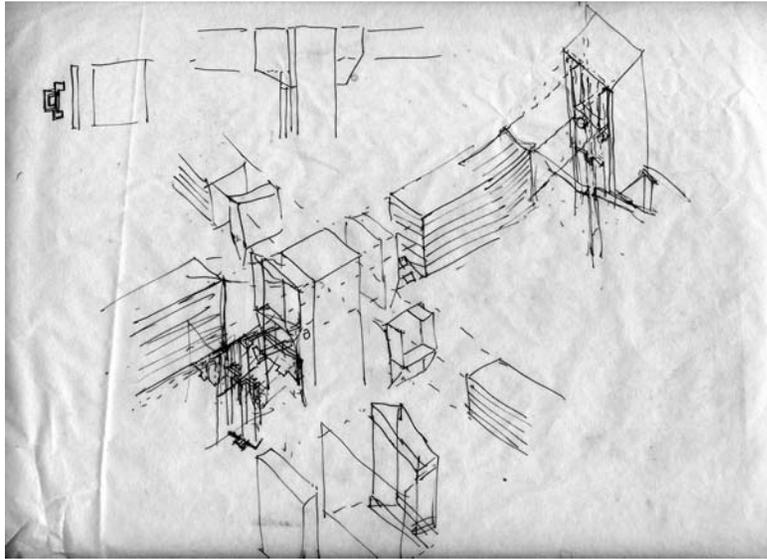
the sections

The sections were designed to allow the most light into the building while keeping out direct beams of sunlight. Each of the different spaces contains a different idea about the design of the louvers and the shading devices beyond the skin of the building. The patio is also designed to allow the most interaction between the outdoor seating of the soccer field and the building itself. The wall in the pool area can also be lifted out like a garage door allowing the pool deck to extend into the site and become a sundeck on nice summer days. In the sections, you can also begin to see how the recreation room steps down from the main hallway and allows for extra height within the space to provide an open feeling as well as allow for a rock-climbing wall and unrestricted heights for ping-pong and other table games.



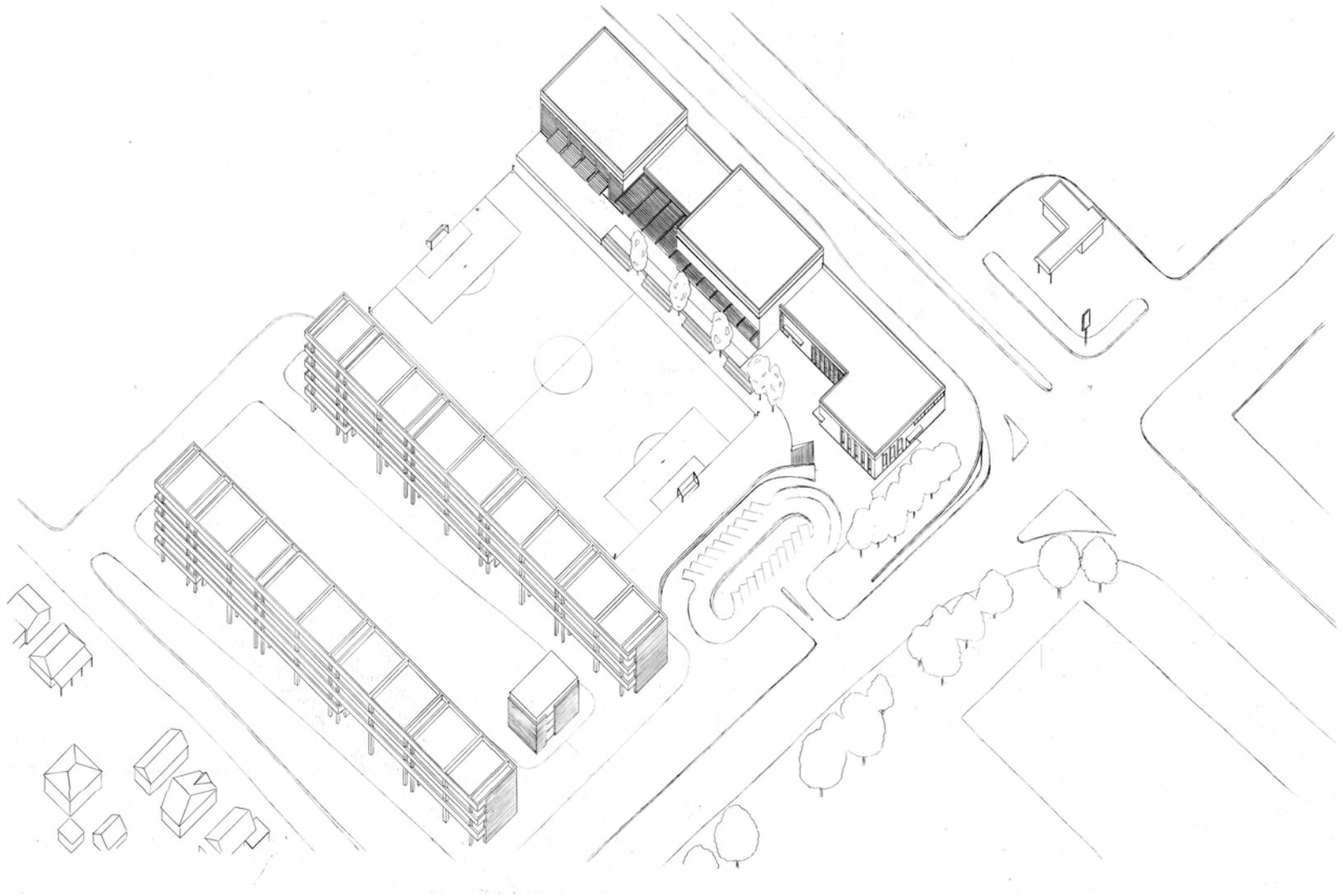
the wall section

The typical wall section in the design consists of heavy timber framing with ultra-light stone panels hung on the interior as well as exterior surfaces. The windows are flush with the outside of the steel frame infill wall in order to allow space for the different varieties of louver systems and to create more intimate spaces on the interior of the building for children to sit and read a book or do homework. The sketch to the left of the section shows how a typical column would be constructed with a reveal in the stone panels to provide visual stimulation on the exterior of the building.



the site axonometric

The site axonometric drawing shows the relationship of the building to the intersection of Woodrow Wilson Avenue and West Street. The drawing also begins to show the way the site is tiered to allow for the full-size soccer field and how the Club and the proposed public housing project frame the soccer field. You can also begin to see how the overhangs on the southern side of the building work and how the seating on the soccer field is built into the environment. These three proposed buildings that would slow the viewer down as they looked from West Street, as it was divided among several students, have further divided the site.



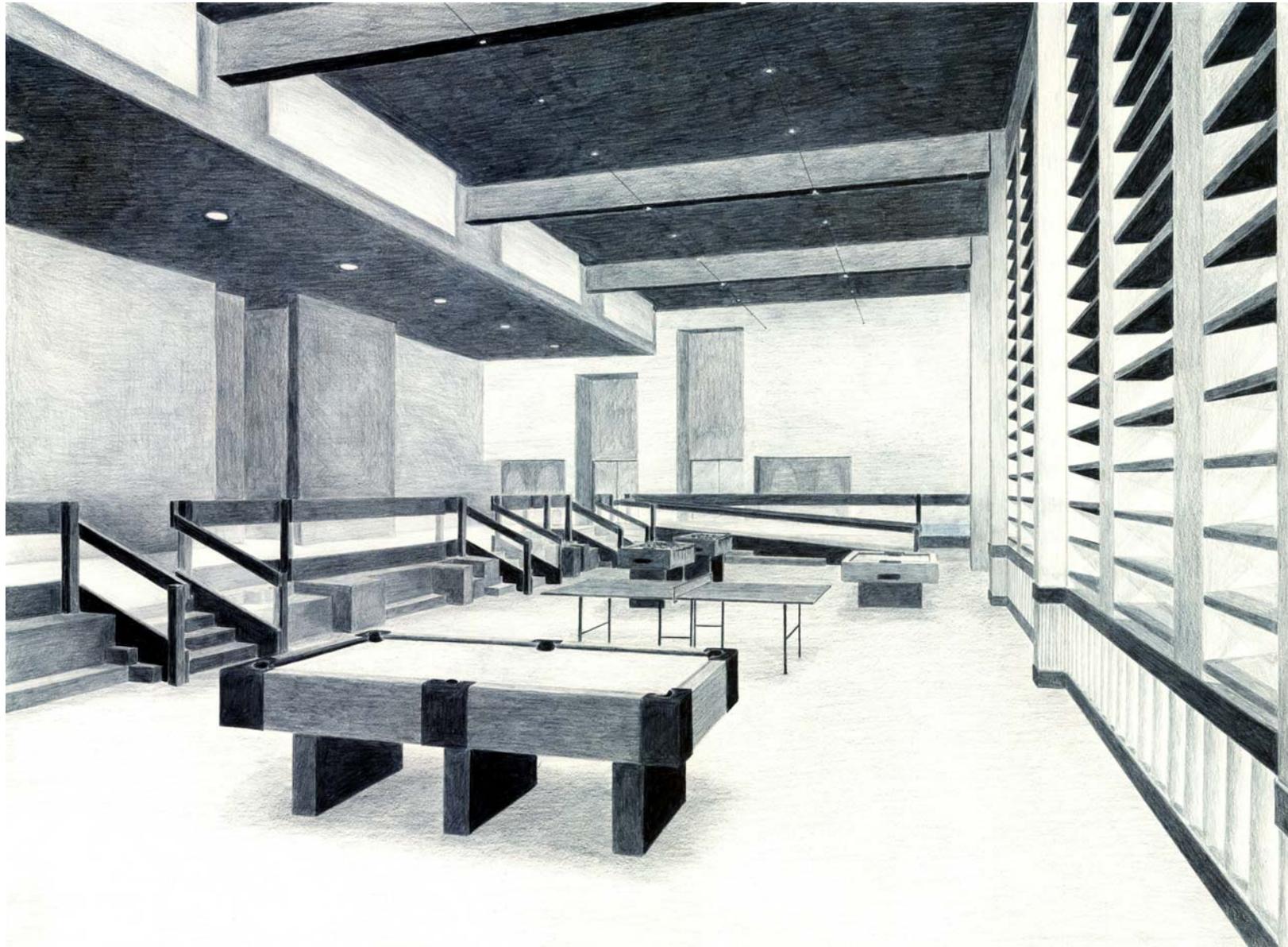
the enlarged plan

The enlarged plan is of the area connecting the lobby space with the main hallway and part of the recreation area. The plan shows how the lowered floor of the recreation area is used to create seating between the places where the stairs come down. It also shows how the television and the more private seating area is separated from the air-hockey table and the foosball tables. The floor patterns are supposed to be representations of a ceramic slate colored tile in the hallway and lobby area and a dark carpet in the recreation area to reduce staining and reduce noise generated inside the space.



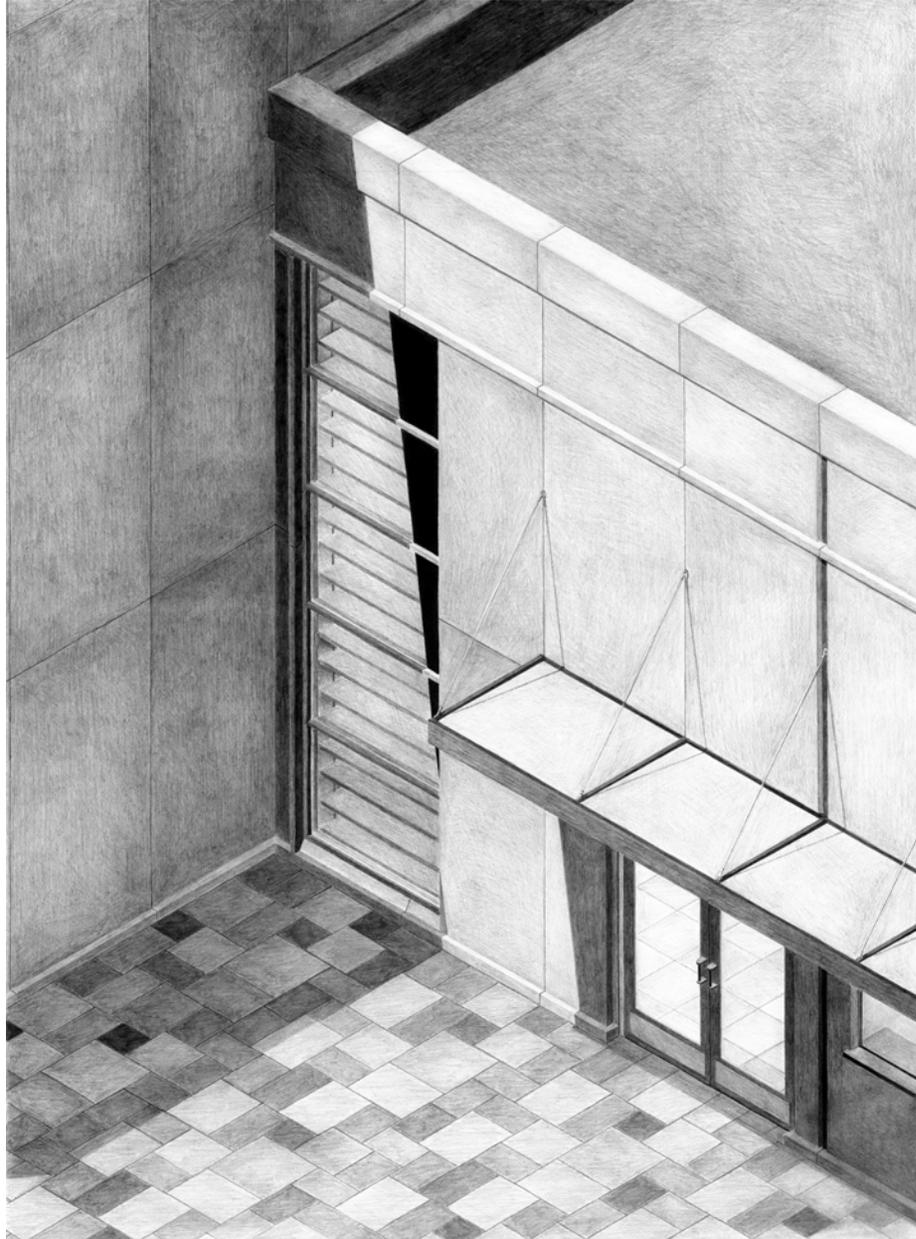
the blue room perspective

The blue room perspective is taken from inside the recreation room. The intentions of the drawing are to show how the seating is integrated into the stairs and to show how the louvers on the southern wall diffuse the light as it enters the space. The drawing also is a good representation of how the ceiling raises at the recreation room. The light-colored panels are intended to hide the air diffusers in the drop ceiling in order to further add to the feminine detailing of the space. Other feminine details include the smaller private spaces in the background and the softness of the wood on the handrails of the stairs. The lighting is also kept to a small scale and is flooded throughout the space.



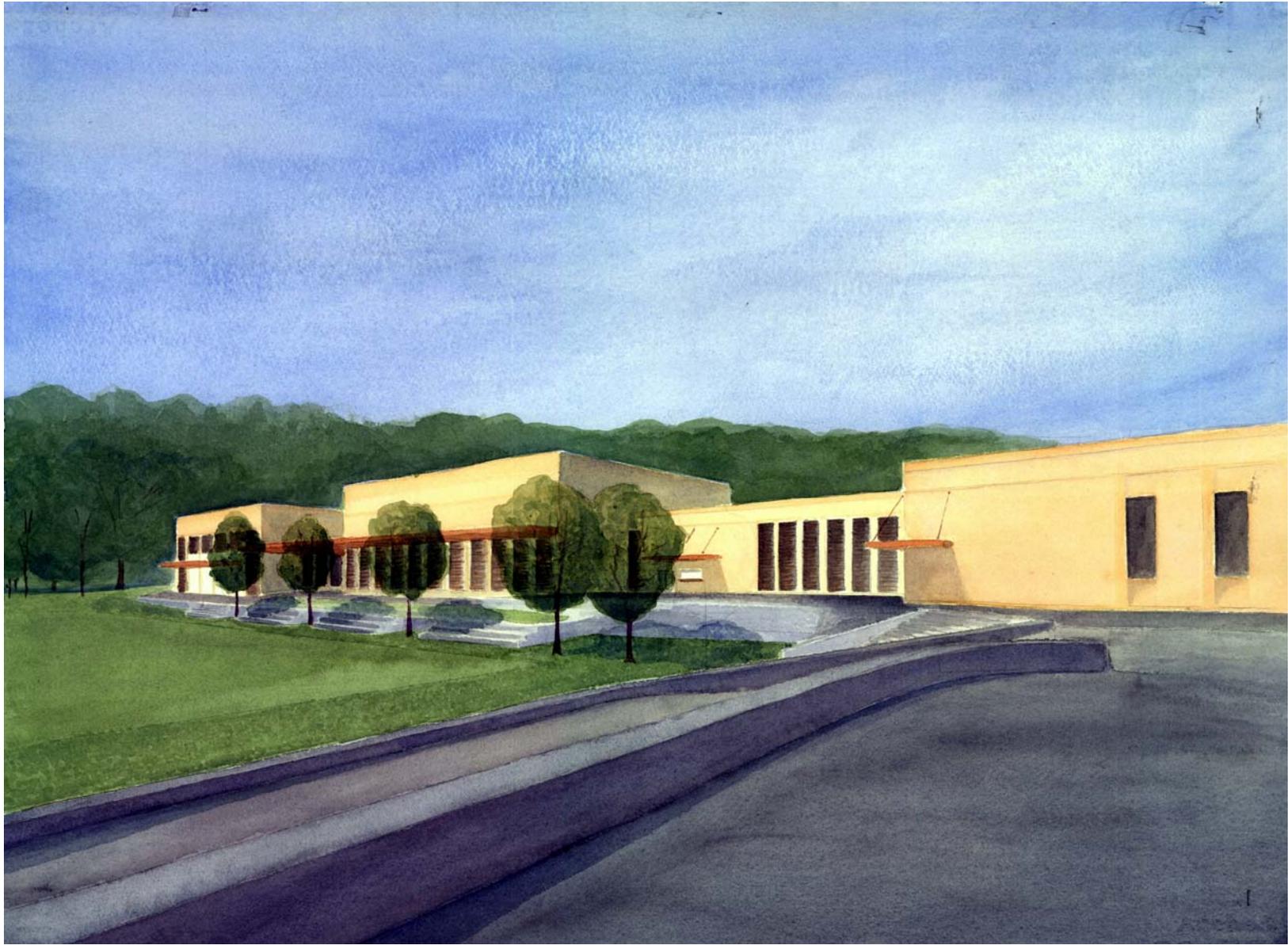
the corner axonometric

The corner axonometric is intended to show how an exterior corner of the building could be detailed in such a way as to add to the overall design. This particular corner is where the gymnasium wall meets the snack area. You can begin to see how the louvers in the snack area would provide views without harsh rays of the sun melting your food. The awning over the door and exterior concession stand is made from the same ultra-light stone panels as the exterior cladding and is held up by cables in order to add to the feminine design, as would the cables on a suspended bridge in the wilderness. The stone flooring material shares colors with the interior tile of the hallway and lobby but is cut in a pattern in order to emphasize that the building is something man-made rising up from the natural world of the site.



the exterior perspective

The exterior perspective is a watercolor that is attempting to show the southern façade of the building and how the tiered parking along with the outdoor seating can begin to be integrated as part of the building as well as part of the site. You can also begin to see how the walls of the pool area can be opened up to allow for a large sundeck at the end of the soccer field. The plantings in front of the building are intended to allow parents to bring lawn chairs, if they wish, and sit in the shade while they watch their child play soccer and to shade the gymnasium area even further to reduce the silhouette effect that the bright southern light would have on somebody playing basketball.



summary and conclusions

Recreation is a critical part of the upbringing of a child in today's society that is losing its place. The feminization of culture, while being one of the originating ideas of sport, is now taking away from the physical and mental health of the human race.

A recreational day care facility (a new Boys and Girls Club) is being proposed at the corner of Woodrow Wilson Avenue and West Street on a rolling 22.5-acre lot that is situated among Millsaps College to the east and a lower income neighborhood to the south. The building, along with the proposed public housing units to the south, strives to create an environment for children to play while allowing them to enjoy a full-size soccer field in a safe and protected environment. The building also attempts to bridge part of a gap created in the urban environment and is something created through natural materials that transforms from the natural world into the built environment.

bibliography

Boys & Girls Clubs of America. Boys & Girls Clubs of America. 17 Sept. 2002.
<http://www.bgca.org/>

City of Jackson. *Zoning Ordinances of Jackson, Mississippi.* Jackson: 2000.

De Charia, Joseph, and Michael J. Crosbie, eds. *Time Saver Standards for Building Types, Fourth Edition.*
New York: McGraw Hill, 2001.

Dewey, John. *Experience and Nature.* New York: Dover Publications, Inc.: 1958.

Lynch, Kevin, and Gary Hack. *Site Planning, Third Edition.* Massachusetts: The MIT Press: 1998.

Ramsey, Charles G., and Harold R. Sleeper. *Architectural Graphic Standards, Ninth Edition.*
New York: John Wiley & Sons, Inc.: 1994.

Riess, Stephen. *City Games, The Evolution of American Urban Society and the Rise of Sports.*
Illinois: University of Illinois Press: 1991.

Southern Building Code Congress International, Inc. *Standard Building Code 1999 Edition.* Birmingham: 1999.

United States. Dept. of Agricultural Soil Conservation Service. *Soil Survey of Hinds County, Mississippi.* 1976.

Veblen, Thorstein. *The Theory of the Leisure Class.* New York: Dover Publications, Inc.: 1994.