

DELVIN ROLAND TROST

A SENIOR CITIZEN/CHILD
DAY CARE CENTER FOR
BOZEMAN, MONTANA

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Montana State University
Bozeman, Montana
December, 1977

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Introduction

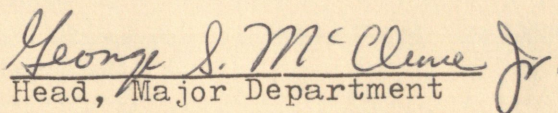
A Senior Citizen/Child Day Care Center
for Bozeman, Montana

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and wishes. It is natural for each and every one of us to
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all we have to draw upon are self experiences and encounters.

Submitted in partial
fulfillment of the
requirement for
the degree
of
Bachelor of Architecture

Approved:


Thesis Advisor


Head, Major Department

Montana State University
Bozeman, Montana
December, 1977

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Summer 1977

Introduction

THESIS STATEMENT: The young and the old experience their own physiological, psychological and sociological needs.

As a student designer, all too often I have found myself creating spaces which I felt would be ideal for my own needs and wishes. It is natural for each and every one of us to visualize ourselves in a given environment, for in actuality all we have to draw upon are self experiences and encounters.

By addressing the needs of both young and old alike, I hope to expand my own design vocabulary and at the same time perhaps generate an interest in an idea I feel has great potential for benefiting both age groups.

RESOURCE PEOPLE: Meetings and consultations will take place as the need arises.

Vesta Anderson- Child Development, Home Economics Dept.

Sandra Gilbert- Director Methodist Preschool Nursery.

Staff Administrators- Hillcrest Retirement Home.

Mr. Moracky- Psychology Department.

METHOD OUTLINE: Investigate the physiological, psychological and sociological needs of retirement age people and pre-school children. Synthesize and utilize those results as determinants for design.

THESIS I

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Summer 1977

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THESIS ADVISOR: Stephan Douglas. Scheduled meeting time is 1:15 to 2:00 pm each Monday throughout the quarter.

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Characteristics and Needs of the Elderly

The emergence of an entirely different lifestyle involving American citizens has been evolving with increasing numbers as each year goes by. In the past, elderly people were a small minority receiving little if any concern from the general public. Today, they comprise an increasingly large segment of our population and their impact is being felt in all segments of our society. Theirs has become an important aspect of American life, demanding more and more political, social, and economic attention with needs that must be satisfied now and certainly into the future.

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Average life expectancies of human populations have been steadily on the increase. For instance, in 1000 BC, the average life expectancy of an individual was 18 years and those privileged to live beyond their fiftieth year were few and far between. At the turn of the last century, life expectancy in the United States had increased to 47 years and those over the age of 65 made up about 4 percent of our population. Industrialization and the development of the prevention of disease and disability had boosted that average to 71 years in 1970, involving about 10 percent of the population. Considering present level trends, the U.S. Bureau of the Census projects that by the year of 2020, there will be more than

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40 million people age 65 and over making up 13.1 percent of our population.

Characteristically, about 73 percent (1970) of the older population lives in urban areas. This can partially be explained by a transitional movement following World War II. Rural area people left unproductive and economically unstable farmlands to take advantage of opportunities offered by growing metropolitan areas. More recently, the climatic advantages of certain areas have enticed older Americans to concentrate in Southern and Western cities of the United States. The majority of older urbanites have located close to city centers to take advantage of the convenience of services and facilities as dependencies increase. Relatively few (about 8 percent) live in suburban areas because of higher housing costs and transportation problems involved.

In terms of marital status and living conditions, most elderly men are married (79 percent in 1975) and living with their spouse. A higher mortality rate among males has resulted in a greater percentage of females in the older population and therefore a large number of older people are widows living alone. In fact, the ratio of older persons living alone has increased substantially since 1960, enforcing a trend toward

always been a concern, and great scholars have been interested

isolation of the elderly from family living environments.

Educationally, older people have had significantly less formal schooling than younger generations. The majority of retirement age individuals have had some elementary education (96.9 percent in 1970) but only 28 percent had any high school education as compared to 55 percent for Americans aged 25 to 64. The trend is toward higher levels of education throughout our age group structure, but it is a factor that should not be overlooked when dealing with the socioeconomic status of older generations. Education can provide advantages and will certainly improve lifestyles as successive age groups approach retirement years.

The effects of an expanding proportion of older people upon our society makes it increasingly important for us to approach situations concerning elderly people in a knowledgeable and humanely beneficial manner. Problems associated with the retirement age segment of society are unique and varied and warrant particular investigation if we are to deal with them effectively.

What actually is aging? Gerontology is the study of older persons and the aging process. As a scientific discipline it is a relatively new field. Granted, old age has always been a concern, and great scholars have been interested

in coping with it through the centuries. Cicero once noted, "I find that the reasons why old age is regarded as unhappy are four: one, it withdraws us from active employments; another, it impairs physical vigor; third, it deprives us of nearly all sensual pleasures; and four, it is the verge of death." Historically, aging hasn't received as much attention as it should have because of the relatively few people involved. Around the early 1900's, family structure was basically a two-generation concern and only 3 or 4 percent of the population were over 65. However, longer life spans of the last three or four decades have promoted vast interest because the probability of experiencing old age is no longer a remote concept reserved only for a privileged few to attain.

It seems ironic that the reasons of Cicero, written hundreds of years ago, are valid today. But elderly people are still faced with forced retirement, physical decline and in a sense, isolation from society.

As we grow older, increasing physical limitations create needs and problems that introduce additional considerations requiring our attention. An overall decrease in actual bone mass produces shorter stature, less flexibility and increased brittleness throughout the skeletal structure.

This, coupled with declining muscle tone and strength, makes reaching, lifting, pulling, bending and getting up and down much more difficult to achieve. A decline in the efficiency of the central nervous system is directly related to losses in speed, agility and coordination. Visual and hearing losses increase the risk of accidents and lessening capacity to smell and taste will affect the appetite and eventually overall nutrition. With increasing age, the heart has to work harder and breathing efficiency declines. Less tolerance to temperature variations creates a more acute sensitivity to drafts, cold spots, excessive heat and levels of humidity. It is clear that physiological capacities of the human body gradually change with aging. It is important to note however, that most older people are able to deal quite well with these changes. Our concern is that we recognize resulting needs and provide the necessary measures in our environment that will aid older people in coping with these unique challenges of everyday life.

As physical strength and biological efficiencies decline, concerns begin to develop about health, marital problems, and economic security, fostering feelings of fear and anxiety as to what the future may hold. Also, the death of friends

and relatives promotes isolation and a psychological disengagement from life's activities. Loneliness and stress then, become two important factors that older people must contend with. The attitude that one holds toward old age often makes the difference between whether or not he will be able to cope successfully. As youngsters, we seldom look favorably upon the inevitable possibility of growing old. Too often we form negative feelings about elderly people through influences of parents, teachers, and other older people in roles of authority and supervision. Inevitably, as old age approaches, these views manifest themselves with a decline in vigor, interest, and contentment and an increase in feelings of uselessness and loneliness. Those individuals who hold positive ideas about being vigorous and active tend to make a better adjustment than those who are conservative and pessimistic in their views.

Role concept also influences the acceptance of old age and how people approach it. Social roles are defined as the expected behaviors in the positions a person occupies which have meaning both to the community and through community definition, to the person himself. First order roles have been classified by Robert Havighurst as being parent, spouse, homemaker and or worker.

Most elderly people are no longer involved in the parent-hood role. In our society today, most children are grown up and have left home to establish their own families by the time their parents have reached middle age. The child raising process then offers no purpose for those in an elderly status. The role of spouse does not exist for a large portion of elderly people either. Statistically, only about half the people over age 65 have the luxury of a living spouse as compared to approximately 90 percent for people between the ages of 35 and 44.

The homemaker role, eventhough it is a primary role concept, does not seem to hold much impact in social circles and is the only primary role that is not drastically affected by age.

Work is probably the most important role concept concerning men and is not widely held by many older persons due to health and mandatory or voluntary retirement. Our society is based on the work concept and its monetary rewards are the crux of our entire economic system. The occupation of the father is important to the family as it establishes social class and status in the community. For the father it establishes and defines a concept of self and influences his

behavior and peer group associations. Loss of the work role for the elderly means loss of status identity, loss of peer group, loss of supportive income, and forced sociability since the worker must seek establishment in a new membership group. Thus deprived of primary social roles, the elderly are faced with a lack of role definition around which their own personal activities can have social meaning.

The physical manifestations of old age are manifold. Recent studies have indicated that the various functional capacities which decline with aging can be improved through physical conditioning, improved nutrition, and better relaxation. The sedentary nature of retirement is not conducive to the maintenance of a physically fit body. Physical conditioning programs for the elderly appear to promote physiological improvement. As stated by Herbert DeVries in Aging, study groups of both men and women ranging in age from 52 to 87 showed improvements in the cardiovascular system, the respiratory system, the musculature, body composition, and in general a more vigorous individual capable of achieving better relaxation. Other benefits included lower blood pressure and body fat with lessened risk factors for coronary heart disease.

Conclusions:

The information indicates that people approaching old age experience unique needs. Solutions to alleviating the associated problems are important aspects which, through analysis, can lead to design considerations that will aid in improving the quality of the built environment for elderly people.

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Trained physical educators with strong backgrounds in physiology of exercise and physical fitness work are a must to maximize benefits and minimize hazards. The type of exercise proving most beneficial includes the more natural activities of walking, jogging, running and swimming.

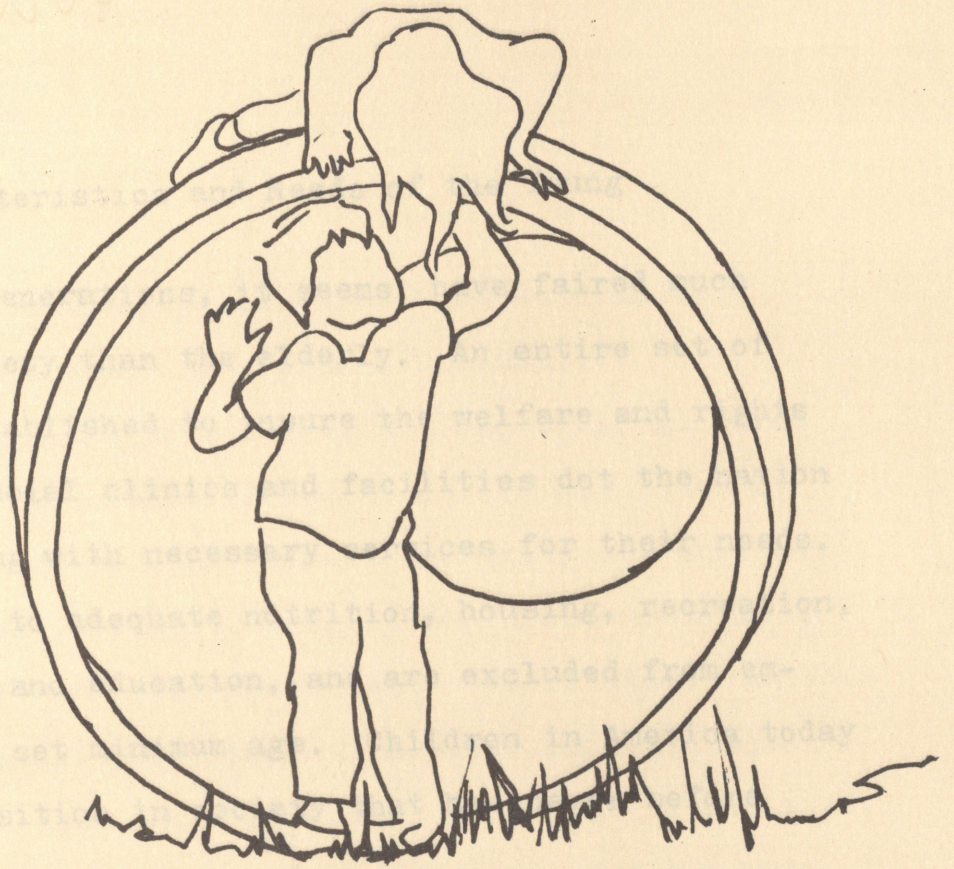
Studies indicate there is more malnutrition among the elderly than was previously believed. Declining senses of smell, taste and vision, low economic status and the effects of loneliness limit appetites. In order to minimize serious consequences concerning physiological functions, it is necessary that elderly people be afforded an adequate and nutritional diet.

Elderly people are often susceptible to increases in illness. Acute ailments experienced in younger years turn into chronic illnesses with old age. Many are psychosomatic but some are serious and can have debilitating results.

Retirement brings with it an increase in the amount of leisure time and the transition from a work oriented life to free-time activities is often quite difficult. Older persons have learned that hard work is more important than education or play. Because of this attitude, older people don't exhibit a desire for mental development and are not

able to utilize leisure time to its best advantage. During more recent times, our society has been conditioned to more free time through shorter work weeks and longer vacation periods, and it has become established as an element of value. Eventhough many older people do not share this value, communities can provide education and facilities for leisure activity and encourage participation with hopefully beneficial results.

Isolation and disengagement can lead to serious psychological consequences, as can shifts from primary roles brought on through aging. The human being is a very complex mechanism, and a solution for one person may not coincide or be agreeable to another. It seems then that the best we can do is offer a series of alternatives and hope to satisfy the needs of those willing to accept them. Elderly people can contribute meaningfully to society through the roles of citizen, friend, association member, church member, volunteers, aides, advisors or numerous other activities. The problem lies in informing older persons what outlets and activities are available and what they can do to help.



The Young



Characteristics and Needs of the Young

Our younger generations, it seems, have fared much better in our society than the elderly. An entire set of laws have been established to insure the welfare and rights of the child. Special clinics and facilities dot the nation providing the young with necessary services for their needs. They are entitled to adequate nutrition, housing, recreation, medical services, and education, and are excluded from employment before a set minimum age. Children in America today are enjoying a position in society that has never before been realized.

Even with all these advantages, life from birth to young adulthood is still probably the most complex and trying period that anyone will experience. Growing up brings with it rapid changes that dramatically affect physical, psychological, and social aspects of everyday living.

Certainly, growth is a continuous evolution, occurring at a different rate for each different person. However, general divisions have been established which make investigation much easier to accomplish.

There are three general stages that are accepted throughout the child development field. The first stage, infancy, begins at birth and lasts up until about the beginning of the

third year. The second two, childhood and adolescence, transition the child from infancy to adulthood.

Preschool children, normally considered from age three to five or six, possess most of the essential abilities of man, such as walking, talking, manual dexterity, eating, and bowel control. They are still largely dependent upon their parents for support and emotional stability. Children at this age need the opportunity for play with other children to develop necessary social skills. Until about the age of four, play is primarily individual but they do enjoy the presence of others and occasional interaction takes place. This period is characterized by "symbolic play" (make-believe or pretending). The child can differentiate between the "symbol" and what it represents, a very important step toward adult intelligence. Peer group contact is important. Imitating the activities of others is an intermediate step between purely individual and entirely social behavior. Adult contacts outside the child-parent relationship are important also. Non-related adults such as teachers and supervisors offer a new set of values which enable a child to expand his realization of social aims.

Before formal school entrance, the child is mainly

concerned with himself and his own activities. A gradual increase in knowledge, improving motor abilities and social experience prepare a child for successful group involvement.

Young children strive for personal independence from adult approval. This independence is a process of realizing one's own abilities and establishing self-limits. They are also developing an understanding of adult roles and behavior by spending great amounts of time just merely listening to adult conversations and observing their actions.

From about the age of one year to three, children are developing a sense of autonomy. Interests center on the task of self assertion with developing an individual mind and will. Along with this the child must develop the ability to utilize help and guidance from others when necessary. The desired result is self-control without the loss of self-esteem. In order for a child to develop a sense that he is an independent human being, he must be allowed to make choices concerning his environment, but necessarily within the realm of reason and safety.

Once a child has established that he is a person, his attention centers upon what he can do. At about four or five, creativity and imagination lead to an age of industry.

Questions, curiosity, simple materials and equipment are means employed to satisfy the quest for learning. The child is developing initiative and behavior that will allow him to deal effectively with society.

Physical growth is an important aspect of preschool children. Characteristically, the preschooler is somewhat stocky until about the age of 4 when arms and legs begin to slim down and average height is about 40 inches. Basic motor skills such as walking, running, climbing, and jumping are being extended and perfected. Children gain self-satisfaction, physical independence, and social status with development of motor skills and learn to adjust and coordinate muscular activity.

Children need an adequate diet to maintain good health and maximum growth potential. The results of a good diet are evident in mental and physical efficiency, alertness, and overall physiological vigor. Parents play an important part by knowing the value of rest, exercise, and well-balanced, regular meals.

Cognitive and perceptual abilities grow with each developmental stage of growing up. Assimilation and accommodation are the two processes by which a child gradually develops

intelligence. In Design For Play, Dattner states that assimilation happens when we see a new situation in terms of something that is familiar and act on that situation as we have in the past. It is a mastery of skills by repetition or practice using cognitive structures already established, such as fantasy play. Accomodation occurs when environmental variations require modification of behavioral patterns. The environment elicits a change in response to satisfy a new situation. At the age of two, it is usually still difficult to differentiate between assimilation and accomodation. Eventually the child develops the cognitive structures necessary to deal with physical objects.

From about 2 to 4 is known as the preconceptual phase. Children develop the ability to create symbols, imitate, and learn language. The child is no longer restricted to his immediate environment and new situations are experienced imaginatively. Symbolic play offers opportunity to assimilate new skills with objects and events. A stick might be a horse and a box might be a car or a train.

The intuitive phase begins about four when a child begins to conceptualize by organizing experiences into concepts. A barrage of questions are asked in an attempt to correlate his

intuitive ideas with reality and make sense of the surrounding environment. These basic cognitive mechanisms then, evolve and develop through interaction of the child and his environment.

Perceptually, children develop a concept of depth very early in life. The visual cliff experiment evolved by Walk and Gibson indicates that children as young as 6 months are aware of distance discrepancies. Concerning color, and texture, young children at ages four or five seem to be able to deal with them more readily than with similarities in shape and size.

The following two statements from nationally prominent people sum it up quite well:

"Now I don't deny, in this world of confusion and frustration, the need for special facilities for the elderly. But I'm emotionally and practically, if you will, very much opposed to segregation of the elderly. I think we have to go back to a happier state of humanity when everything was integrated—work, religion, various age groups (the grandparents with the grandchildren), and you had everything that makes life worth living all together....."

-Wolf Von Eckhardt

Intergenerational studies by psychologists and sociologists in the past have been concerned mainly with parent-child relationships. Very little has been done concerning grandparent-grandchild interaction. There is no clear idea how children respond to the needs, demands or support of the elderly generation. However, it is generally accepted that the two age groups do have influence upon one another.

Children are initially dependent upon their parents for gratification of their needs. There comes a time in the social development of children when necessarily gratifications come from an "outsider". It seems natural that these needs could be met by the senior citizen who has the accrued years of wisdom and the time necessary to devote for such a purpose.

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"The way this country is set up at present, it isn't fit to live in for anybody except couples. The couples then are overburdened with their isolated responsibilities for themselves and their children. So, I think its parents with young children who need both young people and old people as part of the whole show. They need the young people to play ball with the children and teach them astronomy, or what not; and they need the old people to give them a sense of life, to be eyes and ears on the playground, to be centers of information in a group....."

-Margaret Mead

Our social attitudes about aging begin at a very early age. Studies carried out by such institutions as the Age Center of New England and Columbia University indicate that by age 3 or 4 children begin forming life concepts. By age 6, most children have developed negative attitudes concerning the elderly. These attitudes are carried throughout life. It seems evident then, that the crucial period for developing a positive image towards aging is early in life when social values and aspirations are being formed.

So, socially and psychologically it seems there is valid enough reason to provide facilities that promote intergenerational contact.

An interesting study done by Kogan and Shelton compared old and young ideas concerning "old people". A sentence

Almost one-half of both groups mentioned "Undervalued, neglected".

completion procedure was used with the age range of the elderly between 50 and 92 and the young sample being college age students. Out of a field of 20 questions, 8 offered some important considerations:

1. In general, old people need.....

The younger group more frequently mentioned "assistance" as a major need. Both age groups cited "positive response from others" (ie. love, companionship) as the primary need.

2. One of the greatest fears of many old people is.....

The younger considered "death or dying" as the dominant fear; the older group more often mentioned "lack of money" and financial insecurity." The older males stressed "dependence" as a great fear of "old people".

3. Old people tend to resent.....

The young group mentioned "younger people" and the old group most often mentioned "rejection, lack of concern and being patronized".

4. In our society, grandparents often are.....

Almost one-half of both groups mentioned "Undervalued, neglected".

5. For the old man, work is often.. ..

The majority of both groups mentioned "psychological importance, value, pleasantness of work".

6. The thing I like best about old people.....

The majority of answers from both groups related to "intelligence, wisdom and associated cognitive qualities".

7. One of the greatest pleasures of old people is.....

The older group cited "companionship and love" and the younger group most often mentioned "Interest in family".

8. Most old people's lives are.....

The majority of both groups gave negative answers such as "lack stimulation, happiness".

Of the 20 items asked, there was a considerable degree of concurrence in the beliefs held by the two groups. This tends to concretize the fact that "old age" is a social problem with its roots in the very young.

Elderly people and young children are often faced with physical barriers in our environment that represent monumental obstacles. A simple revolving door may be easy for us

to go through but the very old and very young just may not have the physical strength necessary to make it operate as it should. Commonality exists in many instances where young and old are involved. Design sensitivity can be applied for mutual benefit in such instances as hand rails, stairways, window heights, fixture placement, access, color, and materials to mention a few.

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Relational Concepts

Statement: Elderly people are often forced into a lifestyle that promotes isolation, dependency, and loneliness.

Consideration: Provide alternatives in such a way that the elderly will function as an integral part of community life.

Statement: Elderly people are conditioned to a life with work as the major time consumer.

Consideration: Provide educational training and offer opportunity in leisure time pursuits so that they can better utilize increased free time.

Statement: Through loss of role status, elderly people often lose self-image and develop a low self esteem.

Consideration: Provide meaningful activities which can lead to the dignity and value deserved by individuals who have worked all their lives for that privilege.

Statement: Elderly people often look forward to retirement age with anxiety and apprehension, usually due to social conditioning throughout life.

Consideration: Promote awareness of the capabilities of elderly people, through intergenerational contact, beginning at the early stages of development and learning.

Statement: Preschool age children are at an age when developing social skills are transitioning from concepts of self to an awareness of others feelings, actions and knowledge.

Consideration: Provide increased opportunity for casual and informal contact outside family and peer group relationships.

Statement: Preschool children are dependent upon adults for the performance of many tasks because of the size and ability.

Consideration: Provide that assistance in the form of capable, willing senior citizens.

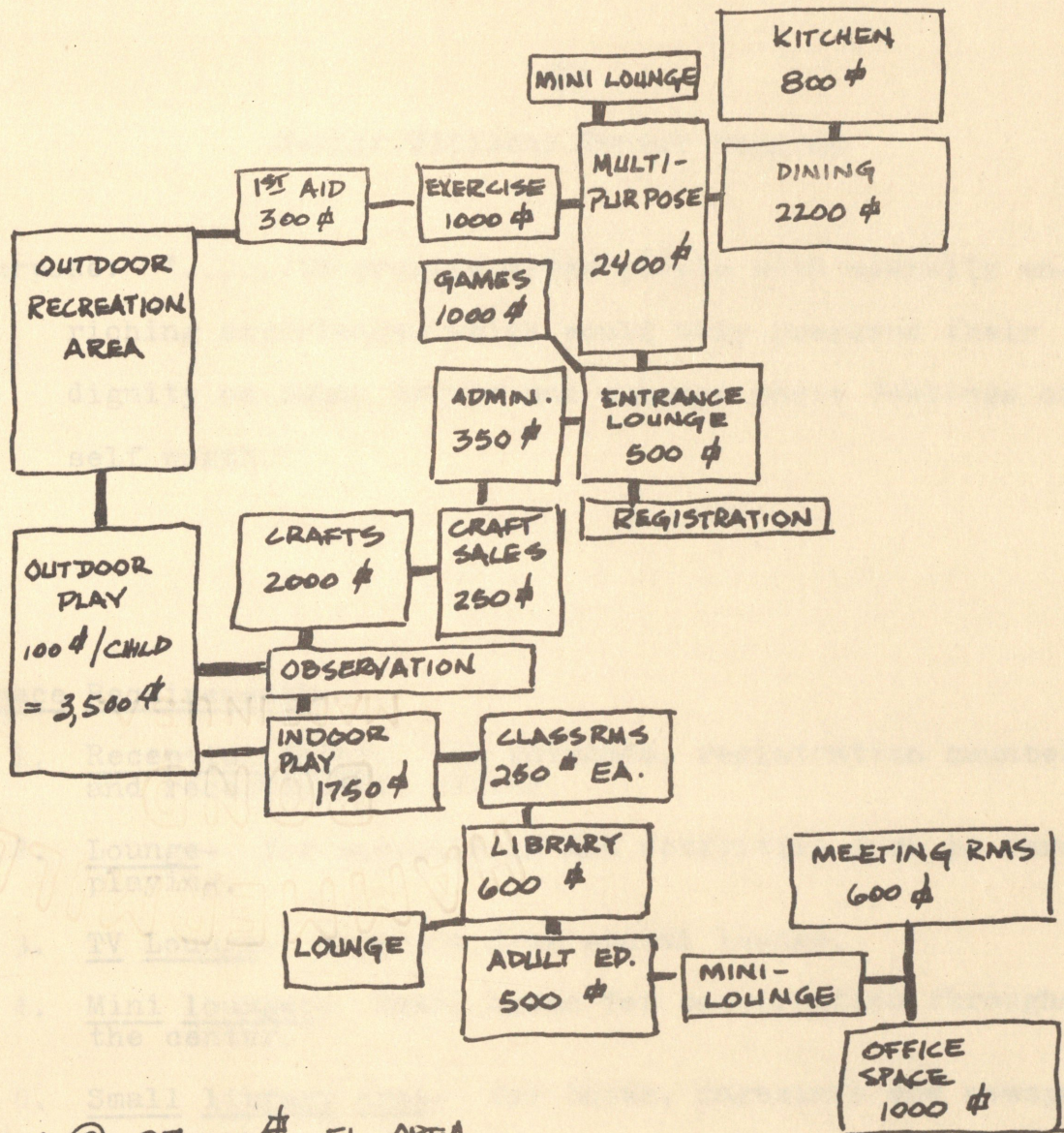
Statement: Young children are curious and full of unanswered questions about things happening around them.

Consideration: Draw upon the patience and wisdom of older people, that which they have spent a lifetime accumulating.

Statement: Children by nature are noisy and active. The elderly often prefer a calm, quiet atmosphere.

Consideration: Offer areas throughout the center that will provide a peaceful atmosphere for those seeking it.

These concepts can be fulfilled through a supportive combination of the actual physical facility itself and coordinated planning and programming by the staff members in charge. The elderly members of the community will want to become involved in varying degrees, and some not at all. The facility and program of activities then must continually offer alternatives which may extend from informal contact (mere observation between age groups) to highly structured activities such as eating and playing together. A solution as I see it would be well published time tables listing the occurrence of scheduled events. For instance, preschool children may be eating in the dining room with foster grandparents on a given day at a given hour. Additional time or space may be set aside during that same meal for those not wishing to participate. The same would hold true for activities involving the library, arts and crafts, and multipurpose room activities, thus encouraging individuals to participate where otherwise they might not.



TOTAL: @ 27,000 \$ FL. AREA

- PARKING 60 CARS = @ 279 \$ EA = 16,740 \$
- AVAIL \$ ON SITE = 78,408 \$

Programming

Senior Citizens Center Program

Purpose: ".....to provide older people with socially enriching experiences which would help preserve their dignity as human beings and enhance their feelings of self worth."

Space Requirements:

1. Reception Lobby- for entrance, registration counter and receptionists office.
2. Lounge- for socializing and activities such as card playing.
3. TV Lounge- separate from social lounge.
4. Mini lounges- Small areas for conversation throughout the center.
5. Small library area- for books, magazines and newspapers.
6. Pool table room
7. Dining room- to seat up to 400.
8. Multipurpose room- dancing, programs, films.
 - Stage with backstage support space.
 - projection room
 - Storage for extra chairs and equipment.
9. Snack bar or area.
10. Arts and crafts

Day Care Center Program

11. Administration-

- Office space for director, assistant director, receptionist-bookkeeper.
- Storage space- files, supplies, equipment.

12. Storage- for outdoor recreation equipment. ie.- horse-shoes, croquet, badminton.13. Restrooms14. Sauna and physical conditioning spaces-15. Retail Space- for sale of arts and crafts items

located in or near the neighborhoods where children needing them live"

Department of Public Welfare

Playroom equipment- shall be arranged so that children can move about easily and safely, and use it to the best advantage.

Furnishings- should be appropriate to the age, size and activities of the children in the group.

Playground equipment- space for running, apparatus for climbing, supplies for building.

Child-staff ratio- There shall be at least two staff members available at all times. If the group exceeds twenty children there shall be an additional staff member for each unit of children numbering up to ten. Children shall be grouped in a way that allows for differences

Day Care Center Program

"A Day Care Center shall mean any day care facility that receives seven or more children for care for five or more hours of the day for five or more consecutive weeks."

Department of Public Welfare

"In so far as possible day care facilities should be located in or near the neighborhoods where children needing them live".

Department of Public Welfare

Playroom equipment- shall be arranged so that children can move about easily and safely, and use it to the best advantage.

Furnishings- should be appropriate to the age, size and activities of the children in the group.

Playground equipment- space for running, apparatus for climbing, supplies for building.

Child-staff ratio- There shall be at least two staff members available at all times. If the group exceeds twenty children there shall be an additional staff member for each unit of children numbering up to ten. Children shall be grouped in a way that allows for differences

between younger and older children in interests, attention span, and capacity to sit still. Occasionally, younger and older children should be together for constructive activity and play. Each group should have a full-time teacher and an assistant.

Department of Public Welfare

Basic Physical Facilities:

1. Indoor area for play- 35 square feet minimum per child.
2. Isolation room- necessary to isolate children who are suspected of having a communicable disease.
3. Bathroom facilities
4. Outdoor play area- at least 100 square feet of usable play space per child.
5. Shelving- for play materials.
6. Adequate storage space- for cots for napping, extra clothing and for replacement supplies and materials.
7. Individual space- each child shall be provided with individual space for outer garments, extra clothing and materials.
8. Classrooms for different age groups.
9. Shared work and play space.
10. Office space- work area for teacher-senior citizen.

Relational Spaces

Spaces to consider as joint functions

Classroom for adult education program for day and evening use.

Reception area for materials, library books, items from the

Resource Equipment Library.

Kitchen facilities

Observation area

Meeting rooms

Janitorial, mechanical and storage spaces.

Offices spaces for other agencies.

1st Aid Room

Entrance and lobby

Site Considerations

1. Since the Senior Citizen's Center is a non-profit organization funded by public money, initial costs can be lessened by utilizing land that has been zoned for Public Lands and Institutions.
2. The size of the site must allow for parking and outdoor recreational areas as well as the building itself.
3. Highest concentrations of the elderly living in Bozeman occur in the Central Business District and the Northeast Sector (bounded by North Grand Avenue on the West, Main Street on the South, and City limit designations North and East.)
4. Distances that elderly people choose to walk become critical when that distance exceeds one quarter mile. Darlington Manor, which has 100 elderly residents, is two blocks from N. Grand Ave.
5. Facilities of most concern to the elderly are convenience of churches, shopping centers, and parks.

INTERVIEW

6. Daycare centers should be located in or near the neighborhoods where children needing them live. Nine of the ten day care centers in operation are located South of Main Street.

7. Due to lessening physical characteristics of the elderly and the uncautious nature of children, the facility should be located in an area of low traffic density, preferably in a residential or semi-residential area.

8. Access to the facility should be convenient for everyone involved. This definitely excludes a rural location.

9. The site should have good southern exposure for playground areas and application of solar energy alternatives.

INTERVIEW

(29 July, 1977)

Bonnie Hofland- Community Coordinated Child Care (4C's),
505 W. Aspen Phone: 587-7786

There are presently ten Child Care facilities within Bozeman and MSU is planning to open another one in September at #10 Yellowstone Court. Present capacity for those in operation is 316 children and the principals of local schools estimate there are approximately 1000 children in Bozeman aged three to six. Three of the ten operate on a full year basis and the rest are closed during the summer months. Child-staff ratio ranges from 5:1 to the maximum allowed by Montana standards of 10:1. The ages of children being cared for range from eighteen months to twelve years. All of the facilities are located south of Main Street with the exception of the Bozeman Nursery School which is located at Beale Park.

The 4C's is a non-profit corporation organized to work with all child care services and has a Resource Equipment Library available for use by the different facilities. Toys, books, educational equipment, and audio-visual aids are on hand for use on a limited time basis.

Mrs. Hofland supplied reference materials such as the State of Montana Licensing Standards, equipment catalogs,

a checklist and criteria for play equipment, and a list of child care services and characteristics of the Bozeman area.

Mrs. Pat Moore - Director - Senior Social Center
37 W. Main St. Phone: 586-2421

INTERVIEW

Membership in the (1 August, 1977) center is currently at

Doug Rand - Architect for the new Senior Center. to help

alleviate some of the costs involved in running the center.

The At present, funds for the new building are the \$400,000 bond issue approved by the voters of Gallatin County and \$25,000 from the county for kitchen equipment. Additional monies and the possibility of another \$25,000 (county) places the building fund at about \$500,000. The architect's programming is on an economical basis; that is, providing what he can for the money involved. He is planning in the area of 10,000 square feet with possibility for expansion if and when other funds may be made available. Plans should be ready to let for bids sometime in October.

North Tracy is completed, they expect to receive some financial assistance from the City. Pat Moore is trying to get Federal support and has been searching out foundation grant money for such things as an outdoor barbeque and patio, physical therapy equipment, office and kitchen equipment,

INTERVIEW

(1 August, 1977)

Mrs. Pat Moore- Director- Senior Social Center
37 W. Main St. Phone: 586-2421

Membership in the Senior Social Center is currently at 525 persons. Members pay an annual fee of \$5.00 to help alleviate some of the costs involved in running the center. The administration feels membership would be higher but inadequate facilities and metered parking prevent many people from participating.

The administration tasks are handled by Mrs. Moore and an Assistant Director who is paid by the Federal Government. The Center was started with Federal funds but is now a private, non-profit organization. In the past, Gallatin County paid \$5,000 per year to the Center for operating costs. This year they received \$7,500 and Mrs. Moore expects that much or more in the future. Once the new center at Tamarack and North Tracy is completed, they expect to receive some financial assistance from the City. Pat Moore is trying to get Federal support and has been searching out foundation grant money for such things as an outdoor barbeque and patio, physical therapy equipment, office and kitchen equipment,

garage, mini bus, and intercom system for the new center.

The meal-on-wheels program which provides a hot, nutritional noon meal at a minimum cost now serves 25 people. It has had some difficulty in the past due to a lack of adequate facilities for food preparation and is now operating from the basement of the Presbyterian Church. Hopefully, this could be incorporated with a noon meal program at the new Center projected to serve about 200 people daily.

Some present attendance figures for certain activities are:

Potluck supper-----	150
Dances -----	50
Holiday and Special programs--	250

Activity program projections from Mrs. Moore are:

<u>Room</u>	<u>Activity and Use</u>
LOUNGE	Reading, visiting, relaxing, waiting for bus trips-----daily
TV LOUNGE	TV viewing-----daily
POOL TABLE ROOM	Pool-----daily
CARD & GAME ROOM	Daily card playing Duplicate bridge----weekly Party bridge----daily

DINING ROOM

Noon meals program-----daily
Pot-luck -----2 monthly
Coffee hour-----daily
Pancake suppers -----monthly
Nutrition programs----as scheduled
Other groups----as requested

MULTI-PURPOSE ROOM

Dancing----weekly
Membership meetings--monthly
Film and slide showing--weekly
Exercising--weekly
Bingo---possibly weekly
Card parties--weekly
Special programs----as scheduled
Other organized senior groups----
as requested

MEETING ROOMS

Committee meetings-----as scheduled
Board meetings-----monthly
Study and discussion groups--
as scheduled
Blood pressure, hearing and other
health activities--as scheduled
Other organized senior groups-----
as requested

ARTS AND CRAFTS ROOM

Quilting-----daily
Other craft projects--as scheduled
Craft instruction-----as scheduled
Learning groups-----as requested

SAUNA AND EXERCISE ROOM

Physical fitness program--daily

OUTDOOR RECREATION

Daily--weather permitting

ORGANIZED GROUPS ANTICIPATED TO SHARE CENTER FACILITIES

1. Lifetime Learning
2. American Association of Retired Persons
3. National Association of Retired Federal Employees
4. Gallatin County Senior Citizens Club
5. Big Sky Retired Teachers
6. Retired Senior Volunteer Program
7. Gallatin County Council on Aging

INTERVIEW

(8 August, 1977)

Cort Freeman- City Planning Office, Bozeman, Montana.

A demographic study under the coordination of Paul Bolton, City Planning Director, revealed that the highest concentration of the elderly population in Bozeman is in the northeast sector.

In 1970, there were 1,496 residents over the age of 65 living in Bozeman, comprizing approximately 58% of the total for the county. The annual growth rate factor for Bozeman is a 3.3% increase yearly. An immigration factor of 1%/year was recorded for those over 65 from 1960 to 1970. Thus, utilizing these factors, an estimated population for 1977 would be approximately 2,000 people over 65 presently living in Bozeman.

Site selection for the new Senior Citizen's Center resulted from an investigation and analysis of available public lands in Bozeman. The site at Tamarack and N. Tracy was considered an excellent location and was chosen for the center. Existing American Legion Housing on the Southeast corner of the block is to be replaced with a city park.

Other individuals contacted in pursuit of research information:

Dr. Howard Busching- Family Life Dept. of Home Economics, MSU.

George Galinken- Sociology Dept. MSU.

Mr. Bellon- Director, Human Resources and Development Council.

Ken Baldwin- Retired Senior Volunteer Program (RSVP)

Sandy Gilbert- Director- Methodist Preschool Nursery.

Vesta Anderson- Dept. of Home Economics, MSU.

Mr. Goble- Hillcrest Retirement Home.

Craig Druckenmiller- Pooh Corner Daycare Center.

Darlington Manor Administrator- 606N. 5th Ave.

Senior Center Design

Due to the limitations imposed by the aging process, it is evident that the elderly have special needs which must be met in order for a facility to provide a beneficial environment for the users. It should incorporate aids and conveniences which will enhance its use, yet should not be overdone to the extent that feelings of competence and personal independence are lost. For the elderly, the facility should be designed in such a manner as to provide opportunity for individual choice, promote social interaction, stimulate participation and encourage community involvement.

For the facility to accomplish these ends, physical features of the building must support optimum functioning of older people. The circulation and spacial arrangement of the building must be straight forward and as simple as possible to compensate for confusion resulting from forgetfulness, memory loss, or disorientation.

Elderly people experience diverse temperature preferences and therefore each room should have its own temperature control. A desirable heating system would be a multi-zoned, central heating set up with distribution into the individual spaces.

Levels of illumination should also be at the discretion

of the user and can be varied through the use of floor and table lamps, with additional lighting where reading or handiwork might occur. Visual access should be provided between activity areas as an aid to orientation and also as a tool to stimulate participation. Corridors should be short and wide and rooms need to be well identified by plaques with raised or indented letters to aid vision impairments. Handicap considerations should be taken into account throughout the building design.

Overall, the building should provide a safe environment with features that are easy to use, keeping in mind that elderly people as a group experience a great diversity in health, personality, mental ability and competence as compared to other segments of society. Senior Center Facilities, an architect's evaluation by Joe J. Jordan is an excellent source book and provides specific information concerning design where elderly people are concerned.

Two aspects revealed by initial research became important considerations concerning the design of the building. Nutrition and exercise are valuable keys to improving the quality of life for elderly people. The facility then needs to exploit these two factors as fully as possible by providing services and opportunities for involvement by the members.

The nutritional factor begins with a well planned kitchen that can provide meals to meet the dietary needs of the elderly. It should be staffed by a qualified dietician and trained volunteers and employees. The program needs to provide at least one nutritional meal per day (at noon), but could be expanded to include breakfasts or between meal snacks.

Support functions:

1. Dining area - A separate space should be provided which promotes an environment conducive to leisurely dining with a pleasant atmosphere. Also, utilizing a separate space for daily meals eliminates the chore of moving tables and chairs when room is necessary for other activities. The multipurpose room needs to be readily accessible when additional dining area is needed for overflow or when large banquets or parties are planned. Seating should include tables of various sizes which offer a choice from intimate meals for two to group settings for several. Round tables which seat seven or more seem to encourage social interaction. Service aisles need to be wide enough to accomodate wheelchairs and provide convenience for the users.

2. Meals-on-wheels- This program is invaluable from a nutritional standpoint in that it reaches individuals who are necessarily confined or incapacitated. Transportation housed near the central kitchen will facilitate the provision of hot meals for participants and can be utilized at other times for transporting members to and from the center.

3. Serving Line- Regardless of how efficient a kitchen crew may be, there will be times when diners will have to wait for meals. Provision must be made for a serving line which will not interfere with other activities. Chairs placed along the waiting area can alleviate the inconvenience and provide relief from long periods of standing.

4. Snack areas- Vending machines throughout the facility can offer more than the usual candies and soft drinks. Things like Ice cream, yogurt, fruits and juices should be made available.

5. Nutritional education- Classrooms can be utilized to inform members as to what constitutes a proper diet and how to prepare it. A kitchenette near the classroom area would be beneficial and could be used at other times for coffee and snacks during meetings or classes.

To promote improvement of bodily functions through physical conditioning a variety of opportunities need to be offered. The multi-purpose room can be utilized for group exercising classes, hopefully during times when other members can observe and perhaps develop an interest. An exercise room with stationary equipment encourages individual programs and reaches those who dislike the group exercise approach. The University and the City also offer some excellent facilities for things such as swimming and tennis and regularly scheduled excursions could take advantage of those opportunities.

However, there are some members who would not want to participate in the mentioned activities or programs. It seems logical then that the center itself could encourage physical activity in an informal manner. Studies at existing centers and elderly facilities indicate that stairs are well utilized if long flights are avoided. A second level then seems desirable if landings or rest areas are placed somewhere along the route. An elevator can provide vertical transportation for those incapable of negotiating stairs.

Since walking is an excellent exercise for elderly people, convenient paths and walkways can encourage pedestrian traffic throughout the site and adjoining areas. Also, an outdoor activity area should be made available for games such as horseshoes, badminton, and croquet.

Child Day Care Center Design

As evidenced by state regulations and requirements, day care centers in the past have been oriented toward a "care-taking" or babysitting attitude. Present trends are more toward an educational or enrichment approach and thus state standards will eventually undergo changes to upgrade the quality of day care programs. Montana presently requires thirty-five square feet of classroom space per child with an adult-child ratio of one to ten. Most educational or enrichment programs suggest forty-five or fifty square feet per child and ratios of one to five-one to eight for three year olds and one to eight-one to ten for four and five year olds.

The physical setting should offer a means for variety in learning experiences with room for large and small muscle activity. The center needs its own bathroom and water source as well as areas for eating, resting and napping. Other

Since children often play on the floor, little furniture is needed except for storage plus tables and chairs for manipulative play (puzzles and games), eating and reading. It should be easy for the children to handle themselves and appropriately sized for their convenience. Desks and tables are also needed in the teacher and volunteer work area for preparation of programs and record keeping. Modular storage

cabinets and shelves can be used to section off areas of activities, keeping in mind lines of sight for supervisory control. A place near the entry is necessary for each child to keep personal belongings.

An open plan offers the greatest amount of flexibility and a more informal atmosphere. Platforms and sunken areas aid in large muscle development and introduce different levels for activity. Sufficient classroom space should be available for mixed age groups since some activities are geared to specific developmental stages. Napping can be provided for with individual pads placed on the floor.

Educational programs are generally broken down into five basic activities. These include areas for housekeeping, block play, library, art, and puzzle and table games. These activities provide the physical, social, emotional and mental exercises necessary for adequate growth and development. Other activities or areas can be added and removed to aid interest and variety, but the basic five should always be present.

A waterproof surface is necessary that can be used for painting, water play and sand play. It should be located near a water source to facilitate cleaning and to prevent "accidents" in areas where dampness should be avoided.

The library area is considered a quiet zone and should

be located away from block play which can be noisy and quite active. Listening stations can be established utilizing recorders with ear phones attached.

Scale relationships within the center are an important consideration. Ceiling height is recommended at ten to eleven feet. A low ceiling distorts a child's perception and can make adults appear larger than they really are. High ceilings become remote and do not contribute to the feeling of a secure enclosure that children are accustomed to in a living environment. Windows must be low enough for even the smallest child to see out, yet high enough to offer a view for adults. They should not be so large as to overpower tiny viewers. There should be spaces within the center that provide private retreats when a child seeks solitude. A four foot high enclosure with one side open provides a satisfactory environment.

An outdoor play area is essential in any well-rounded day care program. The State of Montana licensing regulation requires a minimum of one hundred square feet of outdoor play area for each child involved. It should be easily accessible from the day care facility with provisions for equipment storage and definable limits. A sheltered area is desirable for days of inclement weather.

Equipment need not be expensive and should offer a variety

of different uses. Children like to build, dismantle, and rebuild so simple materials such as wood, hollow blocks, spools, old tires, barrels and boxes serve adequately well. Climbing equipment can be made in several movable sections to allow change that children can experiment with. Permanent structures such as a house form should be easily adaptable with ramps, small ladders, platforms and level changes to meet a child's changing purposes. A large mound or hill adds variety for climbing, running and sliding.

Sand, water and dirt, as well as grassy areas should be available. Textural changes add interest and some places need hard coverings such as asphalt, concrete or brick for ball playing and wheeled toys.

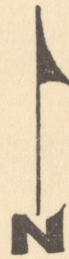
Programming

Once having formulated design parameters for the elderly and the preschool children, a need existed for organizing the various activity spaces into a beneficial environment for both groups. The programming technique utilized for this purpose was adopted from a process developed by design teams involved with the Dorothea Dix Mental Hospital at Raleigh N.C. It is a systematic approach which proved beneficial in efficiently relating a great deal of information. However, it is important to keep in mind that it is merely a guide and can accomodate compromise when justified.

SITE ANALYSIS

The first step involved dividing the site into zones for easier analysis and study. Each zone was then examined using factors such as access, pedestrian and vehicular traffic, view, shade, and noise. The results are later used in an adjacency graph which effectively ties the facility to the site. Desirable or undesirable characteristics in a site zone influence which activities would best be suited in that location.

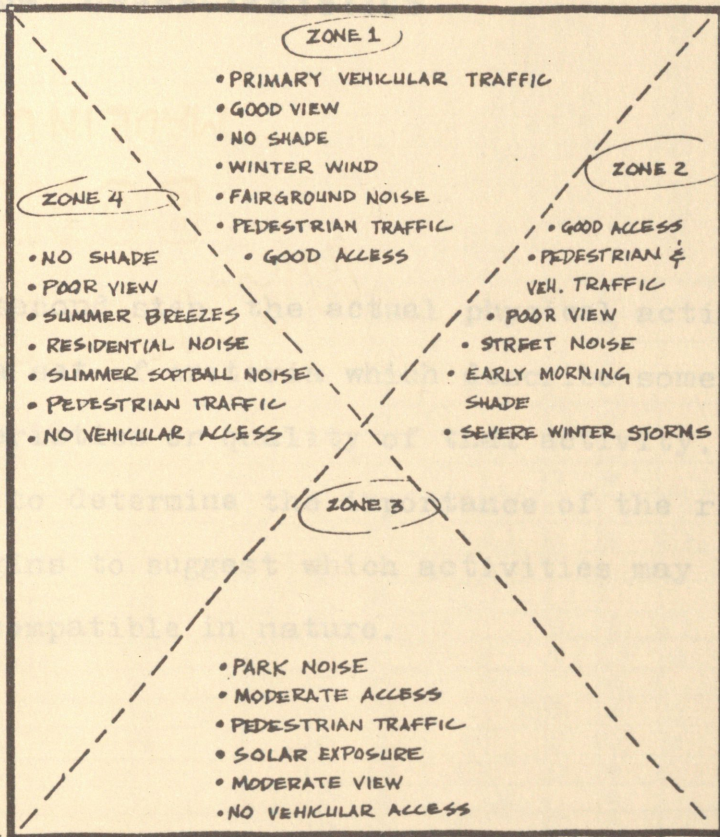
SITE ANALYSIS



WEST TAMARACK ST.

PROPOSED HOUSING
DEVELOPMENT

RESIDENTIAL
AREA



N. TRACY AVE.

SOFTBALL
FIELD

PROPOSED CITY PARK

FUNCTION CHARACTERISTICS

ilar or compatible in nature.

FUNCTION CHARACTERISTICS

	ACTIVE	INACTIVE	FIXED A	ADAPTABLE	HI SOCIAL INTERACTION	LOW SOCIAL INTERACTION	HI CIRCULATION	LOW CIRCULATION	ACCESSIBLE	INACCESSIBLE	NOISY	QUIET	PLEASANT ODORS	UNPLEASANT ODORS	HI ACOUSTIC CONTROL	LOW ACOUSTIC CONTROL	VIEW	TRASH PRODUCTION	HEAT PRODUCTION	HI VISIBILITY	LOW VISIBILITY	CONTINUAL LIGHT	VARIABLE LIGHT	CONTROL
ENTER / EXIT	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○			○	○	○	○	○
REGISTRATION	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○			○	○	○	○	○
CRAFT SALES	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○			○	○	○	○	○
LOUNGE	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○			○	○	○	○	○
ENTRANCE LOUNGE	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○			○	○	○	○	○
MINI LOUNGE	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○			○	○	○	○	○
GAMES	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○			○	○	○	○	○
DINING	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
KITCHEN	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
MULTI-PURPOSE	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○		○	○	○	○	○	○
MEETING ROOMS	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○		○	○	○	○	○	○
ARTS & CRAFTS	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
ADMINISTRATION	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
OUTDOOR REC.	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
REST ROOMS	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
OFFICE SPACE	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
1ST AID ROOM	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
EXERCISE	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
LIBRARY	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
ADULT EDUCATION	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
OBSERVATION AREA	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
INDOOR PLAY	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
OUTDOOR PLAY	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
CLASS ROOMS	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○

VALUE SCALE

- VERY IMPORTANT
- MEDIUM IMPORTANCE
- NOT IMPORTANT

RATING SCALE

ADJACENCY MATRIX & GRAPH

The third step is an adjacency graph. The matrix evaluates each activity in relation with every other activity, to include the site zones previously established. A value system from zero to five weighs the importance of each relationship and provides information indicating which activities have strong connections and which activities need to be isolated from one another. From this matrix an adjacency graph was developed to physically connect activities with straight lines. When conflicts arose, the most important connections were completed so that confusion would not arise by crossing lines.

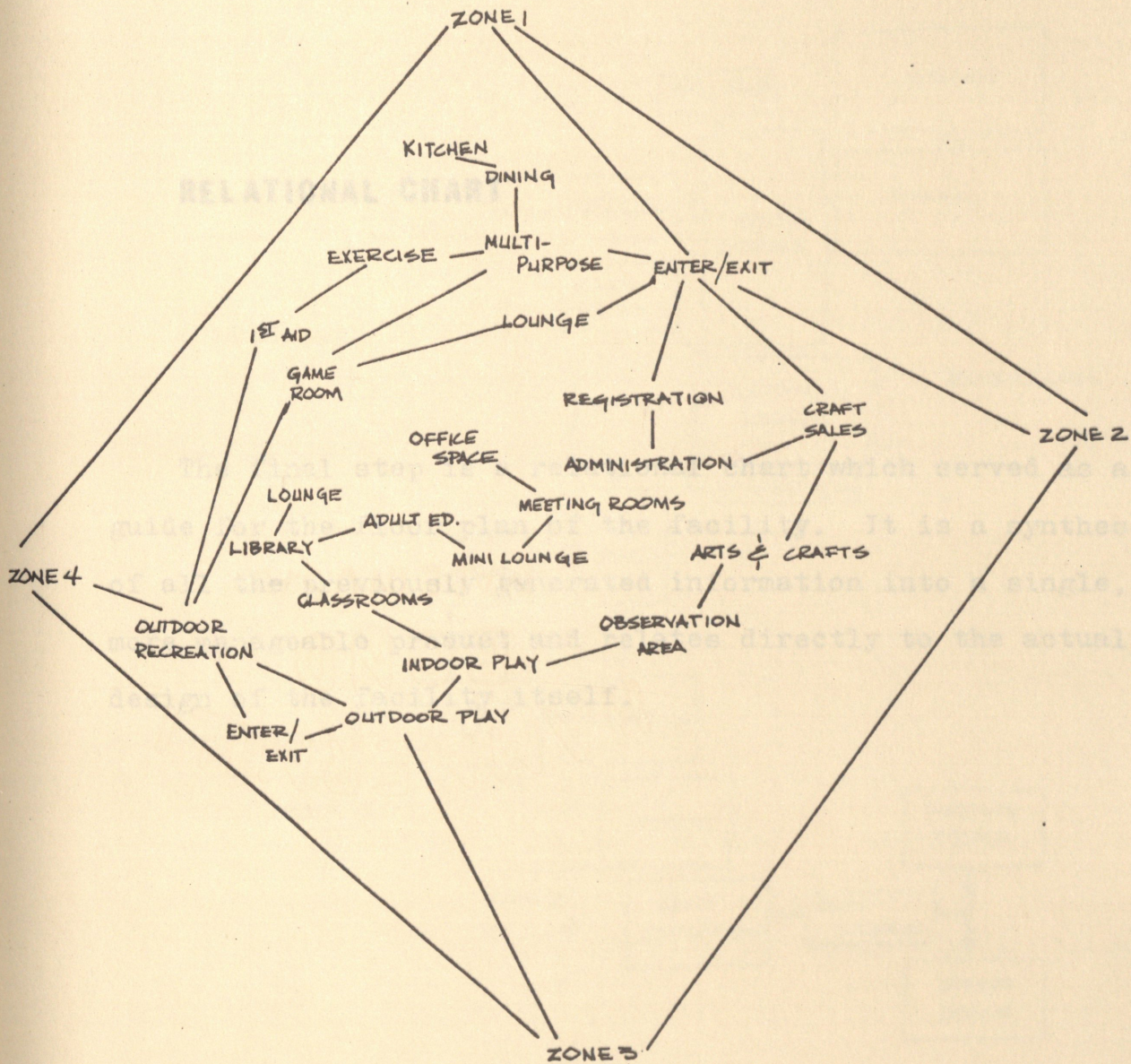
ADJACENCY CONSIDERATIONS

RATING SCALE

- 0 ADJACENCY NOT DESIRED
- 1 ADJACENCY DESIRABLE
- 2 ADJACENCY DESIRABLE FOR ACCESS
- 3 ADJACENCY COMPLIMENTARY
- 4 ADJACENCY NECESSARY
- 5 ADJACENCY CANNOT BE ALTERED

[illegible]

ADJACENCY GRAPH.



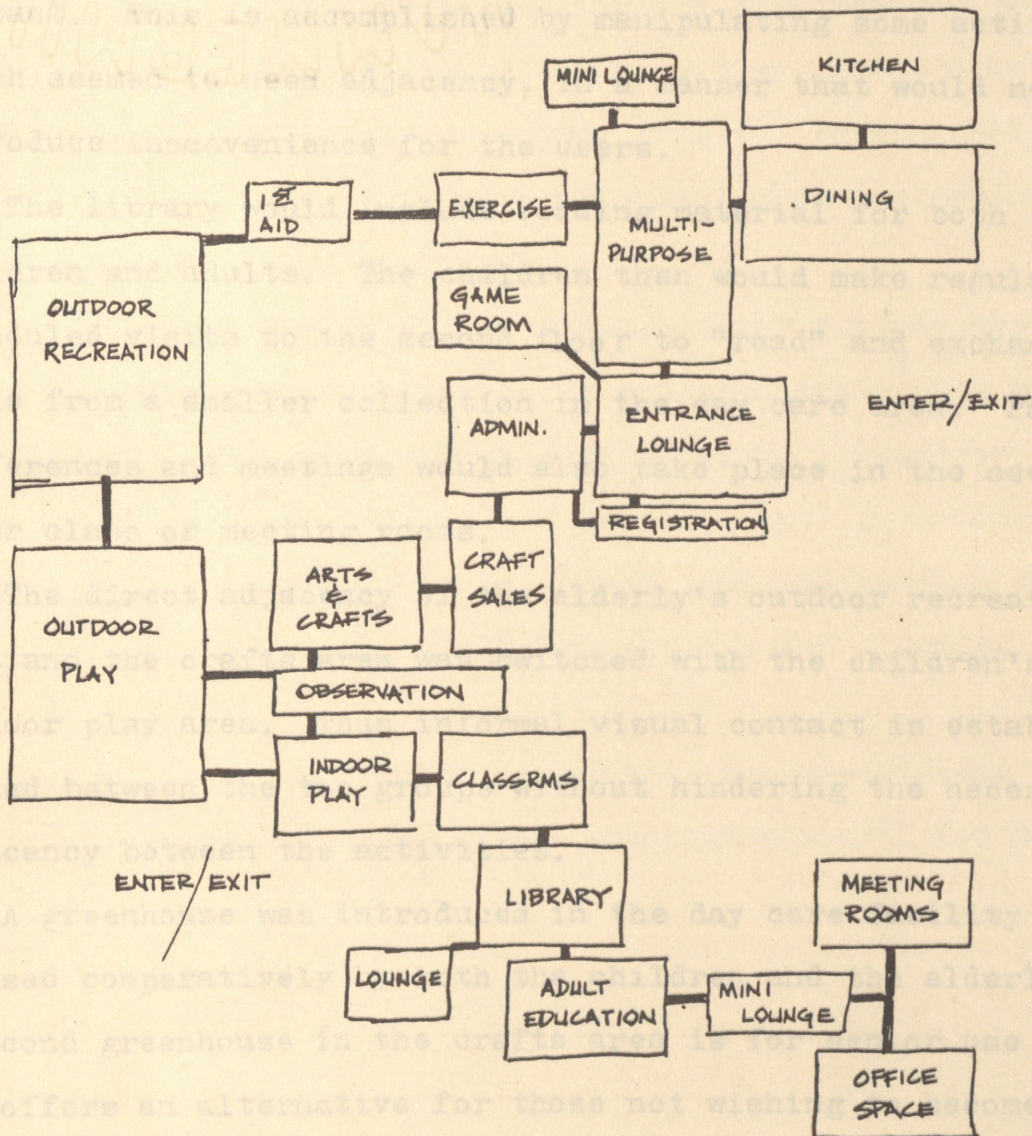
RELATIONAL CHART

57

RELATIONAL CHART

The final step is a relational chart which served as a guide for the floor plan of the facility. It is a synthesis of all the previously generated information into a single, more manageable product and relates directly to the actual design of the facility itself.

RELATIONAL CHART



Once having completed the previous exercise, it was still necessary to develop more opportunities for intergenerational contact. This is accomplished by manipulating some activities which seemed to need adjacency, in a manner that would not introduce inconvenience for the users.

The library would include reading material for both children and adults. The children then would make regularly scheduled visits to the second floor to "read" and exchange books from a smaller collection in the day care area. Parent conferences and meetings would also take place in the second floor class or meeting rooms.

The direct adjacency of the elderly's outdoor recreation area and the crafts area was switched with the children's outdoor play area. Thus informal visual contact is established between the two groups without hindering the necessary adjacency between the activities.

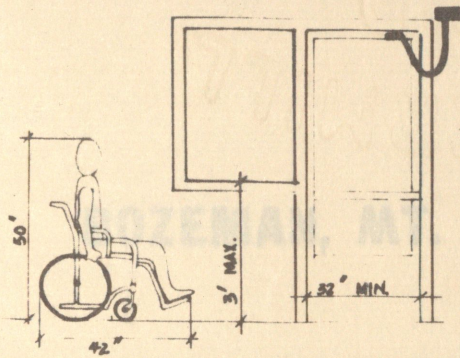
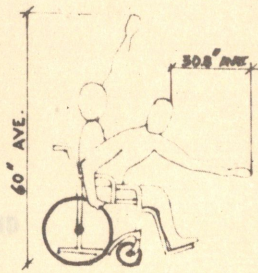
A greenhouse was introduced in the day care facility to be used cooperatively by both the children and the elderly. A second greenhouse in the crafts area is for senior use only and offers an alternative for those not wishing to become involved.

Other areas where contact can occur are the central lounge area serving both groups, the kitchen facility,

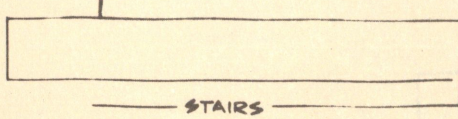
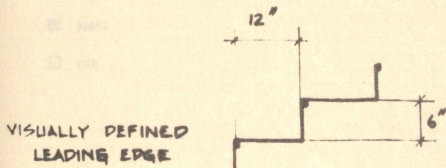
multi-purpose room programs and activities, and the observation area. The crafts room offers an excellent opportunity for involvement. Demonstrations for the children can be arranged with willing senior citizens either in the arts and crafts area or in the day care area itself. Those involved with arts and crafts could also help design and maintain day care equipment and furnishings.

As volunteers or teacher's aides, senior citizen members could contribute on a part-time or rotating basis with minimum training through an educational program. Volunteer jobs needing attention include record keeping, typing, caring for early arrivals, transportation to and from the center, delivering supplies and materials, paying bills and cleaning up to mention a few.

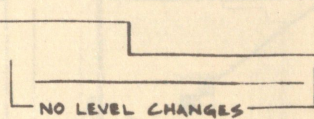
The design of the building provides the environment and offers ample opportunity for intergenerational contact.



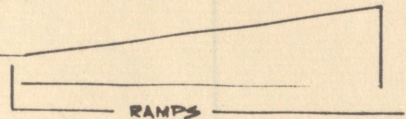
HANDRAILS



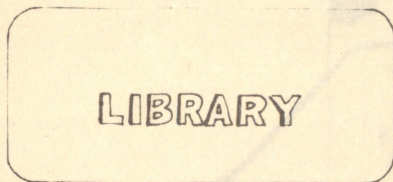
STAIRS



NO LEVEL CHANGES

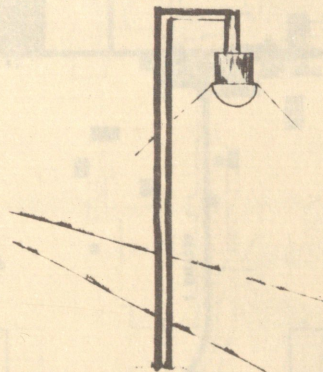


RAMPS

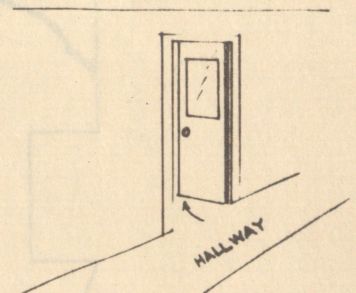


LIBRARY

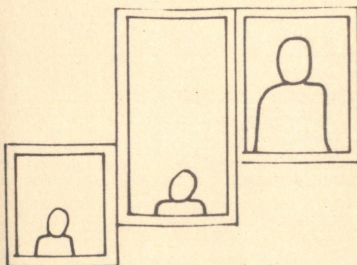
SIGNS WITH INDENTED/RAISED LETTERS



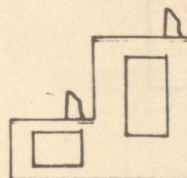
OUTDOOR LIGHTING



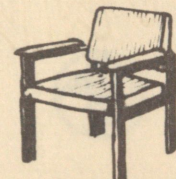
DOOR SWING



WINDOW HEIGHTS



EQUIPMENT



FURNISHINGS

SITE MAP

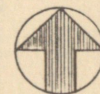
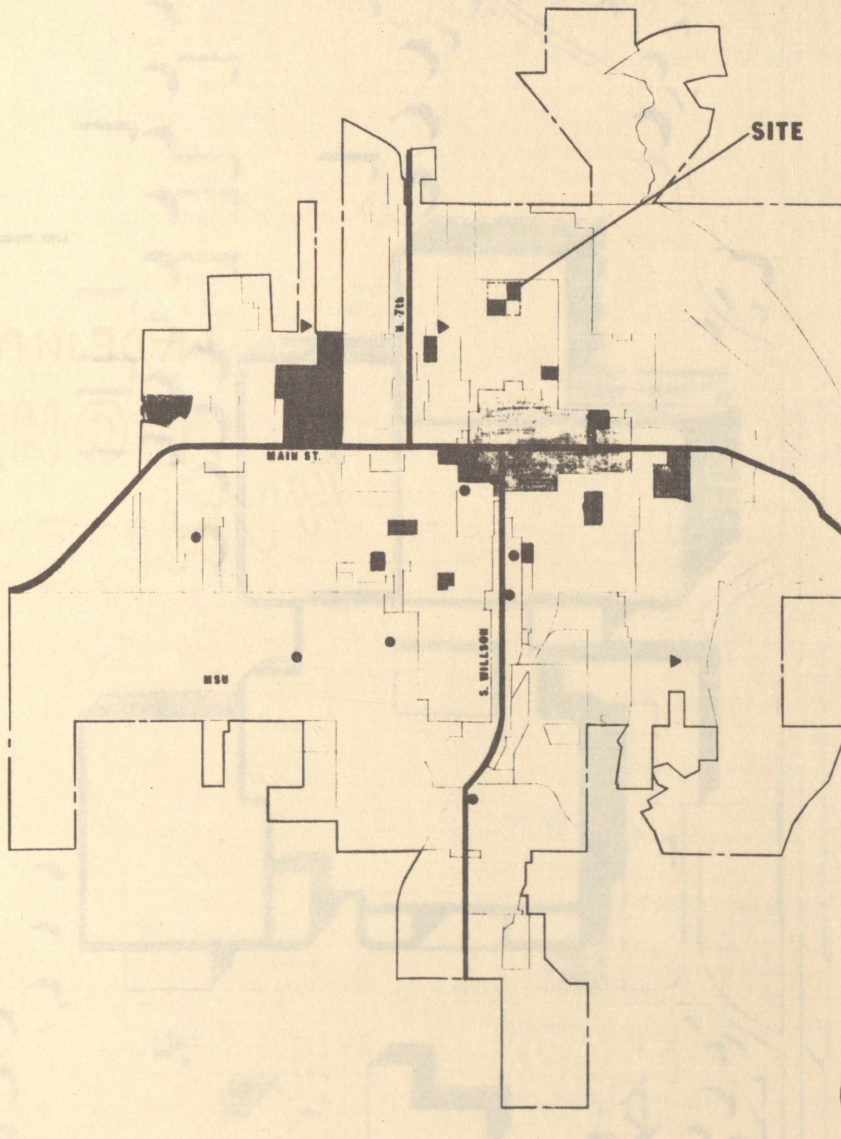
DESIGN



BOZEMAN, MT.

LEGEND

- CHILD CARE CENTERS
- ▶ ELDERLY LIVING FACILITIES
- SCHOOLS
- PARKS
- CBD



1 SITE MAP

0 300'



LEGEND

EXISTING

- A. EXISTING HIGHWAY
- B. EXISTING ROADWAY
- C. EXISTING SIDEWALK
- D. EXISTING DRIVE
- E. EXISTING STREET
- F. EXISTING

NEW CONSTRUCTION

- G. EXISTING HIGHWAY
- H. EXISTING ROADWAY
- I. EXISTING SIDEWALK
- J. EXISTING DRIVE
- K. EXISTING STREET
- L. EXISTING

FAIRGROUNDS

WEST TAMARACK ST.

PARKING AREA

PROPOSED
HOUSING

RESIDENTIAL

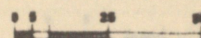
N. TRACY AVE.

PRESCHOOL PLAY AREA

SENIOR OUTDOOR ACTIVITIES



SITE PLAN



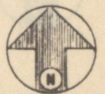
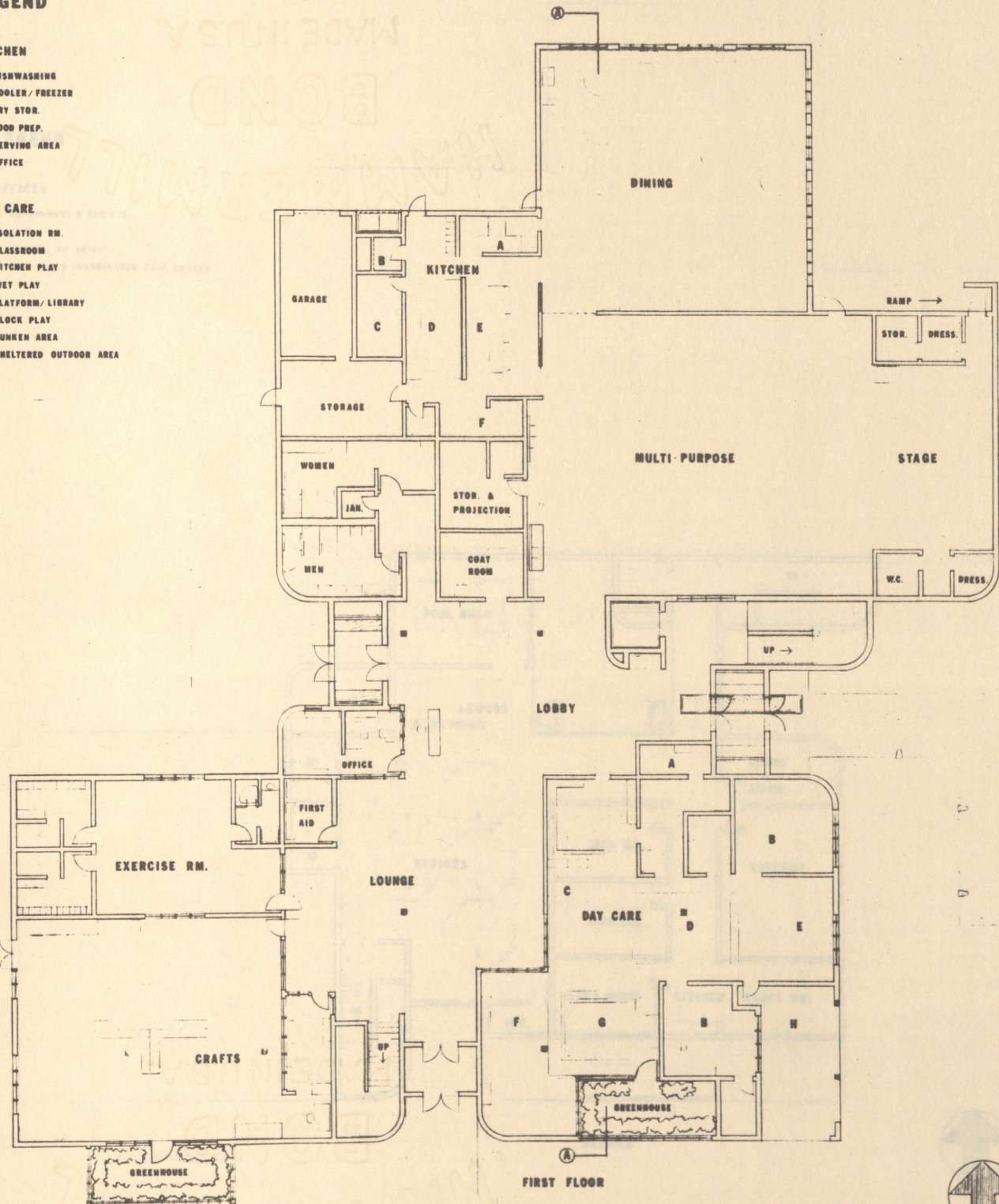
LEGEND

KITCHEN

- A DISHWASHING
- B COOLER/FREEZER
- C DRY STOR.
- D FOOD PREP.
- E SERVING AREA
- F OFFICE

DAY CARE

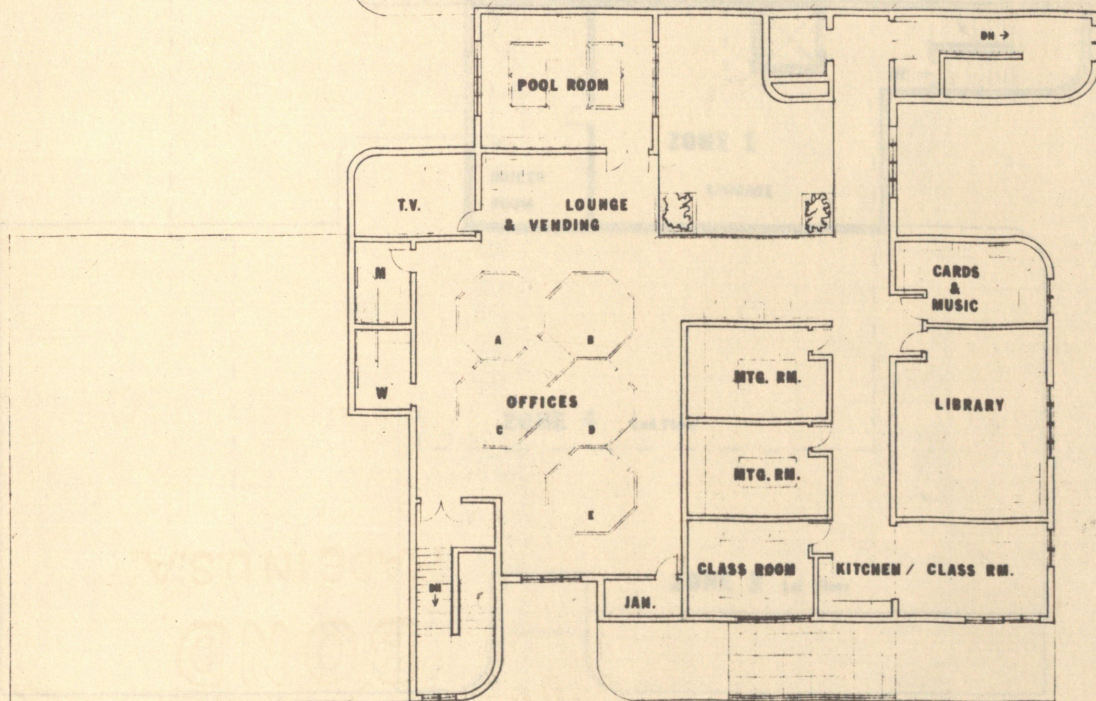
- A ISOLATION RM.
- B CLASSROOM
- C KITCHEN PLAY
- D WET PLAY
- E PLATFORM/LIBRARY
- F BLOCK PLAY
- G SUNKEN AREA
- H SHELTERED OUTDOOR AREA



LEGEND

OFFICES

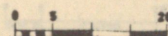
- A EMPLOYMENT & SOC. SER.
- B RSVP
- C COUNCIL ON AGING
- D 4C'S CHILD COORDINATED CARE CENTER

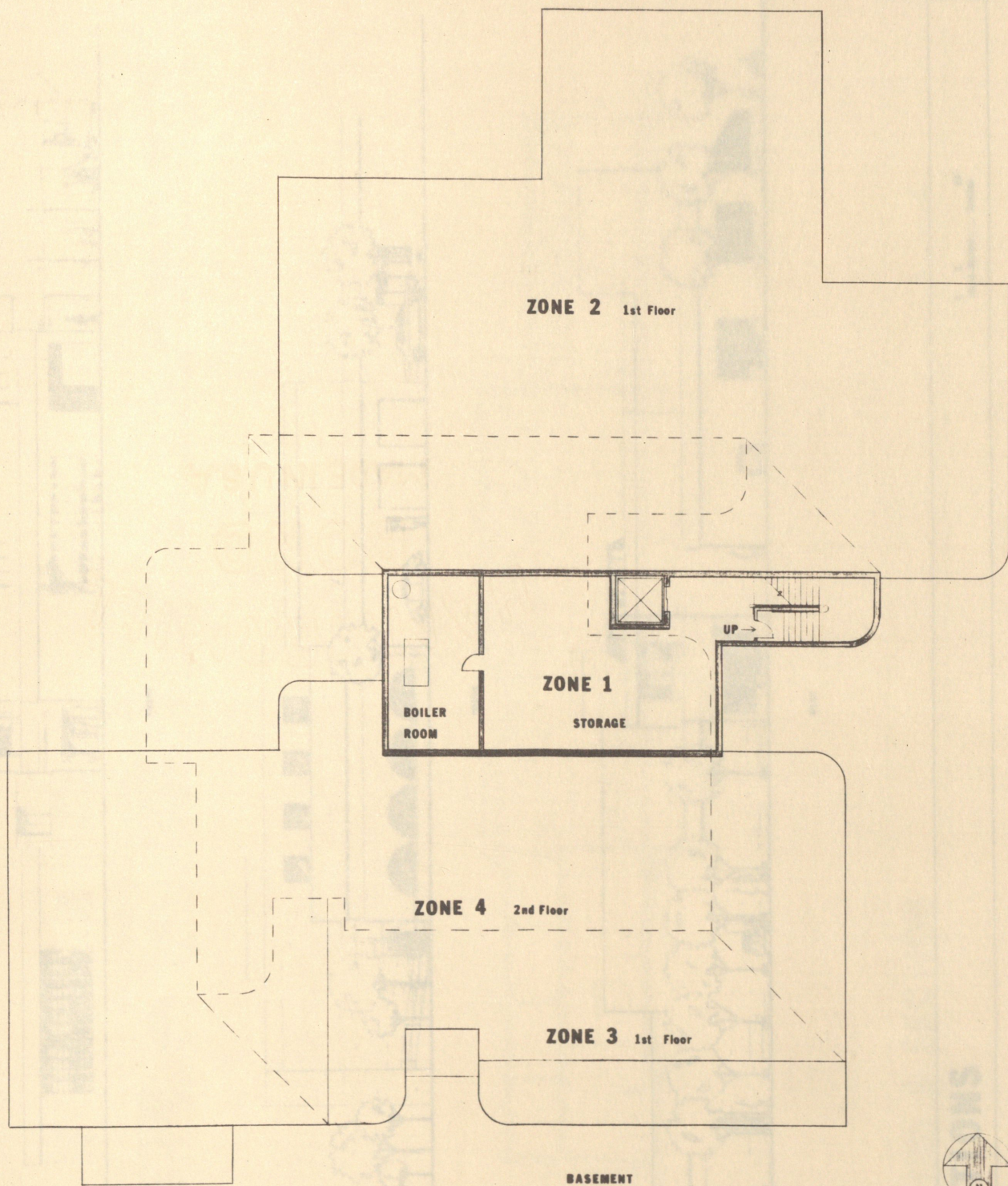


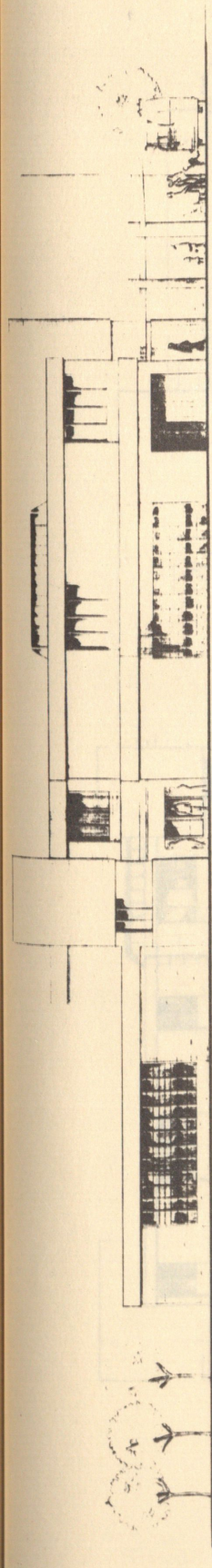
SECOND



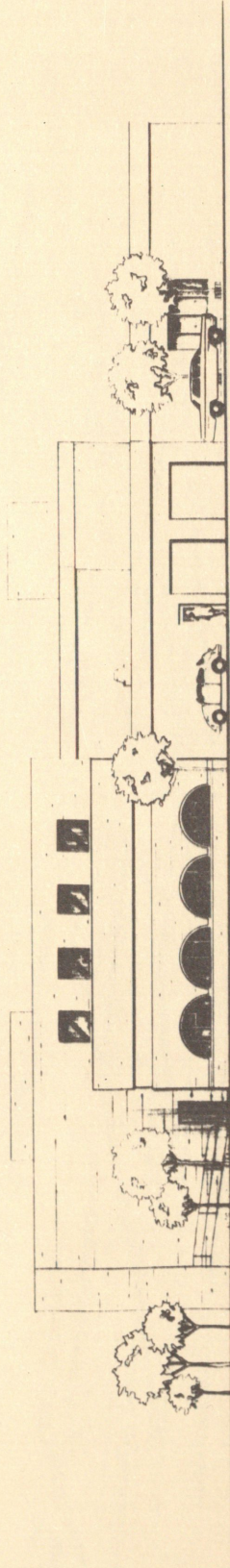
PLAN



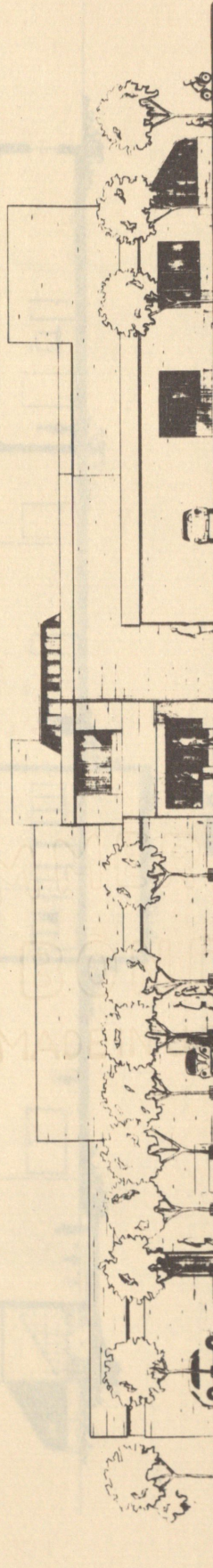




SOUTH



NORTH

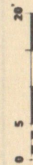


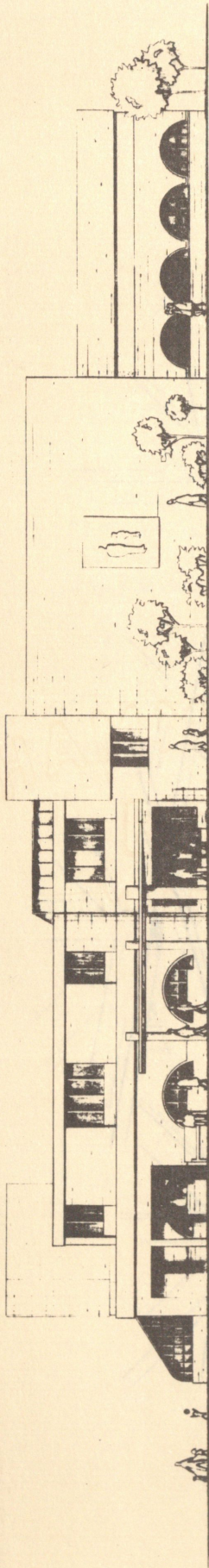
WEST

ELEVATION & SECTION

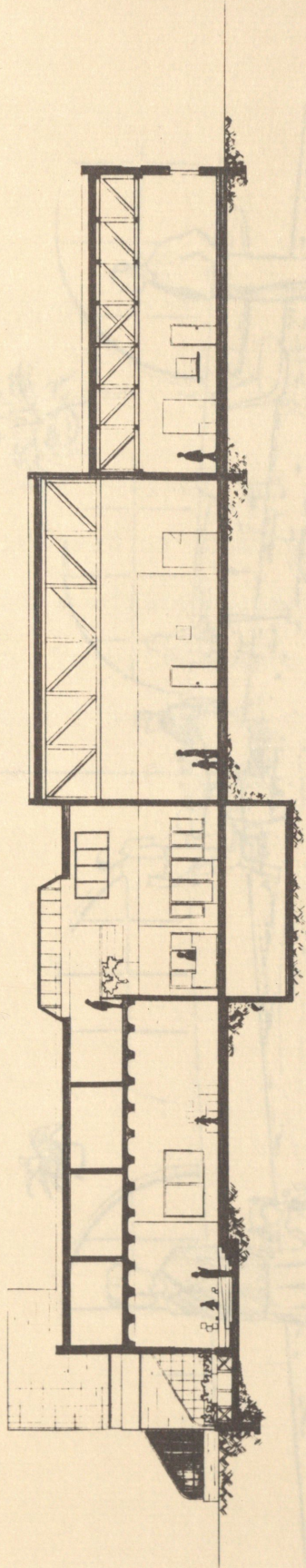
ELEVATIONS

6





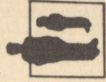
EAST



SECTION AA

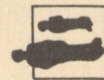
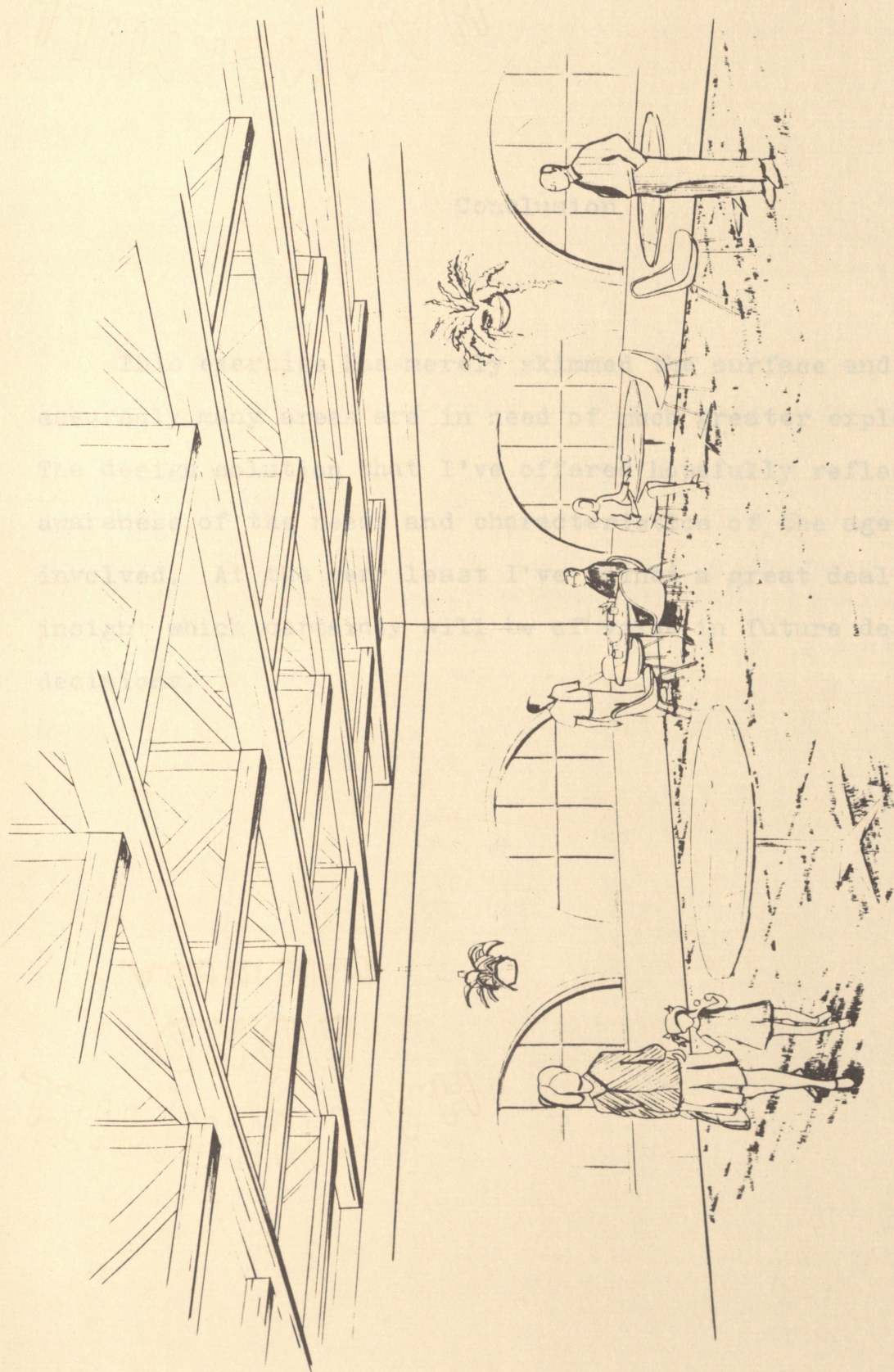
ELEVATION & SECTION

7



DINING ROOM

8



Conclusion

This exercise has merely skimmed the surface and assuredly many areas are in need of much greater exploration. The design solution that I've offered hopefully reflects an awareness of the needs and characteristics of the age groups involved. At the very least I've gained a great deal of insight which certainly will be of value in future design decisions.

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