NEW YWCA BUILDING
PITTSBURGH, PA.

A thesis is submitted in partial fulfillment of the requirements for the degree of Master in Architecture at Massachusetts Institute of Technology.

Submitted by_____

Visvaldis Paukulis
B.Arch., State Inst. of
Technology, Riga, Latvia

To_____

Lawrence B. Anderson
Head, Department of Architecture, M.I.T.

THE PURPOSE OF THE YWCA IS "TO BUILD A FELLOWSHIP OF WOMEN AND GIRLS DEVOTED TO THE TASK OF REALIZING IN OUR COMMON LIFE THOSE IDEALS OF PERSONAL AND SOCIAL LIVING TO WHICH WE ARE COMMITTED BY OUR FAITH AS CHRISTIANS.

"IN THIS ENDEAVOR WE SEEK TO UNDERSTAND JESUS, TO SHARE HIS LOVE FOR ALL PEOPLE, AND TO GROW IN THE KNOWLEDGE AND LOVE OF GOD".

STUDY OF BOSTON YWCA

## INTRODUCTION

I consider this a great privilege for being able to do my Masters of Architecture thesis on a building which is going to house the young girls of America. Under Christian leadership they will have the opportunity to participate in educational learning, develop new skills with their hands and live in a group consisting of different nationalities, creeds and occupations. This is a challenge to a young architect. He has to meet each individual problem with an enthusiasm and solve it through evaluation and thorough analysis.

## STUDY OF BOSTON YWCA

In order to be able to tackle this problem properly I decided to get acquainted with the local Boston YWCA. The Boston YWCA has gained a nation wide recognition. Its set up demonstrated efficiency in leadership as well as planning of varied activities. Once I was well aware of its organizational structure I approached individual department heads and discussed their program separately. Their activity program takes up eight floors on a lot 89' x 144'. Above that there are residence quarters for permanents and transients. I talked to the building management and discussed their present problems in maintenance and supervision. All the people I talked to were very cooperative and their experience helped me to design a YWCA activities and residence building for Pittsburgh, Pennsylvania.

### Annual Report - Studyshops Department

#### Nature and Objectives of the Program

a) Description and Method: Studyshops is a program of classes in informal education for young adults. It is a class program because

its organization includes individually-paid fees, regularly scheduled hours of meeting for a specified duration, a leader responsible for a professional calibre of instruction, and as a primary basis for association, the interest common to class members in learning skills and acquiring information which will enable them to live more intelligently and happily in modern society. It is an adult program because it is planned for those above the compulsory school age; it is for young adults for the most part because the YWCA, community-wise, has its main program responsibilities with young employed women between the ages of 18 and 35. It is informal rather than formal because it does not offer credit, attendance in classes is voluntary, and no professional status or placement accrues directly as a result of class-membership. More important in describing the factor of informality is the problem of methods. In Studyshops classes, the methods of work for leaders and students are flexible; ideally, though they range from lectures to group discussions, projects, and trips, they relate to the specific interests, needs, and abilities of the group members themselves. They are developed to encourage as much individual participation as the course-objective allows, and they are based upon the Deweyian proposition that individuals hold more intelligently and lastingly those ideas and skills which they have participated in working out.

b) Aims: The fundamental aims of Studyshops were formulated in early planning-sessions for the department in the spring of 1952, and these remain constant and guiding ideas in terms of which committee, staff, and leaders examine program each term. Broadly, these aims are stated in terms of the individual's interests, satisfactions, and growth. Classes are set up to provide opportunities for individuals to learn "the first-rate in any subject studied", not because the accumulation of information is an end to be desired in itself, but because we believe that good judgments and skills ultimately require an expert factor.

Specifically, classes relate to the individual's self-improvement in five areas:

1) Personal and social-behavior skills
2) Human relationships
3) Intellectual activities
4) Citizenships
5) Valuations

Elements of these areas function in each class as the situation permits.

c) Topical Contents: Studyshops offered classes in the following fields during the program year:

1) Home Decoration
2) Speech
3) English Brush Up
4) Psychology
5) Fashions
6) News Analysis
7) Aptitudes Testing
8) Parlimentary Procedure
9) Gourmet Cooking
10) World Politics
11) Art Appreciation
12) Career Clinic
13) Display Techniques
14) Creative Writing

Experiences of the prior year was born out; interest in the first eight topics which deal with direct, practical, action-outcome subject relating to the individual's self-improvement was far greater than that shown in the remaining six subjects. We attribute the good registration and

attendance in the News class mainly to an outstanding leader. The class in Parlimentary Procedure was requested by a private semi-professional group and open to these persons only. But two classes dealing with skills for vocational advancement, i.e., Career Clinic and Display Techniques, did not register sufficiently to be carried. The reliable registrations occurred in areas immediate-felt needs and interests.

d) Reminders in Programming: On the basis of two years of programming in the department, the committee and staff believe that the following factors should be taken into account when subjects and instructors are chosen:

1) Young adults want those educational experience which closely relate to the problems of their daily, personal lives, and which will enable them to deal more successfully with these.

2) The local community with its characteristics population, its scheduled activities, and its opportunities as well as its lacks, should be familiar to those who decide program; in this way we can better determine what kinds of classes the Boston YWCA can reasonably expect to carry on as services-which-are-used.

3) In the case of voluntary, informal classes, the empasis in procedures needs to be placed upon felt-satisfactions of participants rather than upon any formal requirement concerning the completion of a proposed course of study.

4) The majority of young adults want their classes to provide activities appropriate to their individual personalities and histories; they hope that these activities will point the way to further interesting experiences which they can undertake once the class itself is finished.

The Committee

The primary function of the Studyshops committee is policy-

decision, but in practice this has never been divorced from an advisory role which affects innumerable specifics of the program. Committee members have assisted in uncovering and recruiting good instructions, selecting materials for class use, organizing special events for the fall and mid-winter Open House, suggesting media and formats for promoting the classes, bringing extra-association viewpoints to bear upon our planning by inviting community leaders to speak to committee meetings, experimenting with new program forms to test their usefulness, and finally, by supporting staff at whatever points have been needed.

The wide range of particular responsibilities carried by the committee has been possible mainly because of the imaginative, strong committee leadership of Mrs. Walter Bieringer. Committee members are able, diversified, and loyal; they continue to represent a broad base in the community, coming from professions, educational institutions, retail stores, social work agencies, experienced volunteer groups, and homemakers. This year two new members were added, one, a DP whose family came to this country five years ago and whose husband is now associated with MIT, and two, the wife of one of Brandeis' leading educators. Both women will bring opinions and backgrounds to the committee which will be stimulating and useful in the coming year.

Department Statistics

a) Comparative figures for 1952-1953, 1953-1954:

| | 1952-1953 | 1953-1954 |
|---|---|---|
| Income from Fees: | $1,733.70 | $2,682.95 |
| Expenses:* | | |
| Leadership Costs | $1,929.00 | $2,575.00 |
| Program Supplies | 96.07 | 141.85 |
| Totals | $2,025.07 | $2,716.85 |

*This accounting is exclusive of administrative costs in salaries, postage, office supplies, transportation, hospitality and interpretation, etc.

| | 1952-1953 | 1953-1954 |
|---|---|---|
| Registration: | 316 paid fees (4 terms - 8 wks @) | 278 paid fees (2 terms-10 wks @) |

b) Personnel Breakdown for Classes:

Registrants:

| | |
|---|---|
| Total in Program, 2 terms, 10 wks @: | 278 |
| Individuals: | 239 |
| Repeats | 39 |
| Visitors: | 17 |

Ages:

| | |
|---|---|
| 17-24: | 72 |
| 25-29: | 56 |
| 30-34 | 37 |
| 35 and over: | 50 |
| None given: | 24 |

Occupations:

| | |
|---|---|
| Office | 81 |
| Factory | 8 |
| At Home | 23 |
| School | 7 |
| Teaching | 5 |
| Nursing | 7 |
| Social Work | 3 |
| Store | 6 |
| Bank | 3 |

c) Staff:

Leaders: The class leader is selected on the basis of two qualifications

1) Professional competence in his own field

2) Ability to function as a good group leader

Both standards must be met if the class measures up to its potential. Changes of leadership have been occasioned by lack of one or the other of these qualities; but for the most part, leaders change from term to term because the program alters or the individuals themselves have other professional commitments.

Directors: First, the Director carries responsibilities of an overall administrative nature. She works with committee and teaching staff at the point of program planning; supervises the scheduling and functioning of classes; organizes department procedures relating to space, equipment, business, and budget; and coordinates Studyshops with other association program. In addition, she carries specific public relations assignments in September and January which interpret and promote all YWCA activities.

A second major kind of responsibility carried by the Director of an informal education program is summed up in the phrase of "leadership training." The methods of developing a class in this type of program are new, and in some cases uncongenial, to instructors. Each class must be worked out in relation to the following needs:

1) Creating projects which involve people in stimulating and useful activities.
2) Varying class materials in the process of teaching skills.
3) Developing the abilities and behavior-patterns of students with widely divergent talents and backgrounds.

Since it is impossible to arrange a general training session, the Director must do this part of her work by conferences, more or less at the time they can be managed. This necessitates a more constant, alert supervision than is desirable in other educational situations. Often, the conference which is most valuable occurs at the split-second the class finishes, and the Director is 'informally' present, Clearly, the need for this type of conferencing varies with the experience and imagination of the instructor; but at a minimum, a Director should be available during program as much as her own schedule will allow.

Secretary: One secretary on the 8th floor gives approximately one-half her time to Studyshops. Her duties include those of a receptionist, typist, bookkeeper, file clerk, and correspondence secretary in the departments business. A more subtle but important requirement is her ability to 'sell' classes, both by reason of her convictions about the worth of the YWCA as a whole and by her ability to verbalize this clearly and warmly so that students will use our educational services.

There is a possibility that fall registration will warrant a part-time, paid-by-the-hour assistant secretary on the floor who will cover program from 5:00 to 9:00 P.M. when class-schedule is heaviest. One person acting as general hostess and assistant secretary would be helpful in carrying the regular work of the department; better still this arrangement frees the Director to establish better relationships

with class members and instructors. The problem here is a budgetary one. Additional help is reasonable only if registration reaches an all-time high.

Evening Volunteers: During the past year three young employed adults have acted as evening assistants on the 8th floor for short periods of time, i.e., a stenographer from a retail store, a social worker, and a minister's secretary. The staff is beholden to these three young women and hopes they will find time for us next year. However, their interests and skills are so different, and their grasp of the department jobs-to-be-done so limited, that their actual technical aid is not too sizeable. This is not to depreciate in any way the generous, pleasant and satisfying way in which they acted as program volunteers.

The Classes:

a) What factors determine our choice of classes:

1) The suggestions of instructors and class members as these are pointed up in conversations, memos, or interest-studies.
2) The potentials for a class in terms of space, size of group, materials, and the general cost of leadership.
3) A realistic appraisal of resources and subjects so that the class situation will be satisfying, i.e., students will be able to participate and will have some opportunity for face-face relations with the leader and other class-members;
4) An examination of cummunity programs similar to ours and the statistical reports informing us of these;

5) The empirically-known interests of young adults as these are set forth in special organizational studies and induced from public media sources;

6) The long-range interests of committee and staff in building and imaginative, constructive YWCA citizenry in the community.

b) What are the most effective ways of working in an informal adult education class?

A graphic answer to this question is found in the so-called "Cone of Experience." 1) It is reproduced here, not because it provides a desirable or actual pattern for the organization of materials and techniques in every Studyshops class, but because it is a useful tool in planning procedures.

Verbal Symbols

Visual Symbols

Radio Recording, Still Pictures

Motion Pictures

Exhibits

Field Trips

Demonstrations

Dramatic Participation

Contrived Experiences

Direct, Purposeful Experiences

1) Edgar Dale, Audio-Visual Methods in Teaching, Dryden Press, N. Y. 1946, pp 37-47. Quoted in Paul Sheats' Adult Education, Dryden Press, N. Y. 1953, p. 350

c) What has been an outstanding class in Studyshops? Why was it so? The chart attached shows the registration and attendance record of one class, Nalyzin the News, taught for a period of two years by Mr. Robert Brunn of the Christian Science Monitor. There are

two useful pieces of information for the informal adult educator in this experience, i.e. , an excellent leader was encouraged and retained in the program through periods of low attendance; and as he picked up, used, and developed the concrete methods of working with a class suggested in the above "Cone" the class grew in size, interest, and devotion. At one time or another, all the cone-matter-materials were used in the class, ranging from the most abstract (a lecture on economic geography of Middle East) to the most concrete (the studend-portfolios of news items). At the end of this class in the spring of 1954, the members formed such a participating unit that Mr. Brunn could use any one of these approaches without loss of attention or support.

d) Which classes appear "secured" in the program?

The classes drawing the most reliable registrations occur in the following fields:

Fashions

Home Decorating

Speech

Aptitude Testing

News

English

Psychology

In the fall of 1954 we are offering two classes in Decorating and Speech, one for beginning and one for advanced students. Mr. Johnson, the Decorating instructor, has recruited his own advanced group in Home Interiors of Today from classes he previously taught. The advanced Speech class depends upon a new, community-known personality in Dramatics who comes to the staff for the first time.

e) What were the special problems of the class-program this year?

1) In the class, Speed tips for the Gourmet, a number of the

objectives for good class experience were realized, i.e., the instructor was unusually competent in her field, the group was small enough so that individuals knew and enjoyed one another, a high degree of teamwork developed, and everyone learned useful cooking skills. However, there were other considerations that offset these gains, i.e., the class was expensive to operate at a fee we could charge, the space and facilities were inadequate, the administrative problems relating to the kitchen and food were heavy on a day when schedules were very full. The committee decided not to offer such a class in the fall.

2) The decline in attendance at classes over the 10-week period is not as sizeable, percentage-wise, as it was the first months of the program. We attribute this to the slow-but-sure processes of refinement in methods and understanding on the part of instructors, staff, and committee members. However, it is still a factor which requires constant work and evaluation.

3) The daytime class program, built upon classes in Home decorating and Speech, has never carried itself financially. The deficit of two years has prompted the committee decision not to give afternoon program in Studyshops unless it could be subsidized by special funds or registered sufficiently to pay its own way.

4) The class on Art Appreciation is still precariously small. The class itself was imaginatively and ably set up; it included three trips to museums and galleries, one trip to an art film, and a hundred-percent attendance record for the members who registered. Materials included slides and small handbook on aesthetics; the class members were interested to the point of taking a final test which revealed interesting shifts in taste

and judgment. However, the young adults who registered in this class already constituted an informal friendship-group -- a great aid to the instructor -- and their number must be increased for the next registration.

Special Projects in Studyshops, 1953-1954

a) A class in Parlimentary Procedure was given in the spring term on special request from the Massachusetts Association of Student Nurses. In this instance the YWCA functioned as a community resource to a semi-professional group already established. It is important both because it was financially profitable to the department, and because it may suggest ways of building additional classes in the future for membership-groups.

b) A series of four experimental sessions on the Arts of Home-making was organized and conducted by Mrs. Robert T. Monroe in an effort to find a format for decentralized program with young wives. A report of this series and Mrs. Monroe's recommendations for Studyshops are attached.

c) United Nations Membership Program in March represented a cooperative, all-association event in which twelve members of the News class volunteered to present a mock skit of the Security Council proceedings. This drew class members into YWCA program at a point of their common interests.

d) Coffee-periods contined to punctuate class schedules throughout the year.In the News class it was served at the beginning of each session, a practice developed over two years and prized by students; but in the other classes it pointed up a special event, i.e., the concluding session of the nurses' training

course in Parliamentary Procedure, a guest speaker in the Speech class, a photographer's visit to the Fashions seminar. In general, the infrequent use of this hospitality-medium to establish informal, friendly relations is probably more successful than a regular one, and much easier on the budget. The coffee-periods have received committee support.

e) On two occasions the committee invited outstanding labor leaders from the AF of L and CIO to speak at its meetings. Special lunches were arranged, and guests were asked to attend, both interested observers and YWCA volunteers. The two speakers, Mr. Horan from the CIO and Mr. Lavigne from AF of L were asked to discuss community agency-labor relations, with a special view to the unions' future plans for informal education and recreation programs. Under the leadership of Mrs. Clement Smith, these sessions were lively and valuable, and informed committee and staff of labor's plans for Workers' Education programs in Boston.

Two signal factors emerged from these meetings which must be remembered in future dealings with labor unions and labor personnel; these were clear, also, in the Massachusetts Conference of Social Work committee hearings in December 1953, which dealt with similar problems, i.e.,

1) Labor leaders were interested in education for their workers, and primarily, in those areas which will make union members better union members, i.e., Labor-Management Relations, Business Cycles, Parliamentary Procedure, History of American Labor Movement, FEPC, etc.
2) Labor will probably not cooperate to any appreciable degree with community agencies until it is permitted

to recommend and appoint its own representatives to those boards from its own hierarchy. The concept of board membership as an individual matter, depending upon the personal, free choice of persons, is not acceptable at this point in labor-community relations, chiefly, one might point out, because of labor's drive to consolidate power and achieve status. This is not to decry labor unions or their policies, but only to point out that our meetings and informal conversations reveal this as true, and it must be considered realistically in our contacts.

f) A closing supper for committee and staff at Mrs. Walter Bieringer's pointed up again the rare hospitality and executive abilities of the Studyshops chairman, and the strong and varied talents which individuals on the committee bring to the association. This committee should continue to be a great resource to the YWCA.

Publicity

a) Photographs: This year we succeeded in having action- pictures taken of each class in Studyshops. These showed the actual procedures and materials of the class, and told a "candid-camera" story of the students and their projects. We use these in recruiting periods.

b) Leaflets: A special leaflet for Studyshops classes as printed for general building and community distribution in the fall of 1953. This continued a a two-year Public Relations plan for Studyshops to have its own informative printed material.

After consultations with other staff responsible for recruiting and interpretation, the committee decided that these leaflets duplicated other publicity efforts, and that the funds might be better spent in working out one handsome bulletine board piece listing our entire class program, to be distributed in September and January in our usual calls. This is being worked out with Public Relations.

c) Recruiting — It is still the opinion of the Studyshops committee as a whole that the community visits, representing a personal contact between staff members and business, professional, educational, and volunteer citizens in the greater Boston area, constitue an indispenaable, if small, part of our Public Relations schedule.

d) Labor Visits — The Director of Studyshops made a series of contacts with labor Leaders and officials in the CIO, AF of L, and the ILGWU during the program year which, hopefully, will lead to improved news coverage for the YWCA program in labor newspapers. These contacts gave us additional information about labor papers, programs, and union membership with its interests. These informal calls maybe of more value than work done in joint labor-agency committee sessions of the UCS or the Mass. Conf. of Social Work, becuase it is not necessary to introduce the strains of these major organizational relations into one's interpretation of the YWCA program.

Conference Reports

Of the several community professional, training seminars in adult education attended by the department director during the past year, three contained learnings and points of emphasis which are useful to report:

a) Adult Education Association of Massachusetts, Annual Meeting, Worcester, November 1953.

The Annual meeting of the Massachusetts AEA was organized in seminar groups dealing with different topics and interest divisions in the general field, i. e., S enior Citizens, Parent Education, Young Adults, Foreign Affairs, Educational TV, Arts and Crafts, and Citizenship. As YWCA staff, I was asked to be a panel member for the Young Adult seminar. The two questions which set off the panel-and-audience discussion were:

1) Are young adults interested in further education, apart from vocational training?

2) What kinds of approaches to young adults are best calculated to involve them in educational activities?

In the group of thirty-five, only four organizational representatives reported any outstanding success in programs with young adults, i. e., the YMCA, the YWCA, the CYO and NCCJ. It was commonly agreed that this group, ranging in age from 18-35, is one of the most mobile, unattached, and fluid of all age-groups; attention in this group is short, generally limited to the personal problems and adjustments experienced individually by its members; and all adult educators present expressed concern over the small numbers of young adults, compared to the total population, which use our educational facilities.

It was generally the consensus of opinion among panel members from the four organizations listed above that young adults

enjoyed and participated most readily in those educational situations which provided them several kinds of outlets, i.e., social, fellowship, fun, skill-building, informal associations with members of the opposite sex, projects related to their own needs and interests. Mr. Eberly of the YMCA and I were especially vocal at the point of establishing a "climate" in an organization concerned with informal adult education which would give individuals opportunity to function not only as students of a particular subject, but as panners, participants, social beings, and recreation-skill-building people.

b) Massachusetts Conference of Social Work Meetings, December 1953, "Coordinating the Educational Content of School and Field".

The following points which relate most meaningfully to the Study-shops program were extracted from this general seminar; these, I hope, have been clearly pointed un in the previous description of what we do in our program.

(1) The contents and methods of an educational experience must be so designed to begin where the student is when he enters the classroom.

2) The giving up of "lay-attitudes" in social, political, and educational areas comes as a by-product of a good class, not as a skill specifically taught.

3) One of the main ends of education, whatever the subject, is to help students find ways of working together for some group experiences which will enable them to cooperate, not compete, and to relate their practices as a group to the theory taught.

4) Education for adults is not longer limited to a post-high school classroom; it takes place in agencies, churches, clubs, and hundreds of informal and unnamed associations of people

who learn from each other and from their own leaders; the field for adult education, then is wide open to those administrators and volunteers of vision and persistence who desire to bring the fenefits of knowledge and improved judgments to the whole community.

c) Boston University Seminar on Adult Education, March 1954: Dr. Solomon, NYU, speaker

Dr. Solomon's main thesis was that subject-competence and good training were not sufficient qualities for an adult educator, -- lead ership ability itself is of equal importance, for it is only the skilled leader who communicates with his students and sets up the dynamic situation which involves inter-personal learning and relationships. Schools, agencies, and churches should be in the field of chara c ter-building education as much as that of information-giving; indeed, the information is of no value unless the individual is prepared to use it wisely. There should be more cooperation among institutions concerned with education; otherwise, large segments of the adult population are never reached with a program-potential. The need for good adult education program outruns the budget, personnel, and ewuipment to supply it at the present; but this does not mean that programs in ezistence are unable to improve the calibre of teaching and coverage in a community. To this business of specific self-improvement in education programs, Dr. Solomon addressed his audience.

Recommendations for Studyshops in the Next Year Program.

The committee members and the staff of the Studyshops department have great faith in its capacity for growth and service. We believe that the second year has been better than the first in this class program. The third should improve on the experience of the second. There are some areas which

need our combined efforts.

a) Studyshops should have a Student Program Council. In spite of the many reasons why one has not developed, either in the natural course of events or with persuasion, such an advisory group would benefit the departmen.

b) There should be more leadership training, both professional and lay. Whether this is undertaken within the committee itself, with the assistance and advice of other YWCA volunteers and staff, or whether it is done in the form of a short institute for such training, held in cooperation with a few agencies and individuals having similar programs and problems,-- on an informal basis,-- we do not yet know. The schedules of the instructors and committee people, plus community pressures, will determine the plan we decide upon.

c) We need to find small, informal, locally-established groups to which we can take this program, i.e., the Hancock Village experiment this fall in entertaining-arts may give us a clue as to the type of program wanted and the ways of working it out.

d) Committee members need to be given more individual assignments which use their abilities and talents wisely.

e) Registration should be increased, and the program put on a sounder economic basis. Hopefully, this latter may be accomplished by increased numbers rather than reduced instructor fees.

Annual Report - Workshops Department

Description:

The Boston YWCA workshops is planned for the men and women who wish to express themselves with skill and originality in the arts and crafts. The techniques and concepts central to this experience are offered to beginning and advanced students alike. The program includes classes in painting, ceramics, silk screening and weaving. The emphasis is upon good contemporary design and the discipline required to effect it.

Purposes and Standards

There are purposes common to all Workshops classes which have been formulated during the years of the program's history. First, we encourage men and women to experiment with the artistic media of their own choosing, ever with a mind to the canons of taste and honesty which the materials themselves demand. This, it will be recognized, is a major principle in modern aesthetics, an ideal to which Workshops staff is constantly sensitive. Second, we attempt to teach the craftsmanship in each art form which is necessary for successful expression in the medium; in painting, for example, this involves training in perspective, in the use of colors, in effective ways of working with lines and paints to produce depth, emphasis, and organization on a canvas. Third, we seek to help the individual uncover his own talents and instill his own experiences and values into his art product. (In Workshops there is no "untalanted" person.) Fourth, we promote group sympathy and understanding by common projects and discussion. Fifth, by means of exhibits in the association by posting current art-information on our bulleting boards, by conversations and

suggestions, we urge class people to avail themselves of Boston's art treasures and follow the outstanding art shows which are brought to the city. Sixth, we ask the members of Workshops classes to exhibit their work on an association-wide basis twice each year, at Christmas-time and in the late spring, and to help with major all-association events such as World Fellowship; these are ways of integrating Workshops peop;e to the larger YWCA program.

Standards in Workshops relate primarily to sincere and creative efforts. We discourage "copying", though we realize that a copied design may be more appealing to a beginner than an original one. At best, available designs are used as temporary aids. We try to place new media at the disposal of the students in relation to their ability to use them intelligently. Our leaders are professional artists in their own right; but each leader, in addition, is a skilled teacher and good group worker. The combination of these factors has put the Boston YWCA Workshops in the forefront of the city's progressive art centers.

The Committee

The Workshops committee is composed of people interested in the creative arts and the teaching and support of these in a service--program like the YWCA, Individually, committee members have had training and experiences in at least one art-field. They share common values of taste and performance for YWCA classes and the and the arts in general. The committee chairman, Mrs. Frank Webster has long been a patron of local art events. The committee includes an art teacher, a commerical artist of renown in New England, three well-known painters, two YWCA volunteers who have been active on the Board of Directors, and the wife of an university

Dean who has done informal art work with young adults in the South. The committee is structured along lines of class planning. Theoretically, each art-form which is taught in Workshops has a committee representative. This representative is skilled in the particular field of her responsiblity. She knows materials, is acquainted with the problems of supply, equipment, and budget, and has access to resources and authorities in the special area of her interest. She thus brings professional ability and information to her committee assignment.

The committee sets fees, passes on teaching personnel and classes, requests equipment though the Finance Chairman, decided policies for the department. Committee members arrange special exhibits, hostess at Workshops and all-association events, contact critics in the city in the interests of our classes, and interpret the standards and contemporary orientation of our program in the community.

Staff

Workshops staff includes a member of the executive staff who gives approximately half her time to directing the business of the department, a part-time program staff member who is Director of Pottery, and a part-time secretary who handles correspondence, files., records, and major hostessing work for the floor. Other leaders are non-staff, part-time personnel, hired on a per-class basis. The number of classes offered varies from year to year in relation to the demand. This year we have had a painting instructor, a weaving teacher, a silk screening leader; in addition, the Pottery Director has an assistant who teaches two classes and helps with firing. The entire staff, including the secretary, numbers 7.

The Director's Job

The Director of Workshops is responsible for operating procedures, budget, supplies and equipment, and publicity and interpretation for the department. Since regular staff meetings are impractical in Workshops because of the staggered schedules of individual lea ders, the Director spends considerable time with each instructor planning exhibits and all-association events, setting dates for shows in the building, interpreting committee actions and policies, balancing program needs and changex of schedule in the interest of total-department plans, and relating the leader's program to YWCA events as the occasion demands. The Director needs to know the state of the separate inventories, the relative cost of materials required for running the different classes, the registration and attendance in each class, and as many individuals in these classes as possible. She works with the houseman in keeping the floor in order and satisfactorily set up. She must know how to arrange floor exhibits with taste in the absence of the leaders. She spearheads community contacts and interprets Workshops in agencies, schools, councils, and professional art groups. She should have sufficient information about art resources in the area to make sound judgments about program plans and personnel affecting the department; these judgments pass on to the committee in the form of recommendations. She must take responsibility for good public relations, both in the building itself and in the community. She must recognize what constitutes reasonable equipment requests in relation to overall budget and space. She should ever be alert to opportunities for attracting good volunteers to the program and extending the classes in ways which will assure a more economical budget.

Program

Workshops classes have two terms each program year of fifteen weeks each. All leaders in Workshops function as a resource to the association at various points during the year's program, i.e., they design and set up displays for Open House, they organizae special events for World Fellowship, they interpret YWCA activities throughout the year in their classes.

Painting.

Workshops is fortunate in having one of New England's outstanding painters to instruct its classes, a painter who is an able teacher and group worker. Painting classes have steadily increased in size, and the quality of the work has perceptibly improved during the past years. This part of the program has recognition and status in all quarters of the city.

Classes include sessions in drawing and in the techniques of handling colors and lines to produce desired effects. The work is organized around student projects, three each year, i.e., Christmas, spring, and post-summer. This year, a line from the Old Testament set the framework for studies done on the Christmas there; a poem of Marianne Moore suggested the spring convas subjects; and summer work, done on the student's own, reflects the visual experiences he has had during vacation. These student exhibits are hung for at least three weeks; they cut across the association's registration lines, pulling the student's attention and ambition so far into the future that the practical ;divisions of fall and spring terms are unimportant. We believe that this is one way of reducing our seasonal drop in enrollment for the February term, as well as a way of giving students specific goals for their class work.

All the classes this past year in painting registred more than

the twenty students for which our schedule calls. Even though in some cases there was an addition of only two or three students, we felt at the end of the year that twenty was still our optimum figure for a class. With twenty students per class, each student is able to receive considerable individual attention, space and supplies are adequate, and a feeling of leisure and relaxation can be maintained.

Pottery

The ceramics department has been filled this past year. This has been due to not only to a good registration -- which we, in fact, had -- but also to a special arrangment made between the Director of Pottery and the Dean of the Boston School of Occupational Therapy in which a number of the school's students took their field classes in crafts in our ceramics department. This was a successful venture for both parties, because we were glad for the secured registration and the students profited by studying under our own Pottery Director, who is a skilled counselor and group leader in the field of arts and crafts. There are indications that we can repeat, even build upon, this arrangement in the coming program year.

The Pottery Director plans her program in cooperation with the assistant. Her teaching load is six classes per week, his is two. These eight classes plus the three-hour period reserved for the Boston School of Occupational Therapy students constitute a full schedule for Pottery unless it becomes practical to institute Saturday classes. The large production of pieces per student requires long firing hours and preparation of glazes; and with present weekly class schedules, one hundred students per term is a reasonable registration.

Weaving

Registration in Weaving has been good this year, and the program has showed a slight profit. It has been necessary to re--condition some of the loans and purchase two second--hand looms within the past eight months. We are fortunate in having an energetic and reliable weaving instructor who is the Dean of the Boston and Lexington Wea ver's Guilds. Under her guidance class members have produced an outstanding assortment of woven articles, i.e,. bags, stolls, luncheon sets, draperies, and woolens. Workshops can be justly proud of its weaving program this year.

There are two problems in any Weaving program which we have not solved. One, equipment is expensive; and the better program is, from an intrinsic point of view, the more looms are needed. Two, space is used by a relatively small number of students. We are considering measure to reduce these economic hazards, i.e., raise the weaving fee itself and charge an additional loom and space rental.

Since this is the first year of a creative, vigorous, productive weaving program, we hope to continue it and meet its difficulties with patience.

Silk Screening

The Workshops is still the one place in Boston where individuals desiring par-time instruction in the processes of silk screening and serigraphy can find such a course. Two classes have been scheduled this past year; and though they have built slowly, the end results in terms of student stisfaction and outstanding leadership have been notable, The student exhibits from the silk screening classes were excellent and balanced other Workshops offering. This process and the practical artifacts that it

affords need additional interpretation, both by means of displays in the building and publicity in the fall folder. We have adquate equipment to carry on a set of large textile classes in the association; and this one of the points at which the Workshops program can excel, given adequate support and explanation.

Exhibits

The Annual Fall Exhibit (painting, prints, ceramics, sculpture, etc.) is one of the outstanding features of the Workshops' program year. The exhibiting artist and his works are chosen by the committee member who has carried this responsibility for many years. An artist new to Boston has been invited in the past; this year, we brought Doris Hall and Kalman Kubinyi, with sample of their enamels, a first showing in Boston.

This exhibit is a point of major community interpretation and visitation. Workshops maintains an "exhibit mailing" list of about one thousand people, all of whom have some stake in the city's educational and artistic life. These exhibits bring guests into the association who otherwise would not know the extent, the quality, and the general measure of Workshops classes. Moreover, the exhibit brings many friends, old and new, to the YWCA; and for community people everywhere, it has become a yearly event to attend. Its publicity value to the association is hard to overestimate, and committee members have long considered it more than worth the time and expense involved. Workshops is most fortunate in having one loyal committee woman who has wide acquaintances in art circles, discrimination and energy; and these qualities, plus her devotion to the YWCA, have produced an envialbe exhibit for Workshops each year, without which we would not have our present status.

Special Events

A number of special events in Workshops during the calendar year deserve mention:

1) Demonstration of all Workshops class techniques at the Museum of Fine Arts gallery in January, 1953, at the invitation of the Boston Society of Independent Artists.
2) Field trips of Workshops class students to the Museym of Fine Arts, Dorchester Pottery, DeCordove Museum in Lincoln, the Massachusetts Craft show, and local contemporary art galleries.
3) Harriet Brown Memorial exhibit in Workshops, February 1953
4) Film on ceramics and masks for the benefit of YWCA World Fellowship, April, 1953
5) Displays of paintings, ceramics, and textiles by Workshops instructors in the Boston Art Festival, June 1953
6) Summer Classes in ceramics and weaving, May-June, 1953.
7) Annual Spring show of all--students work, May 1953.
8) Cooperation in program planning with the Massachusetts Association of Handicrafts.

Evaluation

Workshops has had a noteworthy year. It's faculty and students have received wide acclaim for their works, morale is high, the budget is satisfactory. Equipment is in good shape. We have had an adequate registration. A few of our class people have produced stunning work, all have turned out commendable work. The YWCA Workshops is respected in the community.

We need additional program in textiles and medeling. In these fields, it is theoretically possible to increase registration without decreasing standards of teaching and working conditions. If we were

able to supplement workshop's program in these two areas during the coming year, we would be making maximum use of our space, equipment, materials, and leadership. These are good pieces of program to promote and interpret; the leadership available for them meets the high standards set in the past in this department, and they extend and develop along realistic lines the center of progressive art teaching that Workshops has become. Their products serve all people, and their skills are available to all people.

The present Boston YWCA Workshops include:

Painting

Pottery

Weaving

Block Printing

Serigraphy and Silk Screening

Sculpture and Modeling

Health Education

The Health Education Department is the advisory and initiative body in developing the Association Health program, creating free and constant interplay between all association groups in program planning toward better Health.

Health is here defined as mental, physical and social well-being.

The function of the Health Education Department is to build and carry out a varied and creative program of activities, service, and education, based on the needs of girls and women in the community. This program offers experiences, under skilled leadership, to develop persons capable of realizing this ideal of Health.

~~The~~ Scope of the Program of the Health Education Department

The program is primarily designed to serve girls and women between the ages of twelve and thirty-five; Children are included where there is particular need; women are included at any age where the program can serve them; men and boys are included wherever such coeducational experience is desired and is of value in enriching the program for girls an d women. The emphasis of the program is placed on teaching beginners and on the participation of as large groups as can be well served.

I. CLASSES

Opportunities for girls and women to learn recreational skills, creative relationships and personal health under skilled leadership.

The active experiences and the materials offered in all of the classes lead to better understanding and appreciation of self which provides the basis for acceptance of others.

Aquatics - Swimming and diving - canoeing
Gym - individual or corrective, and group
Land sports - tennis, golf, fencing, badminton, horseback,basketball
Dance - creative, folk, square, ballroom
Music, creative, folk
Nutrition
Weight Control

II. RECREATIONAL GROUPS

Membership in cooperative groups organized for the continuation and further development of the learnings acquired in classes.

Swim Club
Sports Club
Badminton Group

Dance Demonstration group

III. SUPERVISED RECREATION PERIODS

Individual participation in recreational activities for social enjoyment in supervised and informal atmosphere.

Plunges

Square dance parties

Ballroom practice

IV. SPECIAL SHORT TIME PROJECTS

Supplementary educational and recreational offerings to add wealth and emphasis to the quality and content of the program.

Health Check and X-ray

Creative dance demonstrations

Swimming demonstrations

Golf suppers

Outings

All-Association events

Inter-department projects

Visual education

a. films

b. exhibits

c. bulleting boards

V. INDIVIDUAL SERVICES

Individual guidance toward physical, mental, and social well-being with special concern for differences in needs, interests, and abilities.

Interviews and conferences with individuals

Medical exams

Follow-up and referrals

Nutritional conferences

Health and posture conferences

Individual lessons

Individual practice opportunities

VI. LEADERSHIP TRAINING

To provide specialized leadership training to individuals with interest and need for further learning in order to be of service in the community.

Creative Dance

Square and folk dance

Aquatics

Field work students of Sargent College

VII. COMMUNITY AND INTER-AGENCY COOPERATION

Work with other agencies and groups, including cooperative sharing of resources and joint effort toward better community planning to meet needs.

1. Classes for and use of facilities by
   a. Public schools - Boston and Watertown for swimming
   b. Colleges - Sargent, State Teachers, Simmons, for swimming Suffolk, for sports
      B.U. School ofnSocial Work for dance
   c. Girl Scouts, YMCA, YMHA, Camp Fire Girls Day Camp for swimming
2. Classes with
   a. Red Cross in Life Saving and Water Safety
   b. Red Cross in First Aid and Home Nursing classes
   c. Quineboquin Camping Club and Red Cross in canoeing leadership course

3. Inter-agency program planning with:

   a. New England Dairy and Food Council

   b. Boston T.B. Association

   c. Diabetes section of U.S. Public Health

4. Leadership placement

   a. Creative dance teachers in community agencies

   b. Sq. and folk dance leaders for community groups

   c. Cooperation with YWCA Personnel Bureau

   d. Aquatic School

5. Supervision of volunteers

   a. Junior League (Medical Unit)

   b. Red Cross (life guards, pool)

VIII. PROFESSIONAL RESPONSIBILITY

Responsiblity to professional fields of education, health, recreation, social work and group work in all their areas of concern, including legislation, for the continual enrichment of the program, maintenance and improvement of standards, and contribution to the growth of the professions.

1. In professional organizations

   Health, physical ed. and social work organizations

   American Public Health Ass'n.

   Mass. Public Health Ass'n.

   Mass. Central Health Council

   New England Health Ed. Ass'n.

   American Ass'n. for Health, Physical Ed. and Recreation and Eastern District Assn' fo same and State Ass'n.

   National Recreation Association and regional groups of same

Mass. Conference of Social Work

American Ass'n. of Group Workers

2. To other YWCA's
3. Through speaking, writing, demonstrating
4. Through in-service training
5. By maintaining standards in facilities, equipment, program and leadership.

Clubs

1. Commuters Club
2. Hospital Hostessing
3. Twixters
4. Live Y'rs
5. Around the Towners
6. The Intercollegiate Club
7) Campus Groups
8. Student Dances at the Y

Counseling Services

Definition: Under direction to be responsible for a program of pefsonal counseling related to the requirements of YWCA and to do any related work as required. Resource to minority groups in securing housing.

Responsibility:

1. Confer with executive and committee to determine the scope of/ personal counseling withing the Association.
2. Interview persons requesting assitance to ascertain their needs and make referrals to community agency best able to supply those needs.
3. Receive calls from agencies related to temporary housing of their clients.

4. Cooperate in the case of problems arising withing the building and the hotel from accidents, illness or cases requiring aid of police.

5. Resource to staff in individual and group counseling.

6. Keep records related to interviews on case record cards; leave Personal Service Record of daily contacts for those responsible in your absence.

7. Responsible for the billing of agency accounts.

8. Keep statistical records as required by the Association.

Relationships:

Directly responsible to Buildings and Hotel Director and Committee. Close working relationship with other professional staff and the Registration Office.

Function:

A. To offer a short-term counseling and referral service to individuals who ask for this type of help or to persons who have been referred by st aff after consultation with supervisor because their behaviour has indicated a need and the person has shown a readiness to accept it.

B. Be responsible for arranging with agencies temporary housing of their clients in the Y Dormitory or Hotel. Bill agency accounts.

C. Cooperate in cases of accident, illness, etc., arising with the building.

What is Counseling?

Peoples' request for counseling service may be phraaed in terms of finding a job or an apartment, or a need for " advice" on a marital difficulty or a personal problem. People may "ask" for help through their behaviour rather than through words: Heavy-drinking, excessively shy withdrawal - unreasonable demands and inability to stick to one thing.

Based upon the deepest respect for the personality of every human being, the counseling process tries to "help people who help themselves". By giving people a chance to "talk it over" in an accepting yet disciplined atmosphere, the counselor enables the client to work through to her own solution.

There are certain "ingredients" which have been found necessary to the counseling relationship. Strict confidentiality, accurate recording so that the counselor workd from a plan, rather that "off the "cuff", definate, mutually agreed upon appointment hours, all these are part of counseling.

Activity Distribution in the Boston YWCA Building

Basement..... 1. Cafeteria
2. 4 Bowling alleys
3. Toilet roomss for booth sexes

First Floor..... 1. Residence Lobby
2. Residence registration desk
3. Dining Room
4. Activity Lobby
5. Information Desk
6. Sanck Bar
7. Offices

Second Floor..... 1. Lobby
2. Auditorium
3. Library
4. Executive Offices

| | | |
|---|---|---|
| Third Floor..... | 1. | Auditorium Gallery |
| | 2. | Motion Picture Booth |
| | 3. | Club Rooms |
| | 4. | Offices |
| | 5. | Body of the Swimming Pool |
| Fourth Floor..... | 1. | Swimming Pool |
| | 2. | Gymnasium Locker Rooms and Showers |
| | 3. | Swimming Pool Lockers and Showers |
| | 4. | Instructors' office |
| | 5. | Attendants' office |
| Fifth Floor..... | 1. | Health Education Offices |
| | 2. | Medical Examination Offices |
| | 3. | Gymnasium |
| | 4. | Kitchen |
| Sixth Floor..... | 1. | Gymnasium Balkony |
| | 2. | Small Corrective Gym |
| | 3. | Offices and Club Rooms |
| | 4. | Kitchen |
| Seventh Floor..... | 1. | Building Managment Office |
| | 2. | Counseling Service |
| | 3. | Club Rooms |
| | 4. | Kitchen |
| | 5. | Dance Studio |
| Eighth Floor..... | 1. | Sculpture Room |
| | 2. | Painting Room |
| | 3. | Pottery |
| | 4. | Weaving |

Ninth Floor
up to Fourteenth..... 1. Single Residnece rooms

2. Double Residence rooms

3. Sitting area

4. Ironing Room

5. Toilets and Showers in each room

STUDY OF PITTSBURGH YWCA REQUIREMENTS

# STUDY OF PITTSBURGH YWCA

## Objecttves for the new YWCA building, Pittsburgh, Pa.

The new YWCA building should bring together and build the YWCA membership in Allegheny County in an atmosphere which will develop creative relationships. It should provide:

a --- a feeling of warmth, friendliness and relaxation and yet a stimulation, using most modern methods for developing these qualities in every approach.

b --- the opportunity for bringing together easily all the members and yet at the same time offiering opportunities for their dispersement into smaller groups.

c --- stimulation through the opportunity for a variety of skill and interest rooms and the way one may lead into another. Opportunities to see yet not distrub.

d --- ease of mobility and effective use of all space.

## What should the new building house?

The new building should be built with vision for the future - flexibility and adaptability. It should house:

a --- administrative offices which are efficient for the public and for the downtown program.

b --- a residence to give housing to the young employed girl and transient girls and women.

c --- a program of a variety of interests for those to whom a downtown building may be more accessible or for a specialization which is best on a centralized basis.

The new building should be a symbol and example of the value of the YWCA to the people of the county, providing services which are of particular value to women and girls and a program which fulfills the purpose of the YWCA. The building should be easy to maintain and ample storage spaces should be provided for the respective departments.

Criteria for appraising plans in light of above objectives

1.....Atmosphere to develop creative relationships.

Questions to be considered:

a ---- How does a stranger feel on entering the building?

b ---- Where is the information desk? accessible?

c ---- Does the membership and registration process take a place of emphasis and give opportunity for efficent service?

d ---- Does the arrangement of rooms provide for the integration of program and also the dispersement - are there places for coffee hours and the assembly program groups before and after clubs and classes?

e ---- Do stairways, assembly rooms, expandable rooms provide for easy movement of people from one place to another?

f ---- Number and size of rooms as related to goal of creative relationships - What is the size of group in which a staff member can work effectively with the participants and in which the participants can feel related? How many concurrent classes can one staff member supervise? How many persons make up a managable unit program?

(Suggested - 8 concurrent classes are practical load for one staff.

Class size 10-30

Club size 15-20

Committee size 10-30

Dance and recreation groups - example: probably 20 squares are a maximum load for one caller -160 per.

Social dance - maximum of 150-200, if one staff member is to know participants.

Gym class 20-30

Swim class 16-20

g ---- Do plans recognize food as an important factor in program areas making it accessible to the various groupings and in all areas of the building? Should be able to to break dining rooms into small units.

2.....Vision, flexibility, adaptability for future.

a ---- minimum of fixed equipment.

b ---- maximum electric wiring, outlets, etx.

c ---- storage which is accessible, but not highly specialized - large walk-in, but not in the way areas which can be adapted - movable walls which can be opened pr ɟpcked (like pullman kitchens)

d ---- adequate water supplies

3.....Ease and efficiency of operation

a ---- best ventilation, light, and sound-proofing now known.

b ---- rest rooms and check rooms well located and adquate insize for members, public, and staff.

c ---- entrances and stairways planned so that they can be supervised by least number of personnel - yet provide safety and ease of movement.

4..... Administrative unit

a ---- Efficient plan for administrative office and front desck - phones, mail, vending machines.

b ---- Mimeograph and printing room near public relations.

c ---- Stenographic pool that provides atmosphere of individuality and also nearness to offices.

GENERAL CONCLUSIONS REGARDING MINIMUM REQUIREMENTS

1.....Large spaces. Do not attempt to provide extremely large spaces. For the occasional times these are needed by the YWCA they should be rented outside the YWCA building.

2.....Auditorium . A seating arrangement for 300 --- flat floor. Locate so that it adjoins other open space such as lounge, or dining room, so that expansion up to 500 seatsis possible. Expanded area could be step or two higher for better visibility. Locate near kitchen.

3.....Meeting Rooms. Should be adaptable for various activities - size of romm rather than its furnishing bein the major determinate as to its use.

| | |
|---|---|
| club rooms | 15 - 20 persons |
| committees | 10 - 30 persons |
| classes | 10 - 30 persons |

Present classes include:

| | |
|---|---|
| sewing | flower arrangement |
| cooking | language |
| painting | forums |
| crafts | movies |
| milnery | |

8 - 16 rooms should be available at one time.

4.....Chapel No separate formal chapel, but one room should be adaptable to a chapel

5.....<u>"Day Hotel"</u> - eliminate from plans, but provide through Health Education Department place for members to relax or freshen up. Consider this under health program. Locate near Health Education control desk or "cage".

6.....<u>Physical Education and HealthnEducation facilities</u>.

(Minimum needs are outline - desirable are indicated by d.)

a ---- Pool (1) size 35'x75' D. 42'x75'

(2) Underwater lighting

(3) Controlled small public observation glass

(4) No gallery, but removeable seats on pool pool floor level for maximum seating of 200

(5) Sound proof ceiling.

(6) Good ventilation and humidifier

D. outside light and air

(7) Locker and dressing rooms on pool level.

D. Desirable to have a second locker and dressing room on gym level.

(8) Use basket plan - with open dressing rooms- no separate dressing stalls, have adequate space for dressing but no drying rooms.

(9) D. Temporary lockers for clothes & some private dressing rooms.

(10) Gang showers and also simple plan for some separate showers.

D. The most elaborate locker plan would be single showers surrounded by 4 dressing rooms. Private lockers and no baskets.

(11) Simple men's locker and shower room - located so it can be used by women when men not there.

b ---- Gymnasium. One main gymnasium - size 80'x125' (this provides space for: 1 basketball court

3 volley ball courts

2 tennis courts

5 badminton courts

1 long wall for tennis practice

Moveable seats - no permanent gallery

c ----All purpose room. Lover ceiling than gymnasium, long enough to teach:

(golf

(archery

(bowling

(shuffle board

Wide enough for extra gym class and dance classes. Sound-proof, doors to divide it into smaller units - permanent cushion at one end, closets, locate near dressing rooms.

D. 4 bowling alleys

d ---- Permanent medical exam set-up

2 doctor's offices

1 reception room

dressing rooms

locate near central registration office

e ---- Sun lamp or health room - near Health Education control desk

f ---- Health Education Lounge.

g ---- Staff dressing room - near pool - used by all full and part time staff - showers and lockers included.

h ---- Health Education offices - at least one overlooking the pool.

7 ---- Outdoor areas - For general recreation locate on level below residence tower. Major portion closed but giving the feeling of openness - partial section open. _Floor for dancing and Fireplaces. Top of residence for residence sunbathing and relaxation.

8 ---- Central Registration System is essential

9 ---- Food Service

a -- Objectives of Food Service in YWCA

(1) Service to residence - an e ssential part of YWCA service to young women is to provide nourishing food at nominal cost. Residence food service also provides a wholesome meeting ground.

(2) Service to program groups

(3) Service to social group;s

(4) Service to groups of members.

It would be inadvisable for the YWCA to engage in public food service because:

-- services above creqte big enough demand to justify?

-- impossible for social agency to compete with public food service to make money would involve competition.

-- legal aspects, too.

b -- Type of service

(1) Counter service with limited choise

(2) Snack bar

(3) Kitchenette for residence - have baskets to rent to girls

c -- Location and space - on lower floors because of delivery, hauling, trash, garbage, stokrage.

---unload and store on lowest floor.

-- kitchen and dining rooms could be above this unloading and receiving floor. (Kitchen and dining room all on one floor)

--dining rooms could be on ground floor if well ventilated and atractively decorated.

-- auditorium food service plan could be above regular foor service plant.

---can have a receiving pantry.

-- such a receiving pantry might become snack bar at night.

-- 100 seats for residence

-- 4 or 5 rooms at noon time for 20 each (must be sound-proof)

-- 2 rooms for 40 persons each.

-- financing - Food Service operation needs guaranteed minimum income - Recomanded resident girls be required to buy minimum food service ticket.

-- construction of food service -sound proof floors and ceiliings
-good ventilation
-recommend garbage disposal

Suggestion regarding location of major units.

Locate facilities accommodating large groups within walking distance either on a partly sunken ground floor or a first floor .

these include: auditorium
health education facilities
food service
central registration, except residence
interviews.

CODE REQUIREMENTS

CODE REQUIREMENTS FOR PITTSBURGH YWCA BUILDING IN ACCORDANCE WITH THE BUILDING CODE OF THE CITY OF PITTSBURGH, May 1, 1952

CODE REQUIREMENTS FOR PITTSBURGH YWCA BUILDING IN ACCORDANCE WITH THE BUILDING CODE OF THE CITY OF PITTSBURGH, May 1, 1952

| Assembly places | Anticipated attendance |
|---|---|
| 1) Auditorium | 500 |
| 2) Dining room | 300 |
| 3) Gymnasium | 100 |
| 4) Swimming Pool | 300 Incl. audience. |
| 5) Board Room | 50 |
| 6) Recreation room, small gym | 100 |
| 7) Classrooms | 30 |

Group "A" Occupancies (Assembly)

Group "A" Occupancies Defined

Sec. 601. (a) Group "A" Occupancies shall be the primary and intended use of any building or structure for the purpose of assembly of persons for amusement, entertainment, education, instruction, worship, transportation, recreation, sports, dining or similar purposes, with admission either public or restricted.

Sec. 601. (b) For the purpose of defining structural and height limitations, Group "A" is divided into the following divisions

| | | |
|---|---|---|
| A - 1 | Capacity | 1,001 or more |
| A - 2 | Capacity | 751--1,000 |
| A - 3 | Capacity | 501--750 |
| A - 4 | Capacity | 251--500 |
| A - 5 | Capacity | 76--250 |
| A - 6 | Capacity | 75 or less |

Construction Below Grade of Assembly Areas.

Sec. 601. (c) A place of assembly in a building of non-fire resistive construction may not have any part

of its floor more than 12 feet below grade, and if in fire-resistive building may not have any part of its floor more than 20 feet below grade.

Construction and Height

Sec. 602. For a fire-proof construction for groups from A - 6 to A - 4 and non-hazardous type D - 4, the construction height is unlimited.

Interior Finish

Sec. 604. Interior Finish of Group "A" Occupancies shall be of non-combustible or non-flammable materials which shall not develop toxic or noxious gases when exposed to heat or flame. Combustible material may be used for decorative purposes if rendered flame-proof. Non-permanent flame-proofing shall be tested each year and renewed whenever necessary.

Exception: Wood wearing surface for floors shall be permitted.

Light and Ventilation

Sec. 605. All portions of Group "A" Occupancies shall be provided with light and ventilation, either natural or artificial, as required in Chapters 42 and 43 of Pittsburgh Building Code, May 1, 1952.

Enclosure of Vertical Openings

Sec. 606. Elevator shafts, vent shafts and other vertical openings which permit the passage of fire or smoke througy more than one floor shall be enclosed in buildings of Types I, II, and III Construction, defined as follows:

Type I FIREPROOF construction

Type II FIRE-RESISTIVE Construction

Type III PROTECTED AND HEAVY TIMBER Construction

Group "A" Occupancies (Assembly) (cont'd)

Group A - 6 Occupancies

Sec. 607. Group A - 6 Occupancies shall comply with the requirements of this Code for D - 4 Occupancies and shall be exempt from all of the provisions of this and other chapters which apply to assembly occupancies except that each A-6 occupancy shall be provided with at least two means of egress.

EXTRACTS FROM PITTSBURGH BUILDING CODE.

Requirements based on occupancy

Primary and intended use for assembly of persons for the purpose of amusement, entertainment, education, instruction, worship, transportation, recreation, sports, dining or similar purposes with admission either public or restricted.

A-4 Capacity 251 - 500

Group Habitation

Hotels, apartments, apartment hotels, dormitories, convents, monasteries, lodging houses, and the like shall be classified under group

C - 2

Office classification

Offices not involved in handling, processing, storing of combustible or explosive materials shall be classified in the group

D - 4

Emergency lighting required

Dining rooms if capacity is over 100. Auditoriums gymnasiums. Apartments with more than 100 person accommodations above the ground floor.

Halls, corridors, stairways and all other means of egress (including illuminated exit and directional signs)

Rooms containing Central Heating Plants.

Projection Rooms and stage lighting Boards. Rooms in which emergency lighting equipment is located.

Outside of buildings above exits and above landings of fire escapes.

Fire Alarm system required — Group "C-2" occupancy.

Group "C" Occupancies (Group Habitation)

Group "C" Occupancies defined — Sec. 801. (a) Group Habitation - Group "C" Occupancy shall be the primary and intended use of any building for habitation by three or more families, by more than six persons in addition to the family and service staff in a one family dwelling, by more than three persons in addition to a family and service staff in a family unit of a two family dwelling or by more than six persons in addition to the service staff in a building not provided with family housekeeping units.

"C-2" — Sec. 801. (c) Division "C-2" shall be group habitation other than jails, reformatories, houses of correction, hospitals, sanitoriums, orphanages, but includes: hotels, apartments, apartment hotels, dormitories, convents, monasteries, lodging houses and the like.

Construction and Height — Sec. 802. For a fire-proof construction "C-2" Occupancy the height of the building is unlimited.

Light and Ventilation — Sec. 803. All portions of Group "C" Occupancies customarily used by human beings shall be provided with adequate light and ventilation by means of windows or skylights, or shall be provided with artificial light and a mechanically operated ventilating system, as required by Chapters 42 and 43 of Pittsburgh Building Code, May 1, 1952.

Heating Plant Separation — Sec. 805. Every room containing a central heating plant shall be separated from the remainder of the building by a "2 hour Occupancy Separation" as defined on page in this report.

Interior Finish — Sec. 806. In Group "C-1" Occupancies, interior finish shall be of non-combustible or non-flammable materials which shall not develop toxic or noxious gases when exposed to heat or flame.

Incinerator and Storage Rooms — Sec. 807. In Group "C-2" Occupancies, incinerator rooms and rooms for storage of household goods, luggage or other combustible materials shall have walls of incombustible materials and ceilings of not less than 1-hour fire-resistive construction.

Enclosure of Vertical Openings — Sec. 809. All elevator shafts, vent shafts, stairways and other vertical openings shall be enclosed in buildings of Types I, II, III, except that for buildings four (4) or more stories in height, where 2-hour fire-resistive construction with fire-resistive doors is required, doors labeled by Underwriters' Laboratories, Inc., for protection of vertical openings shall be used.

Group "D" Occupancies (Commercial, Industrial and Office)

Group "D" Occupancies Defined — Sec. 901. (a) Group "D" Occupancies shall be the primary and intended use of any building or structure or any part thereof for commercial, industrial, office or like purpose.

"D-4" — Sec. 901. (e) Division "D-4" (Non-Hazardous)

REQUIRED COMPLIANCE WITH FIRE ZONING REGULATIONS

General — Sec. 1301. Erection, enlargement, alteration, repair and occupancy of buildings and structures shall be restricted within Fire Zones No. I and No. II, as created by Ordinance No. 310, approved October 2, 1919, known as the Fire Zoning Regulations, in accordance with the provisions as follows:

Location of the New YWCA

The new YWCA building is located in the Fire Zone No. I, and therefore the construction must be Type I - Fireproof or Type II - Fire-resistive.

See chart No. for location of the new building.

TYPE II BUILDINGS (FIRE-RESISTIVE)

Definition

Sec. 1601. Type II, Fire-Resistive Construction is that Type of Construction in which the walls, floors, roof and structural members are of approved masonry, reinforced concrete or other approved incombustible materials meeting the requirements of this Code and having a fire-resistance not less than the requirements set forth in Table

Height and Area Allowable

Sec. 1602. The height and ground area of Type II buildings shall not exceed the limits set forth in Table 5-B and Sec. 902 (a) and (b). Pittsburgh building code, May 1, 1952.

In compliance with the above requirements the new YWCA building neight and area is unlimited.

Foundations

Sec. 1604. Foundations may be of any recognized materials, masonry, reinforced concrete, steel or iron properly encased, piling of wood, steel or concrete or masonry piers or caissons. Any foundation system shall be structurally sound and protected according to recognized engineering practice against deterioration from the action of ground water. In certain location protection against deterioration from electrolysis may also be required.

General

Sec. 2202. Except when erected upon hard pan or solid rock or upon walls or piers on the waterfront, foundation walls or other permanent supports shall be carried not less than three (3) feet below finished grade and shall rest on solid ground or leveled rock or on piles when solid earth or rock is not found.

Footings

Footings when required by the provisions of this Code shall consist of masonry, reinforced concrete or steel grillages. Footings of wood may be used if they are entirely below permanent water level or if they are impregnated with creosote or other preservative listed as approved in the Rules and Regulations. Where metal is incorporated in or forms part of a foundation, it shall be protected from rust by paint, asphalt, concrete or such materials and in such manner as provided in the Rules and Regulations.

Bearing Capacity of Soil

Where the bearing capacity of the soil is not definitely known or is in question, the Superintendent may require load tests, test borings or other adequate proof as to the permissible safe bearing capacity at that particular location.

Exterior Walls

Sec. 1605. Exterior walls shall be of materials meeting the requirements set forth in Chapter 23 and Table 14-A. Walls fronting on streets not less than 50 feet wide may be of incombustible construction with only the structural members fire-protected as required in Section 1609.

Partitions and Inner Court Walls

Sec. 1606. Interior bearing partitions and inner court walls shall be of incombustible materials and of not less than 2-hour fire-resistive construction.

Exception: Non-bearing partitions subdividing an area not exceeding 3000 sq. ft. and occupied by a single tenancy may be of wood or metal panels or similar light constructions without fire-resisting rating.

Enclosure of Vertical Openings

Sec. 1607. Enclosure for elevator shafts, vent shafts, stair wells and other vertical openings when required because of occupancy shall be of not less than 2-hour fire-resistive construction. A parapet wall at least 24 inches in height above the roof shall be provided around all open shaft enclosure extending through the roof.

Structural frame

Sec. 1608. The structural frame shall be considered as the columns and girders, beams, trusses or spandrels having connections to the columns, and all other members essential to the stability of the frame. The members of floor or roof panels which have no connection to the columns shall be considered as secondary members. The structural frame and secondary members shall be designed and constructed to carry all dead, live and other loads to which they may be subjected during erection and after completion of the structure.

Fire Protection of Structural Steel or Iron members

Sec. 1609. (a) All structural steel or iron members shall be thoroughly fire-protected with not less than 4-hour fire-resistive protection for columns supporting masonry, not less than 3-hour fire-resistive protection for all other columns, girders, beams and trusses, not less than 2-hour protection for floor panels and 1-hour protection for roof panels, as set forth in Table 14-A.

Floor Construction

Sec. 1610. Floor panel construction shall consist of any incombustible floor system of not less than 2-hour fire-resistive rating. The floor and roof panel construction shall be designed and constructed as to transfer horizontal forces to such parts of the structural frame as are designed to carry the horizontal forces to the foundations, unless such forces are otherwise provided for. Where wood sleepers are used for wood floors the space between the structural floor slab and the underside of the wood floor shall be filled with incombustible material in such manner that there will be no open spaces under the flooring, and such spaces shall be filled solidly under all permanent partitions so that there is no communication under the flooring between adjoining rooms.

Roof Construction

Sec. 1611. Roofs shall be constructed of any materials or combination of materials as allowed for floors in Section 1610 or as allowed under Exceptions under Sec. 1609. Any drainage fill place on a roof deck of any building shall be of incombustible material and such fill shall be considered as a part of the dead load in designing the roof framing.

Stair Construction

Sec. 1612. Stairs enclosed within 2-hour fire-resistive enclosures shall be constructed of reinforced concrete, iron, steel or other approved incombustible material with treads and risers of hard incombustible materials. Stairs not required to be enclosed in fire-resistive enclosures shall be constructed of approved incombustible materials. All stairs shall be designed and constructed as specified.

ENGINEERING REGULATIONS FOR THE NEW YWCA BUILDING IN PITTSBURGH IN ACCORDANCE WITH THE BUILDING CODE OF THE CITY OF PITTSBURGH.

Loads

Sec. 2102. (a) Buildings shall be of sufficient strength to support the estimated or actual imposed dead and live loads without exceeding the working stresses allowed for the materials of their construction in generally accepted good engineering practice.

Method of Design

Sec. 2103. Any system or method of construction to be used shall admit of a rational analysis in accordance with established principles of mechanics. In cases where rational analysis by established principles is not possible the design may be accepted by reason of tests as required by the Board of Standards and Appeals. Said tests shall be paid for by the applicant for permit or the manufacturer as the case may be.

Unit Live loads

Sec. 2104. The following unit loads shall be taken as the minimum distributed live loads in pounds per square foot to be used in the design of the floor of buildings for the occupancies listed, and loads at least equal shall be assumed for uses not listed in this section but which create or accommodate similar loadings:

Domestic occupancy.....40

Office occupancy.....50

Class rooms.....60

Assembly occupancy.....100

Stairs.....100

Locker rooms.....75

Roof Loads

Sec. 2105. Roofs shall be designed for a vertical live load of 30 pounds per sq. ft. of horizontal projection applied to any and all slopes except as hereinafter provided. Where the rise exceeds 12 inches per foot no vertical live load need be assumed, but the roof shall be designed for the dead load and for a wind load of 20 pounds per sq. ft. normal to the roof surface.

Reducation of Live Loads

Sec. 2106. The following reductions in assumed live loads shall be permitted in designing of columns, piers, walls, foundations, trusses and girders:

Roof.....0 per cent

Top floor from roof.....0 per cent

Second floor from roof.....10 per cent

Third floor from roof.....20 per cent

Fourth floor from roof.....30 per cent

Fifth floor from roof.....40 per cent

Sixth floor from roof.....45 per cent

Seventh floor from roof and all floors below.....50 per cent

Wind Pressure and Lateral Forces

Sec. 2107. When the height of a structure is over 100 feet it shall be designed for a wind load of 20 pounds per square foot of exposed surface and specific means shall be used to resist the forces due to wind. All structures in which the height is more than two and one-half ($2\frac{1}{2}$) times the least width, and all mill type, shops roofs over auditorium or structures of similar character shall be designed to resist a wind pressure of 20 pounds per square foot.

The dead load resisting moment of any structure shall not be less than one and one-half ($1\frac{1}{2}$) times the overturning moment due to wind and other lateral forces. The foundation and superimposed earth loads may be included provided the anchorage is sufficient to develop these weights.

STAIR AND EXIT REQUIREMENTS FOR THE NEW YWCA BUILDING

Definitions

Exitway shall mean any required means of direct egress in either a horizontal or vertical direction leading to a thoroughfare.

Unit of width shall mean the required width of a path of travel either horizontally or vertically, for one person or a single line ofpersons to exit from a building or from any of its part. All units of width shall be unobstructed by railings or by doors when in an open position.

Exitway Capacity

Sec. 2802. Exitway capacity shall be based upon the number of persons to be accommodated, the type of occupancy, and the probably hazard due to fire or panic by the reason of the type and method of construction of the structure. Units of exitway shall be provided in accordance with the following Table.

| Occupancy Class | Construction type | Number of Units | Type of Stairs | Max. Distance to Exitway |
|---|---|---|---|---|
| A-4 Theater | Type II | 40 | A | 100 ft. |
| Non-Theater | Type II | 50 | A | 100 ft. |
| C-2 All Floors | Type II | 60 | C | 125 ft. |
| D-4 Protected | Type II | 150 | C | 150 ft. |

Notes

Theater in this table means an Assembly Room with fixed seats, customarily darkened during performances. Theaters shall have not less than three (3) exits as remote from each other as practicable.

Protected in this tablemeans that materials which are combustible are properly protected by a sprinkler system, or such other automatic types of system or systems as may be required by reason of the type of hazard.

Where the occupancy is mixed, the more stringent requirements shall govern.

Values shown in the above table are for doorways and stairs. Required units of width may be decreased: 20% for corridors and ramps up to 10% slpe; 10% for ramps having 10% to 16-2/3% slope.

Unit of Width

Sec. 2805. The unit of width shall be 20 inches, except that in exitways less than $2\frac{1}{2}$ units wide the width of units and halfunits shall be as shown in the following table. Credit as exitway width shall not be given for any fractional part of a unit other than one-half.

| | Doorways and Stairs | Corridors |
|---|---|---|
| 1 Unit | 24 inches | 30 inches |
| $1\frac{1}{2}$ Units | 32 " | 36 " |
| 2 Units | 40 " | 44 " |
| $2\frac{1}{2}$ Units | 50 " | 50 " |

More than $2\frac{1}{2}$ units - Add ten (10) inches for each $\frac{1}{2}$ unit.

$1\frac{1}{2}$ units is the maximum credit allowed for a doorway having a single door, regardless of door width.

3) Occupancy classification "D-4"

Two (2) exitways remote from each other as possible shall be required if every story exceeds 3,000 sq. ft. of a Type II construction and occupied by more than fifty (50) persons.

Every basement or cellar larger than six hundred (600) sq. ft. in area shall have at least two (2) means of egress, both of which shall be accessible from any portion of said basement or cellar.

General Requirements for Stairways

Sec. 2808. The requirements for stairs apply to all stairways except inter-communicating and similar stairways which do not constitute exitways, and which are so located and arranged as not to be subject to use as exitways. For multi-story buildings, stairway requirements are non-cumulative. The space beneath the bottom run of stairs shall not be used for closets or like purposes.

Classes or Stairways

| Class | Minimum clear width in Inches | Angle of st. in Degrees | Required Handrails | Maximum Vertical Dist. betw. Landings |
|---|---|---|---|---|
| A | 2 units (40") | 30 to 33 | Both sides | 8 feet |
| C | 1½ units (32") | 33 to 40 | One side | 12 feet |

Note: Intermediate landings on straight run stairs shall have minimum width of 42 inches in the direction of run.

Ramps

Sec. 2815. Ramps may be used in place of stairs in required exitways. The maximum pitch of ramps shall be 16-2/3% (2" per foot). Ramps steeper than 10% shall have non slip surface. Ramps having slope of more than 12½% shall be provided with handrails as required for stairways.

Elevators

Sec. 2816. Elevators shall not be included in the calculations for required exitways.

Maximum Number of Occupants per net Floor Area

| Type of Occupancy | Square Feet Per Person |
|---|---|
| Theaters, auditoriums | 6 |
| Dance Halls | 7 |
| Main exercise rooms of gymnasium | 15 |
| Bowling Alleys (exclusive of alleys) | 10 |
| Dining areas | 12 |
| Offices up to 400 sq. ft. in area | 100 |
| Offices more than 400 sq. ft. in area | 60 |
| Class rooms | 20 |
| Dormitories | 75 |
| Libraries and reading rooms | 30 |
| Standing room areas for any class of occup | 3 |

Net Floor Area

This means all usable floor, including all areas occupied by equipment or furnishings, but not including corridors, toilet rooms and such other accessory rooms as may be provided.

Minimum Exitway Requirements

Sec. 2803. The minimym number of exitways to be provided from each Occupancy Classification shall be as follows:

1) Occupancy classifications, Group "A"

   Two (2) exitways as remote from each other as possible.

2) Occupancy classifications "C-2"

   Two (2) exitways remote from each other as possible shall be required except if the building is of Type II construction, not more than three (3) stories high, not more than 3000 sq. ft. per story between exterior or fire walls and not more than twenty-five (25) persons per story, can have only one (1) exitway per story.

## WHAT RELATIONSHIP WILL THE YMCA HAVE TOWARD THE YWCA

The new YWCA building will be erected opposite the existing YMCA building. At the first glance this situation wouldn't seem to offer any difficulty. On the contrary, it seems that this close relationship would certainly help to integrate different types of programs.

The first thing which came into my mind was the problem of possible duplication of activity area. I arranged a meeting with the YMCA Executive Director, Mr. F. H. Nagy and his Business Secretary, Mr. A. H. Thompson. I assured them that I was approaching this problem strictly on an academic basis and any information gained would be used only as an alternate proposal for my thesis. During the three hour discussion it was quite evident that certain serious problems would develop in the future if the new YWCA building should be erected on the other side of the street.

1) How will the YWCA co-ed activity program affect the existing YMCA activity program. Almost every course or activity offered at the present YMCA building is open to men and women. It is quite obvious that the registration at the present YMCA will drop considerably as soon as the new YWCA would be open to the public. The new YWCA building will be most likely more attractive with its modern facilities. Both organizations have an unlimited co-ed program and if the same type of activities will be offered how are they going to secure good leadership. From past experience both organizations have learned that no matter what type of activity they offer, they have to employ good and rather expensive leadership in order to maintain a high enrollment, which in turn would support the organization. They have to have the following qualifications:

a) Professional competence in his own field.

b) Ability to function as a good group leader.

Competition will arise as to who will get whom and here again because of the new environment and better facilities the YWCA will stand a better chance.

Almost 90% of activities offered at the present YMCA are open for co-ed activities. The same is true with the new YWCA. After the discussion I had a tour through the building and here are the major functions:

| | |
|---|---|
| Basement | 1. Cafeteria |
| | 2. Barber Shop |
| Main Floor | 1. Auditorium |
| | 2. Coffee Shop |
| Mezzanine | 1. 3 Function Rooms |
| | 2. Craft Shop |
| | 3. Printing Shop and Mail Room |
| 2nd floor | 1. Program and Counseling Office |
| | 2. 5 Function Rooms |
| | 3. Kitchen |
| | 4. Dark Room |
| 3rd Floor | 1. Swimming pool |
| | 2. 3 locker rooms |
| 4th floor | 1. Physical Director's Office |
| | 2. 2 large gyms |
| | 3. 3 other exercise areas |
| 5th floor | 1. Residence Lounge |
| | 2. Club Rooms |

| | |
|---|---|
| 6th floor | 1. Executive Offices |
| | 2. Housekeeper's Office |
| | 3. 10 residence rooms |
| | 4. Rest rooms and showers |
| 7th through 15th floor Each Floor | 1. 29 sleeping rooms<br>2. Wash room and showers<br>3. Rest room |
| 16th Floor | 1. City-wide YMCA Executive Offices |

The residence has 286 rooms of which about 15 are twins.

The building is very well kept and maintained but it already shows its age and because of certain type of construction some areas are already too small to handle the increased co-ed enrollment. I am referring especially to the swimming pool, which is rather small to take care of an additional load. The same applies to all other spaces to greater or lesser degree. There are quite a number of club rooms and different meeting rooms which serve the present YMCA; however, most of the time they are empty and therefore space-wise are less economical.

Since I am working on a thesis problem, different approaches can be used. I was hoping that by inspecting the present YMCA building I could find an answer for an integration of co-ed activities, which would mean a thorough revisal of the existing YWCA program prepared by their staff and based on their needs. The merging of co-ed activities would result in greater economy as far as the employment and maintenance is concerned. For that reason the new building would incorporate all co-ed activities, space requirements enlarged and the present YMCA staff members would work together hand in hand and accomplish the purpose in serving the community in the most economical and efficient way possible.

In that case I would suggest remodeling the present YMCA quarters and converting the upper floors into additional residence rooms and to use the lower floors for rental purposes. It is only an idea which needs a great deal more study than the alloted time for my thesis preparation.

I realize that in suggesting the idea of merging I would be confronted with a more difficult administration problem and that both organizations would have to work out a solution on a cooperative basis. As an architect I can only suggest an idea or thought which I believe would result in greater economy and betterment of relationships in the community. To prove that, it would require an extensive research and analysis. The past experience, the present progress and future anticipations or scientific predictions would play an important role in the evaluation of facts. New and different needs would arise. They would become self evident. A program designed for these new needs would reflect different spacial requirements. At this point the architect steps in and offers his services to house the program in an economical and efficient structure.

My task was to translate the curricular and social needs of the YWCA participants and the recreation needs of all in the community into number, size, type and location of rooms for efficient use.