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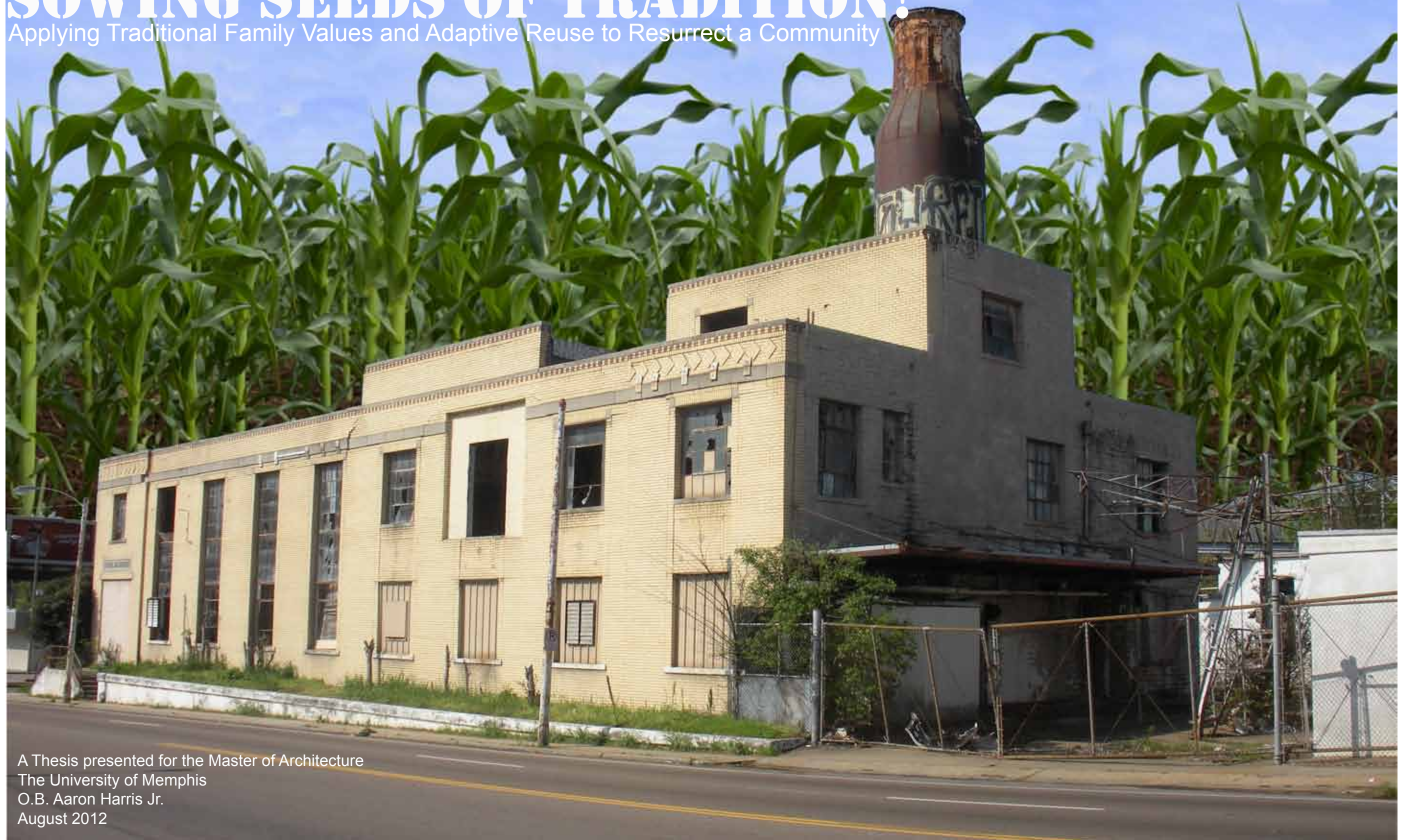
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SOWING SEEDS OF TRADITION!

Applying Traditional Family Values and Adaptive Reuse to Resurrect a Community



A Thesis presented for the Master of Architecture
The University of Memphis
O.B. Aaron Harris Jr.
August 2012



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I would like to give thanks to God above for giving me the strength and knowledge to design and write a very successful Thesis. I would like to thank Him for blessing me with two wonderful parents who raised me to become the man I am today. They taught me the true meaning of family. I want to give thanks especially for my committee chair, Pamela Hurley, and my other two committee members Jim Williamson, and Sherry Bryan for helping me to reach my goals and expand my thoughts. I am very fortunate to have them on my committee, their faith will carry me to succeed in life.

Abstract

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Major Professor: Pamela Hurley

There are problems in every community, including South Memphis, Tennessee. Issues that need to be addressed include teen pregnancies, school drop-outs, crime, childhood obesity, and lack of parental guidance. Traditional family characteristics such as spiritual life, caring and appreciation, commitment, flexibility and openness to change were once guiding forces that have been lost in our current culture. The response has been to provide community centers, which have often failed because they do not teach the basic skills necessary for a productive life. One solution is to convert the Turner Dairy Warehouse on South Bellevue into a facility that will provide education, enrichment, and encouragement. The Family Educational Exchange & Development Center (F.E.E.D) will be an educational facility instilling family values, teaching integrated life skills, and giving back to the community. The skills taught will include horticulture, home-economics, parenting, and general education. This facility will bring life to a dying community.

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Introduction

Thesis Statement

Can sowing seeds of traditional family values through adaptive reuse help resurrect a community?

Thesis Proposal

Family traditions in the United States, especially in South Memphis have changed drastically from the past. In today's society, life has taken a turn for the worse. Many problems our society encounters today start within our local communities. Issues such as obesity and truancy escalate into more serious problems such as teen pregnancy and crime. Many communities are declining because they do not have places and resources to teach the basic skills necessary for people to become productive citizens. Instead, the community houses old, abandoned buildings that attract graffiti, crime, and violence. Times are about to change! The proposal of a new educational facility called (F.E.E.D), will be able to address these issues through the rehabilitation of an existing Turner Dairy Warehouse. The building will create a new paradigm and will address what communities lack: family core values, education, exchange, and development.

Chapter 1: Strong Family Characteristics with their Architectural Significances

A strong family structure consists of many elements that support and serve as a foundation for future growth. Without this proper foundation for a family to build upon, there will be spiritual, emotional, and physical disconnects resulting in domestic abuse, divorces, child abuse and neglect. The most comprehensive source of information and support for teen and family issues is called Focus Adolescent Services, who for over a decade, has "adhered to their mission for providing information and resources to empower individuals to help their teens and heal their families." They describe seven characteristics in an article called, "What makes a family strong?" (Focus Adolescent Services, 2011). Those qualities are spiritual life, caring and appreciation, commit-

ment, communication, community and family ties, teamwork, and flexibility and openness to change. Communities should possess these same kinds of strong family qualities and through the F.E.E.D facility, they will be provided with the opportunity to learn how to put these theories to practical use.

Family Strength #1: Spiritual Life

The most important strength a family should possess is "Spiritual Life." A family that bonds together with a guiding force called spirituality will build good relationships that provide support when dealing with challenging conditions and circumstances. A spiritual faith provides those tools and models. Resilient families practice their spiritual faith by discussing their beliefs and opinions with each other. They worship and pray together, find optimism, sustenance, direction and purpose through their spiritual faith. In connection to families, communities should also develop similar spiritual components. Mothers and fathers take time to instill spiritual-based knowledge in their children helping them to become role models for their own children in future generations. When children start to develop these spiritual values, they encourage other youths by sharing what they were taught.

Architecture can signify this quality of spiritual life by addressing the essential elements for growth: water, food, air, and shelter. Even the earth provides us with the nourishment that sustains us daily: natural sunlight, shelter, air, food, and water. For the proposed F.E.E.D facility, these elements will be programmed within a site-related master plan which consists of gardens, meditation spaces, covered communal spaces, and irrigation systems.

Family Strength #2: Caring and Appreciation

A family builds its strength through loving and caring relationships. A community is a larger version of a family. Family members have to find ways to support and encourage each other, even when a member makes unfortunate choices. One way of showing this is to share

positive attitudes with one another. By doing so, a family begins to recognize polite behavior, noticing the talents, skills, achievements, special qualities, and characteristics that make each person unique (Focus, 2011). From observation, there are plenty of talented young artists in Memphis, Tennessee. One major problem is that buildings, bridges, and homes in the South Memphis communities are being vandalized every day with graffiti revealing great talent that is used for the wrong purpose. There is a great amount of potential in today's youth: music, art, self-expression, etc. Instead of youths drawing graffiti on bridges, communities could utilize the talented individuals to bring out positive influences.

A second way of showing "caring and appreciation" is by giving time. Children want their parents to spend time with them. Resilient families spend quality time together through activities such as eating meals, sharing joys and defeats, working, watching movies, playing games, studying, and doing basic chores (Focus, 2011). Challenges that have to be surmounted are a lack of time and patience. Communities are continuing to be less concerned about the youth negatively expressing themselves by wearing inappropriate clothing, walking the streets, and becoming involved with the wrong trends of information technology. Children are distancing themselves from their parents through a lack of respect and disobedience. They are now making their own life-changing decisions without consulting parents and guardians; this concern needs to be addressed. Families and communities finding time to spend with today's youth is key to keeping track of what is happening in society.

A third way to show affection, love, and appreciation is through physical expressions such as a quick pat, a hug, a kiss, a hand clasp, or arm around the shoulder (Focus, 2011). A family and a community should be able to connect mentally and physically. These expressions represent bonds which should last within families. Strong communities should always be able to show love for one another the same way through pats and hugs. Now, instead of communities

hugging or giving a pat on the back, they are fighting and killing one another. Bringing back these expressions would further strengthen communities in the future.

According to the article "Three elements strong families have in common" (Irons, 2011), author Kori Rodley Irons, public relations and nonprofit management specialist, mentions another key factor of "Caring and Appreciation," which is "genuine love and support." Regardless of what faults and mishaps might concern them, members of resilient families know that they are loved unconditionally and they all have support and encouragement from parents, relatives, and extended families. It is essential for children, even those whose parents may be divorced, to know that they are always supported. Even during the difficult times, it is the sincere and unconditional love that keeps bonds stronger.

"Caring and Appreciation" is symbolized architecturally in the F.E.E.D facility through a close relationship of forms and spaces. This quality relates to the wrapping and hugging of important spaces via balconies, mezzanines, corridors, and other means of circulation and is the main artery, which establishes accessibility to all spaces.

Family Strength #3: Commitment

The third family strength is "Commitment." A strong family must show commitment, which can be obtained and sustained by supporting each other. Families work on situations together even when times are tough. What makes a family special is what they cherish or value. Children know their parents are committed to them when they see them committed to one another. To make a safe and secure home, parents should love, honor, and respect each other.

To build family commitment, there must be family traditions, which can be any function or event that occurs regularly and holds special meaning. Examples such as bedtime stories and prayers are simple family traditions. These traditions create sensations of warmth, closeness, and specialness because they have meanings that are special to the family. They also generate

feelings of family safety and stability (Focus, 2011).

Grandmothers and grandfathers used to be able to express their love with their family members through cooking large dinners after church on Sunday, Thanksgiving, and Christmas. Most of the time, everyone in the family would work together as a team to help with cooking and preparing food. People were also healthier chefs because of the love they put into preparing their food. Always before eating any meal, someone would say a prayer while everyone bowed their heads and closed their eyes. Families connected through not only eating plenty of food, but socializing with one another.

Family Strength # 4: Communication

The fourth family characteristic is “Communication.” Strong families communicate through talking and sharing their visions, pleasures, doubts, skills, desires, and fears. These communication patterns are always open, vibrant, and recurrent. Talking about feelings and making suggestions that are kind and helpful when a family member has a problem is especially important in improving situations or solving problems by trying to suggest actions that could be taken. A person may feel frustrated, helpless, and unworthy if he or she is criticized without proper feedback. It is very important to speak out of love, from the heart, at all times. In order to have great communication skills, listening tops the list. One of the most powerful ways of showing love is listening to what others have to say, which means making the effort to understand the other person’s point of view. Hearing, understanding, and accepting another person’s views and feelings are skills requiring only patience (Focus, 2011).

If children are experiencing peer pressure at school, they need to communicate with their parents about the situation. Problems occur when children are afraid to talk about certain issues to their parents because of what they might say or how they might react. A huge concern in our communities is that there is plenty of verbal criticism, but there are few positive actions taking

place. Ideally, people should be comfortable talking with anyone in their own community.

Communication can be expressed architecturally in the F.E.E.D project as main interaction spaces, which are open, vibrant, and spacious. They are referred to as “teamwork” spaces because they share common qualities with all adjacent spaces. In accordance with this thesis, all communication spaces such as the open classroom and demonstration kitchen will act as teamwork spaces due to their adjacent areas sharing common functions.

Family Strength #5: Community and Family Ties

The fifth family strength is “Community and Family Ties.” Strong families are not isolated, which means they look to other people and groups for friendship and support. These families are willing to seek external help if they have a difficult time dealing with particular issues. They tend to be closely involved with schools, churches, and local organizations that promote community and individual well-being. Relatives, neighbors, and friends should have close ties with one another, but busy schedules can make it difficult for intermediate family members to socialize with people outside of the family. Taking time out of a busy schedule to plan a special trip to visit certain people will create special bonds within a community. Reaching out in need to extended families and communities can be very fulfilling.

Examples such as raking leaves, lawn care, gardening, cleaning or repairing a house to help an elderly person or couple could be tasks chosen by a strong family to show care and support through community outreach (Focus, 2011). To further illustrate this concept, another key factor mentioned by Kori Rodley Irons is “Connection to family, friends and community.” This includes those who do not live within the nuclear family home. A strong self-image and a bond towards a larger community is developed from feelings of being associated, treasured, cherished and loved by the extended family (aunts, uncles, grandparents) and trustworthy family friends.

Community outreach is an important factor for bonds between families, friends, and the

community. Encouraging people, especially the youth, to take time out to volunteer within the community will help keep their minds occupied and away from the negative influences. At the educational facility, F.E.E.D, for all of the hard work and effort people apply towards tasks such as gardening, cleaning, cooking, visiting the elderly, building, taking care of people's personal needs, they will be rewarded with incentives such as free food and compensation. "It is better to give than to receive!" applies towards community outreach because people who are less fortunate are desperately in need of F.E.E.D's support.

The characteristic, "Community and Family Ties," is architecturally expressed in the F.E.E.D project as physical or visual connections between the site and the community. The incorporation of outdoor gardens and dining terraces will become entrances to the site. Growing, eating, and learning about food are the links that will engage several communities. The site reaches out to neighboring communities bringing them closer together.

Family Strength # 6: Teamwork

In conjunction with the quality of "community and family ties," another important family characteristic is "Teamwork." The old adage, "There is no "I" in Teamwork" applies. Teamwork requires all individuals to do their part to accomplish a certain task or goal. No one person can change a community; everyone has a particular role to play, making this world a better place to live. Strong families make decisions, solve problems, and work together. Children's opinions and efforts are encouraged, invited, and appreciated, but parents are the leaders. As good practice, real decision-making can help children grow into responsible adults. Children need to observe their parents' decision-making process as an example. If children have some choice of responsibility, they are more apt to help the family. If older children are aware of their family's financial situation, they are more likely to accept limitations regarding purchases. Every family member has the opportunity to express his or her opinions and ideas and offer compliments and com-

plaints during family meetings (Focus, 2011).

In the F.E.E.D project, "Teamwork" is expressed architecturally as a "collaboration" of spaces, also called "shared" spaces. Likewise, if a family is considered a strong team, then a community is considered an even larger team. Once a community starts to gather its own team members, it will begin to spread out like tree branches in order to reach other communities. Starting a series of family and community teams in South Memphis will spark change in the future. The concept of trees branching out is represented in the views provided.

Family Strength #7: Flexibility and Openness to Change

The final characteristic of a strong family is "Flexibility and Openness to Change." Strong families deal with daily life through habits, routines, and sets of rules. Some of the obvious patterns consist of cooking, washing dishes, doing the laundry, or fixing the car. In order to deal with the challenges a family must encounter everyday, a stable family is essential. Most families face a number of challenges: adults switch jobs and retire; families move to different communities; children get older; and families are reshaped by birth, adoption, marriage, divorce, sickness, and death. If families adapt and support each other through these changes, then relationships are most likely to remain healthy and strong (Focus, 2011).

Another key factor of this characteristic, according to Kori Rodley Irons, is "boundaries and security." Rules and boundaries should be established within resilient families. Not too many rules are needed, but asserting consequences is the key when children violate consistent rules and expectations. For example, Irons mentions that there should not be any pressure for any student to make straight A's in a family who values education. A child should attend, contribute, and do their best at school. Penalties should reflect the family's values, be reliable, and need not be severe for poor attendance or performance. This means family members can depend on one another knowing that basic necessities will be provided.

“Flexibility and Openness to change” is expressed at the F.E.E.D Center architecturally as multiuse or multipurpose spaces. The vertical expansion of volume via a double-height space will serve as the main assembly space used for holding different functions.

The seven traditional family characteristics are Spiritual Life, Caring and Appreciation, Commitment, Communication, Community and Family Ties, Teamwork, and Flexibility and Openness to Change. Each characteristic has its own architectural role for the master plan and rehabilitation of the Turner Dairy through the proposed F.E.E.D Center. There are examples that address these characteristics in unique ways. Open High School located in Richmond, Virginia, “Urban Gardening: A Global Food Chain,” based in Detroit, Michigan, and Food Cooperatives such as Mississippi Co-operative Market and South Memphis Farmer’s Market share similar qualities.

Chapter 2: Organizations that Share Similar Characteristics

Open High School

The first precedent study which addresses similar qualities such as Caring and Appreciation, Community and Family Ties, Communication, Teamwork, and Flexibility and Openness to Change is the concept of Open Schools. One school which utilizes these qualities is the Open High School located in Richmond, Virginia. According to the Richmond Public School's website, the school was established in 1972 and is referred to as the "school without walls." Open High School (Figure 1) specializes in programs such as Advanced Studies Diploma, Advanced Placement and Dual Enrollment classes and Early College Scholars (Open High School, 2011).

What is very inspiring about the school are the requirements students have to fulfill before graduating. They have to complete 80 hours of community service (Figure 2). Their focus is to offer community-based education in a small, personal setting. As a result, after completing high school at Open, over 95% of their students progress on to institutes of higher education. According to the United States New, & World Report, Open High School is among America's best (Open High School, 2011).

The Open High School website states,

Our mission is to produce students who will be goal oriented individuals proficient in all of the core subject areas. Equally important is our commitment to fostering competence in and an appreciation for the arts and humanities. In addition, we view students as individuals, competent in the use of technology as well as community resources to further their personal and academic goals. Through shared decision-making and community service, it is our belief that students will develop a sense of personal and social responsibility that will guide

their future decisions and actions as democratic citizens. (Open High School, 2011)

Also, there are 10 goals Open High School tries to fulfill:

- 1) To promote excellence in teaching and learning as a primary focus;
- 2) To encourage and support different instructional practices;
- 3) To cultivate strengths and improve upon pre-existing attributes of individual students;
- 4) To provide appropriate rigor that challenges students at varying stages of academic readiness;
- 5) To create authentic learning environments through the use of community resources and technology;
- 6) To give back to the community through service learning and volunteerism both as individuals and as a school community;
- 7) To assess students through both narrative and traditional grading systems which clearly communicate student levels of achievement;
- 8) To establish community through family groups, town meetings, staff development and whole school initiatives;
- 9) To engender student participation in leadership opportunities; and
- 10) To include staff, students and parents/guardians in management.

All of Open High School's goals clearly define each traditional family characteristic. Their main focus is creating strong bonds and connections between family, community, and school. To develop successful students, there should be consistency of student and teacher interactions. They should feel comfortable with each other; teachers and principals should value education and teach students just as they would their own children. Parents should be aware of whatever

their children are involved in at school. Full family and community participation within the school curriculum is a vital component which helps strengthen and occupy the minds of future students. It takes more than two parents to raise a child; teachers and principals also play vital roles, not only to watch them six to seven hours a day, but to supply an abundance of knowledge necessary for life. It is important to design an educational environment emphasizing those strong connections through uniquely-designed classroom settings and layouts providing a variety of architectural features and aesthetics.

To examine the Open School concept further, another organization was established in honor of Italian Physician, Dr. Maria Montessori in 1952, called the American Montessori Society. She was a pioneer in child development who observed that children have a natural, progressive aptitude for acquiring knowledge about their world. Montessori Schools built a tradition of serving children utilizing Dr. Montessori's educational philosophy. They are found in over 50 countries all over the world reflecting their universal appeal as well as the cultural diversity of human kind (The Montessori School, 2012).



Figure 1. Image of the Open School
<http://newweb.richmond.k12.va.us/schools/assets/images/lococode120.jpg>



Figure 2. Community Service
http://web.richmond.k12.va.us/portals/11/assets/images/schoolProfile_girlsLifevests_small.jpg



Figure 3. Montessori School Entrance
<http://www.montessorischool.net/wp-content/uploads/2010/11/front-e1288783649171-150x150.jpg>



Figure 4. Art Class
<http://www.montessorischool.net/wp-content/gallery/artjpg>

One example of a Montessori School is located at Emerson Farm Middle School on seven acres of land in Lutherville, Maryland (Figure 3). The parents' role is to preserve the child's natural curiosity and to develop an openness to the unlimited possibilities of life development of a child nurturing and developing socially and academically to their fullest potential. The Montessori School is a non-profit organization that serves over 400 students and counts its alumni in the thousands. The school welcomes all students regardless of race, color, national origin, religion, gender, and disability (The Montessori School, 2012).



Figure 5. Pastry Class
<http://www.montessorischool.net/wp-content/gallery/middle-school-making-cheesecakes-at-rouge/picture3.jpg>



Figure 6. Parent-Child Bonding
<http://www.montessorischool.net/wp-content/uploads/2010/11/front-e1288783649171-150x150.jpg>



Figure 7. Cooking Class
<http://www.montessorischool.net/wp-content/gallery/upper-elementary-fall-winter-fun/upperele8.jpg>

Allowing students to progress at their own pace with an open-ended curriculum, the Montessori School is ungraded. The curriculum follows the child rather than the child fitting into a set curriculum. Where learning is tangible, their open curriculum offers freedom of choice to children in a dynamic energized, and free-flowing classroom (The Montessori School, 2012).

The Montessori School at Emerson Farm Middle Faculty believes that:

- 1) Children have within them a natural urge to explore and discover the world around them and find joy in learning when they are actively engaged in the learning process.
- 2) Children learn best in an environment of mutual respect and one that provides opportunities for cognitive, social, emotional, moral, and physical growth.
- 3) Heterogeneous and multi-aged grouping provides opportunities for peer teaching, sharing, and natural social development.
- 4) Children internalize concepts and skills at their own pace.
- 5) Children learn best when competencies are fostered through repetitive, successful experiences and failures are de-emphasized.
- 6) A multi-sensory approach maximizes learning because it provides for individual learning styles.
- 7) Children need opportunities to make choice, thereby fostering independence, self-esteem, and self-discipline.



Figure 8. Art and Creativity Classes
http://www.montessorischool.net/wp-content/gallery/afterschool/aftr_art2.jpg



Figure 9a. Mathematics Classes
<http://www.montessorischool.net/wp-content/gallery/faculty-amp-staff-anniversaries/sherry-w.jpg>



Figure 9b. Science Classes
<http://www.montessorischool.net/wp-content/gallery/lower-elementary-students039-photos/science2.jpg>



Figure 10. Cooking Class
<http://www.montessorischool.net/wp-content/gallery/afterschool/cooking3.jpg>



Figure 11. Cooking Class
<http://www.montessorischool.net/wp-content/gallery/upper-elementary-fall-winter-fun/upperele7.jpg>



Figure 12. Horticulture Class
<http://www.montessorischool.net>



Figure 13. Cooking Class
<http://www.montessorischool.net/wp-content/gallery/afterschool/cooking3.jpg>



Figure 14. Pastry Class
<http://www.montessorischool.net/wp-content/gallery/middle-school-making-cheesecakes.jpg>

At Emerson Farm Middle School, the Montessori approach in conjunction with the Open School approach illustrates the family qualities of Communication, Teamwork, Community and Family Ties, and Flexibility and Openness to Change. Figures 4-14 demonstrate the events and activities which occur there. Applying the Montessori approach in South Memphis would help address the lack of support and guidance by increasing the knowledge and education level of all people, regardless to age, gender, or ethnicity. The F.E.E.D Center would utilize these same techniques in order to achieve those goals.

Urban Gardening: A Global Food Chain

Another important example which defines such strong family characteristics as Spiritual Life, Caring and Appreciation, Commitment, Communication, Community and Family Ties, Teamwork, and Flexibility and Openness to Change is an organization called Urban Gardening: a Global Food Chain, based in Detroit, Michigan. Gardening is an activity necessary for human growth and requires patience, communication, and teamwork.

According to the Urban Farming website, their mission is:

To create an abundance of food for people in need by planting, supporting and encouraging the establishment of gardens on unused land and space while increasing diversity, raising awareness for health and wellness, inspiring and educating youth, adults and seniors to create an economically sustainable system to uplift communities around the globe. (Urban Farming, "About Us", 2011)

The Vision of a Global Movement is to "Create an abundance of food for all in our generation" (Urban Farming, "About Us", 2011). Creating a different perspective of food and financial security, the purpose of this global campaign is to affect a paradigm shift in the perception of people around the world. As an essential part of people's lifestyles, Urban Farming sees a future in good health, revolution, and efficiency. By connecting people with opportunities, people who are suffering from starvation and food insecurity are lifted out of their current circumstances. So that people may win in the global markets, they help people move from stagnant, difficult circumstances to vibrant, healthy and productive lifestyles by empowering people and transforming lives. To connect people with non-profit, private and public entities, Urban Farming serves as a hub and a network. The foundation of the Urban Farming Business Model is developing win-win partnerships with community inhabitants, non-profits, governmental agencies, local businesses,

and international corporations (Urban Farming, "About Us", 2012).

Urban Farming assists people in becoming employed or self-employed, productive and innovative citizens by educating communities in need about growing their own food, the global economy, and emerging industries. The goals of Urban Farming are achieved through several key activities:

- (1) Planting Urban Farming Community Gardens of free food for the community, which encourages people to grow their own food at home.
- (2) Directly linking people to employers and training programs by sponsoring open workshops that raise cognizance about the emerging industries, green businesses, job-training prospects, and job-placement prospects.
- (3) Sponsoring additional workshops that cover key areas: entrepreneurship, money-management, how worldwide concerns affect our local economy, and healthy eating habits.
- (4) Hosting free plant giveaways to encourage people to grow their own food, reduce their monthly bills, and learn about healthy eating, living, and thinking.

The Urban Farming Coexistence Model features educational workshops to increase awareness, communicate, and unite individuals in the following areas: business growth, job creation, Urban Redevelopment, Urban Agriculture, Health and Wellness, and Global Investment (Urban Farming, "About Us", 2012).

According to the Urban Farming website, business growth is vital to the life blood of job creation within a community. This is encouraged through joining and supporting citizens with

entrepreneurship curriculums and workshops (Figure 15 a & b), and educating them on financial knowledge and currency management. Urban Farming works with the YoungBiz organization to provide financial, business, and career-educational curriculums to an economically-underprivileged minority who live in low-income houses. This approach helps to solve the economic illiteracy issues sanctioning people to be more self-reliant and economically self-governing. They fund community residents to partake in entrepreneurship and money management training. They also increase awareness about alternative energy solutions (Urban Farming, "Programs and Education", 2012). One example of a recent project which illustrates sustainable rainwater collection is the Home Depot Rain Harvesting Pergolas Project (Figure 16 a - f).



Figure 15 a & b. Business Workshops
<http://www.urbanfarming.org/templates/default/images/coexistence-busgrowth-pics1.png>



Figure 16 a-f. Home Depot Rain Harvesting Pergolas Project
<http://www.urbanfarming.org/index.php?page=intphoto&ga=67>

Urban Farming is the first advocate in the community to aid residents in seeking opportunities. Two key focal points for their future are good stewardship and Green Collar Jobs. Green Collar jobs specialize in Solar, Wind, Hydropower, Geo-Thermal, Green Engineering, Water Conservation, Agriculture, Living Walls and Rooftops, and Green Architecture and Recycling. For the enrichment of underprivileged communities and the shift the world is creating to alternative energies and moral conservational stewardship, training public citizens in the future of Green Collar Jobs will be critical. In Los Angeles, New York, and Michigan, Urban Farming has assembled several Edible Walls, which offer training and job opportunities in living wall systems. These walls reduce the heating and cooling costs of the host building by 60%, reduce rainwater runoff in urban area and heat index, and supply LEED certification points to developers (Urban Farming, “Programs and Education”, 2012).

Inside impoverished urban regions, Urban Farming is a transportable feast and distinguishes the importance of urban development. In order to foster growth in businesses and create jobs, it is important for urban redevelopment to coexist with urban agriculture. Urban Farming transports the gardens (Figure 17) to certain areas where developers need to cultivate. Urban Farming Edible Walls (Figure 18) are incorporated into new development (Urban Farming, “Programs and Education”, 2012).

Urban Farming serves many communities suffering from “Food Insecurity” or “Food Deserts,” which are locations that have limited to no access to fresh and healthy nourishment for miles. A person who has to worry frequently about how to feed themselves or their family has “Food Insecurity.” In the early 1990s, the food desert concept was first introduced to the United Kingdom. Leading to an environment unsupportive of health, the food desert brought to light the extreme disparities in food pricing. Food deserts are “areas that lack access to affordable fruits, vegetables, whole grains, low-fat milk, and other foods that make up a full range of a healthy

diet,” according to the Centers for Disease Control and Prevention. Some urban dwellers no longer have access to fresh quality foods because food retailers move away from urban areas. Fast food restaurants or in small corner stores where only ‘C’ or ‘D’ grade vegetables are sold in small, limited quantities are where the sources of food from these food deserts are generally located. Along with touching the hearts of many people, the Urban Farming Gardens addresses these issues by providing fresh, free food to stressed neighborhoods (Urban Farming, “Programs and Education”, 2012).

Increasing awareness about healthy eating and living, the Urban Farming Health and Wellness program features a chain of workshops. Prevention of health problems through the discipline of worthy lifestyles is the focus. According to Taja Sevelle, Founder and Executive Director of Urban Farming, “By encouraging people to plant their own gardens, we help families cut monthly costs and raise awareness about healthy eating. Our garden projects focus on healthy living and the importance of healthy living” (Urban Farming, “Programs and Education”, 2012). Also addressing the mental aspects of dealing with poverty, fitness, and food deserts, the program includes food and nutrition speakers who cook food at Urban Farming Community Gardens sites and exhibits how fast, low-cost, vigorous and delightful recipes are made. Workshops also feature fitness trainers, dance and yoga instructors, and nutritionists.



Figure 17. Urban Transport
<http://www.urbanfarming.org/templates/default/images/coexistence-urban-redev-pics1.png>



Figure 18. Urban Farming Edible Wall
<http://www.urbanfarming.org/templates/default/images/coexistence-jobcreation-pics5.png>

From living in communities that have no healthy food access, the concerns with American obesity and eating disorders stem partially from a lack of nutritional knowledge. Solutions to the problems include planting gardens (Figures 19-26), teaching about eating healthy, learning hands-on skills with fresh produce, and offering emotional well-being relief. In order to have a financially stable and vigorous community, Urban Farming realizes that these concerns need to be addressed (Urban Farming, "Programs and Education", 2012).

A successful accumulation of Business Growth, Job Creation, Urban Redevelopment, Urban Agriculture and Health and Wellness is where global investment occurs. The opportunity occurs for worldwide shareholders coming to a local community, practicing public and private partnerships, and helping advance the standard of living once those essentials are in place. Along with global investments, the Urban Farming Coexistence Model attracts civic and reserved partnerships and aids in emergent economically vigorous cities (Urban Farming, "Programs and Education", 2012).

The Urban Farming organization addresses all seven family characteristics because it requires full participation and effort from all members of different communities over the world. South Memphis can benefit from this organization by generating the same type of atmosphere. Gardening is a spirit-led pastime which requires teamwork among members communicating with one another in achieving flexibility, sustaining growth, and reaching out to other communities in need. Once the F.E.E.D Center becomes strong and focuses the South Memphis community in the right direction, gardening will become a traditional way of life!

Similar to Urban Farming's transportable feast for urban development, a new mobile food market called the Green Machine is a city bus set aside by the Memphis Area Transit Authorities (MATA) for serving fruits and vegetables in the South Memphis community to reduce food deserts in the future. Instead of the residents in the community driving to the market due to their lack of



Figure 19. Triscuit Garden
Triscuit Garden Photos 2011



Figure 20. California Garden
California Garden Photos 2011



Figure 21. Michigan Garden
Michigan Garden Photos 2011



Figure 22. Garden of Phoenix Abundant Life Center
Phoenix Garden Photos 2011



Figure 23. New York Hunts Point Riverside Park 2009
New York Garden Photos 2009



Figure 24. England Garden
England Garden Photos 2011



Figure 25. Cincinnati Garden Party
Cincinnati Garden Photos 2011



Figure 26. Minneapolis Garden
Minneapolis Garden Photos 2011

transportation and mobility, the Green Machine drives to their destination and provides them with locally-grown fruits and vegetables. The F.E.E.D Center will work with MATA in the future to ensure that all South Memphis residents will be serviced by the Green Machine.

Food Cooperatives

Another precedent study which exhibits family characteristics of Caring and Appreciation, Community and Family Ties, and Flexibility and Openness to Change is the Mississippi Market Natural Foods Cooperative Market. This market is located in St. Paul, Mississippi and is a premier source for local and organic produce, sustainably raised meats, health and wellness products, and tasty, healthy food (Mississippi Market, “About Us”, 2012). The Mississippi Market website titled “What is a Cooperative?” mentions seven internationally recognized principles guiding food-cooperatives:

- 1) Voluntary and open membership
- 2) Democratic member control
- 3) Member economic participation
- 4) Autonomy and independence
- 5) Education, training and information
- 6) Cooperation among co-operatives
- 7) Concern for community

According to the International Cooperative Alliance,

Cooperatives are based on the values of self-help, self-responsibility, democracy, equality, equity, and solidarity. In the tradition of their founders, cooperative members believe in the ethical values of honesty, openness, social responsibility and caring for others. (International Cooperative Alliance, 2012)

The Mississippi Market also emphasizes three other values: supporting the local economy, working for global sustainability, and community outreach (Mississippi Market, “Values”, 2012). Since the market opened in 1979, unlike regular grocery stores, it has been consumer-owned and controlled. While working towards a sustainable local economy and global environment promoting the cooperative principles, it offers high quality, fair-priced goods and services. Using member-owned suggestions that include sustainable building features and a community gathering space, the owners worked with a LEED-certified architect to design their store meeting the requirements for LEED Gold Level certification (Mississippi Market, “History”, 2012).



Figure 27: View of Mississippi Market
Katie Cannon / Heavy Table

According to the article, “New Mississippi Market Store opens in St. Paul” published by Katie Cannon, the Mississippi Market’s new facility (Figure 27) opened in 2009 and consists of over 13,000 square feet of combined retail, indoor seating, and classroom/meeting space; it was built to LEED Gold Standards. Larry Dittberner, a member of the Mississippi Market since 1987 (Figure 28 a-c) provided entertainment as the crowd gathered outside and St. Paul Mayor Chris Coleman (Figure 29 a-c) gave a speech talking about all the special features of Mississippi’s new facility. The first customers streamed inside to explore the location’s amenities such as the new full-sized produce area and extensive bulk food section (Figure 30 a-g) after the ribbon cutting (Cannon, 2009).



Figure 28 a-c: Larry Dittberner provides entertainment
<http://heavytable.com/wp-content/uploads/2009/07/Larry-Guitarist.jpg>

Figure 29 a-c: St. Paul Mayor Chris Coleman
<http://heavytable.com/wp-content/uploads/2009/07/Miss-Market-Speeches.jpg>



Figure 30 a-g: Full-sized produce area and extensive bulk food section
<http://heavytable.com/wp-content/uploads/2009/07/Miss-Market.jpg>

A Food Cooperative Market architecturally designed within the F.E.E.D Center is just what South Memphis needs to address the issues of hunger within the community. It will also demonstrate the true meaning of giving back to the community through exchange.

In South Memphis, there is a non-profit organization called the South Memphis Farmer's Market (Figure 31). According to an article titled "Just opened: The South Memphis Farmer's Market," the South Memphis tale is a familiar one in many urban areas across the country with a declining population, high unemployment rate, and 40% of its population living below the poverty line (Kelly, 2010). South Memphis residents took action instead of giving up and allowing their neighborhood to decline (Figure 32-36). To assess the state of their neighborhood, more than 400 neighbors came together over 18 months for community meetings. By bringing fresh and healthy produce to an area with no full-service grocery store, F.E.E.D will address the South Memphis "food desert." It will improve many critical problems there such as poor health and obesity. By keeping money in the area, it will spur economic development (Kelly, 2010).



Figure 31. South Memphis Farmers' Market Emblem: A project of the South Memphis Renaissance Collaborative
http://www.memphisflyer.com/images/blogimages/2010/07/08/1278593809-backup_di_logos_-_copia_1_.jpg



Figure 32. Opening Day at South Memphis Farmer's Market
<http://www.memphisflyer.com/images/blogimages/2010/07/15/1279233454-smfarmers.jpg>



Figure 33. Heather Peeler presents grand opening
<http://www.memphisflyer.com/images/blogimages/2010/07/15/1279233454-smfarmers.jpg>



Figure 34. Cleaning up the S.M.F.M. Site
<http://www.memphisflyer.com/images/blogimages/2010/07/08/1278594042-some.smfm.1.jpg>



Figure 35: The Bowles Farm set up at the S.M.F.M in preparation to accept senior vouchers for their products
http://media.commercialappeal.com/media/img/photos/2011/08/16/SMFM_t607.jpg



Figure 36: Celebration of one-year anniversary
http://media.commercialappeal.com/media/img/photos/2011/07/14/APPCROP_mbfarm1_t607.jpg

The South Memphis Farmer's Market has begun to address the problem of hunger, but the community still needs help. This event only occurs once a week, but there needs to be a daily routine in which everyone in the community can play an important part. Through F.E.E.D., community residents can not only buy their food or receive free food, but learn to grow and harvest food for their own personal needs. Giving back to the community will result in incentives and rewards. If people serve and volunteer their time, positive impact and growth will spread quickly throughout South Memphis neighborhoods changing the lives of future communities.

Pomegranate Center Organization

Another organization which shares similar family characteristics is the Pomegranate Center. The Pomegranate Center is an organization located in Issaquah, Washington. The Pomegranate Center brings people together to build better communities (Figure 37a-d); by doing so, the organization exhibits family traditional characteristics such as Commitment, Communication, Community and Family Ties, and Teamwork. According to the Pomegranate Center website, they have three main goals:

- 1) Building places by working with communities to imagine, plan, and create shared public places designed to encourage social interaction and to build a local sense of identity
- 2) Building communities by collaborating on a win-win approach to problem-solving to inspire broad community participation
- 3) Building leaders by training community members and civic leaders to inspire and engage others to build stronger, healthier, and more connected communities

Their mission states,

We think every neighborhood deserves to be full of life and beauty and every person should have a chance to feel connected to their neighbors and the place they live. The future depends on our ability to work together to find the best solutions, to use resources wisely, and learn to see our differences as gifts. Our unique style of community-building combines a creative approach with effective community planning, broad public participation, hands-on learning and leadership development. When we work together to strengthen our

communities, everyone wins – the economy grows, health improves, resources are better used, crime goes down, and people are happier. (Pomegranate Center, 2011)

The Pomegranate Center has successfully completed several projects including the revitalization of Medina Elementary school and Washington Park. Each project involves 100% participation from the people in those communities. The following descriptions of these two projects first describe the community's need, then how the Pomegranate Center provided alternate solutions, and finally the result and future outcomes after they were finished.



Figure 37a-d. Bringing people together to build better communities
<http://www.pomegranatecenter.org/wp-content/uploads/2011/04/DSCF1420-575x350.jpg>

Medina Elementary School

One example of Pomegranate's projects is bringing imagination, color and surprise to a new school building called Medina Elementary School located in Medina, Washington. This old school was in need of demolition after 50 years. Parents, teachers, and administrators wanted the new school to be bigger and more special than the old school. "The original building was filled with plenty of character, stories and history. The new school should replicate their values, motivate learning, and nurture the community." (Pomegranate Center, 2011).

As a solution, the Pomegranate Center designed a plan that would infuse the new school with surprise, color, learning and inspiration by integrating art, education, and new architecture (Figure 38a-c). They also gathered students, parents, and teachers in order to produce projects for the new school. Students generated a collection of large wooden tiles (Figure 40a&b) that depicted a theme or story of what they learned that year. The Pomegranate Center designed a small amphitheater and stage behind the school. A 12' x 12' image of the "Milky Way Galaxy" is featured on the central school courtyard. Also near the rear, a Sundial and Reading Circle for older students are tucked into the grass (Figure 39). As a result, the handmade feel and unique materials in the projects add life to the new school which also stimulate the learning and curiosity of the students (Pomegranate Center, 2011).



Figure 38a-c. Bringing imagination, color and surprise to a new school building
http://www.pomegranatecenter.org/wp-content/uploads/2011/04/MAP_06132005_00001_36.jpg



Figure 39. Sundial and Reading Circle
<http://www.pomegranatecenter.org/build-places/#jpeg>



Figure 40a&b. Wooden Story Tiles
<http://www.pomegranatecenter.org/build-places/#jpeg>

Washington Park

A second example of another Pomegranate Center project is adding safety to a misused Washington Park through color, music, and dance. The park is located in Walla Walla, Washington and consists of a soccer field, playground, and basketball court. For its intended purpose, the west side of the park, with pockets of mature trees and large patches of grass, was not being utilized. It was commonly used for drug deals. This park corner is adjacent to a railroad track, which creates a quick escape that a police car cannot follow. The park serves hundreds of lower-income households within the city. Down the street is the food bank; across the street are the Housing Authority offices. The need is to reclaim the park for the community making it less desirable for drug dealers (Pomegranate Center, 2011).

As a solution, their first priority was to congregate people towards the west corner of the park. The Pomegranate Center encouraged members of the community to design additions to the park, which would inspire more activity and make a safer park. The community wanted to make a place with lots of color for dancing and making music. A few ideas turned into reality:

A stage and dance floor easily accommodating 50 couples is surrounded by twenty-two foot carved and colorfully-stained columns and hand-painted banners; two picnic areas, also delineated by carved and stained columns and banners (Figure 41), hand-made tables and benches made of salvaged black walnut donated by the city (Figure 42a-e); an 8 foot wide walking path encircles the park with handmade black walnut benches placed along the way; over 200 hand-painted pennant banners made by kids and parents from the community wave above the entryway and shelters. (Pomegranate Center, 2011)

As a result, local colleges are planning music festivals on the stage; weddings are held there under the colorful banners. At Washington Park, life is taking hold (Pomegranate Center, 2011).

The South Memphis community needs a facelift of urban development and planning much like Washington Park. This will help change people's perception and mentality about how they should live. Residents should feel like they belong there without a sense of being threatened. South Memphians will learn to appreciate a positive and much healthier lifestyle by gathering people and organizations, such as the Pomegranate Center, who spend their time cleaning and redeveloping a challenged community.



Figure 41. Carved and colorfully stained columns at Washington Park
<http://www.pomegranatecenter.org/wp-content/uploads/2011/04/washington-park.jpg>



Figure 42a-e. Hand-made Tables and Benches
<http://www.pomegranatecenter.org/build-places/#jpg>

Bridge Builders (Bridges USA)

Another organization that is making a huge impact in Memphis and possesses the strong family qualities of Caring and Appreciation, Commitment, Communication, Community and Family Ties, and Teamwork is Bridges, USA. This is a non-profit organization, based in Memphis, Tennessee, whose mission is to “build a community of leaders to advance racial, economic, educational and environmental justice” (Bridges, USA, 2011). Bridges has been making a difference in Memphis “one life at a time” for nearly 90 years. As individuals who are learning, leading, and lifting up the community, today, Bridges serves more than 15,000 youth and young adults. Their vision is “to help the young people find their voice, experience their power and build positive relationships in order to create strong lives and extraordinary communities” (Bridges, USA, 2011).

Around the Memphis and Mid-South area, Bridges is privileged to be linked to a number of extraordinary organizations. According to the Bridges website, one of their key partners is Common Ground, which is a three-year initiative created to utilize small group discussions advancing Memphis race relationships. Their goal is to make our community better for people with diverse backgrounds in specific, measurable, and tangible ways. Common Ground begins with six weeks of discussions about community and racial issues concluding with an action plan developed by the participants. Providing Tennessee, Mississippi, Arkansas, and Kentucky youth with valuable insights on making peace in the world, Bridges and Rhodes College co-sponsor Mid-South gatherings of the Peace Jam program. As an integral partner for all the outdoors education for Bridges’ Future Builders program, Great Outdoors University is a program of the Tennessee Wildlife Federation (Bridges, USA, 2011).

Spearheaded by the Women’s Foundation, the Memphis HOPE program is breaking the cycle of multi-generational reliance on public housing by dismantling the cycle of poverty with focus and attention given to individual human needs and development. To in-

dividuals who are receiving case management services through Memphis HOPE, Bridges' Work Bridge program provides job readiness, placement, and retention. Another program, sponsored by the University of Memphis is Peace Jam. For Bridge Builders who complete 100% of their program requirements, Christian Brothers University hosts the Junior Conferences and offers Dual Enrollment Credit (Bridges, USA Collaboration, 2011).

During the junior and senior year in high school, students are chosen to attend and participate in Bridge Builders Summer Camp. They must have an acceptable grade point average in order to be selected. Before the Bridges Experiential Center was built (Figure 44), Bridge Builders took place at the University of Memphis campus. Students are grouped into different teams combined with various ethnic groups, genders, and diverse cultures. Each group had to achieve tasks and accomplish goals. The climbing wall (Figure 45) relied on family strengths of Teamwork and Communication. Fear is involved in certain tasks, but team mem

bers are there to help conquer those fears. Students have to connect, collaborate, and change together (Figure 43). At the end of the week, students participate in the graduation ceremony (Figures 46-48) and are soon called "Bridge Builders." Applying those three goals: connecting, collaborating, and changing future communities is what Bridge Builders is all about (Figure 49).

After understanding how each organization develop certain family characteristics, the main focus shifts to the South Memphis community. The culture and demographics that transformed the South Memphis neighborhood from what it was to what it is today need to be examined to analyze and determine what the community lacks.



Figure 43. Connection, Collaboration, and Change
<http://www.bridgesusa.org/connect>



Figure 44. Bridges Experiential Center
http://www.bridgesusa.org/assets/1688/7_bridges-center.jpg



Figure 49. Bridge Builders Emblem
<http://www.bridgesusa.org/bridgebuilders#.jpg>



Figure 45. Climbing Wall
<http://t2.gstatic.com/images>



Figure 46. Bridges Graduation (View A)
<http://www.bridgesusa.org/bridgebuilders#.jpg>



Figure 47. Bridges Graduation (View B)
<http://www.bridgesusa.org/bridgebuilders#.jpg>



Figure 48. Students graduated as "Bridge Builders"
<http://www.bridgesusa.org/bridgebuilders#.jpg>



Figure 51. LeMoyne-Owen College
<http://www.google.com/imgres>



Figure 52. Stax School Academy
<http://a5.sphotos.ak.fbcdn.net>



Figure 53. Stax Museum
<http://media.commercialappeal.com/media/img/photos>

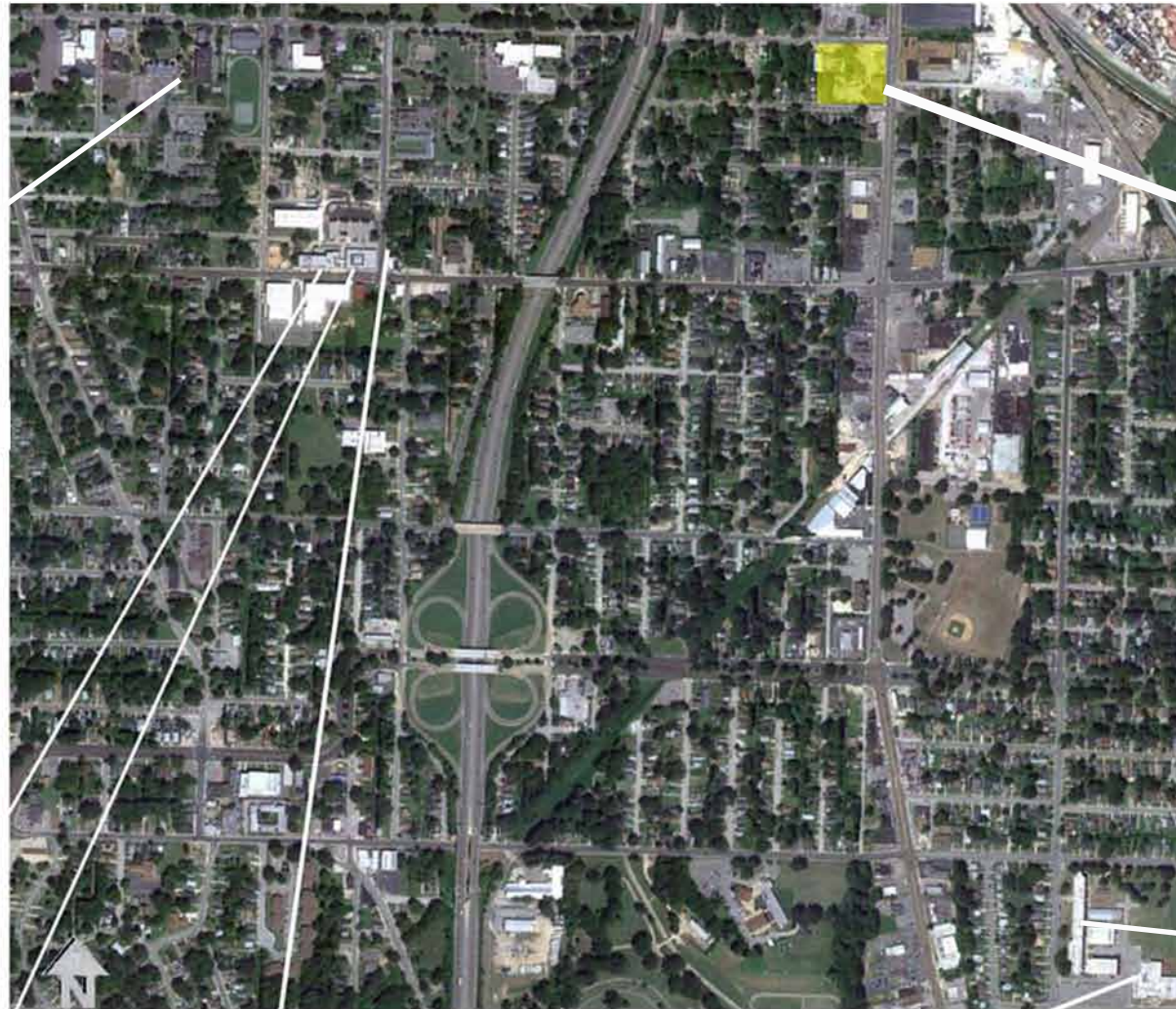


Figure 50. Macro-Scale Aerial Plan
www.googleearth.com



Figure 54. Historic Home of Blues Musician Memphis Slim
Author



Figure 55. Hamilton Elementary School
Author



Figure 57. Turner Dairy Warehouse
Author



Figure 56. Hamilton Middle School
Author

Chapter 3: Demographics and Historic Connections

South Memphis is a neighborhood which consists of single-family, one-story residential homes with a population of approximately 33,500 residents generally ranging between 30 to 40 years of age. There is a total of 13,000 households, and almost half of these include children. The dominant race within the South Memphis community is African American (Figure 58). The average yearly income ranges between \$0 to \$15,000 per annum (Figure 59). The maximum education level (Figure 60) is high school equivalence and less, and there is little college education (South Memphis neighborhood, 2011). Most residents in the South Memphis community fall below the poverty level and urgent help is needed to reverse those statistics.

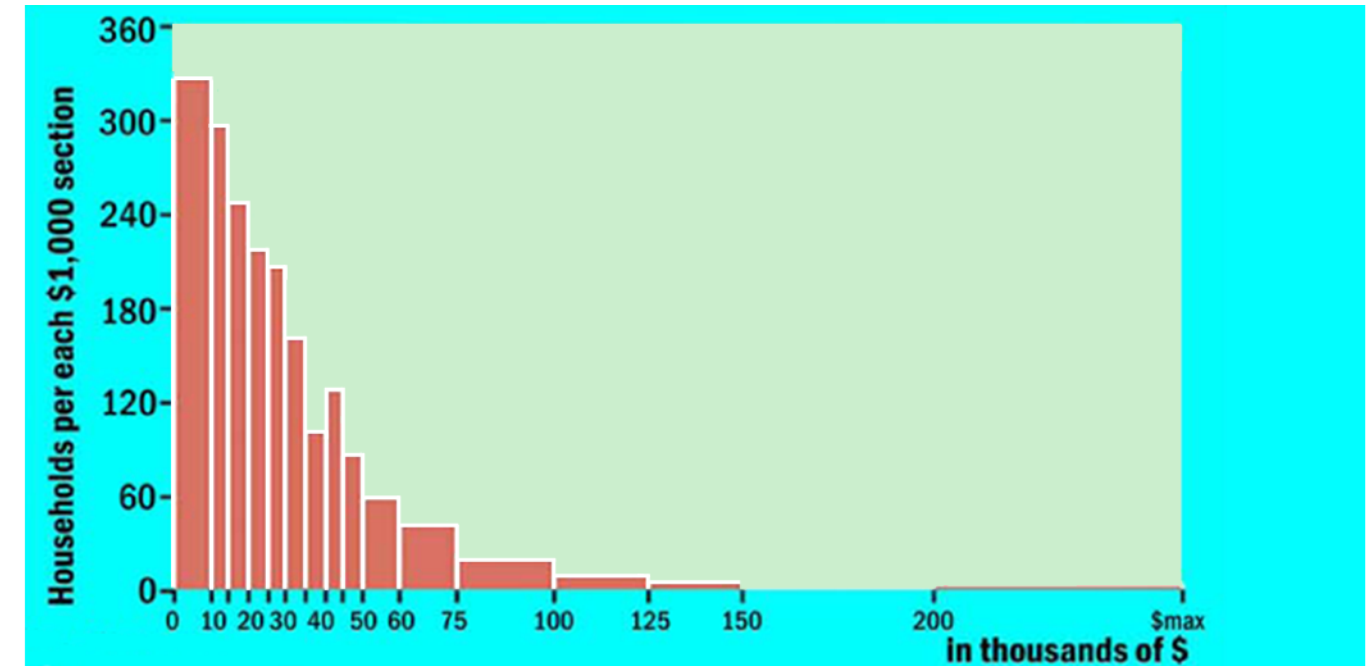


Figure 59. South Memphis Household Income Distribution
<http://pics4.city-data.com/nincome2008/43518.png>

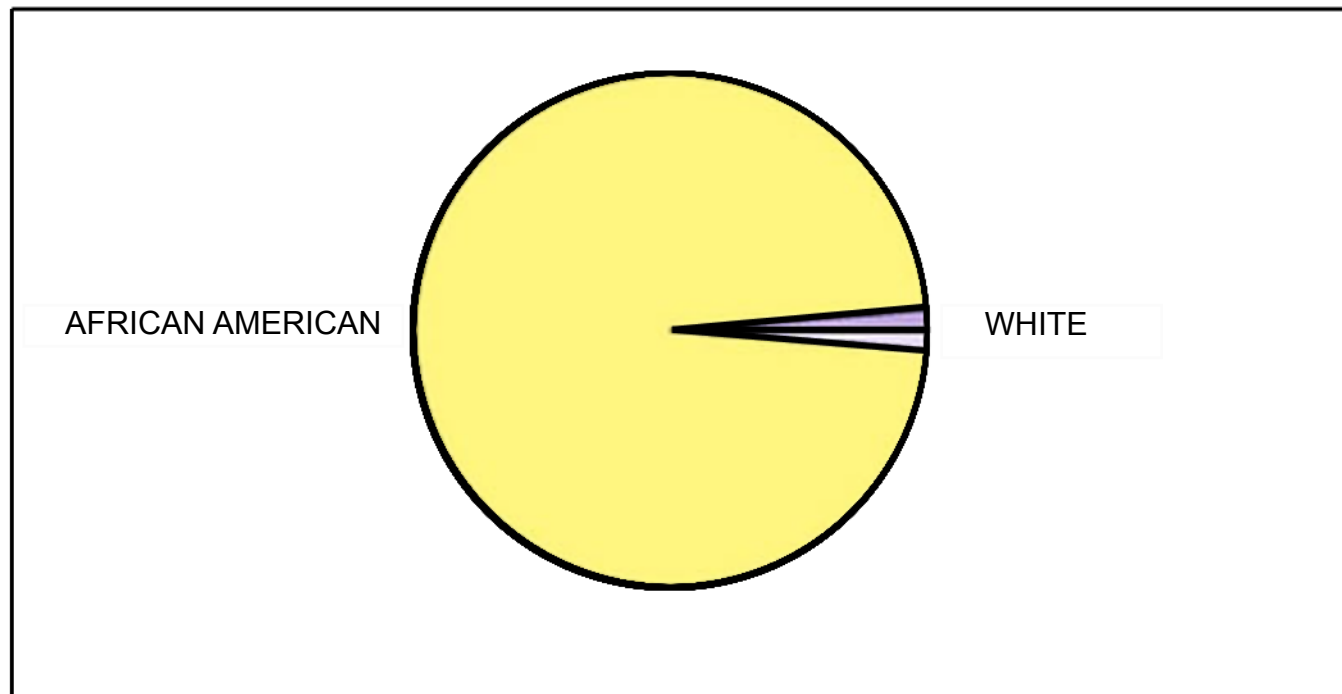


Figure 58. Races in South Memphis area of Memphis, Tennessee
<http://pics.city-data.com/nraces/43495.jpg>

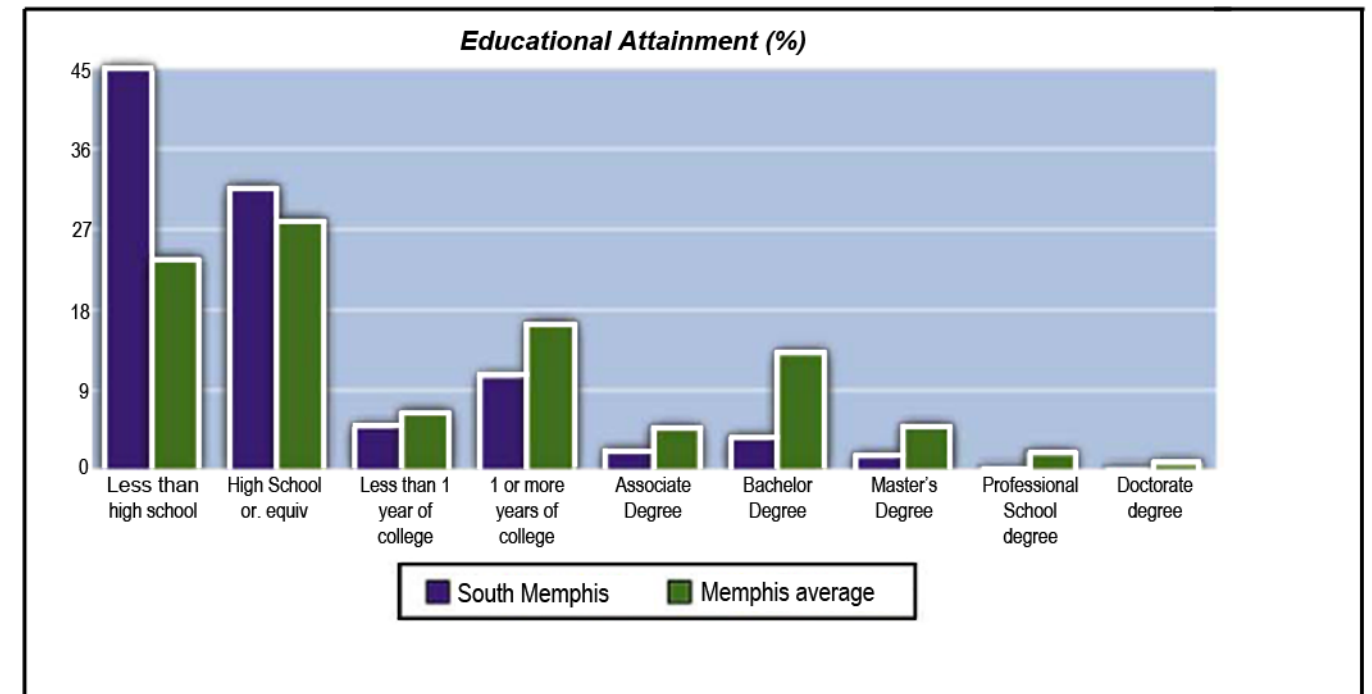


Figure 60. Educational Attainment of Students in South Memphis
<http://pics4.city-data.com/nincome2008/43518.png>

The neighborhood includes several historic sites and places significant to the South Memphis culture: LeMoyne Owen College (Figure 51), Stax School & Academy (Figure 52), Stax Museum (Figure 53), and the Historic Home of Blues Musician Memphis Slim (Figure 54). These places made dramatic impacts on how South Memphis has derived its roots, cultures, context, and architecture.

One college campus with historic significance is the LeMoyne Owen College. LeMoyne College and Owen College merged in 1968; they each had rich traditions as private, church-related colleges which historically served African American students and developed higher education opportunities for Mid-South students. The school officially opened in 1871, but began in 1862. Destroyed by race-riot fires, the school was moved to Memphis in 1863. The school was re-opened and rebuilt in 1867 in replacement of Lincoln Chapel. Now on its present site on Walker Avenue, the school was moved from Orleans Street in 1914. Chartered by the State of Tennessee four years later, the school became a junior college in 1924 and a four-year college in 1930. Their mission states, “LeMoyne-Owen College provides a transformative experience educating students for urban-focused leadership, scholarship, service and professional careers.” Their vision is “to be an exemplary historically black college providing an excellent liberal arts education that transforms urban students, institutions and communities (Lemoyne-Owen College, “Mission and Purpose,”2012). LeMoyne-Owen College plays a huge role in the lives of African American students in the South Memphis community, but the school is predominantly one race; this can potentially harm a community because of the lack of diversity.

Another historic site in South Memphis is the Stax Museum. In the article “Stax Museum of Memphis: Home of American Soul” written by Shan and Virginia Overton, the history and design of the Stax Museum is explained in detail. The Stax Museum was a humble recording studio launched in a garage in South Memphis in 1957. The music made there soon relocated to the

neighborhood’s 1930s Capitol Theater. As the energetic center for the blending of blues, country, rock, and gospel, Capitol Theater was the birthplace of Stax Records (Overton, Shane & Virginia, 2012).

The spirit of the music did not die when the business went bankrupt in 1975. In 2003, a 17,000 square foot brick re-construction of the Capitol Building was born. Stax was back after its 28 year disappearance; the building was dedicated by a diverse group of civic leaders. Situated on the original site facing McLemore Avenue at the corner of College Street, the new building anchors a new neighborhood redevelopment area known as Soulsville, USA. Tributing to an era of music symbolized by spinning 45s, the building also features the classic neon theatre marquee. Through strategically placing the speakers on the exterior of the building in the parking lot, the music attracts visitors to participate in the sounds of soul. Most importantly, Stax provides an intimate experience of soul by guiding the visitor’s journey along a winding path designed by a team of architects: Self Tucker Architects and Looney Ricks Kiss Architects. Enabling Stax to teach people the role of architecture in the music, the structure’s sloping floors and angled walls were retained from the original building to reverberate the sound (Overton et al., 2012). The Stax Museum has helped to develop the musical realm of South Memphis, but has not solved the main issues of teen pregnancies, child obesity, and hunger. These are the concerns the F.E.E.D. Center will address.

In conjunction with the Stax Museum is the Stax Music Academy. According to the official website of the Stax Music Academy, it began June 1, 2000 at Stafford Elementary School with 125 students in July 2002. The year 2010 marked their 10th anniversary. SMA served more than 2,500 students giving away many full-tuition, four-year scholarships, teaching students vocals, instrumentals, music writing, music theory, production, and other aspects of creating real music. SMA students are a corps of young people who will transport Memphis sound into future

generations (Stax Music Academy, “History of Stax Music Academy”, 2012). Their mission is:

To nurture and present the next generation of great Soul Communicators from the Greater Soulsville region, holistically equipping them to excel and to impact the world through the universal language of music. (Stax Music Academy, “Our Mission”, 2012)

Just across the street, due east of the Stax Museum and Academy, is another historic site, the Home of Memphis Slim (Figure 54), which is on the verge of collapse. According to the American Blues News website in an article titled, “Resurrecting the Home of Memphis Slim” by Robert Tooms, Peter Chatman; a former bluesman, popularly known as Memphis Slim, was once a resident there. Back when the piano craze “the boogie woogie” first started in the U.S. in the 1930s, Memphis Slim was one of the early players. Slim’s house has become dilapidated and needs restoring. People from Memphis Heritage, the Memphis Music Foundation, and Soulsville, USA are making attempts to restore his home (Tooms, 2010).

Even though these historic sites are offering hope of redevelopment, there are still several social problems in the South Memphis community mentioned earlier that need to be addressed. Those issues include teen pregnancies, increase in school dropout rate and crime, childhood obesity, and lack of parental guidance. One answer is reincorporating the seven traditional family characteristics through programs provided by the F.E.E.D Center.



Figure 52. Stax School Academy
<http://a5.sphotos.ak.fbcdn.net>



Figure 53. Stax Museum
<http://media.commercialappeal.com/media/img/photos>



Figure 54. Historic Home of Blues Musician Memphis Slim
Author

Chapter 4: Site and Building Analysis

The design and creation of the F.E.E.D Center will take place on the site of the former Turner Dairy Building, known as “The Milk Bottle Building” (Figure 57), located at 1039 S. Bellevue Boulevard at the corner of South Bellevue Boulevard and Beechwood Street. This location was chosen for four reasons:

- 1) It was planted at the heart of the South Memphis community.
- 2) It served and nourished the community by supplying milk to all its residents.
- 3) The huge bottle, which rests at the top and is seen from afar, serves as an iconic symbol of sustenance and growth.
- 4) The structure is on the verge of demolition, yet has the potential to spark future development.

The owner, Reginald Milton, of South Memphis Alliance Inc., located across the street, feels the building is not structurally sound and has become an eyesore facing South Bellevue Boulevard. The building has been abandoned for over 10 years and the owner feels there is no reason to preserve it. Not all hope is lost; there is still meaning behind what the building symbolizes. Keeping the warehouse’s original character, including the huge milk bottle, and enhancing its potential in an architectural way would serve as a strong argument not to demolish the building. If demolition occurs, the South Memphis community will lose a vital component necessary for future growth.

The site is 2.5 acres and contains existing structures and features: an auto shop located on the northeast corner of the site, a dilapidated additional warehouse positioned along the center of the site west of the Turner Dairy building, a sea of crumbled asphalt, a large collection of trees and vegetation surrounding the site, and a row of aluminum metal trusses located

north of the building. The site is not well maintained. Tall weeds are growing uncontrollably at the southern portion of the site along Beechwood Street. There are no sidewalks present which force community residents to walk dangerously along the street. The site is currently surrounded by aluminum chain-link fencing because of the dangers due to trespassers. The micro-context of the existing neighborhood (Figure 61) around the site consists of the Betsy’s Coin Laundry alterations (Figure 64), adjacent to the South Memphis Alliance across South Bellevue east of the site (Figure 63), the Memphis Black Arts Alliance (Figure 66), which is “a place where the arts connect and transform people, and helping all feel good about themselves and others” (Memphis Black Arts Alliance, 2012), and the Terex Power Warehouse (Figure 65).

The south facade (Figure 71) is currently covered with trees and tall shrubs. Since the first floor is elevated four feet above street level, the only way to access the entry is an egress stair. Figure 74 shows interior views of existing spaces within the building. What makes this building very attractive is its double-height, centralized space (a). The tall vertical windows allow for great natural lighting and direct views along South Bellevue Boulevard. During design of the renovation, the centralized space soon became the driving force for how each space would be laid out diagrammatically. What also sets this space apart from the other spaces is the sudden drop in ceiling height. Photographs (b) show existing views looking towards the double-height space from the second floor mezzanine. Product storage zone (b), located north of the central zone, has direct access to the loading docks. The additional warehouse space (c), located east of the central area, was used for producing and packaging milk for deliveries. This area also utilized a floor tracking system, now covered with rust and debris, which was primarily used as a conveyor for transport. Throughout the building, issues concerning the health and safety conditions of the community consist of mold growth, asbestos, exposure to lead paint, deterioration of wood partition walls, water damage, boarded-up floors, and loose mechanical ducts, electrical wiring,

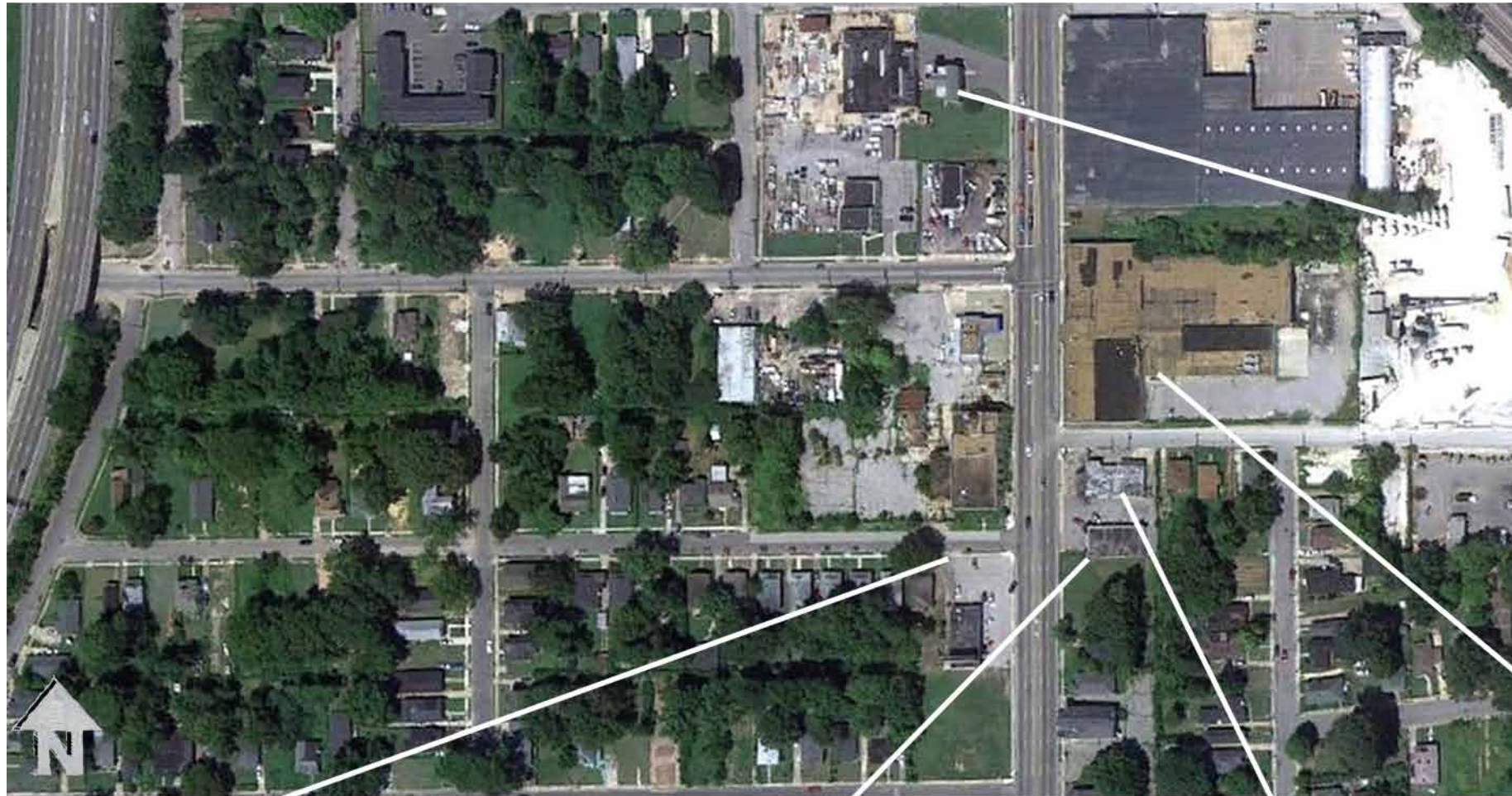


Figure 61. Existing Neighborhood Micro-Context (Aerial View)
www.googleearth.com



Figure 66. Memphis Black Arts Alliance
Author



Figure 62. View along Beechwood Street
Author



Figure 63. South Memphis Alliance, Inc.
Author



Figure 64. Betsy's Coin Laundry Alterations
Author



Figure 65. Terex Power Warehouse
Author

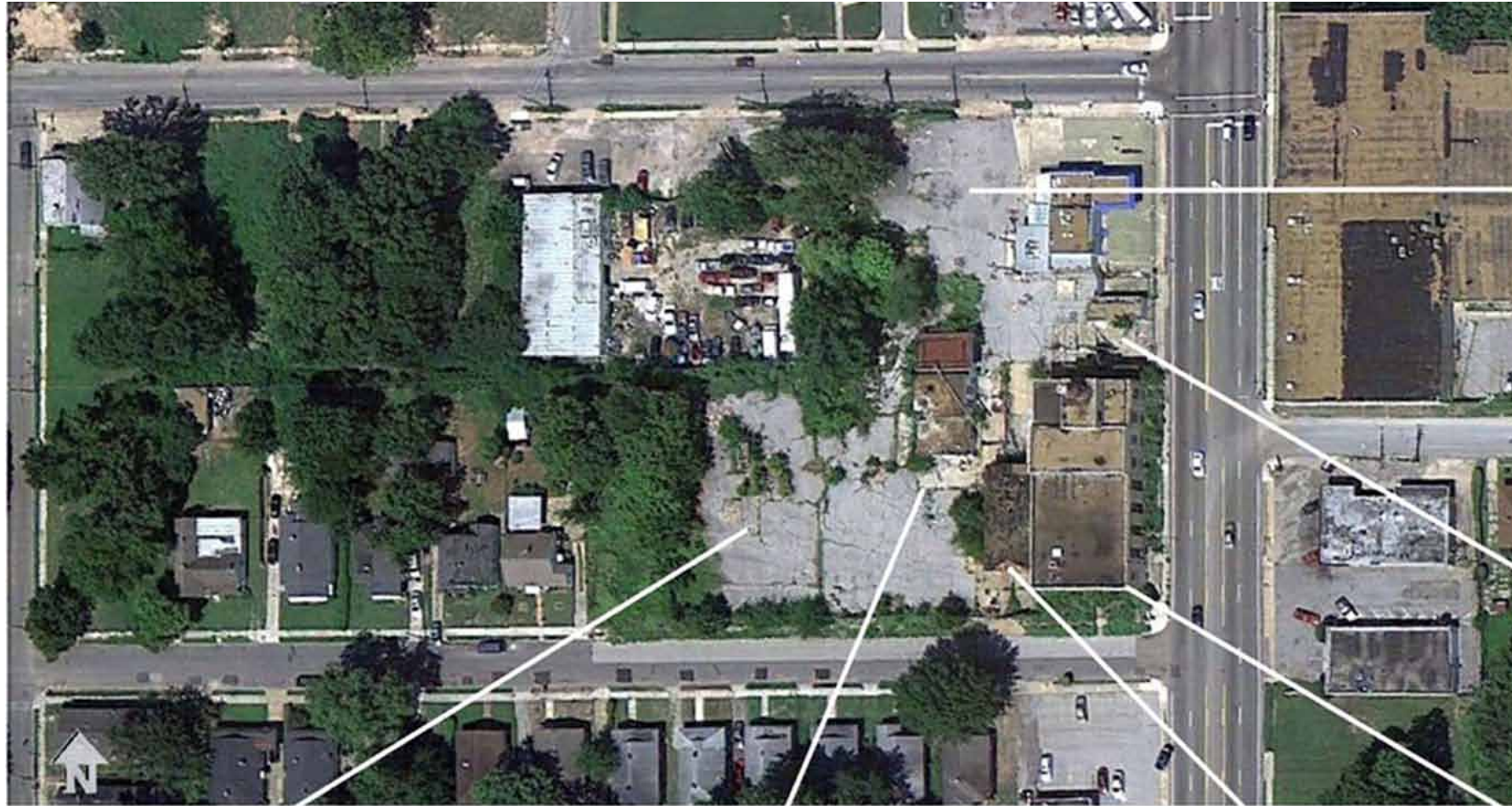


Figure 67. Aerial Site Plan
www.googleearth.com



Figure 73. North Entrance
Author



Figure 72. Aluminum Metal Truss Structure
Author



Figure 68. Existing Parking Lot
Author



Figure 69. Additional Warehouse
Author



Figure 70. CMU Addition
Author



Figure 71. Existing South Facade
Author

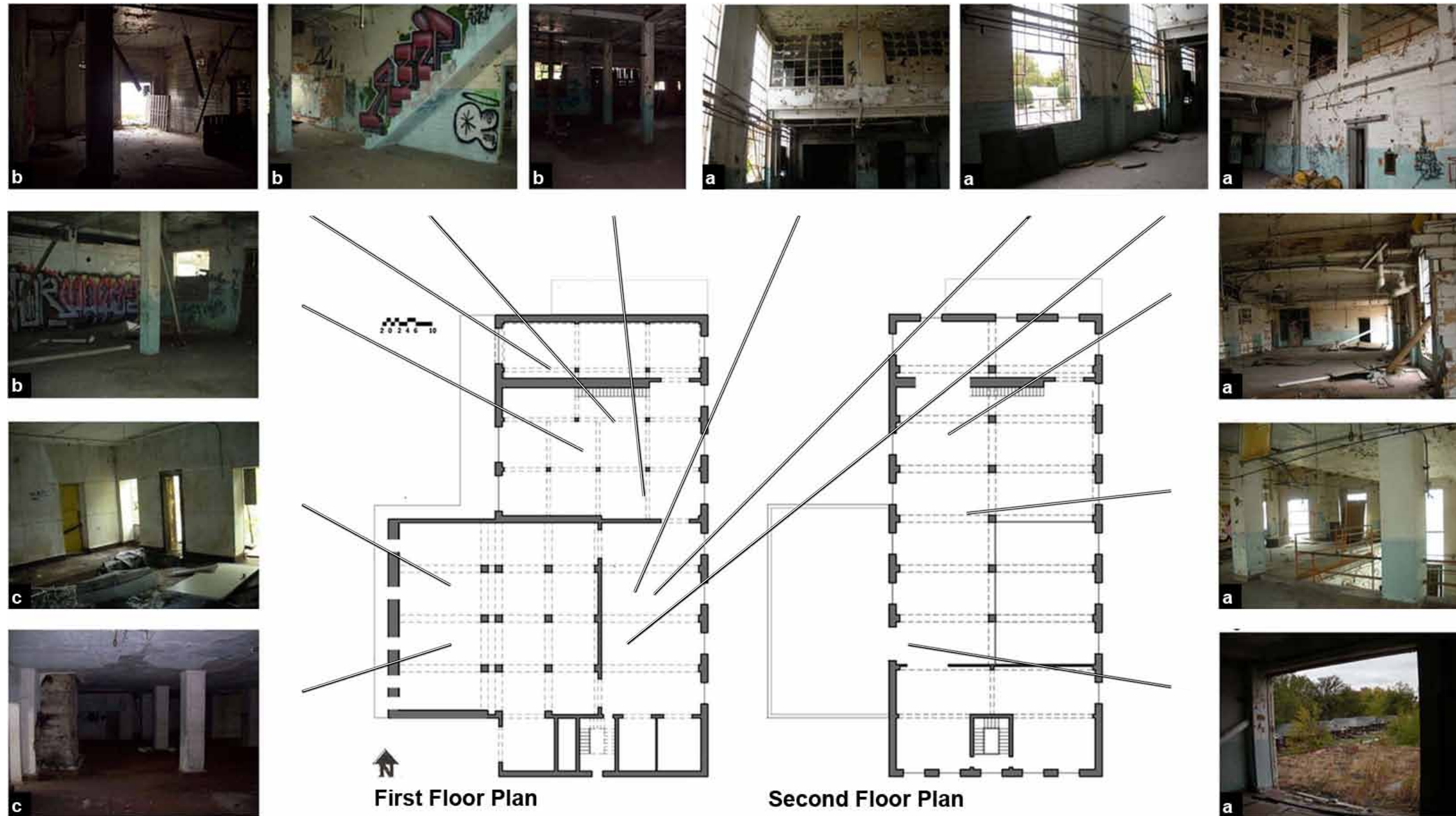


Figure 74. Existing Floorplans / Interior Perspectives of Centralized Space and Mezzanine (a), Storage (b), and Production Room (c)
 Author

and plumbing. After the building was abandoned for 10 years, the concrete structure never lost its stability. After a few cosmetic changes, the new facility will be able keep its original character.



Figure 75. Community in need
Author

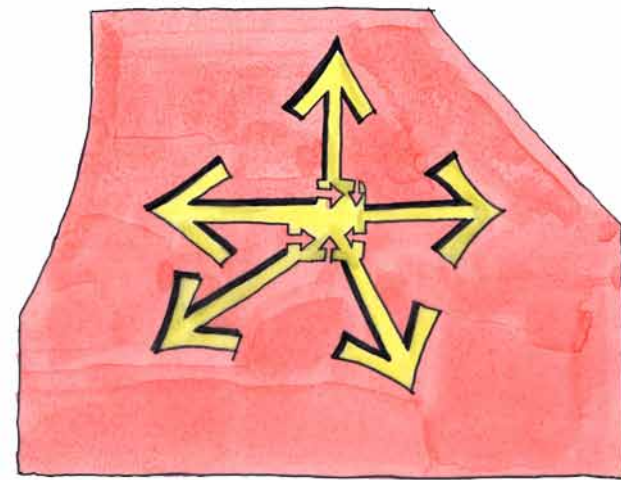


Figure 76. Community & Site Exchange
Author

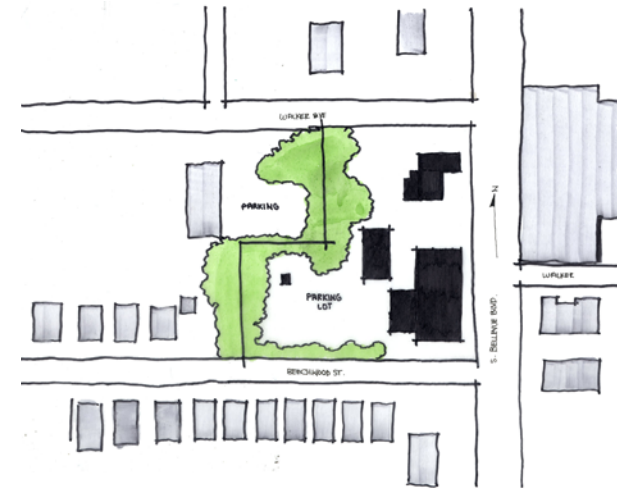


Figure 77: Existing Site Structures & Features
Author

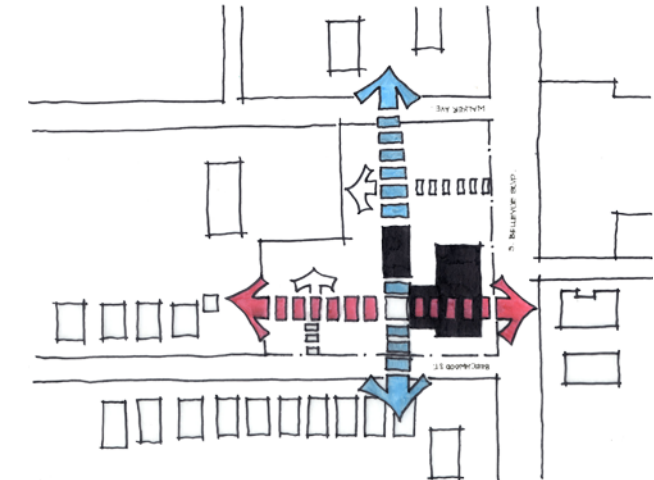


Figure 78: Axial Relationship
Author

Chapter 5: Site and Building Design

Site Design

The overall concept, from a macro scale, illustrates the relationship between the South Memphis community, in desperate need of help, and the site which will reach out and address their needs. Figure 75 illustrates the community in red and the site in yellow. The next diagram (Figure 76) illustrates the relationship with arrows; the community approaching the site is illustrated with small red arrows, while the site reaching out with larger yellow arrows connects with the community. The yellow represents the new light that will help bring back life to a dying community.

The concept for the site is composed of a system of axes, which show an architectural relationship by linking the remnants of the existing structures together creating multiple experiences on the site. The axes are designed to link the neighborhood to the site also. Visitors and residents can easily access the site from anywhere in the neighborhood. This concept refers back to one of the traditional family characteristics, “Community and Family Ties.” There are two

main axes which run through the site (Figure 78); one axis traverses north and south through the additional warehouse, which will be converted into an outdoor kitchen and classroom space; the other axis traverses east and west through the centralized double-height space of the Turner Dairy building. These axes are defined outdoors architecturally by white painted trellises covered with vines used for shading the walkway. The axes are designed to connect at certain points called nodes, which are places of meditation and reflection; they consist of circular concrete benches with a reflecting pool for peace and tranquility (Figure 80). The site design (Figure 79) illustrates the initial process of sketches drawn before the final product. After the nodes are established, the remaining portions of the site are divided into three sections, which will be transformed into individual parcels of garden plots. These garden plots are designed in a grid-like pattern to resemble the grid system of neighborhood blocks. “Community and Family Ties” and “Spiritual Life” are the main family qualities used to express all the site features.



Figure 79. Site Design Process (Sketches)
Author

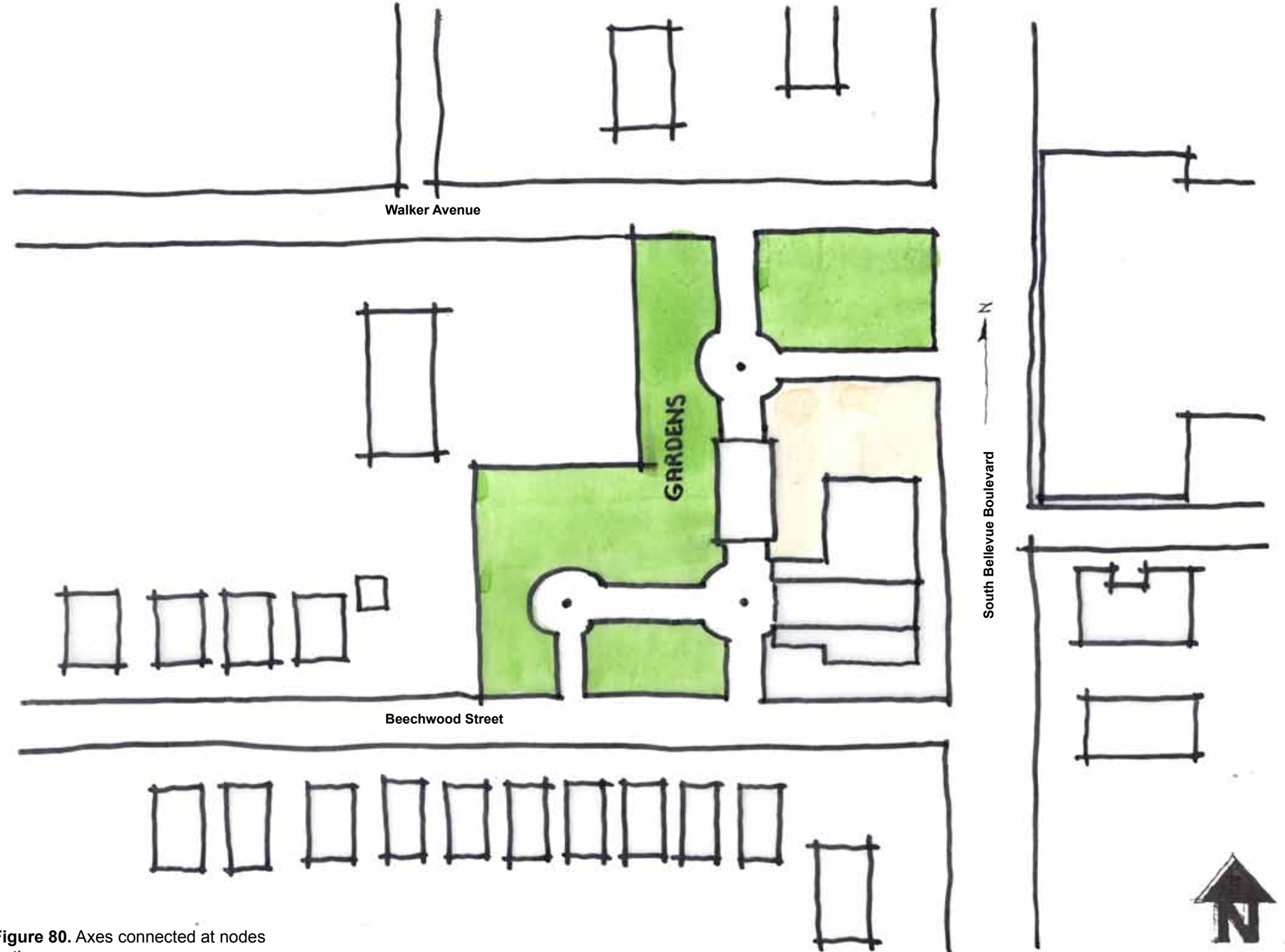


Figure 80. Axes connected at nodes
Author

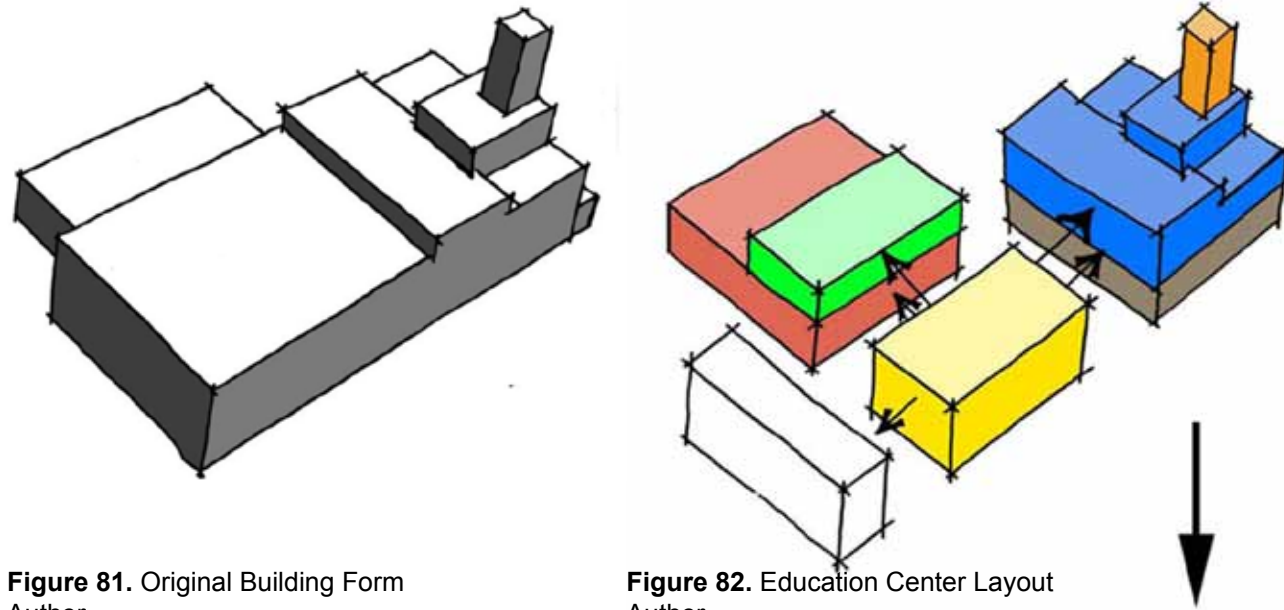


Figure 81. Original Building Form
Author

Figure 82. Education Center Layout
Author

Education Center Layout Key

- Cooking/Culinary
- Horticulture
- Multi-Purpose
- Open School
- Food Cooperative Market
- Water Tower

Building Design

The goal of this new facility is to sow seeds of traditional family values through applying adaptive reuse and sustainable techniques. The design will focus on the seven family characteristics mentioned earlier: Spiritual Life, Caring and Appreciation, Commitment, Communication, Community and Family Ties, Teamwork, and Flexibility and Openness to Change. They will become the guiding principles for converting the former Turner Dairy Warehouse into a building that will provide education, encouragement, and growth for the community of South Memphis.

This building will become an educational facility which will instill traditional family values while bringing the community together, teaching intergenerational skills necessary for life, promoting healthy living, and giving back to the needs of the community. The skills taught will in-

clude horticulture, cooking, nutrition, home-economics, parenting, and general education, and computer training. The program includes community gardening spaces, demonstration kitchens with classrooms, a food-cooperative market, multi-purpose interactive spaces, and an open school for parental guidance, childcare, counseling, and tutoring services. All of these functions will take place on the site of the Turner Dairy Warehouse in the South Memphis community.

The building concept starts from the original form of the building (Figure 81). The diagram called “Education Center Layout” (Figure 82) consists of an exploded axonometric drawing separating four distinct centers of education: center for cooking and culinary training in red, a center for gardening and horticulture in green, an open school for parenting, childcare, and general education services in blue, and a food cooperative market in brown. The centralized, double-height space in yellow is the main core, connecting all education centers together. The white area defines the entrance from Beechwood Street.

On the next diagram (Figure 84), each center will be broken down further, representing architecturally some of the seven traditional family characteristics. The diagram illustrates the traditional family characteristics of Teamwork in green, Communication in red, Flexibility and Openness to Change in yellow, Caring and Appreciation in purple, and Community and Family Ties in brown. The building design process (Figure 83) illustrates the initial sketches made before the final result takes place. The quality of Commitment is expressed by preserving the most prominent architectural features of the building without demolishing the ornamentation, structural components, and most existing materials. Utilizing the huge existing water tower for a new function will enhance the building’s symbolic relationship to the community. Each characteristic has its own special role to play in creating the transformation of the F.E.E.D. Center.

The central double-height atrium will serve as a multi-purpose area, which includes specific functions such as dining and lecturing. There is also a main circulation space where the

“Caring and Appreciation” quality takes place. This zone suggests family members giving a hug or a handshake. The main circulation space will hug or wrap around the central space making it seem much more intimate and inviting. This zone will also define the entrances to the building. On the second floor, this zone will reach out its arms and create views to the community. All other traditional family characteristics will be accessible from the Caring and Appreciation space.

In the cooking and culinary training center, the spaces are classified as collaboration spaces. The communication space in this case is the demonstration and test kitchen; the teamwork of spaces are the adjacencies which help support the function of the kitchen such as culinary classrooms, rooftop garden classrooms, and other kitchen components.

In the Open School section, the main open classroom would not only be classified as a communication space, but also as “Flexibility and Openness to change.” This area is supported by collaborative spaces such as counseling rooms, a nursery, a childcare/ daycare classroom, and a general education tutoring lab. The water tower would symbolize growth and nourishment in comparison to a milk bottle feeding a baby.

The food cooperative market would be classified as Community and Family Ties because it acts as an independent entity and has the strongest connection to the gardens

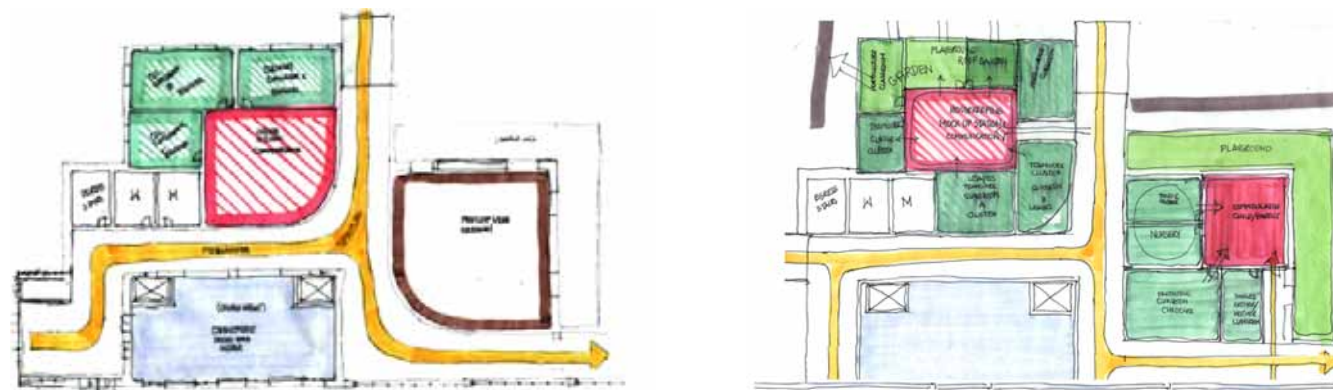


Figure 83. Building Design Process (Sketches)
Author

due to the exchange of healthy foods such as fruits and vegetables. This space would rely on community involvement. It is located on the first floor adjacent to the loading dock for easy access of goods and produce. All of these spaces will be described in further detail.

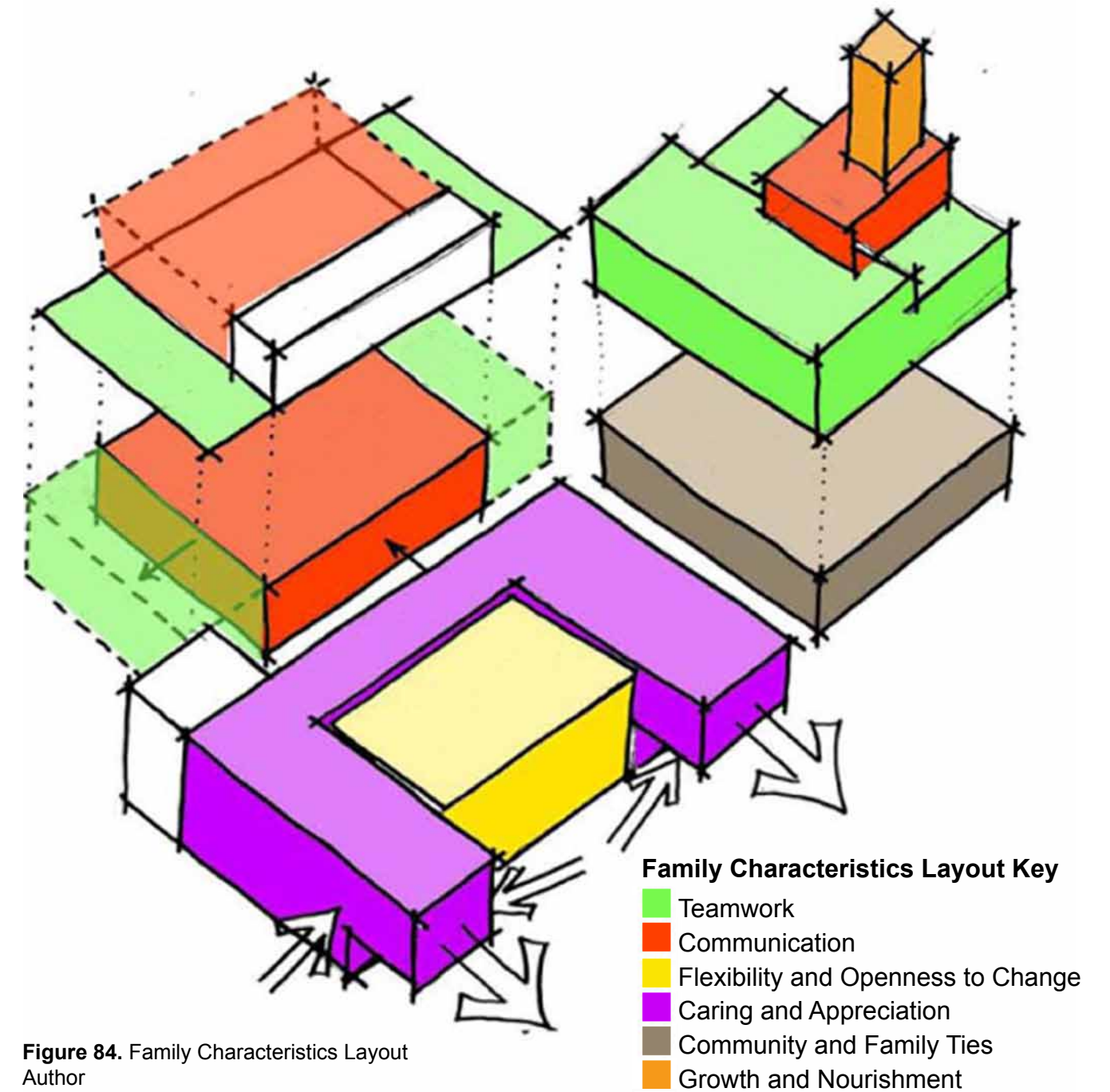


Figure 84. Family Characteristics Layout
Author

Garden Diagram Key

- (1) Horticulture Gardens
- (2) Playground
- (3) Community Gardens
- (4) Demonstration Kitchen Gardens
- (5) Food Cooperative Market Gardens
- (6) Water Tower
- (7) Irrigation System (from tower along roof to gardens)
- (8) Photo-voltaic and White Roofing System
- (9) Outdoor Education Kitchen



Figure 85. Proposed Site Plan
Author



Figure 86. Phase I: Family Educational Exchange & Development Center
Author

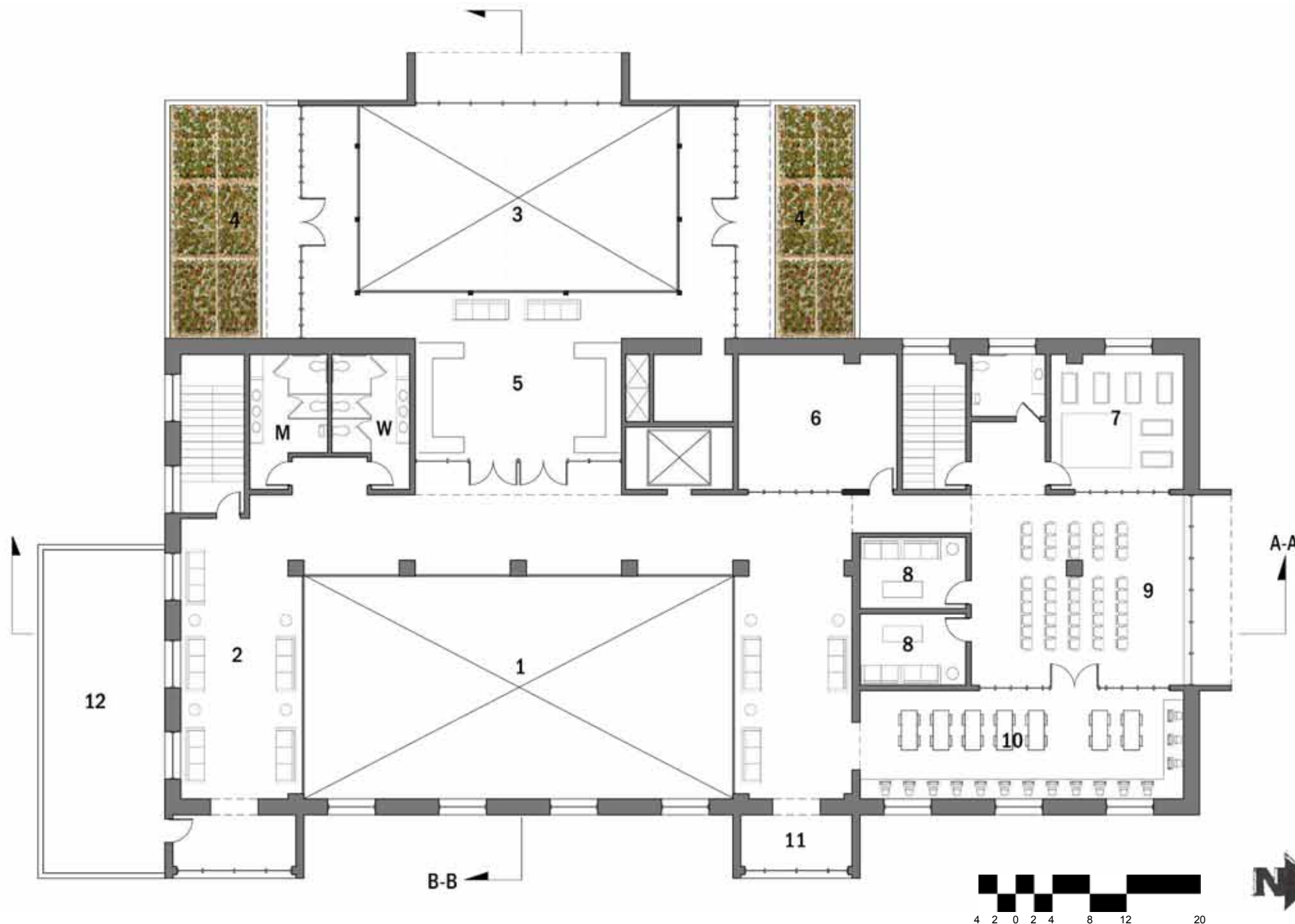


Figure 87. Phase II: Acquisition of adjacent property for additional educational spaces and parking
Author



- Space Layout Key**
- (1) Indoor Dining Space (Multi-Purpose Space)
 - (2) Wrap-around Main Circulation Space
 - (3) Demonstration Kitchen
 - (4) Culinary Classrooms
 - (5) Mini Library for Cooking
 - (6) Freezers, Refrigerator Cold/Wet Foods Storage
 - (7) Dry Food Storage/ Laundry
 - (8) Administration Offices
 - (9) Outdoor Kitchen Space
 - (10) Outdoor Dining Terraces
 - (11) Food Cooperative Market

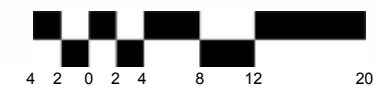
Figure 88. First Floor Plan
 Author



Second Floor Plan Key

- (1) Dining Hall (Multi-Purpose Space below)
- (2) Wrap-around Mezzanine
- (3) Demonstration Kitchen
- (4) Outdoor Garden Classrooms
- (5) Mini Library for Gardening
- (6) Childcare/Daycare Center
- (7) Nursery
- (8) Counseling Rooms
- (9) Open Classroom Space
- (10) General Education Tutoring Lab
- (11) Reading Nook
- (12) Balcony

Figure 89. Second Floor Plan
Author



Residents can easily access the site by foot. Those walking from the South Memphis neighborhood can enter the site and encounter garden plots. The proposed site plan (Figure 85) shows the layout of the different uses of each section of garden. The children in the neighborhood are provided with a playground area located at the southwest corner of the site. Children could play outside while their parents participate in the classes offered throughout the day. The garden section located at (1) is for people who are taking horticulture classes. Guests would be able to see the people on the rooftop garden having classes at the same time. The garden sections located at (3) are for community use. They could choose their own plots to grow their own food, but if they have never been exposed to horticulture before, they would be able to take the courses offered. The gardens located at (4) are targeted for people who are pursuing their education in cooking. An additional site feature, the footprint of the existing additional warehouse located directly on the north-south axial dining terrace (9) will be converted into an outdoor kitchen and classroom space. When visitors approach this area, they are walking toward the exhibition space. Visitors are in the direct line of site of chefs teaching students to prepare meals for their families. There is seating for any guests who want to watch the action taking place. The gardens located at (5) are used by the food cooperative market. After food is grown in the garden, volunteers can bring the produce there for exchange and storage.

Also shown in the site plan are sustainable features such as a white roofing system and an irrigation system supplying water to the gardens. The existing water tower (6) is “a beacon of growth” for the community. It is also used to store and supply water for the gardens. The only access for trucks and vehicles to the site is directly off of South Bellevue Boulevard entering toward the west end of the building. The driveway will be screened by trees and shrubbery so that it will not become a distraction. Moving the focus to the main structure, people will enter and walk through the building. The second axis, mentioned earlier in the site diagrams, travels through the

building east to west and is a connection to the centralized double-height space. While people are walking down South Bellevue Boulevard, they will see the beginning of the axis (Figures 90-92, 94-100). The east elevation (Figure 93) will include a mini garden space with vines growing vertically and around the windows. Two stairs will lead people in two directions toward the entrances, which are classified as being part of the “Caring and Appreciation” zone. This would be considered not only as a means of circulation, but a space where people could sit down, talk, read books, or dine. People along Beechwood Street could also enter the space off axis through another covered entrance located at the southeast corner of the facility.



Figure 90. View along central axis
Author



Figure 91. Transverse Section
Author

Section Key

- (1) Multi-purpose Space
- (2) Wrap-around Circulation Space
- (3) Food Cooperative Market
- (4) Open School
- (5) Outdoor Balcony
- (6) Mini Library for Horticulture
- (7) Mini Library for Cooking
- (8) Demonstration Kitchen
- (9) Entry to Rooftop Garden



Figure 92. Longitudinal Section
Author





Figure 93. East Elevation
Author



Figure 94. South Elevation
Author



Figure 95. West Elevation
Author



Figure 96. North Elevation
Author



Figure 97. South Bellevue Boulevard Elevation
Author



Figure 98. Outdoor Dining Terraces
Author

Once people enter the building, they will encounter the atrium space (Figure 101). Inside the atrium, visitors can enjoy dining, lectures, and community events. Walking along the axis, guests will encounter a mini-library space designated for people who are interested in cooking fundamentals; there will be a variety of cookbooks and recipe guides for their reading pleasure.



Figure 99. View of Northeast Corner
Author



Figure 100. View of Southeast Corner
Author



Figure 101. View inside Centralized Space
Author

The next volume guests will encounter is the demonstration kitchen (Figure 102). The kitchen is located on the west side of the building. People from the community could walk through or sit down at a counter and observe the chefs teaching the students. Basic cooking skills are taught to everyone living in the community: adolescents, preteens, teenagers, adults, and seniors. These skills will help prepare them for the future and could then be passed along to other generations. The kitchen is classified as a “Communication Space,” which contains collaborative teamwork areas that will house culinary classes for mini lectures, administration offices, and a zone for freezers, refrigerators, cold/wet foods storage, dry foods storage, laundry and dishwashing station. These volumes are expanded north to south to provide more room for the kitchen, which is divided into cold and hot food preparation areas. Guests can enjoy a



Figure 102. View inside Demonstration Kitchen
Author



Figure 103. View from Balcony into Centralized Space
Author

home-cooked meal while watching the gardening activities outside. Each section of the kitchen has a pair of countertops and one for the teacher's use.

Walking north on the first floor from the atrium, one encounters the Food Cooperative Market (Figure 104), which also has its own exterior entrance. Volunteers and visitors can experience the meaning of exchange through sharing locally-grown food with the community. Also there could be food and plant giveaways reflecting the "Welcome to Urban Farming" precedent study. As an architectural feature, a glass curtain wall system is installed to create special views to the food cooperative gardens defining its own entrance.

After taking the elevator or the stair up to the second level, visitors can experience views of the city along South Bellevue through the reading nooks located on the east facade. The best view of all is looking toward the multi-purpose atrium below from the mezzanine (Figure 103).

Glass handrailing is installed to create more transparency between floors. Similar to the first floor, guests will encounter another mini-library. On this floor, the books will pertain to gardening techniques. Along the same axis with the demonstration kitchen are rooftop garden classrooms, which are located directly above the collaborative kitchen spaces. Since cooking and gardening work hand and hand, the kitchen will act as a double-height space providing another means of circulation via wrap-around balconies. People in the kitchen can observe the outside activities through another curtain wall system extending throughout both floors. Natural lighting can bring back life to a dying building. Transparency is a very important key to this design because it reflects the "Flexibility and Openness to Change" characteristic. Gardening is the overall scheme which symbolizes spirit and growth. Just like a plant needs light and water to grow, a building needs the spirit of people and the use of natural light to create positive moods and perceptions.



Figure 104. View inside Food Cooperative Market
Author



Figure 105. View inside Open School Classroom
Author



Figure 106. View inside General Education and Tutoring Center
Author

Finally, located above the food cooperative market is the Open School. The Open School concept was generated from the Montessori School and Open High School examples mentioned earlier. The Open School (Figure 105) consists of an open classroom for family lectures, child-care center, a nursery for infants, counseling rooms, and a general education/tutoring center (Figure 106) for teaching basic courses such as Math, Reading, Writing, English, Science, GED Preparation, and Financing. Computers are provided for educational purposes. Inside the Open School, parents can interact with their children on a daily basis. Parents can also interact with the teachers; there will be classes encouraging full participation from everyone involved. Children will not feel isolated or neglected; they will be protected around the clock while their parents are engaging in other F.E.E.D. activities. Children and adults of all ages can also gain skills there such

as housekeeping and parental childcare. Adults can also take their babies and toddlers to the nursery and daycare center while they take classes throughout the day. In the Open School, they have the option to be involved in counseling sessions, lectures, and community events. The general education center will help adolescents, teens, and adults prepare for passing tests and seeking business opportunities.

Conclusion

The Family Educational Exchange and Development (F.E.E.D.) Center is an educational facility that teaches people interdependence (Family), provides knowledge to youth, adults, and elders who are less fortunate (Education), teaches people the true meaning of ownership and giving back to the community (Exchange), and sustains potential growth within the community from generation to generation (Development).

Family is very important! Today's youth are in desperate need of parental guidance. The F.E.E.D Center will instill the traditional family values of Spiritual Life, Commitment, Communication, Community and Family Ties, Teamwork, and Flexibility and Openness to Change through education and exchange creating a bond of developing communities. From personal experience, there is nothing more important than a strong family bond. This facility is just what South Memphis needs because it replaces the family role model that has been missing in many people's lives.

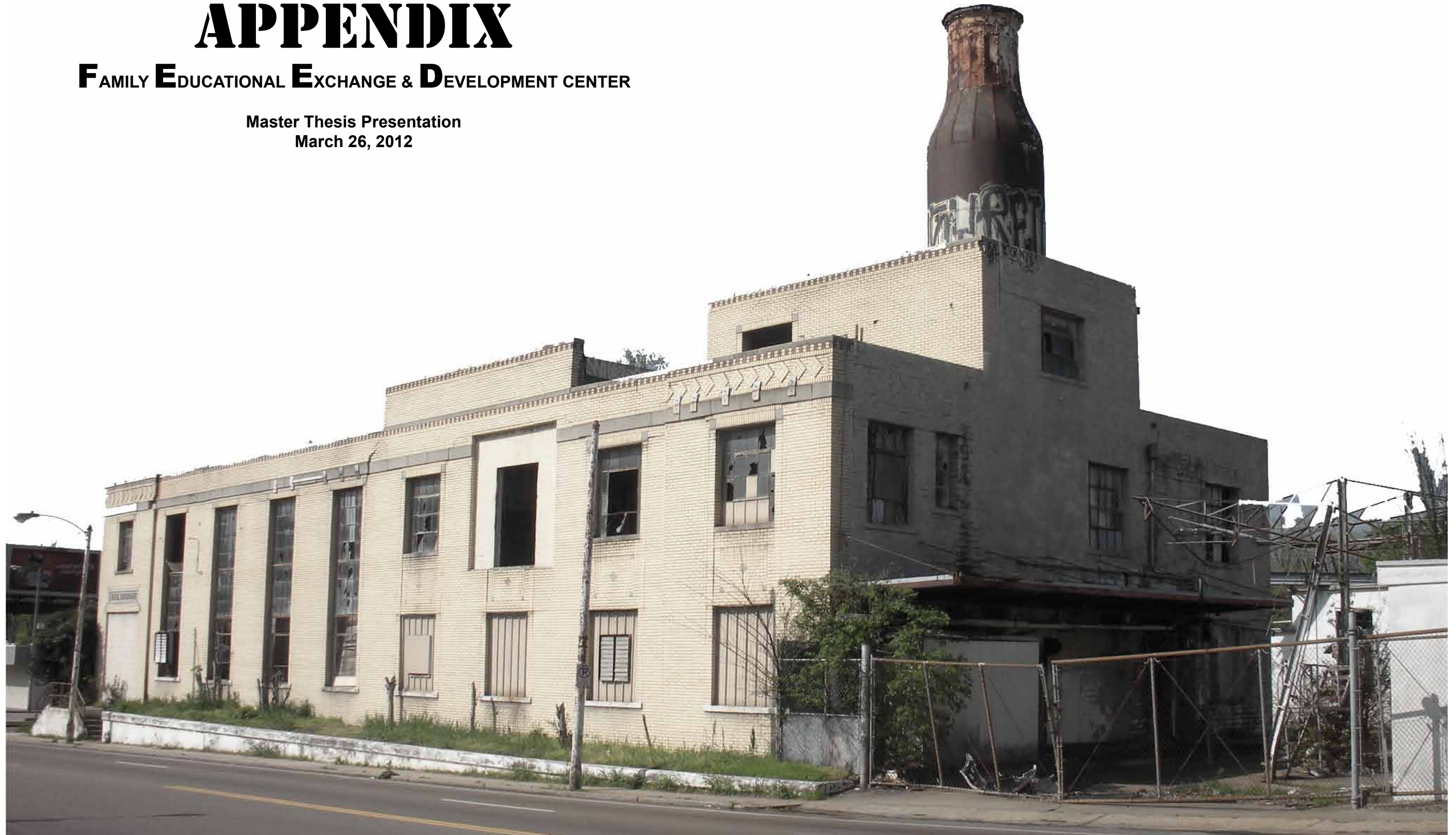
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APPENDIX

FAMILY EDUCATIONAL EXCHANGE & DEVELOPMENT CENTER

Master Thesis Presentation
March 26, 2012



THESIS STATEMENT:

CAN SOWING SEEDS OF TRADITIONAL FAMILY VALUES THROUGH APPLYING ADAPTIVE REUSE RESURRECT A COMMUNITY?



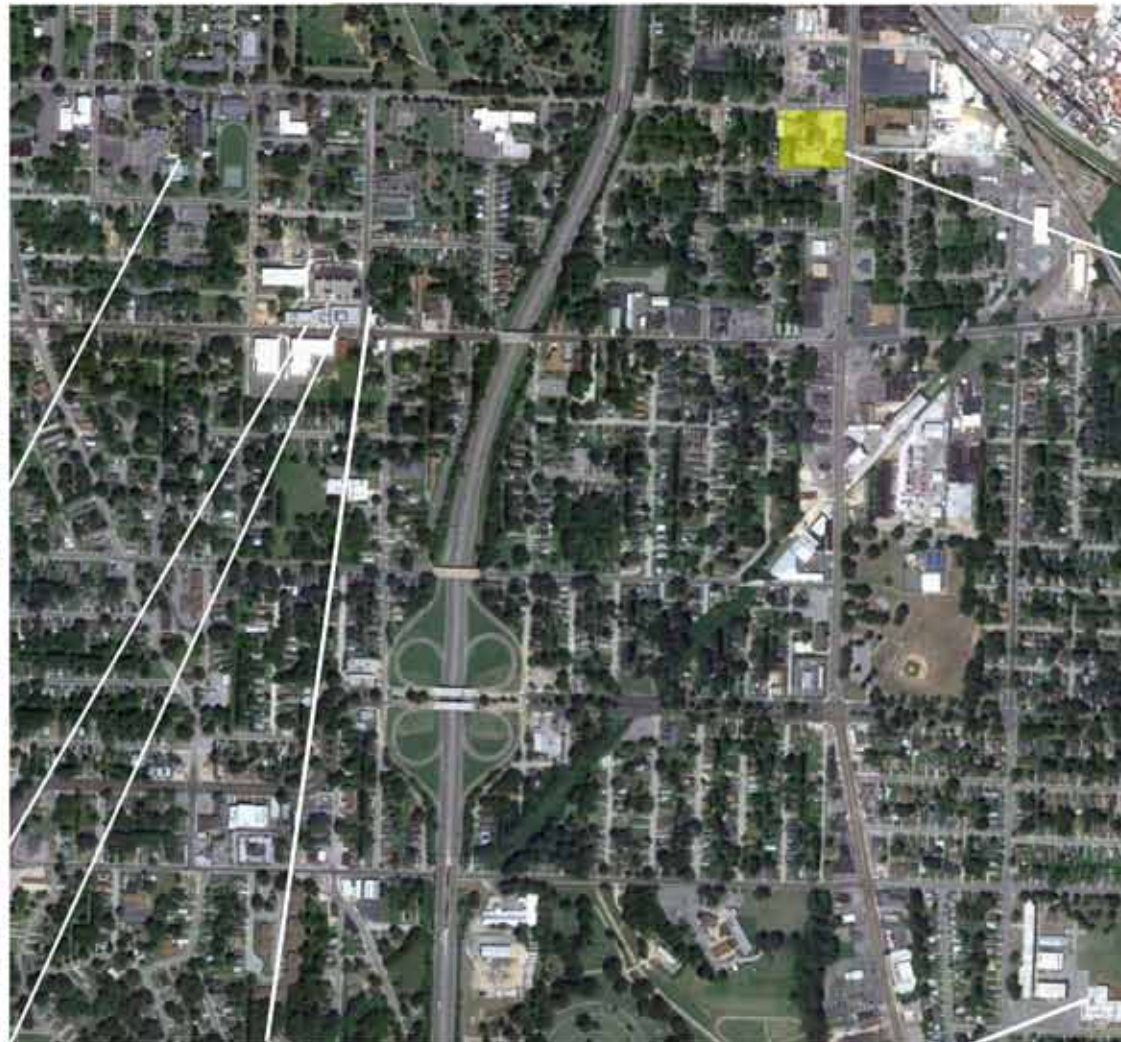
LEMOYNE-OWEN COLLEGE



STAX SCHOOL ACADEMY



STAX MUSEUM



MACRO-SCALE CONTEXTUAL SITE PLAN



THE HISTORIC HOME OF MEMPHIS SLIM



HAMILTON ELEMENTARY SCHOOL



TURNER DAIRY WAREHOUSE
1039 SOUTH BELLEVUE BOULEVARD
MEMPHIS, TENNESSEE 38106
LOCATED AT THE CORNER OF S. BELLEVUE AND BEECHWOOD

BUILDING WILL SERVE AS AN EDUCATIONAL FACILITY WHICH:

- Instills traditional family values
- Brings communities together
- Teaches youth, adults, and seniors skills necessary for life
- Promotes healthy lifestyles
- Gives back to the needs of the community

THE SKILLS TAUGHT WILL CONSIST OF:

- Gardening/ Horticulture
- Cooking and basic home economics
- Parenting and general education

THE BASIC PROGRAM:

- Community and Food Cooperative gardening spaces
- Demonstration Kitchen with classrooms
- Food Cooperative Market
- Multi-purpose interactive space
- Open School for parental, childcare and tutoring services

7 TRADITIONAL FAMILY CHARACTERISTICS

- SPIRITUAL LIFE
- CARING & APPRECIATION
- COMMITMENT
- COMMUNICATION
- TEAMWORK
- COMMUNITY & FAMILY TIES
- FLEXIBILITY & OPENNESS TO CHANGE

HISTORIC AND SIGNIFICANT SITES

HOW IS THIS APPROACH DONE WITHIN OTHER COMMUNITIES?

(1) URBAN FARMING: A GLOBAL FOOD CHAIN



Location: Detroit, Michigan

Their mission statement includes ideas such as:

- Growing gardens in order to provide free food and plants for the community
- Hosting free educational workshops
- Giving awareness of health and well-being
- Educating the youth, adults, and seniors
- Creating an economically sound community

(2) THE OPEN SCHOOL IN RICHMOND, VIRGINIA



Los Altos

Meadow Montessori, MI



Children's Haven

Singapore

- Offers community-based education in a small personal setting
- Creates authentic learning environments through the use of community services.
- Gives back to the community through family groups, town meetings, and staff developments
- Montessori schools around the world possess similar missions and goals.

(3) FOOD CO-OPERATIVES/ EDUCATIONAL KITCHENS:



MISSISSIPPI MARKET FOOD COOP

Cooperatives are based on the values of self-help, self-responsibility, democracy, equality, equity, and solidarity - believe in the ethical values of HONESTY, OPENNESS, SOCIAL RESPONSIBILITY and CARING FOR OTHERS

Mississippi Market Food Coop

- The main principles of their organization are VOLUNTARY AND OPEN MEMBERSHIP, AUTONOMY AND INDEPENDENCE, EDUCATION AND TRAINING, and CONCERN FOR COMMUNITY

HOW DID SOUTH MEMPHIS START TO THRIVE?



SOUTH MEMPHIS FARMER'S MARKET

- Non-profit organization
- Eliminates food deserts within Memphis communities
- FOOD DESERT- is any area in the industrial world where healthy and affordable food is hard to obtain, mostly prevalent in rural as well as urban areas
- Gives residents the opportunity to prepare healthy food
- Provide locally-grown food



F.E.E.D : FAMILY EDUCATIONAL EXCHANGE & DEVELOPMENT CENTER

BUILDING'S PURPOSE:

- THE GOAL OF THIS PROJECT IS SOWING SEEDS OF TRADITIONAL FAMILY VALUES TO NURTURE COMMUNITY BY APPLYING FAMILY VALUES AND ADAPTIVE REUSE

MISSION:

- TO PROVIDE AN EDUCATIONAL FACILITY USED FOR BRINGING COMMUNITIES TOGETHER THROUGH TEACHING, FEEDING, NURTURING, RE-ESTABLISHING TRADITIONAL FAMILY VALUES

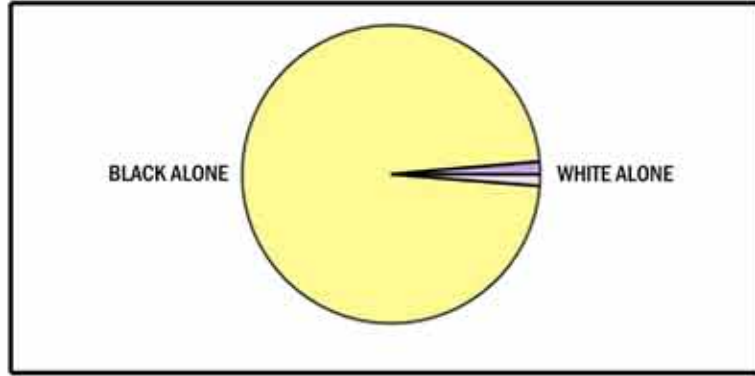
VISION:

- TO REVITALIZE THE COMMUNITY OF SOUTH MEMPHIS THROUGH SOWING BOUNTIFUL SEEDS, SUSTAINING HARVEST, BOOSTING KNOWLEDGE AND EDUCATION, GIVING BACK, AND PROVIDING GROWTH AND DEVELOPMENT FOR THE FUTURE

PRECEDENT STUDIES

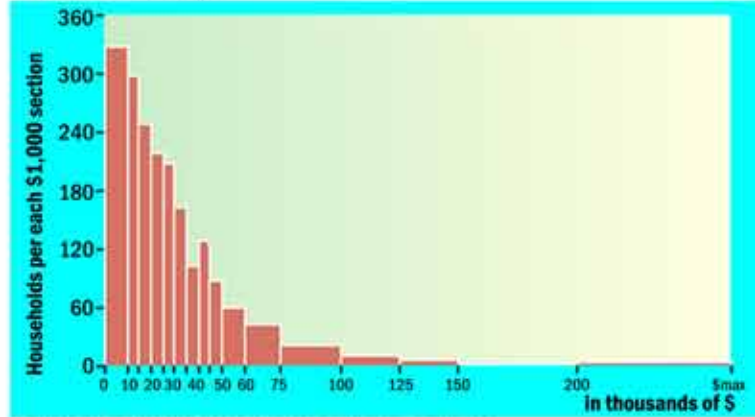
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SOUTH MEMPHIS



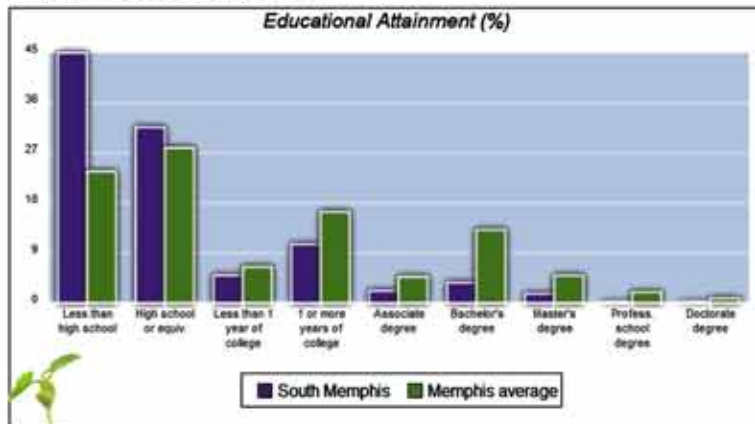
RACES IN SOUTH MEMPHIS AREA OF MEMPHIS, TENNESSEE

- DOMINANTLY AFRICAN AMERICAN



SOUTH MEMPHIS HOUSEHOLD INCOME DISTRIBUTION

- MEDIAN INCOME IS \$15,000- \$18,000 YEARLY



EDUCATIONAL ATTAINMENT OF STUDENTS IN SOUTH MEMPHIS

- HIGH SCHOOL EDUCATION AND LESS - LITTLE TO NO COLLEGE EXPERIENCE



EXISTING NEIGHBORHOOD MICRO-CONTEXT (AERIAL VIEW)



MEMPHIS BLACK ARTS ALLIANCE



BETSY'S COIN LAUNDRY ALTERATIONS

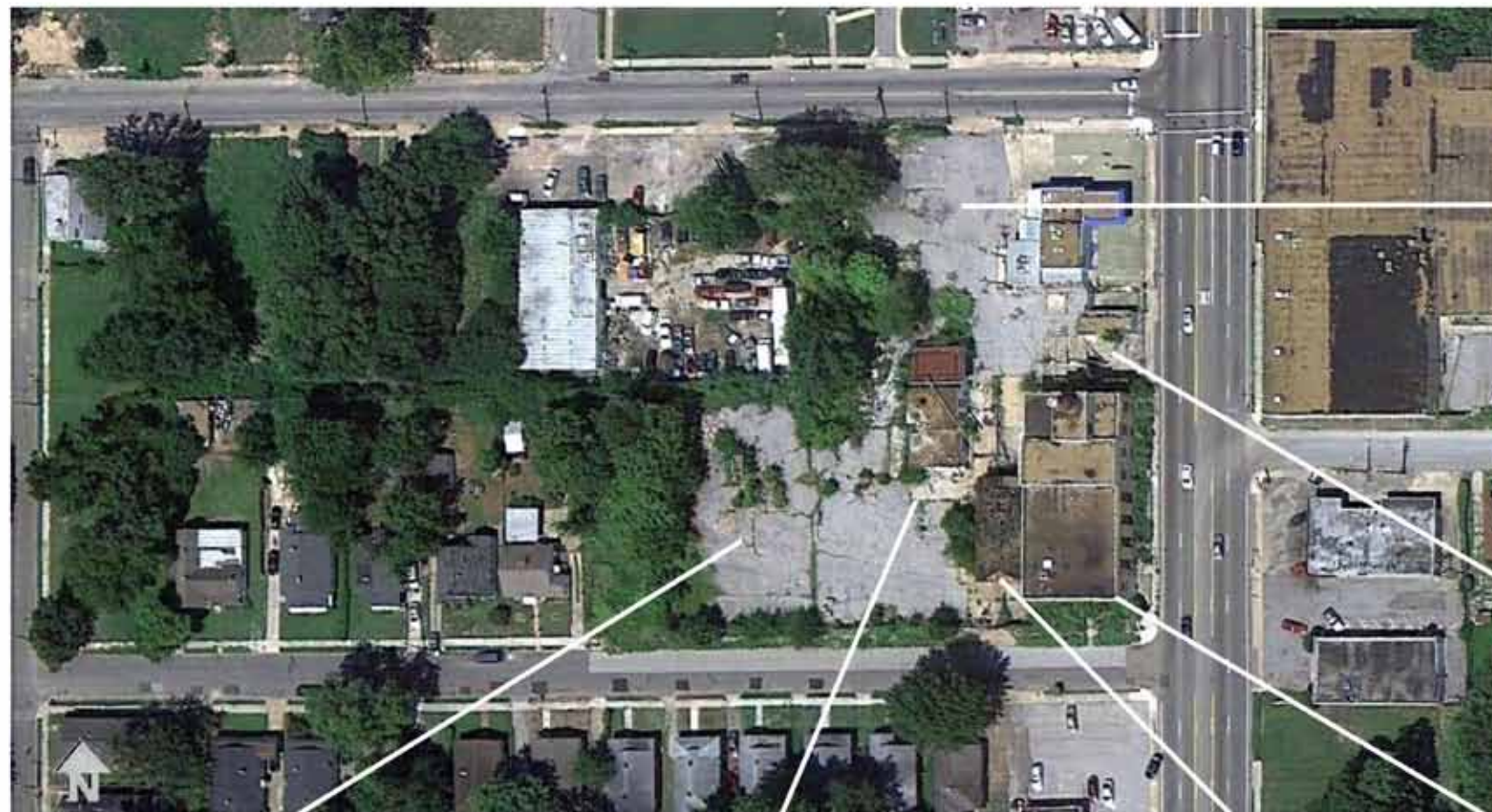


TEREX POWER WAREHOUSE



SOUTH MEMPHIS ALLIANCE, INC.

DEMOGRAPHICS & STATISTICS



ENLARGED AERIAL SITE PLAN



VIEW TOWARDS NORTH ENTRANCE



VIEW TOWARDS EXISTING METAL TRUSS STRUCTURE



VIEW TOWARDS EXISTING PARKING LOT



VIEW TOWARDS EXISTING WAREHOUSE STRUCTURE



VIEW TOWARDS ONE STORY CMU ADDITION



VIEW TOWARDS EXISTING SOUTH ELEVATION

EXISTING SITE FEATURES AND VIEWS



VIEW TOWARDS LOADING DOCK



VIEW OF EXISTING STAIR



VIEW INSIDE DOUBLE-HEIGHT SPACE



VIEW OF EXISTING WINDOWS



VIEW TOWARDS MEZZANINE



VIEW ALONG MEZZANINE



VIEW OF ROOM ADJACENT TO D.H. SPACE



VIEW FROM TOP OF MEZZANINE



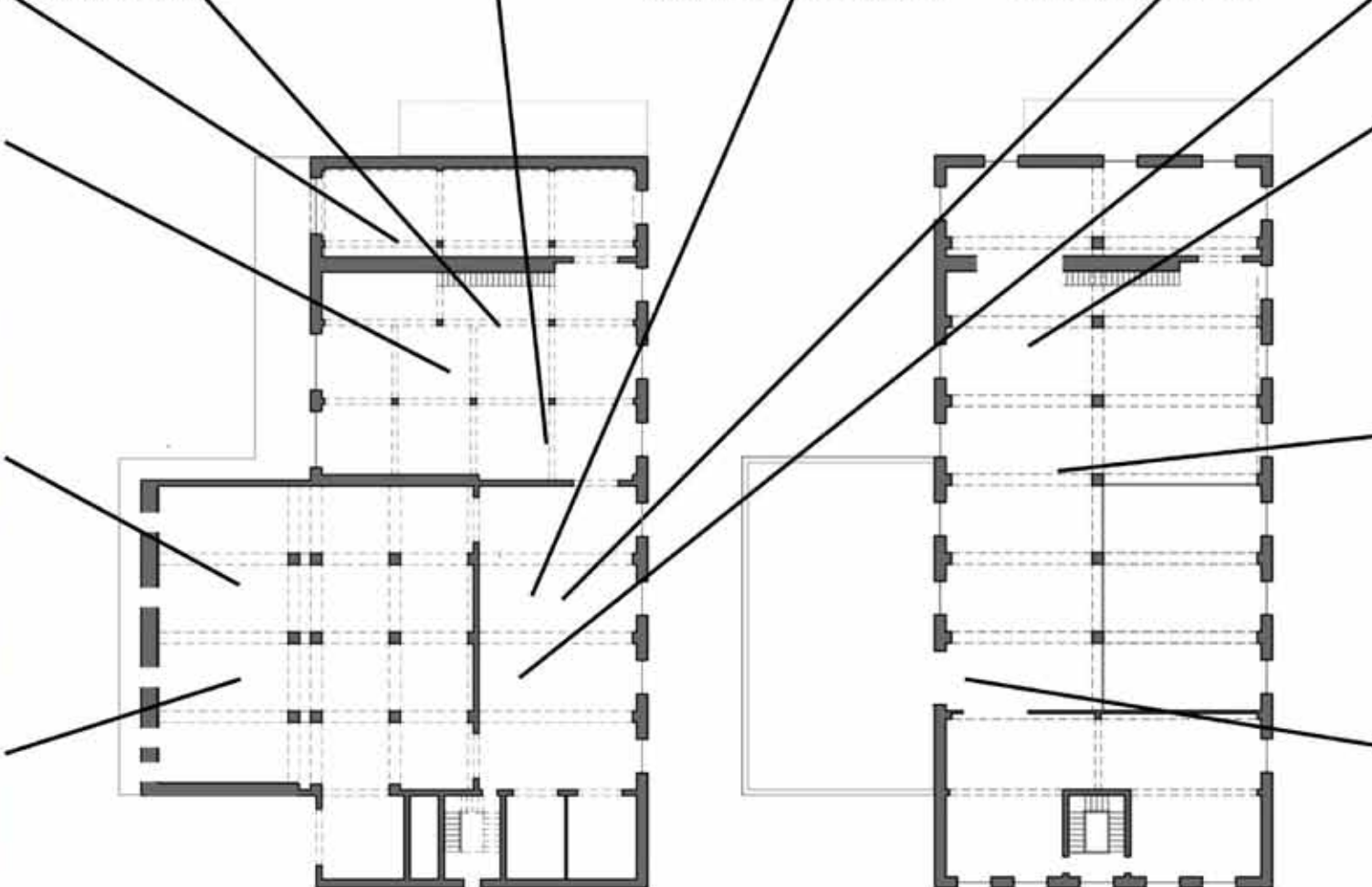
VIEW INSIDE REAR ADDITION



VIEW INSIDE REAR ADDITION



VIEW TOWARDS GREEN ROOF ON ADDITION

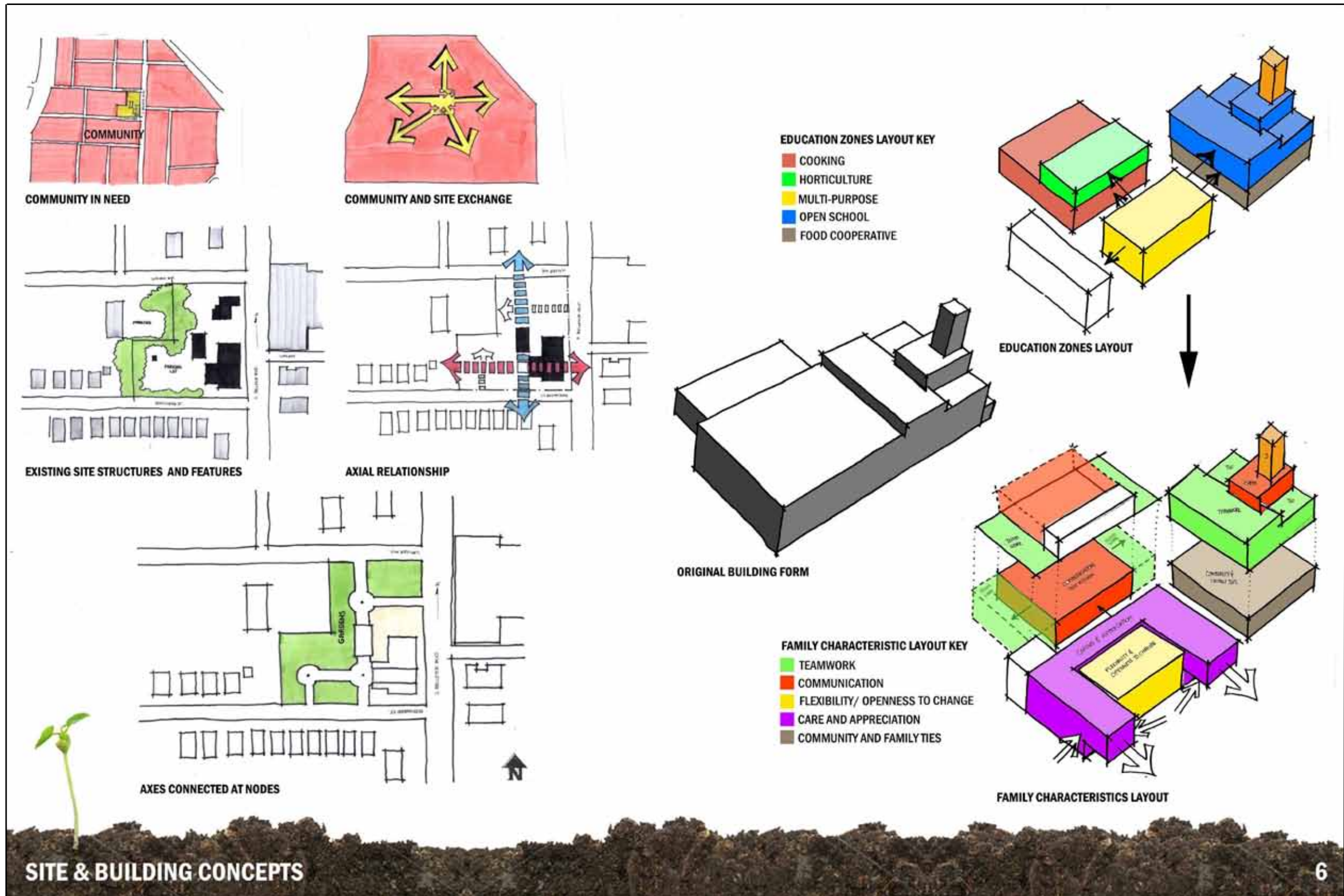


1ST FLOOR PLAN
SCALE: 3/32"=1'-0"

2ND FLOOR PLAN



EXISTING FLOOR PLANS WITH INTERIOR VIEWS





ENLARGED SITE PLAN

PHASE I
F.E.E.D CENTER



PHASE II
ACQUIREMENT OF ADJACENT PROPERTY FOR ADDITIONAL EDUCATIONAL SPACES AND PARKING

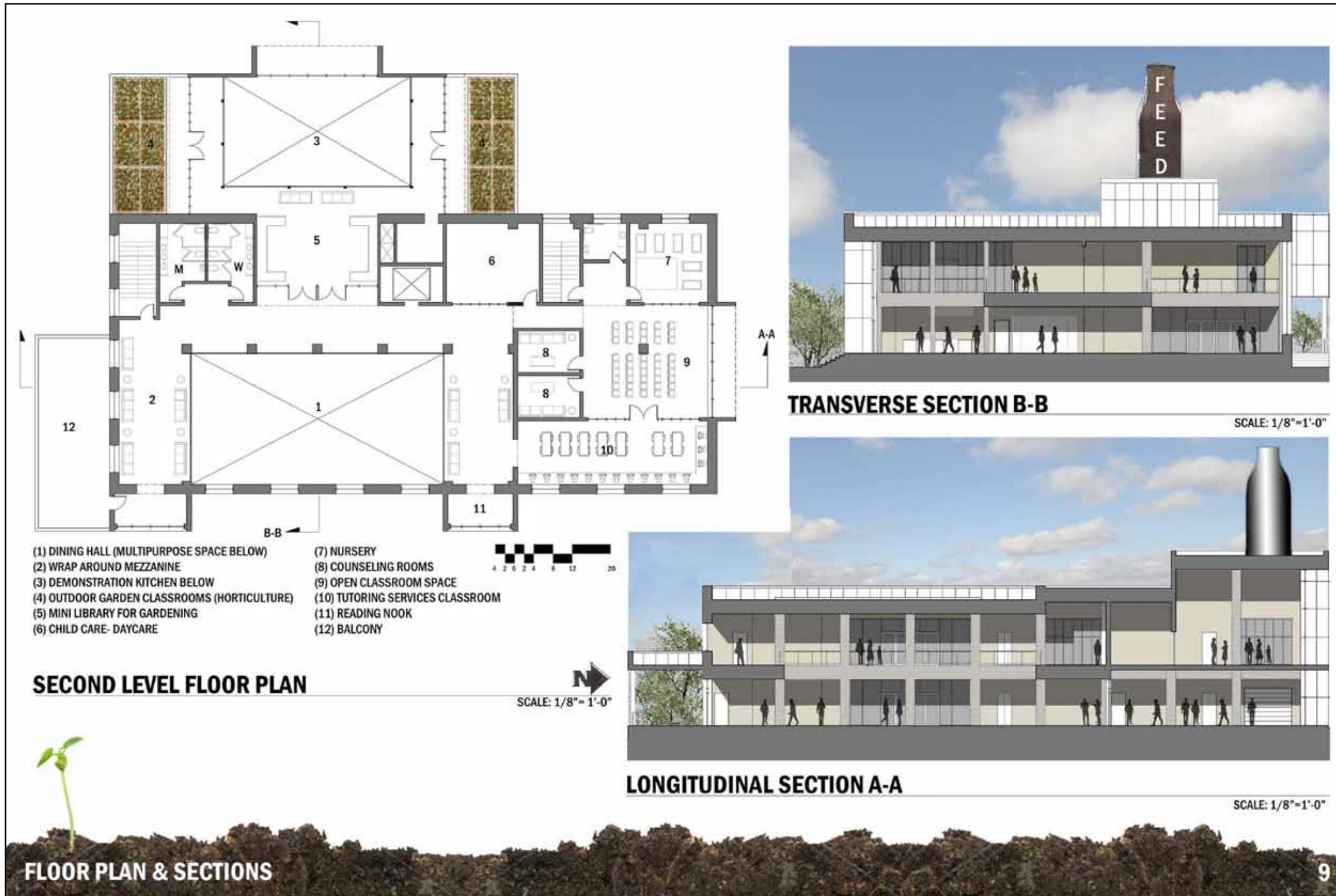


GARDEN DIAGRAM KEY

- (1) HORTICULTURE GARDENS
- (2) PLAYGROUND
- (3) COMMUNITY GARDENS
- (4) KITCHEN GARDENS
- (5) FOOD COOPERATIVE GARDENS
- (6) WATER TOWER
- (7) IRRIGATION SYSTEM (FROM WATER ALONG ROOF TO GARDENS
- (8) PHOTO-VOLTAIC AND WHITE ROOFING SYSTEM
- (9) OUTDOOR EDUCATION KITCHEN









EAST ELEVATION

4 20 24 8 32 20
SCALE: 3/32"=1'-0"



SOUTH ELEVATION

SCALE: 3/32"=1'-0"



WEST ELEVATION

SCALE: 3/32"=1'-0"



NORTH ELEVATION

SCALE: 3/32"=1'-0"



S. BELLEVUE BLVD. EAST ELEVATION

8 40 48 16 24 40
SCALE: 1/16"=1'-0"

SCALE: 1/16"=1'-0"

ELEVATIONS

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PERSPECTIVE LOOKING AT SOUTHEAST CORNER



VIEW OF OUTDOOR DINING TERRACES



PERSPECTIVE LOOKING AT NORTHEAST CORNER



VIEW ALONG CENTRAL AXIS

EXTERIOR PERSPECTIVES

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PERSPECTIVE LOOKING TOWARDS MULTI-PURPOSE SPACE FROM THE MEZZANINE



VIEW LOOKING INSIDE MULTI-PURPOSE SPACE (CAFE)



VIEW LOOKING INSIDE DEMONSTRATION (TEST) KITCHEN



PERSPECTIVE LOOKING INSIDE OPEN CLASSROOM SPACE



VIEW INSIDE GENERAL EDUCATION & TUTORING CENTER



PERSPECTIVE LOOKING INSIDE FOOD COOPERATIVE MARKET

INTERIOR PERSPECTIVES

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