

CHILDREN'S VILLAGE IJANIKIN, LAGOS

BY

BASHIRU ABIKE BILIKISU
B.SC. (HONS) ARCH- A.B.U.

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DEDICATION

This book is dedicated to my grand-mother, Mrs. Ashiamu Alapinni and to both my parents for their unflinching support throughout the ordeal.

DECLARATION

I, Bashiru Abike Bilikisu, do hereby solemnly declare that this dissertation is an authentic and original documentation of my research for the award of the 'Master of Science' degree of Ahmadu Bello University, Zaria; and that all references therein have been duly acknowledged.

Signature: _____
Student

Approval:

Supervisor

Head, Department of Architecture

External Examiner

Dean, Post-graduate School.

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I also give my thanks to almighty God for his divine guidance then, now and always.

Sincerely yours,

Bilikisu Abike Bashiru.

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PREAMBLE: HUMANITY AND PROGRESS

The development of our social systems is based on our efforts to cooperate with each other in our daily lives. Real progress depends on the contribution which each human being is prepared to make towards a better, juster and more peaceful world.

Because of his imperfections, man lives in a permanent state of crisis, yet he possesses the ability, to overcome this crisis bit by bit. He may gain deeper insight into the structure and functioning of our social interactions and change his attitudes accordingly. Those who do not think in these lines are neither humanitarian nor realistic. To think realistically does not mean resignation in the face of human short-comings, but determination to take up the challenge and fight against material and spiritual dilemmas.

We do not become more human through hostile arguments nor by visiting on ever higher standards of comfort in our lives with the ever more complicated machinery invented to satisfy our needs.

We become more human as we succeed in respecting, loving and helping each other to overcome the acute problems in all our lives.

Thus, it is necessary for fellow human beings to understand and help the abandoned child, this is a concrete step towards a modest contribution towards the social progress in our times.

CHAPTER - 1

INTRODUCTION

1.1. Purpose

1.2 Trends - Past and Present

1.1 INTRODUCTION:

Purpose

Maybe saving mankind simply means not resigning in the face of present day crisis which rock our world in the face of the misery which is the lot of so many of our fellow - men.

The more determined we are in our battle against the materials and spiritual distress of our age, the better the chance of overcoming evil. More humanity is what is needed. Will man learn more respect for his neighbour, learn to love and help him more? The children's village is a step in this direction because doing good means making our world a better place to live in.

Thousands of children all over the world have lost their parents and are forced to grow up without the love and warmth needed by a family. These children need our help. They stretch out their hands to us, but they don't want alms. What they need is affection and security. Can we pass without helping? Each one of us can give these children a real home in any little ways we can by a genuine contribution to their development.

Neglect of the child in favour of selfish adult interests destroys the very foundation of human existence.

Of course our world cannot be made for children alone.

But we should remind ourselves that neither should our society be an exclusive society of adults. It is not just a community geared to production and consumption. It has important tasks to perform.

Moreover, for each one of our children it represents the support and protection every child needs in life, the opportunity to learn and develop which no young person should be denied if he or she is to grow up to be a healthy man or woman.

Society needs the child, for through the child it is reviewed and adapts itself to current changes. And last but by no means the least; the quality of our life - which is life in society - depends on the quality of the contribution we ourselves make to the care and education of all our children, abandoned or non-abandoned.

1.2 TRENDS - PAST & PRESENT:

The problem of the abandoned child has been a long standing one. The child is abandoned as a result of fear of judgement from the society or economic restraint. Since it is not possible to stop the act, it is only proper to provide a home with adequate facilities to ensure proper growth of these children into useful citizens of this country.

It is also better and cheaper on the long run for society to run such institutions which are beneficial rather than spend much more on these children later in life as problem adults on corrective or preventive measures like prisons, remand and mental homes.

Nigeria before the civil war there almost existed no homes because there just were not many ways in which a child would have absolutely no one to care for him. The extended family system took in all children from fathers who maybe got divorced and couldn't look after the children. Or children from mothers who were sick one way or the other. All these is in the past now.

Today most of our families are going nuclear with the immediate family becoming more and more important by the day what used to be a family problem has now been individualized. Especially in our towns where the rate of development is fast and cost of living is getting higher and higher each day. It becomes more difficult to take in another person's child for up-bringing.

With the advent of the civil war in Nigeria, the problem became aggravated.

Immediately after the war, there was a large number of displaced children who were taken into various homes run by charity organisations or the various state governments. Even then, the problem was more pronounced in the cities than in the rural areas.

Thus, Lagos is a special case because of her high population of lowly paid workers. Most of them are unskilled and migrated from the villages due to the bright lights of the city. On getting there they have absolutely no skill to offer and thus become factory hands. Most of these people have no relatives in the cities and live in the waste areas of the city. These are the people that mostly abandon their child, because they can barely feed themselves not to talk of an extra mouth.

But with the current austerity measures now raging in the country and workers especially this category being laid off, it is alarming the rate at which parents now abandon not only babies but young children as well. This is the reason why the state government needs and has included a children's home in this year's phase of development programme.

CHAPTER - 2

THE TOPIC ITSELF

2.1 Why a village?

2.2 Scope of Problems

2.3 Goals and Objectives

2.4 Design Scope.

CHAPTER - 2

2.1 THE TOPIC ITSELF:

Why a Village?

It is because there is the inherent tendency of institutions when on their own, on the long run to turn to ghettos. But this situation can be curbed by linking the inhabitants of these village with there surrounding environment and arousing their interest in neighbouring communities.

In the basic african settlement or home there is always the element of the extended or multiple family units or system. In a house it is very common to find up to two or four nuclear families living together. These homes also form a part of a secondary group of houses that form a compound. These compounds then combine to form a village with all other necessary commercial, institutional, agricultural and recreational facilities that go with it.

Thus as we are designing for these children who have no relatives, no one to call their own. The closest we can get is to at least make them related to one another by making them live in houses and compounds and integrating them into settlement around.

This impacts a sense of belonging to the children.

Whilst the psychological situation of the normal children's home is similar to that of a group of isolated from society to whom the use of public services is granted with varying degree of kindness, the position of children in this village would be just the opposite.

The people in the neighbourhood will have free access to the village and can use all its recreational facilities. In return the children are able to make friends out of the village and thus interact and integrate into the society.

The village therefore is not a place where a group of people outcast by society live, but a sub centre of the immediate community itself, to which the homes of these young people are integrated.

2.2 SCOPE OF PROBLEMS:

There are quite a lot of problems facing the children in a home or a village. These can be divided into two categories. The psychological, the physical, the emotional educational, and shelter needs of these children.

Of all these problems it is the provision of both shelter and conducive environment for these needs that are the architect's responsibilities.

Because as it is now there are quite a lot of problems facing the design of children's village. The existing ones are all isolation spots where these children are conveniently forgotten by both public and government alike.

Most of the buildings where these children are housed are private or government houses built for other purposes and not for homes. They are just converted into homes with no functional considerations being taken into account at all.

Also the educational aspect of these children are sometimes neglected seriously. There is neither space for activities that are conducive to proper interaction of these children with those from outside nor for proper development.

Moreover, for the health needs of these children what is available is sometimes an emergency outfit with medicine chest and maybe a nurse comes in once a week to look them over. Many of these children are lost on babies because of lack of intensive health

care needed because of the situation in which most of them are found. This is either in dumps or gutters as the case may be.

With all these problems one can see that there is a lot to be improved and added if we want to produce a good breed of useful citizens from these children.

2.3 To provide the necessary structures and environment the following goals and objectives would have to be realised:

Goals:

For the home - an atmosphere that is as close as possible to an average Nigerian home.

For the village as a whole - an environment that would ensure the proper development of these children into useful citizens of this country.

Objectives:

A good location that can be exploited to the children's functional buildings and spaces for organised activities that will ensure the interaction of these children with others from the neighbourhood.

- Provision of enough space for future expansion.

The goals and objectives can then be physically interpreted into actual spaces and structures by the provision of necessary facilities which form the scope of the design.

2.4 DESIGN SCOPE: — Architectural Brief

The many facets of a good children's village demand quite a number of essential facilities.

- An administration block would be provided to monitor and oversee the day to day activities and maintenance of the village in its entirety.
- All basic living quarters of both the children would be bungalows.
- Primary and Nursery schools are to be provided to provide the necessary educational needs of these children and a source of interaction with others in the neighbourhood.
- Play ground and playlots will be provided to provide a recreational avenue for children or outside the village.
- Provision would be made for a youth centre where all children can come to play, relax, learn with children in the home.

- A small clinic or sick bay would also be added to cater for the basic health needs of the people in the village and students in the neighbourhood.
- A village farm and experimental gardens would be provided for both food consumption, school lessons and a place where children can play with domestic animals they love.

CHAPTER - 3

CASE STUDIES PROS & CONS

- 3.1 The Motherless babies home at Marina, Lagos.
- 3.2 The S.O.S. children's village Isolo, Lagos.
- 3.3 The orphanage at Zaria.
- 3.4 Children reception home, Loudra.
- 3.5 Experimental children's town in Vienna.

CHAPTER - 3

3.1 THE MOTHERLESS BABIES HOME, MARINA LAGOS

The motherless babies home was established by a voluntary organisation known as the Business and Professional Women's Organisation in 1961. The aim of the organisation was to cater for the needy and less fortunate children. It was headed by late Mrs. Ayo Manuwa as it's first president.

The institution was taken over by the Lagos State Government through the Ministry of Sports, Youth and Social Welfare in January, 1977 in order to facilitate the forstering and adoption of the abandoned babies and to cater for the motherless ones. It is also to effect the practise of the forstering and adoption law which is in force in the Lagos State.

The institution is financially run by the Lagos State Government through the Lagos State Ministry of Sports, Youth and Social Welfare. The home do receive donations from charitable organisations and individuals. Both in cash and in kind.

Admission into the home is categorised into three groups:

Abandoned: These are children abandoned by their parents and are brought by the police to be certified fit for admission by the government medical doctor.

Motherless: These are children whose mothers died at birth or during labour or after delivery and there are no relatives the father can entrust the care of the child to.

Shelter: These are children whose mothers may be receiving treatment at the psychiatric hospital and the father cannot cope alone.

Health:

The State Ministry of Health through Onikan Health Centre, Massey children hospital, Lagos and the General Hospital Lagos supply the medical services needed at the home. Two health sistens are detailed from Onikan Health Centre to visit the home twice in a week to give necessary help in the health care of the children.

Staff:

The staff of the home is composed of the following:-
3 social welfare officers with one in residence who attend to the social and emotional problems of these children.

Administrative:

These are a clerk, a typist and an account clerk. They are responsible for receiving correspondence, and sending letters out.

Domestic Staff:

These are the laundry attendants, store assistance, Ambulance driver, cooks, cleaners, gardener, night watchmen, etc. The maid attendants are responsible for caring for the babies while the cooks prepare their food. The cleaners see to the general tidiness of the home and the laundry attendants do the washing of babies dresses and clothes. The gardeners see to the tidiness of the compound, while the night watchmen serve as security workers in the day and night to prevent entry of undesirable elements into the home.

Population:

The home as it is now has the capacity for 40 children. But since most of them are adopted fast so that the capacity is not reached most of the time. At the time of the report there were 27 children in the home.

The admission rate is about two to three children per month.

The day starts between 6:30 - 7:00 a.m when babies are given their milk by the night attendants. By 8:00 a.m they are given another feed. The toddlers and semi-toddlers have breakfast at 8:30 a.m., the meal being sometimes Akara and Ogi or meat balls. In between meals snacks are given. At 12 noon babies have another feed and toddlers and semi-toddlers have lunch (semovita okro or ewedu soup or eta or other mixed food).

In the evening rice and plantain with fish stew and drinks of black-rurait are served.

Play:

There is a small playground at the back of the building where if it is not raining children are allowed to play, they are also allowed to play around the compound. The international women society also comes every Thursday to play with the children.

The children also have a television upstairs that they can watch in the evenings as part of general entertainment.

The main problem as enumerated by the social workers is lack of funds and that these children need parental love most.

Maintenance work is carried out by the staff of the ministry.

Critique:

The building that is called the home at present was built as a resident building for one family. The building is also located in isolation thus the children have no friends to play with. The play - ground consist of a few bits of play equipment.

The main problem is that the whole place was not designed as a home in the first instance thus it lacks merits in design.

The place is also too tight and the atmosphere lacks adequate facilities for the proper development of these children.

This is why the government is proposing a new one to be built this fiscal year.

3.2 THE S.O.S. CHILDREN'S VILLAGE, ISOLO, LAGOS

ORIGIN AND OBJECTIVES:

The idea of what is known as the SOS children's village association of Nigeria was first conceptualised immediately after the civil war in Nigeria (1970). Dr. Herman Omeiner, the Austrian founder of the SOS children's villages the world over, was invited to Nigeria by the National Council of Women's Societies (Nigeria) after consultation with the then Federal Government at a time when, there were several orphans and victims of the war to be taken care of. An outcome of this meeting was the birth of SOS children's villages in Nigeria.

The SOS children's village association Nigeria is a non-political, non-religious child welfare organisation which is devoted to the provision of homes in family-like surroundings for abandoned and deprived children in need of care.

This is done by forming families of different ages and sexes according to the international principles of SOS children's villages, and by educating the children in the spirit of humanity until they are able to fend for themselves.

The Village Set-Up:

The set-up at the SOS children's village is better seen than described, although no residential set-up for children can claim to completely replace the child's natural home, these children are cared for as near as possible to the way they would have been cared for in their own homes. A scheduled but an unexpected visit and tour of the village revealed among other things that the home is filling a very big gap in the society and also that some people are prepared to make sacrifices on behalf of other people's children.

As you enter the village there is a bungalow on your right, which overlooks the rest of the compound. In that bungalow lives a kindhearted, middle-aged man, who is the father figure and over-seer of the compound. But he is hardly in that bungalow as his duty is a 24 hours, one seeing to the da-to-day running of the place.

The children live in houses best, described as "family group homes". Each house has a house mother and a home - help, called auntie. The house-mother who has had children of her own runs the house as she would do in her own home with a few advices and directions from the various committees of the Board of Directors.

She does the shopping, cooking, physical care of the children and gives emotional support. The helper does most of the necessary cleaning of the house.

The children whose age group is between 0 and 12 years number between eight and twelve in each house. Those old enough to attend nursery school go to the nursery at the village, and those old enough to attend formal school go to neighbouring schools along with the children in the neighbourhood. Children who can help attend to their personal belongings and some household chores in their spare time.

In addition to the house mothers being incharge and responsible for their individual houses, there is a duty roster for the mothers whereby each one of them takes her turn to be the overall duty mother for the day. Her duty is to go round the houses in the morning, afternoon and in the evenings, to make sure that the houses do what they are expected to do. For example, she must see that the right menu for the day is prepared and that the houses are clean, etc. There is of course a doctor who visits the children once a week and some gardeners who keep the compound clean and attractive.

household chores in their spare time.

At the home, it is not unusual that a house mother finds herself under pressure and under the type of stresses and strains that any natural mother would in her own home. Sometimes one or more children are ill at the same time. Also she has to attend and respond appropriately to the individual needs of the children.

The aim of the village is to provide a permanent home for the children, where they can come back to even after they might have grown up, married and living away from the village.

Administrative Problems:

The SOS Children's Village Association has been faced with problems militating against effective administration of both the Association and the SOS children's village at Isolo, Lagos.

Finance:

The first of these problems is financial since money is needed for successful running of the village.

At the moment the Association depends on voluntary donations from firms, individuals, religious and

charitable organisations and also on funds from friends in the diplomatic corps. The Federal Government, through the Ministry of Social Development, Youth, Sports and Culture, gives a subvention of #12,000 yearly.

Staff:

The second major problem facing the association because it does not have enough funds to pay the stipulated public service salary scale. It's ability to attract staff from the labour market and even retain existing staff is thus impaired.

For instance, the Association, because of the increase in the number of children under its care, needs more "mothers" for the village, it needs a well qualified and competent secretary but because of its financial handicaps it has been unable to secure the services of such calibre of staff.

Health:

To cater adequately for the health of the children, the services of a permanent staff nurse is also required.

no service salary scale. It's ability to attract staff from the labour market and even retain existing staff is thus impaired.

Teachers:

The Association needs qualified Nigerian teachers for the kindergarten class, it has so far been impossible to recruit teachers for this purpose because the salaries demanded by them cannot be paid at the moment.

Transportation:

The village has one bus donated by versatile Miss Dora Ifudu. But this is not enough to satisfy the transportation needs of the village. The village now has 67 children on roll and the bus has a capacity of 20. Thus other means of transport is needed preferably, a bus.

Security:

In 1980, the donations of beddings were removed from the houses in the village by thieves who broke into the premises at night mainly because the compound was not properly fenced.

Critique:

So far in Nigeria the SOS children's village Isolo, is the only attempt at providing both structures and necessary atmosphere for the proper development of these children.

But the problem of isolation still exists here since there are no facilities provided by which these young people can come into contact with their counterparts in the neighbourhood except at school.

3.3 ORPHANAGE AT ZARIA:

The orphanage in Zaria was established a few years ago in a bungalow of three rooms and a toilet. At present it houses five children with 2 women living there as helpers and a secretary from the social welfare office in the city. The welfare office provides food and clothings for the children and donations are received from individuals and charity organisations.

Critique:

This is one of the worst houses in the country, the children do not go to any school whatsoever, they are just fed until somebody comes along to adopt them.

The building, the atmosphere and surrounding is bare and offers nothing to the development of these children.

3.4 CHILDREN'S RECEPTION HOME - LONDON

By Architects — Eldred Evans and David Sholev
(1977):

The site of this home covers an area of 0.32 HA at the east end of the Alexandra road redevelopment and is bounded by a railway cutting to the north and a new pedestrian route to the south.

The reception home is designed to accommodate 31 children aged from 5 - 16 years, with full common facilities and accommodation for three senior staff, six house parents, three students and two domestic staff.

The building is approached by car from the Alexandra road vehicle centre. The main arrival bay for visitors, police etc, is to the west of the site, while parking spaces for resident staff and service access are to the north adjacent to the railway cutting. Visitors will use the main carpark provided for by the Borough.

Pedestrians approach the building by means of a raised walkway which leads to the main entrance or alternatively to a series of private entrances for children and staff on an upper level.

Accommodation for 31 children, three senior staff, six house parents, three students and two domestic staff.

on with a staff annex and car park in each unit.

3. The need for a compact organization to allow for a close relationship between the staff accommodation and the children's houses, while still enabling the staff to lead an independent and undisturbed existence during off-duty hours.

4. The need for a certain degree of flexibility in the layout of common areas, such as games rooms, class rooms etc.

5. To ensure that this scheme forms an integral part of the entire residential development in terms of access, those dimensions, appearance and choice of materials.

6. To minimize the effect of noise from passing traffic.

7. To provide a variety of easily accessible outdoor play areas, such as parking areas under cover, grassed areas and protected courtyards.

8. To ensure that all residential accommodation for both children and staff has a south aspect.

9. To ensure that the children's accommodation is arranged in three small units around protected courtyards, each consisting of two levels for ten children on two levels, a living room related to the court, a night staff annex and common service areas.

10. To ensure that the common and service areas together with the dining area are located on the ground floor with access from each children's unit and related directly to the outdoor play areas.

11. To ensure that the house plan is a compact organization in terms of space, each consisting of three rooms with shared bathrooms and kitchenettes. These rooms, although on a separate level for greater privacy, are directly linked by staircase with the living rooms of the children's units. The service staff accommodation occupies the top floor, each flat is internally linked with the building and is a

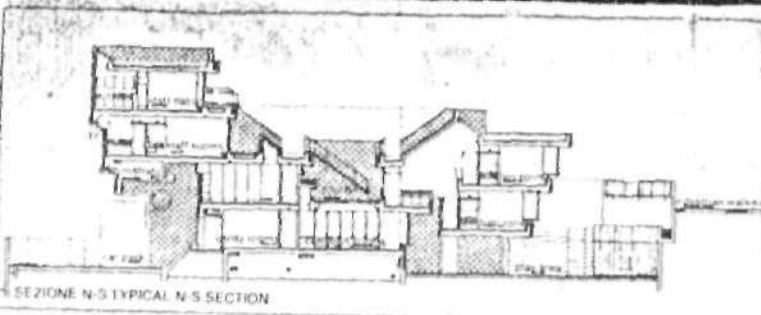


directly to the outside and main pedestrian way.

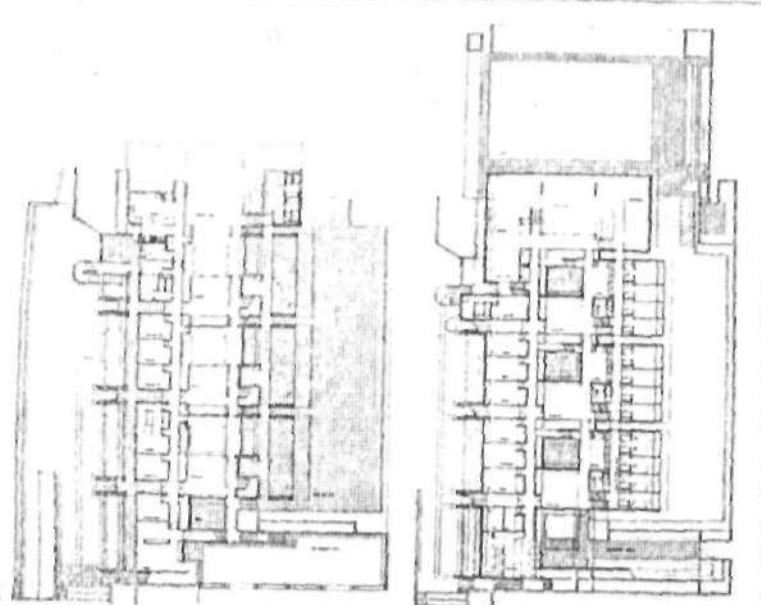
In summary, the two main elements (the staff flats and the children's houses) are linked with a series of common and activity rooms, the route of which are used as external play areas to overcome the otherwise limited outdoor space.

Structure and materials: The building is constructed by a reinforced concrete frame with internal walls on rubber bearings to minimize the vibrations of passing traffic. The main materials which give the building its character are B.C. Pine joinery and against white concrete masonry.

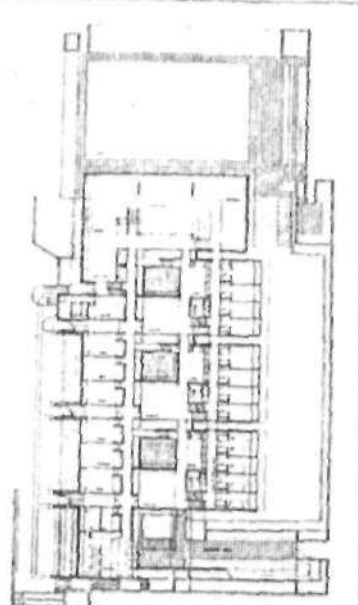
The external finishes, intended to give the building both a warm and colorful atmosphere, are in the main B.C. Pine joinery, together with colorful and easily maintainable, repeating and fitting, all set against a neutral background which accentuates the soft and varied quality of light created by the architecture.



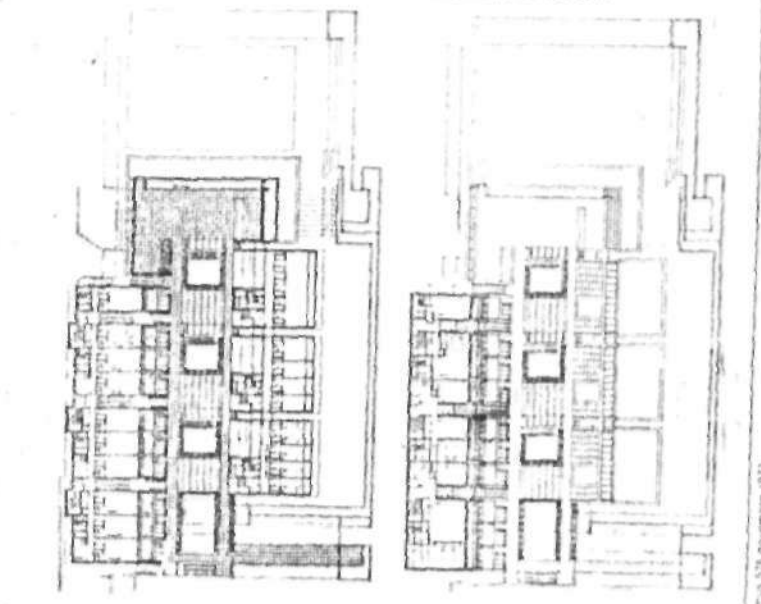
SEZIONE N-S TYPICAL N-S SECTION



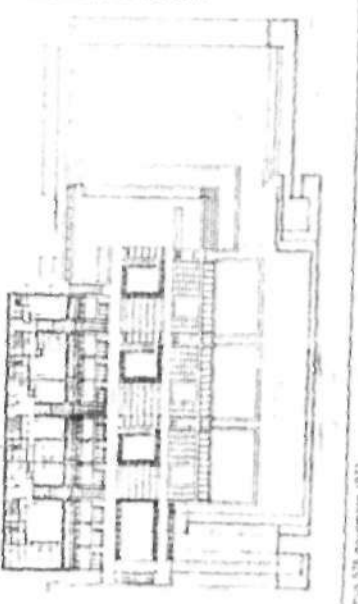
PIANO TERRA/GROUND FLOOR



PRIMO PIANO/FIRST FLOOR



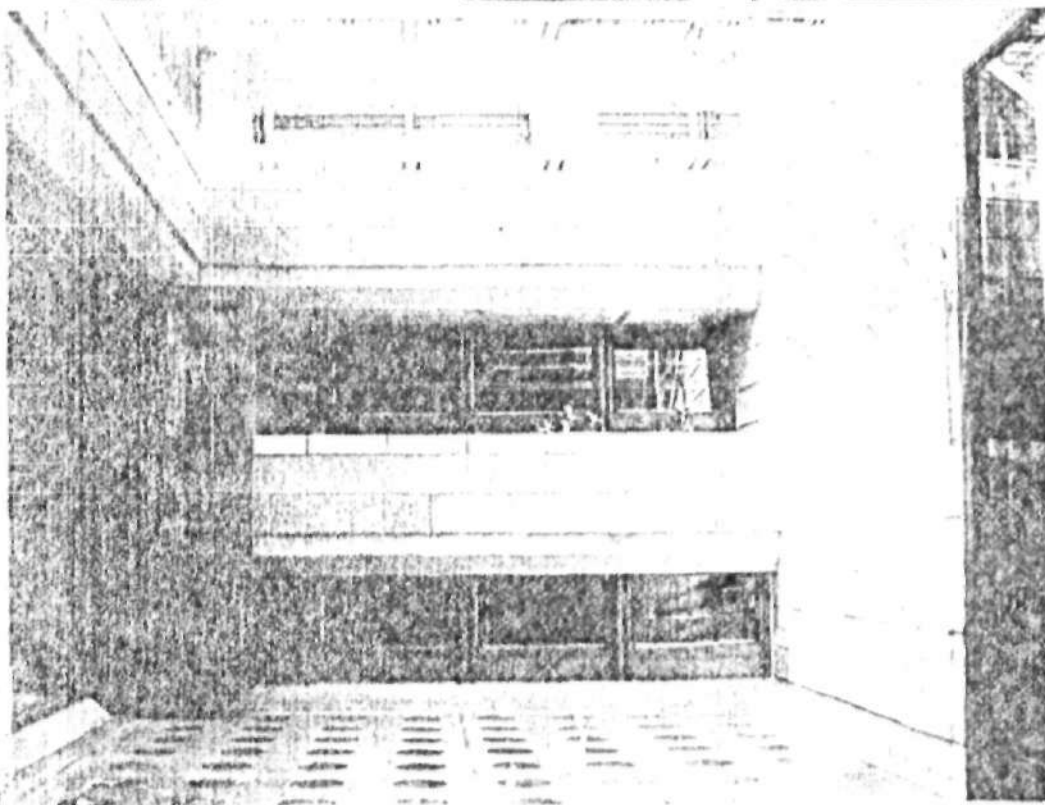
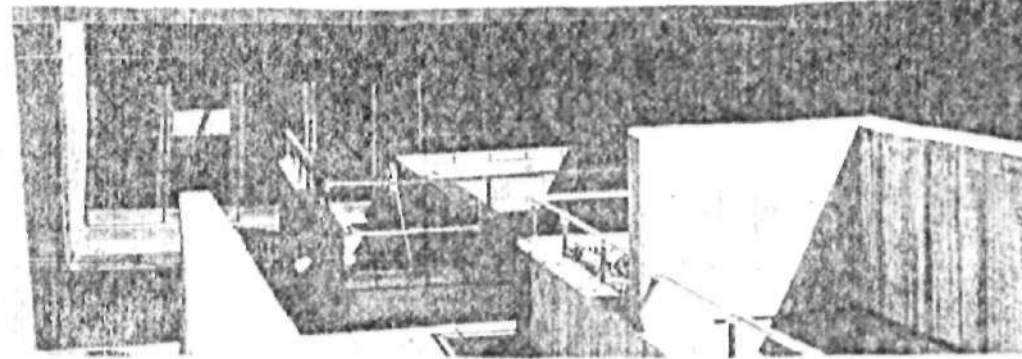
SECONDO PIANO/SECOND FLOOR



TERZO PIANO/THIRD FLOOR

18

19



The client in his brief required that the following points be incorporated in the design:-

1. The provision of a pleasant living environment for the children as opposed to an institutional type, while still bearing in mind all the necessary supervision requirements of this type of building;
2. The sub-division of the children's accommodation into three distinct house units consisting of 6 and 2 double bedrooms, a living room with staff/utility annex and services in each unit;
3. The need for a compact organisation to allow for close relationship between the staff accommodation and the children's houses, while still enabling the staff to lead an independent and undisturbed existence during off duty hours;
4. The need for a certain degree of flexibility in the layout of common areas, such as games rooms, class rooms etc;
5. To ensure that this scheme forms an integral part of the entire redevelopment in terms of access, three dimensional appearance and choice of materials.

6. To minimise the effect of noise from passing trains;
7. To provide a variety of easily accessible outdoor play areas, such as paved areas under cover, grassed areas and protected court-yards;
8. To ensure that all residential accommodation is arranged in three small units around protected courtyards, each consisting of bedrooms for ten children on two levels, a living room related to the court, a night staff annex and common services.

Common Areas:- The common and games rooms together with the dining area are located on the ground floor with access from each children's unit and related directly to the outdoor play areas.

Staff Accommodation:

The house parents accommodation is arranged in three units each consisting of three rooms with shared bathrooms and kitchenettes. These rooms although on a separate level for greater privacy are closely linked by staircase with the living rooms of the children's units.

The senior staff accommodation occupies the top floor. Such flat is internally accessible directly to the outside and main pedestrian walkway.

In summary the two main elements (the staff flats and the children's houses) are linked with a suite of communal activity rooms, the roofs of which are used as external play areas to increase the otherwise limited outdoor spaces.

Structure and Materials:

The building is supported by a reinforced concrete frame which rests on rubber bearings to eliminate the vibrations of passing trains. The main materials which give the building its characteristics are B.C. Pine joinery set against white concrete masonry.

The internal finishes, intended to give the spaces both a warm and colourful atmosphere, are in the main again clear sealed B.C. Pine joinery, together with colourful and easily maintainable carpeting and tiling, all set against a neutral background which accentuates the soft and varied quality of light created by the architecture.

3.5 EXPERIMENTAL CHILDREN'S TOWN, VIENNA

By Architect Anton Schweighofer FRANCE:

The architect Anton Schweighofer who has built quite a few "children's village", knows from experience that it is possible to curb the inherent tendency of these institutions to become ghettos. This can be achieved by linking the inhabitant of these "villages" with their surrounding environment and arousing their interest in neighbouring communities. In a "children's village" in India, for example, it was the necessity of catering for their own needs which spurred the inhabitants to realize their faculty for inventing objects to be produced and subsequently sold.

Whilst the psychological situation in a normal children's village is similar to that of a group isolated from society, to whom the use of public services is granted with varying degree of kindness, the position of the viennese model of the "children's town" is exactly the opposite. The people living in the surrounding district have free access to the "children's town" and can use all its recreational facilities, which range from the theatre hall, a covered swimming pool, a discoteque, laboratories, a



CITTÀ DEI BAMBINI A VIENNA

esperimento pedagogico e urbanistico
experimental children's town in vienna

**CITTA' DEL BAMBINO
MUEHLBERGSTRASSE, WIEN
ARCHITETTO
ANTON SCHWENGHOFER
1974**

L'architetto Anton Schwenghofer — che ha costruito più di un «villaggio del bambino» — sa per esperienza che è possibile agire contro la tendenza propria di queste istituzioni a diventare dei ghetti, in quanto gli abitanti del «villaggio all'amica» sono stimolati, stimolando in loro interesse per la comunità vicina. In un «villaggio del bambino» in Italia per esempio, la necessità di provvedere all'auto-mantenimento che sorge negli abitanti fa nascere oggetti da produrre e poi da vendere.

Mentre la situazione psicologica di un normale «villaggio del bambino» è simile a quella di un gruppo isolato dalla società, al quale si concede, in modo più o meno gentile, l'uso delle attrezzature pubbliche, per il modello viennese della «città del bambino» la situazione è esattamente inversa: la quota che andrà nel quartiere circostante ha libero accesso alla «città del bambino» e ne può usare tutte le attrezzature di svago — dalla sala del teatro, alla piscina coperta, alla discoteca, al laboratorio, alla zona, agli atelier di disegno, pittura, ceramica e fotografia, alla sala per la danza, alla musica, alla sala del biliardo, alla sauna, alla palestra e al ping-pong. I ragazzi della «città» dal canto loro frequentano le scuole pubbliche del quartiere e i giovani vi trovano i posti di apprendistato. Il complesso non è un luogo in cui vive un gruppo di persone emarginate dalla società, ma è un sub-complexo «cittadino» cui tutti intorno le abitazioni dei bambini e dei giovani. Il carattere urbano del complesso è evidente, poiché il complesso è abitato da ragazzi cosiddetti «liberi sociali» (ragazzi che per le più disparate ragioni non possono crescere in famiglia) che vivono o per lo meno temporaneamente nella città.

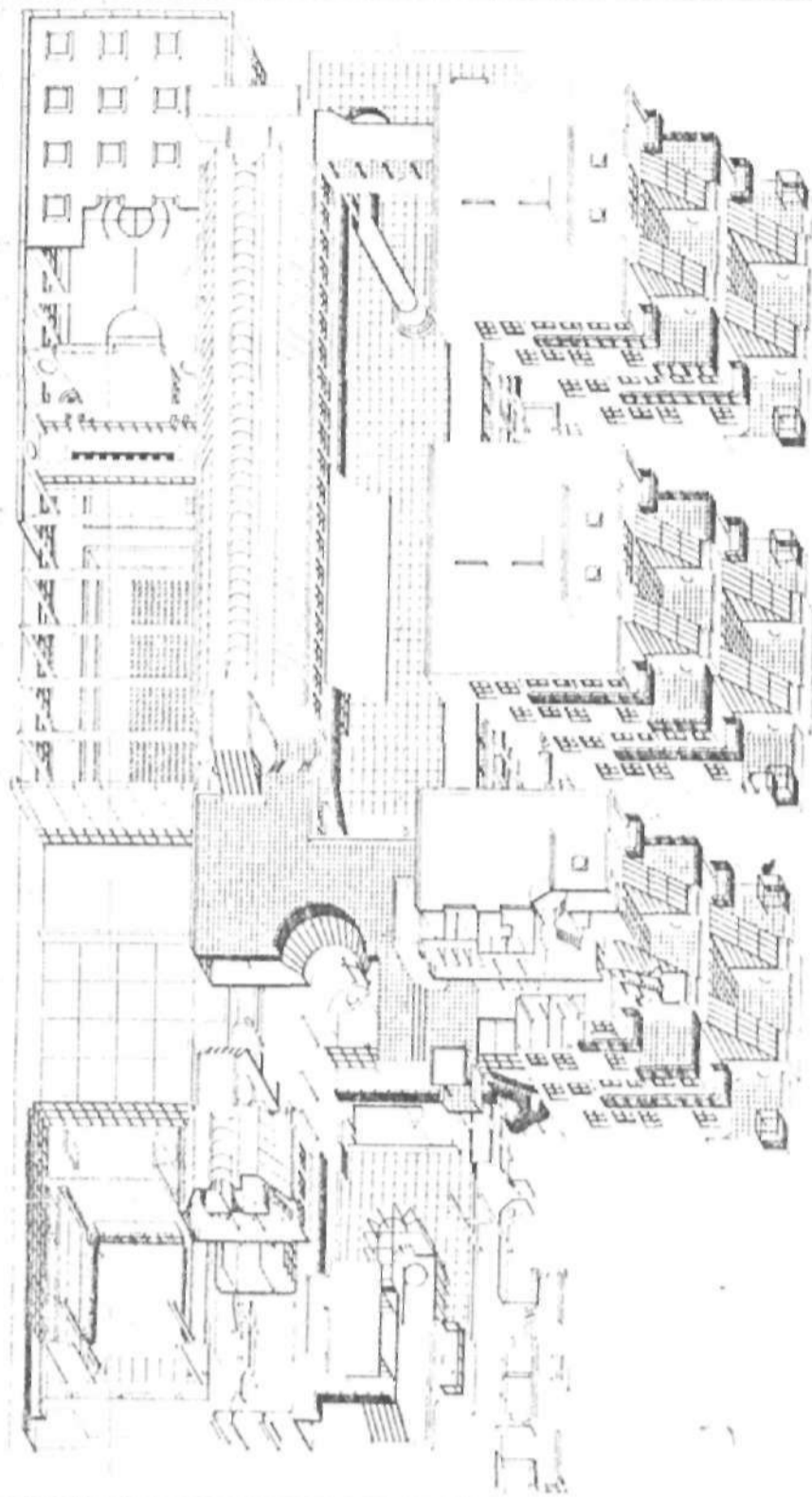
Il carattere sperimentale del complesso sta anzitutto nel lato pedagogico. Al contrario di quanto avviene in un collegio, qui «ogni cosa è relativa», ma è un «collegio» relativo, relativamente libero, in un «collegio» familiare (famiglie di due ragazzi o due adulti). Questi gruppi familiari dispongono di un loro budget e usano le attrezzature a loro disposizione. Ogni casa è abitata da quattro famiglie, ognuna in un appartamento a due piani. Le case delle «famiglie» sono cinque: i ragazzi delle «famiglie» maschi e femmine vanno dai tre ai quattordici anni, i giovani dai 15 ai 18 anni, vivono invece in case separate in camere singole. E le loro case sono due.

L'architetto ha sviluppato il complesso lungo una «strada per giochi», cioè una strada chiusa al traffico veicolare. Da questa strada si accede, su due livelli, alle case delle «famiglie» e a tutti gli impianti comunitari. Poiché singolare non è «concentrazione», «promiscuità», «integrazione di attrezzature» sono considerati superati, si rimane sempre di come questo, «multifunzionale». Ma bisogna pensare che la realizzazione di un progetto come questo è stata di per sé un esperimento, per le molte difficoltà opposte dalla burocrazia, frazionando che si doveva affrontare, dato che le varie parti degli edifici non soltanto avevano diverse storie di competenza (culturale, educativa, assistenza sociale, edilizia) ma altrettante istituzioni ed enti. La delusione dell'incarico stesso, e poi la realizzazione sono state possibili soltanto grazie a una speciale «comunicazione» tra tutti i «...



1975, Camera e May 20

14



zoo, studios for drawing, painting, pottery and
photography, to dance and music halls, a billiards
room, sauna baths, a gymnasium and ping-pong rooms.
In return, the "town" children attend the local state
schools, and school leavers find work in the district
as apprentices. The young people's complex is not
therefore a place where a group of people outcast by
society live, but a sub-centre of the city itself, to
which the homes of children and young people are
integrated. The urban character of the complex is
deliberate since it is inhabited by so-called social
orphans (i.e. "children who for a very wide variety of
reasons cannot grow up within their own families") who
must sooner or later take their place in city life.
The experimental nature of the scheme lies chiefly
in its pedagogical aspect. Unlike the situation found
in a boarding-school, here the young people live in
relative freedom, in a family background with "families"
consisting of ten children plus two adults. These
family groups have their own budgets and use the
community equipment at their own discretion. Each
house is inhabited by four families, each in a two-
floor apartment.

There are five such "family" houses. The boys and girls in these families range from 3 - 14 years old.

The teenagers from 15 - 18 years live in separate houses, in single rooms, occupying 2 houses in all.

The architect has developed the complex along a play-street which is closed to motor traffic. From this street there is access on 2 levels to the community facilities. As slogans like "concentration", mixed living, and integrated services are regarded as outdated. It is surprising to see them put into effect in a multi-functional project like this one.

But it must be remembered that the fulfilment of a project like this has been in itself an experiment owing to the many snags presented by traditional bureaucracy which had to be dealt with, in view of this fact that the various parts of buildings not only come under different institutions and public bodies. The definition of the appointment itself and its subsequent realization were made possible only through the work of a special commission representing the different interests involved.

The visitor has the impression that in the "children's town" a complex has been created which still has to be assimilated by its users be they boys

but it must be remembered that the project was an experiment

CHAPTER - 4

CHILDREN'S CHARACTERISTICS AND BEHAVIOUR PROFILE

- 4.1 The Four Year Old
- 4.2 The Five Year Old
- 4.3 The Six Year Old
- 4.4 The Seven Year Old
- 4.5 The Eight Year Old
- 4.6 The Nine Year Old
- 4.7 The Ten Year Old.

4.1 THE FOUR YEAR OLD MOTOR CHARACTERISTICS

The four year old is very active, covering more ground. Races up and down stairs. Dashes on tricycle, Enjoys activities requiring balance. Can carry cup of liquid without spilling. Prefers large blocks and makes more complicated structures.

Eyes and Hands:

He can draw object with few details. Can imitate the picture of a square. He can use scissors and attempts to cut a straight line. Builds extensive complicated structure with blocks, combining many shapes in symmetrical form.

4.1 Interpersonal Relations:

Mother - Child:

Takes great pride in mother. Boasts about her away from home and quotes her as an authority.

Father - Child:

Mother is commonly the favoured parent at this age, but father can take over in many situations. Child clings less at bedtime and go to sleep more quickly for father.

Family:

Developing a strong sense of family and home.

Quotes parents as authorities; boasts about them.

Compares outside world to the home, to home's advantage. Family's way of doing things is the right and only way. Likes family picnics and other outings. Likes to be taken on nature trips. Excursions alone with father especially prized.

Child to Child:

Will share or play co-operatively with special friends. Very conversational with friends. Good imaginative play. More interested in children than adult. May have special friends of same sex.

Groupings in Play:

Co-operative and imaginative group play -- sustained dramatic or imaginative play. Tendency in group play for division along sex lines. Play groupings fluid. Some chattering at other sex, in an excluding way. Some have special friends of same sex.

Play and Past-times:

Prefers to play with other children. A

Very conversational with friends.

combination of real and imaginative. Rides tricycle, climbs, does "tricks". Plays with imaginary companions. Draws, Paints, Colours. Uses blocks to make detailed construction. Combines furniture for dramatic play.

4.2 THE FIVE YEAR OLD MOTOR CHARACTERISTICS

There is greater ease and control of generally bodily activity, and economy of movement; posture is predominantly symmetrical. Control over large muscles is still more advanced than control over small ones. Plays in one location for longer periods, but changes posture from standing, sitting, squatting. Likes to climb fences, jumps from table height. Runs and climbs, throws mud and sand. He can skip, can attempt to roller skate, jump rope, walk on stilts.

Eyes and Hands:

Co-ordination has reached a new maturity.

Approaches an object directly, prehends it precisely.

Build with blocks, usually on the floor - graduated towers or low rambling structures with roads and small enclosures.

Building is still more advanced than control over small ones. Plays in one location for longer

Manipulates sand, making roads and houses.
Molds objects with clay. Likes to colour within lines
to cut and paste simple things, but is not adept.

This is a focal age visually. Child tends to
sit with trunk upright, with work directly before
him. Is aware of the totality of space, but does
not take it in all at once.

Interpersonal Relationship:

Mother - Child

Mother seems to be the centre of the child's
world. Relationship smooth, pleasant and not over-
intense. Likes to do things correctly, as mother
desires. Likes to obey words, invites, and accepts
mother's supervision in learning.

Father - Child:

Same now for first time accept father when
mother is ill. Relation is smooth pleasant and
undisturbed. Enjoys special occasions (excursions)
with father.

Family

May have strong feeling for family. Likes idea of the "family", likes to talk about it, to use the word. Enjoys family picnics and other outings.

Child - Child

Plays well with other children, especially groups kept small. Does not insist on having own way and does not worry about behaviour of others. Prefers playmates of own age.

Groupings in Play

Children mostly play in groups of two: seldom more than five in a group, personnel of any group is rapidly shifting. Little solitary play, but often parallel play.

Imaginative play gives appearance of being co-operative though actually involves little real co-operation. Each child carries out his individual ends and has little concern for the group as a whole.

Most frequent grouping is of two children of same sex. These pairs of friends may be shifting.

Play and Past Times

More independent play, indoor or out according to season or weather. Likes to have an adult nearby. Much play centers around the house. Builds house with large blocks or with draped furniture. Play with dolls, using them as babies, child runs, climbs, swings, skips, jumps, dances, etc.

Rides tricycle, pushes cart. Tries roller skates, jump rope or even stilts.

Uses sand in making roads, transporting it in cans.

Imitative play - house, store, hospital. Paints, draws, colours, cuts and pastes, does puzzle.

Copies letters and number. Games of matching pictures and forms. Builds with blocks, large and small likes to copy designs with blocks.

Girls

Doll play, playing house, dressing up.

Boys

Blocks, tools, cars and trucks, war games, mechanical toys.

4.3 THE SIX YEAR OLD MOTOR CHARACTERISTICS

Flings out arms and legs as he walks. Very active, in almost constant motion. Body is in active balance as he swings, plays active games with singing, or skips to music. Enjoys wrestling, tumbling, crawling on all fours and pawing at another child, and playing tag.

Large blocks and furniture are pushed and pulled around as he makes houses, climbs on and in them.

Balls are bounced and tossed and sometimes successfully caught. Tries skates, running broad jump, and stunts on bars. Some boys spend more time digging. Enjoys walking and balancing on fences.

Eyes and Hands

Makes good start in many performances but needs some assistance and direction to complete tasks. Is more deliberate and sometimes clumsily, but handles and attempts to utilize tools and materials.

Cuts and pastes paper, making books and boxes, likes to use tape to fix things.

Hammers vigorously, but often hold hammer near the head. Can join boards and make simple structures. Is beginning to use pencil crayons as well as wax crayons for colouring and drawing.

Can print capital letters, commonly reversing them. Attempts to, sew, using large needle; makes large stitches. Is experimental visually; likes to try out new visual combinations.

Interpersonal Relationship:

Mother - Child

Mother no longer center of child's world; child himself or herself now holds this position.

This shift, this separation of child from mother, has not yet been achieved; is merely being achieved. Very sensitive to mother's moods, emotions and tensions. Unwilling to accept help from her and can disobey at times.

Father - Child

Both fear and admires father more than mother. Usually respects father's word as law and does not question it.

Child enjoys playtime with father and may demand every minute of father's time while he is home.

Family

Likes family outings though behavior frequently does not hold up well. Tenses for things he cannot have, is nestles to get home, gets into trouble. Boasts about home. Likes to go down town with mother to make some small purchase for self.

Child - Child

Marked interest in making friends, having friends, being with friends. Uses term "school friend" or "playmate". Seems able to get along with friends, but play does not hold up long if unsupervised. Quarrelling, physical combat. Each wants own way. Cannot bear to lose at games and will cheat if necessary to win. May prefer slightly older playmates.

Groupings in Play

Much group play, especially in imaginative play of house, store. Groupings so flexible that any one child may leave or join the group without being noticed.

Little organization to group play, though can choose sides. Considerable time spent in play with constant friend.

Play and Pastimes

Elaborates and expands five-year play interests.

Mud, sand and water play. Games of tag, hide and seek, stunts on trapeze, on rope and on tricycle. Ball play, tossing, bouncing, throwing. Rough and tumble play, climbing swinging.

Interest in roller skates, double number.

Simple carpentry, hammering, sawing. Table games with cards, anagrams, dominoes and puzzles.

Paints, colours, draws, and uses clay. Cuts and pastes. Collecting odds and ends.

Printing letters to spell real words. Games of oral spelling or oral numbers.

Imaginative play - pretending to be a horse, pretending furniture is a boat, etc.

Blocks used imaginatively and constructively.

Girls

Doll play elaborated with doll accessories, clothes, suitcase, furniture. Dressing-up in adult clothes. Playing school, home, library.

Boys

Tinker toys and simple lego sets. War games, cowboys, cops and robbers. Digging holes and tunnels and simple activity in the garden.

Interest in transportation using wagon, trains, trucks, air planes, boats.

4.4 THE SEVEN YEAR OLD MOTOR CHARACTERISTICS

He shows more caution in many gross motor activities. Activity is variable, is sometimes very active and at other times un-active. Repeats performances persistently. Has "runs" on certain activities such as roller skating, jump rope, "catch" with a soft ball, or hop skotch.

There is a great desire for a bicycle which he can ride for some distance, though is only ready to handle it within limits. Beginning to be interested in learning to bat and pitch.

Boys especially like to run and shoot paper air planes through the air. Likes to gallop and do a simple running step to music. Many have a desire for dancing lessons especially the girls.

Eyes and Hands

Manipulation of tools is somewhat more tense, but there is more persistence than earlier. Pencils are tightly gripped and often held close to the point. Pressure is variable, but is apt to be heavy. Boys especially are interested in carpentry, and many can now saw a straight line. Girls prefer to colour and cut out paper dolls. Because of difficulty in shifting from near to far, should either work at the black board or at seat, not sit at seat and copy things from board. Tends to fatigue visually.

Interpersonal Relationship:

Mother - Child

On the whole child gets on well with mother, likes to do things with her at times. A "we" age for mother and child. Relationship more companionable and less intense than earlier. Occasional strong battle of wills between child and mother.

Father - Child

Variable from child to child and from time to time. Father's role may be slight at this age as child is occupied with own activities.

Some, especially boys "worship" father, think he is wonderful.

Family

Interest in and feeling for family very strong. Serious about such concepts as "home", "family", "government". Very proud of home and family possessions. May think own family is rich because they have such nice things.

Interested in place in the family, aid in relation to all members of the family. May prefer to stay at home and play rather than go outdoors.

Enjoys family outings.

Child - Child

Much fighting with playmates, though less than at six. May leave scene if things go wrong. Less domineering, less worry about how others do things. Prefers elder playmates.

Boys may have trouble with older boys who are bullies.

Groupings in Play

Play in pairs but also much group play. - Group play not well organized and still primarily for individual ends. But beginning of real co-operation. Several children "gang up" against some other child. Child worries about place in the group, afraid he will not hold his own.

Girls are eligible for brownies, boys - cub scouts.

Play and Past-times

More intense interest in some activities, fewer new adventures. Has "mania" for certain activities. More solitary play.

Some play with mud, and digging, some interest in garden tools. Tricycle usually discarded, some ride bicycles.

Magic and tricks, jigsaw puzzles. Collecting and swapping cards, bottle tops, and stowing away stones and bits of this and that. Interest, in swimming often strong. Plays library, train, post office with elaborate paraphernalia.

Rudiments of ball play - catch batting with soft-ball.

Girls

Cutting out paper dolls and their clothes. Doll play may decrease. May "invent" dresses for dolls. Playing school, with emphasis on teachers role.

Hop skotch and jump rope, roller-skating, ball bouncing.

Boys

Active outdoor play of running, wrestling, climbing trees. Carpentry especially sawing. Like to make christmas presents.

Digging things from cereal boxes, etc.

Makes model air planes. Cops and robbers and gun-play. Building and playing in tree houses, huts and tents.

Beginning interest in telegraphy and navigation.

4.5 THE EIGHT YEAR OLD MOTOR ACTIVITIES

Bodily movement is more rhythmical and graceful. Now aware of posture in self and others. Likes to play follow the leader. Learning to play soccer and baseball with a soft ball and enjoys the shifts of activity within the game. Girls are learning to run into the moving rope and can run out when beginning to fail. Very dramatic in activities, with characteristic and descriptive gestures. Enjoys folk dances but does not like rhythms unless of a spontaneous dramatic nature.

Eyes and Hands

Increase in speed and smoothness of eye-hand performance, and an easy release. Holds pencil, brush, and tools somewhat less tensely.

Enjoys having a performance timed, but does not compete with time. Writes or prints all letters and numbers accurately, maintaining fairly uniform alignment, slant, and spacing. Likes to work heatly, but sometimes is in too much of a hurry.

Beginning to get perspective in drawing. Draw action figures in good proportion. Girls can now hem a straight edge in sewing.

Binocular visual activity now is much smoother.

Interpersonal Relationship:

Mother - Child

The child "is all mixed up" with mother; haunts her; wants all her attention. Strong physical and verbal expressions of admiration and affection for mother. Obeys mother if she words directions in way that pleases. Very sensitive to her, tears are likely to well up. Likes to please her.

Father - Child

Relationship with father less intense but smoother than that with mother. Less ardent expressions of affection toward father, but less demanding of him. Can allow him to make a mistake.

Family

Interest at this age seems to be more for mother than for family as a whole. At seven, was building up a concept of family, now tries to make it really work. Very much aware of people's reactions and anxious to have things "so right" in family.

Child - Child

Group play better; more co-operation, less insistence on having own way, less worry about behaviour of others. But any unsupervised period of play may end in dissension.

Child wants to be happy and wants friends also to be happy. Much arguing, disputing, getting "mad" caused by this.

Groupings in Play

Child enjoys group activity. Accepts fact that role in group is to some extent determined by abilities and limitations. Real co-operative play and carrying out of simple projects.

Not ready for complex rules, but can accept very simple ones, or directions.

Organisation of simple same-sex clubs with names and pass words, of temporary duration.

Boys and girls separate off in play. Prefer play with same sex.

Play and Past-times

Variety of play interests. Prefers companionship in play (adult or child).

Games of all kinds played indoors or out. Differentiates work from play. Table games of checkers, dominoes, cards, jigsaw puzzles and map puzzles. Scorn too simple games. May make up own game with own rules.

Dramatic play, arranges and produces shows.

"Godset" age, likes to have variety of things and tries to make something of them.

Collecting and arranging of collections. Beginning interest in group games such as soccer or baseball, with supervision. Unorganised group play of wild running, chasing, wrestling.

4.6 THE NINE YEAR OLD:

Walks and plays hard. Apt to do one thing until exhausted, such as riding bicycle, running, linking, sliding, or playing ball. Better control of own speed, but shows some timidity of an automobile's speed, of sliding. Interest in own strength and in lifting things. Boys like to wrestle and may be interested in boxing lessons.

Great interest in team games and in learning to perform skillfully.

Eyes and Hands

Individual variation in skills. Can hold and swing a hammer well. Saws easily and accurately and uses knees to hold board. Makes finished products. Garden tools used and handled appropriately.

Builds complex structures with Erector or lego set. Hand writing is now a tool. Beginning to sketch in drawing. Drawings are often detailed. Especially likes to draw still life, maps and designs.

Girls can cut out and sew a simple garment. Both boys and girls can knit. Can dress rapidly, some interest in combing own hair.

Interpersonal Relationship:

Mother - Child

Child wants to be on his own and busy and self-centered, makes less demand of time and attention from mother. The relationship is smoother, provided mother treats child with respect for increased maturity. Girls and mothers share interest in cooking, clothes.

Father - Child

Relationship smooth when father respects child's increased maturity. Boys often come into new relationship with fathers, sharing real interests. Very sensitive of criticism from father. Thinks highly of his good regard.

Family

Concept of family important to most, though in practise they like to be away from family, on their own, with own friends.

May be very sensitive as to how family and family possessions compare with those of others.

Some are indifferent, self-centered, irresponsible so far as family life is concerned. Others have "strong feeling for family". Feel need of parent's care and happy to be care for.

Child - Child

Most have a special friend of same age and sex, as well as a group of friends.

Gets on well with playmates in spite of some quarelling and disagreement. Interested less in relationship with friends and more in what they do together.

The gang or club is important. May subordinate own. Interests and demands to getting along in the group. Try to live up to group standards and criticise those who do not.

Girls beginning to spend the night with each other. Boys dash about shouting; girls giggle and whisper.

Groupings in Play

Informal clubs, still short-lived and very varied, though a little longer duration and more structure than earlier. May be for some definite purpose, press club, scrapbook club, sewing club.

Clubs are mostly secret, with passwords; imitations; hideaways, codes, secret language, dues, club bulletins. Rigid exclusion of non-members. But clubs "don't last". More formal clubs under adult leadership. Cubs or Brownies.

Children like to act as a group and compete as a group. Accept own role in group and can evaluate contributions of others.

Play and Past-times

Plays and works hard and is apt to overdo to point of fatigue. Busy with own activities. Plans what he is going to do. Individual differences stronger - some read and listen to radio more. Others play outdoors more. Some former interests may be dropped. Others, intensified.

Sledging, - favourite outdoor sport, but also marked interest in baseball, skating, swimming, etc. Interest in organised clubs such as cubs and browries.

Spontaneous clubs are short-lived stress special interest in club house or hide away.

Collecting of stamps, minerals, etc. Hikes and goes for walks in woods. Drawing maps, making lists of collections. Writing "business" letters in response to magazine adverts or catalogues.

Playing more complicated table games, some animals to care for.

Girls

Paper dolls used in dramatic play. Identify with dolls, playing out elaborate dramas. Like books, with fewer dolls and more different costumes.

Or may enact entire day's routine in doll play.

Boys

Construction with lego, erects and in workshop. May work with material for long period or a planned project. Rough housing and wrestling. Some are interested in boxing or gym lessons. Beginning interest in bowling and horse shoes.

4.7 THE TEN YEAR OLD MOTOR ACTIVITIES

The ten year old is a mini-adult with all bodily activities properly developed and co-operated.

Interpersonal Relationship:

Relationship with mother tends to be straightforward, uncomplicated, sincere, trusting. Child throws self wholeheartedly and positively into this relationship. Girls are very confidential with mother. The beginning of some eleven-year old resistance and "yelling" appears in some.

Father and Child

Boys and girls said to get on extremely well with their fathers. Girls described as "adoring" their fathers, being wonderful pab.

Many girls believe they are more like father than mother.

Family

Feels a much closer relationship with family. Accepts and enjoys family and usually participates willingly in any kind of family activity - picnics, rides, movies, trips.

Child - Child

Girls - Most have a best friend, often several.

Relationships among these friends extremely complex and intense - much getting mad and not speaking.

Much anger, jealousy, and fighting if friends associate with other, disliked girls. Very possessive of friends.

Boys

Boys - Some have one or two "least" or "trusted" friends. Others have a whole "gang" whom they seem to like about equally. Also some ganging up of two against one.

Child - Child

Groupings in Play

Many now belong to some kind of club, either a "secret" club or a more structured organisation such as scouts. Boys' groupings tend to be blind and flexible and based quite as much on shared interest as on the basis of strong personal friendship.

Girls' groupings are more rigid and often involve the specific excluding of certain non-favoured girls.

Play and Past-times

Indoor Activities

Collecting stamps, coins, china, animals, dolls, post-cards, trading cards, model air planes, stones, shells, nature specimens, card and table games. Jigsaw puzzles, scrap-books. Entertaining, especially reading to younger children.

Like pets and secret clubs.

Girls

Doll play, playing house, sewing for dolls, creating paper dolls. Dressing, painting, ceramics. Writing stories or plays, then dressing up and acting them.

Younger Activities

Boys

Drawing, designing, creating, or imaginary gadgets and inventions. Secret rooms, jet rockets or planes, boats, etc.

Constructing model planes. Lego sets, Electric trains. Chemistry sets, beginning interest in photography.

Disdain is expressed for out grown activities.

Outdoor Activities

Bike riding very strong. Horse back riding (girls more than boys).

Baseball, catch, throwing ball against walls, sledging, skating, swimming. Building or playing "secret huts" climbing trees.

"Pretend" games - may involve activities or just be verbal. Running and hiding games. Playing with and caring for pets and younger children.

Nature interests (in a few).

Girls

Jump rope, roller skates, hop skotch.

Boys

Racing, plain bicycle, three legged cowboys, guns. Just fooling around.

CHAPTER - 5

CHILDREN'S PERCEPTION OF ENVIRONMENT, SPACE AND BUILDING ELEMENTS

- 5.1 Children and their environment
- 5.2 Children and building elements
- 5.3 Views
- 5.4 Important elements
- 5.5 Imaginary places
- 5.6 Anthropomorphism
- 5.7 Colour, Texture and pattern.

The Child's Place

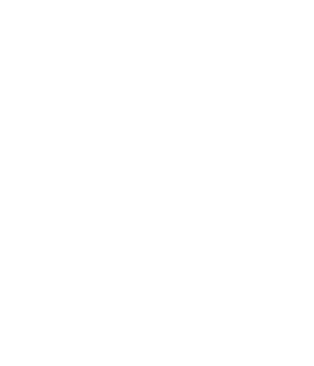
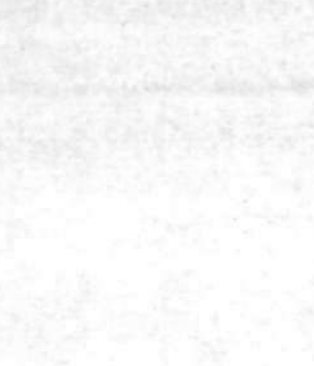
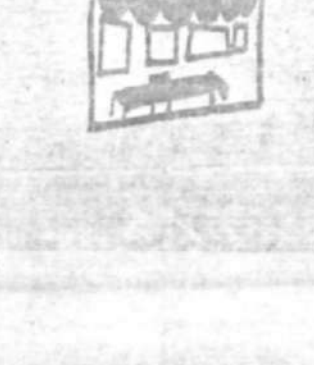
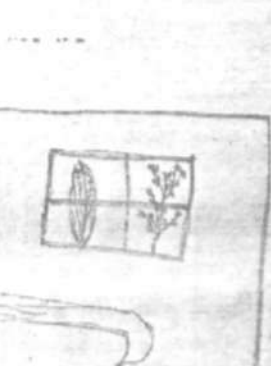
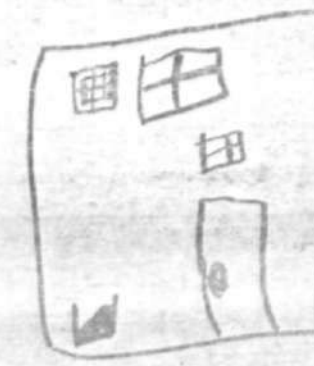
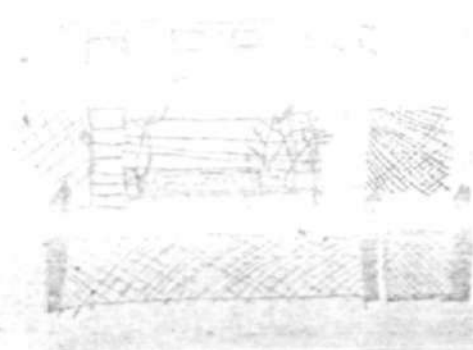
Drawings and Visions

Simon — his own house is dominated by a neighbouring block of flats

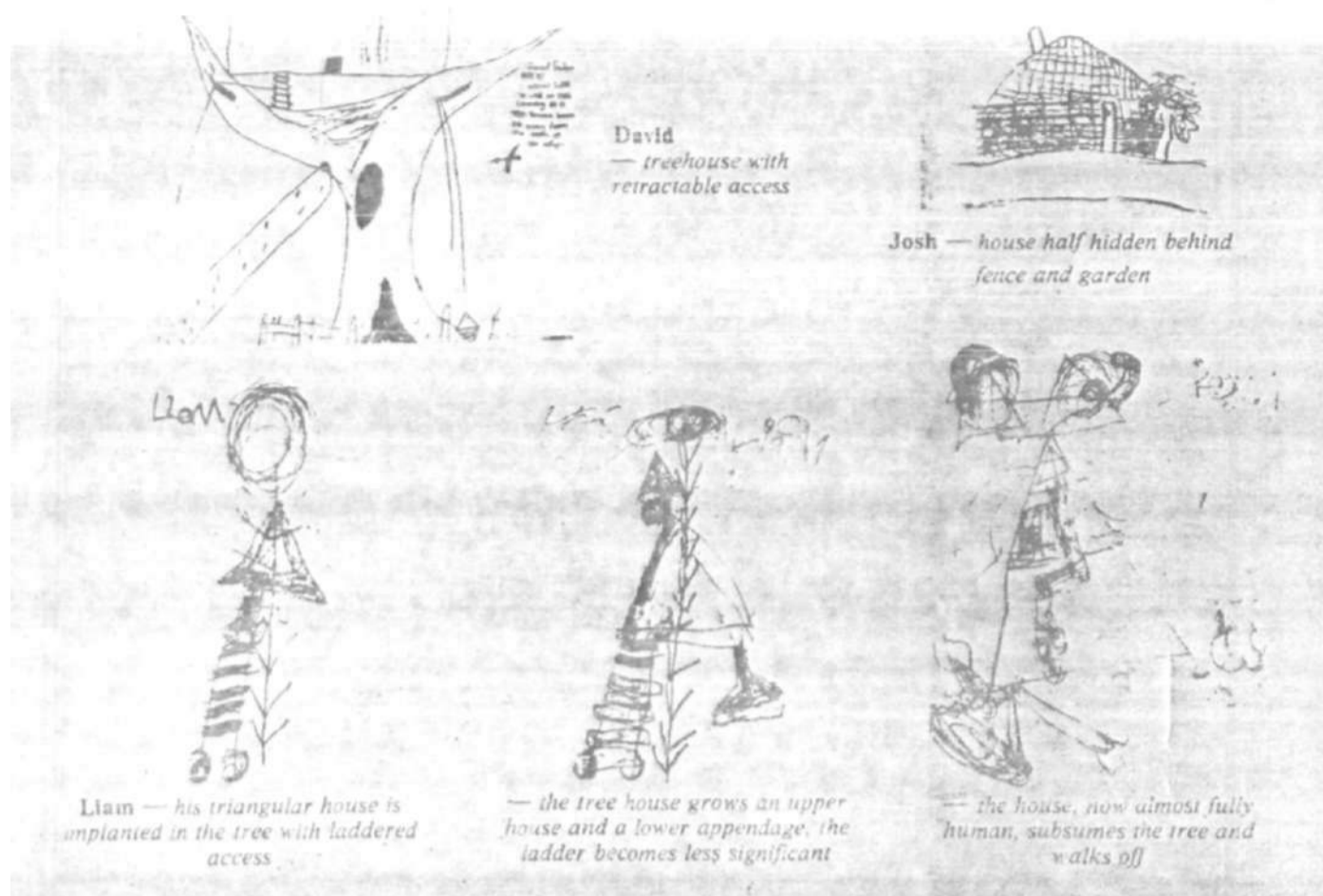


Simon — his own house is dominated by a neighbouring block of flats

Kim Dovey — Daryl LeGrew



- 1 Rosie — figurative elevation — father dominates house.
- 2 Kate — a typical elevation/section of a formal towerlike image set in a garden.
- 3 Anita, Polly and Michelle — combined to draw their favourite place.
- 4 Phoebe — strong connections with surroundings; depth suggested by vertical displacement.
- 5 Jeremy — sense of depth created by displacement of footpath, garden, verandah and door.
- 6 Lisa — windows represent Lisa and her sister.
- 8 Caroline (1) — typical 2-storey house image, the front door was unused and therefore not shown.
- 9 Tim's treehouse is a fenced domain where the grass is green.
- 10 Monique — inside looking out.
- 11 Caroline (2) — outside looking in.
- 12 Rupert — traditional house form as treehouse.
- 13 Lara — the upper storey has all the trappings of a treehouse, even a list of people who are allowed there.
- 14 Melissa — dream house combines images of both upper and underworlds. The secret underground labyrinth connects with the upperworld of fantasy and seclusion.
- 15 Melissa's 'hat' is a highly personal living space with vertical access up to a secret library and down to the labyrinth.
- 16 Caroline (3) — this cubby in a garden becomes transformed as it extends upwards into three triangular private cubbies; aerials pick up outside signals while giant eyes 'hear' all.



has access to secret cubbies on either side, which in turn link up with a 'lowerworld' of labyrinthine underground tunnels and stairways. The hat itself has its own attic in turn as revealed by the sectional drawing, a library for seclusion. This attraction to successive degrees of seclusion and secrecy is also apparent in Richard's plan for a dream home, with its successive nesting of private and secret places; home-office-safe.

The underworld image mentioned earlier and shared by Melissa's drawing becomes dominant in Matthew's secret hut, camouflaged from above. This secrecy imperative is based on the realization that cubbies are quickly vandalized by other kids once discovered.

Anthropomorphism

The image of the house as a face, with windows as eyes, door as mouth and roof as hat, has long been propagated through children's literature. Such facelike images are present in many of the drawings we collected (Becky, Tracy, Jamie), and the children involved often verbally attributed human characteristics to their houses. Melissa's hat is strongly anthropomorphic and Simon's block of flats next to his house is capped by a sun/face that lends the whole ensemble a human quality.

In some cases a window is symbolic of the person who dwells in the space behind it, often drawn looking out. In the same way the entire house form

is at times suggestive of a self-image. Liam begins a most remarkable sequence of drawings with a figurative triangular treehouse which he claimed was realistic. However, in a sequence of three drawings, the treehouse grows eyes, arms and legs, and bursts into human form. The tree has disappeared and the house/human walks away. Caroline's drawing of a friend's cubby begins realistically yet extends upwards into a series of imaginary secret places. This upperworld is surmounted by a large animal form with huge eyes that 'hear' everything that goes on up there.

These fantastic images, together with all of the other images discussed and illustrated here, are an important part of the child's reality. We do not wish to argue about whether the images are culturally specific or universal. Indeed we believe that the drawings themselves are a source of understanding deeper than we could induce by attempting further explanation. Such an understanding of the child's world view is valuable because the childlike imagination and sense of wonder are qualities that are much needed in our adult environment, and in those who design it. □

5.1 CHILDREN AND THE ENVIRONMENT

What are the special needs of children with regard to the environment? How are children affected by the design of particular buildings and the overall urban or rural fabrics?

There are questions to be delved into by designers in the bid to provide a stimulating environment for children.

The theory of the swiss developmental psychologist Jean Piaget is recognised as the leading theory of child development and behaviour. Piaget is an interactionalist, that is, he argues (and considerable research support him) that children develop from an interaction between inner drives and external environmental conditions. Piagets also suggests that development is a product of the child's commerce with the environment, that is being able to actively manipulate the environment and see the results of these manipulations.

Cognitive development, for example, progresses from concrete understandings and this developmental process is facilitated if the young child can actually and actively explore and experiment with the environments.

At a very general level, both of these insights are very necessary and have tremendous impact on the design of the physical environment and for the preservation of wild, rough and natural environments. But what of the more concrete effects of the physical environment on children other than following the general concepts of providing manipulative environments and a wide range of environmental stimuli, what can the designer do to increase the richness of experience of childhood? Conversely, what current design ideas and common hope of the profession are perhaps detrimental to children?

In studies of design and housing many complaints are registered about inadequate outdoor features for children. Though it has been calculated that children are the greatest users of public outdoor space, playgrounds and parks (with the exclusion of an adventure playground) do not provide for most of their needs, one study found that children spend less than an average of 15 minutes in a playground during a period of several hours spent outdoors. On the other hand, children do use courts, side walks, balconies, porches, lanes, streets, left-over spaces between buildings and ambiguous spaces in and around natural features much more than they do

created, sculptural playgrounds.

Thus we need to provide safe, connected play spaces linking several house clusters, streets, paths, natural areas and left-over spaces.

5.2 CHILDREN AND BUILDING ELEMENTS

Children do not normally engage designers to shape their worlds, and for the most part, designers do not engage with children in their design activity. When places are designed for children, their needs are mainly interpreted and articulated by adults, and become submerged in an adult world. But what of the child's differing perceptions and use of the environment; what of the role and form of imagination in the child's world? What would kids do in the role of the designer? Insights can be gained by asking children to draw the places they inhabit, imagine and are attracted to. The drawings here were made by children aged from three to twelve years who live in Melbourne. They were drawn in response to one of three requests, to draw "the place in which you live"; or the imaginary "best possible place in the world". It has been difficult to accurately separate responses to these requests because supposedly realistic

drawings were embellished with imaginary worlds, while idealized places were often based on real spaces and places.

The distinction between the real and the imaginary is not a powerful one for the child; and therefore the drawings are presented without forcing such distinctions. The child's explanation and interpretation are added where applicable.

5.3 VIEWS

The point of view that the child takes to draw the place differs a good deal, particularly with age. Up to about age four children draw highly figurative elevations, they are concerned mainly to sketch an outline and fill in windows and doors. Form, scale and spatial relations seem to reflect the importance placed on particular elements (Rosie). From the age of four to about eight or nine children draw increasingly in an adult mode, yet often mixing elevation, section, plan and perspective views.

Elevation/sections (Jasper, Katq, Melissa) are common, showing inside and outside elements juxtaposed. Other views include the elevation/plan (Michella); the elevation/perspective (David), and

the perspective/plan (Richard). The first completely abstract plan view appears at about age nine.

Elements in perspective appear first after age seven (David, and the combined drawings of Anita, Polly and Michelle), but no completely perspective drawings were done. An effect of depth was created, however in drawings such as Phoebe's and Jeremy's. Another view which emerged is the flattened panorama where all the walls of a room are folded out (Nicholas). Similarly, Josh's external view of his house extends up at an angle around the corner, perhaps related to the angle at which one sees that side when peeking.

5.4 IMPORTANT ELEMENTS

The particular aspects of a place included in the drawings tell us something about their relative importance to the child. Doors, windows and roofs are of primary importance to the image of a house, but so are many other things contained by or forming the context to the house. The bed is a fairly recurrent element (Lisa, Kate, Nicholas). It may be the only place the child really possesses.

External elements such as sun, birds, butterflies, clouds, pools, trees, flowers, other houses, vehicles, playgrounds and roads all seem important.

Sometimes these contextual elements are seen to delineate the house (Phoebe and Anna). The pitched roof is a recurrent although not universal theme, triangular forms were symbolic of the house in some cases (Liam and Caroline). There is a strong element of verticality in many of the drawings. The whole idea of living in a tree is an expression of verticality.

Most of the house drawings are tower-like images, taller in proportions to their width than the average house in our community. Vertical elements such as chimneys, smoke and ladders are generally popular images.

The acts of entering and leaving a place are very important for the child, and there is an emphasis on elements that allow and control this access; for example doors with big door knobs are almost universal, perhaps a legacy of high doorknobs and lack of access to the very young. Other drawings show paths and stairs which provide access and also boundary fences that control it and define territory (Tim).

The relationship between inside and outside is often highlighted by drawings of people looking out of windows (Caroline and Lisa), and by views

such as Moniques inside looking out, and Caroline's 'outside looking in'.

Some windows are drawn much higher up the wall than the doorway (Kate) possibly indicating that while the door extends to the child's level, windows very often do not.

5.5 IMAGINARY PLACES

Drawings of highly imaginative places tend to be vertically separated from the everyday world, to create an 'upper world' or an 'under world'. The tree house is a common image and seems to be the one that offers the most scope for achievement in reality.

Again access is paramount, including ladders, ropes, matches, slides, flying boxes and retractable stairs (Tim Warwick, Rupert). There is an emphasis on the defence of the tree house with guns and spying places (Warwick). This 'upper world' house however is not limited to the tree house as drawings of ground based houses were found being extended upwards to incorporate an imaginary upper realm. Lara has her facelike house perched on top of a flat roofed dwelling. The connection with the tree house is a strong one as it has an adjacent tree.

tree house in a position and shape

Jasper drew his own house yet added an extra attic floor within roof space.

Melissa's imaginary house is capped with what she termed a 'hat', a personalized attic from which she has access to secret cubbies on either side, which in turn link up with a lower-world, of labyrinthine underground tunnels and stairways. The hat itself has its own attic in turn as revealed by the sectional drawing, a library for seclusion. This attraction to successive degrees of seclusion and secrecy is also apparent in Richard's plan for a dream house, with its successive resting of private and secret places; home-office-cubo.

The under world image mentioned earlier and shared by Melissa's drawing becomes dominant in Matthew's secret hut, camouflaged from above. This secrecy imperative is based on the realization that cubbies are quickly vandalized by other kids once discovered.

5.6 ANTHROPOMORPHISM

The image of the house as a face, with windows as eyes, door as mouth and roof as hat, has long been propagated through children's literature.

Matthew's dream house, with its successive resting of private and secret places; home-office-cubo.

Such facelike images are present in many of the drawings collected, and the children involved often verbally attributed human characteristics to their houses. Melissa's hat is strongly anthropomorphic and Simon's block of flats next to his house is capped by a sun/face that lends the whole ensemble a human quality.

In some cases a window is symbolic of the person who dwells in the space behind it, often drawn looking out. In the same way the entire house form is at times suggestive of a self-image. Liam begins a most remarkable sequence of drawings with a figurative triangular tree house which he claimed was realistic. However, in a sequence of three drawings, the tree house grows eyes, arms and legs, and bursts into human form. The tree has disappeared and the house/human walks away. Caroline's drawings of a friend's cubby begin realistically yet extend upwards into a series of imaginary secret places. This upper world is surmounted by a large animal form with huge eyes that 'hear' everything that goes on up there.

They are drawn looking out, or looking in, often drawn looking out. In the end, they are end.

Conclusion:

These fantastic images, together with all of the other images discussed and illustrated here, are an important part of a child's reality.

The point is not to argue about whether the images are culturally specific or universal. Indeed, the drawings themselves are a source of understanding deeper than could induced by attempting further explanation. Such an understanding of the child's world view is valuable because the child like imagination and sense of wonder are qualities that are much needed in our adult environment, and in those of us who design it.

And

These fantastic images, together with

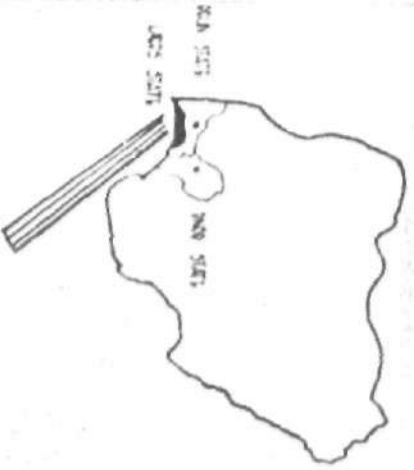
CHAPTER - 6

THE SITE

- 6.1 Site location, definitions and analysis
- 6.2 Village planning concepts
- 6.3 Site planning criteria
- 6.4 Site functional relationship and zonal concept
- 6.5 Site planning concept.

LOCATION AND REGIONAL LAND USE MAPS.

• MAP OF NIGERIA SHOWING LAGOS STATE.



• LAGOS STATE IS ONE OF THE STATES IN THE SOUTH WESTERN PART OF THE NIGERIA. LAGOS HAS AN APPROXIMATE POPULATION OF TWO MILLION PEOPLE. A MAJOR TRANSPORTING HUB IN THE STATE. LAGOS IS SURROUNDED BY THE ATLANTIC OCEAN TO THE WEST AND SOUTH. LAGOS STATE IS A RICH AND FERTILE COUNTRY.

• MAP OF LAGOS STATE SHOWING THE REGIONAL LAND-USE PLAN.



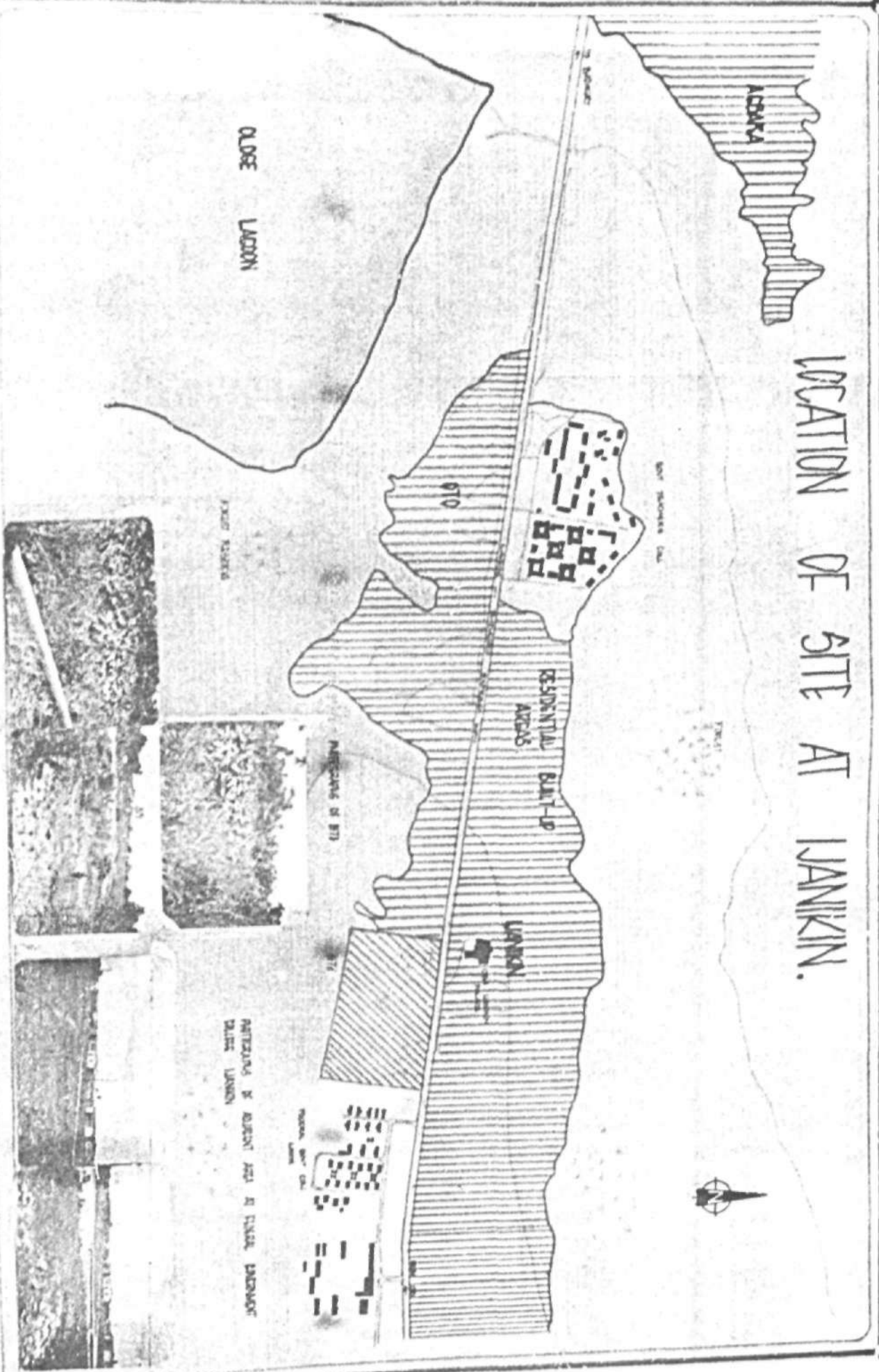
• WHY LAGOS ?

- LAGOS IS AT THE CENTRAL PART OF THE NIGERIAN BAY OF LAGOS BEING PROTECTED FROM THE OCEAN.
- THE CONCENTRATION OF DEVELOPED METROPOLIS DOES NOT LEAVE ROOM FOR THIS KIND OF DEVELOPMENT THERE. THIS IS WHY.
- THE AREA IS MAJOR FOR INSTITUTIONAL USE AS SHOWN BY THE LAND-USE PLAN.
- AVAILABILITY OF LAND FOR EXPANSION.
- ENVIRONMENTAL IMPROVEMENT FOR THIS KIND OF DEVELOPMENT.

CHILDREN'S VILLAGE IJANKIN LAGOS



LOCATION OF SITE AT IJANIKIN.



6.1 SITE LOCATION, DEFINITION AND ANALYSIS

The site is in Lagos State at the south western part of the country. Lagos is located east and north of the equator. Lagos has an approximate population of two million people at present.

At present the state government who is the main sponsor of this project has not fixed or chosen a site for this project, one had to be chosen that will fit the basic needs of the project.

It is for these reasons that Ijanikin has been chosen.

Why Ijanikin?

Ijanikin is located at the central part of the developed part of Lagos that is being provided for and thus easy to co-ordinate. Transportation to Ijanikin is available by way of the Lagos-Badagry express way.

The congestion in the metropolis does not give room for this kind of development but Ijanikin is a mainly residential area which gives the kind of environment we want for this project.

CLIMATIC DATA.

SUNSHINE DATA.

This area is shown on the state's regional plan falls into the institutional zone meant for these kind of facilities. Although this proposal has not been strictly followed, there are still quite a good number of institutions in Ijanikin. So this one is not going to be in isolation and interaction would be more between the various institutions.

There is availability of land as of now for expansion in this area towards the back of the express way.

Humidity Data

From tables the relative humidity for Lagos is found to be very high. An average of about 75%/day/month. This is quite a high figure, thus ways would have to be found to provide or channel more air into buildings on site for human comfort.

SITE ANALYSIS DIAG

period, thus building materials have to be damp proofed and have eaves to protect against driving rains.

Wind Types

The sun's path across the site is East to West.

The objectionable views are to the road while the good views are to the west and south of



41. Schematic plan of Paw

The Concept of the Center:

In the concept of the center there is

It is left for the sun to peacefully come in.

Another example is in Indonesia

(administration) to the most private (

