

**Design Criteria Development for
Community Centres
and
Manisa as a Case Study**

**By
Ahu DALGAKIRAN**

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We approve the thesis of **Ahu DALGAKIRAN**

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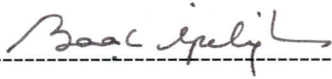


22.06.1999

Assist. Prof. Dr. Erkal SERİM

Supervisor

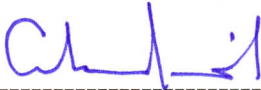
Department of City and Regional Planning



22.06.1999

Assoc. Prof. Dr. Başak İPEKOĞLU

Department of Architectural Restoration



22.06.1999

Prof. Dr. Akın SÜEL

Department of City and Regional Planning



22.06.1999

Prof. Dr. Akın SÜEL

Head of Department

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ABSTRACT

The thesis examines the changes in the concept of community in regard to the effects of the contemporary world and concentrates on the concept of Community Centres as wide-spread uses in western societies and their development process in different countries. Researches indicate that, there is a strong tendency in establishing these centres in the western societies as a tool for the healthy development of the members of community both physically and psychologically. However in Turkey, we do not have such centres that enhance the social interaction among the members of community of different race, religion, gender and social standings. In this respect, the main aim of the thesis is to develop a set of design criteria for Community Centres appropriate to the social lives and habits of Turkish people and appropriate to the physical layout of Turkish cities. The methodology used in the thesis research may said to be composed of literature and internet surveys and interpretations based on past experiences.

Key Words: Community
Community Centres
Design Criteria
User Groups
User Needs

ÖZ

Tez, çağdaş dünyanın etkilerinin bir sonucu olarak topluluk kavramındaki değişimleri incelemekte ve batılı ülkelerde yaygın bir kullanım türü olan "Toplum Merkezi" kavramı ve farklı ülkelerdeki gelişim süreçleri üzerinde yoğunlaşmaktadır. Yapılan araştırmalar, batılı ülkelerde bireylerin fiziksel ve psikolojik yönden sağlıklı gelişimlerinde önemli rol oynayan bu tür merkezlerin kurulması yönünde güçlü bir eğilim olduğunu göstermiştir. Oysa, günümüz Türkiye'sinde farklı ırk, din, cinsiyet ve sosyal sınıfa ait toplumun üyeleri arasında, sosyal iletişimi arttıracak nitelikte merkezlerin bulunmadığını görmekteyiz. Bu açıdan bakıldığında, tezin asıl amacı; Türk insanının sosyal yaşamına ve alışkanlıklarına ve Türk kentlerinin fiziksel yapısına uygun "Topluluk Merkezlerinin" oluşturulmasına ilişkin tasarım kriterlerini geliştirmektir. Tez araştırmasında kullanılan yöntemin, literatür ve internet araştırmalarından ve geçmiş deneyimlere temellendirilmiş yorumlamalardan oluştuğunu söylemek mümkündür.

Anahtar Kelimeler : Topluluk
Topluluk Merkezleri
Tasarım Kriterleri
Kullanıcı Grupları
Kullanıcı İhtiyaçları

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Chapter 1

INTRODUCTION

It is certain that the contemporary world, the contemporary privatisation of life and decentralisation of services have seriously damaged the notion of community. With the technological developments in information, communication and transformation facilities, new forms and new opportunities have appeared. Inevitably, a broadened range of movement has occurred. Since then most of us preferred to socialise in the privacy of our homes where almost everything is possible by the computer-based technology of the century. The presence of television, economic insufficiencies and accessibility problems in terms of money and time, were the other following supporters of this passive socialisation.

With these changes, definitely, individualism has taken the priority and this has damaged the social interaction and social contact among the members of community. Public events began to occur in a variety of places as a result of the urban sprawl, and this has prevented the gathering of people under a notion of community. When we have a look at our cities, it is possible to talk about the loss of local and community identity as a result of the items mentioned above.

As all we know, participation in a supportive social system is necessary for the healthy development of an individual both physiologically and psychologically. Undoubtedly, the built environment plays a central and supportive role in meeting the physiological, psychological and affiliation needs of an individual. In order to fulfill their needs for affiliation, people need to be a member of a specific group or need to identify themselves with a place. However, today our cities are really in lack of focal points and centres where the members of the community can gather in their leisure times in order to see each other, to entertain and maybe the most important one; to share ideas and experiences which is so necessary for the public participation in finding

solutions to problems related with local government and their living environment.

People especially the elderly ones in our country, feel a great emptiness in their lives during their retirement period. Most of them have to spend their left-over days in a coffee house just wasting time and waiting for the pass away time. Sure the elderly people, just like the younger ones, do not have the chance to have a hobby and to be busy with it in their leisure times. Although hobbies can be defined as the leisure time activities that increase the pleasure of life of an individual, it is almost impossible for a person living in our country to have a hobby as a result of the economical insufficiencies and the absence of appropriate places where one can learn and practice. For this reason, many of the traditional handicrafts such as engraving, calligraphy, glass work etc. are facing the risk of vanishing as the experts of these handicrafts pass away without having chance to share their experiences with the younger generation. Yet we've still got much to learn from each other.

Meanwhile remembering a statement which is so related with our topic will be clear enough to point out the importance of creating places where people gather under a notion of community regardless of age, race, religion, gender, interest and ability.

“ If only young people knew and if only the elderly ones could...”

In this respect, the notion of Community Centre gains importance as places including several types of activities that help to set social contact among the members of community while responding their needs concerned with the social and cultural life. These centres can also be considered as leaders in promoting a sense of community, personal and family growth, physical fitness and enjoyment through high-quality, affordable programs responsive to the needs of families and individuals. As it will be seen in detail in the following sections, western societies give a special importance to the notions of community identity and community centres.

After observing the problems related with the declining sense of community and the loss of local identity and local places that enhance the social interaction among people, this thesis topic is formulated aiming to

develop a set of design criteria for Community Centres appropriate to the social and cultural lives and habits of the Turkish people.

The methodology of the research is primarily based on the clarification of the two concepts as “community” and “Community Centres”. In this respect, the second chapter concentrates on the concept of community and examines the changes in its meaning throughout the history and the possible meaning of the term in the future. The third chapter concentrates on the concept of Community Centres and examines their development process in different countries. Relevantly, the similar implementations of Community Centres in Turkey as “Halkevleri” and “Halk Eğitim Merkezleri” are considered within the following chapter. The activities and the services offered in these uses are accepted as a reference point during the thesis research. The gathered information is mainly based on literature and internet surveys.

Being Urban Designers, we aim to create liveable, usable and desirable places replying all the needs of possible user groups in the design area. Similarly, balancing different user groups’ needs plays a central role in creating socially appropriate, conflict free living environments. In this respect, user groups, behaviour patterns and basic human needs are considered within the fifth chapter in order to provide a sensitive approach to the suggestion of design criteria. The sixth chapter concentrates on the missions of these centres as social organisations. In this respect, approximately forty Community Centres are examined world-wide.

Consequently, as the thesis topic stresses, the main goal here is to point out the declining sense of community and the loss of focal points and centres in our cities where people gather and make something positive happen for the improvement of community and community identity, and to develop a set of design criteria for community centres appropriate to Turkish cities. The suggested design criteria are mainly concerned with the determination of must and optional activities, site selection and user group based arrangement of outdoor facilities. During the thesis research, Manisa will be considered as a case study area where a sample area will be designed in order to verify the appropriateness of the developed design criteria.

Chapter 2

THE CONCEPT OF COMMUNITY

Community has taken many forms throughout the recorded history therefore, there are various ways to define the term. The concept has a long and well documented history within sociology and although there are competing interpretations of the term, it usually refers to the existence of a particular set of social relationships that occur in a specific geographical area.

According to the Encyclopaedia of Social Sciences, "community designates a geographical area with definite legal boundaries, occupied by residents engaged in interrelated economic activities and constitutes a politically self-governing unit." (Seligman and Johnson 1957, p.102) This definition of community was primarily derived from ideas of structure: a geographical area and a system of interrelated economic institutions.

In their book *The City*, Robert E. Park and Ernest W. Burgess suggest the simplest possible definition of a community as: "a collection of people occupying a more or less clearly defined area. But a community is more than that. A community is not only a collection of people, but it is a collection of institutions. Not people but institutions are final and decisive in distinguishing the community from other social constellations." (Park and Burgess 1974, p.115)

According to A.S. Hornby's, *Oxford Student's Dictionary of Current English*, community is defined as "the people living in one place, district or country, considered as a whole or group of persons having the same religion, race, occupation, etc. or with common interests." (Hornby 1994, p.115)

On the other hand, in their book *City Lights-An Introduction to Urban Studies*, E. Barbara Philips and Richard T. LeGates argue that community has no agreed-upon meaning, but that it usually refers to;

- “a group sharing a physical space,
- a group sharing a common trait,
- a group bound together by shared identity and common culture and typified by a high degree of social cohesion.” (Porterfield and Hall 1994, p.8)

Usually it is “common interest” that bind people together under a concept of community. “The common interest must be maintained through some sort of internal communication.” This communication was easier in traditional urban settlements as in those times communities were small and isolated and thus the degree of face-to-face interaction among the members of community was higher. The types of communication that help to set social contact among the individuals or groups of people can be categorised as below:

- “Social Communication: Members of a community want to be able to meet each other, maintain personal relationships, keep circles of acquaintances.
- Economic Communication: Members want to exchange goods and services.
- Political Communication: Members want to debate issues, make decisions and take action for a common good.
- Religious Communication: Members may be united by shared religious practice.
- Cultural Communication: Members may assemble to share experiences of theatrical performances etc.” (*)

In liveable urban settlements, the design of the physical environment gives equal chance to the development of such types of communication in terms of creating specially designed centres. In these settlements usually the piazza, the cafe, the bar serve for meeting and socialising purposes, market

(*)<http://alberti.mit.edu/arch/4.207/lecture-notes/wk5.html>

squares for exchange, town halls, parliaments for political assembly, churches, temples, mosques for religious assembly, and finally theatres, museums for cultural purposes.

The term “community” has a variety of connotations but as a concept it is possible to interpret the community as a sense of belonging a way of life and diversity with a common purpose. Essentially as Nasar and Julian mentioned in their article, “The Psychological Sense of Community In The Neighbourhood”, individuals can have a psychological sense of community in a variety of contexts. “ They can have such a sense about a geographically defined territory like their neighbourhood, or about a spatial or extended space community, for example their church, job, professional group, or those committed to a certain life-style. Researchers refer to the former experience as a community of place and to the latter as a community of interest. “(Nasar and Julian 1995, p.179)

2.1. A Retrospective View Over the Concept Of Community

There is one thing in common that, through out the history, there have been notable changes in the meaning of community. People’s relationship with each other and with their environment fluctuated and adopted to change due to the changes in general structure. Especially the technological developments in both communication and transportation facilities and the structure of contemporary life, caused a drastic change in the meaning of community.

“Also with the advance of the division of labour, the links between individuals became indirect and specialised. Hence in modern urban communities people are bound to each other less by the common space they share than by the different services and products they exchange. This means that the physical community is not necessarily, and certainly not automatically, a social community which poses some important questions for everyone and perhaps most especially for planners.” (Whittick 1974, p.288)

Within the changes in family structure and increasing urbanism and sub-urbanism, new forms and new opportunities have appeared. The priority has been given to automobile rather than to the human being. Hence the interaction among the members of community has disappeared relative to the time-distance relationship between housing, working and shopping areas. "When we examine life today we find a broadened range of movement and the local area is no longer a focus for most people." (Rivlin 1987, p.8)

Undoubtedly when the term "community" is pronounced, several questions appear on our minds such as what it is and what it is not or where do communities begin and end, etc. Formerly, it was easier to answer the second question, as in those times communities were small, isolated and relatively self-sufficient. "But now, common traditions, loyalties and life-ways are eroding as mobility, diversity and multiple interests pull individuals in a variety of directions. Once the symbolic environment begins to transcend the physical environment, the erstwhile unity between man and space has been irrevocably altered." (Whittick 1974, p.288)

The decline in the sense of community inevitably effected the local life in our cities negatively. And soon, a powerful desire occurred in many people to revive community living. As George Tobey mentioned in his book, "A History of Landscape Architecture" : the relationship of people to the environment, values, habits and objectives of the community's citizens must be addressed if community is to be achieved. Again he suggests that good communities should allow for the maximum freedom of choice in interaction among residents while providing for their health, safety and comfort. (Porterfield and Hall 1994, p.9)

The concept of local life does have an important meaning in the last few years of the century. The new understanding about the need for local living is based on the realisation that, even the most mobile person must be rooted somewhere. Especially children need to belong to a distinct place where they can have their own friends and a feeling of local identity. According to Herbert Girardet; "The new emphasis on local living manifests itself in neighbourhood festivals, communal garden schemes initiated by residents, community centres

and workshop spaces, food co-ops, sharing of implements and vehicles and schemes to improve the fabric of locality.” (Girardet 1986, p.103)

When we have a look at the successful communities of the past, we see that there were spaces in the heart of the community that served as elements unifying people under a notion of community regardless of age, race, religion and gender. However, today our cities are really in lack of such kinds of focal points and centres where the members of the community can gather in their leisure times in order to entertain, to play, to see and to be seen by others and to work together for the improvement of the individual, family and community. It is also possible to talk about the loss of these unifying elements mentioned above.

Undoubtedly in those kinds of settlements, the social entity displayed a stronger character. In fact, the characteristics of these unifying elements show a great variation parallel to the different cultures, different geographical locations and different countries. For example in Turkey, these unifying elements were Turkish baths and neighbourhood bazaars in the past and coffee houses in today's time. However there was a segregation in terms of gender in these gathering places. Men and women used these places separately as a result of the cultural-based and religious-based sanctions. Coffee-houses are used only by men. But when we look at the similar implementations in western societies for example in Great Britain, the unifying element is the Public House or in common words the pub. Different from our country, people regardless of age and gender use pubs as places where they gather and have a good time after a long working day. It is possible to increase the number of examples but in the origin there is something missing in these uses as unifying elements of the community. In pubs or in coffee-houses people just spend their times and money. Whereas it is possible to make something positive happen in their leisure times for themselves and their community by getting involved into a specific group.

Relevant to this, we see that, there have been “Community Organisations” in developed countries aiming to discover, to organise and to make available the local community's resources, particularly its human

resources for the local community. These organisations can be classified into three groups according to their interest areas.

- “Ecological Organisation
- Economic Organisation
- Cultural and Political Organisation “ (Park and Burgess 1974, p.116)

The final group, Cultural and Political Organisation is the one with which community centre associations are mainly concerned. These associations are especially seeking to organise the leisure-time and recreation activities of a community. Before concentrating on the concept of “Community Centre”, and the development process in several countries, having some information about the modern cities of the future, and the possible meaning of “community” within this concept will be much more useful.

2.2. The Possible Meaning of “Community ” in the Future

As we enter a new century, it is obvious that, computing, networking and virtual reality technologies are approaching the level of maturity. This, inevitably leads to the existence of a new set of economic and social needs in the cities. These needs are reshaping the physical and social structure of the cities and changing the urban development landscape. Since the major socio-technology trends that we are now faced with, alter the nature and purpose of the city, the city is now a point in the flow of information and technology rather than the flow of goods. (Blakely 1991)

It is possible to say that the contemporary privatisation of life with the computer- based technology of the century has turned life inwards, inside of home. At the same time life is turned outward, moved by media and public and private transportation to geographies that reach far beyond the neighbourhood boundaries. The most distinctive characteristics of the modern city is undoubtedly, the freedom of movement which the individual has gained. “The

relentless expansion of computing technology into our workplaces and homes in the past 15-20 years is plain to see and widely acknowledged. What distinguishes the growth of the past 2-3 years is the uptake of networking technology which has been prompted largely by the development and popularity of the World Wide Web, allowing companies and individuals to create multimedia presentations of information and make them available to a potentially world market." (*) It is now possible for individuals to travel throughout the globe without ever leaving home, while others are at home wherever they set foot. As a result, expanding spiritual and physical horizons have severed the original link between place and community.

The obvious result of these technological advances is a large number of people using powerful computers which are connected to world wide networks. Looking to the future, it is not so difficult to anticipate that, this kind of tendency will continue to increase. In our century, it is possible to say that, there is an increasing privatisation of life. Most of us now prefer to socialise in the privacy of our homes, where almost everything is possible by the technological developments of the century. These kinds of tendencies have highly made the direct contacts with the outside unnecessary. "And since then the compact community became unnecessary either in physical sense and our spiritual and emotional connection have been eroded seriously with our resultant mobility." (Porterfield and Hall 1994, p.9)

In today's time communities are said to be in a transition from the real ones to the imaginary ones. At this stage, paying attention to the time-distance relationship between our housing, employment, shopping and recreation areas is vital if we are to achieve any realistic sense of community. Our cities and communities are in need of a finer texture much more than ever and allowing more opportunity for the interaction among diverse people by creating nodes as focal points will be an important step in providing a solution to the existing

(*) <http://www.casa.ucl.ac.uk/planning/olp.htm>, Building Virtual Worlds: A City Planning Perspective, A Paper by Rob Ingram

problems. "Community, therefore, is belonging; community is a common purpose." (Porterfield and Hall 1994, p.9)

Specifically, the developments in information technology, on the other hand, have highly eased the everyday life of the individuals. Each day the usage of Internet and World Wide Web is becoming wide-spread among the people. This allows people to have an easy communication with others far beyond the geographical boundaries. For example in the United States of America, there are ten million people, who do not need to commute to work, as they have the possibility to executive their work on-line with the help of their computers at home. In the origin, this is a great easiness, but the disadvantages of such a life-style will soon have a reflection over the social and cultural structure of the community.

Within these developments, face-to-face contact will become an excessive method of interaction for the people living in the modern cities of the future as everything will be possible on computers even shopping, education and recreation. People, in time will become strangers to each other and to the place they live in. The result of such kind of process is terrifying and precautions should immediately be taken against the collapse in the concept of community.

The Urban Design's concern here should be to create pleasant environment by making small scale design in cities that attract people of all ages while enhancing the face-to-face interaction among the members of community. The production of a pleasant environment mostly deals with visual appeal of the space. Variety in terms of offered activities may be a key point to produce city which is stimulating as well as being attractive.

As all we know nodes are among the elements that Kevin Lynch has determined in providing images to cities with their ability to appear as specific points in cities to which people desire to attend. In this content urban designers should play a central role in the revitalisation process of local life in cities with their ability in evoking an image on the community that is recognised and realised by creating specially designed centres.

Consequently, related with the thesis topic, community centres in terms of these nodes, gain importance with their ability in providing a socially appropriate, conflict free environment and in giving opportunity to the users to response their necessities while helping to set social contacts between each other. In this respect, concentrating on the concept of community centres, and their development process in economically developed and developing countries will be useful in having a vision about these attractive focal points in our cities.

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Chapter 3

THE CONCEPT OF COMMUNITY CENTRES AND THEIR DEVELOPMENT PROCESS

In order for us to grow and live as happily as possible; we need rest, we need relaxation, and we need recreation. In the same way we need to have social interaction with other people while responding our social and cultural necessities. In this connection, Community Centres gain importance with their ability to provide a variety of activities and uses in a desirable way while encouraging the interaction between the members of community.

In the same way, this chapter concentrates on the concept of Community Centre as a part of the leisure-time activities and examines their development process in various countries.

3.1. The Classification of Community Centres as Leisure-Time Activities

Social theorists believe that many urban problems are blamed on a declining sense of community. "They also blame industrialisation, large scale bureaucracies, the loss of local autonomy and our culture of mobility, convenience, and privacy for the decline in the sense of community." (Nasar and Julian 1995, p.178) When we have a look at the successful examples of housing developments and neighbourhoods, we see that the quality is enhanced by proper amount and location of educational, recreational, social and cultural facilities. It is important that the neighbourhood should provide for the family's basic needs and that the development should not be isolated from its neighbours either physically or psychologically. Thus neighbourhoods that appear to be stable and desirable are considered to owe a range of community facilities for recreation and leisure.

In order to create a sense of community among citizens, there should be enclosed spaces in the heart of the neighbourhood for local services such as

day-care, management, indoor recreational facilities like pool, gymnasium, community hall and teen centre with adequate parking areas. Today it is certain that leisure-time activities in terms of recreational activities in cities provide desirable environments for the residents and strengthens the interaction between individuals.

Recreation activities as one of the basic necessities of human beings may be classified into four categories as leisure-time activities.

- “Physical recreation, which requires exertion or physical effort as the major experience of the activity.
- Social recreation, which involves social interaction as the major experience of the activity.
- Cognitive recreation, which includes cultural, educational and creative aesthetic activities.
- Environment-related recreation, which requires use of a natural resource such as water, trees, scenery or wildlife to provide the setting, or focus for an activity.” (Gold 1980, p.114-116)

When we talk about the recreation system, we must be aware that the recreation system displays not only an outdoor-based characteristic. Both indoor and outdoor experiences are considered within the recreation system classification. According to the recreation space classification system, it is possible to classify the recreation spaces available in our cities from micro-scale to macro-scale as below:

1.Home-oriented Spaces: These spaces should meet the aesthetic qualities and involve informal activities, for example sitting, reading , children’s play, family activity and so on. The space design varies according to housing type. Front and backyards, sidewalks, workshops, playroom, etc. may be given as example to home-oriented recreation spaces.

2. Home Cluster or Sub-Neighbourhood Common Space: In high density areas, such spaces carry a special importance for providing visual relief and aesthetic qualities for similar activities mentioned above. Vacant lots, cul-de-sacs, walkways, play lots, west-pocket parks may be given as examples to Cluster or Sub-Neighbourhood recreation spaces.

3. Neighbourhood Spaces: They are mostly pedestrian oriented spaces and should provide a range of active and passive recreation opportunities oriented to the changing needs of a neighbourhood. Neighbourhood parks, play fields, neighbourhood centres are the examples of recreation spaces in Neighbourhood Space Scale.

4. Community Spaces: These spaces usually serve three to six neighbourhoods and may be pedestrian or mass-transit oriented. They normally serve a population of 20000 people. Associated with an educational institution, shopping or community centre, community spaces also accommodate cultural and physical activities of particular interest to the community. They provide a wide range of specialised multi-purpose, year round, day and night activities and low level competitive sports. They provide activities serving the diverse needs of a planning district. Community park, facilities for playground, recreation centre, meeting rooms and library, sports fields, swimming pool are the examples of recreation spaces in community space scale.

5. City-wide Spaces: These spaces serve the entire community with a population over 100.000 people. They provide a range of specialised activities not possible in community spaces and accommodate the preservation of unique historical, cultural or natural areas.

6. Regional Spaces: They serve metropolitan needs with the types of the activities not possible or appropriate in city wide spaces and display a character as specialised areas for conservation and preservation of naturalised

resources. These spaces usually involve more time-consuming activities such as; day long picnics, family camping etc. (Gold 1980, p.267)

Relevant to these classifications, it is possible to interpret the Community Centre as a part of the recreational activities available in community space scale. Essentially one way to provide activity space for both young and old members of a community while helping to set social contact among them is only possible by Community Centres. In other words, Community Centre may be defined as a meeting place where the members of the community come together to entertain, to play, to see and to be seen by others and to work together for the improvement of the individual, family and community. People attend these centres for social, recreational and cultural activities regardless of age, gender, race, religion and class. People feel equally welcome especially when these places offer an atmosphere of neighbourliness and neutrality notwithstanding the people's diverse opinions and interests.

It is possible to see several types of centres in the cities of developed countries aiming to fulfill the social and cultural necessities of the residents. A few new communities such as Columbia, have a three tier hierarchy of centres:

- neighbourhood - convenience centres
- village - community centres
- an overall town centre

"More often new communities have one or two tiers. Neighbourhood Centres have proven financially marginal given the limited market provided by neighbourhoods of standard size. Town centres have been eschewed in some places as too reminiscent of "downtown" and urban places from which residents are fleeing." (Ewing 1991, p.75) In order to have an idea about the importance of Community Centres in cities, it will be useful to have look at these typical centres.

1. Multiservice Centres: This type of centre may be said to be one of the new social institutions that has emerged in the community. The activities offered in these centres are somewhat similar to the community centres. Additionally it houses a multitude of federal, state and local services. And assistance can also be provided in solving problems such as employment service, job training, welfare, day care, social security, etc. In theory, each multiservice centre should reflect the social, economic and educational needs of each community.

2. Health Centres : Services including medical, dental and psychiatric services are offered on the local level. These centres may be in the form of private or public facilities.

3. Community Centres: These centres as places offering activity space for both young and old members of the community, could provide meeting and recreational spaces, complete with a serving kitchen for catering. And in the lower level, a teenage centre with separate access, game rooms and dance halls can be included.

4. Youth Centres: Essentially these centres serve for the young members of the community regardless of gender with a range of social and recreational facilities. Youth centres are similar to the community centres with the activities offered except that they direct their activities to a restricted age group usually under 21 years of age.

5. Centres For The Elderly: These centres serve the senior citizens by providing planned activities which are primarily social. These planned activities usually include special-interest clubs, cultural groups, adult education programs and so on. Space for passive recreation activities should also be provided in these centres. (Chiara et.al. 1995, p.216,217)

It is possible to see the various kinds of community centres in various countries such as community shopping centres, community health centres, community education centres or community centres for activities of a specific group like Jewish or Muslims.

According to the recommended land standards, one community centre building with an area of 7500 - 10000 ft² (700 - 1000 m²) is recommended for every 2500 people within large park or community park. And when we look at the accessibility standards determined by American Public Health Association, we see that the maximum walking distance to community centre is mentioned as 800 metres. (Chiara et.al. 1995, p.207)

In addition to this, Park and Recreation Standards are developed for neighbourhood, community and city-wide recreation complexes. The following table shows the service distances of these recreation complexes and the number of people served in.

Consequently in this thesis, the term used as "Community Centre" is defined as community-controlled centres including several types of activities that help to set social contact among the members of community. These centres also provide a physical environment where people gather in order to meet, to see and to be seen, and to entertain while having recreational facilities. As it will be seen in detail in the following sections, American cities give a special importance to the concept of community centres. Likewise in Seattle there are twenty-three community centres which the Seattle Department of Parks And Recreation and the Garfield Advisory Council operated. Similarly there are thirty-nine community centres which the Department of Parks and Recreation of the city of Toronto operates.

Sure there are certain formations underlying the Community Centre movement in other countries and in Turkey. Indeed, having a retrospective view over the development process of community centres in different countries and the impacts which brought about their establishment will be helpful in having a clear idea about the concept.

Table 3.1. Park and Recreation Standards

Facility	Service Distance	Population Served (in thousands)	M ² Per 1000 Population
<p>Neighbourhood recreation complex Playground – play area and paved game rooms, Play field – sports field and parking area Recreation centre building - building, play lot, senior citizen and crafts area Passive – picnicking and park area</p>	400 to 800 m.	8 -12	4000
<p>Community recreation complex Community centre building, play lot, play area, paved game courts, sports field, swimming pool, skating-dancing circle, special events area, senior citizens, passive park and picnicking and parking</p>	1600 m.	Varies	2000 - 4000
<p>City-wide Recreation And Parks Recreation park, amusement centre (zoo, aquarium, etc.), sports centre, parks and recreation administration centre</p>	8000 m.	Varies	20 000

(Source: Chiara J., Panero J., Zelnik M., 1995, p:246)

3.2. The Development Process of Community Centres in Different Countries

It is possible to say that the concept of these centres have grown out of social philosophy which is concerned with the promotion of community solidarity and the development of a sound community life. In the origin, the social impulses were also effective in the establishment of community centres. It is known today that "the impulses which caused the establishment of community centres are similar to those which caused the establishment of social and university settlements in England from 1884 and the United States from 1886. Whereas these centres have originally resulted from the concern of business and professional groups to do something for people living in congested working class neighbourhoods." (The Encyclopaedia Americana 1958, p.421)

The activities which the community centre offered, were usually selected by the people participating in the centre. The needs of the community served, had certainly the priority in determining the types of activities. In the urban areas of highly industrialised countries, these activities usually displayed a social and recreative characteristic.

The problem of organising the community under a roof was a common problem for nearly all societies. The most popular method used in finding a solution to the problem was the direct approach which seek to organise the community by reconstructing the neighbourhood through activities and programs in which all the people are to participate. The distinctive characteristic of this type of community organisation is its direct concern with the people themselves rather than with the agencies that are working in their behalf.

In most of the countries, community centres are considered as the most economical method of providing a variety of social services for people of different age and gender. In an isolated community or in an underdeveloped area, one community centre can do the work which would otherwise require the

establishment of several more specialised agencies. This is most probably, the reason of why the community centres are being established both in the newer suburban communities of highly urbanised countries and in the villages of less developed countries all over the world.

3.2.1. The Development Process in the United States of America

“The term community centre began to come into general use in about 1915 as a new name for the social centre, and has attained considerable popularity during the decade prior to the World War.” (Seligman and Johnson 1957, p.105) Interest in the community as a means of approach to social problems received its first great impetus from the work of the social settlements, and it was largely through their influence that various types of community programs were developed which constitute what is known as the community movement. In this connection buildings that were built and used for social and recreational activities in army campus during the World War I, were also overtaken by the community groups for use as community centres. With similar implementations and with the growing interest in the community as a social unit, the community movement had gained supports.

In the United States, community centres may be grouped into two according to the institutions supporting them. Many community centres are supported by municipalities while there are some centres supported by community chests, religious bodies and civic groups. Chicago and Los Angeles were the states in which the first municipally supported community centres were established. Similar centres were organised in many other cities in the succeeding years.

3.2.2. The Development Process in Great Britain

In Great Britain, community centres were established in public housing estates in 1932 and in the succeeding years. These centres are supported by

both national and local governments, in many instances with assistance from voluntary agencies. Local educational authorities were made available to provide the centres with a professional staff by the Physical Training and Recreation Act in 1937.

In the words of a report published in 1945 by the British Ministry of Education, it is said that community centres exist so that neighbours can come together on an equal footing to enjoy social, recreative and educational activities. This gathering of individuals may be either as members of groups following particular hobbies and pursuits, or on the basis of their common needs and interests as human beings living in the same locality. (The Encyclopaedia Americana 1958, p.421)

3.2.3. The Development Process in Canada

In Canada, two institutions, local educational authorities and departments of park and recreation, are responsible for the establishment of community centres. In many instances, local citizens donated material and constructed recreation buildings under the technical guidance of government experts. These centres were then turned over to local public authorities for staffing and operating with tax funds. (The Encyclopaedia Americana 1958, p.421)

These centres were established in many cities in the succeeding years. Today only in the city of Toronto, there are thirty-nine community centres offering a variety of physical, social and cultural programmes and services which the Department of Parks and Recreation operates. Each centre provides an important link to the neighbourhood it serves. And at many centres, Advisory Councils, made up of local residents, work together with staff to advise on long-term planning and help with day-to-day operations.

3.2.4. The Development Process in Developing Countries

As previously mentioned, many countries regard Community Centres as the most economical method of providing a variety of social services. Similarly these centres in developing countries are established in order to provide the most essential services like health clinics and education for the members of community in an economical way.

These centres serve the entire community and meet the greatest needs of the community in which they are located. In villages and in rural areas, health services are provided as well as the opportunities for basic education in cooking, sewing, agriculture and so on. And in cities, these centres mostly offer boys' and girls' clubs, handicraft classes and other social and educational classes. (The Encyclopaedia Americana 1958, p.422)

Chapter 4

THE DEVELOPMENT PROCESS OF SIMILAR IMPLEMENTATIONS OF COMMUNITY CENTRES IN TURKEY

When we have a retrospective view over the social and cultural life in Turkey, we see the similar implementations of Community Centres in the early 1930s as in the original name “Halkevi” or in the translated form as “People’s House”.

In the social and cultural structure of Turkish cities, there were several uses which displayed a unifying characteristic in the society such as Turkish baths, neighbourhood bazaars and religious precincts. People used to gather in these places and shared their experiences and talked about the events of the day. However there was a segregation in the usage of these places in terms of gender as a result of the cultural and religious-based sanctions of the period. Actually these places had not displayed a successful feature in evoking an image on the community that is recognised and realised as “Halkevi” did.

The contributions of “Halkevi” to the social and cultural life of the Turkish citizens was great. However the political side that they have identified inevitably accelerated their abrogation process. This chapter essentially concentrates on the development process of these centres in Turkey and examines the basic characteristics of the activities they offered. The abrogation process of these centres and situation appeared afterwards are examined within the subtitles of the chapter.

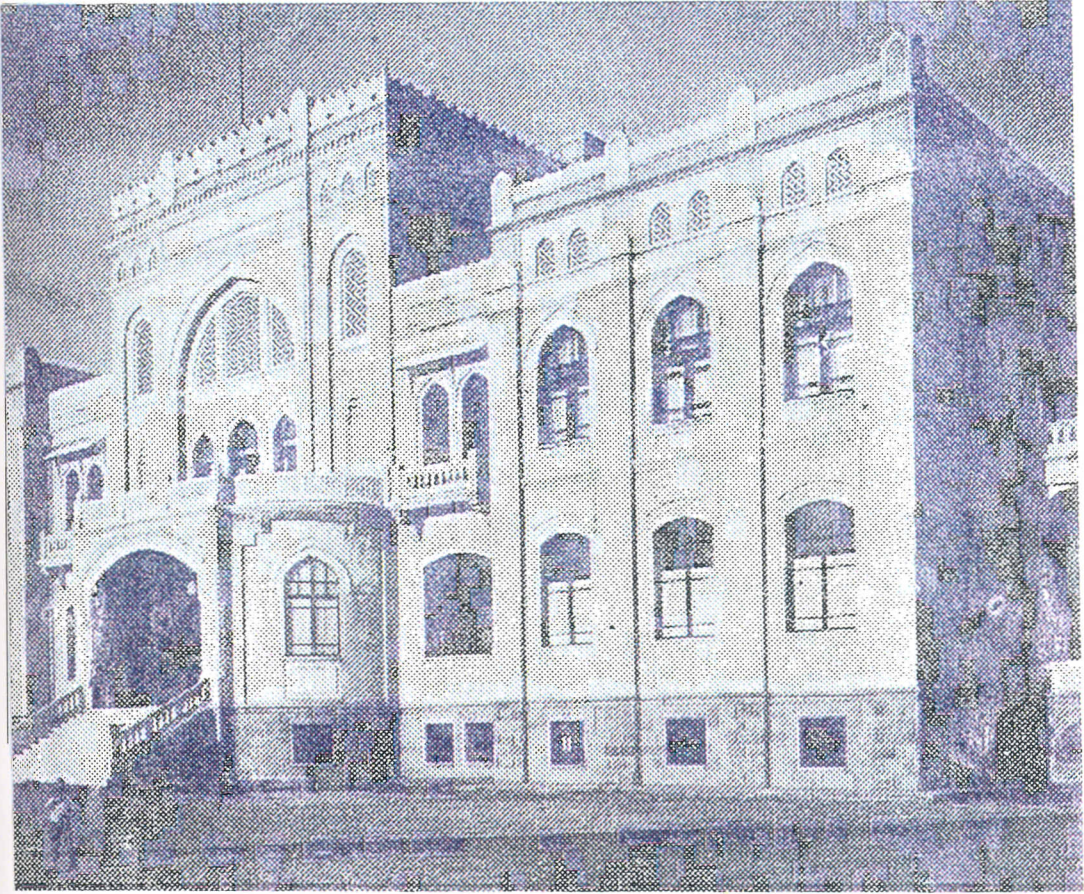
4.1. The Role of “Halkevleri” in Turkish People’s Social and Cultural Lives

“Halkevleri” were established in February 19th, 1932 in order to encourage the improvement of the social and cultural life of the Turkish people. These uses were established instead of several political bodies which were abrogated previously as a result of the political pressures and the centre location was in the capital city – Ankara. (Figure 4.1.)

Different from the Community Centres in western societies, these uses had a strong political side as being the sub-institutions of a specific political party. In fact, the main goal in the establishment of “Halkevi” was to train the generation appropriate to the six principles of the founder political party – People’s Party. The executive committee of this political party was also responsible for the management and control of these uses. Undoubtedly, the most distinctive feature that discerns “Halkevi” from the Community Centre abroad is this political face. Whereas being non-political and organisations were important features of the centres which were established abroad.

The activity program of the “Halkevi” included the studies in literature, fine arts, sports, demonstrations and performances, public classes, workshops, libraries, publishing and so on. Formerly these houses were established in fourteen cities, and in many other cities in the succeeding years. In 1939, the number of these uses, established in both cities and provinces has reached a number of 373. However in settlements, smaller than provinces, establishing these houses was not possible as result of the economical insufficiencies. People living in these settlements were deprived of the newness that these houses brought. For this reason, “Halkodaları” or in the translated form “People’s Rooms” were established instead of “Halkevleri” in relatively smaller settlements. In 1946, the number of People’s Houses has reached up to 455, and the number of People’s Rooms to 4066 in approximately seven years time. In four years time these numbers were 478 for “Halkevleri” and 4371 for “Halkodaları” in 63 cities and counties.

Figure 4.1. Ankara Halkevi



Designed by the architect Arif Hikmet Koyuncuoğlu, the head office of “Turk Ocakları” in Ankara was transferred to “Halkevi” in 1932. The building is currently used as the State Museum of Painting and Sculpture.

(Source: Cumhuriyet Dönemi Türkiye Ansiklopedisi, p:878)

However with a change in the government and with an another political party in power, “Halkevi” soon became the subject of polemics. And in 1951, these uses were abrogated by the Act no: 5830 for their being specially purposed institutions of a political party. All their possessions were transferred to the Treasury.

A great emptiness had inevitably occurred in the communal life of the citizens in Turkey after a period of nineteen years. During the period that they displayed an active characteristic, these uses served as a source of

enlightenment in the places where they were located. In order to fill in this emptiness, a new organisation was established with the suggestion of UNESCO named "Milli Kultur Dernekleri" or in the translated form as "National Cultural Associations" in 1961. After two years in the general congress these associations were renamed as "Halkevi Dernekleri" or in the translated form as "Associations of People's Houses". According to the legislation concerning associations, they are going to be non-political organisations and should have no affiliation with any political party. These associations were also allowed to have branches abroad.

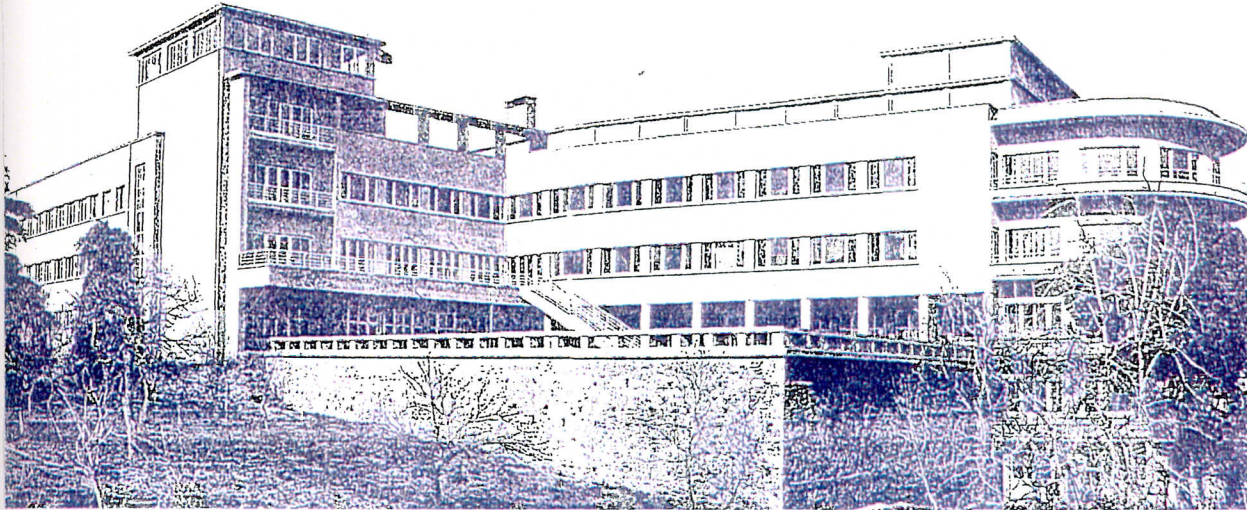
By the year 1970, there were 154 "Halkevi" and 100 "Halkodasi" with their branches in Frankfurt and London – the cities in which the Turkish population showed a strong agglomeration. The number of "Halkevi" has reached up to 208 in six years time. The activities offered in these new associations were exactly the similar with the ones offered in "Halkevi" prior to the abrogation. However in September 12th, 1980 with a coup in the government, these associations faced with the second abrogation decision. All their movable and immovable goods were transferred to the General Directory of Civic Education. (Gorsel Buyuk Genel Kultur Ansiklopedisi, Volume 6)

The revenues of the "Halkevi" were responded by the local associations of the political party before they were abrogated. These uses never aimed to provide financial source for themselves except the income obtained from the donations, the organised balls and evening gatherings and the sale of periodicals. Each "Halkevi" used to make a budget appropriate to their annual activity program which would then be approved by their local political party association. (Cumhuriyet Donemi Turkiye Ansiklopedisi, Volume 4)

In this connection, the contribution of "Halkevi" to the cultural and social life of the Turkish people was great. Turkish people met many newness by these houses. These uses showed a rapid development process especially during the period between 1932 and 1940 in terms of both quality and quantity. During this period, 23750 lectures, 12350 performances, 9050 concerts and 7850 film demonstrations and 970 exhibitions were organised and presented to the citizens by these uses. (Cumhuriyet Donemi Turkiye Ansiklopedisi, p.882)

During the active period of these uses, only in Istanbul, 11 “Halkevi” were established although there was only one in each city. Related with the social and cultural reform that “Halkevi” has brought, the first book fair in Turkey was organised by “Istanbul Halkevi” in 1935. Also in 1943, “Kadikoy Halkevi” was known with its advanced orchestra studies amongst the 405 similar centres world-wide. (Figure 4.2) In addition to these activities “Kadikoy Halkevi” was famous with the sports activities it offered. Likewise the first ski camp in Turkey was set up by this “Halkevi” in 1947. (Dunden Bugune Istanbul Ansiklopedisi, 1994, p:529)

Figure 4.2. Kadiköy Halkevi

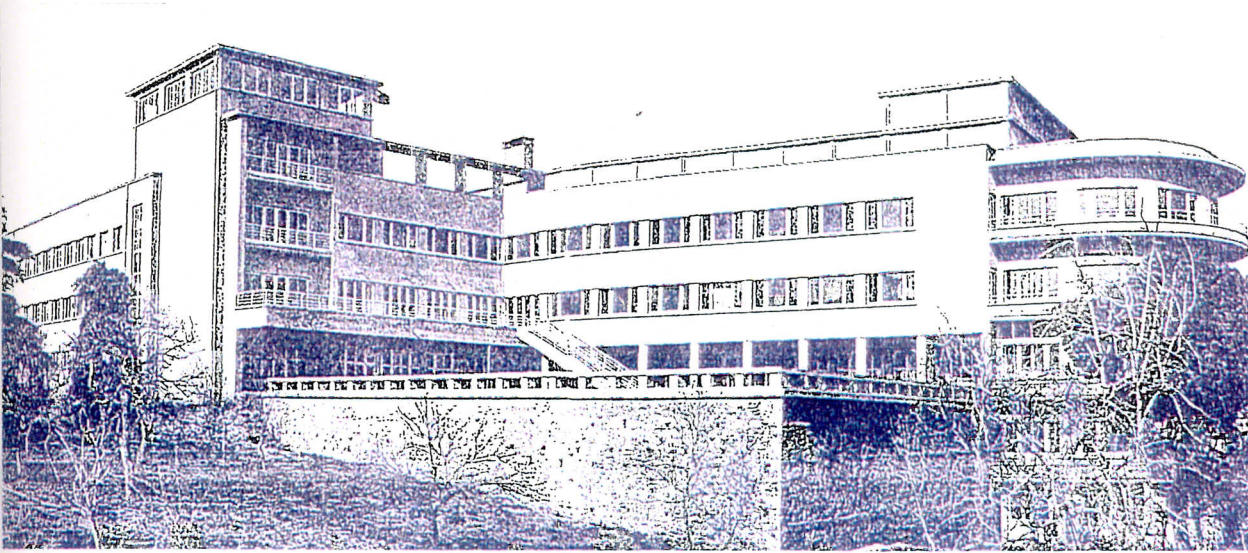


(Source: Dunden Bugune Istanbul Ansiklopedisi, 1994, p:529)

Additionally almost each “Halkevi” offered courses for sea sports and there used be demonstrations concerned with these kinds of sports in two nights of the week. “Kadikoy Halkevi” probably the most magnificent one among the other “Halkevi” buildings, offered cinema and concert halls including theatre stage, separate office and practice spaces for the studies in literature, fine arts, demonstration, sports, social assistance, workshops, library and exhibits. In order to have some more knowledge about the contributions of

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“Halkevi” to the social and cultural lives of Turkish people, it is possible to classify these activities offered according to their interest areas as below:

4.1.1. The Literature Branch

This branch organised lectures and meetings that help to maximise the feeling of citizenship and level of general knowledge of Turkish people. It also organised contests concerned with calligraphy and similar traditional handicrafts. The management of periodicals that “Halkevi” published were under the responsibility of this branch.

4.1.2. The Fine Arts Branch

It aimed to develop fine arts in Turkey and aimed to maximise the interest of Turkish citizens to this branch. Training the talented young people, organising concerts and encouraging traditional dances like folklore were also amongst the activity area of the branch of fine arts.

4.1.3. The Performance Branch

It is possible to consider this branch as almost the most important one amongst the others. Since the main goal in the establishment of “Halkevi” is the education of people, this branch displayed an important characteristic as being a tool for this education process. It also aimed to enhance the interest in theatre and make the theatrical demonstrations become widespread over the country.

4.1.4. The Branch of Sports

It is known that “Halkevi” considered sports as a tool for training generations in a healthy way both physiologically and psychologically.

Therefore this branch aimed to organise activities just appropriate to this consideration. Moreover the organisation of national sports holidays was under the responsibility of some of these uses.

4.1.5. The Branch of Social Assistance and Counselling

The main goals of this branch can be summarised as below:

- To support the people who are really in lack of money,
- To support the industrious students in terms of education materials, food and clothes,
- To help the ill people by dispensaries and itinerant doctors,
- To publish periodicals that enhances the knowledge of people related with the health topics,
- To serve as a job counsellor for the unemployed people,
- To struggle with beggars,
- To serve as a gathering place for the people who wish to participate in these social assistance activities

4.1.6. The Branch of Public Classes and Adult Education

The main goals of this branch can be summarised as below:

- To increase the percentage of literate people,
- To organise language and proficiency courses that enhances the knowledge of people,
- To make the technical information widespread among the members of the community,
- To encourage the handicrafts,

This branch undoubtedly comprised the most useful efforts for the Turkish people.

4.1.7. The Branch of Library and Publishing

According to the 89th article of the activity program of “Halkevi”, libraries were considered as the most effective uses in the enhancement process of the level of public knowledge. Therefore the placement of at least one library in each “Halkevi” was an essential stipulations in the establishment of “Halkevi”. The main goals of this branch can be summarised as below:

- To organise the printing and publishing process of periodicals which “Halkevi” published,
- To organise contests among young people such as book summarising contests and so on,
- To set up itinerant libraries for the remote settlements of the country,
- To organise book fairs and exhibitions,
- To develop reading rooms as a part of the libraries.

4.1.8. The Branch of History and Museums

The main goals of this branch are as follows:

- To make historical researches,
- To preserve historical monuments and introduce them to the public by organising exhibitions and establishing museums,
- To collect goods that display an ethnographical characteristic and exhibit them,
- To make researches related with folklore and publish the gathered documents.

Consequently as it is seen above in detail, the contribution of “Halkevi” to the social and cultural lives of Turkish people was remarkable. However the dominant political side that they have identified was the most effective reason of the abrogation process. After the abrogation process, various kinds of associations and centres were established in order to fill in this gap in the

communal lives of the individuals. Amongst the various kinds of associations it is possible to mention Non-Governmental Organisations, some specially-purposed associations such as Lions, Rotarians and religious organisations and so on that aim to gather people who are above a specific economic level. But these kinds of associations are based on a membership basis and do not offer activities and gathering possibilities for all people. More often these kinds of associations are active in the field of social assistance and solidarity. However none of them could display a successful characteristics as “Halkevi” did in terms of serving variety of leisure-time activities for the members of community regardless of race, religion, age, gender, social standings and economic possibility.

On the other hand, following the abrogation of “Halkevi”, a similar use was established under a new name serving approximately the same activities named “Halk Egitim Merkezi” or in the translated form as “ Centre for Public Education” in 1952. In this respect concentrating on this new centre’s activity area will be helpful in learning the situation appeared after the abrogation process of “Halkevi”.

4.2. The Activity Area of “Halk Eđitim Merkezi* ” in Our Cities

In May 1950, the political situation has changed in Turkey. The Democrat Party won the elections and became the only political party in power. In this new period, extensive education in the fields of agriculture and technics was required much more than ever. Bureau of Public Education was established in the Ministry of National Education in 1952 and in the following year public reading rooms were established under the responsibility of this bureau. These developments were followed by the establishment of General Administration of Public Education. The main goal was to broaden the service

* In the following sections, “Halk Eđitim Merkezi” is abbreviated as “H.E.M.”

and effect area of public education over the country and to gather the disorganised activities under the responsibility of an institution which would be organised countrywide.

According to the regulation of Institutions of Extensive Education published in August, 1979, the studies which will be done by H.E.M. appropriate to the main goals are stated as below:

- a. Courses in literacy, foreign language and in similar topics,
- b. Activities in social and cultural education, fine arts, contemporary science and in similar fields,
- c. Economical and technical education programs as a part of the professional education, office management and so on,
- d. Rural and social development programs in the fields of agricultural technics, domestic economy, operation of co-operatives and social development, environmental problems and preservation of nature and similar topics.
- e. Application of programs in tourism, civil defence, public health, professional education, and profession-credit-market in terms of course, seminar, conference, open session, panel, symposium, demonstration and similar implementations,
- f. Establishing libraries, publishing periodicals, providing and distributing education materials, publishing the important events of a specific settlement appropriate to the historical development process, preparing the biographies of remarkable people of the settlement or encouraging the preparation process,
- g. Introducing, preserving and keeping alive the particular traditions and cultural values of a settlement and the specific days and weeks of the citizens such as National Bairams,
- h. Organising excursions, contests and exhibitions depending on requirements,
- i. Providing co-ordination and co-operation between schools, classes and agriculture-industry, service sectors and voluntary institutions.

According to the mentioned regulation, H.E.M. can be established in buildings which have at least;

- a. one management office and one classroom in provinces and urban villages up to 50000,
- b. one management office and two classrooms in provinces between 50000 – 200000,
- c. two management and three classrooms in provinces above 200000.

The H.E.M. in Istanbul was established in 1953 and used the building which has previously served as “Kadikoy Halkevi”. The activity program of the new term included the courses which aimed to develop the skills and abilities of Turkish people in literacy, job assisting and aesthetic feelings. Moreover in appropriate schools; literacy courses and reading rooms were organised and in central areas, organisations were formed in the branches of demonstration, publishing, library, public health, sports, music, folkloric dances and so on in order to serve for the improvement of public education.

According to the data that comprise the decade between 1981-1991 in Istanbul, 155835 adults have participated in 11553 courses which were organised by H.E.M. and which aimed to make people gain abilities and skills. In the same period 60 677 people have participated in general knowledge and cultural activity based 1405 courses. Similarly 11 558 literacy courses (level one), were offered in the same period by the H.E.M. and 252 397 people have participated in these courses. Additionally literacy courses in level two has served 73 296 adults in Istanbul during this period. (Dunden Bugune Istanbul Ansiklopedisi, 1994, p.517) The Table in the following page shows the data concerning the types of branches offered in H.E.M.s, the number of courses and the participants during the period between 1993-1994.

Table 4.1.Branches Offered in Istanbul "H.E.M."

Branches	Number of Experts	Number of Courses	Number of Participants
Sewing	280	315	5420
Machine - Embroidery	214	242	3621
Handcrafts	76	148	2002
Foreign Language	4	39	1017
Typewriting	6	34	550
Accounting	6	17	473
Hand – Embroidery	3	4	60
Computer	4	83	1176
Folklore	14	56	1523
Theatre	5	10	165
Hairdressing	12	39	1788
Carpeting	2	5	89
Turkish Music	6	16	294
Modelling	7	14	284
Quilt - Making	1	1	20
First Aid	4	12	173
Knitting	2	3	49
Stylists	3	5	83
Technical Aid	8	67	438
Literacy	6	13	353
Natural Gas	1	1	20
Preparation for Turkish	1	1	15
Pinking	1	1	20
Karate	1	1	14
Mother-Child Training	1	1	42
Cooking and Serving	2	3	52
Furniture	1	2	35
Drawing	3	6	131
Family Planning	2	4	45
Playing Instruments	6	7	96
Ready - Made Clothing	1	2	32
TOTAL	683	1152	20 080

(Source: Dunden Bugune Istanbul Ansiklopedisi 1994,p.518)

4.2.1. The “H.E.M.” in Manisa

In Manisa there are 16 H.E.M., 15 of which established in provinces and the other in the administrative centre of Manisa. The H.E.M. in central Manisa was established in 1961 and since than it serves many people with the help of various types of courses offered within the centre. It is possible to see the types of courses offered in Manisa H.E.M. during 1997 / 1998 educational year, the number of experts, courses and participants in Table 4.2.

Consequently, H.E.M.s are primarily established for the contribution to the public training and education. And since 1953, they have been working for the improvement of Turkish people in terms of culture and knowledge by offering many courses and public classes in a variety of branches. Therefore it is possible to say that thousands of people are trained by the help of these courses. Essentially H.E.M. is a centre of education, culture, arts, production, guidance, and counselling which organises activities appropriate to the concern, demand, ability and expectation of the individuals. However, they do not display a gathering place characteristics as “Halkevi” did or as Community Centres do in other countries. That’s why these centres do not offer leisure-time activities that help to maximise the interaction among the various members of community. And they do not offer a physical surrounding that help to enhance the interaction among citizens under a notion of community either.

In this respect, people who aim to increase their ability in a specific branch, register to these centres in our cities and the target group of these centres are highly limited. Thus it is possible to say that there is still a lack of places and centres in our cities which provide activity space for both young and old members of the community while encouraging the enhancement of social interaction among the individuals. Thus having concentrated on the similar implementations of Community Centres in Turkey within the chapter, the terms of possible user groups, and the classification of their behaviours and needs form the content of the following chapter and aim to provide a satisfactory substructure for developing design criteria for Community Centres.

Table 4.2. Branches Offered in Manisa "H.E.M."

Branches	Number of Experts	Number of Courses	Number of Participants		
			W	M	T
Sewing	36	37	752	-	752
Hand and Machine Embroidery	49	56	1150	-	1150
Cloth - Colouring	13	16	362	-	362
Computer	20	57	624	549	1173
Playing Instruments	6	8	49	152	201
Typing	5	10	83	64	147
Handicrafts	4	4	69	-	69
Home Furniture	13	18	410	-	410
Sweet Cooking	3	3	56	-	56
Folklore	4	6	126	21	147
First Aid	2	2	22	23	45
Mother Training	3	4	85	-	85
Use of Knitting Machine	7	7	169	15	184
Patchwork	17	18	343	-	343
Technical Aid	4	6	-	120	120
Fruit and Flower - Growing	4	4	68	34	102
Mushroom - Growing	1	1	-	11	11
Carpet - Weaving	14	21	473	-	473
Knitting	2	3	34	-	34
Foreign Language	2	4	32	31	63
Bookbinding	1	1	11	-	11
Ready - Made Clothing	77	78	1367	11	1378
Enterprising	2	2	30	9	39
Shoe - Making	1	1	9	5	14
Stained Glass	1	1	15	-	15
Accounting	1	1	7	6	13
Technical Drawing	2	2	20	12	32
Anchoring	1	1	-	12	12
Literacy	11	11	53	119	172
Education of Traffic Safety	3	1	7	35	42
TOTAL	309	384	6426	1229	7655

(Source: Manisa Halk Eğitimi Başkanlığı 1998)

Chapter 5

USER GROUPS – BEHAVIOUR PATTERNS - NEEDS AND THE COMMUNITY CENTRE DESIGN

The physical environment and user groups are the two essential components of design process. As Jon Lang stresses in his book “Creating Architectural Theory – The Role of the Behavioural Sciences in Environmental Design”, the work of environmental designers is very much influenced by their concepts of human nature. (Lang 1987, p:84) And it is clear that Urban Design must take a user-oriented approach to achieve a higher quality of life in human settlements. Therefore the interaction between physical environment and user groups must be primarily considered in the design process.

This chapter is concerned with the notions of user groups, behaviour patterns, needs and also considers the relationship between these notions and the design process in terms of basic human needs. In this connection, the clarification of specific user groups in the design area and the classification of typical activities that they will display, will be determined within the chapter in order to provide a satisfactory substructure for the design criteria which will be developed for “Community Centres” in Chapter 7.

5.1. The Notion of User Groups

Being Urban Designers, we aim to create liveable, usable and desirable places responding all the needs of possible user groups. In order to succeed this, we need to know more about the behaviours and needs of user groups especially the ones who display a minority characteristics as well as the ones who display a dominant characteristics in the design area.

Use of a common space is strongly influenced by its particular characteristics. Especially the wide range of activities offered in the area is the major factor that encourages the use by different groups. As the chapter title stresses, we are more interested in the behaviour patterns and needs of user groups in Community Centres. Since the Community Centre plays a role as being the heart of a community and a common space for all the members of a community, we face a wide range of user groups and their various types of behaviours and needs.

As it will be seen in detail in the following chapter, Community Centres involve many specific uses and services for the members of community regardless of race, religion, gender, age, interest and ability. In other words they serve the diverse needs of a planning district and address to a vast number of user groups. In order to determine the behaviour patterns and needs in a Community Centre, we - as Urban Designers – have to be aware of the types of possible user groups in the area. It is obvious that, designing liveable, desirable and appropriate areas is possible by balancing different user groups' needs and demands. Thus it is possible to say that the variability in needs' fulfillment depends on the types of user groups in the design area. "It must be recognised that there is considerable variability among individuals in the manifestation of these needs and in the mechanisms for fulfilling them." (Lang 1994, p:162) That's probably why the notion of "user groups" gains importance.

As mentioned in the previous chapter, community centres are involved in community space category as leisure time activities. It is known that in any physical setting, there is a diversity of people using common spaces each having different properties in terms of age, gender, occupation and social standings. Some major differences in the fulfillment of user needs, depend on the nature of the individuals, their physiques and personalities, and some depend on their roles as members of a group who share a common characteristic such as their stage in life-cycle or their social status. Thus we have to be aware of for whom we are designing, who will use the space, when and for which purposes will the designed area be used.

R.T. Hester, in his book "Planning Neighbourhood Space With People", developed a user-group classification based on life-cycle and mobility. According to this source, stages in life-cycle and mobility are determined as below:

Table 5.1. Life Cycle Classification and Mobility

LIFE-CYCLE CLASSIFICATION	MOBILITY	Extremely Low	Low	Moderate	High	Extremely High
Pre-school Child		■				
Elementary School Child			■ 1			
Teenager				■ 1		
College Student						■
Unmarried Adults						■ 2
Young Married					■ 2	
Family With Young Children		■ 1				
Family With Older Children				■ 2		
Middle Aged					■ 2	
Elderly		■				

¹ Significant sex differences in mobility, females generally being lower

² Most significant class differences in mobility, lower income being generally lower (Source: Hester 1984, p:48)

Indeed, the stage at which people are in their life-cycles makes a major difference in establishing their needs and their competence to attain them. "Our mobility to be mobile varies by our competencies and obligations at various stages in our life-cycle." (Lang 1994, p:163)

Another classification is made between user groups by Clare Cooper Marcus and Carolyn Francis in their book "People Places – Design Guidelines

for Urban Open Space". According to them, some user groups' needs are often not understood or incorporated into the design process. "These groups are the elderly, the disabled, pre-school children, school aged children, and teenagers." (Marcus and Francis 1990, p:74) Undoubtedly each of these special user groups have different needs and their tendencies and expectations from the built environment differ relative to the changes in their physical and psychological structure. For example most of the retired and elderly people use the public spaces to seek friends and talk about the past days. Centrally located sitting areas are preferred by this type of user group in order to see and to be seen by others. However the situation for the teenaged users is completely different. "Teenagers have particular problems in regard to the use of public places, because our society does not fully acknowledge their special needs. Privacy is a strong need of this age group and one problem that teens face is having few places to go that are not supervised by adults." (Marcus and Francis 1990, p:80)

Additionally, nonusers should be considered in public place design as well as the users. In fact, nonusers display an important characteristics in designed areas but mostly their needs and demands are neglected as a public space group. Most of them pass through the area designed as a public space on foot, in buses or in cars without ever becoming users of the space. (Altman and Zube, 1989) In fact, the need to make a separation as users and nonusers is essential in enhancing the quality of visual perception of the designed area both for the users and nonusers.

The type of gender, in other words being male or female, has effects in the usability of an area. Especially the fear of crime and other anti-social activities such as vagrancy, drug taking, gambling and vandalism affect the female's use of a space although the mentioned anti-social activities are categorised as crimes that have no victims. Indeed, the usability of the area according to the time of the day, the fear of crime and degree of safety are the dominant factors considered by female users as well as the male users of the space.

Consequently, individual characteristics such as personal, situational, past experiences and social relationships in terms of social structure, play a central role in the recreation tendency of an individual. All these factors determine the demand and desire for recreation. It is, thus obvious that the participation in activities relative to space and time is highly influenced by the individual decisions. In this point of view, considering the various types of user groups and their needs will be effective in enhancing the usability of the manipulated areas.

The following step after determining the types of user groups – the ones who experience the designed environment - will be the clarification of the inner structure of individuals, in other words behaviours and needs.

5.2. The Notions of Behaviours and Needs

Behaviour can be simply defined as “the way of acting or conducting oneself or the reaction given to a specific stimulant.” (Hornby 1984, p:52) Human behaviour and physical environment are strongly related with each other and interact in a two-way process. Primarily, the environment has a definite impact on the individual and direct the individual to adapt to the imposed condition. On the other hand, the individual attempts to manipulate and choose the physical surroundings in order to make life both physically and psychologically more comfortable. (Laurie 1975)

As Michael Laurie stresses in his book, “An Introduction to Landscape Architecture”, there are two main sets of variables, and behaviour is the result of their complex interaction. The first variable can be simply defined as the environment that surrounds and effects the individual. And the second variable is the inner condition of the individual which has two parts: physiological, related to the body’s biological mechanisms, and psychological, related to the cultural background, motivations and experiences of the individual and his/her basic needs. (Laurie 1975)

It is clear that, in providing functionalism to the areas formed by the Urban Design discipline, we need to consider the basic human needs. “If the

built environment is to serve human purposes, one must have a good model of human needs to use as the basis for asking questions about what should be done and what functions should be served in a specific circumstance.” (Lang 1994, p:154)

In any activity area, each user group has different needs, different priorities and different ways of satisfying them. People are socialised differently as a result of growing up in different geographical and social environments. Each of them have different traits that make them unique. Thus, if the main goal is to achieve a socially appropriate, conflict-free environment, the process of Community Centre design should involve balancing the common needs as well as the individual ones.

In fact human beings are goal-oriented entities. In the origin, behaviour is directed toward the satisfaction of needs with the effect of internal and guiding force - motivation. This goal-directed character of the behaviour is probably the main determinant in unifying and integrating human activity and experience. Especially the identification of the essential components of behaviour plays a central role in understanding the goal-directed nature of human behaviour.

Almost all of the psychologists have brought important insights to the analysis of human behaviour and the categorisation of needs. “Two of the models especially have been used by environmental designers in thinking about what the built environment should afford people. Alexander Leighton’s scale of essential striving sentiments (1959) and Abraham Maslow’s hierarchy of human needs (1943,1954)” (Lang 1987, p:85) Since Maslow’s model is easier to relate to the concerns of environmental design, most city planners and architects that are concerned with a user needs approach in design process, have turned to some adaptation of Maslow’s hierarchy of human needs.

In his model, Maslow suggests that there is a specific order in the categorisation of needs, in other words there is a hierarchy of needs from the strongest to the weakest one. In this hierarchy, the strongest takes precedence over the weaker ones. He identifies five sets of basic human needs from the

most esoteric in a hierarchy of prepotency. His hierarchy of basic needs can be stated as follows:

- “Physiological Needs
- Safety and Security Needs
- Affiliation Needs
- Esteem Needs
- Self -Actualisation Needs “ (Lang 1994, p:156)

There are continuing attempts to take an empirical, human needs approach to urban design. Since Urban Designer’s task is to design functional places that respond to a much broader range of human needs, concentrating on these basic human needs in detail will be useful.

5.2.1. Physiological Needs

In Maslow’s categorisation of human needs, the physiological needs display the strongest characteristic among the other needs. It is certain that, “physiological needs result from the interaction of an individual with the surrounding environment.” (Laurie 1975, p:155) These needs also have a hierarchy within themselves as the needs for survival, health, development and comfort. Undoubtedly, the need to survive is the most basic of human needs and it is closely linked with safety needs. In the origin, all the activities of human beings are oriented to surviving. For example, buildings need to be sound enough to survive earthquakes and hurricanes.

The Urban Design concern with the need for health, has historically been with the distribution and location of facilities so that people have an easy access to them and designing of open spaces that promote a healthy environment. Additionally, the planning of infrastructure and sewerage systems in living environments has a strong link in terms of responding the need for health.

The third subtitle within the physiological needs is the developmental needs. A concern for the healthy development of a body has become important for many people especially in industrialised cities. For the high-income groups, it is relatively easier to reply this type of need in specially designed centres. "The Urban Design concern here is with providing people with opportunities to exercise their bodies and to increase their physiological competence through the self-testing of their abilities." (Lang 1994, p:221)

In meeting comfort needs, the Urban Designer faces a considerable variation in the demands of individuals that is based on physiological and psychological reasons. But in general, the main concern replying this type of need will be in a way that provides easy access to the located facilities, and location of activity spaces so that they give access to sun light, shade breezes and other specific climatic properties. Using of street furniture elements that are safe, comfortable and ergonomically is also strongly related with the satisfaction of comfort needs.

Related with the physiological needs, creating barrier free environments has earned considerable popularity especially in economically developed countries. Physiologically impaired people no longer ask for specially designed entrances or specially designed transportation systems. They need this type of design considerations in everyday environment. So the goal of creating barrier free environment can be best summarised as allowing disabled people to be participants in life rather than spectators.

Consequently, in specifying how to design the built environment to meet physiological needs, much depends on individuals' expectations, which are in turn, based on their habituation levels. And we, as Urban Designers, should seriously take account the physiological needs in order to succeed liveable and desirable urban environments.

5.2.2. Safety and Security Needs

Once the physiological needs concerning the survival, health, developmental and comfort needs are satisfied, people tend to fulfill their other

needs, particularly the safety and security needs. In the origin, these needs are based on physiological and psychological protection. The former one is related with the physical harm. People are in need to keep themselves safe from physical harm – from the natural elements, human elements and from artificially created elements of the environment such as cars and unsound buildings. The latter one is related with having a sense of place. “Humans also have the need to be psychologically secure, to have control over the environment, to know where they are in space and in time, to not be socially or physically lost.” (Lang 1994, p:158)

In order to fulfill safety and security needs, it is essential to determine the sources of people’s insecure feelings. These feelings vary considerably with the effects of differences in personality, cultural background and geographical location. In general, the sources of people’s insecure feelings can be classified as below:

- “Harmful bacteria and pollutants,
- Natural events of the biogenic world,
- Elements of the artificial environment – the built environment and the machines we use,
- The antisocial behaviour of segments of the population.” (Lang 1994, p:235)

The Urban Design concern with each of these sources, displays a various characteristic but in the origin related with the first one, the concern is with the provision of good sanitation and the location of noxious facilities far from the living environments. Related with the natural events of the biogenic world, we think of earthquake, flood, volcanic eruption and so on. The Urban Design concern with these events, is generally determined by zoning regulations of the settlement.

Related with the third one, the urban design concern is with both people on foot – pedestrians – and people in vehicles – drivers – in terms designing safe highways and public transit systems, intersection configurations, lane

widths and so on. Related with the antisocial behaviour, we face antisocial activities of individuals in public places in terms of criminal events, vagrancy, vandalism, drug taking and so on. Although crime is a social problem and Urban Design deals with symptoms not the problem itself, it is possible to develop physical design responses to the increasing antisocial activity ratio in living environments.

On the other hand, people also have innumerable security needs concerned with psychological ones. Among these needs, it is possible to mention the need to have a privacy for activities, the need to have control over the physical environment, the need to know where they are in space and time and the need to orient themselves with finding the ways easily through the city or public places. "The ways in which safety and security needs are fulfilled have much to do with the nature of the social organisation of society, but the layout of the environment also affords or denies the possibility of many kinds of behaviour that are necessary for them to be fulfilled." (Lang 1994, p:158)

5.2.3. Affiliation Needs

In today's industrialised, dense metropolitan areas, participation in a supportive social system is vital for the healthy development of individuals both physiologically and psychologically. Being a member of a specific group or organisation provides the individual affection, support and identity. The satisfaction of the affiliation needs differs for both individuals and groups of people. But in the origin, the Urban Design concern with the satisfaction of these needs is manipulating the environment in a way so that it can enhance people's abilities to fulfil their needs for affiliation. In fact, it is the design decisions of the physical environment that determines the possibility of social relationships in a society.

In order to meet the needs for affiliation, there are three ways for an individual. The person can be a member of a formal organisation, a kinship system or a communal organisation or a member of all of them. "Membership in a kinship system, as just similar to other organisations, carries with it a set of

expectations of their behaviour toward oneself.” (Lang 1994, p:253) In time these behaviours provide a sense of identity through the celebration of special days of a community such as “Thanksgiving Day” of American society or religious feast days of Turkish society such as “Bairams”.

Almost all people in modern societies are members of a number of social systems according to their stage in life cycle, socio-economic status and the activities in which they engage. In other words, they are members of organisations. Simon Gottschalk differentiated the organisations into two as formal and communal ones. As it is stated in Table 5.2. in detail, formal organisation is generally oriented toward a specific goal and the relationships between the members are linked by a kind of contract. This contract defines the roles and obligations of individuals and hence it is possible to talk about a formal hierarchy between the members of this type of organisation. However, a communal organisation is not oriented toward a specific defining goal. The members are not linked by a contract, but by generally understood rules for co-operation. The members of communal organisations play a variety of roles and no formal hierarchy occurs. The Urban Design concern with communal organisations, is to provide physically-appropriate environments which allow the development of such organisations in the society.

In today’s dense metropolitan areas, the rate of crime has been increasing among the members of community. There are, undoubtedly, a wide range of effects that provide the appropriate setting for these criminal tendencies. Among these effects, it is possible to mention the inequalities in the incomes of individuals, expensiveness and difficult living conditions, insufficiencies in education system and the concept of individualism that has taken the priority in the community as a result of all the items mentioned above. As mentioned previously, membership in a social organisation provides the individual affection, support and identity. The lack of appropriate physical settings that enhance the relationship and interaction between the members of community, accelerates the individualisation process in our cities. The creating of such places, thus, makes people live in a healthy way both physiologically, mentally and emotionally while responding the need for affiliation.

Table 5.2. Similarities and Differences Between Formal and Communal Organisations

Some Similarities Between Formal and Communal Organisations	
<ol style="list-style-type: none"> 1. Both are solidary interactional systems. 2. Both are relatively highly institutionalised in that they possess a developed normative structure, a high level of value consensus, and patterned reciprocal expectations. 3. Both may include subsystems of their own as well as the opposite type. 4. Sentimental collectivity orientations (loyalty, commitment) are a variable. 	
Differences Between Formal and Communal Organisations	
(Each of the dimensions may be considered as representing a continuum.)	
Formal Organisations	Communal Organisations
<ol style="list-style-type: none"> 1. Oriented toward a specific defining goal. 2. Functional collectivity orientation. 3. Linked by contract, i.e. by specified and limited co-operation. 4. Mechanistic interaction. 5. A variety of roles and a formal hierarchy. 6. Normative, utilitarian, and coercive forms of power are legitimate. 7. Created externally or by its elements 8. The inclusive system defines the roles of the subsystems. 	<ol style="list-style-type: none"> 1. Not oriented toward a specific goal. 2. No functional collectivity orientation. 3. Linked by generalised co-operation (active and passive). 4. Structured freewheeling. 5. A variety of roles but no formal hierarchy. 6. Only normative power is legitimate. 7. Generated by its elements. 8. The inclusive system is defined by the subsystems.

(Source: Lang 1994, p:22)

In the origin, this category of needs includes the need to be with others – a desire to please and win affection. “The cost of these needs being unmet may well be psychologically high, causing feelings of anxiety and often resulting in a withdrawal from society. Such isolation results in a lack of a feeling of psychological insecurity.” (Lang 1994, p:159)

5.2.4. Esteem Needs

Almost all people have a need for self-respect or self-esteem. But not everybody strives for the fulfilment of this need to the same degree. This is strongly influenced by the individual’s socialisation process and the cultural frame of the society. In the origin, there are two sets of esteem needs: the need to hold oneself in high esteem, and the need to be held in esteem by others – in other words to have prestige or reputation. “In a good society, people strive to fulfil their need for esteem through socially acceptable channels, but too often antisocial mechanisms, such as deceitful or criminal means are used.”(Lang 1994, p:280)

In considering the fulfilment of esteem needs as one of the functional goals of Urban Design, the Urban Designer is concerned with the provision of opportunities for various activities. And in this respect, there are three basic concerns with which Urban Designers have to deal with:

1. “ the need for people who are going to use places to be participants in the designing process,
2. the need to ensure that the behavioural opportunities for exploration and learning are provided in the future designs,
3. the need for symbolic aesthetics of the future environments to fulfil people’s needs for self-esteem in their own terms.” (Lang 1994, p:297)

In other words, the Urban Designer should be able to create places that have different tastes, different symbolic meanings for the people. The overall configuration and distribution of buildings, the architectural character and the

character of the open space, the components of both the artificial and natural environment, the nature of the illumination by day and night, their colours, and moreover the non-visual environment such as odours and sounds each have different symbolic meanings for people.

Consequently, if the main goal in Urban Design process is to manipulate the environment so that it fulfils the need for esteem as well as the other human needs, then the design process and formulation of the design guidelines all need to be aimed at meeting the items stated above.

5.2.5. Self – Actualisation Needs

Self-actualised people are those who concentrate more on the problems at hand rather than with boosting their own egos. In other words, they are problem-centred rather than self-centred. They also have a strong social interest in people and in democratic values and attitudes. Opportunities or outlets for them to pursue these needs and contribute to the improvement of the world are what they will seek. And in order to seek these ends, they will participate in community organisations. If such organisations do not exist within the community, they may well initiate them.

As self-actualisation process is more related with psychology and inner-directed in their behaviour, there is little to do in the layout of the environment that is required to meet their needs. "An environment rich in aesthetic experiences and cognitive needs – both in terms of experience and opportunities for expression – will meet the needs of self-actualised and also self-actualising people". (Lang 1994, p:300) Aesthetic needs are important because the aesthetic quality of the built and natural environment is an important mechanism in attaining a sense of belonging and a sense of self-esteem. In order to meet their basic needs, people require a continuing process of learning to deal with their biogenic and sociogenic environments. To be a fully self-actualised person, there is also need to understand, to organise, to analyse, to look for relationships and meanings and to constitute a system of values for their own sake and not for any external reward or expression of self.

5.3. The Interaction Between Behaviour, Need and the Community Centre Design

The success of a public space manipulated by Urban Design process is determined by its both users and non-users. In this determination, particular characteristics which the site offers, undoubtedly effect the use of the space by the members of community. Especially the degree to which the basic human needs are fulfilled and the consideration of these needs as the basis for design guidelines development, play a central role in the use of a place by its inhabitants.

Since the concern of the thesis is with the suggestion of design criteria for Community Centres, we face a wide range of user groups. As previously mentioned, Community Centres are places which gather both young and old members of community regardless of age, race, religion, gender, interest and ability while offering a wide range of leisure-time activities. In this respect, there is no limitation in the types of user groups that will use the designed Community Centre. And this means, a numerous design criteria should be developed that address the needs of various types of user groups.

In any design process, whether this be a Community Centre design or another type of space design, the concern of the fulfilment of basic human needs should successfully be pointed out, if the main aim is to create physically, physiologically, psychologically and sociologically appropriate, liveable centres for the community. As George Tobey stresses in his book "A History of Landscape Architecture", the relationship of people to the environment suggests that the values, habits, objectives of the community's citizens must be addressed , if community is to be achieved. In order to create places that strengthens the notion of community and maximises the social interaction among the members of community; behaviours and needs of user groups should seriously be considered in design process.

User needs in terms of physical, psychological and sociological factors include briefly the ones stated below:

- the need for sensory places
- the need to feel safe and secure
- the need to have personal and group space
- the need for diversity, mobility, self-development and surprise
- the need for belonging
- the need for beauty and aesthetic pleasures. (Greene 1992, p:180)

Being Urban Designers, we must consider three categories of human factors in our designs. These factors are physical, physiological, and psychological ones which are related with the inner condition of the individual. Examining these factors in detail will be helpful in considering human factor in the design process.

5.3.1. Physical Factors

Physical factors are concerned with the relationship between physical shape of the non-human environment and the size of the human being. The appropriateness of the physical properties of users to designed areas plays a central role in the success of design.

In the consideration of Urban Design with the physical factors, we can give the design of pedestrian paths as an example. When a pedestrian path is designed, the designer should consider the general standards belonging to a person with an umbrella, with a baby stroller or a disabled user in a wheelchair so as to create physically conflict-free environment. Also when a Community Centre is designed including platforms of several levels, ramps with an appropriate slope should be provided next to stairs for the disabled users as well as for the vehicles in case of an emergency.

The furnishing of the outdoor environment with appropriate street furniture is an important part of the design process. The dimensions and forms of the associated street furniture, thus, gain vitality in consideration of the physical factors in Urban Design process. Design criteria concerned with the

physical factors will be developed in the following chapter but in summary we as Urban Designers must consider the human and its physical properties seriously in order to achieve successful and desirable outdoor environments that are designed in relation to the form and shape of the various types of user groups.

5.3.2. Physiological Factors

The second human component in design, is the physiological factors and these factors are relatively easier to specify than the psychological ones. Because “the psychological needs result from the interaction of the inner biological condition of an individual with the surrounding environment” (Laurie 1975, p:155). The basic needs of human are easy to predict, like physical safety, safety and ease of accessibility in transportation modes, protection from air and visual pollution, microclimatic factors, noise and so on. The designer should have an ability to manipulate the design area in a way that it best responds to the basic physiological needs of user groups.

Since the basic concern of the thesis is with Community Centre design, it is possible to develop a wide range of design criteria concerned with these factors. But as an example, shelter and canopies should be included in space designs in order to provide a comfortable access through the activities while preventing users from the negative effects of microclimatic factors both in summer and in winter. Similarly, restrictions around fountains whether by plants as natural components or by fences, and handrails through stairs and ramps high enough for children and disabled are all requirements resulting from safety regulations concerned with our physiological needs. Thus, we, as Urban Designers, should take account the physiological factors in design in order to succeed liveable and desirable urban environments.

5.3.3. Psychological Factors

The last human component in design, is related with the human psychological and social needs, behaviours and tendencies. The fulfilment of these factors in relating to the form of the design area, is probably the most difficult of all. The difficulty, undoubtedly, lies in the wide range of variables all influencing and determining the needs of individuals. For sure, we as individuals, have some psychological needs some of the time and other needs at other times. We do not have all needs all the time. And there are times when some of our needs are stronger than the others. These needs generally include the need for safety, security, clear orientation, privacy, identity, sense of personal uniqueness, self-realisation, personal creativity, aesthetical appearance, dominance power and territory.

We have mentioned the basic human needs according to Maslow's classification in detail in the previous pages. The concern of Community Centre design with these needs can be fulfilled with the arrangement of places that encourage the social interaction between the different user groups as much as the similar ones. Similarly the design and grouping of the benches around playgrounds may allow for the interaction of parents while having a control over their children. Similarly, the arrangement of spaces so that they are free from ambiguity and the selection of paving surfaces that provide information about the place are some of the details concerned with the psychological factors in design process.

Chapter 6

MISSIONS OF COMMUNITY CENTRES AND THE TYPES OF ACTIVITIES AVAILABLE IN THESE CENTRES

The possible types of user groups and their basic needs are determined within the previous chapter in order to succeed a functionalist Community Centre design that meets the basic human needs for physiological, safety-security, affiliation, esteem and self-actualisation. The gathered information, undoubtedly, provides an important substructure but it is not satisfying enough for suggesting design criteria for Community Centres. In order to make it more satisfying, we need to know the basic missions of these centres that make them popular among the members of community. Additionally, we need to know the types of activities that take place in Community Centres and their general design requirements in order to develop a sound discernment for the suggestion of design criteria.

In order to succeed the items mentioned above, internet and literature surveys are made and approximately forty Community Centres are examined world-wide, most of which were found in internet and the rest from the periodicals. In this respect, this chapter concentrates on the missions of Community Centres as social organisations, the types of activities available in these centres and the general characteristics of these activities in terms of design considerations. It must be mentioned that, it is highly difficult to make an analysis among the forty Community Centres examined world-wide that is based on a common ground, since the information gathered does not include standardised data.

6.1.The Missions of Community Centres as Social Organisations and Selected Examples

In most of the countries, Community Centres are considered as the most popular method of organising the community by reconstructing the neighbourhood through various kinds of activities and programs in which all people are to participate. The distinctive characteristic of this type of community organisation, undoubtedly lies in its direct concern with the members of community rather than with the agencies that are working on their behalf. In this respect, the main missions of Community Centres denote once again how these centres are approbated as the unifying element in the community that gather people under a roof while providing a variety of social services in a most economical way. In order to have brief idea, it is possible to state the main missions of Community Centres which have been established abroad as follows:

- To serve low and moderate income families through educational, recreational, cultural, social and community service endeavours.
- To meet the social, emotional and community needs of the residents.
- To highlight the image of the people from different religions (Chinese, Italian, Jewish, etc.) in an area.
- To provide a place where children, teenagers and families can get together.
- To give possibility to the notion of untenable community caused by contemporary life.
- To be a leader in promoting a sense of community, personal and family growth, physical fitness and enjoyment through high quality affordable programs.
- To create a community of culture and concern and to cut across the barriers that divide people like race, religion and social status.
- To advocate for solutions to problems which affect low and moderate income families.

- To provide facilities and organisational sponsorship for community education and community cultural events for the residents.
- To provide the potential for a focus and heart.

In addition to this, the widespread opinion in world's developed countries about Community Centres, successfully stresses the importance of these centres in any community. In this statement the goal of these centres is stated as:

GETTING INVOLVED AND MAKE SOMETHING POSSITIVE HAPPEN.
THAT'S WHAT THE COMMUNITY CENTRE IS ALL ABOUT.

Indeed, these missions are certainly sufficient enough to evoke "a sense of community" on the citizens of a region. This is probably the reason of why in most of the countries Community Centres have been an integral part of the social life of the residents since they were established in the 1930s. Similarly these centres are generally admitted as the most economical method of providing a variety of services for people of different age and gender.

Before concentrating on the typical and special activities offered in Community Centres world-wide, having some detailed information about some of the examined community centres will be useful. In this respect, five community centres will be examined below, as they successfully feature the characteristics of these centres in terms of space requirement, site and ground level plan, missions and the offered activities. The detailed information about the rest of the examined Community Centres world-wide and their web addresses can be found in the Appendix section.

6.1.1. Irvington Community Centre

"The American residential suburbs usually look like an instinct mass of houses with no clear hub or centre. This is indeed the case with the town of Irvington in the outskirts of Fremont, California." (L'ARCA 1997, p:37)

The local council of Irvington - a town which has a population of almost two-hundred thousand, has decided to build a community centre to provide a place where children, teenagers and families can gather together.

The design programme of the centre involves sports, recreation and congregation spaces and covers a surface area of approximately 1500 m². The location of the centre, one side facing the road and the other facing the park, symbolise the centre's twin function for both leisure and civic purposes. The biggest facility in the centre is the gymnasium. The community meeting room, nursery school and all other services are also available. (L'ARCA 1997) Figures 6.1. and 6.2. show the aerial view and the ground floor plan of Irvington Community Centre.

6.1.2. The Italian Community Centre

The Italian Community Centre highlights the image of Italian people in Milwaukee while providing a centre for all the city's residents. With its strategic location – closely connected with the network of regional highways as well as with important districts of downtown Milwaukee – the Community Centre acts as a focus for the new urban development and holds a leading role in the organisation of the physical and qualitative growth of the city. (L'ARCA 1990)

The area of the site, on which the centre will be located, is approximately 61200 m² and according to the phased implementation, the initial phase is intended to accommodate the Italian Community Centre facilities. The centre occupying the north band of the site will include offices, cultural and multi - purpose rooms, banquet hall, exhibition space, conference rooms and sports activities. Parking lot under the piazza is also available owned by the Italian Centre. (L'ARCA 1990) Figure 6.3. shows the main level plan and Figure 6.4. shows perspective view from north-west showing the raised plaza connecting all the buildings.

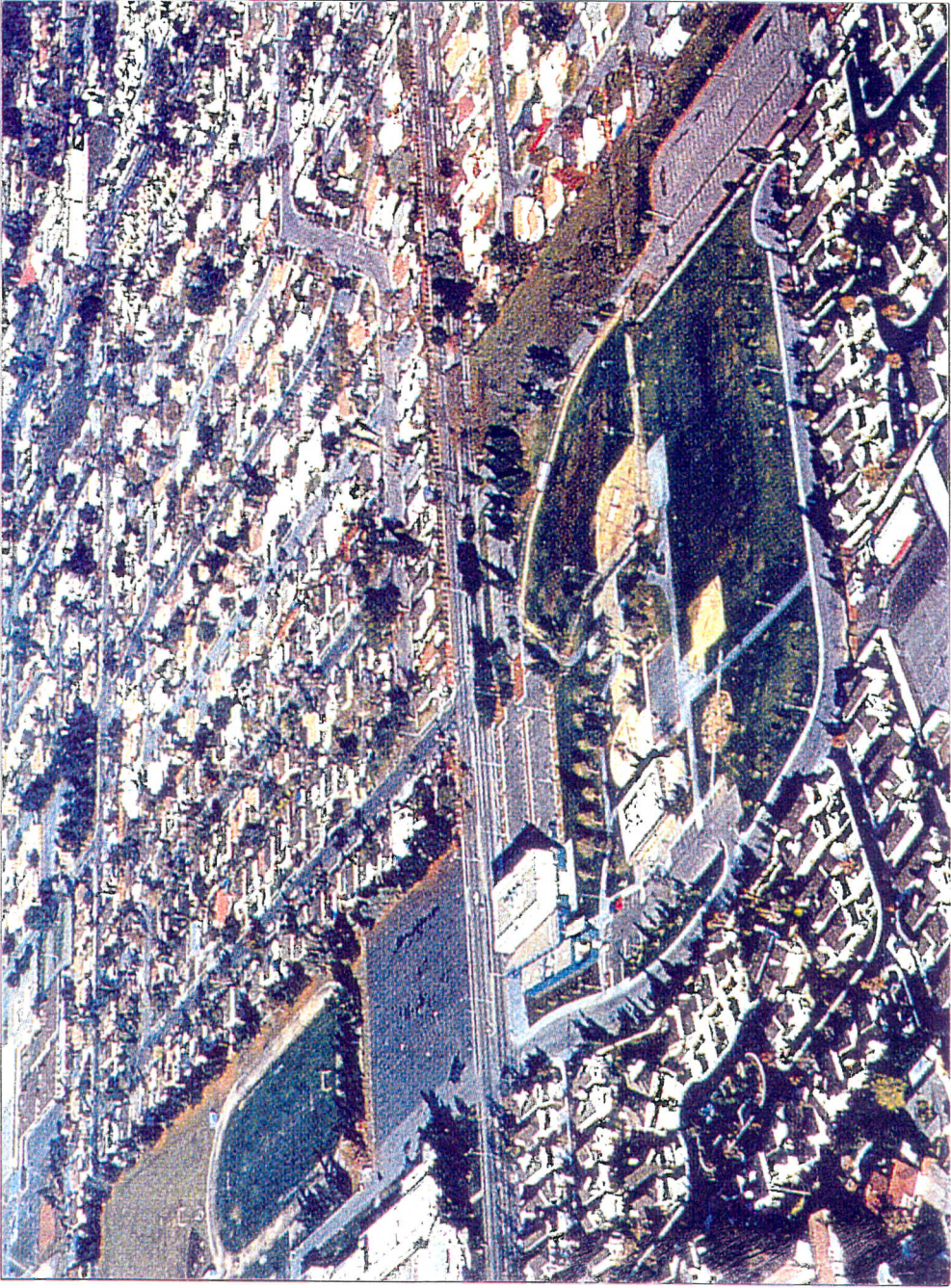


Figure 6.1. The Aerial View of Irvington Community Centre

(Source: L'ARCA, Wood, 1997, p:36)

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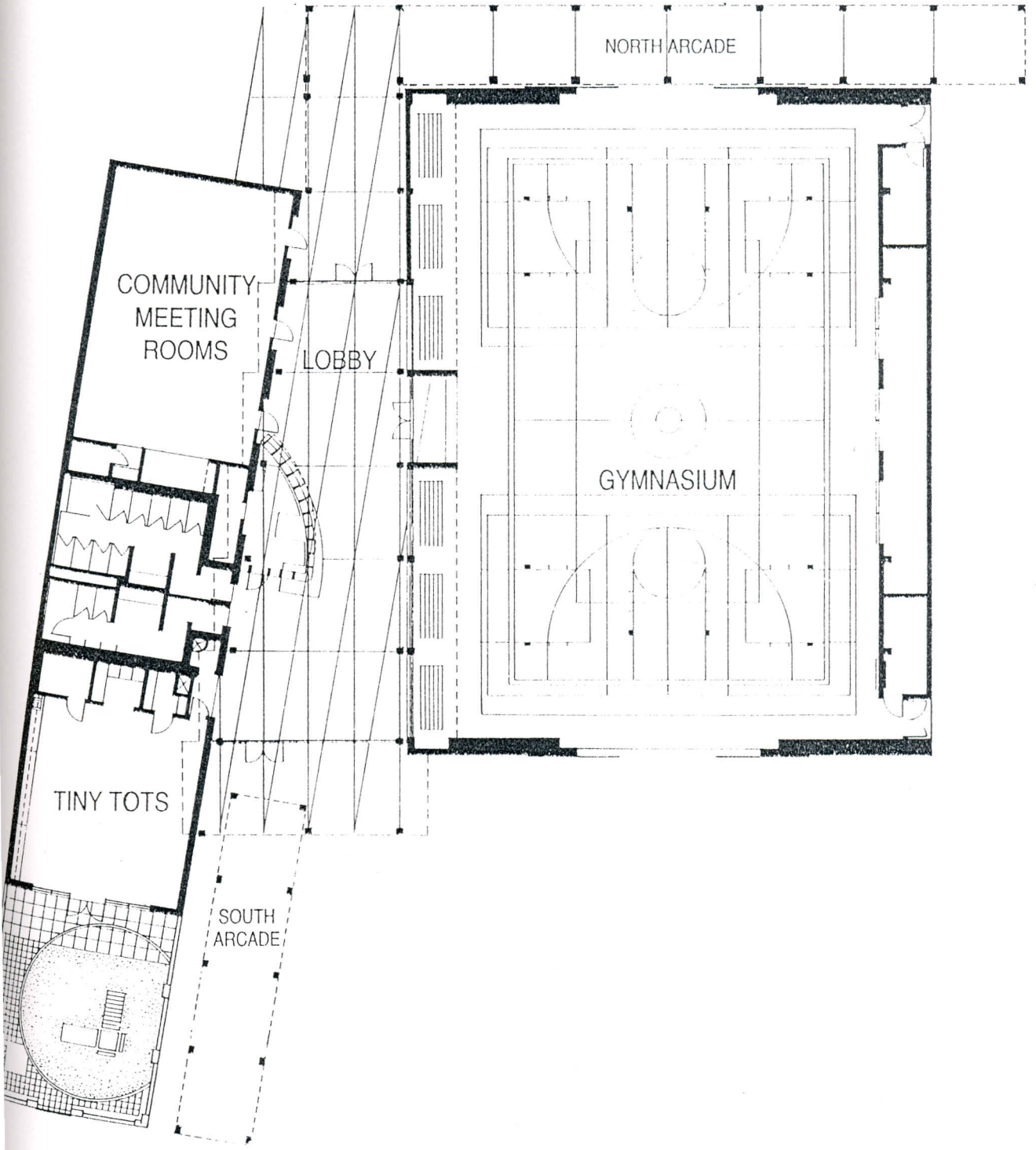


Figure 6.2. The Ground Floor Plan of Irvington Community Centre
 (Source: L'ARCA, Wood, 1997, p:39)

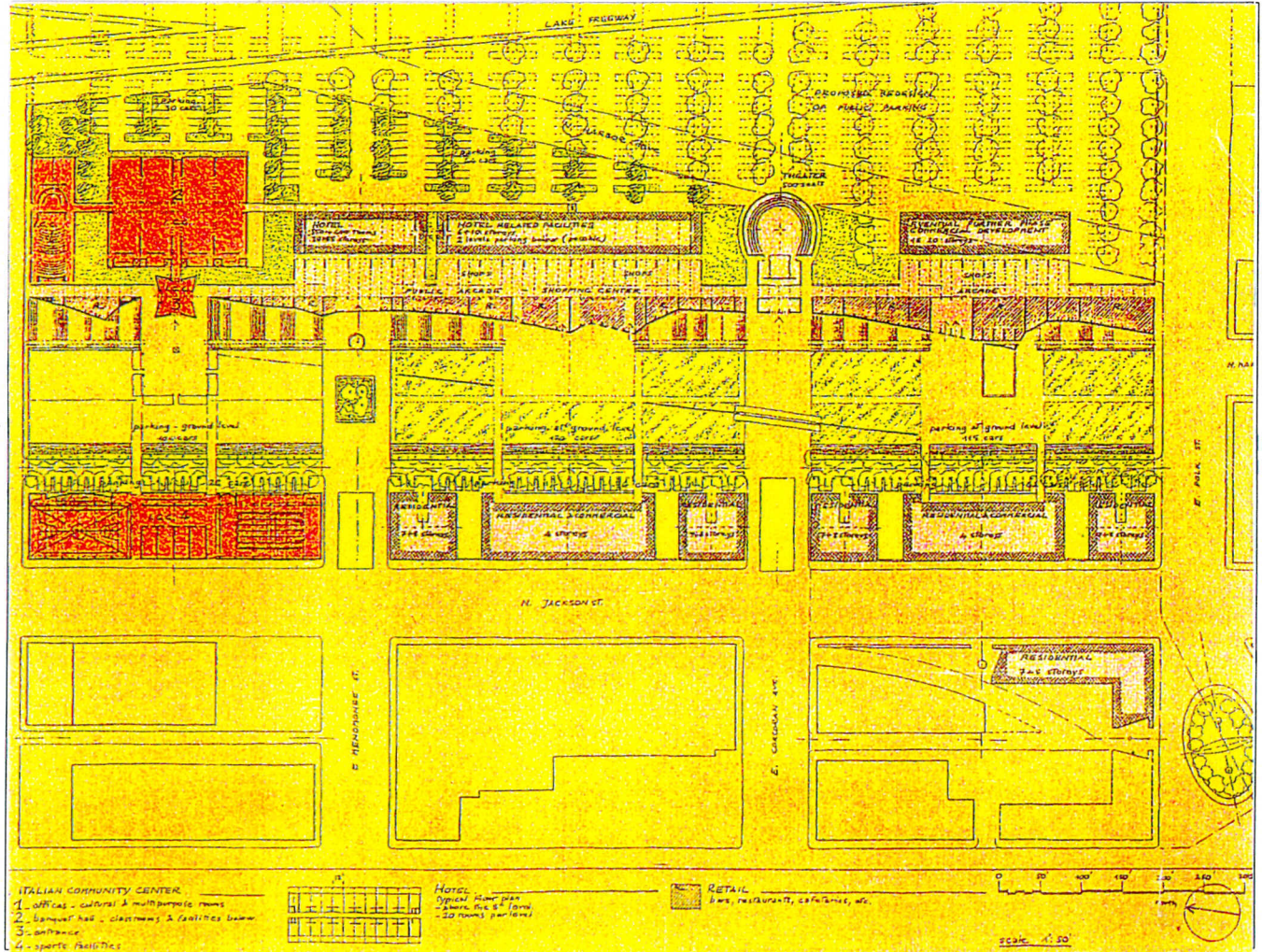


Figure 6.3. The Main Level Plan of the Italian Community Centre

(Source: L'ARCA, Urban Environments, 1996, p:14)

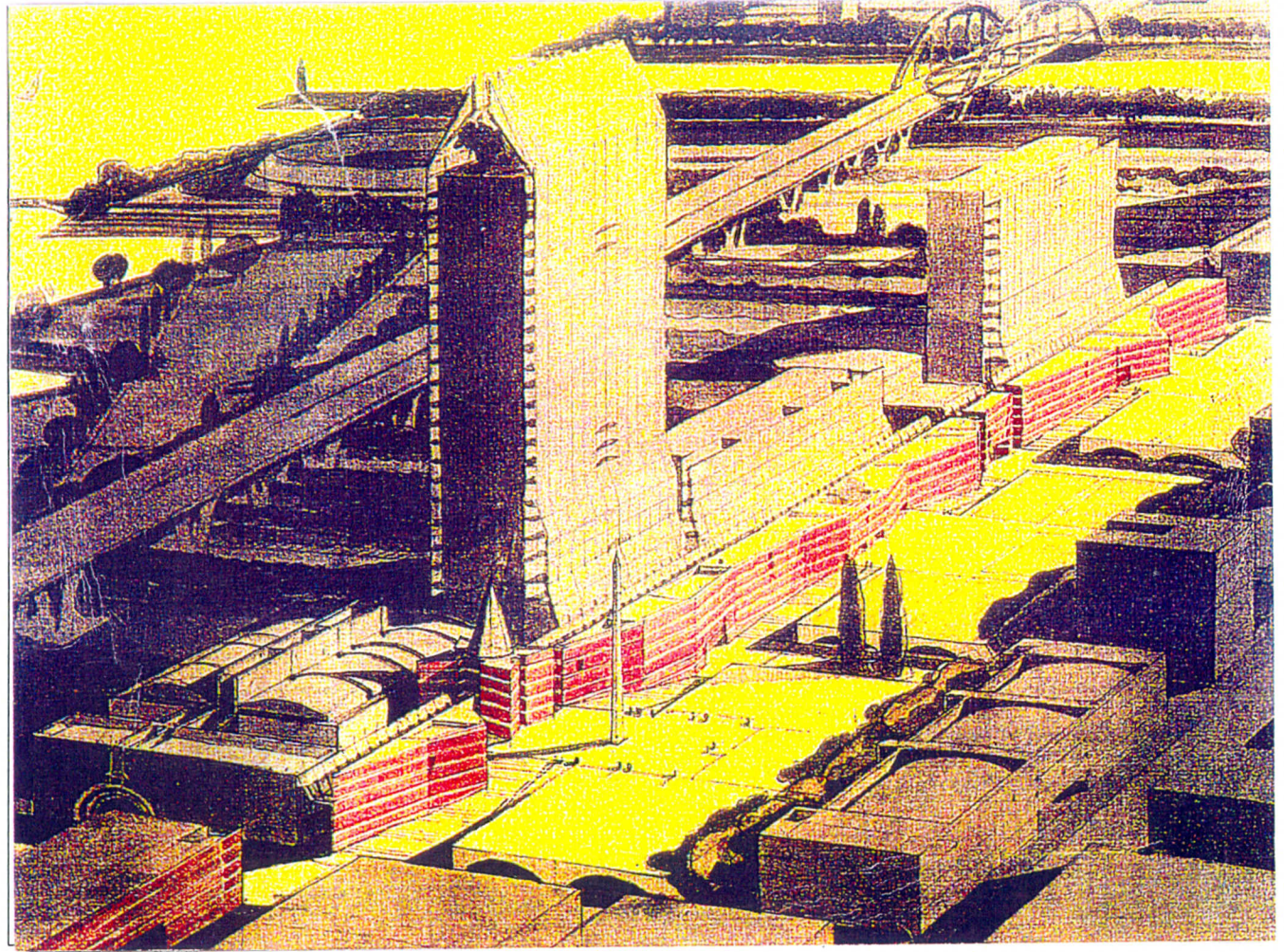


Figure 6.4. A Perspective View from the Italian Community Centre
(Source: L'ARCA, Urban Environments, 1996, p:14)

6.1.3. Higashinagaya Community Centre

The project for a district centre and regional care plaza is part of a plan for the 21st Century being promoted by the City of Yokohoma. The project consists of a community centre including a gymnasium, and a day-care centre for the elderly. The design programme involves; gymnasium, library, restaurant, meeting and multi-purpose room, workshop, playroom, consulting room and bathroom facilities. The city is aiming to build one such facility in each 1.5km square area.

The project has a site area of 3026 m², building area of 1981 m² and total floor area of 2904 m². The projected completion date of the centre is stated as March 1997. (J.A. 1995) Figure 6.5. and 6.6. show view from south and view toward the volunteer activity corner. Figure 6.7. show the first and second floor of the Higashinagaya Community Centre.

6.1.4. Curtis Park Community Centre

Curtis Park Community Centre, was incorporated as a non-profit agency in 1966 to establish a multi-faceted service agency meeting the needs of the residents of the Curtis Park area. The Community Centre serves the Cole, Whitter and Five Points neighbourhoods directly with some outreach programmes in the surrounding communities. The identified five areas of programmatic emphasis are stated as below:

1. Physical Education, Athletics and Recreation: This programme provides community residents with opportunities to participate in basketball, football, softball, volleyball, swimming, t-ball, soccer, tennis, fishing, boating, open gym and organised league sports.
2. Emergency Services: Curtis Park Community Centre, offers a Food and Clothing Bank ready to provide materials to the residents in case of an emergency.
3. Community Cultural Enrichment

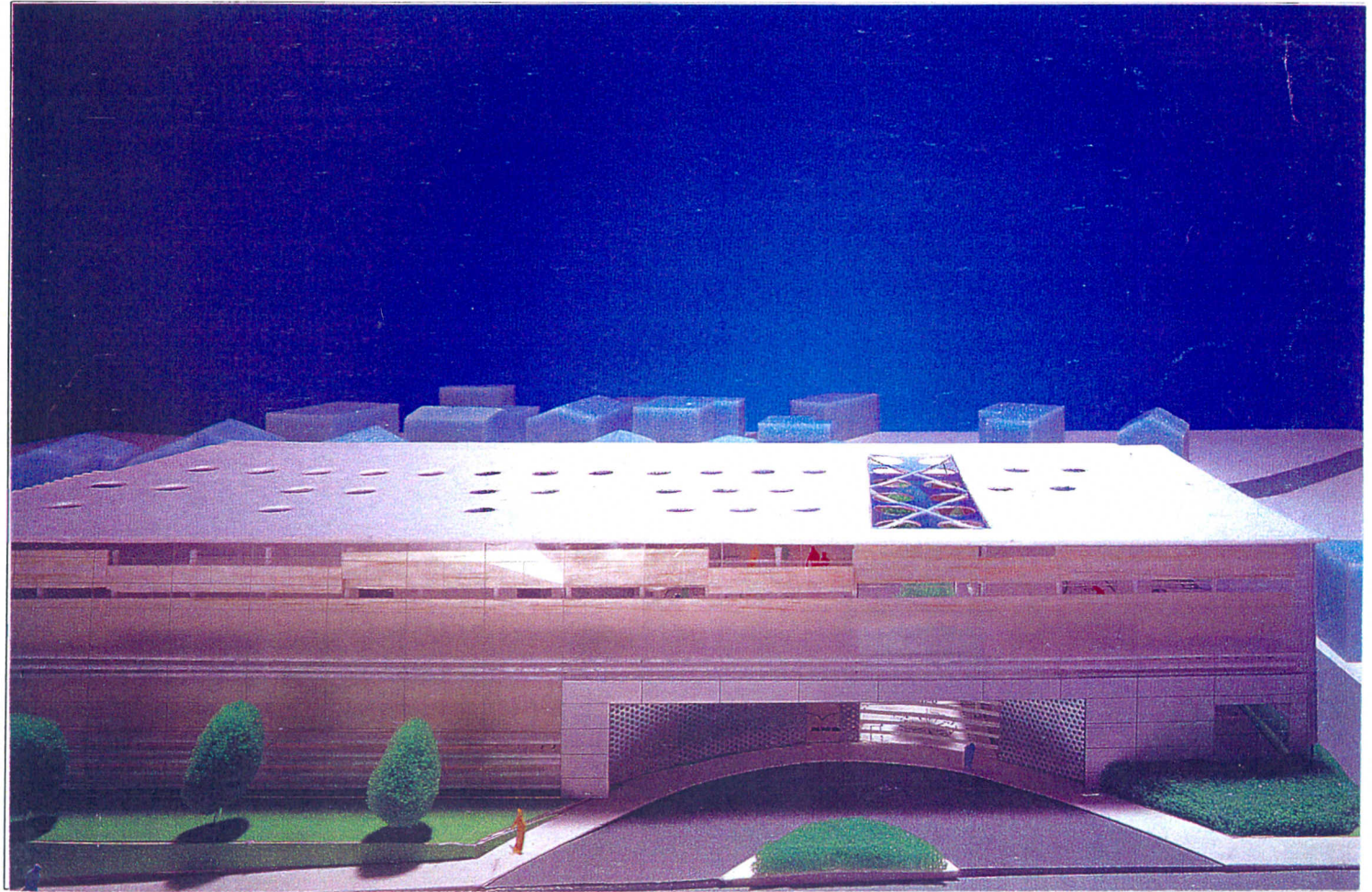
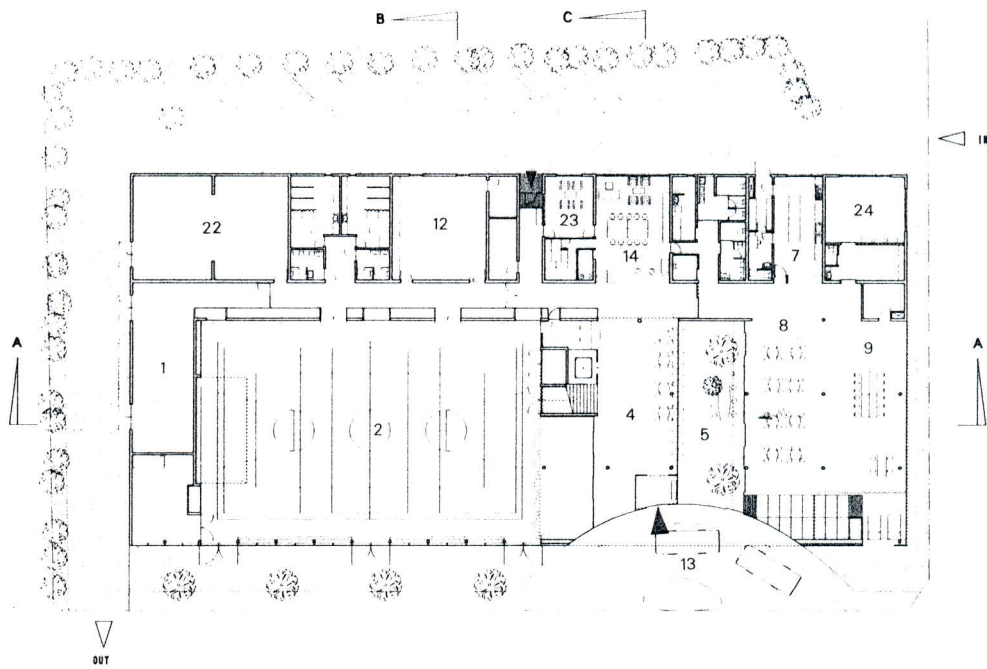


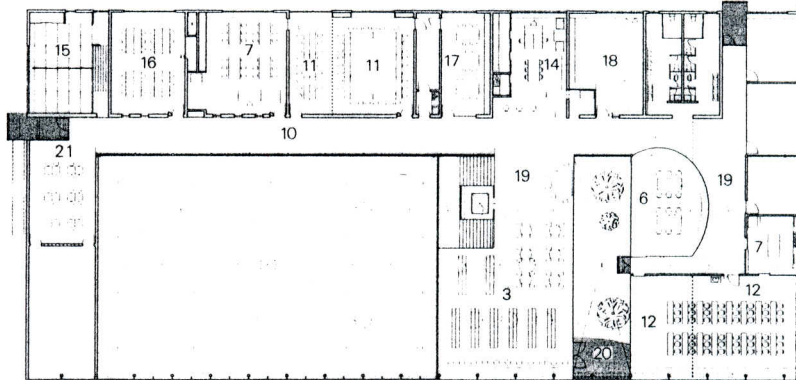
Figure 6.5. View from the South of Higashinagaya Community Centre
(Source: Japan Architecture 19, 1995, p:103)



Figure 6.6. View from the Entrance Facade of Higashinagaya Community Centre
(Source: Japan Architecture 19, 1995, p:103)



First floor; scale: 1/600.



- 1 ELECTRICAL ROOM
- 2 GYMNASIUM
- 3 LIBRARY
- 4 COMMUNICATION LOBBY
- 5 COURTYARD
- 6 VOLUNTEER CORNER
- 7 KITCHEN
- 8 RESTAURANT
- 9 DAYROOM
- 10 GALLERY
- 11 MEETING ROOM
- 12 MULTI-PURPOSE ROOM
- 13 MAIN ENTRANCE
- 14 OFFICE
- 15 JAPANESE-STYLE ROOM
- 16 WORKSHOP
- 17 GROUP ROOM
- 18 PLAY ROOM
- 19 LOBBY
- 20 TERRACE
- 21 RECREATION CORNER
- 22 MACHINE
- 23 CONSULTING ROOM
- 24 BATHROOM

Second floor.

Figure 6.7. First and Second Floor Plans of the Community Centre
(Source: Japan Architecture 19, 1995, p:105)

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4. Summer Day Camp: The centre provides a day camp offering opportunities for recreation, crafts, education, special events, field trips and camping.
5. Education and Employment: This programme includes;
 - After School Care Programme
 - Tutorial Programme (an invaluable resource for elementary and Junior High students who have academic difficulties)
 - Adult Career Education Services Programme
 - The Shelter Day Care Programme: Provides children from infancy to five-years-old who are living in homeless or domestic violence shelters with a nurturing day-care setting.
 - Junior High Community Helper Programme: Youth between 11-15 receive job skills training and opportunities for employment.
 - USWEST Community Technology Centre: Offers free computer skills training and internet to youth and adults in the community.
(<http://curtis.park.org/>)

6.1.5. Sherman Heights Community Centre

“With the demise in America of both the church and town square as vehicles for public identity and social catalyst, the neighbourhood community centre has become an important civic building providing the potential for a focus and heart.” (Quigley, 1995, p:64) Sherman Heights is an older, crime plagued but vibrant, multi-cultural, residential neighbourhood close to the city chore.

Sherman Heights Community Centre was created through a community workshop series, in which participants actively determined the building program, architectural image, and urban design character of the centre and adjacent park. The project mainly consists of a new building of about 1161 m²,

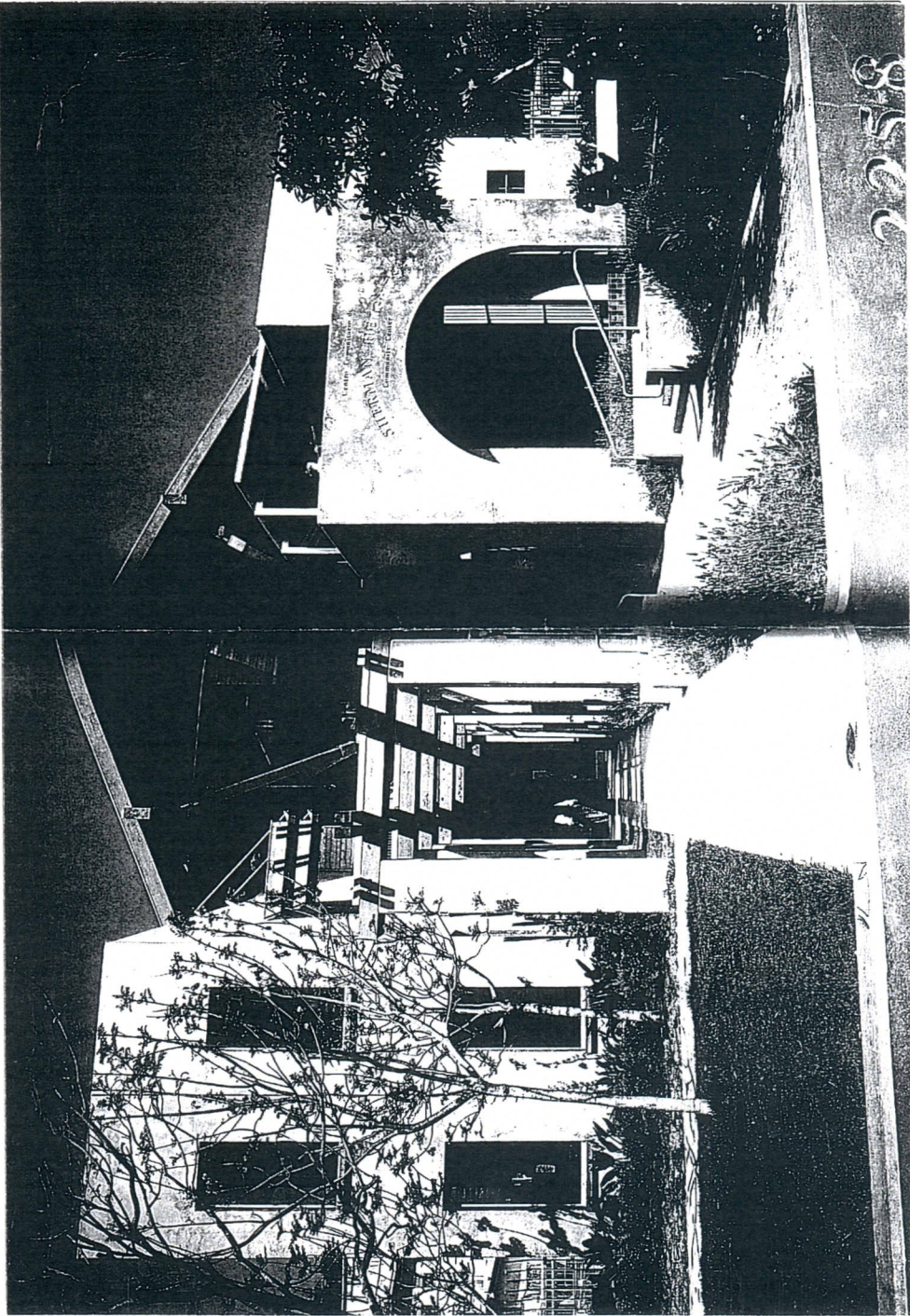


Figure 6.8. Sherman Heights Community Centre
(Source: Architecture and Urbanism, 1995, p:66)

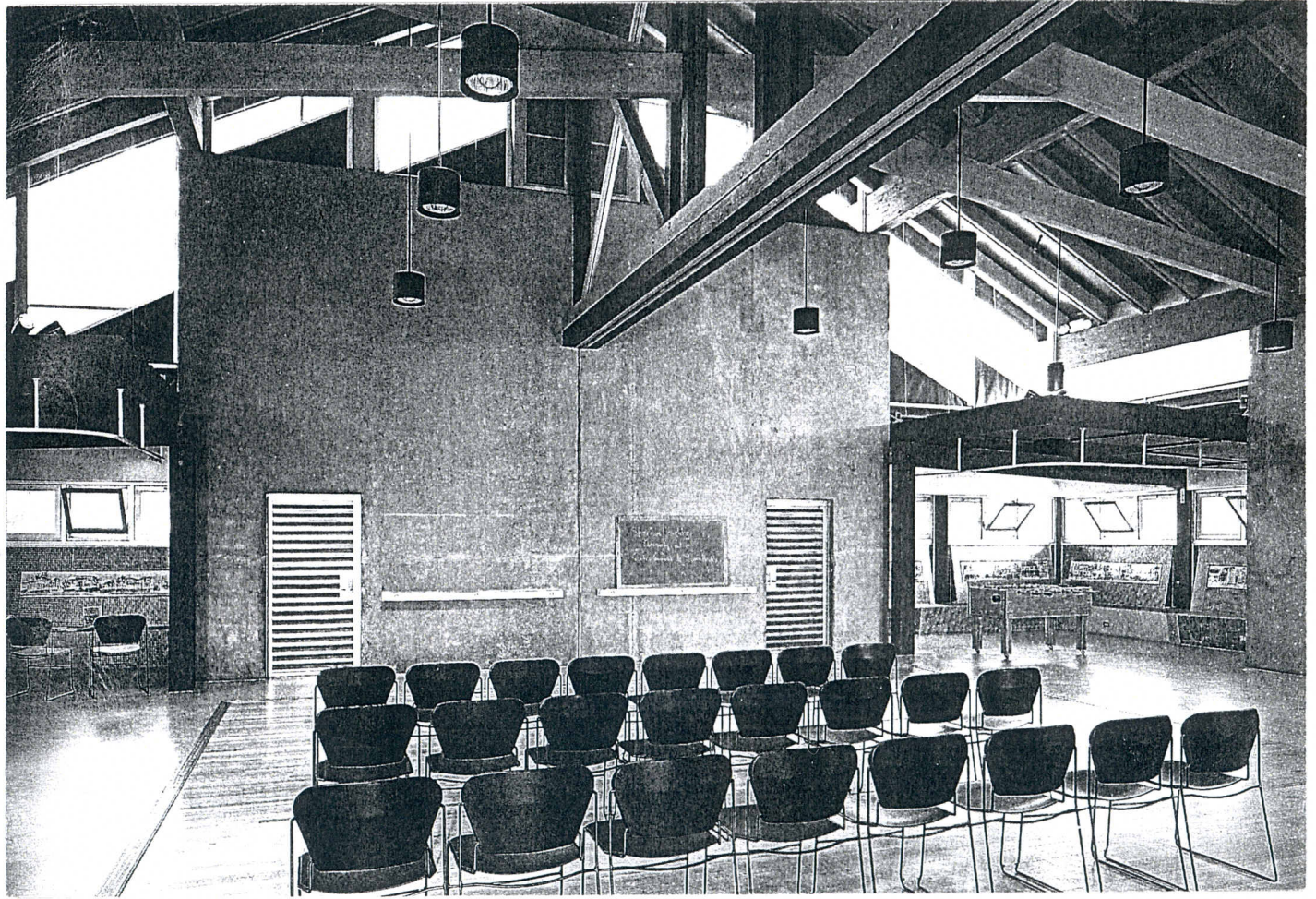


Figure 6.9. View from the Multi-Purpose Space
(Source: Architecture and Urbanism, 1995, p:68)

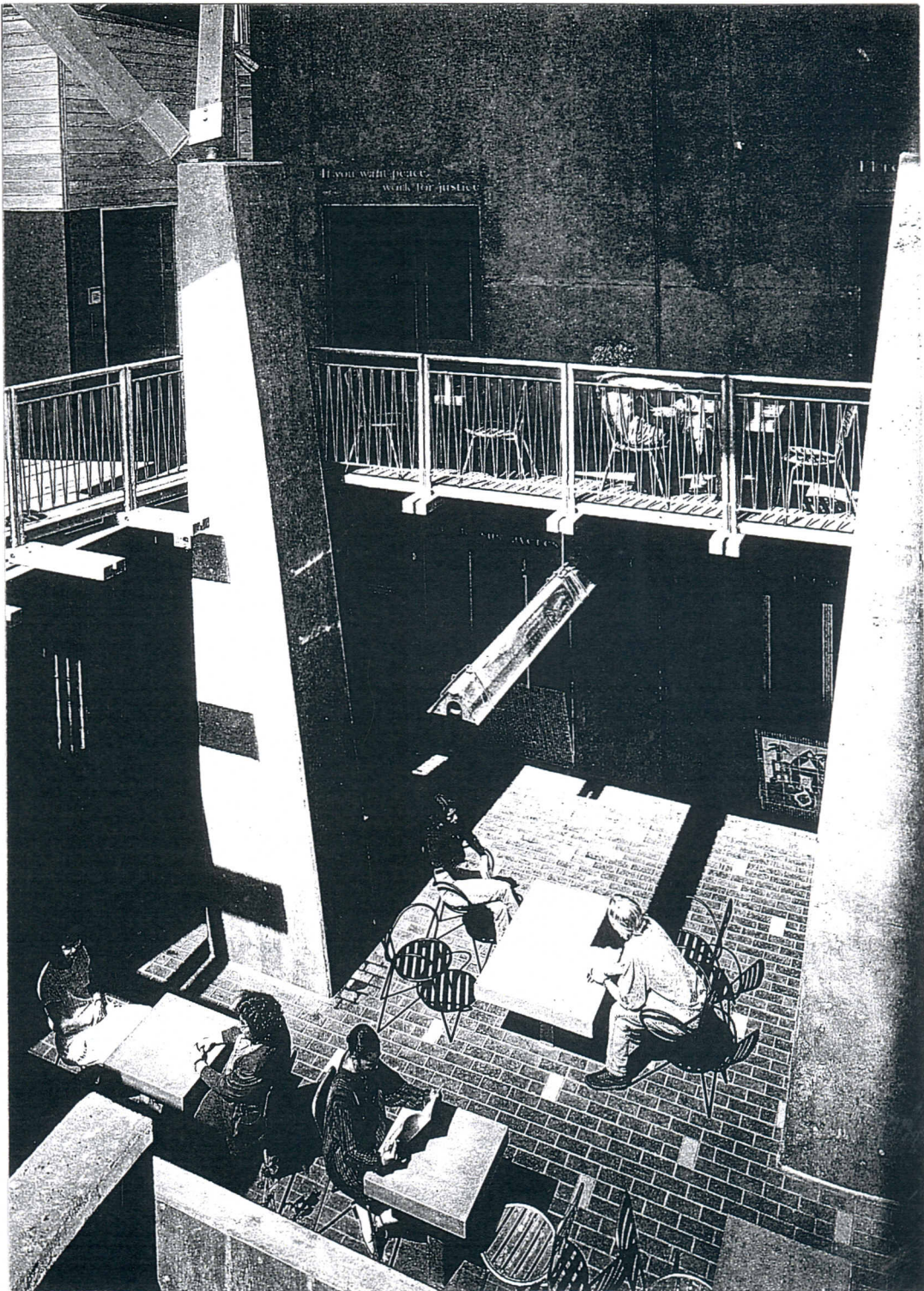


Figure 6.10. View from the Porch and Veranda Covered with Roof
(Source: Architecture and Urbanism)

restoration of a two-storey 1890 Victorian house, and the enlargement and relocation of an adjacent pocket park. The new facility contains small meeting and counselling rooms, a large multi-purpose space which is flexible and dividable into six spaces and allows activities including lectures, performances, banquets, parties and community meetings up to 200 people, and a child-care centre with a kitchen. The historic house was converted to administrative offices, a board room and living space for a full-time caretaker. (Quigley 1995) Figure 6.8. shows a view from Sherman Heights Community Centre.

6.2. The Overall Evaluation of the Selected Examples

In making an analysis of these five selected examples of Community Centres, the major difficulty faced was in making a comparison that is based on a common ground. Since the gathered information was not standardised, this difficulty inevitably effected the analysis stage. But in general, it is possible to classify the activities and programs offered in the selected examples as in Table 6.1.

The foremost activities and services offered in the selected Community Centres are respectively indoor sports and multi-purpose (meeting rooms), childcare, tot lot, restaurant, and educational programs. Whereas, nursery school, library and emergency services can be classified as the uses that are rarely offered in these centres. Parking lot is provided in approximately all the centres, whether in the surface or underground. However making generalisations based on these five selected centres and limiting the types of activities will not be appropriate as the following sub-heading will concentrate on the types of activities and services available in thirty-six Community Centres examined world-wide.

Table 6.1. Types of Activities Offered in Selected Examples

COMMUNITY CENTRES	ACTIVITIES												
	INDOOR SPORTS	MULTI-PURPOSE ROOM	EXHIBITION	LIBRARY	EDUCATIONAL PROGRAMS	RESTAURANT	CHILDCARE	TOT LOT	NURSERY SCHOOL	EMERGENCY SERVICES	PARKING	BUILDING AREA (M ²)	SITE AREA (M ²)
IRVINGTON C.C.	✓	✓						✓	✓		✓	1500	10561
THE ITALIAN C.C.	✓	✓	✓								✓	U	U
HIGASHINAGAYA C.C.	✓	✓	✓	✓	✓	✓	✓	✓			✓	1981	3026
CURTIS C.C.	✓				✓		✓			✓		U	U
SHERMAN HEIGHTS C.C.		✓				✓	✓				✓	700	4100

U : UNKNOWN

The foremost activities and services offered in the selected Community Centres are respectively indoor sports and multi-purpose (meeting rooms), childcare, tot lot, restaurant, and educational programs. Whereas, nursery school, library and emergency services can be classified as the uses that are rarely offered in these centres. Parking lot is provided in approximately all the centres, whether in the surface or underground. However making generalisations based on these five selected centres and limiting the types of activities will not be appropriate as the following sub-heading will concentrate on the types of activities and services available in thirty-six Community Centres examined world-wide.

6.3. Typical Activities Available in Community Centres

Since Community Centres offer a variety of recreational and educational programmes for pre-schoolers, youth, adult and seniors through high-quality affordable programmes, we face a wide range of activity types offered in Community Centres. This multi-faceted role, probably makes Community Centres the neighbourhood headquarters for fun and recreation. Furthermore, the studies in economically developed countries have shown that a Community Centre could be a major factor in lowering the crime rate in certain areas. Indeed the activities offered in these centres play a unifying role and act as a social catalyst in the community that is formed by members of different race, religion, gender, interest and social standings.

In the thirty-six Community Centres examined world-wide, twenty-one kinds of activities were determined. It is possible to see these activities in Table 6.2. and their percentages of distribution in Table 6.3.

COMMUNITY CENTRES	ACTIVITIES	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
		BANNEKER		✓	✓		✓		✓				✓				✓	✓				
BRIGHTMOOR				✓							✓											
CURTIS PARK		✓		✓							✓			✓	✓		✓					
DUFFERIN CLARK	✓					✓		✓	✓			✓										
EAST HAMPTON	✓			✓		✓											✓					
ELMWOOD	✓	✓			✓		✓				✓	✓		✓	✓			✓				
FAIR OAKS	✓										✓										✓	
GARFIELD		✓	✓		✓	✓							✓									
GARNET A. WILLIAMS	✓		✓			✓		✓														
GODDARD RIVERSIDE	✓			✓							✓					✓						
GOLDEN		✓	✓	✓	✓	✓	✓															
GREATER HARTFORD		✓	✓	✓				✓			✓											
HIGASHINAGAYA	✓	✓			✓	✓	✓						✓	✓			✓					
IRVINGTON	✓			✓	✓					✓		✓										
ITALIAN	✓					✓				✓				✓					✓			
JEFFERSON		✓				✓						✓			✓	✓						
JOHN H. BONER	✓			✓							✓					✓						
JULIAN PINECREST	✓	✓						✓														

Table 6.2. Typical Activities and the Community Centres

COMMUNITY CENTRES	ACTIVITIES	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
		LIBERTY PARK	✓		✓			✓	✓		✓					✓						
MAPLE	✓		✓			✓		✓	✓			✓										
MONTGOMERY		✓							✓					✓								
MYSTIC			✓	✓	✓			✓	✓													
NEVVILLE			✓						✓													
NORTH LIGHT		✓	✓								✓			✓	✓			✓	✓			
RESTON	✓	✓																	✓		✓	
SCRANTON JEWISH			✓	✓					✓									✓				✓
SHERMAN HEIGHTS	✓			✓		✓	✓				✓											
SOUTHWARK	✓	✓										✓				✓						
STILLWATER	✓				✓		✓				✓										✓	
STRIAR JEWISH	✓	✓	✓	✓	✓				✓	✓				✓			✓			✓		
THE CARSON	✓						✓															
THE CERRITOS PARK	✓	✓						✓				✓	✓		✓							
TOWN OF CARY	✓	✓	✓		✓																	
WEST CHESTER	✓				✓		✓	✓												✓		
WEST VAUGHAN	✓		✓			✓		✓					✓									
YUNOMAE CARTOON							✓							✓			✓		✓			✓

Table 6.2. Typical Activities and the Community Centres (cont.)

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Table 6.3. Percentages of Typical Activities in Community Centres

NO	ACTIVITIES	RATES (%)
1	Meeting / Conference Room	23.0
2	Workshops / Classes	15.0
3	Health Club / Fitness Centre	14.0
4	Nursery / Day Care	12.0
5	Gymnasium	11.0
6	Multi-Purpose Room	6.8
7	Commercial Kitchen	6.2
8	Swimming Pool	5.6
9	Indoor Sports	5.1
10	Counselling / Job Search Assistance / Legal Services for Adults	5.1
11	Recreational Activities	3.9
12	Playground Area	3.4
13	Offices	3.4
14	Outdoor Sports	3.4
15	After and Before School Programs	3.4
16	Library	2.8
17	Emergency Food and Cloth Assistance	2.3
18	Exhibition Space	2.3
19	Auditorium	2.0
20	Festivals / Concerts	1.7
21	Women's and Youth Association Rooms	1.1
	TOTAL	100.00

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Community Centres also offer special types of activities to the residents as much as the common activities. In the origin, it is not possible to limit the activities offered in Community Centres with the ones stated in the table above. The stated activities are the common or in other words typical ones. As in the same way, some Community Centres offer special facilities that are shaped by the demands of the residents. For example in the city of Montgomery, Alabama, there are 25 Community Centres serving as the focus and heart of the neighbourhoods (*). The 24 types of special facilities and their distribution over the 25 Community Centres of the city of Montgomery, are stated in Table 6.4., 6.5., and 6.6. as follows:

Table 6.4. Special Facilities Offered in Community Centres of the City of Montgomery (*)

NO	SPECIAL FACILITIES	NO	SPECIAL FACILITIES
1.	Tennis	13.	Horseshoes
2.	Swimming Pool	14.	Gymnastics, Tumbling
3.	Sewing	15.	Gym Activities, Open Gym
4.	Senior Adult Recreation	16.	Golf
5.	Playground	17.	Cheerleading, Dance Team
6.	Picnic Tables	18.	Ceramics
7.	Picnic Shelters	19.	Bridge
8.	Mothers Morning Out	20.	Bar-b-cue Grills
9.	Martial Arts	21.	Ball Fields
10.	Junior High Athletics	22.	Arts and Crafts
11.	Jogging Path, Vita Course	23.	Art Instruction, Painting
12.	Horticultural Attraction	24.	Aerobics, Exercise

(*) (<http://montgomery.al.us/city/parksrecs/list.html>)

COMMUNITY CENTRES	SPECIAL ACTIVITIES	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
		BELLINGRATH					✓						✓					✓		✓				✓	
BREWBAKER										✓	✓					✓		✓				✓			✓
CAPITOL HEIGHTS	✓										✓					✓		✓	✓			✓	✓	✓	
CARVER	✓				✓						✓					✓		✓	✓			✓	✓	✓	
CHISHOLM			✓	✓	✓				✓	✓						✓						✓	✓		✓
CLOVERDALE	✓					✓				✓	✓					✓		✓				✓	✓	✓	
MUREAL CRUMP			✓	✓	✓	✓								✓						✓	✓		✓	✓	✓
FLOYD									✓							✓			✓			✓	✓	✓	
G. WASHINGTON	✓										✓					✓		✓				✓			
GOODE STREET				✓	✓			✓	✓																
GOODWYN	✓				✓					✓	✓					✓		✓	✓	✓		✓	✓	✓	
HAYNEVILLE ROAD			✓	✓	✓	✓	✓	✓								✓			✓			✓	✓		

Table 6.5. Special Facilities and the Community Centres of Montgomery

COMMUNITY CENTRES	SPECIAL ACTIVITIES	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
		HIGHLAND GARDENS					✓		✓	✓						✓								✓	✓	
HOUSTON HILL		✓		✓				✓		✓					✓				✓	✓	✓	✓	✓	✓		
HUNGER STATION			✓	✓	✓	✓	✓													✓	✓		✓			
KING HILL				✓	✓	✓	✓	✓														✓	✓	✓		
LOVELESS			✓	✓	✓											✓				✓			✓			
MACEDONIA					✓		✓																✓			
MCLNTYYRE		✓			✓						✓					✓		✓					✓			
NEWTOWN			✓	✓	✓	✓	✓																✓	✓		
OLD SELMA ROAD					✓	✓	✓									✓						✓	✓			
SHERIDAN HEIGHTS		✓	✓	✓	✓	✓						✓				✓							✓	✓		✓
SMILEY COURT		✓			✓	✓		✓								✓							✓			
WASHINGTON PARK						✓	✓	✓														✓				
WOODCREST PARK	✓				✓	✓	✓					✓														

Table 6.5. Special Facilities and the Community Centres of Montgomery (cont.)

Originally, it is possible to classify the activities offered in Community Centres into two, as the typical activities and special facilities. As it is mentioned above, the special facilities offered in Community Centres, usually reflects the local and cultural habits of the citizens and are subject to change according to the varying social and cultural structure of the community. As yet horseshoe, offered as a part of the special facilities in the Community Centres of the city of Montgomery, reflects the traditional game characteristics of the settlement.

Climatic factors are also effective in shaping the determination of special facilities. In warm-climate regions of a country, tennis courts, golf, picnic tables and shelters are offered whereas in cold-climate regions, these facilities are replaced by indoor sports, winter garden and so on. In the origin the determination of special facilities is generally shaped according to the interest and ability area of the residents. Just like "H.E.M." in Turkish cities, people attend these centres and ask for or register a course, workshop or appropriate physical setting in their specific area of interest. These facilities may be sewing, ceramics, bridge and chess clubs, arts and crafts and so on. As previously mentioned in Chapter Four, "H.E.M."s in Turkish cities serve as a centre of education, culture, arts, production, guidance and consultation which organises activities appropriate to the concern, demand, ability and expectations of the individuals. Consequently, it is possible to say that the special facilities offered in Community Centres, partially show a similarity to the services offered in "H.E.M."s of Turkish cities.

Chapter 7

DESIGN CRITERIA DEVELOPMENT FOR COMMUNITY CENTRES

When we have a look at the physical development plans of the Turkish cities, we see that, there are specific public service areas reserved for educational and cultural institutions, health services, recreational areas and for religious precincts. In the origin, these concerns have primarily been required by law (Act no:3194) for the sound development of the community. However Community Centres, being a new and an emerging concept for the Turkish cities, do not have specially reserved areas for their establishment. Underlying this, undoubtedly is the deficiency of knowledge concerned with the importance of these centres in the healthy development of a community both physically and psychologically. Additionally, most countries attach considerable importance to Community Centres as they provide a variety of social services for people of different age, gender and interest.

It is common that, within the developments in communication and information technologies, the concept of community is seriously damaged. Since then, as a result of the computer-based technology of the century, the social interaction and social contact among the members of community have been replaced by the concept of individualism. In order to obstruct this decline in the concept of community, we as Urban Designers, should create places that enhance the social interaction among the members of community regardless of age and gender.

Moreover, by creating specially designed Community Centres appropriate to social and cultural habits of Turkish citizens and appropriate to the physical layout of Turkish cities, the citizens will be given an opportunity to participate in a supportive social system. Since membership to a supportive social system provides the individuals a healthy development both

physiologically and psychologically, they will gather in these centres, exchange ideas and experiences and will have chance to make something positive happen for the improvement of their community. Public participation, which is so vital for finding solutions to local environmental problems in a democratic way, will also be possible by the establishment of these centres in Turkish cities.

The basic missions of Community Centres, typical activities and special facilities offered within these centres are clarified within the previous Chapter. However, in order to develop a sound Community Centre design that is appropriate to Turkish cities, we need to know more about the design features of a Community Centre. In this context, appropriate to the main title of the thesis, this Chapter will concentrate on the suggestion of design criteria concerned with the determination of typical activities and special facilities, site selection, and user group – based arrangement of outdoor facilities.

The suggestion of design criteria will be primarily based on Maslow's hierarchy of basic human needs as listed and examined in detail in Chapter Five. Additionally, the analysis of the thirty-six Community Centres examined world-wide will be considered during the suggestion of design criteria for Community Centres in Turkey.

7.1. Selection of Typical Activities and Special Facilities

The selection of typical activities and special facilities which will be offered in Community Centres, plays an important role in enhancing the use of the centre by all the members of community regardless of age and gender. Essentially, most of the Community Centres established abroad are dedicated to the enrichment of family and individual living and the perpetuation of the local and cultural heritage. Relevantly, in such countries participants play an active role in determining the design program, architectural image and urban design character of the centre.

The typical activities and services offered in Community Centres world-wide and the services offered in "Halkevi" and "H.E.M." in Turkish cities will be

used as reference points during the determination process of activities that will take part in Turkish Community Centres. It is possible to classify the activities and facilities that will take part in the design program of Community Centres as must and optional activities. These activities are determined in a way so that they enhance the popularity of Community Centres among the members of community. However "must activities" should be supported by outdoor facilities in order to address to a wide range of user group. These activities should therefore be reinforced by "optional activities", which are usually outdoor-based in order to enhance the usability of the area throughout the year by different types of user groups. According to this:

A. Must Activities : These activities are indoor-based and reflect the main missions of Community Centres in a best way, by providing a meeting ground for diverse community activities where people meet to discuss community issues and a meeting ground for diverse community activities. According to this, the activities that should be included in the design program of Community Centres are stated as follows:

1. Meeting / Conference Room: will serve as a common ground for the gathering of people for several purposes under a roof.

2. Workshops / Classes: will improve the practical skills and abilities of the participants in a variety of fields from arts to crafts as a part of the leisure-time activities.

3. Nursery / Day Care: will help the parents enjoy the Community Centre while their infants are well looked after by trained staff in a safe and secure place.

4. Gymnasium / Indoor Sports / Health Club: will enhance the healthy development of the individuals both physiologically and psychologically through a wide range of programs. These activities will include free weights, select weights and cardiovascular equipment like step machines and stationary bikes as well as courts for basketball, volleyball and so on.

5. Multi-Purpose Room: will be flexible and dividable into subspaces according to the demand and will allow for several purposes such as performances, banquets, parties and charity meetings.

6. Commercial Kitchen: will be available for serving food for meetings, receptions, banquets and parties.

7. Swimming Pool: will satisfy the demand of the residents specifically where the activity of swimming is not possible as a result of the geographical location of the settlement.

8. After and Before School Programs: will include after and before school care program and tutorial program for the students who have academic difficulties. Additionally, such activities will enhance the usability of the Centre by different user groups, through the different hours of the day under the supervision of volunteers and the centre staff.

9. Exhibition Space: will serve as an art gallery where the work of workshops within the centre are exhibited. Moreover such an activity will enhance the interest of people in artistic objects by providing the appropriate physical setting.

10. Library and Reading Room: will improve the intellectual skills of the people while providing a calm and relaxing atmosphere as a part of the cultural improvement process of the individual.

B. Optional Activities: These activities are usually outdoor – based and thus should be determined in regard to the recreation tendencies of the residents that are mostly shaped by the climatic factors of the region and the cultural – based habits of the residents. Essentially, a Community Centre design should be able to attract people with its outdoor facilities as well as the indoor activities. Especially, in warm-climate countries these outdoor facilities play an essential role in recreation choice behaviour of the individual. Therefore, the centre should be reinforced with a wide range of outdoor activities in order to make it a focus for fun and recreation as well as a centre for education and culture.

1. Basketball – Volleyball – Tennis Courts: Sport has been a unifying element among people for years. In order to enhance the usability of the site, courts should be located within the site appropriate to the demand and interest areas of people. Hence, it will be possible to organise community-wide basketball, volleyball and/or tennis tournaments. This will, undoubtedly enhance the social interaction among different types of user groups. If such courts are located within the site, locker rooms for men and women should be designed within the centre.

2. Walking – Jogging Track: Such facility will satisfy the demand for walking and jogging through the pleasantly designed community park accompanied with the Community Centre.

3. Multi-Purpose Playing Field: A multi-purpose playing field should be designed within the site, allowing for different types of local games take place.

4. Sand Area with Play Equipment: Sand is an important element in the improvement process of a child's creativity. The types of play equipment and their production materials also play an important role in determining the popularity of the playground. Play equipment produced of soft, plastic materials, minimise the probability of being hurt and such concern will enhance the usability of the Community Centre by parents with their children.

5. Outdoor Amphitheatre: In warm climate settlements, such facility will allow for various displays, community meetings and organisations that take place especially in hot summer evenings. This will revive the local life of the citizens and enhance the face-to-face contact among the members of community.

6. Picnic Tables and Shelters: It will be appropriate to place picnic tables and shelters in Community Centres that are established within a community park. This will enhance the usability of the area as a part of the community recreation pattern. Such a facility will allow the users enjoy the natural environment while having the chance to see others and share something in common in a joyful environment.

Consequently, the activities that may optionally be included in the design program of a Community Centre are subject to vary according to the differing climatic factors, preferences, necessities and population of the settlements in Turkey.

7.2. Site Selection

In this section of the chapter, site selection criteria for Community Centres which will be established in Turkish cities, will be determined appropriate to Maslow's hierarchy of basic human needs. Additionally, the analysis of the thirty-six Community Centres examined world-wide, will be considered during the determination of site selection criteria.

Essentially, site selection phase of the design process plays an important role in enhancing the use of the Community Centre by the members of community. In economically developed countries, Community Centres are regarded as the potential for a focus and heart of the community. Thus, it is certain that, these centres should be located in the heart of the community, where the accessibility to and from the residential areas is easy and comfortable. Relevantly, buildings formerly used as "Halkevi" may be a guiding light for the site selection of Community Centres in our cities.

When we have a look at the park and recreation standards developed by Chiara, Panero and Zelnik, we see that the Community Centres are classified in the Community Recreation Complex and service distance is mentioned as 1600 metres. The number of population served varies according to the communities, whereas m^2 per 1000 people is stated as 2000 – 4000 m^2 .

According to the developed site selection criterion, the site :

Criterion 1. Pollution: Should be located in a least polluted area,

- Criterion 2. Topography:** Should be located where the topographical features do not complicate the construction process and the use of the centre by special user groups such as the elderly and the disabled,
- Criterion 3. Climatic Conformity:** Should be located so that the negative effect of local microclimatic factors is less experienced.
- Criterion 4. Location:** Should be located in the prestigious precinct of the community, where everyone desires to be,
- Criterion 5. Pedestrian Accessibility:** Should be located on routes, where the pedestrian flow shows a dense characteristics,
- Criterion 6. Vehicular Accessibility:** Should be located where the alternative accessibility modes to and from the residential areas are easy and comfortable,
- Criterion 7. Safety and Security:** The surrounding environment should offer a high degree of safety and security for the day and night use of especially women and children, through the different hours of the day,
- Criterion 8. Conformity of Uses:** The surrounding environment should not include incompatible uses such as industrial estates, cemetery or prison which may effect the ambience negatively,
- Criterion 9. Close Proximity to Park:** Should be located adjacent to a park and playfield,
- Criterion 10. Proximity to Educational Institutions:** Should be located close to educational institutions as they reflect the optimum walking distance to and from residential areas,
- Criterion 11. Visual Perception:** Should be closely connected to vehicular and pedestrian paths, so that non-users experience the Community Centre as much as the users,
- Criterion 12. User Variety:** Should be located so that it addresses various types of user groups through the different hours of the day,

- Criterion 13. Site Geometry:** The geometric shape of the site should not restrict or harden the possible arrangements for user groups,
- Criterion 14. Size:** For the year-round use of the Community Centre, the site should be large enough to involve outdoor facilities as well as indoor facilities,
- Criterion 15. Land-ownership:** The possibility of easy expropriation should be considered when selecting the site in the built environment.

7.3. User Group Based Arrangement of Outdoor Facilities

The suggestion of design criteria concerned with the arrangement of outdoor facilities is based on the special user groups as the ones whose needs are often unsatisfied through the design process. With the careful consideration of the needs and demands of these user groups and implementing the suggested design criteria on the Community Centre design, it will be possible to enhance the usability and popularity of the Centre among the members of the community.

7.3.1. Special User Groups

Special User Groups: Clare Cooper Marcus and Carolyn Francis classified these user groups in their book "People Places – Design Guidelines for Urban Open Spaces" as:

- A.** Pre-school Users
- B.** School-Aged Users
- C.** Teenaged Users
- D.** Elderly Users
- E.** Disabled Users

During this process, Maslow's hierarchy of basic human needs will be considered in suggesting design criteria for each type of user groups.

A. Pre-school Users : Pre-school children aged between 3 – 7, mostly appreciate well-designed playgrounds including attractive and interactive play equipment. In creating a Community Centre design with its outdoor facilities, the main considerations are stated as follows:

A.1. The multi-purpose playing field encouraging for the group games take place and a playground including attractive play equipment should be located within the site.

A.2. Playgrounds should not be located near dense vehicular traffic ways for the safety of the children.

A.3. Playgrounds should be restricted by natural elements such as shrubs and thus prevent the easy access of domestic animals and strangers into the area. Restrictions should not be above the eye-level of a sitting person and should not harden the parents having a control over their children.

A.4. The surface material inside and outside of the play area should be of a slip resistant and bouncy material in order to prevent the sliding of a child in specifically rainy days. It should not be rough material as it increases the risk of being seriously injured.

A.5. Restrooms should be provided within an easy access from the play area.

A.6. The site furniture such as bench, drinking fountain and garbage bin, should be designed appropriate to a pre-school child's dimensions with safety precautions.

B. School-Aged Users: The design considerations related with 7-11 aged children are stated as below:

B.1. Playground still plays an important role in leisure-time activity of this user group. The size and type of play equipment should differ in playgrounds for pre-school children and school-aged children but a visual connection should

be provided between the playgrounds. With such a distinction, it will be possible to avoid possible conflicts between the two groups.

B.2. School-aged children usually display an adventurous characteristics as a result of their physiological structures and psychological inner conditions. They are usually fond of excitement, especially by getting lost. Arranging a specific site within the site in just the eye-level height in a maze-like form will satisfy their tendency for getting lost.

B.3. Being a member of a specific group is important for a school-aged child. Arranging seating areas around the playground that allow for the gathering of the group will be appropriate.

B.4. Non-standardised basketball courts allowing for several groups play at the same time should be preferred. Additionally, multi-purpose play field located near the sport courts will encourage the various ball games take place among the members of the group.

B.5. The design of the green spaces within the site, should give school-aged children the chance to learn more about the natural environment by examining and exploring.

C. Teenaged Users: Teenagers, aged between 12-17, have completely different expectations from the site. According to this, design criteria are suggested as follows:

C.1. The outdoor facilities of the Community Centre will serve as a popular area, where they can see and be seen by others. Possible gathering points should be located where the pedestrian and vehicular traffic show a relatively dense characteristics.

C.2. In specific points of the site where the usage of teenagers is high, seating areas and / or elements that provide a seating possibility such as stairs and low walls should be designed. The arrangement of seating areas should allow for the use of couples as well as groups.

C.3. Basketball and tennis courts should be located as a part of the outdoor facilities offered in the Community Centre for the healthy development

of teenagers both physiologically and psychologically. Bleachers should be designed around the courts for the people watching by.

C.4. If there are educational institutions in the surrounding environment, the site will be densely used during the lunch time by the teenaged students. Sufficient number of picnic tables and garbage bins should be designed within the area.

C.5. Teenagers usually identify themselves with a specific place, this may be any prestigious point within the site. The design of the outdoor facilities of the site should be in a way so that alternative prestigious locations are created and conflicts that may generate between teenager groups are prevented.

C.6. Small-scaled squares should be designed within the Centre site where the teenagers have chance to express themselves with mini concerts and displays.

C.7. There should be specially designed bicycle parking spaces within the site.

D. Elderly Users: Elderly people aged above sixty, display a vulnerable characteristic, as a result of their physiological situation. Since the main mission of Community Centre is bringing the young and old members of a community under a roof, then special design considerations should be suggested concerned with the elderly user group. In this respect, creating barrier free environment does play an important role in determining the usability of the Centre among the elderly people. According to this:

D.1. Seating elements should be designed at short intervals along the circulation system of the Community Centre.

D.2. The design of the seating elements should have armrests and designed in a way that elderly people feel comfortable by leaning against.

D.3. The arrangement of seating elements should allow for the maximum interaction of the elderly people who are seeking for new friends to share

memories of the past. Their decreasing flexibility and sensual perception should be considered during the arrangement of seating elements.

D.4. There should be seating elements for the ones who prefer to enjoy the atmosphere of the Community Centre.

D.5. The accessibility from the bus stop to the Community Centre should not fatigue the elderly users and ramps should be preferred instead of stairs in level changes. If stair is the only solution, slip resistant materials should be used as surface material and handrails should be placed along the stairs.

D.6. Safe and secure places should be created within the Community Centre design, in the day and night use of the elderly people.

E. Disabled Users: Physiologically impaired people are generally the most neglected group during the design process. Whereas, creating barrier free environments, has earned considerable popularity especially in economically developed countries. In order to reflect the concern of barrier free environment into the Community Centre design, the suggested criteria are stated as below:

E.1. There should be differentiation in the texture and colour of the surface material announcing the disabled, a change in the ground level or a change in the activity.

E.2. Not only wheel-chaired people, but also blind, deaf and dumb people are classified within the physiologically impaired group. Therefore, signs that orient people towards the different facilities, should be no more than 1.20 m. height and should include letters of embossment alphabet or oral warning for these people.

E.3. Paving stones should be avoided within the site in order to provide easy access between activities. In case of being used, they should be coloured for the visibility at nights.

E.4. In grassed areas, there should be concrete paths leading to picnic tables and they should be wide enough for a person in wheel chair.

E.5. Pedestrian crossings and traffic signals should be placed in vehicular roads around the Community Centre, warning the disabled both visually and orally.

E.6. The access from the bus stops to the Community Centre, should clearly be identified and lightened for the safe and secure use of the disabled.

Chapter 8

A COMMUNITY CENTRE DESIGN IN MANISA

The main aim of the chapter, is to develop a typical Community Centre design that best reflects the design criteria developed in the previous chapter. With this case study, it will be possible to develop a typical design which can be implemented in different cities of Turkey by making small extensions or eliminations appropriate to the local structures and features of cities and demands of the citizens. In this respect, Manisa is selected as the case study area, as having appropriate physical, social and environmental conditions and being a city where the access to any kind of information and document is relatively easier.

The chapter mainly consists of four parts. The first part gives general information about Manisa and includes information about location, transportation, demographic and social structure. The second part deals with the site selection, comparison and elimination of alternative site locations. The third part concentrates on the design program and the space requirements of the services offered and the last part deals with the verification of suggested design criteria.

8.1. General Information About Manisa

In providing the general information about Manisa, the main source that is used can be stated as the "Annual Economic and Trade Report of Manisa" prepared by the Chamber of Industry and Commerce of Manisa. Additionally, the thesis prepared during the last term of the undergraduate study and the data gathered from the Governmental Institute of Statistics (D.I.E.) are used within the chapter.



8.1.1. Location

Manisa, established on the west part of Aegean Region, is located on the north fringes of Mountain Spil and on the edge of Manisa meadow, where the River Gediz flows through. It is surrounded by the provincial cities of Kütahya and Uşak at the east, Denizli and Aydın at the south-east, Izmir at both south and west and Balıkesir at the north. The distances of Manisa to Izmir, Uşak, Aydın and Balıkesir are respectively as 41km., 195km., 123km., and 212km.

The settlement covers 73% of the River Gediz basin with its vast land and covers 1.8% of the total surface area of the country with a surface area of 13810 km².

8.1.2. Transportation

There are two important highway links that pass through Manisa. One of them connects Izmir and Istanbul and passes through the city on the south-west and north-east directions. The part of this highway that connects Manisa to Izmir is under construction for expansion in order to respond the increasing traffic demand. The other highway connects Izmir and Ankara and passes through the city on the east and west directions. These two highways are classified among the main transportation routes of the country in regard to their traffic capacity.

Manisa has a dense relationship with Izmir. Everyday many people commute between Manisa and Izmir whether by their private vehicles or buses and services. Only in the industrial estate, there are 1400 workers who inhabit in Izmir. (Dalgakıran, 1996) Thus, at each five minutes, a bus travels to Izmir and from Izmir to Manisa.

Manisa, also displays an intersection characteristics for railways. The railway coming from Izmir, bifurcates as one route to Balıkesir and Bandırma in the north direction and the other to Uşak, Afyon and Ankara in the east

direction. Additionally, there are two airports in Manisa, one of which serves for military purposes. The military airport is located in Akhisar and the civil one is located in the industrial estate of the central province.

8.1.3. Demographic Structure

According to the 1990 census, the total population of Manisa is 1154418 and stands the ninth in the classification of cities according to their population in the overall country. The 51.14% of the population live in the provincial and administrative districts and the rest live in villages and rural areas.

Originally, the population of Manisa shows a periodically increasing characteristics since 1935. Especially in 1980s, many people immigrated from surrounding and eastern settlements to Manisa. In 1985, the number of immigrants has reached up to 10817 people by the ones who have immigrated from Romania, Yugoslavia and Bulgaria.

Undoubtedly, this increase in the population of Manisa strongly depends on the existence of highly developed industrial estate and the University. These uses have increased the attractability of the city for many people. It is possible to see the changes of the populations of both Turkey and Manisa by five-year periods and rural and urban populations of administrative districts of Manisa in the following Tables.

Table 8.1. Populations of Turkey and Manisa by the Census Years

Year	Turkey (x1000)	Manisa	Increase Rate of Turkey	Increase Rate of Manisa
1935	16158	426237		
1940	17821	455812	19.59	13.42
1945	18790	472789	10.59	7.31
1950	20947	520091	21.73	19.07
1955	24065	562155	27.75	15.55
1960	27755	657104	28.53	31.21
1965	31391	748545	24.62	26.06
1970	35605	805650	25.19	14.70
1975	40347	872375	25.00	15.91
1980	44736	941941	20.65	15.34
1985	51421	1050130	24.88	21.75
1990	56969	1154418	23.46	

(Source: D.I.E. Data of General Census 1990)

Table 8.2. Urban and Rural Populations of Central Province and Administrative Districts – 1990

Settlement	Urban Populations	Rural Populations	Total Populations
Central Province	158928	62766	221694
Ahmetli	10190	9364	19554
Akhisar	73944	78453	152397
Alaşehir	36649	54713	91362
Demirci	20576	39608	60184
Gölmarmara	10976	5753	16729
Göğdes	9767	29086	38853
Kırkağaç	21421	24187	45608
Köprübaşı	5816	10031	15847
Kula	17203	30924	48132
Salihli	70861	61874	132735
Sarıgöl	10677	24005	34682
Saruhanlı	12977	60911	73888
Selendi	6773	18642	25415
Soma	49977	26664	76641
Turgutlu	73634	27063	100697
TOTAL	590374	564044	1154418

(Source: D.I.E. Data of General Census 1990)

8.1.4. Social Structure

The social structure of a city is strongly determined by the variation of its economic activities and level of migration. Likewise, the economic structure of Manisa depends on a wide range of activities. Among these activities, it is possible to mention industry, agriculture, commerce and so on. As previously mentioned, all these factors have made people migrate from surrounding and especially from eastern settlements for years. The immigrants mostly inhabited the outer quarters of Manisa. Researches indicate that, these are the districts where the level of income, literacy and life standards are at their lowest point. The social structure of the city was inevitably effected by the immigrants.

In the last three years, Manisa has gained a new identity with the establishment of Celal Bayar University. Many lecturers, officials, undergraduate and graduate students begin to live in the city. Specifically, the demand of the youth related with the social and cultural activities was much more than what was offered.

In the origin, it is possible to mention the insufficiency of social and cultural activities in Manisa. Although the city is in a rapid development process in terms of economy with its industrial identity, the improvement of social and cultural life is not taking place synchronously. There is only one cultural centre in which meeting rooms and an unpleasant ceremony hall exist. There are only two cinemas one of which uses the out-of-date technology in an uncomfortable decoration. The number of cafe's and common places are highly limited and do not respond the increasing demand of people. The only entertainment that the residents of Manisa participate, is the shopping facility at the only hypermarket in Manisa. Most of them spend their weekends at such places and consume money and time. The rest of them prefer to stay at home and watch television.

Consequently, it is highly possible to talk about the lack of places that gather people under a roof regardless of age and gender and allow them share something in common. This has inevitably led citizens of Manisa continue a life that has turned inwards, inside home and accelerated the individualisation process among the members of community. In this respect, appropriate to the

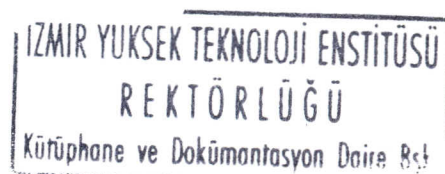
aim of the thesis and information given in the preceding Chapters, the only way for the vitalisation process of the community, will be possible by the establishment of Community Centres. These kinds of Centres will improve the quality of life and will attract many people of different age, gender, interest, ability and social standing with a wide range of indoor and outdoor activities that are offered.

8.2. Site Analysis of the Project Area

In this phase of the design process, possible site locations will be determined and evaluated according to the suggested site selection criterion in order to select the most appropriate site for a Community Centre design. The developed Community Centre design will reflect a typical plan characteristics which may easily be implemented in any city in Turkey. For this reason, restrictions that are based on the built environment are not considered. In other words, some hypothetical acceptances are made related with the selected site, in order to avoid impossibilities that may occur in design process.

8.2.1. Evaluation of Alternative Site Locations

In order to select the most appropriate site for the Community Centre, an intense field survey is made and four alternative site locations are determined as a part of the site selection process. Undoubtedly, each of these locations have particular advantages and disadvantages. However, the alternative sites give us the chance to make an evaluation based on the developed site selection criterion, and select the most appropriate one. The following table shows the alternative sites and the numbers that match with the site selection criterion developed in the previous Chapter. The site which displays harmonious characteristics with the criteria is marked and in the end, the site which has an excessive number of marks is evaluated as the project area.



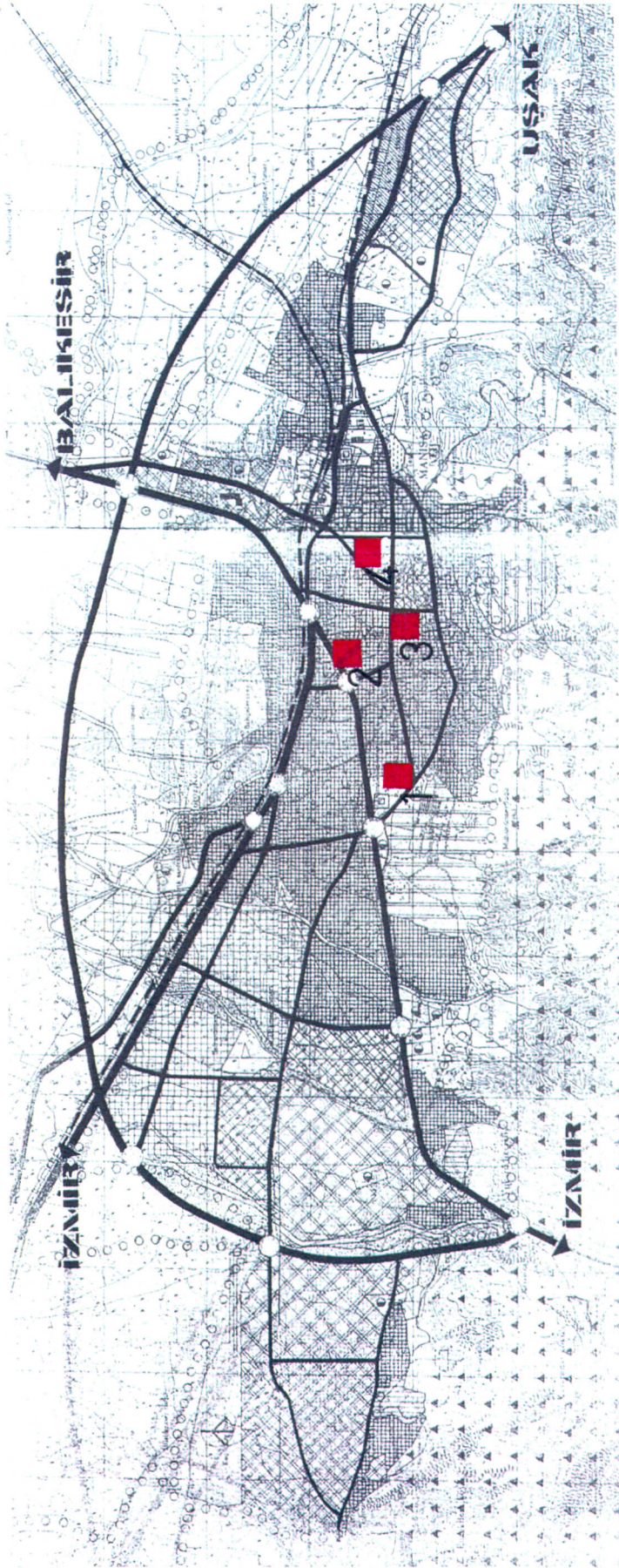


Figure 8.1. Alternative Site Locations

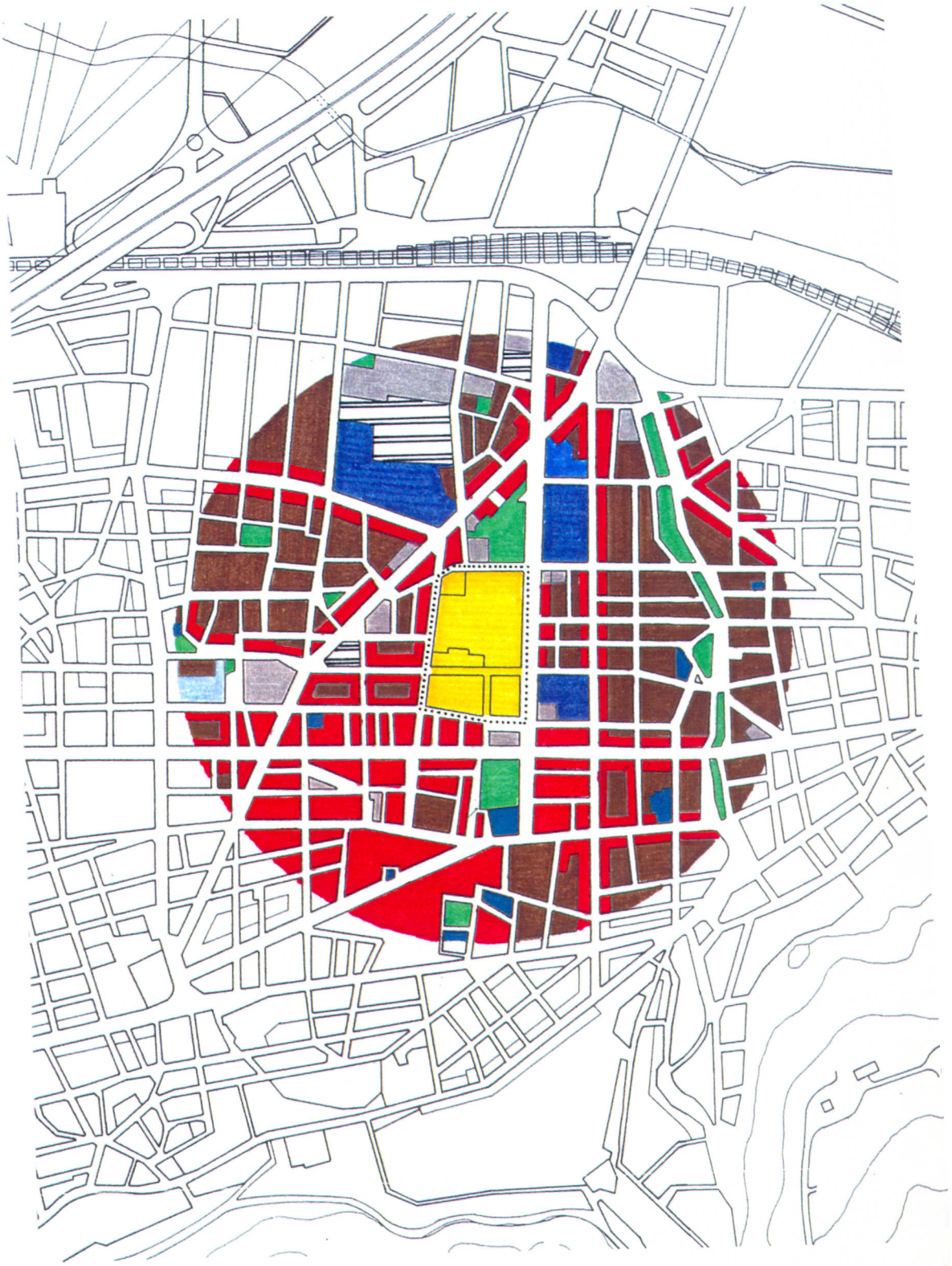


Figure 8.2. Location of the Project Area

Table 8.3. The Comparison of Alternative Site Locations

Site Selection Criteria (*)		Alternative Sites			
		ALT. 1	ALT. 2	ALT. 3	ALT. 4
CRITERIA 1	POLLUTION	○	○	◐	◐
CRITERIA 2	TOPOGRAPHY	●	●	●	●
CRITERIA 3	CLIMATIC CONFORMITY	●	○	◐	◐
CRITERIA 4	LOCATION	○	○	◐	●
CRITERIA 5	PEDESTRIAN ACCESSIBILITY	○	◐	●	●
CRITERIA 6	VEHICULAR ACCESSIBILITY	●	●	●	●
CRITERIA 7	SAFETY AND SECURITY	○	○	◐	●
CRITERIA 8	CONFORMITY OF USES	○	○	●	●
CRITERIA 9	CLOSE PROXIMITY TO PARK	○	◐	●	●
CRITERIA 10	PROXIMITY TO EDUCATIONAL INST.	○	◐	◐	●
CRITERIA 11	VISUAL PERCEPTION	●	◐	●	◐
CRITERIA 12	USER VARIETY	○	●	●	●
CRITERIA 13	SITE GEOMETRY	◐	○	●	●
CRITERIA 14	SIZE	○	○	●	●
CRITERIA 15	LAND-OWNERSHIP	○	○	◐	◐
TOTAL	○ NEGATIVE VALUE	10○	8○	0○	0○
	◐ NEUTRAL VALUE	1◐	4◐	6◐	4◐
	● POSITIVE VALUE	4●	3●	9●	11●

(*) Please refer to pages 87, 88, and 89 for further details.

8.2.2. General Characteristics of the Site

According to the preceding table that comprises the alternative site locations and site selection criteria, the fourth alternative displays the most appropriate features for the development of a Community Centre design. Therefore, it is selected as the project area among the other alternatives.

The project area is roughly in a rectangular form and covers a surface area of 36912 m². A 12m. width road, divides the area into two on the west and east directions. The north part of the project area is presently used as a community park (Fatih Park) and involves a tennis club, a ceremony hall which is still being constructed, city club and a governmental institution which has formerly served as "Halkevi" during the 1950s and 1960s. This unique characteristics of the site, undoubtedly served as a guiding light during the site selection process. In the south part of the project area, there exist a square with a tree-lined walkway leading to the governor's building, and a building block involving six and seven-storey residential blocks. Hypothetically, the expropriation of these blocks are assumed within the site selection process.

The site is located in a prestigious precinct of the city, where the upper class dominantly holds the ownership of the surrounding residential blocks. It is surrounded by high-density residential blocks, educational and governmental institutions. At the north; governor's residence, tea garden and residential blocks, at the east; maternity home, high school, residential blocks, governmental institutions and a primary school surround the project site. At the south, there exist commercial units, governor's office and at the west; seven-storey residential blocks.

With its central location, the site has an easy pedestrian and vehicular traffic accessibility. Several alternative transportation modes pass along the site. Train station, shopping district, educational institutions and police headquarters are within a walking distance.

The topography of the site forms a slight slope which can easily be manipulated for the use of wide range of user groups. The local vegetation of the site, especially in the north part which is presently used as community park,



Figure 8.3. A General View of the Site



Figure 8.4. North View of the Site from the Government's Building



Figure 8.5. A View Within the Site – The Ceremony Hall Under Construction

shows a diverse characteristics with various trees and shrubs. Especially, the mature and precious trees will be determined and preserved as natural components of the site during the design process.

8.3. Design Programme

The design programme of the project displays a similar characteristics with the suggested design criteria for typical activities and special facilities in Community Centres. In other words, the design process is based on must and optional activities that are suggested in the previous Chapter. The analysis of the surrounding environment also influenced the design programme. The presence of a public library within a 75 m. distance from the project area and the presence of several educational institutions in the surrounding environment, affected the design programme of the project.

Essentially, the activities and facilities that are included in the design programme, respond the basic needs of the residents in Manisa. This means the design programme and capacities of facilities are subject to vary according to the differing social and cultural substructure of the community and the priorities and preferences of the residents in any settlement. The following table shows the capacities and the areas of the facilities offered in Manisa Community Centre.

As previously mentioned, the present use of the north part of the project area is as a community park, and thus the design is integrated with this open space characteristics of the area with a wide range of circulation area in green spaces, shaded seating areas and so on. The site is in a rectangular form and each side faces a densely used road whether by vehicles and pedestrians. Therefore, four main entrances are defined to the project area on four sides. There exists a bus stop on the east side of the area and the main entrance behind the bus stop leads people directly to the Community Centre building.

Table 8.4. Facilities and Space Requirements in Manisa Community Centre Project

FACILITIES	SPACE REQUIREMENTS (m²)
Community Centre Building	4032.5
Existing Ceremony Hall (700 Seat)	705
Outdoor Sports	1403
<ul style="list-style-type: none"> □ 2 Standardised Basketball Field □ 1 Basketball Field (not standardised) □ 2 Standardised Tennis Courts 	
Multi Purpose Playing Field	225
Sand Area with Play Equipment	218
Open Green Spaces	8300
Outdoor Amphitheatre (330 Seat)	308
Ceremony Square	3000
Restrooms	36
Kiosk	9
Surface Parking Area (50 Cars)	1740
Underground Parking Area (150 Cars)	4125
TOTAL	24101.5

The vehicular traffic is not allowed within the site for the safe and secure use of the centre by parents and their infants. Surface and underground car parking areas are provided within the project area with a capacity of 50 cars on the surface and 150 cars in underground car parking. The entrance to the underground car parking area is on the south side of the centre which is not so densely used by the vehicular traffic. The north and south entrances are

reinforced with monumental trees and a kiosk is located on the west entrance of the project area.

There are two main buildings in Manisa Community Centre design. One of them is the Community Centre building and the other is the ceremony hall that is still under construction with a capacity of 700 people. The following table shows the activities that are included in the community centre building design and their space requirements.

There are two entrances to the building, one of them faces the north-west direction and the other faces the south-east direction. The building involves a variety of activities for the members of community regardless of age, gender, interest and ability. Relevantly, the indoor space organisation of the activities, reflects the main mission of Community Centres as bringing people together under a roof for various recreational, cultural and educational purpose. Thus, a large lobby space is designed which will at the same time serve as a foyer for the meeting room. This lobby space, surrounded by an indoor botany garden, will help to strengthen the ties between people who use the centre for different purposes and will enhance the interaction among them. The following figures, Figure 8.6. and 8.7., show the first and second floor plans of Manisa Community Centre, and Figure 8.8. the site plan of Community Centre Design in Manisa.

In Manisa, it is possible to talk about the lack of well decorated meeting and conference rooms which display an important role in the intellectual improvement process of the individual. The 400-seat meeting room in the Community Centre will serve as a common ground for lectures and audio-visual displays.

The classes and workshops included in the design programme, partially reflects the missions of “Halk Eğitimi Merkezleri” in our cities. The students will have the chance to participate in these classes and improve their intellectual abilities with before and after school programmes under the supervision of trained staff. Similarly the young and old members of the community will have the chance to participate in hobby rooms and workshops and be busy with their hobbies in an appropriate physical setting. In the first floor plan of the centre,

Table 8.5. Activities and their Space Requirements in Manisa Community Centre Building

ACTIVITIES	SPACE REQUIREMENTS (m ²)
A CLASSES	320
B HOBBY ROOMS / WORKSHOPS	240
C EXHIBITION HALL	56
D MEETING ROOM	375
E OFFICES	72.5
F WC	135
G LOBBY	600
H INDOR GARDEN	340
I STAIRS / ELEVATOR	48
J STORAGE	25
K CAFE	30
L FITNESS ROOMS	281
M PLAY ROOM	100
N WC / SHOWERS / LOCKERS	275
O INDOOR SWIMMING POOL	850
P MULTI-PURPOSE ROOMS	240
R READING ROOM	86.5
S KITCHEN	187.5
T RESTAURANT	296.5
U TERRACE	436.5
V ELEVATOR	40
TOTAL	5034.5

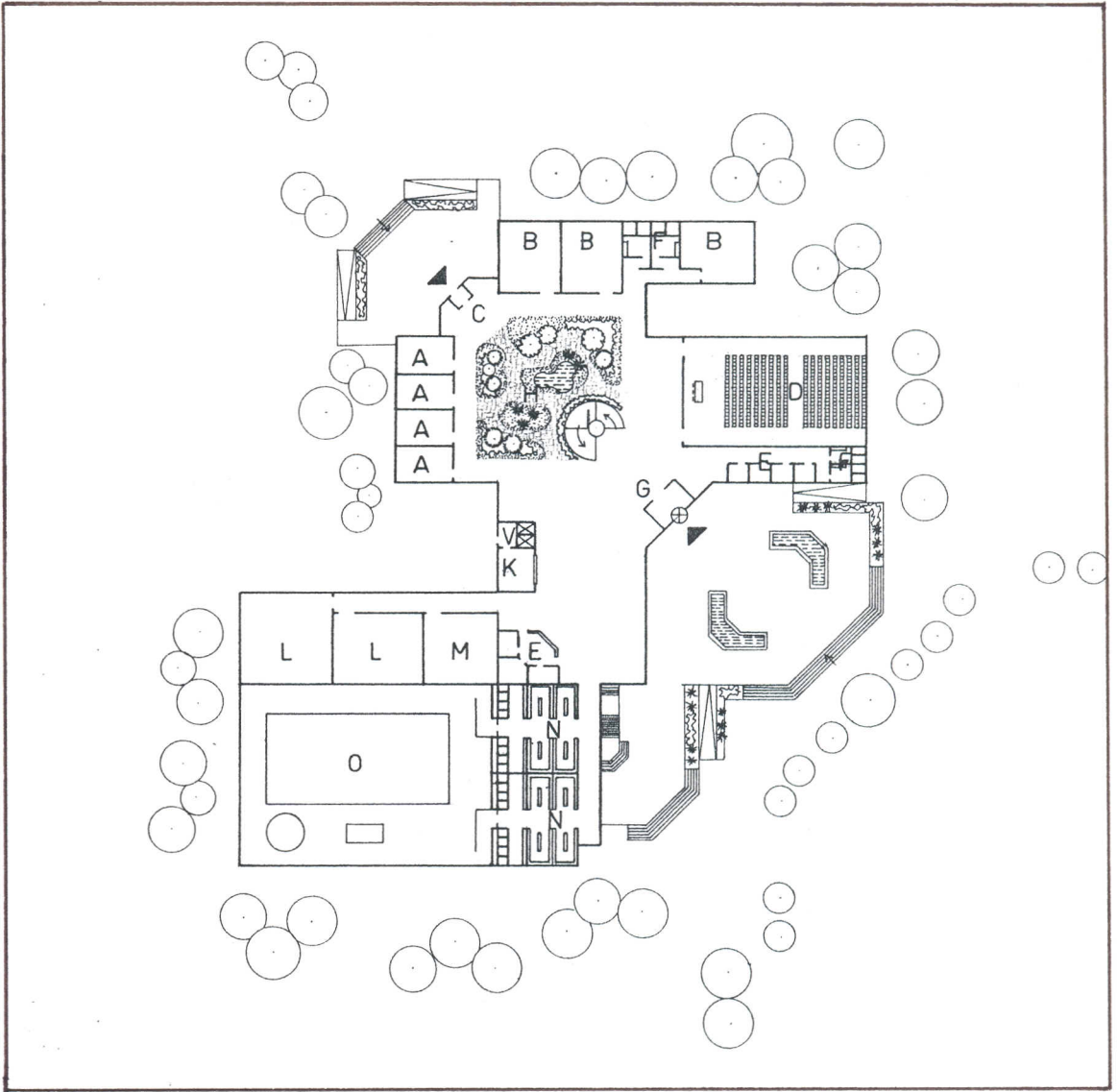


Figure 8.6. The First Floor Plan of Manisa Community Centre

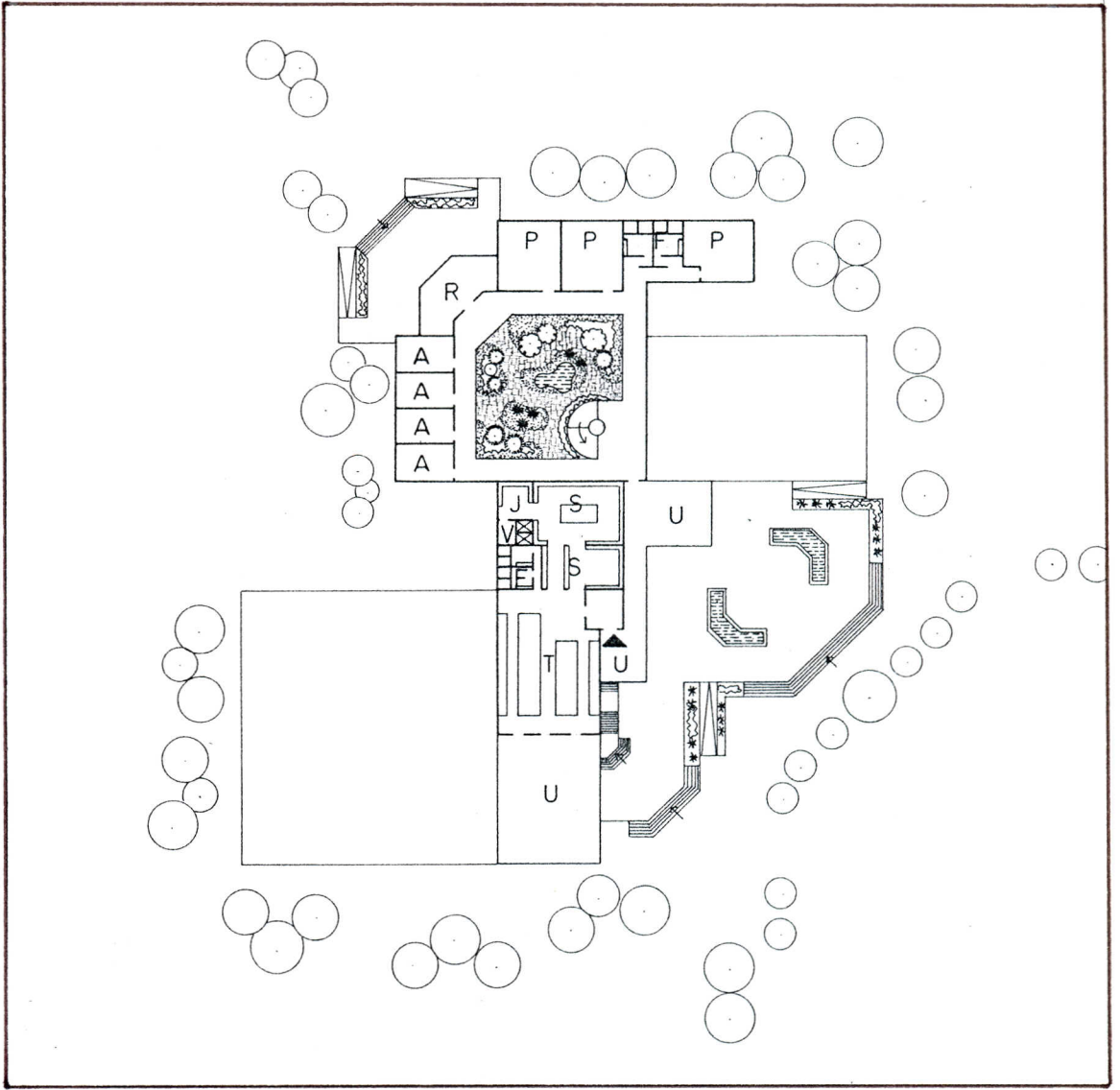


Figure 8.7. The Second Floor Plan of Manisa Community Centre

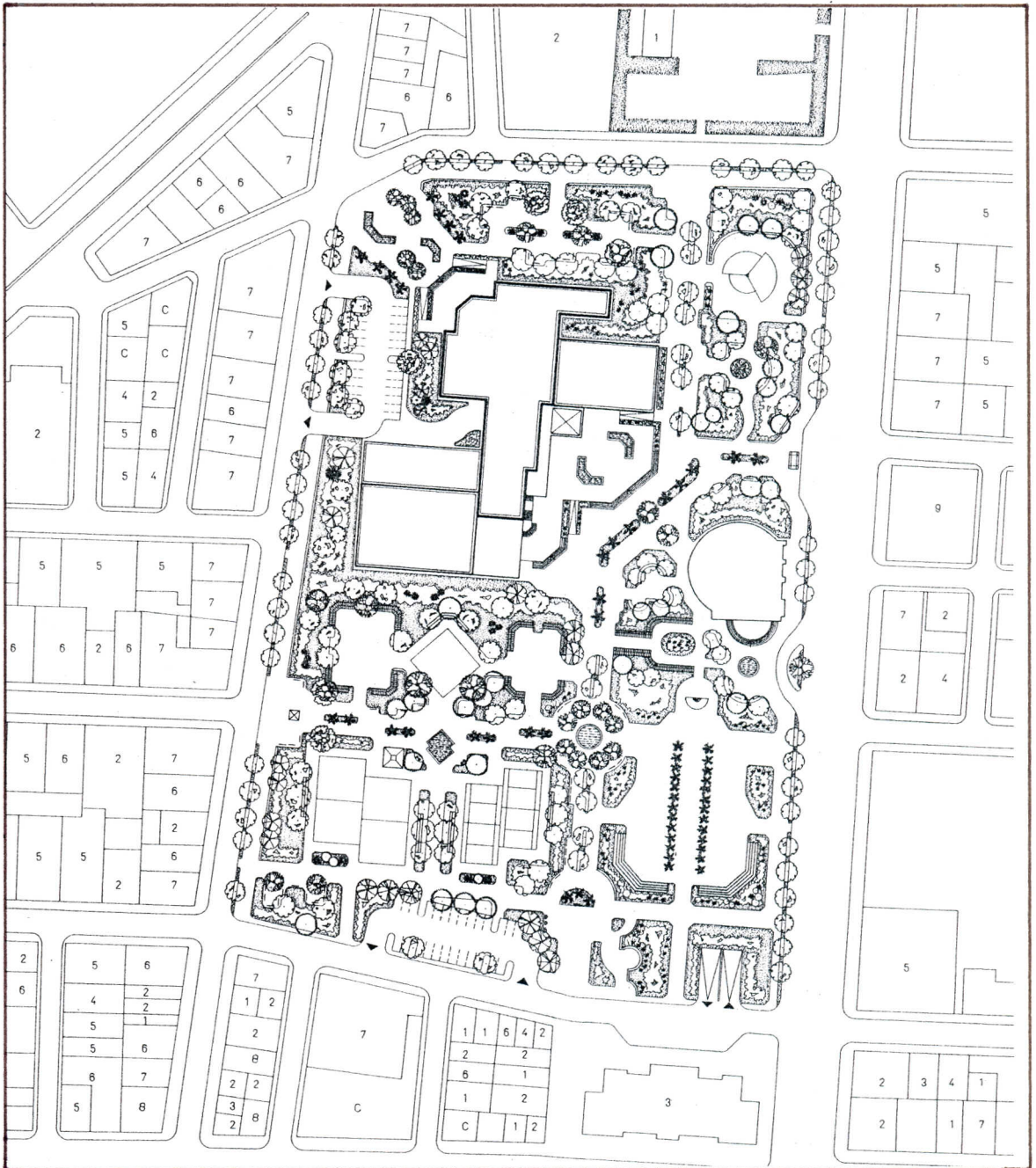


Figure 8.8. Site Plan of Community Centre Design in Manisa

an exhibition hall is designed where the practices and products of workshops can be displayed.

An indoor swimming pool and fitness rooms are designed within the centre for the healthy development of the individual both psychologically and physiologically. The infants will be well looked after by trained staff in the play room, while their parents are participating the activities in fitness rooms nearby. A cafe, offering diet products, is designed as a part of the lobby and will be used by people participating in different activities.

In the second floor plan, there exist classes, a reading room where the daily newspapers will be available in a relaxing atmosphere, and well-decorated, flexible multi-purpose rooms especially for the regular meetings of non-governmental organisations such as foundations, clubs and so on.

The 150-seat restaurant designed in the second floor, will serve food for meetings, receptions and parties within the centre during the daytime. With a terrace oriented to lively designed community centre area, it will also maximise the vitality with its evening use.

Chapter 9

CONCLUSION

The thesis aims to draw attention to the declining sense of community and the disappearing concept of local life in Turkish cities as a result of the deficiency of specially designed centres that maintain a social interaction among the members of community. In our century, it is highly possible to talk about the transforming structure of the communities from the real ones to the imaginary ones. The technological developments in information, communication and transportation facilities and the prevailing life-styles of the individuals, undoubtedly, accelerated this transformation process. These developments, specifically the increasing use of computer and internet facilities, have eased the every-day life of the individuals, but have seriously damaged the face-to-face contact among the members of community which may easily lead to the alienation of the individual to his living environment and to other people. In order to avoid such an undesirable situation, we, as Urban Designers, should create places that allow for the face-to-face interaction among the members of community.

When we examine the structure of successful housing developments in economically developed countries, we see that the quality of the settlement is enhanced by a wide range of community facilities offered in centrally located Community Centre. In these countries, Community Centres serve for the diverse needs of the community, with a wide range of educational, recreational, cultural and social programs. Similarly, most of the economically developing countries regard Community Centres as the most economical method of providing a variety of community facilities under a roof. The thesis is, thus based on the acceptance of Community Centres as the most effective method of reviving the local life in Turkish cities. It also aimed to suggest a set of

design criteria for Community Centres appropriate to the social and cultural lives and habits of the Turkish people.

In the origin, Turkish society have met the similar implementations of Community Centres in the early 1930s as “Halkevleri”. These uses offered numerous activities and classes in various branches and served as a unifying element in the society during their heydays between 1932 and 1951. They brought a social and cultural reform to the daily lives of the residents and served as a source of enlightenment for many years until their abrogation. In today’s urban pattern, we face numerous communal organisations that address to specific user groups, some working for the benefit of public realm and some aiming to divide people according to race, religion and social status. But, it is obvious that Turkish cities are in lack of focal points that act as a leader in promoting the sense of community while providing a place where all the members of community gather through high quality educational, social, cultural and recreational programs. It is, therefore, possible to say that Community Centre is perhaps not a new but an emerging concept for Turkish cities.

In order to develop a sensitive approach to the suggestion of design criteria and in order to achieve a higher quality in the designed Community Centre; user groups, behaviour patterns and needs are examined during the thesis. Since Community Centres involve many services and uses for the members of community regardless of race, religion, gender, age, interest and ability, they address to a wide range of user groups. In this respect, balancing each user groups’ needs and demands in the project area, played a central role in succeeding a socially appropriate, conflict-free Community Centre design.

The suggested design criteria for Community Centres are mainly concerned with the determination of must and optional activities, site selection and the user group based arrangement of outdoor facilities. In order to verify the appropriateness of the suggested design criteria, a Community Centre project is designed in Manisa, which may in turn provide a basis for the establishment of Turkish Community Centres. It must be mentioned that the designed Community Centre project is not a typical project that will be implemented in the various cities and provinces of Turkey. It just reflects one of

the many possible alternatives that are based on the suggested design criteria and it is subject to vary according to the differing physical and climatic factors, social and cultural preferences and necessities and the demographic structure of the settlements in Turkey. It is clear that, attempts to create a typical plan for Community Centres, will neither response the real need of the society, nor display a harmonious characteristics with the physical, social and cultural structure of the settlement. And such a plan may easily have the probability of being unaccepted and unused by the members of community.

Consequently, it is known that, participation in a supportive social system provides the individual affection, support and identity. People need to be with others and thus, being a member of a specific group or organisation help the individual survive in a healthy way physiologically, mentally and emotionally. The absence of such appropriate physical settings in the community, inevitably accelerates the antisocial behavioural patterns among the members of community such as drug taking, vandalism, criminal tendencies and so on. In this respect, Community Centres will serve as a potential for focus and heart in the community, where the leisure-times of the individuals gain importance by getting involved and making something positive happen for themselves and for their community.

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Appendix

WEB ADDRESSES OF COMMUNITY CENTRES

1. BANNEKER COMMUNITY CENTRE

<http://www.bloomington.in.us/socserv/iris/Banneker-Community-Center.html>

2. BRIGHTMOOR COMMUNITY CENTRE

<http://www.pan.ci.seattle.wa.us/seattle/parks/comm>

3. CURTIS PARK COMMUNITY CENTRE

<http://curtis.park.org/>

4. DUFFERIN CLARK COMMUNITY CENTRE

<http://www.city.vaughan.on.ca/life/index.html>

5. ELMWOOD COMMUNITY CENTRE

<http://pages.prodigy.com/NZZG48A/>

6. FAIR OAKS COMMUNITY CENTRE

<http://www.ci.redwood-city.ca.us/city-council/roster/fair-oaks.html>

7. GARFIELD COMMUNITY CENTRE

<http://www.folkarts.com/mhp/gcc1.htm>

8. GARNET A. WILLIAMS COMMUNITY CENTRE

<http://www.city.vaughan.on.ca/life/index.html>

9. GREATER HARTFORD COMMUNITY CENTRE

<http://www.tiac.net/users/thirdshf/ghjcc.html>

10. GODDARD RIVERSIDE COMMUNITY CENTRE

<http://www.goddard.org/>

11. GOLDEN COMMUNITY CENTRE

<http://www.sni.net/cityofgolden/parks.htm>

12. JEFFERSON COMMUNITY CENTRE

<http://www.ci.seattle.wa.us/commnty/Beacon/Jefferso.htm>

13. JOHN H. BONER COMMUNITY CENTRE

http://www.enn.org/ennweb2/215e_19a.htm

14. JULIAN PINECREST COMMUNITY CENTRE

<http://www.orangebook.com/julian/pinecres.htm>

15. LIBERTY PARK COMMUNITY CENTRE

<http://www.ci.cerritos.ca.us/cityserv/recreation/comcenters.html>

16. MAPLE COMMUNITY CENTRE

<http://www.city.vaughan.on.ca/life/index.html>

17. MONTGOMERY COMMUNITY CENTRE

<http://montgomery.al.us/city/parksreccs/community/html>

18. MYSTIC COMMUNITY CENTRE

<http://www.synderblox.com/mcc/mccontct.html>

19. NEWVILLE COMMUNITY CENTRE

<http://www.keystonestate.com/nacc.htm>

20. NORTHLIGHT COMMUNITY CENTRE

<http://iliad.com/manayunk/northlight/default.html>

21. RESTON COMMUNITY CENTRE

<http://www.dcpages.com/community/Virginia/FC/center.html>

22. SCRANTON JEWISH COMMUNITY CENTRE

<http://www.ncx.com/wwi/jcc/>

23. STILLWATER COMMUNITY CENTRE

<http://www.cowboy.net/non-profit/scc/fac.html>

24. SOUTHWARK COMMUNITY CENTRE

<http://www.libertynet.org/~cca/united/southwar.html>

25. THE CARSON COMMUNITY CENTRE

<http://carson.csudh.edu/carsoncommunitycenter.htm>

26. THE CERRITOS PARK COMMUNITY CENTRE

<http://www.ci.cerritos.ca.us/cityserv/recreation/comcenters.html>

27. TOWN OF CARY COMMUNITY CENTRE

<http://ils.unc.edu/~cbbs/carrycom.html>

28. WEST CHESTER COMMUNITY CENTRE

<http://libra.wcupa.edu/CCCBI/COMM/WCCC.html>

29. WEST VAUGHAN COMMUNITY CENTRE

<http://www.city.vaughan.on.ca/life/index.html>

Appendix 2 PRESENTATION DOCUMENTS OF THE CASE STUDY AREA



Figure A2-1: The Concept of Community Centres

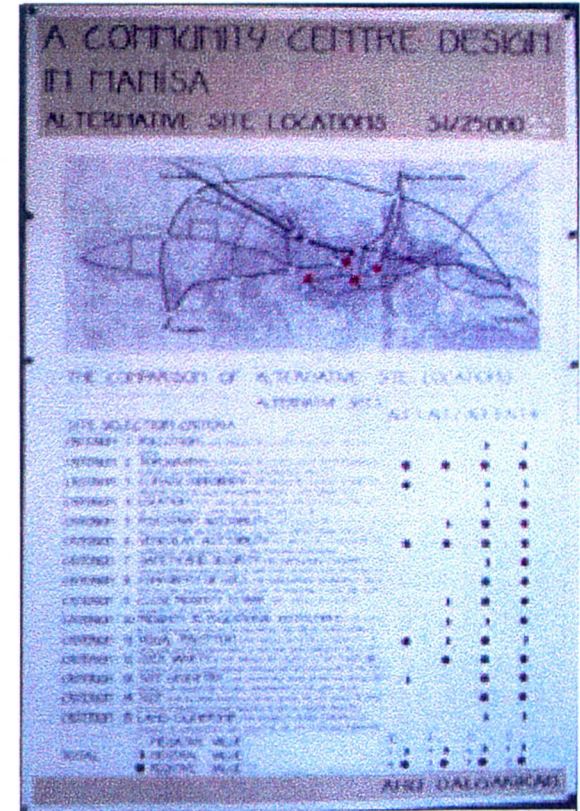


Figure A2-2: The Comparison of Alternative Site Locations



Figure A2-3: Alt. IV - Transportation Network

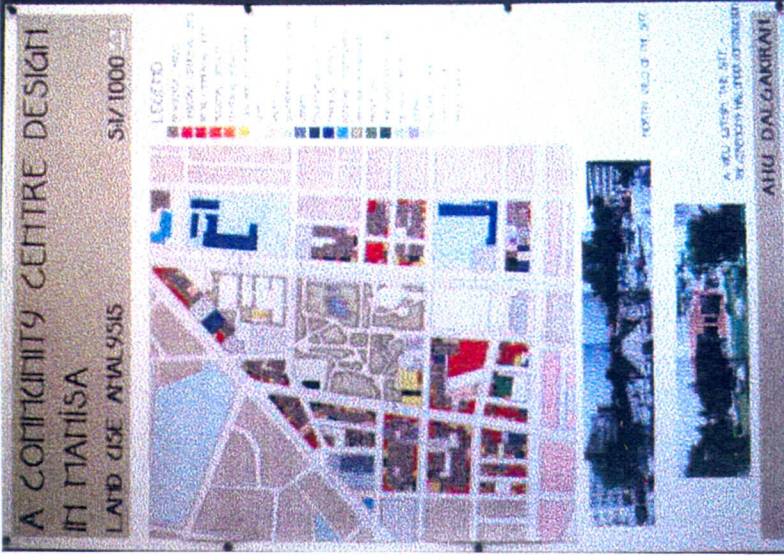


Figure A2-4: Land Use Analysis

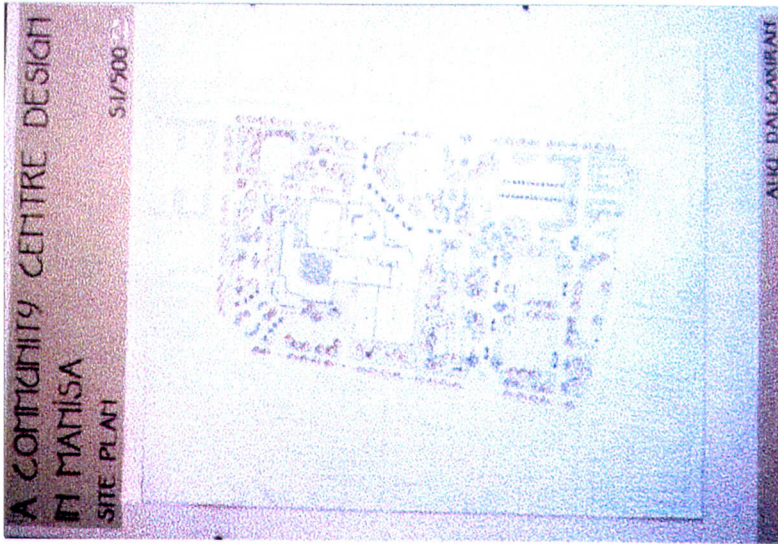


Figure A2-5: Site Plan

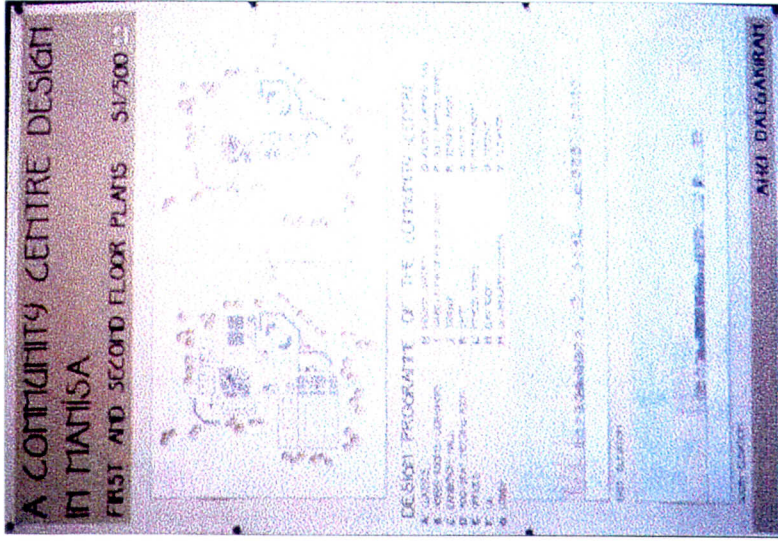


Figure A2-6: First and Second Floor Plans of Manisa Community Centre



Figure A2-7 and A2-8: Model of Manisa Community Centre

İZMİR YÜKSEK TEKNOLOJİ ENSTİTÜSÜ
REKTÖRLÜĞÜ
Kütüphane ve Dokümantasyon Daire Bşk.