



# One to Another

A project by  
The College of Architecture and Design  
at The University of Tennessee

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**One to Another**

A story of how students can learn from each other



“Everyone, rich or poor, deserves a shelter for the soul.”

Sambo Mockbee, co-founder of the Rural Studio

The following words are a compilation of nineteen students’ stories of our semester-long project based at a site in rural Haiti. This book chronicles our beginnings as a university class; our design for a secondary school; our experiences in Haiti; our growth as individuals and professionals; and our hopes for the future of this project. By sharing our stories, one person to another, we hope you too will feel empowered to engage others in your life story.



## CONTENTS

- [06] One Place to Another  
An introduction of the Haiti Project
- [18] One Classroom to Another  
The process of designing L'Exode Secondary School
- [28] One Student to Another  
A design for students by students
- [40] One Town to Another  
Lessons learned and the future



## One Place to Another

An introduction of the Haiti Project



On January 12, 2010, an earthquake with a magnitude of 7.0 occurred fifteen miles southwest of Port-au-Prince, Haiti. In the United States, we were affected by this tragedy through the striking visual evidence seen on television screens and internet sites. What we knew as the poorest country in the Western Hemisphere was further weakened by this natural disaster.

Due to its lack of stable government and physical infrastructure, Haiti has consistently struggled from the hardships it has faced since gaining its independence in 1804. As foreign aid has poured into the country, Haitians continue to struggle with dependency, disease, and their own identity as people of a sovereign nation.

“They will not be able to return to school this year. Most of their schools no longer exist so they can’t even get papers to prove what they have completed. This is going to be a problem for many many young people.”

Joy Thomas, Haiti Christian Development Fund

One of the detrimental effects of the earthquake has been the damage to schools and educational complexes. For Haiti, education represents one of the most important opportunities from which the country can gain strength and advance. A degree from a secondary school offers Haitian students the prospect of continuing their education at a university in the United States, Canada, and France. After completing their education, Haitians can, as they often do, return to their homeland to contribute economically. But with so many secondary schools closed in Port-au-Prince, there is a rapid decline in students continuing their studies. This presents many uncertainties.

The problem has renewed recognition

of the need for decentralization, a strategy the Haitian government adopted before the earthquake. This movement would encourage schools, businesses, and the government to concentrate less within the bounds of Port-au-Prince to areas outside the atrophied capital city.

Decentralization is needed in Haiti to disperse the minimal amount of resources throughout the country. Over 400,000 people fled the city after the earthquake, and since most of them rejoined their families in rural areas with intentions of remaining there, many medical centers, schools, and other community buildings are needed in these remote communities.

The involvement of the University of

Tennessee, College of Architecture and Design exists to foster the possibility of secondary schools appearing in towns outside of Port-au-Prince. The role of secondary schools may alter due to a history of being located in the city. Instead of traveling to the capital city for school, students will attend a school closer to their towns. Conversely, city students could potentially board at a rural school. This will bring drastic changes in Haiti, some of which are strongly positive. The need for a secondary school in a small town southwest of Port-au-Prince, called Fond-des-Blancs, prompted the University of Tennessee’s involvement in the effort to rebuild a place haunted by its past.



“It seems we are invincible. It seems so, until we encounter our natural enemies- starvation, dehydration, exposure to the elements, viral and bacterial diseases, violence between individuals, violence between groups, natural disasters and accidental death by collapsed buildings. Every human on this earth requires food, water, air, shelter, and some level of physical security in order to live. We imagine that each human has his or her own share of these things like billions of little slices of pie. But in reality, there is no pie, there is only uneven access to life-sustaining resources.

Life is delicate. Everyone is incredibly lucky to be alive.”

Wyn Miller, Landscape Architecture Student



The goal is to design a secondary school complex in collaboration with the Haiti Christian Development Fund (HCDF) that will be built in phases beginning in September of 2011. The complex will consist of multiple classrooms; a library and multi-purpose room; an auditorium for school and community use; an administration office and teachers' lounge; a dining hall; as well as male and female dormitories. Engaging the diverse talents of

our large, nineteen student-member team proved valuable to the development of the secondary school complex. Our final goal, to design and complete the construction documents for the buildings, at the end of the Spring 2011 semester, while daunting, was a rewarding educational experience. Many students had no previous experience with construction documents, yet our team knew that, with the right motivation, we could accomplish it.

## COMING TOGETHER

### KNOXVILLE

An entry by John McRae

I first became involved with Jean and Joy Thomas in 1985, when I went down to the town of Fond-des-Blancs as part of a church group, primarily focusing on two projects- a medical team providing vaccinations, and other medical support; and a water resources team focusing on construction of an aqueduct designed to bring water to the villagers. We spent about a week there, and my role was mainly digging trenches related to the aqueduct. The work was sponsored through the Haiti Christian Development Fund. I was captivated by the entire experience and found it personally transforming. I was so impressed with Jean and Joy Thomas' commitment to the community. I did not return, but sporadically kept in touch over the years.

Fast forward ahead 25 years... I got in touch with Jean Thomas following the

earthquake, to see how they were doing and to inquire about any way to support them. Jean informed me that they would like help designing a road, the one we ride in on from Port-au-Prince; a bridge, over the river we forge by vehicle on the last part of the trip; and a secondary school. That is when I contacted the College of Engineering. Quickly Dr. Baoshan Haung and Dr. Tom Attard, engineering professors, joined the team, along with two engineering students. Prior to that time, during the spring semester, I had a meeting with the Dean's Student Advisory Council, where I voiced my vision that the college should and could do something to assist Haiti. Initially, two students came forward, and the brainstorming began. From here, the Haiti Project found its start.

It was in early September that I learned

that Jean and Joy were going to be coming through Knoxville. It was then that we met with them, and, on short notice, established the plan to visit Fond-des-Blancs during fall break with the first group of students and interdisciplinary faculty members. We followed that with a December charette and the class started as an elective in January. Our vision is that we will continue to work as a class and team during the coming years by continuing our efforts on the projects in Fond-des-Blancs. There is a vision for a larger idea, whereby the school and related facilities will become a model for surrounding communities, and the spread of secondary schools will continue throughout rural Haiti.



### FOND-DES-BLANCS

An entry by Jean Thomas

When L'Exode Christian School first opened its doors in 1989, the parents' very first request was for a secondary school. Prior to L'Exode, there were no primary schools in Fond-des-Blancs for parents to send their children to and feel comfortable with the level of education. L'Exode changed that and the community immediately caught on and wanted to secure their children's education beyond the sixth grade through the creation of this secondary school.

The Haiti Christian Development Fund has delayed the establishment of a secondary school, because it wanted to endow it with the same quality that went into the primary school. The event of the January 2010 earthquake, which so dramatically ravaged the educational system in Port au Prince, made it an imperative- HCDF has made creating the secondary school a top

priority. The dream is to create an educational environment that will attract students from around the country. By making it a boarding school, students will be able to escape the deplorable conditions of the city (living and going to school in tents) for the peaceful environment of Fond-des-Blancs. It is our hope that, with the renewed national focus on decentralization, this model could be replicated in every remote area of the country.





## STUDENTS

After identifying the need for L'Exode Secondary School in Fond-des-Blancs, our team began to take shape. First we needed student involvement from the College of Architecture and Design. Students with a variety of majors began to join the group including architecture, interior design, civil engineering, chemical engineering and landscape architecture. With such a variety of student disciplines represented, we felt ready to handle the vast challenges handed to us through the scope of this project. Some of the more focused

majors, such as engineering and landscape architecture, had more specific roles and specialized tasks within the group. With these concentrations, we were able to work on a comprehensive site plan to present with the design of the building complex.

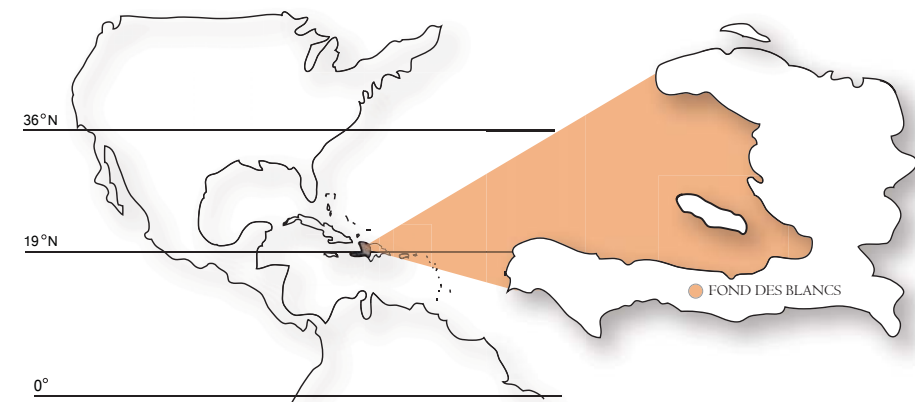
Of course with such an array of students and disciplines, we needed a leader to guide us in the right direction. John McRae was able to organize the class and project, but we also needed a leader with experience in an environment like Fond-des-Blancs. Christopher King, a local Knoxville

practitioner who has been working in Haiti since his teens, joined the fold. He would teach us about the cultural, material, and economic challenges we would encounter on the project.

As the team gathered, we soon began to realize what an enormous task was before us. In order to receive initial funding for travel and exploration, we took on what we call the Road/Bridge Project. It is often challenging to travel to Fond-des-Blancs, especially if rain has fallen in the area. Our group studied the road and bridges in need

of repair or construction and submitted a report of our findings and conclusions on what could be done. This report was submitted in December of 2010, and is still being evaluated by the Haitian government.

Due to the dedication of the students and leaders, we were able to make incredible progress throughout the semester. By engaging the efforts of students from varying disciplines and levels, this project fosters a strong spirit of teamwork and community.



## PLACE

Today, eighty percent of the Haitian population lives below the poverty line, with fifty-four percent living on less than a dollar a day. Of 9,035,536 citizens, fifty-three percent are literate, sixty-seven percent will complete primary school, eleven percent will complete secondary school, and less than two percent will receive a degree in higher education. Most Haitians live without electricity but do have access to an improved water source. The majority of the roads in the country are not paved, but are compacted with dirt and rocks. Because Haiti is so mountainous and rainy, road repairs are frequently needed, but rarely happen. This makes transportation extremely difficult as the roads are very rocky, pot holes are frequent, and rivers are sometimes impassible. In a vehicle with an experienced driver, the trip of 70 miles from Port-au-Prince, Haiti to Fond-des-Blancs, Haiti takes at least four hours.

## FOND-DES-BLANCS

Fond-des-Blancs is a rural community with virtually no infrastructure. Running water, paved roads, and electricity do not exist for ninety-nine percent of the population. However, modern technologies such as internet, cell phones, vehicles and motorcycles exist but may not be accessible all the time. HCDF has played a vital role in bringing clean water and efforts are always underway to improve paved roads and electricity. The residents of Fond-des-Blancs play an active role in creating a better community with help from HCDF.

Ninety percent of the population is self-employed through small resell businesses or subsistence farming. Exports to the city are charcoal and, when in season, fruits, corn, beans, and sweet potatoes. There are a few large employers in town—the St. Boniface Hospital, Haiti Christian Development Fund (school, church, bank), and the government (school, tax office, and

justice of the peace). Furthermore, people sell goods and livestock at the local market, in various markets near the community, and, when possible, in small stores annexed to their homes. There are some businesses where families employ themselves through restaurants, a concrete block making facility, and a nightclub. The community is always bustling with people going to and from school, work, the city and their homes.



## One Class to Another

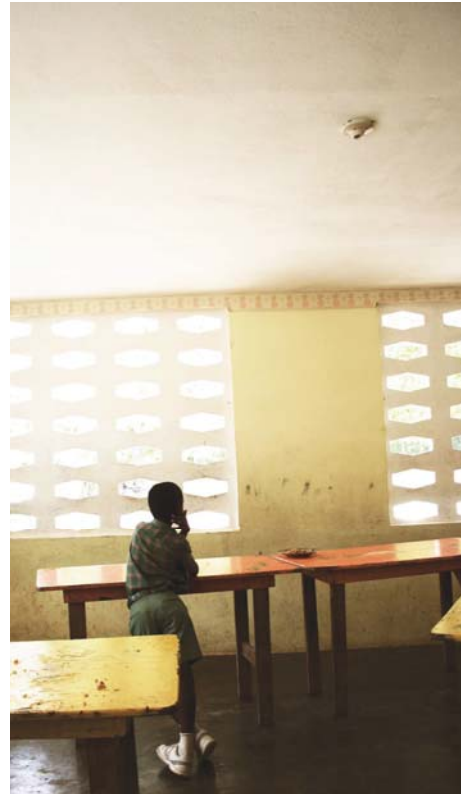
The process of designing L' Exode Secondary School



## OBJECTIVE

Due to the diverse mixture of students in our class, we were organized into multiple teams throughout the various stages of the work; each focused on a different aspect of the project. The mixtures allowed, not only for different design outcomes, but also an opportunity for students to intermix and collaborate. With multiple groups, the class provided a careful and thoughtful approach to design. The stages were as follows: precedent, charrette, programmatic development, technology and structure, design development, and construction documents.

L'Exode Secondary School is intended as a boarding school for middle school to high school age children and young adults. It will help facilitate education in Fond-des-Blanc, and help relieve pressure from over population in the capital by encouraging migration back to a smaller, model town. The design includes classrooms, dorms, library, cafeteria, auditorium, and administrative space.

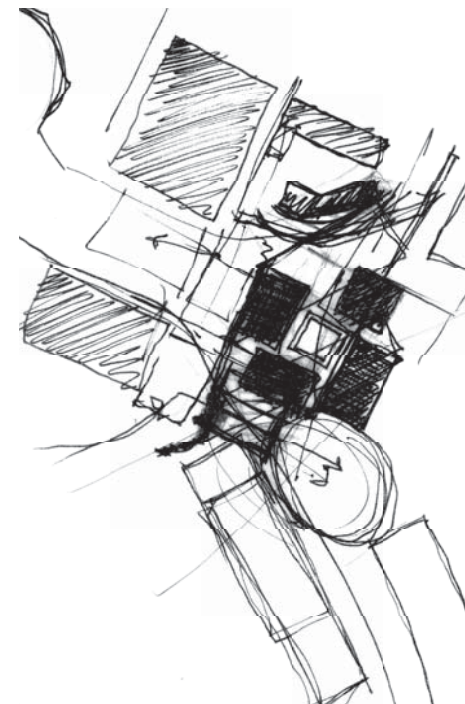


“Working with a group of dedicated students and architects to reach a common goal has been an experience unmatched by any other.”

Marianela D'Aprile, First Year Architecture Student

## PRECEDENTS

The very first stage was rapid but necessary. We did individual research on assigned buildings that had similarities, either built or conceptual, to our project. Each student presented their found material to the class and created documents which were later gathered and assembled into a booklet for future reference. The precedents included primary and secondary schools employing relevant design solutions, as well as examples of bridges similar to needed parameters of the project.



For the next phase, five teams competed with each other as they worked towards the conceptual design of the campus. The groups spent two rigorous weeks creating conceptual themes and a master plan of their proposed solution. At an early review, each group presented their ideas to Jean and Joy Thomas, our clients from the Haiti Christian Development Fund. The teaching team, together with the clients, selected the project that they felt best fit the needs for L'Exode Secondary School. This project was taken as the “ghost solution” to be developed further.

## CHARETTE



## DEVELOPMENT

With a basic master plan agreed upon, the teams met together to collaborate as a larger group. We were able to strengthen the plan with various opinions and ideas. After this, we reshuffled into different teams to refine the various components of the campus. Each team was assigned one of the following: classrooms, library, auditorium, cafeteria, and dormitories. With every team, the level of the students varied. Many students found this stage much like a studio project since we were designing a complete component with a relation to the context of the master plan. The resulting designs were yet again presented and further refined throughout the semester.



“It would take months before I would fully appreciate the amount of thought that goes into a building. What do you feel as you approach a building? What feeling do you get when you enter the building? Working with architects completely changed the way I view the world: I find myself dissecting little details of a space when I see it. I may never work on a design project quite like this again, but the way I approach finding a solution has permanently changed.”

Rose Dortch, chemical engineering undergraduate student

## TECHNOLOGY

Although the class had been through multiple shuffles at this point, we were yet again regrouped to research technological and practical solutions that could possibly be applicable in the culture and context of Fond-des-Blancs.

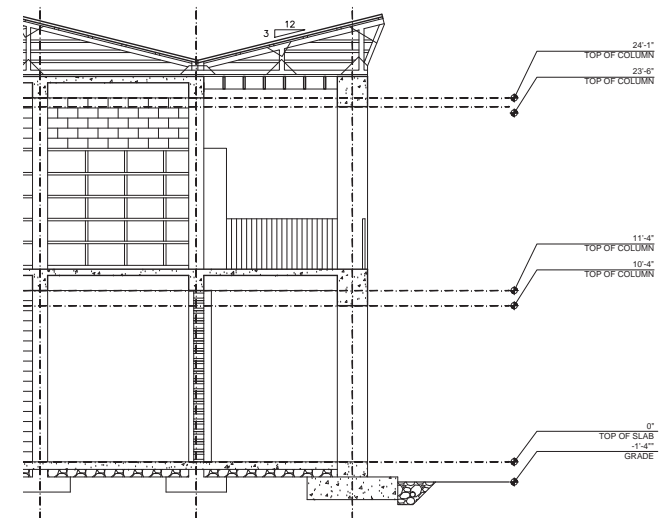


With multiple teams, we split into structural, mechanical, sanitation, site/sun, and water groups. After research into what possibilities and realities were available, these methods were presented to the class and assembled in a booklet that was used for later reference. This phase allowed us to take a deeper look into wind patterns, sun orientation and other passive systems applicable to the given circumstances. It also included strategies for designing roofs and buildings in a way that would catch the most rainwater and be able to collect it for future use. In addition to efficiency and practicality, another focus of this stage was structural methods. During consultations with each group, a structural engineer scrutinized all designs for each component. This was a step taken to reaffirm the stresses the buildings would have to withstand earthquake and hurricane activity.

The final and most vital stage for the actual construction of our designed campus was the construction documents stage. Student groups were reorganized one more time, making room for an overall coordination team. The goal for this team would be to coordinate a cohesive set of drawings that could be eventually passed to a Haitian contractor. We spent a great amount of time preparing detailed construction drawings of each building of the campus. For many of us, this was the first time to work on such drawings even though it is common practice in the professional world. It was a challenge not only to prepare the drawings themselves with such great detail but also to include an additional layer of technicality for the local Haitian contractor's understanding.

However, with this extra effort we hoped to bring to Haiti a new way of constructing

masonry to withstand the powerful forces of Mother Nature. Drawings were drawn and redrawn under the guidance of the professors and assembled into an all-encompassing sheet set including elevations, plans, sections and details for each portion of the campus.



## CONSTRUCTION



## One Student to Another

A design for students by students



**CONCEPT** Understanding this town, its culture and traditions have been a vital part of our work. Context and culture informed our response to site, materials, and conceptual design. With three separate trips during the course of our work, every visit varied with different seasons, experiences, and objectives. The result is a wide variety of encounters and reflections from every student



regarding how the process influenced our design. Our vision for a secondary school in Fond-des-Blancs proceeds from a deep commitment to encouraging the individual pursuit of knowledge, while simultaneously creating and maintaining a strong sense of community. “Community” exists at different scales- a dormitory house, the academic campus, and the overall society of

Fond-des-Blancs. Regardless of whether a student is involved in an individual or communal pursuit, we believe that their sense of fellowship, as well as their sense of enlightenment, should be inspired simultaneously.

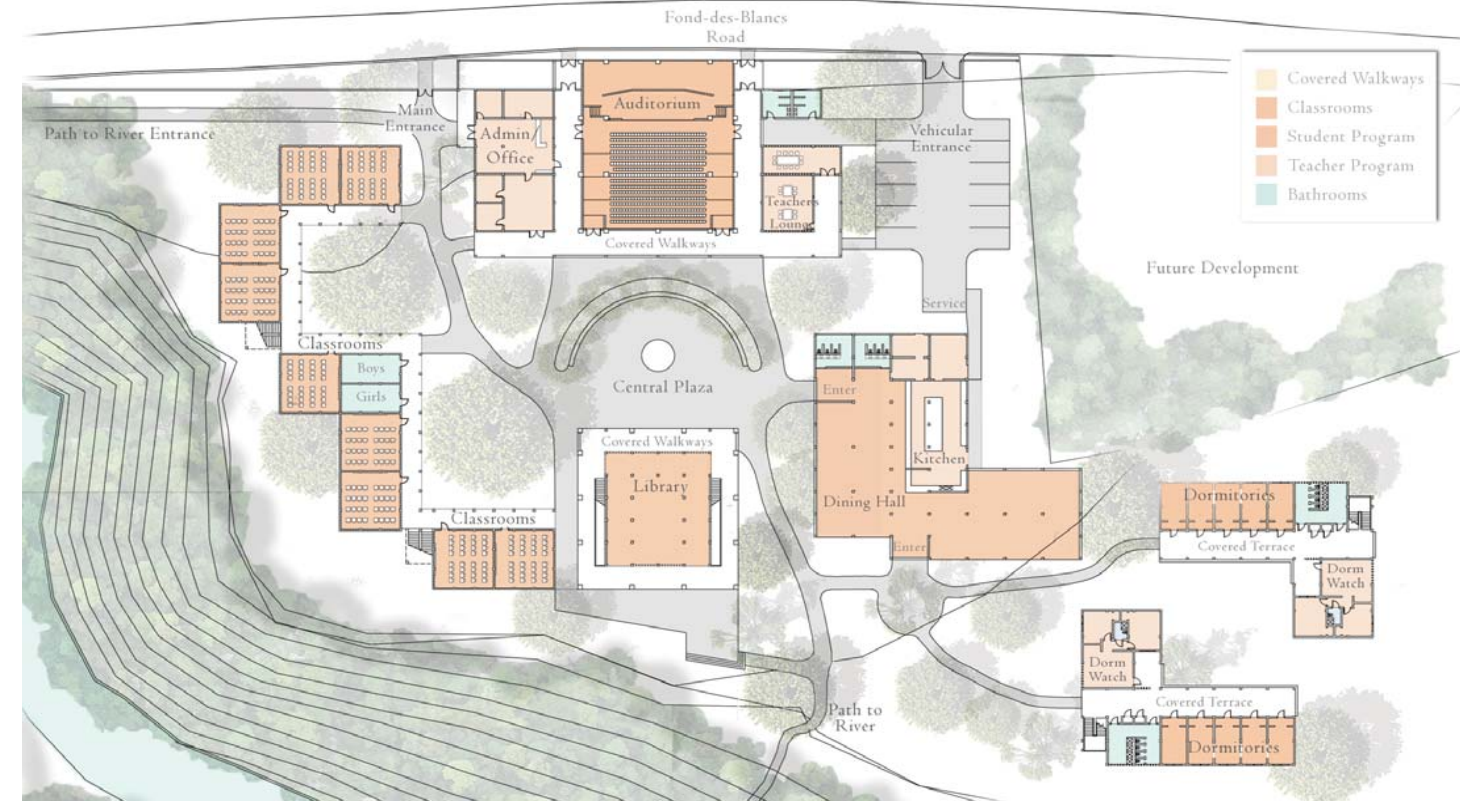
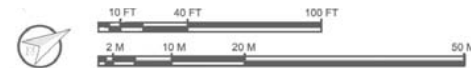
“Our days in Haiti expose us to the culture we’ve been attempting to cater to in our design. Life in Haiti is lived within the bounds of the Earth: Haitians sleep when it’s dark and wake when it’s light, eat what nature gives them, and embrace their environment. We can only hope that our work helps them do more of the same.”

Marianela D’Aprile, first year architecture student

## PROGRAM

With such a diverse need for programming, we knew our site would be complex. The need for a walkable, yet secure campus was recognized. We began to arrange spaces around a central courtyard, providing for the auditorium, library and classrooms to frame the space. With an unusual shaped site, we allowed for paths to take on a meandering nature. We added structure through the rigid line of buildings we designed. With the main entrance winding its way up from the watering hole, it allows

for a common entrance. A motor and visitor entrance also exist for security purposes. Heading back into the site, levels of intimacy are built up. After passing the library and auditorium, the cafeteria acts as a middle ground between those students commuting and boarding on campus. Just beyond this is the set of dorms, which offer a more private living environment. Our hope is that students from outside of Fond-des-Blancs will feel comfortable here and will integrate into the community as they mature.



SITE PLAN



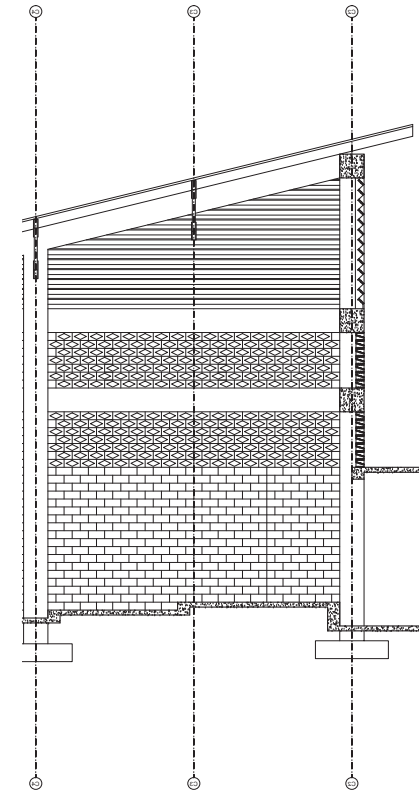
### Auditorium

The auditorium will be a vital addition not only to the school campus, but to the community as well. With a large capacity for seating, the space can be used for assemblies, worship services, and town meetings. A large part of HCDF's ministry comes from its pastoral association that brings together ministers in the community. This meeting space will allow their ministry to be strengthened, while also allowing for school assemblies, movies, and plays.



“The constant negotiation between cultural, economic, climatic, and tectonic constraints has created a fascinating arena in which to practice our craft and our humanity.”

Andy Ruff, fifth year undergraduate architecture student



### Dormitories

While the needs of the existing community could justify the necessity for a secondary school operated with the L'Exode commitment to excellence, there are still students in the city with no schools to go to; hence, the reason for the boarding school. Haiti's future leaders need this peaceful environment for their academic preparation. The ultimate goal of HCDF is to not only attract local students to this school but also students from other towns, including Port au Prince. To do this, adequate boarding rooms must be available. Twenty-four rooms have been designed for each gender, as well as apartments for dorm moms.

### Cafeteria

Many students attending school depend on in-house meals to get them through the day. While students attend L'Exode Secondary School, they will be able to dine in an environment that allows for community bonding and wholesome meals. Many students from the community have limited resources and the meals they will eat here will only give them further nurturing.

### Classrooms

Eventually there will be a total of eighteen classrooms. Built in phases, the number of classrooms will grow as the student body does. A classroom will seat 25-30 students with separate entrances and natural ventilation and lighting. This will provide for productive teaching and learning, allowing students to focus on lessons.

### Administration Building

The administration building is located at the entrance to the campus and offers spaces for the principal's private office, meeting space for staff and parents, as well as much needed storage space. As a boarding school, the administration building will serve as a portal to parents bringing their children to Fond-des-Blancs from the wider Haitian community.

### Library/ Multipurpose Room

The library is central to the plan of the secondary school. With an already growing collection of books, the school needs shelving for at least 2,000 volumes.

The typical Haitian school is still furnished and operated by 19th century models. No serious investments have been made to connect the students to modern technologies. In Fond-des-Blancs, there has been an effort to overcome this problem. The existing elementary school has a computer lab for use by all grade levels. A key link to modern day society is through technology, and without a computer lab; students miss vital enrichment opportunities. With a central lab and surrounding stacks, most of the library exists on the second story, located in the middle of campus. On the first floor, there is allowance for a wide gathering porch as well as a multi-purpose room used for class meeting space, reception space, or extra-curricular activities.



“I felt like it was an opportunity to use design to make life better for people who have been forgotten by so many. It was a way for me to help create a sense of stability and permanence for an area that has lost it.”

Aaron Brown, third year undergraduate architecture student

## MATERIALS

Even from the very beginning of the project, we knew what a challenge it would be to obtain construction materials for our school design. At first, our team tried to push the constant thought of restrictions away, designing with innovative materials, such as the gabion wall system which would be used as large structural walls throughout the design. Although we saw this as a modern contextually relevant wall system, our clients pushed back with concerns of recession into past times. With a cage-like system filled with large rocks, we understood their outlook and opted for the more common concrete block system. However, we promised to push the commonality of it by designing more structure, better ventilation and cooler roofs.

Designing to meet the climate is extremely important in such a tropical, mountainous area. Timber is rarely used in our project due to the inadequate reforestation methods in the area. However, there are some trees that will have to be removed from the site, and their lumber will be put to good use. Using common materials may seem like an uninteresting solution, but with new innovations even the most mundane of mediums can be made contemporary.

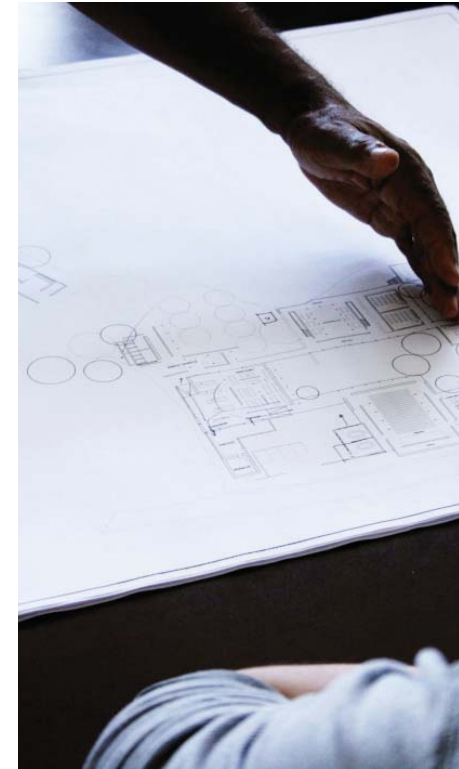


## CLIENT INTERACTION

An entry by Dani Collins

During the initial site visit, our team studied Haitian anthropological typologies, infrastructural systems and community needs on both macro and micro scales. As a learned example of cultural dissimilarity, our team proposed to use a gabion wall system throughout the school campus. The system would allow for ample light infiltration, could be made of materials inherent to the site, was cost-effective, and to our interpretations, was aesthetically pleasing. Upon the system's proposal to our client, the gabion wall stood unaccepted. The clients explained that this system could

be perceived as beautiful and appealing to Americans because we had already experienced modern technology and could appreciate its simplicity. As Haitian culture has not yet experienced modern technology, a simplistically functioning system would be perceived as typical and inferior.







## One Town to Another

Lessons learned and the future

## REFLECTIONS

Challenges are what we as design students are taught to respond to in an intellectual and critically discerning manner. This project has forced us to respond to a context and environment unlike anything we have ever studied. But the approach was the same. To consider a context where poverty is ever-present and to respond to the vision of a 21st century school in this environment was a constant dilemma for the team. Yet, we believe we have succeeded in giving

students spaces in which to learn, study, and create relationships with each other.

Of course, we would be untruthful if we claimed “everything went according to plan.” Due to the rapid onset of the project, we felt we never had enough time. A further constraint was that the class only met as a group once a week for two and a half hours. And with a mixture of such studio-intensive disciplines, we were never able to focus on just “Haiti.” It was a never-ending

process, but one we will always see the benefit of in our futures.

The class prepared us for dealing with international issues of culture, and also taught us how to collaborate with others. We feel we have grown as designers, engineers and communication experts. The outcome of the class reflects a collaborative effort of all our disciplines: architecture, interior design, engineering, planning, and landscape architecture.

“ The experience of getting to know and learn from people who are different from you is beneficial and enjoyable in ways that go beyond the professional.”

Jeremy Mefford, Graduate Civil Engineering Student

## INVOLVEMENT

An entry by Lauren Mullane

I followed the Haitian people during the months after the earthquake as relief efforts and news pieces revealed the root causes of the devastation. In many cases, building collapse increased the death toll. I suddenly became aware of the impact of poverty, inadequate education, and poor building construction on human safety and security. My motivation to travel to Haiti derived

directly from human nature. I believe that shelter is a basic human necessity. As a design student with a developing, specific skill set, I wanted to get involved. I wanted to clear debris, provide food and clothing, or help in any way possible. Having experience with disaster relief, I knew that an educated, compassionate, eager pair of hands could help resurrect hope.





## FUTURE

### THE UNIVERSITY OF TENNESSEE

Despite its success as a one-semester course, we see the class as a gateway to a continued collaboration with the educational future of Haiti. There are plans for another studio-based project for the spring semester of 2012. The design will focus on the development of faculty/staff housing on a site close to the school. We have already received interest from our community, and a new group of students is forming.

Armed with extensive knowledge of Haitian culture, history and building methods, we feel we have not only gained an enormous amount from this experience, but also have formed a symbiotic relationship between ourselves and the people of Fond-des-Blancs. Through our experiences with this project at the University of Tennessee, we are better prepared for future, intercultural experiences. We've been given a glimpse of the complex international structure that exists in today's world.



### L'EXODE SECONDARY SCHOOL

Our group feels our efforts have created a learning environment that will foster a future of educational growth in Fond-des-Blancs. The intention is that other towns will begin to embrace the idea and build schools of their own. We trust that the work will help guide others in respect to the concept, program, and construction of future models.

It is the joint hope of the Haiti Christian Development Fund and the

students of the University of Tennessee, College of Architecture and Design, that with more secondary schools throughout Haiti, students will challenge themselves and learn in spaces that will inspire their success. Haiti will continue to benefit as secondary schools spread throughout the country.

Construction is set to start in September 2011. A local Haitian contractor will be

taking on the work under the guidance of Jean Thomas and the faculty team. The school master plan has been designed in three different construction phases. The first phase includes classrooms, cafeteria, and a portion of the dorms. Next will come the remainder of the classrooms, the library, and additional dorms. The auditorium will be the last to be built. We are excited about seeing progress on the buildings.

“This project became bigger than layers, line weights, and paper space. Serving pulled at something much deeper within each of us, calling us to let go and attach ourselves to a vision.”

Forrest Reynolds, third year undergraduate architecture and civil engineering student

## THE HAITI PROJECT

This project has been made possible only through the tireless work ethic of students and instructors. Balancing full-course loads and the throes of being busy students, those involved, nevertheless, devoted countless hours to create an innovative and thoughtful design for Fond-des-Blancs. This learning opportunity helped shape our educational experiences in a humanitarian and cultural way we could not have expected. We are very grateful for this experience.



## PARTICIPANTS

Jordan Bailey	third year architecture
Aaron Brown	third year architecture
Dani Collins	third year interior design
Marianela D'Aprile	first year architecture
Katharine Dike	fifth year architecture and global studies
Asia Dixon	fifth year architecture
Rose Dortch	fourth year chemical engineering
Emily Dover	third year graduate architecture
Jeremy Mefford	graduate environmental engineering
Wyn Miller	third year graduate landscape architecture
Lauren Mullane	fourth year interior design
Michael Nelson	third year architecture
Megan Paris	third year architecture
Alan Reece	third year graduate architecture
Forrest Reynolds	third year architecture and civil engineering
Adam Richards	fourth year architecture
Andy Ruff	fifth year architecture
Emily Ryan	third year architecture

John McRae	college of architecture + design professor
Christopher King	adjunct faculty, local practitioner
Joleen Darragh	graduate assistant
Jona Shehu	graduate assistant
Megan Warner	adjunct consultant
Dr. Tom Attard	college of engineering
Dr. Boashan Haung	college of engineering
Rob Hauser	structural consultant
Kristi Hintz	communications
Lori Huff	leadership knoxville
Barbara Klinkhammer	college of architecture +design associate professor
John Schwartz	college of engineering
Florence Graves	college of architecture+design business manager
Bridgit Carpenter	college of archietcture+design accounting specialist

A special thank you,  
Jean and Joy Thomas

for vision, hospitality, patience, and insights. They have been a pleasure to work with and we look forward to seeing this project develop with their guidance.

# GRATEFUL FOR SUPPORT

When word of our project got out, it was overwhelming to hear the response of those interested and willing to help. Without the generous support of individuals and organizations alike, our project would not be what it is.

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- Kim Hawkins, ASLA, Nashville, TN
- Marion Fowlkes, FAIA, Nashville, TN
- Tennessee Architectural Foundation, Nashville, TN

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All photographs courtesy of students and faculty in the Spring 2011 Haiti Project class. Photos are from travels to and from Fond-des-Blancs, Haiti. Used and edited with permission.

The tree featured on the cover of this publication is located on the site of the new school. It is the original site of the Haiti Christian Development Fund headquarters and the home of Jean and Joy Thomas. The tree's unique shape allowed the couple a bench to rest on throughout the last twenty years. The tree also bears a fruit-like gourd that past groups have signed while visiting. The rooted, twisted shape reminds us of the thriving that comes with the nurturing of others along the way. This project was designed with the ideals of the ministry in mind and we hope the school thrives in the same way the tree has over the years.

