

1-17-1969

# An Education Park for the Albuquerque Public School System

Roger Lujan

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AN EDUCATIONAL PARK FOR THE ALBUQUERQUE PUBLIC SCHOOL SYSTEM

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B. A.

1969

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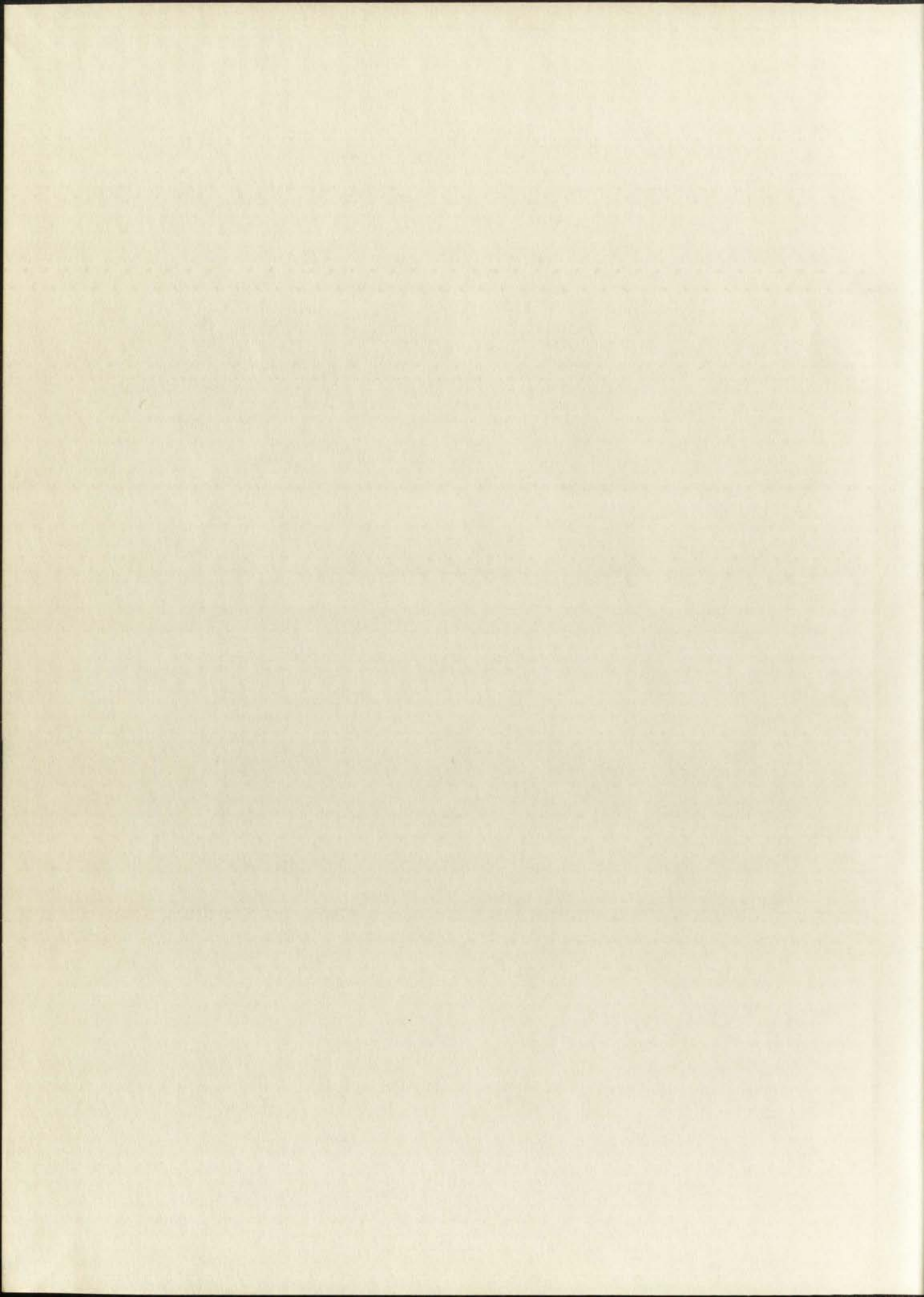
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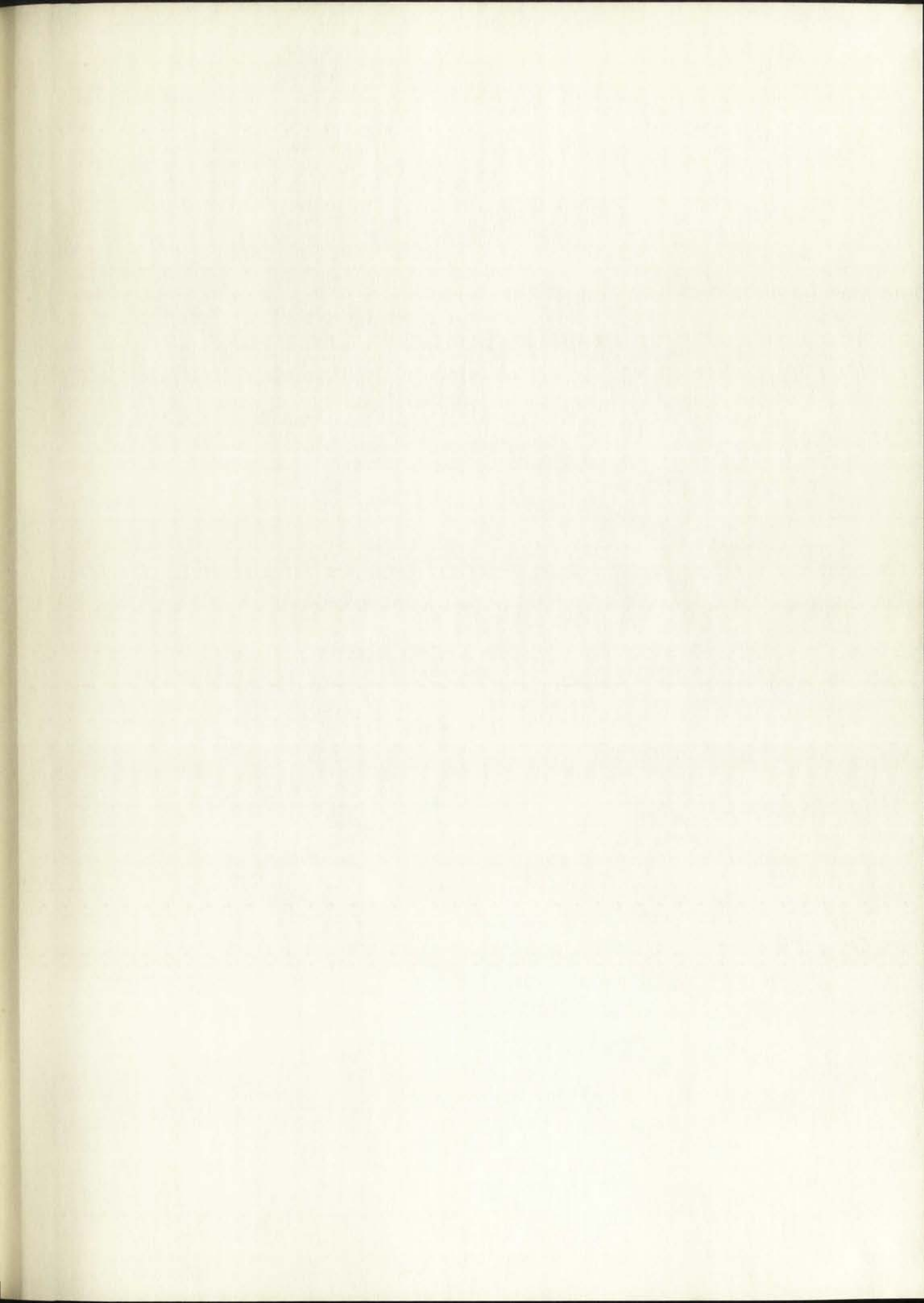
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PROGRAM FOR A  
BACHELOR'S THESIS IN  
ARCHITECTURE

AN EDUCATIONAL PARK FOR  
THE ALBUQUERQUE PUBLIC SCHOOL  
SYSTEM

Lujan, Roger  
Dept. of Architecture  
Univ. of N. Mex.  
Jan. 17, 1969

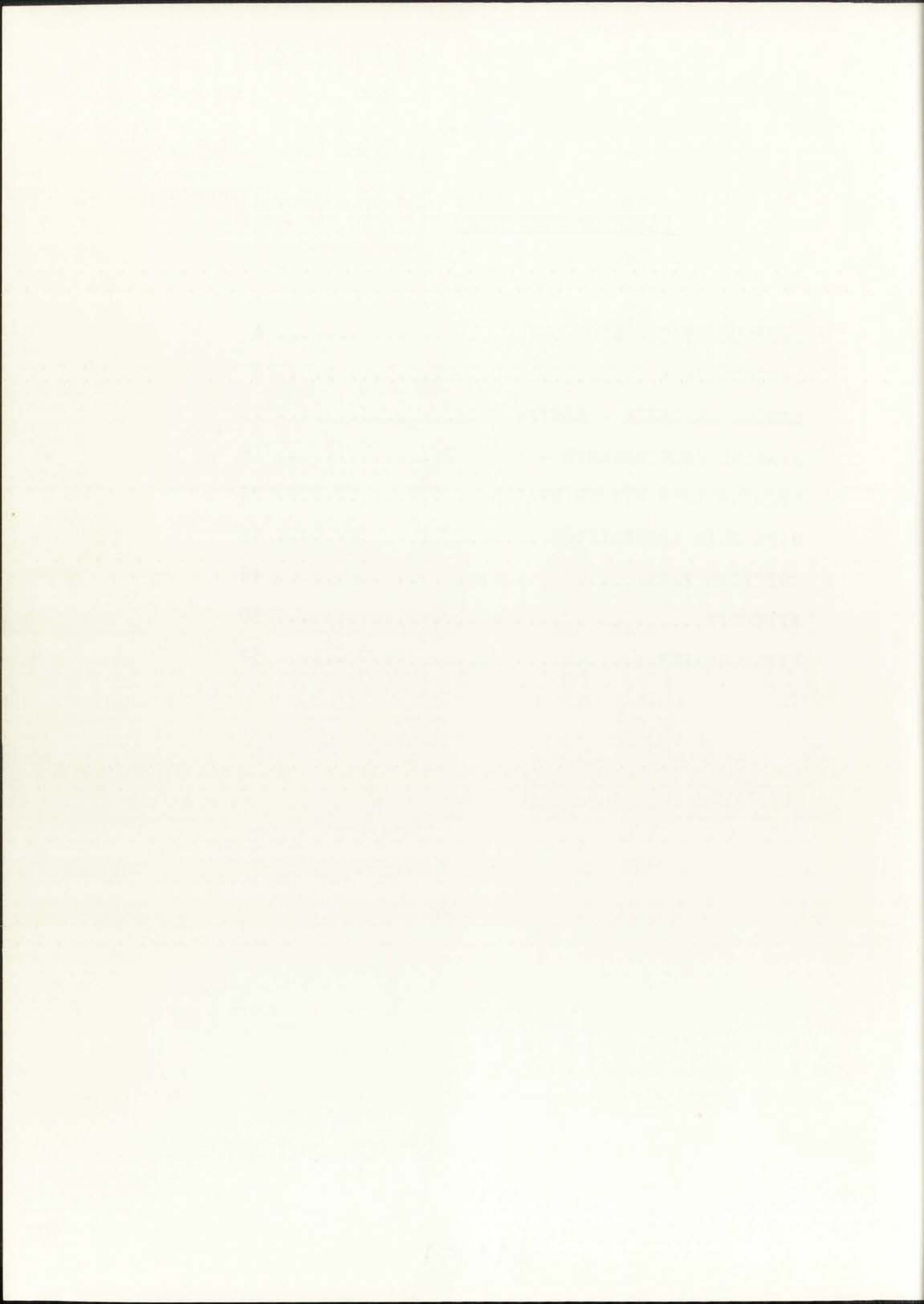


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## PROBLEM STATEMENT

### TITLE

An Educational Park for the Albuquerque Public School System.

### PURPOSE

1. To analyze functional and socio-economic requirements for a large scale educational facility in the Albuquerque Public School System.

2. To design and present the planning and architectural solution for such a facility.

### ASSUMPTIONS

Location: Recommended by the Department of Urban Renewal and being considered by the Albuquerque Public Schools, which geographically has these limits. Broadway on the west; Interstate 25 on the east; Lomas Blvd. on the north; and Central Ave. on the south. The feasibility study of the site has been completed.

### CONTENT

The thesis will contain a master plan for the site, incorporating where possible, the more permanent

in the National Park for the first time  
in the history of the park.

1. To provide for the first and only  
in the history of the park.  
2. To provide for the first and only  
in the history of the park.

3. To provide for the first and only  
in the history of the park.  
4. To provide for the first and only  
in the history of the park.

5. To provide for the first and only  
in the history of the park.

facilities in an attempt to create a civic and education facility.

It will also contain the architectural solution for the first phase of the educational park which is a middle school to accomodate 900 students, grades 5-8.

It is a pleasure to have you here.

I hope you will find it interesting.

It will also be a pleasure to

for the first time of the

in a whole new way.

Yours truly,

## INTRODUCTION

The education park is not a new idea. As early as the turn of the century, Preston Search, then Superintendent of Schools of Los Angeles, California, proposed a "school park" for that city. Search, an admirer of John Dewey, was also greatly influenced by European educational practices. He felt that a healthy farm environment, away from smoking chimneys and congested urban conditions, could lead to "unconscious instruction," through the inclusion of such units as a "zoological garden, a museum, and a miniature ranch." In an attempt to adapt the obvious advantage of this school setting to the American scene, the evolution of the concept came to encompass another educational objective. That is racial and socio-economic integration. This aim, hopefully, may turn out to be short term, but that doesn't make it any less important.

An education park displays two fixed characteristics, its large size and its consolidation of age groups, teachers, and facilities. Consolidation is the feature that would make it possible for the park component schools to share in the use of many



amenities, such as assembly halls, libraries, gymnasiums, food services, mechanical and electrical services, all of which may turn out to be economical. Size would probably satisfy the educational requirement of intergration by drawing from a widely differing mix of student population. The education park would serve this population in the daytime, but at night has the possibility of functioning as a service to the community. With possibly commercial and civic kinds of facilities incorporated into the park, there would be opportunity for the local citizenry to become involved in the facility, making it a community center.

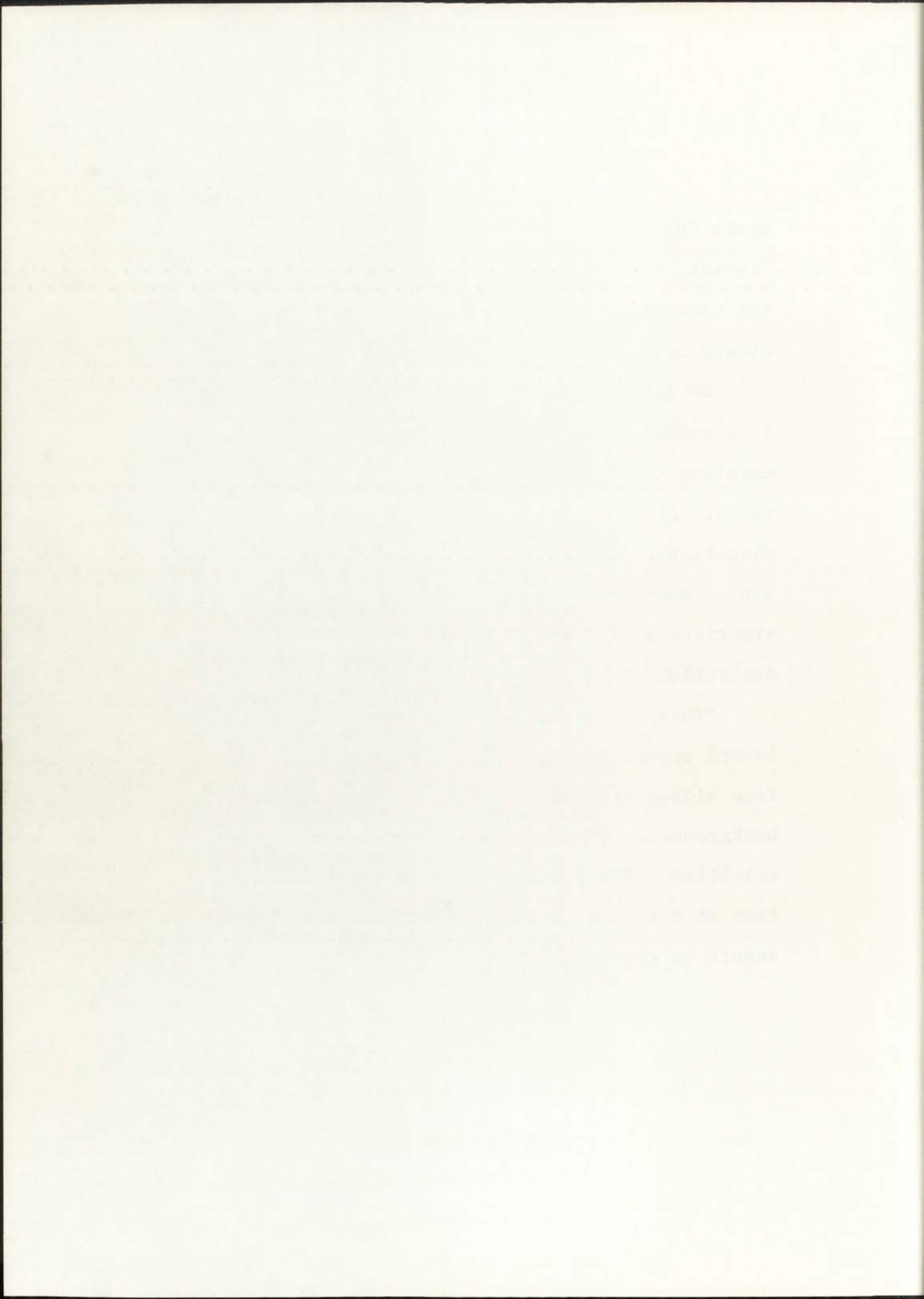
The basic themes of the educational park: as a pastoral school setting, as a community center, as a means of educational innovation, and as an economy measure, have recurred in one way or another in parks actually existing, being built and being built and being planned. In the 1930's, an educational park was built in Detroit, Michigan, primarily for economic advantages. In 1946, in Glencoe, Illinois, an ed park was built combining community and educational facilities for adults and children. In 1958, a park was built in New Orleans, Louisiana,



again for economic reasons. In Broward County, Florida, their ed park is practically completed and operating.. It makes use of electronics to insure strong communication between students and faculty..

In Albuquerque, it is not feasible immediately to abandon or discontinue the use of all of the 108 existing schools to set up a system of educational parks.. (1:66) But it is feasible to build one educational park which would serve as an experimental model and future parks should be modified as experiences with the first park show this to be desirable..

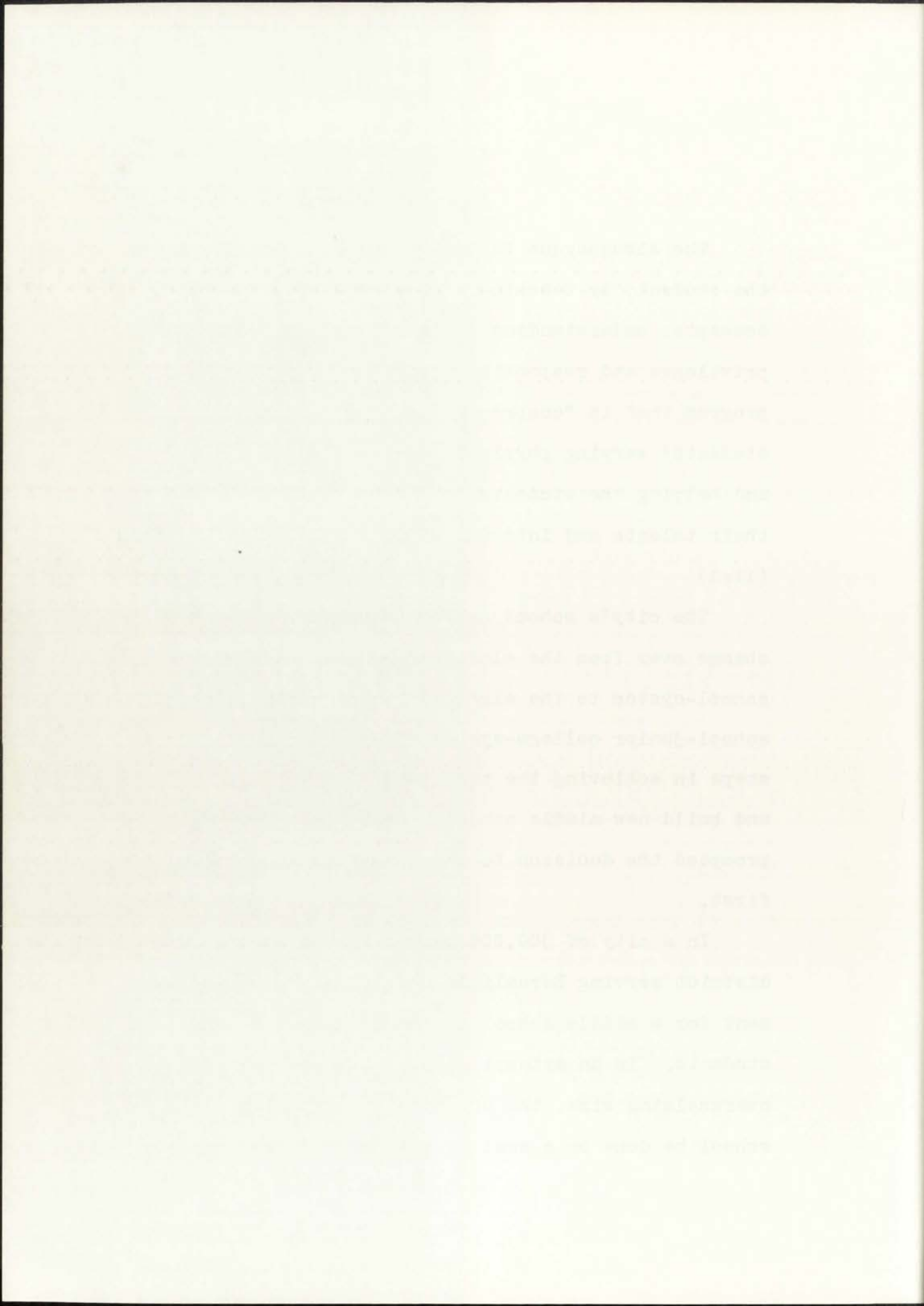
"This park, when established, will go along way toward providing enriched opportunities for pupils from widely different ethnic and socio-economic backgrounds.. It is feasible and desirable to establish a first education park despite the fact that at this time a total education park system cannot be guaranteed." (1:67)



The Albuquerque Public School District prepares the student "by teaching.....democratic principles, concepts, understanding of franchise and democratic privileges and responsibilities." It desires a program that is "comprehensive, emphasizing the students' varying physical and intellectual needs, and helping the students in discovering and developing their talents and interest according to their abilities." (11:1)

The city's school system is contemplating a change over from the elementary-junior high-high school-system to the elementary-middle school-high school-junior college-system and one of the first steps in achieving the transformation is to plan and build new middle schools in Albuquerque. This prompted the decision to phase in this size facility first.

In a city of 300,000 people with a school district serving Bernalillo County, a proper increment for a middle school is considered to be 900 students. In an attempt to curb the problem of overwhelming size, the organization of the park school be done on a small scale, so that the quality



of education will assist students in achieving desired learning outcomes. The neighborhood school provides a small enough environment scalewise, and shouldn't necessarily be abandoned to adapt to the larger educational park situation.



## DESIGN CRITERIA - MASTER PLAN

### COMPONENTS AND PHASING

A listing and the order in which the buildings in the complex will be built, recommended by the Albuquerque Public School system, can be found in fig. 1. The housing in the poorest condition exists in the northern portion of the site and much of the urban renewal demolition has been started here. This implies that renovation should begin in this area. And this determines the site for the first phase of the ed park. The two existing school in the area are in the south half. This means that, in the first stages, they can be used as part of the park concept until such time as construction reaches that sector and the schools phased out.

### PARKING AND TRAFFIC

Established acreage requirements to accomodate the ultimate and immedate parking loads can be found in fig. 3.

### BUILDING DENSITY

There are definite limitations to the density of

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COMPONENTS OF ALBUQUERQUE EDUCATIONAL PARK\* Fig. 1

PHASE	FACILITY - NO.	GRADE	POPULATION	GROSS FT <sup>2</sup>
I	Middle School-1	6-8	900	113,606
II	Junior High School-3	7-9	1,000 ea. 3,000	114,000 ea. 342,000
III	Magnet High School-1	10-12	2,000 ea. 4,000	226,000 ea. 454,000
IV	Junior College-1	13-14	2,000	151,000
V	Experimental Elementary-1-	1-4	300	42,000
VI	Child Development Center-1-	1-4	300	42,000
TOTALS		1-14	10,500	1,372,000

\* Standards adapted from Anniston, Alabama study (see bibliography)

ASTOR LENOX TILDEN FOUNDATION  
500 FIFTH AVENUE, NEW YORK 10017

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SPACE AND ACREAGE IMPLICATIONS\*

Fig. 3

	GRADES 13-14	9-12	5-8	1-4
UNIT SIZE	2,000	2,000	1,000	300
NO. STUDENTS	2,000	4,000	4,000	600
BUILDING DENSITY	High rise for special facilities only	High rise	3-4 st.	1-2 st.
SERVICE AREA	Bus, auto Rapid transit	Bus, auto Rapid tran.	Walk-in Bus, Auto	Walk-in Bus-in
WALKING DISTANCES	-	1-2 mi.	$\frac{1}{2}$ -1 mi.	$\frac{1}{4}$ - $\frac{1}{2}$ mi.
LAND REQUIREMENTS building cov- erage, rec. and play	10 acres	10 acres	11 acres	2 acres
PARKING: TOTAL				
Faculty, staff (1 space/2 fac.)	50 spaces	100 spaces	100 spaces	25 spaces
Students (1 space/5 students)	400 spaces	800 spaces	-	-
Sports Center	300 additional spaces			

Adapted from Corde Corporation's study (see bibliography)



buildings and their masses in an education park (fig. 3). Great care should be taken not to create a facility so overwhelming that it is possible for the individual student to lose his identity. An "educational supermarket" is most undesirable.

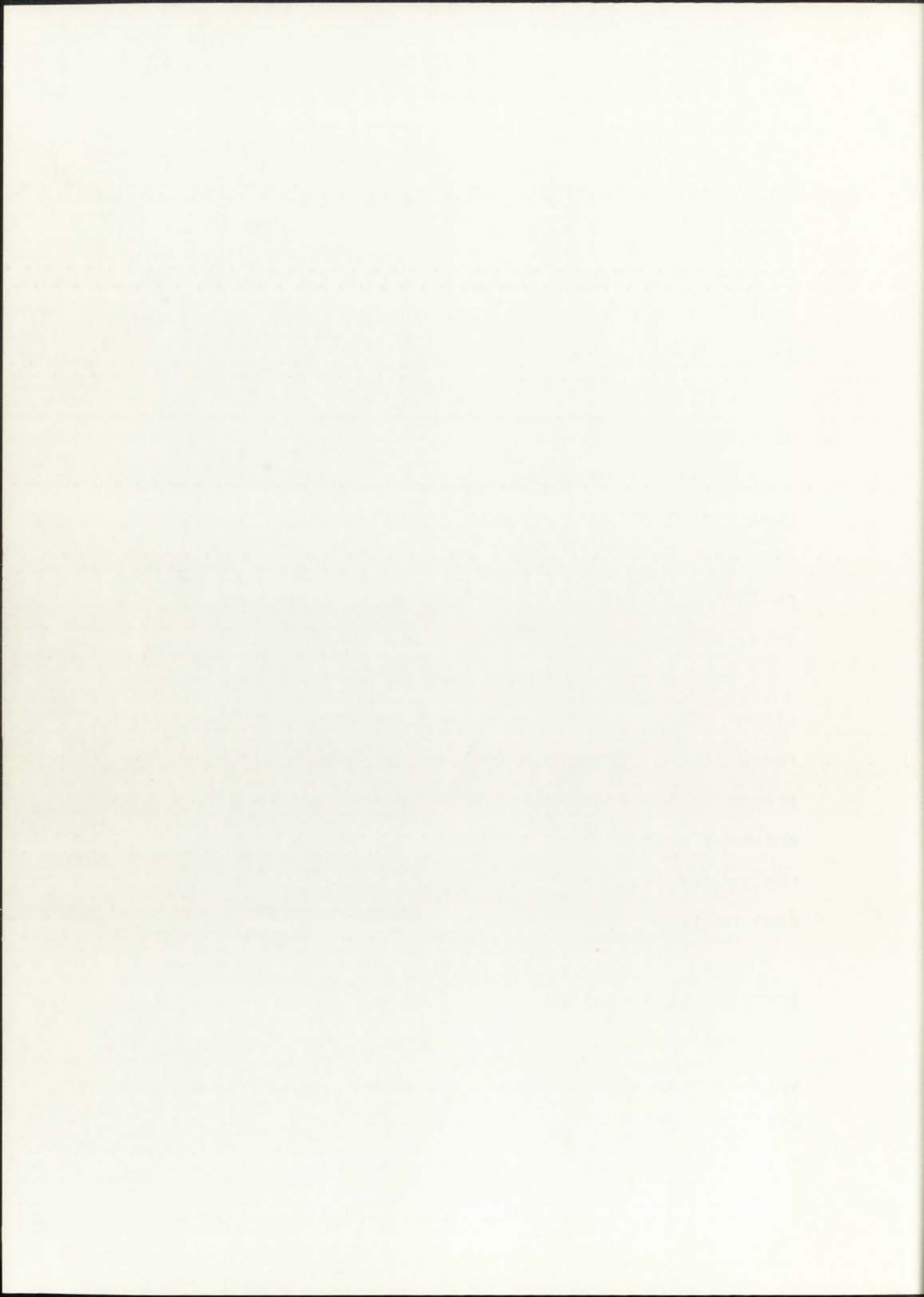
#### SERVICE AREAS

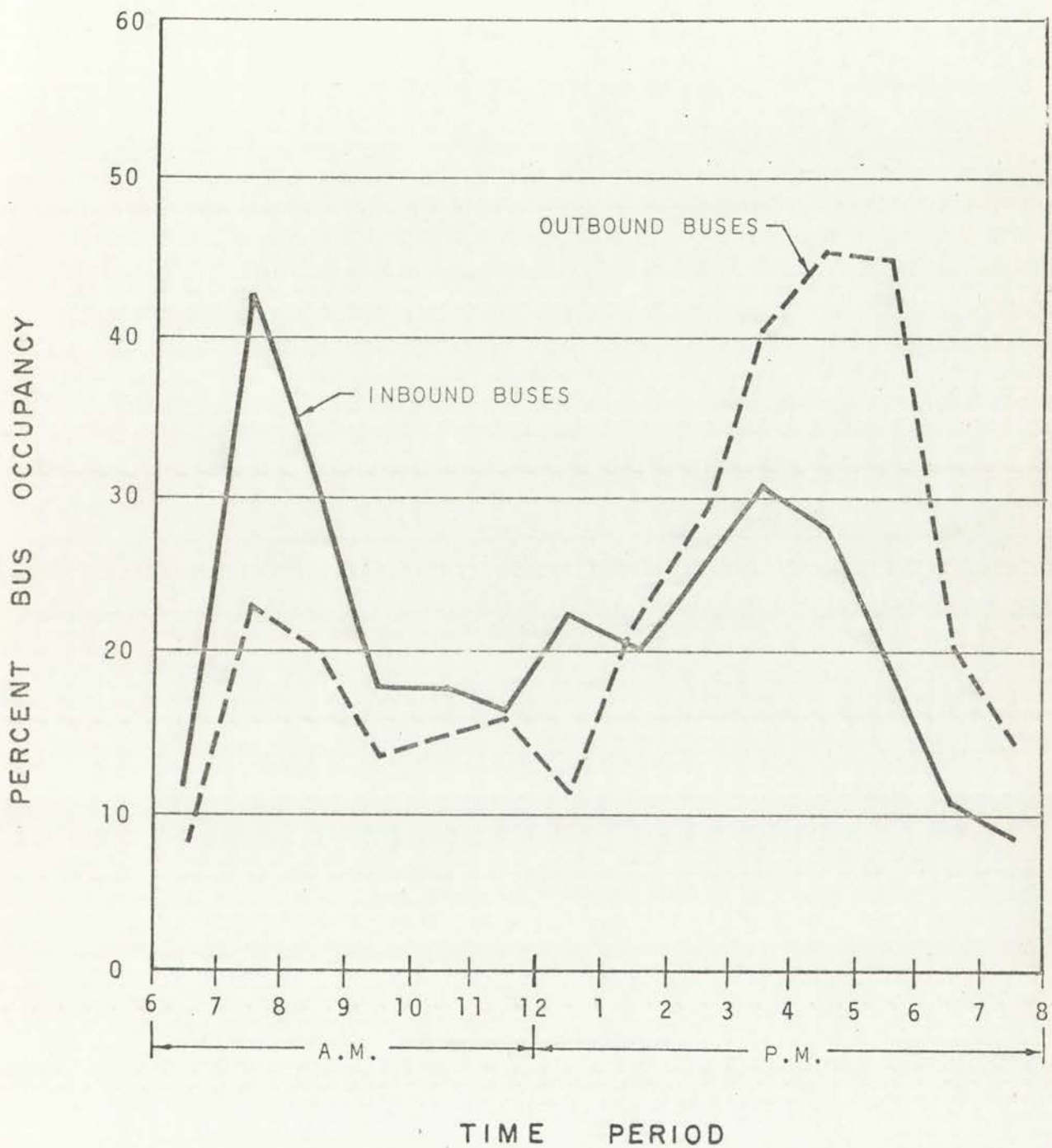
Figure 3 lists the modes by which the occupants of each facility building will be delivered to the park. All have implications as to the individual building locations with regards to accessibility to public and private, vehicular and pedestrian means of transportation.

Public transportation to the site will be a determinant since the site borders on the downtown area, a focus of the city's bus system. Figures 4, 5, and 6 will prompt design recommendations for utilization of major and minor arterials as a result of additional use with the introduction of 11,250 people travelling to a common destination.

#### PHYSICAL DETERMINANTS

The fact that the number of ed parks existing in this country is so limited, and experimental there is still insufficient data to attest to its fundamental functional and spatial needs. To be able to approach the





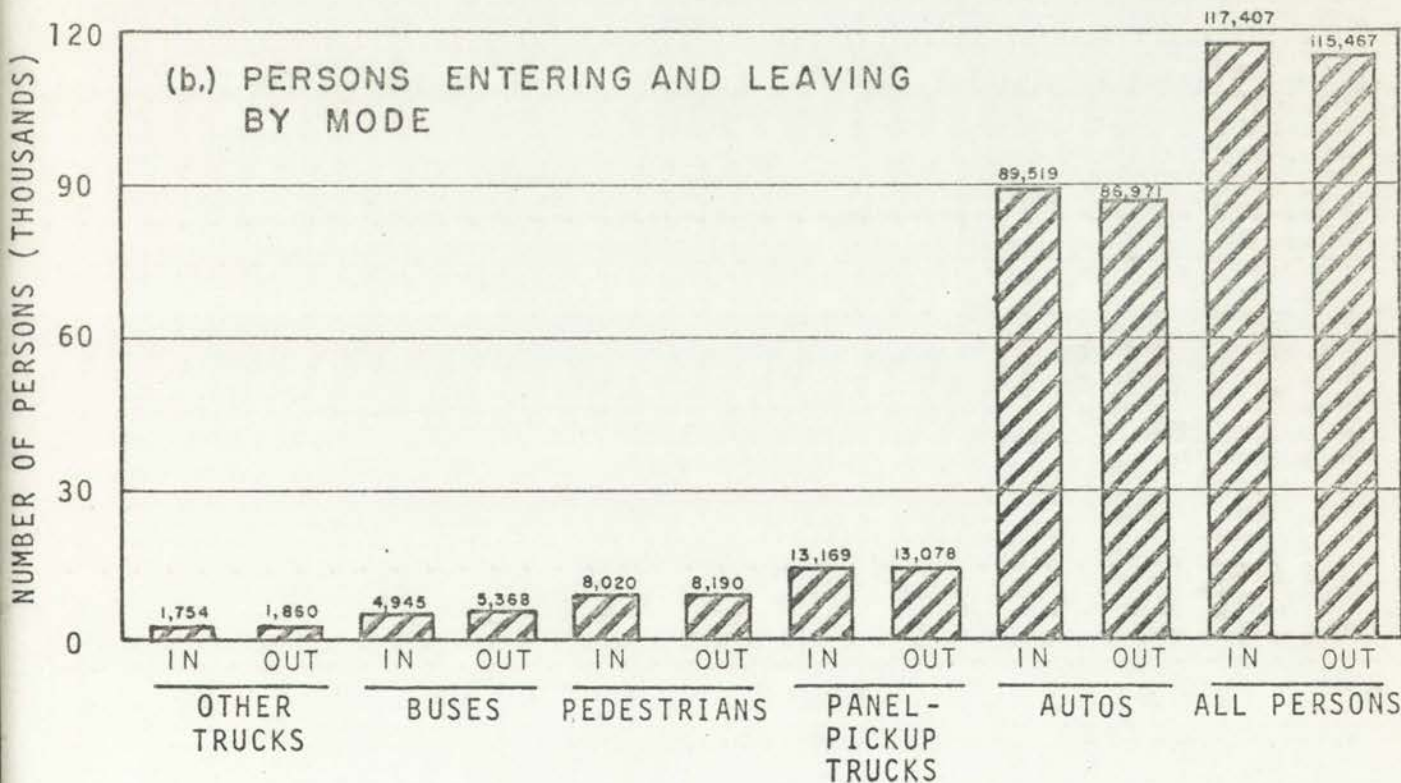
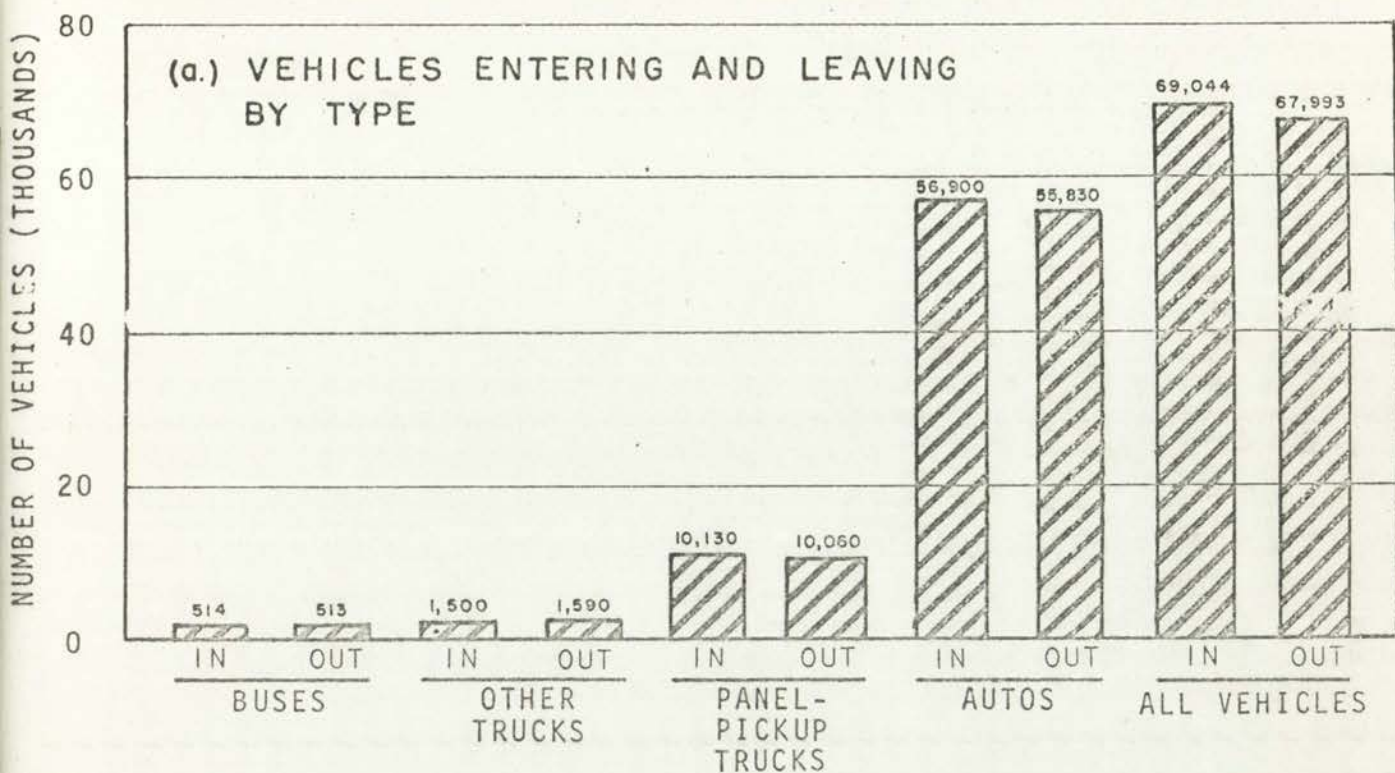
PERCENT BUS OCCUPANCY BY HOUR

Figure 4



PERCENT BUS OCCUPANCY BY HOUR

PERCENT BUS OCCUPANCY BY HOUR



## VEHICLES AND PERSONS ENTERING AND LEAVING THE AREA

Figure 5



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BY MORE

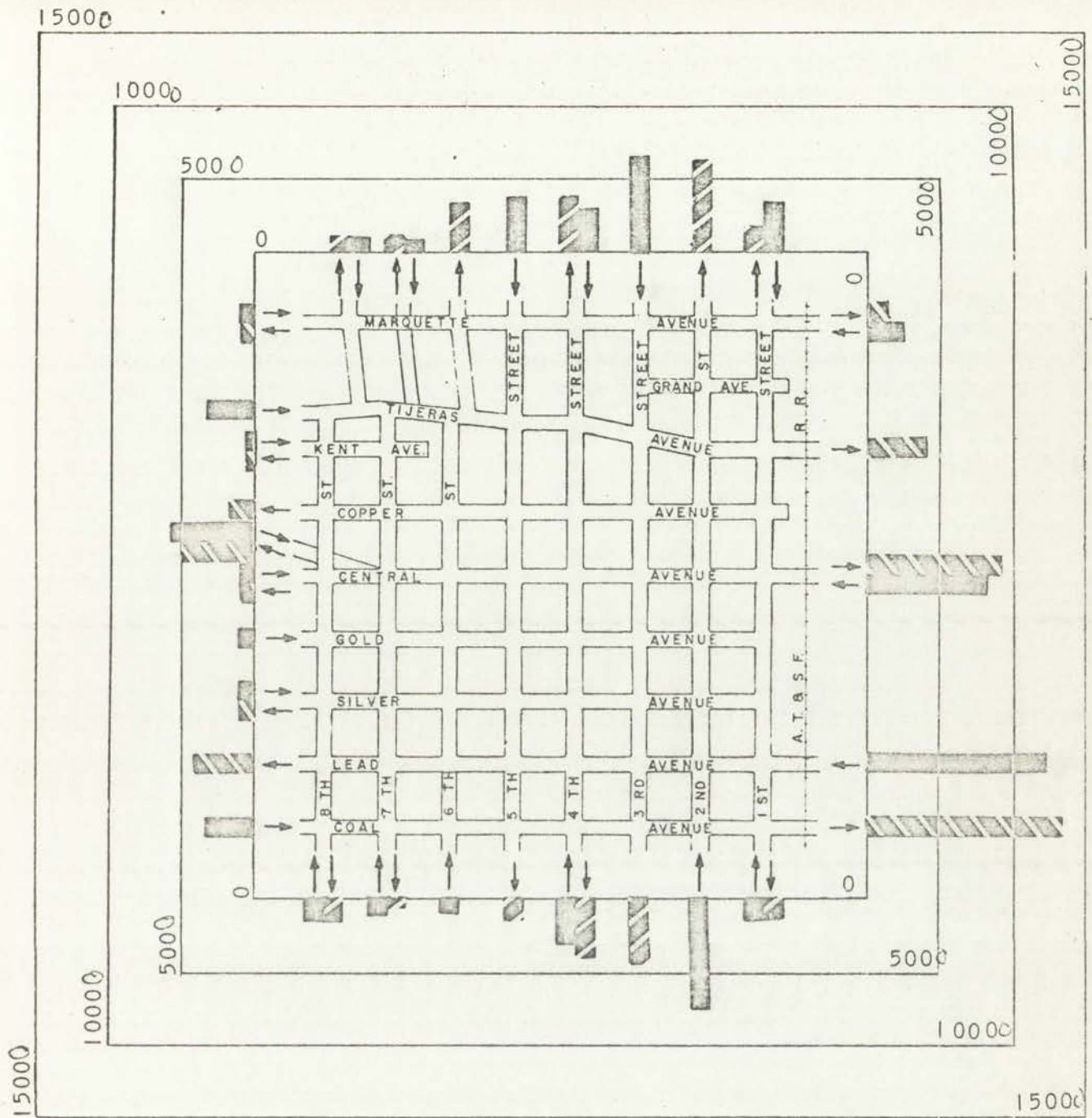



23.000000 (d)  
BY MORE



OTHER  
TRUCKS





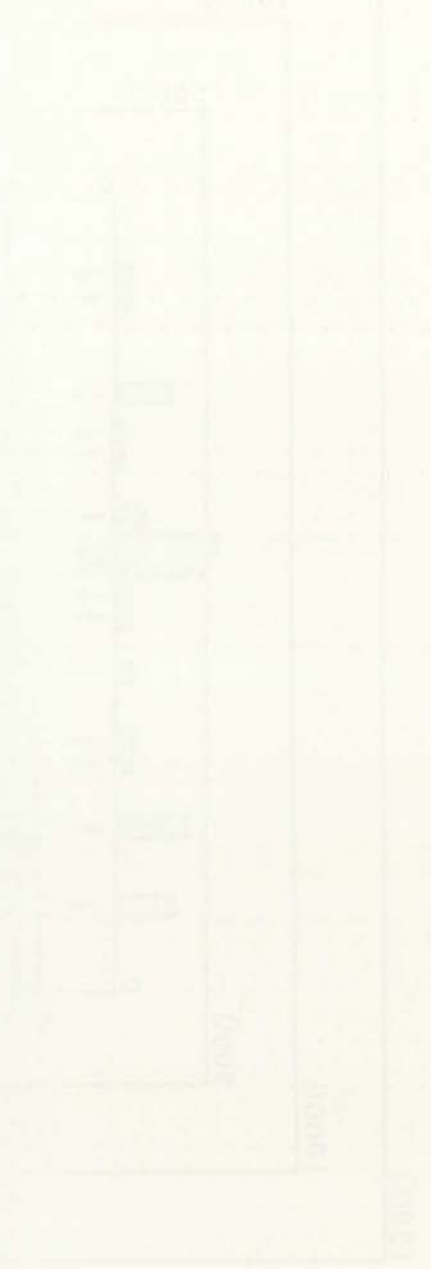
 VEHICLES IN  
 VEHICLES OUT

TOTAL VEHICLES ENTERING AND LEAVING BY STATION

Figure 6

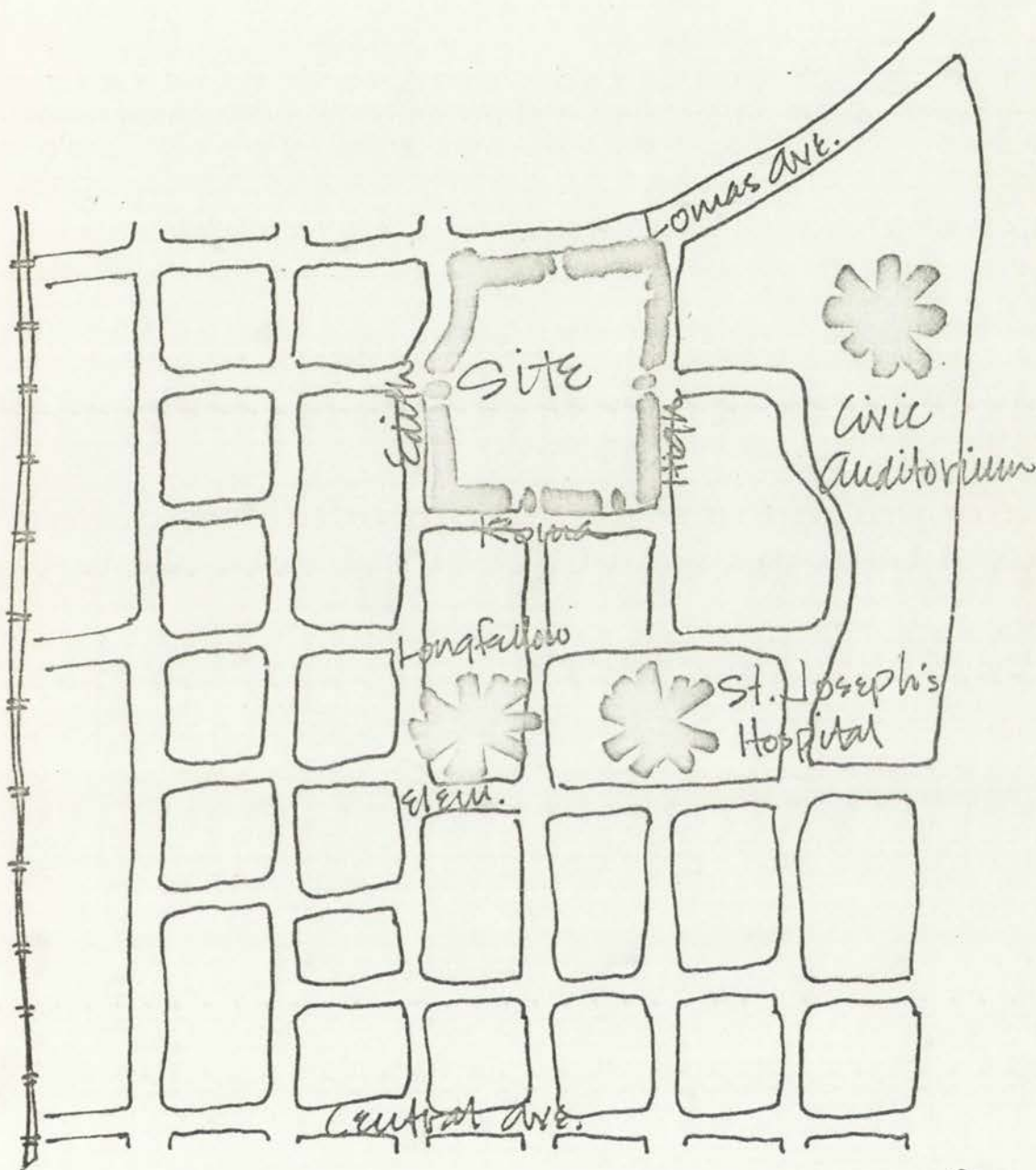
# TOTAL VEHICLES

VEHICLES  
VEHICLES



problem, however, it was necessary to make some working assumptions: The Anniston, Alabama park study contained components comparable to those of the proposed park in Albuquerque and the gross ft<sup>2</sup> of its components were adjusted to fit population standards for the Albuquerque facilities (fig. 1) The acreage figures were adjusted from the Corde Corp. study which were prototypical of a "Satellite Core Park" (4:43)(fig. 3) placed in an area of high accessibility located between predominantly white and predominantly non-white areas, of different income levels and in an area near an urban center which may be due for a facelifting.





Phase I - a Middle School  
Figure 10



## EDUCATIONAL PLAN DIRECTIVES

Below are listed the requirements, academic and organizational, which will be in use in the middle school. Some are generally desirable and others specifically desirable to the area in which the school is proposed.

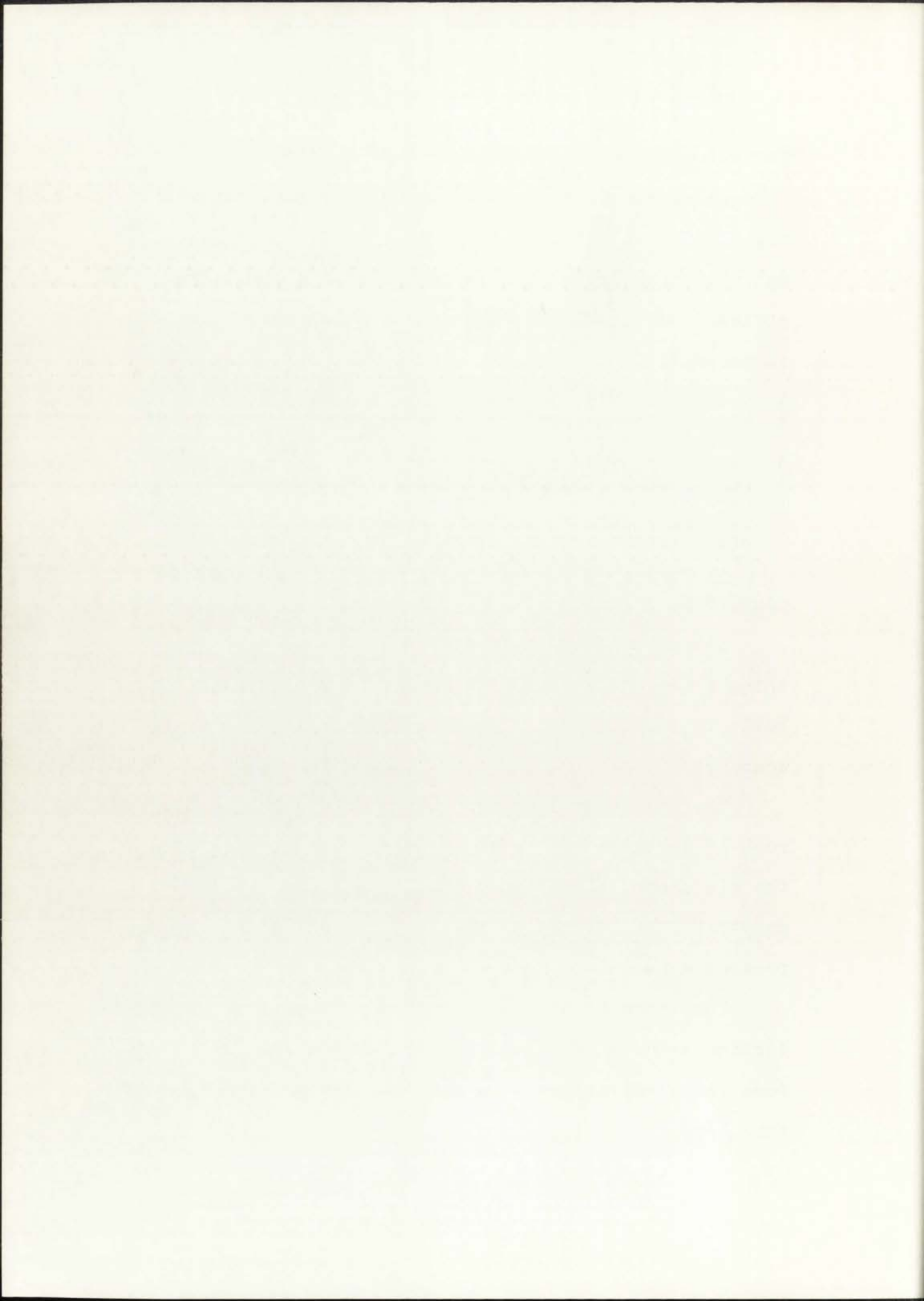
- 1 Grades 5-8 will be housed here, enrollment 900.
- 2 Teaching teams will be involved in every classroom situation.
- 3 Classroom will be departmentalized.
- 4 Ungraded or flexible grouping of students.
- 5 Curriculum will be set up in a modular arrangement, with each student assigned modules according to his particular field of interest.

## CONCEPTUAL APPROACH

School buildings, functionally, should express two things: the educational program and objectives they are built to house, and its relationship to the surrounding community.

The educational process which occurs inside classroom is complemented by the process happening outside the classroom. Negative spaces, therefore, are of comparable importance to the positive and should be expressed as such.

This area of the Martineztown community is cited as lacking an urban focal point (see FMBF study) and therefore the significance of a piece public architecture in this area is magnified.



## SPATIAL REQUIREMENTS - PHASE I - A MIDDLE SCHOOL

The middle school is a relative newcomer to the Albuquerque educational scene. Therefore, its spatial dimensions had to be adopted from the requirements for a comparable facility, the junior high school.

ADMINISTRATIVE AREA AND SPECIAL SERVICES		FT <sup>2</sup> -net
1	General Office and Reception	720
2	Principal's Private Office	322
3	Asst. Principal's Office	322
4	Health Services	808
5	Teacher's Lounge	720
6	Mimeograph and Duplicating Room	240
7	School Supply Room	600
8	Record Vault	240
9	Rest Rooms-2	350
10	Conference Room	900
11	Counselor's Offices-3	420
		<hr/> 5,622

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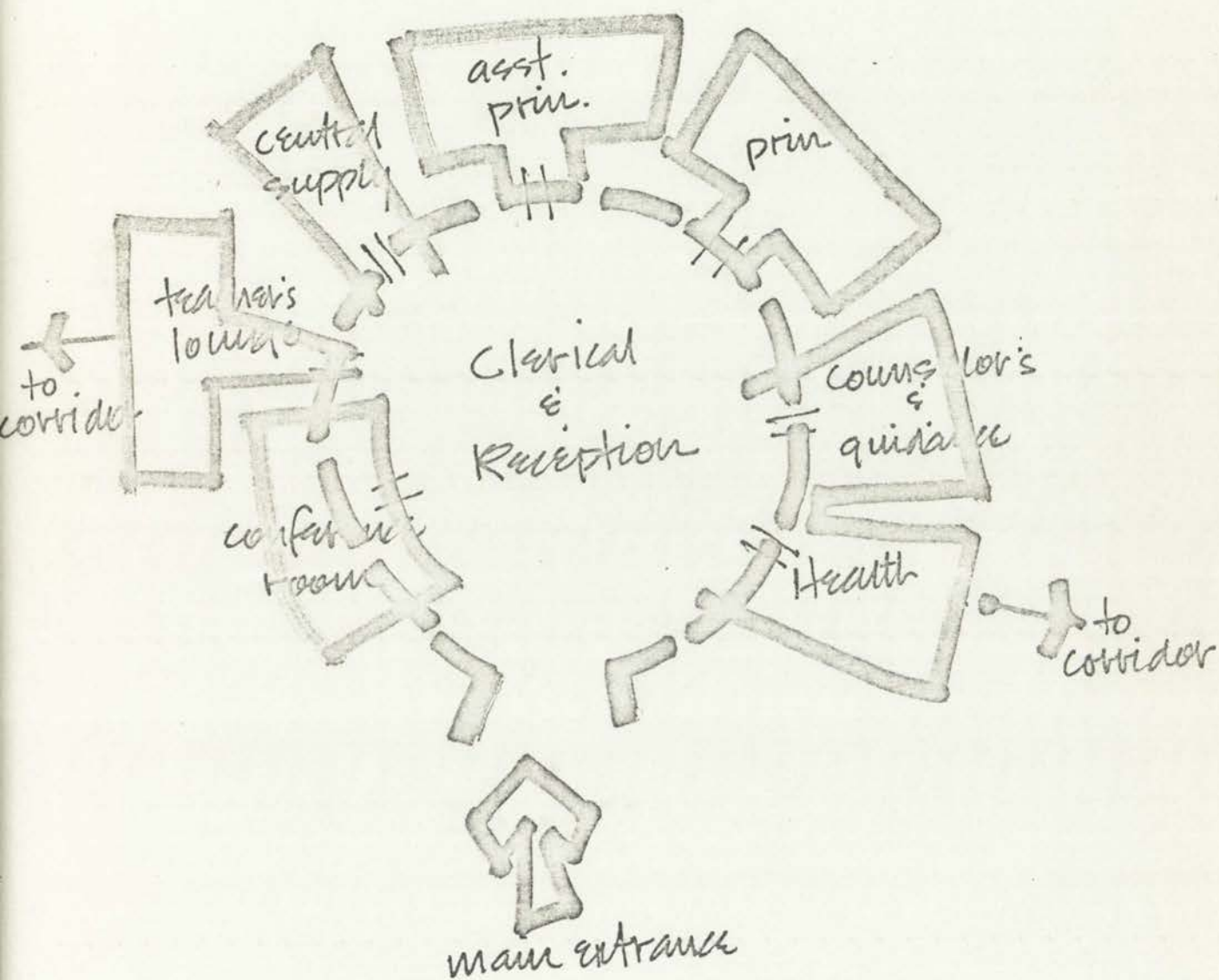
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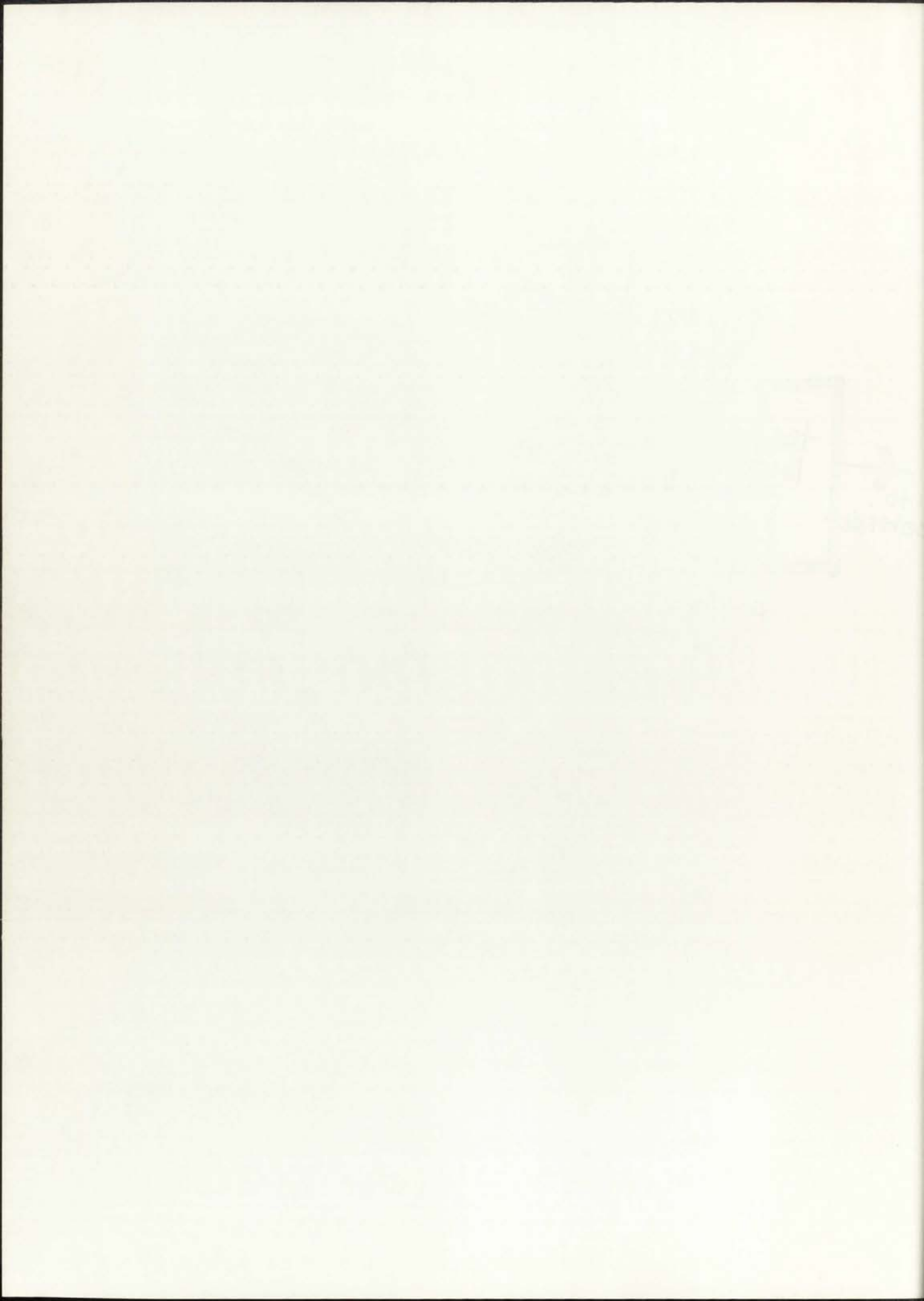
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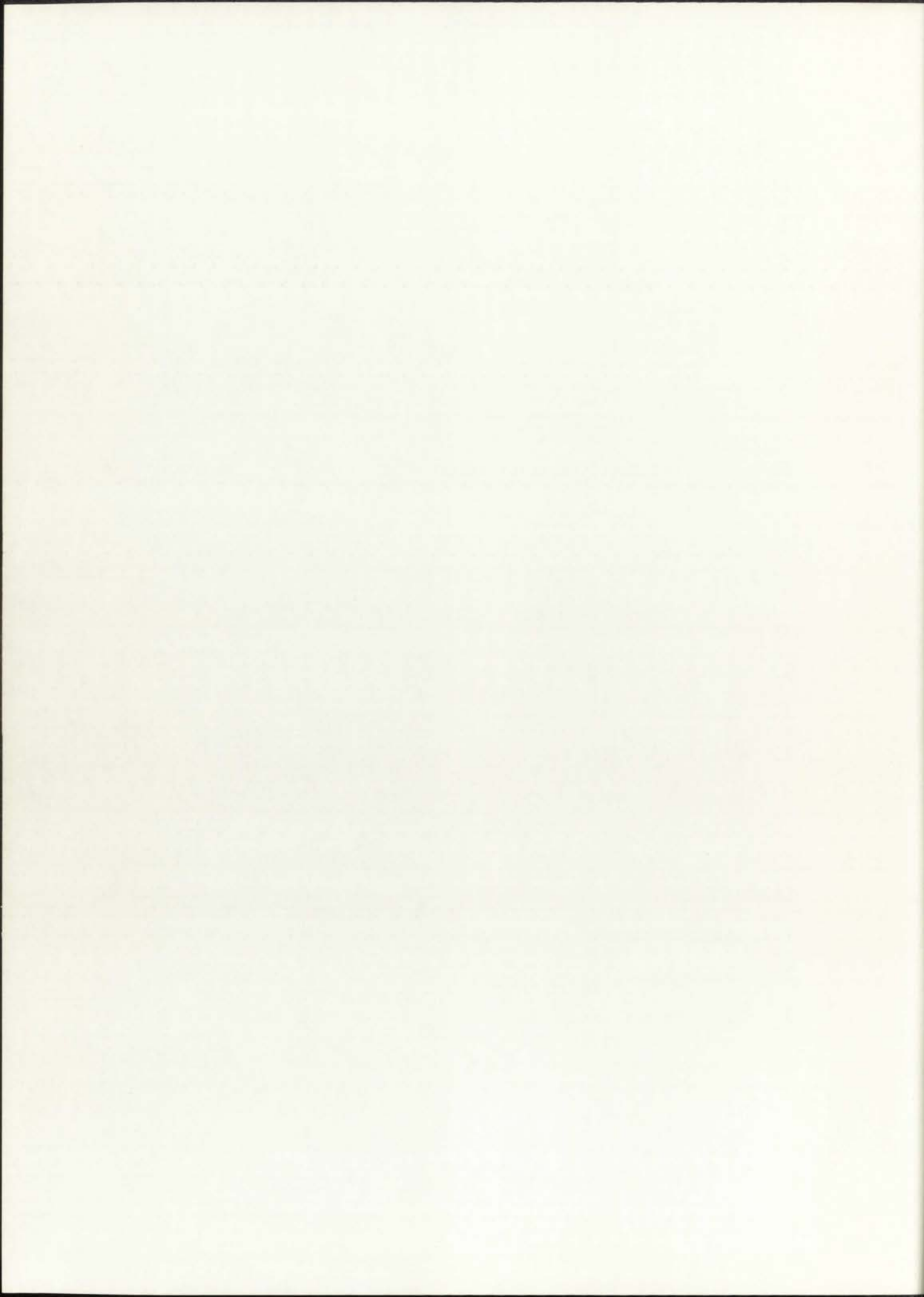


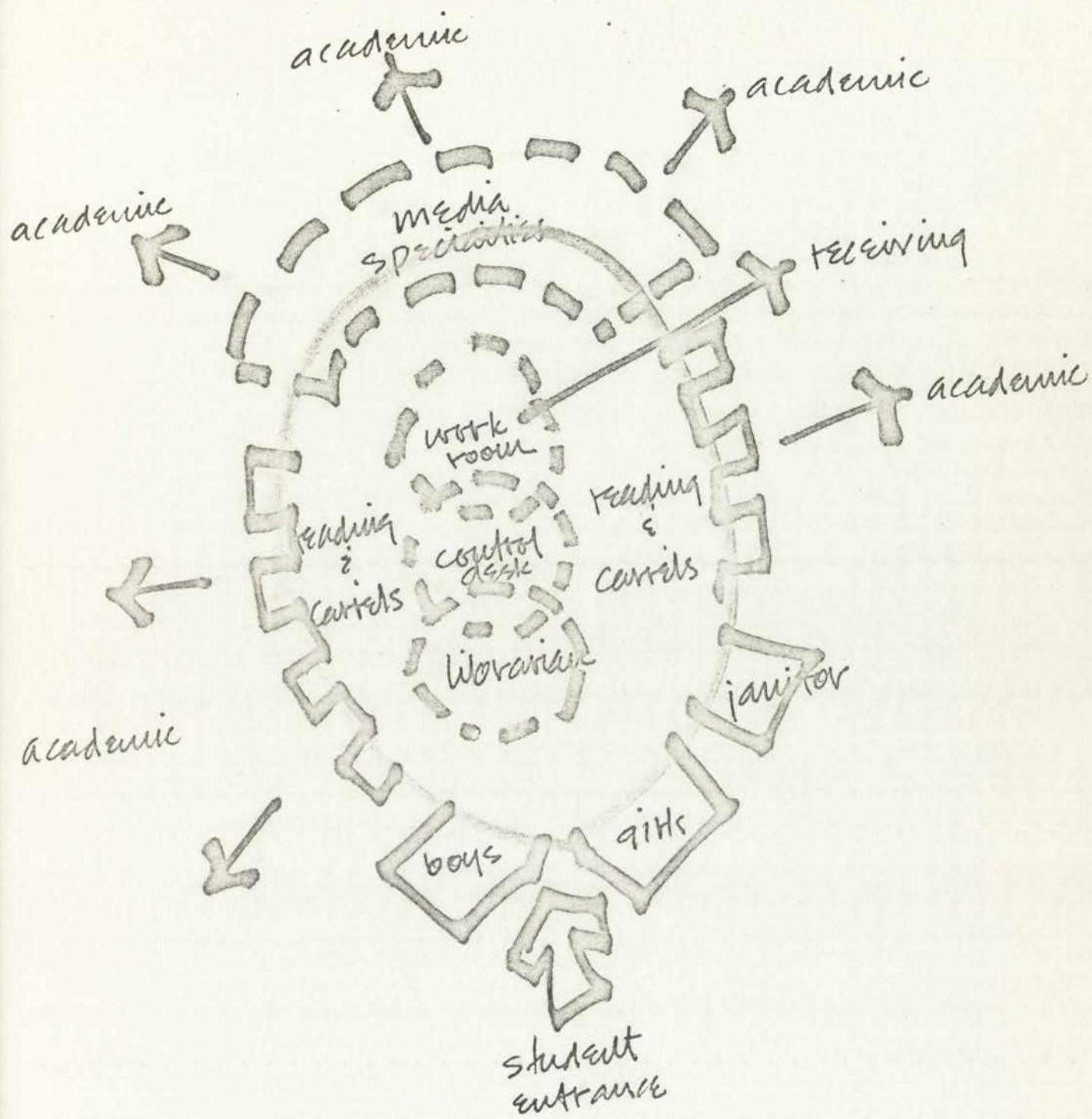
Administrative Area



LIBRARY INSTRUCTIONAL MATERIALS CENTER		FT <sup>2</sup> -net
1	Reading Room	5,400
2	Teacher's Professional Materials Room	200
3	Conference Rooms - 3	450
4	Library Audio-Visual Demonstration Room	1,800
5	Carrels - 20 "wet"	200
	- 60 "dry"	600
6	Audio-Visual Storage Room	200
7	Instructional Materials Production Room	300
8	Multi-media Storage Room	200
9	Librarian's Office	300
10	Library Workroom	300
11	Media Specialist Room	200
12	Public Rest Rooms - 2	90
13	Janitor's Closet	30
		<hr/>
		10,270

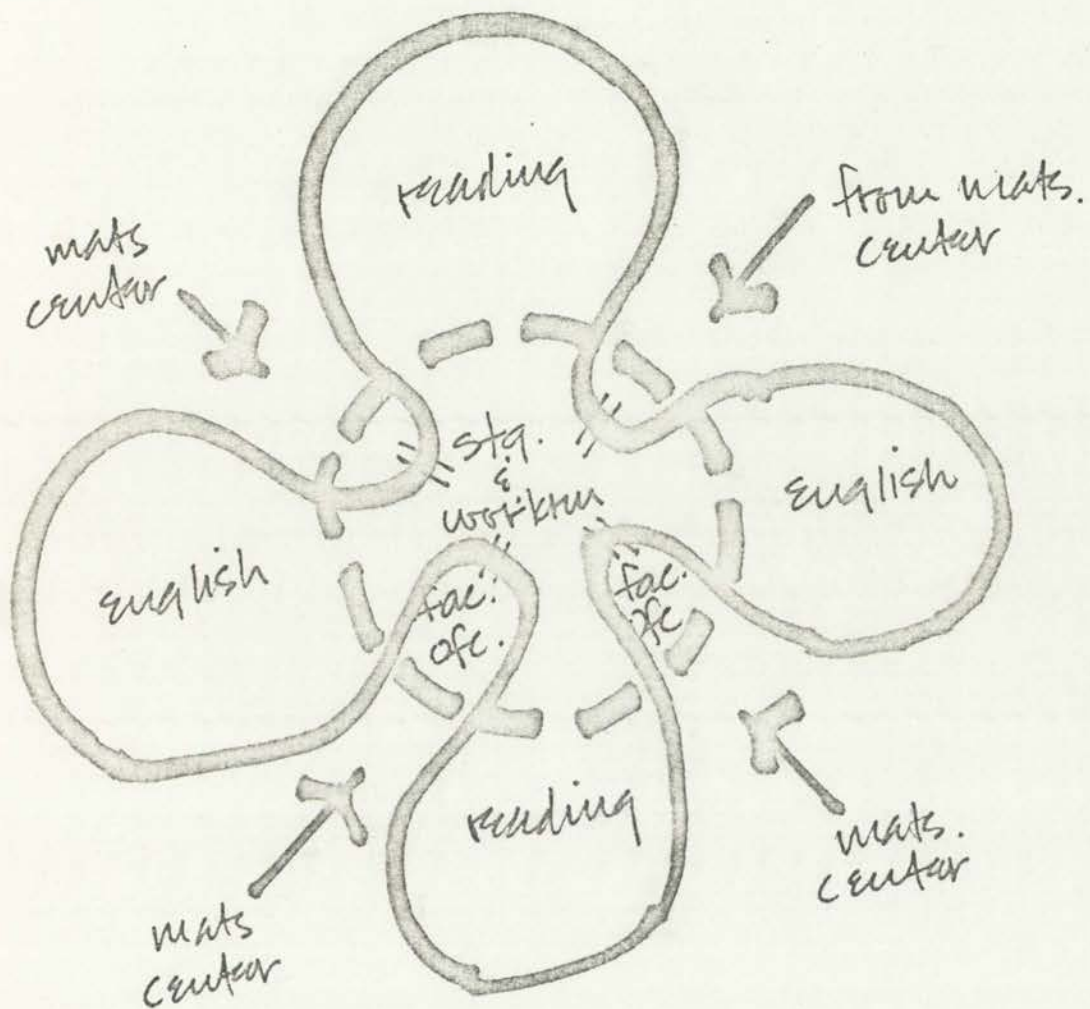
LANGUAGE ARTS		FT <sup>2</sup> -net
1	English and Reading Classrooms - 4	3,600
2	Teacher's Offices - 4	300
3	Storage and Workroom	100
		<hr/>
		4,000





Library Instructional Materials  
Center





Language Arts



body parts

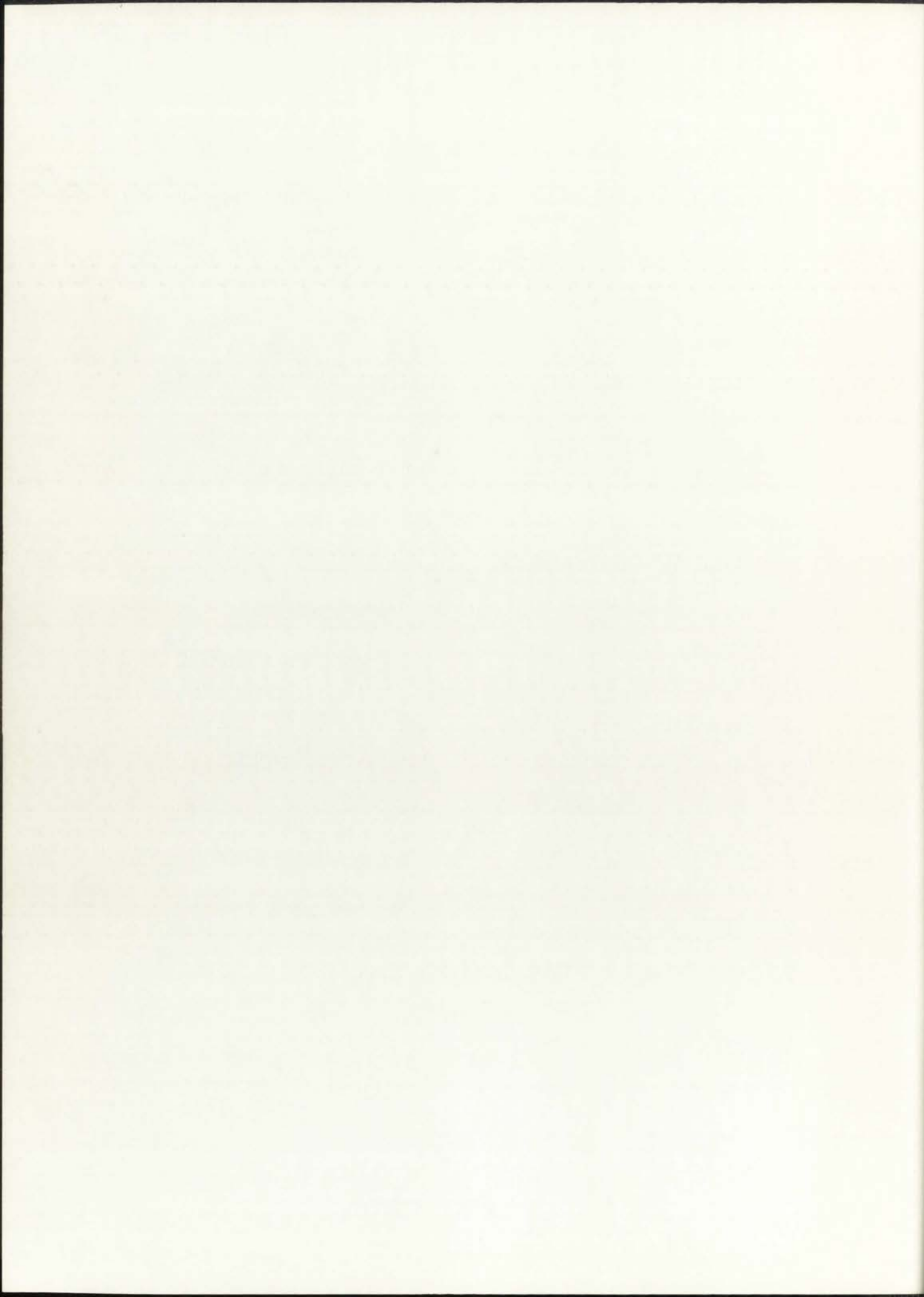
FOREIGN LANGUAGES		FT <sup>2</sup> -net
1	Classrooms-2	1,250
2	Language Laboratory	625
3	Individual Study Center	150
4	Lecture Room	1,500
5	Office, Work and Storage Room	350
		<hr/>
		3,875

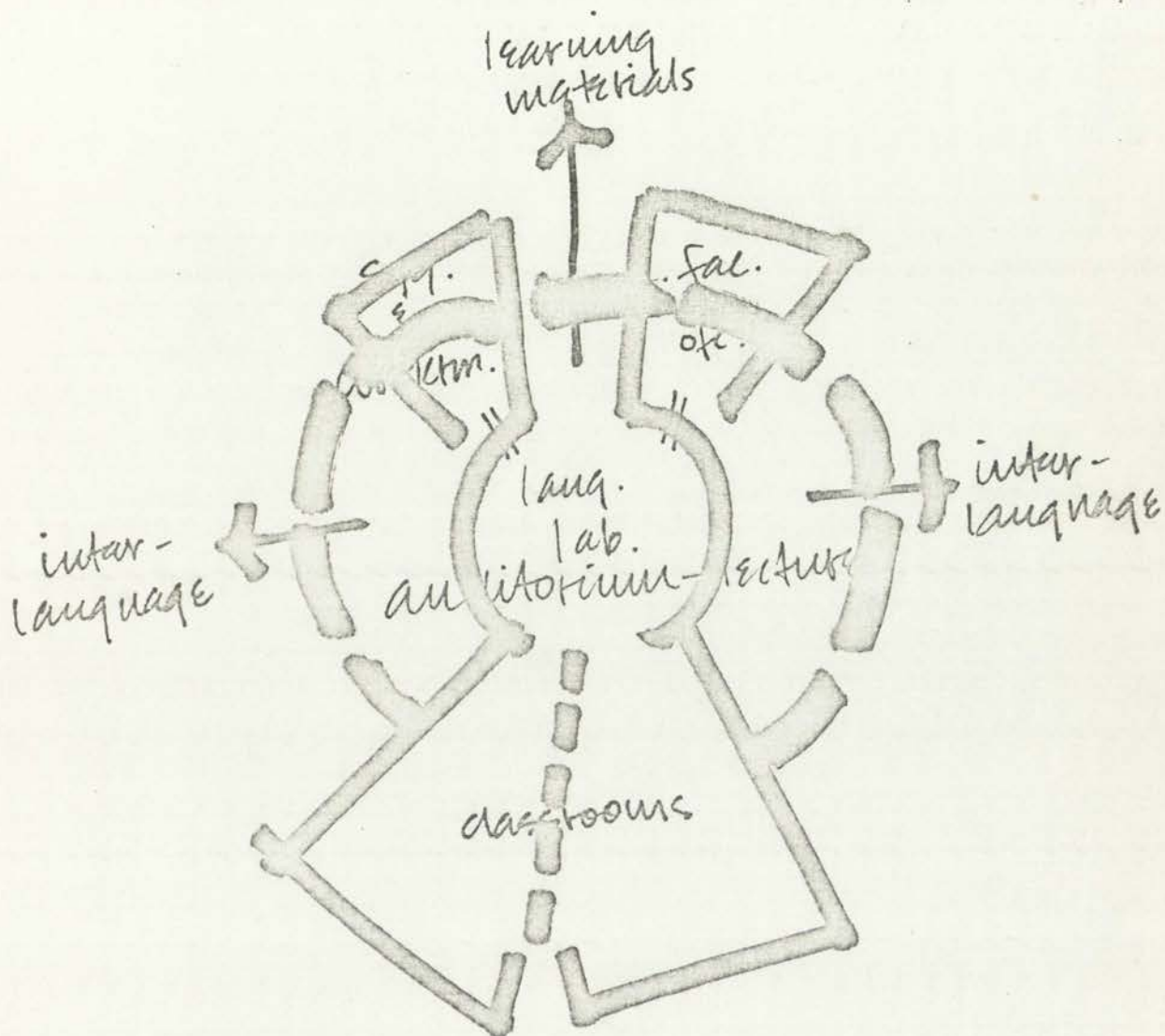
#### ART

1	Arts and Crafts Room	2,500
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#### MUSIC

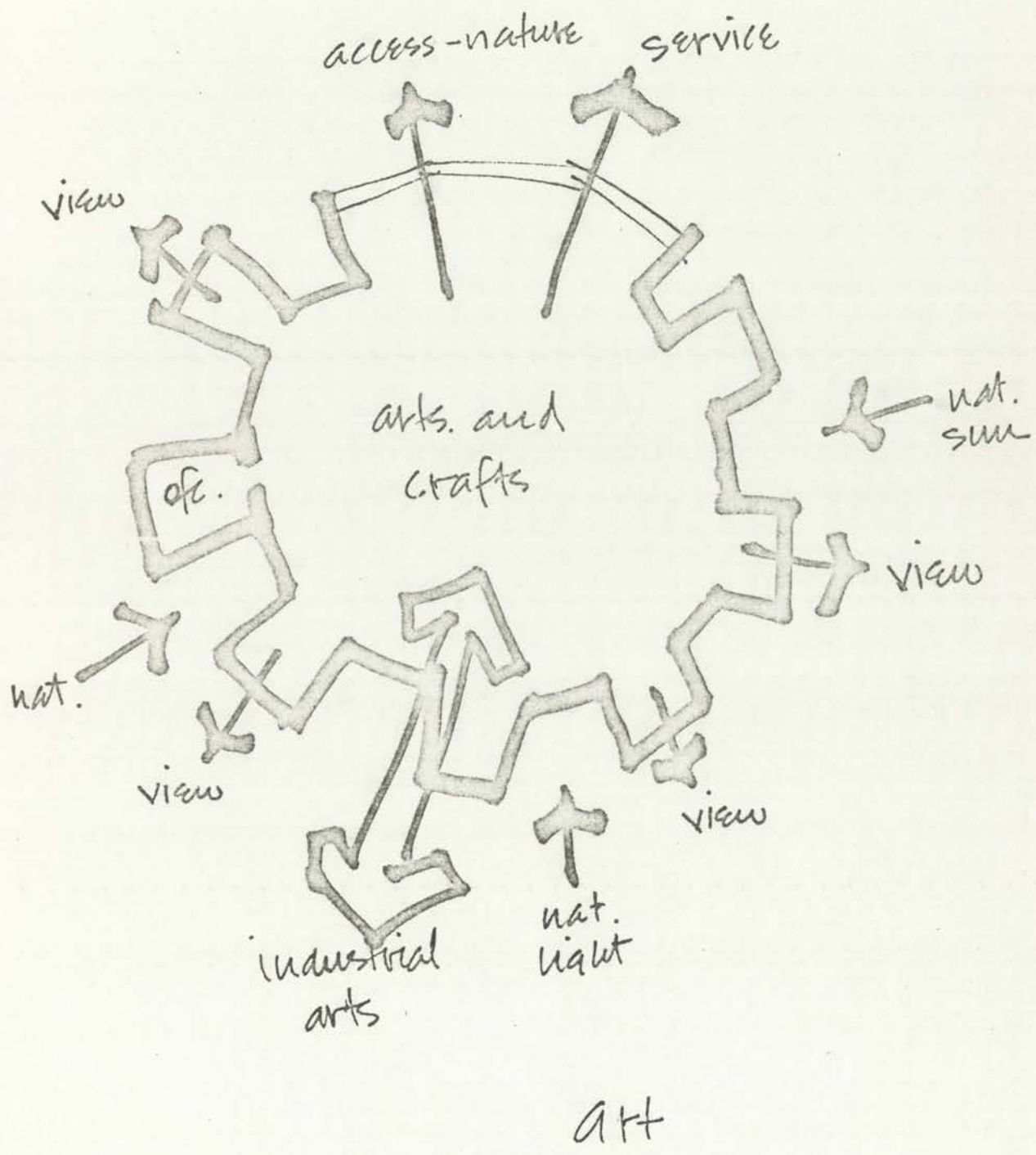
1	Instrument Rehearsal Room	2,400
2	Practice Rooms	200
3	Storage - instruments	200
4	Band Teacher's Office	100
5	Choral Rehearsal Room	1,600
6	Chorus Teacher's Office	100
7	Storage - choral robes	100
8	Auditorium - Stage	1,800
	Seating for 500	3,000
9	Classroom	1,000
		<hr/>
		10,500





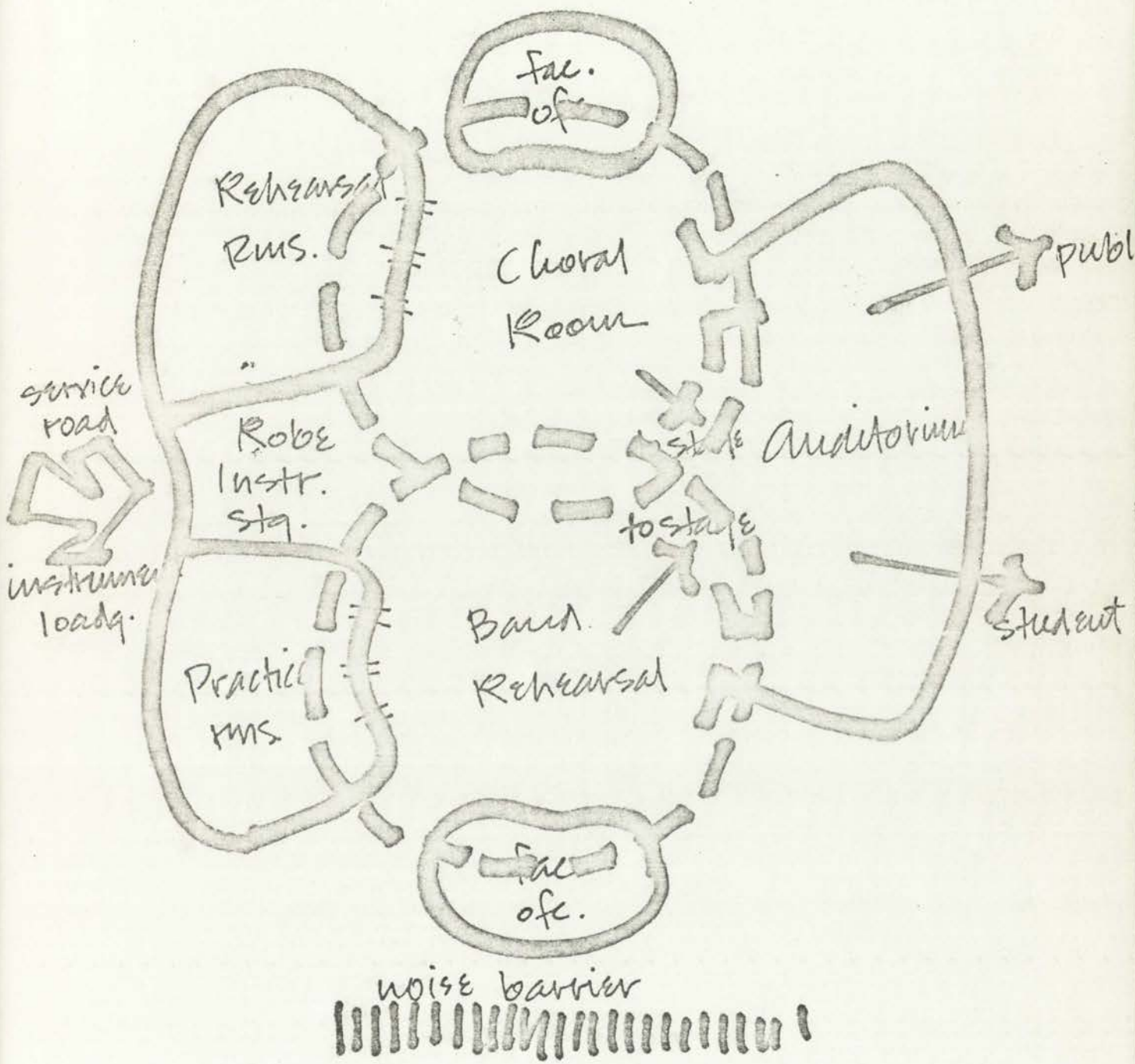
Foreign Languages





249320





music

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1001

1002  
1003

# SOCIAL STUDIES

FT<sup>2</sup>-net

1	Classrooms-2	1,800
2	Teacher's Offices-2	200
3	Materials Storage and Workroom	200
		<hr/>
		2,200

# SCIENCE AND MATHEMATICS FACILITY

1	Mathematics Classrooms-6	5,400
2	Science Laboratory-Classrooms-5	5,800
3	Multi-Purpose Room	600
4	Enrichment Room	600
5	Stuent Project and Work Areas	1,500
6	Storage and Lab Preparation	1,500
7	Teacher's Resource Center	1,000
		<hr/>
		16,400

# BUSINESS EDUCATION

1	Typing Room	1,200
2	Classroom	900
		<hr/>
		2,100

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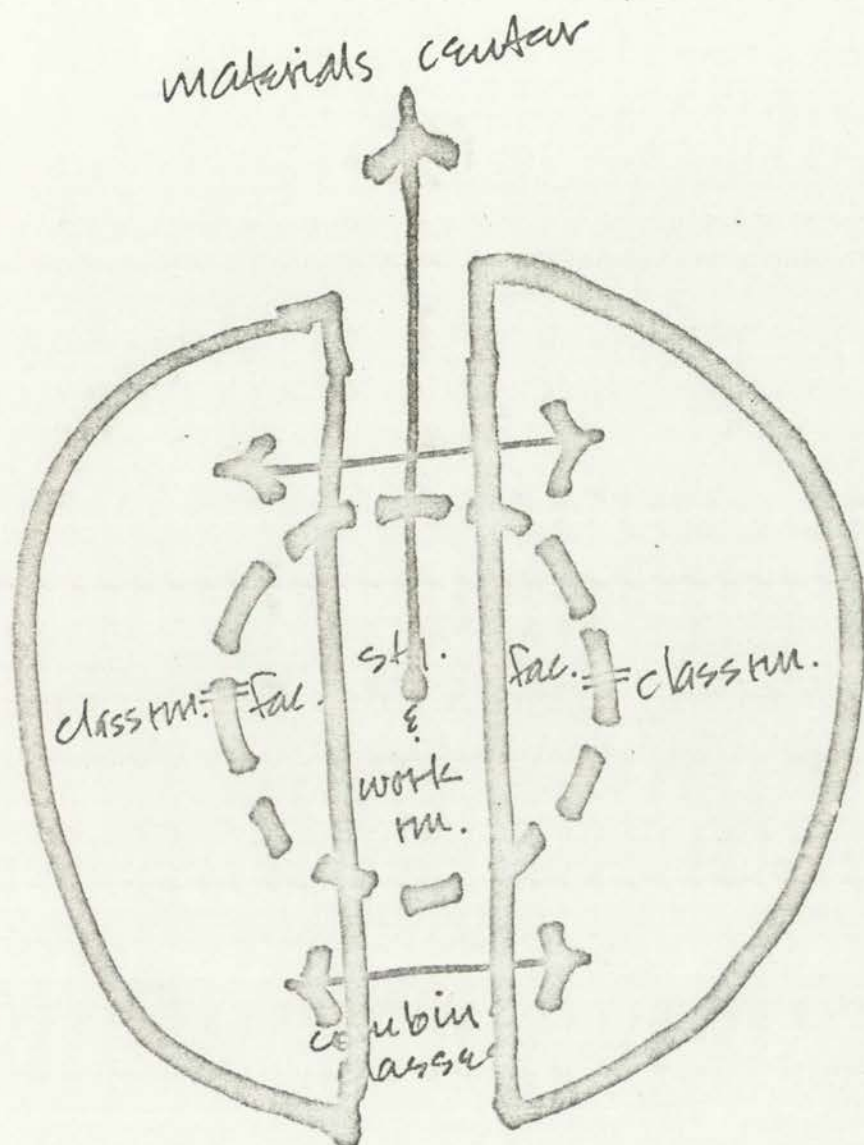
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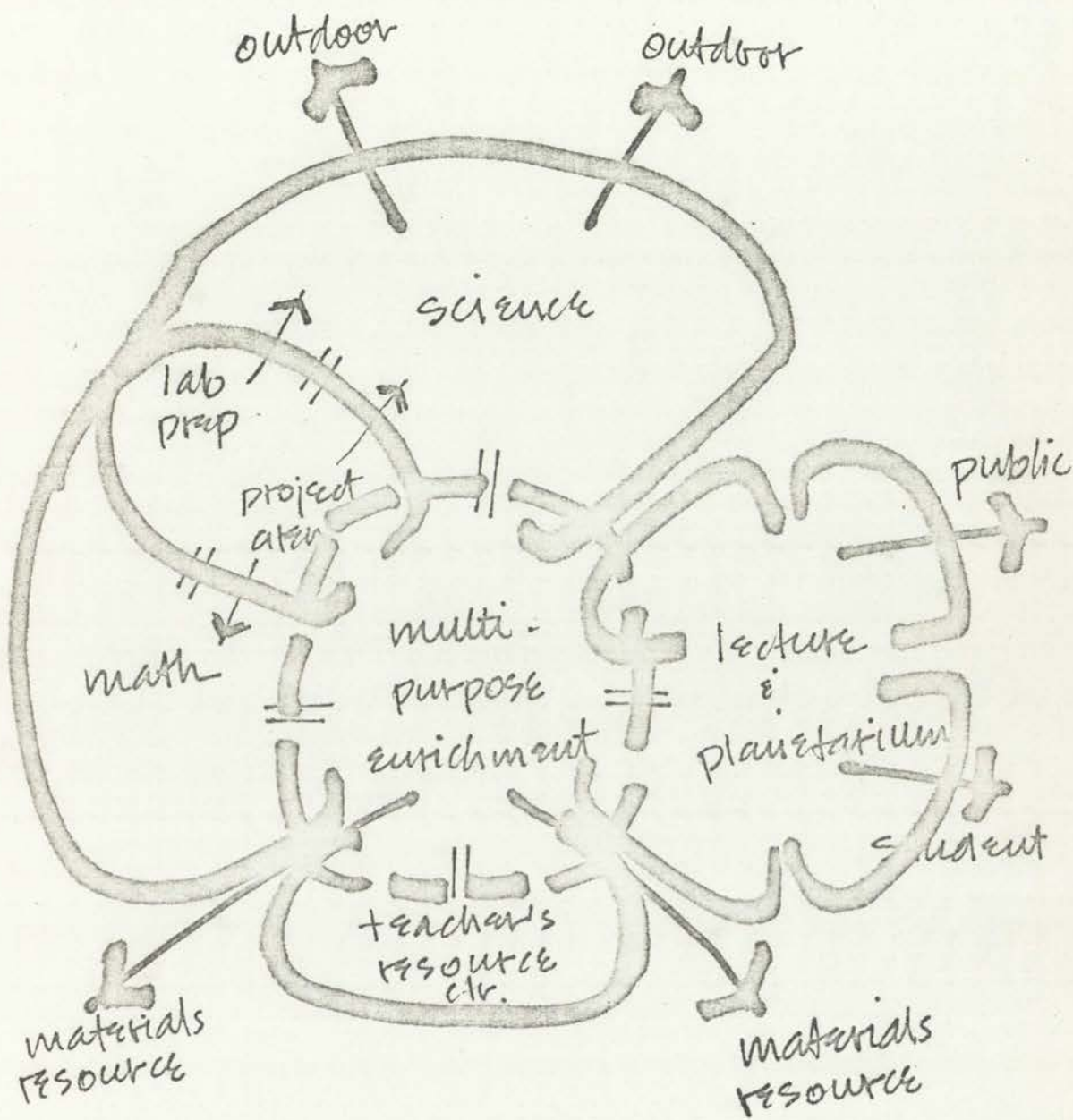
1920



social studies

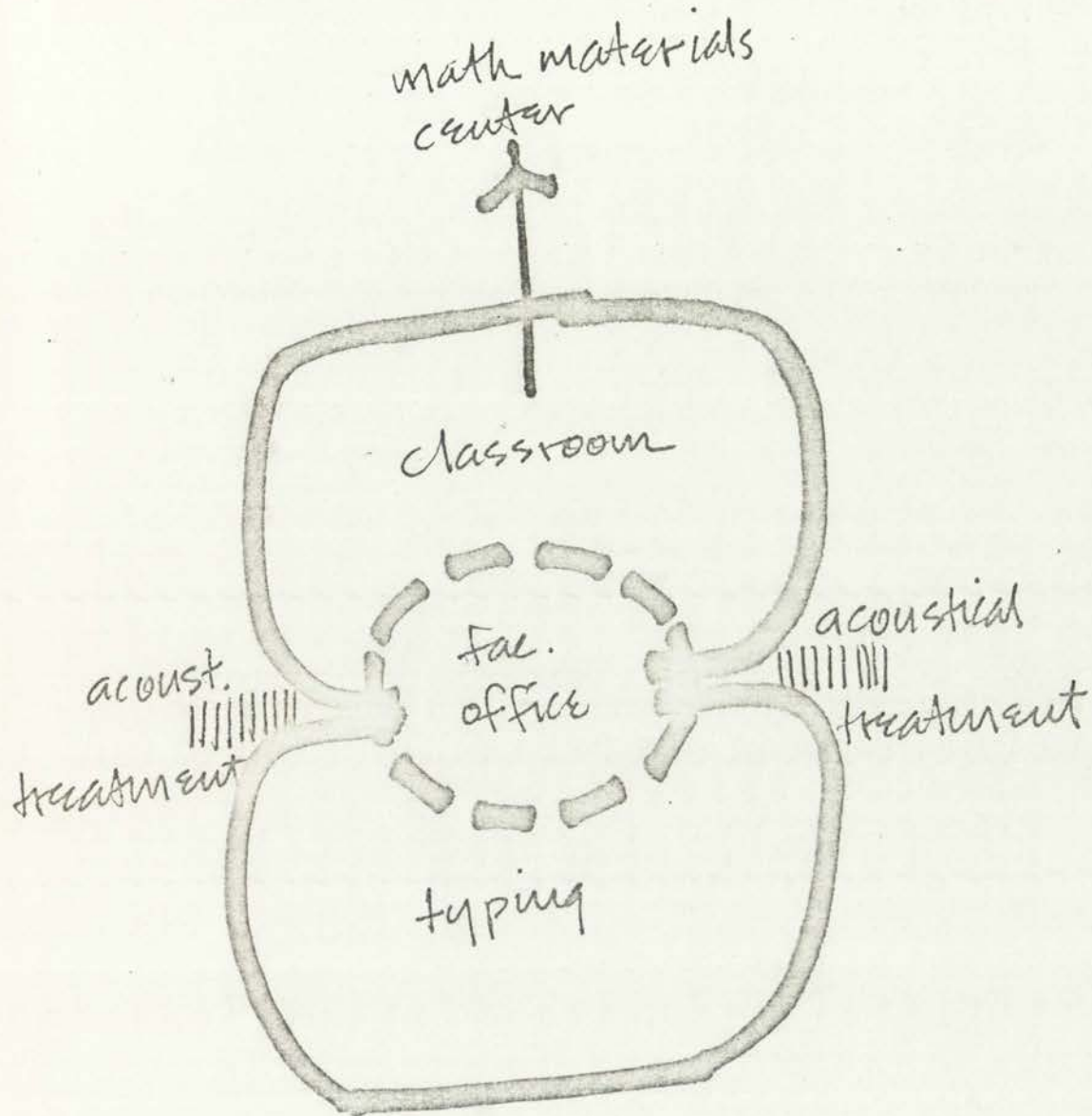


Deinde Anno 2



science & mathematics





business education



HOME ECONOMICS		FT <sup>2</sup> -net
1	Clothing Laboratory	1,800
2	Fitting Araa	32
3	Food Laboratory	1,800
4	Pantry	65
5	Classroom	1,500
6	Offices-2	200
		<hr/>
		2,400

#### INDUSTRIAL ARTS

1	Laboratory	2,400
2	Auxiliary Area-Office	100
	Finishing Room	200
	Lumber Storage	200
	Project Storage	200
	Metal Storage	100
		<hr/>
		3,200

#### PHYSICAL EDUCATION

1	Gymnasium	12,000
2	All-Purpose Room	2,400
3	Classrooms-2	1,000
4	Dressing and Locker Rooms-2	3,000
5	Equipment Drying Room	100

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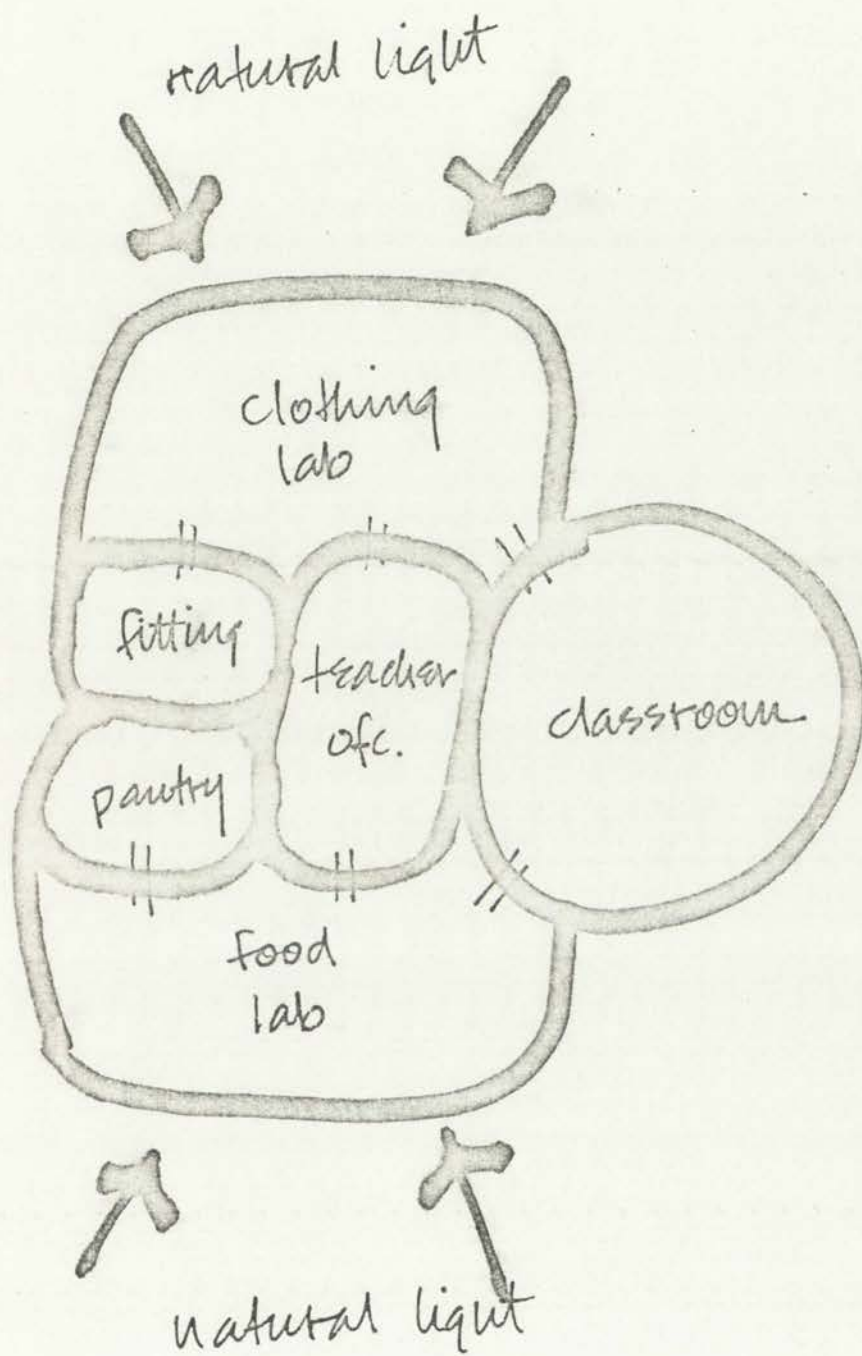
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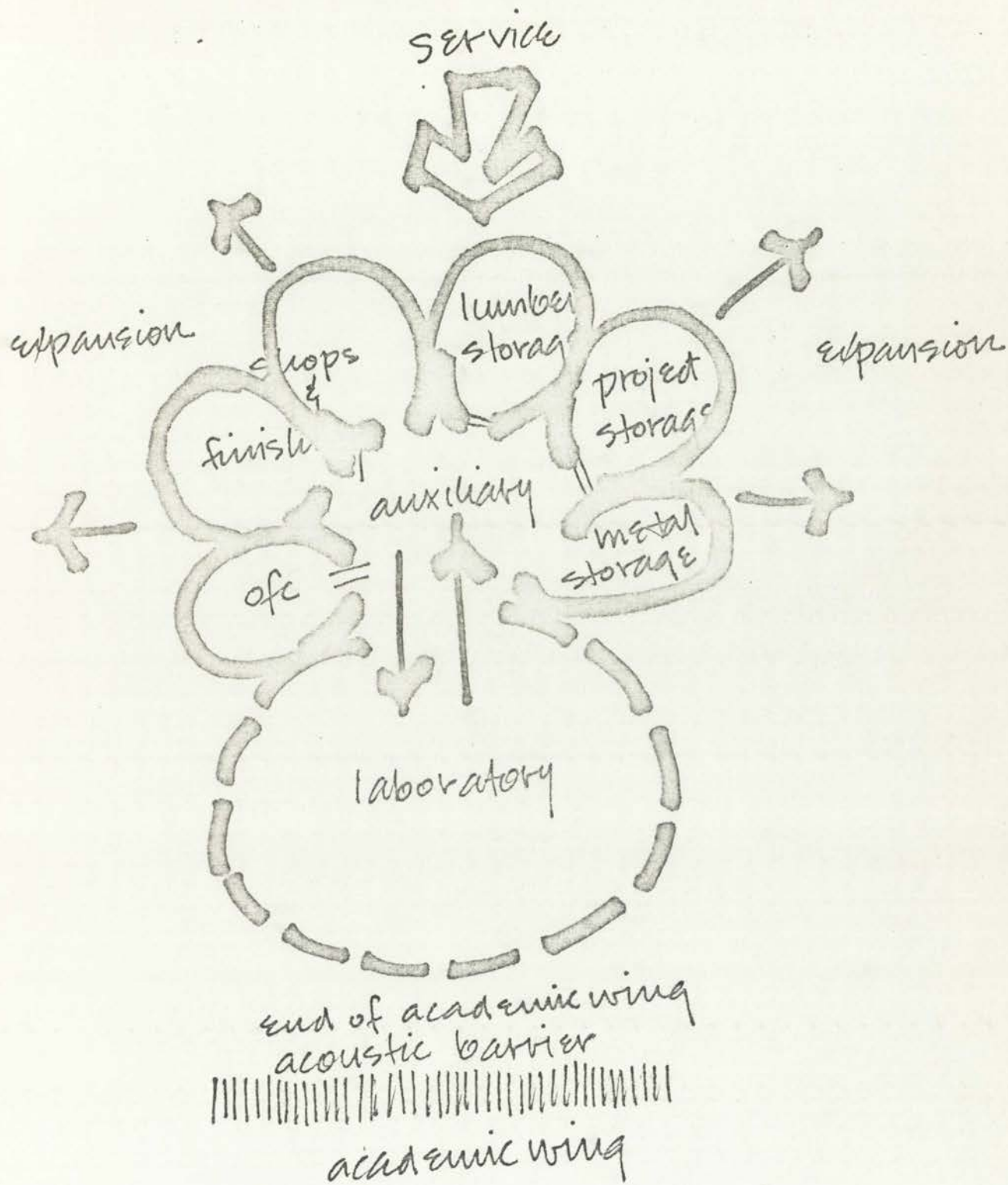
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Home Economics



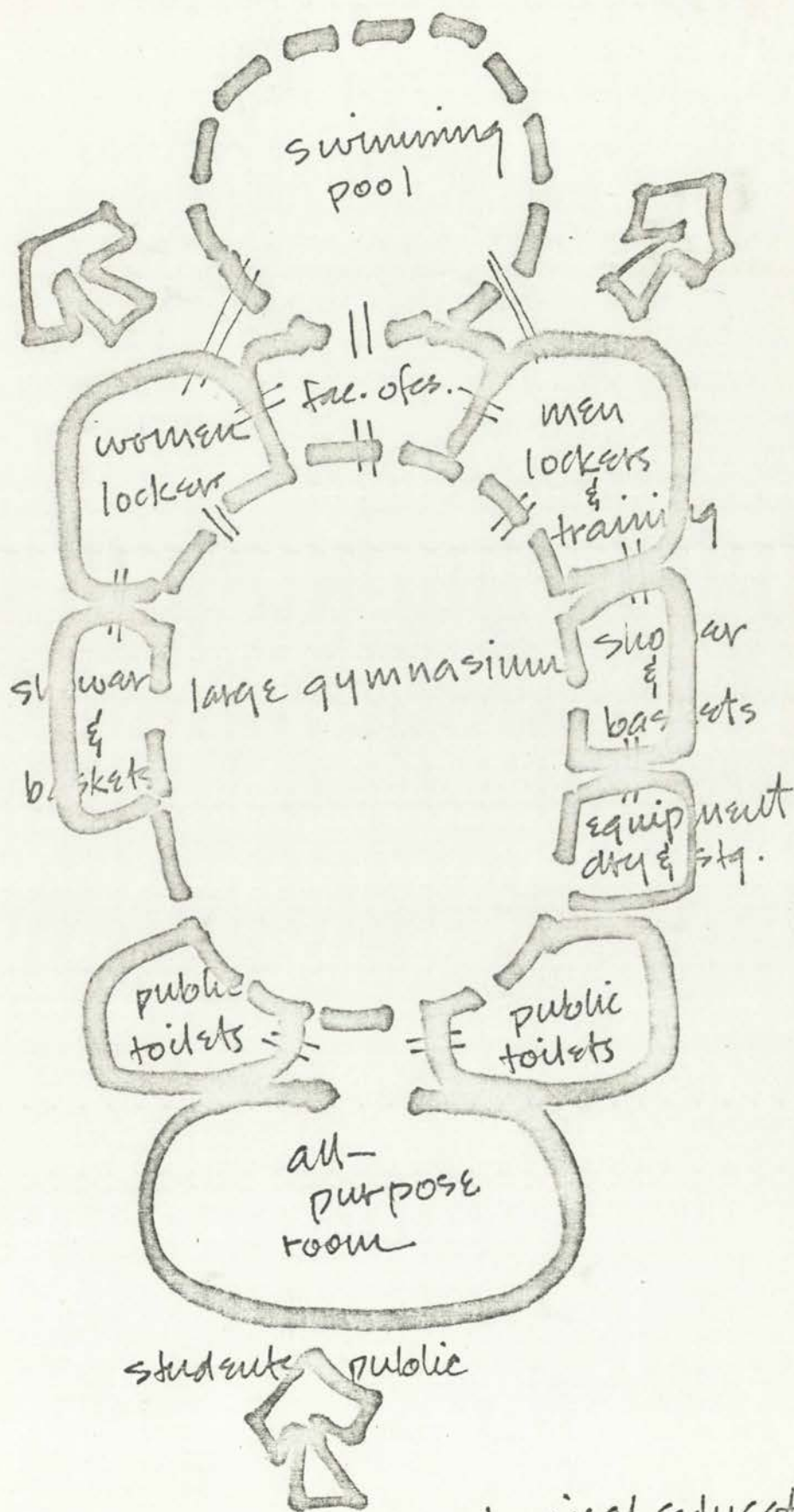


industrial arts



From the north to the south  
of the globe  
the line of latitude  
is called the equator

The hemisphere  
to the north of the equator  
is called the northern hemisphere



physical education



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6	Shower and towelling Rooms-2	700
7	Training Room	100
8	Coaches and Instructor's Offices-2	400
		<hr/>
		19,700

#### CAFETERIA

1	Main Dining Room	4,500
2	Kitchen	900
3	Central Store Room	225
4	Teacher's Dining Area	500
		<hr/>
		6,125

TOTAL NET SQUARE FOOTAGE	88,692
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TOTAL GROSS SQUARE FOOTAGE

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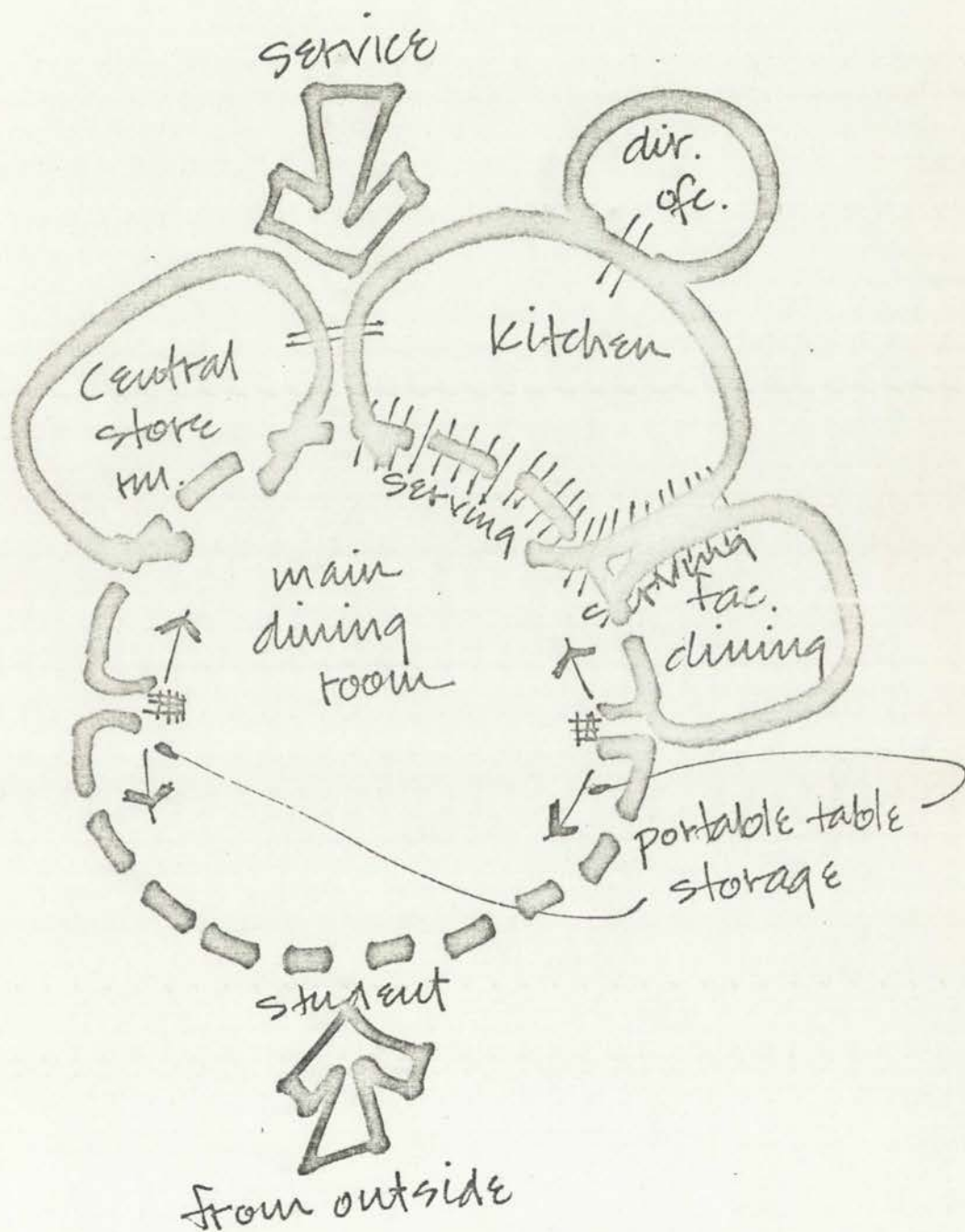
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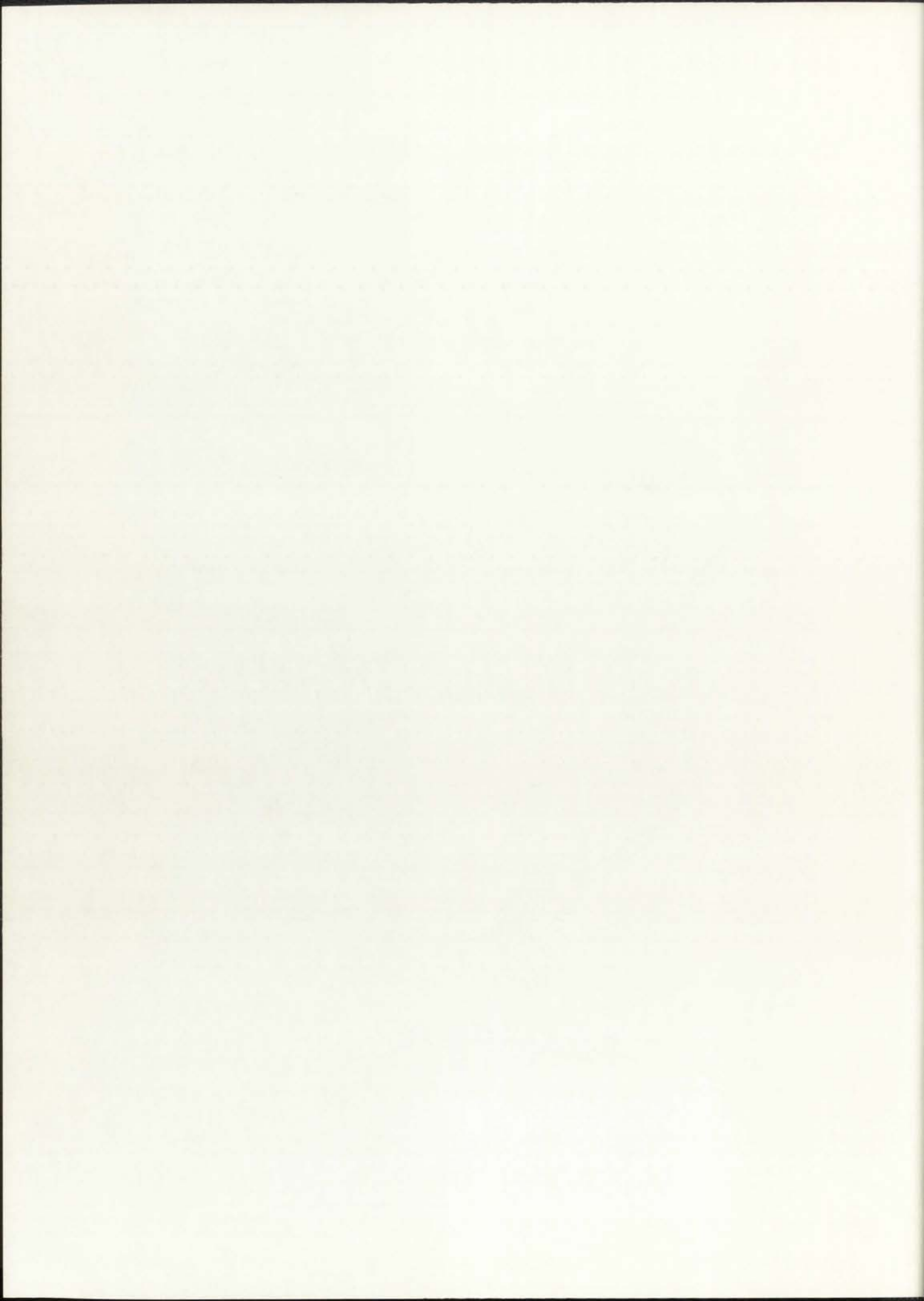
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cafeteria



## REQUIREMENTS WITHIN SPACES FOR A MIDDLE SCHOOL

### ADMINISTRATIVE SUITE

General Office - functions as the reception area for students and adults; clerical services to the staff; communications handling; the working focus of the suite. Equipment: central mailbox; 2 secretarial stations; 5-6 side chairs for reception area; file cabinets; PA console; master clock system. Must be accessible to all offices in the suite; the records and storage rooms and the building's main entrance.

Principal's Office - Equipment: glass-topped desk; book storage or case; carpeting; private restroom; executive chair. Should be out of direct visual contact, but within easy access of reception area; and should be located for ease and convenience of supervision and participation in program.

Assistant Principal - Equipment: desk and filing cabinets; furnished similar to principal's. Should be accessible to people only after they have seen the secretary, but within conference reach of guidance, attendance, and school nurse.

Attendance Officer - Should share receptionist with counseling offices; center of counseling suite; access

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF THE HISTORY OF ARTS

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DEPARTMENT OF THE HISTORY OF ARTS

from corridor. Equipment; glass-top desk; work table; index and flat files; posture chair.

Health Services - Should contain Nurse's Office w/ acoustically treated tile; desk and chair; filing cabinet; sink; storage closet. Will be used for quiet and private testing and health counseling. First Aid or Workroom situated near entrance to the unit; acoustically treated; accomodate one cot, small table, two chairs, sink. Located adjacent to nurse's office. Cot rooms or rest areas w/ cubicled cots - 3 having removable partitions between them; coat closet; toilet and lavatory; seperate facilities for girls and boys.

Teacher's Lounge - Should be accessible from the corridor; within easy access of principal and asst. principal's offices; comfortable lounge furniture to accomodate 30 people; access to conference room; and sink with hot and cold water; refrigerator; view to the outside.

Records and Storage - Mimeograph and School supply rooms should all be within easy reach of general office and securable.

Rest Rooms - should be provided for dual use by faculty and public; principal and counselor's should have private lavatories and toilets; provide toilets for both men and women.

THE UNIVERSITY OF CHICAGO

PHYSICS DEPARTMENT

REPORT OF THE COMMITTEE ON THE PHYSICS DEPARTMENT

FOR THE YEAR 1960-1961

CHICAGO, ILLINOIS

1961

THE UNIVERSITY OF CHICAGO

PHYSICS DEPARTMENT

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PHYSICS DEPARTMENT

REPORT OF THE COMMITTEE ON THE PHYSICS DEPARTMENT

FOR THE YEAR 1960-1961

Conference Room - Located near the administrative or counseling suite and, of course, main entrance. Furnished 2 conference tables; 12 side chairs; bookcases; magazine rack; bulletin board. Should be divisible and have heavy duty carpeting, preferably 24X30 ft.

Counselor's Offices - Located adjacent to secretary and waiting area; Large enough to accomodate the counselor and three other people (general office space users); Equipment: Desk with a file cabinet on one side; side chair; bookcase; file cabinet; clothes storage.

General - Check that environmental factors such as heating, air conditioning, noise from toilets, doors and windows do not interfere with planned function of health rooms. Drinking fountains should be conveniently placed so that they are readily available, and outdoor fountains should be protected from freezing. Windows in health unit should be placed high, and shades should be provided.

Conference Room - 1000 - 1000 - 1000

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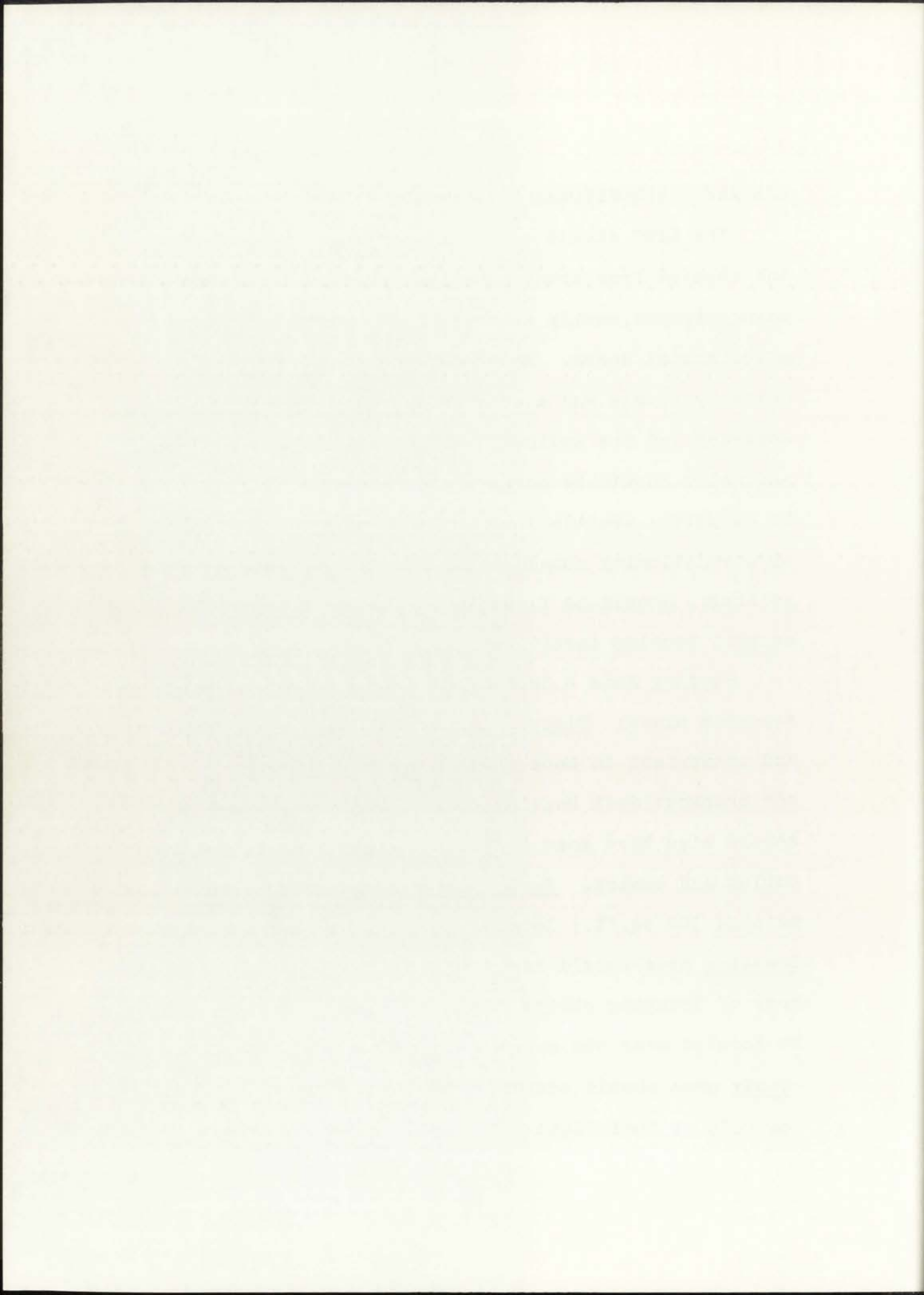
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## LIBRARY INSTRUCTIONAL MATERIALS CENTER

The LIMC should be the hub of the classroom area, and removed from sound creating areas. Should have one main entrance, easily accessible to the outside for use after school hours. Easy access should be provided for delivery trucks and a convenient receiving area near the workroom and the audio-visual storage area. Ceilings and walls should be acoustically treated; floor should be carpeted; ventilation should be quiet. Year round air-conditioning should be provided, preferably in the ceiling. Should be flexible throughout using some non-support bearing partitions.

Reading Room - Should house 180 pupils and have six separate areas: Circulation area w/large desk near entrance and convenient to book stacks. Reference area w/counter and checkout desk housing reserve and reference books; should also have some individual study carrels and tables and chairs. Periodical storage area to store magazines; 300 sq.ft.; located near the reference area. Browsing area should have small and informal arrangement of lounging chairs for recreational reading; should be located near the current newspapers and magazines. Study area should contain some large tables, but mostly carrels or individual study tables; "wet" carrels should



be adjacent; may be broken up by counter-height book shelves. Stack area houses books; shelving should extend into the room, leaving walls free to be used for display. General - If computer console is provided, should be placed near circulation and librarian's office for supervision. Entrance to the Center should have an unobstructed view from the librarian's office. The library should not act as a hallway. Provide space for bulletin boards in entryway. Equipment: Carrels 26" wide and 36" long with shelf for books; 25 tables to seat four; 8-10 lounge chairs for browsing area. Book shelves should be 8" deep and in units 6' high by 3' wide, provide minimum of 40 above sized sections. Two charging desks (circulation and reference), with swivel chairs. Card catalog; newspaper rack; magazine rack; and library work table.

Teacher's Professional Materials - Visual and acoustic privacy. Equipment: table and chairs; one desk and chair; permanent shelving; storage closet of 30 sq. ft.; bulletin board.

Conference Rooms - intended for use by small groups of teachers or pupils. Should open off reading room and be visually supervisable from that area. Should be flexible in arrangement to make larger rooms available if needed. Equipment: ea. room should contain long table and 6-8 chairs, small chalkboard, bulletin board, shelf.



Audio-visual demonstration room - should contain folding partition to make into smaller classrooms; access to reading room; door to outside; Equipment: teacher's desk, 30 chairs and 9 tables; drapes or blinds to make room light tight for movies, etc.; projection screen; storage closet; counter high shelving on one side.

Carrels - "wet" carrels are electrically equipped and should be located in the reading room or near media specialist's office and near place where audio-visual material is housed. Dry carrels are individual study stations, provide 60 and 20 wet. 80 chairs.

Audio-visual storage - may be combined with A-V demonstration room, unless it houses entire school's A-V equipment, then it should have separate means of access. With an exit that eliminates taking materials through a reading-study area. Equipment: desk; chairs; counter space for repair and maintenance; work table.

Instructional Materials Production Room - contains 40 sq. ft. dark room; locked storage cabinets; drawing table; 4 small tagles; 10 chairs; storage cabinets w/ locks; sink and counter in dark room.

Multi-media Storage Room - may include the A-V equipment for use in the Demonstration Room and the console for use in transmitting to the wet carrels.

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Should be adjacent to the main reading room. Equipment: Card catalog; tables and chairs; vertical files; desk and chair for clerk.

Librarian's office - Permit observation of entrance yet be near circulation desk. Should allow supervision of workroom, reading room, conference room. Provide storage closet and private lavatory; and means to make office private when necessary; Equipment: 2 double-pedestal desks and chairs; 3 side chairs; 18 ft. for wall shelving; vertical file cabinet.

Library Workroom - facing on main reading room; storage and coat closet; sink w/ counter space; equipment: base cabinets; double pedestal office type desk and one chair; 2 work tables 3' x 6' and 8 chairs; 5 sections of book shelving. Should border on librarian's office. Should have receiving area convenient to loading dock.

Media Specialist - supervision or easy access to the storage area for audio-visual equipment, the instructional materials room and room or area for multi-media storage; closet for storage, coats, etc.; access to Preparation of Materials Room and to the wet carrel area. Equipment: desk and chairs; table and 4 chairs; vertical file cabinet; card catalog.

Rest Rooms - should be available for use when rest



of school may not be open. Still accessible to occupants of library.

Janitor's Closet - Storage for maps, vacuum cleaner, cleaning supplies and janitor supplies for library area.  
Equipment: shelving for supplies; sink.

General - place wiring in the ceiling, floor or walls to provide for expansion; water fountains should be installed in reading room, materials production room and library workroom.



## LANGUAGE ARTS

English and Reading Classrooms - should be flexible to accommodate individualized instruction and group work. Movable room dividers in the form of deep cabinet and shelving sections, with drawer space beneath. Classrooms must be capable of being used together, in multiple units for large groups, 40 people; and like wise to accommodate smaller groups, 15 people. Library support of this department is required. Provisions should be made for remedial reading stations and individual study carrels. Should be supervisable from the teacher's office areas. Tables and chairs, movable, are recommended.

Teacher's Offices - serve as work-room and production area for preparation of locally made instructional materials. Provide for clothes storage; desk and chair; book shelving. 2 side chairs; file cabinet.

Storage and Workroom - will house student work and preparation space; storage space for classroom materials in the vicinity of the classroom. It is to be utilized by the faculty as much as the students and should contain table or counter surface; sink with hot and cold water. Facilities for preview of audio or visual materials or for their preparation.

General - A commons or general meeting area for

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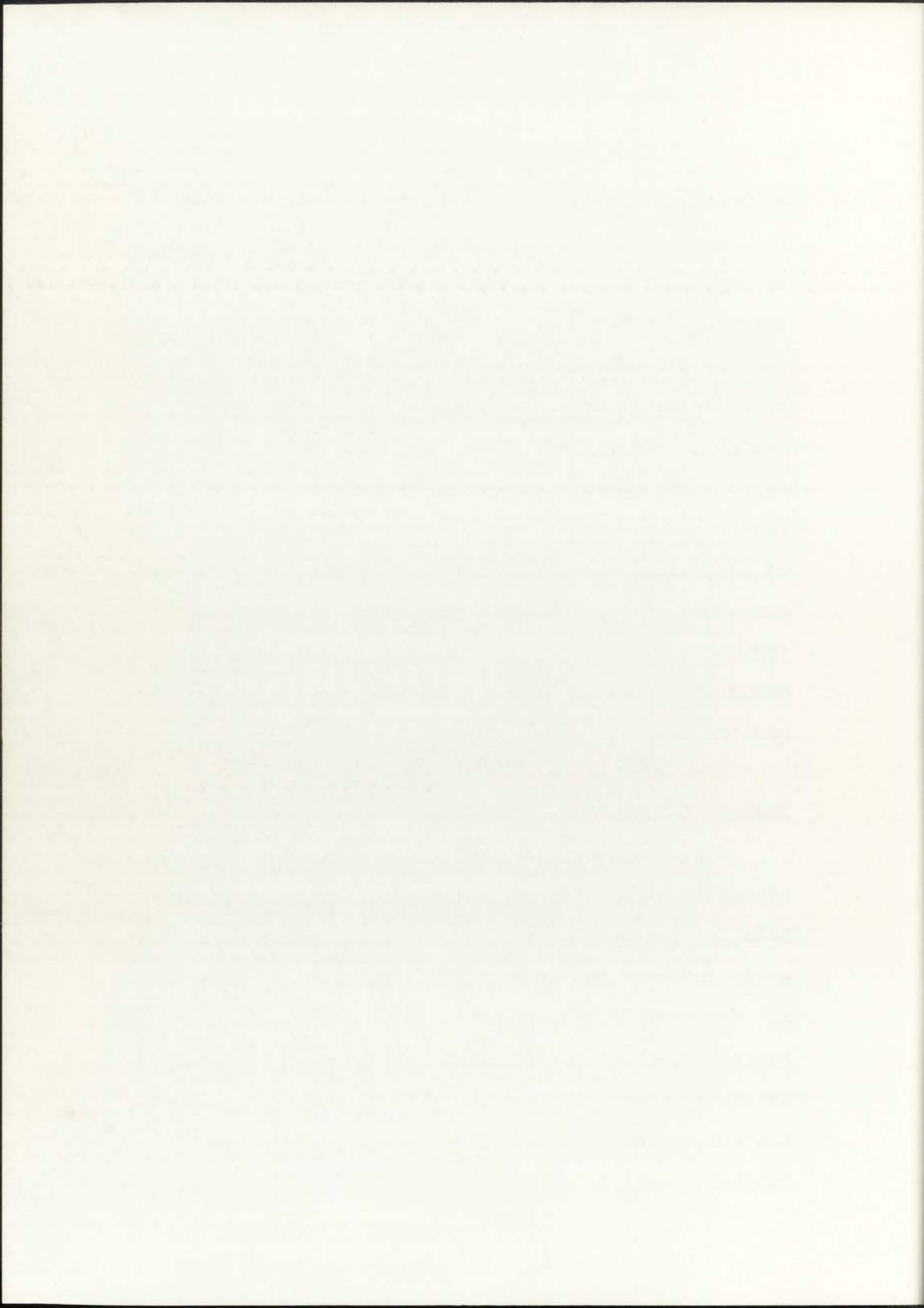
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students is highly desirable. English students should have access to language laboratory for practice and lesson preparation. A "little theatre" or speech type facility is also desirable for the English department. As part of the combined teacher facility or separately, a small lounge area containing a settee and several comfortable chairs, coffee bar, ice box, is very advantageous. A walk-in closet is desired for each classroom. Acoustical treatment is essential; with the introduction of carpeting, doorways could be left open, permitting easy supervision. Lockers or central student storage facilities should be in a place requiring a minimum amount of supervision; and convenient to the students and the academic areas.

#### FOREIGN LANGUAGES

Adequate language instruction makes use of a considerably wide span of facilities, equipment and materials for purposes of individual study, group work, large group instruction, and enrichment in much the same manner as for instruction conducted in the English language. Further specialized equipment such as tape reproducing units, constant play audio stations, stereo tape decks, control consoles and similar items. There is also a distinct need for sufficient flexibility to support team-



teaching and inter-language study.

Classroom - should be separated by flexible wall and grouped in paired units. Individual heat control is desirable. Acoustical treatment, including carpet, is a necessity. Wiring and outlets should be provided in floor strip units and must be flush with carpeting. Equipment: 20 two-man tables and mobile storage and work cabinets. Teacher's desk or cabinet to house electronic visual equipment, such as overhead projector requiring minimal darkening. A walk-in closet is desirable and mobile drawer and cabinet units for classroom materials and projects.

Language Laboratory - equipped with 25 individual carrels of the audio-active type, linked with centrally controlled constantly playing tapes. These may also be assembled in the individual study center.

Individual Study Center - forms a part or is immediately adjacent to the lab. Besides carrels, should include study tables, language reference books, foreign language encyclopedias, magazines, newspapers, and cultural displays and exhibits. Provision should be made locked glass display cases.

Lecture Room - used primarily for orientations, movies, speakers, plays, etc., and for inter-language study. Low stage and curtain, projection and PA equip-



ment. Tiered seating is preferred.

Office, Work and Storage Room - This teacher's common area should house a large conference table. It is the departmental materials center and should have special keyboard foreign language typewriters, together with shelf and cabinet units to house specialized teacher reference materials.

#### ART

Arts and Crafts Room - should be located near the industrial arts room and should have an outdoor work space available. It should have convenient loading and unloading exit door of ample size. Natural lighting should take preference over artificial. Floor should be of concrete with no finish material and the ceiling should be considered as surface for display of art objects.. More than one sink with hot and cold water. Should have sliding partitions for flexibility in arranging work areas. Display space should be provided for in the classroom and without. Storage space is required for both student and faculty use and must be immediately accessible to the art room. Office space should be provided for each staff member within or near



the classroom for visual supervision. Toilets to be located convenient to classroom. All tables and stools to be movable. All art and craft classroom to have a window or windows to allow contact with immediate outdoors.

## MUSIC

The music area should be located near parking with access to streets for use at night and to be convenient for loading instruments and other equipment.

Instrument Rehearsal Room - to accomodate 80-100 people. Clearance from wall and  $7\frac{1}{2}'$  from ceiling to student. Portable risers are feasible. Ceiling height should be between 14-18 feet.

Practice rooms - should be adjacent to the large rehearsal room. Non- parallel walls as well as in large rooms. Should be isolated for soundproofing as well as large rooms. Double glass windows to prevent transmission but allow supervision.

Storage for Instruments - adjacent to large music room and should have fixed shelves.

Office - should be considered as an office-studio. Equipment: one desk and files and chair. Should be acoustically treated since it is to be used as a small group rehearsal room. Should be adjacent to rehearsal (large)



room and positioned to supervise it.

Choral Room - should include a large rehearsal area, studio-office, one large and one small practice rooms, library work-room, robe room storage, and ea. room should have individual light switches and locks. Also no parallel walls and noise isolation as the band department.

Auditorium - stage - Doors should be 8' x 14' to permit stage scenery to be moved in and out. An adequate shell should be provided and mechanical equipment should be acoustically lined. Rehearsal rooms, chorus and band should be within close proximity to the stage for program preparation.

Seating - should be planned for acoustics, straight-line and right-angled surfaces should be avoided. Projector and light control switches should be provided.

Classroom - the purpose of this classroom is the study of theory and other related musical matters. . It should be adapted to the use of projectors, phonograph, radio, piano. Equipment: 40 tablet arm movable desks; chalkboard, work table, book storage for music library.



## SOCIAL STUDIES

Classrooms - Should be flexible enough to accommodate large groups of 40 people but convertible to smaller spaces. Through use of flexible partitions and movable furniture. Should be as close to the library as possible. Close to materials production center as possible. Should be supervisable from teaching offices. Display areas are feasible inside and outside the classroom. Carpeting on floors of instructional areas

Teacher offices - serve as materials resource centers for the department. Require desk and chair plus three side chairs. Bookcase and working surface. Should be private area convertible to area student can enter freely. Clothes rack or closet is recommended.

Materials Storage and Workroom - should be accessible to classroom and office. For use by student and faculty and should be supervisable. Work table, 3 chairs book storage and lockable door.

## SCIENCE AND MATHEMATICS FACILITY

Mathematics Classroom- should accommodate 30 movable desks each, a student work and a project area. All the classrooms should have movable partitions between them not accordion walls. These facilities would be in the



math-science wing and would share the teaching or resource center and the lecture hall with the science department.

Science Laboratory-Classroom - Requires flexibility of the kinds aforementioned. Access to outside areas. 30 ft. of chalkboard. Work stations should be kept on the room perimeter so as to keep center of lab open for flexible use. Individual study areas should be provided, along with movable demonstration tables. Ceiling hooks for supporting heavy weights should be provided. All work areas (to accommodate 24 students) should contain electrical, and gas outlets and sinks with hot and cold running water.

Multi-purpose and enrichment room - combination mathematics-science-arts and crafts room. More of a shop containing workspace with benches. Equipment: power tools, saws, drills; small welder; drafting tables; and science work area with all utilities. Accessible to all science and math labs and classrooms.

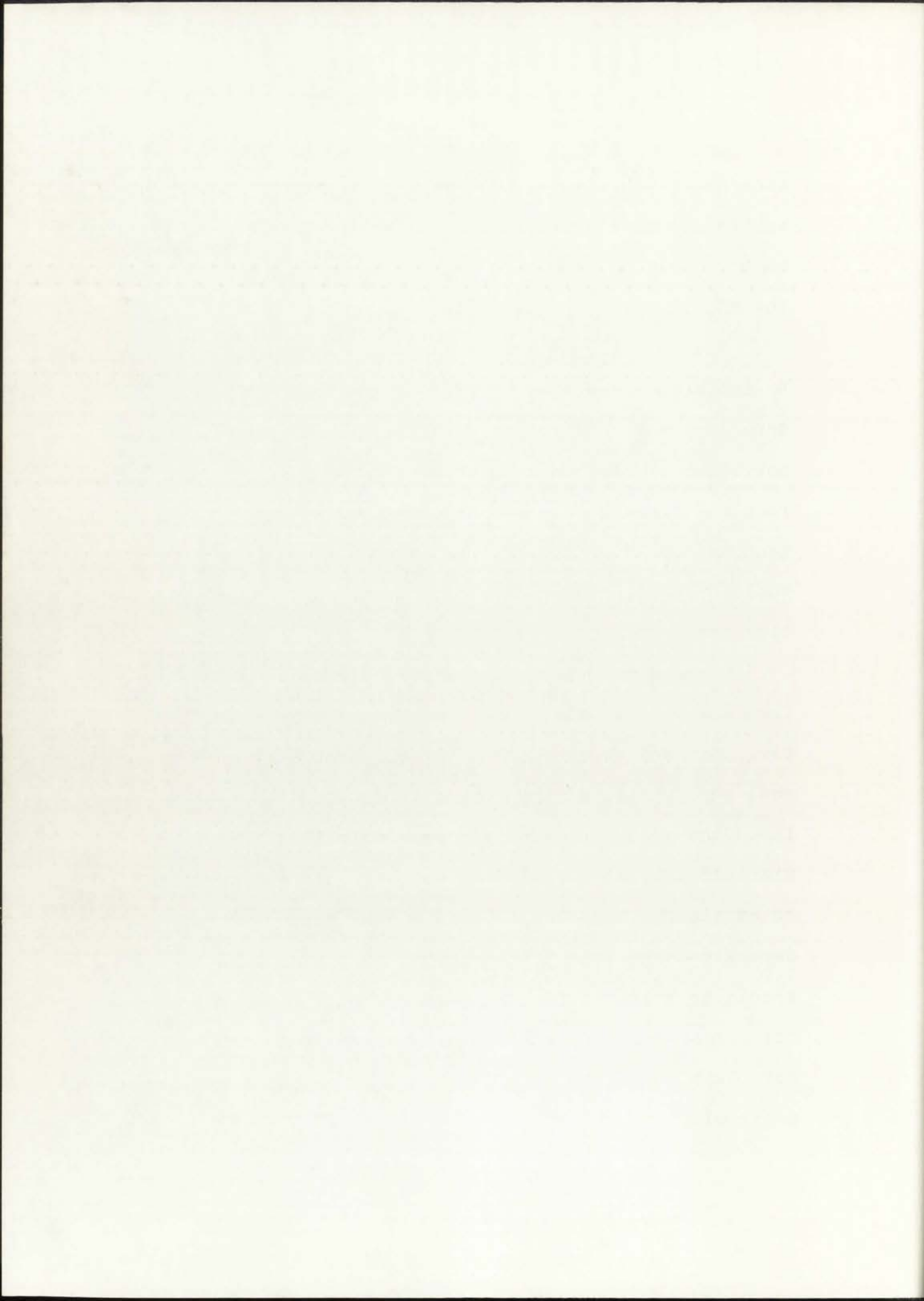
Lecture Hall and Planetarium - for large group lectures, seating up to 200 students. Should be divisible into two or more smaller rooms. Requires high ceiling from which dome can be suspended. Should be used for non-school activities. Equipment: raised demonstra-



tion table w/utilities, chalkboard, and built-in AV equipment, such as television, overhead projector, screen, To be shared by both math and science departments. Seating should be of theatre type.

Student Project and Work Areas - designed to be used by individual and small groups of students doing independent work and projects. Should be under visual supervision of classroom teacher, accessible from each classroom and from the storage and preparation area. Work benches should be in the work areas with some small power tools for wood, and metal. A darkroom with proper utilities and a work space should be included in this area.

Storage and Lab Preparation - should be accessible from all science classrooms and from the resource center. Glassed area should be provided so that some visual supervision of the work area is possible. Many cabinets and adjustable shelves are desirable. Work areas with all utilities including hot and cold water should be available adjacent to each of the storage areas. Separate desks with file drawers and proper lighting should be provided for six people. Equipment: refrigerator for storage of perishable materials and a built-in hot plate should be available for the preparation of materials.

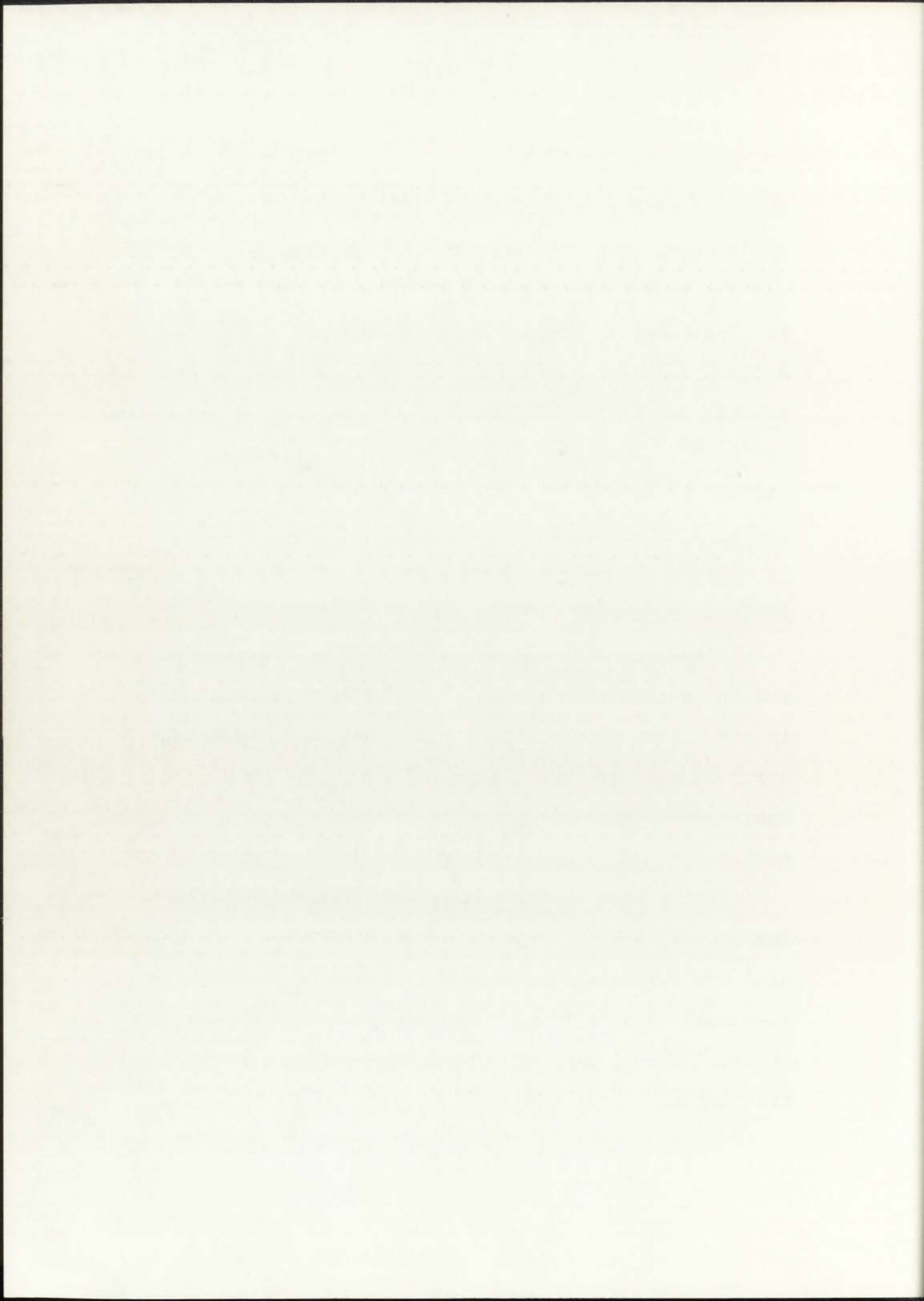


Teacher's Resource Center - is used jointly by the math and science teachers as a work, conference, and study area. The center is the core of the entire complex and should contain carpeted and acoustically treated space. It should have a library area w/bookshelves, magazines and racks and file drawers. An area for meetings and conferences should be part of this facility. A work area for math typewriters and a preparation area for pre-viewing AV material. It should be accessible to all science and mathematics teachers.

#### BUSINESS EDUCATION

Classroom - Should be accessible to the library and the mathematics suite, business math is often taught in the classroom situation. It should also be flexibly arranged and have provisions for a teacher office station. Equipment: chalkboard, movable desks and chairs, AV equipment.

Typing Room - requires acoustical treatment, carpeting on the floors. may be combined facility together with the business classroom. Equipment: 40 desks (L-shaped) and 40 posture chairs; 1 teacher's desk and chair. Natural light should take precedence over artificial light.



## HOME ECONOMICS

Clothing Laboratory - should contain 28 student stations. Equipment: 1 demonstration table, 30 chairs, 15 sewing machines, Closet storage for 150 garments, book and fabric storage, 15' of chalkboard, AV screen. A teacher's storage closet should be provided w/a legal size file cabinet. And a small office space.

Fitting Area - visually private area w/6' of adjustable shelving, sink and counter, small bench and mirror.

Food Laboratory - contains 1 portable demonstration unit; 7 kitchen units (4 students per unit); 7 ranges; 7 double sinks; 7 dinette tables and 28 chairs w/folding arms; 1 upright freezer; 2 electric refrigerators; 2 supply tables; 10' of chalkboard. Portable raised platform for teacher's desk and teacher's storage closet.

Pantry - Counterspace for pre-preparation of unit materials; utility closet; a laundry w/1 washer, 1 dryer, 1 legal size filing cabinets. Should be accessible to Food Laboratory and Clothing Laboratory.

Classroom - Equipment: 6 lightweight, sturdy tables; 28 chairs with portable arms; 15 ft. of chalkboard; portable bookcase; teacher's desk and storage closet. Adjacent to pantry, laboratories.

General - should be a maximum open center space



in each laboratory to permit rearrangement of furniture; labs should never be less than 30' side; a continuous wiring system or "raceway" should be used to take care of changes in location of appliances and to accomodate new appliances. Floor outlets should be flush with floor and include a metal safety top. Natural lighting, washable wall finishes and non-mar plastic tops of counters are desirable.

#### INDUSTRIAL ARTS

The entire department should be placed in the extremeties of a wing, leaving room for expansion; should not be a sepearte building. Floors should be non-skid concrete. Service doors accessible to outside. Electric outlets should be located along the perimeter; and on overhead bus bar or one built flush with the floor. Artificial lighting is requird for all classes. Gas service should be provided for areas of soldering, heat treating, foundry, forging, and natural gas welding. Each laboratory shall have hot and cold running water. Drafting Room - standard lavatory inside the room. Drinking fountains in all rooms. Restrooms should be provided and located at a central point in the industrial laboratories area. Provide floor drain in the power mechanics laboratories.

It is not necessary to provide a separate set of  
plans for each type of building. The same set of  
plans can be used for all buildings of a given  
type. The only exception is for buildings which  
are of unusual size or shape. In such cases,  
it is necessary to provide a separate set of  
plans for each building.

The other drawings should be placed in the  
following order: 1. General notes. 2. Foundation  
plans. 3. Floor plans. 4. Sectional views.  
The foundation plans should be placed first,  
as they are the basis for the other drawings.  
The floor plans should be placed next, as they  
show the layout of the building. The sectional  
views should be placed last, as they show the  
internal structure of the building. The general  
notes should be placed first, as they provide  
information about the building. The foundation  
plans should be placed next, as they show the  
location of the foundation. The floor plans  
should be placed next, as they show the layout  
of the building. The sectional views should be  
placed last, as they show the internal structure  
of the building.

## PHYSICAL EDUCATION

Gymnasium - should have folding partitions and roll-away bleachers. Upper levels w/roll-away bleachers, 120'x40'. Should be adjacent to boys and girls locker facility. And have access to outside. Gym floor 100' x 120'.

Swimming Pool - should be all weather and accessible to Dressing and Locker Rooms.

All-purpose room - 60 x 40 ft. may be used for gymnastics, combatives, dance, etc. Accessible from classrooms and dressing rooms.

Classrooms - small group instruction with movable chairs and desks. Should be accessible from dressing rooms and coaches rooms. Calkboard and provisions for AV equipment. Flexible partitions.

Dressing and Locker Rooms - Should house basket-half-locker system with an eight to one ratio. Should be adjacent to Shower, toweling and equipment drying rooms. Non-skid floor materials preferred.

Equipment Drying Room - accessible to all locker rooms and should accomodate uniforms for all sports in addition to storage for towels.

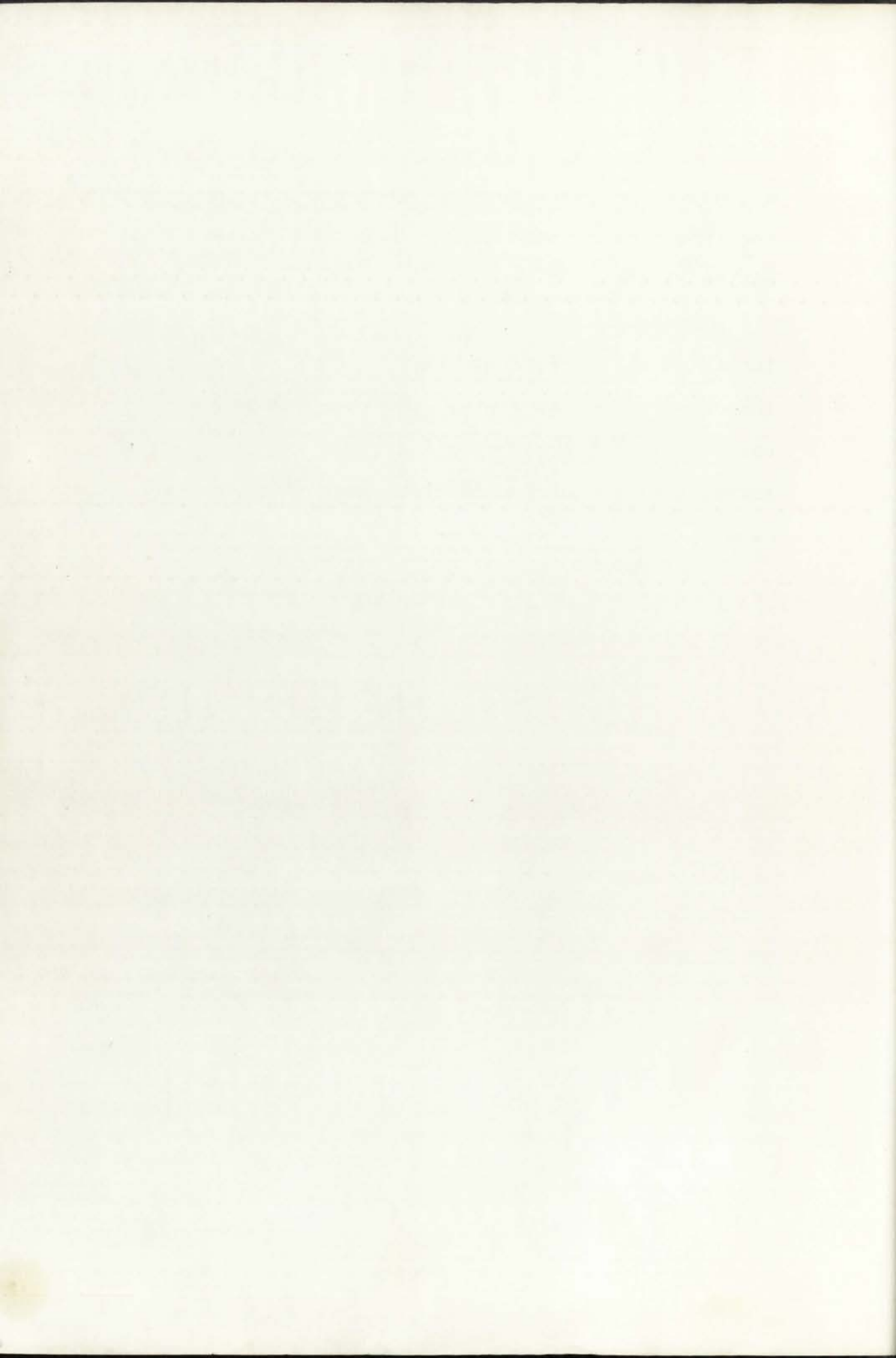
Shower and towelling room - should accomodate all dressing rooms. Non-skid materials for floor; should be adjacent to the training room and basket area.

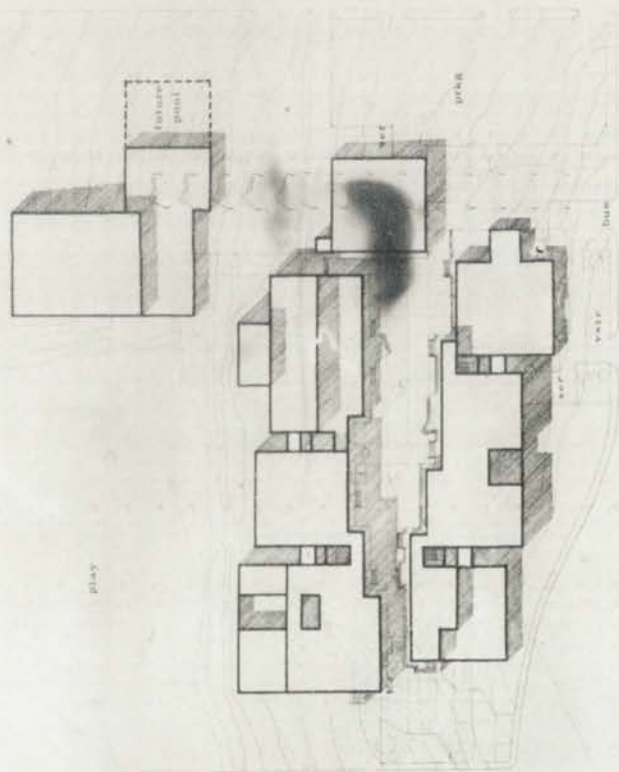
Training Room - should contain cot and bandaging facilities; should be adjacent to dressing rooms



a small office area for the cafeteria director, with room for a desk and chair, commanding a view of the entire kitchen.

Teacher's Dining Room - Teachers need an opportunity to eat a pleasant lunch in a space separate from that used by the students. The room should be located so that teachers could serve themselves or be served without interrupting the regular cafeteria procedure.



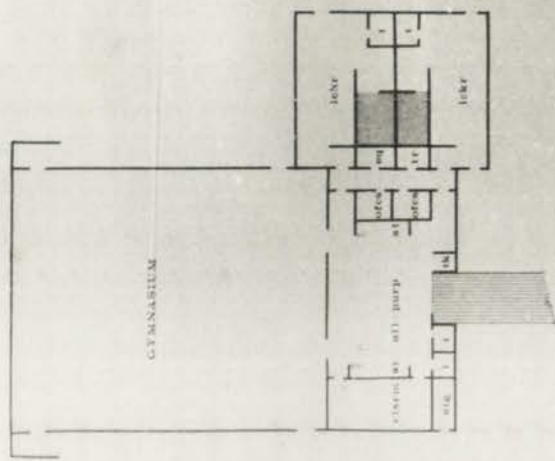


1" = 10'  
SITE

# A MIDDLE SCHOOL

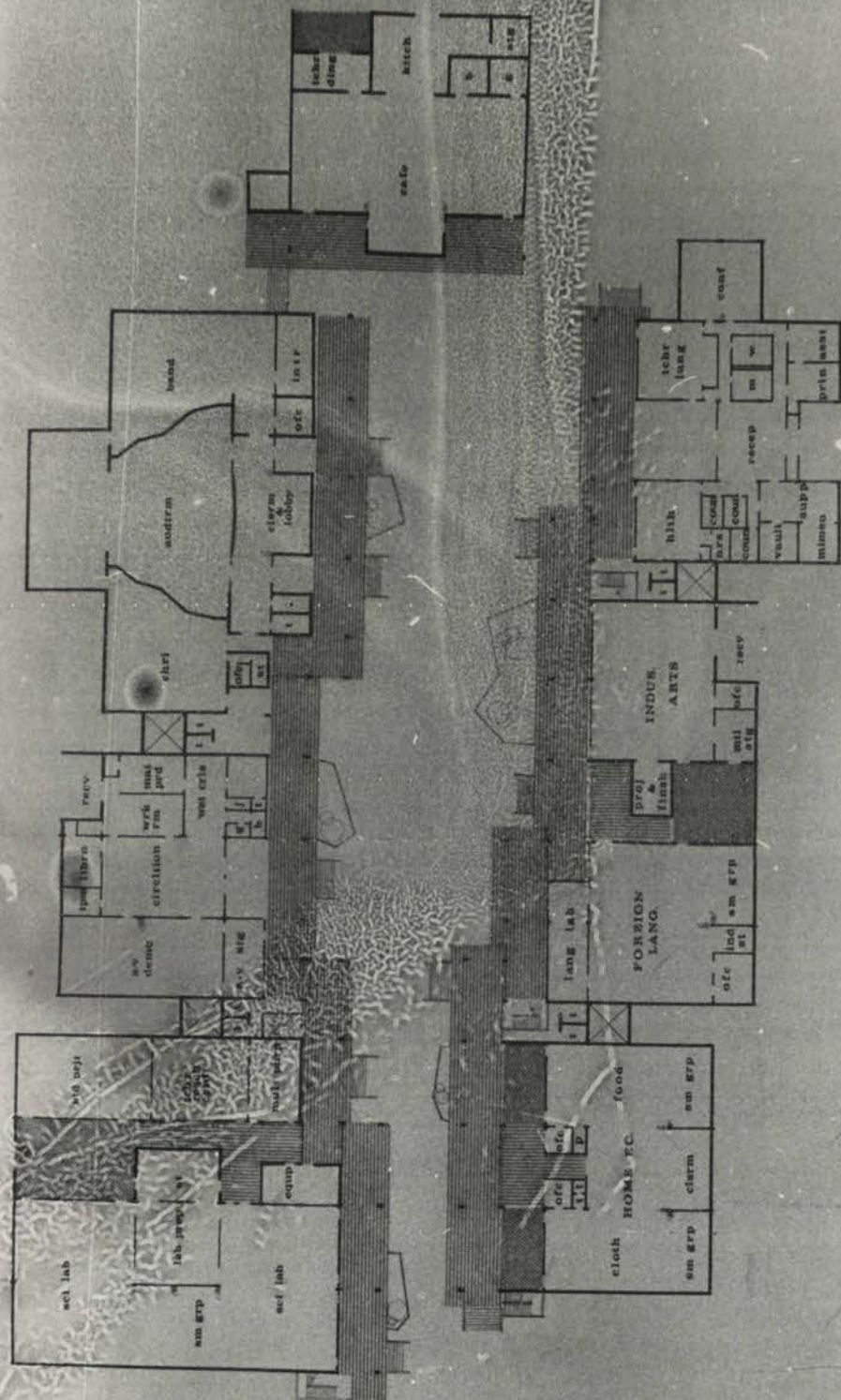
IN THE URBAN RENEWAL AREA

roger lujan



PHYSICAL ED, 1' x 10' 0"

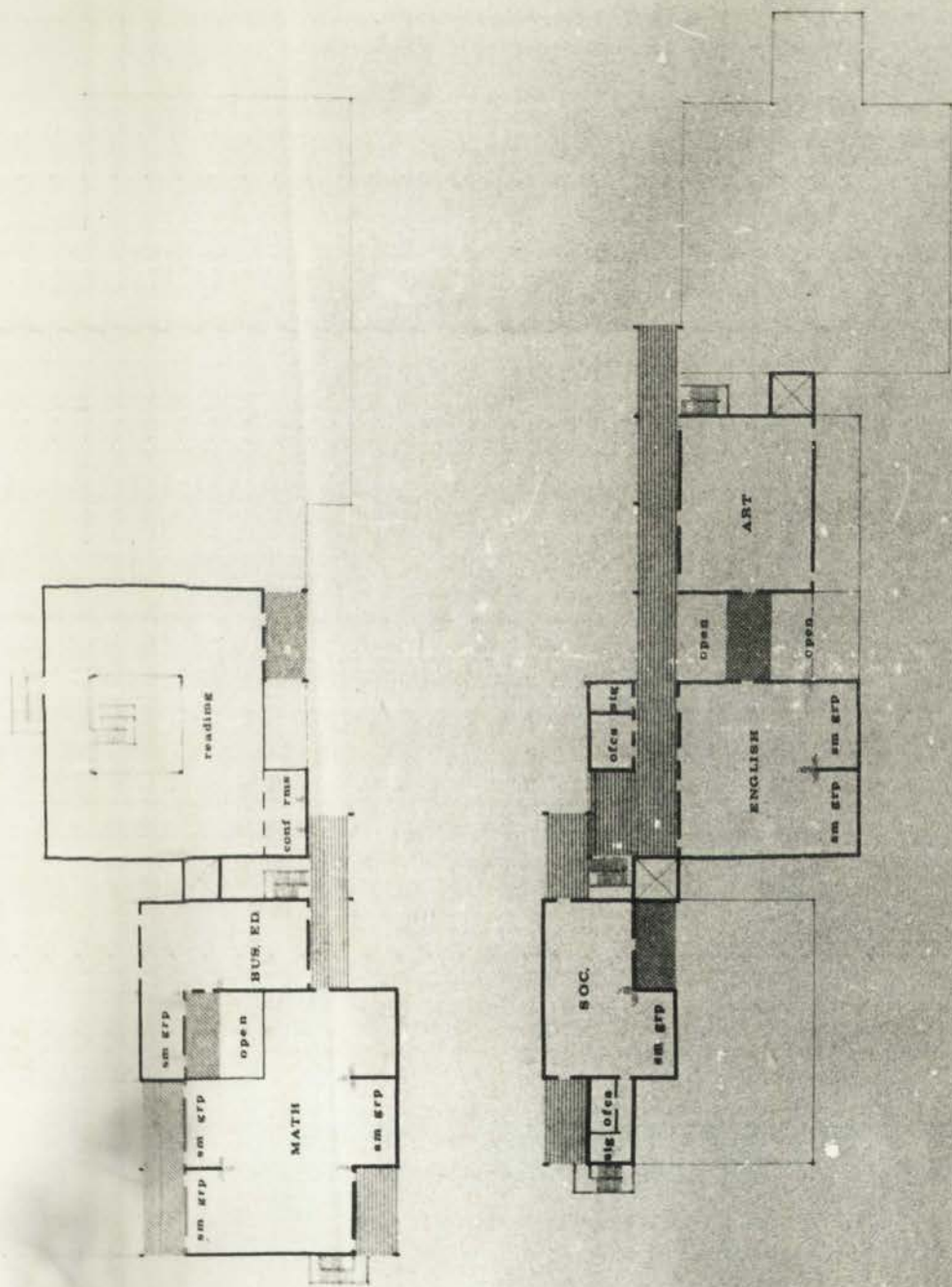




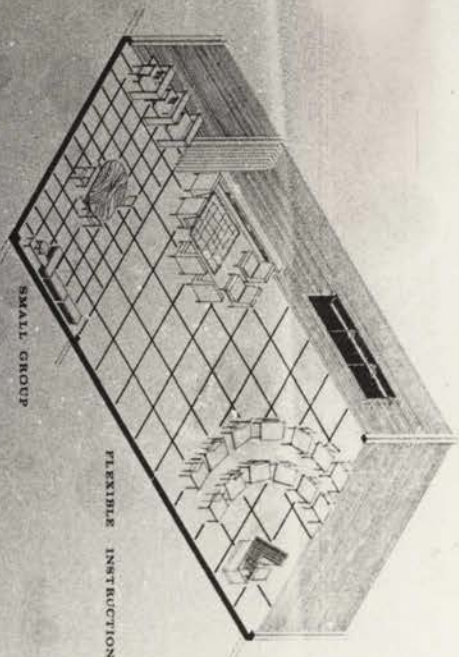
FIRST

116





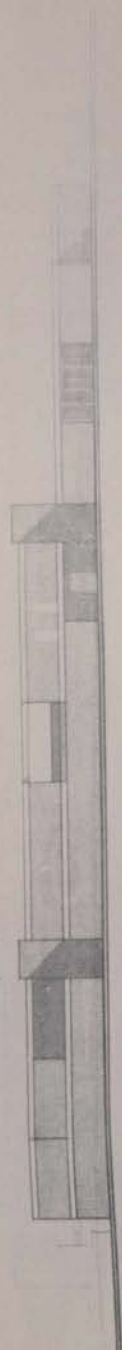




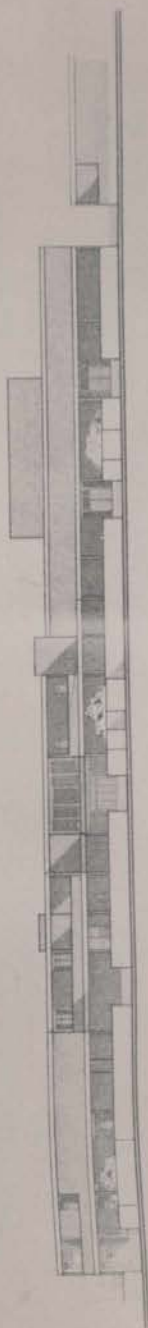
# INCREMENTS



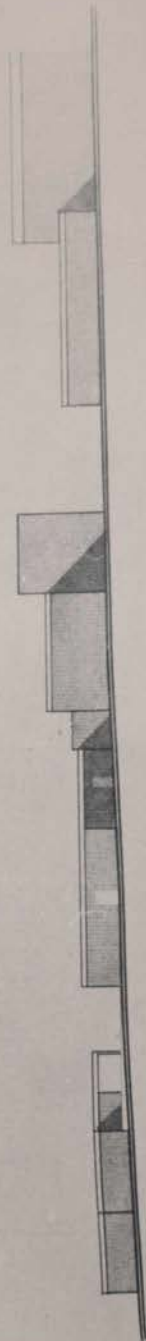




WEST

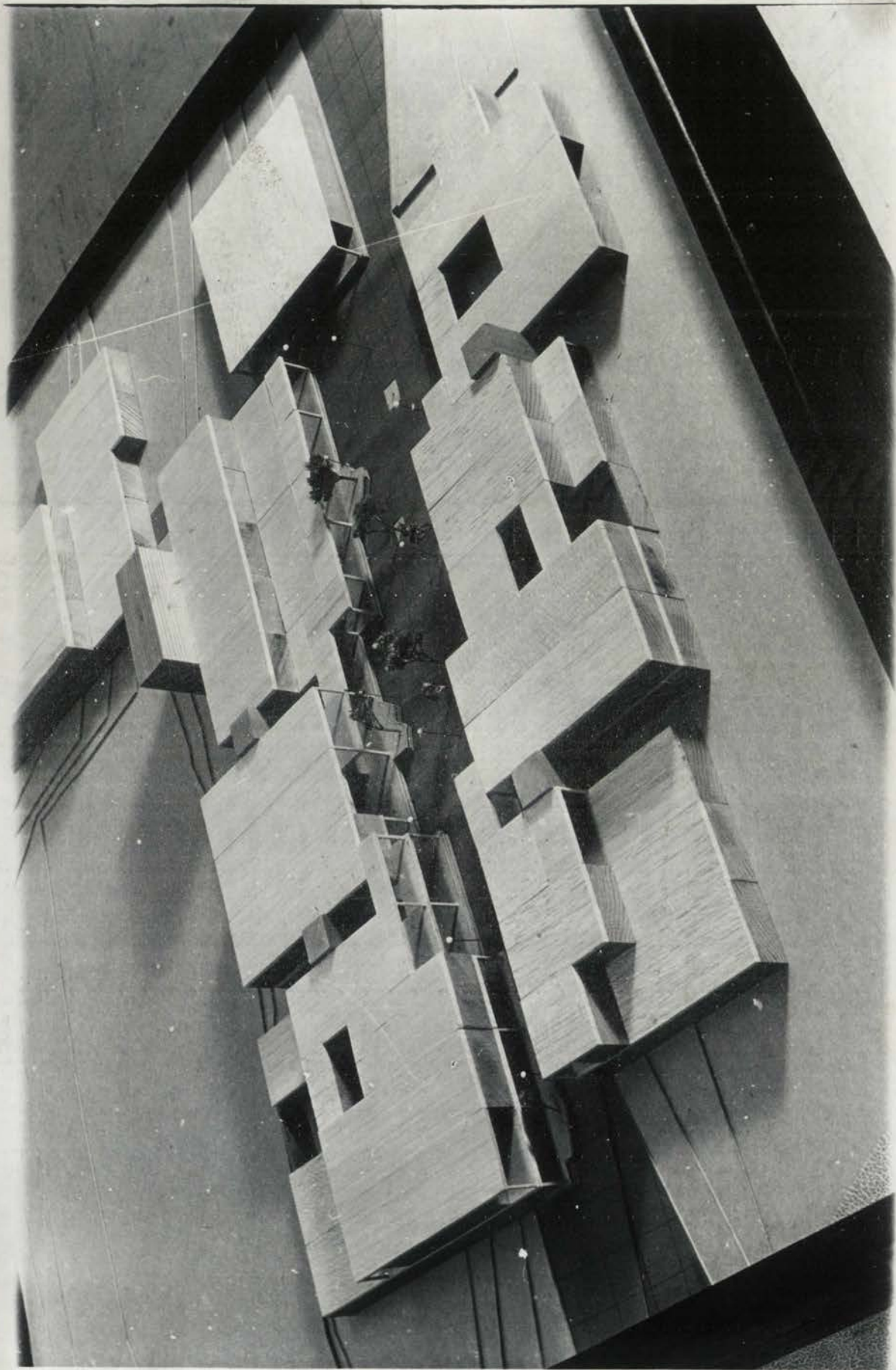


MALL WEST

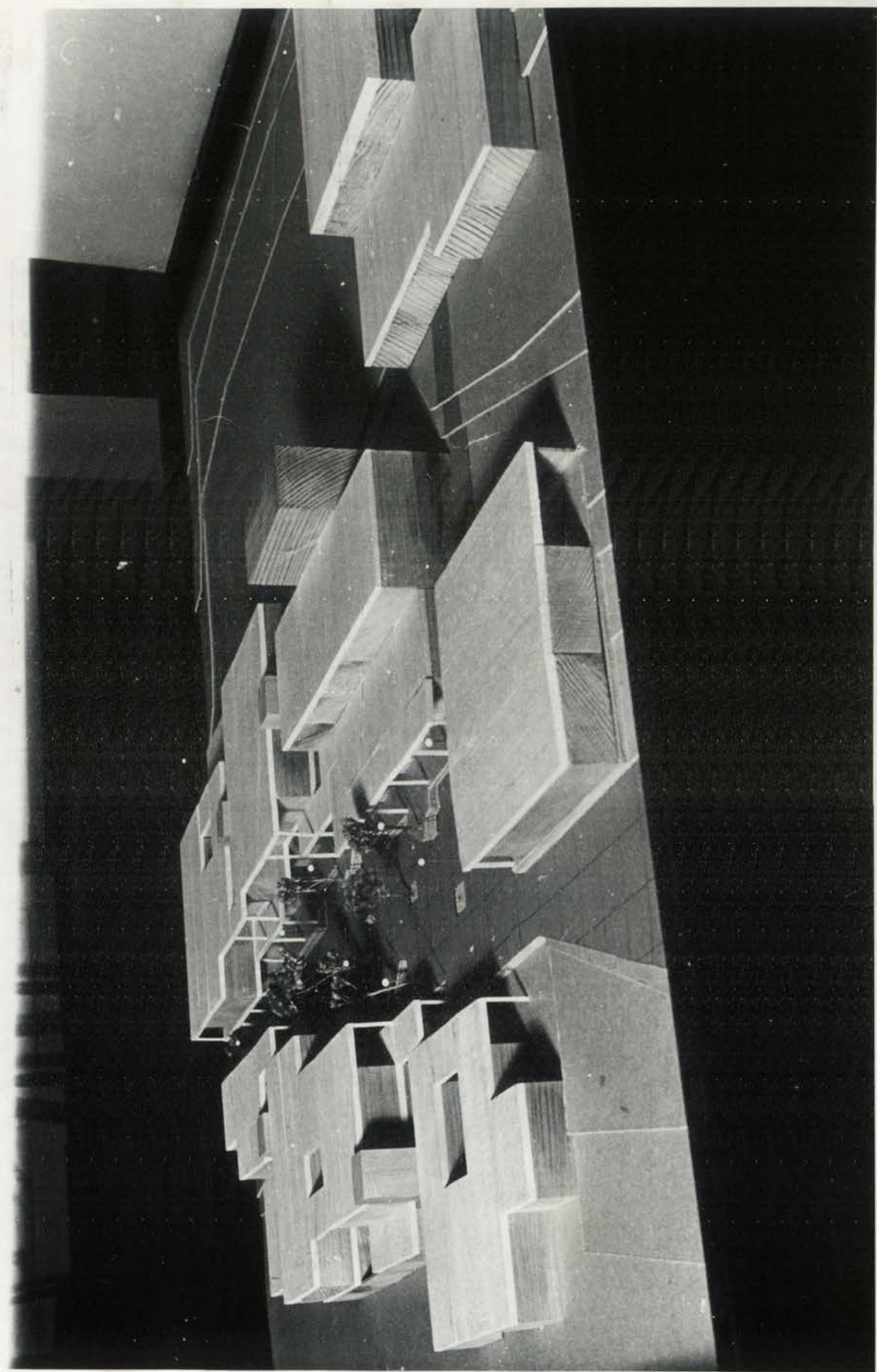


SOUTH











## SITE PLAN INFORMATION

The site being studied for the occupance of an educational park is partially located in the area under the auspices of the Urban Renewal Agency and totally in the model cities area. Figs. 8&9 Its border on the north is Lomas Boulevard; on the south, Central Avenue; on the east, Interstate 25; and on the west, the A T and S F Railroad. Some of the existing facilities are permanent and not slated for renovation in the study area.

## SIZE

The site boundaries encompass approximately 134.5 acres including permanent facilities. This figure is given with respect to them because it is conceivable that they may incorporated into them park concept. Actual school acreage is approximately 80 acres.

## ADJACENT RELATED FACILITIES Fig. 10

Inside the area can be found the Albuquerque Public Library, at Central Avenue and Edith Blvd.

The Civic Auditorium on the east is another permanent facility which should be considered. Lomas Blvd. on



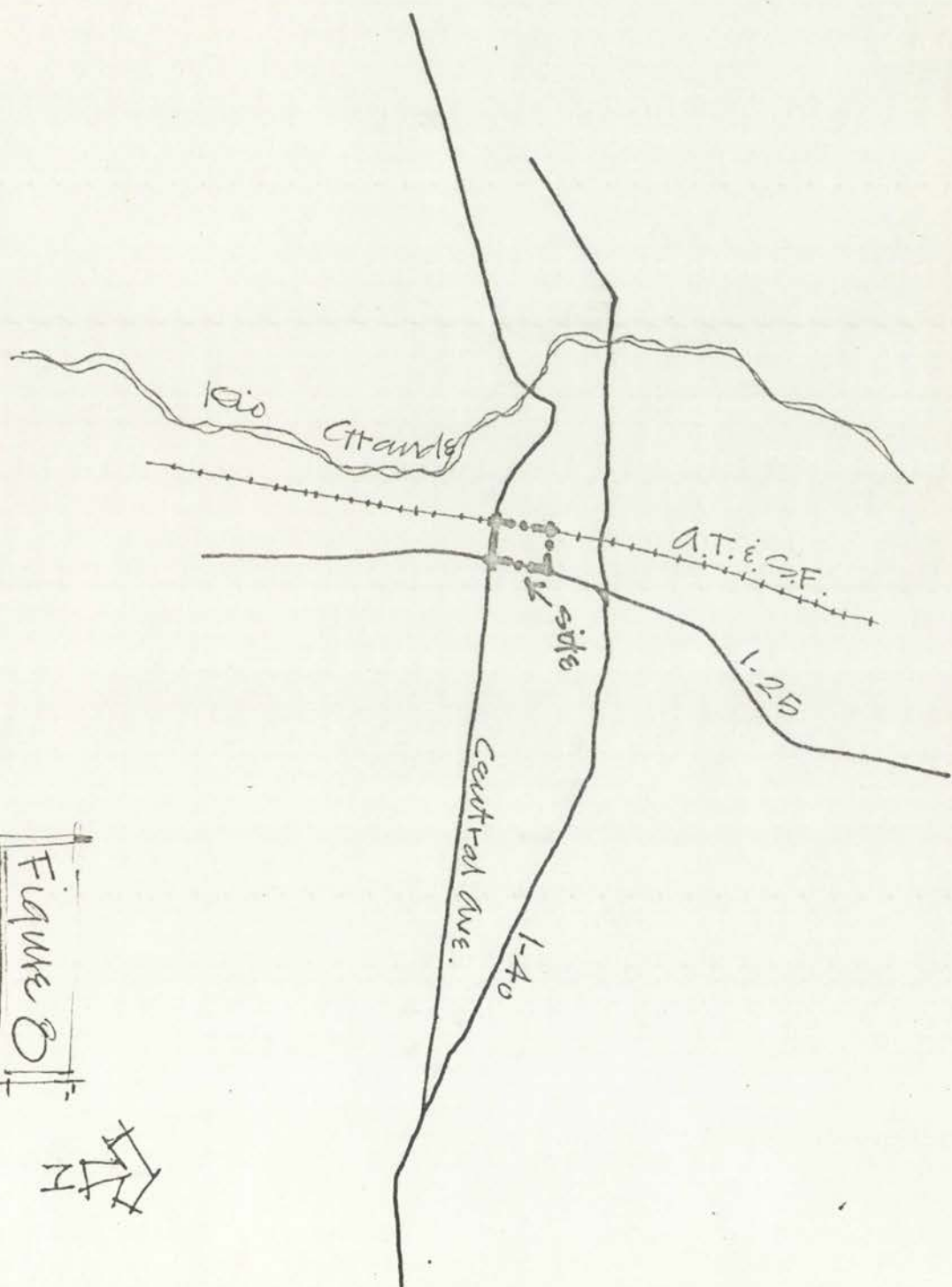


Figure 8



city of Albuquerque

2010-2011

2010-2011

2010-2011



1890

1891

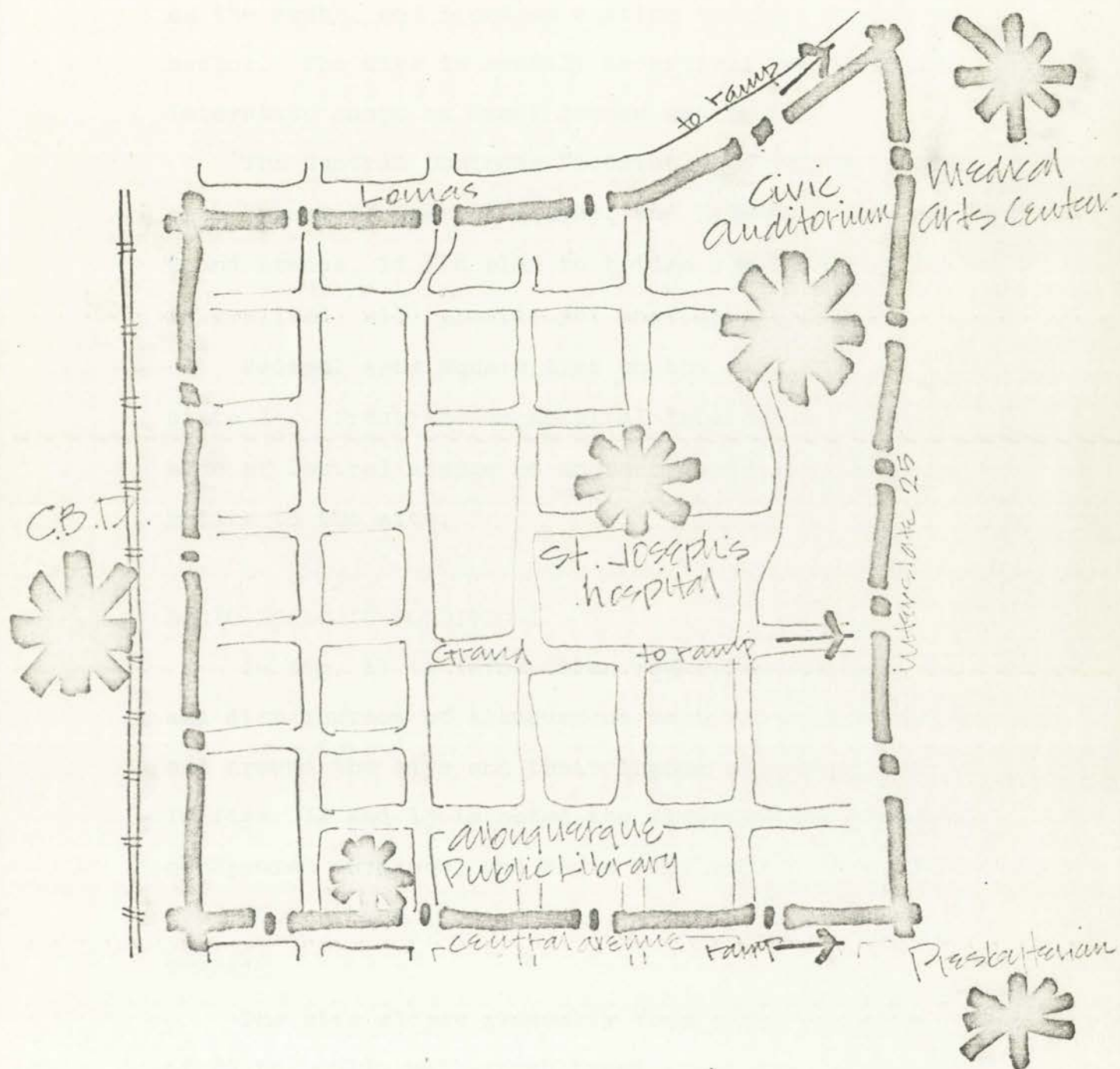
KEY

WATER TOWER

WATER MAINS

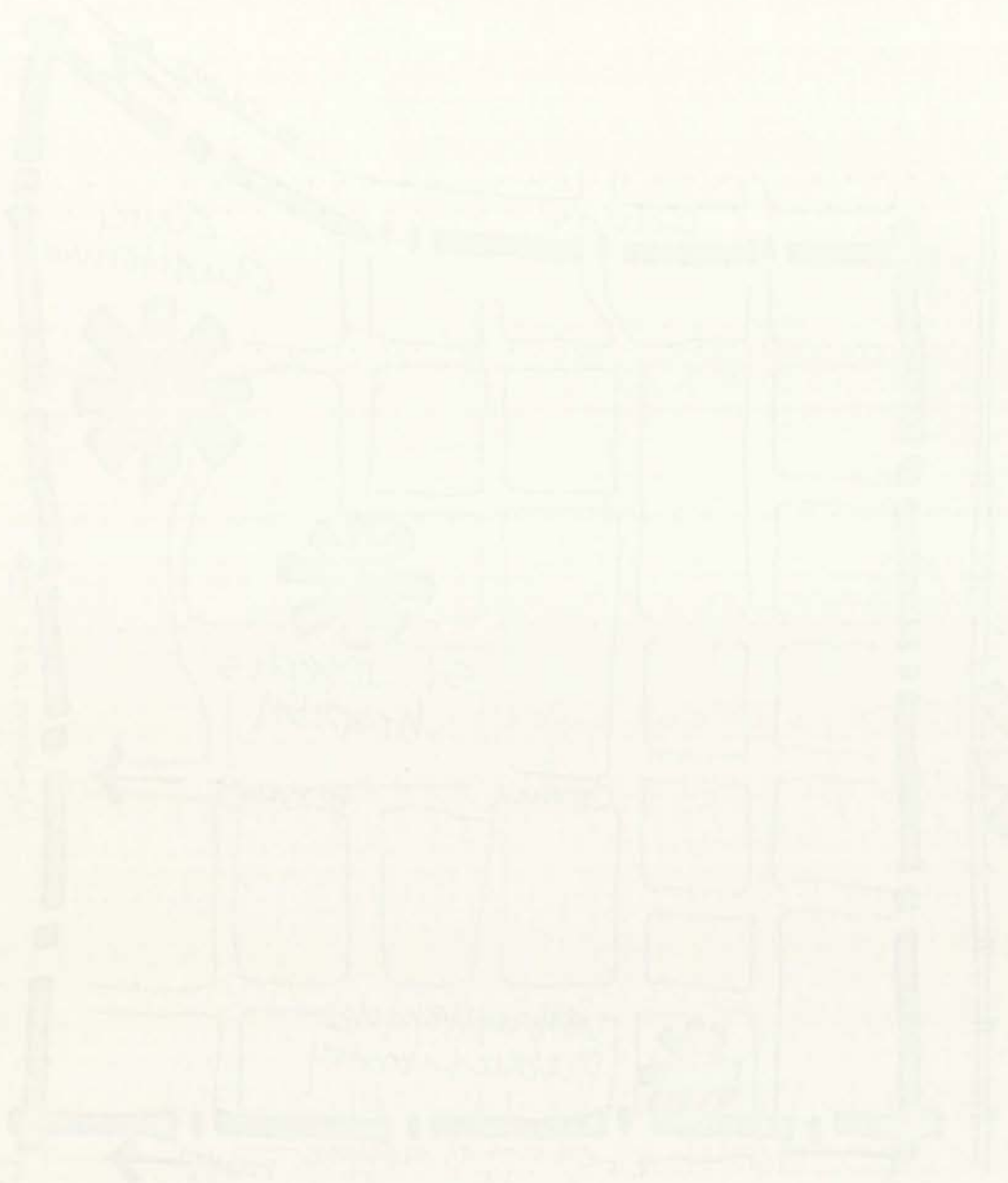
WATER LINES





Related Facilities 

Figure 10



Sketch of a building  
with 12 rooms

the north is a main thoroughfare, as is Central Avenue on the south, and Broadway cutting through the western sector. The site is readily accessible to two major Interstate ramps on Grand Avenue and Lomas.

The Central Business District will relate to the site by way of Central Avenue, and Tijeras Avenue. Grand Avenue, if its plan to bridge the railroad tracks is realized, will provide yet another connection.

Medical Arts Square lies on the east side of Interstate 25. Presbyterian Hospital located on the south side of Central Avenue is another facility that might relate to the site.

#### SOCIO-ECONOMIC CONDITIONS

In fig. 11 is information regarding the location and distribution of Albuquerque resident population in and around the site and their income characteristics. In figs. 12 and 13 is noted the distribution of residents of Spanish surnames, and Negro population, respectively.

#### TERRAIN

The site slopes gradually from east to west a total of 80 ft. Old, well-established trees can be found on the south side, and it is possible to take advantage of the view to the Sandia Mountains from almost anyplace on the site. Fig. 14.

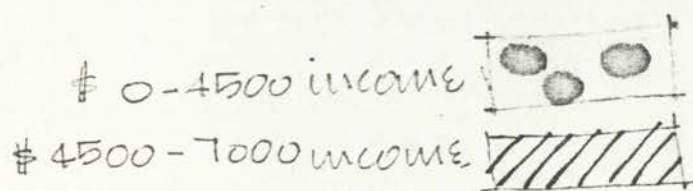
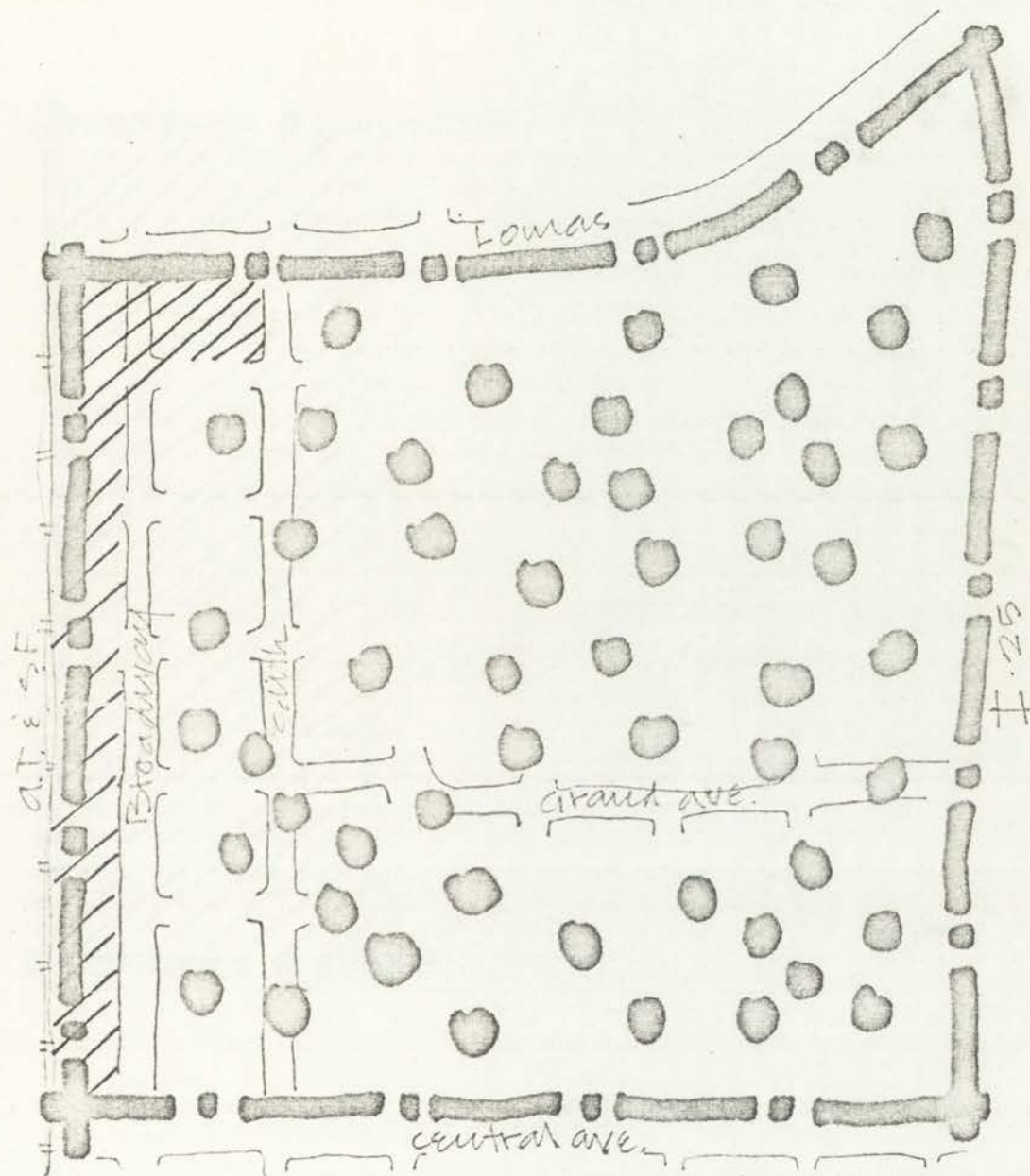
The main is a wide river, and in the center of the river is a small island. The island is covered with trees and is very beautiful. The water is very clear and the sky is very blue. The sun is shining brightly and the wind is blowing gently. The birds are singing and the flowers are blooming. The whole scene is very peaceful and beautiful.

### SECTION-FOUR: CONCLUSION

In the first part of the report, we have discussed the importance of the study and the objectives of the research. We have also discussed the methodology used in the study and the results of the study. In this section, we will discuss the conclusions of the study and the implications of the findings.

### CONCLUSION

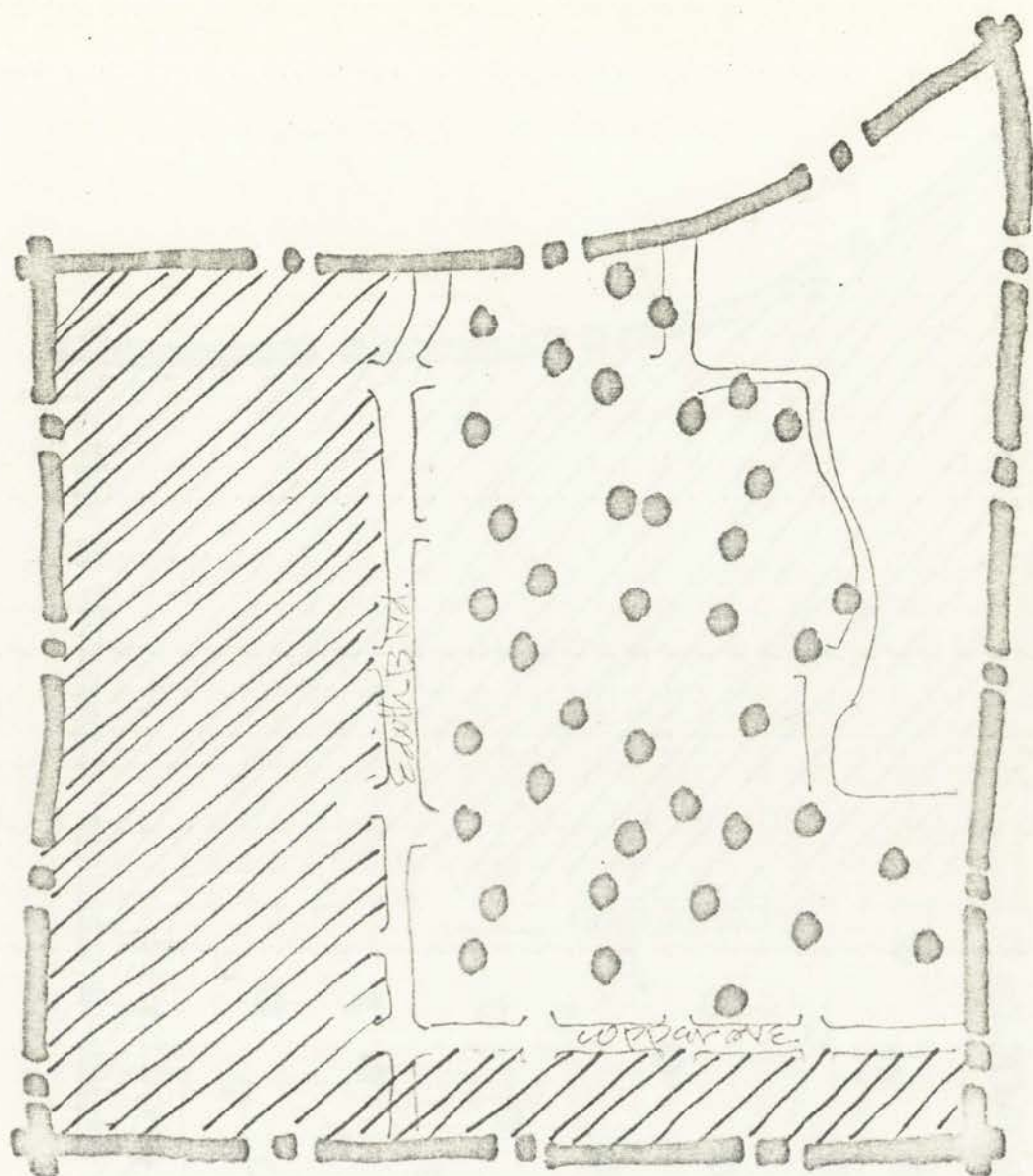
The study has shown that there is a significant relationship between the variables studied. The results of the study have implications for the field of research and for the general public. The study has also identified some areas for further research.


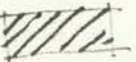


Income Distrib. Figure II



1. *Diagram of a container*  
2. *Diagram of a container*



spanish amer. - 50%+   
 span. amer. - 10-50% 



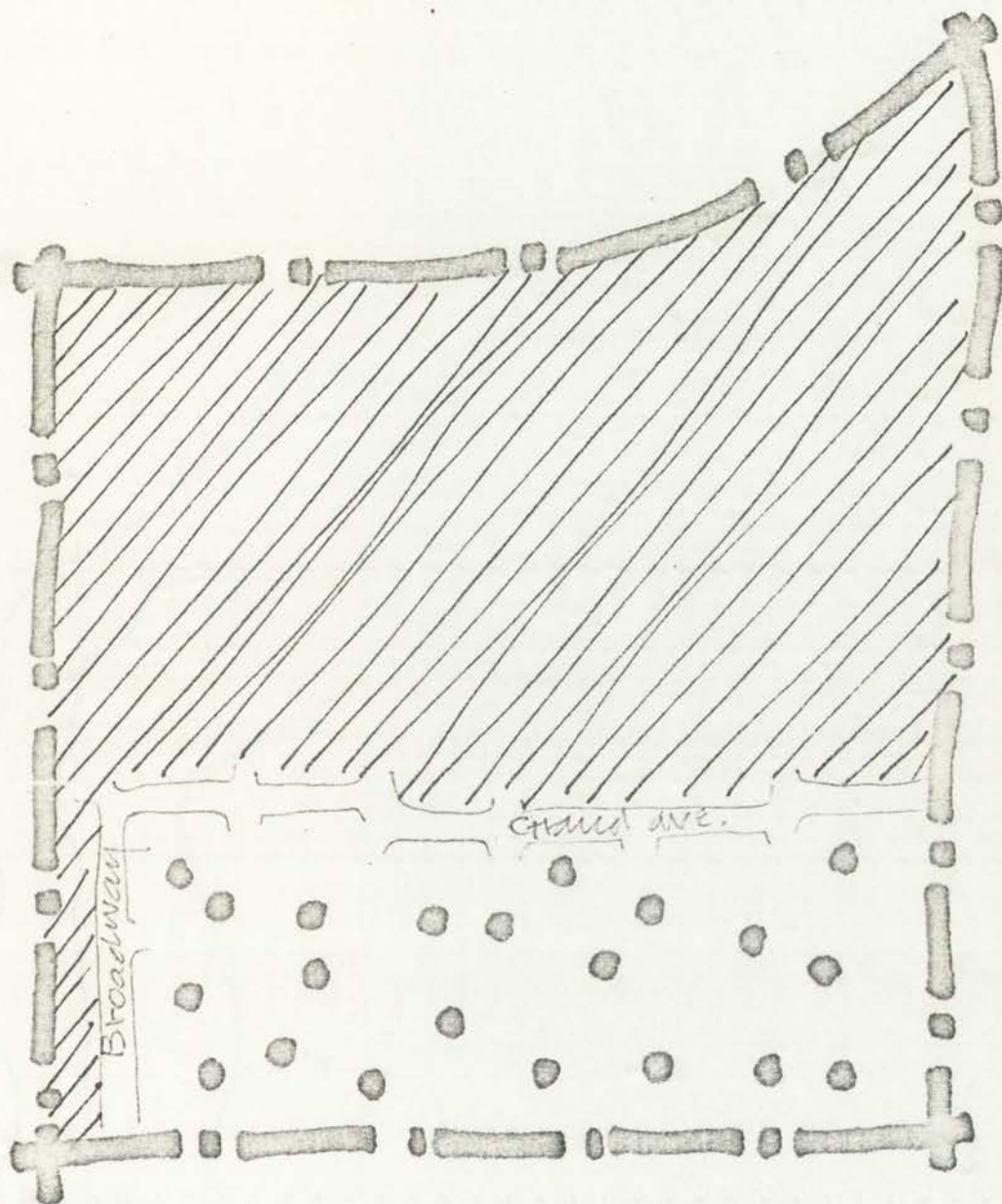
Distribution Spanish Surname Pop.

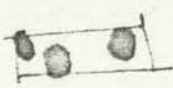

Figure 12



Legend:  
 ○ Gas molecules  
 ▨ Solid wall  
 — Liquid surface

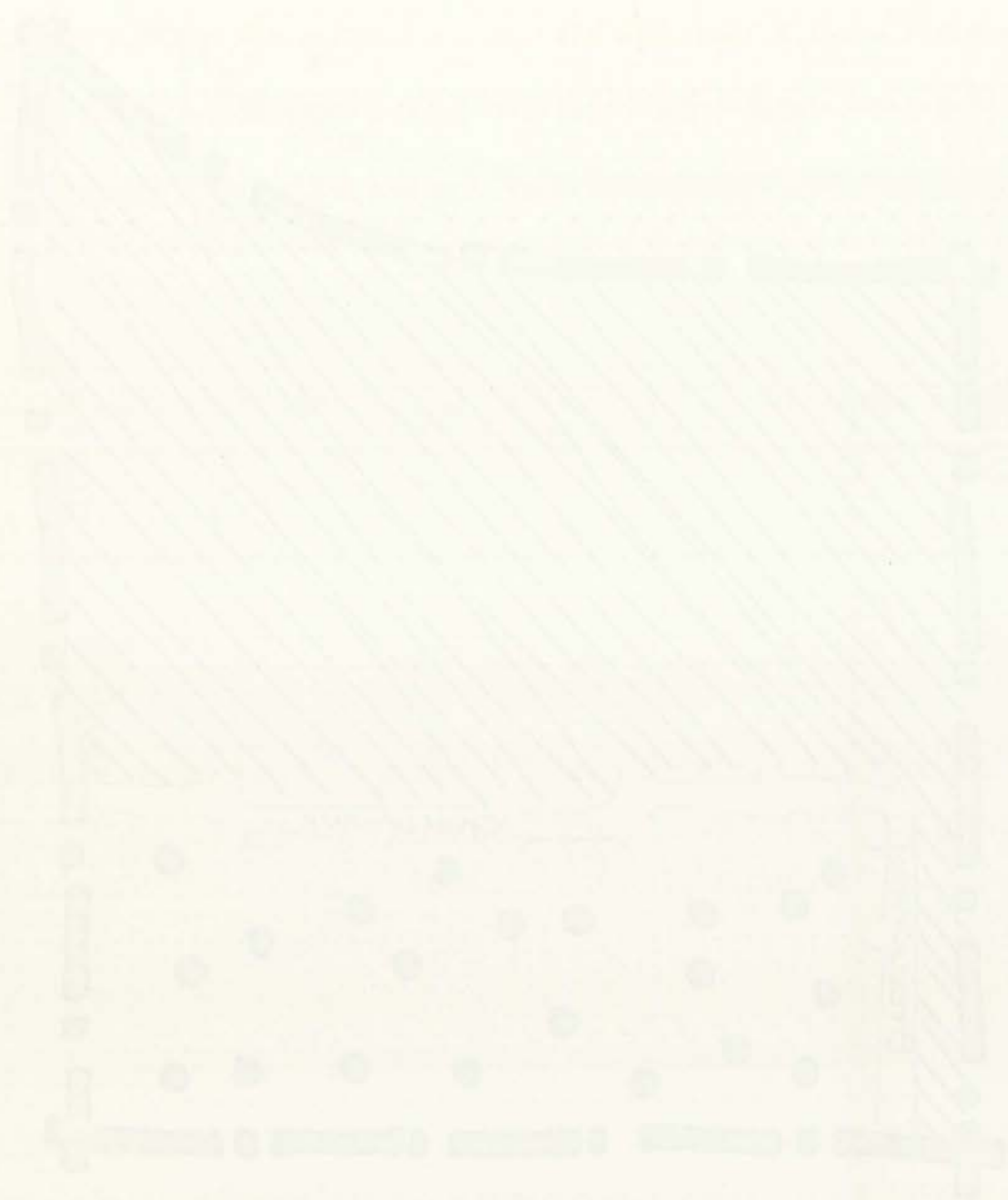
Fig. 1. Schematic diagram of the container.



Negro 5% +   
 Negro 1-5% 



Distribution of Negro Population  
 Figure 13

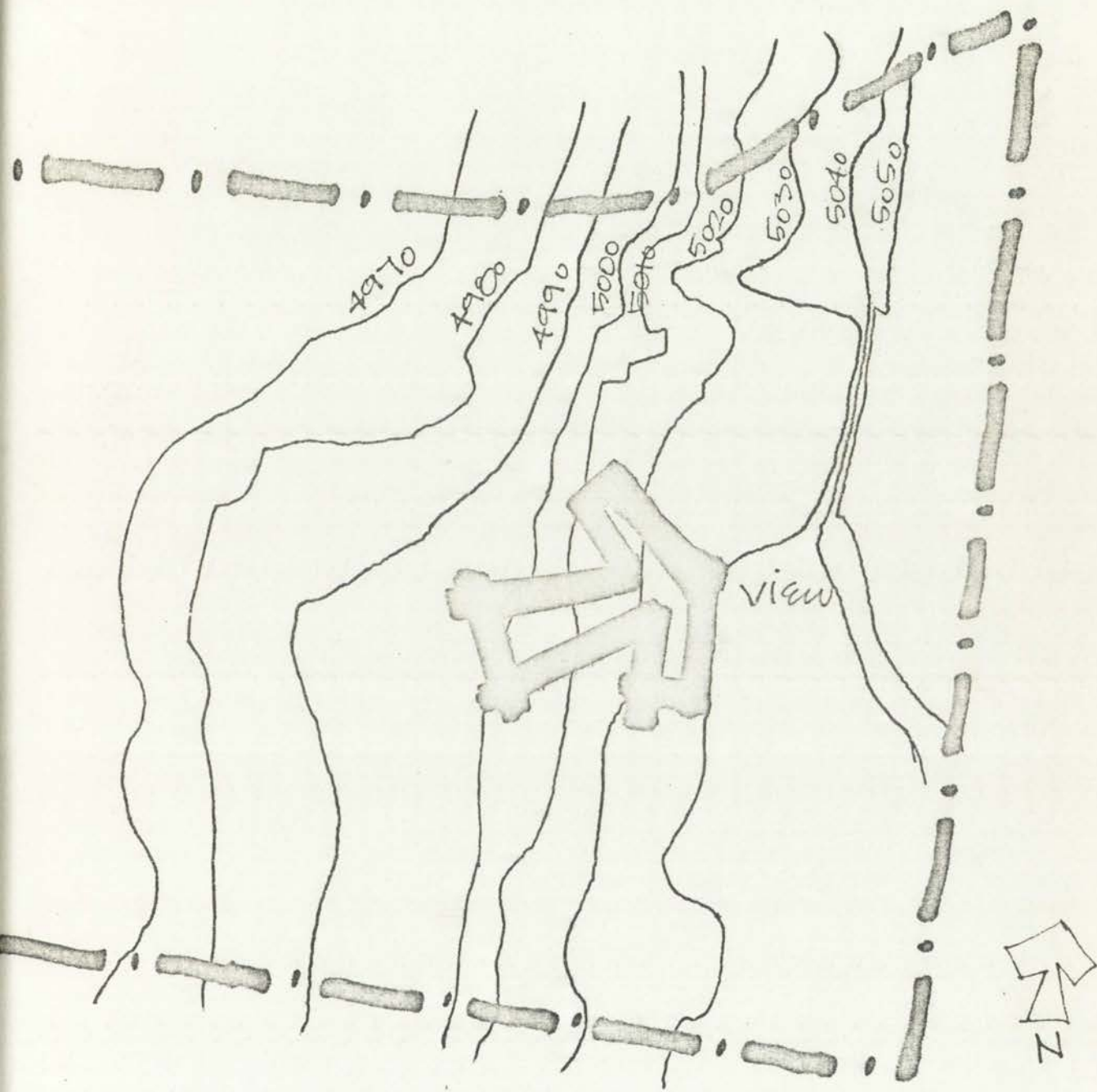


100 + 100 = 200

100 + 100 = 200

100 + 100 = 200

100 + 100 = 200



Terrain Figure 14



## LAND COST

To designate a per-square-foot or per-acre figure on the price of the site would only be misleading for this reason: The land which can be obtained will be done through the services of Government Agencies. For renewal purposes, they are capable of purchasing land, relocating the current users, demolish substandard buildings and making the open land available to the Public School System at a reasonable price. To quote a land price at this stage would be fictitious.

## PUBLIC UTILITIES

In fig. 15 information about the location of sewer lines relating to the site can be found. Fig. 16 indicates the positioning of gas mains.

## LAND USE AND ZONING

Regrettable, the land use reforms slated for the site were not available at the time of this printing. Hopefully they will be available in time to be the solution to this thesis.

Fig. 17 identifies the zoning patterns prevalent in the area. Keep in mind, however, that these will be subject to change as soon as the physical aspects of the urban renewal and model cities programs are realized.



## PHASE I - A MIDDLE SCHOOL

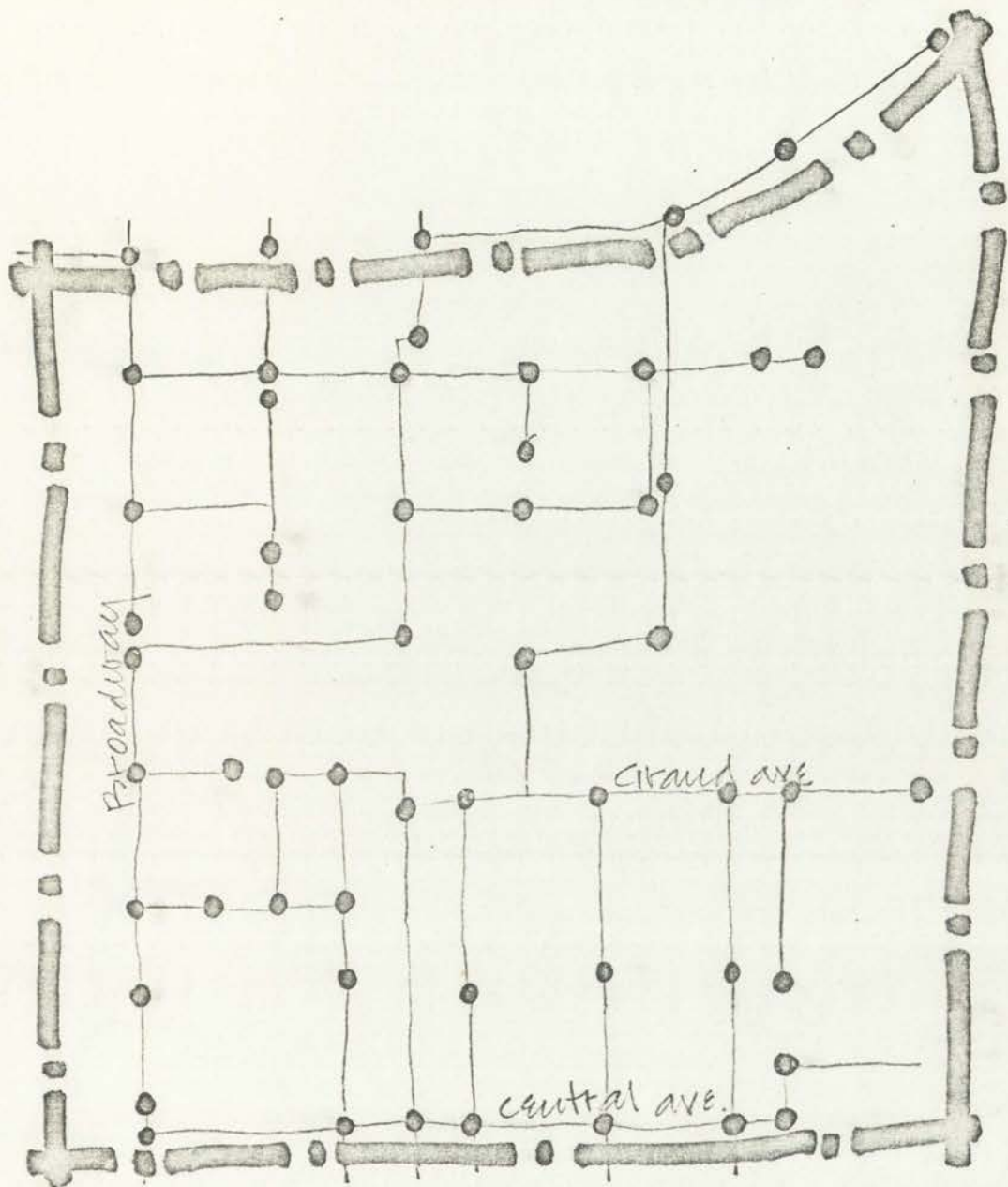
As has been previously mentioned, the lowest quality housing is found on the northern portion of the site. Many of the existing lots have already been cleared around the Longfellow Elementary School area and the park concept would certainly be aided by the presence of this existing facility.

Therefore the blocks outlined in fig. 18 will be the ones that will accommodate the proposed middle school. It is bordered by Edith on the west; Lomas on the north; High on the east; and Roma on the south.

ARTICLE 1 - PURPOSE

The purpose of this organization is to provide a safe and healthy environment for the children of the community. The organization shall be organized and operated exclusively for the promotion of the general welfare of the community. The organization shall not have a purpose that is in violation of the laws of the United States or any state.

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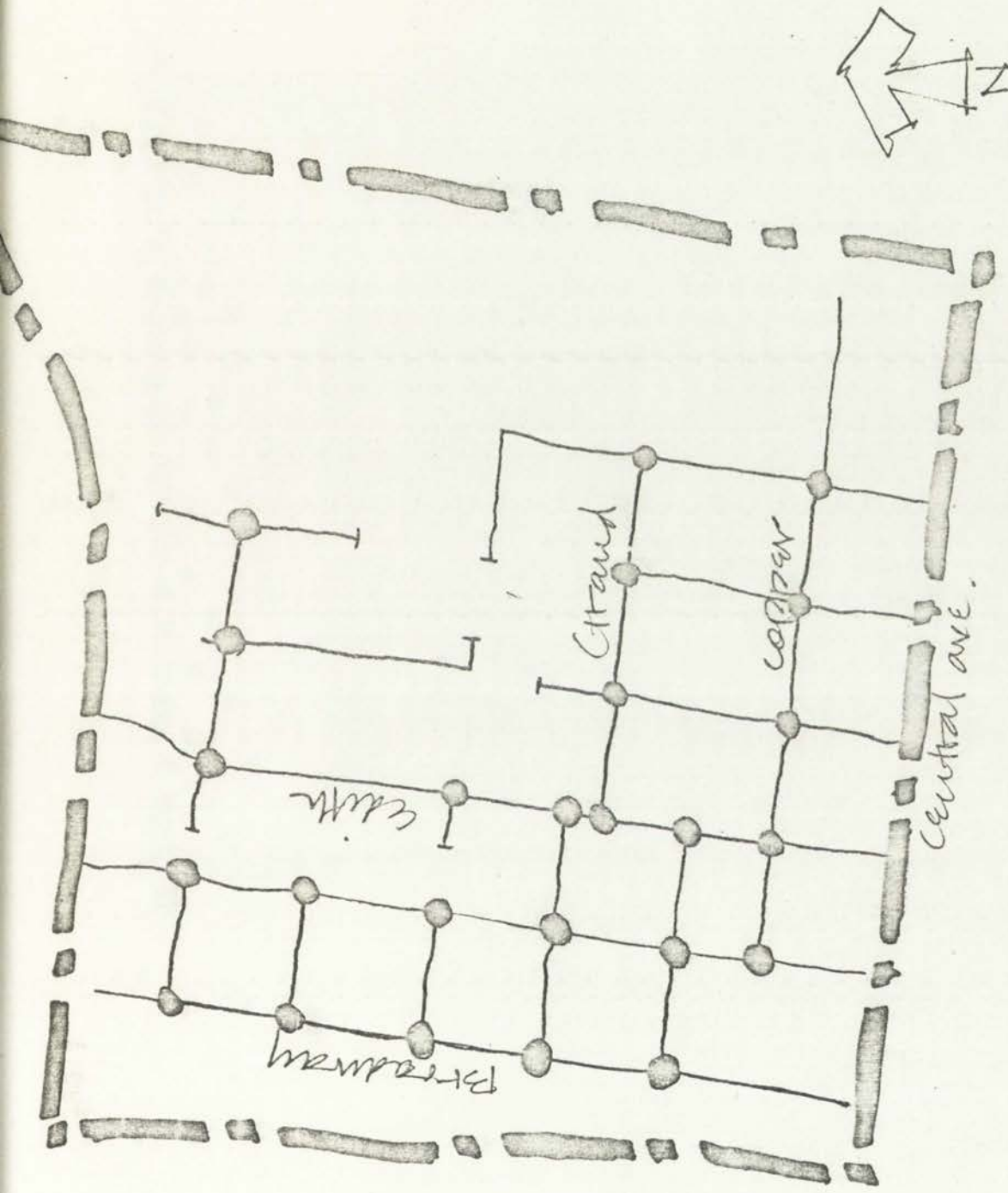


sewer line layout Figure 15



N



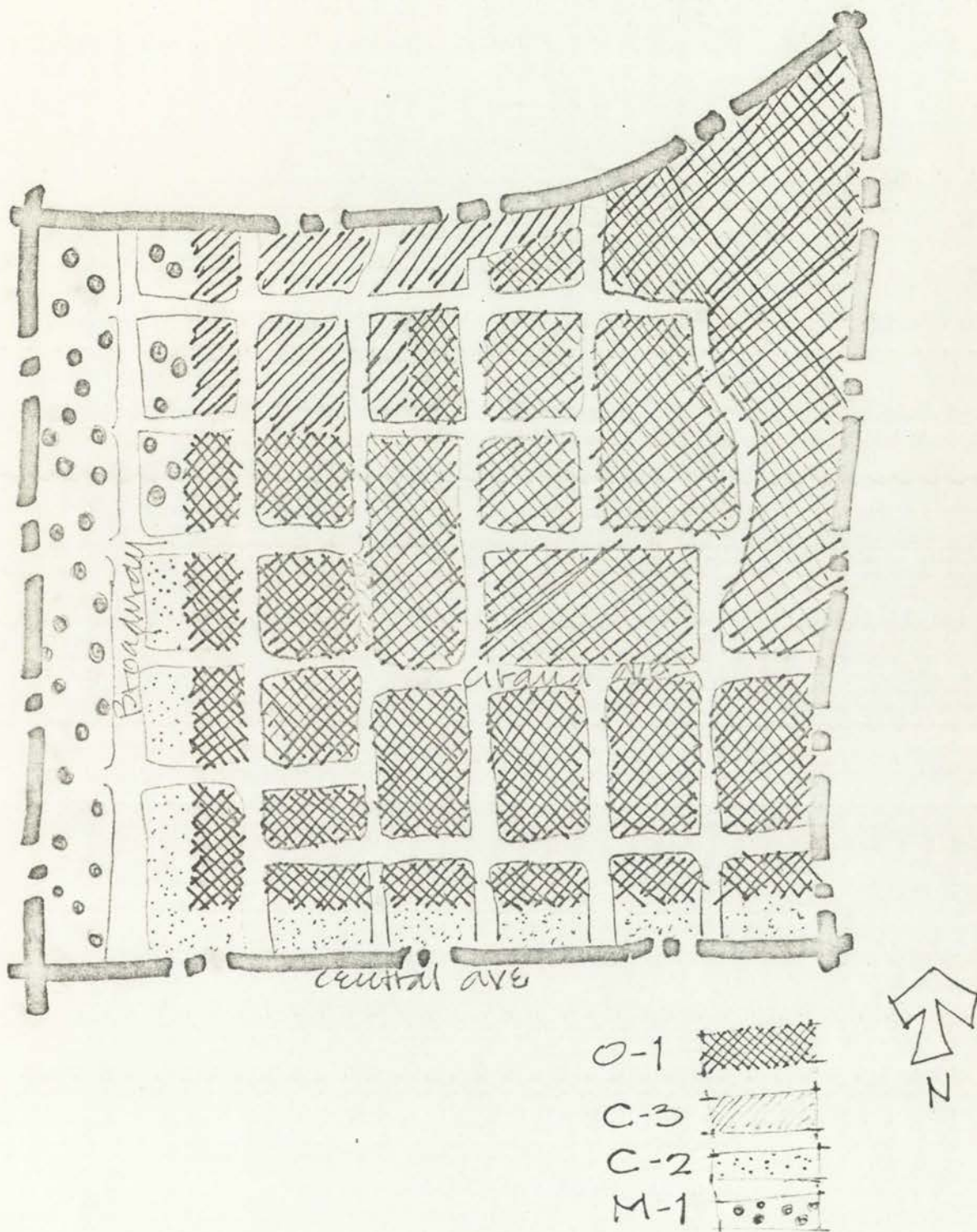


Gas Lines Figure 16



Case 1





Zoning Layout Figure 17



# CRITICAL PATH

1	2	3	4	5	6	7	8
2/6	2/10	2/17	2/24	3/3	3/10	3/17	3/24
traffic pattern study recommend street patterns	all utilities tied up to existing begin bldg. massing	make use of related facilities (time-sharing)	Final master plan circulation; principal bldg. massing estab.	Building Plans Begin solve circulation & space requirements of bldg. only preliminary		solve structural - sections - bldg.	solve mechanical - mech. sections
9	10	11	12	13	14	15	16
3/31	4/7	4/14	4/21	4/28	5/5	5/12	5/19
play fields & site work begin rough model w/ contours	begin elevations	all building faces	Final plans & struct.	Final elevations	Final site plan	Begin presentation drawings & model	



## APPENDIX

### List of Officials and Staff Interviewed



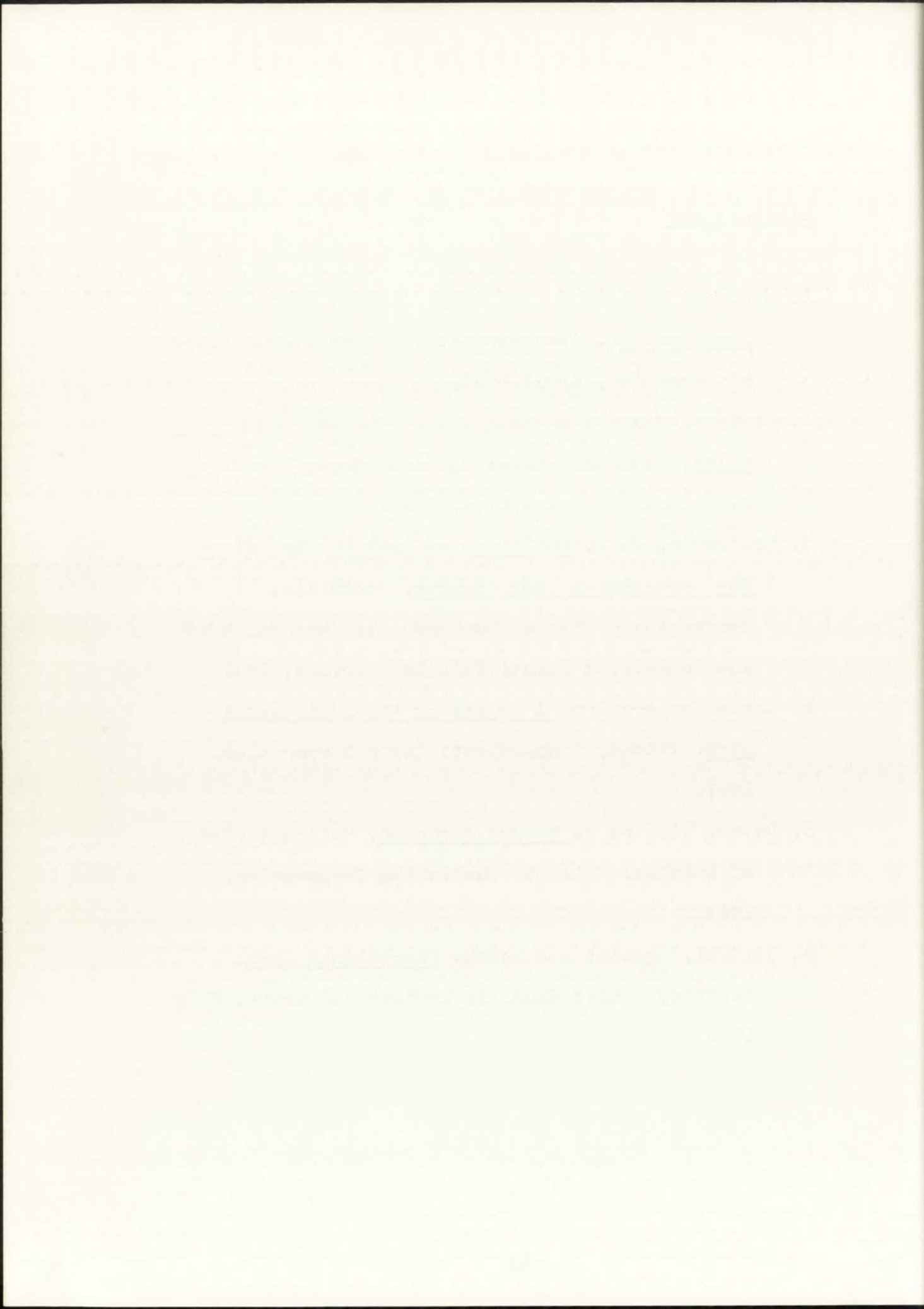
OFFICIALS AND STAFF INTERVIEWED

- B. Darnell- assistant city manager of Albuquerque.
- R. Tornigan- director school plant planning research  
division URM.
- G. James- assistant director Albuquerque Urban Renewal  
Agency.
- M. Perry- Albuquerque Metropolitan Transportation  
Planners.
- V. Dora Hooker- university architect.



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