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A Job Corps Center for Women Albuquerque, New Mexico

G. Stanton Mason

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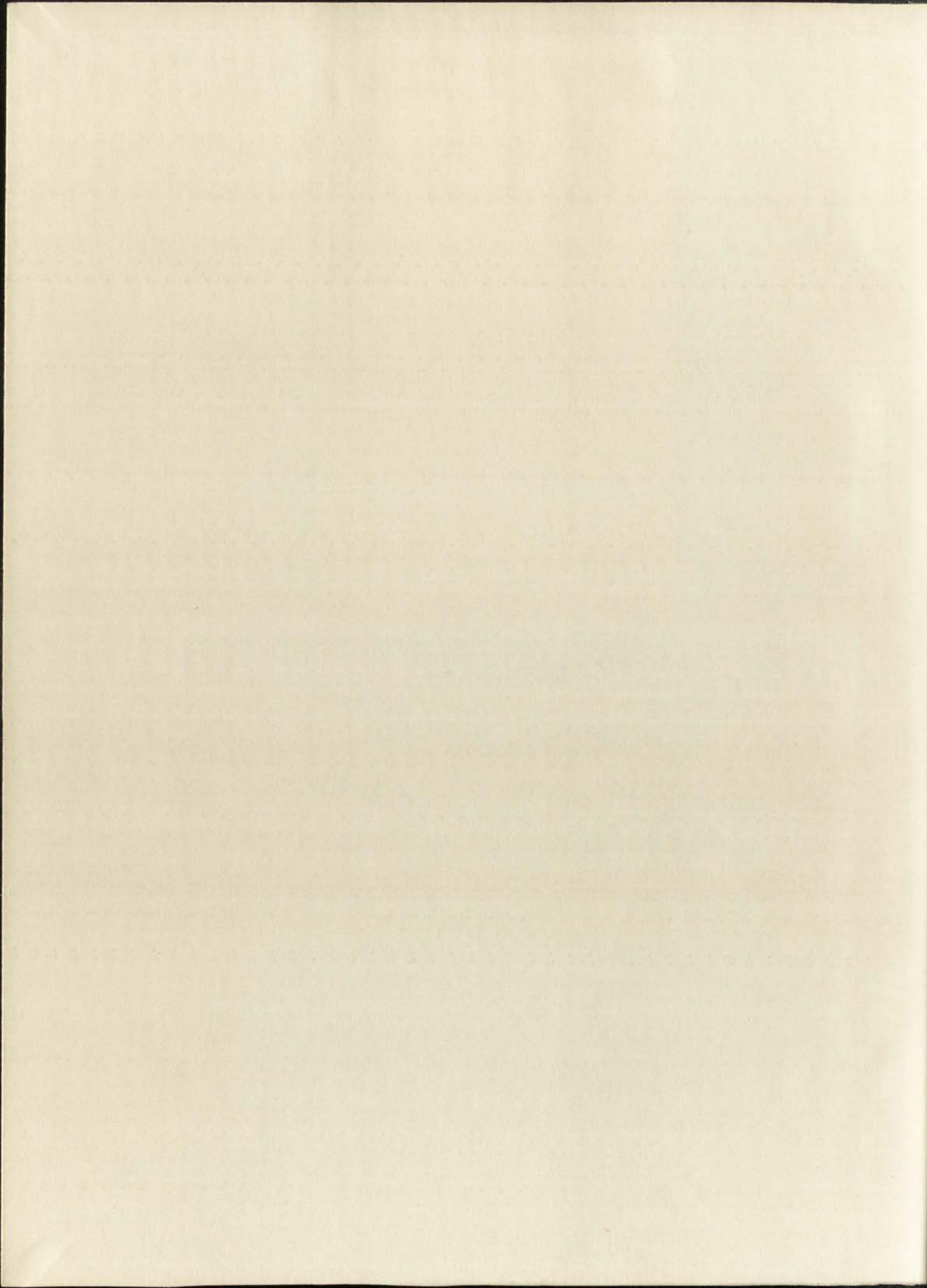
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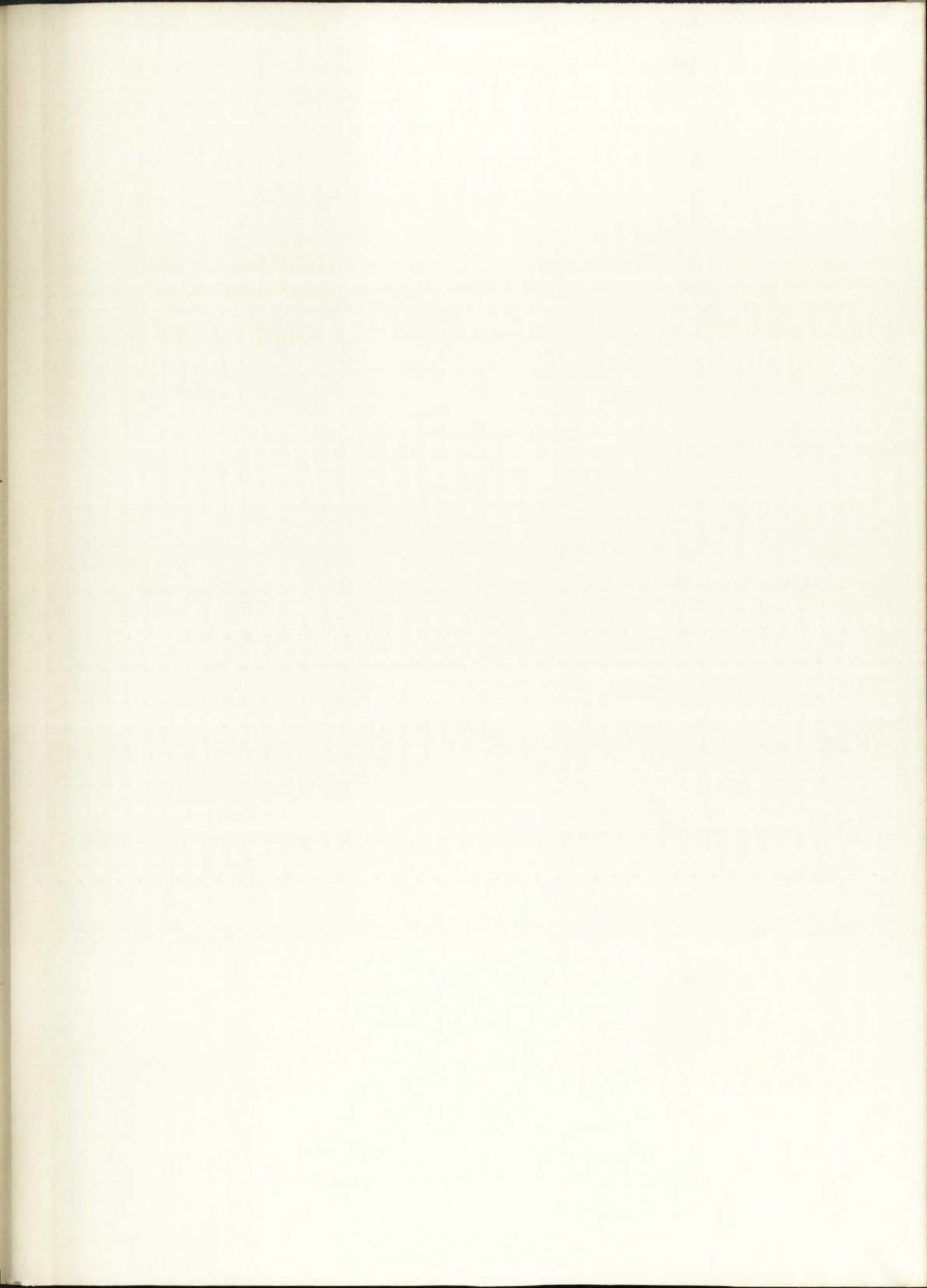
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A Job Corps Center for Women

In fulfillment of the requirements
for a Bachelor's Thesis in Architecture

G. Stanton Mason
May 21, 1968
Architecture 491
University of New Mexico
Albuquerque, New Mexico

483959



A Job Corps Center for Women
for
Albuquerque, New Mexico

Role of the Job Corps

The federal government at this time is engaged in a seemingly impossible struggle to alleviate poverty from the country. We all realize that something must be done to reduce the pathetic situation which could, if left unchecked, be the downfall of many of our larger cities. The problem then is where to begin. Certainly funds must be allocated in areas where potential improvement is the greatest. I believe this area is the youth of the country. This group composes the potential leaders of tomorrow. If they go bad, where will the situation end? The answer is, it won't.

Starting with this basic assumption that steps should be taken to educate in some manner the youth of our cities who have, through no fault of their own, fallen on bad times, where then do we channel the funds? Certainly many poverty programs exist. I believe one of the most potentially successful programs is the Job Corps. This federally financed program attacks poverty at the very roots, namely, the youth of our country. Funds are allocated for the running of various Job Corps Centers in designated cities throughout the country. Young men and women engaged in this program are the products of an unfortunate environment. Their parents can neither afford to educate them nor support them. This then leaves these young people to go on welfare or



turn to crime, neither a very promising career. At this point the government steps in with the Job Corps program. On the basis of need, applicants are selected to participate in the program. Those selected are brought to the city, a city outside the area where they are presently living, to attend the Job Corps Center. At this time it should be pointed out that all of these students are volunteers. Once at the Center the training begins, training in such basic areas as to enable them to secure a job upon completion of the course. The ultimate goal of the training is to produce an able citizen capable of securing a self-supporting job.

Concept

My concept of the Job Corps Program is to create an environment in one building in which selected participants can live and study, and at the same time carry out a reasonably normal social life without feeling they are being enslaved. Three distinct environments should be created: the personal, social, and academic. These three must be integrated to provide the participants with a real chance to better themselves and our country.

My proposal, then, deals with the erection of a new Job Corps Center in Albuquerque.

Albuquerque has participated in this program since its onset some years ago; however, the physical facilities leave much to be desired. Presently it is located in a remodeled hotel, which does



little to serve the needs of these students from an educational or social point of view.

The site I have selected for my project is in the downtown area on the southwest corner of First and Central. Several things prompted the selection of this site.

Downtown has been neglected long enough as a site for potential buildings. Lately, however, prospects for additional construction have arisen, most notably the Convention Center. This to me shows a renewed interest in the downtown area. It could be argued that by placing these underprivileged youth downtown we could be moving them from one unfortunate environment to another. However, I think downtown has more potential than is now shown; and in the course of time, with this project and others, it can be substantially improved to such a point that people will want to come to the area.

Another consideration in the site selection was that students, being without transportation, should be close to various means of transportation, both local and regional. Certainly bus service to and from the area provides this. While enrolled in the program the students are given a monthly allowance with which to purchase such essentials as clothing and entertainment. Therefore, much of this money would be returned to the downtown merchants.

The Requirements

The physical facilities in a project such as this would



call for the coordination of all aspects of the facility in one multi-story building. The form of the building would in some way reflect the threeness of the student requirements, namely: social, academic, and living; yet at the same time retain the oneness of the building, a unity of form. Parking presents somewhat of a problem in that the site is not large enough to park an adequate number of cars above ground. Therefore, two alternates arise, namely, erection of a below grade parking level or the reliance on public parking facilities in the downtown area. Surely downtown parking facilities must be provided if such projects as the Convention Center are to be completed. I would therefore propose that parking for this building be provided in a type of core parking area. Were this unsatisfactory, or expense no obstacle, below grade parking could be coordinated with the rest of the structure.

Outline of Basic Requirements

- A - Student Facilities
- B - Teaching Facilities
- C - Administrative Facilities
- D - Services

A - Student Facilities - Total number of students 250

1. Living Accommodations
2. Dining Facilities
3. Medical and Dental Care
4. Recreation

1. Living Accommodations

125 - 2 Bedrooms - 175 sq. ft. each
providing locked storage for each student,
study desk, ironing board, window for light
and air, and two beds.



Restrooms

2 large Restrooms per floor, providing 4 shower stalls, 4 toilets, 1 bathtub, sinks, mirrors, and Custodian's closet.

Lounge Area

2 per floor, 250 sq. ft. A TV Set, chairs, and couch, providing an atmosphere for study or relaxation as desired.

2. Dining Facilities

Food Manager's Office

125 sq. ft., in proximity to receiving dock, with visual control of kitchen and dining room.

Dining Room

1500 sq. ft., providing sit-down eating space for 100, to be served cafeteria style from serving line, overlooking patio.

Kitchen

750 sq. ft., providing direct access from working area to serving line. Kitchen should be equipped with portable equipment such as mixers, etc., central stoves and ovens, refrigerators, and separate area for salad preparation.

Dish Washing

200 sq. ft., providing separate entrance and exit for clean and dirty dishes. Clean dishes should go directly to dish storage and from there to serving line.

Receiving

200 sq. ft., loading dock near Food Manager's Office, providing space for checking incoming goods. Goods should then go directly to food storage.

Introduction

The purpose of this study is to investigate the effects of the proposed changes on the system's performance.

Methodology

The study was conducted using a combination of qualitative and quantitative methods to gather comprehensive data.

Data Collection

Data was collected through interviews, surveys, and direct observation of the system in use.

Analysis

The collected data was analyzed using statistical methods and thematic analysis to identify key trends and insights.

Results

The results indicate that the proposed changes have a significant positive impact on the system's efficiency.

Specific findings include a 15% increase in user satisfaction and a 10% reduction in processing time.

Conclusion

In conclusion, the study supports the implementation of the proposed changes, as they lead to improved system performance.

Future research should focus on long-term effects and user adaptation to these changes.

References

Several references are cited throughout the document to provide context and support for the findings.

Appendix

The appendix contains supplementary information, including raw data and detailed analysis notes.

Food Storage

750 Sq. ft., either at same level as receiving or, if at lower level, serviced by a small elevator, providing for bulk storage as well as meat and produce storage, in lockable refrigerators.

Employee Locker Rooms

(2) men and women - 250 sq. ft. each, on the basement level, each providing 12 full length lockable lockers, wash-up facilities, toilet, and cot.

3. Medical and Dental Care

Medical Facilities

1500 sq. ft. providing an 8-Bed Infirmary with 2 patients to a room. Rooms to have windows, hospital beds, wash-up basin, and storage closet.

Doctor's Office

150 sq. ft. in proximity to Nurses' Station and Treatment Room. Separate Entrance.

Treatment Room

125 sq. ft. for examination and patient treatment. Near Doctor's Office and Nurses' Station.

Nurses' Station

125 sq. ft., visual control of those entering or leaving as well as security room.

Laboratory

100 sq. ft.

Stockroom

100 sq. ft. with record storage. Lockable.



Dental Facilities - 300 sq. ft.

Operatory

(1) 100 sq. ft.

Hygienist's Office

100 sq. ft. Cleaning of teeth and instruction in basic hygiene.

Dark Room

75 sq. ft. for basic Lab work.

Toilet

25 sq. ft.

Office

200 sq. ft., providing record storage for patients, as well as receptionist. This office will provide facilities for dental and medical care.

4. Recreation

Recreation facilities should be designed to be used by both the students and their guests.

Multi-Use Room

2000 sq. ft., off the Main Lobby, to be used for dances and indoor games or large gatherings. Should be able to be isolated from Lobby.

Snack Bar and Magazine Area

1000 sq. ft., above the Multi-Use Room to serve the Lobby and Multi-Use Room, providing for after dance gatherings or daytime relaxation.

Crafts Area

800 sq. ft., off the Lobby, providing good north light. Facilities to be provided for basic pottery and jewelry making, as well as painting and drawing. Must be accessible for guests during off-class hours.



Library

1500 sq. ft. Student-run Library for current fiction as well as reference material.

These facilities will provide a learning experience for those participating, while providing a rather informal social atmosphere by allowing guests to use the facilities during off-class hours. It would be encouraging the learning-through-doing ideas put forth by the Job Corps.

Outdoor Facilities

Outside open fenced area, providing space for basketball and teatherball. Grassed areas should also be provided. Athletic equipment storage should be accessible to the Playground.

B - Teaching Facilities

A Lobby or Lounge should be provided on each Classroom floor where students could converse or relax before or after class.

1. Classrooms
2. Laboratories
3. Offices

1. Classrooms

Maximum size of each class is 15 students. Seven basic education classes are taught.

10 Classrooms, 400 sq. ft., per room. No windows will be provided in Classrooms to produce a controlled environment; a realization that class is different than other aspects of daily life.

Basic Education Classes taught

- a. Language Arts
- b. Mathematics
- c. Home and Family
- d. Health and Sex Education
- e. Citizenship
- f. World of Work
- g. Science



2. Laboratories

Laboratories should also provide space for 15 students. These will be used by vocational classes of which there are 3.

- a. Nurses Aids
- b. Stenographic
- c. Electronics

It will be necessary to provide one laboratory for each of these classes. Laboratories will be 500 sq. ft. each, with windows providing north light.

3. Offices

Registrar's Office

225 sq. ft., providing space for the storage of student records and interviewing of students.

Basic Education Office

225 sq. ft. for the Director of Basic Education and her assistant.

Vocation Office

225 sq. ft. for the Director of Vocational Education and her assistant.

Dean of Women

225 sq. ft. In charge of discipline

Student Government Office

225 sq. ft.

Counselors Office

(6) 125 sq. ft. each

C - Administrative Facilities

Administrative facilities will be located in a separate area on the ground floor near the Lobby and security desk.



Offices

Director's Office

225 sq. ft. with provision for secretary.

Assistant Director

200 sq. ft.

Director of Public Relations

200 sq. ft.

Director of Finance and Purchasing

225 sq. ft.

Conference Room

400 sq. ft.

D. Services

Lobby

200 sq. ft. Check-in and out for students. Hostess to provide information for visitors and guests. Located in Lobby near the main entrance. Should provide visual check on people going to other portions of the building.

Clothing and Book Issue

400 sq. ft. in Basement

Laundry Facilities

400 sq. ft. in Basement, providing washing and drying machines for the students.

Custodial Facilities

250 sq. ft. in Basement for central supply for custodians; in addition, small areas on each floor in conjunction with restrooms, for bucket cleaning and storage of smaller items.



Mail Sorting and Switchboard

150 sq. ft. Boxes provided for distribution of incoming student mail.

Security Desk

150 sq. ft. A guard station for monitoring of closed circuit televisions placed about the facility.

Mechanical Equipment

2000 sq. ft. in Basement for heating and cooling plant, with provision for maintenance supervisor's office.

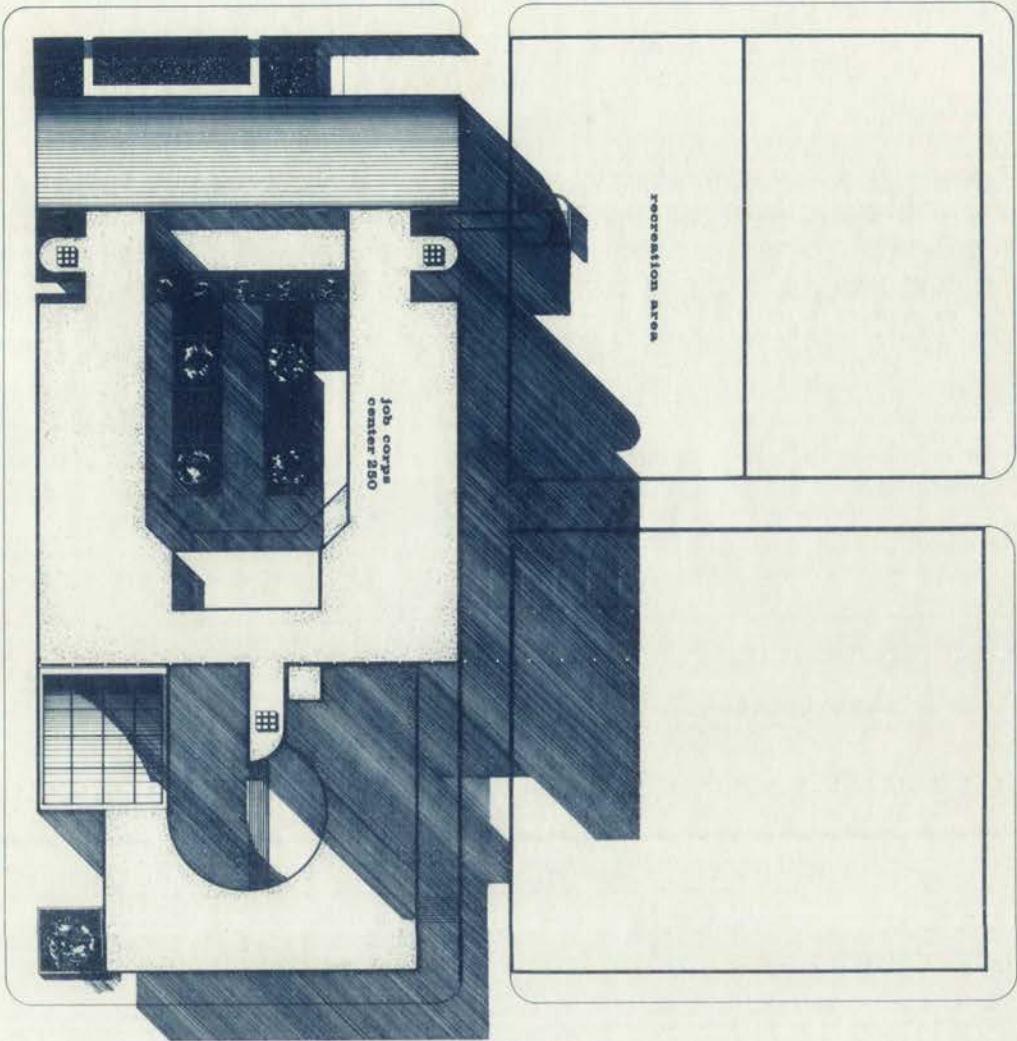
Storage

2000 sq. ft. in Basement for the bulk storage of beds, mattresses, etc.

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GOLD AVENUE



FIRST STREET

SECOND STREET

CENTRAL AVENUE

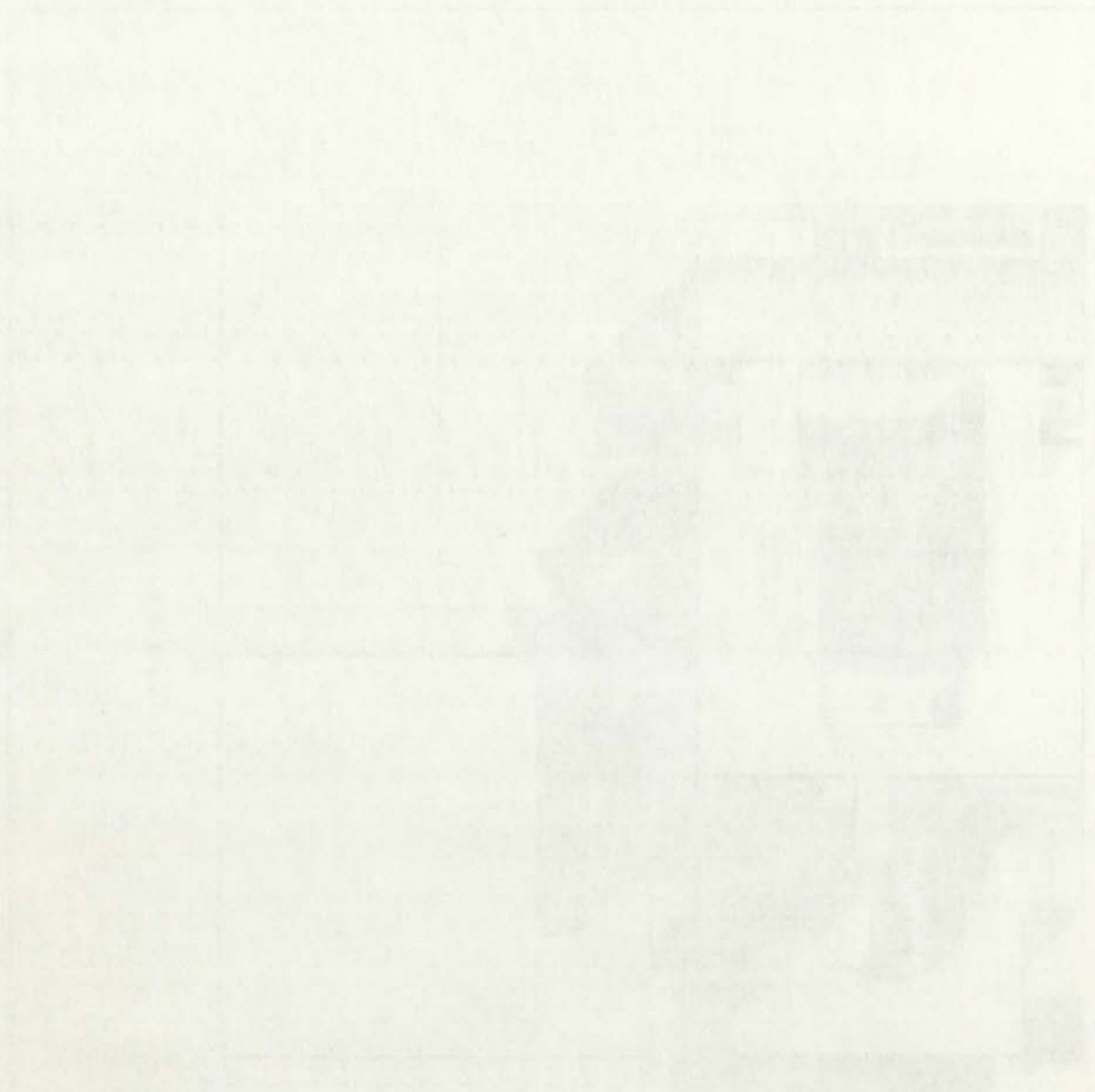
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JOB - CORPS - CENTER - FOR - WOMEN
G.
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SITE PLAN

SCALE



North

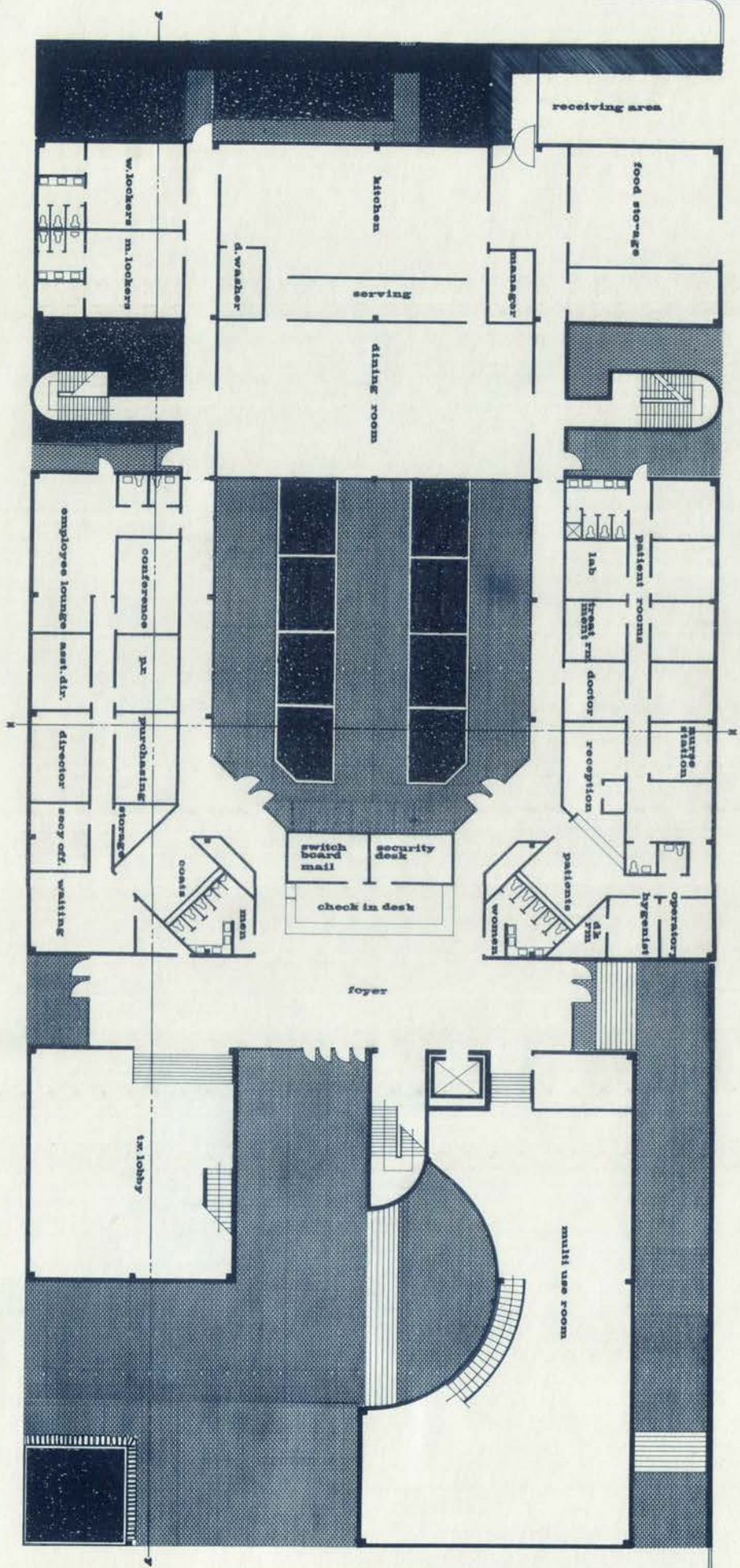


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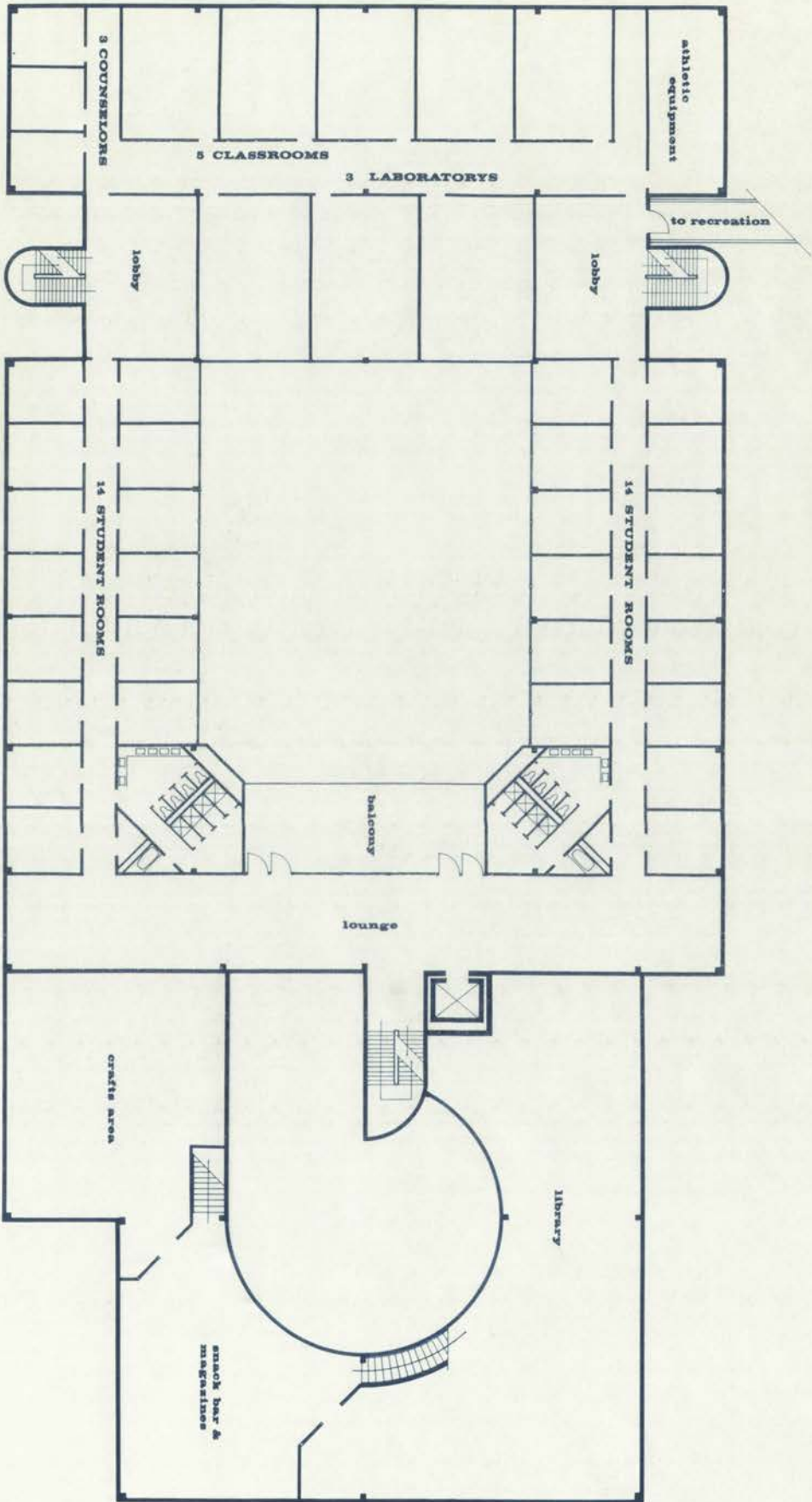
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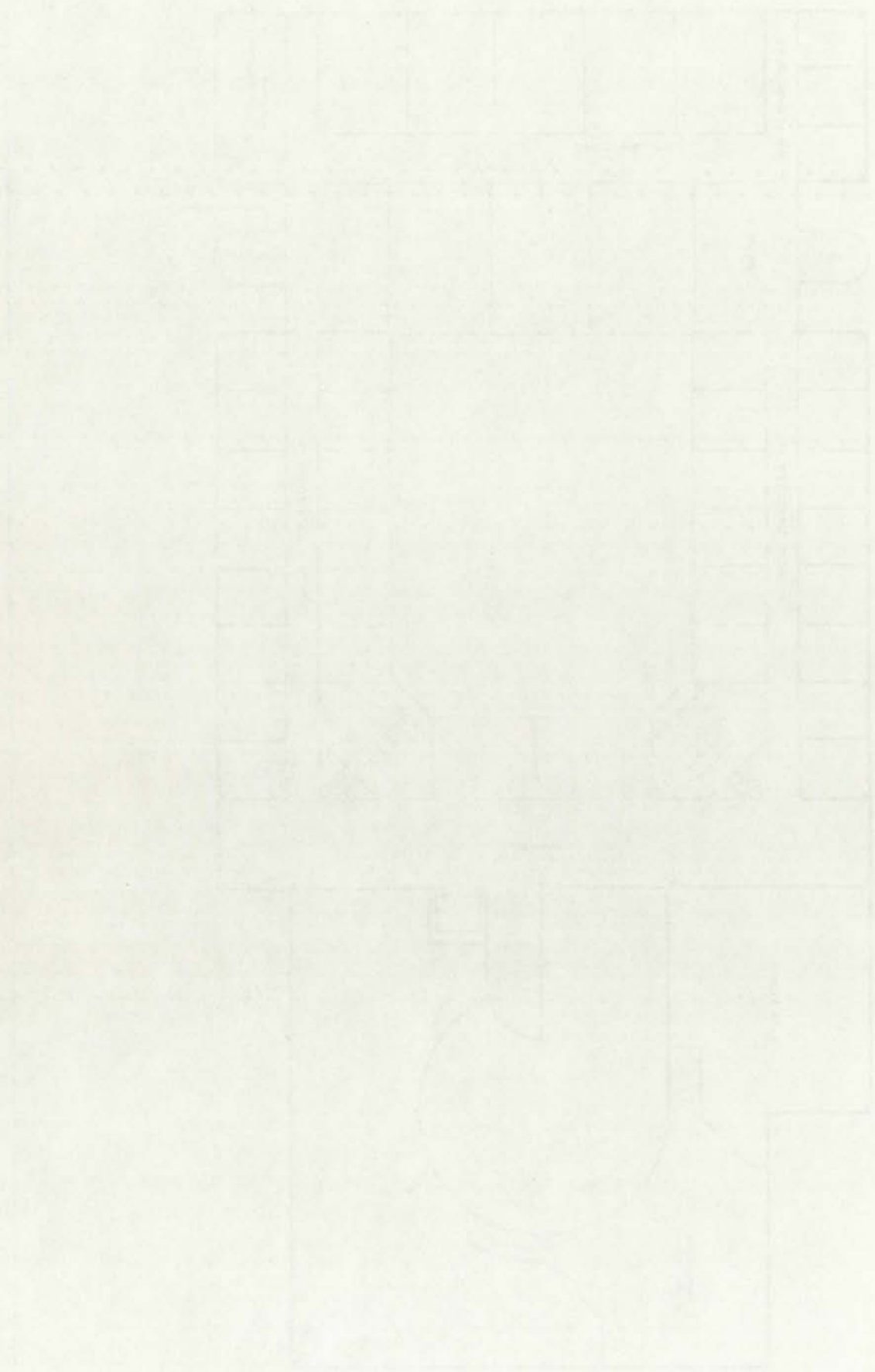


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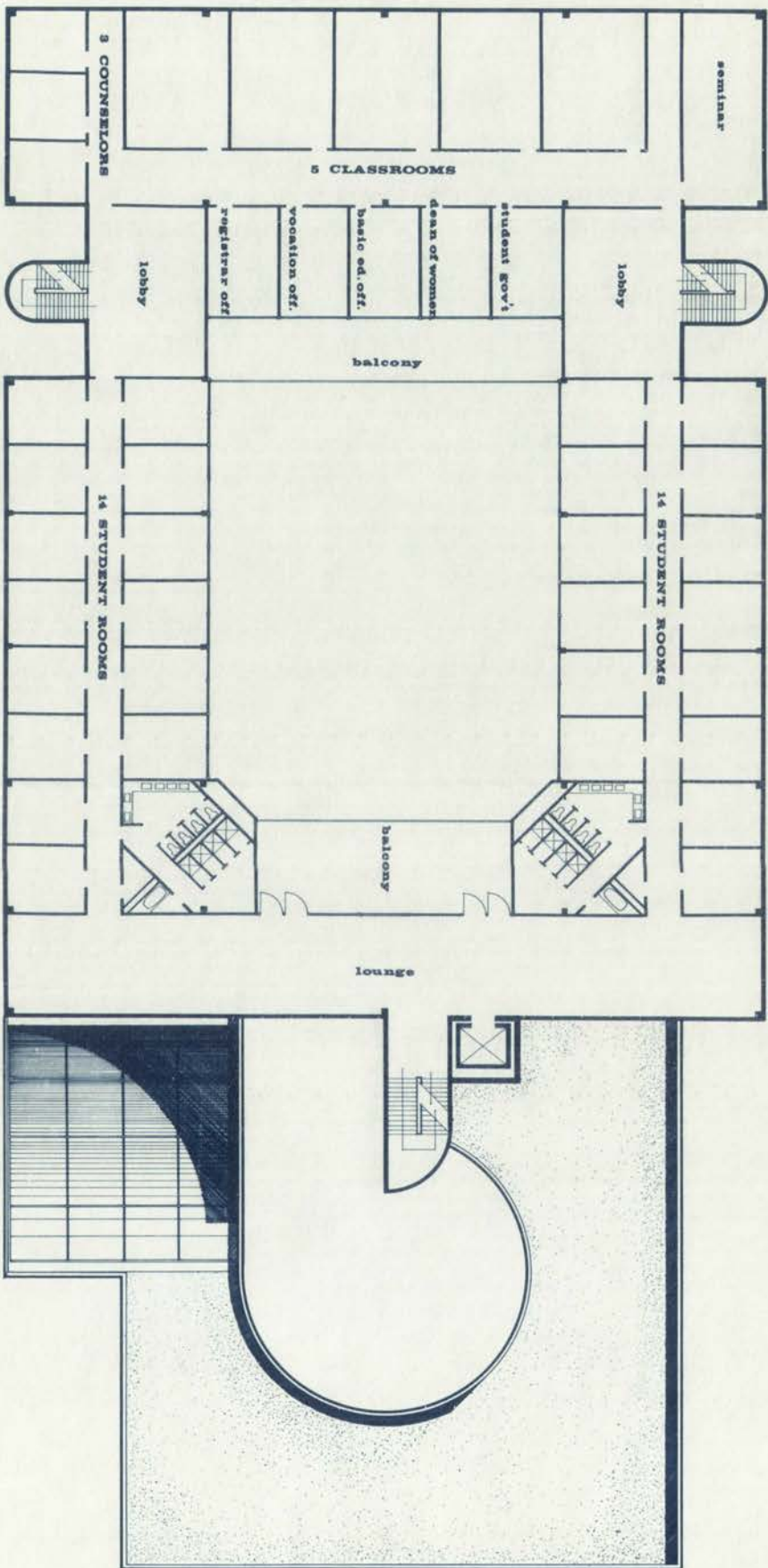


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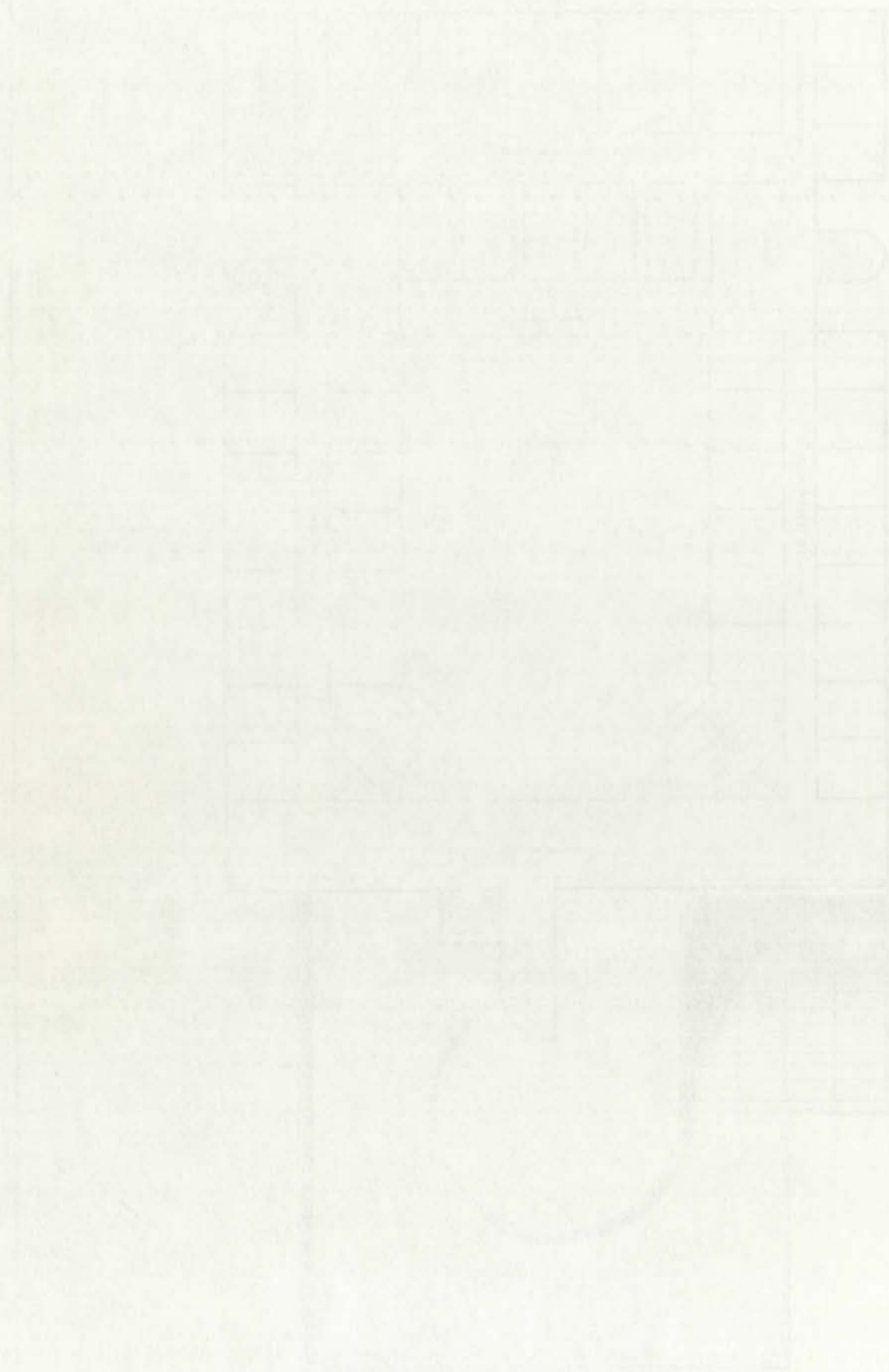


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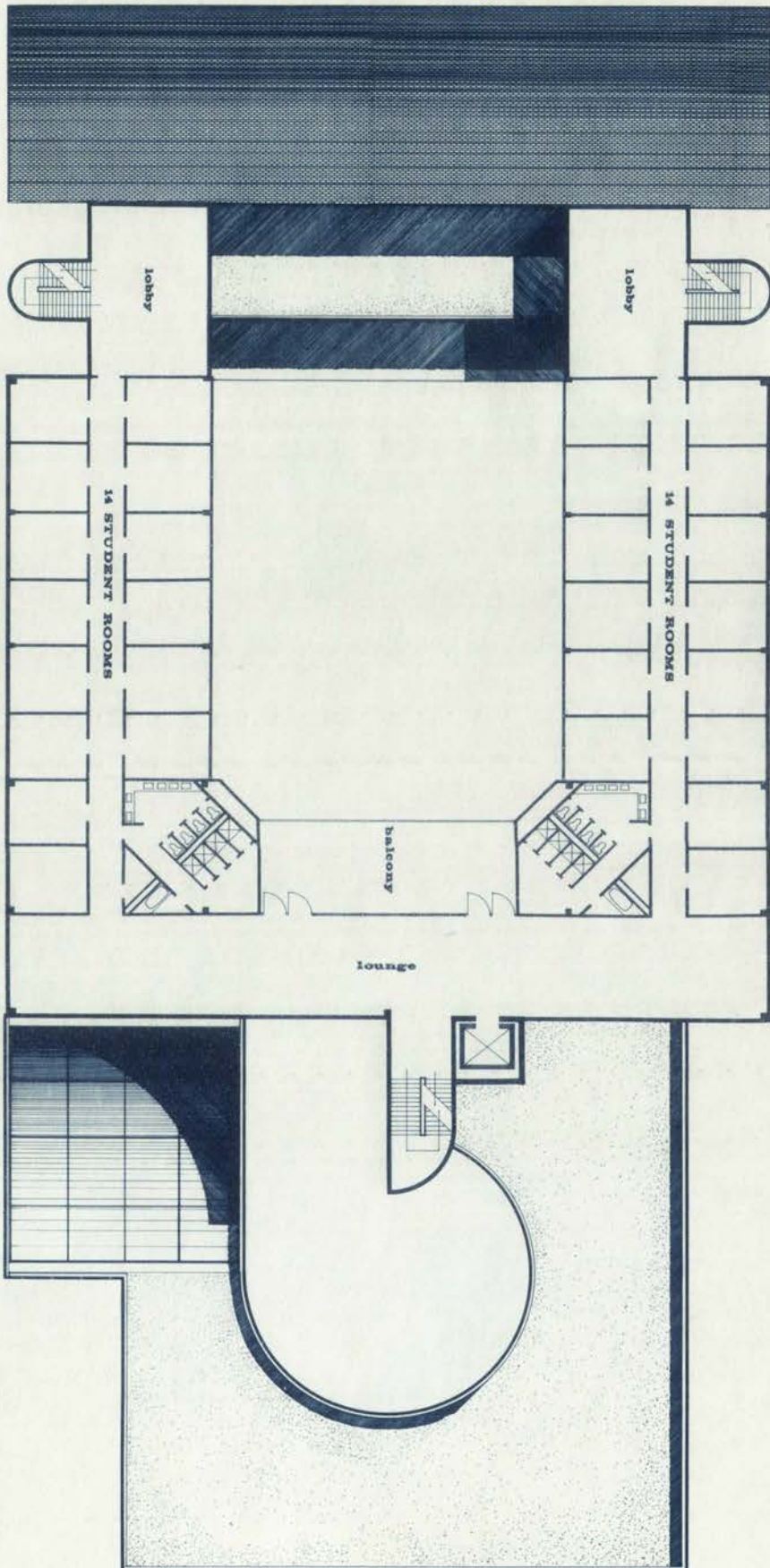


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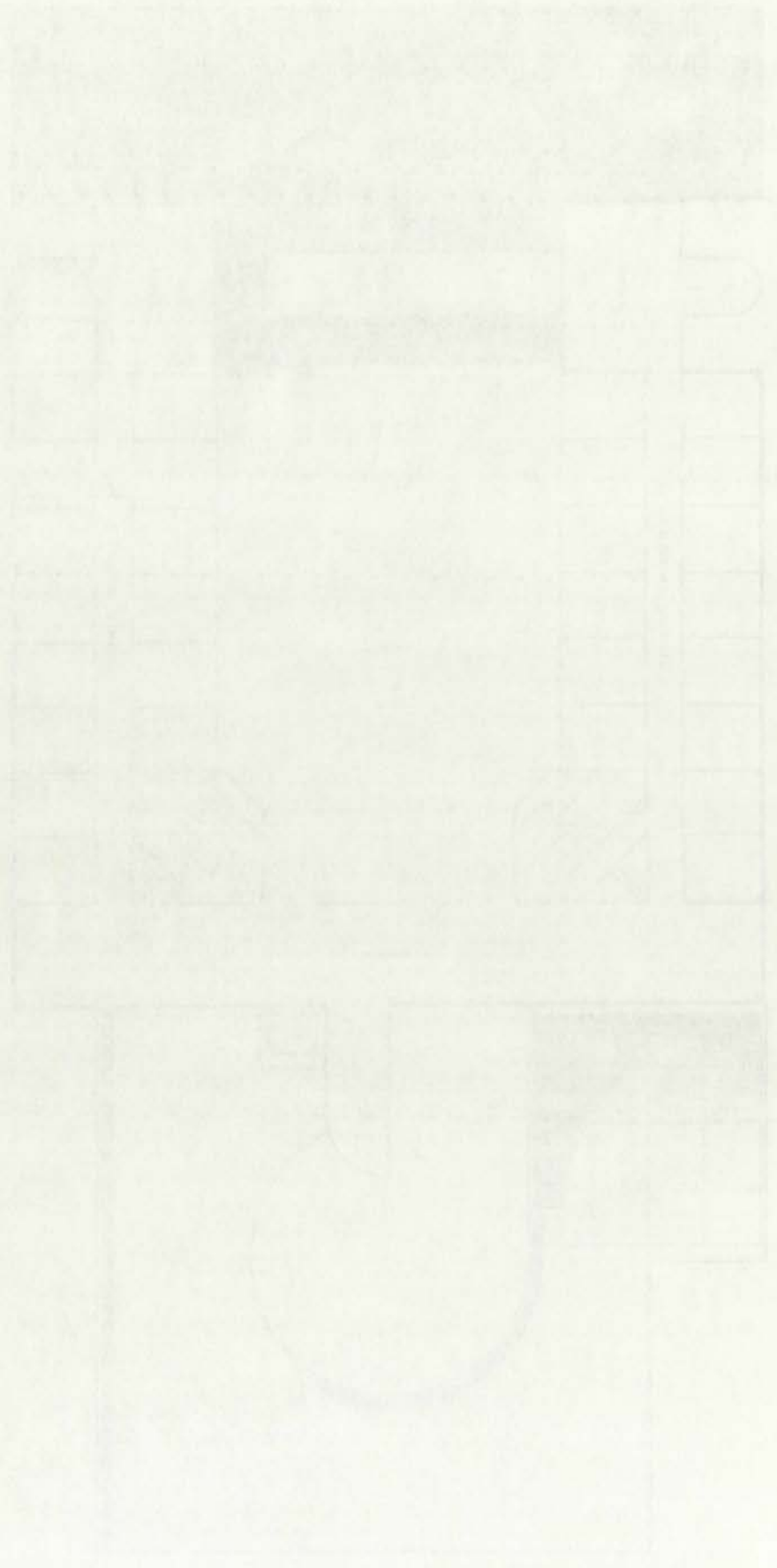


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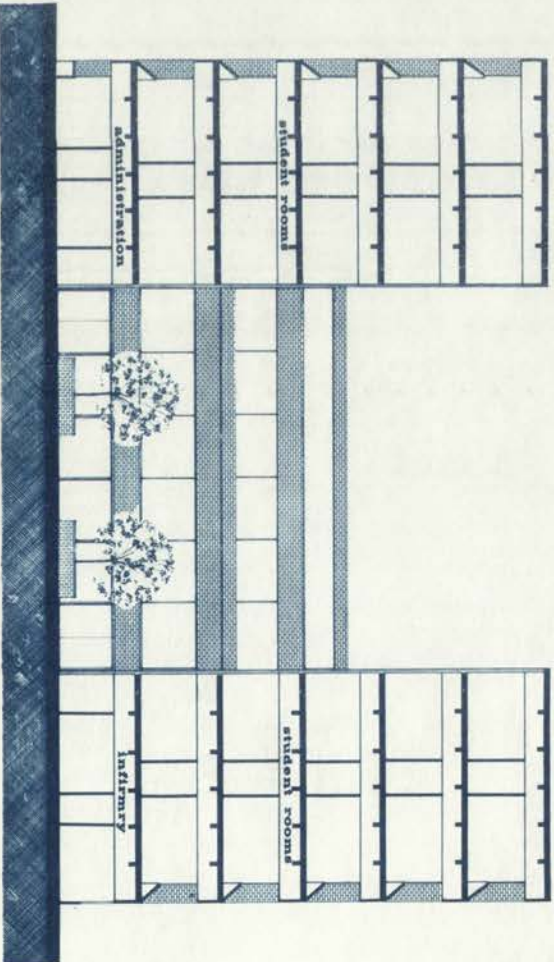
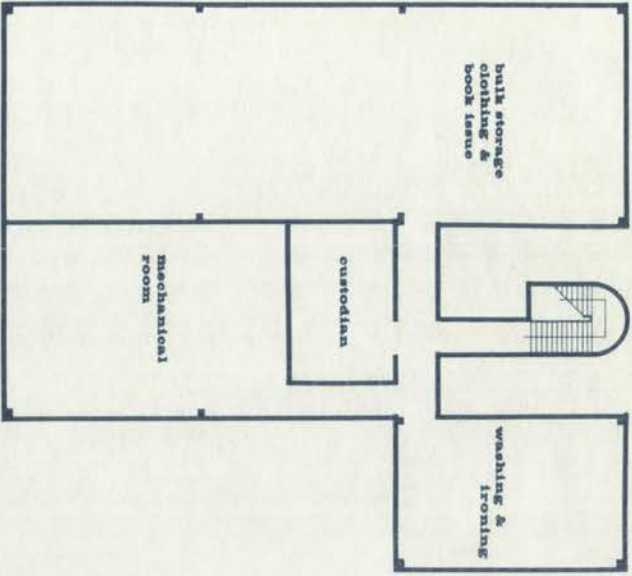


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1911-1912
POLYMERIZATION



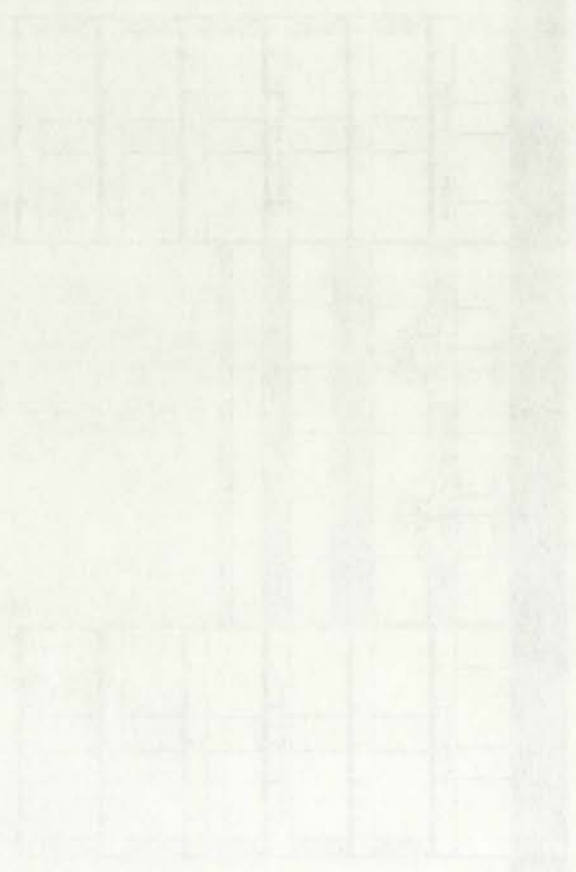
BASEMENT

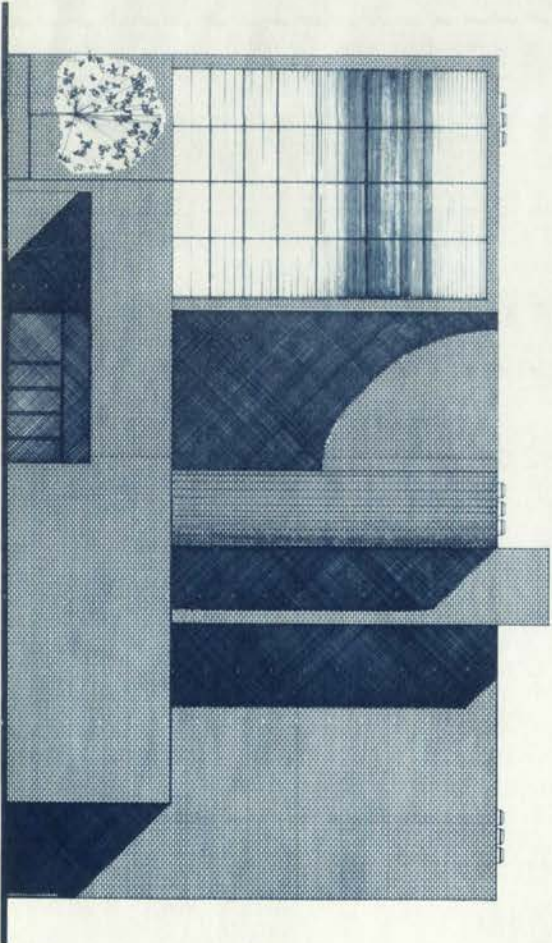
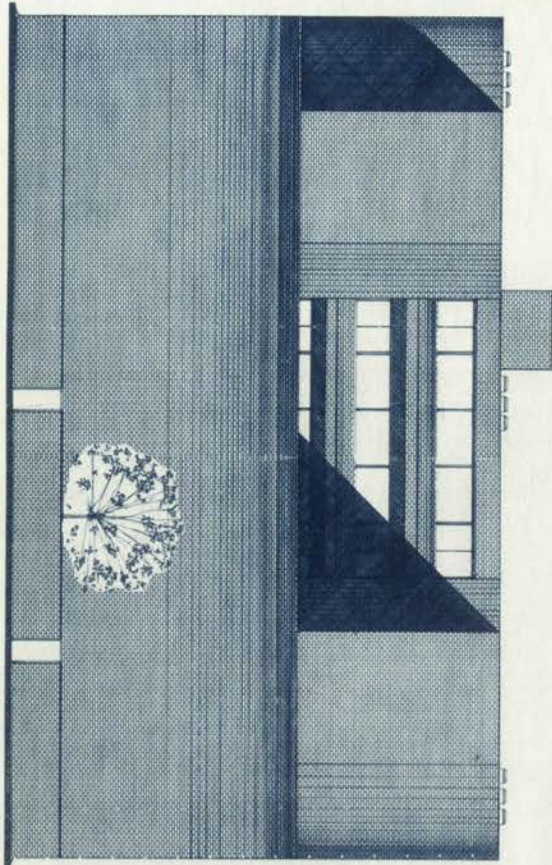
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EXHIBIT

SECTION 1

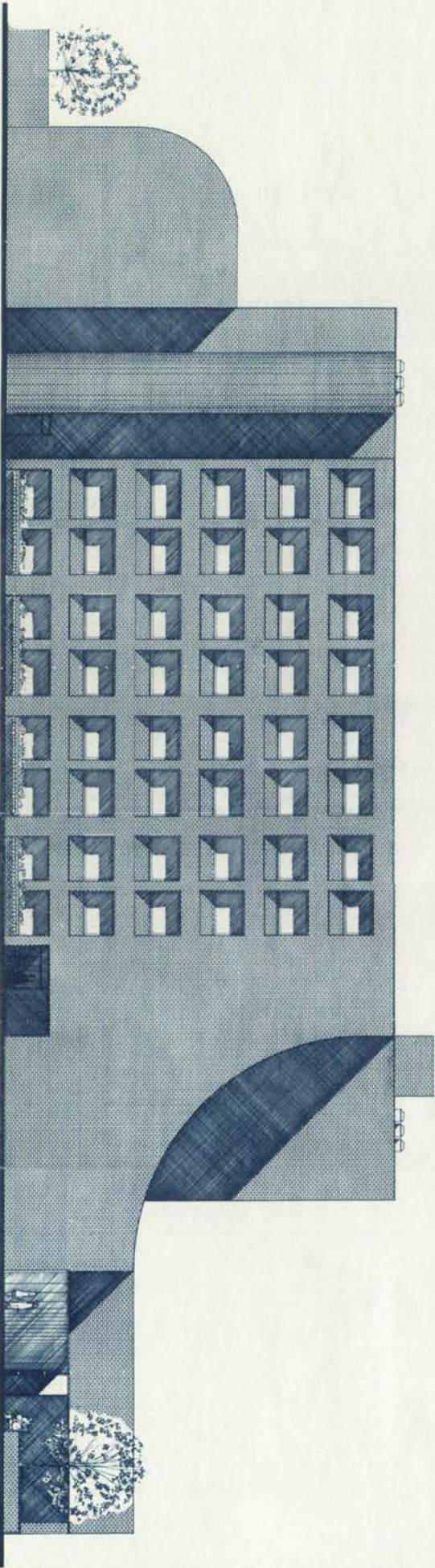




SOUTH AND NORTH ELEVATIONS

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SECTION NORTH ELEVATIONS



EAST ELEVATION

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WEST ELEVATION





