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BREIF HISTORY

The migrant system dates back to the late 1800's when a few negroes were taken to the northeast to work the fields. By 1930 the black force had become very significant in New York and surrounding states. After World War II, Puerto Ricans joined the eastern stream. These two still comprise 80 to 90% of the eastern stream.

However, in the west as early as 1880's, 90% of the field labor in California was performed by Chinese "coolies". Later during the depression 200,000 dispossessed "Okies" and "Arkies" came out of the Mid-continental Dust Bowl. These depression made migrants found their place in the economy after World War II. Then they passed their lot along like ragety discarded clothes to the spanish speaking minority, who now comprise almost 90% of all the american migrant work in the Southwest.

Today thousands of Mexican-Americans leave the Rio Grande Valley each spring to far out over the country. In California and Arizona a third stream originates heeding the call of a crew chief. All are concerned by the same problems.
What can the typical migrant expect?
State troopers may follow their truck from border to border to make sure no one gets off. The man behind the counter at a roadside restaurant will tell them to move on. The service station operator will fill their tank but refuse them the use of his facilities.

Is hostility new to the migrant?
He has been subjected to a life time of losing jobs with no possibility of job security. Success and ambition the American virtues, mean relatively little to him because there is a minute chance that they will be of any value. Workmans compensation is something he hears others refer to, but assumes it will never be a part of his life style.

For the typical migrant non-productive days outnumber productive ones by 2 to 1. (because of weather or other adverse conditions.) This makes it essential for the entire family to work in the fields.
INTRODUCTION

Bilingual, bicultural education is the use of two languages, English and Spanish, and two cultures, Mexican and American, as a medium for instruction. Both languages and cultures must be reinforced as teaching techniques in a well-rounded curriculum. Another aspect of this program is that it be linguistically, and culturally relevant to the migrant.

EDUCATIONAL OBJECTIVES

1. Self Awareness
2. A positive self image
3. Appreciation and identification with both Mexican and American cultures
4. Knowledge of similarities and differences of both cultures
5. Enhance the child's potential to contribute to both cultures
6. Cognitive skills
7. Motor skills
8. Language skills in English and Spanish (to expand the child's use of both)
9. Most important, continuance of the home environment as the most important facet of a child's life, stressing the parents as the model and the authority figure

The five most pressing needs of migrant children have been evaluated to be:

1. Language Training
   Using Spanish as the primary language and English being taught as a secondary language
2. Proper Health and Medical Care
   State residency requirements often exclude
   the migrants from free communities clinics
   and services. "Federal government spends
   1.42 annually on the average migrant while
   spending 200 annually for other citizens."

3. Cultural Development
   The migrant child usually has lived in many
   states and perhaps all over the country.
   However, he is completely unaware of the
   shops in New York, amusement parks of Florida,
   the culture of New England, or the sports
   of California. To the migrant child,
   these are the same, a cluster of filthy
   schools, dirt roads leading to and from the
   camps, fruit trees and endless rows of
   vegetables the only horizon, and poverty
   the only way of life known to them.

4. Improvement of Self Image
   A child should realize his value and his
   place as a bilingual, bicultural child in
   daily experiences.

5. Proper Nutrition
   Integration of the Mexican's food into the
   daily nutritional program.

Implementing the above objectives would provide an
educational system much more in tune with the needs of
the migrant population.

"Children At The Crossroads,
Publication of:
W. S. Dept. of Health, Education, and Welfare
The purpose of this study is to provide a child care and educational environment conducive to learning specifically geared for the migrant child. The education of the migrant child poses a particular problem in that statistics indicate:

1. Migrant adults are sub-poor in income.

2. Language barriers and transitory makes change and assimilation into American culture difficult.

3. Differences in clothes and customs tend to affect their achievement and adjustment in a negative manner.

4. In learning to conform to their migrant sub-culture (family structure, etc.) they are unable to conform to classroom situations.

5. Schools in general are geared to the norm (American middle-class) of which the migrant is definitely not a part, and therefore unable to reach the migrant child.

6. Basic cost factors indicate they are unable to afford lunches and school supplies, much less additional costs for extra curricular activities.

7. Migrant children are in school 2 to 3 and at most 5 months of the year, unreachable by common teaching practices, and thus they are considered ineligible for school enrollment.

8. The fact that all migrants are of a minority (e.g. Mexican-American) adds discrimination to their already existing problems.
VALIDITY

Migrant labor has been responsible for billions of dollars of crops, yet their annual income has been reported as far below that of white America. The median income of all migrant males in the southwest by latest statistics indicate they earned less than the federal poverty level ($3407.00). It is time that their significance be recognized.

Should the children of migrant workers suffer for a lack of education, or otherwise fail to become reasonably productive members of the American society, their cost to this society will definitely exceed their contributions.

According to our democratic and religious ideals they are important because they are human beings and are entitled to various rights and opportunities.

Many of these migrant streams are fairly established and will continue to exist at this point and time, sources of employment are becoming more scarce as a direct result of mechanization. Today's workers must master a skill and broaden his capacities in order to escape the industrial revolution in agriculture. Moreover, they will have to help them adapt to a new scene; otherwise they and their families will become an added pressure upon America's "inner cities".

IDENTIFICATION

Dealing specifically with migrants in the state of Indiana, 89% of the counties (39 out of 92) have an estimated population of one hundred families at the peak of normal crop season. (see regional and state maps) Of these 39 counties 3 of them have an estimated 500 to 3000 people at seasons peak. These counties (see regional and state maps) are clustered around Delaware county.¹ Focusing more specifically at Delaware and its adjacent counties, statistics indicate in migrant camps with an estimated 1500 workers and their accompanying families centered around the southeast corner of Delaware county.²

Therefore, Prairie Creek Reservoir, located in southeast corner of Delaware county will be used as the site for the center. Topography and site limitations will dictate a specific location.

1. Dept. of Labor
   Bureau of Employment Security
   Farm Placement Service
   Washington 25, D. C.

2. A. R. C. S.
   Indianapolis State Dept.
   Indianapolis, Indiana
SCOPE

To achieve a proper or a true learning atmosphere there must exist a certain teacher-child relationship, that of faith and trust on the part of the child, and that of understanding and willingness on the part of the teacher. Two basic educational problems emerge in dealing with an educational system geared for migrants.

1. Continuity in education
   Since there is no reliable method of ascertaining grade level, many children are forced to repeat the same level and material over indefinitely.

2. Time
   An educational system based on short term goals to enable maximum achievement in learning within a span of 6 months or shorter.

These two problems do not allow the proper teacher-child relationship to evolve. Furthermore, high mobility does not allow either the parent to become socially oriented or the child to become classroom oriented before a foreign authority figure is thrust upon them.

Interaction is the key, as well as education, that will allow proper assimilation of the migrant into American culture. Assuming this to be true the educational system will have to bridge both cultures. Allowing the system to become a traveling companion enables the child to become psychologically attached; thus forming the base for proper teacher-child relationships. This partial mobility of the system would allow accurate record keeping of each child and extend the teaching period from
that of a few months to a regular schedule. Still, it is felt that a sort of permanency is also psychologically advantageous. Instilling a sense of belonging enhances educational objectives and provides a futuristic outlook on the part of these people. Partial permanency will also definitely increase community awareness and interest in this system.
of the migrant into american culture. Both must learn
from each other. A higher degree of community envolvement
can be achieved by a situation in which both can partici-
pate; and in which both have an interest. A sense of
belonging seems to be an important concern to the migrant.
An agrarian people, without a home, may not be incocsis-
tant to the american culture, but the migrant culture is
not nearly so sophisticated or has it reached the same
level on the social continuum. The migrant family, rigid
traditionalists, can better understand the american cul-
ture (equalitarian family structure) by experiencing
then by education. It would enhance relations if both
were aware of each other's customs and culture.
OBJECTIVES OF THE STUDY

There are several methods that can be exploited in trying to solve the problems of the migrants as far as an educational system for their needs.

1. A completely mobil system. A collapsable system that will follow them throughout each state. Somewhat of a tent structure or modular system transported by themselves.

2. A partially mobil system. Perhaps several "park" areas may be set aside in each state that would have receptacles. The receptacles consist of HVAC systems and wet areas such food preparation and rest room areas.

3. A completely stationary system, a typical building as we know it, utilizing a prototype to be erected along migrant routes.

The third possibility is the one that was chosen for this study, because of several psychological &/or social reasons. Education alone is not enough to eliminate migrant problems. Community and migrant interaction is essential for a successful assimilation of
DESCRIPTION OF CONTEXT

Location

Prairie Creek Reservoir is located in Perry Township in the southeast corner of Delaware County. The site was chosen because of its proximity to 14 migrant camps in Henry, Delaware, and Randolph counties.

Description

Water level in the reservoir is approximately 990 ft. Topography maps furnished by Natural Resource Department indicates gradual slopes to a maximum of 20 ft. (1010). There is medium slopeing and no severely slopeing areas. For the most part it is a relatively flat site, approximately 80% of which is owned by the Muncie Water Works, and 20% privately owned. The nearest surrounding communities are New Burlington one mile west and Mt. Pleasant 10 miles southwest (see county map).

Traffic

The reservoir is entirely surrounded by four county roads moderately to slightly trafficked. Two roads run in a north-south direction along both sides of the reservoir. Two roads run in a east-west direct-
ion at the northern most tip and at the south end. Thus making the entire site very easily accessible from any direction (see reservoir map).

Utilities

All utilities are present on the site except municipally owned and operated water and sewage. The closest sanitation and water mains terminate on Maple Lane approximately 5 miles north-west of the site operated by the city of palmcito. Telephone lines criss-cross the roads along all sides and one major underground cable is located at the northern edge of the site. Power lines extend along the four roads.

Soils

There are six basic soil compositions present on the site. Description, location, and engineering properties may be found from Soils Survey Map.

Vegetation

Aerial photos and site analysis photos show major tree locations. Soils survey map indicates conditions and types of vegetation found in the area as well as types of vegetation for which conditions are appropriate.
RESOURCES

Time

Occupancy dates

Since the maximum time spent in any particular area is 5 months the structure will definitely have to achieve maximum flexibility. This flexibility will allow community activities to take place when not in use as a migrant educational center.

Change

Conjecture on the part of some indicates approximately 40 to 50 years before mechanization replaces outmoded manual labor. In which case there will be no need for a migrant educational center as such. Minimum flexibility will allow an activity or interactional center for the community to replace a migrant educational center.

Funding

TITLE VII OF THE ELEMENTARY AND SECONDARY EDUCATIONAL ACT

Title VII of the ESEA authorizes the Office of Education of the Dept. of R. E. W. to fund bilingual education programs.

"These programs are to be designed to meet the special educational needs of children from low income families who have little English"
speaking ability and in whose home environment the dominant language is other than English. Bilingual education programs are to be conducted in the languages, the mother tongue and English. They may include part or all of the subjects in a school curriculum which are usually taught at each grade level. Programs may also include the study of the History and Culture associated with the mother tongue. Two develop and maintain the child's self esteem and cultural pride."

Title VII, in addition to instruction in English and Spanish, provides program funding for the planning, development, and operation of a bilingual educational program which can include:

1. In-service teacher and teacher aide training.

2. Adult education programs, especially for parents of children participating in a bilingual program.

3. Concentrational instruction in the history and culture associated with the mother tongue.

4. Programs to establish closer cooperation between the school and the homes of the children.

5. Development of teaching materials to be used in bilingual programs.

Title II ESEA

Funds available for "acquisition, cataloging, processing, and delivery of school library resources, textbooks, and other printed and published materials suitable for use by children and teachers in public and private elementary and secondary schools."
Title I RSPA

Funding funds available for health and food along with school lunch and breakfast programs.

The Federal Government through the Office of Education in Washington D.C. makes payments to State Departments of Education, which in turn make payments to local school districts.
ZONING

PRAIRIE CREEK ASSOCIATION

District: R-1

Uses: Rural residential I

- Agriculture
- Truck Gardening
- Nurseries
- Greenhouses
- Single-Family Dwellings
- Churches
- Schools
- Colleges
- Libraries
- Public Buildings
- Hospitals
- Laboratories
- RTOs.

Restrictions:

Minimum Lot Width: 150 ft.
" " Area: 1 Acre

Building Height Restrictions:
1-Story or 15 ft.

All plans subject to approval of the Council Planning Commission, Marcus Board of Health, State Department Planning Commission.
BUILDING FUNCTIONS

To insure the proper functioning of a building, it's important to supply not only the proper areas, but understanding the functional relationships and interaction of these spaces to suit the specific needs of the user. A degree of private space is desirable in a public building but a re-examination of its function determines how private it must be to operate successfully. For example, examining the role of the doctor indicates that although his service will probably be needed only on occasion by the children, his office or his role in the educational and social system can be as educational to the inquisitive mind of a child. It is also understood that during an examination a high degree of privacy is necessary. The doctors services will also be utilized by the parents and the community which indicates that a certain degree of accessibility by all factors children, parents, and community is desirable. These variables express the relationships that exist in this particular function.
In much the same fashion the Day Care Area, Cafeteria, Administrative Area, and Educational Areas were analyzed to provide basic functional relationships. The schematics of the building yields the relationships that were used as a premise.

Much success has been achieved by the "open plan" system in schools. Designated class area remains as open as possible to enable a greater degree of interaction and participation on the part of both the children and staff. Areas such as learning centers, libraries and storage units are arranged so as to allow a semi-private situation if need be. Since the role of the staff is to assist in the learning process offices will be clustered around the class area to facilitate observation while allowing as much accessibility from the exterior as possible.

The objective of the building is to allow for maximum interaction between child, parent, teacher, staff and community.
Legal Services

Main Off. 150
Assistant 100
Welfare Food Stamp Information 100

Elementary School

Class Area (15 sq. ft./student) approx. 350

Pre-Primary

Primary

Learning Resource Center 500
Main Off. 150
Lobby 300
Conference 400

Inservice Training

Designated Music Area 450
Designated Art Area 450
Staff Lounge 400
Kitchen 1000
Storage

Cafeteria 4000

Storage (General)

Janitors Closets
Corridors (together 40% of gross sq. ft.
Restrooms
AREAS REQUIRED

DAY CARE CENTER

Director 150 sq. ft.
Main Office 200
Lobby 150
Conference 350
Storage

Nursing

Doctors Off. 150
Dentists Off. 150
Nurses Off. (2) 100
Nurses Aid
Examination-Innoculation Area 150
Storage

Laundry Facilities 400
Kitchen Facilities 450
Storage

Multi-Purpose Area 2000
Storage (students)

Staff Lounge and Lunch 200

Play Area (covered outdoor)

Mechanical (usually 10% of gross sq. ft.)

Janitors closets
Corridors  (together 40% of gross sq. ft.)
Restrooms
CEM RUTAS SEGUIDAS POR LOS MIGRANTES
CEM POSICION DEL SITIO
CEM POSICIÓN DE LOS CAMPOS
dibujo esquema
CEM PLANO DE ESCUELA
SEC. LONGITUD A A

ELEVACION N-E

SEC. TRANSVERSO B B

ELEVACION S-E

CEM ELEV Y SECCIONES
NORTE OESTE

SUR OESTE

SUR NORTE

NORTE SUR

ELEVACIONES
fotos del modelo
PLANO FINAL DEL SITIO
SECCION AA
SECCIÓN BB
ELEVACIÓN N-ORTE DE VUELTA DE AUTOBÚS
ELEVACIÓN S-OESTE DE VUELTA DE AUTOBÚS
ELEVACIÓN DE PARED
DETALLE DE DRENAJE