HUGHES SPRINGS EARLY COLLEGE

JUAN RODRIGUEZ



DEDICATION

This project is dedicated to my parents who have always been my main source motivation. You have shown me so much support through my academic career, ever since the first time you dropped me off at the school that served as the inspiration for this final project. I cannot thank you enough for all that you have done for me and for the words of encouragement that you have given me.

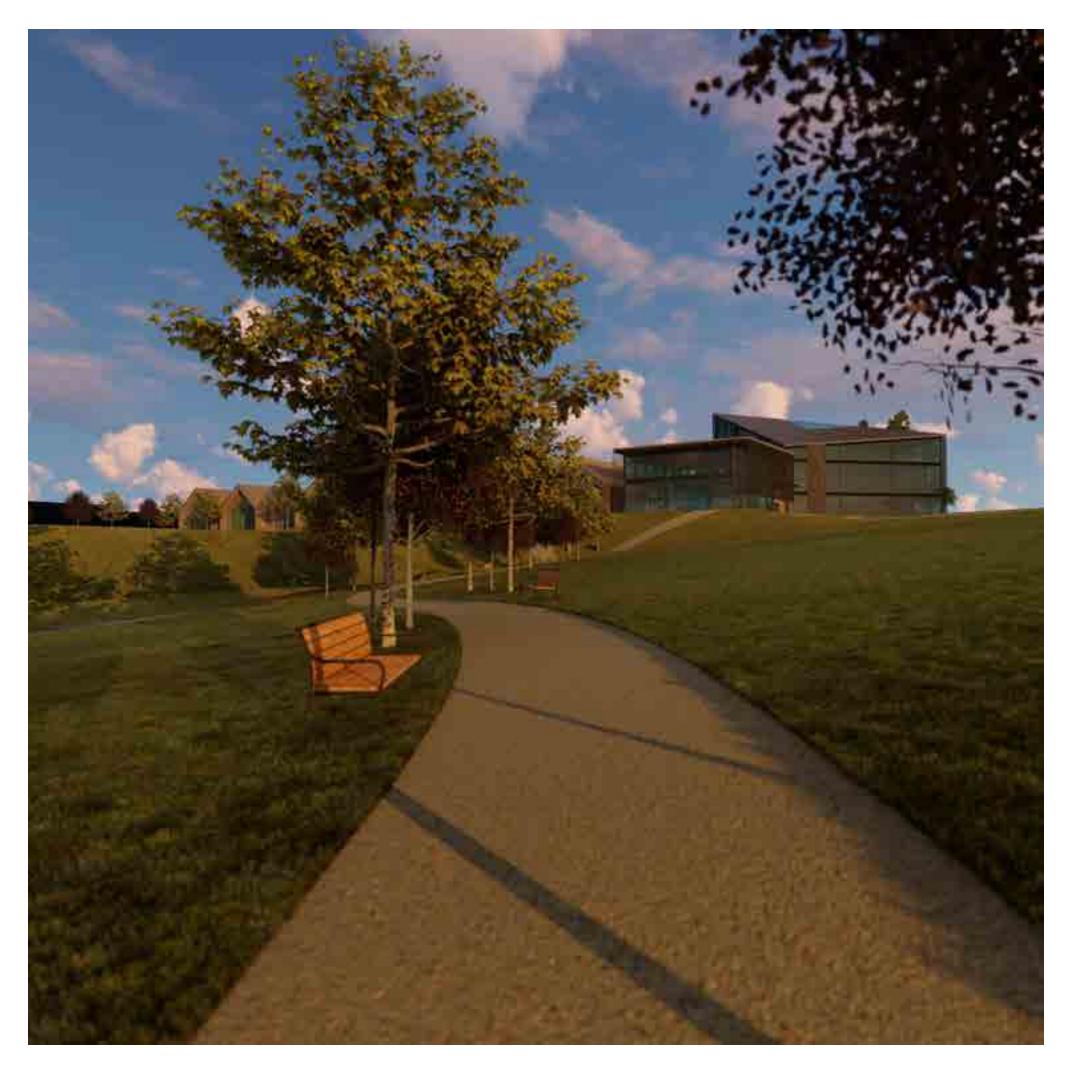
DEDICATION

To the people who have taught me so much during this process, my professor and committee members, for guiding, pushing, and allowing me to realize my true potential.

To my friends who have been in my life during this process. I would not have been able to complete this project without your support and the friendships that we have created. Thank you all.



CONTENTS



ABSTRACT

Designing a school for the well-being of everyone, from faculty to students, can be a struggle. However, at a site like Hughes Springs, you can do so by taking advantage of all that the town has to offer. The town is known for its strong community, pleasing natural scenes, and hospitality towards visitors. But how can a school bring all of those great attributes together?

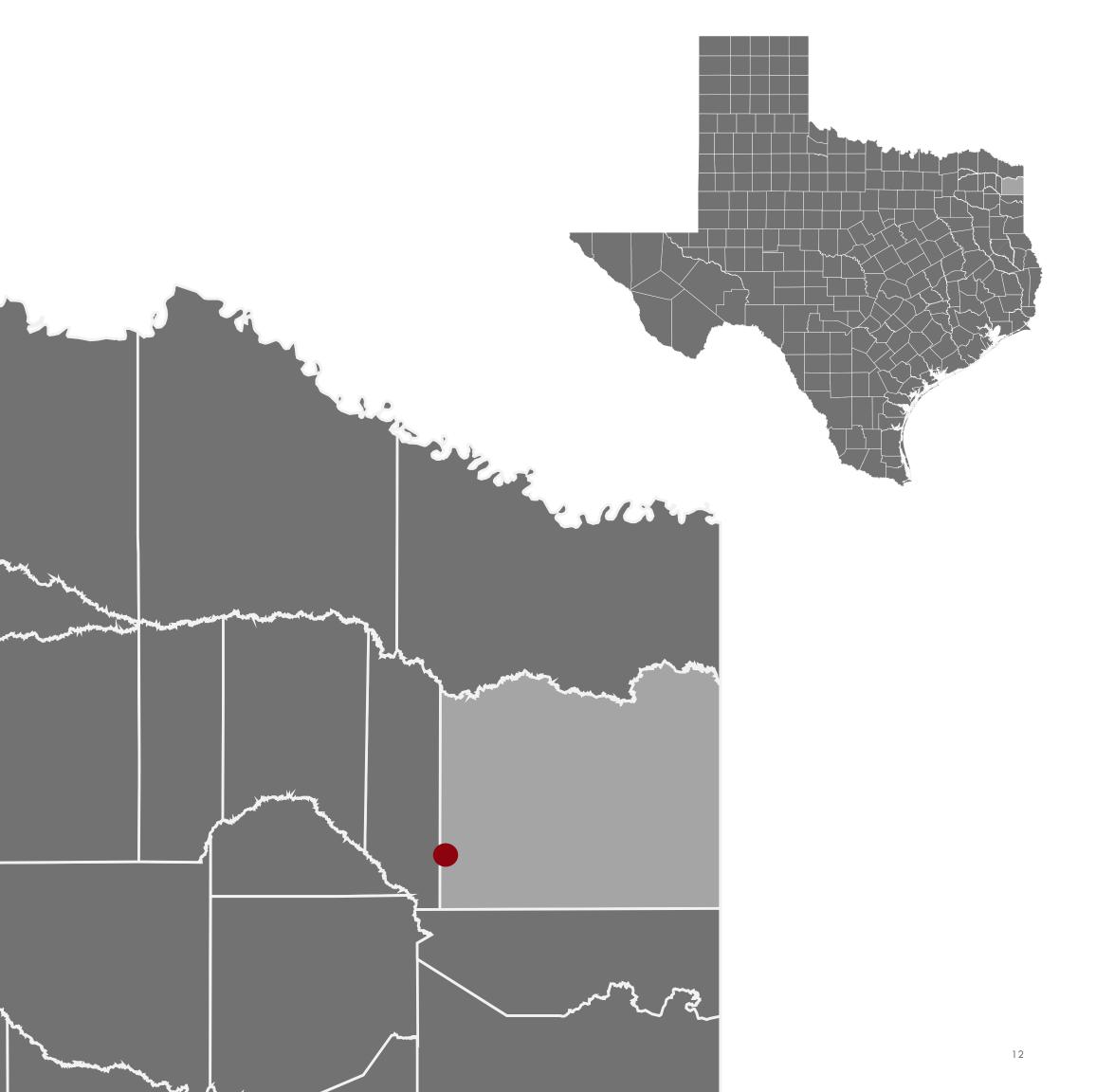
This school encourages everyone to use the outdoors. There are plenty of great spaces for all to use with a great amount of naturistic scenes. It encourages visitors in the space to communicate with those who use the school. The mind of a small school happens to be connected with its small town through its ways of living and the knowledge passed down from person to person. The school gives an abundant amount of spaces for people to converse and connect in order to share ideas and encourage the younger generation to achieve greater goals.



"it takes a village to raise a child"



SITE



HUGHES SPRINGS

At the age of 18, Reece Hughes found the town of Hughes Springs in a valley on an old deserted Choctaw Indian village filled with natural springs and pine forests. The attractions of this strange, new valley lured Reece into the town, where he ultimately decided to settle. The first buildings were all built based on the Greek Revival architectural period. Among those buildings was a boarding school. According to history, Reece Hughes always held social events around the school. Reece later built a mansion close to downtown, where he also designed an extensive space for a large dance class. He hired three professionals to teach the class, and also invited his friends and neighbors to be a part of the experience. The founder of the first church in Hughes Springs, Dr. McLean, later asked Reece Hughes to grant him 50 acres to build a university. Reece decided there was a limit to his generosity, and denied his request. Dr. Mclean later acquired the land in Georgetown, Texas and built the university known today as Southwestern University. This history has proven Hughes Springs to be the home of hospitality, as exemplified th ough various academic events and its strong community.

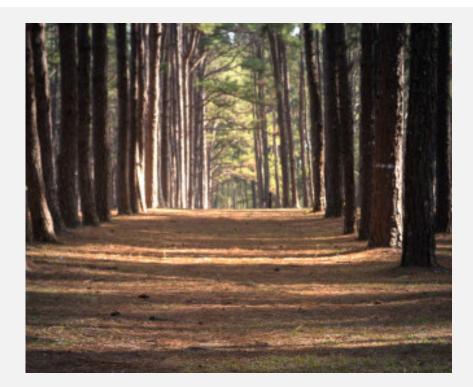
TODAY

With a population of approximately 1,800 people in presentday Hughes Springs, Hughes Springs ISD is located a half mile north of downtown. The school campus sits on approximately 65 acres, and has an elementary, junior high, and high school. Hughes Springs ISD has K-12 on one campus, and has 1,200 students enrolled. The school spirit is felt throughout the town due to strong community support. In the picture, notice that there is hardly anyone in the stands. This is because everyone is supporting the football team by giving the players high fi es as they run out onto the field



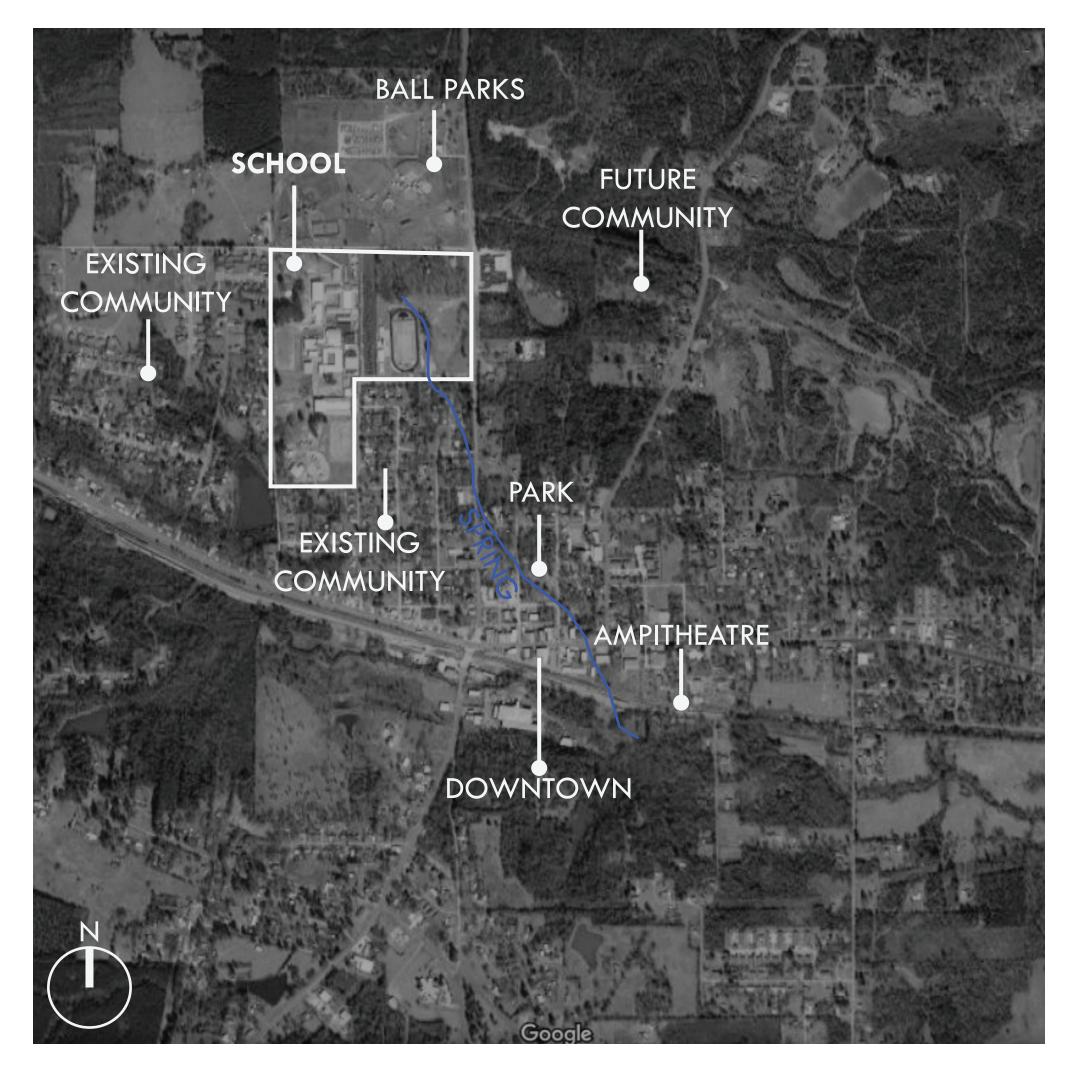
NATURE

Hughes Springs has great soil for pine trees. For this reason, the town is home to many timber farms. The pine trees are planted in rows spaced far enough for anyone to walk in between them. While walking between them during the day, the sunlight plays through the trees, as if the shadows and the sun's rays are dancing. The natural springs also contribute to the naturistic beauty of Hughes Springs. The springs sometimes run along or in between these trees. In Hughes Springs, there is a spring that begins at the school and travels all the way downtown, where parades and yearly social gatherings occur.





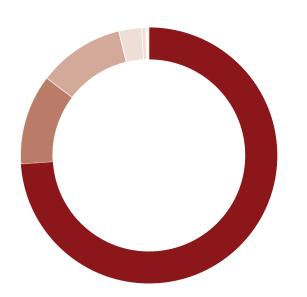
DESIGN



SITE

The history of Hughes Springs makes it evident that school encourages social activity in and around the town through various school gatherings. As Hughes Springs and its amenities grow older, the built environment seems to guide where these social activities happen. The town has created spaces for social gatherings of any kind near natural springs, making each location unique by giving it some character through architecture. Even the school was built near a natural spring. None of these spaces happen to be neighboring, or even within a few steps of one another. The connection between each of these spaces is weak, making visitors use their vehicles to travel to each social location, or not even visit them at all. Now imagine a space that combines many characteristics that connect these social spaces, communities, downtown establishments, and schools together in a way that the community gathers to celebrate the hospitality that Reece Hughes has always encouraged.

STUDENT BODY

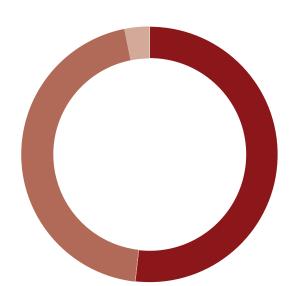


White Caucasian

African American

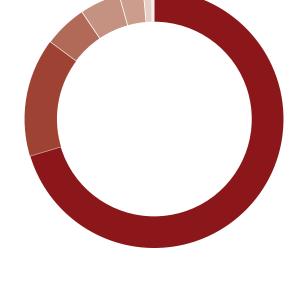
Hispanic

Other



RISK FACTORS

Economic Disadvantages At Risk Limited English Proficiency

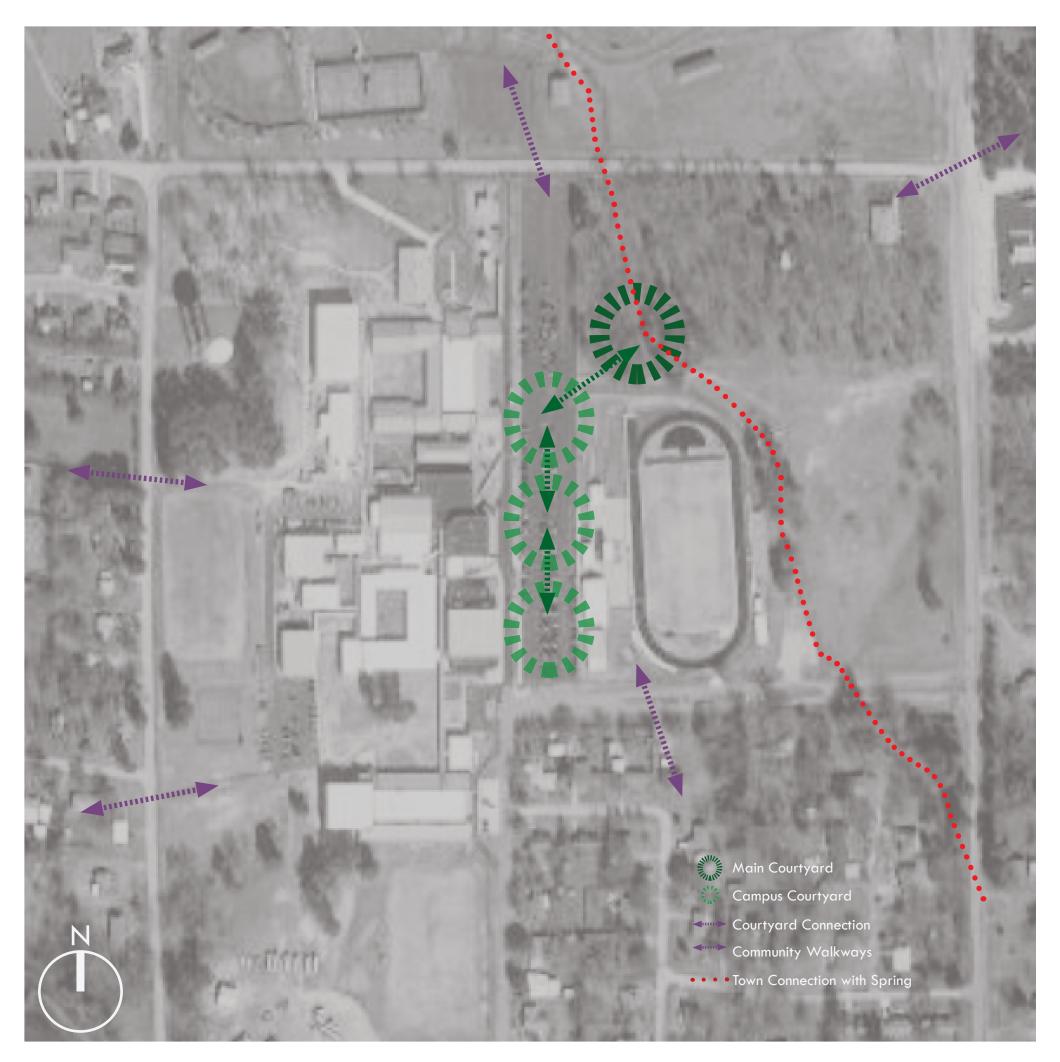


INCOMING STUDENTS



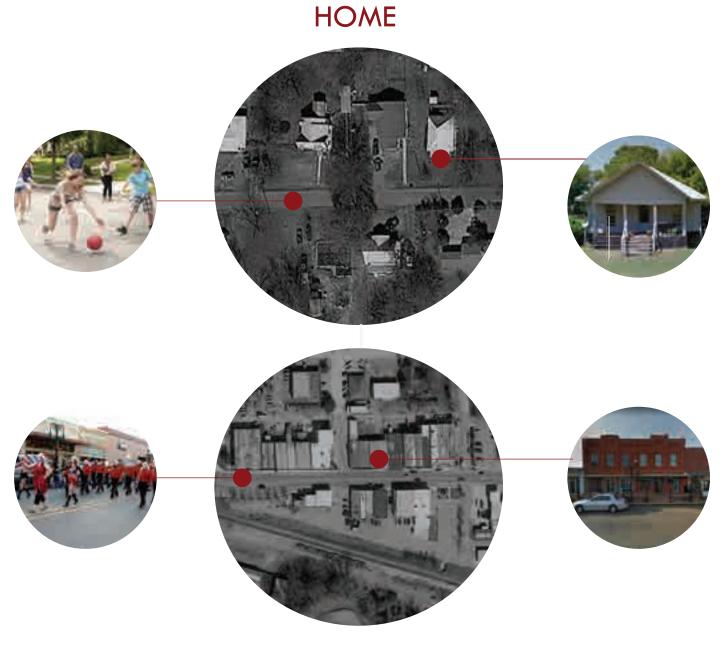
CURRENT FACTS

The total population of Hughes Springs ISD is 1200 students. The school is growing by approximately 300 students per year, with those transferring from neighboring schools for various reasons. One reason in particular that many parents seek out transfer is due to academic standings. As a small town, Hughes Springs has many at-risk students, meaning they are more likely to encounter challenges in pursuing higher education. The biggest challenges that the students encounter are economic factors. After graduating from Hughes Spring ISD, many students are unable to afford a degree. It is an unfortunate situation to witness, with so many talented students being unable to pursue a better future



DESIGN INTENT

Analyzing Jean Piaget's five learning theories, two theories are exemplified through the town of Hughes Springs. The first theory, Humanism, states that role models are crucial factors in humanistic learning by observing and exploring their experiences. The fact that K-12 students are all located on one campus helps the younger students observe the older students. By doing so, the older students strive to become role models for the younger students. The second theory, connectivism, states that learning occurs by forming connections with others, nature, and the hands-on environment of their classes. Implementing these two learning theories will reinforce the characteristics of Hughes Springs and will encourage the community to have a stronger relationship with the school. The town's community will also benefit from the naturistic connection to its surroundings. Cognitive design has been proven to decrease stress among individuals, while also encouraging them to use the outdoor spaces. In all, the site seeks for an education space that encourages the community to gather and help guide the students towards a successful career path. Within that education space, students will be able to receive college credit to pursue a higher education. The site seeks to serve as an early college, where students who are economically struggling to pursue a higher education.

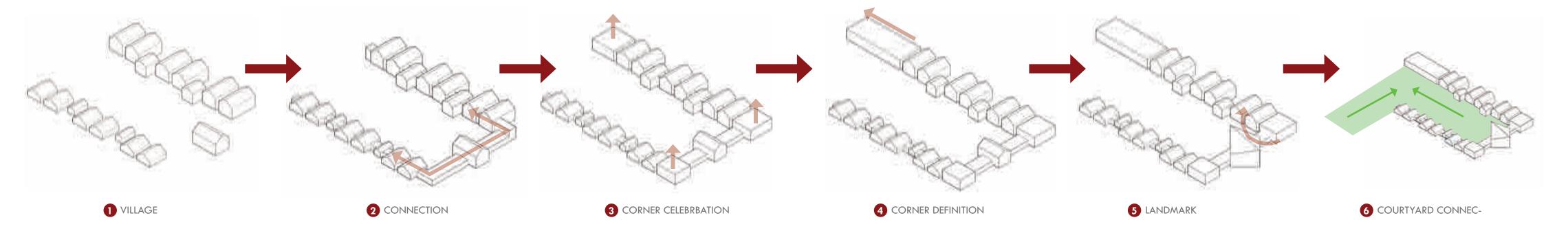


PUBLIC

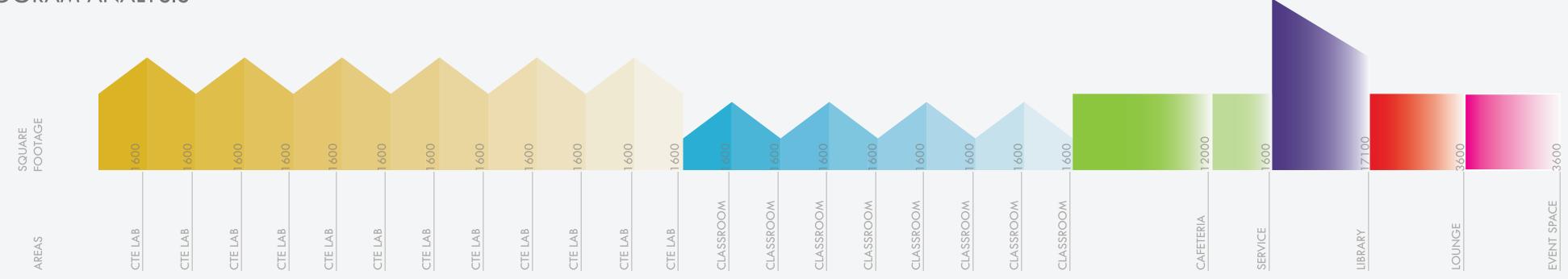
CONCEPT

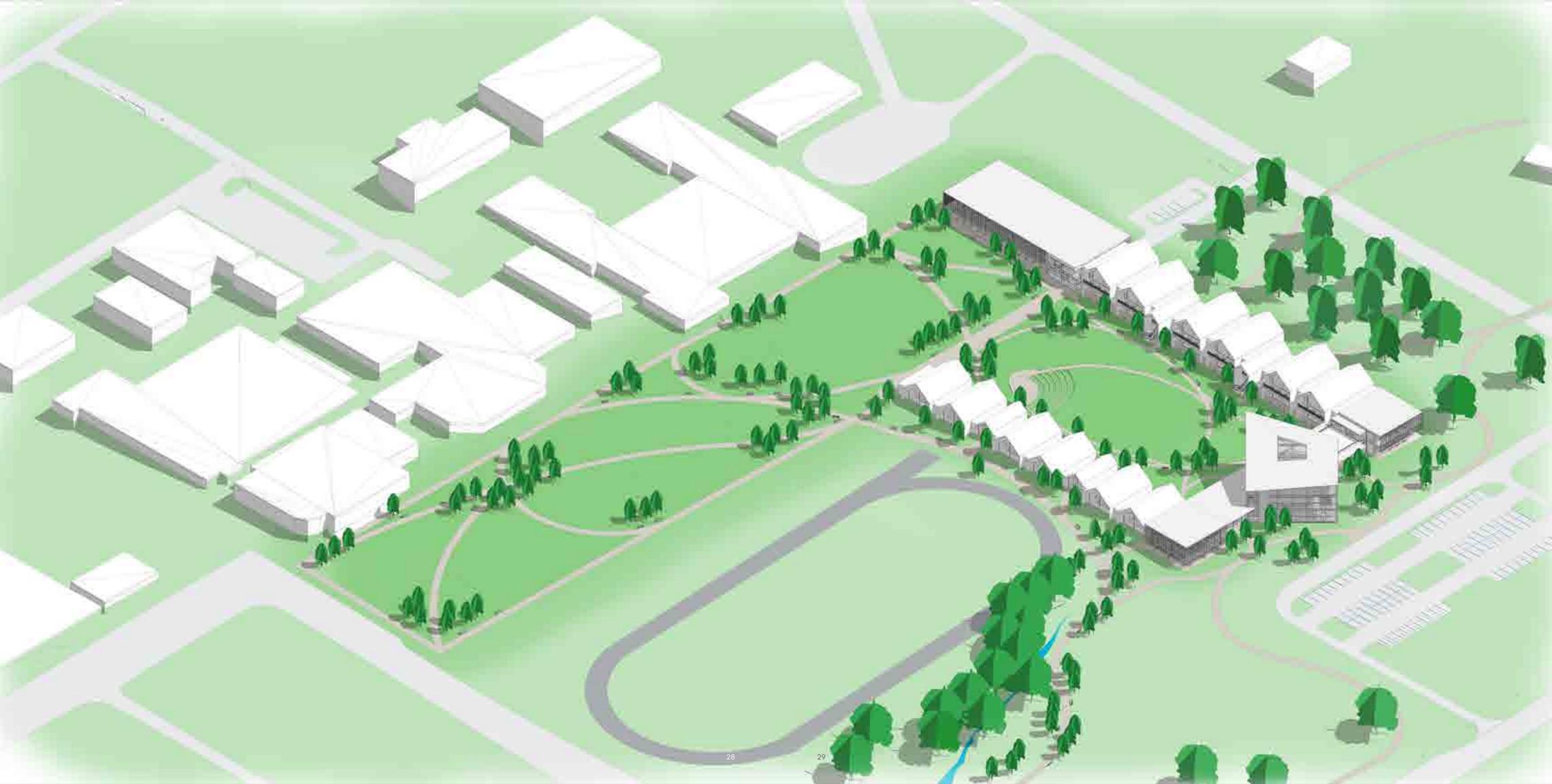
"it takes a village to raise a child"

The importance of this quote means that an entire community of people must interact with children for those children to experience and grow in a safe and healthy environment. One of the most crucial processes of this concept is to bring the feeling of home to the school. This is to help the students feel that they are at home and are surrounded by people who are there to encourage them at school. If we analyze what home means to Hughes Springs, we get the typical pitched roof buildings. We also get the flat roofs that are commonly downtown. What happens in between these buildings is what is interesting. Social gatherings happen, resulting in strong communities. Therefore, it becomes a village of people that raise more than just their own children. The other step is to bring that community into the school, so the school and the community can benefit. PARTI



PROGRAM ANALYSIS







EXPERIENCE

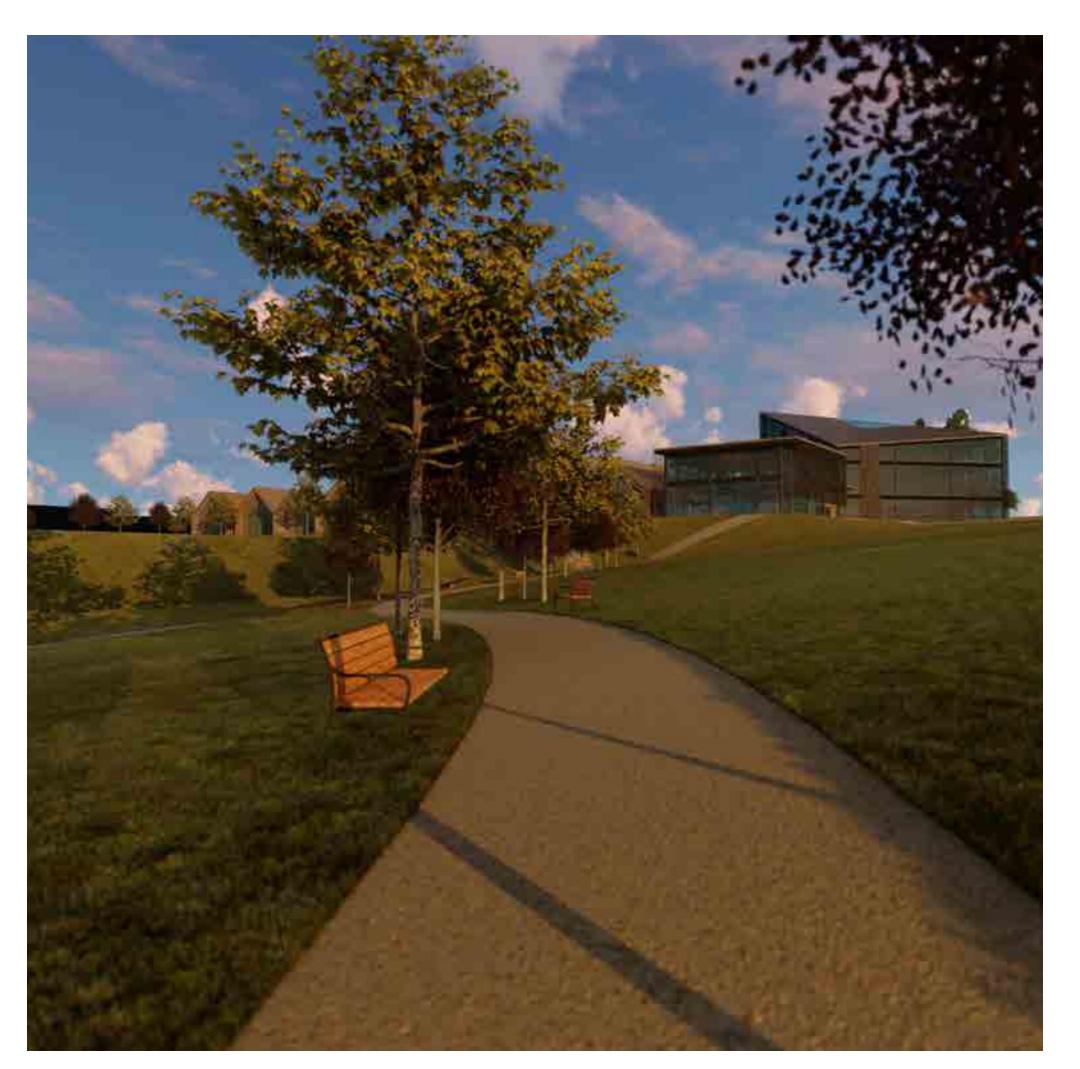




ARRIVAL

The school welcomes all. The school is open to students, former students, guests, and the community in general. Entrances are all around the school and integrated into the fl w of human walking routes. A walking route is connected from downtown to the school. This allows and encourages any visitors that go into town the freedom to visit the school, and vise versa. Similar to this route, there are many other walking routes to reach the school that connect communities, parks, and the existing school. This notion creates a stronger community to help support the school in many aspects. The routes are enjoyable, some follow the natural springs and others follow the typography to make the adventurous trip interesting. The paths are all easy and safe to use for all ages. Whether it be a walk to school with kids, siblings, or friends, anyone can easily do so.

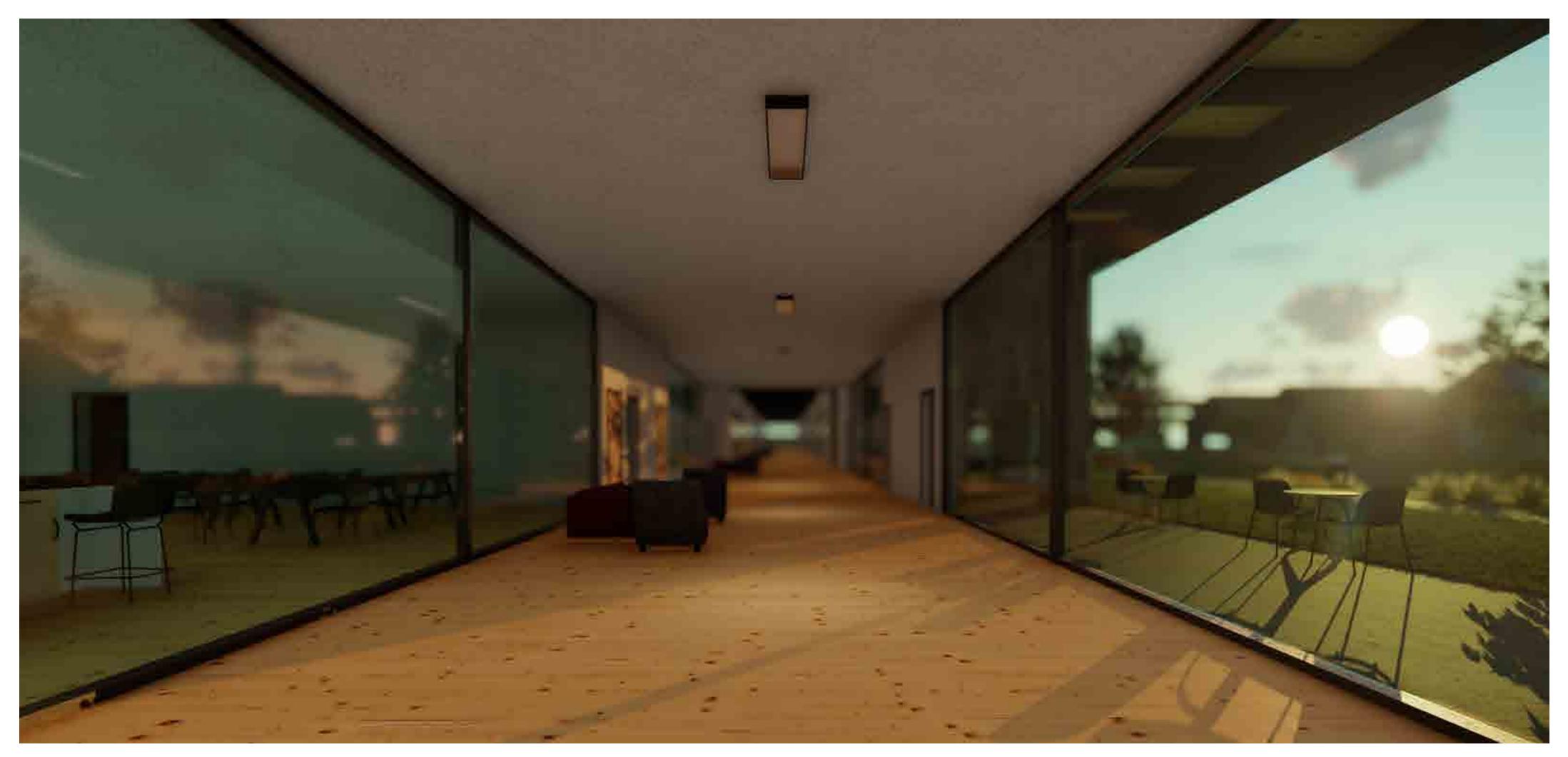


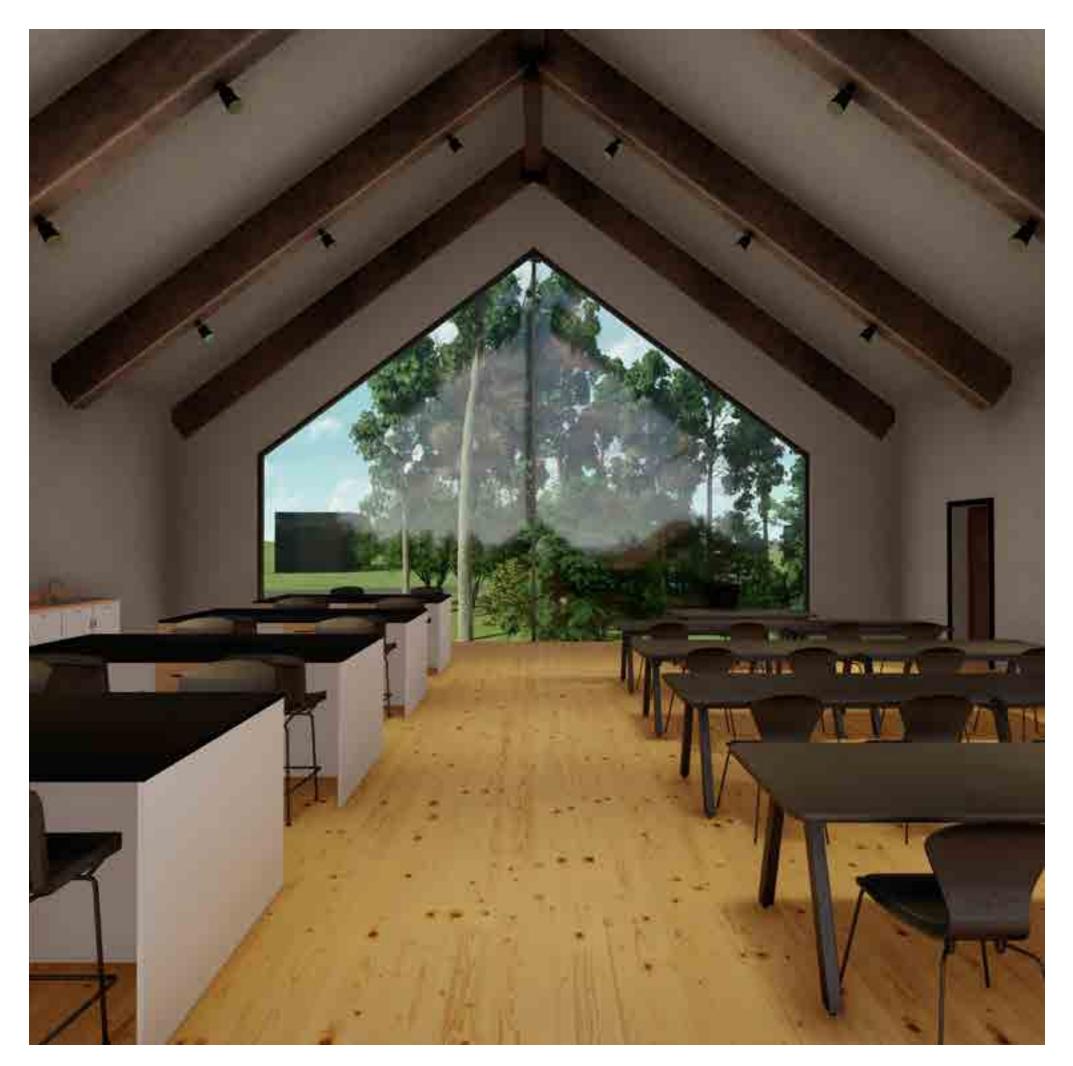




HALLWAYS

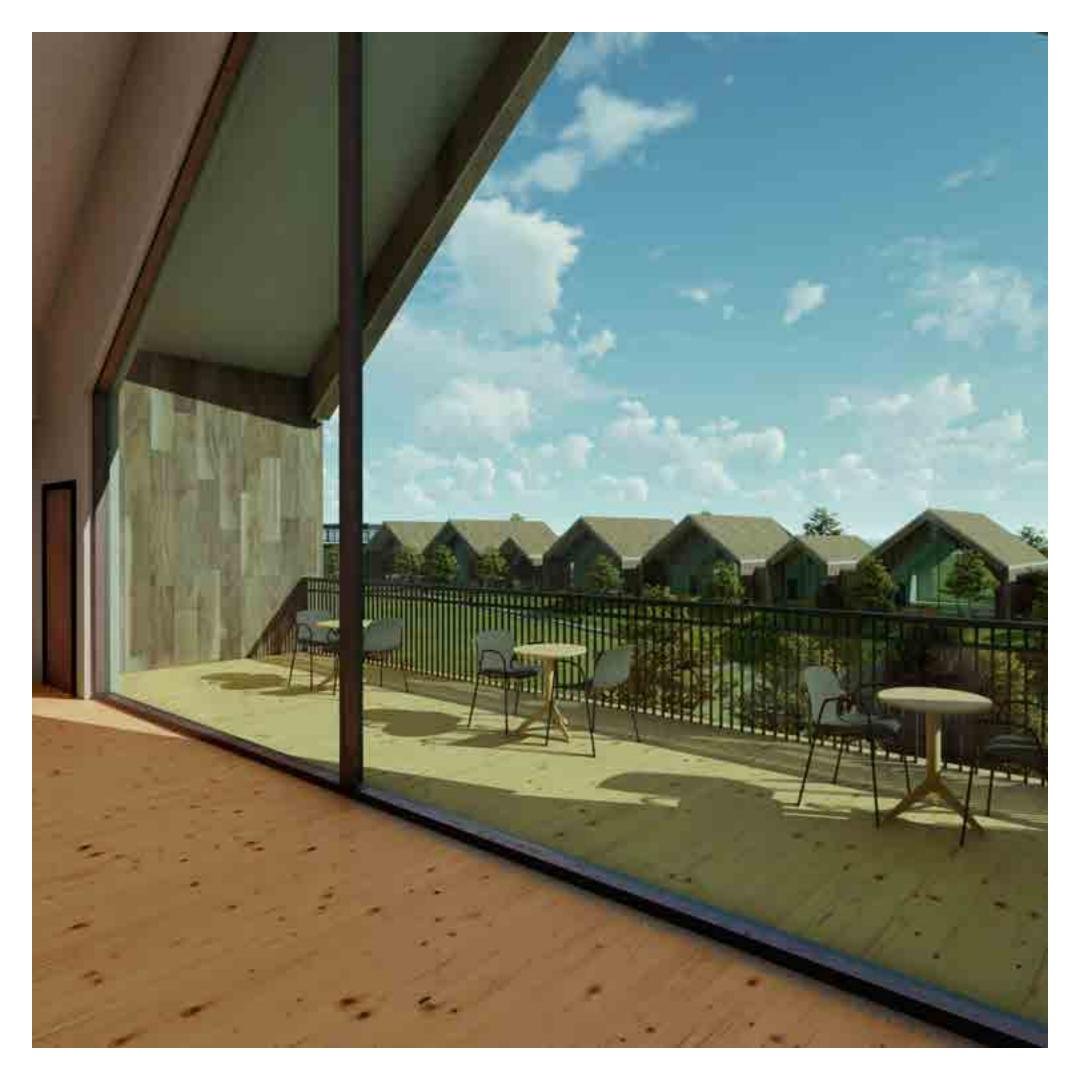
There are two hallways within the school. The first is the interior hallway that connects all spaces together and frames the courtyard. This hallway wraps around the whole facility and is wide enough for school activities to occur within the space. The hallway has enough space for furniture to be placed near the classrooms. This furniture encourages students to connect with one another, while also motivating them by providing a view into the classrooms. The second hallway is the outside hallway adjacent to the courtyard and the first hallway. This hallway acts as the "in-between" space. It is referred to as an "inbetween" because it lies between the first hallway and the courtyard. This makes it a special place for students and visitors to collaborate. Tables and chairs are placed around this hallway so students can come together to have lunch, do homework, or converse with others.

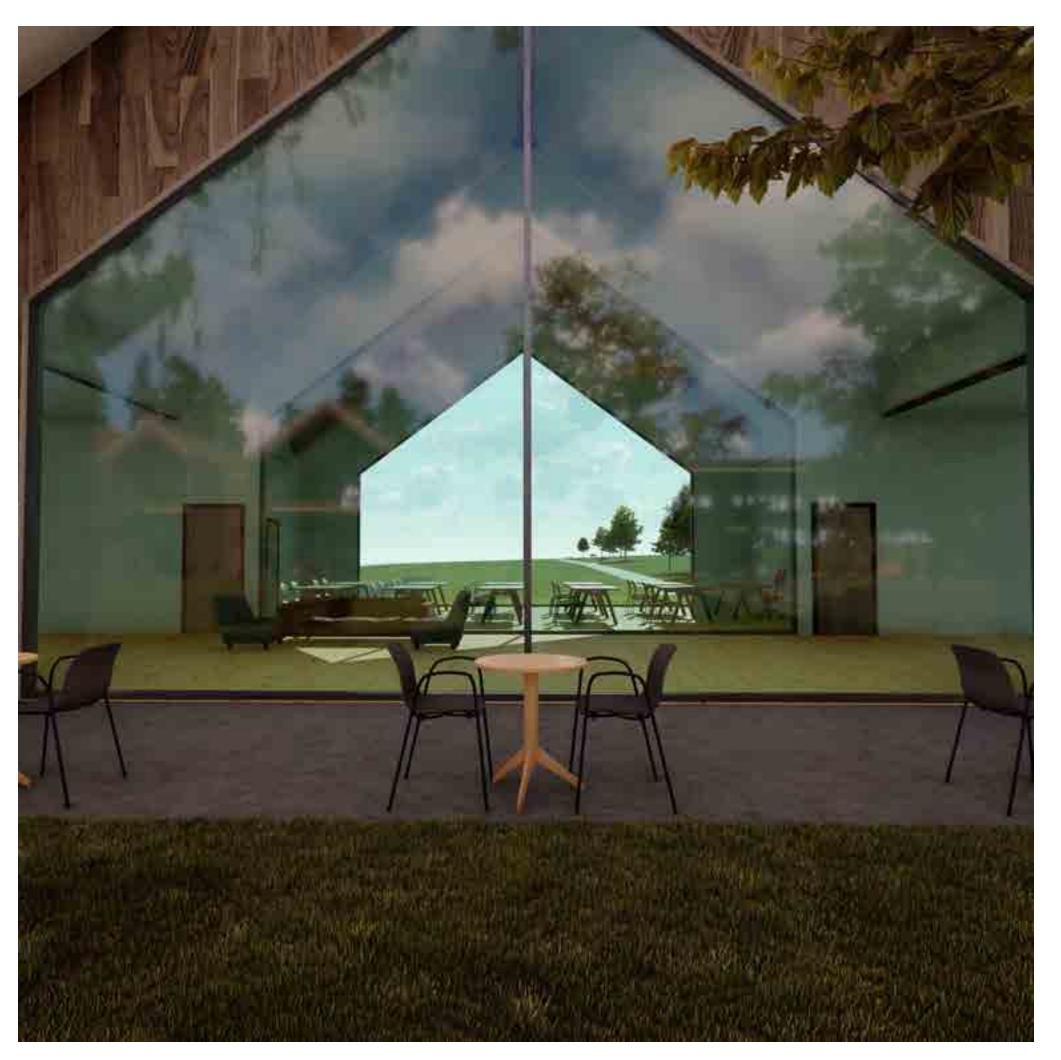


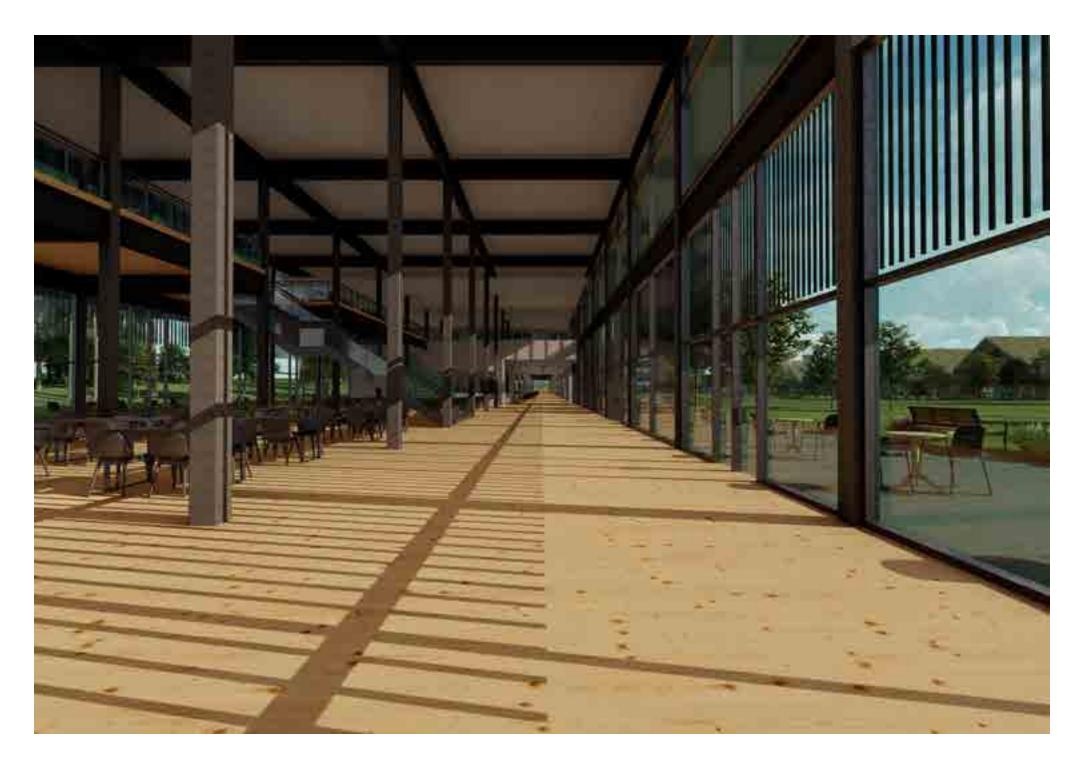


CLASS/LABS

The outer layer happens to be where the labs and the classrooms are housed. This is very beneficial for students. Everywhere a student looks, there is a vast view of green space, full of nature. This helps reduce the stress among students. Of course, the view is not a showcase of any kind where one cannot touch or adventure out. The inner courtyard reinforces the class mentality and provides a strong connection between class and green space. Students have access to venture into the inner courtyard or out towards the other schools if needed. The hallway encourages students to study outside, and also provides teachers with the liberty to hold class outside. The inner courtyard is big enough for staff and students to do so.





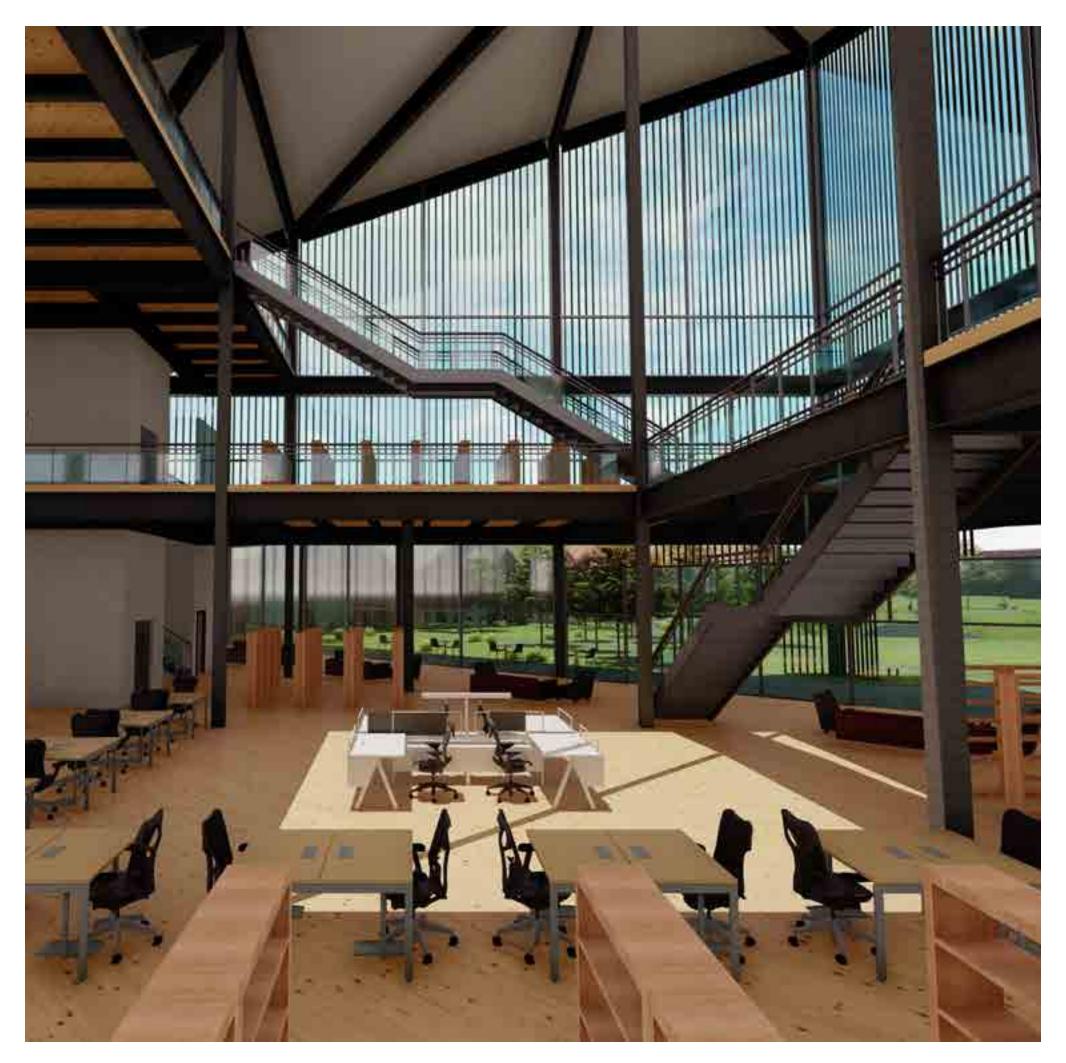






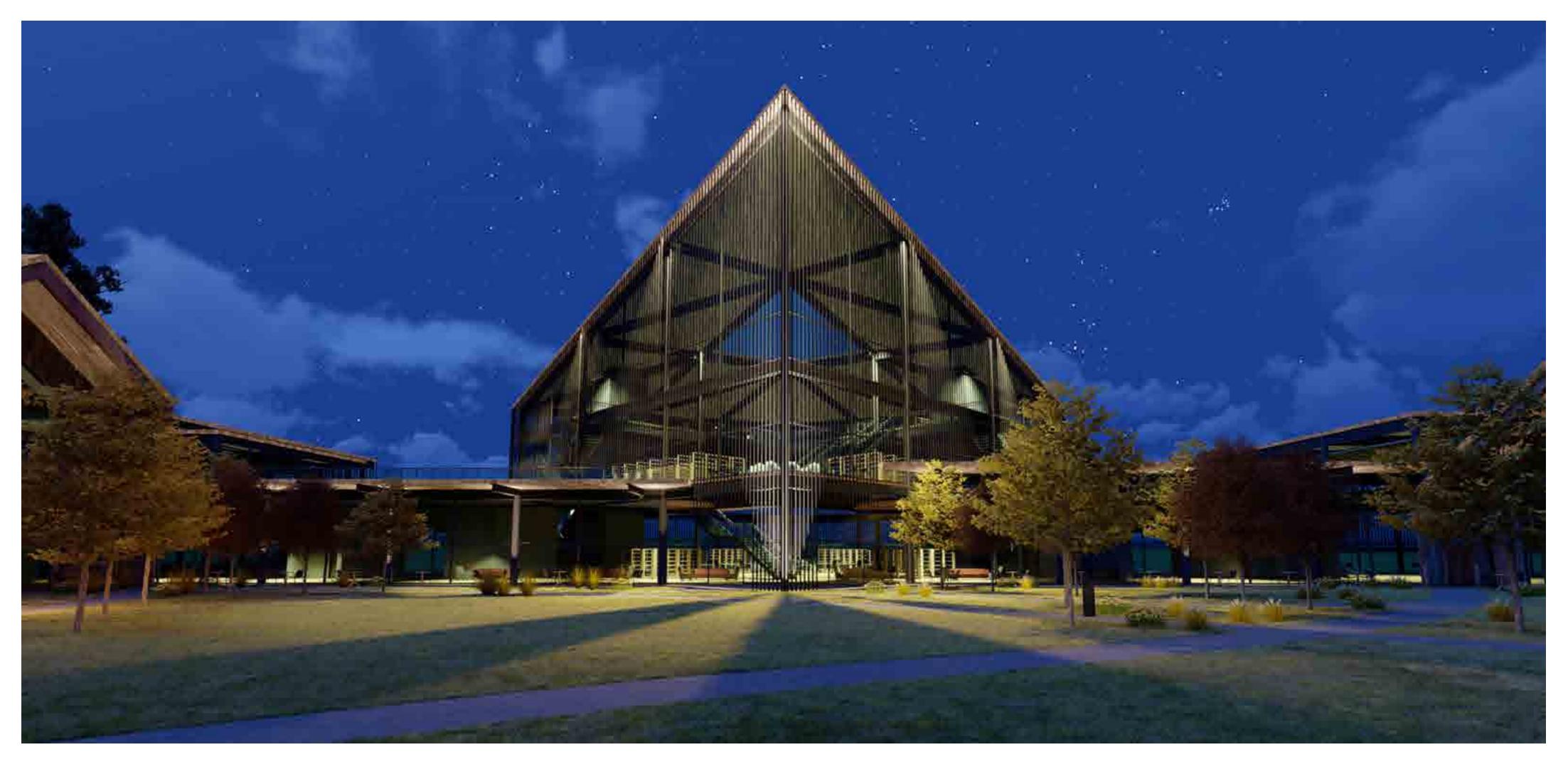
CORNER

The inner hallway wraps around the courtyard like a big rectangle, giving it corners on all sides. Instead of serving as dead-ends, these corners are celebrated through providing space to house a cafeteria, lounging area, and an event space. The cafeteria has a long shape to it to help frame the campus courtyard. It is also in a location where all schools can access it. This is a very special situation, as it brings other students into the school who will possibly become future alumni of the facility. The northeast corner is a lounging space. This corner has furniture in it so students can collaborate, or simply study or read a book. The southeast corner is an event space. This space has a grand view overlooking the natural spring, the school's sports field , and the walkway that connects the school with town. The southwest corner opens up towards the school, while also helping to frame the campus courtyard.



LIBRARY

The library is the landmark of the site. This is to demonstrate the importance of knowledge to the school. The library is located to the east of the site in order to encourage not only students, but the community as well, to take advantage of it. The library has a pointed roof to it, distinguishing it from the rest of the buildings. With the help of the form that the library has, at night, the library gives off this beautiful light that can be seen from afar to help guide those who walk the paths towards the school. The library sits in the center of the inner courtyard, linked to the inner hallway. It is facing the elementary school so the students kindergarten through fifth grade can look up to it every day, inspiring them to reach the academic goals.





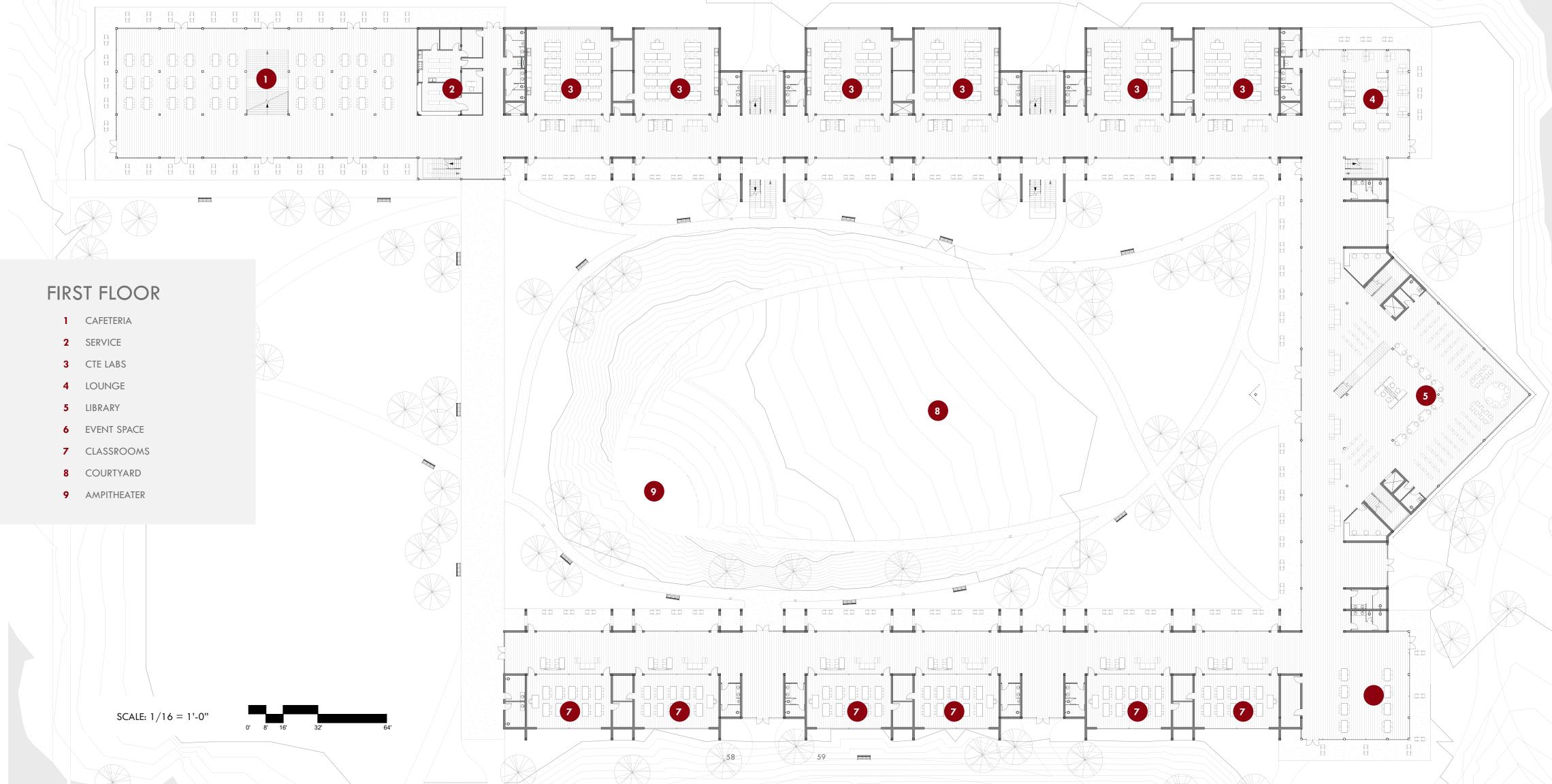
COURTYARD

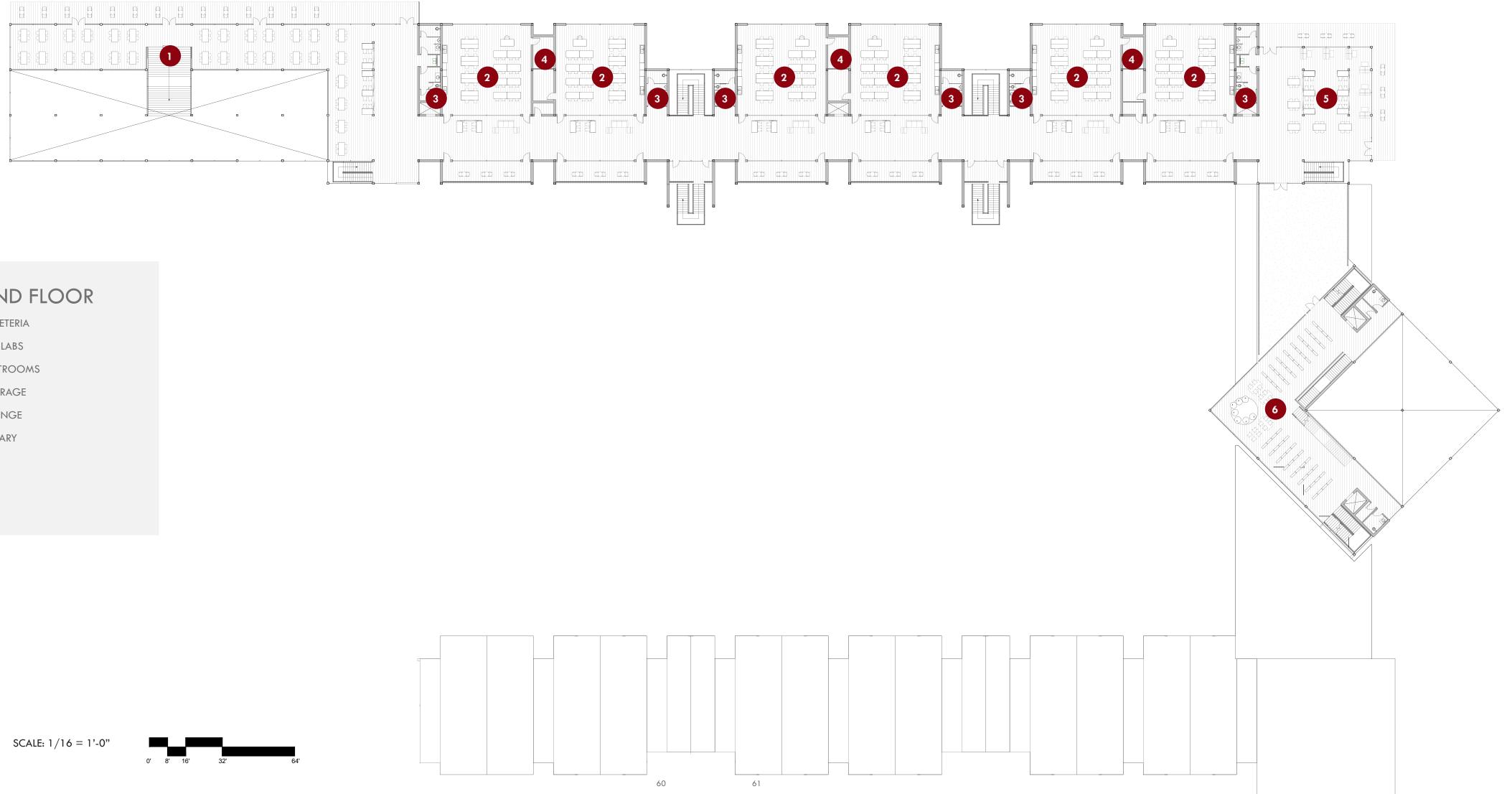
The courtyard was designed carefully, just as the rest of the school. The courtyard happens to be the biggest and most important piece to the puzzle. It connects the school to its surroundings as well as the existing school. The walkways lead to the courtyard, encouraging the community to connect as one with the students. Students can hear stories of those who also went through school. The courtyard welcomes all. Instead of encouraging a specific group of people to use it, the courtyard encourages everyone to collaborate within its space. The courtyard also holds an amphitheater for all to use. The teachers can use it for class, the community can use it for social events, or all schools can use it for a graduation ceremony.





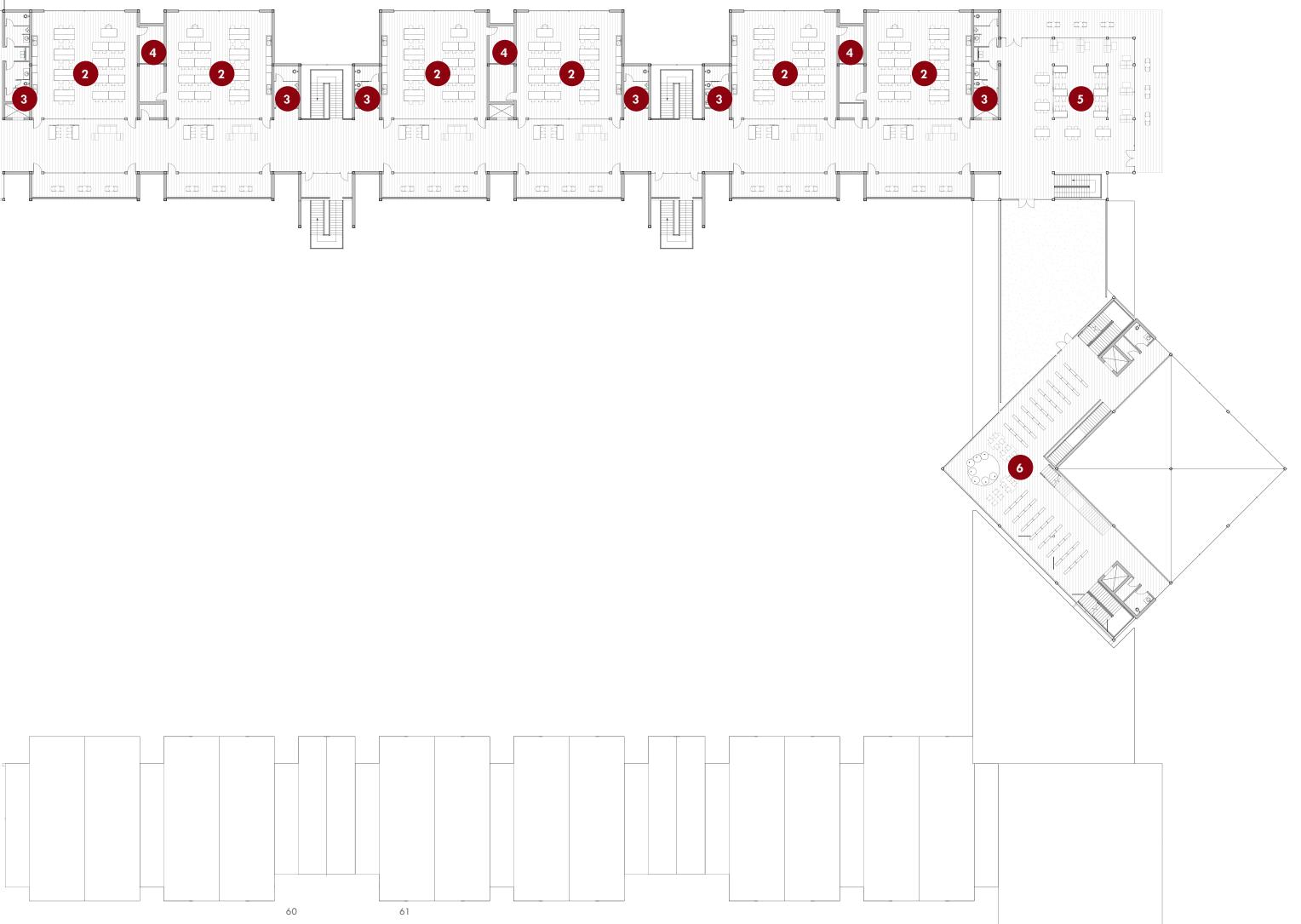
DRAWINGS





SECOND FLOOR

- CAFETERIA
- 2 CTE LABS
- 3 RESTROOMS
- 4 STORAGE
- 5 LOUNGE
- 6 LIBRARY





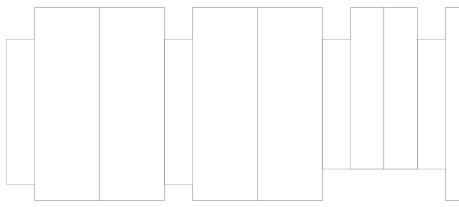
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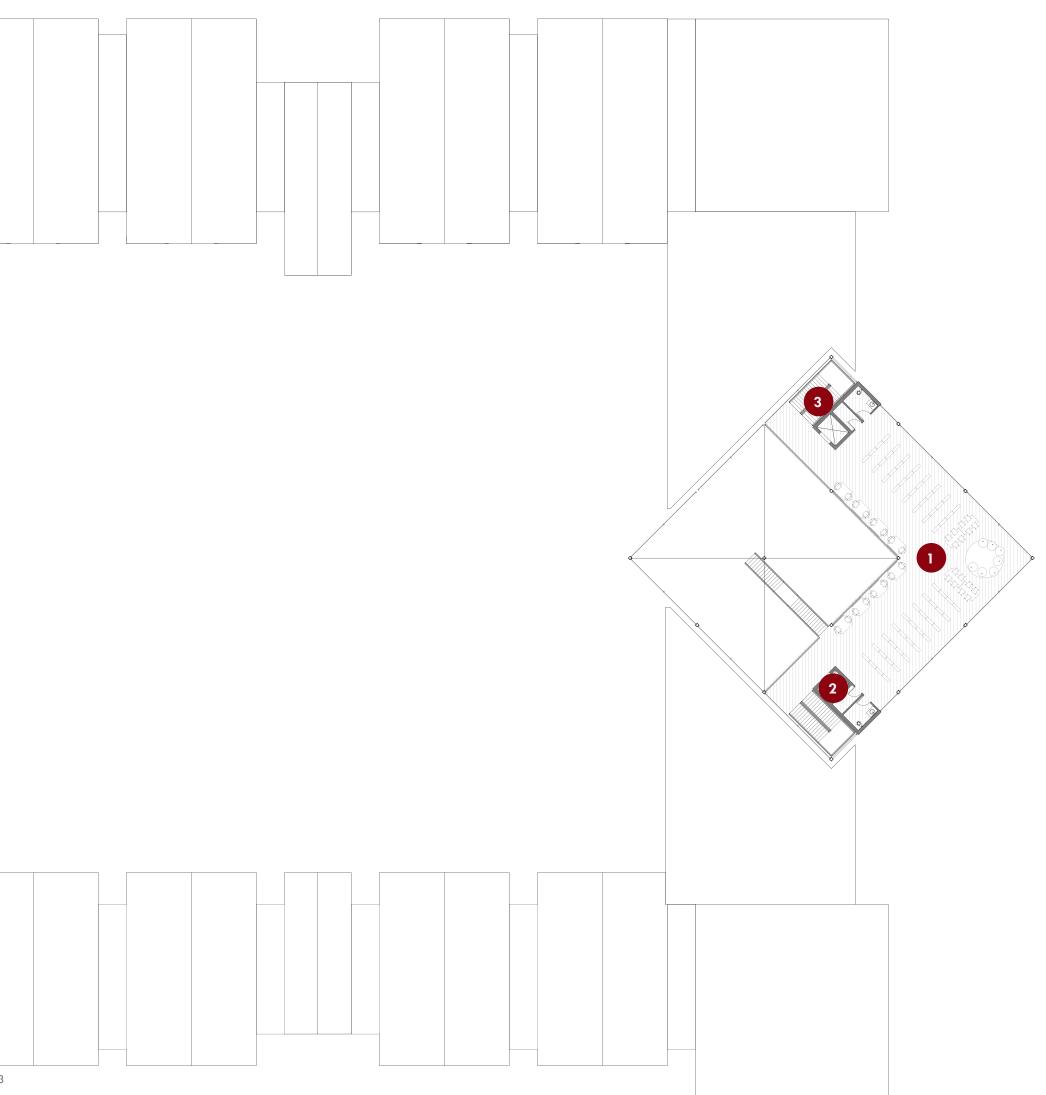
THIRD FLOOR

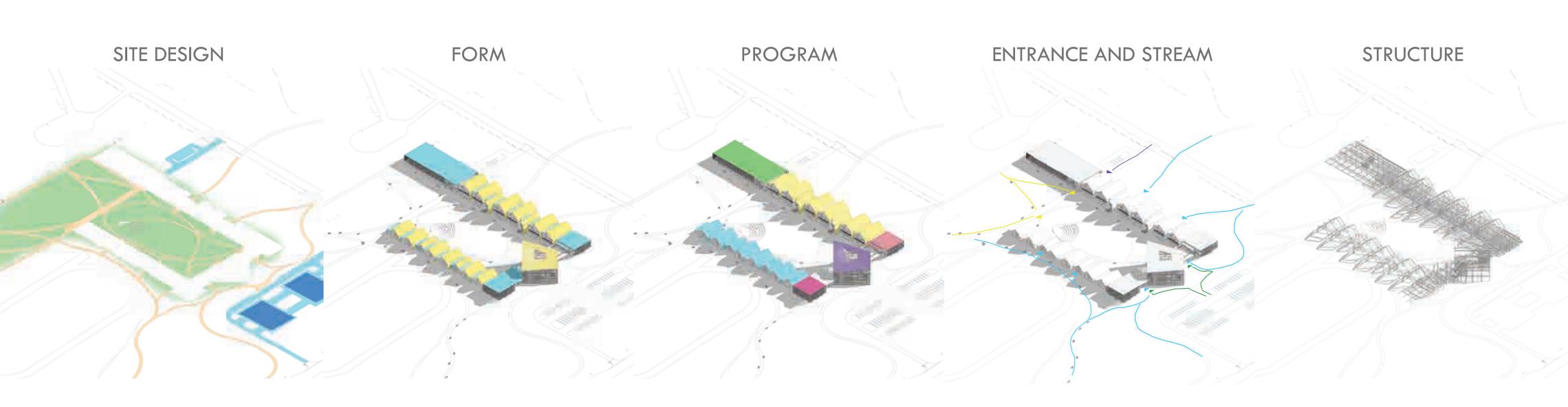
SCALE: 1/16 = 1'-0"

- 1 LIBRARY
- 2 SERVICE
- 3 STAIRS









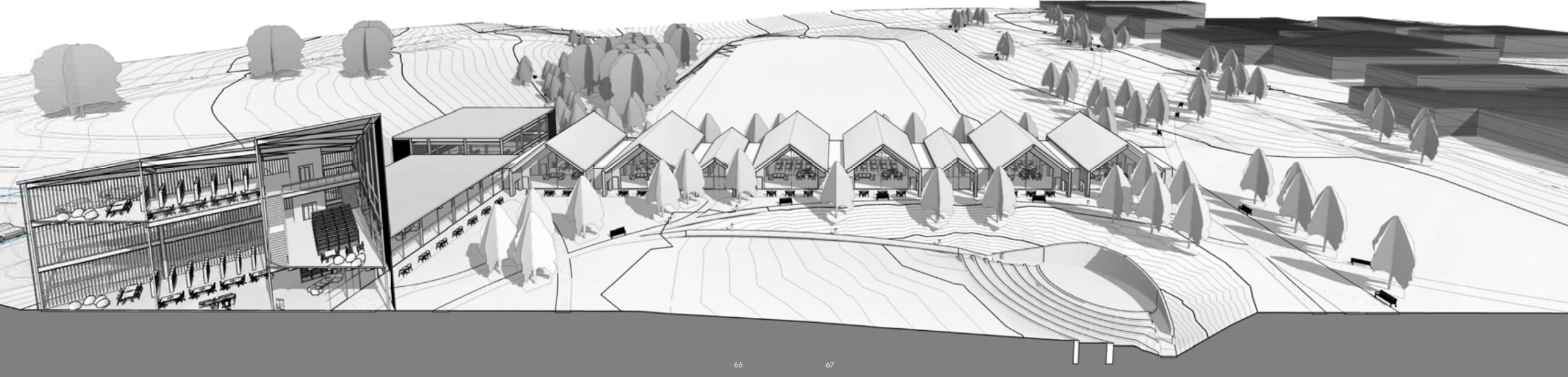


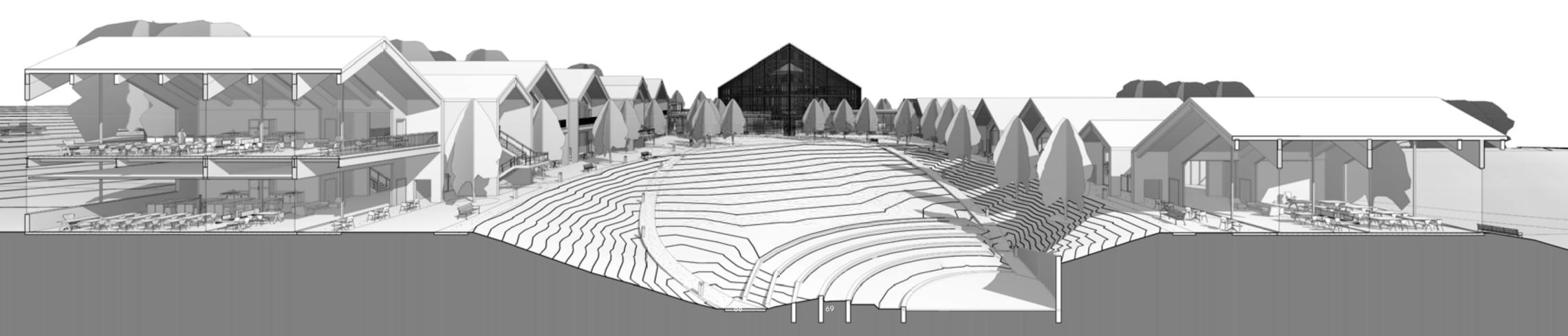


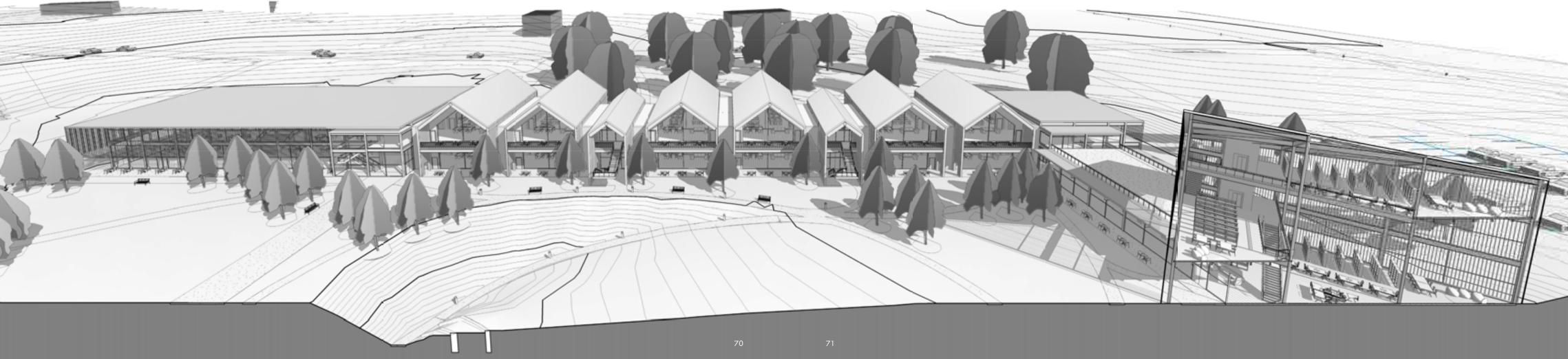


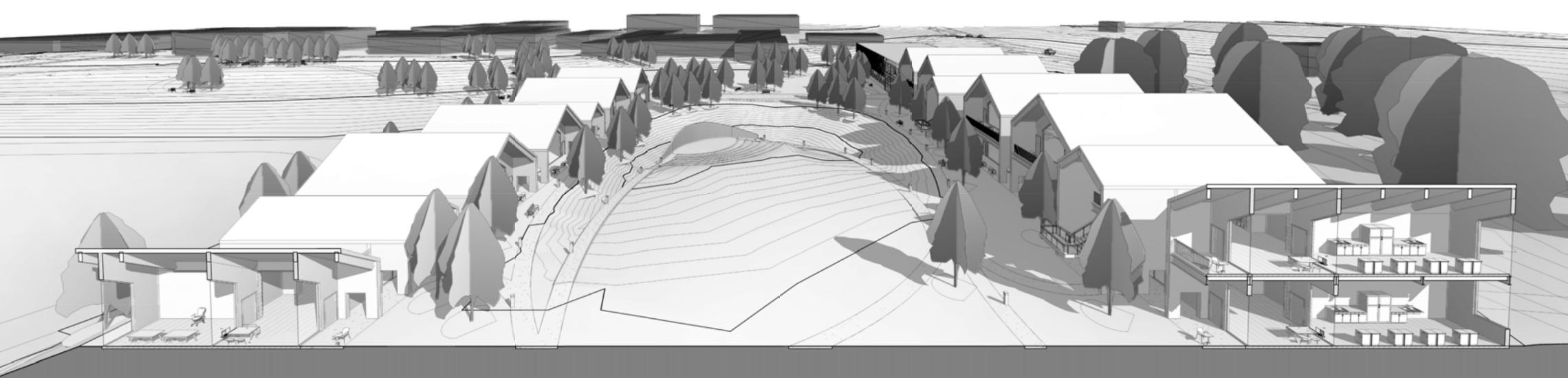
STUDENTS COMMUNITY VISITORS SERVICE

65



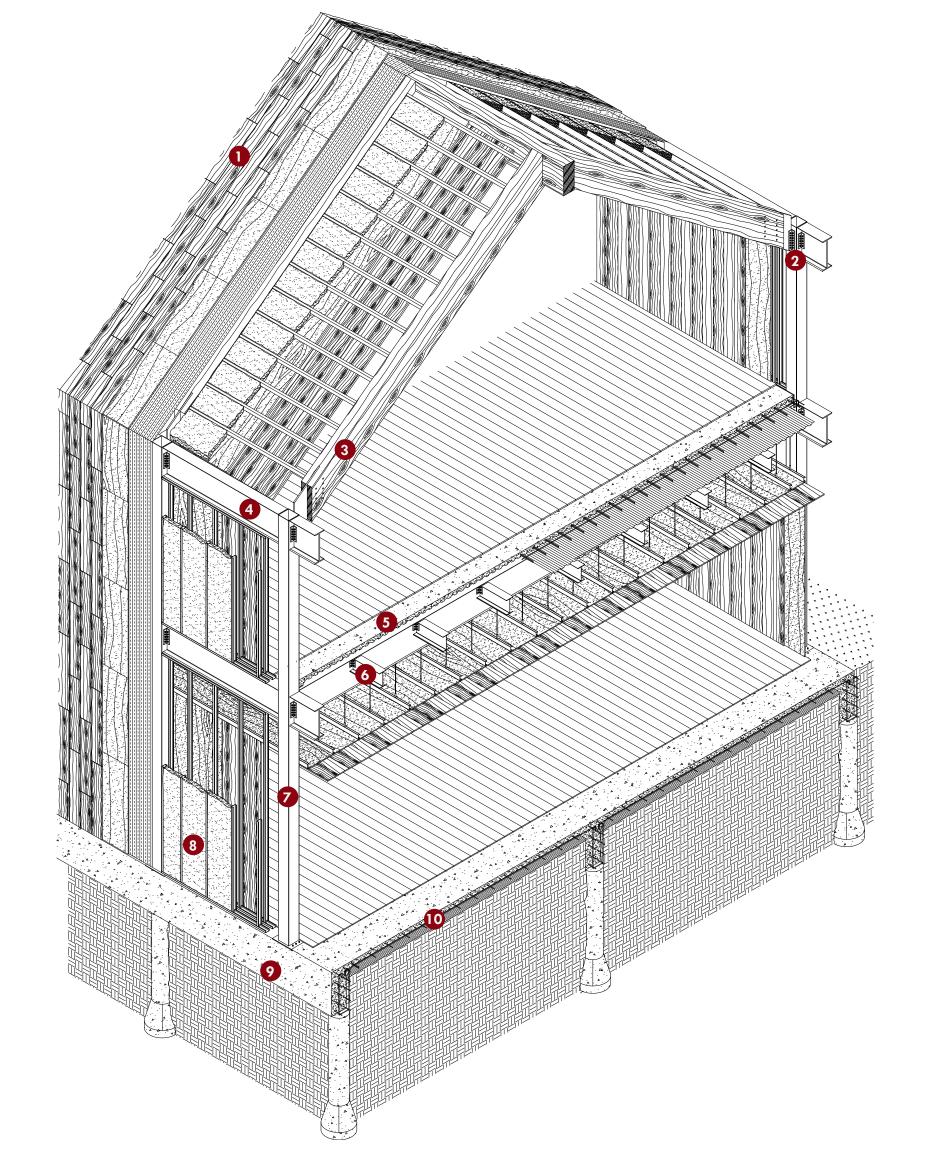




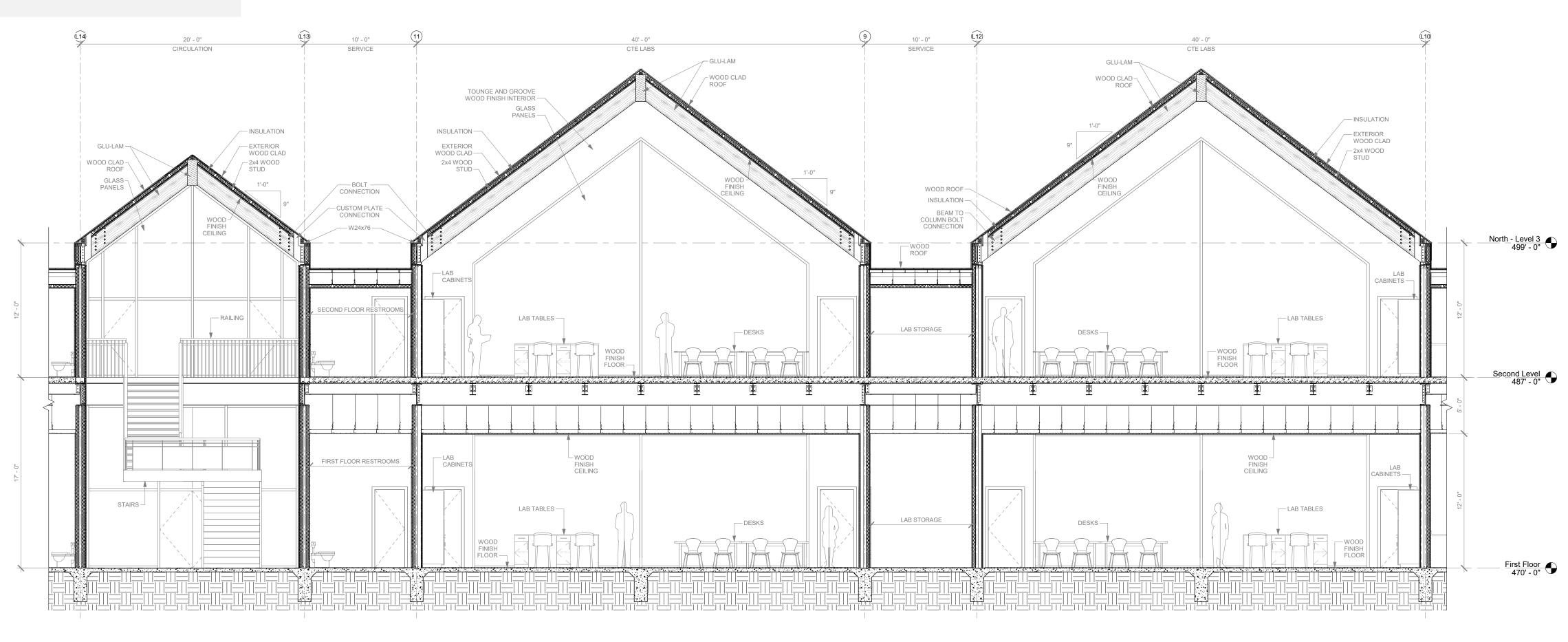


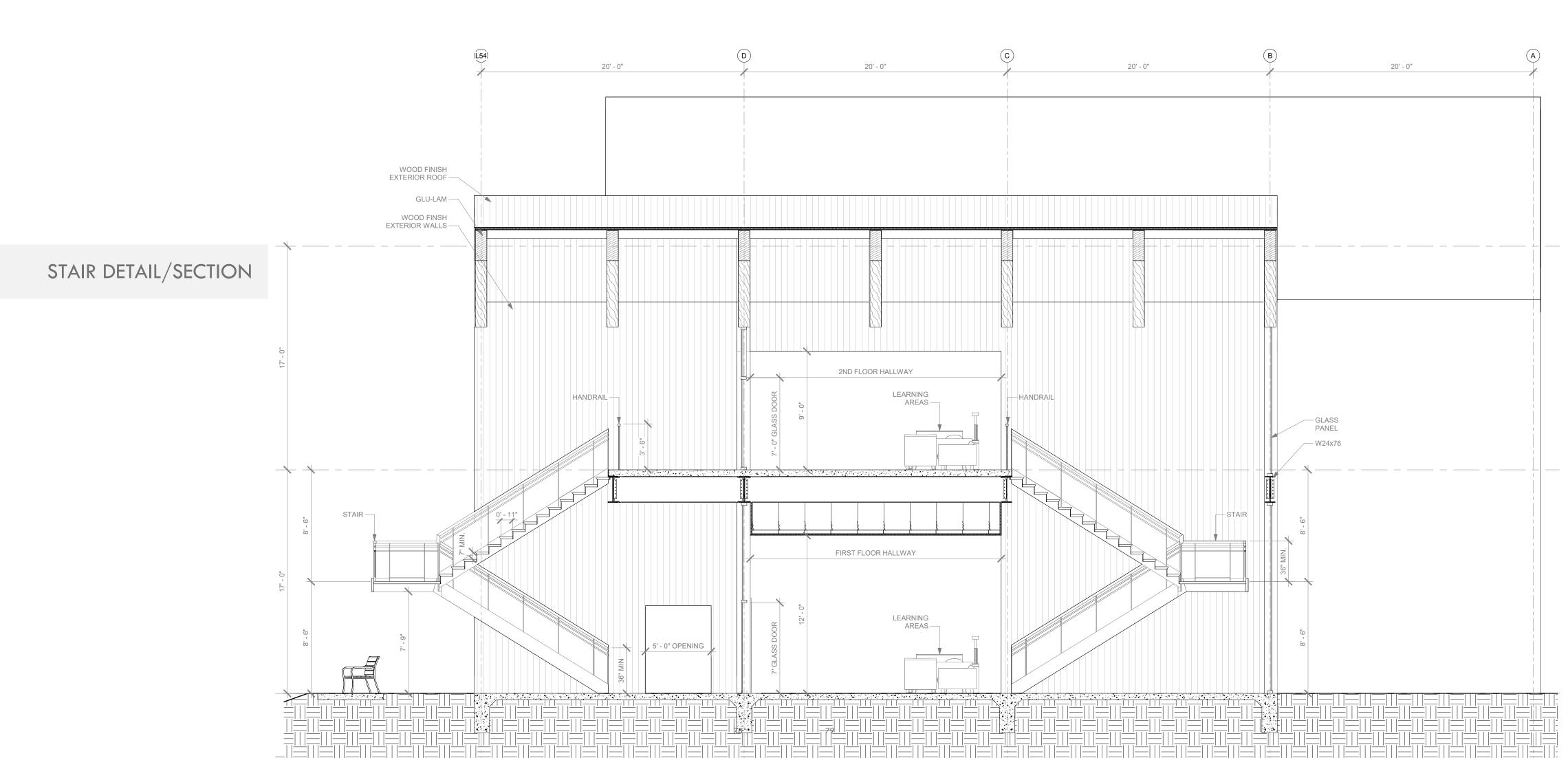
WALL AXONOMETRIC

- 1. STAGGERED WOOD CLADDING
- 2. WOOD TO METAL BOLT CONNECTION
- 3. GLU-LAM RAFTE (STRUCTURAL)
- 4. W24x74 BEAM (STRUCTURAL)
- 5. CONCRETE FLOOR
- **6.** W12x16 JOISTS
- 7. SQUARE TUBING STRUCTURAL COLUMN8. INSULATION
- 9. CONCRETE BEAM
- 10. SIM.

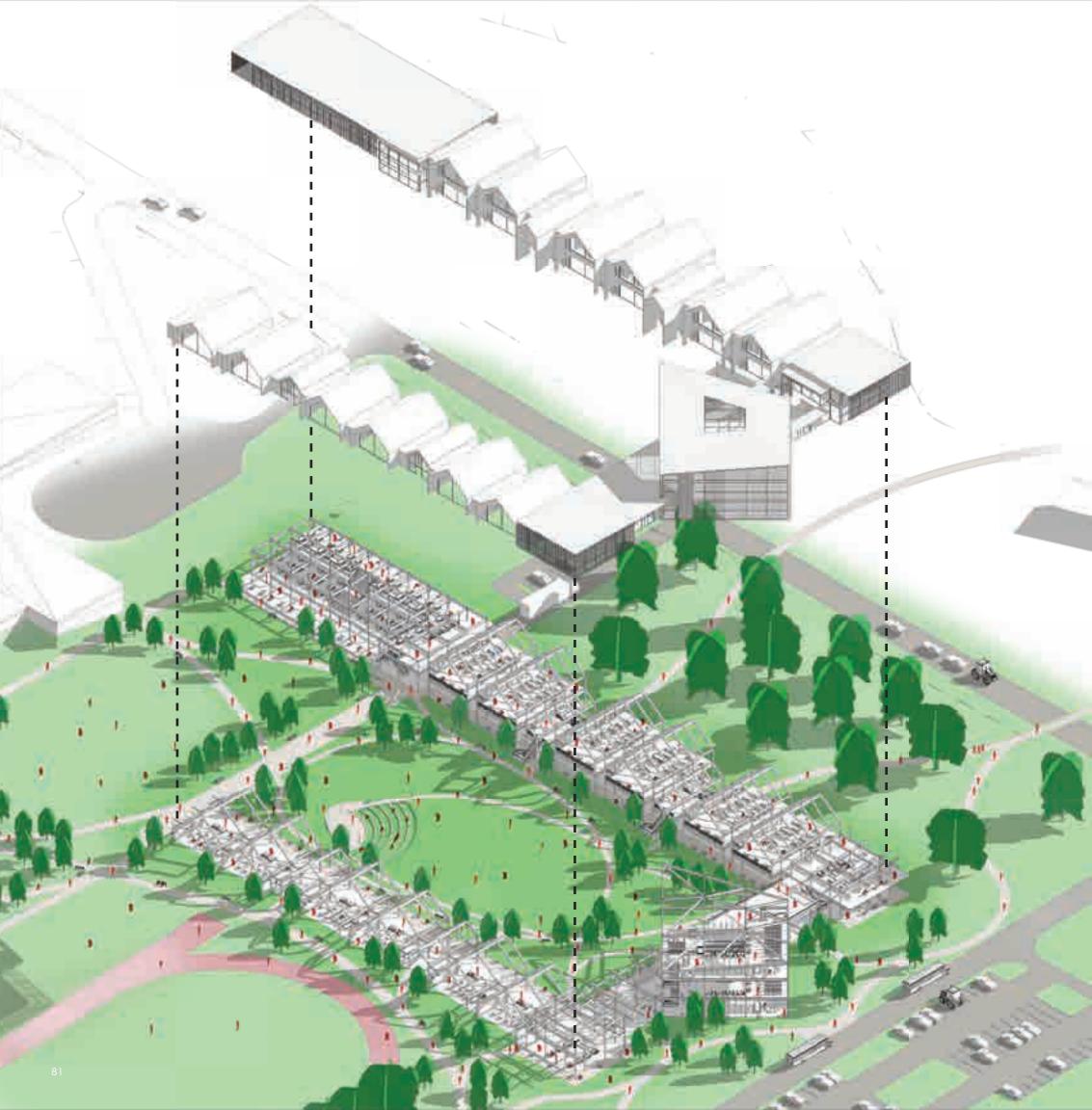


BUILDING SECTION





AXONEMETRIC DRAWING





HUGHES SPRINGS EARLY COLLEGE

MASTER OF ARCHITECTURE | JUAN RODRIGUEZ COMMITTEE:

CHAIR:

ALEJANDRO BORGES

PROFESSOR:

RAY HOLLIDAY

HUGHES SPRINGS EARLY COLLEGE

MASTER OF ARCHITECTURE | JUAN RODRIGUEZ COMMITTEE:

MEMBER:

KOICHIRO AITANI

MEMBER:

GALEN NEWMAN